ಕರ್ನಾಟಕ ಸರಕಾರ

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Mathematics

Text cum Workbook

(Revised)

1

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ಪಹಲಿ ಕಕ್ಷಾ

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.

Prof. G. S. Mudambadithaya
Coordinator
Curriculum Revision and Textbook Preparation
Karnataka Textbook Society®
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Nagendra Kumar
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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 confidence 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.

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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 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.)

विषय – सूची

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क्र. सं.	पाठ	पृष्ठ संख्या
1	अन्तराल की जानकारी	1-15
2	आकार	16-24
3	संख्याएँ (1 से 9)	25-62
4	शून्य	63-66
5	संकलन (कुल 9 तक)	67-77
6	व्यवकलन (अंतर 9 तक)	78-85
7	संख्या 10	86-98
8	इकाई तथा दहाइ	99-103
9	संख्याएँ (11 से 20)	104-116

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पाठ - 1

अन्तराल की जानकारी

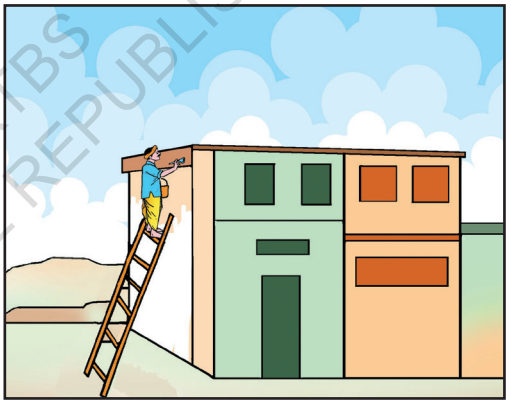
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इस पाठ का अध्ययन करने के बाद तुम :

- संबंधित शब्दों का परिचय पाओगे। इन शब्दो का उपयोग करने का सामर्थ्य पाओगे। जैसे कि सिरा-तल- नीचे ऊपर अन्दर बाहर, पास दूर पहले, बाद में।

सिरा-तल

अनन्त सीढी के सिरे पर खड़ा होकर रंग लगा रहा है।

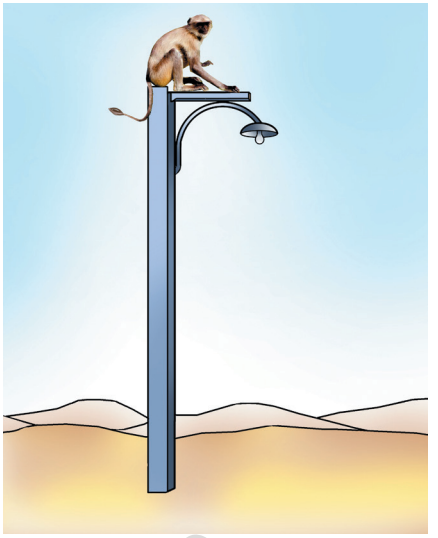




पक्षी पेड के सिरे पर बैठा है।

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खंभे के **सिरे** पर बंदर बैठा है।





हाँडी के **तल** को आग छू रही है।

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गिलास के **तल** में दूध है।





हाँडी के **तल** में छेद है।



फूल पेड के **सिरे** पर है।

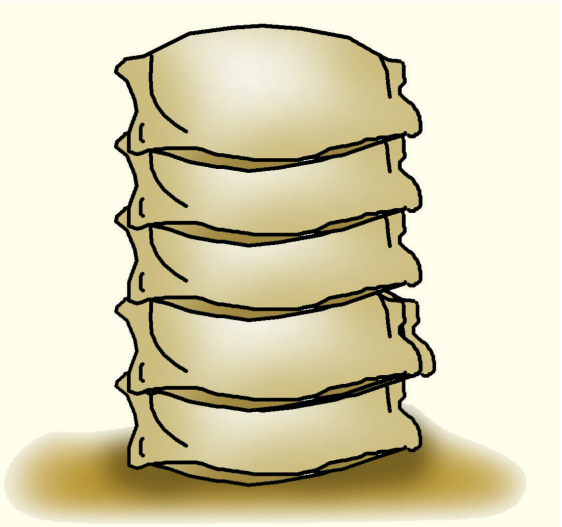
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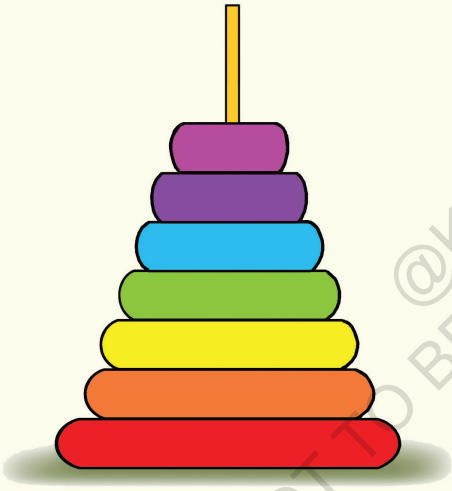
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तल पर रखी मटकी पर '✓' का निशान लगाओ।

सिरे पर रखी बोरी पर '✓' का निशान लगाओ ।

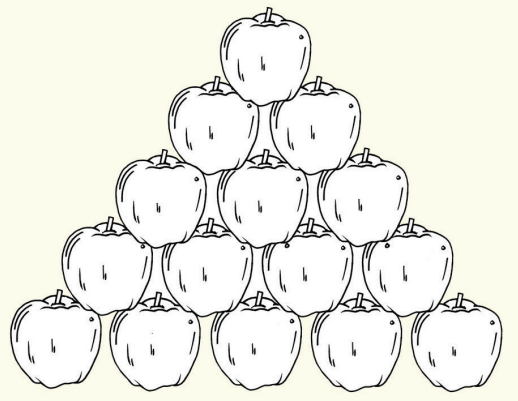




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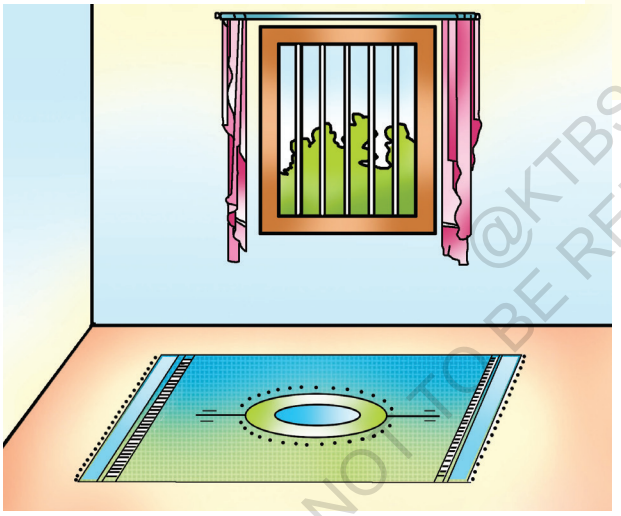
सिरे पर रखे सेब में रंग भरो।



ऊपर-नीचे

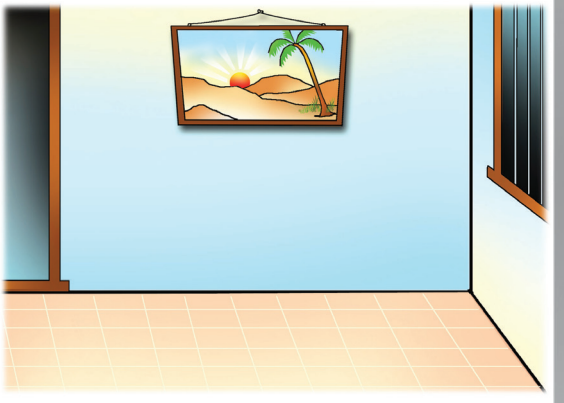
टी. वी. मेज के **ऊपर** है।





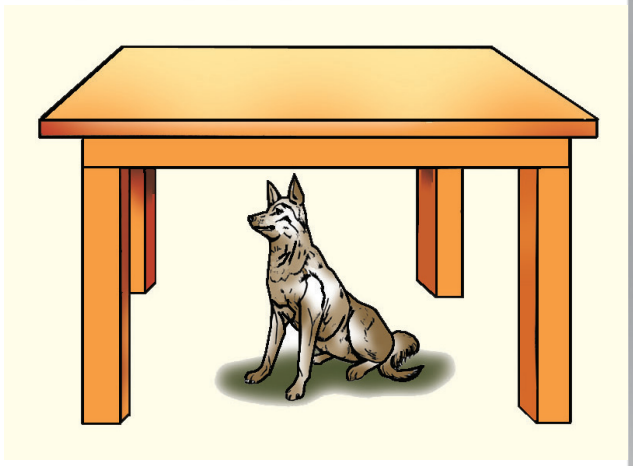
चटाई जमीन के **ऊपर** है।

चित्र दीवार के **ऊपर** है।



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कुत्ता मेज के **नीचे** है।

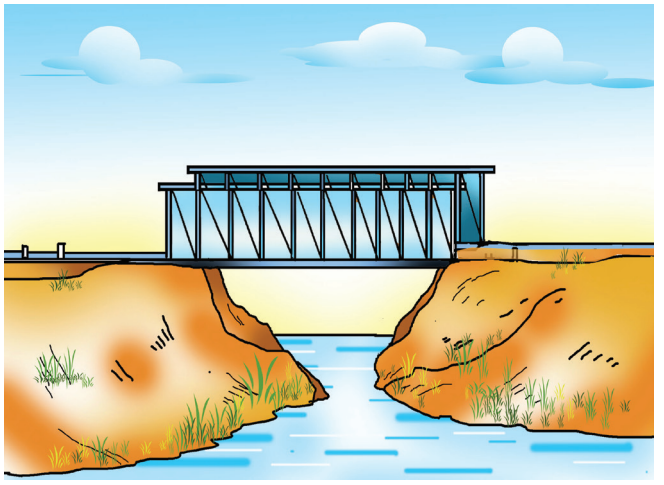




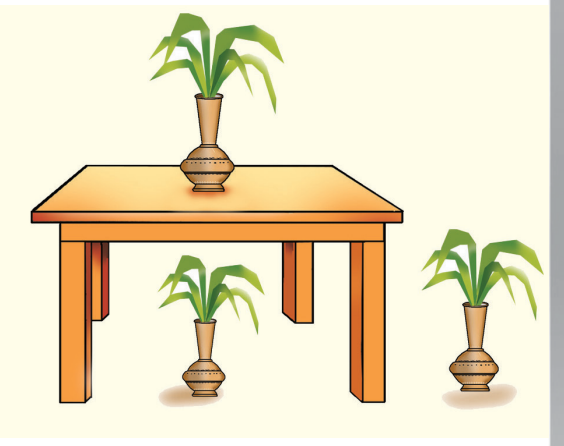
बिल्ली पिंजरे के **नीचे** है।

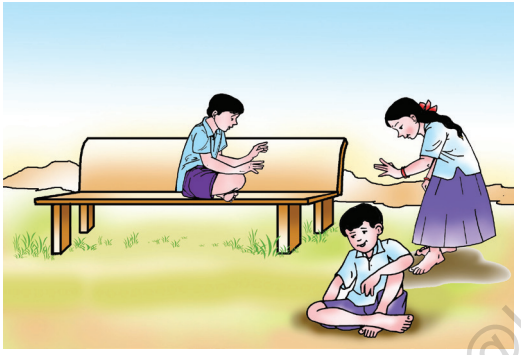
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नदी पुल के **नीचे** से बह रही है ।



मेज के **ऊपर** रखे गुलदस्ते पर
'✓' का निशान लगाओ।

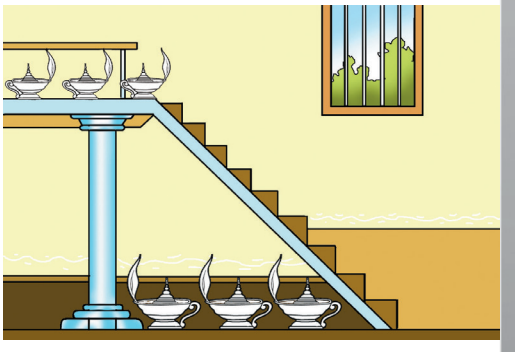


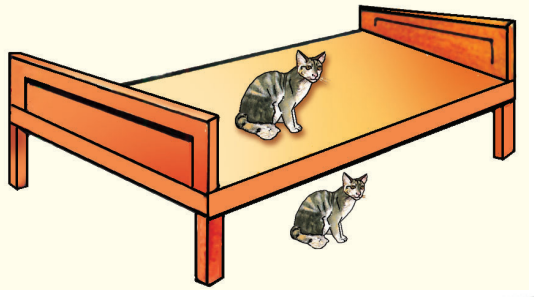


बेंच के '**ऊपर**' बैठे लड़के पर
'✓' का निशान लगाओ।

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छत की सीढ़ी के **नीचे** रखे दीपों
में रंग भरो।





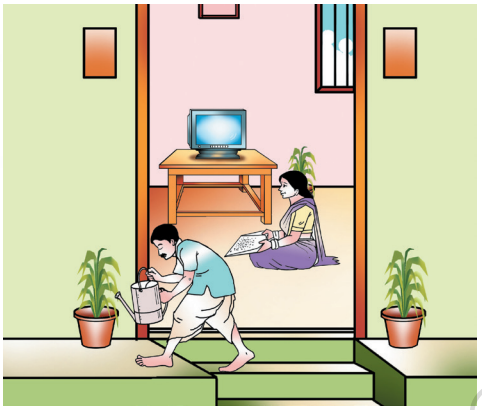
पलंग के **नीचे** बैठी बिल्ली पर
'✓' निशान लगाओ।

अन्दर-बाहर

फल टोकरी के **अन्दर** हैं।

पत्ते टोकरी के **बाहर** हैं।



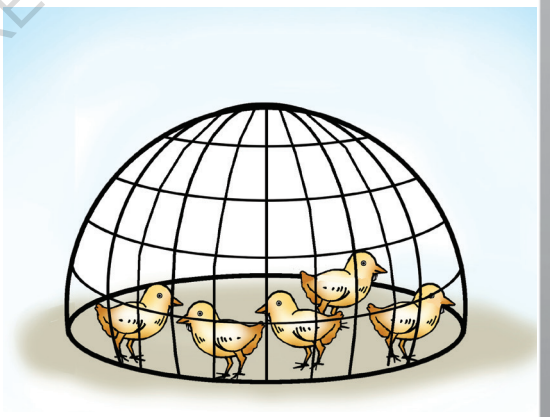


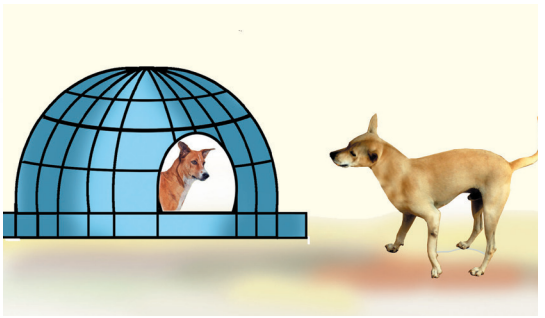
माँ घर के **अन्दर** है।

पिता घर से '**बाहर**' है।

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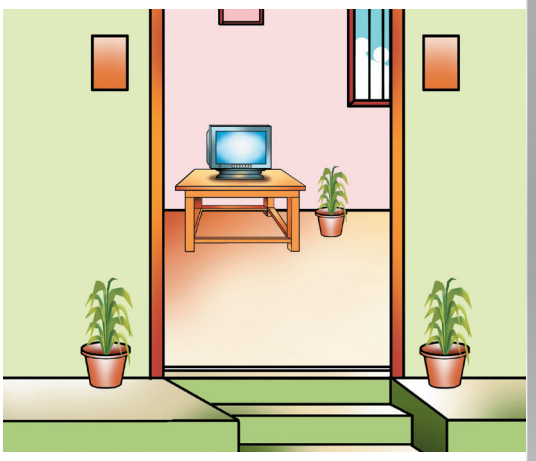
चूज़े टोकरी के **अन्दर** हैं।



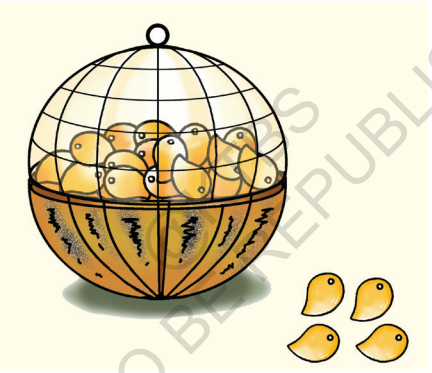


अन्दर रहने वाले कुत्ते पर '✓' का निशान लगाओ।

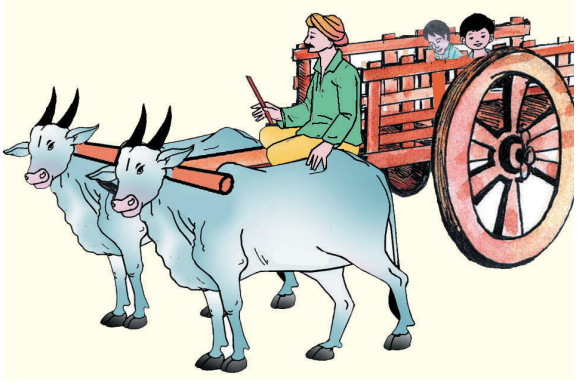
घर के **अन्दर** रखे गमले पर
'✓' का निशान लगाओ



टोकरी के **अन्दर** रखे फलों पर '✓' का निशान लगाओ।



बैलगाडी से **बाहर** खडे बच्चों पर '✓' का निशान लगाओ।





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ऊपर - नीचे

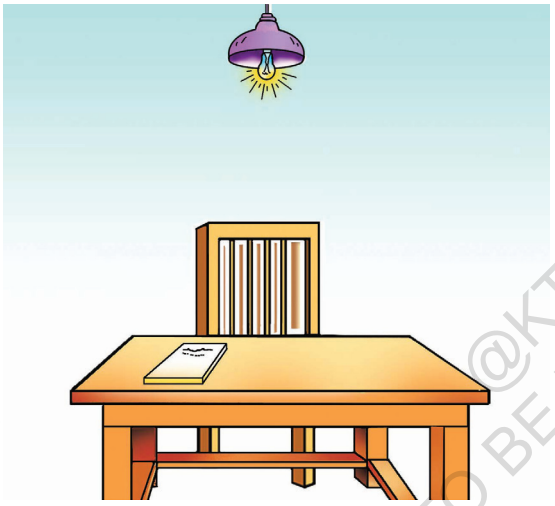


भौहों के **नीचे** आँखें है।

नाक के **नीचे** मुँह है।

मुँह के **ऊपर** नाक है।

आँखों के **ऊपर** भौंहै है।



विद्युत दीप मेज के **ऊपर** है।

मेज़ दीप के **नीचे** है।

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करतब दिखानेवाले ने अपने सिर के **ऊपर** एक डंडा पकड रखा है।
लडकी **नीचे** से देख रही है।

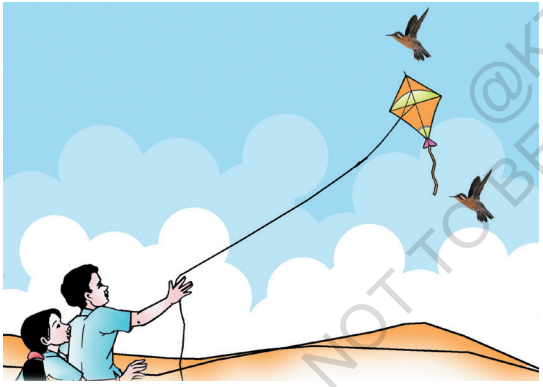




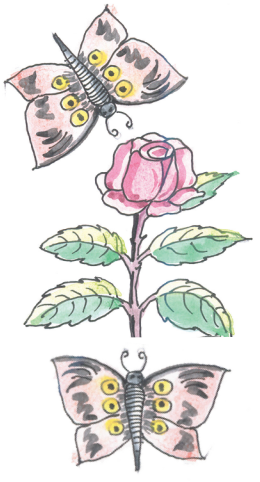
पेड के **ऊपर** उड़ने वाले पक्षी पर '✓' का निशान लगाओ।



जोकर के सिर के **ऊपर** की गेंद में रंग भरो।



पतंग के **नीचे** उडने वाले पक्षी पर '✓' का निशान लगाओ।



फूल के **नीचे** रहने वाली तितली पर '✓' का निशान लगाओ।

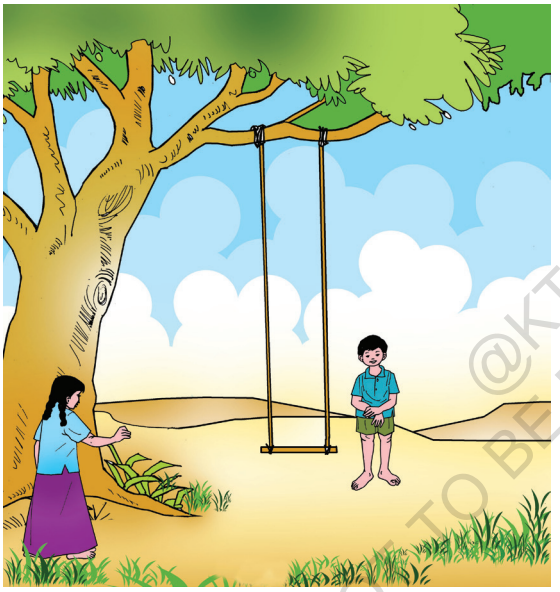
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पास-दूर



माँ बच्चे के **पास** है।

चाँद बच्चे से **दूर** है।



रवि झूले के **पास** खड़ा है।

मेरी झूले से **दूर** खड़ी है।

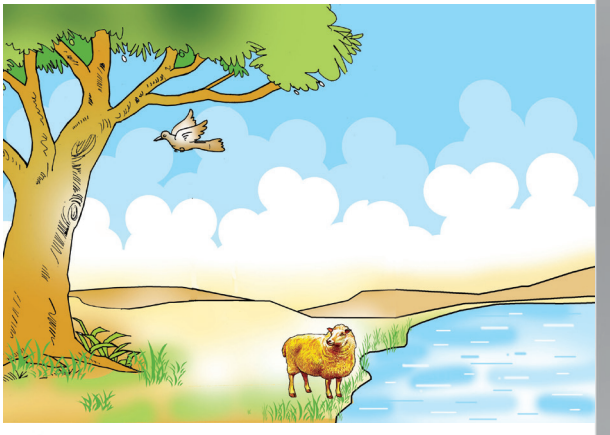
@KTBS NOT TO BE REPUBLISHED

पक्षी वृक्ष के **पास** है।

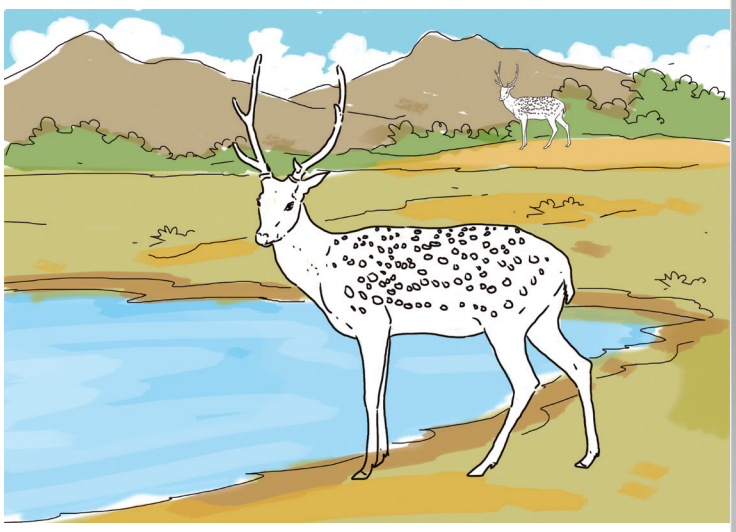
भेड वृक्ष से **दूर** है।

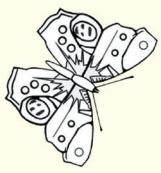
भेड तालाब के **पास** है।

पक्षी तालाब से **दूर** है।



तालाब के **पास** खडे हिरन में रंग भरो।





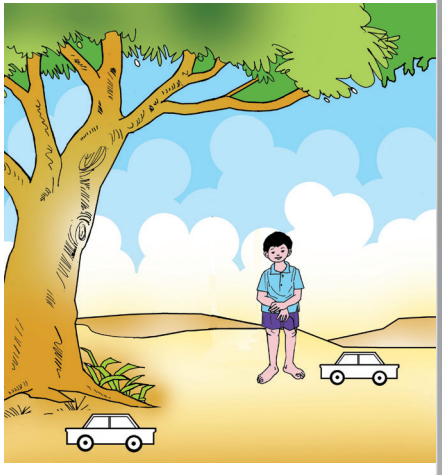


फूल से **दूर** की तितली में रंग भरो।

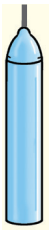
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लडके के **पास** रखी खिलौना कार में हरा रंग भरो।

दूर रखी एक और कार में नीला रंग भरो।



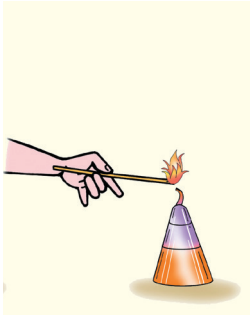
पहले-बाद में



मोमबत्ती जलने से **पहले**



मोमबत्ती जलने के **बाद**

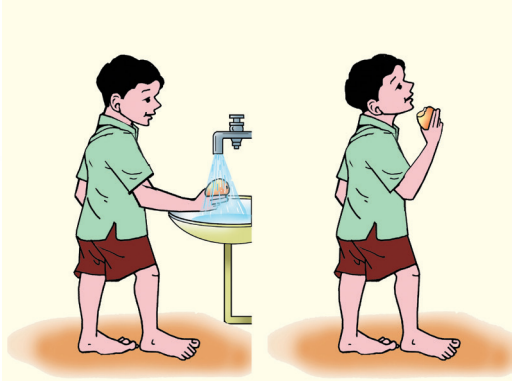


फुलवारी (पटाखा)
जलने से **पहले**।



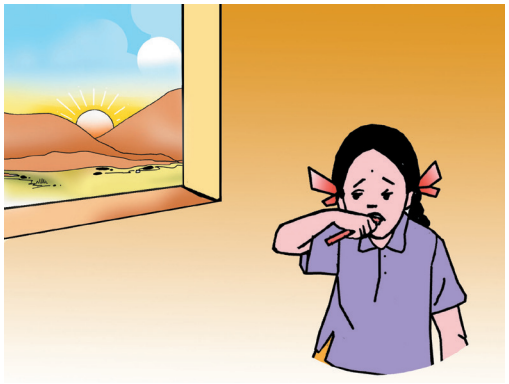
पटाखा जलने के **बाद**।

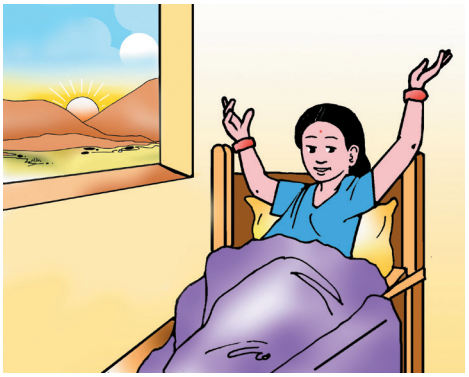
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खाने से **पहले** आम धोओ।
आम धोने के **बाद** खाओ।

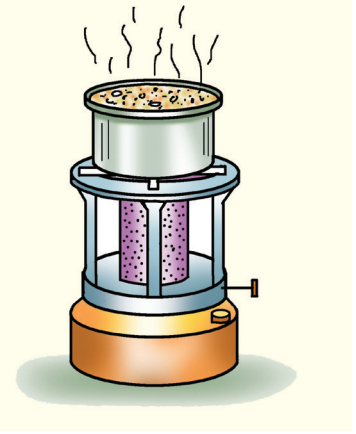
नीचे दी गई कौन सा काम पहले करते हैं, उस पर '✓' का निशान लगाओ।





कौन सा काम बाद में होता है, उसपर '✓' का निशान लगाओ।





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पाठ - 2

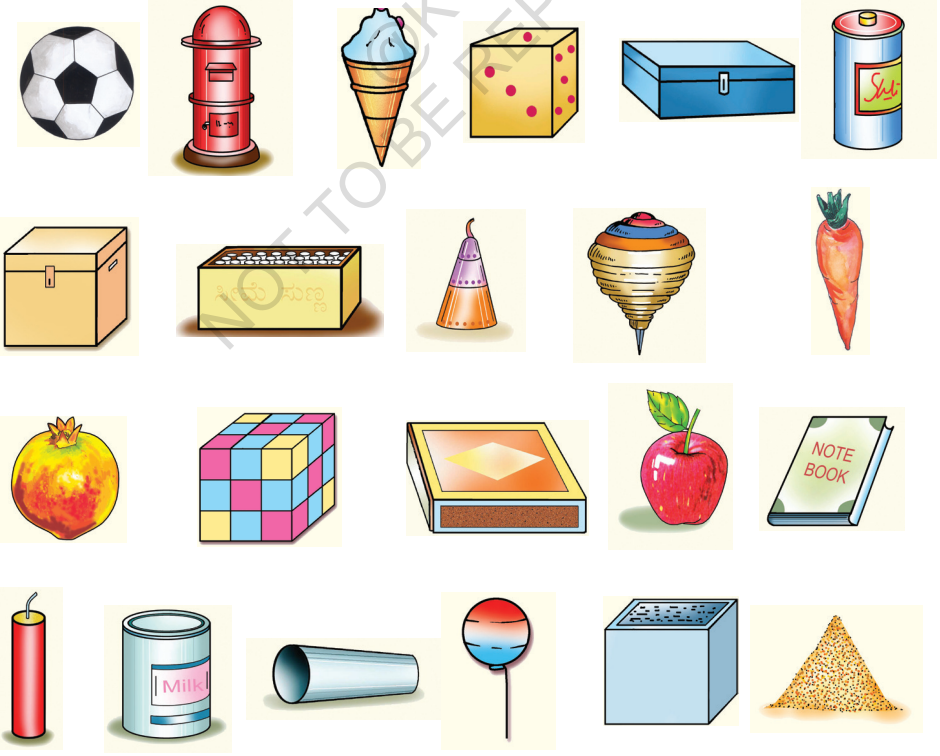
आकार

S4B8B1

इस पाठ का अध्ययन करने के बाद तुम :

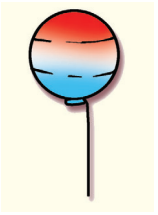
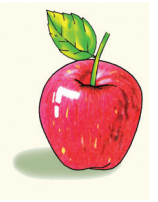
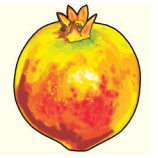
- वस्तुओं को उनके आकार (शक्लों) के अधार पर वर्गीकृत करना या अलग करना।
- लुढ़कने तथाफिसलने के लिए उन वस्तुओं को आकार का प्रभाव है, इसका विवरण देना।
- तिकोन, आयत, चौकोर तथा वृत्त (गोल) आकार युक्त दो चपटी वस्तुओं का पता लगाना।
- त्रिभुजाकार, आयाताकार, चौकोर तथा गोलाकार चित्रों को अपने हाथ से बनाना।

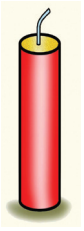
नीचे दिए गए चित्रों को ध्यान से देखो।



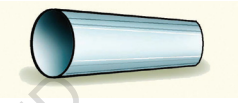
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समान आकार वाले वस्तुओं के समूह बनाए गये है। उनको देखो।

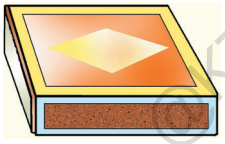
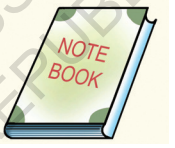









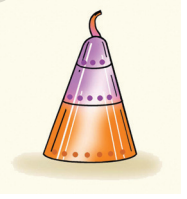
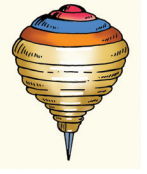
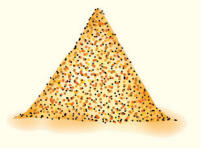


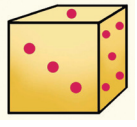
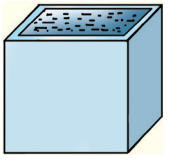
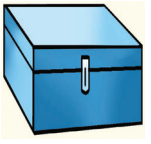
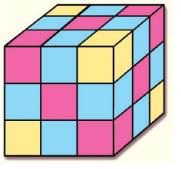




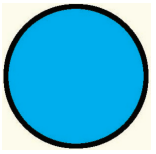
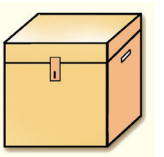


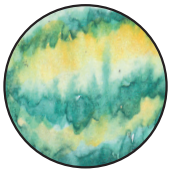
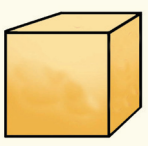




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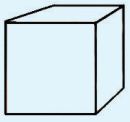
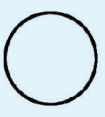
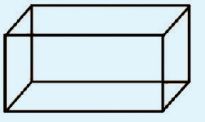
समान आकार की वस्तुओं को रेखा खींचकर मिलान कीजिए।

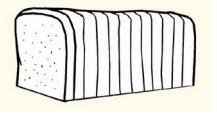



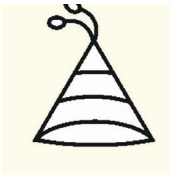

आकारों का विभाजन

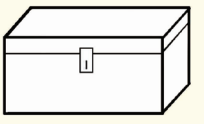
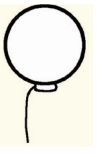
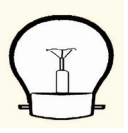
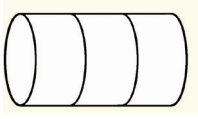
इन आकार के चित्रों में बताए गए रंग भरो।

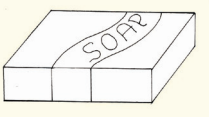
				
Red	Blue	Green	Yellow	Pink





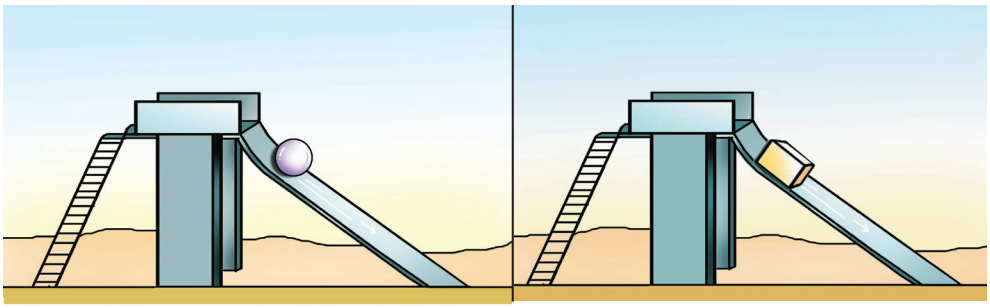




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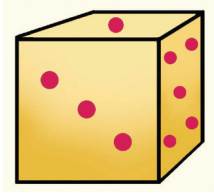
वस्तुओं में गति (चलन)



लुढ़कना।

फिसलना।

इनमें से लुढ़कने बाली वस्तुओं पर '✓' निशान लगाओ।

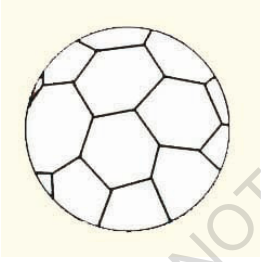


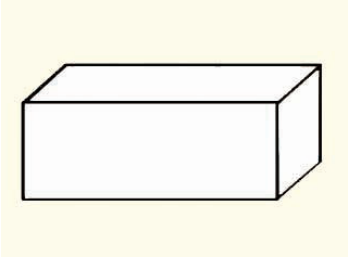


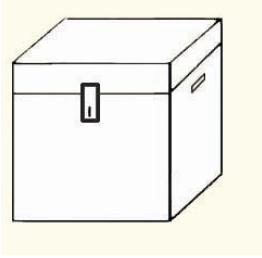


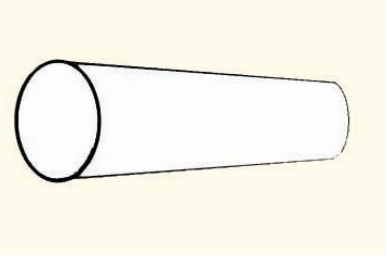


इनमें से फिसलने वाली वस्तुओं में रंग भरो।





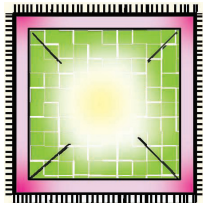


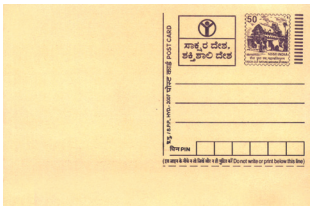


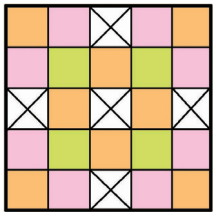
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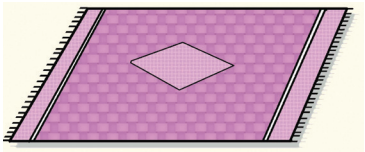
दिए गए वस्तुओं के ऊपरी आकार पर ध्यान दो।

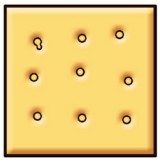




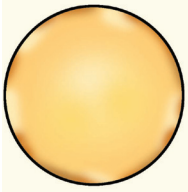


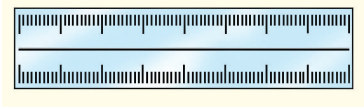


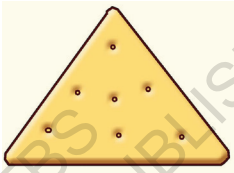








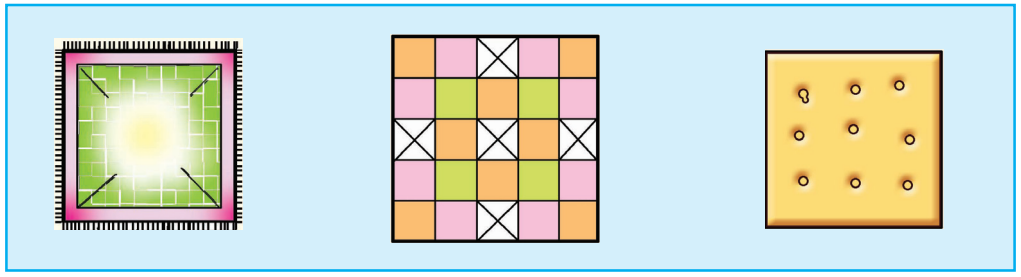




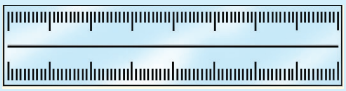
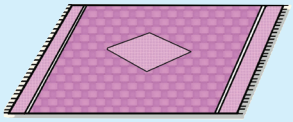


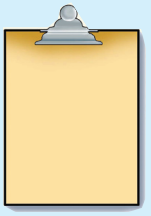
एक समान आकार के वस्तुओं के समूह बनाए गए है। इन्हें ध्यान से देखो।



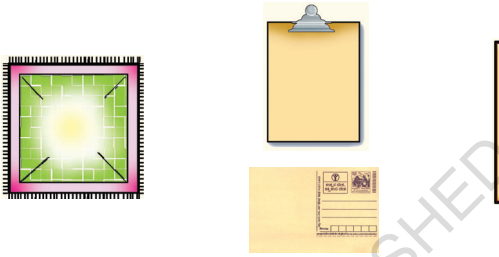
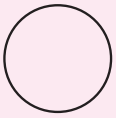
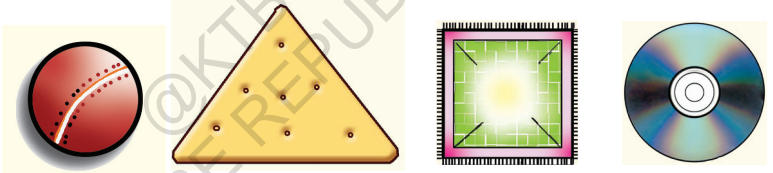
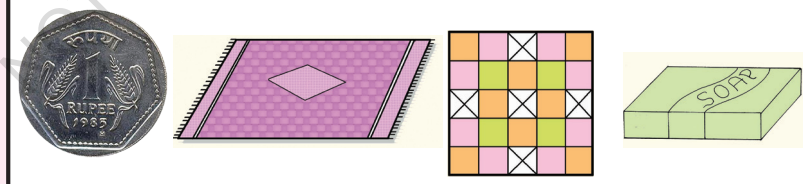
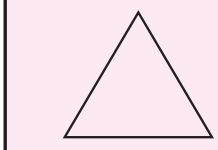
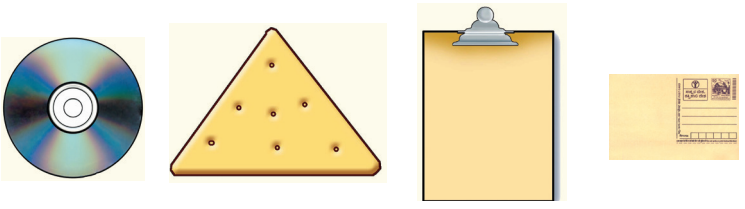


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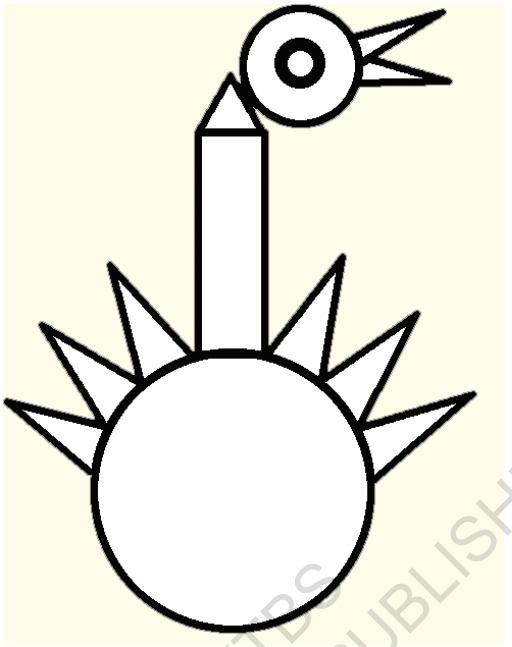
दिए गए आकार से मिलते जुलते आकार पर '✓' का निशान लगाओ।

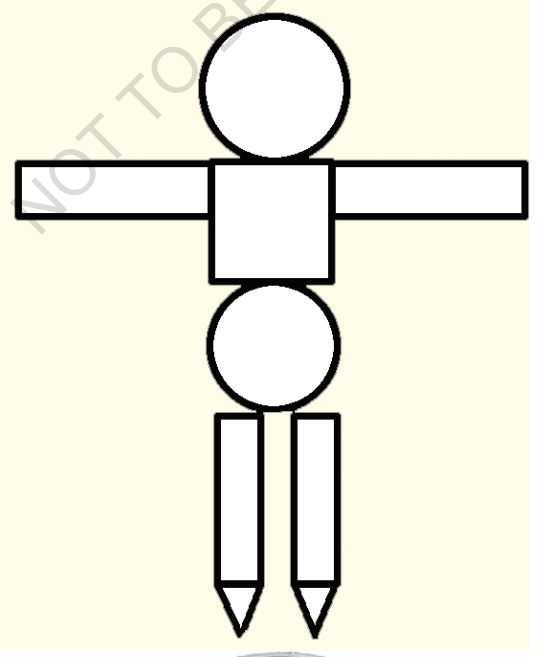
@KTBS NOT TO BE REPUBLISHED

नीचे दिए गए अलग-अलग आकारों में अलग-अलग रंग भरो।

1)

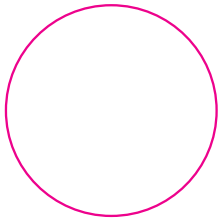


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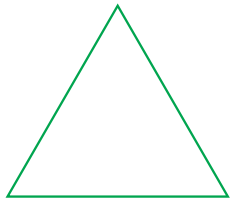


@KTBS NOT TO BE REPUBLISHED

दिए गए चित्रों का आकार तथा नामों पर ध्यान दो। नामों को बार-बार बोलकर अभ्यास करो।



वृत्त (गोल)



त्रिभुज

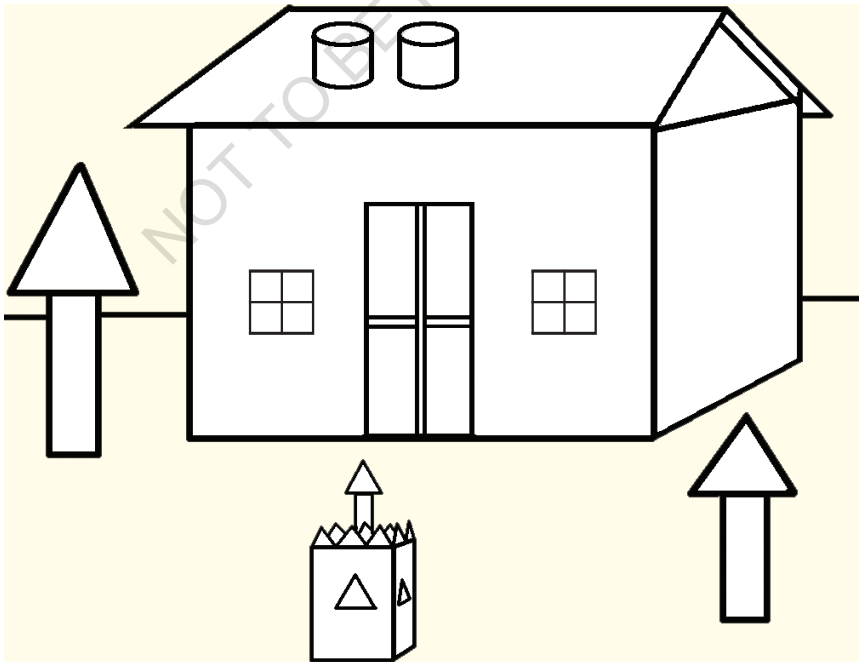


आयत



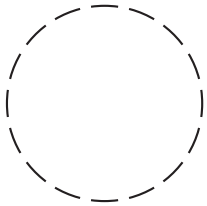
वर्ग (चौकोर)

नीच दिए गए चित्र में ○ में लाल △ में हरा ▭ में पीला □ में भूरा रंग भरो।

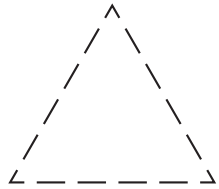


@KTBS NOT TO BE REPUBLISHED

बिन्दुओं को मिलाकर चित्र पूरा करो।



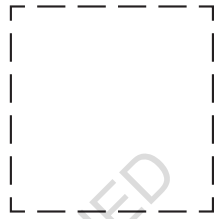
वृत्त (गोल)



त्रिभुज



आयत



वर्ग (चौकोर)

ऊपर दिए गए आकारों को खुद बनाकर अभ्यास करो।

@KTRS
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पाठ - 3

संख्याएँ (1 - 9)

H1Q2H5

इस पाठ का अध्ययन करने के बाद तुम :

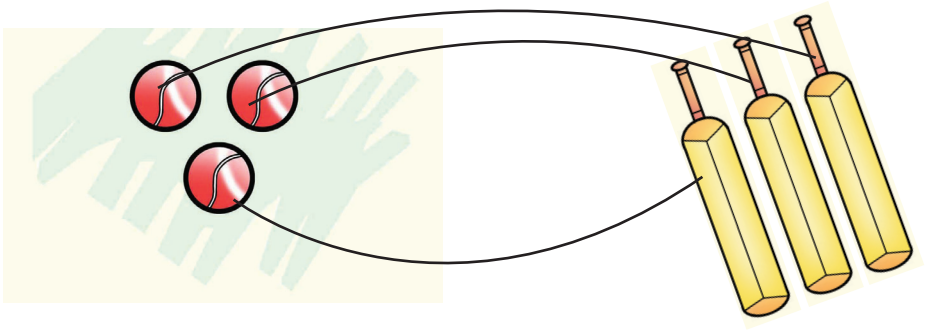
- समान संख्या की वस्तुओं को मिलाओगे।
- कम, ज्यादा पहचानोगे ।
- 1 से 9 तक अंकों को पहचानना, पढ़ना, लिखना आदि करोगे।
- किसी एक संख्या की अगली और पिछली संख्या को पहचानोगे, लिखोगे।

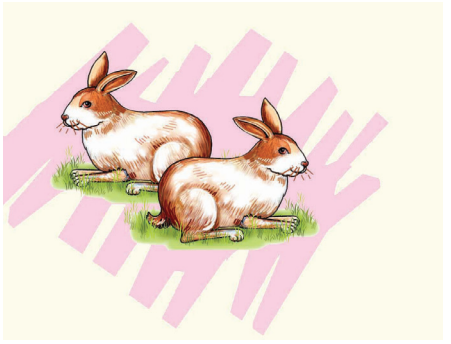
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इस चित्र के पेड, पक्षी, चींटी, गुब्बारे बत्तखें और बच्चे इन्हें ध्यान से देखो। वे कितने हैं? इनके बारे यें जानेंगे।



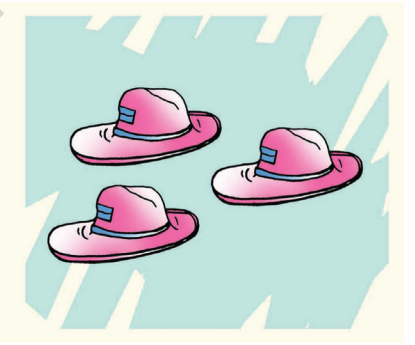
नमूने के अनुसार रेखाओं द्वारा मिलाओ।

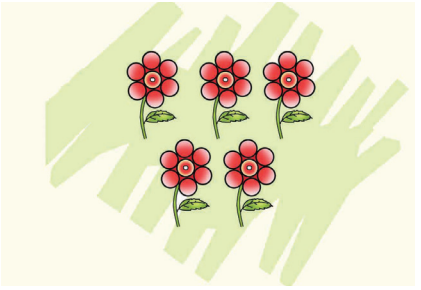












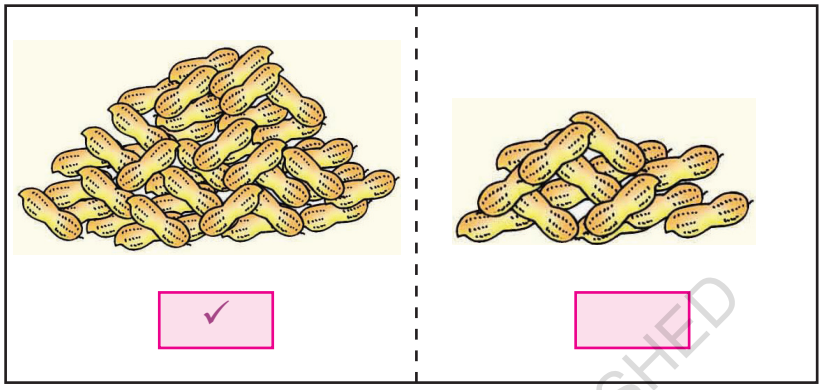


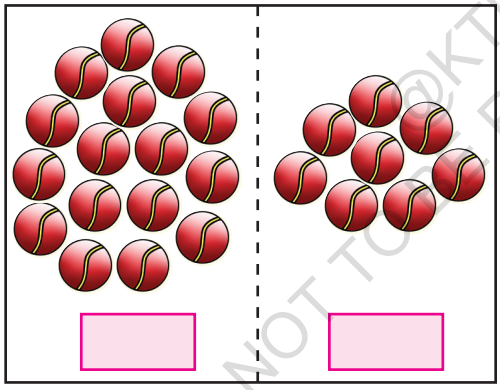
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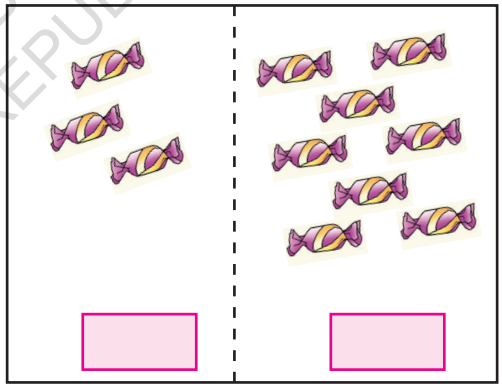
अधिक (बहुत)-कम

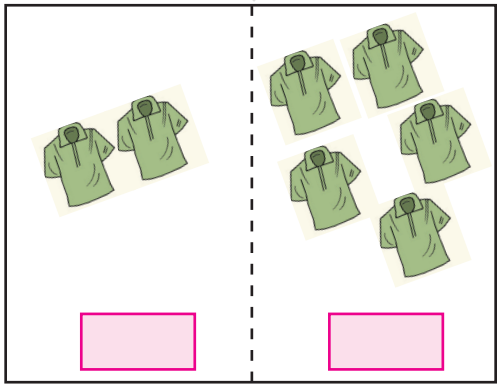
नीचे के चित्र को ध्यान से देखो जहाँ अधिक है उस पर '✓' का निशान लगाओ।

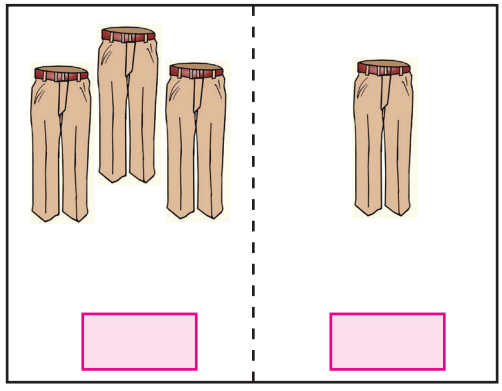
उदाहरण :







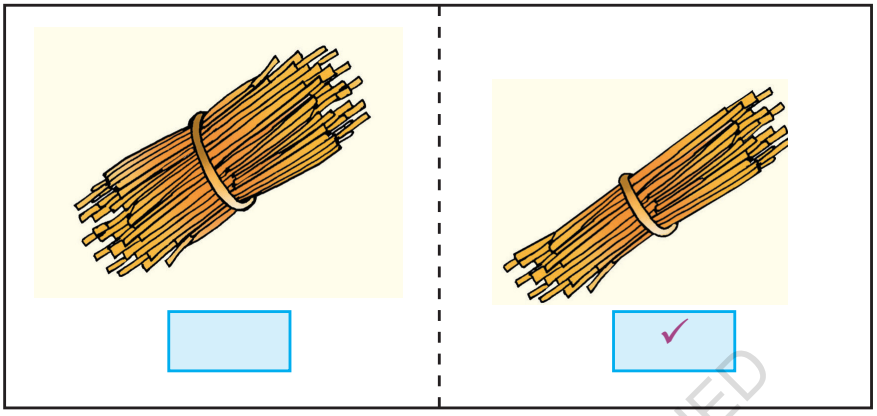


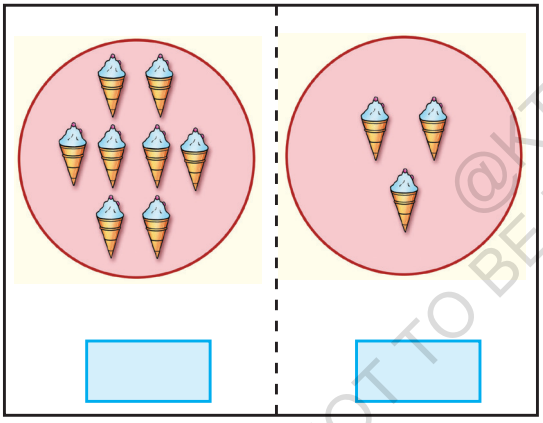


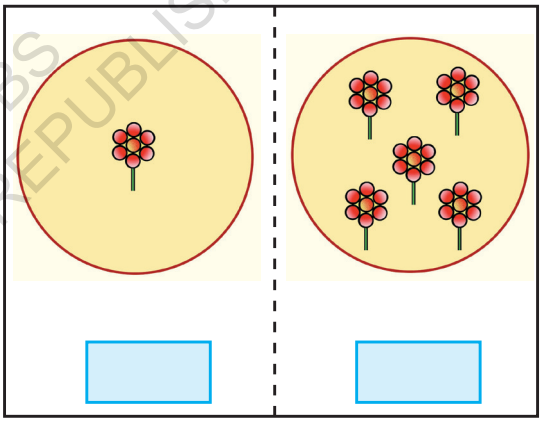
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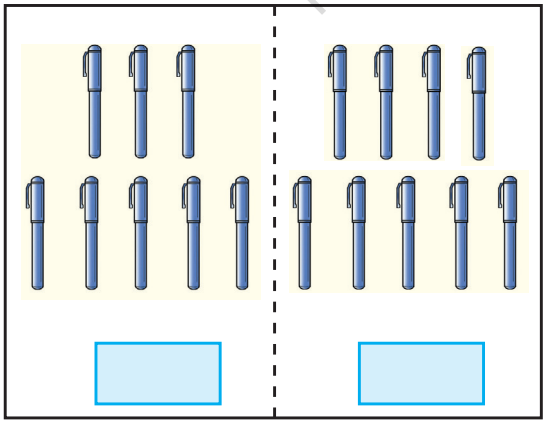
नीचे के चित्र को ध्यान से देखो जहाँ अधिक है उस पर '✓' का निशान लगाओ।

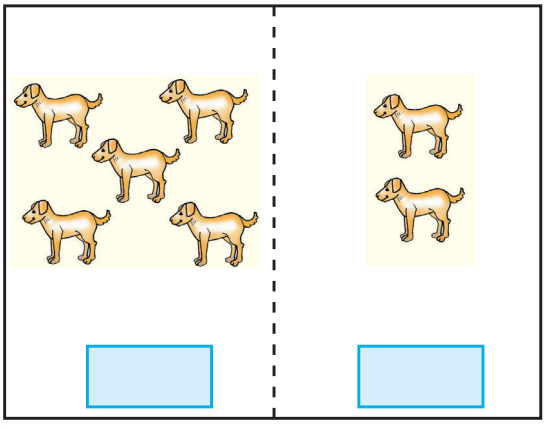
उदाहरण :











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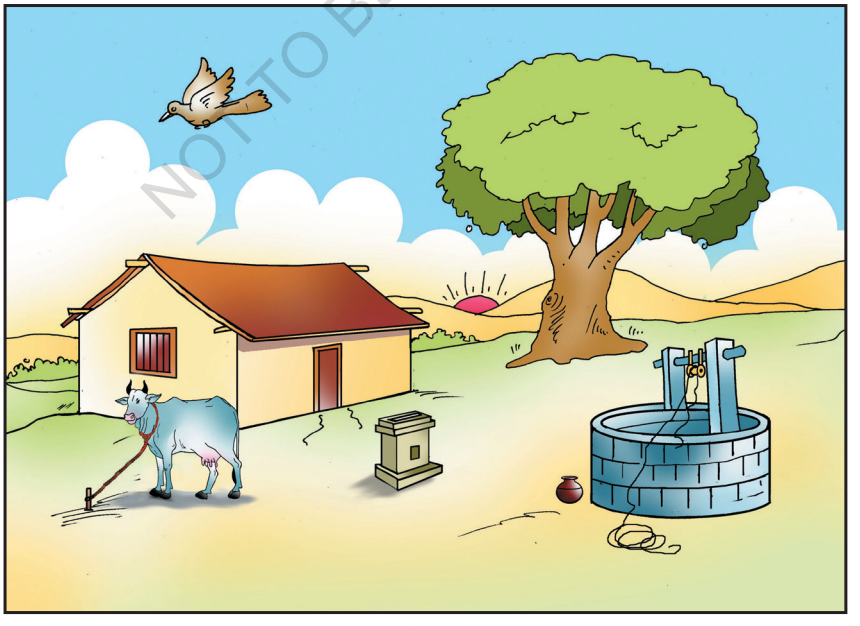
संख्या

एक

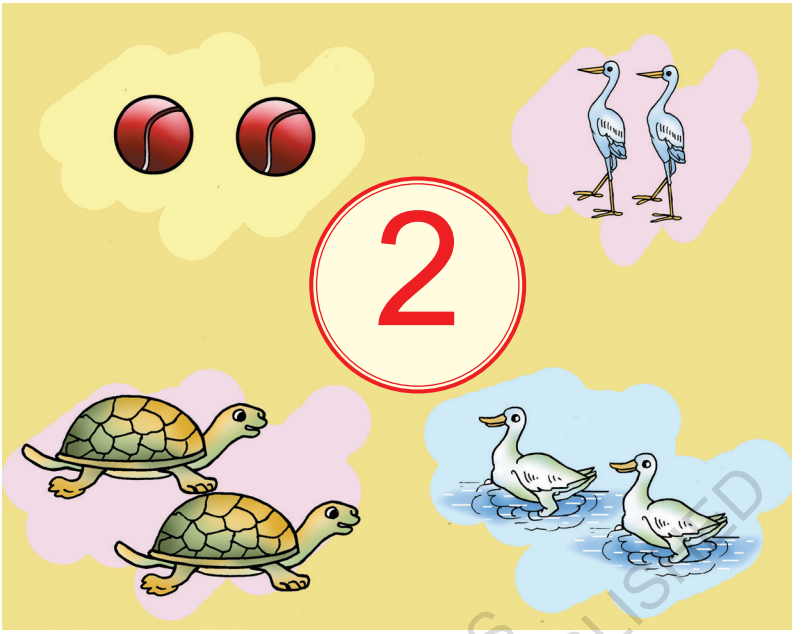


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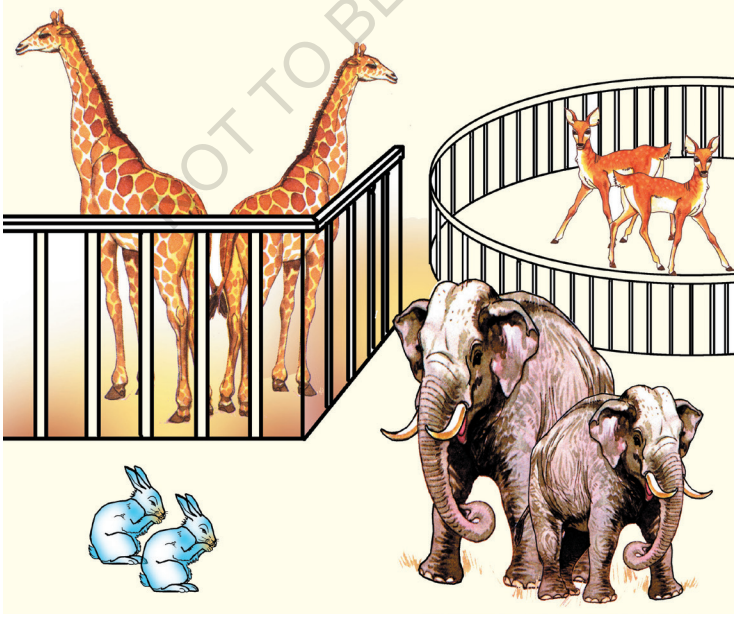
नीचे के चित्र में रहनेवालें एक संख्याओं की वस्तुओं को पहचानकर उनके नाम बताओ।



दो



नीचे के चित्र में रहनेवालें दो संख्याओं की वस्तुओं को पहचानकर उनके नाम बताओ।



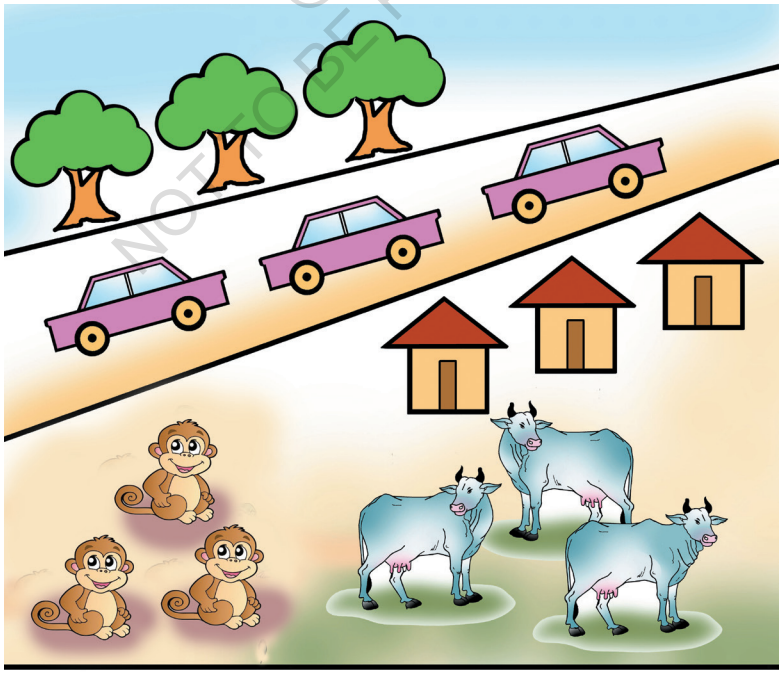
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तीन

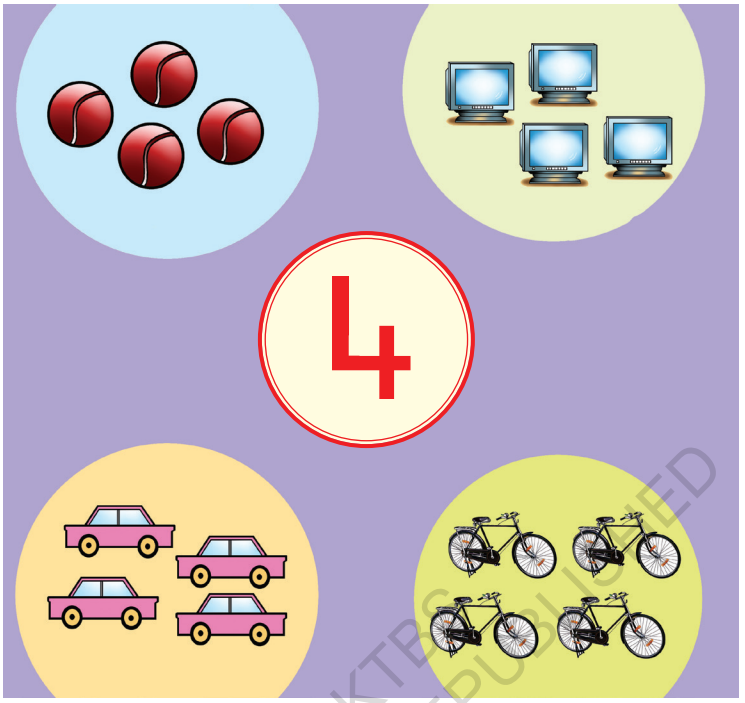


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नीचे के चित्र में रहनेवालें तीन संख्याओं की वस्तुओं को पहचानकर उनके नाम बताओ।



चार

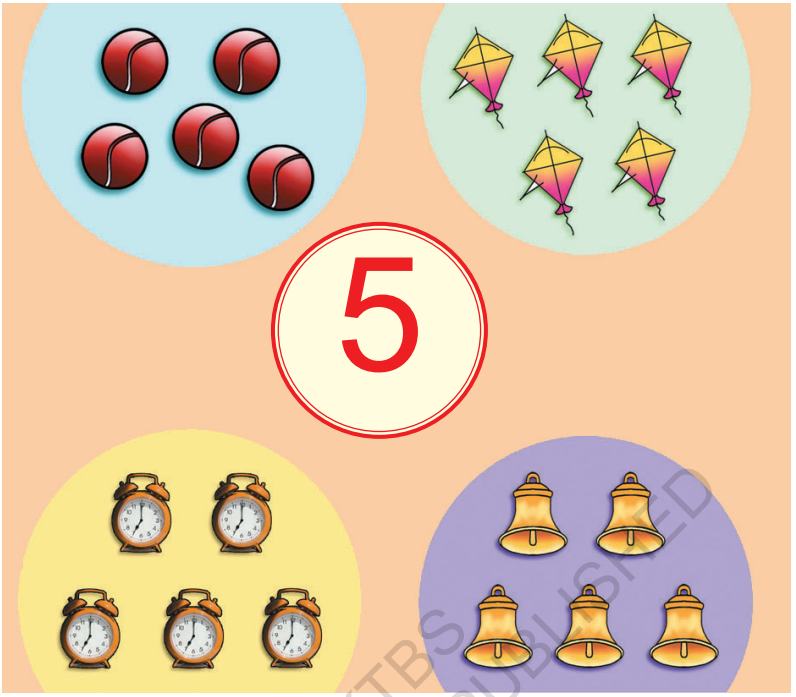


नीचे के चित्र में रहनेवालें चार संख्याओं की वस्तुओं को पहचानकर उनके नाम बताओ।



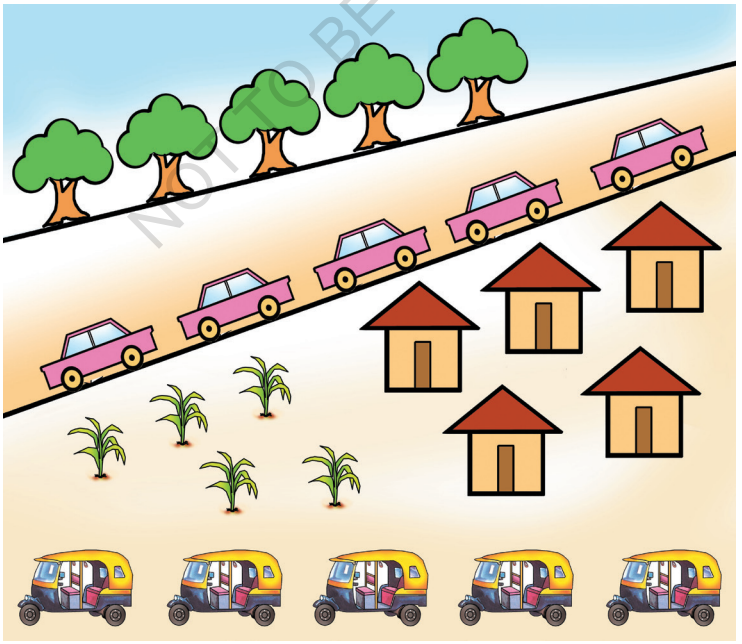
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पाँच

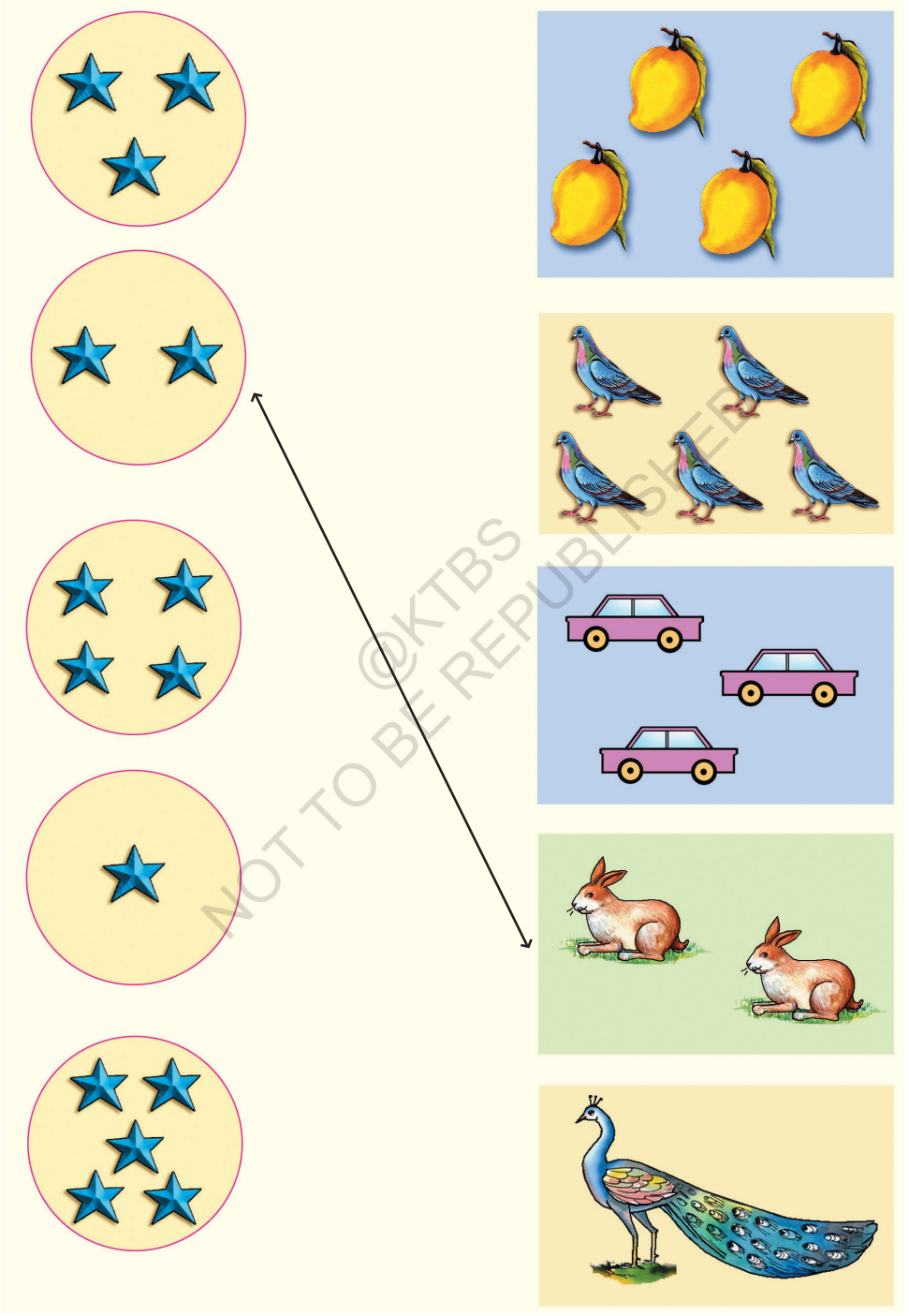


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नीचे के चित्र में रहनेवालें पाँच संख्याओं की वस्तुओं को पहचानकर उनके नाम बताओ।

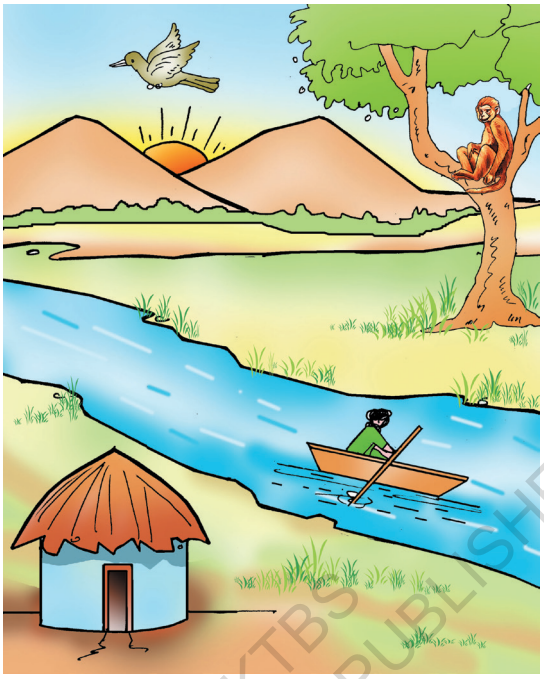


समान संख्या की वस्तुओं के चित्रों को पहचानो। रेखा खींचकर जोड़ो।



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संख्याओं को पहचानकर पढ़ो। बिन्दुओं को मिलाकर संख्या लिखो। चौखाने में संख्या लिखो।



1

एक



1 सूरज



1 पक्षी



1 बन्दर



1 पेड

1	1	1	1				

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2

दो

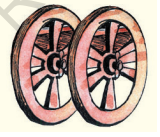




2 पक्षी



2 बैल



2 चक्र



2 कुत्ते

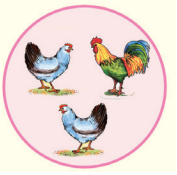
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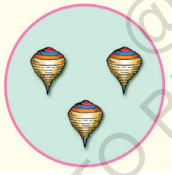
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तीन





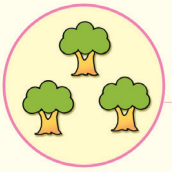
3 मुर्गियाँ



3 लट्टू



3 घर



3 पेड

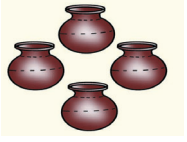
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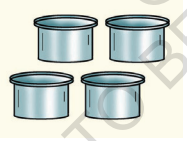
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चार

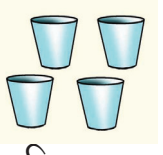




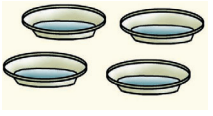
४ घडे



४ बर्तन



४ गिलास



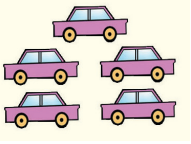
४ थालियाँ

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5



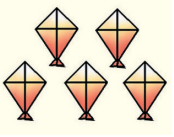
पाँच



5 कार



5 गेंदें

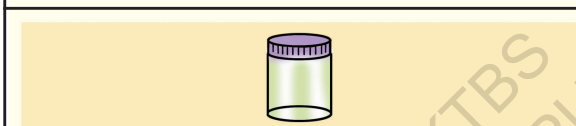
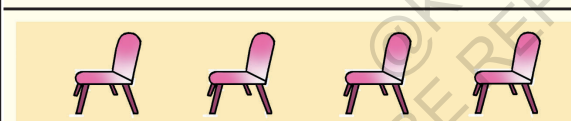


5 पतंगे

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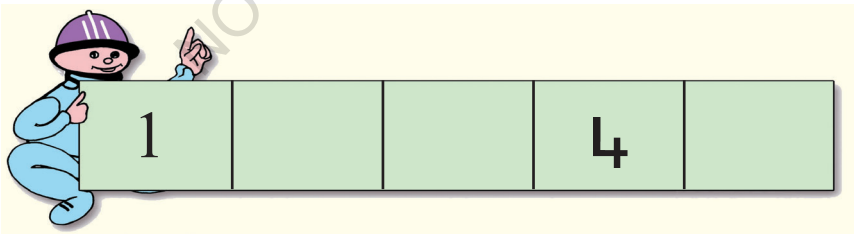
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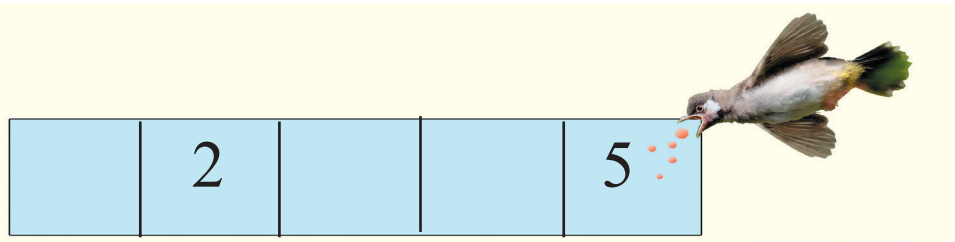
कितने हैं ? गिनकर अंक लिखो।

	4
	
	
	
	
	

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छूटे गए अंको को लिखो।





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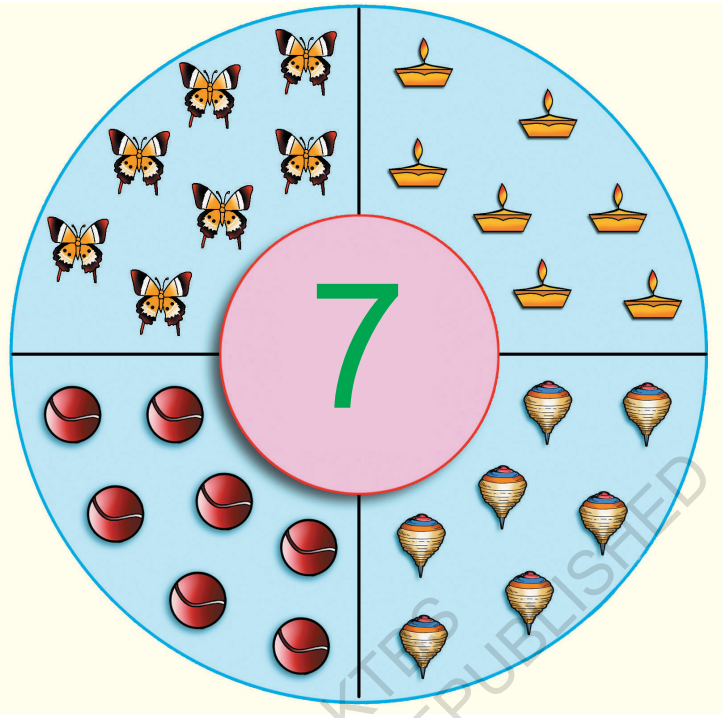


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नीचे दिए गए मेले के दृश्य में रहनेवालें को पहचानकर उनके नाम बताओ।

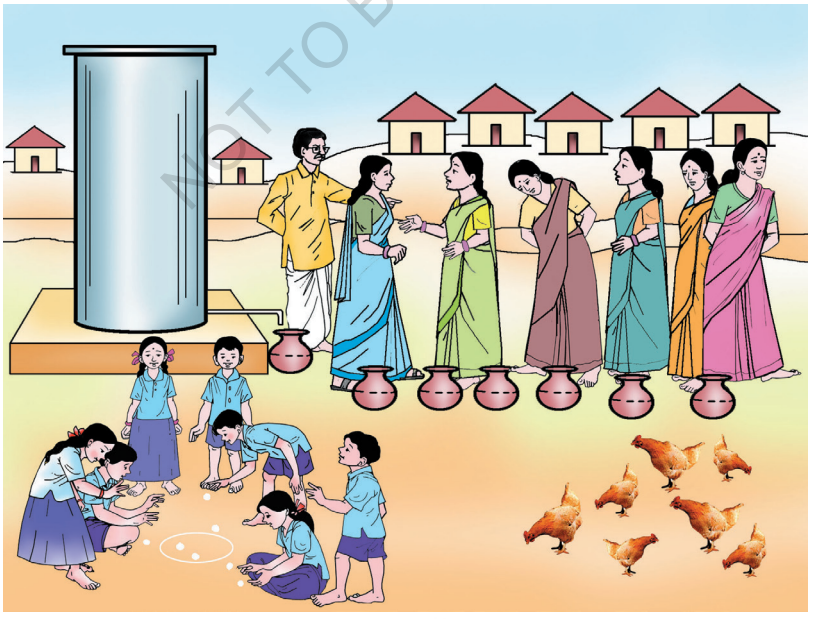


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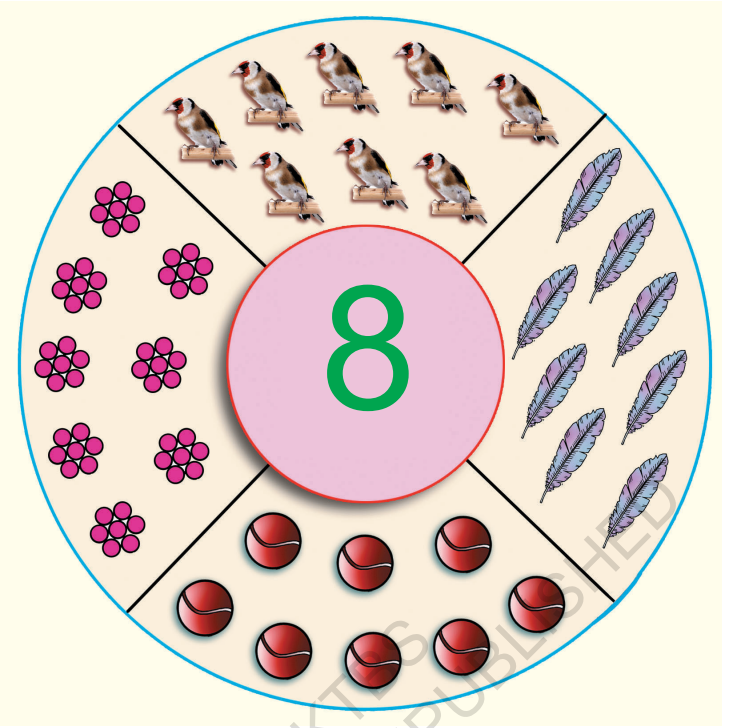


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नीचे के चित्र में रहनेवालें सात संख्याओं की वस्तुओं को पहचानकर उनके नाम बताओ।

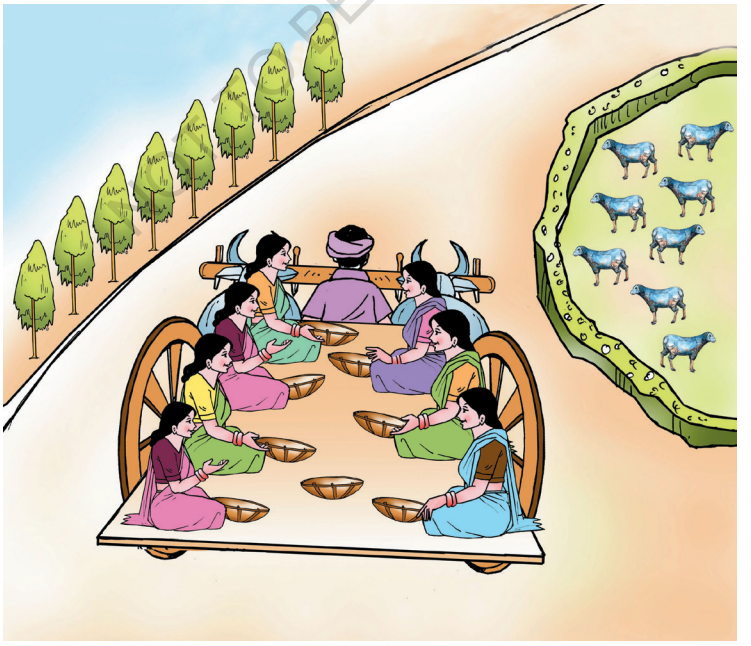


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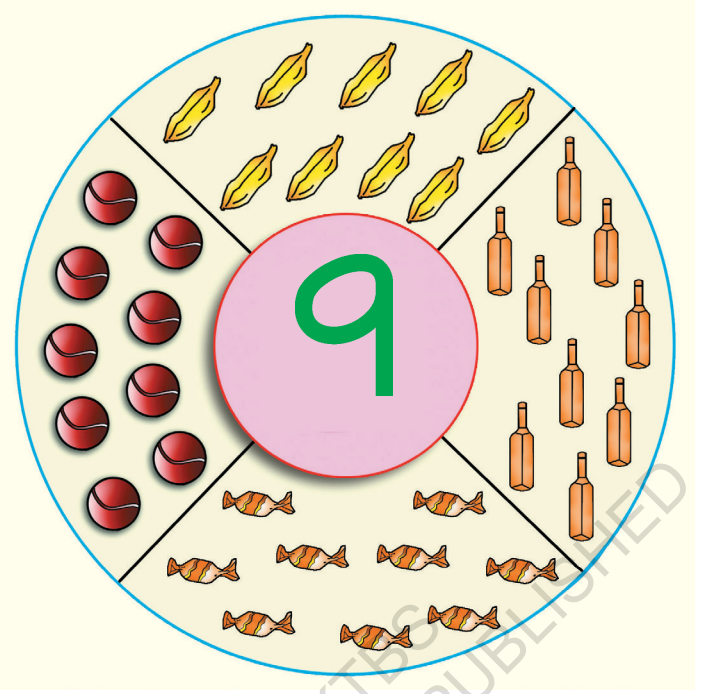


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नीचे के चित्र में रहनेवालें आठ संख्याओं की वस्तुओं को पहचानकर उनके नाम बताओ।



नौ

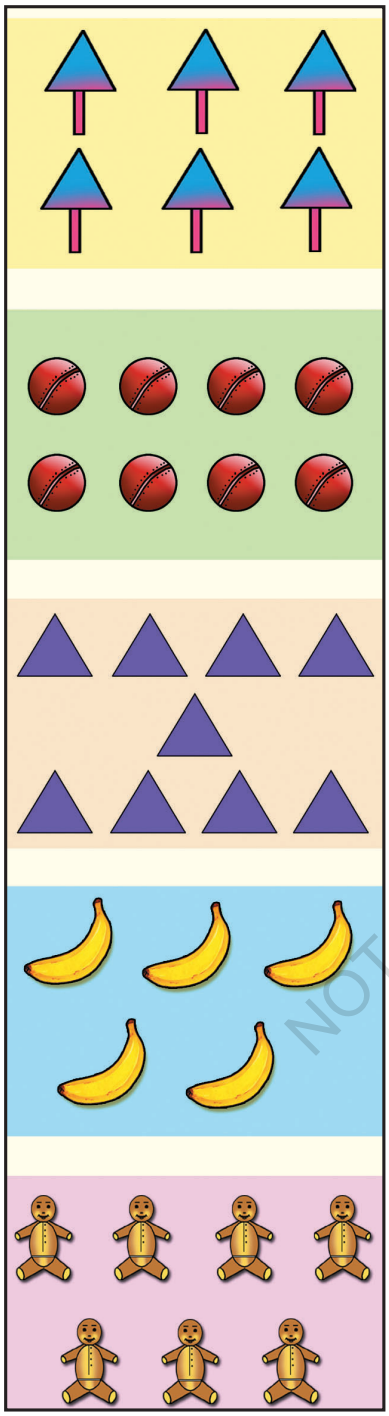


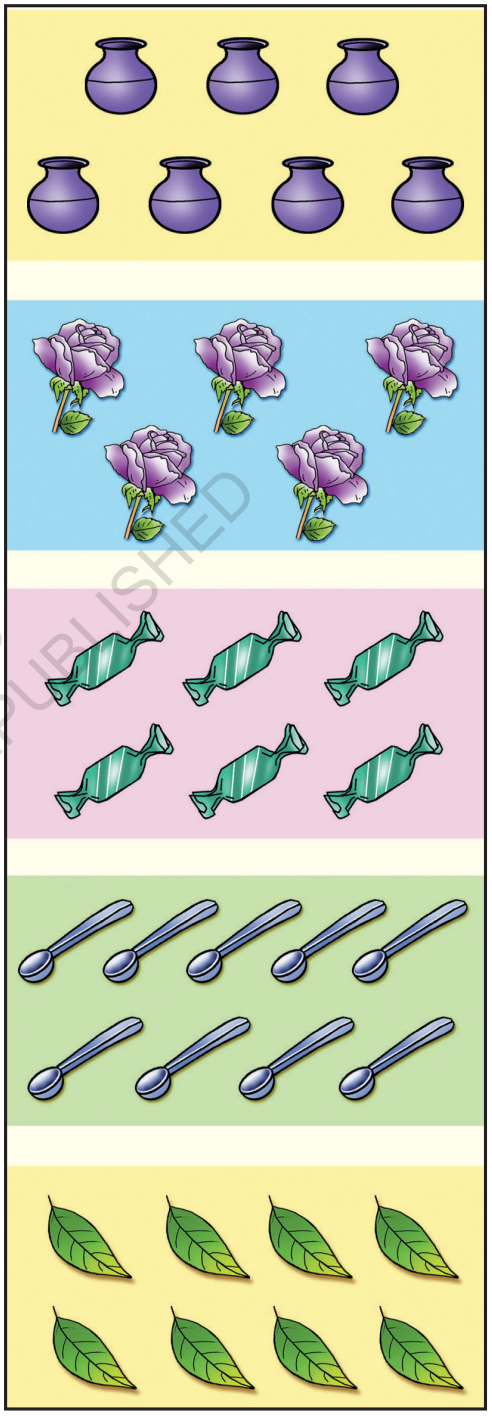
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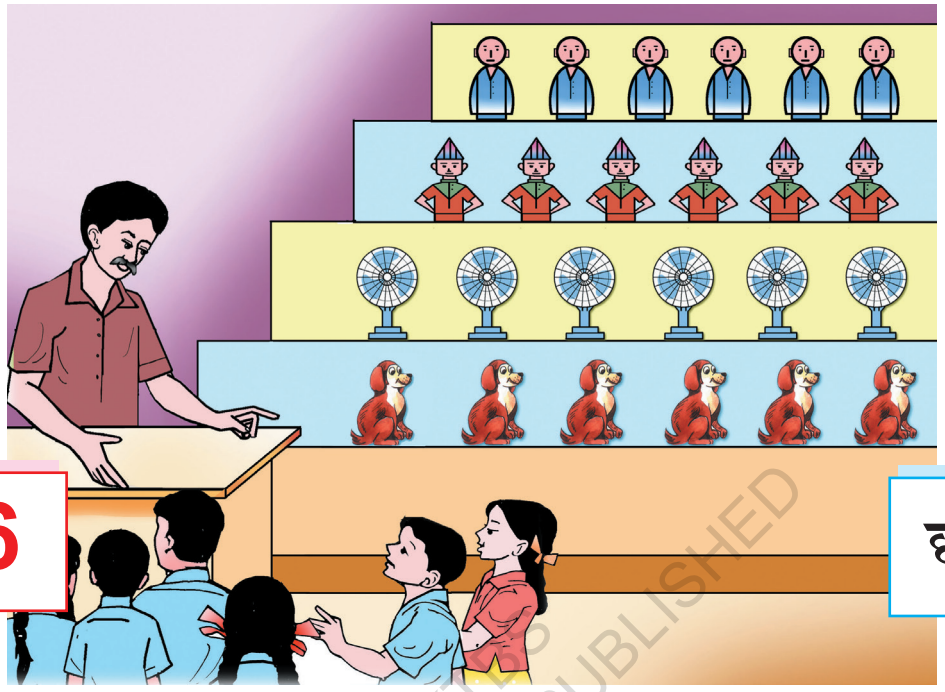
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समान संख्या की वस्तुओं के चित्र पर रेखा खीच-कर जोड़ो।





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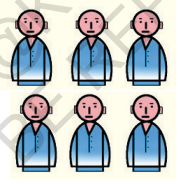


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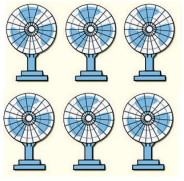
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6 बच्चे



6 गुडियाँ

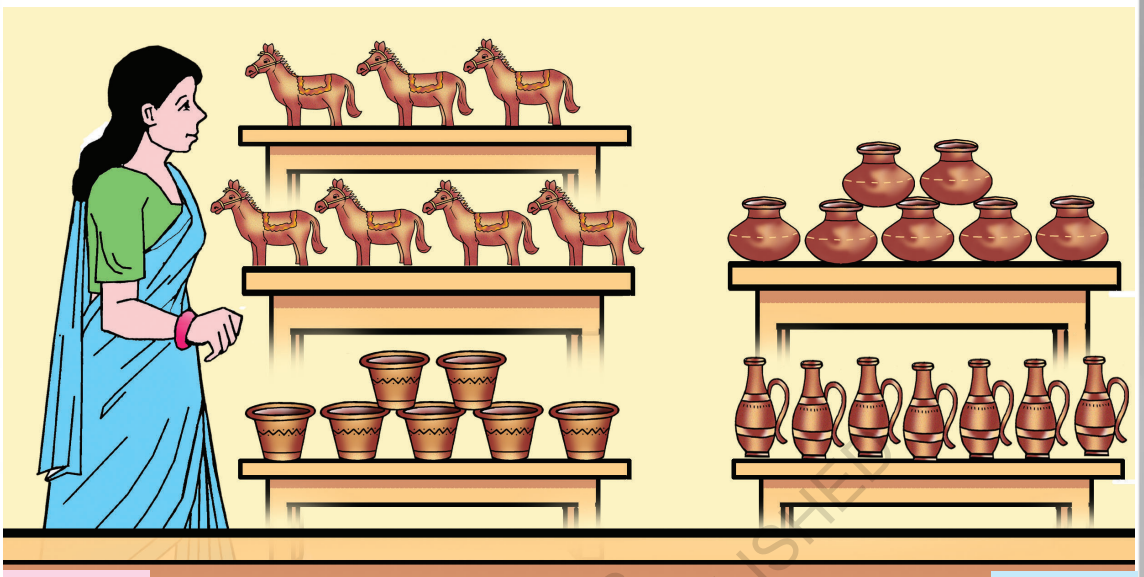


6 पँखें

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6	6	6	6				

संख्याओं को पहचानकर पढ़ो।



7 **सात**



7 सुराहियाँ



7 गिलास

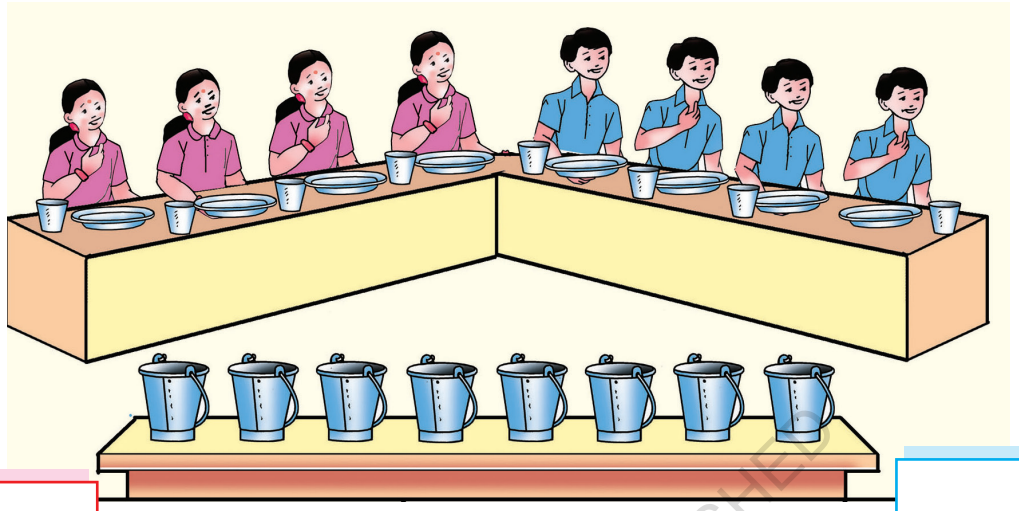


7 मटके

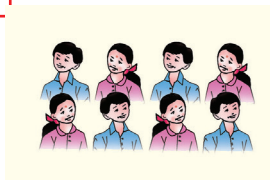
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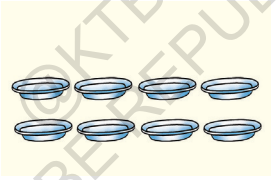
संख्याओं को पहचानकर पढ़ो।



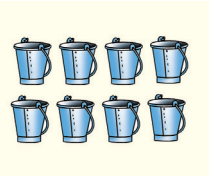
8 आठ



8 बच्चे



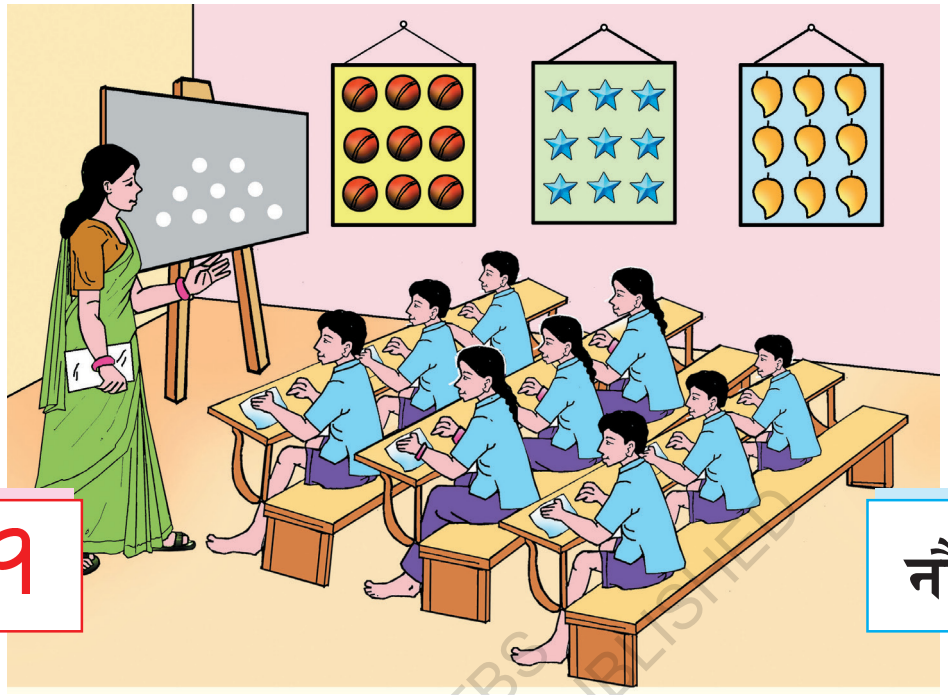
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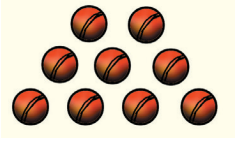
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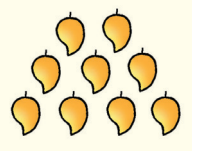
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९ गेंदे



९ सितारे

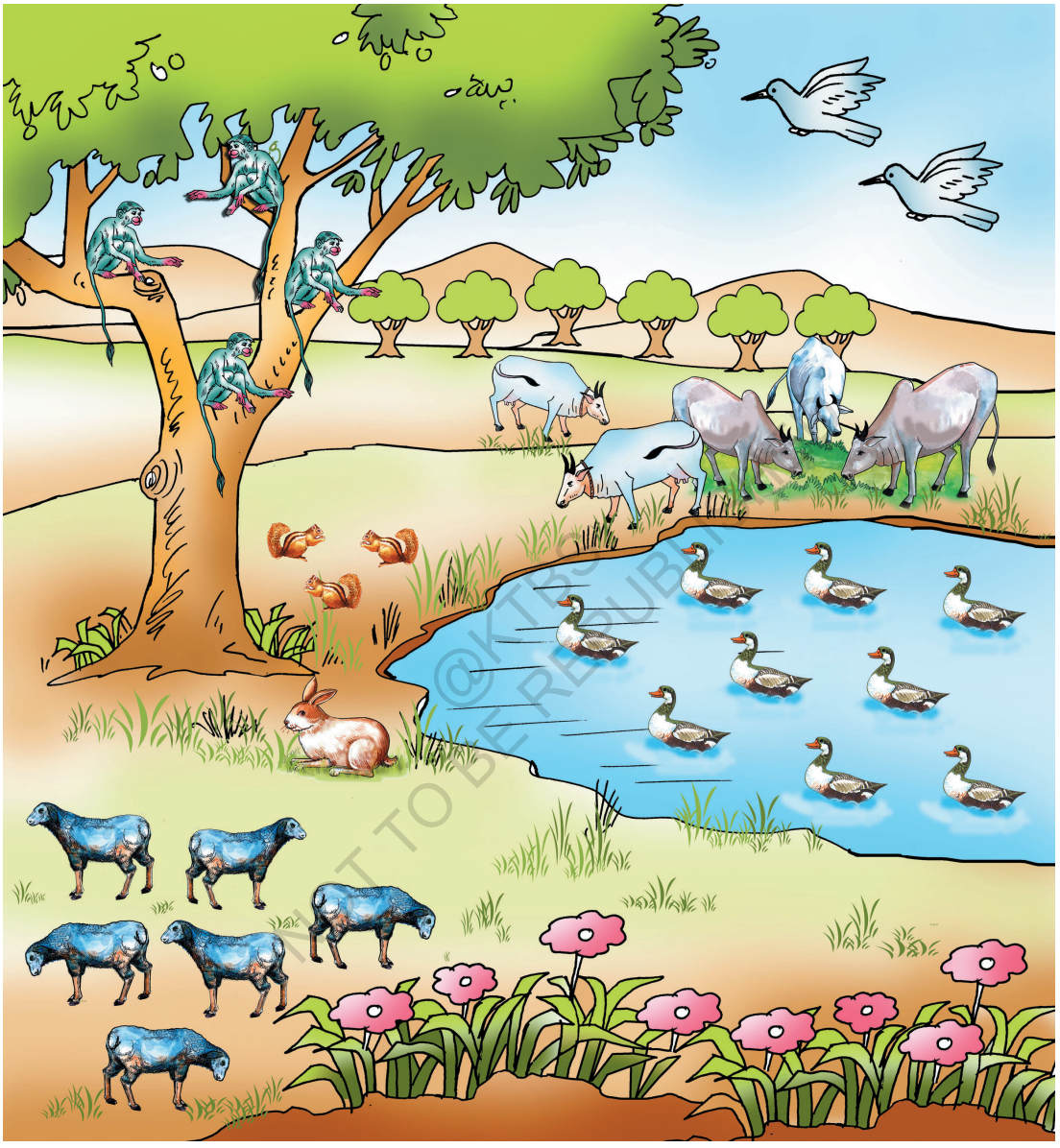


९ आम

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इस चित्र को देखकर कौन-कौन सी वस्तुएँ हैं, कितनी-कितनी है गिनकर बोलो।



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आओ गिनती करे

एक एक एक
सेब लाओ एक
रंग उसका देख।

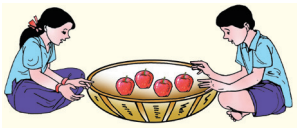




दो दो दो
दो सेब लाके दो
सबको खाने दो।

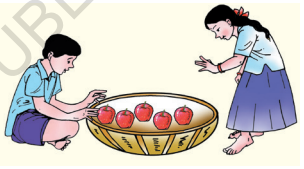
तीन तीन तीन
हाथ में सेब है तीन
इसे खाओ रखके बीन

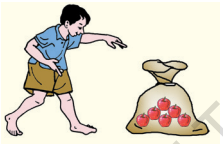




चार चार चार
टोकरी में सेब चार
दिशाएँ भी हैं चार

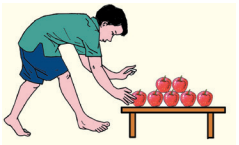
पाँच पाँच पाँच
पास है सेब पाँच
सदा बोलो साँच





छः छः छः
मां लाई सेब छः
स्कूल के बच्चे अच्छे।

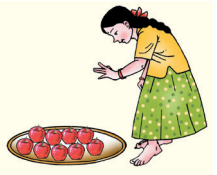
सात सात सात
खरीदो सेब सात
करो प्यार से बात





आठ आठ आठ
टोकरी में सेब है आठ
निकालके सबको बाँट

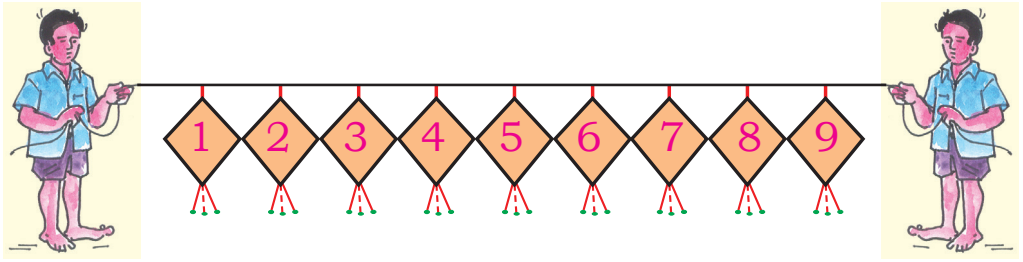
नौ नौ नौ
खेलने उठे पाँव
लडके दौडे अपने गाँव

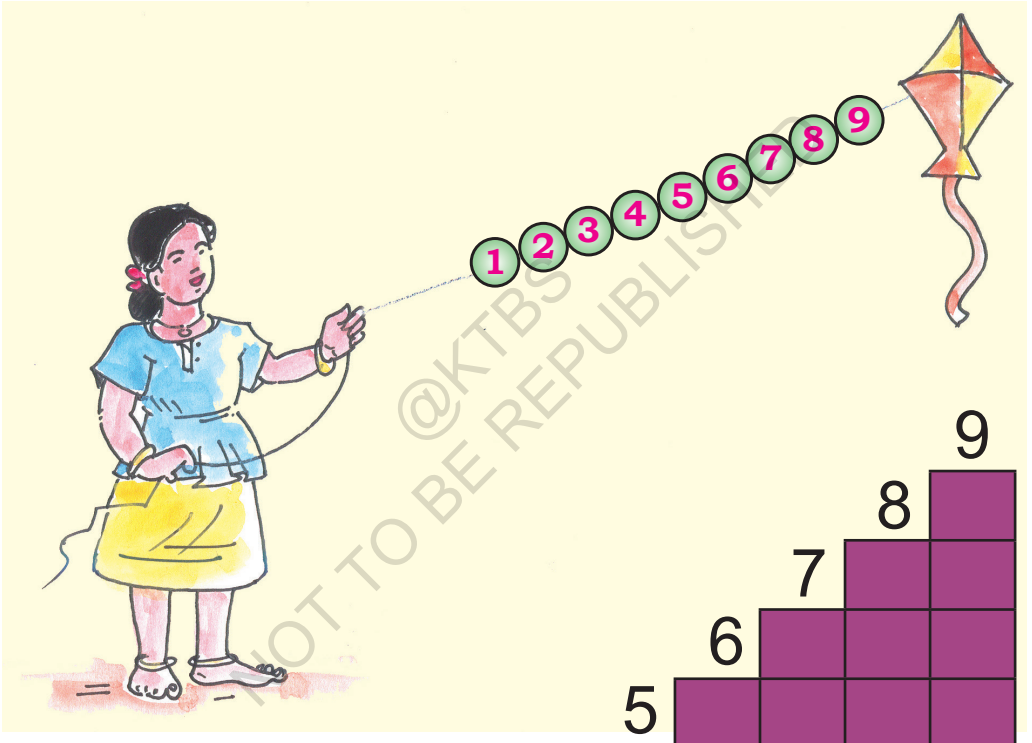


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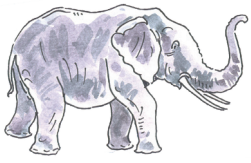
संख्या बन्दनवार

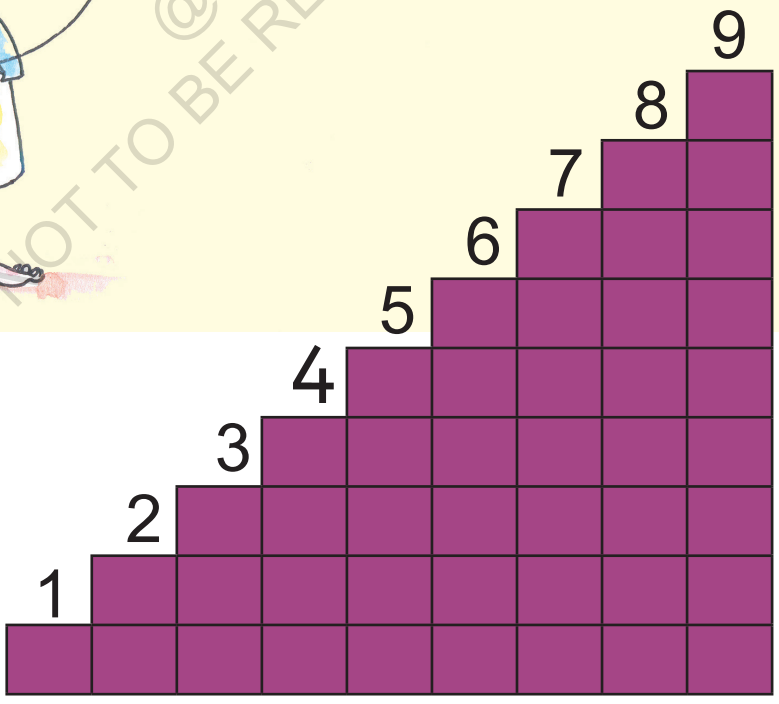
क्रमानुसार लिखो। अंकों का अवलोकन करके पढ़ो।



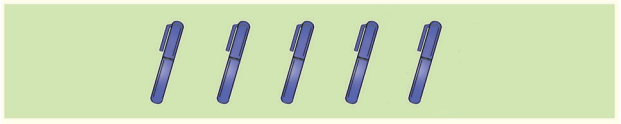


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कितने हैं ? गिनकर संख्या लिखो।

	7
	
	
	
	

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छूट गई संख्याओं को क्रमानुसार लिखो।

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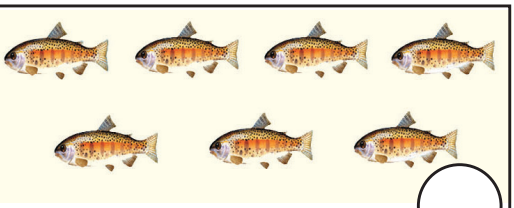
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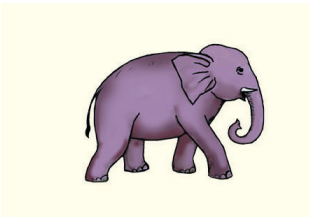
कितने हैं गिनो, उदाहरण के अनुसार लिखो।

उदाहरण:



4





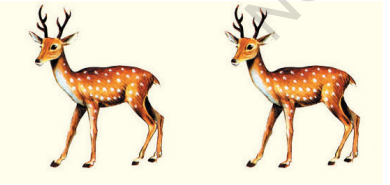




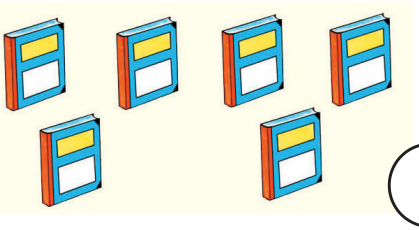


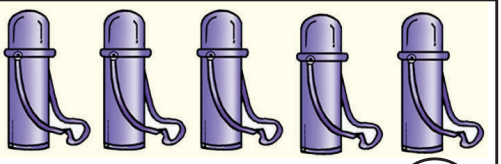












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संख्याओं को पढ़कर, उन संख्याओं के अनुसार चित्र बनाओ।

उदा:



4									



5									



3									



4									



1									



2									



6									



8									



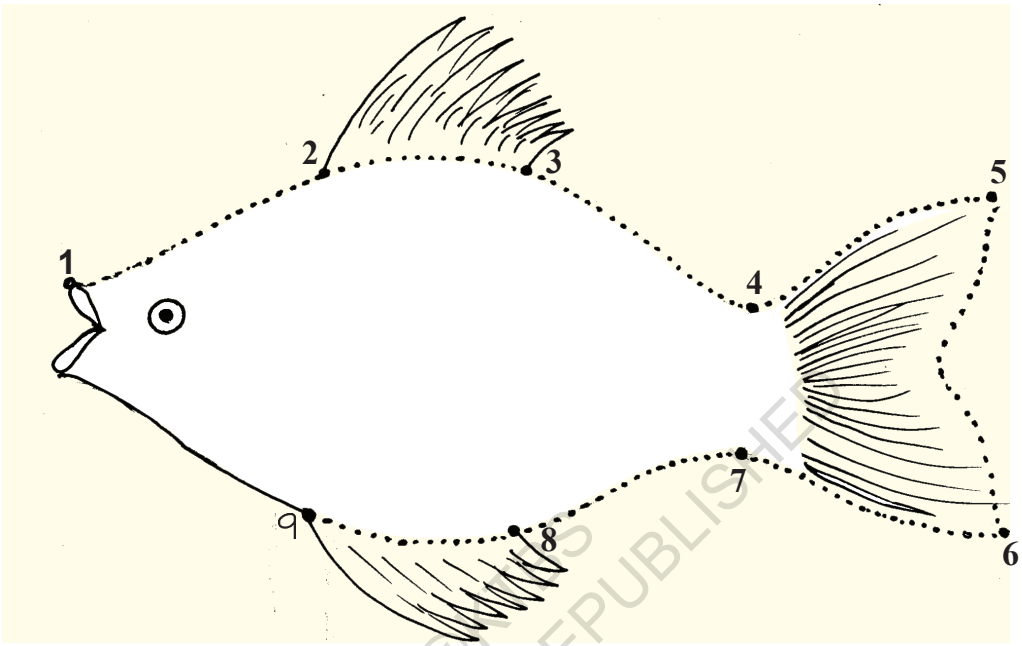
7									

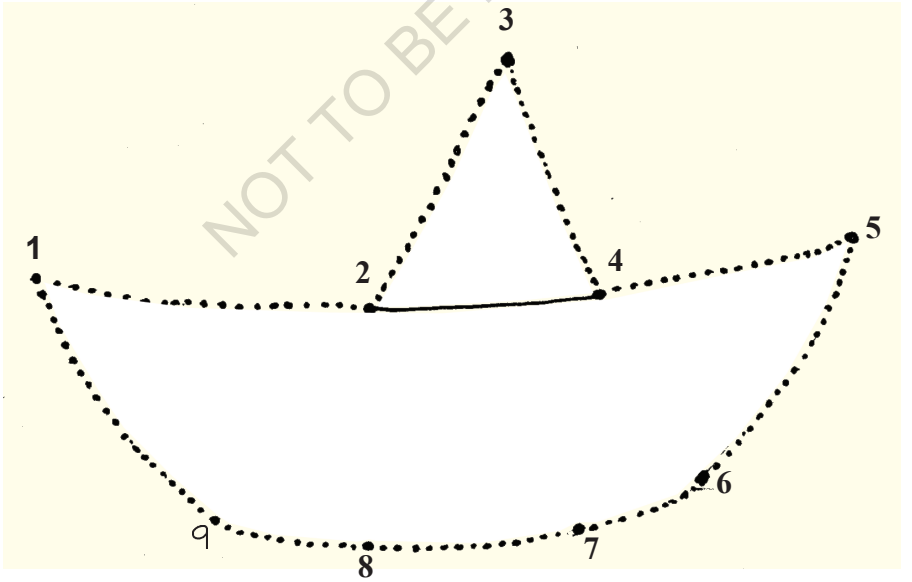


९									

@KTBS NOT TO BE REPUBLISHED

क्रमानुसार बिन्दुओं को मिलाकर रंग भरो।

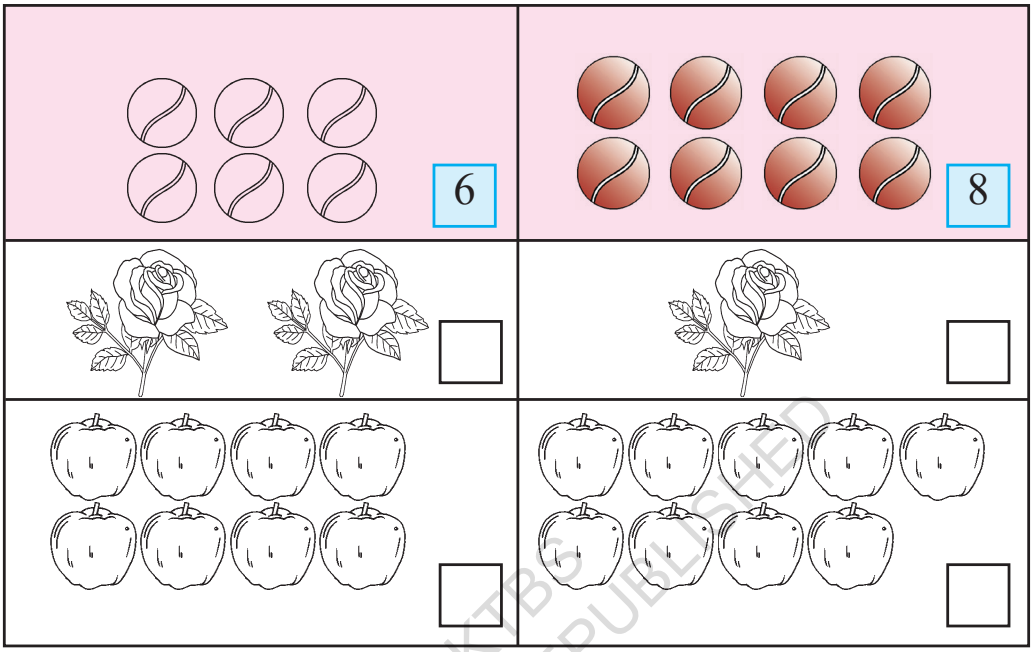




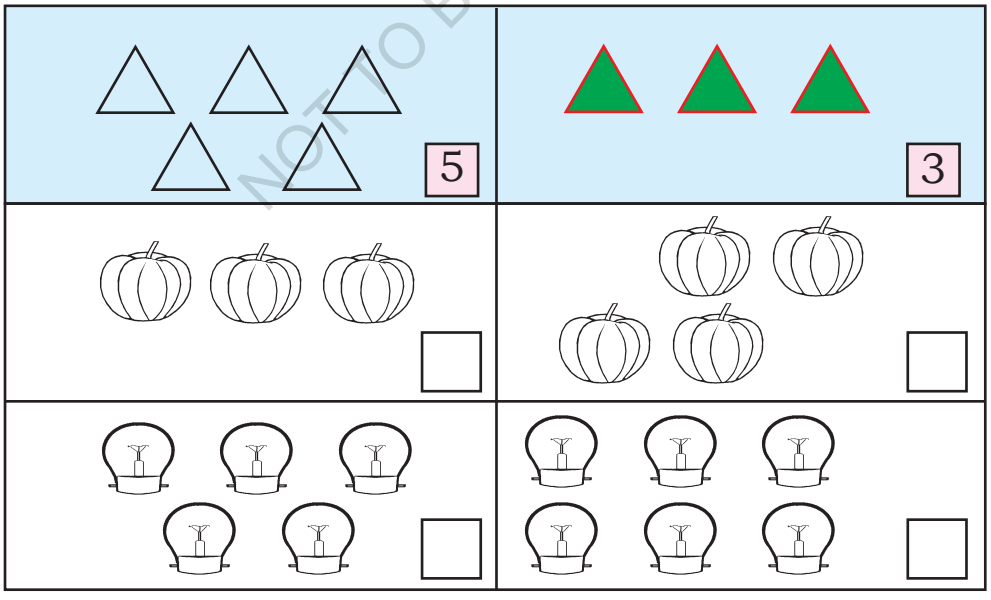
@NCERT NOT TO BE REPUBLISHED

रंग भरो

गिनकर संख्या लिखो। कौन से समूह में अधिक हैं उनमें रंग भरो।



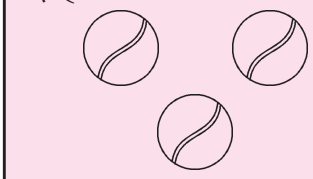
गिनकर संख्या लिखो, कम रहने वाले समूह में रंग भरो।

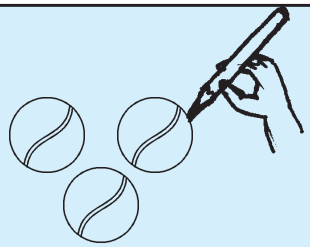


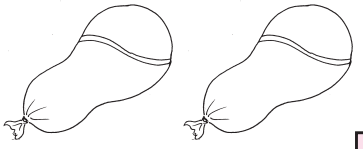
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आस-पास के समूह में समान संख्या के चित्र बनाओ तथा संख्या लिखो।

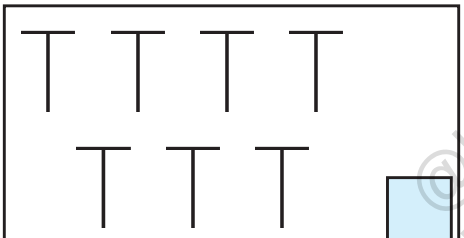
उदाहरण:



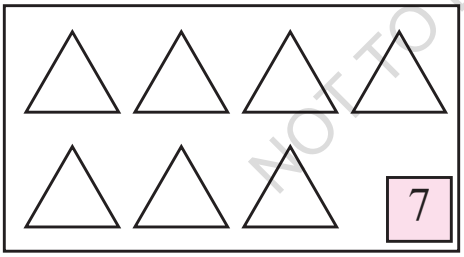
3 =  3



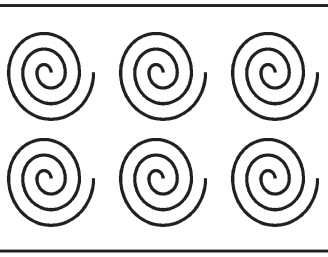
2 = ☐



=  9



7 = ☐

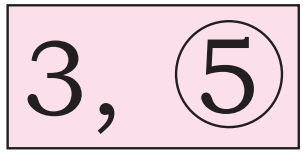


6 = ☐

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हर पट्टिका में दी गई बड़ी संख्या पर गोला बनाओ।

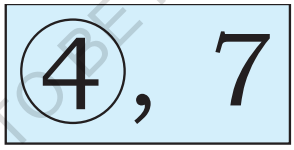
उदाहरण:



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

नीचे दी गई हर पट्टिका की छोटी संख्या पर गोल खींचिए।

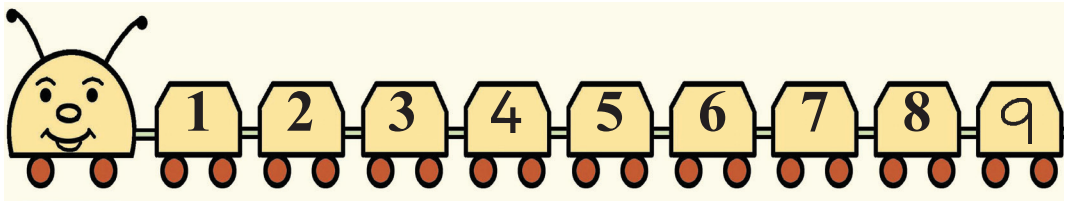
उदाहरण:



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

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आगे की संख्या पहचानना।

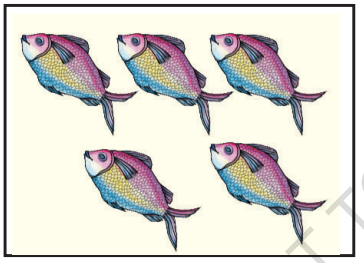


उदा:

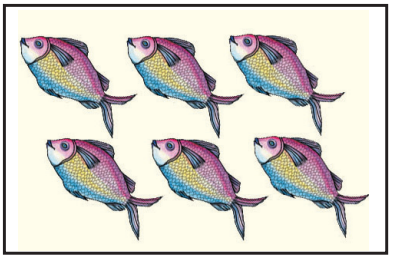


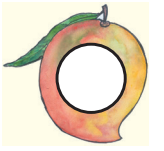


5 से आगे की संख्या क्या है?



5 , 6



6 से आगे की संख्या	2 से आगे की संख्या
 	 

7 के आगे की संख्या.....	के आगे की संख्या.....
3 से आगे की संख्या.....	8 के आगे की संख्या.....

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हर खाने की संख्या पढ़कर आगे की संख्या खाली जगह मे लिखो।

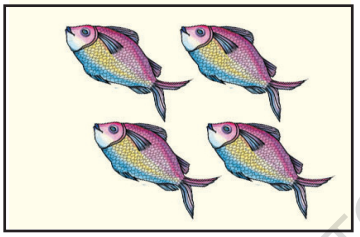
6, ☐	1, ☐	3, ☐	5, ☐
8, ☐	7, ☐	2, ☐	4, ☐

पिछली संख्या को पहचानना

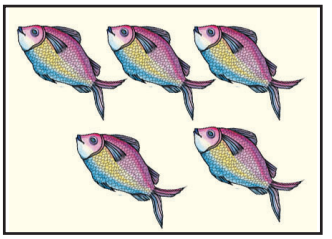




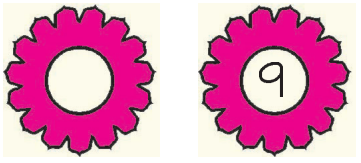
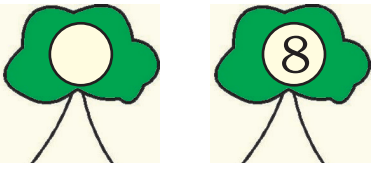
5 के पिछली संख्या 4 है।



4 , 5



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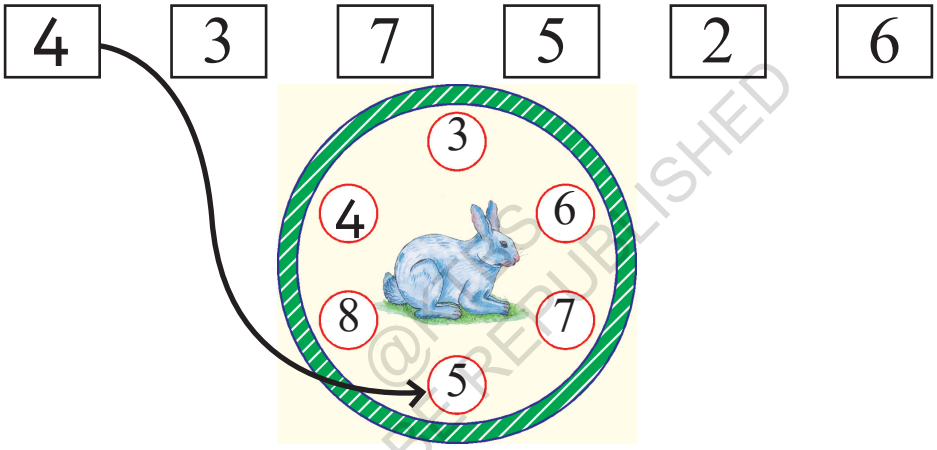
9 की पिछली संख्या ..... 	8 की पिछली संख्या ..... 

7 की पिछली संख्या.....	की पिछली की संख्या.....
2 की पिछली संख्या.....	6 की पिछली संख्या.....

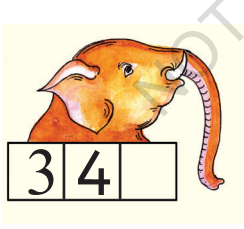
प्रत्येक पट्टी की संख्या पहचानकर उससे पिछली संख्या खाली जगह में भरो।

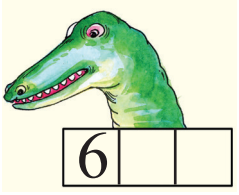
☐ , 4	☐ , 6	☐ , 8
☐ , 5	☐ , ९	☐ , 7

चौखानों में अंक हैं। गोल में उसके आगे की संख्या है। नमूने के अनुसार रेखा खीचकर मिलाओ।

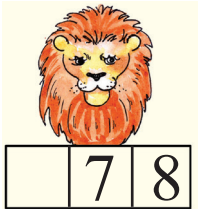


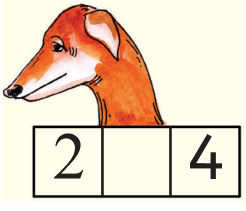
क्रमानुसार अंकों को खाली जगह में भरो।

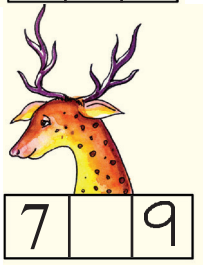












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पाठ - 4

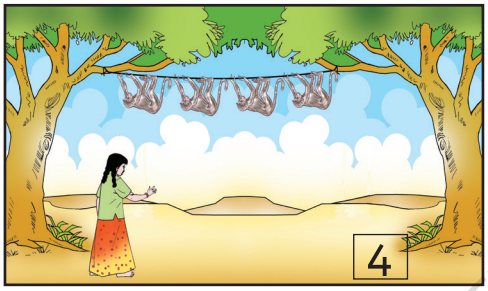
शून्य

Z9U9C4

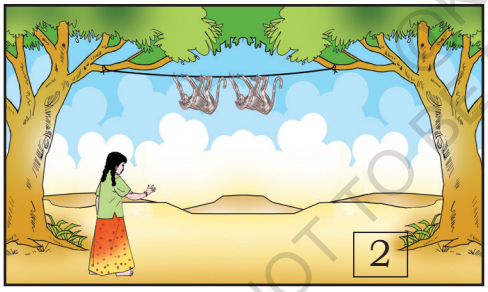
इस पाठ का अध्ययन करने के बाद तुम :

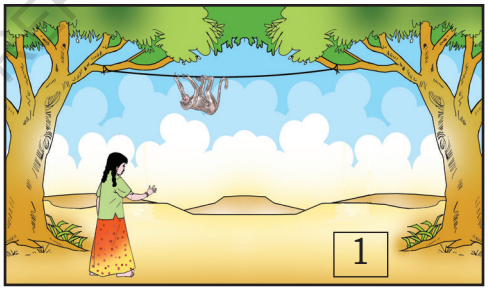
- तुम शून्य का अर्थ समझ्योगे।

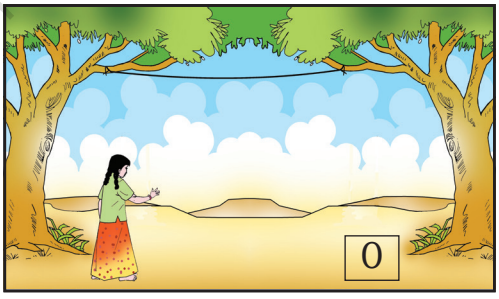
निम्न चित्र को ध्यान से देखो। तार पकडकर लटकने वाले बन्दरों की संख्या कितनी है?











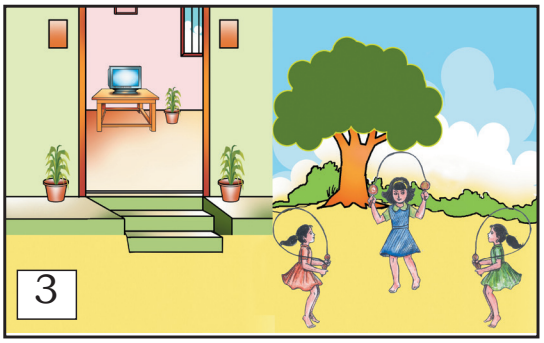
एक भी नही !

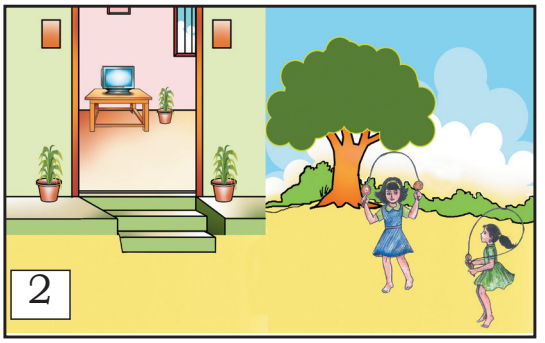
तार पर लटकने वाला बन्दर की संख्या एक भी नहीं

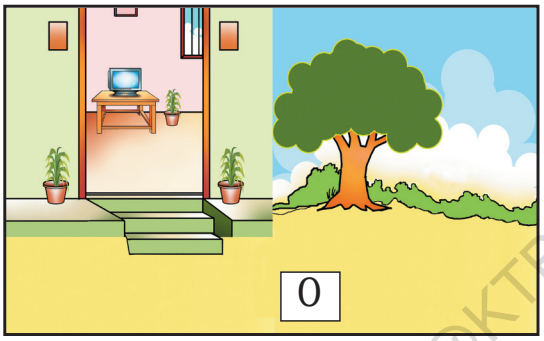
अर्थात् बन्दरों की संख्या ''**शून्य**'' (0)

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प्रत्येक चित्र में कितने बच्चे रस्सी से कूद रहे हैं?







अगर कोई भी रस्सी से नहीं कूद रहा तो इसका मतलब है रस्सी से कूदने वाले बच्चों की संख्या शून्य (0) है।

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हर टोकरी में रहने वाले फलों की संख्या।



5



2

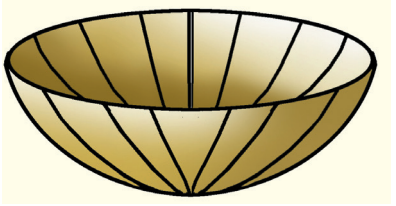
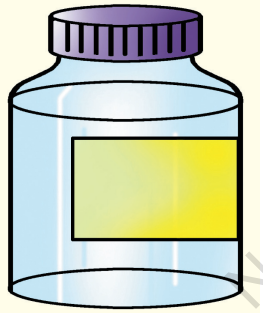


0

अगर टोकरियों में फल नहीं हैं तो इसका अर्थ टोकरी के फलों की संख्या **'शून्य'** (0) है।

एक भी नहीं, कोई नहीं, कुछ भी नहीं, इन्हे शून्य कहा जाता है।

शून्य को इस तरह लिखते है (0) स।

	तार पर एक भी बन्दर नहीं। इसका मतलब तार पर रहने वाले बन्दरों की संख्या 'शून्य'।	
	टोकरी में एक भी फल नहीं इसका मतलब है टोकरी में रहने वाले फलों की संख्या 'शून्य' है।	
	डिब्बे में एक भी चॉकलेट नहीं। मतलब चाकलेटों की संख्या 'शून्य' है।	
	पौधे में एक भी फूल नहीं। मतलब है पौधे पर रहने वाले फूलों की संख्या ''शून्य'' है।	

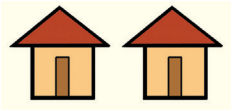
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शून्य को लिखो।

0	0	0	0				

निम्नांकित चित्र देखकर सही संख्या लिखो।

उदा:



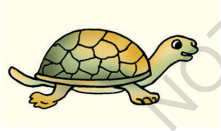
घर 2

वृक्ष 0



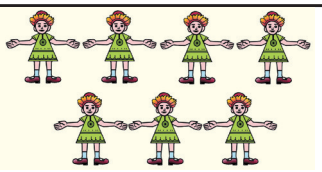
फल

फूल



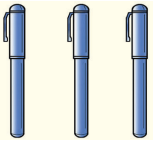
कुछुए

पक्षियाँ



गेंद

खिलौने



पेन्सिल

पेन

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पाठ - 5

संकलन (जोड़ 9 से अधिक न हो)

C8J6F6

इस पाठ का अध्ययन करने के बाद तुम :

- वस्तुओं तथा चित्रों का उपयोग करके 'जोड़ना' सीखोगे।
- '+' '-' चिन्हों का परिचय और प्रयोग सीखोगे।



एक खरगोश बैठा था और एक खरगोश आकर उसके साथ मिला।

एक के साथ एक मिलकर दो हुए।
उछल, कूद कर खुश हुए ।





दो के साथ एक और मिलकर तीन हुए। तीनों मिलकर खेलने लगे।



और एक मिलकर चार हुए ।
दौडने सभी तैयार हुए।







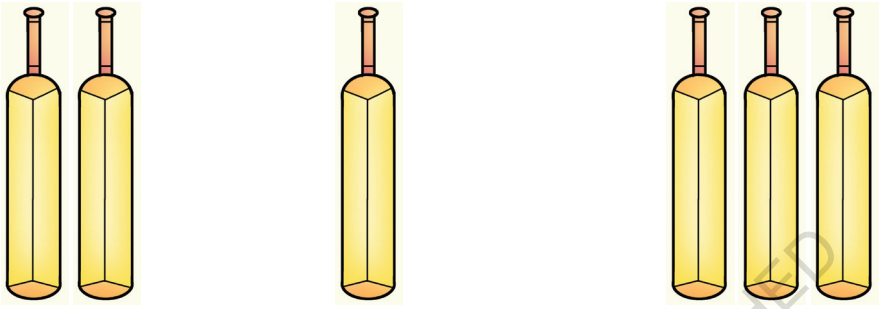


एक और मिलकर पाँच हो गए,
बाद में सभी गायब हुए।

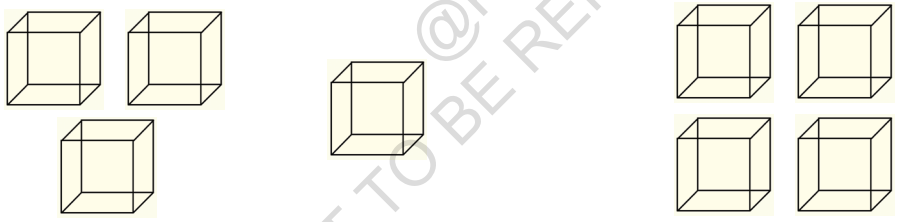
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1 और 1 मिलकर 2 बने



2 और 1 मिलकर 3 बने

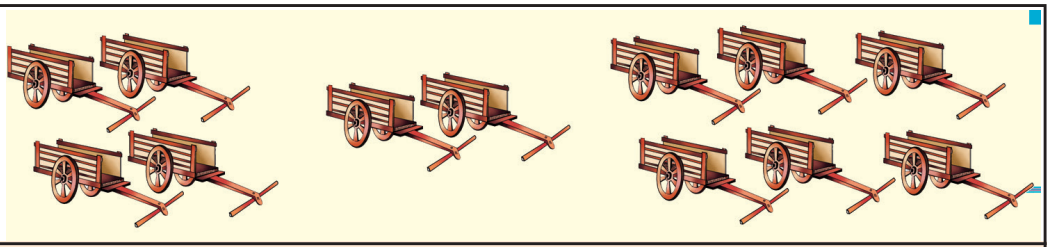


3 और 1 मिलकर 4 हुए



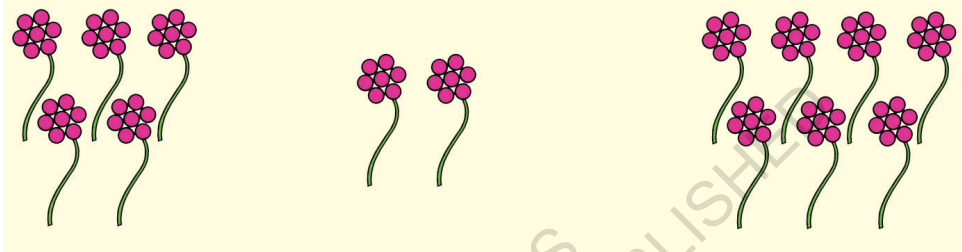
3 और 2 मिलकर 5 बने

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4 और 2 मिलकर 6 बनते है।

4 और 2 मिलकर 6 बराबर



5 और 2 मिलकर ☐



6 और 3 मिलकर ☐ के बराबर है।



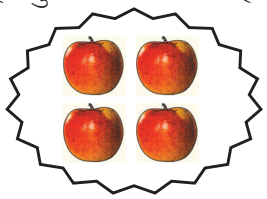
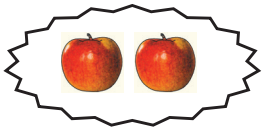
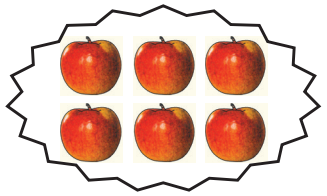
3 और 3 के बराबर है। ☐

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'जोड' तथा 'बराबर ' का चिन्ह

इस चित्र को देखो।

यहाँ कुल कितने फल है ?

4 और 2 मिलकर 6 के बराबर

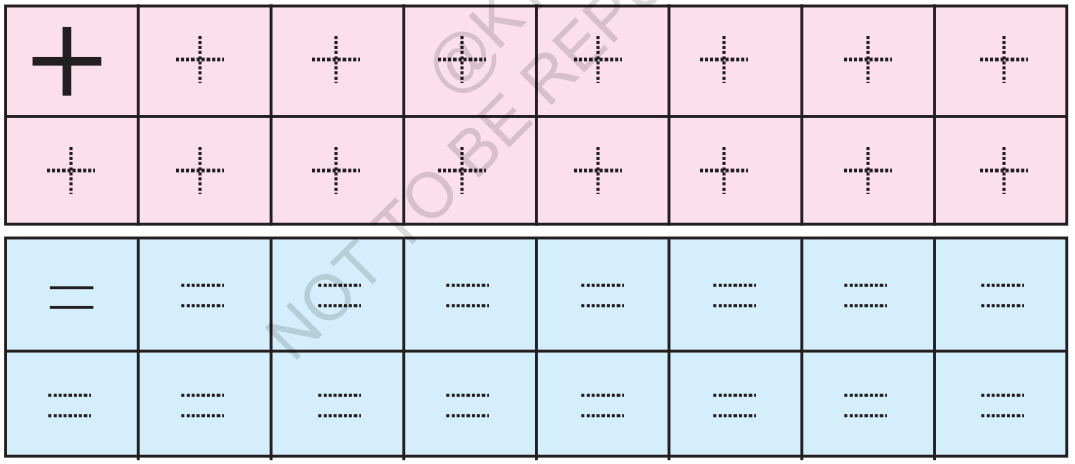
जोडने के लिए चिन्हों का उपयोग इस तरह करते हैं।

4 + 2 = 6

यहँ उपयोग किये गयेचिन्ह को देखो।

'+' का मतलब है जोड़ो।

'=' का मतलब है सम (बराबर)



उदाहरण के अनुसार जोड के चिन्ह के लिए ☐ बनाओ बराबर चिन्ह के लिए ◯ बनाओ।

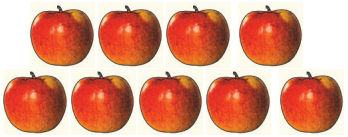
उदा: ☐ ◯

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

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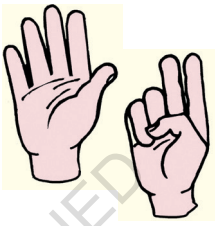
कुल कितने ?



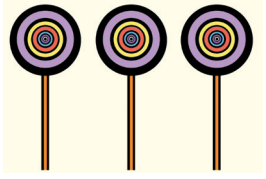


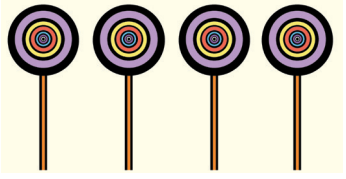
7 + 2 = ९





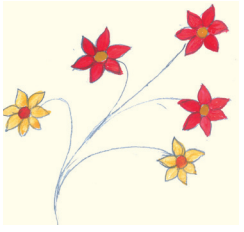
__ + __ = __





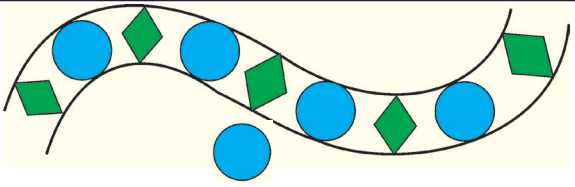
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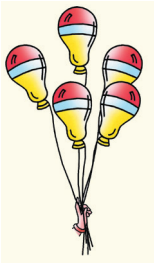


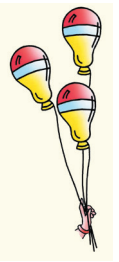
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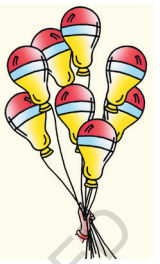
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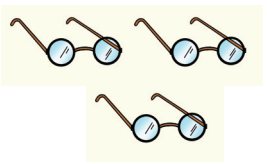


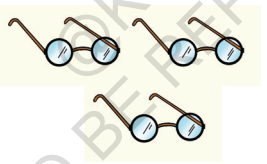


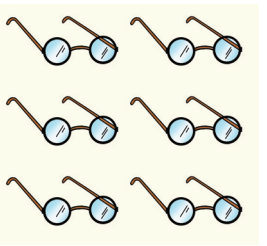


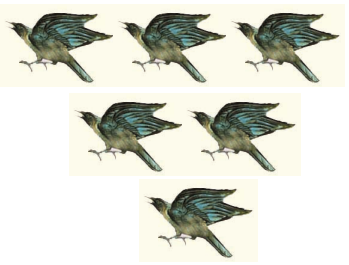




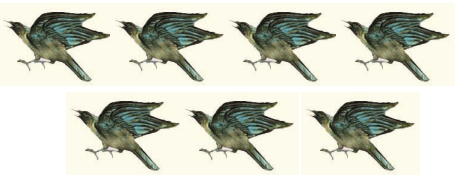






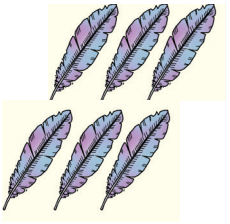




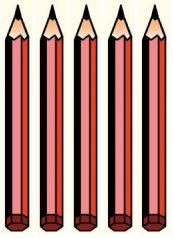
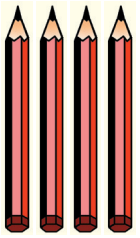
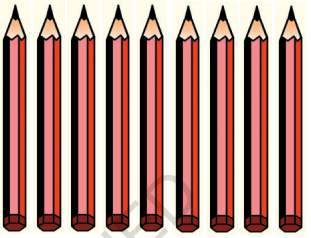


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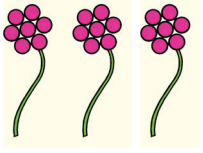
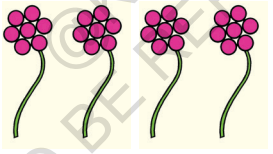
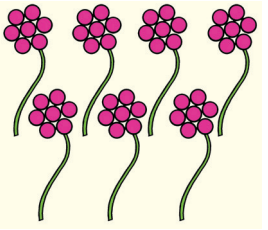




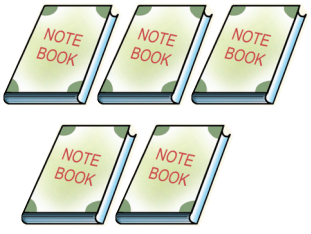
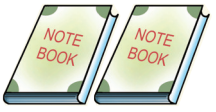
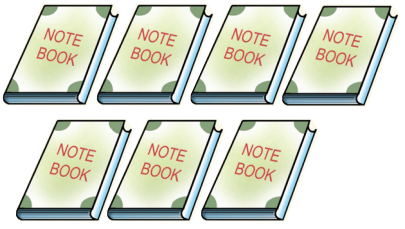
□ + □ = □

□ + □ = □

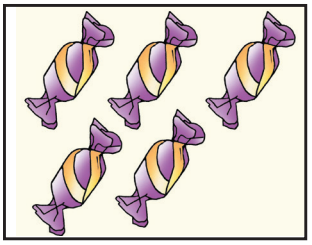




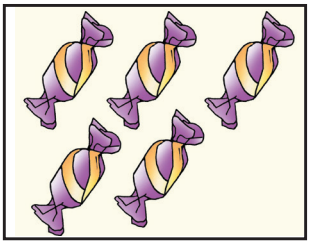
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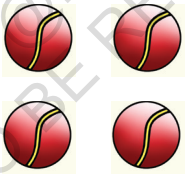


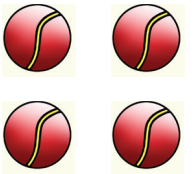
+ =





+ =





+ =

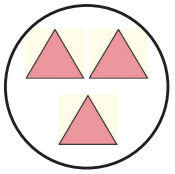


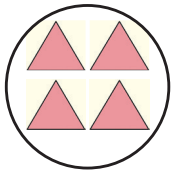


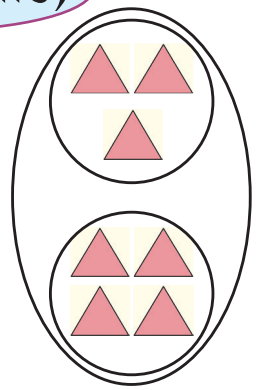
+ =

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संकलन (जोड)







3 + 4 = 7

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

2 + 1 = ☐

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

2 + 3 = ☐

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

3 + 6 = ☐

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

इन संकलनों को देखो। अपूर्ण को पूर्ण करो।

6 + 1 = 7

1 + 6 = 7

4 + 3 = ☐

3 + 4 = ☐

2 + 5 = ☐

5 + 2 = ☐

4 + 4 = 8

5 + 3 = 8

3 + 5 = ☐

6 + 2 = ☐

2 + 6 = ☐

1 + 7 = ☐

7 + 1 = ☐

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संकलन करो (जोड)

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

संख्याओं को रेखा द्वारा मिलाओ।

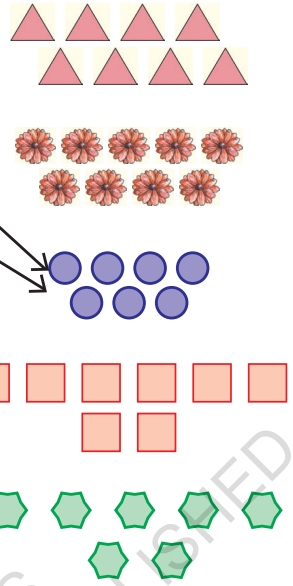
4 + 3 = ☐

6 + 2 = ☐

5 + 2 = ☐

5 + 4 = ☐

4 + 4 = ☐



जोड़ो

3 + 5 = ☐

2 + 7 = ☐

3 + 3 = ☐

1 + 4 = ☐

2 + 5 = ☐

1 + 5 = ☐

2 + 7 = ___	3 + 4 = ___	4 + 4 = ___	0 + 7 = ___
1 + 5 = ___	6 + 0 = ___	2 + 2 = ___	5 + 3 = ___

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पाठ - 6

व्यवकलन (घटाना)

Y6A1C1

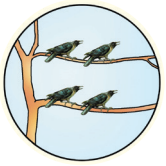
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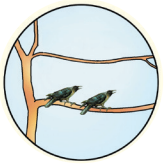
- वस्तुओं और चित्रों का उपयोग करके 'घटाना' सीखोगे।
- '-' चिन्ह का परिचय पाओगे और उपयोग करोगे।



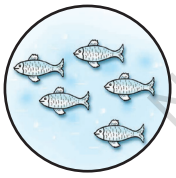
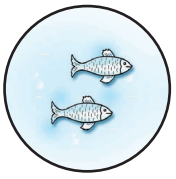
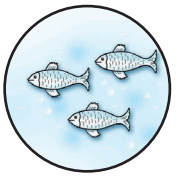


2 गाजरों में 1 निकालने से 1 बची

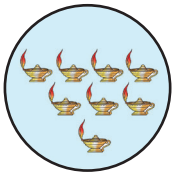


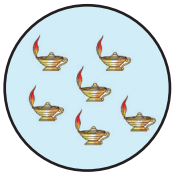


4 पक्षियों मे से 2 उड गईं अब, 2 बची

5 मछलियों में 2 तैरकर खिसक गईं 3 बची हैं।





8 दीपों में 2 निकालने पर ☐ बचे।

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घटाने का चिन्ह

इन चित्रों को देखो।

4 गुब्बरों में से '1' गुब्बारा फूट गया, अब कितने गुब्बारे बचे हैं ?





4 में से 1 एक फूट गया 3 बचे।

इसे इस प्रकार लिखते हैं।

4 - 1 = 3

यहाँ पर ''-'' के उपयोग पर ध्यान दो

'-' का अर्थ है घटाओ।

अब तक तुम जान गए हो कि '=' का अर्थ है **बराबर/समान**

बोलते हुए लिखो:

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

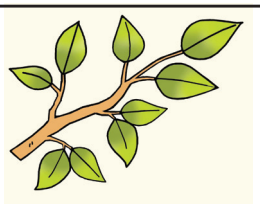
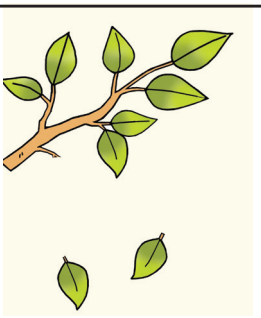
उदाहरण के अनुसार जिोड के चिन्हें के □ लिए बराबर के △ लिए घटाने के ○ लिए।

उदाहरण : □+ △= ○-

\+ – = + – – + – – =

= + – + = – – + – +

@KTBS NOT TO BE REPUBLISHED

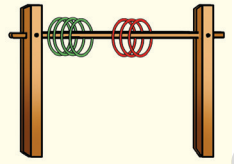

घटाओ 2 बराबर

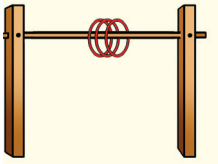
– 2 बराबर



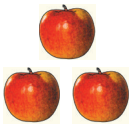


8 – =





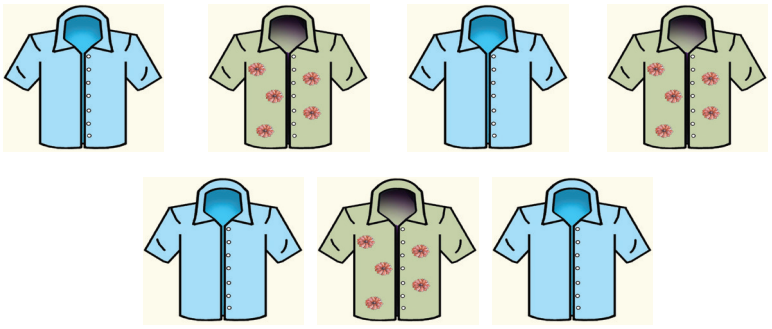
– =


– =

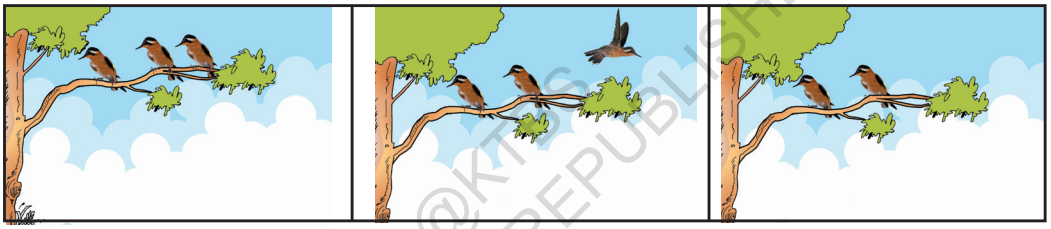
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कितनी कमीजें है? उनमें से फूलोंवाली कमीजों को छोडकर बाकी कमीजें कितनी हैं ?

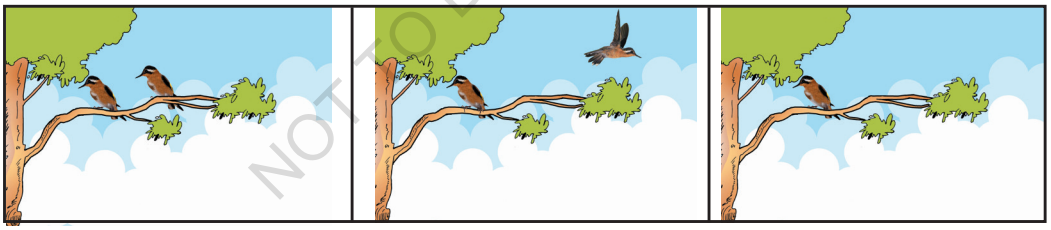


☐ – ☐ = ☐

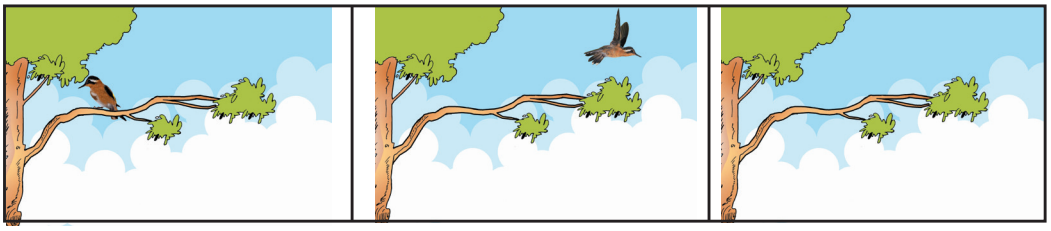
कितने बचे है?



3 – 1 = 2



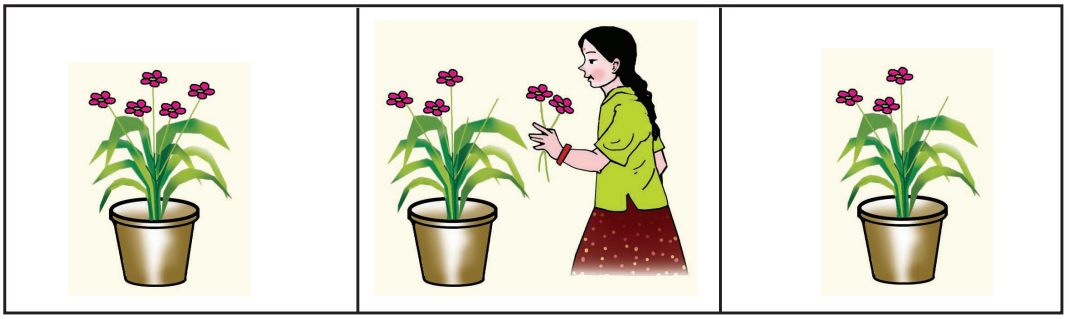
2 – 1 = 1



1 – 1 = 0

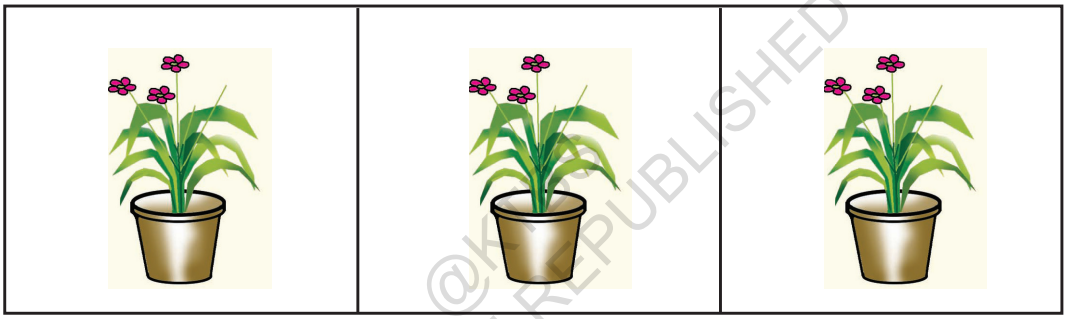
@KTS NOT TO BE REPUBLISHED

घटाओ



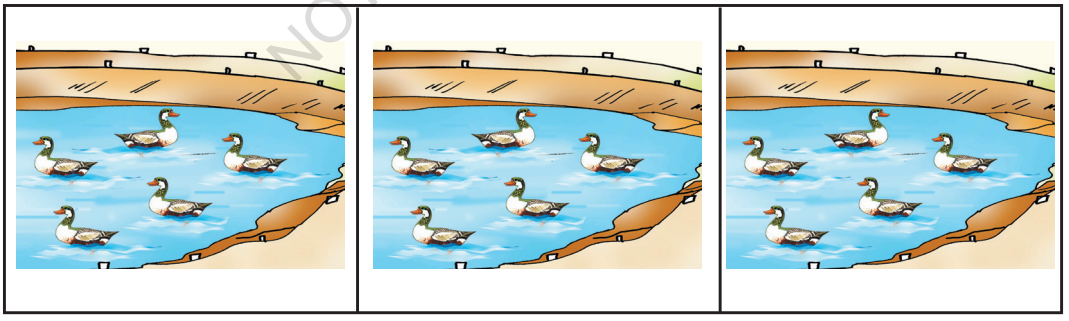
5 — 2 = 3

5 फूलों में 2 फूलों को निकाला, मतलब 5-2=3



3 — 0 = 3

3 फूलों में से एक भी फूल नहीं निकाला मतलब 3-0=3



5 — 0 = 5

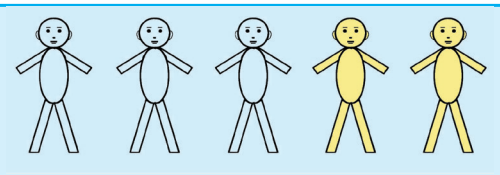
तालाब में 5 बतखें हैं। उन में से कोई भी दूर न गया तो, तालाब में कुल बतखों की संख्या है, 5 - 0 = 5

@KVS NOT TO BE REPUBLISHED

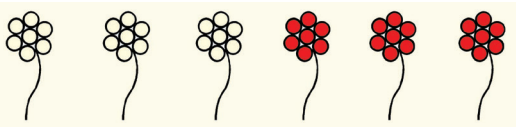
व्यवकलन करो। (घटाओ)

हर समूह से छायाकृत चित्रों को अलग करो। अब कितने बचे है?

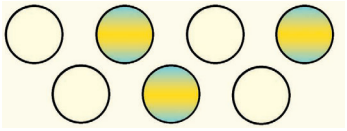
उदा:



5 – 2 = 3



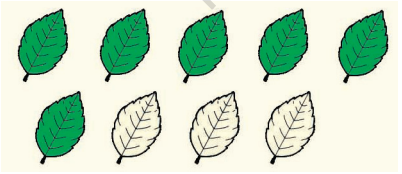
6 – ☐ = ☐



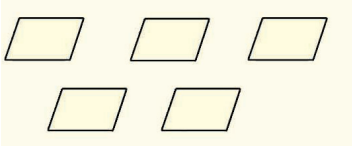
7 – ☐ = ☐



8 – ☐ = ☐



☐ – ☐ = ☐



☐ – ☐ = ☐

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व्यवकलन करो। (घटाओ)

3 - 1 = ☐

7 - 1 = ☐

6 - 4 = ☐

8 - 8 = ☐

7 - 0 = ☐

व्यवकलन करो। (घटाओ)

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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व्यवकलन करो। (घटाओ)

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

खाली जगह में सही संख्याओं को लिखो।

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

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पाठ - 7

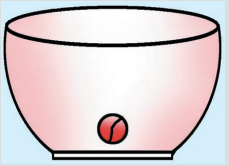
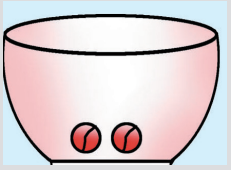
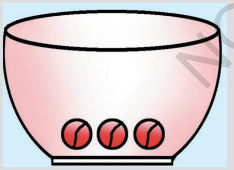
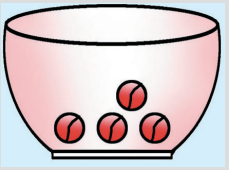
संख्या दस (10)

F8H1R3

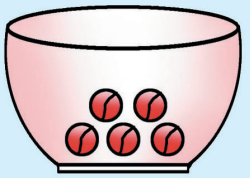
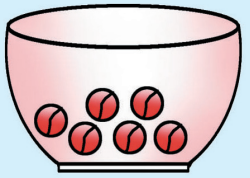
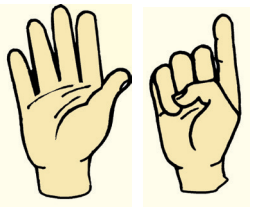
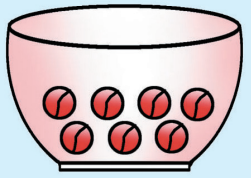
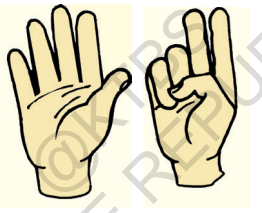
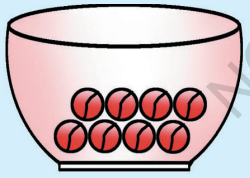
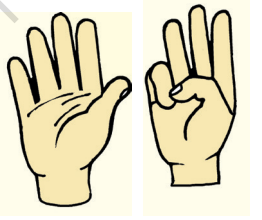
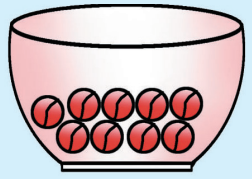
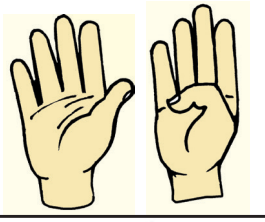
इस पाठ का अध्ययन करने के बाद तुम :

- संख्या दस को पहचानकर लिख पाओगे
- संख्याओं की सहायता से चीजों को गिन सकोगे।

सूचना के अनुसार करो

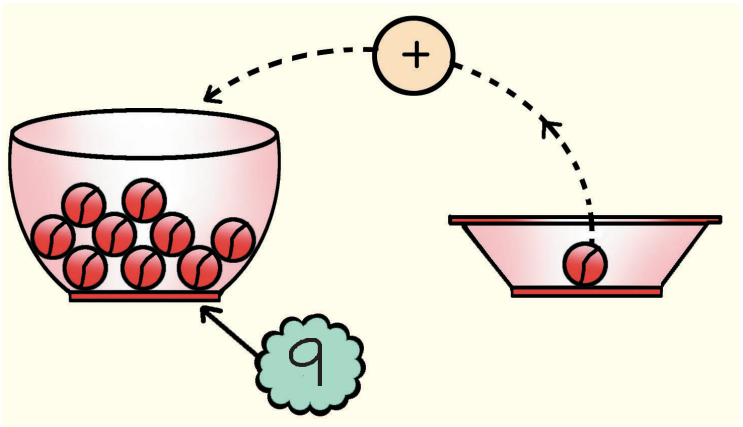
कटोरी में गोलियों को गिनो	उतनी उँगलियों को दिखाओ और संख्या को कहो	उस संख्या को लिखो
		1
		
		
		

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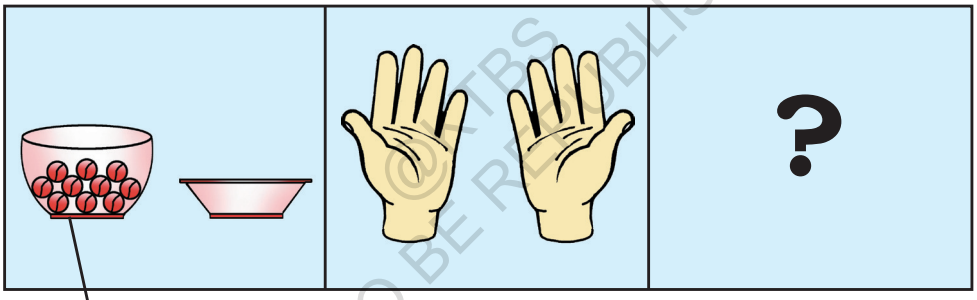
		
		
		
		
		

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इस कटोरी में ऐक और गोली डालो।



9 गोलियों के साथ 1 और गोली जोडने से कुल कितनी गोलियाँ है ?



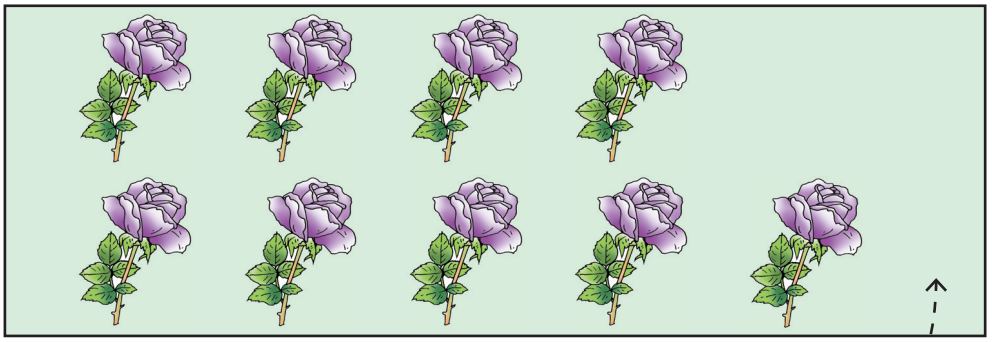
यहाँ दस गोलियाँ हैं।

'दस' इस तरह लिखते हैं।

10

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गुलाब के फूलों को गिनो और उस संख्या को लिखो।



यहाँ ☐ गुलाब के फूल हैं।



इनमें एक और गुलाब का फूल जोडो।

अब इन फूलों को गिनो।



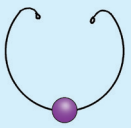
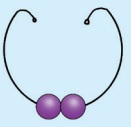
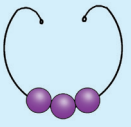
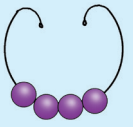
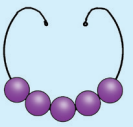
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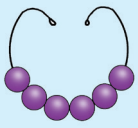
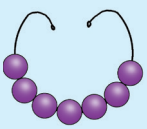
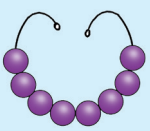
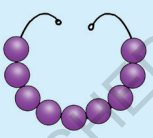
यहँ दस गुलाब के फूल हैं।

दस एक संख्या है।
9 के बाद आनेवाली संख्या है दस।

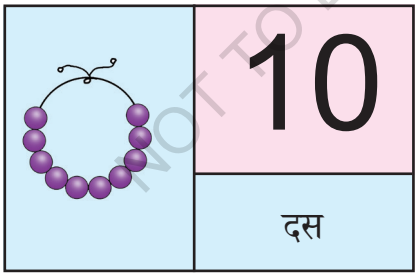
दस को इस तरह लिखते हैं।
10

मालाओं में मणियों को गिन कर संख्याओं को लिखो :

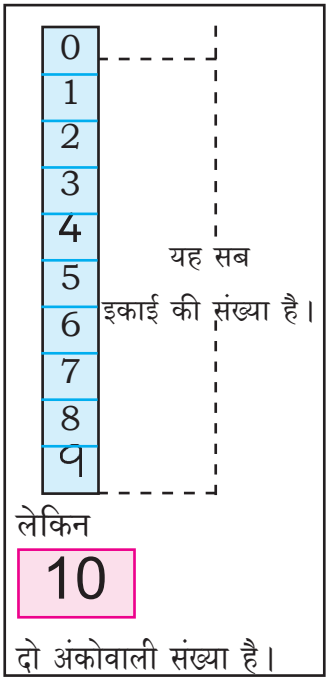
				
1		3		5
एक	दो	तीन	चार	पाँच

				**अगली संख्या कौनसी है?**
	7		९	
छः	सात	आठ	नौ	

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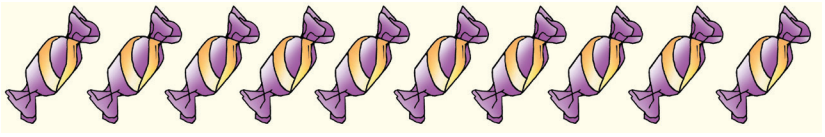


- दस सख्या को '10' के जैसे लिखते है।
- 10 इस संख्या में दो अंक हैं।
- वे हैं 0 और 1
- दस दो अंकोंवाली संख्या है।



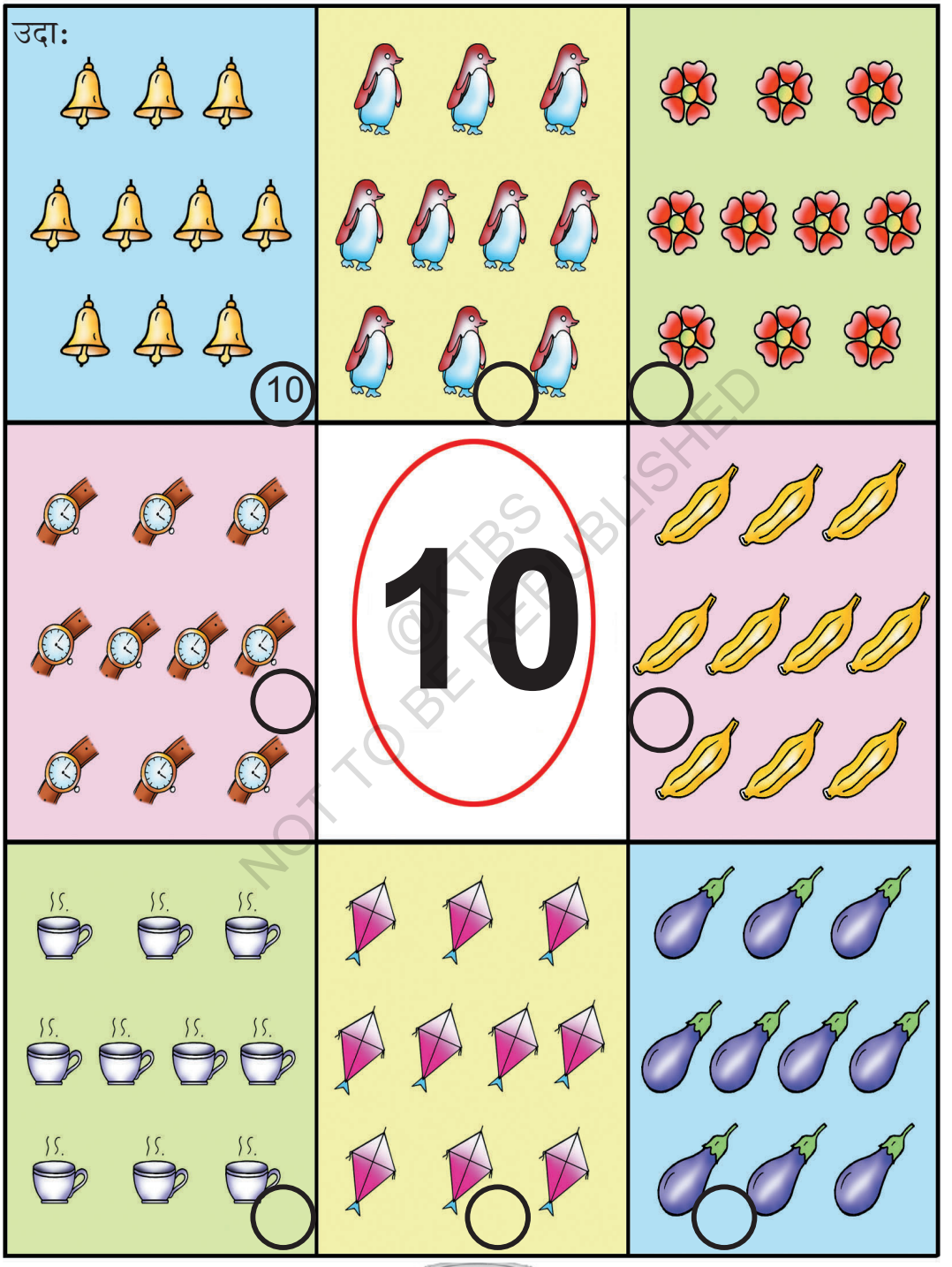
स्वयं अभ्यास करो:

खाली चौकों में 10 को लिखो।

10								
10	10	10	10					

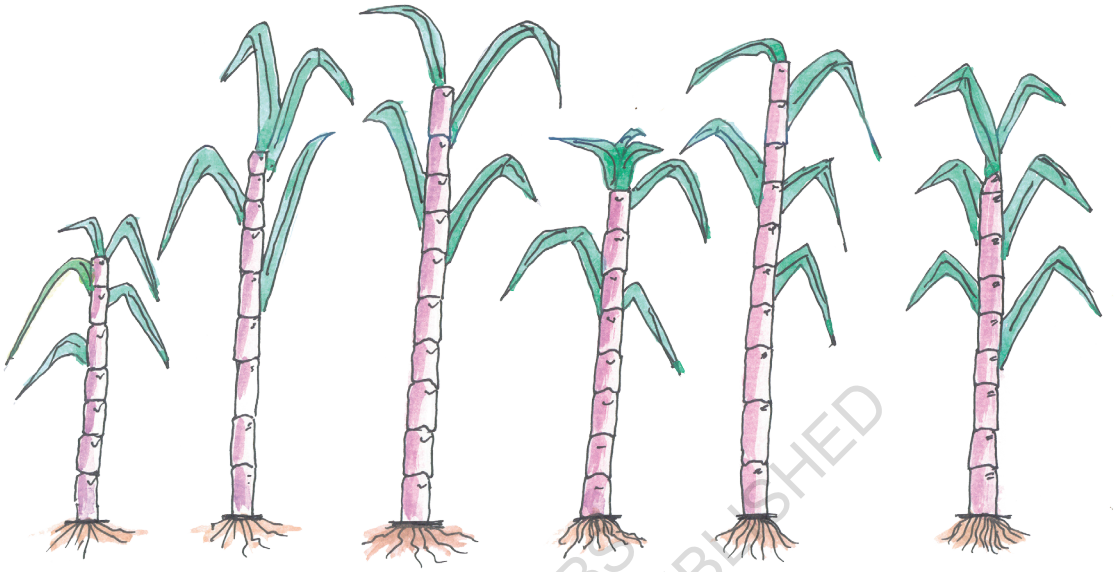
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दिए गए चित्रों को गिनकर खाली जगह पर लिखिए।



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जिन ईखों में दस भाग हैं उन पर (✓) लगाइए और दस से कम से कम ईखों पर (✗) लगाइए।



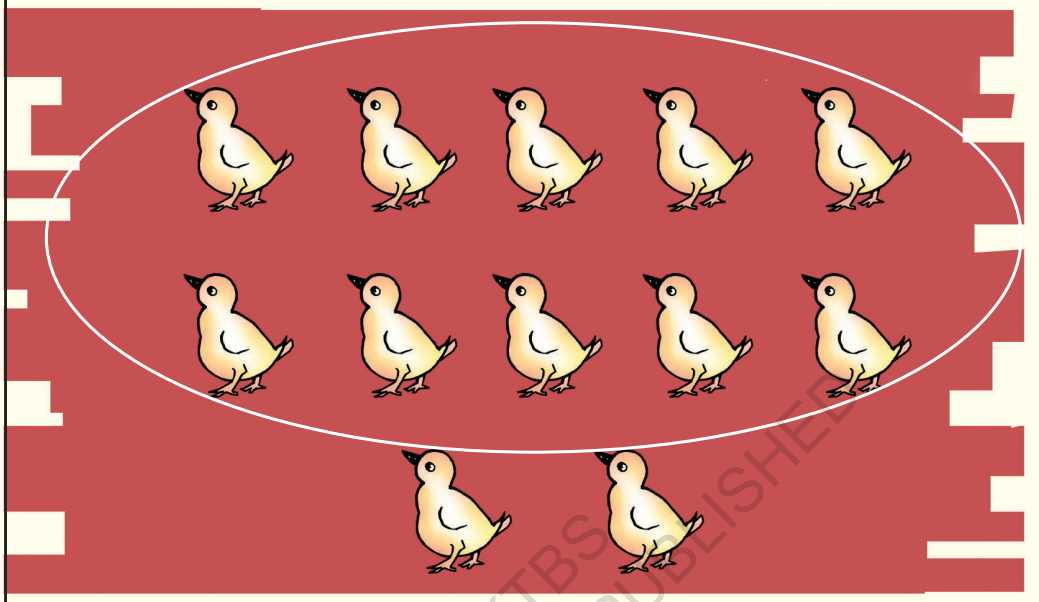
जिन पेडों में दस पत्ते हैं उन्हें (✓) लगाइए और दस से कम पत्तेवाले पेडों को (✗) लगाइए।

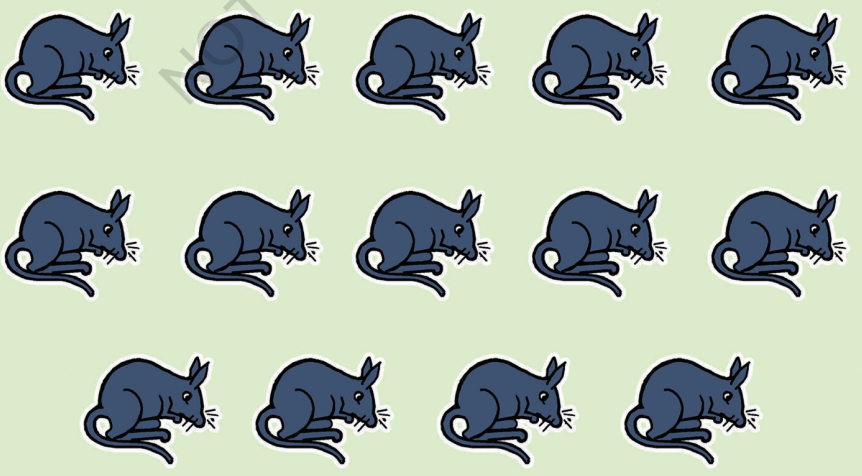


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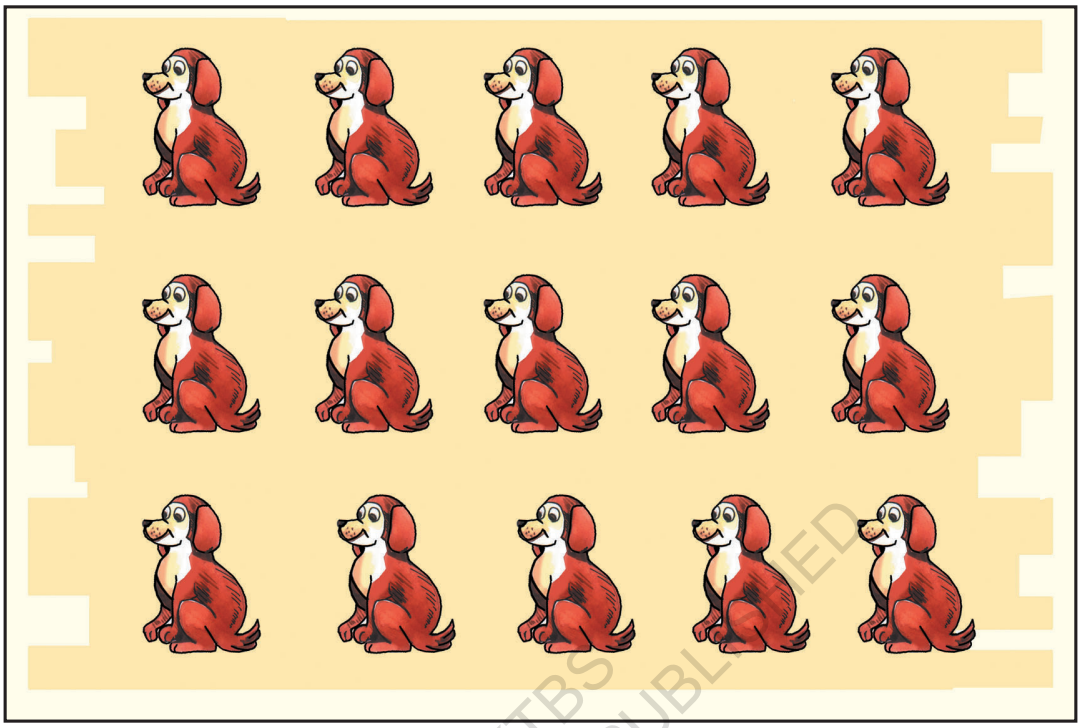
उदाहरण के अनुसार दस चीजों को एक वृत्त लगाइए।

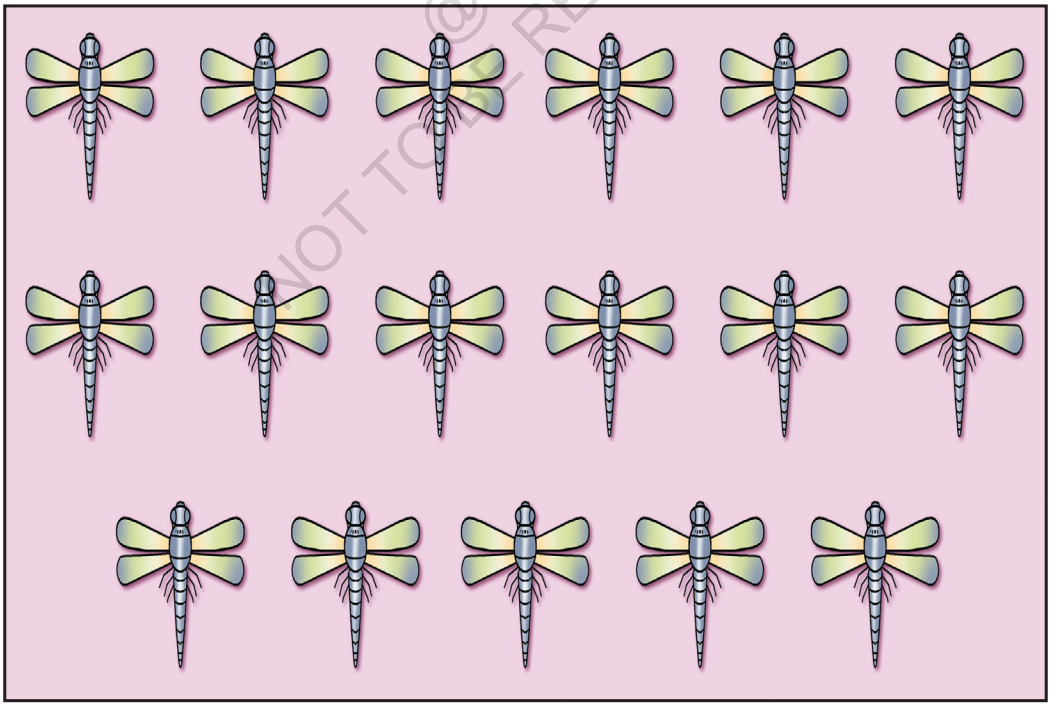
उदाहरण :





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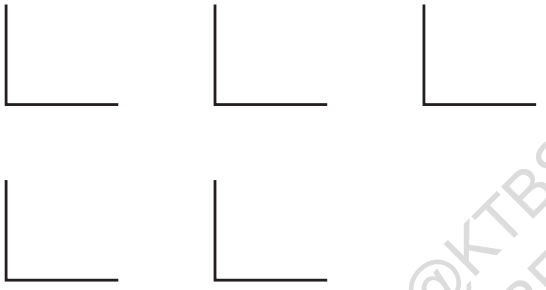
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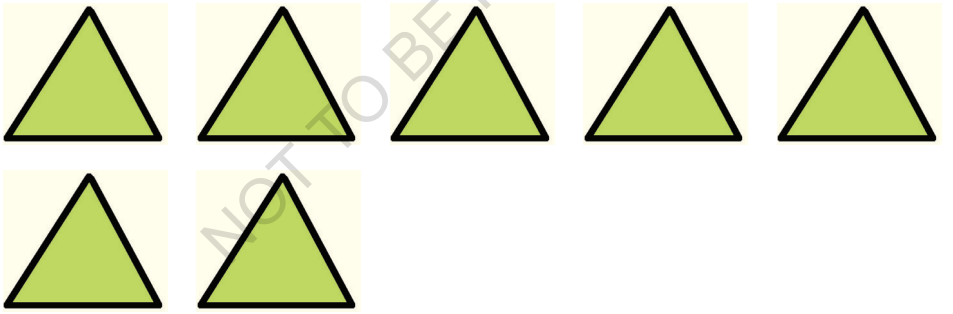
उदाहरण के अनुसार हर अंकण में दस चित्रों को लिखिए।

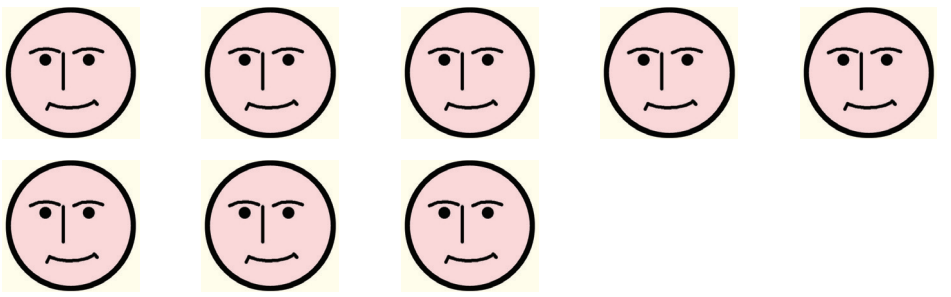
उदाहरण :

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

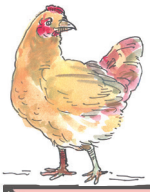




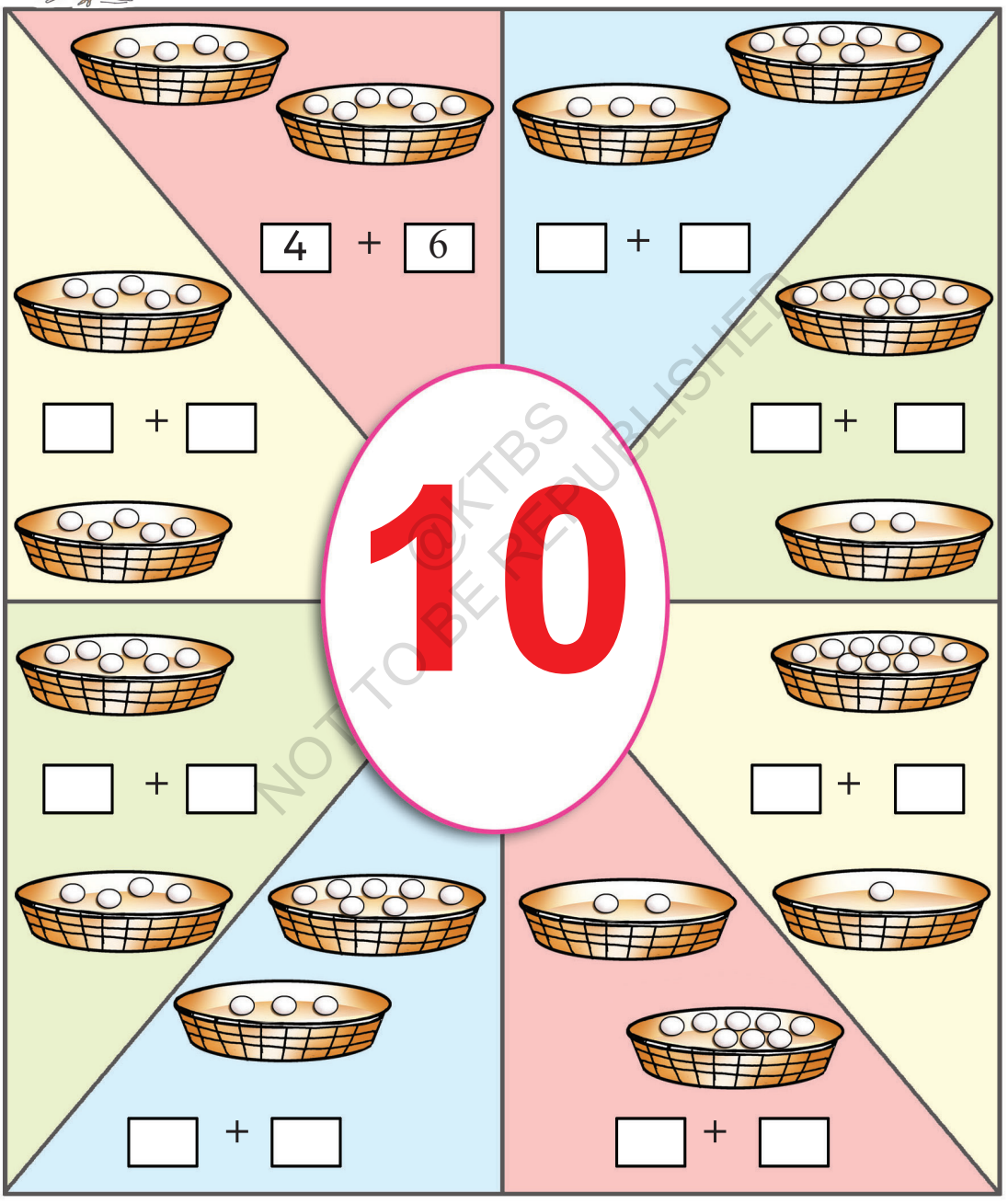


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दस विभिन्न तरीकों से

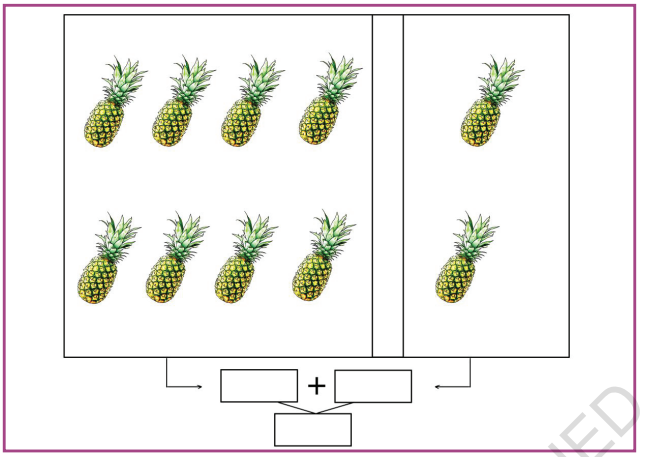


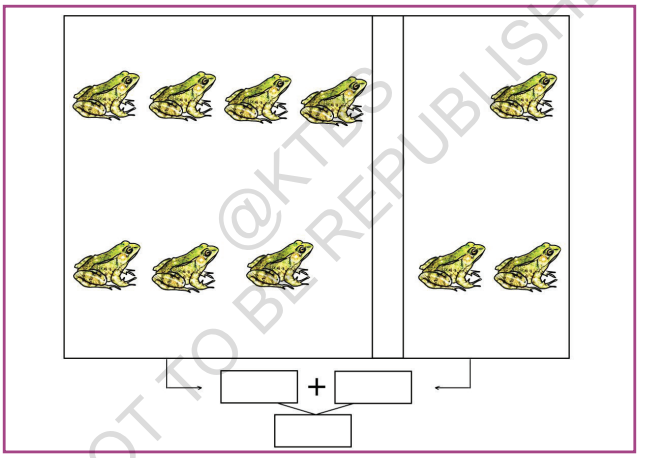
क्या तुम मेरे अंडों को गिन सकते हो ?

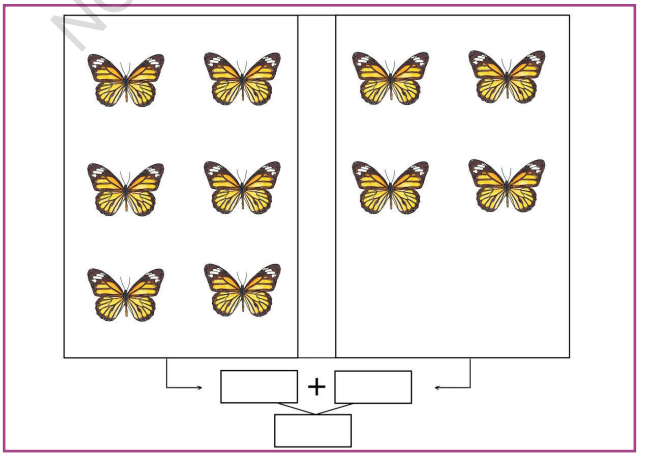


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इन दो समूहों में रहनेवाले वस्तुओं को गिनो और दिये गये खाली खानों में संख्या लिखकर जोडो।







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पाठ - 8

इकाइयाँ और दहाई

I7M8X2

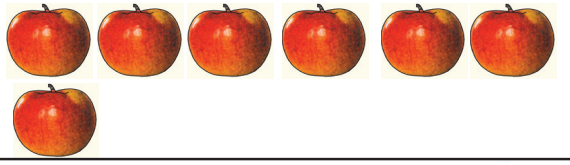
इस पाठ का अध्ययन करने के बाद तुम :

- दस और इकाइयों के समूह को बना पाओगे।
- दस और इकाइयों का प्रयोग सीखोगे।
- चित्रों के सहारे दस और इकाइयों के समूह को पहचान पाओगे।

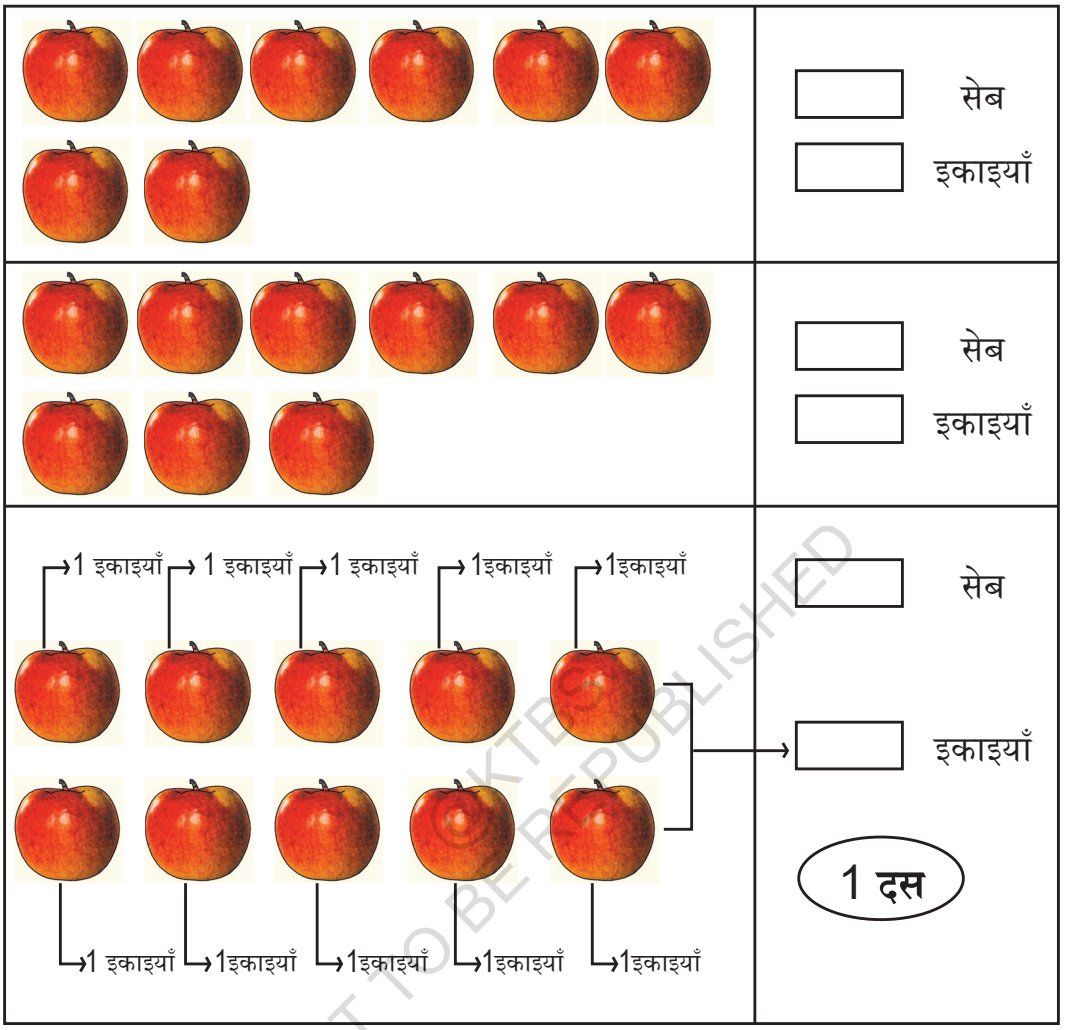
इन फलों को गिनो और उन की संख्या को कोष्टक मे लिखो।

हर फल को एक अलग इकाई ही मानो।

इकाइयों को दिए गए कोष्टक में लिखिए।

	1 1	सेब इकाइ
		सेब इकाइयाँ
		सेब इकाइयाँ
		सेब इकाइयाँ
		सेब इकाइयाँ
		सेब इकाइयाँ
		सेब इकाइयाँ

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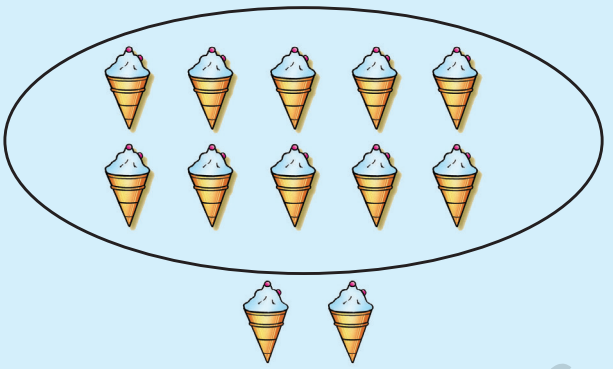
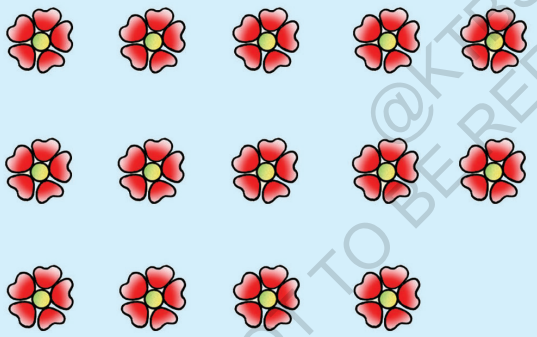
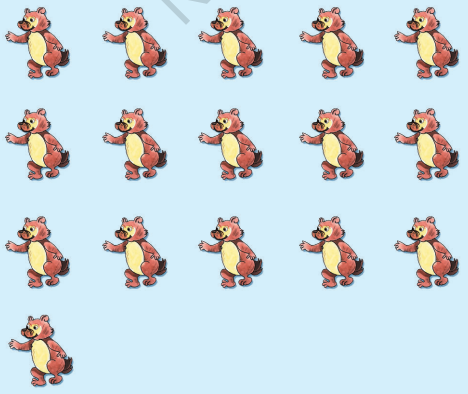
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ध्यान दीजिए

गिनी जानेवाली हर चीज एक इकाई है।

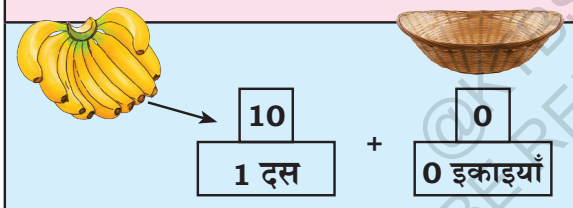
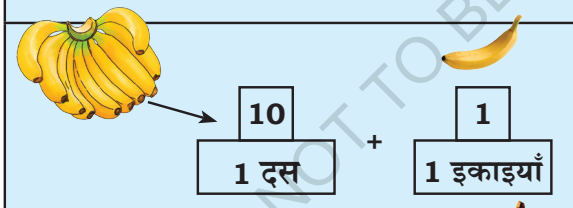
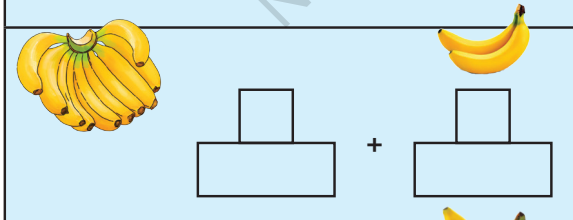
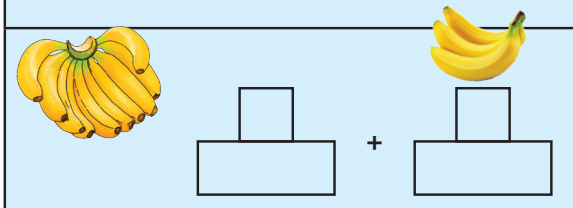
दस इकाइयों को जोडने से दस का एक समूह होता है।

गिनो, नमूने के अनुसार दस चीजों को रेखांकित करों और उन की संख्याओं को और बाकी चीजों की संख्याओं को उदाहरण के अनुसार लिखो।

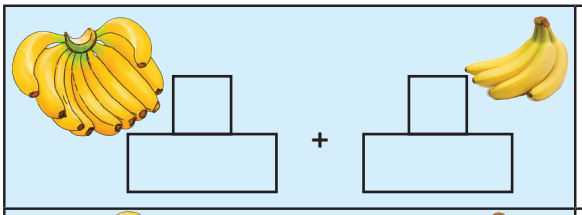
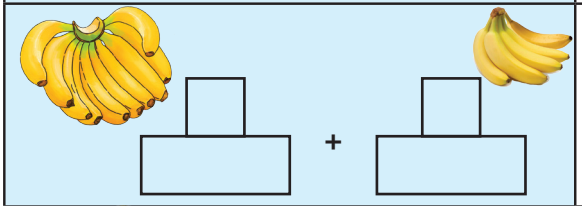
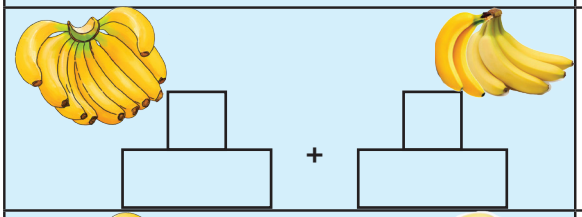
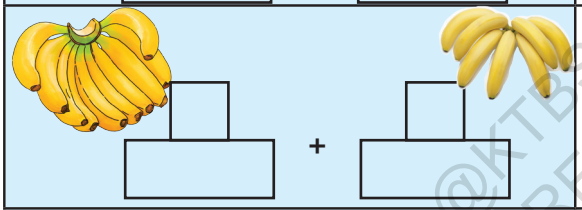
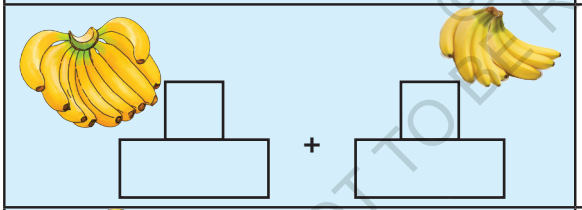
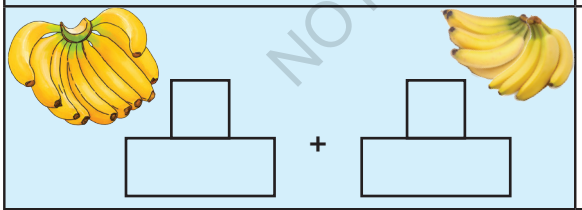
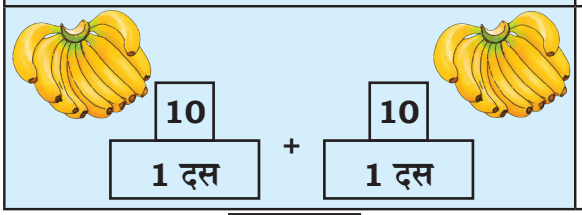
	रेखांकित वस्तुएँ	बची वस्तुएँ
उदा : 	10	2
		
		

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ब्रेड के टुकडों को गिनो	केले की संखाओं को लिखो		
	दस	इकाइयाँ	संख्या
 10 (1 दस) + 0 (0 इकाइयाँ)	1	0	10
 10 (1 दस) + 1 (1 इकाइयाँ)	1	1	11
 +			12
 +			13

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			14
			15
			16
			17
			18
			19
			20

2 दस इन्हे इस तरह लिखते हैं।

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पाठ - 9

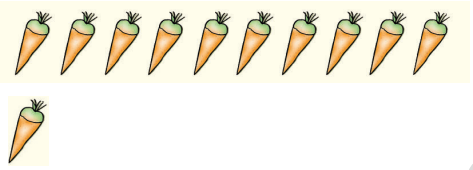
संख्याएँ (11 से 20)

K8V1H9

इस पाठ का अध्ययन करने के बाद तुम :

- 11 से 20 तक संख्याओं को लिख पाओगे।
- इन में पहले, बीच में और बाद में आनेवाली संख्याओं को (सिर्फ 20 तक) पहचानकर लिख पाओगे।

चीजों को गिनकर उन की संख्याओं को लिखो

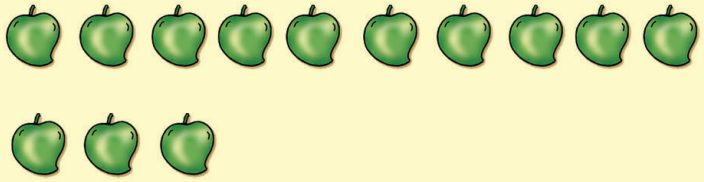


11	11	11						

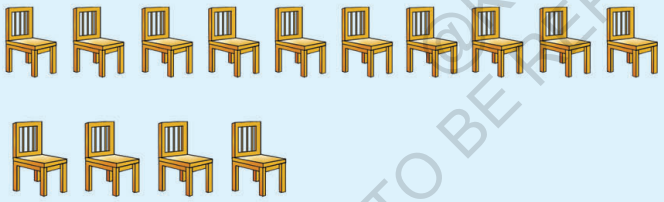


12	12	12						

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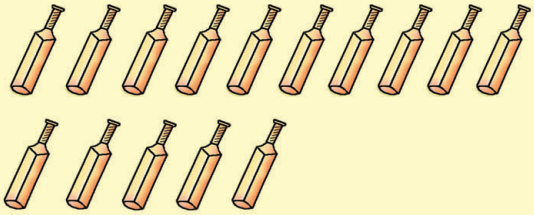


13	13	13						



14	14	14						

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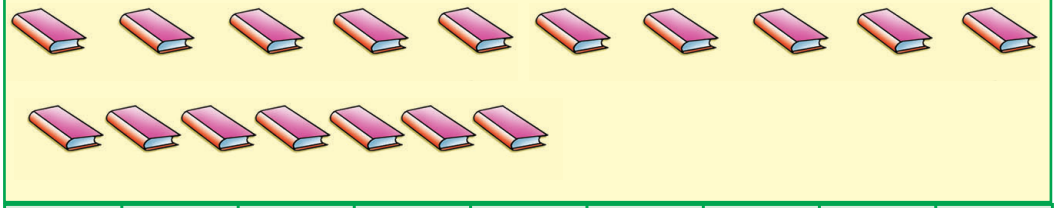


15	15	15						



16	16	16						

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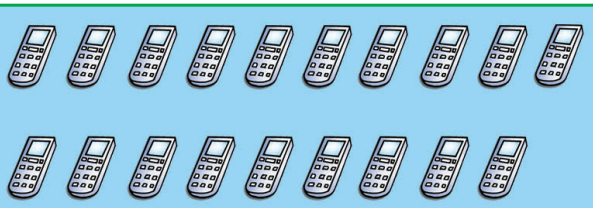


17	17	17						



18	18	18						

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19	19	19						



20	20	20						

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इन संख्याओं को पढ़कर, उन्हें दी गई खाली जगह में लिखो।

11	11							
12	12							
13	13							
14	14							
15	15							
16	16							
17	17							
18	18							
19	19							
20	20							

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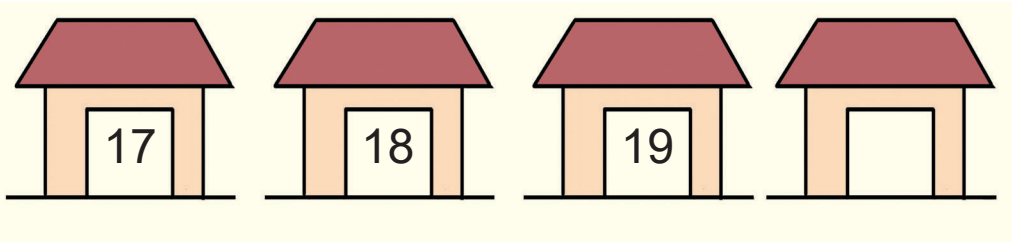
इन चित्रों को देख कर, छूटी हुई संख्याओं को लिखो ।

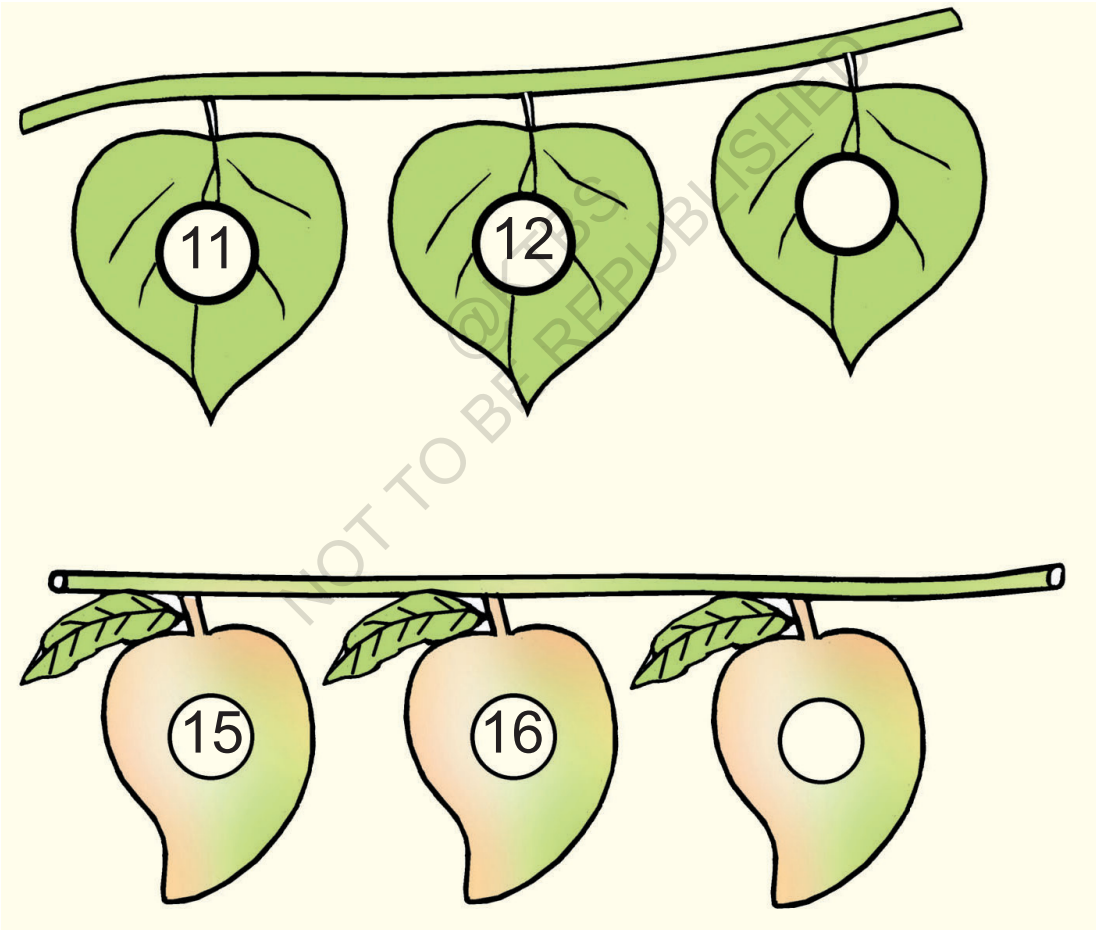


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अगली, पिछली और बीचवाली संख्याएँ

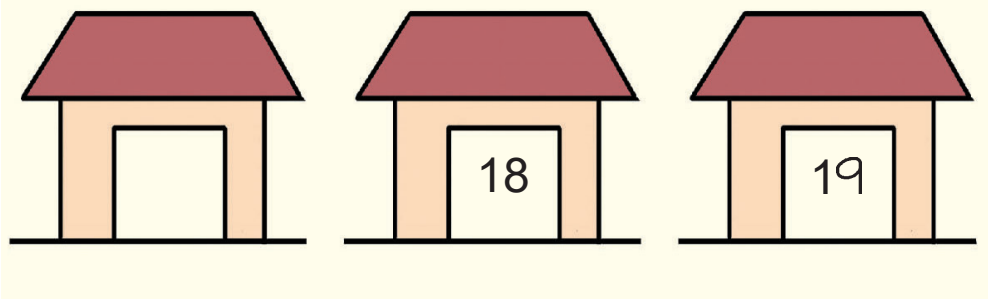
अगली संख्या लिखो :

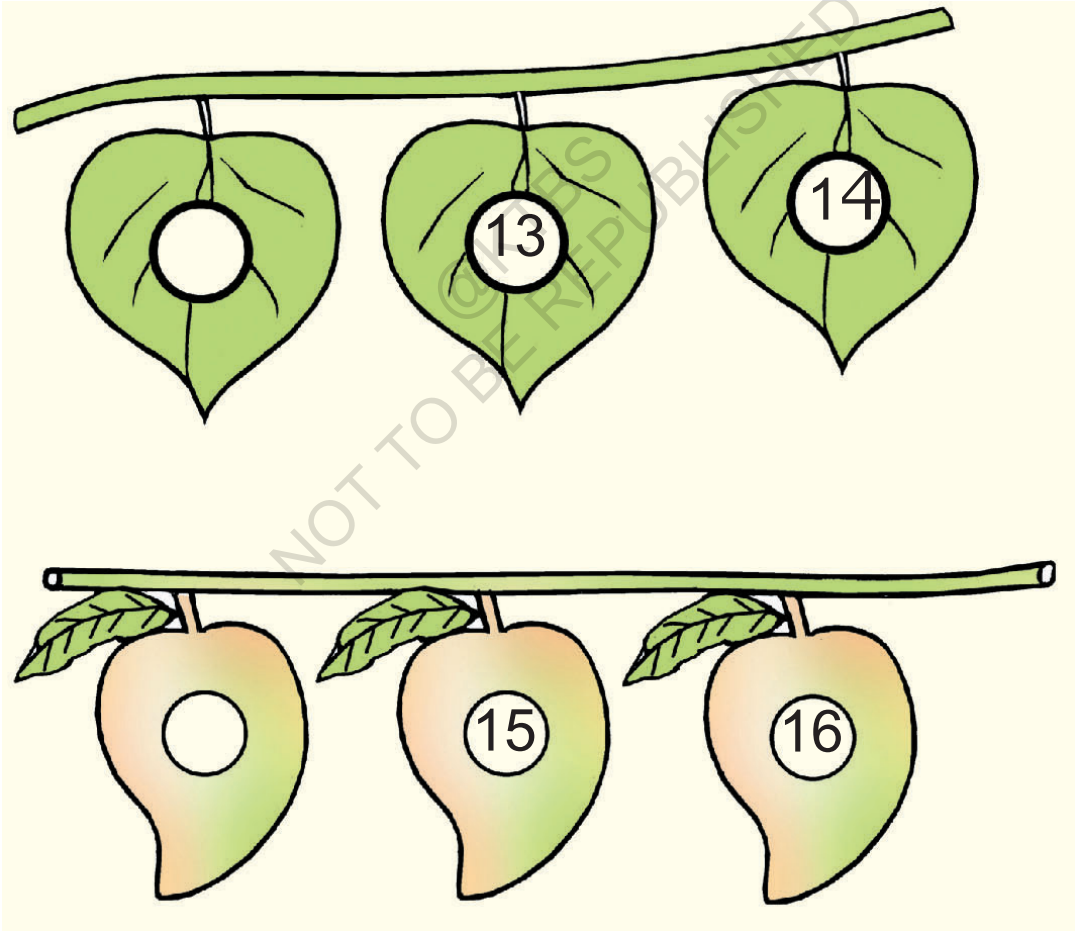




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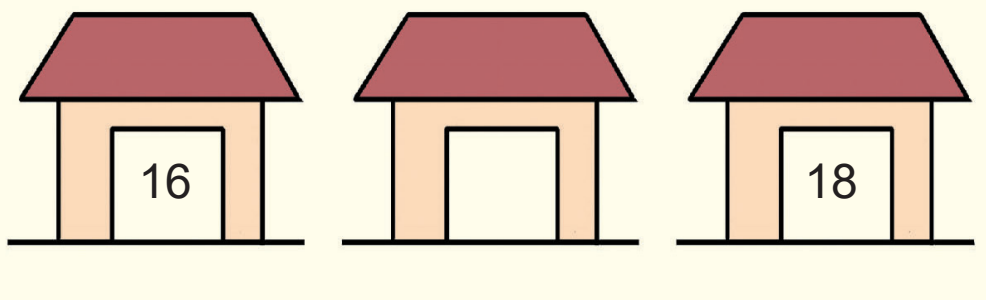
पिछली संख्या लिखो:

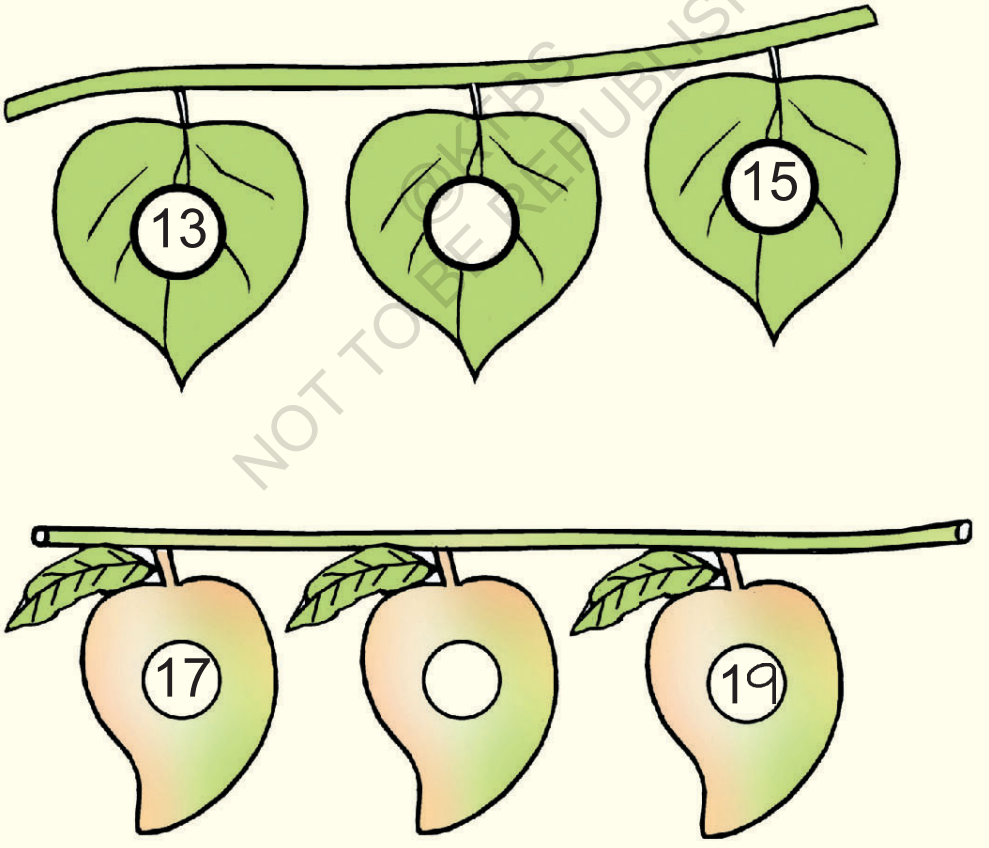




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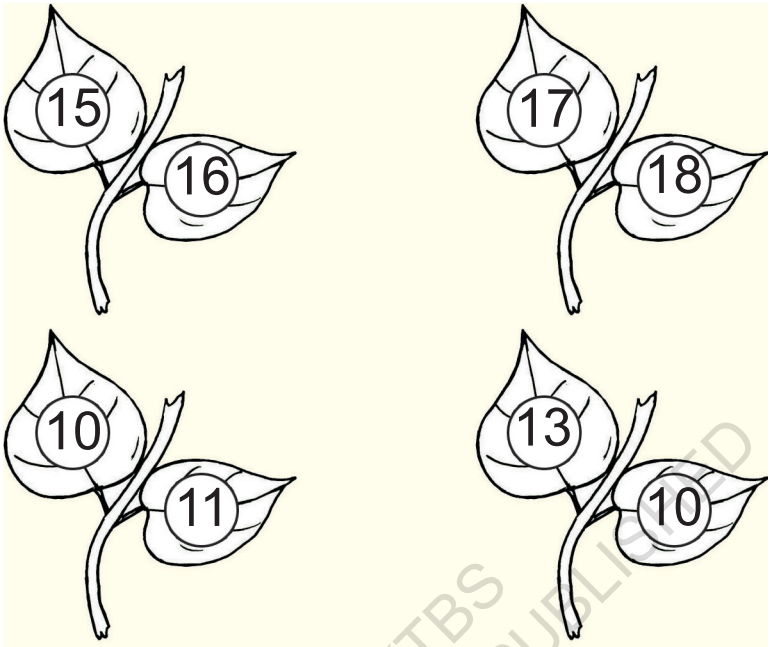
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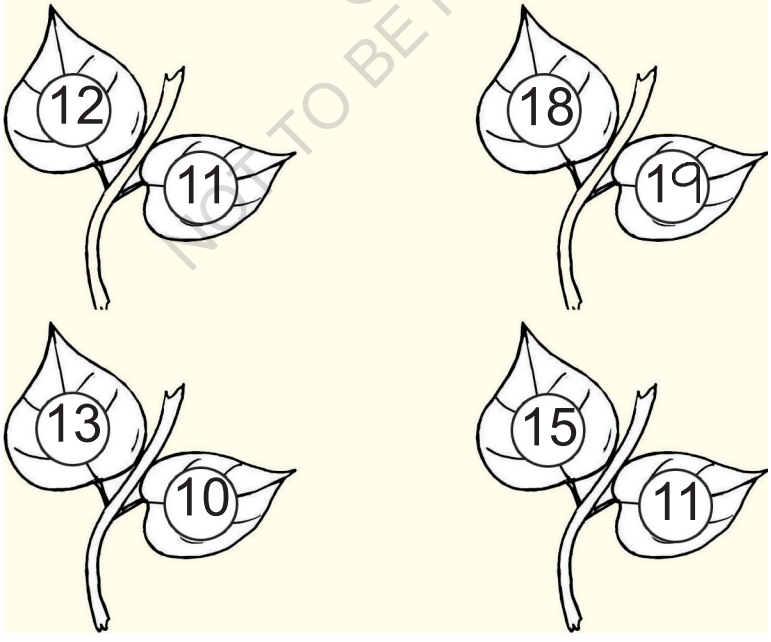


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इन जोडों में बडी संख्यावाले पत्ते पर रंग लगाओ।



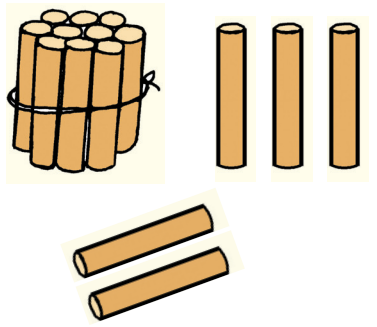
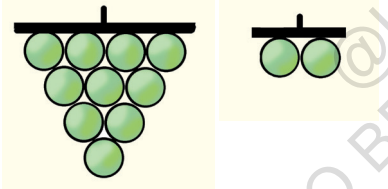
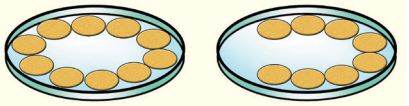
इन जोडों में छोटी संख्यावाले पत्ते पर रंग लगाओ।



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यहाँ दी गई वस्तुओं को गिनकर सामने दी गई संख्याओं से तुलना करो और सही हो तो (✓) चिन्ह लगाओ, नहीं तो (✗) चिन्ह लगाओ:

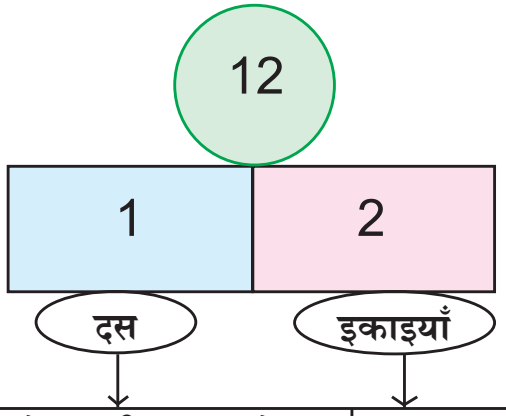
उदा :

	15	✓
	12	
	18	

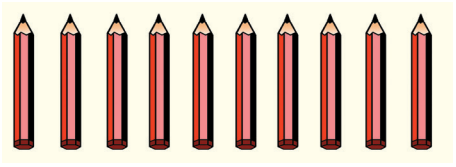
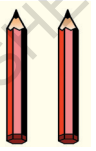
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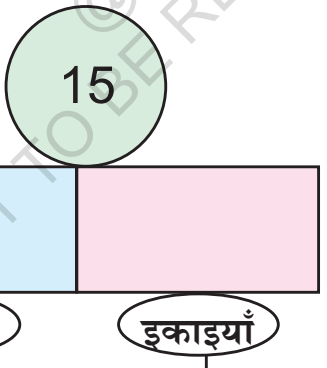
दस और इकाइयों का समूह

उदा :



सूचना
सख्या को पढ़ो
संख्या को दस और इकाइयों में विभाजित करो
वस्तुओं का चित्र

दहाई चीजों का चित्र बनाओ	इकाइयों का चित्र बनाओ
	



सूचना
संख्या को पढ़ो
इन संख्याओ को दहाई और इकाइयों में विभजित करो
वस्तुओं का चित्र

दहाई वस्तुओं का चित्र बनाओ	इकाइयों का चित्र बनाओ

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