



# MATHEMATICS

## STANDARD ONE



The Coordination Committee formed by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4  
Dated 25.04.2016 has given approval to prescribe this textbook in its meeting held on  
08.05.2018 and it has been decided to implement it from the educational year 2018-19.

# MATHEMATICS

## Standard One



**Maharashtra State Bureau of Textbook Production and  
Curriculum Research, Pune - 411 004**



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First Edition : 2018

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## The Constitution of India

### Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens :

JUSTICE, social, economic and political ;  
LIBERTY of thought, expression, belief, faith and worship ;

EQUALITY of status and of opportunity ; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation ;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

## NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē  
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā  
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā  
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,  
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē  
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,  
Jaya jaya jaya, jaya hē.

## PLEDGE

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.

To my country and my people,  
I pledge my devotion. In their  
well-being and prosperity alone lies  
my happiness.



## Preface

Dear Little friends,

Welcome to the first standard! Now you have new school, new friends, new teachers and new books. Open your new Mathematics book. You will find it amusing with colorful pictures, games and poems. Do jump around, dance, play and also learn maths with the book.

Counting is possible only if you are able to recite numbers first from one to ten and then from eleven to twenty. You can recite numbers using the fun songs in this book.

Fingers are useful in counting. You can decorate your fingers with colourful paper caps. Try to carry out the activities given in the book. Take help from your teachers, parents, siblings and friends for doing these activities. Rama and Yash will accompany you in this fun filled book-journey. A colourful kingfisher may appear to help you .

We need ample practice of additions and subtractions in practical life. Some stories in the book will help you to practise such sums. Some pictures are also given so that you can make stories based on them. Make such stories yourselves, prepare examples and enjoy posing problems to each other.

Q. R. Codes are given at the foot of some pages. You will find the information in the Q. R. Codes interesting.

You will find that Mathematics is an easy subject once you make friends with the numbers and play with them!



(Dr. Sunil Magar)

Director

Pune

Date : 16 May 2018

Indian Solar Year : 26 Vaishakh 1940

Maharashtra State Bureau of Textbook  
Production and Curriculum Research, Pune

## Mathematics Standard I - Learning Outcomes

| Suggested Pedagogical Processes   | Learning Outcomes   |
|---|---|
| <p><b>All learners may be provided opportunities in pairs/groups/ individually and encouraged to-</b></p> <ul style="list-style-type: none"> <li>• observe different contexts and situations, for example, inside/outside the classroom.</li> <li>• encourage them to use the spatial vocabulary or concepts like top-bottom, on-under, inside-outside, above-below, near-far, thin-thick, big-small etc.</li> <li>• identify and draw the things which are near-far, tall-short, thick-thin etc.</li> <li>• handle concrete materials and models and classify them, for example, objects which are round in shape like chapatti, ball etc. and which are not round such as pencil, box.</li> <li>• count objects such as students may take out objects up to 9 from a given collection of objects such as picking any 8 leaves/4 beads/6 ice cream sticks etc. from the given box.</li> <li>• take out objects up to 20 from a given collection of objects.</li> <li>• use words like more than, less than or equal through the strategy of one to one correspondence in objects in two groups.</li> <li>• explore different strategies to add numbers up to 9 like counting on forward and using already known addition facts.</li> <li>• explore/Develop different strategies to subtract numbers up to 9 like recounting after taking out objects from a given collection.</li> <li>• use different strategies like aggregation, counting forward, using addition facts etc., to extend addition up to 20 (sum no exceeding 20)</li> <li>• develop different strategies of taking away through objects/pictures.</li> </ul> | <p><b>The learner —</b></p> <ul style="list-style-type: none"> <li>• works with numbers from 1 to 20.</li> <li>• classifies objects into groups based on the shape of the objects and size of the objects.</li> <li>• recites number names and counts objects up to 20, concretely, pictorially and symbolically.</li> <li>• counts objects using numbers 1 to 9.</li> <li>• compares numbers up to 20, for example, tell whether number of girls or number of boys is more in the class.</li> <li>• applies addition and subtraction of numbers 1 to 20 in day-to-day life.</li> <li>• constructs addition facts up to 9 by using concrete objects, for example, to find <math>3+3</math> counts 3 steps forward from 3 onwards and concludes that <math>3+3=6</math>.</li> <li>• subtracts numbers using 1 to 9, for example, the child takes out 3 objects from a collection of 9 objects and counts the remaining to conclude <math>9 - 3 = 6</math>.</li> <li>• solves day-to-day problems related to addition and subtraction of numbers up to 9.</li> <li>• recognizes numbers up to 99 and write numerals.</li> <li>• observes, extends and creates patterns of shapes and numbers, for example, arrangement of shapes / objects / numbers like</li> </ul> <div style="text-align: center; margin-top: 10px;"> </div> |

| Suggested Pedagogical Processes  | Learning Outcomes  |
|--|--|
| <ul style="list-style-type: none"> <li>• count in groups of tens and ones for numbers more than 20 like 38 has 3 groups/bundles of ten each and 8 loose (ones)</li> <li>• sort objects based on similarities and difference through their sense of touch and observation.</li> <li>• use concrete play money for making amounts up to Rs.20.</li> <li>• conduct classroom discussions on observation of pattern and allow them to describe in their own language. Let children find what will come next and justify the answer.</li> <li>• observe and collect information from the visuals, contexts/situations such as number of items.</li> </ul> | <ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, ...</li> <li>• 1, 3, 5</li> <li>• 2, 4, 6 ...</li> <li>• 1, 2, 3, 1, 2,...1,...3,...</li> <li>• collects, records (using pictures/ numerals) and interprets simple information by looking at visuals. (For example, in a picture of a garden the child looks at different flowers and draws inference that flowers of a certain colour are more.)</li> <li>• understands the concept of zero.</li> </ul> |

### Instructions for Teachers

Let's make efforts so that students understand and like Mathematics and find it enjoyable. Make sure that they are not afraid of maths. While dealing with the songs and games in the book, see that the students participate happily.

When it comes to counting, it is necessary to recite first from one to ten, and then from eleven to twenty. See that the students do it with pleasure. **A lot of practice of counting different objects is expected.** Small additions can be practised with the help of fingers. You can make a game out of it.

Specific instructions for teachers are given in the book at several places.



## Part One

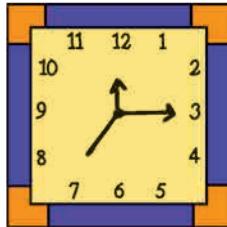
- Small - Big ..... 1
- Behind - In front of ..... 2
- Above - Below ..... 3
- Earlier - Later ..... 4
- One - Many ..... 5
- Find the difference ..... 6
- Understand and write 1 ..... 7
- Understand and write 2 ..... 8
- Understand and write 3 ..... 9
- Understand and write 4 ..... 10
- Understand and write 5 ..... 11
- Understand and write 6 ..... 13
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## Part Two

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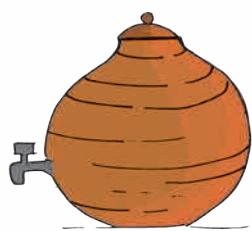
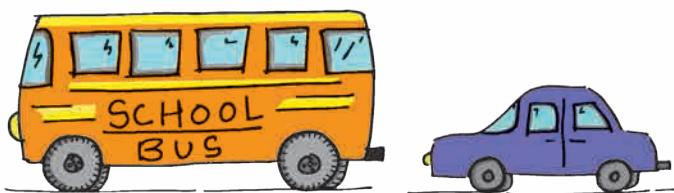
Small

**Big**



Colour the  below the smaller clock.

Colour the  below the bigger vehicle.



Colour the  below the smaller vessel.

Colour the  below the bigger ball.



**Behind**

**In  
front of**



Colour the  
 below  
the child  
who is  
behind the  
curtain.



Colour the  
 below  
the swing  
which is in  
the front.

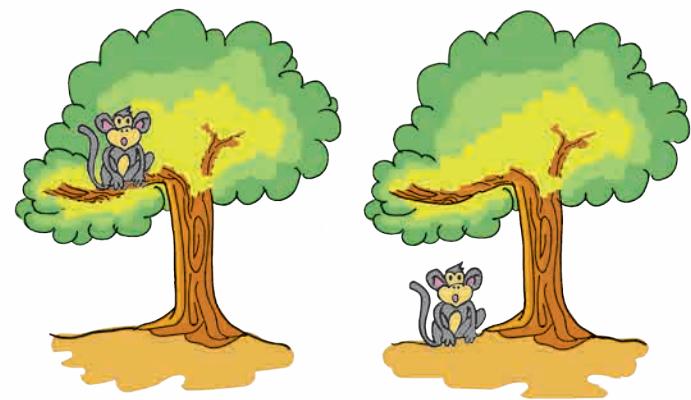


Colour the  
 below  
the child who  
is in front of  
the stumps.

**Above**



**Below**



the monkey sitting below the tree.



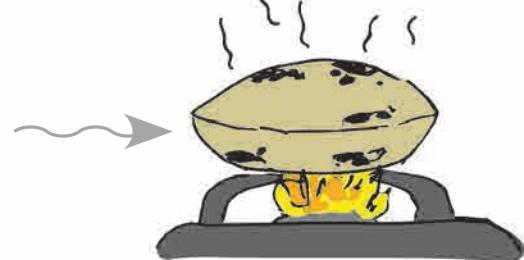
the vehicle above the bridge.



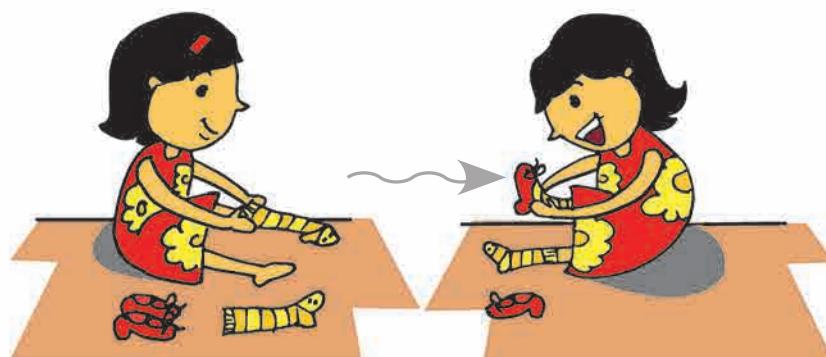
the object below the lamp.

Earlier

Later



Mom made chapati **earlier**.      **Later** she roasted it.



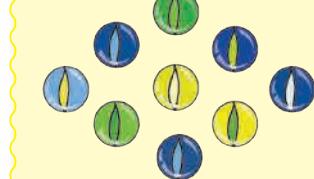
Rama wore her socks **earlier**. **Later** she wore her shoes.



Yash wears his helmet **earlier**. **Later** he rides his bicycle.

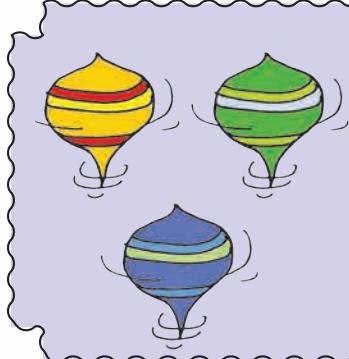
## One – Many

Draw a  around the picture showing one object.



Draw a  around the picture showing many objects.

Draw a  around the picture showing one object.



Draw a  around the picture showing many objects.

## Find the difference

Observe both the pictures given below.

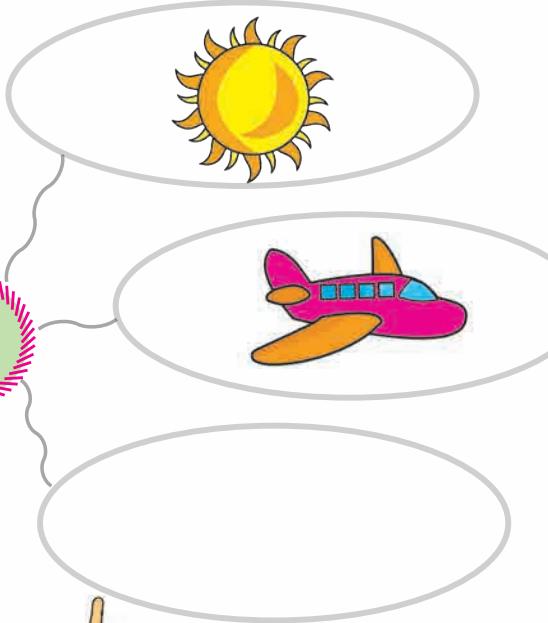
Find out and tell the differences between them.



## Understand and write 1



1



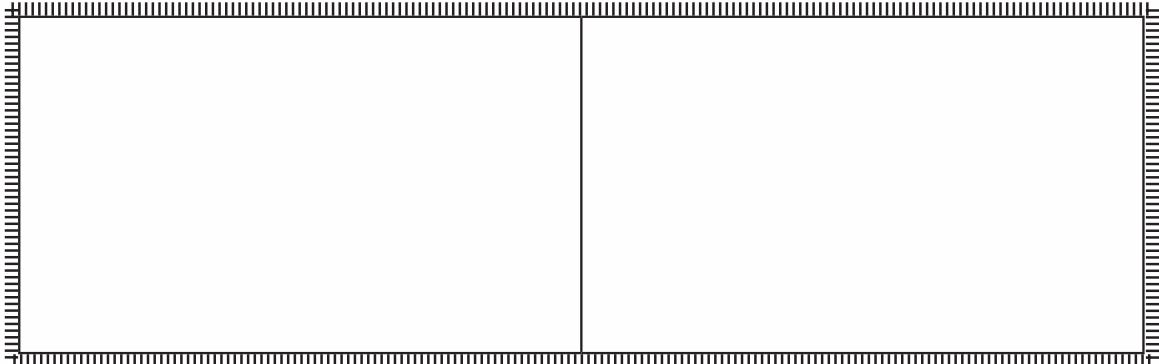
Draw one object.

1  
One



Parrot has beak one,  
come on let's have fun.

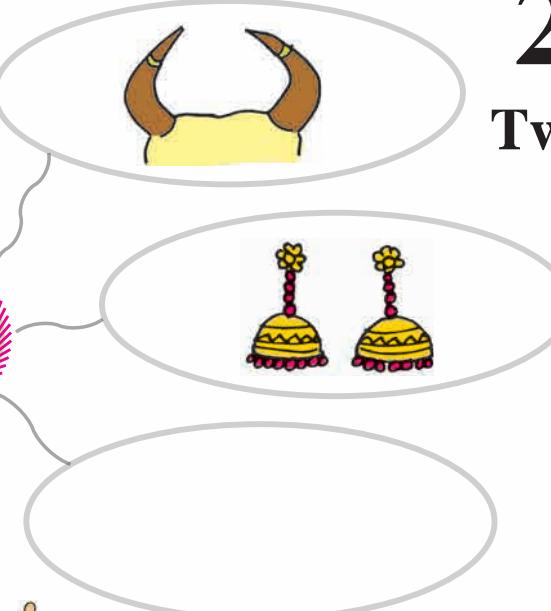
Draw one and colour it. Draw one and colour it.



|   |  |  |  |  |  |
|---|--|--|--|--|--|
|   |  |  |  |  |  |
| 1 |  |  |  |  |  |



## Understand and write 2

**2**

Draw two objects.

Draw two **O**.

**2****Two**

One and one make two.



Two, Two, Two  
Two ears has a Rabbit  
And two eyes, too.

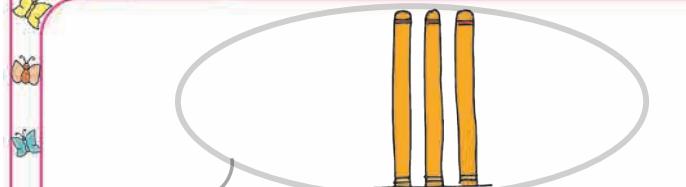
Draw two **□**.

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|--|--|--|--|--|--|



|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 2 | 2 | 2 | 2 | 2 | 2 |
| 2 |   |   |   |   |   |

## Understand and write 3



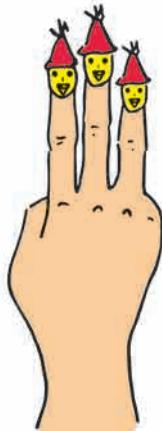
**3**



Two and one make three.

**3**

Three



Draw three beads

Three, Three, Three

A Rickshaw has wheels three.  
Set the doggy free.

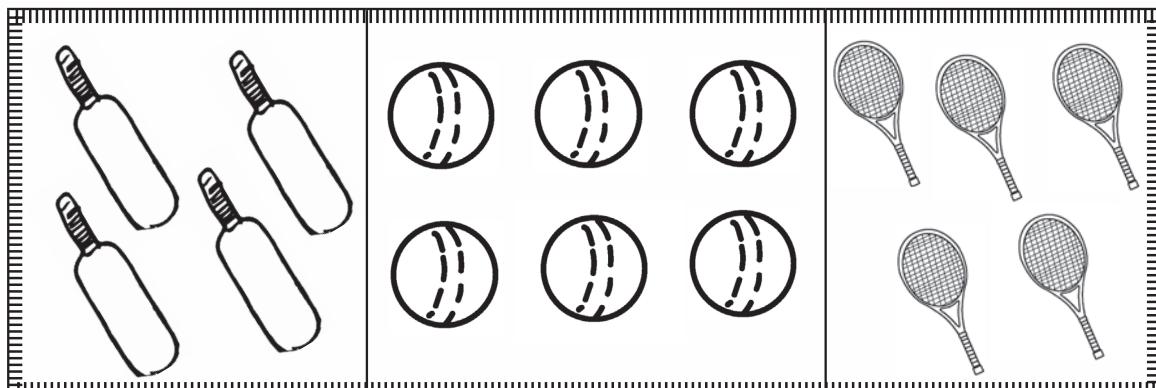
Colour three



Colour three



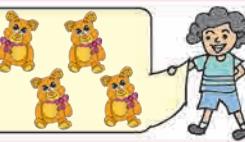
Colour three



|          |  |  |  |  |  |
|----------|--|--|--|--|--|
|          |  |  |  |  |  |
| <b>3</b> |  |  |  |  |  |



## Understand and write 4



**4**



Three and one make four

**4**

Four



Draw four beads.

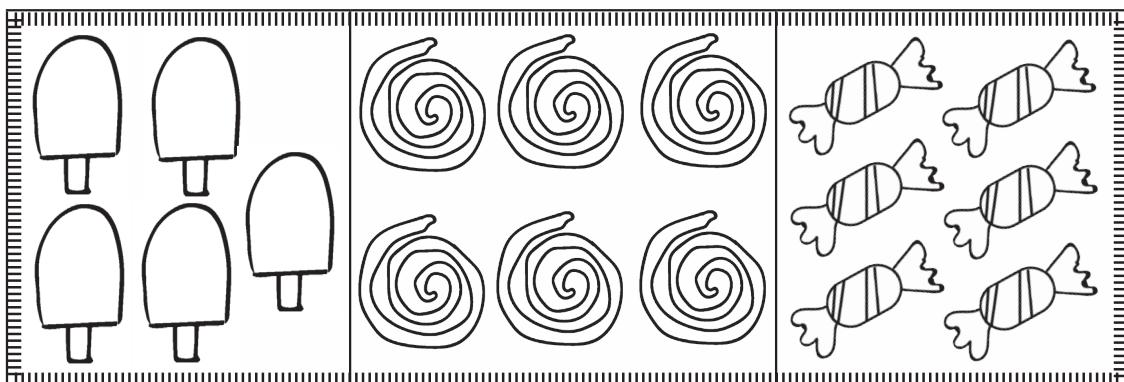
Four, Four, Four

A car has wheels four,  
will you please shut the door.

Colour four .

Colour four .

Colour four .



|          |  |  |  |  |  |
|----------|--|--|--|--|--|
|          |  |  |  |  |  |
| <b>4</b> |  |  |  |  |  |

## Understand and write 5



Four and one make five.

**5**  
Five



5



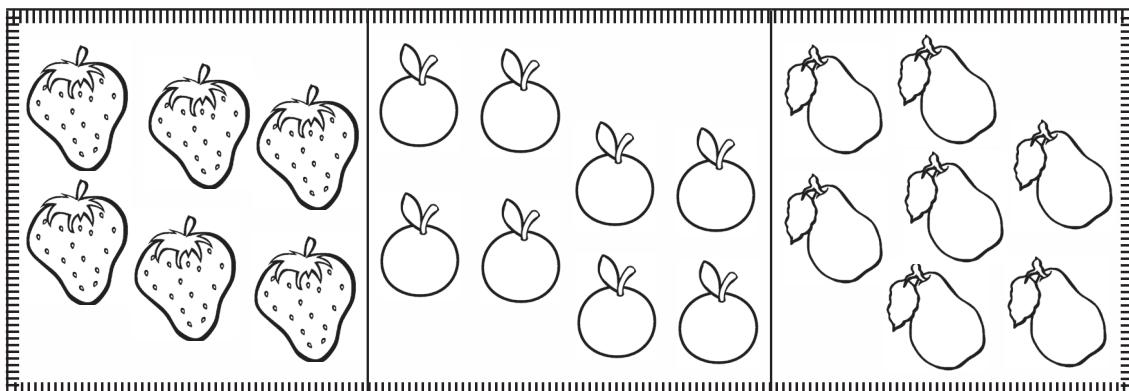
Draw five beads.

Five, Five, Five  
Each hand has fingers five,  
Let's go for a long drive.

Colour five .

Colour five .

Colour five .



**5**

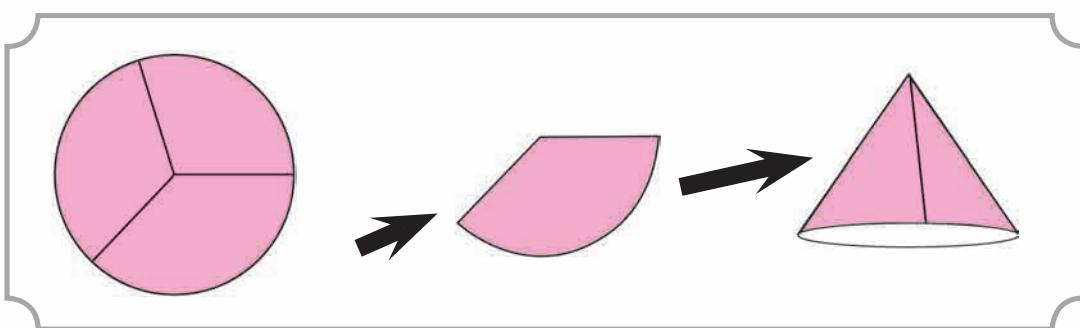


Instructions  
for  
teachers

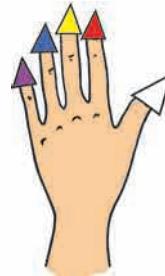
## Number song and finger caps

Cut circles of about 5 cm diameter. Cut each of them into 3 equal parts. Make a cap of each piece using a gum tape. See that children participate in the activity. They will enjoy, exchanging the caps and playing with them.

It is easy to count the objects only after reciting the numbers from one to ten. So ask the children to sing the number song. Students will happily practise reciting from one to ten by singing the song.

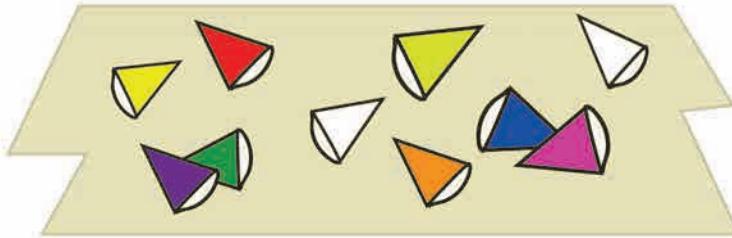


One two three, four five six seven eight  
nine ten, my fingers are ten.  
Let's count them, now and again,  
everybody has fingers just ten.



Decorate them, with papercaps,  
that are so, easy to get  
Red Yellow, blue purple,  
or is the white your best

How many, caps everybody  
then should obtain  
Each finger, to have a cap  
then, the caps also ten.

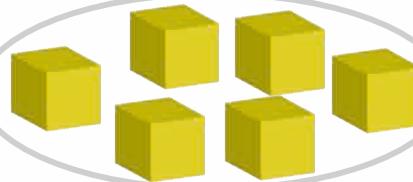


## Understand and write 6

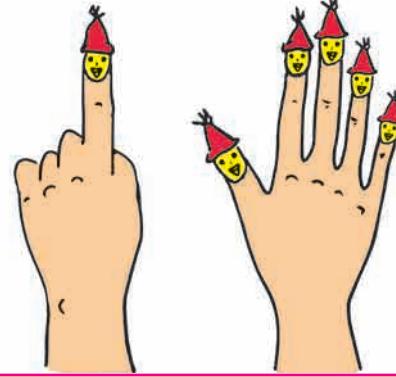


6  
Six

Five and one make six



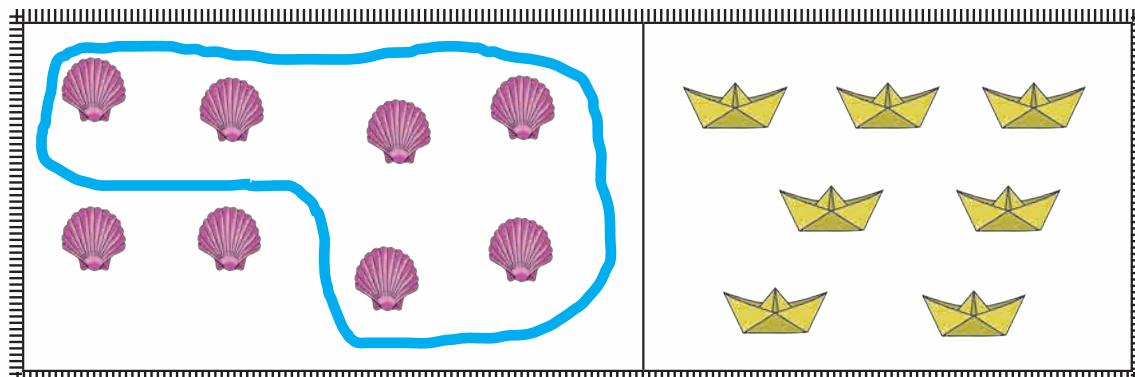
6



Draw six beads



Place the string in such a way that six objects will be in its loop.



|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 6 | 6 | 6 | 6 | 6 | 6 |
| 6 |   |   |   |   |   |

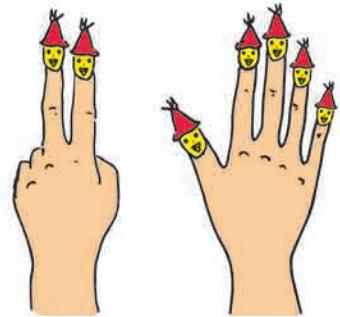
## Understand and write 7



**7**

**7**  
Seven

Six and one make seven

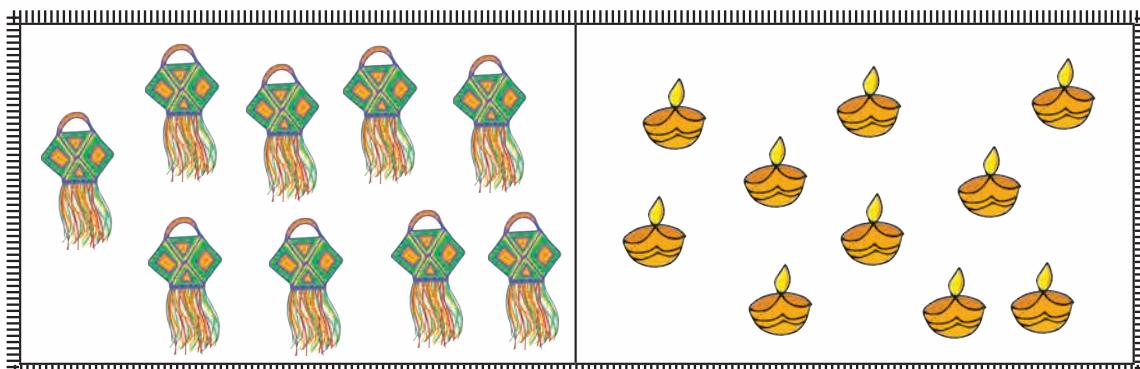


Seven, Seven, Seven  
A Rainbow has colours seven,  
A week has days seven.

Draw seven beads



Place the string in such a way that seven objects will be in its loop.



|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 7 | 7 | 7 | 7 | 7 | 7 |
| 7 |   |   |   |   |   |



## Understand and write 8



Seven and one make eight  
**8**  
**Eight**

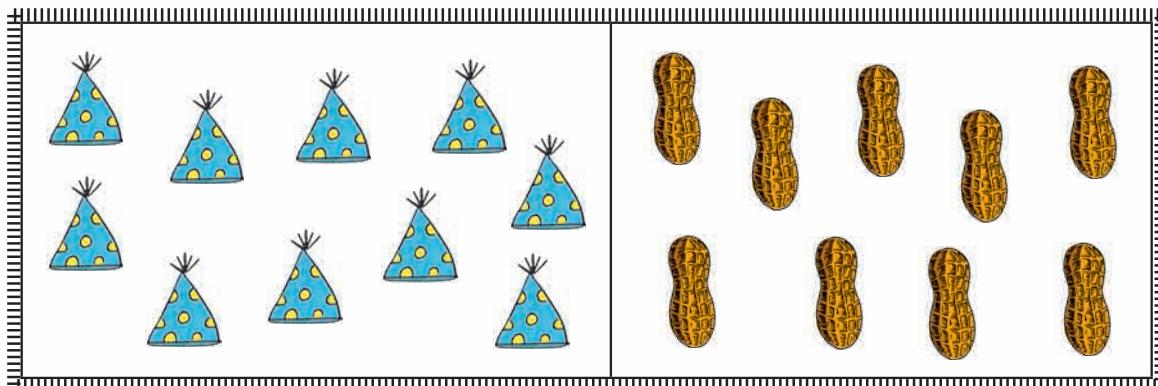
**8**



Draw eight beads

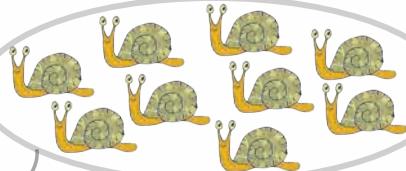


Place the string in such a way that eight objects will be in its loop.



|          |  |  |  |  |  |
|----------|--|--|--|--|--|
|          |  |  |  |  |  |
| <b>8</b> |  |  |  |  |  |

## Understand and write 9

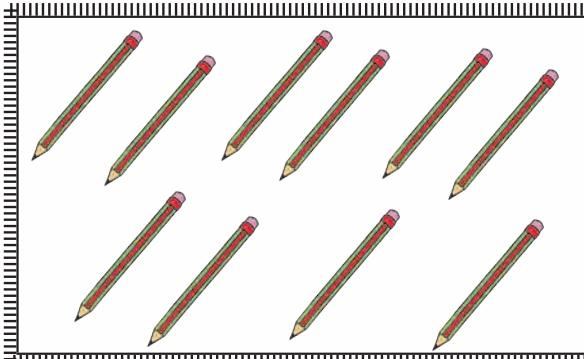


9

Draw nine beads



Place the string in such a way that nine objects will be in its loop.



Eight and one make nine

9  
Nine



Nine, Nine, Nine  
The clock struck nine,  
All the children, stand in a line



|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 9 | 9 | 9 | 9 | 9 | 9 |
| 9 |   |   |   |   |   |



## Practice 1 to 9

1, 2, 3, 4, 5, 6, 7, 8, 9 are symbols used for numbers. They are called digits. Practise writing the digits.

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| 1 |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| 2 |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| 3 |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| 4 |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| 5 |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| 6 |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| 7 |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| 8 |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|

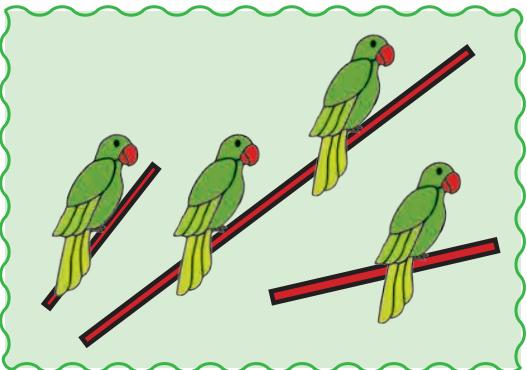
|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| 9 |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|

Write numbers in the blank spaces.

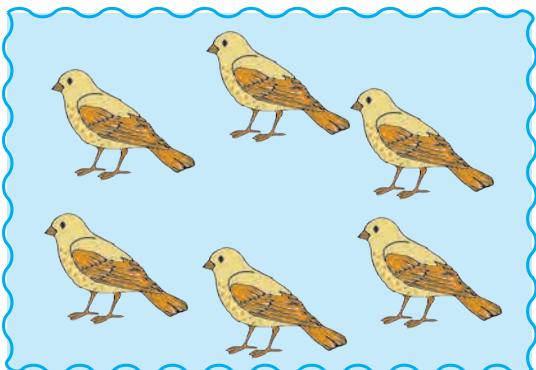
3

7

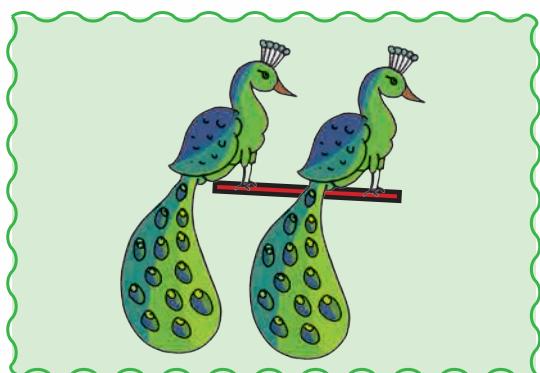
Count and  the correct number.



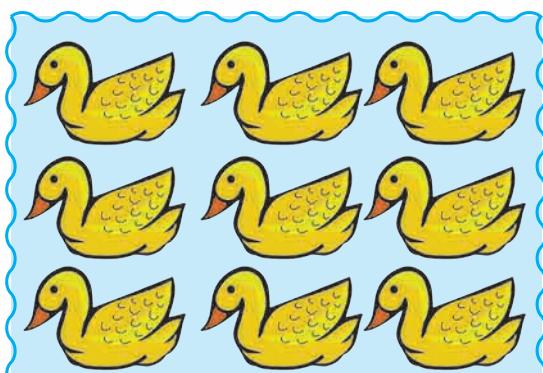
4 7 3 5



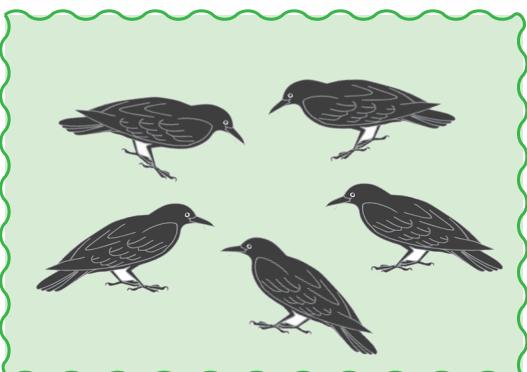
3 7 6 8



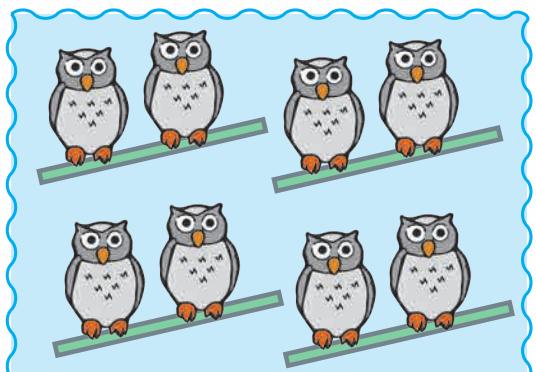
4 2 3 5



8 7 9 6



2 5 4 3



7 8 9 6

## Count and write



How many wings does a bird have ?



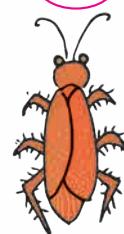
How many colours does a rainbow have ?



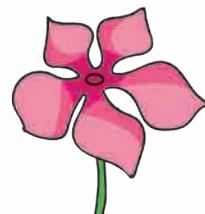
How many wheels does a rickshaw have ?



How many corners does a slate have ?



How many legs does a cockroach have ?



How many petals does the flower have ?



How many legs does an octopus have ?



How many handles does a cup have ?



## Count and write

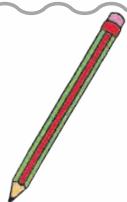
| Picture | Numbers   |          |
|---------|-----------|----------|
|         | in digits | in words |
| ●       | 1         | One      |
| ●●      |           | Two      |
| ●●●     |           | Three    |
| ●●●●    |           | Four     |
| ●●●●●   |           | Five     |

| Picture  | Numbers   |          |
|----------|-----------|----------|
|          | in digits | in words |
| ●●●●●    |           | Six      |
| ●●●●●●   |           | Seven    |
| ●●●●●●●  |           | Eight    |
| ●●●●●●●● |           | Nine     |

## Observe the picture carefully

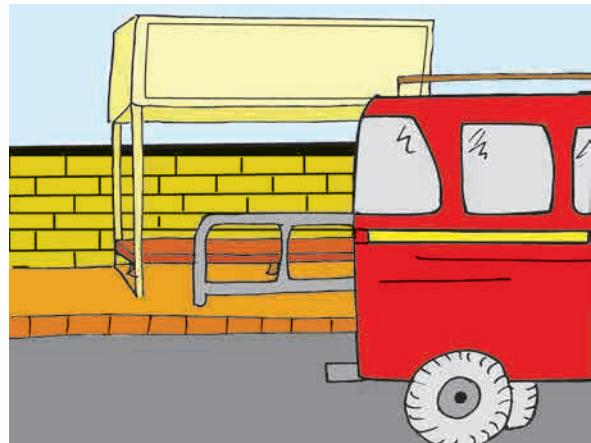


Count the objects and write their numbers in the given boxes.



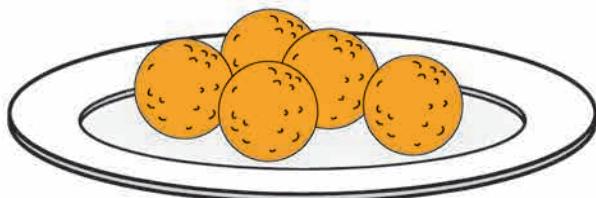
## Introduction and writing of Zero

Zero is written as '0'.



Passengers are waiting for a bus.

Passengers went in the bus. Zero passengers remain.



The white dish has  laddoos.

Pink dish has no laddoos.  
It means there are  laddoos.

Instructions  
for  
teachers

Take a tin box. Put some pebbles in the box. Shake the box. Let the children hear the sound. Remove all the pebbles from the box and shake the box again. Now ask students why there is no sound and let them understand that zero pebbles means no pebbles.

**Zero means nothing**



Let us count the butterflies!

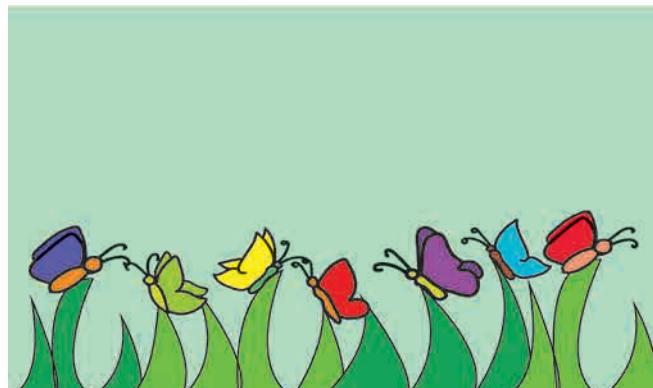


Has Yash counted correctly ? Is Rama's counting correct ?

Magician Kingfisher came to their help,  
He told the butterflies  
to stay in a line.



Is the counting easy now ?  
How many butterflies are there ?



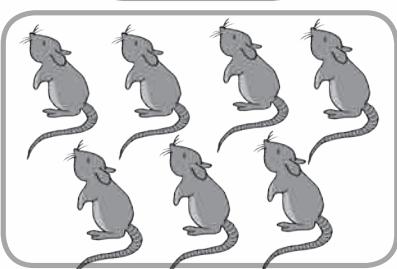
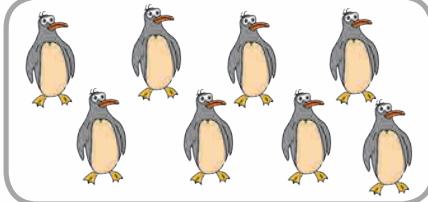
What is easier ? counting children while they are playing or while they are standing in a row ?

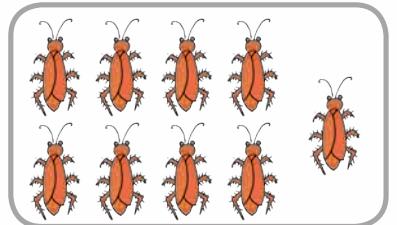
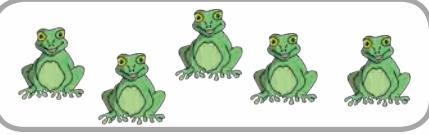
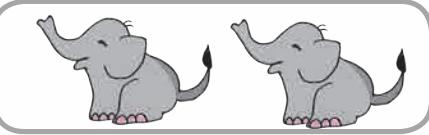
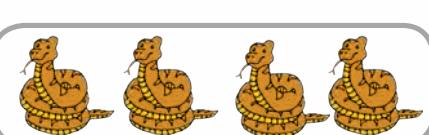
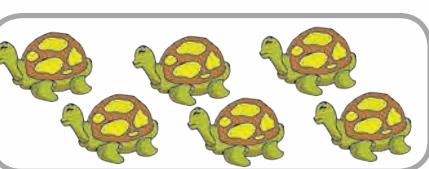
Instructions  
for  
teachers

Make groups and ask children to discuss the above point.

Join the picture with the correct number, as Yash has done for you.



2  
4  
1  
8  
3  
9  
5  
7  
6

Help Rama to join numbers 1 to 9 in the increasing order.












### Just for fun...

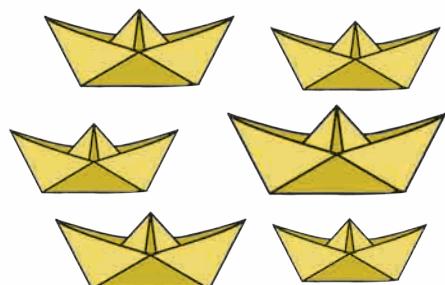
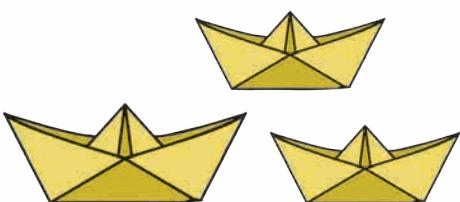
- Write your name. Count the number of letters in your name and the number of letters in your friends' name. Compare the number of letters in different names. Which name has the maximum letters ? Also write five -lettered names.

**Less**

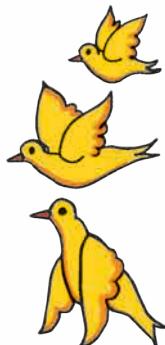
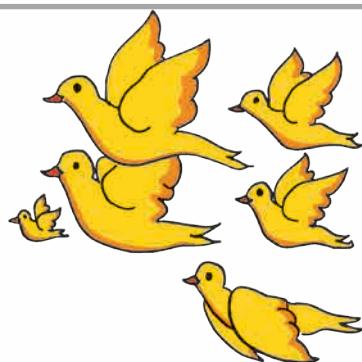
**More**



Colour the  under picture having more children.



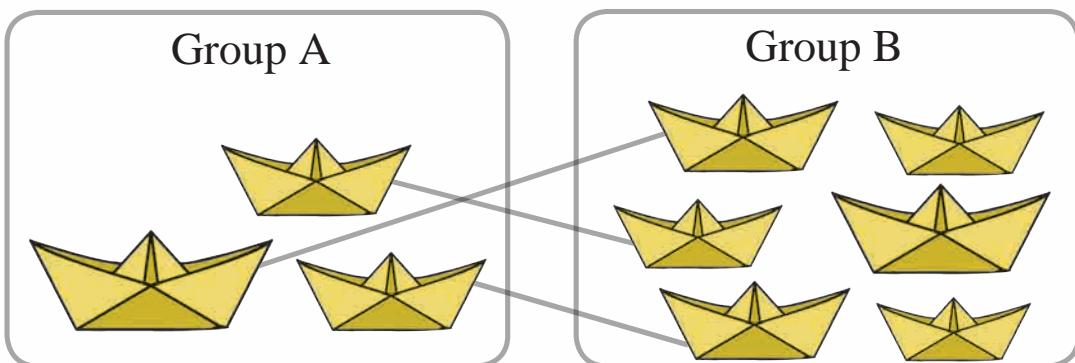
Colour the  below the picture having less boats.



Colour the  below the picture having more birds.

## One to one pairing

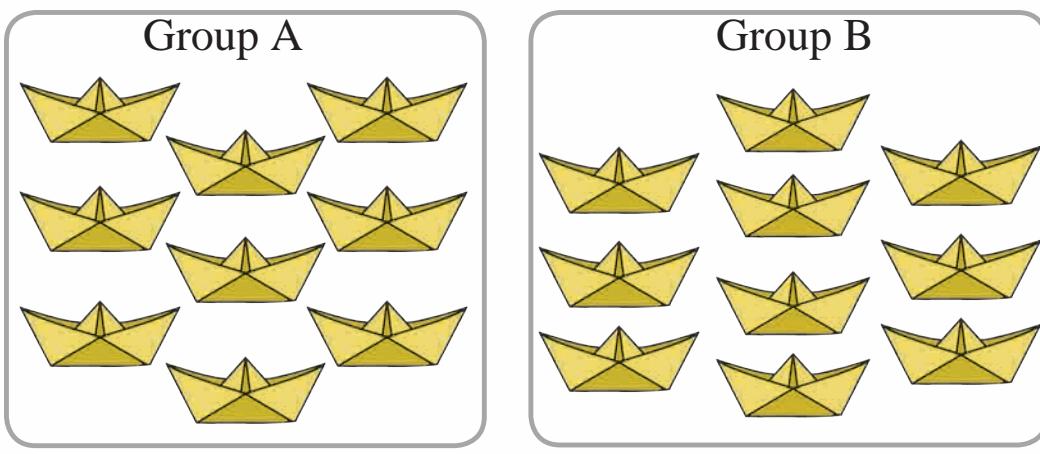
Let us pair the boats in group A and group B.



By joining one boat in group A with one boat in group B, we observe that, the boats in group A are over. Some boats in group B remain. It means that boats in group B are more.

Pairing helps to decide more or less.

Pair the boats in group A and group B and observe.



The boats in which group are over ?

Colour the box under the group which has less boats.



Let us understand...

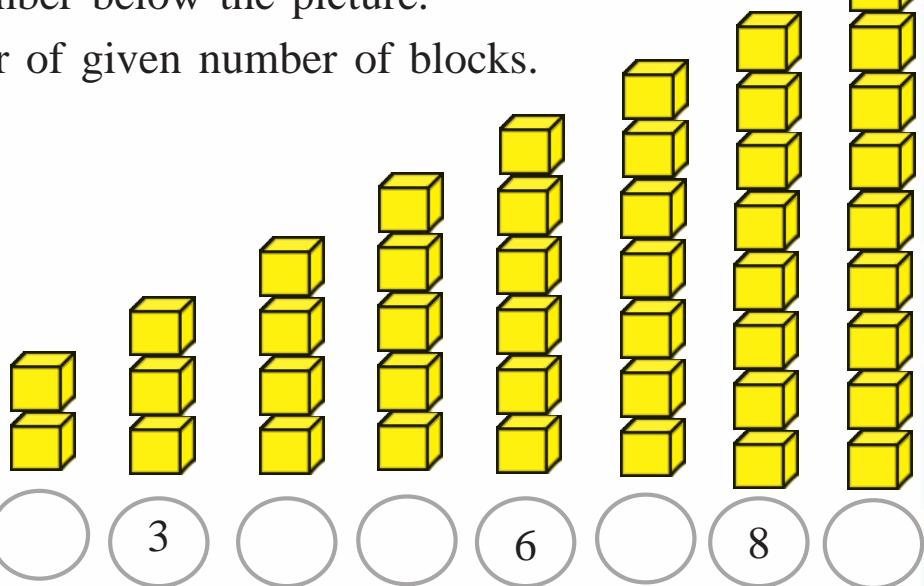
When the number of boats is large, it is easier to use the pairing to know which group is bigger.

## Increasing - Decreasing order

Count the blocks together with Rama.

Write the number below the picture.

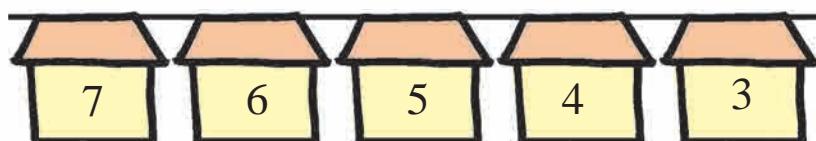
Make a tower of given number of blocks.



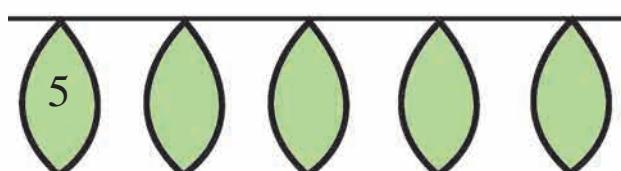
We have learnt the numbers from 1 to 9 is increasing order.

We can write these numbers in a reverse or decreasing order.

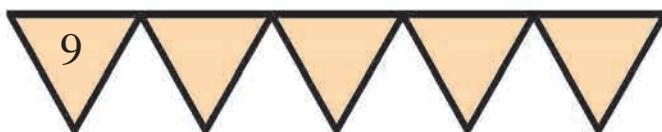
Observe the numbers written in decreasing order.



Write in the increasing order.



Write in the decreasing order.



## Let us 'Add'

This is  
my block

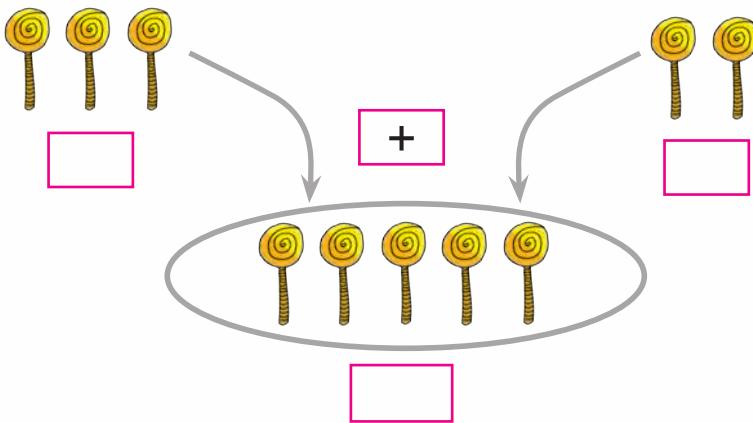
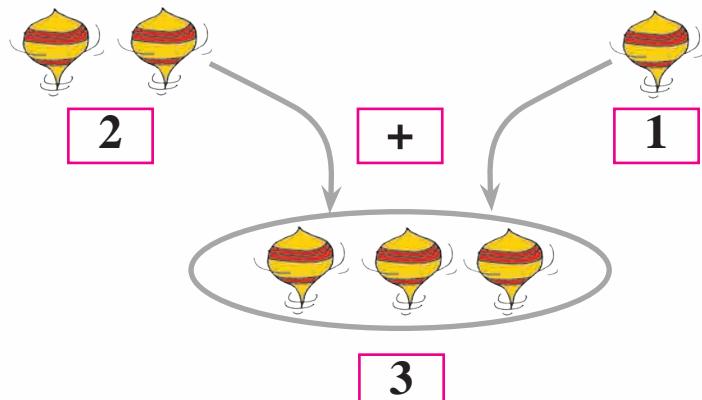
This is  
mine

Rama has 1 block.

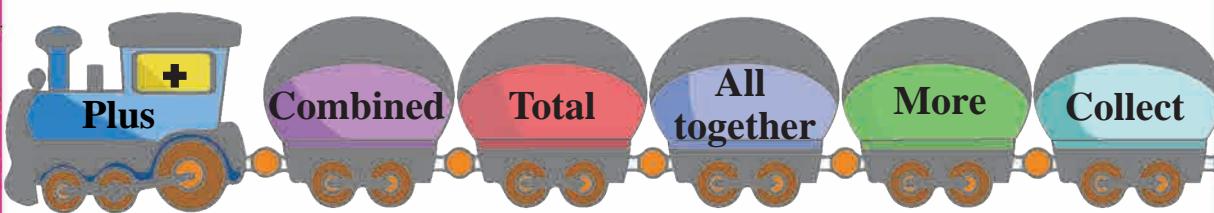
Yash has 1 block.

They together have **2** blocks.

To add two numbers, + sign is used. It is read as 'plus'. The sign = shows equality. It is read as 'is equal to'.



## Observe the addition train.



Are there any more words to show addition? For example :  
to gather, .....

Draw beads to match the given numbers and add them.

|   |   |   |
|---|---|---|
|   | + |   |
| 3 | + | 2 |
|   |   |   |
|   |   |   |

Count the pictures and add.

|       |      |      |          |  |
|-------|------|------|----------|--|
| 3     | +    | 5    | =        |  |
| Three | Plus | Five | Equal to |  |

|   |   |   |   |  |
|---|---|---|---|--|
| 4 | + | 3 | = |  |
|   |   |   |   |  |

|   |   |   |   |  |
|---|---|---|---|--|
| 5 | + | 4 | = |  |
|   |   |   |   |  |

|   |   |   |   |  |
|---|---|---|---|--|
| 4 | + | 4 | = |  |
|   |   |   |   |  |

## Addition of Zero

Add, write the numbers and draw proper pictures.



2

+

0



2



3

+

0



1

+

0



5

+

0



Let's practise addition.

$$4 + 1 = \boxed{\phantom{00}}$$

$$5 + \boxed{\phantom{0}} = 7$$

$$3 + 5 = \boxed{\phantom{00}}$$

$$8 + \boxed{\phantom{0}} = 9$$

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

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

$$2 + \boxed{\phantom{0}} = 5$$

$$\boxed{\phantom{0}} + \boxed{\phantom{0}} = 8$$



Read and solve.

- Salil had 6 chalks. Hameed gave him 3 more chalks. How many chalks does Salil have in all ?

$$\begin{array}{r} 6 \\ + 3 \\ \hline 9 \end{array}$$

Salil's chalks

Hameed gave

Total chalks

- Ketan has 4 almonds and Neha has 4 almonds. How many almonds do they together have ?

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

Ketan's almonds

Neha's almonds

Total almonds

- Joseph has 7 flowers and Angel has 2 flowers. Find the total number of flowers with them.

$$\begin{array}{r} \boxed{\phantom{0}} \\ \hline \boxed{\phantom{0}} \end{array}$$

Joseph's flowers

Angel's flowers

Total flowers

- Jiya has 5 beads and Parmeet has 3 beads. How many beads do they have together ?

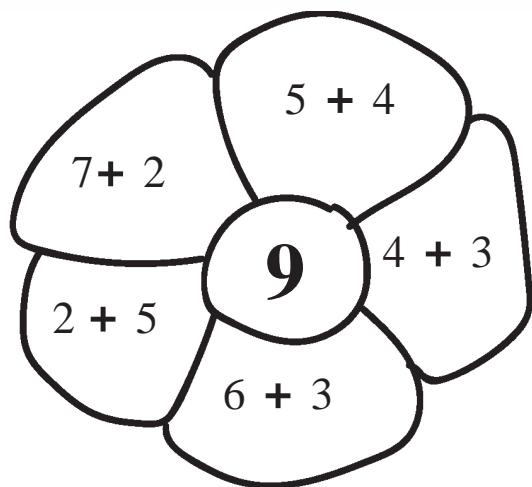
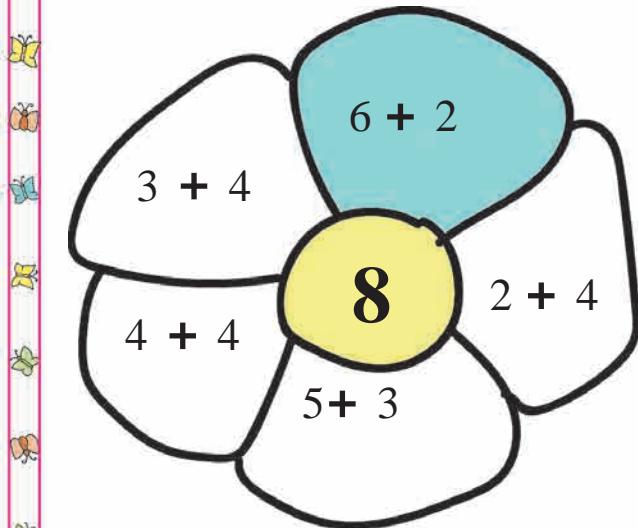
$$\begin{array}{r} \boxed{\phantom{0}} \\ \hline \boxed{\phantom{0}} \end{array}$$

Jiya's beads

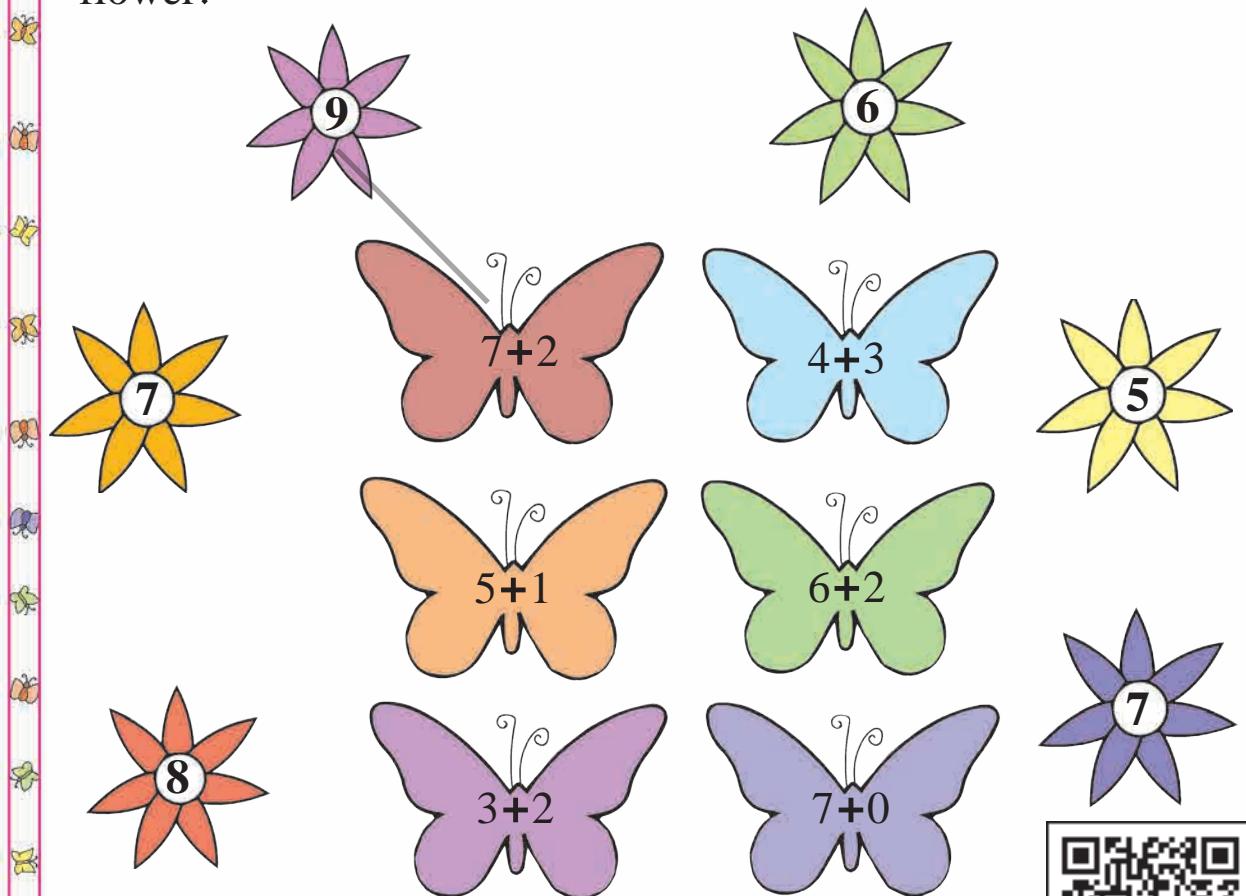
Parmeet's beads

Total beads

Colour the petals whose answer is equal to number in the circle.

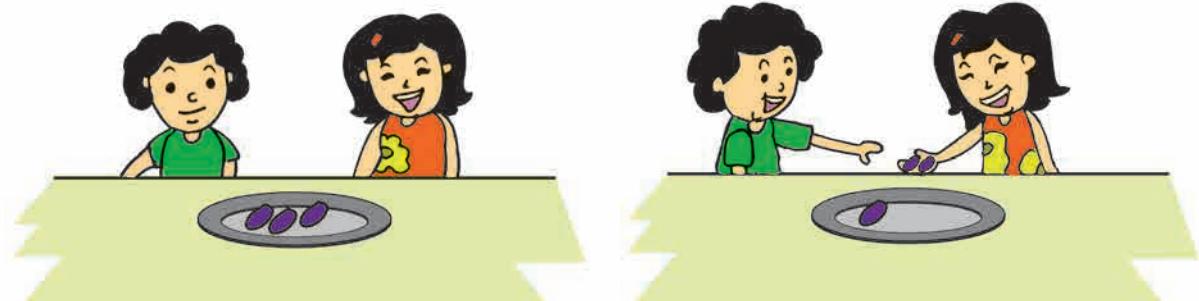


Add the numbers given on a butterfly and join it with the correct flower.



SX3TGE

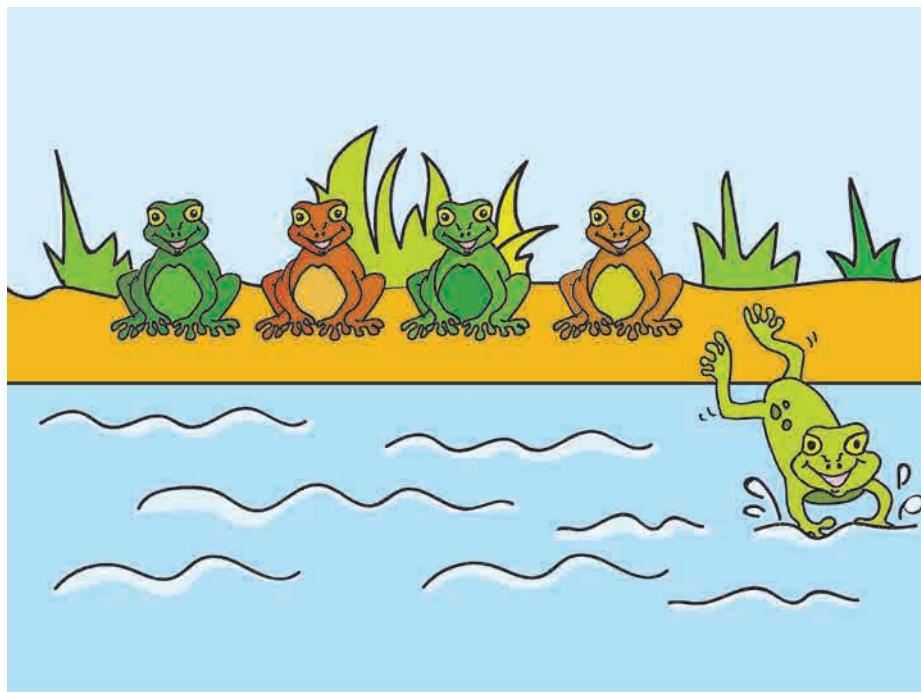
## Let us learn subtraction.



Yash had **3 Jamuns**. He gave **2 Jamuns** to Rama,  
how many *Jamuns* does he have now ?



$$3 - 2 = 1$$

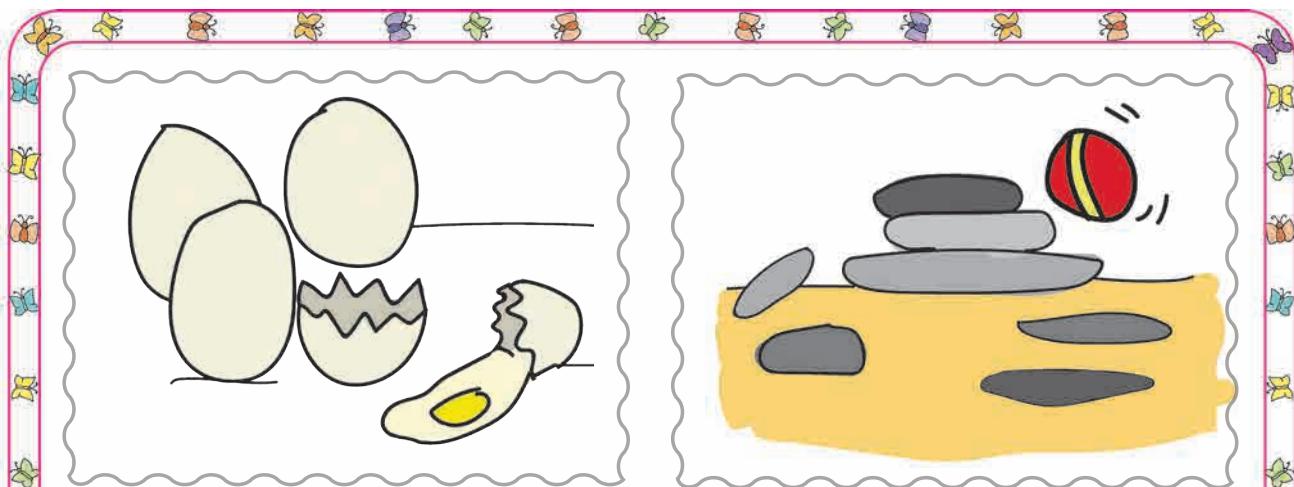


Did you observe this picture?

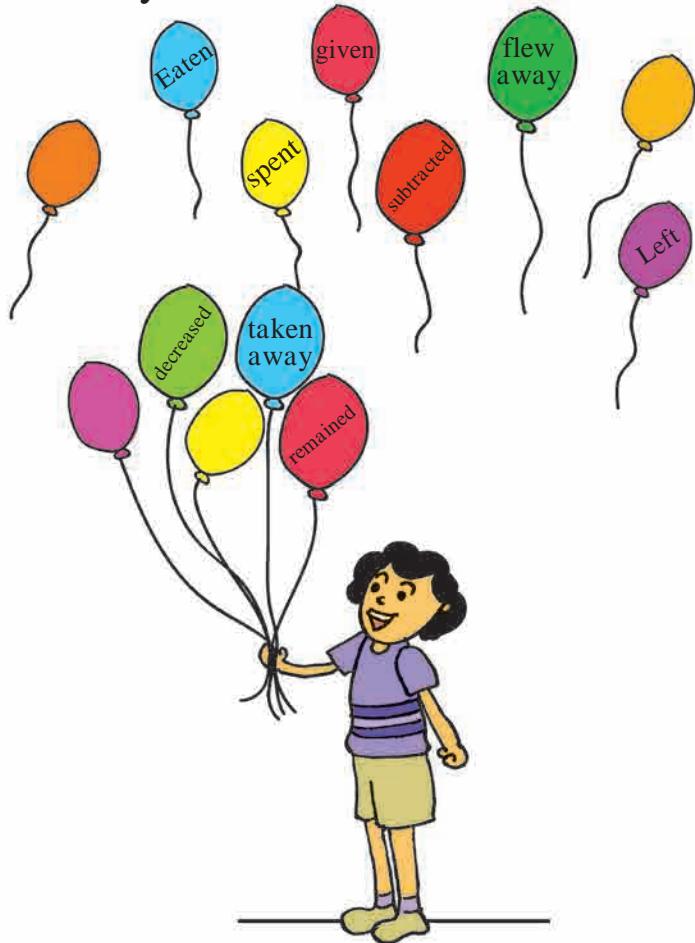
Five frogs were on a river bank. One frog jumped  
into water. Count how many frogs are on the  
river bank now.

$$5 - 1 = \boxed{\phantom{0}}$$

|     |
|-----|
| 5   |
| - 1 |
|     |



The above pictures are drawn by our friends. Make stories for the pictures. Can you draw some similar pictures and ask your friends to make a story ?



Taking away a smaller number from a big number is called Subtraction. It is shown by the sign ‘-’ and read as ‘minus’.



Observe the pictures and fill in the boxes.

|   |   |   |   |                      |
|---|---|---|---|----------------------|
| 3 | - | 1 | = | <input type="text"/> |
|---|---|---|---|----------------------|

|   |   |   |   |                      |
|---|---|---|---|----------------------|
| 4 | - | 2 | = | <input type="text"/> |
|---|---|---|---|----------------------|

|   |   |   |   |                      |
|---|---|---|---|----------------------|
| 5 | - | 2 | = | <input type="text"/> |
|---|---|---|---|----------------------|

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



## The story of Laddoos

Mother made **6** laddoos and kept them in a jar. Then she went to the market to buy vegetables. When Rama came home from school, she saw the laddoos. The laddoos were very tempting. Rama ate **2** laddoos. When mother came home, she saw **4** laddoos in it.

Mother : Rama, did you eat 2 laddoos ?

Rama : I ate one laddoo mother.

Mother : Rama, are you telling the truth ?

Rama : Mother, I liked the laddoo very much. So I ate one more laddoo.

Mother : Very good ! I am happy that you spoke the truth. Now take one more laddoo for you. Give one laddoo to your father one to your grandmother and I will eat this one.

Did you like the story ? Now tell us,

- 1) How many laddoos did mother keep in the jar ?
- 2) How many laddoos did Rama eat ?
- 3) How many laddoos did mother give to Rama as an award for telling the truth ?
- 4) How many laddoos did Rama give in all to her father and grandmother ?
- 5) How many laddoos did mother take for herself ?
- 6) How many laddoos were left in the jar at the end ?

Write the correct numbers in the boxes.

$5 - 3 = \boxed{\phantom{00}}$

$2 - 1 = \boxed{\phantom{00}}$

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

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

$6 - \boxed{\phantom{00}} = 1$

$7 - 3 = \boxed{\phantom{00}}$

$9 - \boxed{\phantom{00}} = 9$

$\boxed{\phantom{00}} - \boxed{\phantom{00}} = 8$



## Read and solve.

- Nagma had 5 berries, she gave 3 berries to Salma. How many berries are left with Nagma now ?

|                      |
|----------------------|
| 5                    |
| -                    |
| 3                    |
| <input type="text"/> |

Berries Nagma had  
Berries given to Salma  
Berries left with Nagma

- A fruit-basket contained 9 custard apples. My brother distributed 6 of them to his friends. Find the number of custard apples remaining in the basket.

|                      |
|----------------------|
| 9                    |
| -                    |
| <input type="text"/> |
| <input type="text"/> |

Custard apples in the basket  
Custard apples distributed  
Remaining custard apples.

- There were 3 pencils with Samira. She gave 1 pencil to her friend. How many pencils are left with Samira now ?

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

Pencils Samira had  
Pencils given to her friend  
Pencils left

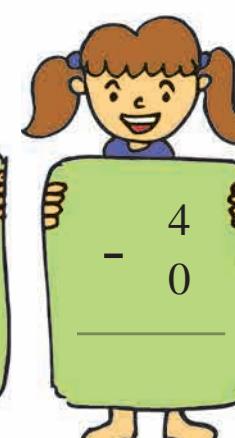
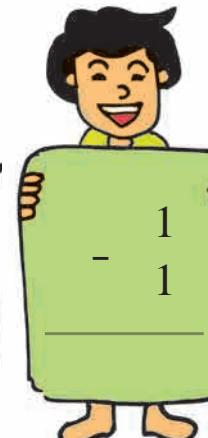
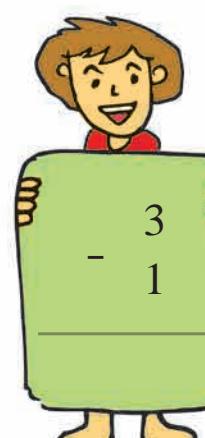
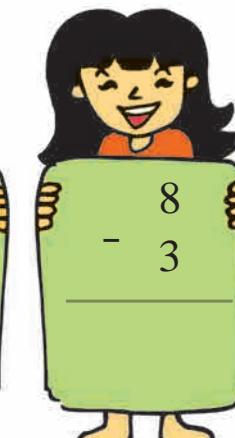
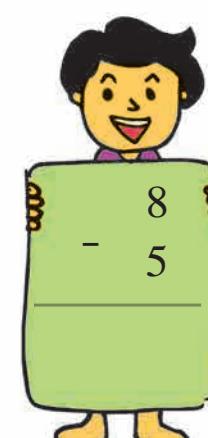
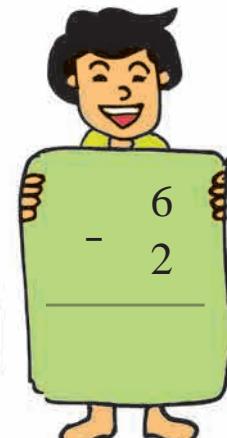
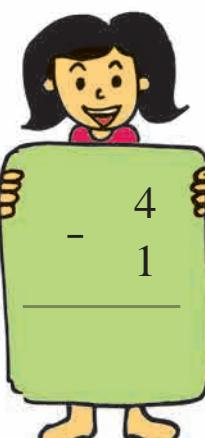
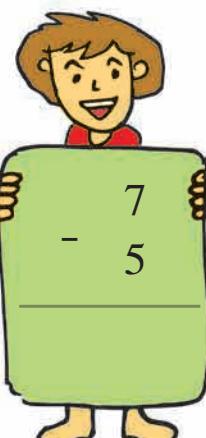
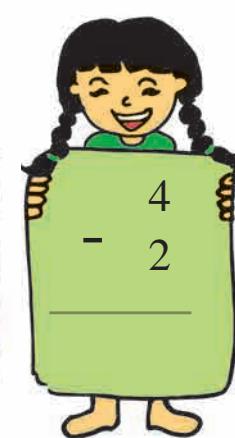
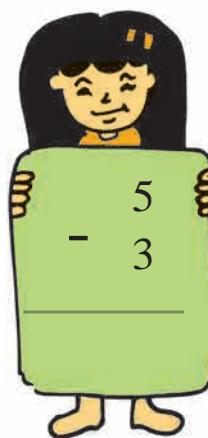
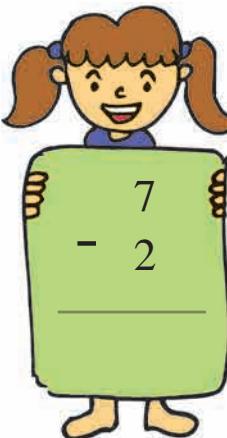
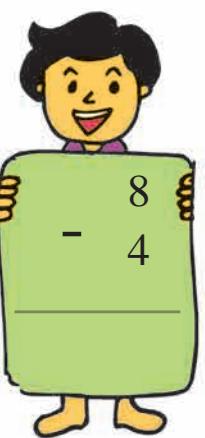
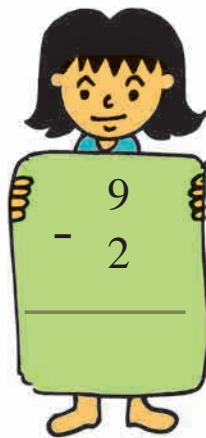
- There were 4 laddoos in a jar. Balbir ate one of them. How many laddoos are there in the jar now ?

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

Laddoos in the jar  
Laddoo eaten by Balbir  
Remaining laddoos in the jar

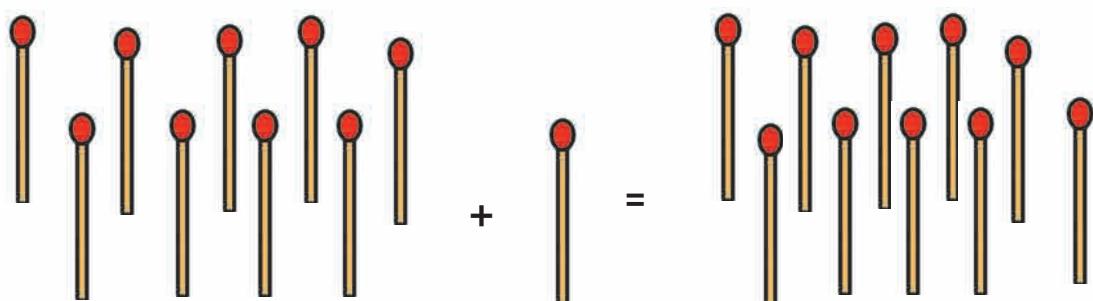
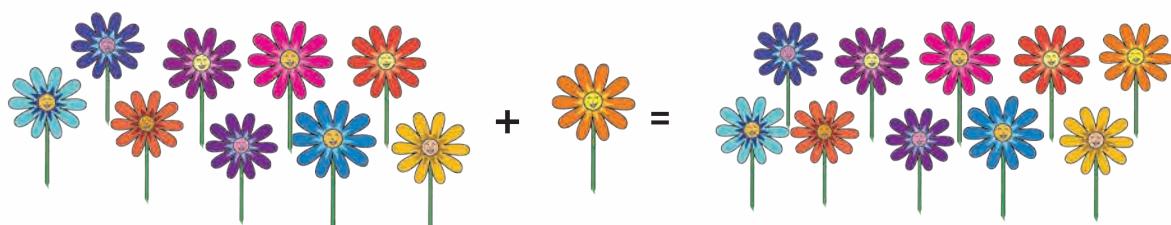
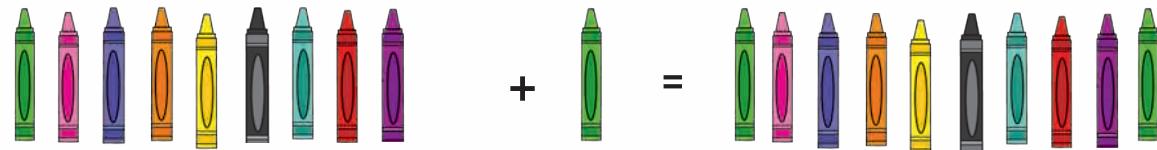


Do the following subtractions.



## Introduction and writing of 10

Nine and one make ten.



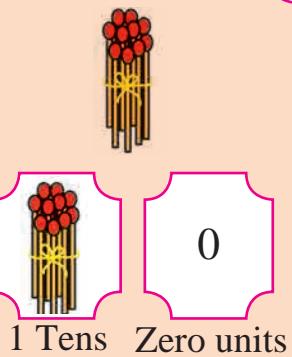
One to nine, each number has a unique sign  
 zero has an oval ring that is fine  
 we want no more signs to memorise  
 To write all numbers is an easy exercise  
 How can we write then the next number ten ?  
 ‘10’ is how it's written !



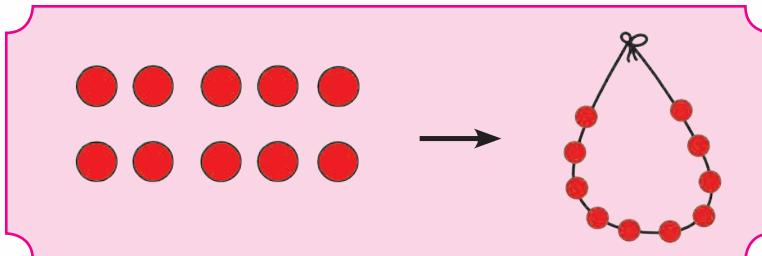
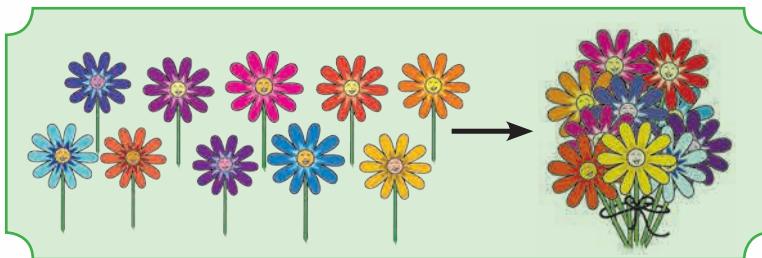
|    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
| 10 | 10 | 10 | 10 | 10 | 10 | 10 |
|    |    |    |    |    |    |    |
|    |    |    |    |    |    |    |

## Let us learn 'Tens'

Ten units gathered together, let us make a bunch of them. Tie them into a bundle and keep on the left side. Note that a 'Ten' is a set of ten singletons together. When they were single they were called 'units'. The house of Ten's is on the left and is now occupied. Zero fills the unit's house which was emptied.



Let's understand ...



There, one bundle on the left side is a 'Ten'. A ten means a bundle of ten units or singles. Nothing is left in unit's house, so we write zero in it.  
A ten has 1 ten and 0 units. And so the number ten is written as '**10**'

| Tens | Units |
|------|-------|
| 1    | 0     |

Instructions  
for  
teachers

Instead of bundles, towers of blocks of ten or chains of ten beads can also be made. The concept of a ten can be taught using any of the above objects.



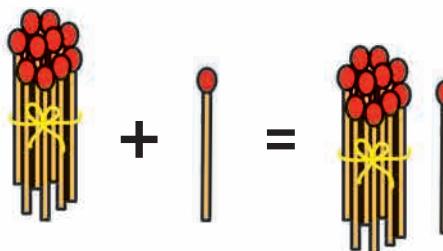
## Introduction and writing of 11 to 20

Eleven

Both of you right !

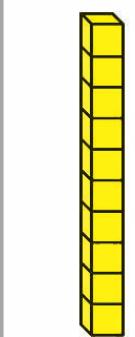
One Ten  
One Unit

Ten and one make eleven



11

Eleven

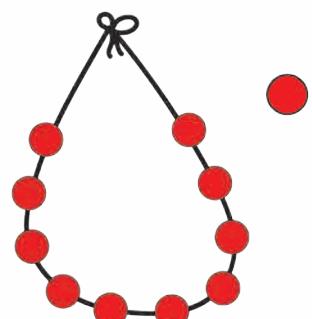


One Ten

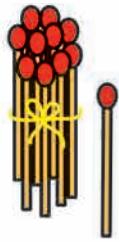


One Unit

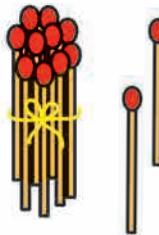
|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 11 | 11 | 11 | 11 | 11 | 11 |
|    |    |    |    |    |    |
|    |    |    |    |    |    |



Eleven and one make twelve

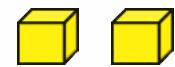


$$+ =$$



**12**

Twelve

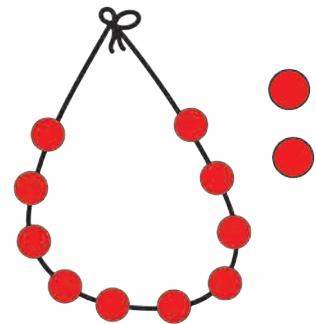


One ten

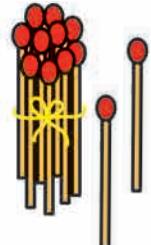
Two Units



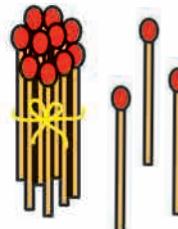
|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 12 | 12 | 12 | 12 | 12 | 12 |
|    |    |    |    |    |    |
|    |    |    |    |    |    |



Twelve and one make thirteen

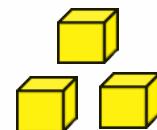


$$+ =$$



**13**

Thirteen

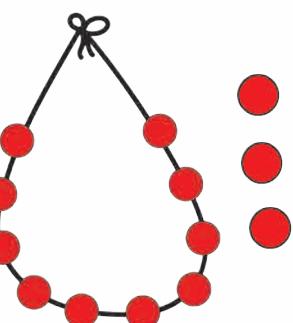


One ten

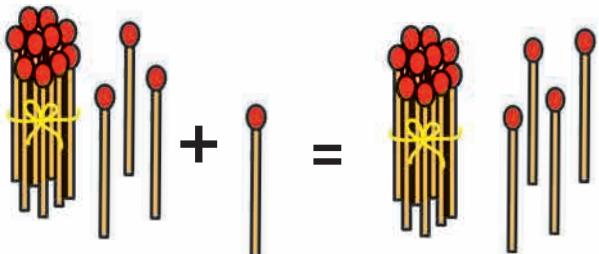
Three Units



|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 13 | 13 | 13 | 13 | 13 | 13 |
|    |    |    |    |    |    |
|    |    |    |    |    |    |

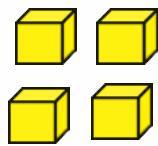


Thirteen and one make fourteen



14

Fourteen

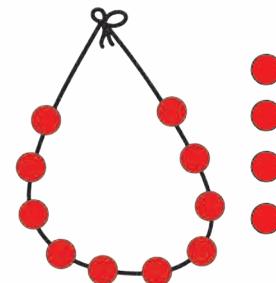


One Ten

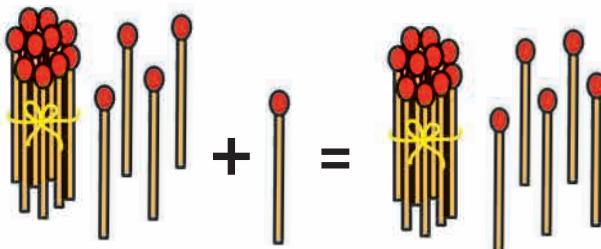
Four Units



|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 14 | 14 | 14 | 14 | 14 | 14 |
|    |    |    |    |    |    |
|    |    |    |    |    |    |

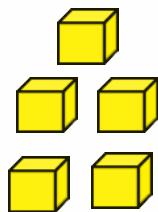


Fourteen and one make fifteen



15

Fifteen

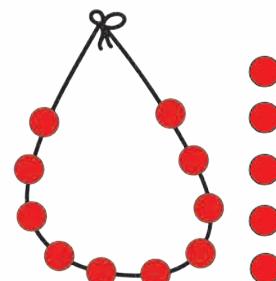


One Ten

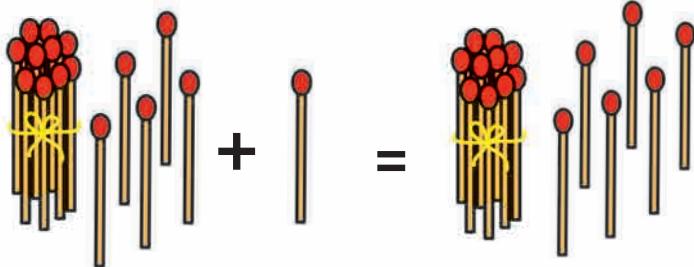
Five Units



|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 15 | 15 | 15 | 15 | 15 | 15 |
|    |    |    |    |    |    |
|    |    |    |    |    |    |

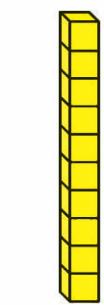


Fifteen and one make sixteen

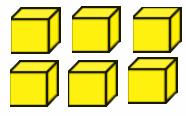


**16**

Sixteen



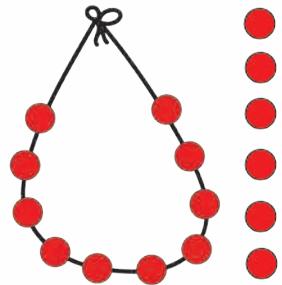
One Ten



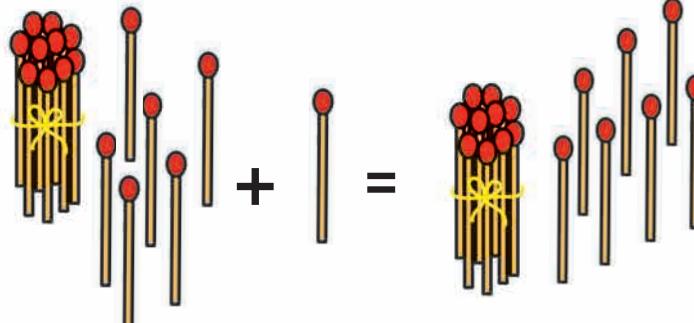
Six Units



|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 16 | 16 | 16 | 16 | 16 | 16 |
|    |    |    |    |    |    |
|    |    |    |    |    |    |

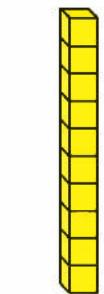


Sixteen and one make seventeen

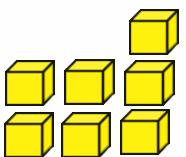


**17**

Seventeen



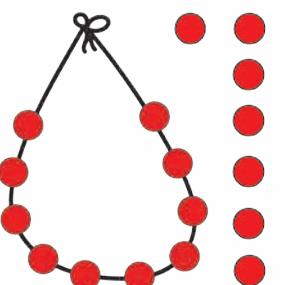
One Ten



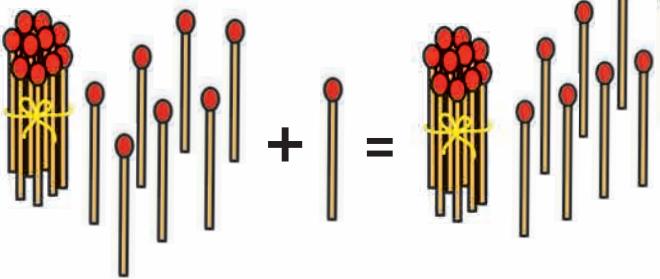
Seven Units



|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 17 | 17 | 17 | 17 | 17 | 17 |
|    |    |    |    |    |    |
|    |    |    |    |    |    |

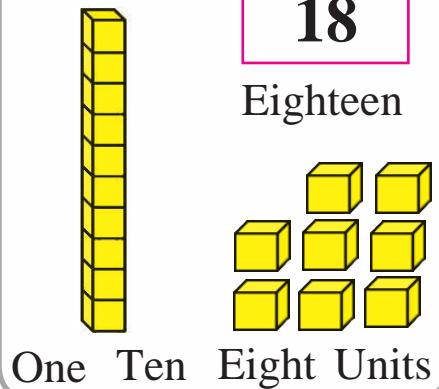


Seventeen and one make eighteen



**18**

Eighteen



18

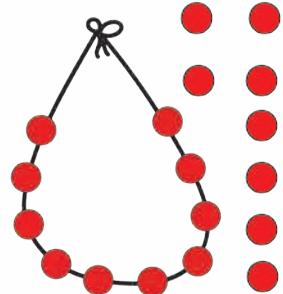
18

18

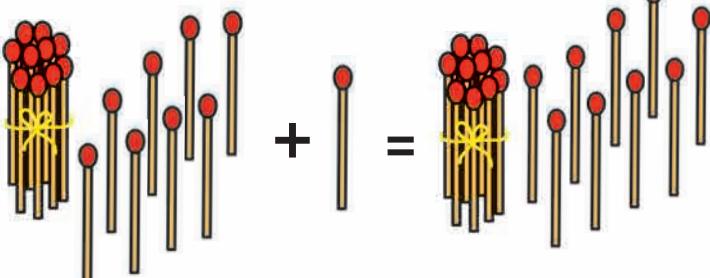
18

18

18

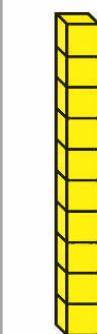


Eighteen and one make nineteen



**19**

Nineteen



19

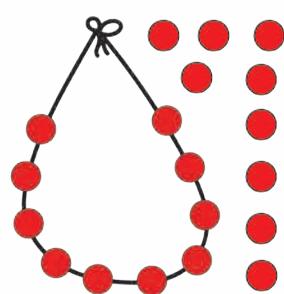
19

19

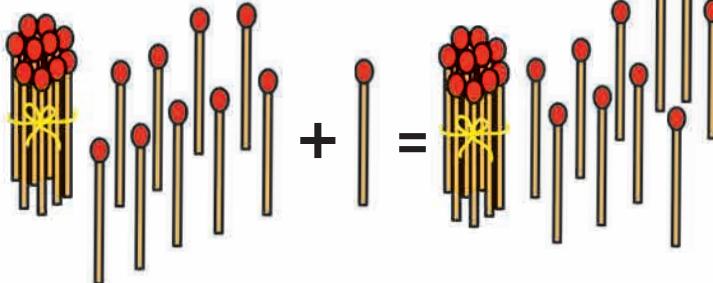
19

19

19

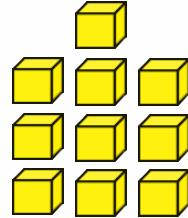


Nineteen and one make Twenty



**20**

Twenty



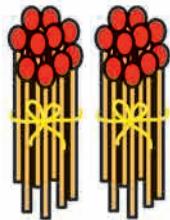
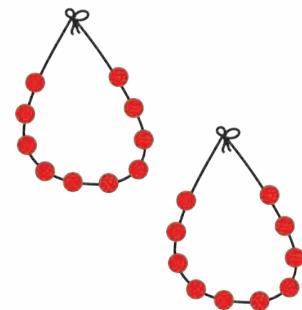
One Ten Ten Units

There is no digit bigger than 9. So, if there are 10 units, we tie them in a bundle. Keep that bundle in ten's house on the left.

Now, there are two bundles of ten and nothing is left in unit's house, so we write zero there.

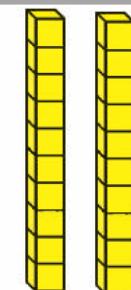


|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 20 | 20 | 20 | 20 | 20 | 20 |
|    |    |    |    |    |    |
|    |    |    |    |    |    |



**2** Tens

**0** Units



**2** Tens      **0** Units

Eleven Twelve

arrange, books on shelves

Thirteen Fourteen

put garbage in the bin

Fifteen Sixteen

Keep your room clean

Seventeen Eighteen

See, plants are green

Nineteen Twenty

Flowers are in plenty !

Instructions  
for  
teachers

Teachers can use this song to make children learn numbers from 11 to 20. If children know the sequence, counting will be easy for them.

# Steps of 'Ten'



Let's learn...

|  |               |    |         |
|--|---------------|----|---------|
|  | Two<br>Tens   | 20 | Twenty  |
|  | Three<br>Tens | 30 | Thirty  |
|  | Four<br>Tens  | 40 | Fourty  |
|  | Five<br>Tens  | 50 | Fifty   |
|  | Six<br>Tens   | 60 | Sixty   |
|  | Seven<br>Tens | 70 | Seventy |
|  | Eight<br>Tens | 80 | Eighty  |
|  | Nine<br>Tens  | 90 | Ninety  |



## Coins and currency notes



1 rupee



2 rupees



5 rupees



10 rupees



One rupee Two rupees Five rupees Ten rupees Twenty rupees

How can you give exact amount ?

2 rupees



4 rupees



5 rupees



10 rupees



20 rupees



Think

Can you make up the same amounts using other combinations of currency notes and coins ?



SYE8PM



Which notes or coins will you pay to buy given articles ?

| Article | Price     | Coins/Notes |
|---------|-----------|-------------|
|         | 3 rupees  |             |
|         | 12 rupees |             |
|         | 18 rupees |             |

Find the price of the article by counting coins.

| Article | Coins | Price |
|---------|-------|-------|
|         |       |       |
|         |       |       |
|         |       |       |

Read and write the answers.

- 1) A bunch of *methi* costs 10 rupees. How many five-rupee coins are needed to pay for it ?
- 2) A pencil was bought by giving 3 coins of two-rupee, so what was the price of the pencil ?
- 3) The price of a candle is rupees 10 and price of a match box is rupee 1. Find the total price of one candle and one match box.
- 4) Ajahar bought a note book by giving one currency note of 10 rupees and one coin of rupees 10, what is the cost of the note book ?



## Introduction and writing of 21 to 30

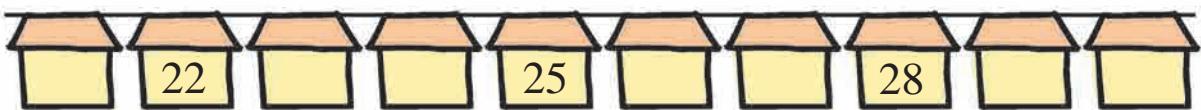


**Let's learn...**

|  | Tens | Units |                         |              |    |
|--|------|-------|-------------------------|--------------|----|
|  | 2    | 1     | Two Tens<br>One Unit    | Twenty One   | 21 |
|  | 2    | 2     | Two Tens<br>Two Units   | Twenty Two   | 22 |
|  | 2    | 3     | Two Tens<br>Three Units | Twenty Three | 23 |
|  | 2    | 4     | Two Tens<br>Four Units  | Twenty Four  | 24 |
|  | 2    | 5     | Two Tens<br>Five Units  | Twenty Five  | 25 |
|  | 2    | 6     | Two Tens<br>Six Units   | Twenty Six   | 26 |
|  | 2    | 7     | Two Tens<br>Seven Units | Twenty Seven | 27 |
|  | 2    | 8     | Two Tens<br>Eight Units | Twenty Eight | 28 |
|  | 2    | 9     | Two Tens<br>Nine Units  | Twenty Nine  | 29 |
|  | 3    | 0     | Three Tens              | Thirty       | 30 |

*Toran of consecutive numbers.*

*House numbers in succession*



## Introduction and writing of 31 to 40



**Let's learn...**

|  |           |            |                        |              |    |
|--|-----------|------------|------------------------|--------------|----|
|  | Tens<br>3 | Units<br>1 | Three Tens One Unit    | Thirty One   | 31 |
|  | 3         | 2          | Three Tens Two Units   | Thirty Two   | 32 |
|  | 3         | 3          | Three Tens Three Units | Thirty Three | 33 |
|  | 3         | 4          | Three Tens Four Unit   | Thirty Four  | 34 |
|  | 3         | 5          | Three Tens Five Units  | Thirty Five  | 35 |
|  | 3         | 6          | Three Tens Six Units   | Thirty Six   | 36 |
|  | 3         | 7          | Three Tens Seven Units | Thirty Seven | 37 |
|  | 3         | 8          | Three Tens Eight Units | Thirty Eight | 38 |
|  | 3         | 9          | Three Tens Nine Units  | Thirty Nine  | 39 |
|  | 4         | 0          | Four Tens              | Fourty       | 40 |

*Toran of consecutive numbers.*

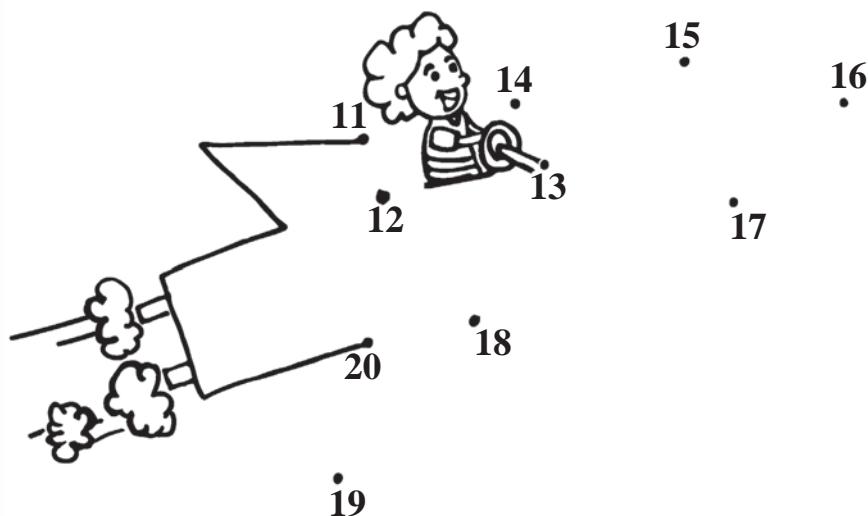
Write correct numbers in the blank spaces.

32

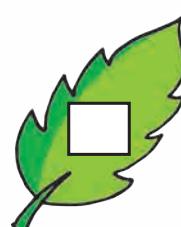
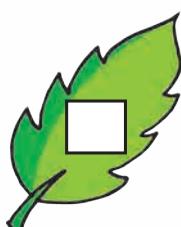
35

38

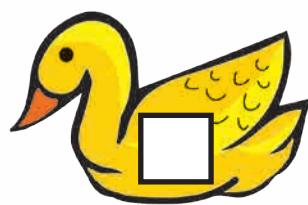
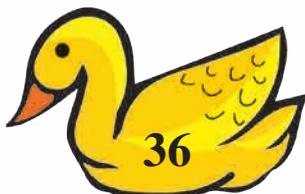
Let's join the dots in correct order and fly in the sky.



Write the next two successive numbers.



Write the middle number in gap.



Write the two successive numbers before the given numbers.



## Introduction and writing of 41 to 50



**Let's learn...**

|  | Tens | Units |                          |                     |
|--|------|-------|--------------------------|---------------------|
|  | 4    | 1     | Four Tens<br>One Unit    | Forty One      41   |
|  | 4    | 2     | Four Tens<br>Two Units   | Forty Two      42   |
|  | 4    | 3     | Four Tens<br>Three Units | Forty Three      43 |
|  | 4    | 4     | Four Tens<br>Four Units  | Forty Four      44  |
|  | 4    | 5     | Four Tens<br>Five Units  | Forty Five      45  |
|  | 4    | 6     | Four Tens<br>Six Units   | Forty Six      46   |
|  | 4    | 7     | Four Tens<br>Seven Units | Forty Seven      47 |
|  | 4    | 8     | Four Tens<br>Eight Units | Forty Eight      48 |
|  | 4    | 9     | Four Tens<br>Nine Units  | Forty Nine      49  |
|  | 5    | 0     | Five Tens                | Fifty      50       |

*Toran* of consecutive numbers.

Write correct numbers in the blank spaces.

42

47

52

## Introduction and writing of 51 to 60



**Let's learn...**

|  | Tens | Units | Five Tens<br>One Unit    | Fifty One   | 51 |
|--|------|-------|--------------------------|-------------|----|
|  | 5    | 1     |                          |             |    |
|  | 5    | 2     | Five Tens<br>Two Units   | Fifty Two   | 52 |
|  | 5    | 3     | Five Tens<br>Three Units | Fifty Three | 53 |
|  | 5    | 4     | Five Tens<br>Four Units  | Fifty Four  | 54 |
|  | 5    | 5     | Five Tens<br>Five Units  | Fifty Five  | 55 |
|  | 5    | 6     | Five Tens<br>Six Units   | Fifty Six   | 56 |
|  | 5    | 7     | Five Tens<br>Seven Units | Fifty Seven | 57 |
|  | 5    | 8     | Five Tens<br>Eight Units | Fifty Eight | 58 |
|  | 5    | 9     | Five Tens<br>Nine Units  | Fifty Nine  | 59 |
|  | 6    | 0     | Six Tens                 | Sixty       | 60 |

*Toran of consecutive numbers.*

Write correct numbers in the blank spaces.

51

55

60

(53)

## Introduction and writing of 61 to 70



**Let's learn...**

|  | Tens | Units |                      |             |
|--|------|-------|----------------------|-------------|
|  | 6    | 1     | Six Tens One Unit    | Sixty One   |
|  | 6    | 2     | Six Tens Two Units   | Sixty Two   |
|  | 6    | 3     | Six Tens Three Units | Sixty Three |
|  | 6    | 4     | Six Tens Four Units  | Sixty Four  |
|  | 6    | 5     | Six Tens Five Units  | Sixty Five  |
|  | 6    | 6     | Six Tens Six Units   | Sixty Six   |
|  | 6    | 7     | Six Tens Seven Units | Sixty Seven |
|  | 6    | 8     | Six Tens Eight Units | Sixty Eight |
|  | 6    | 9     | Six Tens Nine Units  | Sixty Nine  |
|  | 7    | 0     | Seven Tens           | Seventy     |

*Toran of consecutive numbers.*

Write correct numbers in the blank spaces.

61

65

70

## Introduction and writing of 71 to 80

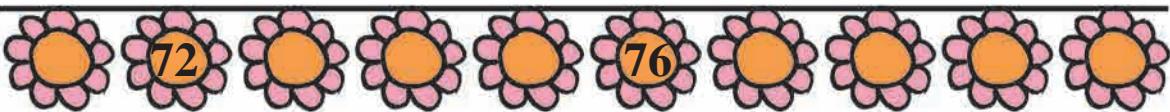


**Let's learn...**

|  | Tens | Units | Seven Tens<br>One Unit    | Seventy One   | 71 |
|--|------|-------|---------------------------|---------------|----|
|  | 7    | 1     |                           |               |    |
|  | 7    | 2     | Seven Tens<br>Two Units   | Seventy Two   | 72 |
|  | 7    | 3     | Seven Tens<br>Three Units | Seventy Three | 73 |
|  | 7    | 4     | Seven Tens<br>Four Units  | Seventy Four  | 74 |
|  | 7    | 5     | Seven Tens<br>Five Units  | Seventy Five  | 75 |
|  | 7    | 6     | Seven Tens<br>Six Units   | Seventy Six   | 76 |
|  | 7    | 7     | Seven Tens<br>Seven Units | Seventy Seven | 77 |
|  | 7    | 8     | Seven Tens<br>Eight Units | Seventy Eight | 78 |
|  | 7    | 9     | Seven Tens<br>Nine Units  | Seventy Nine  | 79 |
|  | 8    | 0     | Eight Tens                | Eighty        | 80 |

*Toran of consecutive numbers.*

Write correct numbers in the blank spaces.



## Introduction and writing of 81 to 90

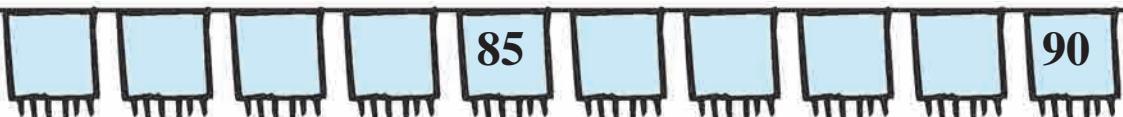


**Let's Understand ...**

|  | Tens | Units | Eight tens<br>One unit    | Eighty One   | 81 |
|--|------|-------|---------------------------|--------------|----|
|  | 8    | 1     | Eight tens<br>One unit    | Eighty One   | 81 |
|  | 8    | 2     | Eight tens<br>Two units   | Eighty Two   | 82 |
|  | 8    | 3     | Eight tens<br>Three units | Eighty Three | 83 |
|  | 8    | 4     | Eight tens<br>Four units  | Eighty Four  | 84 |
|  | 8    | 5     | Eight tens<br>Five units  | Eighty Five  | 85 |
|  | 8    | 6     | Eight tens<br>Six units   | Eighty Six   | 86 |
|  | 8    | 7     | Eight tens<br>Seven units | Eighty Seven | 87 |
|  | 8    | 8     | Eight tens<br>Eight units | Eighty Eight | 88 |
|  | 8    | 9     | Eight tens<br>Nine units  | Eighty Nine  | 89 |
|  | 9    | 0     | Nine tens                 | Ninety       | 90 |

*Toran* of consecutive numbers.

Write correct numbers in the blank spaces



## Introduction and writing of 91 to 99

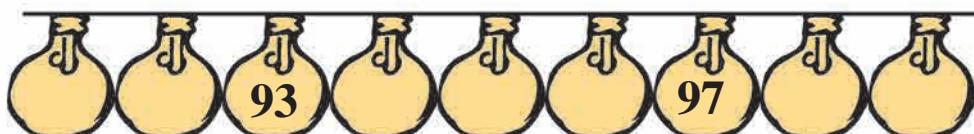


**Let's Understand ...**

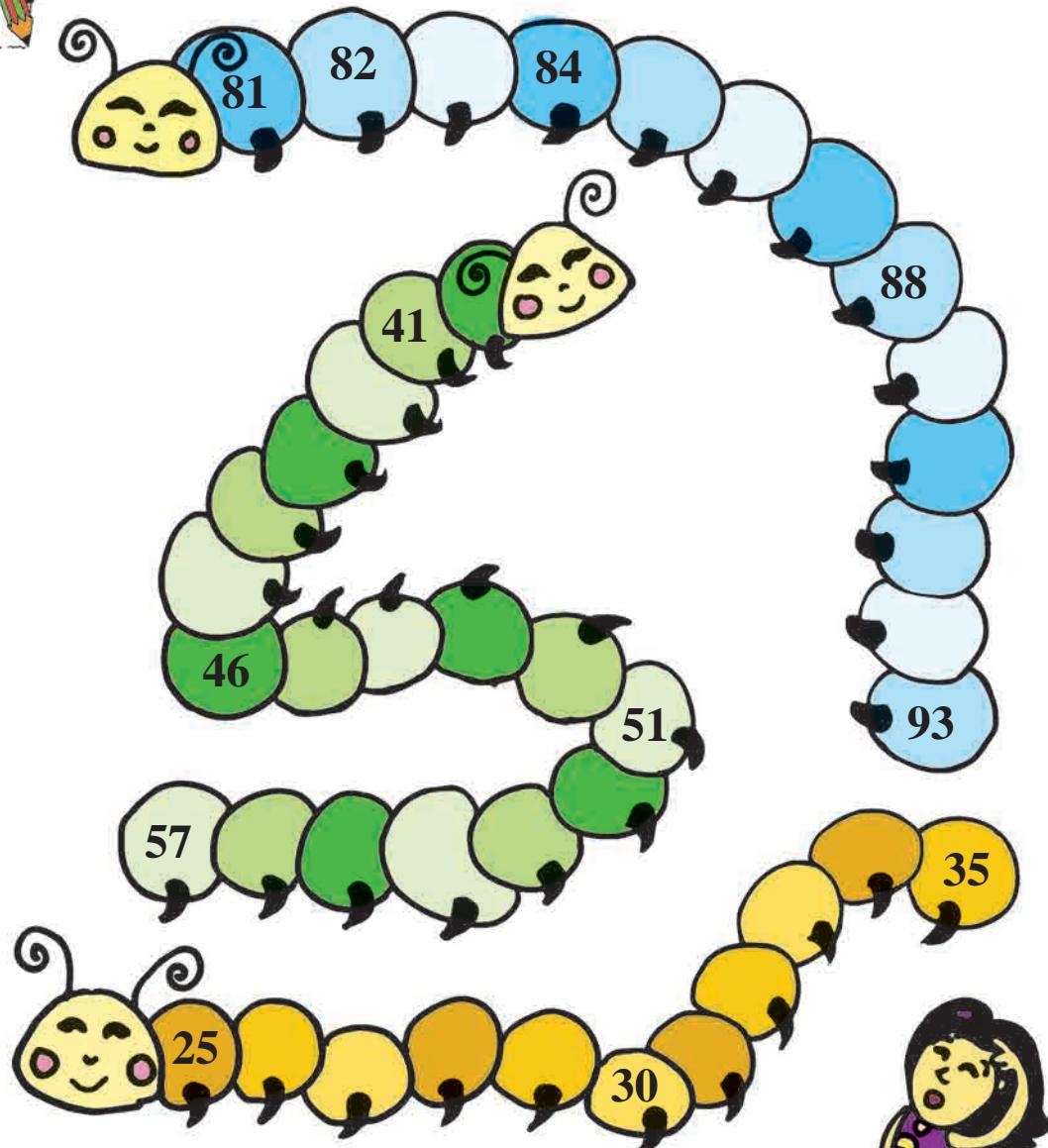
|  | Tens | Units | Nine tens<br>One unit    | Ninety One   | 91 |
|--|------|-------|--------------------------|--------------|----|
|  | 9    | 1     | Nine tens<br>One unit    | Ninety One   | 91 |
|  | 9    | 2     | Nine tens<br>Two units   | Ninety Two   | 92 |
|  | 9    | 3     | Nine tens<br>Three units | Ninety Three | 93 |
|  | 9    | 4     | nine tens<br>Four units  | Ninety Four  | 94 |
|  | 9    | 5     | Nine tens<br>Five units  | Ninety Five  | 95 |
|  | 9    | 6     | Nine tens<br>Six units   | Ninety Six   | 96 |
|  | 9    | 7     | Nine tens<br>Seven units | Ninety Seven | 97 |
|  | 9    | 8     | Nine tens<br>Eight units | Ninety Eight | 98 |
|  | 9    | 9     | Nine tens<br>Nine units  | Ninety Nine  | 99 |

*Toran* of consecutive numbers.

Write correct numbers in the blank spaces



Write the numbers in correct order on the back of caterpillar.



SYN4RA

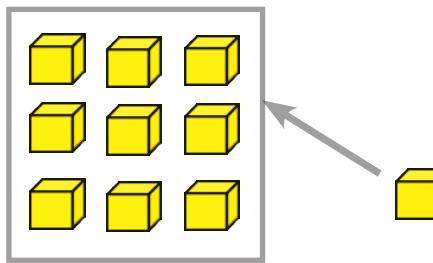
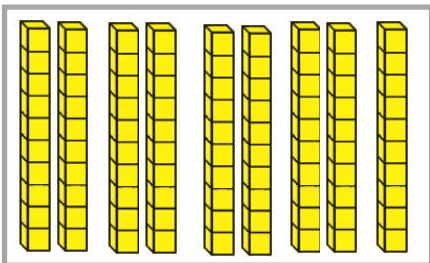


# Introducing Hundred

Learn this.

What is the sum of 99 and 1 ? How can we write it ?

$$99 = 9 \text{ tens} + 9 \text{ units}$$

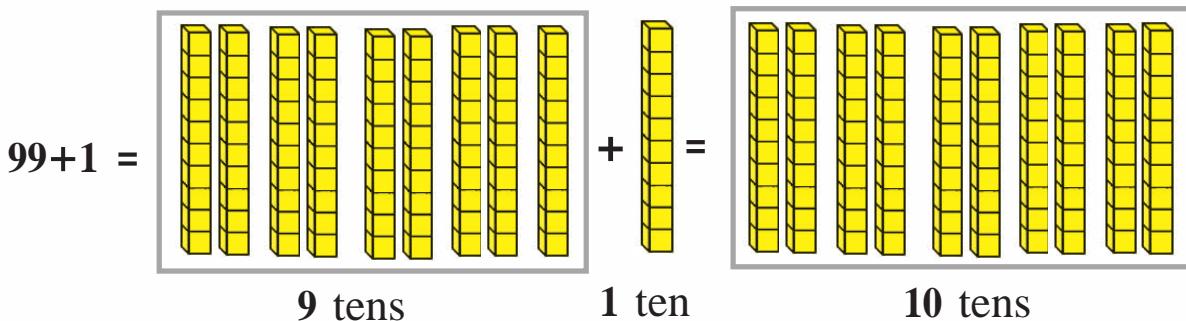


**9 tens**

**9 units**

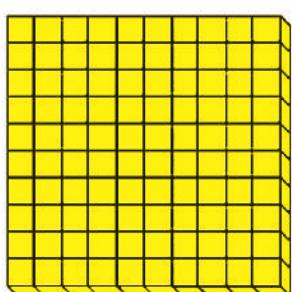
**1 unit**

There is no digit bigger than nine. When there are 10 units in the units house, make a bundle of them and place it in the house of tens on left.

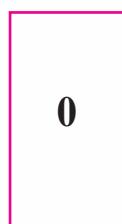


Now there are 10 tens in the tens house. Make a big bundle of 10 tens.

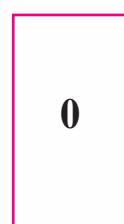
Place this bundle in a house on the left. This big bundle is known as 'Hundred'. It is written as '100'.



**1 hundred**



**Zero tens**



**Zero units**

It contains one hundred, zero ten and zero unit. So a hundred is written as '100'

| Hundred | Tens | Units |
|---------|------|-------|
| 1       | 0    | 0     |

## Addition - upto 20

We learnt small additions, now let's learn more additions.



5



4

= 9



8



5

=



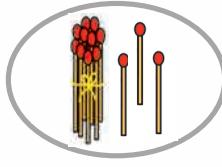
10



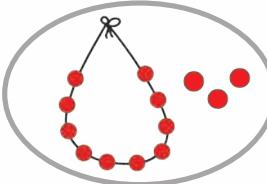
+

3

=  13



13



+

2

=

### Story of Addition

 One day, Yash was reading a story book at home. When his father came home, he saw Yash reading a book. He was very happy. He hugged him. Yash told, " Dad, I have already read all the seven books". His father praised him and said, " Oh nice ! very good!"

Father was so pleased that he gave four more books to him.

Yash also became very happy. Now how many books does Yash have ?

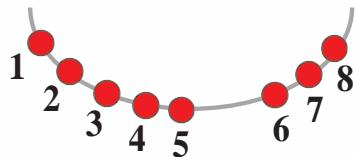
Now find .....

1) How many books did Yash have before ?

2) How many books did father give to Yash as a gift ?

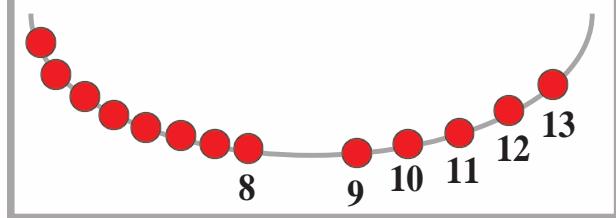
3) How many books does Yash have in total ?

## Addition by counting forward



Let's add five and three. Count three numbers after five. **6, 7, 8.** Total beads are **8**. So the sum is **8**.

Now, let's find the sum of eight and five. For it, count five beads after 8 beads. **9, 10, 11, 12, 13.** So total beads are **13**.



While adding two numbers, count forward the numbers equal to the second number after the first number. Addition will be easy if we take bigger number and then count forward the smaller number. While adding **4 + 9** counting four numbers after **9** is easier than counting nine numbers after **4**.

Let's practise Addition.

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

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

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

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

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

$$\begin{array}{r} 15 \\ + 5 \\ \hline \end{array}$$

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

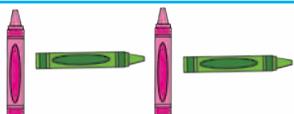
$$\begin{array}{r} 12 \\ + 6 \\ \hline \end{array}$$

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

$$\begin{array}{r} 11 \\ + 7 \\ \hline \end{array}$$

# Patterns

Draw next three pictures in order or write next three numbers in order.

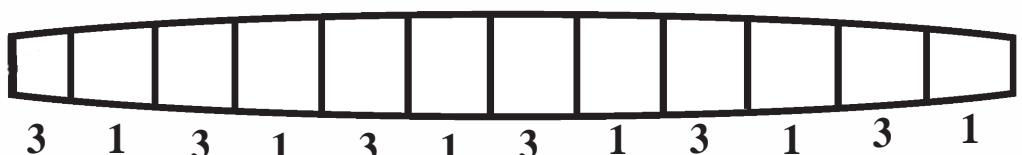
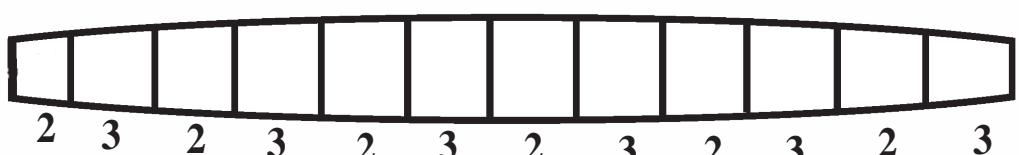
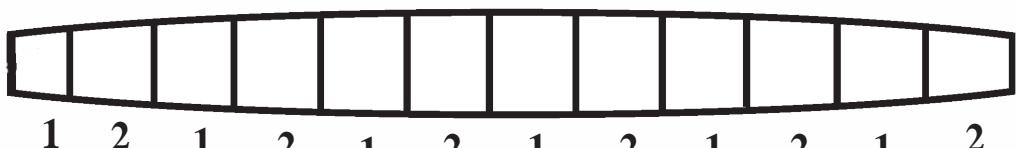


4    1    4    1    4    1    4

2    3    4    2    3    4

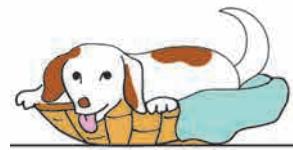
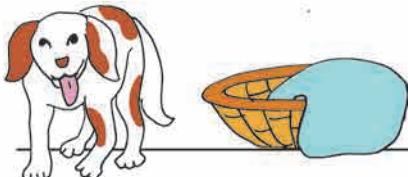
Observe and colour

1    2    3



## In - Out

Colour the  below the picture showing puppy in the basket.



Colour the  below the picture showing a man outside the car.

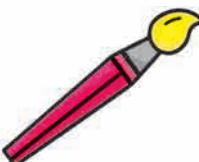


## Broad - Narrow

Colour the box below the picture showing broad road.

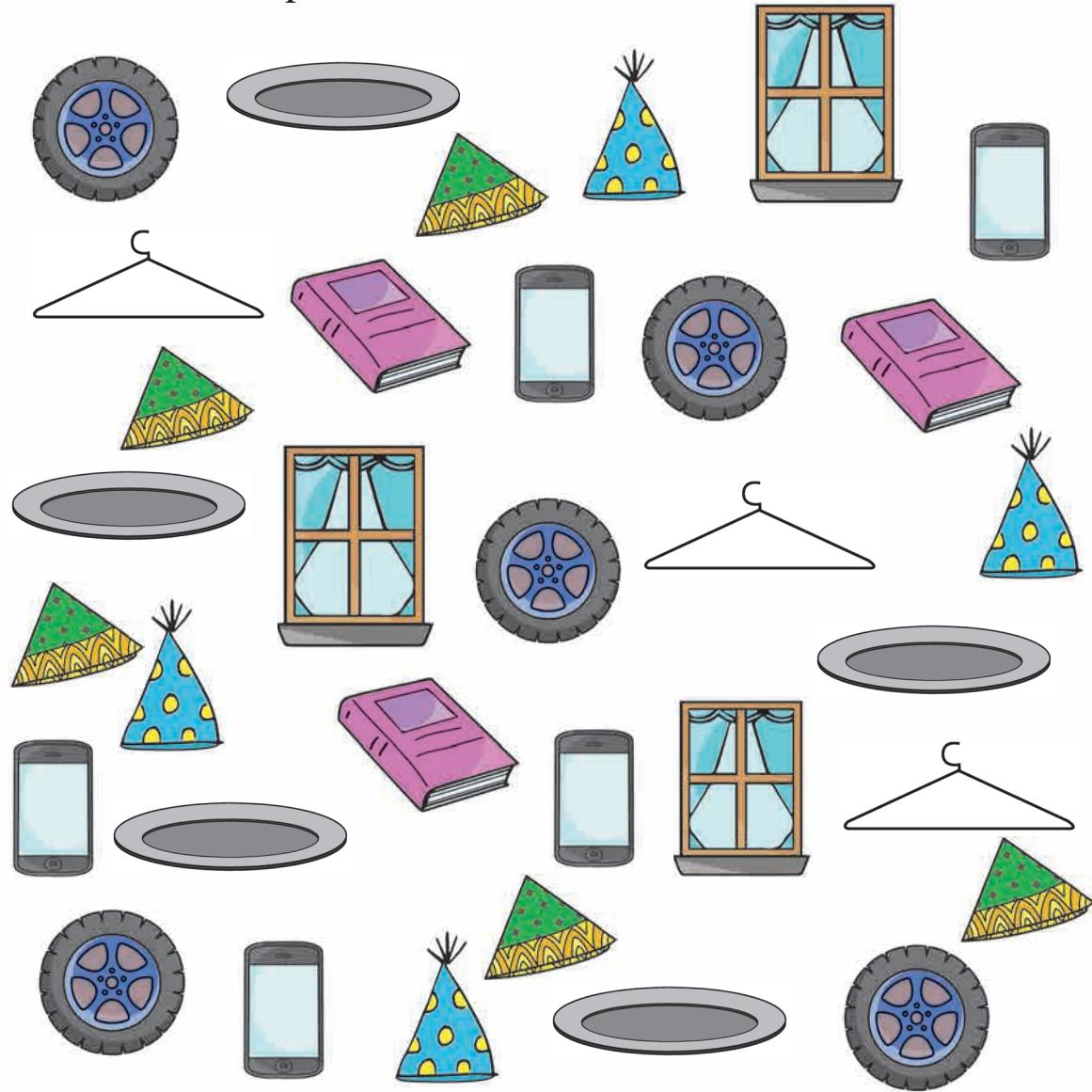


Colour the box below the picture of narrow brush.



# Identifying Shapes

Observe the shapes.



□ △ ○ count objects of these shapes and write their numbers.

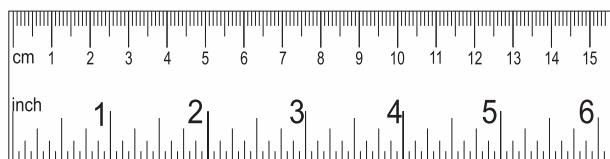
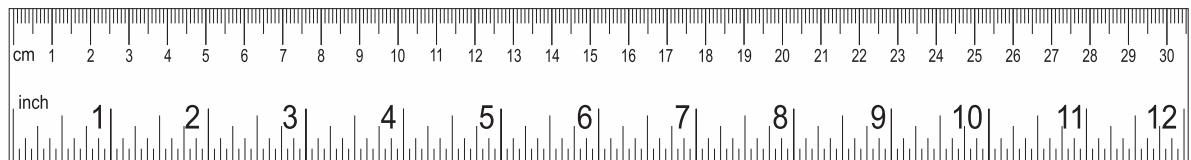
$$\boxed{\quad} = \boxed{\quad}$$

$$\triangle = \boxed{\quad}$$

$$\circ = \boxed{\quad}$$

# Long - Short

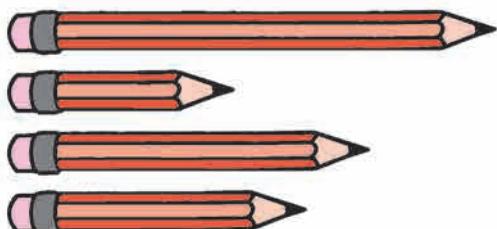
the object which is short.



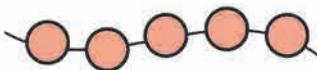
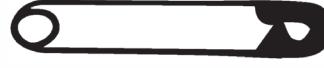
the object which is long.



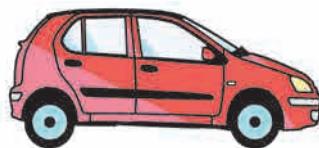
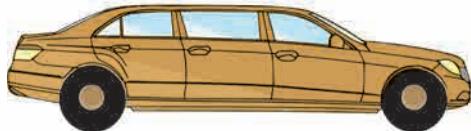
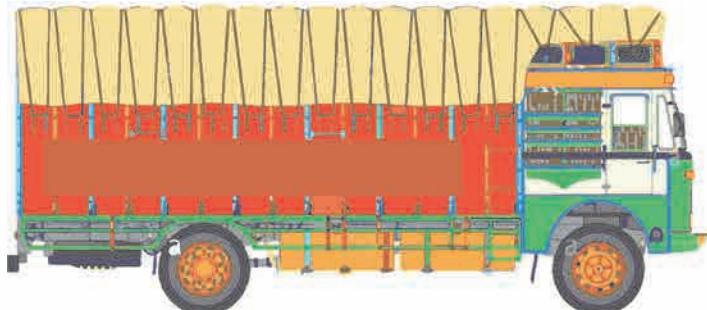
Arrange the objects according to increasing order of their lengths.



- 4  
1  
3  
2



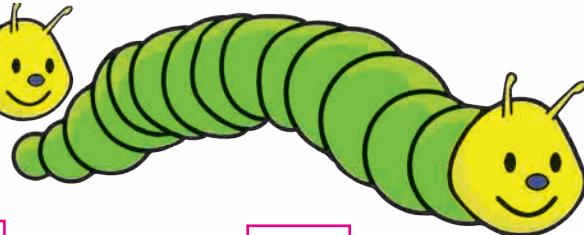
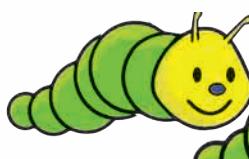
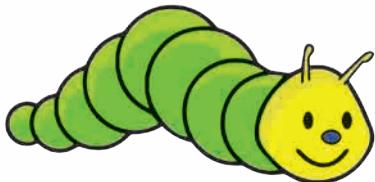
## Longest - Shortest



Longest

Shortest

Colour the  below the longest caterpillar.

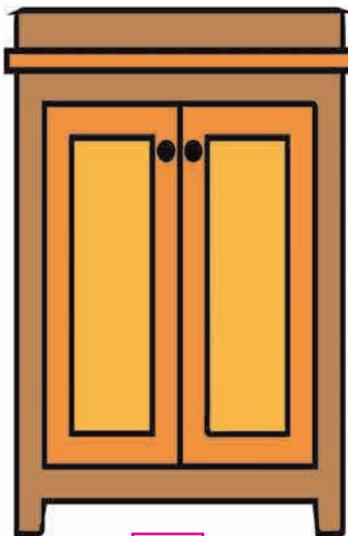


Colour the  near the shortest queue.



## Tall - Short

Colour  below tall object.

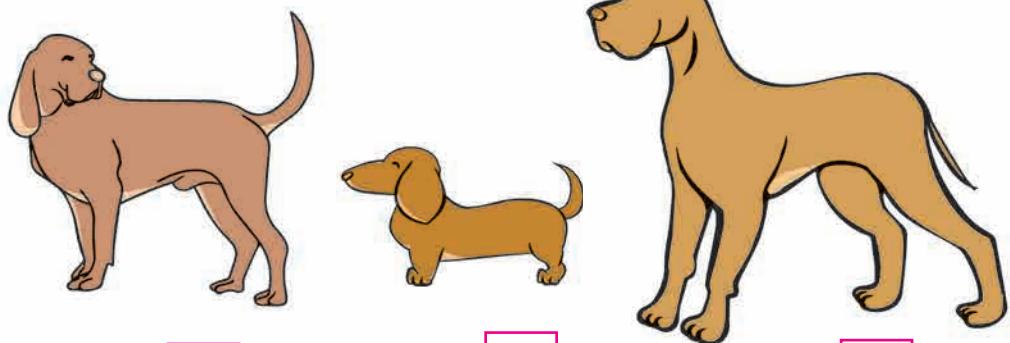


Colour  below short object.

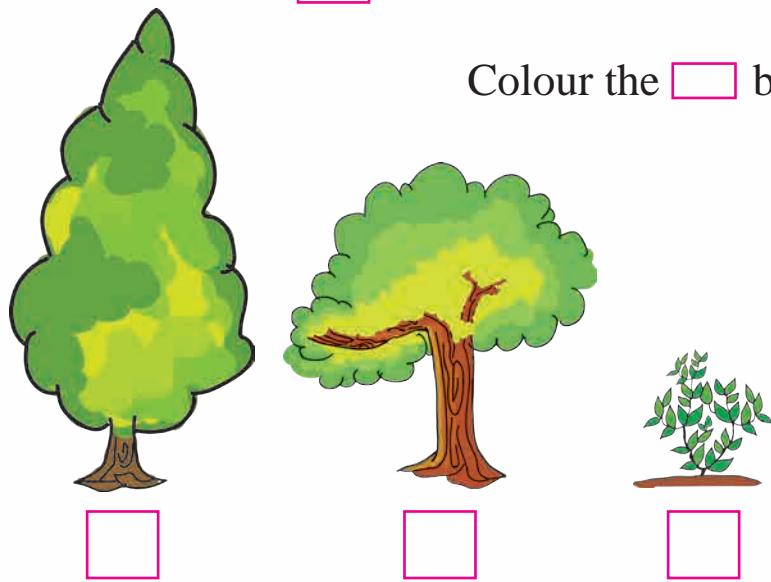


## Tallest - Shortest

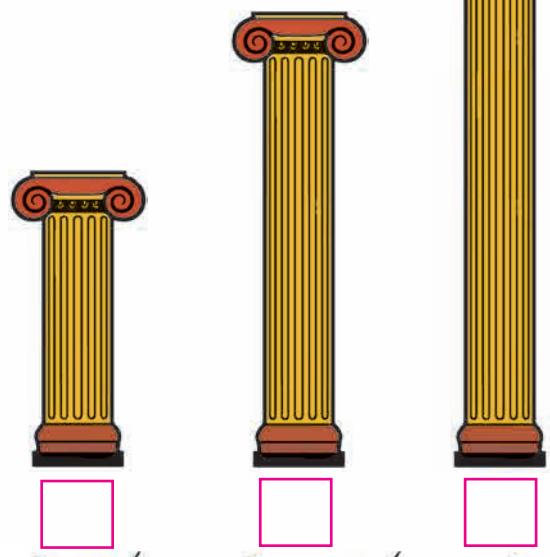
Colour the  below the tallest dog.



Colour the  below the shortest tree.



Colour the  below the  
shortest pillar

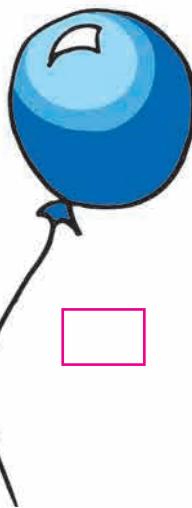


**Heavy**   **Light**

Colour the  below the heavy object.



Colour the  below the light object.



Discuss.

Are the bigger objects always heavier?



Near      Far

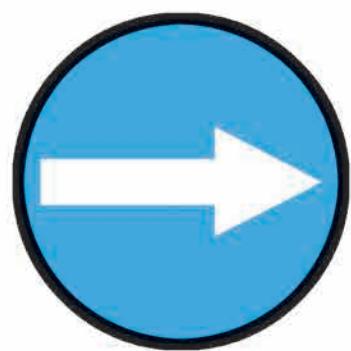
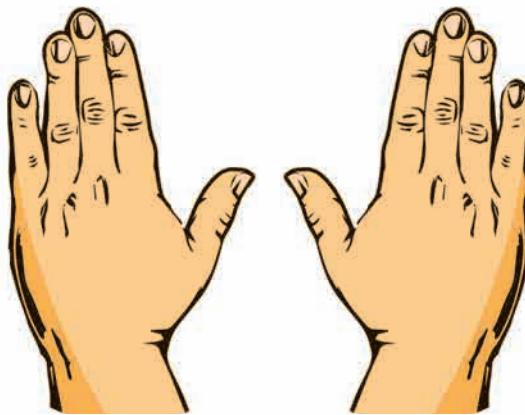


The \_\_\_\_\_ is near Rama and the \_\_\_\_\_ is far from Rama.

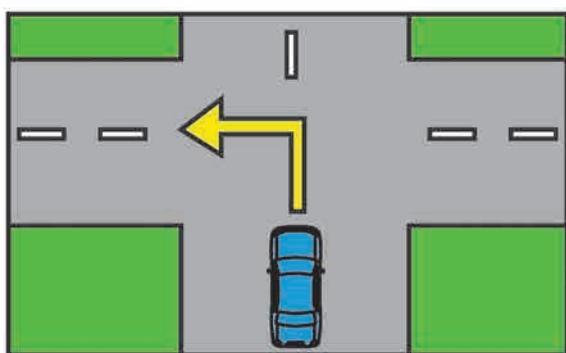


Who is the nearest to the well ?

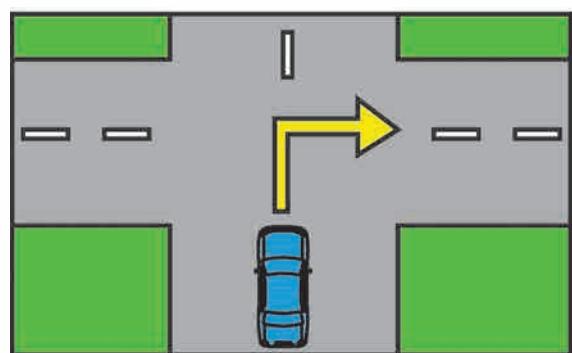
Who is the farthest from the well ?



Turn Left.

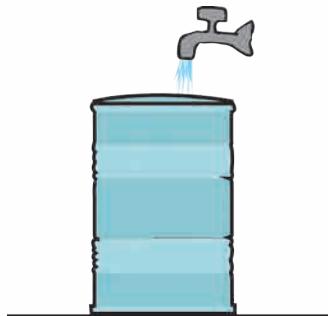


Turn Right.



## Less time - More time

Colour  under the vessel which will fill in less time.



Colour  under the picture of the vehicle which takes more time for journey.



## What is next ?

Observe the picture. Write proper order of activities.

1



1

3

2

2



3



## Let us measure

A bedcover is needed for Yash's cot.  
One is very short, the other is very long.



Measure the length of  
the cot. Then decide the  
measure of the bedcover.



Yash does not have  
a tape to measure.  
Let's measure the  
length by span.

Yash measured the length as 11 spans. So the length of bedcover  
should be 13 spans, as it has to be a little longer.

**Discuss:** Think of objects whose lengths are measured.

Which instrument should be used to measure length ?

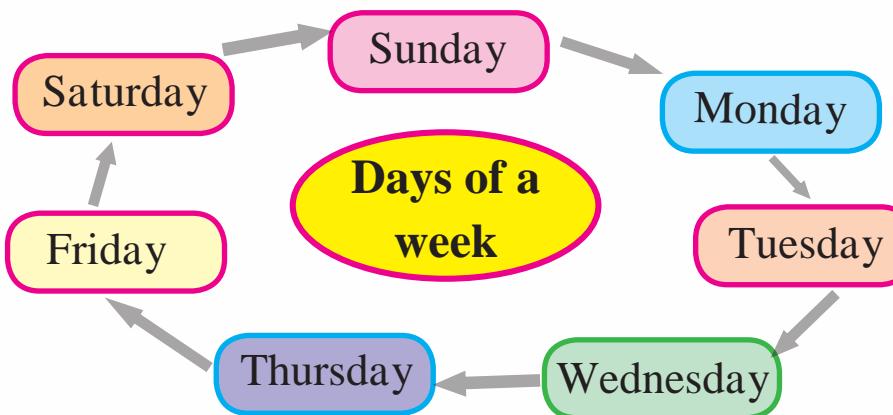
- 1) Measure the distance by feet between  
two flowerpots nearby.  feet.



- 2) Guess the length of a news - paper. Measure it  
by span and write.  spans



# Days of a week



| Day   | Monday  | Tuesday | Wednesday | Thursday      | Friday |
|-------|---------|---------|-----------|---------------|--------|
| Games | Kho-Kho | Langadi | Tip-cat   | Hide and seek | Iagori |

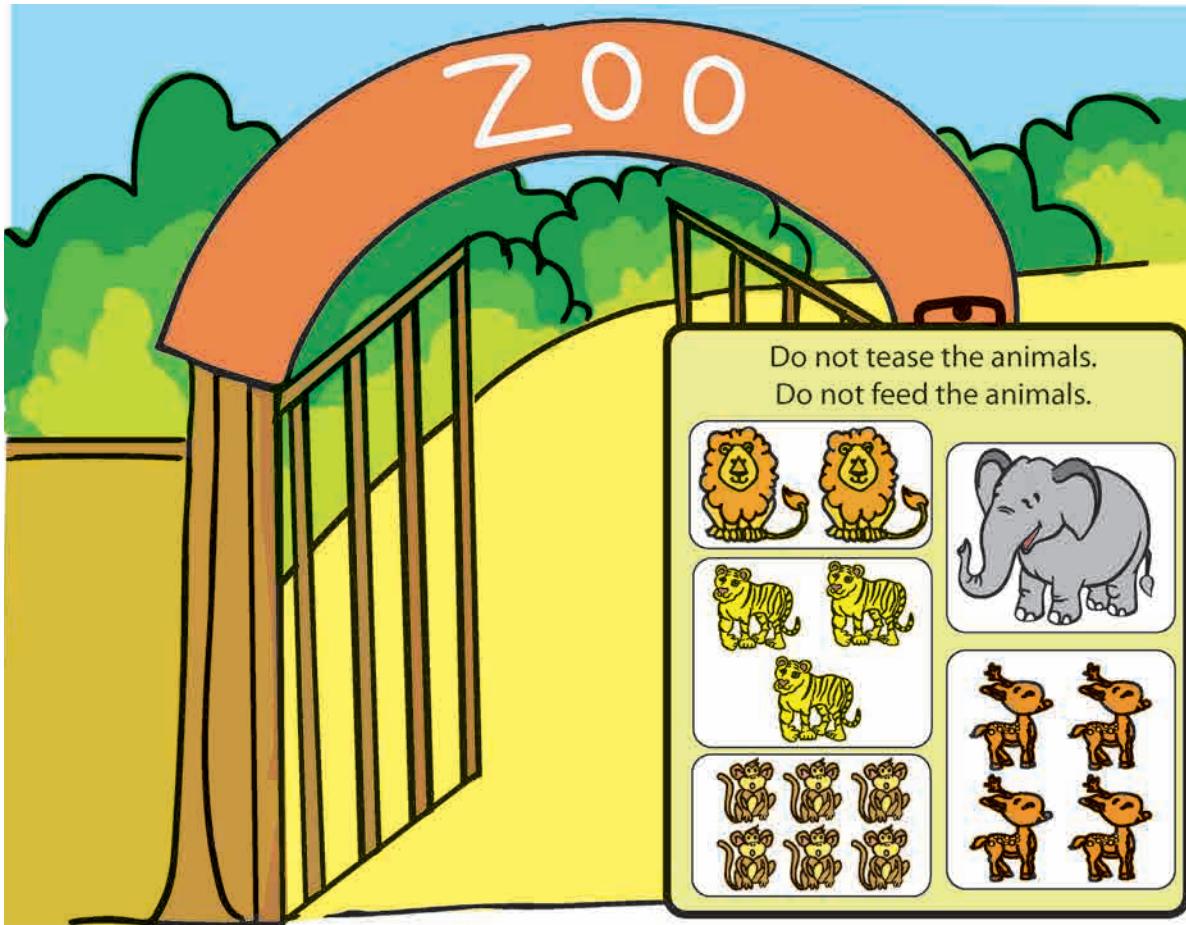
See the above table and write answers in the boxes.

- 1) Which game do children play on Tuesday ?
- 2) Which day they play hide and seek?
- 3) If children are playing today Kho-Kho, which game will they play tomorrow ?
- 4) If yesterday children played Langadi, which game will they play today ?

| Saturday                                    | Sunday                            | Monday                                 |
|---|-----------------------------------|--|
| Yesterday there was a picnic for our school | Today is a holiday for our school | Tomorrow there will be school as usual |

## Let us observe and understand

Observe the picture. Write the answers.

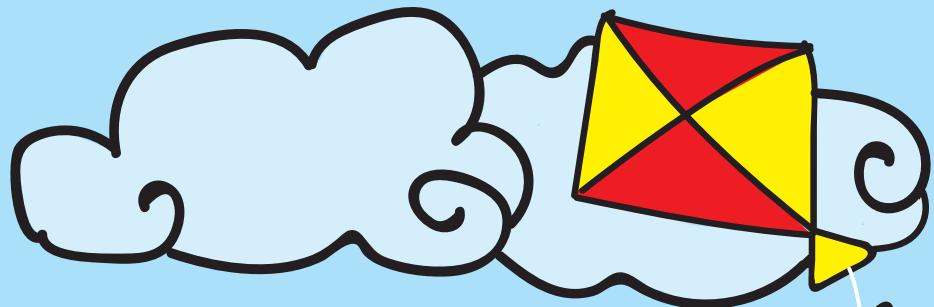
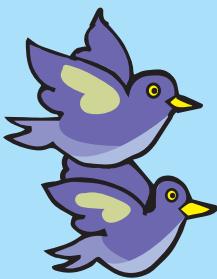


- 1) Which animal is in the least number ?
- 2) Which animal is in the largest number ?
- 3) How many lions are there in the zoo ?
- 4) How many deer are there in the zoo ?
- 5) Which animal has a count of two ?

Which is your favourite animal of the above animals ? Why ?


TBU1CS



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