Joyful Mathematics

Class 1

Part - I

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एन सी ई आर टी
NCERT
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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Foreword

India has a rich tradition of nurturing the holistic development of children during their most formative years. These traditions provide for complementary roles for the immediate family, the extended family, the community, and formal institutions of care and learning. In addressing the first eight years of a child's life, this holistic approach — which includes the cultivation of *sanskar* which are passed on from generation to generation — has a critical and positive lifelong influence on every aspect of a child's growth, health, behaviour, and cognitive capabilities in the later years.

Considering the importance of the early years in a child's lifelong development, the National Education Policy 2020 (NEP 2020) envisioned a 5+3+3+4 curricular and pedagogical structure as providing a much needed focus on formal education and childcare in the country during the first five years corresponding to ages 3-8, naming it the Foundational Stage. Classes 1 and 2 form an integral part of this Foundational Stage, continuing from the ages of 3-6 years, in which a child's holistic growth is taken care of in *Balvatika*. An individual's lifelong learning, social and emotional behaviour, and overall health depend deeply upon the experiences gained during this critical Foundational Stage.

The Policy thus recommended developing a National Curriculum Framework specifically for this Stage, which would comprehensively guide the whole education system toward providing high-quality education in children's early years, thereby carrying this momentum forward to the other later stages of school education. Based on the principles and objectives enunciated under NEP 2020 — as well as on research from a range of disciplines (including neuroscience and early childhood education), on experiences and accumulated knowledge from the ground, and on the aspirations and goals of our Nation — the National Curriculum Framework for Foundational Stage (NCF-FS) was developed and released on 22 October 2022. Subsequently, textbooks have been developed to bring to life the curricular approach of the NCF-FS. The textbooks attempt to connect to the children's real life by recognising their learning in the classroom and the significant learning resources in the family and the community.

The approach in the NCF-FS is also resonant with the *Panchkoshiya Vikas* (the development of the five sheaths of human personality) as elucidated in the *Taittiriya Upanishad*. The NCF-FS enunciates the five domains of learning, i.e., physical and motor; socio-emotional; cognitive; language and literacy; and cultural and aesthetic, which map to the Indian tradition of *Panchkosh* consisting of five *kosh* viz. *Annamaya*, *Pranmaya*, *Manomaya*, *Vijnanmaya* and *Anandmaya*. Besides, it also focuses on integrating a child's experiences at home with the knowledge, skills, and attitudes that would be developed within the school's precinct.

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The NCF-FS, which covers Classes 1 and 2, also articulates a play-based approach to learning. According to this approach, books form an essential part of the learning process; however, it is also important to understand that books are only one among many pedagogical tools and methods, including activities, toys, games, conversation, discussion, and more. This marks a departure from the prevailing system of merely learning from books to a more congenial play-way and competency-based learning system, where children's engagement with what they do and learn becomes critical. Thus, the book in hand must be seen as an instrument to promote a play-based pedagogical approach in its entirety for this age group of children.

The present textbook attempts to provide competency-based content in a simple, interesting, and engaging manner. The endeavour has been to make it inclusive and progressive by breaking several stereotypes through the presentation of text and illustrations. The child's local context, which includes traditions, culture, language usage, and rootedness in India and is central to students' holistic development, has been reflected in the books. An effort has been made to make it engaging and joyful for the child. The book integrates art and craft to help children appreciate the aesthetic sense inherent in such activities. The textbook provides children with situational awareness to understand the underlying concepts relating to them in their own contexts. Though light in terms of content, this textbook is rich in substance, providing varied experiences and integrating play-way methods of learning through toys, games, and a variety of other activities. It includes questions that will help children develop critical thinking and problem-solving abilities. Besides, the textbook has rich subject matter and activities to help children develop the necessary sensitivity towards our environment. It also provides ample scope for our States/UTs to add/adapt content with local perspectives in the versions that they may develop as per the recommendations of NEP 2020.

NCERT appreciates the hard work done by the committee set up to develop the syllabus and learning-teaching material for the foundational stage. I thank the Chairperson of this committee, Professor Shashikala Wanjari, and all other members for completing this task in time and in such an admirable way. I am also thankful to all the institutions and organisations which have generously extended their help and assistance in making this possible. I am especially thankful to Dr. K. Kasturirangan, Chairperson of the National Steering Committee, and its other members, including those of the Mandate Group, its Chairperson Professor Manjul Bhargava, and members of the Review Committee, for their timely and valuable suggestions.

As an organisation committed to reforming school education in Bharat and continuously improving the quality of all learning and teaching material that it develops, NCERT looks forward to critical comments and suggestions from all its stakeholders to further improve upon this textbook.

Professor Dinesh Prasad Saklani
Director
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About the Book

The *National Policy on Education 2020* has recognised the importance of developing a strong foundation of learning during the early developmental age (3–8 years) of children emphasising on foundational literacy and numeracy. In view of policy's perspective of holistic development of children, the *National Curriculum Framework for Foundational Stage (NCF-FS)* has recommended curricular goals, competencies and learning outcomes aligned to the developmental domains such as physical, socio-emotional-ethical, cognitive, language and literacy, aesthetic and cultural and positive learning habits. As a follow-up of this, syllabus for foundational stage developed by the NCERT includes mathematics and numeracy under the cognitive domain, also emphasising upon integration of all other domains while developing learning-teaching materials for Mathematics including textbooks.

The present textbook of Mathematics for Class 1, i.e., 'Joyful Mathematics' has been designed keeping in view the recommendations of *NEP 2020*, *NCF-FS* and Syllabus for the Foundational Stage. Though it may be assumed that a child entering Class 1 has three years intervention in the form of *Balvatika* 1 to 3 (age 3–6 years), yet in view of diversity in our country, there may be children who are for the first-time getting exposure of numeracy in the institutional setup at the age of 6 years. This textbook takes care of such situations.

Children at this stage enjoy free play, toys and games. Therefore, plenty of opportunities are included for play and games within activities while developing various mathematical ideas like spatial understanding, handling numbers, mathematical and computational thinking, etc. This helps the child in smooth transition from concrete to pictorial and to abstract reasoning for every new concept or competence being introduced.

The *Joyful Mathematics* for Class 1 has a lot of activities which are expected to be conducted within and outside the classroom, keeping in view the objective of experiential learning for holistic development. In all the chapters, mathematical understanding is built through play-based activities. The textbook tries to provide children a feeling that they are playing, and mathematics is being learnt, rather than forcing them to learn mathematics without any joy.

The learning of languages and age-appropriate physical and mental development have been integrated with the book as learning of mathematics does not take place in isolation. The book provides suggestions to parents, teachers or other concerned like elder siblings, on having a healthy discussion with children through thought provoking questions, stories, poems, etc.

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Various mathematical ideas have been presented through self-explanatory and contextual illustrations keeping in view the differential abilities among children to read words at this stage. Moreover, such pictures/illustrations also help the children in enhancing their visual and reading comprehension.

The book is designed as text-cum-workbook including opportunities for children to draw pictures, colour them and write appropriately. The oral discussions with children have been included in all the chapters to help them verbalise or express their thinking process. This will also help teachers to continuously assess the learning in a non-threatening atmosphere. The thought provoking practice tasks in the form of questions and activities have been given. It is also expected that the teachers or parents will develop similar questions for the children to have more targeted skill practice. The innovative use of the textbook lies with the parents and teachers that will ensure the joyful learning of mathematics among children of Class 1.

A beginning has been made to inculcate logical thinking, analytical skills, mathematical communication and 21st century skills through activities, open ended questions, exploration and discussion in the book. The chapters are framed as a beginning towards mathematical proficiency by adding conceptual understanding, procedural fluency, adaptive reasoning, and a positive attitude towards mathematics.

The *Joyful Mathematics* for Class 1 is based on the four blocks mentioned in the *NCF-FS 2022*. These are— Oral Math Talk, Skills Teaching, Skill Practice and Math Games, they have been included in all the chapters. Most of them have been presented in an integrated manner. However, one can find the following chapters not only aligned to the curricular goal (CG-8) of developing mathematical understanding and abilities to recognise the world through quantities, shapes and measures but also to all other curricular goals as given in the *NCF-FS* 2022 and syllabus leading to holistic development:

- **Oral Math Talk:** Maths poems like 'Finding the Furry Cat!' and 'Chhuk Chhuk goes our Train' in Chapter 1 and 'Five Little Children in Chapter 5 and picture stories for introduction of concepts, practice and assessment have been included like, 'Wise Grandmother' in Chapter 2, 'Eating Mango' in Chapter 3, 'Vanishing Buttons' in Chapter 4, 'Going out with Grandfather' in Chapter 5, '*Utsav*' in Chapter 9, 'How Do I Spend My Day' in Chapter 10, etc.
- **Skills Teaching:** All chapters have activities that can be done by the child all alone, in groups, or with the help of some elders (parents, teachers, and siblings). This helps the child in the development of various skills with the guided support of others.
- **Skill Practice:** Opportunities for skill practice have been included in all the chapters in the form of Let us Do, Projects, and Practice Questions.

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- **Math Games:** Math games and activities have been interwoven in all the chapters throughout the book.

The above chapters have been developed keeping in view the need for developing sensitivity towards environment, values, positive habits, cultural rootedness, and inclusive perspectives in children. Multilingual perspective is also reflected in the textbook. Engaging activities also focusing on language development are included in the entire textbook which will trigger interest in children to learn joyfully.

Teachers need to understand the objective of each of the chapters and activities given, their alignment with curricular goals and competencies as included in the syllabus for the foundational stage, and accordingly make a learning plan for children including variety of activities addressing the diverse needs of children. In this learning plan, teachers need to be the active observants of learning outcomes achieved by the children and their flow towards development of identified competencies under all the curricular goals. Mapping with learning outcomes and activities given in different chapters is required on the part of teachers if we want to make our education competency-based in true letter and spirit.

Activities given in this textbook are suggestive. Teachers can develop their own activities and supplement the same with local toys, games or toys created by them and other materials available in the child's immediate environment for hands on learning with concrete material. Teachers are free to adapt, adopt and modify the activities as per their contexts and circumstances without losing the sight and aim of development of identified competencies in children at this stage.

Mental challenge and engagement in thought provoking task lead to the better mathematical learning and criticality. Solving brain teasers, puzzles and riddle provide opportunities to children in addition to their routine learning. Many age appropriate puzzles have been given in the book. The child must be engaged for at least a week in finding solutions of a puzzle. There may be more than one right answer for some of the problems. Also these puzzles are given to provide joyful experiences to a child. Thus, child should not be assessed on solving these puzzles.

The chapters of the book need to be supplemented by audio-video aids, e-content, material available in QR codes embedded in the book and other learning-teaching material like kits developed by the NCERT.

This textbook is not the only source of learning. Children learn much more while observing environment, talking to peers and elders including grandparents, making things of their interest, watching TV, playing with mobile, toys and games, listening stories, poems, doing projects, visiting places of cultural importance and traveling. Therefore, we as teachers or parents need to value this learning by going beyond the textbook and try to map it with the competencies and curricular goals identified for this stage. The education of our children is seen as our collective responsibility.

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1 Finding the Furry Cat!

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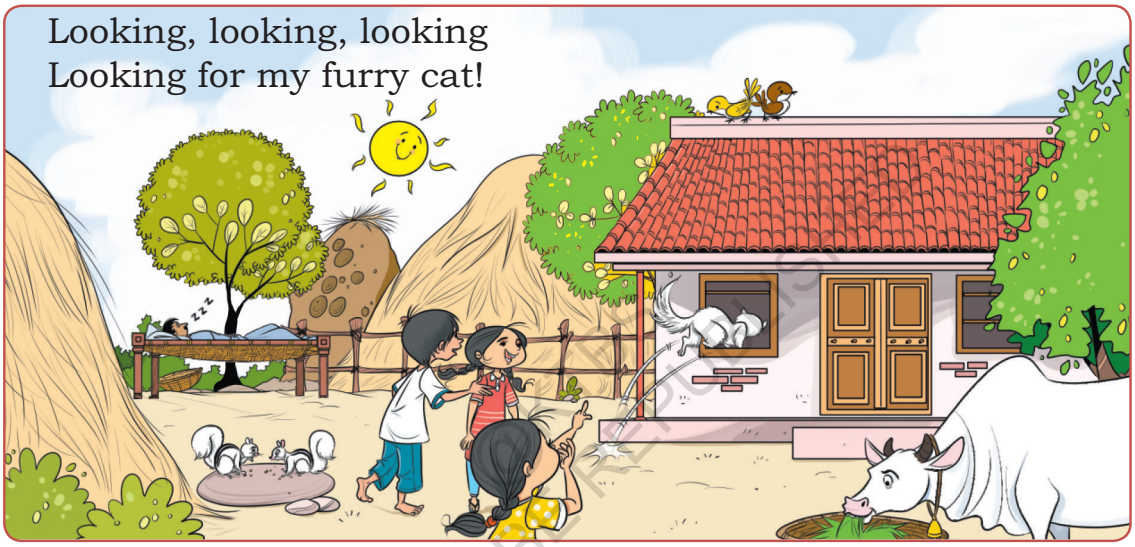
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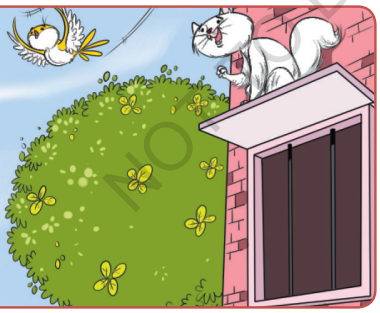


Let us Sing

Looking, looking, looking
Looking for my furry cat!



Are you sitting **on** the window shed?



Are you sleeping **under** my bed?
Where are you my furry cat?



Looking, looking, looking
Looking for my furry cat!
Are you **inside** the backpack?



Are you **outside** the red rack?
Where are you my furry cat?



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Come, come, come

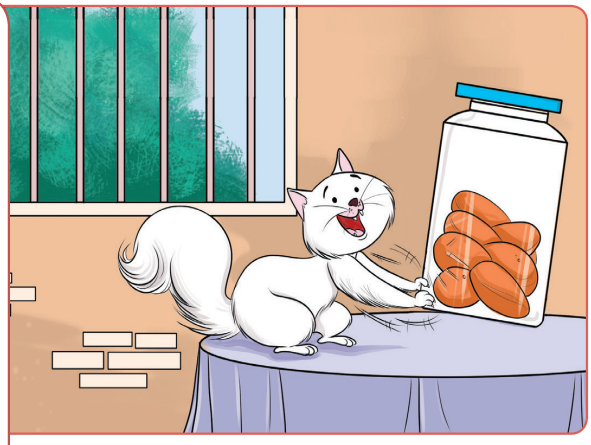
Come to me, my furry cat!

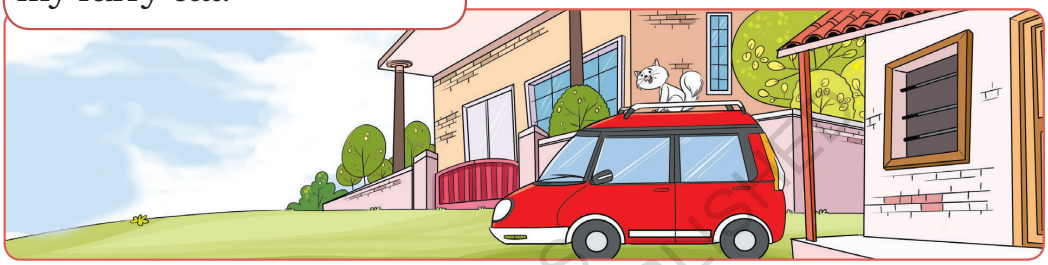
Saw you scratching the **bottom** of my jar.

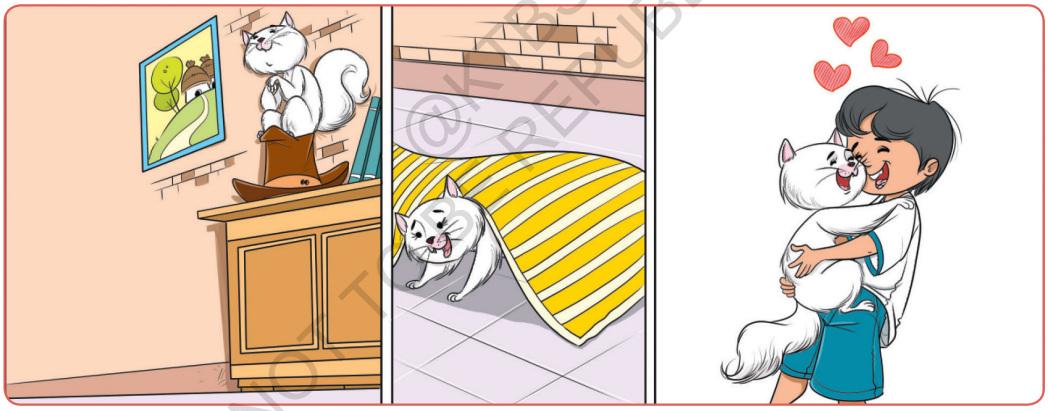
Saw you playing at the **top** of my car.

Come to me,

my furry cat!







Come, come, come
Come to me my furry cat!
Saw you hopping **above** the hat.

Saw you hiding **below** the mat
Here comes my furry cat!

Read aloud the poem. Ask children to recite and enact it. Children can look at the pictures and tell what all they see and discuss the things which are above, below, on, under, and so on with the class. Encourage them to talk about the animals that they see around them, like cats, dogs, cows, etc.



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Look at the pictures of the poem and encircle the correct word.

A. The red ball is **above/ under /on** the bed.

B. The cat is **inside/outside/on** the car.

C. The man is lying **under/inside/on** the tree.

D. The cow is **inside/top of/outside** the house.



Think and Answer

A. Where do you put your shoes? Inside/Outside the room.

B. Where do you throw the garbage? Inside/Outside the dustbin.

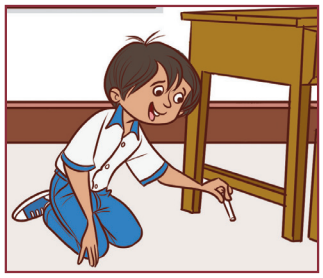


Let us Play – Find the Things

Children can divide themselves into 2 teams. One team will hide a few things like white chalk, red ball and other items and ask the other team to find them. Children can give verbal instructions to find the things using positional words like inside/outside, far/near, above/below, etc.

For example:

- Look for a white thing which is hidden **near** the board and **under** the table.
- Look for a red thing which is **outside** the classroom and **under** the tree.



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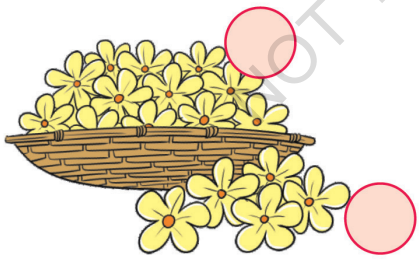
Let us Play – Throw the Ball!

Each child aims and throws the ball inside the basket. When the ball goes inside, other children will say **IN** and when it goes outside the basket, they say **OUT.**



Let us Do

A. Tick ✓ the things which are inside.





Activity should be conducted in a manner so that all the children are engaged, irrespective of their differential abilities. For example, a *ghungroo* can be attached to the ball, and surface of the basket can be made different from the surface outside in order to get specific sound when the ball is in or out of the basket.



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B. Tick ✓ the things which are outside.

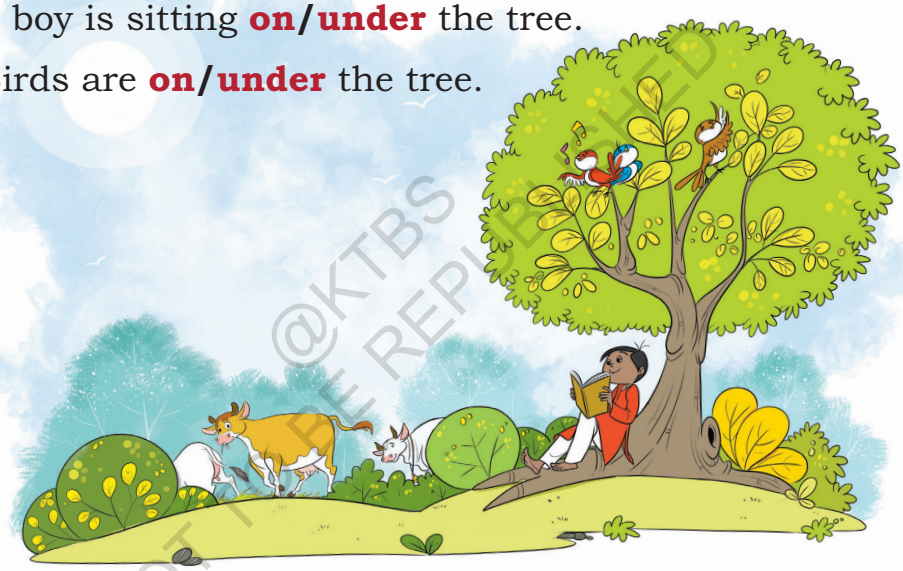




C. Look at the picture and tick ✓ the correct words.

i. A boy is sitting **on/under** the tree.

ii. Birds are **on/under** the tree.



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D. Draw a smile below the nose and eyebrows above the eyes.



E. Look at our National Flag which is also known as *tiranga*. How many colours are there?

Tick ✓ the correct option.

i. Which colour is at the **top** of the *tiranga*?
white/saffron/green

ii. Which colour is **below** the white colour on the *tiranga*?
pink/saffron/green

iii. Which colour is **above** the green colour on the *tiranga*?
white/saffron/yellow

iv. Where is the *ashoka chakra* on the *tiranga*?
on a corner/in the middle/on a side



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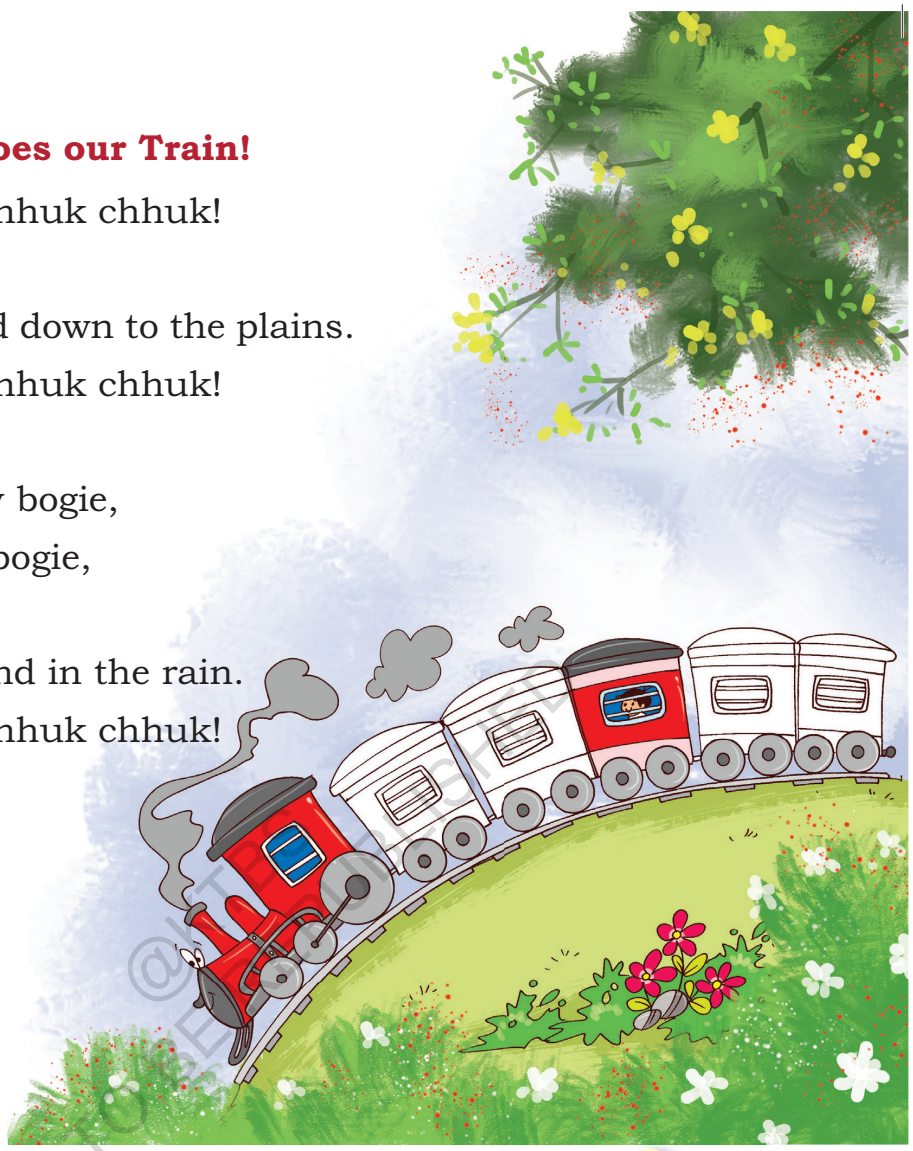
Discuss with children when, where and why do we hoist the National Flag. Let the children express their feelings about the National celebrations. Ask children to make their own *tiranga* and sing the National Anthem in standing position facing the *tiranga*.



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Chhuk Chhuk goes our Train!

Chhuk chhuk! Chhuk chhuk!
Goes our train.
Over the hills and down to the plains.
Chhuk chhuk! Chhuk chhuk!
Goes our train.
Bogies **before** my bogie,
Bogies **after** my bogie,
Make a chain,
Over the rivers and in the rain.
Chhuk chhuk! Chhuk chhuk!
Goes our train.



A. How many bogies are there **after** engine?

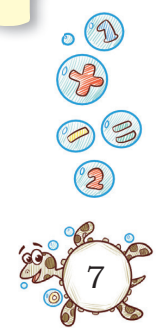
B. How many bogies are there **before** the **red** bogie?

C. Fill the **orange** colour in the bogies **after** the red bogie.

D. Fill the **blue** colour in the bogies **before** the red bogie.

Ask children to share experiences of their train journey. Children who have never travelled by train may ask questions about the journey. Let there be a discussion on 'what a train is'. Ask them to draw a train on the paper or they can make a train by using waste materials like used boxes or cans.

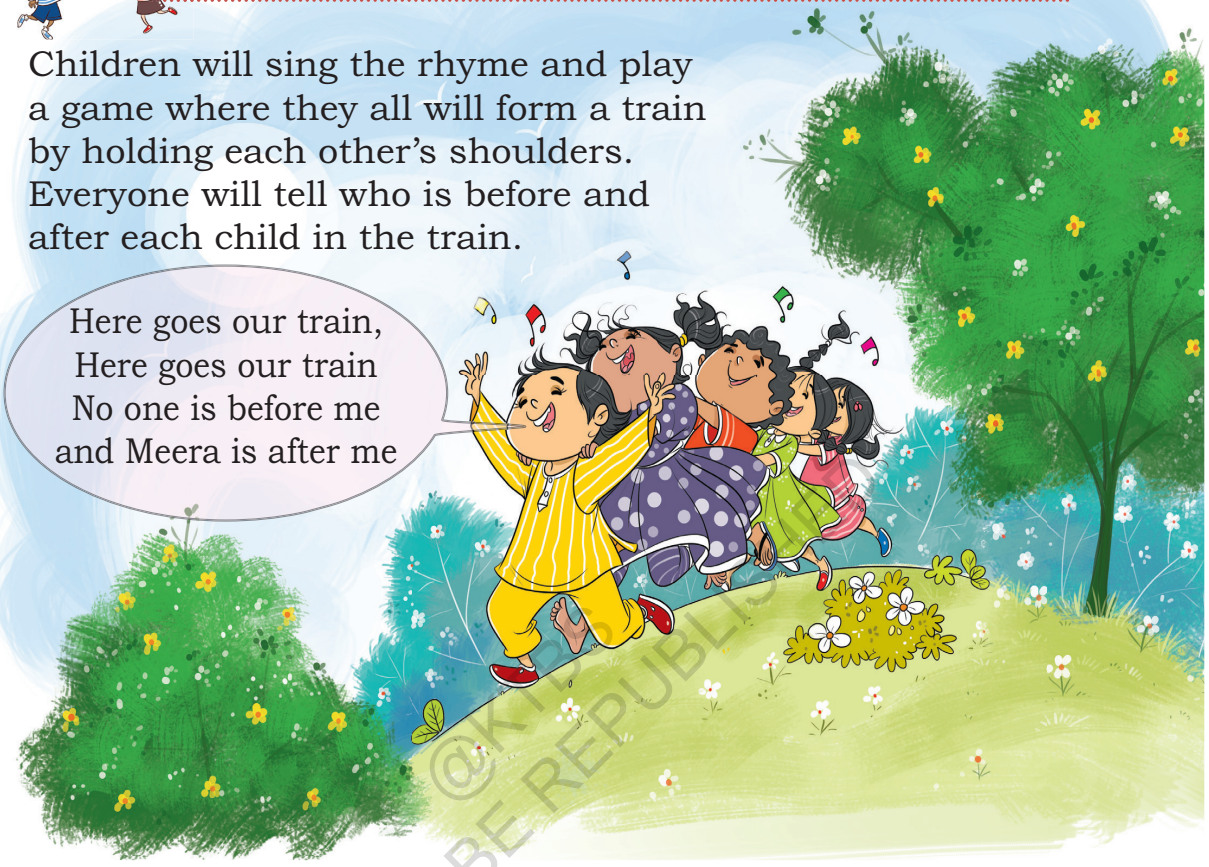




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Let us Play

Children will sing the rhyme and play a game where they all will form a train by holding each other's shoulders. Everyone will tell who is before and after each child in the train.



Suwali and Rohit are making some groups of objects.



Let the children do similar activities of sorting the objects like seeds, leaves, beads, etc.

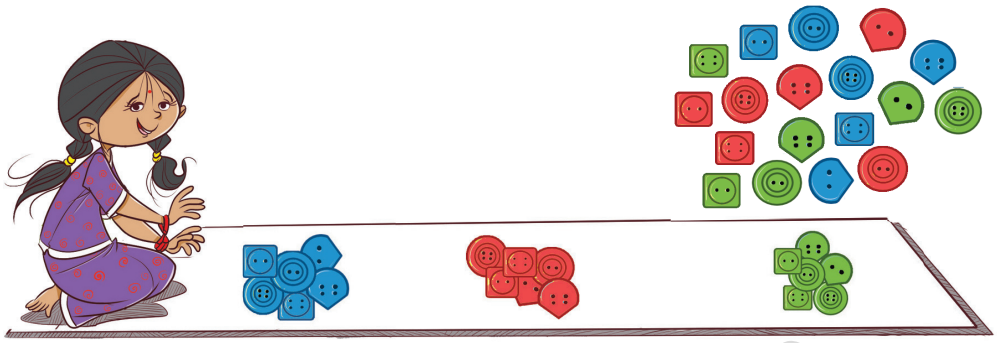


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Let us Do

Suwali has placed all the buttons in three groups.



Why did Suwali make such groups?

Help Suwali to sort these buttons in other ways by drawing them.

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Project Work

Ask children to arrange the cupboard of the classroom. Ask them to put objects using positional vocabulary like put two objects in the bottom rack, one object in the top rack, etc.

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2 What is Long? What is Round?

Look Around

Vidya didi asked all the children to sit in a circle.



Ask children to play this game in the class. Let the children name two things — one long and one round. Every time, they can take the name of a new thing and avoid repetition. For long objects, children may focus on one dimension like tall, wide, etc. For example, some may say a tumbler is long whereas for some others, it may be round. Both views need to be considered. Let children explain their logic of saying so.



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Think and Do

A. Draw round objects in ◯ and long objects in ▭.





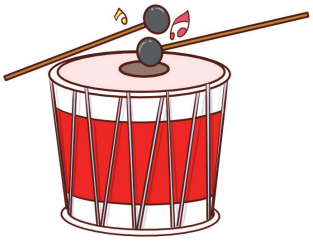
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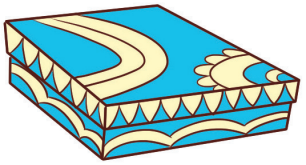
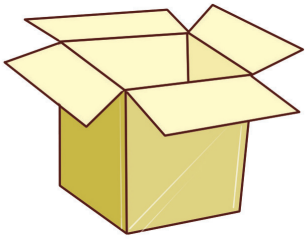




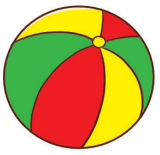
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B. Match the objects which are similar in shape.





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C. Tick ✓ the shape which is similar to ball  .



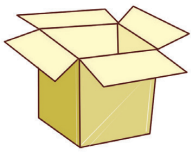






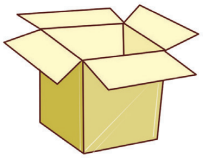

D. Tick ✓ the shape which is similar to cap  .



E. Tick ✓ the shape which is similar to glass  .






F. Tick ✓ the shape which is similar to matchbox  .









Let us Do

Make a house, toy, tower, robot, bus or anything you like using different objects in your surroundings. You can also use notebooks, books, pencil box, water bottle, waste or old boxes, birthday caps, funnels, etc.

Divide the children in four groups. Give one shape to each group and ask children to bring two different used or waste objects similar to that shape. Display all the collected things in the classroom and let children share their things and the reason why they choose those particular things.





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Wise Grandmother

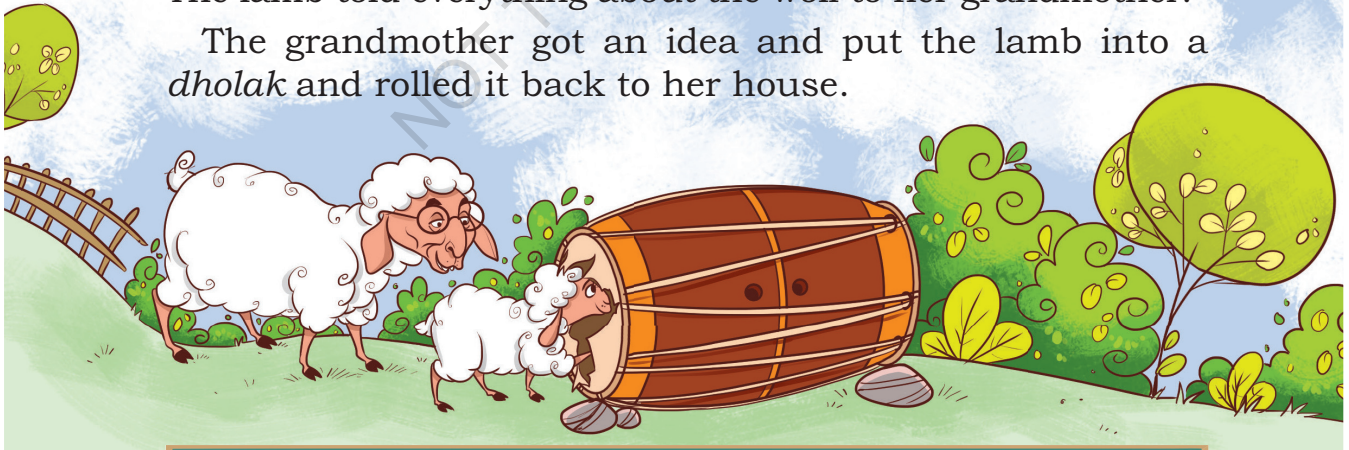
Once there was a little lamb who was going to meet her grandmother.

The wolf saw the lamb and wanted to catch her.



The lamb told everything about the wolf to her grandmother.

The grandmother got an idea and put the lamb into a *dholak* and rolled it back to her house.



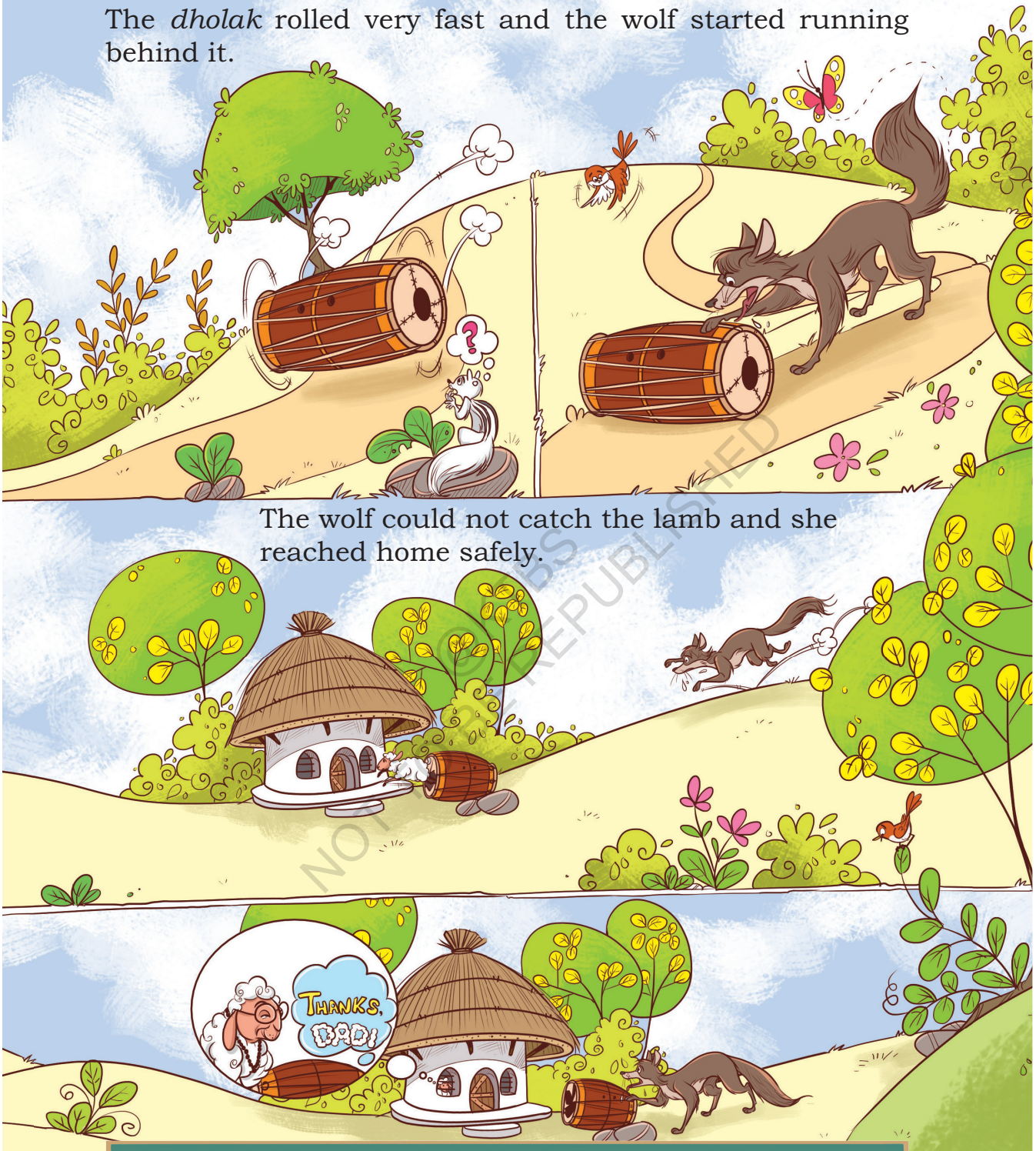
Read aloud the story and ask children to enact it.



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The *dholak* rolled very fast and the wolf started running behind it.

The wolf could not catch the lamb and she reached home safely.



Let children reason out why the *dholak* rolled. Arrange a discussion about its shape and the sloppy/inclined surface from the jungle to the lamb's house.

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Let us Slide

Children are playing carrom as shown below. You can also play and see how a striker slides to reach the corner.



A. Write **'R'** for rolling objects and **'S'** for sliding objects in the ◯ given in the below picture.



B. Collect different objects from your surroundings and see if they roll or slide.

C. Do you see things which can do both, roll and slide? If yes, discuss in the class.

Ask children to tell about different objects in their house or school which roll as well as slide. Also discuss which features of the objects help them to roll or slide on a plain surface.



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Think and Do

Find whether the following objects roll, slide or do both.
Put ✓ or X

Object	Rolls	Slides	Rolls as well as slides
			
			
			
			
			
			
			
			

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Project Work

A. Collect cardboard boxes like shoe boxes, empty food boxes, fruit boxes, etc. Make a slit on front of the box and draw eyes, mouth and nose, make a puppet with help of your parent or teacher and play with it. Make puppets from your favourite stories and do a puppet show in your classroom.

B. Make towers with different objects. Find which shape of objects make taller and stable towers.

C. Create different shapes and objects by using clay.



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Mango Treat

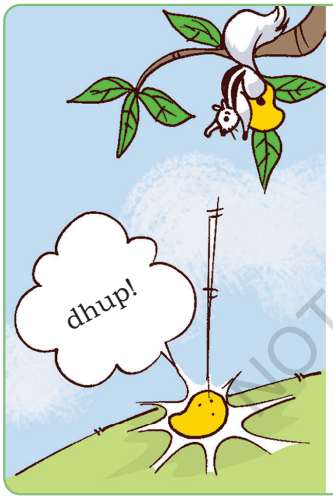
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Let us Read

The birds are watching a squirrel eating a mango.





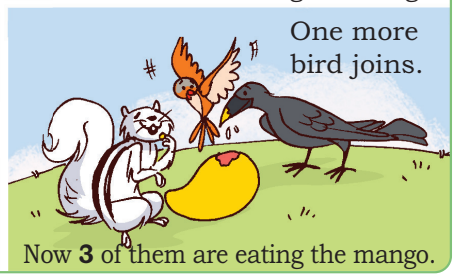


One bird joins.



Now **2** of them are eating the mango.

One more bird joins.



Now **3** of them are eating the mango.

One more bird joins.

Now **4** of them are eating the mango.



One more bird joins.



Now **5** of them are eating the mango.

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Let us Talk

A. Identify the birds in the picture.

B. How many animals or birds were eating the mango in the beginning?

C. How many more animals or birds joined every time?

D. What is 1 more than 1, 1 more than 2... up to 9?

E. How many animals and birds ate the mango at the end?

Talk about counting numbers as the animals join. Enact the story where all children play the role of different animals or birds and make their respective sounds. Talk about different birds or animals, their sounds and their habitats.

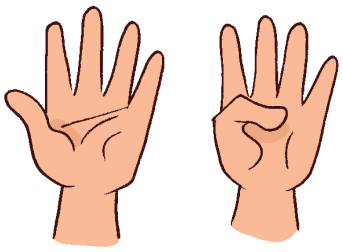




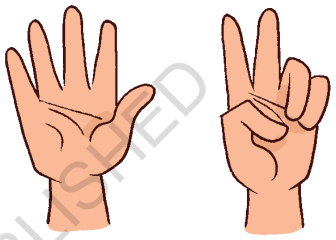
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Match the number of birds with the number of fingers (one has been done for you).

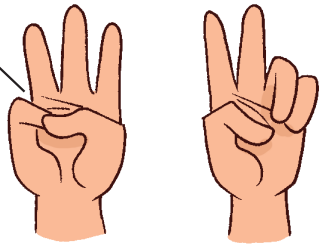


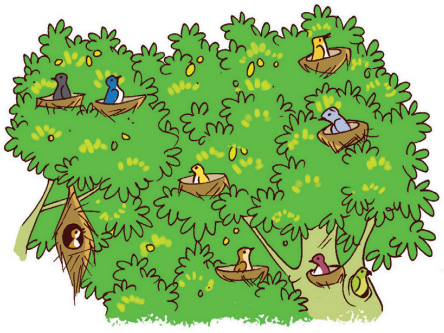








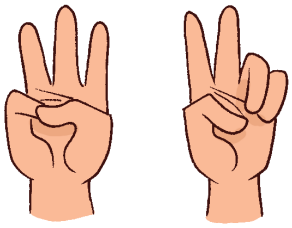
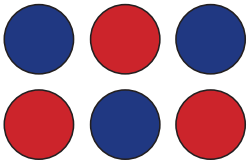
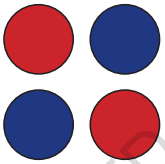
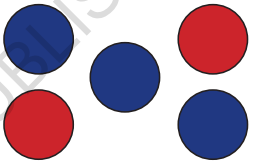
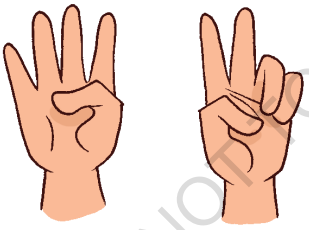






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Match the fingers with correct number of dots.

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Let us Play — Mime with Fingers



Show 3 fingers to your friend. Your friend has to show 3 fingers but in a different way. Similarly, you can play for other numbers.

What are the different ways of showing 4 fingers using one hand?



Let us Play Outside





Children can move in a circle by holding hands and singing songs. A child claps and says four. All children can make groups of four by holding hands. The left out children can count the number of children in each group. Similarly, children continue this game by saying different numbers up to 9.

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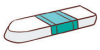
My Drawing Day

A drawing event held for children on '*Ekta Diwas*' (31st October). Assign different objects to each child by drawing a line as shown in the picture.



Help them to know if they have enough material.

Tick ✓ more or less or equal.

Objects	More than the number of children	Less than the number of children	Same as the number of children
			
			
			
			
			

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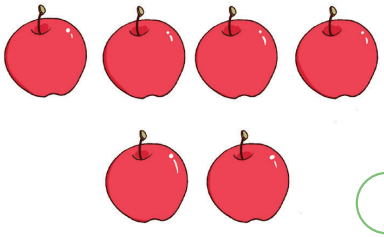
Discuss with children how did they find out which items are more or less or equal. Also discuss the habit of sharing objects among the group when children are more than the items or objects. Also discuss the importance of *Ekta Diwas*.

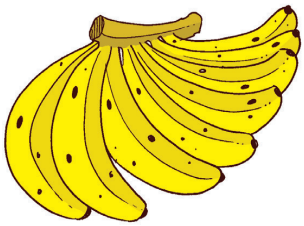




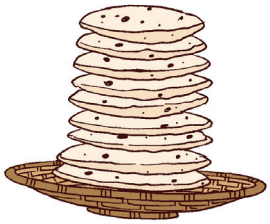
Let us Do

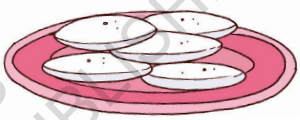
A. Tick ✓ the one which is more in number.





B. Tick ✓ the one which is less in number.





C. Tick ✓ the one which is less in number.





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Let us Play — Finger Game

A. Play this finger game with your friend. Show some fingers for example, four fingers. Your friend has to show less fingers than four.

B. Ask your friend to show more than that number, more number in some other way, and less number in some other way.

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Look at the pictures and follow the instructions.

A. Draw a △ around the objects which are one in number in the above picture and write down 1 below.

1 One

B. Draw a ◯ around the objects which are two in number in the above picture and write down 2 below.

2 Two

C. Draw a ▭ around the objects which are three in number in the above picture and write down 3 below.

3 Three

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D. Draw a △ around the objects which are four in number in the above picture and write down 4 below.

4 Four

E. Draw a ◯ around the objects which are five in number in the above picture and write down 5 below.

5 Five

F. Draw a ▭ around the objects which are six in number in the above picture and write down 6 below.

6 Six

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G. Draw a △ around the objects which are seven in number in the above picture and write down 7 below.

7 Seven

H. Draw a ○ around the objects which are eight in number in the above picture and write down 8 below.

8 Eight

I. Draw a ▭ around the objects which are nine in number in the above picture and write down 9 below.

9 Nine

Encourage counting objects and writing numerals on sand. Ask a child to scribble numeral on the back of another child. Let the child guess which number is written. Tell the children that the group of seven stars in the above picture which can be seen in the sky every night is known as *Saptarshi* or Big Dipper.



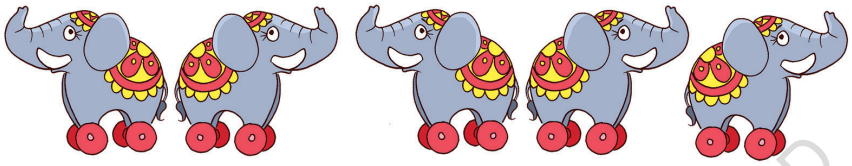
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Count and Match



3



7

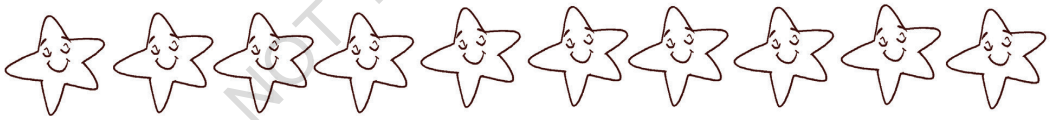


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Count and Colour

A. Colour 8 stars.



B. Colour 5 flowers.



C. Colour 6 balls.

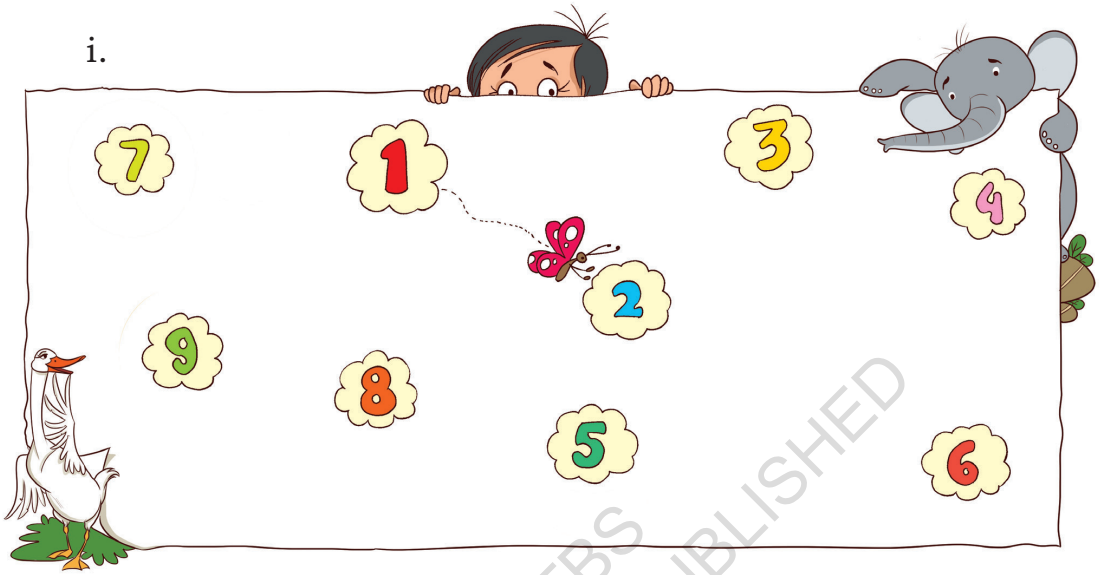


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Join the Numbers in a Order

A. Draw a path from numbers 1 to 9 in the correct order. The lines should not cross each other.

i.



ii.

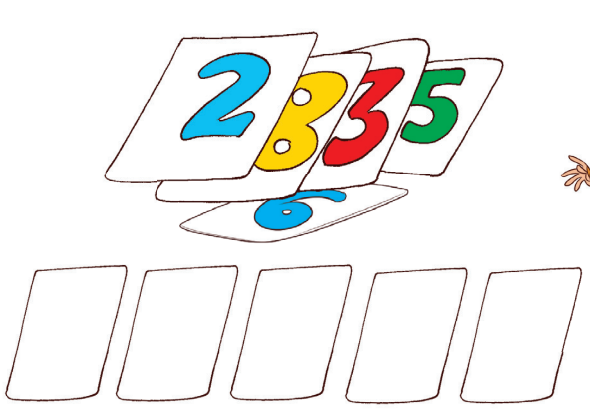
1	3	4
9	2	5
8	7	6

iii.

5	6	7
4	3	8
1	2	9

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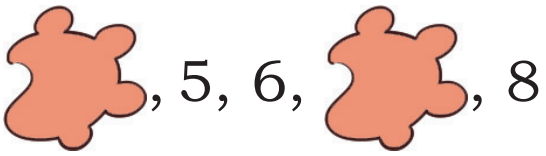
B. A naughty monkey shuffled the number cards. Write them in a correct order from the smallest to the largest.

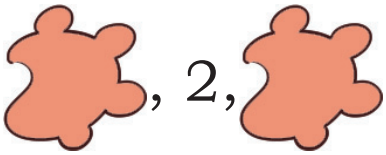






C. The cat has walked all over the floor. Write down the missing numbers.









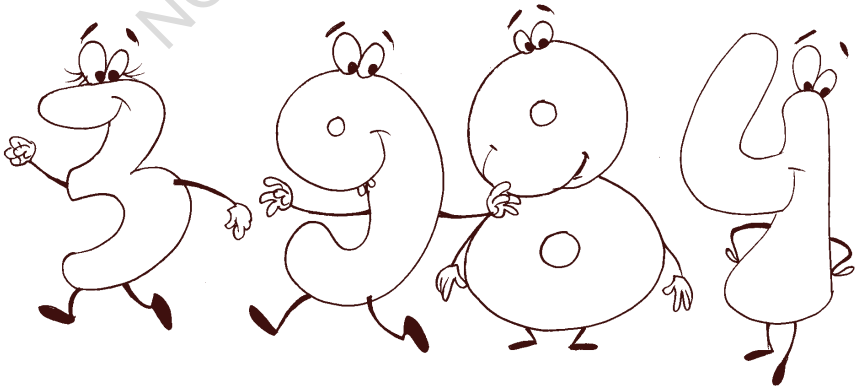


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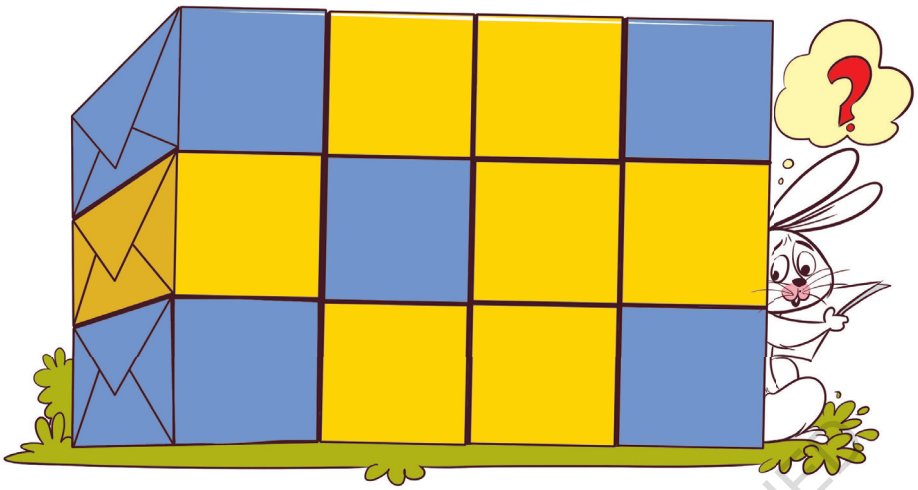
Colour the Biggest Number







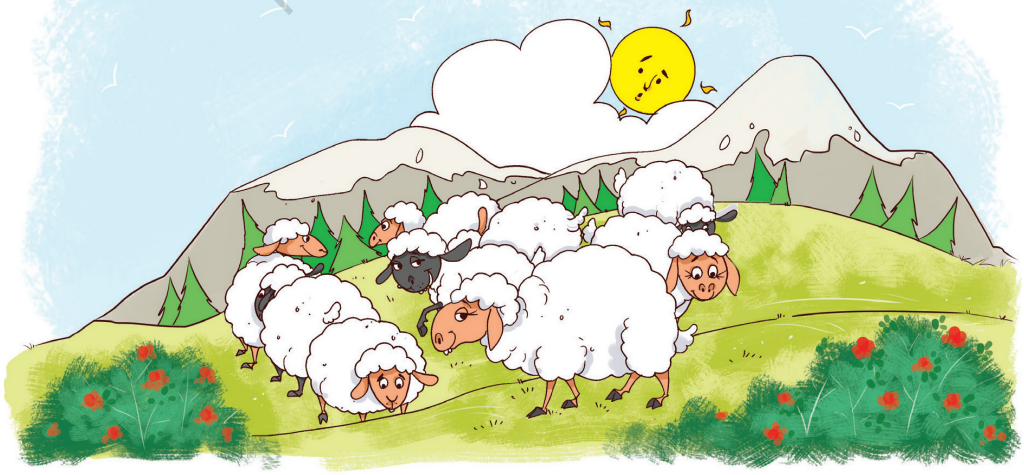
A. How many **yellow** boxes are there? Count and write the number.



B. How many *jamuns* are there in the given picture?



C. Write the number of sheep seen in the picture.

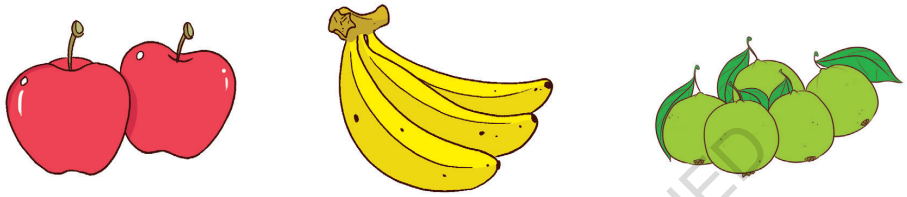


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D. Draw any 4 fruits.

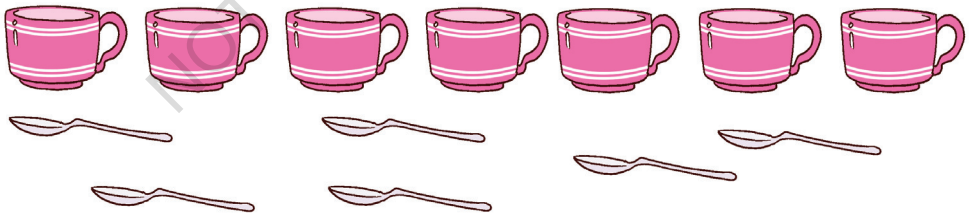
E. Which two groups together have 8 fruits? Encircle them.



F. Which two groups together have 7 umbrellas? Encircle them.



G. Which are less in number? Cups or Spoons? Encircle them.



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Project Work

Ask children to make their own number cards 1 to 9. They can use different colour papers. They can stick or draw equal number of objects on the number card.

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4 Making 10

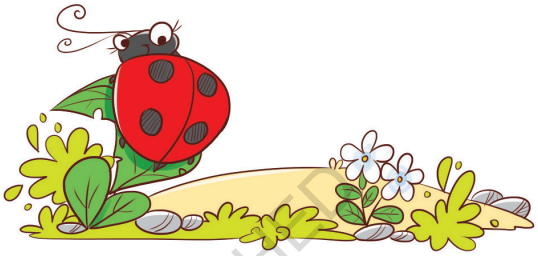
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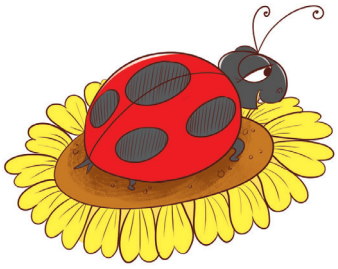
Dotty Bug and her Designs

Have you seen a ladybug?

She has dots on her body. Have you ever noticed the number of dots?



A. Write the number of dots on each bug.

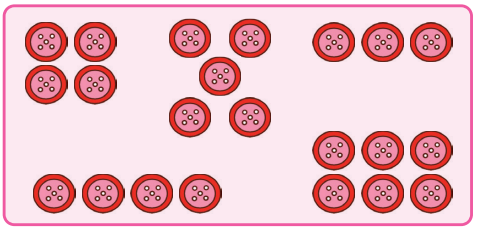






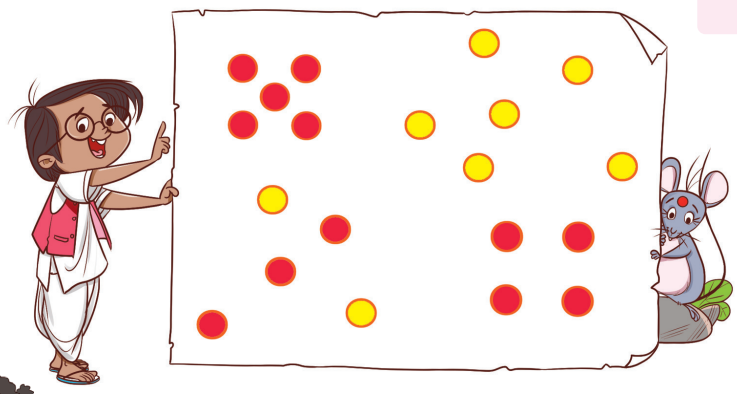


B. Make some dot designs with objects like tamarind seeds, pebbles, buttons, *bindis*, etc., and identify the number of dots in each arrangement.



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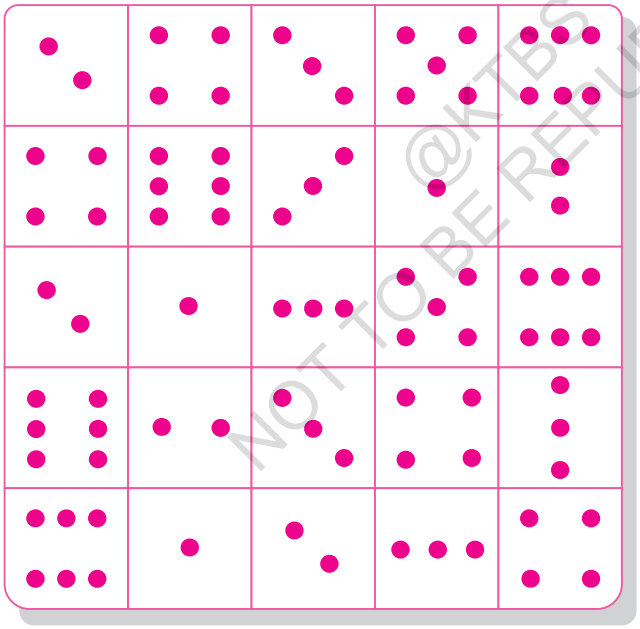
C. Identify and write the numbers formed by the arrangement of the red *bindis*





Let us Play

D. Play with your friend. Roll the dice and colour a box with the same number of dots as on the dice. Take turns with your friend and roll again.



Choose the colour and fill it in the below boxes.

My colour ☐

Friend's colour ☐



The child with more number of coloured boxes will win.

Use the dot and colour flash cards to help children gain instant recognition of numbers without counting. This is called subitization. Make more cards with dot patterns of numbers 1 to 9 in different designs and sizes as required.



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Chapter 4.indd 34 19-06-2023 14:04:47

Vanishing Buttons

Gola monkey wears his favourite shirt with four buttons. He went to the garden and ate too many bananas as he was fond of them. What do you think happened then?

One of the buttons popped out and rolled away. But he cannot dream of giving up bananas and he keeps on losing all the buttons one by one.



Four



☐ Buttons



Three



☐ Buttons



Two



☐ Buttons



One



☐ Button

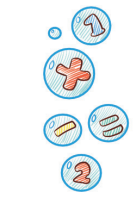


Zero

0 Buttons

Discuss the number of buttons left on the shirt at the end. Ask children to name objects, things around them whose number is zero. Let children understand that zero is also a number like one, two and other numbers. Discuss with children about the benefits of balanced diet and ill-effects of overeating.





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Write the number of birds sitting on the branch of the tree.



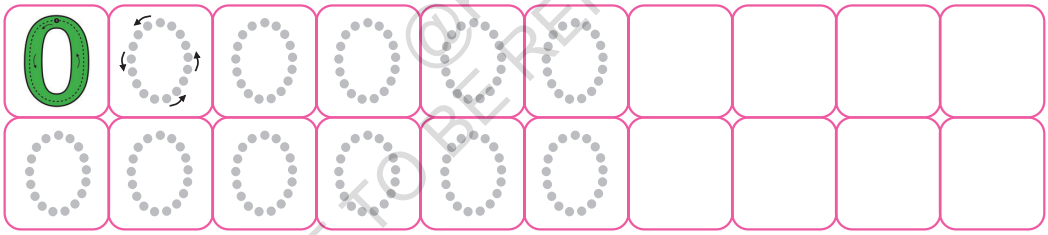








Write '0'





Think and Tell

A. How many suns do you see in the night?

B. How many moons do you see at noon?

Use concrete objects to demonstrate the idea of zero by reducing one object each time. Discuss the situations where something is absent and its number is called as 'zero' like there are 0 buses in the classroom. Also encourage children to count backwards from 5 to 0 initially and later from 9 to 0.

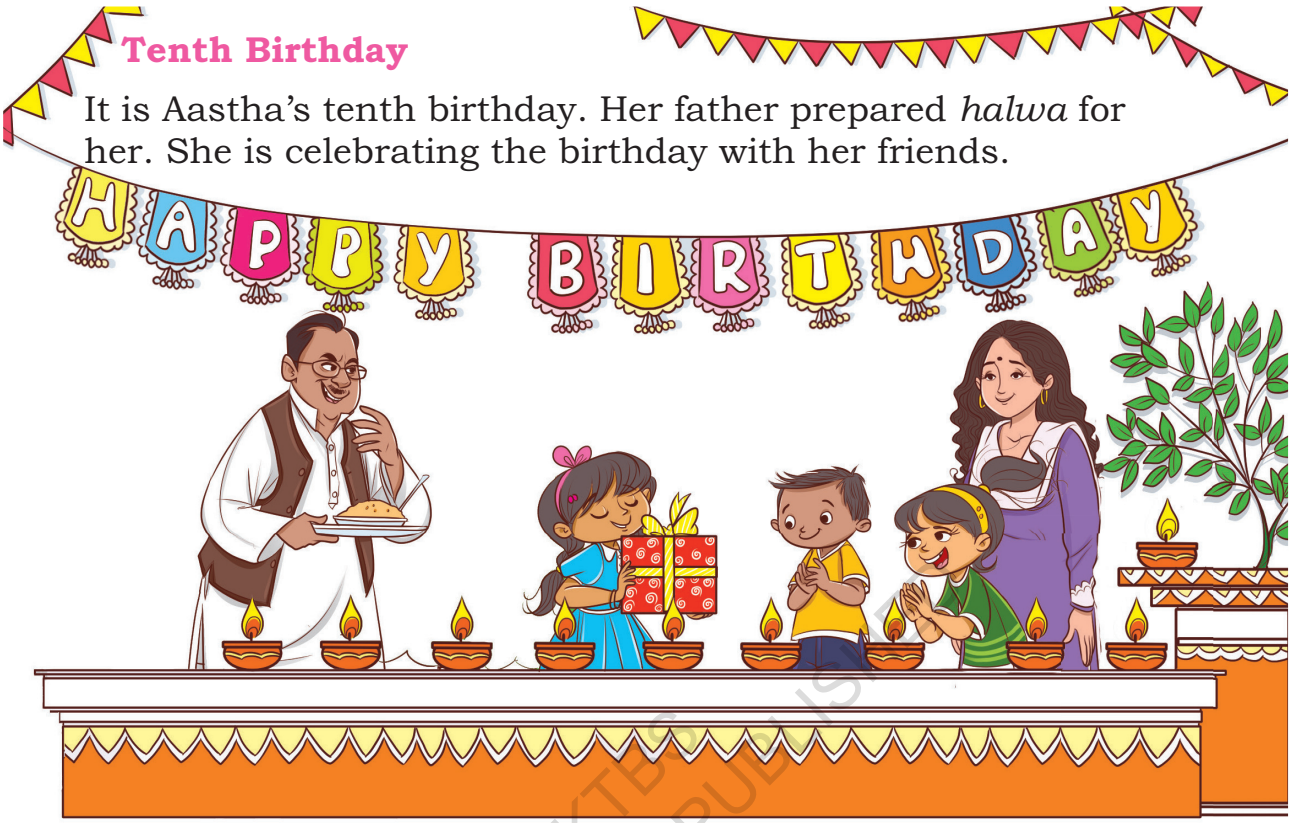


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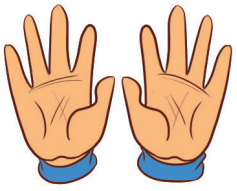
Tenth Birthday

It is Aastha's tenth birthday. Her father prepared *halwa* for her. She is celebrating the birthday with her friends.





I am 9 years old and after 1 more year,
I will be 10 years old.
So, 9 and 1 more makes 10.



She has lighted _____ *diyas* on her birthday.

Count and write the number of objects.



Beads



Laddoos



Crayons



Bananas



Leaves



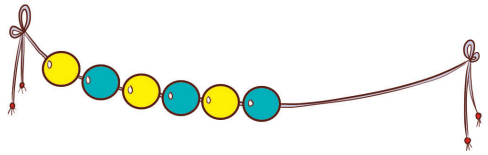


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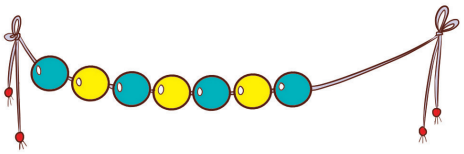
Let us Do

A. Count and draw beads to make a string of 10 beads.

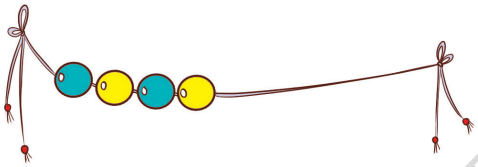
i.



ii.



iii.



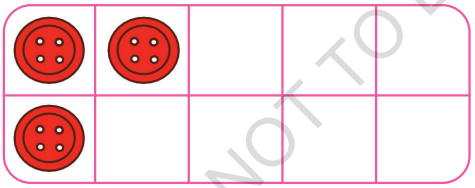
iv.



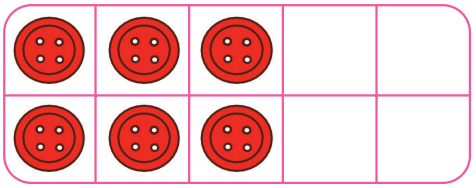
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B. Draw buttons to make a ten frame of buttons.

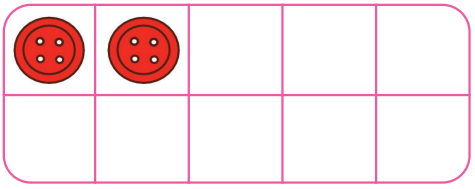
i.



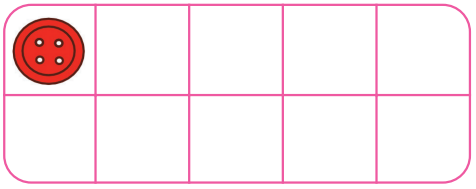
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iii.



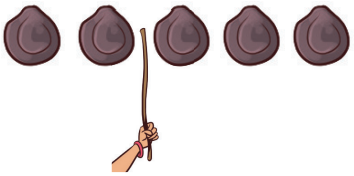
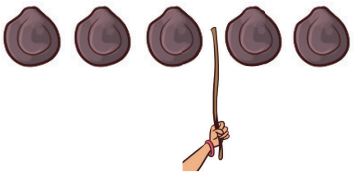
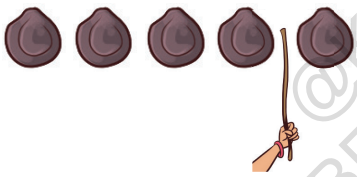
iv.



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The Handy Five and Ten

Follow the pattern and write the number pairs separated by the stick.

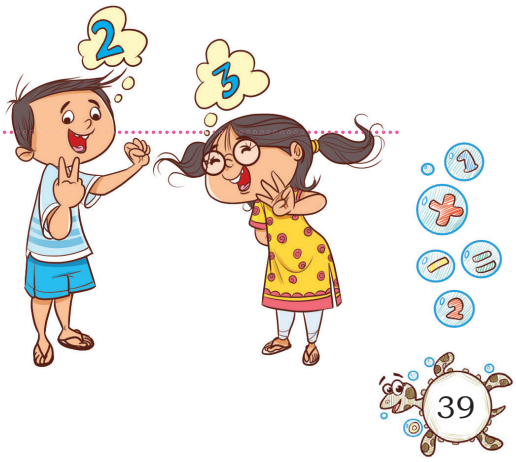
	1 and 4
	__ and __
	__ and __
	__ and __
	__ and __

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Let us Play

Show 3 fingers. Your friend has to show some fingers to make it 5.

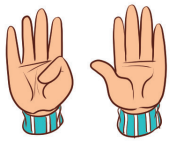
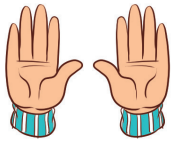
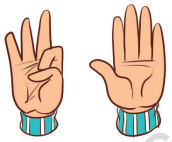
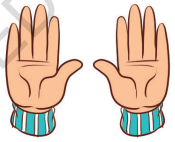
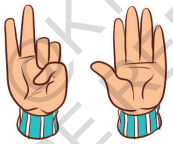
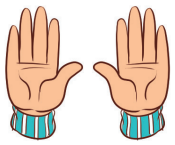
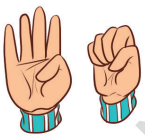
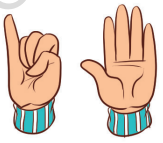
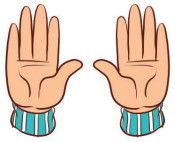
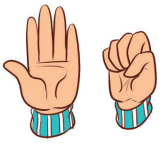
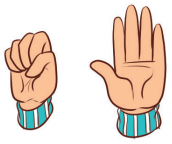
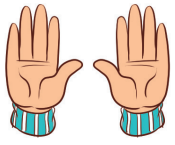


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Number Pairs of 10

Let us play the finger game with our both hands. A child will show some fingers. The other child has to show the other fingers that are folded.

Follow the pattern and write the number pairs in the given table.

		=	
1	9	=	10
		=	
		=	
		=	
		=	
		=	
		=	
		=	
		=	

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Let us Play a Card Game

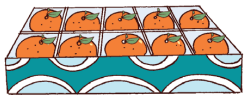
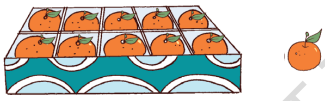
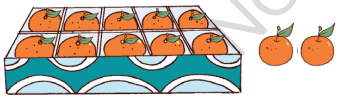
Number Cards (Sets of 0 to 10)

Make 5 sets of (1 to 10) cards. Keep all 50 cards face down. One child picks up a card and keeps it face up. The other child picks up another card and keeps it face up. If the pair of cards make 10 then the second student takes both the cards. And the turn goes back to the first student who will pick up another card. In the end the child with more number of cards will be the winner.



Counting up to 20

Simran lives in Nagpur. She is helping her father in packing oranges. A box can hold 10 oranges. Let us count the number of oranges.

	**10**	**10** Ten
	**10** and **1** is	**11** Eleven
	**10** and **2** is	**12** Twelve

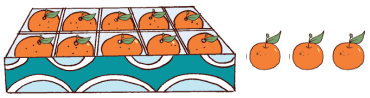
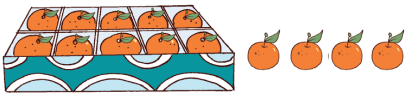
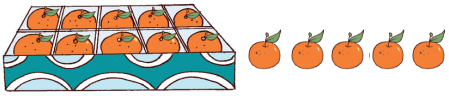
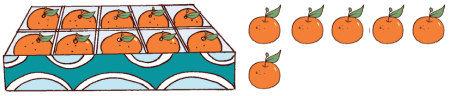
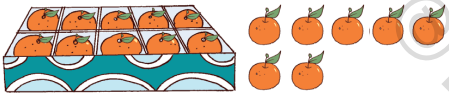
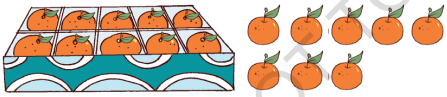
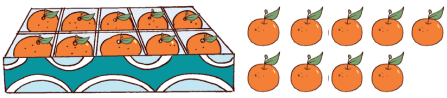
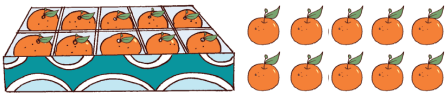
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Have a discussion to help children to understand and remember the number partitions of 5 and 10. For example, if the teacher says 2, the child should respond 3, when doing partitions of 5. Similarly, if the teacher says 4, the child should respond 6, when doing partitions of 10. This is the time when children start counting beyond 10. Draw attention towards the fact that there is always a number one more than the previous number.





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	**10** and **3** is	**13** Thirteen
	**10** and **4** is	**14** Fourteen
	**10** and **5** is	**15** Fifteen
	**10** and **6** is	**16** Sixteen
	**10** and **7** is	**17** Seventeen
	**10** and **8** is	**18** Eighteen
	**10** and **9** is	**19** Nineteen
	**10** and **10** is	**20** Twenty

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Write the numbers 11–20.

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

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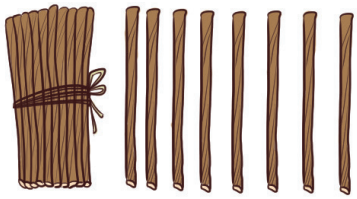
Help the children to count concrete objects up to 20 using groups of ten and units. Give them a handful of seeds or buttons not more than 20. Ask them to guess the number first, then group and count. How close was the guess? Let children reason out the basis for their guesses.





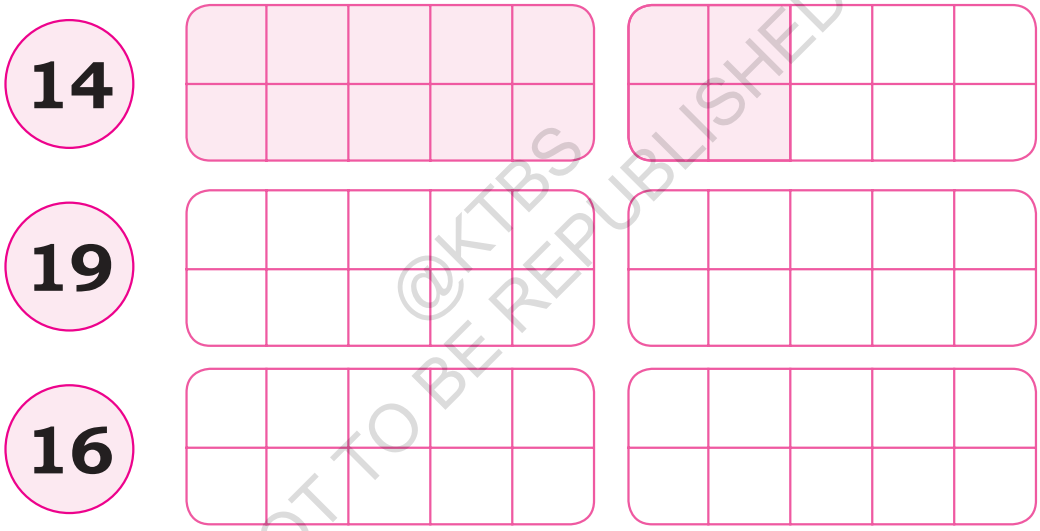
Count and Write

A. Count and write the answers.





B. Colour the tens frames to show the number.



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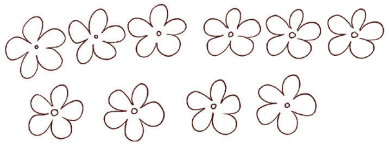
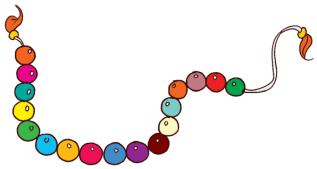
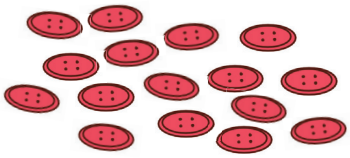
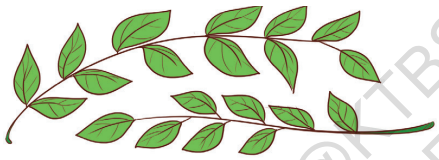
C. Write down the numbers in sequence.

1		3	
8		6	
9			12
	15		
			20



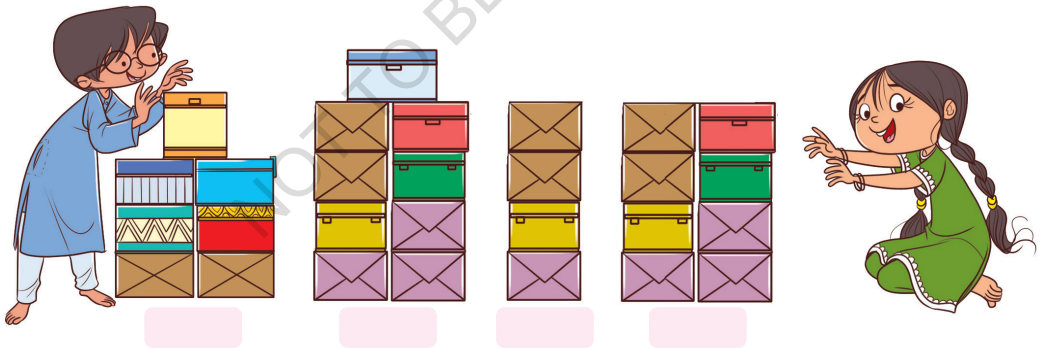
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D. Encircle a group of ten in the pictures and match with the number.

	17
	16
	20
	10

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E. A group of friends while playing built some towers.



i. Tick ✓ the tallest tower.

ii. Which tower used the most number of blocks? Write the number of blocks used in it. _____

iii. Which tower used the least number of blocks? Write the number of blocks used in it. _____

Let us Do

A. Circle the smallest number.

i. 8, 12, 6 ii. 14, 11, 19

B. Circle the biggest number.

i. 16, 19, 11 ii. 11, 17, 9

C. Find the numbers hidden under the paw.

i.	, 15, 16, , 18
ii.	, 12, , 14, 15
iii.	15, , , , 19
iv.	13, , 15, ,



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D. Write the numbers from the biggest to the smallest.

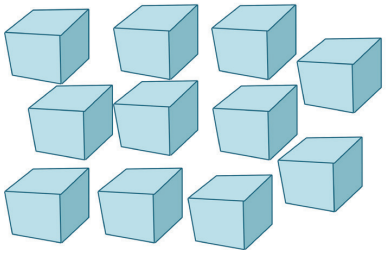
11, 3, 16, 20, 13, 9

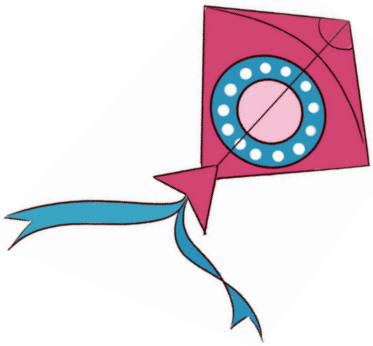
Let children find out their ways to decide which number is bigger. Ask them why have they decided so. The children must understand that 15 is bigger than 11 because it is 4 more than 11 and similarly for other numbers up to 20.



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E. Let us count and write.

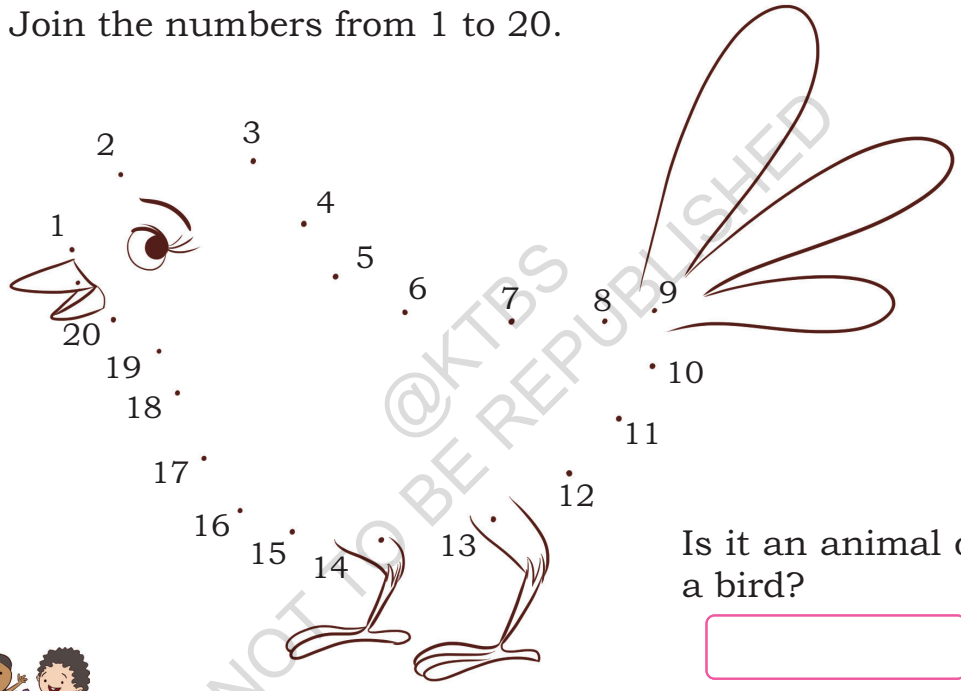




i. Number of blocks

ii. Number of white dots

F. Join the numbers from 1 to 20.



Is it an animal or a bird?

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Project Work

A. Find out the things from your surroundings that are in the group of 10. For example, *bindi* cards having *bindis* in the groups of 10.

B. Ask children to make their own number cards 10 to 20. They can use old cardboards, waste materials, etc.

Encourage children to recognise the group of 10, while counting the objects beyond 10.





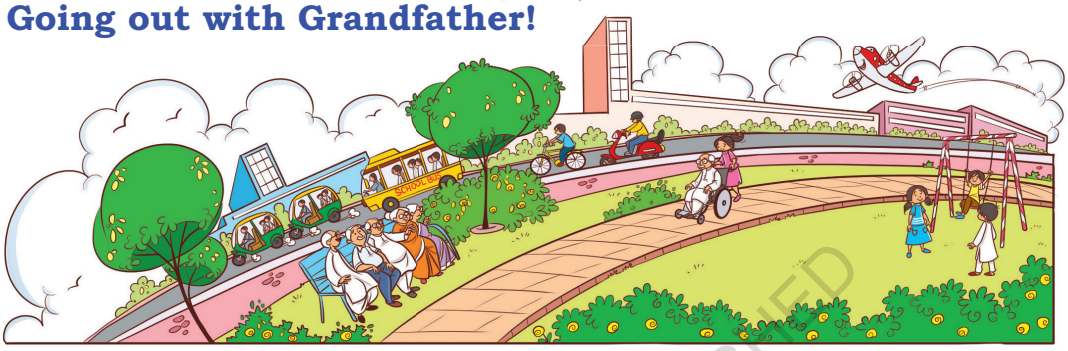
Chapter 4.indd 47 19-06-2023 14:05:02

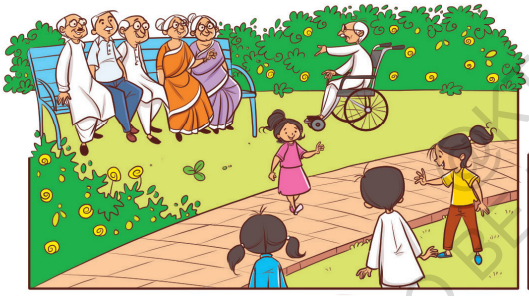
QRickit

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5 How Many?

Going out with Grandfather!









Let children look at the picture and share what activities they do in the park. They may also discuss the number of people joining in the park, for example, how many children are playing in the first picture and how many joined them. Let children discuss or share the importance of spending time with grandparents and discuss ways of showing respect to them.



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Tell How many Altogether? Fill in the Blanks.



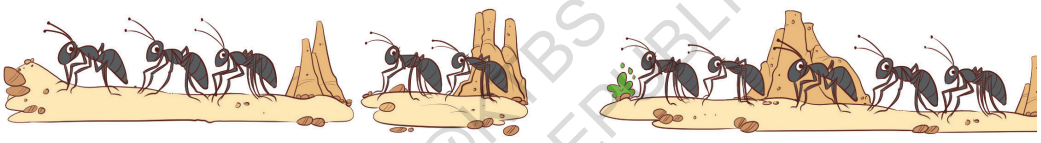
4 children and **2** children altogether make ___ children.

4 + 2 = ☐



3 tops and **1** top altogether make _____ tops.

3 + 1 = ☐



3 ants and **2** ants altogether make _____ ants.

3 + 2 = ☐



4 pencils and **3** pencils altogether make ____ pencils.

4 + 3 = ☐

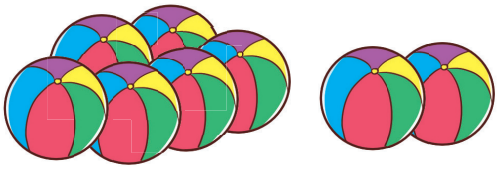
NOT TO BE REPUBLISHED @KABS

Provide children enough opportunity to do addition with lots of concrete objects. Encourage children to find the total number of objects by combining two groups (aggregation) and also by adding more objects to an existing group of objects (augmentation). Practice work should be done with the children on both types of addition problems.



Chapter 5.indd 49 1/17/2025 12:27:05 PM

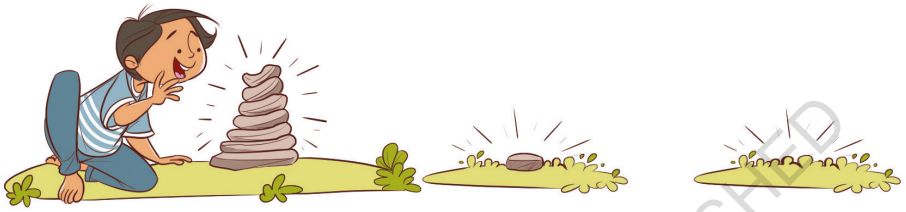
Add and Draw



_____

6 balls and **2** balls altogether make ____ balls.

6 + 2 = ☐



7 + 1 = ☐

@KTBS NOT TO BE REPUBLISHED



Let us Count

A. How many brothers and sisters do your parents have altogether?

B. How many family members do you and your friend have altogether?

C. How many fingers do you have in both your hands and feet?

D. How many numbers can you count on your fingers?

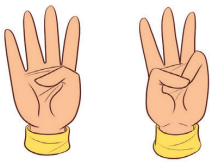


Encourage children to understand and say the addition sentences aloud. For example, 4 children and 2 children altogether make 6 children and connect the word 'make' with the symbol of addition (+) and 'altogether' with the symbol of equal to (=). Children should be provided opportunities to work with concrete material in developing the vocabulary like 'total', 'sum', 'altogether', etc., before progressing towards symbolic representation or addition of numbers.

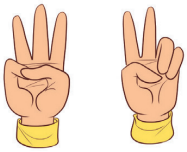


Chapter 5.indd 50 07-06-2023 10:49:36

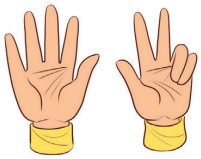
Count and write the total number of fingers.



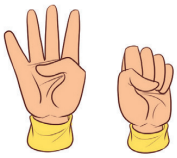
4 + 3 =



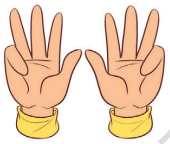
3 + 2 =



5 + 3 =



4 + 0 =



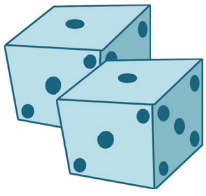
4 + 4 =

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Let us Play— Addition with Dice!

Take turns and roll two dice together and find the total number of dots on both the dice. Now ask your friend to roll the dice and find the total number of dots. Find out who scores more.







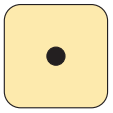
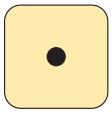
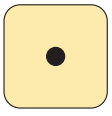
Let us Do

Kishore and Nitya also played the same game and here are their dots on the dice. Find out how many times Kishore won and how many times Nitya won by putting the (✓) on their score board.

	Kishore	Nitya
A.	✓	
B.		
C.		
D.		
E.		





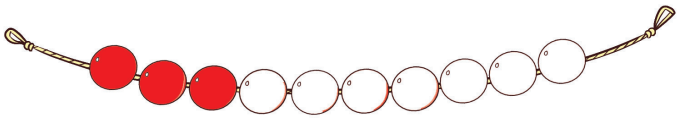
	Kishore			Nitya		
A.	 and  = 6			 and  = 5		
B.	 and  =			 and  =		
C.	 and  =			 and  =		
D.	 and  =			 and  =		
E.	 and  =			 and  =		

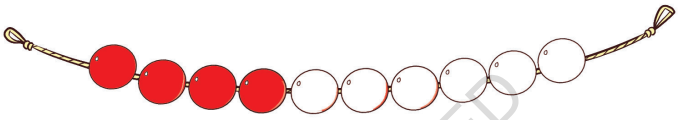
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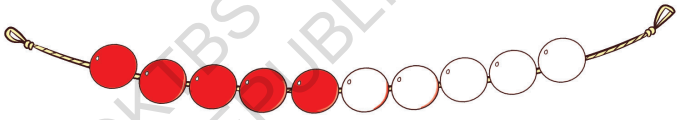


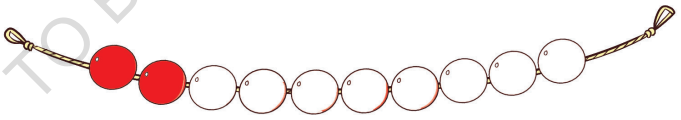
Beads and String

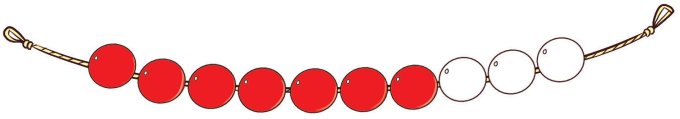
Colour the beads in the string as per the numbers given below and find the total number of coloured beads.

A. 3 + 4 = 

B. 4 + 2 = 

C. 5 + 4 = 

D. 2 + 7 = 

E. 7 + 3 = 

@KIBS
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Encourage children to play with beads' strings. Focus on the process of addition and discuss the strategies they are using.





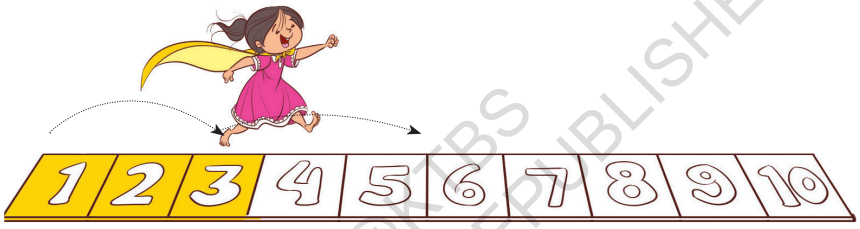
Hop and Find the Sum

Hop and colour the strip and write the sum in the given space.

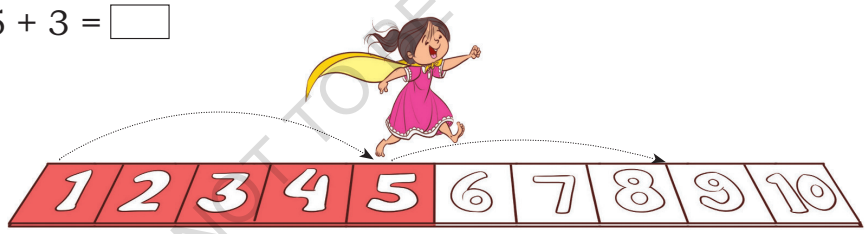
4 + 2 = ☐



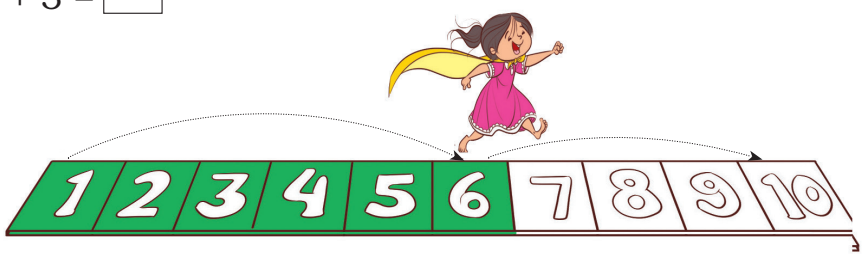
3 + 2 = ☐



5 + 3 = ☐



6 + 3 = ☐



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Add in Your Own Way

Abdul and Rihana are adding numbers in two different ways. Help them to find the sum.



2 + 3		2 + 3 =
5 + 1		5 + 1 =
3 + 3		3 + 3 =
9 + 1		9 + 1 =

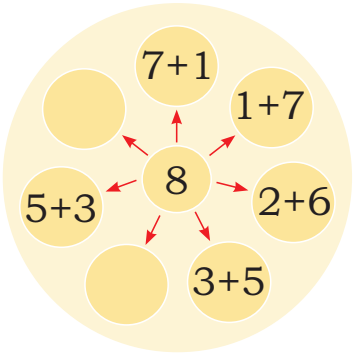
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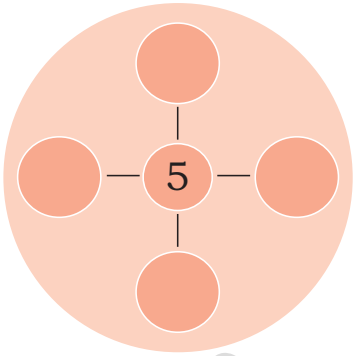
Chapter 5.indd 55 07-06-2023 10:49:39

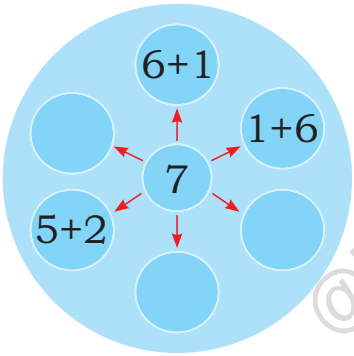


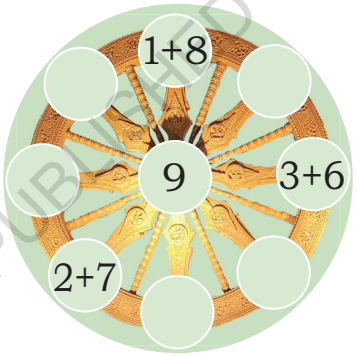
Let us Do

A. Fill up the number pairs.









Wheel in Konark Sun Chariot

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B. Add and match the following.

1 + 4	5	4 + 2
6 + 3	6	3 + 4
5 + 2	7	3 + 2
0 + 6	9	5 + 4



Project Work

Take ten cards 0 to 9.

Arrange the cards in such a manner that their sum must be 9.

There are many ways to do it. In how many ways can you do it?

□ + □ = 9

□ + □ + □ = 9

□ + □ = 9



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Addition Story

A. Raghav  has 4 shells  and Sarita  has 5 shells  . How many shells they have altogether? ____

B. Ranjeet has 3 marbles  and Meenakshi has 6 marbles  . How many marbles they have in total? ____

C. There are 3 coconuts  in one bag. There are 4 coconuts  in another bag. How many coconuts are there in all? ____

Let us see what we have in our bags.

Do it with your friend and write down the answers below.

A. I have ____ books in my bag  and my friend has ____ books. We both have _____ books in all.

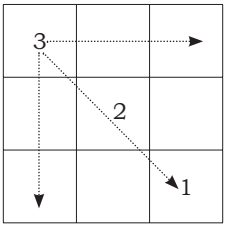
B. I have ____ pencils and my friend has ____ pencils. We have _____ pencils altogether.

C. I have ____ notebooks and my friend has ____ notebooks. We have _____ notebooks in total.



Think and Do

Write the numbers 1, 2 and 3 in the given table in a way as shown by the dotted lines so that each way adds up to 6.



This activity can be conducted in pairs. Encourage children to create their own problems and questions. Also discuss in class about the world's oldest Sun Temple, Konark, Odisha refer to the image (Page 56) of wheel in Konark Sun Chariot.

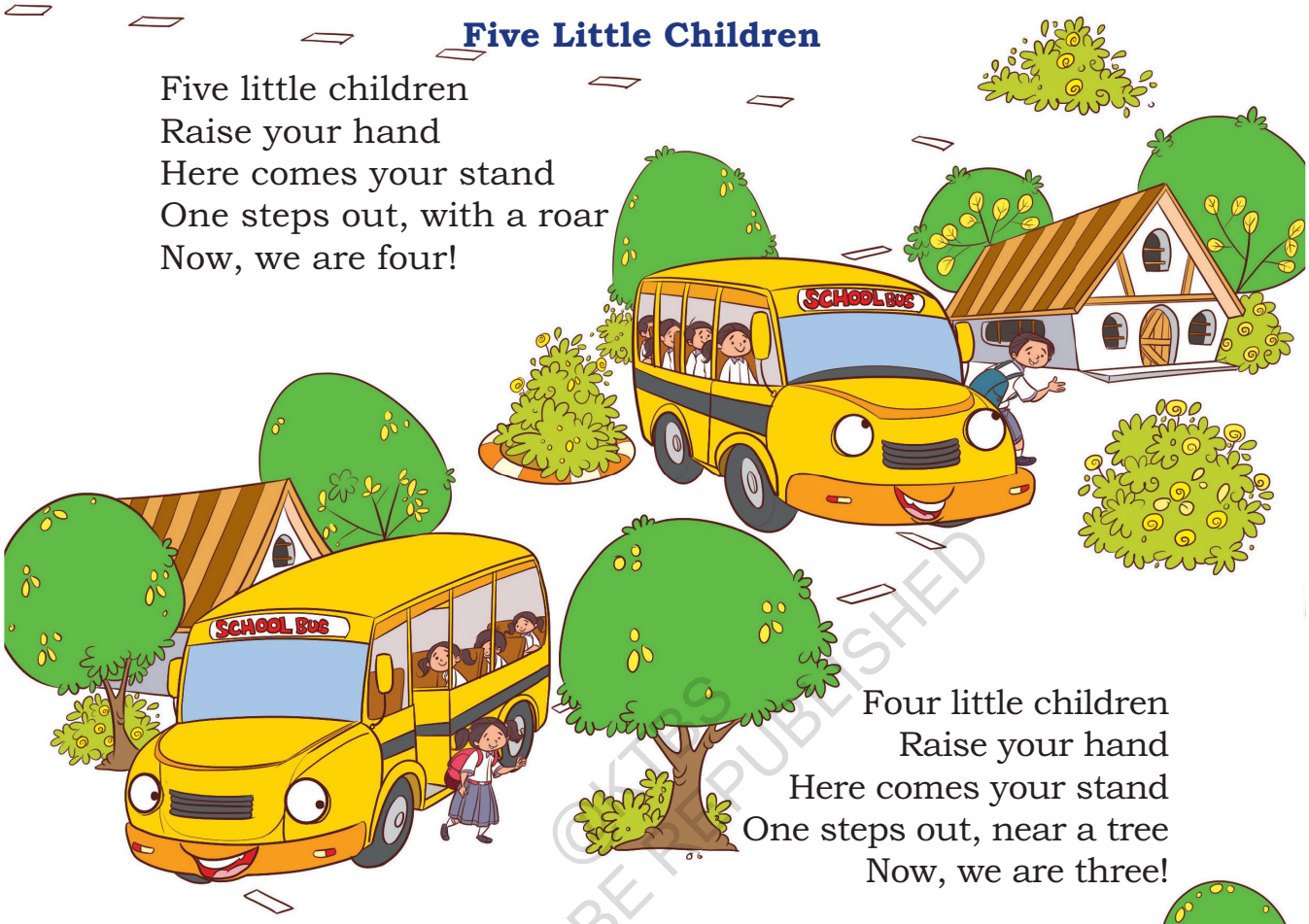




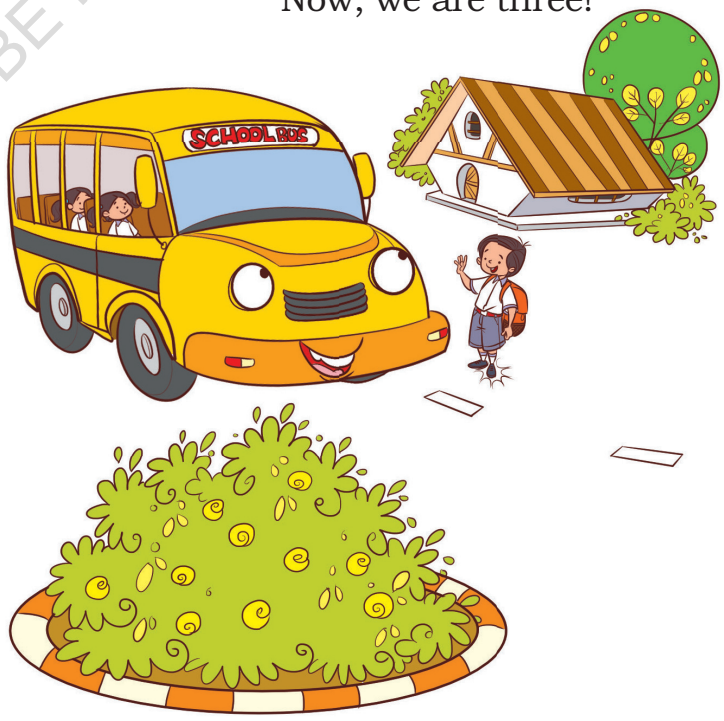
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Five Little Children

Five little children
Raise your hand
Here comes your stand
One steps out, with a roar
Now, we are four!



Four little children
Raise your hand
Here comes your stand
One steps out, near a tree
Now, we are three!

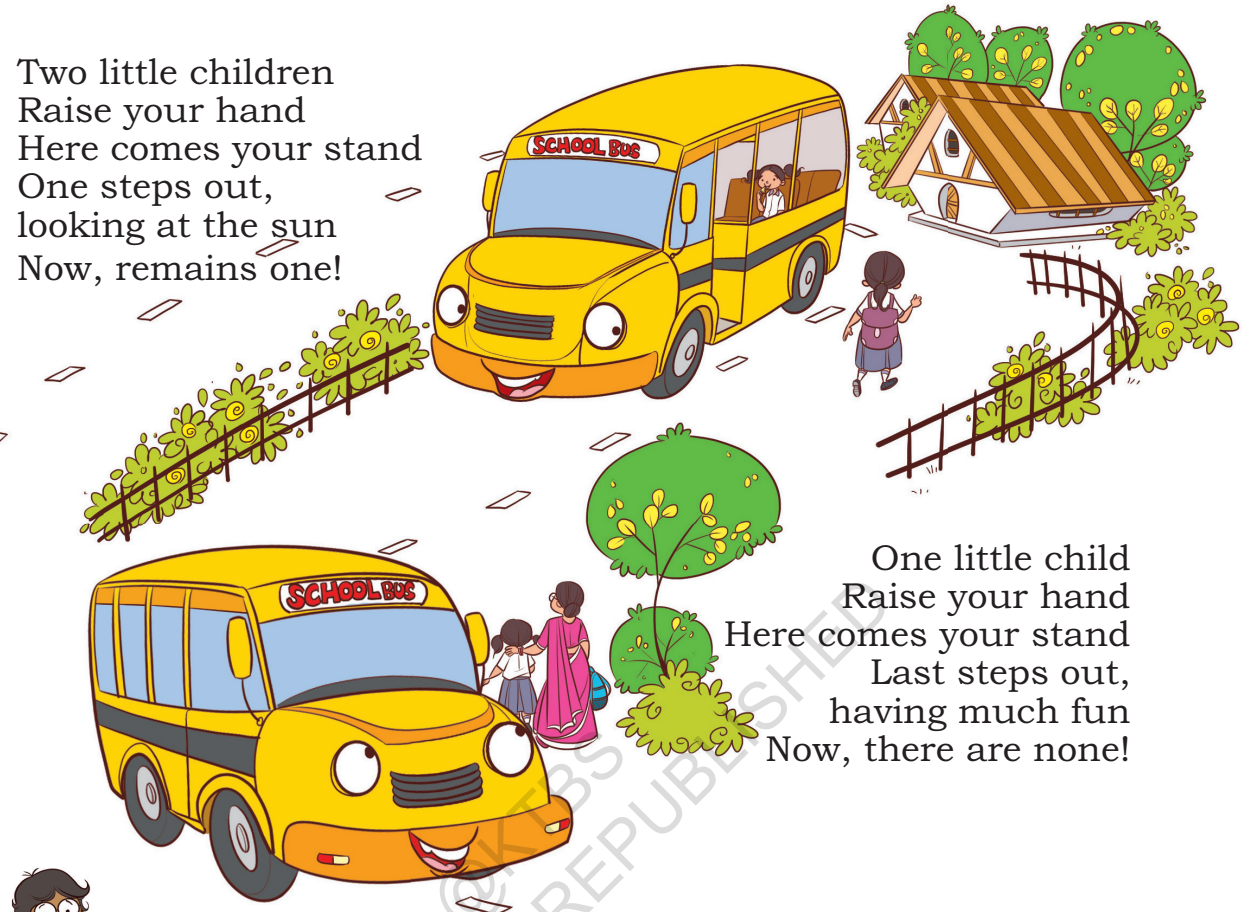


Three little children
Raise your hand
Here comes your stand
One steps out,
with shining shoe
Now, we are two!

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Two little children
Raise your hand
Here comes your stand
One steps out,
looking at the sun
Now, remains one!



One little child
Raise your hand
Here comes your stand
Last steps out,
having much fun
Now, there are none!

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Let us Talk

A. How many children are there in the bus at the beginning?

B. How many children get down from the bus on the first stand?

C. How many children are left in the bus after the first stop?

D. How many children are left after the second stand? Answer the same for third, fourth and fifth stand.

E. How many children are left in the bus at the end?



Project Work

Find out the number of people at your home. How many are going to school, for work and how many stay at home.



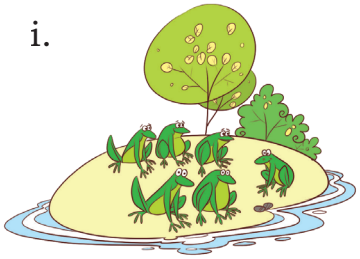


Let us Do

How Many Left?

A. Fill in the blanks.

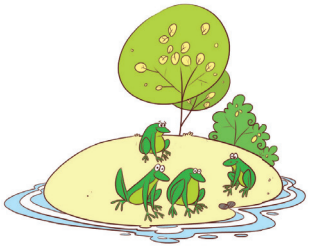
i.



6 frogs



2 jumped away



____ left

6 – 2 = _____

ii.



7 balloons



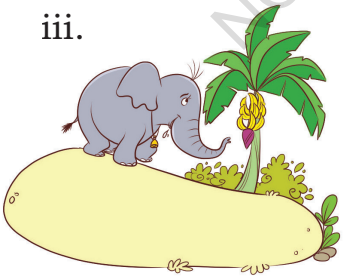
_____ flew away



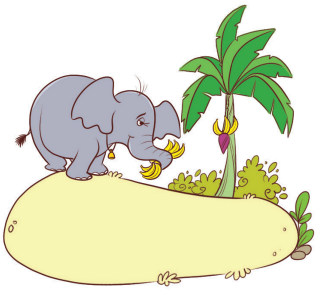
5 left

7 – 2 = _____

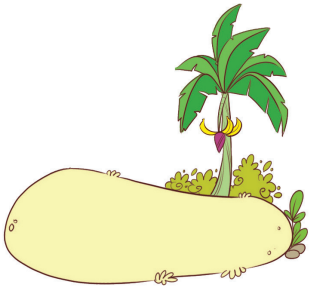
iii.



9 bananas



6 took away



____ left

9 – 6 = _____

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B. Draw the objects that are being left and fill in the blanks.

i.







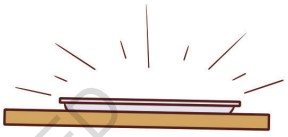
____ pots ____ pot broke ____ left

3 – _____ = _____

ii.







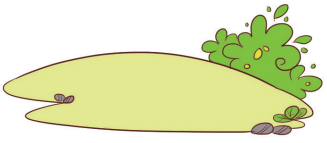
7 *ladoos* 4 eaten ____ left

7 – 4 = _____

iii.







7 balls _____ took away _____ left

7 – _____ = _____

C. Answer the following questions.

i. Manisha  has 9 bananas  . She ate 3 bananas. How many bananas are left? ☐

ii. There are 8 butterflies  on the flowers. 5 butterflies flew away. How many butterflies are left? ☐

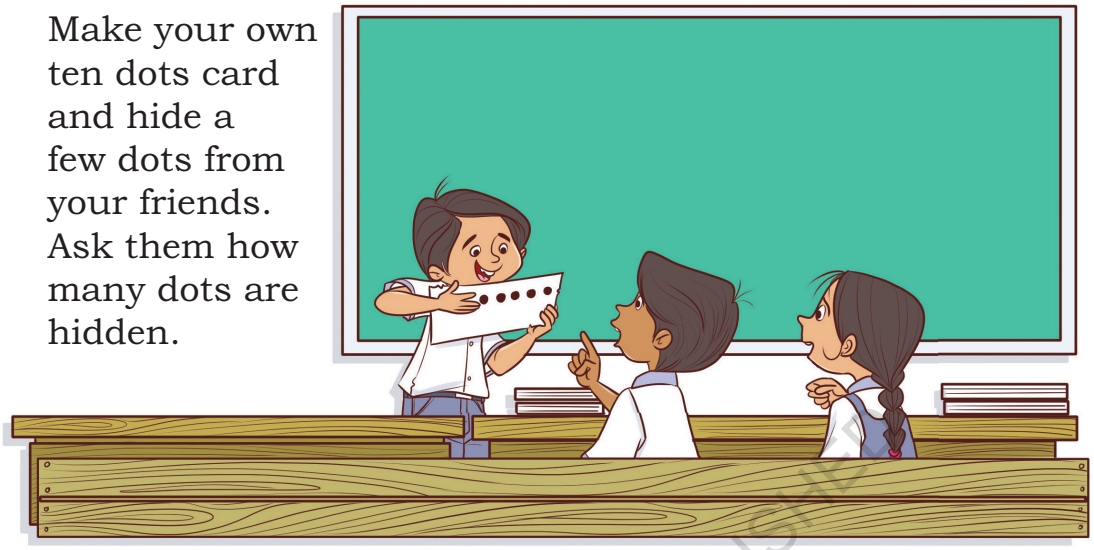
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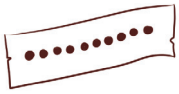


Let us Do

Make your own ten dots card and hide a few dots from your friends. Ask them how many dots are hidden.



How many dots are hidden and how many dots are visible?

Total Dots 10	Hidden Dots	Visible Dots
	0	10
		
		
		

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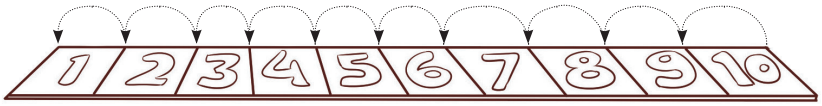


Project Work

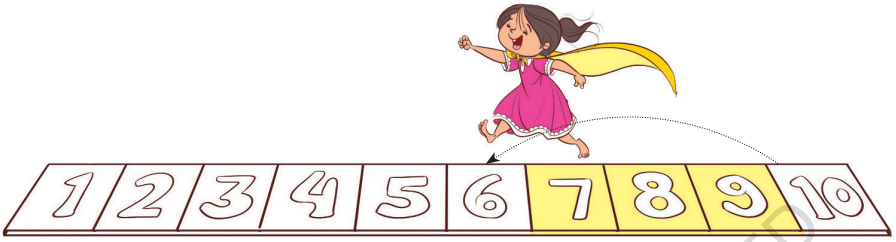
Ask children to make a frame with 8 dots. Now hide few dots using their hands or handkerchief and see how many dots are hidden and how many are visible. Is there any pattern in the numbers? Extend this activity for other numbers. Is it possible to do this without hiding the dots?



Hop backwards on the number strip.

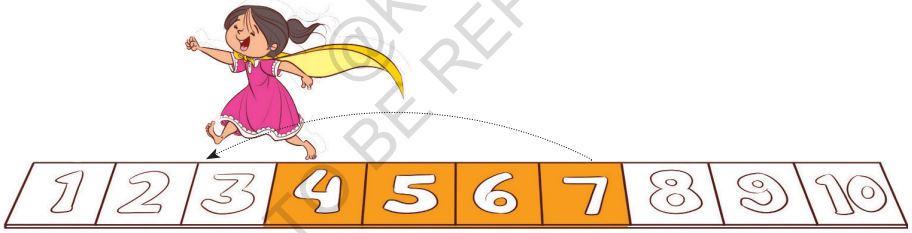


A. Jump 3 steps back from 9.



9 – 3 = 6

B. Jump 4 steps back from 7.



7 – 4 = ____

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Do the subtraction in your own way.

A. 8 – 2 = ____

B. 7 – 3 = ____

C. 9 – 5 = ____

D. 6 – 3 = ____

E. 5 – 1 = ____

F. 4 – 2 = ____



6 Vegetable Farm

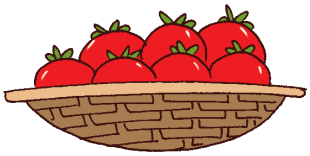
QRickit

0124CH06



Rumi and Shami helped each other taking out vegetables from the field. Each of them took a basket and plucked the vegetables. Let's see how many vegetables they both took out.

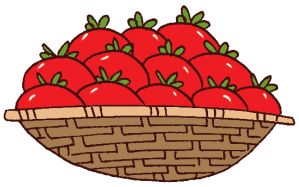
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Rumi's Basket



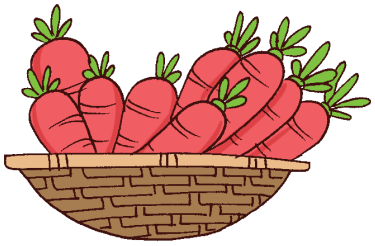
Shami's Basket

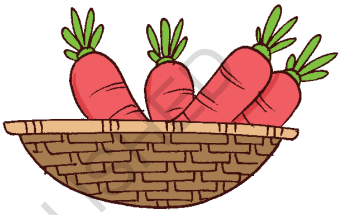


Both have

A. 7 tomatoes and 5 tomatoes altogether make 12 tomatoes.

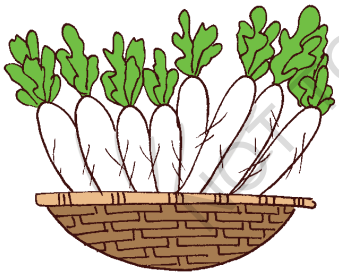
7 + 5 = _____

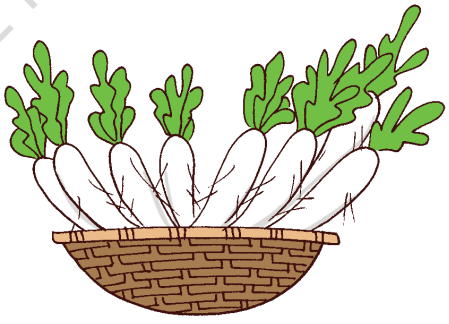




B. 9 carrots in one basket and 4 carrots in another basket.

9 + 4 = _____





C. 8 radishes in one basket and 8 radishes in another basket.

8 + 8 = _____



Project Work

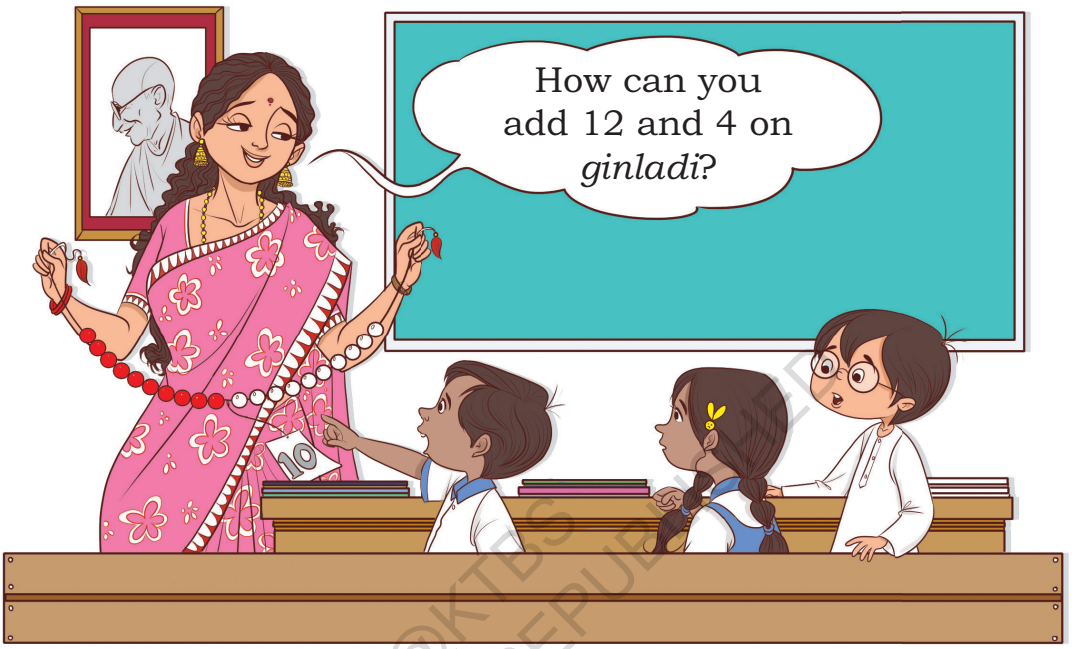
Plant any vegetable sapling at your home, school or nearby place. Share your experiences with your family and take care of the sapling. You may draw or take pictures of the growing sapling.

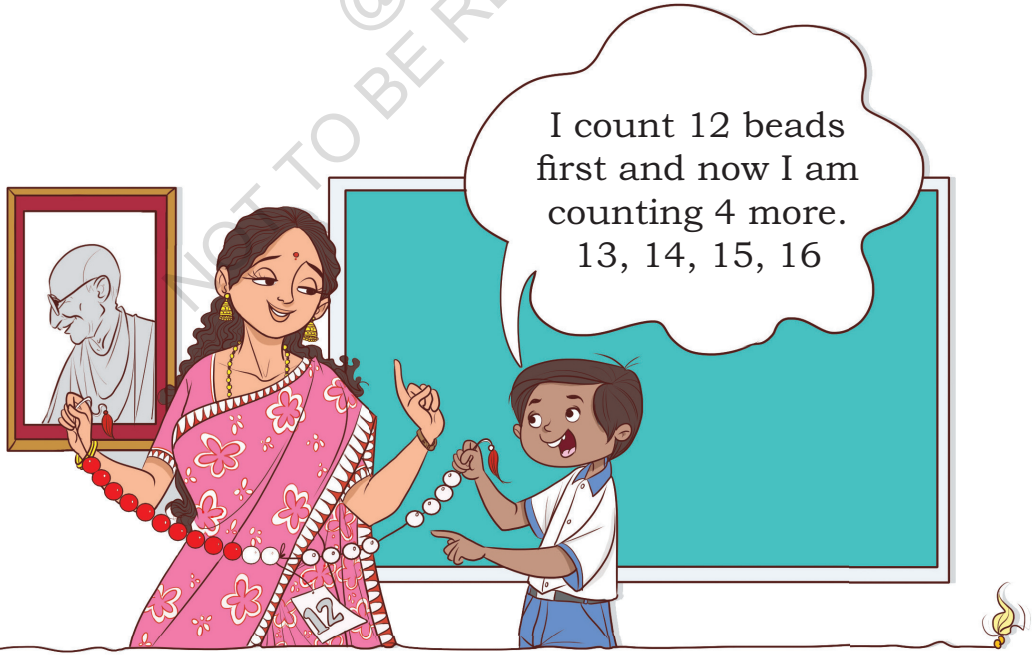
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Beads and *Mala*

Let us Play



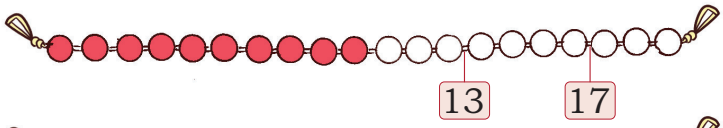


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Show how you can add these numbers on *ginladi*.

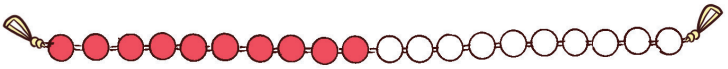
13 + 4 =



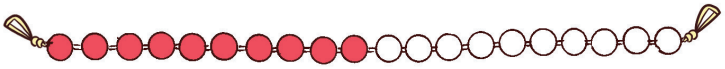
14 + 5 =



6 + 8 =



5 + 7 =



Hop and find the sum.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

8 + 5 = 13

13 + 3 = ____

2 + 16 = ____

4 + 12 = ____

5 + 3 = 8

____ + ____ = 13

____ + ____ = 10

____ + ____ = 18

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Add in your own way.

A. Sapna has 12 coloured pencils  and Gauri has 6 coloured pencils  . How many pencils do they have in all?

Sapna counted 12 and 6 more and got 18.

12 + 6 = 18



Discuss the process of addition. How do children count 12 and then further add 4? Discuss the strategies they are using.





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Gauri did it as

$$\begin{array}{l} 12 \quad + 6 \\ 10 + 2 + 6 \\ 10 + \quad 8 = 18 \end{array}$$

Can you do it differently?
Try and discuss with your teacher.



B. Aman has 8 *laddoos* and Charanjeet brought 6 *laddoos*. How many *ladoos* are there in all? ____



C. Sheena has 12 bangles, she got 6 more from her sister. How many bangles does she have now? ____





Let us Do

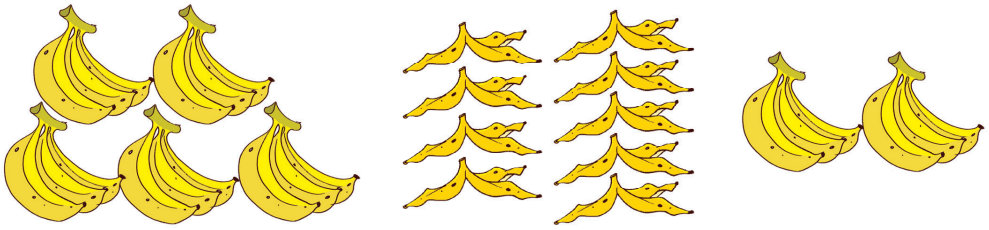
What would you like to bring for the picnic? Discuss with your friend. Draw the things you would like to take to the picnic and write the total number of eatables in the space provided.

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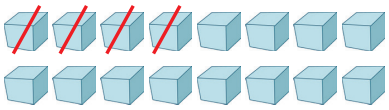
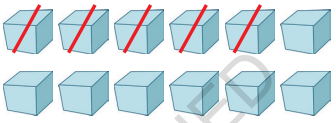
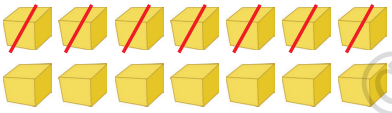
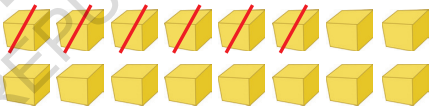


Subtraction

Subtract with some more numbers.



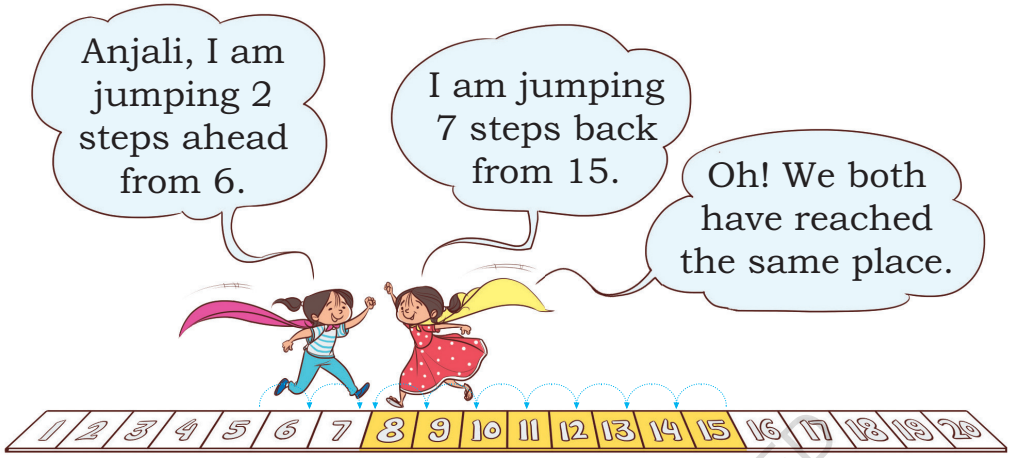
15 – 9 = 6

A.	 16 – 4 =	B.	 12 – 5 =
C.	 14 – 7 =	D.	 16 – 6 =
E.	 15 – 5 =	F.	15 – 0 =
G.	17 – 9 =	H.	13 – 3 =

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Hop and Jump

Anjali and Renu are playing by hopping and jumping.





Let us Do

Make a number strip in the playground or at home and find the different ways by which you can reach to the same place.

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Add, Subtract and Match

8 + 7	12	15 – 3
9 + 9	15	18 – 1
10 + 2	14	17 – 2
16 + 1	17	18 – 0
11 + 3	18	16 – 2

Make similar questions and let children use their own strategies to solve these questions.

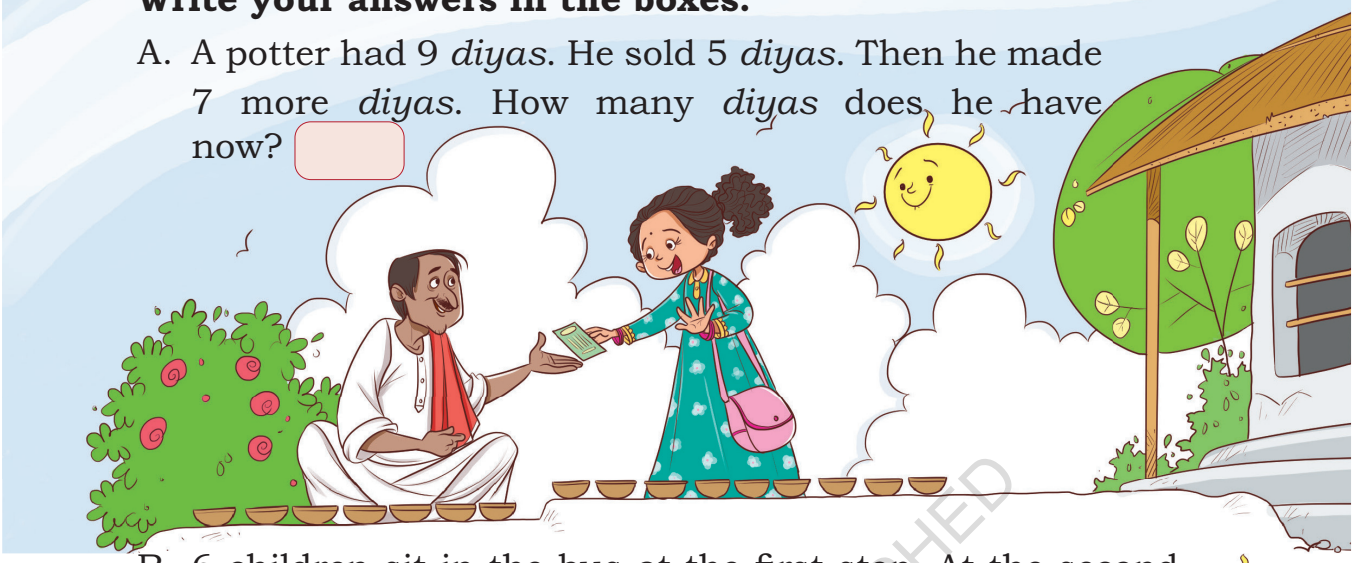


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Problem Stories

Write your answers in the boxes.

A. A potter had 9 *diyas*. He sold 5 *diyas*. Then he made 7 more *diyas*. How many *diyas* does he have now?



B. 6 children sit in the bus at the first stop. At the second stop, 8 more children board the bus. 7 children get down at the third bus stop. How many children are there in the bus at the third stop?



C. There are 18 seats in a bus. If 9 children are already sitting in it, how many more children can sit inside the bus?

D. Kuljeet got 14 toffees in her box. She shared few toffees with her friends. She was left with 6 toffees. How many toffees did she share with her friends?

E. Raman got 12 bananas and ate a few of them. He is left with 5 bananas. How many bananas did he eat?

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