Joyful Mathematics

Class 1

Part - II

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विद्यया ऽमृतमश्नुते
एन सी ई आर टी
NCERT
राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

*(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

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CONSTITUTION OF INDIA

Part III (Articles 12 – 35)
(Subject to certain conditions, some exceptions
and reasonable restrictions)

guarantees these

Fundamental Rights

Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.

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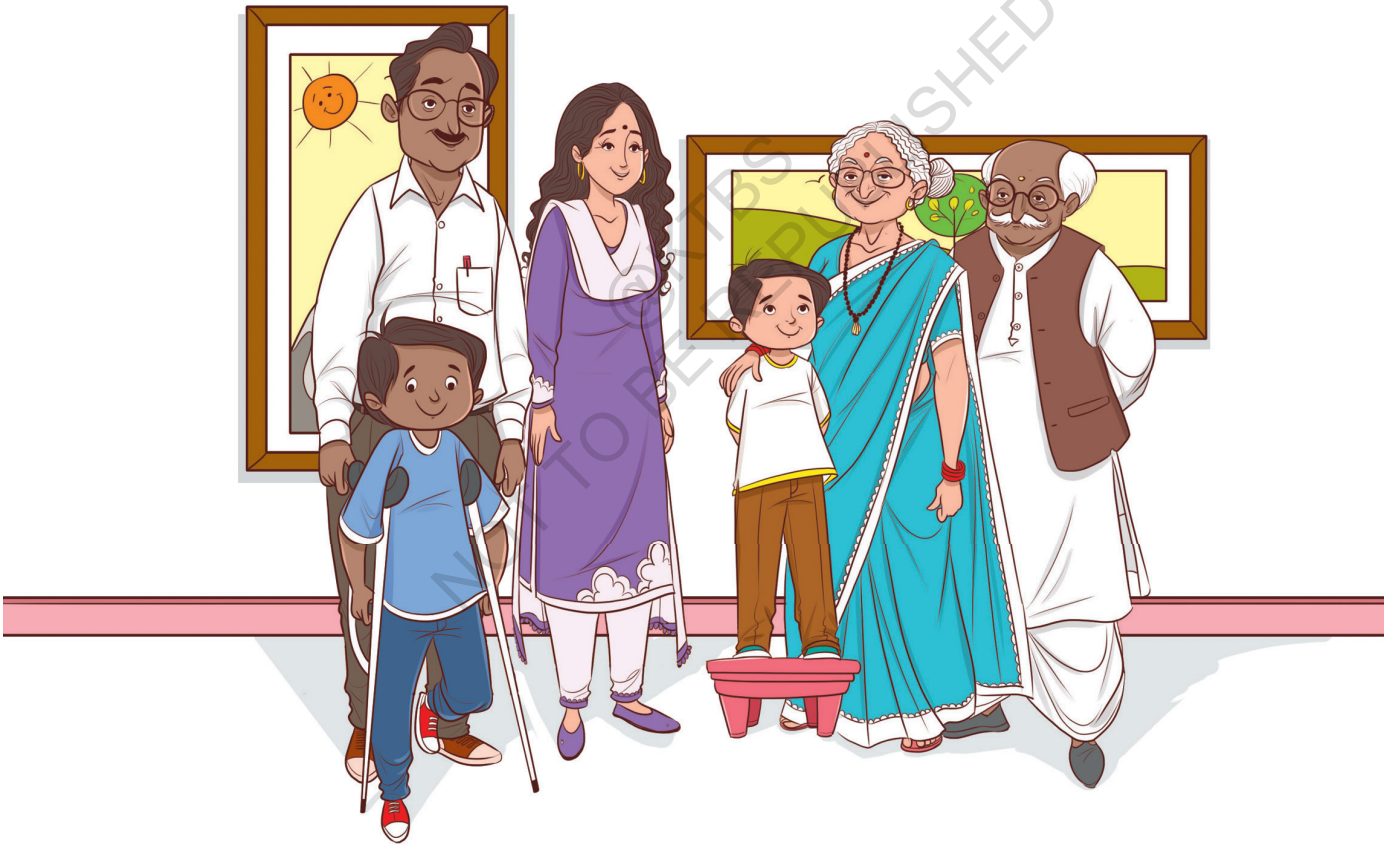
7 Lina's Family

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Lina's Family Get Together

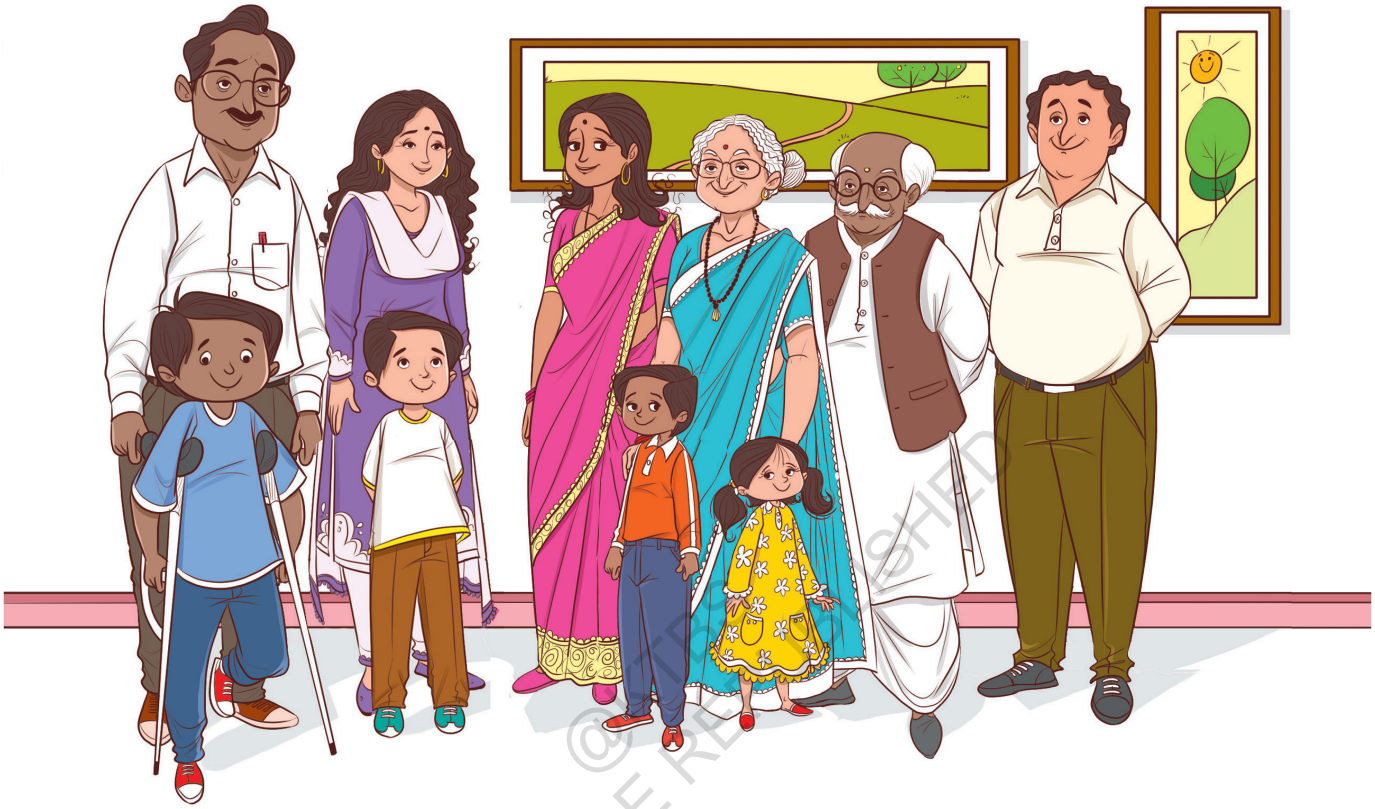
Lina stays with her family in a village. She stays with her grandparents, parents and a brother Shanbor. Her uncles, aunts and cousins live near to their house.



Lina is standing on the stool. She likes to be tall. Find out and circle the tallest member in the family.

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Lina's family invited all the family members for a get together.





Let us Talk

A. How many members are there in Lina's family?

B. Tick the tallest member in the family.

C. Draw a cap on the shortest family member.

D. Who is taller than Lina's mother but shorter than Lina's father?

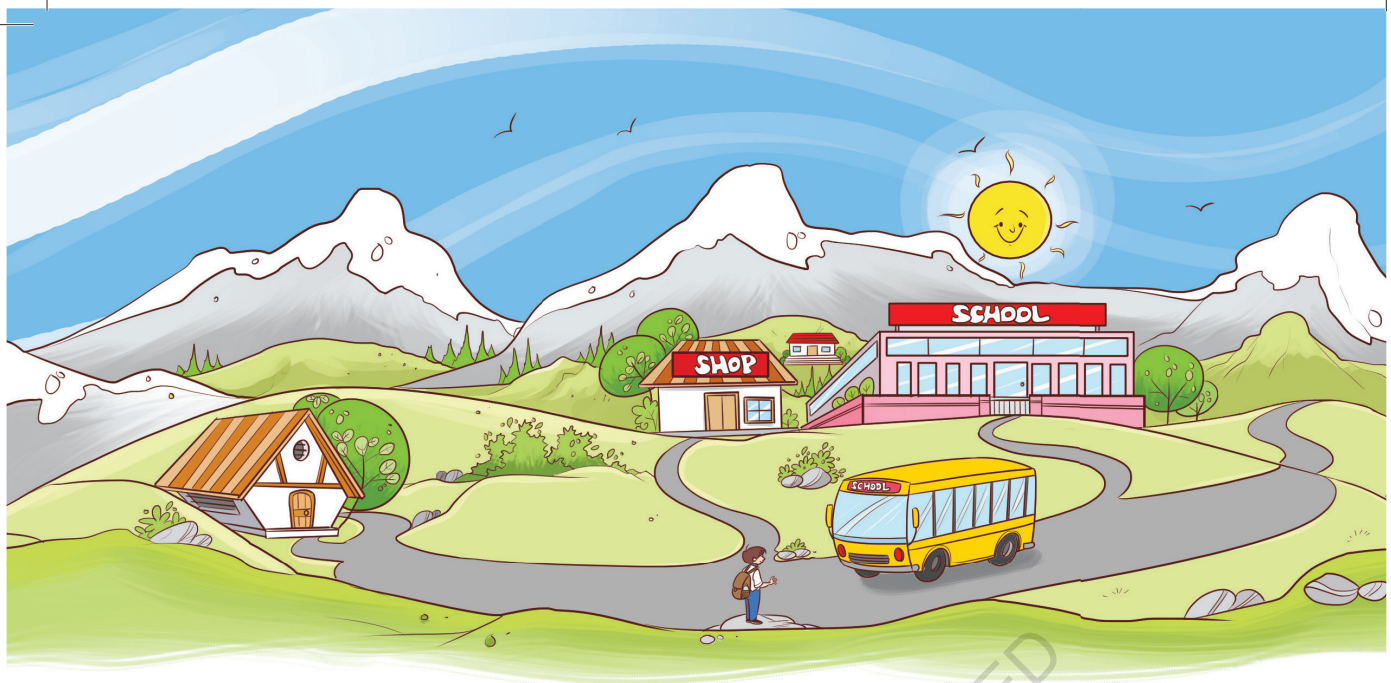
E. Who is the tallest and shortest member of your family?

F. Who is the tallest child in your class?

G. How many children in your classroom are taller than you?

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Lina lives in a hut-shaped house in a hilly area. Can you locate her house in the picture? Circle the correct options:

A. Her house is **nearest to/farthest from** the shop and **nearest to/farthest from** the school.

B. The school is **nearest to/farthest from** the shop and **nearest to/farthest from** red roof houses.

C. The child is **nearest to/farthest from** the school bus and **nearest to/farthest from** the school.

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Amazing Facts

This is a statue of Sardar Vallabhbhai Patel also called the Statue of Unity. It is the tallest statue in the world and is located in Gujarat, India.

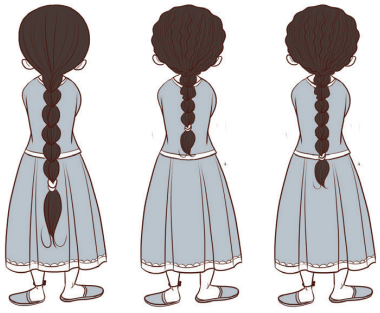




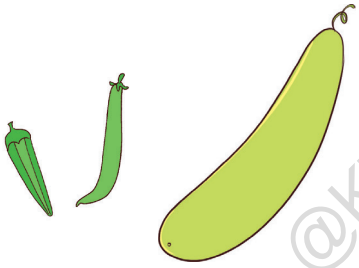
Let us Do

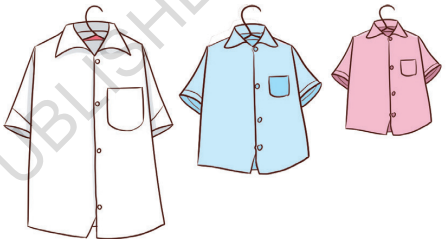
A. Tick ✓ the one which is longest.

i. 

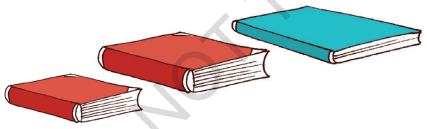
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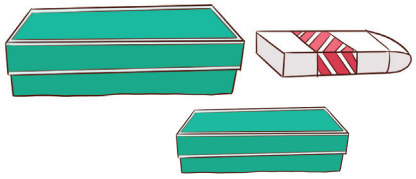
B. Tick ✓ the one which is shortest.

i. 

ii. 

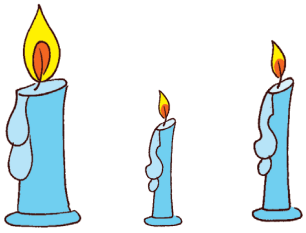
C. Tick ✓ the one which is thickest.

i. 

ii. 

D. Tick ✓ the one which is thinnest.

i. 

ii. 

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Think and Do

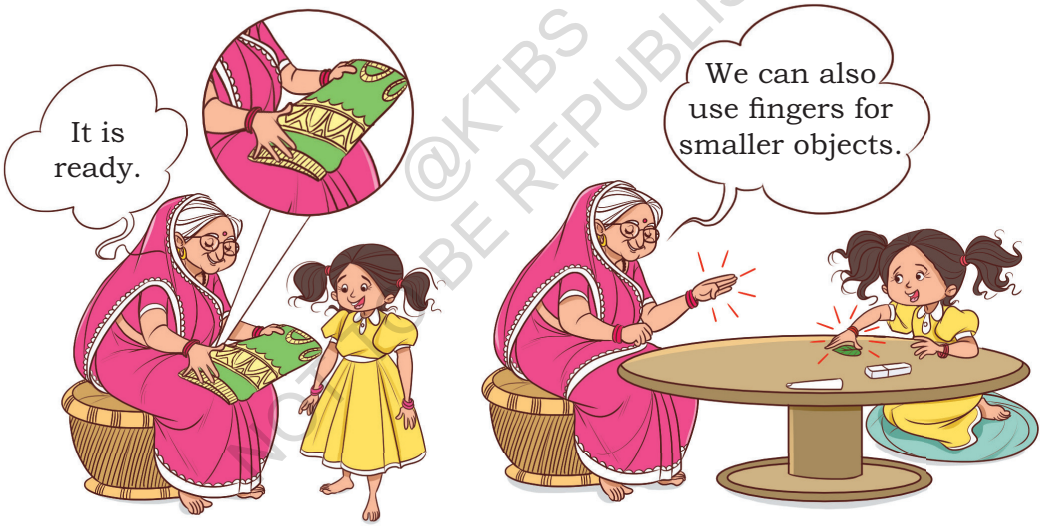
Draw a stick or bamboo longer than this—



Draw a rope shorter than this—

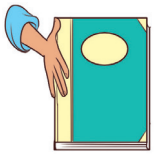


Dadi is checking the length of Chitra's sweater by a handspan.



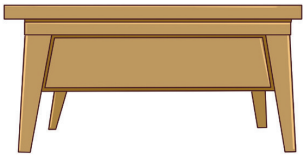
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Chitra also wants to find out the length of the stick, table, pencil and notebook using her handspan.









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Think and Answer

A. My table is _____ handspans long.

B. My bag is _____ handspans long.

C. My classroom blackboard is _____ handspans long.

D. My Maths book is _____ handspans long.

E. My arm is _____ handspans long.

F. My friend's arm is _____ handspans long.

Can Chitra use a handspan to find the length of all these things? Find out and circle which things around you are shorter than a handspan? Can we use fingers also to find the length of these things?



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Let us Do

What would you choose, handspan or fingers to find the length of these objects and why? Circle your options in the table. Try to guess before finding the length of these objects.

Name of the things	Circle, what will you use?	My guess	My findings
Bottle 	 handspan or fingers		
Spoon 	 handspan or fingers		
Pencil 	 handspan or fingers		
My friend's nose 	 handspan or fingers		
Leg 	 handspan or fingers		
Key 	 handspan or fingers		

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Measure by footspan	My guess of footspan	My findings of footspan
Distance between my seat and the door of the classroom		
One side of classroom		
Distance between the bed and washroom		
Distance between two walls of your room		

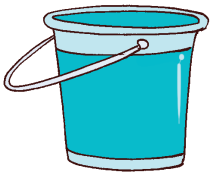




Let us Do

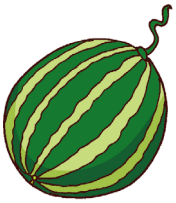
A. Tick ✓ the heavier object.

i.





ii.





B. Tick ✓ the lighter object.

i.





ii.







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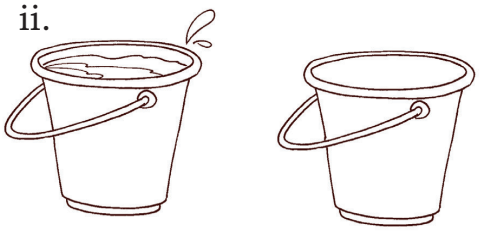
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C. Colour the heavier object.

i.



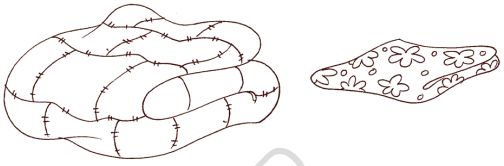
ii.



iii.

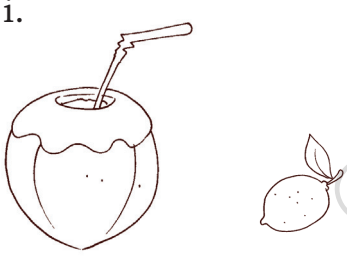


iv.

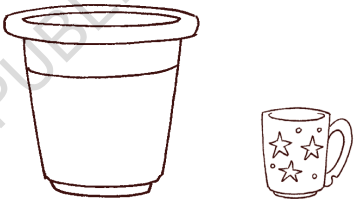


D. Colour the lighter object.

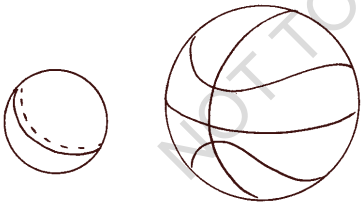
i.



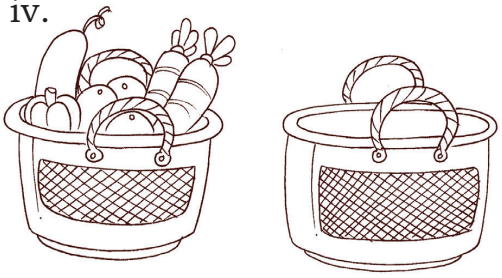
ii.



iii.



iv.



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Let us Talk

A. Who is heavier between you and your friend? How will you find out? Discuss in the class.

B. Find out your weight. Can you tell how and where your weight is usually checked?



Let us Do

A. Fill the bucket with water.



i. _____ jugs of water will fill the bucket.

ii. _____ glasses of water will fill the bucket.

iii. _____ bowls of water will fill the bucket.

B. Answer the following questions.

i. How many cups of water will fill your water bottle?

_____

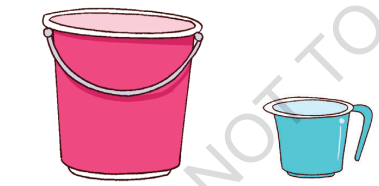
ii. Now fill your friend's water bottle with the same cup. How many cups of water will fill your friend's bottle?

_____

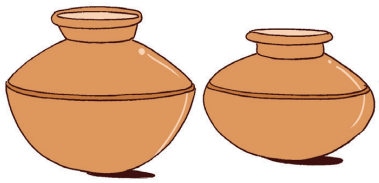
iii. Which bottle holds more water? _____

iv. Try it with another bottle. Which bottle holds less water?

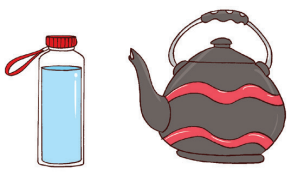
C. Circle the one which holds more water.











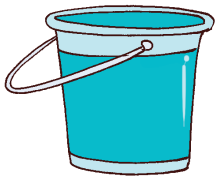
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D. Water is very useful for us.

Tick ✓ the amount of water you need for the given activities.

i. 

For brushing the teeth



A bucket full of water



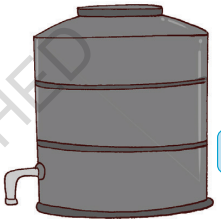
A mug full of water

ii. 

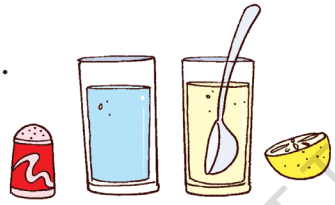
For bathing



A bucket full of water



A tank

iii. 

For preparing 2 glasses of lemon water



A jug of water



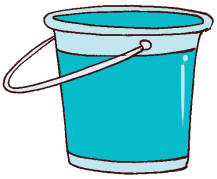
A bucket of water

iv. 

For watering a plant



A mug of water



A bucket of water

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Project Work

A. Discuss why is it important to take water in a bucket for bathing instead of shower or running tap water.

B. Tear and paste colourful paper strips to make one portion of the strip short and another longer. The strips should be of different sizes.

Shorter These are shorter	**Longer** These are longer

C. List things which are easier to carry and which are difficult to carry.

Easier to carry	**Difficult to carry**

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D. Get bottles, bowls and glasses of different sizes. Now see how many glasses or bowls of water can fill the bottle. Which of these can hold more water?

Ask children how many glasses of water they drink in a day. Discuss and sensitise them about water getting wasted around them, what they would do if water is left in the glass, should it be thrown or given to the plants. Also discuss other ways of saving water like closing the tap when not in use, reusing water, etc.



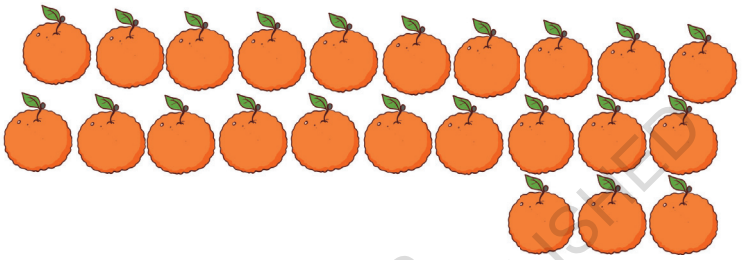


Fun with Numbers

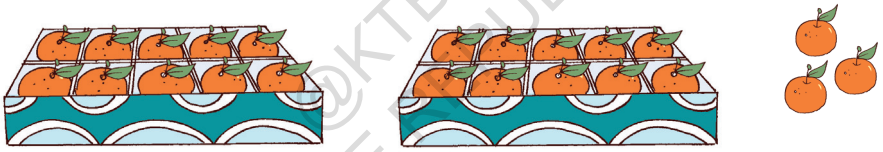
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Simran was putting oranges in boxes. Each box can hold 10 oranges. How many boxes would she need?

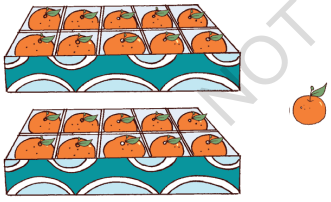


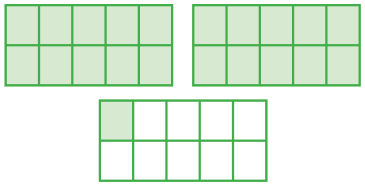
She packed them in boxes.



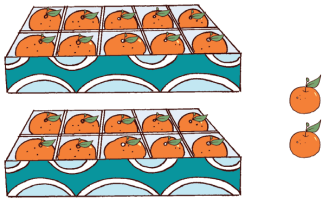
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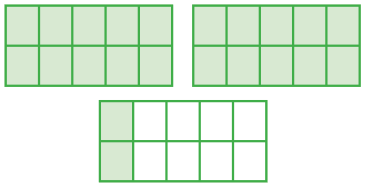
Do you know how many oranges are there?



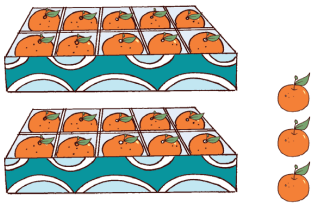
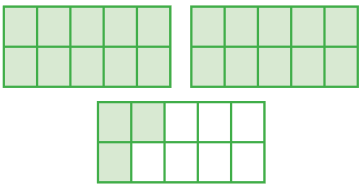
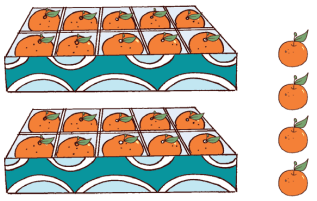
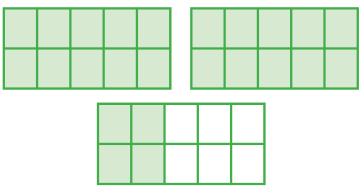
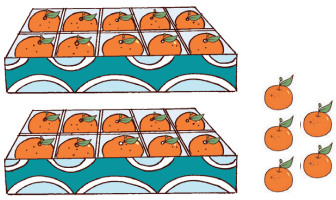
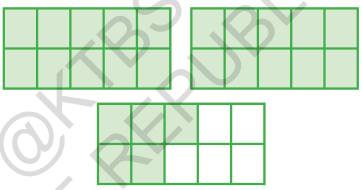
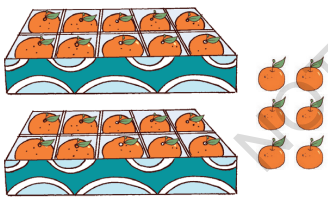
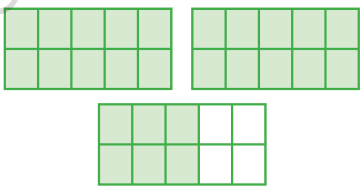
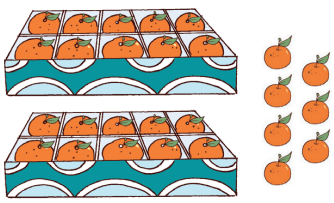
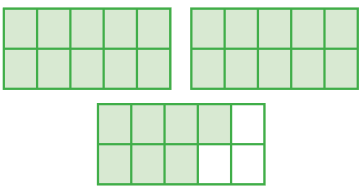


21
Twenty One

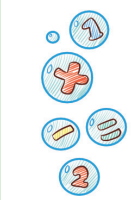


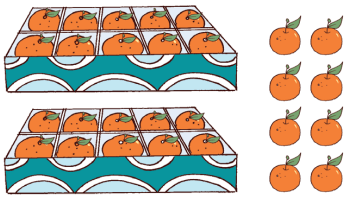
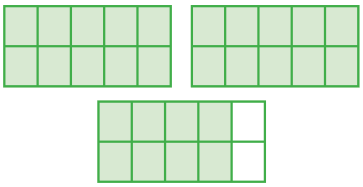
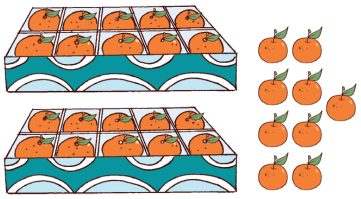
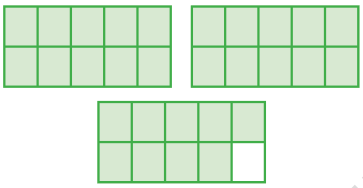
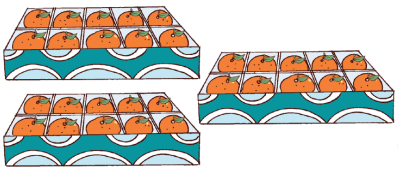
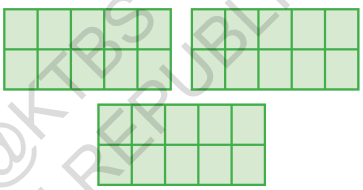


22
Twenty Two

		Twenty Three
		24 Twenty Four
		Twenty Five
		Twenty Six
		27 Twenty Seven

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		28 Twenty Eight
		 Twenty Nine
		30 Thirty

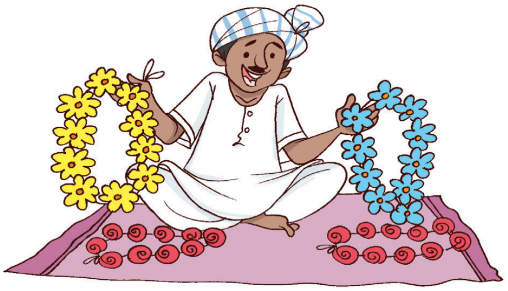
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Write 21 to 30

21				25					
		23							30
	22					27			

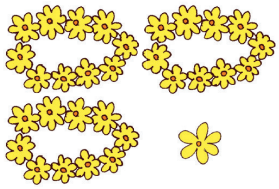
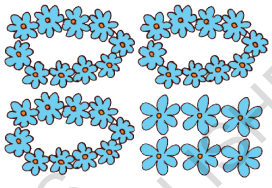
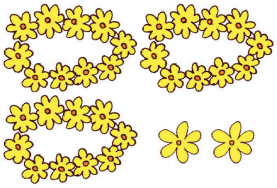
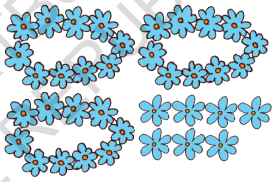
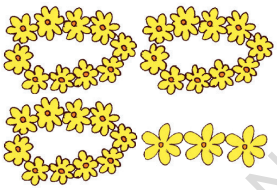
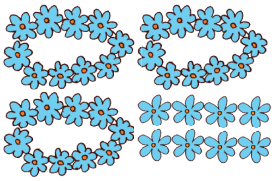
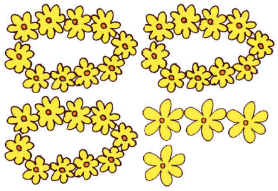
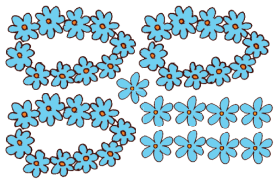
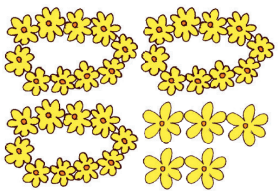
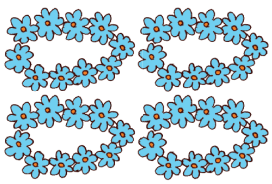
Chapter 8.indd 86 16-12-2024 11:45:23

Let us count the number of flowers and the number of *neem daatun*.



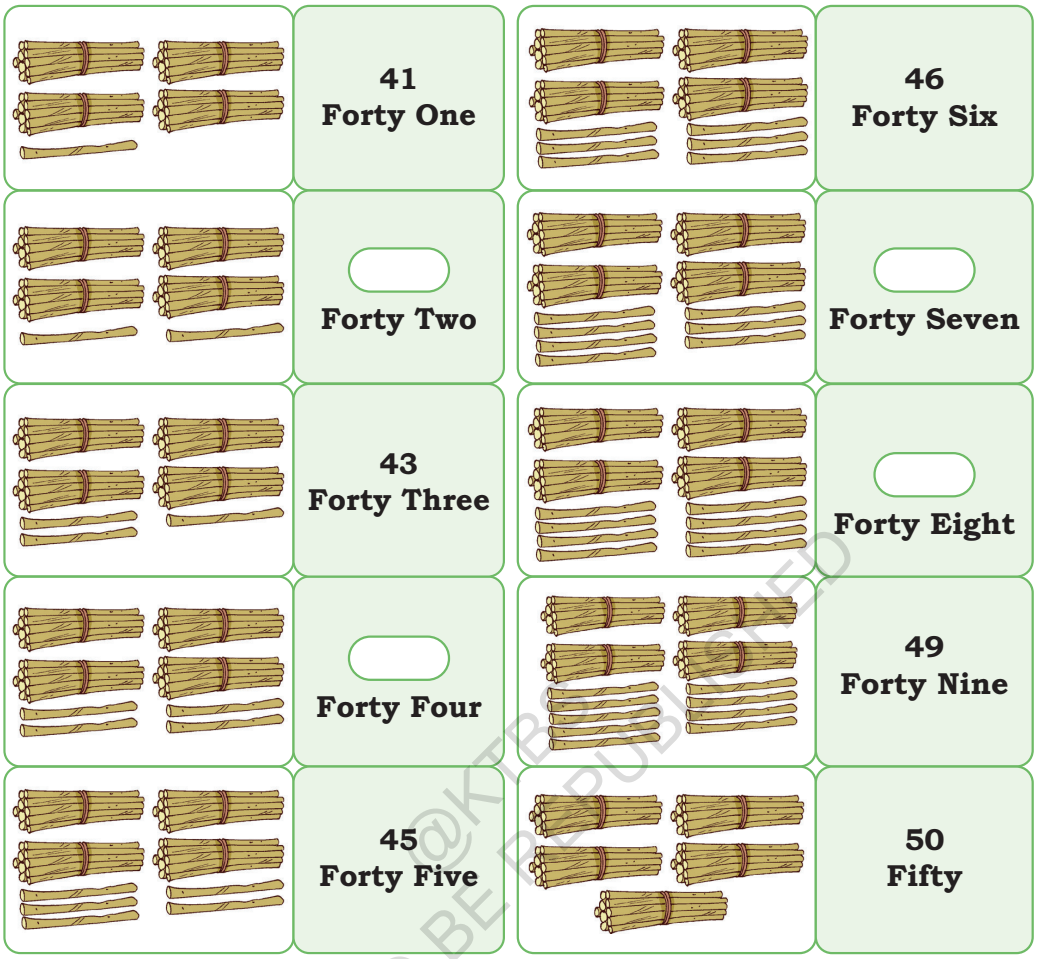


Number 31 to 50

	31 Thirty One		36 Thirty Six
	32 Thirty Two		 Thirty Seven
	 Thirty Three		 Thirty Eight
	 Thirty Four		39 Thirty Nine
	35 Thirty Five		40 Forty

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Chapter 8.indd 87 16-12-2024 11:45:26



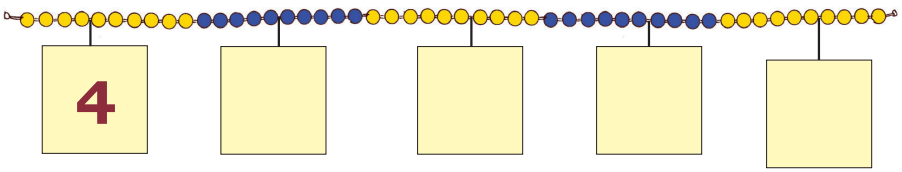
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Let us Do

A. Pick up any number card from 1 to 50. Can you place the number card with help of the clip on *ginladi* at the right place?

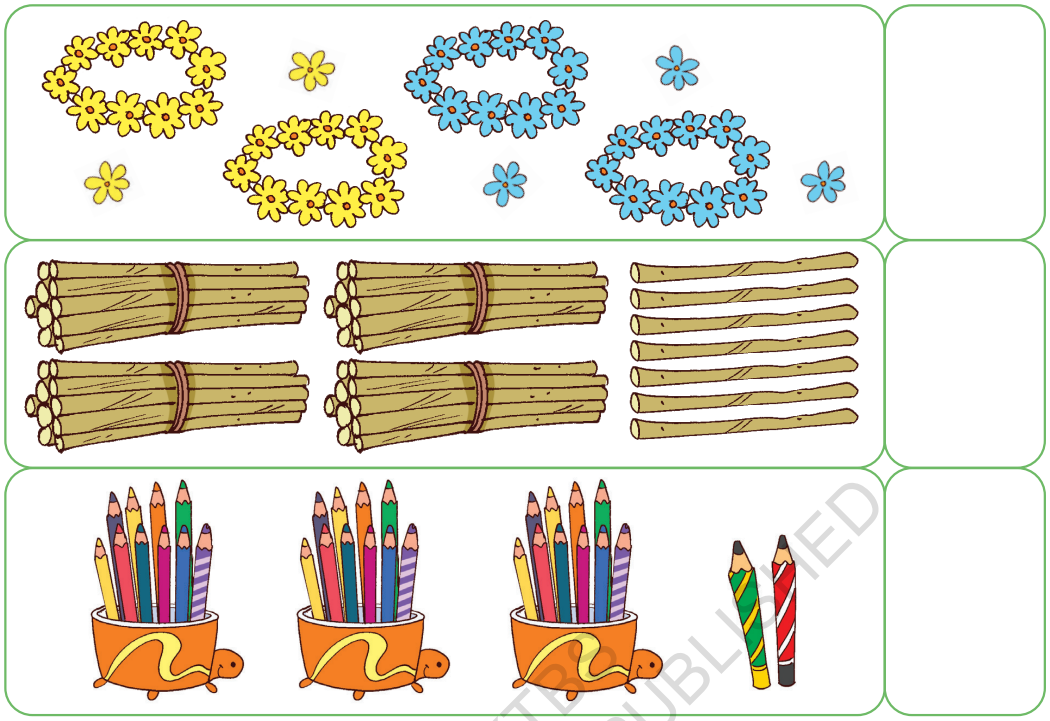
B. Write the number on the number cards placed on the *ginladi*.





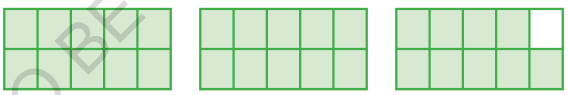
Chapter 8.indd 88 07-06-2023 11:21:55

Count and write the numbers.

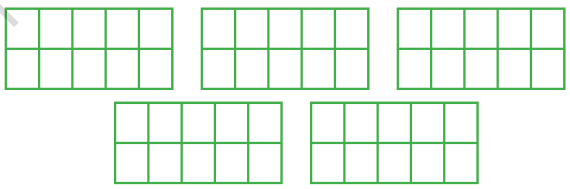


Fill up the tens frames to show the number. One has already been done for you.

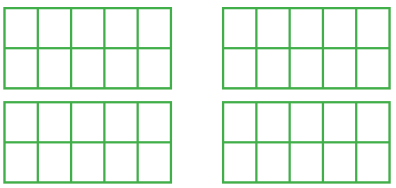
29
Twenty one



41
Forty one



30
Thirty



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Use *ginladi* to talk about tens and numbers 21 to 50. Also encourage children to count backwards from any given number using *ginladi* or number line initially. Once they gain confidence, they can do without the *ginladi*.





Chapter 8.indd 89 07-06-2023 11:21:56

Fill up the missing numbers.

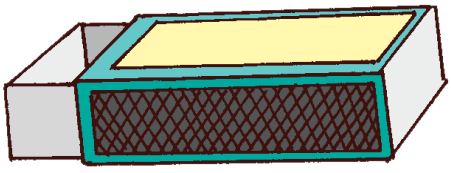


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Project Work

Farha said that she has packed more than fifty amazing things in her matchbox. Her friends wondered what these things could be. They had a big surprise when she opened her box.
Can you collect some items and see how many a matchbox can hold?



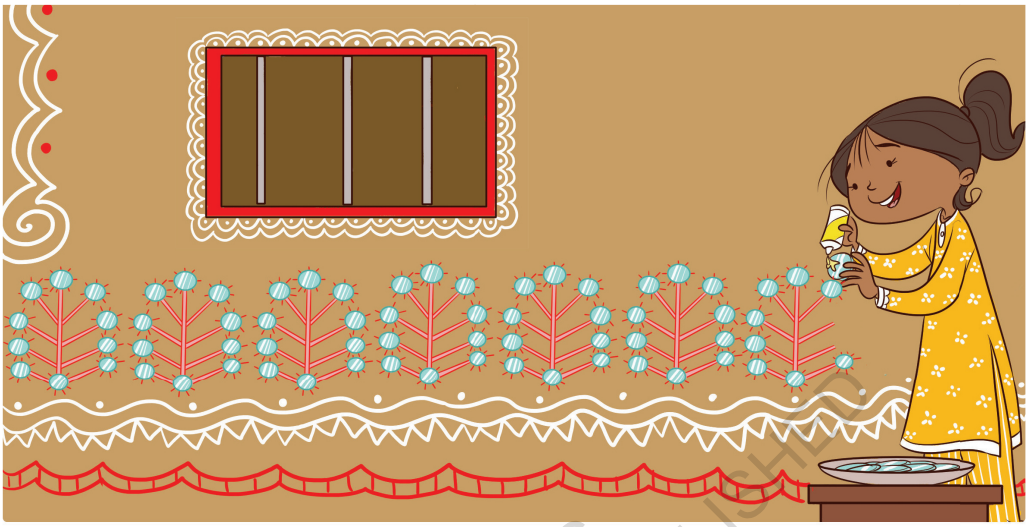




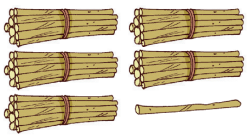
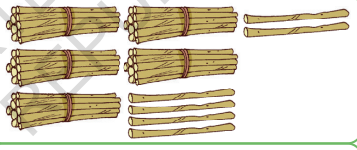
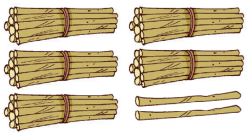
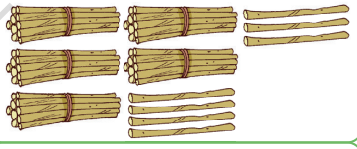
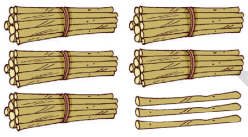
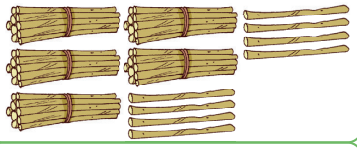
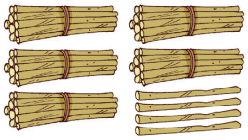
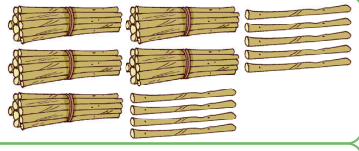
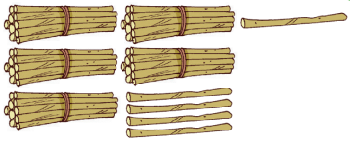
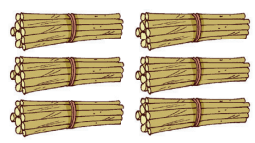
Chapter 8.indd 90 19-06-2023 15:01:11

Numbers from 51 – 99

Ankita is pasting mirrors on her house. Help her to find out how many mirrors she has used in the design. ____



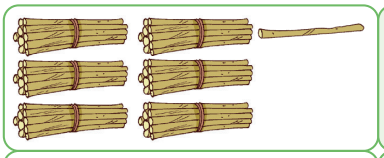
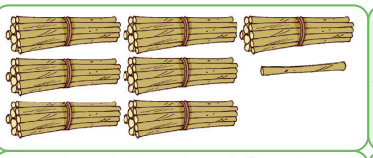
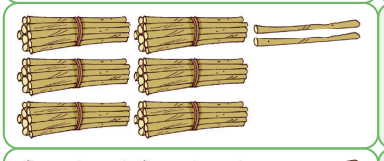
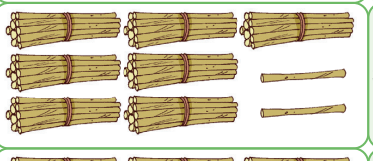
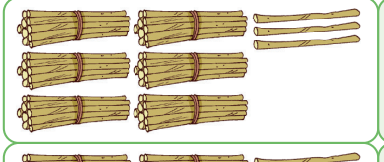
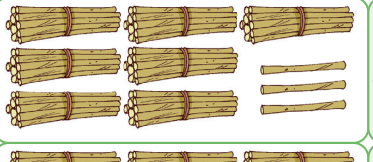
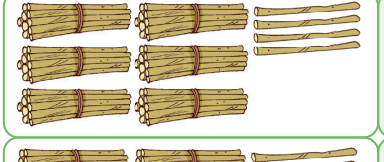
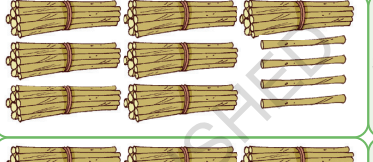
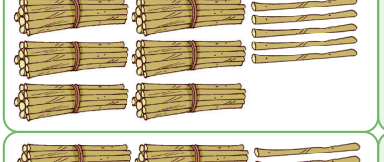
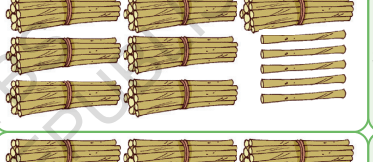
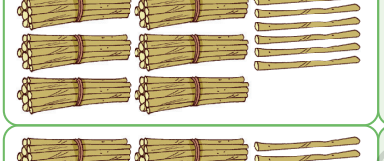
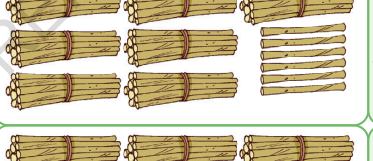
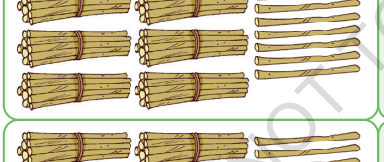
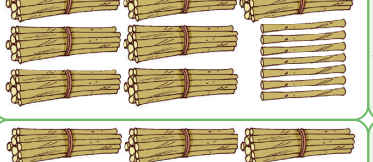
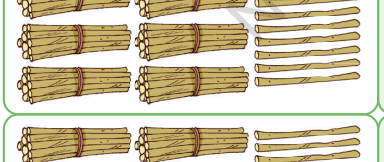
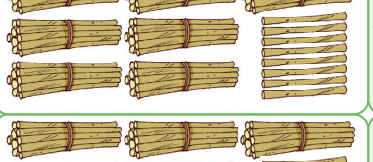
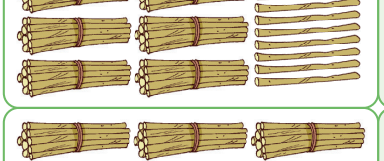
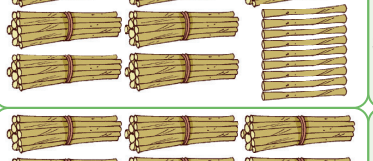
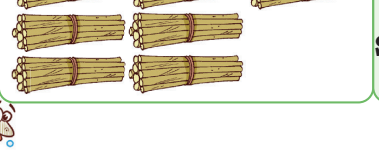
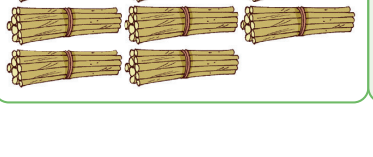
Count and write the numbers from 51 to 60

	51 Fifty One		____ Fifty Six
	52 Fifty Two		____ Fifty Seven
	____ Fifty Three		____ Fifty Eight
	____ Fifty Four		59 Fifty Nine
	____ Fifty Five		60 Sixty

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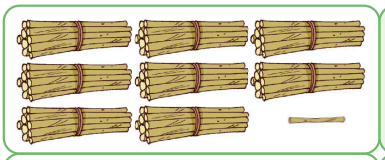
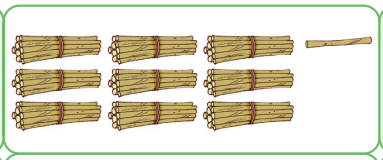
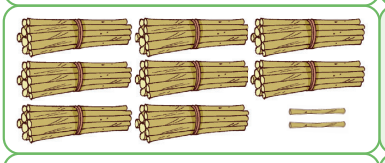
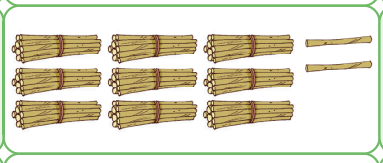
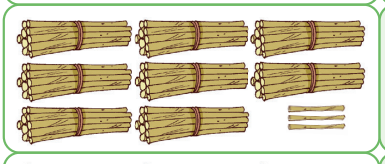
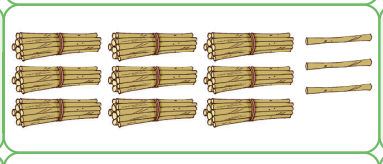
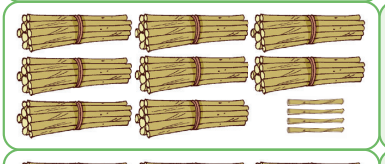
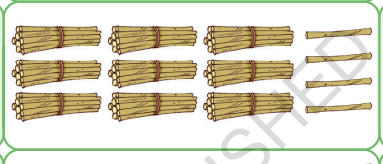
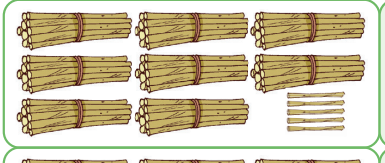
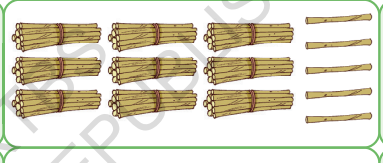
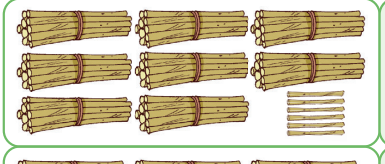
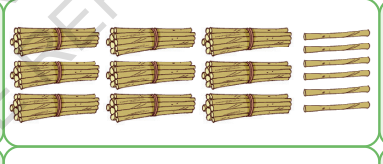
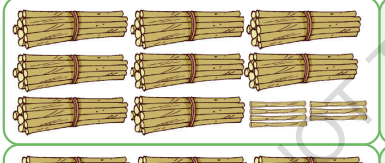
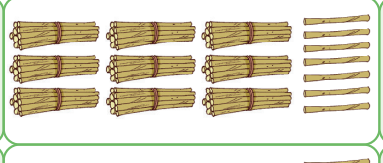
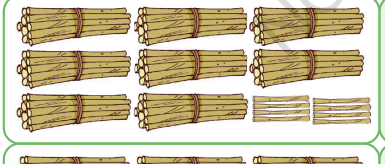
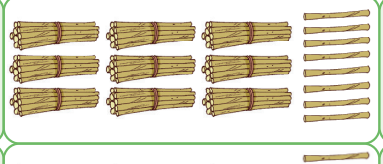
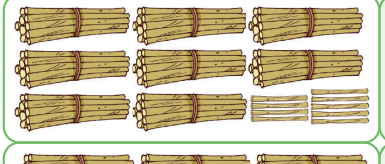
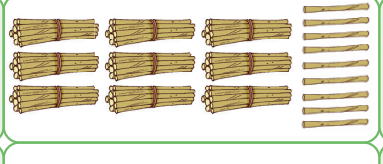
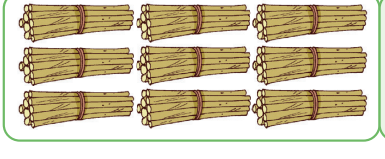
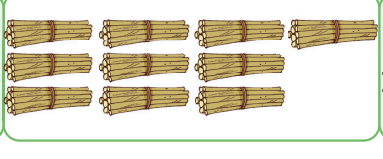
Count and write the numbers from 61 to 80

	61 Sixty One		71 Seventy One
	62 Sixty Two		72 Seventy Two
	Sixty Three		Seventy Three
	Sixty Four		74 Seventy Four
	Sixty Five		75 Seventy Five
	Sixty Six		Seventy Six
	Sixty Seven		Seventy Seven
	Sixty Eight		78 Seventy Eight
	Sixty Nine		Seventy Nine
	70 Seventy		80 Eighty

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Count and write the numbers from 81 to 100

	81 Eighty One		91 Ninety One
	Eighty Two		Ninety Two
	83 Eighty Three		Ninety Three
	Eighty Four		Ninety Four
	Eighty Five		95 Ninety Five
	86 Eighty Six		Ninety Six
	Eighty Seven		97 Ninety Seven
	Eighty Eight		Ninety Eight
	89 Eighty Nine		Ninety Nine
	90 Ninety		100 Hundred

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Let us Do

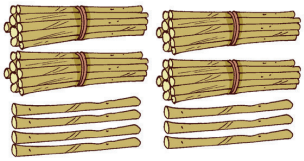
Tie a *ginladi* from one end to the other. Choose a random number (1 to 99) card. Attach the number cards at the appropriate place on the *ginladi* with a clip. Play with your friends using other cards also.

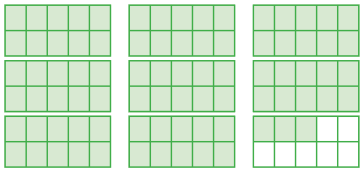
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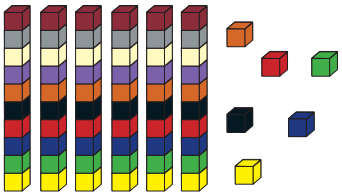
Use *ginladi* to add numbers. Ask about the numbers between any two given numbers.



Count and write the numbers.







Make a slide and ladder game by filling the missing numbers.

100		98	97	96	95			92	
81	82	83	84		86	87	88		90
80	79		77	76		74	73	72	71
61	62	63		65	66		68	69	
	59	58		56		54	53	52	51
41	42	43		45			48		50
40		38	37	36		34	33	32	31
21	22		24	25		27	28		30
20	19	18	17	16	15		13	12	11
1	2	3		5	6		8	9	

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This game can be played outdoors (with a chalk draw squares with movable sticks and ropes as ladders and slides). Some task cards can be placed on the squares. Instructions can also be modified like jump to a number where the digits are exchanged, skip one number on your right and jump, etc.



Look at the Picture



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Let us Talk

A. Observe and discuss what is happening in the picture.

B. What are the different things which you see in the given picture?

C. How many houses are there?

D. How many people are there in the picture?

E. Guess how many lines are used to draw the leaves of a tree.

F. Do you know the special name for this type of painting?

G. Which part of India is famous for 'Warli' painting?

Chapter 8.indd 96 07-06-2023 11:22:18

Make your own *warli* drawing.







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9

Utsav

QRickit

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According to the Indian calendar, the festival of Uttarayan like Makar Sankranti, Pongal, Bihu and Lohri marks the beginning of the transition from winters to summers. The celebration signifies the return of sunny days and the start of the harvest season. Discuss the various local festivals celebrated by children with their families. The picture also highlights the main elements of each celebration and various shapes and patterns which can be discussed with children.



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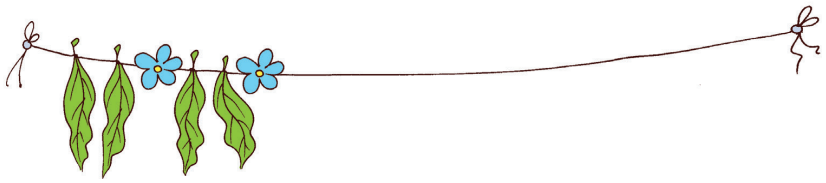


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Chapter 9.indd 99 07-06-2023 11:23:03

Extend the patterns by drawing further.

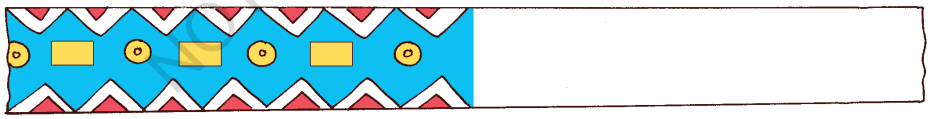
A. 

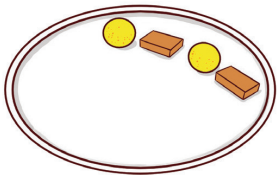
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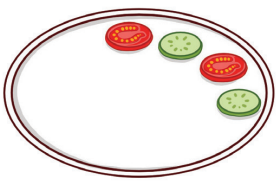
C. 

D. 

E. 

F. 

G. 

H. 

Encourage children to use concrete objects to make patterns.



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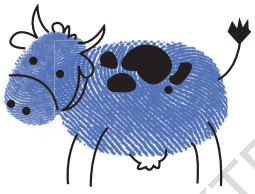


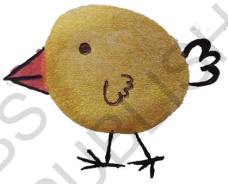
Let us Do

Munna  is very fond of colouring. He created a pattern by using the impression of his thumb and fingers. You can also create a pattern like this by using your finger print in the given space.













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What colour should come after pink and why? Discuss.

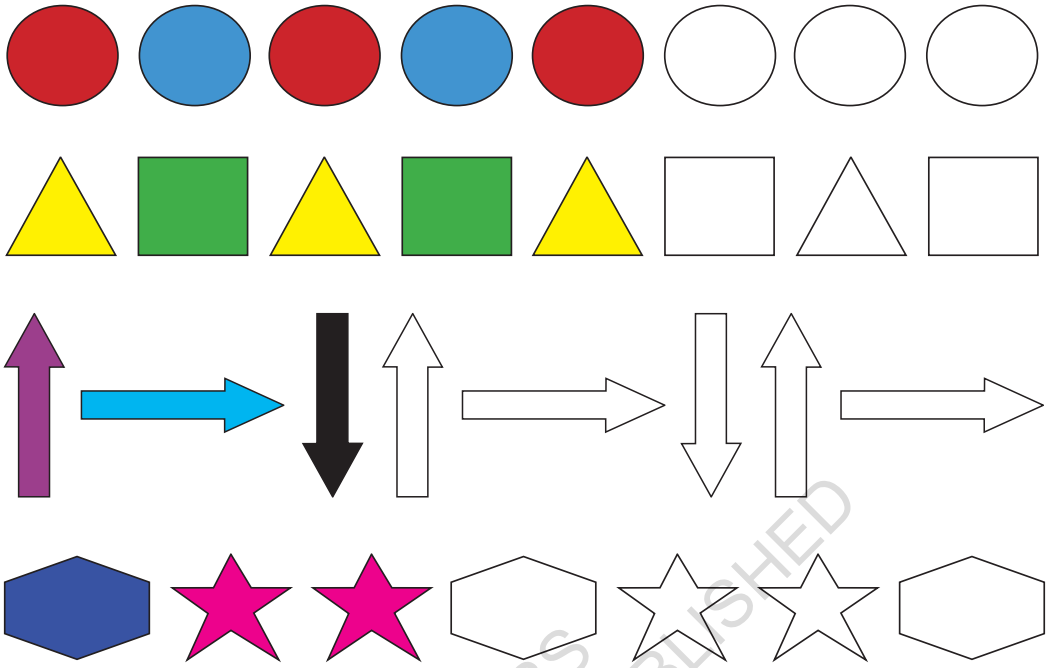
Ask children to collect different vegetables and cut them into slices with the help of adults. Use cut slices of these vegetables to create a pattern of your choice.



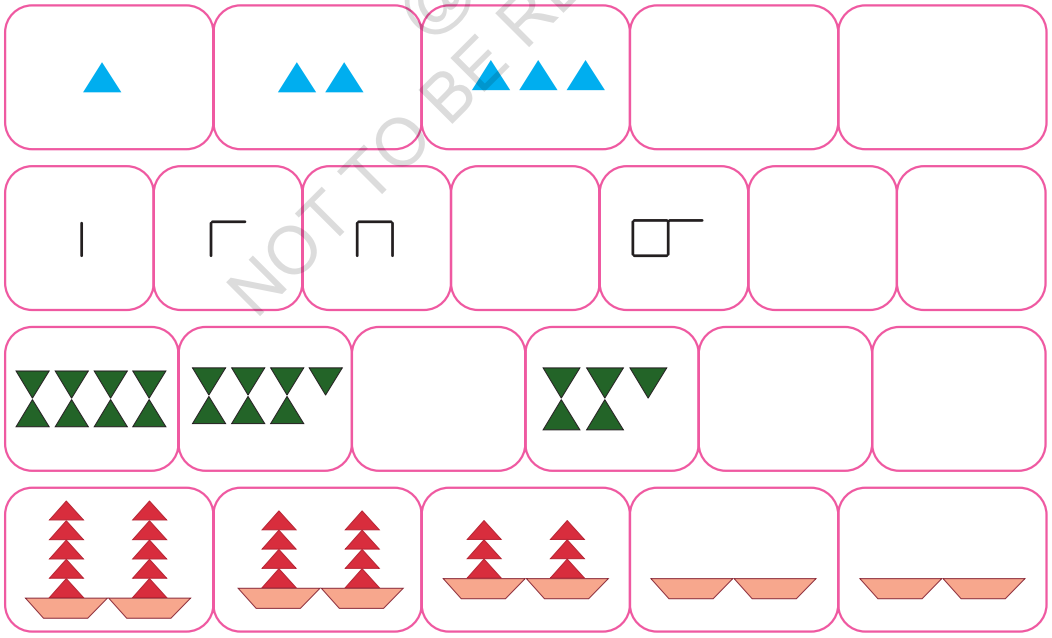


Chapter 9.indd 101 19-06-2023 12:16:21

Look at the patterns and extend them by colouring.



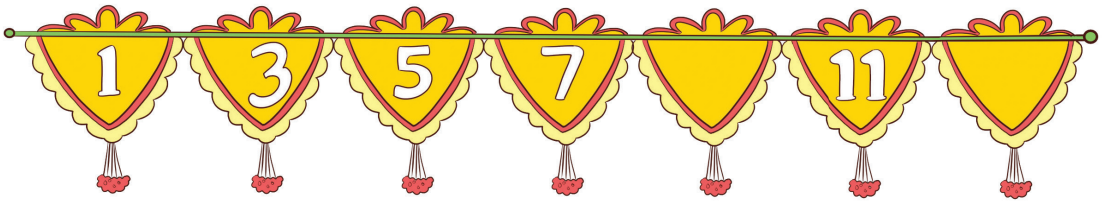
Complete the pattern.

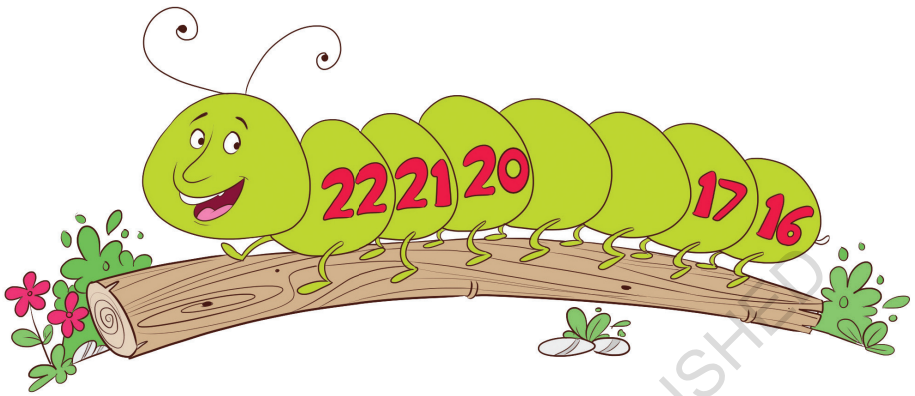


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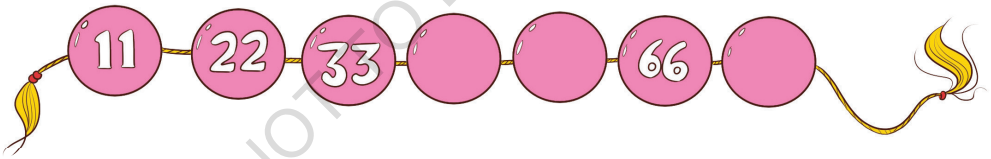
Chapter 9.indd 102 07-06-2023 11:23:08

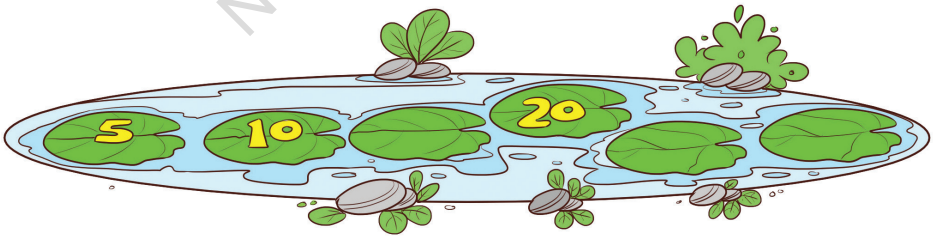
Study the pattern and fill in the missing numbers.







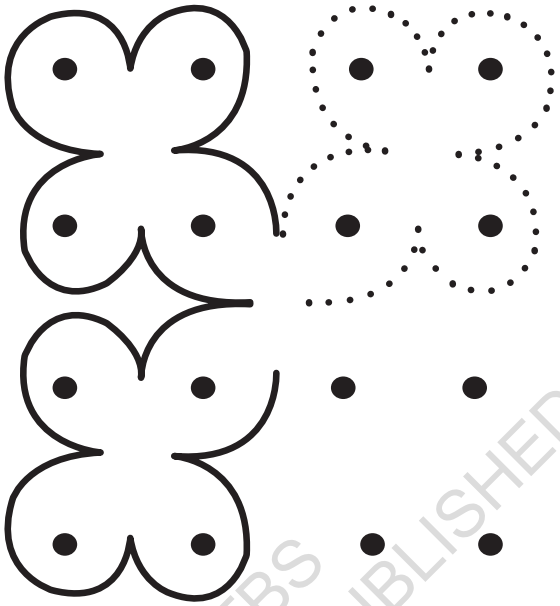






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Murthy and Vani are helping their Amma in making *kolam* or *rangoli*. You can also help them by completing the below *kolam*.





Project Work

A. Collect pebbles, flowers, leaves, glasses, bowls, sticks, bangles, coins, caps, etc., and arrange them in a pattern. Create different patterns of jewellery, floral pot arrangements, art showpieces, etc.

B. Observe and find the patterns in nature like leaves, butterfly, animal skins (cat, dog, zebra, tiger), curtains, *sarees*, *dupattas*, tiles, beehive, etc.

C. Collect different objects seen around and make a collage.

D. Create patterns using different actions like clapping, snapping your fingers, stamping your feet, etc.

The world around us is full of shapes. Encourage children to appreciate the rich heritage of India through exploring beautiful patterns in temples, mosque, church, gurudwara and monuments around them. Also ask them to share their observations of patterns in different art forms, movement patterns in dance forms, etc.



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Chapter 9.indd 104 07-06-2023 11:23:10

How do I Spend my Day?

10

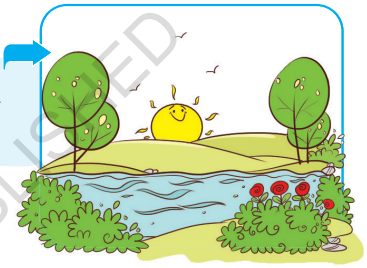
QRickit

0124CH10



Hello friends, I am Pihu.
I am 6 years old.
Today, I will share my daily routine,
what I do from morning to night.

Look, the sun is rising in the sky. It is morning.





I get up from bed in the morning and have a glass of warm water.

My day starts with yoga or exercise.





Then, I brush my teeth and take a bath.

I eat breakfast and get ready for school.

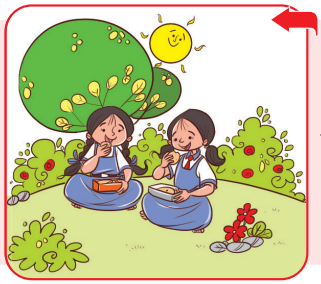




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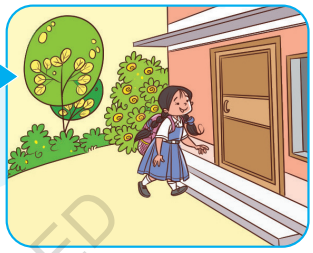
I study and play with my classmates in the school.





The sun is high in the sky. It is afternoon time. I wash my hands and have lunch with my friends.

I come back home from school and take rest for some time.



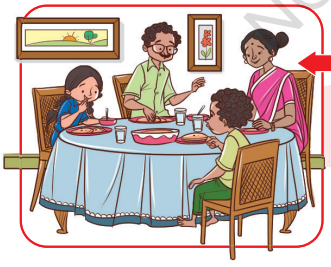




See, the sun is setting. It is evening time. I play with my friends and then I study.

Look there, the moon and the stars are visible in the sky. It is night time.





I eat dinner with my family.

I read a story book and go to sleep at night.



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Chapter 10.indd 106 07-06-2023 14:12:50



Let us Talk

A. What is your daily routine?
B. When do you brush your teeth?
C. When do you take a bath?



Let us Do

A. Tick ✓ the activities that you do in the morning.






B. Tick ✓ the activities or things that you do or see during the day.






C. Tick ✓ the activities that you do at night.

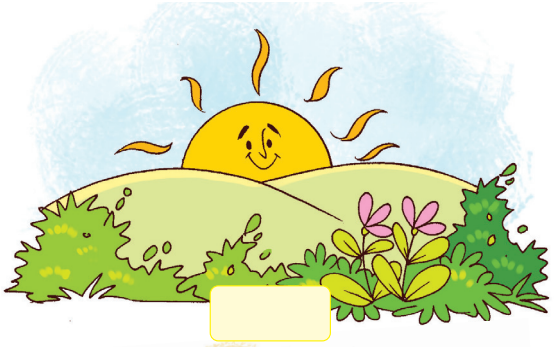


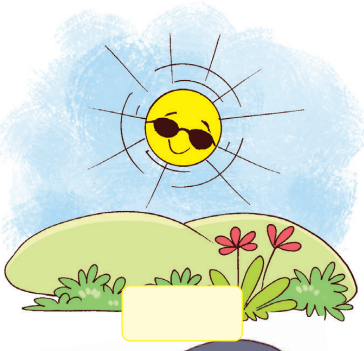


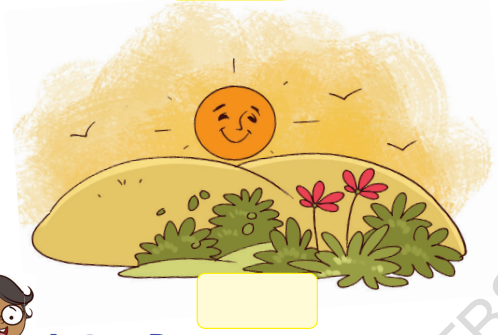


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Guess the time of the day by looking at the picture. Discuss with your friends what you do during that time.











Let us Do

Colour the activity that usually takes longer time.

A.





B.





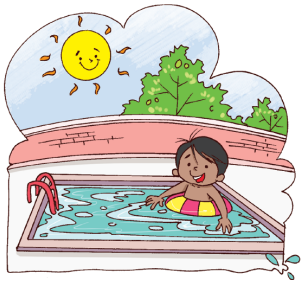




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Chapter 10.indd 108 07-06-2023 14:12:53

Seasons



Summer



Spring



Monsoon



Winter

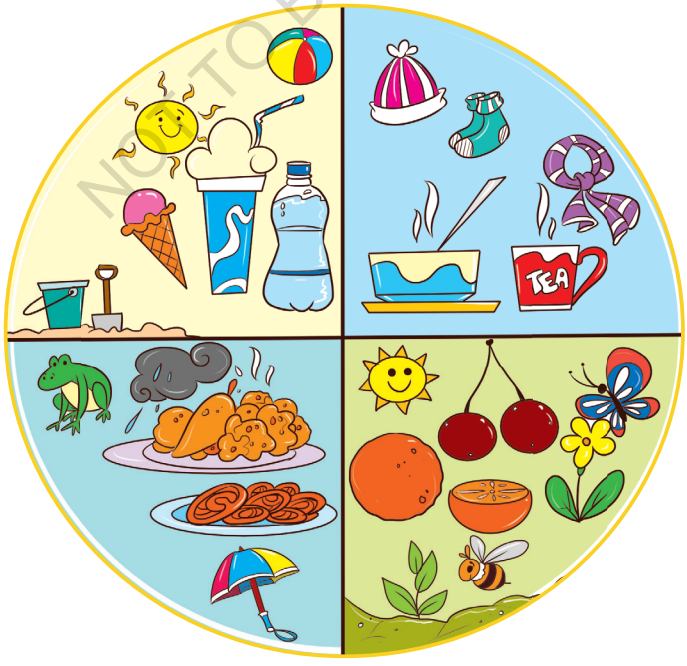
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Look at the above pictures and discuss the differences among summer, winter, spring and monsoon seasons.

Match the objects with the season.

Monsoon

Spring



Summer

Winter

Chapter 10.indd 109 07-06-2023 14:12:54



Let us Talk

A. What do you like to eat in the summer season?

B. What do you like to wear in the winter season?



Let us Do

Write the name of the seasons and match them with the pictures.



















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Project Work

Ask children to draw or stick pictures of their favourite food items during different seasons and local festivals which are celebrated during these seasons.

Chapter 10.indd 110 07-06-2023 14:12:56

11 How Many Times?

QRickit

0124CH11

A Visit to an Amusement Park

A group of children visited an amusement park.



Wow! 2 of us can sit on the horse. I will sit with my friend.



The total children are

2 + 2 + 2 + 2 = ____

____ of us can sit on the horse swing altogether.

3 of us can sit in a toy train. We all will sit together.



There are 3 bogies. 3 + 3 + 3 = ____

Total ____ children can sit in 3 bogies.

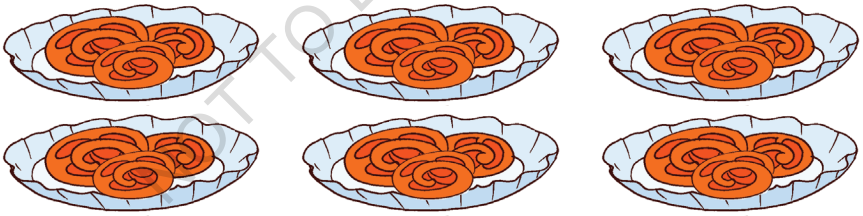
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☐ + ☐ + ☐ + ☐ = ☐

Total ☐ children can sit in the swing.

After riding on the swings, children planned to eat *jalebis*. Each plate of *jalebi* has 3 pieces. They ordered 6 plates of *jalebis*.



☐ + ☐ + ☐ + ☐ + ☐ + ☐ = ☐

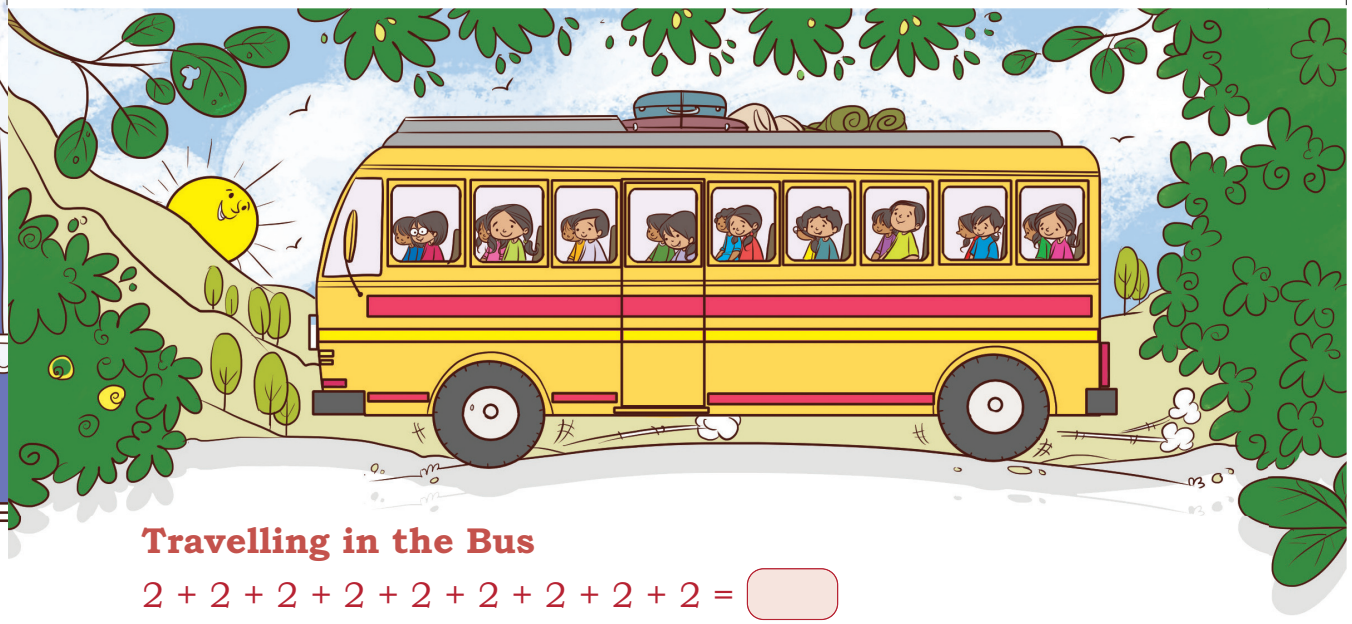
6 times 3 is ☐

Discuss the number of groups in each activity through questions like how many children are there in the picture, how many children are sitting in each compartment, total number of children on the ride.



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Chapter 11.indd 112 07-06-2023 11:24:56



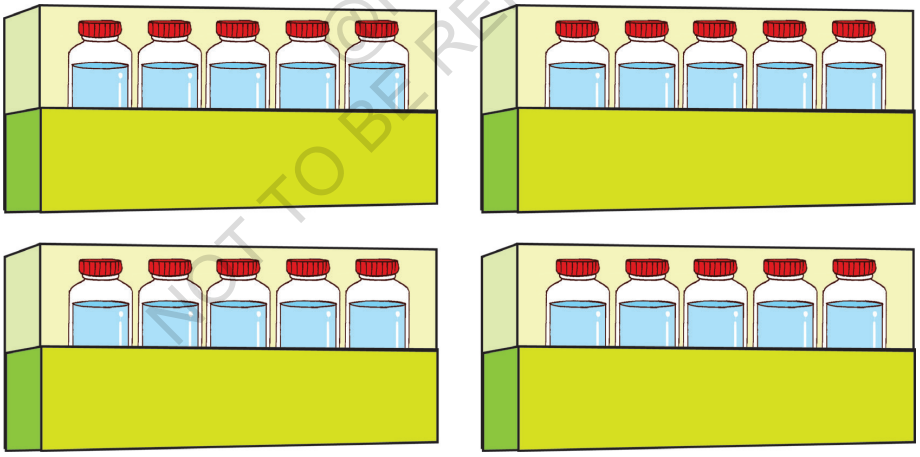
Travelling in the Bus

2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = ☐

9 times 2 = ☐

Total number of people in the bus = ☐

Some crates of water bottles are kept in the bus. Count them.



☐ + ☐ + ☐ + ☐ = ☐

4 times 5 = ☐

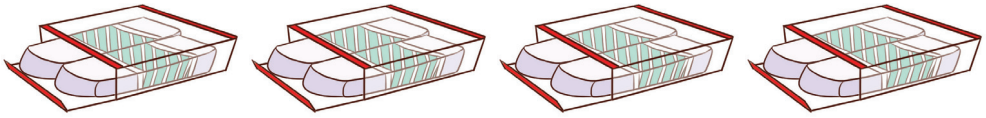
Total number of bottles in the bus = ☐

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Chapter 11.indd 113 07-06-2023 11:24:57

Cheenu bought some packs of erasers, pencils and apples from the shop. Find the total of each item.

A.

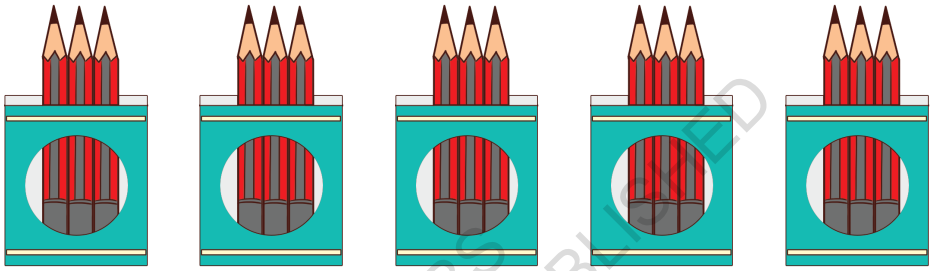


2 + ☐ + ☐ + ☐ = ☐ erasers

4 times 2 = ☐

Total number of erasers = ☐

B.



3 + ☐ + ☐ + ☐ + ☐ = ☐ pencils

5 times 3 = ☐

Total number of pencils = ☐

C.



3 + ☐ + ☐ = ☐ apples

3 times 3 = ☐

Total number of apples = ☐





Project Work

Draw a cycle wheel. Ask your friends or find out how many cycles you have at home. Find out the total number of wheels in all the cycles.

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Chapter 11.indd 114 06-01-2025 10:11:31

12 How Much Can We Spend ?

QRickit

0124CH12



Riya started to count the number of coins ₹1, ₹2, ₹5, ₹10 and Sahil started to count notes of ₹10, ₹20, ₹50 and ₹100. Look at these coins and notes, and write their denominations below.

			
₹1			
			
₹10			

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Let us Do

A. One ball costs ₹20.

Riya gives _____ coins of ₹5 for the ball.

Sahil gives _____ note of ₹10 for the ball.

B. Name the toys you can buy for ₹10.

C. Name the toys you can buy for ₹20.

D. If the cost of a car is ₹14 and Riya has ₹10 with her, how much more money does she need to buy the car?

E. Riya and Sahil together have ₹30. Write the name of the toys which they can buy.

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Chapter 12.indd 116 09-06-2023 14:21:13

Find the total amount and tick ✓ the correct option.



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Let us Play

Make your own currency notes and coins of paper slips. Play a shopping game in the classroom.

Some children will be shopkeepers and others customers. Let them buy things using play money made by paper slips. Encourage them to pay money in different combinations.





Fill or draw the amount in different combinations using the given currency.









₹20



₹10





₹13

₹8

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Chapter 12.indd 118 09-06-2023 14:21:15

Match the same amount by drawing a line.

A.





B.





C.



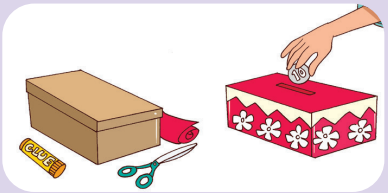


Saving money is a good habit. Discuss.



Project Work

Try to make your own *gullak* with a spare box at your home with the help of your siblings or elders.



Ask children to form different combinations for a given amount using play money.



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QRickit

0124CH13

13 So Many Toys

Look at the picture and find the number of different toys.



Elephants  ☐

Teddy Bears  ☐

Cars  ☐

Dolls  ☐

Complete the following sentences by using more than/ less than/equal to.

A. The number of dolls  is _____ the number of cars  .

B. The number of elephants  is _____ the number of dolls  .

C. The number of teddy bears  is _____ the number of elephants  .

D. The number of cars  is _____ the number of teddy bears  .

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Colourful Flowers

Name the colour of the flowers which you see mostly in a garden.

Look at the picture of colourful flowers and write the number of flowers.

Blue flowers  ☐ Orange flowers  ☐

Red flowers  ☐ Purple flowers  ☐

A. Name the colour of flowers which are least in number. _____

B. Name the colour of the flowers which are most in number. _____

True or False

A. Number of red flowers  is more than the blue flowers  . ☐

B. Number of orange flowers  is less than the purple flowers  . ☐

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Project Work

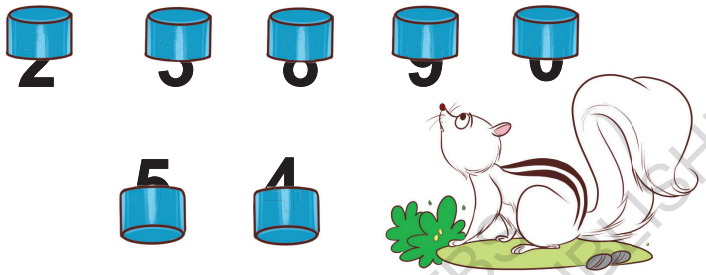
A. Make a card with a border of colourful flowers.

B. Find out in your class how many children have 3 letters in their names, how many children have 4 letters in their names and how many children have more than 4 letters in their names.

Chapter 13.indd 121 19-06-2023 14:57:49

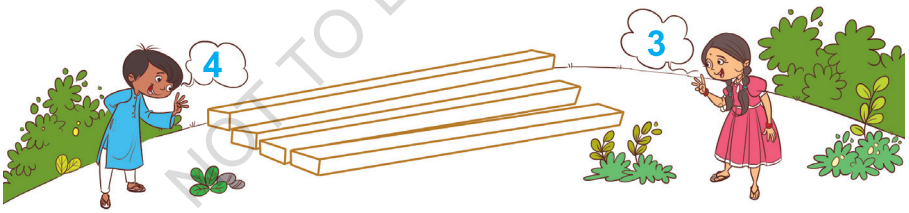
Puzzles

A. Kopal arranged number cards in the below image and Anaya hide them with bowls as shown. Can you recognise the numbers?

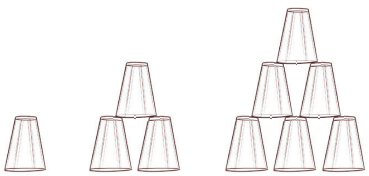


You can also hide the numbers on a number card by using your hands and play this game with your friends.

B. Count the number of logs. Is it 3 logs or 4 logs?



C. This is how Zarina set the glasses. Help her in extending the arrangement.



_____ _____

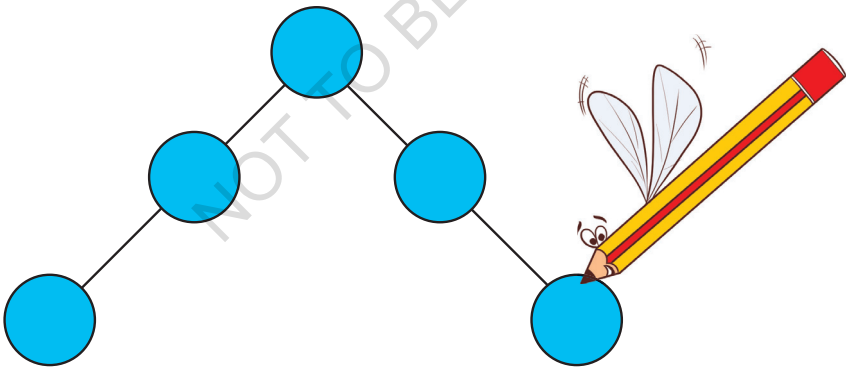
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D. Find the numbers from 1 to 10.

e	i	g	h	t	t	s
f	i	v	e	h	t	e
o	t	w	o	r	x	v
u	n	i	n	e	o	e
r	n	t	t	e	n	n
s	i	x	o	w	e	n



E. Fill the numbers from 1 to 5 in the given balls so that the sum on both sides is equal.



F. Gillu's favourite number is 8. If the answer of the asked question is 8, he becomes happy and if not, he becomes sad.

Ask some questions to Gillu that has an answer 8 only.

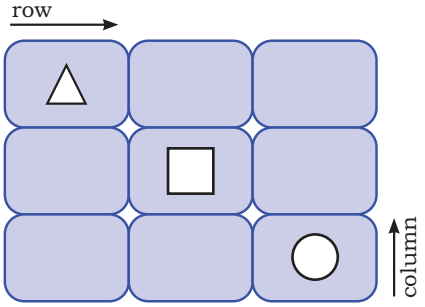
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Puzzle Class 1.indd 123 09-06-2023 16:54:26

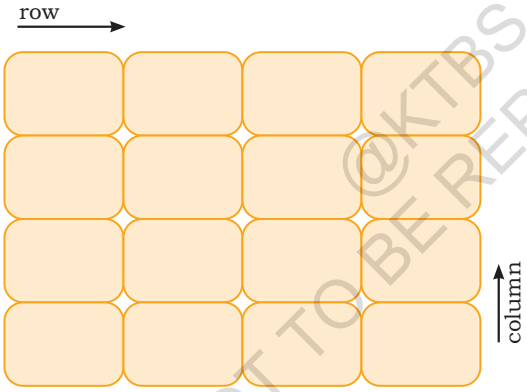
G. Fill △, □ and ○ in the boxes in such a way that any shape occurs only once in a row (horizontal) and column (standing).







H. Take 4 different objects (each object should be 4), such as 4 buttons, 4 pebbles, 4 seeds, 4 clay balls, etc. Now place them in the given boxes in such a way that every object occurs only once in a row (horizontal) and a column (vertical standing).

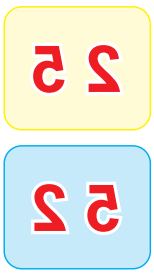


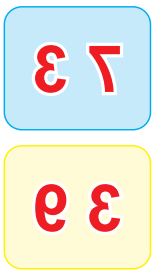


Can you fill them through some other ways?

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I. Who am I? (A mirror can help you.)









Puzzle Class 1.indd 124 09-06-2023 16:54:26

J. Who am I?

i. I am between 5 and 10. I become three more when read upside down.

ii. I am 3 more than 8 and 3 less than 14.

iii. I am after 50 and before 54. Sum of my digits is 7.

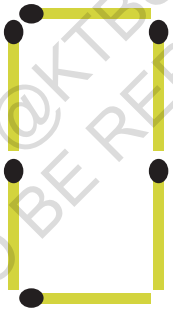
iv. I am just before 40.

v. Add 5 to me and you will get 24.

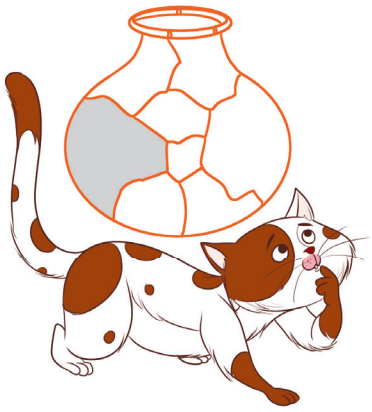
vi. I am just after 35.

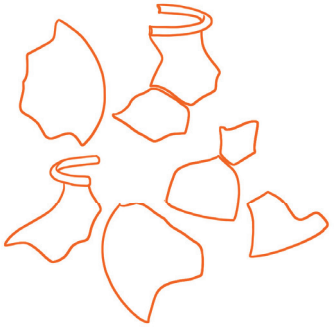
vii. Reduce 8 from me and 14 will be left.

K. Six matchsticks are used to make a zero. Can you make any other number by shifting a single matchstick?



L. Find out the missing piece and complete the pot.





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Puzzle Class 1.indd 125 09-06-2023 16:54:26

M. How many times can you subtract 5 from 25?

N. Ranu has 3 seeds. She wants to place them on any 3 numbers of the given chart in such a way that the sum of those numbers will be 17. Can you help Ranu in finding the numbers.

4	9	6	7
16	0	8	5
15	13	1	2
17	10	3	12

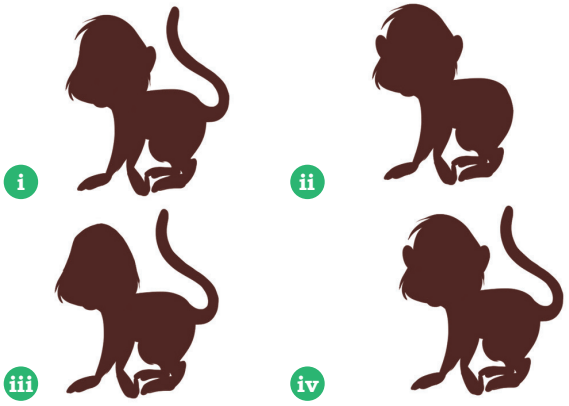
In how many ways did you do it?

If you have 2 seeds, which numbers will you place them to get a total of 17?

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O. Encircle the identical shadow image.



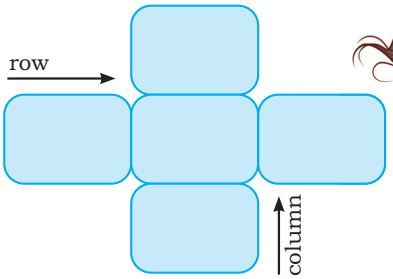




Puzzle Class 1.indd 126 09-06-2023 16:54:26

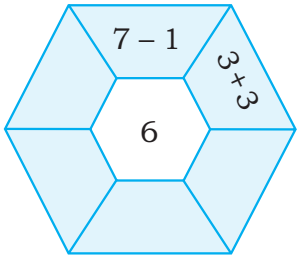
P. Write numbers from 5 to 9 in the card given below such that the row and the column have the same total.

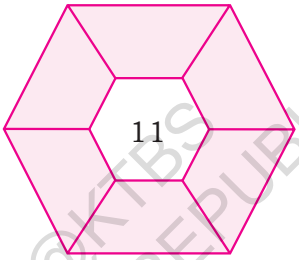


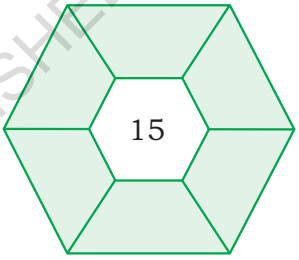




Q. Try to get the center number by doing addition or subtraction.



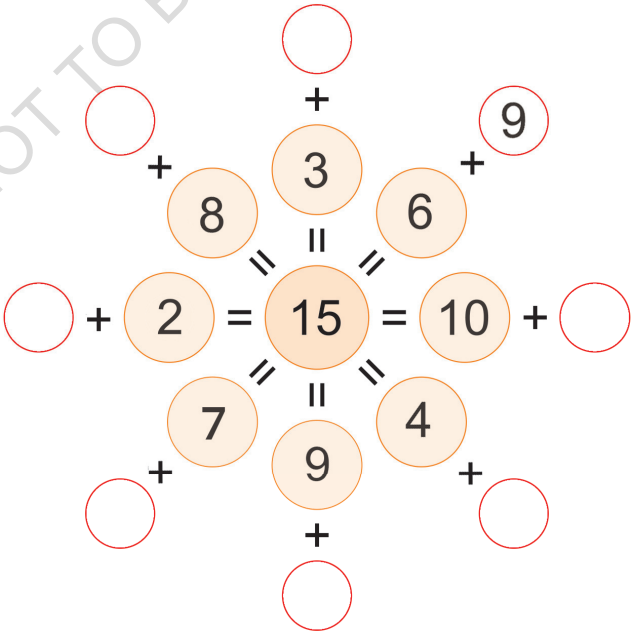




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R. Write down the correct numbers in the ◯.







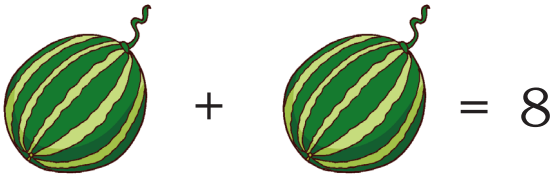
Puzzle Class 1.indd 127 26-06-2023 14:48:05

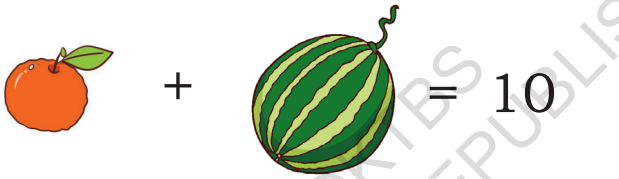
S. Sarita has four coins of different values.



What is the minimum number of coins used to spend exactly ₹49?

T. Find out the value of orange  .

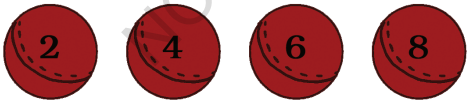






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U. Let us play the ball game.*



i. Choose 3 balls in such a way that their sum will be 15.

ii. Choose 3 balls to get a maximum score.

iii. Choose 3 balls to get a minimum score.



Hint: Try to solve by rotating the balls.

Sexual Abuse of Children and Punishments under the Protection of Children from Sexual Offences Act, 2012

As per Section 2(d) of the POCSO Act, 2012,
A "Child" means any person below the age of 18 years.

Sexual Offence	Punishment
Penetrative Assault – Any person who commits penetrative sexual assault on a child. (Section 5)	Rigorous imprisonment not less than 10 years, which may extend to life imprisonment, and fine. (Section 4)
Aggravated Penetrative Sexual Assault – Penetrative sexual assault committed under aggravated circumstances. (Section 5)	Rigorous imprisonment not less than **20 years**, which may extend to **life imprisonment** or **death**, and fine. (Section 6)
Sexual Assault – Touching the private parts of a child or making the child touch any person for sexual intent. (Section 7)	Imprisonment **not less than 3 years**, which **may extend to 5 years**, and fine. (Section 8)
Aggravated Sexual Assault – Sexual assault committed under aggravated circumstances. (Section 9)	Imprisonment **not less than 5 years**, which **may extend to 7 years**, and fine. (Section 10)
Sexual Harassment of a Child (Section 11)	Imprisonment which may extend to 3 years, and fine. (Section 12)
Use of a Child for Pornographic Purposes (Section 13)	Imprisonment up to 5 years and fine; higher punishment for subsequent offences. (Section 14)
Storage or Possession of Pornographic Material Involving a Child (Section 15)	Imprisonment and fine as prescribed, which may extend to 3 years.
Abetment of an Offence under POCSO (Section 16)	Punishment prescribed for the offence abetted. (Section 17)

Necessary Steps to Be Taken in Case of Sexual Abuse of a Child

- Any person having knowledge of a sexual offence must report the matter immediately to the Special Juvenile Police Unit (SJPU) or the Local Police Station. (Section 19)
- The Child shall be produced before the Child Welfare Committee (CWC) or the Special Court within 24 hours for care and protection.
- The child shall be provided medical examination and treatment immediately, free of cost., at the nearest hospital.
- In case of a girl child, medical examination shall be conducted by a female doctor, as for as possible, in the presence of parents or a trusted person. (Section 27)
- The identity of the child shall not be disclosed through any media, including name, address, photograph, or any identifying details. (Section 33)
- As per Rule 7 of the Protection of Children from Sexual Offences Rules, 2020, where an interim compensation to meet the immediate needs of the child.
- As per Section 44 of the Protection of Children from Sexual Offences Act. 2012, the Kamataka State commission for Protection of Child Rights (KSCPCR) shall monitor the effective implementation of the provisions of the Act.

Our Commitment
Towards a Violence-Free and Child-Safe Society

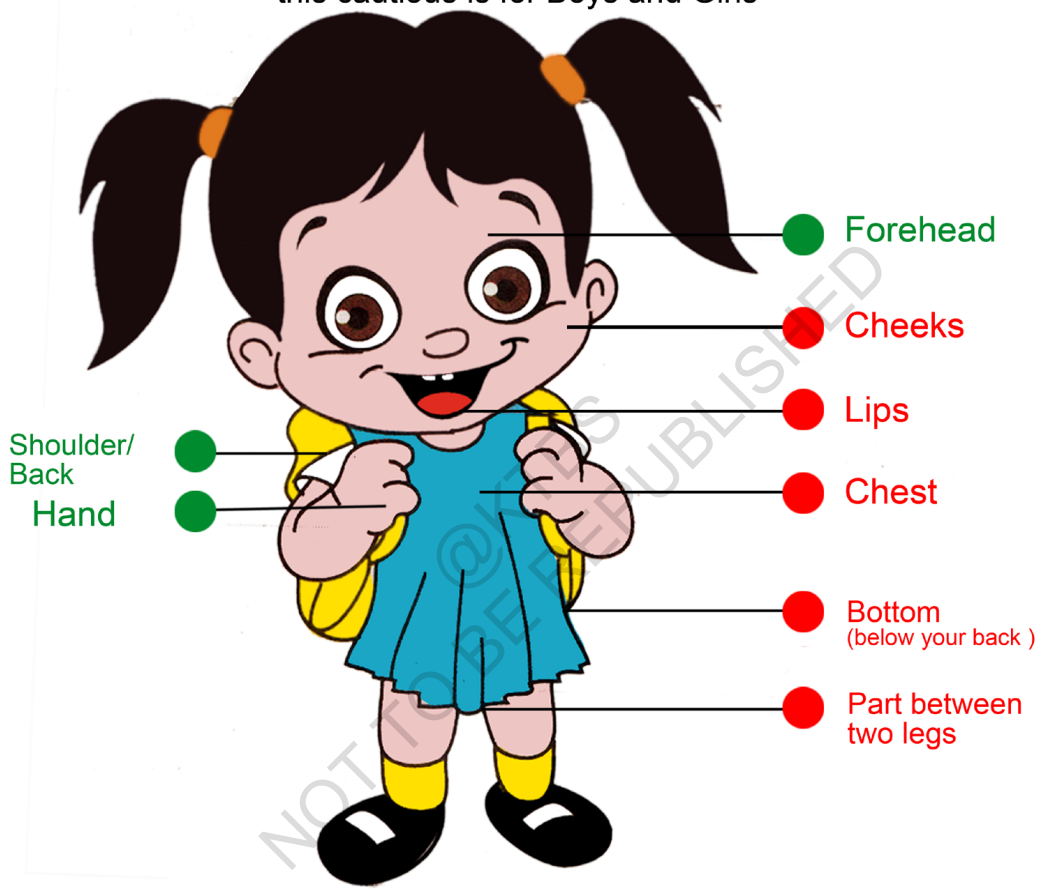
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Children be cautious !!! Be alert

Your body belongs only to you,You have all the rights
to keep safe and protect it always.
Safe and Unsafe touches on your body

See the picture and understand

this cautious is for Boys and Girls



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Unsafe Touch (BAD TOUCH) - parts of your body where nobody should touch (except parents and in their presence only doctors can touch)

Safe touch (GOOD TOUCH) -can touch only when required

When you feel Unsafe Touch or any other mischief,please Say loudly
NO.. Don't.. Stop it..and Scream, push the person aside and move to a safer place,
be brave and inform about it, to your parents & Trusted adult and register a complaint

Department of Women and Child Development

Be Smart, Be Safe, Be Happy

Picture courtesy : Prajavani, Bhoomika 26-07-2014

Notes

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Puzzle Class 1.indd 129 09-06-2023 16:54:28