Math-Magic

Textbook in Mathematics for Class I

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The National Curriculum Framework (NCF), 2005, recommends that children’s life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children’s life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of
the advisory committee for textbooks at the primary level, Professor Anita Rampal and the Chief Advisor for this book, Rohit Dhankar, Director, Digantar for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

Director
New Delhi
20 December 2005

National Council of Educational Research and Training
**Chairperson, Advisory Committee for Textbooks at the Primary Level**
Anita Rampal, *Professor*, Central Institute of Education, Delhi University

**Chief Advisor**
Rohit Dhankar, *Director*, Digantar, Jaipur

**Members**
Asmita Verma, *PRT*, Navyug School, Lodhi Colony, New Delhi
Binoda Chandra Ojha, *PRT*, Fateh Public School, Sawai Madhopur, Rajasthan
Geeta Mahashabde, Navnirmiti, Near Pawai Municipal Hospital, Pawai, Mumbai
L.K. Bhopa, Regional Institute of Education, Bhubaneshwar, Orissa
M. Sharda, *TGT*, Demonstration Multipurpose School, Regional Institute of Education, Mysore
N. Harini, *PRT*, Demonstration Multipurpose School, Regional Institute of Education, Mysore

**Member-Coordinator**
Surja Kumari, *Professor*, Department of Elementary Education, NCERT, New Delhi
S. Amal Jerry Arputharaj, 10 years,
St. Patrick Modern Higher Secondary School, Pondicherry

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a
1[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC] and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the 2[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for “Sovereign Democratic Republic” (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for “Unity of the Nation” (w.e.f. 3.1.1977)
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Inside - Outside

The Arab and his Camel.

It was a cold winter day. The was travelling on the back. At night, the pitched his tent and went inside it. The was outside.

May I put my neck inside? It is too cold outside.

Okay! You may put your neck inside.

Teachers Note

Refer to page no. 136 to develop understanding of shapes and space.
May I put my front legs inside? It is too cold outside.

Okay! You may put your front legs inside.

Can I come inside? It is too cold outside.

Oh! No the tent is too small for both of us.

So I am coming inside and you go outside.
Tick(✔) the bigger.

Tick(✔) the smaller.

Tick(✔) the smaller tyre.
Tick (✔) the smallest tree.

Tick (✔) the biggest animal.

Tick (✔) the smallest fruit. Tick (✔) the biggest bubble.
Tick(✓) the pot on the top.

Tick(✓) the animal at the bottom of the stairs.
Tick(✔️) the bird nearer to home.

Tick(✔️) the cat farther from the tree.
Nearest-Farthest

Farthest from the swing

Nearest to the swing

Tick(✓) the puppy farthest from the tree.

Tick(✓) the tree nearest to the bird.
Discuss near-far, top-bottom.
Shapes around us

Put the shapes in the pink and yellow boxes by drawing a line.

Match the similar shapes by drawing a line.
Sorting

Sort shapes by joining with similar shapes.

Make pairs of similar shapes.
Tick(✓) the objects that will **roll**.

- Pencil
- Soccer ball
- Butter
- Onion

Tick(✓) the objects that will **slide**.

- Cucumber
- Tomato
- Briefcase
- Battery
Once there was a Lamb going to see his grandmother.

On the way, through the jungle he met a wolf.

I am going to eat you.

Please let me go! I am going to meet my grandmother. You can eat me when I return.

Okay, you may go.

When he was about to return, he told the grandmother about the wolf.

The grandmother gave him an idea.

Go, and hide yourself in a dholak.

He did so!
The grandmother rolled the dholak on the road.

The lamb saw the wolf waiting for him.

The dholak started rolling down.

The wolf grew suspicious and started running behind the dholak.

Did you see a lamb coming this way?

No!

Before the wolf could catch him, the lamb reached home and was thankful to his grandmother.
Match the shapes of same sizes.
Match the same shapes.
Colour the smallest shape.
Join the similar shapes.
Colour ▲ green, ● red and ▲ blue.

Colour ▲ green, ● pink and ▲ yellow.
Make similar figures using the shape kit given at the back of this book.
Refer to page no. 138 to develop understanding of numbers from 1 to 9.

2018-19
**Counting**

One One One
One little baby
eating a bun.

Two Two Two
Two little children
go to the zoo.

Three Three Three
Three green parrots flying free.

Four Four Four
Four hungry pups
want to eat more.

Five Five Five
Five honey bees are
going to the hive.
Six Six Six
Six tiny nails
Soni has to fix.

Seven Seven Seven
Seven little dwarfs
are going to heaven.

Eight Eight Eight
Eight fat rats
chase a cat.

Nine Nine Nine
Nine red ants
walk in a line.
More or Less

Tick(✓) more.

More

Less

Tick(✓) more.

Tick(✓) less.

Tick(✓) more.
Count and Match

- Count and match the jars.
- Count and match the corn.
- Count and match the hammers.
- Count and match the cakes.
- Count and match the apples.

Count: 2, 2, 3, 4, 5

Total: 16
Count and Match
One

---

One
Four

4

____________________
____________________
____________________
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4

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____________________

4

4

4

4

4

4

4

4
Five

Five

5

Five

5
Count and match.

1. Watermelon - 4
2. Milk glasses - 3
3. Ladders - 2
4. Gas cylinders - 1
5. Elephant - 5
Make groups of

4 bottles

3 Trees

2 Drums

5 Lanterns
Colour 5 balloons

Colour 4 flowers

Colour 2 trees

Colour 3 boats
Seven

7 butterflies
7 flowers
7 apples

2018-19
Eight
Count and match.

6 8 9

_______ _______ _______ _______

___________  ___________ _______

___________  ___________  

2018-19
Make groups of

6 Leaves

7 Glasses

8 Potatoes

9 Ants
Match the numbers with the pictures.
Colour 6 birds

Colour 9 mangoes

Colour 1 elephant

Colour 7 bricks
Name these things and write their number in the circle.
Colour the collection which has more objects.
Make the collection equal.

1. Equalize the collection of circles.

2. Equalize the collection of squares.

3. Equalize the collection of triangles.

4. Equalize the collection of swirls.
Join in order.
Write the missing number.

What comes before and after 5?

What comes before 6?

What comes after 1?

What comes before and after 4?

What are the next numbers?

What are the next numbers?
Five juicy mangoes kept in a basket. If you pick and eat one how many will be left?

Four juicy mangoes kept in a basket. If you pick and eat one how many will be left?

Three juicy mangoes kept in a basket. If you pick and eat one how many will be left?

Two juicy mangoes kept in a basket. If you pick and eat one how many will be left?

One juicy mango kept in a basket. If you pick and eat one how many will be left?
Count and write the number of birds on the branch.
How many in the cage.

3 Mice

How many balloons in the hand.

3 Balloons
One more

One little parrot,
singing I love you,
One more joins in,
making them two.

Two little parrots,
resting on a tree,
One more joins in,
making them three.

Three little parrots,
looking for more,
One more joins in,
making them four.

Four little parrots,
wanting to dive,
One more joins in,
making them five.

Teachers Note
Refer to page no. 138 to develop understanding of addition.
How many altogether?

2 cows and 1 cow is equal to 3 cows

3 children and 2 children is equal to 5 children

Flowers and Flowers = Flowers

Birds and Birds = Birds
How many altogether?

6 and 2 = 8

and =

and =

and =

and =
How many altogether?

4 + 3 = 7

= 

= 

= 

2018-19
Addition

2 + 3 = 5

4 + 2 =

5 + 1 =

3 + 6 =

7 + 0 =

0 + 9 =

2 + 3 = 5
Addition

3 + 2 = \boxed{5} \text{ balloons}

3 + 0 = \boxed{3} \text{ balloons}

0 + 2 = \boxed{2}

4 + 0 = \boxed{4}

5 + 0 = \boxed{5}

3 + 4 = \boxed{7}
Addition

3 + 4 = 7

+ + =

+ + =

+ + =

+ + =
Add and Match

3 + 2 → 3 + 3
4 + 2 → 2 + 3
3 + 4 → 0 + 8
8 + 0 → 3 + 6
6 + 3 → 5 + 2
2 + 1 → 1 + 2
1 + 3 → 3 + 1
### Add

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>$2 + 7 = $</td>
<td></td>
<td>$1 + 3 = $</td>
</tr>
<tr>
<td>$3 + 5 = $</td>
<td></td>
<td>$4 + 1 = $</td>
</tr>
<tr>
<td>$4 + 0 = $</td>
<td></td>
<td>$0 + 2 = $</td>
</tr>
<tr>
<td>$2 + 2 = $</td>
<td></td>
<td>$3 + 4 = $</td>
</tr>
</tbody>
</table>

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<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$3 + 6$</td>
<td></td>
<td>$5 + 2$</td>
</tr>
<tr>
<td>$0 + 8$</td>
<td></td>
<td>$1 + 7$</td>
</tr>
<tr>
<td>$2 + 3$</td>
<td></td>
<td>$5 + 0$</td>
</tr>
</tbody>
</table>

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2018-19
Write the missing numerals

\[
\begin{array}{ccc}
+ & + & = 5 \\
+ & + & = 6 \\
+ & + & = 7 \\
+ & + & = 3 \\
+ & + & = 4 \\
+ & + & = 9 \\
+ & + & = 8 \\
+ & + & = 1 \\
\end{array}
\]
Subtraction

Take Away

5
Take away 2
Left 3

4
Take away 2
Left

Teachers Note

Refer to page no. 141 to develop understanding of subtraction.

2018-19
Subtraction

6 - 4 = 2

5 - 2 = 3

9 - 4 = 5

5 - 1 = 4
Subtraction

\[
\begin{array}{ccc}
\text{Glass} & \text{Glass} & \text{Food Items} \\
\hline
\text{Glass} & \text{Food Items} & \text{Food Items} \\
\hline
\text{Apples} & \text{Apples} & \text{Apples} \\
\hline
\text{Flowers} & \text{Flowers} & \text{Flowers} \\
\end{array}
\]

\[=\]
Subtraction

3 - 1 = 2

- - =

- - =

- - =

- - =
<table>
<thead>
<tr>
<th>Expression</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 – 4 =</td>
<td>1 – 4 = 1</td>
</tr>
<tr>
<td>6 – 2 =</td>
<td>6 – 2 = 4</td>
</tr>
<tr>
<td>9 – 5 =</td>
<td>9 – 5 = 4</td>
</tr>
<tr>
<td>4 – 4 =</td>
<td>4 – 4 = 0</td>
</tr>
<tr>
<td>8 – 3 =</td>
<td>8 – 3 = 5</td>
</tr>
</tbody>
</table>
Subtract and Match

4 - 2 □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ 
Subtract

4 – 2 = 
5 – 2 = 
7 – 7 = 
8 – 4 = 
3 – 1 = 

2

4 – 0 = 
6 – 5 = 

0

---

2

9

3

0

2

7

0

8

6

4

8

4

2

---

2018-19
Write the missing numbers

8 - □□ = 7

5 - □□ = 1

3 - □□ = 3

9 - 2 = □□

□□ - 2 = 3

□□ - 3 = 5

□□ - 2 = 0

□□ - 2 = 7
Refer to page no. 142 to develop understanding of numbers from 10 to 20.
Make a group of 10.
Fill in the blanks.

Counting from 10 to 20

Fill in the blanks.

9 + 1 = 10

10 + 1 = 11

10 + 2 = 12

10 + 3 = 13

10 + 4 = 14
Fill in the blanks.

\[
\begin{array}{ccc}
\text{10} & + & \text{5} \\
= & & \text{15}
\end{array}
\]

\[
\begin{array}{ccc}
\text{10} & + & \text{6} \\
= & & \phantom{0}
\end{array}
\]

\[
\begin{array}{ccc}
\text{10} & + & \text{7} \\
= & & \text{17}
\end{array}
\]

\[
\begin{array}{ccc}
\text{10} & + & \text{8} \\
= & & \phantom{0}
\end{array}
\]

\[
\begin{array}{ccc}
\text{10} & + & \text{9} \\
= & & \text{19}
\end{array}
\]

\[
\begin{array}{ccc}
\text{10} & + & \text{10} \\
= & & \text{20}
\end{array}
\]
Make a group of 10 and write numbers.

- Ten  |  Ones
- 1    |  3

- Ten  |  Ones
-      |      

- Ten  |  Ones
-      |      

- Ten  |  Ones
-      |      

2018-19
Make a group of 10.

Ten | Ones
---|---
    |    
---|---
    |    
---|---
    |    
---|---
    |    
---|---
    |    
---|---
    |    
---|---
    |    
---|---
Complete the table

1 ten = 10

<table>
<thead>
<tr>
<th>10</th>
<th>10</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 ten 1 one = 11

<table>
<thead>
<tr>
<th>11</th>
<th>11</th>
<th></th>
<th></th>
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</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>

1 ten 2 ones = 12

<table>
<thead>
<tr>
<th>12</th>
<th>12</th>
<th></th>
<th></th>
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</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Complete the table

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ten</td>
<td>3 ones</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 ten</td>
<td>4 ones</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 ten</td>
<td>5 ones</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

[Diagram showing matches for 1 ten and 3 ones equals 13, 1 ten and 4 ones equals 14, and 1 ten and 5 ones equals 15]
Complete the table

<table>
<thead>
<tr>
<th></th>
<th>1 ten</th>
<th>6 ones</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

= 16

= 17

= 18
Complete the table

<table>
<thead>
<tr>
<th>1 ten</th>
<th>9 ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

\[
\begin{array}{c|c|c}
1 \text{ ten} & 9 \text{ ones} & = 19 \\
19 & 19 & \\
& & \\
& & \\
& & \\
& & \\
& & \\
& & \\
& & \\
& & \\
\end{array}
\]

<table>
<thead>
<tr>
<th>1 ten</th>
<th>1 ten</th>
<th>2 tens</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>20</td>
<td>= 20</td>
</tr>
</tbody>
</table>

\[
\begin{array}{c|c|c}
1 \text{ ten} & 1 \text{ ten} & 2 \text{ tens} \\
20 & 20 & = 20 \\
& & \\
& & \\
& & \\
& & \\
& & \\
& & \\
& & \\
& & \\
\end{array}
\]
Tick(✔) the group with more objects.
Join in order.
Write the missing numbers.

What comes after 18? What comes after 14?

What comes before 16? Write numbers before and after 9?

Write numbers before and after 18? Write numbers before and after 10?
Circle the **bigger** number.

- 11  □  13
- 12  □  8
- 16  □  6
- 20  □  10

Circle the **smaller** number.

- 13  □  15
- 17  □  7
- 1 □  11
- 6  □  4
- 11 □  9
- 5 □  15
- 16 □  17
- 9 □  10
- 18 □  8
- 17 □  7
- 9 □  19
- 15 □  13
- 11 □  13
- 20 □  10

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not to be republished
Circle the **biggest** number.

- 13 3 9
- 12 15 20
- 10 5 12
- 11 12 13
- 19 18 17
- 13 16 14

Circle the **smallest** number.

- 7 2 4
- 14 16 12
- 15 7 20
- 19 8 9
- 1 10 20
- 16 15 14
Addition

4 + 5 = 0 + 3 =

5 + 2 = 6 + 2 =

6 + 2

0 + 5

1 + 7
1. Rahul has 8 pencils. Sonu has 7 pencils. How many pencils do they have altogether?

2. Farida plucked 4 apples. Sita plucked 6 apples. Both put them together. How many apples are there now?
Subtraction

7 - 4 =  
9 - 8 =  
2 - 2 =  
6 - 2 =  

\[
\begin{align*}
8 - 4 &= \\
6 - 5 &= \\
4 - 0 &=
\end{align*}
\]

17 - 5 = 12

15 - 4 =  
17 - 2 =  
19 - 7 =  
12 - 1 =
1. Sohan's mother brought 9 bananas from the market. She gave 4 bananas to Sohan. How many bananas was she left with?

2. Rahim had 8 flowers. He put three flowers in a vase. How many flowers was he left with?
Addition practice.

3 + 7 = 7 + 6 =

5 + 8 = 9 + 2 =

6 + 8 = 8 + 7 =

9 + 9 = 4 + 8 =

Subtraction practice.

13 − 7 = 16 − 6 =

15 − 3 = 12 − 0 =

19 − 6 = 14 − 3 =

17 − 4 = 18 − 7 =
Sampada’s Day

1. Get up for school
2. Eat breakfast
3. Read a story in school
4. Eat lunch
5. Play
6. Study
7. Go to bed

Teachers Note
Refer to page no. 144 to develop understanding of time.

2018-19
Tick(✔) the activities that you do in the morning.

Tick(✔) the activities that you do in the evening.

Tick(✔) the activities that you do in the day.

Tick(✔) the activities that you do at night.
Number the activities in sequence.
Tick (✓) the activity that will take longer.
Tick (✔) the Longer.

Tick (✔) the Shorter.

**Teachers Note**

Refer to page no. 144 to develop understanding of measurement.

2018-19
Tick (✓) the Longest.

Tick (✓) the Shortest.

Exercise:

1. Tick (✓) the Longest:
   - [ ] [ ] [ ]

2. Tick (✓) the Shortest:
   - [ ] [ ] [ ]
Tick (✓) the Taller.

Tick (✓) the Shorter.
Tallest - Shortest

Tick (✓) the Tallest.

Tick (✓) the Shortest.
Tick (√) the Thicker.

Tick (√) the Thinner.
Tick (✓) the Thickest.

Tick (✓) the Thinnest.
Tick (√) the **lighter**.

Tick (√) the **Heavier**.
Heaviest – Lightest

Tick (✓) the Heaviest.

Tick (✓) the Lightest.

Tick (✓) the Heaviest.
The book is 3 spans long.
The table is _ spans long.

Trace your friends hand span here.
My table is _______ span long.  
My pencil is _______ span long.  
My classroom blackboard is _______ pencils long.
The carpet is 10 feet long.

The mat is 6 feet long.

Guess the distance between two trees.
Numbers from Twenty-one to Fifty

Fill in the blanks.

Write the number. Draw the bundles and ones.

<table>
<thead>
<tr>
<th>TEN</th>
<th>ONES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEN</th>
<th>ONES</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>
Write the number

1. TENS 2, ONES 5
2. TENS 2, ONES 3
3. TENS 3, ONES 3
4. TENS 4, ONES 2
5. TENS 5, ONES 3
6. TENS 3, ONES 3
7. TENS 2, ONES 3
8. TENS 3, ONES 3
9. TENS 4, ONES 2
10. TENS 5, ONES 3

TENS ONES

2018-19
Fill in the blanks.

<table>
<thead>
<tr>
<th>Number</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>22</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>24</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>26</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>28</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>30</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Fill in the blanks.

4 TENS 1 ONE

4 TENS 2 ONES

4 TENS 3 ONES

4 TENS 4 ONES

4 TENS 5 ONES

4 TENS 6 ONES

4 TENS 7 ONES

4 TENS 8 ONES

4 TENS 9 ONES

4 TENS 1 Ten
Write the missing numbers

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11</td>
<td>13</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>22</td>
<td></td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>43</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>38</td>
<td>49</td>
<td></td>
</tr>
</tbody>
</table>
Count the shapes in the above picture.

Name the shapes
that occurs the most
that occurs the least

Teachers Note
Refer to page no. 145 to develop understanding of data handling.
These children are friends.
Count the number of letters in each name-word.

<table>
<thead>
<tr>
<th>Names</th>
<th>Number of letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>SALMA</td>
<td></td>
</tr>
<tr>
<td>JOSIEP</td>
<td></td>
</tr>
<tr>
<td>ARUN</td>
<td></td>
</tr>
<tr>
<td>CHINTU</td>
<td></td>
</tr>
<tr>
<td>GEETA</td>
<td></td>
</tr>
<tr>
<td>ASHAB</td>
<td></td>
</tr>
<tr>
<td>SUBBU</td>
<td></td>
</tr>
<tr>
<td>AHMAD</td>
<td></td>
</tr>
<tr>
<td>RAVI</td>
<td></td>
</tr>
</tbody>
</table>

How many names have four letters

How many names have five letters

How many names have six letters

How many times S comes in all the names taken together

How many times A comes in all the names taken together
Extend the sequence.

---

111

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0000

---

TTTT

---

↑↑↑

---

VAVAV

---

○○□○□

---

🍎🍎🍎🍎

---

WWWWM

---

Teachers Note

Refer to page no. 146 to develop understanding of patterns.
What comes next in the sequence?

1. Sun, Circle, Sun, Circle
2. Circle, Triangle, Circle, Triangle
3. Circle, Triangle, Circle, Triangle
4. Circle, Triangle, Circle, Triangle
5. Circle, Triangle, Circle, Triangle
6. Circle, Triangle, Circle, Triangle
7. Circle, Triangle, Circle, Triangle
8. Circle, Triangle, Circle, Triangle
9. Circle, Triangle, Circle, Triangle
10. Circle, Triangle, Circle, Triangle
Fill in the boxes in sequence.
Study the pattern and fill in the missing numbers.
Complete the pattern.

<table>
<thead>
<tr>
<th>△</th>
<th>△△</th>
<th>△△△</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19
Complete the pattern.

2  4  6  8

27  28  29

25  30  40

1  4  7

15  13  11

10  30  50
Write the number.

Draw the bundles and ones of the number.
Write the number in the given space.
Fill in the blanks.

Numbers from 51 to 70

5 TENS 1 ONE

5 TENS 2 ONES

5 TENS 3 ONES

5 TENS 4 ONES

5 TENS 5 ONES

5 TENS 6 ONES

5 TENS 7 ONES

5 TENS 8 ONES

5 TENS 9 ONES

6 TENS 1 ONE

6 TENS 2 ONES

6 TENS 3 ONES

6 TENS 4 ONES

6 TENS 5 ONES

6 TENS 6 ONES

6 TENS 7 ONES

6 TENS 8 ONES

6 TENS 9 ONES

1 TEN
Numbers from 71 to 90

Fill in the blanks.

7 TENS 1 ONE
7 TENS 2 ONES
7 TENS 3 ONES
7 TENS 4 ONES
7 TENS 5 ONES
7 TENS 6 ONES
7 TENS 7 ONES
7 TENS 8 ONES
7 TENS 9 ONES
7 TENS 1 TEN
8 TENS 1 ONE
8 TENS 2 ONES
8 TENS 3 ONES
8 TENS 4 ONES
8 TENS 5 ONES
8 TENS 6 ONES
8 TENS 7 ONES
8 TENS 8 ONES
8 TENS 9 ONES
8 TENS 1 TEN

2018-19
Fill in the blanks.

Numbers from 91 to 100

9 TENS 1 ONE 91
9 TENS 2 ONES 92
9 TENS 3 ONES 93
9 TENS 4 ONES 94
9 TENS 5 ONES 95
9 TENS 6 ONES 96
9 TENS 7 ONES 97
9 TENS 8 ONES 98
9 TENS 9 ONES 99
9 TENS 1 TEN 100
Write the missing numbers.

<table>
<thead>
<tr>
<th>51</th>
<th>52</th>
<th>53</th>
<th>54</th>
<th>55</th>
<th>56</th>
<th>57</th>
<th>58</th>
<th>59</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>62</td>
<td></td>
<td>65</td>
<td></td>
<td>69</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>73</td>
<td></td>
<td>84</td>
<td></td>
<td>88</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>93</td>
<td>95</td>
<td></td>
<td></td>
<td>99</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Let us play the game of snakes and ladders.
Money

Coins currently in use in India.

Teachers Note

Refer to page no. 146 to develop understanding of money.
Notes currently in use in our currency.
Make the given amount using different combination of coins.

1 rupee
2 rupees
2 rupees
3 rupees
3 rupees
Make the given amount using different combination of coins.

4 rupees

4 rupees

4 rupees

5 rupees

5 rupees

5 rupees

5 rupees
Make the given amount using different combination of coins.

6 rupees

6 rupees

6 rupees

6 rupees

6 rupees
Discuss with your friend and guess the price.
Write the number of sticks.
How many beads?

How much will the bananas cost?
Give number name

How many tens

Which is the bigger number?
Develop a story on the pictures and narrate in the class.

Billu