

Viva

1

# START UP MATHEMATICS

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Selected  
NCERT  
Questions  
Included



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# Preface

*Start Up Mathematics* is a sincere effort to fulfill the requirements and meet the expectations of students and teachers. Children should learn to enjoy Mathematics rather than fear it. They should pose and solve meaningful problems with ease. The content of the series has been designed keeping this in mind.

The series conforms to the latest NCF guidelines with careful grading of interdisciplinary and thematic linkages. The books are carefully planned to give comprehensive coverage to all the topics through clear explanations and sound supporting examples. There is ample focus on activities and exercises to develop logical thinking and reasoning.

The contents flow from known to unknown, simple to complex and concrete to abstract. Continuity from one level to another is maintained. A recall section is given at the beginning of every concept already taught because revision is a must before starting a new concept, particularly in Mathematics.

## **Vision of Start Up Mathematics**

- To develop numerical ability in a child
- To make a child capable of deciding which approach is best for problem solving
- To pursue assumption to a child's logical conclusion
- To equip a child to co-relate the four fundamental operations in everyday life
- To allow a child to articulate reasons behind doing a particular exercise
- To nurture a child's mathematical thinking and systematic reasoning
- To help a child to observe relationships and to find connections
- To help a child to use the concepts confidently in day-to-day life
- To arouse a child's interest and curiosity in geometrical facts and figures
- To inspire critical thinking and widen a child's scope in problem solving

It is our belief that regular practice will not only inculcate interest in students, but also lay a strong foundation at an early stage.

A feedback from students and teachers for further improvement of the books will be highly appreciated.

## Detailed Contents

Chapter	Content	Activity/Worksheet
1. Numbers 1 to 9	<ul style="list-style-type: none"> <li>• Counting 1 to 9</li> <li>• Concept of Zero</li> <li>• Bigger or Smaller</li> <li>• More or Less</li> <li>• Equal</li> <li>• Before, After, Between</li> <li>• Ordering</li> </ul>	<ul style="list-style-type: none"> <li>• Group Activity—Team Spirit, Creativity</li> <li>• Worksheet—Observation Skills</li> </ul>
2. Addition	<ul style="list-style-type: none"> <li>• Addition on a Number Line</li> <li>• Adding Zero and One</li> <li>• Addition Fact</li> <li>• Number Fact</li> <li>• Addition of Three Numbers</li> <li>• Addition of Three Numbers on a Number Line</li> <li>• Vertical Method of Addition</li> <li>• Word Problems</li> </ul>	<ul style="list-style-type: none"> <li>• Group Activity—Team Spirit, Conceptual Understanding</li> </ul>
3. Subtraction	<ul style="list-style-type: none"> <li>• Subtracting Zero or the Same Number</li> <li>• Subtraction on a Number Line</li> <li>• Vertical Subtraction</li> <li>• Word Problems</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Activity—Conceptual Understanding, Evaluation</li> </ul>
4. Positions	<ul style="list-style-type: none"> <li>• On – Under</li> <li>• Above – Below</li> <li>• Before – Between – After</li> <li>• Inside – Outside</li> <li>• Top – Bottom</li> <li>• Near – Far</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Activity—Observation Skills, Thinking Skills</li> </ul>
5. Shapes	<ul style="list-style-type: none"> <li>• Similar Shapes</li> <li>• Shapes of the Same Size</li> <li>• Shapes That Slide and Roll</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Activity—Conceptual Understanding, Creativity</li> </ul>
6. Numbers 10 to 20	<ul style="list-style-type: none"> <li>• Concept of Tens and Ones</li> <li>• Comparing Numbers</li> <li>• Before, After, Between</li> <li>• Backward Counting</li> <li>• Ordering</li> </ul>	<ul style="list-style-type: none"> <li>• Pair Activity—Thinking Skills, Observation Skills</li> </ul>
7. Numbers 21 to 99	<ul style="list-style-type: none"> <li>• Numbers from 21 to 99</li> <li>• Counting in Tens</li> <li>• Counting on Abacus</li> <li>• Comparing Numbers</li> <li>• Before, After, Between</li> <li>• Backward Counting</li> <li>• Ordering</li> </ul>	<ul style="list-style-type: none"> <li>• Group Activity—Team Spirit, Conceptual Understanding</li> </ul>
8. Addition and Subtraction	<ul style="list-style-type: none"> <li>• Addition of 2-Digit and 1-Digit Numbers</li> <li>• Addition of Two 2-Digit Numbers</li> <li>• Addition on a Number Line</li> <li>• Addition by Carry Over Method</li> <li>• Word Problems</li> <li>• Subtracting 1-Digit Number from 2-Digit Number</li> </ul>	<ul style="list-style-type: none"> <li>• Group Activity—Team Spirit, Conceptual Understanding</li> </ul>

contd...

*contd...*

Chapter	Content	Activity/Worksheet
	<ul style="list-style-type: none"><li>• Subtracting Two 2-Digit Numbers</li><li>• Subtraction on a Number Line</li><li>• Subtraction by Borrowing</li></ul>	
9. Patterns	<ul style="list-style-type: none"><li>• Figure Patterns</li><li>• Number Patterns</li></ul>	<ul style="list-style-type: none"><li>• Individual Activity—Creativity</li></ul>
10. Time	<ul style="list-style-type: none"><li>• Reading Time</li><li>• Days of the Week</li></ul>	<ul style="list-style-type: none"><li>• Worksheet—Observation Skills, Creativity</li></ul>
11. Money	<ul style="list-style-type: none"><li>• Currency Notes</li><li>• Coins</li><li>• Counting Money</li></ul>	<ul style="list-style-type: none"><li>• Individual Activity—Creativity</li></ul>
12. Measurement	<ul style="list-style-type: none"><li>• Length</li><li>• Measuring Length Using Body Parts</li><li>• Weight</li><li>• Capacity</li></ul>	<ul style="list-style-type: none"><li>• Individual Activity—Application of Concepts, Observation Skills</li></ul>
13. Data Handling	<ul style="list-style-type: none"><li>• Data Handling</li></ul>	<ul style="list-style-type: none"><li>• Individual Activity—Observation Skills, Interpretation</li></ul>
14. Ordinal Numbers	<ul style="list-style-type: none"><li>• Ordinal Numbers from First to Tenth</li></ul>	<ul style="list-style-type: none"><li>• Individual Activity—Conceptual Understanding, Observation Skills</li></ul>
15. Multiplication	<ul style="list-style-type: none"><li>• Multiplication Tables of 2, 3, 4 and 5</li><li>• Word Problems</li><li>• Skip Counting</li></ul>	<ul style="list-style-type: none"><li>• Group Activity—Team Spirit, Application of Concepts</li><li>• Worksheet—Observation Skills, Interpretation</li></ul>

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# Contents

1. Numbers 1 to 9	1
2. Addition	25
3. Subtraction	44
Let's Review – 1	57
4. Positions	59
5. Shapes	62
6. Numbers 10 to 20	72
7. Numbers 21 to 99	88
8. Addition and Subtraction	107
9. Patterns	123
Let's Review – 2	131
10. Time	134
11. Money	143
12. Measurement	150
13. Data Handling	160
14. Ordinal Numbers	165
15. Multiplication	169
Let's Review – 3	187

## Special Features of Start Up Mathematics 1

Story-based  
Introduction

Remember and  
Quick Tip  
Important points and  
tips

Little Genius! and  
Scratch Your Brain  
Questions based on  
thinking skills

How Much Do You  
Know?  
Chapter-end exercises

Questions based on  
Values and Life Skills

Concept-based  
Activities and  
Worksheet

Let's Review  
Termwise assessment  
sheets

Some NCERT  
textbook questions  
given

1



# Numbers 1 to 9

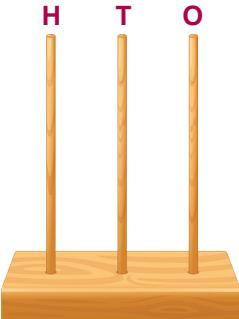
Let's learn how to count numbers from 1 to 9 in different ways.



Using fingers



Using objects



Using an abacus

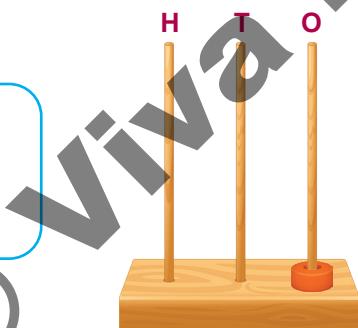
## Remember

This is an abacus, we can learn how to count numbers on it.



## Counting 1 to 9

I  
one



One owl looking around.

I

I

I

I

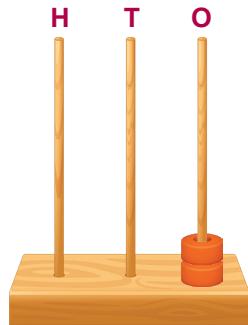
I

I

I

I

2  
two



Two birds making no sound.

2

2

2

2

2

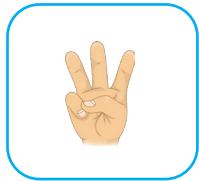
2

2

2



**3**  
three

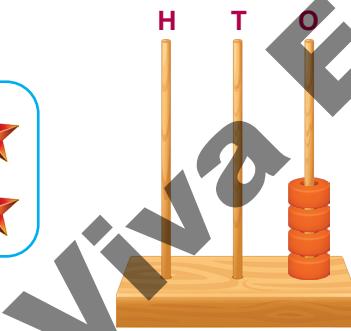
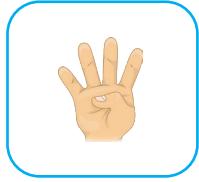


Three hippos taking  
a bath.

**3**

**3**

**4**  
four



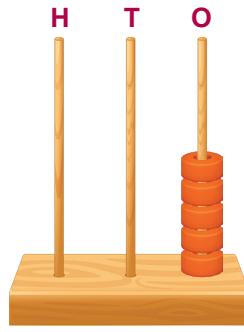
Four deer on the  
path.

**4**

**4**

©

**5**  
five

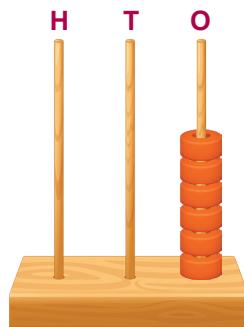
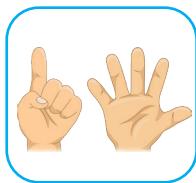


Five zebras looking  
alike.

**5**

**5**

**6**  
six

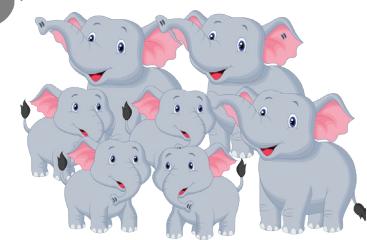
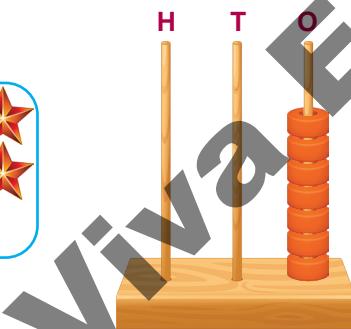
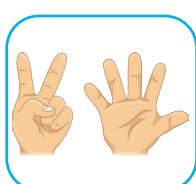


Six rabbits side by side.

**6**

**6**

**7**  
seven



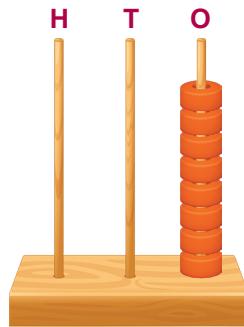
Seven elephants big and small.

**7**

**7**



**8**  
eight

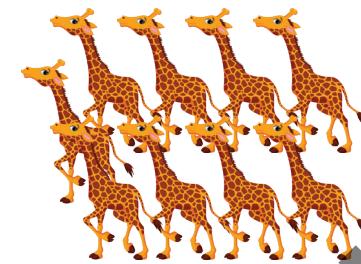
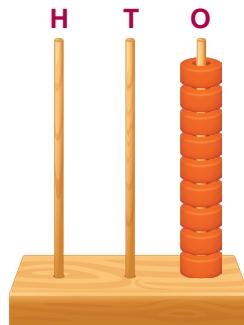
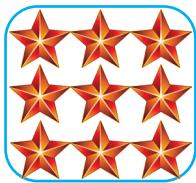
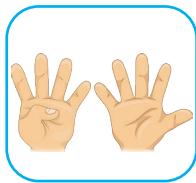


Eight monkeys hanging tall.

**8**

**8**

**q**  
nine



Nine giraffes standing straight. To know more you have to wait!

**q**

**q**



Now read these numbers with their number names.

	1 one		2 two		3 three
	4 four		5 five		6 six
	7 seven		8 eight		9 nine

1 Match the pictures with the number names.



five



seven



eight



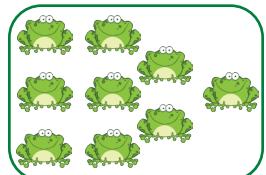
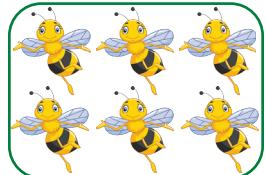
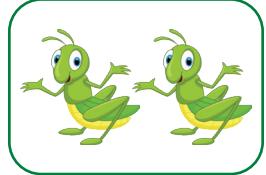
nine

two

four

three

six



2 Count the animals and write their numbers and number names.



Number

Number  
name

Number

Number  
name



1

one

(b)



1

one

(d)



1

one

(f)



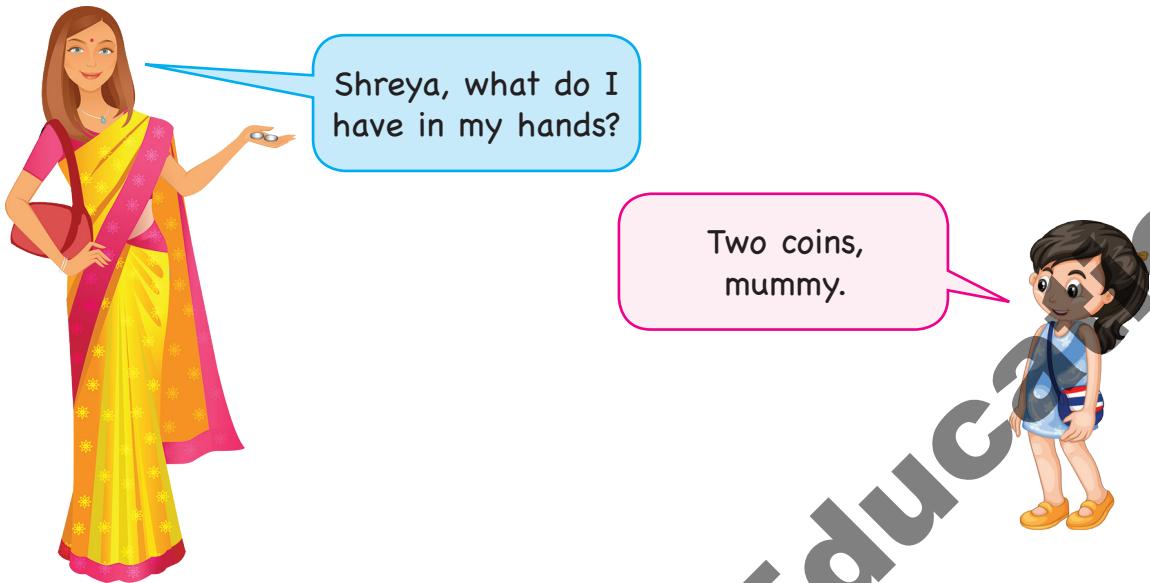
1

one

(h)



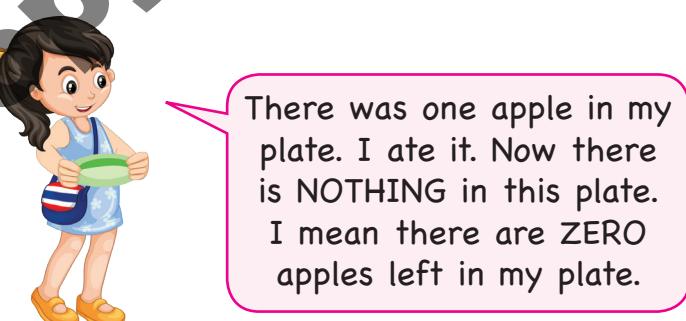
## Concept of Zero



Mother puts the coins back in her purse and shows her palm again.



Look at another example.



### Remember

- We do not say NOTHING for numbers. We say ZERO and write it as 0.
- 0 is smaller than 1.



3 Fill in the empty boxes.

(a)



2

monkeys jump away



2

monkeys hanging on a tree

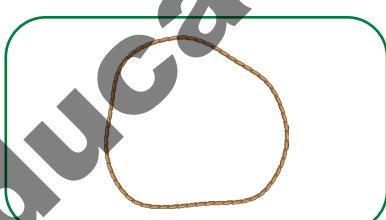
0

(b)



3

beads roll away

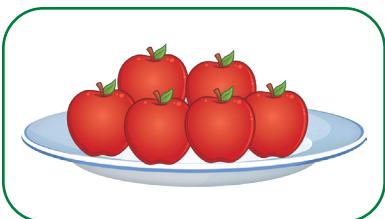


3

beads in a string

0

(c)



apples are eaten



6

apples in a plate

0

(d)



4

butterflies fly away



4

butterflies on the flowers

butterflies now

0

(e)



glasses of juice are drunk



5

glasses of juice on a tray

glasses of juice now

0

### Little Genius!

Some letters from these number names have got lost. Find them and add them to the names.

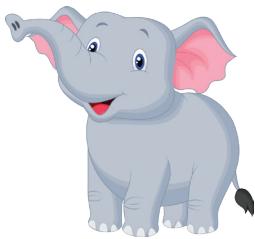
- (a) TO \_\_\_\_\_  
(c) FIV \_\_\_\_\_  
(e) EIGT \_\_\_\_\_  
(g) NE \_\_\_\_\_  
(i) ZRO \_\_\_\_\_

- (b) FOR \_\_\_\_\_  
(d) SEVN \_\_\_\_\_  
(f) NIN \_\_\_\_\_  
(h) THEE \_\_\_\_\_



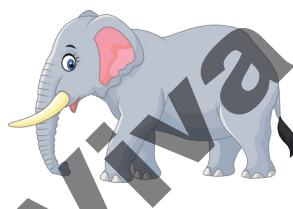
### Bigger or Smaller

Look at the given examples.



Papa elephant

is BIGGER than



Mummy elephant

is BIGGER than



Baby elephant



Red crayon

is SMALLER than



Yellow crayon



Green crayon

Just like animals or objects, numbers are also bigger or smaller.

For example,

2 is smaller than 3

5 is bigger than 4

6 is smaller than 9

#### Quick Tip

A number that is closer to zero is the smaller number.



4 Look at the pictures and write bigger or smaller.

(a)



Mummy cow is bigger  
than the calf.



(b)



Cricket ball is smaller  
than the football.



(c)



Papa lion is bigger  
than the cub.



(d)



Mamma deer is bigger  
than the fawn.



5 Circle the smaller number.

(a) 6 3

(b) 4 7

(c) 9 5

(d) 2 8

(e) 5 3

(f) 1 2

(g) 3 2

(h) 8 6

(i) 4 1

6 Circle the bigger number.

(a) 9 3

(b) 2 7

(c) 6 4

(d) 5 8

(e) 3 1

(f) 7 9

(g) 6 7

(h) 5 2

(i) 8 4

(j) 3 9

(k) 2 1

(l) 4 5

7

Number the pictures according to size from small to big. Cross the biggest picture. The first one has been done for you as an example.

(a)



3

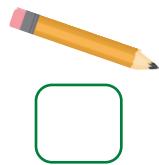


1



2

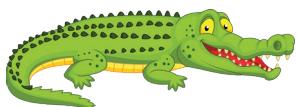
(b)








(c)





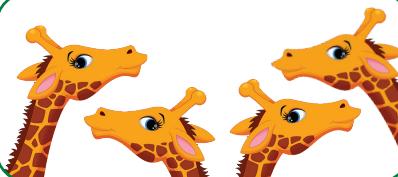



### More or Less

5 is **MORE** than 2



3 is **LESS** than 4



More than is also written as greater than.

More than is shown by symbol **>**.

Less than is shown by symbol **<**.

### Remember

All numbers are greater than zero.



For example, 3 is more than 2 is written as  $3 > 2$

4 is less than 7 is written as  $4 < 7$

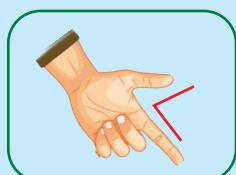
0 is less than 5 is written as  $0 < 5$

### Quick Tip

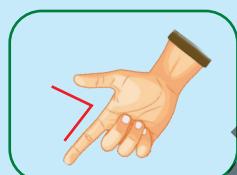
If you get confused about which sign to use, remember a crocodile always opens its mouth to eat the bigger number.

OR

The finger tips follow the greater number.



less than



more than



Look at some more examples.

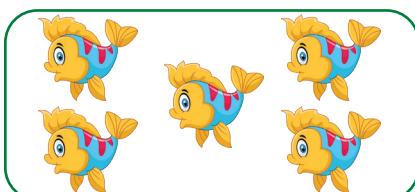
(a)



2



<



5

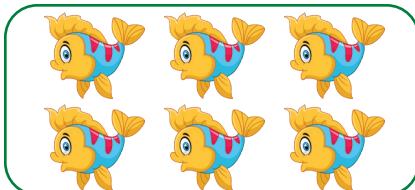
(b)



8



>



6

8

Count and write the number. Then write more or less and put the correct sign  $>$  or  $<$ .

(a)

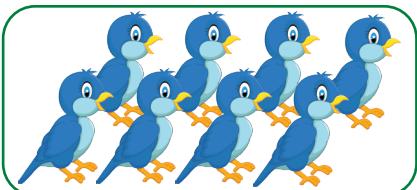


is

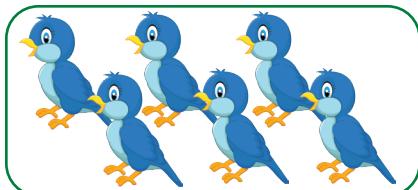
than



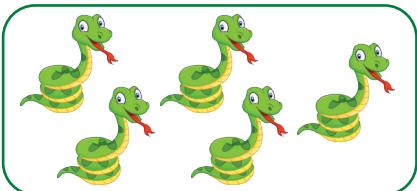
(b)



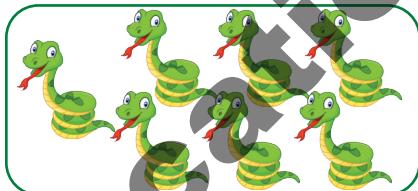
is  than



(c)



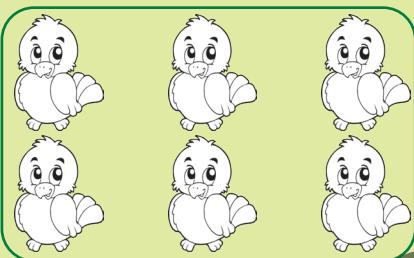
is  than



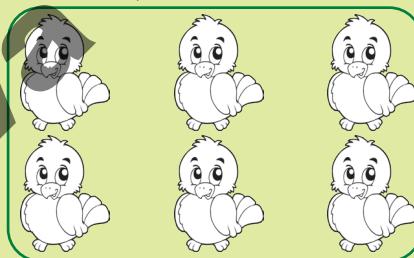
### Little Genius!

Colour as instructed. Count the coloured objects. Then, put the correct sign > or <.

(a)

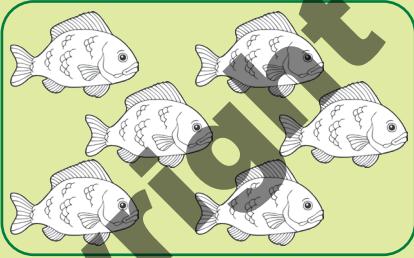


colour 4

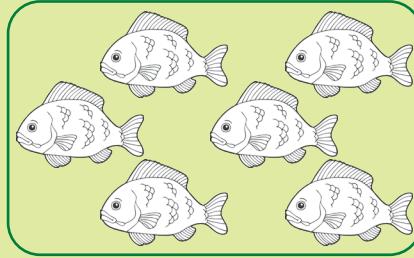


colour 3

(b)



colour 2



colour 5



9

Put the correct sign > or <.

(a) 3

2

(b) 6

7

(c) 1

4

(d) 5

1

(e) 9

8

(f) 2

5

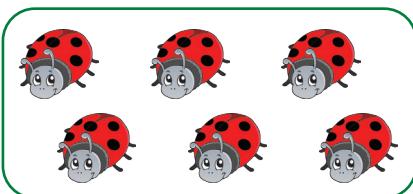
(g) 4  3

(h) 7  6

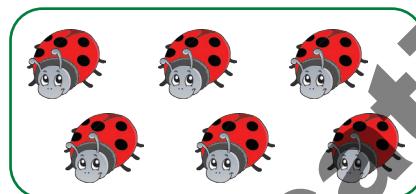
(i) 8  9

## Equal

Observe the given groups.



Group 1



Group 2

There are 6 ladybirds in group 1 and 6 ladybirds in group 2 also. This is called EQUAL. When two groups have the same number of things, they are equal otherwise they are NOT EQUAL.

Look at these two examples.

3 is EQUAL to 3

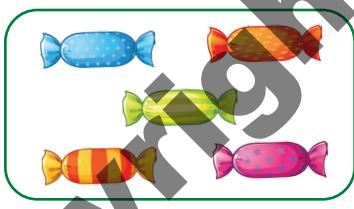
=

5 is NOT EQUAL to 4

≠

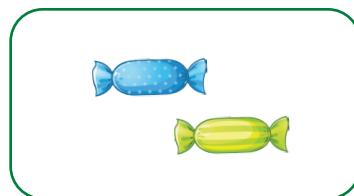
- 10 Count and write the number. Then, write equal or not equal and put the correct sign = or ≠.

(a)

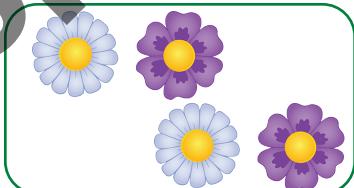


is

to

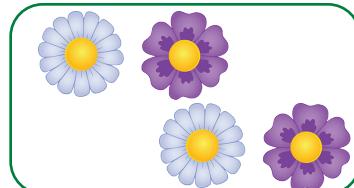


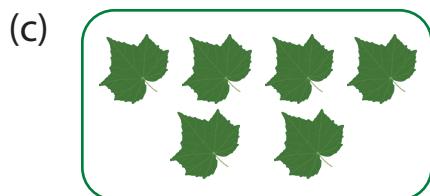
(b)



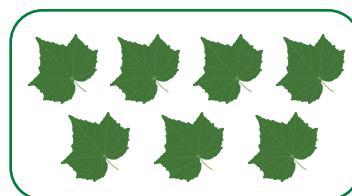
is

to

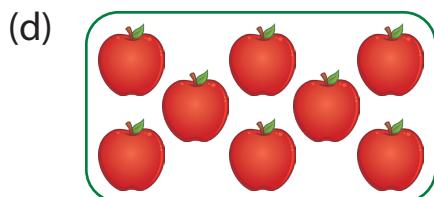




is  to







is  to






### 11 Put the correct sign $>$ , $<$ or $=$ .

(a) 3  5

(b) 2  1

(c) 6  3

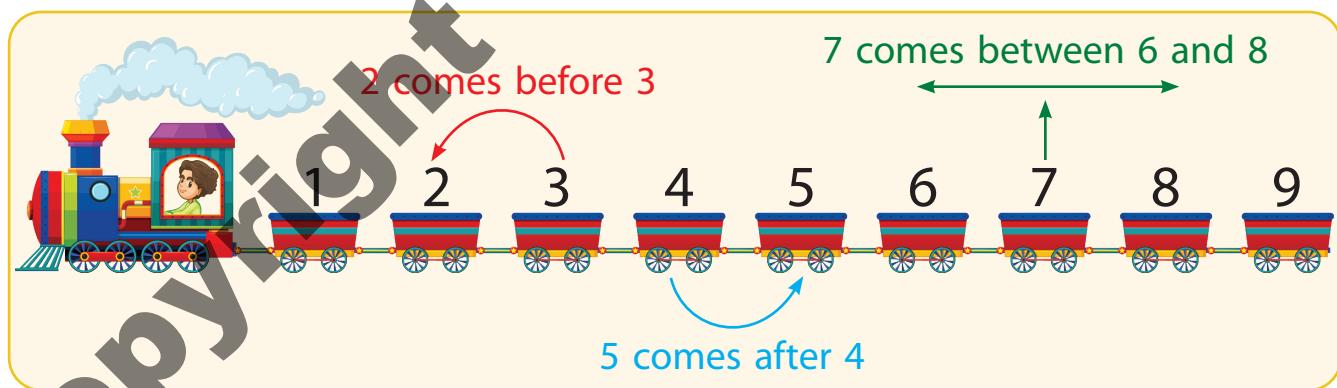
(d) 7  7

(e) 5  8

(f) 9  2

## Before, After, Between

Now we will learn about numbers that come before, after and between other numbers. Look at the number train given below.



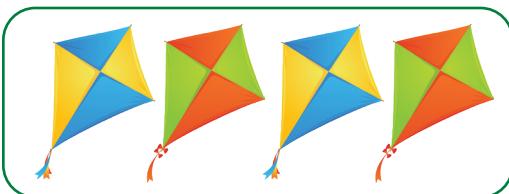
### Remember

- A number just before any number is to the left of it.
- A number just after any number is to the right of it.
- A number in between two numbers is in their middle.



12 Count the number of objects and write in the second square. Then write the number that comes just before it.

(a)

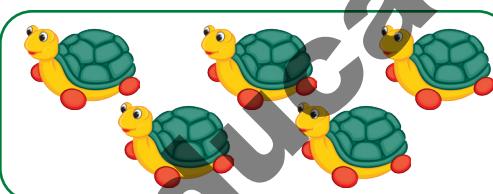
(b)

(c)

(d)

13 Write the number that comes just before the given number.

(a)

 7

(b)

 2

(c)

 8

(d)

 3

(e)

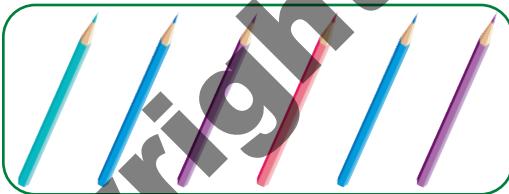
 9

(f)

 4

14 Count the number of objects and write in the first square. Then write the number that comes just after it.

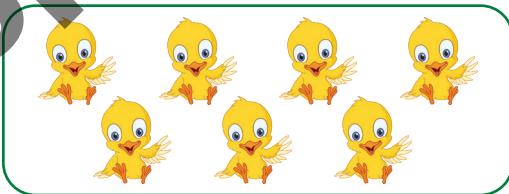
(a)

(b)

(c)

(d)



15 Write the number that comes just after the given number.

(a) 2

(b) 5

(c) 8

(d) 6

(e) 4

(f) 3

(g) 1

(h) 7

16 Write the number that comes between the given numbers and colour the objects.

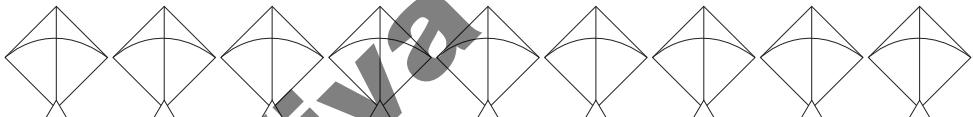
(a) 3  4 5



(b) 7  9



(c) 2  4



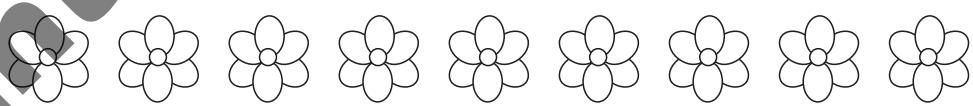
(d) 6  8



(e) 1  3



(f) 4  6



## Ordering

These gift boxes are arranged in increasing order (smallest to biggest).



Now look at these numbers. They are also arranged in increasing order.

3 4 5 6

2 5 7 9

**17** Arrange the numbers in increasing order.

(a) 4, 1, 2, 3

1	2	3	4
---	---	---	---

(b) 6, 1, 8, 7

--	--	--	--

(c) 2, 9, 5, 3

--	--	--	--

(d) 3, 7, 2, 4

--	--	--	--

(e) 1, 6, 4, 7

--	--	--	--

(f) 8, 6, 3, 9

--	--	--	--

These tortoises are arranged in decreasing order (biggest to smallest).



Now look at these numbers. They are also arranged in decreasing order.

9    8    7    6

7    5    3    2

**18** Arrange the numbers in decreasing order.

(a) 3, 7, 5, 8

8	7	5	3
---	---	---	---

(b) 4, 2, 9, 1

--	--	--	--

(c) 8, 1, 3, 5

		C	
--	--	---	--

(d) 7, 2, 4, 6

--	--	--	--

(e) 1, 6, 8, 4

--	--	--	--

(f) 5, 6, 9, 2

--	--	--	--

**Little Genius!**

Fill in the missing numbers.

(a)

	2				6	
--	---	--	--	--	---	--

(b)

6		4				
---	--	---	--	--	--	--

(c)

3			6			
---	--	--	---	--	--	--

(d)

8			5			
---	--	--	---	--	--	--





## HOW MUCH DO YOU KNOW?

1 Write the number names for the given numbers.

(a) 3

(b) 7

(c) 5

(d) 8

2 Write bigger or smaller.

(a)



Mamma kangaroo is \_\_\_\_\_ than baby kangaroo.



(b)



This tree is \_\_\_\_\_ than that tree.



(c)



Papa rhino is \_\_\_\_\_ than baby rhino.



(d)



This pineapple is \_\_\_\_\_ than that pineapple.

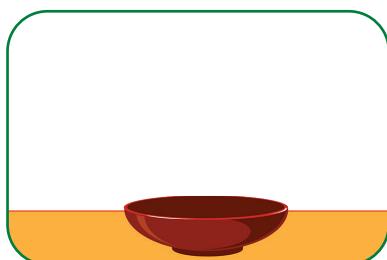


3 Fill in the empty boxes.

(a)



bananas taken



4 bananas

bananas left



3 glasses of milk

glasses left



apples

apples left

0

4 Put the correct sign  $>$ ,  $<$  or  $=$ .

(a) 1  5

(b) 4  3

(c) 6  9

(d) 2  2

5 Arrange the numbers in increasing order.

(a) 7, 3, 1, 4

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

(b) 2, 4, 8, 6

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

(c) 5, 3, 9, 2

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

6 Arrange the numbers in decreasing order.

(a) 7, 3, 1, 4

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

(b) 2, 4, 8, 6

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

(c) 5, 3, 9, 2

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

7 Write the number that comes before, after or in between.

(a)  6

(b) 3

(c) 7

(d) 4  6

(e) 2  4

(f)  8

(g) 1

(h)  9

(i) 5  7

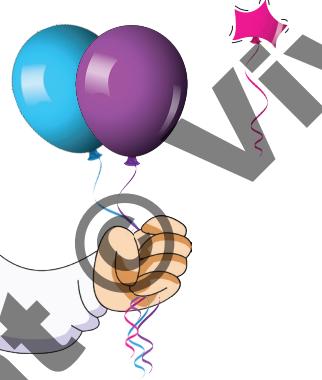


### SOME NCERT TEXTBOOK QUESTIONS

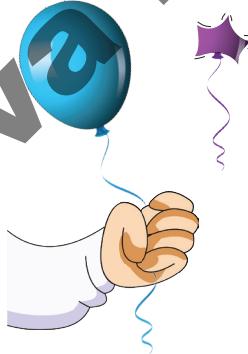
1 How many balloons in the hand.



3 Balloons



2 Balloons



1 Balloon



0 Balloons

2 What comes before and after 5?



3 Match the numbers with the pictures.



4 What are the next numbers?



Join the dots from 1 to 9. Complete the pictures and colour them.



To reinforce counting from 0 to 9

**Things We Need:** Colourful bindis, white sheets of paper, a bangle and a pencil

## How To Do:

1. Divide the class into groups of 5 children each.
2. Distribute a sheet of paper to each group and ask them to trace the bangle on it.
3. Make 10 slips with a sheet of paper. Write numbers from 0 to 9 on them, one number on each slip. Fold the slips and shuffle them.
4. One child from a group will come and pick up a slip. Unfold it and find out the number written on it.
5. The children of the same group will paste as many bindis on the traced shape as the number on the slip.
6. Each group will perform this activity turnwise.
7. Continue the activity till the traced shape is completely outlined with bindis.
8. The group which will complete the pasting first will be the winner.

## More Ideas

- Children can draw any shape and perform this activity.
- Instead of pasting bindis, children can draw zeros on the traced shape.

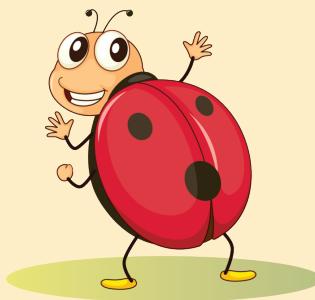


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# Worksheet

## Numbers

Count the number of black spots on the ladybirds. Match each ladybird with the leaf having the same number as the number of spots.



2



## Addition



Mamma, I want to eat something sweet.  
Can I have 2 cookies?



Mamma, I also want 3 cookies.



OK, so tell me how many cookies  
should I get?



2 cookies and 3 cookies is 5 cookies.

Kriti



+

Ricky



=

Total



5

2

3

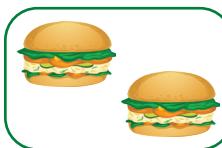
=

Adding two things means putting them together and counting again. The symbol for addition is '+' read as 'plus'.

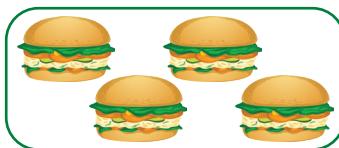
$2 + 3 = 5$  is read as '2 plus 3 equals 5'.

Look at some more examples.

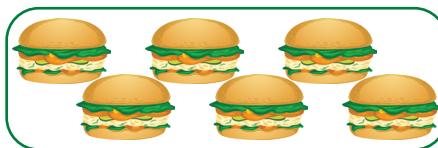
1.



+



=



6

2

+

4

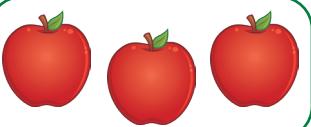
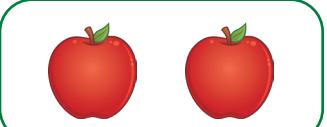
=

2.

	+		=	
5		3		8

1 Count and write. Then add and tick (✓) the correct answer.

(a)

	+		=	<input type="radio"/> 5	<input checked="" type="radio"/> 6	<input type="radio"/> 8
<input type="text"/>		<input type="text"/>				

(b)

	+		=	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 3
<input type="text"/>		<input type="text"/>				

(c)

	+		=	<input type="radio"/> 6	<input type="radio"/> 8	<input type="radio"/> 7
<input type="text"/>		<input type="text"/>				

(d)

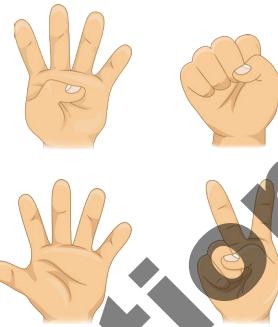
	+		=	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 6
<input type="text"/>		<input type="text"/>				

(e)

	+		=	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<input type="text"/>		<input type="text"/>				

Addition can be done using fingers. For example, let's add 4 and 3.

- Count the first number on your fingers. So, count 4 fingers and fold the remaining fingers.
- Now, count the second number on the remaining fingers. So, count 3 more fingers.
- The total number of fingers is the answer.  
So,  $4 + 3 = 7$ .



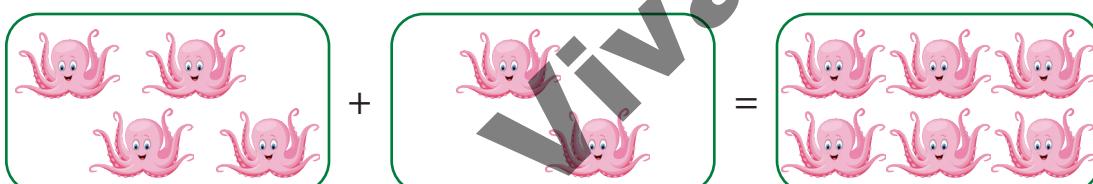
2 Check the addition. Then put a tick (✓) or a cross (✗).

(a)


$$\begin{array}{c} \text{Three tigers} \\ + \quad \text{Two tigers} \\ \hline \text{Five tigers} \end{array}$$



(b)


$$\begin{array}{c} \text{Four octopuses} \\ + \quad \text{One octopus} \\ \hline \text{Five octopuses} \end{array}$$

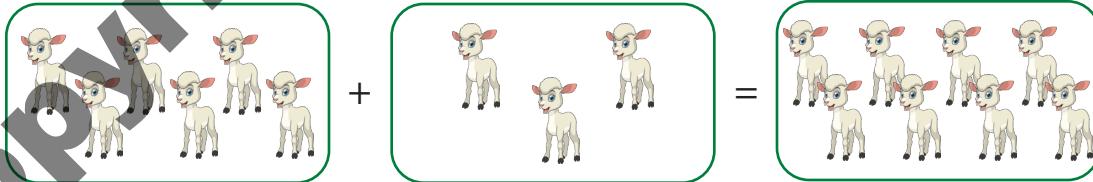


(c)


$$\begin{array}{c} \text{Six dogs} \\ + \quad \text{Two dogs} \\ \hline \text{Eight dogs} \end{array}$$

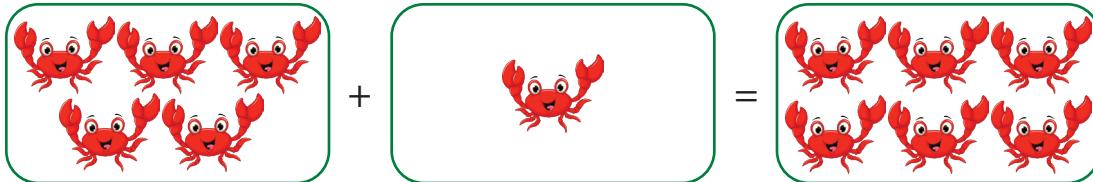


(d)


$$\begin{array}{c} \text{Seven lambs} \\ + \quad \text{Three lambs} \\ \hline \text{Ten lambs} \end{array}$$



(e)


$$\begin{array}{c} \text{Six crabs} \\ + \quad \text{One crab} \\ \hline \text{Seven crabs} \end{array}$$



### 3 Add the numbers.

(a)  3 +  4 =

(c)  5 +  3 =

(e)  7 +  2 =

(b)  2 +  4 =

(d)  1 +  3 =

(f)  4 +  4 =

#### Little Genius!

Fill in the blanks.

(a)  3 +  =  5

(c)  +  2 =  6

(b)  1 +  =  8

(d)  +  4 =  7

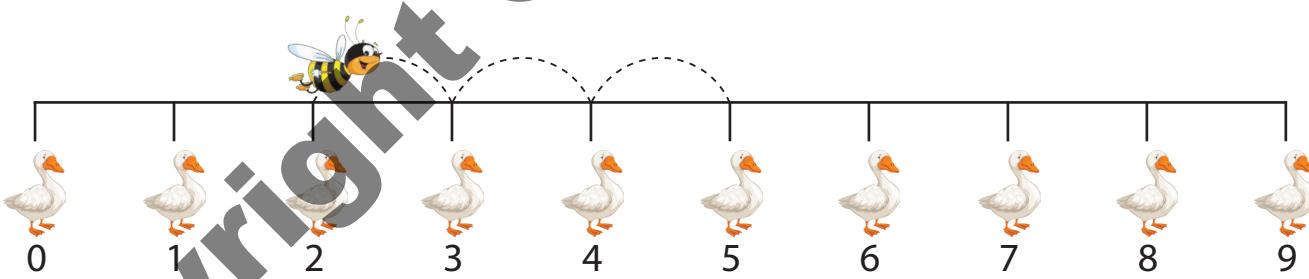


### Addition on a Number Line

Addition on a number line is counting forward.

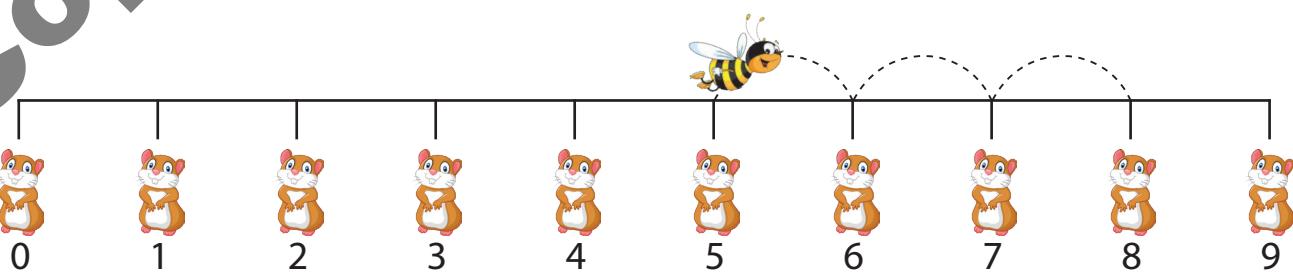
Let's take an example,  $2 + 3 = ?$

The first number is 2. Start from 2 on the number line. The second number is 3. To add 3, count forward 3 from 2. You will reach 5 which is the answer. So,  $2 + 3 = 5$ .



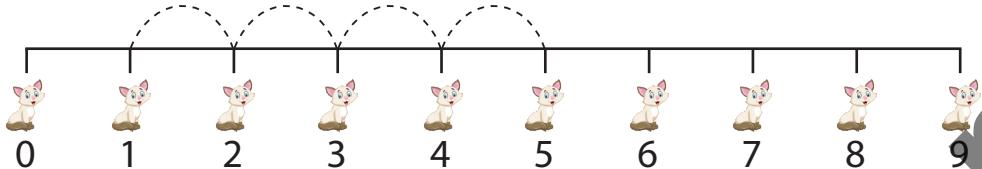
Let's take another example,  $5 + 3 = ?$

Starting from 5, count forward 3 to reach 8. So,  $5 + 3 = 8$ .

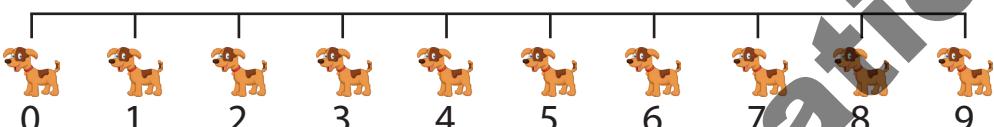


4 Add the numbers on the number line.

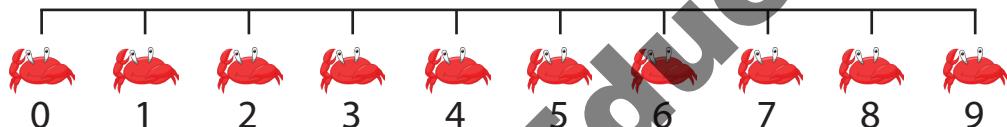
(a)  $1 + 4 =$



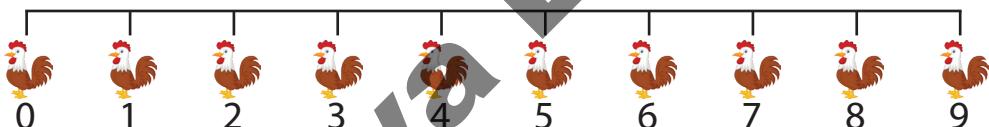
(b)  $3 + 6 =$



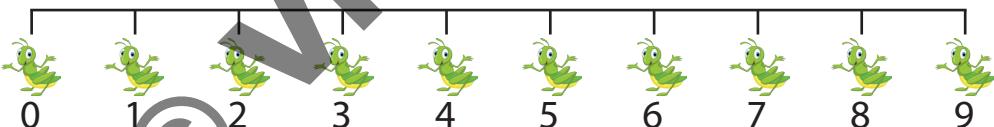
(c)  $2 + 6 =$



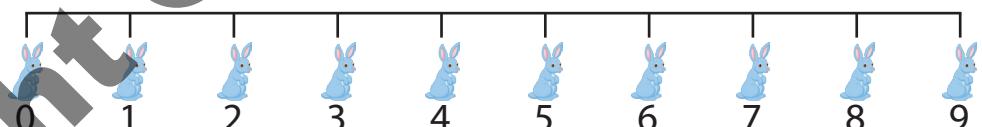
(d)  $5 + 4 =$



(e)  $7 + 1 =$



(f)  $2 + 5 =$



### Adding Zero and One



How many coins do I have  
in my palm?



That's simple. There are  
zero coins.

Mummy takes out two coins from her purse. She places them on her palm and shows to the kids.



If I take 2 coins in my one palm and add 0 coins from my other palm to them, how many total coins will I have?

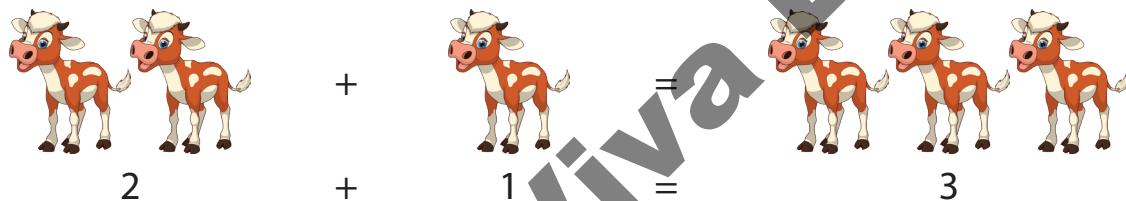


Yes Kriti, and when we add 1 to a number, we get the number that comes after.



2 coins! It means when we add 0 to a number, the answer is the same number.

Look at the given example.



5 Tick (✓) the correct answer.

(a)  $5 + 0 =$   0  6  5

(b)  $3 + 3 =$   6  3  4

(c)  $8 + 0 =$   8  0  9

(d)  $5 + 1 =$   5  4  6

(e)  $6 + 0 =$   5  7  6

(f)  $7 + 1 =$   6  8  7

(g)  $4 + 3 =$   7  9  8

Remember

- When we add 1 to a number, the answer is the next number.

$$4 + 1 = 5$$

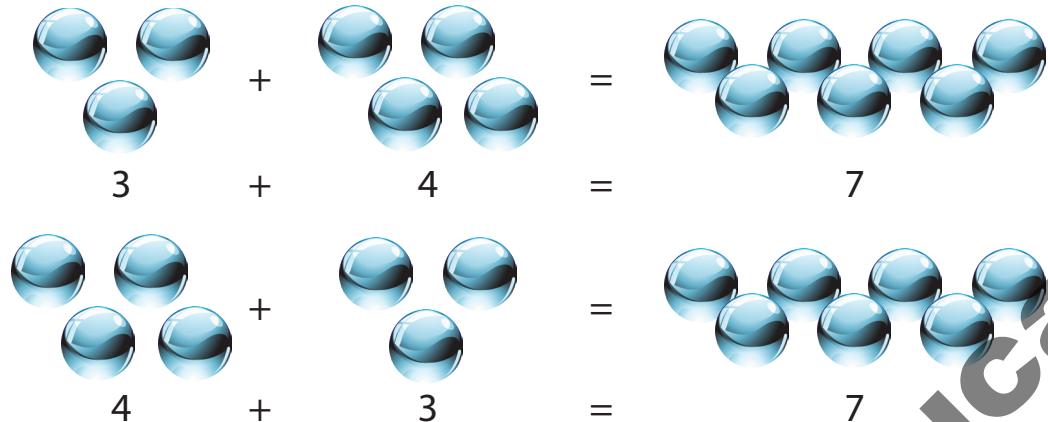
- When we add zero to a number, the answer is the number itself.

$$4 + 0 = 4$$



## Addition Fact

When we add the same numbers in any order, the answer does not change.



### 6 Add the numbers.

(a)  $3 + 4 = \boxed{\quad} = 4 + 3$

(b)  $2 + 6 = 6 + 2 = \boxed{\quad}$

(c)  $7 + 2 = 2 + 7 = \boxed{\quad}$

(d)  $0 + 6 = \boxed{\quad} = 6 + 0$

(e)  $8 + 1 = \boxed{\quad} = 1 + 8$

(f)  $5 + 3 = \boxed{\quad} = 3 + 5$

### Little Genius!

Fill in the blanks.



(a)  $5 + \boxed{\quad} = 6 = 1 + 5$

(b)  $\boxed{\quad} + 3 = 5 = 3 + \boxed{2}$

(c)  $0 + \boxed{\quad} = 9 = 9 + 0$

(d)  $4 + \boxed{\quad} = 8 = \boxed{\quad} + 4$



## Number Fact

We can add different combinations of two numbers to get the same answer. For example,  $1 + 7 = 8$  and  $2 + 6 = 8$ .

This is called number fact. Look at the number fact for 8.

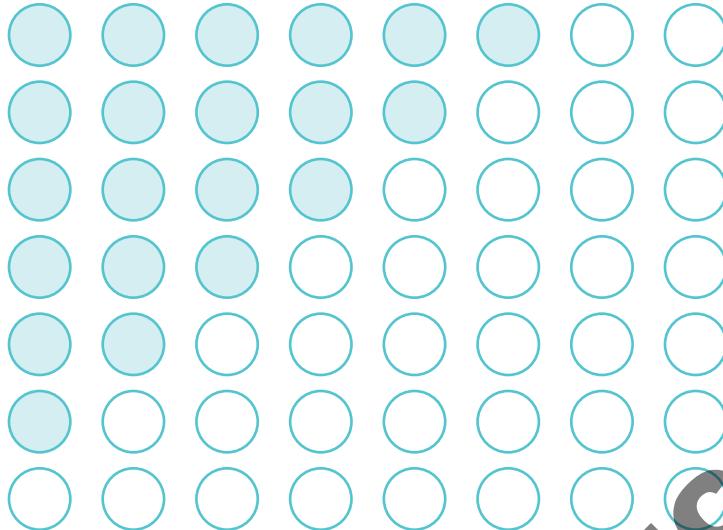
$$8 + 0 = 8$$



$$7 + 1 = 8$$



$6 + 2 = 8$



$5 + 3 = 8$



$4 + 4 = 8$



$3 + 5 = 8$



$2 + 6 = 8$



$1 + 7 = 8$



$0 + 8 = 8$



7

Write the number fact for the given numbers according to the colours.

(a)  $6 + 0 = \boxed{\phantom{0}}$



$5 + \boxed{\phantom{0}} = 6$



$\boxed{\phantom{0}} + 2 = 6$



$\boxed{\phantom{0}} + \boxed{\phantom{0}} = \boxed{\phantom{0}}$



$\boxed{\phantom{0}} + \boxed{\phantom{0}} = \boxed{\phantom{0}}$



$\boxed{\phantom{0}} + \boxed{\phantom{0}} = \boxed{\phantom{0}}$



$\boxed{\phantom{0}} + \boxed{\phantom{0}} = \boxed{\phantom{0}}$



(b)  $4 + \boxed{\phantom{0}} = 4$



$3 + 1 = \boxed{\phantom{0}}$



$\boxed{\phantom{0}} + \boxed{\phantom{0}} = \boxed{\phantom{0}}$



$\boxed{\phantom{0}} + \boxed{\phantom{0}} = \boxed{\phantom{0}}$



$\boxed{\phantom{0}} + \boxed{\phantom{0}} = \boxed{\phantom{0}}$



8

Write the number fact for 5 and 7 and colour the circles.

(a)  $5 + 0 = 5$



$\square + \square = \square$



$\square + \square = \square$



$\square + \square = \square$



$\square + \square = \square$



$\square + \square = \square$



(b)  $7 + 0 = 7$



$\square + \square = \square$



$\square + \square = \square$



$\square + \square = \square$



$\square + \square = \square$



$\square + \square = \square$



$\square + \square = \square$



$\square + \square = \square$



## Addition of Three Numbers



Kriti, you want 2 cookies and Ricky wants 3.



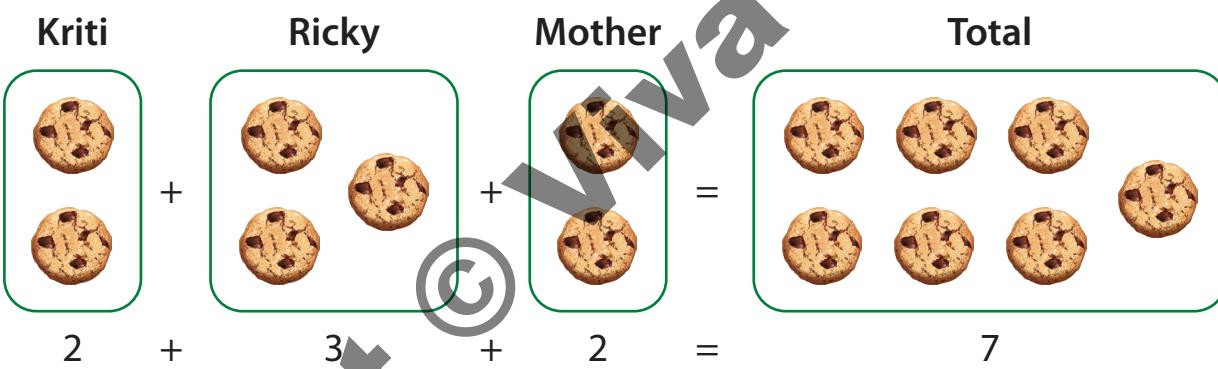
Yes mamma, we want 5 cookies.



I also want to eat 2 cookies. How many cookies should I get now?



2 cookies + 3 cookies + 2 cookies = 7 cookies



$2 + 3 + 2 = 7$  is read as '2 plus 3 plus 2 equals 7'.

9

Add and write.

(a)



+



+



=

(b)



+



+



=

(c)



+



+



=

(d) + + =

(e) + + =

### 10 Add the numbers.

(a)  $3 + 2 + 4 =$

(b)  $1 + 3 + 2 =$

(c)  $2 + 1 + 4 =$

(d)  $3 + 1 + 1 =$

(e)  $2 + 4 + 2 =$

(f)  $1 + 3 + 5 =$

#### Little Genius!

Fill in the missing numbers.

(a)  $1 + 1 +$    $= 9$

(b)   $+ 1 + 4 = 7$

(c)  $6 + 1 +$    $= 8$

(d)   $+ 1 + 5 = 6$



## Addition of Three Numbers on a Number Line

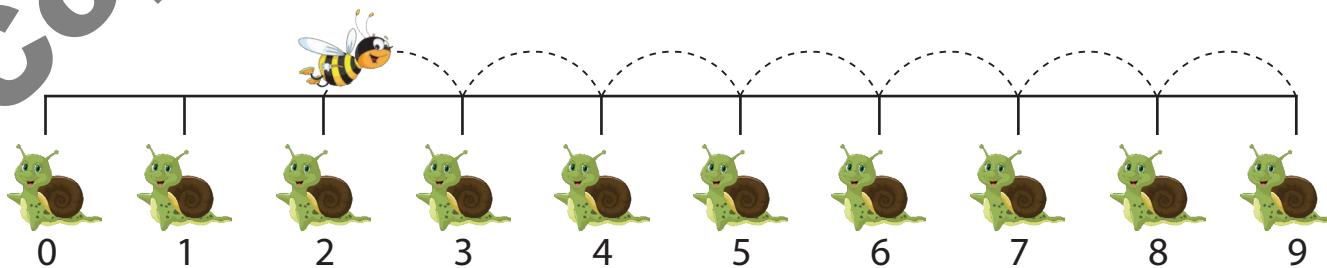
Just like two numbers, we can also add three numbers on a number line.

First add two numbers on the number line. Then starting from the answer, count forward the third number. You will get the answer.

Look at the example,  $2 + 3 + 4 = ?$

Starting from 2, add 3 by counting forward and you will reach 5. Now from 5, count forward 4. You will reach 9 which is the answer.

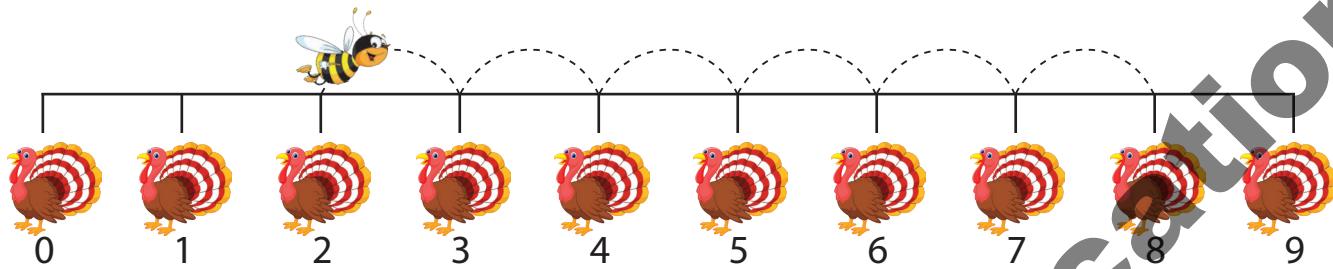
So,  $2 + 3 + 4 = 9$ .



Look at another example,  $2 + 1 + 5 = ?$

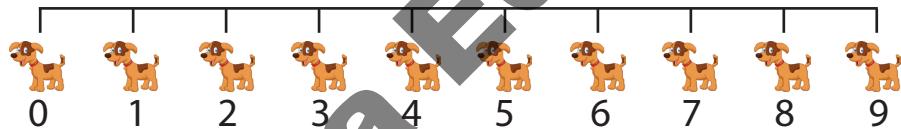
Starting from 2, add 1 by counting forward and reach 3. Then from 3, count further 5 and reach 8.

So,  $2 + 1 + 5 = 8$ .

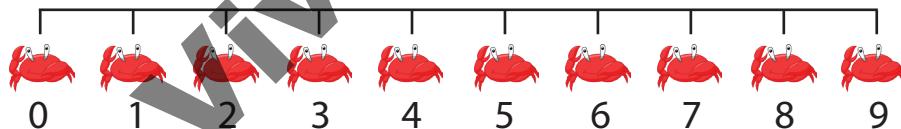


11 Add the numbers on the number line.

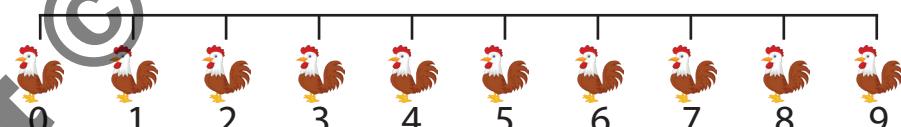
(a)  $2 + 0 + 4 = \boxed{\phantom{0}}$



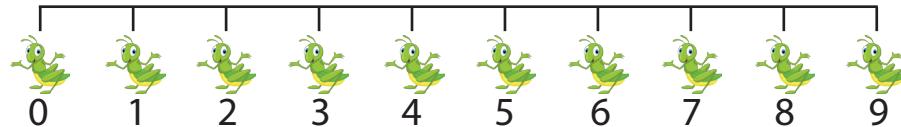
(b)  $1 + 3 + 4 = \boxed{\phantom{0}}$



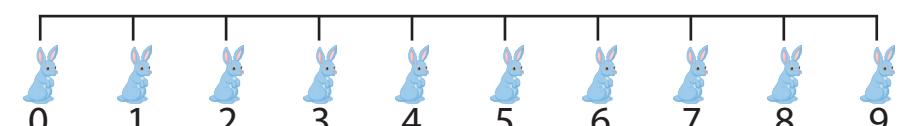
(c)  $5 + 2 + 1 = \boxed{\phantom{0}}$



(d)  $0 + 6 + 3 = \boxed{\phantom{0}}$



(e)  $4 + 2 + 3 = \boxed{\phantom{0}}$



### Vertical Method of Addition

We can add numbers by vertical method. In this method, we write one number below the other and add.

Look at the given examples.

$$\begin{array}{r} 1. \\ + \\ \hline 2 \\ 3 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 2. \\ + \\ \hline 5 \\ 3 \\ \hline 8 \end{array}$$

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

$$\begin{array}{r} & 1 \\ & 4 \\ + & 2 \\ \hline & 7 \end{array}$$

## 12 Add the numbers.

$$\begin{array}{r} \text{(a)} \\ + \\ \boxed{\begin{array}{r} 3 \\ 2 \end{array}} \end{array}$$

(b)

+	3

$$\begin{array}{r} (c) \\ \boxed{6} \\ + \quad \boxed{1} \\ \hline \end{array}$$

(d)

$$\begin{array}{r} \text{(e)} \\ + \\ \hline \end{array}$$

$$(f) \begin{array}{r} 0 \\ + 8 \\ \hline 1 \end{array}$$

(g)

(h) **V**  
+ 0  
3  
5

$$\begin{array}{r} & 2 \\ + & 2 \\ \hline & 2 \end{array}$$

4
2
1

Little Genius!

## Write the missing numbers.

(a)  
7  
+

(b)

$$\begin{array}{r}
 (c) \\
 \boxed{\phantom{00}} \\
 + \quad \boxed{4} \\
 \hline
 \boxed{2} \\
 \hline
 \boxed{6}
 \end{array}$$

$$\begin{array}{r}
 (d) \\
 + \quad 3 \\
 \hline
 8
 \end{array}$$

(e) + 3 4 9



## Word Problems

Look carefully at the given word problem.

An archer has 4 arrows. He gets 3 more arrows. How many arrows does he have?

Answer: 7 arrows

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



### 13 Solve these word problems.

- (a) Vini had 2 cherries on her pudding. Her mother put 3 more. How many cherries does she have on her pudding now?

Answer: \_\_\_\_\_

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



- (b) There were 4 boats in a river. 2 more joined them. How many boats were there in all?

Answer: \_\_\_\_\_

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



- (c) Anushka put 2 coins in her coin box. Her mother added 3 more. Her brother put 2 more. How many coins are there in the coin box now?

Answer: \_\_\_\_\_

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



- (d) Seven boys were playing football. Two more joined them. How many boys are there now?

Answer: \_\_\_\_\_

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





## HOW MUCH DO YOU KNOW?

### 1 Add the numbers.

(a)  $4 + 3 = \boxed{\phantom{0}}$

(b)  $2 + 1 + 5 = \boxed{\phantom{0}}$

(c)  $6 + 0 = \boxed{\phantom{0}}$

(d)  $3 + 3 + 2 = \boxed{\phantom{0}}$

(e)  $4 + 2 + 2 = \boxed{\phantom{0}}$

(f)  $0 + 9 = \boxed{\phantom{0}}$

(g)

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

(h)

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

(i)

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

(j)

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

(k)

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

(l)

$$\begin{array}{r} 7 \\ + 0 \\ \hline 1 \\ \hline \end{array}$$

(m)

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

(n)

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

(o)

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

(p)

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

### 2 Fill in the empty boxes.

(a)  $5 + 2 = \boxed{\phantom{0}} = 2 + 5$

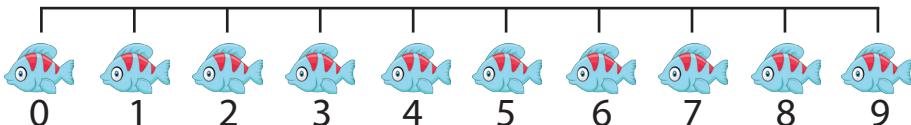
(b)  $4 + \boxed{\phantom{0}} = 5 = 1 + 4$

(c)  $0 + 8 = \boxed{\phantom{0}} = \boxed{\phantom{0}} + 0$

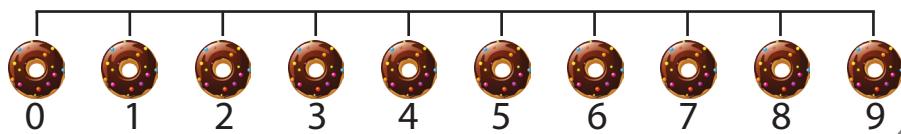
(d)  $\boxed{\phantom{0}} + 3 = 9 = 3 + 6$

### 3 Add the numbers on the number line.

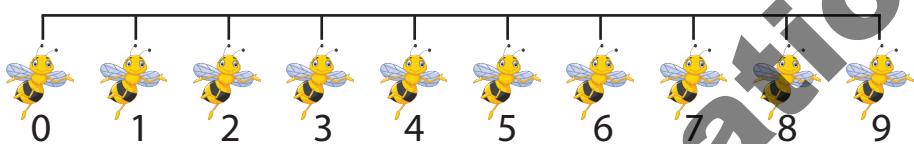
(a)  $1 + 4 = \boxed{\phantom{0}}$



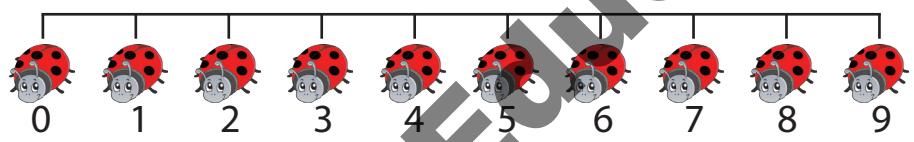
(b)  $3 + 5 =$



(c)  $2 + 1 + 4 =$

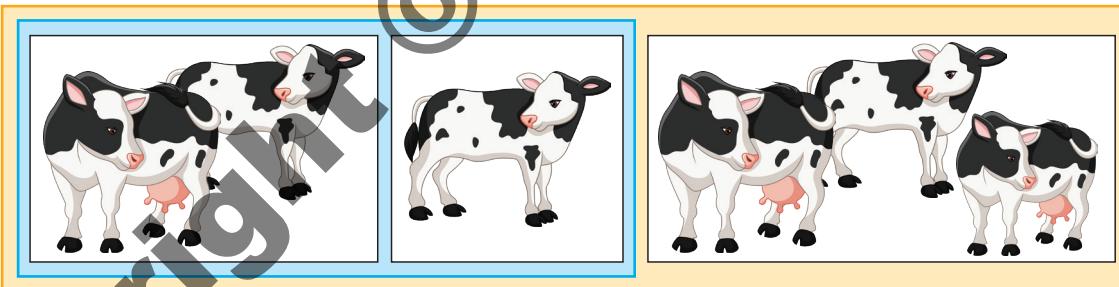


(d)  $3 + 0 + 6 =$



## SOME NCERT TEXTBOOK QUESTIONS

1 How many altogether?



cows and

cow is equal to

cows



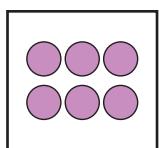
children and

children is equal to

children

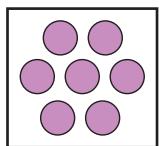
2 Add and match.

$3 + 2$



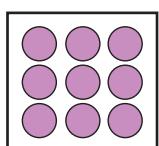
$3 + 3$

$4 + 2$



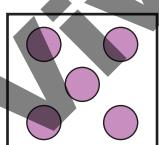
$2 + 3$

$3 + 4$



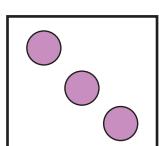
$0 + 8$

$8 + 0$



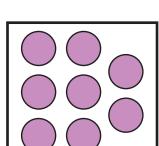
$3 + 6$

$6 + 3$



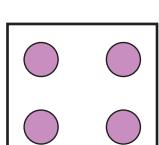
$5 + 2$

$2 + 1$



$1 + 2$

$1 + 3$



$3 + 1$



## VALUES AND LIFE SKILLS

- (a) Manav ate 5 biscuits. After some time, he ate 4 more. How many biscuits did he eat in all?  
Do you think eating so many biscuits is good?

Answer: \_\_\_\_\_

$$\begin{array}{r} \boxed{\textcolor{lightblue}{\square}} \\ + \\ \boxed{\textcolor{red}{\square}} \\ \hline \end{array}$$



- (b) Latika had 3 shells. Juhi gave her 2 more and Sam gave her 3 more shells. How many shells does Latika have now?  
Do you think Juhi and Sam did the right thing by sharing their shells with Latika?

Answer: \_\_\_\_\_

$$\begin{array}{r} \boxed{\textcolor{lightblue}{\square}} \\ + \\ \boxed{\textcolor{red}{\square}} \\ \hline \end{array}$$



## GROUP ACTIVITY



To understand addition and reinforce the concept of number facts

**Things We Need:** Small slips of paper and a pencil

**How To Do:**

1. Form groups of 10 students each.
2. For each group, make 10 slips. Write numbers from 0 to 9 on these slips, one number on each slip.
3. Give one slip to each child of every group.

4. The teacher will call out a number, say 8. Children holding the slips of numbers that add up to 8 will form pairs. For example, the children with 1 and 7 will form one pair and children with 2 and 6 will form another pair and so on.
5. The group with maximum correct pairs will get points and the group with maximum points will be the winner.



#### Another Idea:

Take a bag and put any ten objects like balls or erasers in it. Form groups of two or three. Each child from the group should pick out objects from the bag and practise addition using them.

3



## Subtraction



See Tia, how these four frogs are jumping and playing around!



Yes! May be they are friends, just like us.



Oh! 2 out of 4 frogs have jumped into the pond. Can you tell me how many are left?



2 frogs are left.



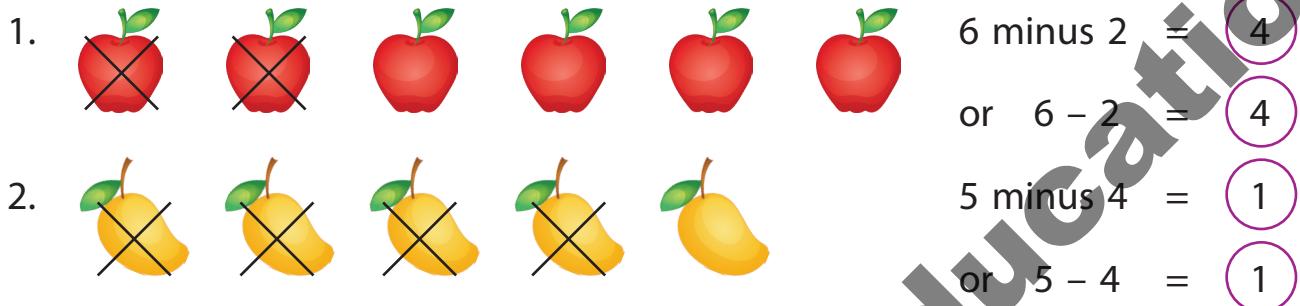
Yes! You are right. We took away 2 from 4 and are left with 2. This is called subtraction.

In subtraction, we take away things from a group and count how much is left. The symbol for subtraction is ‘–’ read as minus.

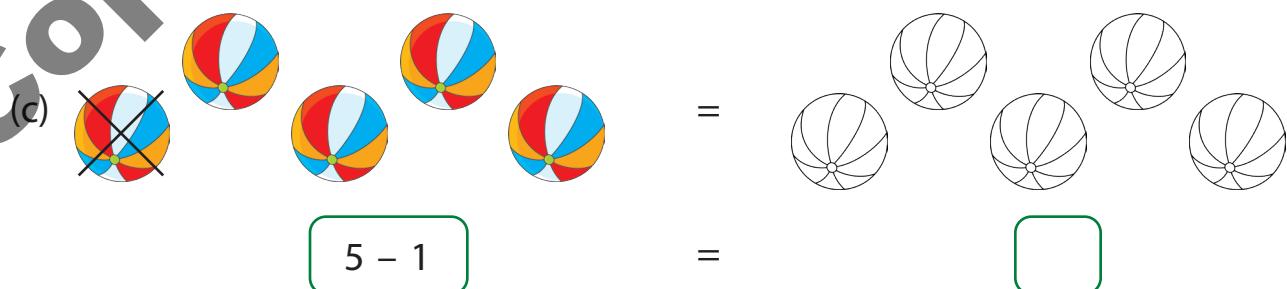
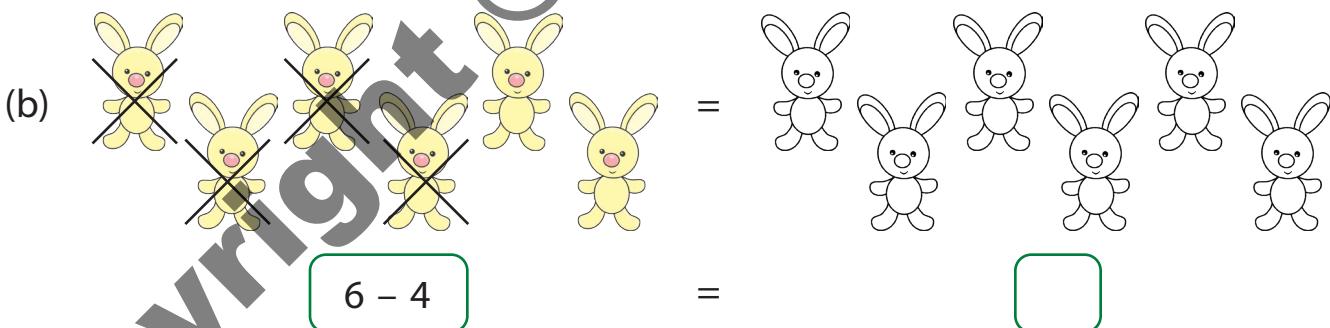
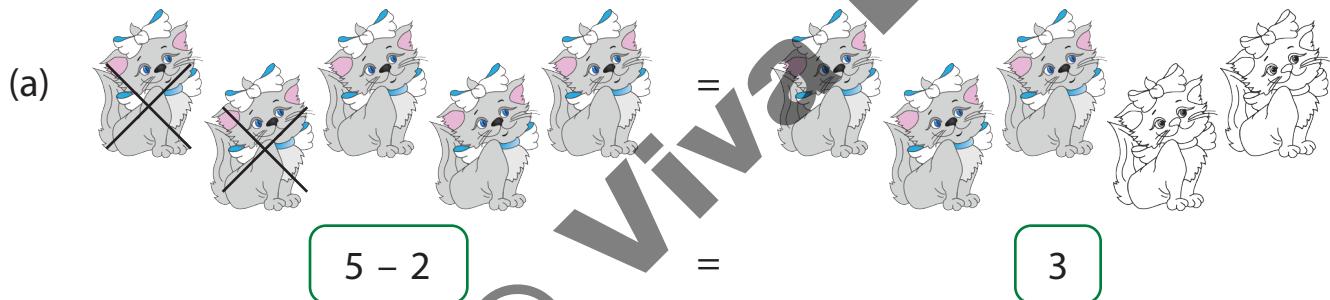
$4 - 2 = 2$  is read as ‘4 minus 2 equals 2’.

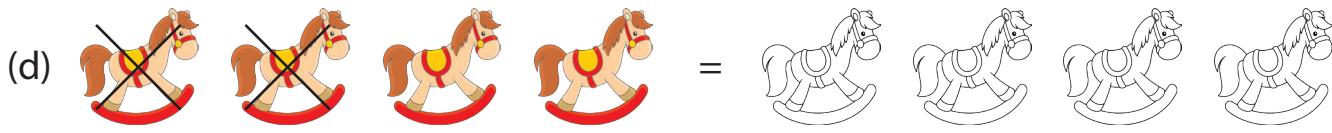
The answer we get after we subtract is called difference.

Look at some more examples.



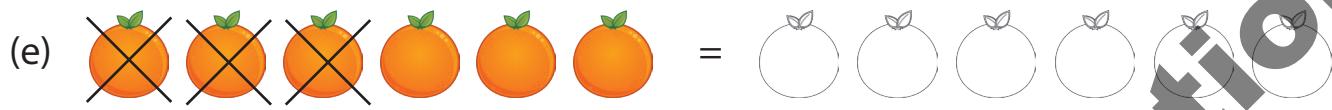
1 Count, colour and write the answer.





$$4 - 2$$

=



$$6 - 3$$

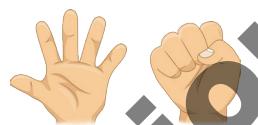
=

2 Cross (x) the smaller number and write the answer.

<p>(a) </p>	<p>5 minus 3 = <input type="text"/> 2 or <math>5 - 3 = \boxed{2}</math></p>
<p>(b) </p>	<p>7 minus 2 = <input type="text"/> or <math>7 - 2 = \boxed{5}</math></p>
<p>(c) </p>	<p>8 minus 5 = <input type="text"/> or <math>8 - 5 = \boxed{3}</math></p>
<p>(d) </p>	<p>4 minus 3 = <input type="text"/> or <math>4 - 3 = \boxed{1}</math></p>
<p>(e) </p>	<p>9 minus 4 = <input type="text"/> or <math>9 - 4 = \boxed{5}</math></p>
<p>(f) </p>	<p>3 minus 1 = <input type="text"/> or <math>3 - 1 = \boxed{2}</math></p>

Subtraction can be done using fingers. For example, let's subtract 3 from 8.

- To subtract, count the greater number on your fingers.  
So, count 8 fingers and fold the remaining fingers.
- Close as many fingers as the smaller number.  
So, close 3 fingers.
- The remaining fingers is the answer.  
So,  $8 - 3 = 5$ .



### 3 Subtract the numbers.

(a)  $6 - 6 = \boxed{\phantom{0}}$

(b)  $8 - 5 = \boxed{\phantom{0}}$

(c)  $4 - 1 = \boxed{\phantom{0}}$

(d)  $9 - 7 = \boxed{\phantom{0}}$

(e)  $5 - 3 = \boxed{\phantom{0}}$

(f)  $3 - 2 = \boxed{\phantom{0}}$

### 4 Match the correct answer.

(a)  $4 - 2$  ●

(i) 5

(b)  $7 - 6$  ●

(ii) 4

(c)  $8 - 3$  ●

(iii) 2

(d)  $6 - 3$  ●

(iv) 1

(e)  $9 - 5$  ●

(v) 3

### 5 Put a tick (✓) or a cross (✗).

(a)  $3$  minus  $1 = 2$

(b)  $5$  minus  $2 = 4$

(c)  $8$  minus  $4 = 5$

(d)  $6$  minus  $5 = 1$

(e)  $7$  minus  $2 = 5$

(f)  $9$  minus  $4 = 3$

## Subtracting Zero or the Same Number



I have three glasses of juice. If I give zero glasses to you. How many glasses are left?



Three glasses.

Look at the given examples.

1.  $3 - 0 = 3$



If I give all three glasses to you, how many glasses will I have?

2.  $4 - 0 = 4$



Zero glasses.

Look at the given examples.

1.  $2 - 2 = 0$

2.  $6 - 6 = 0$

### Remember

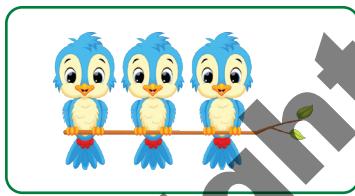
• Subtracting 0 from a number gives the same number.



• Subtracting a number from itself gives 0.

### 6 Fill in the blank boxes.

(a)

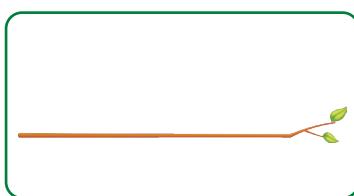


3



3

=



0

(b)



-



=



(c)  $7 - \boxed{\phantom{0}} = 7$

(d)  $9 - 9 = \boxed{\phantom{0}}$

(e)  $\boxed{\phantom{0}} - 6 = 0$

## Little Genius!

Look at the example and solve.

a	b	g	d	c	t	n	i	s
1	2	3	4	5	6	8	9	0

Example:  $i - n = \boxed{1}$        $i - t = \boxed{\quad}$        $a - s = \boxed{\quad}$        $i - s = \boxed{\quad}$   
 $(9 - 8)$

$c - a - b = \boxed{2}$        $d - a - b = \boxed{\quad}$        $g - a - s = \boxed{\quad}$        $t - a - b = \boxed{\quad}$   
 $(5 - 1 - 2)$



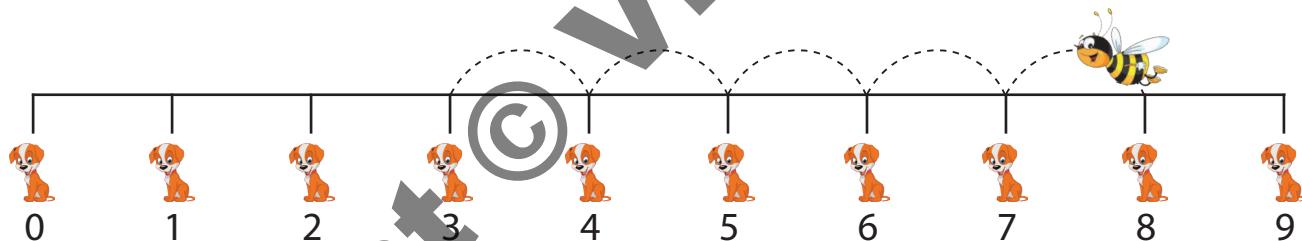
## Subtraction on a Number Line

To subtract on a number line, we move backwards.

Let's take an example,  $8 - 5 = ?$

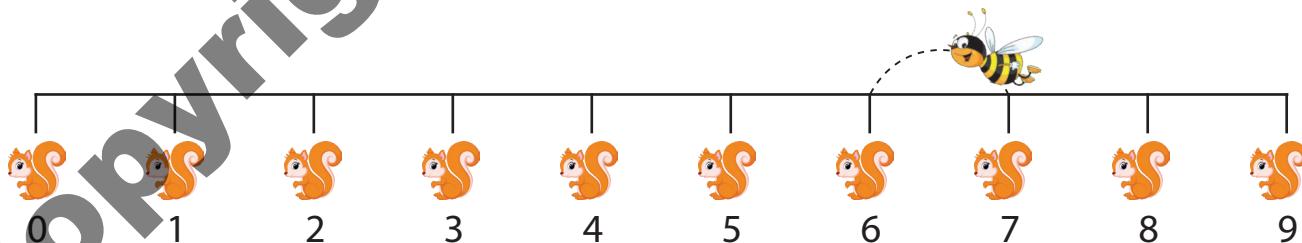
Start from 8 on the number line. To subtract 5, move 5 steps backward from 8. You will reach 3 which is the answer.

So,  $8 - 5 = 3$ .



Look at the given examples.

1.  $7 - 1 = ?$



Starting from 7, we count back 1.

We get the answer 6.

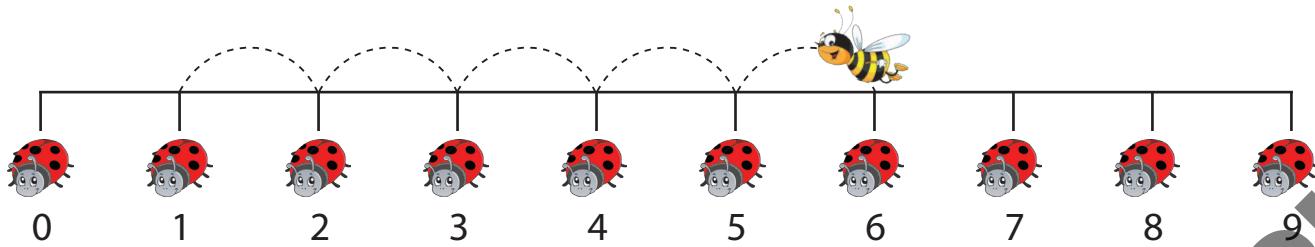
So,  $7 - 1 = 6$ .

### Remember

When we subtract 1 from a number, the answer is the number just before it.



2.  $6 - 5 = ?$



Starting from 6, we count back 5. We get the answer 1.

So,  $6 - 5 = 1$ .

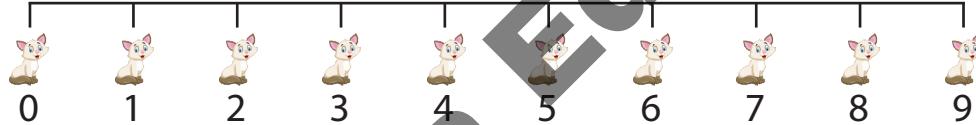
**Remember**

When we subtract from a given number, a number just before it, the answer is always 1.

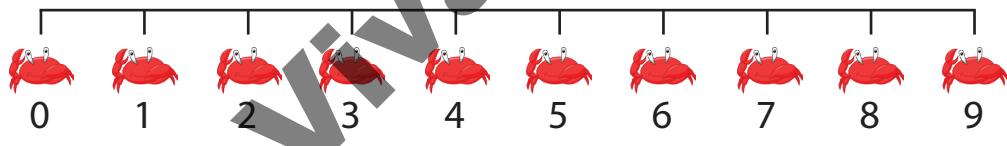


7 Subtract the numbers on the number line.

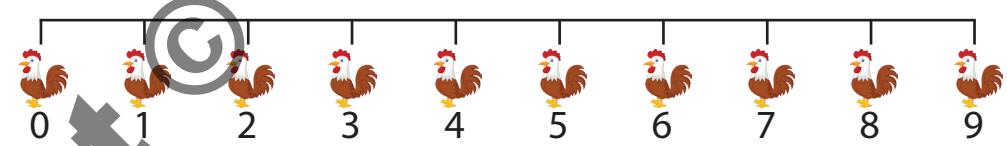
(a)  $8 - 4 = \boxed{\phantom{0}}$



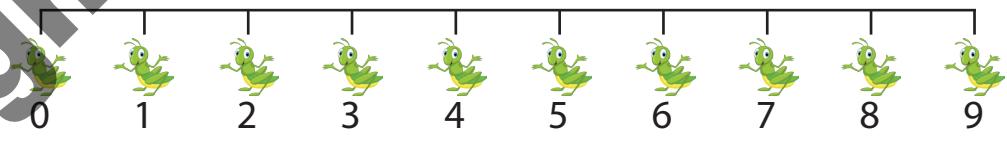
(b)  $7 - 5 = \boxed{\phantom{0}}$



(c)  $9 - 2 = \boxed{\phantom{0}}$



(d)  $5 - 1 = \boxed{\phantom{0}}$



**Little Genius!**

Subtract on the number line.

$7 - 2 - 3 = \boxed{\phantom{0}}$



**Hint:** Start from the first number and move backward to subtract the second number. Then starting from the answer, count backward the third number.



## Vertical Subtraction

Like addition, subtraction can also be done by vertical method. Place the smaller number below the greater number and subtract to find the difference.

Look at the given examples.

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

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

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

- 8 Subtract the numbers to find the difference.

(a)  $\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$

(b)  $\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$

(c)  $\begin{array}{r} 3 \\ - 0 \\ \hline \end{array}$

(d)  $\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$

(e)  $\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$

(f)  $\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$

(g)  $\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$

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

(i)  $\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$

(j)  $\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$

(k)  $\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$

(l)  $\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$

## Word Problems

Look carefully at the given word problem.

There were 5 children in the bus.

2 children got down. How many children are left in the bus?

Answer: 3 children

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



### 9 Solve these word problems.

- (a) There were 7 birds on a tree.  
3 flew away. How many are left?

Answer: \_\_\_\_\_

	-
	-
	-



- (b) Samaira had 6 pencils. She lost 3 pencils. How many pencils are left with her?

Answer: \_\_\_\_\_

	-
	-
	-



- (c) There were 8 books on a table.  
4 fell down. How many are left?

Answer: \_\_\_\_\_

	-
	-
	-
	-



- (d) Anandita climbed up 9 stairs. She came down 4 stairs. On which stair is she now?

Answer: \_\_\_\_\_

	-
	-
	-



- (e) There were 8 cookies in a container. Darsh took out 3 cookies. How many cookies are left in the container?

Answer: \_\_\_\_\_

	-
	-
	-



- (f) There were 7 rats jumping on the sticks. 1 ran away. How many rats are left?

Answer: \_\_\_\_\_

	-
	-
	-



## Little Genius!

1. Think and solve these word problems.

(a) Zarina, Sanya and Diya went to the park. They met 2 more children there. How many children were there in all?

(b) Priya and 5 friends started a race. 2 of them dropped out. How many reached the finishing line?

2. Write + or - in the boxes.

(a)  $8 \boxed{\quad} 3 = 5$

(b)  $6 \boxed{\quad} 3 = 9$

(c)  $4 \boxed{\quad} 4 = 0$

(d)  $6 \boxed{\quad} 1 = 7$

(e)  $9 \boxed{\quad} 2 = 7$

(f)  $6 \boxed{\quad} 2 = 8$



## HOW MUCH DO YOU KNOW?

1 Subtract the numbers.

(a)  $9 - 6 = \boxed{\quad}$

(b)  $8 - 4 = \boxed{\quad}$

(c)  $3 - 1 = \boxed{\quad}$

(d)  $5 - 2 = \boxed{\quad}$

(e)  $6 - 0 = \boxed{\quad}$

(f)  $9 - 3 = \boxed{\quad}$

2 Fill in the missing numbers.

(a)  $2 - 0 = \boxed{\quad}$

(b)  $3 - \boxed{\quad} = 3$

(c)  $\boxed{\quad} - 1 = 3$

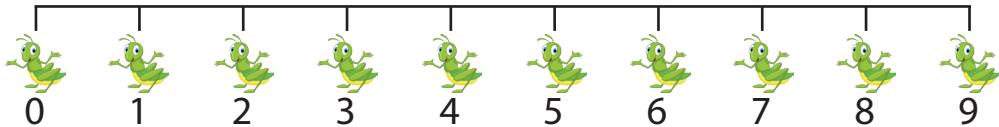
(d)  $\boxed{\quad} - 1 = 4$

(e)  $\boxed{\quad} - 7 = 0$

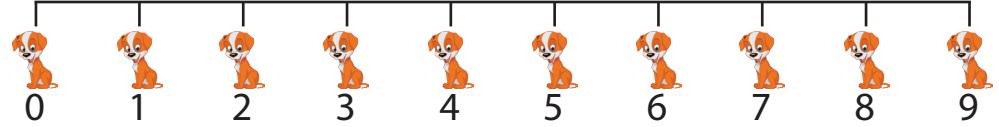
(f)  $9 - \boxed{\quad} = 1$

3 Subtract the numbers on the number line.

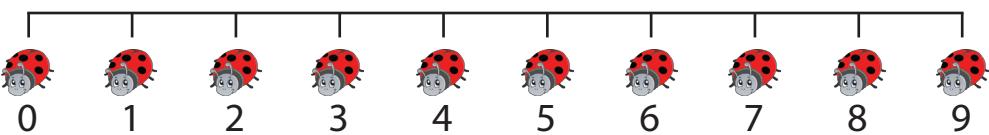
(a)  $8 - 6 = \boxed{\quad}$



(b)  $4 - 1 = \boxed{\quad}$



(c)  $7 - 4 = \boxed{\phantom{0}}$



4 Find the difference.

(a)

$$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$$

(b)

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

(c)

$$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$$

(d)

$$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$$

(e)

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



## SOME NCERT TEXTBOOK QUESTIONS

1 Subtract and match.

$4 - 2$

3

$9 - 5$

$7 - 2$

4

$8 - 2$

$9 - 1$

2

$7 - 4$

$5 - 1$

5

$8 - 0$

$6 - 3$

6

$5 - 3$

$7 - 1$

8

$8 - 3$

$5 - 0$

0

$7 - 7$

**2** Write the missing numbers.

$$8 - \boxed{\quad} = 7$$

$$5 - \boxed{\quad} = 1$$

$$3 - \boxed{\quad} = 3$$

$$9 - 2 = \boxed{\quad}$$

$$\boxed{\quad} - 2 = 3$$

$$\boxed{\quad} - 3 = 5$$

$$\boxed{\quad} - 2 = 0$$

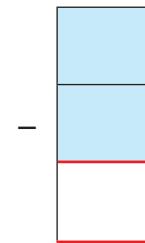
$$\boxed{\quad} - 2 = 7$$



## VALUES AND LIFE SKILLS

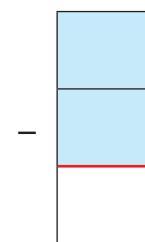
- (a) Rahul had 4 scoops of ice cream. He gave 2 scoops to a poor child. How many scoops are left? Do you think helping others is good?

Answer: \_\_\_\_\_



- (b) Shaashwat blew 8 balloons for a birthday party. 3 of them burst. How many balloons are left with him? Is it right to burst balloons to scare someone?

Answer: \_\_\_\_\_



## INDIVIDUAL ACTIVITY

To understand subtraction with the help of an activity

**Things We Need:** A piggy bank or coin box, 9 coins

## How To Do:

1. Ask your mother to give you 9 coins.
2. Put 1 coin in your box. How many coins are you left with?

$$9 \text{ coins} - \boxed{\phantom{0}} \text{ coin} = \boxed{\phantom{0}} \text{ coins}$$

3. Put 3 coins in your box. How many coins are you left with?

$$\boxed{\phantom{0}} \text{ coins} - 3 \text{ coins} = \boxed{\phantom{0}} \text{ coins}$$

4. Put 0 coins in your box.

$$\boxed{\phantom{0}} \text{ coins} - \boxed{\phantom{0}} \text{ coins} = \boxed{\phantom{0}} \text{ coins}$$

You are left with \_\_\_\_\_ coins.

5. Put 4 coins in your box.

$$\boxed{\phantom{0}} \text{ coins} - 4 \text{ coins} = \boxed{\phantom{0}} \text{ coin}$$

You are left with \_\_\_\_\_ coin.

6. Put 1 coin in your box.

$$\boxed{\phantom{0}} \text{ coin} - \boxed{\phantom{0}} \text{ coin} = \boxed{\phantom{0}} \text{ coins}$$

You are left with \_\_\_\_\_ coins.

## Extension:

Discuss the importance of saving money. What all can you do with the saved money?

## Let's Review – 1

1 Write the number names.

(a) 7

(b) 9

2 Put the correct sign > or <.

(a) 2

4

(b) 6

3

(c) 2

7

(d) 5

1

(e) 8

9

(f) 3

0

3 Arrange in increasing order.

(a) 6, 2, 8, 1

(b) 3, 9, 5, 4

4 Fill in the blank boxes.

(a)

(b)

5 Arrange in decreasing order.

(a) 7, 4, 1, 2

(b) 3, 6, 4, 8

6 Write the numbers that come before, after and in between.

(a)

 5 

(b)

 3 

(c)

 7  9

7 Circle the biggest and underline the smallest number.

(a) 7    3    4    9

(b) 8    2    0    1

8 Fill in the blank boxes.

(a)  $2 + 3 + 2 = \boxed{\phantom{00}}$

(b)  $6 + 2 = \boxed{\phantom{00}}$

(c)  $4 + 1 = \boxed{\phantom{00}}$

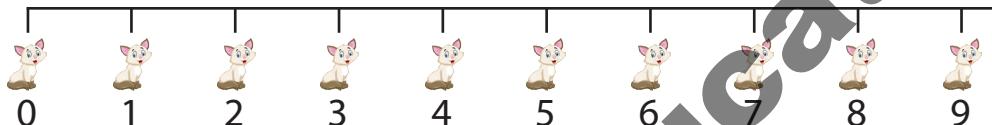
(d)  $9 - 4 = \boxed{\phantom{00}}$

(e)  $8 - 5 = \boxed{\phantom{00}}$

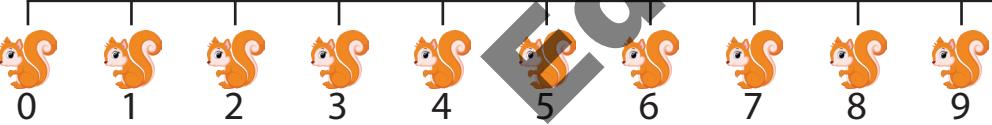
(f)  $6 - 6 = \boxed{\phantom{00}}$

9 Add or subtract on the number line.

(a)  $3 + 4 = \boxed{\phantom{00}}$



(b)  $8 - 3 = \boxed{\phantom{00}}$



10 Add or subtract.

(a)

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

(b)

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

(c)

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

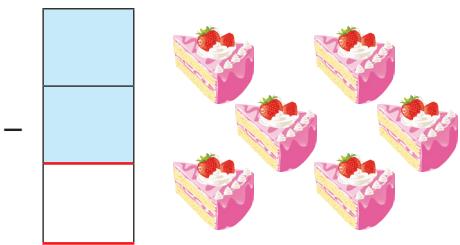
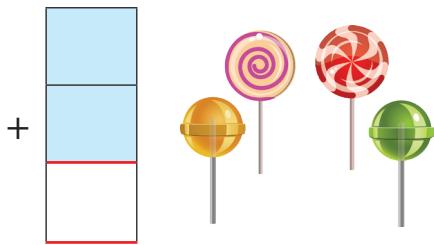
(d)

$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

(e)

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

(f) Yukti had 4 lollipops. Her mother gave her 4 more. How many lollipops does she have?



(g) Aditi had 6 pastries. She gave 2 pastries to her brother. How many pastries are left?

# 4



## Positions

Let's learn about positions.

### On – Under

The bag is ON the desk.

The bottle is UNDER the desk.



### Before – Between – After

The elephant is BEFORE the zebra.

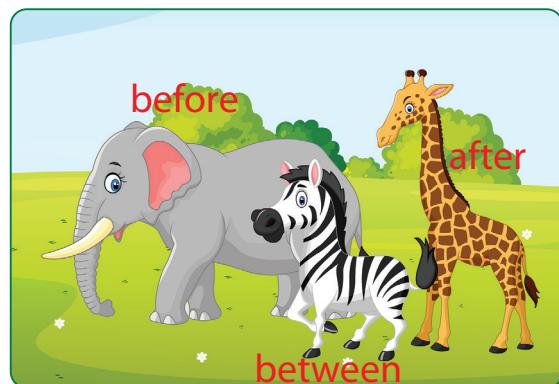
The giraffe is AFTER the zebra.

The zebra is BETWEEN the elephant and the giraffe.

### Inside – Outside

Candies are INSIDE the jar.

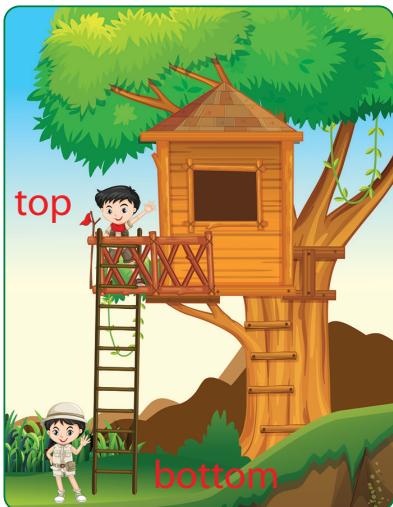
Biscuits are OUTSIDE the jar.



## Top – Bottom

The boy is on TOP of the ladder.

The girl is at the BOTTOM of the ladder.



## Near – Far

The rabbit is NEAR the deer.

The elephant is FAR from the deer.



Write the position of the given animals.

(a)



The rat is  the table.

The cat is  the table.

(b)



The fish is  the bowl.

The cat is  the bowl.

(c)



The book is  the pen.

The pencil box is  the pen.

(d)



The monkey is on \_\_\_\_\_ of the pole.

The cat is at the \_\_\_\_\_ of the pole.

(e)



1 is \_\_\_\_\_ 2.

3 is \_\_\_\_\_ 2.

2 is \_\_\_\_\_ 1 and 3.



In the absence of the teacher, children stand on the desks making noise. Do you think it is right to do so?



To observe positions in daily life

**Things We Need:** A pencil

**How To Do:** Observe and answer the following questions.

1. In the morning assembly, who stands before and after you?

2. Is the principal's office far or near from your class?

3. You put your school bag on or under the desk?

4. Which games do you play inside and outside the classroom?



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- Evaluation done through *Let's Review* sheets

**Monicaa Abhijit**, with teaching experience of over 22 years, is currently teaching in St. Thomas School, Mandir Marg, New Delhi.

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- Worksheets

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