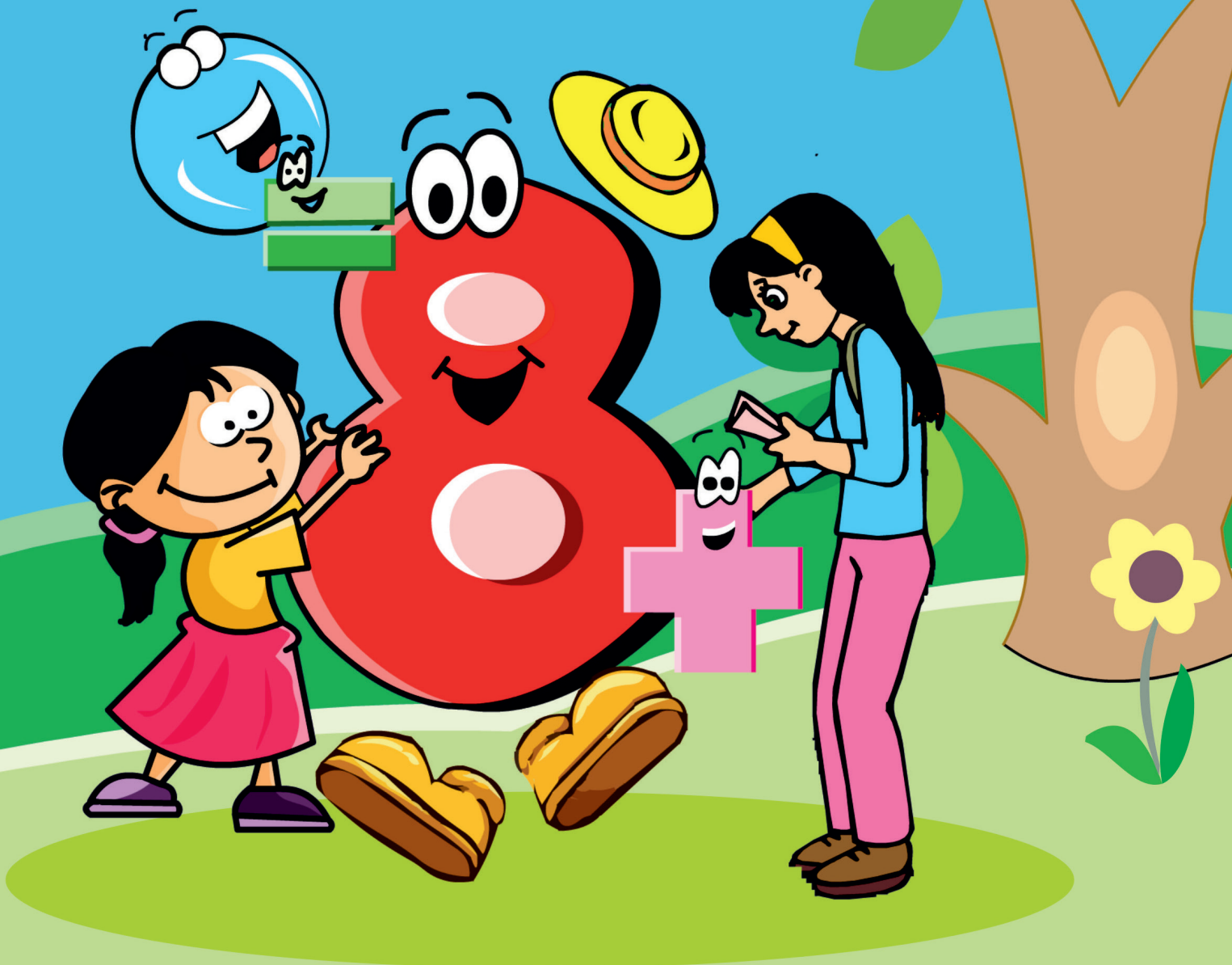


Math

Work - Book

1
Class





Math

Workbook

Class - 1



District Institute for Education and Training
Moti Bagh, New Delhi 110021





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No. PS/DE/2020/29

Dated ...12/3/2020...

FOREWORD

This Workbook was initially prepared in the year 2017 to meet the needs of the early learners of Sarvodaya Vidyalayas. Since then, the Workbook has acted as a helpful interface between the curriculum and the classroom as it offers a format that supports not just the teachers to lead the students towards excellence but also to provide them with methods of creative teaching.


As we all are aware, the acquisition of learning cannot be taken for granted. School attendance alone does not guarantee learning. Also, what is taught by the teachers requires further reinforcement.

Our decision to review the Workbook was based on the positive feedback received from schools and other stake holders that the Workbook provides the tools and resources for educators to unlock children's creativity and to foster literacy skills.

After completing all the Worksheets, if the children have a deeper understanding of the language, phonological awareness, print awareness as well as enriched literacy, the goal of the book stands achieved.

I congratulate SCERT, DIET (Moti Bagh), and Teachers of DOE whose contribution has enabled an enriched and upgraded version to reach our schools.

I hope that the revised version will continue to be a useful aid for both the students and the teachers alike. I wish them all the success.


Binay Bhushan
(Director Education)



Acknowledgement

At the outset, we wish to thank our Hon'ble Deputy CM and Minister of Education, GNCT of Delhi Shri. Manish Sisodia ji and Ms. Punya Salila Srivastava, Principal Secretary (Education), Delhi for leading the department to focus its efforts on addressing the learning gaps and on enhancing the learning outcomes in the students. The Directorate of Education and SCERT/ DIETs (GNCT of Delhi) are making enduring efforts to bridge the learning gaps that exists to a large extent amongst the students. This practice workbook aims to provide a conducive, attractive and child friendly environment which has wide opportunity for the child to express him/herself freely with his own creativity during learning.

Needs of the students and their age, academic level as well as learning outcomes have been kept in mind during the preparation of these worksheets. We are sure this will lead to an enrichment of knowledge and skills of the students at the same time empower the teachers with a line of direction to unfold their own creativeness in a variety of ways.

This practice workbook is the culmination of hard work, dedication and guidance of Ms. Saumya Gupta, our worthy Director of Education, Dr. (Mrs.) Sunita S. Kaushik, Director SCERT, Ms. Anita Satia and Dr. Marcel Ekka, former Director (SCERT), Dr. Nahar Singh, Joint Director, SCERT and most importantly Ms. Meena Srivastava, Principal DIET Moti Bagh. Various Lecturers from DIETs and Teachers from the Directorate of Education, MCD and Kendriya Vidyalaya Sangathan have all contributed to the making of this practice workbook. They have all provided valuable insights and expertise that has greatly assisted in the making of each of these practice worksheets. We are sure this will help the teachers to build a happy environment in the class and within the school. We express our wholehearted thanks to the efforts made by all the Core Committee members, Sub-Committee members and vetting team for providing their expertise that has assisted in completion of this practice workbook.

Our sincere thanks are also due to Dr. Pawan Kumar and Ms. Aparna, Coordinators, Dr. Rupa Jaiswal, Mr. Anand Kumar Singh and other faculty members who have been closely associated with rendering their services in various tasks involved in organizing the workshops, procuring materials and coordinating with the printers to give this a final shape. Last but not the least, the work of the entire Publication team, cover page designer and illustrator for their technical and creative support also require a special mention for providing their continuous and rigorous working.

(Dr. Saroj Bala Sain)
Additional D.E (School)



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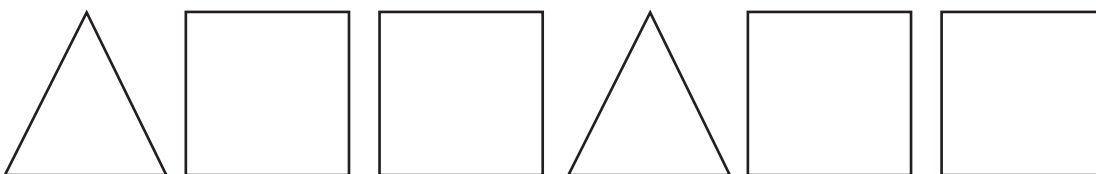
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Learning Outcomes

1. Is able to work with numbers 1 to 20.
2. Classifies objects into groups based on some physical attributes like shape, size and other observable properties including rolling and sliding.
3. Recites number names and counts objects up to 20, concretely, pictorially and symbolically.
4. Compares numbers up to 20. For example tells whether number of girls or number of boys is more in the class.
5. Applies addition and subtraction of numbers 1 to 20 in daily life:
 - Constructs addition facts up to 10 by using concrete objects. For example to find $3+3$ counts 3 steps forward from 3 onwards and conclude that $3+3=6$.
 - Subtracts numbers using 1 to 10. For example the child takes out 3 objects from a collection of 9 objects and counts the remaining to conclude $9-3=6$.
 - Solves day to day problems related to addition & subtraction of numbers up to 10.
 - Recognizes numbers up to 20 and writes numerals.
6. Describes the physical features of various solids/shapes in her own language.
For example- a ball rolls, a box slides etc.
7. Estimates and measures short lengths using non uniform units like a finger, hand span, length of a forearm, footsteps, etc.
8. Observes, extends and creates patterns of shapes and numbers. For example arrangement of shapes/ objects/ numbers, etc. like



- (i)
- 1,2,3,4,5,.....
- 1,3,5,.....
- 2,4,6,.....
- 1,2,3,1,2,..... 1,.....3,.....

9. Collects, records (using pictures/ numerals) and interprets simple information by looking at visuals. (For example in a picture of a garden the child looks at different flowers and draws inference that flowers of a certain colour are more).

10. Develops concept of zero.



Content

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Important Instructions for Teachers

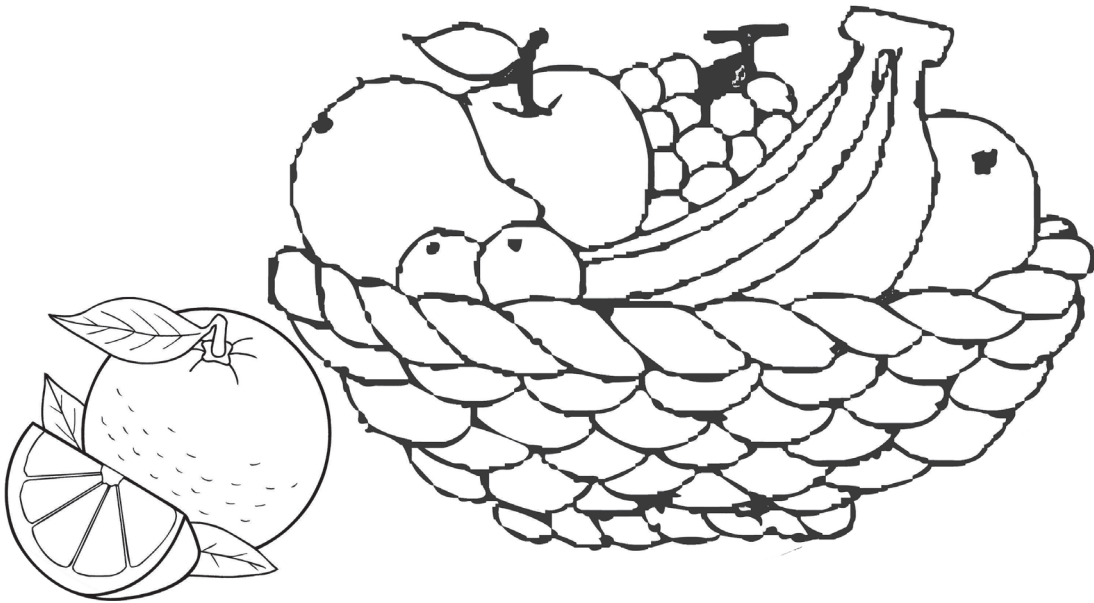
1. **This Workbook has been especially designed for children of Class 1 of our schools.**
2. **These work-sheets can be freely used before, during or after the lesson/unit.**
3. **Let the children enjoy working on these worksheets. It is expected that usage of these worksheets will create a more child friendly learning environment.**
4. **Every child looks forward to an appreciation from his/her teacher (i.e you) for his/her work done. On completing the worksheet you may do so by pasting a sticker after checking the work done by him/her.**
5. **Keep these practice books/ sheets with you in your custody.**



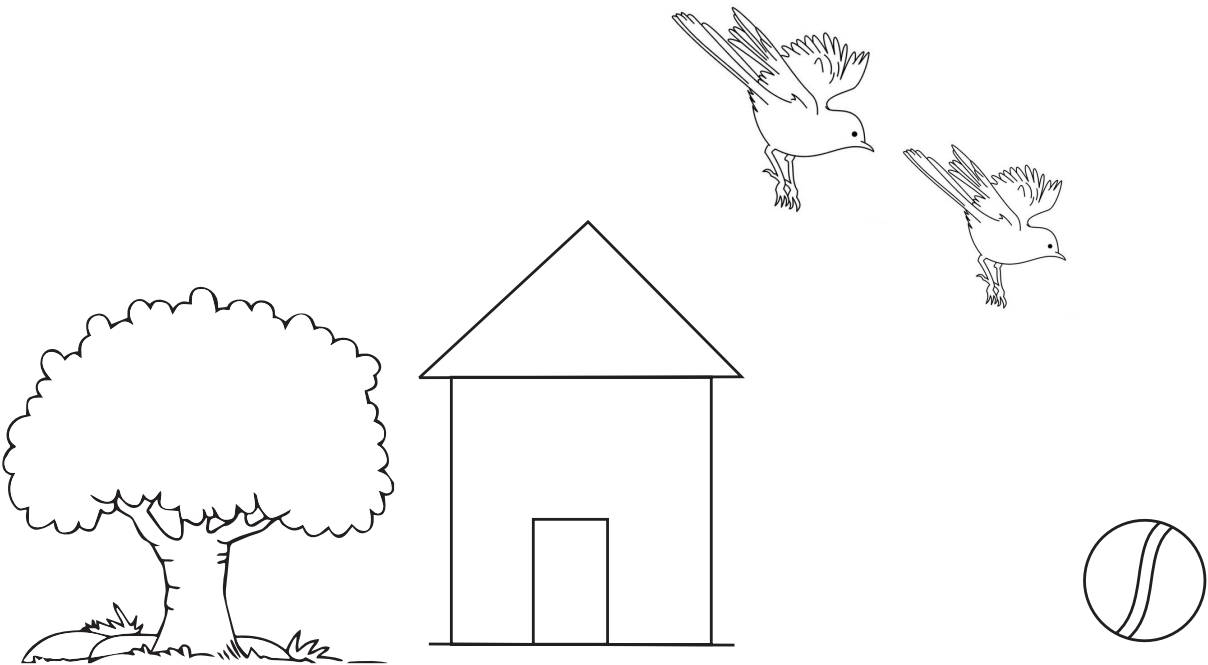
Shapes and Space

Inside - Outside

(a) Colour the fruits which are placed inside the basket.

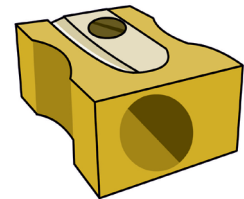
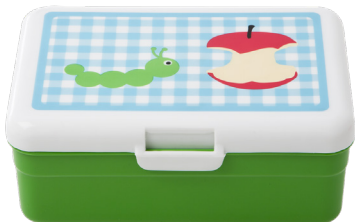
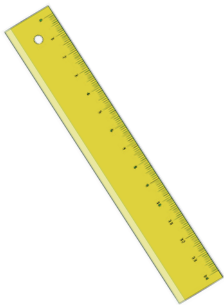
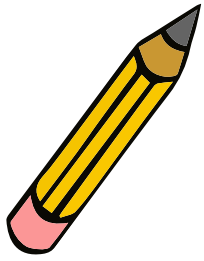


(b) Colour the objects that are outside the house –

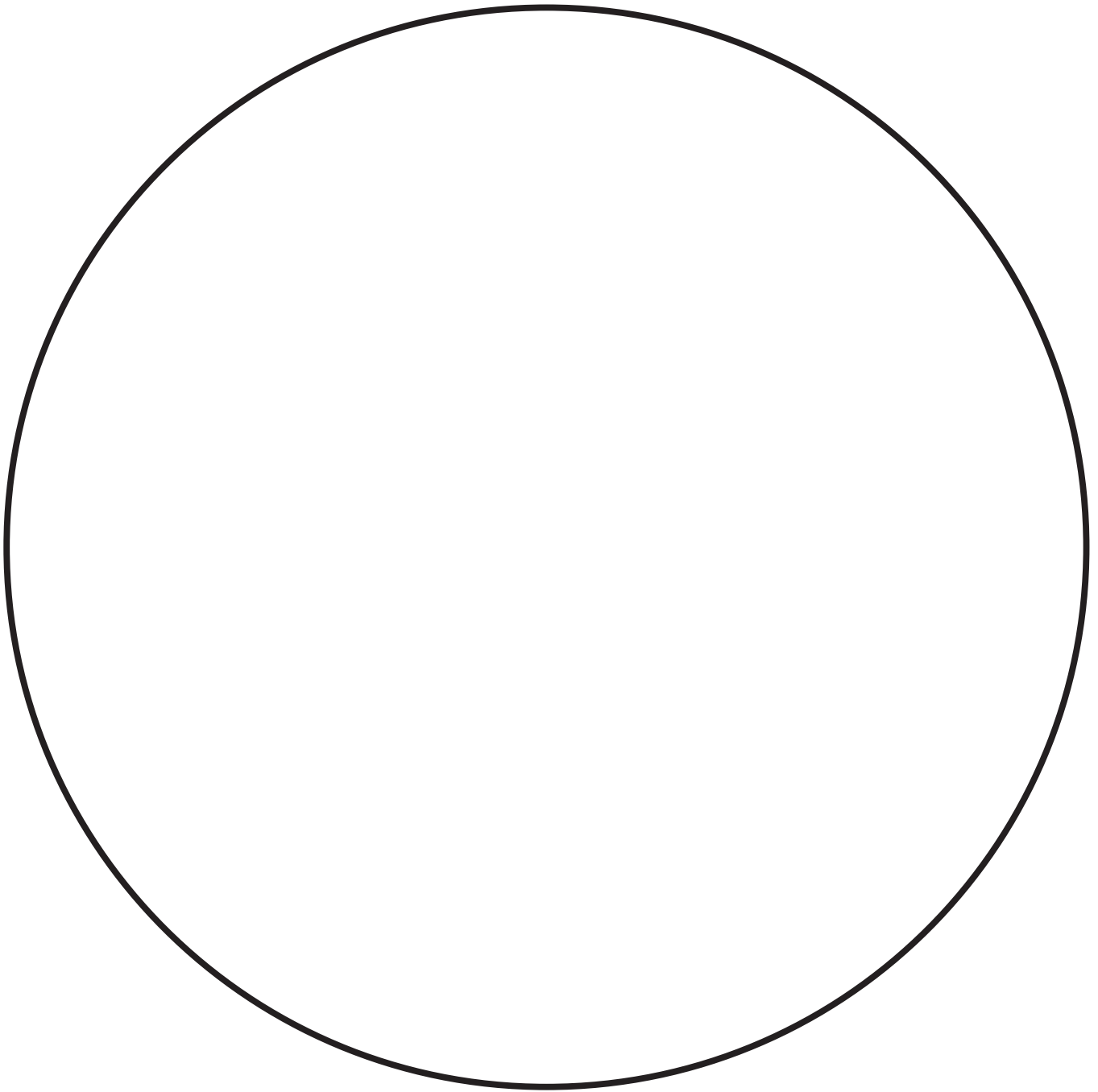


Name _____ Class _____
Section / Roll No. _____ Date _____

(c) Circle the objects which you find inside your bag –



(d) Draw the pictures of vegetables that you like inside the circle –



Name _____ Class _____
Section / Roll No. _____ Date _____

Inside - Outside Game

It is an outdoor activity that can be done in the playground, corridor etc.

Teacher will draw some circles on the floor depending upon the strength of the class. A group of students would stand outside each circle. When teacher says 'inside' they will jump inside and then she says 'outside' they will jump outside. To make it more interesting for the children teachers can speak 'inside' twice or thrice. The children who are not able to follow the instruction will be out of the game. The last one or two children can be the winners of the game.

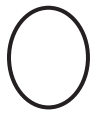
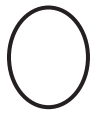
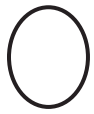


✦ Let's draw straight lines -



Name _____ Class _____
Section / Roll No. _____ Date _____

✦ Let's draw curved lines -



Bigger and Smaller

Draw the picture of those things in the poem which are smaller.

Which is smaller?
A pot or a tumbler?
Tell the answer.

Who is smaller?
Grandson sitting on the shoulder of grandfather,
Tell the answer.

Which is smaller?
A peacock or a parrot
sitting on the branch of a tree?
Tell the answer.



Name _____ Class _____
Section / Roll No. _____ Date _____

Bigger and Smaller

Draw the picture of those things which are bigger in the poem and colour them.

Which is bigger?

A glass or a pot?

Tell the answer.

Which is bigger?

A truck behind the car?

Tell the answer.

Which is bigger?

A rat on the head of elephant?

Tell the answer.

Which is bigger?

A leaf fell off the tree?

Tell the answer.

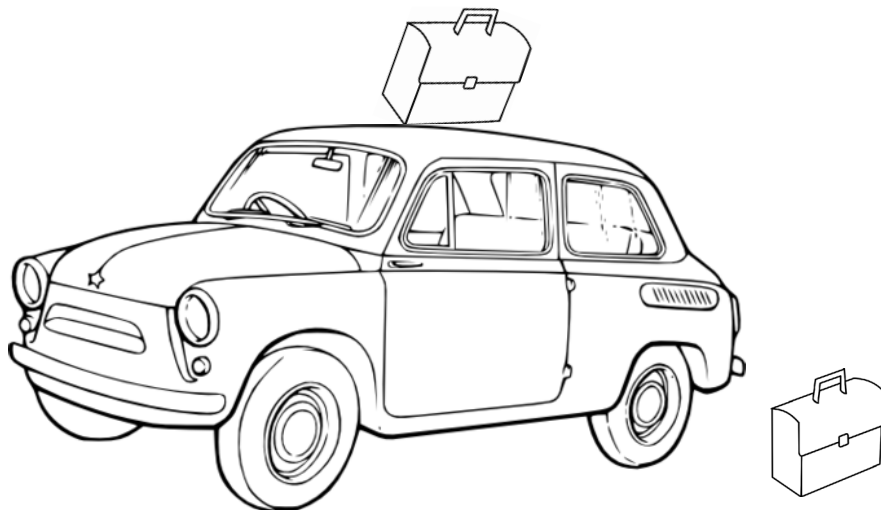


Top - Bottom

- (a) Fill green colour in the bird which is at the top of the mountain and brown colour in the animal which is sitting at the bottom of the mountain. Tell the name of bird and animal.



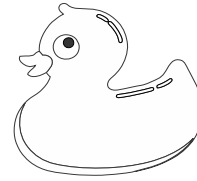
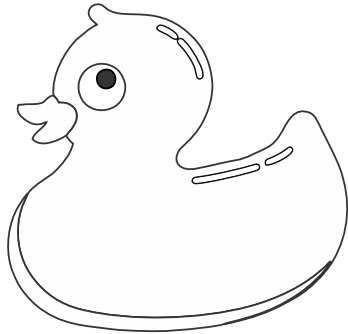
- (b) Color the suitcase red which is placed at the top of the car and color the suitcase green which is at the bottom.



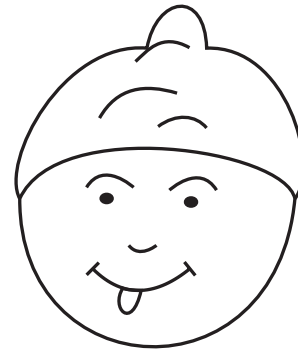
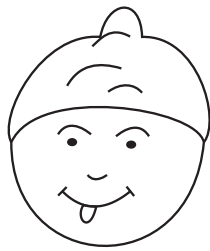
Name _____ Class _____
Section / Roll No. _____ Date _____

Colour the smaller things

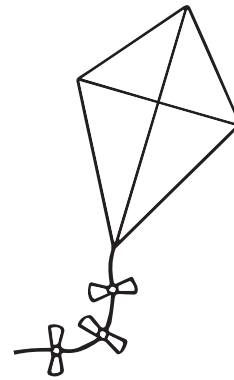
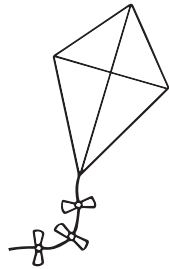
(1)



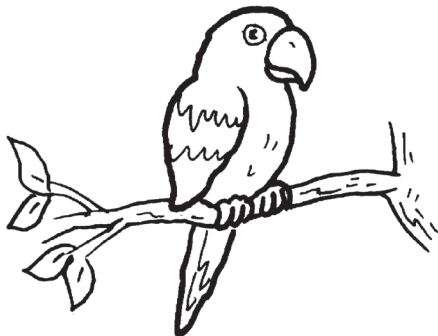
(2)



(3)

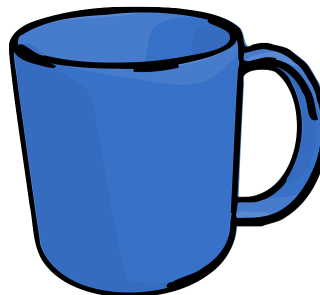
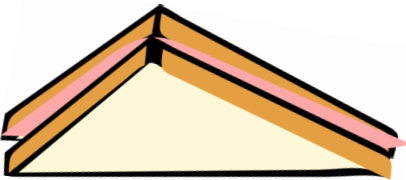
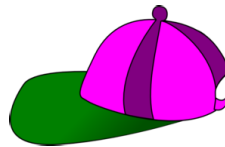
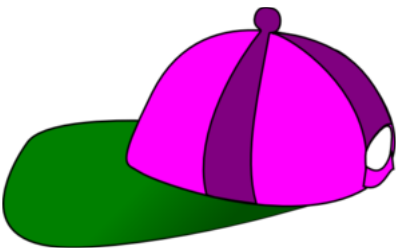
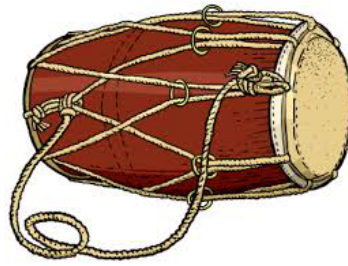
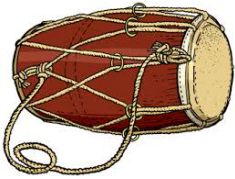


(4)



Bigger - Smaller

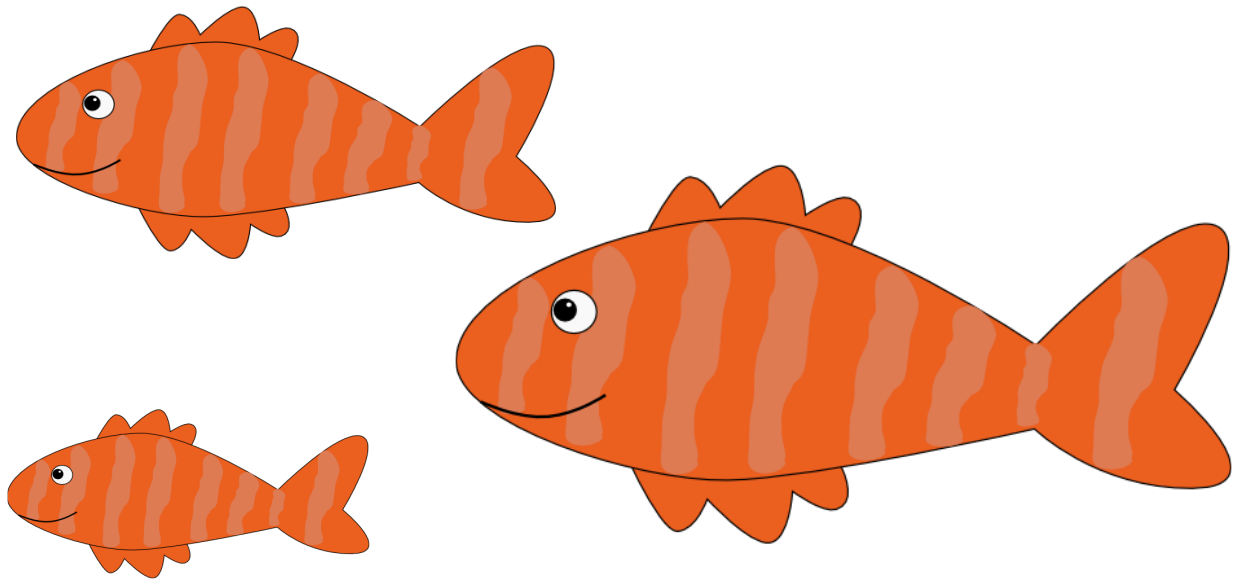
Tick (✓) the bigger thing.



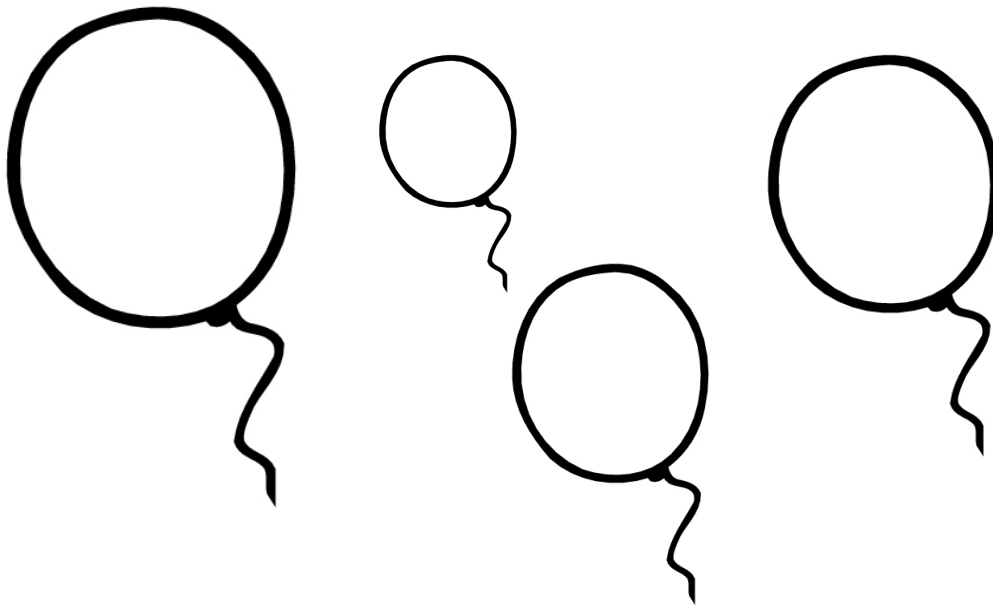
Name _____ Class _____
Section / Roll No. _____ Date _____

Biggest - Smallest

(1) Circle the smallest fish.



(2) Colour the biggest balloon.



Nearer - Farther

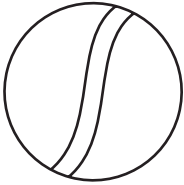




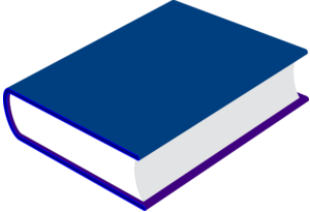
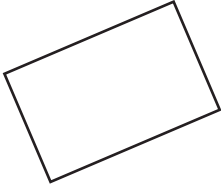
- (a) Draw some children playing near the house and draw some trees far from the house.



Name _____ Class _____
Section / Roll No. _____ Date _____

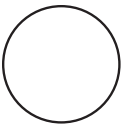
Shapes around us

Look at the picture and mark (✓) in appropriate box.

	Slides	Rolls	Both Slides and Rolls
			
			
			
			
			
			
			



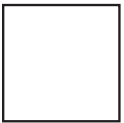
❖ Colour the shapes given below using same colour scheme.



Yellow



Green

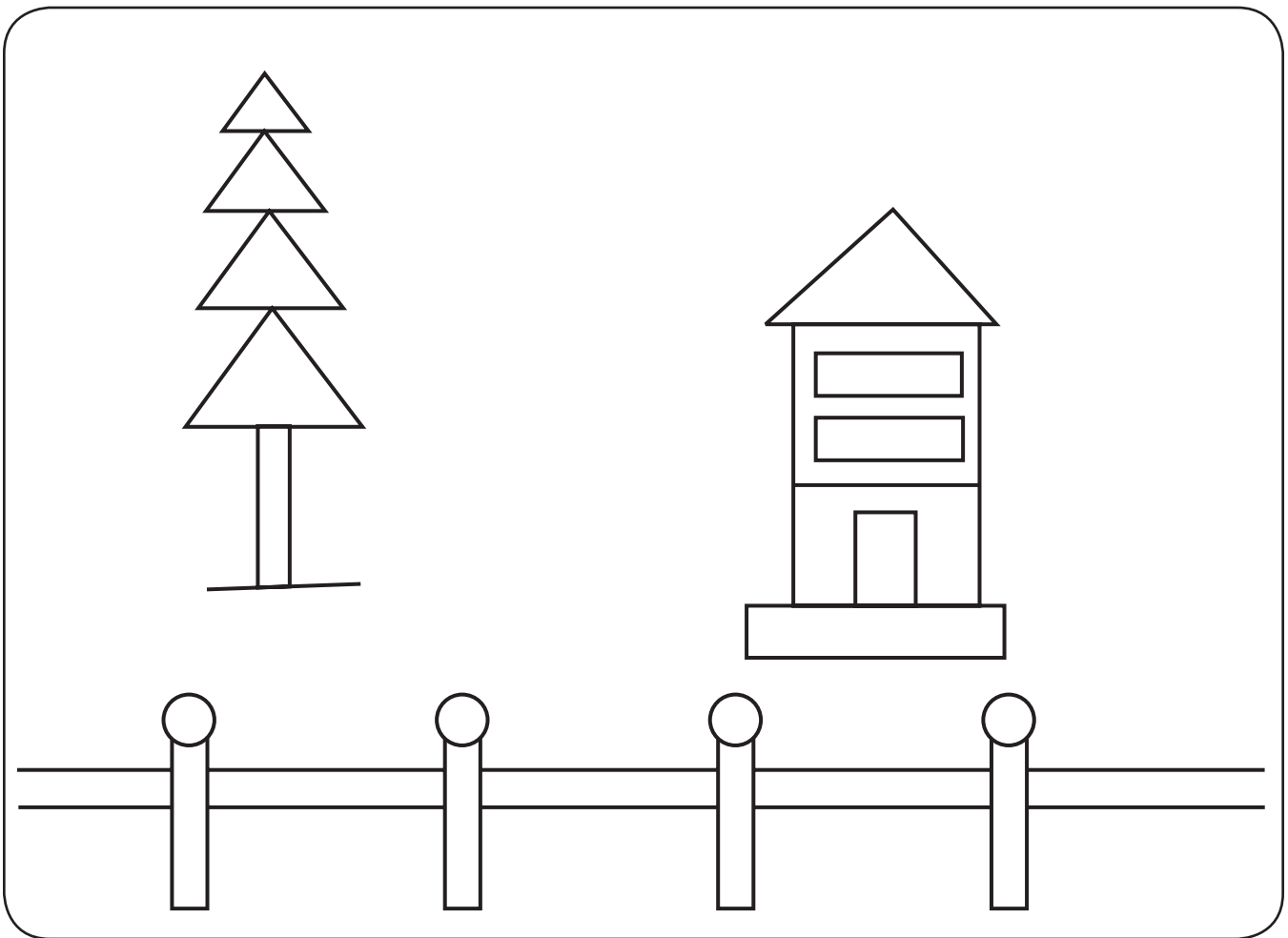


Blue



Brown

Similarly, colour the picture given below.



Name _____ Class _____
Section / Roll No. _____ Date _____

Numbers up to 10

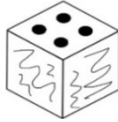
Ammu's Mala



Everybody made *mala* for Ammu



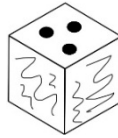
Himani made *mala* with



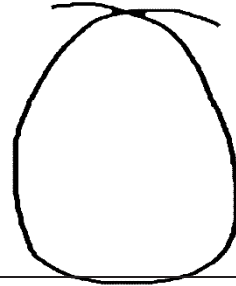
beads.



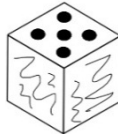
Santosh made *mala* with



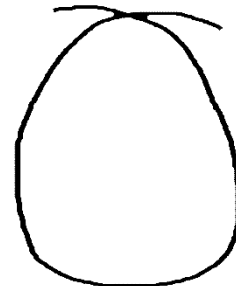
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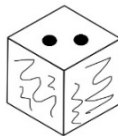
Muskan made *mala* with



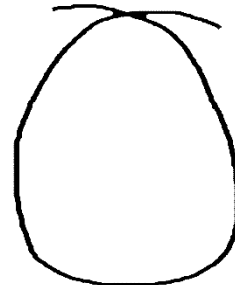
beads.



Vaibhav made *mala* with



beads.



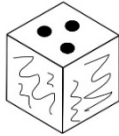
Ammu's Mala



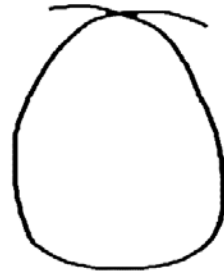
Everybody made *mala* for Ammu



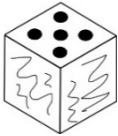
Harpreet made *mala* with



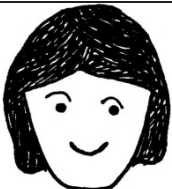
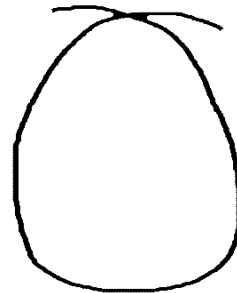
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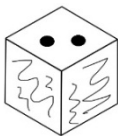
Garima made *mala* with



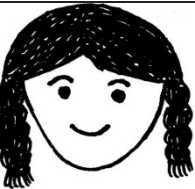
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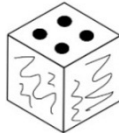
Vaishali made *mala* with



beads.



Jyoti made *mala* with



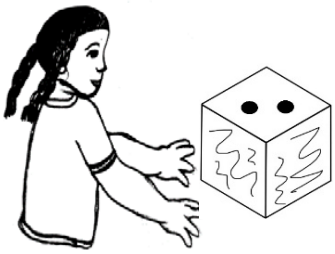
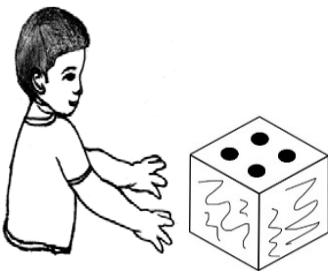
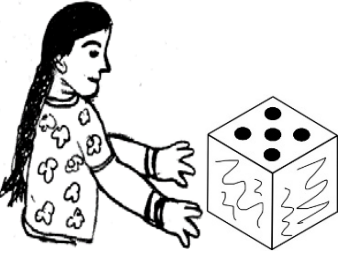
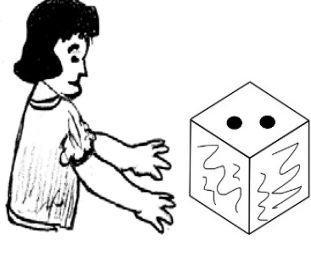
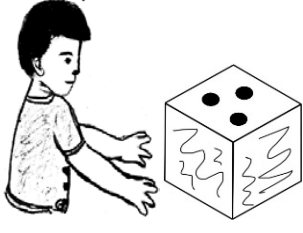
beads.



Name _____ Class _____
Section / Roll No. _____ Date _____

As many animals as dots

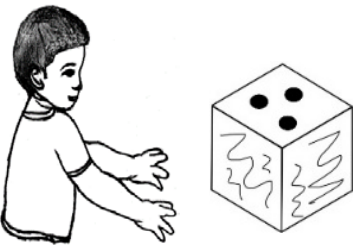
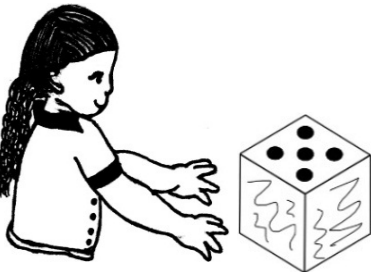
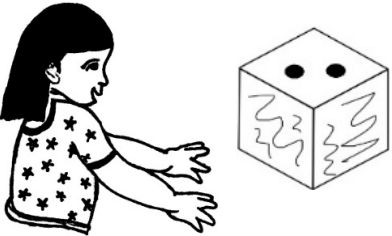
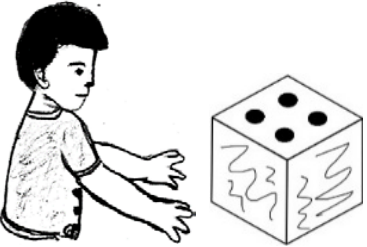
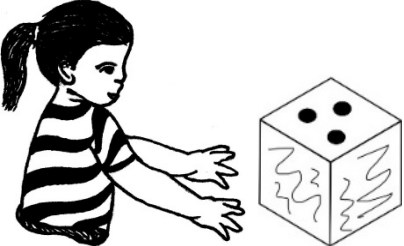
Draw any animal you like, as many animals as dots on the dice.

	_____
	_____
	_____
	_____
	_____



As many animals as dots

Draw any animal you like, as many animals as dots on the dice.

	_____
	_____
	_____
	_____
	_____

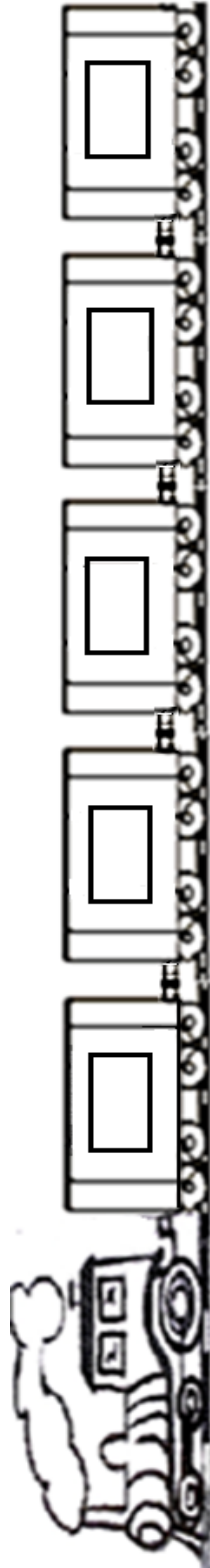
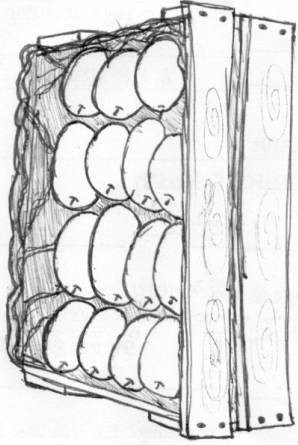


Name _____ Class _____
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Aam ki peti

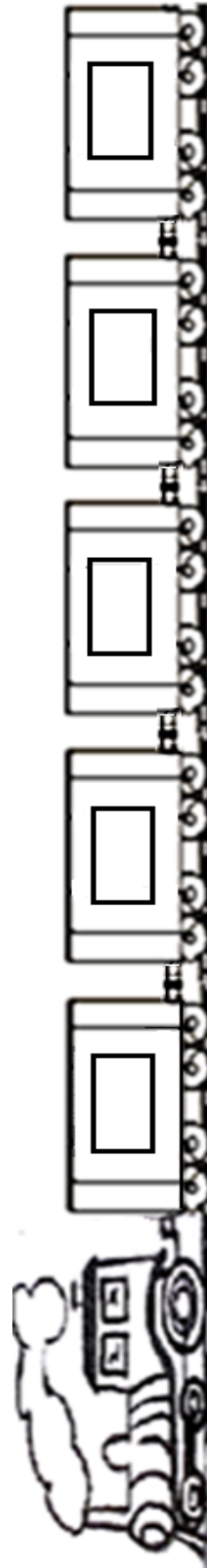
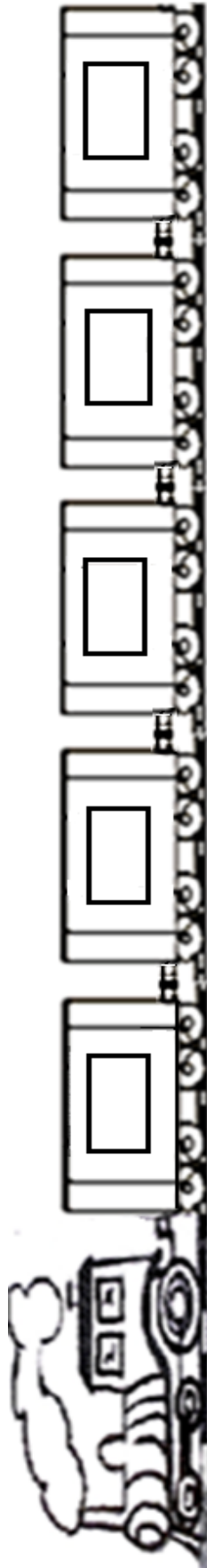
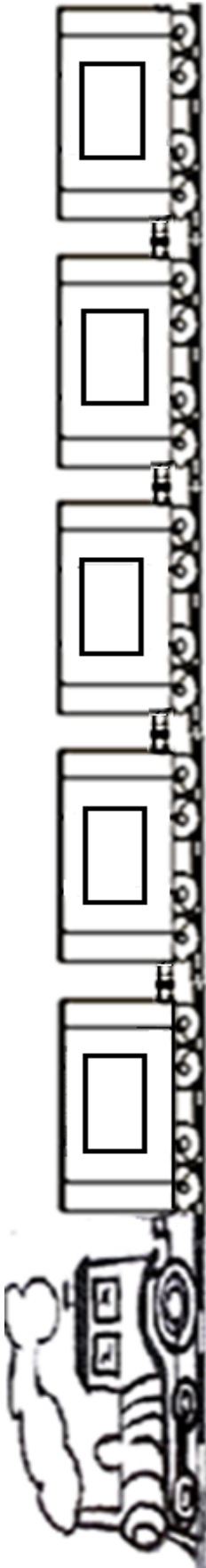
Sakina loved mangoes. Her *mama* had sent mangoes for her from Lucknow in a train. He told her that he has kept an 'aam ki peti' in the 5th bogie. But when Sakina and her mother reached the station they found that the bogies have already been separated from the train. Sakina had a lot of problem looking for mangoes in all the bogies. Finally she found a peti in one bogie with her name 'Sakina' written on the peti. She shared the mangoes with everybody and all of them were very happy.

After that Sakina thought that it would have been very easy if the numbers were written on all the bogies.



Maal Gaadi 5

Can you write numbers on the bogies?



Name _____ Class _____
Section / Roll No. _____ Date _____

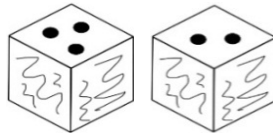
Ammu's Mala



Everybody made *mala* for Ammu



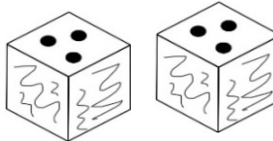
Ruchi made *mala* with



beads.



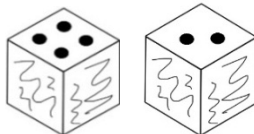
Deepak made *mala* with



beads.



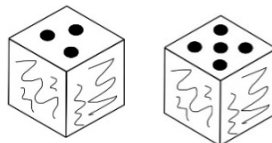
Afreen made *mala* with



beads.



Dheeraj made *mala* with




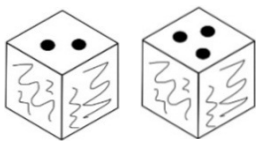


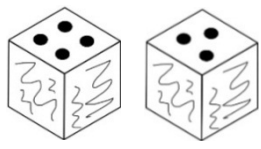
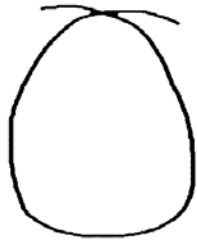

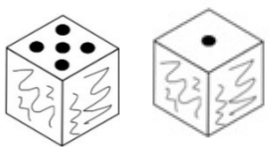


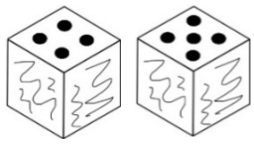

beads.



Ammu's Mala



Everybody made *mala* for Ammu

 <p>Ankit made <i>mala</i> with  beads. </p>
 <p>Armaan made <i>mala</i> with  beads. </p>
 <p>Gagan made <i>mala</i> with  beads. </p>
 <p>Bhavna made <i>mala</i> with  beads. </p>

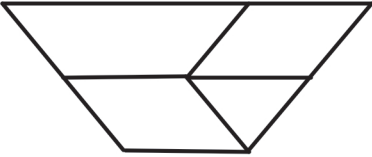
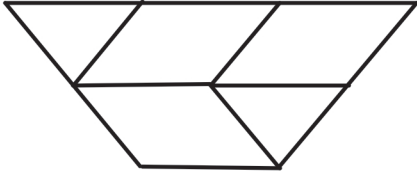


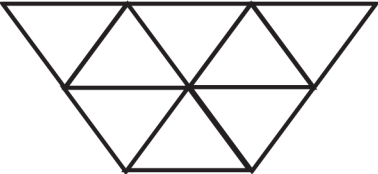
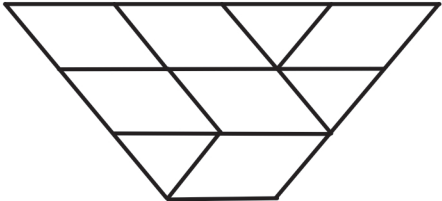


Name _____ Class _____
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As many pieces, that many flowers

Can you make as many flowers as there are pieces in each pot?

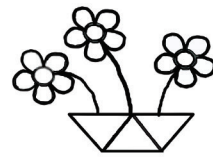




As many pieces, that many flowers

Can you make as many flowers as there are pieces in each pot?



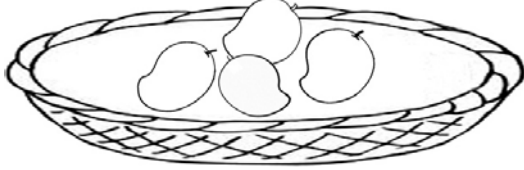
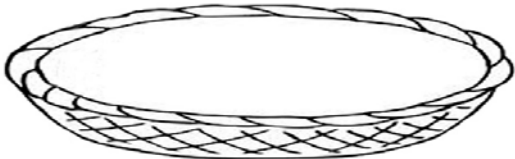
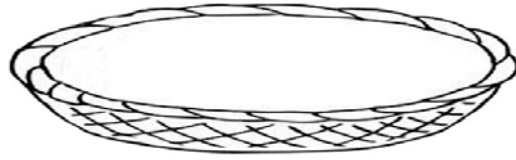
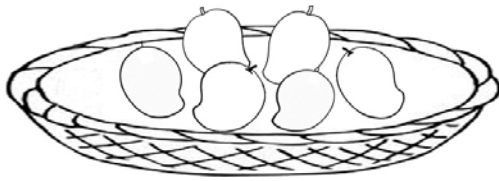
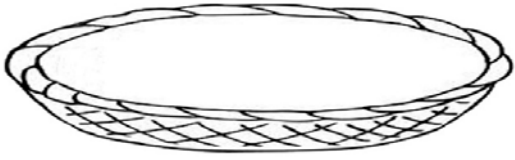
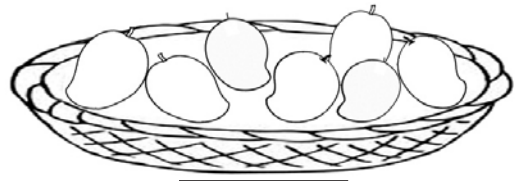
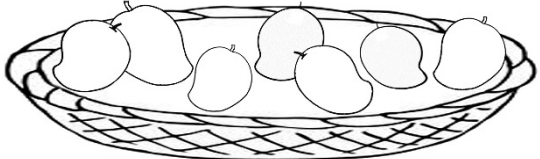
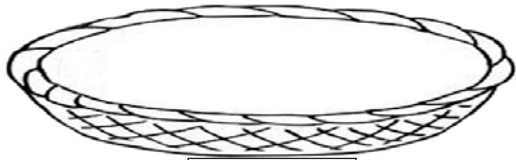
A trapezoidal pot divided into six equal triangles by a horizontal line and two diagonal lines from the top corners to the bottom edge.	A trapezoidal pot divided into three equal triangles by a horizontal line and one diagonal line from the top-left corner to the bottom edge.
A trapezoidal pot divided into four equal triangles by a horizontal line and two diagonal lines from the top corners to the bottom edge.	A trapezoidal pot divided into eight equal triangles by a horizontal line and four diagonal lines from the top edge to the bottom edge.
A trapezoidal pot divided into ten equal triangles by a horizontal line and six diagonal lines from the top edge to the bottom edge.	A trapezoidal pot divided into six equal triangles by a horizontal line and three diagonal lines from the top edge to the bottom edge.



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More or less - I (a)

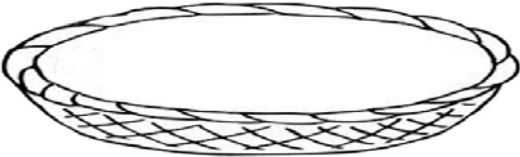
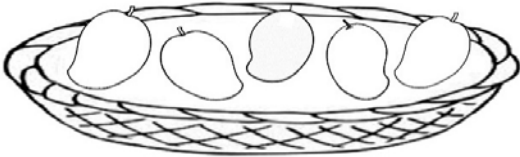
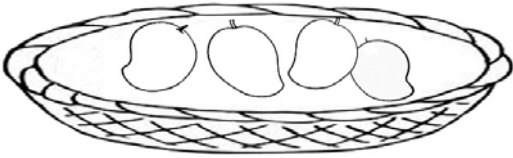
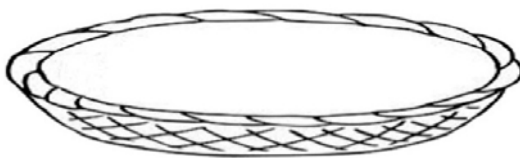
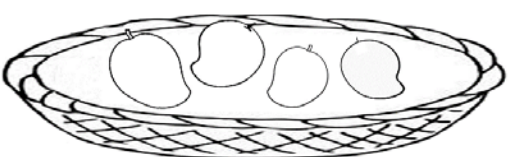
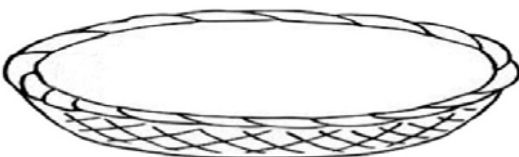
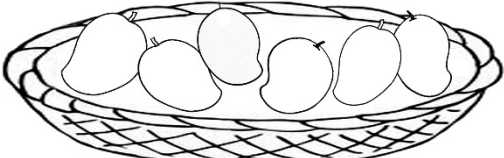
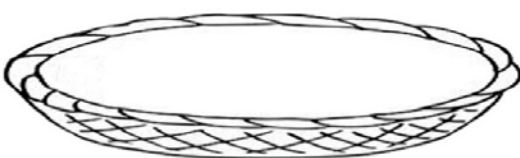
Draw as many mangoes in the basket as you like - more or less, as written below the basket.

 Less	 More
 Less	 More
 Less	 More
 Less	 More



More or less - I (b)

Draw as many mangoes in the basket as you like - more or less, as written below the basket.

 More	 Less
 More	 Less
 Less	 More
 More	 Less



Name _____ Class _____
Section / Roll No. _____ Date _____

Ammu's Mala

Everyone made mala for Ammu



Neha made a *mala* with beads.



Nitin made a *mala* with beads.



Surbhi made a *mala* with beads.



Aakash made a *mala* with beads.

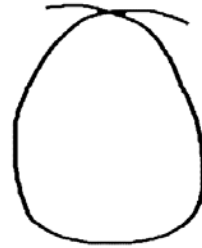


Ammu's Mala

Everyone made mala for Ammu



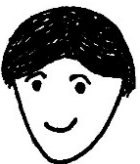
Pooja made a *mala* with beads.



Navdeep made a *mala* with beads.



Nandini made a *mala* with beads.



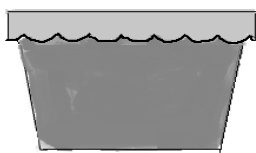
Sumit made a *mala* with beads.



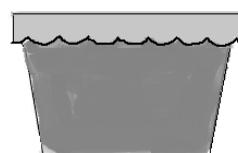
Name _____ Class _____
Section / Roll No. _____ Date _____

Let's make and colour some flowers in the pot

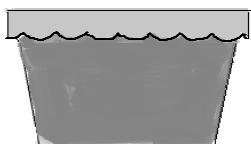
1 2 3 4 5 6 7 8 9 10



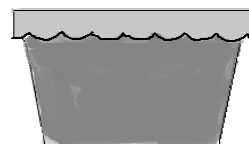
5 Flowers



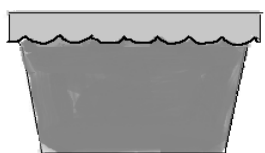
7 Flowers



3 Flowers



8 Flowers



6 Flowers

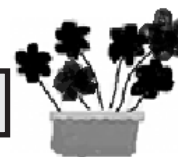


10 Flowers



Let's make colourful flowers in the pot

1 2 3 4 5 6 7 8 9 10



5 Yellow Flowers
2 Red Flowers



3 Yellow Flowers
4 Red Flowers



2 Yellow Flowers
4 Red Flowers



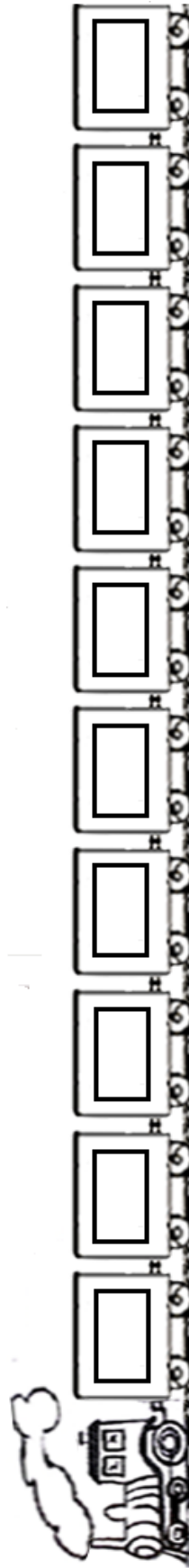
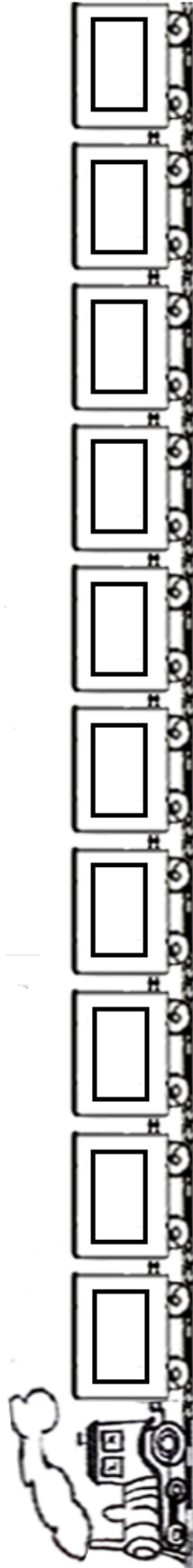
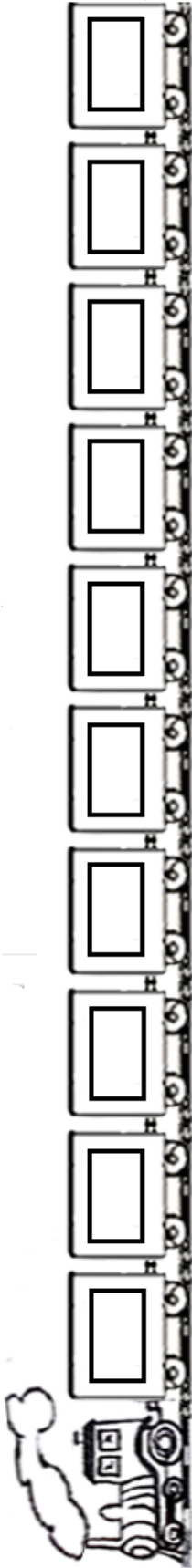
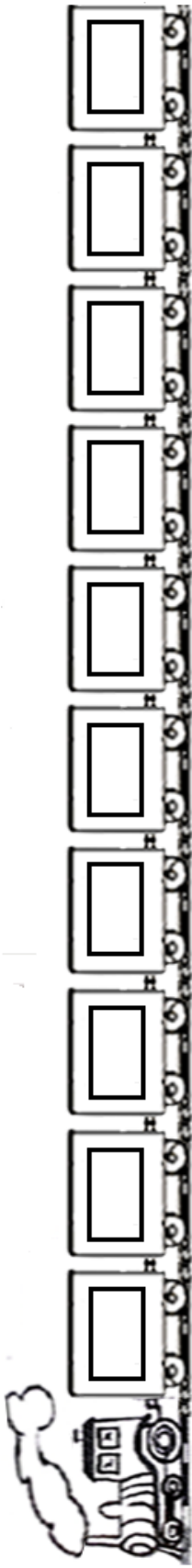
5 Yellow Flowers
3 Red Flowers



Name _____ Class _____
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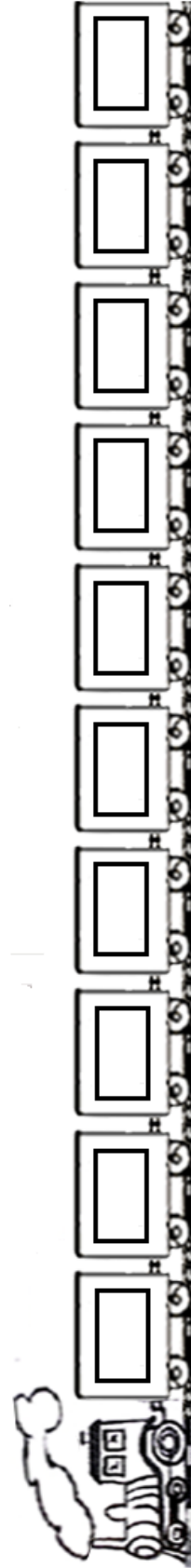
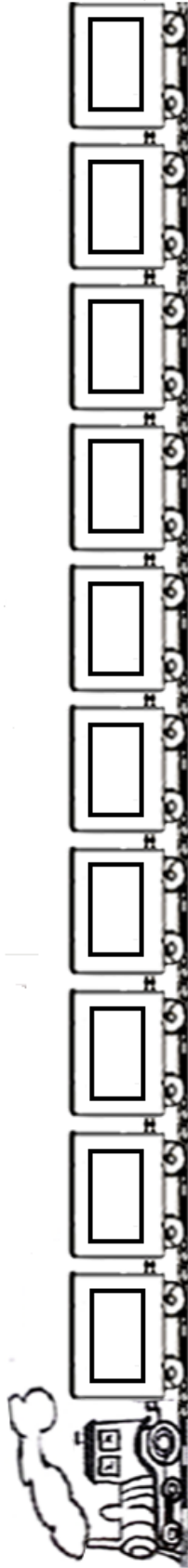
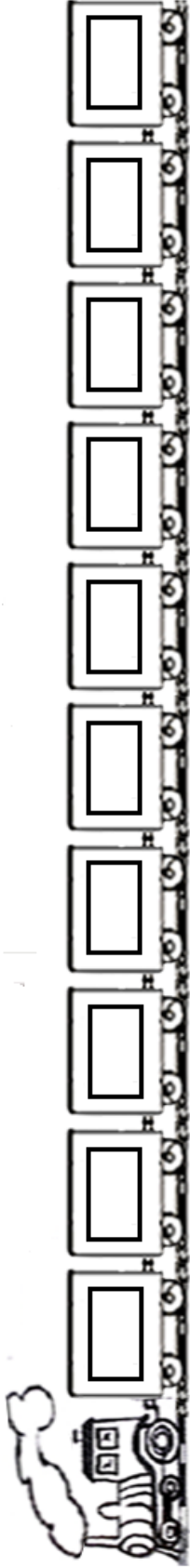
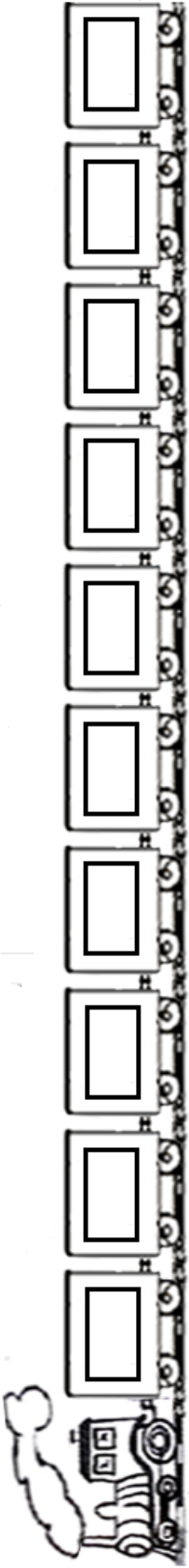
Maal gaadi 10

Can you write the numbers on the bogies?



Maal gaadi 10

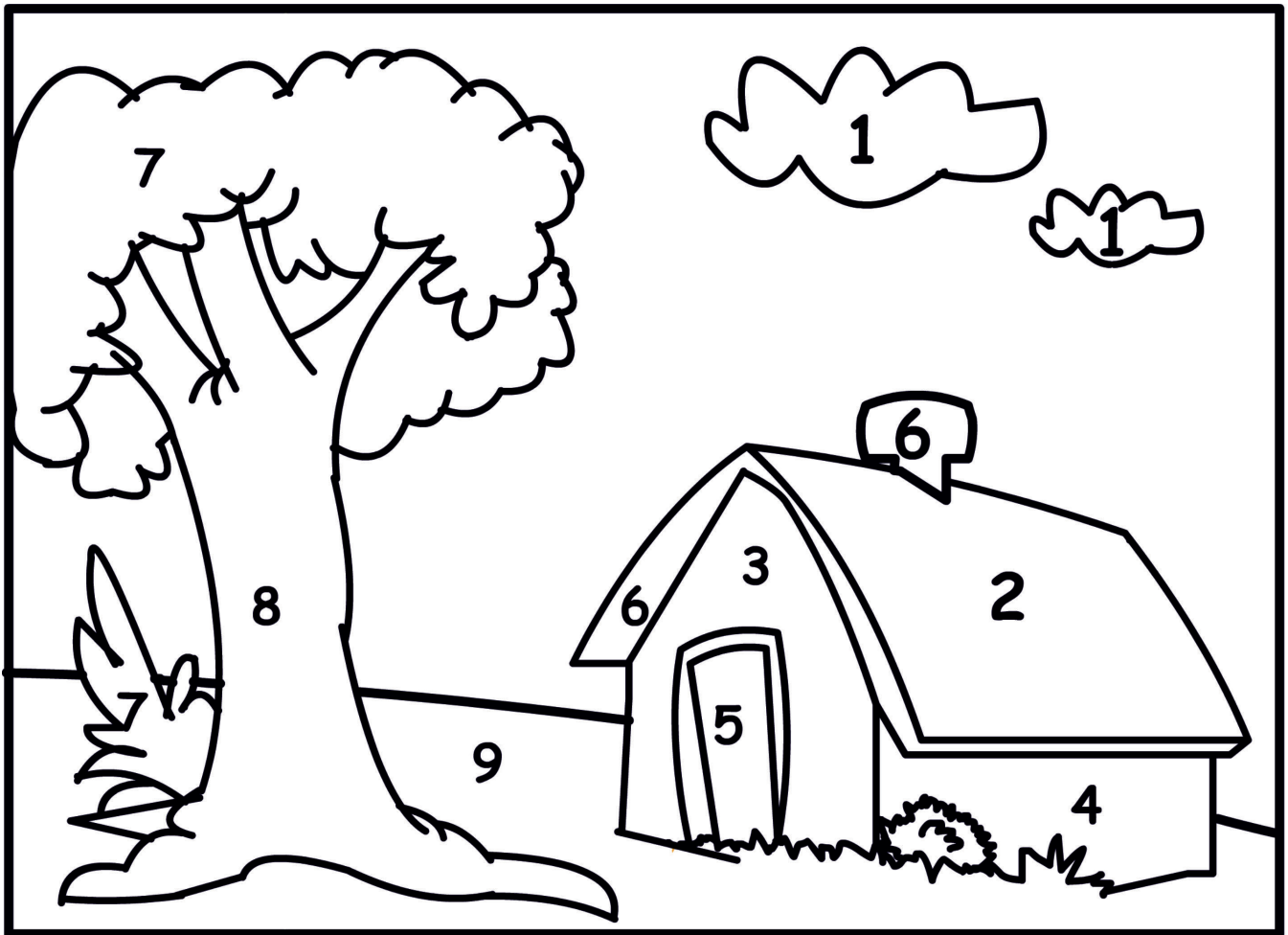
Can you write the numbers on the bogies?



Name _____ Class _____
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✦ Colour the picture according to their respective numbers.

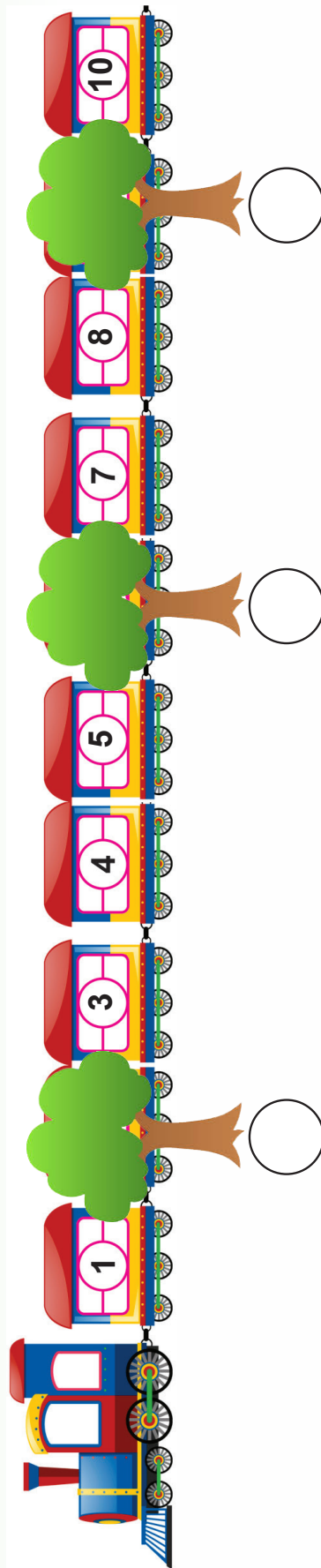
- | | | |
|-----------|-----------|----------|
| 1. Blue | 4. White | 7. Green |
| 2. Yellow | 5. Orange | 8. Brown |
| 3. Red | 6. Black | 9. Pink |



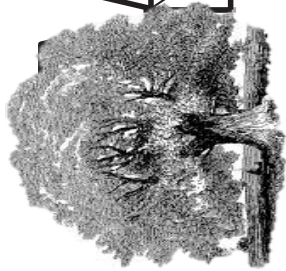


Which numbers are hidden behind the tree?

Write hidden numbers in the circle given under the trees in the picture below.



Write the shop numbers in each row



2			5					9
---	--	--	---	--	--	--	--	---

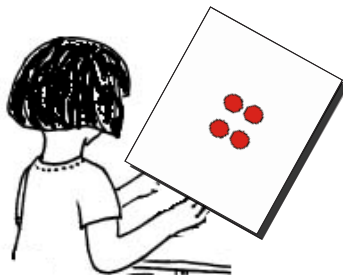
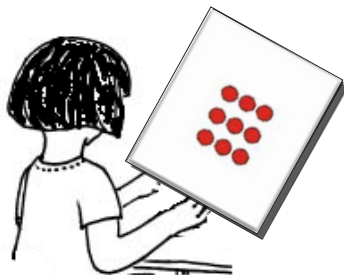
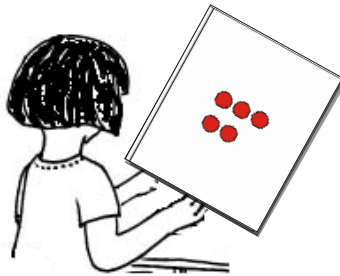
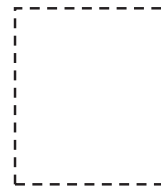
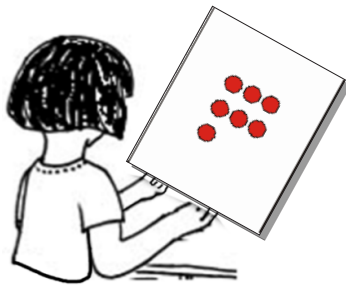
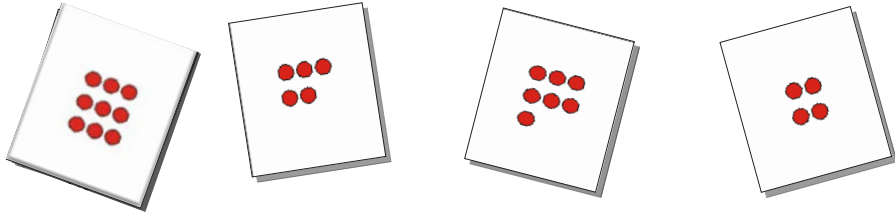
1		3		5				
---	--	---	--	---	--	--	--	--

		3			7			9
--	--	---	--	--	---	--	--	---



Find the partner!

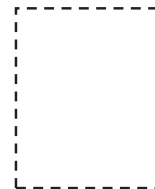
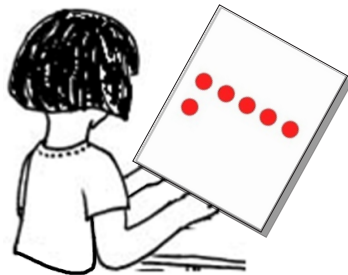
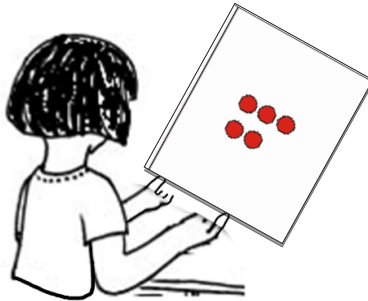
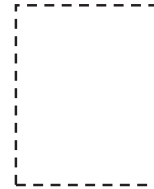
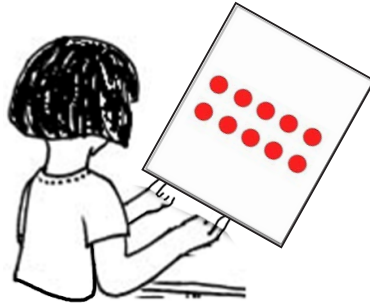
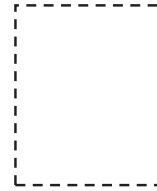
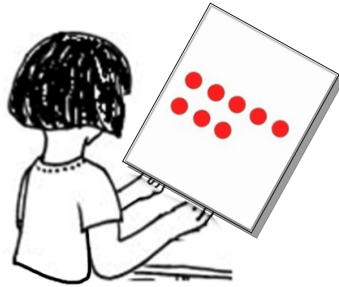
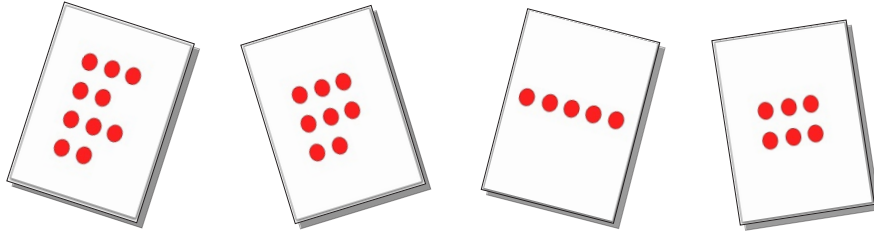
Find the card which matches Nikhat's card and draw it in the box in front of it.



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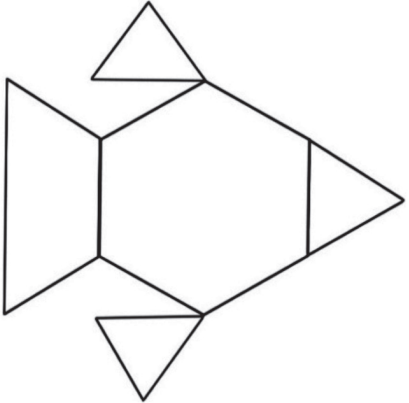
Find the partner!

Find the card which matches Nikhat's card and draw it in the box in front of it.

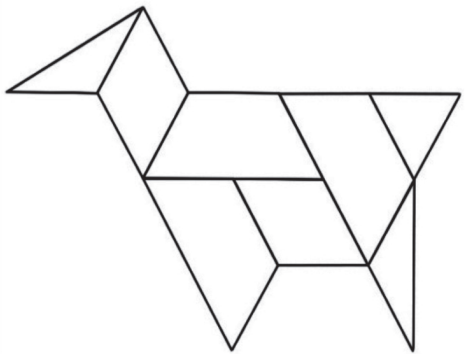


How many pieces in each picture?

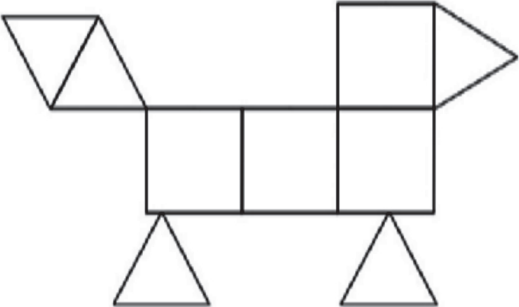
Count the pieces and circle the numbers!



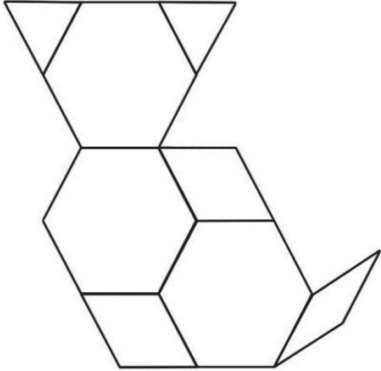
1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



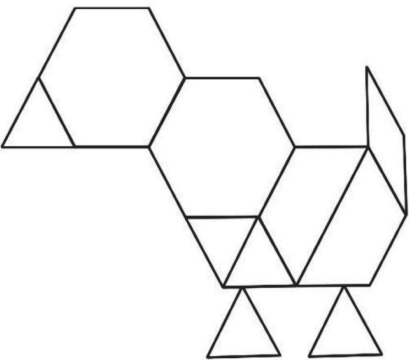
1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



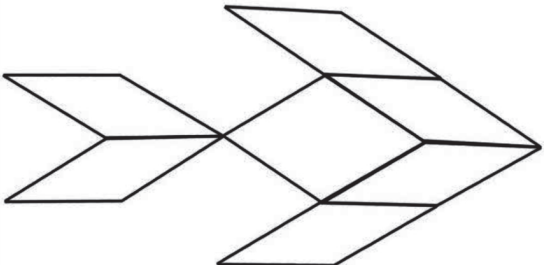
1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



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



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



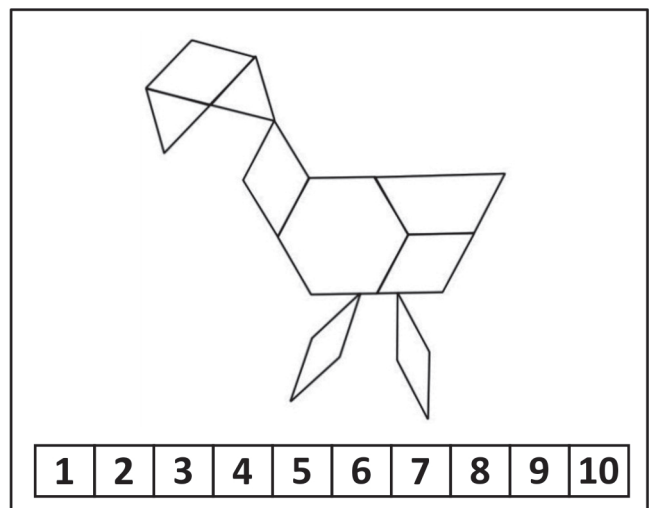
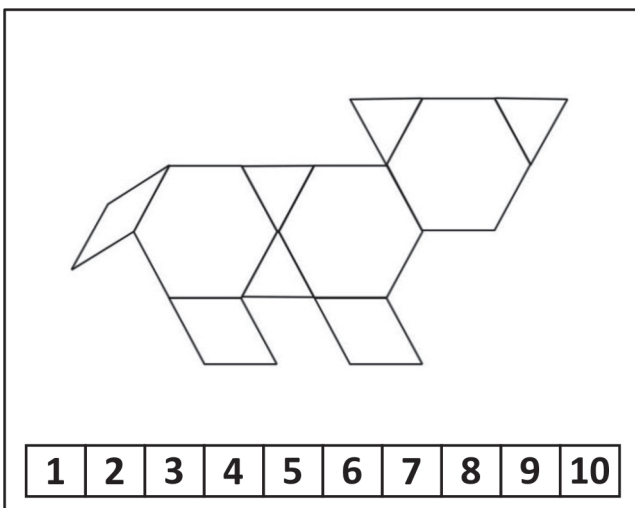
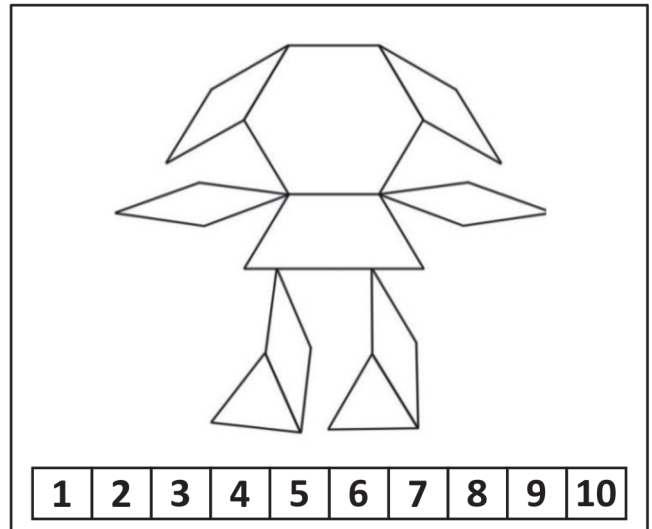
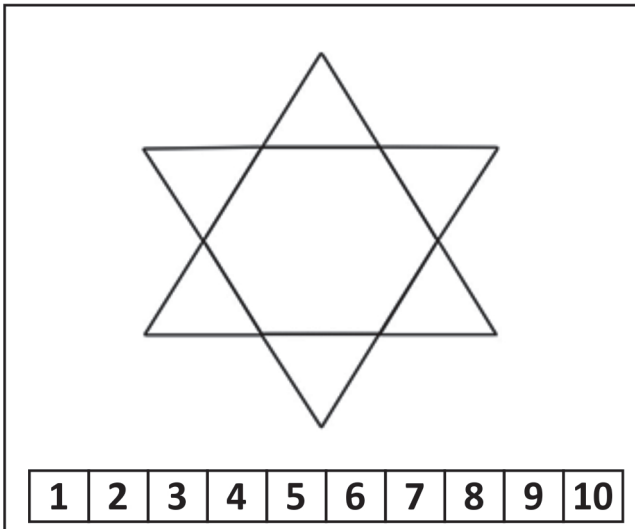
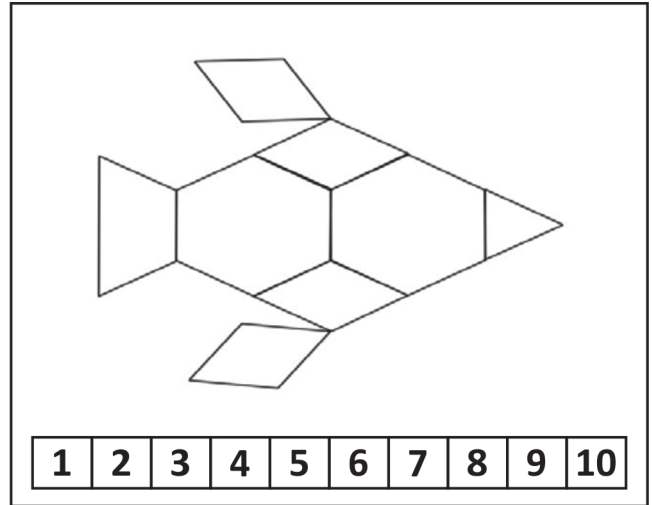
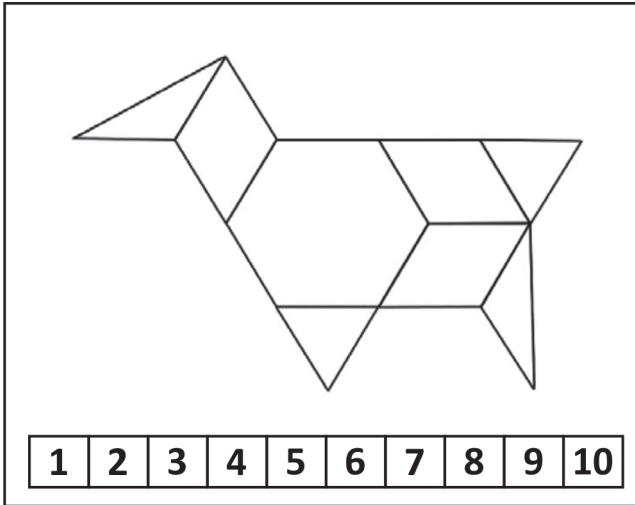
1	2	3	4	5	6	7	8	9	10
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Name _____ Class _____
Section / Roll No. _____ Date _____

How many pieces in each picture?

Count the pieces and circle the numbers!



Time

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



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



3. Tick (✓) mark the activities that you do in the day.



Name _____ Class _____
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4. Tick (✓) mark the activities that you do at night.



5. Look at the activities given below and mark (✓) in the correct box.



Day

Night

Morning

Evening

6. Tick (✓) the activity that takes more time.





7. Write the number on the pictures in order of their happening.









Measurement

Longer-Shorter

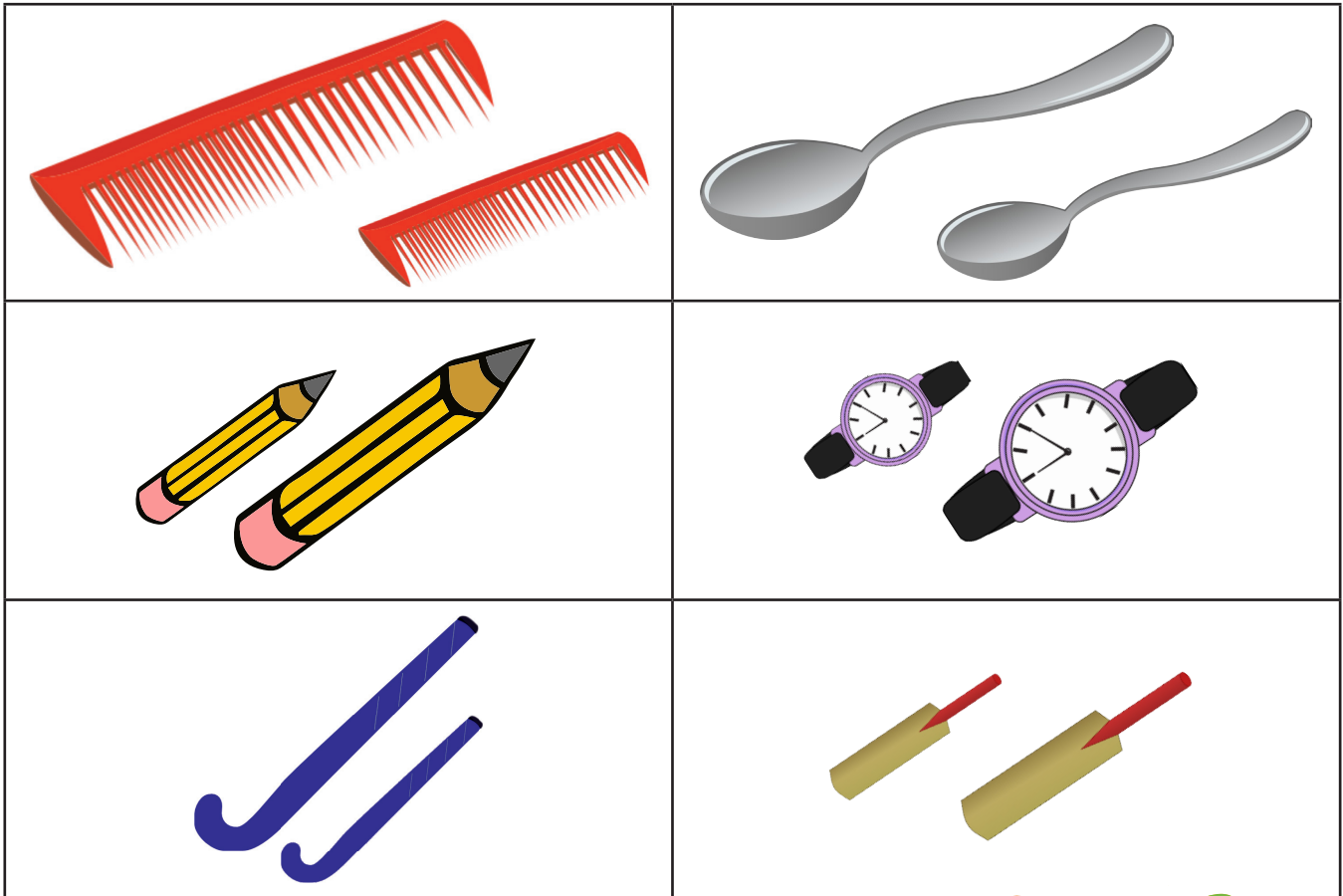
Raj and Salma were two friends,

Raj liked long things to keep in his hands.

But Salma picked short things to play with.

My sister told me this secret one day.

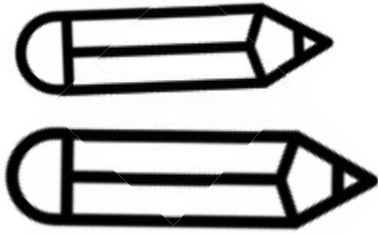
Tick (✓) on the objects that Salma would pick.



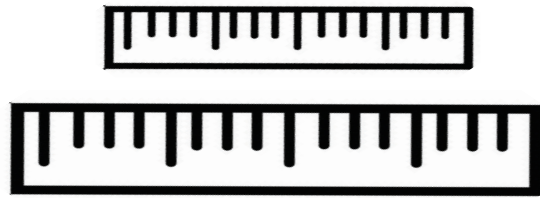
Name _____ Class _____
Section / Roll No. _____ Date _____

1. Colour the longer objects.

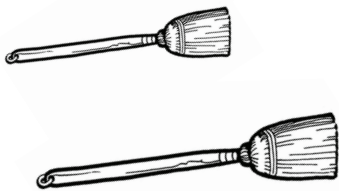
(a)



(c)



(b)



(d)

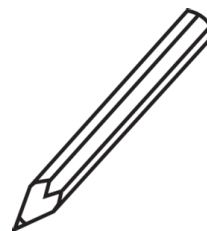
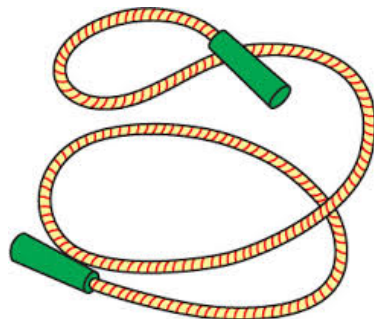


2. Colour the shorter objects.

(a)



(b)



Let us find - Leaves of different sizes!

Collect 4-5 different leaves. Paste them below, starting from small to big.



Name _____ Class _____
Section / Roll No. _____ Date _____

Let us make balloons - a big and small!

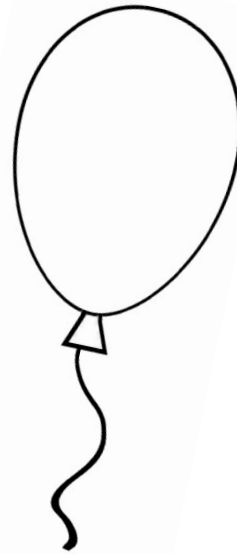
We have made a balloon.

Can you make a balloon which is smaller than this?

And a balloon which is bigger than this?

Colour all the balloons.

Smaller balloon



Bigger balloon

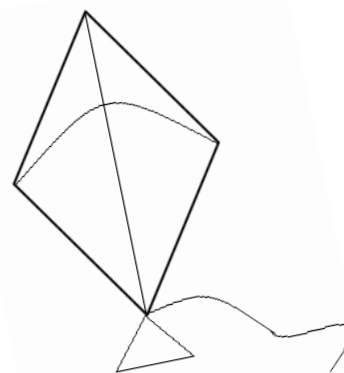
We have made a kite.

Can you make a kite which is smaller than this?

And a kite which is bigger than this?

Colour all the kites.

Smaller Kite

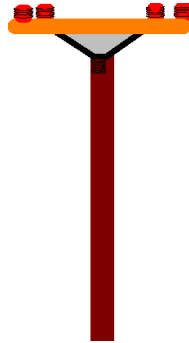
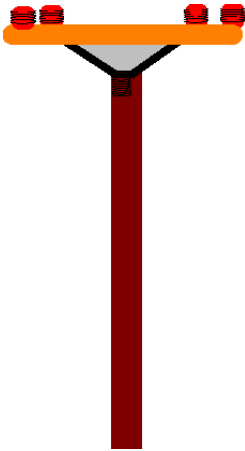


Bigger Kite



Taller - Shorter

1. Tick (✓) the taller pole.



2. Tick (✓) the shorter brush.

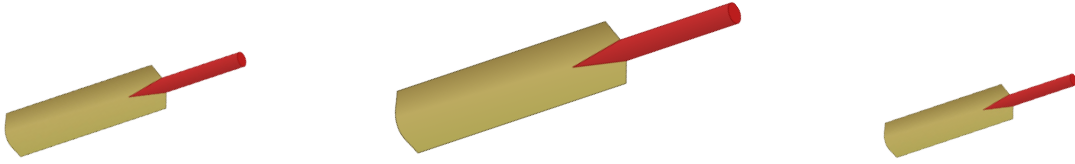


3. Tick (✓) the tallest almirah.

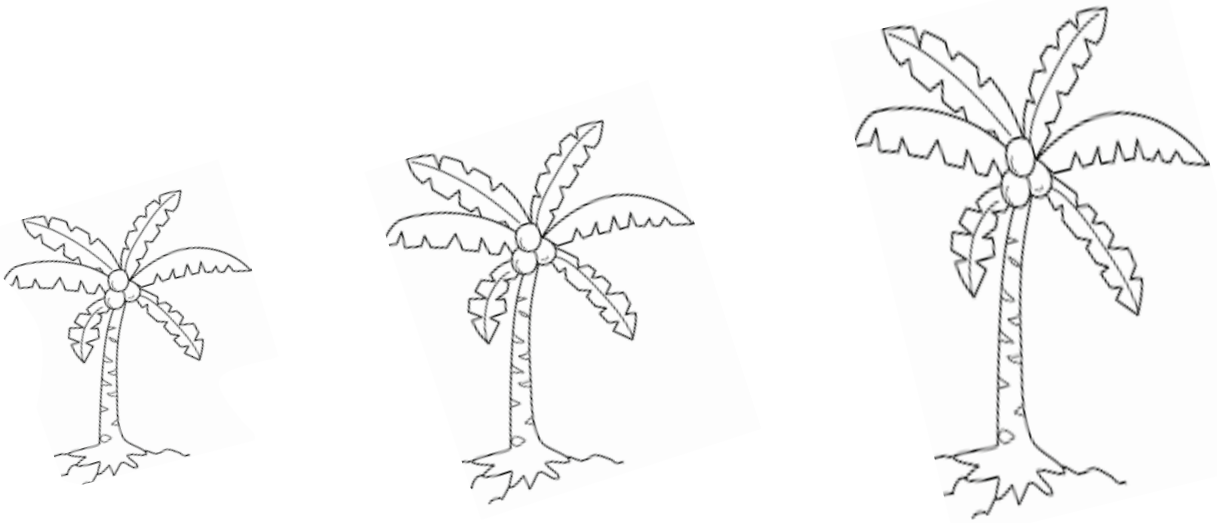


Name _____ Class _____
Section / Roll No. _____ Date _____

4. Tick (✓) the shortest bat.



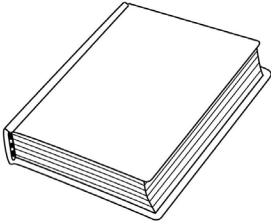
5. Colour the tallest tree with green and shortest tree with yellow.



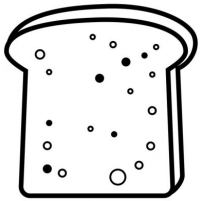
Thicker - Thinner

✦ Draw thicker and thinner objects in front of things given below.

(a)



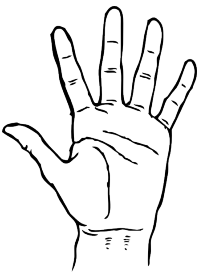
(b)



(c)



(d)



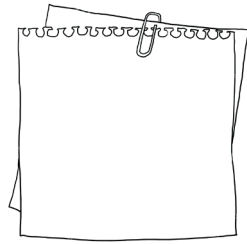
Name _____ Class _____
Section / Roll No. _____ Date _____

Thickest - Thinnest

✦ Colour the thickest object.

(a)

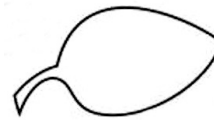
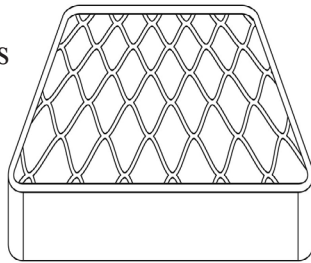
Paper



Sweater

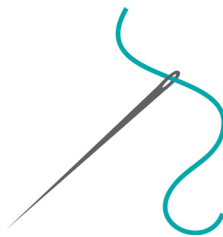
(b)

Mattress

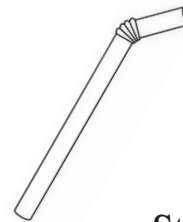


Leaf

(c)



Thread

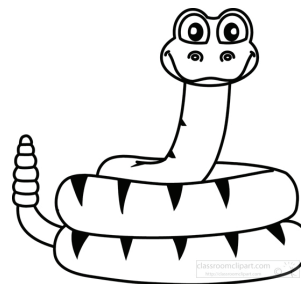


Straw

(d)



Earthworm



Python



Lighter - Heavier

1. Tick (✓) the lighter object.



2. Tick (✓) the heavier object.

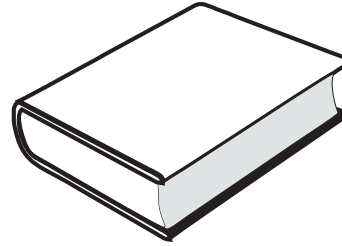
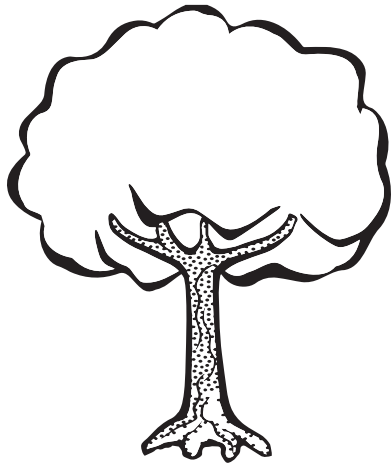


3. Tick (✓) the heaviest object.

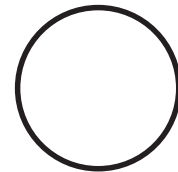
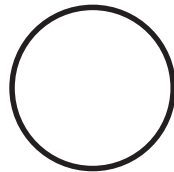
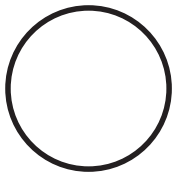
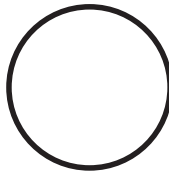


Name _____ Class _____
Section / Roll No. _____ Date _____

✦ Colour the lightest object.



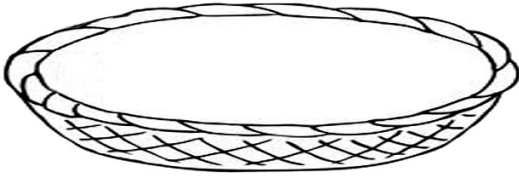
✦ Number the objects from lightest to heaviest.



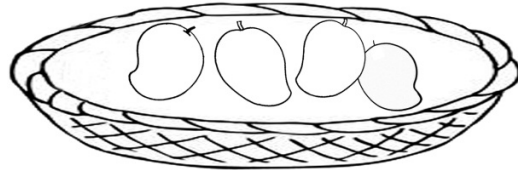
Numbers up to 20 (I)

More or Less - II

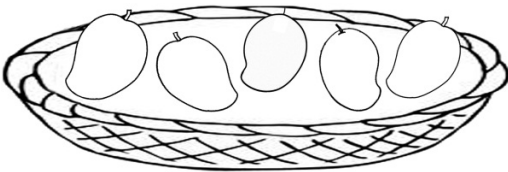
Draw as many mangoes in the basket as you like - more or less, as written below the basket.



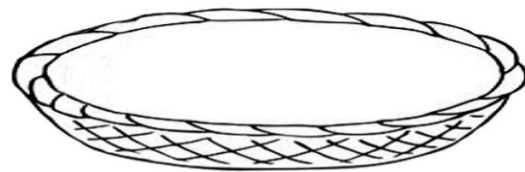
More



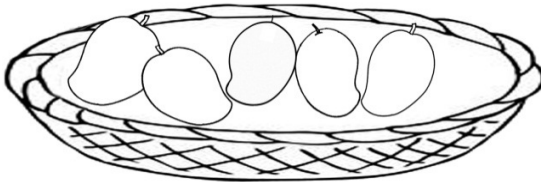
Less



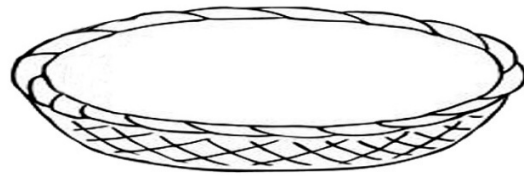
More



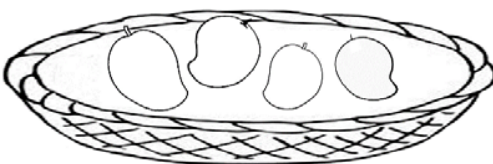
Less



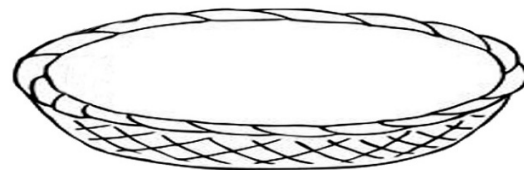
Less



More



More



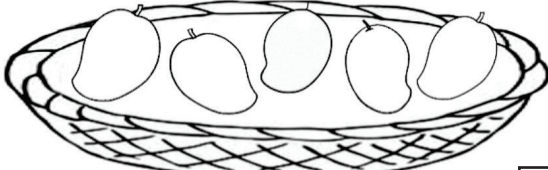
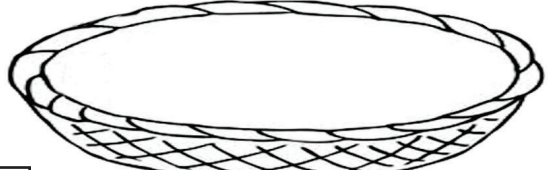
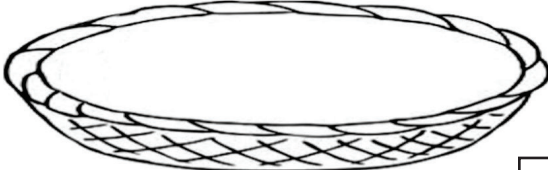
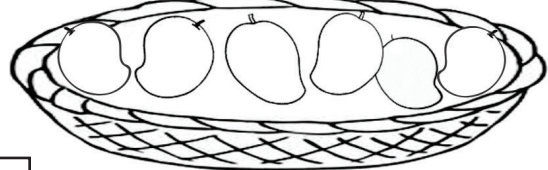

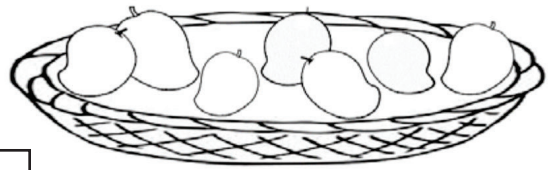
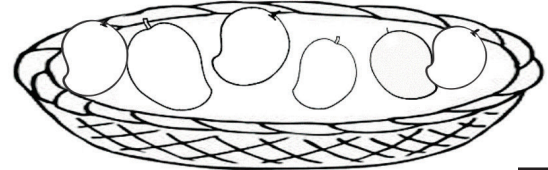
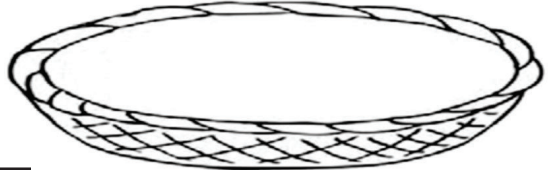
Less



Name _____ Class _____
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More or Less - III

Draw as many mangoes in the basket as you like - more or less, as written below the basket. Also write how many more mangoes are there in 'more' basket.

 <input type="checkbox"/> More	<input type="text"/> How many more?	 <input type="checkbox"/> Less
 <input type="checkbox"/> More	<input type="text"/> How many more?	 <input type="checkbox"/> Less
 <input type="checkbox"/> More	<input type="text"/> How many more?	 <input type="checkbox"/> Less
 <input type="checkbox"/> More	<input type="text"/> How many more?	 <input type="checkbox"/> Less





Ammu's Mala

Everyone made *mala* for Ammu



Neha made a *mala* of beads.



Nitin made a *mala* of beads.



Surbhi made a *mala* of beads.



Aakash made a *mala* of beads.



Name _____ Class _____
Section / Roll No. _____ Date _____



Ammu's Mala

Everyone made *mala* for Ammu



Pooja made a *mala* of beads.



Navdeep made a *mala* of beads.



Nandini made a *mala* of beads.

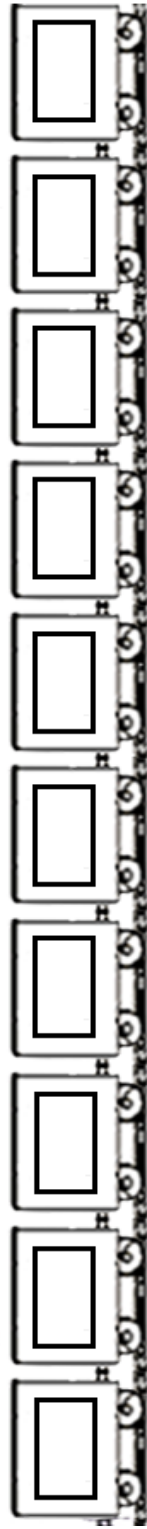
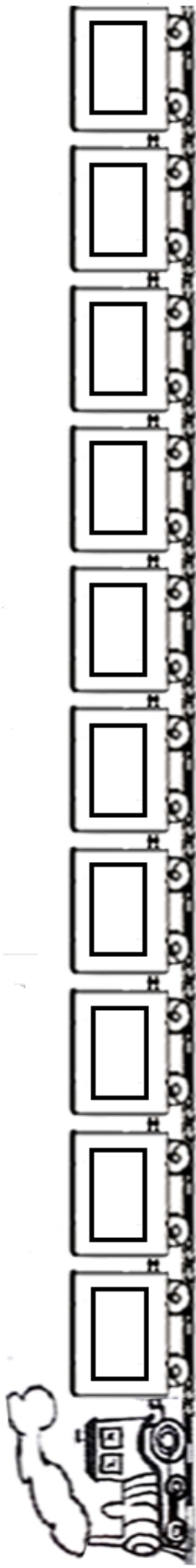
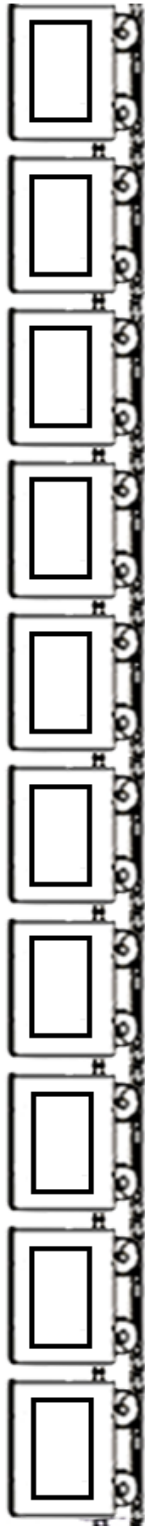
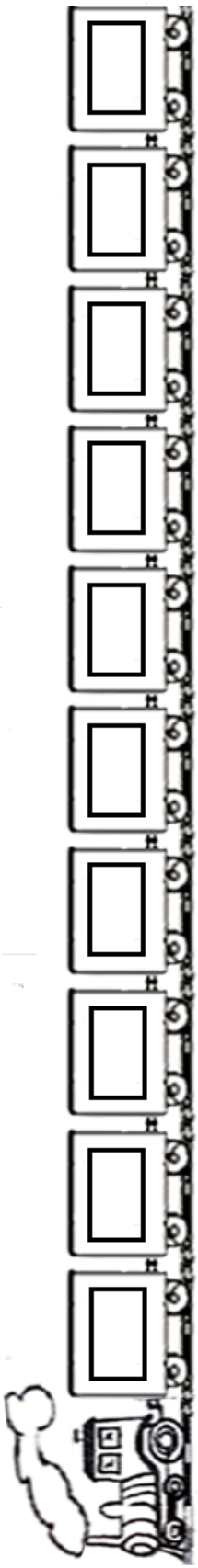


Sumit made a *mala* of beads.



Maal Gaadi 20

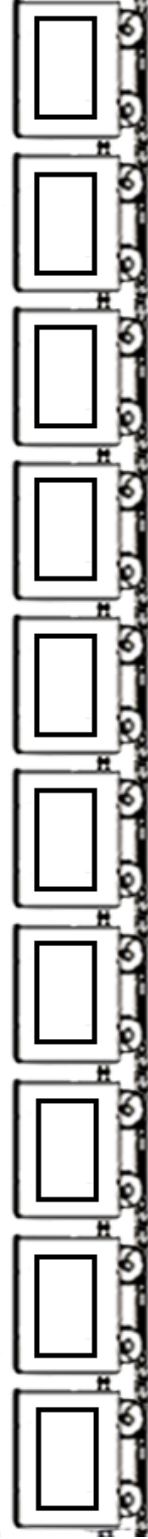
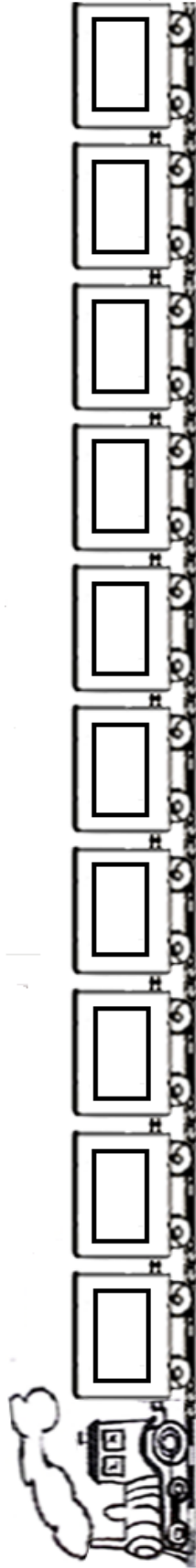
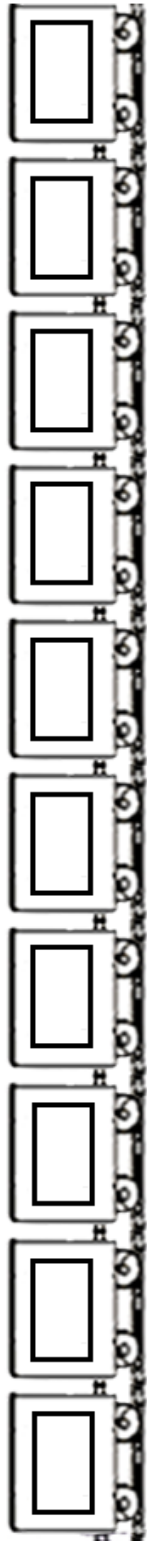
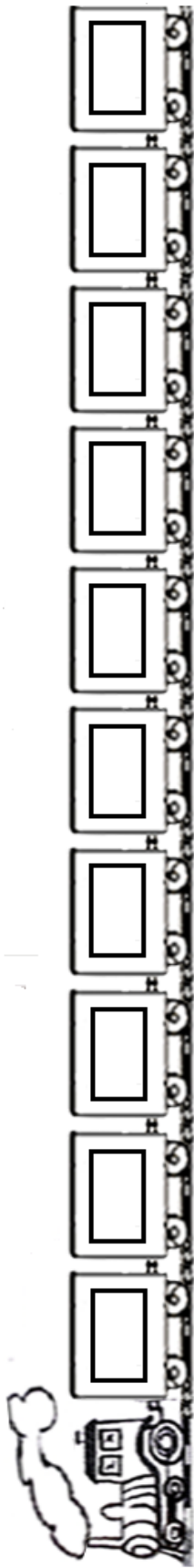
Can you write numbers on the bogies?



Name _____ Class _____
Section / Roll No. _____ Date _____

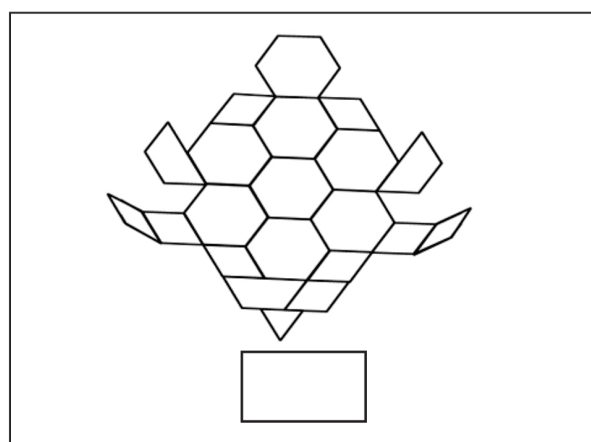
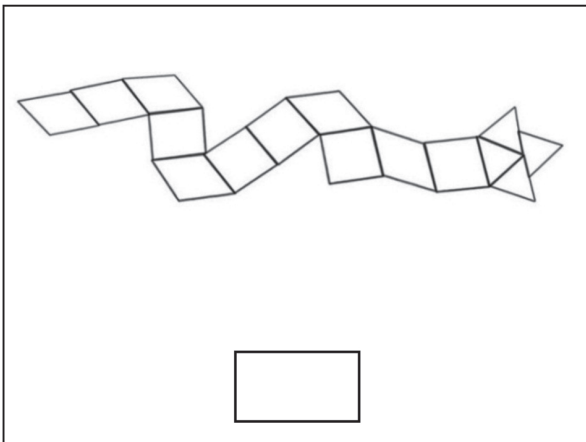
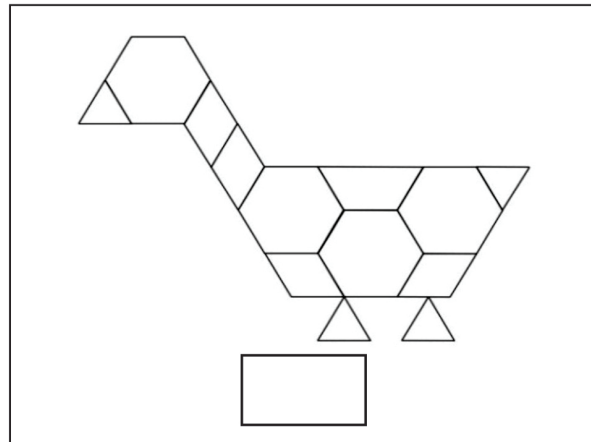
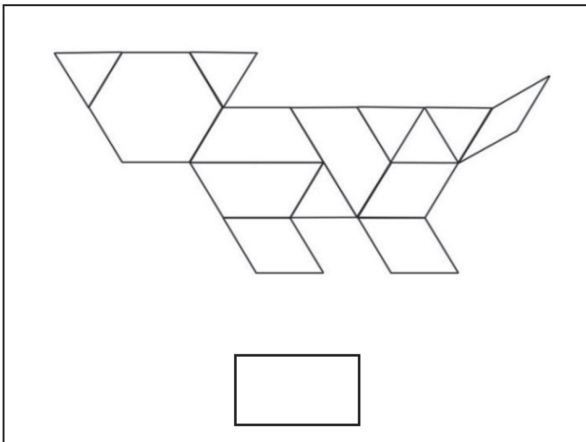
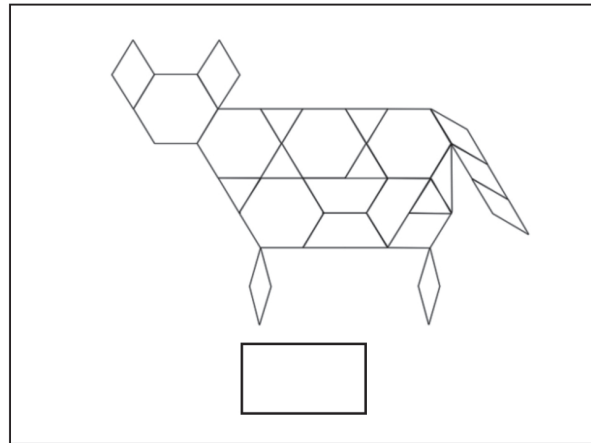
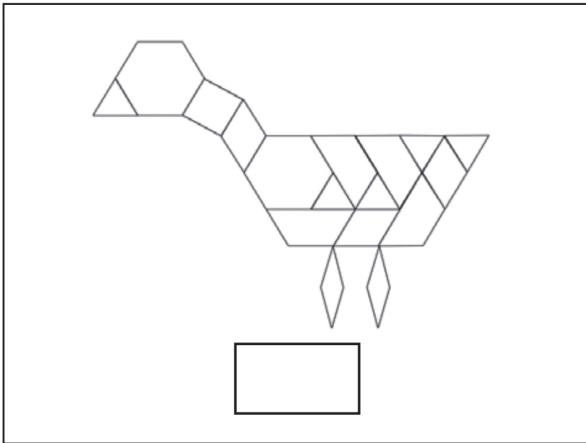
Maal Gaadi 20

Can you write numbers on the bogies?



How many pieces?

Count and write the number of pieces used for making each figure in the box.



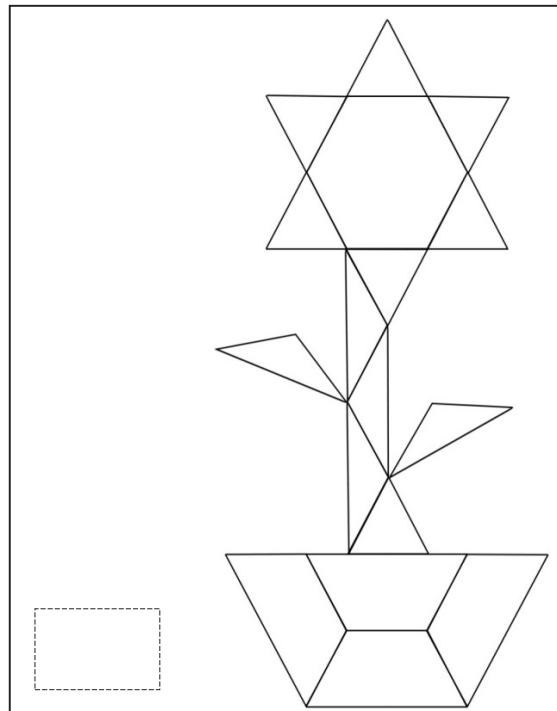
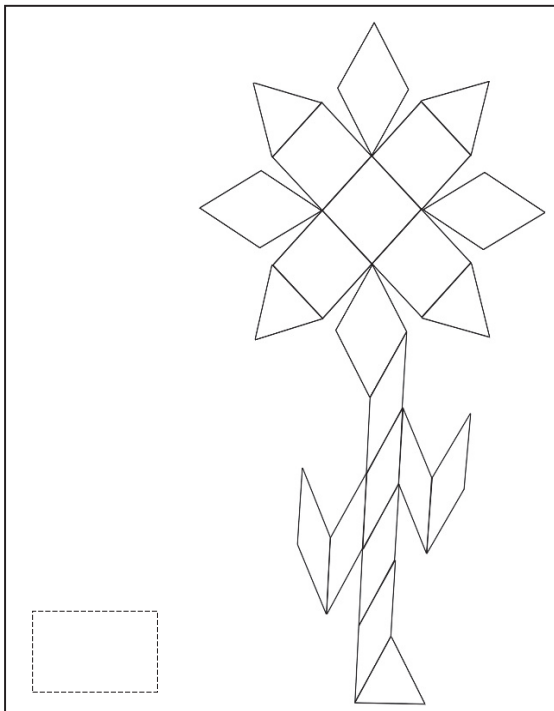
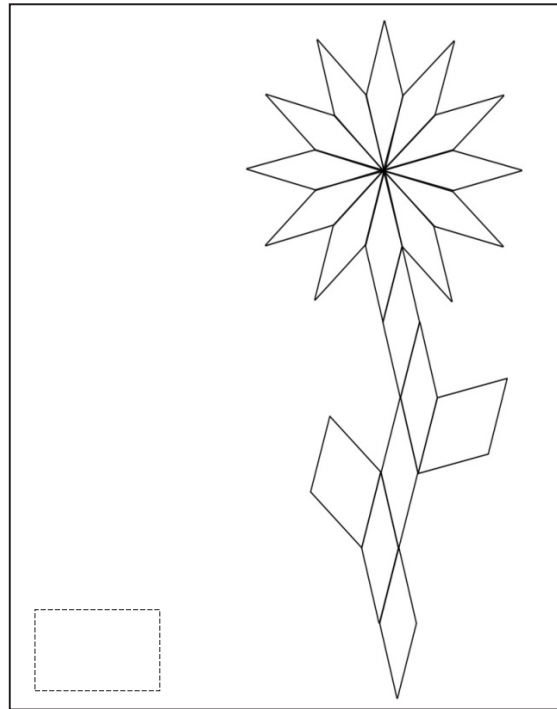
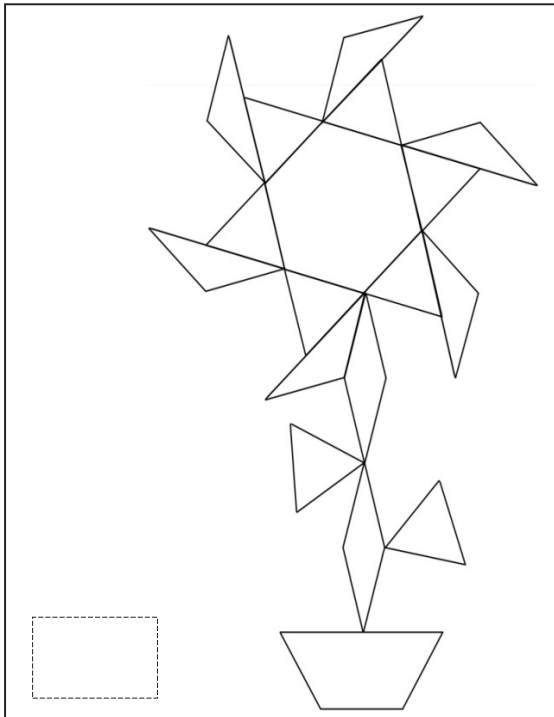
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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Name _____ Class _____
Section / Roll No. _____ Date _____

How many pieces?

Count and write the number of pieces used for making each figure in the box.



1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----



Pattern

Toran

Amit wants to decorate his house using a toran of flowers and leaves. He started making a toran as shown below.

Can you help Amit in completing the toran?

After completing the toran, let's make this colourful.

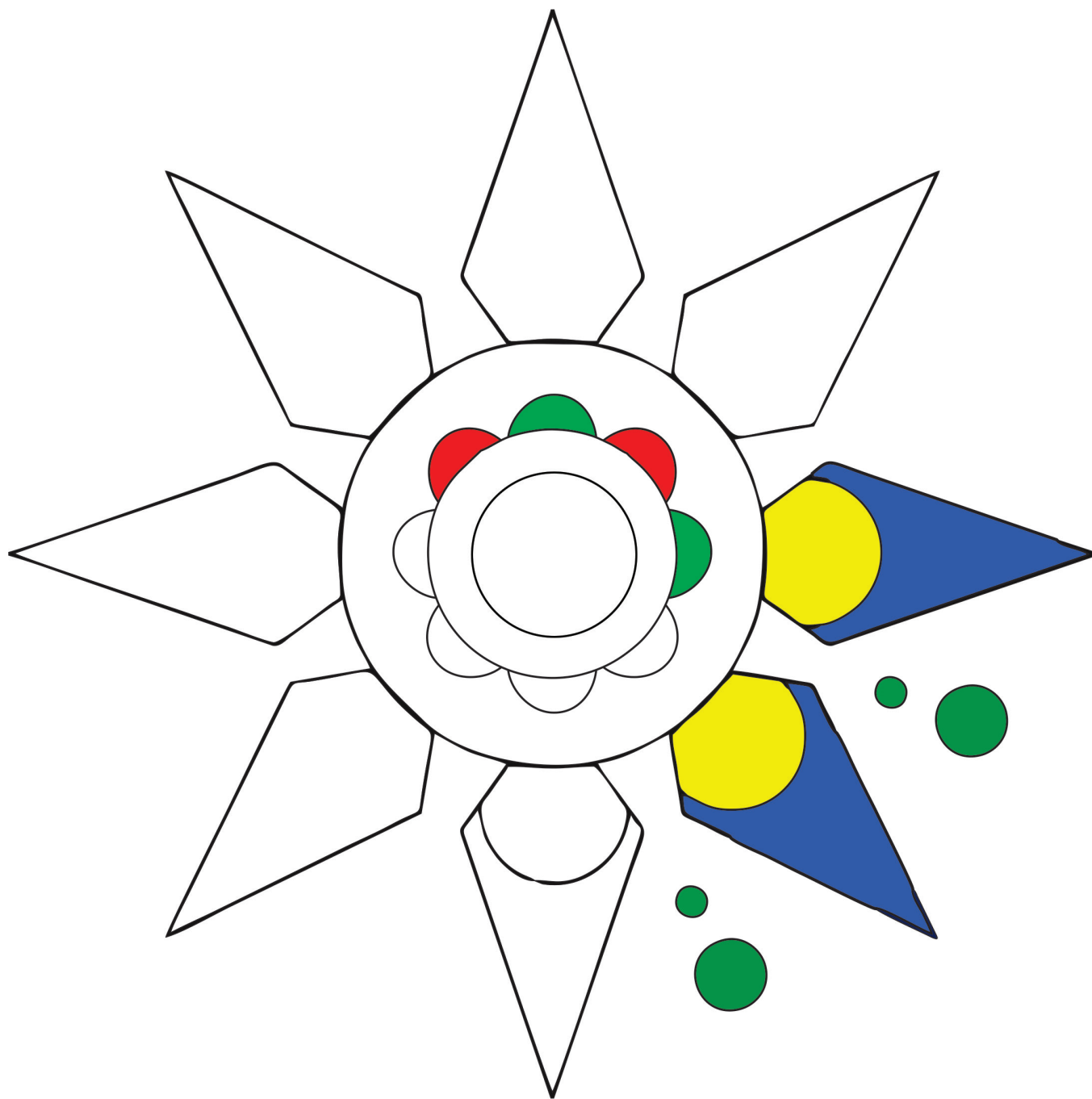


Name _____ Class _____
Section / Roll No. _____ Date _____

Rangoli

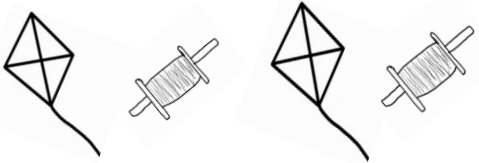
Aakash and Rashmi are making a rangoli in the *aangan* of their house. They started making a rangoli as shown below.

Can you help Aakash and Rashmi in completing and coloring this rangoli as they have started?



✦ Complete the pattern given below.













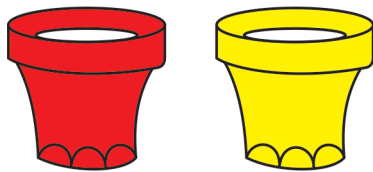


Name _____ Class _____
Section / Roll No. _____ Date _____

Numbers up to 20 (II)

Two colored flowers

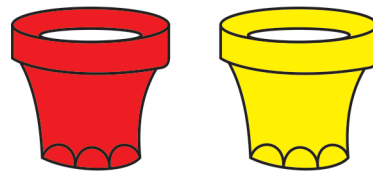
Make flowers in the pots - red flowers in the red pots and yellow flowers in the yellow pots.



5 Flowers in total

How many red?

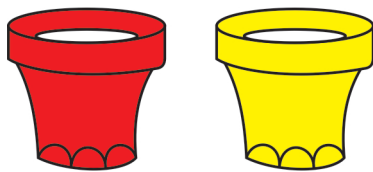
How many yellow?



4 Flowers in total

How many red?

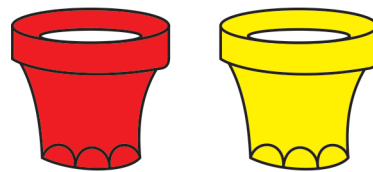
How many yellow?



7 Flowers in total

How many red?

How many yellow?



6 Flowers in total

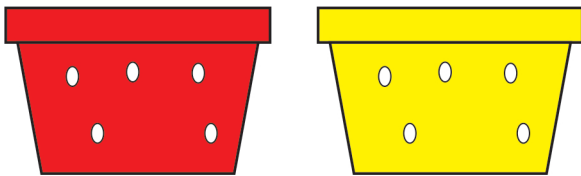
How many red?

How many yellow?



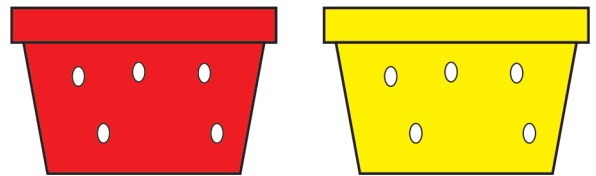
Two colored flowers

Make red flowers in the red pot and yellow flowers in the yellow pot.



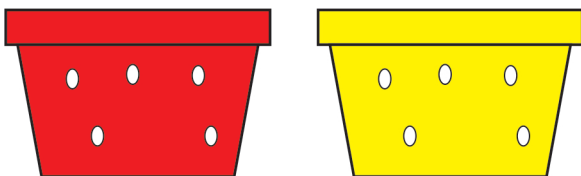
Total 5 Flowers in both the pots

How many red? How many yellow?



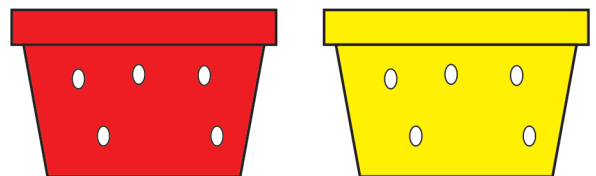
Total 8 Flowers in both the pots

How many red? How many yellow?



Total 10 Flowers in both the pots

How many red? How many yellow?



Total 7 Flowers in both the pots

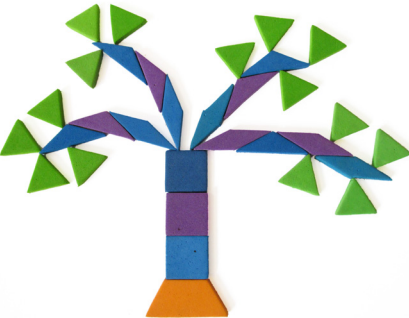
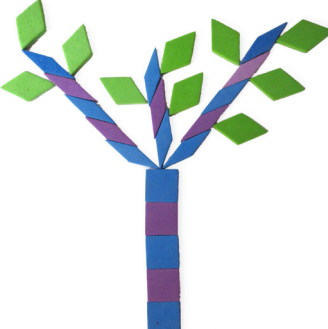

How many red? How many yellow?









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How many leaves are there on the tree?

Can you write in the box how many leaves are there on each tree? Circle the one which has more leaves in each row.

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
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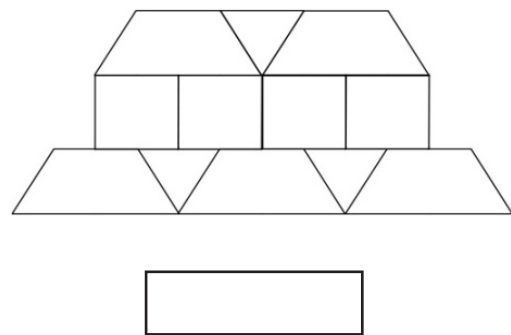
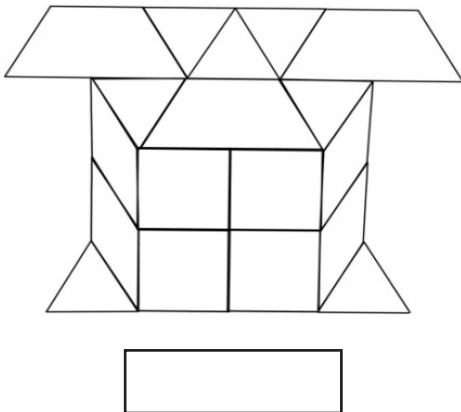
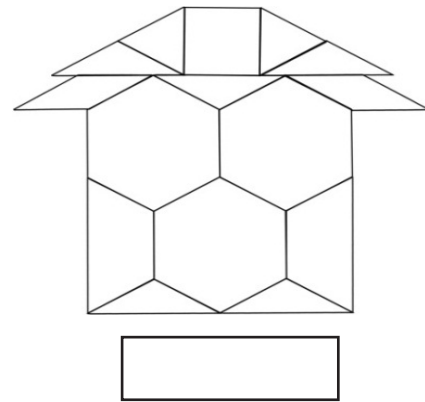
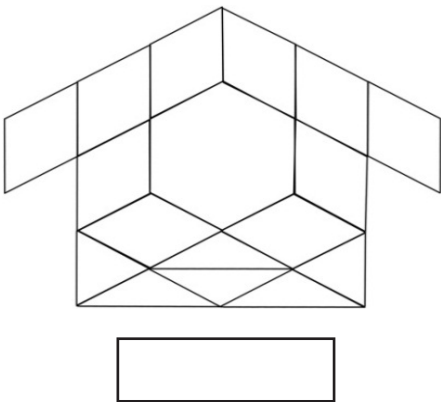
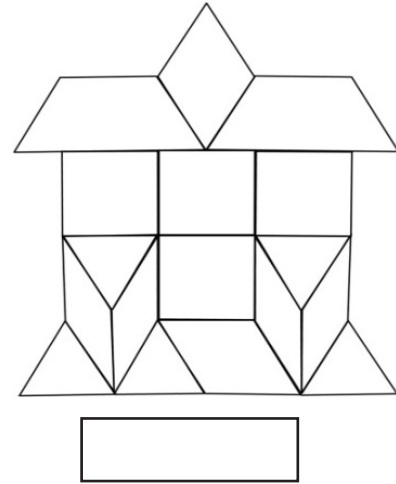
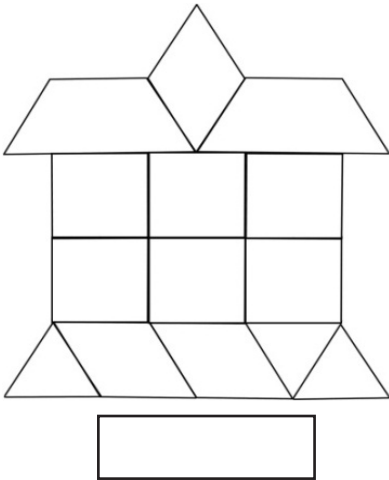
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
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 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
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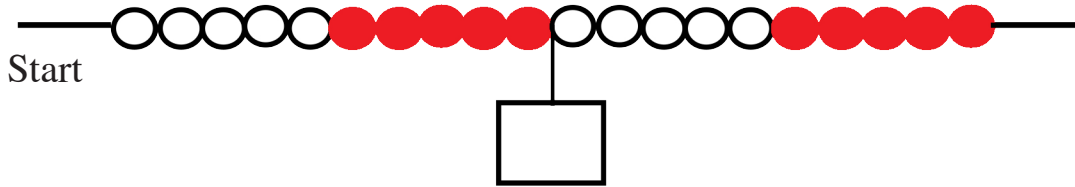
How many pieces are there in the house?

Can you write in the box how many pieces are there in each house? Circle the one which has more pieces in each house.



Write the number on the card

How many beads are there from the beginning till the card?



How many beads are there from the beginning till the card?



How many beads are there from the beginning till the card?



How many beads are there from the beginning till the card?



Place the card at the right place

?

10

Place this card at the right place?



?

17

Place this card at the right place?



?

12

Place this card at the right place?



?

18

Place this card at the right place?



Name _____ Class _____
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Data handling

Mithai ka Dibba

Chaganlal has a sweet shop. He has got an order to pack a special sweet box. The sweets of that box are given below.

Can you draw and color these sweets in the box given below and help Chaganlal pack this special sweet box?



Small Box

Chaganlal mithai wala

Imarti - 2

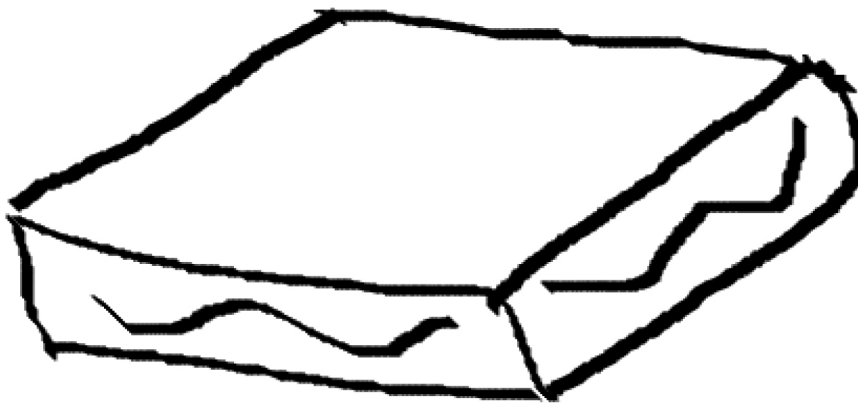
Besan ke laddoo - 4

Kalakand - 3

Kaju katli - 5

Now Chaganlal has got an order to pack a similar sweet box which is bigger. Double the number of each sweet will be packed in this bigger box.

Can you draw and color the sweets in the big sweet box given here?



Big Box

Chaganlal mithai wala

Imarti -

Besan ke laddoo -

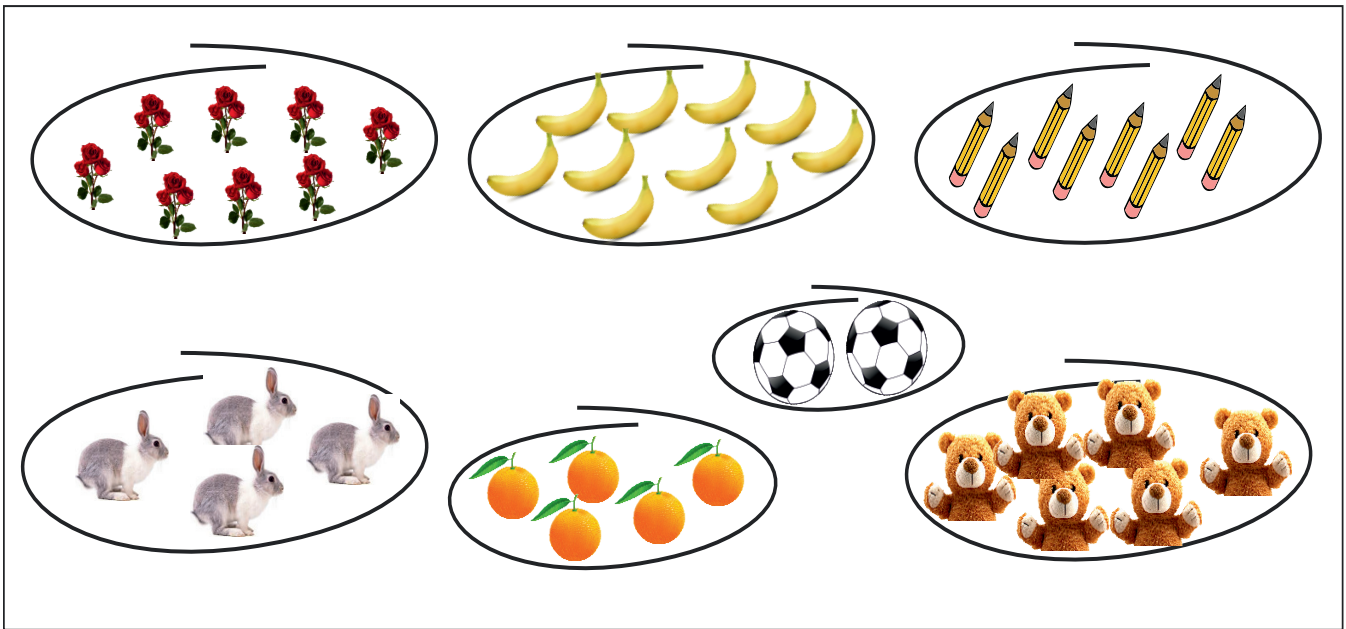
Kalakand -

Kaju katli -

Also write it on the slip.



❖ Count the objects given below and complete the table.



Obects	Number of Objects
Flowers	
Oranges	
Bananas	
Pencils	
Toys	
Rabbits	
Footballs	



Name _____ Class _____
 Section / Roll No. _____ Date _____



Count and Write.

❖ Number of children wearing red shirt

❖ Number of children wearing white shirt

❖ Number of children wearing green shirt

❖ Number of children wearing yellow shirt

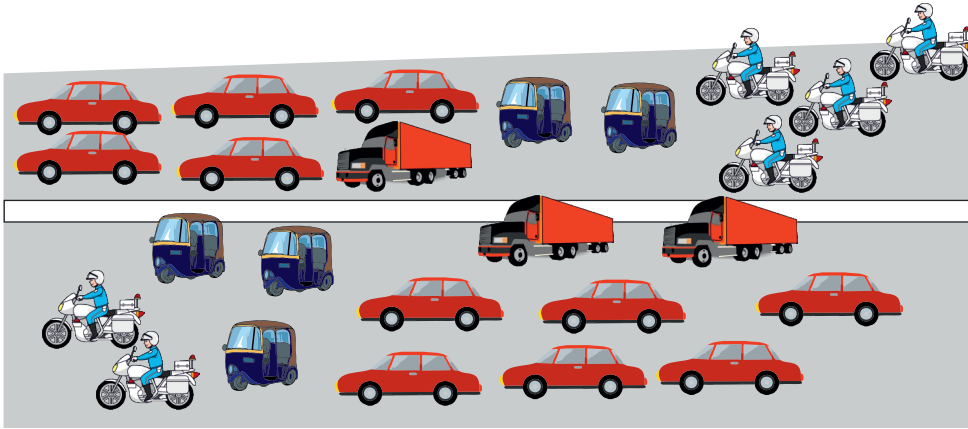
Tick (✓) the correct alternative





❖ The most preferred colour

❖ The least preferred colour



❖ Count how many of each kind.



Assessment

❖ Will be done in groups of 10.

Find out how many students in your group have their names.

Beginning with 'A' Beginning with 'R'

Beginning with 'S' Beginning with other letters

❖ Out of the letters A, R, S, which is the most common

❖ Which is the least common

Letters can be replaced as per the names

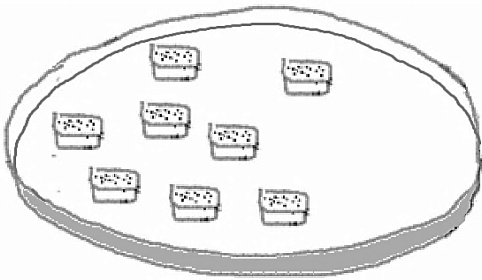


Name _____ Class _____
Section / Roll No. _____ Date _____

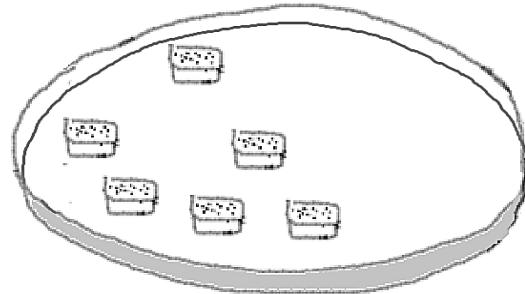
Addition-Subtraction (I)

Complete 10 barfis in each plate 1(A)

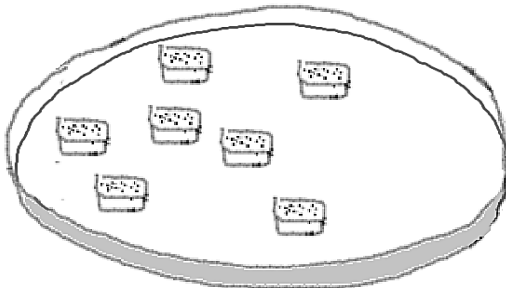
There are some barfis in the plate, will you make some more barfis to make it 10?



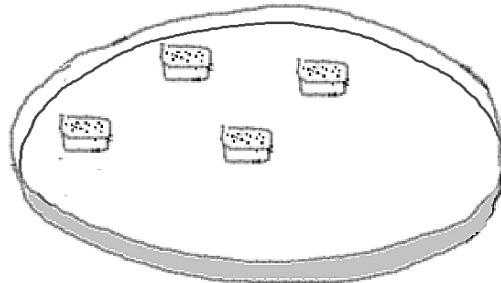
Barfis in the Plate
Barfis drawn



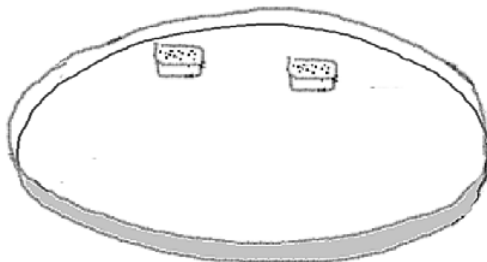
Barfis in the Plate
Barfis drawn



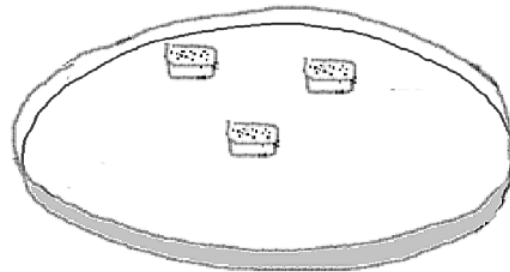
Barfis in the Plate
Barfis drawn



Barfis in the Plate
Barfis drawn



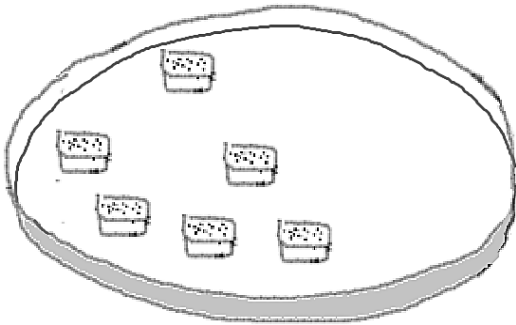
Barfis in the Plate
Barfis drawn



Barfis in the Plate
Barfis drawn

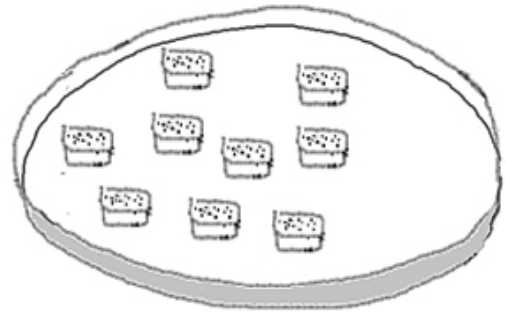


Complete 10 barfis in each plate 1(B)



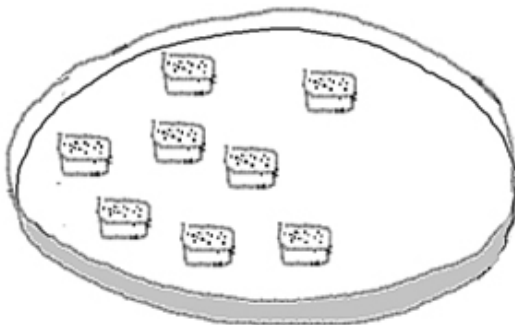
Barfis in the Plate

Barfis drawn



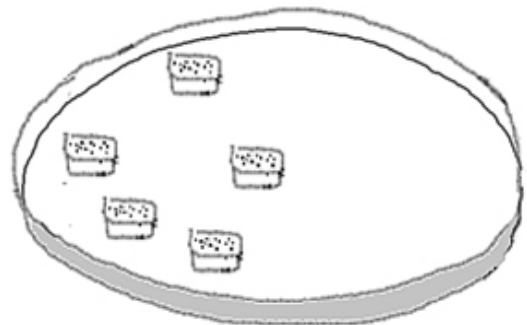
Barfis in the Plate

Barfis drawn



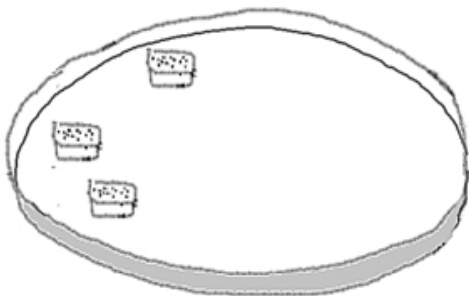
Barfis in the Plate

Barfis drawn



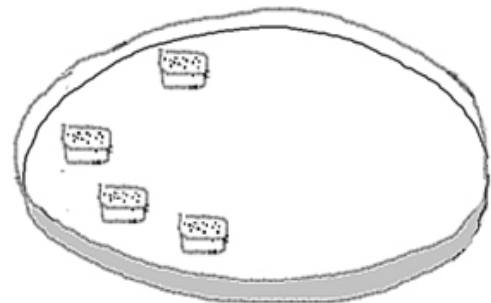
Barfis in the Plate

Barfis drawn



Barfis in the Plate

Barfis drawn



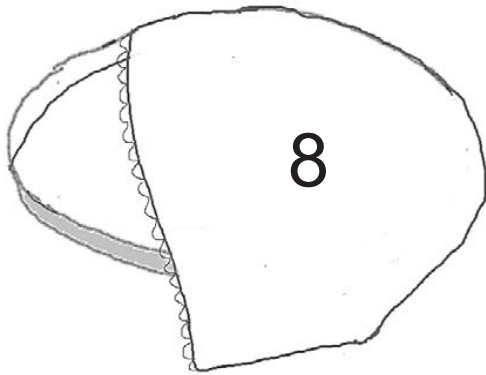
Barfis in the Plate

Barfis drawn

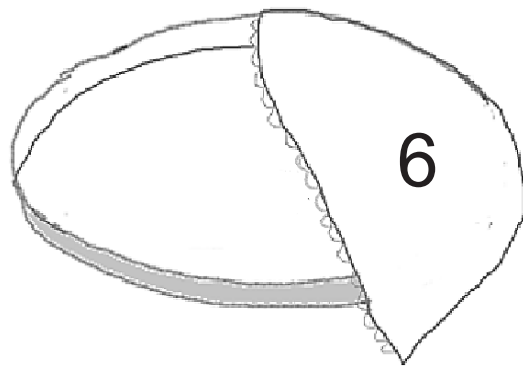


Name _____ Class _____
Section / Roll No. _____ Date _____

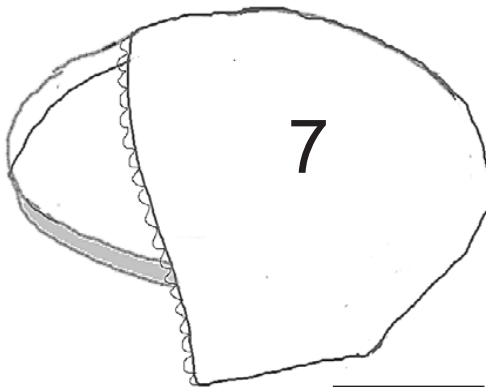
Complete 10 barfis in each plate 2(A)



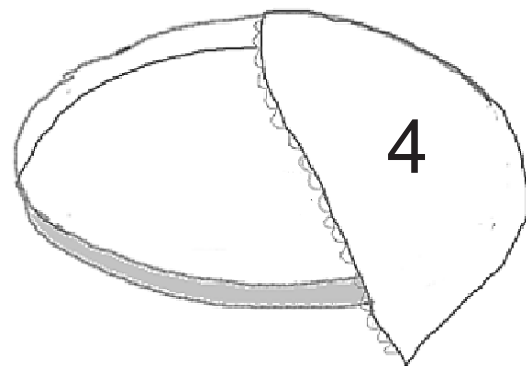
How many barfis did you draw?



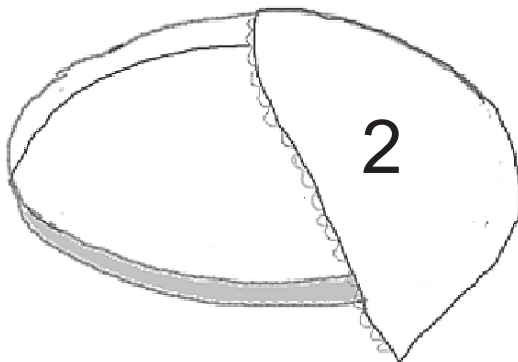
How many barfis did you draw?



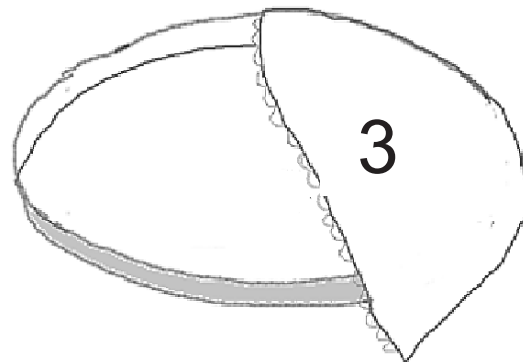
How many barfis did you draw?



How many barfis did you draw?



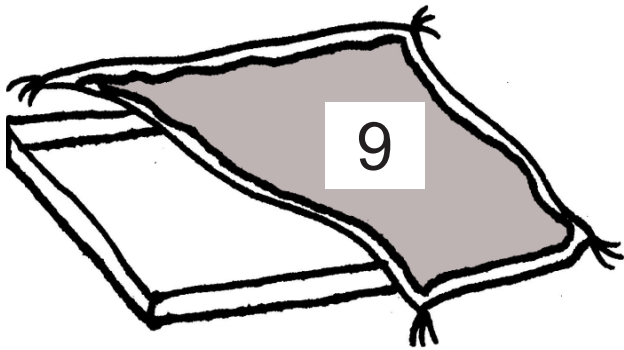
How many barfis did you draw?



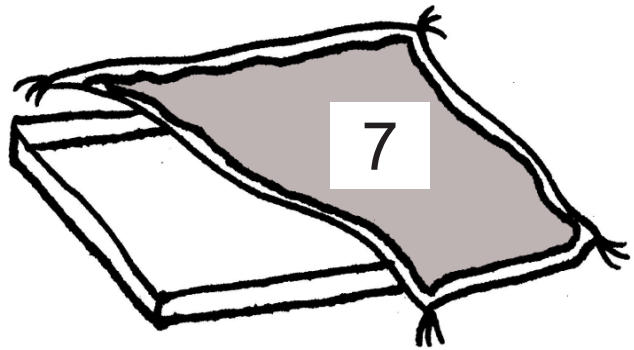
How many barfis did you draw?



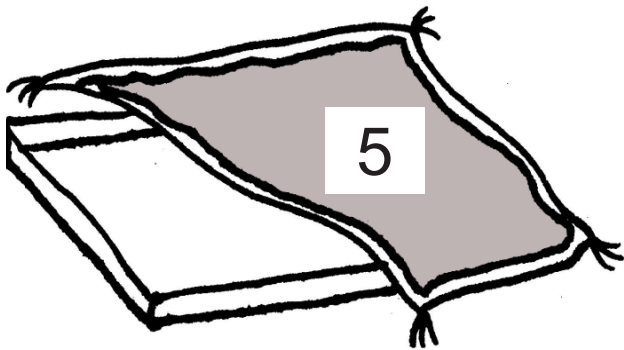
Complete 10 barfis in each plate 2(B)



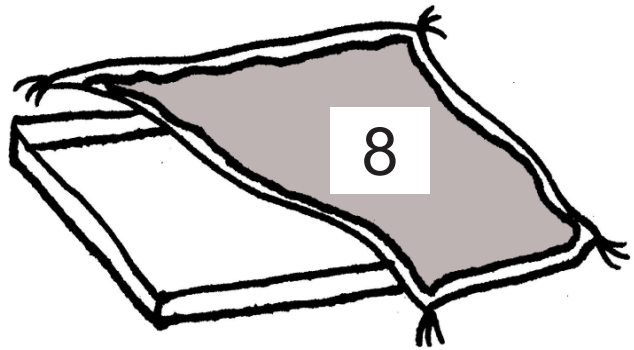
How many barfis did you draw?



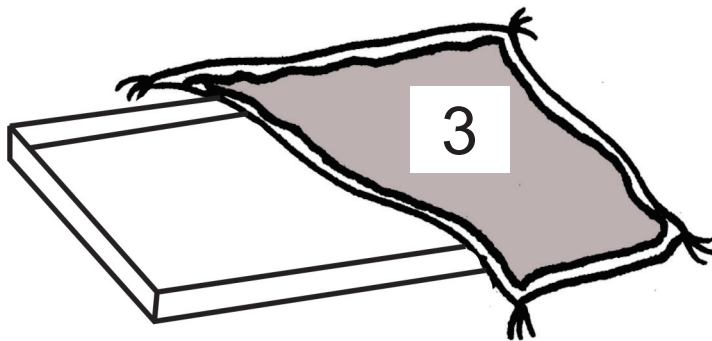
How many barfis did you draw?



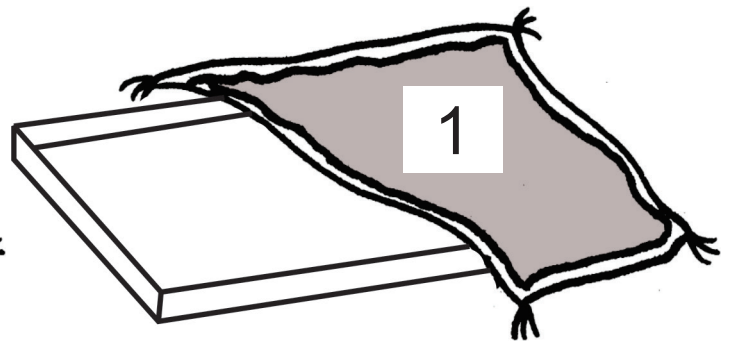
How many barfis did you draw?



How many barfis did you draw?



How many barfis did you draw?



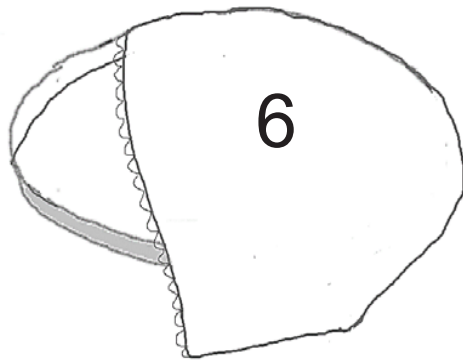
How many barfis did you draw?



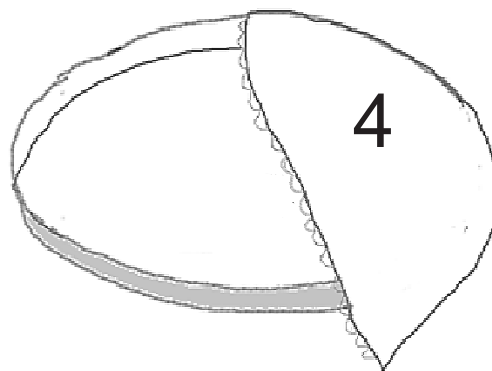
Name _____ Class _____
Section / Roll No. _____ Date _____

Complete barfis in each plate

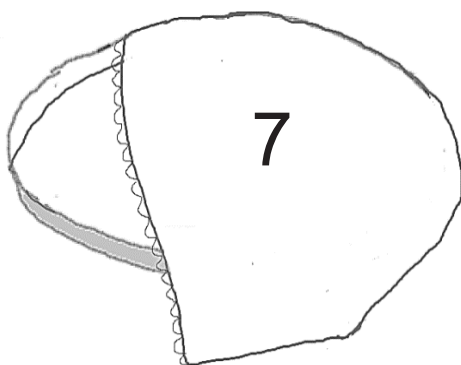
Each plate has some barfis in it. Can you complete the barfis in each plate as mentioned in the box below it?



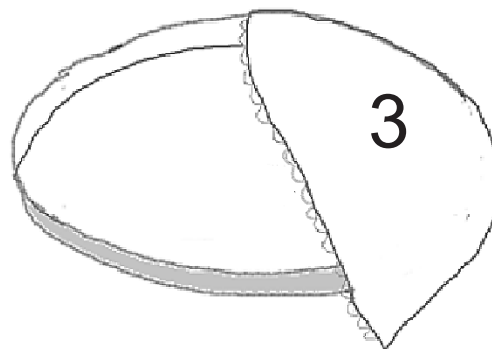
8 Barfis



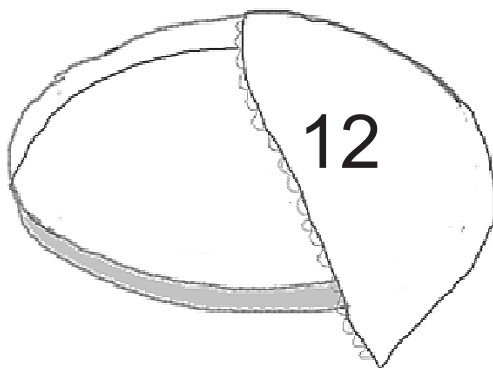
8 Barfis



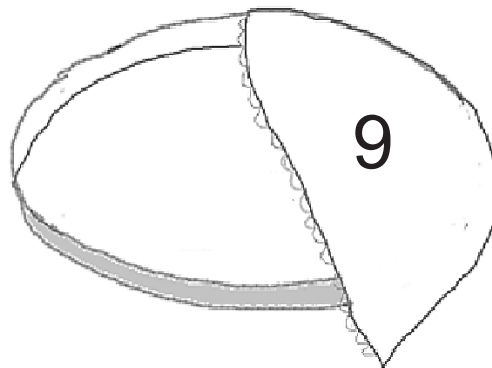
9 Barfis



9 Barfis



15 Barfis

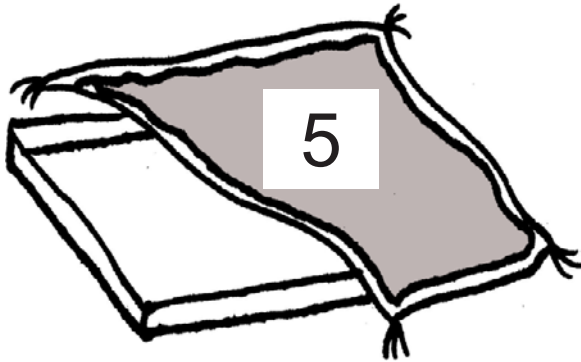


15 Barfis



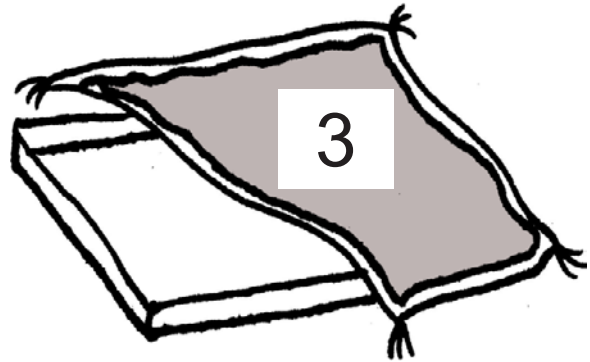
Complete barfis in each plate

Each plate has some barfis in it. Can you complete the barfis in each plate as mentioned in the box below it?



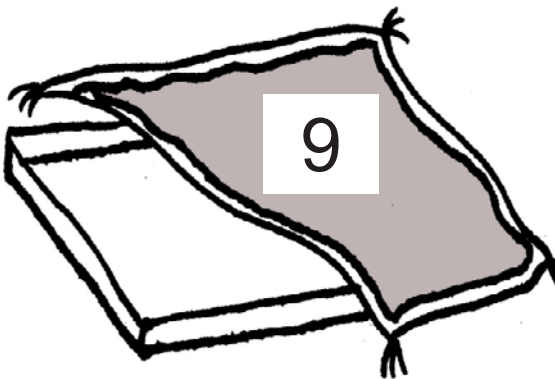
5

7 Barfis



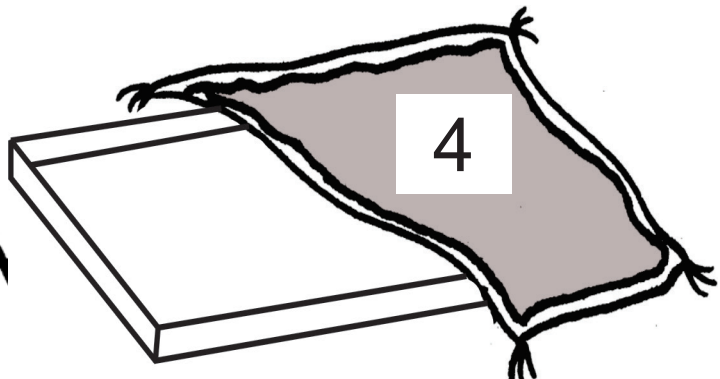
3

7 Barfis



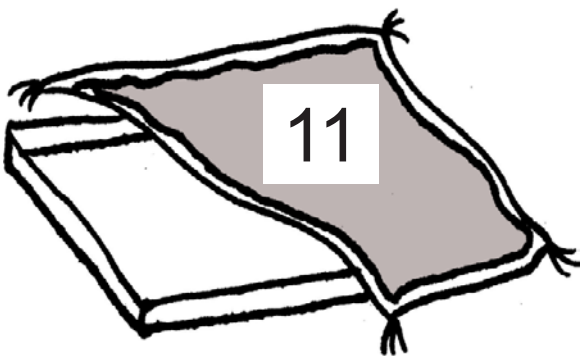
9

12 Barfis



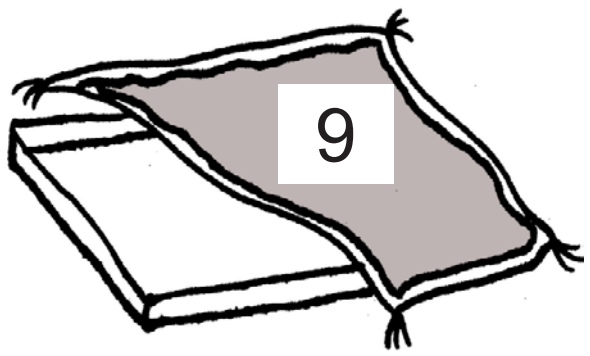
4

12 Barfis



11

14 Barfis



9

14 Barfis

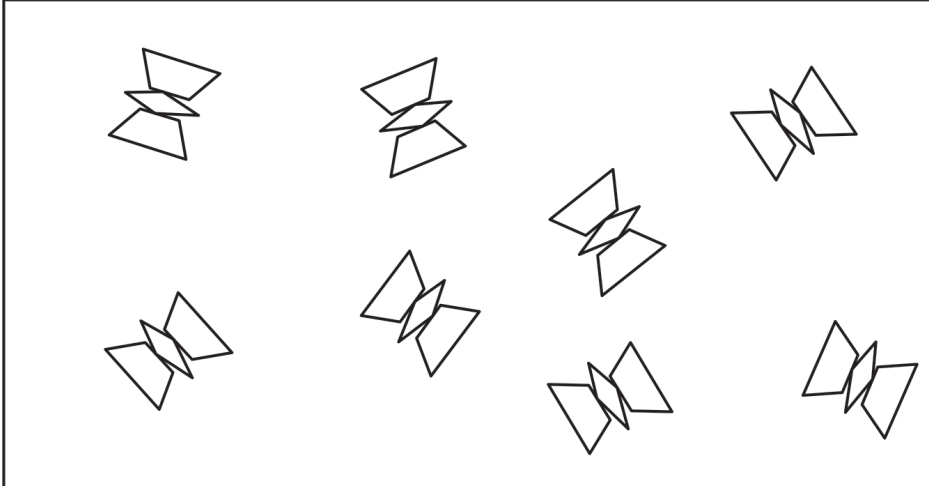















Name _____ Class _____
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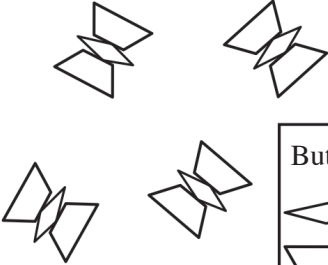






Count and Tell

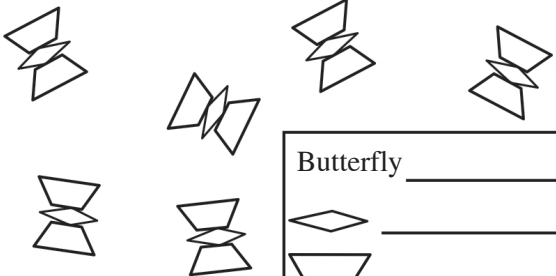






How many butterflies?

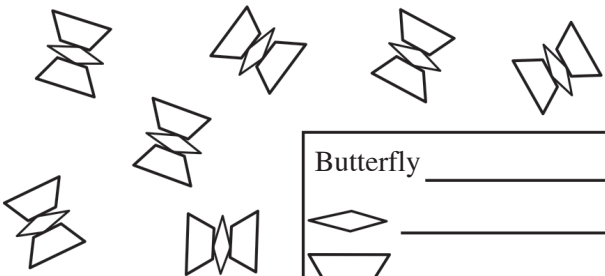






How many pieces?

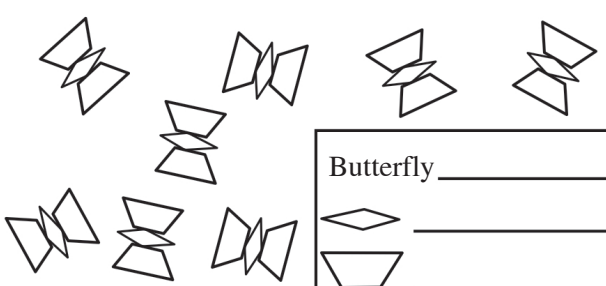






	<table border="1"><tr><td>Butterfly</td><td>_____</td></tr><tr><td></td><td>_____</td></tr><tr><td></td><td>_____</td></tr></table>	Butterfly	_____		_____		_____
Butterfly	_____						
	_____						
	_____						

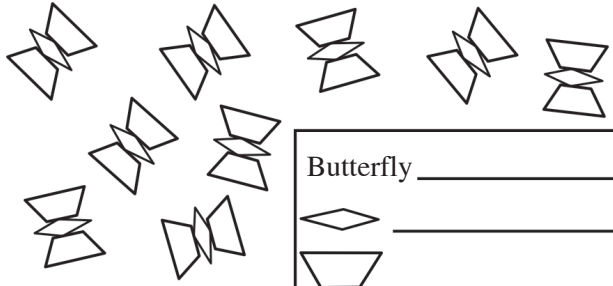






	<table border="1"><tr><td>Butterfly</td><td>_____</td></tr><tr><td></td><td>_____</td></tr><tr><td></td><td>_____</td></tr></table>	Butterfly	_____		_____		_____
Butterfly	_____						
	_____						
	_____						

	<table border="1"><tr><td>Butterfly</td><td>_____</td></tr><tr><td></td><td>_____</td></tr><tr><td></td><td>_____</td></tr></table>	Butterfly	_____		_____		_____
Butterfly	_____						
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	<table border="1"><tr><td>Butterfly</td><td>_____</td></tr><tr><td></td><td>_____</td></tr><tr><td></td><td>_____</td></tr></table>	Butterfly	_____		_____		_____
Butterfly	_____						
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	<table border="1"><tr><td>Butterfly</td><td>_____</td></tr><tr><td></td><td>_____</td></tr><tr><td></td><td>_____</td></tr></table>	Butterfly	_____		_____		_____
Butterfly	_____						
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Butterfly	_____						
	_____						
	_____						

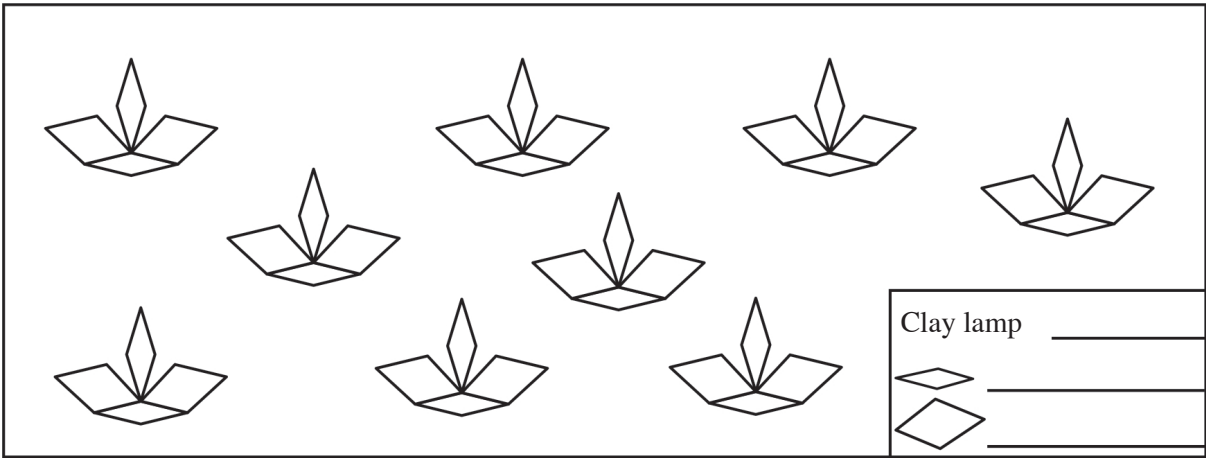






	<table border="1"><tr><td>Butterfly</td><td>_____</td></tr><tr><td></td><td>_____</td></tr><tr><td></td><td>_____</td></tr></table>	Butterfly	_____		_____		_____
Butterfly	_____						
	_____						
	_____						

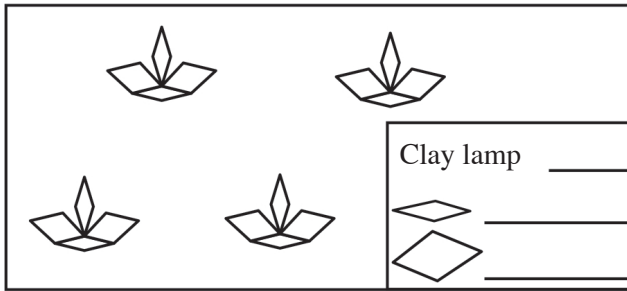








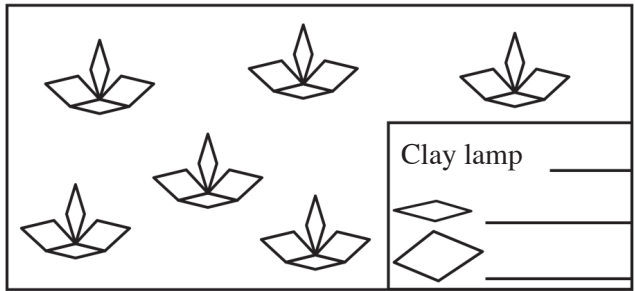






Count and Tell

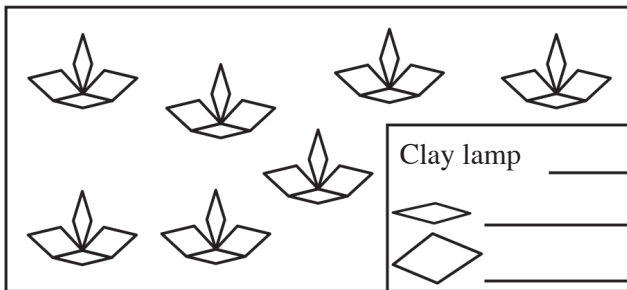






How many clay lamps?

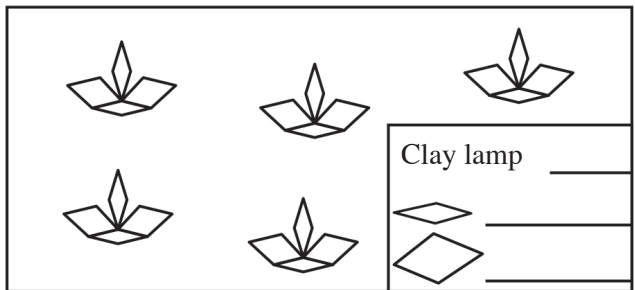






How many pieces?

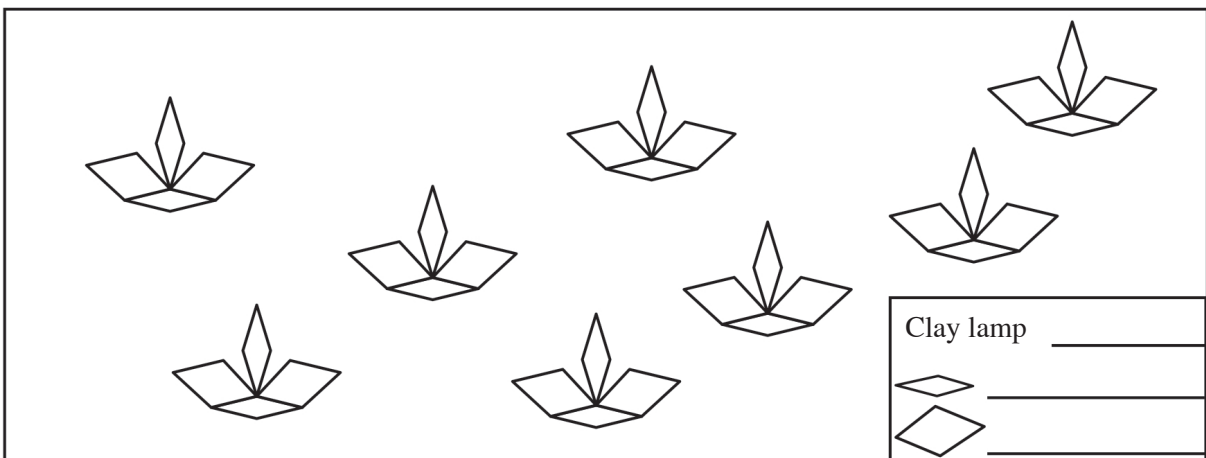






	<table border="1"><tr><td>Clay lamp</td><td>_____</td></tr><tr><td></td><td>_____</td></tr><tr><td></td><td>_____</td></tr></table>	Clay lamp	_____		_____		_____
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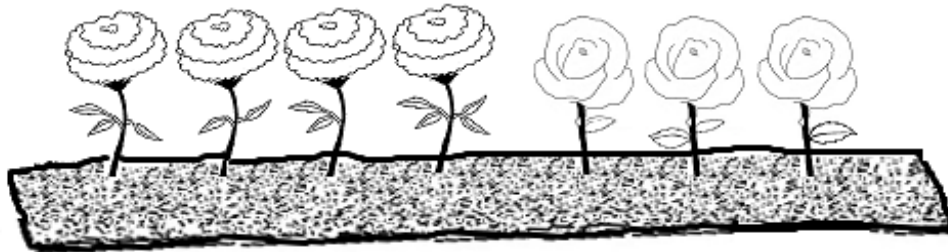
	<table border="1"><tr><td>Clay lamp</td><td>_____</td></tr><tr><td></td><td>_____</td></tr><tr><td></td><td>_____</td></tr></table>	Clay lamp	_____		_____		_____
Clay lamp	_____						
	_____						
	_____						



Name _____ Class _____
Section / Roll No. _____ Date _____

Flower bed of roses and marigolds

We can plant 7 saplings in each flower bed.
Plant as many roses and as many marigolds you want.



Marigolds and Roses



Marigolds and Roses



Marigolds and Roses



Flower bed of roses and marigolds

We can plant 7 saplings in each flower bed.
Plant as many roses and as many marigolds you want.

4 marigolds and 3 roses

___ marigolds and ___ roses

___ marigolds and ___ roses

___ marigolds and ___ roses

9 saplings in each flower bed we plant
as many roses, as many marigolds as you want

___ marigolds and ___ roses

___ marigolds and ___ roses

___ marigolds and ___ roses

___ marigolds and ___ roses

___ marigolds and ___ roses

___ marigolds and ___ roses

___ marigolds and ___ roses

___ marigolds and ___ roses



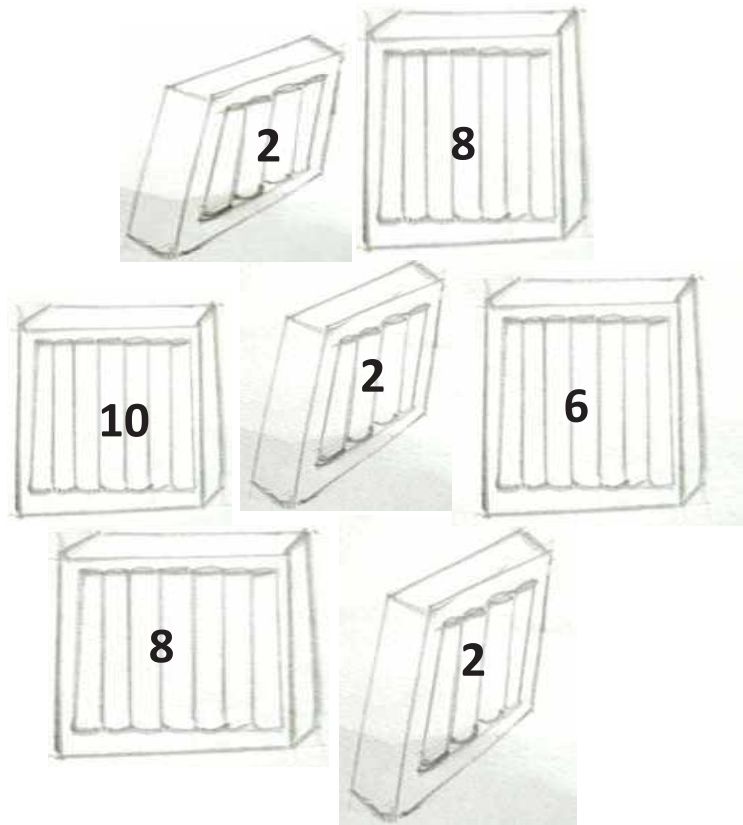
Name _____ Class _____
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Money

How to Buy?

Amit wanted to buy 16 candles for Diwali.

Which of the following boxes of candles should Amit buy?



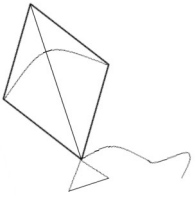
If Seema also wants to buy 16 candles, then which boxes will she buy?



Shopping (*Kharidari*)

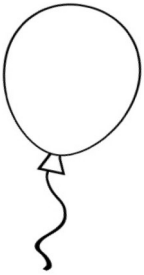
You have lots of coins of ₹1, ₹2 and ₹5.

Using which all coins, can you buy the objects given below?



Kite

₹15 _____



Balloon

₹8 _____



Painting Brush

₹9 _____



Chana jor garam

₹5 _____



Name _____ Class _____
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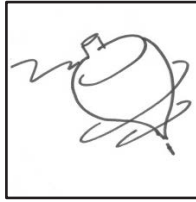
Bazaar

Heena and Aman went to a *mela*. In a shop they saw a variety of objects which they liked!



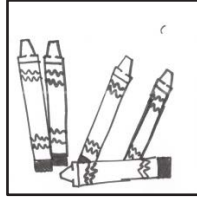
Pen

Rs.10/-



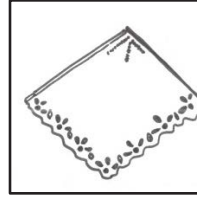
Lattoo

Rs.7/-



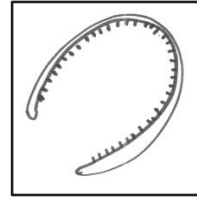
Color

Rs.10/-



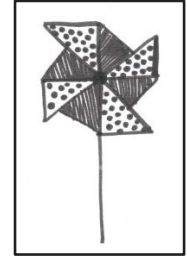
Handkerchief

Rs.3/-



Hair Band

Rs.8/-



Firki

Rs.5/-

Heena has the following coins:

What all things can Heena buy?



What all will Heena buy?	Which all coins will she use for it?



Aman has the following coins:



What all things can Aman buy?

What all will Aman buy?	Which all coins will he use for it?



Name _____ Class _____
Section / Roll No. _____ Date _____

Addition-Subtraction (II)

Besan ke Laddoo



Sonu likes laddoos a lot and she loves the laddoos made by her nani the most. One day her Mama came to meet them and also brought laddoos made by her Nani for them. Everyone in the house enjoyed the laddoos very much and Sonu's mother kept rest of the laddoos aside.

Next day after coming back from school, Sonu thought of having a laddoo. Then, her grandmother told her that, "Your mother was thinking of giving 2 laddoos each to the three children who come for tuition. Just check if we have enough laddoos?"

How many laddoos are needed to give the tuitions children?
Can you write your reasoning below?

When Sonu saw in the box, there were laddoos.

Will Sonu be able to eat a laddoo?

How many laddoos will be there in the box after she eats a laddoo?

Sonu's mother told her that she had already kept some laddoos aside and she put 4 more laddoos in the box.

How many laddoos are there to eat now?

Can you show your reasoning below?



These 3 tuition children came after that. Mother gave them 2 laddoos each. How many laddoos are in the box now?

Sonu's mother, father and grandmother also ate one laddoo each at night while watching TV.

How many laddoos are there in the box now? Can you show your reasoning below?

❖ If there are 8 laddoos in the box and after that we have kept 4 laddoos in the box. Then, how many laddoos will be there in the box now?

❖ If there are 6 laddoos in the box and we have kept 6 more laddoos, then how many laddoos will be there in the box?

❖ 16 laddoos were in the box and we ate 7 laddoos. How many laddoos are in the box now?



Lali Ki Thali



Lali is a little girl. And she has a special plate (thali).

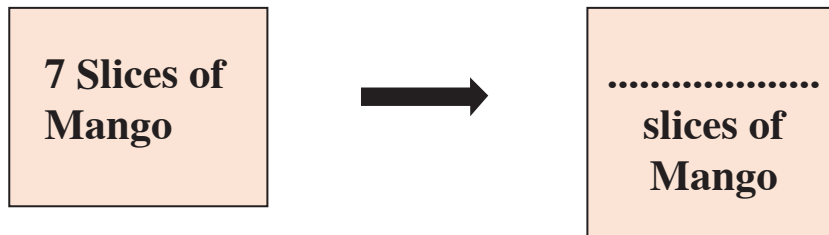
Lali loves to eat her favourite things in her special thali. And these days the thing Lali likes to eat the most is - mango!



Her mother cuts the mangoes in a special way - she cuts them in little slices. Lali

loves to eat the mango cut in slices.

There were 7 slices in Lali's plate. Mummy gave her few more slices of mango.

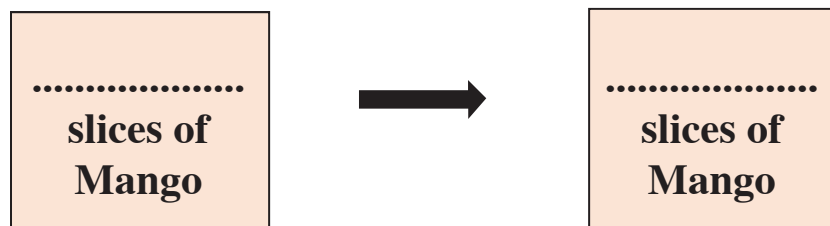


Mummy gave 3 slices



Then, Lali ate 4 slices from her plate.

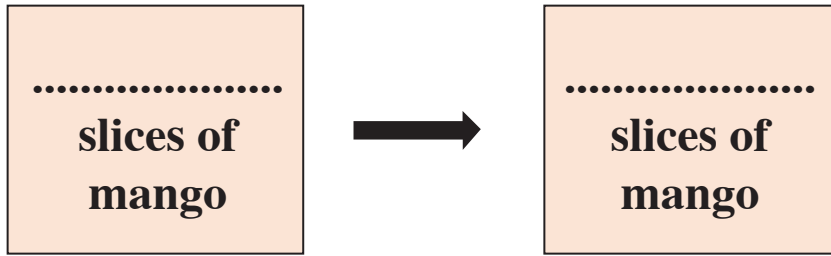
Can you tell how many slices of mango are there in her plate now?



Lali ate 4 slices

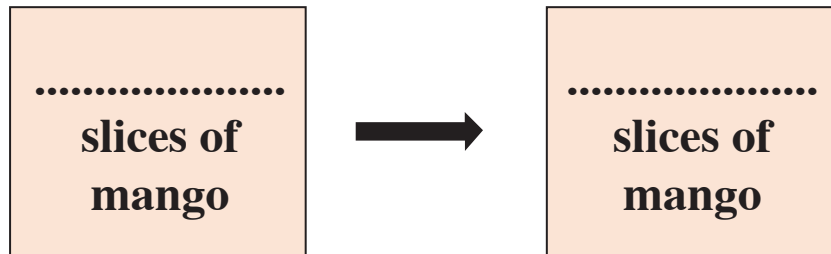


Nani also gave her some slices of mango....



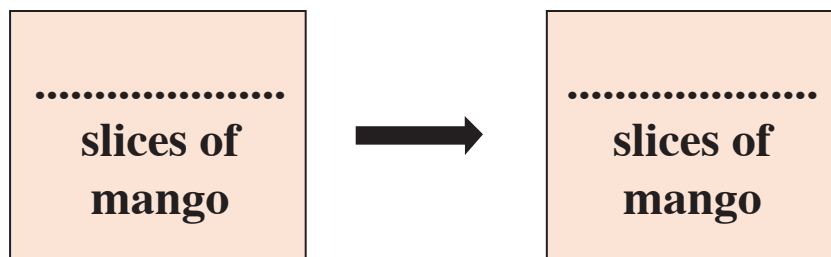
Nani gave her 6 slices of mango

Lali got her favourite mango after dinner as well. She had 8 slices of mango in her special plate. Papa gave her some slices too....



Papa gave her 4 slices

Her plate had 10 slices. She gave 3 slices to her brother. Now how many slices of mango are in the plate?



She gave 3 slices to her brother

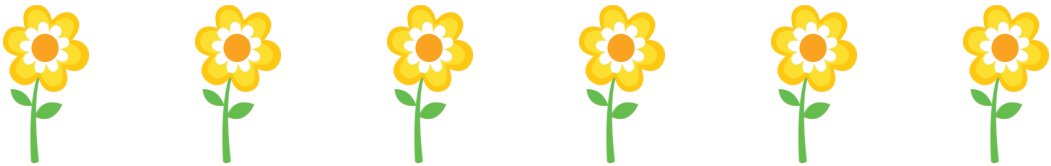
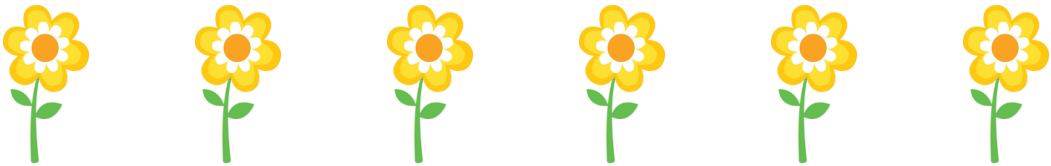
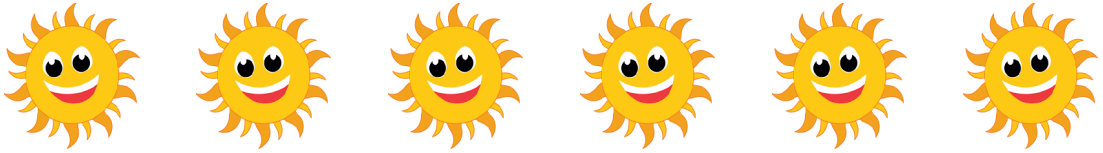
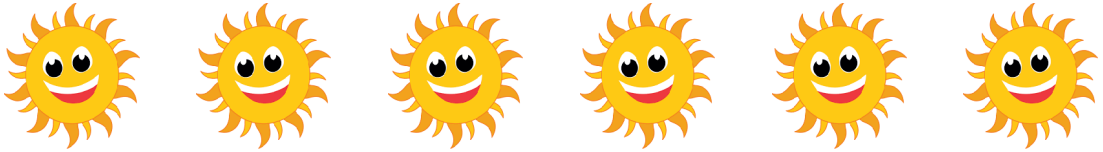




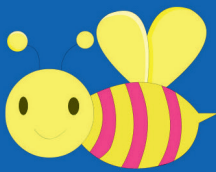
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I got.....







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