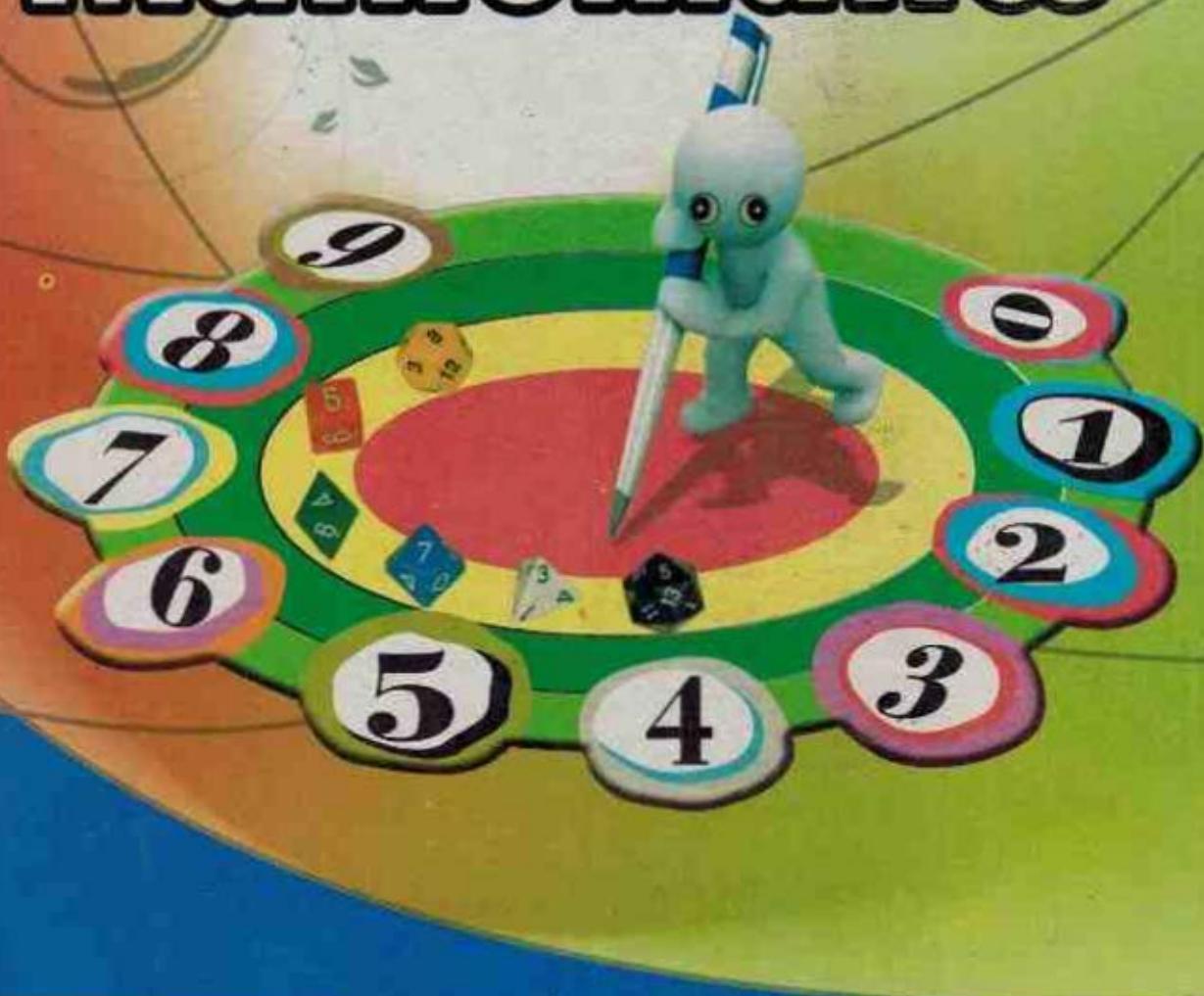


New Edition

Book 1

My Mathematics



Class One

My Mathematics

Class

1

Government of Nepal
Ministry of Education
Curriculum Development Centre
Sanothimi, Bhaktapur

Publisher

Government of Nepal
Ministry of Education
Curriculum Development Centre (CDC)
Sano Thimi, Bhaktapur, Nepal

ISBN : 978-999-33-712-6-2

© Curriculum Development Centre

First edition (English Version) : 2049
Second edition (Revised Version) : 2062
Third edition : 2063
Revised edition : 2064
Fourth edition (English version) : 2066
Fifth edition (English version) : 2067
Sixth edition (English version) : 2068

Printed at :

Marketed and Distributed by :

Nepal Sahitya Prakashan Kendra

Kathmandu, Nepal Tel: 4435856, 4411652, 4417709
Fax : 977-1-4420990, Email : nspk@mail.com.np

Comments and suggestions from the valued readers are always welcome.

Email your comments and suggestions to the editing section of the CDC.

Email address : cdc@ntc.net.np

Website : www.moescds.gov.np

If you find any technical errors, you can exchange the books from the nearest local book distributor.

Preface

With the intention of making school level education more purposeful, behavioral and contextual, a process of continuous revision and reform is adopted by the Curriculum Development Centre (CDC). It is obvious that the curriculum is the core part of teaching-learning process, and the textbooks are major means of implementing school curricula at grassroots level. In accordance with the school curricula, the text books keep on changing with a view to addressing societal needs, demands of learners and modern technology in the field of teaching and learning, especially to foster knowledge, skills and positive attitudes in the students so that we can produce skilful, moral, obedient and globally competent citizens. To accomplish this purpose, an attempt is made to bring this book in the present form.

The contents of "My Mathematics" of grade 1 are presented in the two page display system with the clear teaching instructions, pictures and activities. This book (Nepali version) was originally written by Mr. Shambhu Narayan Baidhya and Sungma Tuladhar. Likewise, in accordance with the revised curriculum of primary level, it was revised by Mr. Bhoj Raj Sharma, Mr. Shalik Ram Bhusal, Ms. Christine Stone, Ms. Nirmala Gautam, Mr. Tanka Lal Gaire, Mr. Narayan Prasad Wagley, Mr. Shyam Prasad Acharya, Mr. Maheshwor Nyaupane, and Mr. Surendra KC. Moreover, Dr. Siddhi Prasad Koirala, Dr. Shiva Ram Nyaupane, Mr. Dandapani Sharma, Mr. Dillishwor Pradhan and Mr. Mukund Raj Sharma have also contributed significantly. In the same way, the language of Nepali version was edited by Mr. Bishnu Prasad Adhikari and Mr. Lok Prasad Pandit. Hence, the CDC would like to express its thanks to all of them.

Finally, a textbook is a vital tool of effective teaching learning process in the schools. However, both experienced teachers and inquisitive students can use a number of reference materials and various other resources available in the market to teach and learn a variety of subject matters respectively. Due to lack of different types of reference materials in all schools throughout the country, most of the teaching-learning activities highly depend on the textbooks. In this context, it is expected that the experienced teachers are capable enough to design additional activities as per the demands that usually emerge in the classroom. Moreover, an attempt is made to make this book child friendly by including several motivating teaching-learning activities. Despite our sincere efforts, there may be some mistakes and errors in terms of subject matter, language, presentation style and graphics. In this regard, we definitely expect the constructive suggestions from the teachers, students, parents, readers and other concerned stakeholders to improve the book in its future editions.

Ministry of Education
Curriculum Development Centre

About the English Version

The Curriculum Development Centre (CDC), from the very beginning of its inception, has been involved in developing school curricula and textbooks of school education. Moreover, it revises school curricula and textbooks at different time intervals as mandated by the government of Nepal with a view of making school education more purposeful, practical and employment oriented. In the present era, creating a sense of national integrity and democratic culture on students is increasingly becoming a need of Nepalese society. Equally important is to developing linguistic and mathematical skills, and providing fundamental knowledge relating to the fields of Technology, Environment and Health.

In Nepal, English language, as a medium of instruction, is gaining popularity. The public schools are gradually making efforts in using English as a medium of instruction. Keeping this fact in view, the CDC made an attempt to translate all the textbooks of primary level from Nepali into English, mainly to meet the needs of learners, parents and teachers. The CDC is hopeful that these textbooks in English versions will definitely help in meeting the needs of both public and private schools of the country. Besides, we look forward to reducing our dependency on textbooks written by foreign writers.

The subject expert involved in translating the textbook "My Mathematics" was Mr. Viranchi Shah. The CDC would like to express its gratitude to him for bringing the book in the present form. At the end, Ms. Durpada Sapkota also deserves a lot of thanks for her painstaking efforts in editing the language of the textbook.

A textbook is not all in all. It is only a means of executing the curriculum. An experienced and well trained teacher can use a variety of instructional resources for effective teaching-learning transaction in the classroom. Last but not the least; the CDC would be glad to express its hearty thanks to all experts who directly or indirectly made meaningful contributions to the translation of this book. The book could have some mistakes and errors despite the CDC's endeavors in making it child friendly and interesting. So, the CDC welcomes all the constructive suggestions for its further improvement in the forthcoming editions.

Ministry of Education
Curriculum Development Centre

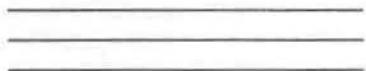
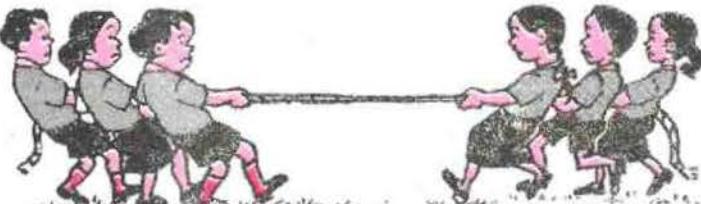
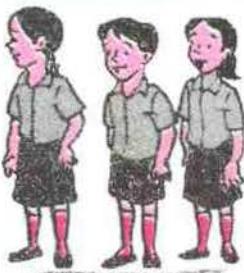
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STRAIGHT-LINE AND CURVED-LINE

Look at the pictures and discuss:



Straight-lines

Curved-lines

In the figure, stretched string is straight .

In the figure, unstretched string is curved .

**Teaching
instructions:**

1. Provide concept of straight and curved lines with the help of a rope.
2. Tell them to draw straight line with the help of a scale, book, etc. and conduct other activities make them able to distinguish straight line and curved line.

Look at the picture and recognize.



Shyam is drawing a straight line.

Exercise

1. Draw a straight line in your exercise book as shown below.



2. Draw a curved line in your exercise book as shown below.



Look at the pictures and discuss.

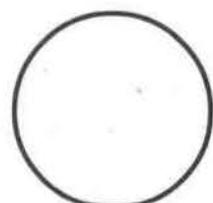


1. What are there in the given pictures?
2. What are round objects?

*Teaching
instructions:*

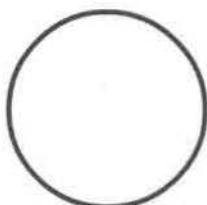
1. Tell students to trace different solid objects.
2. Discuss on the above pictures and provide the concept of circle with the concept of 'round' or 'circular'.
3. Make them to draw external boundary of circle and other various sided objects and let them to differentiate 'which one is circular?' or 'which one is not ?'

Look at the pictures and recognize.



Maya is drawing the external boundary of a bangle.

This is a circle.



This is not a circle.

Exercise

Trace the external boundary of bangle, coin, glass, lid of a bottle, etc. in your exercise book.

Lesson

3

NUMBERS FROM 1 TO 5

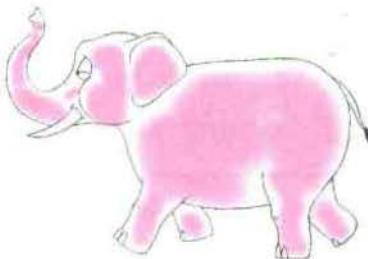
Look at the picture and count.



1 finger

1

One



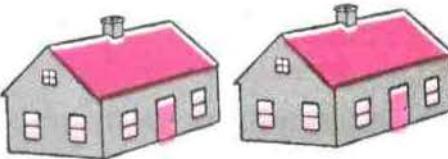
1 elephant



2 fingers

2

Two



2 houses

Exercise 1

- Practise to write 1 in your exercise book.
- Practise to write 2 in your exercise book.

Teaching
instructions:

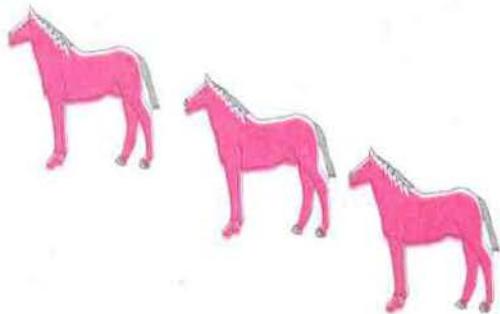
- Practise children to write 1 from the concept of circle and straight line.
- Tell them to count different objects and provide the concept of 1 and 2. 1 and 2 can be written in various ways. For example, Follow other easy ways to teach them.

Look at the pictures and count:



3 fingers

3

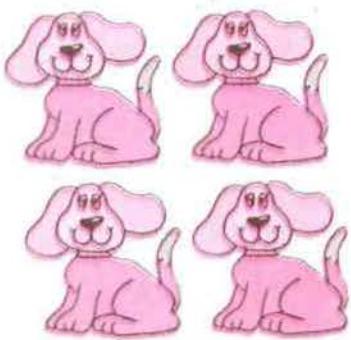


3 horses



4 fingers

4



4 dogs

Four

Exercise 2

- Practise to write three in your exercise book.
- Practise to write 4 in your exercise book.
- Draw lines according to the given number in your exercise book.

3	
---	--

2	
---	--

4	
---	--

1	
---	--

**Teaching
instructions:**

- Provide concept of 3 and 4 by demonstrating different solid objects. Get students practise to read and write 3 and 4 in different ways.

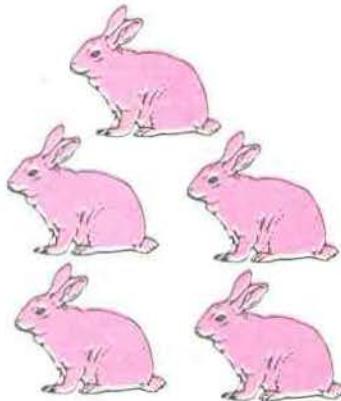
Look at the pictures and count:



5 fingers

5

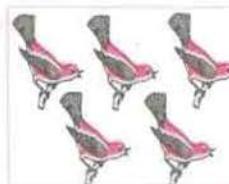
Five



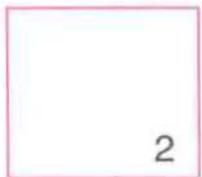
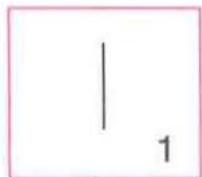
5 rabbits

Exercise 3

- Practise to write 5 in your exercise book.
- Count the following pictures and write numbers in your exercise book.



- Draw lines according to the following number in your exercise book.



Teaching
instructions:

- Provide the concept of 5 by demonstrating various solid objects. Practise them to read and write numbers upto 5. In the same way, tell them to count backwards like 5, 4, 3, 2, 1 and also give the concept of backward counting.

Exercise 4

Count the pictures and write correct numbers in your exercise book.



(a) How many



are there?

(b) How many



are there?

(c) How many



are there?

(d) How many



are there?

(e) How many

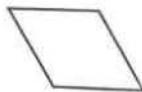
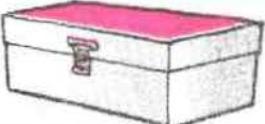


are there?

Teaching
instructions:

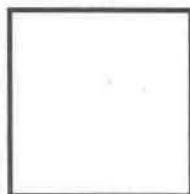
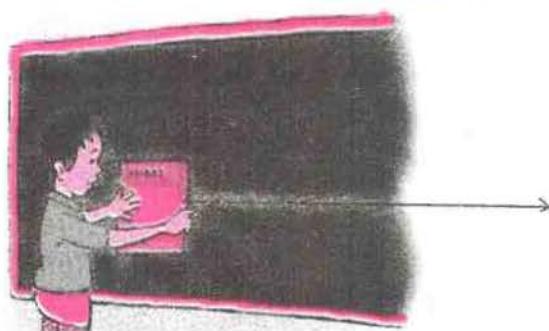
1. Practise students exercises like matching the numbers from 1 to 5 by drawing appropriate pictures.

Look at the pictures and discuss:

Objects	Outer sketch
	
	

How many corners are there in the outer sketch? Say.

Look at the picture and recognize:



Pemba is drawing outer line of a book.

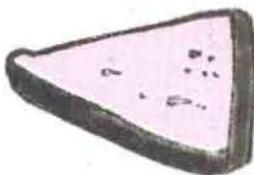
It is four sided.

Exercise

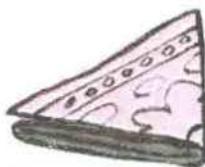
Draw outer line of match-box, chalk box etc. in your exercise book. What are their shapes ? Say.

- Teaching instructions:**
1. Relate the given pictures with the real objects and show them one surface and tell them to show four corners and count.
 3. Ask them to draw the external boundary of different four sided objects.

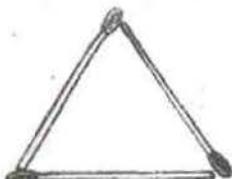
Look at the pictures and discuss:



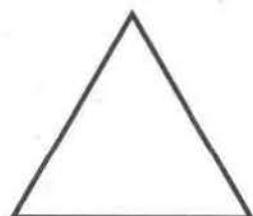
Three sided bread



Folded handkerchief



Three sided of sticks of a match

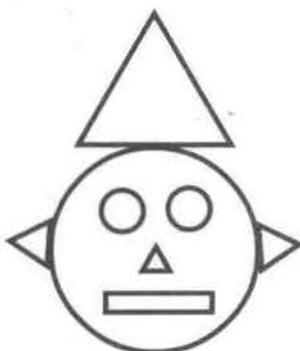


Three sided

Exercise

In the picture, which ones are round, four sided and three sided?

Find out:

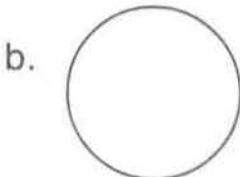
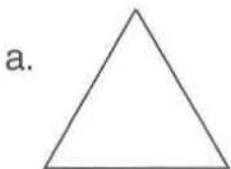


Teaching
instructions:

1. Take big or small triangular shape wooden block or thick paper and tell the children to draw the external boundary of block or thick paper.
2. Provide the concept of triangular shape by folding the handkerchief in triangular shape.
3. Divide the class into different groups and tell them to collect the objects of different shapes and discuss.

Mixed Exercise

1. Say the name of the following shapes and write in your exercise book:



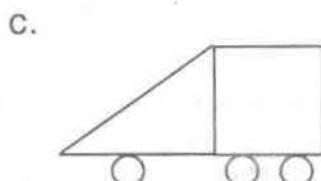
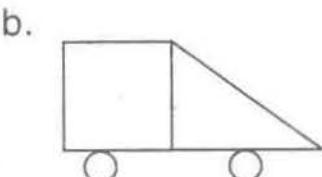
2. Say the name of the shaded shapes and write in your exercise book:



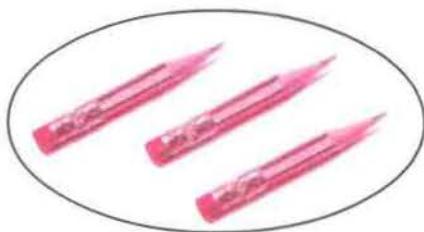
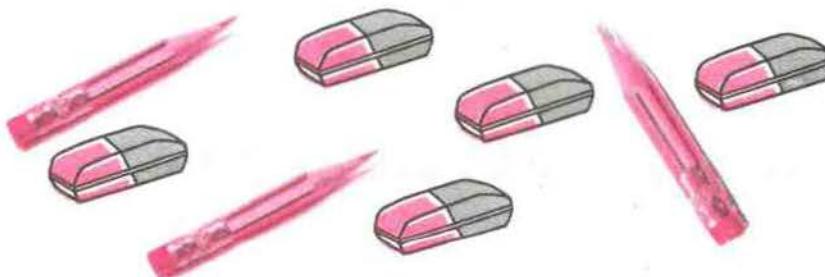
c.



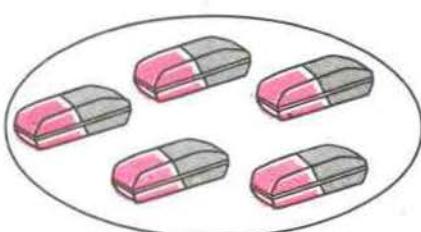
3. Copy the following shapes in your exercise book. Identify triangle, rectangle and circle. Then, colour them with your favourite colour.



Pencils and erasers are kept together in the given picture. Separate them into two groups.



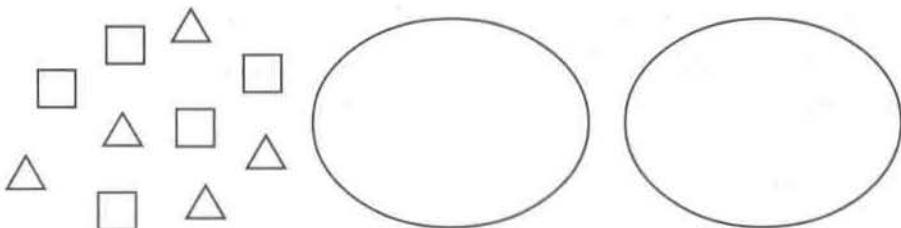
What's set is this?



What's set is this?

Exercise 1

Make separate sets of the same objects from the following figures in your exercise book .

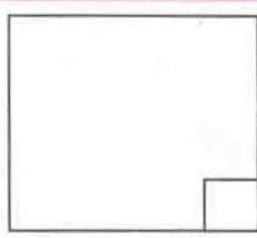
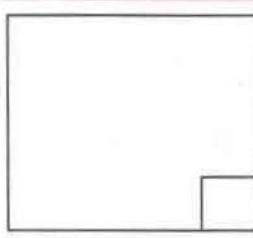
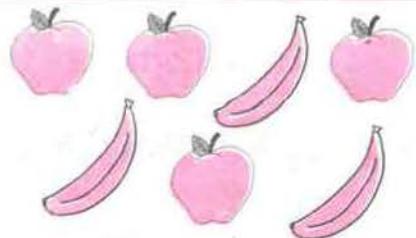
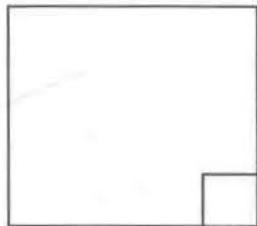
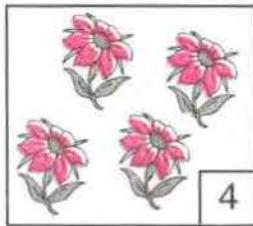
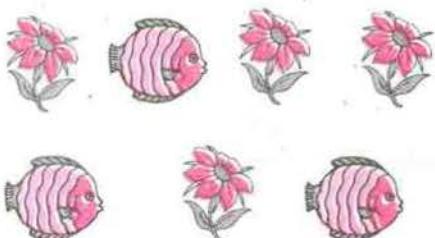


Teaching
instructions:

1. Mix two types of objects such as marbles and stones and give to the children.
2. Ask them to differentiate into two groups and tell the name of the group.

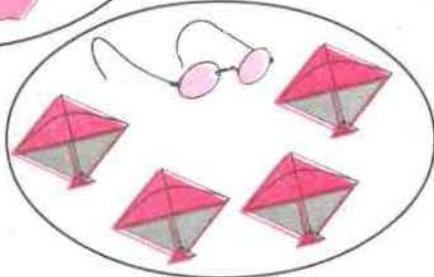
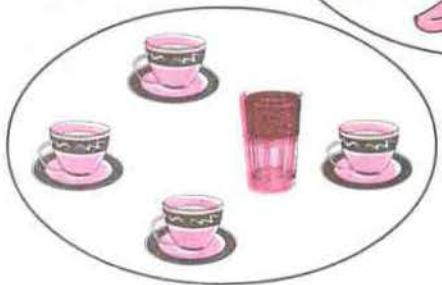
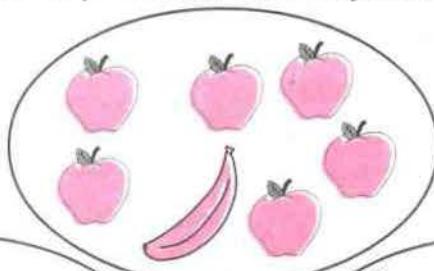
Exercise 2

Look at the pictures given below. Tell the two sets of different pictures. Count the pictures of each set and write.



Exercise 3

In the following sets of pictures, one object is odd. Say the odd one.

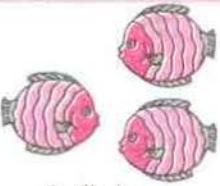
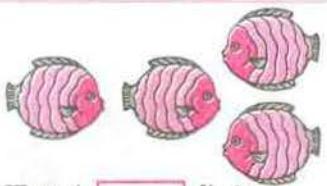


Teaching
instructions:

1. Ask children to collect different types of sample objects and make their groups.
2. Form two groups and discuss on the problems given in the exercise 2.

Horizontal Addition

A. Look at the pictures and discuss:

	and			
1 boy 1 boy	+	1 boy 1 boy		Total 2 boys Total <input type="text"/> boys
	and			
1 bird 1 bird	+	2 birds 2 birds		Total 3 birds Total <input type="text"/> birds
	and			
2 flowers 2 flowers	+	1 flower 1 flower		Total 3 flowers Total <input type="text"/> flowers
	and			
1 fish 1 fish	+	3 fish 3 fish		Total <input type="text"/> fish
	and			
4 pens 4 pens	+	1 pen 1 pen		Total <input type="text"/> pens

Teaching
instructions:

- Provide the clear concept of addition in a practical way using the objects available around the classroom like, chair, ball, book, stone, student etc.

Exercise

A. Copy the exercises given below the pictures and add them.



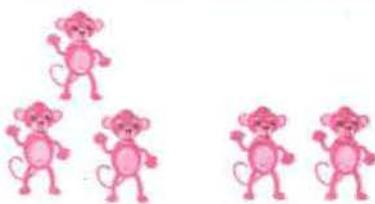
$$2 + 1 = \boxed{}$$



$$1 + 2 = \boxed{}$$



$$2 + 2 = \boxed{}$$



$$3 + 2 = \boxed{}$$



$$\boxed{} + \boxed{} = \boxed{}$$



$$\boxed{} + \boxed{} = \boxed{}$$

B. Copy the sums in your exercise book and add.



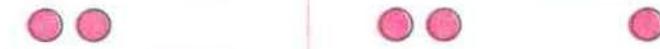
$$4 + 1 = \boxed{}$$



$$3 + 2 = \boxed{}$$



$$2 + 2 = \boxed{}$$



$$2 + 1 = \boxed{}$$

C. Copy the sums in your exercise book and add.

$$2 + 1 = \boxed{}$$

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

$$2 + 2 = \boxed{}$$

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

$$1 + 1 = \boxed{}$$

$$1 + 2 = \boxed{}$$

Vertical Addition

Look at the pictures and discuss:



There are two balls. One ball is added then there are 3 balls.

$$2 \text{ plus } 1 = 3$$

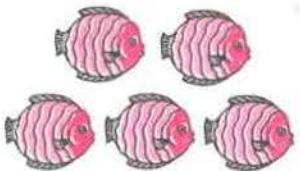
2

$$2 + 1 = 3$$

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

Exercise

A. Copy the sums in your exercise book and add.



2



$$+ \quad 3$$



3

$$+ \quad 2$$



1



$$+ \quad \boxed{}$$



$$\boxed{}$$

$$+ \quad \boxed{}$$

B. 1

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

2

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

4

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

3

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

2

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

Teaching
instructions:

1. Practise the students more problems of addition with sum maximum up to 5 in a practical way.

Lesson**8****SUBTRACTION UP TO 5**

A. Look at the pictures and discuss:



One of the 2 boys went away Among 3 birds one bird flew away.

There is one boy left.

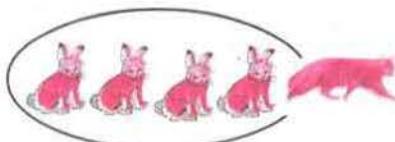
$$2 \text{ minus } 1 = 1$$

$$2 - 1 = 1$$

There are 2 birds left.

$$3 \text{ minus } 1 = 2$$

$$3 - 1 = 2$$



How many mice were there?

How many went away?

$$4 \text{ minus } \square = \square$$

$$\square - \square = \square$$

Among 5 cats cats went away.

cats are left.

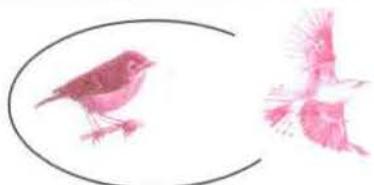
$$\square \text{ minus } \square = \square$$

$$\square - \square = \square$$

Exercise 1

Look at the picture and answer.

A.

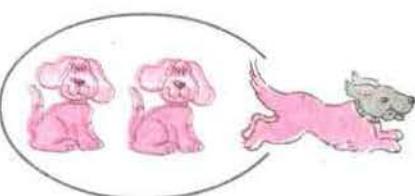


Among two birds one flew away.
How many birds are left?

Teaching instructions:

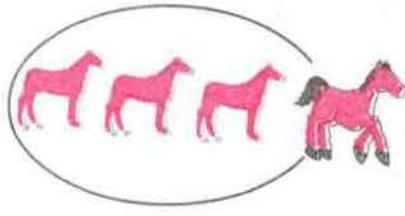
- Get students count and add solid objects like stone and sticks and provide the concept that subtraction and addition are opposite to each other.
- Give additional problems of subtraction up to 5 number.

B.



Among three dogs one went away.
How many dogs are left?

C.



Among 4 horses 1 went away.
How many horses are left?

D.



Among 4 boys 1 boy went away.
How many boys are left?

Exercise 2

Look at the pictures. Copy the sums in your exercise book and subtract.

A.



$$5 - 1 = \square$$



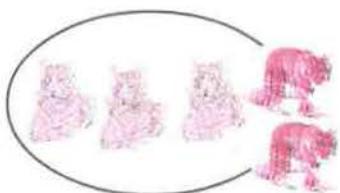
$$5 - 2 = \square$$

$$5 - 3 = \square$$

$$5 - 4 = \square$$

5 - 5 = Nothing.

B. Look at the picture and discuss.



There are five tigers.

2 tigers ran away.

3 tigers are left.

$$5 \text{ minus } 2 = 3$$

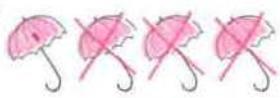
$$5 - 2 = 3$$

5

$$\underline{- 2}$$

1. Look at the pictures and copy the sums in your exercise book.

(a)



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

$$4 - 3 = \square$$

$$\square$$



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

$$4 - 2 = \square$$

$$\square$$

(b)



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

$$4 - 1 = \square$$

$$\square$$



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

$$3 - 1 = \square$$

$$\square$$

(c)



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

$$5 - 1 = \square$$

$$\square$$



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

$$5 - 2 = \square$$

$$\square$$

2. Copy the problems in your exercise book and solve:

$$5 - 1 = \square$$

$$4 - 1 = \square$$

$$3 - 1 = \square$$

$$4 - 3 = \square$$

Teaching

Practise horizontal and vertical subtraction by giving additional instructions: problems.

Mixed exercise

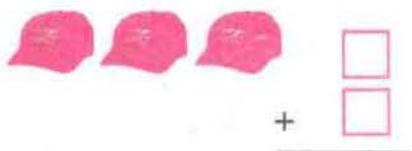
A. Look at the pictures and solve the problems in your exercise book.



$$\square + \square = \square$$



$$\square + \square = \square$$



$$+ \underline{\quad}$$



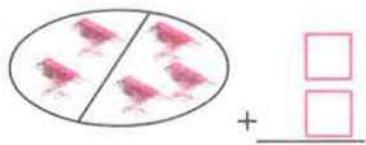
$$+ \underline{\quad}$$



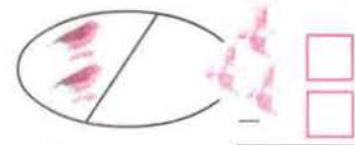
$$\square + \square = \square$$



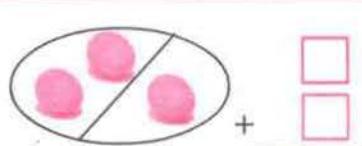
$$- \underline{\quad}$$



$$+ \underline{\quad}$$



$$5 + \square = \square$$



$$+ \underline{\quad}$$



$$\square + \square = \square$$

B. Solve the problems by observing the signs.

$$5 - 1 = \square$$

$$4 - 2 = \square$$

$$2 + 2 = \square$$

$$2 - 1 = \square$$

$$1 + 1 = \square$$

$$2 + 1 = \square$$

$$4 + 1 = \square$$

$$4 - 1 = \square$$

$$4 - 3 = \square$$

Look at the pictures and count:



6 fingers

6

six



6 cups



7 fingers

7

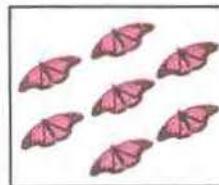
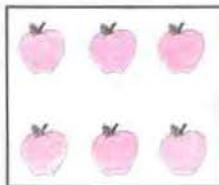
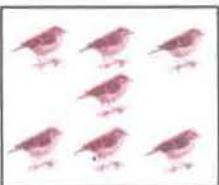
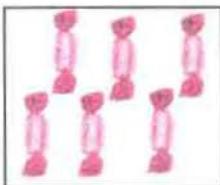
seven



7 glass

Exercise

- Practise to write 6 in your exercise book.
- Practise to write 7 in your exercise book.
- Count the pictures and write correct numbers in your exercise book.



Teaching instructions: Give the concept of 6 and 7 with the help of sticks and marbles in a practical way. Make them to read and write 6 and 7.

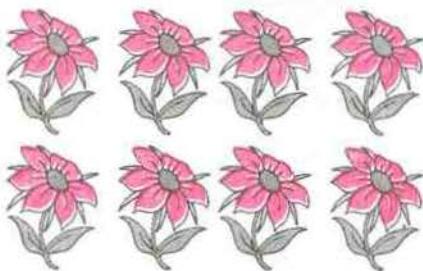
Look at the pictures and count:



8 fingers

8

eight



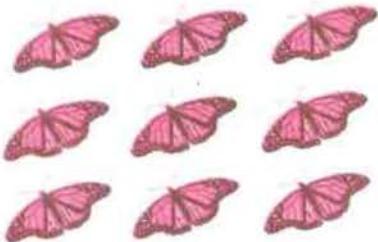
8 flowers



9 fingers

9

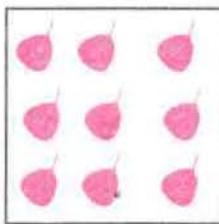
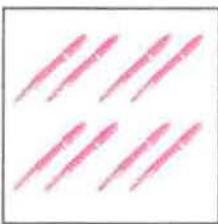
nine



9 butterflies

Exercise

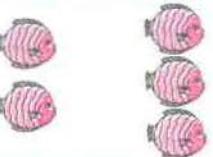
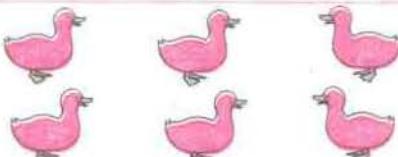
- Practise to write 8.
- Practise to write 9.
- Count the pictures then write correct numbers in your exercise book.



Teaching instructions Give the concept of 8 and 9 by using different solid objects in a practical way and make them to read and write.

ADDITION AND SUBTRACTION UP TO 9

Look at the picture and discuss:

		$5 + 1 = \boxed{6}$	$6 - 1 = \boxed{5}$
		$1 + 5 = \boxed{}$	$6 - 5 = \boxed{}$
		$4 + 2 = \boxed{}$	$6 - 2 = \boxed{}$
		$2 + 4 = \boxed{}$	$6 - 4 = \boxed{}$
		$3 + 3 = \boxed{}$	$6 - 3 = \boxed{}$
		$6 + 1 = \boxed{}$	$7 - 1 = \boxed{}$
		$1 + 6 = \boxed{}$	$7 - 6 = \boxed{}$
		$5 + 2 = \boxed{}$	$7 - 2 = \boxed{}$
		$4 + 3 = \boxed{}$	$7 - 3 = \boxed{}$

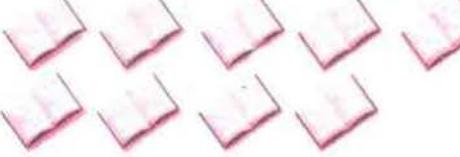
Exercise

Copy the following problems in your exercise book and solve them as in the example.

$5 + 1 = \boxed{6}$	$6 - 2 = \boxed{}$	$3 + 4 = \boxed{}$	$6 + 1 = \boxed{}$
$7 - 4 = \boxed{}$	$5 + 2 = \boxed{}$	$3 + 3 = \boxed{}$	$6 - 3 = \boxed{}$
$4 + 2 = \boxed{}$	$6 - 2 = \boxed{}$	$6 - 4 = \boxed{}$	$7 - 1 = \boxed{}$
$1 + 6 = \boxed{}$	$7 - 2 = \boxed{}$	$4 + 3 = \boxed{}$	$3 + 4 = \boxed{}$

Teaching instructions: Get children involve to do more sums in a practical way by using local materials.

Look at the picture and discuss:

	$7 + 1 = \boxed{8}$	$8 - 1 = \boxed{7}$
	$1 + 7 = \boxed{}$	$8 - 7 = \boxed{}$
	$6 + 2 = \boxed{}$	$8 - 2 = \boxed{}$
	$2 + 6 = \boxed{}$	$8 - 6 = \boxed{}$
	$4 + 4 = \boxed{}$	$8 - 4 = \boxed{}$
	$8 + 1 = \boxed{}$	$9 - 1 = \boxed{}$
	$1 + 8 = \boxed{}$	$9 - 8 = \boxed{}$
	$6 + 3 = \boxed{}$	$9 - 6 = \boxed{}$
	$3 + 6 = \boxed{}$	$9 - 6 = \boxed{}$
	$5 + 4 = \boxed{}$	$9 - 4 = \boxed{}$
	$4 + 5 = \boxed{}$	$9 - 5 = \boxed{}$

Exercise

Copy the sums in your exercise book and solve.

$9 - 2 = \boxed{7}$	$6 + 2 = \boxed{}$	$4 + 4 = \boxed{}$	$8 - 3 = \boxed{}$
$8 - 5 = \boxed{}$	$4 + 5 = \boxed{}$	$9 - 4 = \boxed{}$	$3 + 6 = \boxed{}$

Teaching instructions: give additional the sums as given in exercise and practise them in a practical way.

Look at the picture and identify zero:

How many birds
are there in the tree?



Three

One bird flew away,
how many birds
are left in the tree?



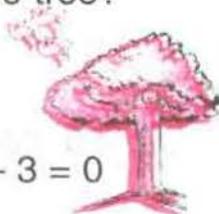
$$3 - 1 = 2$$

Again, one bird flew away,
how many birds
are left in the tree?



$$3 - 2 = 1$$

the last one bird also
flew away. Now, how many
birds are left in the tree?



No

$$3 - 3 = 0$$

Exercise

a. Practise to write 'zero' (0) in your exercise book.

b. Copy the sums in your exercise book and solve.

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

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

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

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

$$6 - 6 = \boxed{}$$

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

Teaching

instructions: 1. Give different sums with result zero as above and practise them to read and write zero.

Look at the picture and count:



10 fingers



10 pens

Exercise

- a. Count the fingers of your both hands.



- b. Draw 5 four sided figures in your exercise book.



- c. Draw seven circles in your exercise book.



- d. Draw nine triangles in your exercise book.



- e. Draw ten lines in your exercise book.



- f. Practise to write 10 in your exercise book.

Self Test

Teaching Make them to read, write and recognize number up to 10 by instructions: counting different solid objects.

ADDITION AND SUBTRACTION OF 10

Look at the pictures and discuss:

A.



$9 + 1 = \boxed{10}$

$10 - 1 = \boxed{}$

$1 + 9 = \boxed{}$

$10 - 9 = \boxed{}$



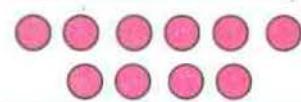
$8 + 2 = \boxed{}$

$10 - 2 = \boxed{}$



$7 + 3 = \boxed{}$

$10 - 3 = \boxed{}$



$6 + 4 = \boxed{}$

$10 - 6 = \boxed{}$

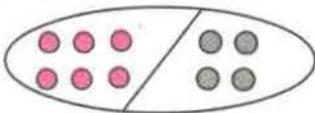


$5 + 5 = \boxed{}$

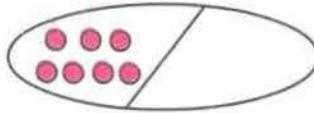
$10 - 5 = \boxed{}$

B. Copy the above given sums in your exercise book and write correct number in the box.

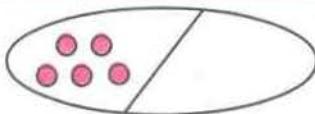
C. Copy the following problems, add necessary dots and solve:
For example:



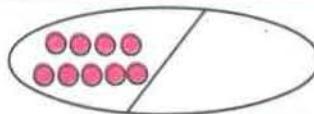
$6 + 4 = 10$



$7 + \boxed{} = 10$



$5 + \boxed{} = 10$



$9 + \boxed{1} = 10$

**Teaching
instructions:**

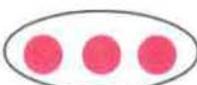
Some sample exercises on subtraction and addition of 10 are given above. Give additional problems and solve in a practical way. Conceptualize the relation between addition and subtraction with practical activities.

Addition up to 10

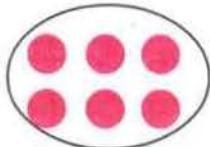
Look and Learn:



How many dots are there?



How many dots are there?



How many dots are now in total?

3

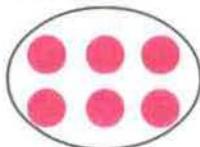
+

3

=

6

Fill the boxes with the correct numbers.



6



4

=

7

+

2

=

Exercise 1

Copy the sums in your exercise book and add:

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

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

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

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

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

$$3 + 6 = \boxed{}$$

$$4 + 5 = \boxed{}$$

$$3 + 3 = \boxed{}$$

$$5 + 5 = \boxed{}$$

Teaching instructions: Practise addition upto 10 by using solid objects and drawing lines.

Subtraction within 10

Look and discuss:



How many leaves are there?

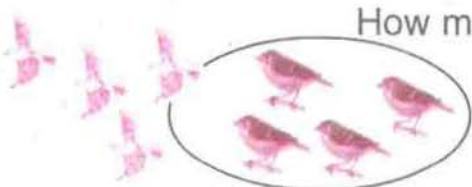
6

Three leaves dropped.

$- \quad 3$

How many leaves are left?

3



How many birds are there?

Four birds flew away.

$- \quad \quad \quad$

How many birds are left?

Exercise 2

Copy the sums in your exercise book and subtract.

a. 7 7 7 7

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

$$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$$

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

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

b. $7 - 5 = \boxed{}$ $7 - 6 = \boxed{}$ $7 - 4 = \boxed{}$ $7 - 7 = \boxed{}$

$7 - 2 = \boxed{}$ $7 - 1 = \boxed{}$ $7 - 3 = \boxed{}$

c. 6 6 6

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

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

$$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$$

d. $6 - 6 = \boxed{}$ $6 - 4 = \boxed{}$ $6 - 5 = \boxed{}$

$6 - 2 = \boxed{}$ $6 - 1 = \boxed{}$ $6 - 6 = \boxed{}$

Exercise 3

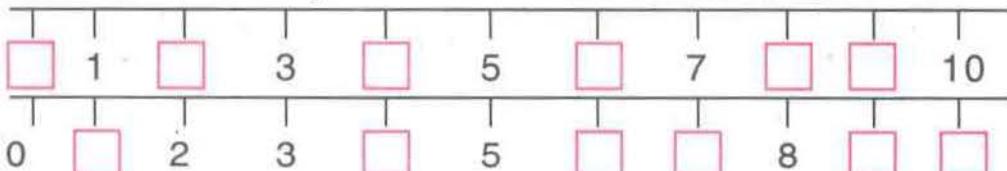
Copy the sums in your exercise book and subtract.

6 - 1 <hr/>	6 - 2 <hr/>	6 - 3 <hr/>	6 - 4 <hr/>	6 - 5 <hr/>	6 - 6 <hr/>
7 - 4 <hr/>	7 - 3 <hr/>	7 - 5 <hr/>	7 - 2 <hr/>	7 - 7 <hr/>	7 - 5 <hr/>
7 - 1 <hr/>	7 - 6 <hr/>	8 - 1 <hr/>	8 - 2 <hr/>	8 - 3 <hr/>	8 - 4 <hr/>
8 - 5 <hr/>	8 - 8 <hr/>	8 - 7 <hr/>	8 - 6 <hr/>	9 - 1 <hr/>	5 - 5 <hr/>
9 - 2 <hr/>	9 - 3 <hr/>	9 - 4 <hr/>	9 - 5 <hr/>	9 - 6 <hr/>	9 - 7 <hr/>
10 - 1 <hr/>	10 - 3 <hr/>	10 - 5 <hr/>	10 - 4 <hr/>	10 - 7 <hr/>	10 - 9 <hr/>
10 - 10 <hr/>	10 - 8 <hr/>	10 - 6 <hr/>	10 - 2 <hr/>	9 - 8 <hr/>	3 - 3 <hr/>

Copy in your exercise book and recognize the order of numbers.

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

A. Draw number line in your exercise book and write number in orders.



B. Copy in your exercise book and write number that comes before.

	5		2		6		7
--	---	--	---	--	---	--	---

C. Copy in your exercise book and write number that comes after.

2		5		3		8	
---	--	---	--	---	--	---	--

D. Copy in your exercise book and write number that comes between.

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

E. Copy in your exercise book and write the order of numbers.

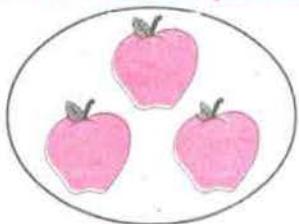
6			9		2			6
3			6		6			10

Teaching
instructions:

1. Make many sums as shown above and do the activity in a practical way and discuss with your children.

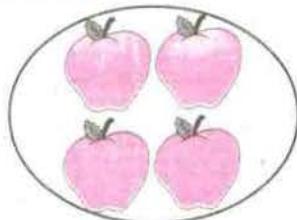
GREATER THAN, LESS THAN AND EQUAL TO

Look at the pictures, count, discuss and learn.

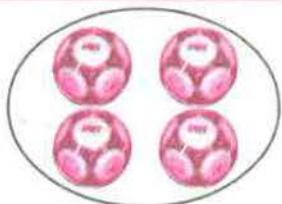


less apples

$\boxed{4}$ is greater than $\boxed{3}$

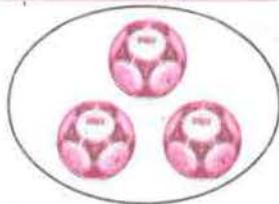


more apples

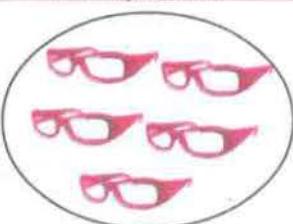


many balls

$\boxed{3}$ is less than $\boxed{4}$

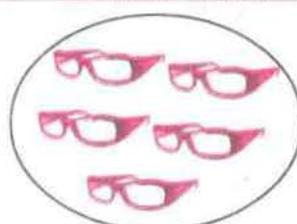


less balls



five glasses

$\boxed{5}$ and $\boxed{5}$ are equal

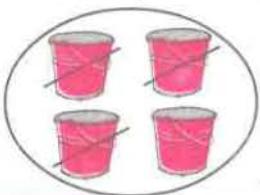


five glasses

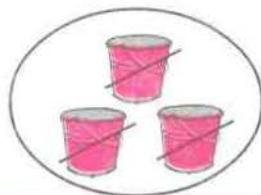
Exercise 1

Look at the pictures, discuss and fill in the boxes.

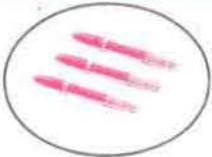
a.



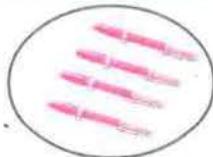
4 is greater than \square



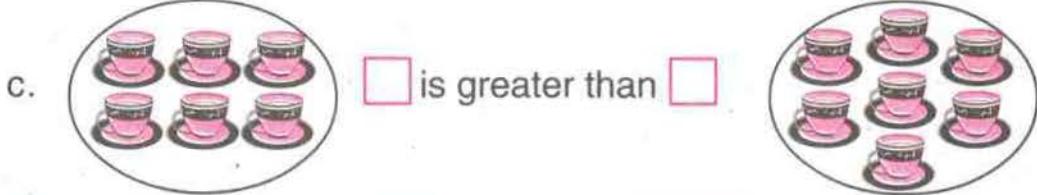
b.



\square is less than 4



Teaching instructions: Use real objects, pictures and lines to give the concept of greater than, less than and equal to. Assign additional practical activities.



Exercise 2

1. Copy the sums in your exercise book and circle ○ the greater number.

a. 3 2

b. 4 2

c. 4 2

d. 7 9

e. 2 5

f. 8 8

2. Copy the sums in your exercise book and circle ○ the smaller number.

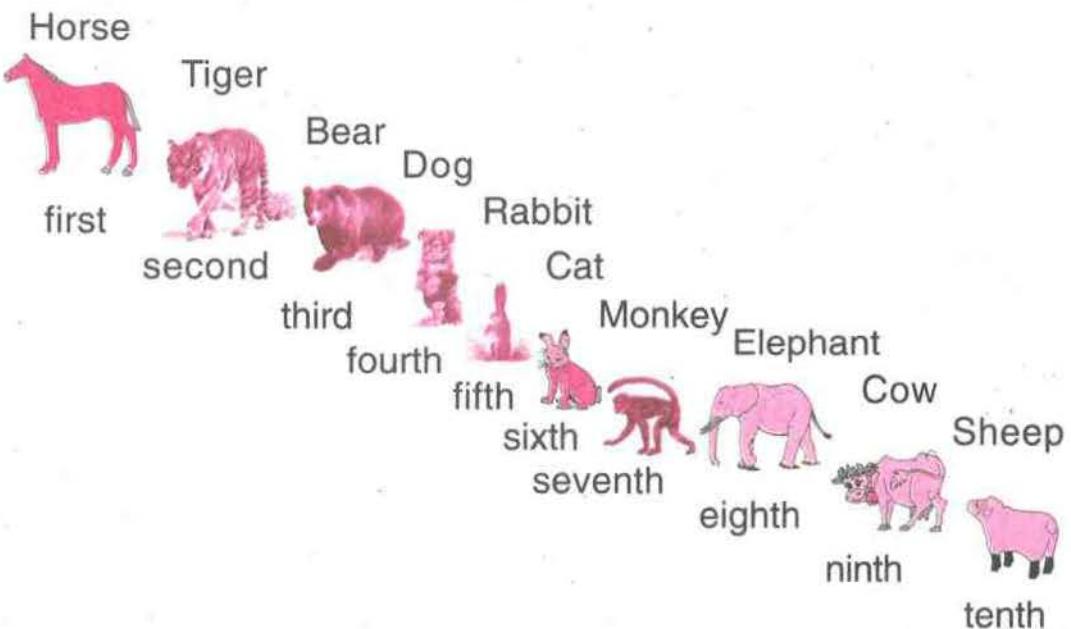
a. 3 9

b. 5 3

c. 10 10

d. 10 7

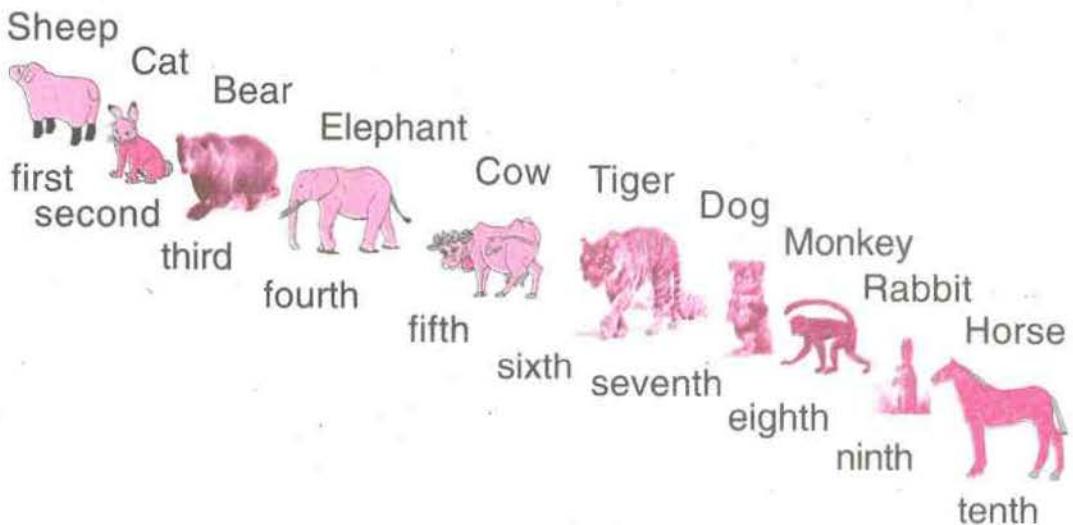
Teaching instructions: To give the clear concept of greater than, less than and equal them.



- a. In which position is the dog? fourth
- b. In which position is the tiger? second
- c. How many animals are there before the bear? two
- d. Which animal is at the last position? Sheep
- e. In which position is the horse? first
- f. How many animals are there behind the horse? nine
- g. How many animals are there before the monkey? six

Teaching instructions: Organize a race of 10 students and ask them to identify first, second etc. Give the concept of ordinal numbers up to 10 according to sitting arrangement of students in your classroom, roll number and different competitions and ask students to identify them.

Exercise



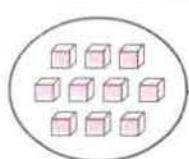
- In which position is the elephant?
- Which animal is in the sixth position?
- How many animals are before the rabbit?
- In which position is the horse?
- Which animal is just behind the bear?
- How many animals are there behind the cat?
- Which animal is in the ninth position?
- In which position is the cow?
- Which animal is in the seventh position?
- In which position is the dog?

Lesson

18

NUMBERS FROM 11 TO 20

Count and read:



10 ones



1 ten



1 ten and 1 one = 11 eleven



1 ten and 6 ones = 16 sixteen



1 ten and 2 ones = 12 twelve



1 ten and 7 ones = 17 seventeen



1 ten and 3 ones = 13 thirteen



1 ten and 8 ones = 18 eighteen



1 ten and 4 ones = 14 fourteen



1 ten and 9 ones = 19 nineteen



1 ten and 5 ones = 15 fifteen



2 ten and 0 one = 20 twenty

Teaching

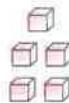
Give the concept of numbers by making the packets and bundles instructions: of 10/10 of local materials in a practical way.

Exercise 1

Write the numbers that represent the following blocks.



$$1 \text{ ten} \quad 4 \text{ ones} = 14$$



$$\underline{\hspace{1cm}} \text{ten} \quad \underline{\hspace{1cm}} \text{one} = \underline{\hspace{1cm}}$$



$$\underline{\hspace{1cm}} \text{ten} \quad \underline{\hspace{1cm}} \text{ones} = \underline{\hspace{1cm}}$$



$$\underline{\hspace{1cm}} \text{ten} \quad \underline{\hspace{1cm}} \text{ones} = \underline{\hspace{1cm}}$$

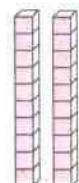


$$\underline{\hspace{1cm}} \text{ten} \quad \underline{\hspace{1cm}} \text{one} = \underline{\hspace{1cm}}$$

$$\underline{\hspace{1cm}} \text{ten} \quad \underline{\hspace{1cm}} \text{ones} = \underline{\hspace{1cm}}$$



$$\underline{\hspace{1cm}} \text{ten} \quad \underline{\hspace{1cm}} \text{ones} = \underline{\hspace{1cm}}$$



$$\underline{\hspace{1cm}} \text{ten} \quad \underline{\hspace{1cm}} \text{ones} = \underline{\hspace{1cm}}$$

Exercise 2

Copy the problems in your exercise book and fill in the boxes.

(A)

10	11	12	13		15			18	19
----	----	----	----	--	----	--	--	----	----

(B)

5	6		8	9			12	13	
---	---	--	---	---	--	--	----	----	--

(C)

11		13		15			18		20
----	--	----	--	----	--	--	----	--	----

(D)

3	4				8		10		12
---	---	--	--	--	---	--	----	--	----

(E)

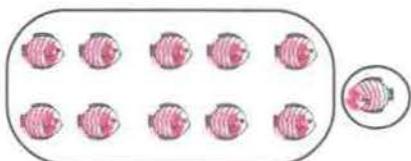
10	9	8		6		4		2	
----	---	---	--	---	--	---	--	---	--



ADDITION AND SUBTRACTION FROM 11 TO 19

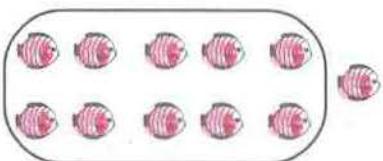
Addition and Subtraction of 11 and 12

10 fishes met one fish. Now there are 11 fishes.



$$10 + 1 = 11 \text{ or } 1 + 10 = 11$$

Now, 1 fish went away.



$$11 - 1 = 10 \text{ and } 11 - 10 = 1$$

Exercise

Copy the sums in your exercise book and solve.

(A) $9 + 2 = \boxed{}$

$11 - 2 = \boxed{}$

$7 + 4 = \boxed{}$

$11 - 7 = \boxed{}$

$6 + 5 = \boxed{}$

$11 - 6 = \boxed{}$

$8 + 3 = \boxed{}$

$11 - 3 = \boxed{}$

(B) $11 + 1 = \boxed{}$

$12 - 11 = \boxed{}$

$9 + 3 = \boxed{}$

$12 - 3 = \boxed{}$

$7 + 5 = \boxed{}$

$12 - 5 = \boxed{}$

$6 + 6 = \boxed{}$

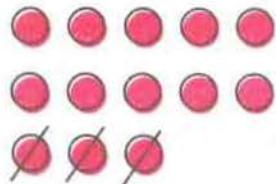
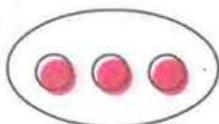
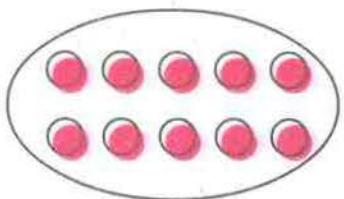
$12 - 6 = \boxed{}$

Teaching instructions: 1. Provide additional exercises as given above and tell them to solve practically by using local materials.

Addition and Subtraction of 13 and 14

Discuss.

Copy the sums in your exercise book and solve:



$$10 + 3 = 13$$

$$13 - 3 = 10$$

$$9 + 4 = \boxed{}$$

$$13 - 4 = \boxed{}$$

$$3 + 10 = \boxed{}$$

$$13 - 5 = \boxed{}$$

$$5 + 8 = \boxed{}$$

$$13 - 6 = \boxed{}$$

$$4 + 9 = \boxed{}$$

$$13 - 7 = \boxed{}$$

$$10 + 4 = \boxed{}$$

$$14 - 4 = \boxed{}$$

$$9 + 5 = \boxed{}$$

$$14 - 5 = \boxed{}$$

$$8 + 6 = \boxed{}$$

$$14 - 6 = \boxed{}$$

$$7 + 7 = \boxed{}$$

$$14 - 7 = \boxed{}$$

$$4 + 10 = \boxed{}$$

$$5 + 9 = \boxed{}$$

$$6 + 8 = \boxed{}$$

$$7 + 7 = \boxed{}$$

$$14 - 4 = \boxed{}$$

$$14 + 2 = \boxed{}$$

$$14 - 6 = \boxed{}$$

$$14 - 7 = \boxed{}$$

$$14 - 0 = \boxed{}$$

$$14 - 14 = \boxed{}$$

$$14 + 0 = \boxed{}$$

$$0 + 17 = \boxed{}$$

$$8 + 7 = \boxed{}$$

Teaching
instructions:

- Ask students to solve the sums by making groups of different objects.
- Make them to practise more problems in a practical way by using local materials.

Addition and Subtraction of 15, 16 and 17

Copy the sums in your exercise book and solve.

$10 + 5 = \boxed{}$	$15 - 5 = \boxed{}$	$15 - 6 = \boxed{}$
$9 + 6 = \boxed{}$	$15 - 7 = \boxed{}$	$15 - 8 = \boxed{}$
$8 + 7 = \boxed{}$	$6 + 9 = \boxed{}$	$15 - 10 = \boxed{}$
$10 + 5 = \boxed{}$	$15 - 5 = \boxed{}$	$15 - 6 = \boxed{}$
$5 + 10 = \boxed{}$	$15 - 9 = \boxed{}$	$15 - 15 = \boxed{}$
$7 + 8 = \boxed{}$	$8 + 7 = \boxed{}$	$11 + 4 = \boxed{}$
<hr/>		
$10 + 6 = \boxed{}$	$9 + 7 = \boxed{}$	$8 + 8 = \boxed{}$
$7 + 9 = \boxed{}$	$6 + 10 = \boxed{}$	$9 + 2 = \boxed{}$
$16 - 6 = \boxed{}$	$16 - 7 = \boxed{}$	$16 - 8 = \boxed{}$
$16 - 9 = \boxed{}$	$16 - 10 = \boxed{}$	$18 - 9 = \boxed{}$
$10 + 7 = \boxed{}$	$11 + 6 = \boxed{}$	$12 + 5 = \boxed{}$
<hr/>		
$13 + 4 = \boxed{}$	$15 + 2 = \boxed{}$	$17 - 10 = \boxed{}$
$17 - 6 = \boxed{}$	$17 - 8 = \boxed{}$	$17 - 7 = \boxed{}$
$17 - 9 = \boxed{}$	$17 - 5 = \boxed{}$	$16 - 1 = \boxed{}$

Teaching 1. Let students practise more problems by using local instructions: materials in a practical way.

Addition and subtraction of 18 and 19

Copy the sums in your exercise book and solve.

$10 + 8 = \boxed{}$

$18 - 8 = \boxed{}$

$9 + 9 = \boxed{}$

$18 - 9 = \boxed{}$

$8 + 10 = \boxed{}$

$18 - 10 = \boxed{}$

$10 + 9 = \boxed{}$

$19 - 9 = \boxed{}$

$9 + 10 = \boxed{}$

$19 - 10 = \boxed{}$

Mixed exercise

(A) Copy the sums in your exercise book and add.

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

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

$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

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

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

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

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

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

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

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

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

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

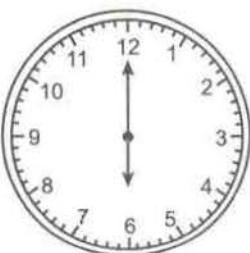
$$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$$

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

(B) Copy the problems in your exercise book and subtract

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

It's 6 o'clock in the morning. Hari got up and went to wash his face.

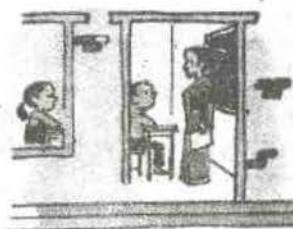


The long hand is at 12.

The short hand is at 6.

It is 6 O'clock.

It is 10 o'clock. Class started. Hari went into the classroom.



The long hand is at 12.

The short hand is at 10.

It's 10 o'clock.

It is 4 o'clock. Class is over. Hari returned to his home.



The long hand is at 12.

The short hand is at 4.

It's 4 o'clock.

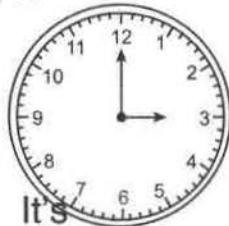
**Teaching
instructions:**

1. Compare the clock given above with the real clock. Give the concept of time in hour using a clock without number and practise.
2. Give concept of time in hours by using a clock. Make problems that give result in hours and practise practically.

Exercise

What is the time in the following clocks? Write in your exercise book.

1.



3 o'clock

2.



o'clock

3.



o'clock

4.



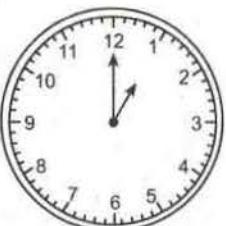
o'clock

5.



o'clock

6.



o'clock

7.



o'clock

8.



o'clock

9.



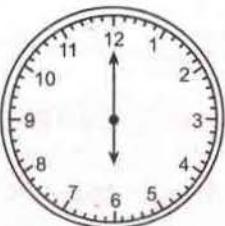
o'clock

10.



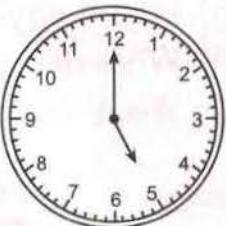
o'clock

11.



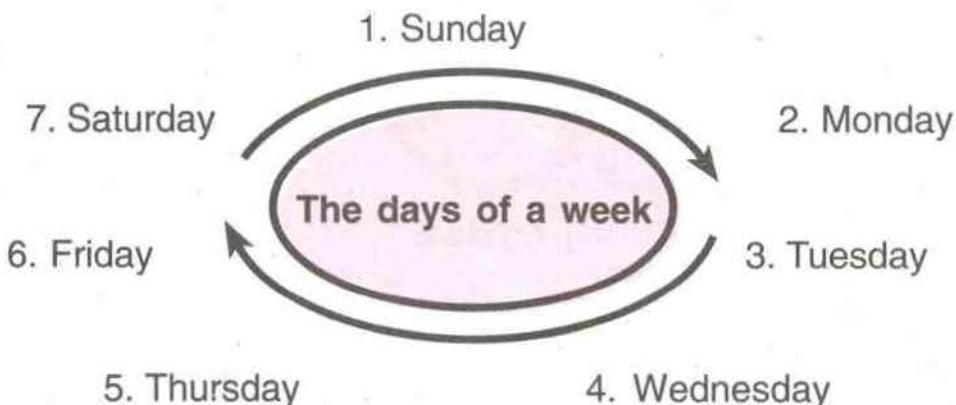
o'clock

12.



o'clock

Read the following days of a week and discuss:



Exercise

1. Count the above days. How many days are there? Write.
2. Read the name of the days given above to your friends.
3. Discuss and say:
 - (a) Which is the first day of a week?
 - (b) Which is the last day of a week?
 - (c) Which day comes after Tuesday?
 - (d) Which day comes before Tuesday?
 - (e) Which is the second day?
 - (f) How many days are there in a week?
 - (g) Which day is holiday?
 - (h) What day is it today? Say.
 - (i) What day will be tomorrow? Say.

Teaching
instructions:

1. Use calendar to give the concept of the days of a week from Sunday to Saturday. Practise more exercises based on the days practically.

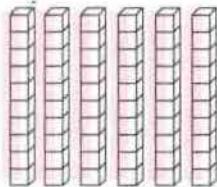
Lesson

22 NUMBERS FROM 10 TO 100

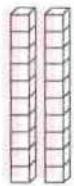
Count and read:



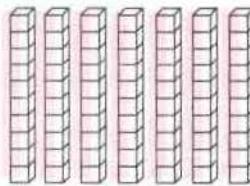
$$1 \text{ ten} = 10 \text{ (ten)}$$



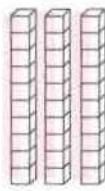
$$6 \text{ tens} = 60 \text{ (sixty)}$$



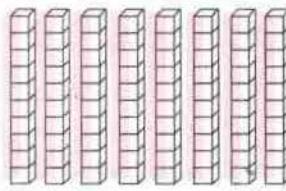
$$2 \text{ tens} = 20 \text{ (twenty)}$$



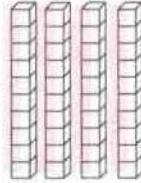
$$7 \text{ tens} = 70 \text{ (seventy)}$$



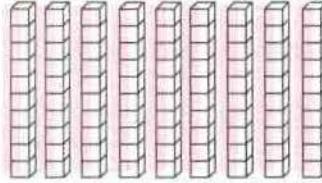
$$3 \text{ tens} = 30 \text{ (thirty)}$$



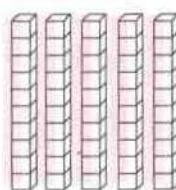
$$8 \text{ tens} = 80 \text{ (eighty)}$$



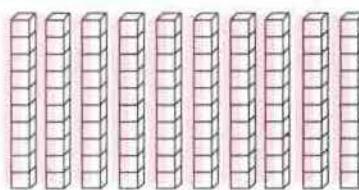
$$4 \text{ tens} = 40 \text{ (forty)}$$



$$9 \text{ tens} = 90 \text{ (ninety)}$$



$$5 \text{ tens} = 50 \text{ (fifty)}$$



$$10 \text{ tens} = 100 \text{ (one hundred)}$$

Teaching instructions: 1. Give concept of ten/tens numbers practically by making the bundles of 10 small sticks.

Lesson**23 NUMBERS FROM 21 TO 30****Count and read:**

	tens 2	ones 1		tens 2	ones 6
	21	Twenty one		26	Twenty six

	tens 2	one 2		Tens 2	ones 7
	22	Twenty two		27	Twenty seven

	tens 2	one 3		Tens 2	ones 8
	23	Twenty three		28	Twenty eight

	tens 2	one 4		Tens 2	ones 9
	24	Twenty four		29	Twenty nine

	tens 2	one 5		Tens 3	ones 0
	25	Twenty five		30	Thirty

Teaching instructions:

1. Give the concept of numbers from 30 to 100 practically by using small sticks and blocks.

Lesson**24 NUMBERS FROM 1 TO 100**

1	One	2 tens 1	21 Twenty one
2	Two	2 tens 2	22 Twenty two
3	Three	2 tens 3	23 Twenty three
4	Four	2 tens 4	24 Twenty four
5	Five	2 tens 5	25 Twenty five
6	Six	2 tens 6	26 Twenty six
7	Seven	2 tens 7	27 Twenty seven
8	Eight	2 tens 8	28 Twenty eight
9	Nine	2 tens 9	29 Twenty nine
10	Ten	3 tens	30 Thirty
1 ten 1	11 Eleven	3 tens 1	31 Thirty one
1 ten 2	12 Twelve	3 tens 2	32 Thirty two
1 ten 3	13 Thirteen	3 tens 3	33 Thirty three
1 ten 4	14 Fourteen	3 tens 4	34 Thirty four
1 ten 5	15 Fifteen	3 tens 5	35 Thirty five
1 ten 6	16 Sixteen	3 tens 6	36 Thirty six
1 ten 7	17 Seventeen	3 tens 7	37 Thirty seven
1 ten 8	18 Eighteen	3 tens 8	38 Thirty eight
1 ten 9	19 Nineteen	3 tens 9	39 Thirty nine
2 tens	20 Twenty	4 tens	40 Forty

**Teaching
instructions:**

Practise to count, read and write the numbers by demonstrating number table (chart).

4 tens 1	41 Forty one	6 tens 1	61 Sixty one
4 tens 2	42 Forty two	6 tens 2	62 Sixty two
4 tens 3	43 Forty three	6 tens 3	63 Sixty three
4 tens 4	44 Forty four	6 tens 4	64 Sixty four
4 tens 5	45 Forty five	6 tens 5	65 Sixty five
4 tens 6	46 Forty six	6 tens 6	66 Sixty six
4 tens 7	47 Forty seven	6 tens 7	67 Sixty seven
4 tens 8	48 Forty eight	6 tens 8	68 Sixty eight
4 tens 9	49 Forty nine	6 tens 9	69 Sixty nine
5 tens	50 Fifty	7 tens	70 Seventy
<hr/>			
5 tens 1	51 Fifty one	7 tens 1	71 Seventy one
5 tens 2	52 Fifty two	7 tens 2	72 Seventy two
5 tens 3	53 Fifty three	7 tens 3	73 Seventy three
5 tens 4	54 Fifty four	7 tens 4	74 Seventy four
5 tens 5	55 Fifty five	7 tens 5	75 Seventy five
5 tens 6	56 Fifty six	7 tens 6	76 Seventy six
5 tens 7	57 Fifty seven	7 tens 7	77 Seventy seven
5 tens 8	58 Fifty eight	7 tens 8	78 Seventy eight
5 tens 9	59 Fifty nine	7 tens 9	79 Seventy nine
6 tens	60 Sixty	8 tens	80 Eighty

8 tens 1	81 Eighty one	9 tens 1	91 Ninety one
8 tens 2	82 Eighty two	9 tens 2	92 Ninety two
8 tens 3	83 Eighty three	9 tens 3	93 Ninety three
8 tens 4	84 Eighty four	9 tens 4	94 Ninety four
8 tens 5	85 Eighty five	9 tens 5	95 Ninety five
8 tens 6	86 Eighty six	9 tens 6	96 Ninety six
8 tens 7	87 Eighty seven	9 tens 7	97 Ninety seven
8 tens 8	88 Eighty eight	9 tens 8	98 Ninety eight
8 tens 9	89 Eighty nine	9 tens 9	99 Ninety nine
9 tens	90 Ninety	10 tens	100 One hundred

Number Table: From 1 to 100

Complete the given number chart and identify the number:

1	2	3	4	5	6	7	8	9	10
11		13		15		17		19	
21			24			27			30
	32		34		36		38		40
	42			45				49	
51				55				59	
		64					68		
71					76				
				85					
91						97			

Exercise

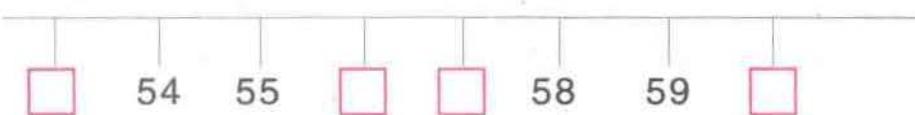
1. Write the numbers from 1 to 100 in your exercise book.
2. Copy the following table in your exercise book and fill in the blanks with correct numbers.

(A)

40	41		43		45		47	
----	----	--	----	--	----	--	----	--

(B)

20		40		60		80		100
----	--	----	--	----	--	----	--	-----

(C) 
□ 54 55 □ □ 58 59 □

- (D) Read and write in numbers in your exercise book.

1. Thirty four 11. Forty eight

2. Forty three 12. Twenty seven

3. Fifty two 13. Sixty four

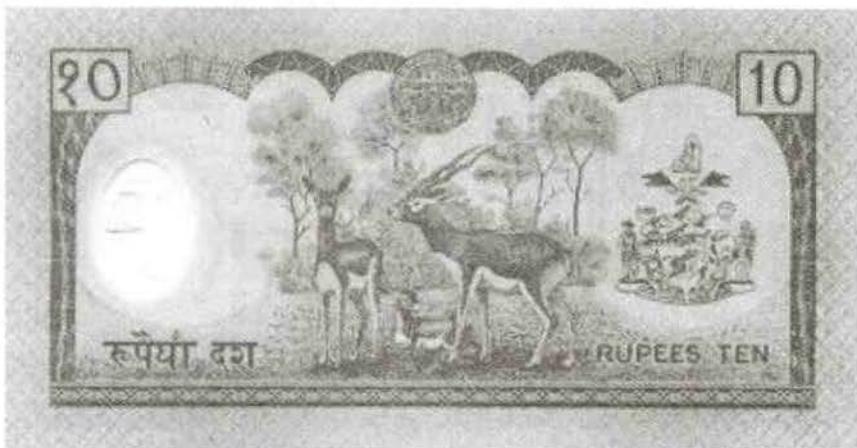
5. Thirty five 15. Ninety eight

6. Forty six 16. Eighty six

8. Sixty nine 18. Ninety

9. Fifty eight 19. One hundred

Look at the note given below and discuss:



- (A) What is written on the left top of the note?
- (B) How many rupees's note is this?
- (C) How many rupees notes have you seen?

Look at the given coins and discuss:



- (A) How many rupees coins have you seen?
- (B) How many rupees's are the coins given above?

**Teaching
instructions:**

1. Show the real notes and coins to the students and let them to recognize rupee notes and coins from Re 1 to Rs 100. Practise more activities of daily life.

ADDITION AND SUBTRACTION OF RUPEES

Addition of rupees

(A) How many rupees are altogether there? Write in number.



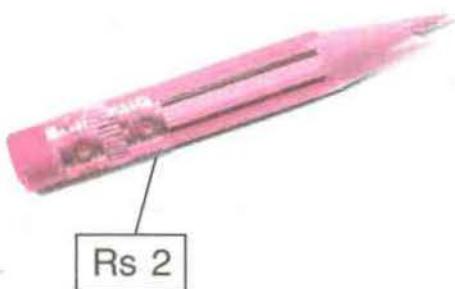
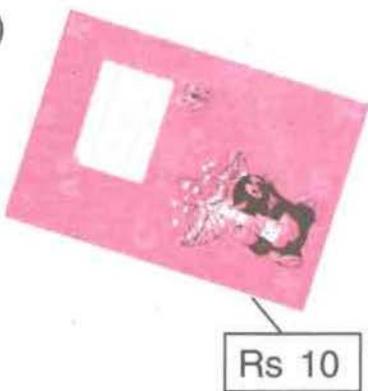
Total money with Ram.

$$\text{Rs } 2 + \text{Re } 1 = \text{Rs } 3$$

Total money with Raju

$$\text{Rs } \square + \text{Rs } \square = \text{Rs } \square$$

(B)



Total price of a copy and a pencil

$$= \text{Rs } 10 + \text{Rs } 2 = \text{Rs } 12$$

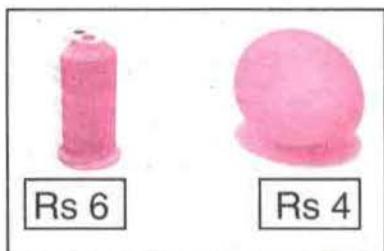
**Teaching
instructions:**

1. Use the real rupee notes and coins upto Rs 100 and practise addition of rupees.
2. Give more word problems and practise.

Exercise 1

What is the total price of the objects given in the box ?

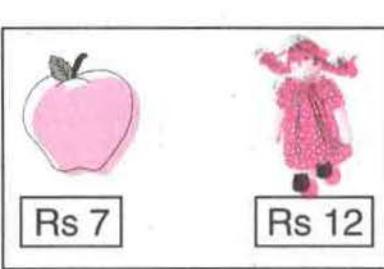
1.



2.



3.



4.



Subtraction of rupees

1.



Rekha has Rs. 10.

She is buying an exercise book.

It costs Rs. 5.

She gave Rs. 10 to the shopkeeper.

She thought "Rs. 5 is left after subtracting 5 from Rs. 10."

Shopkeeper returned her Rs. 5.

2. How much money is returned? Find out and write in your exercise book.

Given money Name of goods and price Returned amount

(A) Rs 5

banana



Rs 2

Rs 5 – Rs 2 = Rs 3

(B) Rs 10

pen



Rs 9

(C) Rs 5

cup



Rs 5

(D) Rs 12

doll



Rs 12

(E) Rs 5

egg



Rs 4

(F) Rs 10

apple



Rs 3

(G) Rs 10

glass



Rs 6

(H) Rs 20

vest



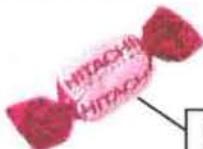
Rs 19

Lesson

27

VERBAL PROBLEMS RELATING TO MONEY

Look, some goods are given below that you can buy:



Rs. 1



Rs. 2



Rs. 12

Chocolate

Pencil

Biscuits



Rs. 11



Rs. 5



Rs. 20

Noodles

Soap

Tea

Maya and Hari have some money. Say what goods they can buy from the money given below.

(A) Maya has

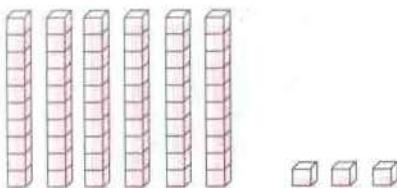


(B) Hari has



Teaching
instructions:

- Take students to the market and Tell them what they can buy in the markets with the money they have or with the given money, discuss. Practise more activities practically.

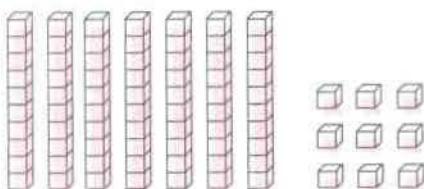


Tens	Ones	
6	3	63

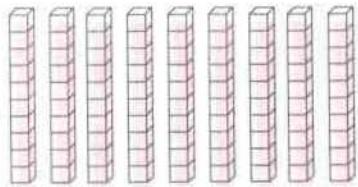
Here, 6 is in tens' place and 3 is in ones' place.

Exercise

- (A) Put the following numbers in the place value chart.



Tens	Ones	
7	9	79



Tens	Ones	
8	0	90

- (B) Which number is in ten's place? Write

58 83 57 26

- (C) Which number is in one's place? Write.

23 32 47 71

Lesson

29

GREATER THAN, LESS THAN AND EQUAL TO



Which one is greater
in 23 and 13?



Look at the number of tens' place first.
2 tens is greater than 1 tens.



23 is greater than 13.



Tens' place value of 25 and 27 is equal. What to do now?



If tens' place value is equal.
Let's look at the place value of ones place. 5 ones is less than 7 ones.



25 is less than 27.

What happens when the place value of both numbers 28 and 28 are equal.

Both numbers are equal.

28 and 28 are equal numbers.

We write $28 = 28$

Exercise

Copy in your exercise book and circle the greater number.

(A) 17	71	(B) 32	23	(C) 37	38
(D) 41	39	(E) 67	76	(F) 84	84
(G) 42	51	(H) 20	20	(I) 39	40

Teaching instructions: 1. Practise to identify small numbers and greater numbers on the basis of prior concept.
2. Clarify the above sentence to your students if they cannot understand properly.

GREATEST AND SMALLEST NUMBERS

Which one is the greatest number among the numbers given below?

34 28 41



4 is the greatest number among 3, 2, and 4 in tens place. Therefore, 41 is the greatest number.

Which one is the smallest number among the given numbers?

46 42 43



Which one is the smallest number?



Compare the numbers of tens place



Numbers of tens' place are equal



If so, now look at the number of ones place.

Oh! 42 is smaller



Teaching
instructions:

1. Practise more activities to teach the concept of counting of numbers, greater than, less than and equal to.

Exercise

(A) Copy the numbers in your exercise book and circle ○ the greatest numbers of the numbers given in the box.

1.

23	47	31
----	----	----

7.

92	97	95
----	----	----

2.

35	41	53
----	----	----

8.

84	85	86
----	----	----

3.

32	37	34
----	----	----

9.

77	76	75
----	----	----

4.

28	48	61
----	----	----

10.

58	59	57
----	----	----

5.

27	45	38
----	----	----

11.

6	9	5
---	---	---

6.

17	37	73
----	----	----

12.

26	27	28
----	----	----

(B) Copy the numbers in your exercise book and circle ○ the smallest numbers.

1.

27	45	29
----	----	----

7.

19	17	15
----	----	----

2.

51	32	48
----	----	----

8.

23	26	29
----	----	----

3.

75	85	95
----	----	----

9.

42	44	41
----	----	----

4.

63	36	56
----	----	----

10.

65	75	55
----	----	----

5.

30	40	50
----	----	----

11.

66	67	68
----	----	----

6.

51	32	48
----	----	----

12.

37	45	29
----	----	----

Ascending order of numbers.

Look at the following numbers:

8

3

5

Here, Greater number is 8 and smaller one is 3.

Putting these numbers in ascending order

3

5

8

Smallest one

Greatest one

While putting the numbers 21, 28 and 25 in ascending order

21

25

28

Smallest number

Greatest number

Exercise

Copy the given numbers in your exercise book and write the number in ascending order:

- (A) 43 56 25
(B) 35 17 22
(C) 63 68 64
(D) 48 58 98

25	43	56

Descending order of numbers

Look at the following numbers:

26

72

58

72 is greatest number and 26 is smallest number among these numbers.

Putting these numbers in descending order.

72

58

26

Exercise

Copy the numbers in your exercise book and write the number in descending order.

1. 6 9 7

2. 13 27 15

3. 43 53 65

4. 58 85 55

5. 60 80 70

6. 51 15 61

7. 83 38 88

8. 90 93 89

9. 61 71 51

10. 45 35 55

11. 85 65 95

12. 60 80 90

LONG, SHORT, TALL AND SHORT



Long Short

One string is long.

Other string is short.



Ram is taller than Gita.



Gita is shorter than Ram.

(A) Which one is long and which one is short? Identify.

1.



2.



(B) In the given pictures, which one is tall and which one is short? Identify



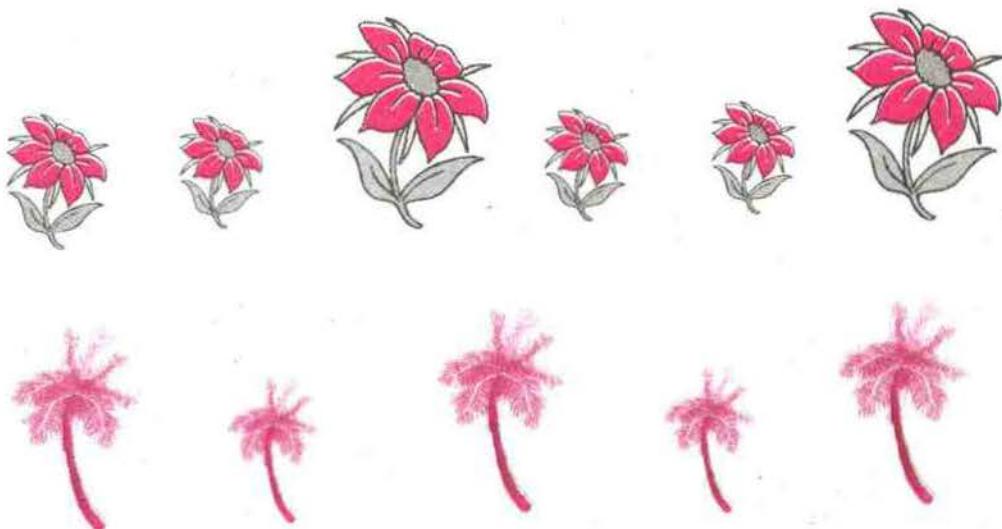
*Teaching
instructions:*

1. Give the concept of tall, short, long and short practically on the basis of figures and examples given above.

Exercise 1

Answer the following questions.

- (A) Tell the name of two objects longer than your thumb.
- (B) Find two objects shorter than your sole and tell their name.
- (C) Tell the name of your two friends taller and shorter than you.
- (D) Tell the name of two objects longer than your small finger.
- (E) Look at the given figures and answer.



1. How many big flowers are there?
2. How many small flowers are there?
3. How many short trees are there?
4. How many tall trees are there?

Teaching
instructions:

Ask students to recognize and identify long and short, tall and small objects by giving the examples of daily used things.

Exercise 2

(A) Measure the following figures with fingers and tell.



Pencil



Eraser

Which one is long ?

Pencil

Which one is short?

Eraser

(A) Compare your mathematics book with your exercise book and find out which one is longer?

(B) Measure your pencil and eraser, and say which one is shorter?

(C) Measure bench and blackboard of your classroom with hand span. Tell, which one is longer and shorter?

(D) Compare your mathematics book with pencil. Tell, which one is longer?

*Teaching
instructions:*

1. Give your students objects like book, exercise book, pen, etc. and tell them to measure with their finger and give the concept of longer and shorter.
3. Tell them to measure the length and breadth of classroom and other objects to practise more activities.

ADDITION OF 2 DIGIT NUMBERS

There are 24 boys and 32 girls in a school. How many boys and girls are there altogether?

$$\begin{array}{r} 24 \\ + 32 \\ \hline 56 \end{array}$$

Tens	Ones
2	4
3	2
5	6

Add the number of ones place first



Then, add the number of tens place.

$$\begin{array}{r} 35 \\ + 14 \\ \hline 49 \end{array}$$

Tens	Ones
3	5
1	4
4	9

$$\begin{array}{r} 16 \\ + 52 \\ \hline 68 \end{array}$$

$$16 = 1 \text{ ten} + 6 \text{ ones}$$

$$52 = 5 \text{ tens} + 2 \text{ ones}$$

$$68 = 6 \text{ tens} + 8 \text{ ones}$$

Teaching
instructions:

1. Use the bundles of sticks and wooden blocks to give the concept of addition of 2 digit numbers.

Exercise

(A) Copy the sums in your exercise book and add with place value

$$\begin{array}{r} 26 \\ + 53 \\ \hline \end{array}$$

Tens	Ones
2	6
5	3

$$\begin{array}{r} 42 \\ + 27 \\ \hline \end{array}$$

Tens	Ones
4	2
2	7

$$\begin{array}{r} 37 \\ + 41 \\ \hline \end{array}$$

Tens	Ones
3	7
4	1

$$\begin{array}{r} 64 \\ + 25 \\ \hline \end{array}$$

Tens	Ones
6	4
2	5

(B) Add:

12

31

25

35

27

+ 32

+ 15

+ 31

+ 42

+ 41

33

43

26

34

72

+ 25

+ 35

+ 62

+ 53

+ 17

16

28

64

41

55

+ 72

+ 71

+ 35

+ 27

+ 34

SUBTRACTION OF TWO DIGIT NUMBERS

Ram Lakhan had 34 sums to solve. He has solved 21 sums.

How many sums are there to solve?

	Tens	Ones
34	3	4
- 21	- 2	- 1
<hr/>	1	3

First, subtract the number of ones place.

Then ,subtract the number oftens place.



	Tens	Ones
48	4	8
- 27	- 2	- 7
<hr/>	2	1

$$\begin{array}{r}
 67 \\
 - 45 \\
 \hline
 22
 \end{array}
 \quad
 \begin{aligned}
 67 &= 6 \text{ tens} + 7 \text{ ones} \\
 - 45 &= 4 \text{ tens} + 5 \text{ ones} \\
 \hline
 22 &= 2 \text{ tens} + 2 \text{ ones}
 \end{aligned}$$

**Teaching
instructions:**

1. Use match-sticks and wooden blocks to give the concept of subtraction of two digit numbers. Do more exercise of subtraction based on above examples.

Exercise

(A) Copy the sums in your exercise book and subtract with the place value

	Tens	Ones
48	4	8
- 15	1	5

	Tens	Ones
69	6	9
- 45	4	5

	Tens	Ones
76	7	6
- 53	5	3

	Tens	Ones
89	8	9
- 62	6	2

(B) Copy the sums in your exercise book and subtract

34	56	48	39	56
- 21	- 34	- 17	- 27	- 45
_____	_____	_____	_____	_____
65	69	76	95	88
- 41	- 37	- 25	- 71	- 53
_____	_____	_____	_____	_____
79	85	69	78	59
- 36	- 73	- 26	- 56	- 21
_____	_____	_____	_____	_____

Verbal problems of Addition

Read and learn:

There are 2 cats and 3 cats. How many cats are there altogether?

Solution:

$$\begin{array}{r}
 2 \text{ cats} \\
 + 3 \text{ cats} \\
 \hline
 \text{Total} \quad 5 \text{ cats}
 \end{array}$$

Exercise

(A) There are 4 pens and 5 pens. How many pens are there altogether?

$$\begin{array}{r}
 \square \text{ pens} \\
 + \square \text{ pens} \\
 \hline
 \text{Total} \quad \square \text{ pens}
 \end{array}$$

(B) Milan has got 5 chocolates. He gets 3 more chocolates. How many chocolates does he have?

(C) How many exercise book will be there if 4 exercise books are added in 4 exercise books?

(D) How many cows will be there if 4 cows and 5 cows are together?

(D) How many oranges will be there if 6 oranges and 7 oranges kept together?

(E) There were seven birds sitting on a tree. Seven birds came to sit there. How many birds were altogether?

*Teaching
instructions:*

1. Make your students to write verbal problems in mathematical form and tell them to solve as above.
2. Write verbal problems according to the level of the students and tell them to solve.

Verbal problems of subtraction

Read and learn:

There were 5 birds in a tree. 3 birds flew away. How many birds are left?

$$\begin{array}{r} \boxed{5} \text{ birds} \\ - \boxed{3} \text{ birds} \\ \hline \text{left } \boxed{2} \text{ birds} \end{array}$$

Exercise

(A) Rama had 6 chocolates. She ate 4 chocolates. How many chocolates are left?

$$\begin{array}{r} \boxed{6} \text{ chocolates} \\ - \boxed{} \text{ chocolates} \\ \hline \text{left } \boxed{} \text{ chocolates} \end{array}$$

(B) How many apples were left after eating one apple from 4 apples?

(C) Teena had 8 pens. She lost two pens. How many pens were left?

(D) There were 10 baby chickens in Mona's home. Three chickens died. How many baby chicken are left?

(E) There were 15 oranges in a basket. 8 oranges were eaten. How many oranges are left?

**Teaching
instructions:**

- Ask children to write the sum in mathematical language as given in examples and exercise and tell them to solve the verbal problems of subtraction. If necessary, write the sums in mathematical language according to the level of students and help them to subtract.

Look at the pictures, discuss and answer.



- (A) Which container holds more water?
 (B) The big container is full of water.

The teacher put container's
water in a kettle.

Water overflowed.

So, the big container contains more water

- (C) Collect different pots from your home
and school. Such as kettle, bucket,
tin container, steel glass, glass,
jug, pot, etc.

After that, do as above.

- (D) Tell which one of the following containers' pair contain more
water?



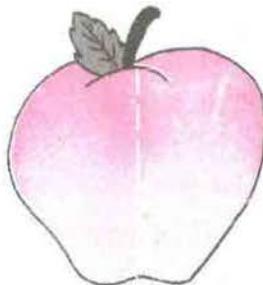
2.



4.

Teaching instructions: 1. Provide the concept of less and more capacity by using real containers and telling students to fill them with water.

(A) Look at the pictures and recognize half.



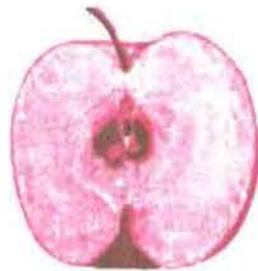
1 whole apple

1 apple



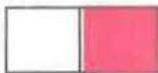
a half apple

$\frac{1}{2}$ apple



a half apple

$\frac{1}{2}$ apple



Each part is called half of the whole. We write $\frac{1}{2}$ for one half in fraction.

Teaching
instructions:

1. The concept of fraction is comparatively complex. Provide the concept of fraction by demonstrating real objects, tearing and folding the paper, and colouring the things and practise more.

(B) Look at the pictures and discuss:



1 whole
apple
One apple



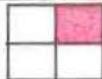
a half
apple
 $\frac{1}{2}$ apple



one fourth
of an apple
 $\frac{1}{4}$ apple



one fourth
of an apple
 $\frac{1}{4}$ apple

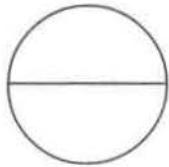


In four equal parts of a pie, one part of it, is called one fourth.
We write $\frac{1}{4}$ for one fourth.

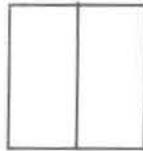
Exercise

1. Copy the picture in your exercise book and shade $\left(\frac{1}{2}\right)$ half part.

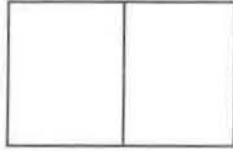
(A)



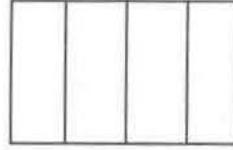
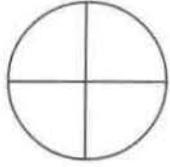
(B)



(C)

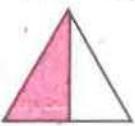


2. Copy the picture in your exercise book and shade $\left(\frac{1}{4}\right)$ one fourth.

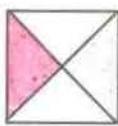


3. Write $\frac{1}{2}$ or $\frac{1}{4}$ of the shaded figures.

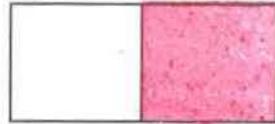
(A)



(B)

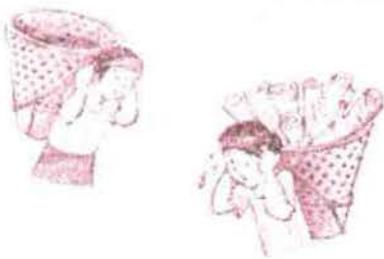


(C)



4. Collect objects around your home and school that can be broken into half and one fourth and break them into half and one-fourth.

- (A) Which basket is light?
Which basket is heavy?
- (B) Find which one is heavier in the following objects?



Pumpkin

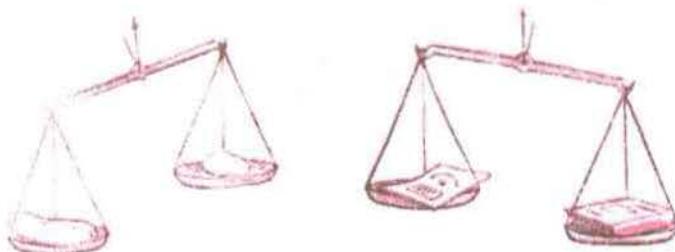


apple

- (C) It is a weighing balance. In the balance, Pumpkin is heavier than banana.

**Exercise**

- (A) Look at the balance and find which one is lighter:



- (B) Tell the name of three objects heavier than your mathematics book.
- (C) Tell the name of three objects lighter than your mathematics book.

*Teaching
instructions:*

1. Give the concept of weight by lifting different objects and weighing them on a weighting balance. Offer additional activities to practise.

Lesson

39

MULTIPLICATION

Look at the pictures and learn:



Sita has 2 apples.

$$2 \text{ apples} + 2 \text{ apples} = 4 \text{ apples}$$

$$2 + 2 = 4$$

Hari has 2 apples.

$$2 \text{ apples } 2 \text{ times} = 4 \text{ apples}$$

They have 4 apples in total.

$$2 \times 2 = 4$$



Gopal stood with them with
2 apples.

$$\begin{aligned} &2 \text{ apples} + 2 \text{ apples} + 2 \text{ apples} \\ &= 6 \text{ apples} \end{aligned}$$

$$2 + 2 + 2 = 6$$

$$2 \text{ apples } 3 \text{ times} = 6 \text{ apples}$$

$$2 \times 3 = 6$$



Sarita also stood with them
with 2 apples .

$$\begin{aligned} &2 \text{ apples} + 2 \text{ apples} + 2 \text{ apples} \\ &+ 2 \text{ apples} = 8 \text{ apples} \end{aligned}$$

$$2 + 2 + 2 + 2 = 8$$

$$2 \text{ apples } 4 \text{ times} = 8 \text{ apples}$$

$$2 \times 4 = 8$$

(X) indicates the frequency. It is the sign of multiplication.

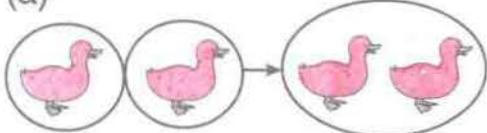
Teaching
instructions:

1. Collect solid objects like marbles, stones, blocks etc. and divide them into two groups and tell the children to count. Give the concept multiplication is possible between two groups.
2. Get the children to read as 2×1 is 2 times 1. Provide additional exercises as given above and ask them to do themselves.

Exercise

Read, count and do the sums in your exercise book.

(a)

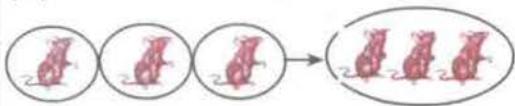


1 duck 2 times = 2 ducks

$$1 + 1 = \boxed{\quad}$$

$$1 \times 2 = \boxed{\quad}$$

(b)

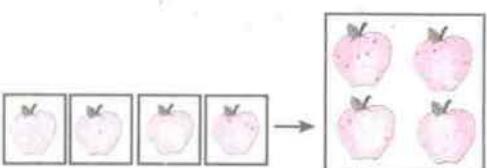


1 mouse 3 times = 3 mice

$$1 + 1 + 1 = \boxed{\quad}$$

$$1 \times 3 = \boxed{\quad}$$

(c)

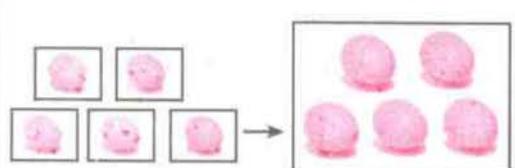


1 apple 4 times = 4 apples

$$1 + 1 + 1 + 1 = \boxed{\quad}$$

$$1 \times 4 = \boxed{\quad}$$

(d)

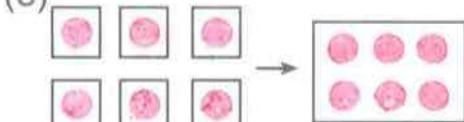


1 egg 5 times = 5 eggs

$$1 + 1 + 1 + 1 + 1 = \boxed{\quad}$$

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

(e)



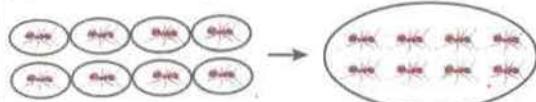
1 dot 6 times = 6 dots

$$1 + 1 + 1 +$$

$$1 + 1 + 1 = \boxed{\quad}$$

$$1 \times 6 = \boxed{\quad}$$

(f)

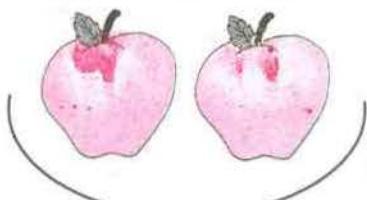


1 ant 8 times = 8 ants

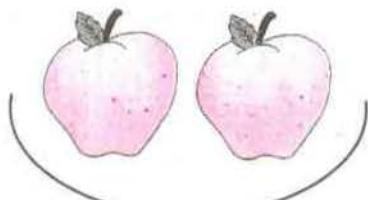
$$1 + 1 + 1 + 1 +$$

$$1 + 1 + 1 + 1 = \boxed{\quad}$$

$$1 \times 8 = \boxed{\quad}$$

Lesson**40****MULTIPLICATION UP TO 5****Multiplication of 2****Look and learn:**

1 time 2 oranges



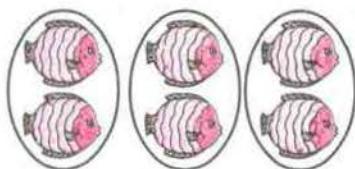
= 2 oranges



2 birds + 2 birds = 4 birds

2 bird 2 times = 4 birds

2 × 2 = 4



2 fish 3 times = 6 fishes

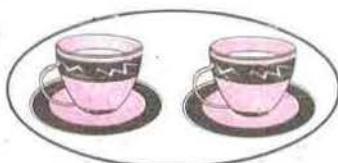
2 + 2 + 2 = 6

2 × 3 = 6

Exercise

Read, count and solve the sum in your exercise book.

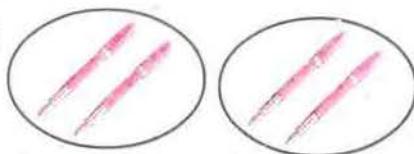
(A)



2 cups 1 time = 2 cups

$2 \times \boxed{1} = \boxed{2}$

(B)



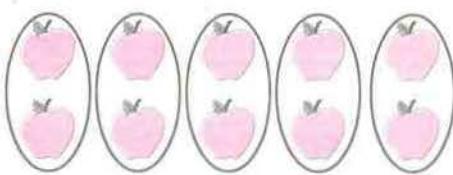
2 pens 2 times = 4 pens

$2 \times \boxed{2} = \boxed{\quad}$

Teaching instructions:

- Give the concept of multiplication by collecting different solid objects such as wood pieces, blocks, maize grains and dividing them into 2/3/4 groups. Tell them count in book to do the above exercises. Provide the concept of multiplication like 2×10 , 3×10 , 4×10 , 5×10 with the help of pictures.

(B)

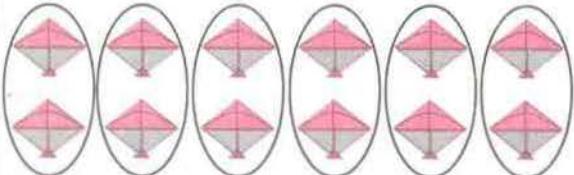


2 apples 5 times = 10 apples

$$\square + \square + \square + \square + \square = \square$$

$$2 \times 5 = \square$$

(D)



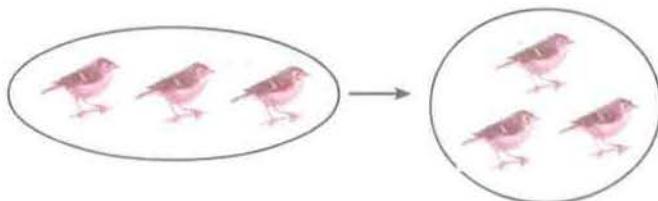
2 kites 6 times = 12 kites

$$\square + \square + \square + \square + \square + \square = \square$$

$$2 \times 6 = \square$$

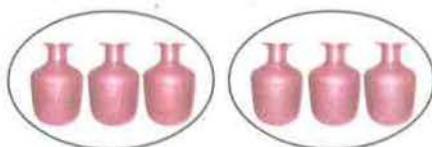
Multiplication of 3

Look and learn:



3 birds 1 time = 3 birds

$$3 \times 1 = 3$$

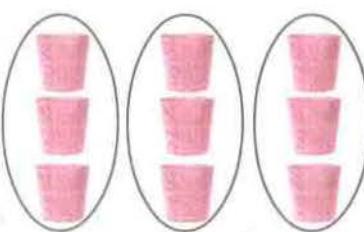


3 pots + 3 pots = 6 pots

3 pots 2 times = 6 pots

$$3 + 3 = 6$$

$$3 \times 2 = 6$$



3 baskets 3 times = 9 baskets

$$3 + 3 + 3 = 9$$

$$3 \times 3 = 9$$

Exercise

Read, count and do the sums in your exercise book:

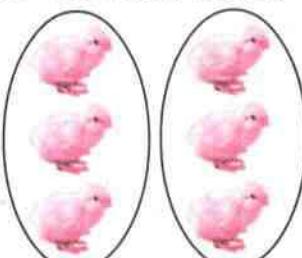
(A)



3 glasses 1 time = 3 glasses

$$3 \times 1 =$$

(B)



3 chickens 2 times = 6 chickens

$$3 + 3 = 6$$

$$3 \times 2 =$$

(B)

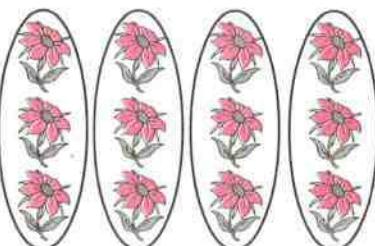


3 glasses 3 times = 9 glasses

$$\square + \square + \square = \square$$

$$3 \times 3 = \square$$

(D)

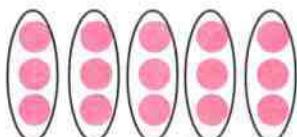


3 flowers 4 times = 12 flowers

$$\square + \square + \square + \square = \square$$

$$3 \times 4 = \square$$

(E)



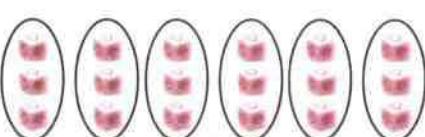
3 dots 5 times = 15 dots

$$\square + \square + \square +$$

$$\square + \square = \square$$

$$3 \times 5 = \square$$

(F)



3 dices 6 times = 18 dices

$$\square + \square + \square +$$

$$\square + \square + \square = \square$$

$$3 \times 6 = \square$$

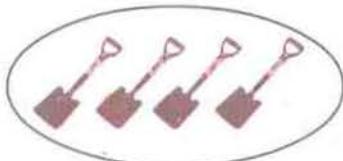
Multiplication of 4

Look and learn:



4 spade 1 time

$$4 \times 1$$



4 spades

$$4$$



4 glasses + 4 glasses
= 8 glasses

4 glasses 2 times = 8 glasses

$$4 \times 2 = 8$$



4 leaves + 4 leaves + 4 leaves
= 12 leaves

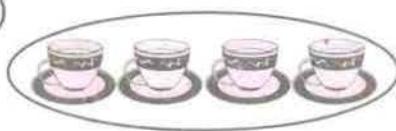
4 leaves 3 times = 12 leaves

$$4 \times 3 = 12$$

Exercise

Read, count and solve the sums in your exercise book.

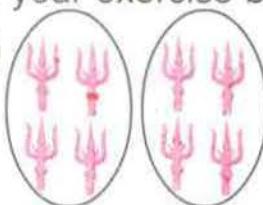
(A)



4 cups 1 time = 4 cups

$$\boxed{4} \times \boxed{1} = \boxed{\quad}$$

(B)



4 trisul 2 times = 8 trisuls

$$\boxed{4} + \boxed{4} = 8$$

$$\boxed{4} \times \boxed{2} = \boxed{\quad}$$

(C)



4 pomegranates 3 times

= 12 pomegranates

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

$$\boxed{4} \times \boxed{3} = \boxed{\quad}$$

(D)



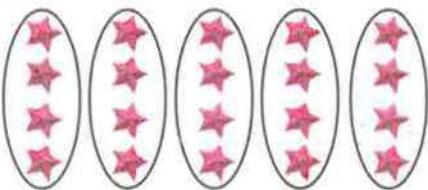
4 butterflies 4 times

= 12 butterflies

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

$$\boxed{4} \times \boxed{4} = \boxed{\quad}$$

(E)

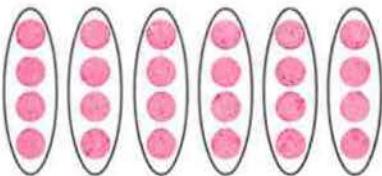


4 stars 5 times = 20 stars

$$\boxed{} + \boxed{} + \boxed{} + \boxed{} + \boxed{} = \boxed{}$$

$$4 \times \boxed{5} = \boxed{}$$

(F)



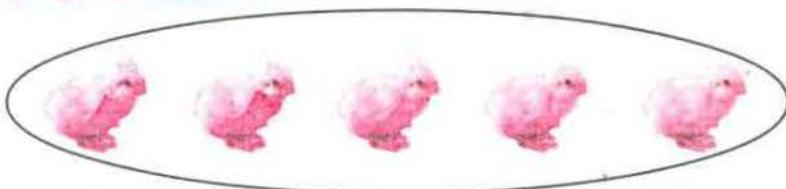
4 dots 6 times = 24 dots

$$\boxed{} + \boxed{} + \boxed{} + \\ \boxed{} + \boxed{} + \boxed{} = \boxed{}$$

$$4 \times \boxed{6} = \boxed{}$$

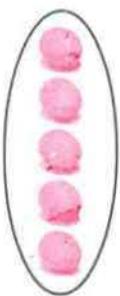
Multiplication of 5

Look and learn



5 chickens 1 time = 5 chickens

$$5 \times 1 = 5$$

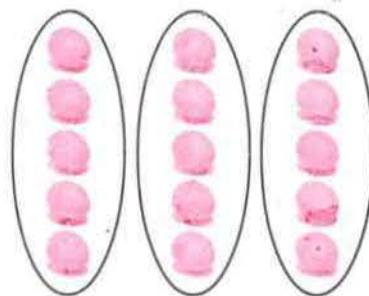


5 eggs + 5 eggs = 10 eggs

5 eggs 2 times = 10 eggs

$$5 + 5 = 10$$

$$5 \times 2 = 10$$



5 eggs 3 times = 15 eggs

$$5 + 5 + 5 = 15$$

$$5 \times 3 = 15$$

Exercise

Read, count and copy the sums in your exercise book and solve:

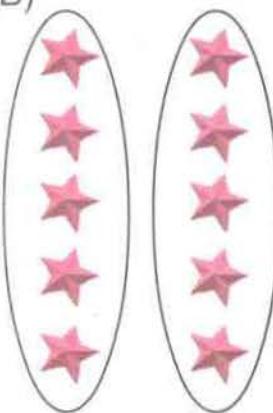
(A)



5 stars 1 time = 5 stars

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

(B)



5 stars 2 times = 10 stars

$$5 + 5 = 10$$

$$\boxed{5} \times \boxed{2} = \boxed{\quad}$$

(C)

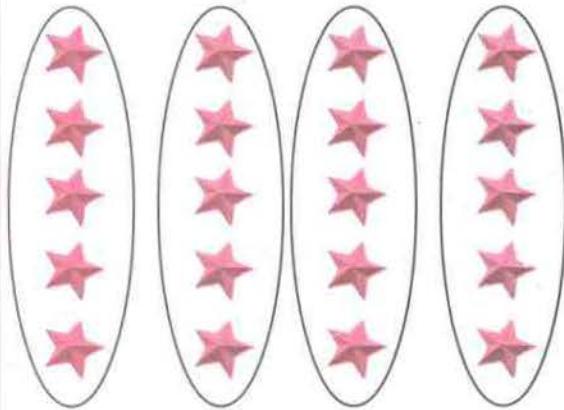


5 stars 3 times = 15 stars

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

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

(D)



5 stars 4 times = 20 stars

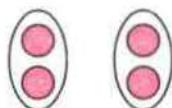
$$\boxed{\quad} + \boxed{\quad} + \boxed{\quad} + \boxed{\quad} = \boxed{\quad}$$

$$\boxed{5} \times \boxed{4} = \boxed{\quad}$$

Mixed exercise

Count, copy the sums in your exercise book and fill in the blanks.

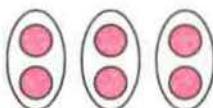
(A)



$$2 + 2 = 4$$

$$2 \times 2 = 4$$

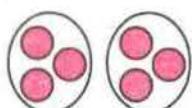
(B)



$$2 + 2 + 2 = 6$$

$$\boxed{2} \times \boxed{3} = \boxed{}$$

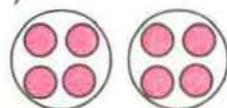
(C)



$$3 + 3 = \boxed{}$$

$$3 \times \boxed{2} = \boxed{}$$

(D)



$$4 + 4 = \boxed{}$$

$$\boxed{4} \times \boxed{2} = \boxed{}$$

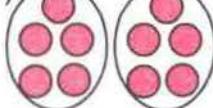
(E)



$$4 + 4 + 4 = \boxed{}$$

$$\boxed{4} \times \boxed{3} = \boxed{}$$

(F)

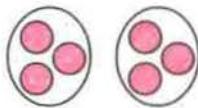


$$5 + 5 = \boxed{}$$

$$\boxed{5} \times \boxed{2} = \boxed{}$$

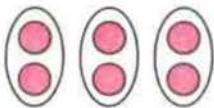
Count and fill in the gaps.

(A)



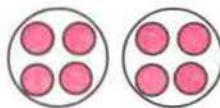
$$\boxed{3} \times \boxed{2} = \boxed{6}$$

(B)



$$\boxed{2} \times \boxed{3} = \boxed{}$$

(C)



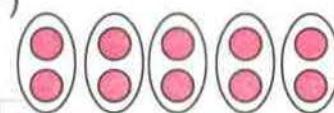
$$\boxed{4} \times \boxed{2} = \boxed{}$$

(E)



$$\boxed{2} \times \boxed{1} = \boxed{2}$$

(F)



$$\boxed{2} \times \boxed{5} = \boxed{}$$

(G)



$$\boxed{5} \times \boxed{1} = \boxed{}$$

Lesson

41

KNOWLEDGE OF TABLE

Look, count and read:



2 dots 1 time = 2 dots

2 one's = 2

$2 \times 1 = 2$



2 dots 2 times = 4 dots

2 two's = 4

$2 \times 2 = 4$



2 dots 3 times = 6 dots

2 three's = 6

$2 \times 3 = 6$



2 dots 4 times = 8 dots

2 four's = 8

$2 \times 4 = 8$



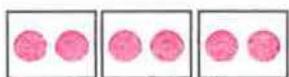
2 dots 5 times = 10 dots

2 five's = 10

$2 \times 5 = 10$

**Teaching
instructions:**

1. Practise from $3 \times 1 = 3$ to $5 \times 10 = 50$ as above.



2 dots 6 times = 12 dots

2 six's = 12

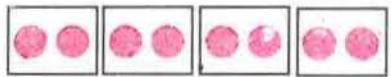
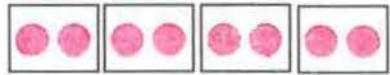
$$2 \times 6 = 12$$



2 dots 7 times = 14 dots

2 seven's = 14

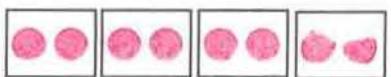
$$2 \times 7 = 14$$



2 dots 8 times = 16 dots

2 eight's = 16

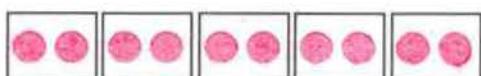
$$2 \times 8 = 16$$



2 dots 9 times = 18 dots

2 ninth's = 18

$$2 \times 9 = 18$$



2 dots 10 times = 20 dots

2 ten's = 20

$$2 \times 10 = 20$$

Exercise 1

(A) Complete the table of 2:

Read	Count	Say
2 one's		$2 \times 1 = 2$
2 two's		$2 \times 2 = 4$
2 three's		$2 \times 3 = 6$
2 four's		$2 \times 4 =$ <input type="text"/>
2 five's		$2 \times 5 =$ <input type="text"/>
2 six's		$2 \times 6 = 12$
2 seven's		$2 \times 7 = 14$
2 eight's		$2 \times 8 =$ <input type="text"/>
2 nine's		$2 \times 9 =$ <input type="text"/>
2 ten's		$2 \times 10 = 20$

(B) Say the table of 2

Exercise 2

(A) Complete the table of 3:

Read	Count	Say
3 one's		$3 \times 1 = 3$
3 two's		$3 \times 2 = 6$
3 three's		$3 \times 3 = 9$
3 four's		$3 \times 4 =$ <input type="text"/>
3 five's		$3 \times 5 = 15$
3 six's		$3 \times 6 =$ <input type="text"/>
3 seven's		$3 \times 7 =$ <input type="text"/>
3 eight's		$3 \times 8 = 24$
3 nine's		$3 \times 9 =$ <input type="text"/>
3 ten's		$3 \times 10 = 30$

(B) Say the table of 3

**Teaching
instructions:**

- Ask the children to count the dots given in the box and complete the table of 3 and encourage them to tell without looking at the book.

Exercise 3

A. Complete the table of 4:

Read	Count	Say
4 One's		$4 \times 1 = 4$
4 Two's		$4 \times 2 = 8$
4 Three's		$4 \times 3 =$ <input type="text"/>
4 Four's		$4 \times 4 =$ <input type="text"/>
4 Five's		$4 \times 5 =$ <input type="text"/>
4 Six's		$4 \times 6 =$ <input type="text"/>
4 Seventh's		$4 \times 7 =$ <input type="text"/>
4 Eight's		$4 \times 8 =$ <input type="text"/>
4 Ninth's		$4 \times 9 =$ <input type="text"/>
4 Tenth's		$4 \times 10 =$ <input type="text"/> 40

B. Say the table of 4.

Exercise 4

A. Complete the table of 5:

Read	Count	Say
5 One's		$5 \times 1 = 5$
5 Two's		$5 \times 2 = 10$
5 Three's		$5 \times 3 =$ <input type="text"/>
5 Four's		$5 \times 4 =$ <input type="text"/>
5 Five's		$5 \times 5 =$ <input type="text"/>
5 Six's		$5 \times 6 =$ <input type="text"/>
5 Seventh's		$5 \times 7 =$ <input type="text"/>
5 Eighth's		$5 \times 8 =$ <input type="text"/>
5 Ninth's		$5 \times 9 =$ <input type="text"/>
5 Tenth's		$5 \times 10 =$ <input type="text"/>

B. Say the table of 5.

Mixed exercise

Copy the sums in your exercise book and then fill in the blanks:

$2 \times 1 = 2$

$4 \times 1 = \boxed{}$

$3 \times 7 = \boxed{}$

$2 \times 2 = 4$

$4 \times 2 = \boxed{}$

$4 \times 3 = \boxed{}$

$3 \times 2 = \boxed{}$

$4 \times 4 = \boxed{}$

$4 \times 3 = \boxed{}$

$5 \times 6 = \boxed{}$

$2 \times 9 = \boxed{}$

$2 \times 4 = \boxed{}$

$4 \times 9 = \boxed{}$

$2 \times 5 = \boxed{}$

$5 \times 9 = \boxed{}$

$3 \times 9 = \boxed{}$

$2 \times 7 = \boxed{}$

$5 \times 3 = \boxed{}$

$5 \times 5 = \boxed{}$

$5 \times 10 = \boxed{}$

$5 \times 4 = \boxed{}$

$3 \times 4 = \boxed{}$

$4 \times 10 = \boxed{}$

$4 \times 8 = \boxed{}$

$4 \times 5 = \boxed{}$

$3 \times 8 = \boxed{}$

$5 \times 7 = \boxed{}$

$5 \times 3 = \boxed{}$

$5 \times 2 = \boxed{}$

$3 \times 3 = \boxed{}$

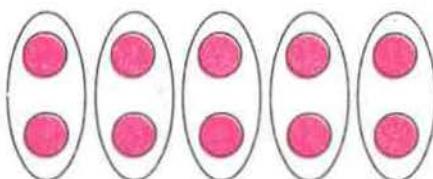
Teaching
instructions:

Practise the table from 2×1 to 5×10 as above.

VERBAL PROBLEM OF MULTIPLICATION

Solve the sums using multiplication:

- A. How many dots are there in total?



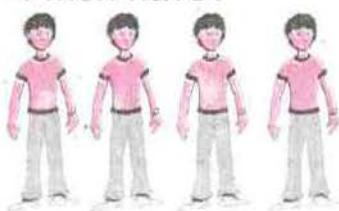
$$2 \times \boxed{5} = \boxed{10}$$

- B. How many ears do three rabbits have?



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

- C. How many hands do 4 men have?



$$2 \times \boxed{\quad} = \boxed{\quad}$$

- D. How many leaves do 5 flowers have?



$$2 \times \boxed{\quad} = \boxed{\quad}$$

- E. How many fingers are there in two hands?



$$2 \times \boxed{\quad} = \boxed{\quad}$$

- F. There are 3 buttons in a coat. How many buttons are there in the coats?



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

Teaching instructions: Make groups of real objects as shown above and give the concept of multiplication by counting. Practise more activities on multiplication.

Sanumaya counted her animals. After that she displayed them in pictograph. The pictograph became like this.

5					
4					
3					
2					
1					
	dog	ducks	cocks	cows	rabbits

Some questions are given below based on the above pictograph, discuss:

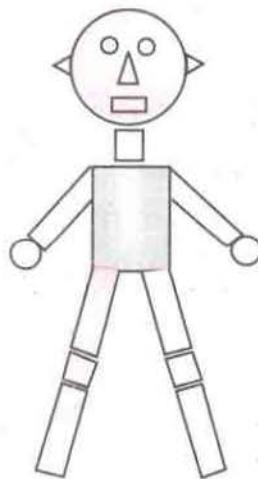
- How many sheeps does Sanumaya have?
- Which one is more in number cows or sheeps?
- How many cocks are there?
- How many more cocks are there than that of ducks?
- How many dogs are there?
- How many birds are there?
- How many four footed animals are there?
- How many types of animals does Sanumaya have? What are they?

Teaching instructions: Practise students to read and collect information from pictograph with the help of real objects, pictures and project work.

Exercise 1

Look at the figures below. Divide them into different groups according to their shape and write in your exercise book.

Shape	How many
Circle	5
Four sided	
Three sided	



- B. Now, draw pictograph based on above figures.

Shape	Pictograph
Circle	○ ○ ○ ○ ○
Four sided	□
Three sided	△

Exercise 2

A. Which one do you like?



egg



banana



selroti

The number of students of class one and the name of food they like is given below:

Food they like	How many?
egg	8
selroti	6
banana	7

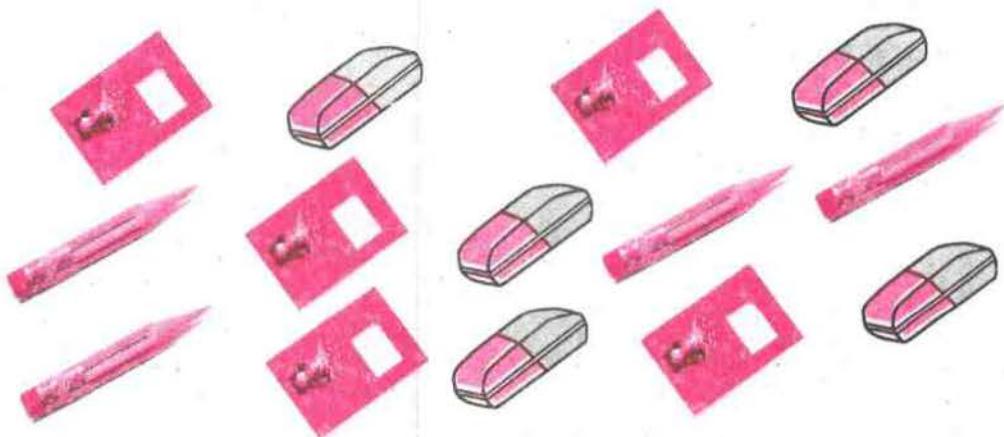
Make a pictograph of above table in your exercise book:

eggs	selroti	banana

Teaching instructions: Give more problems as shown above and practise them in a practical way.

Exercise 3

A. Look at the pictures and make four groups.



Count each item. How many objects are there in each group?
Draw a pictograph.

B. Pictograph of students is given below.

Discuss on the following questions:

Girls	
Boys	

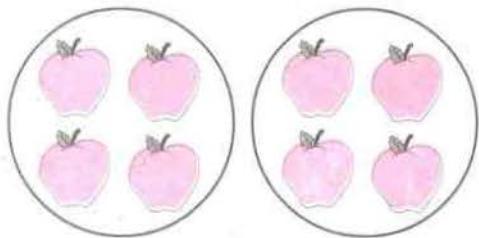
- How many students are there?
- How many girls are there?
- How many boys are there?
- How many girls are there more than boys?
- Prepare similar pictograph for your classroom.

Lets have a look, Seema and Pemba are dividing 8 apples in two equal parts.

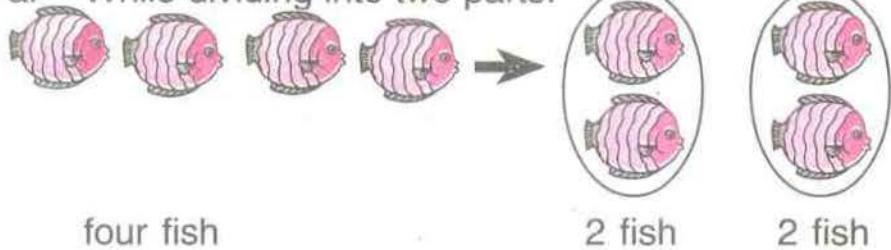
Seema got four apples.

Pemba got four apples.

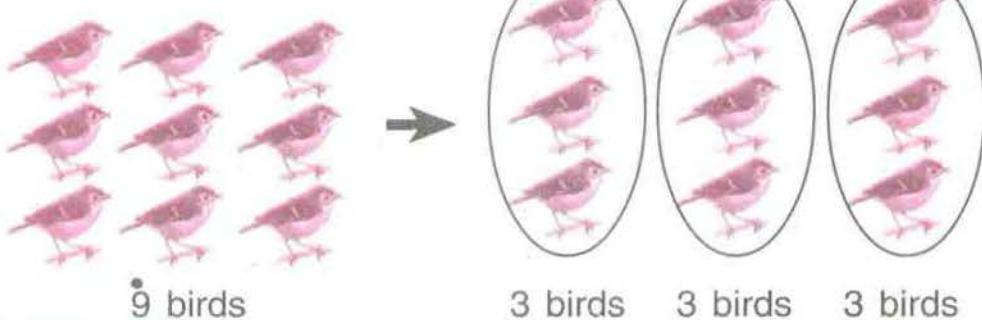
Each of them got four apples.



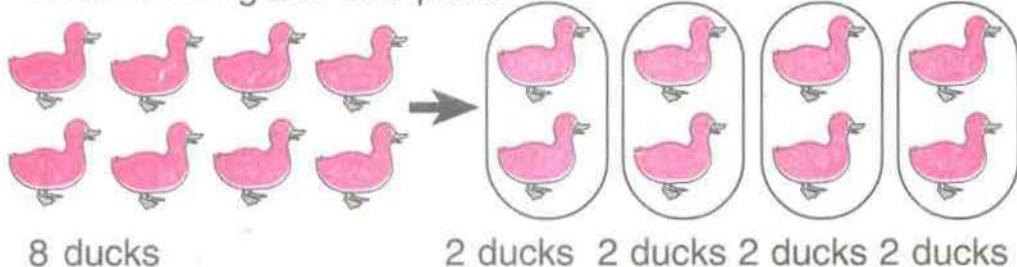
a. While dividing into two parts.



b. While dividing into three parts.



c. While dividing into four parts.

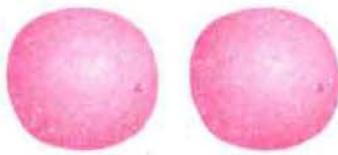


Teaching instructions: Give the concept of division by dividing the real objects, pictures, and lines. Provide additional exercise for the students.

Exercise

1. Divide the following objects into two parts.

(A)



(B)



2. Divide the following objects into three parts.

(A)



(B)



3. Divide the following objects into four parts.

(A)



(B)

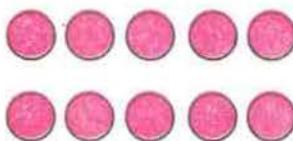


4. Divide the following objects into five parts.

(A)



(B)

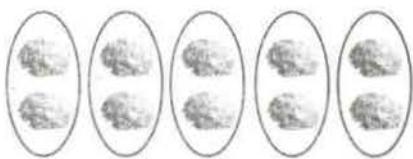


Teaching
instructions:

1. Make the children to put solid objects like block, stone, apple, orange etc. in different places or pots. While dividing, tell them to keep objects one by one in different pots. How many objects are there in each part? Tell them to count and give the concept of division.

5. Divide and tell how many are there in a part:

- a. Divide 10 small stones into two equal parts.



- b. Divide 12 pencils into three equal parts.



- c. Divide 18 eggs into three equal parts.



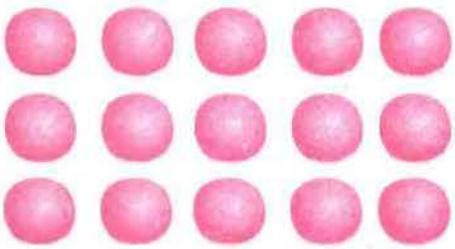
- d. Divide 20 potatoes into two equal parts.



- e. Divide 16 flowers into four equal parts.



- f. Divide 15 oranges into five equal parts.



1. Baisakh Read the following months and discuss:
2. Jestha a. Count the given months and write how many months are there.
3. Asar
4. Sawun b. Tell your friends the names of the months.
5. Bhadau c. Discuss and say:
 - Which month each year starts with?
6. Asoj - Which month comes after Baisakh?
7. Kartik
8. Mangsir - Tell the months that come after Magh.
9. Poush - Which is the seventh month.
10. Magh d. Which is the last month of the year?
11. Falgun
12. Chaitra e. Which month is it?
 - f. How many months are there in a year?

Teaching instructions: 1. Use different types of calendar and charts. Have a discussion on the name and concept of the months of a year.

Look and learn the numbers:

Devanagari numbers

Devanagari numbers	१	२	३	४	५	६	७	८	९	१०
Hindu Arabic numbers	1	2	3	4	5	6	7	8	9	10

Exercise

1. Write Hindu Arabic Numbers from 1 to 10.

--	--	--	--	--	--	--	--	--	--	--

2. Copy the following sums in your exercise book and solve:

a. $1 + 1 = \boxed{}$

b. $2 + 1 = \boxed{}$

c. $7 + 1 = \boxed{}$

d. $3 + 4 = \boxed{}$

e. $3 - 1 = \boxed{}$

f. $10 - 5 = \boxed{}$

Teaching
instructions:

- Practise to read, write and count in Hindu Arabic number system.
- Make them to practise addition and subtraction. Similarly, get students write numbers in words according to their level of knowledge.

Numbers from 1 to 100

Read and recognize the numbers from 1 to 100.

1 one	11 eleven	21 twenty-one	31 thirty-one
2 two	12 twelve	22 twenty-two	32 thirty-two
3 three	13 thirteen	23 twenty-three	33 thirty-three
4 four	14 fourteen	24 twenty-four	34 thirty-four
5 five	15 fifteen	25 twenty-five	35 thirty-five
6 six	16 sixteen	26 twenty-six	36 thirty-six
7 seven	17 seventeen	27 twenty-seven	37 thirty-seven
8 eight	18 eighteen	28 twenty-eight	38 thirty-eight
9 nine	19 nineteen	29 twenty-nine	39 thirty-nine
10 ten	20 twenty	30 thirty	40 forty
41 forty-one	51 fifty-one	61 sixty-one	
42 forty-two	52 fifty-two	62 sixty-two	
43 forty-three	53 fifty-three	63 sixty-three	
44 forty-four	54 fifty-four	64 sixty-four	
45 forty-five	55 fifty-five	65 sixty-five	
46 forty-six	56 fifty-six	66 sixty-six	
47 forty-seven	57 fifty-seven	67 sixty-seven	
48 forty-eight	58 fifty-eight	68 sixty-eight	
49 forty-nine	59 fifty-nine	69 sixty-nine	
50 fifty	60 sixty	70 seventy	

Teaching instructions: Get students read the numbers from 1 to 100.

71	seventy-one	81	eighty-one	91	ninety-one
72	seventy-two	82	eighty-two	92	ninety-two
73	seventy-three	83	eighty-three	93	ninety-three
74	seventy-four	84	eighty-four	94	ninety-four
75	seventy-five	85	eighty-five	95	ninety-five
76	seventy-six	86	eighty-six	96	ninety-six
77	seventy-seven	87	eighty-seven	97	ninety-seven
78	seventy-eight	88	eighty-eight	98	ninety-eight
79	seventy-nine	89	eighty-nine	99	ninety-nine
80	eighty	90	ninety	100	hundred

Exercise

Copy the following table in your exercise book and fill in the blanks:

1						7			
				15					
		23							
								39	
	42								
					56				
61									
			74						
							88		
									100