Government of Karnataka

MATHEMATICS

Text cum Workbook

(Revised)

English Medium

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1

1st Standard

Part 2

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

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L5U5B3

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LESSON-10

Addition (sum not more than 20)

After studying this unit, you can

☞ find the sum of two numbers (sum not more than 20).

T6X5I6

Add :

4 + 5 = ☐

7 + 2 = ☐

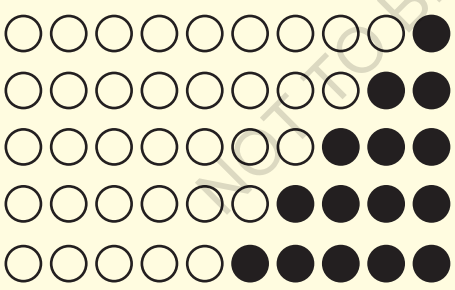
0 + 7 = ☐

3 + 6 = ☐

1	0	1	3	4
+ 3	+ 6	+ 8	+ 5	+ 4
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

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Count and Add :



= 9 + 1 = 10

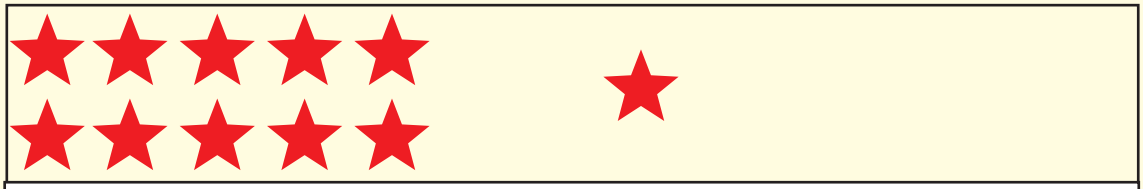
= 8 + ☐ = ☐

= ☐ + ☐ = ☐

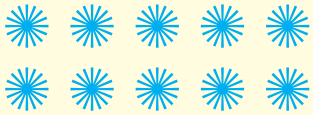
= ☐ + ☐ = ☐

= ☐ + ☐ = ☐

Count and Add :



10 + 1 = ☐



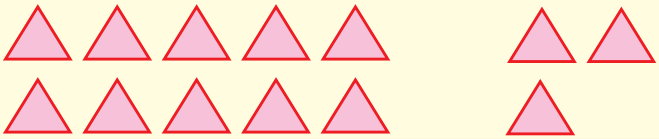


10 + 2 =

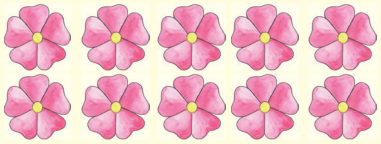


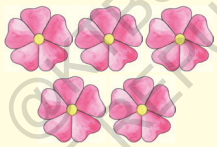


+ =

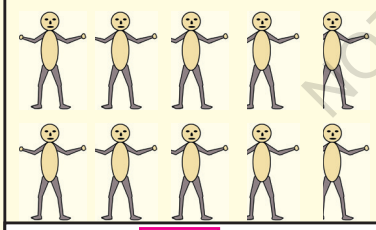


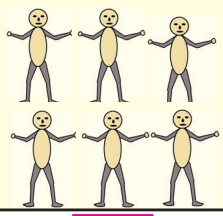
+ =



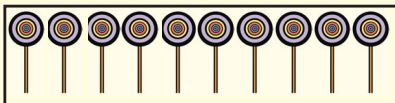


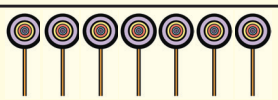
+ =





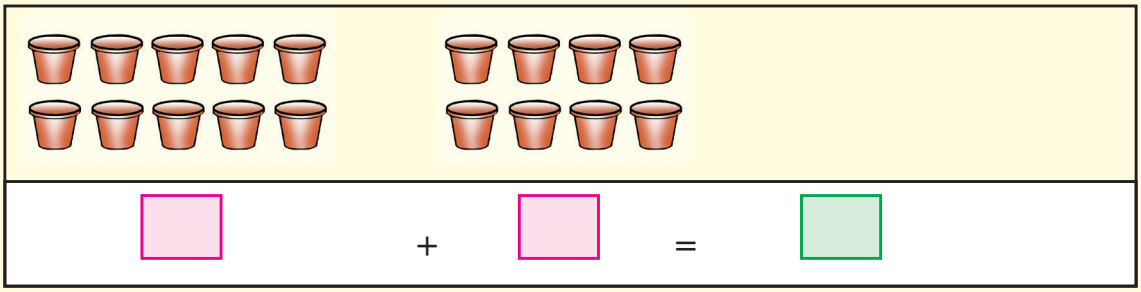
+ =

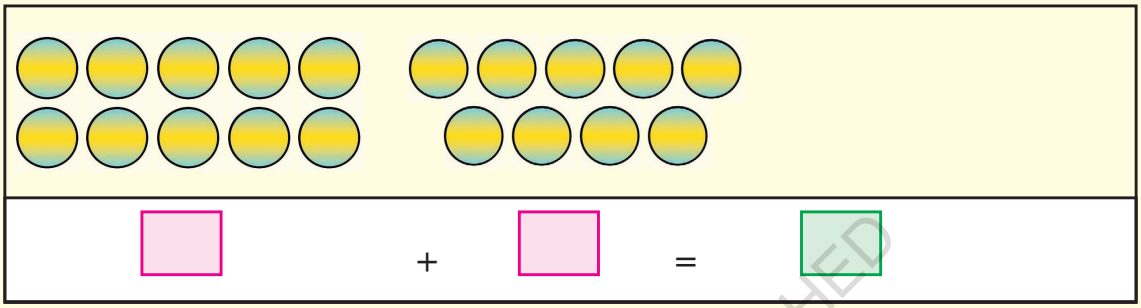


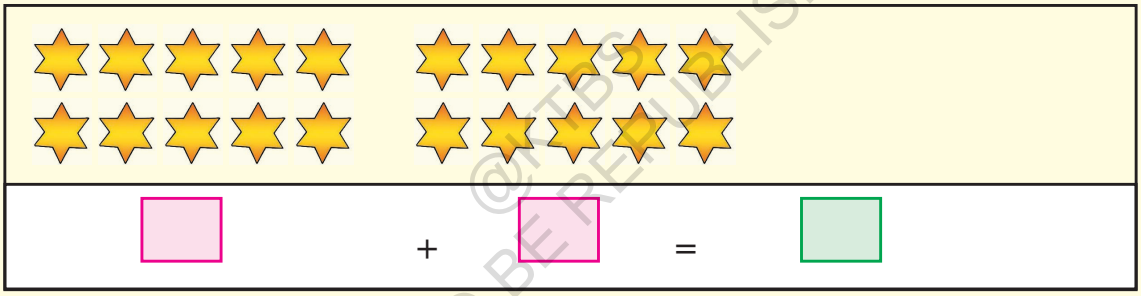


+ =

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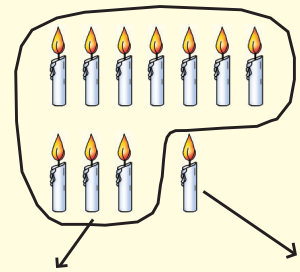


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Add

7 and 4

$$\begin{array}{r} 7 \text{ Units} \\ +\ 4 \text{ Units} \\ \hline 11 \text{ Units} \\ \hline \end{array}$$

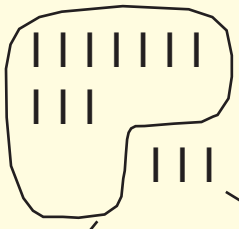


TENS	UNITS
1	1

11 Units = 1 TEN 1 UNIT

= 11

8 and 5



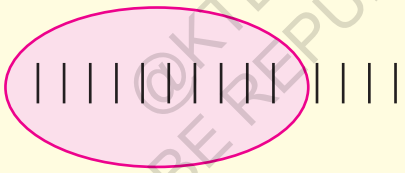
TENS	UNITS
1	3

8 Units
+ 5 Units
13 Units

13 Units = 1 TEN 3 UNIT
= 13

Group and Add

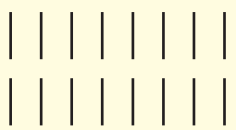
0 + 14 =



= ☐ tens + ☐ units
= ☐

0
+ 14

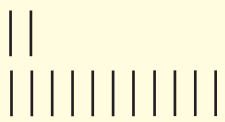
8 + 8 =



= ☐ tens + ☐ units
= ☐

8
+ 8

2 + 11 =

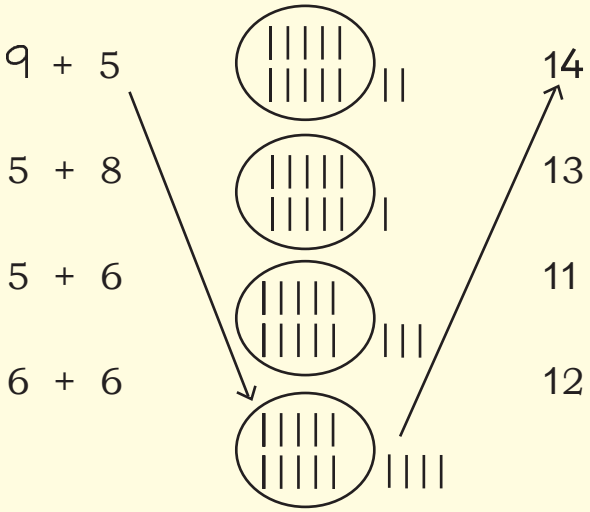


= ☐ tens + ☐ units
= ☐

2
+ 11

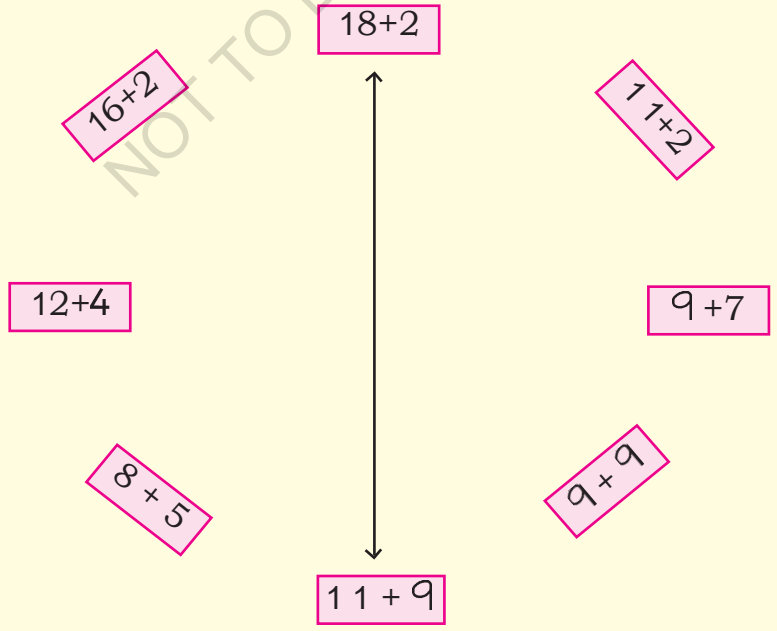
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Add and Match.



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Match the pairs which are equal as shown.



LESSON-11

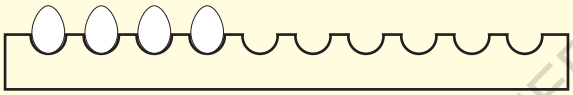
R8K3H3

Subtraction
(difference not more than 20)

After studying this unit, you can

☞ subtract numbers (difference not more than 20).

6 out of 10 eggs were used. How many left ?



```
  10
- 6
----
   4
----
```

TENS	UNITS
0	4

Take away 5 from 12.



```
  12
-  5
----
   7
----
```

TENS	UNITS
0	7

Take away 8 from 14.



```
  14
-  8
----
   6
----
```

TENS	UNITS
0	6

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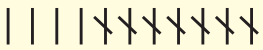
Subtract 5 from 15.



$$\begin{array}{r} 15 \\ -\ 5 \\ \hline 10 \\ \hline \end{array}$$

TENS	UNITS
1	0

Subtract 7 from 11.



$$\begin{array}{r} 11 \\ -\ 7 \\ \hline 4 \\ \hline \end{array}$$

TENS	UNITS
0	4

Subtract 6 from 17.



$$\begin{array}{r} 17 \\ -\ 6 \\ \hline 11 \\ \hline \end{array}$$

TENS	UNITS
1	1

Take away 9 from 19.

$$\begin{array}{r} 19 \\ -\ 9 \\ \hline \\ \hline \end{array}$$

Take away 4 from 18.

$$\begin{array}{r} 18 \\ -\ 4 \\ \hline \\ \hline \end{array}$$

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Take away 11 from 17.	**Take away 12 from 12.**
Take away 0 from 13.	**Take away 6 from 16.**

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Solve.

8 - 5 =	9 - 6 =	7 - 7 =	9 - 2 =
18 - 3 =	16 - 5 =	11 - 11 =	10 - 4 =

Lesson - 12

L1E4H3

Numbers 21 to 99

After studying this unit, you can

☞ identify and write numbers from 21 to 99.

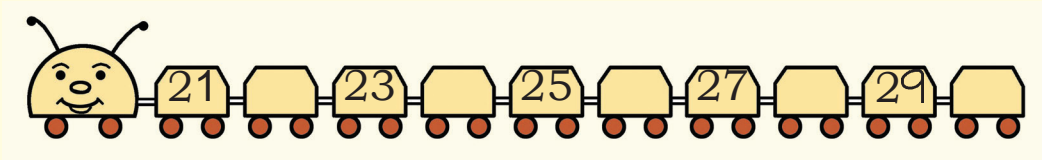
Read and write the numbers in the boxes.

21	21							
22	22							
23	23							
24	24							
25	25							
26	26							
27	27							
28	28							
29	29							
30	30							

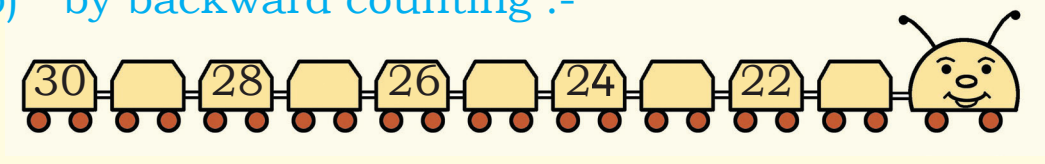
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Fill in the missing numbers.

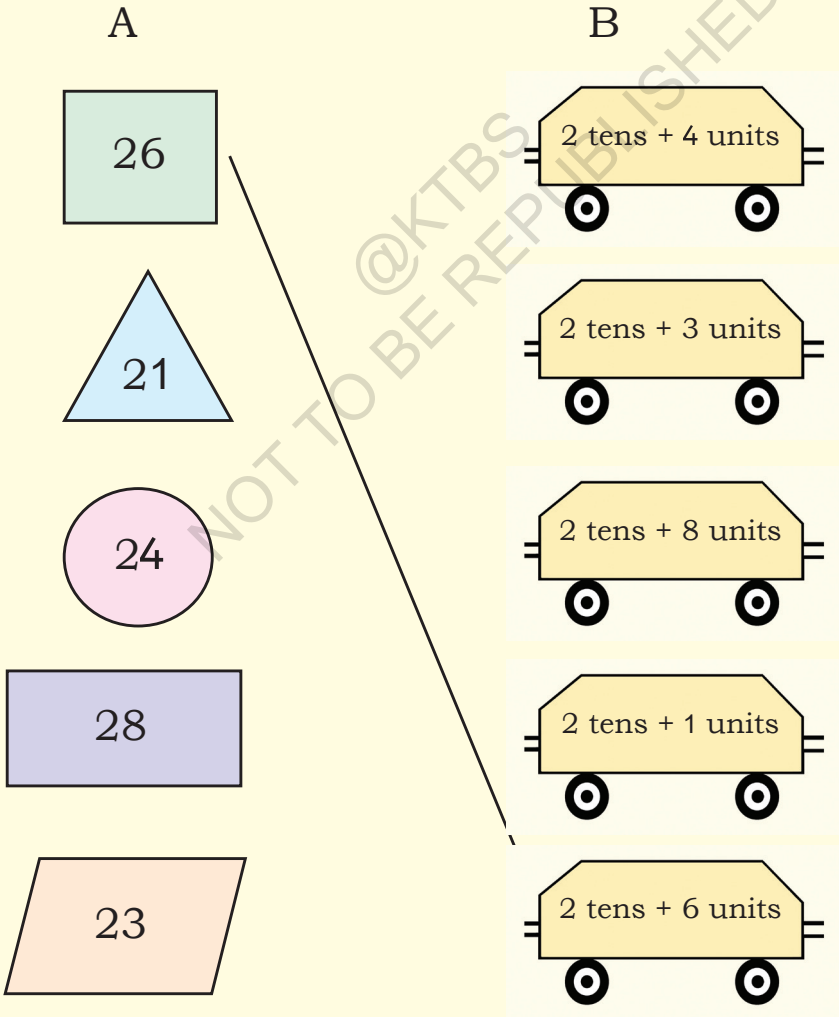
(a) by forward counting :-



(b) by backward counting :-



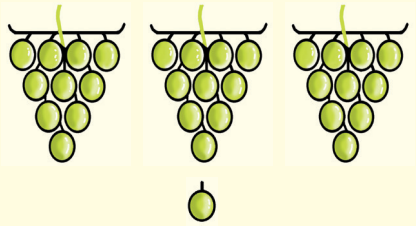
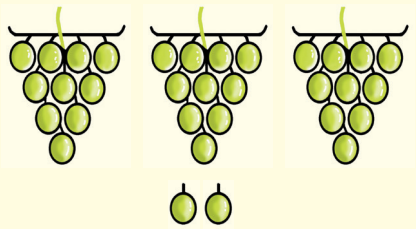
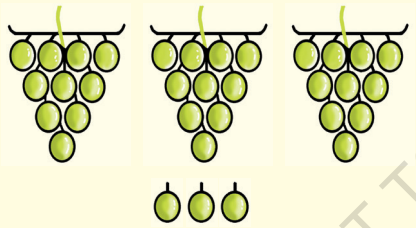
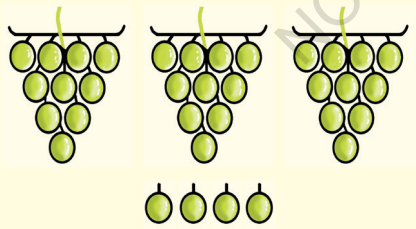
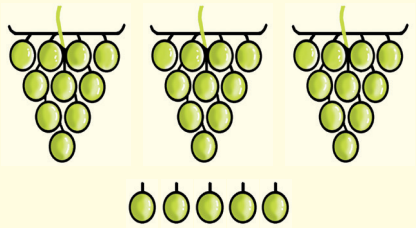
Match the following as shown.



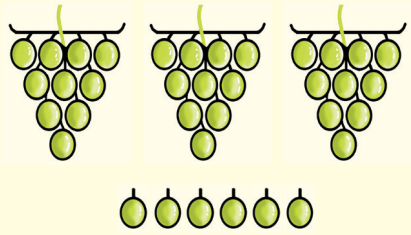
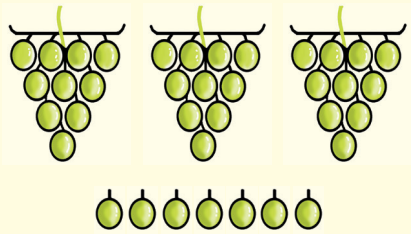
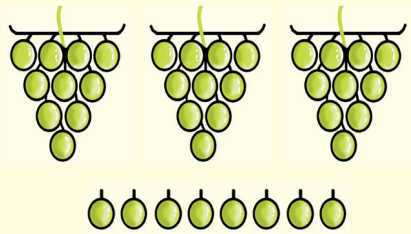
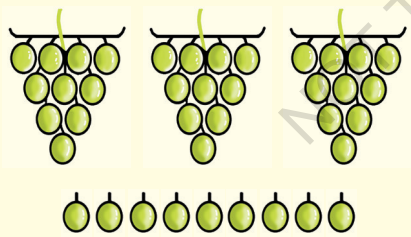
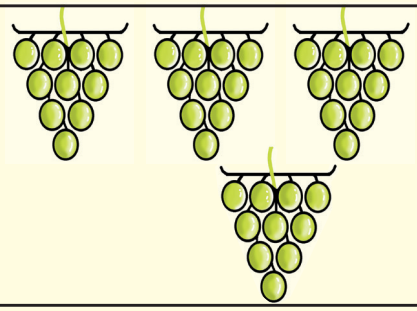
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Number 31 to 50

Count and write.

Count the objects	Tens	Units	Read the number
	3	1	31
			32
			33
			34
			35

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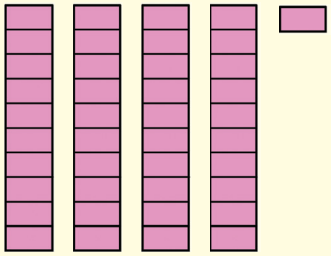
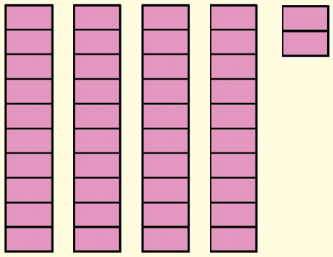
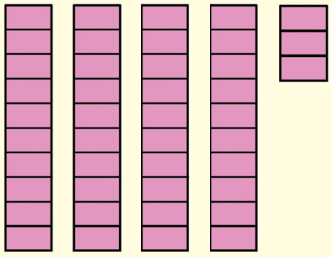
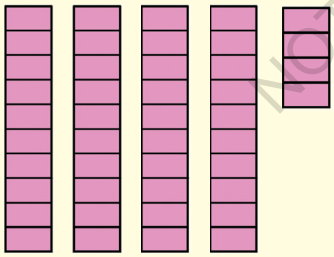
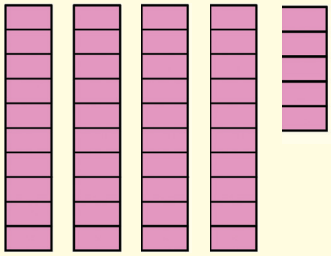
Count the objects	Tens	Units	Read the number
			36
			37
			38
			39
			40

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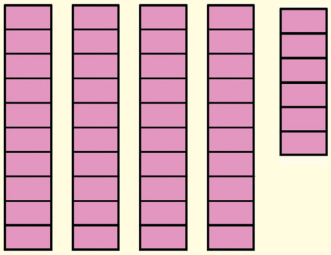
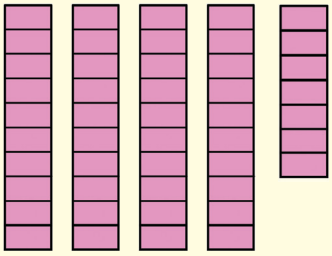
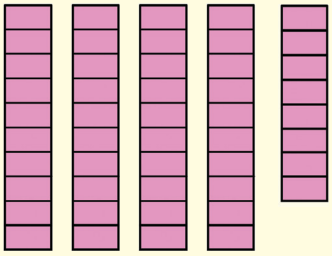
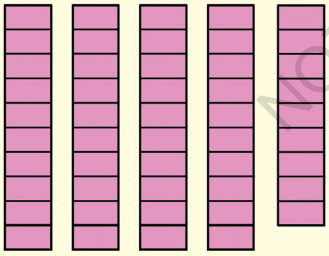
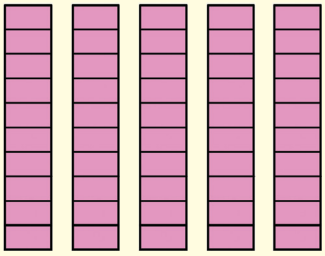
Read and write the numbers in the boxes.

31	31							
32	32							
33	33							
34	34							
35	35							
36	36							
37	37							
38	38							
39	39							
40	40							

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Count the objects	Tens	Units	Read the number
	4	1	41
			42
			43
			44
			45

@KTBS NOT TO BE REPUBLISHED

Count the objects	Tens	Units	Read the number
			46
			47
			48
			49
			50

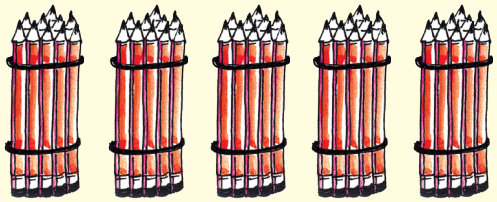
@KTBS NOT TO BE REPUBLISHED

Read and write the numbers in the boxes.

41	41							
42	42							
43	43							
44	44							
45	45							
46	46							
47	47							
48	48							
49	49							
50	50							

@KTBS
NOT TO BE REPUBLISHED

Fill in the blanks :-

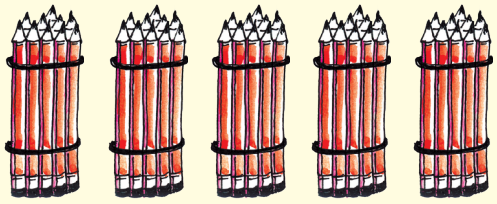


5 TENS

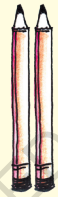


1 UNIT

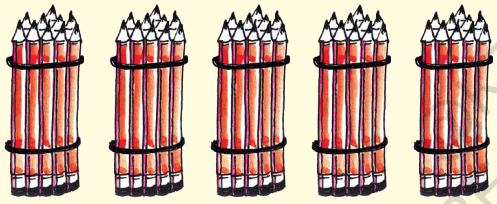
51



5 TENS



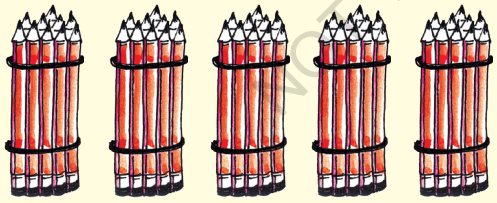
2 UNITS



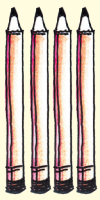
5 TENS



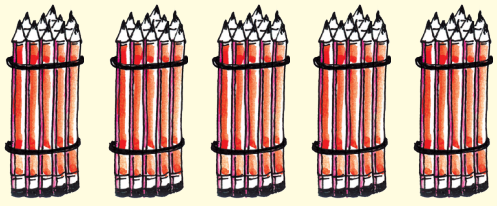
3 UNITS



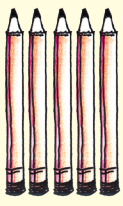
5 TENS



4 UNITS

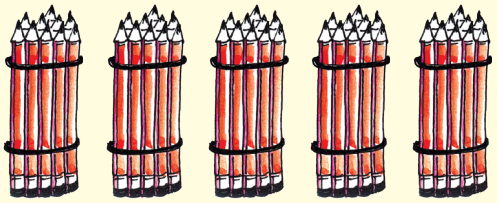


5 TENS

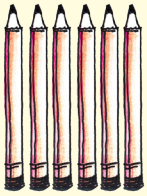


5 UNITS

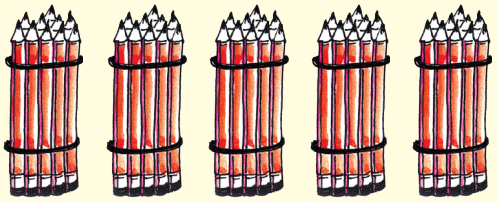
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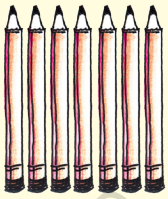
5 TENS



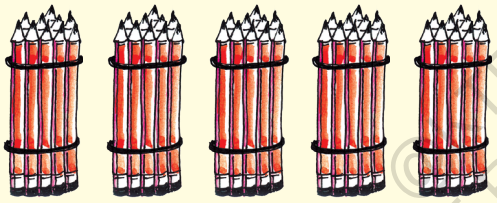
6 UNITS



5 TENS



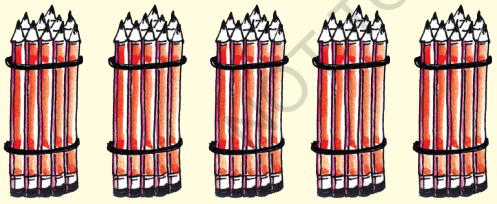
7 UNITS



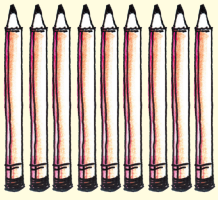
5 TENS



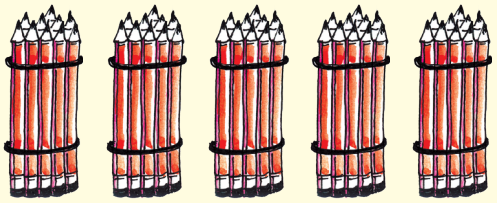
8 UNITS



5 TENS



9 UNITS



5 TENS



1 TEN

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6 TENS



1 UNIT

61



6 TENS



2 UNITS



6 TENS



3 UNITS



6 TENS



4 UNITS



6 TENS



5 UNITS

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6 TENS



6 UNITS





6 TENS



7 UNITS



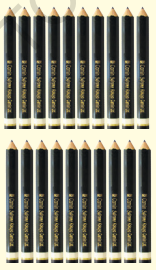


6 TENS



8 UNITS





6 TENS



9 UNITS





6 TENS



1 TEN

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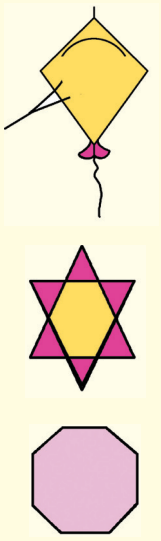
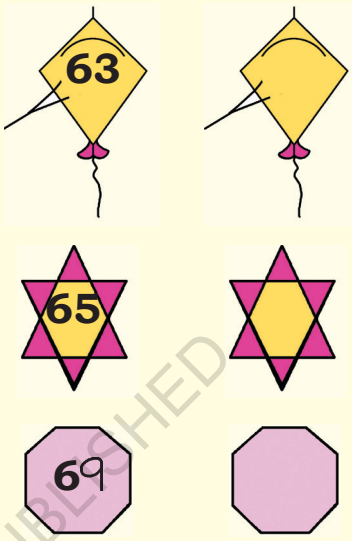
Numbers from 51 to 70.

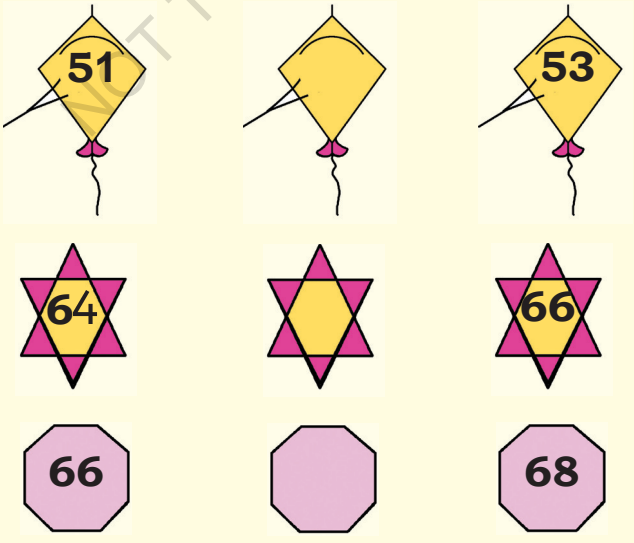
Read and write the numbers in the boxes.

51	51				61	61		
52	52				62	62		
53	53				63	63		
54	54				64	64		
55	55				65	65		
56	56				66	66		
57	57				67	67		
58	58				68	68		
59	59				69	69		
60	60				70	70		

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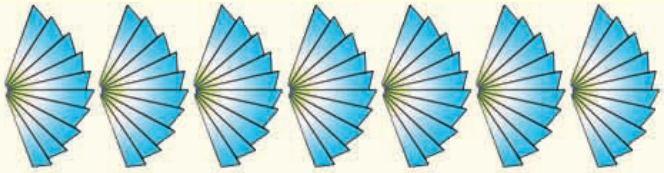
Write the number that,

comes before	comes after
	

comes in between


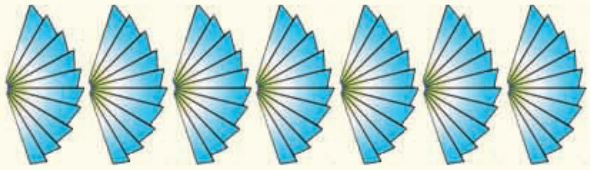
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Fill in the blanks :-

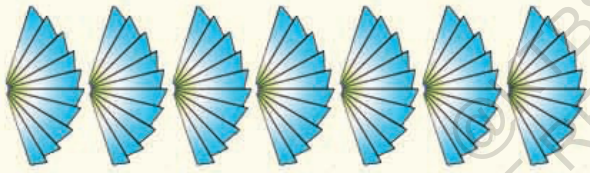


7 TENS 1 UNIT

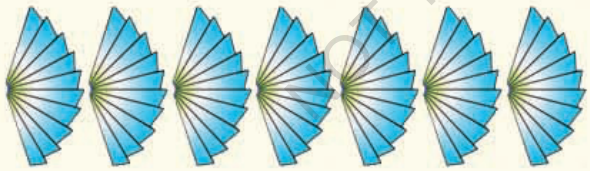
71



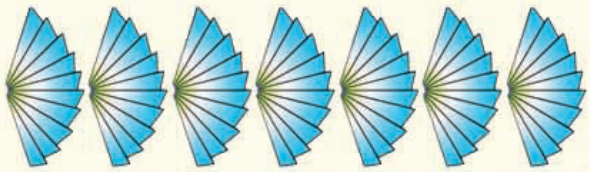
7 TENS 2 UNITS



7 TENS 3 UNITS

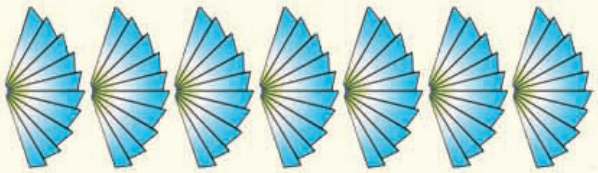


7 TENS 4 UNITS



7 TENS 5 UNITS

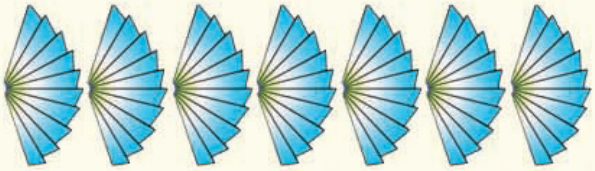
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7 TENS



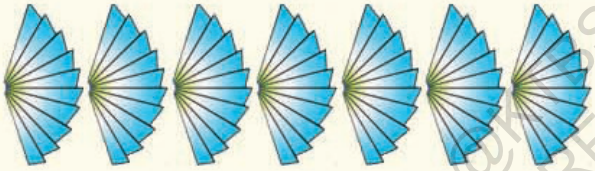
6 UNITS



7 TENS



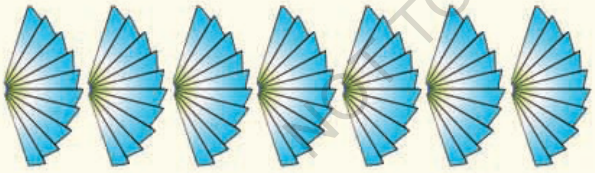
7 UNITS



7 TENS



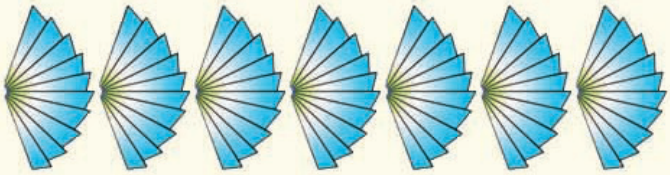
8 UNITS



7 TENS



9 UNITS



7 TENS



1 TEN

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8 TENS



1 UNIT

81



8 TENS



2 UNITS



8 TENS



3 UNITS



8 TENS



4 UNITS



8 TENS



5 UNITS

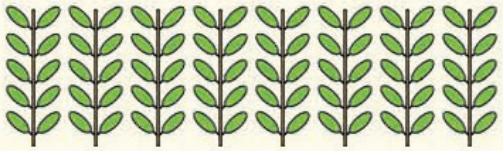
@RTBS
NOT TO BE REPUBLISHED



8 TENS



6 UNITS



8 TENS



7 UNITS



8 TENS



8 UNITS



8 TENS



9 UNITS



8 TENS



1 TEN

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Read and write the numbers in the boxes.

71	71			81	81		
72	72			82	82		
73	73			83	83		
74	74			84	84		
75	75			85	85		
76	76			86	86		
77	77			87	87		
78	78			88	88		
79	79			89	89		
80	80			90	90		

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Tick (✓) the card which has smallest number :

1) 71 79 88 82

2) 89 75 76 84

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Tick (✓) the card which has biggest number :

1) 89 86 73 81

2) 84 72 74 90

Read and write the numbers in the boxes.

91	91					
92	92					
93	93					
94	94					
95	95					
96	96					
97	97					
98	98					
99	99					

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Lesson -13

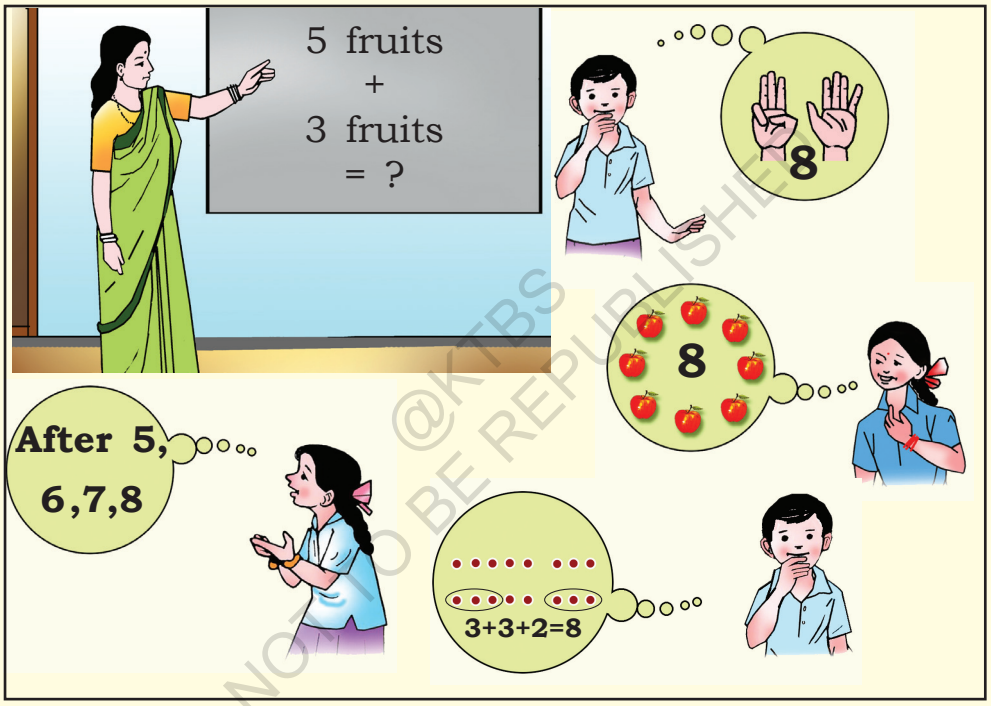
Mental Arithmetic

E9V6E1

After studying this unit, you can

- add two single digit numbers mentally.

Observe this picture :



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Problems can be solved mentally like this. Now you try.

4 chocolates + 2 chocolates = ... chocolates.

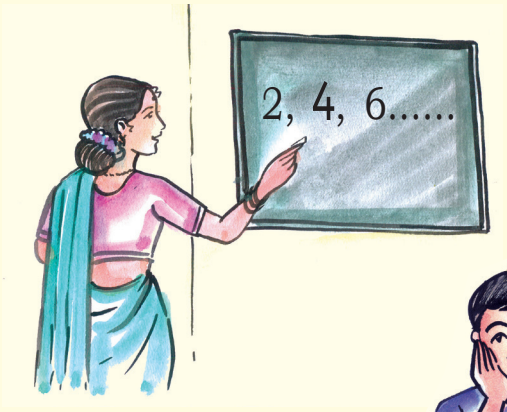
5 parrots + 4 parrots = ... parrots.

3 rabbits + 6 rabbits = ... rabbits.

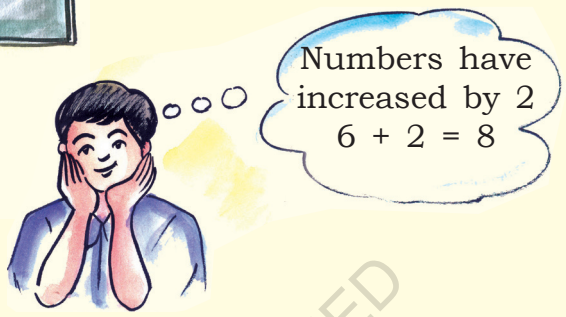
2 balls + 7 balls = ... balls.

8 butterflies + 6 butterflies = ... butterflies.

To find the next number in a number pattern.

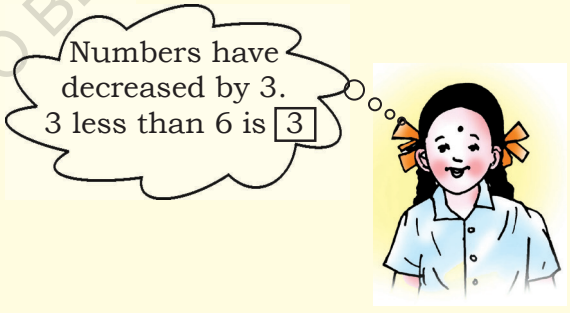


2, 4, 6 ..... what is the next number ?





12, 9, 6 ..... what is the next number ?



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Solve mentally.

1) 3, 6, 9, ...

2) 4, 8, 12, ...

3) 8, 7, 6, ...

4) 10, 8, 6, ...

I. Answer orally.

2 + 1 =	1 + 7 =	7 + 2 =	2 + 4 =	3 + 4 =	4 + 1 =	5 + 3 =
3 + 2 =	5 + 2 =	8 + 4 =	2 + 4 =	9 + 2 =	8 + 2 =	4 + 3 =
16 + 4 =	14 + 6 =	7 + 7 =	6 + 6 =	8 + 8 =	3 + 3 =	2 + 9 =

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II. Fill the blanks to make both sides equal.

6 + ☐ = 10

10 + ☐ = 15

☐ + 6 = 9

☐ + 3 = 10

12 = ☐ + 8

12 = ☐ + 6

3 = 0 + ☐

15 = 7 + ☐

III. Answer Orally.

1) One shelf has 5 books and another has 4 books.

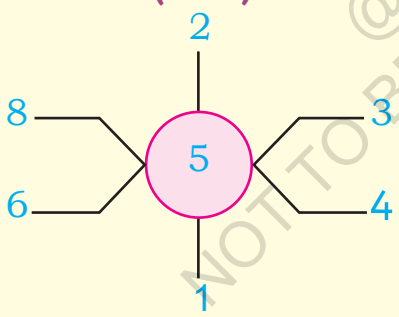
There are _____ books in both shelves.

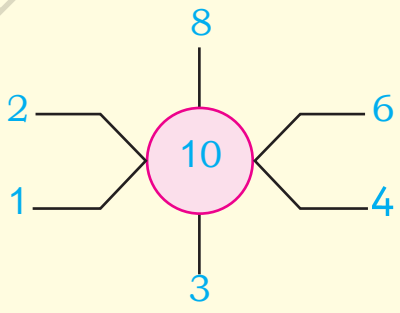
2) Suma collects Rs. 5 from her father and Rs. 10 from her mother. How much money did Suma collect from her parents ?

IV. Answer quickly.

4 + 2 = _____	2 + 1 = _____
2 + 3 = _____	3 + 2 = _____
8 + 4 = _____	4 + 3 = _____
5 + 6 = _____	6 + 5 = _____
९ + 8 = _____	8 + ९ = _____
8 + 8 = _____	7 + 8 = _____
10 + ९ = _____	९ + 10 = _____

2) Add the centre number to each of the numbers outside the circle (oral).





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3) Write the next number.

1) 2, 4, 6, ☐
2) 3, 5, 7, ☐
3) 5, 7, ९, ☐
4) 10, 12, 14, ☐
5) ९, 11, 13, ☐

4) Count backward and give the next number.

1) 8, 6, 4, ☐
2) 10, 8, 6, ☐
3) 12, 10, 8, ☐
4) 20, 15, 10, ☐
5) ९, 6, 3, ☐

5) Say whether the following statements are true/false.

1) 3 + 2 = 5
2) 6 + 6 = 4
3) One day Sita ate 3 bananas in the morning and 2 bananas in the evening. Then, Sita ate 6 bananas in a day.
4) Raju practices a song 3 times in the morning and 5 times in the evening. So, Raju practiced 8 times on that day.
5) Rama has 5 marbles and Raheem has 4 marbles in their pockets. Rama and Raheem together have 10 marbles.
6) Charan has 5 pens. Chandana has 7 pens. They have 15 pens altogether.

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7) Add :

1 + 1 = ☐ + 1 = ☐ + 1 = ☐ + 1 = ☐ + 1 = ☐

2 + 2 = ☐ + 2 = ☐ + 2 = ☐ + 2 = ☐ + 2 = ☐

3 + 3 = ☐ + 3 = ☐ + 3 = ☐

4 + 4 = ☐ + 4 = ☐

8) Add :

1 + 0 = _____	९ + 0 = _____
3 + 1 = _____	8 + 2 = _____
5 + 2 = _____	९ + 7 = _____
7 + 1 = _____	6 + 8 = _____

Say the answer orally :

1) A fruit vendor has ९ Mangoes and 8 apples in his basket. How many fruits are there in the basket ?

2) Raju has kept 7 books in the school bag and 6 books in the shelf. How many books are there altogether?

3) A balloon seller is holding 3 balloons in his right hand and 6 balloons in his left hand. How many balloons are there in all ?

4) A girl is wearing 8 bangles on one hand and 6 bangles on the other hand. How many bangles are there together?

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Lesson -14

L3H6V9

MONEY

After studying this unit, you can

- identify the currency notes and coins in use in our country.
- get familiar with these coins and notes, make the given amount using different combinations of coins and notes.
- relate the cost of material with currency.

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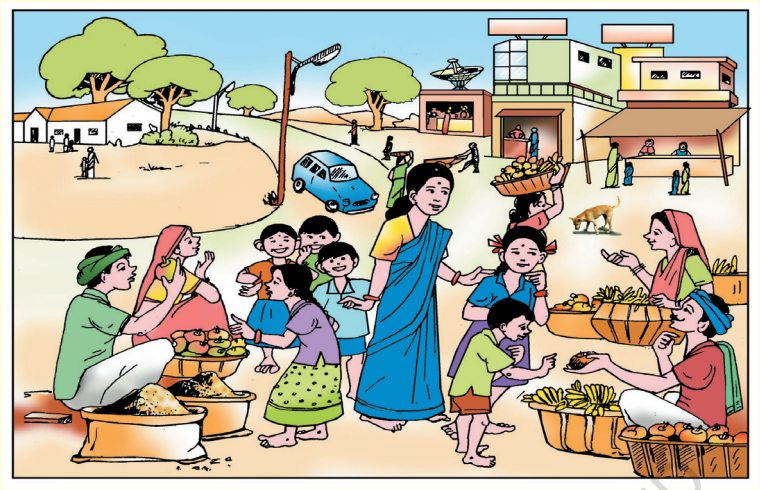
"Money"

Money Money Money
Coins are many
Drop them all
One by one
Hear the sound
Tun Tun Tun

Situation 1

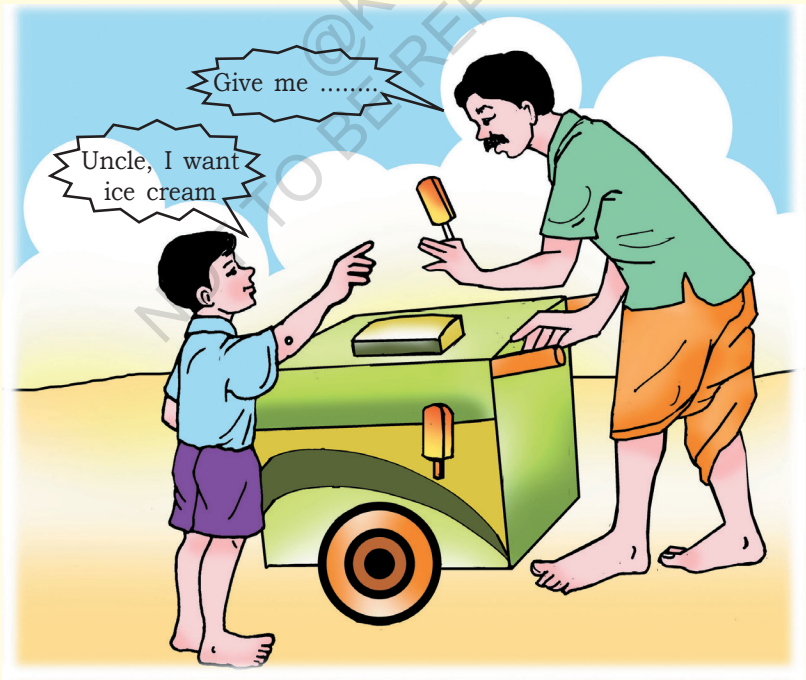


Situation 2



Mother, I want banana ? I need ..... to give the vendor.

Situation 3



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Situation 4



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What is required to buy the articles in the above situations ?

Write your answer or response in this box.

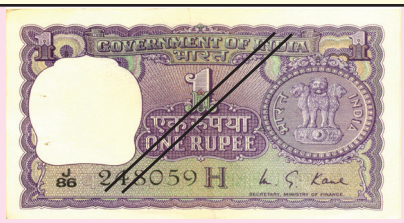
You know that MONEY is required to buy things.
In our country, money is in the form of coins and notes.

	**50 paise**
	**1 Rupee**
	**2 Rupees**
	**5 Rupees**
	**10 Rupees**

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These are commonly used notes

Look at the given notes and tell their values.

	1 Rupee
	2 Rupees
	5 Rupees
	10 Rupees
	20 Rupees
	50 Rupees

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Additional Information

Indian Currency

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1 Rupee = 100 paise

Symbol of Rupee

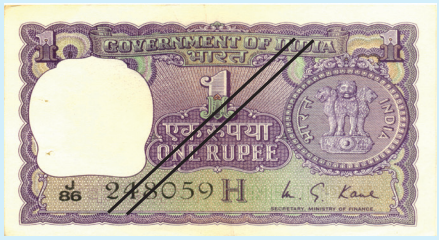
₹

Match the following as shown.

Money in symbol	Coins
₹ 1	
₹ 5	
₹ 2	
₹ 10	
50 paise	

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Match the following as shown.

Money in symbol	Notes
₹ 2	
₹ 10	
₹ 5	
₹ 20	
₹ 1	

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Activity :

Take a sheet of paper. Place a ₹ 1 coin below the paper. Scratch on the paper using a pencil on the coin. What do you get ?

You get a picture like this. 	Trace the other face of ₹ 1 coin.

Repeat the above activity using 50 paise, ₹ 2, ₹ 5 coins.

₹ 2

₹ 5

50 paise

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Activity :

Observe the coins.



Count the different coins and write.

50 Paise ☐

₹ 1 ☐

₹ 2 ☐

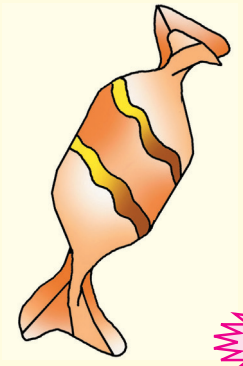
₹ 5 ☐

Total number of coins. ☐

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Observe the given articles and their prices. Put ✓ for the coin OR note that has to be paid to buy them.

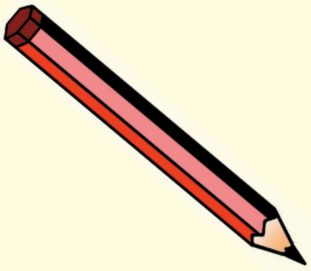
Model :



50 paise







₹ 5





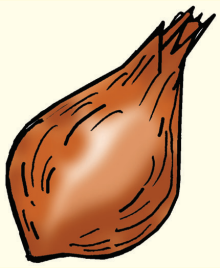
₹ 1

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₹ 2





₹ 10





₹ 20



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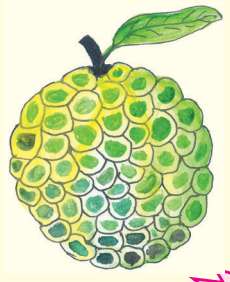
Money - Addition

Observe the articles and the notes representing their prices. Write the price of each article.



₹





₹







₹





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Activity









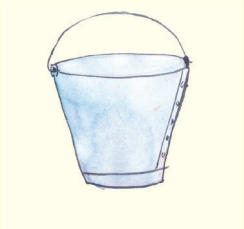
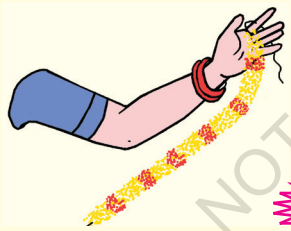




Look at the price tag on the articles. Which two notes/ coins given above can you use to buy these things?

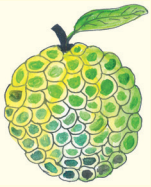
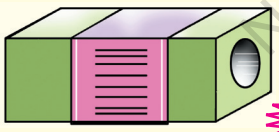
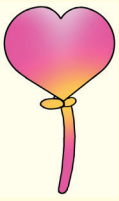
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Model :  ₹ 15	₹ 10 + ₹ 5
 ₹ 12	

 ₹ 7	
 ₹ 4	
 ₹ 25	
 ₹ 3	
 ₹ 12	

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Look at the price of the articles. Match the articles and the amount to be paid.

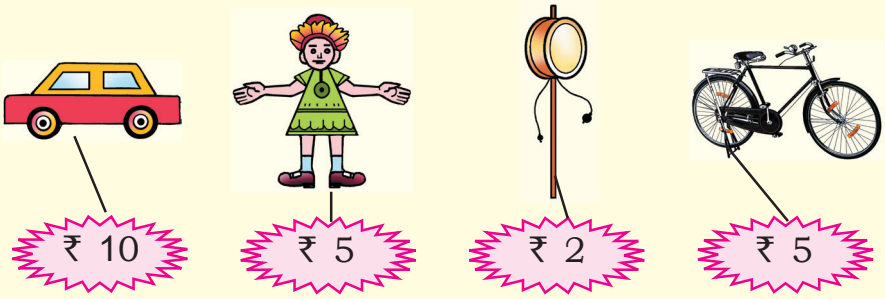
 ₹ 15	 
 ₹ 11	
 ₹ 10	
 ₹ 12	
 ₹ 5	 
 ₹ 2	 

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KIDS CORNER

Look at the price of the toys and answer the following questions.

1) 2) 3) 4)



Questions	Write the serial number of the toy/s.
1) Which two toys can you buy for ₹ 10 ?	2, 4
2) Which one toy can you buy for ₹ 10 ?	
3) Which one toy can you buy for ₹ 5 ?	
4) Which two toys can you buy for ₹ 5 ?	

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Lesson - 15

Length

S2K9D5

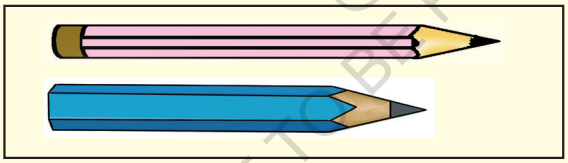
After studying this unit, you can

- distinguish between, long and short, tall and short, high and low.
- seriate the objects by comparing their length.
- measure length using non-standard units such as hand span, foot span, cubits.
- estimate distance and length and verify using non-standard units.

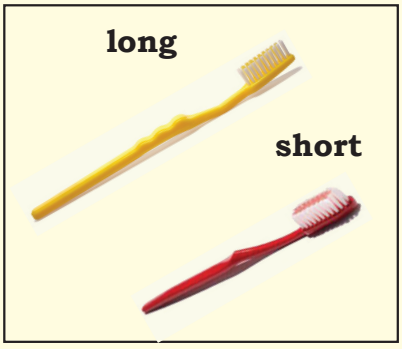
NOT TO BE REPUBLISHED @KTBS

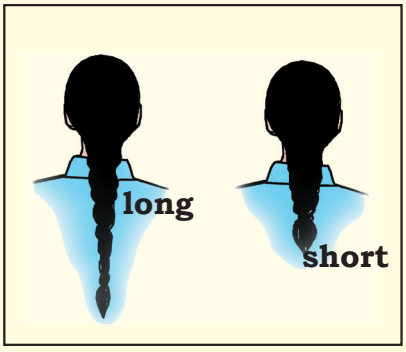
Long and Short

Observe these pencils.

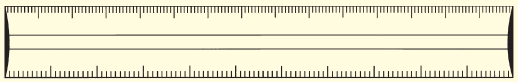


The pink pencil is **long.**
The blue pencil is **short.**





Tick ✓ the long ones :

1) 



2) 

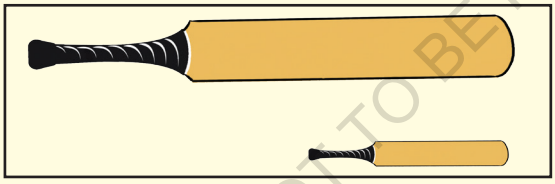


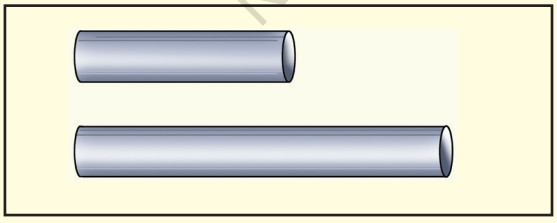
3) 

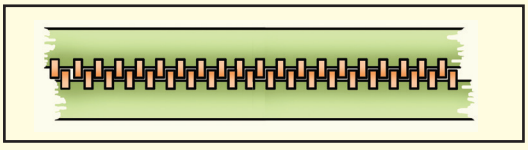


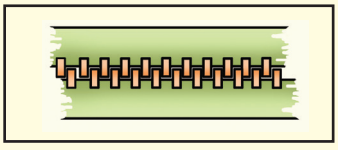
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Ring the short ones :

1) 

2) 

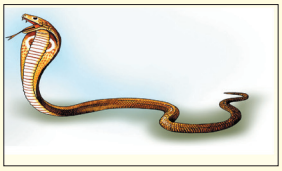
3) 



Number the pictures 1, 2, 3, 4 from shortest to longest.

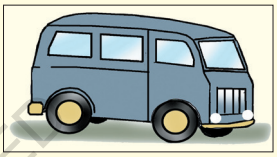
1)



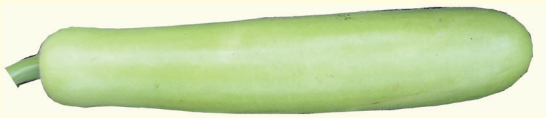
2)



3)

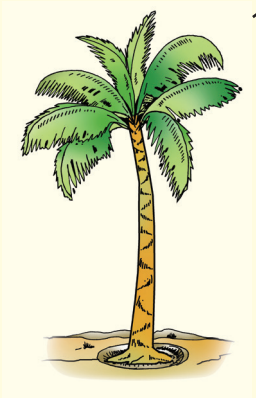





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TALL AND SHORT

I am **Tall**

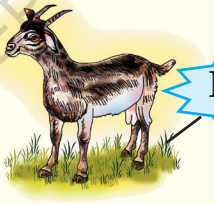




I am **Short**

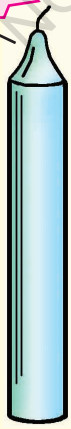
I am **Tall**





I am **Short**

I am **Tall**

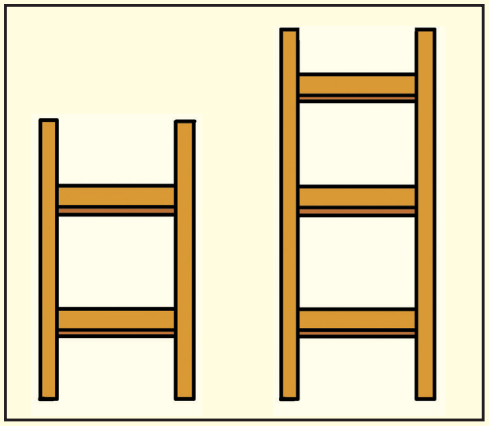


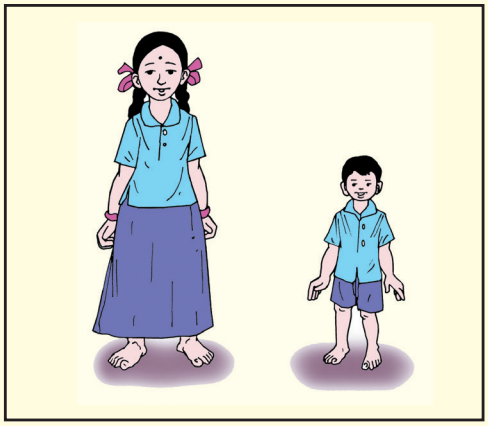


I am **Short**

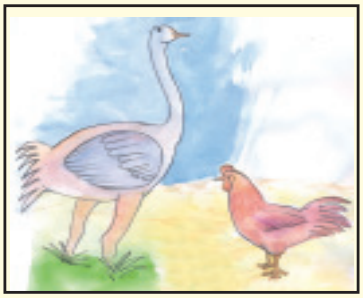
@KTBS NOT TO BE REPUBLISHED

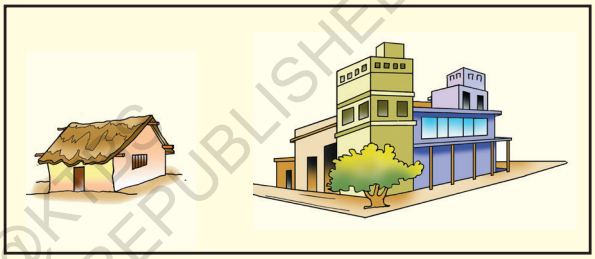
Tick (✓) the tall one.



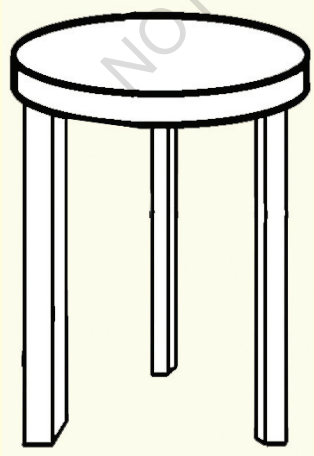


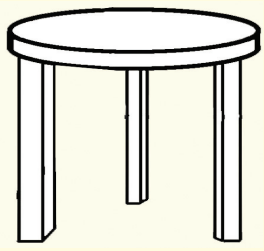
Tick (✓) the short one.





In the given figures, colour the tall one green and colour the short one red.





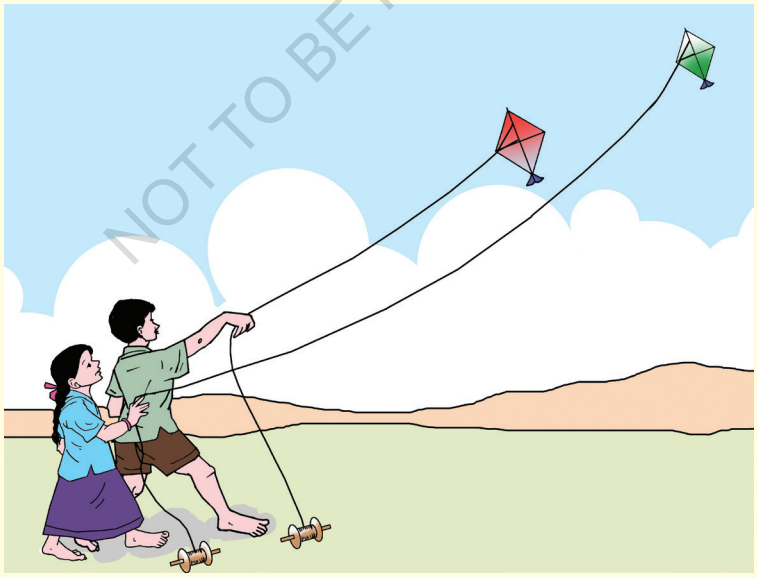
@KVS NOT TO BE REPUBLISHED

HIGH and LOW



Eagle is flying **HIGH.**
Butterfly is flying **LOW.**

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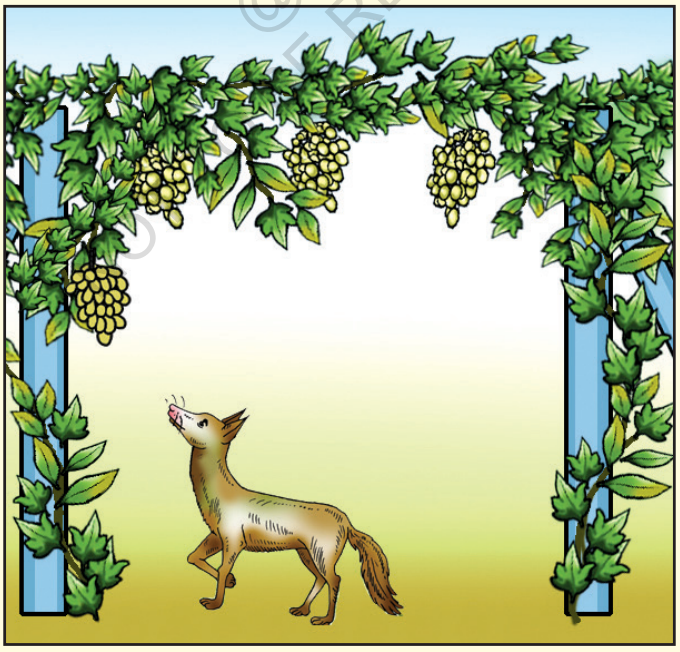


The green kite is flying **HIGH.**
The red kite is flying **LOW.**

1) Circle the picture which is at **higher** level on the wall.

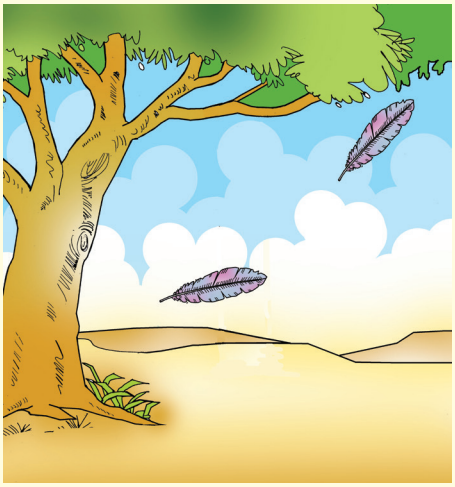


2) The fox wants to eat a bunch of grapes. Circle the **lowest** bunch of grapes and help the fox.

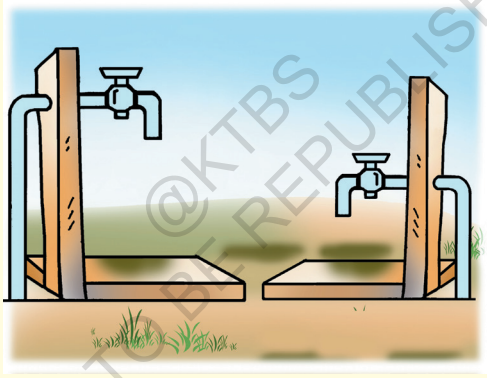


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3) Circle the feather floating **high**.



4) Ring the tap at **higher** level.



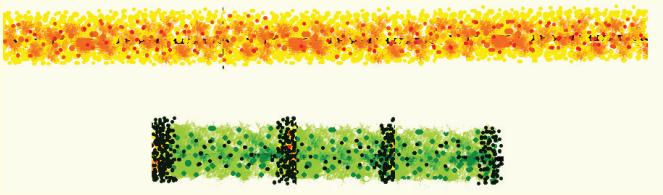
5) Colour the bubble at **high** level pink and the bubble at the **low** level yellow.



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MEASUREMENT

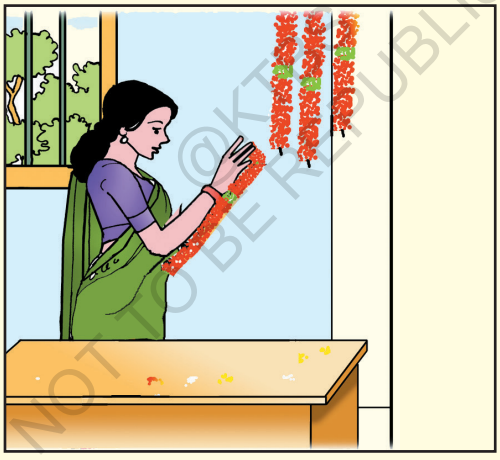
We can compare the length of two things by keeping one beside the other.



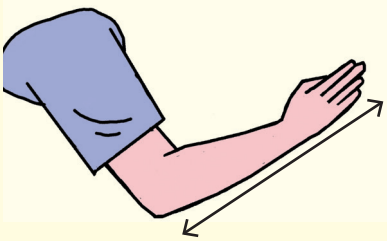
The red garland is long.
The green garland is short.

To know how long the garland is, we measure it.

Lakshmi measures like this,

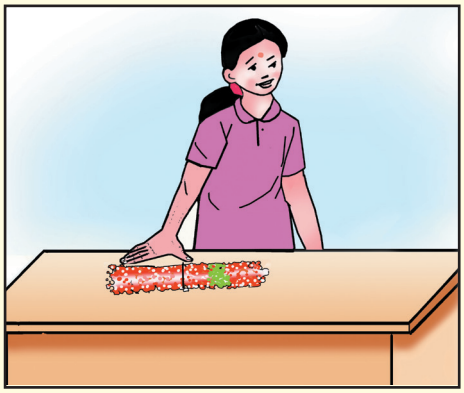


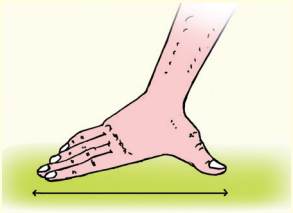
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This measure is a **'Cubit'.**

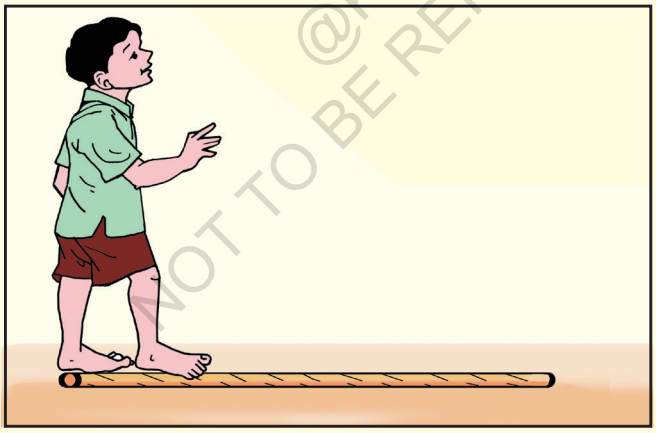
Gowri measures like this.

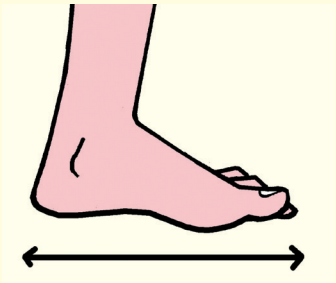




This measure is a **'hand span'.**

Ramu measures a stick like this.

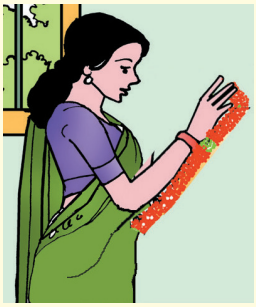




This measure is a **'foot span'.**

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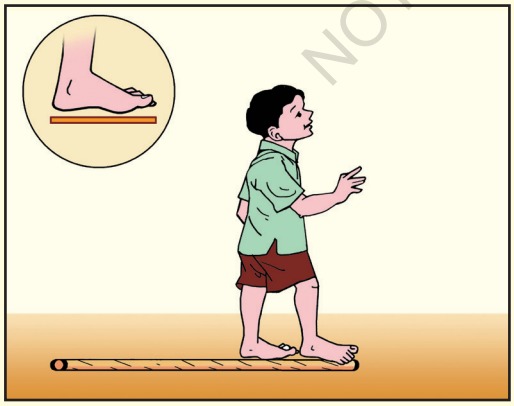
We can use **hand span**, **foot span** and **cubit** to measure lengths.



Lakshmi found that the garland is 1 **cubit** long.



Gowri found that the garland is 2 **hand spans** long.



Ramu found that the stick is 5 **foot spans** long.

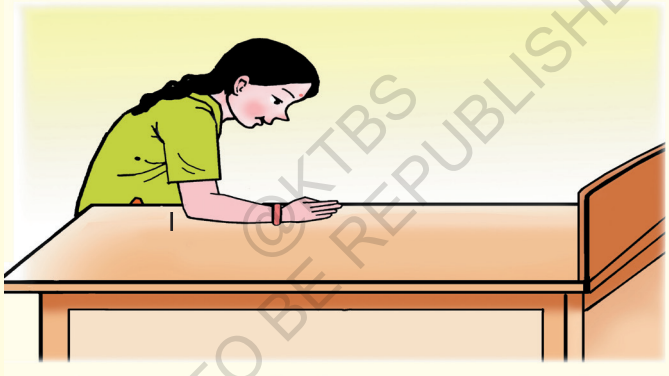
@KIRBS
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John measured the length of the television set using handspan.



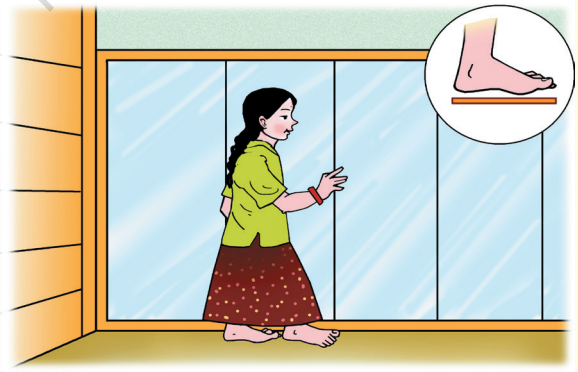
Length of the television is 5 **handspans**.

Salma measured the length of the cot using **cubits.**



Length of the cot is 6 **cubits**.

Asha measured the length of the classroom using footspan.

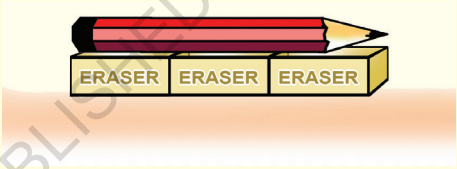


The length of the classroom is 18 **footspans.**

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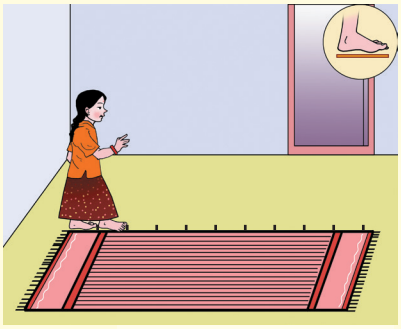


1) The length of the table in this picture is ..... handspans.

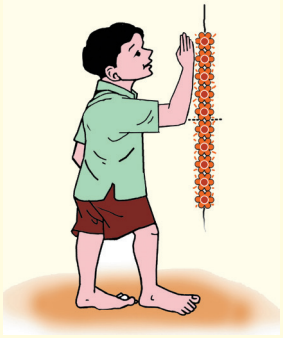


2) The length of the pencil is equal to ..... erasers.

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3) The length of the mat in this picture is ..... foot.



4) This garland is .....cubits long.

Find these by yourself

1. The length of the table in your class is ..... hand spans.
2. The length of the black board in your class is ..... cubits.
3. The length of your classroom is ..... foot spans.
4. The length of your school bag is ..... hand spans.

Activity :

Estimate the distance from the door of your classroom to the blackboard. Verify it using hand span, footspan and cubit. Ask your friend to do the same. What do you observe ?

Repeat the above activity, find the distance

1. from the school gate to your classroom.
2. between any two trees in a park.
3. from the blackboard to the first bench in your classroom.

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Lesson -16

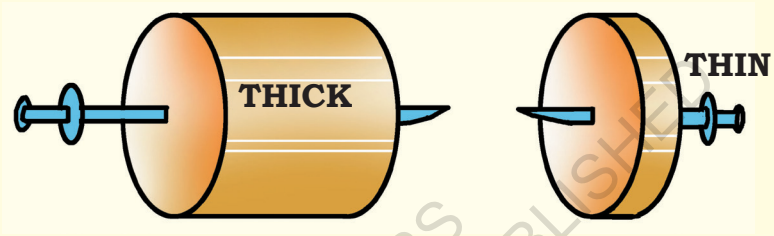
Weight

Q9C8M3

After studying this unit, you can

- ☞ Distinguish between thin and thick.
- ☞ Compare between heavy and light objects.

THICK AND THIN



Tail of an elephant is **thin.**

Leg of an elephant is **thick.**



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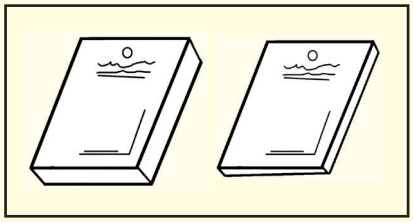


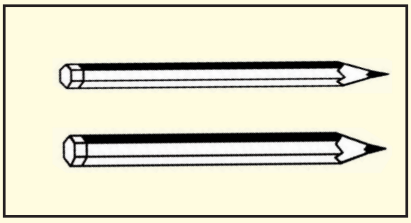
The rope is thick

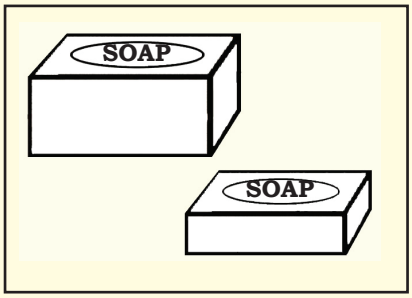


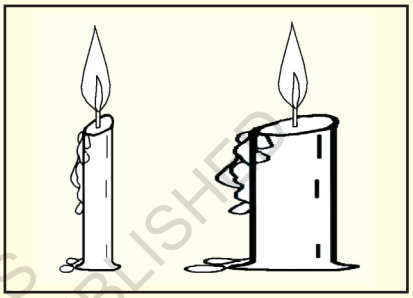
The thread is thin

1) Colour the thick ones.





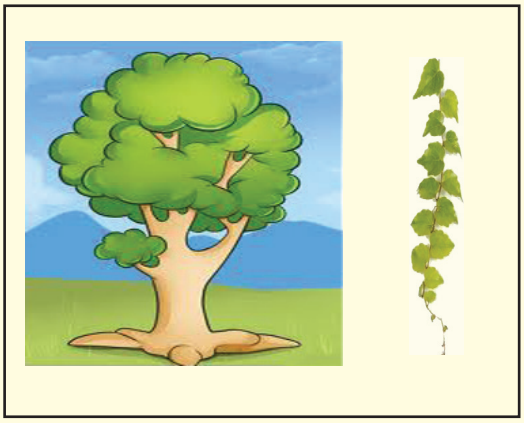




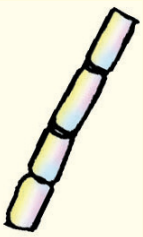
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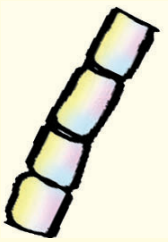
2) Circle the thin ones.

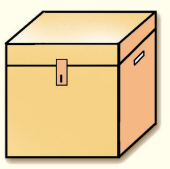


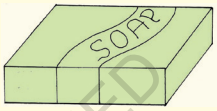


3) Tick (✓) the **thick** object.

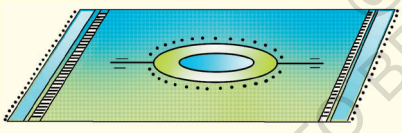




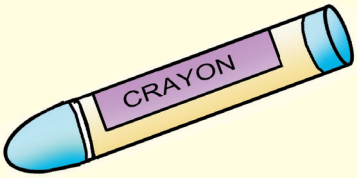


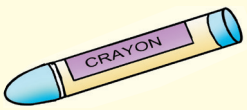


4) Tick (✓) the **thick** object.



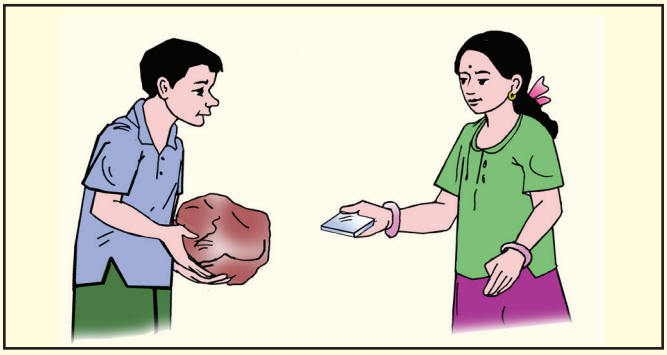




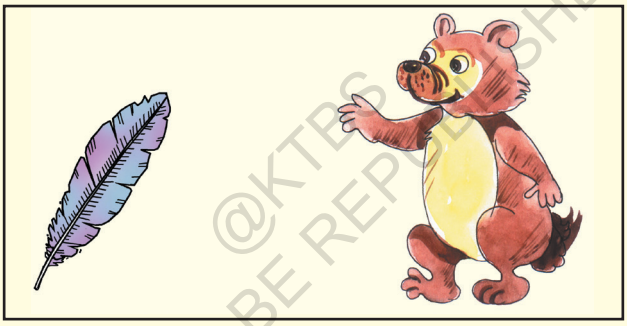


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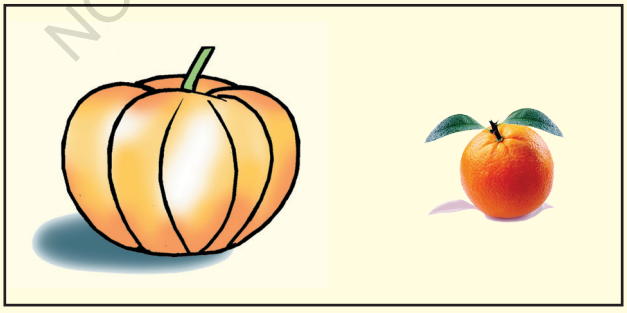
Heavy and Light



This rock is **heavy.**
This piece of wood is **light.**



Feather is **light.**
Doll is **heavy.**



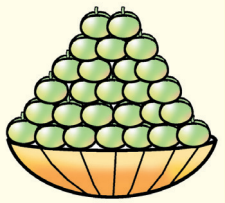
Pumpkin is **heavy.**
Orange is **light.**

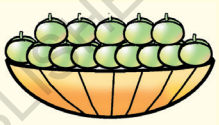
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Tick (✓) the **heavy** ones.













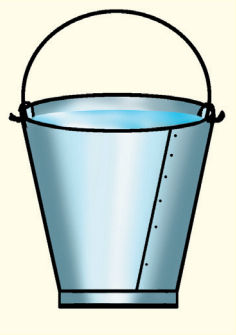


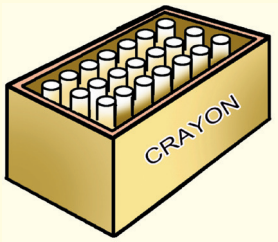


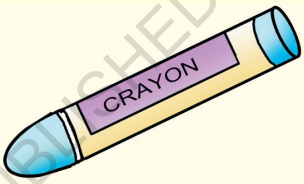
@KTBS
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Circle the light object.

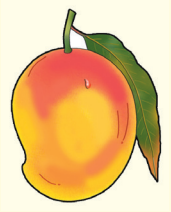


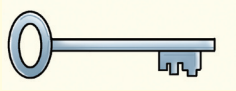














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LESSON -17

TIME

V2I4P2

After studying this unit, you can

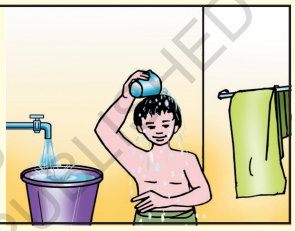
- distinguish between events occuring in time using terms earlier and later.
- narrate the sequence of events in a day.
- get familiar with the days of the week.
- get familiar with the months of the year.

These pictures show what Raju does in a day.

1)



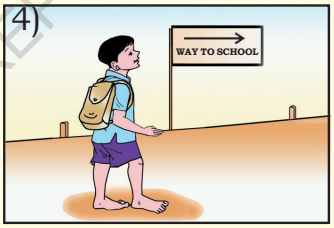
2)



3)



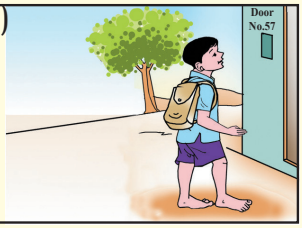
4)



5)



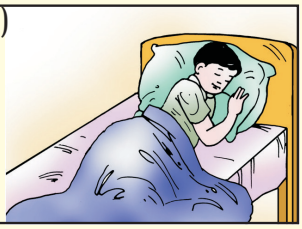
6)



7)



8)

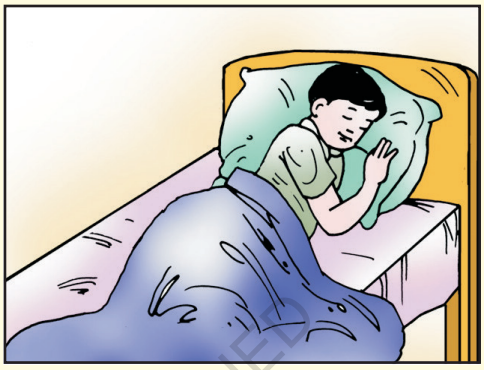


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Look at Raju's activities of a day. Tick (✓) the picture to show what Raju does.

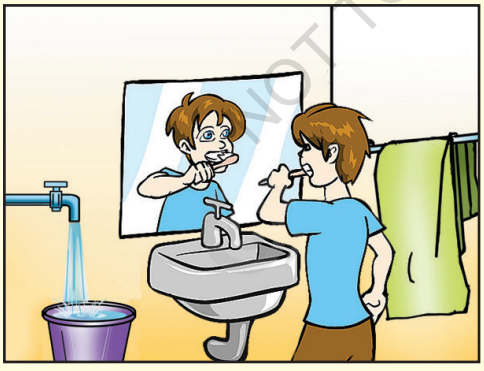
1) before going to school.





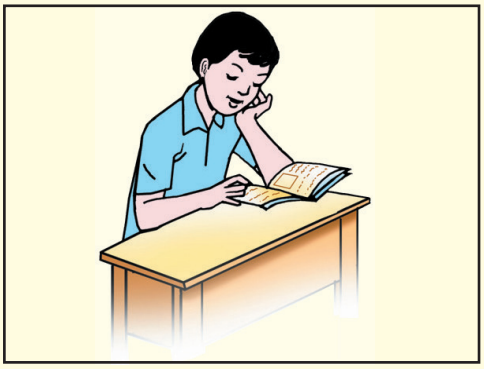
@KTBS NOT TO BE REPUBLISHED

2) before going to sleep.



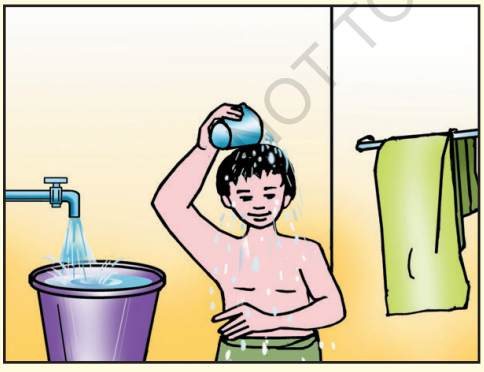


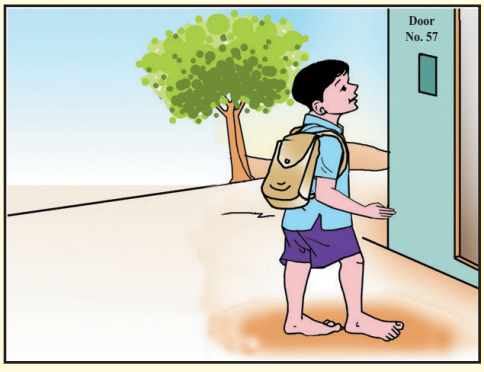
3) after coming home.





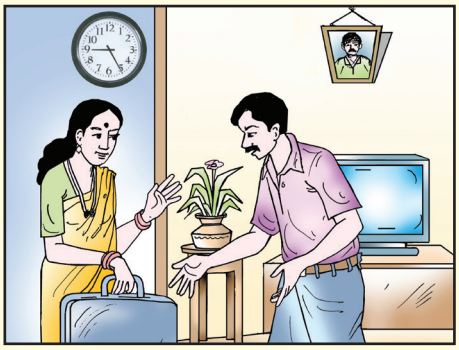
4) after waking up.

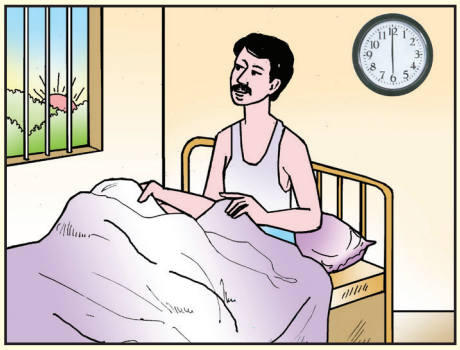


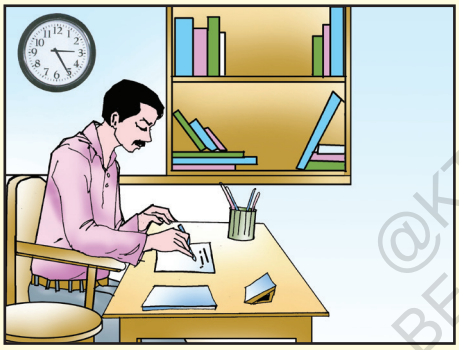


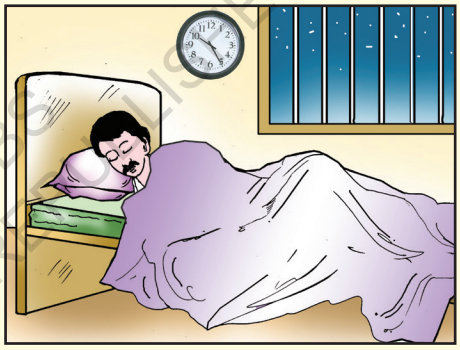
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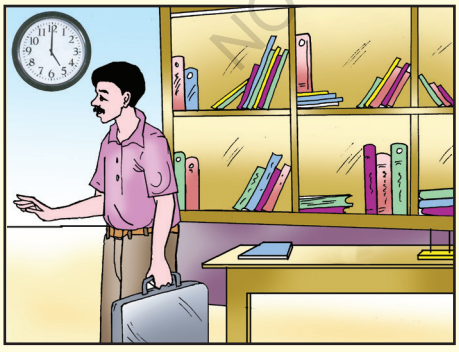
Number the pictures to know the activities of a day in order

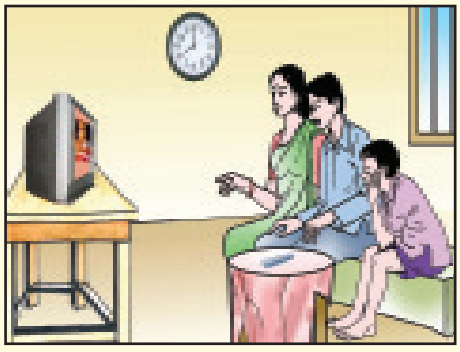








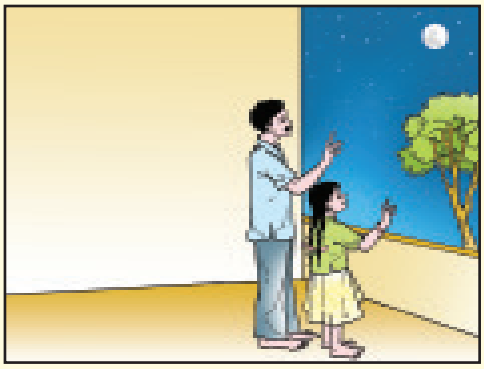




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Match the pictures to what time it is.





day

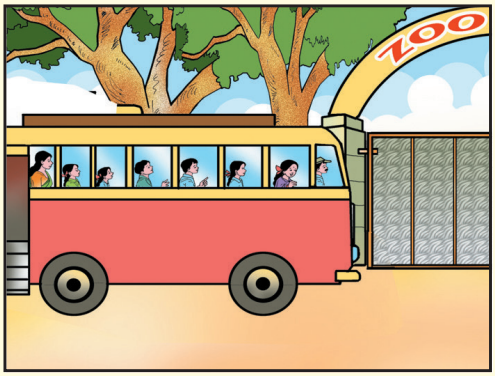
night

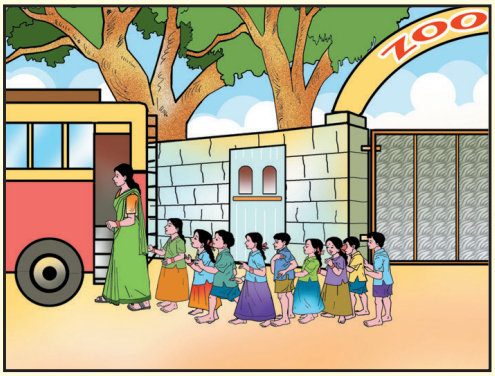




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Number the pictures in proper sequence.

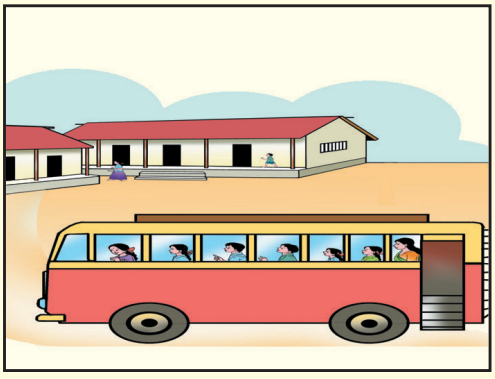








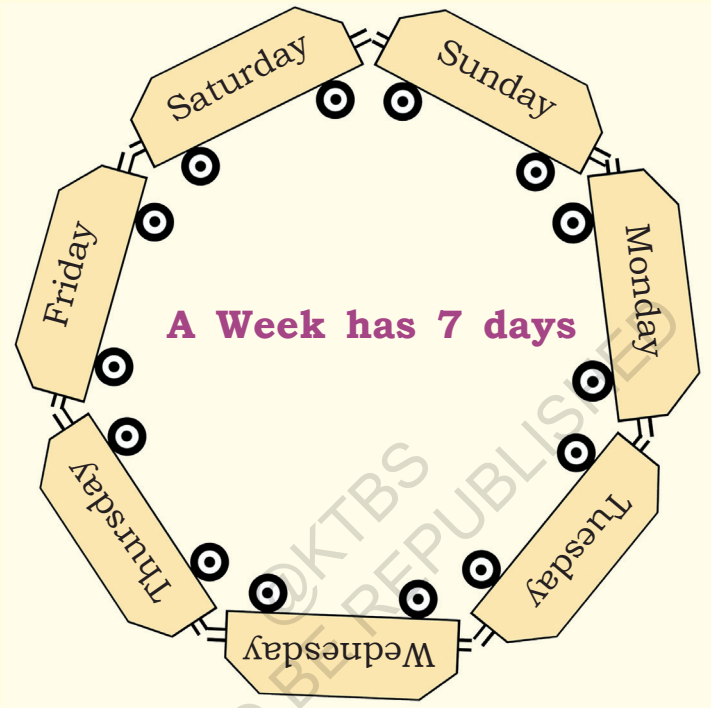




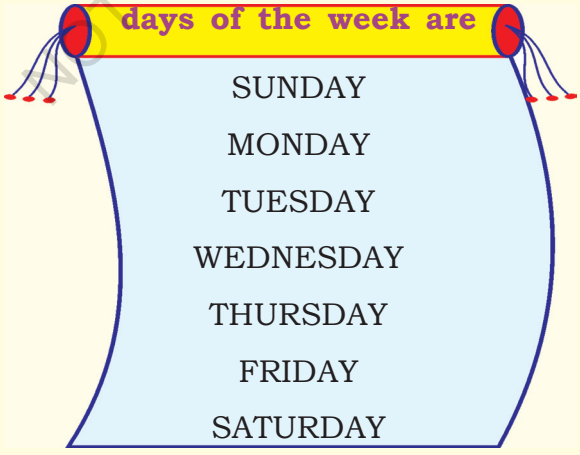
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DAYS OF THE WEEK

The week begins on SUNDAY and ends on SATURDAY.



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1) Tick the day that comes after SUNDAY.

MONDAY ☐ SATURDAY ☐ FRIDAY ☐

2) Tick the last day of the week.

SUNDAY ☐ SATURDAY ☐ MONDAY ☐

3) Ring the day that comes after WEDNESDAY.

FRIDAY TUESDAY THURSDAY

4) Ring the day that comes before MONDAY.

WEDNESDAY SUNDAY TUESDAY

5) Ring the day that comes inbetween TUESDAY and THURSDAY.

FRIDAY MONDAY WEDNESDAY

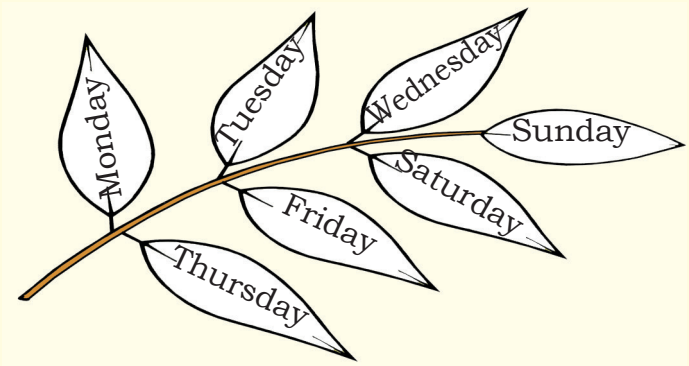
6) Colour the first day of the week.

SUNDAY

FRIDAY

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7) Colour the leaf representing the first day of the week green and the leaf representing the last day of the week blue.



8) Match the days of the week with the next day as shown.

MONDAY	SATURDAY
WEDNESDAY	MONDAY
FRIDAY	TUESDAY
SUNDAY	THURSDAY

9) Number the days of the week in order.

☐ SATURDAY
☐ MONDAY
☐ WEDNESDAY
☐ SUNDAY
☐ FRIDAY
☐ TUESDAY
☐ THURSDAY

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MONTHS OF A YEAR

A Year has 12 months. They are,

1) JANUARY	**5) MAY**	**9) SEPTEMBER**
2) FEBRUARY	**6) JUNE**	**10) OCTOBER**
3) MARCH	**7) JULY**	**11) NOVEMBER**
4) APRIL	**8) AUGUST**	**12) DECEMBER**

JANUARY is the first month of a year.
DECEMBER is the last month of a year.

Exercise

1) Tick the month that comes after MARCH.

JANUARY ☐ APRIL ☐ AUGUST ☐

2) Tick the month that comes before JULY.

JUNE ☐ MAY ☐ DECEMBER ☐

3) Tick the month that comes inbetween SEPTEMBER and NOVEMBER.

OCTOBER ☐ DECEMBER ☐ AUGUST ☐

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4) Ring the first month of a year.

JANUARY JULY AUGUST

5) Ring the last month of a year.

SEPTEMBER DECEMBER MARCH

6) Match the months with their next month.

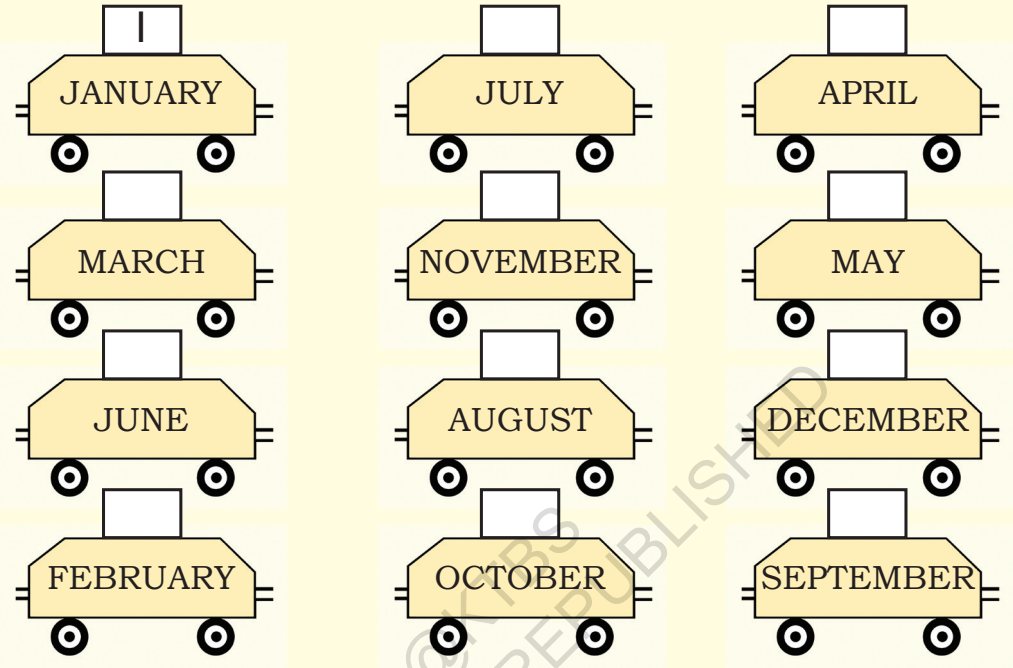
SEPTEMBER	FEBRUARY
NOVEMBER	OCTOBER
MARCH	DECEMBER
JANUARY	APRIL

7) Match the months with their previous month.

APRIL	JULY
AUGUST	MAY
NOVEMBER	MARCH
JUNE	OCTOBER

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8) Raju wants to complete this year train. Help him by numbering the month of the year in order. The first one is done for you.



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LESSON - 18

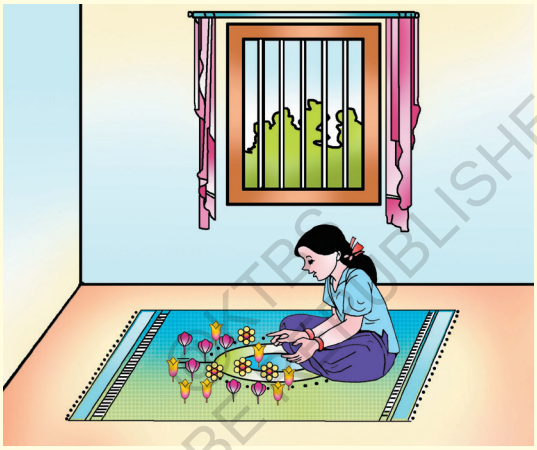
DATA HANDLING

F6R2T7

After studying this unit, you can

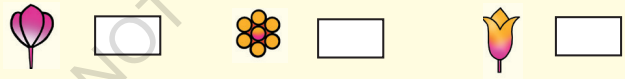
- ☞ collect simple data.
- ☞ represent and interpret simple data.

1) Anita has collected some flowers from the garden.

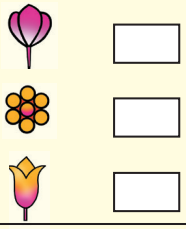


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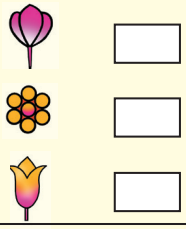
Draw the shape that occurs most.



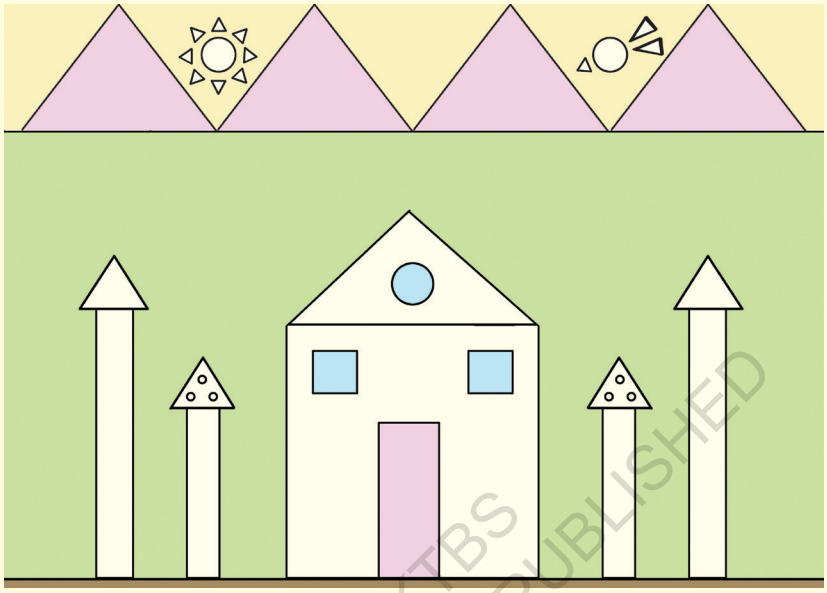
Draw the shape that occurs least.

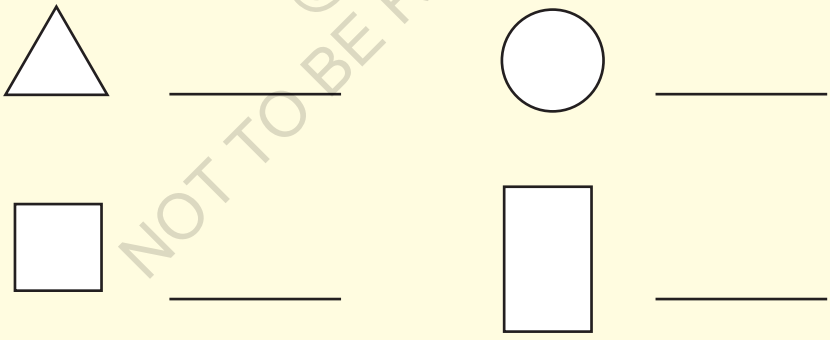


In this garland, Number



2) Count the shapes in the picture given below and write in the space provided.



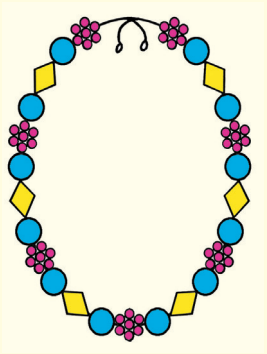


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Draw the shape that occurs most.

Draw the shape that occurs least.

3) In this garland,



Number of beads of the shape ● _____ .

Number of beads of the shape ◆ _____ .

Number of beads of the shape ✿ _____ .

The shape which occurs the most is _____.

The shape which occurs the least is _____.

4) This picture shows children playing in a park. Count and write the following.



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Number of swings _____ .

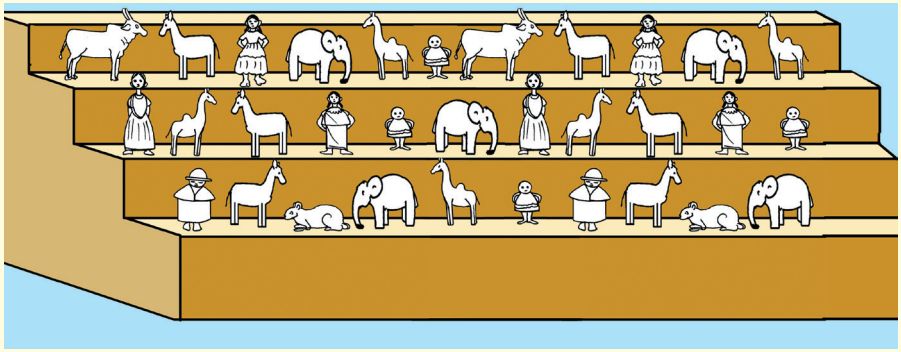
Number of seesaw _____ .

Number of children playing swing _____ .

Number of children playing slide _____ .

Number of children playing seesaw _____ .

5)

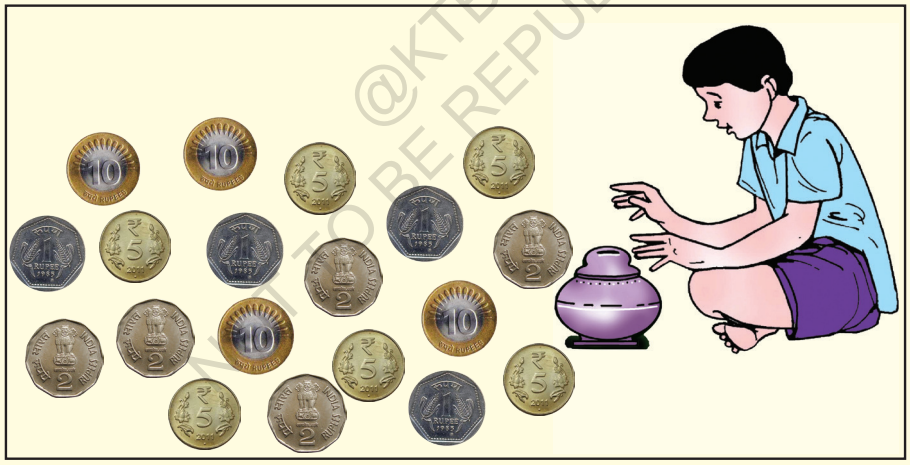


This is the arrangement of dolls, during Dasara festival. Count and write the number of

dolls of animals _____ .

others _____ .

6) Help Gopal to count the number of coins.



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Number of

₹ 1 coins _____ .

₹ 2 coins _____ .

₹ 5 coins _____ .

₹ 10 coins _____ .

LESSON - 19

PATTERNS

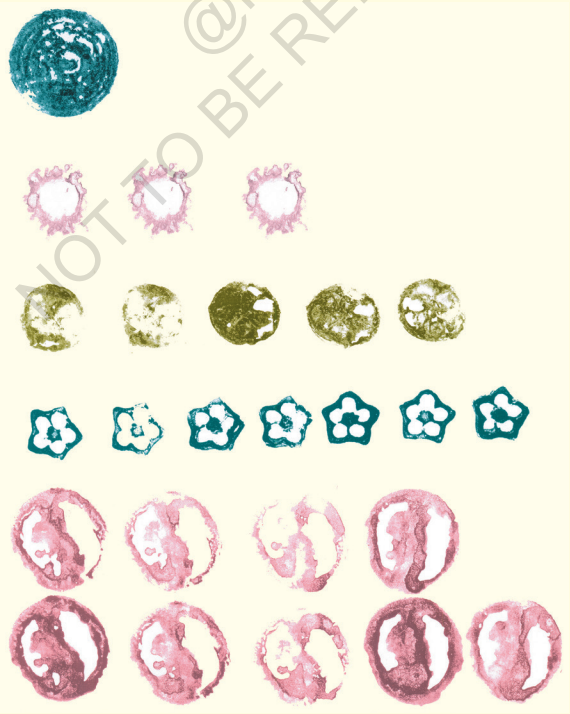
I5W9Z6

After studying this unit, you can

- get familiar with sequences of simple patterns found in shapes in the surroundings. Ex.: stamping activity using fingers/thumbs, using familiar objects etc.
- complete a given sequence of simple patterns found in shapes in the surroundings.

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Look at the patterns formed using cut slices of vegetables.



Use cut vegetables and make your own patterns.

Observe the patterns formed by leaves.



Create your own patterns using leaves of different shapes.

Observe the patterns formed by stamping of thumb.



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Observe the patterns formed by stamping of fingers and hand.





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Create different patterns using the impressions of thumb and fingers.

I. See the following patterns and colour as directed.

1) Colour □ with red.



2) Colour ▭ with Green



3) Colour ○ with blue



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II. Observe the patterns. Draw two more.

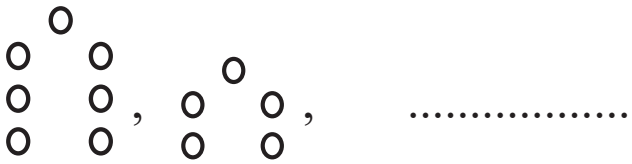
1) □○○, □○○, ..., ...

2) ○○○, ○○○, ..., ...

3) △△△○, △△△○, ..., ...

III. Fill in the missing patterns.

1)  .....

2)  .....

3) 

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