



Skillment

MATHEMATICS

A Multi-skill Activity Book on Mathematics

FS-3
UKG



PMP Planet[®]
Multimedia Publishers
The Ultimate Resource

PM PUBLISHERS PVT. LTD.

Skillment Mathematics – FS 3 (UKG)

PMP Editorial Team

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Preface

With a vision of making quality education accessible to all from the Foundational Stage to Secondary Stage of schooling, the **National Education Policy (NEP) 2020** has issued a new pedagogical and academic structure. The new pedagogical and academic structure has been divided into four stages as mentioned below:

Foundational Stage (5 years): Nursery, LKG, UKG, Std. 1 and Std. 2	(3-8 years)
Preparatory Stage (3 years): Std. 3, Std. 4 and Std. 5	(8-11 years)
Middle Stage (3 years): Std. 6, Std. 7 and Std. 8	(11-14 years)
Secondary Stage (4 years): Std. 9, Std. 10, Std. 11 and Std. 12	(14-18 years)

In the new 5+3+3+4 structure, a strong base of **Early Childhood Care and Education (ECCE)** from age 3 is also included.

The overall aim of Early Childhood Care and Education (ECCE) is to attain optimal outcomes in the following domains:

- ✓ Physical and motor development
- ✓ Cognitive development
- ✓ Social-emotional-ethical development
- ✓ Cultural/Artistic development
- ✓ Development of communication and early language, literacy, and numeracy

Our new series, **Skillment**, is properly graded and contains age-appropriate course material for the learners of Foundational Stage to achieve the aims and objectives outlined in the **National Curriculum Framework (NCF) for Foundational Stage 2022**. The series covers different subjects which are classified under the following categories:

FS 1 (3+ years): Maths, English, EVS, Hindi, Art and Craft, Kavitayen aur Kahaniyan, Rhymes and Stories

FS 2 (4+ years): Maths, English, EVS, Hindi, Art and Craft, Kavitayen aur Kahaniyan, Rhymes and Stories

FS 3 (5+ years): Maths, English, EVS, Hindi, Art and Craft, Kavitayen aur Kahaniyan, Rhymes and Stories

FS 4 (6+ years): Maths, English, EVS, Hindi, English Grammar, Art and Craft, Computer and GK

FS 5 (7+ years): Maths, English, EVS, Hindi, English Grammar, Art and Craft, Computer and GK

Apart from the main books, we are also providing **Workbooks** with Maths, English, EVS and Hindi to learners for extra practice.

The whole set of books for each class also carries a **Teacher's Resource Kit** which contains various kinds of relevant and interesting teaching aid that teachers may use in the classroom.

A **booklet on Social and Emotional Learning (SEL)** including lesson plans is provided for the teachers to inculcate SEL skills in the learners.

Skillment App is for skill building and joyful teaching and learning for teachers and learners.

Web Support

Our web portal pmponline.co.in provides a vital web support to teachers and learners. It includes the following:

- ◆ **Multimedia ebooks:** consist of animation, audio, video, and interactive exercises
- ◆ **Additional worksheets:** printable worksheets for extra practice
- ◆ **Teacher's resource:** comprises lesson plans
- ◆ **Virtual lessons:** consist of pre-recorded video lessons
- ◆ **AR (Augmented Reality) App both for android and iOS:** turns books into smart books with better visualisation and concept clarity

It is a concerted attempt to make the series more useful for the teachers, parents and kids. We hope this series will be quite helpful in achieving the goals set by the NEP 2020. However, we shall appreciate valuable and constructive feedback from teachers and parents to improve the books with every new edition.

—Publishers



Features of Skillment Mathematics



Skillment Mathematics series adheres to the guidelines issued under Early Childhood Care and Education mentioned in the National Education Policy 2020 and subsequently in the National Curriculum Framework (NCF) for Foundational Stage 2022.

Aims of Early Childhood Care and Education (ECCE)

- ✓ Physical and motor development
- ✓ Cognitive development
- ✓ Social-emotional and ethical development
- ✓ Cultural/artistic development
- ✓ Development of communication and early language, literacy, and numeracy

Important Features to meet the aims and objectives of ECCE

1 Big, Bigger, Biggest UNIT 1-COMPARISON

Point and say aloud.

Big Bigger Biggest

Colour the big ball orange, bigger ball blue and the biggest ball green.

For Teachers: While working on the series of comparison in this unit, ensure large, middle and small size balls are used. In contrast, this may have many circles of different sizes as only the smallest is selected for the next of the larger or the biggest.

For Parents: Ask the child to point to the largest and the smallest of different sizes. When a group of different sizes are used, ask the child the words big, bigger, and the biggest, when looking at the different sizes of the balls.

MATHS (FS-1)

Child-friendly and interactive approach to get the learners remain engaged during the learning process

Now I Know

A. Trace and colour the triangle.

Tracing of numbers and objects for motor development.

Shapes

Colour the following picture and say the names of shapes used in it aloud.

Art integration to develop creativity skill as well as fine motor skill

Now I Know

A. Colour the bigger flower.

B. Which of the following insects is the smallest? Circle it.

C. Colour the taller pillar.

D. Colour the longest toothbrush.

MATHS - P1 1

Properly graded exercises for self-assessment of the learners

MIND BENDERS

A. Using the given shapes draw the face of a Joker in the box.

B. Draw the other half of the building as shown in the smaller picture. Also, colour the picture.

MATHS - P1 2

Problem-based activities to develop critical thinking skill of the learners

ASCENDING (INCREASING) ORDER

Arrangement of numbers from the smallest to the largest is called ascending order.

Example: Arrange the following numbers in the ascending order.

Steps:

Find the smallest number and write it in the left most box.

Now, find the smaller between 4 and 5. Write it in the middle box.

Finally, write the largest number in the right most box.

So, the ascending order is— 2 — 4 — 5

Arrange the following numbers in the ascending order.

5	2	1	_____	_____	_____
2	9	7	_____	_____	_____
11	8	10	_____	_____	_____

MATHS - P1 3

Step-wise solutions of examples for better understanding of the concept

22 Addition

UNIT 10—ADDITION AND SUBTRACTION

Count and write. One has been done for you.

For Teachers

The long arrow points to the addition sign (+). Place some flowers and a girl in the left box. Write the number in the box. Ask a child to draw some flowers in the box. Ask another child to count the flowers and write the number in the box.

For Parents

This exercise can be used to add the number of dots in all groups, draw and label, and so on. Try to give this exercise to a child of 7 years or below.

MATHS - P1 10

Instructions for teachers and parents to help learners understand the concept

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Big, Bigger, Biggest



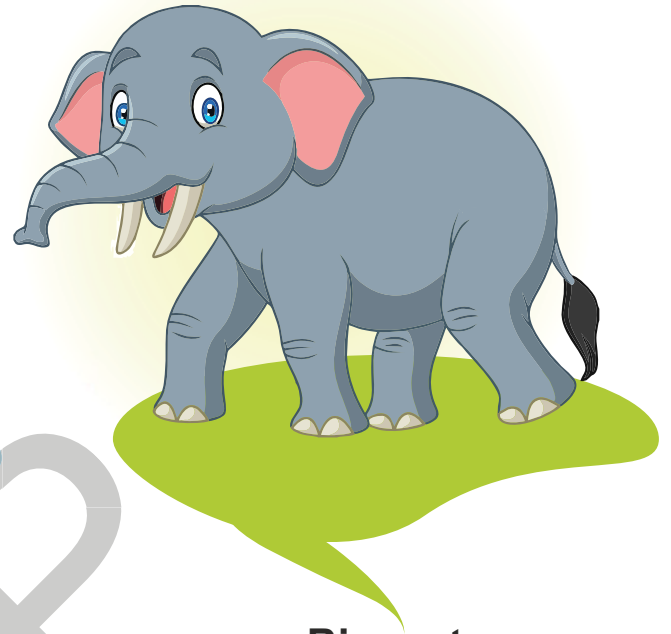
Point and say aloud.



Big

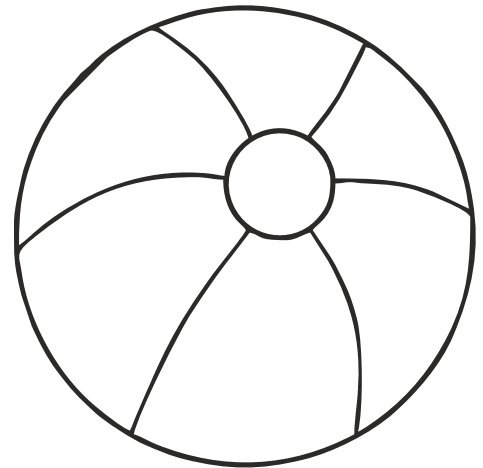
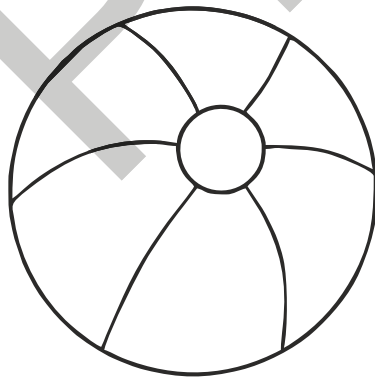
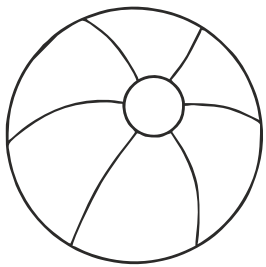


Bigger



Biggest

Colour the big ball orange, bigger ball blue and the biggest ball green.



For Teachers:



While teaching the terms of comparison in this unit, always keep in mind that these terms have been used in context. You may draw three circles of different sizes to help the learners understand the concept of big, bigger and the biggest.

For Parents:

You may ask your child to compare three t-shirts of different sizes, three pillows of different sizes and so on. Use the words big, bigger and the biggest while referring to different objects of the household.





Point and say aloud.



Small



Smaller

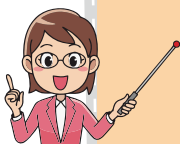


Smallest

Colour the smallest teddy.



For Teachers:



You may display three objects of different sizes to explain the concept of small, smaller and the smallest. It should be kept in mind that when you explain the term 'small', you should talk about the objects which are really small. A lion is smaller than a horse but a horse is not a small animal.

For Parents:

You may ask your child to compare the size of three objects such as different vegetables or fruits to help them understand the terms—small, smaller and smallest.

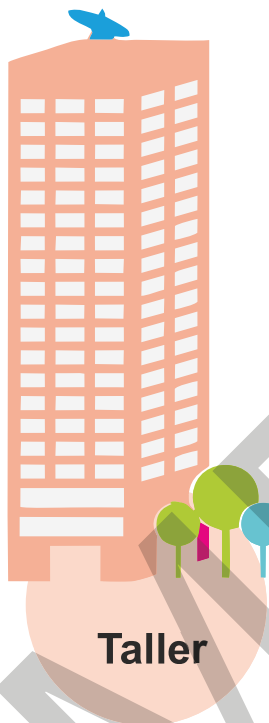




Tall, Taller, Tallest



Point and say aloud.



Colour the tallest vase.



For Teachers:



You may draw three vertical lines of different heights to explain the terms—tall, taller and tallest.

For Parents:

You may take your child to a park and show him/her three trees of different heights, and ask him/her to say 'tall tree', 'taller tree' and 'tallest tree' indicating each tree one by one.





Point and say aloud.



Short



Shorter



Shortest

Colour the shortest dwarf.



For Teachers:

You may ask three children of different heights to stand up at their place and ask others to find out the shortest one. Also, help them understand that the term 'short' has been used in respect of height.



For Parents:

You may show your child three plants of different heights and ask him/her to indicate the shorter one.





Long, Longer, Longest



Point and say aloud.

Long



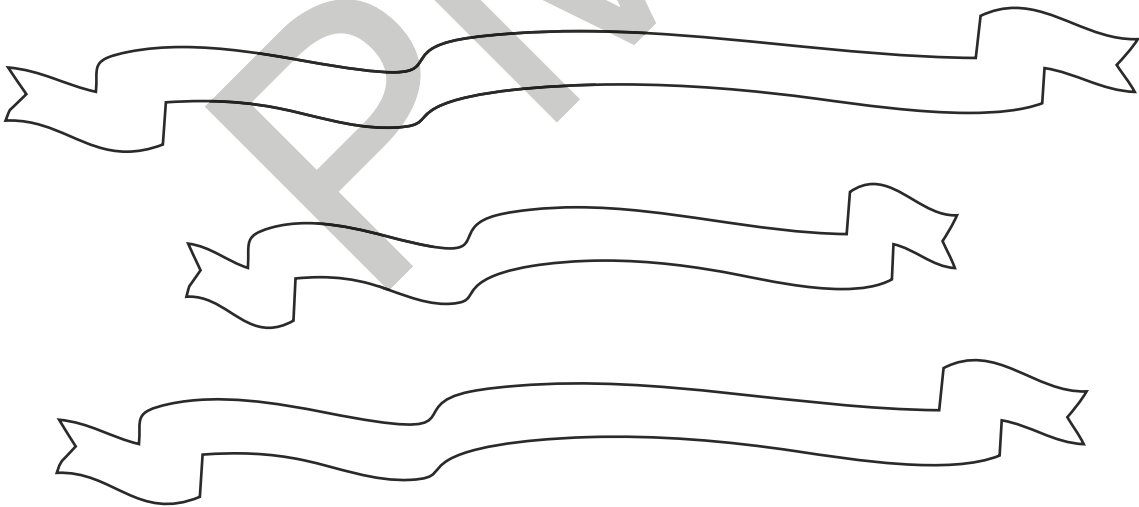
Longer



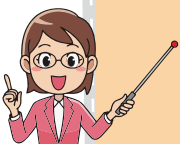
Longest



Colour the longest ribbon.



For Teachers:



You may ask the children to show their shortest and the longest fingers. You may ask one of them to draw a line on the board. Then, ask another child to draw a line longer than the one already drawn. Ask another one to draw the longest line.

For Parents:

You may use cucumber, bottle gourd, carrot, etc. to help your child understand the terms long, longer and longest. In this way, they will also get to know the names of vegetables.





Point and say aloud.

Short	
Shorter	
Shortest	

Tick (✓) the shortest matchstick.

	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

For Teachers:



You may use three pieces of string of different lengths to explain the concept of the terms short, shorter and shortest in respect of length.

For Parents:

You may display three spoons of different lengths and ask your child to pick the shorter or the shortest one. You may repeat the same activity with various other objects.





Heavy, Heavier, Heaviest



Point and say aloud.



Heavy



Heavier



Heaviest

Colour the heavier dumbbell green.



For Teachers:



You may place three pieces of bricks of different sizes on the table and ask a child to weigh them one by one by his/her hand, and then ask him/her to find the heavier or the heaviest one.

For Parents:

You may give your child three books of different weights and ask him/her to find out the heavier or the heaviest one.





Light, Lighter, Lightest



Point and say aloud.



Light



Lighter



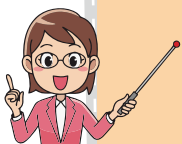
Lightest

Circle the lightest object.



For Teachers:

You may ask a child to lift a book, a pencil box and a sharpener, one by one, to find out the lighter or the lightest object.



For Parents:

You may give three objects light in weight to your child and ask him/her to find out which one is the lightest.

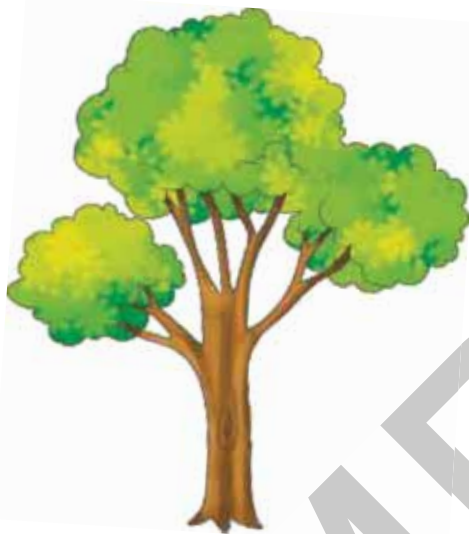




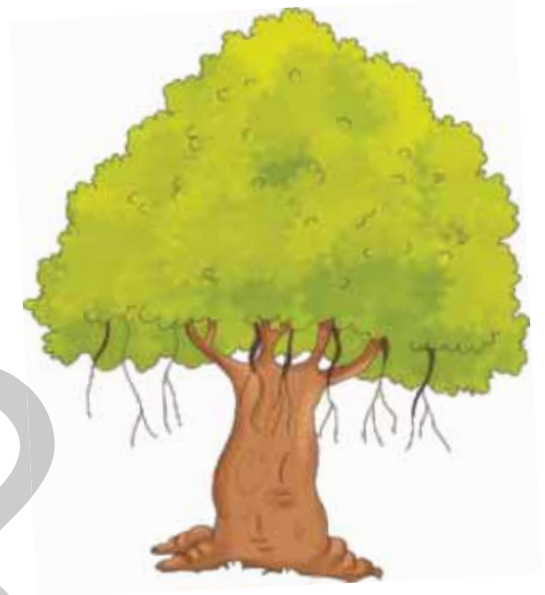
Point and say aloud.



Thick

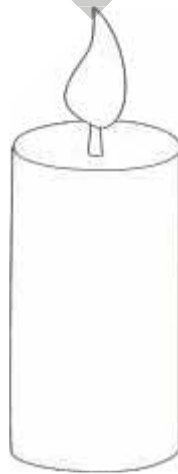


Thicker



Thickest

Colour the thick candle orange, thicker candle blue and the thickest candle green.



For Teachers:

Help the children distinguish between the terms 'thick' and 'thin'. You may demonstrate the thickness of a book, a lunchbox and a brick to explain the terms thick, thicker and thickest.



For Parents:

There are many things such as sofa, bed, tile, brick, cupboard, table, etc. in a house. You may use them to explain the terms thick, thicker and thickest.

Thin, Thinner, Thinnest



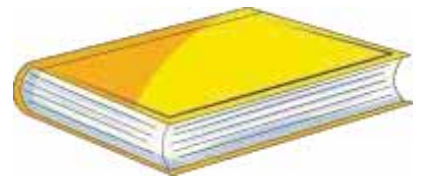
Point and say aloud.



Thin

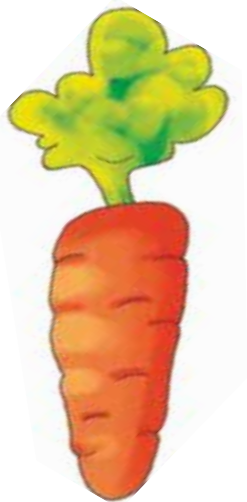


Thinner



Thinnest

Circle the thinnest object.



For Teachers:

You may use the book cover, drawing sheet and a sheet of paper to help the students understand the terms thin, thinner and thinnest.

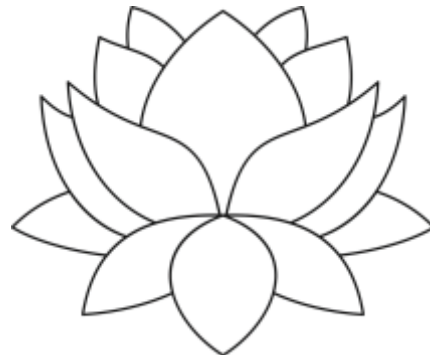
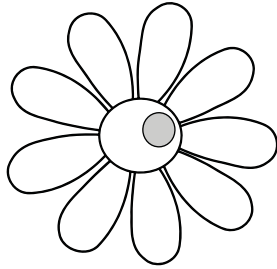


For Parents:

You may ask your child to touch different utensils and know their thickness. Then, you may ask him/her to pick any three utensils of different thicknesses.



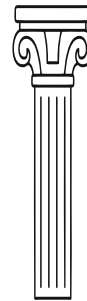
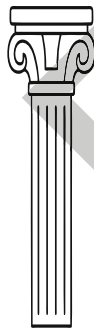
A. Colour the bigger flower.



B. Which of the following insects is the smallest? Circle it.



C. Colour the taller pillar.



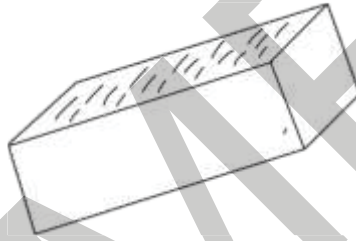
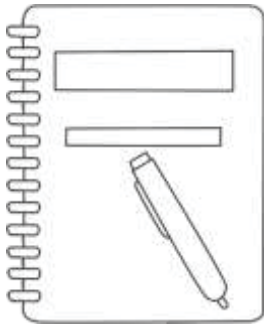
D. Colour the longest toothbrush.



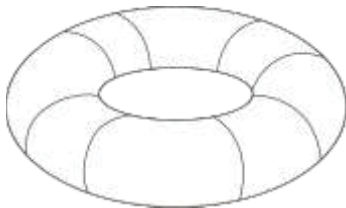
E. Which of the following is shortest in height? Circle it.



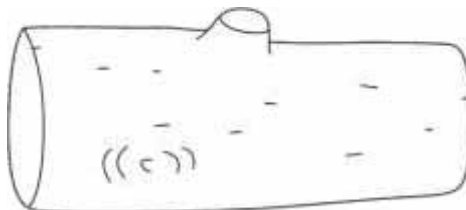
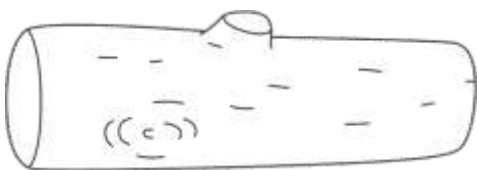
F. Colour the heaviest object.



G. Colour the light object **green**, lighter object **blue** and the lightest object **orange**.



H. Colour the thickest log **brown**.



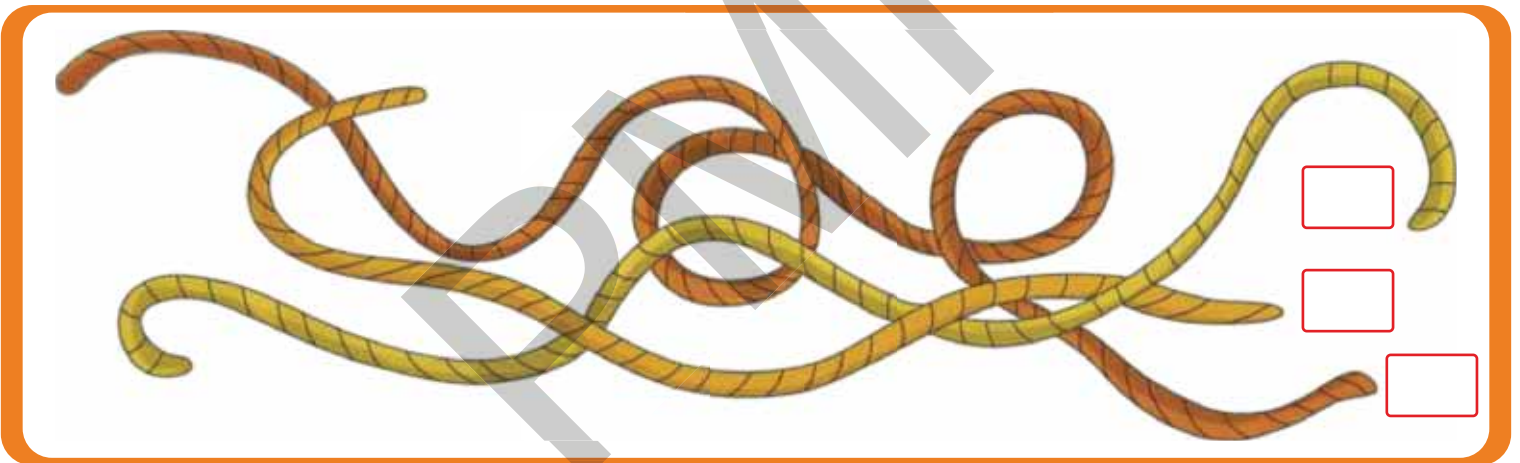


MIND BENDERS

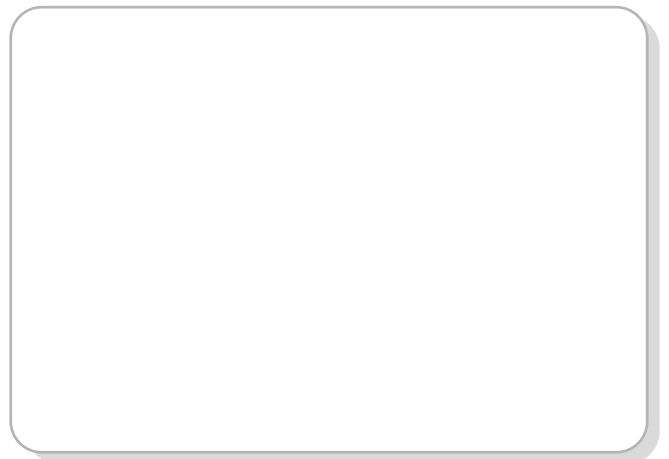
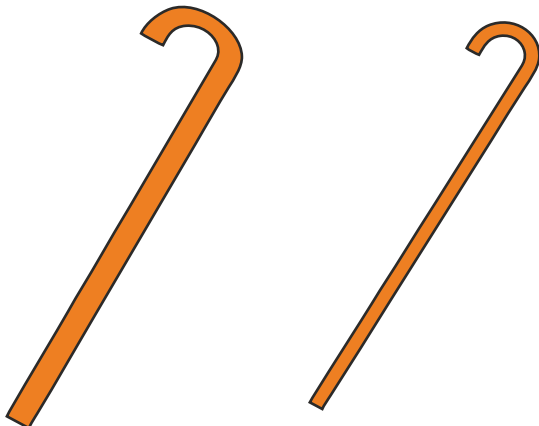
A. Draw a ball bigger than the red ball and another one smaller than the blue ball. Colour both of them green.



B. Tick (✓) the longest piece of string.



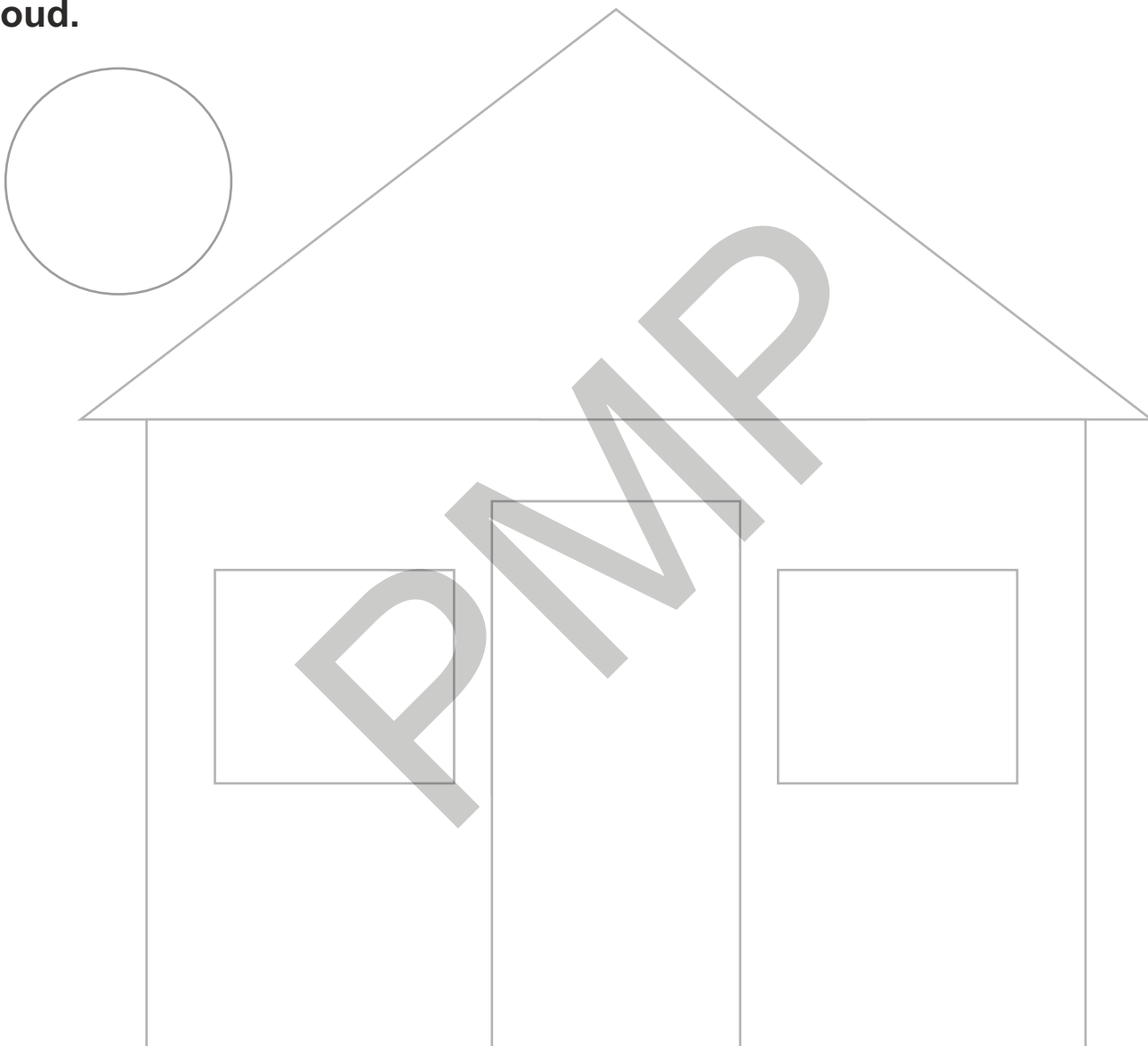
C. Draw a stick that should be thicker than the given sticks.





Shapes

Colour the following picture and say the names of shapes used in it aloud.



For Teachers:

You may draw different shapes and help the children know how they are different from each other on the basis of their sides. You may also tell them about adjacent sides and opposite sides.



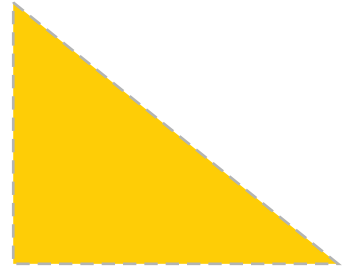
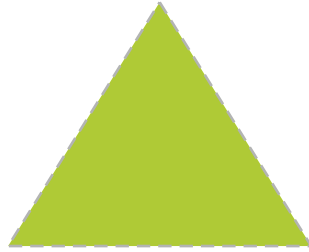
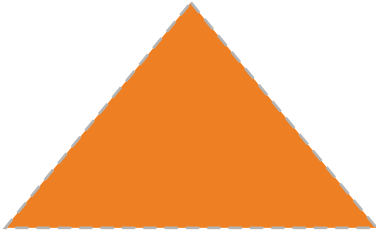
For Parents:

You may help your child learn about different shapes with the help of natural and man-made objects in your surroundings.



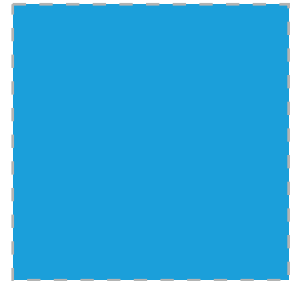
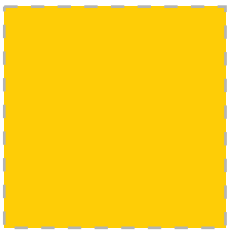
TRIANGLE

Look at these triangles. A triangle has three sides.



SQUARE

Look at these squares. A square has four sides. Its all sides are equal.



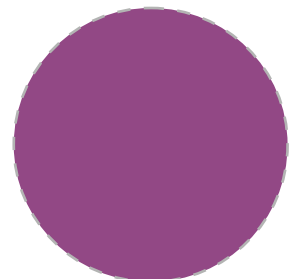
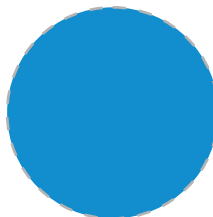
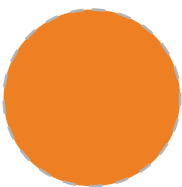
RECTANGLE

Look at these rectangles. A rectangle also has four sides. Its opposite sides are equal.



CIRCLE

Look at these circles. A circle has no sides.



Patterns

Look at these patterns.



In the above pattern, a circle follows a rectangle.

Now, look at the following pattern.



In the above pattern, two squares are following a triangle.

Now, look at the following pattern based on alternate colours.



In each of the following, draw and colour the shape that will come next.



For Teachers:

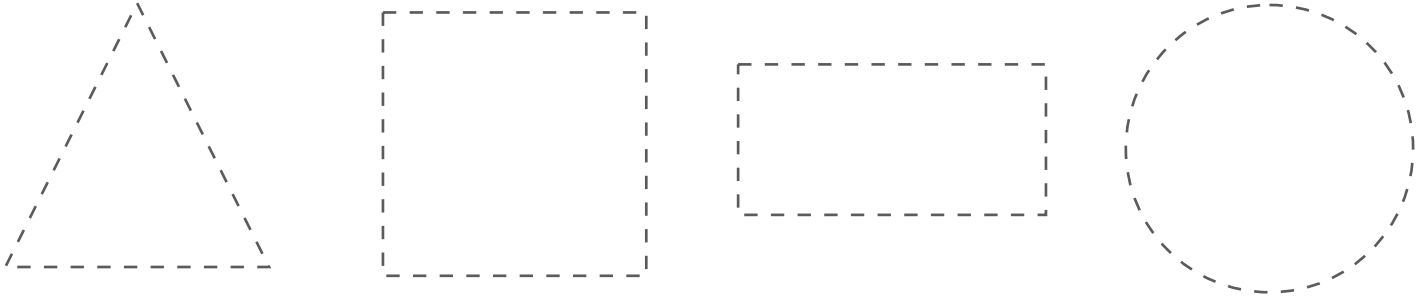
You may take the children to the school garden and show them the patterns in flowers, leaves, etc. Help them understand natural and man-made patterns.

For Parents:

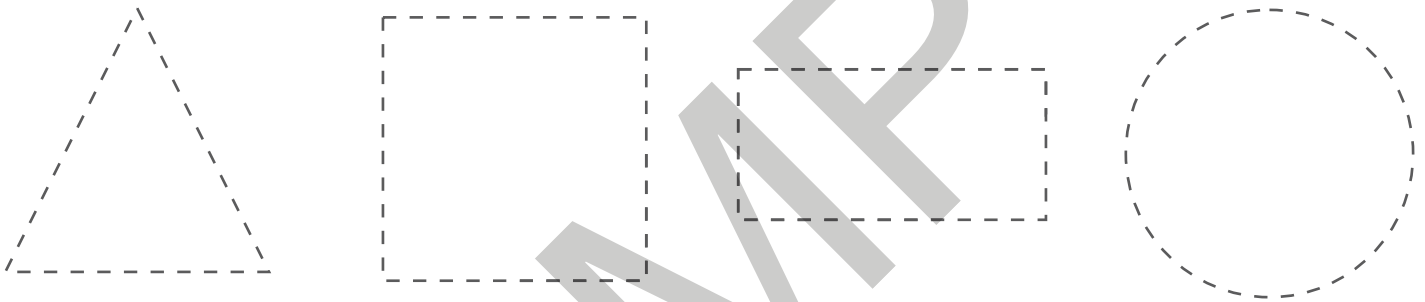
You may make a rangoli on the floor with gulal using the idea of shapes. Then you may encourage your child to do the same. This interesting activity will help him/her understand the shapes better.



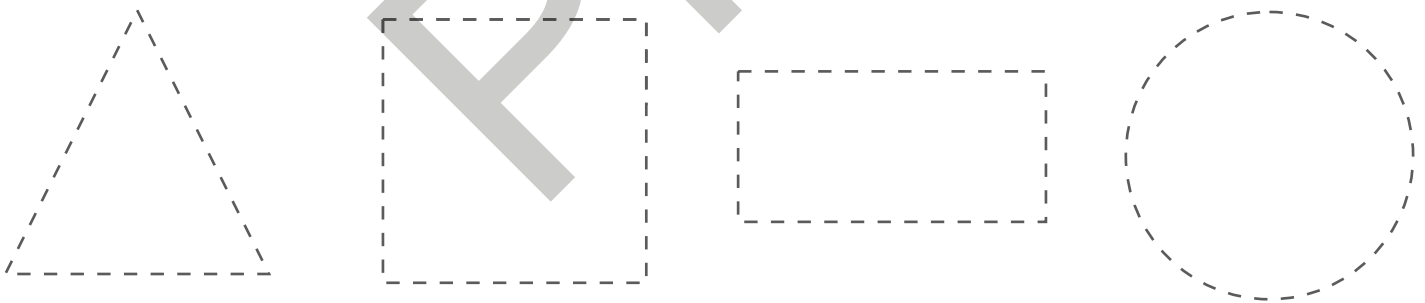
A. Trace and colour the triangle.



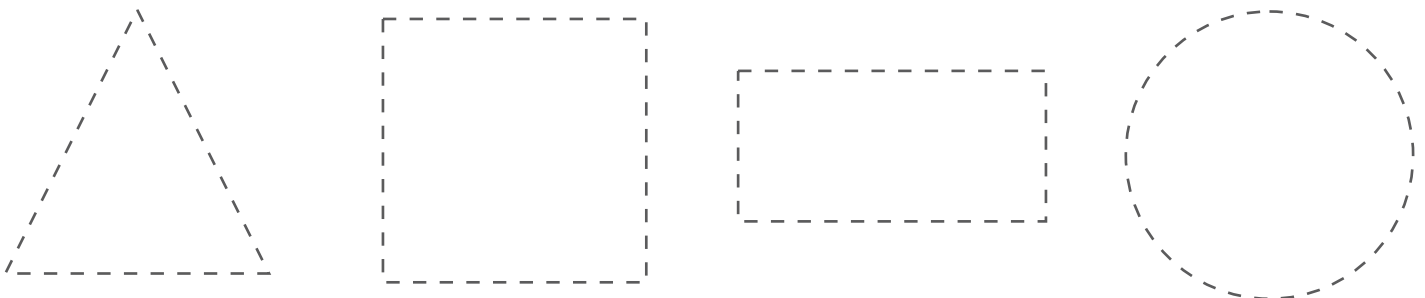
B. Trace and colour the square.



C. Trace and colour the circle.



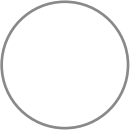
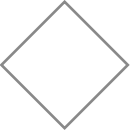

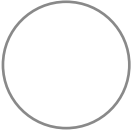
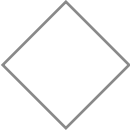

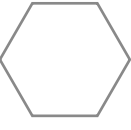
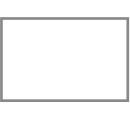

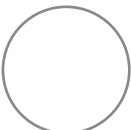
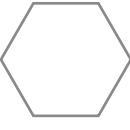
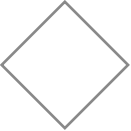
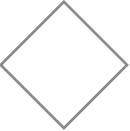

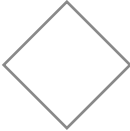
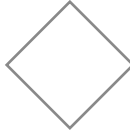
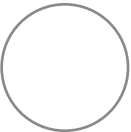
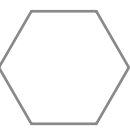
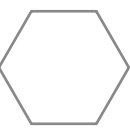
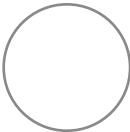
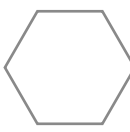
D. Trace and colour the rectangle.



E. Draw the mentioned shape in the box.

Square	Circle
Rectangle	Triangle

F. Draw the shape that will come next.

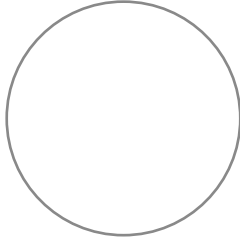
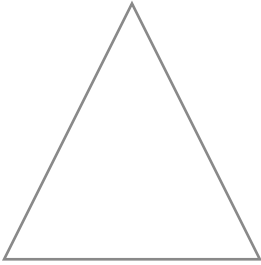
					
					
					
					



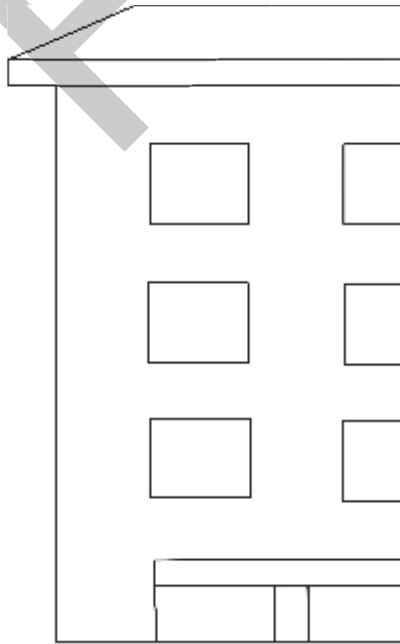


MIND BENDERS

A. Using the given shapes draw the face of a joker in the box.



B. Draw the other half of the building as shown in the smaller picture. Also, colour the picture.





Count and learn numbers from 1 to 10.

1	★	One
2	★ ★	Two
3	★ ★ ★	Three
4	★ ★ ★ ★	Four
5	★ ★ ★ ★ ★	Five
6	★ ★ ★ ★ ★ ★	Six
7	★ ★ ★ ★ ★ ★ ★	Seven
8	★ ★ ★ ★ ★ ★ ★ ★	Eight
9	★ ★ ★ ★ ★ ★ ★ ★ ★	Nine
10	★ ★ ★ ★ ★ ★ ★ ★ ★ ★	Ten





Count and learn numbers from 11 to 20.

11	★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★	Eleven
12	★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★	Twelve
13	★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★	Thirteen
14	★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★	Fourteen
15	★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★	Fifteen
16	★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★	Sixteen
17	★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★	Seventeen
18	★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★	Eighteen
19	★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★	Nineteen
20	★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★	Twenty

For Teachers:

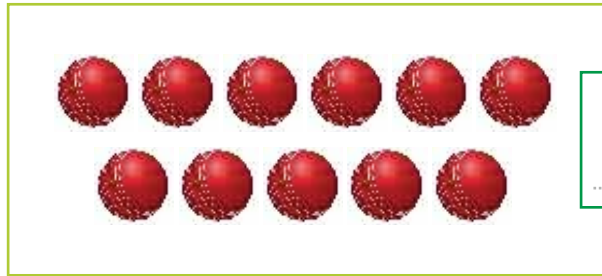


You may use beads to organise some number activities in the classroom. You may take a jar and 20 beads for an activity. Ask one child to drop a certain number of beads into the jar. Then, ask another one to count them. Repeat the activity.



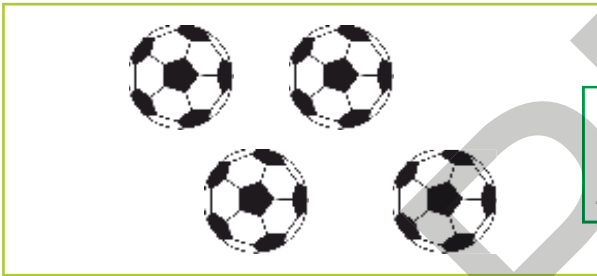
A. Count the sports equipment and write their number in the boxes.

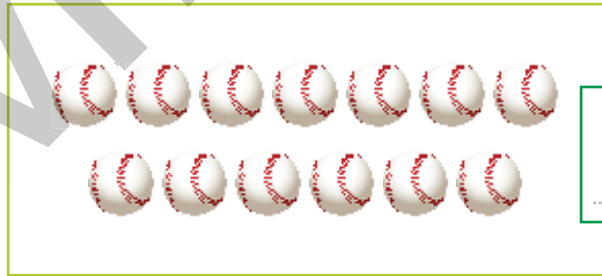


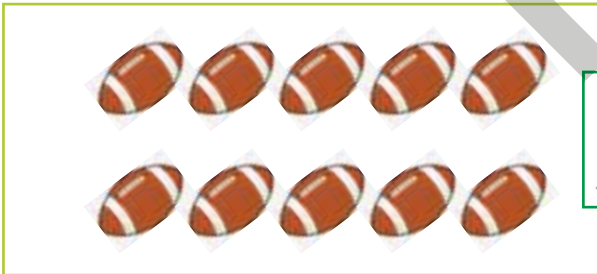


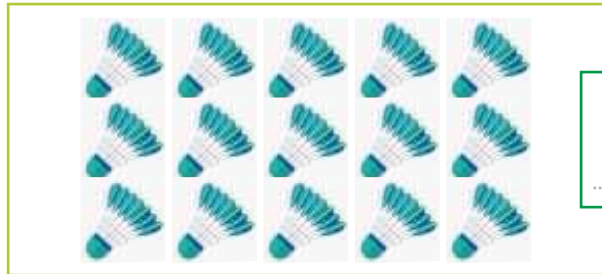


















B. Match the numbers with number names.

5

4

17

11

9

One
Ten
Nineteen
Seventeen
Four
Eleven
Five
Nine
Three
Fifteen

10

1

19

15

3

C. Fill in the missing numbers.

1



6



16

2

12

8

18

4



10

15

20

2 +

6 3

8

29

+

x 1





MIND BENDERS

A. Circle the numbers which are given twice.

4	9	2	8	1	3
15	11	4	16	5	12
2	13	9	7	14	6
19	12	17	10	7	20

B. Given below are the codes of some alphabet letters.

A = 5

E = 4

R = 7

S = 6

T = 3

V = 1

W = 9

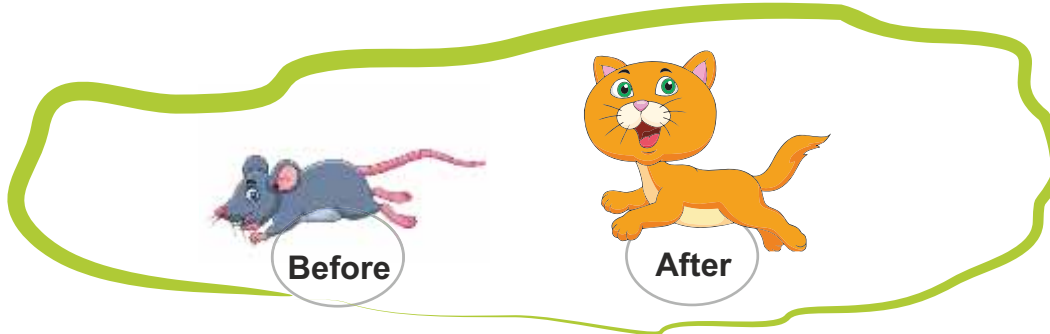
Now, decode the following.

6	5	1	4		9	5	3	4	7
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

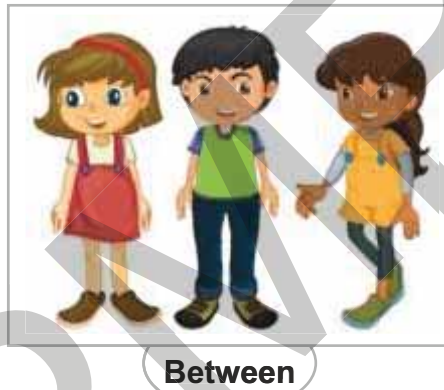




Look at the following picture to understand 'before' and 'after'.



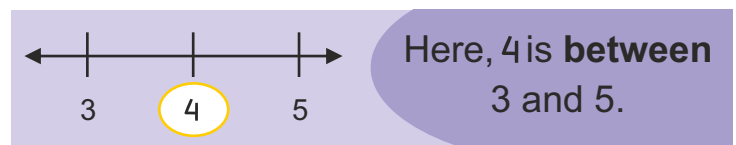
Look at the following picture to understand 'between'.



Let us understand 'before' and 'after' on the number line.



Let us understand 'between' on the number line.



For Teachers:



You may ask two children to stand one after the other and ask other children to indicate the one who is before or after. Similarly, you may ask three children to make a queue and then ask the other children to indicate the one who is between the two. You should also give them the idea of 'Number Line'.

A. Fill in the blanks with the numbers that will come before the given numbers. One has been done for you.

4	5
	9
	11
	17



	8
	2
	18
	13



	20
	15
	10
	7

B. Fill in the blanks with the numbers that will come after the given numbers. One has been done for you.

8	9
4	
11	
9	



10	
17	
19	
15	



6	
14	
16	
5	

C. Fill in the blanks with the numbers that will come between the given numbers. One has been done for you.

1	2	3
6		8



7		9
9		11



4		6
16		18





MIND BENDERS

A. How many A's are there before C and after K?



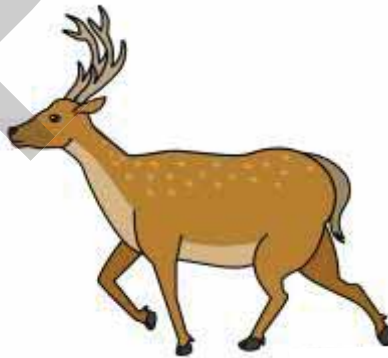
B. How often X has come just after A?



C. How many B's are there before Z and after L?



D. Look at the pictures and answer the following questions.

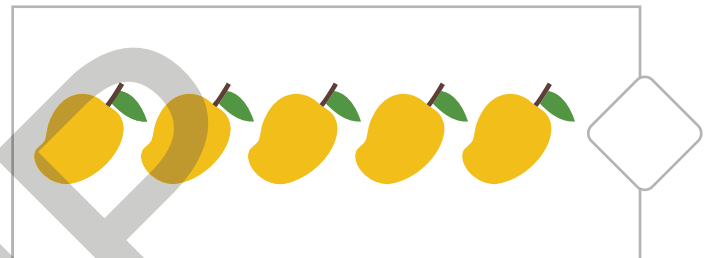
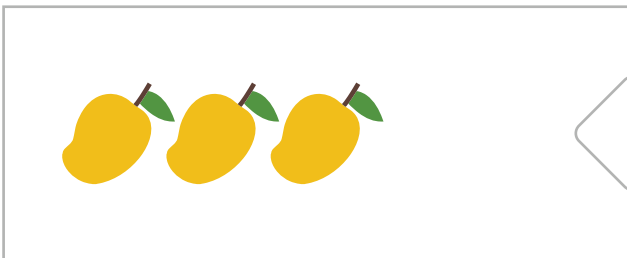
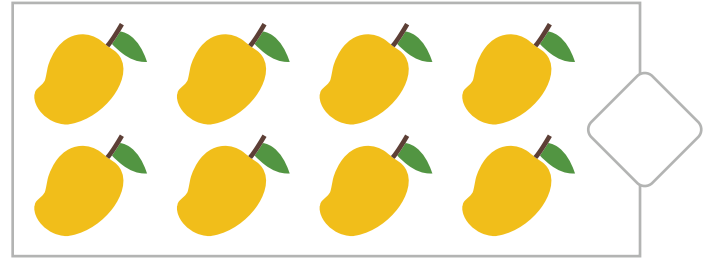
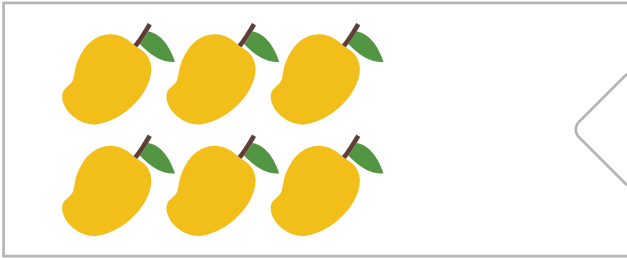


Which animal is there before the deer?

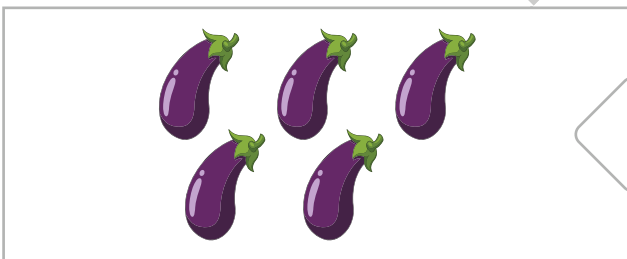
Which animal is there after the deer?



Tick (✓) the box which has a greater number of objects.



Tick (✓) the box which has a less number of objects.



For Teachers:



You may place three erasers at one side and four erasers at the other side on the table. Ask a child to tell which group of erasers is bigger or smaller. Repeat this activity with other children. Help them represent it in their notebook.


For Parents:

While having dinner on the table, you may ask your child to tell whose plate has more/fewer pieces of bread. You may repeat the activity using other objects.



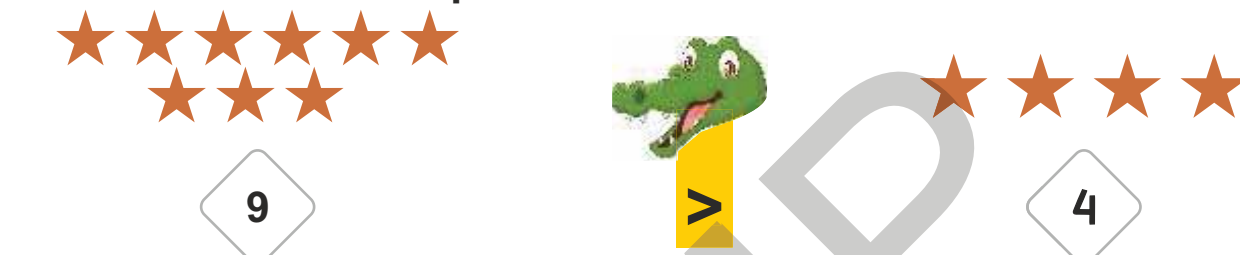
GREATER THAN

We can represent greater number by using the symbol $>$.



$5 > 3$ means 5 is greater than 3.

Look at another example.



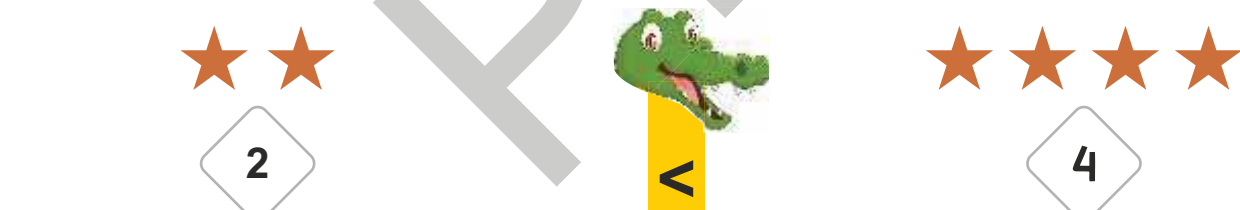
$9 > 4$ means 9 is greater than 4.

Remember!

Crocodile always eats the greater number.


LESS THAN

We can represent smaller number by using the symbol $<$.



$2 < 4$ means 2 is less than 4.

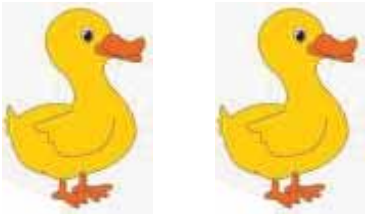
Look at another example.



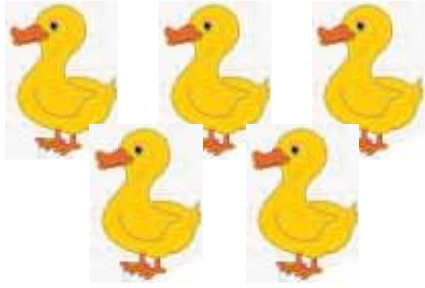
$7 < 9$ means 7 is less than 9.




Count and write the number of birds for each set and fill in the box with $>$ or $<$ sign.




.....



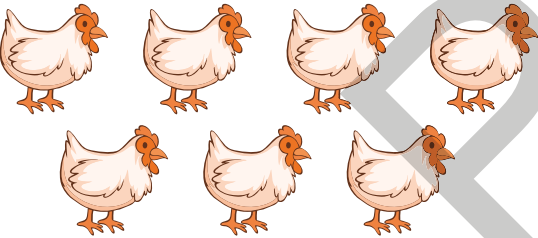
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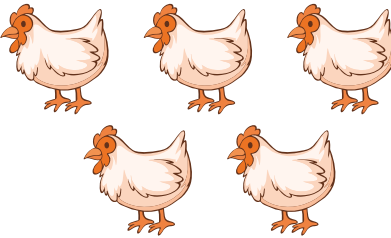
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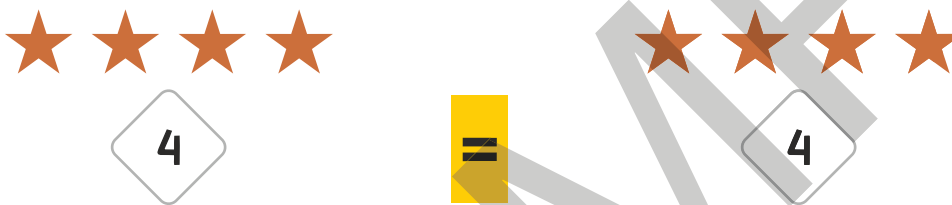
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Fill in the box with $>$ or $<$ sign.

EQUAL TO

We represent equal numbers using the symbol $=$.



Count and write the number of birds for each set. Then fill in the circle with $=$ sign if both sets have equal number of birds.



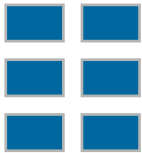

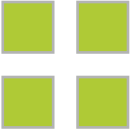







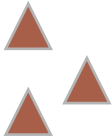



<input type="text"/>		<input type="text"/>

<input type="text"/>		<input type="text"/>

<input type="text"/>		<input type="text"/>

<input type="text"/>		<input type="text"/>

A. Count the shapes and circle the correct sign in each set.

	$>$	
	$<$	
	$>$	
	$<$	
	$>$	
	$<$	
	$>$	
	$<$	
	$=$	
	$<$	
	$>$	
	$=$	
	$>$	
	$<$	
	$>$	
	$<$	

B. Fill in the box with $>$, $<$ or $=$ sign.

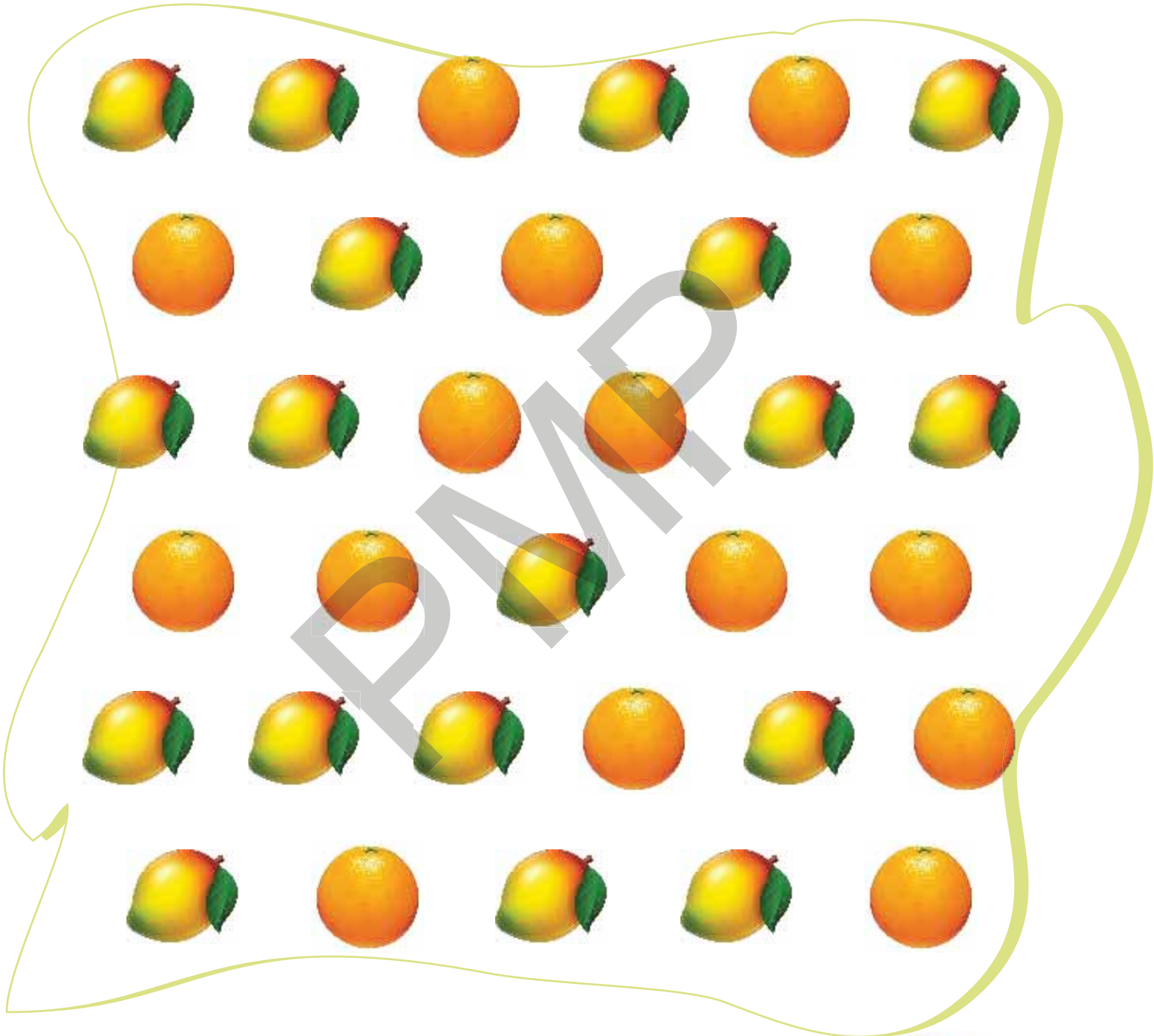
2		5	3		1	8		8
5		7	6		5	10		11
12		13	9		8	15		15
7		8	16		8	6		17





MIND BENDERS

Count the mangoes and oranges and write their number in the boxes at the bottom. Then, put the sign $>$ or $<$ in the circle.





LARGEST (BIGGEST) NUMBER

You may notice that the circled number is the largest (biggest) in each set.

1	4
6	2

3	5
7	8

9	12
8	10

Now, circle the largest number in each set.

3	2
1	5

4	7
5	8

8	10
6	7

9	12
7	5

11	14
18	10

20	17
15	14

SMALLEST NUMBER

Notice that the circled number is the smallest in each set.

2	3
1	5

4	9
7	6

14	15
17	18

Now, circle the smallest number in each set.

5	6
2	4

7	5
6	8

9	8
7	4

11	7
8	10

15	11
6	12

14	17
16	20



ASCENDING (INCREASING) ORDER

Arrangement of numbers from the smallest to the largest is called ascending order.

Example: Arrange the following numbers in the ascending order.



Steps:

Find the smallest number and write it in the left most box.



Now, find the smaller between 4 and 5. Write it in the middle box.



Finally, write the largest number in the right most box.



So, the ascending order is—



Arrange the following numbers in the ascending order.



DESCENDING (DECREASING) ORDER

Arrangement of numbers from the largest to the smallest is called descending order.

Example: Arrange the following numbers in the descending order.



Steps:

Find the largest number and write it in the left most box.



Now, find the greater between 3 and 1. Write it in the middle box.



Finally, write the smallest number in the right most box.



So, the descending order is—



Arrange the following numbers in the descending order.



A. Circle the largest number in each set and write it in the blank box.

<input type="text" value="5"/>	<input type="text" value="8"/>	<input type="text" value="4"/>	<input type="text" value="2"/>	→	<input type="text"/>
<input type="text" value="6"/>	<input type="text" value="9"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	→	<input type="text"/>
<input type="text" value="12"/>	<input type="text" value="17"/>	<input type="text" value="11"/>	<input type="text" value="18"/>	→	<input type="text"/>

B. Circle the smallest number in each set and write it in the blank box.

<input type="text" value="5"/>	<input type="text" value="2"/>	<input type="text" value="4"/>	<input type="text" value="6"/>	→	<input type="text"/>
<input type="text" value="8"/>	<input type="text" value="7"/>	<input type="text" value="9"/>	<input type="text" value="10"/>	→	<input type="text"/>
<input type="text" value="17"/>	<input type="text" value="19"/>	<input type="text" value="15"/>	<input type="text" value="20"/>	→	<input type="text"/>

C. Arrange the following numbers in the ascending order.

<input type="text" value="5"/>	<input type="text" value="3"/>	<input type="text" value="2"/>	→	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text" value="4"/>	<input type="text" value="8"/>	<input type="text" value="7"/>	→	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text" value="15"/>	<input type="text" value="17"/>	<input type="text" value="13"/>	→	<input type="text"/>	<input type="text"/>	<input type="text"/>

D. Arrange the following numbers in the descending order.

<input type="text" value="3"/>	<input type="text" value="6"/>	<input type="text" value="2"/>	→	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text" value="8"/>	<input type="text" value="7"/>	<input type="text" value="9"/>	→	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text" value="16"/>	<input type="text" value="9"/>	<input type="text" value="14"/>	→	<input type="text"/>	<input type="text"/>	<input type="text"/>

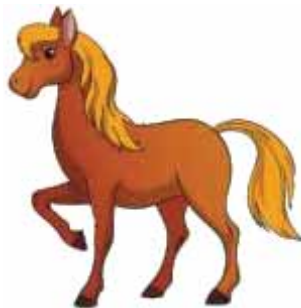
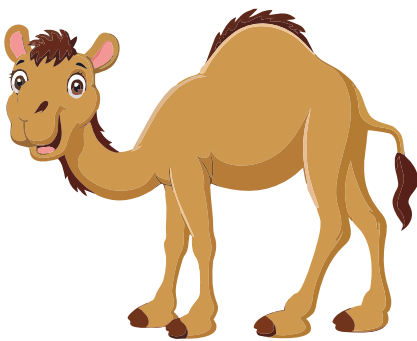


MIND BENDERS

A. Circle the largest number with **red** crayon and the smallest number with **green** crayon.

14	9	13	8
11	4	19	16
7	17	18	8
3	15	2	10

B. Write the names of these animals from the smallest to the largest according to their height.



..... → → →





Count and learn the numbers and the number names.

21 **Twenty-one**

26 **Twenty-six**

22 **Twenty-two**

27 **Twenty-seven**

23 **Twenty-three**

28 **Twenty-eight**

24 **Twenty-four**

29 **Twenty-nine**

25 **Twenty-five**

30 **Thirty**



Count and learn the numbers and the number names.

31 Thirty-one

36 Thirty-six

32 Thirty-two

37 Thirty-seven

33 Thirty-three

38 Thirty-eight

34 Thirty-four

39 Thirty-nine

35 Thirty-five

40 Forty





Count and learn the numbers and the number names.

41 **Forty-one**

46 **Forty-six**

42 **Forty-two**

47 **Forty-seven**

43 **Forty-three**

48 **Forty-eight**

44 **Forty-four**

49 **Forty-nine**

45 **Forty-five**

50 **Fifty**



A. Write the numbers from 21 to 50.

21				
				50

B. Match the numbers with number names.

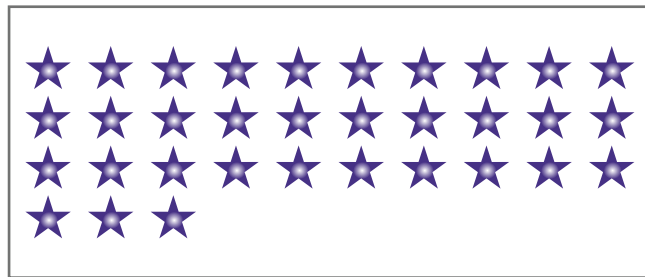
- 24
- 32
- 28
- 40

- Twenty-eight
- Thirty-seven
- Forty-five
- Twenty-four
- Fifty
- Thirty
- Forty
- Thirty-two

- 45
- 30
- 37
- 50



C. Count the stars and write their number in each blank.



**D. Fill in each blank with the number that comes before the given number.
One has been done for you.**

14	15		38		20
	9		42		34
	19		30		44
	27		45		49

**E. Fill in each blank with the number that will come after the given number.
One has been done for you.**

18	19	19		11	
28		41		33	
36		39		29	
8		46		48	

F. Fill in each blank with the number that comes between the given numbers. One has been done for you.

11	12	13	27		29	44		46
26		28	29		31	16		18
41		43	48		50	41		43



G. Fill in each box with $>$, $<$ or $=$ sign.

9		5	13		18	25		17
14		41	19		19	10		16
44		33	39		28	21		15
48		48	28		31	36		45

H. Arrange the following numbers in the ascending order.

9	13	12	→	○	○	○
21	15	17	→	○	○	○
19	32	27	→	○	○	○
35	47	28	→	○	○	○

I. Arrange the following numbers in the descending order.

9	11	14	→	○	○	○
22	44	33	→	○	○	○
36	41	29	→	○	○	○
25	35	27	→	○	○	○



MIND BENDERS

Look at the picture and find numbers in it. Write the numbers in the boxes.



<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------





Ordinal numbers are used to tell the position of someone or something in a queue. Look at the following picture.



Now, see the position of each child.

1st (First) : Kavya

2nd (Second): Ria

3rd (Third): Raj

4th (Fourth): Firoz

5th (Fifth): Manpreet

6th (Sixth) : James

7th (Seventh): Rihana

8th (Eighth): Jatin

9th (Ninth) : John

10th (Tenth) : Leena

For Teachers:



You may ask ten children to form a queue. Now ask them to say first, second, third, ..., tenth as per their respective positions in the queue. Then you may name a child from the queue and ask the other children to tell his/her position in the queue.

For Parents:

You may share the story of 'The Rabbit and the Tortoise' to help your child understand the term 'first'.



Look at the picture of a race. Write the names of children at correct positions.



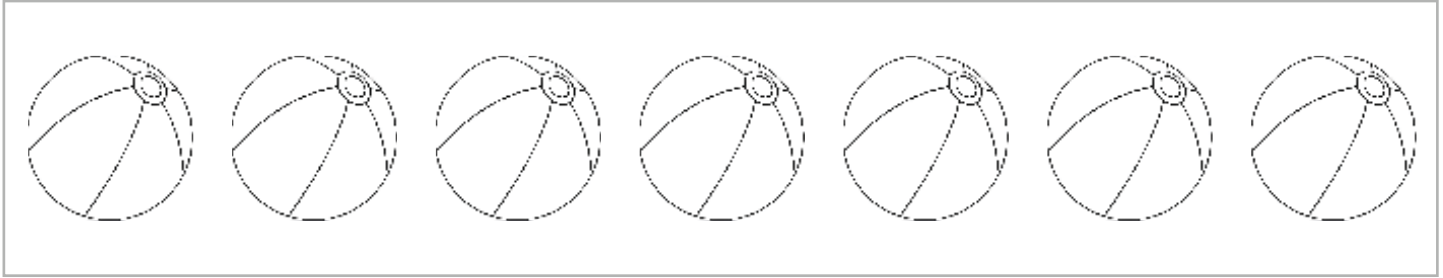
1st (First):	<input type="text"/>	6th (Sixth):	<input type="text"/>
2nd (Second):	<input type="text"/>	7th (Seventh):	<input type="text"/>
3rd (Third):	<input type="text"/>	8th (Eighth):	<input type="text"/>
4th (Fourth):	<input type="text"/>	9th (Ninth):	<input type="text"/>
5th (Fifth):	<input type="text"/>	10th (Tenth):	<input type="text"/>



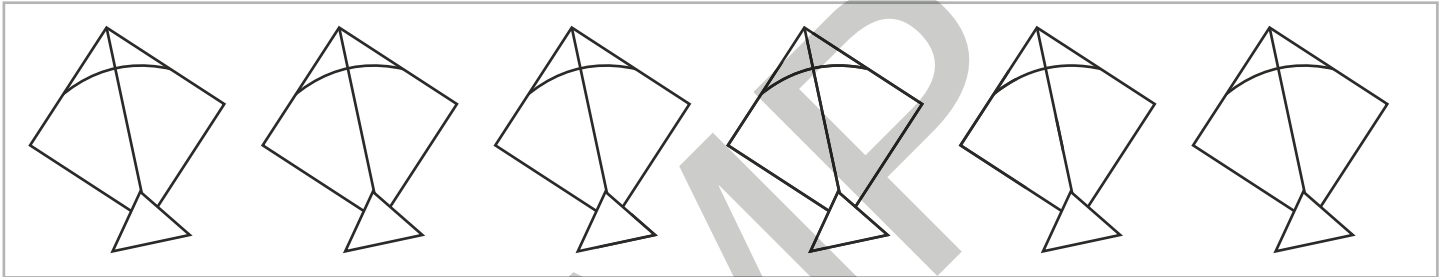


MIND BENDERS

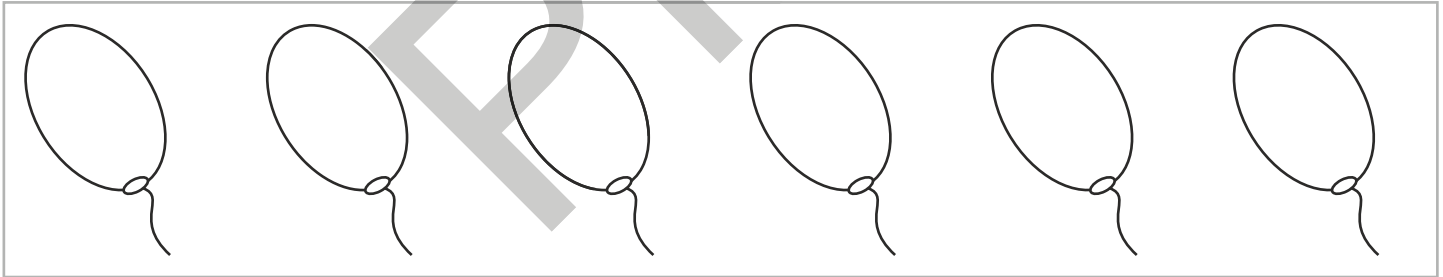
A. Colour the third ball from the left.



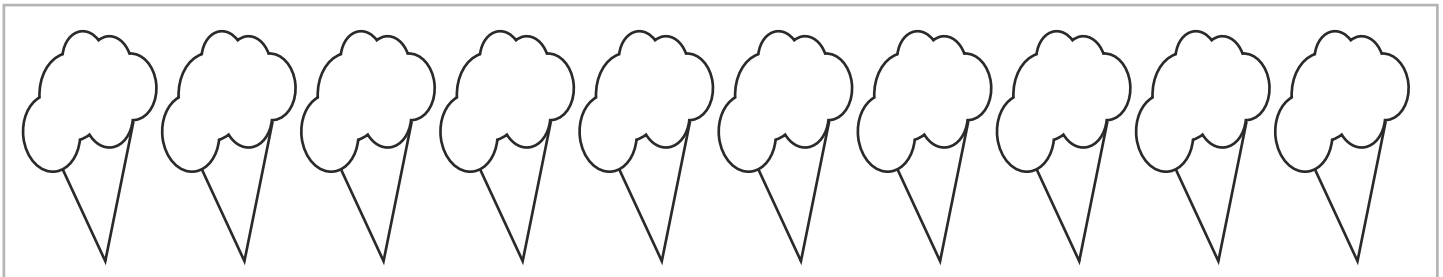
B. Colour the fifth kite from the left.



C. Colour the third balloon from the right.

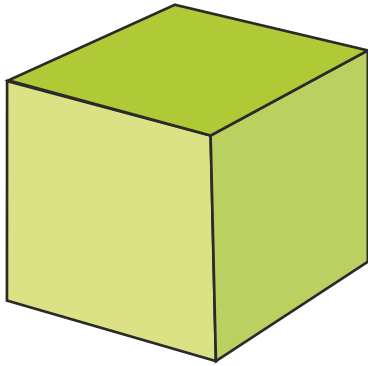


D. Colour the eighth ice-cream from the left.

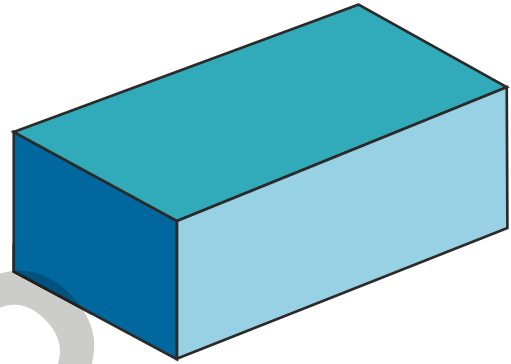




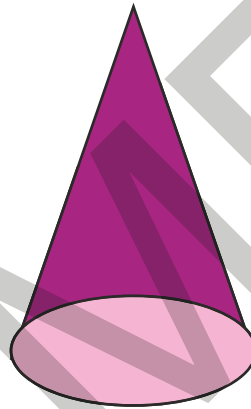
Look at the following shapes and know their names.



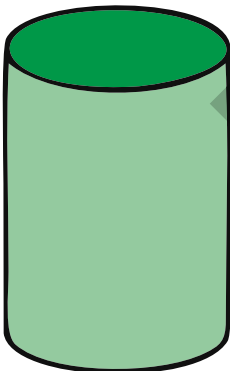
CUBE



CUBOID



CONE



CYLINDER



SPHERE

For Teachers:

You may help the children understand how a cube is different from a square. Similarly, you may help them differentiate between 3D shapes and 2D shapes.

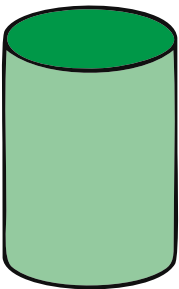
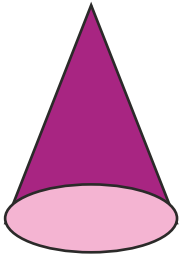
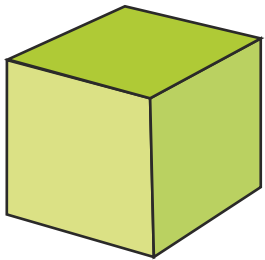
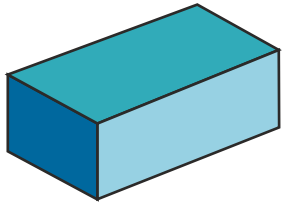


For Parents:

You may show your child an ice cube, matchbox, tube light, gas cylinder, a brick, a ball, a piece of pipe and a birthday cap, and ask him/her to observe their shapes carefully. Then encourage him/her to share his/her observation.



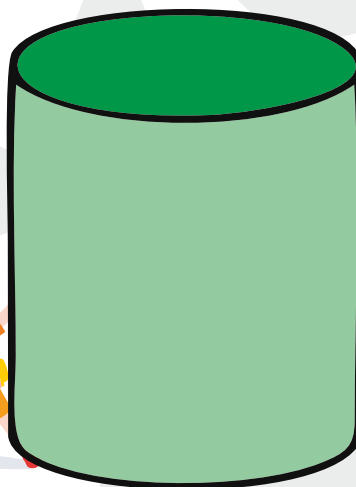
A. Match the shapes with the objects correctly.



B. Name the following shapes.



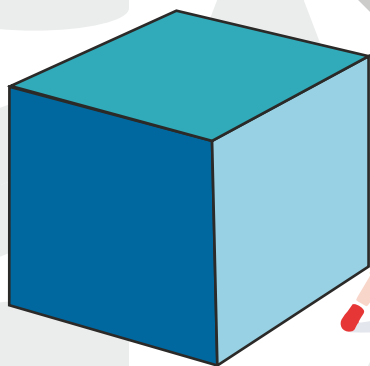
Blank box for labeling the sphere.



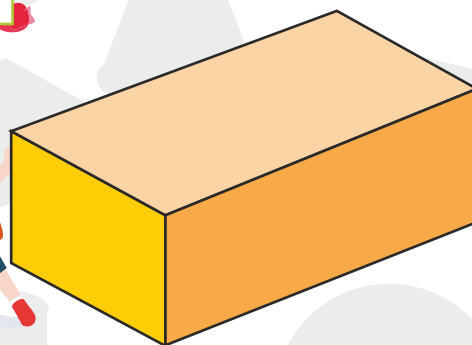
Blank box for labeling the cylinder.



Blank box for labeling the cone.



Blank box for labeling the cube.



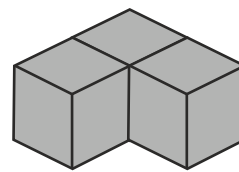
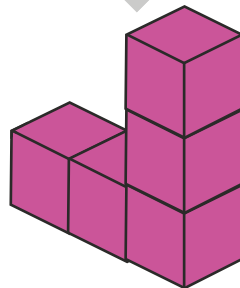
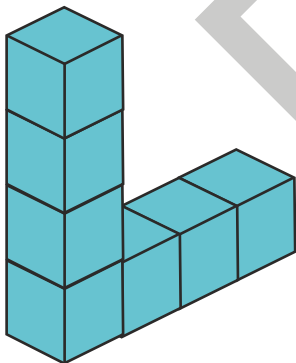
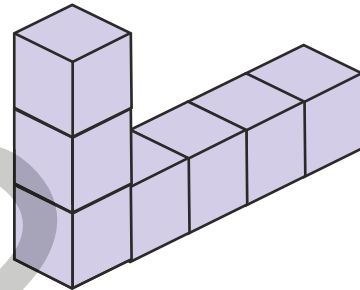
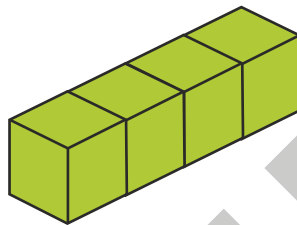
Blank box for labeling the rectangular prism.





MIND BENDERS

Find the number of cubes used in each shape and write in the box.





Count and write. One has been done for you.

	and		make	
	and		make	
	and		make	

For Teachers:



You may demonstrate addition through an activity. Place some beads and a jar on the table. Involve three children in the activity. Ask a child to drop two beads into the jar. Ask another child to drop three beads into it. Now ask the third one to count the total number of beads.

For Parents:

You may ask your child to add the number of forks and spoons, glasses and bowls, and so on. You may also show certain number of fingers of both hands and ask him/her to add.



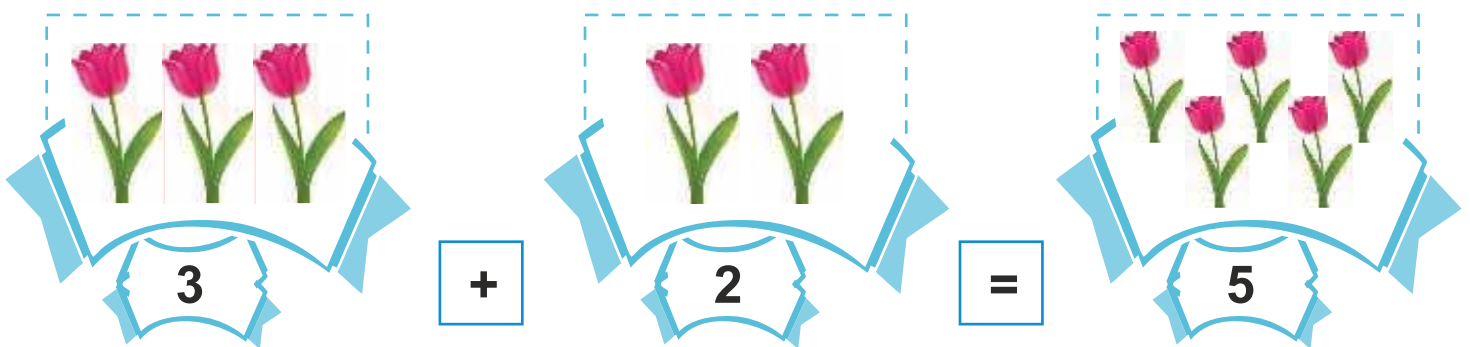
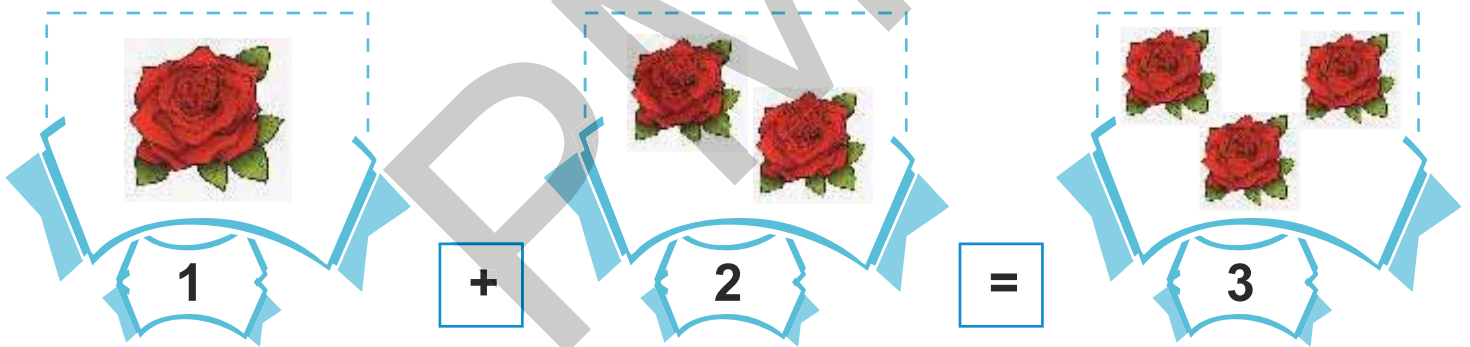
Understand Addition



We read it as '1 plus 3 equals 4'.

'+' is the sign of addition.

Look at some more examples.



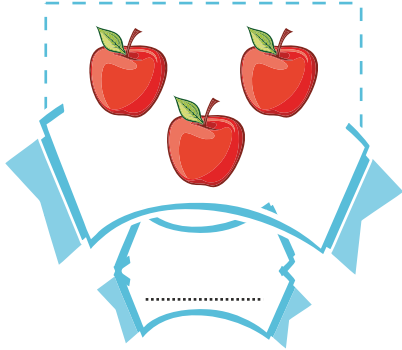
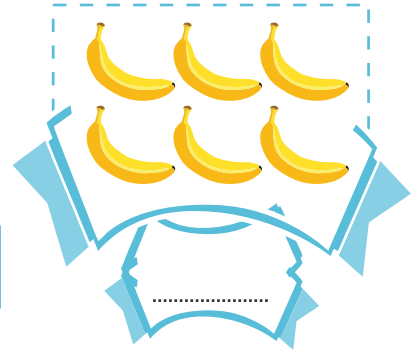
Count the fruits and write the numbers.



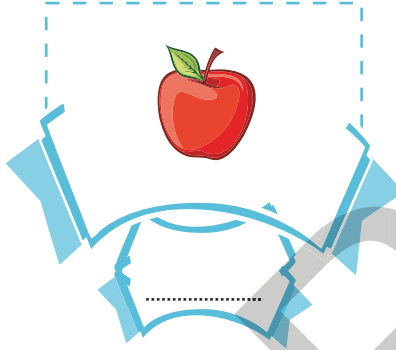
+



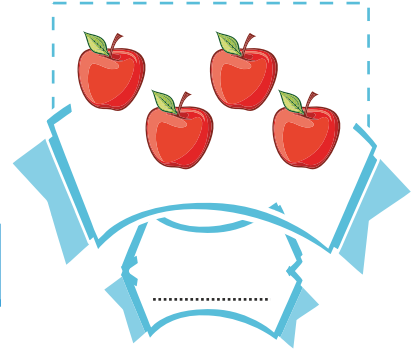
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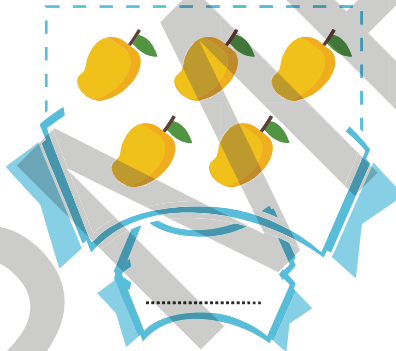
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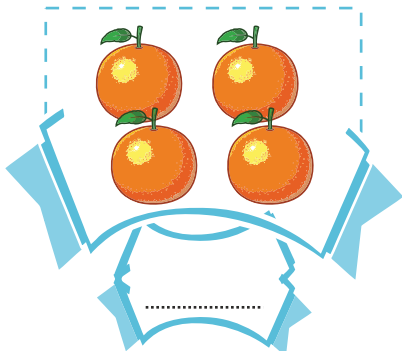
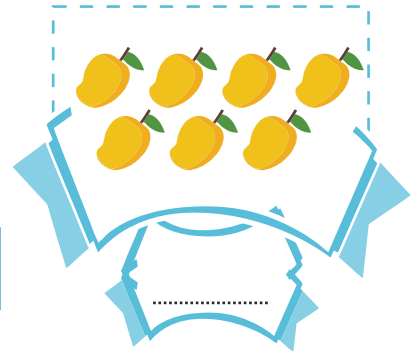
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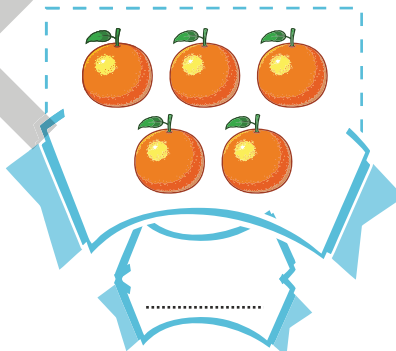
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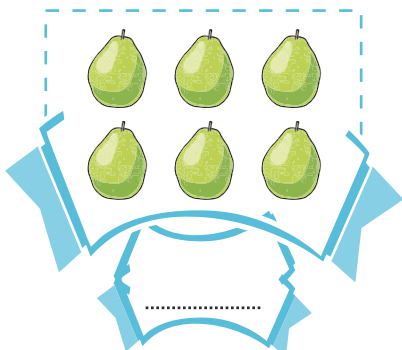
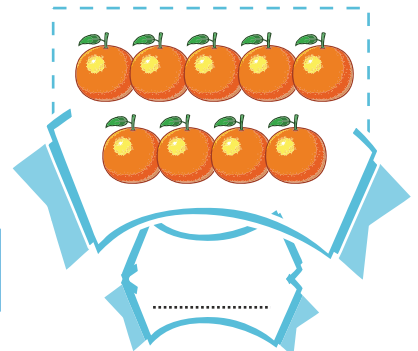
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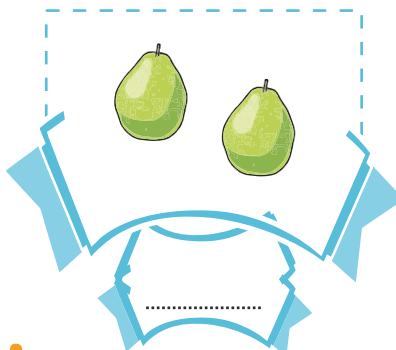
+



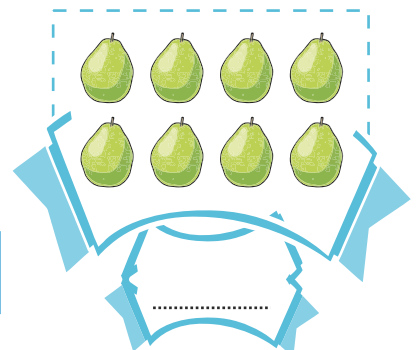
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+



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Addition by Drawing Sticks and Counting

	2		
+	1		

	2		
+	1		

Now, add the given numbers by drawing and counting sticks.

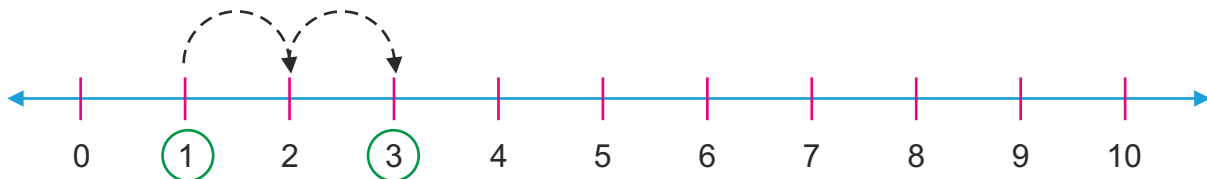
<table border="1" style="border-collapse: collapse; margin-bottom: 10px;"> <tr><td style="width: 40px; height: 40px;"></td><td style="width: 40px; height: 40px; text-align: center;">2</td><td style="width: 20px; height: 40px; border: none;"></td><td style="width: 20px; height: 40px; border: none;"></td></tr> <tr><td style="width: 40px; height: 40px; text-align: center;">+</td><td style="width: 40px; height: 40px; text-align: center;">2</td><td style="width: 20px; height: 40px; border: none;"></td><td style="width: 20px; height: 40px; border: none;"></td></tr> </table> <hr style="border-top: 1px dashed blue;"/> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> <div style="border-bottom: 1px dashed black; width: 100%;"></div> </div> </div>		2			+	2			<table border="1" style="border-collapse: collapse; margin-bottom: 10px;"> <tr><td style="width: 40px; height: 40px;"></td><td style="width: 40px; height: 40px; text-align: center;">5</td><td style="width: 20px; height: 40px; border: none;"></td><td style="width: 20px; height: 40px; border: none;"></td></tr> <tr><td style="width: 40px; height: 40px; text-align: center;">+</td><td style="width: 40px; height: 40px; text-align: center;">1</td><td style="width: 20px; height: 40px; border: none;"></td><td style="width: 20px; height: 40px; border: none;"></td></tr> </table> <hr style="border-top: 1px dashed blue;"/> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> <div style="border-bottom: 1px dashed black; width: 100%;"></div> </div> </div>		5			+	1			<table border="1" style="border-collapse: collapse; margin-bottom: 10px;"> <tr><td style="width: 40px; height: 40px;"></td><td style="width: 40px; height: 40px; text-align: center;">1</td><td style="width: 20px; height: 40px; border: none;"></td><td style="width: 20px; height: 40px; border: none;"></td></tr> <tr><td style="width: 40px; height: 40px; text-align: center;">+</td><td style="width: 40px; height: 40px; text-align: center;">3</td><td style="width: 20px; height: 40px; border: none;"></td><td style="width: 20px; height: 40px; border: none;"></td></tr> </table> <hr style="border-top: 1px dashed blue;"/> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> <div style="border-bottom: 1px dashed black; width: 100%;"></div> </div> </div>		1			+	3		
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Addition on the Numberline

Add 1 and 2.

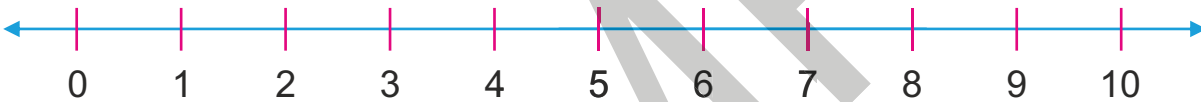
Step 1 : Circle the first number. Here, circle 1.

Step 2 : Now, from the first number jump by the number of units equivalent to the second number towards the right. Here, jump 2 units.



$$\boxed{1} + \boxed{2} = \boxed{3}$$

Now, add the numbers on the numberline.



$$\boxed{2} + \boxed{3} = \boxed{\dots\dots\dots}$$



$$\boxed{3} + \boxed{2} = \boxed{\dots\dots\dots}$$



$$\boxed{5} + \boxed{3} = \boxed{\dots\dots\dots}$$

For Teachers:



Help the learners add numbers on 'Numberline' in the class.





Count the objects and write. Cross out two objects. How many are left?
Write in the box.



Objects

5

Take away

2

Left

3

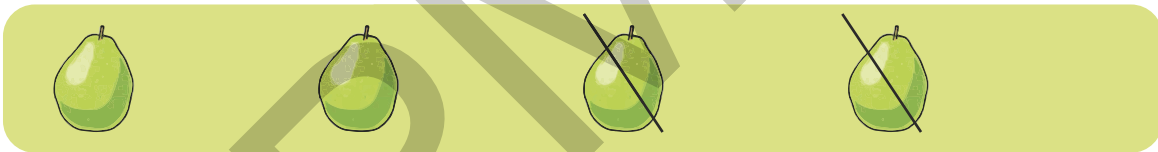
Now, look at the pictures and fill in the boxes.



Objects

Take away

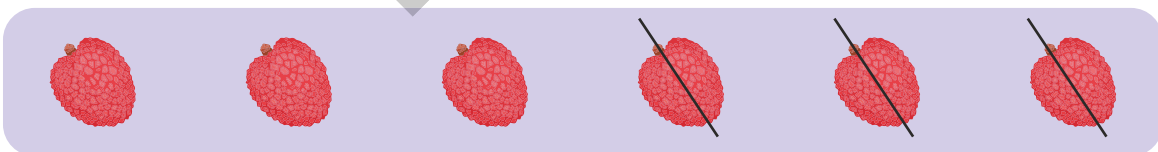
Left



Objects

Take away

Left



Objects

Take away

Left

For Teachers:



Take an empty jar and some beads. Ask a child to drop seven beads into the jar. Ask another child to take out three beads from the jar. Now ask another child to count the number of beads left in the jar. Repeat this activity.

For Parents:

You may give your child three bananas and ask him/her to eat one of them. After eating, ask him/her to count the number of bananas left. You may carry on some more such activities of this type.



Understand Subtraction



Objects

5

Take away

2

Left

3

We can write it as

5

-

2

=

3

'-' is the sign of subtraction.

We read it as '5 minus 2 equals 3'.

Look at some more examples.



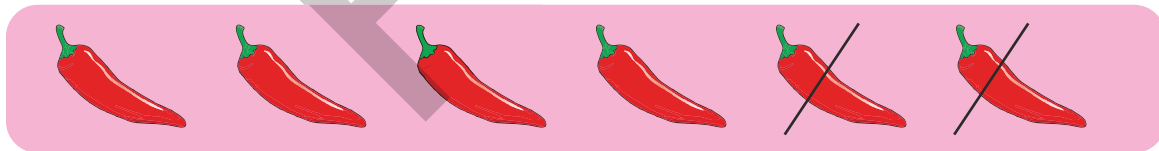
4

-

2

=

2



6

-

2

=

4



5

-

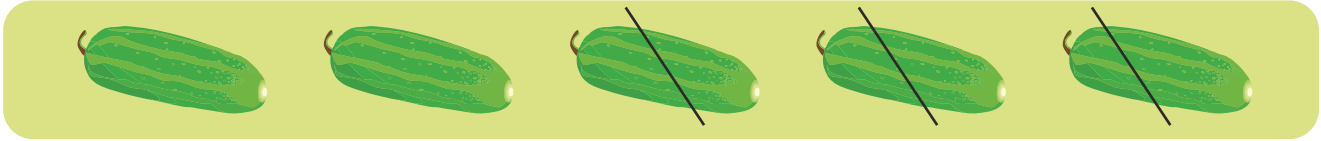
1

=

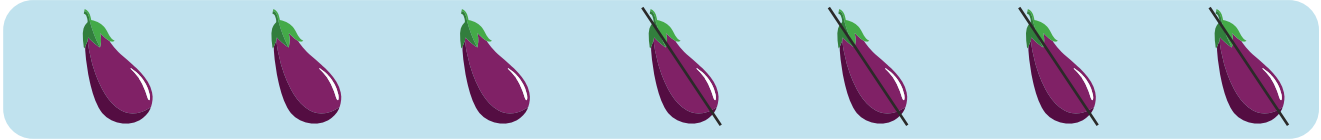
4



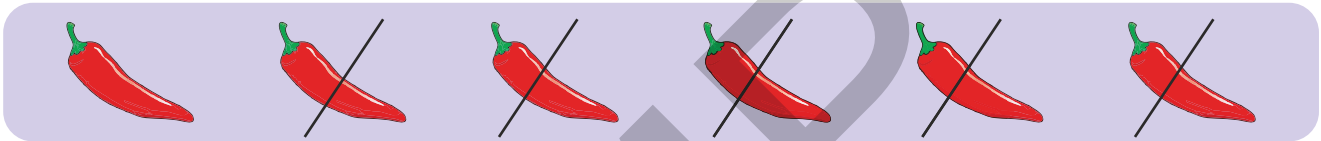
Look at the pictures and fill in the boxes.



$$\square - \square = \square$$



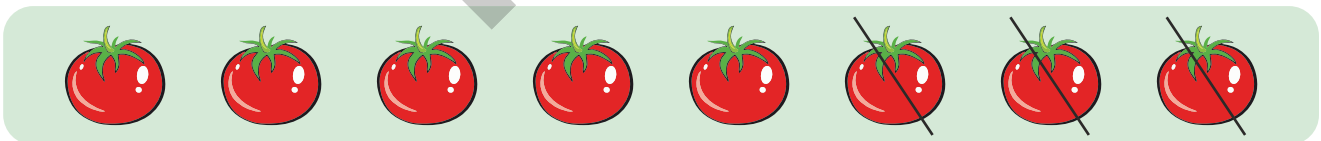
$$\square - \square = \square$$



$$\square - \square = \square$$



$$\square - \square = \square$$


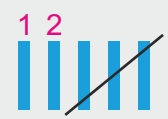





$$\square - \square = \square$$





$$\square - \square = \square$$


Subtract by Drawing Sticks and Counting


$\begin{array}{r} \square \\ - \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - \\ 3 \\ \hline \end{array}$			$\begin{array}{r} \square \\ - \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - \\ 3 \\ \hline \end{array}$		
	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>				<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; text-align: center;">2</div>		


Now, subtract the following by drawing and counting sticks.


$\begin{array}{r} \square \\ - \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - \\ 2 \\ \hline \end{array}$	
	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	


$\begin{array}{r} \square \\ - \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - \\ 1 \\ \hline \end{array}$	
	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	


$\begin{array}{r} \square \\ - \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - \\ 3 \\ \hline \end{array}$	
	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	


$\begin{array}{r} \square \\ - \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - \\ 5 \\ \hline \end{array}$	
	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	

$\begin{array}{r} \square \\ - \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - \\ 3 \\ \hline \end{array}$	
	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	

$\begin{array}{r} \square \\ - \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - \\ 6 \\ \hline \end{array}$	
	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	

$\begin{array}{r} \square \\ - \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - \\ 5 \\ \hline \end{array}$	
	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	

$\begin{array}{r} \square \\ - \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - \\ 2 \\ \hline \end{array}$	
	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	

$\begin{array}{r} \square \\ - \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - \\ 4 \\ \hline \end{array}$	
	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	

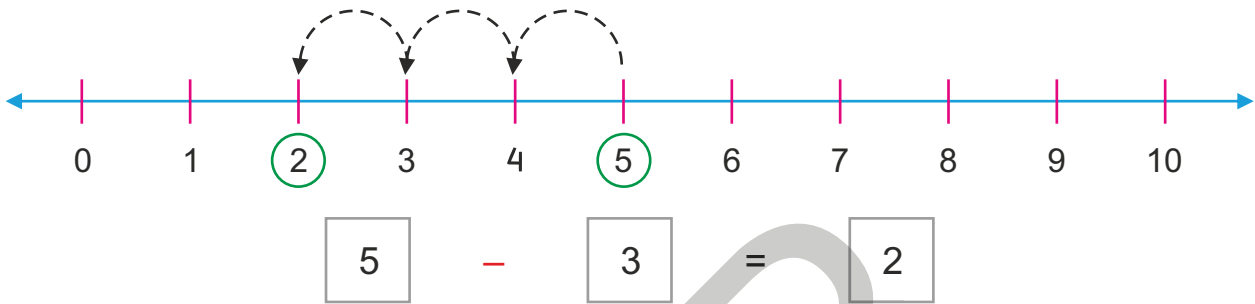


Subtraction on the Numberline

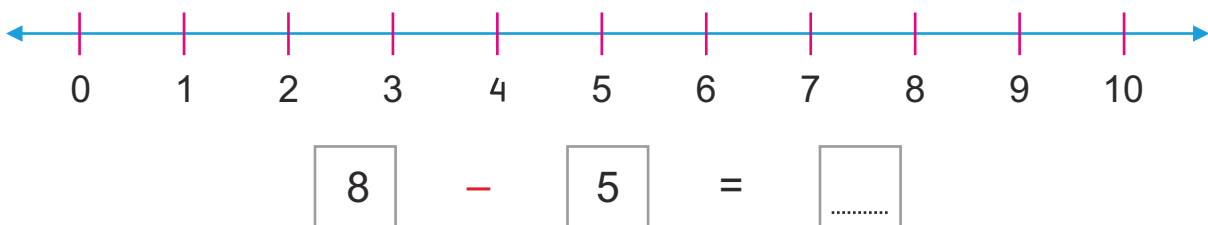
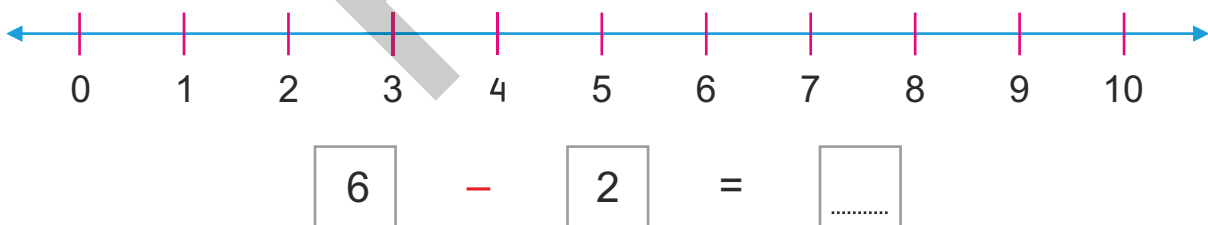
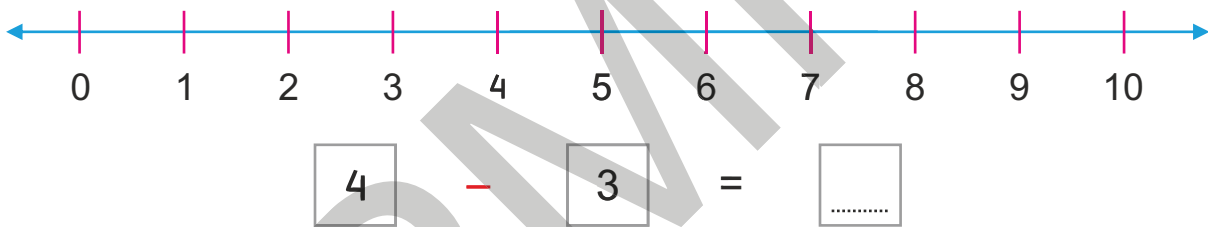
Subtract 3 from 5.

Step 1 : Mark the bigger number on the number line. Here, it is 5.

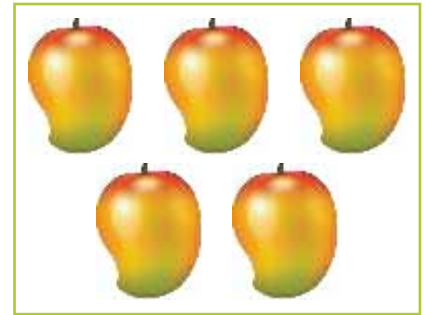
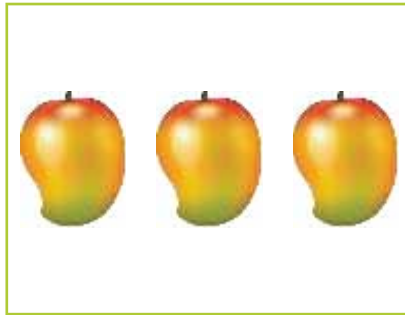
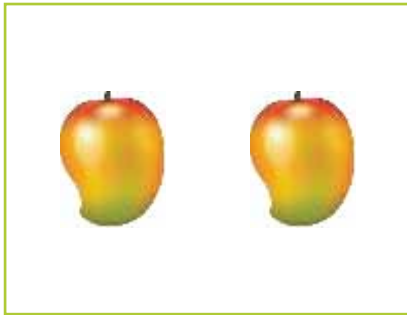
Step 2 : Move towards the left-hand side of the number line according to the smaller number. Here, the smaller number is 3. So, jump 3 units towards the left.



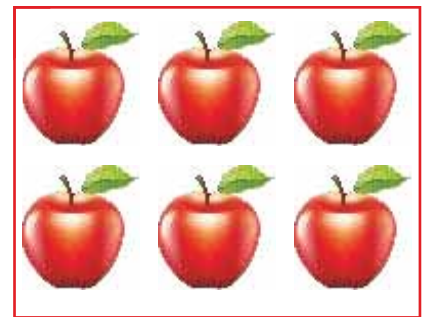
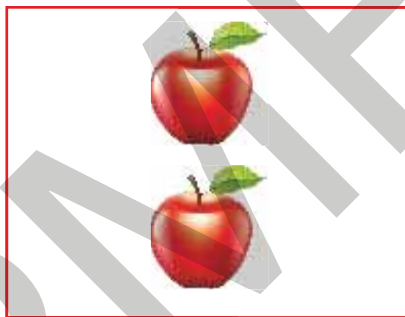
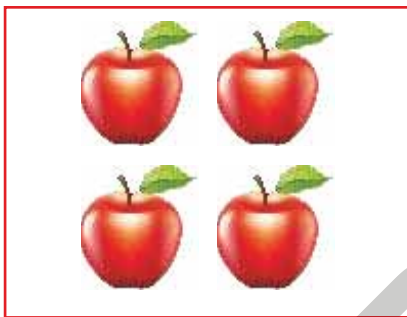
Now, subtract on the numberline.



A. Count and write the number.



$$\boxed{\dots\dots\dots} + \boxed{\dots\dots\dots} = \boxed{\dots\dots\dots}$$



$$\boxed{\dots\dots\dots} + \boxed{\dots\dots\dots} = \boxed{\dots\dots\dots}$$

B. Now, add the numbers by drawing and counting sticks.

$$\begin{array}{r} \boxed{2} \\ + \\ \boxed{2} \end{array}$$

$$\begin{array}{r} \boxed{5} \\ + \\ \boxed{3} \end{array}$$

$$\begin{array}{r} \boxed{7} \\ + \\ \boxed{1} \end{array}$$

$$\begin{array}{r} \boxed{3} \\ + \\ \boxed{6} \end{array}$$



$$\begin{array}{r} \square \\ + \\ \square \end{array} \begin{array}{r} 2 \\ 3 \end{array}$$



$$\begin{array}{r} \square \\ + \\ \square \end{array} \begin{array}{r} 3 \\ 3 \end{array}$$



$$\begin{array}{r} \square \\ + \\ \square \end{array} \begin{array}{r} 5 \\ 3 \end{array}$$



$$\begin{array}{r} \square \\ + \\ \square \end{array} \begin{array}{r} 7 \\ 2 \end{array}$$



C. Add the numbers on the numberline.



$$\begin{array}{r} \square \\ + \\ \square \end{array} \begin{array}{r} 2 \\ 4 \end{array} = \square$$



$$\begin{array}{r} \square \\ + \\ \square \end{array} \begin{array}{r} 3 \\ 1 \end{array} = \square$$



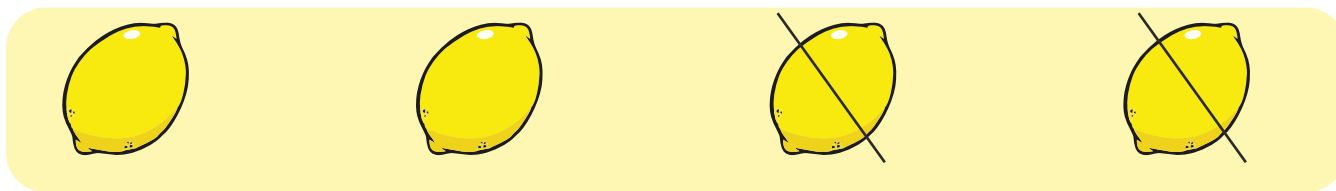
$$\begin{array}{r} \square \\ + \\ \square \end{array} \begin{array}{r} 4 \\ 5 \end{array} = \square$$



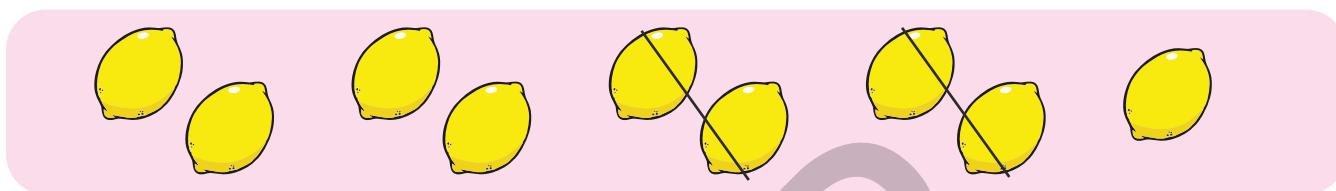
$$\begin{array}{r} \square \\ + \\ \square \end{array} \begin{array}{r} 6 \\ 2 \end{array} = \square$$



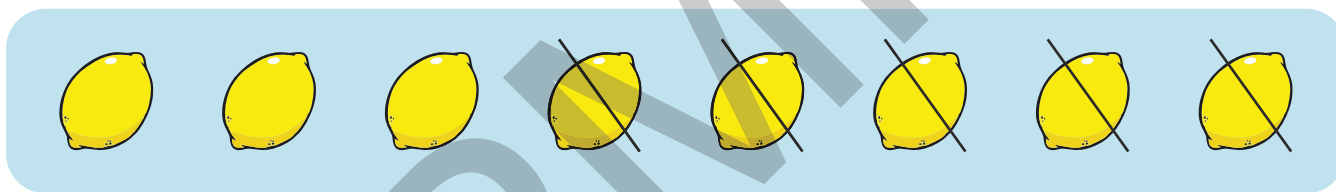
D. Look at the pictures and fill in the boxes.



$$\boxed{\dots\dots\dots} - \boxed{\dots\dots\dots} = \boxed{\dots\dots\dots}$$



$$\boxed{\dots\dots\dots} - \boxed{\dots\dots\dots} = \boxed{\dots\dots\dots}$$



$$\boxed{\dots\dots\dots} - \boxed{\dots\dots\dots} = \boxed{\dots\dots\dots}$$

E. Now, subtract by drawing and counting sticks.

$$\begin{array}{r} \boxed{7} \\ - \\ \boxed{2} \end{array}$$



$$\begin{array}{r} \boxed{5} \\ - \\ \boxed{3} \end{array}$$



$$\begin{array}{r} \boxed{6} \\ - \\ \boxed{4} \end{array}$$



$$\begin{array}{r} \boxed{9} \\ - \\ \boxed{5} \end{array}$$



$$\begin{array}{r} \square \\ 4 \\ - \square \\ 3 \end{array}$$



$$\begin{array}{r} \square \\ 9 \\ - \square \\ 6 \end{array}$$



$$\begin{array}{r} \square \\ 7 \\ - \square \\ 3 \end{array}$$



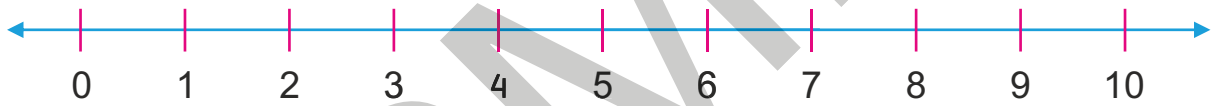
$$\begin{array}{r} \square \\ 4 \\ - \square \\ 3 \end{array}$$



F. Subtract on the numberline.



$$\begin{array}{r} \square \\ 3 \\ - \square \\ 1 \\ = \square \end{array}$$



$$\begin{array}{r} \square \\ 5 \\ - \square \\ 2 \\ = \square \end{array}$$



$$\begin{array}{r} \square \\ 7 \\ - \square \\ 5 \\ = \square \end{array}$$



$$\begin{array}{r} \square \\ 8 \\ - \square \\ 4 \\ = \square \end{array}$$



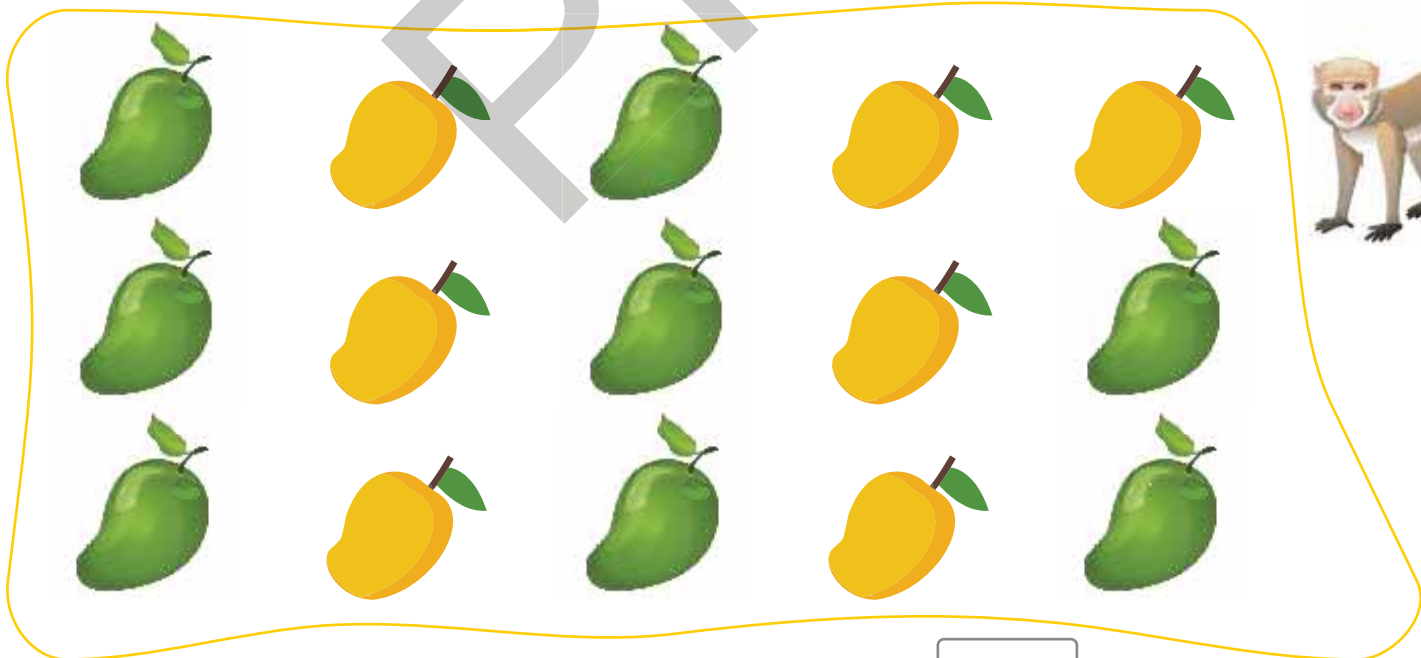
MIND BENDERS

A. Count the white ducks and brown ducks in the pond and write their numbers in the circles. Find the total number of ducks and write it in the box.



White ducks = Brown ducks = Total =

B. Count all the mangoes shown in the picture. If a monkey eats all the ripe mangoes, how many mangoes will be left?



Number of mangoes left =





Count and learn the numbers and the number names.

51 **Fifty-one**

56 **Fifty-six**

52 **Fifty-two**

57 **Fifty-seven**

53 **Fifty-three**

58 **Fifty-eight**

54 **Fifty-four**

59 **Fifty-nine**

55 **Fifty-five**

60 **Sixty**





Count and learn the numbers and the number names.

61 **Sixty-one**

66 **Sixty-six**

62 **Sixty-two**

67 **Sixty-seven**

63 **Sixty-three**

68 **Sixty-eight**

64 **Sixty-four**

69 **Sixty-nine**

65 **Sixty-five**

70 **Seventy**





Count and learn the numbers and the number names.

71 **Seventy-one**

76 **Seventy-six**

72 **Seventy-two**

77 **Seventy-seven**

73 **Seventy-three**

78 **Seventy-eight**

74 **Seventy-four**

79 **Seventy-nine**

75 **Seventy-five**

80 **Eighty**





Count and learn the numbers and the number names.

81 Eighty-one

86 Eighty-six

82 Eighty-two

87 Eighty-seven

83 Eighty-three

88 Eighty-eight

84 Eighty-four

89 Eighty-nine

85 Eighty-five

90 Ninety





Count and learn the numbers and the number names.

91 **Ninety-one**

96 **Ninety-six**

92 **Ninety-two**

97 **Ninety-seven**

93 **Ninety-three**

98 **Ninety-eight**

94 **Ninety-four**

99 **Ninety-Nine**

95 **Ninety-five**

100 **Hundred**

A. Write the missing numbers from 1 to 100.

1		21			51		71		91
	12		32			62		82	
3		23		43					
			34		54		74		94
	15					65		85	
			36				76		96
7		27		47		67		87	
	18		38		58		78		
		29		49		69			99
10			40		60			90	



B. Match the numbers with the number names.

32

29

54

40

68

74

100

37

86

45

Twenty-nine

Thirty-seven

Forty-five

Seventy-four

Fifty-four

Thirty-two

Sixty-eight

Forty

Hundred

Eighty-six

PMP



C. Fill in the blanks with the numbers that will come before the given numbers. One has been done for you.

24 — 25

..... — 70

..... — 96

..... — 31

..... — 65

..... — 88

..... — 47

..... — 52

..... — 99

..... — 52

..... — 49

..... — 73

D. Fill in the blanks with the numbers that will come after the given numbers. One has been done for you.

42 — 43

74 —

91 —

58 —

65 —

87 —

66 —

83 —

99 —

39 —

49 —

77 —

E. Fill in the blanks with the numbers that will come between the given numbers. One has been done for you.

32 — 33 — 34

54 — — 56

87 — — 89

46 — — 48

55 — — 57

83 — — 85

51 — — 53

69 — — 71

95 — — 97



F. Fill in each blank box with $>$, $<$ or $=$ sign.

41		39	58		68	97		99
69		69	74		59	50		70
44		33	64		91	74		80
48		48	88		86	81		98

G. Arrange the following numbers in the ascending order.

38	57	25	→			
64	44	74	→			
98	79	67	→			
90	88	77	→			

H. Arrange the following numbers in the descending order.

65	37	44	→			
84	62	69	→			
89	87	98	→			
77	88	99	→			



MIND BENDERS

A. Given below are the mirror images of numbers from 0 to 9. Write the numbers in the boxes.

<input type="text"/>	1	<input type="text"/>	2
<input type="text"/>	2	<input type="text"/>	7
<input type="text"/>	3	<input type="text"/>	8
<input type="text"/>	4	<input type="text"/>	9
<input type="text"/>	5	<input type="text"/>	0

Mirror images of which two numbers appear to be same as they are written?

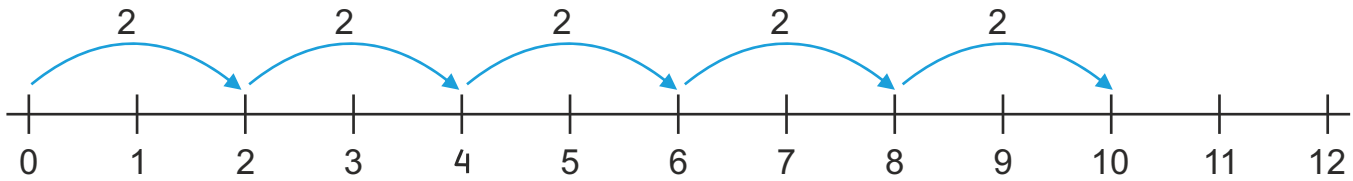
B. Identify the numbers and write in the boxes.

38	<input type="text"/>	54	<input type="text"/>	43	<input type="text"/>
88	<input type="text"/>	22	<input type="text"/>	88	<input type="text"/>
89	<input type="text"/>	88	<input type="text"/>	45	<input type="text"/>





Skip counting by 2's means adding 2 each time starting from 0. If you circle every second number, you will get skip counting by 2's.



Colour every second number. One has been done.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Write the first ten coloured numbers.

--	--	--	--	--	--	--	--	--	--

For Teachers:



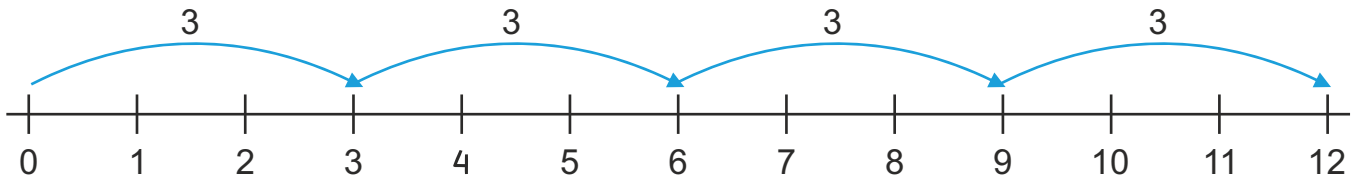
You may ask twenty children to form a queue. Give them number cards from 1 to 20 in a sequence. Now, ask every second child to raise their hands displaying the respective number. In this way, the children will understand skip counting by 2's. Similarly, you may demonstrate skip counting by 3's, 5's and 10's.



Skip Counting by 3's



Skip counting by 3's means adding 3 each time starting from 0. If you circle every third number, you will get skip counting by 3's.



Colour every third number. One has been done.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Write the first ten coloured numbers.

--	--	--	--	--	--	--	--	--	--

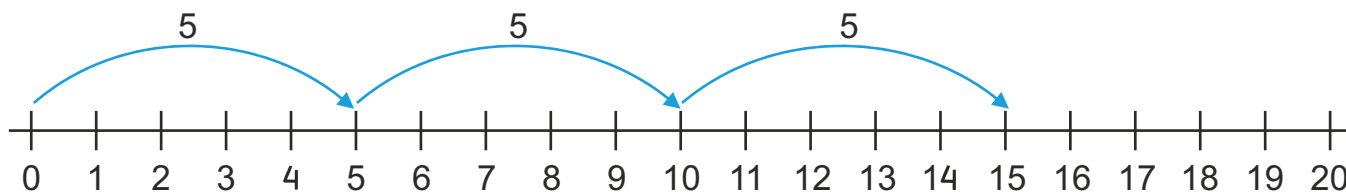
For Parents:

You may write numbers from 1 to 100 on a sheet and ask your child to colour every third number. Similarly, you may give him/her ample practice opportunity to learn skip counting by 3's, 5's and 10's.





Skip counting by 5's means adding 5 each time starting from 0. If you circle every fifth number, you will get skip counting by 5's.



Colour every fifth number. One has been done.

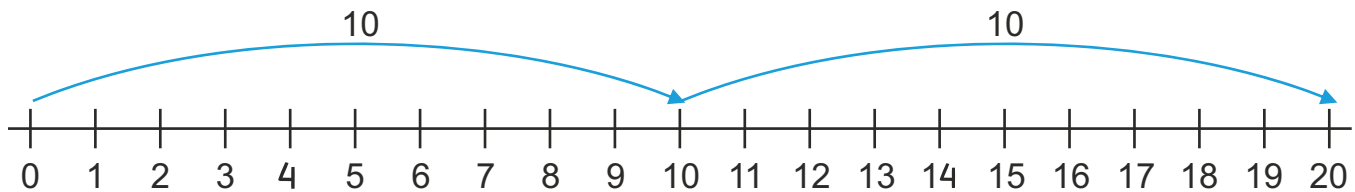
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Write the first ten coloured numbers.

--	--	--	--	--	--	--	--	--	--



Skip counting by 10's means adding 10 each time starting from 0. If you circle every tenth number, you will get skip counting by 10's.



Colour every tenth number. One has been done.

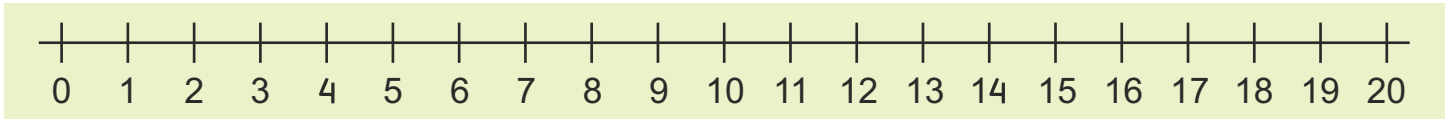
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Write the coloured numbers.

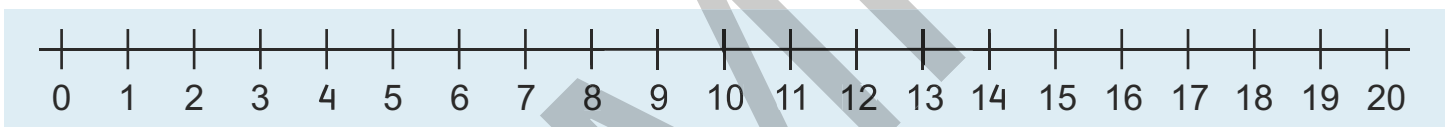
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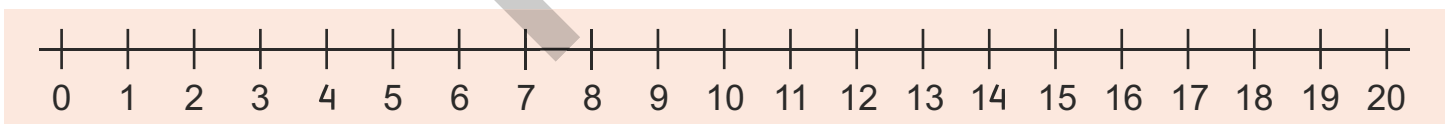
A. Mark the skip counting by 2's on the numberline.



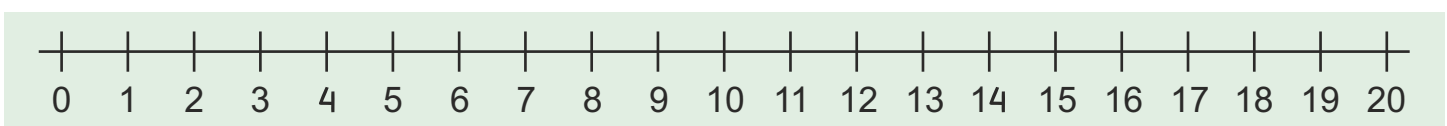
B. Mark the skip counting by 3's on the numberline.



C. Mark the skip counting by 5's on the numberline.



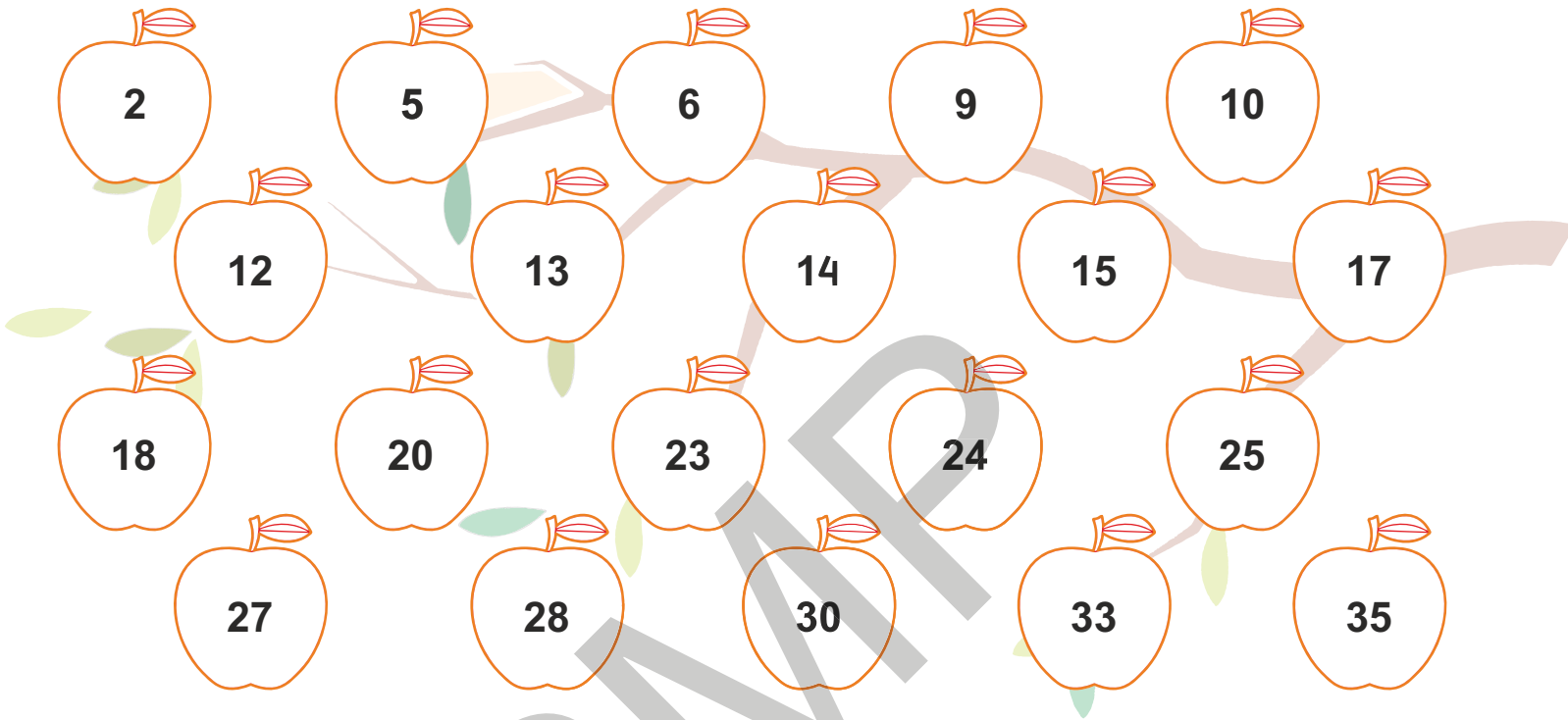
D. Mark the skip counting by 10's on the numberline.





MIND BENDERS

A. Colour the apples that contain the numbers you get after skip counting by 2's.



B. Fill in the blank boxes.

•	2		6			12				20
•	3									30
•	5		15			30			45	50
•	10			40			70			100





A clock tells us time.

Look at the picture of a clock.

It has two hands.

The short hand shows hours.

The long hand shows minutes.

In the given clock, the hour hand is at 10.

The minute hand is at 12.

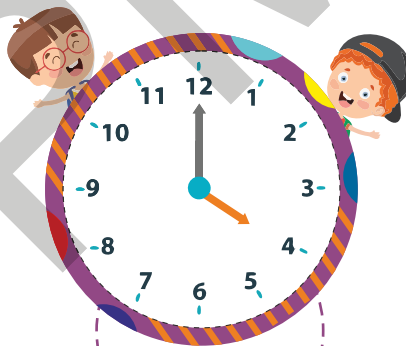
So, the time is 10 o'clock.



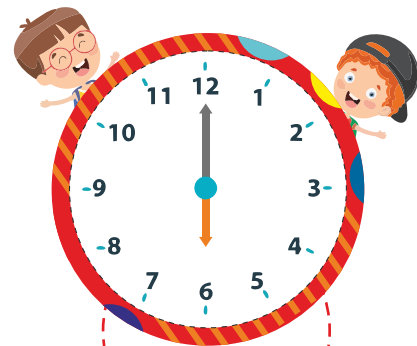
Look at some more examples.



7 o'clock



4 o'clock



6 o'clock

For Teachers:

You may use a model of clock and help children identify the hour and minute hands. Show time by moving the hands and ask them to tell the time. Repeat this activity.

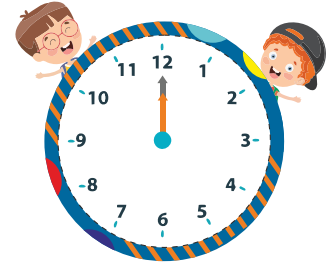
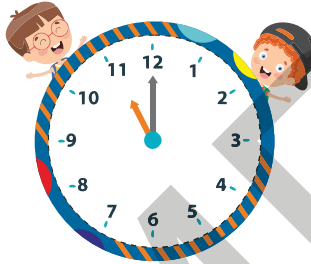
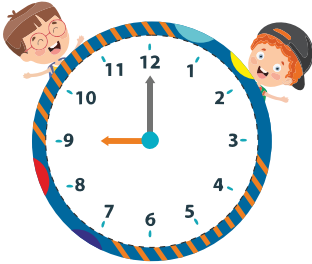
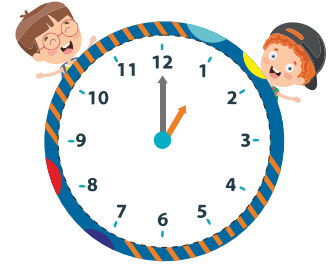
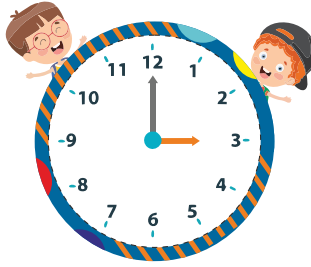
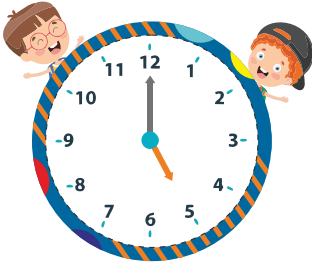


For Parents:

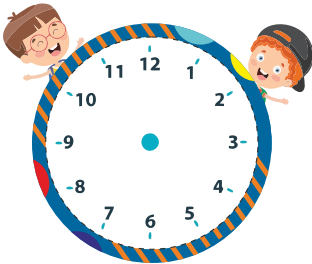
You may ask your child to tell the time in hours. For example, when it is 10 o'clock ask him/her to tell the time. You may repeat this activity many times a day.

Now I Know

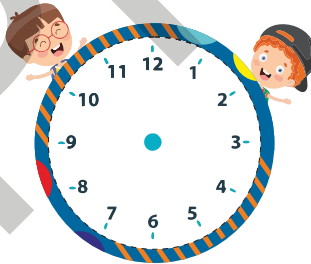
A. Read the clocks and write the time in the boxes.



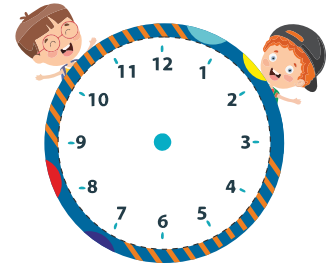
B. Read the time and draw hands of the clock accordingly.



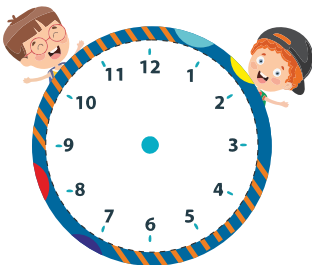
7 o'clock



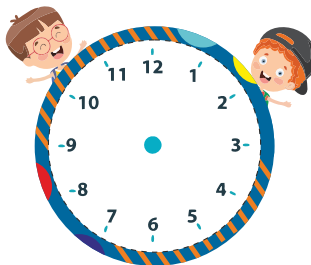
3 o'clock



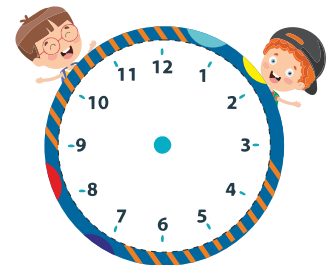
12 o'clock



5 o'clock



9 o'clock



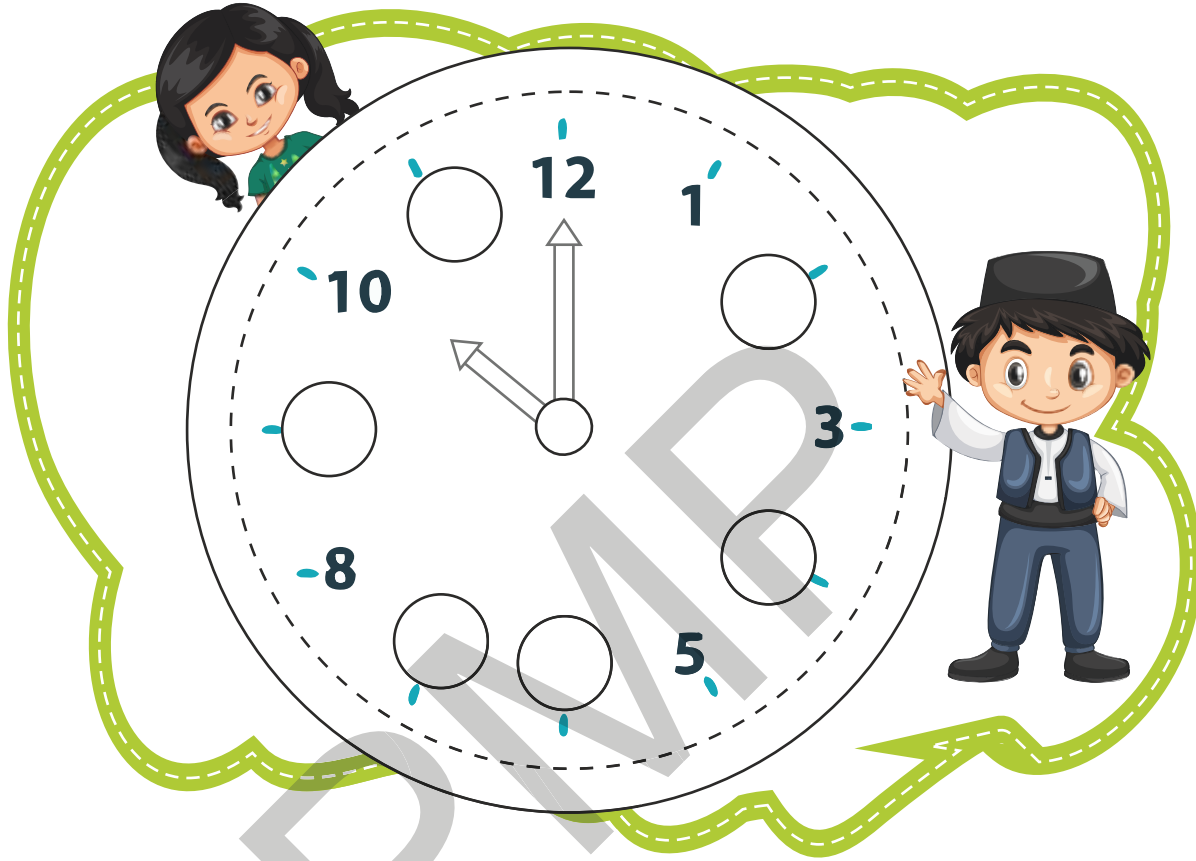
6 o'clock



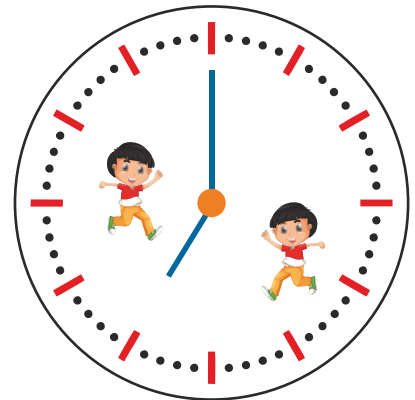


MIND BENDERS

A. Write the missing numbers in the clock. Also, colour the clock.



B. Look at the clocks and write the time in the boxes.





Money is used to buy things and to pay bills. We use money in the form of coins and notes. The symbol of rupee is ₹.

Coins



Notes



For Teachers:



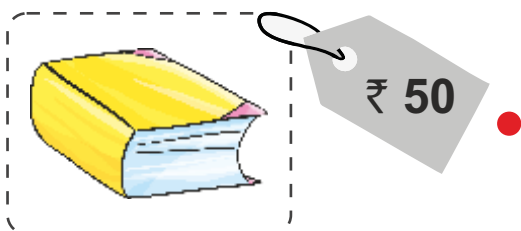
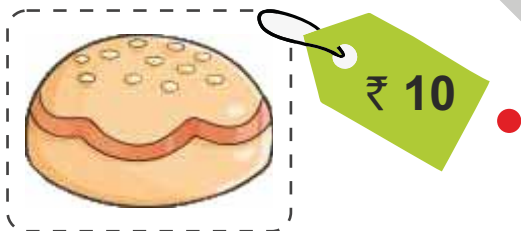
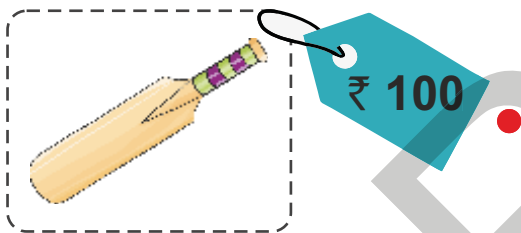
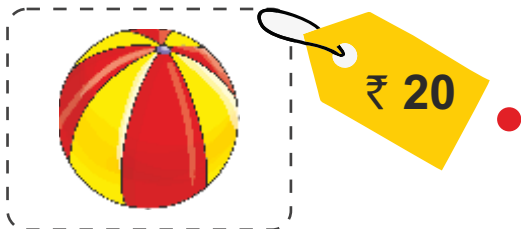
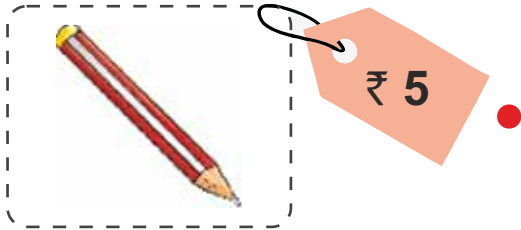
Help the children understand the need for money. Show them coins and notes of different denominations. You may also show the coins and notes one by one and ask them to identify them.

For Parents:

You may give your child some coins of denomination 1, 2 and 5. Ask him/her to return ₹3, ₹4, ₹6, ₹7 and ₹9 to you one by one using different combinations of coins.



Match the objects with the money you will need to buy them.





MIND BENDERS

A. Count money given in each set and write the total in the box.



.....



.....



.....



.....

B. Rahul saves 2 rupees everyday in his gullak. How much money will he save in 30 days?



He will save _____ rupees. (in words)



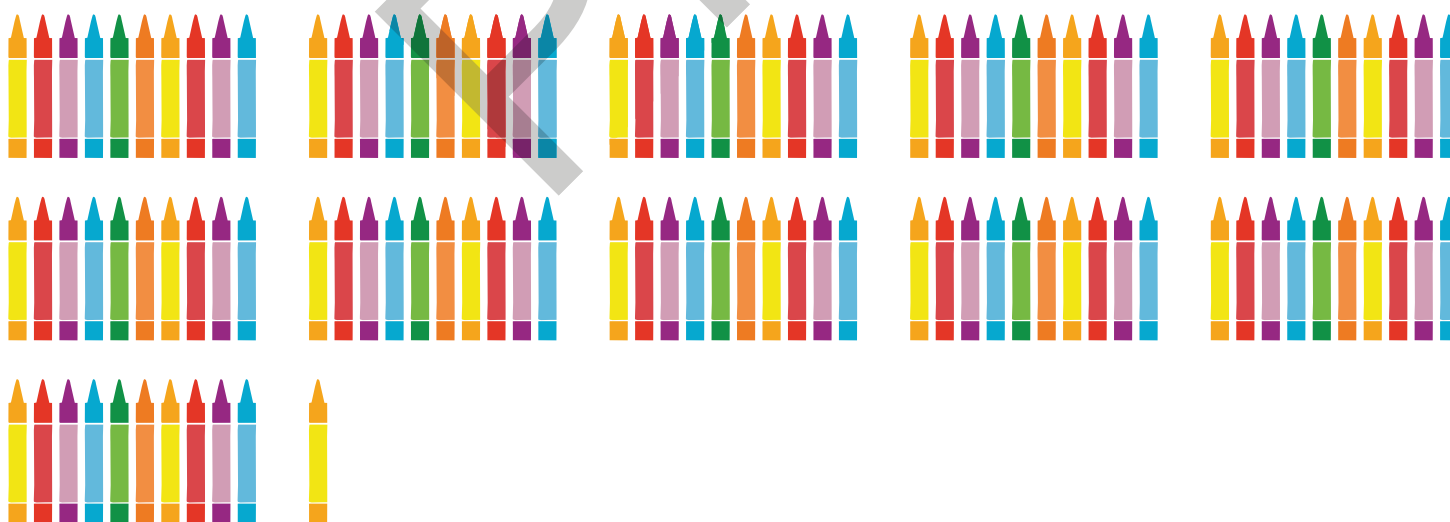


Learn the numbers from 101 to 110.



101	102	103	104	105	106	107	108	109	110
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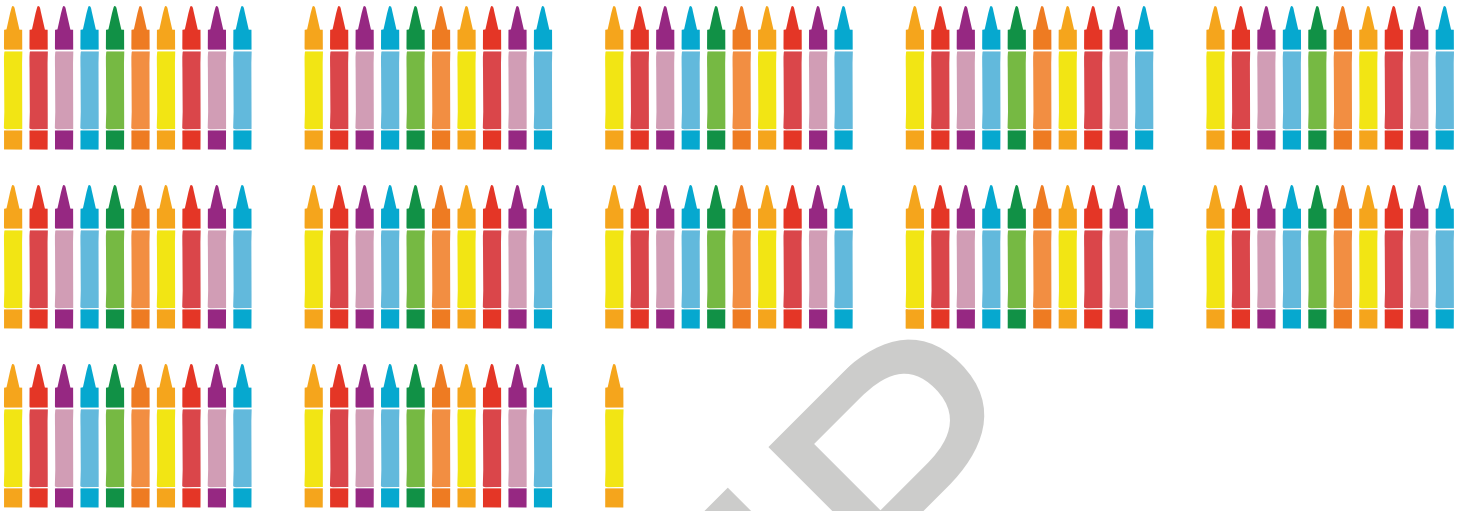
Learn the numbers from 111 to 120.



111	112	113	114	115	116	117	118	119	120
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

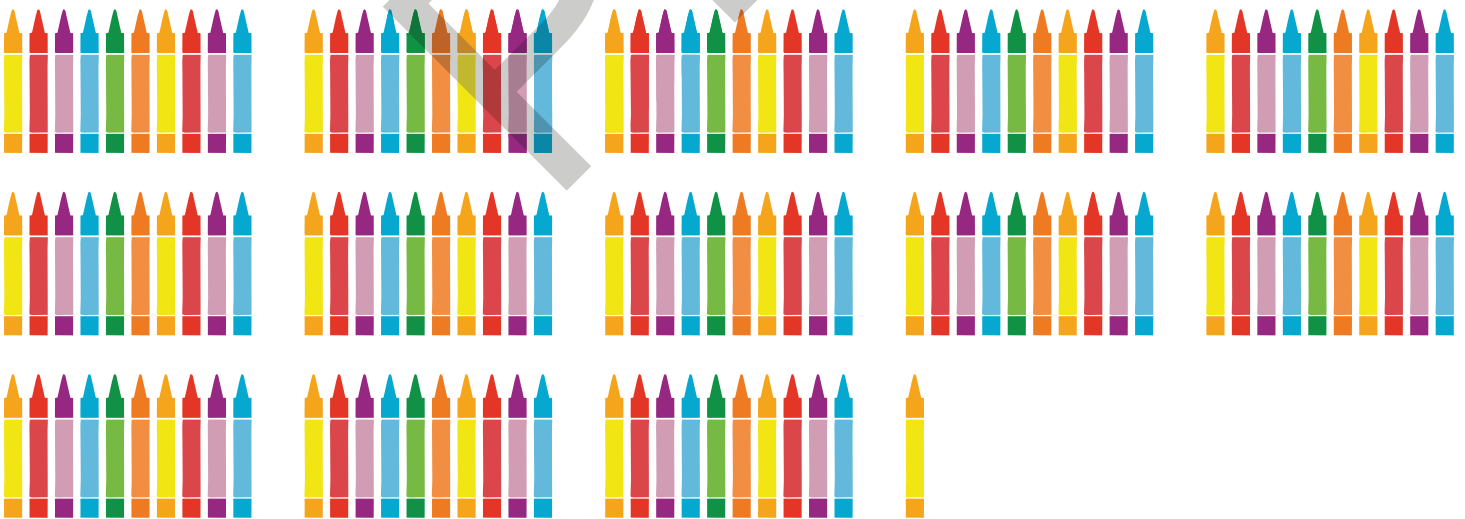


Learn the numbers from 121 to 130.



121	122	123	124	125	126	127	128	129	130
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Learn the numbers from 131 to 140.



131	132	133	134	135	136	137	138	139	140
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----



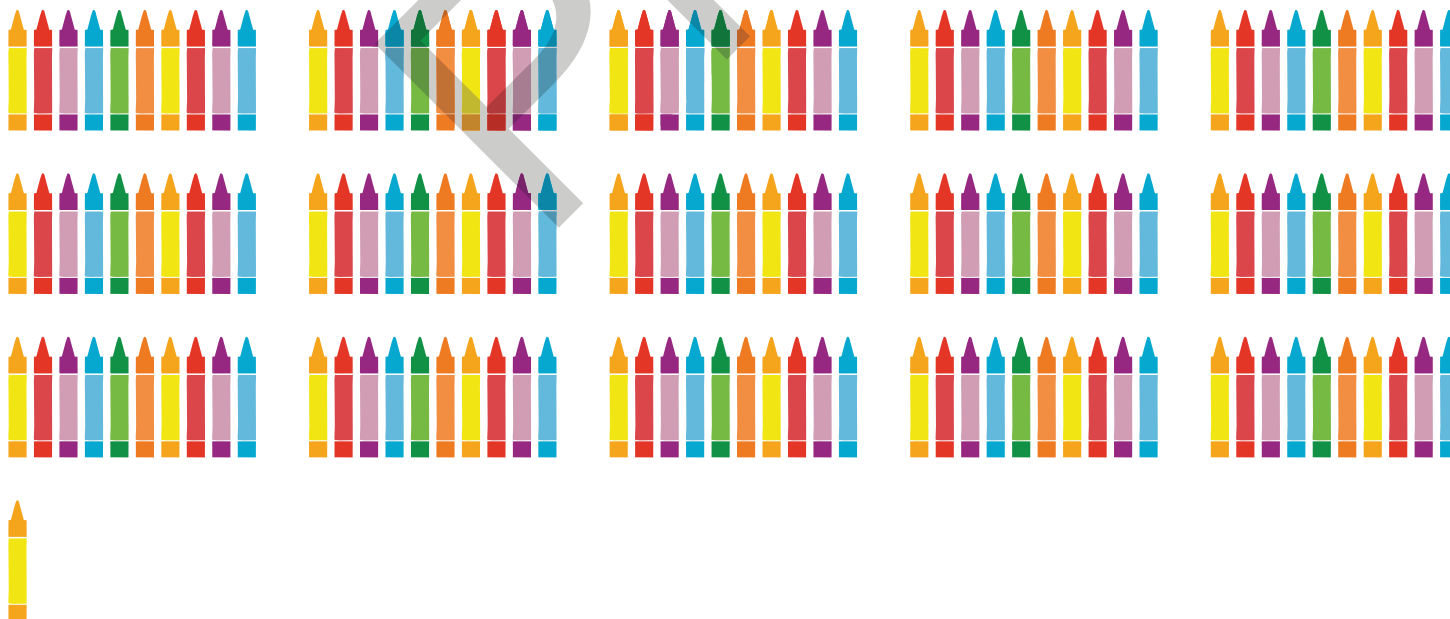


Learn the numbers from 141 to 150.



141	142	143	144	145	146	147	148	149	150
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

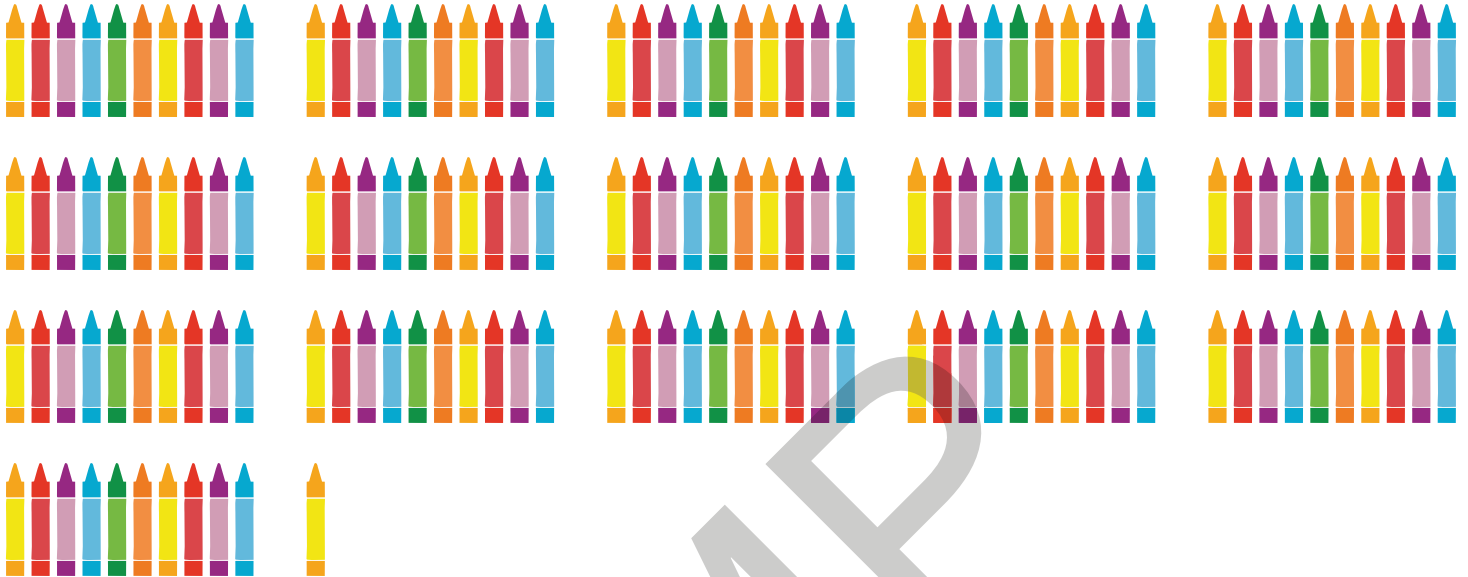
Learn the numbers from 151 to 160.



151	152	153	154	155	156	157	158	159	160
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

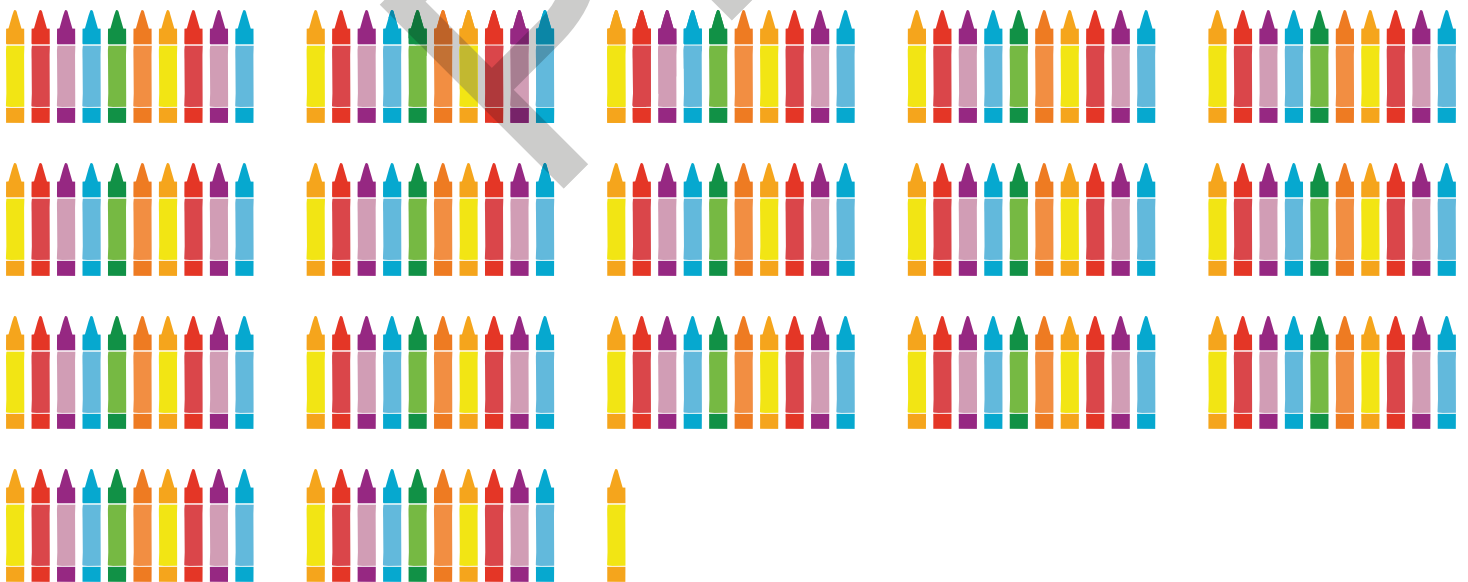


Learn the numbers from 161 to 170.



161	162	163	164	165	166	167	168	169	170
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Learn the numbers from 171 to 180.



171	172	173	174	175	176	177	178	179	180
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----





Learn the numbers from 181 to 190.



181	182	183	184	185	186	187	188	189	190
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Learn the numbers from 191 to 200.



191	192	193	194	195	196	197	198	199	200
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

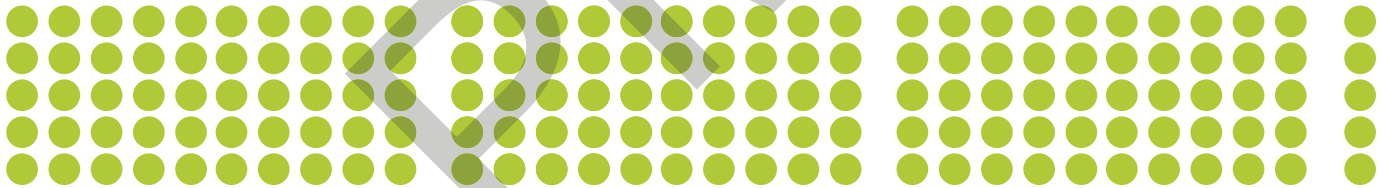
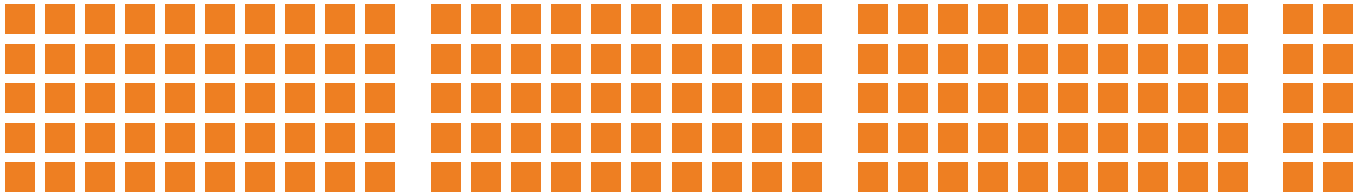
Write the missing numbers from 101 to 200.

101		121			151		171		191
	112		132			162		182	
103		123		143					
			134		154		174		194
	115					165		185	
			136	146			176		196
107		127				167		187	
	118		138		158		178		
				149		169			199
110		130	140		160			190	



MIND BENDERS

Count each type of shapes and write their number in the given boxes.



TEACHER'S OBSERVATION REPORT

Continuous observation of children's progress by the teacher is an important aspect of **NIPUN BHARAT**. We can assess a child's development in different skills by closely observing them throughout the academic year. Here is a chart to be filled in by the teacher. The chart will be helpful for the parents also to help and guide their children accordingly.

Sl.No.	Area of Observation	Requires attention/assistance from facilitator	Able to complete tasks with little assistance	Able to complete tasks without assistance	Hard spots	Remarks
1.	Physical and Motor Skill					
2.	Cognitive Skill					
3.	Social-emotional Skill					
4.	Cultural/Artistic Skill					
5.	Communication and Early Language Skill					
6.	Literacy Skill					
7.	Numeracy Skill					

