# Rainbow series

# Math
## Pre-Primer

Foundation of Numbers

Hands-on Learning

*Little Steps into the World of Math!*

## Observing this series in the form of the National Curriculum Framework (NCF) 2023 for the fundamental stages

We have prepared this new series based on the directions and guidelines of the National Curriculum Framework (NCF) 2023. It focuses on play-based, activity-based, and experience-based learning while keeping teaching at the center and preparing the material accordingly.

**Five-step teaching process – For early years:**

Keeping in mind the five-step teaching process, we have presented each lesson and activity in the following order:

- Introduction (Adhiti) – Introducing children to the topic with stories, songs, and poems.

- Conceptual Development (Bodh) – Understanding concepts through simple language and activities.

- Practice (Abhyas) – Engaging children in activities based on repetition, recognition, and identification.

- Application (Prayog) – Giving children opportunities to express what they have learned through their environment.

- Expansion (Prasar) – Group discussions, storytelling, or showing pictures to enhance children's expressive ability.

**Panchaadi: (A Five Step Learning Process)**

| 1 Adhiti A (Introduction) | 2 Bodh B (Conceptual Development) | 3 Abhyas A (Practice) | 4 Prayog P (Application) | 5 Prasar P (Expansion) |
|---|---|---|---|---|
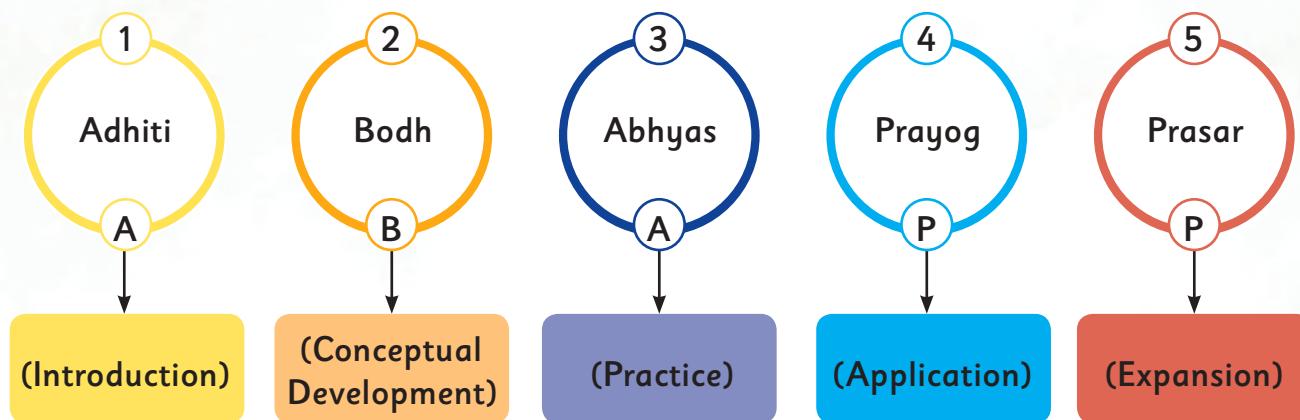
## Based on five domains of development

According to NCF 2023, this series pays special attention to children's five main development areas:

- **Physical development** – Developing motor skills through running, jumping, climbing, throwing, catching, and playing activities.

- **Mental development** – Developing emotional stability, cooperation, and social skills.

- **Cognitive development** – Enhancing the ability to think, recognize, and ask questions.

- **Moral development** – Showing moral values through stories with ethical messages.

- **Aesthetic development** – Understanding nature, compassion, beauty, and art.

Our aim is that children not only learn Hindi language but also develop morally, cognitively, and emotionally, building confidence to maintain a bright future.

# Key Features



**Look at the object and tick (✓) the correct shape.**
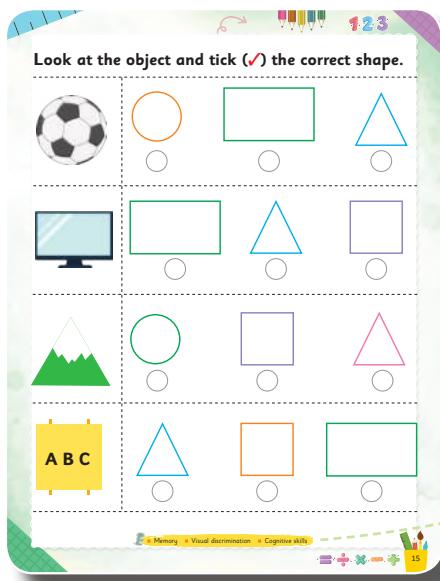
Develops specific skills through targeted and engaging learning exercises.

Interactive and engaging practice sheets designed to reinforce learning through varied exercises.



**Count and circle the correct number.**



## Dot-To-Dot Delight

**Join the dots from 1 to 10. Then colour the picture.**
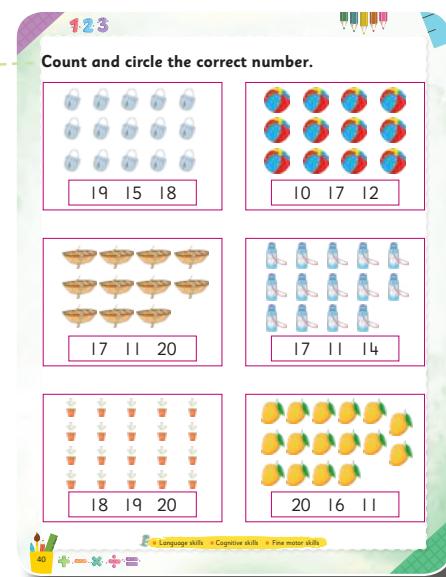
Fun activity where children connect numbered dots to form shapes or pictures, enhancing number recognition and fine motor skills.
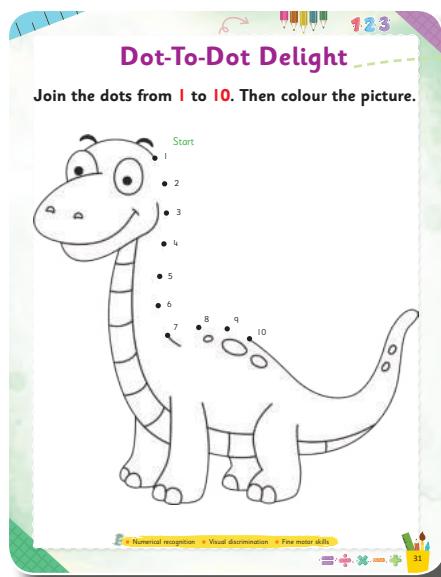
**Play-way Method:** Uses games, puzzles, and fun activities to teach math concepts, fostering a joyful learning environment and making math enjoyable and easy to grasp for young learners.

# Contents

# Big and Small

## Look and learn.

big

small

## Tick (✓) the bigger picture in each set.

### Set 1

### Set 2
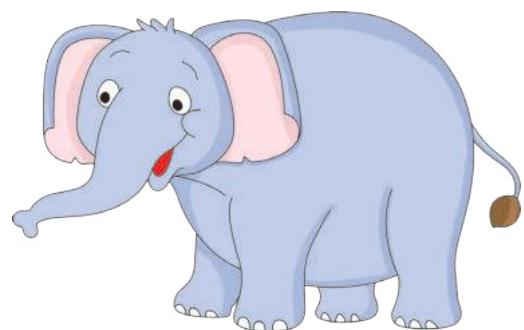
# Long and Short

**Look and learn.**
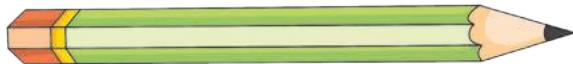
long                                                    short

**Tick (✓) the long object and cross (✗) the short object in each set.**
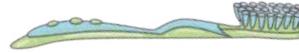
# Heavy and Light

**Look and learn.**
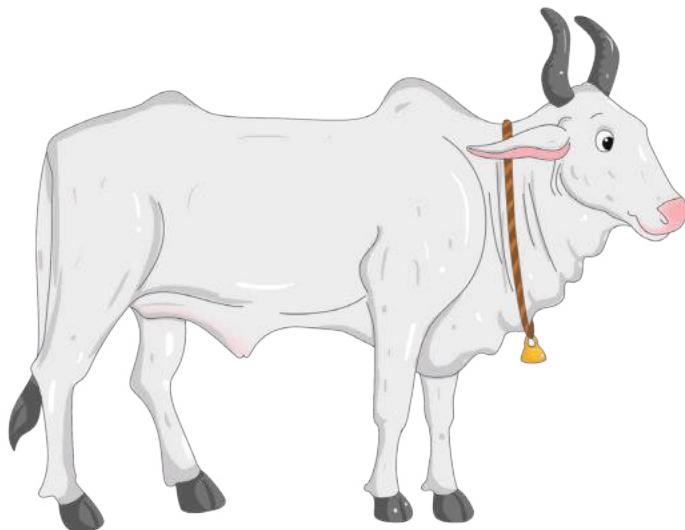
heavy                                    light

**Write H for heavy and L for light in each set.**
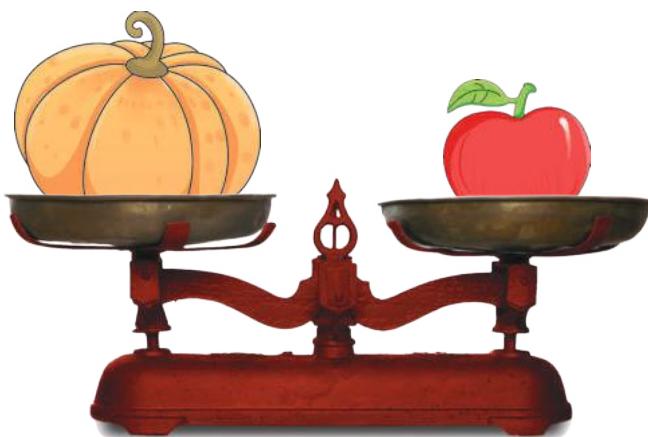
# Full and Empty

**Look and learn.**
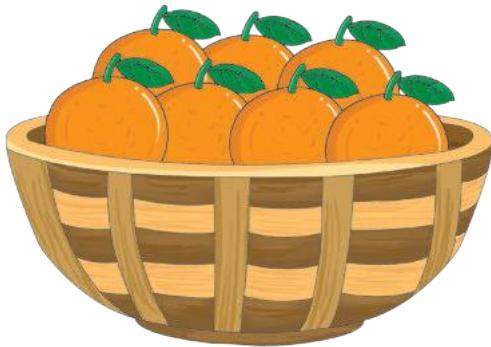
full

empty

**Tick (✓) the full object and cross (✗) the empty object in each set.**
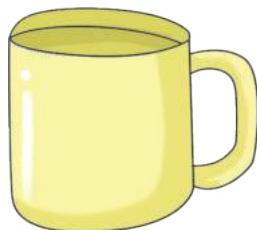
# Inside and Outside

**Look and learn.**

inside

outside

**Write I for inside and O for outside in each set.**

# Above and Below

**Look and learn.**

above
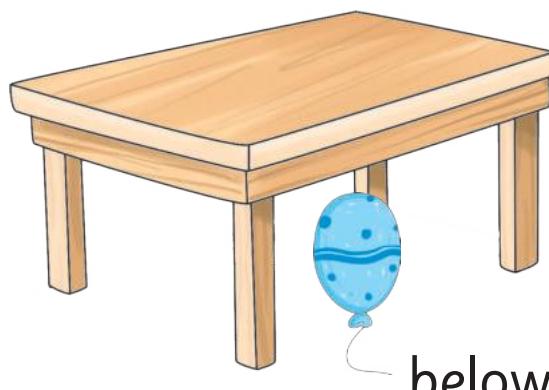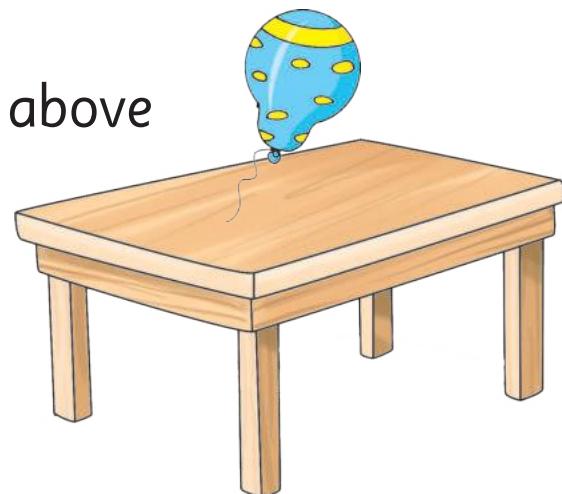
below

**Look at the position of the bird in each picture. Tick (✓) the correct option.**

above ☐

below ☐

above ☐

below ☐

above ☐

below ☐

above ☐

below ☐

■ Spatial awareness  ■ Visual discrimination  ■ Language skills
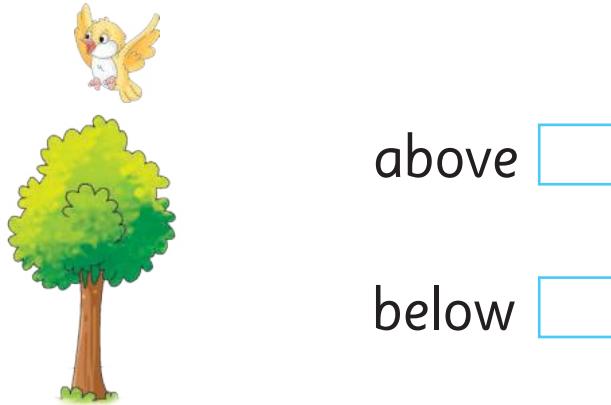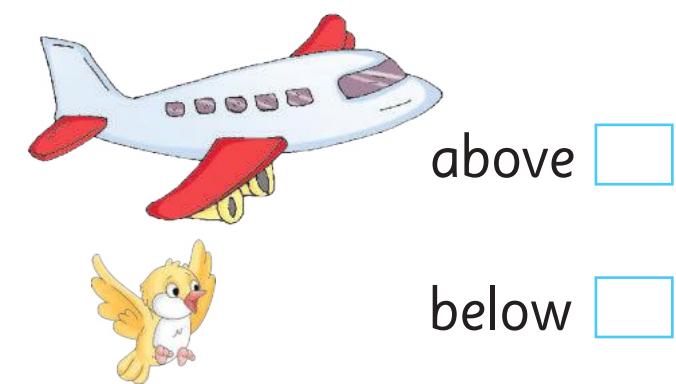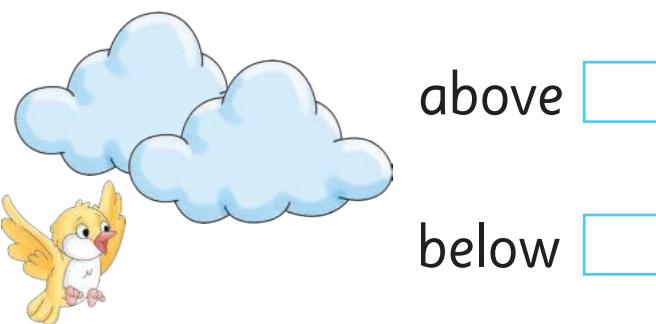
# Circle

**Look and learn.**

I am a circle.
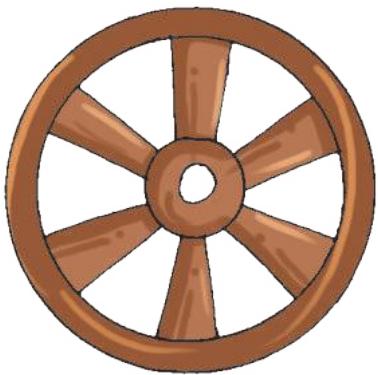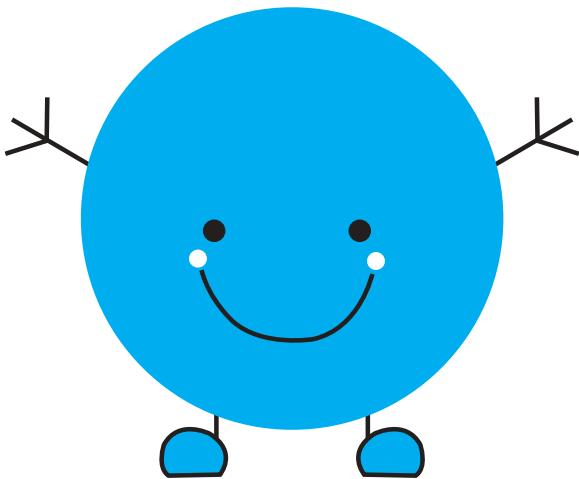
wheel

coin
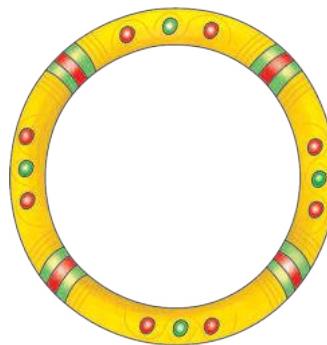
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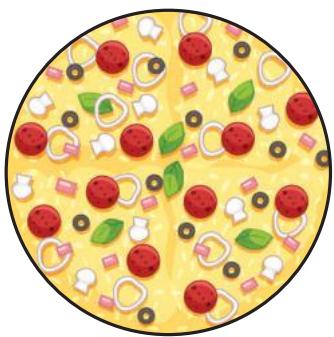
pizza

plate

candy

# Square

**Look and learn.**

I am a square.
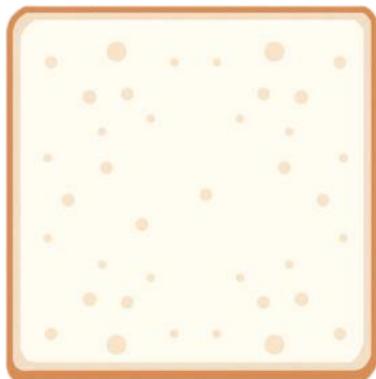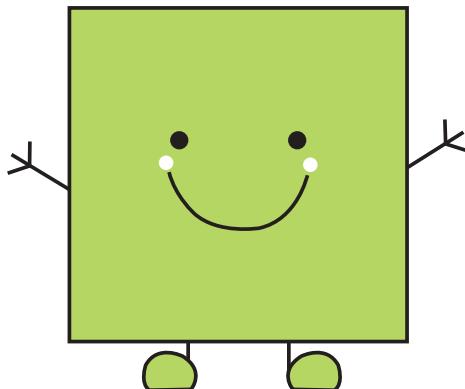
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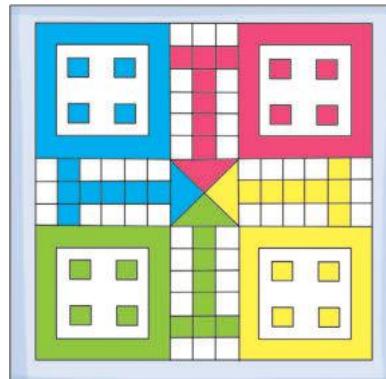
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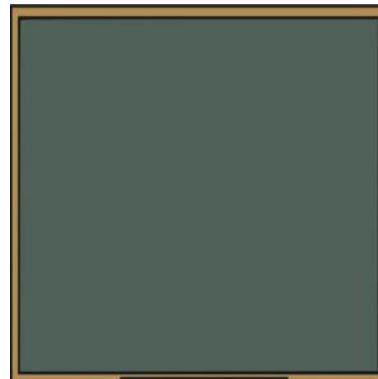
blackboard

carrom board

chess

Observation ■ Identification ■ Association ■ Fine motor skills

# Rectangle

**Look and learn.**

I am a rectangle.
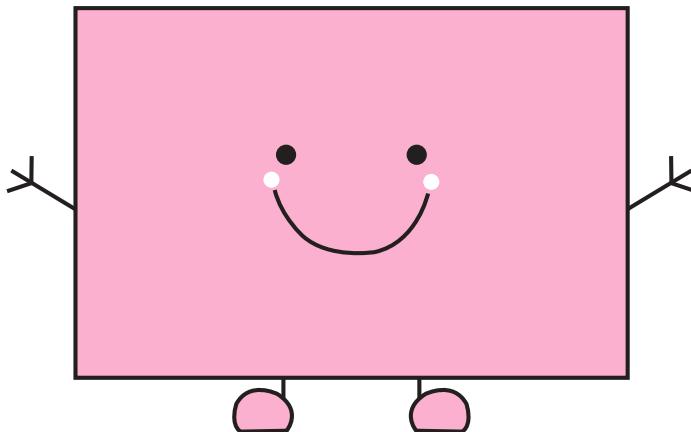
chocolate
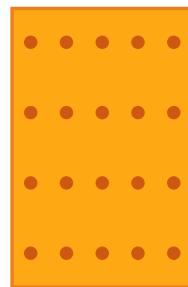
biscuit
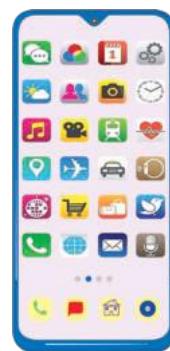
mobile phone

currency

tv

bag
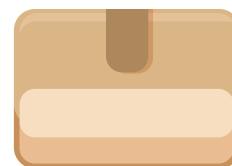
# Triangle

## Look and learn.

I am a triangle.
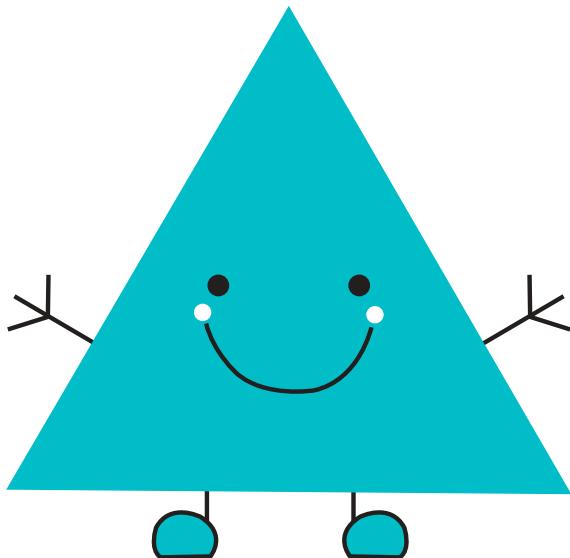
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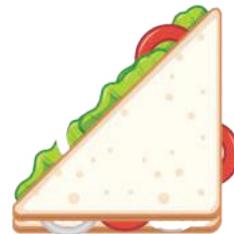
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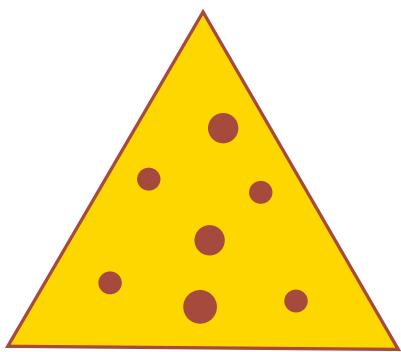
nacho

mountain

Observation   Identification   Association   Fine motor skills

# Look at the object and tick (✓) the correct shape.
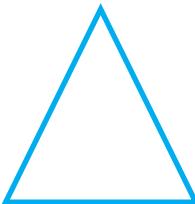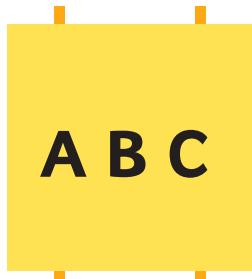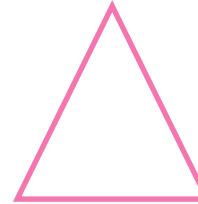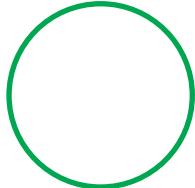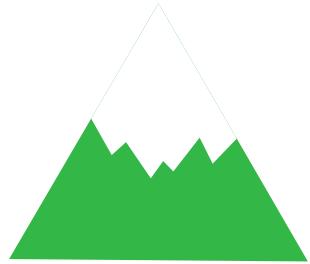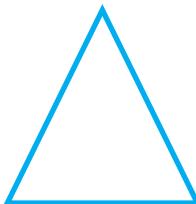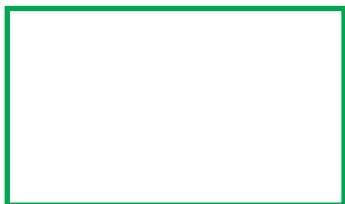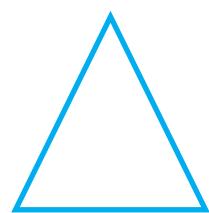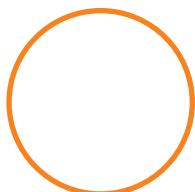
# Patterns

**Circle the shape that comes next.**
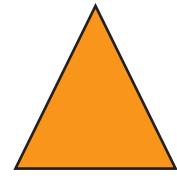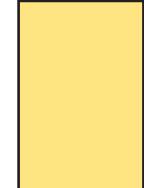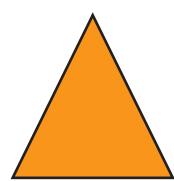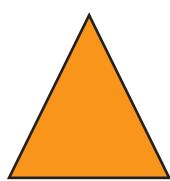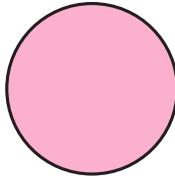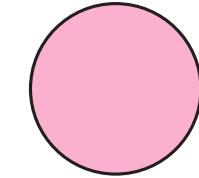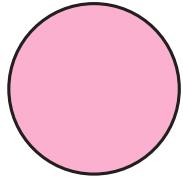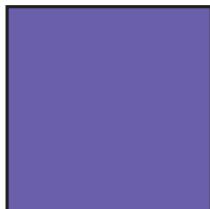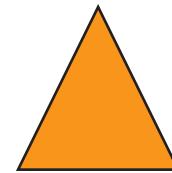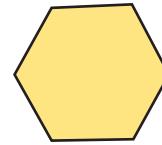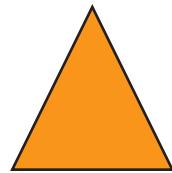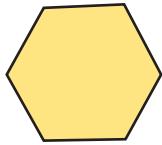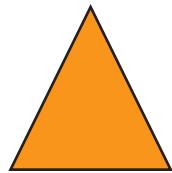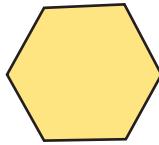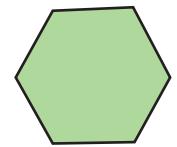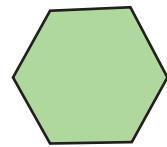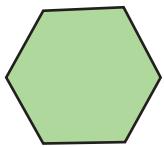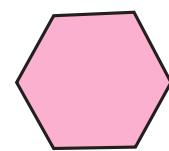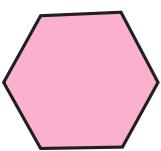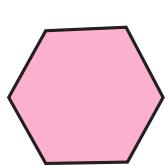
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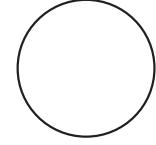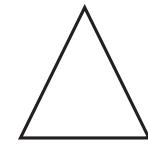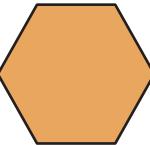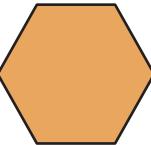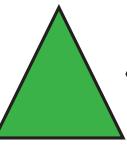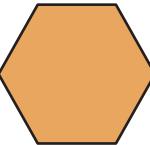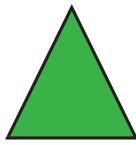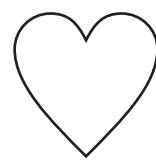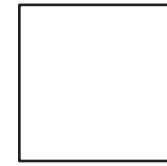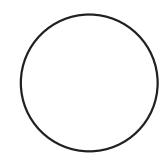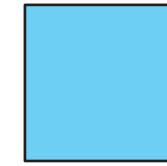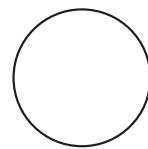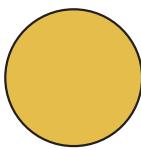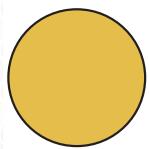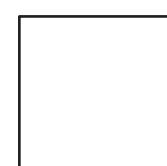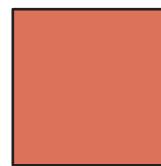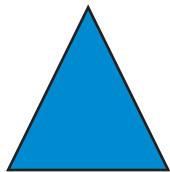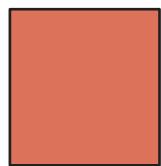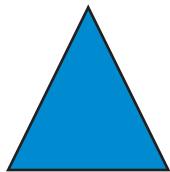
# Numbers 1 to 10

**Look and learn.**

1

**One**

Trace the number 1.
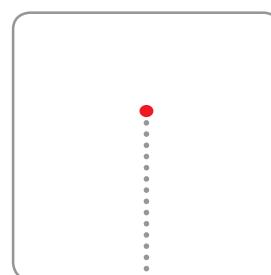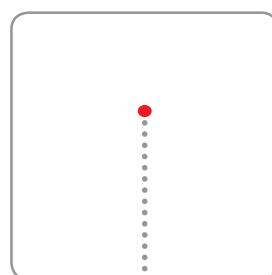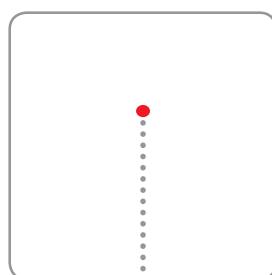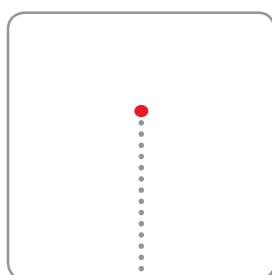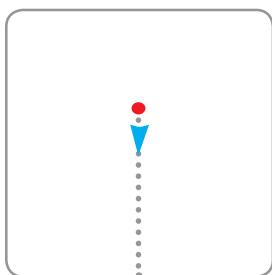
Colour 1 box.
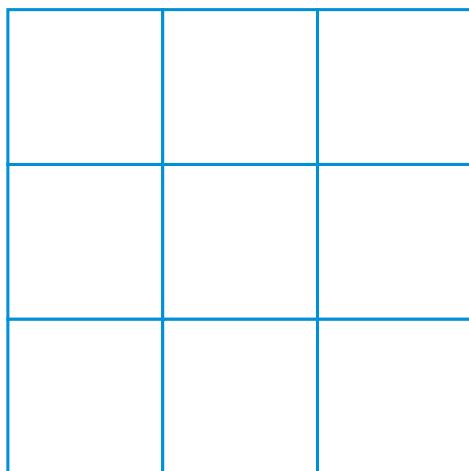
Circle all the number 1.
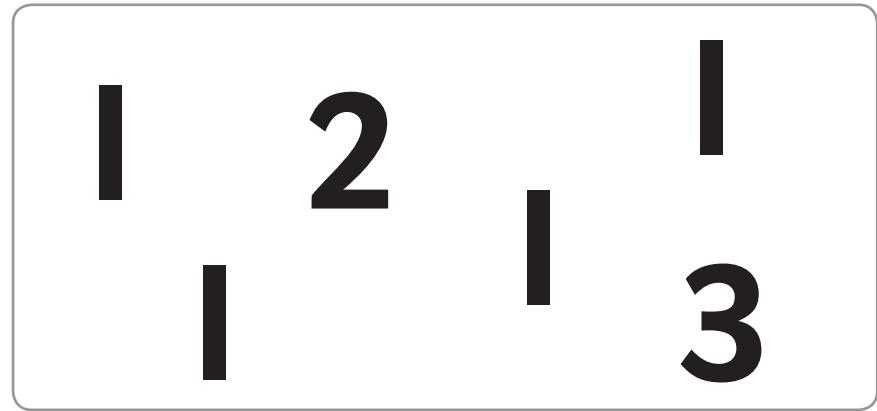
1   2   1
1       3
    1

Numerical recognition ■ Visual discrimination ■ Fine motor skills

# Look and learn.

2

Two

Trace the number 2.

2 2 2 2 2
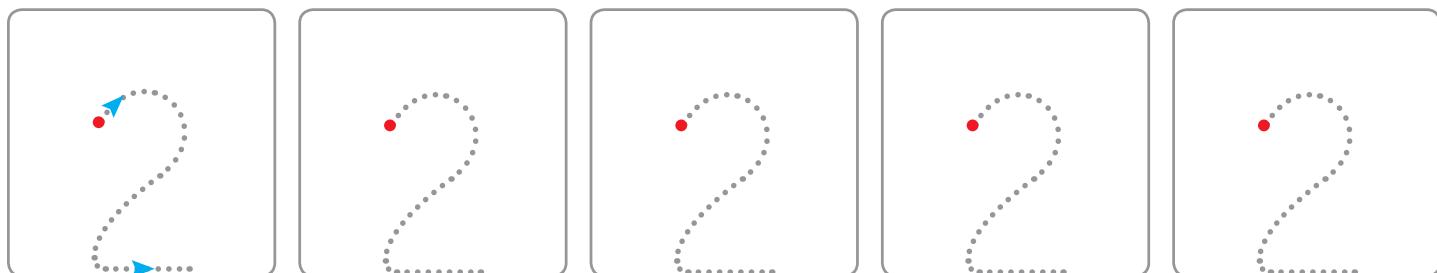
Colour 2 boxes.

Circle all the number 2.
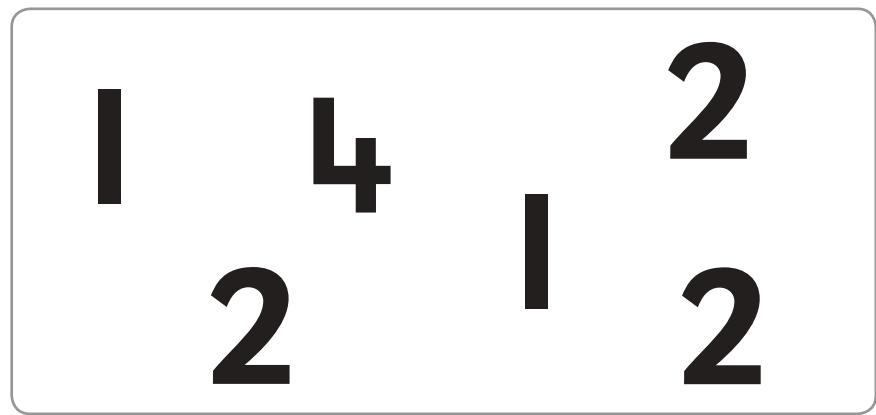
1 4 2
2 1 2

# Look and learn.

3

**Three**

Trace the number 3.

3　3　3　3　3
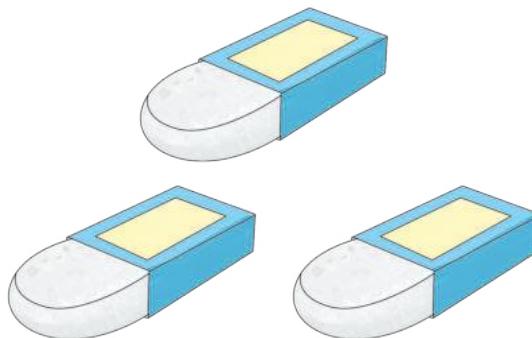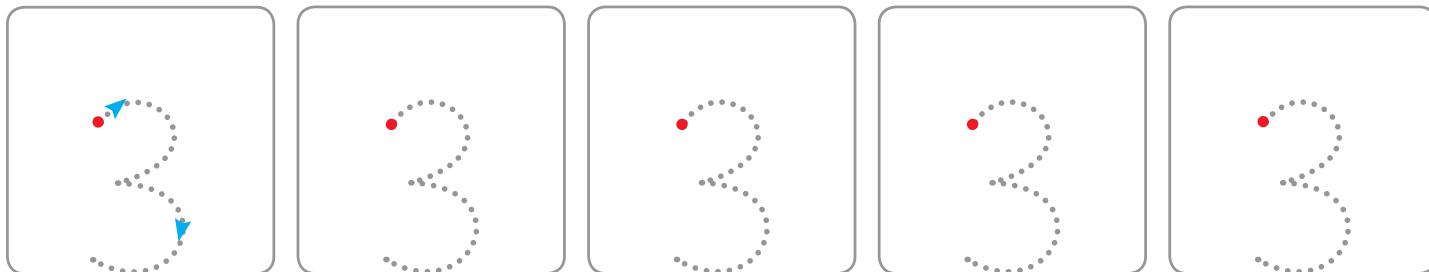
Colour 3 boxes.
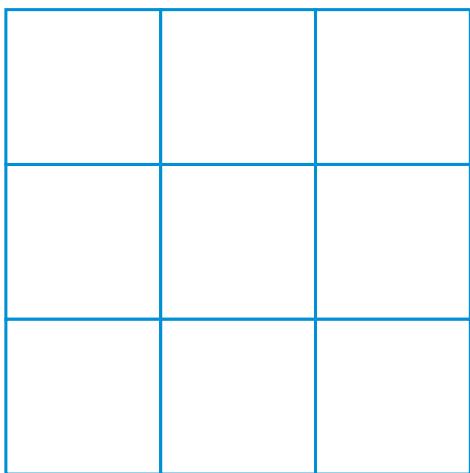
Circle all the number 3.

1　2　3
3　　1　3
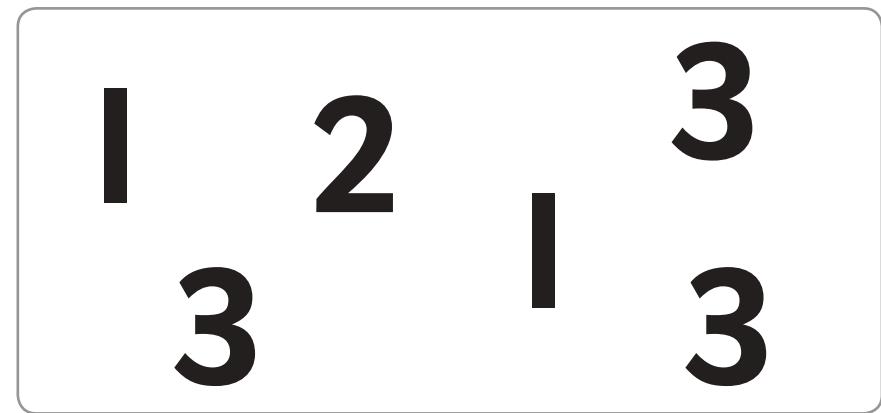
Numerical recognition ▪ Visual discrimination ▪ Fine motor skills

# Look and learn.

4
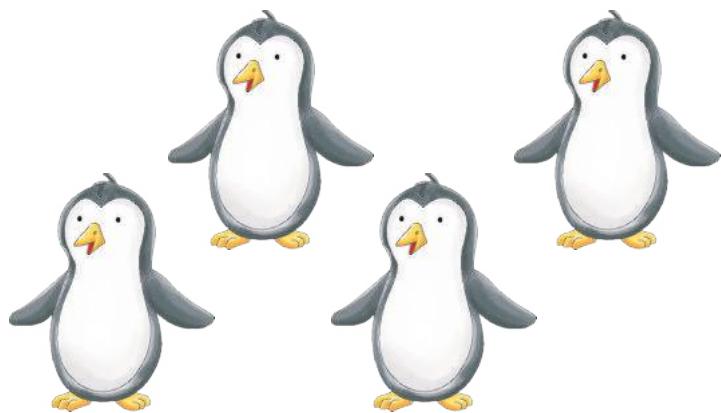
Four

Trace the number 4.
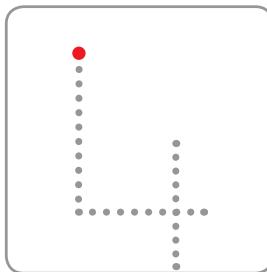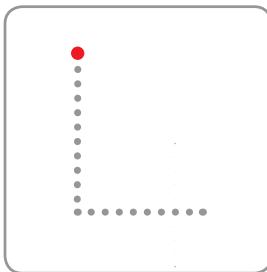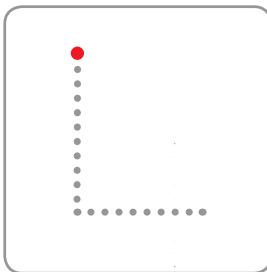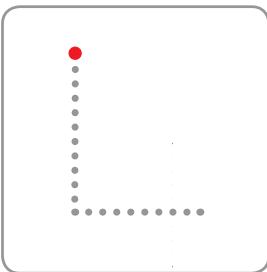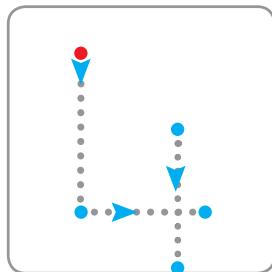
Colour 4 boxes.
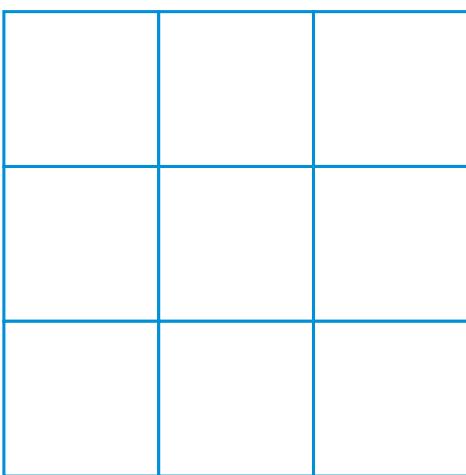
Circle all the number 4.
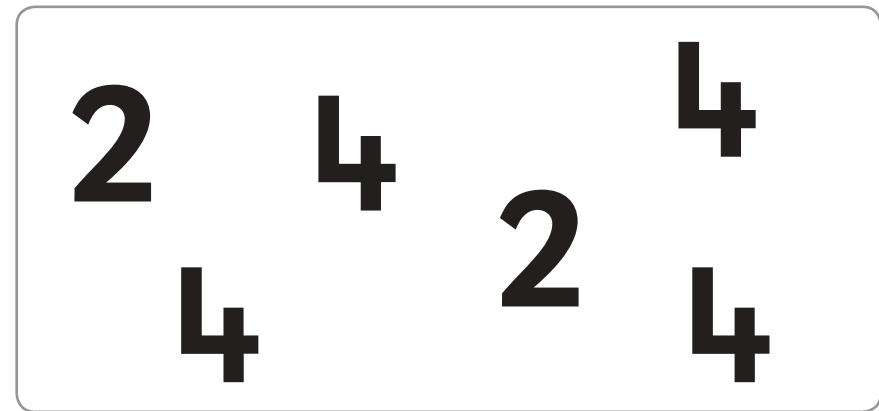
2   4   4
4   2
     4

# Look and learn.

5

**Five**

Trace the number 5.

5 5 5 5 5
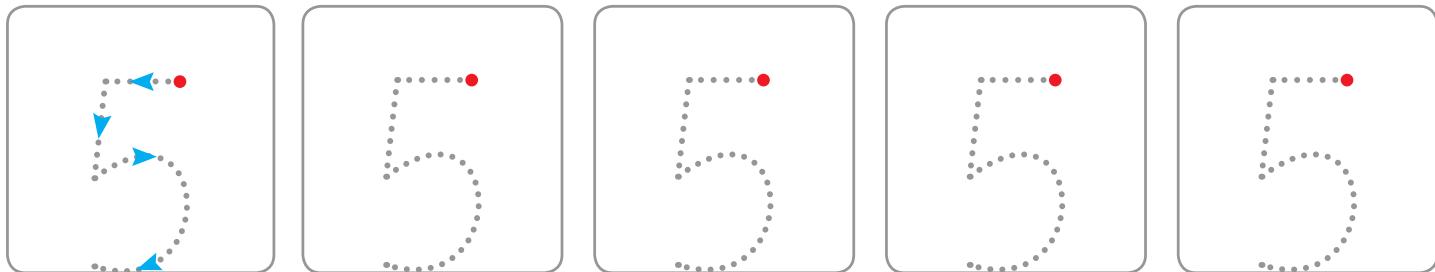
Colour 5 boxes.
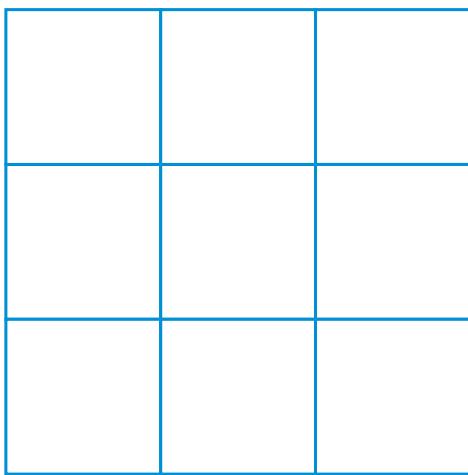
Circle all the number 5.

4  5  5
5  2  5

Numerical recognition  ■  Visual discrimination  ■  Fine motor skills

# Look and learn.

6

Trace the number 6.

6  6  6  6  6

Six
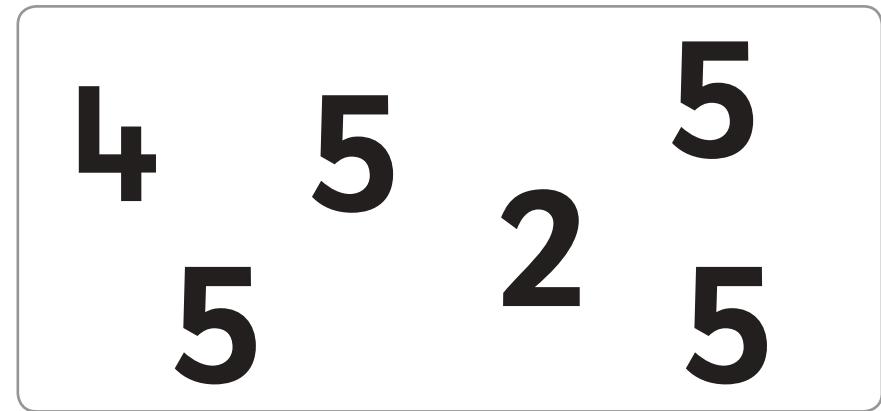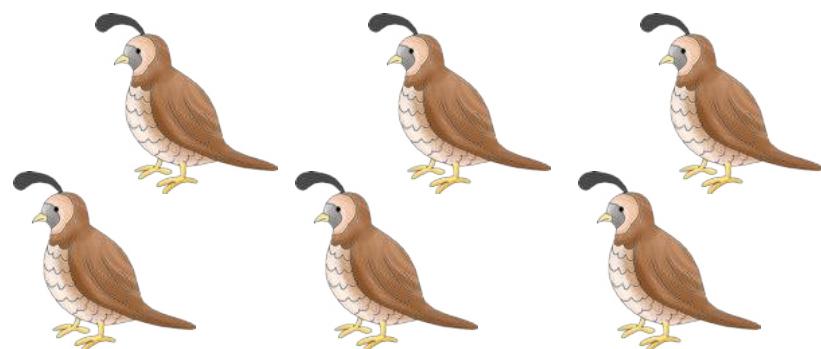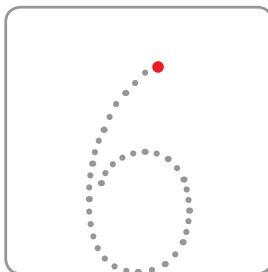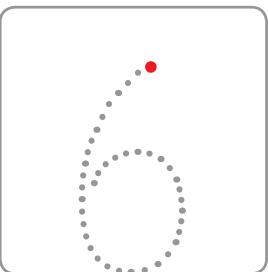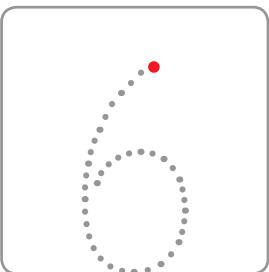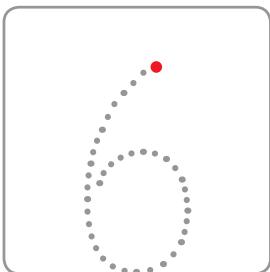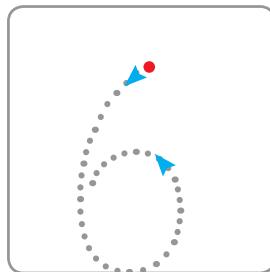
Colour 6 boxes.

Circle all the number 6.

6  4  6
6  6  4
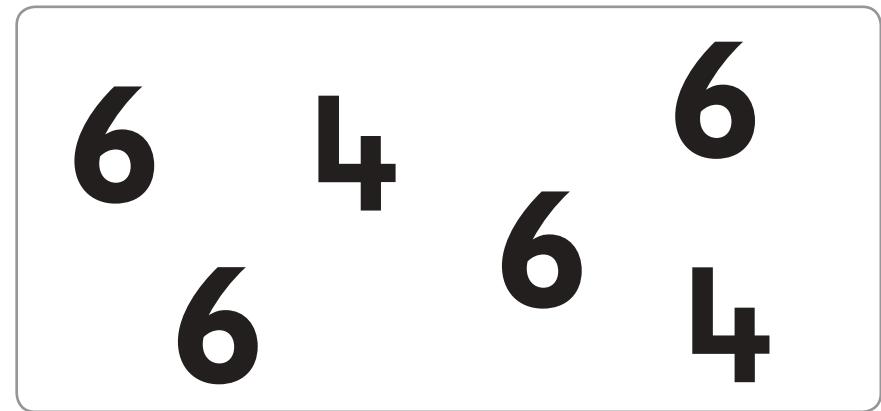
# Look and learn.

**7**

**Seven**

Trace the number 7.
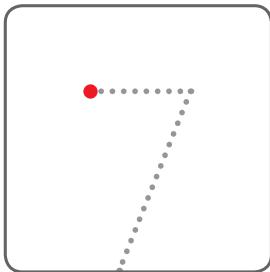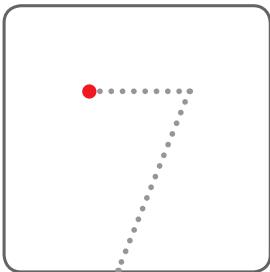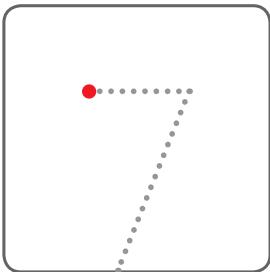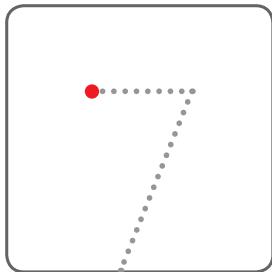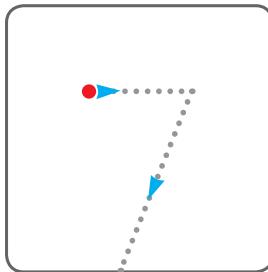
Colour 7 boxes.
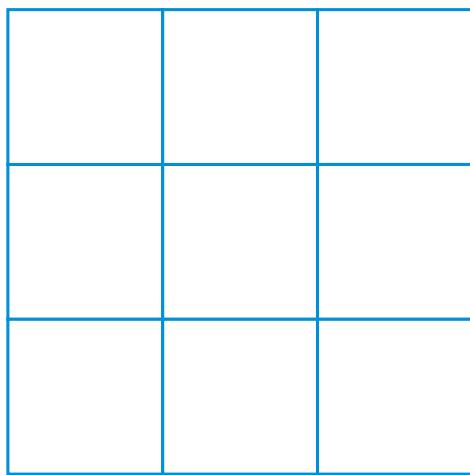
Circle all the number 7.
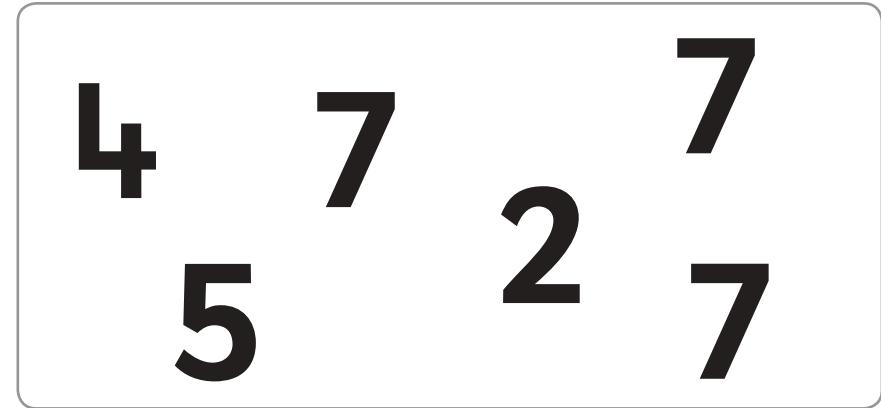
4  7  7
5  2
7

Numerical recognition ■ Visual discrimination ■ Fine motor skills

# Look and learn.

**8**
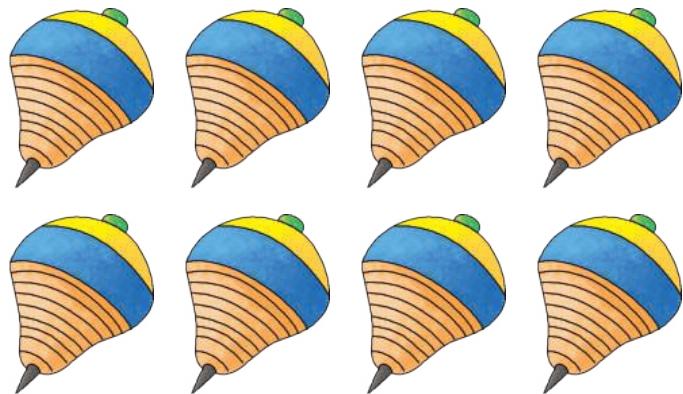
**Eight**
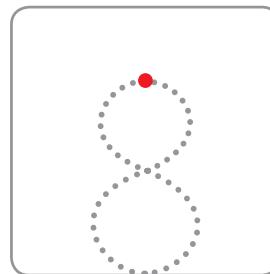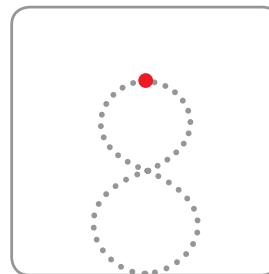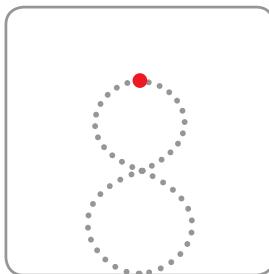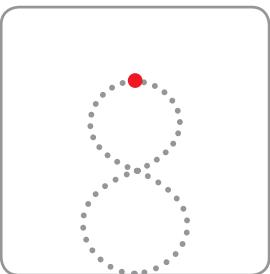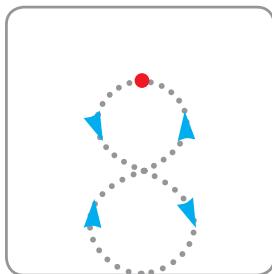
Trace the number 8.



Colour 8 boxes.

Circle all the number 8.

| 8 | 4 | | 8 |
|---|---|---|---|
| 6 | | 8 | 8 |

# Look and learn.

9

**Nine**

Trace the number 9.

9 9 9 9 9
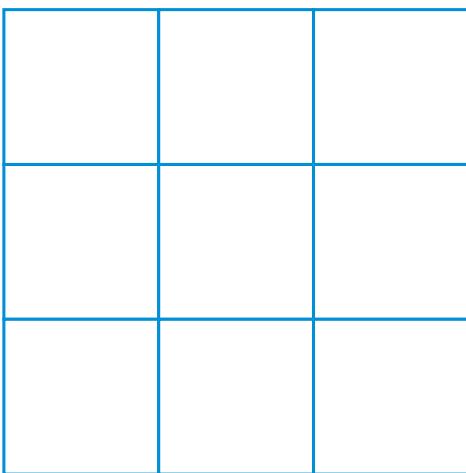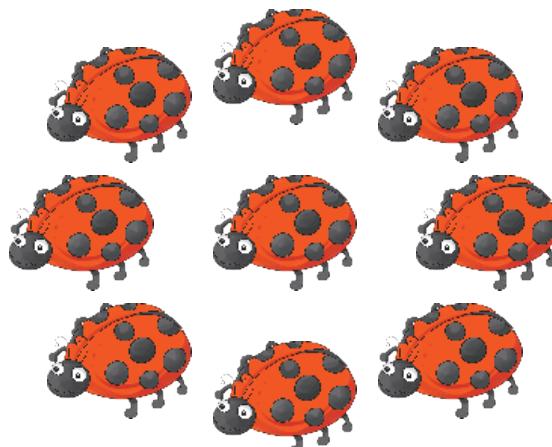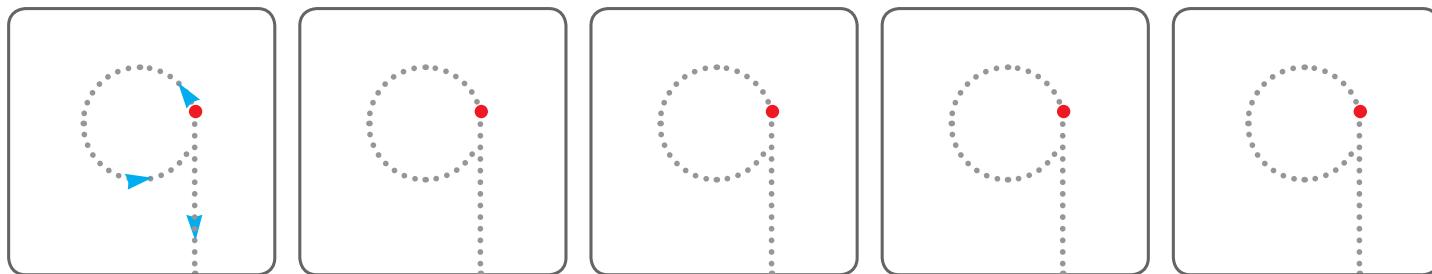
Colour 9 boxes.

Circle all the number 9.
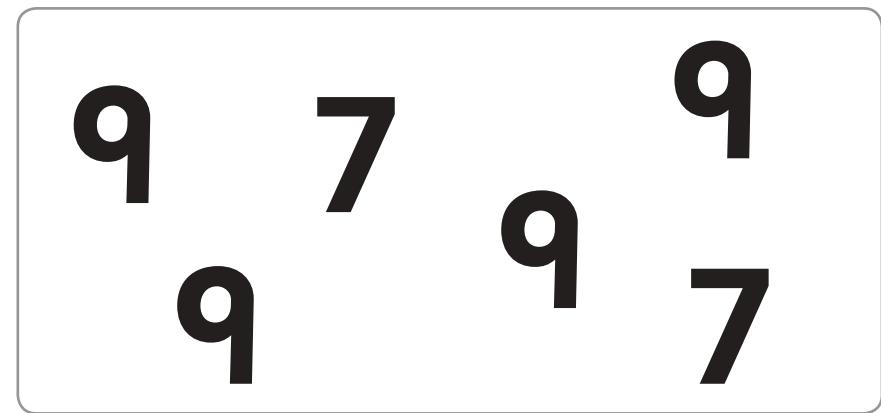
9 7 9
9 9 7

# Look and learn.

10

**Ten**
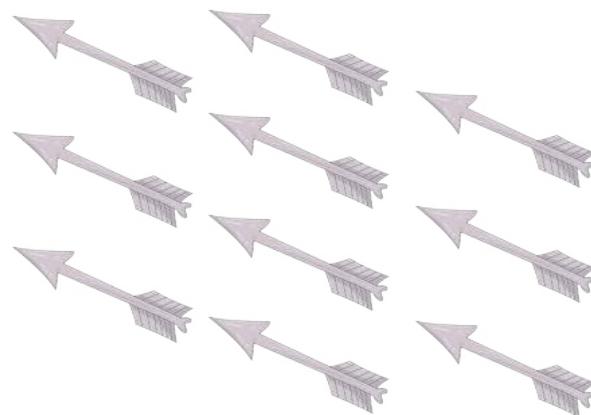
Trace the number 10.

| | | | | |
|---|---|---|---|---|
| 10 | 10 | 10 | 10 | 10 |
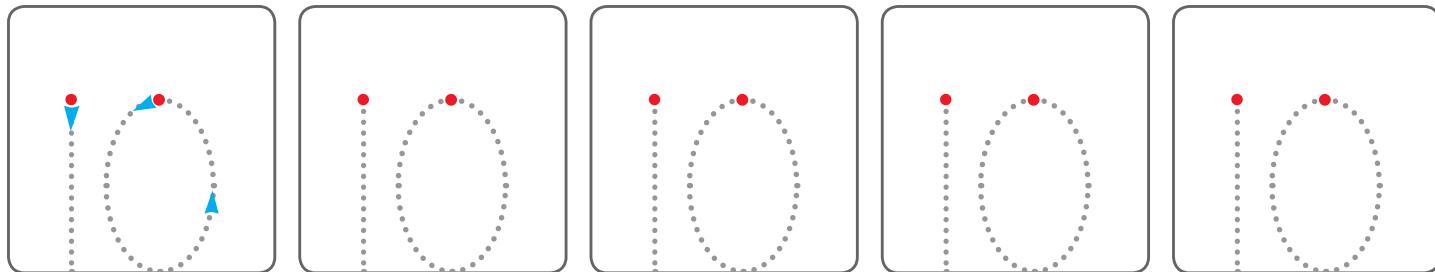
Colour 10 boxes.

Circle all the number 10.

10    10
   4
10   10   8
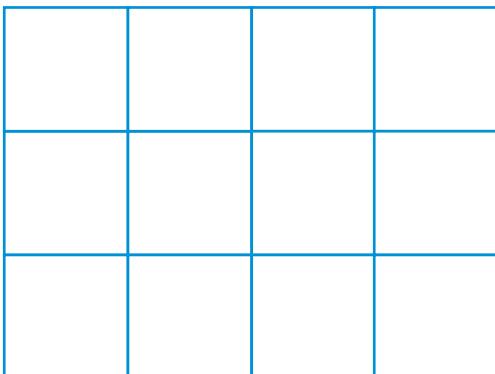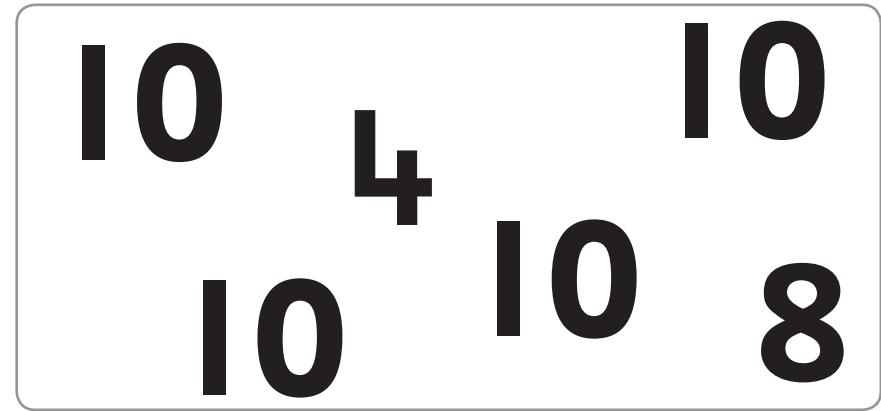
# Number Names (1 to 10)

**Trace and write. Say aloud.**
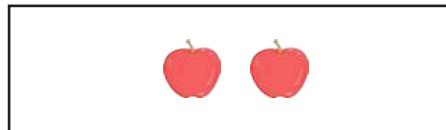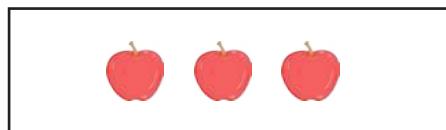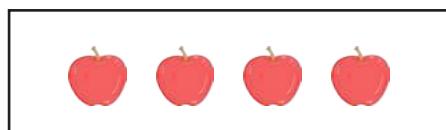
| | | |
|---|---|---|
| 🍎 | 1 | one |
| 🍎🍎 | 2 | two |
| 🍎🍎🍎 | 3 | three |
| 🍎🍎🍎🍎 | 4 | four |
| 🍎🍎🍎🍎🍎 | 5 | five |
| 🍎🍎🍎🍎🍎🍎 | 6 | six |
| 🍎🍎🍎🍎🍎🍎🍎 | 7 | seven |
| 🍎🍎🍎🍎🍎🍎🍎🍎 | 8 | eight |
| 🍎🍎🍎🍎🍎🍎🍎🍎🍎 | 9 | nine |
| 🍎🍎🍎🍎🍎🍎🍎🍎🍎🍎 | 10 | ten |
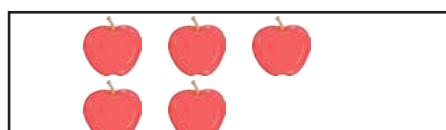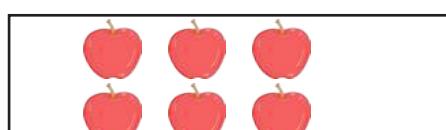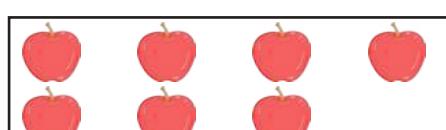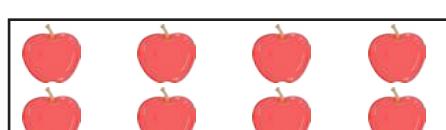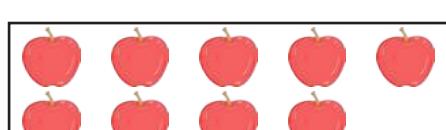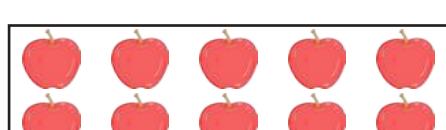
# Count and circle the correct number.

| | |
|---|---|
| 4  1  6 | 4  8  5 |
| 4  2  5 | 3  5  4 |
| 5  4  3 | 3  4  2 |

**Match the numbers with the number names and the pictures.**

3 •
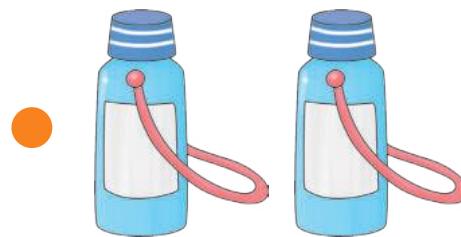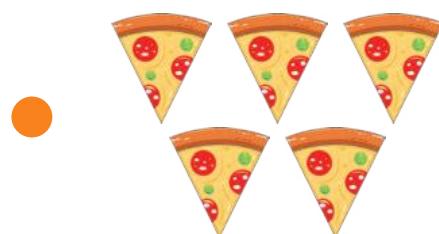
5 •

2 •

4 •

1 •

one •

two •

three •

five •

four •

# Dot-To-Dot Delight

**Join the dots from 1 to 10. Then colour the picture.**

Start

1
2
3
4
5
6
7
8
9
10
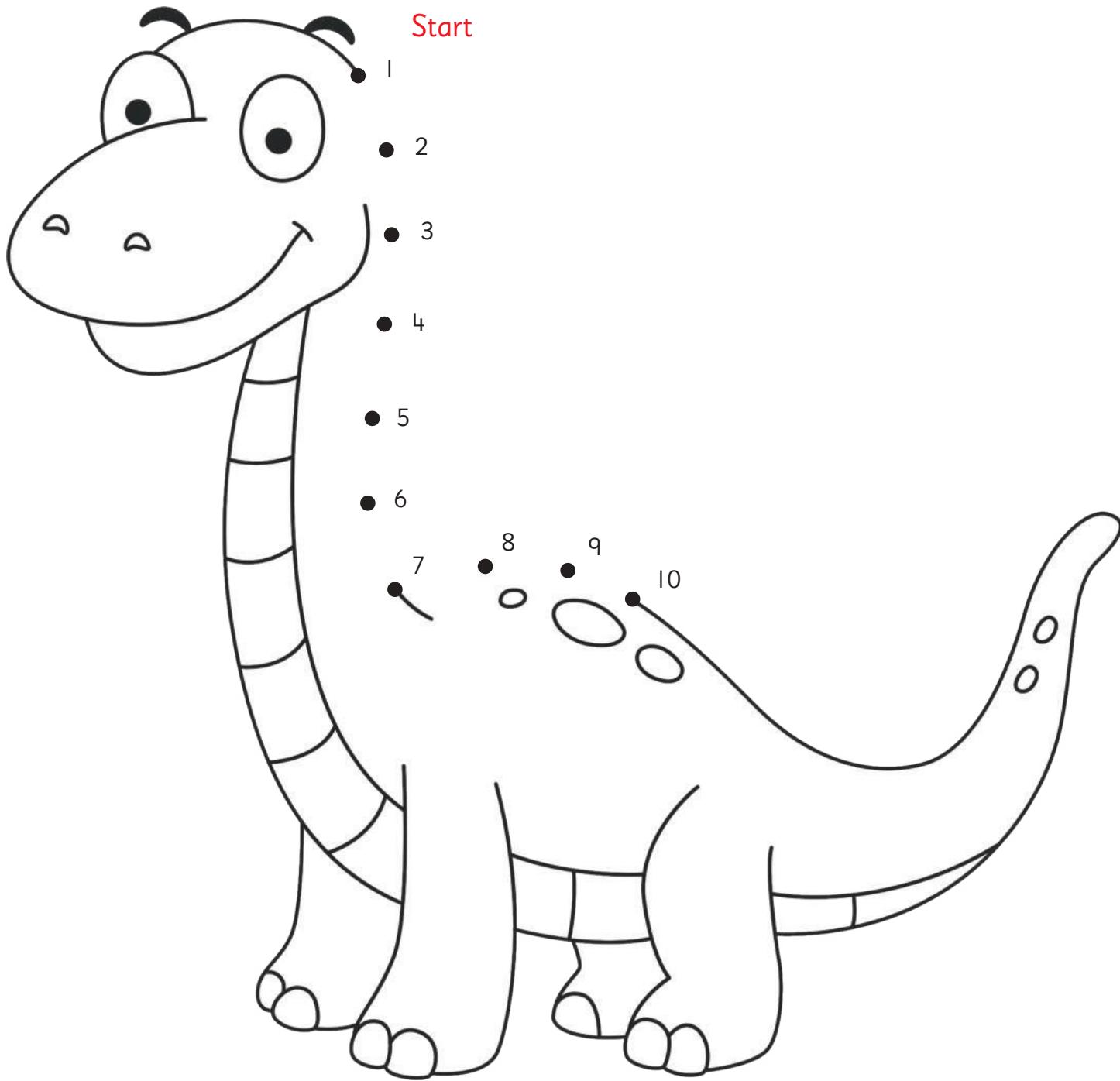
# 0 (Zero)

## Trace and write. Say aloud.

0
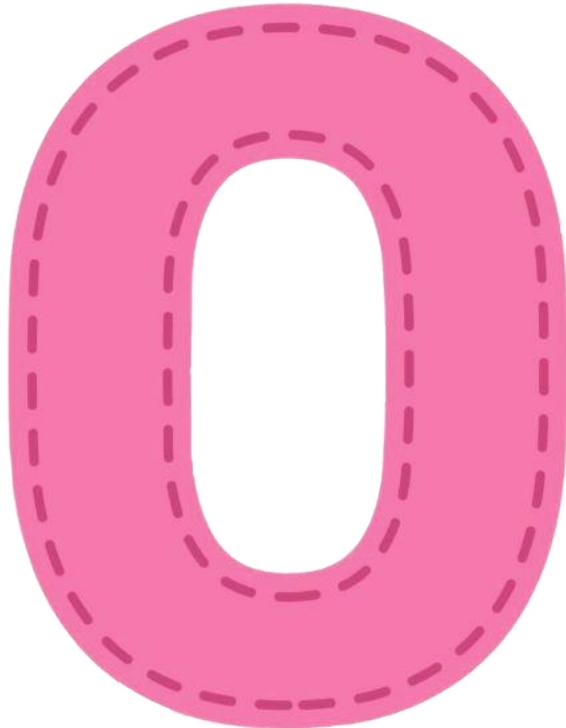
## Trace and write.

0

Identification • Visual discrimination • Fine motor skills • Observation

# Numbers 11 to 20

## 11

**Count and trace.**
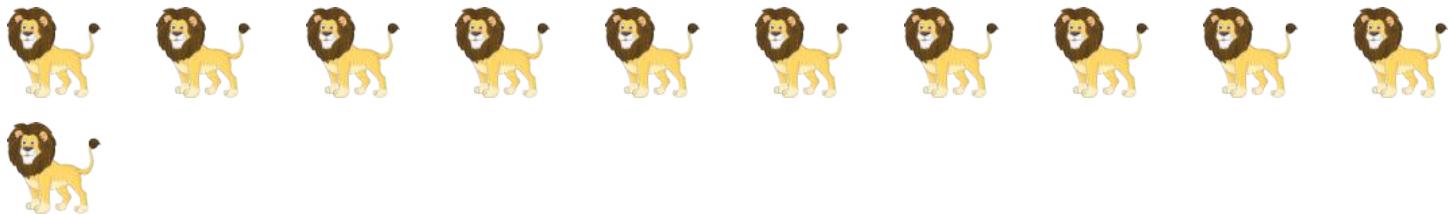
| eleven | | | | | | | | |
|--------|--|--|--|--|--|--|--|--|
| 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 |
| | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 |

## 12

**Count and trace.**

| twelve | | | | | | | | |
|--------|--|--|--|--|--|--|--|--|
| 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 |
| | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 |

## 13

**Count and trace.**

| thirteen | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |
|----------|----|----|----|----|----|----|----|----|
|          | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |
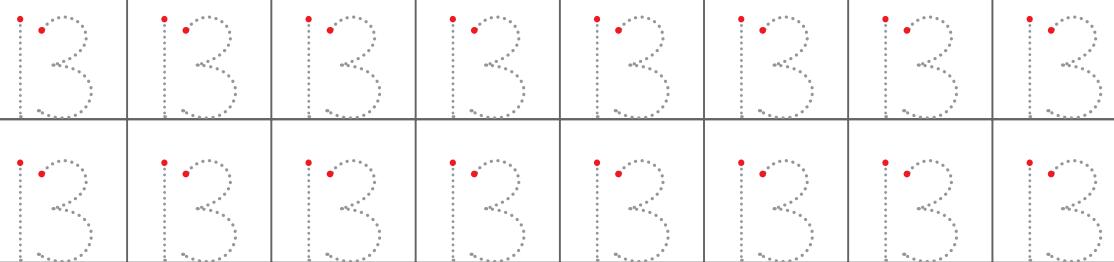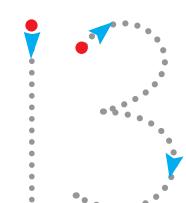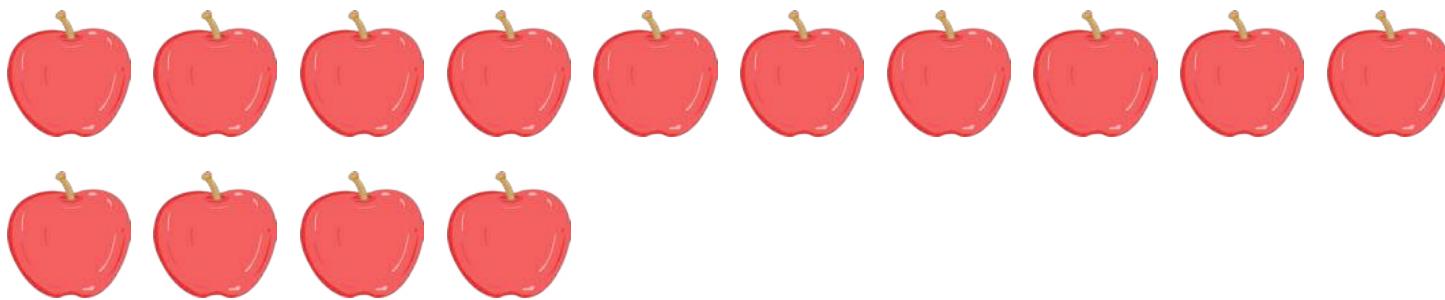
## 14

**Count and trace.**

| fourteen | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 |
|----------|----|----|----|----|----|----|----|----|
|          | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 |
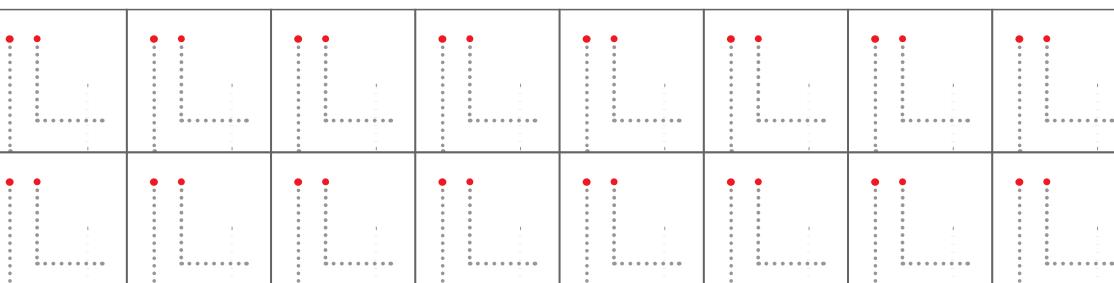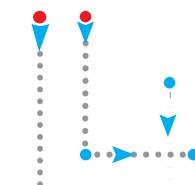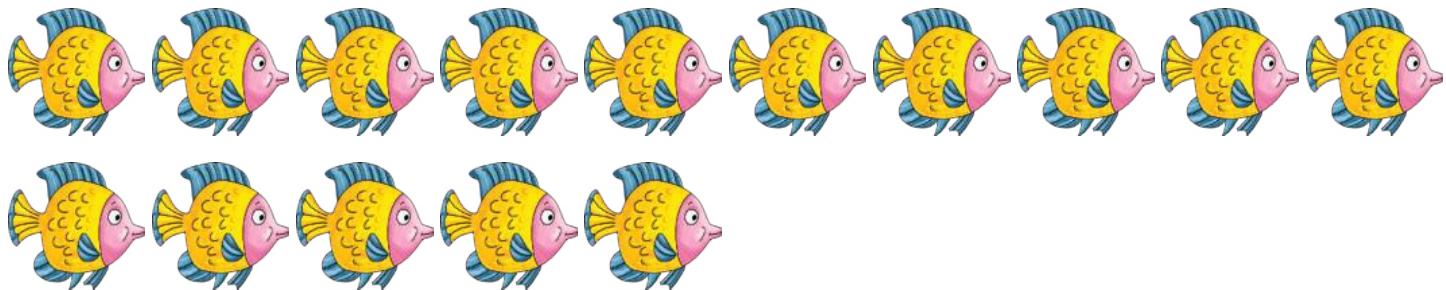
# Count and trace.

fifteen

15 15 15 15 15 15 15 15

15 15 15 15 15 15 15 15

15 15 15 15 15 15 15 15

15 15 15 15 15 15 15 15

16

# Count and trace.
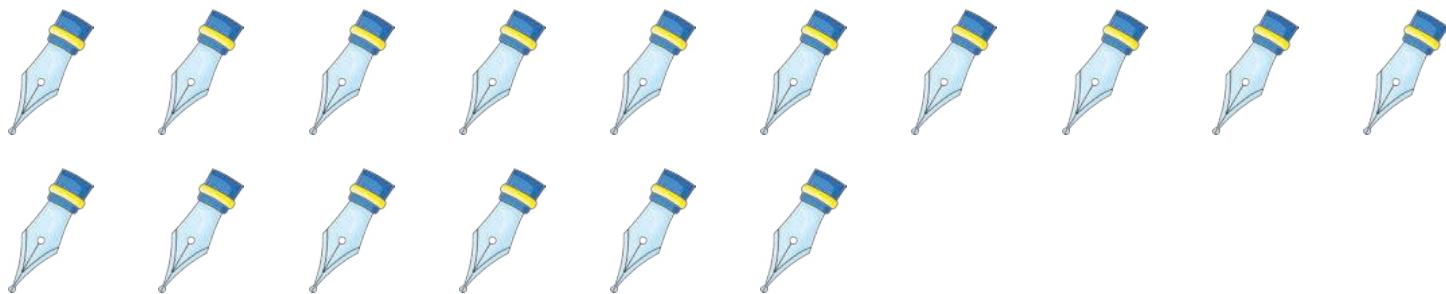
sixteen

16 16 16 16 16 16 16 16

16 16 16 16 16 16 16 16

## 17

**Count and trace.**

| seventeen | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 |
|---|---|---|---|---|---|---|---|---|
| 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 |
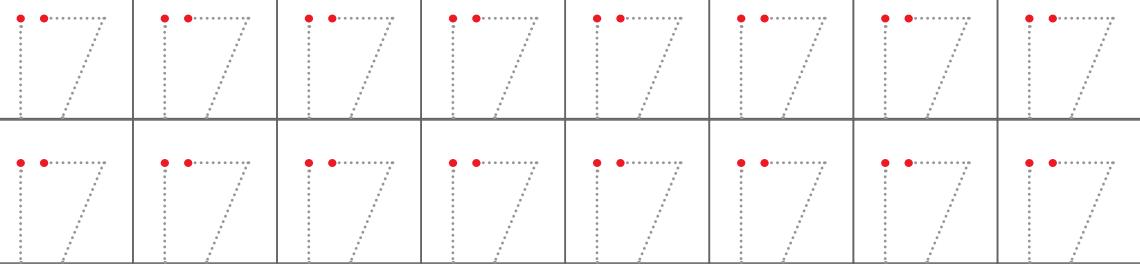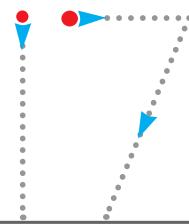
## 18

**Count and trace.**

| eighteen | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 |
|---|---|---|---|---|---|---|---|---|
| 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 |
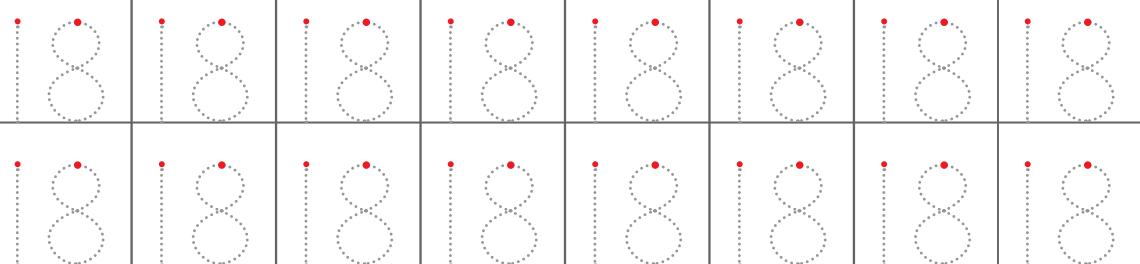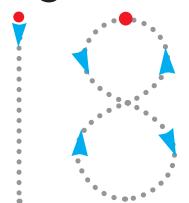
## 19

**Count and trace.**

| nineteen<br>19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 |

## 20

**Count and trace.**

| twenty<br>20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |

# Number Names (11 to 20)

Trace the name of each number. Then write it two times.

| 11 | eleven |
|----|--------|
| 12 | twelve |
| 13 | thirteen |
| 14 | fourteen |
| 15 | fifteen |
| 16 | sixteen |
| 17 | seventeen |
| 18 | eighteen |
| 19 | nineteen |
| 20 | twenty |

**Match the numbers with the number names. Then write the number name under the number.**

11

fifteen

12

twelve

13

sixteen

14

eleven

15

eighteen

16

thirteen

17

twenty

18

fourteen

seventeen

19

nineteen

20

# Count and circle the correct number.
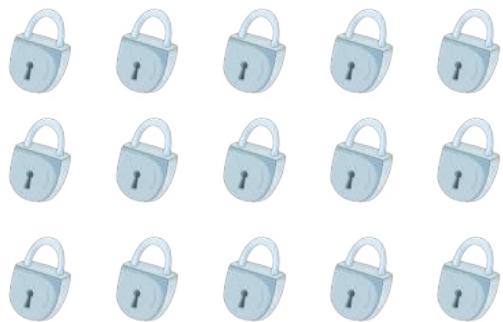
19    15    18
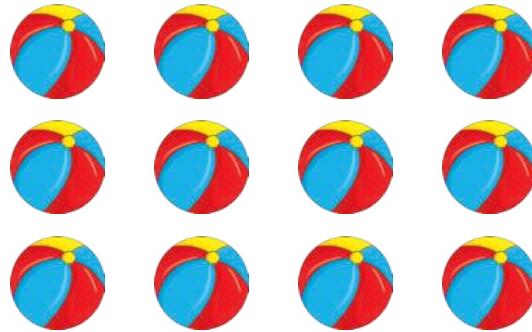
10    17    12
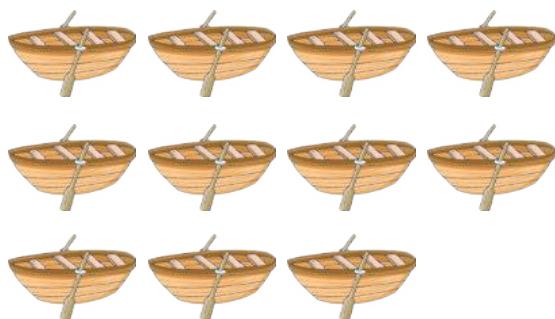
17    11    20

17    11    14

18    19    20

20    16    11

Language skills    Cognitive skills    Fine motor skills
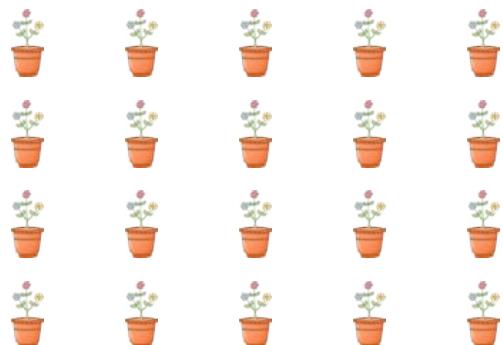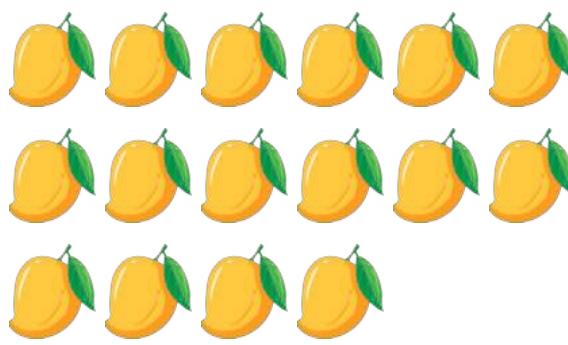
# Dot-To-Dot Delight

**Join the dots from 1 to 20. Then colour the picture.**

Start

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

**Trace and write.**

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

Identification ▪ Visual discrimination ▪ Fine motor skills ▪ Observation

# Trace and write number names (21-30).

| | | |
|---|---|---|
| 21 | twenty-one | twenty-one |
| 22 | twenty-two | twenty-two |
| 23 | twenty-three | twenty-three |
| 24 | twenty-four | twenty-four |
| 25 | twenty-five | twenty-five |
| 26 | twenty-six | twenty-six |
| 27 | twenty-seven | twenty-seven |
| 28 | twenty-eight | twenty-eight |
| 29 | twenty-nine | twenty-nine |
| 30 | thirty | thirty |

# Write the missing numbers (1 to 30).

| | | | | |
|---|---|---|---|---|
| 1 | | | | 5 |
| 6 | | | | 10 |
| 11 | | | | 15 |
| 16 | | | | 20 |
| 21 | | | | 25 |
| 26 | | | | 30 |

# Circle the same numeral.

| 21 | 24 | 28 | 26 | (21) |
|----|----|----|----|----|
| 22 | 20 | 21 | 22 | 23 |
| 23 | 22 | 25 | 24 | 23 |
| 24 | 22 | 23 | 24 | 21 |
| 25 | 20 | 25 | 20 | 21 |
| 26 | 24 | 25 | 26 | 27 |
| 27 | 27 | 28 | 29 | 30 |
| 28 | 29 | 28 | 18 | 27 |
| 29 | 22 | 23 | 29 | 19 |
| 30 | 30 | 27 | 28 | 29 |

Visual discrimination ▪ Number recognition ▪ Fine motor skills

# Dot-To-Dot Delight

## Join the dots from 1 to 30. Then colour the picture.



Start

1
30
2
29
3
28
4
27
5
6
7
24 25 26
23
8
22
14 15 16
9
17
13
21
10
18
11 12
19 20
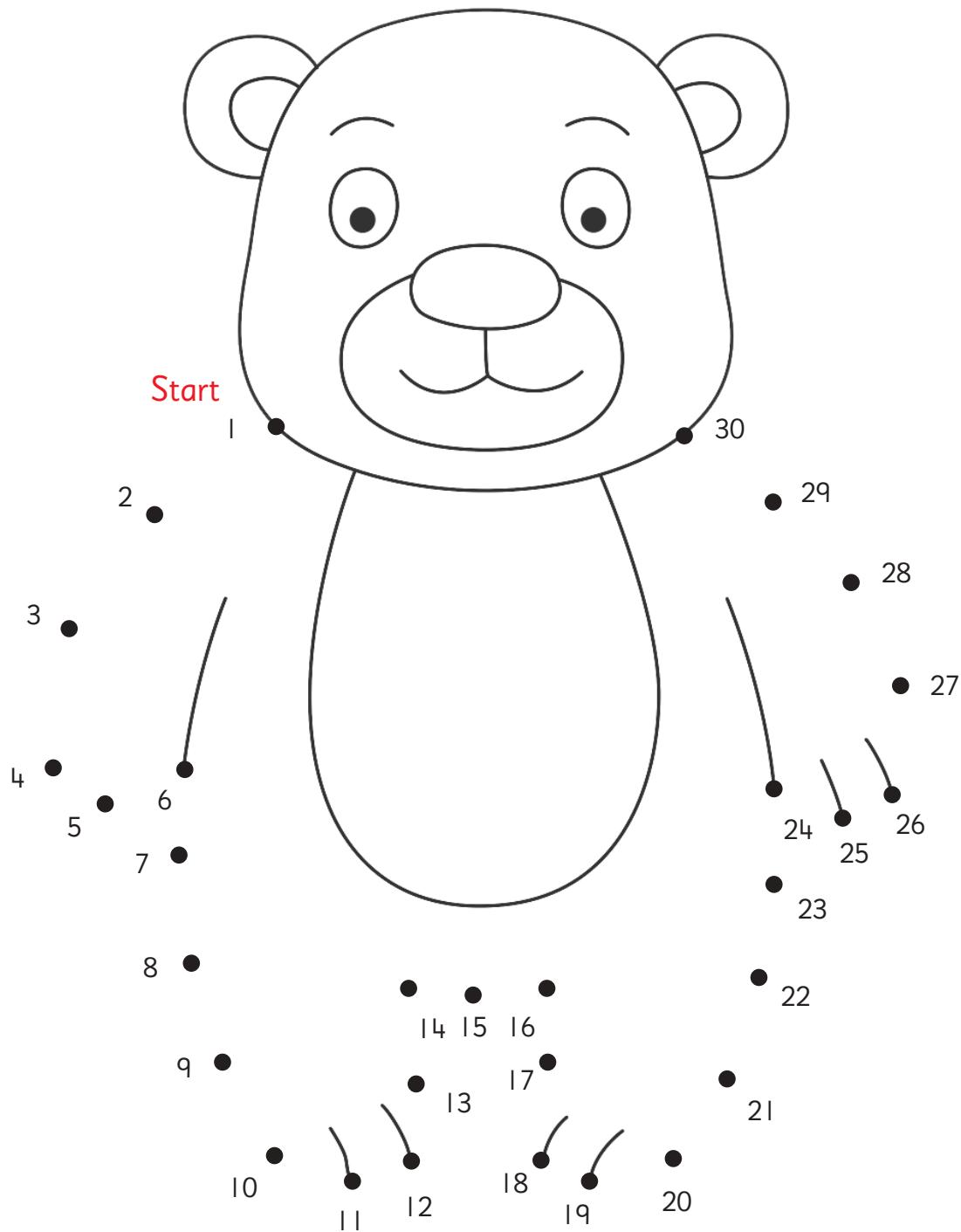
# Numbers 31 to 40

**Trace and write.**

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

■ Observation   ■ Identification   ■ Visual discrimination   ■ Fine motor skills

# Trace and write number names (31 to 40).

| 31 | thirty-one | thirty-one |
| 32 | thirty-two | thirty-two |
| 33 | thirty-three | thirty-three |
| 34 | thirty-four | thirty-four |
| 35 | thirty-five | thirty-five |
| 36 | thirty-six | thirty-six |
| 37 | thirty-seven | thirty-seven |
| 38 | thirty-eight | thirty-eight |
| 39 | thirty-nine | thirty-nine |
| 40 | forty | forty |

# Circle the same numeral.

| 31 | 36 | (31) | 34 | 33 |
|----|----|------|----|----|
| 32 | 39 | 32 | 37 | 35 |
| 33 | 38 | 36 | 33 | 31 |
| 34 | 34 | 36 | 38 | 39 |
| 35 | 32 | 35 | 34 | 37 |
| 36 | 40 | 38 | 36 | 39 |
| 37 | 31 | 33 | 35 | 37 |
| 38 | 32 | 34 | 36 | 38 |
| 39 | 39 | 36 | 38 | 33 |
| 40 | 38 | 40 | 37 | 35 |

# Missing Numbers

**Write the missing numbers.**

1 ___ ___ 4 ___ ___ ___ 8
___ ___ ___ 13 ___ ___ ___
18 ___ ___ ___ ___ 23
___ ___ ___ 27 ___
31 ___ ___ ___ 36
40 ___ ___ ___

# Dot-To-Dot Delight

## Join the dots from 1 to 40. Then colour the picture.

38  37
36
39  35  34  33  30  29
32  28
31
40  27
26
Start  1

2  25
3  24
4  23
5  22
6  21
7  20
8  19
9  18
10  17
11  16
15
12  13  14

# Numbers 41 to 50

**Look, learn and read aloud.**

| 41 | Forty-one |
| 42 | Forty-two |
| 43 | Forty-three |
| 44 | Forty-four |
| 45 | Forty-five |
| 46 | Forty-six |
| 47 | Forty-seven |
| 48 | Forty-eight |
| 49 | Forty-nine |
| 50 | Fifty |

# Trace and write number names (41 to 50).

| 41 | forty-one | forty-one |
| 42 | forty-two | forty-two |
| 43 | forty-three | forty-three |
| 44 | forty-four | forty-four |
| 45 | forty-five | forty-five |
| 46 | forty-six | forty-six |
| 47 | forty-seven | forty-seven |
| 48 | forty-eight | forty-eight |
| 49 | forty-nine | forty-nine |
| 50 | fifty | fifty |

Literacy skills • Spelling skills • Memory • Fine motor skills

# Circle the same numeral.

| 41 | 44 | 48 | (41) | 43 |
|----|----|----|------|----|
| 42 | 49 | 42 | 47 | 45 |
| 43 | 48 | 46 | 43 | 41 |
| 44 | 44 | 46 | 48 | 49 |
| 45 | 42 | 45 | 44 | 47 |
| 46 | 40 | 45 | 46 | 49 |
| 47 | 48 | 43 | 42 | 47 |
| 48 | 42 | 44 | 48 | 46 |
| 49 | 45 | 46 | 49 | 48 |
| 50 | 50 | 47 | 45 | 42 |

# Dot-To-Dot Delight

## Join the dots from 1 to 50. Then colour the picture.
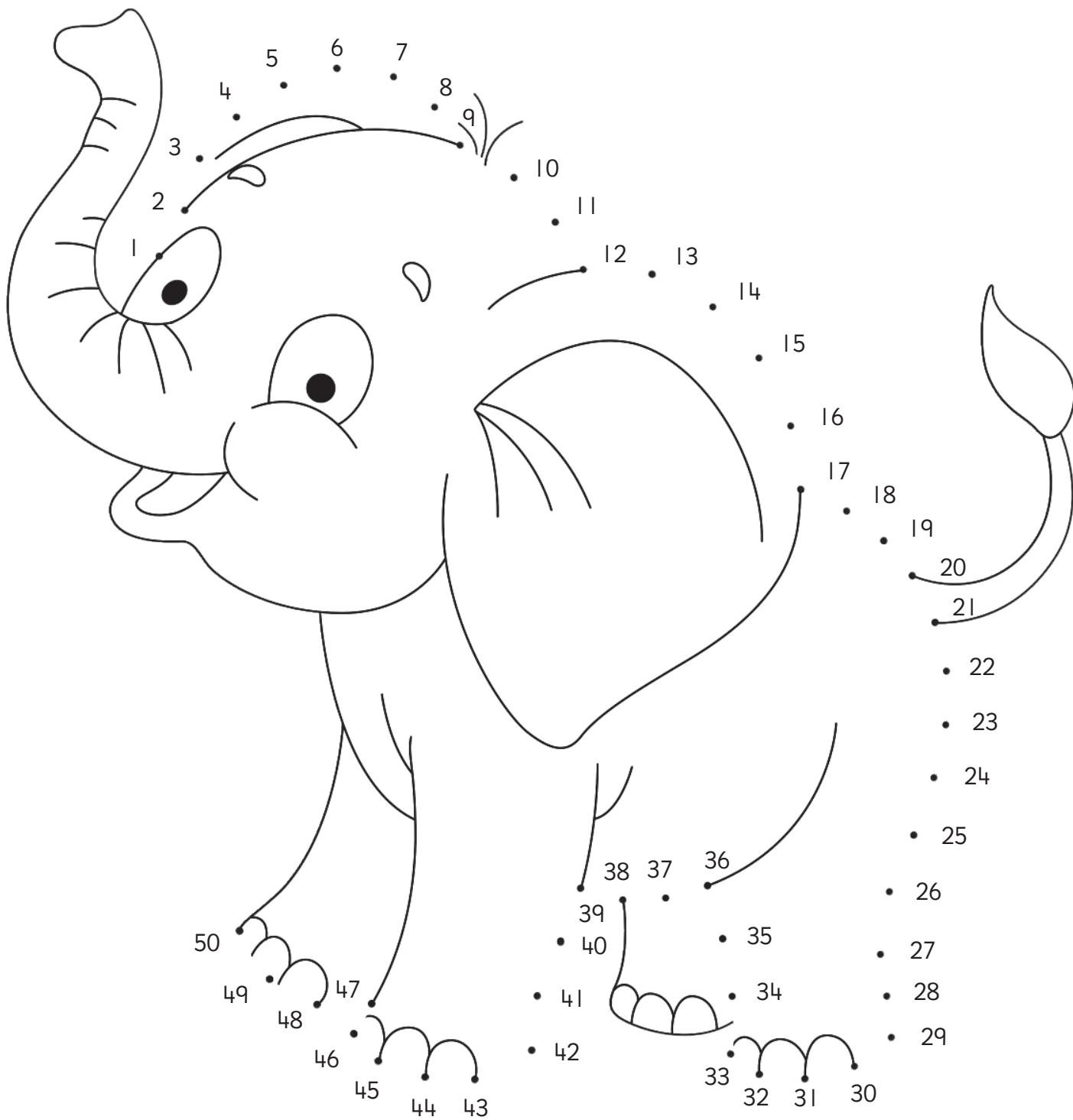
Numerical recognition • Visual discrimination • Fine motor skills

# Numbers 51 to 100

| | | | | |
|---|---|---|---|---|
| 51 | 61 | 71 | 81 | 91 |
| 52 | 62 | 72 | 82 | 92 |
| 53 | 63 | 73 | 83 | 93 |
| 54 | 64 | 74 | 84 | 94 |
| 55 | 65 | 75 | 85 | 95 |
| 56 | 66 | 76 | 86 | 96 |
| 57 | 67 | 77 | 87 | 97 |
| 58 | 68 | 78 | 88 | 98 |
| 59 | 69 | 79 | 89 | 99 |
| 60 | 70 | 80 | 90 | 100 |

Observation • Identification • Visual discrimination • Fine motor skills

# Addition

## Understanding Addition

'Addition' means putting two or more things together. The sign of addition is '+' (plus).

Avinash has three balls.

Shivansh gave him one more ball.

Now, Avinash has four balls.

Thus, three and one make four.
We write it as $\boxed{3}$ + $\boxed{1}$ = $\boxed{4}$

'+' means addition or plus.

'=' means equals or is the same as.

3 + 1 = 4 is read as
Three plus one is equals to four.

# Addition by Couting Objects

**Count, write and add.**



□ + □ = □



□ + □ = □



□ + □ = □



□ + □ = □
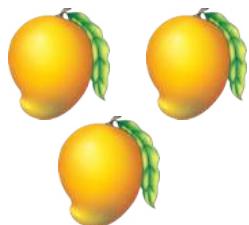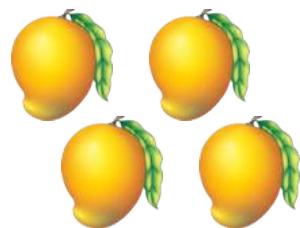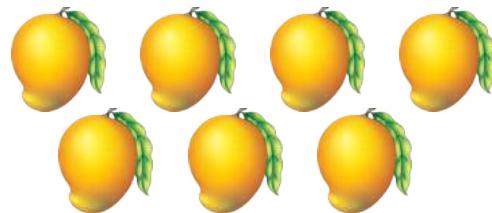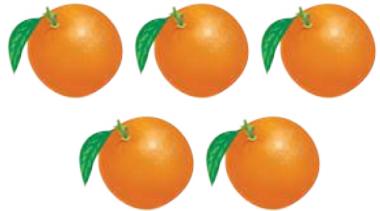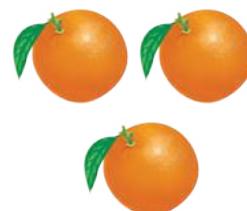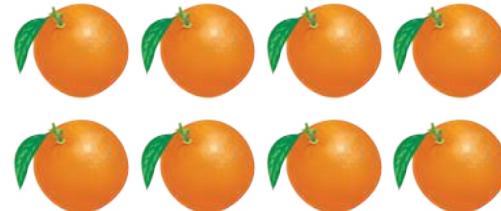
# Zero in Addition

**When we add zero to any number, its value does not change.**

 + **0** = 

| | | |
|---|---|---|
| ⬜ | ⬜ | ⬜ |

---

**0** +  = 

| | | |
|---|---|---|
| ⬜ | ⬜ | ⬜ |
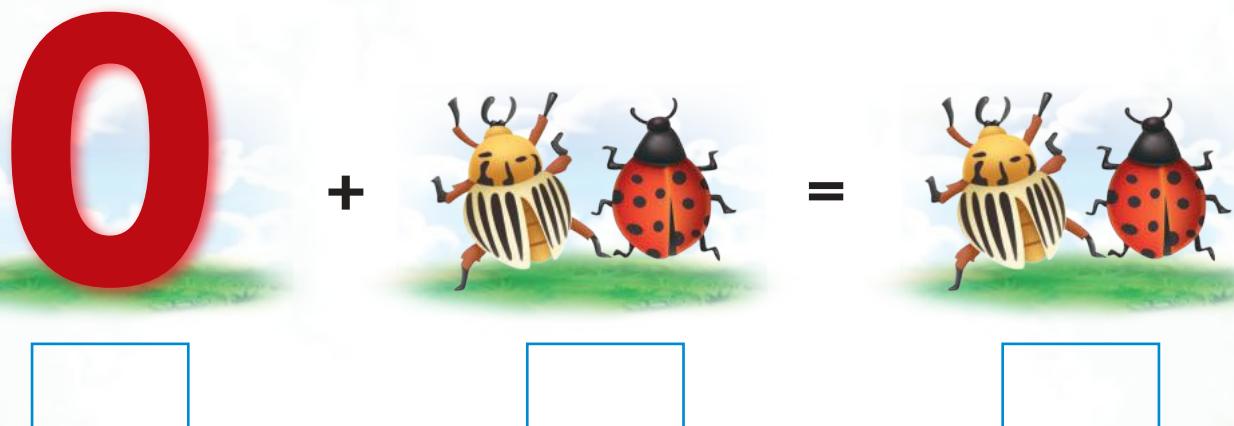
**Fill in the blanks. One has been done for you.**

$$4 + 0 = 4$$
$$8 + \boxed{\phantom{0}} = 8$$
$$5 + \boxed{\phantom{0}} = 5$$
$$9 + 0 = \boxed{\phantom{0}}$$

$$\boxed{\phantom{0}} + 7 = \boxed{\phantom{0}}$$
$$1 + 0 = \boxed{\phantom{0}}$$
$$0 + \boxed{\phantom{0}} = 6$$
$$3 + 0 = \boxed{\phantom{0}}$$

# Addition by Drawing Lines

**Add by drawing lines.**

**Example:** Let us add 2 and 5.

| | |
|---|---|
| 2 | &#124; &#124; |
| + 5 | &#124; &#124; &#124; &#124; &#124; |
| 7 | |

➢ Draw two lines for 2.
➢ Draw five lines for 5.
➢ Then, count all the lines and write the number.

| | | | | | |
|---|---|---|---|---|---|
| 4 | | 5 | | 2 | |
| + 3 | | + 1 | | + 6 | |
| | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 7 | | 3 | | 4 | |
| + 2 | | + 3 | | + 5 | |
| | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 1 | | 2 | | 3 | |
| + 8 | | + 7 | | + 4 | |
| | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 2 | | 4 | | 5 | |
| + 3 | | + 4 | | + 3 | |
| | | | | | |

# Word Problems on Addition

There were 3 ducks in a pond. 2 more joined them. How many are there altogether?

$$3$$
$$+\ 2$$
_____

There were 5 candles on a cake. 3 more were put. How many are there altogether?

_____

There were 4 apples in a basket. 2 more added. How many apples are there altogether?

_____

There were 4 birds on a branch of tree. 2 more joined them. How many birds are there altogether?

_____

There were 5 lollipops. 4 more were added. How many lollipops are there altogether?

_____

# Subtraction

## Understanding Subtraction

A 'subtraction' means taking away a number from a group. The '–' sign shows subtraction.

Bhawna has three balls.

Myra takes away one ball from her.

Now, Bhawna has 2 balls.

Thus, one takes away from three leaves two.

We write it as $\boxed{3} - \boxed{1} = \boxed{2}$

'–' means taken away.

'=' means equals or is the same as.

$3 - 1 = 2$ is read as
Three minus one is equals to two.

# Subtraction by Crossing Objects

**Subtract and write.**

**6 – 2**

6 – 2    =    4

**8 – 3**

8 – 3    =    

**10 – 7**
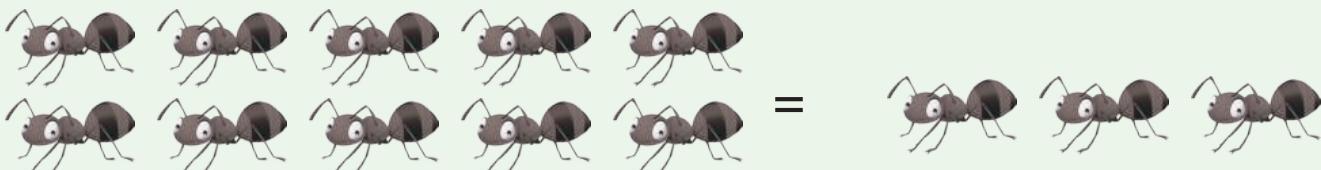
10 – 7    =    

**3 – 2**

3 – 2    =

# Zero in Subtraction

When we subtract zero from any number, its value does not change.

0

◯ − ◯ = ◯
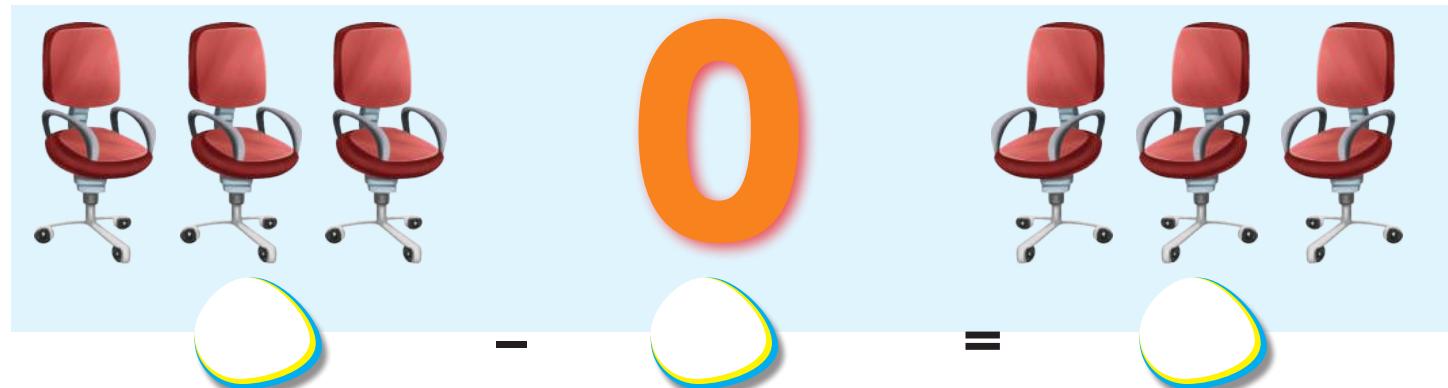
When same number is subtracted, the result is zero (0).

5 − 5 = 0
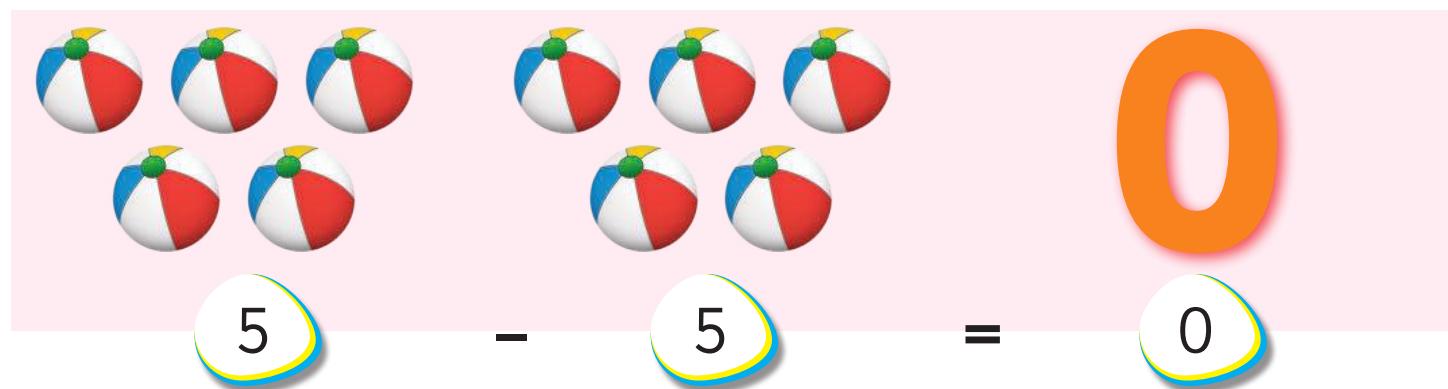
## Fill in the boxes.

8 − 0 = ◯

◯ − 0 = 4

◯ − 0 = 5

9 − 9 = ◯

6 − 6 = ◯

5 − ◯ = 5

8 − 0 = ◯

3 − 0 = ◯

3 − 3 = ◯

6 − ◯ = 0

8 − ◯ = 0

◯ − 0 = 8

# Subtraction by Drawing Lines

**Example:** Let us subtract 5 from 8.

$$\begin{array}{r} 8 \\ -\ 5 \\ \hline 3 \\ \hline \end{array}$$

| | | | ╱ ╱ ╱ ╱ ╱ |

- ➢ Draw eight lines for 8.
- ➢ Cut five lines from these 8 lines.
- ➢ Then, count the remaining lines and write the number.

$$\begin{array}{r} 5 \\ -\ 2 \\ \hline \quad \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -\ 3 \\ \hline \quad \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -\ 1 \\ \hline \quad \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -\ 1 \\ \hline \quad \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -\ 2 \\ \hline \quad \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -\ 4 \\ \hline \quad \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -\ 1 \\ \hline \quad \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -\ 4 \\ \hline \quad \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -\ 2 \\ \hline \quad \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -\ 1 \\ \hline \quad \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -\ 2 \\ \hline \quad \\ \hline \end{array}$$

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

# Word Problems on Subtraction

There were 6 cats. 2 went away. How many are left?

$$6$$
$$- 2$$
$$\overline{\phantom{00}}$$

There were 7 pencils. 3 had no points. How many pencils were there with points?

There were 7 birds on a tree. 3 flew away. How many were left?

There were 8 candles. Rama lit 5 of them. How many were still left to be lit?

9 butterflies were sitting on the grass. 3 flew away. How many were left?

# Money

We buy and sell different kind of things with the help of coins and notes.

## Coins



| 50 paise | ₹1 | ₹2 | ₹5 | ₹10 | ₹20 |

## Notes



₹1 (1 rupee)  ₹2 (2 rupees)  ₹5 (5 rupees)  ₹10 (10 rupees)

₹20 (20 rupees)  ₹50 (50 rupees)  ₹100 (100 rupees)

₹200 (200 rupees)  ₹500 (500 rupees)

# 123

**Look at the cost of different items and add the price of two.**

| | | |
|---|---|---|
| Notebook ₹ 20 | Kite ₹ 2 | Pen ₹ 10 |
| Envelope ₹ 3 | Candle ₹ 8 | Balloon ₹ 5 |
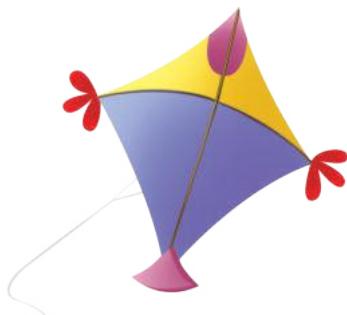
1. 1 kite and 1 pen = ₹ _____
2. 1 notebook and 1 candle = ₹ _____
3. 1 envelope and 1 balloon = ₹ _____
4. 1 balloon and 1 pen = ₹ _____
5. 1 balloon and 1 envelope = ₹ _____
6. 1 candle and 1 kite = ₹ _____
7. 1 envelope and 1 kite = ₹ _____
8. 1 candle and 1 balloon = ₹ _____

# Days of the Week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

**Which day comes next?**

| | | | |
|---|---|---|---|
| Thursday | Friday | Saturday | _____ |
| Sunday | Monday | Tuesday | _____ |
| Saturday | Sunday | Monday | _____ |
| Tuesday | Wednesday | Thursday | _____ |

# Months of the Year

| | |
|---|---|
| 1. January | 7. July |
| 2. February | 8. August |
| 3. March | 9. September |
| 4. April | 10. October |
| 5. May | 11. November |
| 6. June | 12. December |

**Write names of the Months.**

1. _____  2. _____  3. _____  4. _____

5. _____  6. _____  7. _____  8. _____

9. _____  10. _____  11. _____  12. _____

# Time

This is a clock.
Time is shown by clock.

The long hand tells us the **minutes**.

It is called the **minute hand**.

The short hand tells us the **hours**.

It is called the **hour hand**.

**Let us read the time.**

1 o'clock

5 o'clock

9 o'clock

**Look at the given clock. Fill in the numbers that are missing.**



**Write the time shown in the given clocks.**



____ o'clock

____ o'clock

____ o'clock