Skillment

MATHEMATICS

A Multi-skill Activity Book on Mathematics

FS-4
Class - 1

PMP Planet Multimedia Publishers
The Ultimate Resource

PM PUBLISHERS PVT. LTD.

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PMP Editorial Team

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C-55, Sector-65, NOIDA, Gautam Budh Nagar-201301 (U.P.), India
Ph.: 0120-4300130-33, Mob.: 9540990177
E-mail: info@pmpublishers.in
URL: www.pmpublishers.in

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

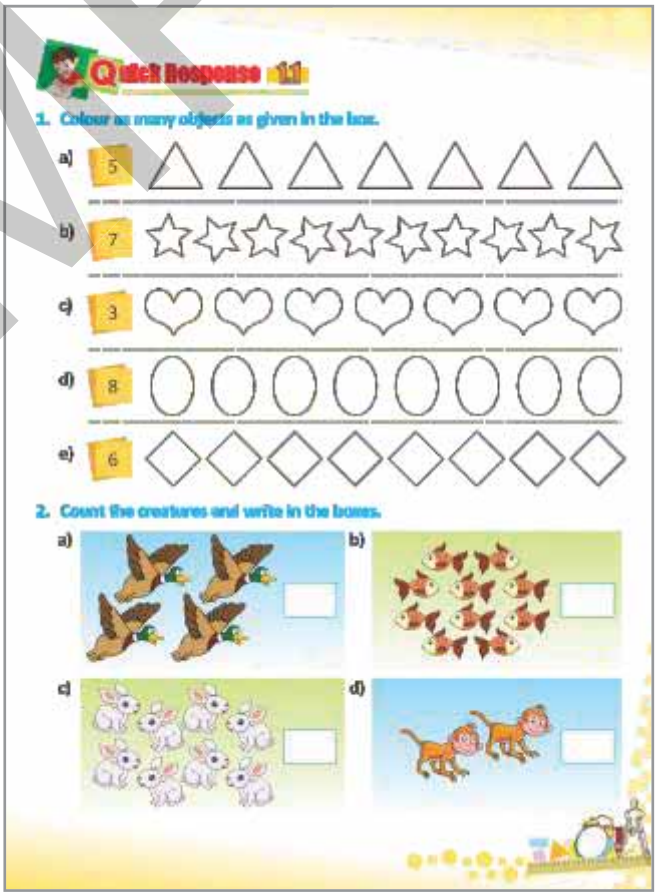
Skillment Mathematics series adheres to the guidelines issued under Early Childhood Care and Education mentioned in the National Education Policy 2020 and subsequently in the National Curriculum Framework (NCF) for Foundational Stage 2022.

Aims of Early Childhood Care and Education (ECCE)

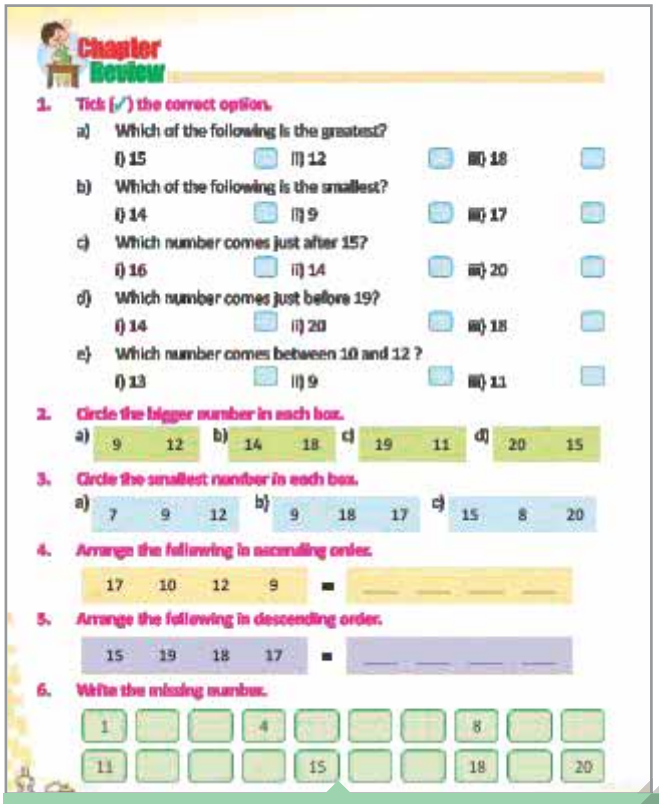
- ✓ Physical and motor development
- ✓ Cognitive development
- ✓ Social-emotional and ethical development
- ✓ Cultural/artistic development
- ✓ Development of communication and early language, literacy, and numeracy

Important Features to meet the aims and objectives of ECCE

Get Ready to draw attention of the students to the topic



Quick Response for topic-wise assessment to test the attentiveness of the students

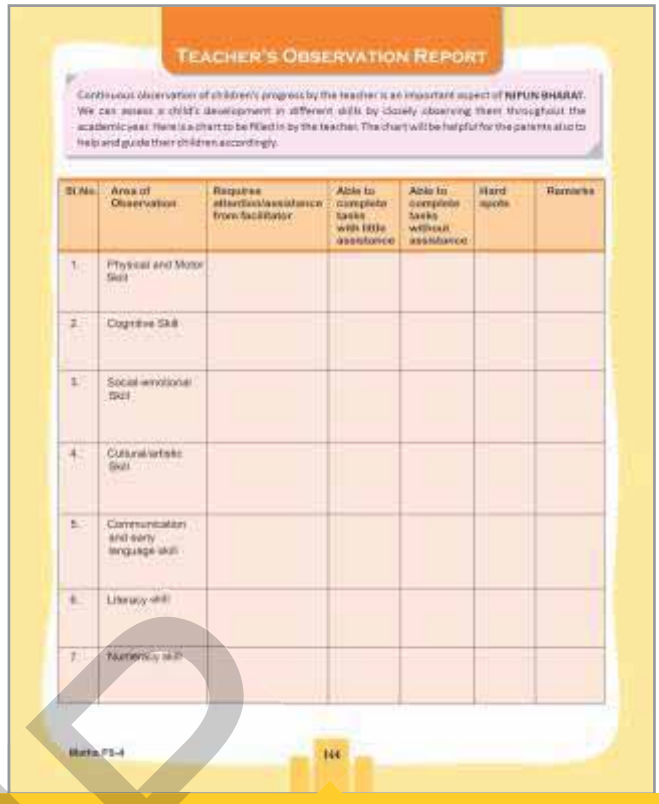


Chapter Review

1. Tick (✓) the correct option.
   a) Which of the following is the greatest?
      i) 15 ☐ ii) 12 ☐ iii) 18 ☐
   b) Which of the following is the smallest?
      i) 14 ☐ ii) 9 ☐ iii) 17 ☐
   c) Which number comes just after 15?
      i) 16 ☐ ii) 14 ☐ iii) 20 ☐
   d) Which number comes just before 19?
      i) 14 ☐ ii) 20 ☐ iii) 18 ☐
   e) Which number comes between 10 and 12 ?
      i) 13 ☐ ii) 9 ☐ iii) 11 ☐
2. Circle the bigger number in each box.
   a) 9 12 b) 14 18 c) 19 11 d) 20 15
3. Circle the smallest number in each box.
   a) 7 9 12 b) 9 18 17 c) 15 8 20
4. Arrange the following in ascending order.
   17 10 12 9 = ___ ___ ___ ___
5. Arrange the following in descending order.
   15 19 18 17 = ___ ___ ___ ___
6. Write the missing numbers.

1			4				8		
11				15			18		20

Chapter Review for the assessment of whole chapter



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					

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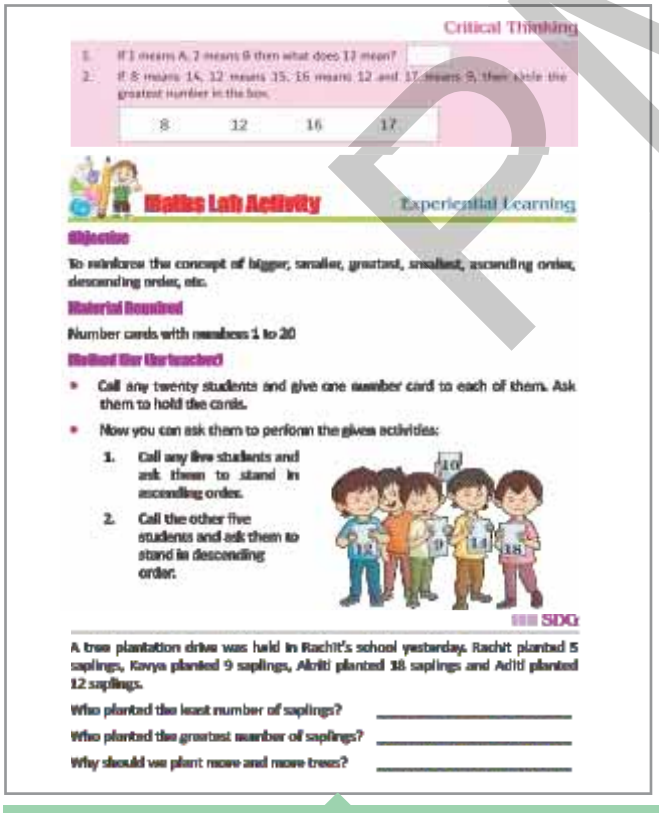
Teacher's Observation Report to record the learner's progress in different aspects of learning



Critical Thinking

1. If 1 means A, 2 means B then what does 12 mean? ___
2. If 8 means 14, 12 means 15, 16 means 12 and 17 means 9, then circle the greatest number in the box.

8 12 16 17

Maths Lab Activity — Experiential Learning

Objective

To reinforce the concept of bigger, smaller, greatest, smallest, ascending order, descending order, etc.

Material Required

Number cards with numbers 1 to 20

Method for Instructor

- Call any twenty students and give one number card to each of them. Ask them to hold the cards.
- Now you can ask them to perform the given activities:
  1. Call any five students and ask them to stand in ascending order.
  2. Call the other five students and ask them to stand in descending order.

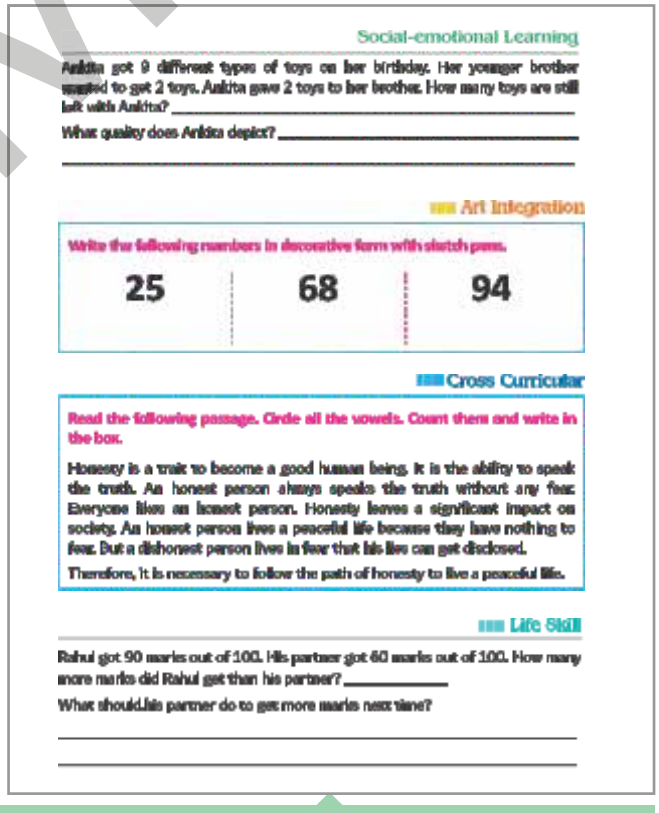
SDG

A tree plantation drive was held in Rachit's school yesterday. Rachit planted 5 saplings, Kavya planted 9 saplings, Akriti planted 18 saplings and Aditi planted 12 saplings.

Who planted the least number of saplings? ___

Who planted the greatest number of saplings? ___

Why should we plant more and more trees? ___



Social-emotional Learning

Ankita got 9 different types of toys on her birthday. Her younger brother wanted to get 2 toys. Ankita gave 2 toys to her brother. How many toys are still left with Ankita? ___

What quality does Ankita depict? ___

Art Integration

Write the following numbers in decorative form with sketch pens.

25 68 94

Cross Curricular

Read the following passage. Circle all the vowels. Count them and write in the box.

Honesty is a trait to become a good human being. It is the ability to speak the truth. An honest person always speaks the truth without any fear. Everyone likes an honest person. Honesty leaves a significant impact on society. An honest person lives a peaceful life because they have nothing to fear. But a dishonest person lives in fear that his lie can get disclosed.

Therefore, it is necessary to follow the path of honesty to live a peaceful life.

Life Skill

Rahul got 90 marks out of 100. His partner got 60 marks out of 100. How many more marks did Rahul get than his partner? ___

What should his partner do to get more marks next time? ___

As per NEP 2020 guidelines we have included some other important features in our book that include Cross Curricular, Social-emotional Learning, Art Integration, Critical Thinking and SDGs (Sustainable Development Goals).

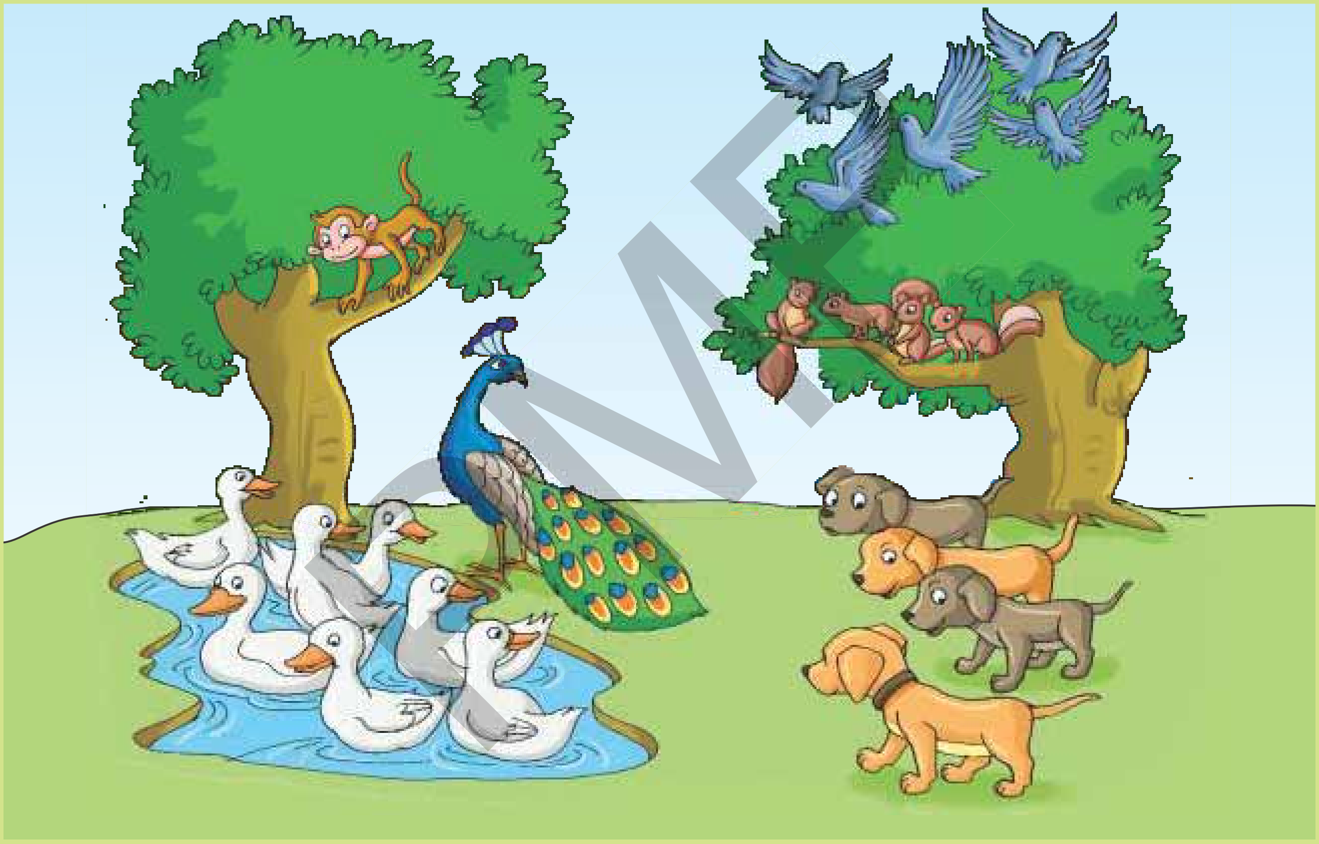
Detailed Contents

1

Numbers up to 20

Get Ready

Look at the picture. Count the animals and birds, and write in the boxes.



For Teachers

The teacher may narrate a story to the class involving birds and animals.

Numbers up to 10

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

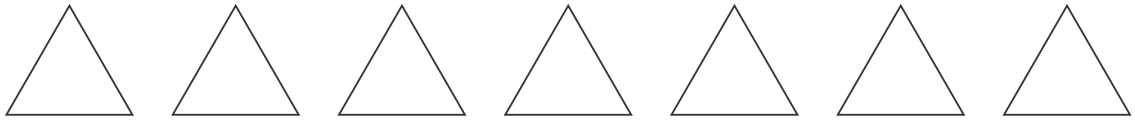
For Teachers

The teacher may use beads to help the children learn counting.

Quick Response 1.1

1. Colour as many objects as given in the box.

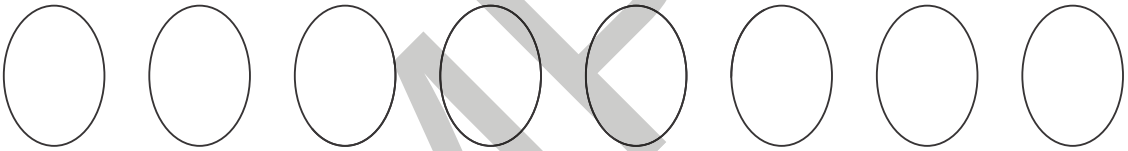
a) 5



b) 7

c) 3

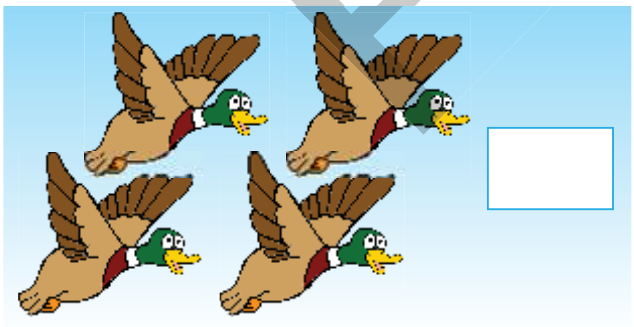
d) 8



e) 6

2. Count the creatures and write in the boxes.

a)



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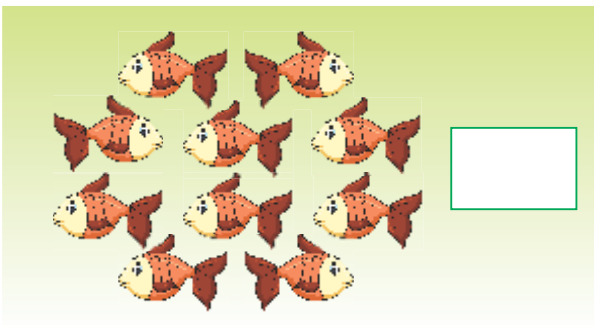

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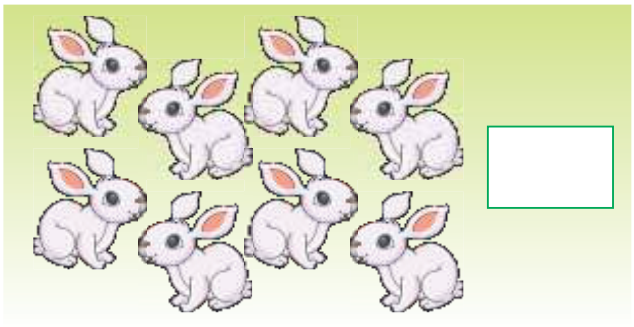
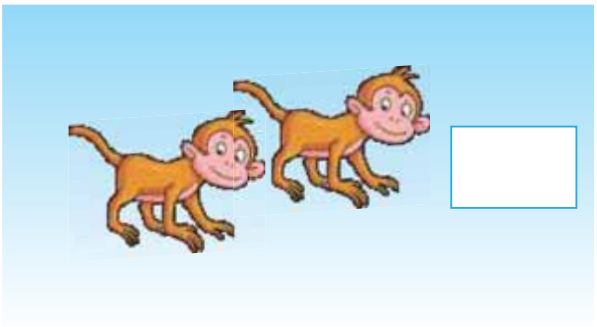


d)



3. Write the missing numbers.

a) 1 ☐ 3 ☐ 5 ☐ 7 ☐ 9 ☐

b) ☐ 2 ☐ 4 ☐ 6 ☐ 8 ☐ 10

c) 1 ☐ ☐ 4 ☐ ☐ 7 ☐ ☐ 10

d) ☐ ☐ 3 ☐ ☐ 6 ☐ ☐ 9 ☐

4. Match the following. One has been done for you.

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

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Before, After, Between

Mouse is just **before** the cat.

Cat is **between** the mouse and the dog.

Dog is just **after** the cat.

4 comes just before 5.

5 comes between 4 and 6.

6 comes just after 5.

Quick Response 1.2

1. Fill in the blanks by writing the number that comes:

	Before		Between			After	
a)		7	a)	2		4	a) 3	
b)		5	b)	7		9	b) 5	
c)		9	c)	4		6	c) 7	
d)		6	d)	8		10	d) 9	

For Teachers

The teacher may ask three students to stand in a queue and explain the concept of before, after and between.

Comparison of Numbers

Look at the pictures given below.

The number for which we have more pictures is greater.

If we have same number of pictures, then they are equal.

5 > 3

4 < 7

8 = 8

The number for which we have less pictures is smaller.

The sign '>' means **greater than**, the sign '<' means **less than** and the sign '=' means **equal** to.

Quick Response 1.3

1. Put the symbol >, < or = in the box.

a) 6 ☐ 3

b) 10 ☐ 5

c) 8 ☐ 8

d) 7 ☐ 2

e) 4 ☐ 4

f) 5 ☐ 9

g) 6 ☐ 9

h) 3 ☐ 8

2. Circle the bigger number in each box.

a) 2 5 b) 7 9 c) 6 4 d) 8 10

3. Circle the smaller number in each box.

a) 3 9 b) 6 8 c) 4 7 d) 2 8

Smallest and Greatest Number

2 5 7 9

The number representing the least number of objects is the smallest. So, 2 is the smallest of all these numbers.

The number representing the most number of objects is the greatest. So, 9 is the greatest of all these numbers.

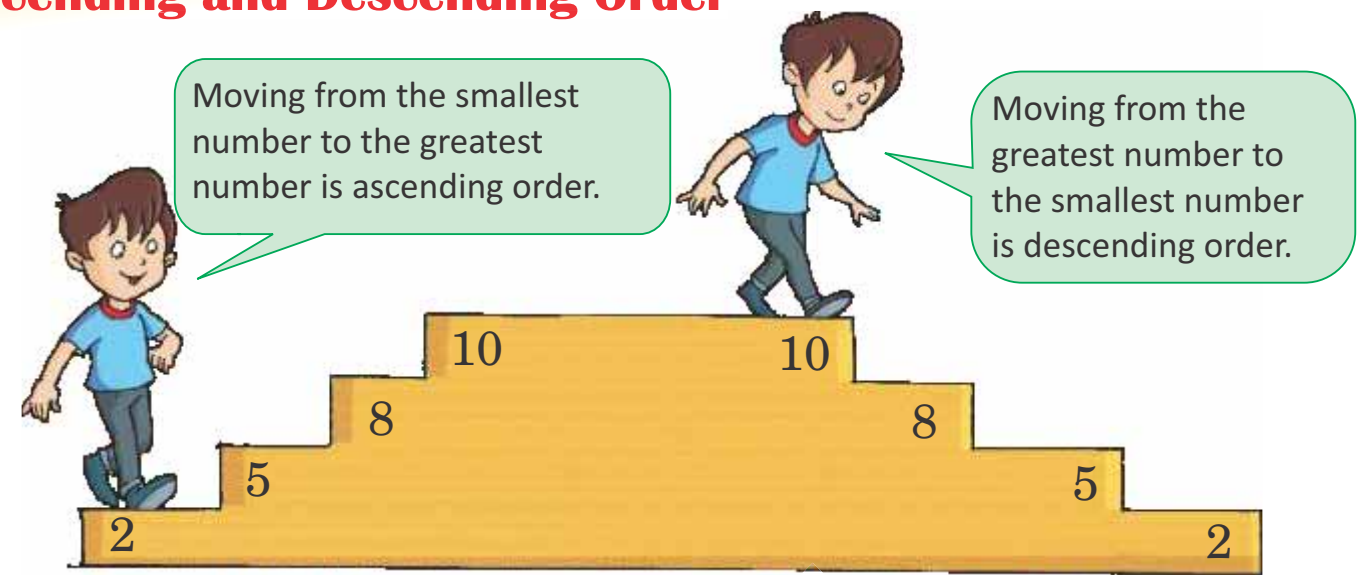
Quick Response 1.4

Circle the greatest number and cross the smallest one.

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

For Teachers The teacher may give more examples from the classroom and outside to explain the concept of greatest and smallest.

Ascending and Descending Order



Ascending order is also called increasing order and descending order is also called decreasing order.

Quick Response 1.5

1. Arrange the following in ascending order. One is done for you.

a)	2	4	1	3	→	1	2	3	4
b)	6	9	8	2	→				
c)	3	9	8	2	→				
d)	5	9	8	7	→				

2. Arrange the following in descending order. One is done in you.

a)	6	3	2	7	→	7	6	3	2
b)	9	4	5	1	→				
c)	2	8	6	4	→				
d)	3	7	5	2	→				

Numbers from 11 to 20

We know that

 **and**  **make** 

9 and 1 make ten.

Forming numbers 11 to 20

10 and 1 make 11.

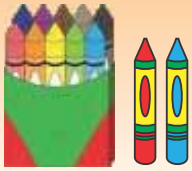
11

Eleven

10 and 6 make 16.

16

Sixteen



10 and 2 make 12.

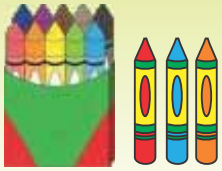
12

Twelve

10 and 7 make 17.

17

Seventeen



10 and 3 make 13.

13

Thirteen

10 and 8 make 18.

18

Eighteen

10 and 4 make 14.

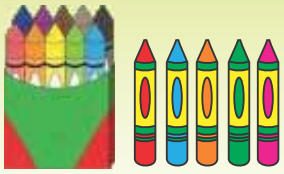
14

Fourteen

10 and 9 make 19.

19

Nineteen



10 and 5 make 15.

15

Fifteen

2 tens make 20.

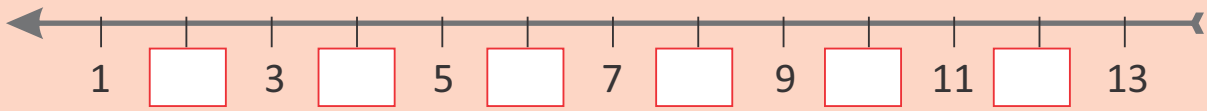
20

Twenty

Quick Response 1.6

1. Write the missing numbers on the number line.

a)



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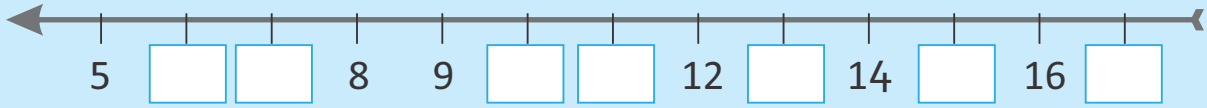
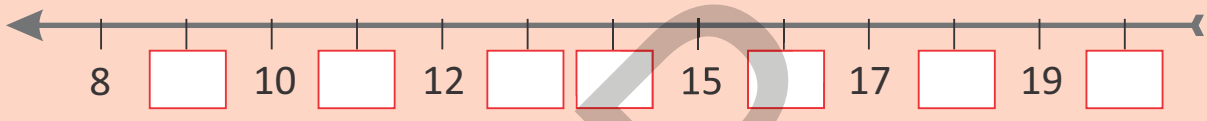
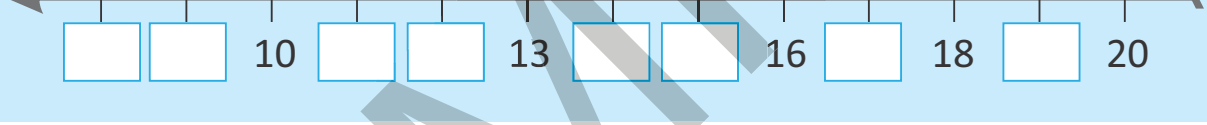


c)



d)



2. Write that comes

Just before:

a) ◯ 11 b) ◯ 16 c) ◯ 18 d) ◯ 15

e) ◯ 14 f) ◯ 19 g) ◯ 17 h) ◯ 12

Just after:

a) 12 ◯ b) 13 ◯ c) 11 ◯ d) 17 ◯

e) 15 ◯ f) 16 ◯ g) 13 ◯ h) 18 ◯

Between:

a) 11 ◯ 13 b) 18 ◯ 20 c) 13 ◯ 15

d) 14 ◯ 16 e) 15 ◯ 17 f) 17 ◯ 19

3. Circle the bigger number.

a) 12 10

b) 15 14

c) 13 20

d) 17 16

4. Circle the smaller number.

a) 18 20

b) 13 11

c) 14 17

d) 18 15

5. Circle the smallest number and cross the greatest number.

a) 13 12 14 11

b) 20 19 18 16

c) 11 14 18 12

6. Arrange the following in ascending order.

a) 12 11 14 20 = ____ ____ ____ ____

b) 19 16 13 15 = ____ ____ ____ ____

c) 11 18 20 14 = ____ ____ ____ ____

d) 17 11 12 20 = ____ ____ ____ ____

7. Arrange the following in descending order.

a) 18 11 12 15 = ____ ____ ____ ____

b) 17 19 16 13 = ____ ____ ____ ____

c) 13 11 12 14 = ____ ____ ____ ____

d) 14 15 20 11 = ____ ____ ____ ____

Chapter Review

1. Tick (✓) the correct option.

a) Which of the following is the greatest?

i) 15 ☐ ii) 12 ☐ iii) 18 ☐

b) Which of the following is the smallest?

i) 14 ☐ ii) 9 ☐ iii) 17 ☐

c) Which number comes just after 15?

i) 16 ☐ ii) 14 ☐ iii) 20 ☐

d) Which number comes just before 19?

i) 14 ☐ ii) 20 ☐ iii) 18 ☐

e) Which number comes between 10 and 12 ?

i) 13 ☐ ii) 9 ☐ iii) 11 ☐

2. Circle the bigger number in each box.

a) 9 12 b) 14 18 c) 19 11 d) 20 15

3. Circle the smallest number in each box.

a) 7 9 12 b) 9 18 17 c) 15 8 20

4. Arrange the following in ascending order.

17 10 12 9 = ____ ____ ____ ____

5. Arrange the following in descending order.

15 19 18 17 = ____ ____ ____ ____

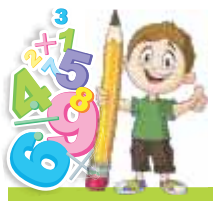
6. Write the missing numbers.

1			4				8		
11				15			18		20

1. If 1 means A, 2 means B then what does 12 mean? ☐

2. If 8 means 14, 12 means 15, 16 means 12 and 17 means 9, then circle the greatest number in the box.

8	12	16	17



Maths Lab Activity

Experiential Learning

Objective

To reinforce the concept of bigger, smaller, greatest, smallest, ascending order, descending order, etc.

Material Required

Number cards with numbers 1 to 20

Method (for the teacher)

- Call any twenty students and give one number card to each of them. Ask them to hold the cards.
- Now you can ask them to perform the given activities:

1. Call any five students and ask them to stand in ascending order.
2. Call the other five students and ask them to stand in descending order.

For Teachers

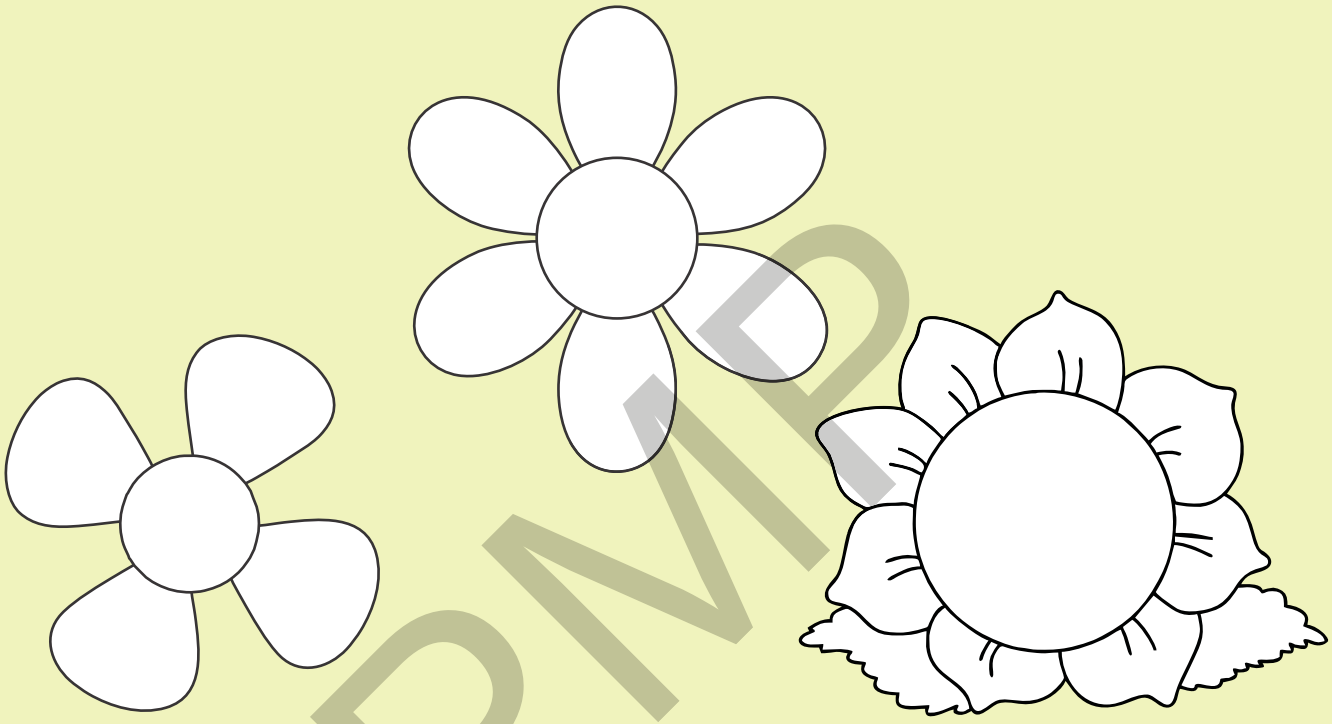
Call two students in the front and ask them to write the number of family members they have on a paper and let them stand at their place. Now, ask the third student to use <, > or = sign by standing in the middle of those two students.

3. Call other five students and ask the student having the number card with the greatest number to raise his/her hand.

4. Make pairs of all the twenty students and ask the students who have number card with smaller number to sit down.

Art Integration

Colour the flower which has the largest number of petals.



SDG

A tree plantation drive was held in Rachit's school yesterday. Rachit planted 5 saplings, Kavya planted 9 saplings, Akriti planted 18 saplings and Aditi planted 12 saplings.

Who planted the least number of saplings? _____

Who planted the greatest number of saplings? _____

Why should we plant more and more trees? _____

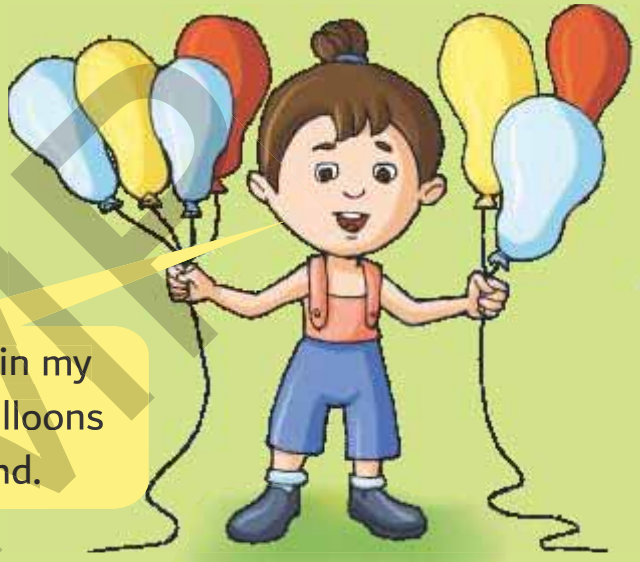
For Teachers The teacher should tell students about the importance of planting trees.

Addition up to 20

Get Ready

Look at the following pictures. Can you fill in the boxes with the correct numbers?

1.



I have 3 balloons in my left hand and 4 balloons in my right hand.

She has ☐ balloons in all.

2.

3 white puppies

6 brown puppies

There are ☐ puppies in all.

Addition means combining two or more things together.

Let's Combine

 and 

 +  = 

2 3 5

'+' is the symbol of addition.

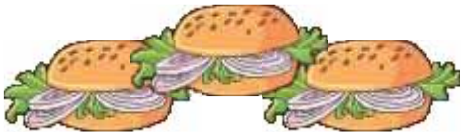
'=' is the symbol of equal to.

Thus, when we combine or add 2 and 3 we get 5. We read it as 2 plus 3 is equal to 5.

We write it as 2 + 3 = 5.

Quick Response 2.1

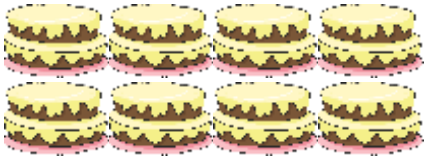
Count and add. One has been done for you.

2 burgers + 1 burger = 3 burgers

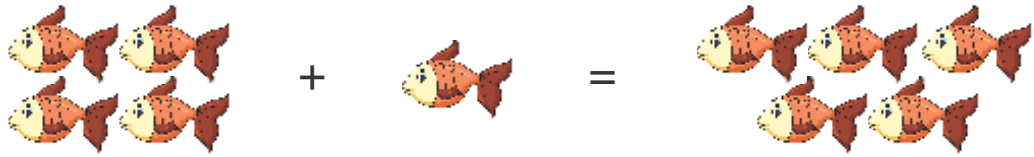
☐ ice-creams + ☐ ice-creams = ☐ ice-creams

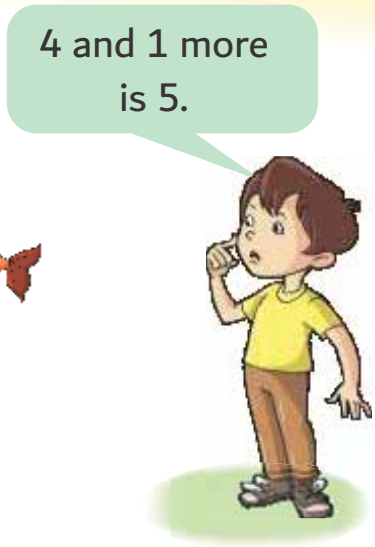
☐ cakes + ☐ cakes = ☐ cakes

Adding One

When we add 1 to a number, we get the number just after it.



4 + 1 = 5



Quick Response 2.2

Add 1 and write the numbers in the boxes.

1. 5 + 1 = ☐
   7 + 1 = ☐

2. 9 + 1 = ☐
   6 + 1 = ☐

3. 8 + 1 = ☐
   3 + 1 = ☐

Adding Zero

We know that zero (0) means nothing. When we add 0 to a number, we get the same number.

3 + 0 = 3

Quick Response 2.3

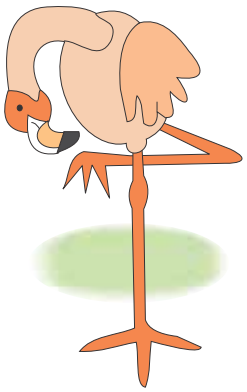
Add 0 and write the numbers in the boxes.

1. 4 + 0 = ☐

2. 7 + 0 = ☐

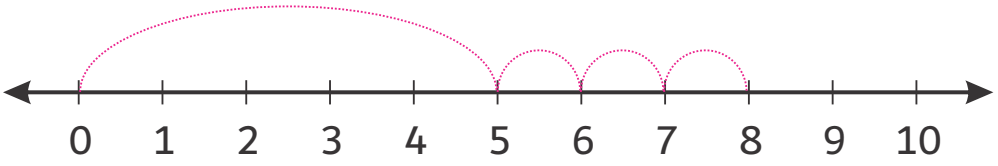
3. 9 + 0 = ☐

Addition on the Number Line



We can use a number line for addition.

Let us add 5 and 3.



Start at 0. Count and jump to 5. Now take 3 more jumps.

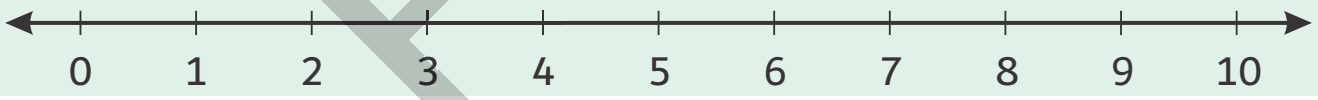
You now reach 8. So, 5 + 3 = 8

Quick Response 2.4

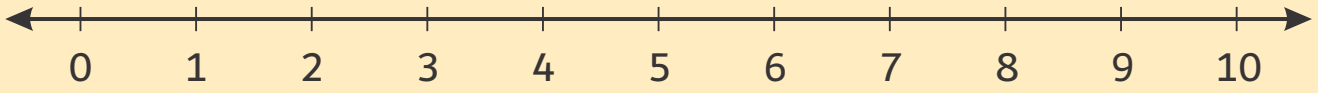
Use the number line to add and write in the boxes.

1. 3 + 4 = ☐

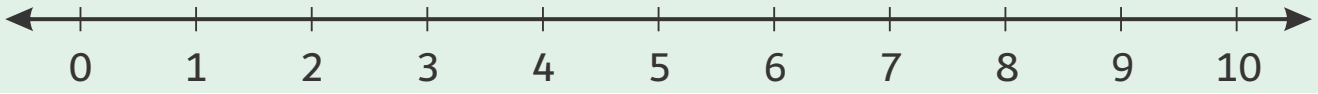
2. 4 + 5 = ☐



3. 2 + 6 = ☐



4. 7 + 3 = ☐



For Teachers The teacher should play a game of 'Number Line' with the students.

Addition by Forward Counting

Let us add 4 and 3 by forward counting.

Make a number strip.

1	2	3	4	5	6	7	8	9	10

Keep your finger at 4 on the number strip. Now move it forward by 3 spaces. You will reach 7.

So, 4 + 3 = 7

Let us do it on fingers.

Start counting from 5 and count 3 fingers.

You reach 7. So, 4 + 3 = 7

Quick Response 2.5

Add the following by forward counting.

1. 2 + 1 = ☐
2. 3 + 2 = ☐
3. 4 + 1 = ☐
4. 1 + 8 = ☐
5. 5 + 4 = ☐
6. 4 + 2 = ☐

7. 2 + 7 = ☐
8. 5 + 0 = ☐
9. 9 + 1 = ☐
10. 8 + 0 = ☐
11. 4 + 4 = ☐
12. 4 + 6 = ☐

Vertical Addition

We can also add the numbers by arranging them vertically. It is called vertical addition.

$$\begin{array}{r} 2 \\ +\ 4 \\ \hline 6 \end{array}$$

1 2

3 4 5 6

1 2 3 4 5 6

2 + 4 = 6

We see that the answer is the same when the numbers are added vertically or horizontally.

Quick Response 2.6

Add the following.

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

2. $\begin{array}{r} 4 \\ +\ 5 \\ \hline \square \end{array}$

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

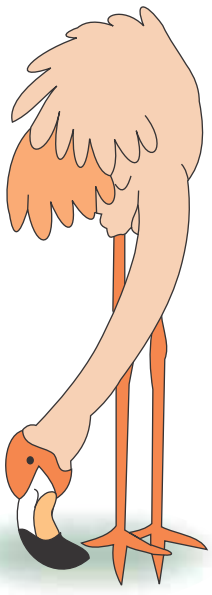
4. $\begin{array}{r} 2 \\ +\ 5 \\ \hline \square \end{array}$

5. $\begin{array}{r} 3 \\ +\ 4 \\ \hline \square \end{array}$

6. $\begin{array}{r} 5 \\ +\ 5 \\ \hline \square \end{array}$

7. $\begin{array}{r} 9 \\ +\ 0 \\ \hline \square \end{array}$

8. $\begin{array}{r} 5 \\ +\ 1 \\ \hline \square \end{array}$



Adding Three Numbers

Let us add 2 + 3 + 4

Write the numbers vertically.

$$\begin{array}{r} 2 \\ +\ 3 \\ +\ 4 \\ \hline \\ \hline \end{array} \quad + \quad \begin{array}{r} 5 \\ +\ 4 \\ \hline 9 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +\ 3 \\ +\ 4 \\ \hline \\ \hline \end{array} \quad + \quad \begin{array}{r} 2 \\ +\ 7 \\ \hline 9 \\ \hline \end{array}$$

Quick Response 2.7

Add the following.

1. $\begin{array}{r} 2 \\ 3 \\ +\ 1 \\ \hline \square \end{array}$

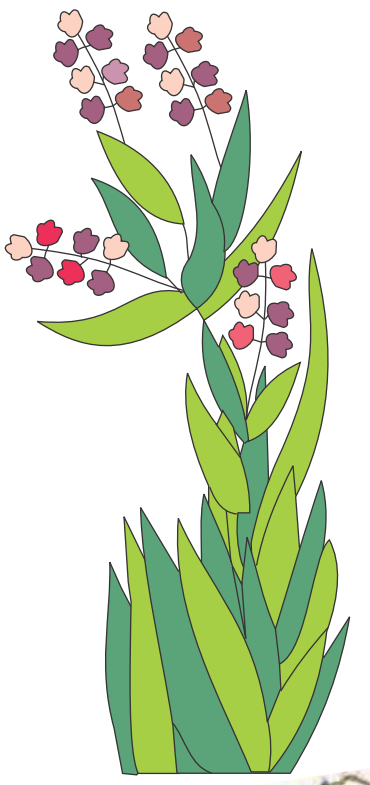
2. $\begin{array}{r} 3 \\ 2 \\ +\ 2 \\ \hline \square \end{array}$

3. $\begin{array}{r} 1 \\ 0 \\ +\ 4 \\ \hline \square \end{array}$

4. $\begin{array}{r} 4 \\ 1 \\ +\ 2 \\ \hline \square \end{array}$

5. $\begin{array}{r} 5 \\ 1 \\ +\ 3 \\ \hline \square \end{array}$

6. $\begin{array}{r} 6 \\ 2 \\ +\ 1 \\ \hline \square \end{array}$



7. $\begin{array}{r} 2 \\ 2 \\ +\ 4 \\ \hline \square \end{array}$

8. $\begin{array}{r} 3 \\ 3 \\ +\ 3 \\ \hline \square \end{array}$

9. $\begin{array}{r} 4 \\ 2 \\ +\ 1 \\ \hline \square \end{array}$

Word Problems

Soumya has 3 toys. Her mother gives her 2 more toys. How many toys does Soumya have in all ?

When you are asked to find total, in all or together, you need to add.

	3	toys
+	2	toys
	5	toys in all

Soumya has 5 toys in all.

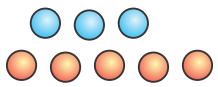
Quick Response 2.8

1. Ritu has 3 balloons.
   Ankit has 4 balloons.
   They have total

   3
   + 4
   ☐ balloons.

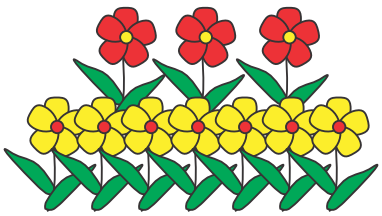
2. Piyush has 3 marbles.
   Rohan has 5 marbles.
   Together they have

   3
   + 5
   ☐ marbles.



3. There are 3 red flowers.
   There are 7 yellow flowers.
   There are total

   3
   + 7
   ☐ flowers.



4. Tanya ate 4 pastries.
   Rohit ate 5 pastries.
   Together they ate

   4
   + 5
   ☐ pastries.

Addition up to 20 by Forward Counting

Let's add 8 and 7 by forward counting.

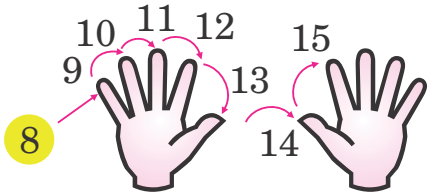
Make a number strip.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Keep your finger at 8 on the number strip. Now move it forward by 7 spaces. You will reach 15.

So, 8 + 7 = 15

Let us do it on fingers.



Start counting from 8 and count 7 fingers.

You reach 15. So, 8 + 7 = 15

Quick Response 2.9

Add the following by forward counting.

1.	5	+	6	=		7.	9	+	7	=	
2.	7	+	5	=		8.	10	+	2	=	
3.	6	+	6	=		9.	12	+	3	=	
4.	4	+	9	=		10.	13	+	4	=	
5.	6	+	8	=		11.	15	+	5	=	
6.	7	+	7	=		12.	18	+	2	=	

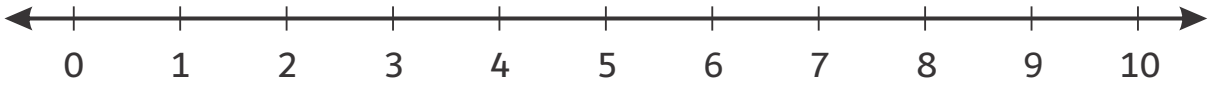
For Teachers

The teacher may demonstrate how to add two numbers using fingers. Give more practice questions and ask them to count on fingers.

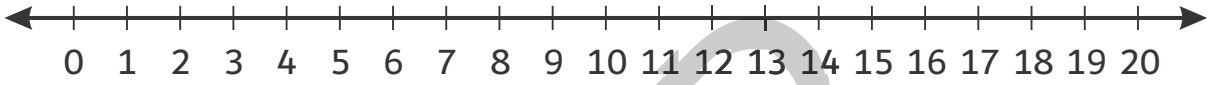
Chapter Review

1. Add the following. Use the number line.

a) 4 + 5 = ☐



b) 10 + 6 = ☐



2. Add the following by forward counting.

a) 4 + 2 = ☐ b) 3 + 4 = ☐ c) 6 + 2 = ☐

d) 1 + 7 = ☐ e) 8 + 7 = ☐ f) 12 + 5 = ☐

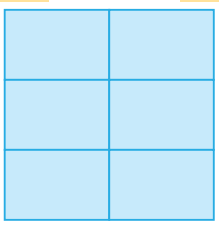
3. Add the following.

a) 3 + 2 = ☐ b) 4 + 0 = ☐ c) 3 + 6 = ☐ d) 7 + 2 = ☐ e) 8 + 1 = ☐

4. Add these too.

a) 2 1 + 3 = ☐ b) 4 2 + 3 = ☐ c) 1 3 + 4 = ☐ d) 2 0 + 5 = ☐ e) 3 2 + 4 = ☐

5. Surbhi had 4 chocolates. Her father gave her 5 more chocolates. How many chocolates does she have in all ?



1. There are 3 children standing in a field. Each child has 3 marbles. How many marbles do they have altogether?
2. Are 2+7 and 7+2 the same?

Maths Lab Activity

Experiential Learning

Objective

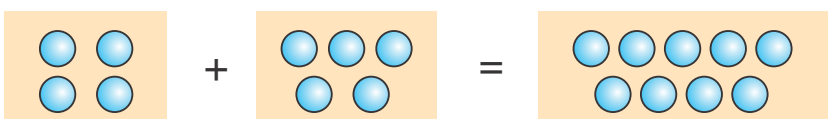
To reinforce the concept of addition

Material Required

20 marbles, 3 bowls, a paper and a pencil

Method (for the teacher)

- Place three bowls on the table.
- Call the students in pairs.
- One student takes some marbles and puts them in one bowl. After counting, the number is noted down.
- The second student also takes some marbles and puts them in another bowl. The number is noted down after counting. Place the '+' sign between the two numbers.
- Then one of them is asked to put all the marbles in one bowl and count them.
- Now they write the answer as given below. The sign '=' means 'equal to'.



4 + 5 = 9

This procedure is repeated with different combinations of marbles.

Social-emotional Learning

Jia, Ravi and John live in a colony. One day, they decided to donate some notebooks, pencils and erasers to the children of their maids. They donated 5 notebooks, 7 pencils and 6 erasers.

How many items did they donate altogether?

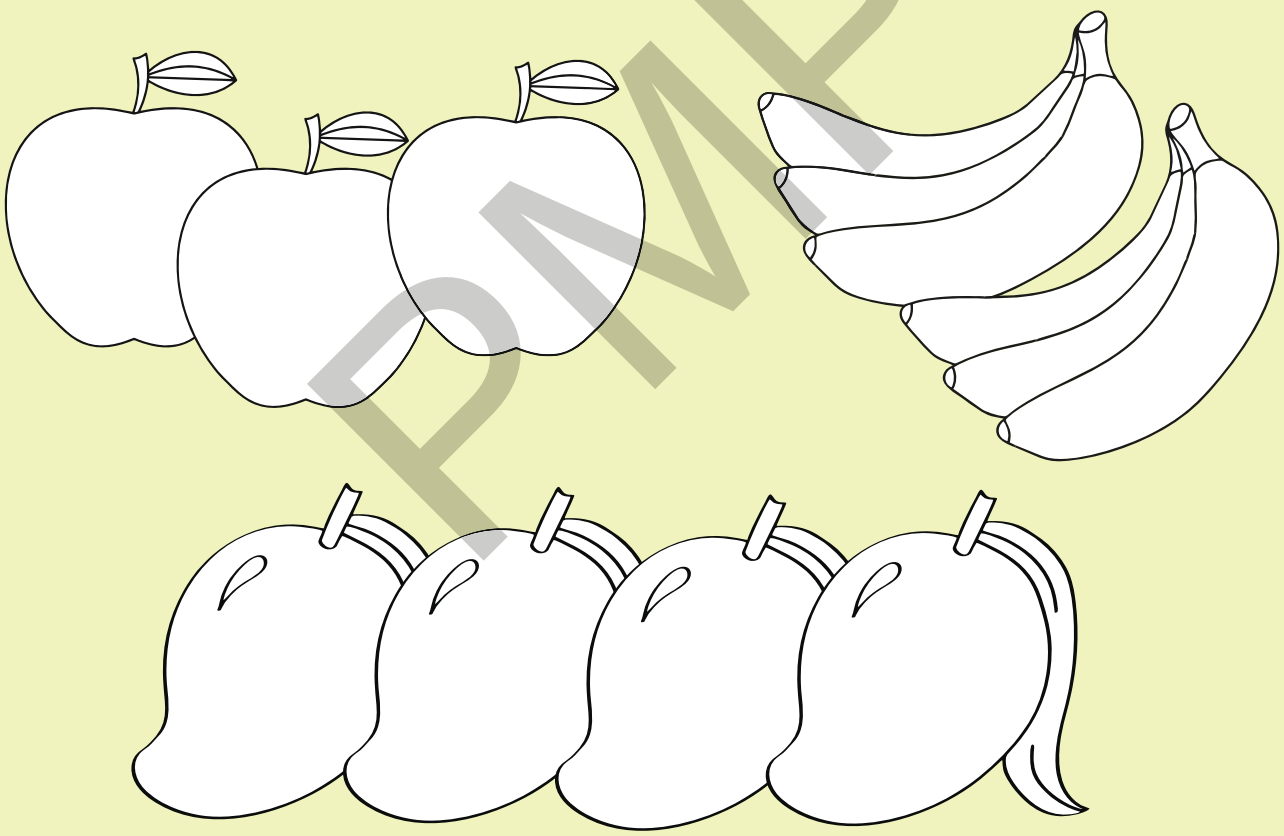
_____

What value does this activity depict?

_____

Art Integration

Colour the picture of fruits, count each type and find the total.



Mango ☐ + Banana ☐ + Apple ☐ = ☐ total fruits

For Teachers

Tell the class why we should eat fruits. Also ask them about their favourite fruit.

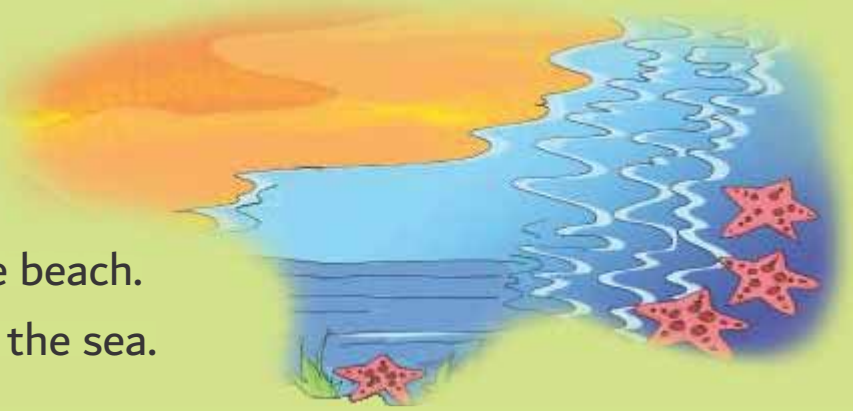
3 Subtraction up to 20

Get Ready

Look at the pictures. Fill in the boxes with correct numbers.

1. There were 5 birds on the tree. 2 flew away.

   There are ☐ birds left on the tree.

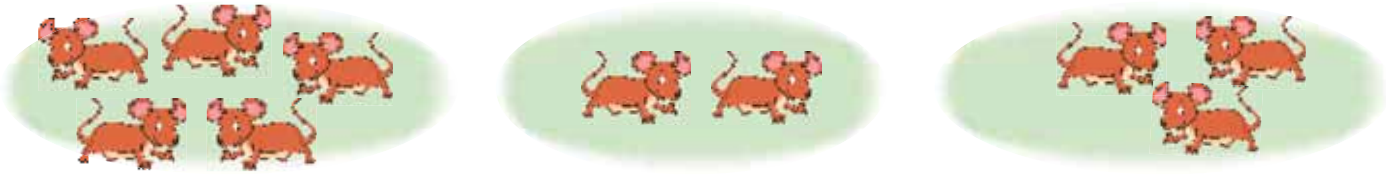


2. 4 starfish were on the beach.

   1 starfish moved into the sea.

   There are ☐ starfish left on the beach.

When some things are taken away from a group, they are being subtracted. The '–' sign shows subtraction.



5 mice playing | 2 move away | 3 mice still playing

5 – 2 = 3

Thus, we say that 5 minus 2 is equal to 3.

Quick Response 3.1

Count, write and subtract.

1. 

☐ parrots – ☐ parrots = ☐ parrot

2. 

☐ ducks – ☐ ducks = ☐ ducks

3. 

☐ butterflies – ☐ butterflies = ☐ butterflies

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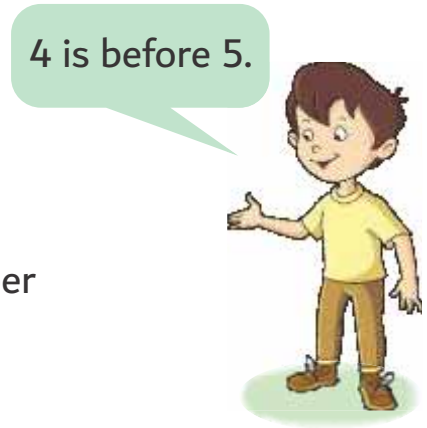
Subtracting One

There were 5 ice-creams. John ate 1 ice-cream. How many are left?

5 – 1 = 4



When we subtract 1 from a number, we get the number before the given number.

Quick Response 3.2

Subtract 1 and write the numbers in the boxes.

1.	3	–	1	=		5.	7	–	1	=		9.	9	–	1	=	
2.	2	–	1	=		6.	6	–	1	=		10.	11	–	1	=	
3.	5	–	1	=		7.	8	–	1	=		11.	10	–	1	=	
4.	4	–	1	=		8	9	–	1	=		12.	12	–	1	=	

Subtracting Zero

There are 4 toffees. None is eaten.

We know that zero means nothing.

So, 4 – 0 = 4

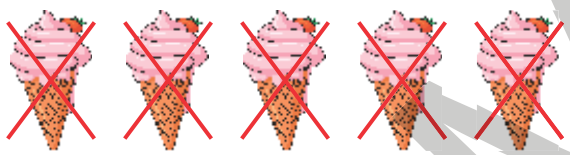
Quick Response 3.3

Subtract 0 and write the numbers in the boxes.

1. 5 – 0 = ☐
2. 6 – 0 = ☐
3. 9 – 0 = ☐
4. 7 – 0 = ☐
5. 2 – 0 = ☐
6. 1 – 0 = ☐
7. 4 – 0 = ☐
8. 8 – 0 = ☐
9. 3 – 0 = ☐

Subtracting a Number from Itself

When a number is subtracted from itself, the difference is zero.



So, 5 – 5 = 0

Quick Response 3.4

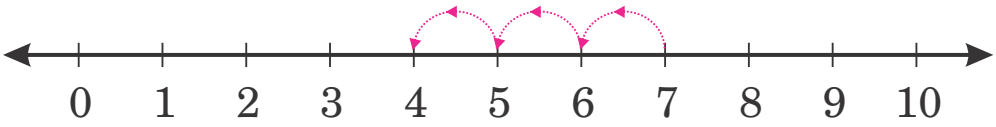
Subtract the following.

1. 5 – 5 = ☐
2. 7 – 7 = ☐
3. 9 – 9 = ☐

4. 8 – 8 = ☐
5. 4 – 4 = ☐
6. 3 – 3 = ☐

Subtraction on the Number Line

Subtract 3 from 7 on the number line.



Start at 7. Then go back 3 spaces. You will reach 4.

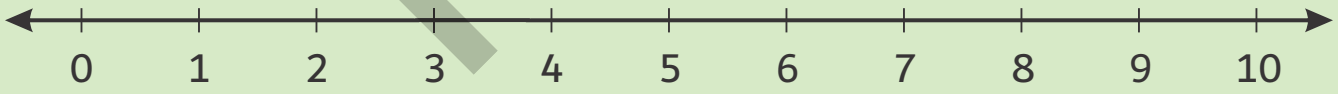
So, 7 – 3 = 4

Quick Response 3.5

Subtract the following on the number line.

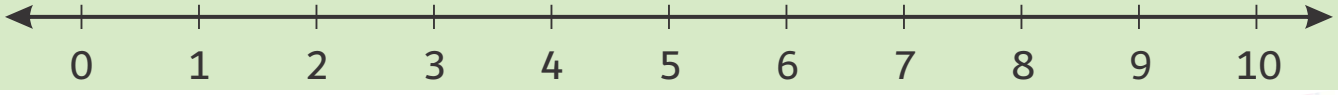
1. 5 – 3 = ☐

2. 6 – 5 = ☐



3. 8 – 4 = ☐

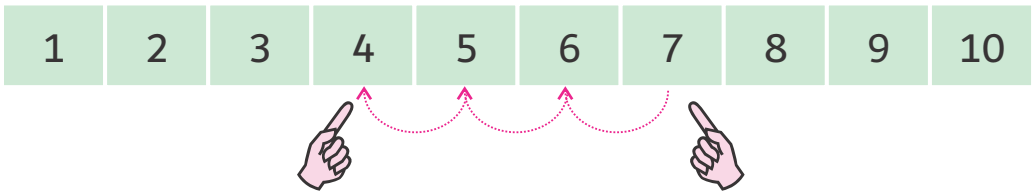
4. 10 – 5 = ☐



Subtraction by Backward Counting

Let us subtract 3 from 7.

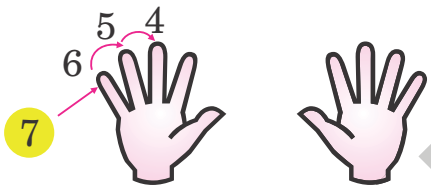
Draw a number strip.



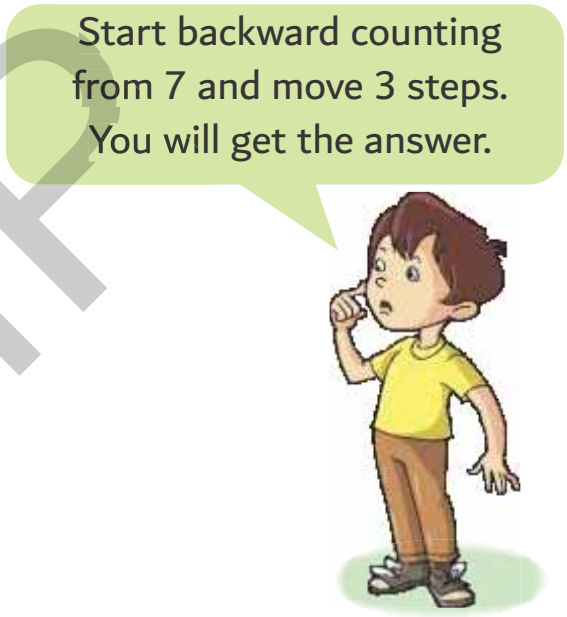
Place your finger at 7 on the number strip. Then move the finger backward by 3 spaces. You will reach 4.

So, 7 – 3 = 4

Let us do it on fingers.



So, 7 – 3 = 4



Quick Response 3.6

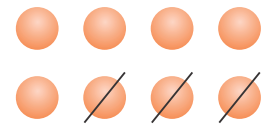
Subtract the following by backward counting.

1. 4 – 2 = ☐
2. 9 – 3 = ☐
3. 6 – 0 = ☐
4. 7 – 5 = ☐
5. 3 – 2 = ☐
6. 5 – 1 = ☐
7. 8 – 4 = ☐
8. 2 – 1 = ☐
9. 9 – 5 = ☐
10. 8 – 3 = ☐

Vertical Subtraction

We can also subtract the numbers by arranging them vertically. It is called vertical subtraction.

$$\begin{array}{r} 8 \\ -\ 3 \\ \hline 5 \end{array}$$



8 – 3 = 5

We see that the answer is the same when the numbers are subtracted vertically or horizontally.

Quick Response 3.7

Subtract the following.

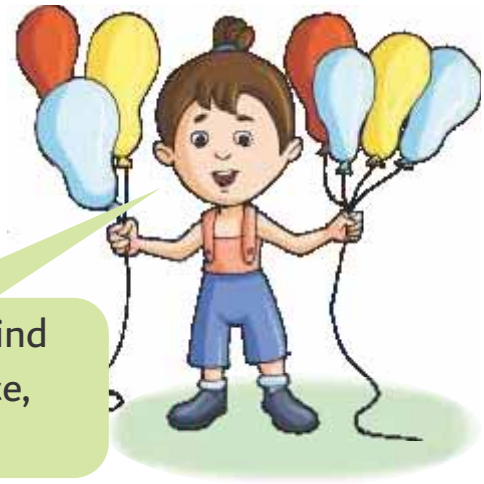
1. $\begin{array}{r} 7 \\ -\ 2 \\ \hline \end{array}$
2. $\begin{array}{r} 2 \\ -\ 0 \\ \hline \end{array}$
3. $\begin{array}{r} 5 \\ -\ 3 \\ \hline \end{array}$
4. $\begin{array}{r} 6 \\ -\ 1 \\ \hline \end{array}$

5. $\begin{array}{r} 4 \\ -\ 3 \\ \hline \end{array}$
6. $\begin{array}{r} 9 \\ -\ 7 \\ \hline \end{array}$
7. $\begin{array}{r} 5 \\ -\ 4 \\ \hline \end{array}$
8. $\begin{array}{r} 4 \\ -\ 2 \\ \hline \end{array}$

9. $\begin{array}{r} 8 \\ -\ 6 \\ \hline \end{array}$
10. $\begin{array}{r} 8 \\ -\ 7 \\ \hline \end{array}$
11. $\begin{array}{r} 9 \\ -\ 4 \\ \hline \end{array}$
12. $\begin{array}{r} 4 \\ -\ 1 \\ \hline \end{array}$
13. $\begin{array}{r} 7 \\ -\ 4 \\ \hline \end{array}$
14. $\begin{array}{r} 5 \\ -\ 2 \\ \hline \end{array}$
15. $\begin{array}{r} 9 \\ -\ 9 \\ \hline \end{array}$
16. $\begin{array}{r} 8 \\ -\ 2 \\ \hline \end{array}$

Word Problems

Richa had 7 balloons. She gave 3 balloons to Aditi. How many balloons does she have now ?



$$\begin{array}{r} 7 \\ -3 \\ \hline 4 \end{array}$$

When you are asked to find difference or left balance, you need to subtract.

Richa has **4** balloons now.

Quick Response 3.8

1. There were 5 ladoos. Sia ate 3 ladoos. How many ladoos are still left?

$$\begin{array}{r} 5 \\ -\ 3 \\ \hline \square \end{array}$$

2. There were 8 children in the park. 4 children went away. How many children are still in the park?

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

3. Rosy had 9 toys. She gave 5 toys to her friends. How many toys does Rosy have now?

$$\begin{array}{r} 9 \\ -\ 5 \\ \hline \square \end{array}$$

Subtraction Up to 20 by Backward Counting

Let us subtract 8 from 17.

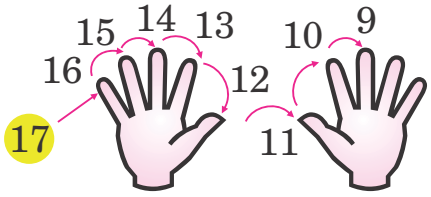
Make a number strip.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

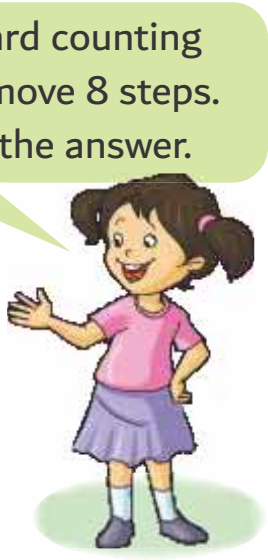
Place your finger at 17 on the number strip. Then move the finger backward by 8 steps. You will reach 9.

So, 17 – 8 = 9

Let us do it on fingers.



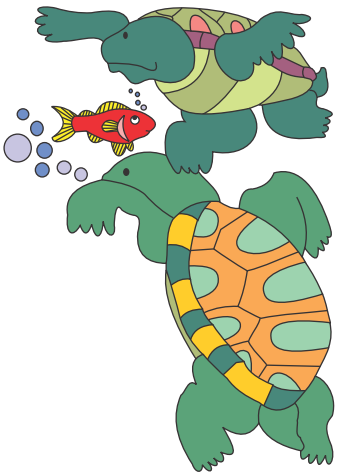
You reach 9. So, 17 – 8 = 9



Quick Response 3.9

Subtract the following by backward counting.

1. 10 – 4 = ☐
2. 12 – 3 = ☐
3. 14 – 7 = ☐
4. 15 – 6 = ☐
5. 13 – 5 = ☐
6. 18 – 9 = ☐
7. 14 – 6 = ☐
8. 16 – 8 = ☐
9. 20 – 6 = ☐
10. 11 – 4 = ☐



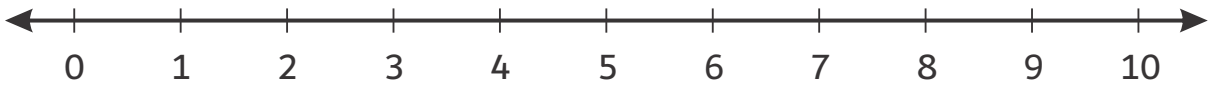
For Teachers

The teacher may form two groups of students and give flash number cards to each group. One group will show two numbers using flash cards and the second group will find the difference, and then show the answer using flash cards.

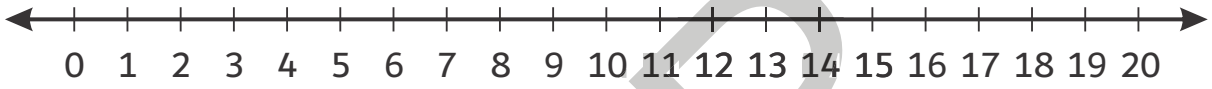
Chapter Review

1. Subtract the following on the number line.

a) 8 – 3 = ☐



b) 12 – 5 = ☐



2. Subtract the following by backward counting.

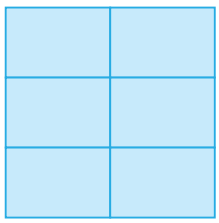
a) 7 – 5 = ☐ b) 5 – 2 = ☐ c) 9 – 6 = ☐

d) 8 – 4 = ☐ e) 7 – 4 = ☐ f) 6 – 2 = ☐

3. Subtract the following.

a) 6 − 3 = ☐ b) 5 − 0 = ☐ c) 7 − 7 = ☐ d) 8 − 6 = ☐ e) 9 − 4 = ☐

4. Divya lit 7 candles. 3 out of them went off due to the fast blowing wind. How many candles are still lit?

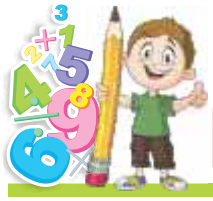


5. Subtract these, too, by backward counting.

a) 12 – 4 = ☐ b) 17 – 9 = ☐ c) 18 – 8 = ☐

Critical Thinking

There were 15 toffees in a jar. Kavya took away 4 toffees and ate them. After some time, she took away 6 more toffees. How many toffees are still left in the jar?



Maths Lab Activity

Experiential Learning

Objective

To reinforce the concept of subtraction

Material Required

Counters, a paper and a pencil

Method (for the teacher)

- Ask the students to come in pairs.
- Give a subtraction fact to each pair.
- Ask one student of the pair to pick up as many counters as the greater number.
- Ask the other student of the pair to take away as many counters as the smaller number.
- Ask both the students to find the 'left over' number of counters.
- Then ask them to write the subtraction sentence on the paper.

Social-emotional Learning

Ankita got 9 different types of toys on her birthday. Her younger brother wanted to get 2 toys. Ankita gave 2 toys to her brother. How many toys are still left with Ankita? _____

What quality does Ankita depict? _____

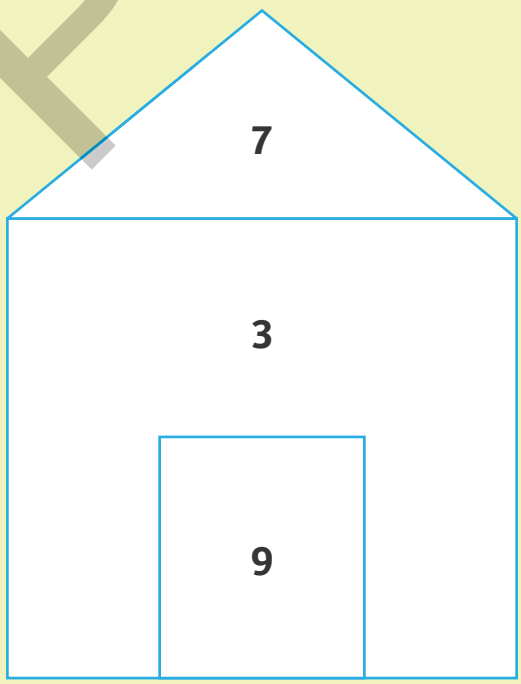
_____

Count and write total food items shown in the picture. Also, count and write the junk food items and healthy food items in the box. Find the total number of the healthy food items.

Total food items	Junk food	Healthy food

Art Integration

Colour the hut as per the colour scheme: 10-7 Red, 15-8 Green, 18-9 Pink



Numbers up to 50

Get Ready

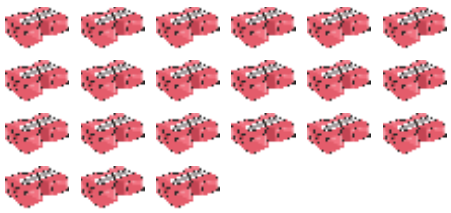
Count and write the number of each object.

For Teachers

The teacher may ask the children to tell how they celebrate their birthday.

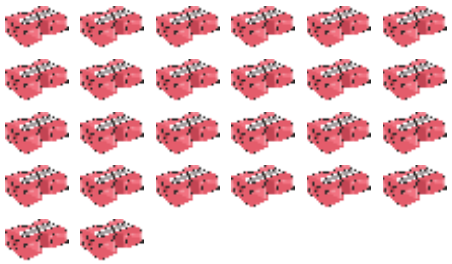
Numbers from 21 to 50

21



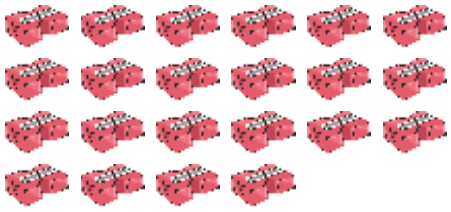
Twenty-one

26



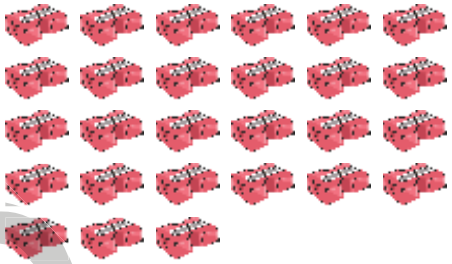
Twenty-six

22



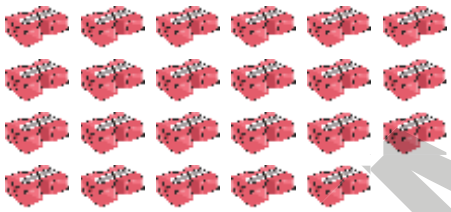
Twenty-two

27



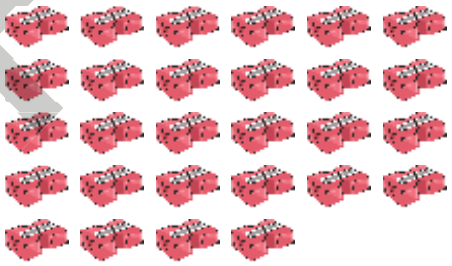
Twenty-seven

23



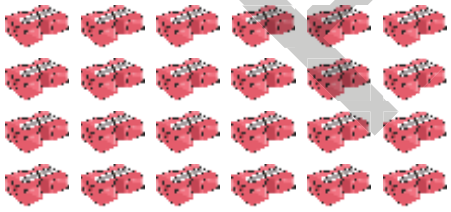
Twenty-three

28



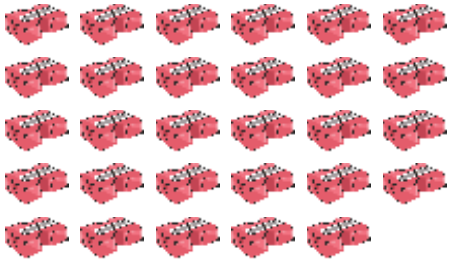
Twenty-eight

24



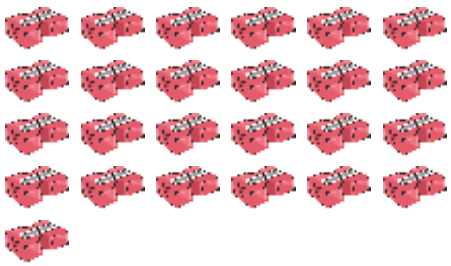
Twenty-four

29



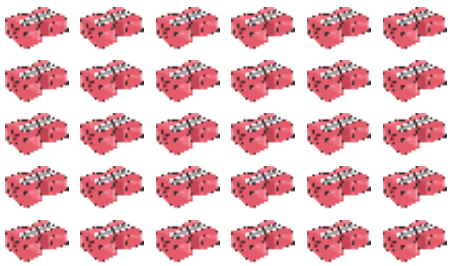
Twenty-nine

25



Twenty-five

30



Thirty

31

Thirty-one

36

Thirty-six

32

Thirty-two

37

Thirty-seven

33

Thirty-three

38

Thirty-eight

34

Thirty-four

39

Thirty-nine

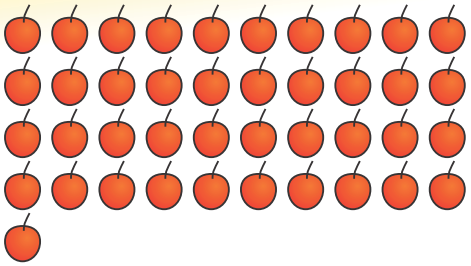
35

Thirty-five

40

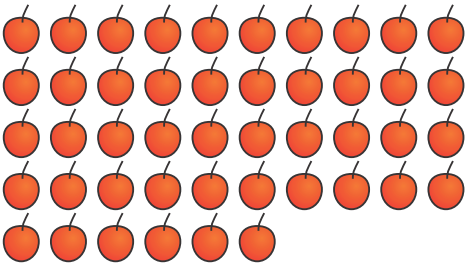
Forty

41



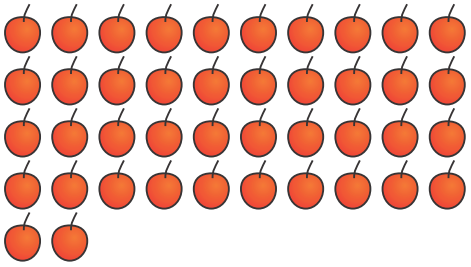
Forty-one

46



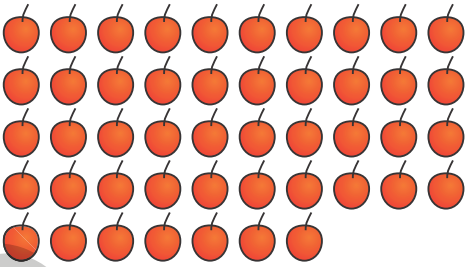
Forty-six

42



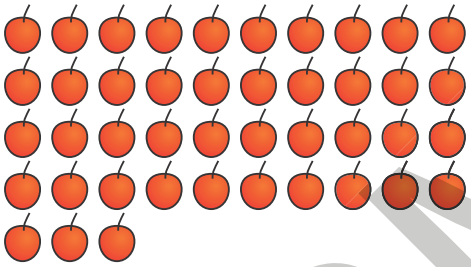
Forty-two

47



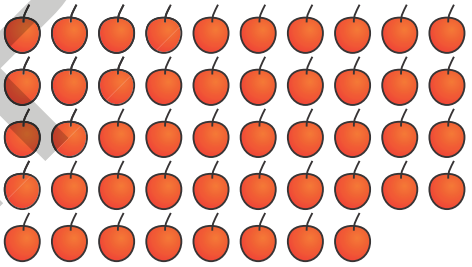
Forty-seven

43



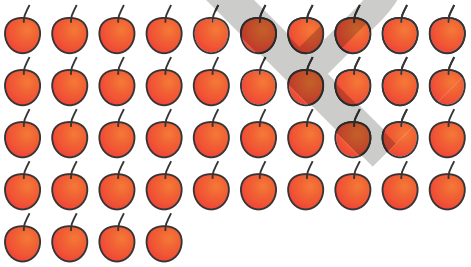
Forty-three

48



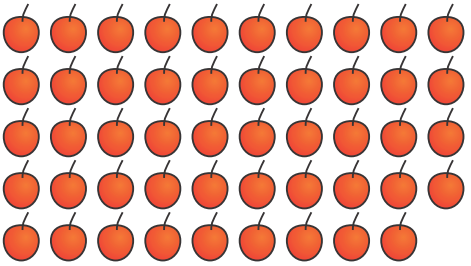
Forty-eight

44



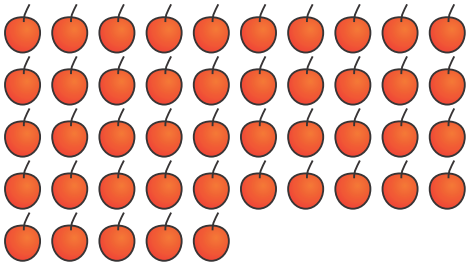
Forty-four

49



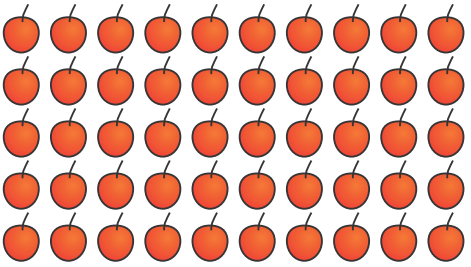
Forty-nine

45



Forty-five

50



Fifty

Quick Response 4.1

1. Fill in the missing numbers.

1		3			6			9	
	12			15			18		
21			24			27			30
	32			35			38		
41		43			46				50

2. Match the numbers with number names.

a) 21

b) 27

c) 30

d) 35

e) 43

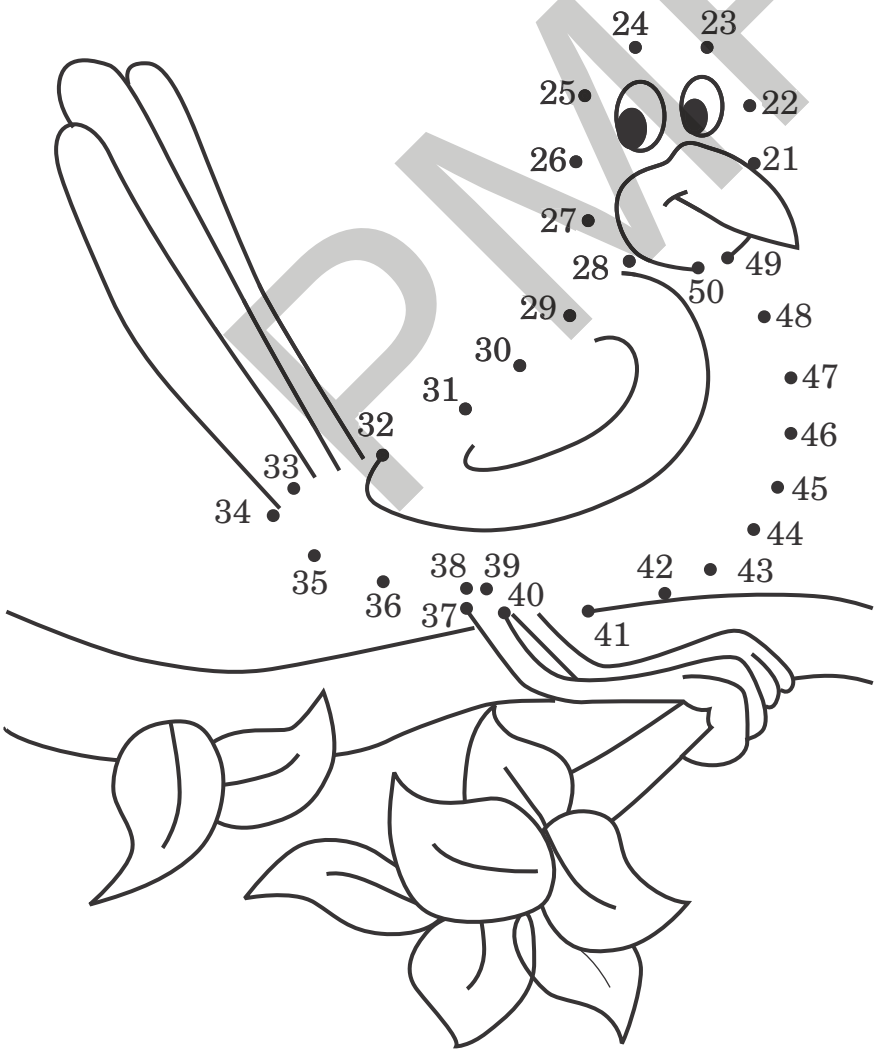
f) 50

- Thirty
- Forty-three
- Twenty-one
- Fifty
- Twenty-seven
- Thirty-five

3. Write the number that comes.

	Just before		Between			Just after	
a)	☐	27	a) 19	☐	21	a) 18	☐
b)	☐	33	b) 28	☐	30	b) 25	☐
c)	☐	48	c) 37	☐	39	c) 45	☐
d)	☐	50	d) 40	☐	42	d) 47	☐
e)	☐	16	e) 48	☐	50	e) 49	☐

4. Join the dots from 21 to 50 to get a picture. Also colour the picture.



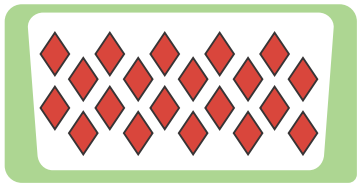
Understanding Tens and Ones

 and  is equal to 

9 ones + 1 one = 10 ones

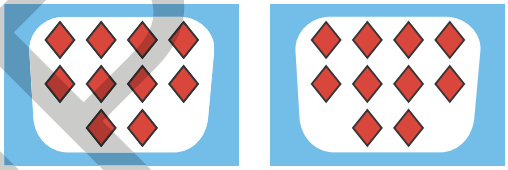
10 ones make 1 ten.

Similarly,



20 ones

make

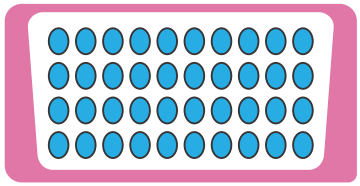


2 tens

30 ones

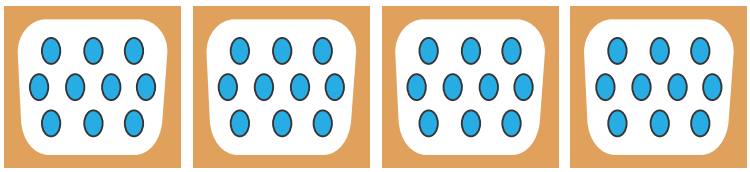
make

3 tens

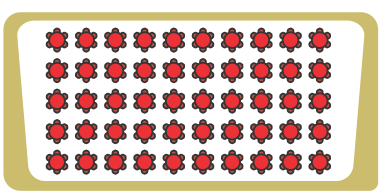


40 ones

make

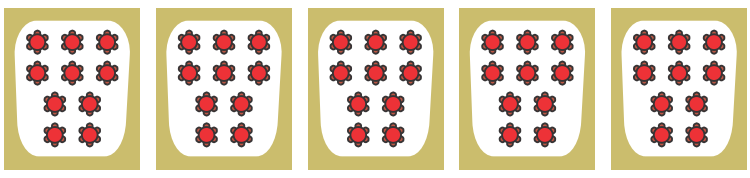


4 tens



50 ones

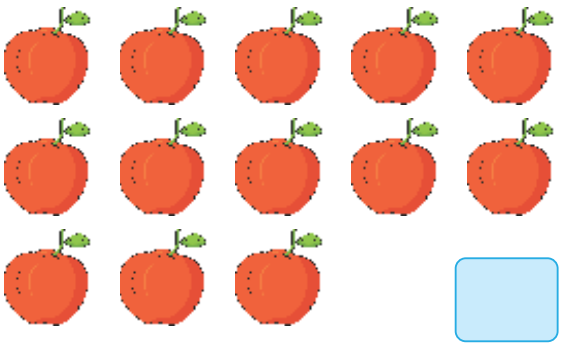
make

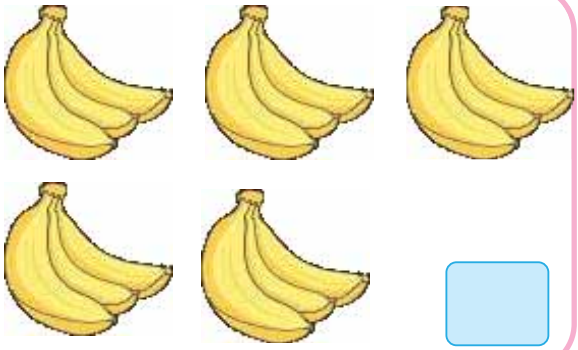


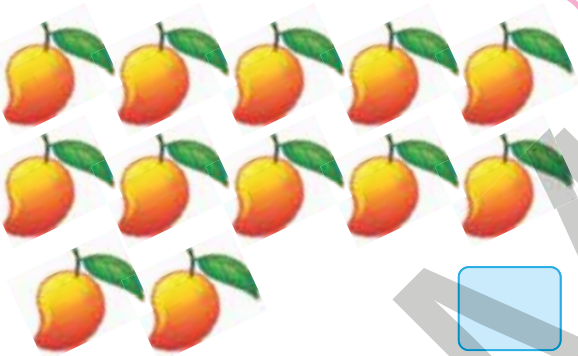
5 tens

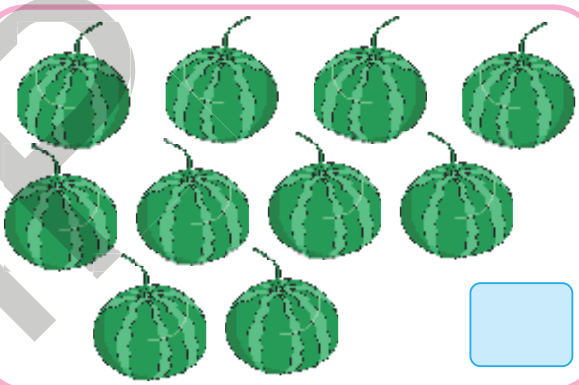
Quick Response 4.2

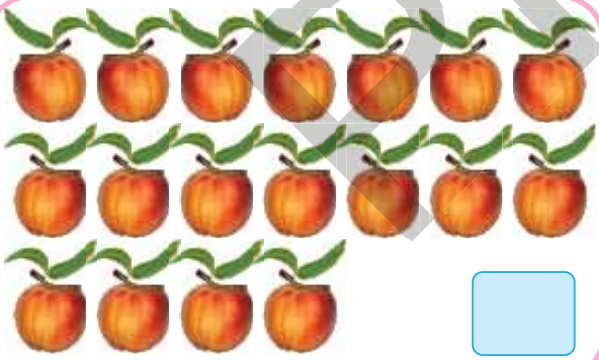
1. Make a group of 10 and write how many are left.

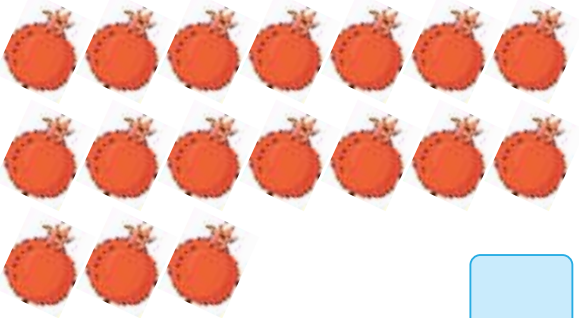
a) 

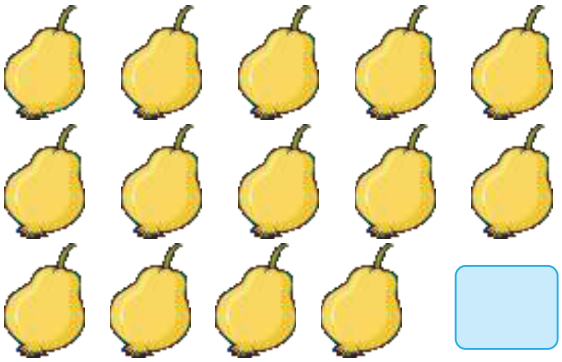
b) 

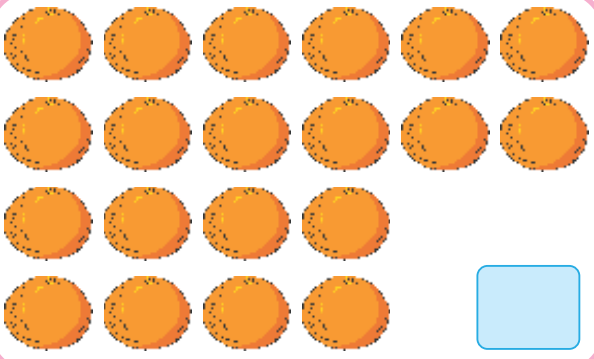
c) 

d) 

e) 

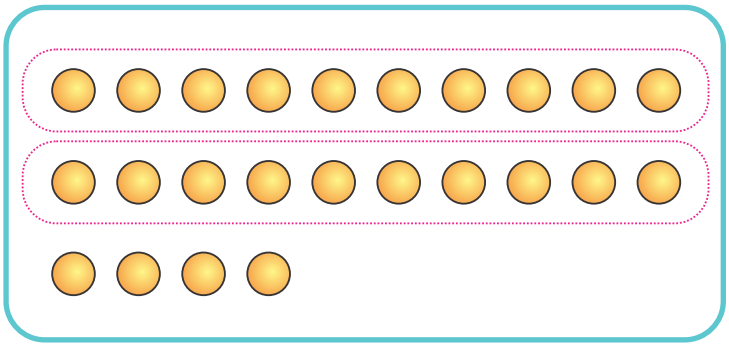
f) 

g) 

h) 

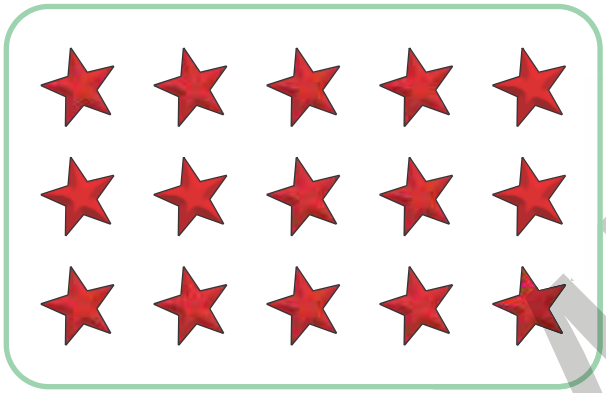
2. Convert the following into tens and ones. One has been done for you.

a)



24 ones = 2 tens 4 ones

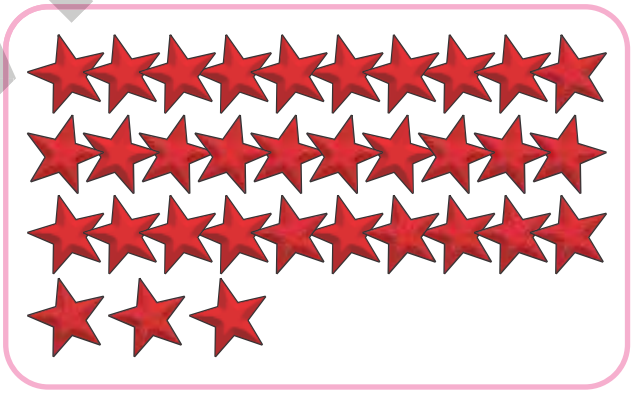
b)



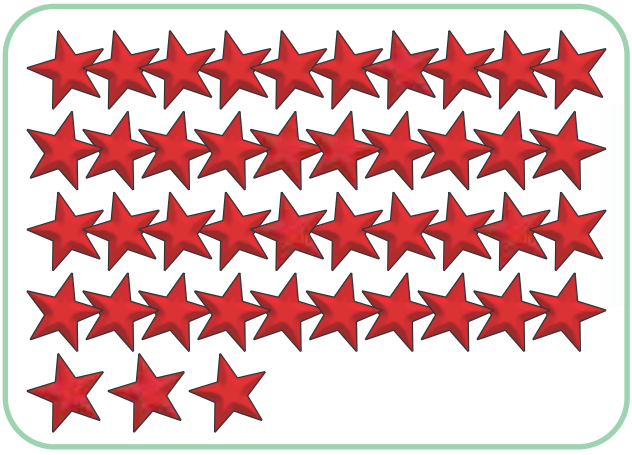
☐ ones = ☐ tens ☐ ones

c)

☐ ones = ☐ tens ☐ ones



d)



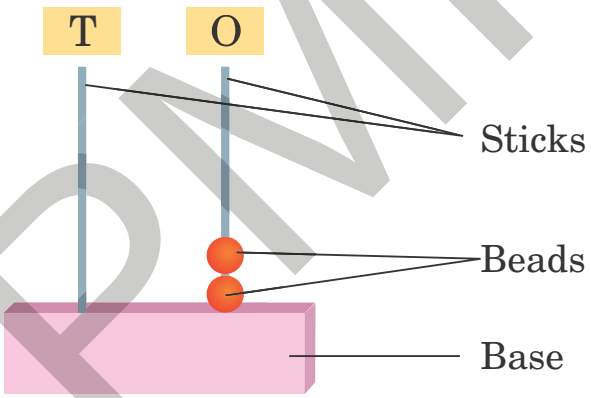
☐ ones = ☐ tens ☐ ones

3. Write the number and number name.

		Number	Number name
a)	2 tens and 4 ones	24	Twenty-four
b)	4 tens and 3 ones		
c)	2 tens and 2 ones		
d)	0 tens and 7 ones		
e)	3 tens and 8 ones		
f)	5 tens and 0 ones		

Numbers on the Abacus

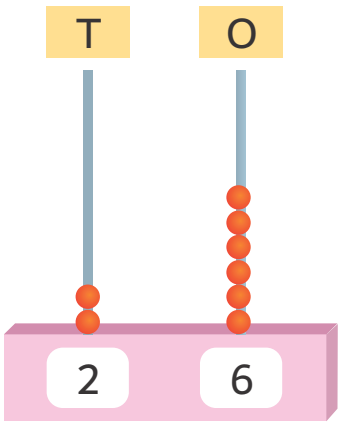
Look at the following picture of an abacus.



The stick on the right side shows ones (O).

The stick on the left side shows tens (T).

This is how we represent 26 on abacus.

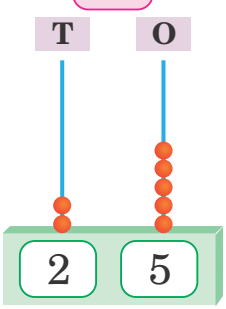


For Teachers The teacher may demonstrate 2-digit numbers on the abacus.

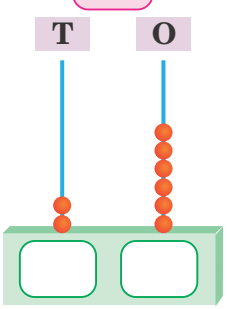
Quick Response 4.3

1. Count the beads on the abacus and write the numbers. One has been done for you.

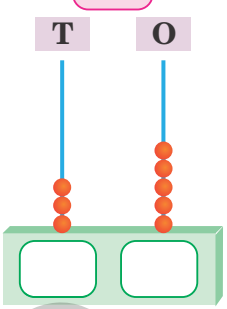
a) 25



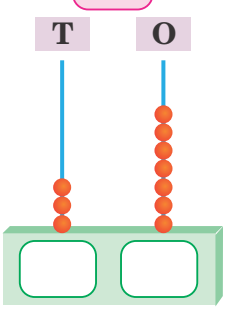
b)



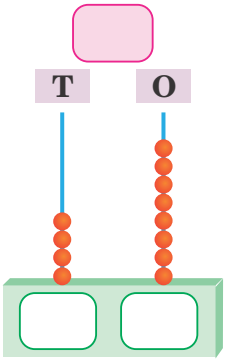
c)



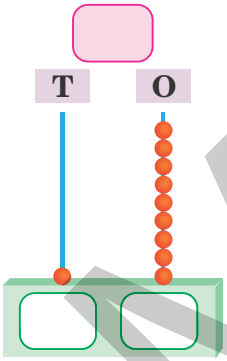
d)



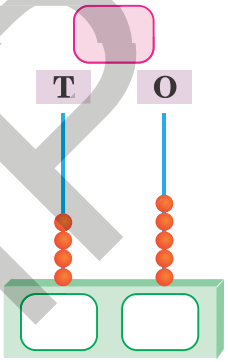
e)



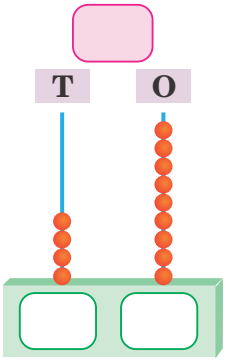
f)



g)

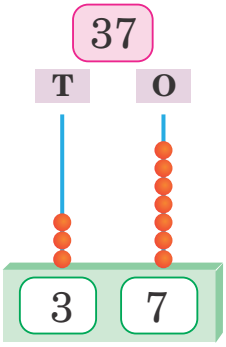


h)

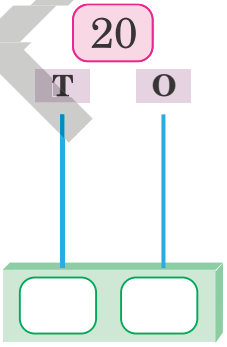


2. Draw beads on the abacus for the given numbers. Also write their positions. One has been done for you.

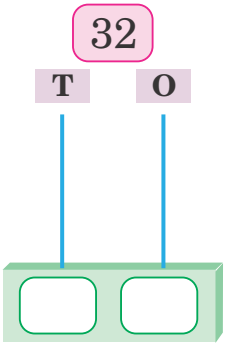
a) 37



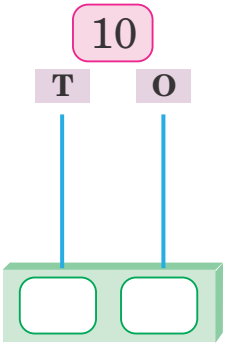
b) 20



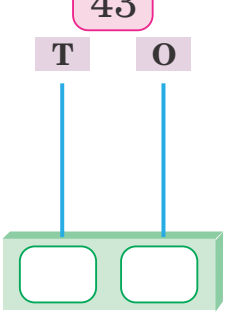
c) 32



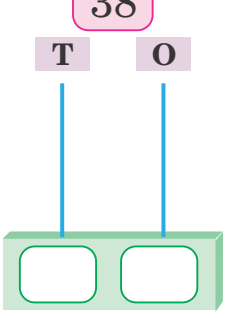
d) 10



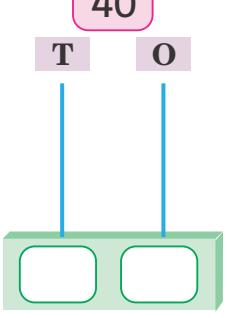
e) 43



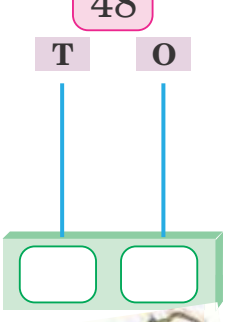
f) 38



g) 40



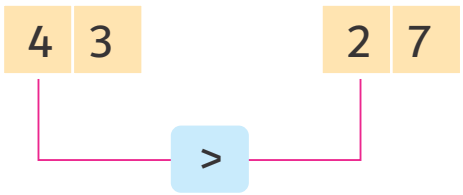
h) 48



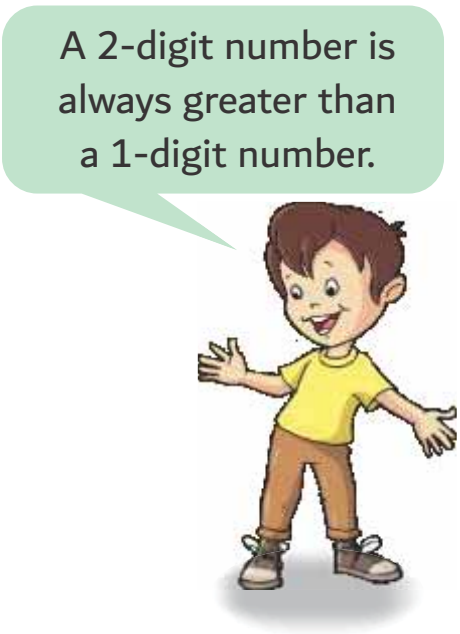
Comparing 2-digit Numbers

Let us compare 43 and 27.

Compare the tens digit first.

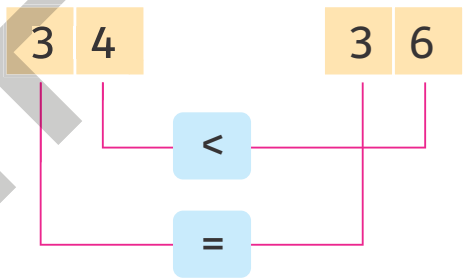


It means that 43 > 27



Now, let us compare 34 and 36.

Here, the tens digits in both the numbers are the same. So compare the ones digit.



So, 34 < 36

Quick Response 4.4

Put the sign >, < or = in the boxes.

1.	7		12	6.	20		32	11.	39		42
2.	15		9	7.	27		27	12.	45		49
3.	17		17	8.	32		18	13.	29		27
4.	19		22	9.	46		49	14.	40		50
5.	22		21	10.	51		42	15.	32		36

Ordering of Numbers

The following numbers are arranged in ascending order and descending order.

24		12		38		49		
12	<	24	<	38	<	49		Ascending Order
49	>	38	>	24	>	12		Descending Order

Quick Response 4.5

1. Arrange the given numbers in ascending order.

a)	30	20	40	10	=				
b)	28	14	42	32	=				
c)	36	47	22	38	=				
d)	25	23	27	39	=				
e)	38	47	41	32	=				

2. Arrange the following in descending order.

a)	22	46	33	15	=				
b)	34	42	28	19	=				
c)	29	20	24	27	=				
d)	32	41	38	43	=				
e)	42	44	46	47	=				

Chapter Review

1. Write the following in words.

a) 24 = _____

b) 37 = _____

2. Write the following in numerals.

a) Thirty-four = _____

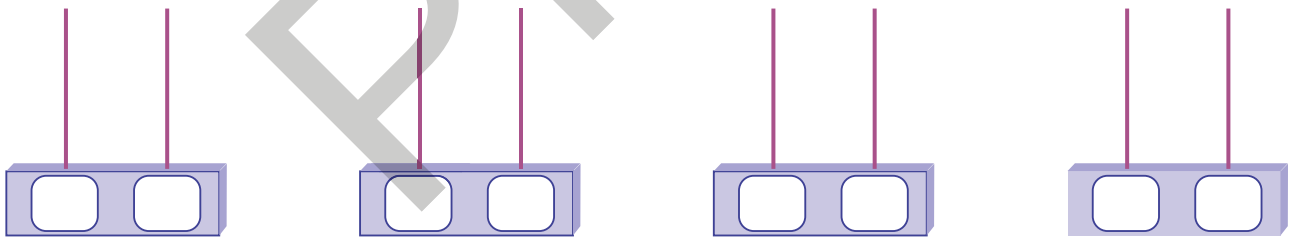
b) Forty-eight = _____

3. Write the number that comes.

	Just before		Between			Just after	
a)	☐	38	20	☐	22	39	☐
b)	☐	25	34	☐	36	27	☐
c)	☐	50	47	☐	49	42	☐

4. Represent the following numbers on abacus. Also write their positions.

a) 26 b) 39 c) 44 d) 18



5. Arrange the following in ascending order.

a) 22 46 33 15 = ☐ ☐ ☐ ☐

b) 34 42 28 19 = ☐ ☐ ☐ ☐

6. Arrange the following in descending order.

a) 27 42 19 34 = ☐ ☐ ☐ ☐

b) 34 43 38 44 = ☐ ☐ ☐ ☐

Critical Thinking

1. I am a 2-digit number less than 20. If the sum of my digits is 6, which number am I?
2. Which digit comes the most number of times when you count from 31 to 40 ? _____

Maths Lab Activity

Experiential Learning

Objective

To reinforce the concept of tens and ones

Materials Required

Matchsticks, rubber bands, paper and pencil

Method (for the teacher)

- On the paper, write 'Tens' and 'Ones'.
- Help the students understand how 9 becomes 10 when 1 is added to it. 10 is the smallest 2-digit number.
- Tie 10 matchsticks together with a rubber band.
- Similarly, help them understand how more tens are formed when ones place becomes 10.

SDG

One day Ronit, Aman and Sweety saw the news about water shortage on the TV. They decided to save water. Ronit saved 38 mugs of water, Aman saved 29 mugs of water and Sweety saved 42 mugs of water in a week. Who saved the most amount of water?

_____

Do you also save water? _____

Read the following passage. Circle all the vowels. Count them and write in the box.

Honesty is a trait to become a good human being. It is the ability to speak the truth. An honest person always speaks the truth without any fear. Everyone likes an honest person. Honesty leaves a significant impact on society. An honest person lives a peaceful life because they have nothing to fear. But a dishonest person lives in fear that his lies can get disclosed.

Therefore, it is necessary to follow the path of honesty to live a peaceful life.

Total number of vowels = ☐

Art Integration

Write the following numbers in decorative form with sketch pens.

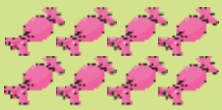
25	68	94

Addition and Subtraction up to 50

Get Ready

1. Count, write and add.

a)  +  = 

b)  +  = 

2. Add the following.

a) 3 + 2 = ☐

b) 5 + 4 = ☐

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

d)
$$\begin{array}{r} 4 \\ +\ 2 \\ \hline \square \end{array}$$

3. Count and subtract.

a)  –  = 

b)  –  = 

4. Subtract the following.

a) 5 – 4 = ☐

b) 8 – 3 = ☐

c)
$$\begin{array}{r} 4 \\ -\ 2 \\ \hline \square \end{array}$$

d)
$$\begin{array}{r} 7 \\ -\ 5 \\ \hline \square \end{array}$$

Addition of a 1-digit Number to a 2-digit Number

Let us add 24 and 5.

Step-1 : Write the numbers in tens and ones columns.

Step-2 : Add the ones (4+5 = 9). Write the total 9 in the ones place of the answer box.

Step-3 : Add the tens. Here, there are no tens in the second number. So, bring the tens from the first number down to the answer box. Your answer is 29.

	T	O
	2	4
+		5

	T	O
	2	4
+		5
		9

	T	O
	2	4
+		5
	2	9

Quick Response 5.1

1. Add the following. The numbers are placed in tens and ones column.

a)

	T	O
	2	4
+		2

b)

	T	O
	1	3
+		4

c)

	T	O
	1	7
+		2

d)

	T	O
	2	3
+		6

e)

	T	O
	1	4
+		3

f)

	T	O
	3	4
+		4

g)

	T	O
	4	2
+		6

h)

	T	O
	4	5
+		3

2. Place the numbers in tens and ones columns and then add. One has been done for you.

a) 15 + 4

T	O
1	5
+	4
1	9

b) 23 + 3

T	O
+	

c) 20 + 5

T	O
+	

d) 32 + 6

T	O
+	

e) 14 + 3

T	O
+	

f) 21 + 8

T	O
+	

g) 42 + 5

T	O
+	

h) 41 + 7

T	O
+	

Addition of two 2-digit Numbers

Let us add 23 and 16.

Step-1 : Write the numbers in tens and ones columns.

T	O
2	3
+ 1	6

Step-2 : Add ones (3 + 6 = 9). Write 9 in the ones place of the answer box.

T	O
2	3
+ 1	6
	9

Step-3 : Add tens (2 + 1 = 3). Write 3 in the tens place of the answer box.

T	O
2	3
+ 1	6
3	9

Thus, 23 + 16 = 39.

For Teachers

The teacher may use beads to help learners understand the concept of addition and subtration of 2-digit numbers without carrying over or borrowing.

Quick Response 5.2

1. Add the following. Numbers are already placed in tens and ones column.

a)
T	O
2	4
+ 2	2

b)
T	O
3	2
+ 1	4

c)
T	O
2	1
+ 2	0

d)
T	O
1	4
+ 1	2

e)
T	O
3	0
+ 1	9

f)
T	O
3	2
+ 1	5

g)
T	O
2	7
+ 2	2

h)
T	O
3	1
+ 1	8

2. Place the numbers in tens and ones columns and then add. One has been done for you.

a) 24 + 23

T	O
2	4
+ 2	3
4	7

b) 13 + 21

T	O
+	

c) 14 + 15

T	O
+	

d) 26 + 12

T	O
+	

e) 31 + 14

T	O
+	

f) 32 + 14

T	O
+	

g) 24 + 22

T	O
+	

h) 40 + 10

T	O
+	

Word Problems

Example:

Zia had 24 marbles. Her friend gave her 12 more marbles. How many marbles does Zia have now?

	T	O
	2	4
+	1	2
	3	6

Thus, Zia has 36 marbles now.

Quick Response 5.3

Solve the following word problems.

1. There were 32 passengers in a bus. At the next stop, 15 more passengers boarded the bus. How many passengers are there in the bus altogether?

	T	O
+		

2. Ali has 15 blue balloons and 12 red balloons. How many balloons does he have in all?

	T	O
+		

3. Kavya has 24 pencils and her sister has 14 pencils. How many pencils do they have altogether?

	T	O
+		

4. There are 32 big fish and 17 small fish in a pond. How many fish are there in all in the pond?

	T	O
+		

5. A fruit seller sold 24 bananas and 25 apples. How many fruits did he sell altogether?

	T	O
+		

6. There were 42 birds sitting on a tree. 7 more birds came to the tree. How many birds were there in all on the tree?

	T	O
+		

7. Aditi distributed 34 toffees and ate 4 toffees. How many toffees did Aditi have in all?

	T	O
+		

8. Jitesh lit 22 candles and his sister lit 16 candles on Diwali. How many candles did they light altogether?

	T	O
+		

Subtraction of a 1-digit Number from a 2-digit Number

Let us subtract 4 from 25.

	T	O
	2	5
−		4

Step-1 : Write the numbers in tens and ones columns.

Step-2 : Subtract the ones (5 – 4 = 1).

Write 1 in the ones place of the answer box.

	T	O
	2	5
−		4
		1

Step-3 : Subtract the tens. Here, there are no tens in the second number. So bring the tens from the first number down to the answer box.

	T	O
	2	5
–		4
	2	1

Thus, 25 – 4 = 21.

Quick Response 5.4

1. Subtract the following. The numbers are placed in tens and ones column.

a)

T	O
1	7
–	5

b)

T	O
2	4
–	3

c)

T	O
3	8
–	7

d)

T	O
1	9
–	6

e)

T	O
2	8
–	4

f)

T	O
4	5
–	5

g)

T	O
3	7
–	7

h)

T	O
4	8
–	5

2. Place the numbers in the correct columns and subtract. One has been done for you.

a) 15 – 4

T	O
1	5
–	4
1	1

b) 19 – 5

T	O
–	

c) 28 – 2

T	O
–	

d) 27 – 6

T	O
–	

e) 18 – 5

T	O
–	

f) 29 – 3

T	O
–	

g) 38 – 7

T	O
–	

h) 48 – 8

T	O
–	

For Teachers The teacher may help the students do such subtractions using reverse counting.

Subtraction of two 2-digit Numbers

Let us subtract 12 from 27.

	T	O
	2	7
–	1	2

Step-1 : Write the numbers in tens and ones columns.

	T	O
	2	7
–	1	2
		5

Step-2 : Subtract ones 7 – 2 = 5. Write 5 in the ones column.

	T	O
	2	7
–	1	2
	1	5

Step-3 : Subtract tens 2 – 1 = 1. Write 1 in the tens column.

Thus, 27 – 12 = 15.

Quick Response 5.5

1. Subtract the following.

a)

	T	O
	2	8
–	1	4

b)

	T	O
	1	9
–	1	2

c)

	T	O
	2	7
–	1	5

d)

	T	O
	3	8
–	2	4

e)

	T	O
	3	4
–	1	4

f)

	T	O
	4	8
–	3	7

g)

	T	O
	3	5
–	2	2

h)

	T	O
	4	9
–	3	3

2. Place the numbers in the correct columns and subtract. One has been done for you.

a) 18 – 12

	T	O
	1	8
–	1	2
	0	6

b) 25 – 14

	T	O
–		

c) 27 – 14

	T	O
–		

d) 32 – 11

	T	O
–		

e) 37 – 22

	T	O
–		

f) 39 – 27

	T	O
–		

g) 48 – 34

	T	O
–		

h) 49 – 29

	T	O
–		

Word Problems

Example:

There were 27 children playing in a park. 12 out of them returned to their homes. How many children are still in the park?

	T	O
	2	7
–	1	2
	1	5

Thus, there are 15 children still in the park.

Quick Response 5.6

Solve the following.

1. Ria had 28 toffees. She gave away 15 toffees to her friends. How many toffees are still left with her?

	T	O
	2	8
–	1	5

2. A balloon seller had 34 balloons. He sold 22 balloons. How many balloons are still left with him?

T	O
3	4
− 2	2

3. A garland maker collected 47 flowers. He used only 24 flowers. How many flowers are still left with him?

T	O
4	7
− 2	4

4. There were 48 pages in a colouring book. Rubi coloured 34 pages. How many uncoloured pages are still left?

T	O
4	8
− 3	4

5. There are 37 passengers in a bus. 32 of them are males. How many females are there in the bus?

T	O
3	7
− 3	2

Chapter Review

1. Add the following.

a)

2	3
+	4

b)

1	2
+	4

c)

3	2
+	5

d)

3	8
+ 1	0

e)

1	4
+ 3	2

f)

2	0
+ 2	4

g)

3	6
+ 1	2

h)

1	5
+ 3	4

2. Subtract the following.

a) 4 5 − 3 = ☐

b) 3 7 − 4 = ☐

c) 2 7 − 7 = ☐

d) 4 8 − 6 = ☐

e) 3 8 − 2 4 = ☐

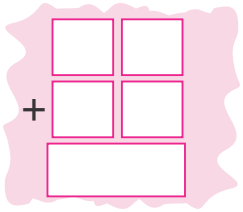
f) 4 5 − 1 4 = ☐

g) 2 9 − 1 8 = ☐

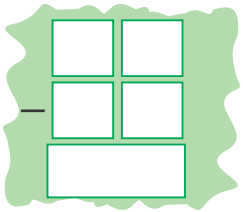
h) 4 6 − 2 0 = ☐

3. Solve the following.

1. Anu collected 27 stamps. Her friend gave her 21 more stamps. How many stamps does Anu have in all?

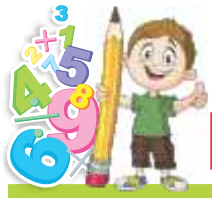


2. A balloon seller had 46 balloons. He sold 24 balloons. How many balloons does he have now?



Critical Thinking

Abhi was asked to add 25 and 24. But he added 25 and 14, and got the answer 39. What should he add to 39 to get the correct answer?



Maths Lab Activity

Experiential Learning

Objective

To reinforce the concept of addition of two digit numbers without carry over

Material Required

Addition cards with clues to add the numbers

For example: 24 + 13 | 15 + 24 | 34 + 12

Method (for the teacher)

- Divide the class into groups of 5.
- Give one addition card to each group.
- Ask the group to make an addition sentence and write the answer.
- When the activity is done, exchange the cards and repeat the activity.

Cross Curricular

Aashi has decorated her house with candles and diyas on Diwali. Count the candles and diyas and write them in the boxes. Find their total number and fill in the box.

☐ + ☐ = ☐

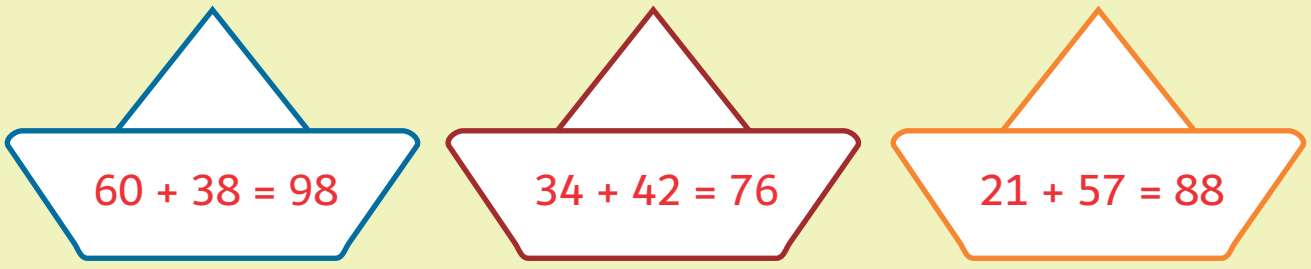
Social-emotional Learning

One day Aditi and her friends bought 58 chocolates to donate in a nearby orphanage. There were 42 children in the orphanage. If they gave 1 chocolate to each child, how many chocolates were left with them?_____

What value do they represent by this activity?_____

Art Integration

Colour the boat which has the result of a sum done incorrectly.



Model Test Paper - I

(Based on Chapters 1 to 5)

1. Tick (✓) the correct option:

a) What comes between 6 and 8 ?

i) 5 ☐ ii) 7 ☐ iii) 9 ☐

b) Which of the following is the greatest?

i) 27 ☐ ii) 35 ☐ iii) 49 ☐

c) 9 + 0 = ?

i) 0 ☐ ii) 9 ☐ iii) 1 ☐

d) What comes before 48 ?

i) 46 ☐ ii) 47 ☐ iii) 49 ☐

e) 23 + 5 = ?

i) 27 ☐ ii) 28 ☐ iii) 29 ☐

2. Write the numbers that come before:

a) ☐ 37 b) ☐ 25 c) ☐ 43 d) ☐ 50

3. Write the numbers that come after:

a) 9 ☐ b) 18 ☐ c) 27 ☐ d) 41 ☐

4. Write the numbers that come between:

a) 12 ☐ 14 b) 20 ☐ 22 c) 39 ☐ 41

5. Circle the bigger number in each pair.

a) 9 17 b) 21 27 c) 35 16 d) 48 35

6. Arrange the following in ascending order.

a) 16, 9, 21, 15 = _____, _____, _____, _____

b) 27, 35, 20, 45 = _____, _____, _____, _____

7. Arrange the following in descending order.

a) 15, 24, 10, 39 = _____, _____, _____, _____

b) 42, 18, 28, 48 = _____, _____, _____, _____

8. Write the following in numbers.

a) Twenty-nine = _____

b) Thirty-six = _____

9. Add the following.

a)
$$\begin{array}{r} 24 \\ +\ 5 \\ \hline \square \end{array}$$

b)
$$\begin{array}{r} 12 \\ +\ 25 \\ \hline \square \end{array}$$

c)
$$\begin{array}{r} 34 \\ +\ 13 \\ \hline \square \end{array}$$

d)
$$\begin{array}{r} 34 \\ +\ 24 \\ \hline \square \end{array}$$

10. Subtract the following.

a)
$$\begin{array}{r} 35 \\ -\ 4 \\ \hline \square \end{array}$$

b)
$$\begin{array}{r} 36 \\ -\ 14 \\ \hline \square \end{array}$$

c)
$$\begin{array}{r} 47 \\ -\ 23 \\ \hline \square \end{array}$$

d)
$$\begin{array}{r} 48 \\ -\ 25 \\ \hline \square \end{array}$$

11. Kavya had 24 marbles. She got 21 more marbles. How many marbles does she have now?

+

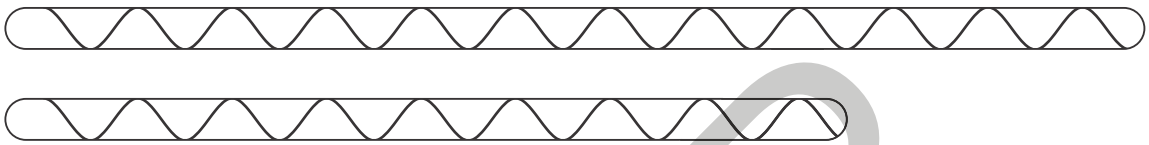
12. Aditi had 36 toffees. She distributed 24 of them among her friends. How many toffees does she have now?

−

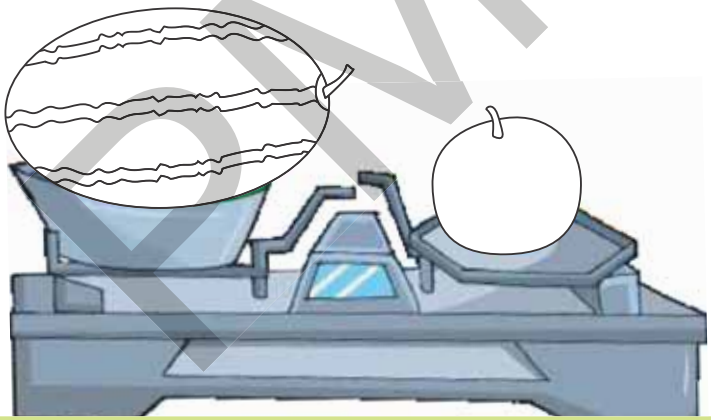
Measurement

Get Ready

1. Colour the longer stick red and the shorter stick blue.



2. Colour the heavier fruit green.



3. Colour the jug which has more water.

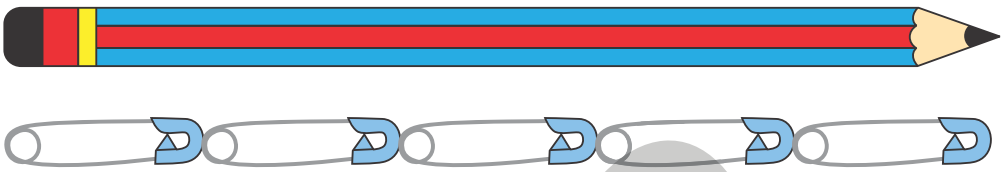
Measuring Length

We measure the length of an object to know how long it is.

We measure the length of two objects to know which one is longer or shorter.

Measuring Length of An Object Using Another Object

Let us measure the given pencil using safety pins.

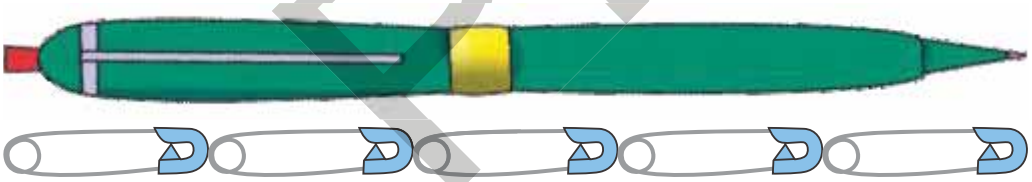


This pencil is 5 pins long, or the length of this pencil is equal to 5 pins.

Quick Response 6.1

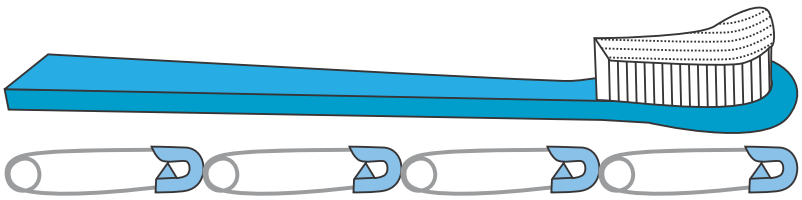
Look at the pictures and write the length of each object.

1.



The pen is _____ pins long.

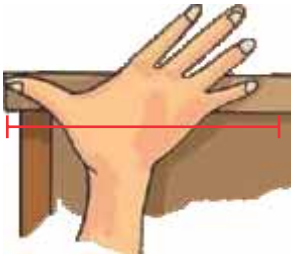
2.



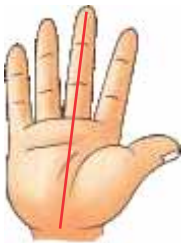
The tooth brush is _____ pins long.

Measuring Length Using Body Parts

You can also use your body parts such as fingers, handspans, cubit and palm to measure the length of objects.

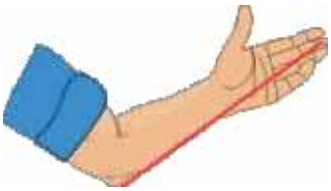


handspan

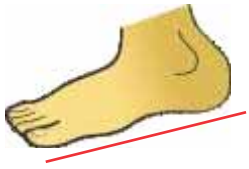


palm

digit

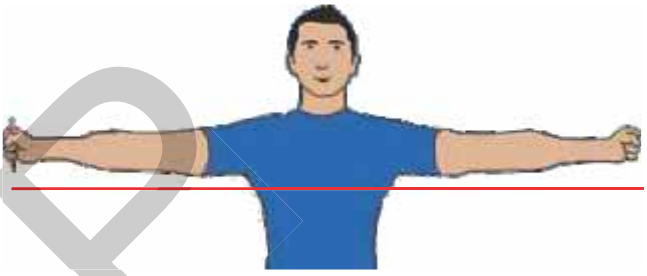


cubit



pace

foot span



arm span

Body parts are non-standard units of length as they differ from person to person.

Quick Response 6.2

Which body parts will you use to measure the length of following things?

1. The length of your notebook _____
2. The length of the blackboard _____
3. The length of a cricket pitch _____
4. The length of a pencil _____
5. The length of your belt _____

Measuring Weight

We measure the weight of an object to know how heavy it is.

We measure the weight of two objects to know which one is heavier or lighter.

We use a balance to measure the weight of an object.

When the pans balance, the weight on both the pans is same.

The pan which goes down has more weight. The pan which goes up has less weight.

Quick Response 6.3

Look at the pictures and tick (✓) the box for the object which is heavier.

1.

2.

3.

4.

Now, circle the correct word to complete each sentence.

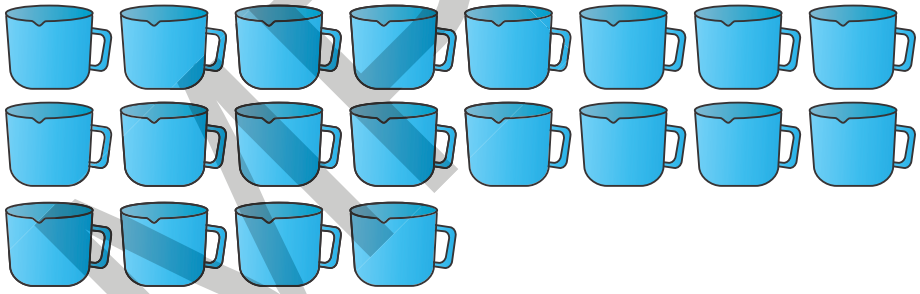
1. Two balls are (heavier/lighter) than one ball.
2. A pencil is (lighter/heavier) than a notebook.
3. A notebook is (lighter/heavier) than an eraser.
4. A water bottle is (heavier/lighter) than a pencil.

Measuring Capacity

We measure the capacity of a container to know how much liquid (water, oil, milk) it can hold.

We measure the capacity of two containers to know which container can hold more liquid.

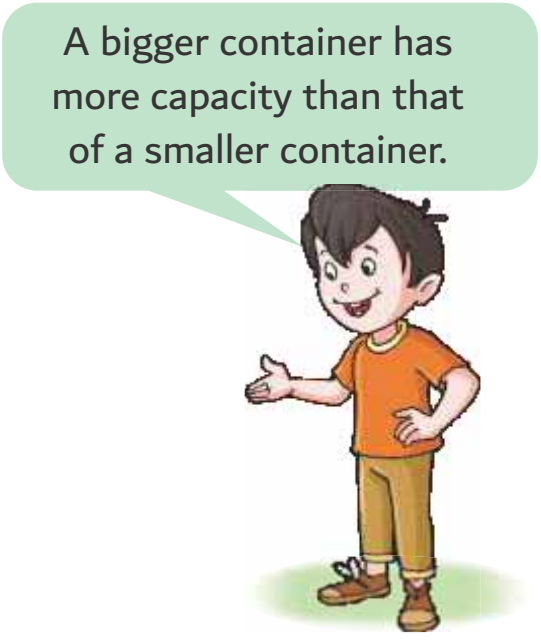
We can use a smaller container to know the capacity of a bigger container.



A bucket can hold 20 mugs of water.

A jug can hold 2 mugs of water.

A bottle can hold 1 mug of water.



For Teachers

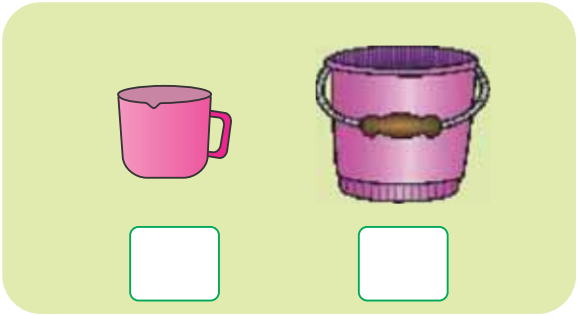
The teacher may introduce the standard units of measurement such as metre, gram and litre with relevant examples.

Quick Response 6.4

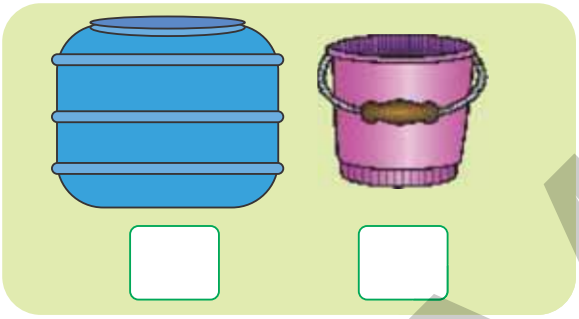
1. Look at the pictures and tick (✓) the one which has more capacity.

a)

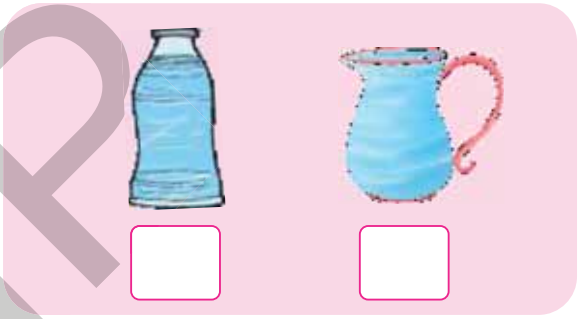
b)



c)



d)



2. Count the cups and fill in the blanks to show how much water the given containers can hold.

a)

This mug can hold

_____ cups of water.

b)

This teapot can hold

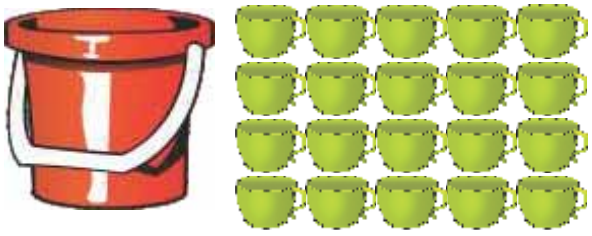
_____ cups of water.

c)

This thermos flask can hold

_____ cups of water.

d)

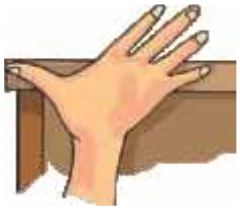


This bucket can hold

_____ cups of water.

Chapter Review

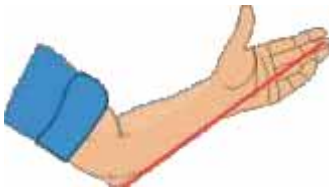
1. Name these units based on body parts that we use to measure the length.

a) 

_____

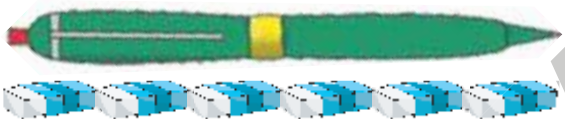
b) 

_____

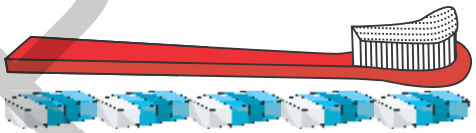
c) 

_____

2. Write the length of these objects in the boxes.

a) 

☐ erasers

b) 

☐ erasers

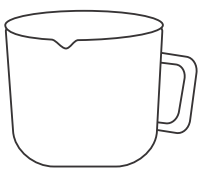
3. Circle the objects which are heavier.

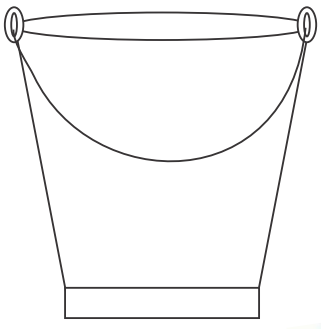
a) 

b) 

4. Colour the container which can hold the highest amount of water.

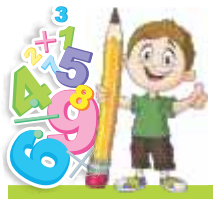
a) 

b) 

c) 

Critical Thinking

When Ali, Anjum and Sheena were asked to measure the length of the blackboard using their cubits, they got different results. Can you tell why?



Maths Lab Activity

Experiential Learning

Objective

To explain that sizes of objects do not affect their weight

Material Required

A balance, biscuit packet (100 g), Chips packet (100 g) and a chocolate bar (100 g)

Method (for the teacher)

- Place any two objects on the pans of the balance.
- Show the students that the pans are balanced.
- Replace one object with the remaining one.
- What do you notice?

Explain the students that sizes of objects do not affect their weight.

SDG

Amit's weight was only 20 kg a few months ago. He did not like to eat vegetables, fruits, pulses, etc. But when his family doctor advised him to eat all kinds of food items, he followed his advice. Now, his weight is 28 kg. What is the difference in his weight? _____

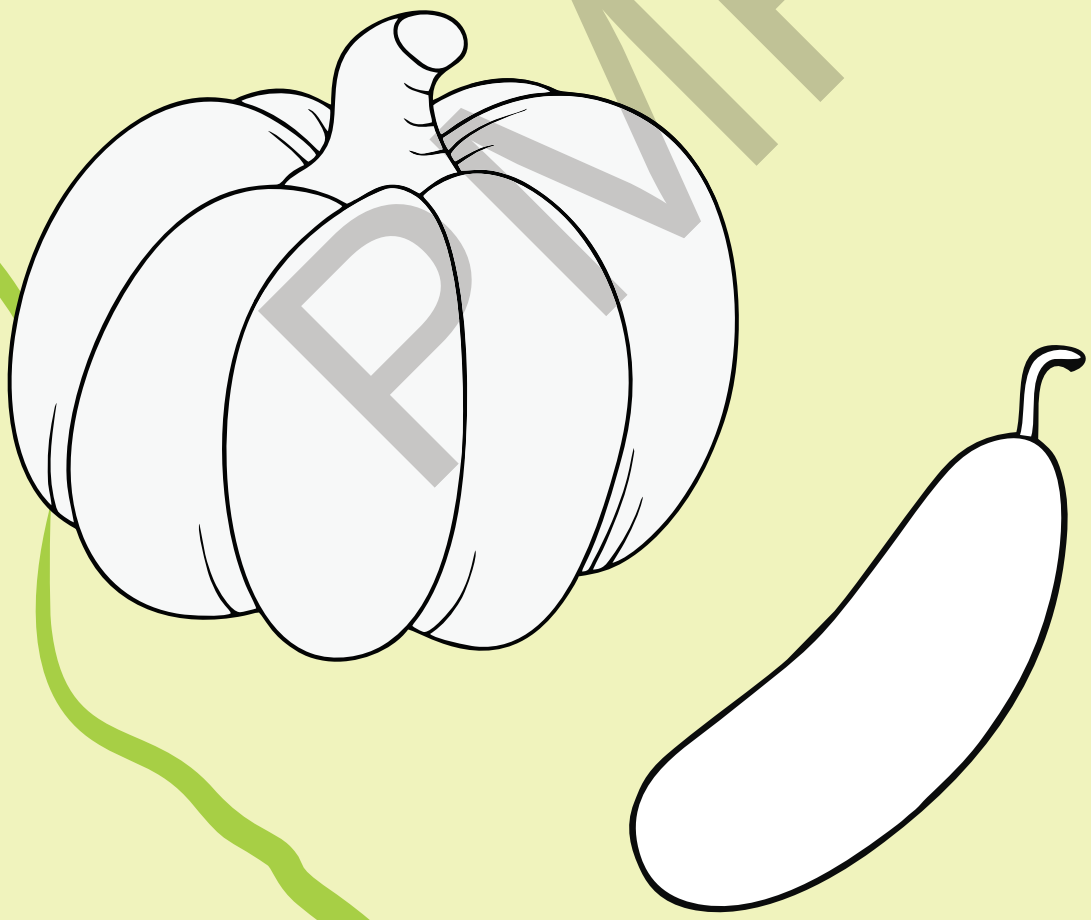
Do you also eat all kinds of food items?_____

Tick (✓) the correct option.

1. The highest mountain peak is_____.
   a) Kanchenjunga ☐ b) Mount Everest ☐
2. The tallest animal is_____.
   a) Camel ☐ b) Giraffe ☐
3. The longest river in India is_____.
   a) Ganga ☐ b) Yamuna ☐

Art Integration

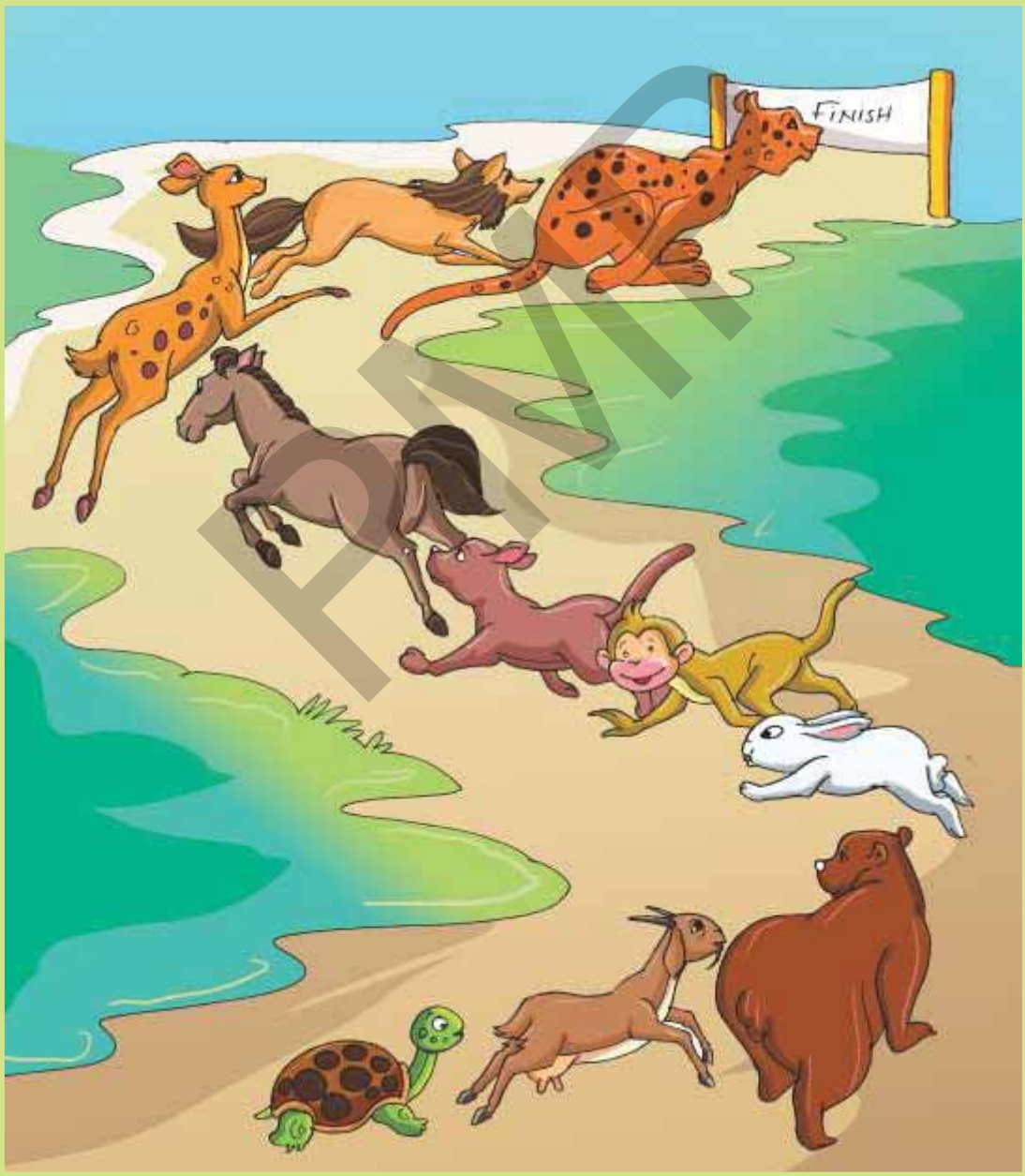
Colour the picture of the heavier vegetable.



7 Ordinal Numbers

Get Ready

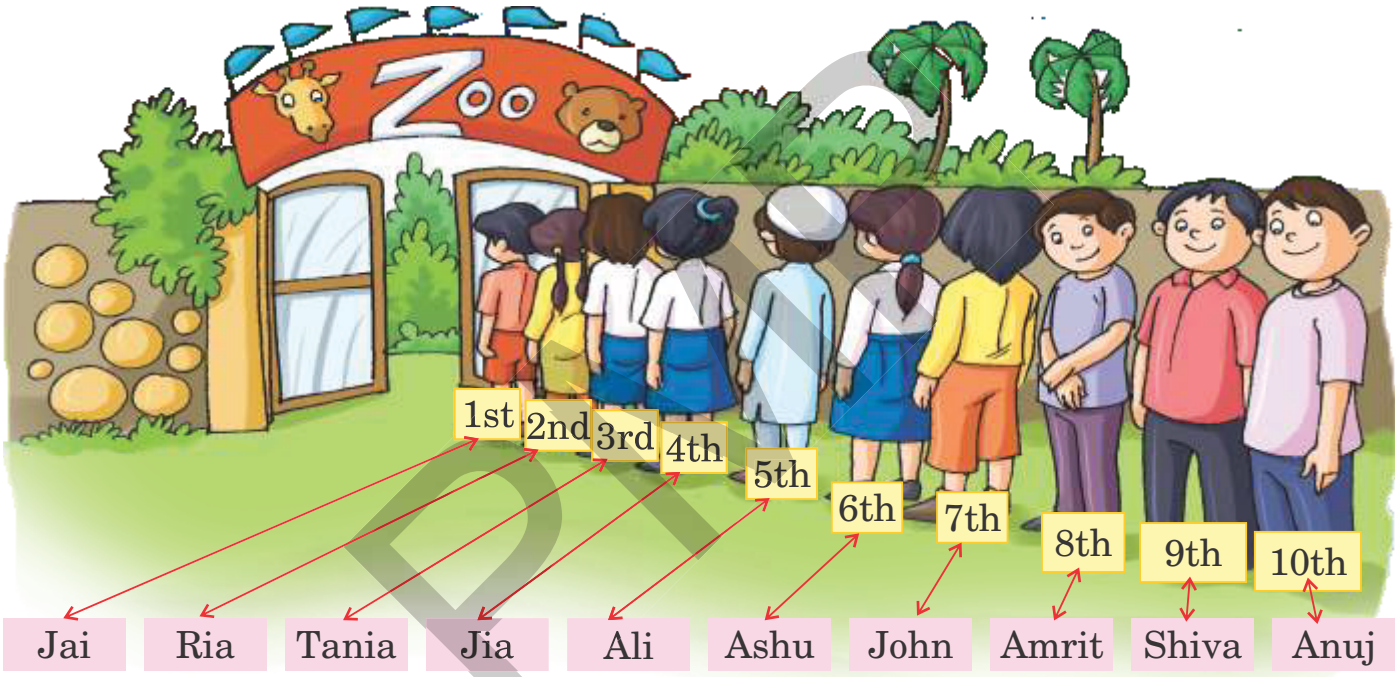
Circle the animal which has come first in the race. Cross out (×) the one which has come last.



The numbers you use for counting are called cardinal numbers, such as one, two, three, etc.

The numbers you use to tell the positions are called ordinal numbers, such as first, second, third, etc.

Look at the following picture.



In the above picture, the numbers first, second, third .... are telling the position of children standing in a queue.

Cardinal Number		Ordinal Number	
1	One	First	1st
2	Two	Second	2nd
3	Three	Third	3rd
4	Four	Fourth	4th
5	Five	Fifth	5th

Cardinal Number		Ordinal Number	
6	Six	Sixth	6th
7	Seven	Seventh	7th
8	Eight	Eighth	8th
9	Nine	Ninth	9th
10	Ten	Tenth	10th

1. Colour the flowers as directed in the box.

a) 2nd

b) 4th

c) 6th

d) 8th

e) 10th

f) 7th

2. Look at the picture and answer the questions.

a) Which object is at the 3rd position? _____

b) Which object is at the 5th position? _____

c) Which object is at the 7th position? _____

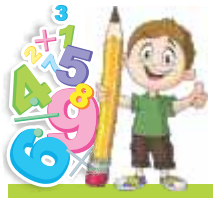
d) Which object is at the 9th position? _____

For Teachers

The teacher may write ordinal numbers from first to tenth on separate slips. Give them to 10 students randomly and ask them to stand according to the numbers in a queue. This activity can be repeated.

Critical Thinking

In a queue, Rajat is 3rd from the start and 7th from the end of the queue. How many persons are there in the queue altogether?



Maths Lab Activity

Experiential Learning

Objective

To reinforce the concept of ordinal numbers

Method (for the teacher)

- Make a group of 10 students.
- Ask them to stand in a queue.
- Ask the students to raise their hands when you say an ordinal number from 1st to 10th.
- If you say 3rd, the student at the 3rd position will raise his/her hand.
- Repeat this activity with other groups.

Social-emotional Learning

Ria and Aditi are classmates. They both worked hard for their final examination. Ria came first and Aditi got third position. But Aditi was still cheerful. She congratulated Ria.

Did Aditi do the right thing? _____

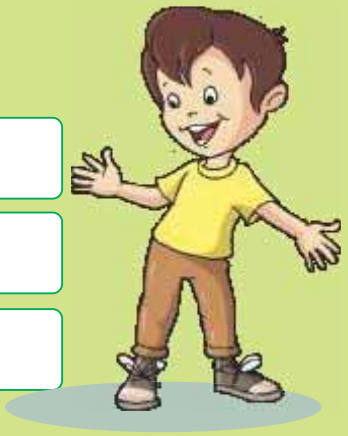
Do you also congratulate your friends on their success?

_____

8 Numbers up to 100

Get Ready

1. Write the missing numbers.



a) 17 ☐ 19 ☐ ☐ 22 ☐ ☐ 25 ☐

b) 28 ☐ ☐ 31 ☐ ☐ ☐ 35 ☐ ☐

c) 41 ☐ ☐ ☐ 45 ☐ ☐ ☐ 49 ☐

2. What comes before?

a) ☐ 19 b) ☐ 22 c) ☐ 34 d) ☐ 40 e) ☐ 50

3. What comes after?

a) 11 ☐ b) 17 ☐ c) 28 ☐ d) 39 ☐ e) 47 ☐

4. What comes between?

a) 15 ☐ 17 b) 19 ☐ 21 c) 35 ☐ 37 d) 48 ☐ 50

5. Write the following numbers in increasing and decreasing order.

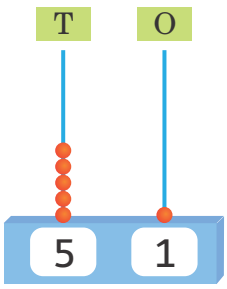
19 12 27 25 35 48

Increasing order ☐ ☐ ☐ ☐ ☐ ☐

Decreasing order ☐ ☐ ☐ ☐ ☐ ☐

For Teachers

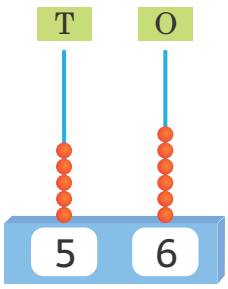
The teacher may bring an abacus in the class and ask the students to show numbers from 51 to 99 on it one by one. You may show the number 100 on the abacus.



51

5 tens and 1 one

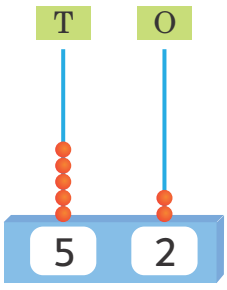
Fifty-one



56

5 tens and 6 ones

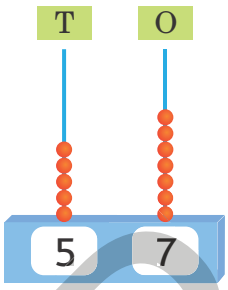
Fifty-six



52

5 tens and 2 ones

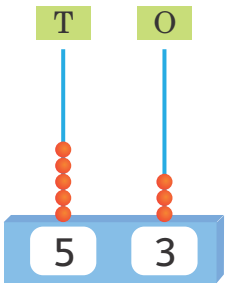
Fifty-two



57

5 tens and 7 ones

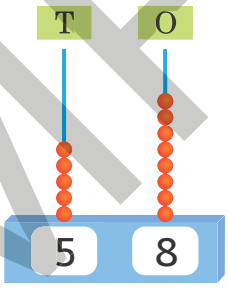
Fifty-seven



53

5 tens and 3 ones

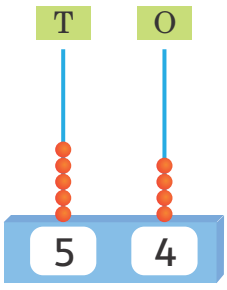
Fifty-three



58

5 tens and 8 ones

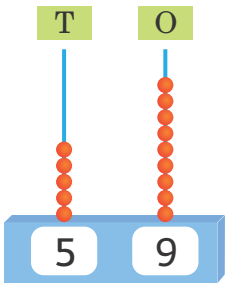
Fifty-eight



54

5 tens and 4 ones

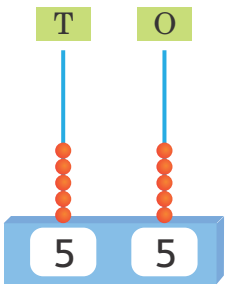
Fifty-four



59

5 tens and 9 ones

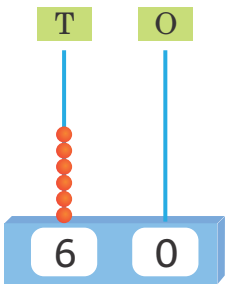
Fifty-nine



55

5 tens and 5 ones

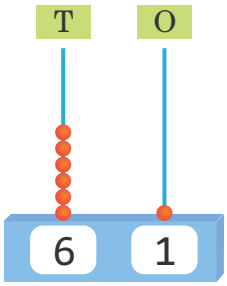
Fifty-five



60

6 tens and 0 one

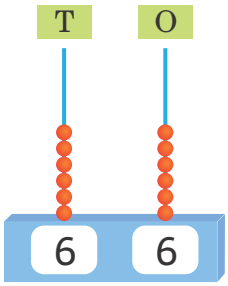
Sixty



61

6 tens and 1 one

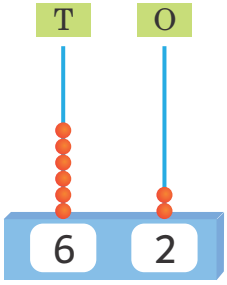
Sixty-one



66

6 tens and 6 ones

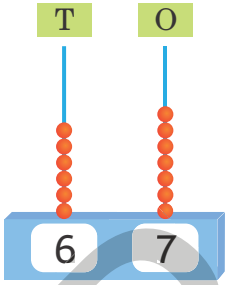
Sixty-six



62

6 tens and 2 ones

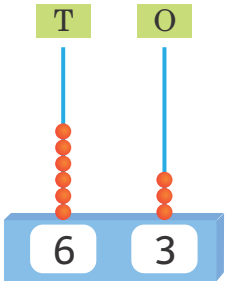
Sixty-two



67

6 tens and 7 ones

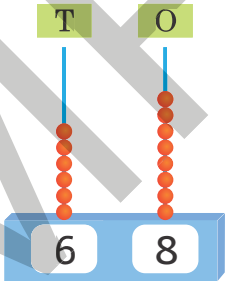
Sixty-seven



63

6 tens and 3 ones

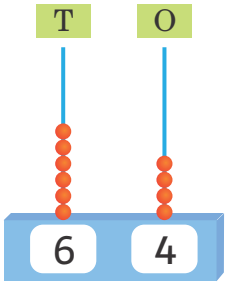
Sixty-three



68

6 tens and 8 ones

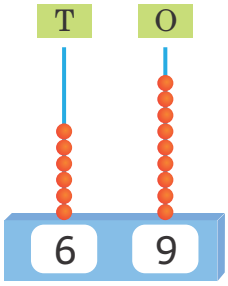
Sixty-eight



64

6 tens and 4 ones

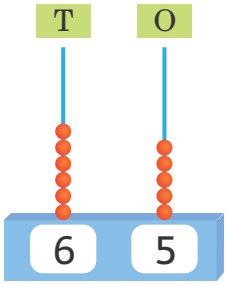
Sixty-four



69

6 tens and 9 ones

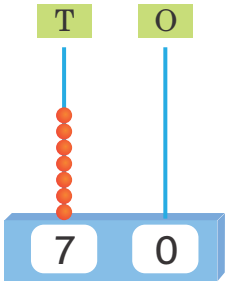
Sixty-nine



65

6 tens and 5 ones

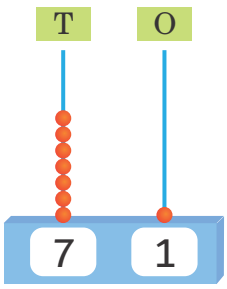
Sixty-five



70

7 tens and 0 one

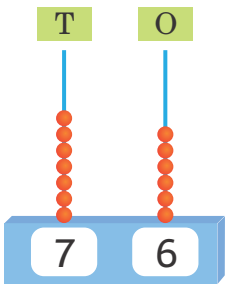
Seventy



71

7 tens and 1 one

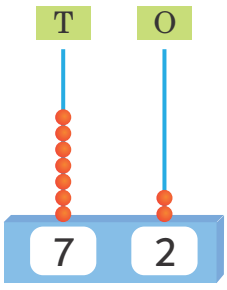
Seventy-one



76

7 tens and 6 ones

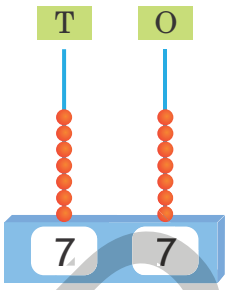
Seventy-six



72

7 tens and 2 ones

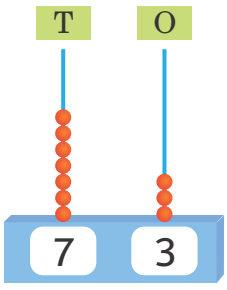
Seventy-two



77

7 tens and 7 ones

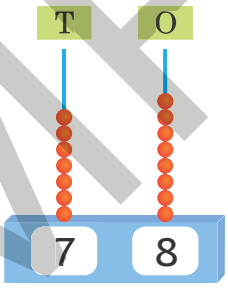
Seventy-seven



73

7 tens and 3 ones

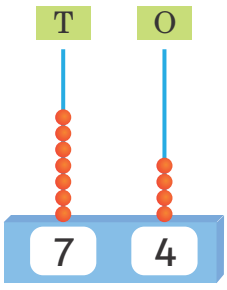
Seventy-three



78

7 tens and 8 ones

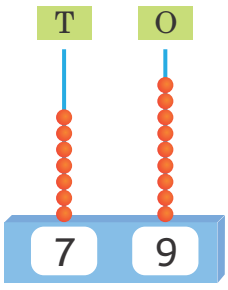
Seventy-eight



74

7 tens and 4 ones

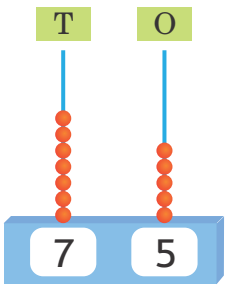
Seventy-four



79

7 tens and 9 ones

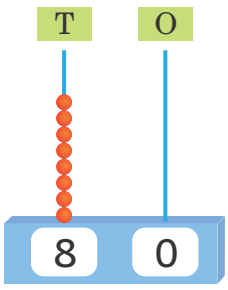
Seventy-nine



75

7 tens and 5 ones

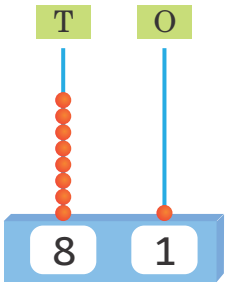
Seventy-five



80

8 tens and 0 one

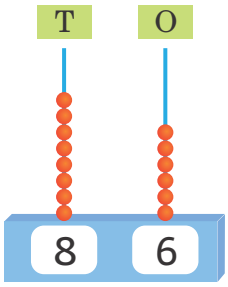
Eighty



81

8 tens and 1 one

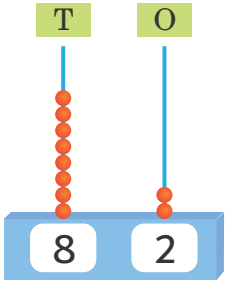
Eighty-one



86

8 tens and 6 ones

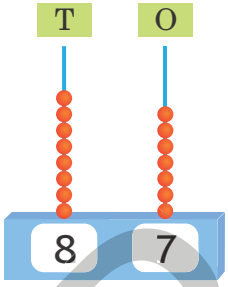
Eighty-six



82

8 tens and 2 ones

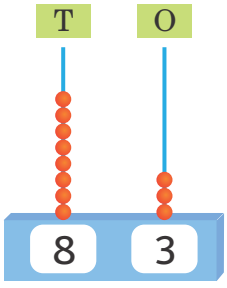
Eighty-two



87

8 tens and 7 ones

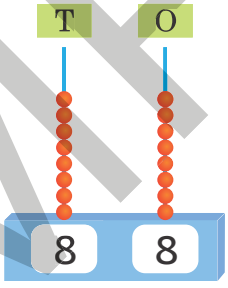
Eighty-seven



83

8 tens and 3 ones

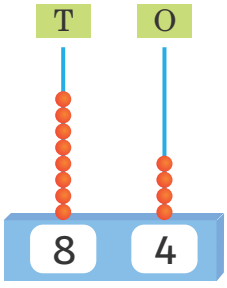
Eighty-three



88

8 tens and 8 ones

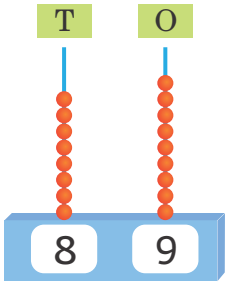
Eighty-eight



84

8 tens and 4 ones

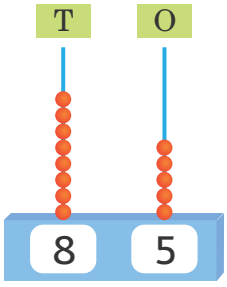
Eighty-four



89

8 tens and 9 ones

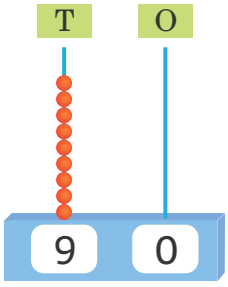
Eighty-nine



85

8 tens and 5 ones

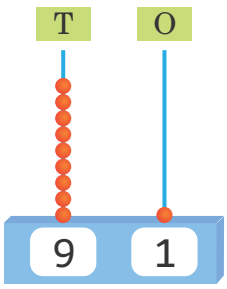
Eighty-five



90

9 tens and 0 one

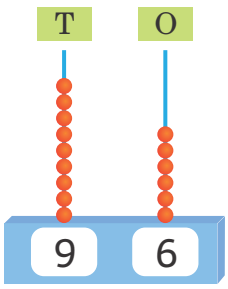
Ninety



91

9 tens and 1 one

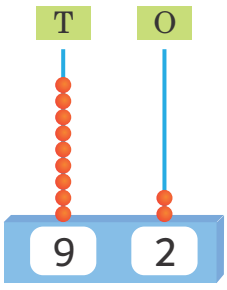
Ninety-one



96

9 tens and 6 ones

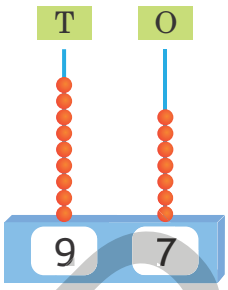
Ninety-six



92

9 tens and 2 ones

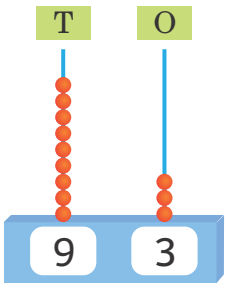
Ninety-two



97

9 tens and 7 ones

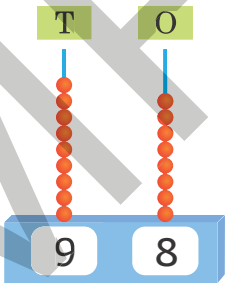
Ninety-seven



93

9 tens and 3 ones

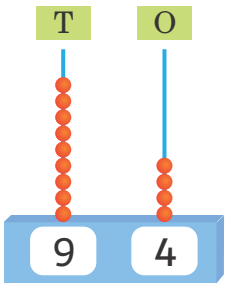
Ninety-three



98

9 tens and 8 ones

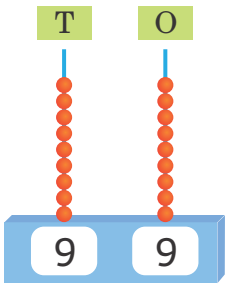
Ninety-eight



94

9 tens and 4 ones

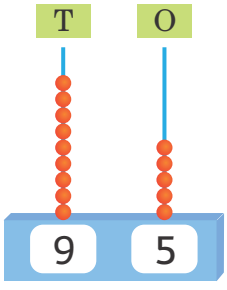
Ninety-four



99

9 tens and 9 ones

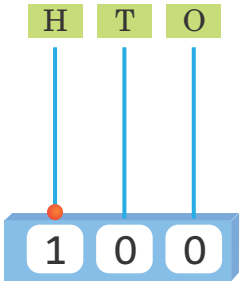
Ninety-nine



95

9 tens and 5 ones

Ninety-five



100

10 tens

Hundred

Chapter Review

1. Fill in the missing numbers.

1		3			6			9	
	12		14			17			20
		23		25			28		
31			34		36			39	
	42			45			48		50
		53				57		59	
61			64				68		70
	72			75				79	
81		83			86				90
	92		94			97		99	

2. Fill in the boxes with >, < or =.

a) 19 ☐ 24 b) 26 ☐ 37 c) 42 ☐ 26 d) 38 ☐ 29

e) 22 ☐ 22 f) 36 ☐ 42 g) 52 ☐ 49 h) 63 ☐ 47

i) 53 ☐ 59 j) 74 ☐ 65 k) 67 ☐ 84 l) 79 ☐ 80

m) 88 ☐ 77 n) 98 ☐ 98 o) 89 ☐ 90 p) 95 ☐ 88

3. Circle the biggest number.

a) 47 21 63 39 b) 98 84 76 99

c) 78 65 30 59 d) 64 77 80 92

4. Circle the smallest number.

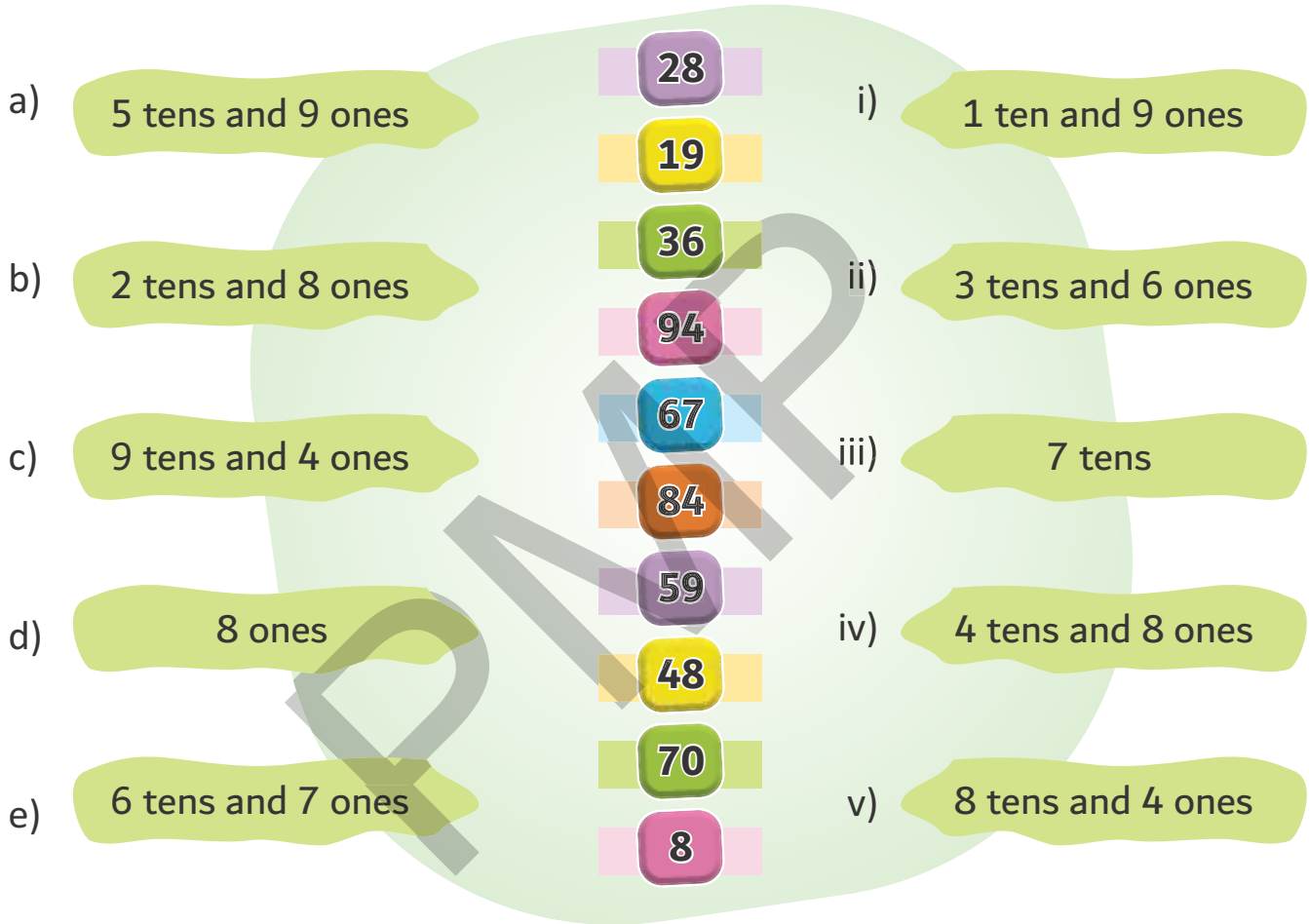
a) 54 17 61 27

b) 99 98 94 87

c) 42 88 39 64

d) 28 9 54 63

5. Match the following.



6. Write the following numbers in words.

a) 39 : _____

b) 19 : _____

c) 54 : _____

d) 88 : _____

e) 45 : _____

f) 28 : _____

g) 67 : _____

h) 93 : _____

7. Write the following in increasing order.

a) 26 14 52 43 = ☐ ☐ ☐ ☐

b) 40 39 18 64 = ☐ ☐ ☐ ☐

c) 72 85 66 70 = ☐ ☐ ☐ ☐

d) 41 67 98 38 = ☐ ☐ ☐ ☐

e) 62 9 42 79 = ☐ ☐ ☐ ☐

8. Write the following in decreasing order.

a) 29 40 71 68 = ☐ ☐ ☐ ☐

b) 32 56 88 92 = ☐ ☐ ☐ ☐

c) 99 8 59 19 = ☐ ☐ ☐ ☐

d) 71 49 80 66 = ☐ ☐ ☐ ☐

e) 97 17 12 47 = ☐ ☐ ☐ ☐

Critical Thinking

1. Which number will be the greatest, if we cross out their ones digit? Ans. ☐

   27 84 98 36 49

2. How many times does 9 come when we count the numbers from 81 to 100? Ans. ☐

Maths Lab Activity

Experiential Learning

Objective

To familiarise the students with numbers up to 100

Material Required

Number cards from 51 to 100

Method (for the teacher)

- Make groups of 5 students.
- Distribute the number cards among them randomly.
- The student with the largest number will raise his/her hand.
- The student with the least number will raise his/her both hands.
- Now, ask them to form a queue according to the ascending order of the number they have.
- Perform the same activity by giving other number cards to rest of the groups one by one.

SDG

In a survey, it was found that most of the road accidents occur due to negligence of traffic rules by the people. The number of road accidents reported from 4 cities are:

City A =45 City B = 63 City C = 53 City D = 5

The people of which city ignore traffic rules rarely? _____

Do you also follow traffic rules? _____

9 Addition and Subtraction up to 100

Get Ready

1. Add the following.

a)
$$\begin{array}{r} 22 \\ +\ 3 \\ \hline \square \end{array}$$

b)
$$\begin{array}{r} 14 \\ +\ 4 \\ \hline \square \end{array}$$

c)
$$\begin{array}{r} 32 \\ +\ 4 \\ \hline \square \end{array}$$

d)
$$\begin{array}{r} 30 \\ +\ 8 \\ \hline \square \end{array}$$

e)
$$\begin{array}{r} 32 \\ +\ 14 \\ \hline \square \end{array}$$

f)
$$\begin{array}{r} 22 \\ +\ 24 \\ \hline \square \end{array}$$

g)
$$\begin{array}{r} 31 \\ +\ 16 \\ \hline \square \end{array}$$

h)
$$\begin{array}{r} 17 \\ +\ 31 \\ \hline \square \end{array}$$

2. Subtract the following.

a)
$$\begin{array}{r} 24 \\ -\ 3 \\ \hline \square \end{array}$$

b)
$$\begin{array}{r} 38 \\ -\ 4 \\ \hline \square \end{array}$$

c)
$$\begin{array}{r} 48 \\ -\ 17 \\ \hline \square \end{array}$$

d)
$$\begin{array}{r} 35 \\ -\ 24 \\ \hline \square \end{array}$$

3. Solve:

a) Anjali had 24 toy cars. She got 23 more toy cars. How many toy cars does she have now?

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

b) Ananya had 34 chocolates. She gave 12 chocolates to her friend. How many chocolates are still with her?

$$\begin{array}{r} \square\ \square \\ -\ \square\ \square \\ \hline \square \end{array}$$

Addition with Regrouping

Let us add 34 and 28.

Step-1 : Add the ones.

4 ones + 8 ones

= 12 ones

12 ones is regrouped as 10 ones (1 ten) and 2 ones.

Write 2 in the ones column.

Carry 1 ten to the tens column.

	T	O
	①	
	3	4
+	2	8
	①	2

Step-2 : Add the tens.

3 tens + 2 tens + 1 ten (carried over)

= 6 tens.

Write 6 in the tens column.

	T	O
	①	
	3	4
+	2	8
	6	2

Quick Response 9.1

Add the following.

1.

	T	O
	2	4
+	1	6

2.

	T	O
	3	7
+	2	4

3.

	T	O
	4	6
+	3	8

4.

	T	O
	2	9
+	3	9

5.

	T	O
	3	5
+	2	7

6.

	T	O
	4	8
+	1	6

7.

	T	O
	2	8
+	3	7

8.

	T	O
	6	4
+	2	7

9.
	T	O
	5	7
+	3	4

10.
	T	O
	3	8
+	3	4

11.
	T	O
	5	6
+	2	8

12.
	T	O
	6	4
+	2	9

13.
	T	O
	5	4
+	2	8

14
	T	O
	7	2
+	1	9

15.
	T	O
	2	5
+	2	5

16.
	T	O
	3	9
+	3	4

Subtraction with Regrouping

Let us subtract 25 from 42.

Step-1 : Subtract the ones.

2 ones < 5 ones.

So, we need to regroup.

42 has 4 tens and 2 ones.

Borrow 1 ten from 4 tens.

So, 42 is now 3 tens and 12 ones.

Now, subtract 5 ones from 12 ones.

12 – 5 = 7

Write 7 in the ones column.

	T	O
	(3)	(12)
	~~4~~ →	~~2~~
–	2	5
		7

Step-2 : Subtract the tens.

3 tens – 2 tens

= 1 ten

Write 1 in the tens column.

	T	O
	(3)	(12)
	~~4~~ →	~~2~~
–	2	5
	1	7

Quick Response 9.2

Subtract the following.

1. T O
   4 2
   − 1 7

2. T O
   7 1
   − 3 6

3. T O
   5 0
   − 2 5

4. T O
   7 0
   − 4 5

5. T O
   8 8
   − 2 9

6. T O
   4 8
   − 2 9

7. T O
   6 0
   − 3 4

8. T O
   8 4
   − 4 6

9. T O
   6 6
   − 3 8

10. T O
    9 2
    − 7 6

11. T O
    8 2
    − 3 5

12. T O
    7 6
    − 4 8

13. T O
    9 6
    − 5 9

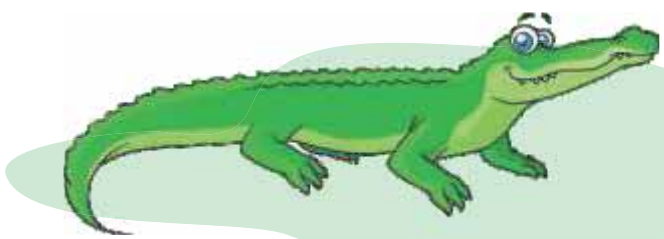
14. T O
    7 4
    − 5 8

15. T O
    8 0
    − 3 4

16. T O
    5 3
    − 2 7

17. T O
    3 1
    − 1 9

18. T O
    7 2
    − 3 7



Word Problems

Example:

A garland maker collects 37 roses and 48 jasmines. How many flowers does he collect altogether?

	T	O
	(1)	
	3	7
+	4	8
	8	5

Roses
Jasmines
Total

Thus, he collects 85 flowers in all.

Example:

A mango seller had 82 mangoes. He sold 36 mangoes. How many mangoes are still left with him?

	T	O
	(7)	(12)
	~~8~~	~~2~~
−	3	6
	4	6

Total mangoes
Mangoes sold
Mangoes left

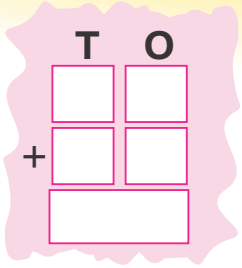
Quick Response 9.3

Solve these word problems.

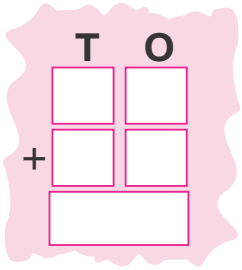
1. Rohit studied 36 pages of a book on Monday. He studied 28 pages on Tuesday. How many pages did he study in these two days?

	T	O
+		

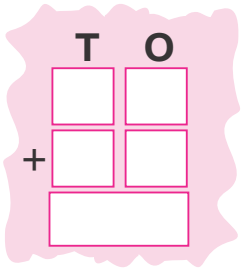
2. Johny had 28 toys. His mother gave him 14 more toys. How many toys does he have now in all?



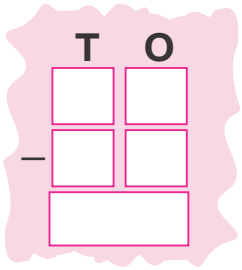
3. There were 48 people in a park. 36 more people came to the park. How many people were there in the park altogether?



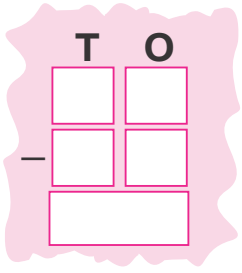
4. There were 45 apple trees in an orchard. 37 more apple trees were planted there. How many apple trees are there in the orchard now?



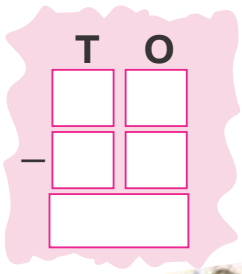
5. Ananya's father bought 32 pastries on her birthday. Ananya distributed 18 pastries among her friends. How many pastries are left?



6. Team-A scored 84 runs in a T20 match. Team-B scored 58 runs. By how many runs Team-A defeated Team-B?



7. There were 52 children in a park. 36 of them returned to their homes after some time. How many children were still left in the park?



Chapter Review

1. Add the following. Regroup if required.

a)
$$\begin{array}{r} 2\ 8 \\ +\ 4\ 7 \\ \hline \end{array}$$

b)
$$\begin{array}{r} 3\ 7 \\ +\ 2\ 4 \\ \hline \end{array}$$

c)
$$\begin{array}{r} 4\ 6 \\ +\ 2\ 4 \\ \hline \end{array}$$

d)
$$\begin{array}{r} 6\ 4 \\ +\ 1\ 8 \\ \hline \end{array}$$

e)
$$\begin{array}{r} 3\ 9 \\ +\ 2\ 8 \\ \hline \end{array}$$

f)
$$\begin{array}{r} 1\ 8 \\ +\ 2\ 1 \\ \hline \end{array}$$

g)
$$\begin{array}{r} 5\ 4 \\ +\ 2\ 8 \\ \hline \end{array}$$

h)
$$\begin{array}{r} 4\ 4 \\ +\ 3\ 6 \\ \hline \end{array}$$

2. Subtract the following. Regroup if required.

a)
$$\begin{array}{r} 6\ 4 \\ -\ 2\ 6 \\ \hline \end{array}$$

b)
$$\begin{array}{r} 8\ 0 \\ -\ 4\ 7 \\ \hline \end{array}$$

c)
$$\begin{array}{r} 7\ 5 \\ -\ 2\ 4 \\ \hline \end{array}$$

d)
$$\begin{array}{r} 8\ 8 \\ -\ 4\ 9 \\ \hline \end{array}$$

e)
$$\begin{array}{r} 7\ 2 \\ -\ 4\ 4 \\ \hline \end{array}$$

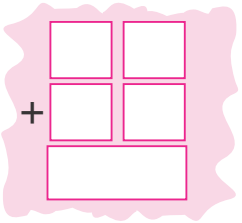
f)
$$\begin{array}{r} 4\ 4 \\ -\ 2\ 8 \\ \hline \end{array}$$

g)
$$\begin{array}{r} 5\ 9 \\ -\ 3\ 5 \\ \hline \end{array}$$

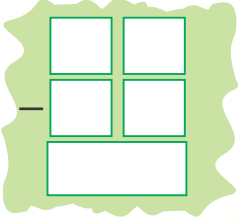
h)
$$\begin{array}{r} 9\ 4 \\ -\ 6\ 5 \\ \hline \end{array}$$

3. Solve the following.

a) There were 54 birds on a tree. 36 more birds came there. How many birds are there on the tree in all?



b) 84 people attended a party. If 56 were men, how many women were there at the party?



Critical Thinking

1. What will be the difference between the largest 2-digit number and the smallest 2-digit number?
2. Ravi collected 47 marbles but lost 23 of them. His friend gave him 14 marbles. How many marbles does Ravi have now?

Maths Lab Activity

Experiential Learning

Objective

To reinforce the concept of regrouping tens

Materials Required

20 green counters and 20 blue counters

(1 green counter = 10 blue counters)

Method (for the teacher)

- Place 3 green counters and 4 blue counters separately on the table.
- Ask a student to regroup the 3 tens and 4 ones to 2 tens and 14 ones by removing 1 green counter and adding 10 more blue counters.
- Repeat the same activity by giving the student some other numbers to regroup.

Life Skill

Rahul got 90 marks out of 100. His partner got 60 marks out of 100. How many more marks did Rahul get than his partner? _____

What should his partner do to get more marks next time?

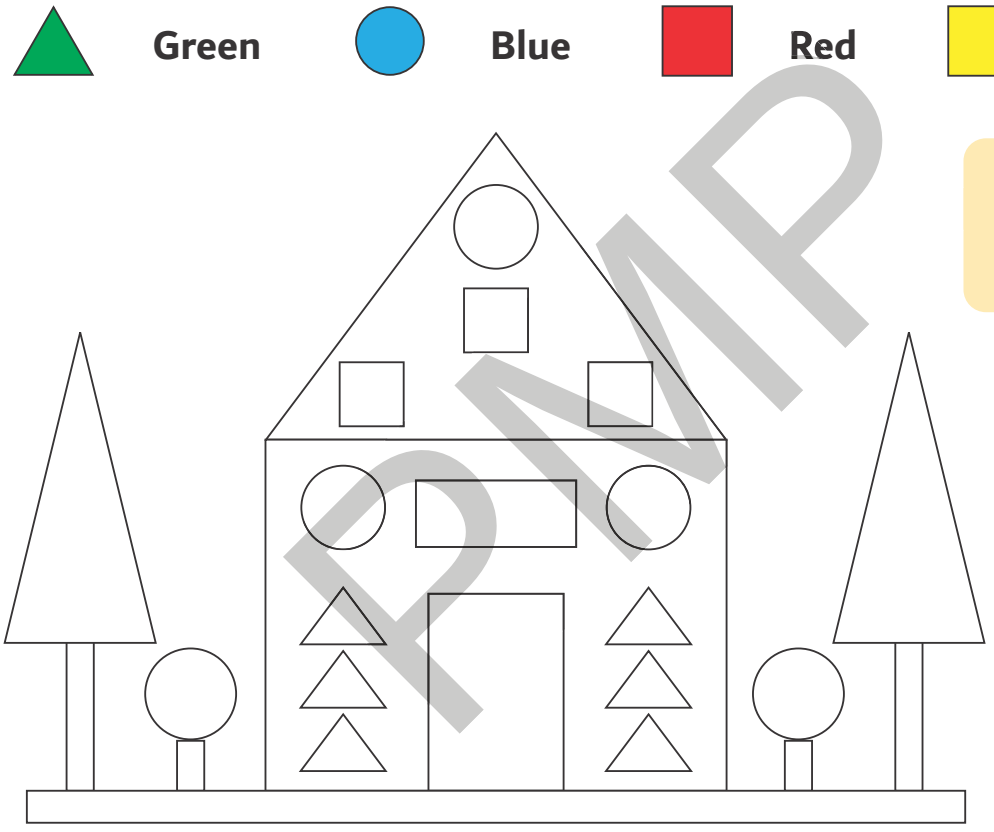
_____

_____

Shapes and Patterns

Get Ready

1. Look at the following picture. It is made of different shapes. Colour the shapes as directed.



2. Count the shapes used to make the given house and write their numbers in the given blanks.

a)  _____

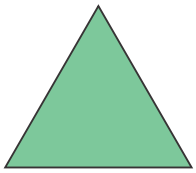
b)  _____

c)  _____

d)  _____

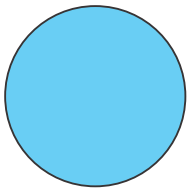
Plane Shapes

Plane shapes are of the following types:



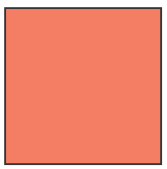
This is a **triangle**. It has three sides and three corners.

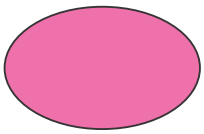
This is a **rectangle**. It has four sides and four corners. Its opposite sides are equal.



This is a **circle**. It has no sides and corners.

This is a **square**. It also has four sides and four corners. All its sides are equal.

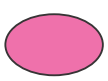




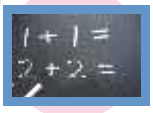
This is an **oval**. It has no sides and corners.

Quick Response 10.1

Match the shapes with the objects of similar shapes.

1. 
2. 
3. 
4. 
5. 

a) 

b) 

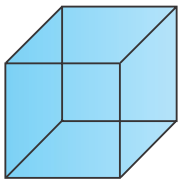
c) 

d) 

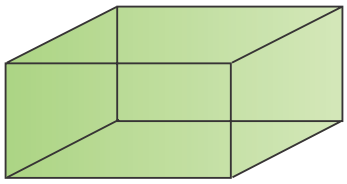
e) 

Solid Shapes

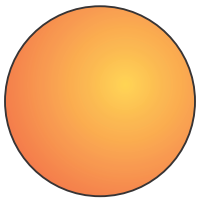
Solid shapes are of the following types:



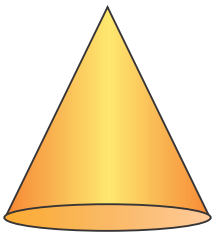
Cube



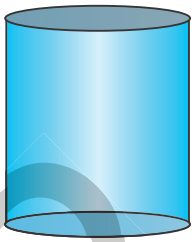
Cuboid



Sphere



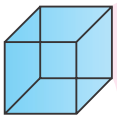
Cone

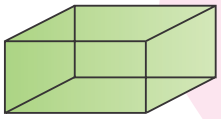


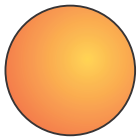
Cylinder

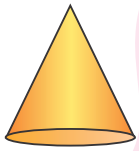
Quick Response 10.2

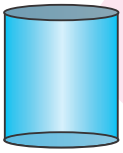
Match the following solid shapes with the objects.

1. 

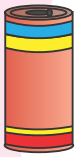
2. 

3. 

4. 

5. 

a) 

b) 

c) 

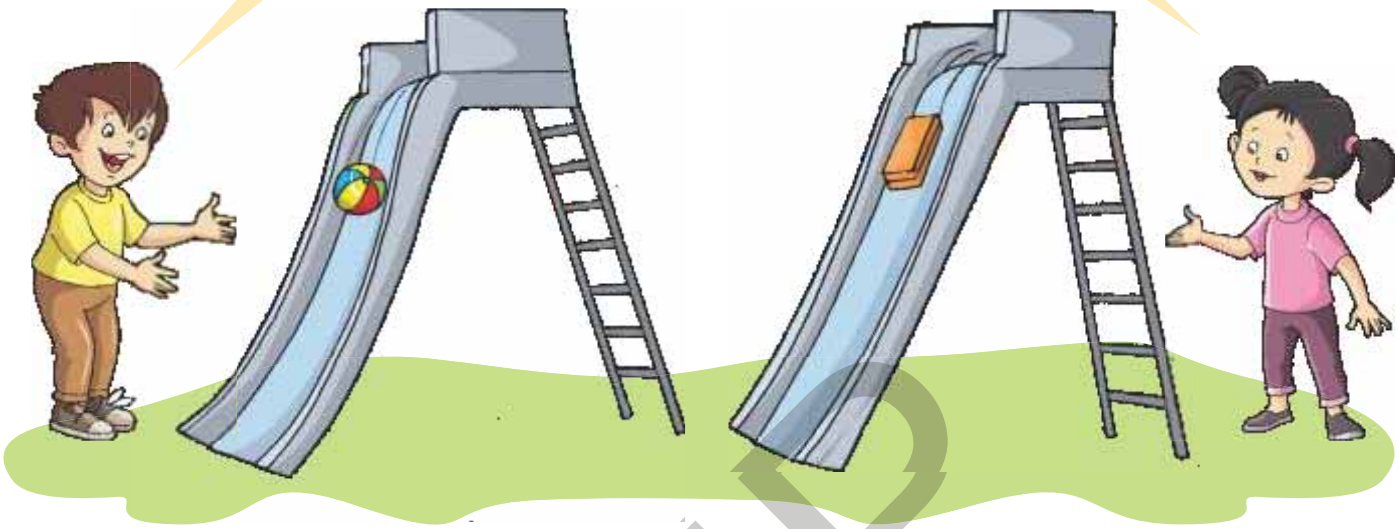
d) 

e) 

Rolling and Sliding

The objects with round surface always **roll**.

The objects with flat surface always **slide**.



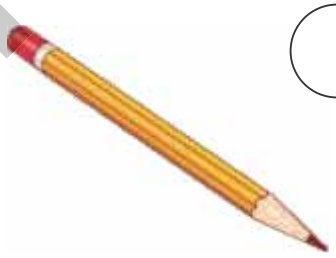
A ball rolls.

A lunch box slides.

Quick Response 10.3

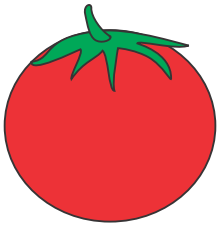
Tick (✓) the objects that slide and cross out (✕) the objects that roll.

1. 

2. 

3. 

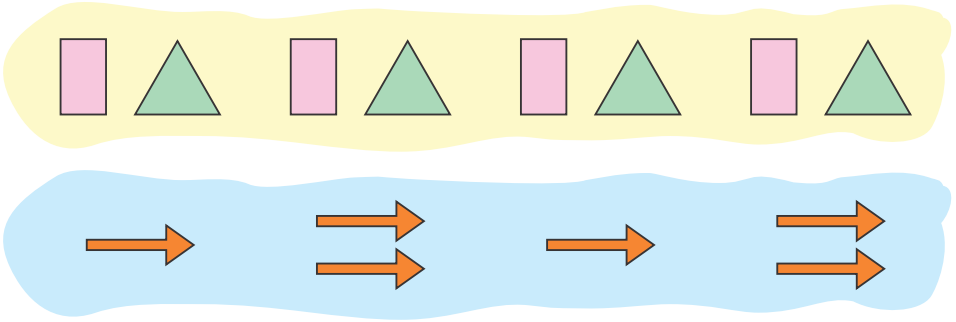
4. 

5. 

6. 

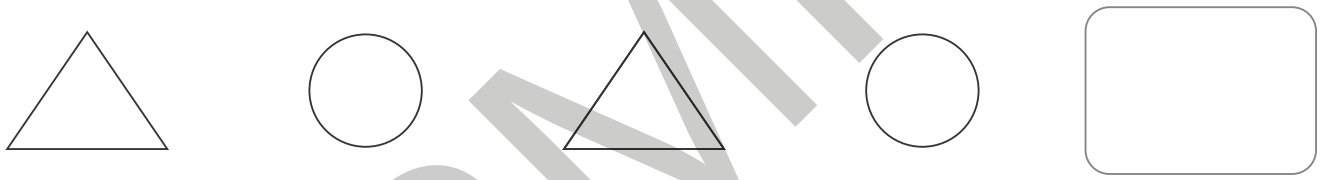
Patterns

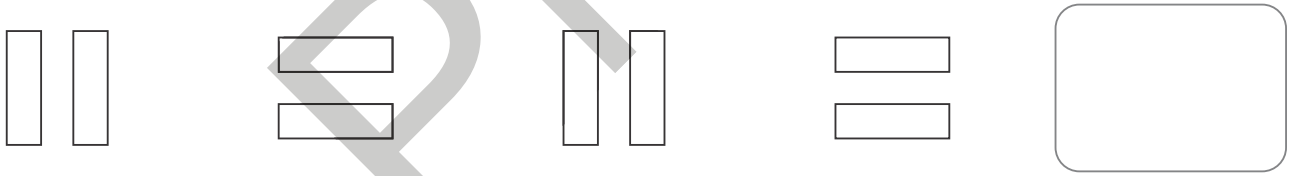
A pattern is formed when certain shapes repeat themselves in a certain order. Look at the given patterns.



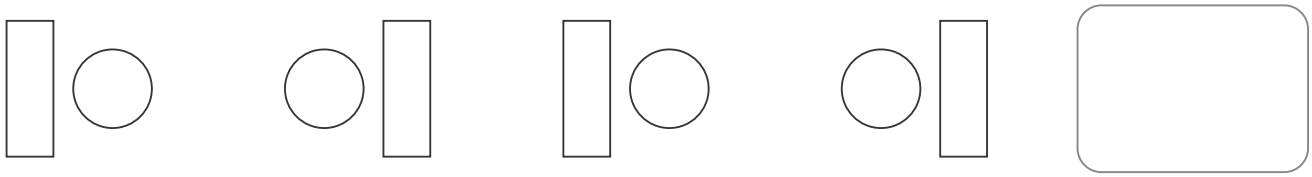
Quick Response 10.4

Draw the missing figure to continue the pattern.

1. 

2. 

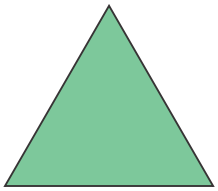
3. 

4. 

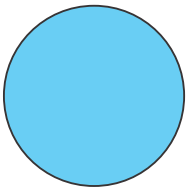
5. 

Chapter Review

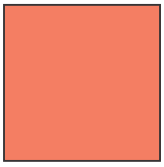
1. Name the following shapes.

a) 

_____

b) 

_____

c) 

_____

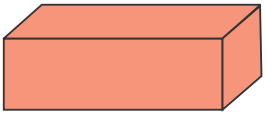
2. Look at the objects and name the solid shapes they resemble.

a) 

_____

b) 

_____

c) 

_____

3. Circle the shapes that slide.

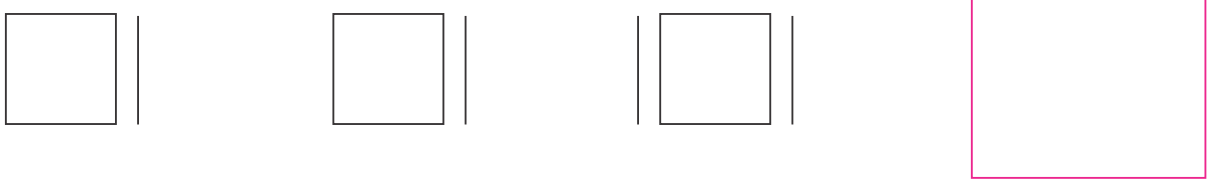
a) 

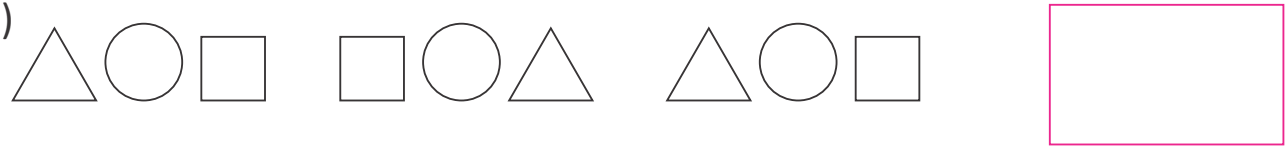
b) 

c) 

d) 

4. Draw the figure that will come next in the series.

a) 

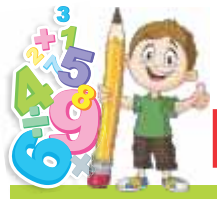
b) 

Critical Thinking

1. How many triangles are there in the figure? _____

2. Complete the pattern.

A 1 B 2 C 3 D ____ E ____



Maths Lab Activity

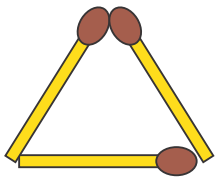
Experiential Learning

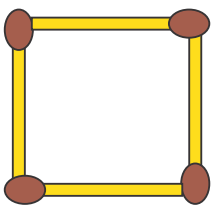
Objective : To reinforce the concept of plane figures

Material Required : Matchsticks

Method (for the teacher)

- Give three matchsticks and ask a student to make a plane shape.
- Ask other students to name the shape.
- Now ask them to count the number of sides and number of corners in the shape.
- You can repeat the same activity by giving four match sticks and asking the students to form other shapes.
- You may explain why it is not possible to make a circle with the matchsticks.





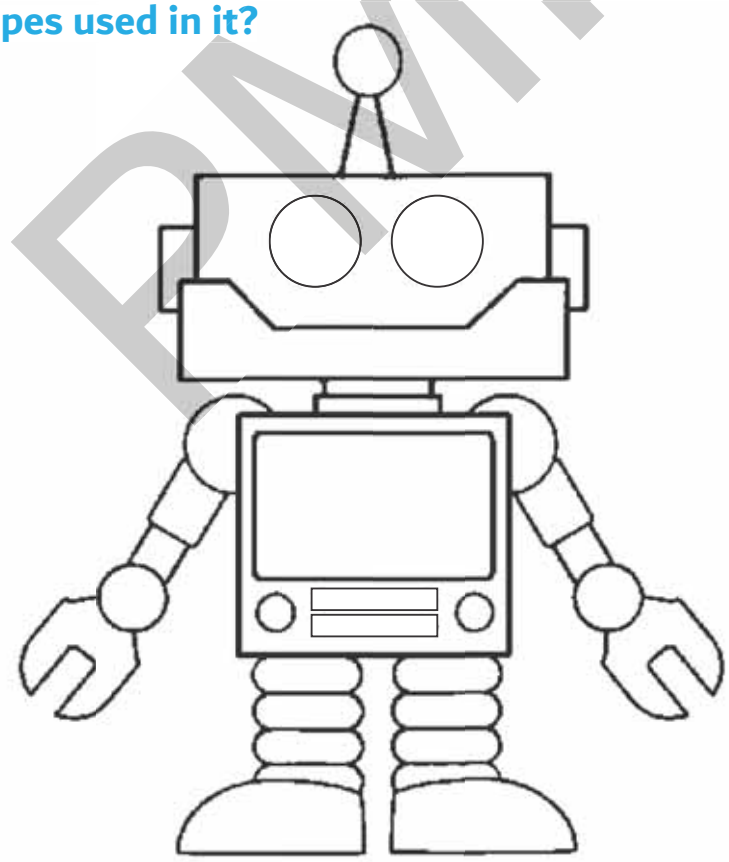
Communication Skill

What do these traffic signs depict? Share with your class.

Write the emotion these faces are depicting.

Art Integration

Colour the picture of a robot which has been created by using shapes. Can you name the shapes used in it?



Multiplication

Get Ready

Count, write and add.

1.

☐ + ☐ + ☐ = ☐

2.

☐ + ☐ + ☐ = ☐

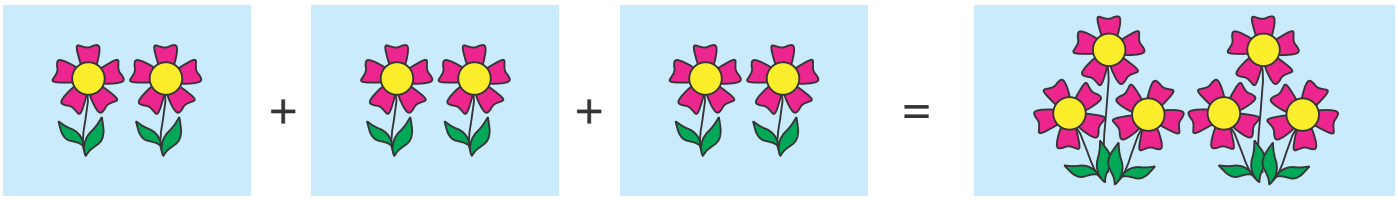
3.

☐ + ☐ + ☐ = ☐

4.

☐ + ☐ + ☐ = ☐

Multiplication as Repeated Addition



2 flowers + 2 flowers + 2 flowers = 6 flowers

You can see, 2 flowers are added 3 times.

So, 3 times 2 = 6

Or, 3 × 2 = 6

The sign '×' indicates multiplication.

In a multiplication statement, the first number tells how many groups are there and the second number tells which number to be used repeatedly in all the groups.

Quick Response 11.1

1. Fill in the blanks. One has been done for you.

a) 

2 + 2 + 2 + 2 = 4 times 2 or 4 × 2

b) 

3 + 3 + 3 = _____ or _____

c) 

4 + 4 + 4 = _____ or _____

d)  

5 + 5 = _____ or _____

2. Change to multiplication. One has been done for you.

a) 2 + 2 + 2 + 2 + 2 = 5 × 2

b) 3 + 3 + 3 + 3 = _____

c) 2 + 2 + 2 + 2 + 2 + 2 = _____

d) 3+ 3 + 3 + 3 + 3 = _____

e) 4 + 4 + 4 + 4 = _____

f) 5 + 5 + 5 + 5 + 5 + 5 = _____

3. Change to repeated addition. One has been done for you.

a) 7 × 2 = 2 + 2 + 2 + 2 + 2 + 2 + 2

b) 3 × 4 = _____

c) 6 × 5 = _____

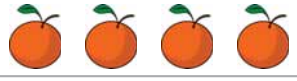
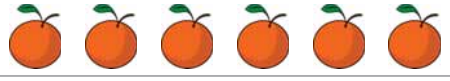
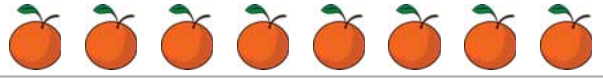
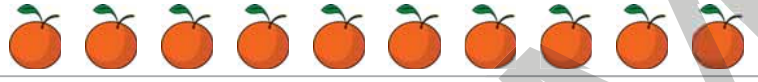
d) 8 × 4 = _____

e) 5 × 1 = _____

f) 4 × 4 = _____

Building the Tables

Count and build the table of 1.

	1 × 1 = 1
	2 × 1 = 2
	3 × 1 = 3
	4 × 1 = 4
	5 × 1 = 5
	6 × 1 = 6
	7 × 1 = 7
	8 × 1 = 8
	9 × 1 = 9
	10 × 1 = 10

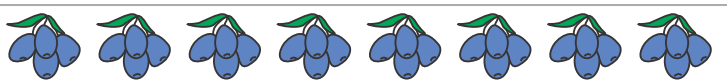
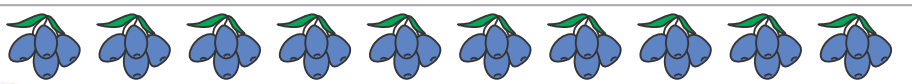
Count and build the table of 2.

	1 × 2 = 2
	2 × 2 = 4
	3 × 2 = 6
	4 × 2 = 8
	5 × 2 = 10
	6 × 2 = 12
	7 × 2 = 14
	8 × 2 = 16
	9 × 2 = 18
	10 × 2 = 20

Count and build the table of 3.

	1 × 3 = 3
	2 × 3 = 6
	3 × 3 = 9
	4 × 3 = 12
	5 × 3 = 15
	6 × 3 = 18
	7 × 3 = 21
	8 × 3 = 24
	9 × 3 = 27
	10 × 3 = 30

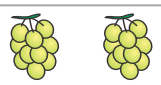
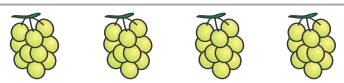
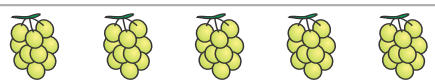
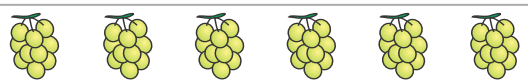
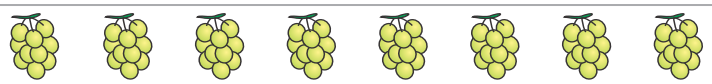
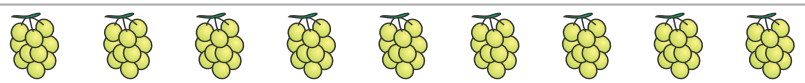
Count and build the table of 4.

	1 × 4 = 4
	2 × 4 = 8
	3 × 4 = 12
	4 × 4 = 16
	5 × 4 = 20
	6 × 4 = 24
	7 × 4 = 28
	8 × 4 = 32
	9 × 4 = 36
	10 × 4 = 40

Count and build the table of 5.

	1 × 5 = 5
	2 × 5 = 10
	3 × 5 = 15
	4 × 5 = 20
	5 × 5 = 25
	6 × 5 = 30
	7 × 5 = 35
	8 × 5 = 40
	9 × 5 = 45
	10 × 5 = 50

Count and build the table of 10.

	1 × 10 = 10
	2 × 10 = 20
	3 × 10 = 30
	4 × 10 = 40
	5 × 10 = 50
	6 × 10 = 60
	7 × 10 = 70
	8 × 10 = 80
	9 × 10 = 90
	10 × 10 = 100

Quick Response 11.2

Fill in the blanks.

1. 2 × 4 = ☐
2. 3 × 2 = ☐
3. 4 × 6 = ☐
4. 5 × 3 = ☐
5. 2 × 8 = ☐
6. 4 × 2 = ☐
7. 5 × 10= ☐
8. 2 × 9 = ☐
9. 3 × 7 = ☐
10. 5 × 6 = ☐
11. 3 × 4 = ☐
12. 5 × 8 = ☐
13. 4 × 10= ☐
14. 3 × 9 = ☐
15. 5 × 10= ☐

Skip Counting

Skip Counting by Twos

Start counting from 2 and leave a number in between. This is called skip counting by twos.

Look at the given number strip. Start counting from 2. Circle every second number.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

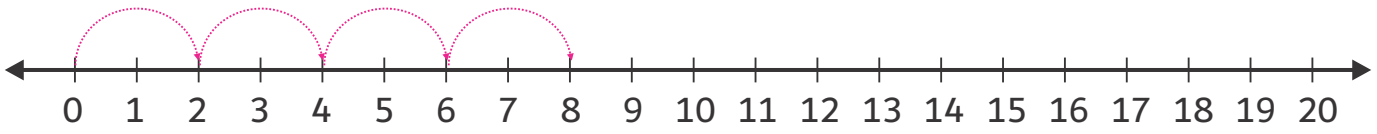
The numbers you get are 2, 4, 6, 8, 10, 12, 14, 16, 18, 20.

Multiplying on a Number Line

You can also use a number line for multiplication.

Example-1: Multiply 4 × 2

Solution: 4 × 2 means 4 times 2.



4 times 2 = 4 × 2 = 8

Skip Counting by Threes

Start counting from 3 and leave two numbers in between. This is called skip counting by threes. We count every third number.

Starting from 3, circle every third number.

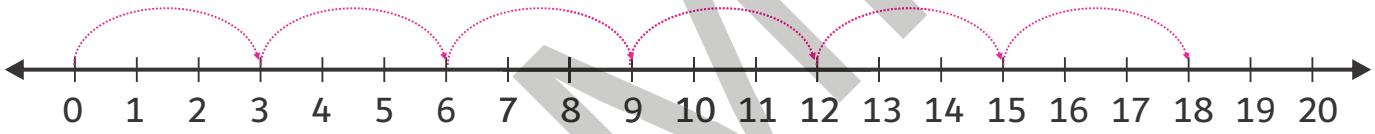
1	2	(3)	4	5	(6)	7	8	(9)	10
11	(12)	13	14	(15)	16	17	(18)	19	20
(21)	22	23	(24)	25	26	(27)	28	29	(30)

The numbers we get are 3, 6, 9, 12, 15, 18, 21, 24, 27, 30.

This is called skip counting by threes.

Example-2: Multiply 6 × 3 on the number line.

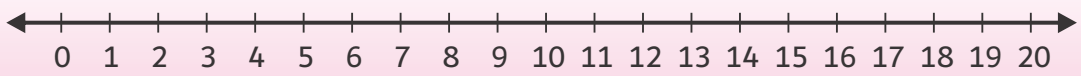
Solution: 6 × 3 means 6 times 3.



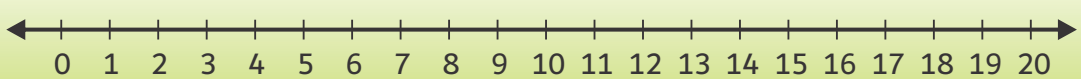
Thus, 6 times 3 = 6 × 3 = 18

Multiply the following on the number line.

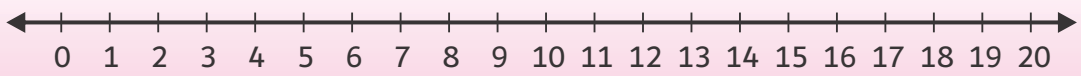
1. 3 × 2 = ☐



2. 5 × 3 = ☐



3. 4 × 4 = ☐



Multiplication Vertically

Example : 4 × 3

Solution : Write 4 × 3 as

$$\begin{array}{r} 4 \\ \times\ 3 \\ \hline 1\ 2 \end{array}$$

Read it as 4 multiplied by 3 is equal to 12.

Quick Response 11.4

Multiply and find the product.

1. $\begin{array}{r} 3 \\ \times\ 2 \\ \hline \end{array}$
2. $\begin{array}{r} 7 \\ \times\ 4 \\ \hline \end{array}$
3. $\begin{array}{r} 6 \\ \times\ 2 \\ \hline \end{array}$
4. $\begin{array}{r} 5 \\ \times\ 3 \\ \hline \end{array}$
5. $\begin{array}{r} 2 \\ \times\ 4 \\ \hline \end{array}$

6. $\begin{array}{r} 9 \\ \times\ 3 \\ \hline \end{array}$
7. $\begin{array}{r} 4 \\ \times\ 4 \\ \hline \end{array}$
8. $\begin{array}{r} 6 \\ \times\ 3 \\ \hline \end{array}$
9. $\begin{array}{r} 2 \\ \times\ 5 \\ \hline \end{array}$
10. $\begin{array}{r} 5 \\ \times\ 4 \\ \hline \end{array}$

11. $\begin{array}{r} 8 \\ \times\ 4 \\ \hline \end{array}$
12. $\begin{array}{r} 5 \\ \times\ 5 \\ \hline \end{array}$
13. $\begin{array}{r} 6 \\ \times\ 3 \\ \hline \end{array}$
14. $\begin{array}{r} 8 \\ \times\ 3 \\ \hline \end{array}$
15. $\begin{array}{r} 8 \\ \times\ 2 \\ \hline \end{array}$

16. $\begin{array}{r} 7 \\ \times\ 3 \\ \hline \end{array}$
17. $\begin{array}{r} 4 \\ \times\ 5 \\ \hline \end{array}$
18. $\begin{array}{r} 6 \\ \times\ 4 \\ \hline \end{array}$
19. $\begin{array}{r} 7 \\ \times\ 5 \\ \hline \end{array}$
20. $\begin{array}{r} 9 \\ \times\ 4 \\ \hline \end{array}$

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Chapter Review

1. Change to multiplication.

a) 3 + 3 + 3 + 3 = _____

b) 4 + 4 + 4 = _____

c) 2 + 2 + 2 + 2 + 2 + 2 = _____

d) 5 + 5 + 5 + 5 + 5 = _____

2. Change to repeated addition.

a) 6 × 4 = _____

b) 7 × 2 = _____

c) 5 × 2 = _____

d) 8 × 5 = _____

3. Fill in the boxes.

a) 4 × 2 = ☐

b) 5 × 4 = ☐

c) 4 × 3 = ☐

d) 6 × 3 = ☐

e) 3 × 2 = ☐

f) 5 × 5 = ☐

g) 7 × 4 = ☐

h) 8 × 5 = ☐

i) 6 × 4 = ☐

4. Multiply.

a) 2 × 5 = ☐

b) 7 × 3 = ☐

c) 8 × 2 = ☐

d) 6 × 3 = ☐

e) 9 × 4 = ☐

Critical Thinking

1. Solve the following

2 + 2 + 2 + 3 + 3 + 3 = ☐ 4 + 4 + 5 + 5 = ☐

2. Fill in the missing numbers.

4 × ☐ = 12 ☐ × 5 = 20 2 × ☐ = 16

Maths Lab Activity

Experiential Learning

Objective : To reinforce the concept of multiplication

Material Required : 10 bowls and 20 beads

Method (for the teacher)

- Place the bowls on the table.
- Call one student and ask him/her to take certain number of beads (the number should be a multiple of 2). For example, he/she takes 16 beads.
- Ask the student to divide the beads into bowls so that each bowl gets 2 beads.
- Find out how many bowls are needed. For example, in order to divide 16 beads, 8 bowls will be needed.
- So, tell the students that 8 times 2 is 16.
- Now give another number and ask another student to do the same activity.

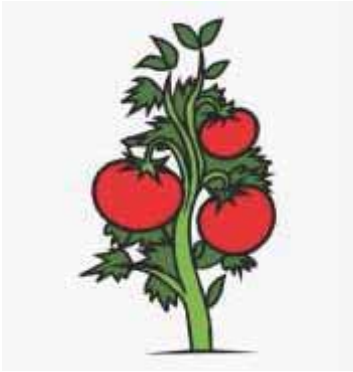
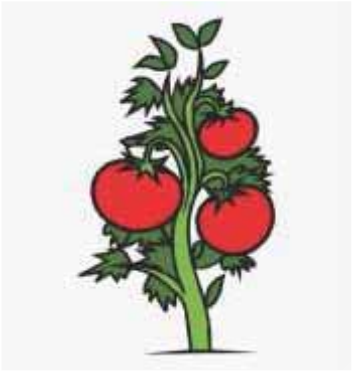
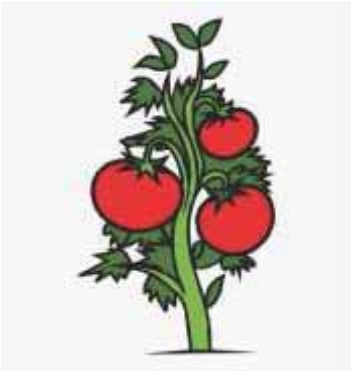
SDG

You should brush your teeth twice daily. Rohit brushes his teeth in the morning and before going to bed at night. How many times does he brush his teeth in a week? (remember, 1 week = 7 days) _____

Do you also brush your teeth twice daily? _____

Cross Curricular

Find the total tomatoes of these plants using the method of multiplication. Is a tomato plant a herb or shrub?

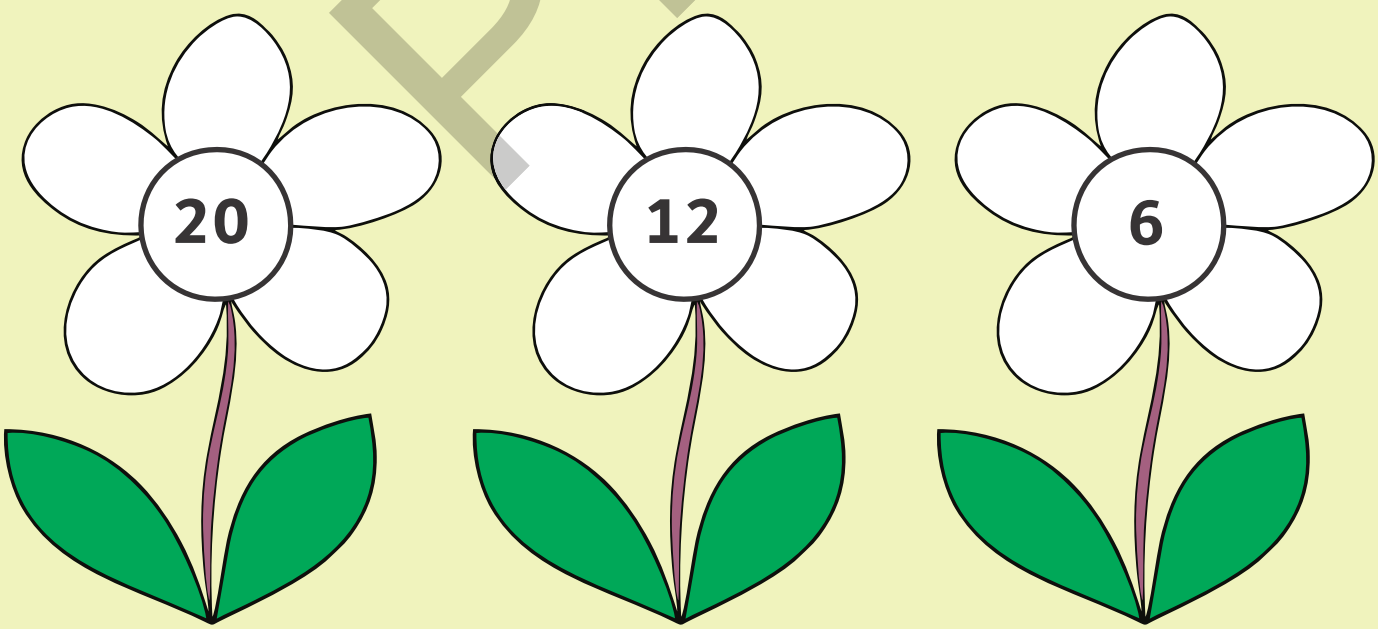




☐ × ☐ = ☐

Art Integration

Colour the flowers as per the colour code.

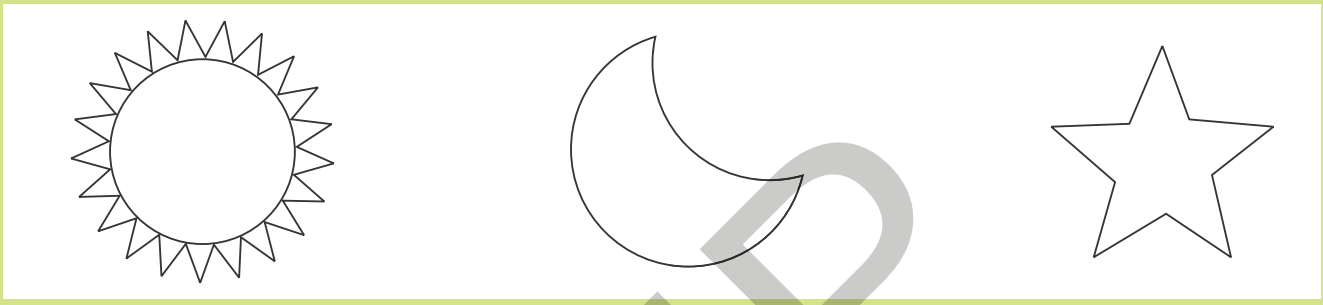
3 × 2 = ☐ 4 × 3 = ☐ 5 × 4 = ☐



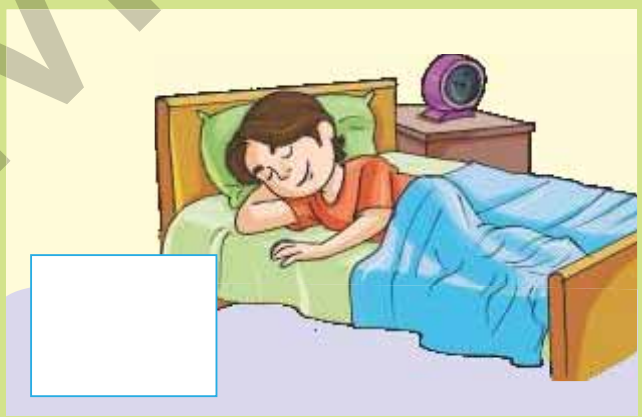
Time

Get Ready

1. Colour the object red that you see in the day.



2. Draw the picture of the sun in the boxes that show the activity you do mostly in the morning.



Time of the Day

A day is divided into — **morning**, **noon**, **afternoon**, **evening** and **night**.

We go to bed at night.

We get up in the morning.

We have lunch at noon.

We do our homework in the afternoon.

We play in the park in the evening.

Quick Response 12.1

Match the following.

Morning

Noon

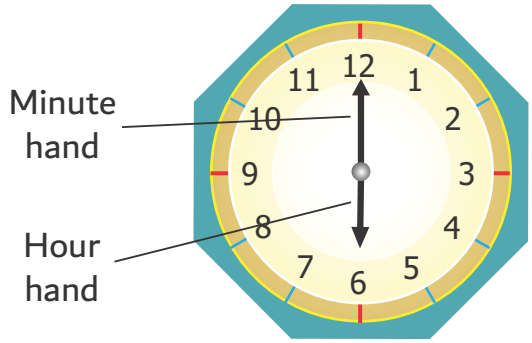
Afternoon

Evening

Night

Telling Time by the Clock

Look at the picture of a clock. A clock has two hands. The long hand is the **minute** hand. The short hand is the **hour** hand.

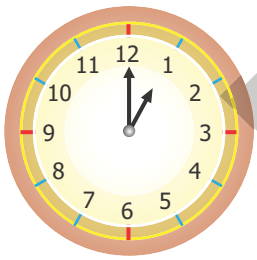


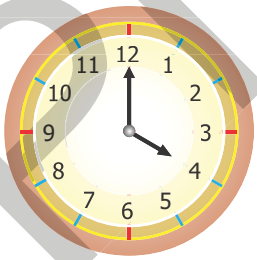
When the minute hand is at 12 and the hour hand is at 3, it is 3 o'clock.

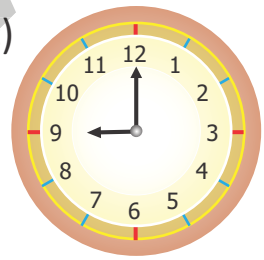
It is written as 3:00 or 3 o'clock.

Quick Response 12.2

1. Look at the clocks and write the time. One has been done.

a) 
1 o'clock

b) 
_____

c) 
_____

d) 
_____

e) 
_____

f) 
_____

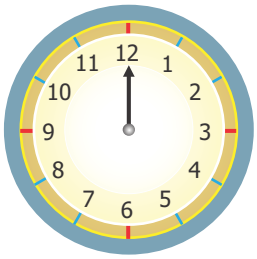
g) 
_____

h) 
_____

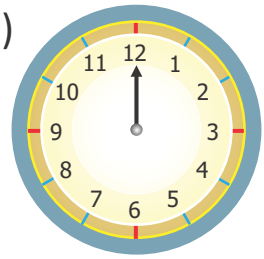
For Teachers

The teacher may use a dummy clock to help the learners understand how to read a clock.

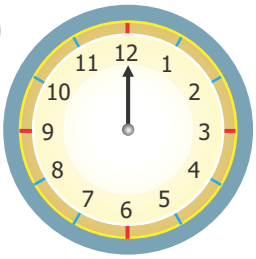
2. Draw the hour hand in each clock to show the given time.

a) 

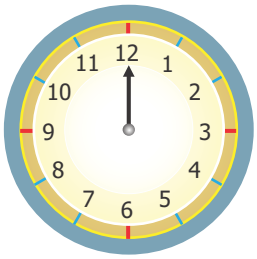
10 o'clock

b) 

3 o'clock

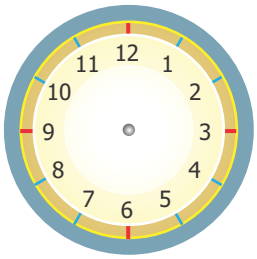
c) 

5 o'clock

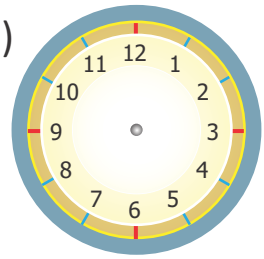
d) 

9 o'clock

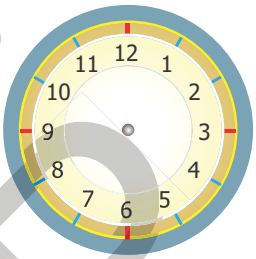
3. Draw both hands in each clock to show the given time.

a) 

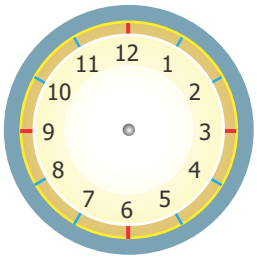
2 o'clock

b) 

4 o'clock

c) 

6 o'clock

d) 

8 o'clock

Days of the Week

There are 7 days in a week.

Monday is the first working day of the week.

- **Monday** — First day
- **Tuesday** — Second day
- **Wednesday** — Third day
- **Thursday** — Fourth day
- **Friday** — Fifth day
- **Saturday** — Sixth day
- **Sunday** — Seventh day

Sunday is the holiday.

Quick Response 12.3

Fill in the blanks with the words given in the box.

Sunday	Saturday	Monday	Tuesday	Wednesday

1. _____ is the first day of the week.
2. _____ comes between Tuesday and Thursday.
3. _____ comes just after Monday.
4. Sunday comes just after _____ .
5. _____ is the seventh day of the week.

Months in a Year

There are 12 months in a year. These are:

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

Quick Response 12.4

1. Read the clues and name the months.

a) It is the first month of the year.

_____

b) It comes just before March.

_____

c) It comes just after February.

_____

d) It comes between May and July.

_____

e) It is the last month of the year.

_____

f) November comes just after it.

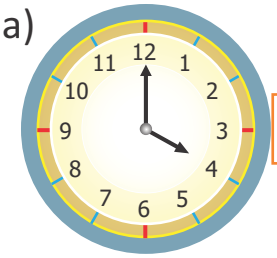
_____

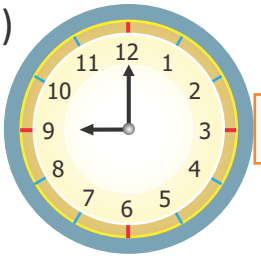
2. Match the following.

a)	February	i)	Seventh month
b)	April	ii)	Second month
c)	May	iii)	Ninth month
d)	July	iv)	Fifth month
e)	September	v)	Fourth month

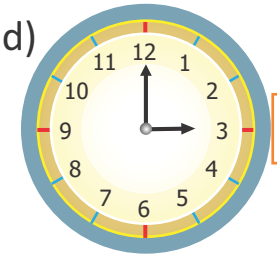
Chapter Review

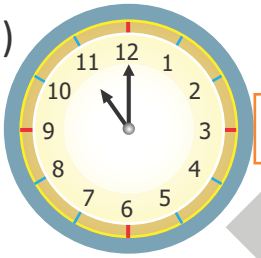
1. Look at the clocks and write the time.

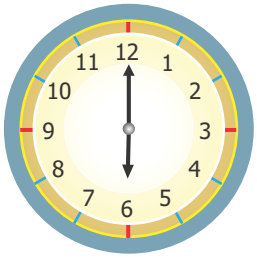
a)  _____

b)  _____

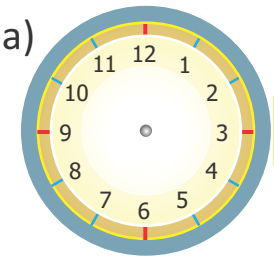
c)  _____

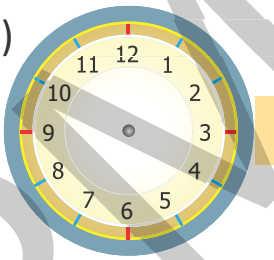
d)  _____

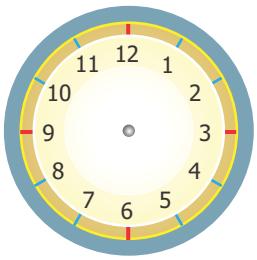
e)  _____

f)  _____

2. Draw hands of the clocks to show the given time.

a)  **5:00**

b)  **7:00**

c)  **10:00**

3. Fill in the blanks.

a) _____ is the first day of the week.

b) There are _____ days in a week.

c) Wednesday comes just after _____.

d) _____ comes just before Friday.

4. Write 'True' or 'False'.

a) There are 12 months in a year. _____

b) February is the first month of the year. _____

c) July comes between June and August. _____

d) November is the last month of the year. _____

Critical Thinking

Look at the given clock. It is running fast by 20 minutes. What is the actual time?

Maths Lab Activity

Experiential Learning

Objective

To reinforce the concept of reading time by a clock

Material Required

A dummy clock

Method (for the teacher)

- Hang the dummy clock on the wall within the reach of the students.
- Give a piece of paper written certain time on it to a student.
- Ask him/her to adjust the hands of the clock accordingly.
- Ask other students to tell the time.
- Repeat the activity to clear the concept of reading time by a clock.

Art Integration

Draw the picture of a clock showing the time when you get up in the morning. Display it in your classroom.

Communication Skill

Rohini goes to her school on time. She does most of her work on time. She is a punctual girl.

Are you also a punctual boy/girl? _____

Talk about it with your partner.

13

Money

Get Ready

Circle the toy which Ritu can buy for ₹ 50.

We need money to buy things. We use money in the form of notes and coins. We count money in rupees (₹) and paise (p).

Recognising Coins and Notes


50 paise


₹ 1


₹ 2


₹ 5


₹ 10


₹ 20

₹ 1

₹ 2

₹ 5

₹ 10

₹ 20

₹ 50

₹ 100

₹ 200

₹ 500

₹ 2000

Notes of ₹ 1 and ₹ 2, and coins of 50 paise are no longer in use these days.

Chapter Review

1. Circle the coins and notes that you will need to buy the given items.

a) 



b) 




c) 




d) 




2. Match the following.

a) 

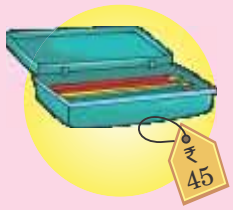
b) 

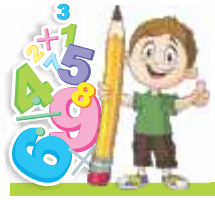

c) 

d) 

Critical Thinking

Harshit went to a stationery shop to buy a pencil box. The cost of the pencil box was ₹ 45. He gave a 50 rupee note to the shopkeeper. How much money did the shopkeeper give him back?





Maths Lab Activity

Experiential Learning

Objective

To help the students recognise the notes of different denominations and count them

Material Required

Dummy notes of different denominations like ₹ 5, ₹ 10, ₹ 20, ₹ 50, ₹ 100

Method (for the teacher)

- Give some dummy notes to a student.
- Ask him/her to take out a certain amount of money such as ₹ 10 , ₹ 25, and ₹ 30.
- The student will take out a 20 rupee note and a 5 rupee note, if you ask him/her to take out ₹ 25.
- Repeat this activity with other students.

Communication Skill

Chintu has a money bank. Whenever his parents or grandparents give him money, he puts the money in his money bank. He spends money on important things.

Do you also save money? _____

Data Handling

Get Ready

1. Look, Soni is playing with her toys.

2. Now, count each type of toy and write in the box.






Understanding Data Handling

Look at the following pictures carefully.

Count and write the number of each colour of balloon.

a)  ☐

b)  ☐

c)  ☐

d)  ☐

Now answer the questions.

1. How many balloons are there in all? _____
2. Which colour of balloons are maximum? _____
3. Which colour of balloons are the least? _____
4. Are the red colour balloons more than the blue colour balloons? _____

Chapter Review

1. Look at the picture of a parking lot.

Vehicles	Number of vehicles
Car	
Scooter	
Motorcycle	
Scooty	

Now answer the following questions.

a) What is the total number of vehicles parked? _____

b) Which type of vehicles are the most there? _____

c) What is the number of scooties parked there? _____

2. Look at the following picture showing the different types of ice-creams sold by an ice-cream vendor.

Ice-creams	Number of ice-creams
Cone	
Chocobar	
Softy	
Cup	

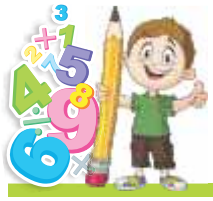
Now answer the following questions.

a) Which ice-creams were sold the most? _____

b) How many more softies were sold than cones? _____

c) Which is the least sold ice-cream? _____

Count each type of shape in the given figure and write in the boxes.



Maths Lab Activity

Experiential Learning

Objective : To reinforce the concept of data handling

Material Required: 10 counters of each red, blue, green and yellow colour; a chart paper

Method (for the teacher)

- Make a pictograph on the chart paper sticking different number of counters under different heads.
- Tell the students that 1 counter represents 1 egg.
- Now ask questions as given below:
  a) On which day, the person bought the most number of eggs?
  b) On which two days, he bought the same number of eggs?
  c) On which day, he bought the least number of eggs?
- You can repeat the activity with same pictograph.

SDG

Read the given data regarding cleanliness in a family.

Total number of members = 8

The number of persons who always throw waste into the dustbin = 5

The number of persons who never spit here and there = 7

The number of persons who never pluck flowers in the park = 6

Do you think that the most number of persons in the family follow cleanliness?

_____

Model Test Paper - II

(Based on Chapters 6 to 14)

1. Tick (✓) the correct option.

a) We use cubit to measure _____.

i) length ☐ ii) weight ☐ iii) capacity ☐

b) How many tens are there in 74?

i) six ☐ ii) seven ☐ iii) eight ☐

c) 54 + 5 = ?

i) 59 ☐ ii) 49 ☐ iii) 55 ☐

d) A triangle has _____ sides.

i) two ☐ ii) three ☐ iii) four ☐

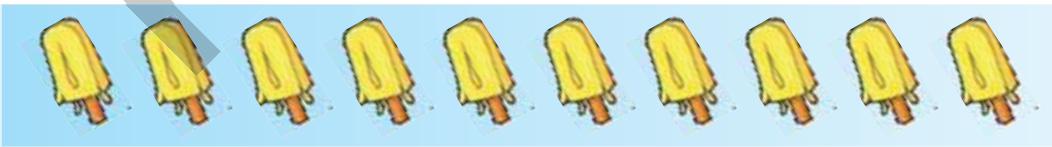
e) 5 times 2 is equal to _____.

i) 7 ☐ ii) 15 ☐ iii) 10 ☐

2. Circle the picture as directed in the box.

a) **Fifth**

b) **Seventh**



3. Write the following in numerals.

a) Seventy-eight = _____

b) Eighty-four = _____

4. Write the following in words.

a) 57 = _____

b) 96 = _____

5. Add the following. Regroup if required.

a) 23 + 6 = ☐

b) 24 + 23 = ☐

c) 38 + 27 = ☐

d) 22 + 38 = ☐

6. Subtract the following. Regroup if required.

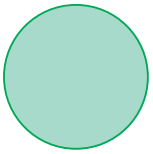
a) 47 − 3 = ☐

b) 58 − 24 = ☐

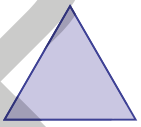
c) 82 − 45 = ☐

d) 73 − 28 = ☐

7. Name the shapes from the box.

a)  ☐

b)  ☐

c)  ☐

Triangle
Circle
Rectangle

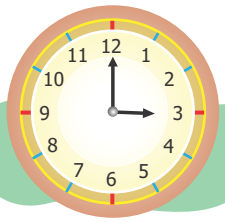
8. Fill in the boxes.

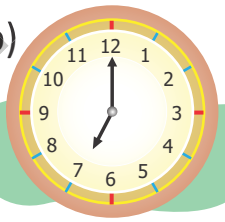
a) 2 × 7 = ☐

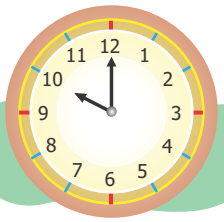
b) 5 × 5 = ☐

c) 4 × 8 = ☐

9. Write the time in the boxes.

a)  ☐

b)  ☐

c)  ☐

10. Write the total value of the given money.

a)   = ☐

b)    = ☐

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					