

UPDATED

CORDOVA® App 24X7
For Teachers Only



MATHEMATICS

In Real Life

1



CORDOVA®



Lesson 1

Comparison

This is big.



Big/Small

This is small.



Activity-1

Tick (✓) the small fruit :



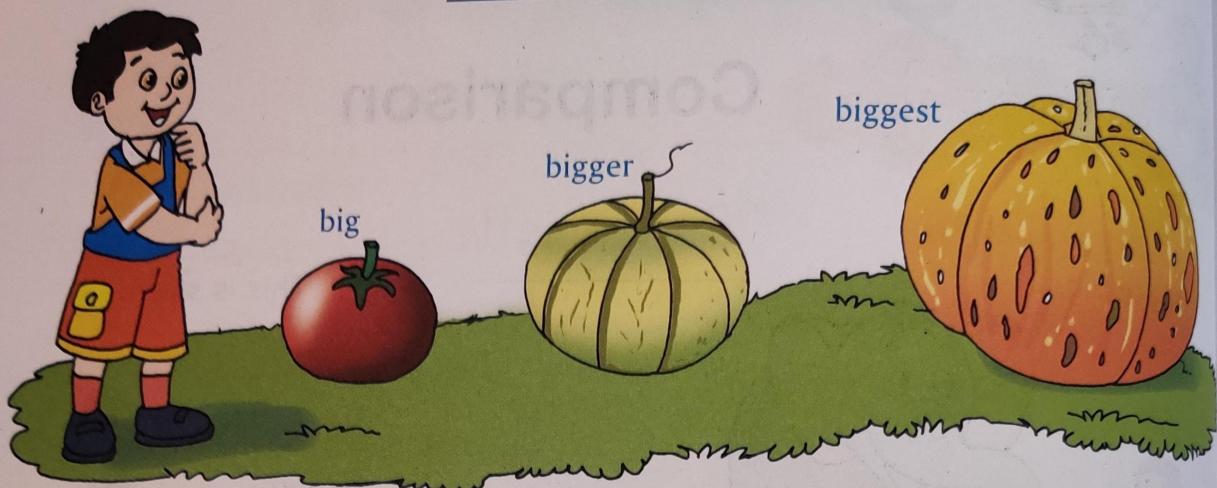
Tick (✓) the big fish :



Teacher Tip:

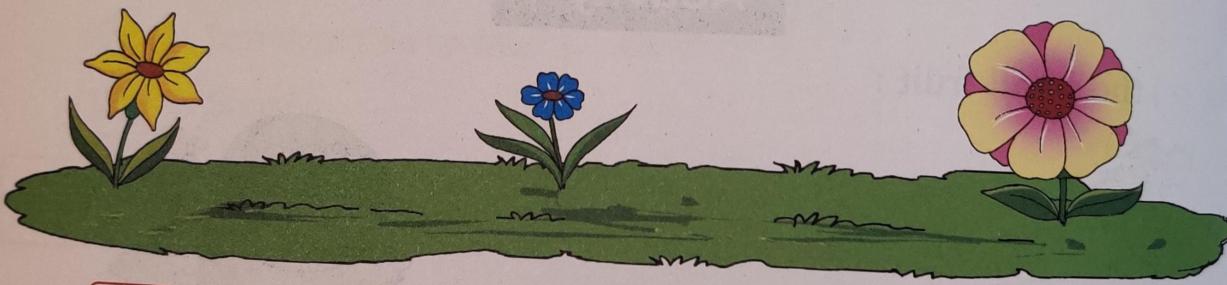
Introduce and emphasise on big/small concept through a game. Keep a basket full of various objects such as ball, bat, book, pencil etc. Ask a student to pick up an object from the basket. Then ask another student to pick something bigger than the first one. This continues till all the things have been picked up. Vary instruction by saying bigger and smaller at random.

Biggest/Smallest

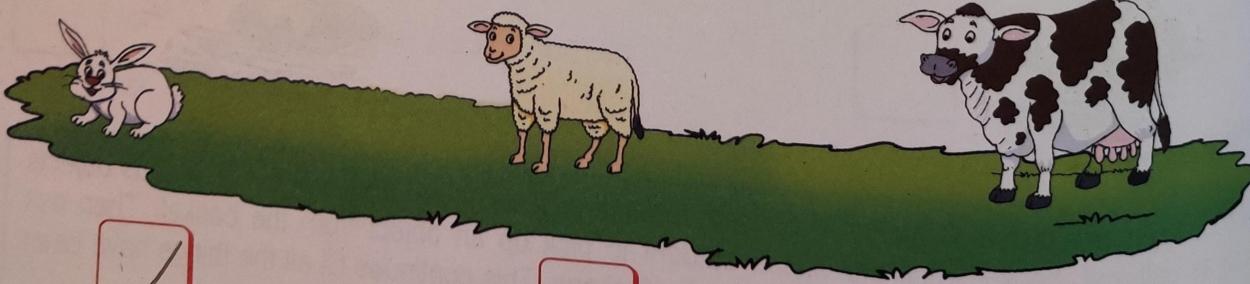


Activity-2

Tick (✓) the biggest :



Tick (✓) the smallest :



Long/Short

My skirt is long.



My skirt is short.



Activity-3

Tick (✓) the child with long hair :



Tick (✓) the short animal :



Tall/Short

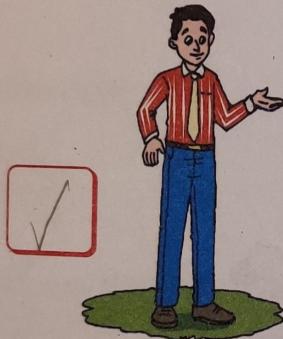


This is short.

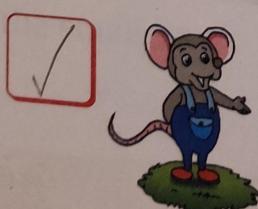


Activity-4

Tick (✓) the tall man :



Tick (✓) the short animal:



Name a friend / classmate who is

- ❖ tall
- ❖ short

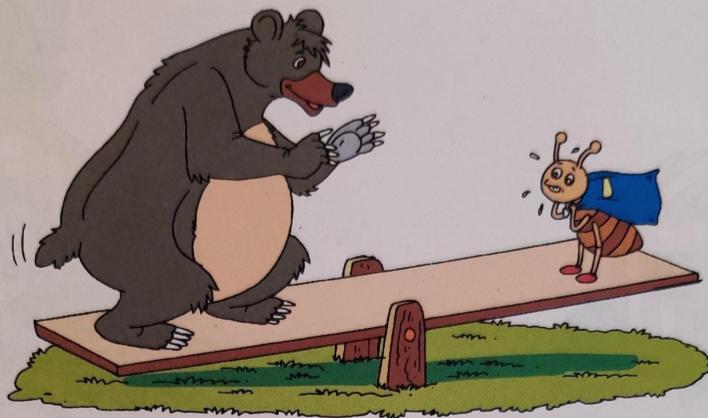
.....Dadu.....
.....Shreya.....

Heavy/Light

This is heavy.

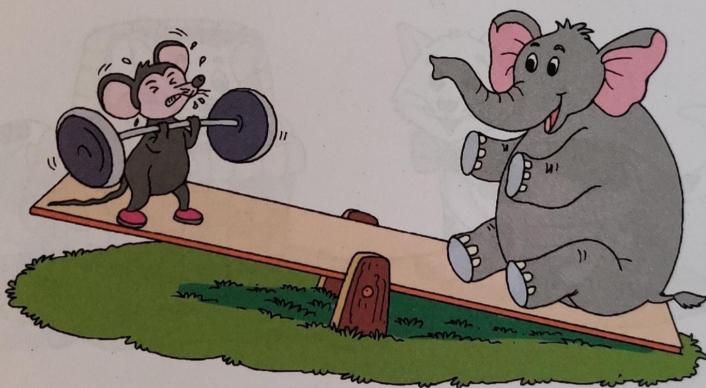


This is light.

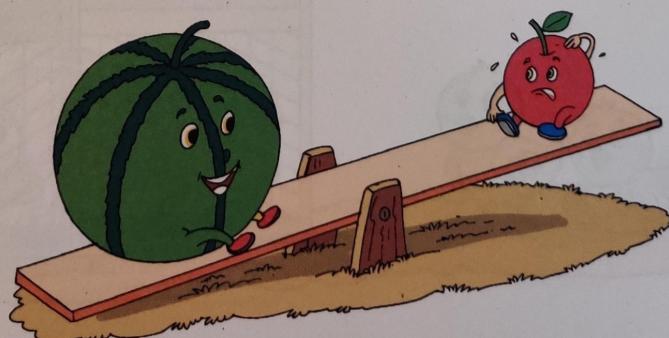


Activity-5

Tick (✓) the heavy animal :



Tick (✓) the fruit which is light :



Inside/Outside



Activity-6

Tick (✓) the cat that is inside the basket :



Tick (✓) the chicks that are outside the box :



More/Less

This is more.

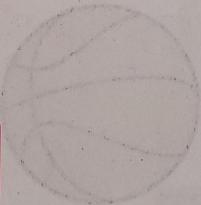


This is less.



Activity-7

Tick (✓) the picture that has more balloons :



Tick (✓) the picture that has less bananas :



Rolling/Sliding

Some objects roll while some slide.



A ball rolls



A book slides

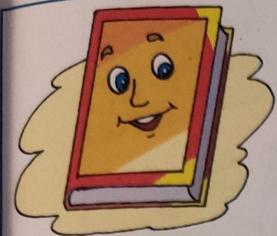
Activity-8

Tick (✓) the objects which roll and cross (✗) the objects which slide :



Same/Different

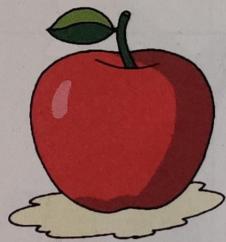
This is different.



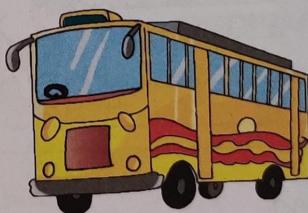
Activity-9

Circle the different one :

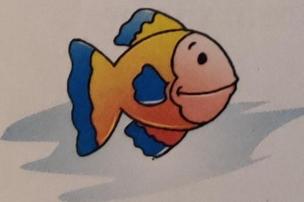
1.



2.



3.



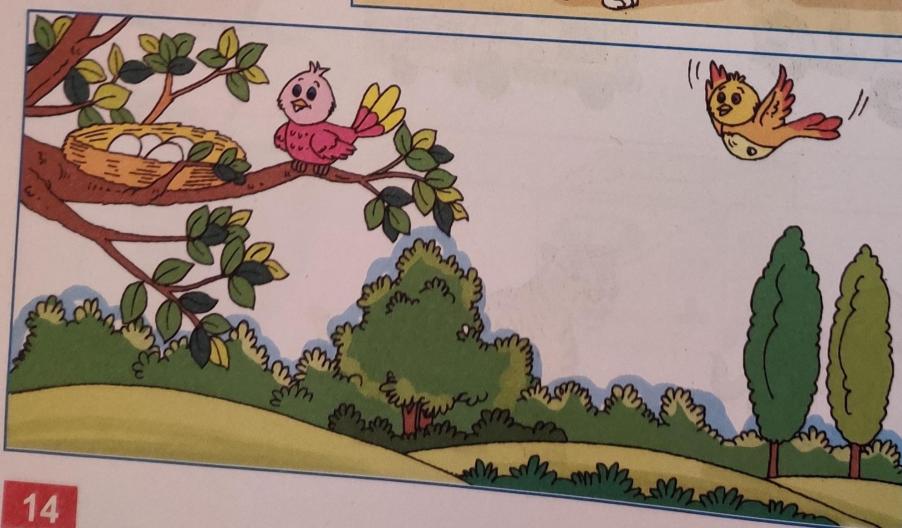
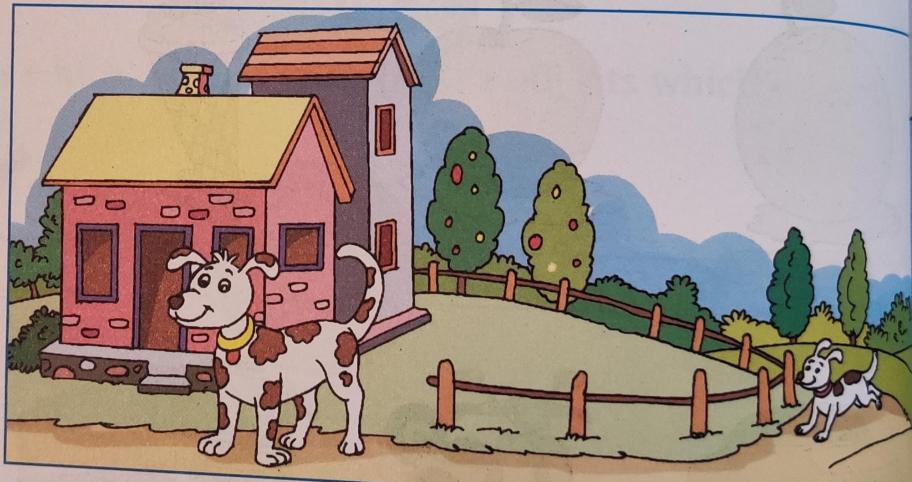
Near/Far

Pinky is far from me.
The duck is near me.



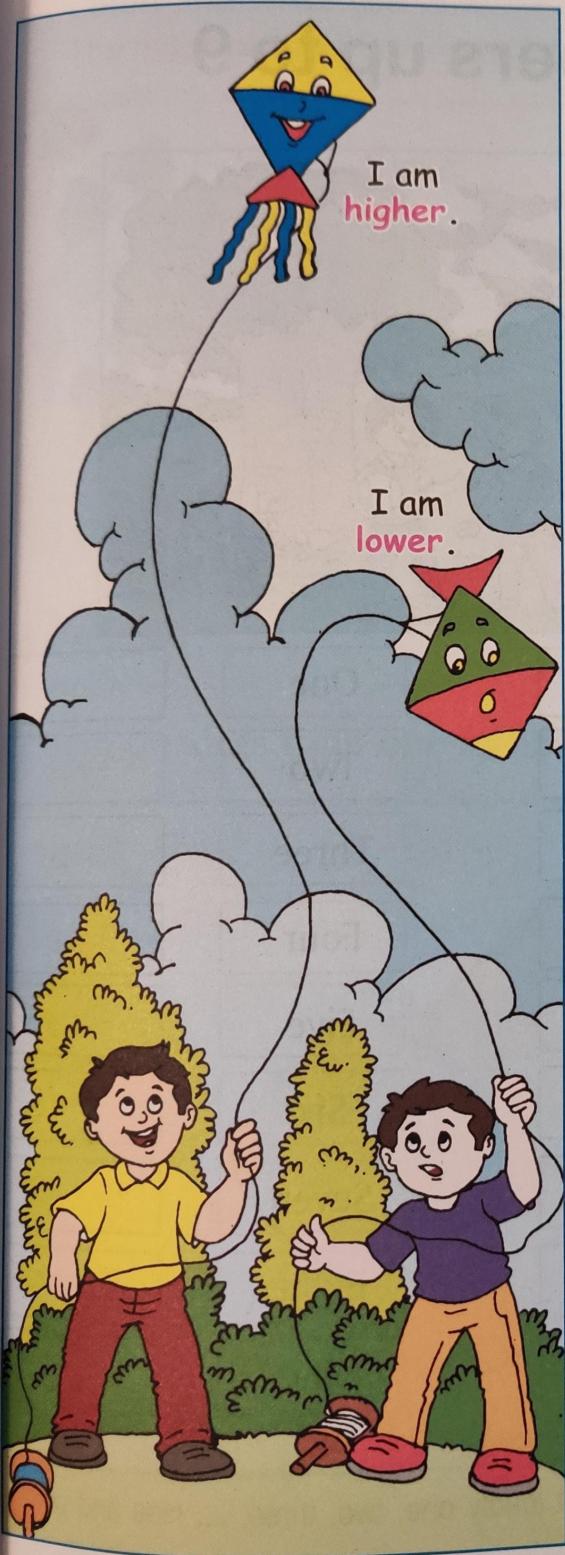
Activity-10

Circle the dog
near the house.



Circle the bird far
from the nest.

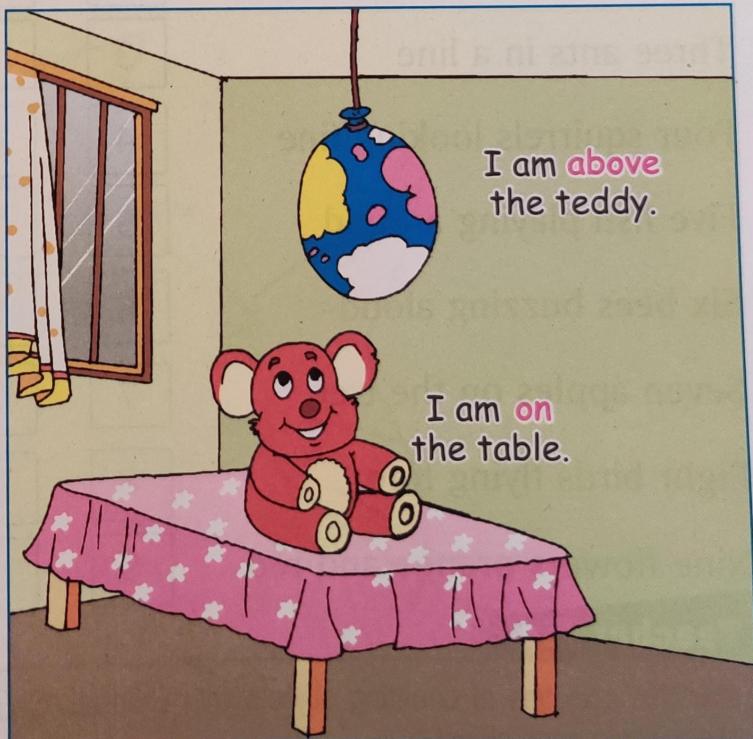
Higher/Lower

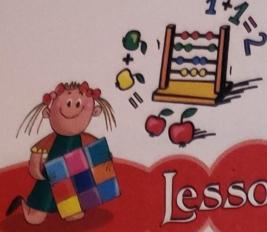


Below/Under



Above/On





Lesson 2

Numbers up to 9



One big yellow sun

1

1

One

One

Two boys having fun

2

2

Two

Two

Three ants in a line

3

3

Three

Three

Four squirrels looking fine

4

4

Four

Four

Five fish playing around

5

5

Five

Five

Six bees buzzing aloud

6

6

Six

Six

Seven apples on the tree

7

7

Seven

Seven

Eight birds flying free

8

8

Eight

Eight

Nine flowers orange and red

9

9

Nine

Nine

Teacher Tip:

Perform activities of counting objects with children. Count loudly one, two, three, ..., nine and point distinctly to each object.

Activity-1

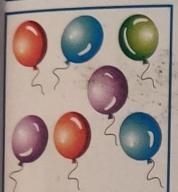
1. Count and write the number and number name.
The first one has been done for you.



3. three



4. Four



7. Seven



9. Nine

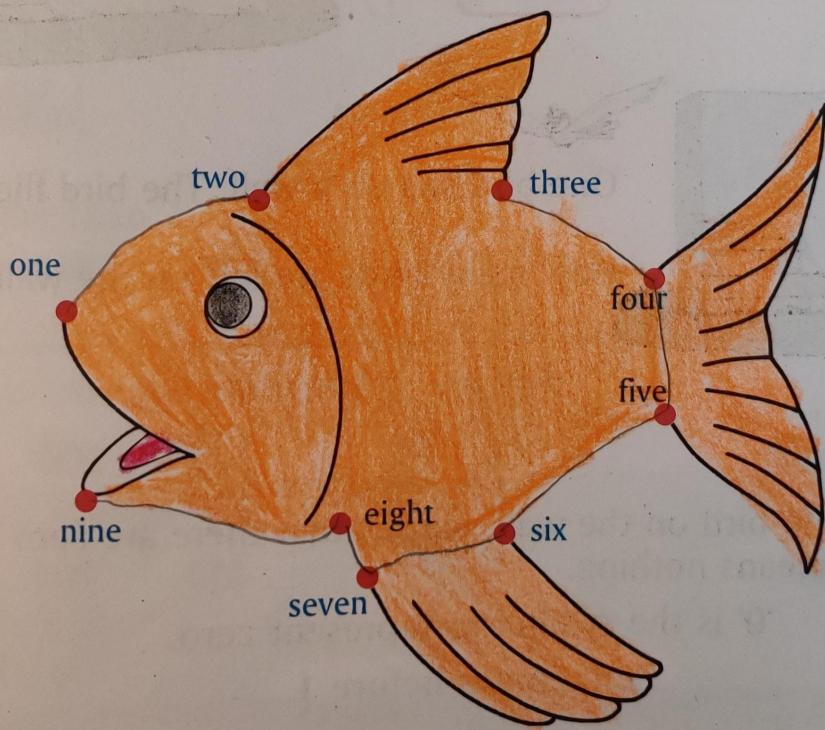


8. Eight



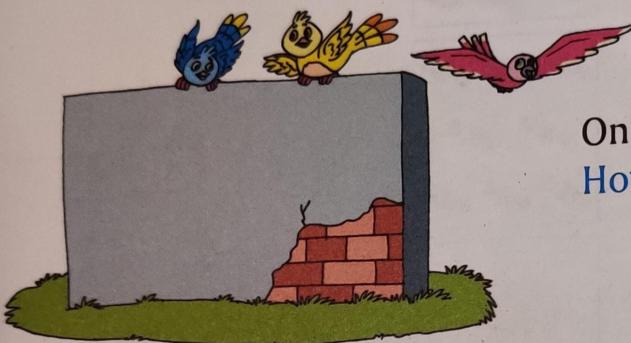
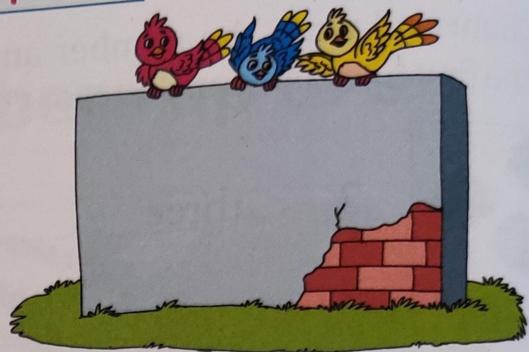
1. One

2. Join the dots from one to nine to complete the picture. Now colour it.

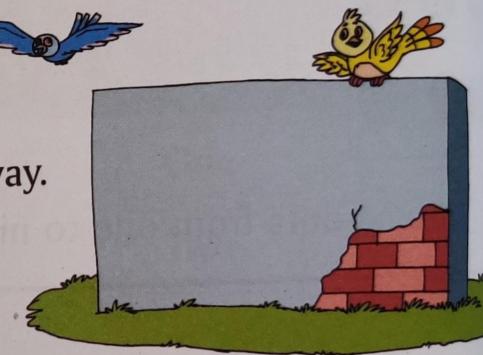


Concept of Zero

3 birds sit on a wall.

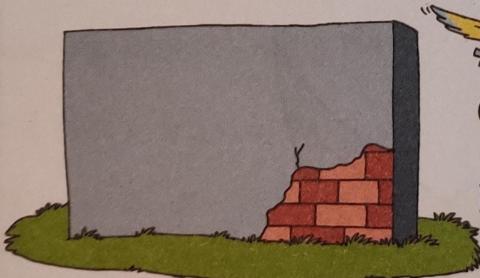


One bird flies away.
How many birds are left?



Two birds sit on a wall. One bird flies away.

How many birds are left?



One bird sits on a wall. The bird flies away.

How many birds are left on the wall?

Zero birds are left.

When there is no bird on the wall, we say that there are zero birds on the wall. Zero means nothing.

'0' is the symbol to represent zero.

Zero comes before 1.

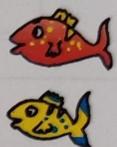
Comparison of Numbers

Greater/Smaller/Equal to

Look at this hungry 'big fish'. It is very very hungry. So, its mouth is open wide.

It has 4 fish on one side and 2 on the other. But the big fish opens its mouth to eat the greater number of fish. So, it goes for the 4 fish with its mouth wide open like this >

(4) or (2)



We write $4 > 2$ and read as 4 is greater than 2.

We write it as

4 2

The fish turns away from the smaller number of fish.

(1) or (3)

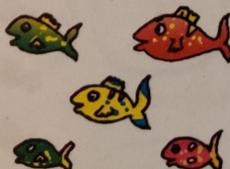


1 is smaller than 3.

We write it as

1 3

The fish is not sure which one to eat now.



(5) or (5)



5 5

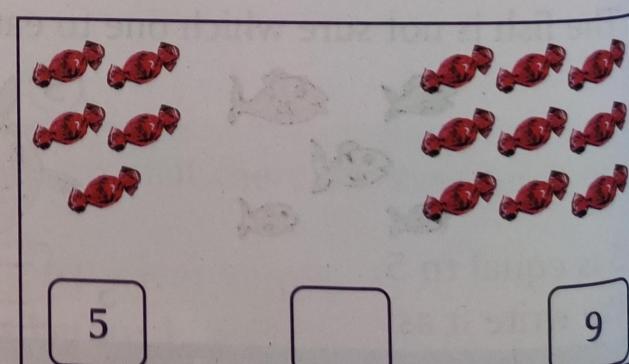
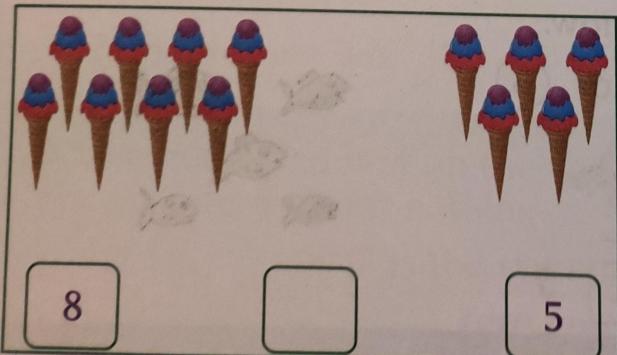
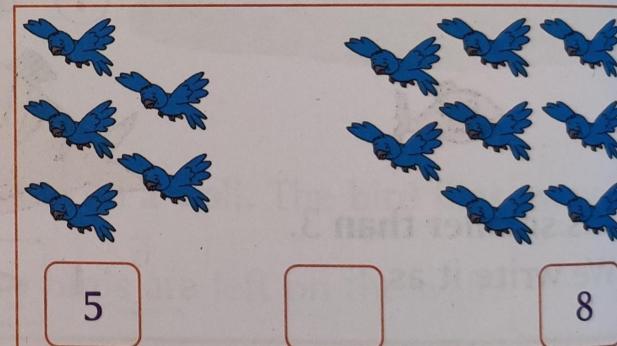
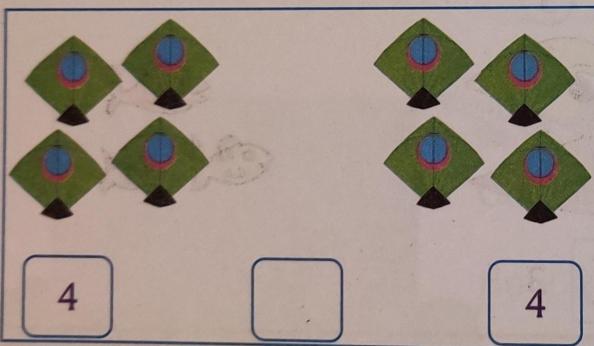
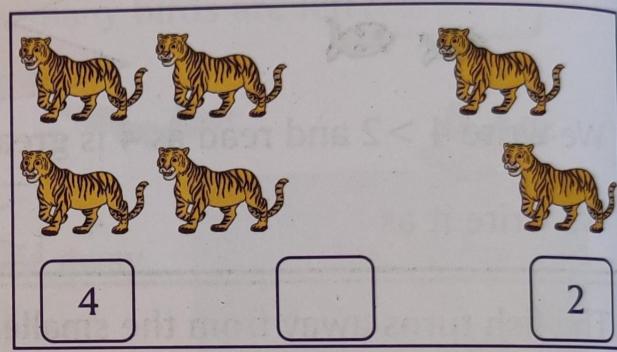
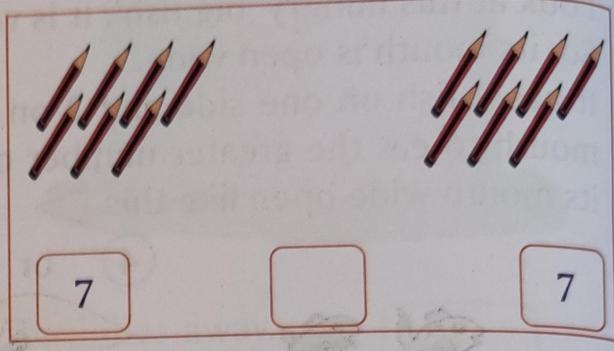
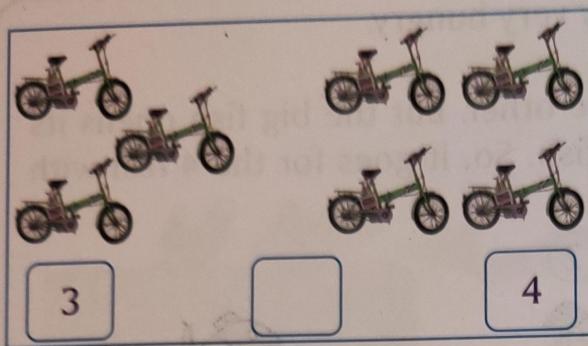
5 is equal to 5.

We write it as

'=' is the symbol to represent equal number of objects.

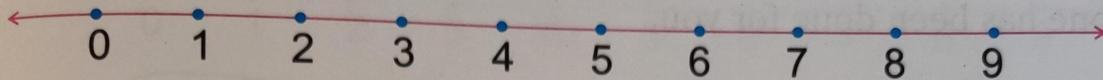
Activity-2

Compare the groups and put the sign $>$, $<$ or $=$.



Comparison on the Number Line

Look at the number line.



The number closer to 0 is smaller.

As you move away from 0, the numbers become greater.

1. Let us take numbers 4 and 6.

4 is closer to 0 than 6.

So, 4 is smaller than 6. We write it as $4 < 6$.

2. At the same time 6 is faraway from 0 than 4.

So, 6 is greater than 4. We write it as $6 > 4$.

Activity-3

Fill in the blanks with $>$ or $<$ using the number line.

The first one has been done for you.

5	<	7	6		1	3		5
9		3	2		3	7		4
5		1	3		7	2		7

Activity-4

Use $>$, $<$ or $=$ to fill in the boxes given below.

The first one has been done for you.

1. 6 is greater than 3.

6 $>$ 3

2. 8 is less than 9.

8 9

3. 4 is greater than 2.

4 2

4. 1 is greater than 0.

1 0

5. 7 is less than 8.

7 8

6. 4 is equal to 4.

4 4

7. 5 is greater than 3.

5 3

8. 3 is less than 7.

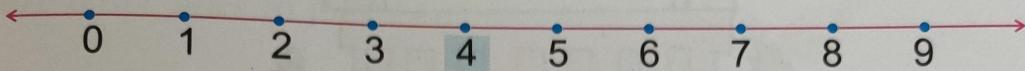
3 7



Remember : The fish opens its mouth towards the greater number.

Before-Between-After

Look at the number 4 on the number line.



The number 3 is on the left of number 4.

So, 3 comes just before 4.

The number 5 is on the right of number 4.

So, 5 comes just after 4.

3 4 5

The number 4 is in between 3 and 5.

Activity-5

1. Which number comes just before 5 ?



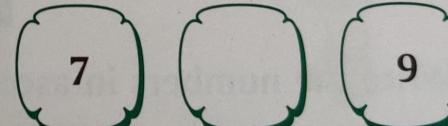
5 6

2. Which number comes just after 2 ?



1 2

3. What comes in between 7 and 9 ?



7 9

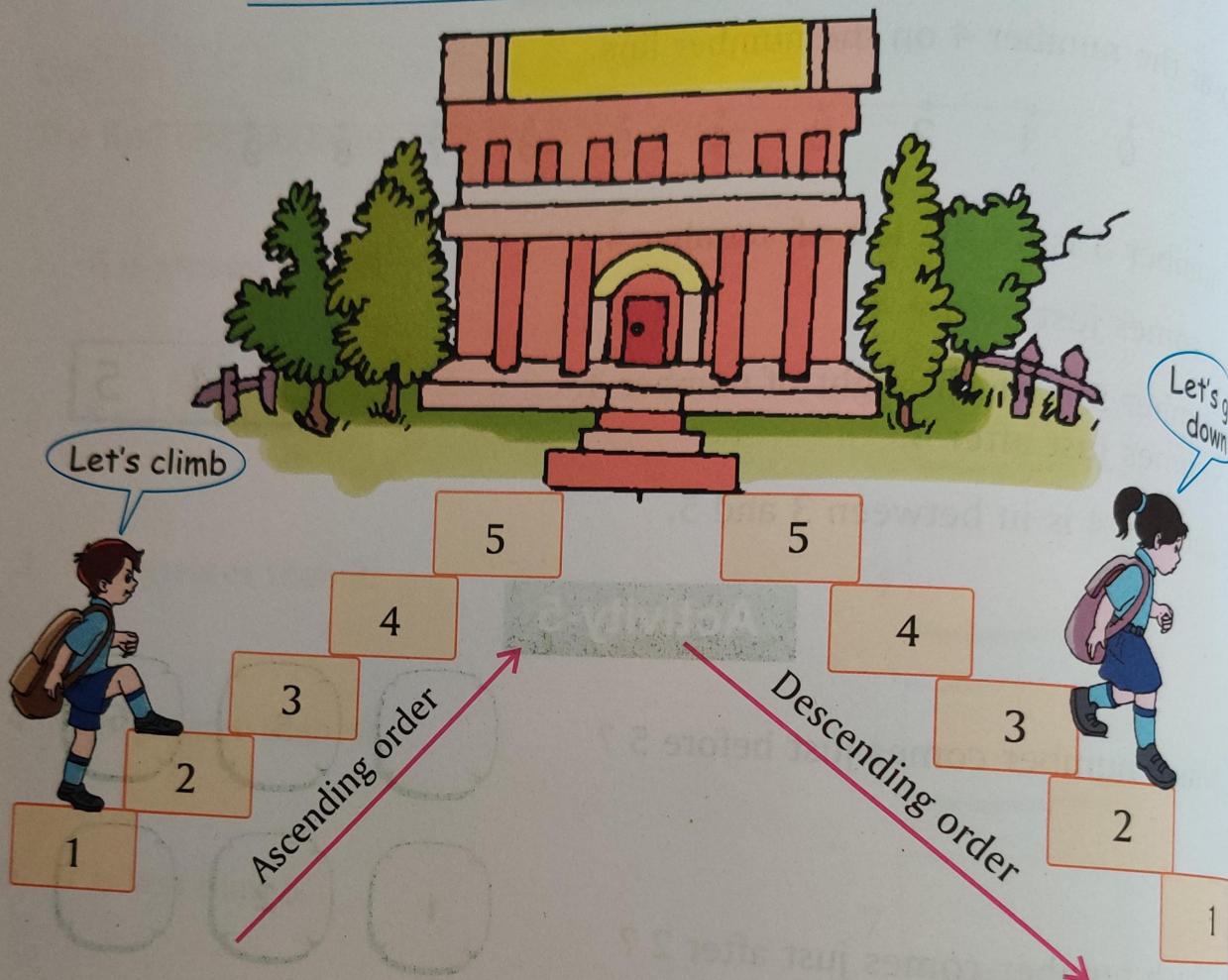
4. Circle all the numbers which come after 3 .

1	4	
5	8	2

5. Circle all the numbers which come before 7 .

4	8	
2	3	6
9		

Ascending and Descending Order



Activity-6

1. Write the numbers in ascending order.

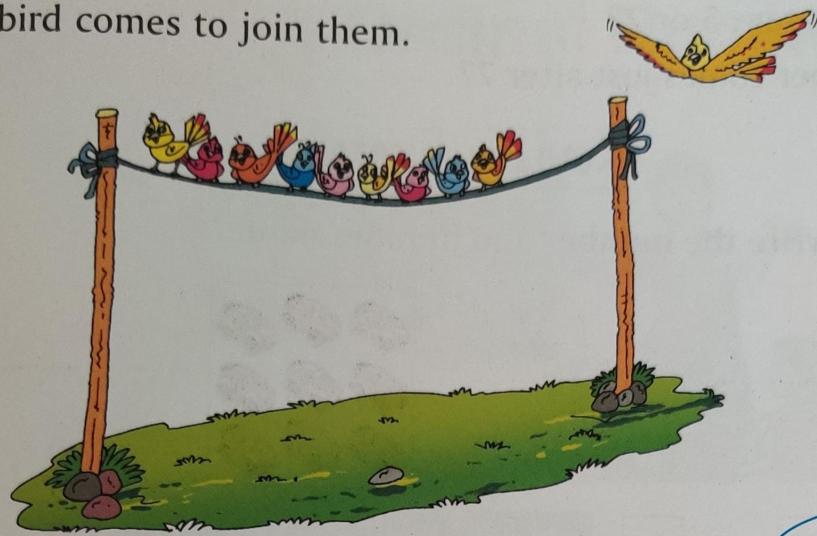
1	2						7	
---	---	--	--	--	--	--	---	--

2. Write the numbers in descending order.

9	8							2
---	---	--	--	--	--	--	--	---

Concept of Tens

Nine birds sit on a rope.
One more bird comes to join them.



Now they are a group of ten.

So, 9 objects and 1 more object make 10 objects.

9 ones and 1 one make ten ones.

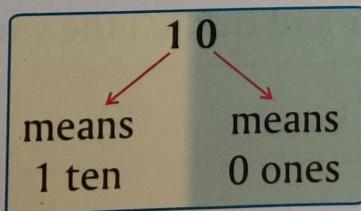
$$9 + 1 = 10$$

Remember :
10 ones = 1 ten



10 is the smallest
2-digit number.

Look at the number :



Oral

1. What comes just after 3?
2. Which is greater : 5 or 2?
3. Which number comes just after 7?

Review Exercise

1. Count and write the number and number name.



8

Eight



9

Nine

2. Use $>$, $<$ or $=$:

(a)

(c)

(b)

(d)

3. Write in ascending order :

9 3 5 4

3 4 5 9

4. Write in descending order :

7 2 8 6

8 7 6 1

5. Circle \circ the largest number and tick (\checkmark) the smallest number :

3

5

6

(8)

2

4