कर्नाटक सरकार

गणित

Mathematics

Text cum Workbook

(Revised)

Marathi Medium

1

इयत्ता पहिली

1st Standard

Part 1

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Karnataka Text Book Society (R.)
6th Cross, Malleshwaram
Bengaluru-560 003

Preface

The Textbook Society, Karnataka has been engaged in producing new textbooks according to the new syllabi which in turn are designed on NCF – 2005 since June 2010. Textbooks are prepared in 12 languages; seven of them serve as the media of instruction. From standard 1 to 4 there is the EVS, mathematics and 5th to 10th there are three core subjects namely mathematics, science and social science.

NCF – 2005 has a number of special features and they are:

- connecting knowledge to life activities
- learning to shift from rote methods
- enriching the curriculum beyond textbooks
- learning experiences for the construction of knowledge
- making examinations flexible and integrating them with classroom experiences
- caring concerns within the democratic policy of the country
- make education relevant to the present and future needs.
- softening the subject boundaries- integrated knowledge and the joy of learning.
- the child is the constructor of knowledge

The new books are produced based on three fundamental approaches namely.

Constructive approach, Spiral approach and Integrated approach.

The learner is encouraged to think, engage in activities, master skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand, they help the learner in the total development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country, India.

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Mathematics is essential in the study of various subjects and in real life. NCF 2005 proposes moving away from complete calculations, construction of a framework of concepts, relate mathematics to real life experiences and cooperative learning.

Many students have a maths phobia and in order to help them overcome this phobia, jokes, puzzles, riddles, stories and games have been included in textbooks. Each concept is introduced through an activity or an interesting story at the primary level. The contributions of great Indian mathematicians are mentioned at appropriate places.

The Textbook Society expresses grateful thanks to the chairpersons, writers, scrutinisers, artists, staff of DIETs and CTEs and the members of the Editorial Board and printers in helping the Textbook Society in producing these textbooks.

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Chairperson's note to teachers

This First Standard Mathematics Textbook is prepared according to the revised syllabus based on NCF, 2005. The basic feature highlighted in NCF (2005) and seriously adopted in this textbook is that "The child is the constructor of his/her own knowledge". The focus in this textbook is **on experiential learning** which is based on both **hands on** and **minds on** activities.

The introduction of new mathematics syllabus and textbooks should be always backed up by a wealth of activities, illustrations and problems through which children can play and explore mathematics. There is no better guidance than well chosen illustrations that appeal to the intuition and focus the imagination and through which the child can construct his/her own mathematical knowledge. Such self-discovery leads to a much deeper understanding and a confidenc in the subject, which the children can never forget and upon which he/she can build further.

The First Standard Mathematics Textbook is designed keeping all the above mentioned facts in view and also the intellectual development of children at that age level. Considering the point that the children are at **concrete operation stage** during this age, a large store of pictures are provided, which represent real life objects and situations. As mathematics is a very challenging and vibrant subject connected to the real world at every level, these illustrations help children to connect mathematics with real life situations. They also provide opportunities for children to indulge in challenging and exciting tasks of discovery and creativity as well.

Mathematics teaching should be child-centred and also learning-centred. It is the responsibility of the teachers to generate interest and stimulate enthusiasm in the subject. Teachers are expected to play the role of facilitators and create constructive learning environments with the help of illustrations suggested in this textbook and many more similar to or beyond them.

Hope that the material presented in this textbook will trigger the imagination, thinking and reasoning skills in children and support them to construct meaningful mathematical knowledge. Constructive suggestions for further improvement of this textbook are always welcome.

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About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: "The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment", he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints, and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers' Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organistation were also invited for discussions. Thus, on the basis of all inputs received from various sources, the textbooks have been revised where ever necessary.

Another very important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics

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and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central school. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also due to the subject experts and to the associations who gave valuable suggestions.

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Foreword

In the pursuit of fostering a healthier and more balanced educational journey, we present this initiative aimed at reducing the weight of school bags. Education is the cornerstone of progress and it is our responsibility to ensure that the pursuit of knowledge is accompanied by the wellbeing of students.

As a first step, to reduce the burden of heavy bags, the School Education Department, Government of Karnataka has decided to print semester-wise textbooks in 2 parts i.e., Summative Assessment 1 and 2. This intervention will help significantly in reducing the weight of school bags.

This endeavour signifies a paradigm shift, acknowledging the strain posed by bulky bags on students.

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Manjushree. N, IAS
Managing Director
Karnataka Textbook Society (R.)

अनुक्रमणिका

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प्रकरण – 1

अवकाशाची परिकल्पना

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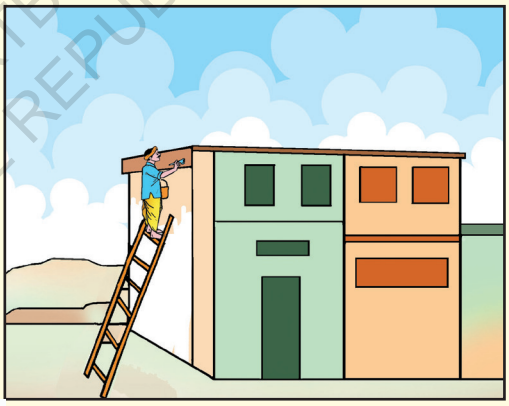
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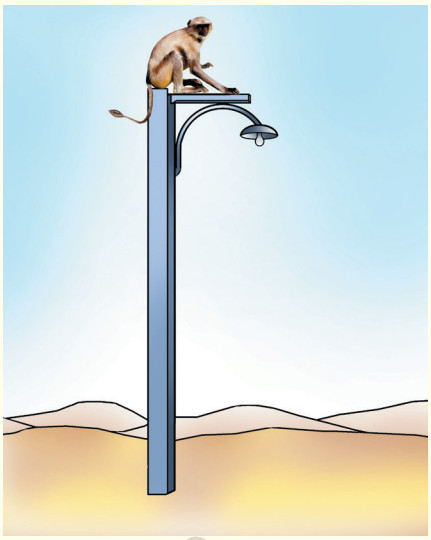
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माकड विजेच्या
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मडक्याच्या **तळाला**
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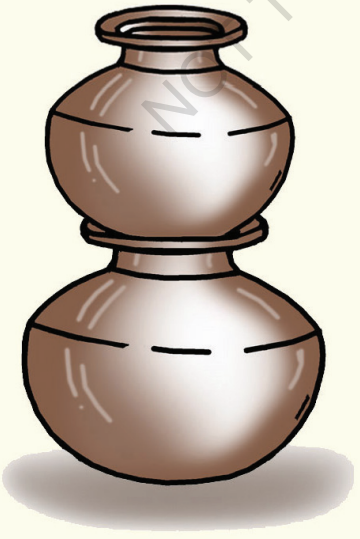


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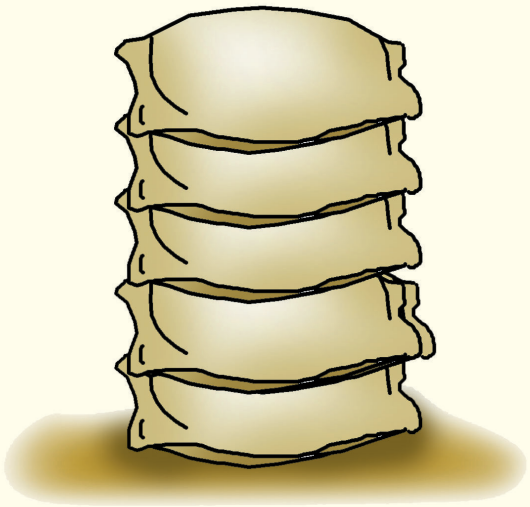
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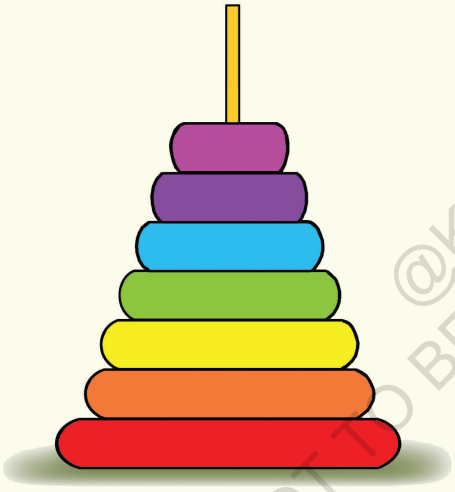
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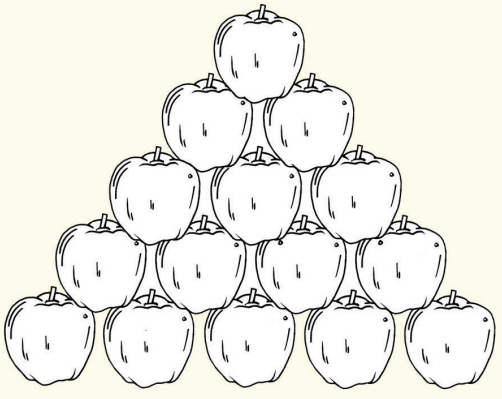




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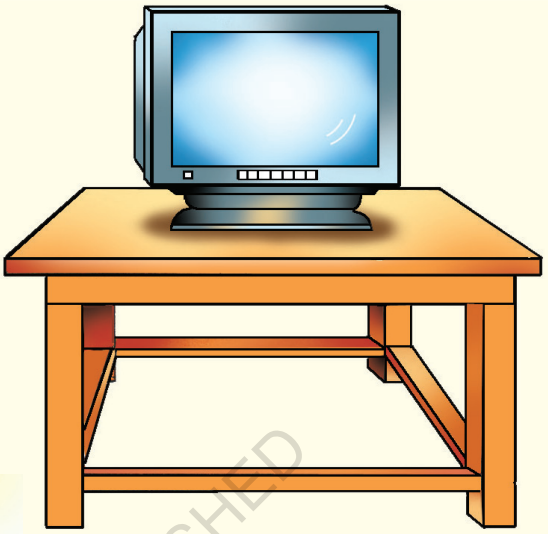
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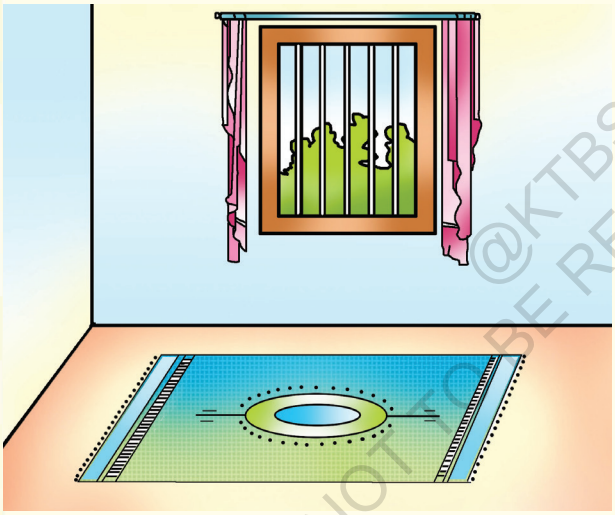
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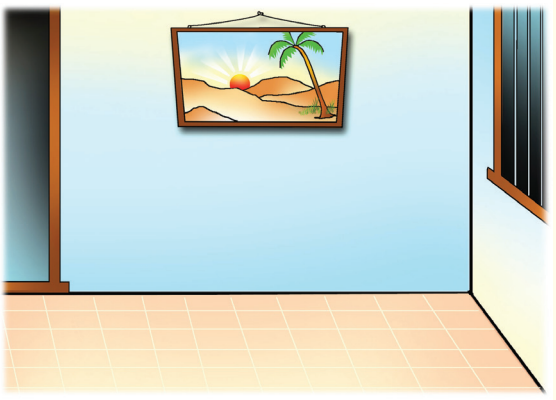




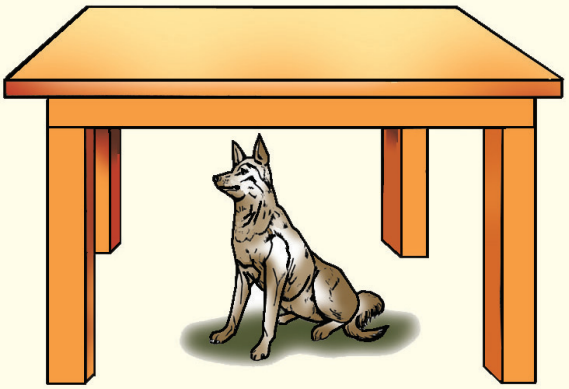
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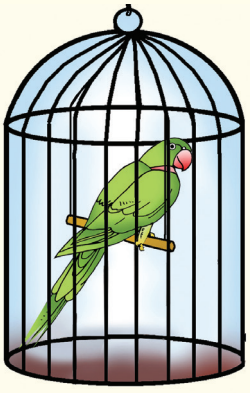
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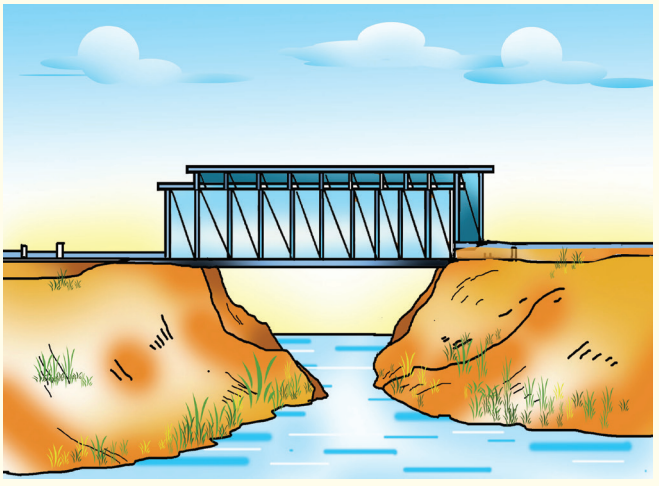


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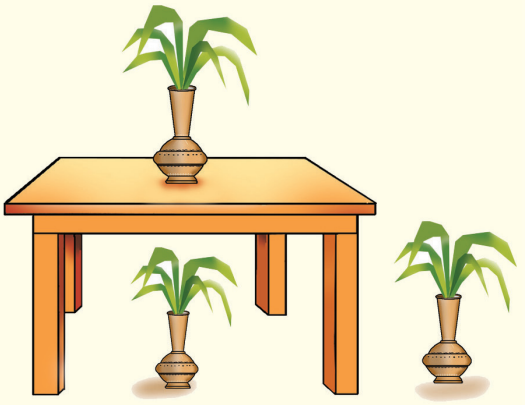


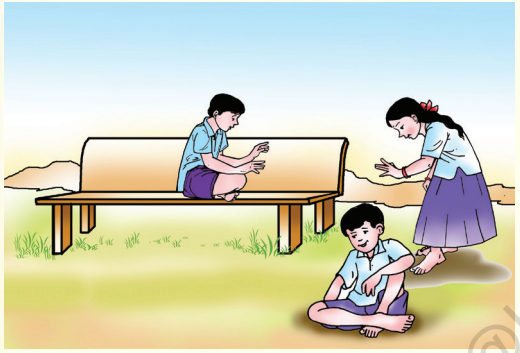
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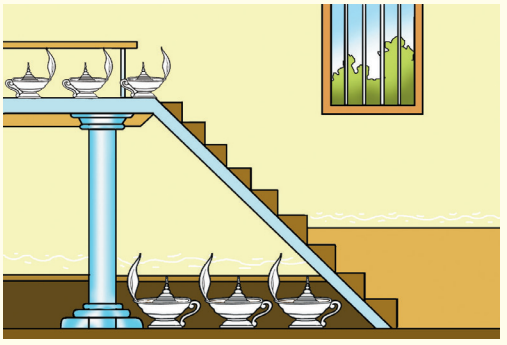
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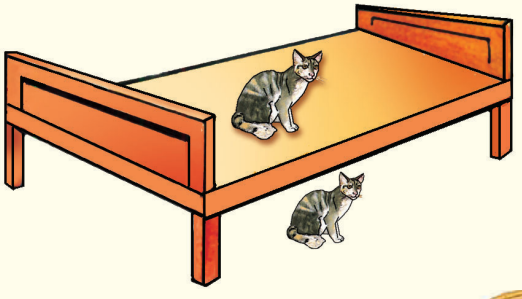


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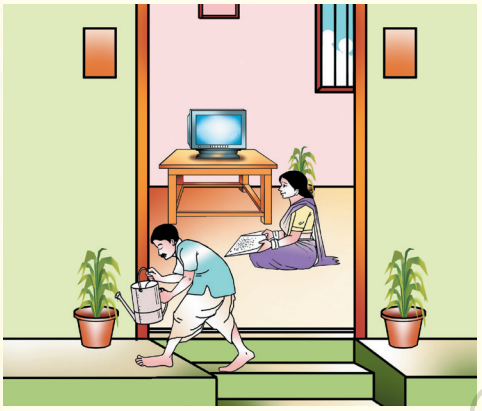


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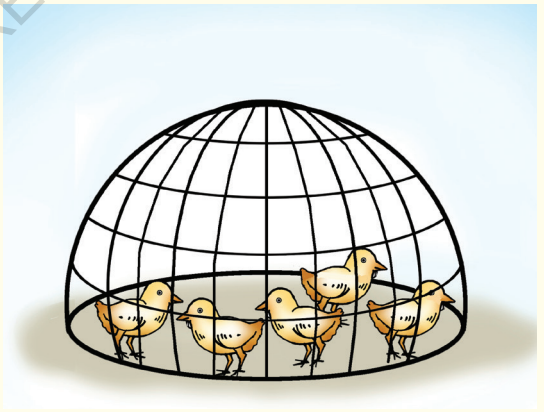
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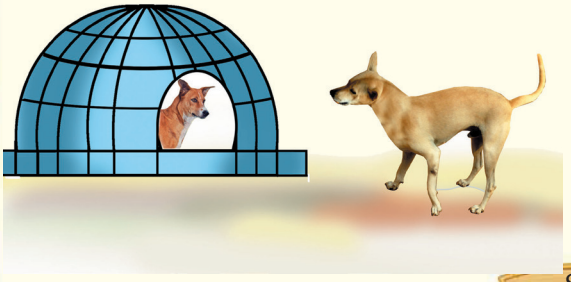


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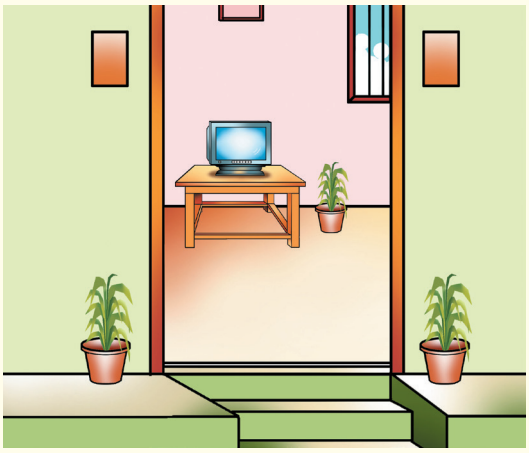
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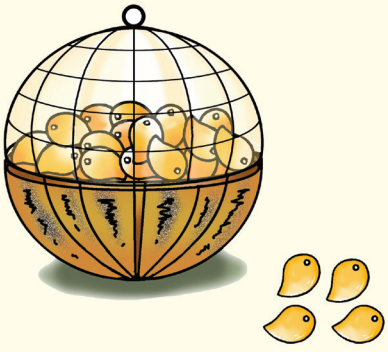


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अशी खूण कर.

घराच्या आत
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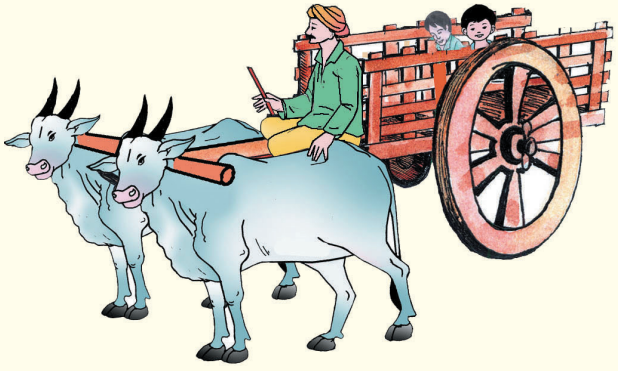


करंडीच्या आत असणाऱ्या फळांवर (✓) अशी खूण कर.



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गाडीच्या बाहेर असणारी मुले (✓) या खुणेने दाखव.

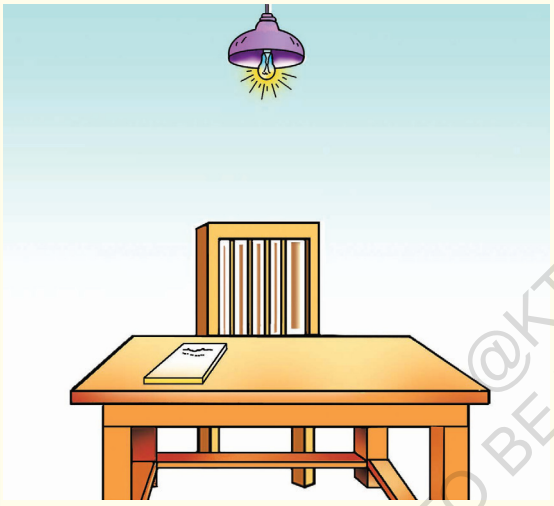




वर – खाली



भुवयांच्या **खाली** डोळे आहेत,
डोळ्यांच्या **खाली** नाक आहे.
तोंडाच्या **वर** नाक आहे.
डोळ्यांच्या **वर** भुवया आहेत.

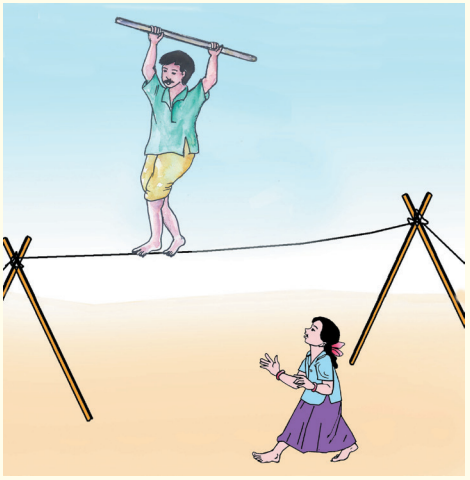


टेबलाच्या **वर** दिवा आहे.
दिव्याच्या **खाली** टेबल आहे.

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सर्कस कलाकाराने आपल्या डोक्याच्या **वरती** काठी धरली आहे.

गीता **खालून** पाहात आहे.

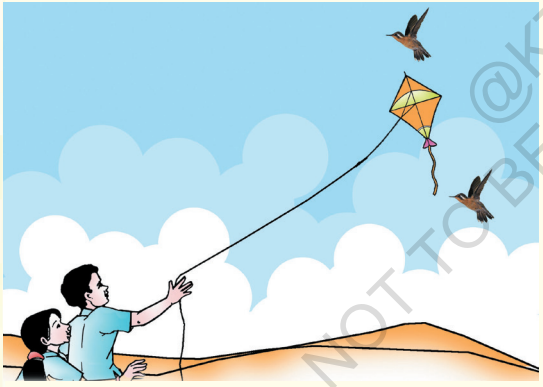




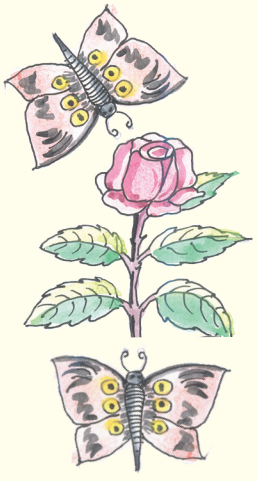
झाडावरुन उडणाऱ्या पक्षासमोर (✓) अशी खूण कर.



विदूषकाच्या डोक्याच्या वर असणारा चेंडू रंगव.



पतंगाच्या खालून उडणाऱ्या पक्षावर (✓) अशी खूण कर.



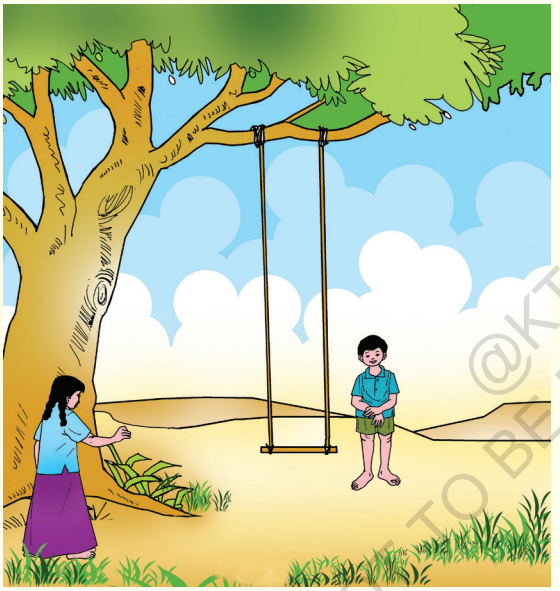
फुलाच्या खालून उडणाऱ्या फुलपाखरावर (✓) अशी खूण कर.

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जवळ – दूर



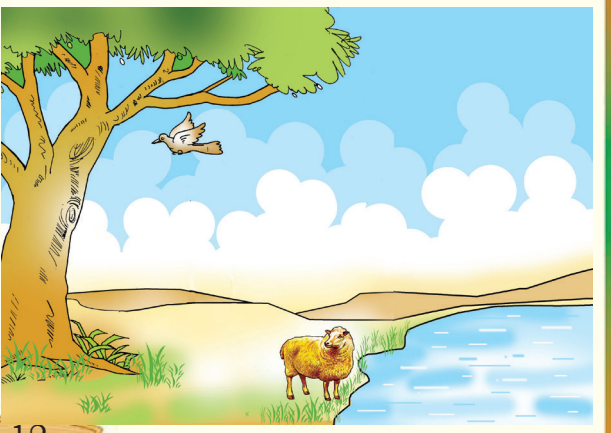
आई मुलाजवळ आहे.
चंद्र मुलापासून दूर आहे.



झोपाळ्या
जवळ उभा आहे.

मेरी झोपाळ्यापासून
दूर आहे.

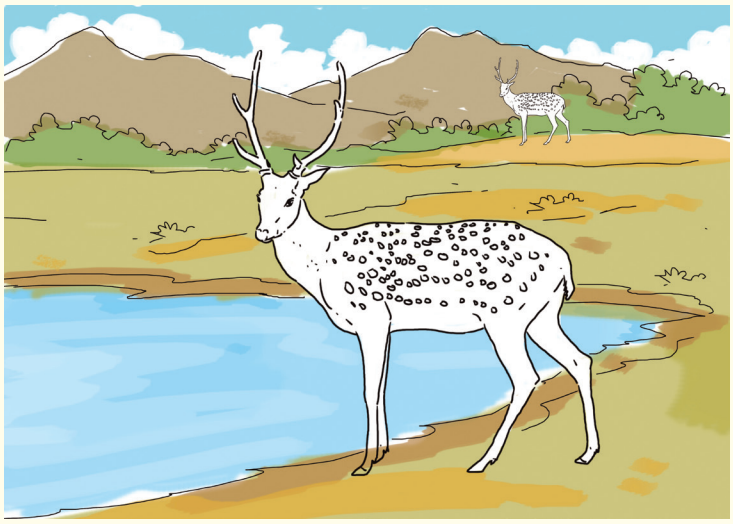
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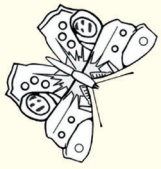


पक्षी झाडाजवळ आहे.
मेंढी झाडापासून दूर आहे.

मेंढी तळ्याजवळ आहे.
पक्षी तळ्यापासून दूर आहे.

तळ्याजवळील हरीण–
रंगव.



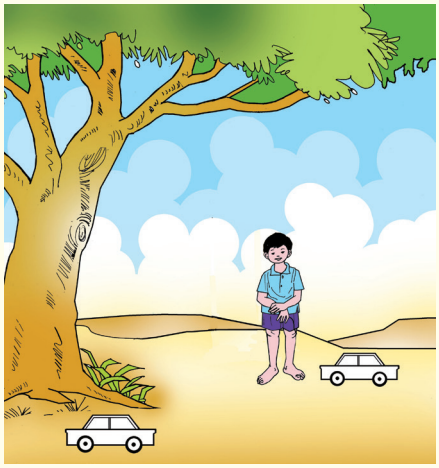




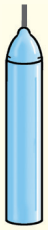
फुलापासून दूर असणारे
फुलपाखरु रंगव.

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मुलगा दोन मोटारींशी
खेळत आहे. मुलाच्या
जवळ असणाऱ्या
मोटारीला हिरवा रंग दे
आणि दूर असणाऱ्या
दुसऱ्या मोटारीला निळा
रंग दे.



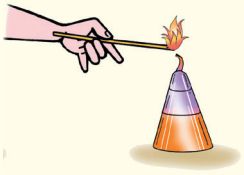
आधी – नंतर



मेणबत्ती जळण्याआधी



मेणबत्ती जळल्यानंतर

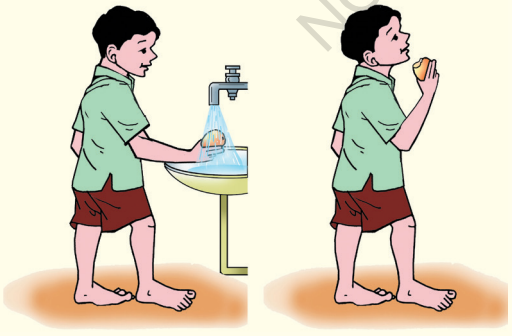


भुईनळे पेटविण्या आधी



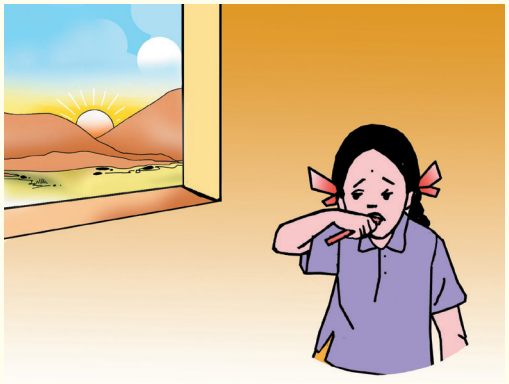
भुईनळे पेटविल्यानंतर

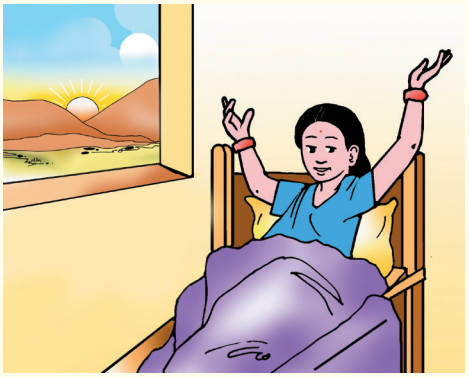
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खाण्याआधी आंबा धुवून घे. धुतल्यानंतर आंबा खा.

खाली दिलेल्यापैकी जी क्रिया **अगोदर** घडते त्याच्या खालील चौकटीत (✓) अशी खूण कर.

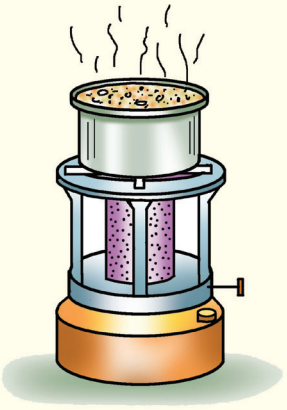




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जी क्रिया **नंतर** घडते तिच्या खालील चौकटीत (✓) अशी खूण कर.





प्रकरण – 2

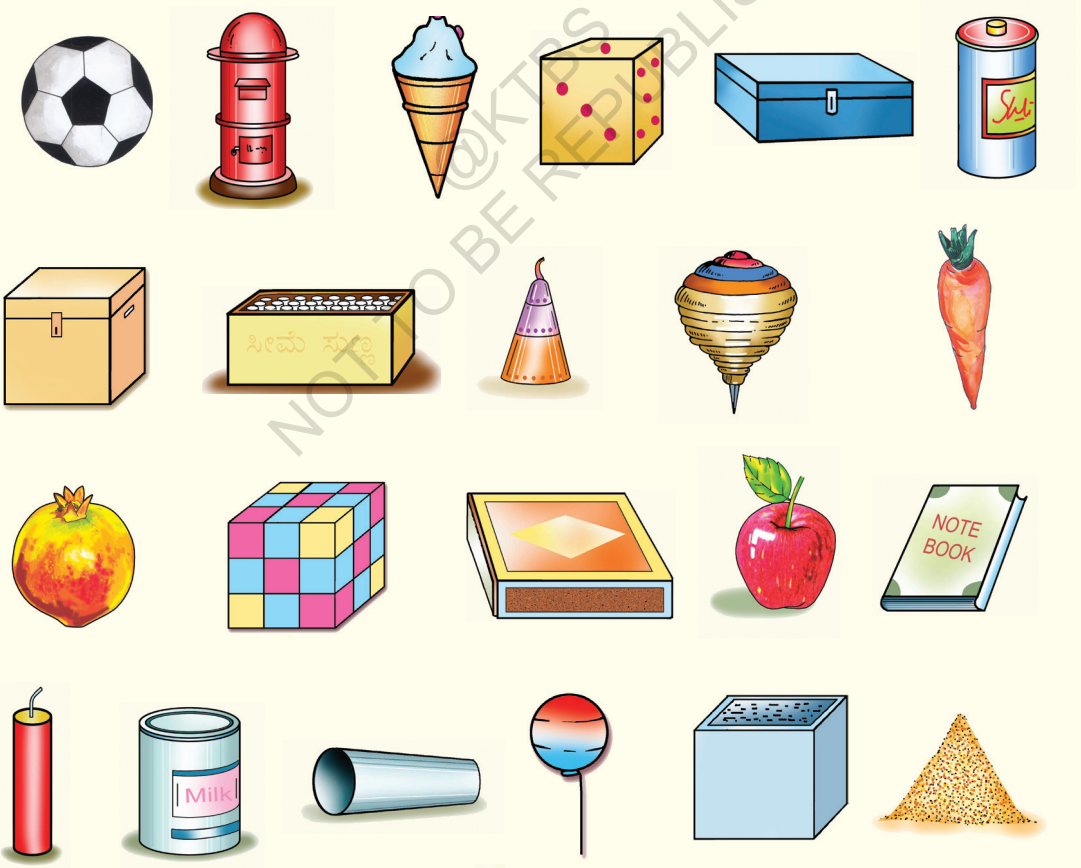
विविध आकार

Q3H8A6

या प्रकरणाच्या अध्ययनाने तुम्ही .....

- वस्तुंना त्यांच्या आकारानुसार विभागून वर्गीकरण करु शकाल.
- गडगडणे व घसरणे यासारख्या चलनांवर वस्तुंच्या आकाराचा कसा प्रभाव पडतो याचे निरीक्षण व विवरण करु शकाल.
- त्रिकोण, आयात,चौरस व वर्तुळाकार व्दिमिती चपट्या आकारांची ओळख करुन घ्याल.
- त्रिकोण, आयत, चौरस व वर्तुळ यांची मुक्त हस्तचित्रे काढू शकाल.

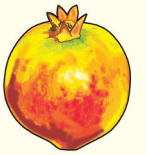
खालील चित्रे पहा.

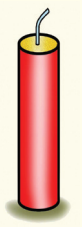


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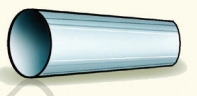
समान आकाराच्या वस्तूंचे गट करता येतात. खालील चित्रे पहा.



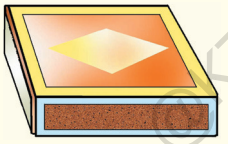
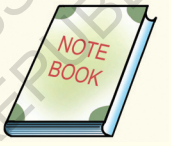



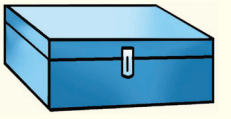




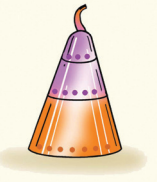
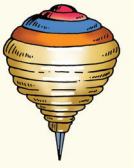
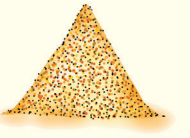


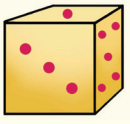
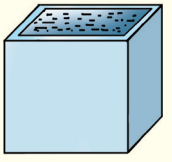
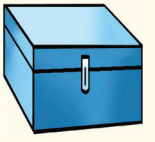
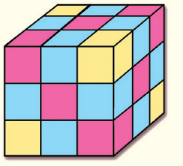




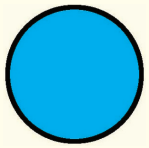
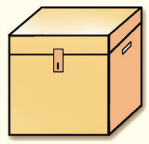
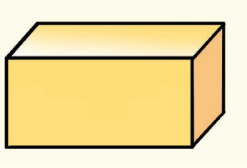
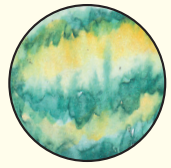


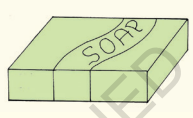




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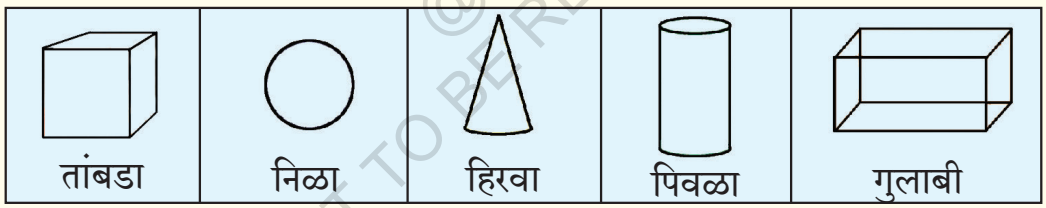
समान आकाराच्या वस्तूना रेषा मारुन जुळव.

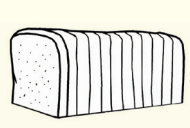





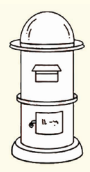


आकारांचे वर्गीकरण

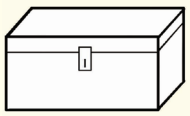
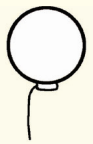
चित्रात दाखविल्याप्रमाणे समान आकाराच्या वस्तुंना खाली सुचविल्याप्रमाणे रंग दे.

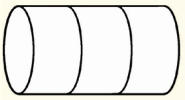


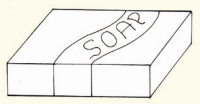






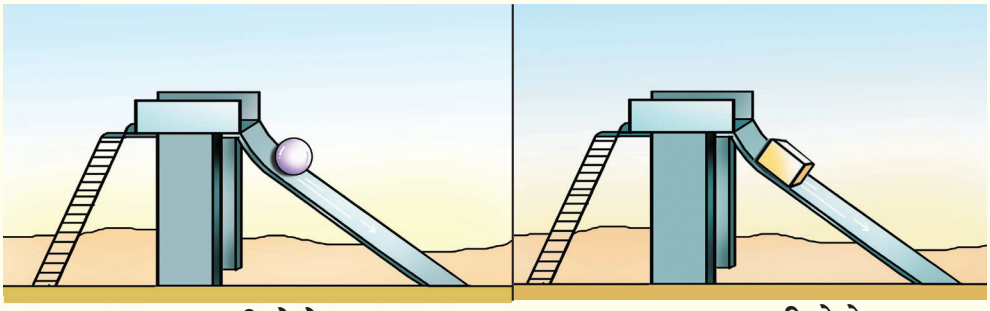







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वस्तुंचे चलन



गडगडत खाली येणे

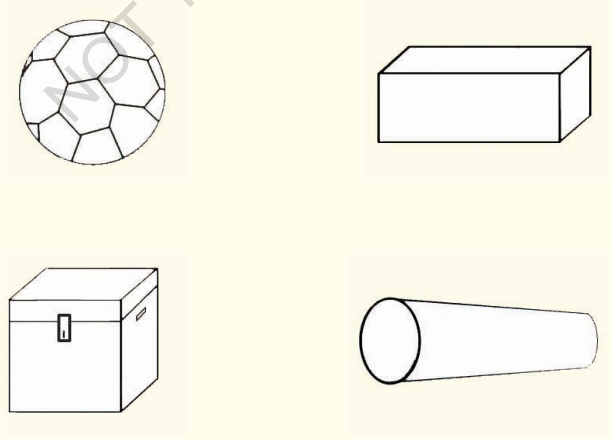
घसरत खाली येणे

यापैकी गडगडत खाली येणाऱ्या वस्तू (✓) या खुणेने दाखव.



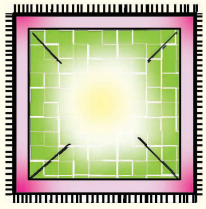
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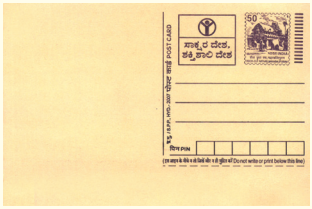
घसरत खाली येणाऱ्या वस्तू रंगव.

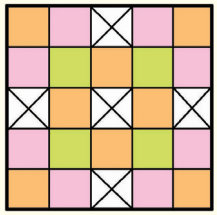


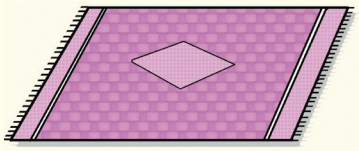
दिलेल्या वस्तुंचा वरच्या बाजूचा आकार पहा

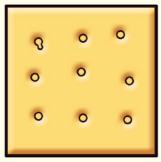




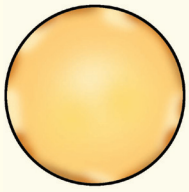


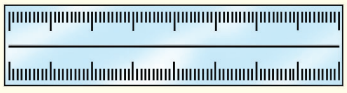


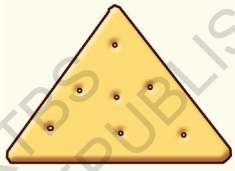


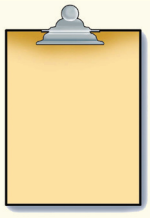






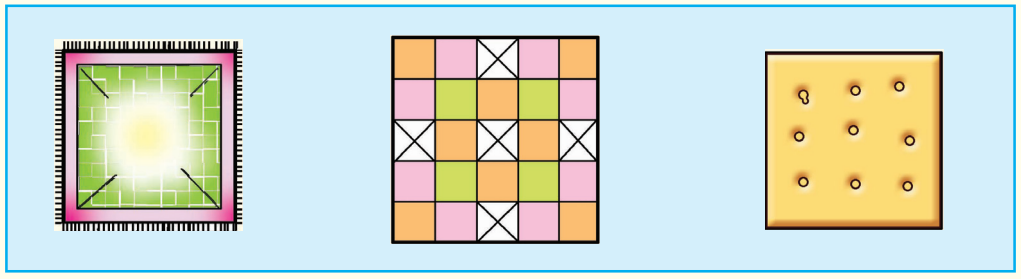




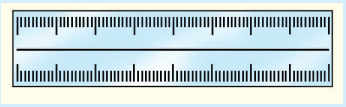
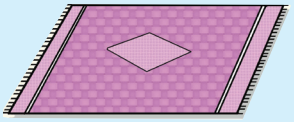


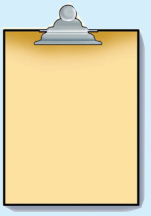
एकाच आकाराच्या वस्तुंचा गट केला आहे तो पहा.



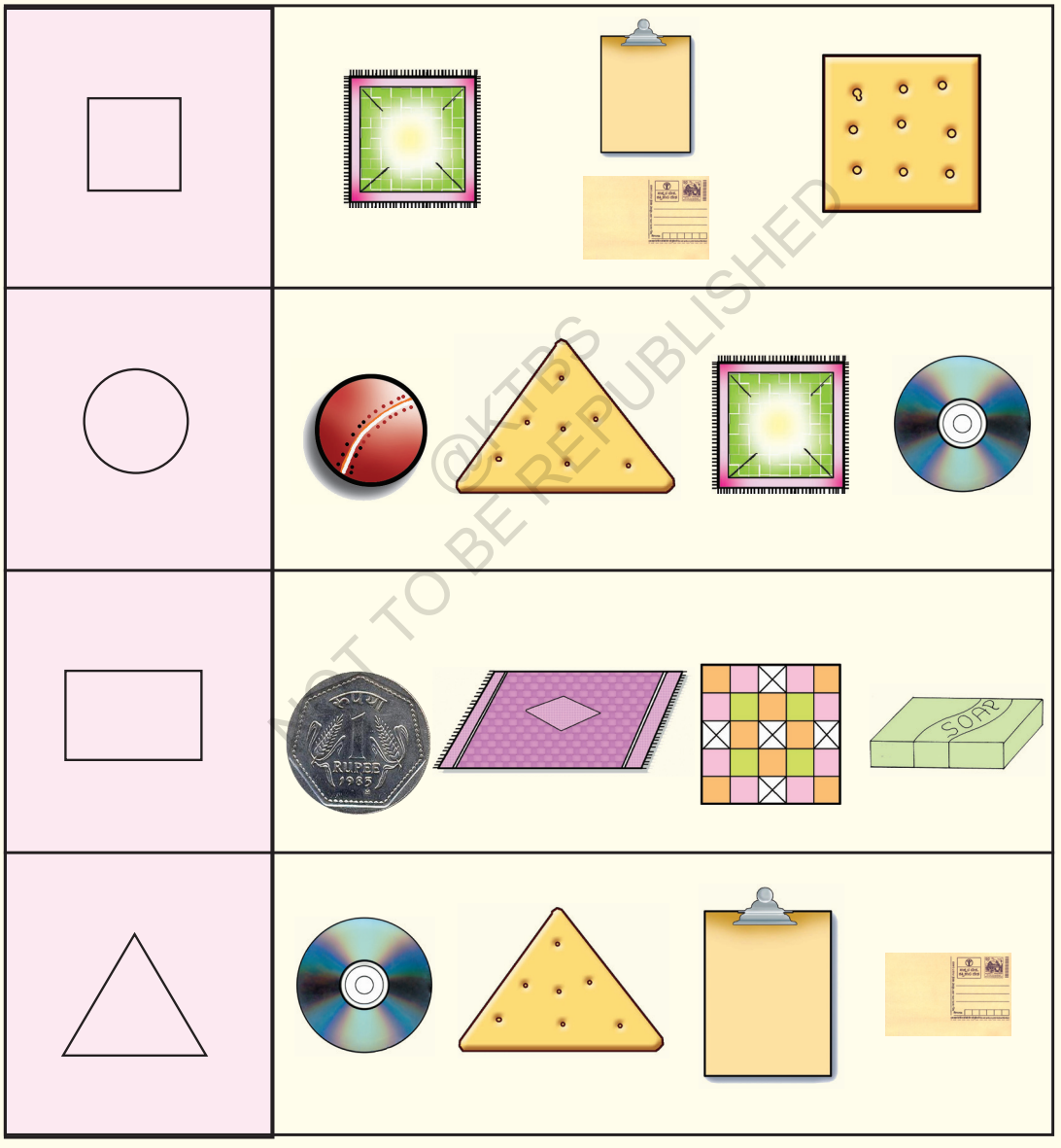


@KTBS NOT TO BE REPUBLISHED



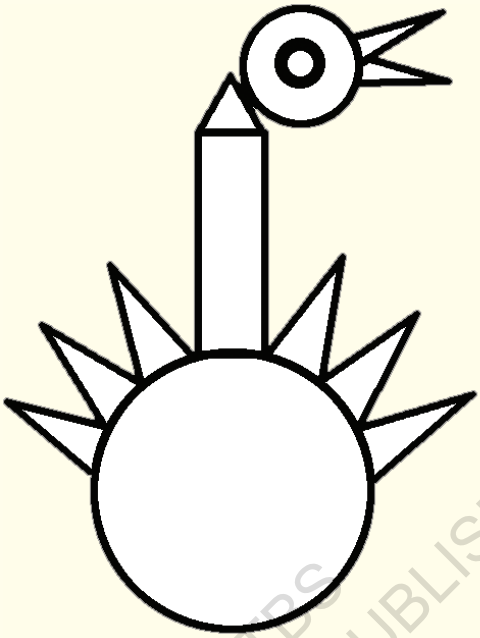
दिलेल्या आकाराशी जुळणाऱ्या आकारासमोर (✓) अशी खूण कर.



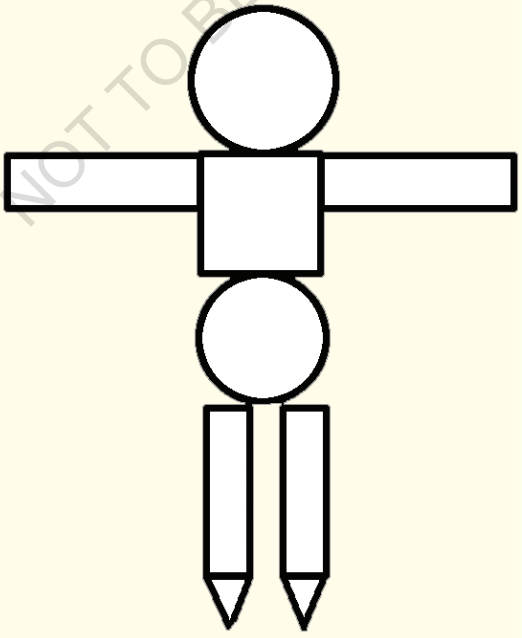
@KTBS NOT TO BE REPUBLISHED

खालील चित्रातील वेगवेगळ्या आकारांना वेगवेगळे रंग दे.

1)

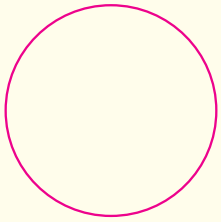


2)

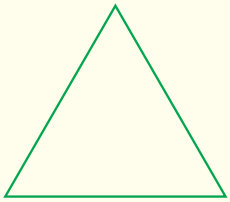


@KTDS NOT TO BE REPUBLISHED

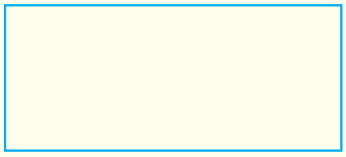
येथे दिलेले आकार व त्यांची नावे पहा. नावांची वारंवार उजळणी करुन समजून घे.



वर्तुळ



त्रिकोण



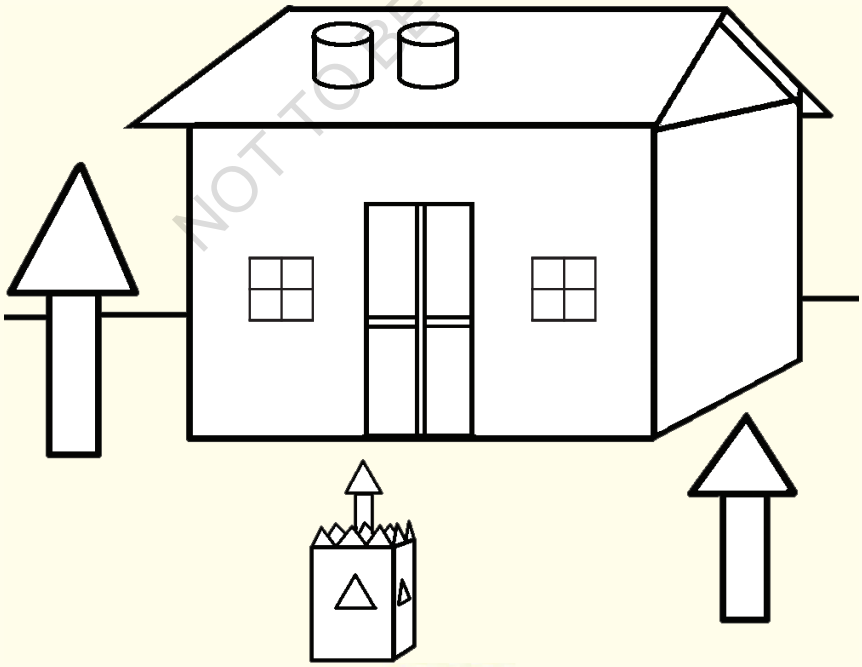
आयत



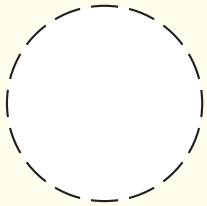
चौरस

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खालील चित्रात ○ ला लाल, △ ला हिरवा, ▭ ला पिवळा, □ ला करडा रंग दे.



ठिपके जोडून चित्र पूर्ण कर.



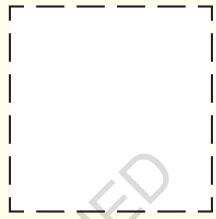
वर्तुळ



त्रिकोण



आयत



चौरस

वरील आकारांचे मुक्त हस्तचित्र काढून सराव कर.

@KTRS
NOT TO BE REPUBLISHED

प्रकरण – 3

संख्या (1 ते 9)

C3B5K7

या प्रकरणाच्या अध्ययनाने तुम्ही.....

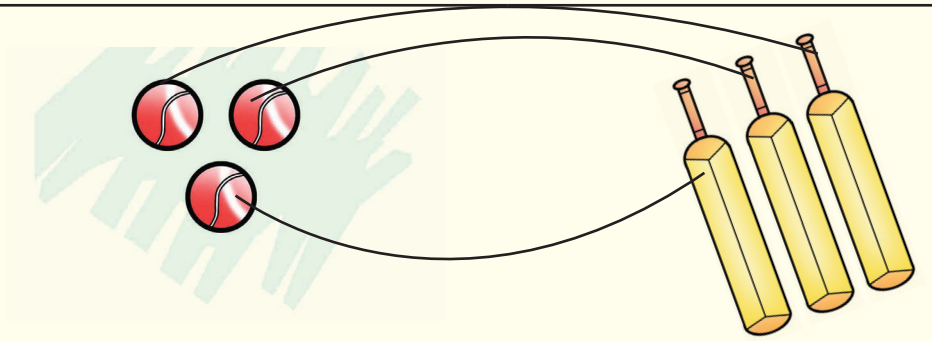
- समान संख्येच्या वस्तू जुळवू शकाल.
- कमी – अधिक ओळखू शकाल.
- 1 ते ९. पर्यंत मोजू शकाल
- 1 ते ९ पर्यंत संख्या ओळखून वाचू व लिहू शकाल.
- संख्येच्या आधीची व नंतरची संख्या ओळखू व लिहू शकाल.

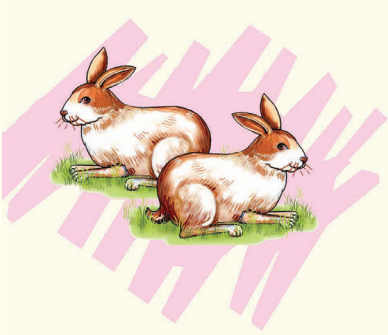
खालील चित्रातील झाडे, पक्षी, मुंग्या, फुगे, बदके, मुले पहा. ती किती आहेत? त्यांचा अभ्यास करु या.



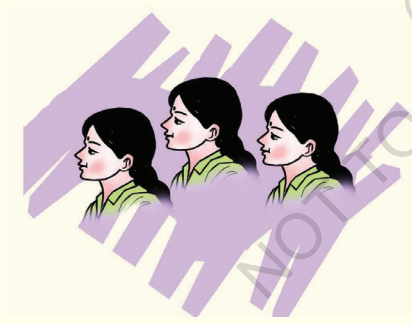
@KTBS NOT TO BE REPUBLISHED

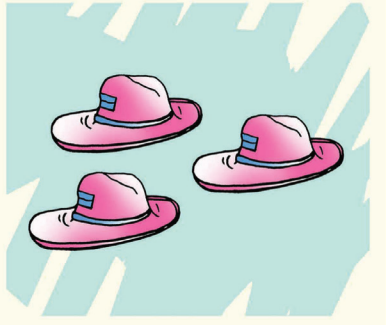
उदाहरणात दाखविल्याप्रमाणे जुळव.

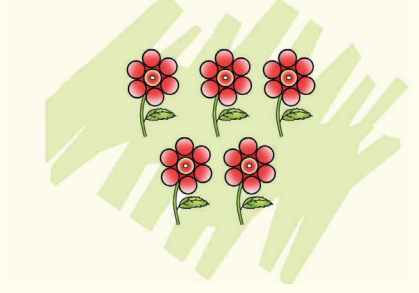












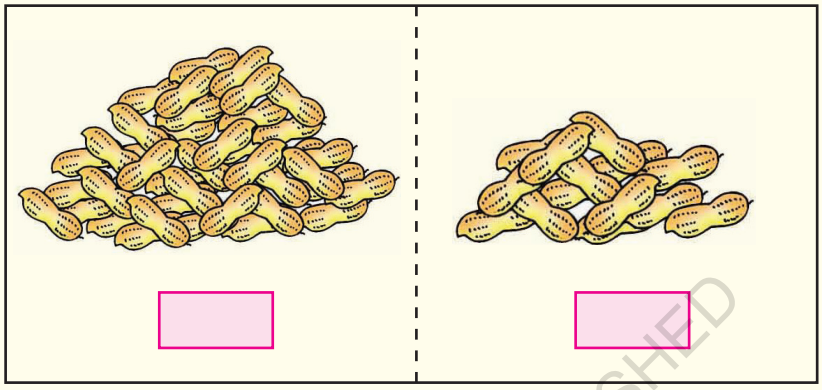


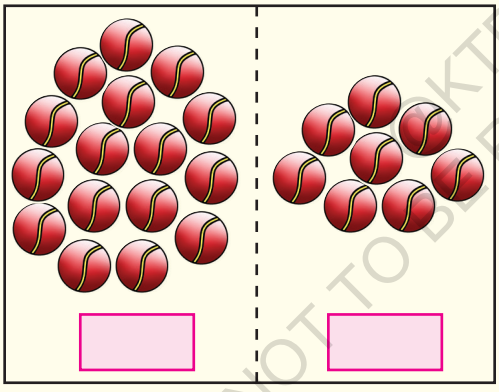
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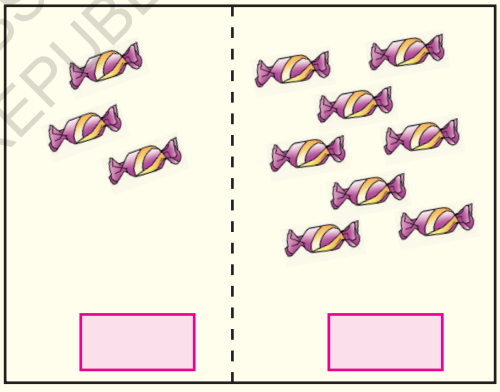
जास्त – कमी

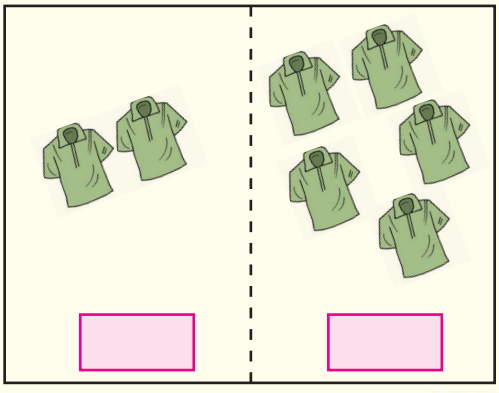
खालील चित्रे पहा. उदाहरणात दाखविल्याप्रमाणे **जास्त** संख्या असणाऱ्या चित्राखाली (✓) अशी खूण कर.

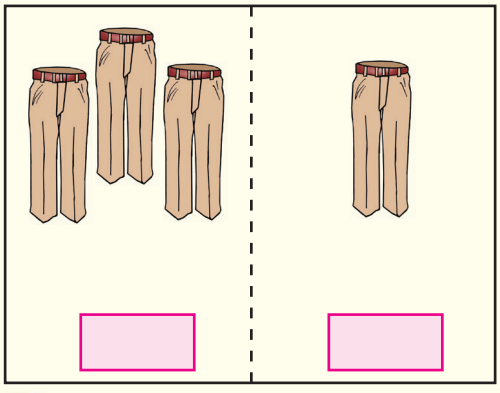
उदाहरण :







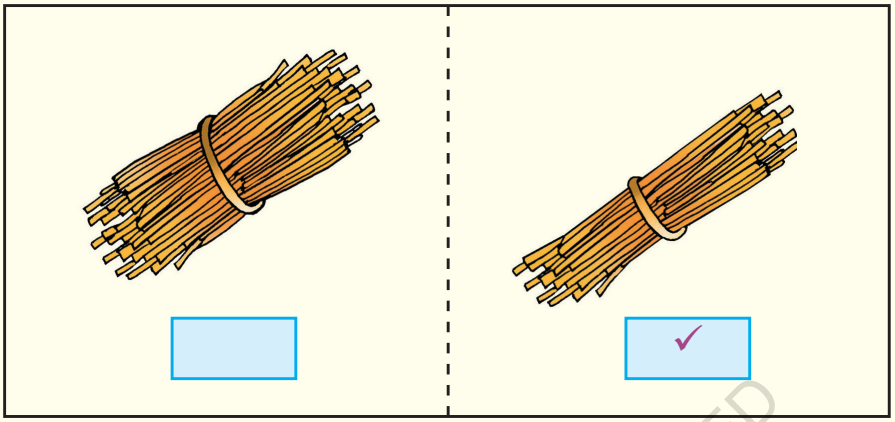


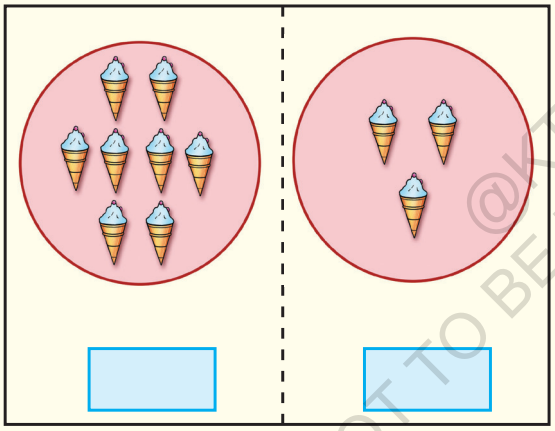


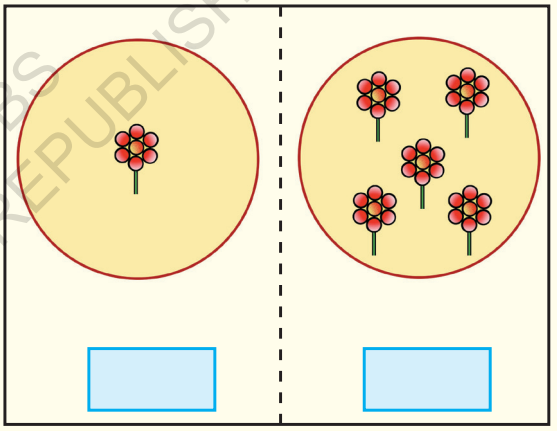
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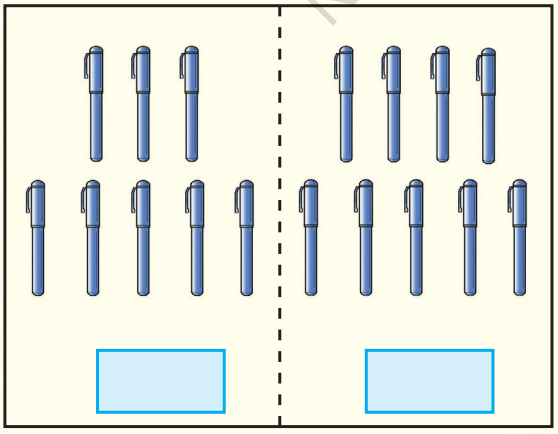
खालील चित्रे पहा. कमी संख्येच्या चित्राखाली (✓) अशी खूण कर.

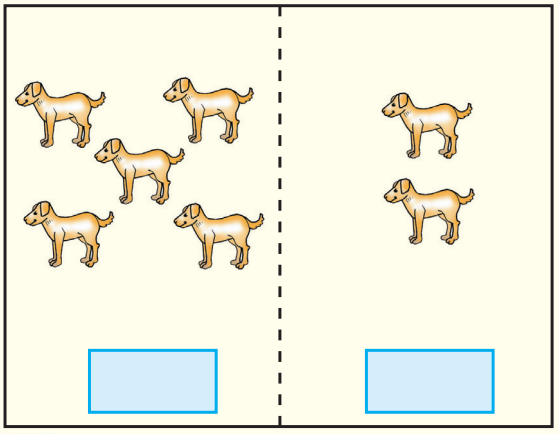
उदाहरण :











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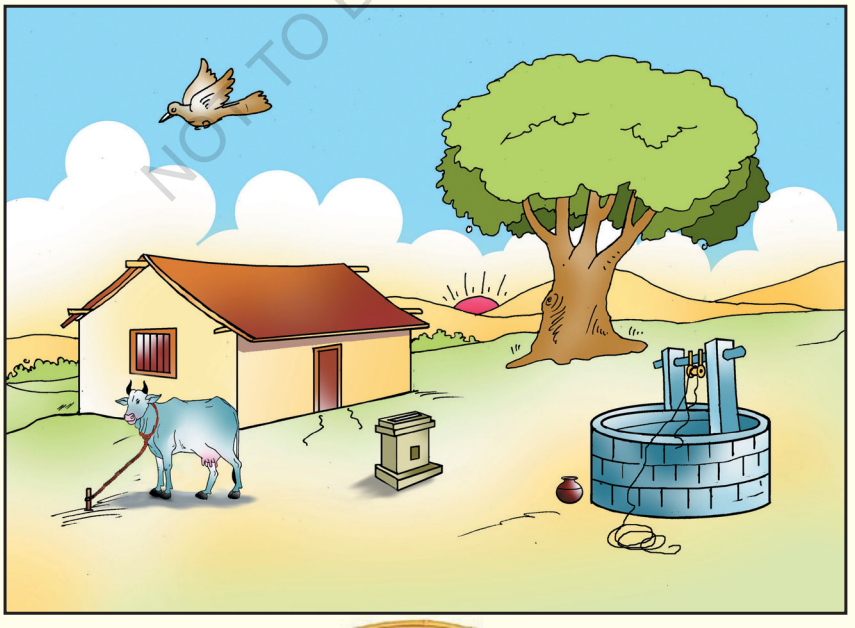
संख्या

एक

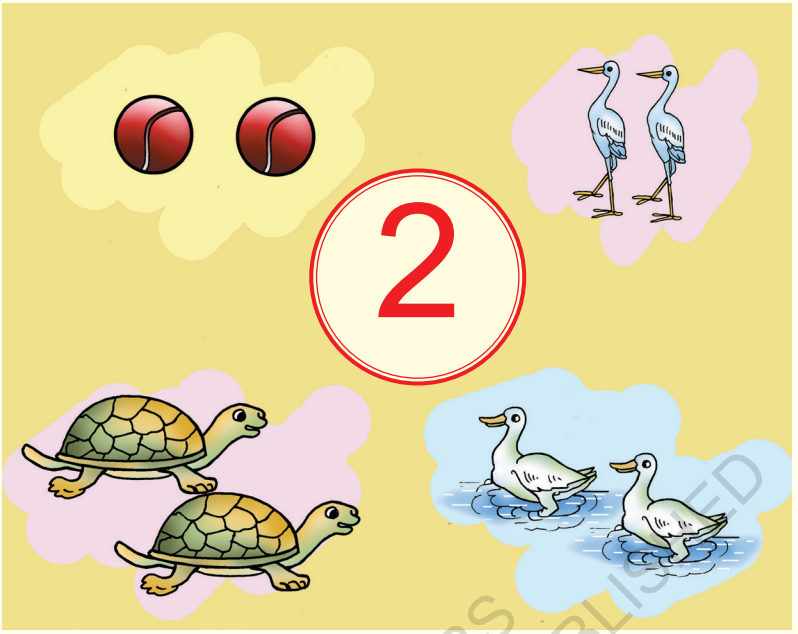


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खालील चित्रात एकच असणाऱ्या वस्तूंना ओळखून नावे लिही.

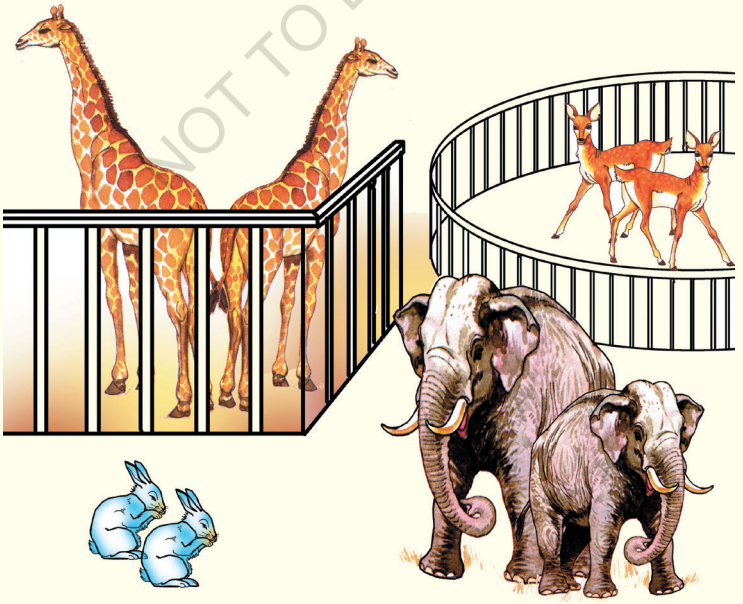


दोन



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खालील चित्रातील दोन (जोडी) असणाऱ्या वस्तूंना ओळखून त्यांची नावे लिही.

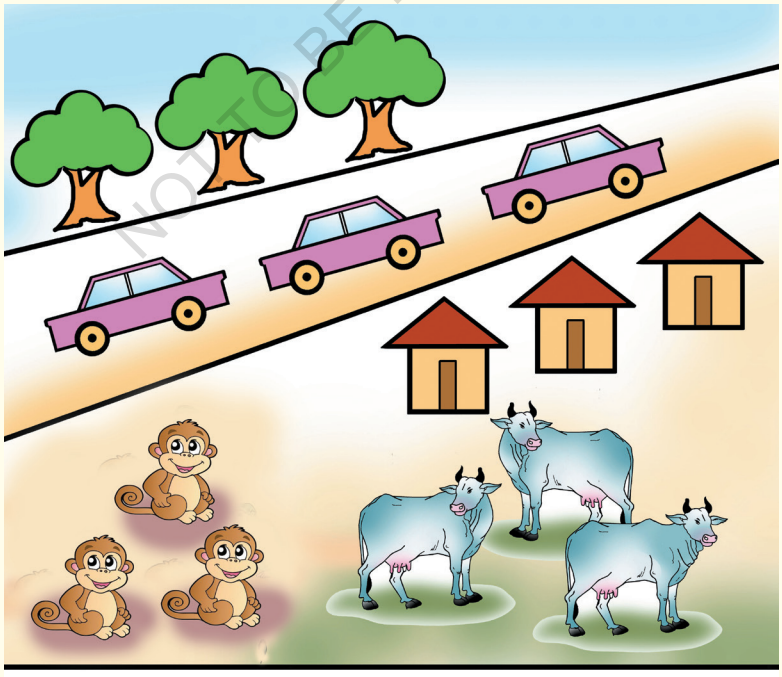


तीन

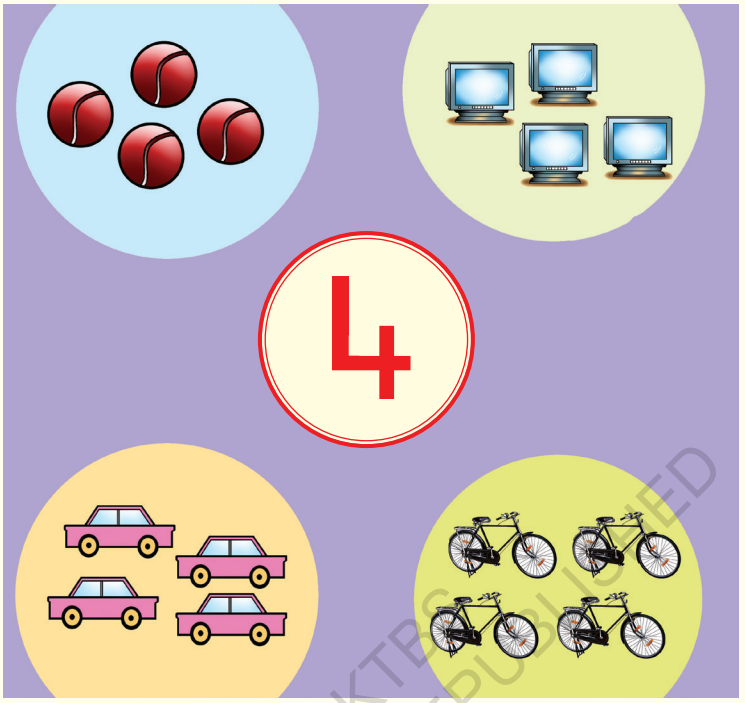


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खालील चित्रातील तीन असणाऱ्या वस्तूंना ओळखून त्यांची नावे लिही.



चार

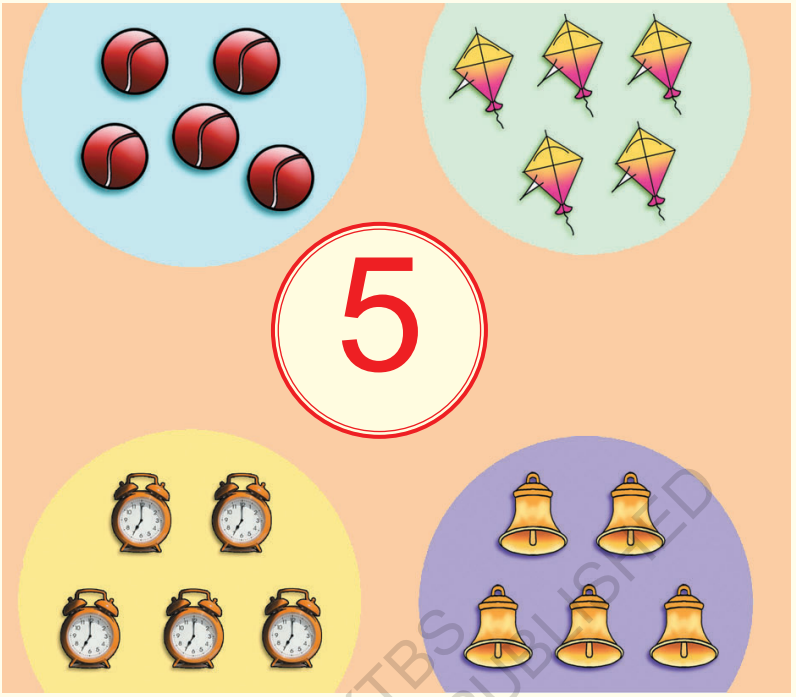


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खालील चित्रातील चार वस्तूंना ओळखून त्यांची नावे लिही.



पाच

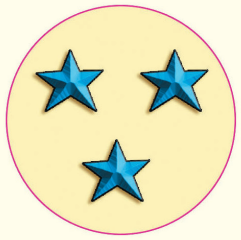


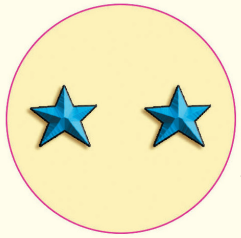
© KTBS NOT TO BE REPUBLISHED

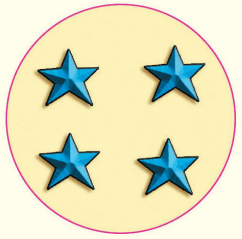
खालील चित्रातील पाच असणाऱ्या वस्तूंना ओळखून त्यांची नावे लिही.

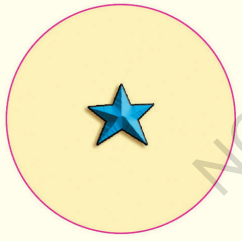


समान संख्येच्या वस्तुंचे गट ओळखून जुळव.

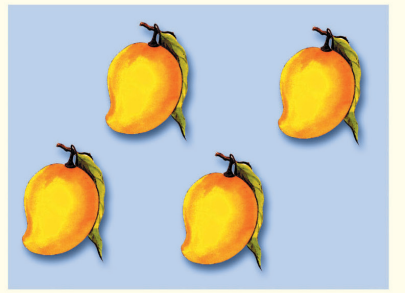




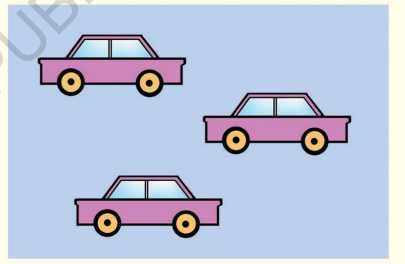


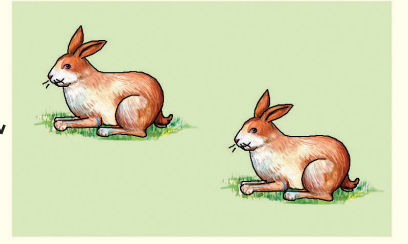


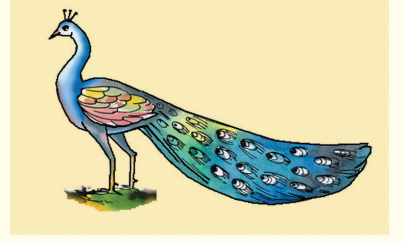








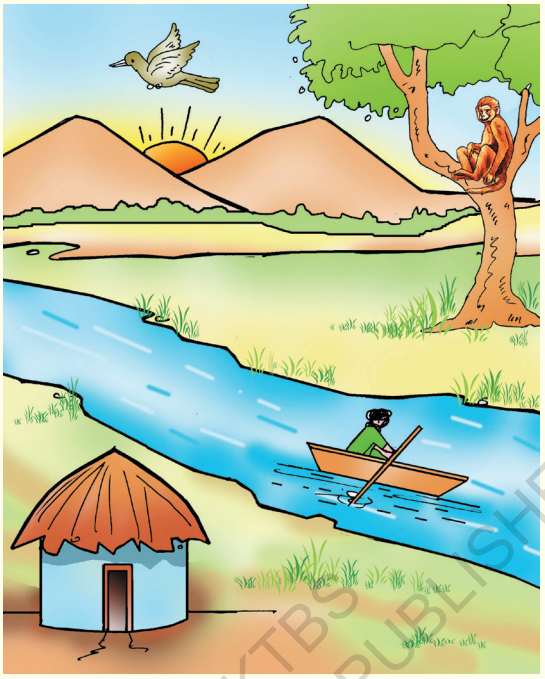




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संख्या बघ आणि वाच.

1



एक



। सूर्य



। पक्षी



। माकड



। झाड

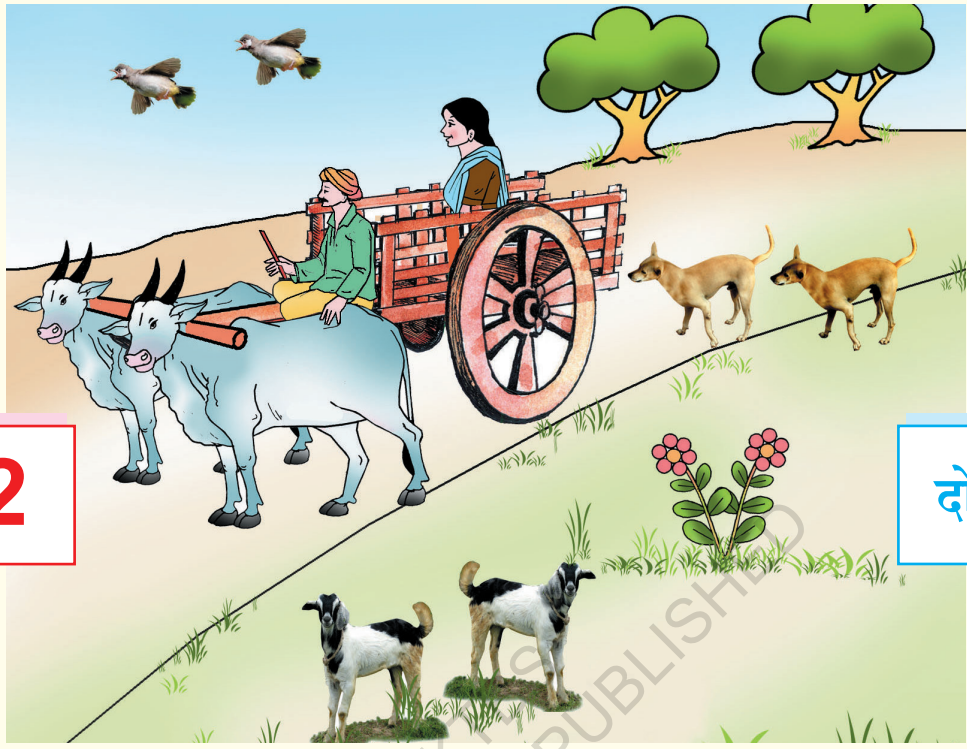
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तुटक रेषा जोडून संख्या पूर्ण कर. सुचविलेली संख्या चौकटीत लिही.

1	1	1	1				

2

दोन

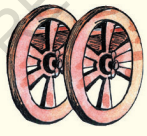




2 पक्षी



2 बैल



2 चाके



2 कुत्रे

तुटक रेषा जोडून संख्या पूर्ण कर. सुचविलेली संख्या चौकटीत लिही.

2	2	2	2				

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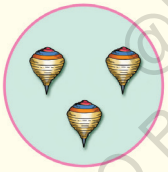
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तीन

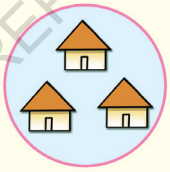




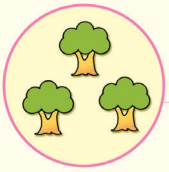
3 कोंबड्या



3 भोवरे



3 घरे



3 झाडे

तुटक रेषा जोडून संख्या पूर्ण कर. सुचविलेली संख्या चौकटीत लिही.

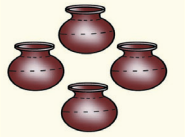
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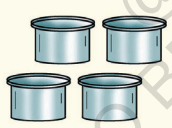
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चार





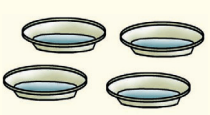
४ मठकी



४ भांडी



४ लोट



४ ताटे

तुटक रेषा जोडून संख्या पूर्ण कर. सुचविलेली संख्या चौकटीत लिही.

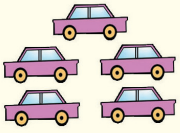
४	४	४	४				

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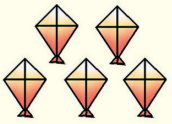
पाच



5 मोटारी



5 चेंडू



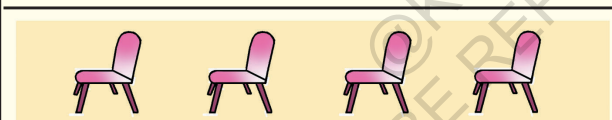
5 पतंग

तुटक रेषा जोडून संख्या पूर्ण कर. सुचविलेली संख्या चौकटीत लिही.

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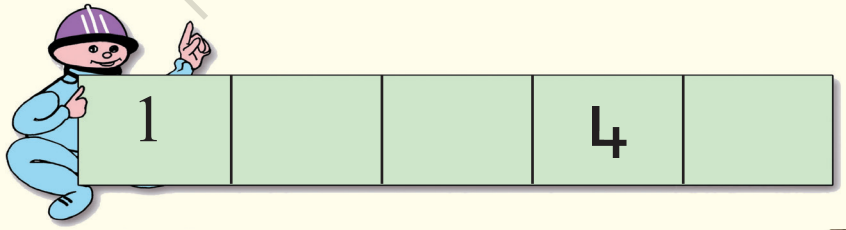
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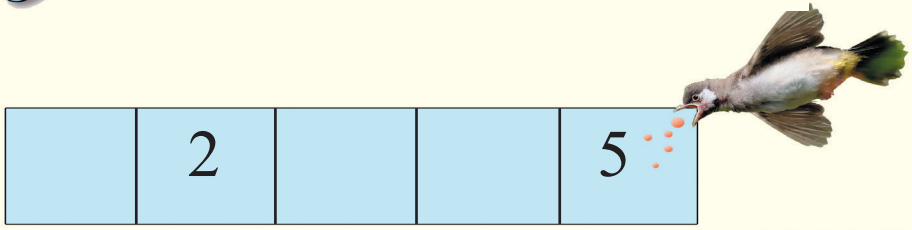
मोजा आणि लिहा.

	4
	
	
	
	
	

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गाळलेले अंक लिही.





सहा

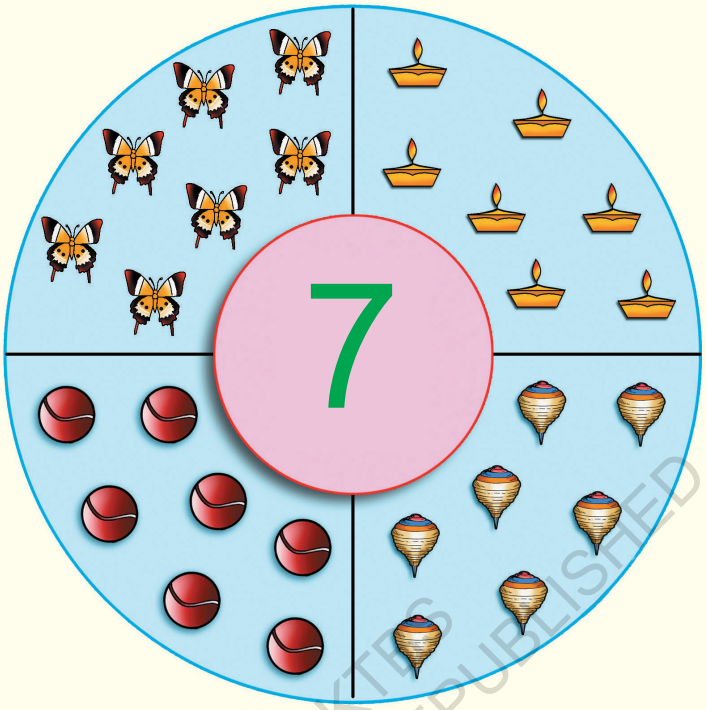


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खाली दिलेल्या चित्रात सहा असणाऱ्या वस्तूंना ओळखून त्यांची नावे लिही.

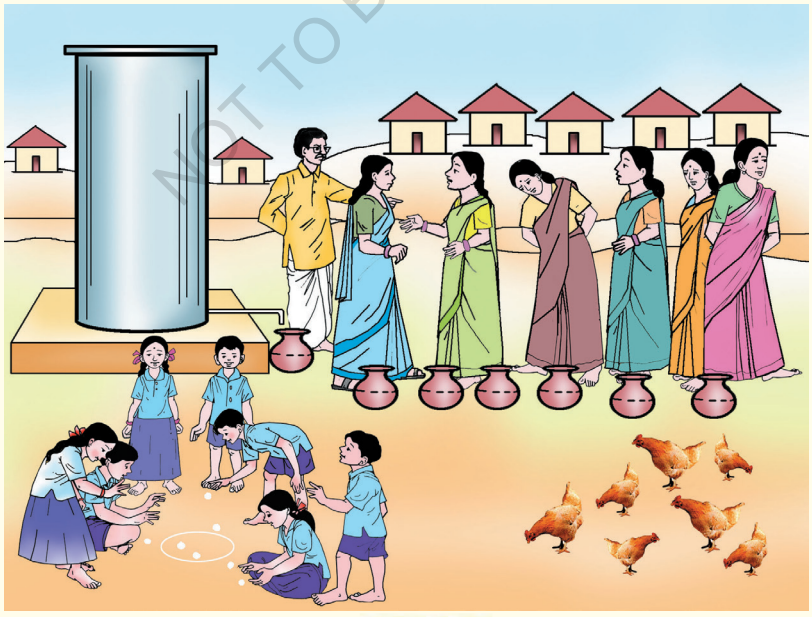


सात

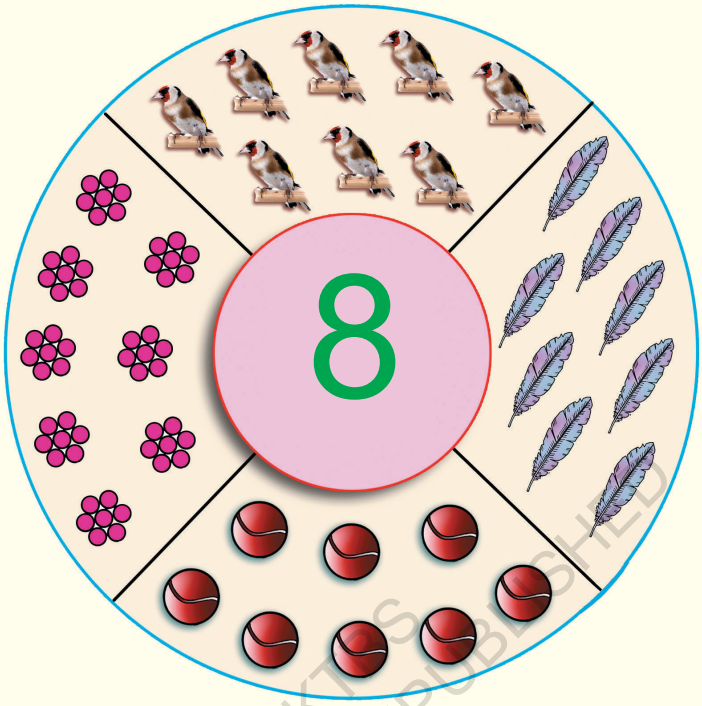


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खालील चित्रातील सात असणाऱ्या वस्तूंना ओळखून त्यांची नावे लिही.

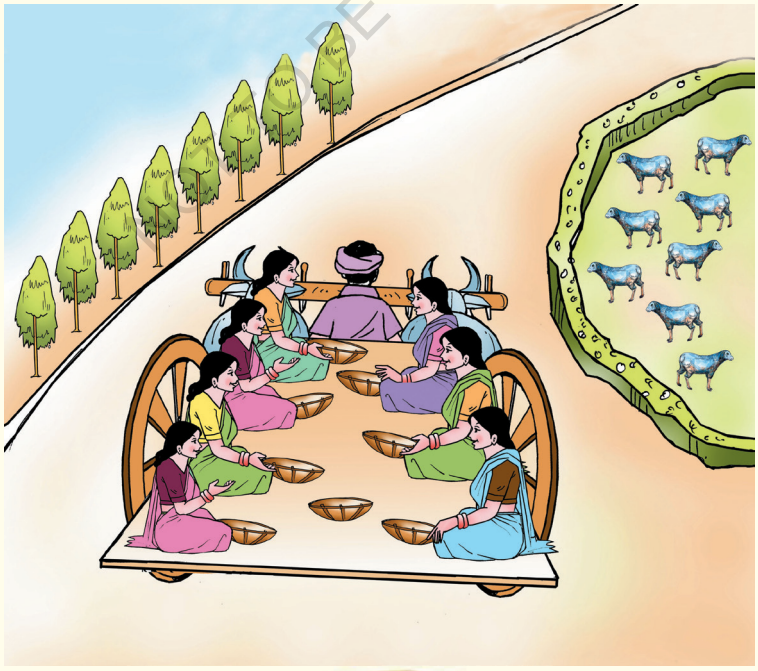


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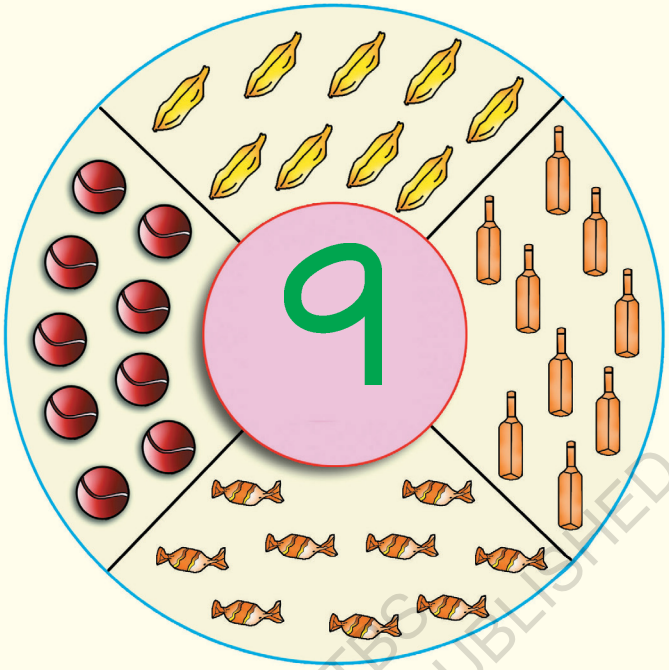


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खालील चित्रातील आठ असणाऱ्या वस्तूंना ओळखून त्यांची नावे लिही.



नऊ

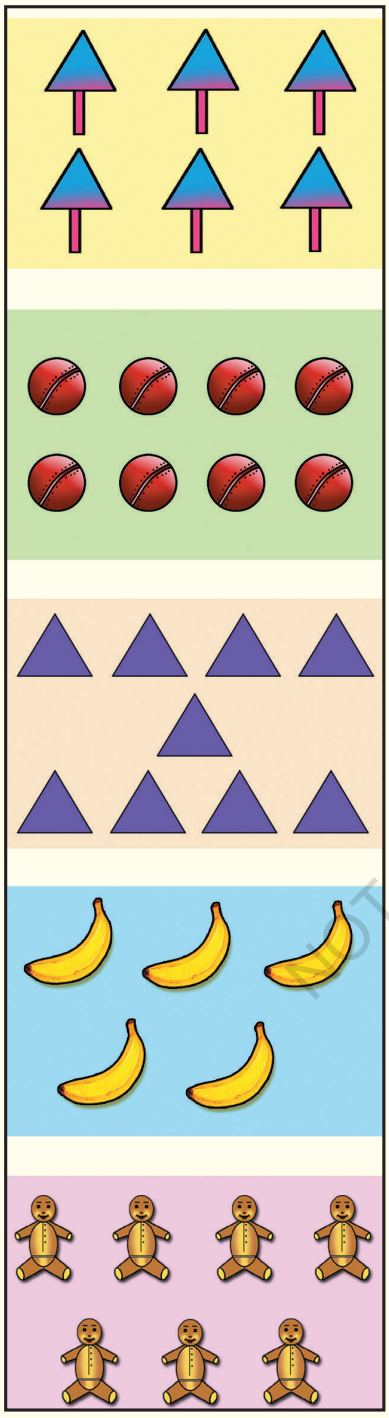


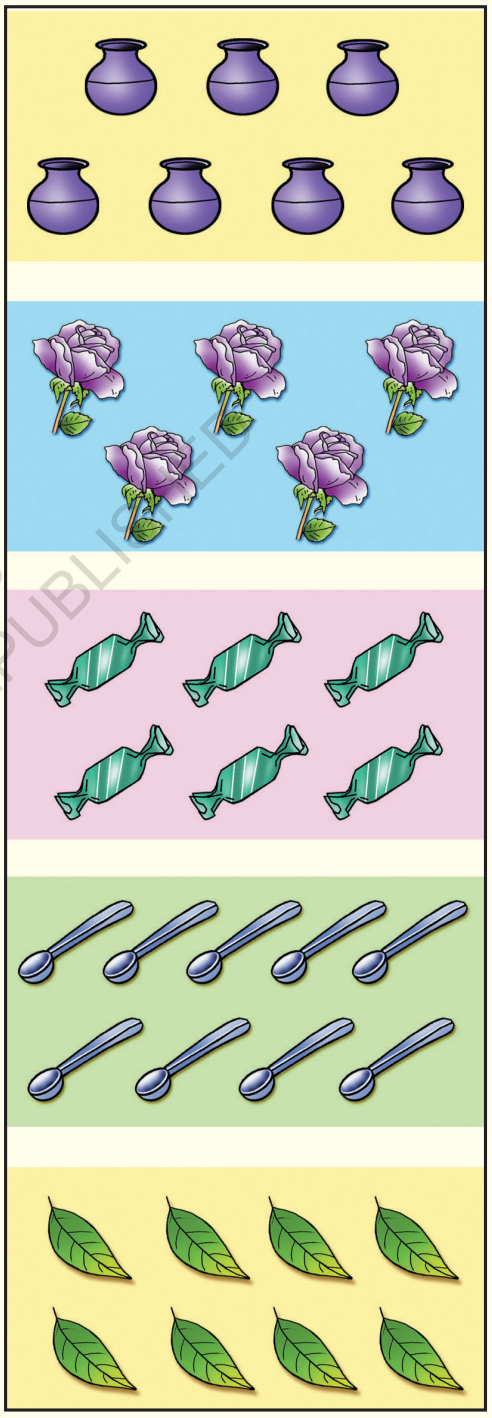
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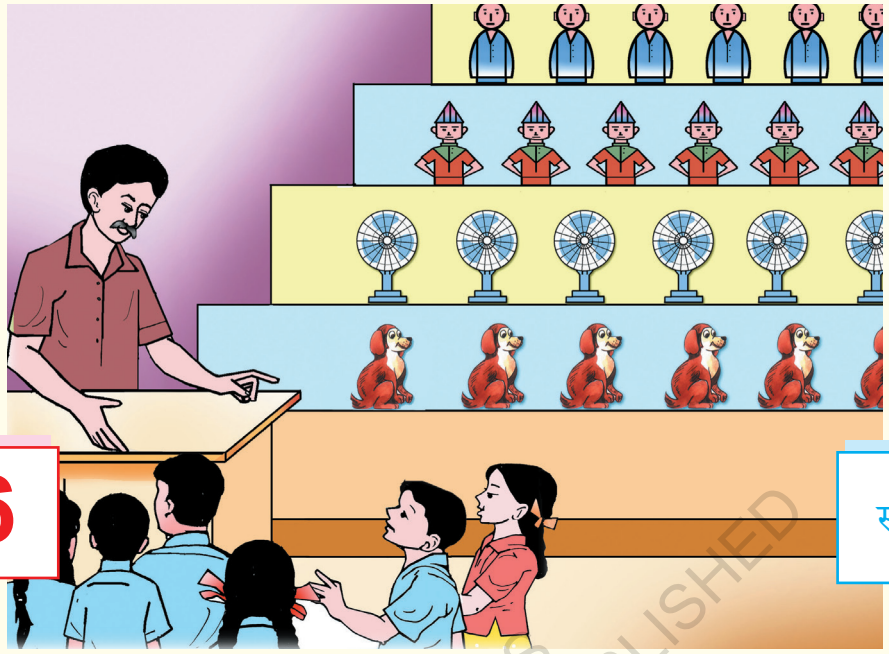
दाखविल्याप्रमाणे समान संख्येच्या वस्तू असणारी चित्रे रेषेने जुळव.





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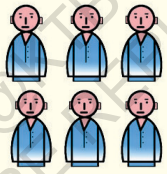
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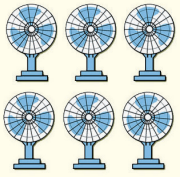
6 सहा



6 मुले



6 बाहुल्या



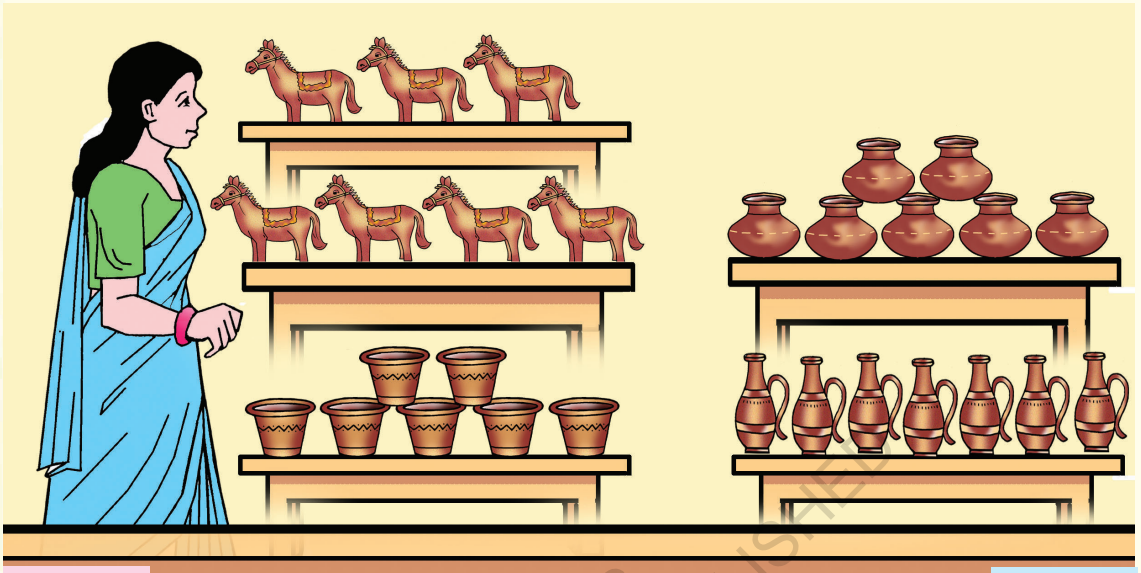
6 पंखे

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ठिपके जोडून संख्या पूर्ण करा. चौकटीमध्ये संख्या लिहा.

6	6	6	6				

संख्या पहा आणि वाचा.



7 सात



7 सुरया



7 कुंड्या



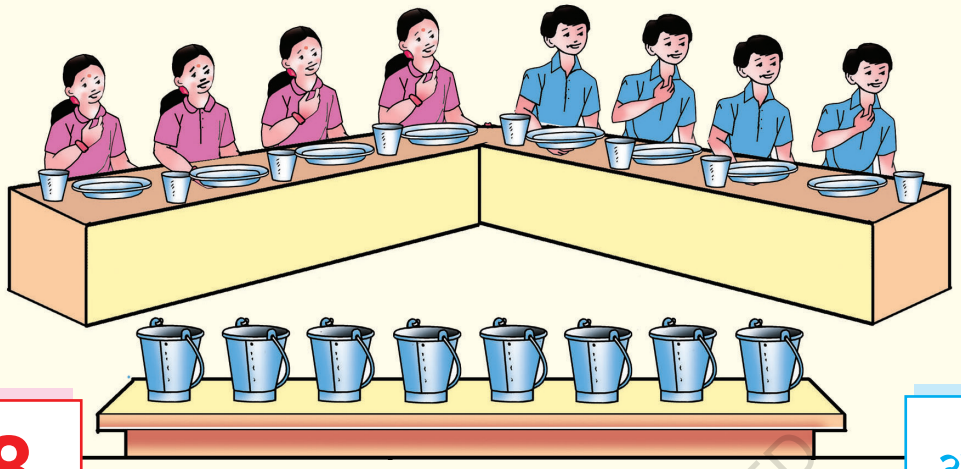
7 मडकी

ठिपके जोडून संख्या पूर्ण करा. चौकटीमध्ये संख्या लिहा.

7	7	7	7				

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संख्या पहा आणि वाचा.



8 आठ



8 मुले



8 ताटे



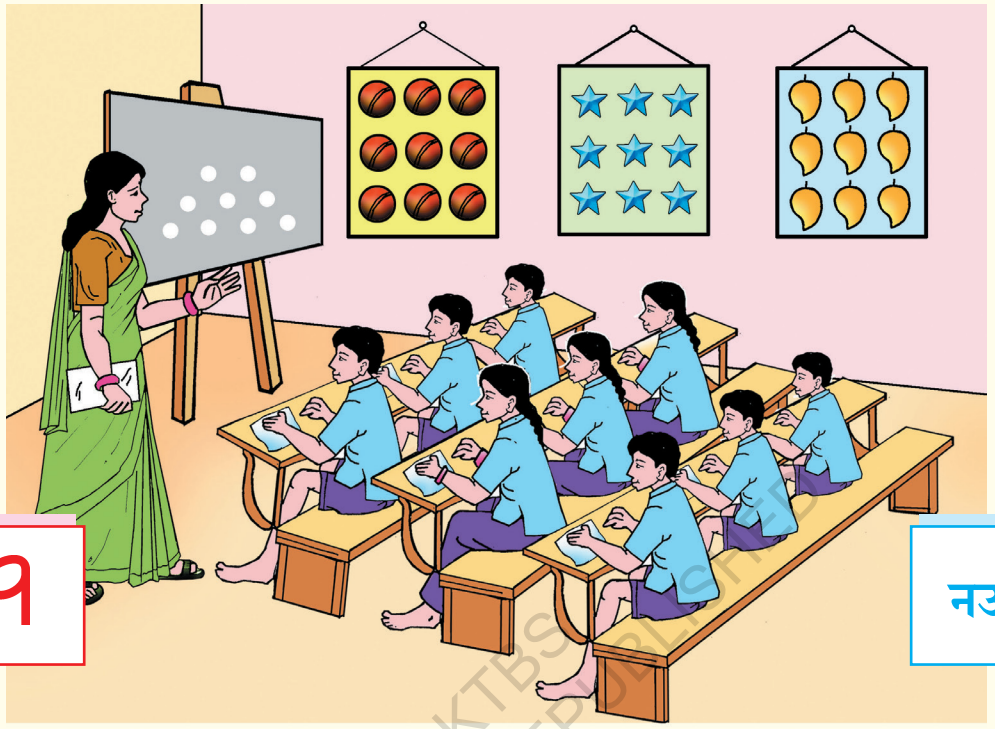
8 बादल्या

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ठिपके जोडून संख्या पूर्ण करा. चौकटीमध्ये संख्या लिहा.

8	8	8	8				

संख्या पहा आणि वाचा.



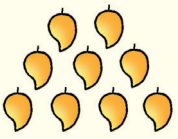
९ नऊ



१ चेंडू



१ तारे



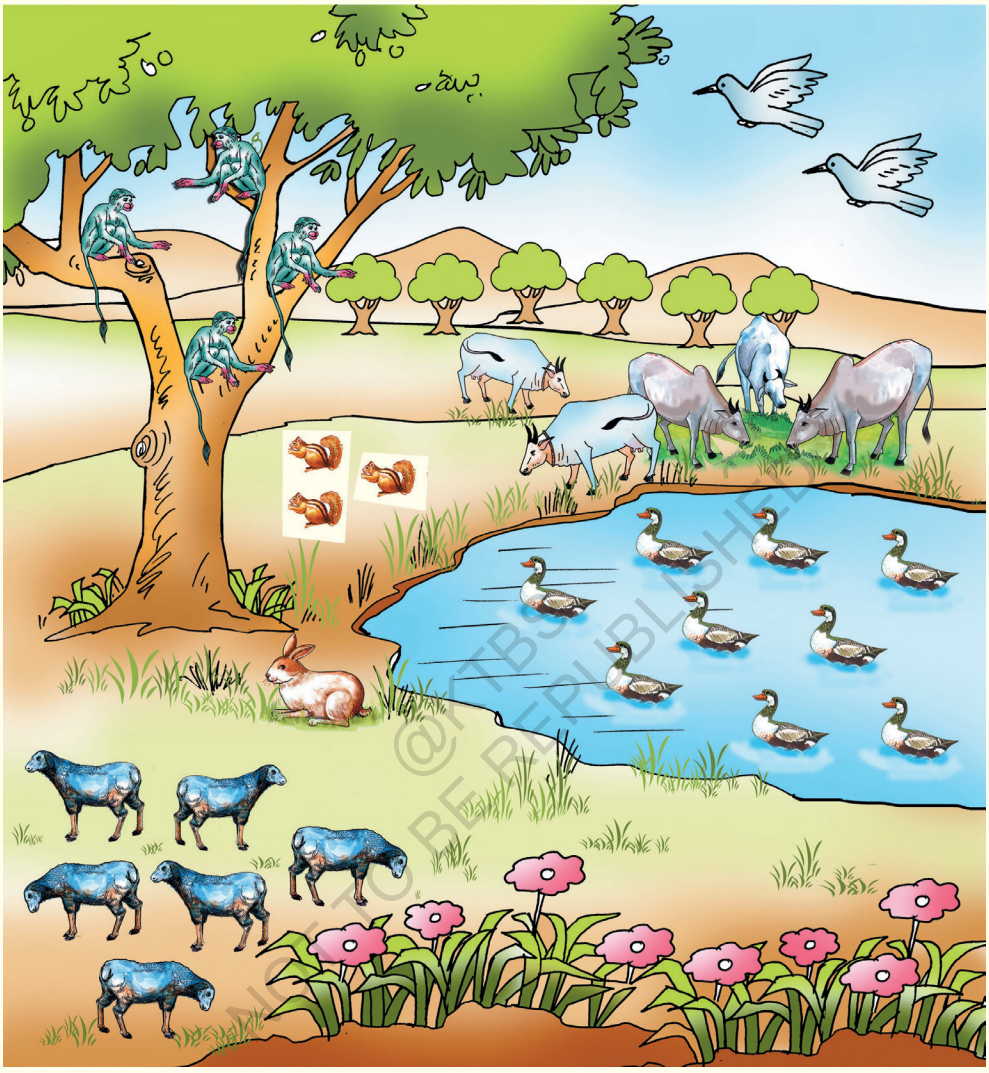
१ आंबे

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९	९	९	९				

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खालील चित्र पहा. त्यातील विविध घटक मोज.



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चला, मोजूया.



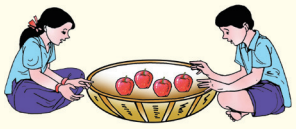
एक, एक, एक
लाल, लाल सफरचंद एक
ठेवले आहे टेबलावर एक.



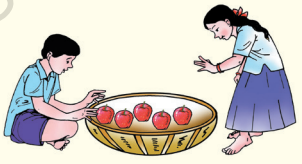
दोन, दोन, दोन
लाल, लाल सफरचंद दोन
एक आणि एक मिळून होतात दोन



तीन, तीन, तीन
लाल, लाल सफरचंद तीन
लोंबत आहेत पहा छान



चार, चार, चार
लाल, लाल सफरचंद चार
टोपलीत दिसतात मोहक फार



पाच, पाच, पाच
लाल, लाल सफरचंद पाच
निवडा एक, एक, आहेत पाच.



सहा, सहा, सहा
लाल, लाल सफरचंद सहा
ठेवली आहेत पिशवीत पहा



सात, सात, सात
लाल, लाल सफरचंद सात
सावकाश खाऊन करा फस्त.



आठ, आठ, आठ
लाल, लाल सफरचंद आठ
आवडीने खाऊन पुसा ओठ

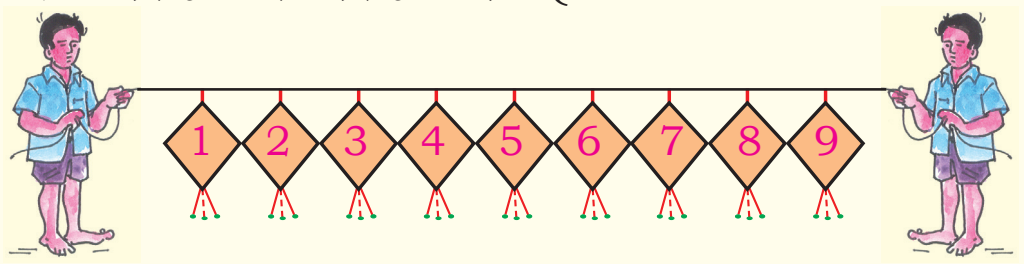


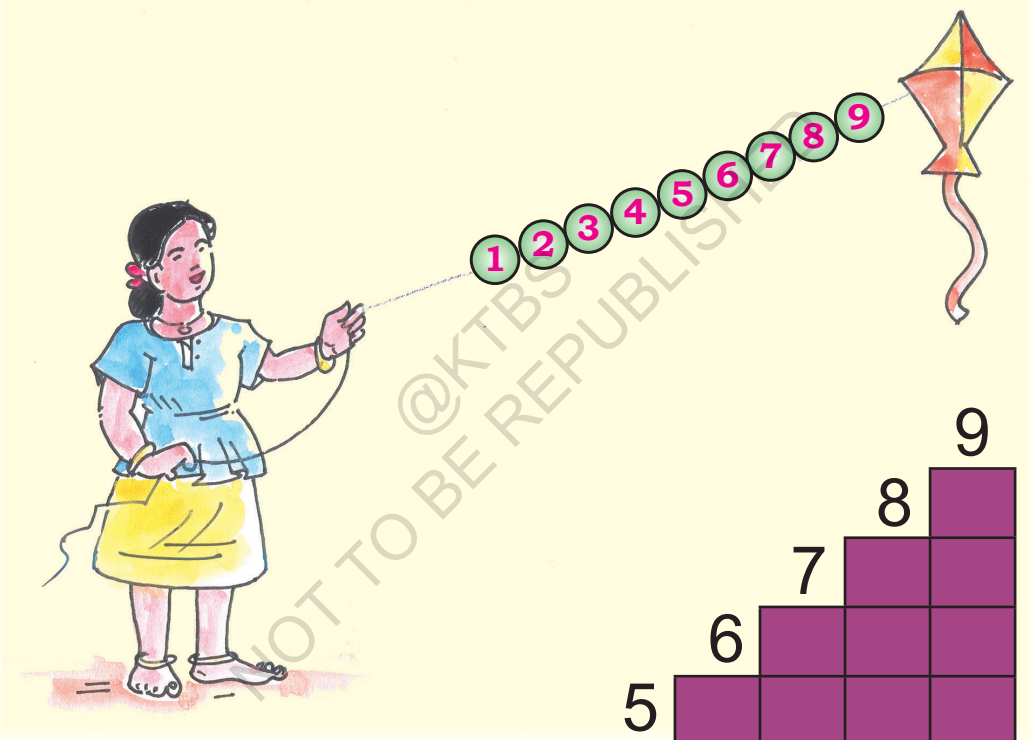
नऊ, नऊ, नऊ
लाल, लाल सफरचंद नऊ
मधुर चवीची आणि मऊ

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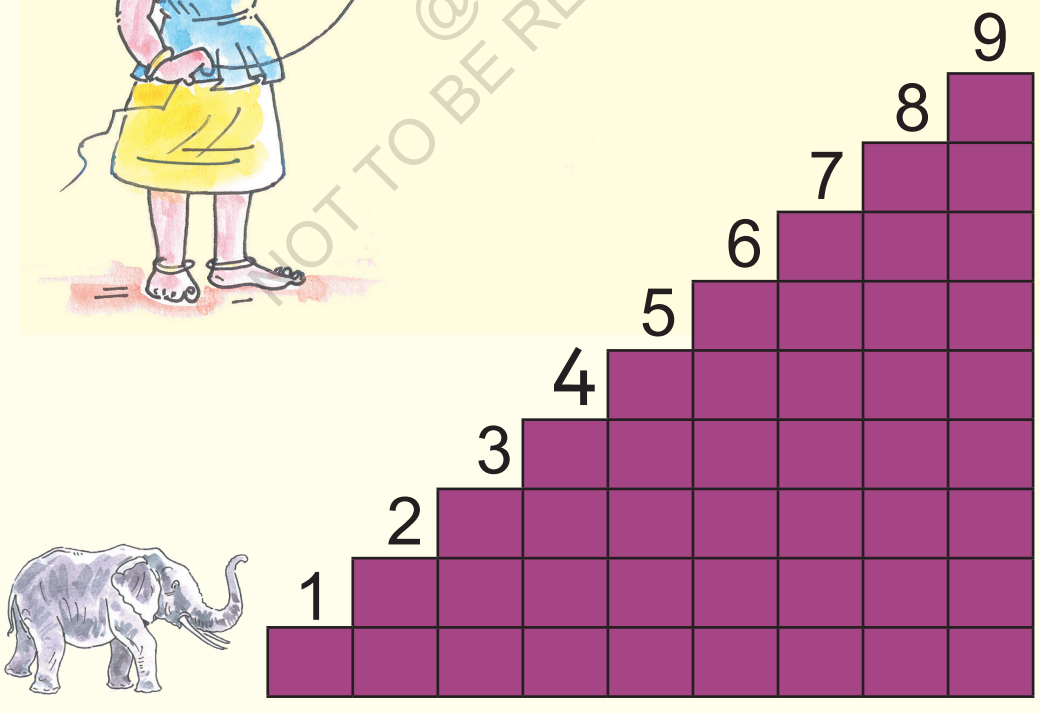
संख्या तोरण

क्रमवार संख्या असणारे संख्या तोरण पहा आणि वाच.

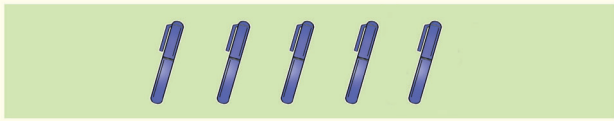




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खालील चित्रात किती घटक आहेत ते मोजून लिही.

	7
	
	
	
	

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गाळलेले अंक लिही.

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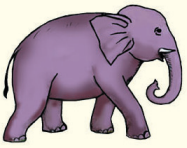
घटक मोजा व उदाहरणात दाखविल्याप्रमाणे लिही.

उदाहरण



4





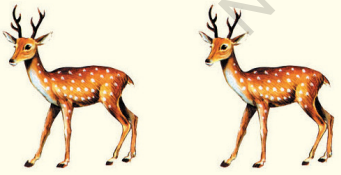




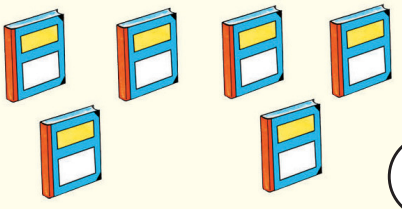


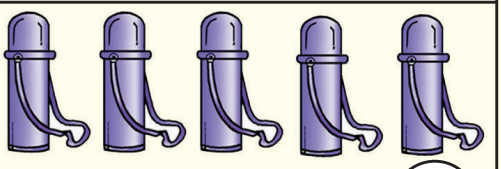












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संख्या वाचून तितकीच चित्रे चौकटीत काढ.

उदाहरण



4									



5									



3									



4									



1									



2									



6									



8									

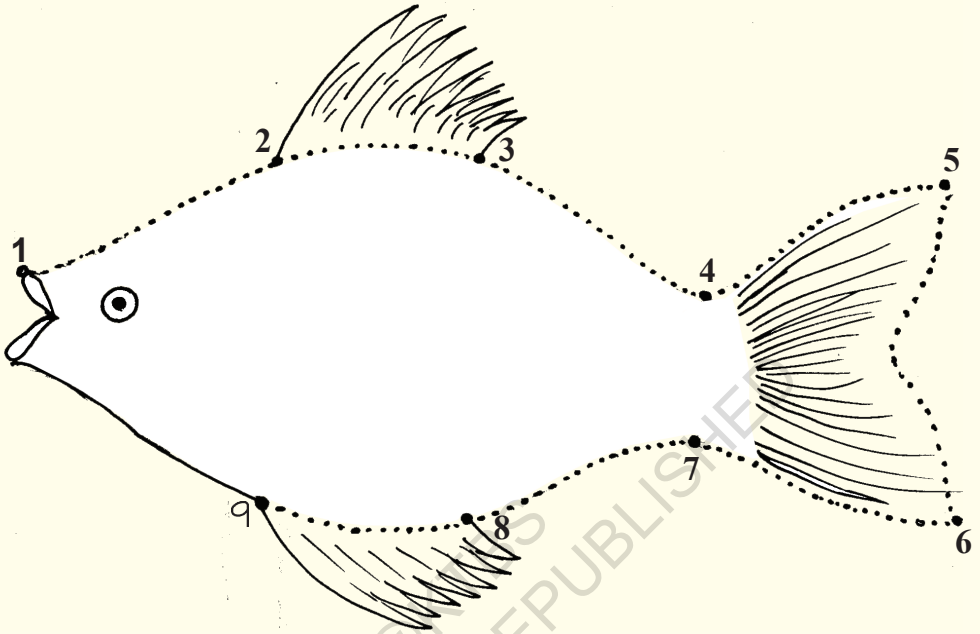


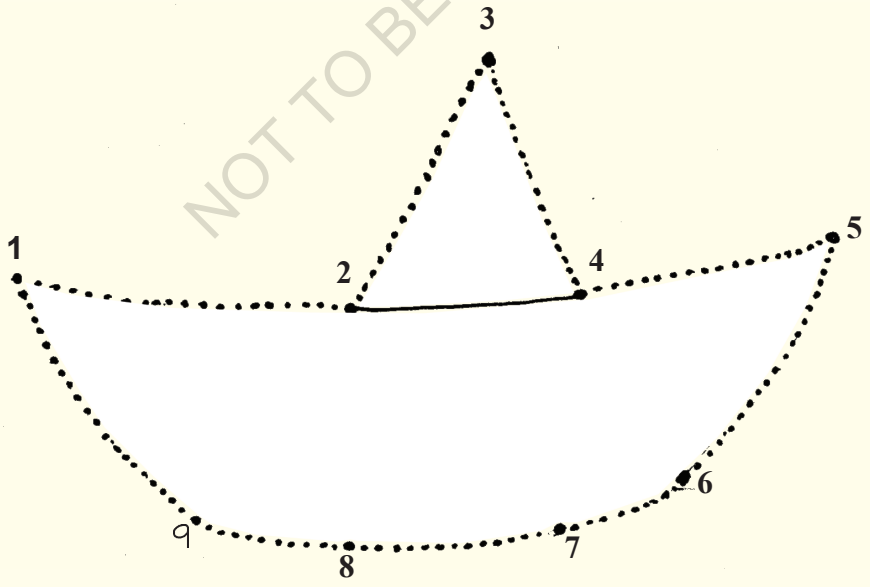
7									

९									

@KTBS NOT TO BE REPUBLISHED

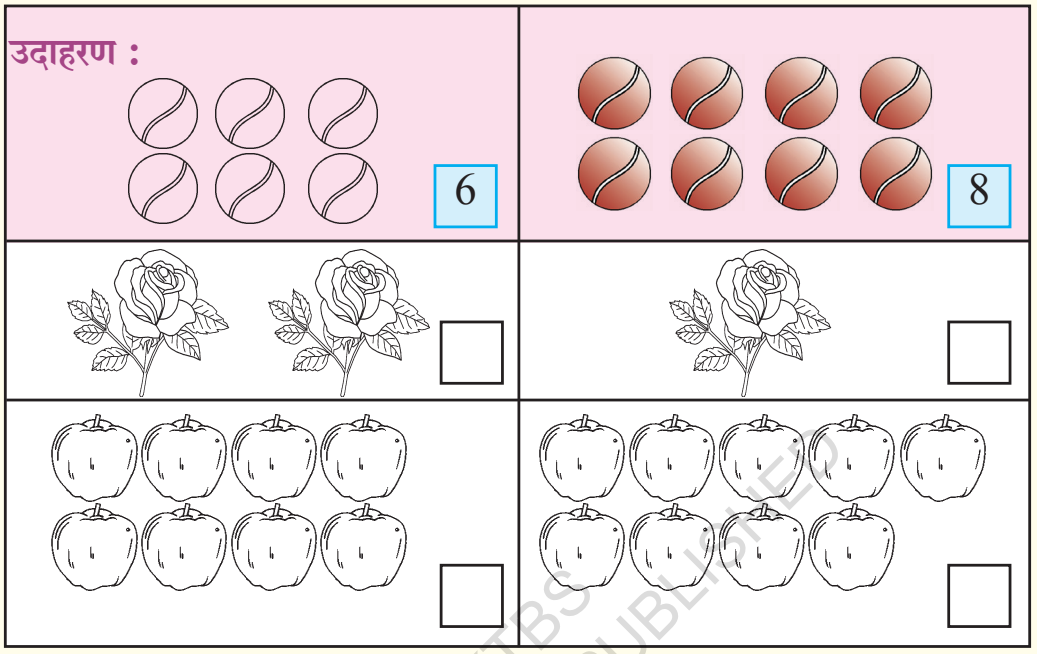
बिंदू क्रमवार जोड व रंगव



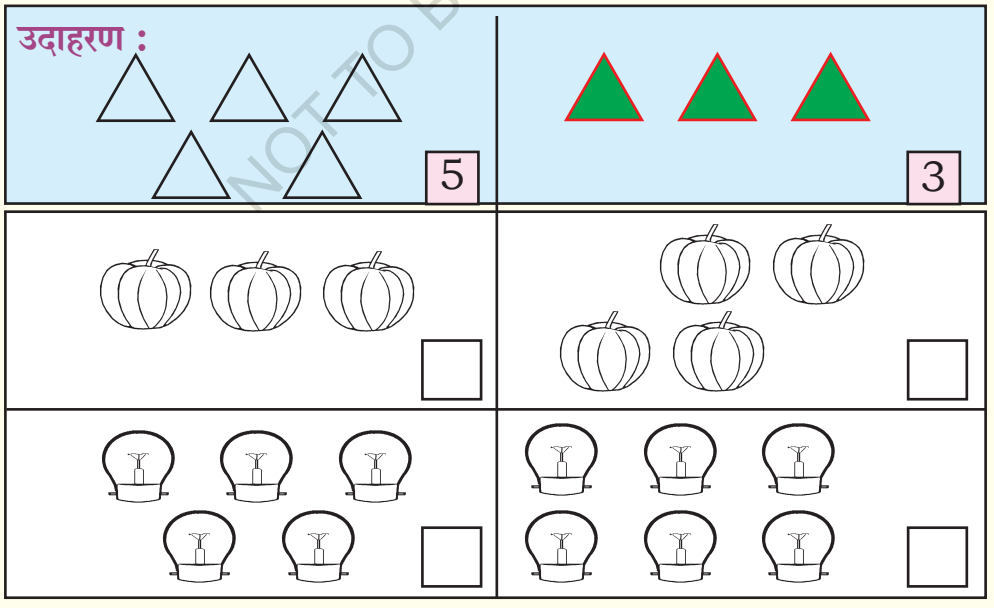


@ NOT TO BE REPUBLISHED

घटक मोजून संख्या लिही. जास्त घटक असणाऱ्या गटातील घटक रंगव.



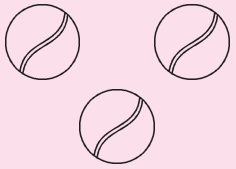
घटक मोजून संख्या लिही. कमी घटकांच्या गटातील घटक रंगव.

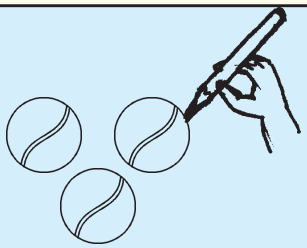


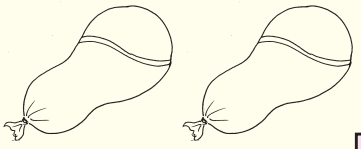
© KTBS NOT TO BE REPUBLISHED

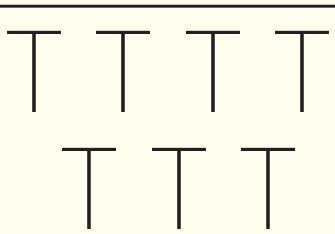
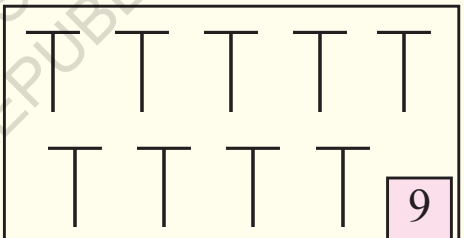
एकमेकांसमोरील चौकोनातील घटकांची संख्या समान होईल इतकी चित्रे काढून, संख्या चौकटीत लिही.

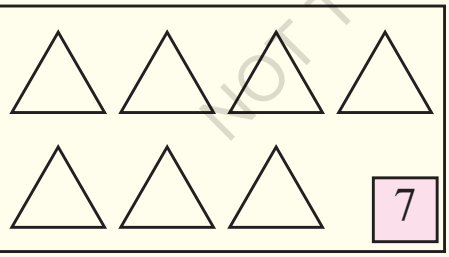
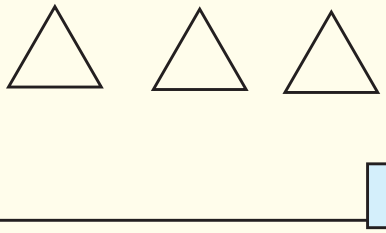
उदाहरण :

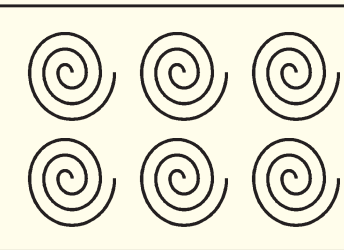


3 =  3

 2 = 

 =  9

 7 = 

 6 = 

@KTBS NOT TO BE REPUBLISHED

प्रत्येक चौकोनातील संख्येपैकी मोठ्या संख्येभोवती वर्तुळ काढ.

उदाहरण :

3, (5)		
4, 2	6, 9	8, 7
9, 5	1, 3	5, 4
	6, 8	

प्रत्येक चौकोनातील संख्येपैकी लहान संख्येभोवती वर्तुळ काढ.

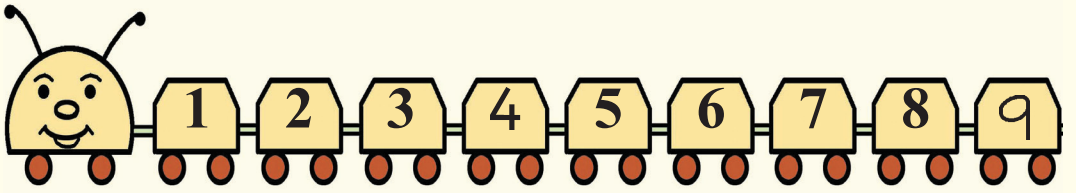
उदाहरण :

(4), 7		
8, 7	3, 7	9, 4
2, 6	3, 1	9, 8
5, 6	7, 4	

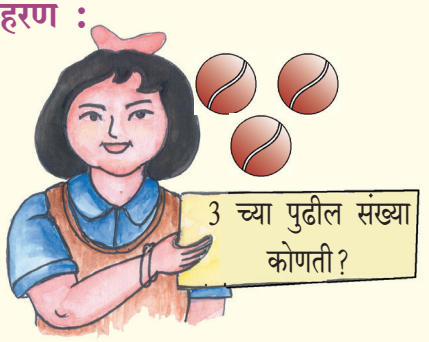
@KTBS NOT TO BE REPUBLISHED

दिलेल्या संख्येच्या पुढील संख्या ओळख.

उदाहरण :

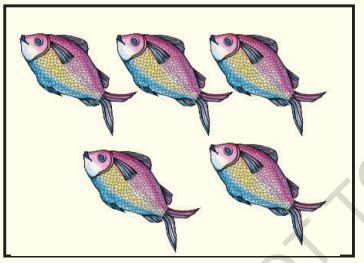


उदाहरण :



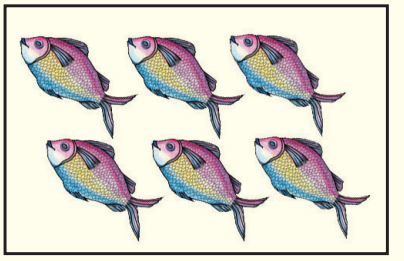


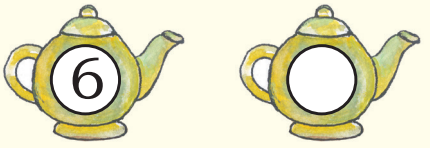
5 च्या पुढील संख्या कोणती?



5 , 6

5 च्या पुढील संख्या 6



6 च्या पुढील संख्या कोणती?	2 च्या पुढील संख्या कोणती?
	

7 च्या पुढील संख्या	4 च्या पुढील संख्या .....
2 च्या पुढील संख्या	6 च्या पुढील संख्या .....

@KTBS NOT TO BE REPUBLISHED

प्रत्येक चौकटीतील संख्या वाचून मोकळ्या जागी पुढील संख्या लिही.

6, ☐	1, ☐	3, ☐	5, ☐
8, ☐	7, ☐	2, ☐	4, ☐

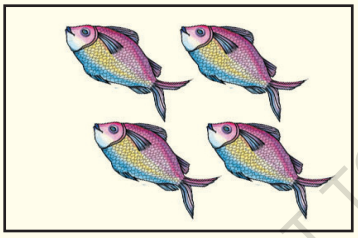
दिलेल्या संख्येच्या मागील संख्या ओळखणे.

उदाहरण :

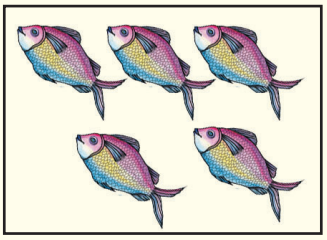


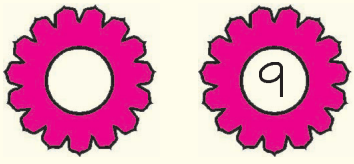
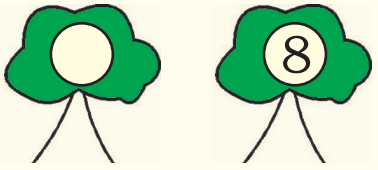


5 च्या मागील संख्या 4



4 , 5



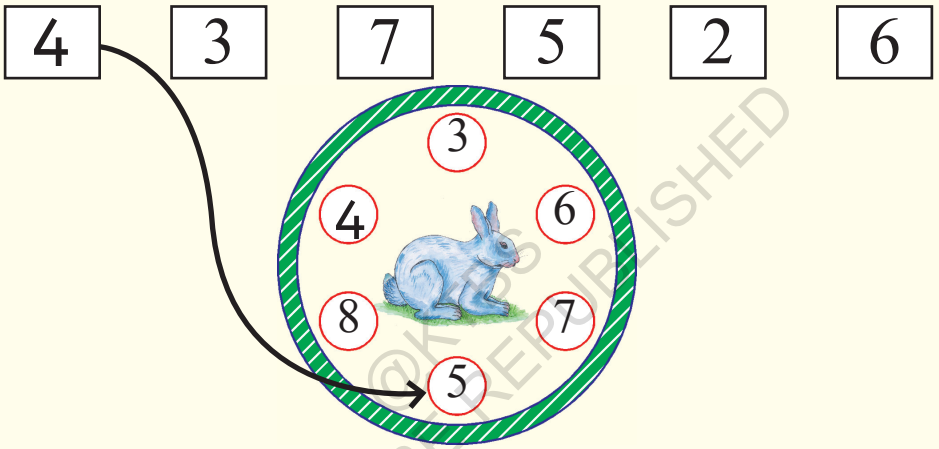
9 च्या मागील संख्या ..... 	8 च्या मागील संख्या ..... 
7 च्या मागील संख्या	4 च्या मागील संख्या .....
2 च्या मागील संख्या	8 च्या मागील संख्या .....

@KTRS NOT TO BE REPUBLISHED

चौकटीतील संख्येच्या मागील संख्या मोकळ्या जागेत लिही.

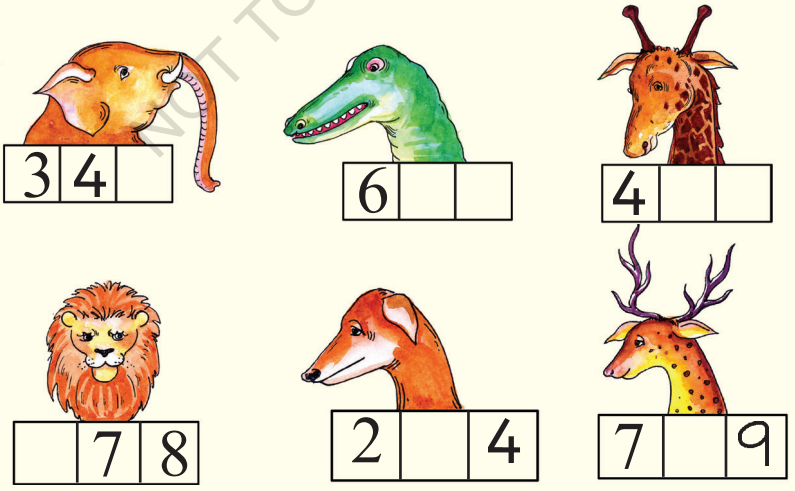
☐ , 4	☐ , 6	☐ , 8
☐ , 5	☐ , ९	☐ , 7

चौकटीत संख्या आहेत. वर्तुळात त्यांच्या पुढील संख्या आहेत.
उदाहरणात दाखविल्याप्रमाणे रेषेने त्या जुळव.



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मोकळ्या जागी क्रमवार संख्या लिही.



प्रकरण – 4

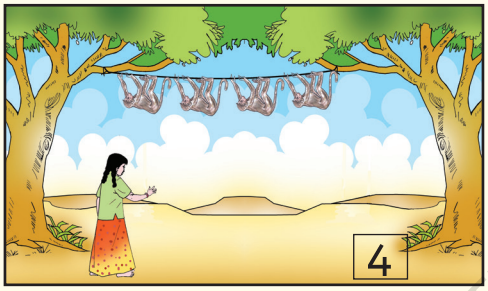
शून्याची परिकल्पना

Z4L8H5

या प्रकरणाच्या अध्ययनाने तुम्ही .....

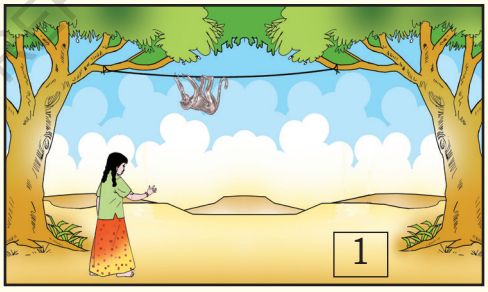
- शून्याची परिकल्पना स्पष्ट करू शकाल.

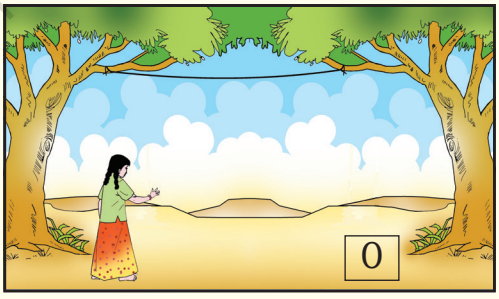
ही चित्रे पहा. प्रत्येक चित्रातील तारेला लटकणाऱ्या माकडांची संख्या किती?









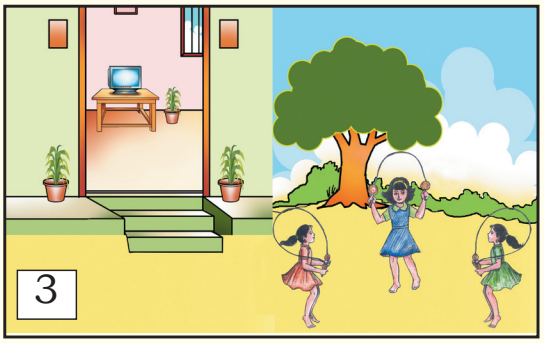


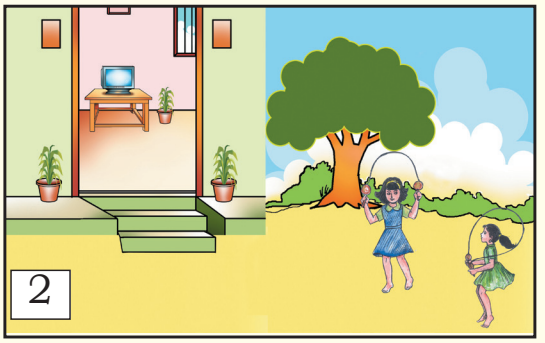
एक देखील नाही

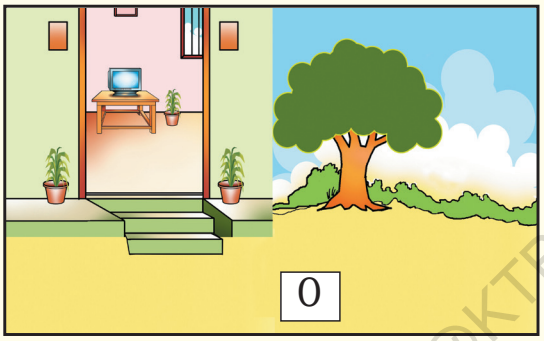
तारेला धरुन लटकणारे एकही माकड नाही. म्हणजे तारेला लटकणाऱ्या माकडांची संख्या 'शून्य' (0).

NOT TO BE REPUBLISHED

प्रत्येक चित्रात दोरीवरच्या उड्या मारणाऱ्या मुलींची संख्या किती?







कोणीच दोरीवरच्या उड्या मारत नाहीत, म्हणजेच, उड्या मारणाऱ्या मुलींची संख्या शून्य (0)आहे.

@KTBS NOT TO BE REPUBLISHED

प्रत्येक टोपलीतील फळांची संख्या किती?



5



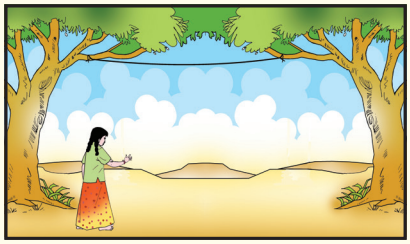
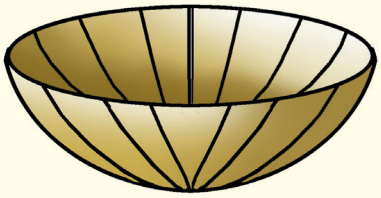
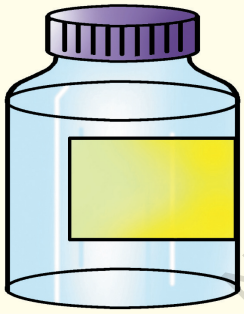
2



0

टोपलीत एकही फळ नाही म्हणजेच टोपलीतील फळांची संख्या 'शून्य' (0) आहे.

एकही नाही, कोणीही नाही, काहीही नाही हे आपण 'शून्याने' दाखवितो. शून्य आपण '0' असे लिहीतो.

	तारेला एक ही माकड लटकत नाही. म्हणून लटकणाऱ्या माकडांची संख्या शून्य आहे.	
	टोपलीत फळे नाहीत म्हणून टोपलीतील फळांची संख्या शून्य आहे.	
	बरणीत चॉकलेटस् नाहीत. म्हणून बरणीतील चॉकलेटस्ची संख्या शून्य आहे.	
	रोपट्याला फुले नाहीत म्हणून फुलांची संख्या शून्य आहे.	

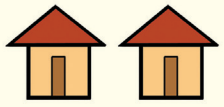
@KTBS NOT TO BE REPUBLISHED

गिरव आणि लिही

0	0	0	0				

चित्र पाहून मोकळ्या जागी योग्य संख्या लिही.

उदाहरण :



घरे 2

झाडे 0



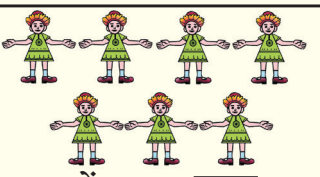
फळे ☐

फुले ☐



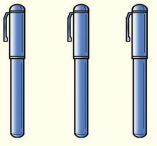
कासव ☐

पक्षी ☐



चेंडू ☐

बाहुल्या ☐



पेन्सिल ☐

पेन ☐

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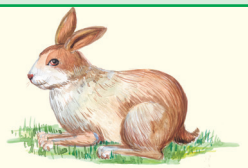
प्रकरण – 5

बेरीज (बेरीज 9 पेक्षा जास्त नसणारी)

T3F3L3

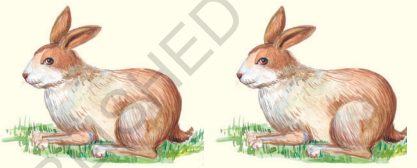
या प्रकरणाच्या अध्ययनाने तुम्ही .....

- वस्तू आणि चित्रे वापरुन बेरीज करु शकाल.
- + आणि = ही चिन्हे ओळखून त्यांचा वापर करु शकाल.



झुडपात एक ससा बसला होता.

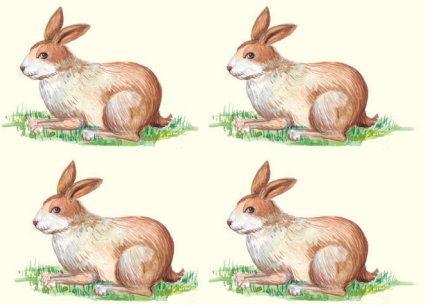
इतक्यात आणखी एक ससा आला एकाचे दोन ससे झाले. दोन ससे खेळत होते.

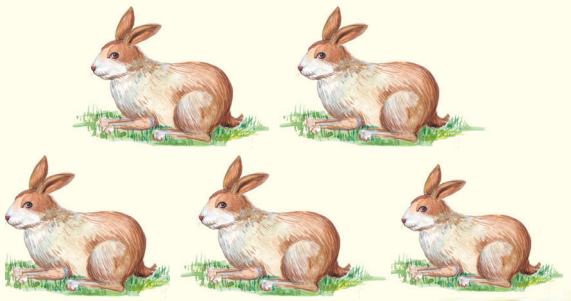




एवढ्यात आणखी एक ससा तेथे आला.दोनाचे तीन ससे झाले. छोटे ससे मेजवानीस सिध्द झाले.

पाहता पाहता पुन्हा एक ससा आला. तीनाचे चार ससे झाले. चार छोटे ससे पळण्याच्या शर्यतीस सिध्द झाले.



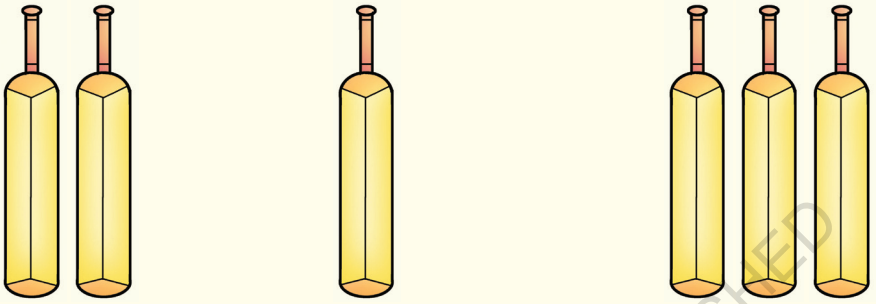


यांना पाहून परत एक ससा आला चाराचे पाच ससे झाले.

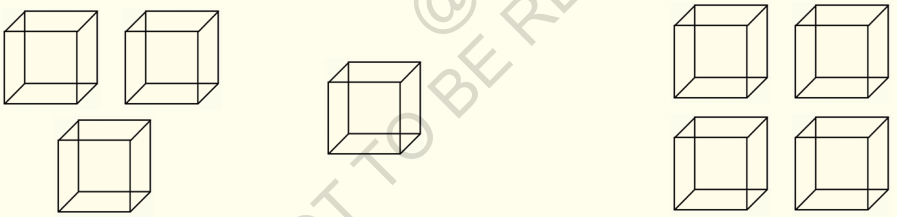
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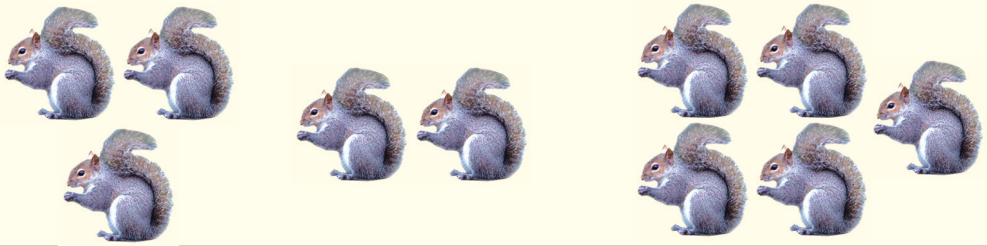
1 आणि 1 मिळून 2 झाले.



2 आणि 1 मिळून 3 झाले.

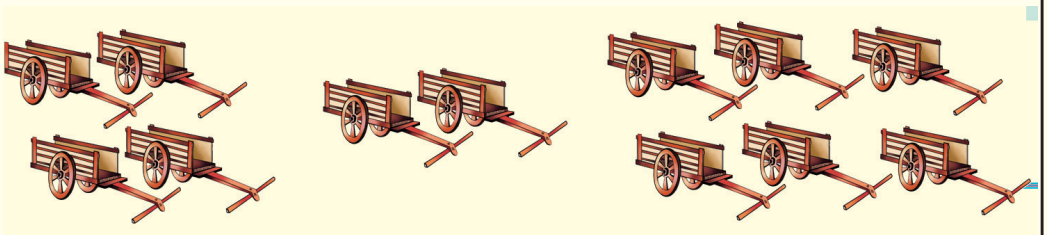


3 आणि 1 मिळून 4 झाले.

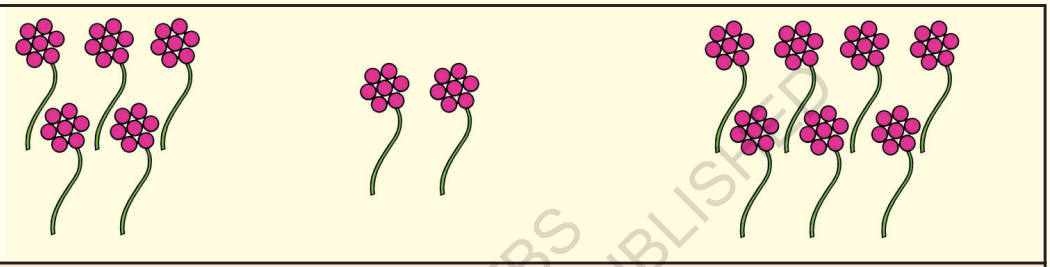


3 आणि 2 मिळून 5 झाले.

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4	आणि	2	मिळून	6	होतात
4	अधिक	2	बरोबर	6	होतात



5	अधिक	2	बरोबर		होतात



6	अधिक	3	बरोबर		



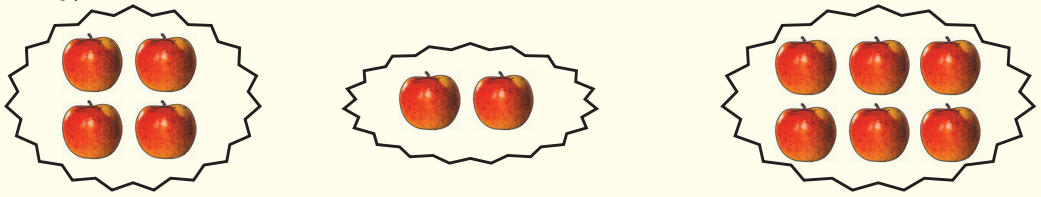
3	अधिक	3	बरोबर		

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'अधिक' आणि 'बरोबर' चिन्हे

ही चिन्हे पहा.

येथे एकूण फळे किती?



4 + 2 = 6

चिन्हे वापरुन बेरीज आपण अशी लिहितो.

4 + 2 = 6

येथे उपयोगीलेली चिन्हे पहा.

'+' म्हणजे मिळविणे (मिसळणे)

'=' म्हणजे बरोबर. तोंडाने असे म्हणत गिरव.

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+	+	+	+	+	+	+	+
+	+	+	+	+	+	+	+

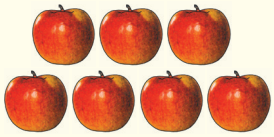
=	=	=	=	=	=	=	=
=	=	=	=	=	=	=	=

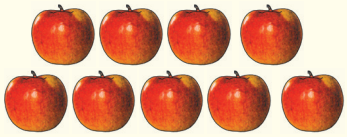
खालील उदाहणात सुचविल्याप्रमाणे 'अधिक' चिन्हाभोवती चौकट ☐ काढ व 'बरोबर' चिन्हाभोवती वर्तुळ ◯ काढ.

उदाहरण : ☐ ◯

+	+	=	+	+	=	+	+
=	=	+	=	=	+	=	=

एकूण किती ?



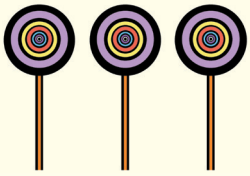


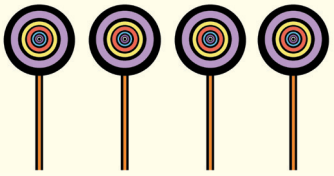
7 + 2 = 9





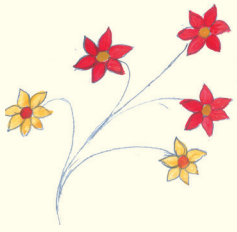
__ + __ = __





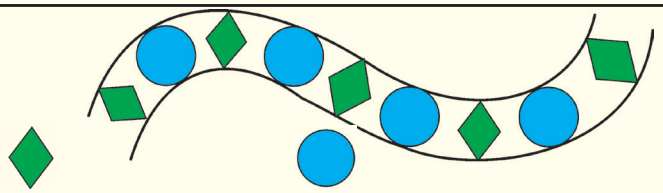
__ + __ = __

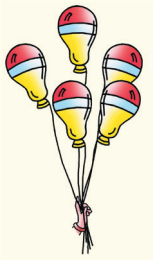


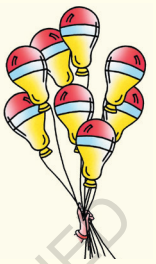


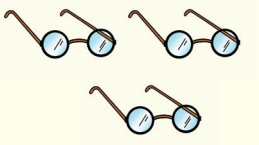
__ + __ = __

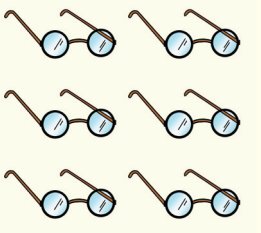
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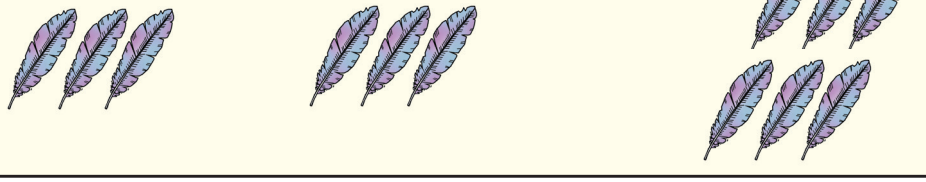




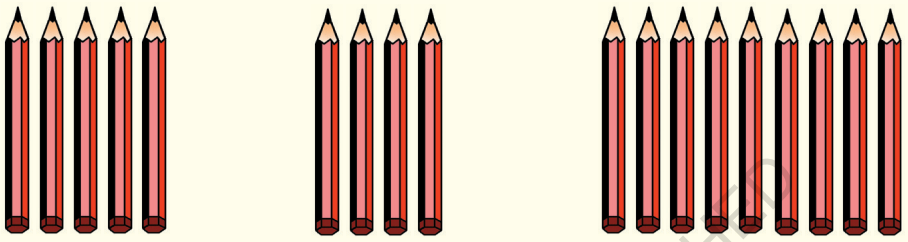




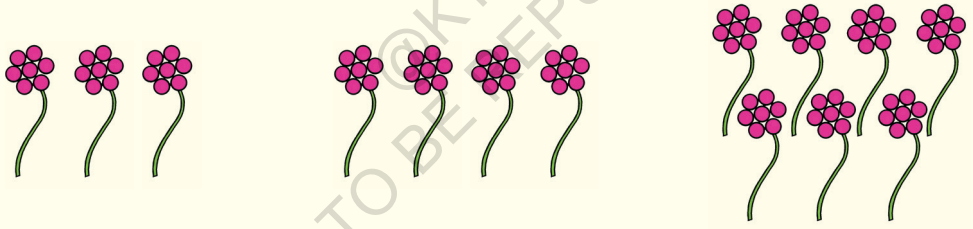
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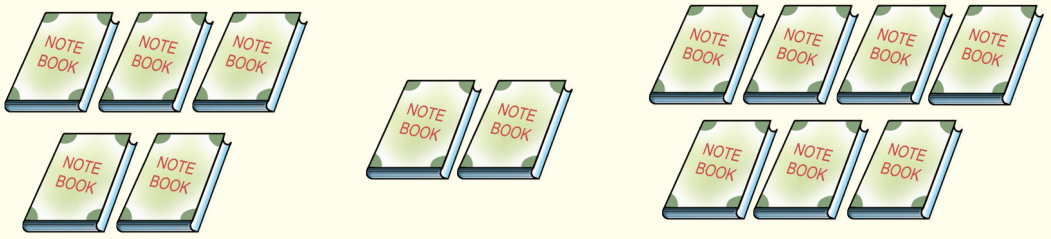
□ + □ = □



□ + □ = □

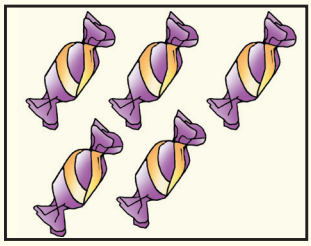


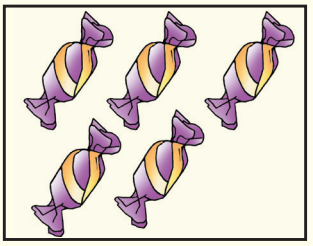
□ + □ = □



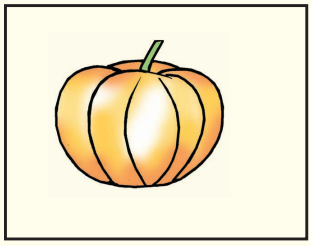
□ + □ = □

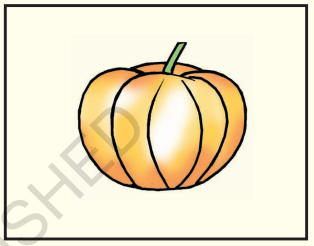
©KTBS NOT TO BE REPUBLISHED



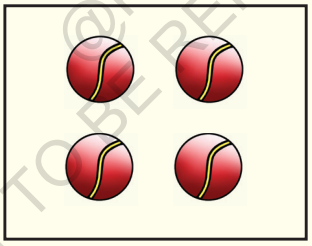


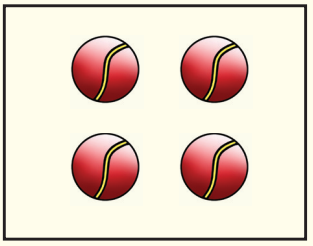
+ =



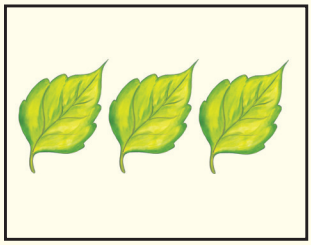


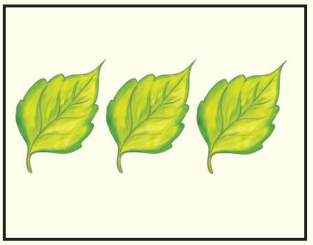
+ =





+ =

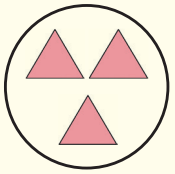


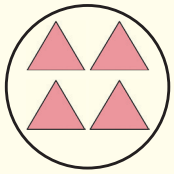


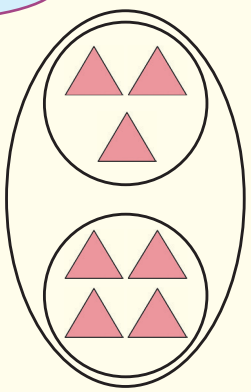
+ =

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बेरीज







$$3 + 4 = 7$$

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

$2 + 1 = \square$

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

$2 + 3 = \square$

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

$3 + 6 = \square$

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

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ही बेरीज पहा. अपूर्ण बेरीज पूर्ण कर.

$6 + 1 = 7$

$1 + 6 = 7$

$4 + 3 = \square$

$3 + 4 = \square$

$2 + 5 = \square$

$5 + 2 = \square$

$4 + 4 = 8$

$5 + 3 = 8$

$3 + 5 = \square$

$6 + 2 = \square$

$2 + 6 = \square$

$1 + 7 = \square$

$7 + 1 = \square$

बेरीज करुन जुळव.

4 + 2 = 6

2 + 4 = ☐

1 + ☐ = 6

5 + ☐ = 6

3 + 3 = ☐

0 + 6 = ☐

6 + 0 = ☐

---

4 + 5 = ☐

5 + 4 = ☐

6 + 3 = ☐

3 + ☐ = 9

3 + ☐ = 7

4 + ☐ = 7

4 + 4 = ☐

☐ + 4 = 8

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---

2 + 6 = ☐

6 + ☐ = 8

☐ + 6 = 7

6 + ☐ = 7

☐ + 3 = 4

☐ + 3 = 6

☐ + 3 = 7

☐ + 3 = 9

4 + ☐ = 5

5 + ☐ = 6

6 + ☐ = 7

7 + ☐ = 7

बेरीज कर

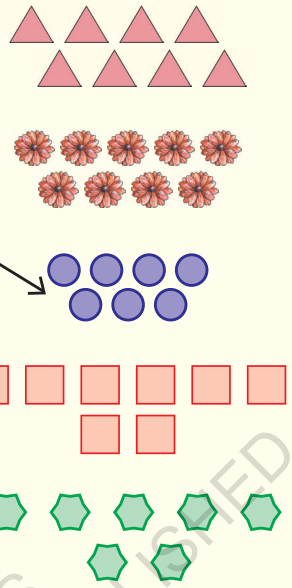
4 + 3

6 + 2

5 + 2

5 + 4

4 + 4



3 + 5 = ☐

2 + 7 = ☐

3 + 3 = ☐

1 + 4 = ☐

2 + 5 = ☐

1 + 5 = ☐

2	3	4	0
+ 7	+ 4	+ 4	+ 7
———	———	———	———
———	———	———	———
1	6	2	5
+ 5	+ 0	+ 2	+ 3
———	———	———	———
———	———	———	———

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प्रकरण – 6

वजाबाकी

T5I5Z9

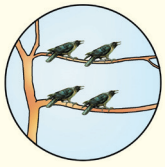
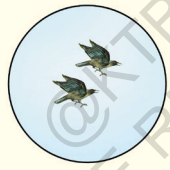
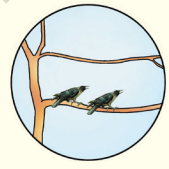
या प्रकरणाच्या अध्ययनाने तुम्ही .....

- वस्तू व चित्रांच्या सहाय्याने वजाबाकी करु शकाल.
- '–' हे चिन्ह ओळखून त्याचा उपयोग करु शकाल.

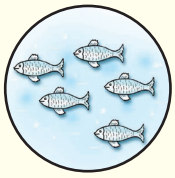
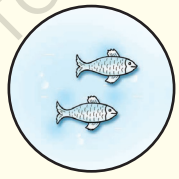
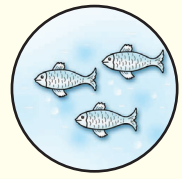




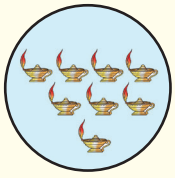
2 गाजरातून 1 काढले असता 1 राहील

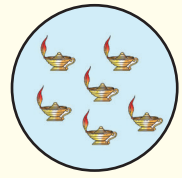




4 पक्ष्यांपैकी 2 पक्षी उडून गेल्यावर 2 शल्लिक राहतात.

5 माशांपैकी 2 दूर पोहून गेल्याने, ☐ मासे राहिले.





8 दिवे आहेत 2 दिवे काढून घेतले ☐ दिवे राहतात

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'वजा ' करण्याचे चिन्ह

ही चित्रे पहा.

4 फुग्यांपैकी 1 फुगा फुटून गेल्यास किती फुगे शिल्लक राहतील?





4 पैकी 1 फुटल्यास 3 शिल्लक राहतील.

हे आपण असे लिहितो.

4 - 1 = 3

येथे वापरलेले '–' ' हे चिन्ह पहा.

या चिन्हाचा अर्थ 'वजा' करा असा आहे.

'=' या चिन्हाचा अर्थ 'बरोबर' हे तुम्हाला या आधी समजले आहे.

म्हणा आणि लिहा :

–	....	....	....	....	....	....	....
–	....	....	....	....	....	....	....

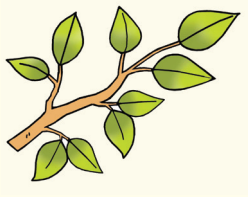
उदाहरणात दाखविल्याप्रमाणे 'बेरजेच्या' चिन्हाभोवती □ 'बरोबर' चिन्हाभोवती △ आणि 'वजा' चिन्हाभोवती ○ या खुणा करा.

उदाहरण : 

\+ – = + – – + – – =

= + – + = – – + – +

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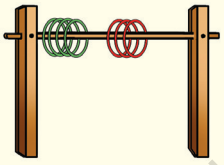

☐ तून वजा कर 2 बरोबर ☐

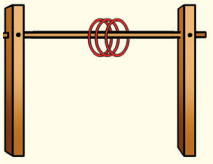
☐ – 2 बरोबर ☐



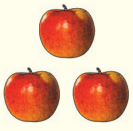


8 – ☐ = ☐





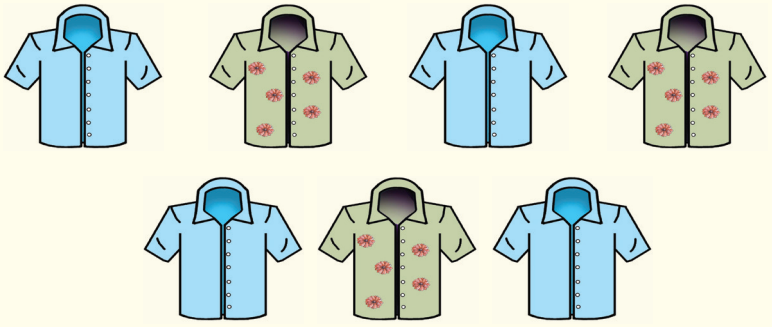
☐ – ☐ = ☐


☐ – ☐ = ☐

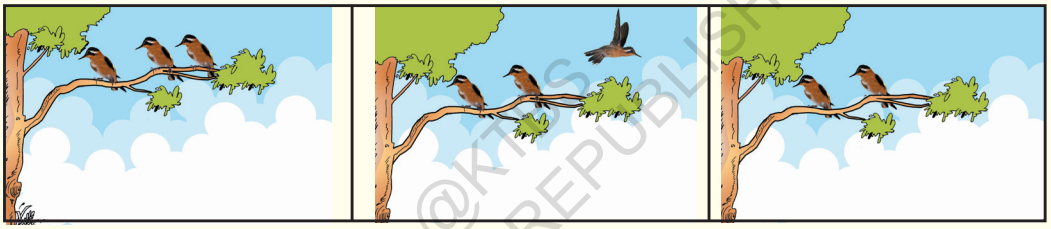
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एकूण किती अंगरखे आहेत? त्यापैकी हिरव्या रंगाचे अंगरखे काढून टाकले तर किती अंगरखे राहतील?

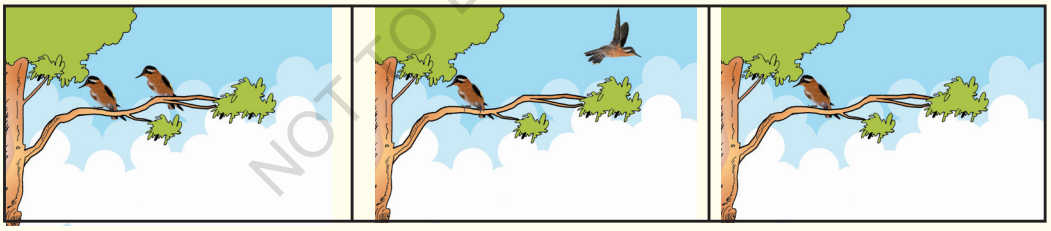


☐ – ☐ = ☐

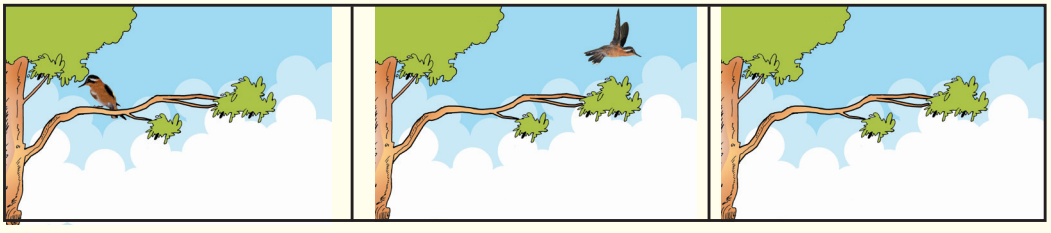
किती राहिले?



3 – 1 = 2



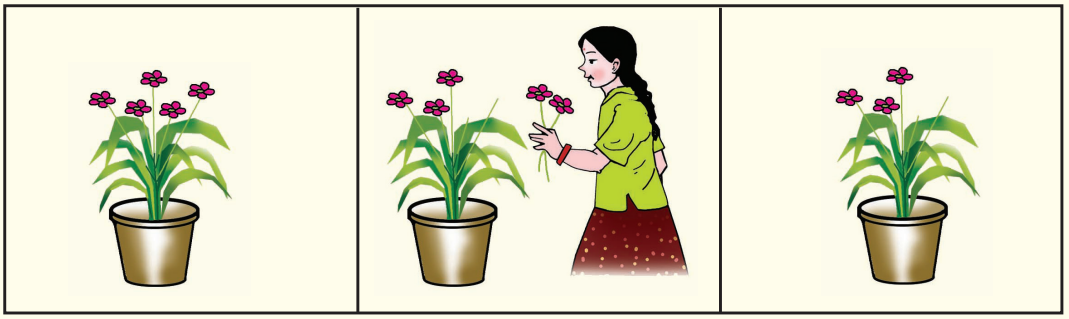
2 – 1 = 1



1 – 1 = 0

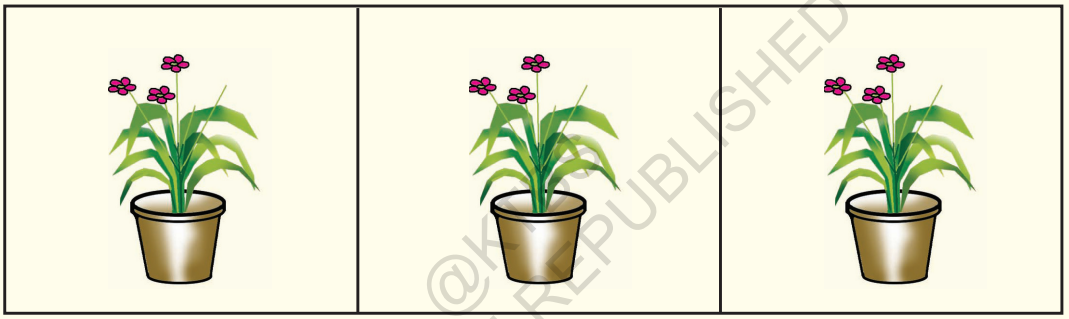
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वजा कर



5 — 2 = 3

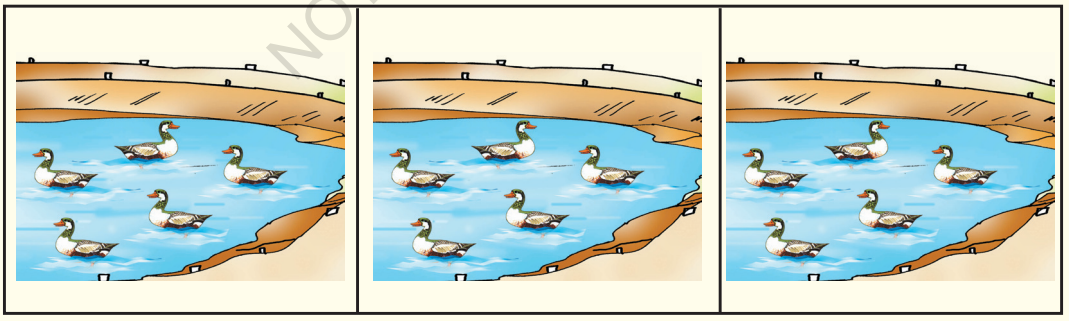
5 फुलापैकी 2 फुले काढली. म्हणजे 5−2= 3



3 — 0 = 3

3 फुलांपैकी एकही फूल कमी झाले नाही. म्हणजे 3− 0 = 3

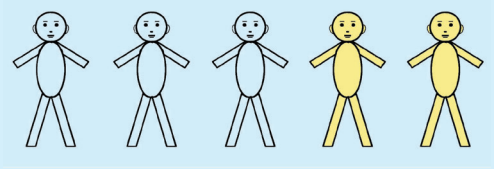
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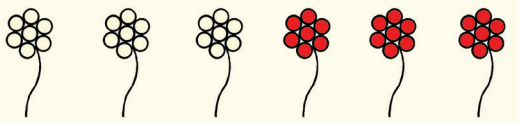
5 — 0 = 5

जलाशयात पोहणाऱ्या पाच बदकांपैकी कोणतेही बदक दूर गेले नाही तर बदकांची संख्या 5 − 0 = 5

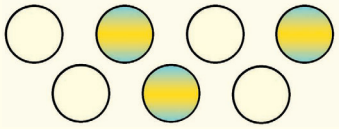
खाली दिलेल्या प्रत्येक गटातून छायांकित रंगीत घटकांना बाजूला काढ.
किती घटक शिल्लक आहेत ते पहा.



5 – 2 = 3



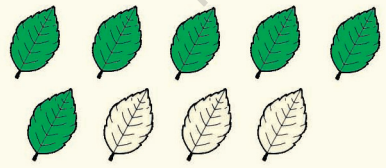
6 – ☐ = ☐



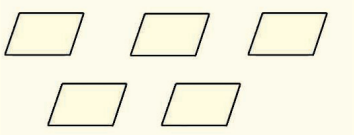
7 – ☐ = ☐



8 – ☐ = ☐



☐ – ☐ = ☐



☐ – ☐ = ☐

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वजाबाकी कर

3 - 1 = ☐

7 - 1 = ☐

6 - 4 = ☐

8 - 8 = ☐

7 - 0 = ☐

वजाबाकी कर

6 - 1	5 - 2	6 - 3	4 - 0
7 - 1	6 - 6	९ - 4	8 - 3
3 - 3	5 - 4	6 - 0	९ - 1

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वजाबाकी कर आणि दाखविल्याप्रमाणे रेषेने जुळव.

7 – 2	8	8 – 7
९ – 1	2	९ – 4
8 – 5	1	8 – 0
3 – 1	5	7 – 4
6 – 5	3	6 – 4

रिकाम्या जागी योग्य संख्या लिही.

8	–	2	=	
3	–	1	=	
7	–		=	5
९	–	6	=	
	–	2	=	4
	–	0	=	8
	–	3	=	0
	–	5	=	2

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प्रकरण – 7

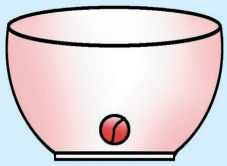
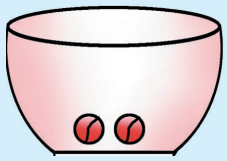
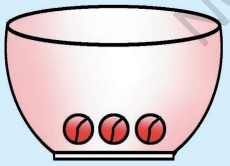
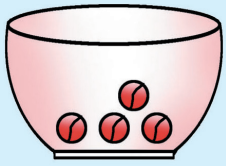
संख्या 10

G4Q6I1

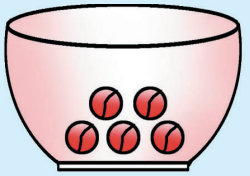
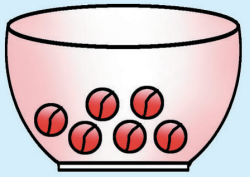
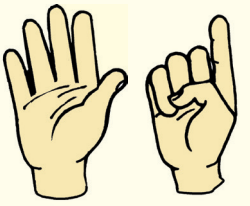
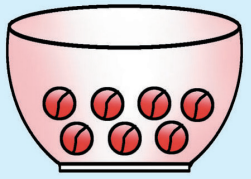
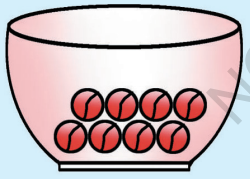
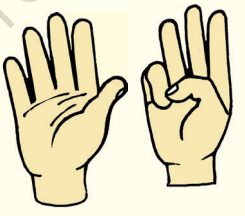
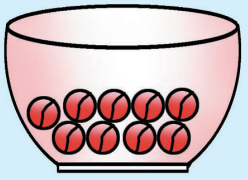
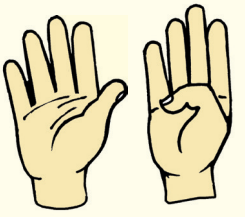
या प्रकरणाच्या अध्ययनाने तुम्ही .....

- 10 ही संख्या ओळखून लिहू शकाल.
- संख्यांचा उपयोग करुन वस्तू मोजू शकाल.

दिलेल्या सूचना समजून घ्या आणि पाळा.

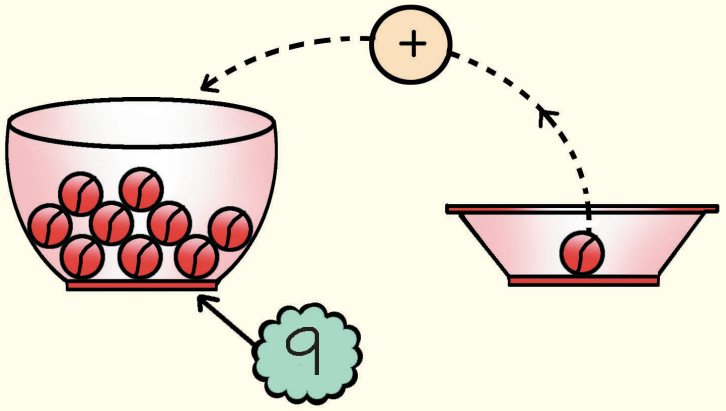
वाटीतील गोट्या मोजा	त्या संख्येए इतकी बोटे दाखवून ती संख्या लिहा	संख्या सांगा
		1
		
		
		

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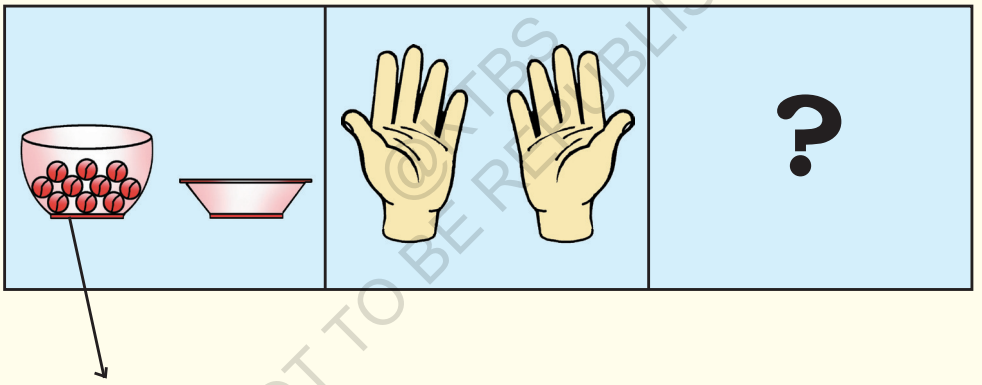
		
		
		
		
		

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या वाटीत अजून एक गोटी घाल.



9 गोट्यांमध्ये 1 गोटी मिळविली असता किती गोट्या होतील?



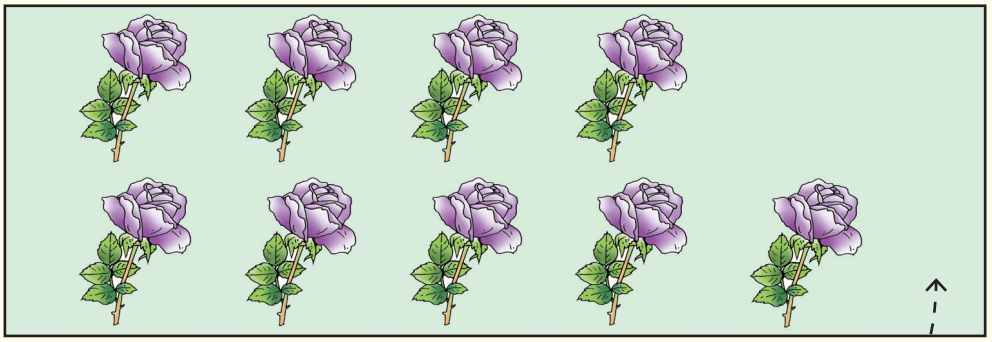
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'दहा' गोट्या आहेत.

'दहा ' असे लिहितात

10

ट्रे मधील गुलाबाची फुले मोज, चौकटीत ती संख्या लिही.



येथे ☐ गुलाबाची फुले आहेत.



यामध्ये अजून एका गुलाबाची भर पडली.

आता गुलाबाची फुले मोज.

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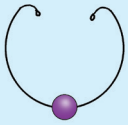
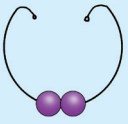
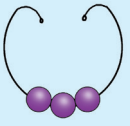
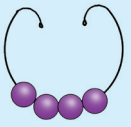
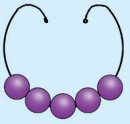
येथे आता दहा गुलाब आहेत.

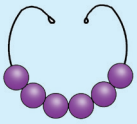
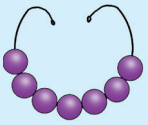
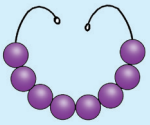
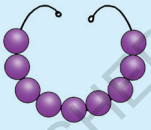
दहा ही एक संख्या आहे.

10 ही एक संख्या आहे.
9 च्या नंतरची संख्या 10

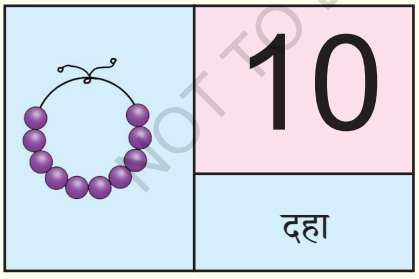
'दहा' ही संख्या अशी लिहितात. 10

प्रत्येक हारामधील मणी मोजून गाळलेल्या संख्या लिही.

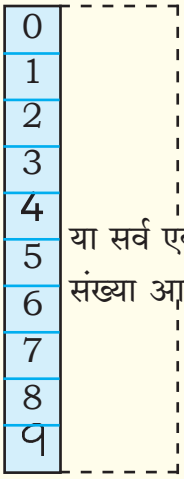
				
1		3		5
एक	दोन	तीन	चार	पाच

				पुढील संख्या कोणती ?
	7		९	
सहा	सात	आठ	नऊ	

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- दहा ही संख्या अंकांचा उपयोग करुन '10' अशी लिहितात.
- '10' या संख्येत दोन अंक आहेत.
- ते '0' ते ' 1 '
- दहा ही दोन अंकी संख्या आहे.



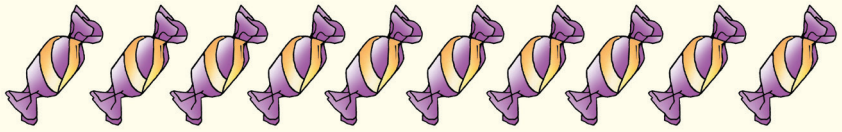
पण .....?

10

दहा ही दोन अंकी संख्या आहे

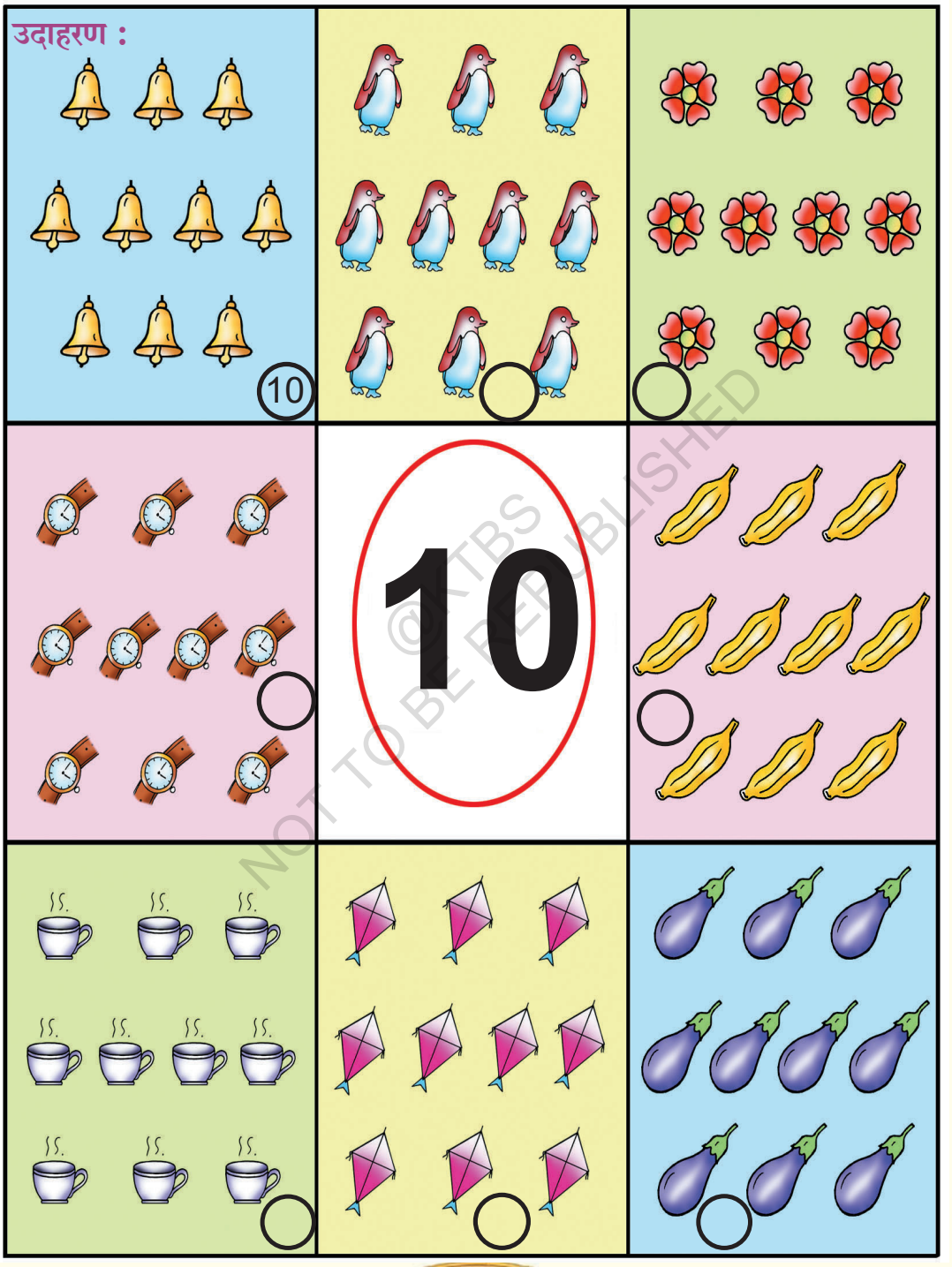
याचा सराव कर

दिलेल्या तक्त्यात 10 ही संख्या लिही.

10								
10	10	10	10					

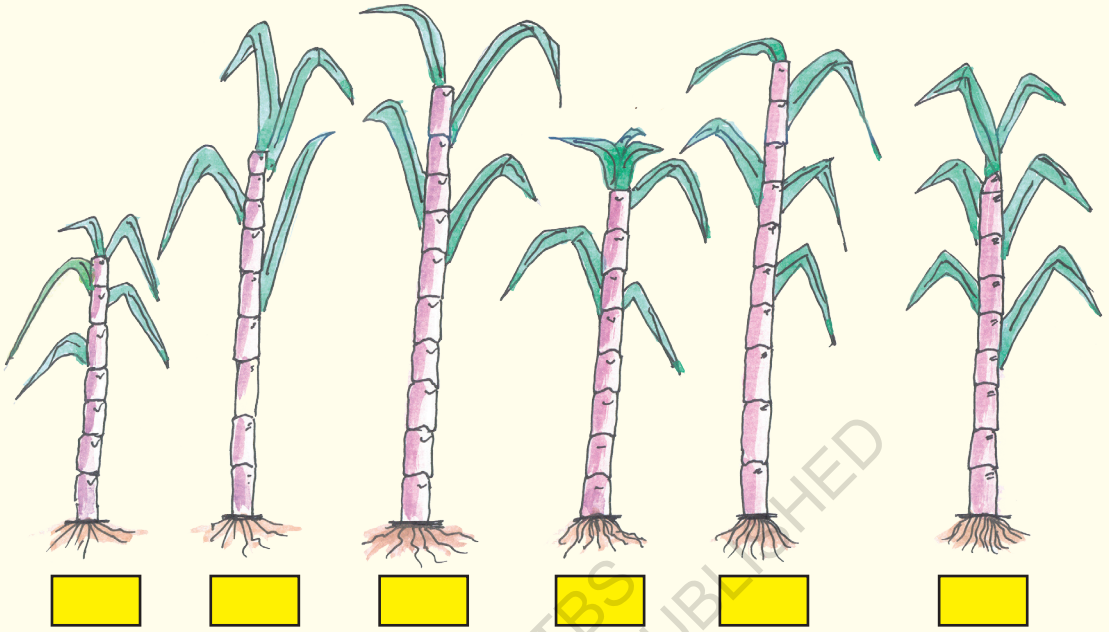
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खाली दिलेल्या प्रत्येक चौकोनातील घटक मोजून दिलेल्या मोकळ्या जागी ती संख्या लिही.

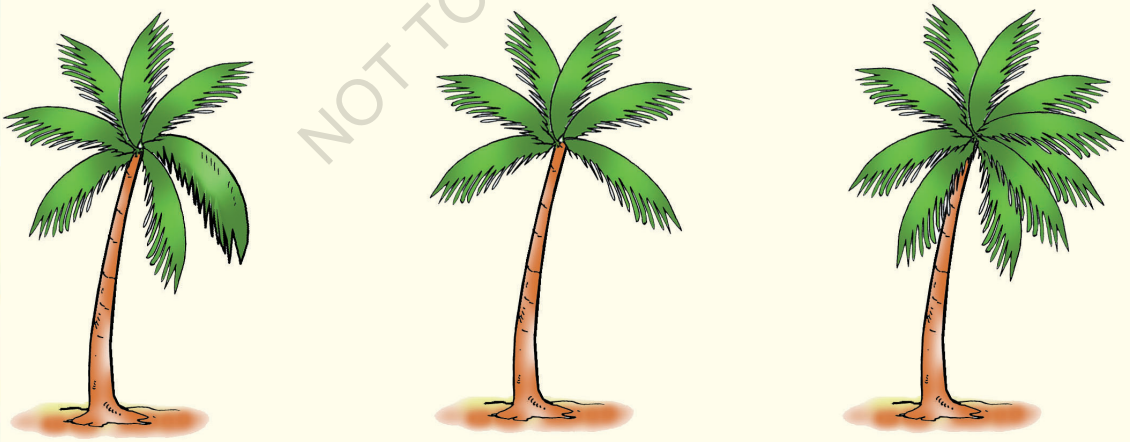


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10 भाग (कांड) असणाऱ्या ऊसाखाली (✓) अशी खूण कर.
10 भाग (कांड) नसणाऱ्या ऊसाखाली (✗) अशी खूण कर



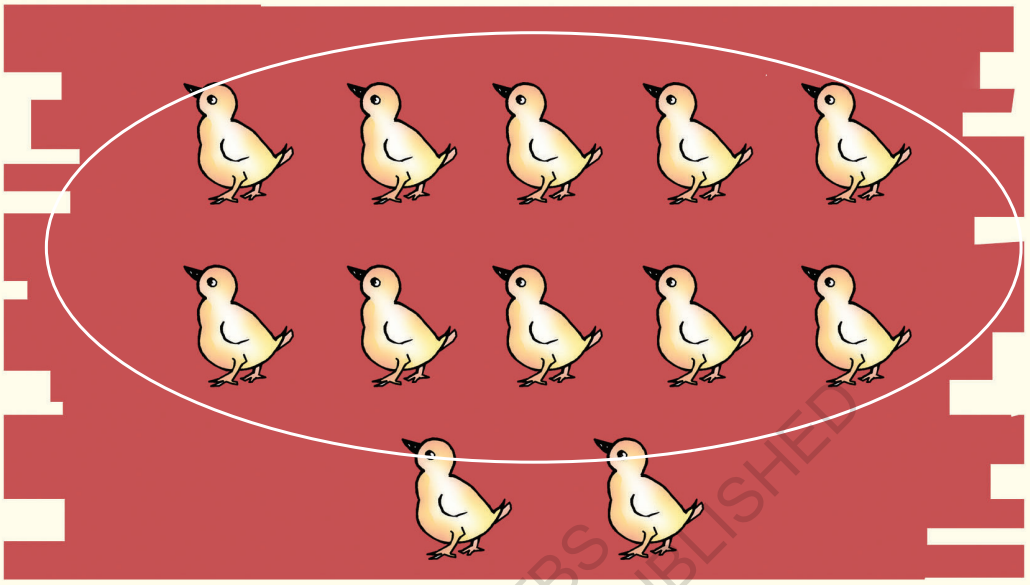
दहा झावळ्या असणाऱ्या नारळाच्या झाडाखाली (✓) अशी खूण कर.
दहा पेक्षा कमी झावळ्या असणाऱ्या झाडाखाली (✗) अशी खूण कर.

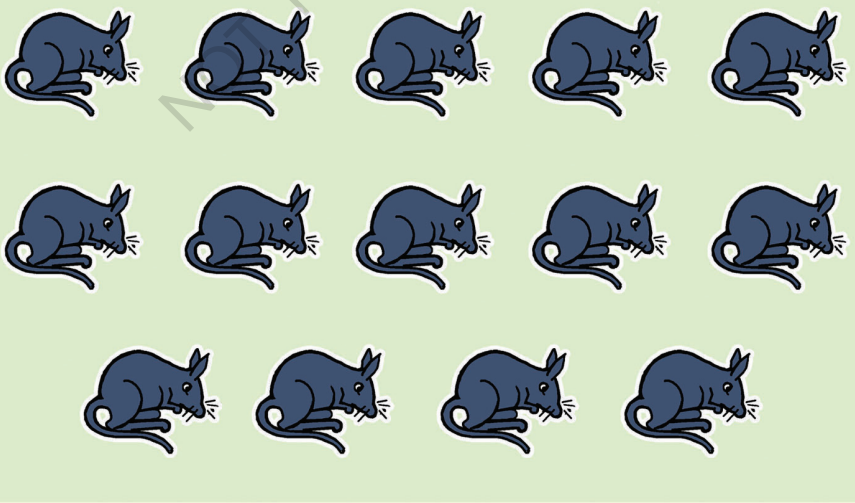


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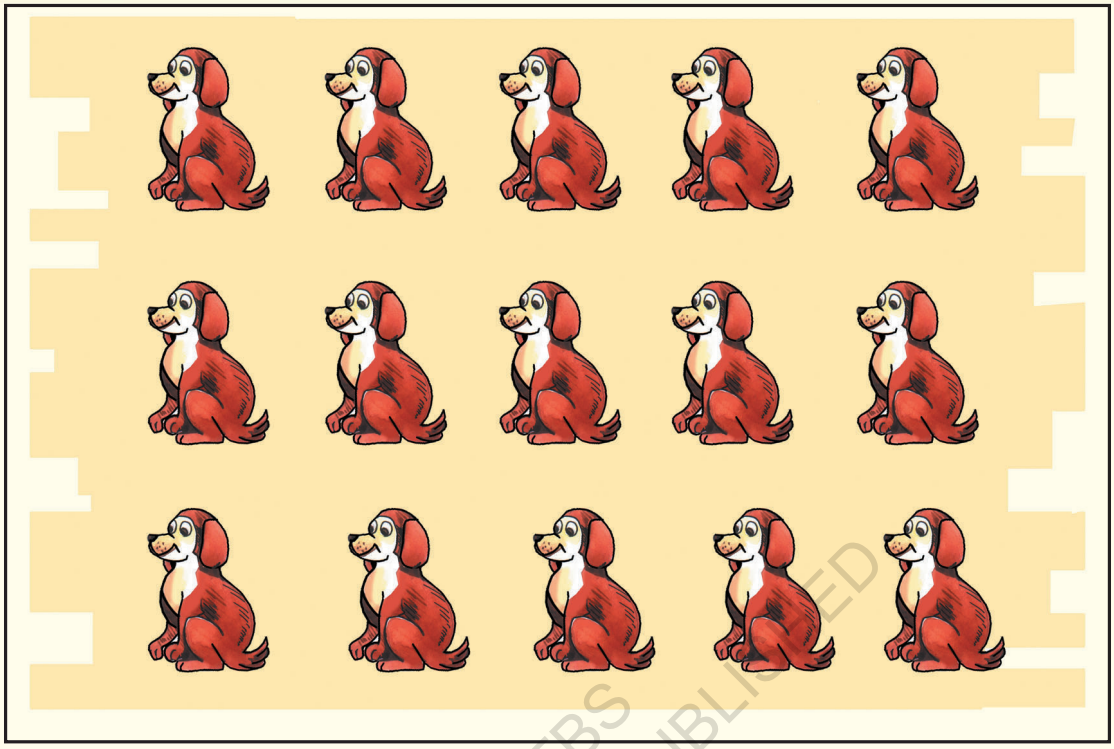
नमुन्यात दाखविल्याप्रमाणे दहा घटकांभोवती गोल कर.

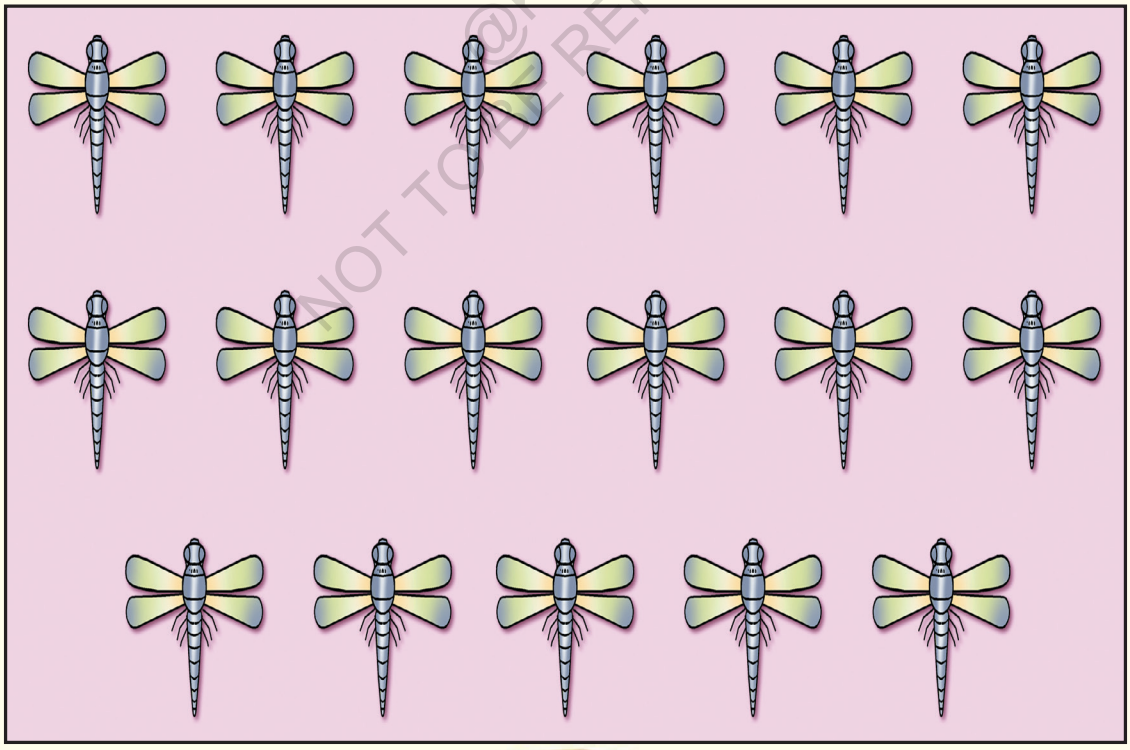
नमुना :





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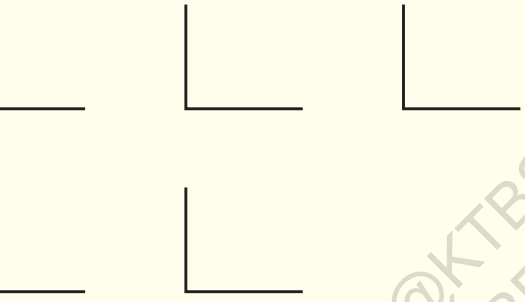


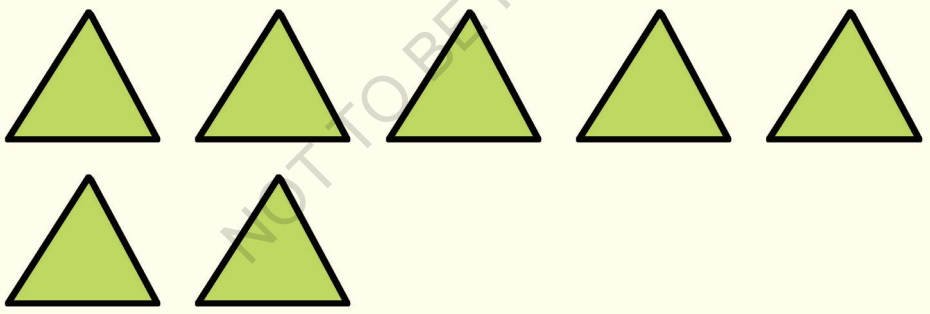


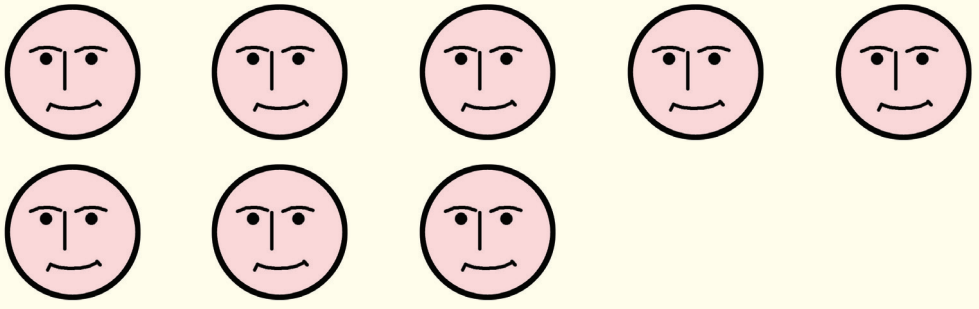
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प्रत्येक रखान्यात दहा चित्रे होण्यासाठी आवश्यक असणारी त्याच प्रकारची चित्रे काढ.

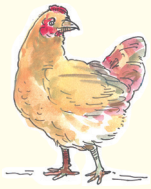
नमुना :



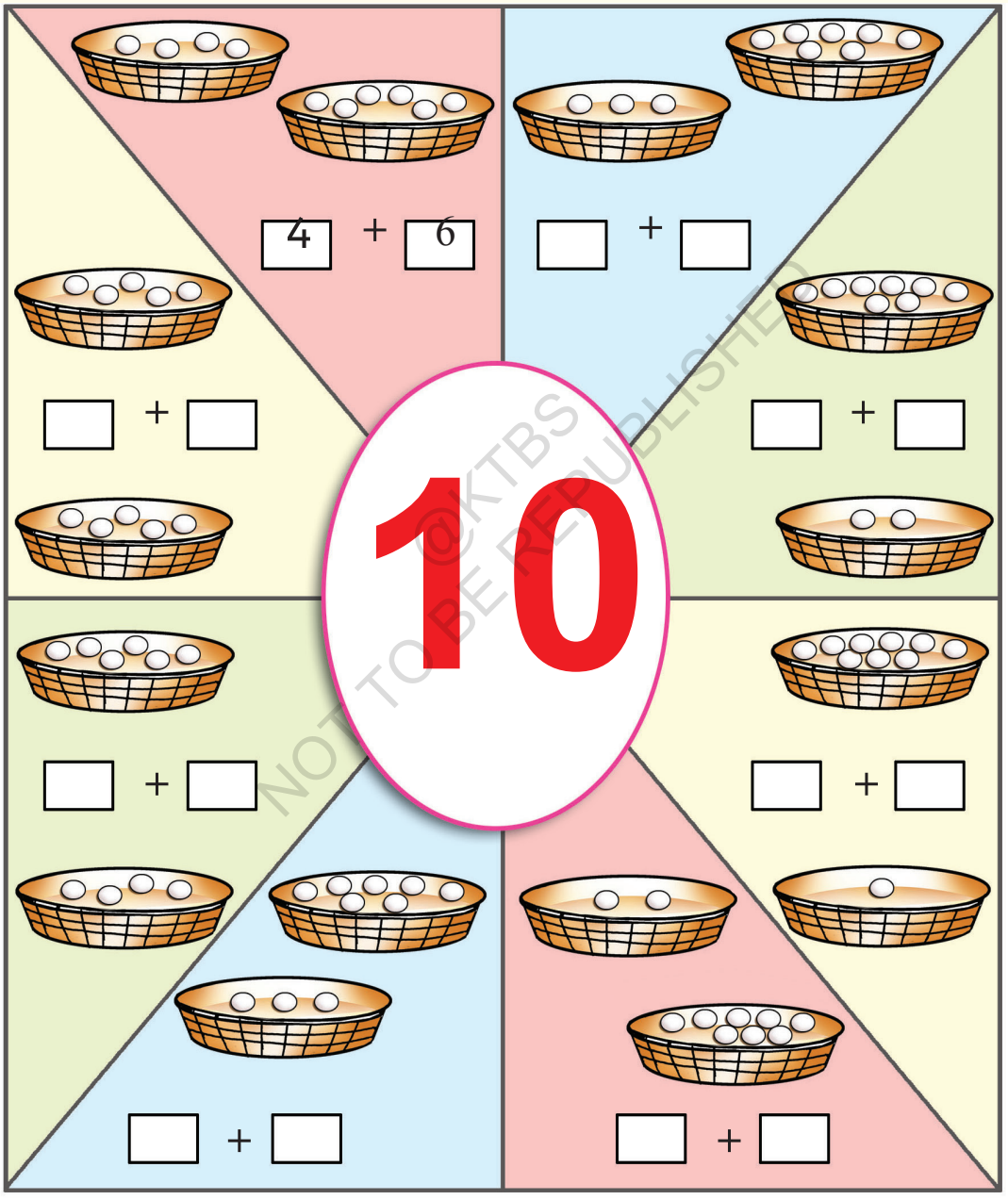




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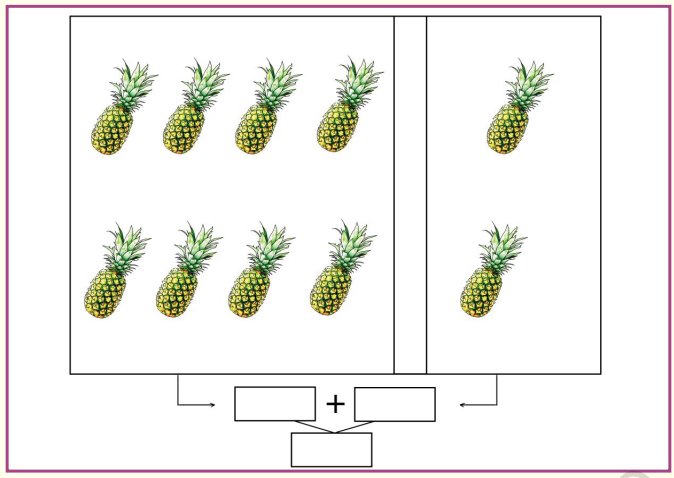


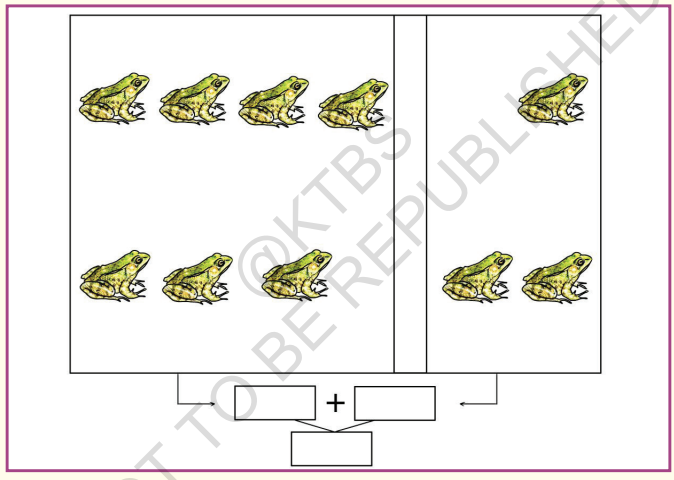
माझी अंडी मोजू शकाल?

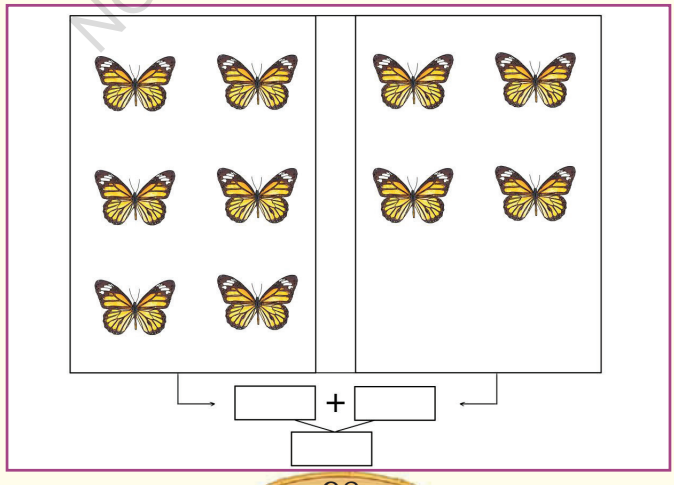


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दोन्ही गटातील वस्तूंची संख्या मोज. खाली दिलेल्या चौकटीत त्या लिहख व बेरीज कर.







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प्रकरण – 8

दशक आणि सुटे

D7N1Q8

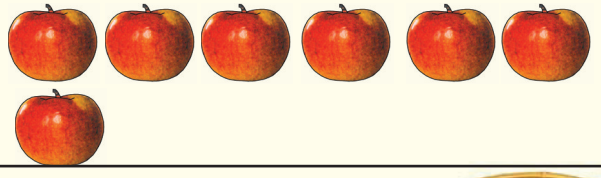
या प्रकरणाच्या अध्ययनाने तुम्ही .....

- समूहाची विभागणी दशक आणि सुट्यात करु शकाल.
- 'दशक आणि सुटे' यांचा उपयोग करु शकाल.
- चित्रांचा उपयोग करुन दशक आणि सुटे दर्शवू शकाल.

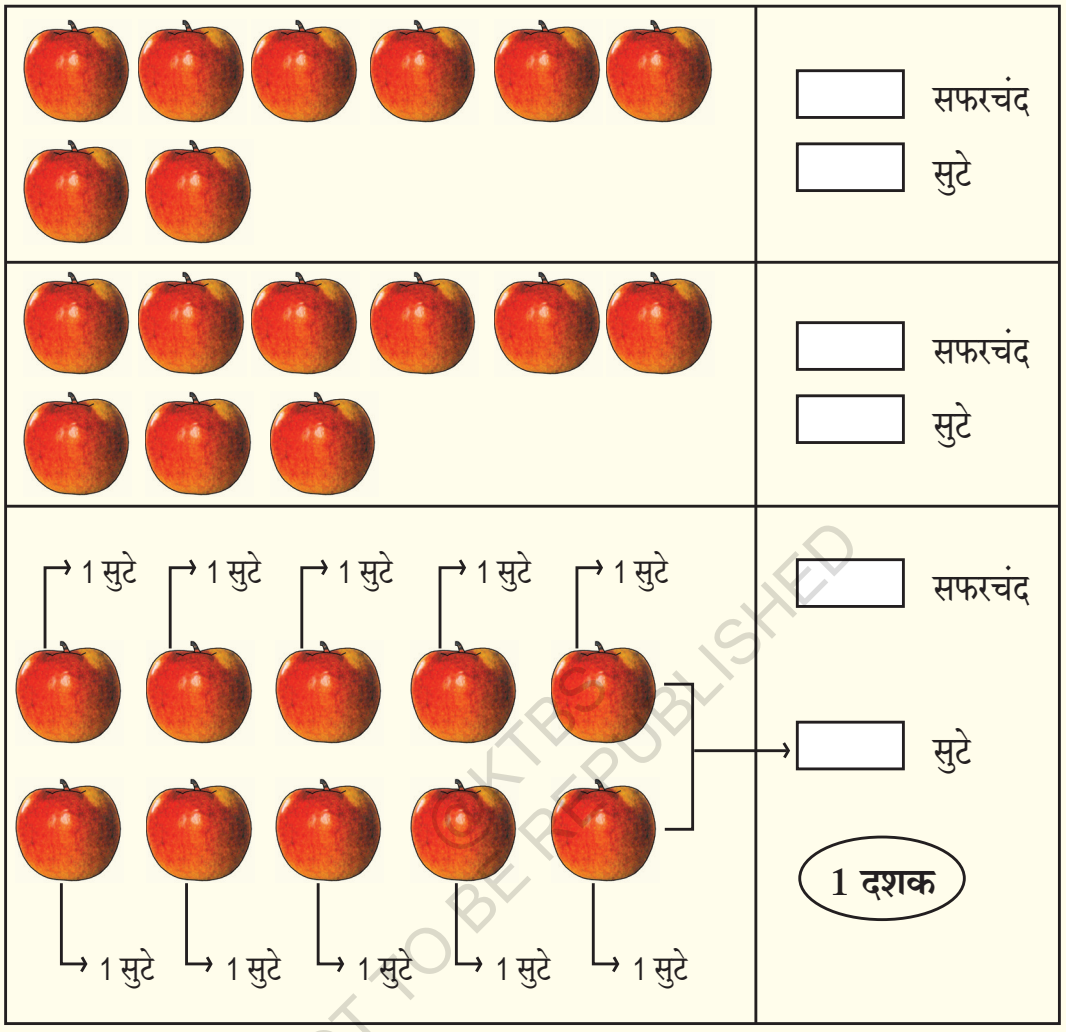
सफरचंद मोज, चौकटीत सफरचंदांची संख्या लिही,

प्रत्येक सफरचंद हे एक सुटा आहे असे समज.

चौकटीत सुट्यांची संख्या लिही.

	1 1	सफरचंद सुटा
		सफरचंद सुटे
		सफरचंद सुटे
		सफरचंद सुटे
		सफरचंद सुटे
		सफरचंद सुटे
		सफरचंद सुटे

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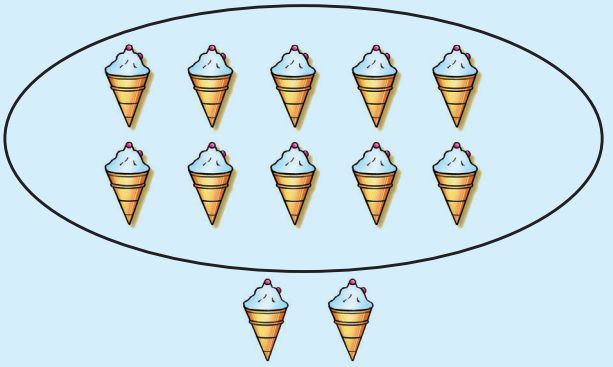
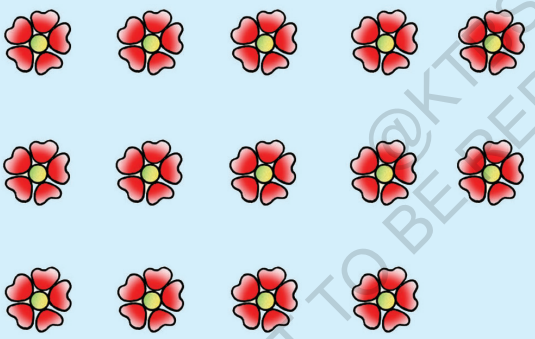
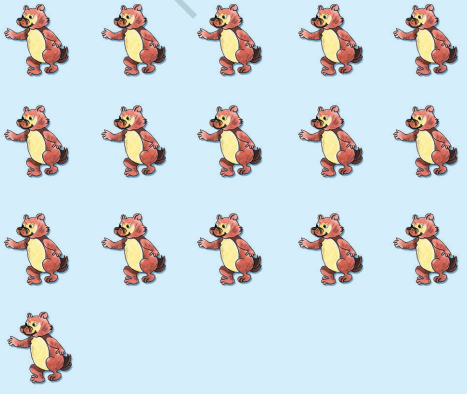
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लक्षात ठेवा

तुम्ही मोजलेली प्रत्येक
वस्तू म्हणजे एक सुटे होते.

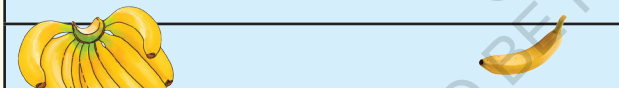
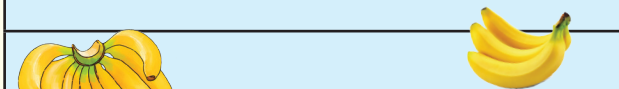
10 सुटे मिळविल्याने
दशकाचा एक गट तयार होतो.

उदाहरणात दाखविल्याप्रमाणे दहाच्या गटाभोवती गोल काढून वस्तू मोज व लिही.

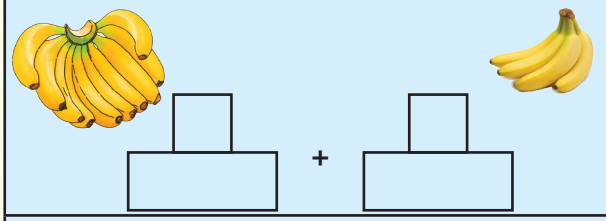
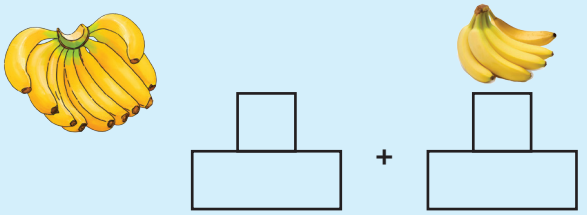
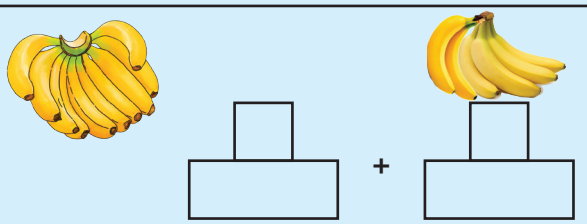
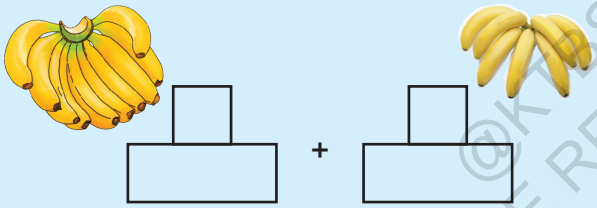
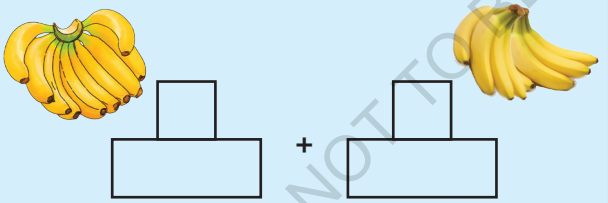
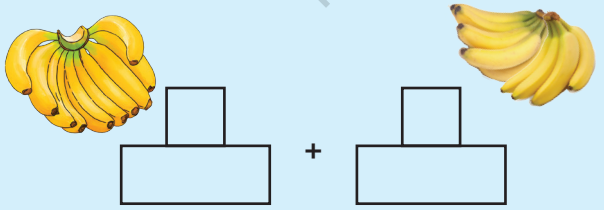
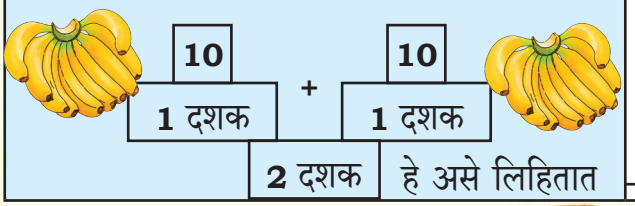
वस्तू	गोलांतील वस्तू	शिल्लक वस्तू
उदाहरण : 	10	2
		
		

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केळी मोज	केळ्यांची संख्या लिही		
	दशक	सुटे	संख्या
 10 (1 दशक) + 0 (0 सुटे)	1	0	10
 10 (1 दशक) + 1 (1 सुटे)	1	1	11
 +			12
 +			13

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			14
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प्रकरण – 9

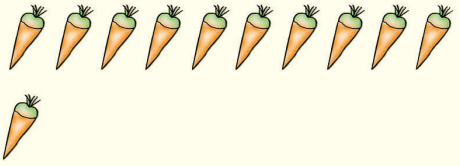
संख्या 11 ते 20

G6T8W7

या प्रकरणाच्या अध्ययनाने तुम्ही .....

- 11 ते 20 पर्यंत संख्या लिहू शकाल.
- आधी येणारी, नंतर येणारी व दोन संख्या दरम्यान येणारी संख्या ओळखून लिहू शकाल. (20 पर्यंत)

वस्तू मोजून संख्या लिही.

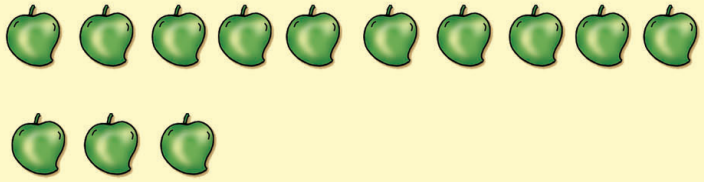


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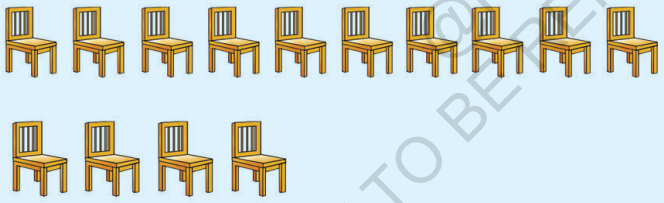


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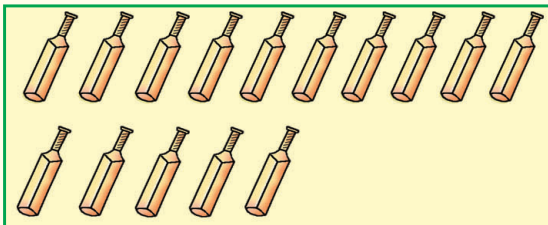


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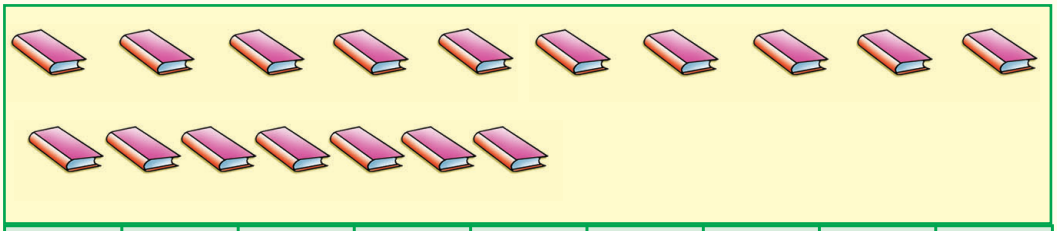


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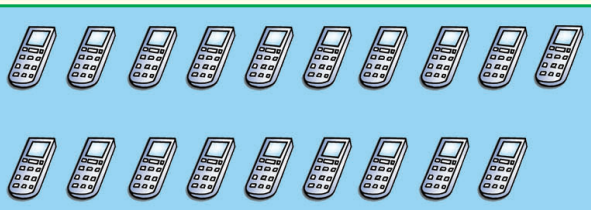


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20	20	20						

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चौकटीतील संख्या वाचून लिही.

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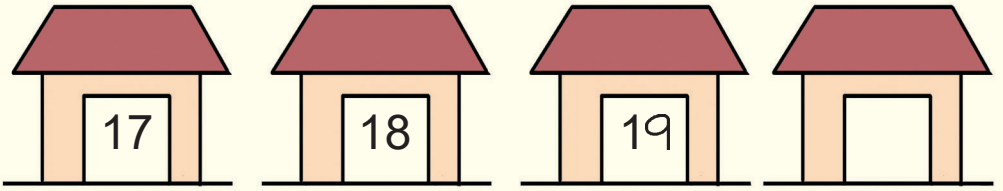
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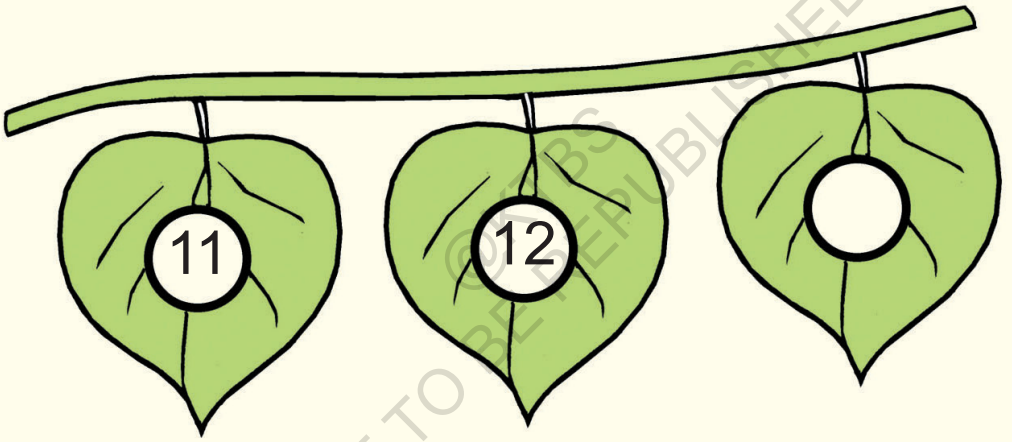
चित्र लक्षपूर्वक पहा व गाळलेल्या संख्या लिही.

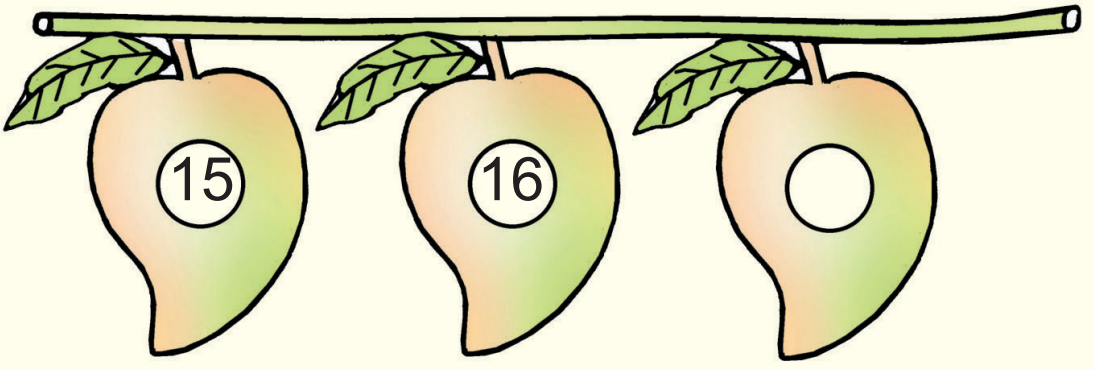


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नंतर येणारी संख्या लिही.

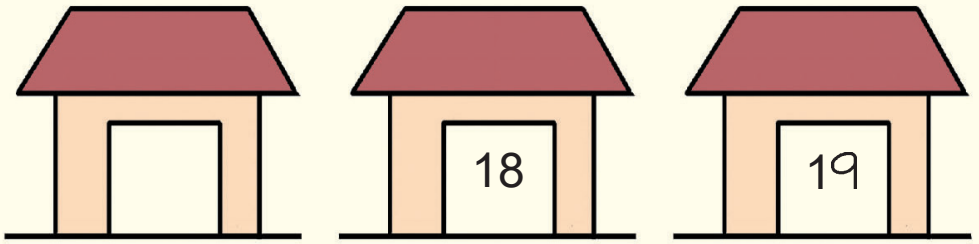


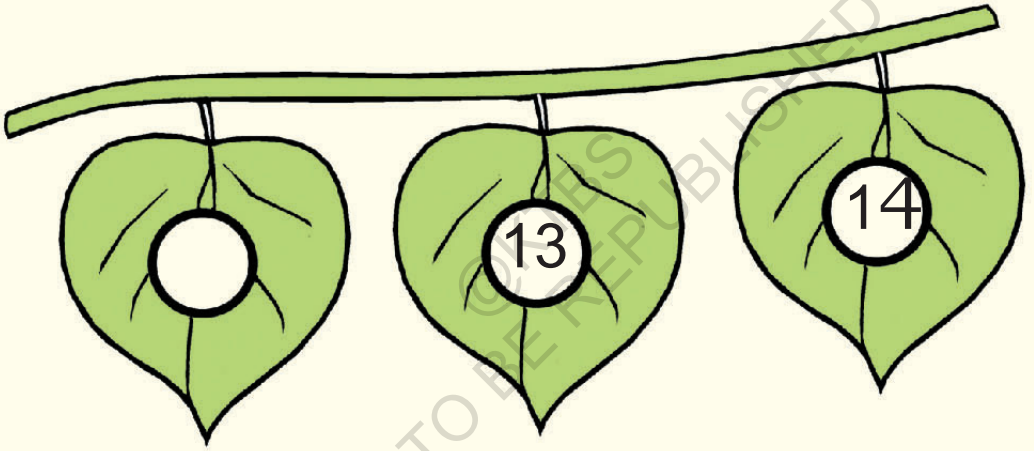


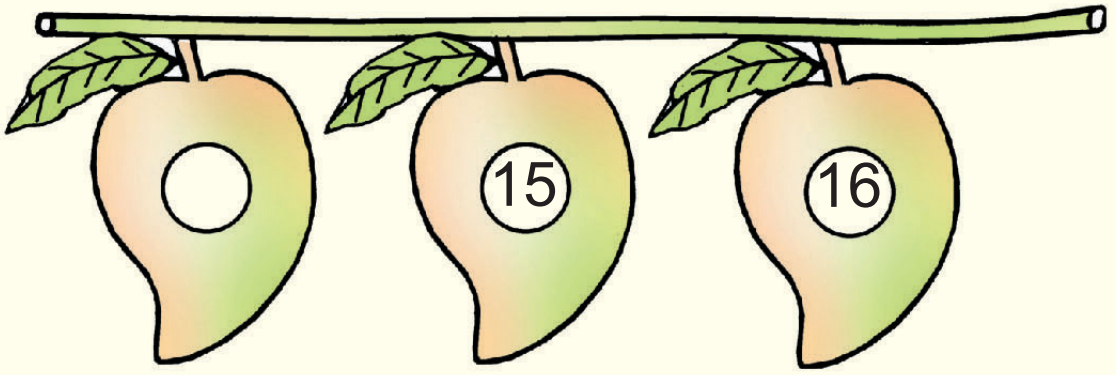


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आधी येणारी संख्या लिही.

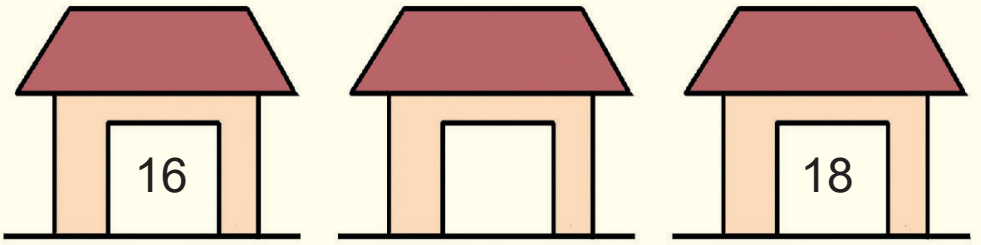


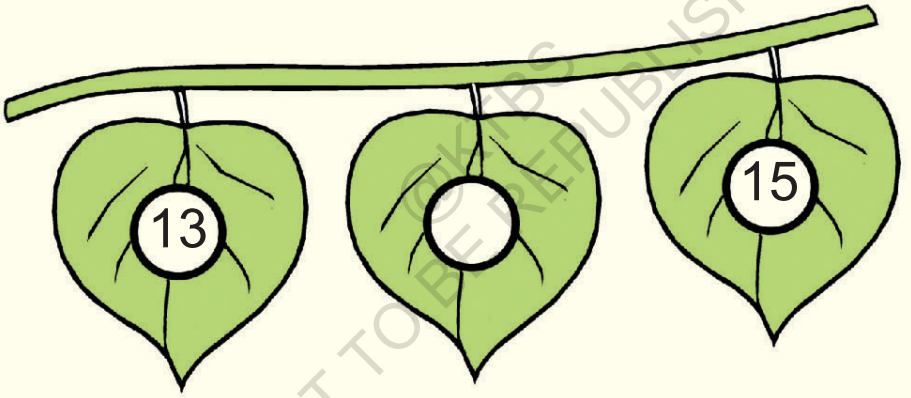


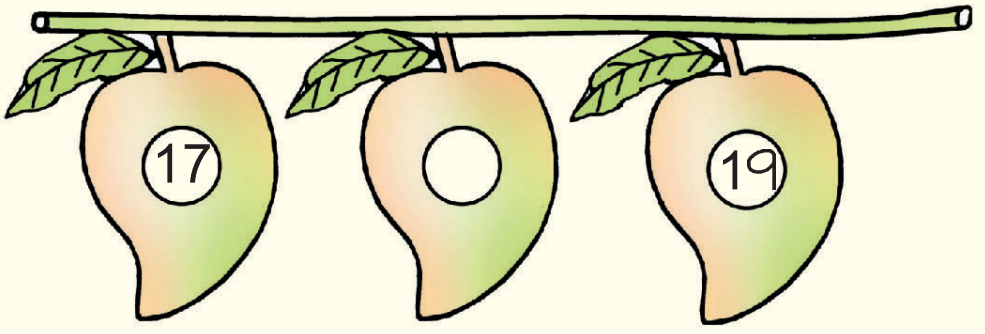


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दिलेल्या दोन संख्याच्या मधील येणारी संख्या लिही.

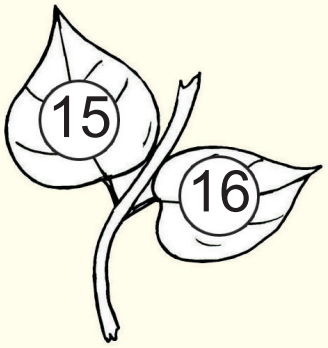


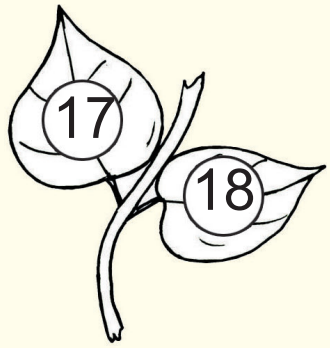


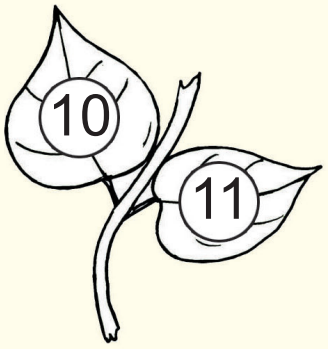


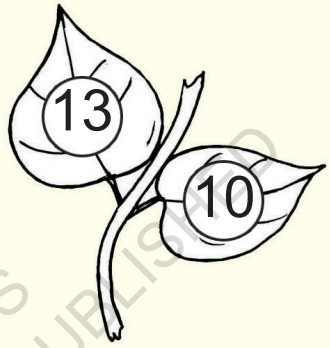
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प्रत्येक जोडीतील मोठी संख्या असणारे पान रंगव.



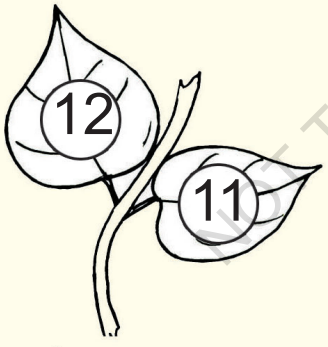


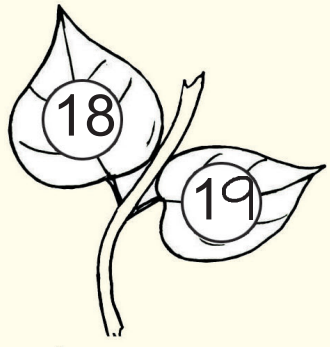


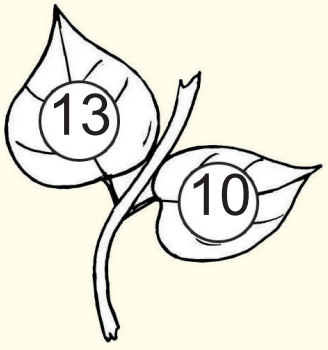


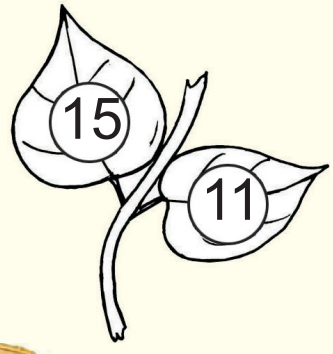
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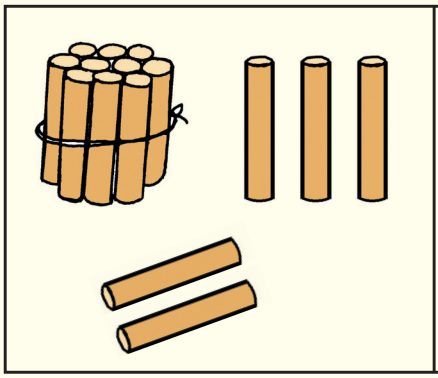






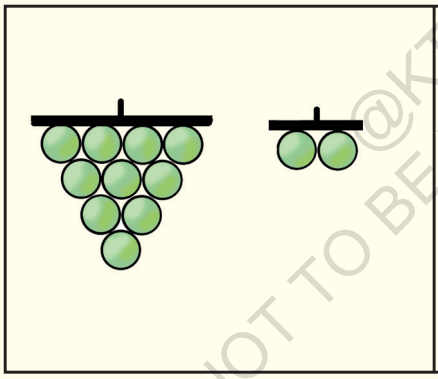
दिलेल्या वस्तू मोज. एकूण वस्तू व समोरील संख्या यांची तुलना कर. समान असल्यास (✓) हे चिन्ह द्या. असमान असल्यास (✘) हे चिन्ह द्या.

उदाहरण :

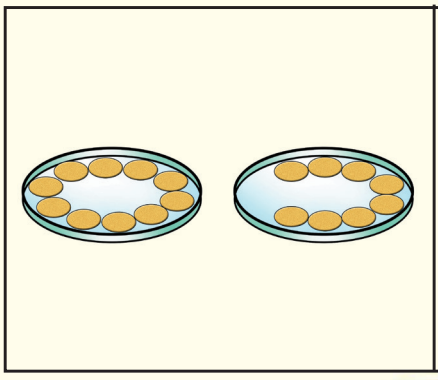


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✓



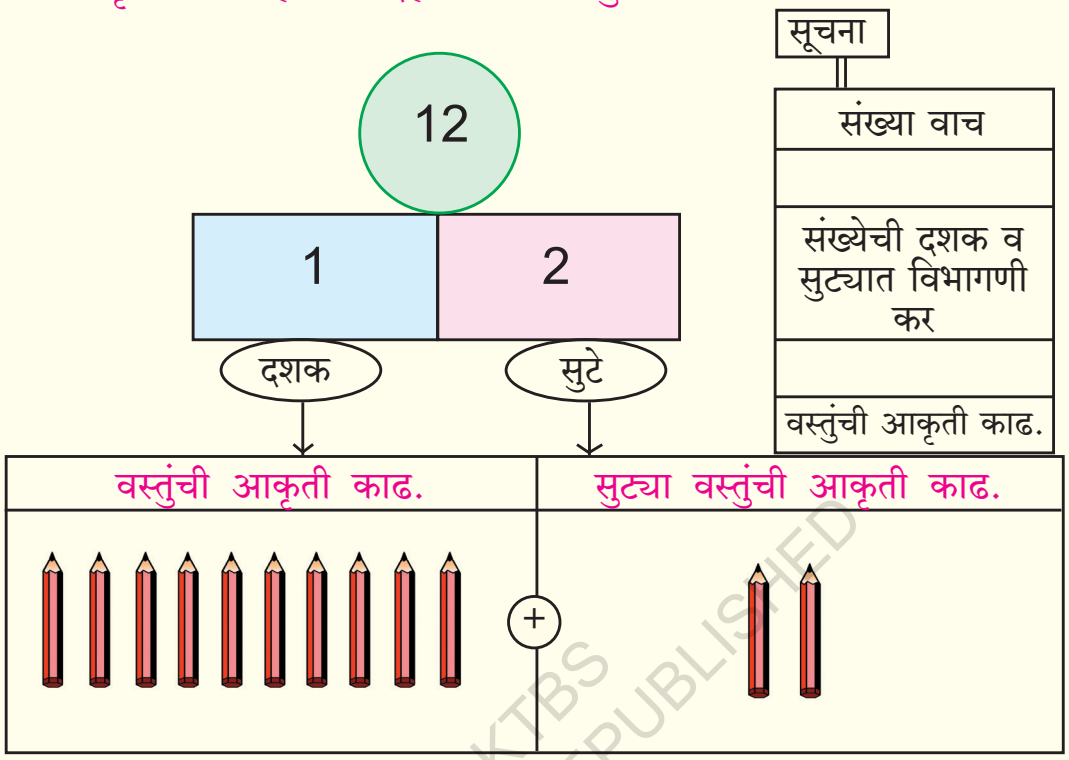
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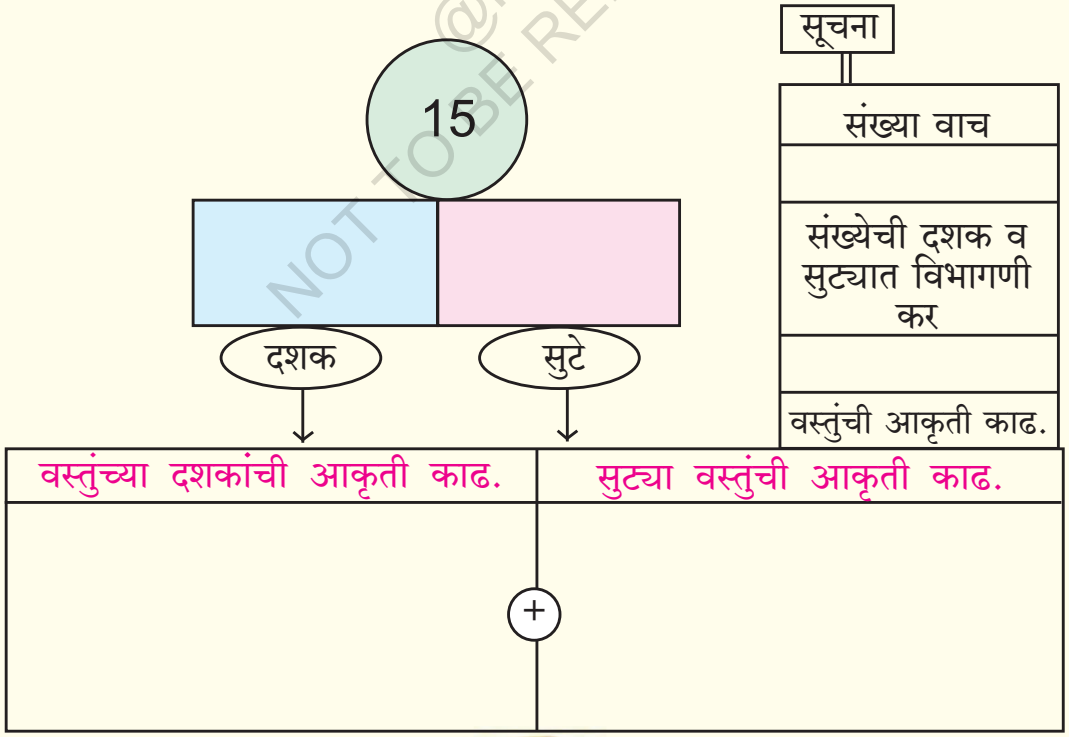


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आकृतीच्या साहाय्याने दहाचा गट व सुटे





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