

Let's Learn

MATHS

Primer





CONTENTS

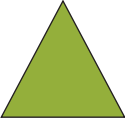
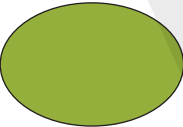
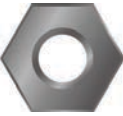


Chapters	PAGE NO.	Chapters	PAGE NO.
1. Revision	3	22. More Subtraction	46
2. Comparison	5	23. Subtraction on Number Line	47
3. Number Names : 1 to 10	9	24. Subtraction Practice	48
4. Greater Than, Less Than And Equal To	12	25. Subtraction with Borrowing	51
5. Numerals and Names : 11-20	16	26. Subtraction Word Problems	53
6. Before - Between And After (1-20)	18	27. Multiplication Concepts	54
7. Numerals and Names : 21-50	20	28. Multiplication on Number Line	56
8. Comparing Numbers	23	29. Multiplication Word Problems	57
9. Numerals and Their Names : 51-100	24	30. Division Concepts	60
10. Before - After And Between (1-100)	29	31. Division on Number Line	61
11. Forward Counting From 1 to 100	30	32. Division Word Problems	62
12. Backward Counting From 100 to 1	31	33. Division With No Remainder	63
13. Addition by Counting Objects	32	34. Table	65
14. Addition of Zero	34	35. Days of the Week	70
15. More Addition	35	36. Months of the Year	71
16. Add on Number Line	36	37. Money : Indian Currency	72
17. Addition Practice	37	38. The Clock	75
18. Addition with Carry Over	40	39. Data Handling	78
19. Word Problems of Addition	42	40. Patterns	79
20. Subtraction by Counting Objects	43	41. Ordinal Numbers	80
21. Subtraction of Zero	45		



REVISION

Shapes

	Triangle			
	Circle			
	Rectangle			
	Square			
	Sphere			
	Star			
	Oval			
	Pentagon			
	Hexagon			



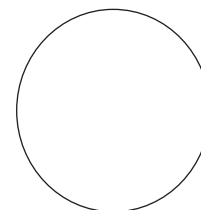
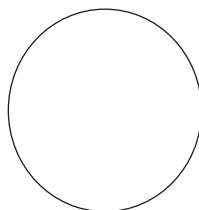
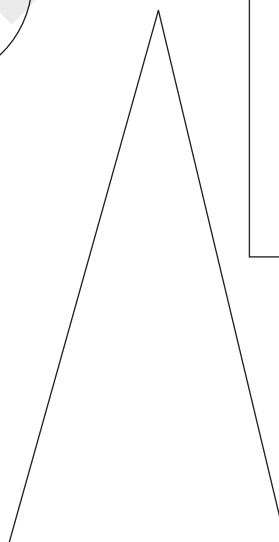
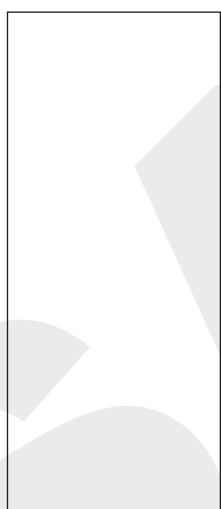
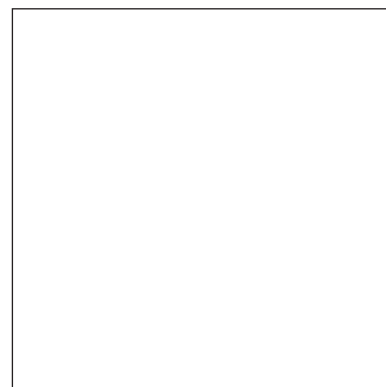
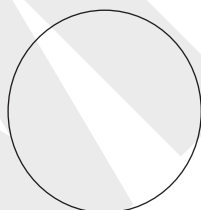
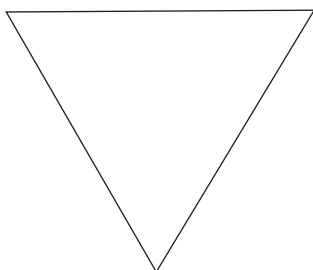
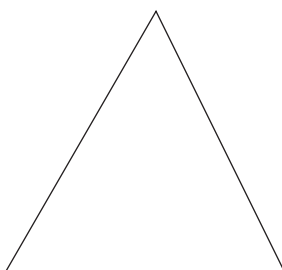
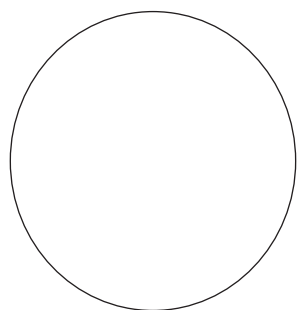
Teacher's Note

Introduce different primary shapes by showing and elucidating different objects to the students. Help them to recognise side and corners of different shapes.



WORKSHEET

Colour the ● Yellow, ■ Red, ■ Black and ▲ Pink.



Teacher's
Note

Ask the students to draw pictures of objects using different shapes.



COMPARISON

Size : Biggest and Smallest



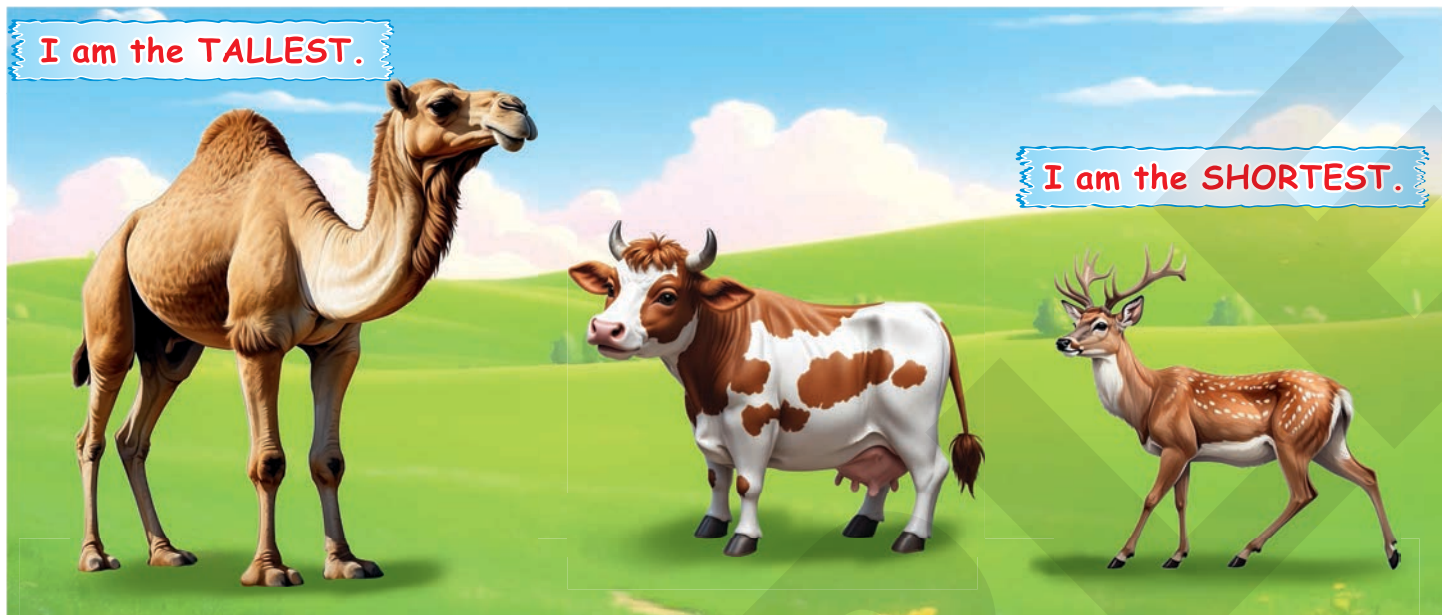
Write **B** for biggest and **S** for smallest object:



Teacher's Note

Tell the students collect items like a pen, chalk, or book and create an activity where they compare the sizes, identifying which are big and small.

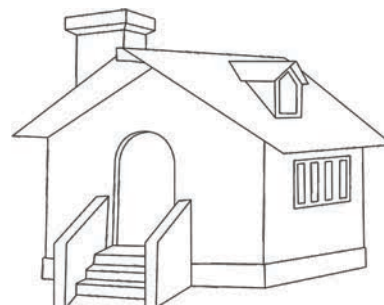
Height : Tallest and Shortest



Write **T** for tallest and **S** for shortest object:



Colour the tallest **green** and the shortest **brown**.



Teacher's Note

Ask the tallest student of the class and the shortest one to stand in front of the class. Now, ask the students what's the difference.

Length : Longest and Shortest

I am the LONGEST.



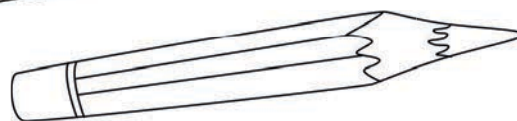
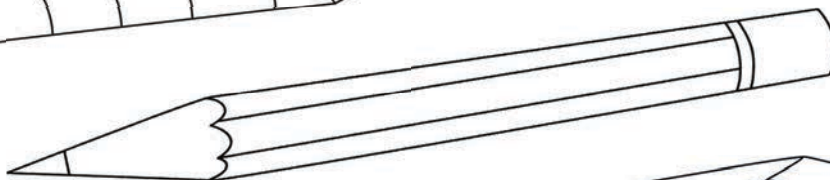
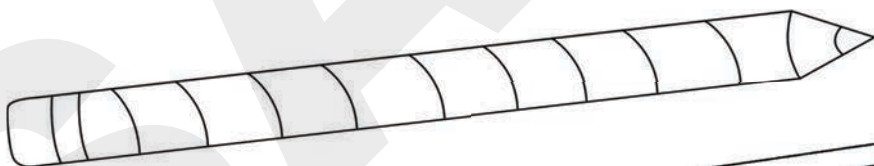
I am the SHORTEST.



Write **L** for longest and **S** for shortest object.



Colour the longest **brown** and the shortest **green**.



Teacher's Note

Help students understand the concept of long and short by comparing the lengths of a scale and an eraser.

Weight : Heaviest and Lightest

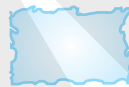
I am the **HEAVIEST**.



I am the **LIGHTEST**.



Write **H** for heaviest and **L** for lightest.



Match the heaviest with the lightest pairing objects.



Teacher's Note

Let the students experience heavy and light weights by asking them to pick the black board duster in one hand and a pile of books in the other.



NUMBER NAMES : 1 TO 10

Singing Time !

ONE, TWO, THREE, FOUR, FIVE

One 1, two 2, three 3, four 4, five 5,

Six 6, seven 7, eight 8, nine 9, ten 10

One, two,
Buckle my shoe;
Three, four,
Shut the door;
Five, Six,
Pick up the sticks;
Seven, Eight,
Lay them straight;
Nine, ten,
A big fat hen.



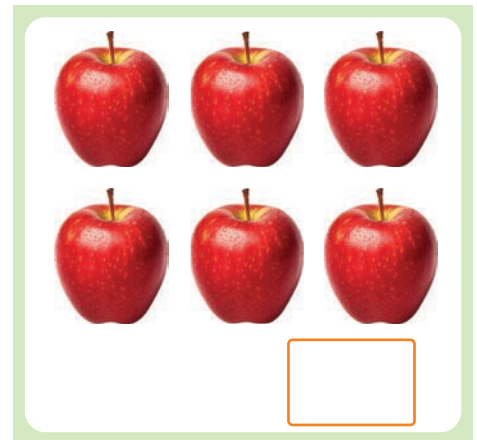
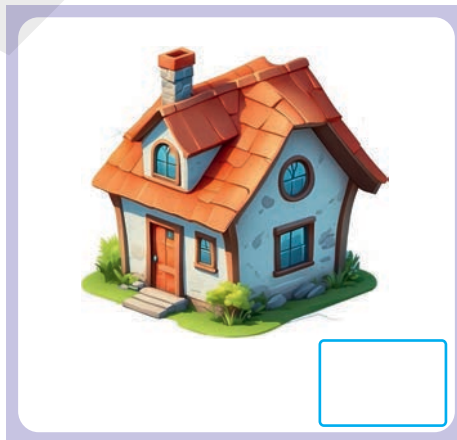
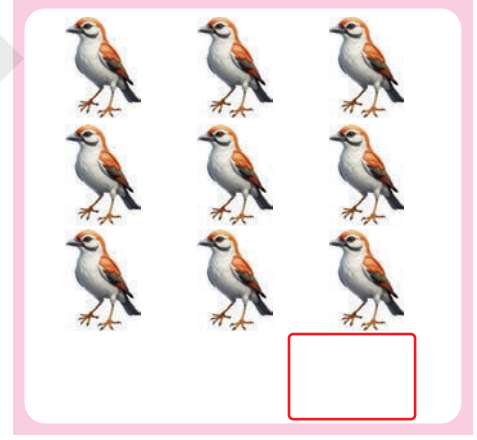
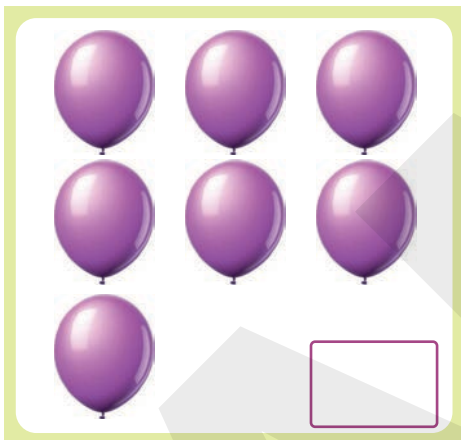
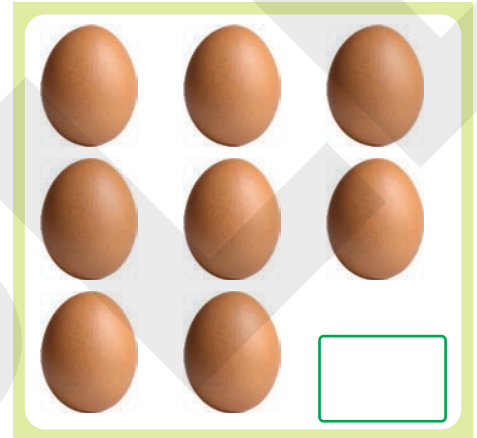
**Teacher's
Note**

Teach the concept of counting and number recognition. Show children that '1' is called 'one', '2' is 'two', and so on.



WORKSHEET

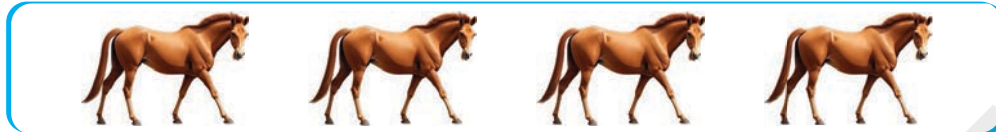
Count and write the number of the following objects.



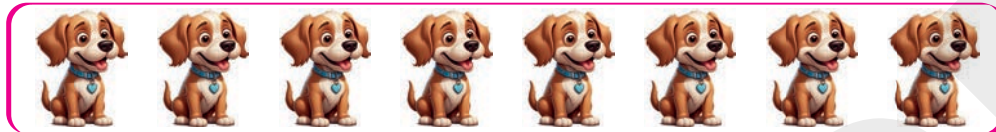


WORKSHEET

Count and match the following. One has been done for you.



Three



Seven



Eight



One



Nine



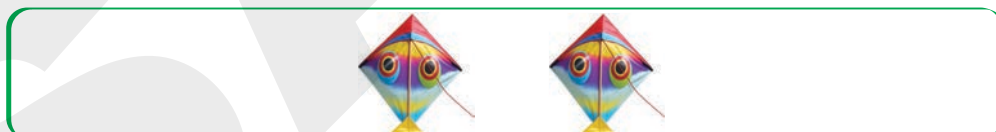
Ten



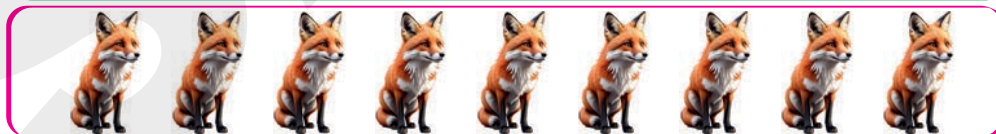
Five



Six



Four



Two

1

2

3

4

5

6



GREATER THAN, LESS THAN AND EQUAL TO

Greater Than



Monkey has 8 bananas.



Rabbit has 3 carrots.

8 bananas are more than 3 carrots.

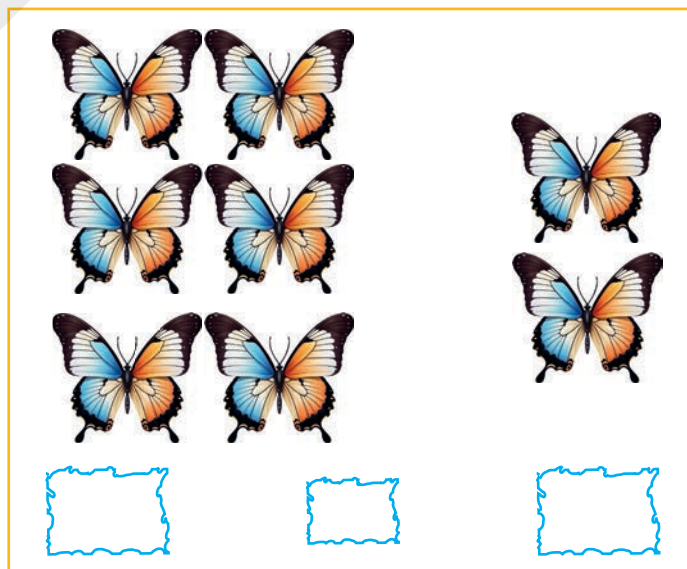
So, we can say 8 is greater than 3.

So, we can write it as :

$$8 > 3$$

The sign ' $>$ ' is used for 'greater than'.

Count, write and fill in the boxes with ' $>$ ':



**Teacher's
Note**

Teach the students the concept of symbol $>$ for "greater than" and $<$ for "less than" and $=$ for "equal to" in the class.

Less Than



**Ravi got 4 gifts
on his birthday.**



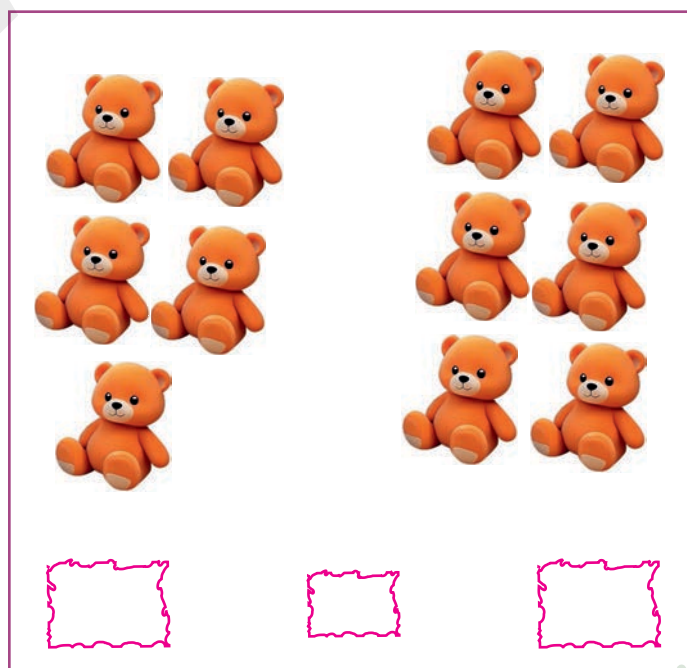
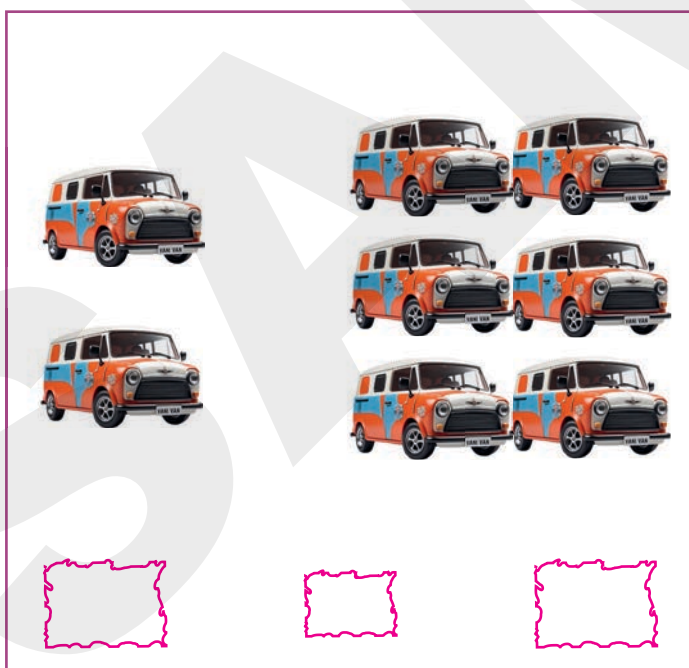
**Rishi got 6 gifts
on his birthday.**

4 gifts are less than 6 gifts.
So, we can say 4 is less than 6.
So, we can write it as :

$$4 < 6$$

The sign '<' is used for 'less than'.

Count, write and fill in the boxes with '<':



Equal To



**3 boys are sitting
on the bench.**



**3 boys are sitting
on the sofa.**

3 boys are equal to 3 boys.

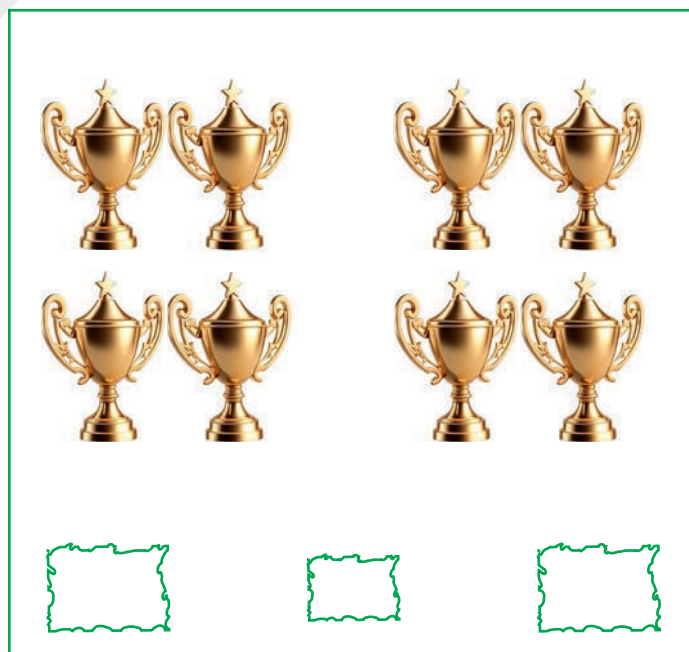
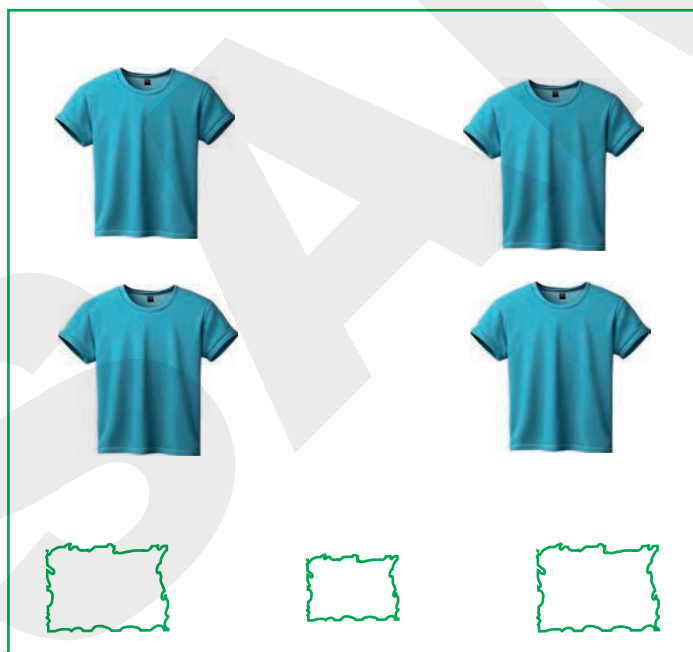
So, we can say 3 is equal to 3.

So, we can write it as :

$$3 = 3$$

The sign '=' is used for 'equal to'.

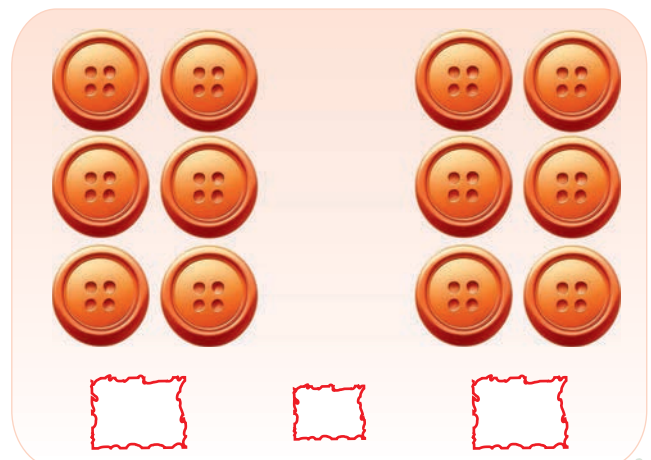
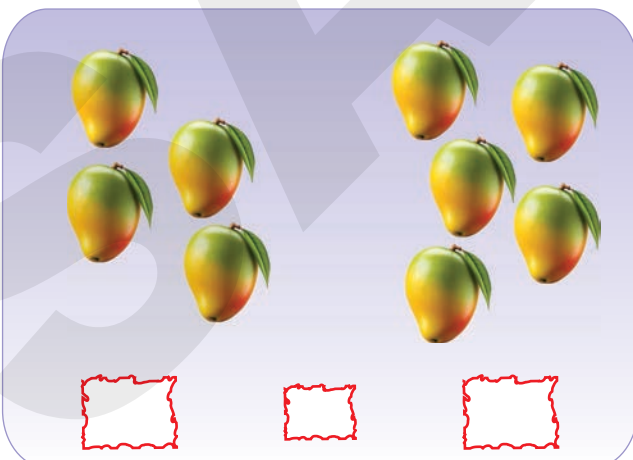
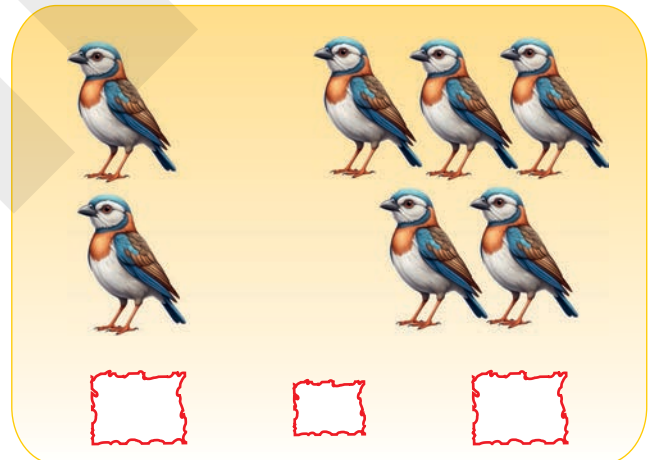
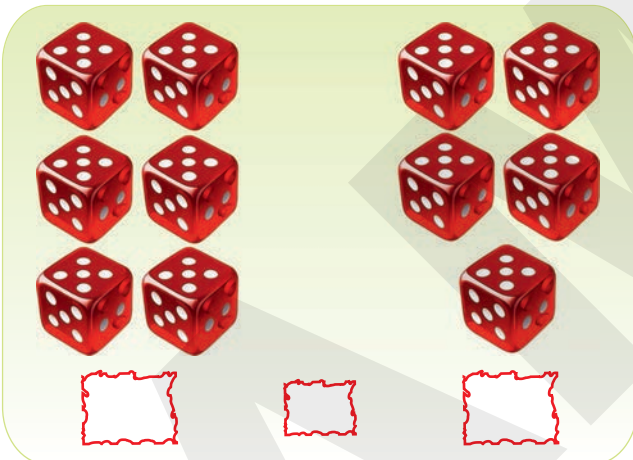
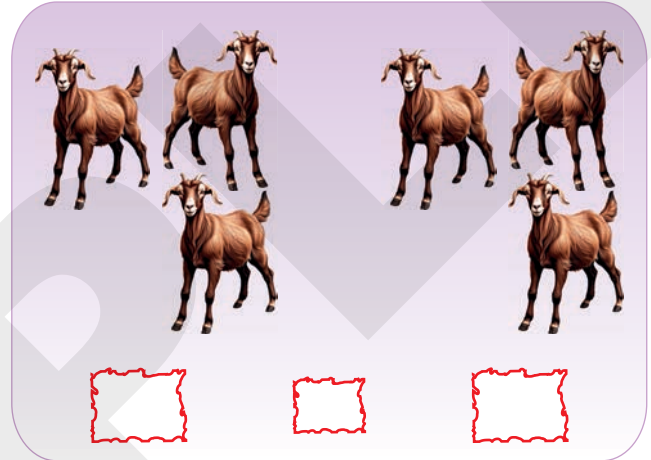
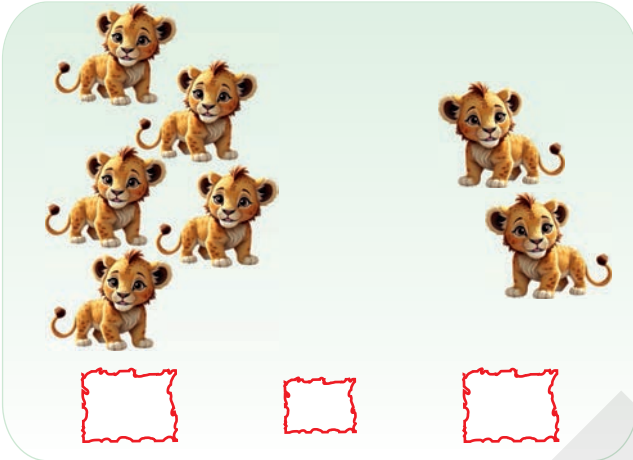
Count, write and fill in the boxes with '=':





WORKSHEET

Count, write and put the correct sign ($>$, $<$, $=$) in the boxes.





NUMERALS AND THEIR NAMES : 11-20

Nine pencil + **1** pencil
Nine and one more is ten
10 means **1** ten and **0** one

= 

Ten(T)	One(O)
1	0

 → **Ten**



+



Ten and one more is eleven
11 means 1 ten and 1 one

T	O
1	1

 → **Eleven**
 $10 + 1 = 11$



+



Ten and two more is twelve
12 means 1 ten and 2 ones

T	O
1	2

 → **Twelve**
 $10 + 2 = 12$



+



Ten and three more is thirteen
13 means 1 ten and 3 ones

T	O
1	3

 → **Thirteen**
 $10 + 3 = 13$



+



Ten and four more is fourteen
14 means 1 ten and 4 ones

T	O
1	4

 → **Fourteen**
 $10 + 4 = 14$



+



Ten and five more is fifteen
15 means 1 ten and 5 ones

T	O
1	5

 → **Fifteen**
 $10+5=15$



+



Ten and six more is sixteen
16 means 1 ten and 6 ones

T	O
1	6

 → **Sixteen**
 $10+6=16$



+



Ten and seven more is seventeen
17 means 1 ten and 7 ones

T	O
1	7

 → **Seventeen**
 $10+7=17$



+



Ten and eight more is eighteen
18 means 1 ten and 8 ones

T	O
1	8

 → **Eighteen**
 $10+8=18$



+



Ten and nine more is nineteen
19 means 1 ten and 9 ones

T	O
1	9

 → **Nineteen**
 $10+9=19$



+



Ten and 1 Ten more is twenty
2 tens are 20

T	O
2	0

 → **Twenty**
 $10+10=20$



BEFORE - BETWEEN AND AFTER (1-20)



Cat



Monkey



Donkey

The cat, monkey and donkey are the best friends.

The cat is **before** the Monkey.

The donkey is **after** the monkey. The monkey is **after** the cat. The monkey is **before** the donkey.

The monkey is **in between** the cat and the donkey.

Observe the given numbers and fill in the blanks following them.

13

14

15

_____ is before 15.
_____ is after 14.

11

12

13

_____ is in between 11 and 13.
_____ is after 12.

17

18

19

_____ is before 18.
_____ is after 18.

4

5

6

_____ is in between 4 and 6.
_____ is before 5.

8

9

10

8 is before _____.
9 is in between _____ and 10.

10

11

12

12 is after _____.
11 is in between 10 and _____.



**Teacher's
Note**

Inform the children that the number following another is called the 'successor', and the number preceding it is called the 'predecessor'.



WORKSHEET

Fill in the missing numbers between 1 to 20 :

1 4 7 10

 12 17 20

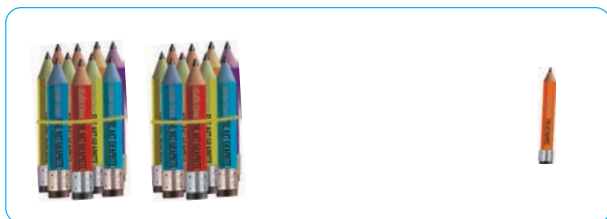
Tick (✓) the number that comes just after the given number :

Circle ○ the number that comes just before the given number :

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



NUMERALS AND NAMES : 21-50



2 tens and 1 one are **21** Twenty one



2 tens and 2 ones are **22** Twenty two



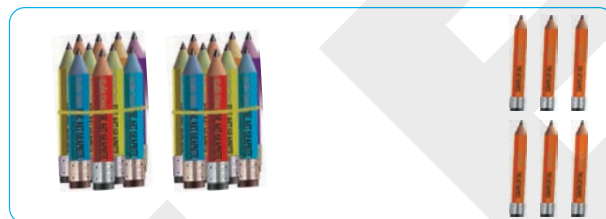
2 tens and 3 ones are **23** Twenty three



2 tens and 4 ones are **24** Twenty four



2 tens and 5 ones are **25** Twenty five



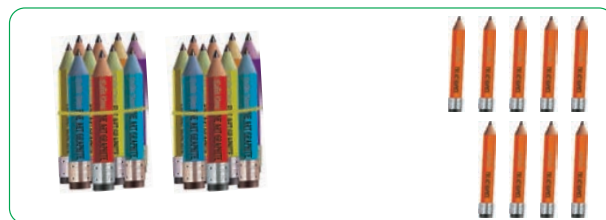
2 tens and 6 ones are **26** Twenty six



2 tens and 7 ones are **27** Twenty seven



2 tens and 8 ones are **28** Twenty eight



2 tens and 9 ones are **29** Twenty nine



3 tens are **30** Thirty



Teacher's Note

Teach the numeral names from 21 to 50 to the children and ask them to speak the same in a loud voice.



3 tens and 1 one are **31** Thirty one



3 tens and 2 ones are **32** Thirty two



3 tens and 3 ones are **33** Thirty three



3 tens and 4 ones are **34** Thirty four



3 tens and 5 ones are **35** Thirty five



3 tens and 6 ones are **36** Thirty six



3 tens and 7 ones are **37** Thirty seven



3 tens and 8 ones are **38** Thirty eight



3 tens and 9 ones are **39** Thirty nine



4 tens are **40** Forty



4 tens and 1 one are **41** Forty one



4 tens and 2 ones are **42** Forty two



4 tens and 3 ones are **43** Forty three



4 tens and 4 ones are **44** Forty four



4 tens and 5 ones are **45** Forty five



4 tens and 6 ones are **46** Forty six



4 tens and 7 ones are **47** Forty seven



4 tens and 8 ones are **48** Forty eight



4 tens and 9 ones are **49** Forty nine



5 tens are **50** Fifty



COMPARING NUMBERS

Put greater than ($>$), less than ($<$) or equal to ($=$):

$9 \square 5$

$14 \square 14$

$35 \square 65$

$6 \square 3$

$5 \square 11$

$58 \square 58$

$9 \square 7$

$14 \square 18$

$7 \square 3$

$6 \square 6$

$11 \square 11$

$5 \square 0$

$11 \square 15$

$30 \square 10$

$9 \square 2$

$14 \square 17$

$45 \square 62$

$4 \square 3$

$19 \square 13$

$44 \square 22$

$8 \square 11$

$89 \square 85$

$84 \square 85$

$44 \square 44$

$20 \square 20$

$47 \square 62$

$44 \square 55$

$17 \square 13$

$85 \square 40$

$45 \square 65$



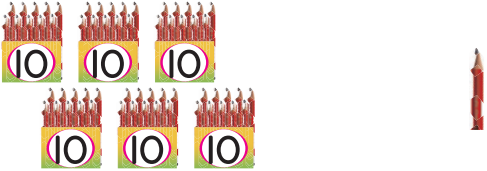
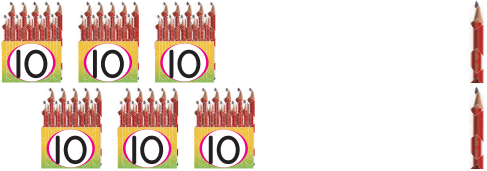
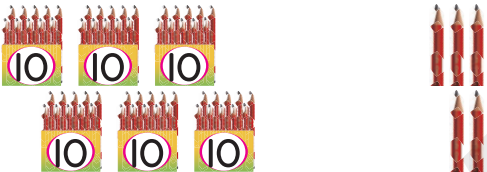
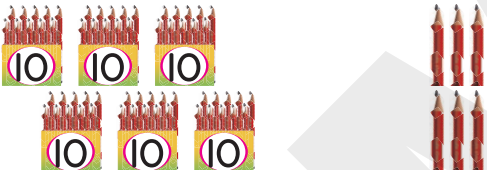
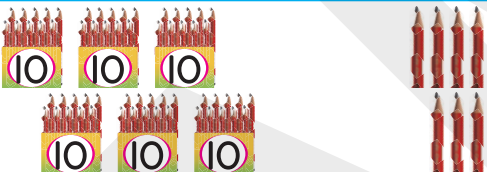
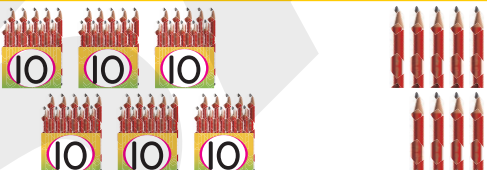
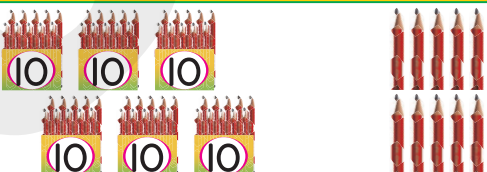
NUMERALS AND THEIR NAMES : 51-100

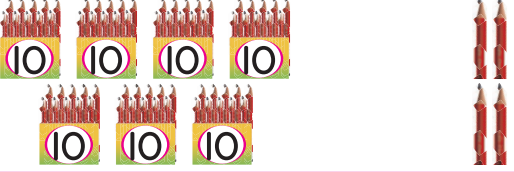
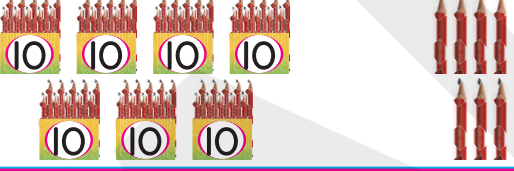
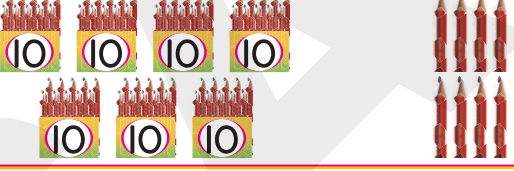
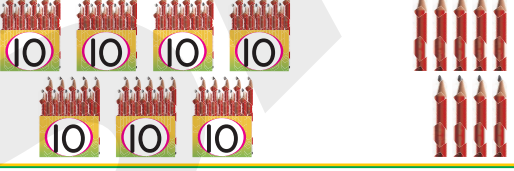
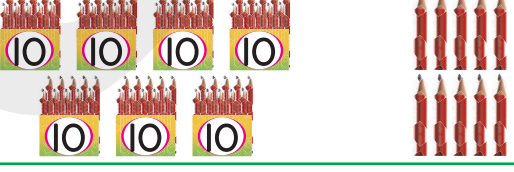
	50 and 1 more make 51	51 FIFTY-ONE
	50 and 2 more make 52	52 FIFTY-TWO
	50 and 3 more make 53	53 FIFTY-THREE
	50 and 4 more make 54	54 FIFTY-FOUR
	50 and 5 more make 55	55 FIFTY-FIVE
	50 and 6 more make 56	56 FIFTY-SIX
	50 and 7 more make 57	57 FIFTY-SEVEN
	50 and 8 more make 58	58 FIFTY-EIGHT
	50 and 9 more make 59	59 FIFTY-NINE
	50 and 10 more make 60	60 SIXTY

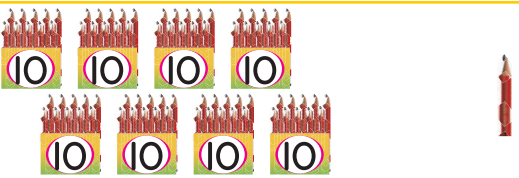
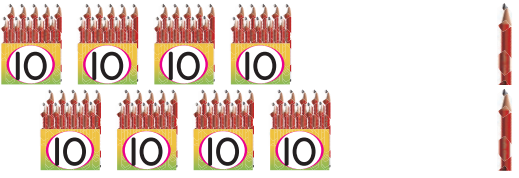
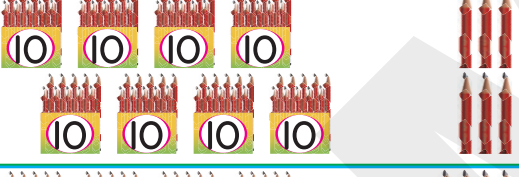
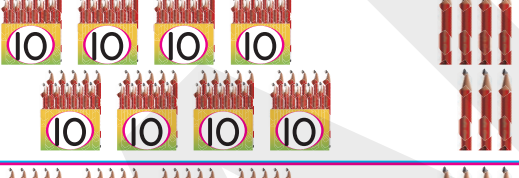
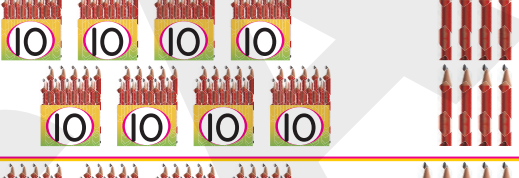
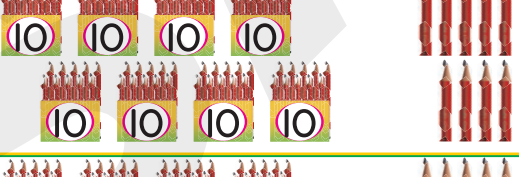
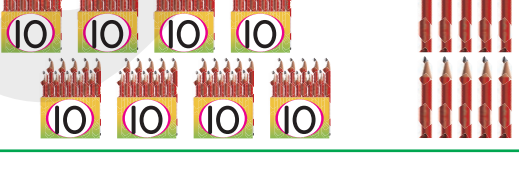


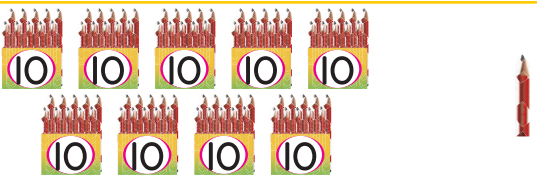
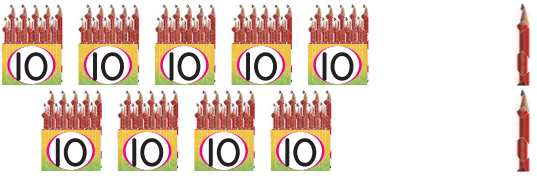
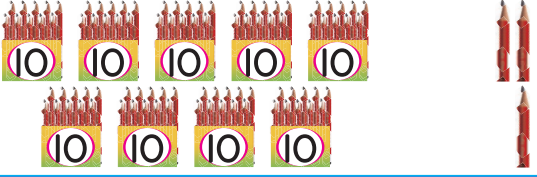
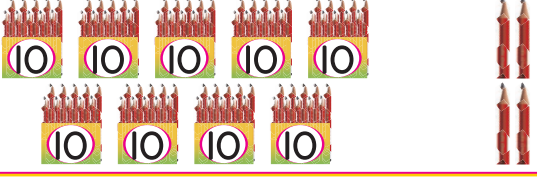
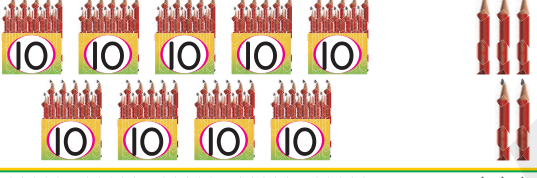
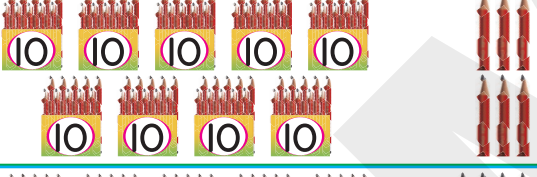
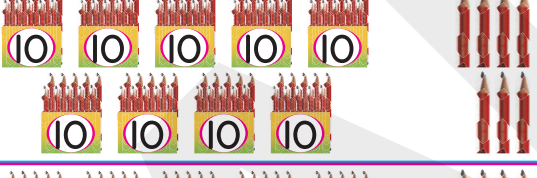
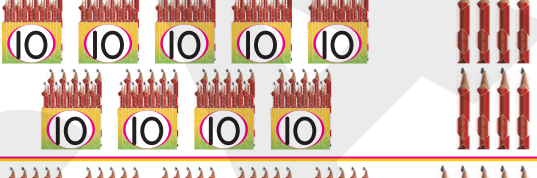
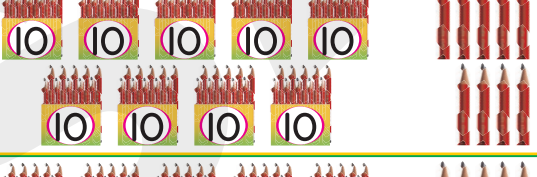
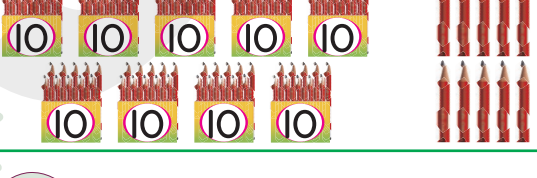
Teacher's Note

Introduce the number names from 51 to 100 to the children. Ask them to say number name aloud to help reinforce their learning and improve their number recognition skills.

	60 and 1 more make 61	61 SIXTY-ONE
	60 and 2 more make 62	62 SIXTY-TWO
	60 and 3 more make 63	63 SIXTY-THREE
	60 and 4 more make 64	64 SIXTY-FOUR
	60 and 5 more make 65	65 SIXTY-FIVE
	60 and 6 more make 66	66 SIXTY-SIX
	60 and 7 more Make 67	67 SIXTY-SEVEN
	60 and 8 more make 68	68 SIXTY-EIGHT
	60 and 9 more make 69	69 SIXTY-NINE
	60 and 10 more make 70	70 SEVENTY

	70 and 1 more make 71	71 SEVENTY-ONE
	70 and 2 more make 72	72 SEVENTY-TWO
	70 and 3 more make 73	73 SEVENTY-THREE
	70 and 4 more make 74	74 SEVENTY-FOUR
	70 and 5 more make 75	75 SEVENTY-FIVE
	70 and 6 more make 76	76 SEVENTY-SIX
	70 and 7 more make 77	77 SEVENTY-SEVEN
	70 and 8 more make 78	78 SEVENTY-EIGHT
	70 and 9 more make 79	79 SEVENTY-NINE
	70 and 10 more make 80	80 EIGHTY

	80 and 1 more make 81	81 EIGHTY-ONE
	80 and 2 more make 82	82 EIGHTY-TWO
	80 and 3 more make 83	83 EIGHTY-THREE
	80 and 4 more make 84	84 EIGHTY-FOUR
	80 and 5 more make 85	85 EIGHTY-FIVE
	80 and 6 more make 86	86 EIGHTY-SIX
	80 and 7 more make 87	87 EIGHTY-SEVEN
	80 and 8 more make 88	88 EIGHTY-EIGHT
	80 and 9 more make 89	89 EIGHTY-NINE
	80 and 10 more make 90	90 NINETY

	90 and 1 more make 91	91 NINETY-ONE
	90 and 2 more make 92	92 NINETY-TWO
	90 and 3 more make 93	93 NINETY-THREE
	90 and 4 more Make 94	94 NINETY-FOUR
	90 and 5 more make 95	95 NINETY-FIVE
	90 and 6 more make 96	96 NINETY-SIX
	90 and 7 more make 97	97 NINETY-SEVEN
	90 and 8 more make 98	98 NINETY-EIGHT
	90 and 9 more make 99	99 NINETY-NINE
	90 and 10 more make 100	100 HUNDRED



BEFORE - AFTER AND BETWEEN (1-100)

When we count forward, the number on the left becomes before and the number on the right becomes after.

What comes **Before**, **After** and **In Between**:

	6			32		51		53
	9		63			70		73
	12				72	41		43
	18			28		38		40
	78				44	24		26
	55		13			34		36
	81				21	64		66
	99			18		33		35
	32		23			21		23
	98				56	49		51
	45			37		69		71
	28		88			98		100



**Teacher's
Note**

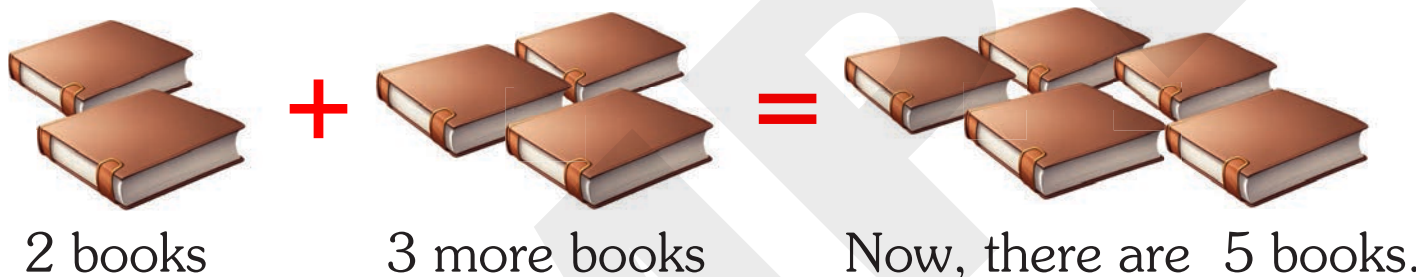
Explain to the children that a successor (After) is found by adding 1 to a given number, and a predecessor (Before) is found by subtracting 1 from the given number.



ADDITION BY COUNTING OBJECTS

The result obtained when two or more objects of same kind are taken together is called their addition. This result is known as sum.

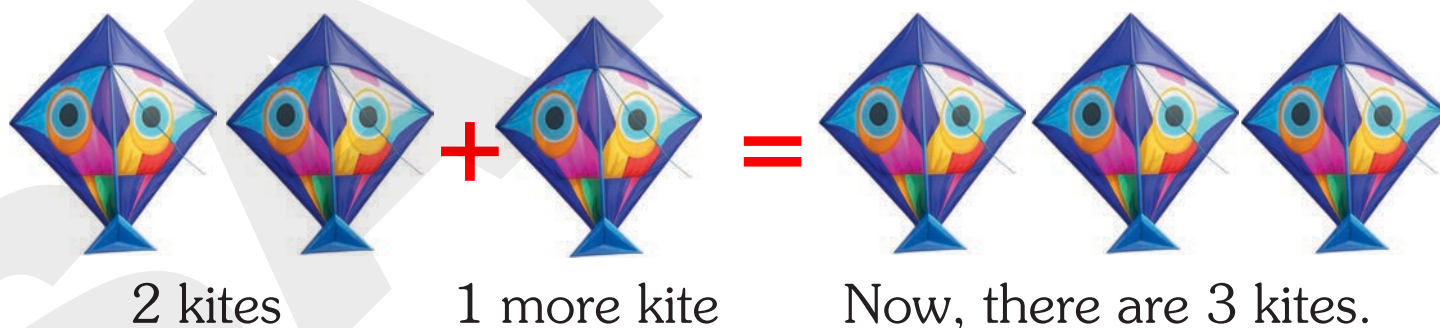
Addition is represented by the symbol '+'. It is read as plus.



We see that 2 books and 3 books together make 5 books.

i.e. $2 + 3 = 5$

We read it as 2 plus 3 is equal to 5.



We see that 2 kites and 1 more kite make 3 kites together.

i.e. $2 + 1 = 3$

We read it as 2 plus 1 is equal to 3.

Count and write.



2

+



4

=



3

+



2

=



4

+



6

=



4

+



4

=



3

+



4

=





ADDITION OF ZERO

 **3 cranes** + **0 crane** = **3 cranes**
So, $3 + 0 = 3$

 **4 shoes** + **0 shoes** = **4 shoes**
So, $4 + 0 = 4$

So, when we add zero (0) to a number, the answer is the same number.

Now add and write the answer in the boxes :

5	+	0	=	
7	+	0	=	
2	+	0	=	

8	+	0	=	
1	+	0	=	
6	+	0	=	



Teacher's Note

Explain to the students that if '0' is added to a number, it means nothing is added to the number. The result will be the same number.



MORE ADDITION

$$\begin{array}{r} 2 \quad || \\ + 2 \quad || \\ \hline 4 \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$

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

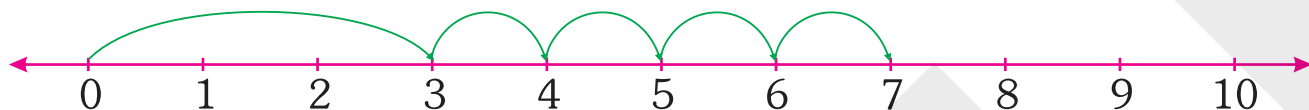
$$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$



ADD ON NUMBER LINE

By counting ahead on the number line, we can add numbers. Jump from the first given number to the other.



$$3 + 4 = \boxed{7}$$

From 3, jump 4 numbers ahead to reach 7.

Add the following on number line.



$$4 + 5 = \boxed{}$$



$$3 + 5 = \boxed{}$$



$$6 + 3 = \boxed{}$$



$$2 + 5 = \boxed{}$$



ADDITION PRACTICE

Add the following numbers.

$$\begin{array}{r} 12 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ + 7 \\ \hline \end{array}$$

Add the following numbers.

$$\begin{array}{r} 10 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ + 32 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ + 01 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 52 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 47 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ + 52 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ + 40 \\ \hline \end{array}$$

When we add one to any number, the sum is always the next number.



Teacher's Note

To teach the concept of addition, you can use blocks, cubes or clay balls.

Add the following numbers.

$$\begin{array}{r} 12 \\ 13 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ 10 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 80 \\ 16 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ 13 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ 11 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ 23 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ 33 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ 42 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ 42 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ 11 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ 10 \\ + 40 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ 50 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ 31 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ 12 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ 24 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ 44 \\ + 11 \\ \hline \end{array}$$



ADDITION WITH CARRY OVER

Addition with two digit numbers :

Example 1: Add $58 + 39$.

Add ones $8 + 9 = 17 = 1 \text{ tens } 7 \text{ ones}$.

Write seven in ones column.

Carry 1 ten at the top of the tens column.

Add 1 ten + 5 tens + 3 tens = 9 tens.

Write 9 in the tens column.

	Tens	Ones
	5	8
+	3	9
	9	7

Example 2: Add $27 + 8$.

$27 + 8$

Add ones $7 + 8 = 15 = 1 \text{ tens } 5 \text{ ones}$.

Write 5 in ones column.

Carry 1 ten at the top of the tens column.

Add 1 ten (carried over) + 2 tens = 3 tens

Write 3 in the tens column.

	Tens	Ones
	2	7
+	0	8
	3	5

TensOnes 37 +16	TensOnes 64 +28	TensOnes 58 +17	TensOnes 39 +17
TensOnes 48 +28	TensOnes 88 +12	TensOnes 33 +38	TensOnes 48 +28
TensOnes 56 +38	TensOnes 25 +69	TensOnes 36 +14	TensOnes 16 +25

Add the following numbers.

Tens Ones 1 8 + 8 2 _____ _____	Tens Ones 7 3 + 2 8 _____ _____	Tens Ones 9 7 + 1 7 _____ _____	Tens Ones 2 6 + 3 5 _____ _____
Tens Ones 8 4 + 1 7 _____ _____	Tens Ones 3 5 + 5 8 _____ _____	Tens Ones 6 5 + 4 7 _____ _____	Tens Ones 3 5 + 5 7 _____ _____
Tens Ones 3 6 + 4 8 _____ _____	Tens Ones 5 5 + 5 9 _____ _____	Tens Ones 1 2 + 9 9 _____ _____	Tens Ones 5 6 + 3 7 _____ _____
Tens Ones 4 8 + 4 4 _____ _____	Tens Ones 5 4 + 2 8 _____ _____	Tens Ones 6 7 + 1 5 _____ _____	Tens Ones 7 3 + 2 7 _____ _____
Tens Ones 2 4 + 8 6 _____ _____	Tens Ones 3 7 + 4 4 _____ _____	Tens Ones 1 8 + 1 4 _____ _____	Tens Ones 2 3 + 3 9 _____ _____



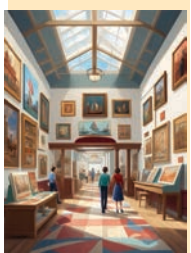
19

WORD PROBLEMS OF ADDITION



In a class, there are 18 girls and 14 boys. How many students are there altogether?
_____ students.

$$\begin{array}{r} 18 \text{ girls} \\ + 14 \text{ boys} \\ \hline \end{array}$$



20 women and 20 men went to the Doll's museum. How many people went there?
_____ people.

$$\begin{array}{r} 20 \text{ women} \\ + 20 \text{ men} \\ \hline \end{array}$$



A shopkeeper sold 12 toffees and 5 biscuits. How many things did he sell?
_____ things.

$$\begin{array}{r} 12 \text{ toffees} \\ + 05 \text{ biscuits} \\ \hline \end{array}$$



There are 28 parrots and 15 crows sitting on a big tree. How many birds are there in total?
_____ birds.

$$\begin{array}{r} 28 \text{ parrots} \\ + 15 \text{ crows} \\ \hline \end{array}$$



SUBTRACTION BY COUNTING OBJECTS



4 children are playing.



1 child went to his home.



Now, only 3 children are playing.

Out of 4 children, take away 1 child and 3 children are left out.

We can also write as :

4 children 'minus' 1 child 'is equal to' 3 children.

We can write using symbols as :

$$4 - 1 = 3$$



Subtract by counting the objects and fill in the boxes :



take away



leaves



3

-

2

=



take away



cars



7

-

3

=

Subtract the object and fill in the boxes :

- =

- =

- =



$8 - 6 = \square$



$6 - 6 = \square$



SUBTRACTION OF ZERO



—



=



There were 6 samosas in the plate.

No samosa was taken away.

6 Samosas are still in the plate.

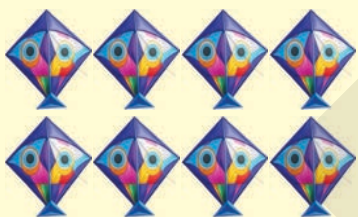
We see, there were 6 samosas and we did not take even a single samosa from it and we are left with what we had, the 6 samosas.

That is, $6 - 0 = 6$

We read it as 6 minus 0 is equal to 6.

'0' taken away from any number gives the same number.

Subtract and write.



—

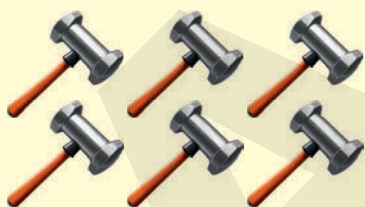


=



8

— 0



—



=



6

— 0

Subtract the following.

$$7 - 0 = \square$$

$$8 - 0 = \square$$

$$1 - 0 = \square$$

$$9 - 0 = \square$$

$$4 - 0 = \square$$

$$2 - 0 = \square$$



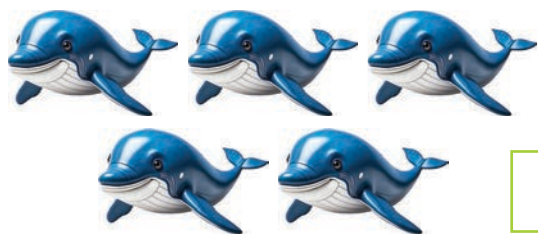
Teacher's Note

Explain to the students that if '0' is subtracted from a number, it means nothing is taken from the number. So, the result will be the same number.



MORE SUBTRACTION

Sign ‘-’ means subtract and is read as minus.



-



=



-



=



-



=



-



=



-



=



23

SUBTRACTION ON NUMBER LINE



There were 6 pencils.



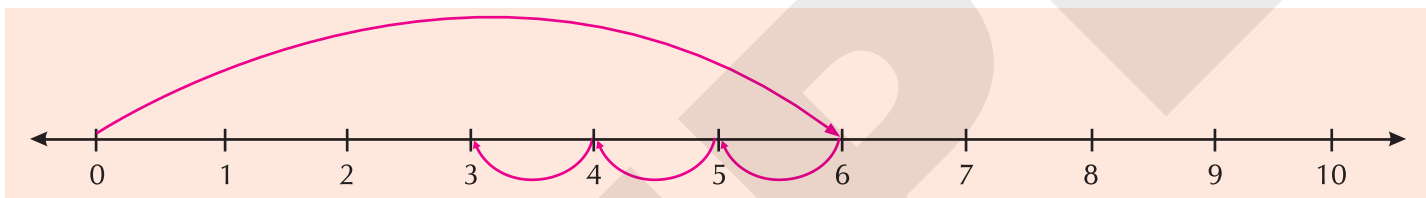
Anuj took away 3 pencils.



Now, 3 pencils are left.

$$\text{That is, } 6 - 3 = 3$$

This can also be shown on the number line as follows :



From 0, take a jump directly to 6.

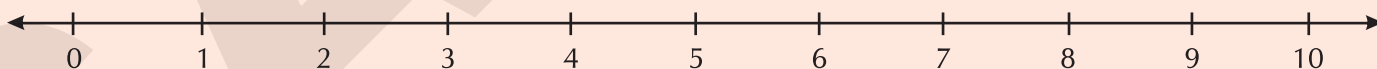
From 6, take 3 jumps backward to reach 3.

Subtract and write the answer in the box .

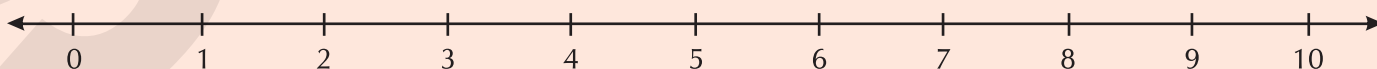
6
- 3
3



$$7 - 4 = \boxed{}$$



$$9 - 6 = \boxed{}$$



$$6 - 2 = \boxed{}$$



SUBTRACTION PRACTICE

Subtract the following numbers. One has been done for you:

37

- 4

33

86

- 4

39

- 7

56

- 5

48

- 3

65

- 5

85

- 4

14

- 4

45

- 4

69

- 6

89

- 7

63

- 3

95

- 3

85

- 2

79

- 8

38

- 6

85

- 3

24

- 4

89

- 3

38

- 3

Subtract the following numbers. One has been done for you:

$$\begin{array}{r} 59 \\ - 25 \\ \hline 34 \end{array}$$

$$\begin{array}{r} 78 \\ - 62 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ - 24 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ - 20 \\ \hline \end{array}$$

$$\begin{array}{r} 96 \\ - 84 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ - 34 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ - 22 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ - 18 \\ \hline \end{array}$$

$$\begin{array}{r} 99 \\ - 84 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ - 54 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ - 24 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ - 50 \\ \hline \end{array}$$

$$\begin{array}{r} 86 \\ - 70 \\ \hline \end{array}$$

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

$$\begin{array}{r} 55 \\ - 43 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ - 81 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ - 73 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ - 87 \\ \hline \end{array}$$

Subtract the following numbers.

38

- 31

68

- 43

87

- 44

79

- 55

64

- 10

48

- 46

66

- 43

32

- 52

48

- 14

88

- 44

84

- 54

47

- 21

99

- 78

97

- 30

76

- 40

88

- 70

49

- 39

82

- 71

58

- 27

48

- 34



SUBTRACTION WITH BORROWING

While subtraction of two digit numbers :

We cannot subtract 3 ones from 9 ones.

So, we borrow 1 ten from 6 tens.

We cross out 6 and write 5.

1 ten + 3 ones = 13 ones.

13 ones - 9 ones = 4 ones.

We write 4 under ones place.

We subtract 1 ten from 5 tens.

5 tens - 1 ten = 4 tens.

We write 4 tens under tens place.

The answer is 44.

T	O
5	1
6	3
1	9
4	4

T	O
5	1
-	4

T	O
4	2
-	5

T	O
3	2
-	8

T	O
5	4
-	6

T	O
4	2
-	1 4

T	O
5	2
-	2 5

T	O
3	2
-	1 8

T	O
5	4
-	2 6

T	O
3	4
-	1 6

T	O
5	4
-	1 9

T	O
7	2
-	4 8

T	O
9	5
-	6 8

Subtract the following numbers.

T	O
5	7
-	4
8	

T	O
7	3
-	3
5	

T	O
7	6
-	2
8	

T	O
7	6
-	6
9	

T	O
4	7
-	1
8	

T	O
2	8
-	1
9	

T	O
3	7
-	2
8	

T	O
4	6
-	3
7	

T	O
9	2
-	4
9	

T	O
4	3
-	2
8	

T	O
7	3
-	5
6	

T	O
2	3
-	1
7	

T	O
8	7
-	3
8	

T	O
8	7
-	5
9	

T	O
3	7
-	1
8	

T	O
4	5
-	2
6	

T	O
8	4
-	5
5	

T	O
8	4
-	5
6	

T	O
7	4
-	2
9	

T	O
8	3
-	3
4	



SUBTRACTION WORD PROBLEMS



In a class there are 85 students in all. One day 35 students are absent. How many students are present _____.

$$\begin{array}{r} 85 \\ - 35 \\ \hline \end{array}$$



Pawan had 50 pens. He gave 20 pens to his younger sister. Now, he has _____ pens.

$$\begin{array}{r} 50 \\ - 20 \\ \hline \end{array}$$



Bunty had 50 sweets. He gave 15 sweets to his friend. Now, he has _____ sweets.

$$\begin{array}{r} 50 \\ - 15 \\ \hline \end{array}$$



70 dogs were sitting on a road. 15 dogs went away. Now, _____ dogs are sitting on a road.

$$\begin{array}{r} 70 \\ - 15 \\ \hline \end{array}$$



MULTIPLICATION CONCEPTS



3 mangoes

+

3 mangoes

=

6 mangoes

There are 2 groups of 3 mangoes.

2 groups of 3 mangoes are equal to 6 mangoes.

We can write it as

$$2 \times 3 = 6$$

The sign ' $\times$ ' is used for multiplication.

We can read it as : Two Threes are Six.

Now count the groups and write :

	+		+		=			
3		$\times$		3	=			
	+		+		+		=	
2		$\times$		4	=			

Write the following addition facts as multiplication facts :



$$5 + 5 + 5 = 15$$

$$5 \times 3 = 15$$

5 threes are 15



$$3 + 3 + 3 + 3 + 3 = \boxed{}$$

$$3 \times 5 = \boxed{}$$

3 fives are $\boxed{}$



$$5 + 5 + 5 + 5 = \boxed{}$$

$$5 \times 4 = \boxed{}$$

5 fours are $\boxed{}$



$$4 + 4 + 4 + 4 + 4 = \boxed{}$$

$$4 \times 5 = \boxed{}$$

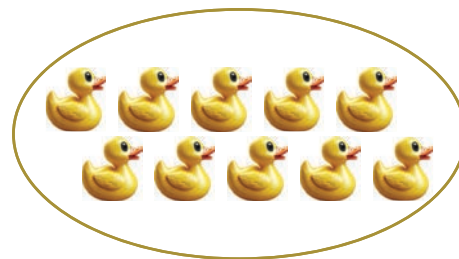
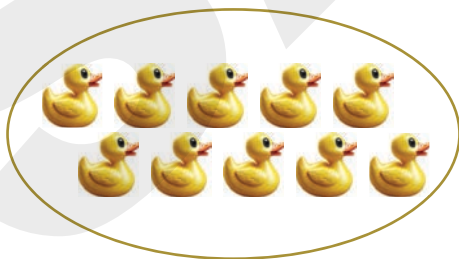
4 fives are $\boxed{}$



$$9 + 9 + 9 = \boxed{}$$

$$9 \times 3 = \boxed{}$$

9 threes are $\boxed{}$



$$10 + 10 = \boxed{}$$

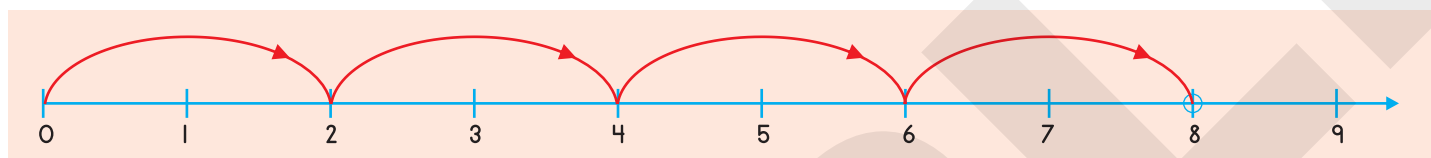
$$10 \times 2 = \boxed{}$$

10 twos are $\boxed{}$



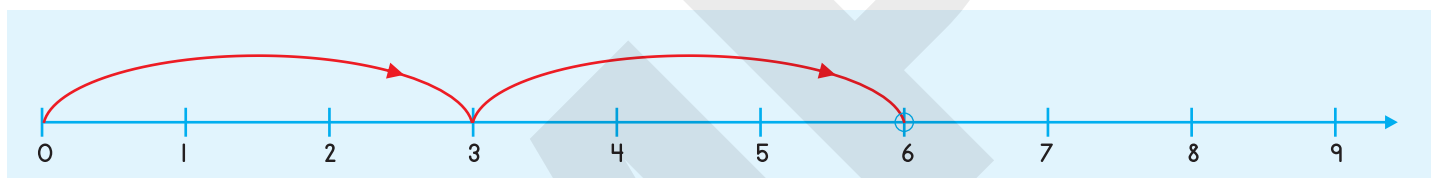
MULTIPLICATION ON NUMBER LINE

Numbers can be multiplied with the help of skip counting on number line. Let us multiply 2 by 4. We start with 0 and we skip on the number line 4 times.

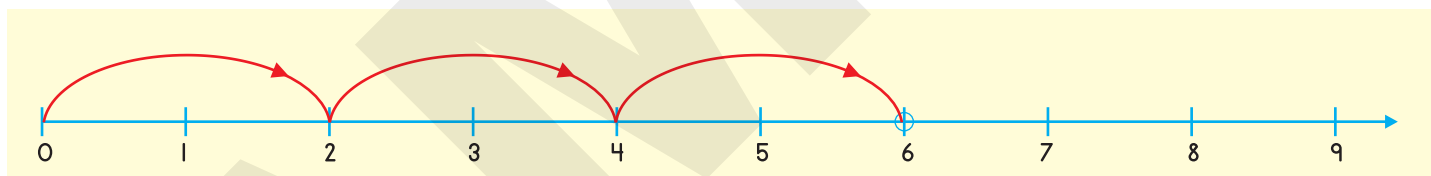


We arrive at 8. So, $2 \times 4 = 8$.

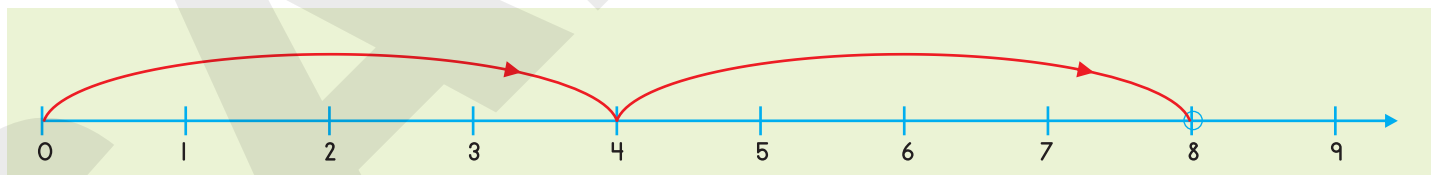
Now, fill in the boxes.



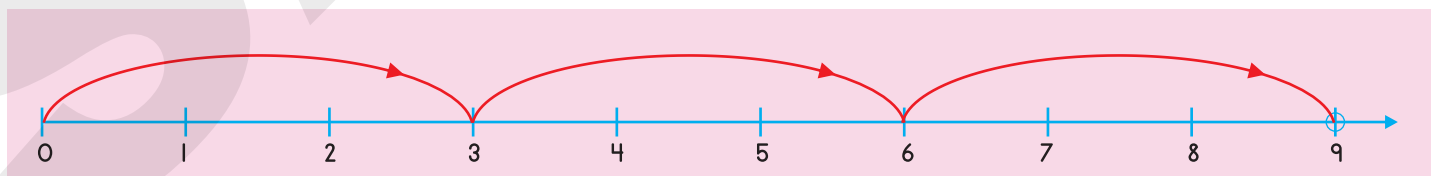
$$3 \times 2 = \boxed{}$$



$$2 \times 3 = \boxed{}$$



$$4 \times 2 = \boxed{}$$



$$3 \times 3 = \boxed{}$$

MULTIPLICATION WORD PROBLEMS



4 students can sit on one bench. How many students can sit on 4 benches?

$$4 + 4 + 4 + 4 = \square$$

On 1 bench =

4

On 4 benches =

$\times 4$

Total students =

16



In a taxi, 5 persons can travel. How many persons can travel in 8 taxis?

$$5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = \square$$

In 1 taxi =

--

In 8 taxis =

$\times$

Total persons =

--



9 children are sitting in each row. How many children are there in 7 rows?

$$9 + 9 + 9 + 9 + 9 + 9 + 9 = \square$$

In 1 row =

--

In 7 rows =

$\times$

Total children =

--



A truck has 8 wheels. How many wheels are there in 9 trucks?

$$8 + 8 + 8 + 8 + 8 + 8 + 8 + 8 + 8 = \square$$

In 1 truck =

--

In 9 trucks =

$\times$

Total wheels =

--

Multiplication

$$\begin{array}{r} 2 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times \\ \hline \end{array}$$

Multiplication

$$\begin{array}{r} 8 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times \\ \hline \end{array}$$

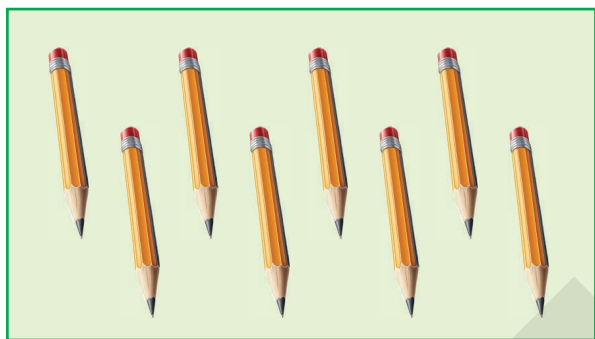
$$\begin{array}{r} 8 \\ \times \\ \hline \end{array}$$



DIVISION CONCEPTS

Division means dividing in equal number of parts. The symbol for division is ' $\div$ '.

Divide 8 pencils among 2 girls. If we give equal number of pencils to each girl, the girls will have 4 pencils each.



Division can also be expressed as repeated subtraction. We write it as $8 \div 2 = 4$.

We have to subtract 2 repeatedly from 8.

$$8 - 2 = 6 - 2 = 4 - 2 = 2 - 2 = 0$$

1 2 3 4

We say 8 divided by 2 is equal to 4.



8

=



2

+



2

+



2

+



2

$$8 \div 2 = 4$$

4 parts

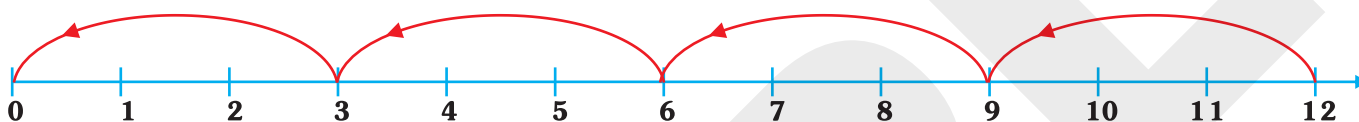


DIVISION ON NUMBER LINE

Division of numbers can be done with the help of backward skip counting on number line.

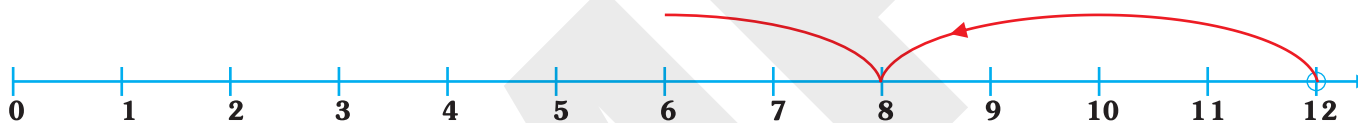
Let us divide 12 by 3.

To divide 12 by 3 on number line, hop back in threes from 12. We can hop back 4 times from 12 till we reach 0.



Hence, $12 \div 3 = 4$

Draw the number line and fill in the boxes :



$$12 \div 4 = \boxed{}$$



$$10 \div 5 = \boxed{}$$



$$10 \div 2 = \boxed{}$$



$$9 \div 3 = \boxed{}$$



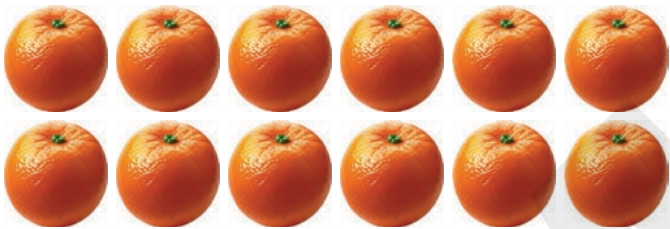
DIVISION WORD PROBLEMS

Here are 8 balls. Put an equal number in each basket.



I can put**4**..... balls in each basket.

Here are 12 oranges. Put an equal number in each basket.



I can put oranges in each basket.

Here are 20 bells. Put an equal number for each cat.



I can put bells for each cat.

Here are 9 books. Put an equal number in each bag.



I can put books in each bag.



DIVISION WITH NO REMAINDER

Suppose that there are 20 chocolates. Now, divide these chocolates among 5 children. How many chocolates would each child get?

$$\begin{array}{r} 4 \text{ ← quotient} \\ \text{divisor → } 5 \overline{) 20} \text{ ← dividend} \\ - 20 \\ \hline 0 \text{ ← remainder} \end{array}$$

$$\begin{aligned} \text{quotient} &= 4 \\ \text{divisor} &= 5 \\ \text{dividend} &= 20 \\ \text{remainder} &= 0 \end{aligned}$$

Hence, each child would get 4 chocolates and 0 is the remainder.

Exercise

$$2 \overline{) 8} ($$

$$3 \overline{) 12} ($$

$$4 \overline{) 20} ($$

$$3 \overline{) 15} ($$

$$5 \overline{) 15} ($$

$$6 \overline{) 18} ($$

$$3 \overline{) 24} ($$

$$6 \overline{) 30} ($$

Divide :

$$2 \overline{) 14} ($$

$$3 \overline{) 18} ($$

$$3 \overline{) 9} ($$

$$3 \overline{) 6} ($$

$$3 \overline{) 15} ($$

$$4 \overline{) 48} ($$

$$3 \overline{) 24} ($$

$$2 \overline{) 6} ($$

$$5 \overline{) 10} ($$

$$4 \overline{) 8} ($$

$$4 \overline{) 20} ($$

$$3 \overline{) 3} ($$

$$5 \overline{) 20} ($$

$$3 \overline{) 27} ($$

$$4 \overline{) 32} ($$

$$5 \overline{) 30} ($$

$$2 \overline{) 12} ($$

$$5 \overline{) 45} ($$



TABLE

TABLE OF 2

READ LIKE THIS

Two	One is	Two
Two	Twos are	Four
Two	Threes are	Six
Two	Fours are	Eight
Two	Fives are	Ten
Two	Sixes are	Twelve
Two	Sevens are	Fourteen
Two	Eights are	Sixteen
Two	Nines are	Eighteen
Two	Tens are	Twenty

WRITE LIKE THIS

2	×	1	=	02
2	×	2	=	04
2	×	3	=	06
2	×	4	=	08
2	×	5	=	10
2	×	6	=	12
2	×	7	=	14
2	×	8	=	16
2	×	9	=	18
2	×	10	=	20

TABLE OF 3

3	×	1	=	03
3	×	2	=	06
3	×	3	=	09
3	×	4	=	12
3	×	5	=	15
3	×	6	=	18
3	×	7	=	21
3	×	8	=	24
3	×	9	=	27
3	×	10	=	30

TABLE OF 4

4	×	1	=	04
4	×	2	=	08
4	×	3	=	12
4	×	4	=	16
4	×	5	=	20
4	×	6	=	24
4	×	7	=	28
4	×	8	=	32
4	×	9	=	36
4	×	10	=	40

TABLE OF 5

5	×	1	=	05
5	×	2	=	10
5	×	3	=	15
5	×	4	=	20
5	×	5	=	25
5	×	6	=	30
5	×	7	=	35
5	×	8	=	40
5	×	9	=	45
5	×	10	=	50

TABLE OF 6

6	×	1	=	06
6	×	2	=	12
6	×	3	=	18
6	×	4	=	24
6	×	5	=	30
6	×	6	=	36
6	×	7	=	42
6	×	8	=	48
6	×	9	=	54
6	×	10	=	60

TABLE OF 7

7	×	1	=	07
7	×	2	=	14
7	×	3	=	21
7	×	4	=	28
7	×	5	=	35
7	×	6	=	42
7	×	7	=	49
7	×	8	=	56
7	×	9	=	63
7	×	10	=	70

TABLE OF 8

8	×	1	=	08
8	×	2	=	16
8	×	3	=	24
8	×	4	=	32
8	×	5	=	40
8	×	6	=	48
8	×	7	=	56
8	×	8	=	64
8	×	9	=	72
8	×	10	=	80

TABLE OF 9

9	×	1	=	09
9	×	2	=	18
9	×	3	=	27
9	×	4	=	36
9	×	5	=	45
9	×	6	=	54
9	×	7	=	63
9	×	8	=	72
9	×	9	=	81
9	×	10	=	90

TABLE OF 10

10	×	1	=	10
10	×	2	=	20
10	×	3	=	30
10	×	4	=	40
10	×	5	=	50
10	×	6	=	60
10	×	7	=	70
10	×	8	=	80
10	×	9	=	90
10	×	10	=	100

TABLE OF 11

11	×	1	=	11
11	×	2	=	22
11	×	3	=	33
11	×	4	=	44
11	×	5	=	55
11	×	6	=	66
11	×	7	=	77
11	×	8	=	88
11	×	9	=	99
11	×	10	=	110

TABLE OF 12

12	×	1	=	12
12	×	2	=	24
12	×	3	=	36
12	×	4	=	48
12	×	5	=	60
12	×	6	=	72
12	×	7	=	84
12	×	8	=	96
12	×	9	=	108
12	×	10	=	120

TABLE OF 13

13	×	1	=	13
13	×	2	=	26
13	×	3	=	39
13	×	4	=	52
13	×	5	=	65
13	×	6	=	78
13	×	7	=	91
13	×	8	=	104
13	×	9	=	117
13	×	10	=	130

TABLE OF 14

14	×	1	=	14
14	×	2	=	28
14	×	3	=	42
14	×	4	=	56
14	×	5	=	70
14	×	6	=	84
14	×	7	=	98
14	×	8	=	112
14	×	9	=	126
14	×	10	=	140

TABLE OF 15

15	×	1	=	15
15	×	2	=	30
15	×	3	=	45
15	×	4	=	60
15	×	5	=	75
15	×	6	=	90
15	×	7	=	105
15	×	8	=	120
15	×	9	=	135
15	×	10	=	150

TABLE OF 16

16	×	1	=	16
16	×	2	=	32
16	×	3	=	48
16	×	4	=	64
16	×	5	=	80
16	×	6	=	96
16	×	7	=	112
16	×	8	=	128
16	×	9	=	144
16	×	10	=	160

TABLE OF 17

17	×	1	=	17
17	×	2	=	34
17	×	3	=	51
17	×	4	=	68
17	×	5	=	85
17	×	6	=	102
17	×	7	=	119
17	×	8	=	136
17	×	9	=	153
17	×	10	=	170

TABLE OF 18

18	×	1	=	18
18	×	2	=	36
18	×	3	=	54
18	×	4	=	72
18	×	5	=	90
18	×	6	=	108
18	×	7	=	126
18	×	8	=	144
18	×	9	=	162
18	×	10	=	180

TABLE OF 19

19	×	1	=	19
19	×	2	=	38
19	×	3	=	57
19	×	4	=	76
19	×	5	=	95
19	×	6	=	114
19	×	7	=	133
19	×	8	=	152
19	×	9	=	171
19	×	10	=	190

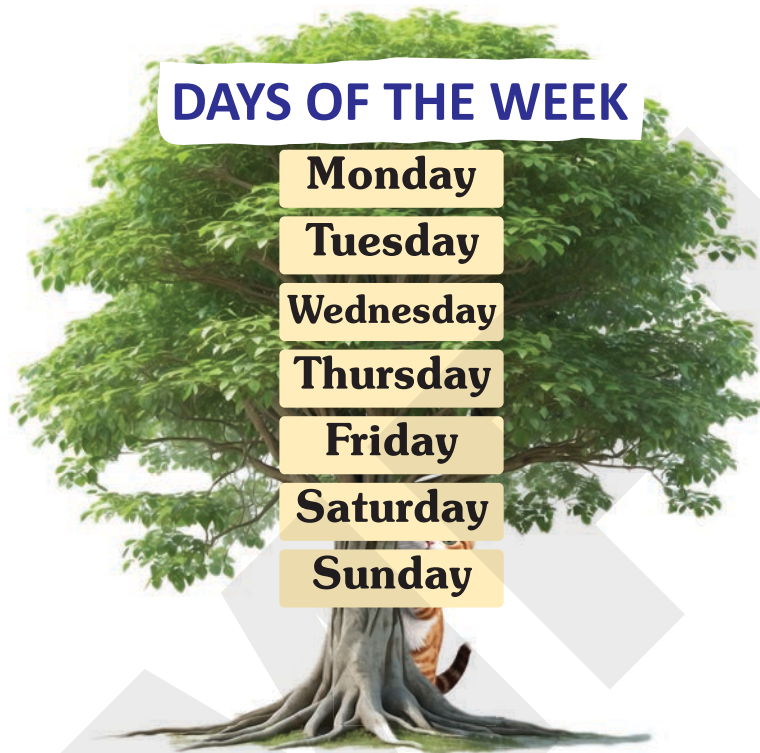
TABLE OF 20

20	×	1	=	20
20	×	2	=	40
20	×	3	=	60
20	×	4	=	80
20	×	5	=	100
20	×	6	=	120
20	×	7	=	140
20	×	8	=	160
20	×	9	=	180
20	×	10	=	200



DAYS OF THE WEEK

A week has 7 days. Say them aloud in the order they come.



DAYS OF THE WEEK

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Draw a line to join the day that comes after each day.

Sunday



Thursday

Monday



Saturday

Tuesday



Friday

Wednesday



Wednesday

Thursday



Sunday

Friday



Tuesday

Saturday



Monday

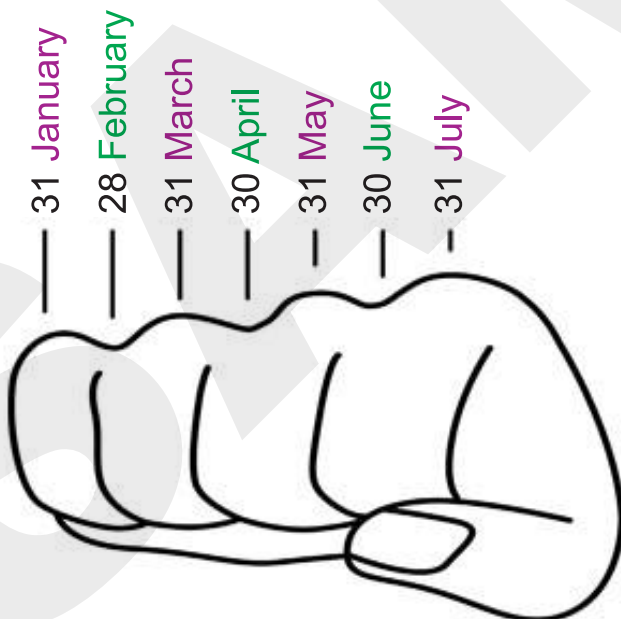


MONTHS OF THE YEAR

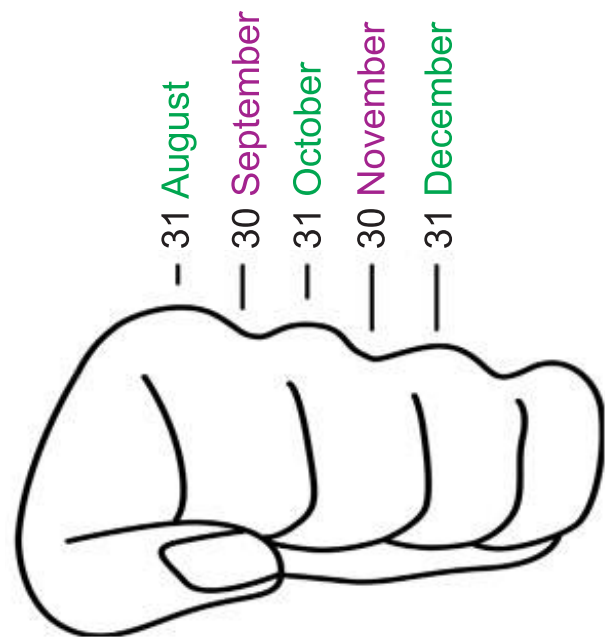
Here are the months of the year. Say them aloud. Repeat until you remember their order.

January	May	September
February	June	October
March	July	November
April	August	December

Count on your knuckles and remember the days in each of the months.



Left hand



Right hand



MONEY : INDIAN CURRENCY

We need money to buy things. It may be in the form of coins or notes. The Indian currency is known by the name of 'Rupees' (Rs or ₹)

These are the coins used in India :



₹ 1



₹ 2



₹ 5



₹ 10



₹ 20

These are the notes used in Indian :



₹ 1



₹ 2



₹ 5



₹ 10



₹ 20



₹ 50



₹ 100

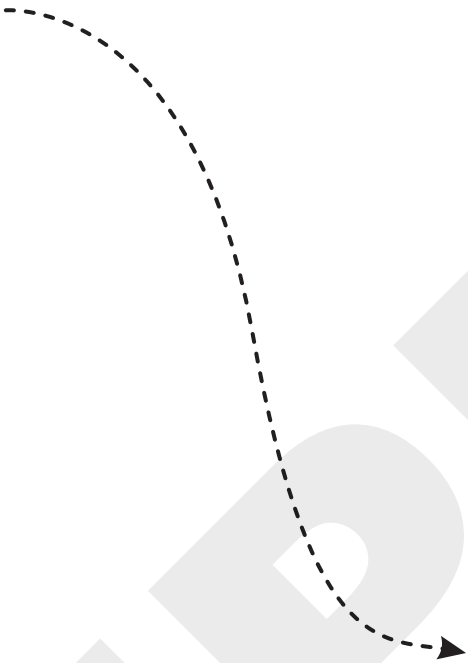


₹ 200



₹ 500

Match the coins and rupees with same amount :

	₹ 1		₹ 10	
	₹ 2		₹ 5	
	₹ 5		₹ 2	
	₹ 10		₹ 1	

Write the correct value of each of the following notes :



₹



₹



₹



₹



₹



₹

Look at the articles and their price tags :



Find the total price of the following :



+



=



+



=



+



=





THE CLOCK

A clock has numbers from 1 to 12 on its face. There are 2 hands in a clock.

The long hand is the **minute hand**. The short hand is the **hour hand**. We use two dots (:) while writing the time.

**This is the long hand.
It tells us minutes.**



**This is the short hand
It tells us hours.**



**Hour hand is at 4.
Minute hand is at 12.
Time = 4 o'clock
or
4 :00**



**Hour hand is at 7.
Minute hand is at 12.
Time = 7 o'clock
or
7 :00**



**Hour hand is at 10.
Minute hand is at 12.
Time = 10 o'clock
or
10 :00**

Write the time shown by each clock in words and then in numbers. One has been done for you.



10 o'clock

10 : 00



Match the following :



10 : 00

1 : 00

2 : 00

Maths (Primer)

Draw hands to show the time written below each face of the clock :



10 o'clock



6 o'clock



3 o'clock



1 o'clock



8 o'clock



7 o'clock



5 o'clock



11 o'clock



4 o'clock

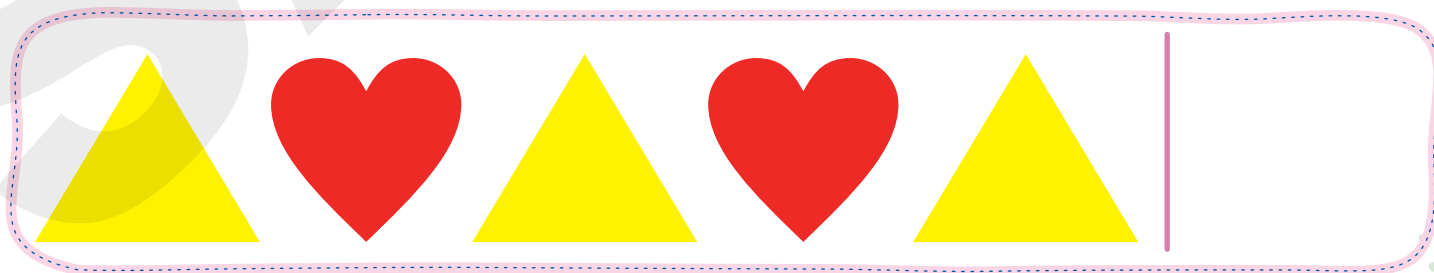
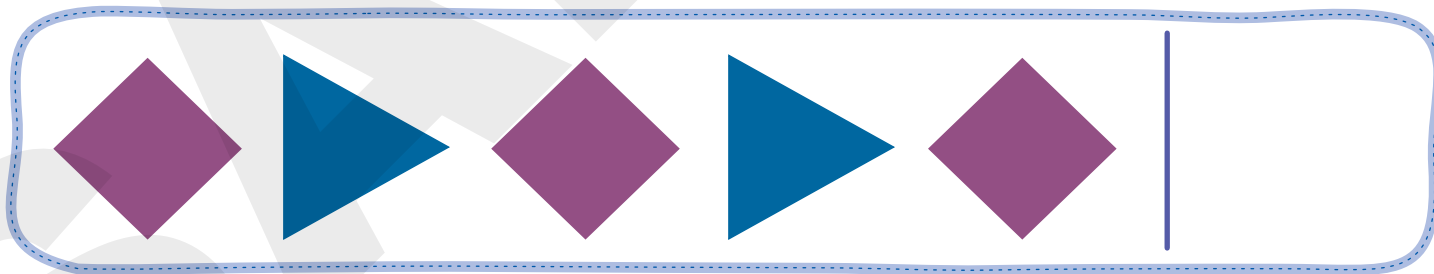
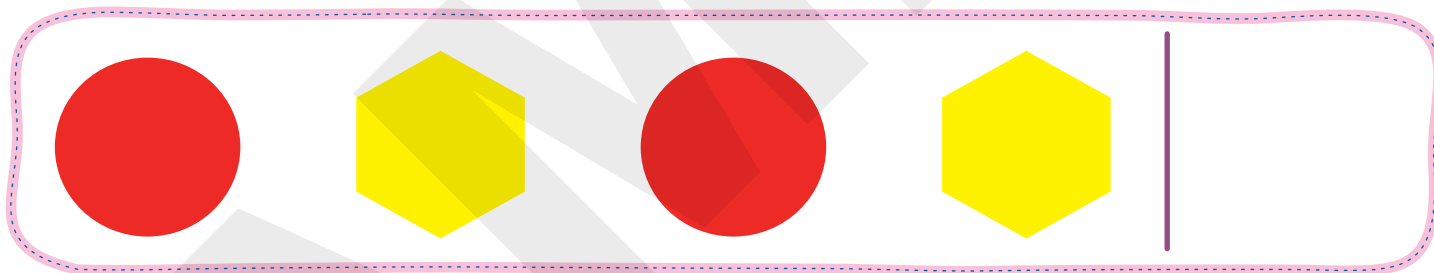
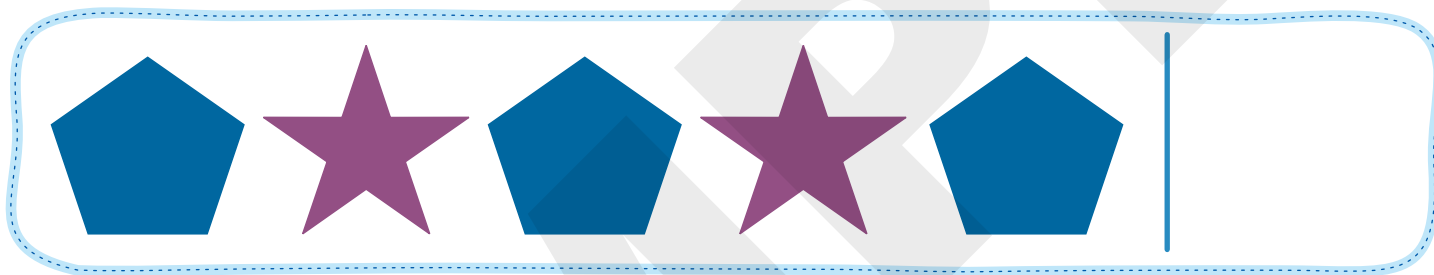
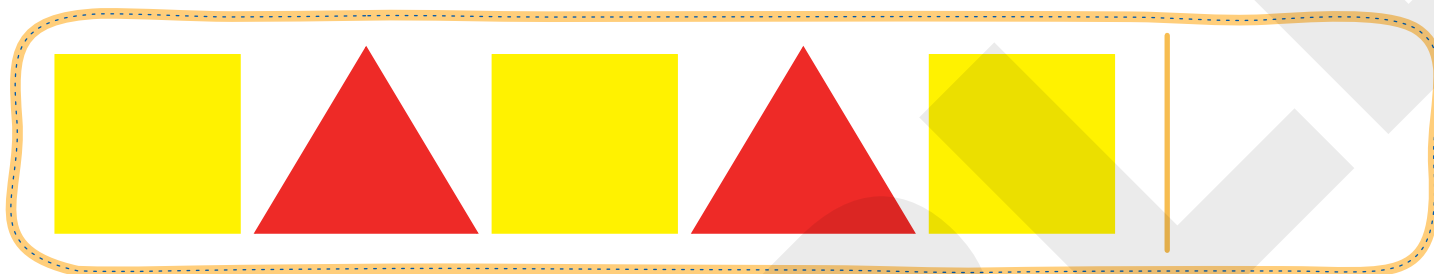
DATA HANDLING

Count each animal and colour the boxes accordingly.



Animals										
										
										
										
										

Follow the sequence of patterns and draw the next ones.



ORDINAL NUMBERS

The number 1, 2, 3, 4,... etc. are known as **cardinal numbers**. When these numbers are written as first, second, third, fourth,... etc., they are called **ordinal numbers**.

The first ten cardinal and ordinal numbers are given below :

Cardinal Number	Ordinal Number	
1	First	1st
2	Second	2nd
3	Third	3rd
4	Fourth	4th
5	Fifth	5th
6	Sixth	6th
7	Seventh	7th
8	Eighth	8th
9	Ninth	9th
10	Tenth	10th

