

# MATHS MAGIC

Class - I

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## Foreword

The Government of Andhra Pradesh has unleashed a new era in school education by introducing extensive curricular reforms from the academic year 2020-21. The Government has taken up curricular reforms intending to enhance the learning outcomes of the children with focus on building solid foundational learning and to build up an environment conducive for an effective teaching-learning process. To achieve this objective, special care has been taken in designing the textbooks to achieve global standards.

As a part of the curricular reform, in order to support the designing of textbooks, with better pedagogical strategies, handbooks are given to teachers with elaborate lesson plans. For the practice of the students, workbooks are given which will reinforce the learning in the classroom. Parental handbooks are prepared to impart awareness regarding the teaching-learning process to the parent community. The textbooks are also designed in such a way that the initial two months will focus on the school readiness of the children in order to create a learning environment in the school at the start of the academic year.

In this textbook, concepts are introduced through activities related to daily life incidents, situations, contexts and conversations. To strengthen these concepts, whole class activity, group activity and individual activities are designed. The lessons incorporated are also suitable for multigrade teaching. For additional information on the concepts, QR codes are incorporated in each chapter to enable learning outside the classroom. Care has been taken to ensure that the new textbook is calibrated with the learning requirement of the 21<sup>st</sup> century.

We are grateful to Honourable Chief Minister Sri. Y.S. Jagan Mohan Reddy for being our source of inspiration to carry out this extensive reform in the education department. We extend our gratitude to Dr. Adimulapu Suresh, Honourable Minister of Education for striving towards qualitative education. Our special thanks to Sri. Budithi Rajsekhar, IAS, Principal secretary, School Education, Sri. Vadrevu Chinaveerabhadrudu, IAS, Commissioner, School Education, Ms. Vetriselvi.K, IAS, Special Officer for their constant motivation and guidance.

We convey our thanks to the expert team who studied curriculum from Chicago to Singapore and recommended best practices across the globe to reach global standards. Our sincere thanks to SCERT of Kerala, Tamilnadu, Karnataka and Haryana in designing the textbooks. We also thank our textbook writers, editors, artists and layout designers for their contribution in the development of this textbook. We invite constructive feedback from the teachers and parents in the further refinement of the textbook.

**Dr. B. Pratap Reddy**  
*Director*  
*SCERT – Andhra Pradesh*

## Instructions to Teachers

- ☞ The new text books designed for class 1 to 5 are in accordance with the recommendations of NCF – 2005, RTE – 2009, APSCF – 2011 and NEP – 2019.
- ☞ Use the face sheet placed at the beginning of every lesson as the basis for interacting with the children to encourage, speak and motivate them to listen. Prepare and organize some more activities similar to the activities given in the text book for every concept.
- ☞ The lessons are designed based on the classwise expected learning outcomes and the concepts like number system, measurement, geometry, data handling etc are arranged in a spiral approach.
- ☞ The text book contains three important components under headings like – Try these and Exercise. The questions under the component ‘Try these’, will be direct and simple. Similarly the ‘Exercise’ component contains mixed questionnaire of 2 or 3 concepts.
- ☞ The teacher should read and understand every concept in the text book before going for teaching. Also they should conduct the ‘individual’, ‘group’ and ‘whole class’ activities in the class room. Teacher should use the hand book designed for this purpose.
- ☞ Teacher should prepare and use teaching learning material related to the activities of the text book by using available resources, to make the children understand the concepts.
- ☞ Teacher should provide required practice activities to teach children different concepts keeping in mind the academic standards of the subject.
- ☞ Work book is also provided along with the textbook. The 90 minutes duration of a period should be divided for the practice of the children as follows,
  - ◆ 45 minutes for practising the concepts of text book.
  - ◆ 45 minutes for practising the sums of work book.
- ☞ New text book is designed with exercises and activities. So, in such a way that the pupil will be able to understand the concept of Two digit numbers, Number bonds up to 20, Ordinal numbers, Counting in terms of 100 up to 1000, Writing numbers in words and the ability to add and subtract numbers. In this process locally available objects like pebbles, seeds, sticks, beads etc must be used.

## Our National Anthem

- Rabindranath Tagore

*Jana-gana-mana-adhinayaka jaya he*

*Bharata-bhagya-vidhata*

*Panjaba-Sindhu-Gujarata-Maratha*

*Dravida-Utkala-Banga*

*Vindhya-Himachala-Yamuna-Ganga*

*uchchala-jaladhi-taranga*

*Tava Subha name jage, tave subha asisa mage,*

*gahe tava jaya-gatha.*

*Jana-gana-mangala-dayaka jaya he*

*Bharata-bhagya-vidhata.*

*Jaya he, Jaya he, Jaya he,*

*jaya jaya jaya jaya he.*

## Pledge

- Pydimarri Venkata Subba Rao

India is my country. All Indians are my brothers and sisters.

I love my country and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect,  
and treat everyone with courtesy. I shall be kind to animals.

To my country and my people, I pledge my devotion.

In their well-being and prosperity alone lies my happiness.

## Maths Magic

### Class - I

S. No.	Unit	Month	Page No
	School Readiness	June, July	
1.	Numbers (0-9)	August, September	1-29
2.	Addition	September	30-36
3.	Subtraction	October	37-44
4.	Money	November	45-48
5.	Numbers (10-99)	November, December	49-74
6.	Measurements	December	75-79
7.	Time	January	80-82
8.	Patterns	January	83-86
9.	How many ?	February	87-96
	Revision	March	
	Revision	April	



Teacher Corner



Student Corner

## Learning Outcomes

### 1. NUMBERS (0-9)

Pupils will be able to

- count things in groups
- compare the objects
- count objects up to 9
- separate similar things from the group, count them and write the symbols up to 9
- identify the equal numbers, before, between and after numbers
- identify the bigger and smaller numbers.

### 2. ADDITION(0-9)

Pupils will be able to

- Say the number which is one more than the given number (after number)
- do additions whose sum is less than or equal to 9
- do additions vertically and horizontally
- identify and use the symbol of addition ‘ + ’

### 3. SUBTRACTION (0-9)

Pupils will be able to

- Say the number which is one less than the given number (before number)
- do subtraction up to 9 ( not regrouping)
- do subtractions vertically and horizontally
- identify and use the symbol of Subtraction ‘ - ’

### 4. MONEY

Pupils will be able to

- Identify paise and rupees(coins and notes)
- Apply money to buy things
- Able to tendering up to 20 Rupees

### 5. NUMBERS (10-99)

Pupils will be able to

- count things in groups
- compare the objects

- count objects up to 20
- separate similar things from a given group, count them and write the numbers in symbols up to 99
- identify the equal numbers
- say before, between and after number of a given number
- identify the bigger and smaller numbers from the given numbers.
- identify the patterns in terms of 10's up to 100
- identify the patterns in terms of 100's up to 1000

### 6. MEASUREMENTS

Pupils will be able to

- Identify the non standard units of measurements
- compare the objects heavier- lighter, more - less
- estimate length, weight and volume

### 7. TIME

- Pupils will be able to identify the Morning, Afternoon, Evening, Night

### 8. PATTERNS

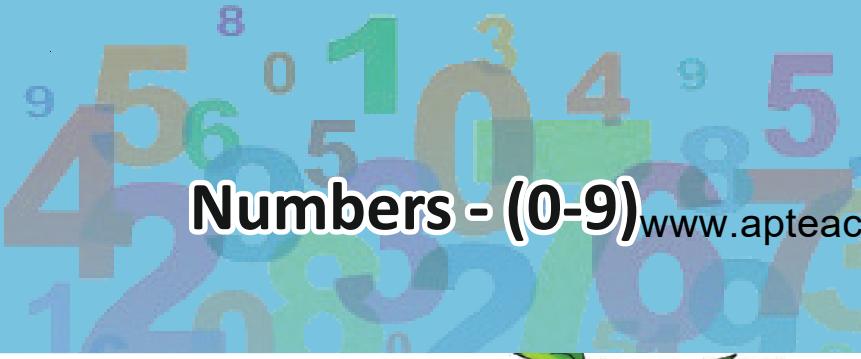
Pupils will be able to

- Identify the Patterns (Shapes)
- Identify the Growing Patterns (Shapes)

### 9. HOW MANY ?

Pupils will be able to

- do additions up to a total of 20
- do additions vertically and horizontally
- do subtraction up to 9 ( not regrouping)
- do subtractions vertically and horizontally
- identify the equal numbers, before, between and after numbers
- identify the bigger and smaller numbers.
- identify the numbers in terms of 10's from 10—100
- identify the numbers in terms of 100's from 100—1000



# Numbers - (0-9)

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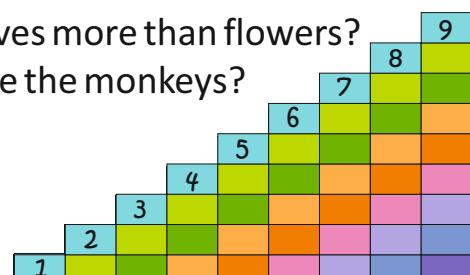
## CHAPTER

1



**Teacher note:** Narrate the story. Get your pupils to observe and speak about the picture. Let them identify the things as per instructions.

1. What do you observe in the picture?
2. What are the children doing?
3. Do you see the teddy bear?
4. How many butterflies are there?
5. How many boys are there?
6. How many balls are there?
7. How many birds are there?
8. Are the leaves more than flowers?
9. How many pots are there?
10. Where are the monkeys?





## Rhyme

www.apteachers.in

**MPUPS**  
**JAYANTHIPURAM**

Sun in the sky- one, one, one.

Hands to man- two, two, two.

Colours in the flag- three, three, three.

Legs to cow- four, four, four.

Fingers to hand- five, five, five.

Faces of dice- six, six, six.

Days in a week- seven, seven, seven.

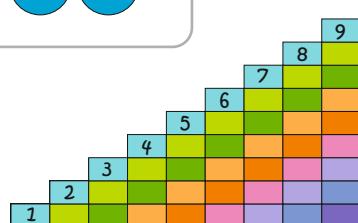
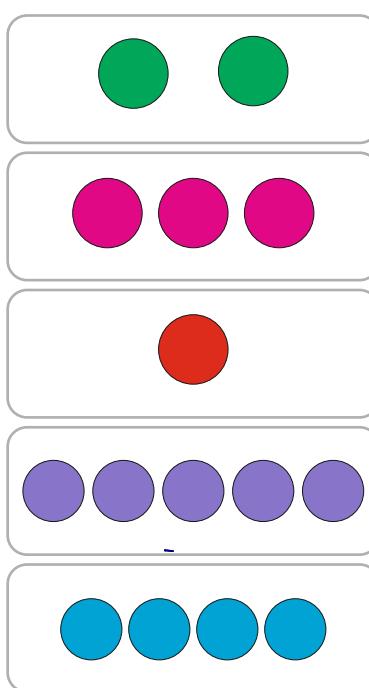
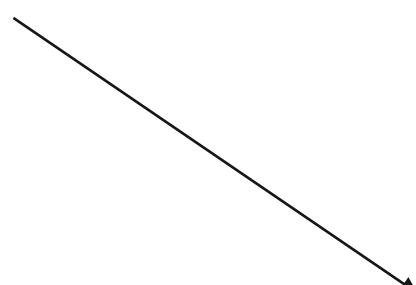
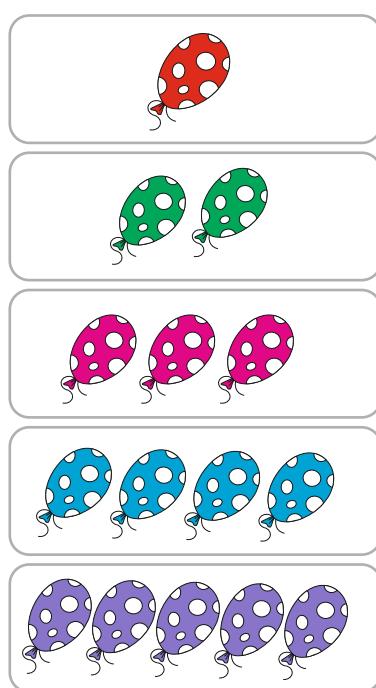
Legs of octopus- eight, eight, eight.

Gems are nine, Gems are nine- nine, nine, nine.



## One To One

Match the following based on the number of objects.



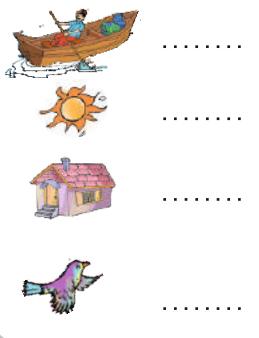


## ONE - 1

Look at the picture given below. Count each thing. Tell the number of things of each type.



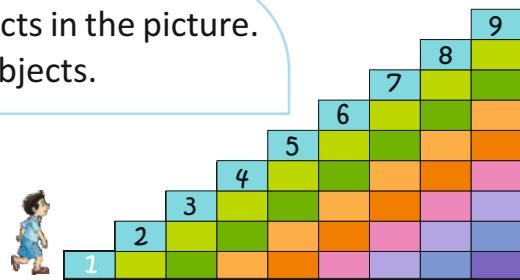
How many?



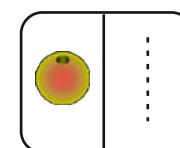
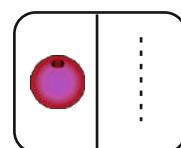
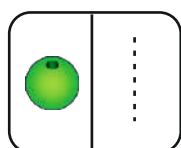
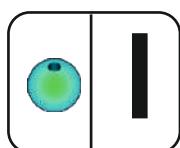
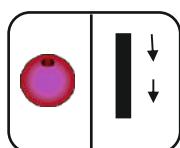
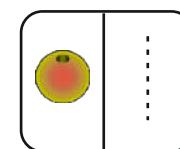
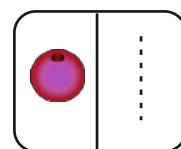
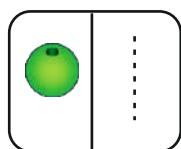
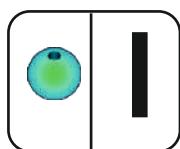
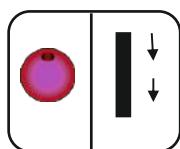
Count and Read.

				<b>1</b>
One balloon	One dot	One rupee	One finger	One

Note: Ask your students to observe the different objects in the picture. Help them count and tell the number of each type of objects.



Count the beads in each box. Read and write the number using dots in each box.



One

One

One

One

One

One

One

One

One

In

RULE :

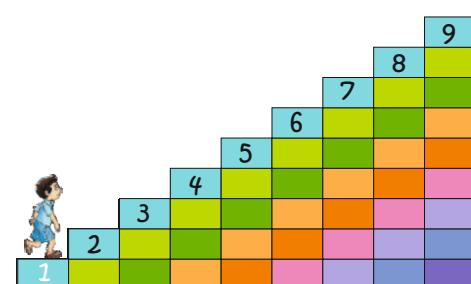
Change from number name to  
number

Out

1



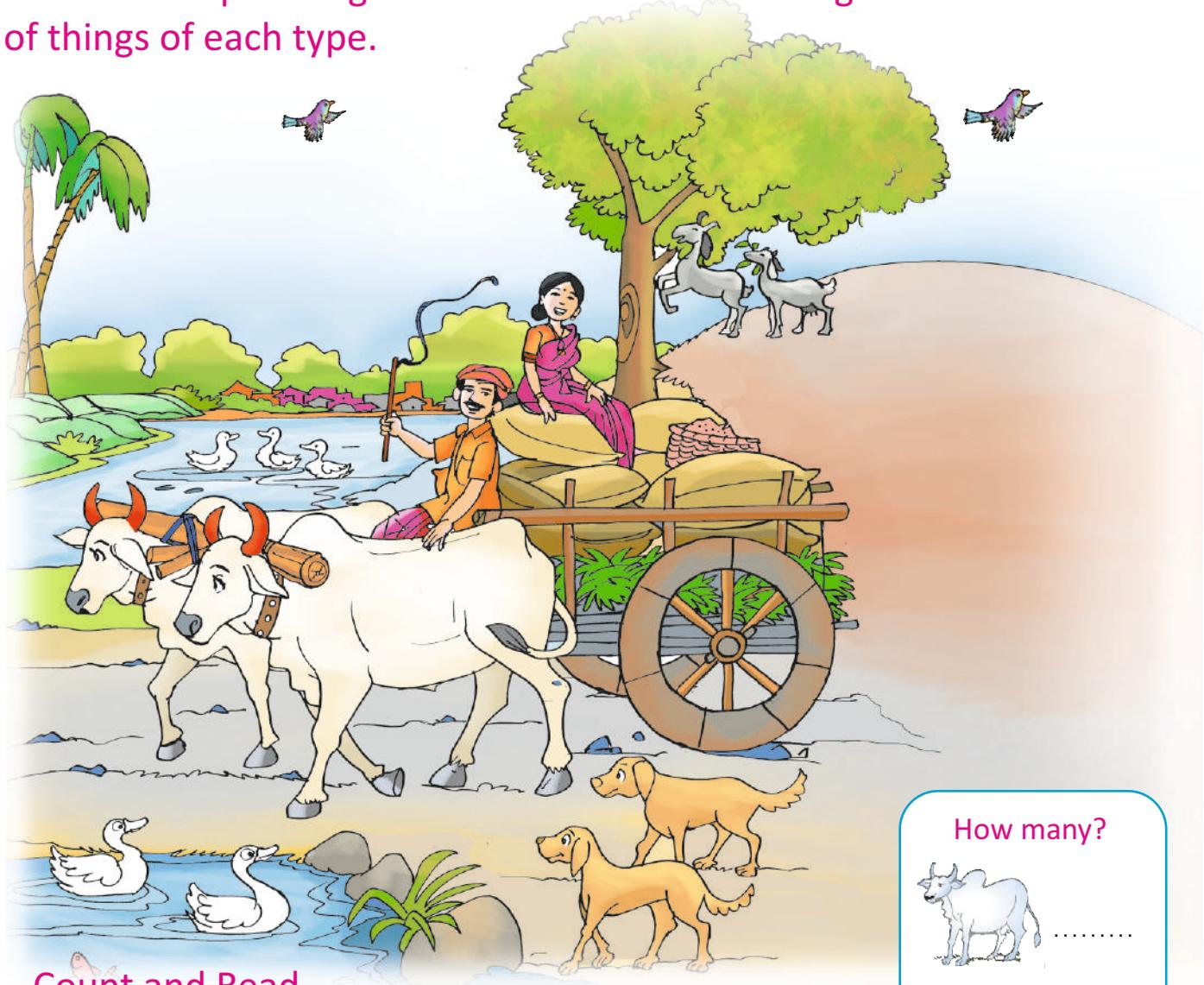
How many tails  
do animals  
have?





## TWO - 2

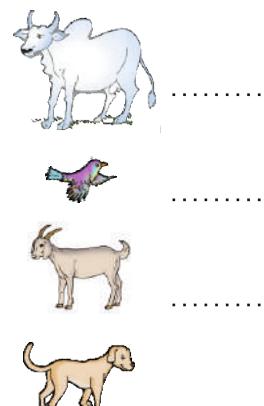
Look at the picture given below. Count each thing. Tell the number of things of each type.



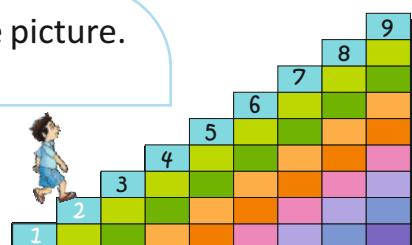
Count and Read.

				<b>2</b>
Two balloons	Two dots	Two rupees	Two fingers	Two

How many?

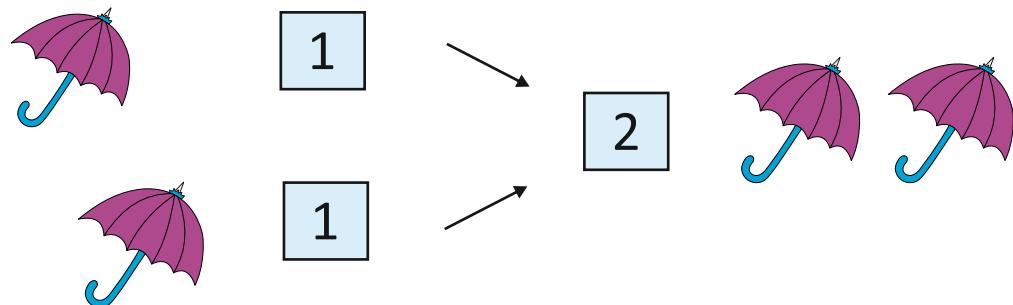


**Note:** Ask your students to observe the different objects in the picture. Help them count and tell the number of each type of objects.

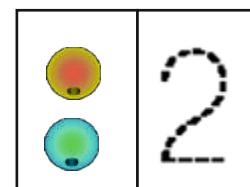
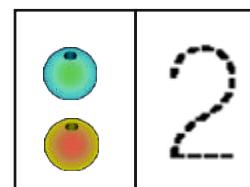
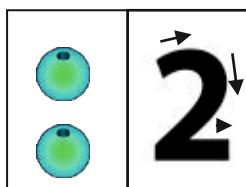
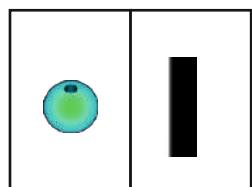


Look and Count.

[www.apteachers.in](http://www.apteachers.in)



Count the beads in each box. Read and write the number using dots in each box.



Two

Two

Two

Two

Two

Two

Two

Two

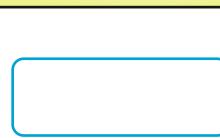
What are the organs  
that are two in  
number in our body?



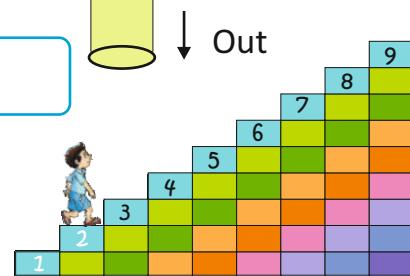
Two

In

RULE :  
Change from number name to  
number form



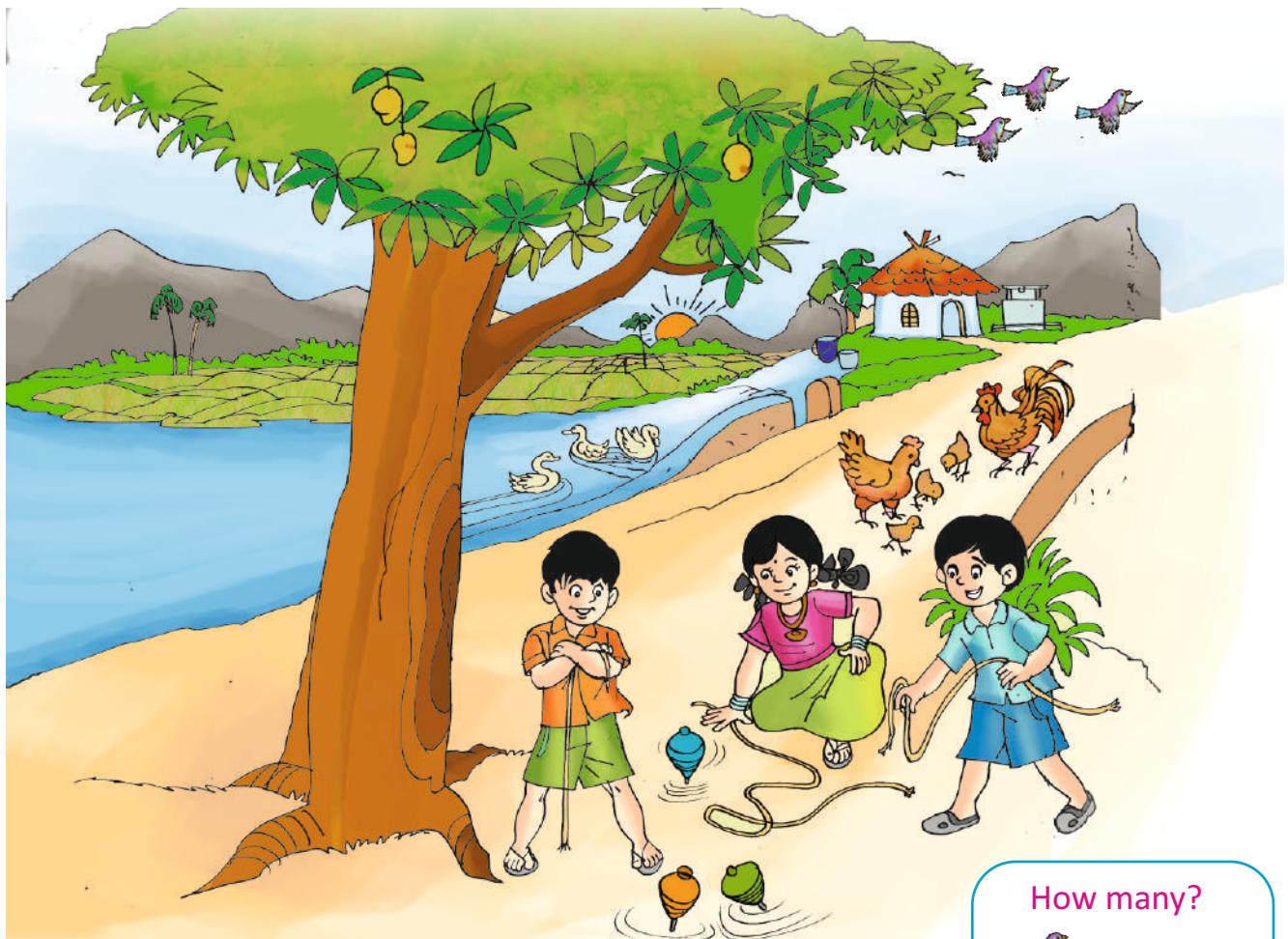
Out





## THREE - 3

Look at the picture given below. Count each thing. Tell the number of things of each type.



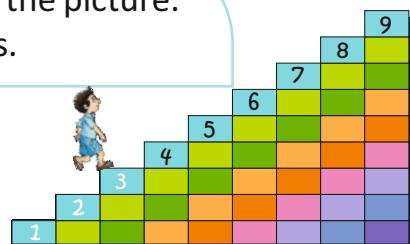
Count and Read.

				<b>3</b>
Three balloons	Three dots	Three rupees	Three fingers	Three

How many?

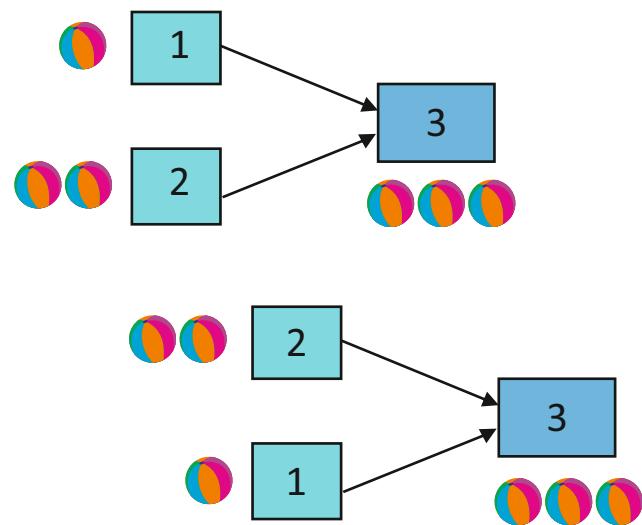
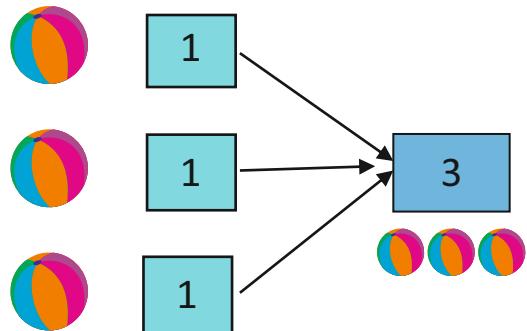
- .....
- .....
- .....
- .....

**Note:** Ask your students to observe the different objects in the picture. Help them count and tell the number of each type of objects.

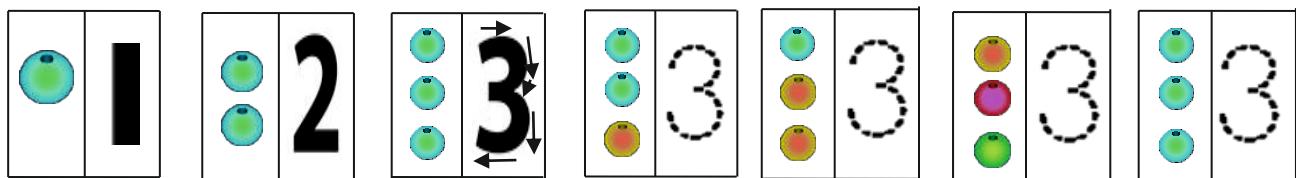


Look and Count.

[www.apteachers.in](http://www.apteachers.in)



Count the beads in each box. Read and write the number using dots in each box.



Three

Three

Three

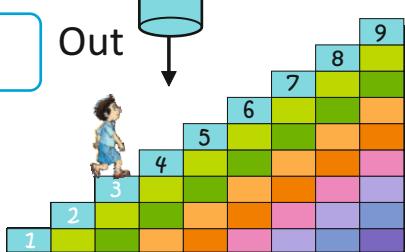
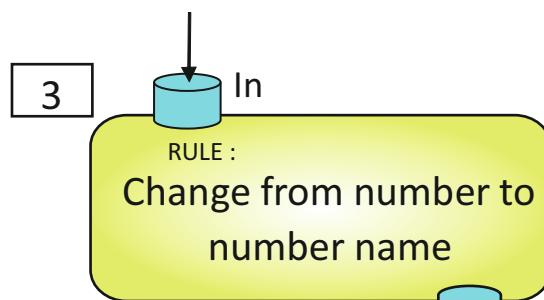
Three

Three

Three



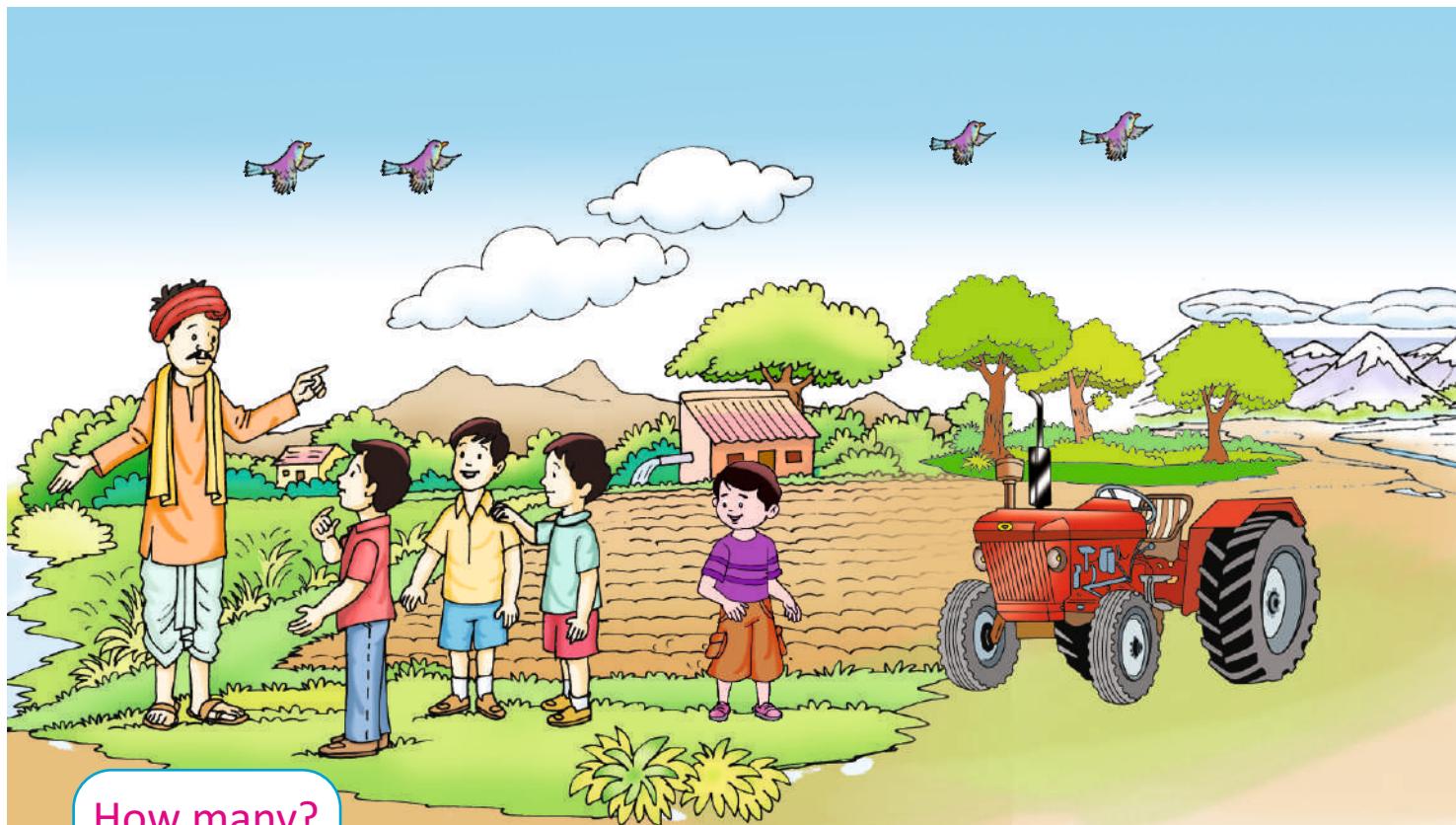
How many colours  
are there in the  
National flag?





## FOUR - 4

Look at the picture given below. Count each thing. Tell the number of things of each type.



How many?



.....



.....



.....

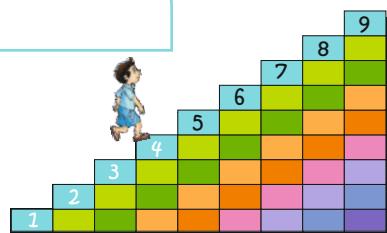


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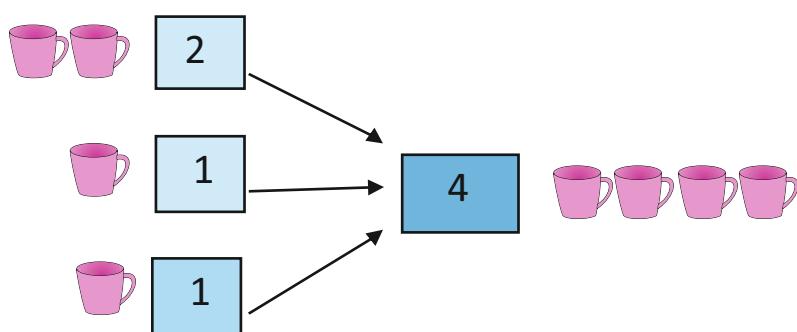
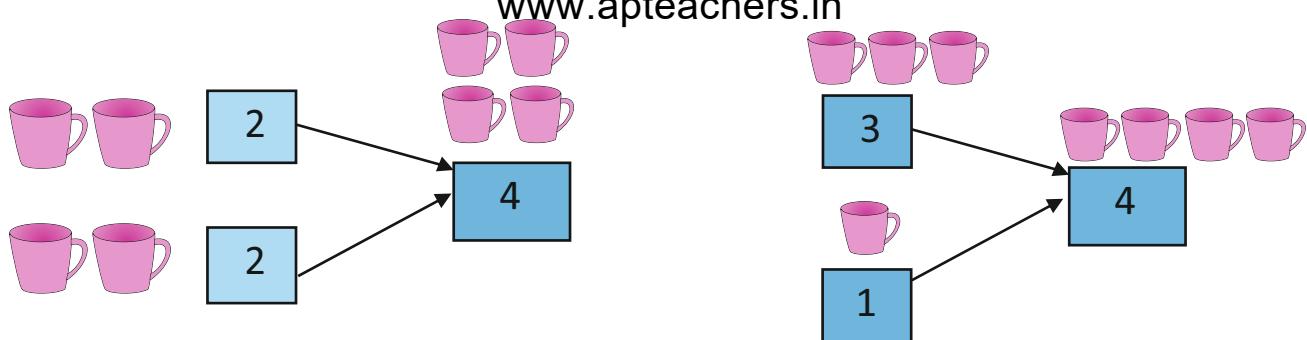
Count and Read.

Four balloons	Four dots	Four rupees	Four fingers	Four

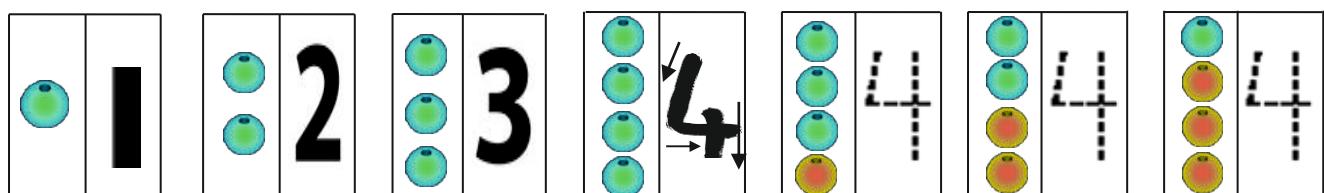
Note: Ask your students to observe the different objects in the picture.  
Help them count and tell the number of each type of objects.



Look and Count.



Count the beads in each box. Read and write the number using dots in each box.



Four

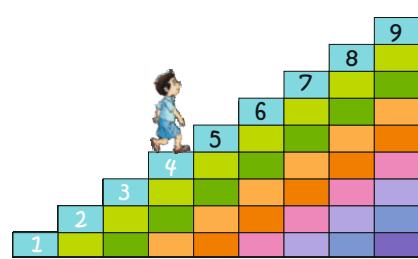
Four

Four

Four

Four

Four





## FIVE - 5

www.apteachers.in

Look at the picture given below. Count each thing. Tell the number of things of each type.



How many?



.....



.....

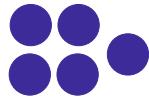
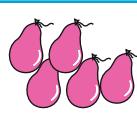


.....



.....

Count and Read.



5

Five  
balloons

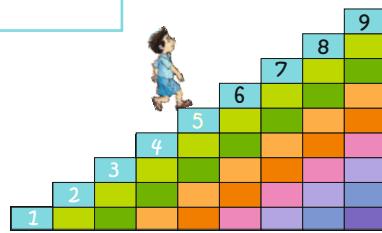
Five  
dots

Five  
rupees

Five  
fingers

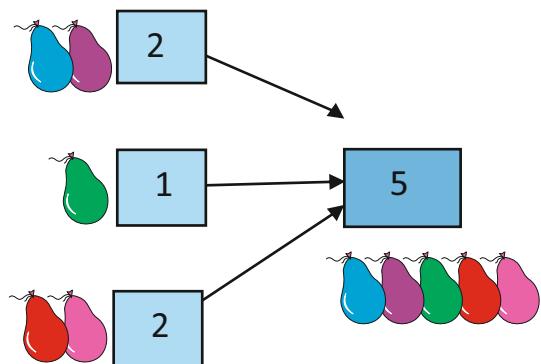
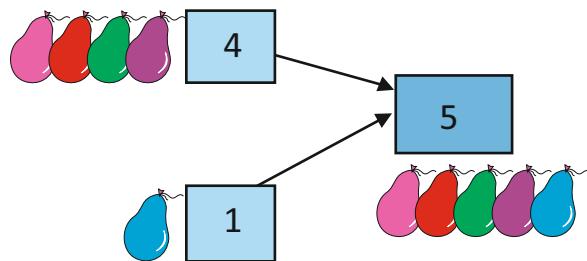
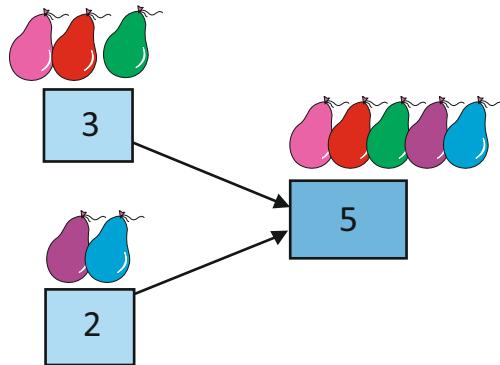
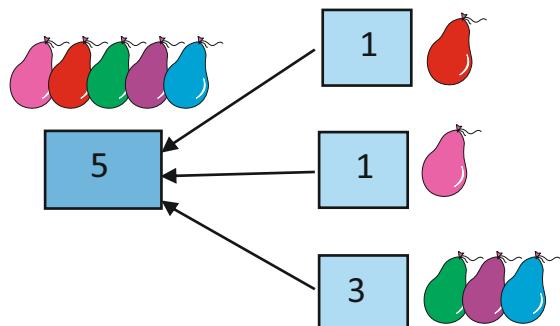
Five

**Note:** Ask your students to observe the different objects in the picture.  
Help them count and tell the number of each type of objects.

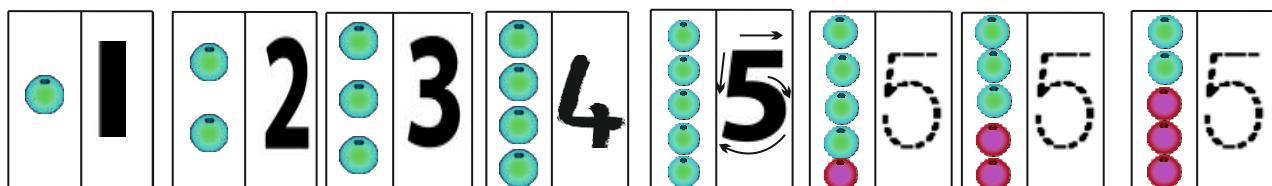


## Look and Count.

www.apteachers.in



Count the beads in each box. Read and write the number using dots in each box.



Five

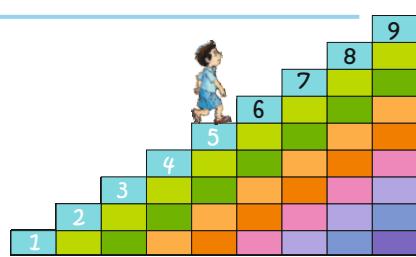
Five

Five

Five

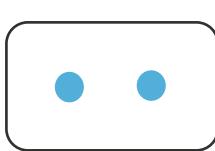
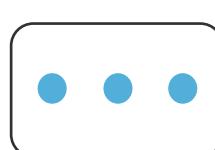
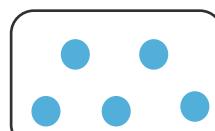
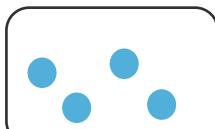
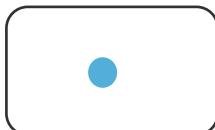
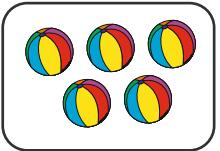
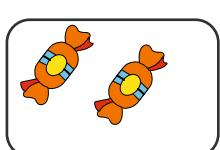
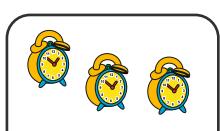
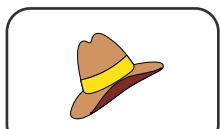
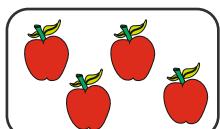
Five

Five



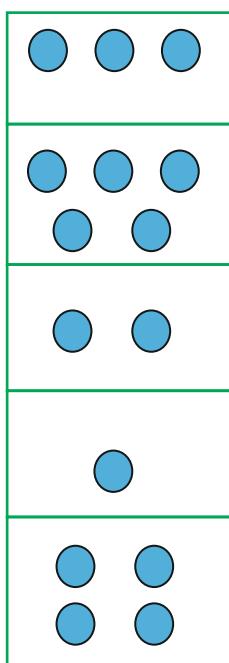
Match the following.

[www.apteachers.in](http://www.apteachers.in)

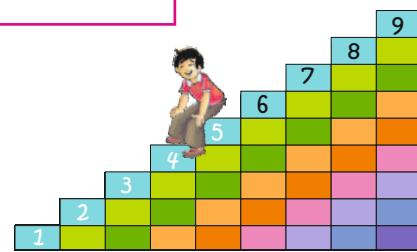


Match the following.

5
3
1
2
4



FIVE  
THREE  
FOUR  
ONE  
TWO



## Numbers 6 TO 9

[www.apteachers.in](http://www.apteachers.in)

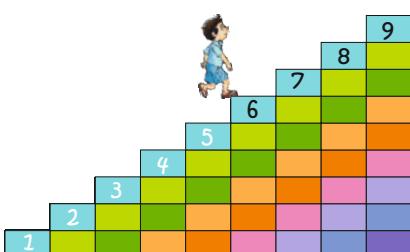
Look at the picture given below. Count each thing. Tell the number of things of each type.



Get your pupils to observe above picture.

1. What do you observe in the picture?
2. How many children are there?
3. How many mangoes are there?
4. How many ants are there?

**Note:** Ask some more questions by using the picture.





Look at the picture given below. Count each thing. Tell the number of things of each type.



How many?



.....



.....

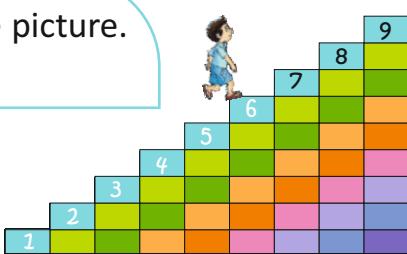


.....

Count and Read.

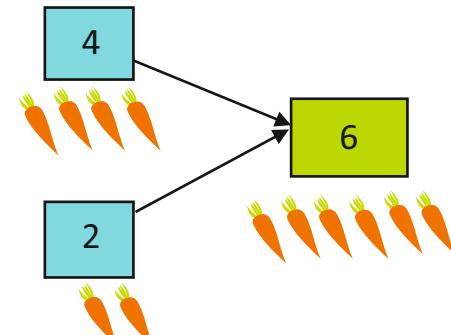
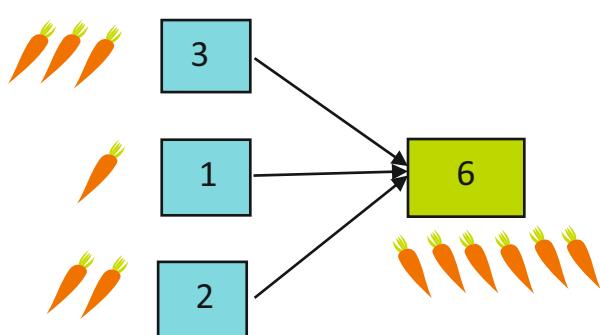
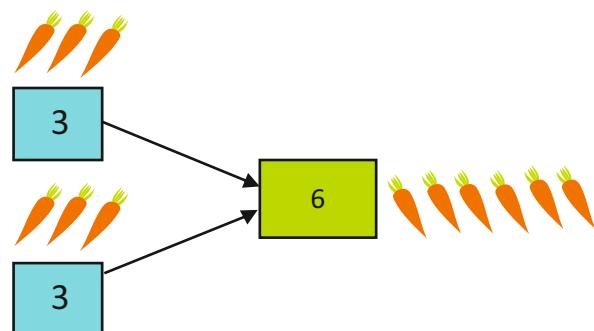
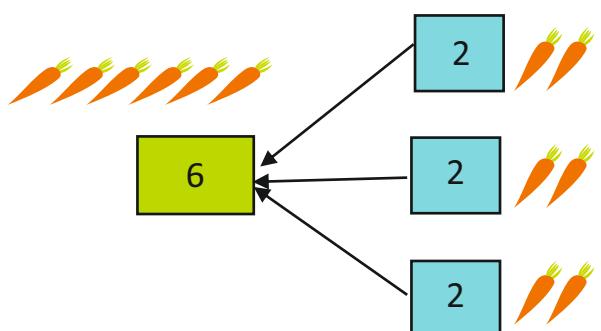
			<big>6</big>
Six balloons	Six dots	Six rupees	Six

Note: Ask your students to observe the different objects in the picture. Help them count and tell the number of each type of objects.

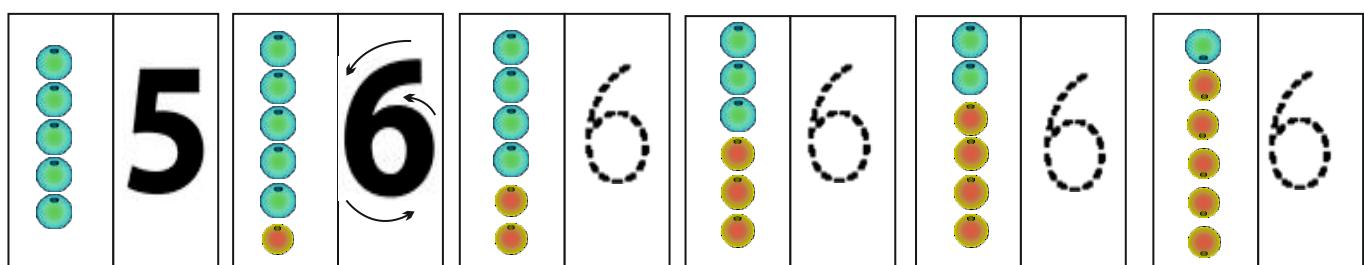


Look and Count.

[www.apteachers.in](http://www.apteachers.in)



Count the beads in each box. Read and write the number using dots in each box.



Six

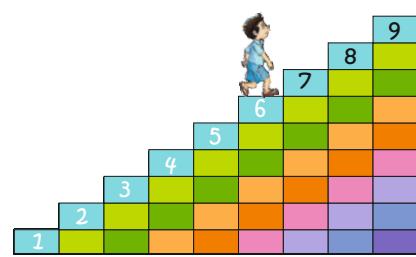
Six

Six

Six

Six

Six

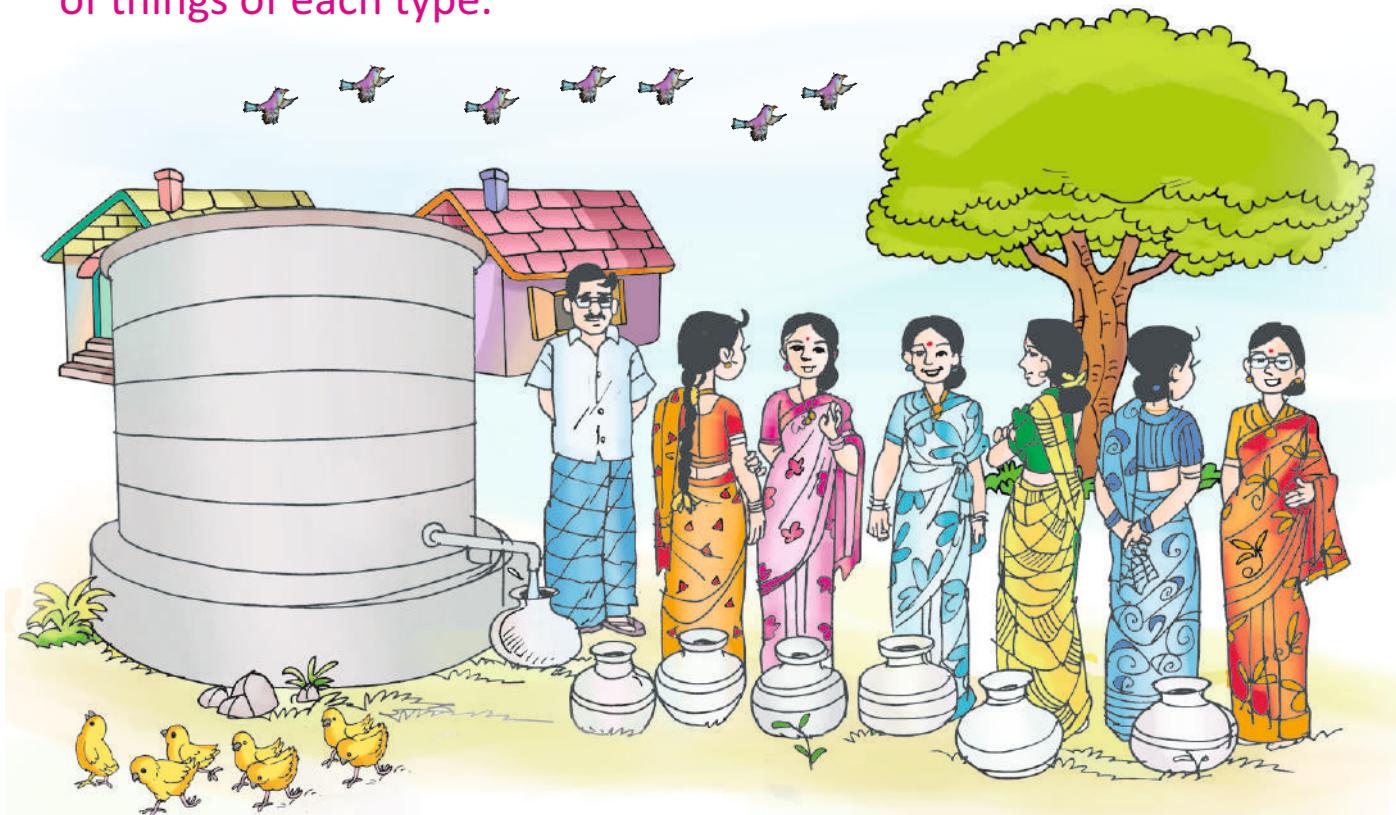




## SEVEN - 7

[www.apteachers.in](http://www.apteachers.in)

Look at the picture given below. Count each thing. Tell the number of things of each type.



How many?



.....



.....

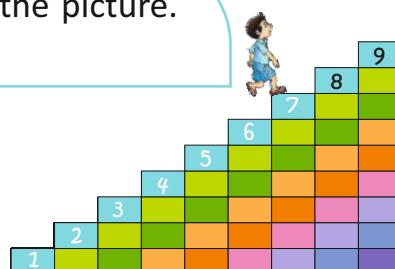


.....

Count and Read.

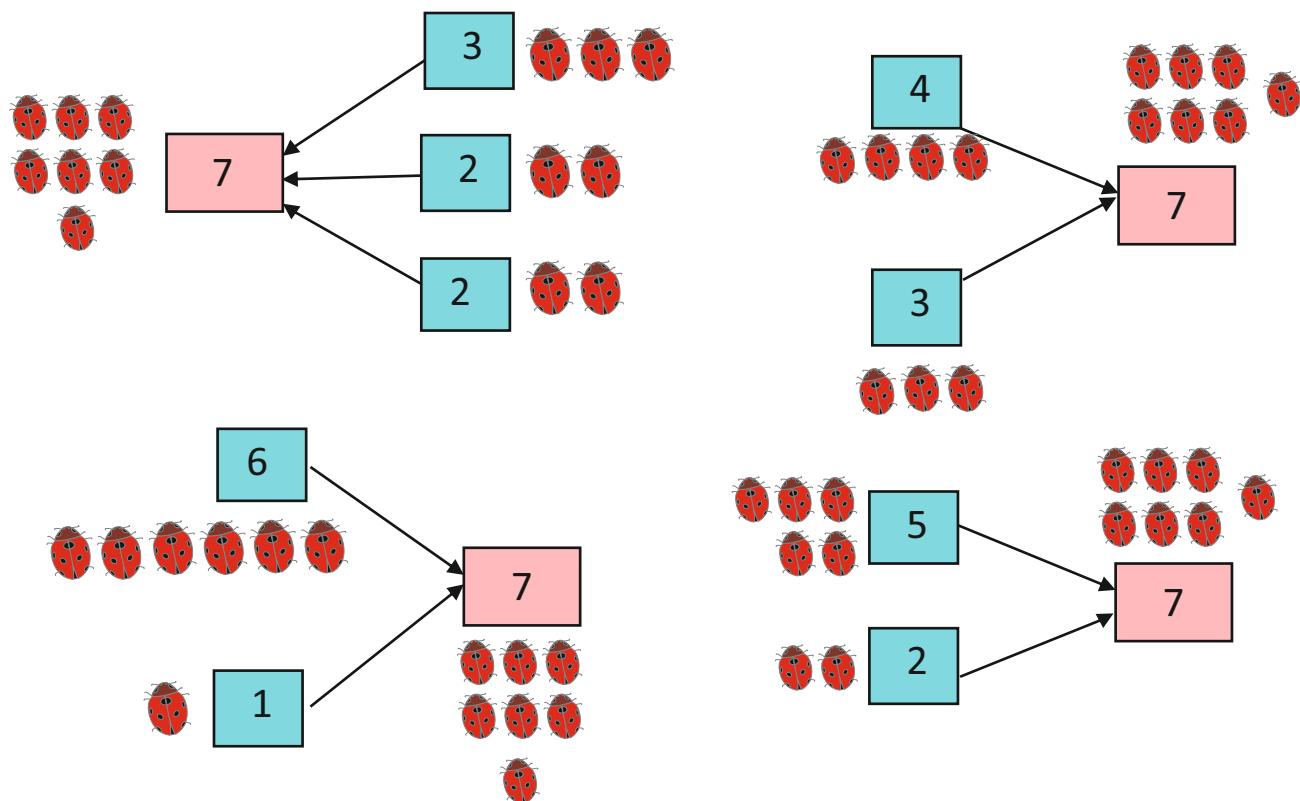
Seven balloons	Seven dots	Seven rupees	Seven

Note: Ask your students to observe the different objects in the picture.  
Help them count and tell the number of each type of objects.

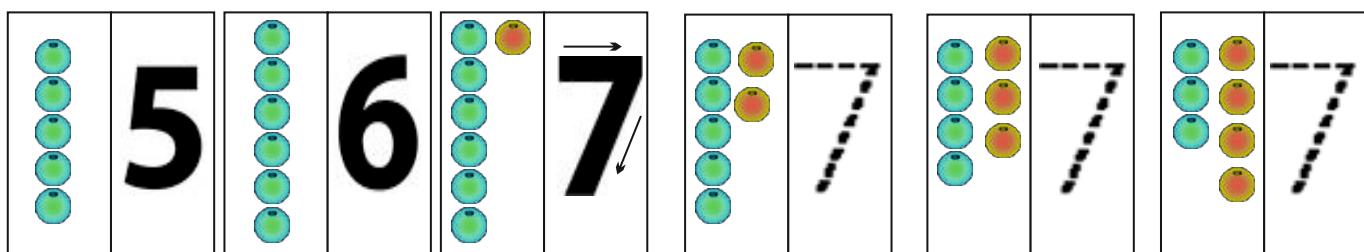


Look and Count.

[www.apteachers.in](http://www.apteachers.in)



Count the beads in each box. Read and write the number using dots in each box.



Seven

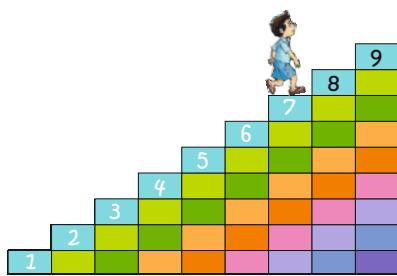
Seven

Seven

Seven

Seven

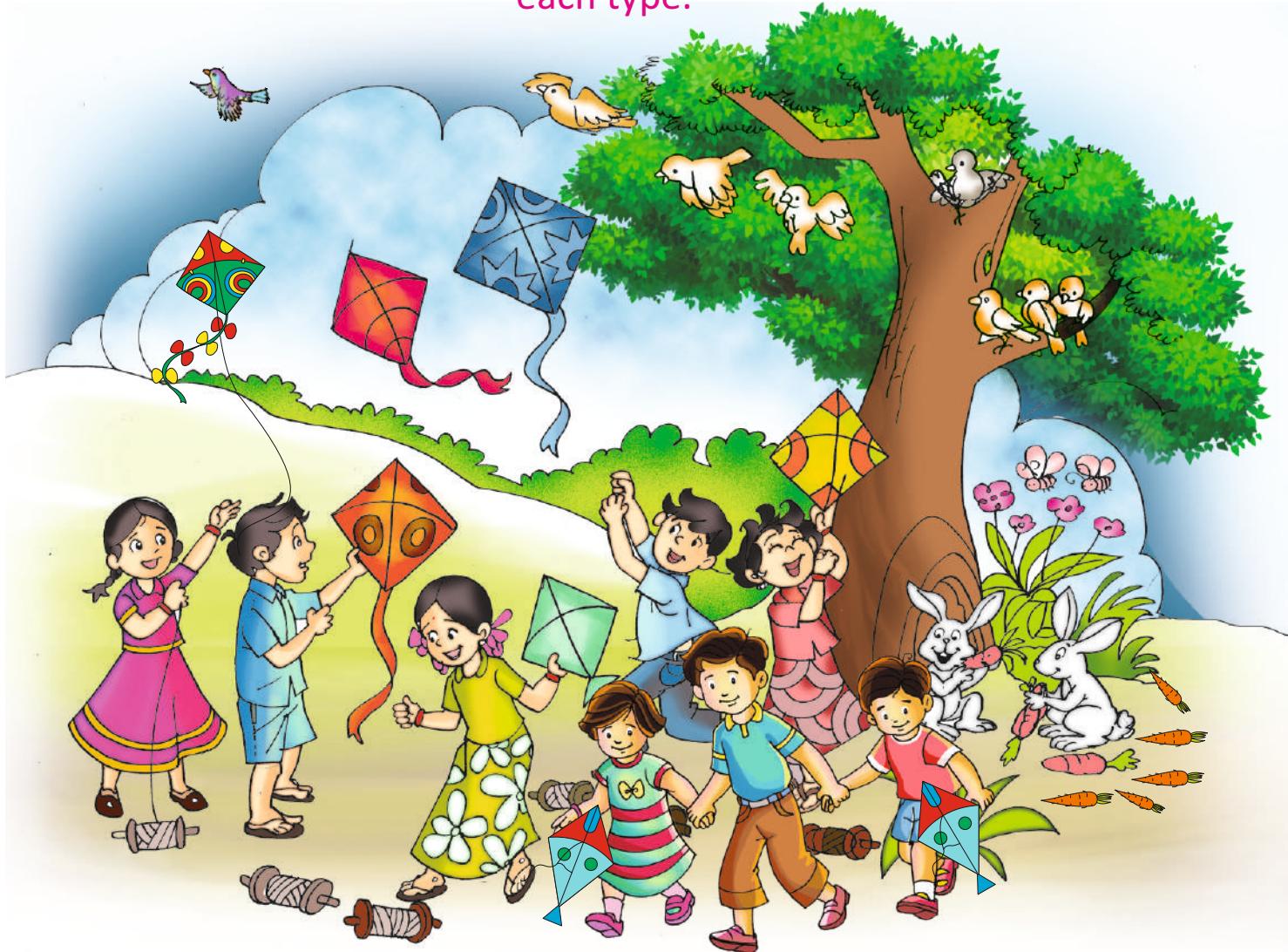
Seven





## EIGHT - 8

Look at the picture given below. Count each thing. Tell the number of things of each type.



How many?



.....



.....

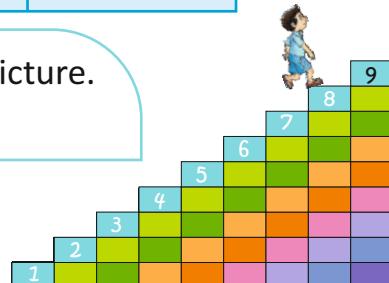


.....

Count and Read.

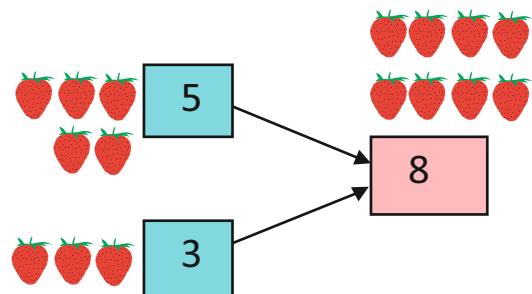
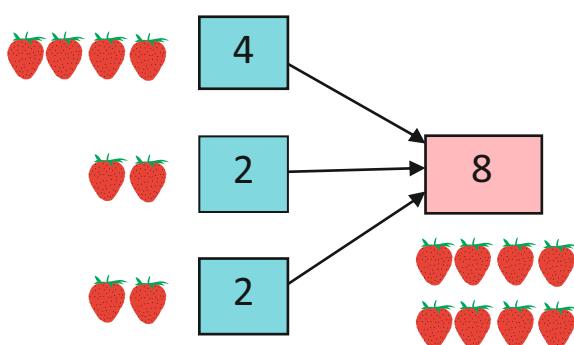
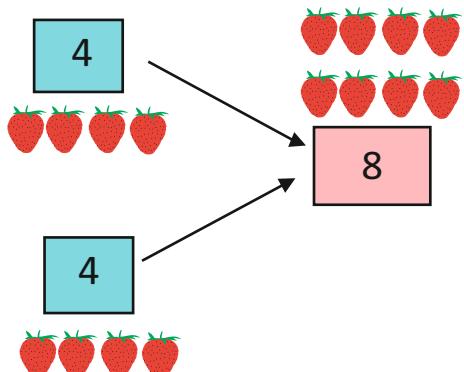
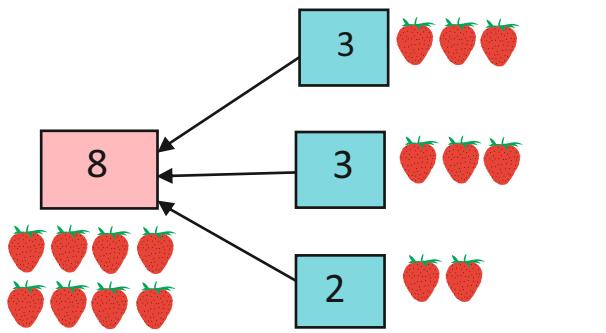
			<b>8</b>
Eight balloons	Eight dots	Eight rupees	Eight

**Note:** Ask your students to observe the different objects in the picture. Help them count and tell the number of each type of objects.

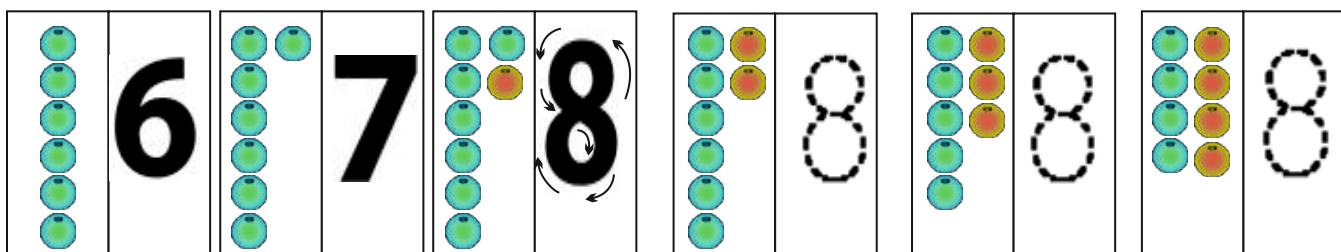


## Look and Count.

[www.apteachers.in](http://www.apteachers.in)



Count the beads in each box. Read and write the number using dots in each box.



Eight

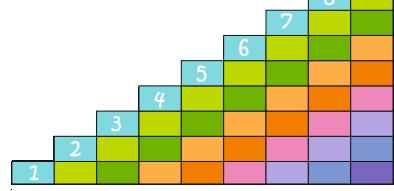
Eight

Eight

Eight

Eight

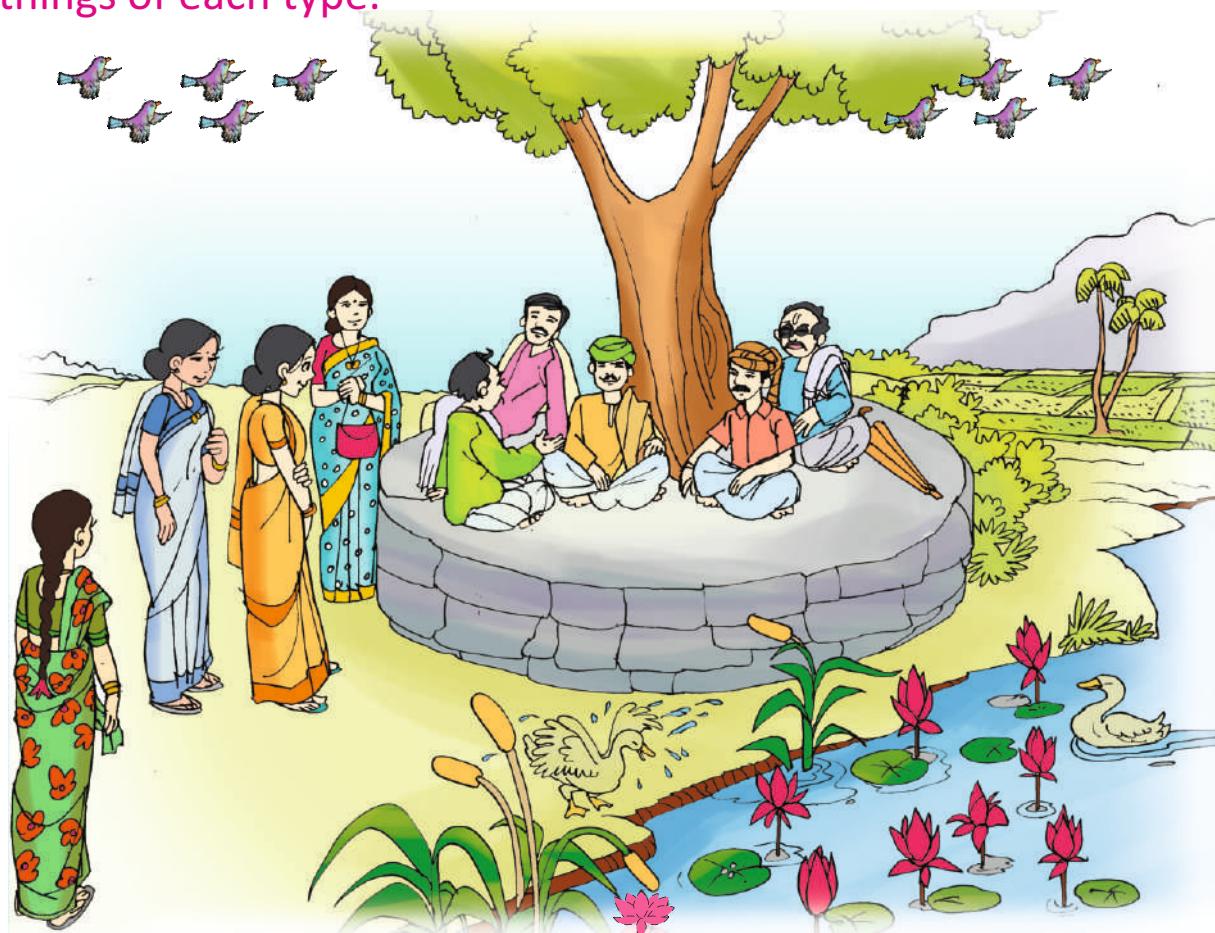
Eight





## NINE - 9

Look at the picture given below. Count each thing. Tell the number of things of each type.



How many?



.....



.....

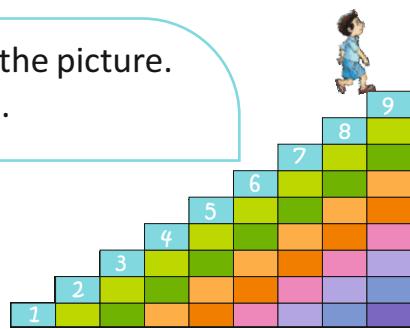


.....

Count and Read.

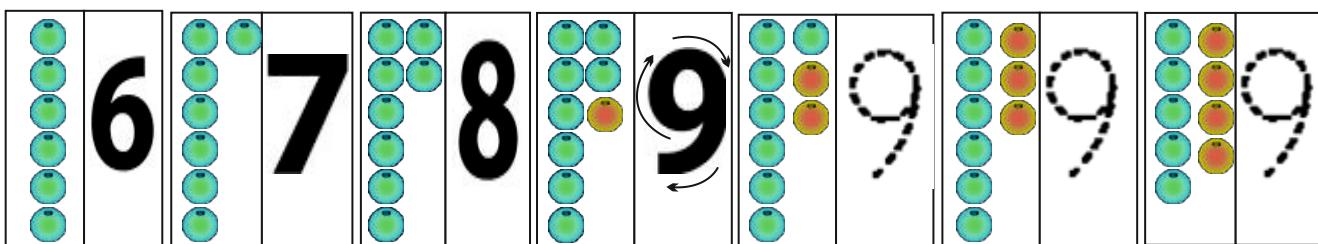
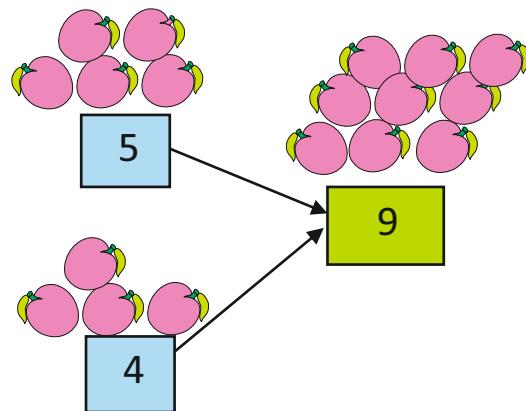
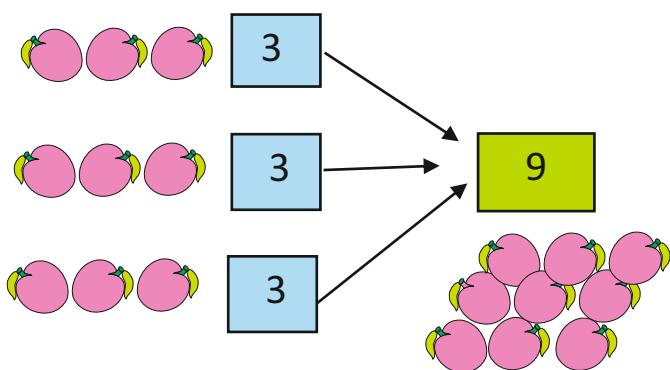
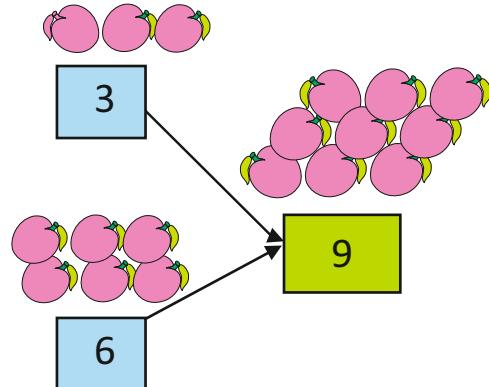
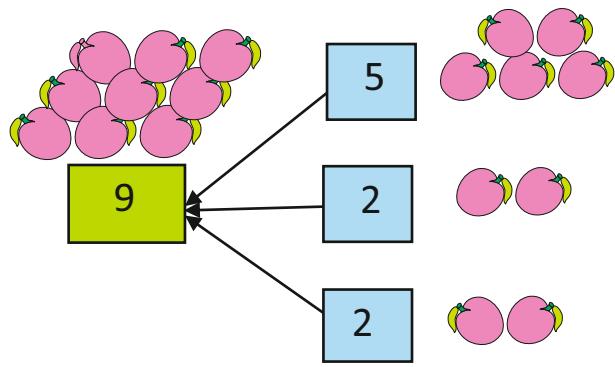
Nine balloons	Nine dots	Nine rupees	Nine

Note: Ask your students to observe the different objects in the picture.  
Help them count and tell the number of each type of objects.



Look and Count.

[www.apteachers.in](http://www.apteachers.in)



Nine

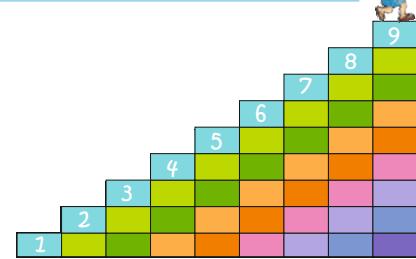
Nine

Nine

Nine

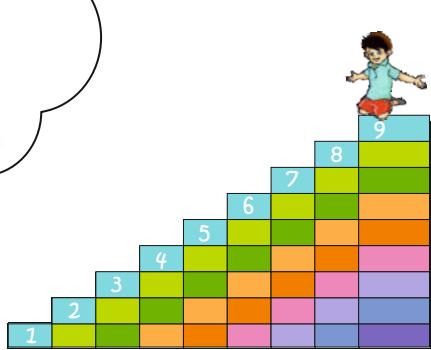
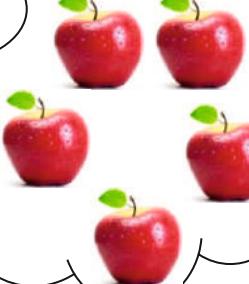
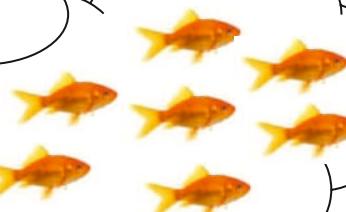
Nine

Nine

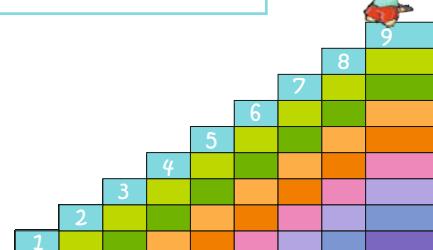
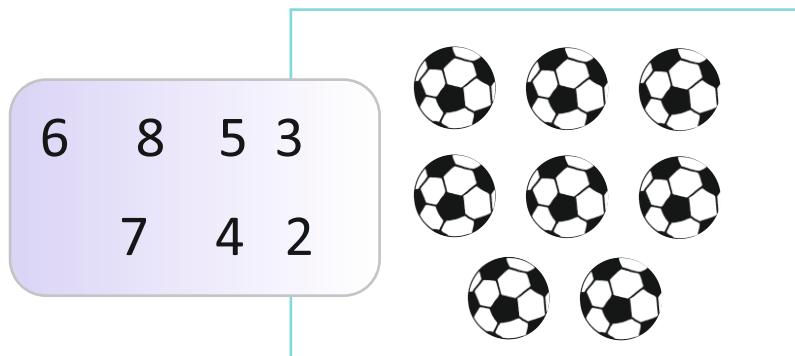
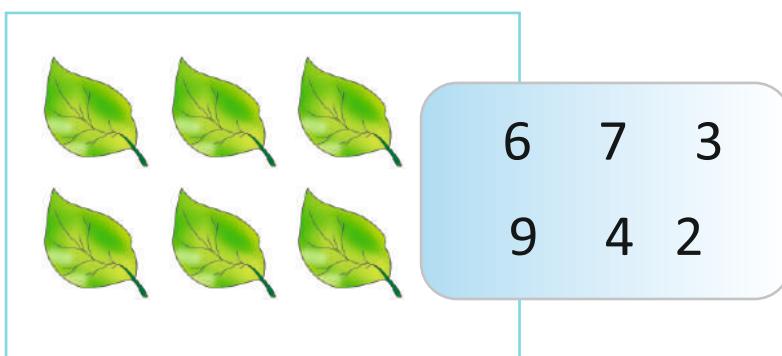
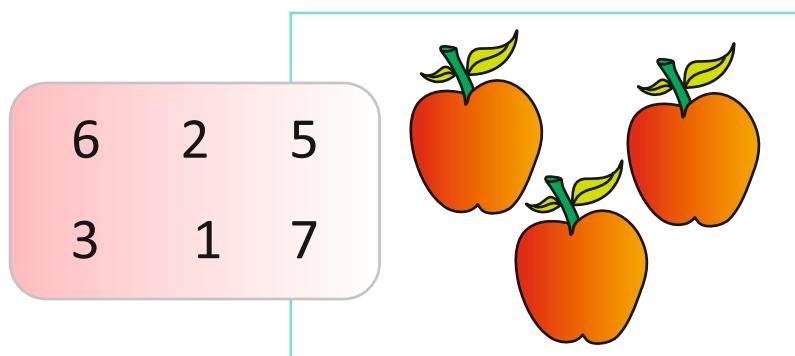
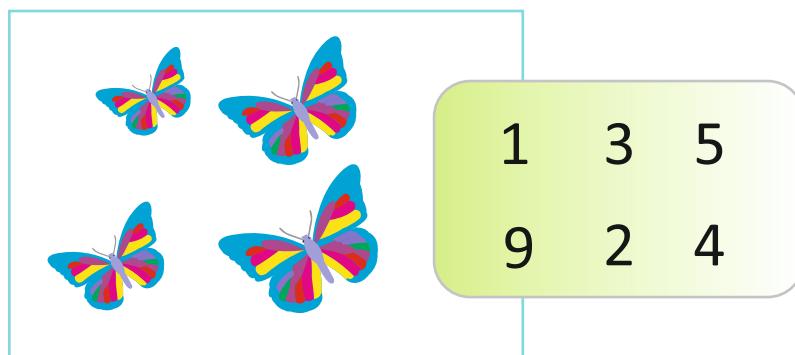


Count the objects and write the correct number in the  .  
[www.apteachers.in](http://www.apteachers.in)

7



Circle the correct number [www.apteachers.in](http://www.apteachers.in)



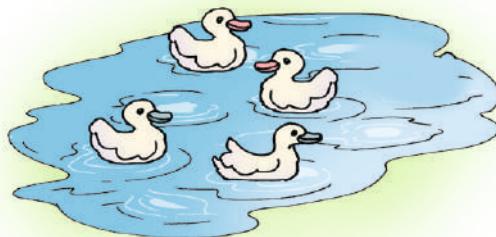


## Zero “0”

www.apteachers.in

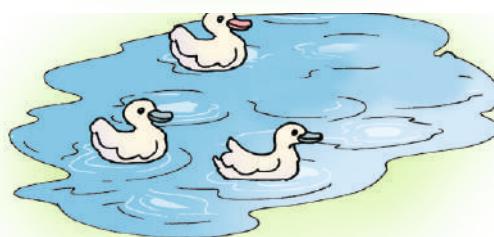
Four little ducks are swimming  
in the pond.

4



One little duck went away.  
How many ducks are there?

3



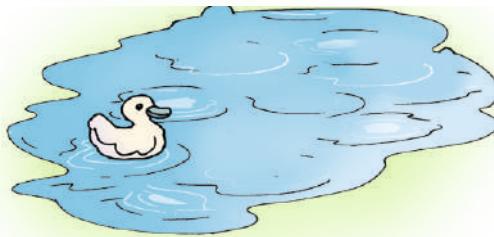
One more duck went away.  
How many ducks are there?

2



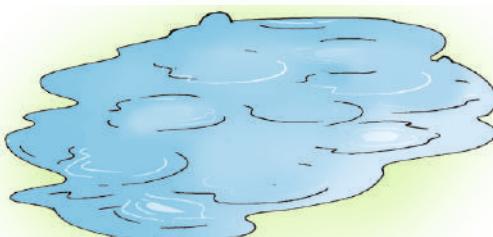
Another duck went away.  
How many ducks are there?

1



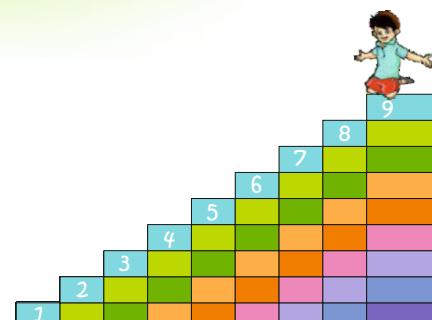
The last duck also went away.  
How many ducks are there?

0



There are no ducks in the pond.

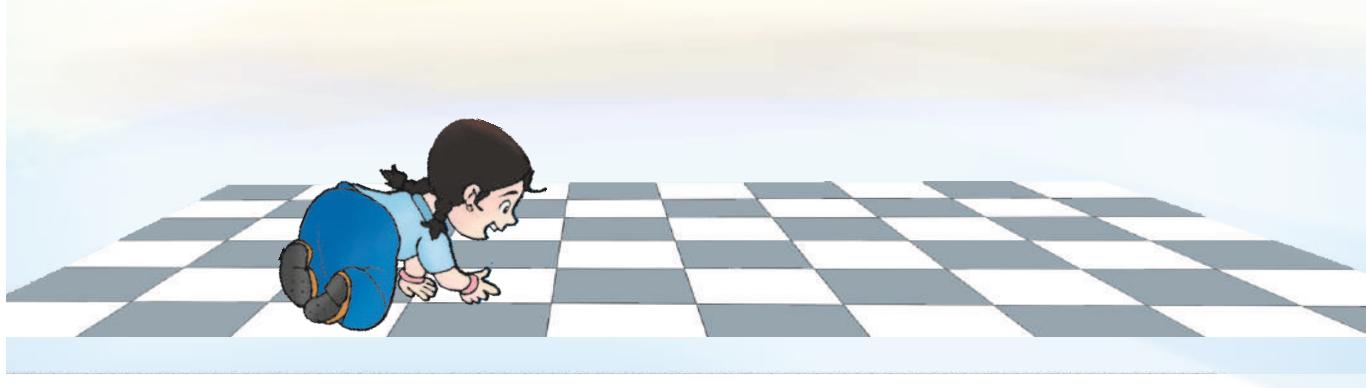
There are ‘0’ ducks.



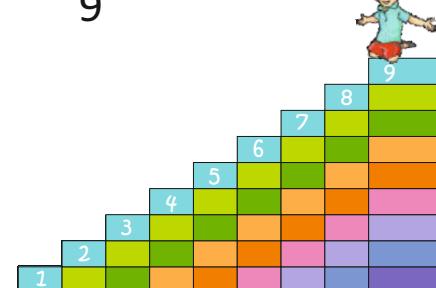
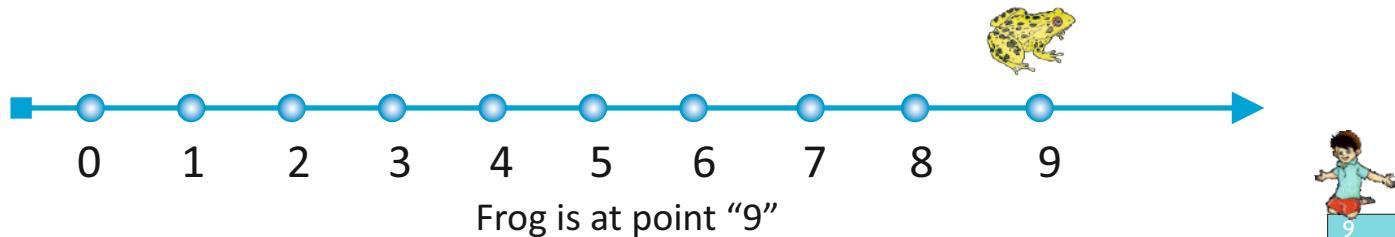
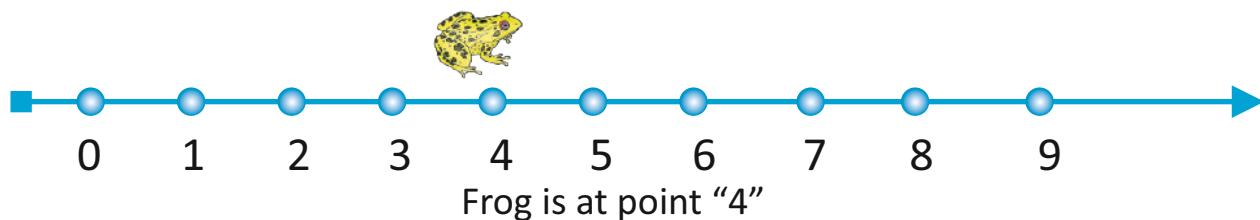
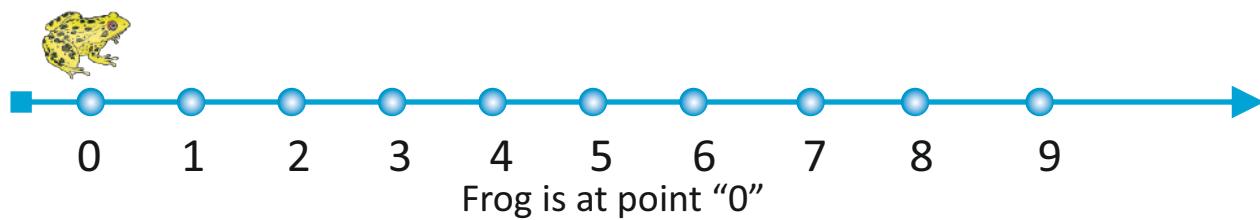
# Number strip

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Buji is counting the tiles in a row. You also count each colour of the tile. Tell the number of black colour and white colour tiles in each row.

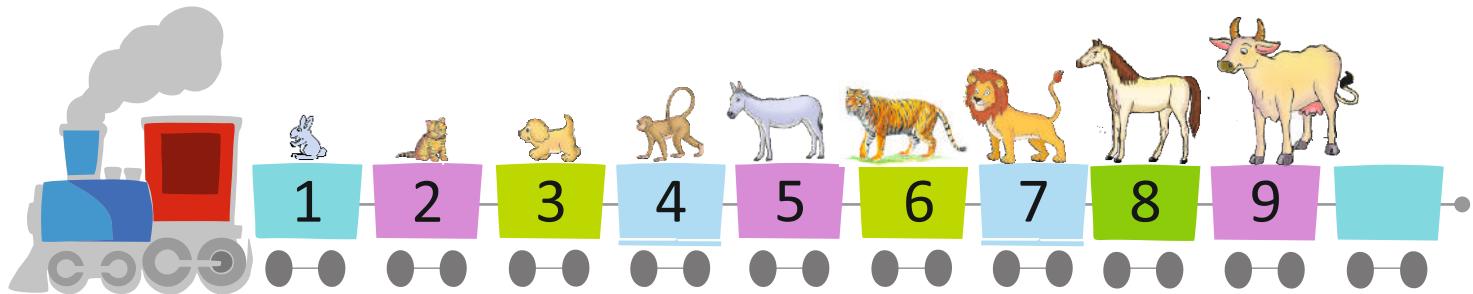


Observe the number strip.



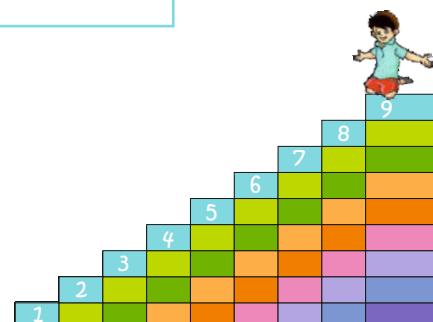
# Before – Between – After

www.apteachers.in



1. Tell the names of animals.
2. What is your favourite animal?
3. Which animal is before the donkey?
4. Which animal is after the donkey?
5. Which animal is between the dog and the donkey?
6. What is the number of the bogie in which the donkey is found?
7. Which bogie is before the bogie number 4?
8. Which bogie is after the bogie number 4?
9. Tell the number in between 6 and 8.
10. Which number lies between 7 and 9?

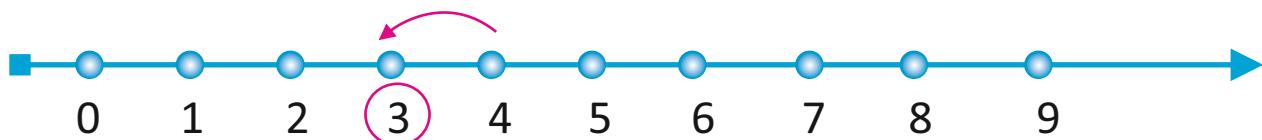
**Note:** Let your pupils to observe the above picture. Ask questions to understand the concept “before – between – after”.



Observe the number strip.

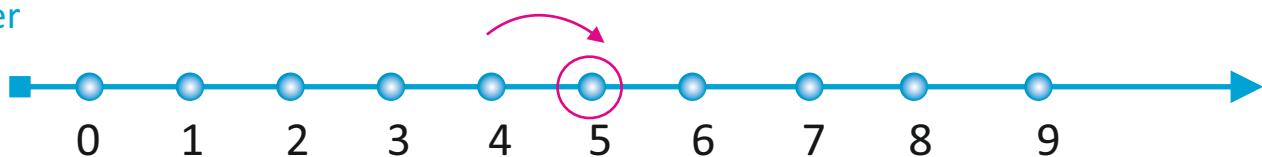
[www.apteachers.in](http://www.apteachers.in)

Before



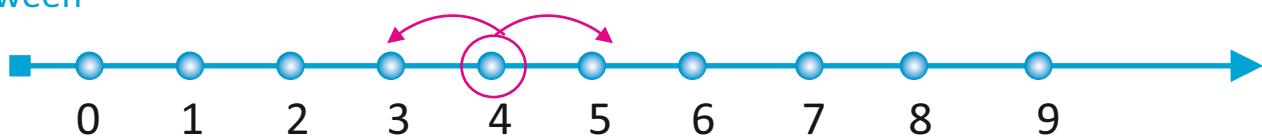
3 comes before 4

After



5 comes after 4

Between



4 is between 3 and 5

Try this

Circle the number before 6



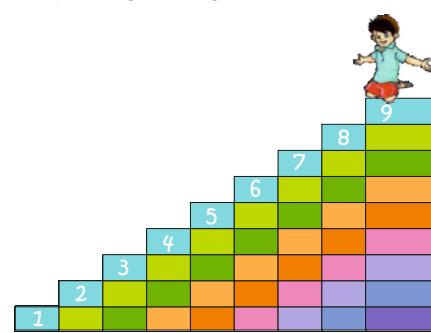
Circle the number before 5



Circle the number after 3



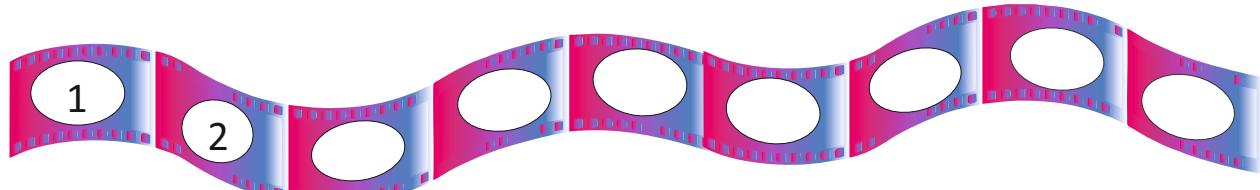
Circle the number after 7



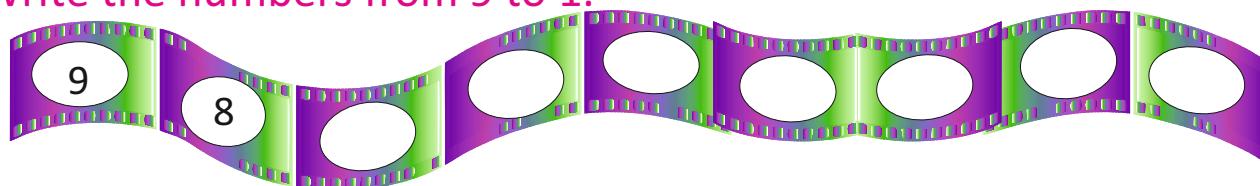
# Exercise

www.apteachers.in

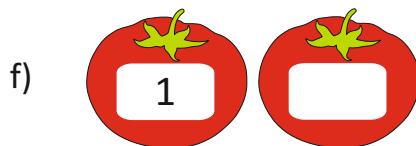
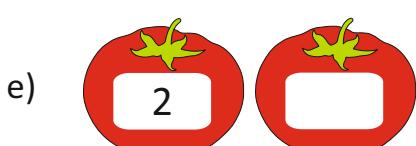
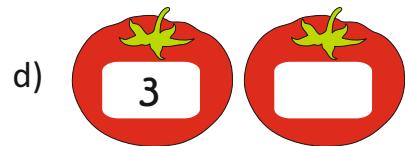
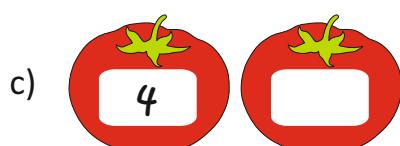
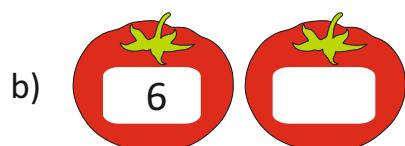
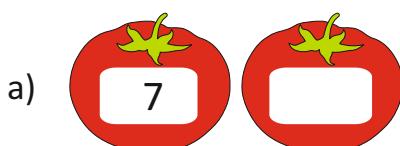
Write the numbers from 1 to 9.



Write the numbers from 9 to 1.



Write the number that comes after.



What comes before and after.

a) 

	7	
--	---	--

b) 

	5	
--	---	--

c) 

	3	
--	---	--

d) 

	2	
--	---	--

e) 

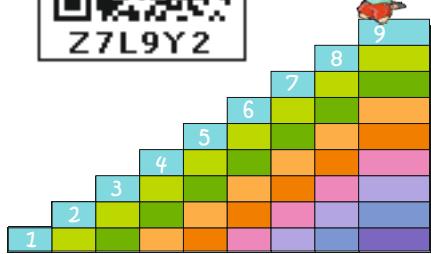
	8	
--	---	--

f) 

	4	
--	---	--



Z7L9Y2



# Addition

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## CHAPTER 2



Observe the above picture. Answer the following questions.

- How many ducks are there in the pond? 3
- How many ducks are outside the pond? 2
- How many ducks are there in total? 5

3 and 2 make 5

- How many red flowers are there? 4
- How many white flowers are there? 3
- How many flowers are there in total? 7

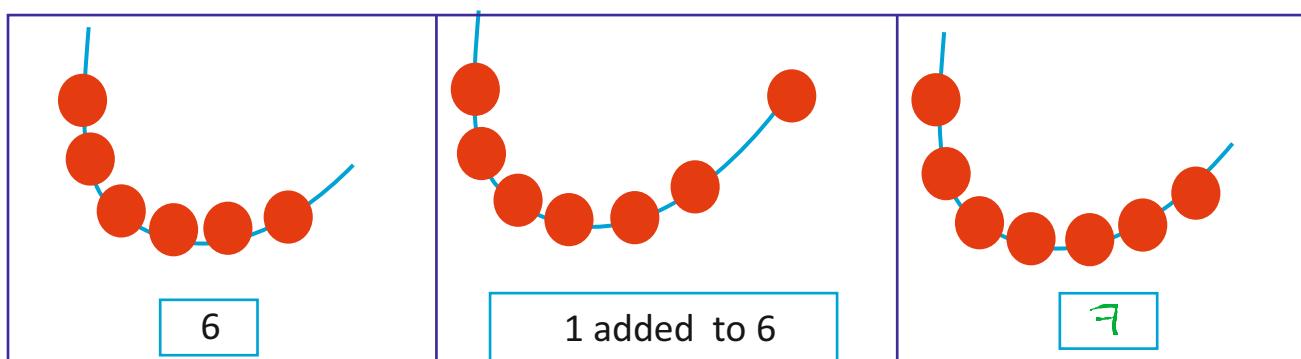
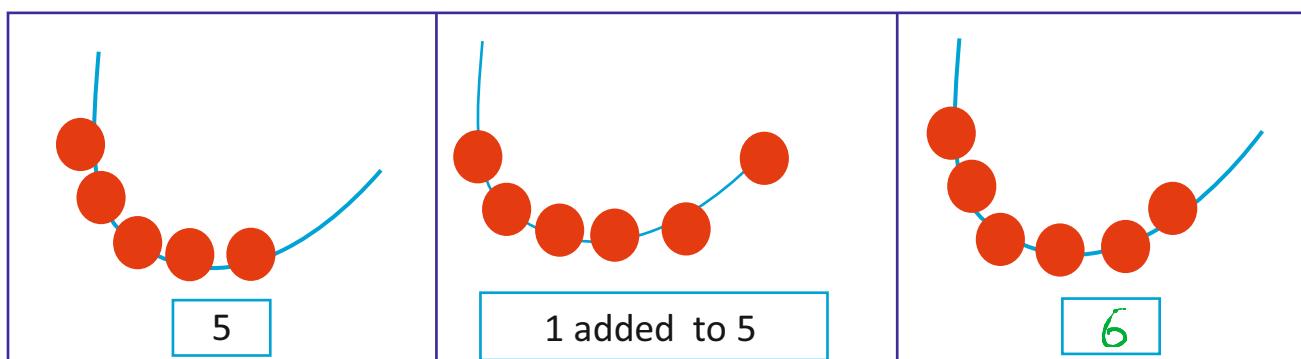
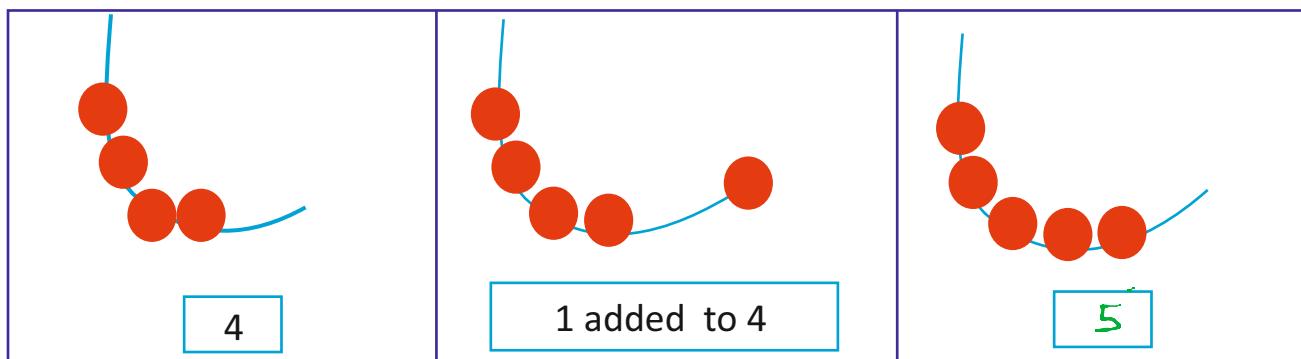
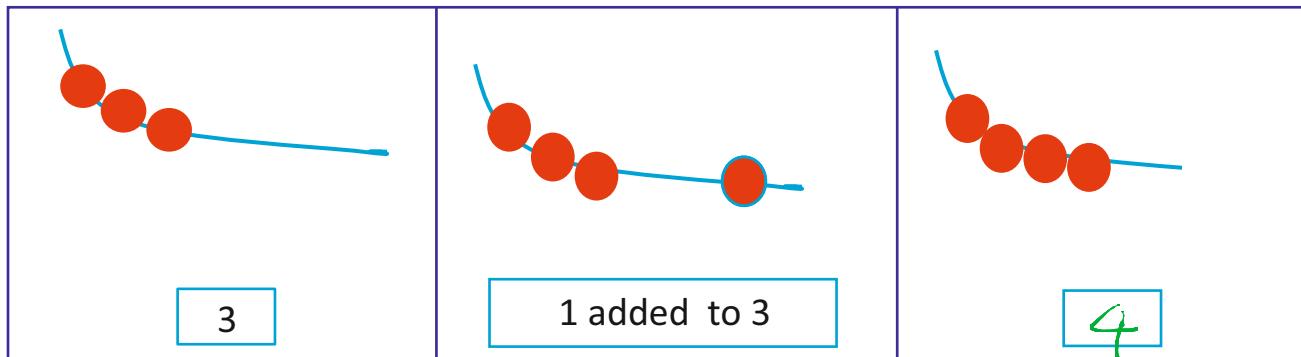
4 and 3 make 7

- How many girls are playing in the park? 2
- How many boys are playing in the park? 4
- How many children are playing in the park in total? 6

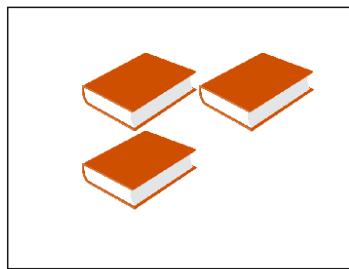
2 and 4 make 6

Combining or putting different group of things together is called addition.

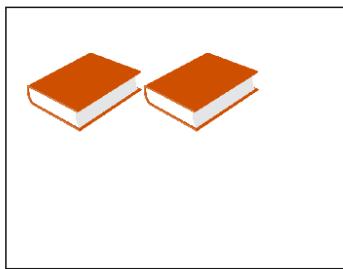
Look at the first picture in each row. Add one bead to each and say the total. Write it in the given box.



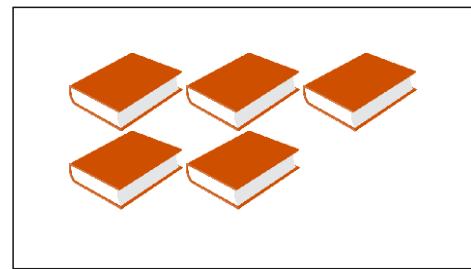
Count and write. One is done for you.  
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3



2



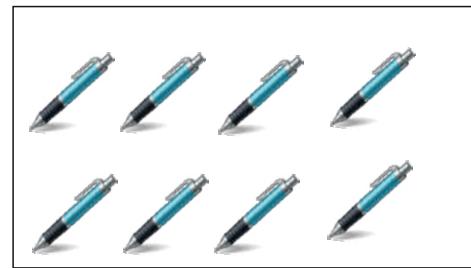
5



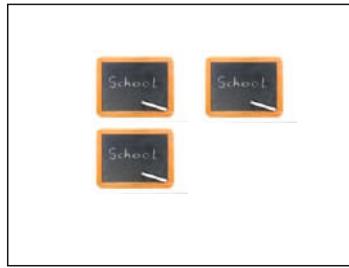
5



3



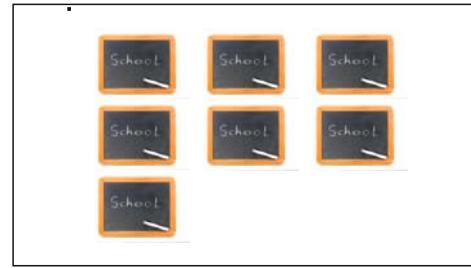
8



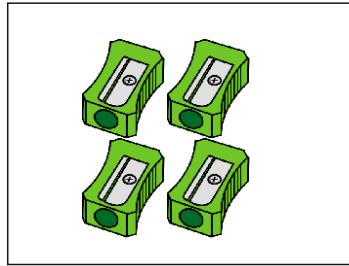
3



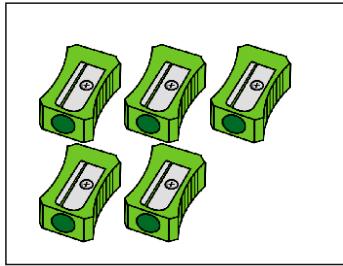
4



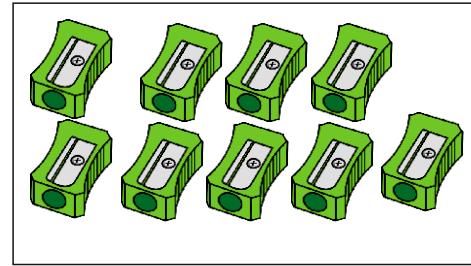
7



4



5

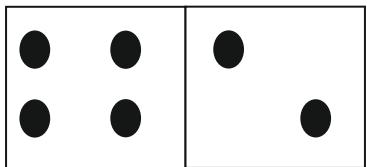


9

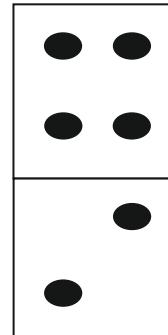
4 and 5 make 9. It is written as  $4+5=9$



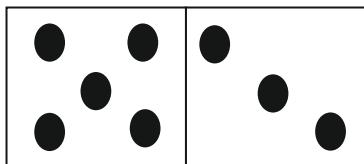
Do the following sums. One example is given.  
[www.apteachers.in](http://www.apteachers.in)



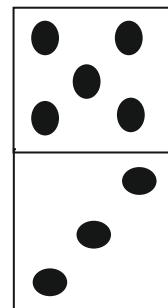
$$4 + 2 = 6$$



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

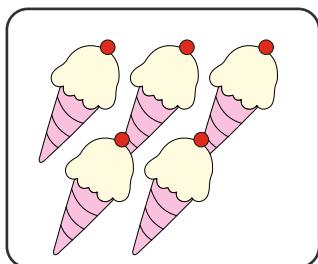


$$5 + 3 = 8$$



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

Look at the pictures in each box. Count them and write the number in the given box. One is done for you.

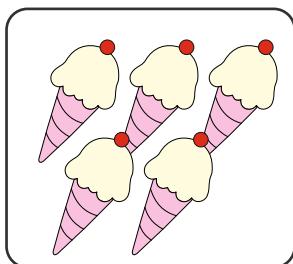


5



+

0



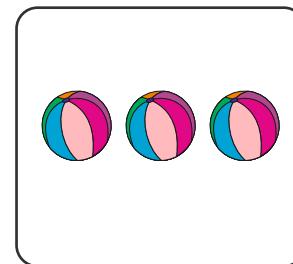
= 5



0

+

3



= 3

Count and write. One is done for you.

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$$\begin{array}{c} \text{3} \\ + \\ \text{2} \\ + \\ \text{1} \\ = \\ \boxed{6} \end{array}$$

$$\begin{array}{c} \text{2} \\ + \\ \text{3} \\ + \\ \text{2} \\ = \\ \boxed{7} \end{array}$$

$$\begin{array}{c} \text{3} \\ + \\ \text{2} \\ + \\ \text{3} \\ = \\ \boxed{8} \end{array}$$

$$\begin{array}{c} \text{1} \\ + \\ \text{3} \\ + \\ \text{1} \\ = \\ \boxed{5} \end{array}$$



**Exercise**  
www.apteachers.in

Add the two numbers and write in the space given.

$3 + 2 = 5$

$6 + 3 = \underline{9}$

$5 + 1 = \underline{6}$

$2 + 4 = \underline{6}$

$4 + 0 = \underline{4}$

$4 + 1 = \underline{5}$

$7 + 2 = \underline{9}$

$0 + 8 = \underline{8}$

$3 + 4 = \underline{7}$

$2 + 2 = \underline{4}$

$0 + 6 = \underline{6}$

$7 + 1 = \underline{8}$



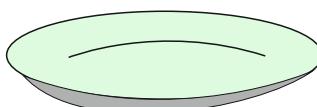
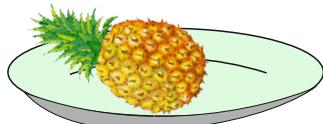
Add the two numbers and write in the space given.

5	3	4	6	4	5	2	8
+ 2	+ 5	+ 3	+ 2	+ 1	+ 4	+ 3	+ 0
<u>  </u>							
<u>7</u>	<u>8</u>	<u>7</u>	<u>8</u>	<u>5</u>	<u>9</u>	<u>5</u>	<u>8</u>

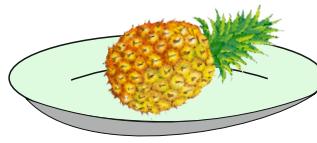
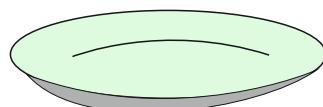
3	3	3	4	4	6	5	7
+ 3	+ 0	+ 6	+ 5	+ 2	+ 1	+ 3	+ 2
<u>  </u>							
<u>6</u>	<u>3</u>	<u>9</u>	<u>9</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>



## Addition facts for "1" [www.apteachers.in](http://www.apteachers.in)

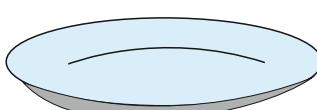
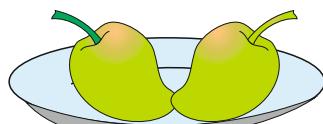


$$1 + 0 = 1$$

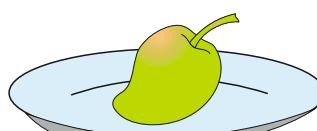
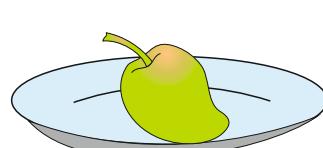


$$0 + 1 = 1$$

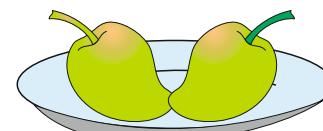
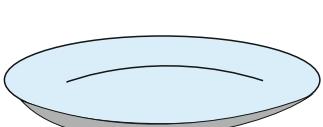
## Addition facts for "2"



$$2 + 0 = 2$$

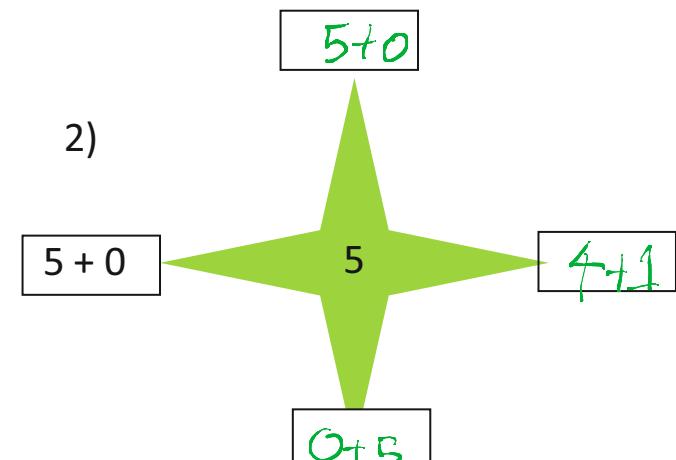
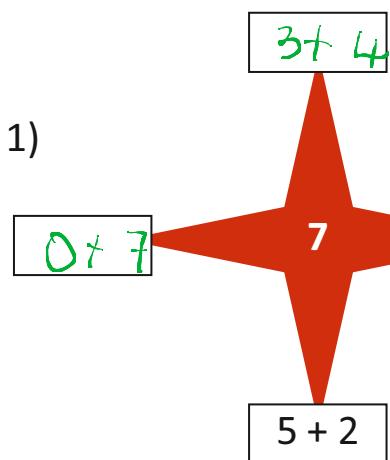


$$1 + 1 = 2$$



$$0 + 2 = 2$$

## Try this



# Subtraction

www.apteachers.in



## CHAPTER

3



Observe the above picture. Ask the children to give answers to the questions. Help them to identify the concept of subtraction.

1. What do you observe in the above picture?
2. How many birds are there? **2**
3. How many birds are flying away? **3**
4. How many birds are left on the tree? **1**
5. How many carrots are there? **3**
6. How many carrots are being eaten by rabbits? **2**
7. How many carrots are not eaten by rabbits? **3**

**Note:** Frame similar questions to develop a clear idea among the students on the concept of subtraction.

# How many ?

Look at the picture.



The result is 1. It is represented as  $3 - 2 = 1$ .

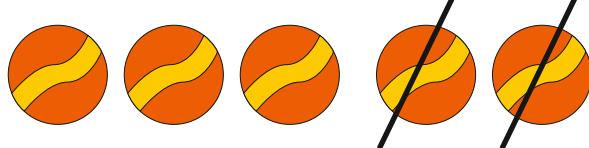
This symbol in between 3 and 2 is used to denote the process of subtraction.

It is denoted as “ – ” and read as ‘MINUS’.

We read  $3-2$  as three minus two.

How many are left? One is done for you.

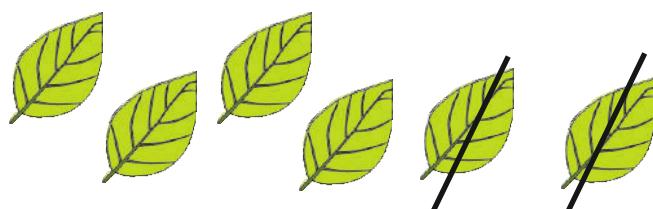
[www.apteachers.in](http://www.apteachers.in)



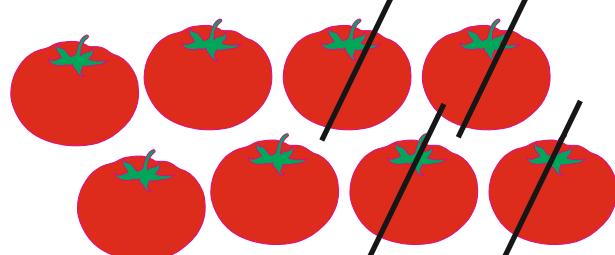
$$\begin{array}{r} 5 \\ - 2 \\ \hline 3 \end{array}$$



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



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



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



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

# Vertical Subtraction

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The bigger number is written at the top. The smaller number which is to be subtracted is to be written below with a minus sign before it.

Eg.: 
$$\begin{array}{r} 5 \\ - 3 \\ \hline 2 \end{array}$$



Try this:

$$\begin{array}{r} 4 \\ - 2 \\ \hline 2 \end{array} \quad \begin{array}{r} 5 \\ - 1 \\ \hline 4 \end{array} \quad \begin{array}{r} 6 \\ - 5 \\ \hline 1 \end{array} \quad \begin{array}{r} 8 \\ - 3 \\ \hline 5 \end{array} \quad \begin{array}{r} 7 \\ - 4 \\ \hline 3 \end{array} \quad \begin{array}{r} 6 \\ - 1 \\ \hline 5 \end{array}$$

How many remain?

See the pictures.

Jeevan bought 3 ice creams.

He ate 1 ice cream.

How many ice creams are left with Jeevan ?



$$3 - 1 = 2$$



# Take away

Look at the picture.



There are 4 roses on  
the rose plant

Ammulu came and  
plucked 1 rose



How many roses are  
there on the rose  
plant now ? 3

So, if we take away 1 from 4 we get 3.

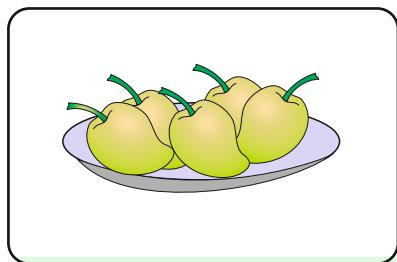
We denote it as :  $4 - 1 = 3$

We say 4 minus 1 is equal to 3.

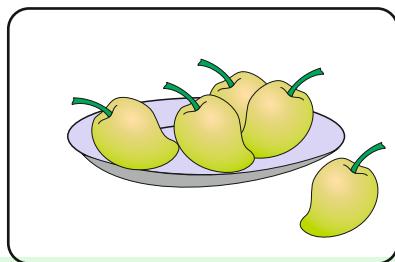
Or when we subtract 1 from 4, We get 3.

## Subtraction means taking away

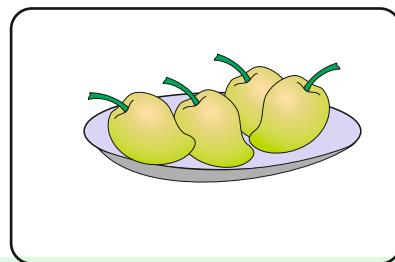
[www.apteachers.in](http://www.apteachers.in)



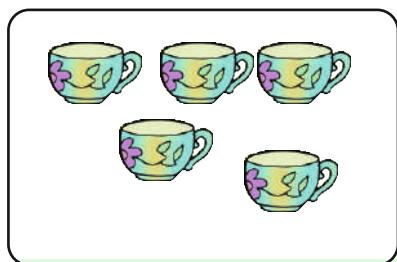
5 mangoes



1 taken away



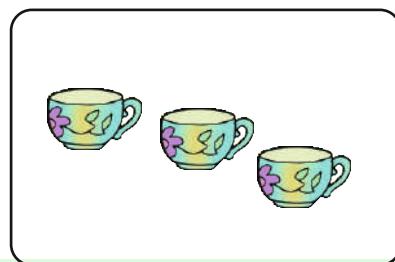
$$5 - 1 = 4$$



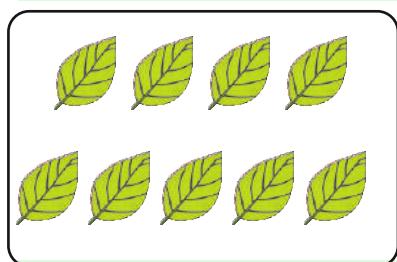
5 cups



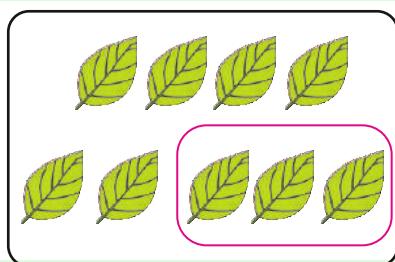
2 broken



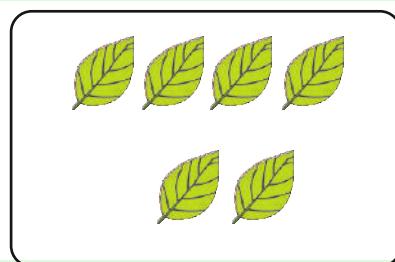
$$5 - 2 = 3$$



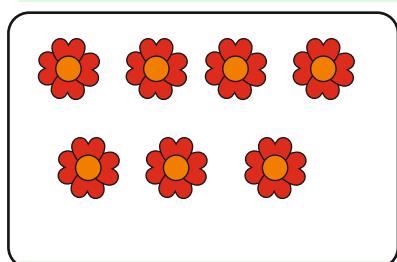
9 leaves



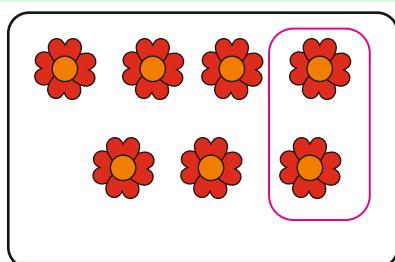
3 taken away



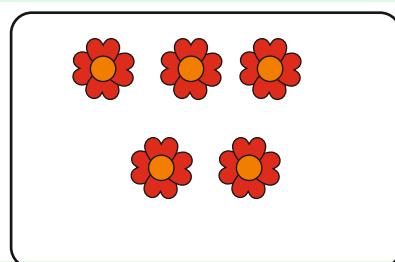
$$9 - 3 = 6$$



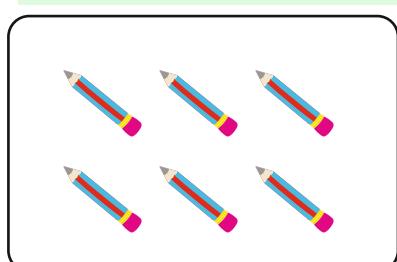
7 flowers



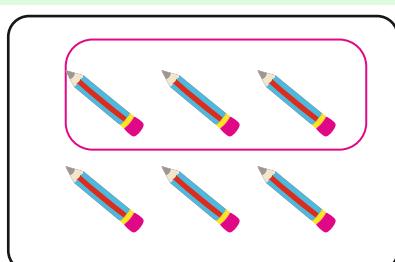
2 gifted



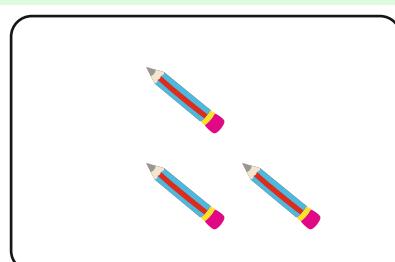
$$7 - 2 = 5$$



6 pencils



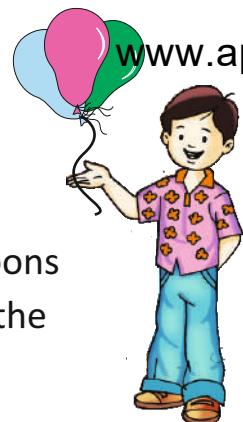
3 lost



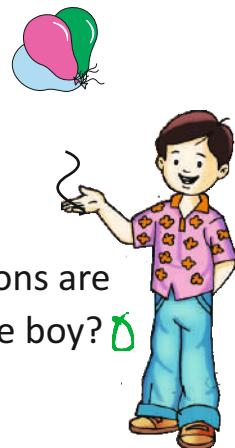
$$6 - 3 = 3$$

## Observe the picture

How many balloons  
are there with the  
boy? **3**



How many balloons are  
now left with the boy? **0**



So ,  $3 - 3 = \text{None}$

Thus ,  $3 - 3 = 0$

### Try this

1)  $2 - 2 = \boxed{0}$

2)  $4 - 4 = \boxed{0}$

3)  $7 - 7 = \boxed{0}$

4)  $5 - 5 = \boxed{0}$

5)  $8 - 8 = \boxed{0}$

6)  $9 - 9 = \boxed{0}$

## How many are 'more' or how many are 'less'?

- 1) Girish has 3 pencils. How many more pencils does he need to make a bundle of 8 pencils?

Total pencils needed = 8

Pencils Girish has = 3

The number of more pencils needed = 5

Answer: Girish needs 5 more pencils.

- 2) Seetal has 4 balloons. Priya has 9 balloons. How many less balloons does Seetal have? 5

Priya's balloons = 9

Seetal's balloons = 4

The number of less balloons does he has =

Answer: Seetal has 5 balloons less than what Priya has.



# Exercise

Circle the correct option.

1) Take away 2 from 7, we get -5

- a) 7    b) 5    c) 4    d) 6

2) Take away 4 from 6, we get -2

- a) 2    b) 3    c) 5    d) 4

3)  $5 - 0 =$  5

- a) 0    b) 2    c) 3    d) 5

4)  $9 - 5$  means

- a) take away 5 from 9    b) take away 9 from 5
- c) take away 5 from 5    d) take away 9 from 9

5)  $2 - \underline{0} = 2$

- a) 2    b) 0    c) 1    d) 3

6) What is the mathematical representation of 

- a)  $5 - 3$
- b)  $4 - 2$
- c)  $5 - 1$
- d)  $4 - 3$

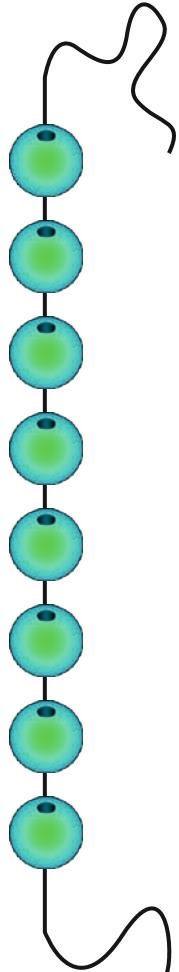
7)

$$\begin{array}{r} -1 \\ \hline 7 \end{array}$$

- a) 6    b) 5    c) 8    d) 7

8) Match the following.

- |    |         |          |
|----|---------|----------|
| 1) | $4 - 1$ | <u>2</u> |
| 2) | $7 - 5$ | <u>8</u> |
| 3) | $8 - 0$ | <u>0</u> |
| 4) | $3 - 3$ | <u>3</u> |





# Money

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CHAPTER

4

Buji plans to celebrate her birthday at an orphanage. She wants to give fruits, pencils etc.



Buji also wants to share the money in her kiddy bank. She broke her kiddy bank, it has notes and coins as follows.



Look at the picture.

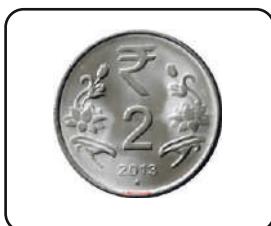
[www.apteachers.in](http://www.apteachers.in)



Rupee Symbol

₹

A) Put ( ✓ ) in the box under the five rupee coin.










B) Put ( ✓ ) in the box under the five rupee note.








C) Put ( ✓ ) in the box under the twenty rupee note.








D) Put ( ✓ ) in the box under the fifty rupee note.







E) Put ( ✓ ) in the box under the hundred rupee note.






Change for up to ₹ 20



# Numbers From 10 To 99

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CHAPTER  
5

Look at This Picture



Get your pupils to observe the above picture. Help them to identify the shop numbers.

- The shop number of apple is 9
- How many balloons are there? No
- The shop number of watermelon is 12
- The shop number of coconut is 11
- The shop number of grapes is 13
- The shop number of banana is 10

## Rhyme:

Let's count from ten to twenty || 4 times ||

Ten, eleven, twelve

Thirteen, fourteen, fifteen

Sixteen, seventeen, eighteen

Nineteen and twenty.

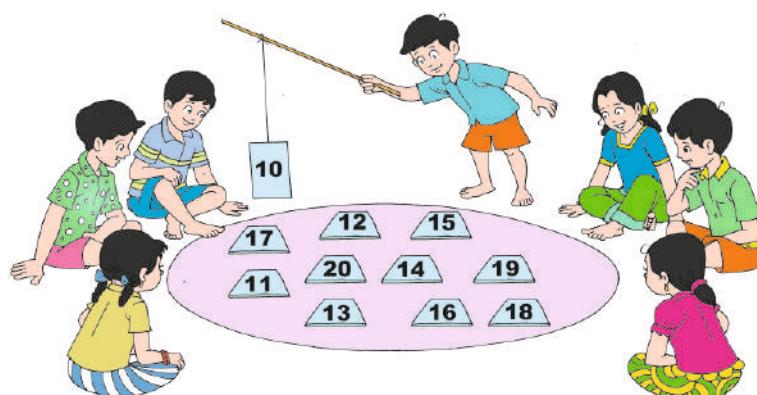
Ten, eleven, twelve

Thirteen, fourteen, fifteen,

Sixteen, seventeen, eighteen

Nineteen and twenty

Let's count from ten to twenty || 4 times ||

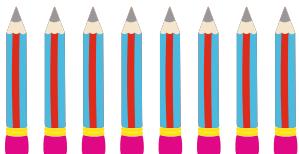


# TENS and ONES (TEN From TEN ONES)

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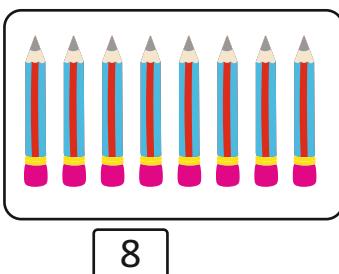


Bujji has eight pencils.

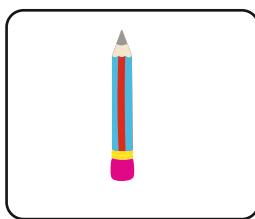


8

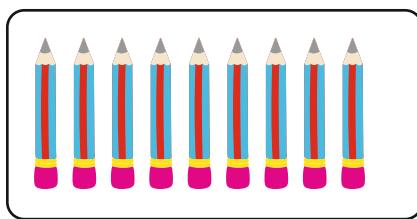
Yogi gave one pencil to Bujji. How many pencils are with Bujji now?



+

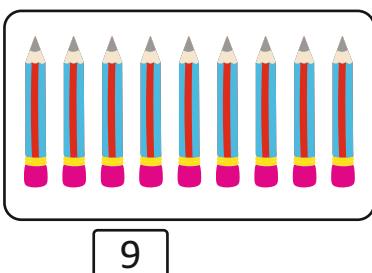


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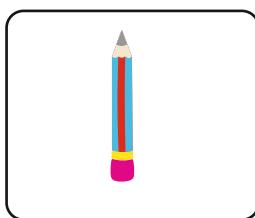


Now Bujji has nine pencils.

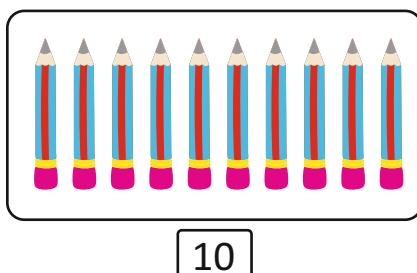
Salma gave another pencil to Bujji. How many pencils are with Bujji now?



+

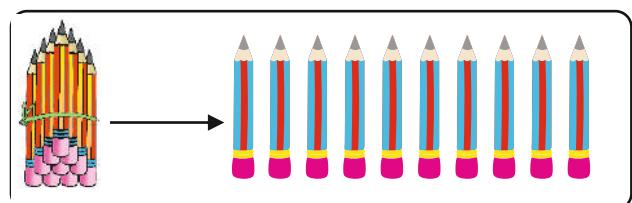
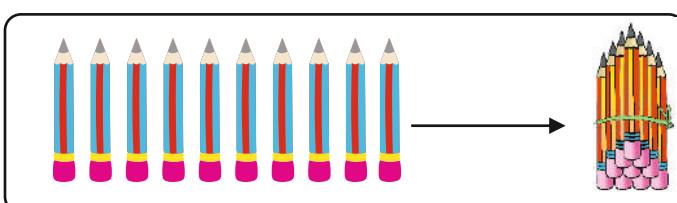


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9 ONES and 1 ONE make 1 TEN

Now Bujji makes a bundle with all these TEN pencils.



10 ONES make a bundle of TEN pencils.

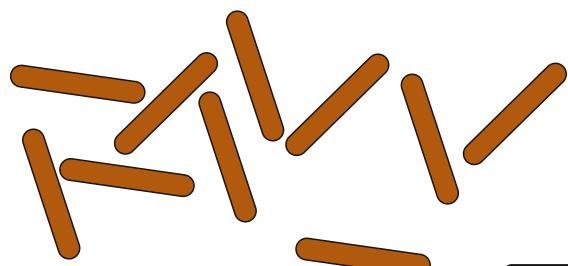
Now Bujji has one bundle of TEN pencils.

A bundle of TEN  
pencils

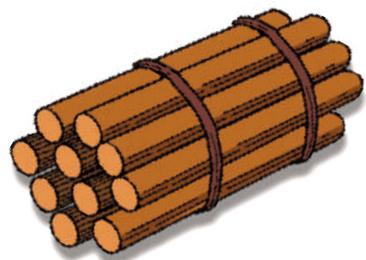
10 ONES



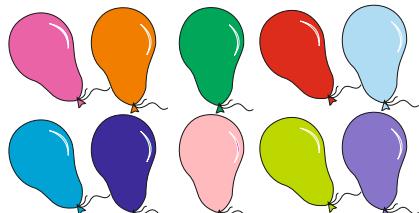
Count the number of objects in the 1<sup>st</sup> column, check if they can be put into bundles of ten as shown in 2<sup>nd</sup> column.



10



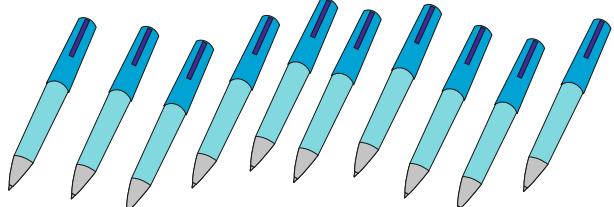
a bundle of TEN



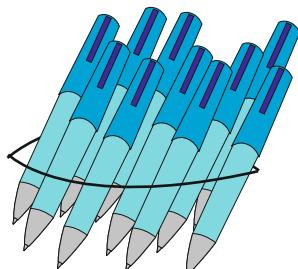
10



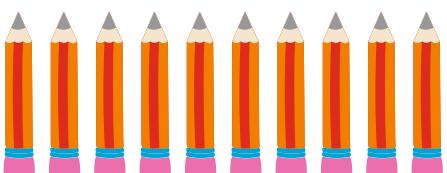
a bundle of TEN



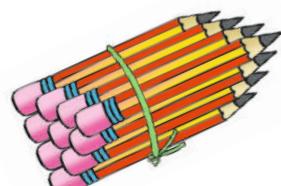
10



a bundle of TEN

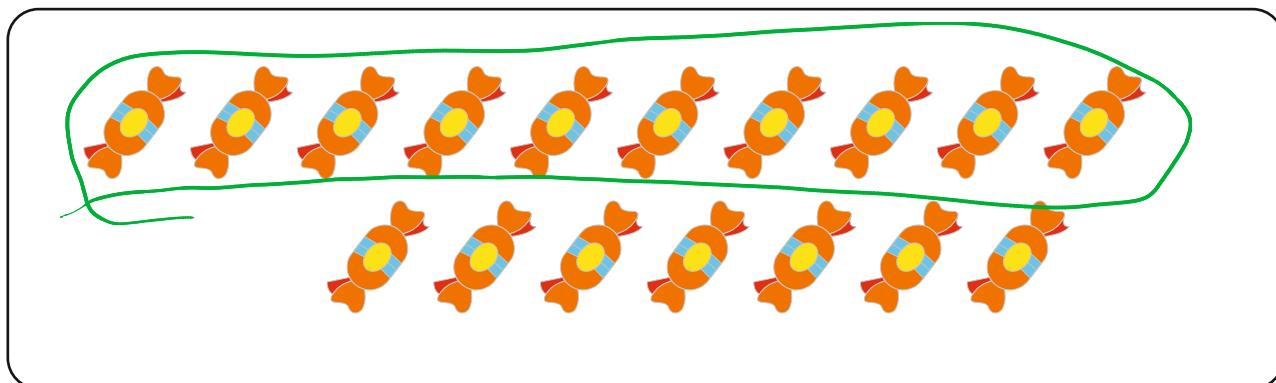
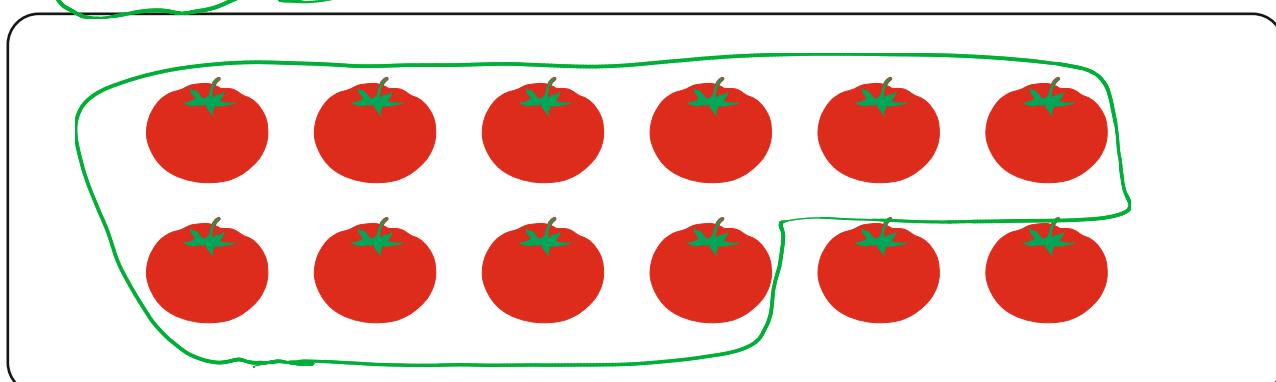
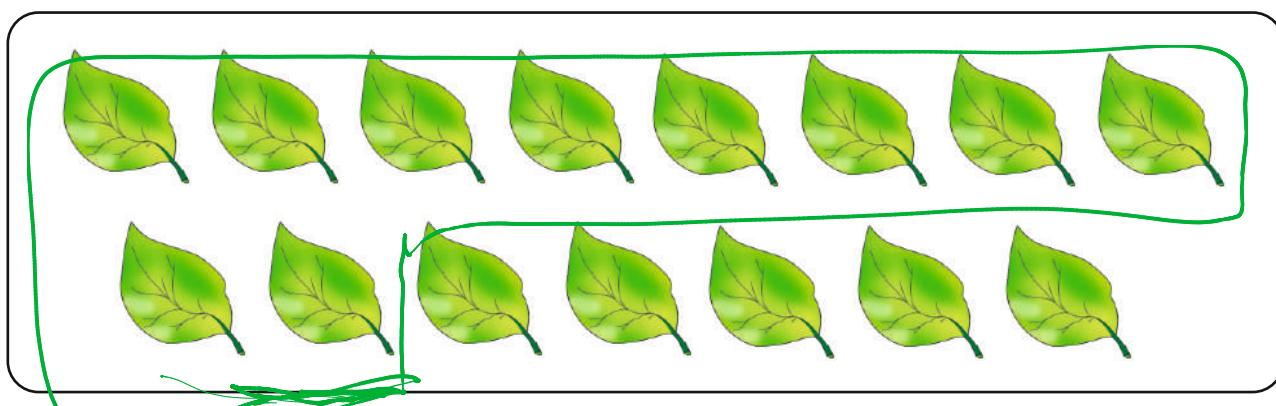
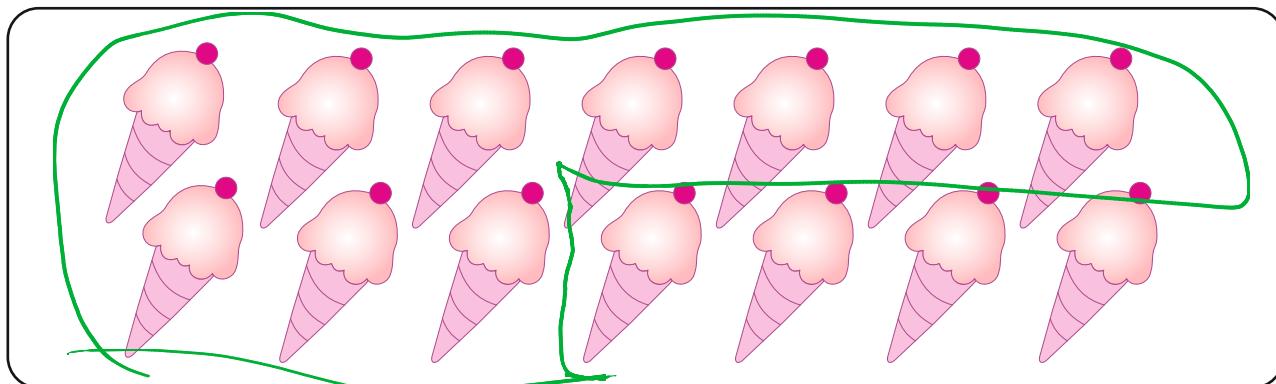


10



a bundle of TEN

Count TEN things in each box. Draw  around them.  
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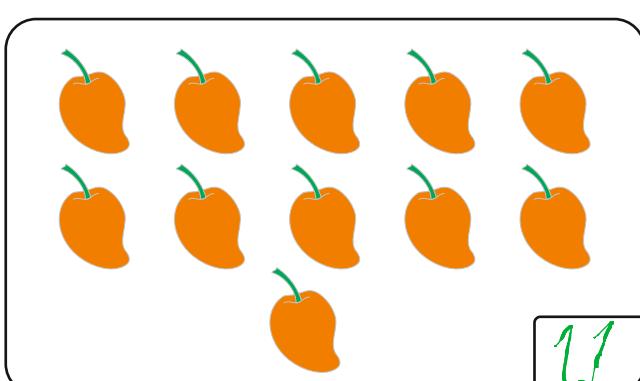
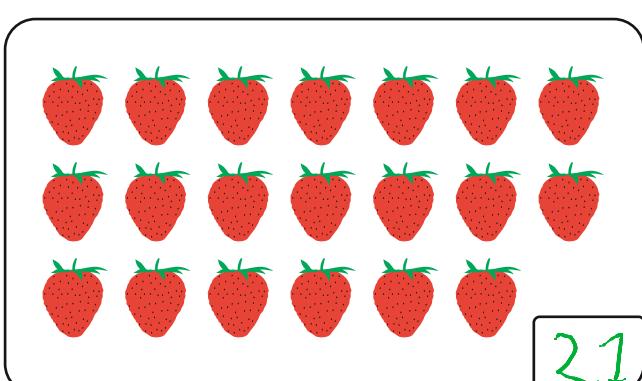
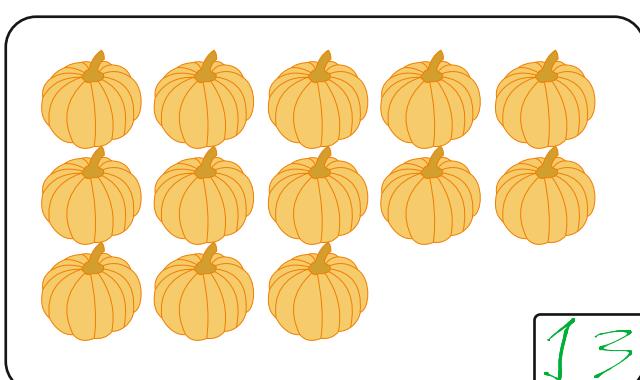
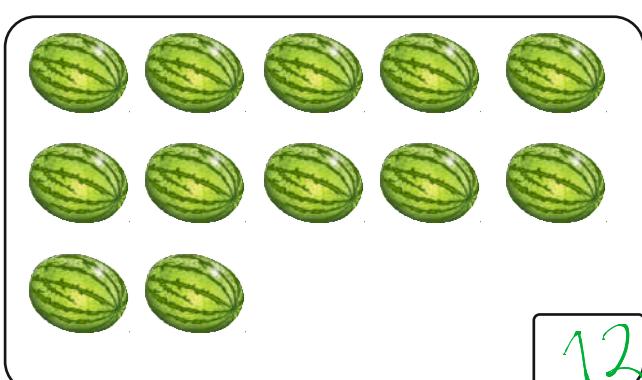
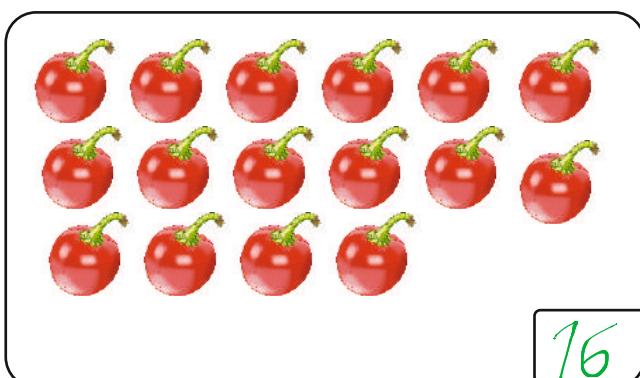
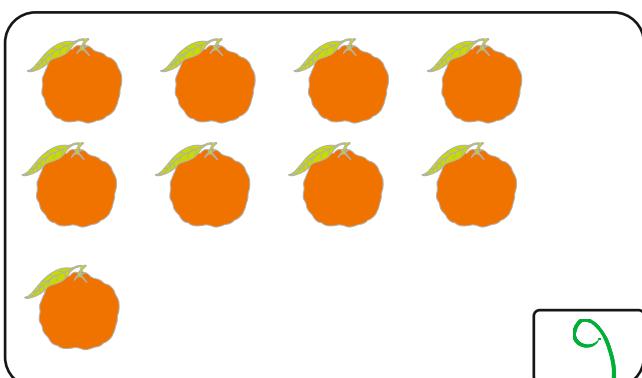
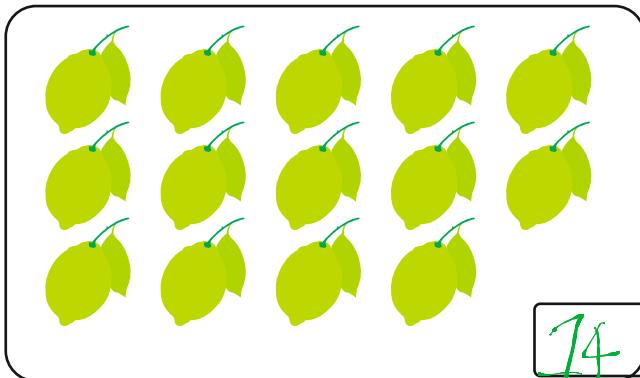
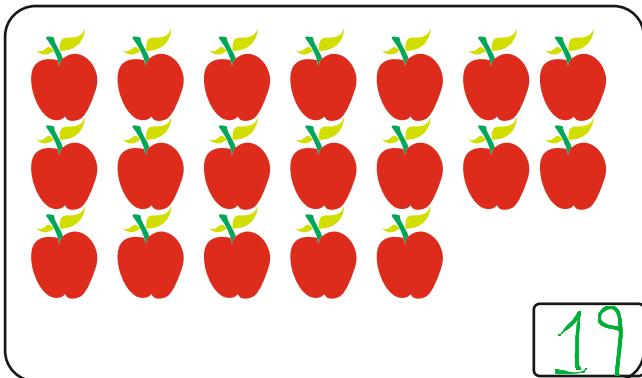
## Count the bundles of sticks and the loose sticks.

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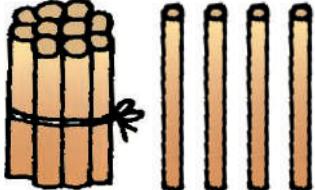
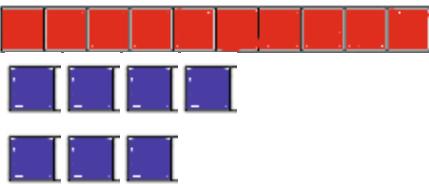
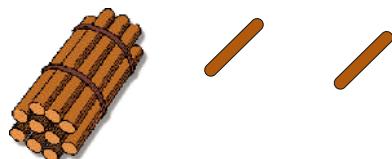
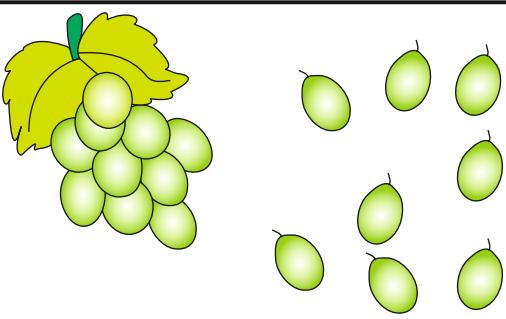
9 ONES	1 ONE	$= 10$	TEN ONES 1 0	10 TEN
1 TEN	1 ONE		TEN ONES 1 1	11 ELEVEN
1 TEN	2 ONES		TEN ONES 1 2	12 TWELVE
1 TEN	3 ONES		TEN ONES 1 3	13 THIRTEEN
1 TEN	4 ONES		TEN ONES 1 4	14 FOURTEEN
1 TEN	5 ONES		TEN ONES 1 5	15 FIFTEEN
1 TEN	6 ONES		TEN ONES 1 6	16 SIXTEEN
1 TEN	7 ONES		TEN ONES 1 7	17 SEVENTEEN
1 TEN	8 ONES		TEN ONES 1 8	18 EIGHTEEN
1 TEN	9 ONES		TEN ONES 1 9	19 NINETEEN
2 TENS	0 ONES		TEN ONES 2 0	20 TWENTY



Count and write the number in the box  
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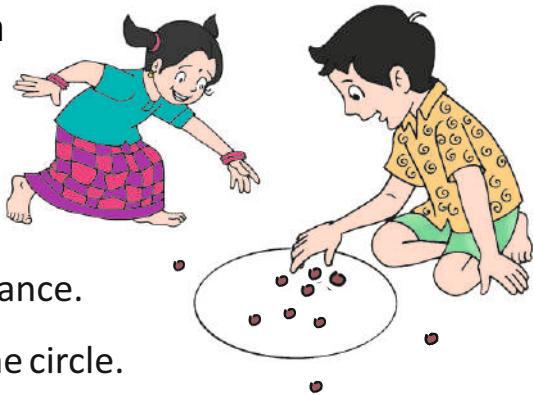
Look at the pictures, count and write  
[www.apteachers.in](http://www.apteachers.in)

	<table border="1" data-bbox="770 361 1046 492"> <tr> <td>TEN</td> <td>ONES</td> </tr> <tr> <td>1</td> <td>4</td> </tr> </table>	TEN	ONES	1	4	<table border="1" data-bbox="1139 291 1383 439"> <tr> <td>NUMBER</td> </tr> <tr> <td>14</td> </tr> </table> <table border="1" data-bbox="1073 439 1498 587"> <tr> <td>NUMBER NAME</td> </tr> <tr> <td>FOURTEEN</td> </tr> </table>	NUMBER	14	NUMBER NAME	FOURTEEN
TEN	ONES									
1	4									
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	<table border="1" data-bbox="770 703 1046 851"> <tr> <td>TEN</td> <td>ONES</td> </tr> <tr> <td>1</td> <td>7</td> </tr> </table>	TEN	ONES	1	7	<table border="1" data-bbox="1188 629 1383 777"> <tr> <td>NUMBER</td> </tr> <tr> <td>17</td> </tr> </table> <table border="1" data-bbox="1106 798 1498 946"> <tr> <td>NUMBER NAME</td> </tr> <tr> <td>SEVENTEEN</td> </tr> </table>	NUMBER	17	NUMBER NAME	SEVENTEEN
TEN	ONES									
1	7									
NUMBER										
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NUMBER NAME										
SEVENTEEN										
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TEN	ONES									
1	2									
NUMBER										
12										
NUMBER NAME										
Twelve										
	<table border="1" data-bbox="770 1326 1046 1474"> <tr> <td>TEN</td> <td>ONES</td> </tr> <tr> <td>1</td> <td>5</td> </tr> </table>	TEN	ONES	1	5	<table border="1" data-bbox="1224 1269 1383 1374"> <tr> <td>NUMBER</td> </tr> <tr> <td>15</td> </tr> </table> <table border="1" data-bbox="1106 1374 1498 1522"> <tr> <td>NUMBER NAME</td> </tr> <tr> <td>Fifteen</td> </tr> </table>	NUMBER	15	NUMBER NAME	Fifteen
TEN	ONES									
1	5									
NUMBER										
15										
NUMBER NAME										
Fifteen										
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TEN	ONES									
1	8									
NUMBER										
18										
NUMBER NAME										
Eighteen										



## Game

1. Draw a circle on the floor.
2. Ask each student to throw all the given 10 stones in the circle one by one from a fixed distance.
3. Count the stones that are inside and out side of the circle.
4. Write all the observations on the black board/slate/note book.

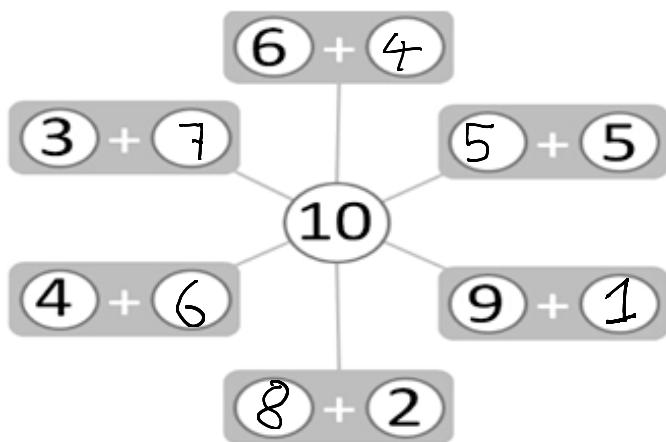


### Observation:

inside	outside	total
4	6	10
3	7	10
0	10	10
5	5	10
10	0	10
6	4	10
2	8	10
1	9	10
7	3	10
8	2	10
9	1	10

All the above are NUMBER BONDS of ten.

From these observations fill the boxes.



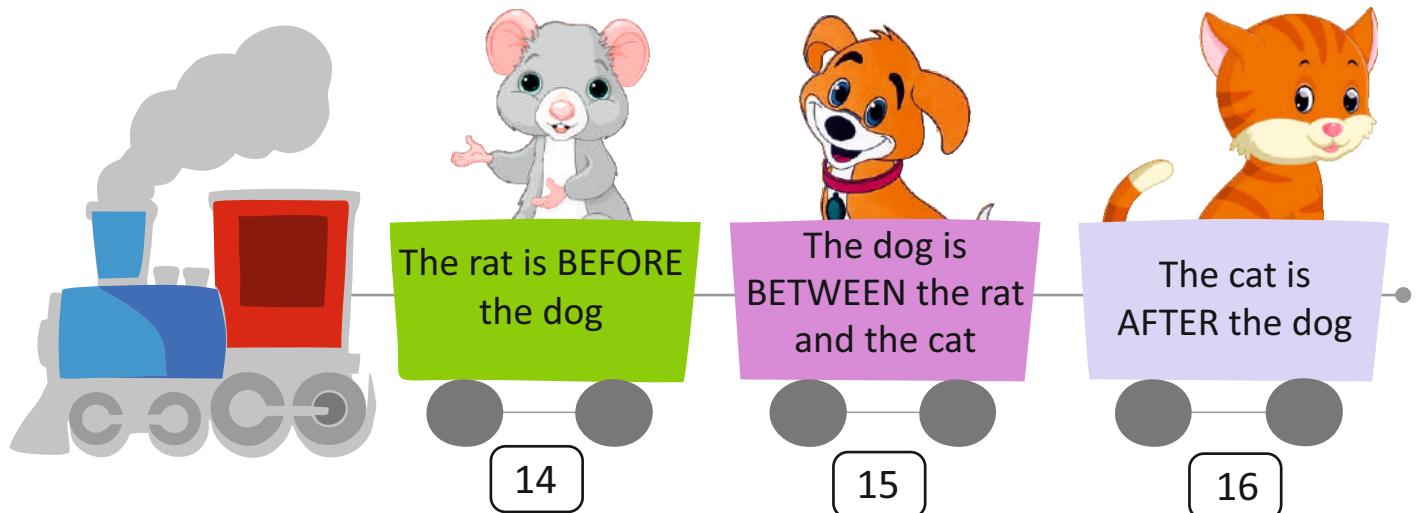
Try this

Write the number bonds for 7, 5, 8.



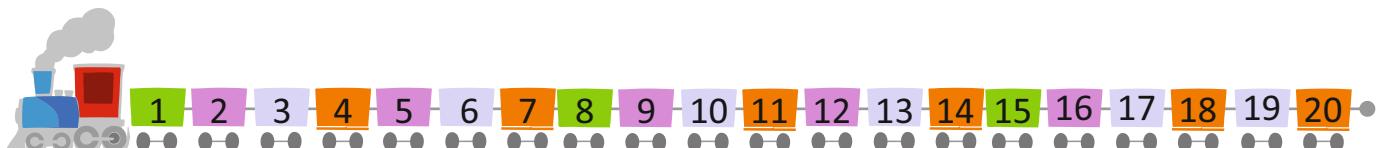
# Before – Between – After

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Observe the above picture, Then what do you say?

- ❖ 14 is BEFORE 15
- ❖ 15 is BETWEEN 14 AND 16
- ❖ 16 is AFTER 15



- ❖ By using the above, write the number that comes BEFORE.

5	6	14	15	18	19	13	14
---	---	----	----	----	----	----	----

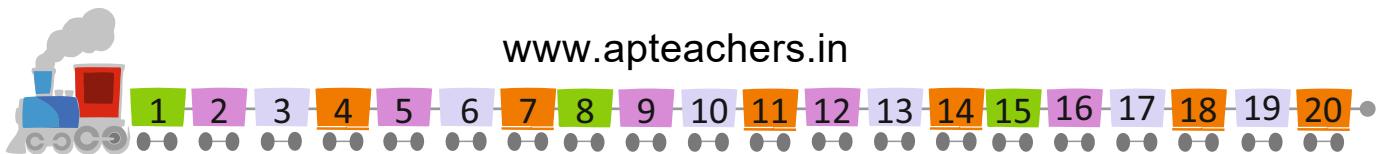
- ❖ Write the number that comes AFTER.

3	4	10	11	12	13	16	17
---	---	----	----	----	----	----	----

- ❖ Write the number that comes BETWEEN.

10	11	12	9	10	11	15	16	17
----	----	----	---	----	----	----	----	----





Colour the bigger number.

10    14

13    15

18    12

17    14

9    10

Colour the smaller number.

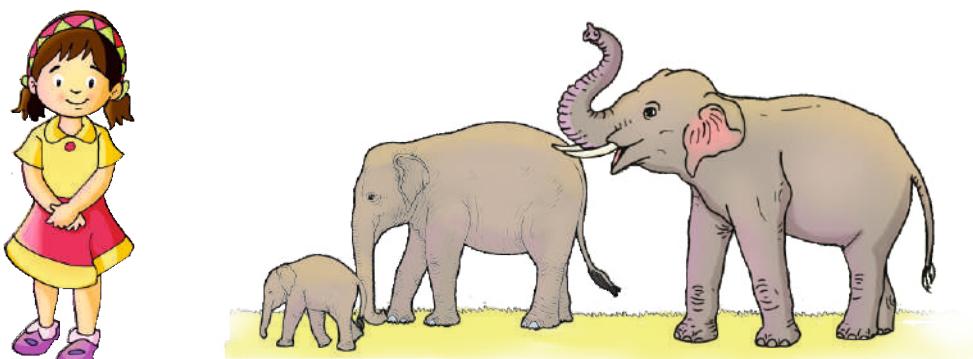
10    12

20    10

16    11

15    17

19    13



Colour the biggest number.

10    15    12

5    11    18

20    7    14

19    18    17

Colour the smallest number.

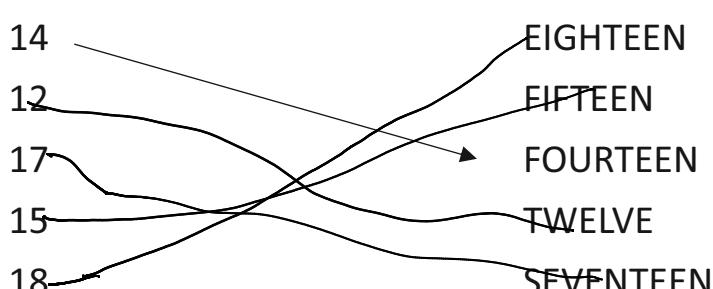
16    15    14

11    9    13

20    0    12

9    4    17

Match the following.



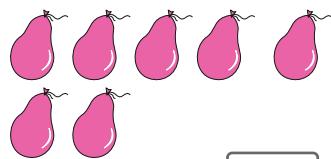
## Count and write the number in the box

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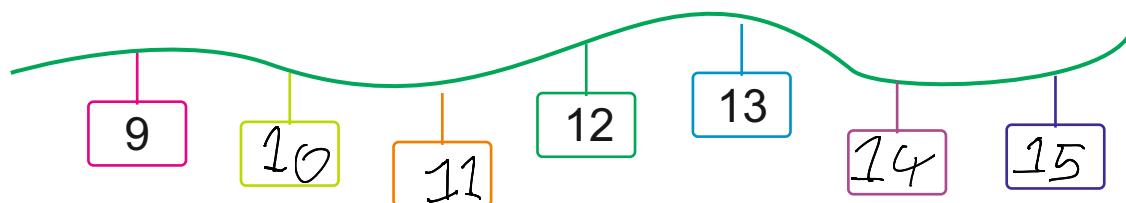
14

5

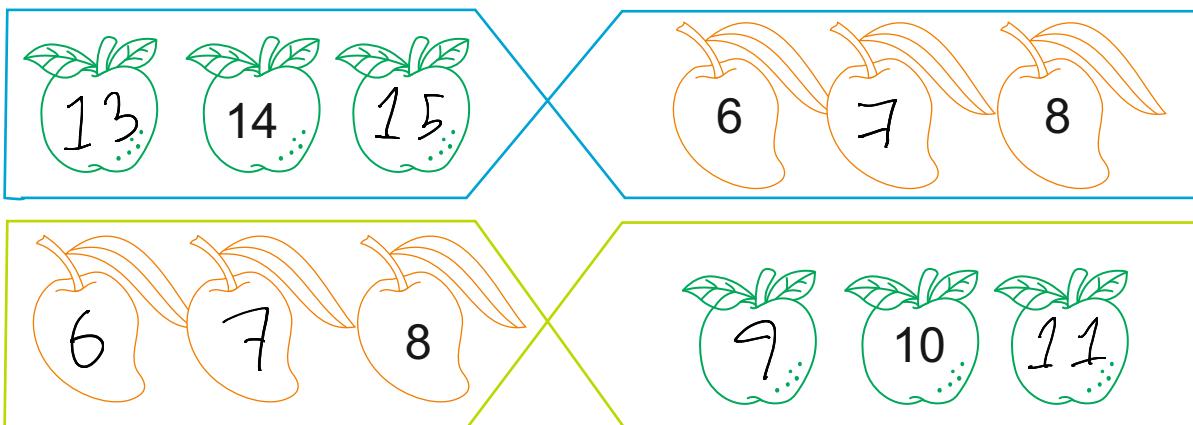


7

Write the missing numbers.



Write Before – Between – After numbers.



Observe these numbers

12

16

20

8

a) Which number is the biggest? 20

b) Which number is the smallest? 8



Read the picture.

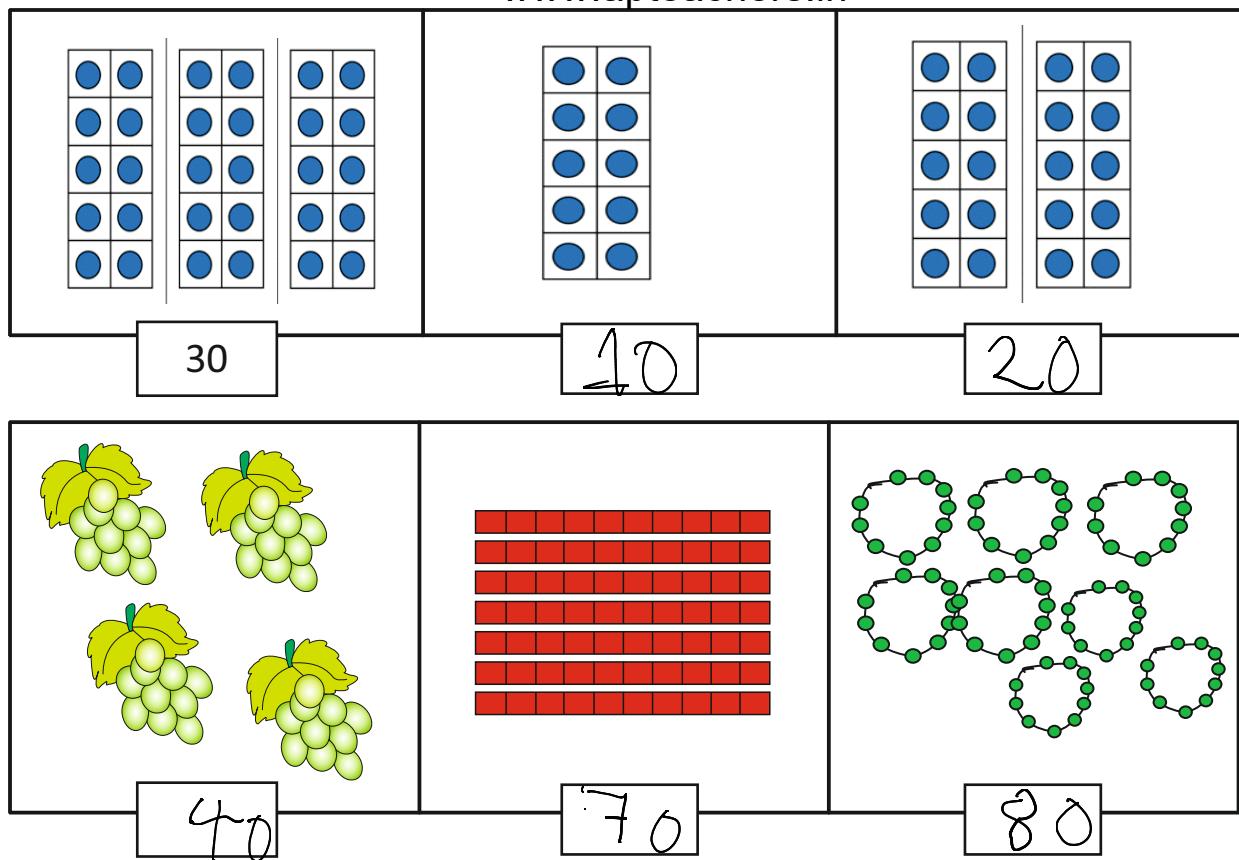
[www.apteachers.in](http://www.apteachers.in)

 10	1 TEN	10 TEN
 10 + 10	2 TENS	20 TWENTY
 20 + 10	3 TENS	30 THIRTY
 30 + 10	4 TENS	40 FORTY
 40 + 10	5 TENS	50 FIFTY
 50 + 10	6 TENS	60 SIXTY
 60 + 10	7 TENS	70 SEVENTY
 70 + 10	8 TENS	80 EIGHTY
 80 + 10	9 TENS	90 NINETY
 90 + 10	10 TENS	100 HUNDRED

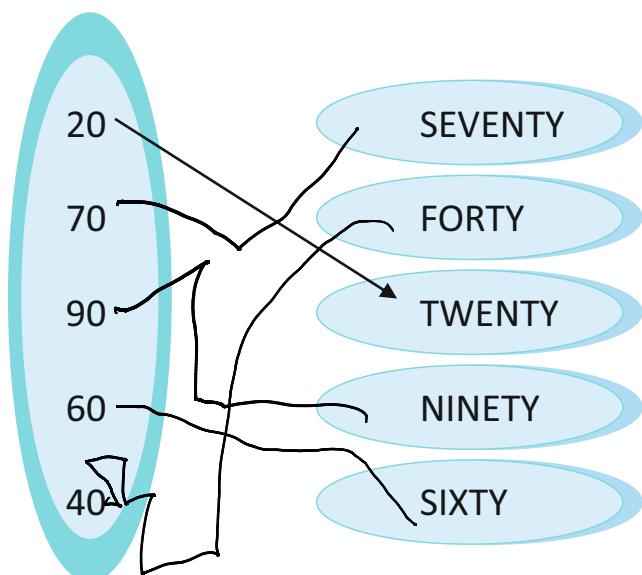


## A) Count and write the number.

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B) Match the numbers with  
number names.

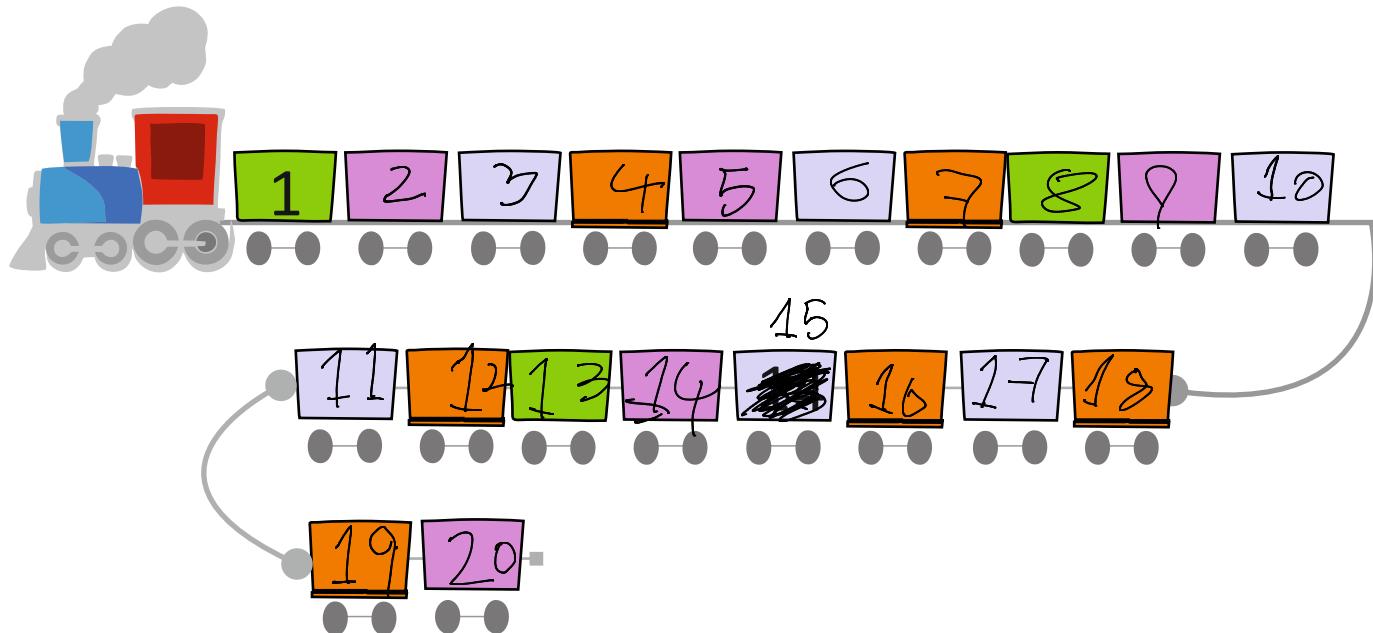


C) Write the given number in words.

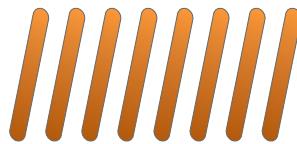
10	ten
20	Twenty
30	Thirty
40	Forty
50	Fifty
60	Sixty
70	Seventy
80	Eighty
90	Ninety



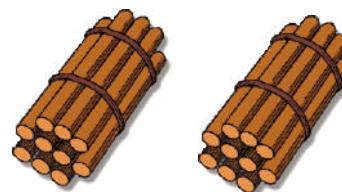
D) Write the numbers from 1 to 20 on the number train.  
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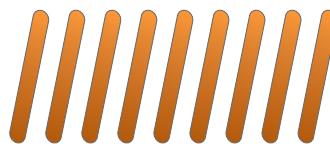
E) Count and write the answers in the box.



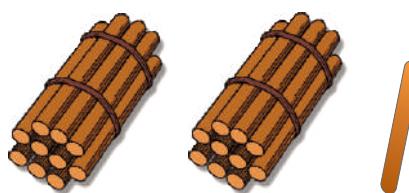
18



20



19



21



2 TENS

1 ONE



2 TENS

2 ONES



2 TENS

3 ONES



2 TENS

4 ONES



2 TENS

5 ONES



2 TENS

6 ONES



2 TENS

7 ONES



2 TENS

8 ONES



2 TENS

9 ONES



2 TENS

1 TEN



2 1

21

TWENTY ONE

TEN ONES

2 2

22

TWENTY TWO

TEN ONES

2 3

23

TWENTY THREE

TEN ONES

2 4

24

TWENTY FOUR

TEN ONES

2 5

25

TWENTY FIVE

TEN ONES

2 6

26

TWENTY SIX

TEN ONES

2 7

27

TWENTY SEVEN

TEN ONES

2 8

28

TWENTY EIGHT

TEN ONES

2 9

29

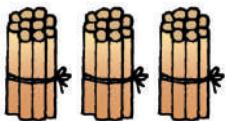
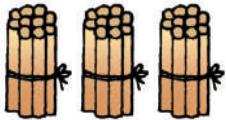
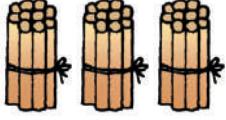
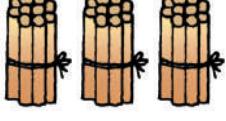
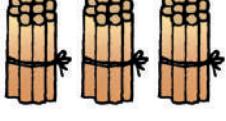
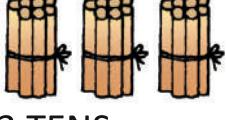
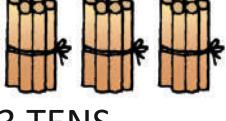
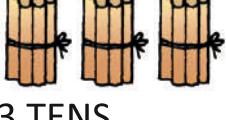
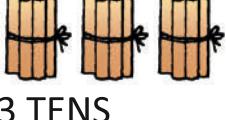
TWENTY NINE

TEN ONES

3 0

30

THIRTY

			www.apteachers.in	TENS ONES	3 1	31
3 TENS	1 ONE					THIRTY ONE
				TENS ONES	3 2	32
3 TENS	2 ONES					THIRTY TWO
				TENS ONES	3 3	33
3 TENS	3 ONES					THIRTY THREE
				TENS ONES	3 4	34
3 TENS	4 ONES					THIRTY FOUR
				TENS ONES	3 5	35
3 TENS	5 ONES					THIRTY FIVE
				TENS ONES	3 6	36
3 TENS	6 ONES					THIRTY SIX
				TENS ONES	3 7	37
3 TENS	7 ONES					THIRTY SEVEN
				TENS ONES	3 8	38
3 TENS	8 ONES					THIRTY EIGHT
				TENS ONES	3 9	39
3 TENS	9 ONES					THIRTY NINE
				TENS ONES	4 0	40
3 TENS	1 TEN					FORTY



4 TENS



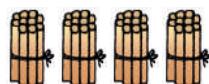
1 ONE

4

1

41

FORTY ONE



4 TENS



2 ONES

TENS	ONES
4	2

42

FORTY TWO



4 TENS



3 ONES

TENS	ONES
4	3

43

FORTY THREE



4 TENS



4 ONES

TENS	ONES
4	4

44

FORTY FOUR



4 TENS



5 ONES

TENS	ONES
4	5

45

FORTY FIVE



4 TENS



6 ONES

TENS	ONES
4	6

46

FORTY SIX



4 TENS



7 ONES

TENS	ONES
4	7

47

FORTY SEVEN



4 TENS



8 ONES

TENS	ONES
4	8

48

FORTY EIGHT



4 TENS



9 ONES

TENS	ONES
4	9

49

FORTY NINE



4 TENS



1 TEN

TENS	ONES
5	0

50

FIFTY



Count and circle the correct number.

[www.apteachers.in](http://www.apteachers.in)

<p>1)</p>	<p>46      34      44</p>
<p>2)</p>	<p>28      37      27</p>
<p>3)</p>	<p>25      27      29</p>
<p>4)</p>	<p>41      29      31</p>
<p>5)</p>	<p>15      20      25</p>

Circle the groups of ten. Count and write the number.

	<table border="1"> <tr> <td>TENS</td> <td>ONES</td> </tr> <tr> <td>3</td> <td>2</td> </tr> </table> <p>32</p>	TENS	ONES	3	2
TENS	ONES				
3	2				
	<table border="1"> <tr> <td>TENS</td> <td>ONES</td> </tr> <tr> <td>2</td> <td>4</td> </tr> </table> <p>24</p>	TENS	ONES	2	4
TENS	ONES				
2	4				





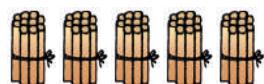
5 TENS

1 ONE

TENS	ONES
5	1

51

FIFTY ONE



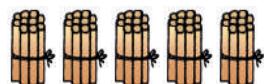
5 TENS

2 ONES

TENS	ONES
5	2

52

FIFTY TWO



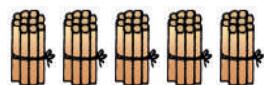
5 TENS

3 ONES

TENS	ONES
5	3

53

FIFTY THREE



5 TENS

4 ONES

TENS	ONES
5	4

54

FIFTY FOUR



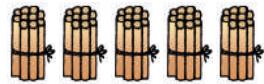
5 TENS

5 ONES

TENS	ONES
5	5

55

FIFTY FIVE



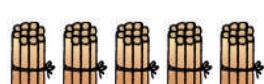
5 TENS

6 ONES

TENS	ONES
5	6

56

FIFTY SIX



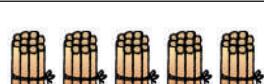
5 TENS

7 ONES

TENS	ONES
5	7

57

FIFTY SEVEN



5 TENS

8 ONES

TENS	ONES
5	8

58

FIFTY EIGHT



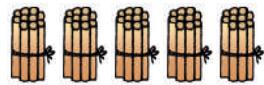
5 TENS

9 ONES

TENS	ONES
5	9

59

FIFTY NINE



5 TENS

1 TEN

TENS	ONES
5	1

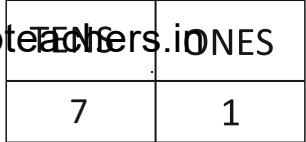
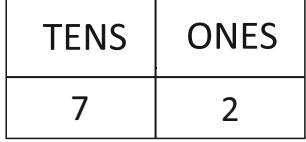
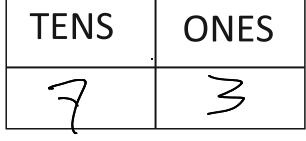
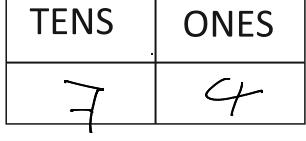
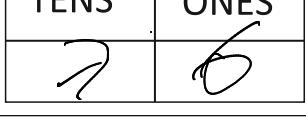
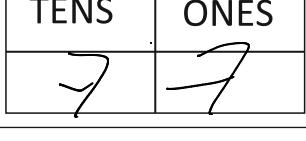
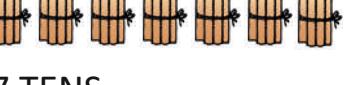
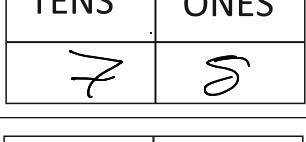
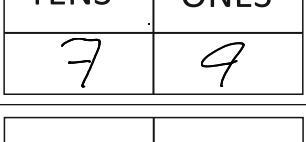
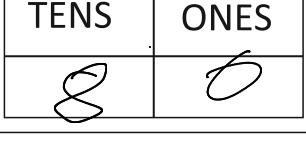
60

SIXTY

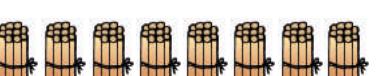
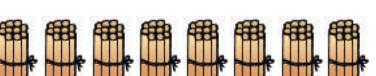
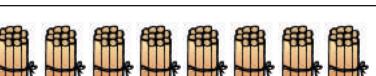
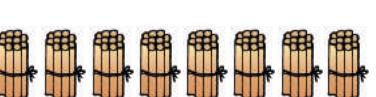


	6 TENS	1 ONE	 www.apartners.in TENS ONES 6 1	61 SIXTY ONE
	6 TENS	2 ONES	 TENS ONES 6 2	62 SIXTY TWO
	6 TENS	3 ONES	 TENS ONES 6 3	63 SIXTY THREE
	6 TENS	4 ONES	 TENS ONES 6 4	64 SIXTY FOUR
	6 TENS	5 ONES	 TENS ONES 6 5	65 SIXTY FIVE
	6 TENS	6 ONES	 TENS ONES 6 6	66 SIXTY SIX
	6 TENS	7 ONES	 TENS ONES 6 7	67 SIXTY SEVEN
	6 TENS	8 ONES	 TENS ONES 6 8	68 SIXTY EIGHT
	6 TENS	9 ONES	 TENS ONES 6 9	69 SIXTY NINE
	6 TENS	1 TEN	 TENS ONES 7 0	70 SEVENTY



	7 TENS		1 ONE	 TENS      ONES 7            1	71 SEVENTY ONE
	7 TENS		2 ONES	 TENS      ONES 7            2	72 SEVENTY TWO
	7 TENS		3 ONES	 TENS      ONES 7            3	73 SEVENTY THREE
	7 TENS		4 ONES	 TENS      ONES 7            4	74 SEVENTY FOUR
	7 TENS		5 ONES	 TENS      ONES 7            5	75 SEVENTY FIVE
	7 TENS		6 ONES	 TENS      ONES 7            6	76 SEVENTY SIX
	7 TENS		7 ONES	 TENS      ONES 7            7	77 SEVENTY SEVEN
	7 TENS		8 ONES	 TENS      ONES 7            8	78 SEVENTY EIGHT
	7 TENS		9 ONES	 TENS      ONES 7            9	79 SEVENTY NINE
	7 TENS		1 TEN	 TENS      ONES 8            0	80 EIGHTY



	8 TENS	1 ONE		www.apartners.in TENS ONES 8 1	81 EIGHTY ONE
	8 TENS	2 ONES		TENS ONES 8 2	82 EIGHTY TWO
	8 TENS	3 ONES		TENS ONES 8 3	83 EIGHTY THREE
	8 TENS	4 ONES		TENS ONES 8 4	84 EIGHTY FOUR
	8 TENS	5 ONES		TENS ONES 8 5	85 EIGHTY FIVE
	8 TENS	6 ONES		TENS ONES 8 6	86 EIGHTY SIX
	8 TENS	7 ONES		TENS ONES 8 7	87 EIGHTY SEVEN
	8 TENS	8 ONES		TENS ONES 8 8	88 EIGHTY EIGHT
	8 TENS	9 ONES		TENS ONES 8 9	89 EIGHTY NINE
	8 TENS	1 TEN		TENS ONES 9 0	90 NINETY





9 TENS

1 ONE

TENS	ONES
9	1

91

NINETY ONE



9 TENS

2 ONES



TENS	ONES
9	2

92

NINETY TWO



9 TENS

3 ONES



TENS	ONES
9	3

93

NINETY THREE



9 TENS

4 ONES



TENS	ONES
9	4

94

NINETY FOUR



9 TENS

5 ONES



TENS	ONES
9	5

95

NINETY FIVE



9 TENS

6 ONES



TENS	ONES
9	6

96

NINETY SIX



9 TENS

7 ONES



TENS	ONES
9	7

97

NINETY SEVEN



9 TENS

8 ONES



TENS	ONES
9	8

98

NINETY EIGHT



9 TENS

9 ONES



TENS	ONES
9	9

99

NINETY NINE



9 TENS

1 TEN



TENS	ONES
1	00

100

HUNDRED



# I) Write the missing numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# II) Write the missing numbers.

- 15 → 16 → 17 → 18 → 19
- 21 → 22 → 23 → 24 → 25
- 27 → 28 → 29 → 30 → 31
- 31 → 32 → 33 → 34 → 35

# III) Write the following numbers in words.

- A) 45 ..... forty five
- B) 78 ..... seventy eight
- C) 84 ..... eighty four
- D) 65 ..... sixty five

# IV) Write the numbers for each of the following.

- a) THIRTY SIX 36
- c) FIFTY 50
- e) EIGHTY ONE 81
- b) FORTY EIGHT 48
- d) SEVENTY TWO 72





1

Hundred

100

One Hundred



2

Hundreds

200

Two Hundred



3

Hundreds

300

Three Hundred



4

Hundreds

400

Four Hundred



5

Hundreds

500

Five Hundred



6

Hundreds

600

Six Hundred



7

Hundreds

700

Seven Hundred



8

Hundreds

800

Eight Hundred



9

Hundreds

900

Nine Hundred



10

Hundreds

1000

One Thousand



# Ordinal Numbers

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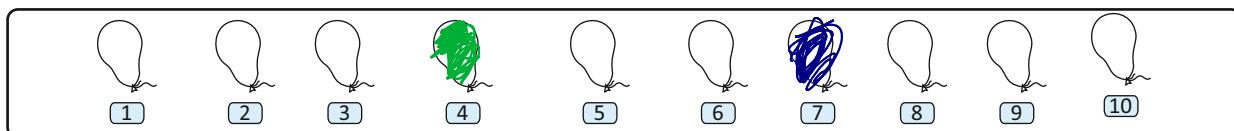
Look at the picture.



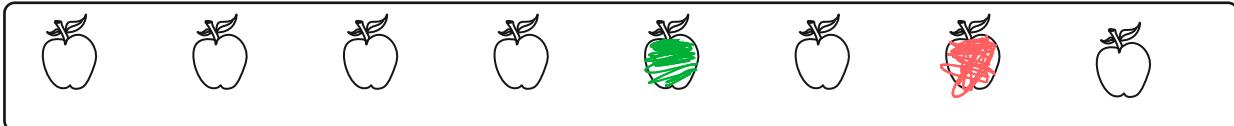
Answer the following questions.

- 1) Who has come in the first place in the running race? C
- 2) Who has come in the second place in the running race? A
- 3) Who has come last? B

Colour the 4<sup>th</sup> balloon green and the 7<sup>th</sup> balloon blue from left to right.



Colour the 5<sup>th</sup> apple green and the 7<sup>th</sup> apple red.



Colour the 2<sup>nd</sup> flower red and the 6<sup>th</sup> flower blue.



Colour the 1<sup>st</sup> banana green and the 5<sup>th</sup> banana yellow.



# Measurements

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Look at the picture.

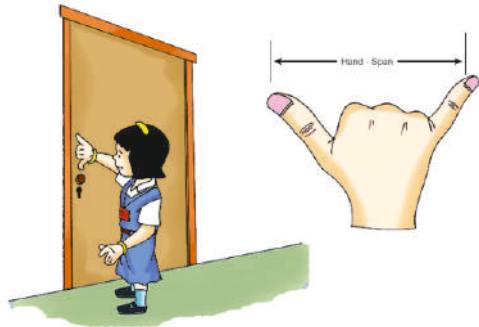


1. Who is carrying heavier luggage? *Big boy*
2. Who is bringing more water? *Big girl*
3. How is Ramu measuring stones? *yes*

Note: Discuss the picture above with the students.

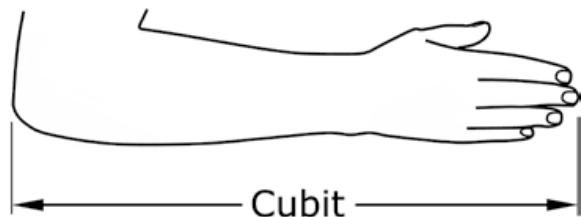
# How many ?

Buji is measuring the class room door.



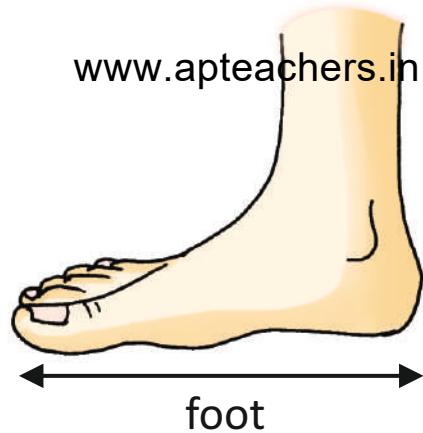
The length between the little finger and thumb of the hand is called "HAND SPAN".

The length equal to the width of four fingers is called "FINGER SPAN".



The length between the elbow and the tip of the middle finger is called a 'CUBIT'.

She measures flower garlands like this.



The length between the heel and the toe is called a “FOOT”.

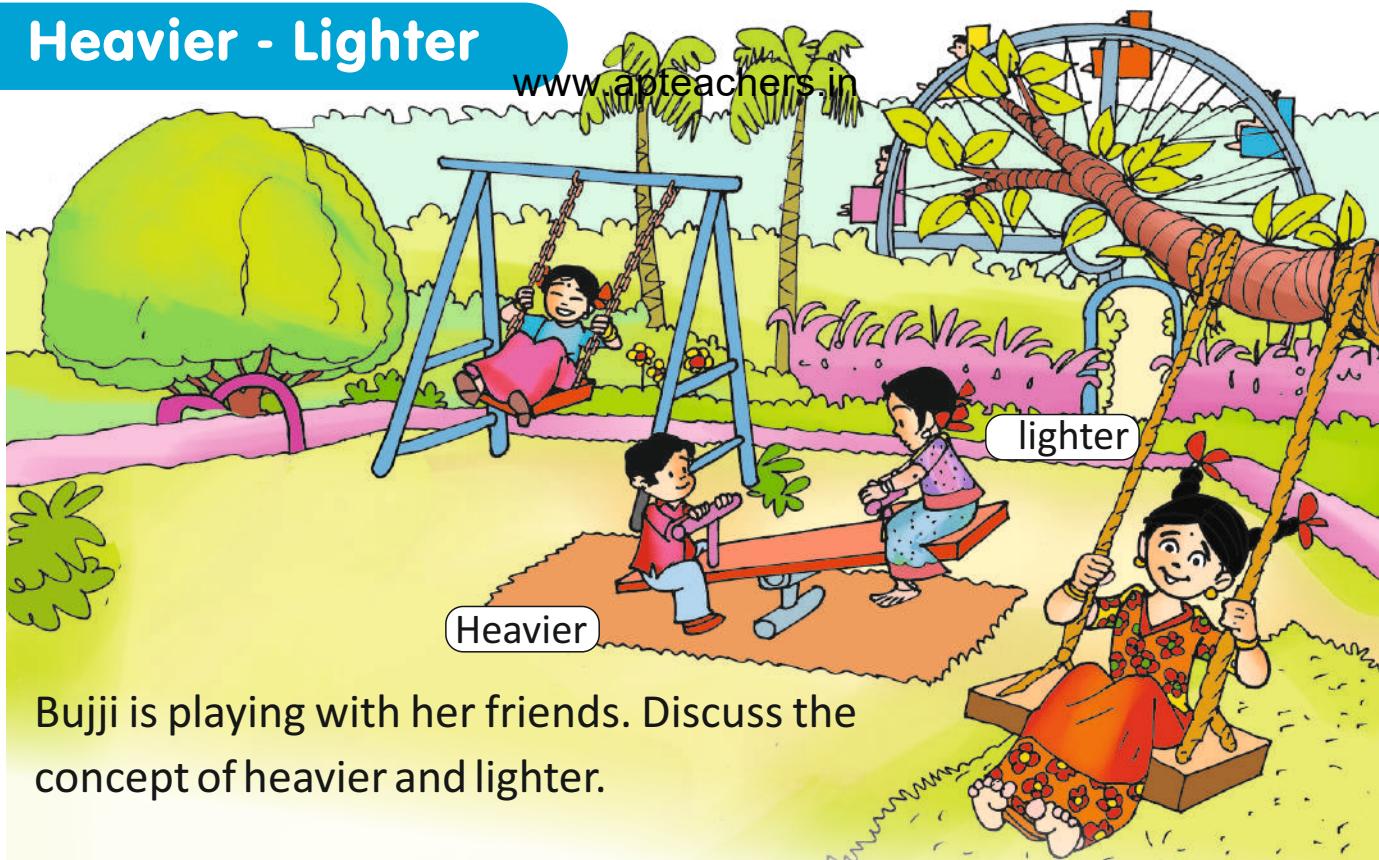
Bujji is measuring the length of the room with foot.



Bujji is measuring the length of the room with pace.

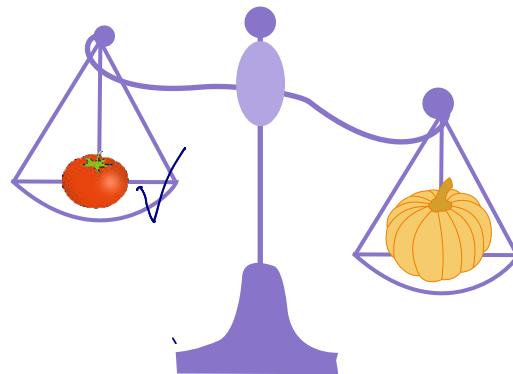
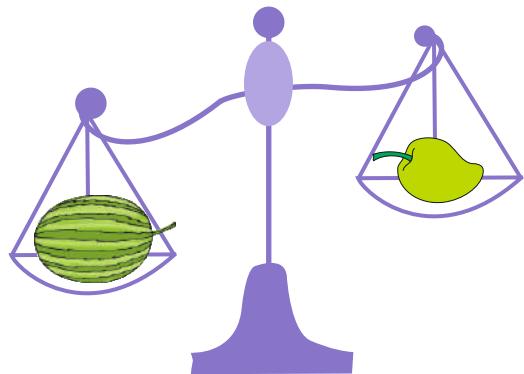


# Heavier - Lighter

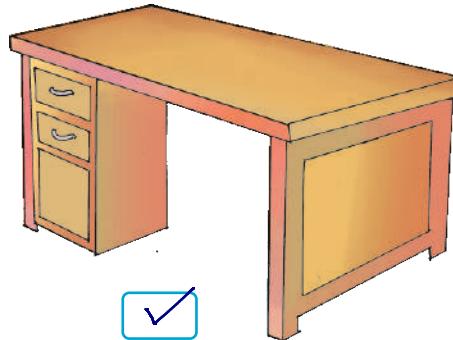
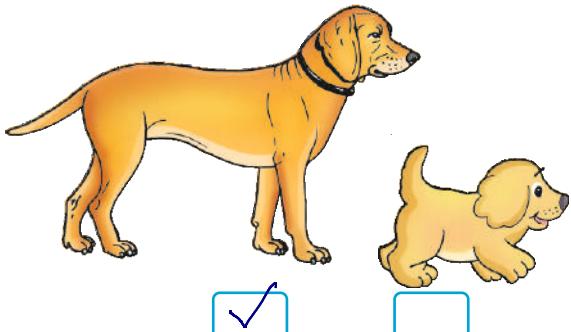


Buji is playing with her friends. Discuss the concept of heavier and lighter.

Tick ( ✓ ) the lighter object.



Tick ( ✓ ) the heavier one.



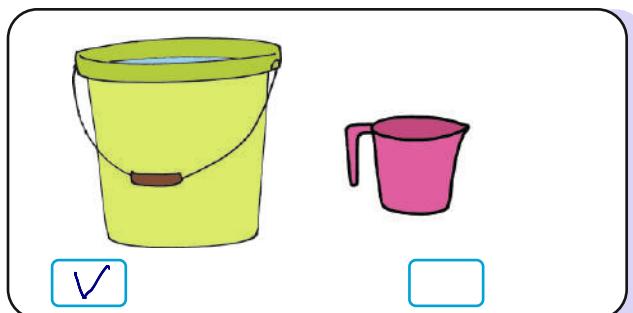
# Capacity

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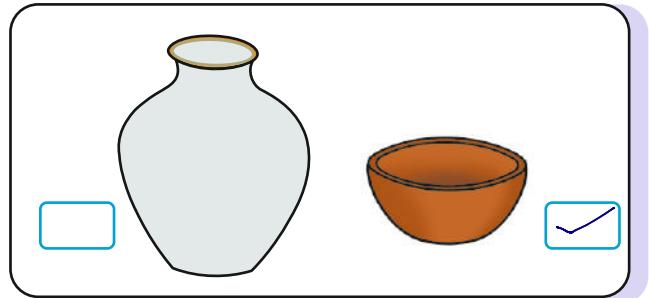
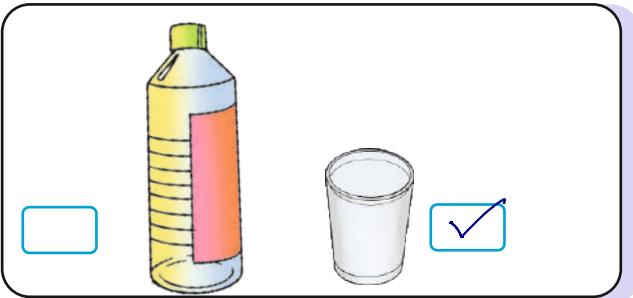


Observe the above picture. Ask them which vessel contains more water.

Put a tick ( ✓ ) on the container that holds more.



Put a tick ( ✓ ) on the container that holds less.



# Time

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CHAPTER  
7

## I. Let us see ..... Bujji's activities during a day.



Waking up in the morning



Brushing in the morning



Eating breakfast



Going to school



Attending the class



Having the mid day meal



Playing



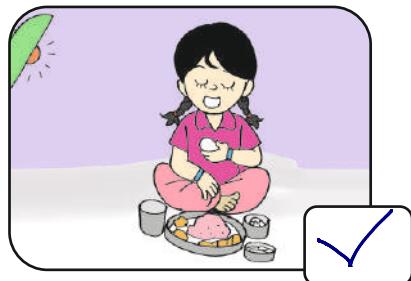
Eating dinner



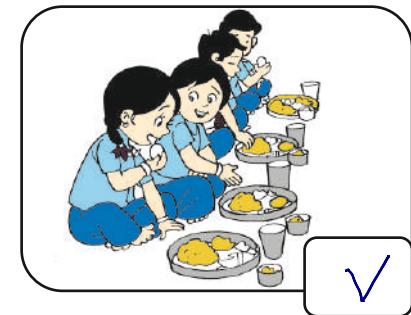
Going to bed

**Note:** Discuss with children about their daily activities.

I. Tick ( ✓ ) the activities that you do in the morning.



II. Tick ( ✓ ) the activities that you do in the afternoon.



III. Tick ( ✓ ) the activities that you do in the evening.

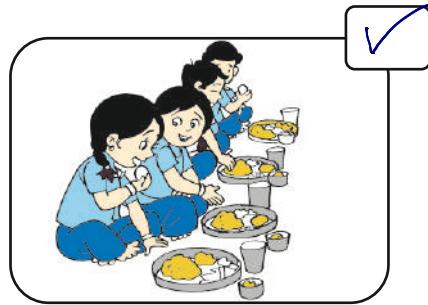
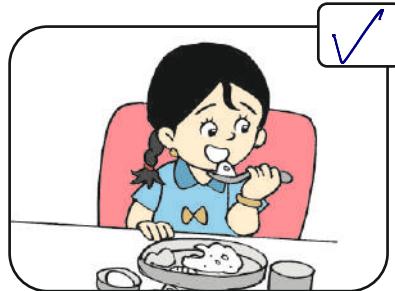
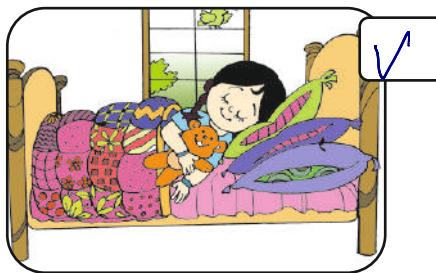
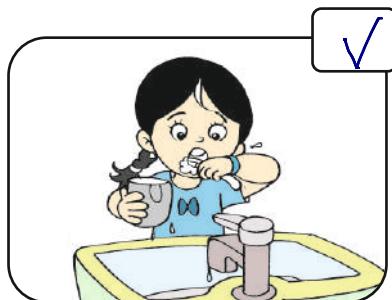


IV. Tick ( ✓ ) the activities that you do in the night.



Write the correct order of Bujji's activities.

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Tell the activities that you do in the morning, afternoon, evening and night. (Oral)

In the morning : wake & brush

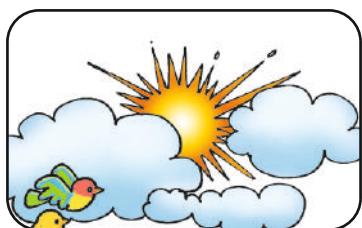
In the afternoon : eat

In the evening : eat, sleep

In the night : play

little bit, sleep

Make a list of day time activities and night time activities, write them down.



I brush my teeth.

I eat breakfast

I go to school.

I watch T.V.

I go to bed

I eat dinner

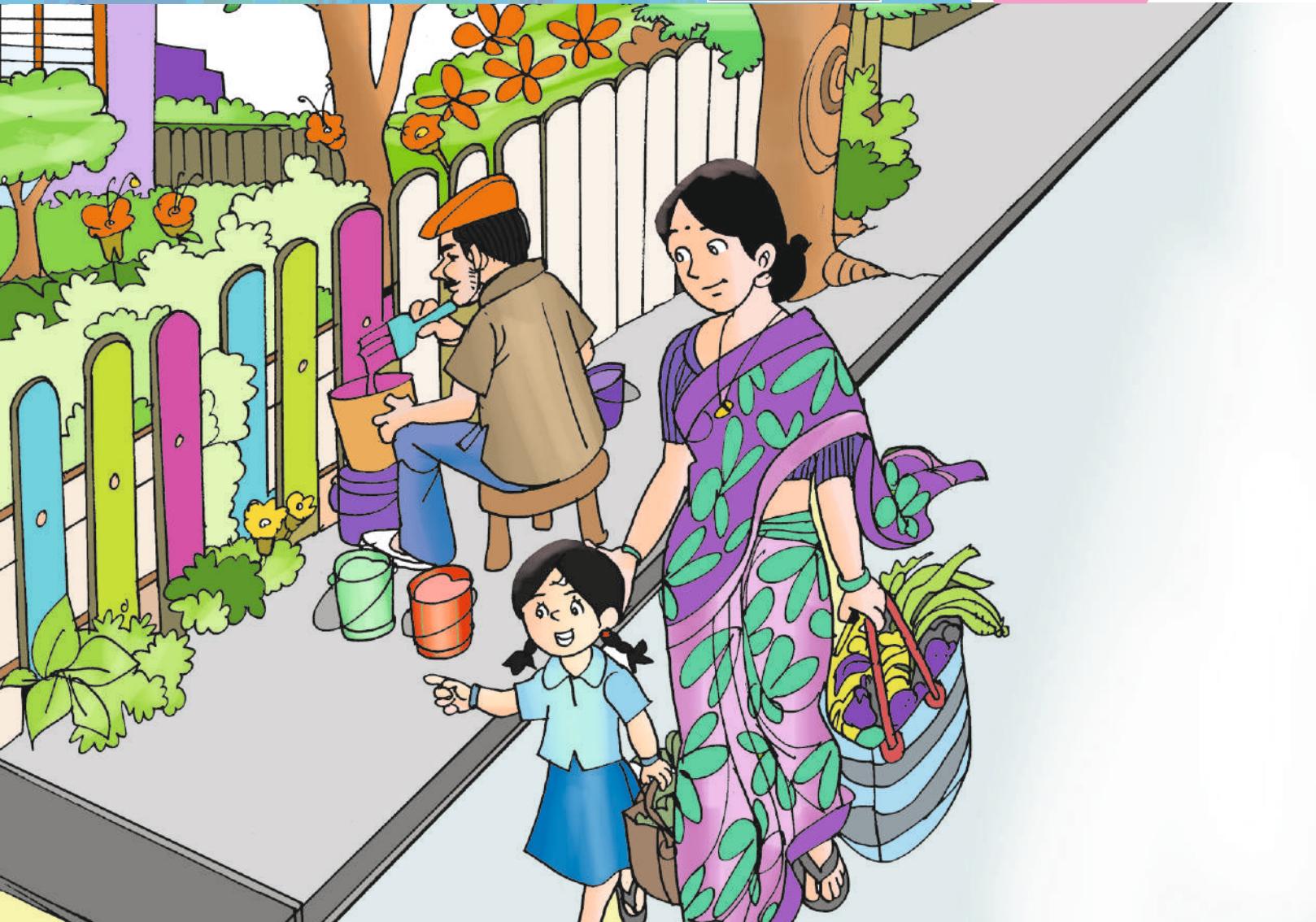


# Patterns

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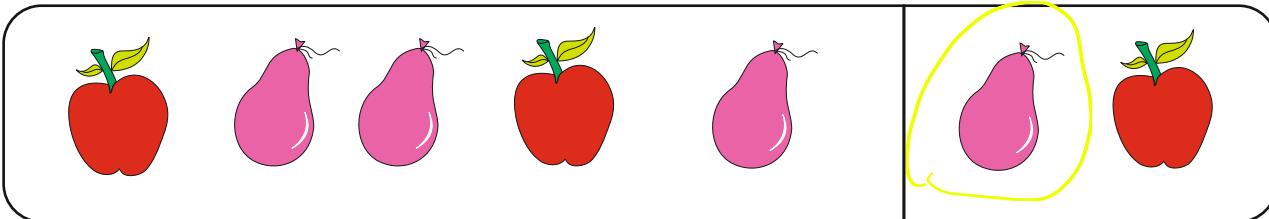
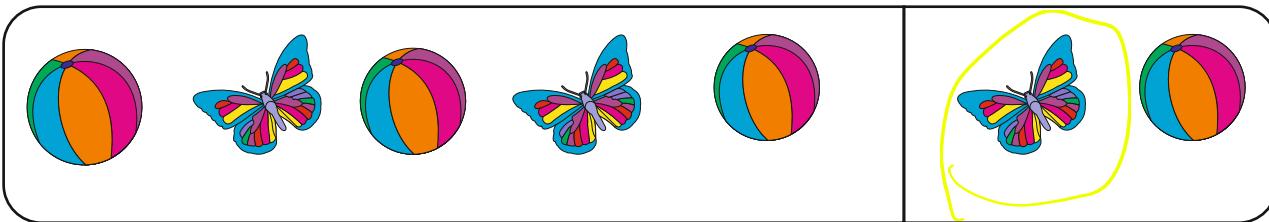
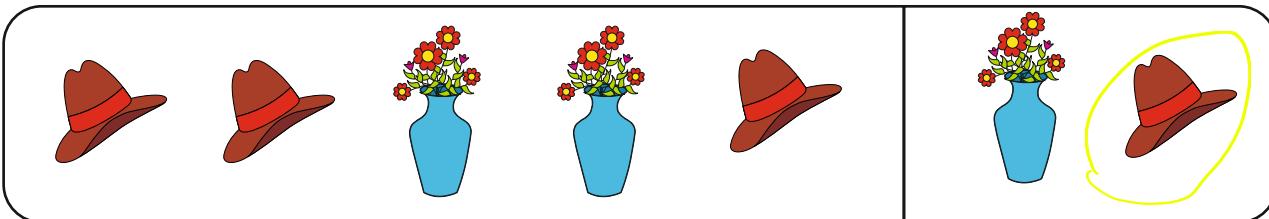
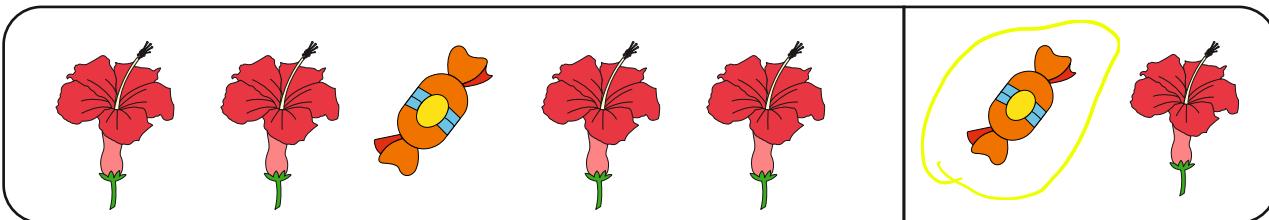
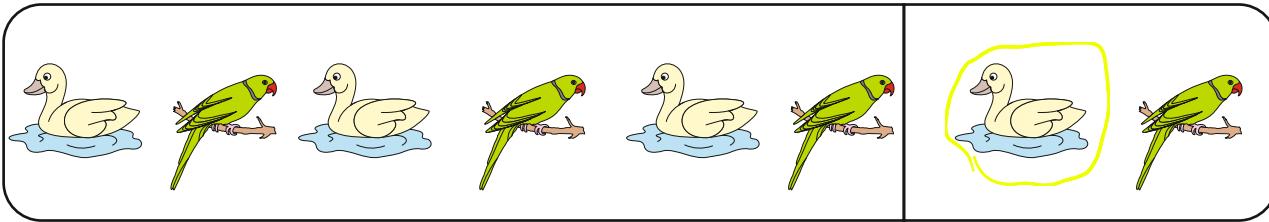
CHAPTER  
8



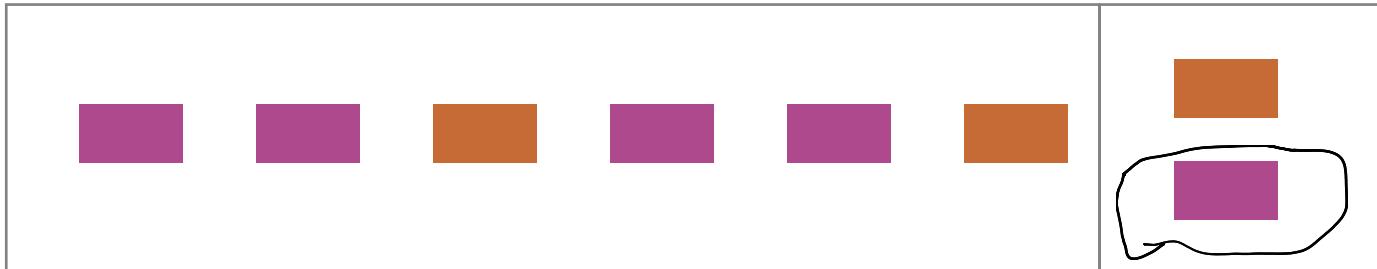
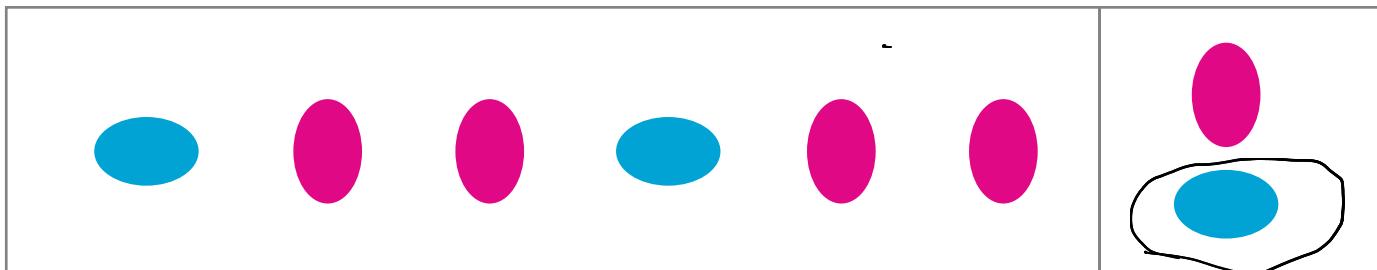
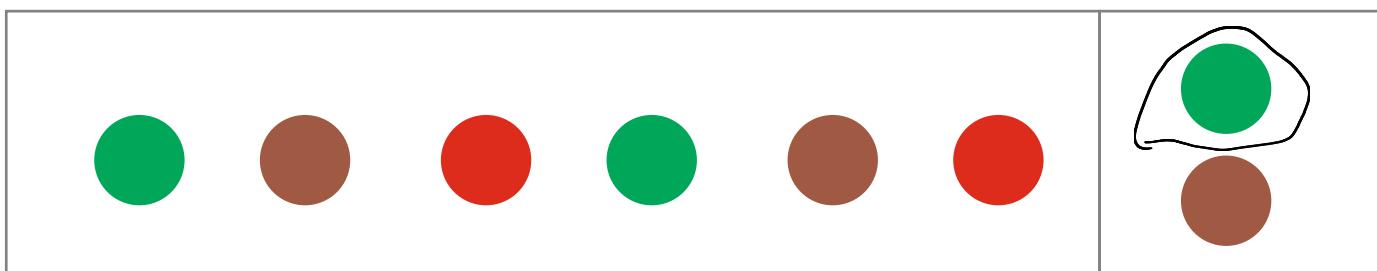
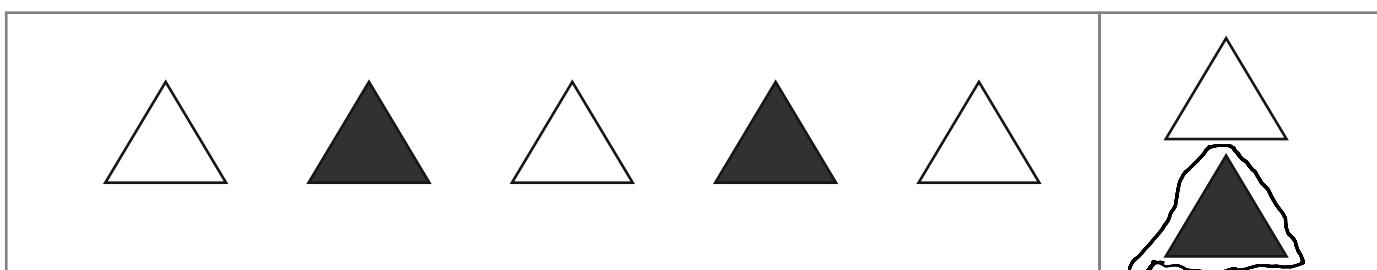
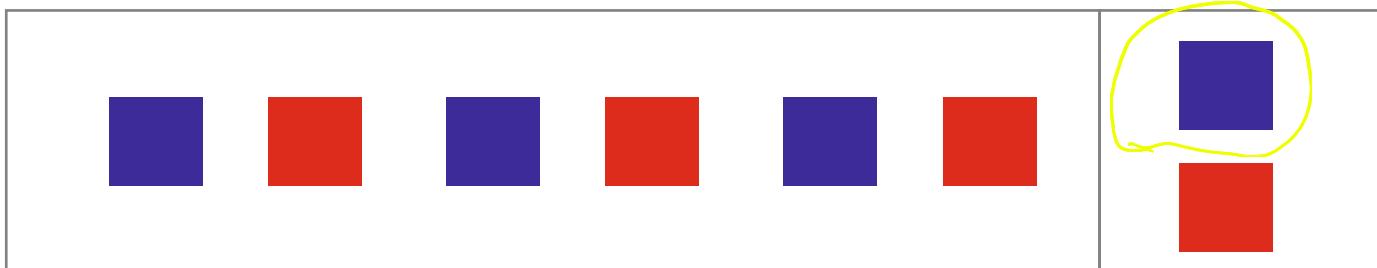
1. Which colour is the painter painting now?
2. What colour comes next ?
3. How many colours are needed to complete the fence?

**Note:** Ask the students to observe the picture. Help them to understand the concept of “pattern”of colour.

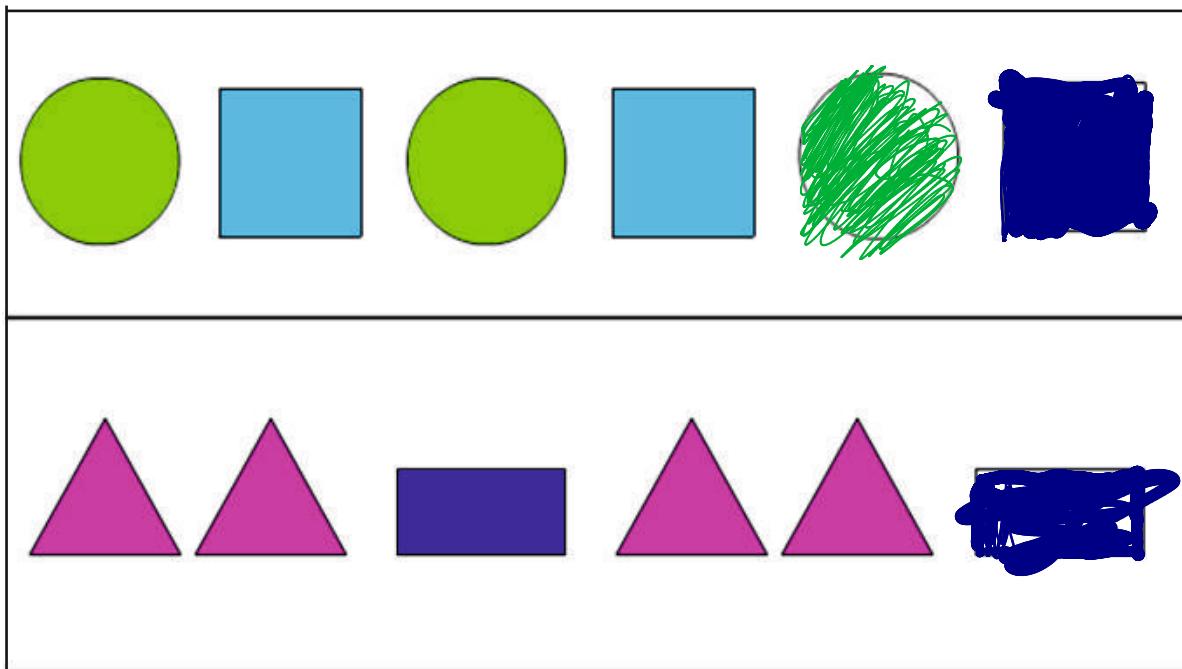
Circle the picture that comes next.



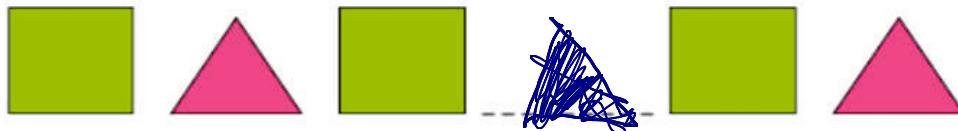
Circle the picture that comes next.



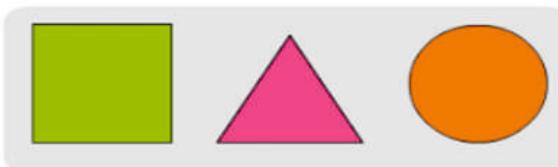
Colour the shape that completes the pattern.



Circle the shape that completes the pattern from the answer given below.



Answer



Ask students to observe the above patterns. Let them solve the problems.

# How many?

[www.apteachers.in](http://www.apteachers.in)



## CHAPTER

9

### Addition

In the Headmaster's room a cupboard contains books in two racks as shown in the figure.



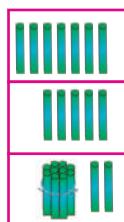
Now Biji counts the books

Books in the First rack = 7

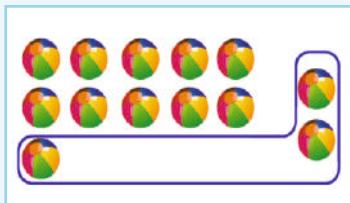
Books in the Second rack = 5

Total = 12

Tens	Ones
0	7
	5
1	2



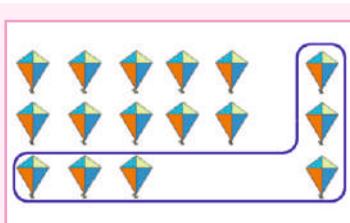
Add the given objects.



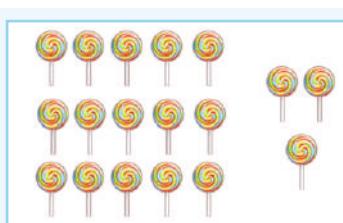
Tens	Ones
1	1
	2
1	3



Tens	Ones
1	2
	5



Tens	Ones
1	3
	3



Tens	Ones
1	5
	3

Add the numbers given using the bundles of sticks and the loose sticks.

$$9 + 3 = \underline{12}$$

Tens	Ones
	9
	3
1	2

$$12 + 3 = \underline{15}$$

Tens	Ones
1	2
	3
1	5

$$6 + 8 = \underline{14}$$

Tens	Ones
	6
	8
1	4

$$8 + 7 = \underline{15}$$

Tens	Ones
	8
	7
1	5

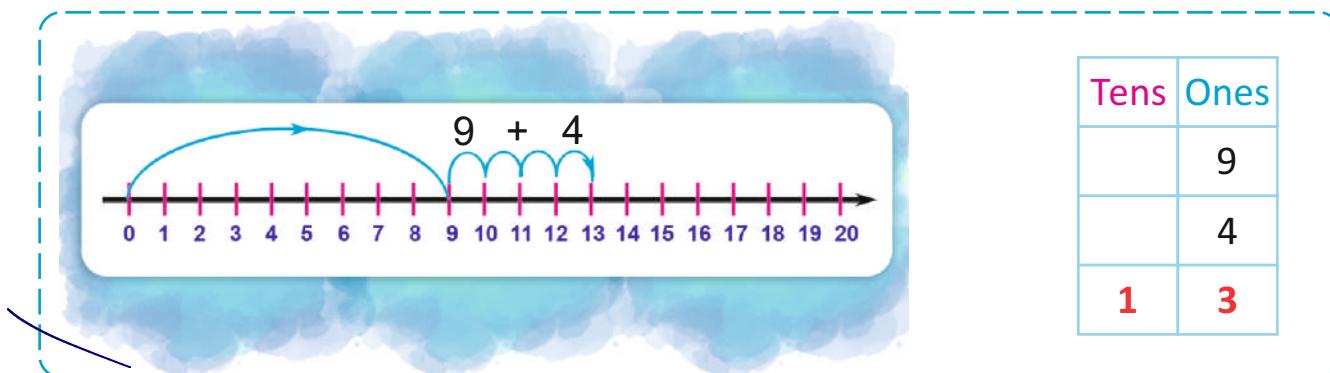
$$14 + 2 = \underline{16}$$

Tens	Ones
1	4
	2
1	6

$$13 + 5 = \underline{18}$$

Tens	Ones
1	3
	5
1	8

Add the numbers using the number line.



$$6 + 5 = \underline{11}$$

Tens	Ones
	6
	5
1	1

$$12 + 2 = \underline{14}$$

Tens	Ones
1	2
	2
1	4

$$14 + 3 = \underline{17}$$

Tens	Ones
1	4
	3
1	7



$$7 + 8 = \underline{15}$$

Tens	Ones
	7
	8
1	5

$$13 + 5 = \underline{18}$$

Tens	Ones
1	3
	5

2	8
---	---

$$16 + 2 = \underline{18}$$

Tens	Ones
1	6
	2
1	8

Add the numbers given.

$$\begin{array}{r} 8 \\ + 7 \\ \hline \underline{15} \end{array}$$

$$\begin{array}{r} 4 \\ + 9 \\ \hline \underline{13} \end{array}$$

$$\begin{array}{r} 7 \\ + 5 \\ \hline \underline{12} \end{array}$$

$$\begin{array}{r} 9 \\ + 2 \\ \hline \underline{11} \end{array}$$

$$\begin{array}{r} 6 \\ + 8 \\ \hline \underline{14} \end{array}$$



$$\begin{array}{r} 16 \\ + 0 \\ \hline \underline{16} \end{array}$$

$$\begin{array}{r} 11 \\ + 3 \\ \hline \underline{14} \end{array}$$

$$\begin{array}{r} 12 \\ + 4 \\ \hline \underline{16} \end{array}$$

$$\begin{array}{r} 15 \\ + 2 \\ \hline \underline{17} \end{array}$$

$$\begin{array}{r} 13 \\ + 6 \\ \hline \underline{19} \end{array}$$

Add the numbers given and write in the blank boxes.

Ex:  $8 + 6 = \boxed{14}$

$11 + 4 = \boxed{15}$

$6 + 7 = \boxed{13}$

$0 + 13 = \boxed{13}$

$9 + 6 = \boxed{15}$

$15 + 3 = \boxed{18}$

$7 + 8 = \boxed{15}$

$12 + 0 = \boxed{12}$

$5 + 6 = \boxed{11}$

$3 + 14 = \boxed{17}$

$9 + 5 = \boxed{14}$

$16 + 2 = \boxed{18}$

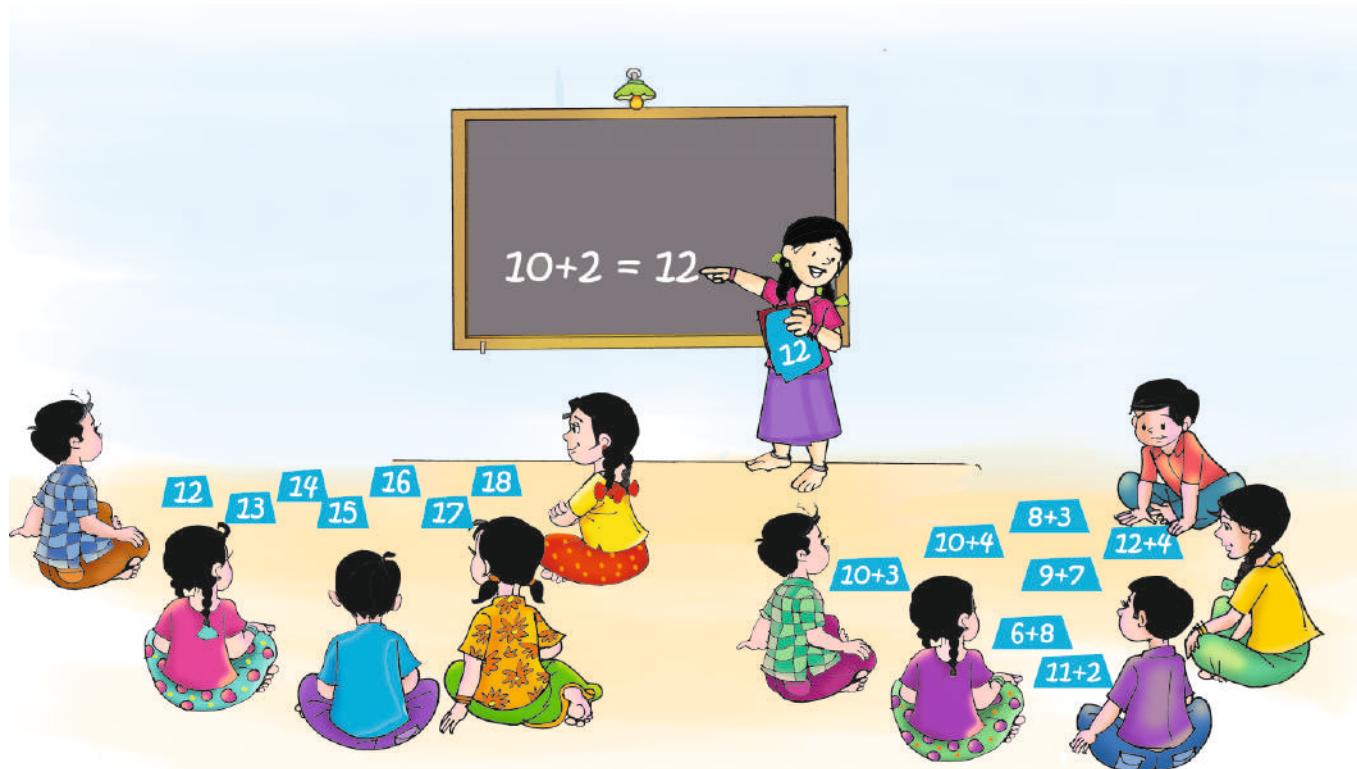


**Objective:** Practising addition facts total not exceeding 20.

**Preparation:** Write 20 different addition facts up to 20 without the answer on the slips of paper. For Ex.:  $10 + 5$  |  $7 + 4$  |  $9 + 6$  |  $18 + 1$  |  $13 + 2$ , etc., Write the answer on different slips of paper. Two students can play the game.

**Procedure to play:**

1. Shuffle the answer slips and keep them face down in the centre.
2. Shuffle the addition facts slips and distribute 10 slips to each player.
3. 1<sup>st</sup> player picks up one card from the answer pile and checks to see. If she has the matching addition fact card with her.
4. If the player got the matching card, both cards are kept aside. If the matching fact card is not with the player, the answer card is put back into the bottom of the pile in the centre.
5. It is then the turn of the next player.
6. They keep taking turns till one student discards all her addition cards.



# Subtraction



She gave ₹10 to the shopkeeper.

## How much does she get back?

	Tens	Ones	
Money with Bujji	1	0	/ / / / / / / / / /
Total Cost		8	
Gets back		2	

Tens	Ones
1	0
	6
	4

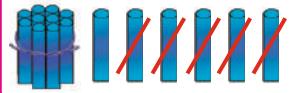


Tens	Ones
1	2
	4
1	3

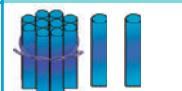




Tens	Ones
1	6
	5
1	1



Tens	Ones
1	2
	0
1	2



Subtracting by drawing lines and crossing out. One is done for you.

$$\begin{array}{r} 10 \\ - 3 \\ \hline 7 \end{array}$$

/ / / / / X X X

$$\begin{array}{r} 12 \\ - 3 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 12 \\ - 8 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 16 \\ - 3 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 14 \\ - 9 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 9 \\ - 9 \\ \hline 0 \end{array}$$

Try this:

$$\begin{array}{r} 12 \\ - 2 \\ \hline 10 \end{array}$$

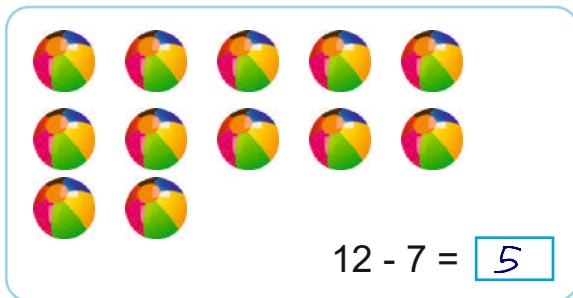
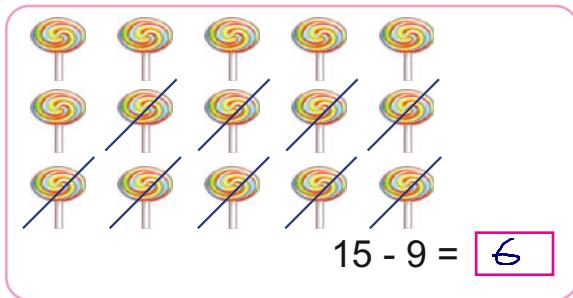
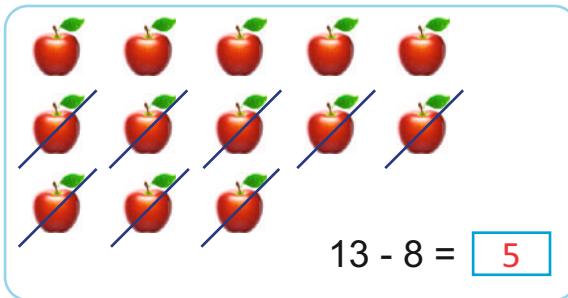
$$\begin{array}{r} 14 \\ - 3 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 16 \\ - 2 \\ \hline 14 \end{array}$$

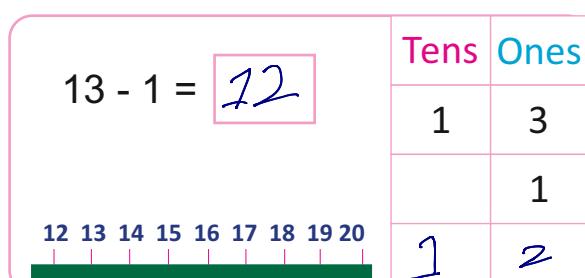
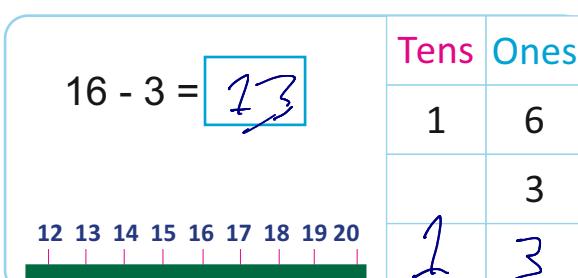
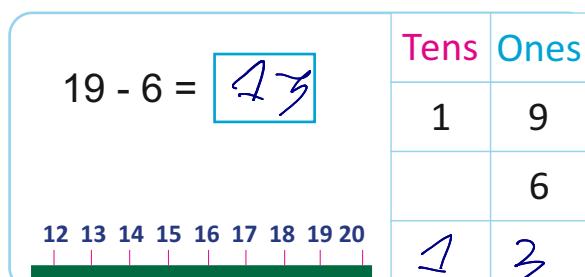
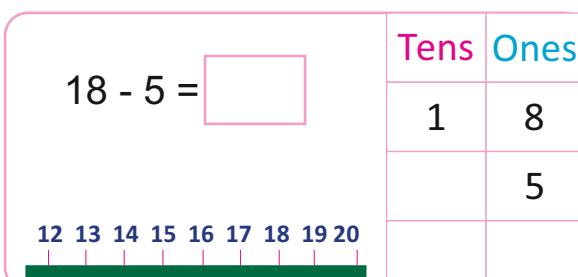
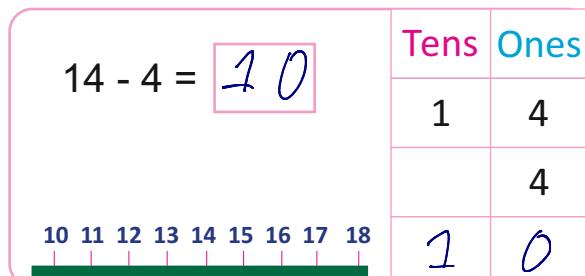
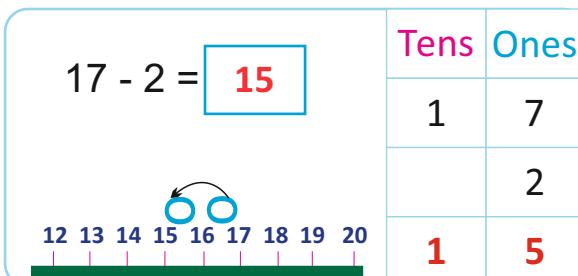
$$\begin{array}{r} 18 \\ - 0 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 18 \\ - 6 \\ \hline 12 \end{array}$$

## Subtraction by crossing out



## Subtraction by counting backward.



## Word Problems

- 1) Janu had 17 pencils. She gave away 10 pencils to her sister.  
How many pencils are left with Janu ? **7**

No. of Pencils with Janu	=	17
No. of Pencils given to Janu's sister	=	10
No. of Pencils with Janu now	=	7

- 2) There are 15 children in the garden. 8 are girls and the rest are boys. How many are boys ? **7**

No. of Children	=	15
No. of Girls	=	8
No. of Boys	=	7

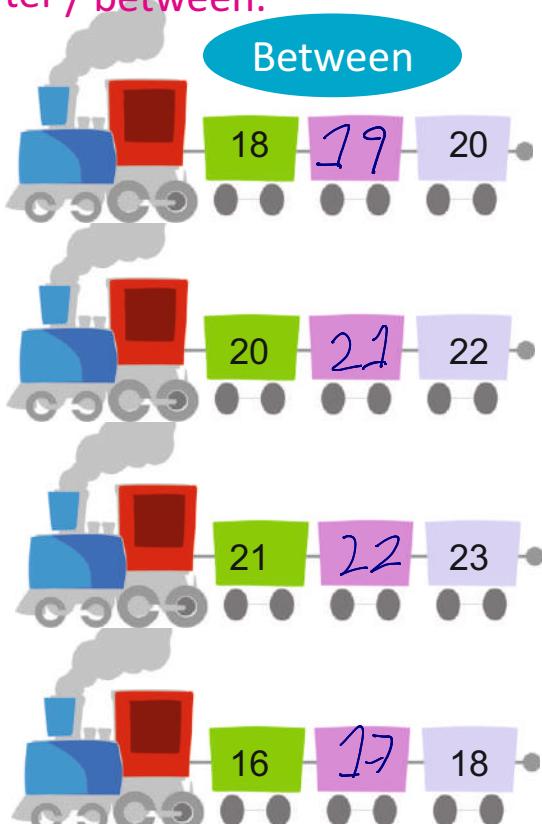
- 3) Vidya bought 13 eggs. 7 eggs were broken. How many eggs are left with Vidya? **6**

No. of eggs bought	=	13
No. of eggs broken	=	7
No. of eggs with Vidya now	=	6

Write the number that comes before/ after / between.

Before	
<u>7</u>	8
<u>16</u>	17
<u>22</u>	12
<u>0</u>	1
<u>19</u>	20
<u>43</u>	44

After	
6	<u>7</u>
13	<u>14</u>
29	<u>30</u>
34	<u>35</u>
17	<u>18</u>
25	<u>26</u>



## Game

### Things needed:

100 sticks ( 9 bundles in tens and 10 loose sticks)

Number cards 1 to 100

### Procedure:

Divide the class into two groups, 'A' and 'B'.

Give sticks to one group 'A' and number cards to another group 'B'.

'A' group has to show one number card and the group 'B' has to show the sticks according to that number.

Group 'A' has to check the number card and the number of sticks shown by group 'B'.

Teacher has to continue this activity more number of times, till the number are familiarised among all the students.

**Start with your own number**

75 →

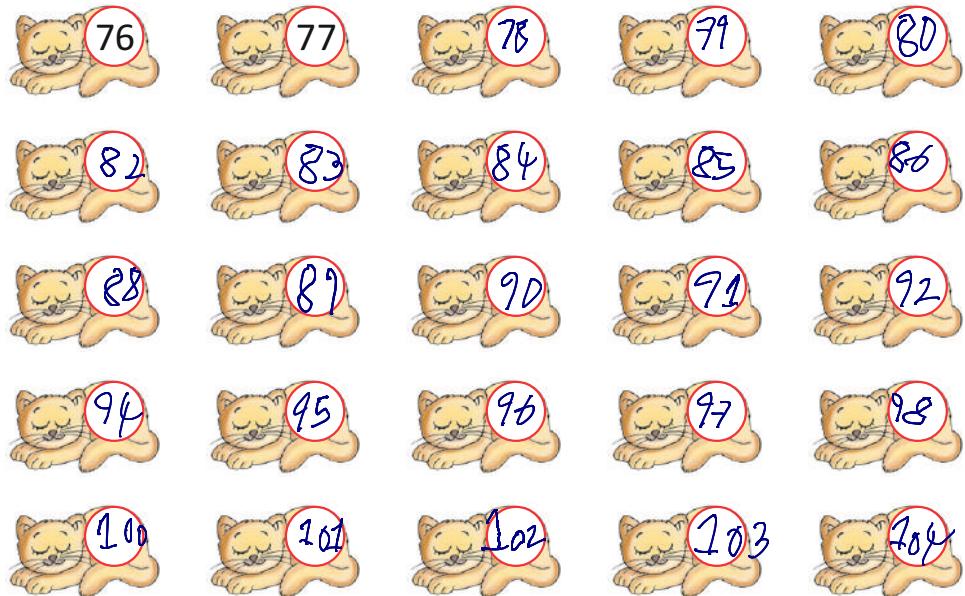
81 →

87 →

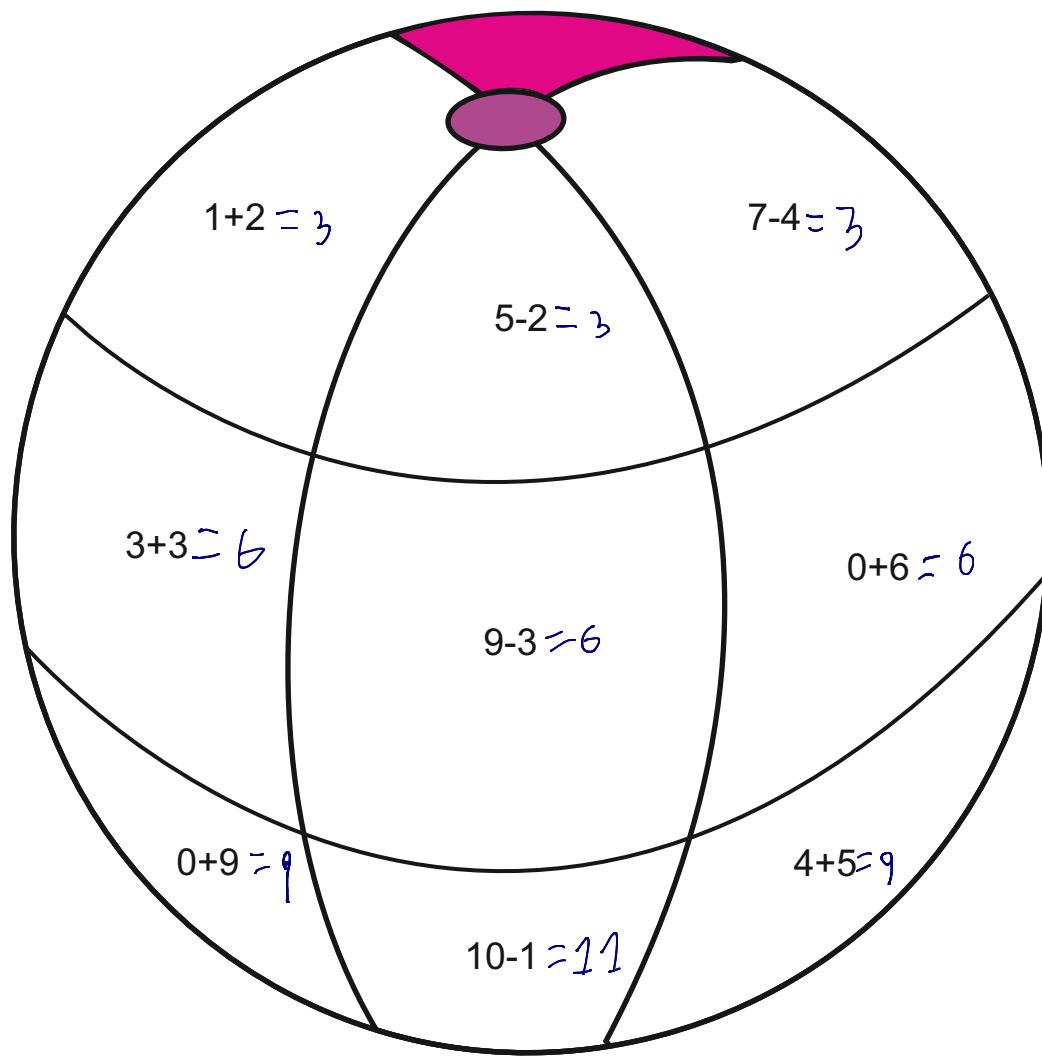
93 →

99 →

**What comes next?**



## COLOUR ACCORDING TO THE COLOUR CODE



- |           |  |
|-----------|--|
| 3 - Blue  |  |
| 6 - Green |  |
| 9 - Red   |  |



# Read and learn the numerals number names from 1 to 100.

1 ONE	2 TWO	3 THREE	4 FOUR	5 FIVE	6 SIX	7 SEVEN	8 EIGHT	9 NINE	10 TEN
11 ELEVEN	12 TWELVE	13 THIRTEEN	14 FOURTEEN	15 FIFTEEN	16 SIXTEEN	17 SEVENTEEN	18 EIGHTEEN	19 NINETEEN	20 TWENTY
21 TWENTY ONE	22 TWENTY TWO	23 TWENTY THREE	24 TWENTY FOUR	25 TWENTY FIVE	26 TWENTY SIX	27 TWENTY SEVEN	28 TWENTY EIGHT	29 TWENTY NINE	30 THIRTY
31 THIRTY ONE	32 THIRTY TWO	33 THIRTY THREE	34 THIRTY FOUR	35 THIRTY FIVE	36 THIRTY SIX	37 THIRTY SEVEN	38 THIRTY EIGHT	39 THIRTY NINE	40 FORTY
41 FORTY ONE	42 FORTY TWO	43 FORTY THREE	44 FORTY FOUR	45 FORTY FIVE	46 FORTY SIX	47 FORTY SEVEN	48 FORTY EIGHT	49 FORTY NINE	50 FIFTY
51 FIFTY ONE	52 FIFTY TWO	53 FIFTY THREE	54 FIFTY FOUR	55 FIFTY FIVE	56 FIFTY SIX	57 FIFTY SEVEN	58 FIFTY EIGHT	59 FIFTY NINE	60 SIXTY
61 SIXTY ONE	62 SIXTY TWO	63 SIXTY THREE	64 SIXTY FOUR	65 SIXTY FIVE	66 SIXTY SIX	67 SIXTY SEVEN	68 SIXTY EIGHT	69 SIXTY NINE	70 SEVENTY
71 SEVENTY ONE	72 SEVENTY TWO	73 SEVENTY THREE	74 SEVENTY FOUR	75 SEVENTY FIVE	76 SEVENTY SIX	77 SEVENTY SEVEN	78 SEVENTY EIGHT	79 SEVENTY NINE	80 EIGHTY
81 EIGHTY ONE	82 EIGHTY TWO	83 EIGHTY THREE	84 EIGHTY FOUR	85 EIGHTY FIVE	86 EIGHTY SIX	87 EIGHTY SEVEN	88 EIGHTY EIGHT	89 EIGHTY NINE	90 NINETY
91 NINETY ONE	92 NINETY TWO	93 NINETY THREE	94 NINETY FOUR	95 NINETY FIVE	96 NINETY SIX	97 NINETY SEVEN	98 NINETY EIGHT	99 NINETY NINE	100 HUNDRED



## Tables

$$\begin{array}{rcl} 0 + 1 & = & 1 \\ 1 + 1 & = & 2 \\ 2 + 1 & = & 3 \\ 3 + 1 & = & 4 \\ 4 + 1 & = & 5 \\ 5 + 1 & = & 6 \\ 6 + 1 & = & 7 \\ 7 + 1 & = & 8 \\ 8 + 1 & = & 9 \\ 9 + 1 & = & 10 \end{array}$$

$$\begin{array}{rcl} 10 - 1 & = & 9 \\ 9 - 1 & = & 8 \\ 8 - 1 & = & 7 \\ 7 - 1 & = & 6 \\ 6 - 1 & = & 5 \\ 5 - 1 & = & 4 \\ 4 - 1 & = & 3 \\ 3 - 1 & = & 2 \\ 2 - 1 & = & 1 \\ 1 - 1 & = & 0 \end{array}$$

$$\begin{array}{rcl} 2 \times 1 & = & 2 \\ 2 \times 2 & = & 4 \\ 2 \times 3 & = & 6 \\ 2 \times 4 & = & 8 \\ 2 \times 5 & = & 10 \\ 2 \times 6 & = & 12 \\ 2 \times 7 & = & 14 \\ 2 \times 8 & = & 16 \\ 2 \times 9 & = & 18 \\ 2 \times 10 & = & 20 \end{array}$$

$$\begin{array}{rcl} 10 \times 1 & = & 10 \\ 10 \times 2 & = & 20 \\ 10 \times 3 & = & 30 \\ 10 \times 4 & = & 40 \\ 10 \times 5 & = & 50 \\ 10 \times 6 & = & 60 \\ 10 \times 7 & = & 70 \\ 10 \times 8 & = & 80 \\ 10 \times 9 & = & 90 \\ 10 \times 10 & = & 100 \end{array}$$



There are 12  playing in a playground. After sometime 5

of them return to their 

How many  will be left? **7**



saw 15  on a plant.



The next day  found 5 

fell down. How many  are remaining on the plant now? **10**

A parking area can accommodate 15 . If 10  were already parked in it.

Then how many more  could be parked there? **5**

I have 6 . I buy 3 more . How many  do I have now? **9**



# Glossary

Big	= పెద్ద
Small	= చిన్న
Biggest	= అతి పెద్ద
Smallest	= అతి చిన్న
Top	= మైన
Bottom	= దిగువన
Inside	= లోపల
Outside	= బయట
Objects	= వస్తువులు
Near	= దగ్గర
Far	= దూరము
Interaction	= పరస్పర సంభాషణ
Rolling	= దొర్కడము
Sliding	= జారడము
Above	= మైన
Below	= క్రింద
Shapes	= ఆకృతులు
Similar	= పోలిన
Figures	= రూపాలు
Pictures	= బోమ్మలు
Instructions	= ఆదేశాలు
How many	= ఎన్ని
After	= తరువాత
Addition	= కూడిక
Space	= స్థలం
Subtraction	= తీసివేత
More	= ఎక్కువ
Less	= తక్కువ
Matching	= జతపరుచుట
Drawing	= బోమ్మగేయుట
Occur	= సంభవించు
Rule	= నియమము
Situation	= పరిస్థితి
Count	= లెక్కించు
Distribute	= పంచిపెట్టు
Beads	= పూసలు
Number	= సంఖ్య
Dots	= చుక్కలు
Randomly	= యాడ్యచ్చికంగ
Left	= వదిలిపెట్టడం
Swinging	= ఊగుట

Before	= ముందు
Between	= మధ్య
Pairs	= జతలు
Bond	= బంధం
Group	= సమూహము
Cardinal numbers	= లెక్కించు సంఖ్యలు
Ordinal numbers	= క్రమమును తెలిపే సంఖ్యలు
Symbol	= చిహ్నము
Representation	= ప్రాతినిధ్యం
Remain	= మిగిలిన
Cross out	= కొట్టివేయుట
Blocks	= దిమ్మలు
Take away	= తీసుకొని వెళ్ళు
Statement	= ప్రకటన
Money	= డబ్బు
Coins	= నాణములు
Tendering	= చిల్లర మార్చు
Bundle	= కట్ట
Around	= చుట్టూ
Circle	= వృత్తం
Evening	= సాయంత్రం
Night	= రాత్రి
Sequence	= వరస
Patterns	= సమూహ
Continue	= కొనసాగించు
Shuffle	= బాగుగా కలుపు
Measurements	= కొలతలు
Marbles	= గోళీలు
Length	= పొడవు
Hand span	= జాన
Finger span	= బెత్తెడు
Cubit	= మూర
Foot	= అడుగు
Heavier	= బయటైన
Lighter	= తేల్కెన
Daily	= ప్రతిరోజు
Morning	= ఉదయం
Afternoon	= మధ్యాహ్నం

