

Marigold

# Numbers

## 1 TO 100

A Joyful Journey of Numbers!



1  
Sun



2  
Cupcakes

# 3



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

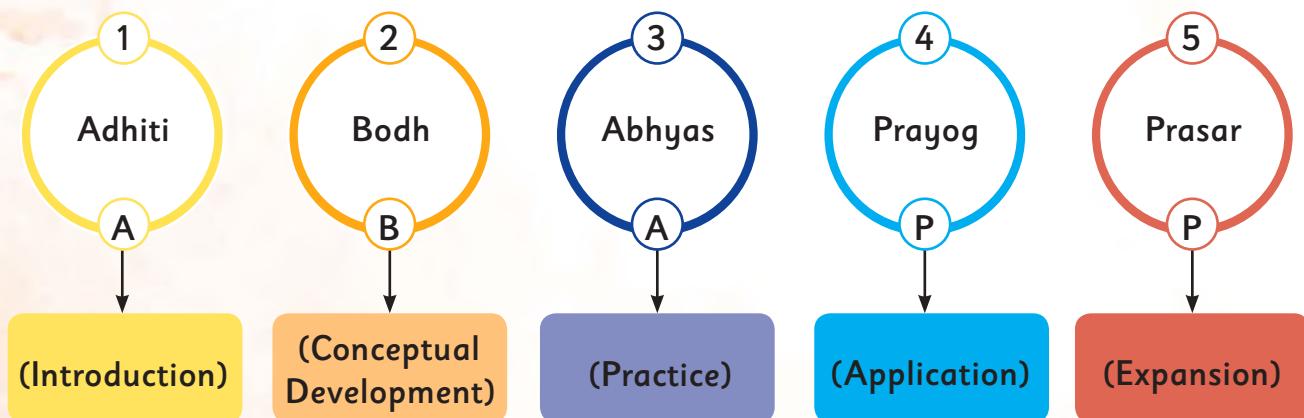
We have prepared this new series based on the directions and guidelines of the National Curriculum Framework (NCF) 2023. It focuses on play-based, activity-based, and experience-based learning while keeping teaching at the center and preparing the material accordingly.

### 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)



#### Based on five domains of development

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

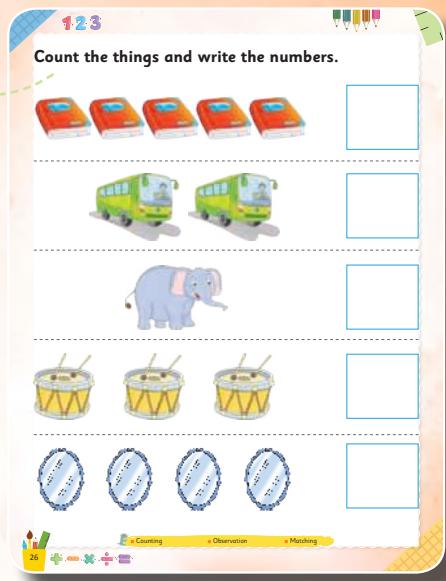
- **Physical development** – Developing motor skills through running, jumping, climbing, throwing, catching, and playing activities.
- **Mental development** – Developing emotional stability, cooperation, and social skills.
- **Cognitive development** – Enhancing the ability to think, recognize, and 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.

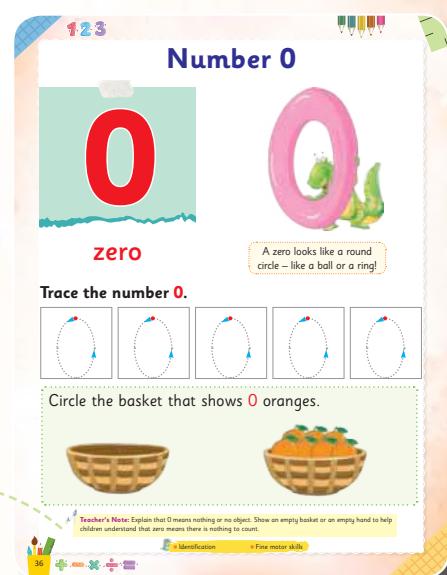
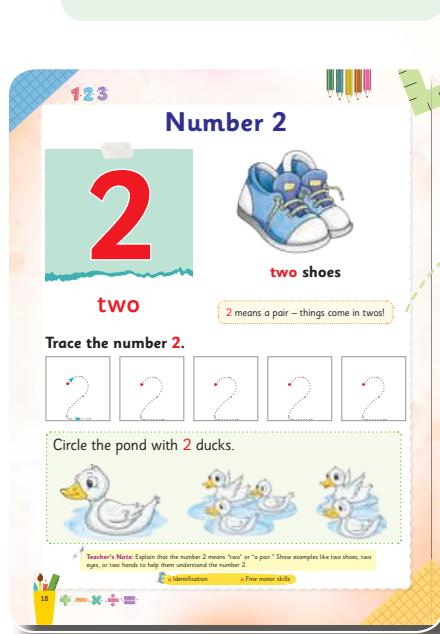
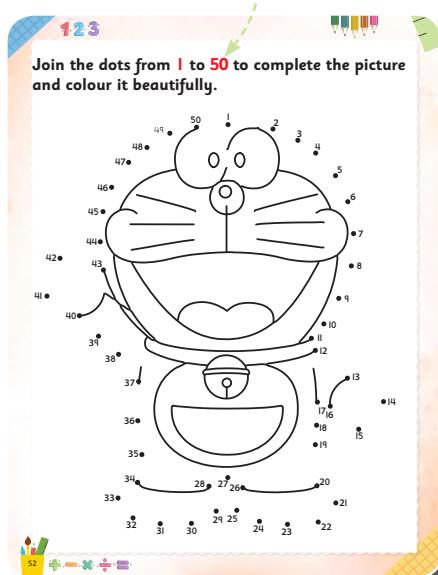
# Key Features



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



Creative task where children colour pictures, helping develop fine motor skills and colour recognition.



Helpful guidance and tips for teachers to effectively deliver lessons and support children's learning.

**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.



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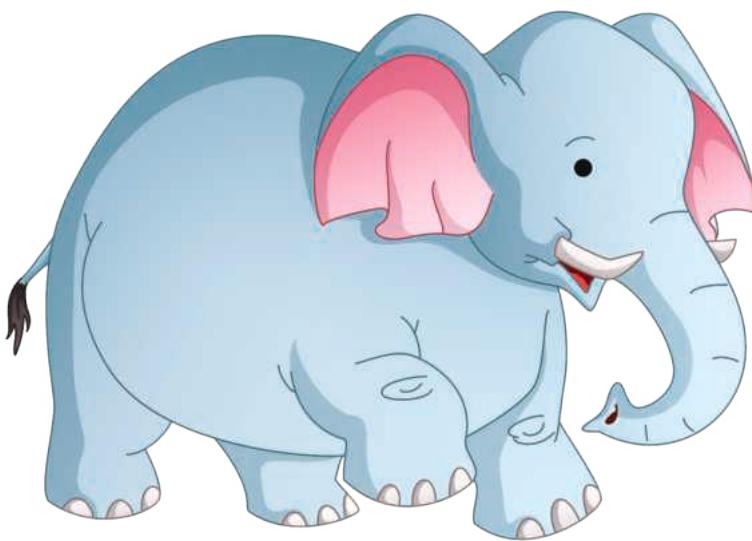
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# Big and Small

Look and say.

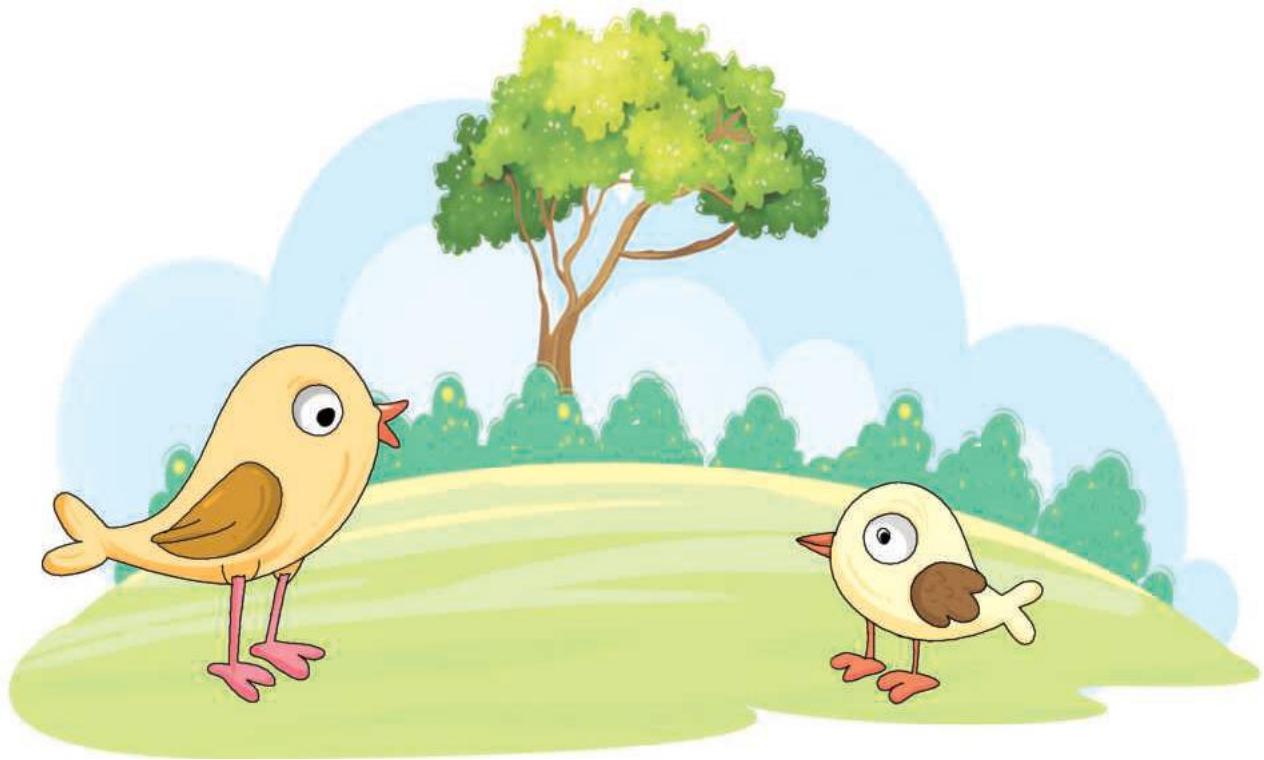


big



small

Circle the big bird and cross the small bird.



Observation

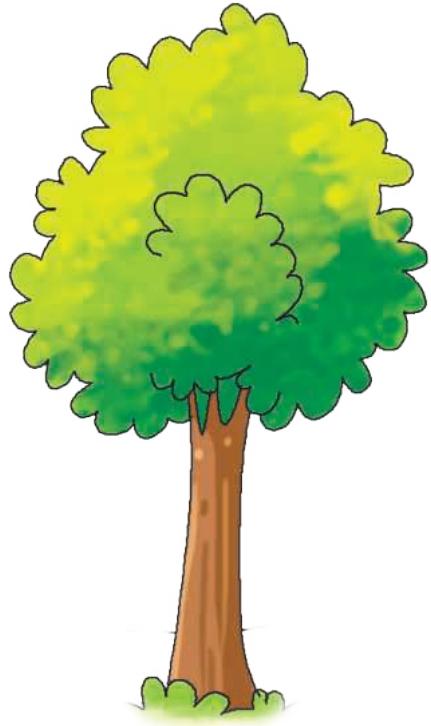
Visual discrimination

Fine motor skills



# Tall and Short

Look and say.



tall



short

Colour the circle beside the tall girl with red and the circle beside the short girl with green.



Observation

Visual discrimination

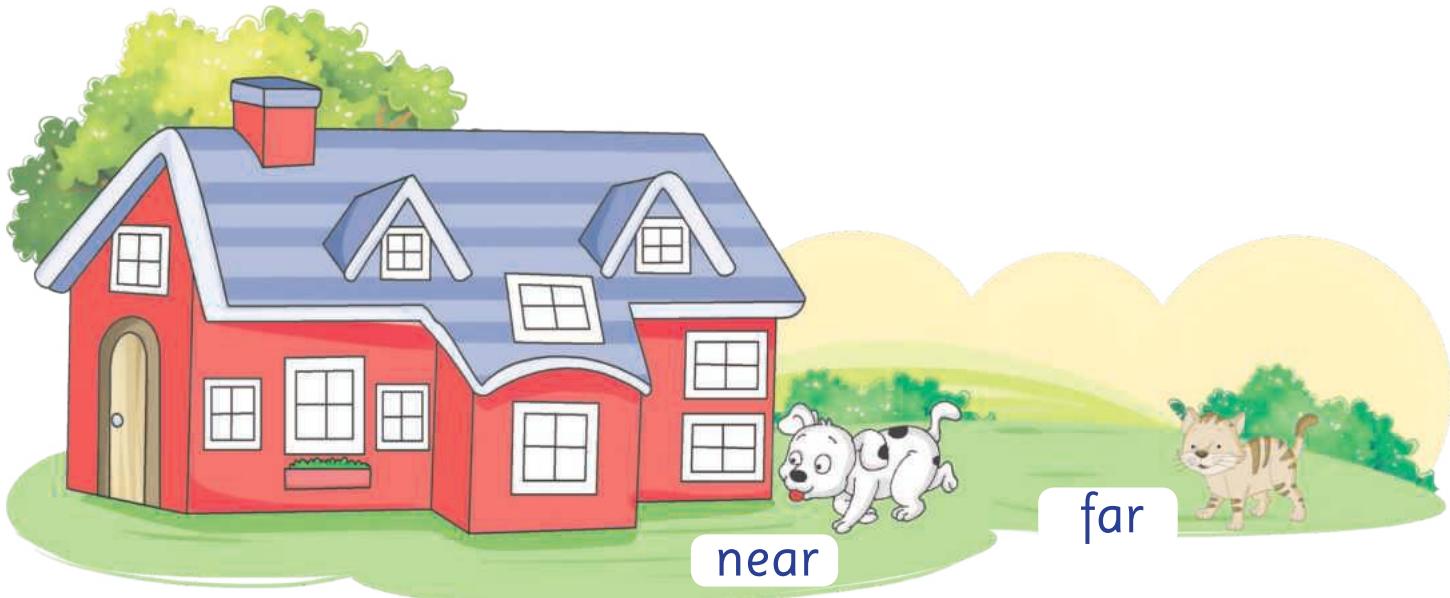
Fine motor skills





# Near and Far

Look and say.



Tick (✓) the bowl that is near the cat and cross (✗) the bowl that is far from the cat.



Observation

Visual discrimination

Fine motor skills



# Full and Empty

Look and say.

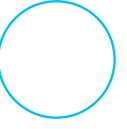
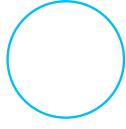


full



empty

Colour the circle near the empty glass **orange** and near the full glass **blue**.



Observation

Visual discrimination

Fine motor skills



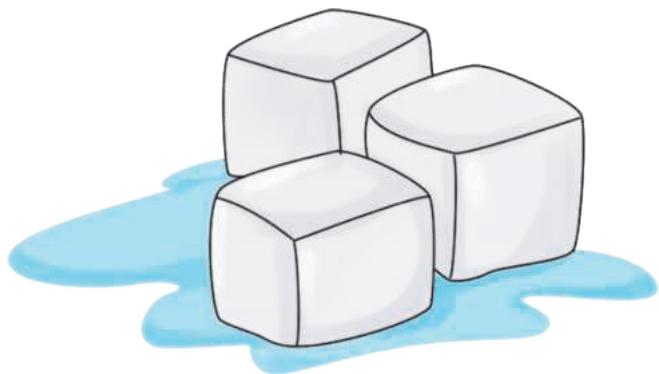
1 2 3

# Hot and Cold

Look and say.

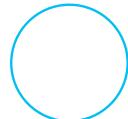


hot



cold

Colour the circle near the hot object **red** and near the cold object **blue**.



Observation

Visual discrimination

Fine motor skills



# Heavy and Light

Look and say.

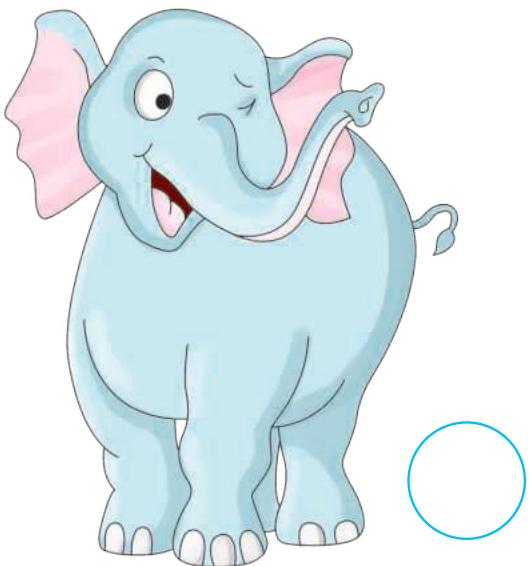


heavy



light

Tick (✓) the heavy animal and cross (✗) the light animal.

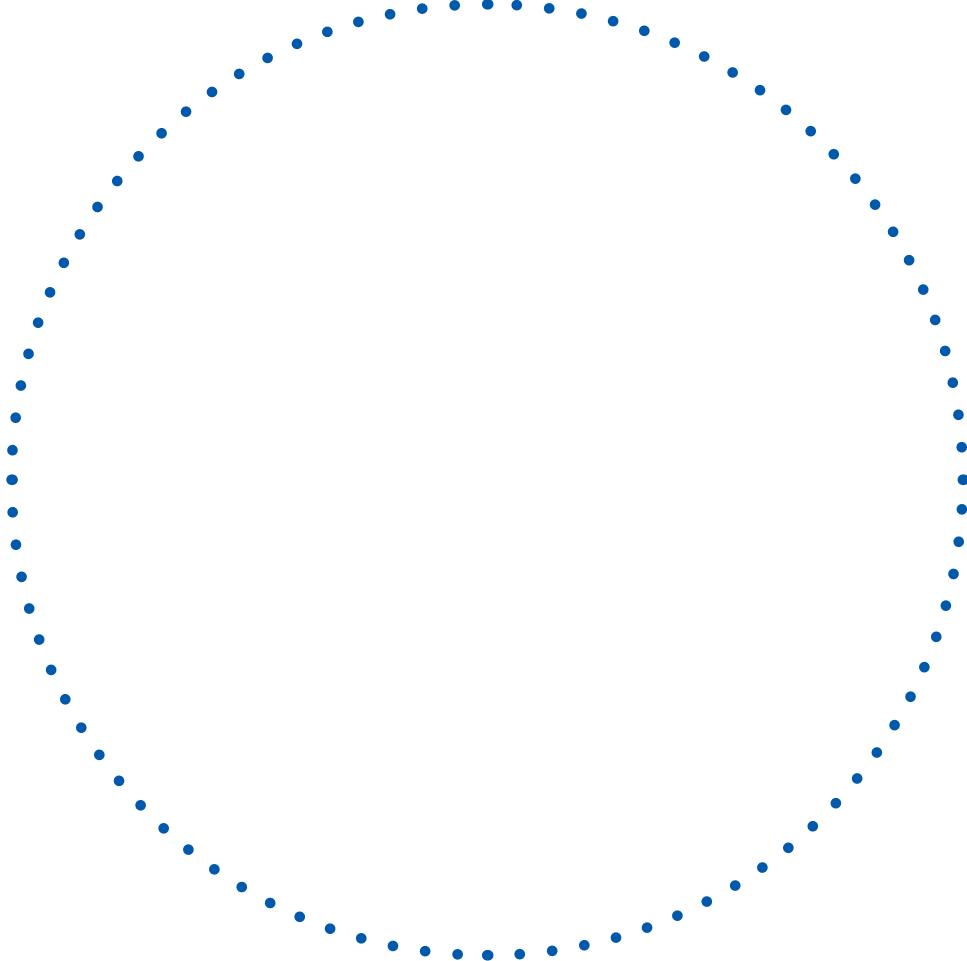




1 2 3

# Circle

This is a **circle**. Trace and colour it.



We can see a circle in these things.



pizza



plate



wheel



Observation

Visual discrimination

Fine motor skills



# Square

This is a **square**. Trace and colour it.



We can see a square in these things.



carrom board



bread



window



Observation

Visual discrimination

Fine motor skills

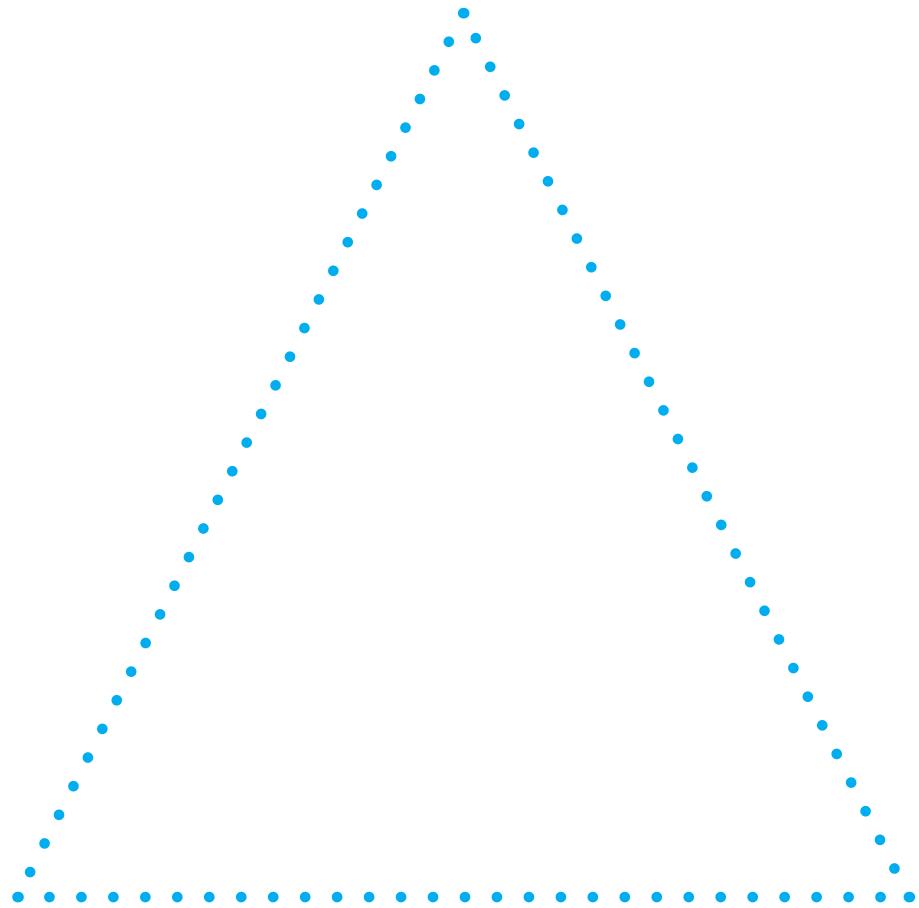




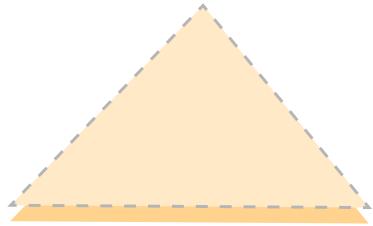
1 2 3

# Triangle

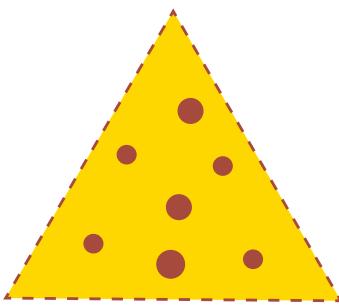
This is a **triangle**. Trace and colour it.



We can see a triangle in these things.



sandwich



nacho



cookie



Observation

Visual discrimination

Fine motor skills





# Rectangle

This is a **rectangle**. Trace and colour it.



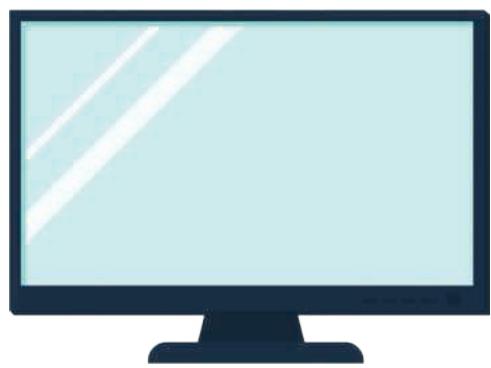
We can see a rectangle in these things.



chocolate



note



T.V.



Observation

Visual discrimination

Fine motor skills

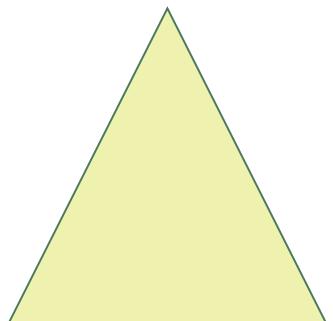
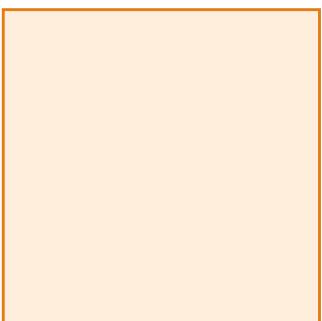
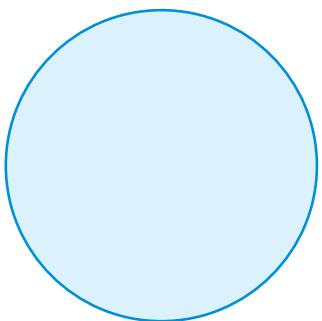
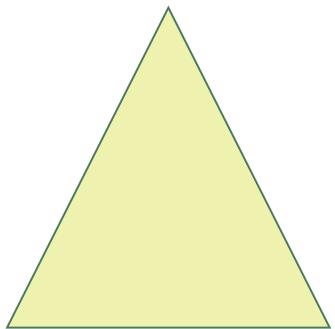
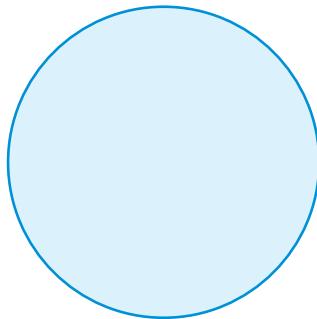




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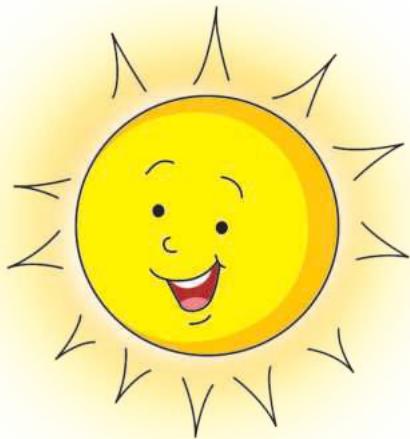
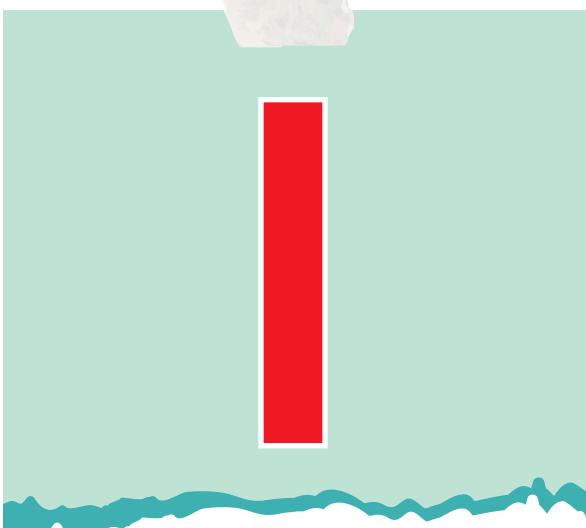
## Activity

Match the same shapes.





# Number 1

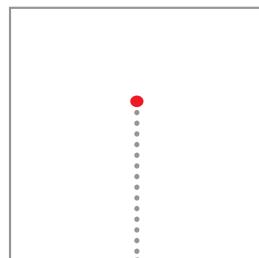
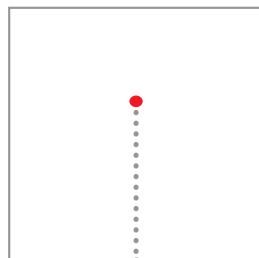
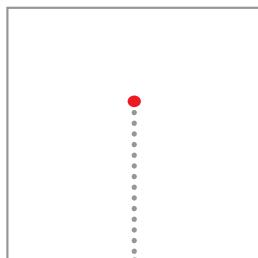
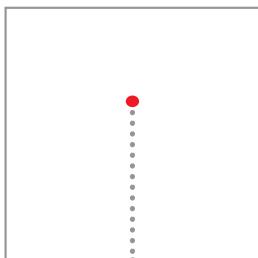
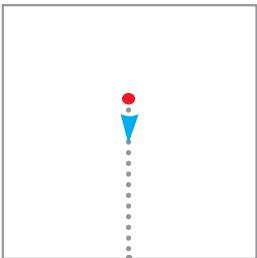


**one sun**

**one**

There is only 1 Sun in the universe.

**Trace the number 1.**



**Colour only 1 circle.**



**Teacher's Note:** Ask children to look around the classroom and name objects that show the number 1.



Identification

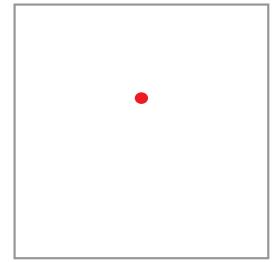
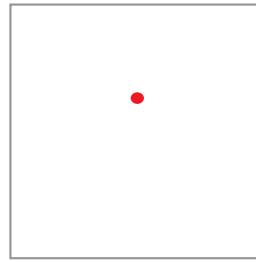
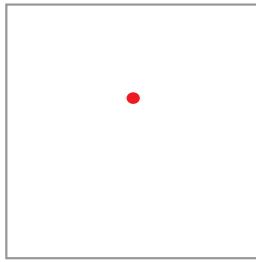
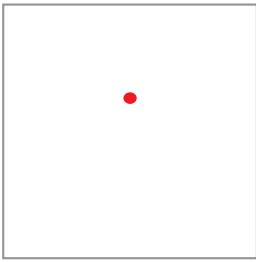
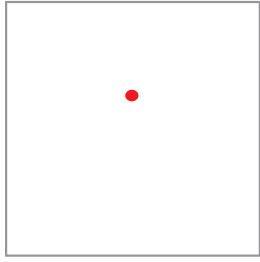
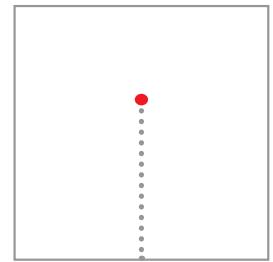
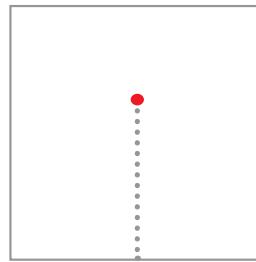
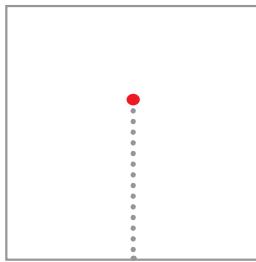
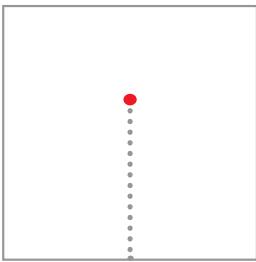
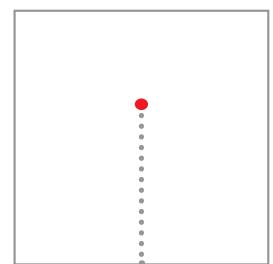
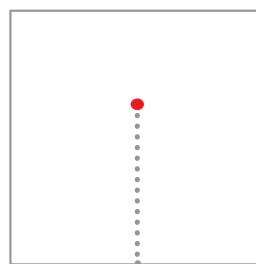
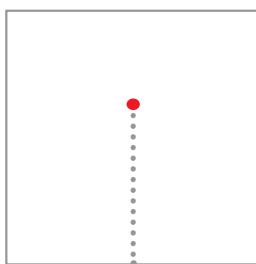
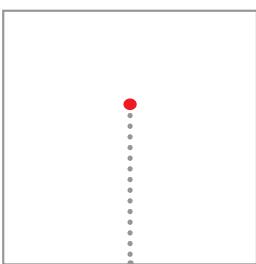
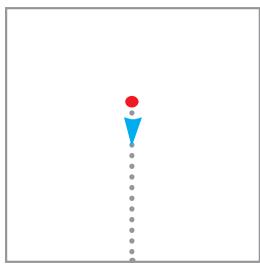
Fine motor skills



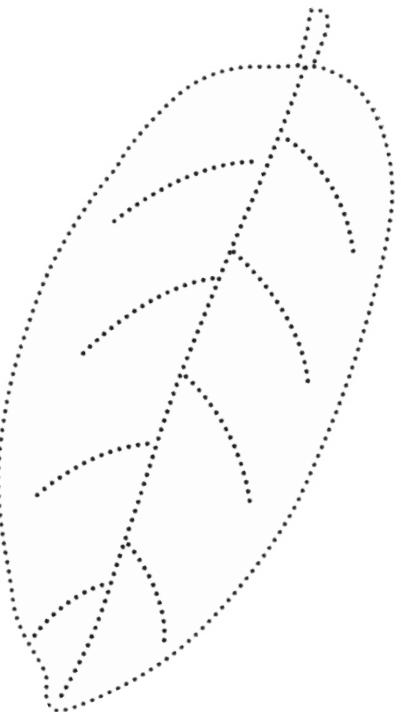


1 2 3

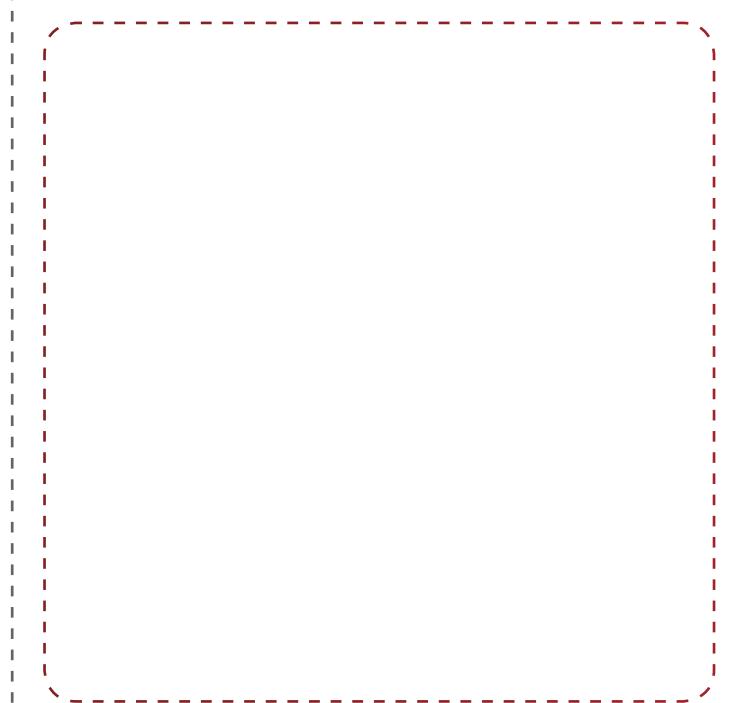
## Trace and write the number 1.



Join the dots and colour the picture.



Paste 1(one) ice-cream stick/straw here.





# Number 2

2

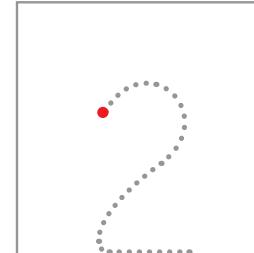
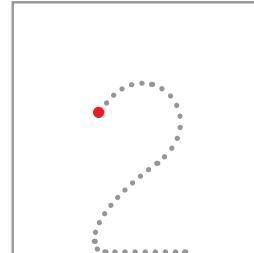
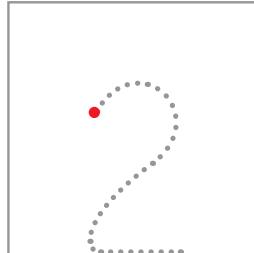
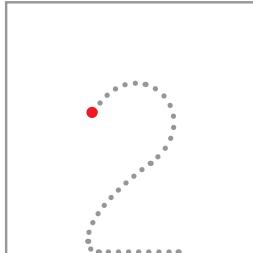
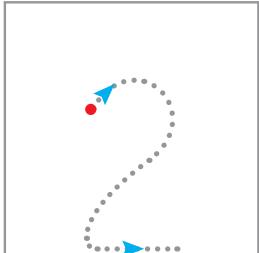


**two shoes**

**two**

2 means a pair – things come in twos!

**Trace the number 2.**



Circle the pond with **2** ducks.



**Teacher's Note:** Explain that the number 2 means “two” or “a pair.” Show examples like two shoes, two eyes, or two hands to help them understand the number 2.



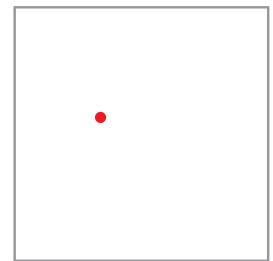
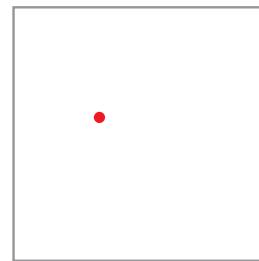
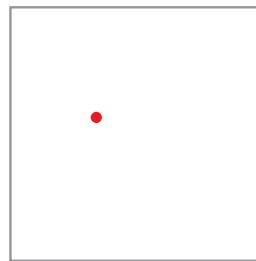
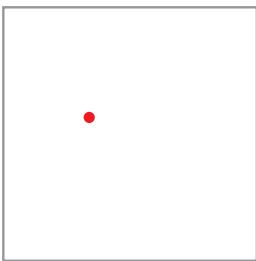
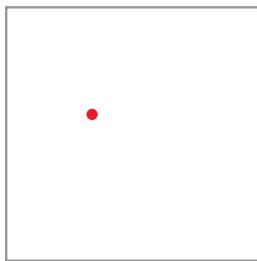
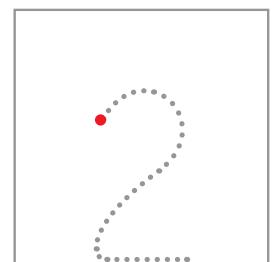
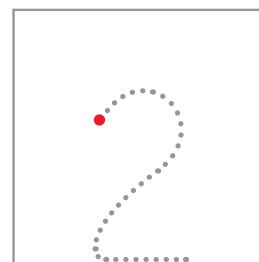
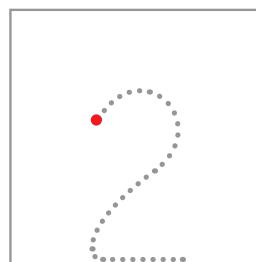
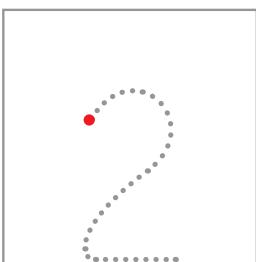
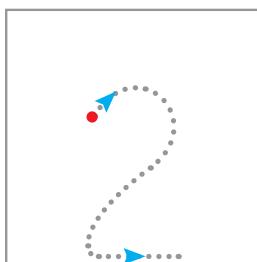
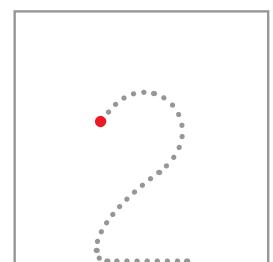
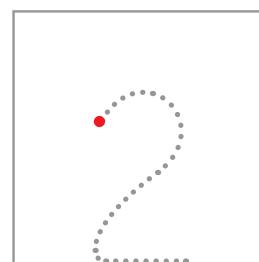
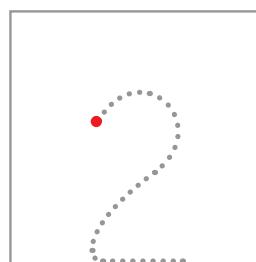
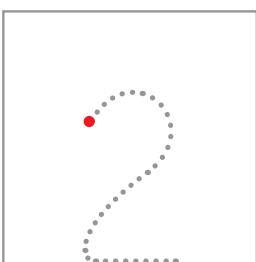
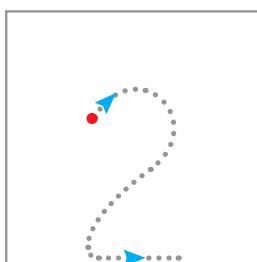
Identification

Fine motor skills

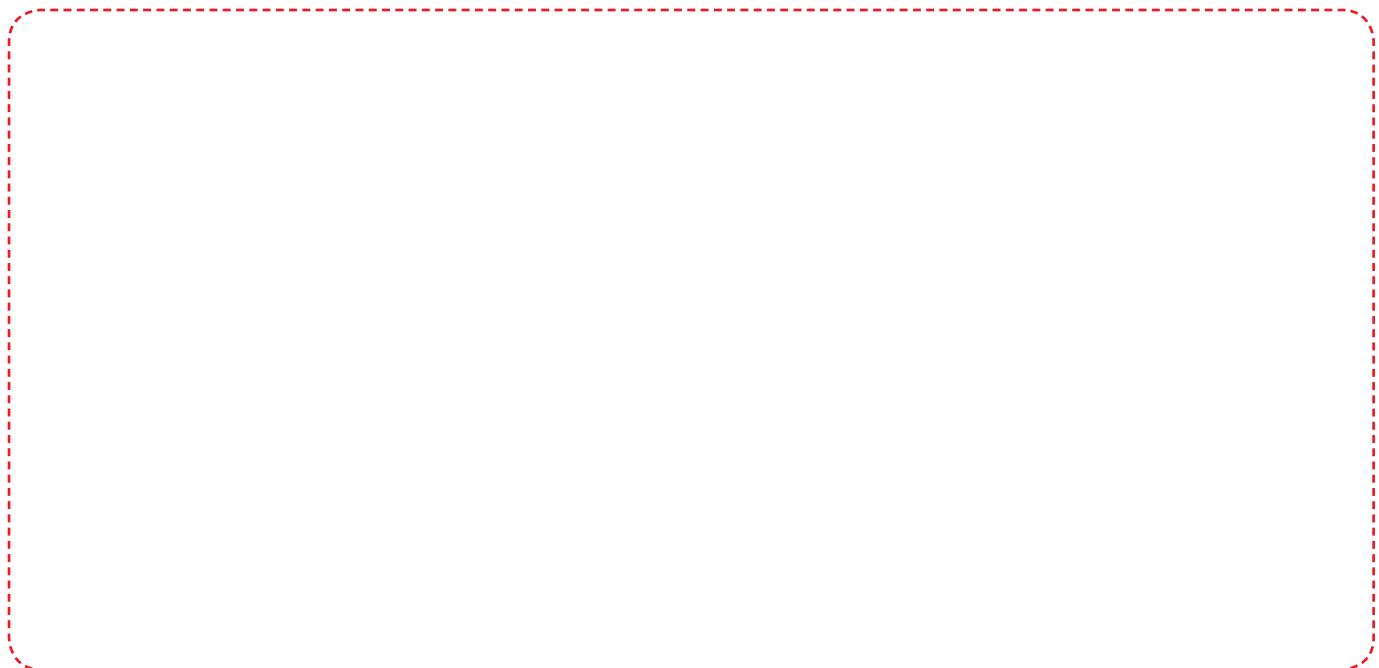


1 2 3

**Trace and write the number 2.**



**Make your handprint here. How many hands do you have?**

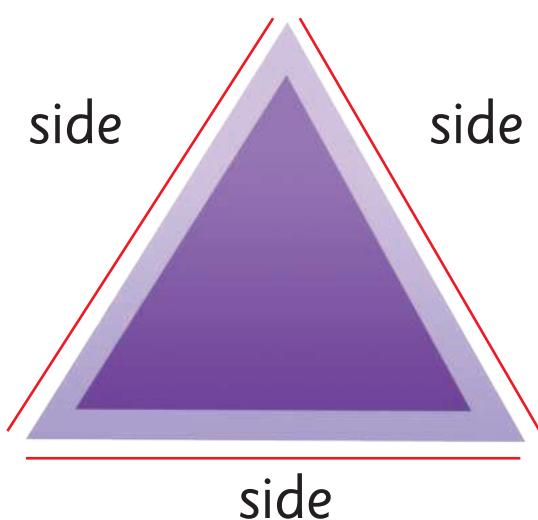




# Number 3



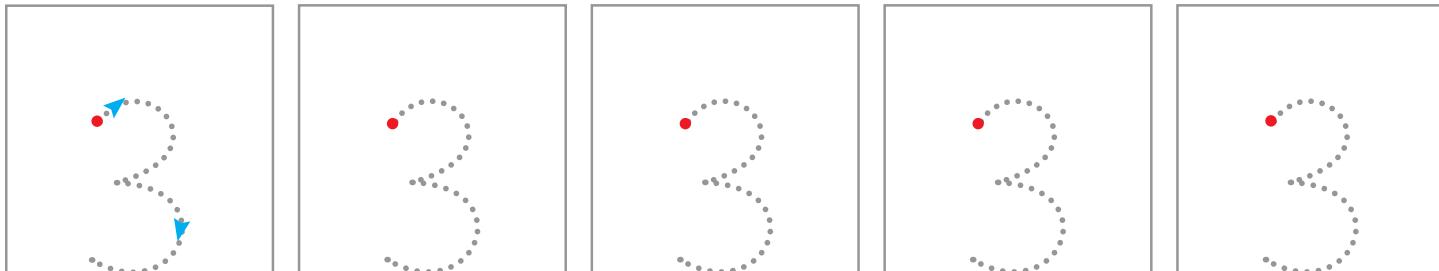
three



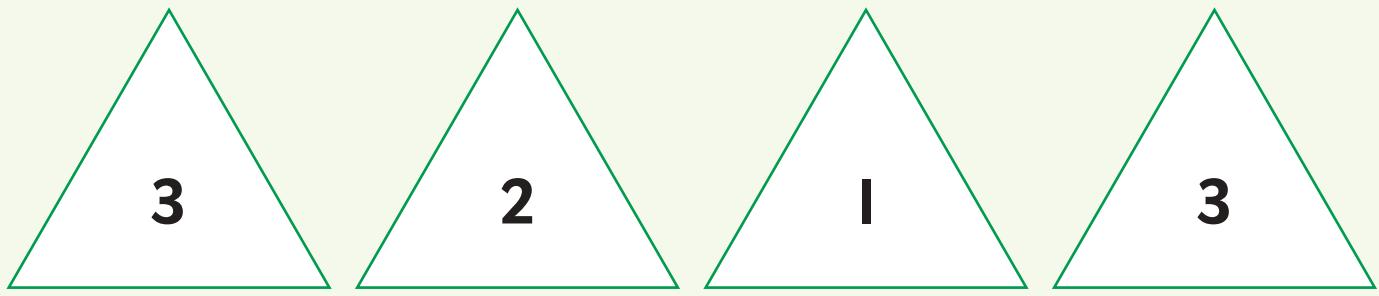
**three sides**

A triangle has 3 sides – pointy and neat!

Trace the number 3.



Colour the triangles having number 3.



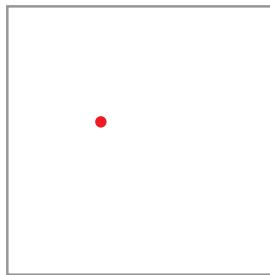
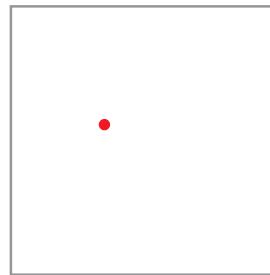
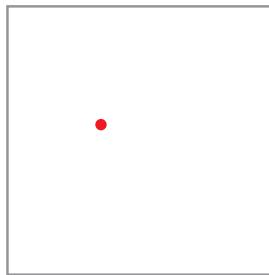
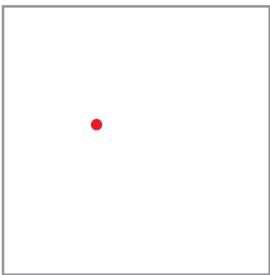
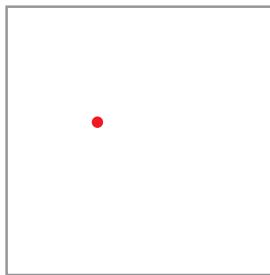
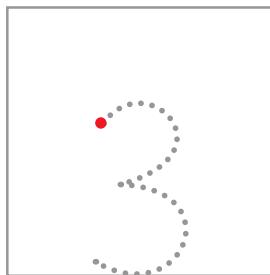
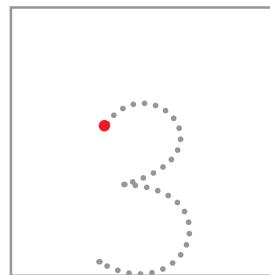
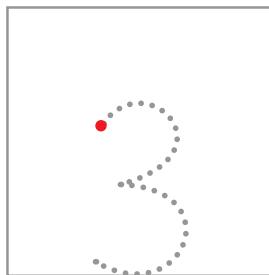
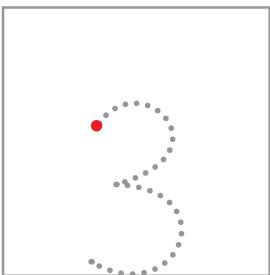
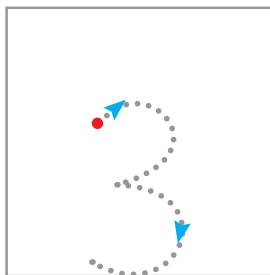
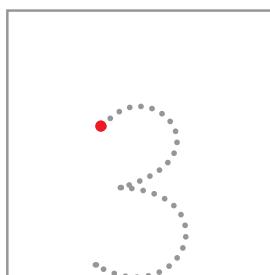
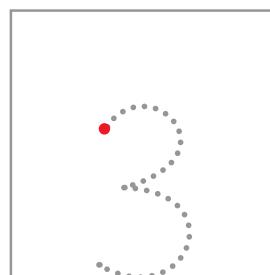
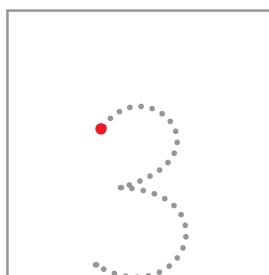
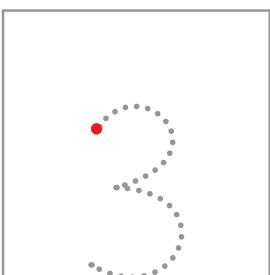
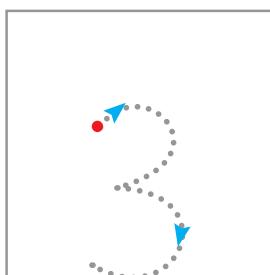
**Teacher's Note:** Explain that the number 3 means a group of three things. Show examples like three pencils, three balloons, or three apples to help children understand the number 3.





1 2 3

Trace and write the number 3.



Count the pictures and circle the correct number.



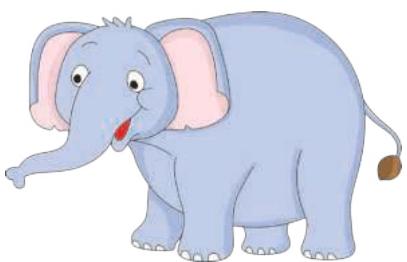
3



1



2



1

2

3



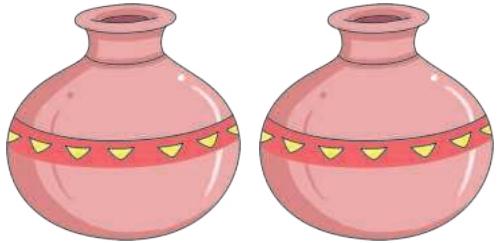
2



1



3



1

3

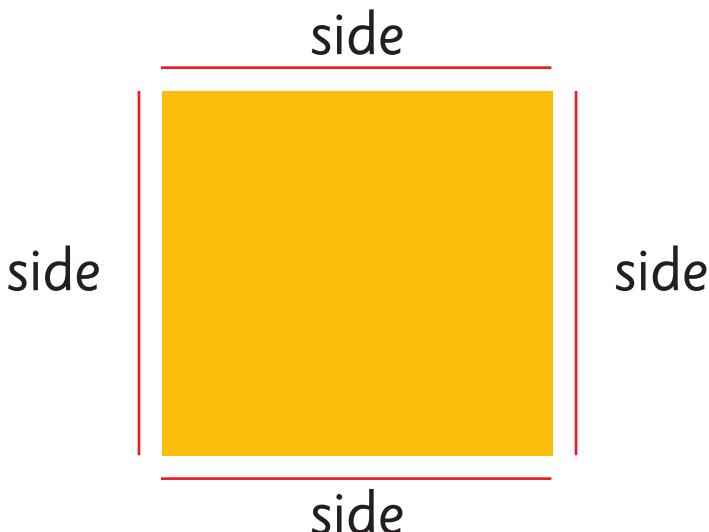
2



# Number 4



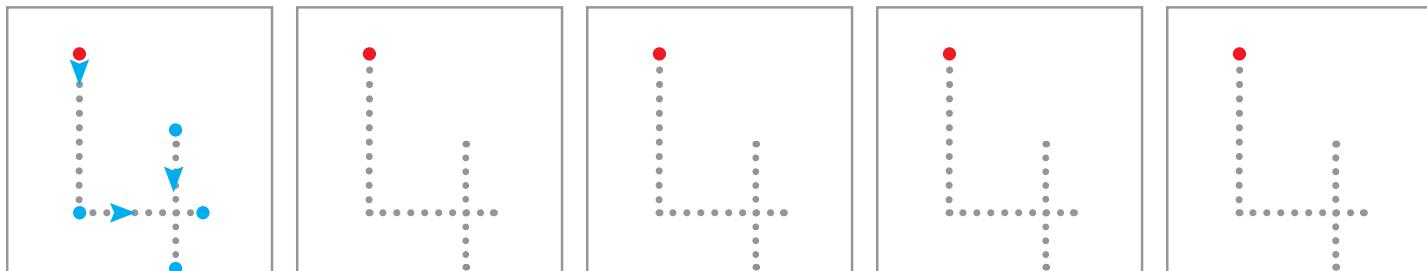
four



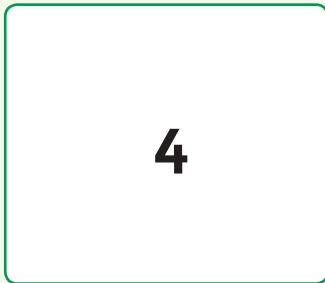
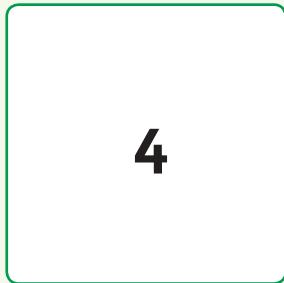
**four sides**

A square has 4 sides – equal and fair!

Trace the number 4.



Colour the squares having number 4.



**Teacher's Note:** Explain that the number 4 means a group of four things. Show examples like four crayons, four fingers, or four wheels to help children understand the number 4.



Identification

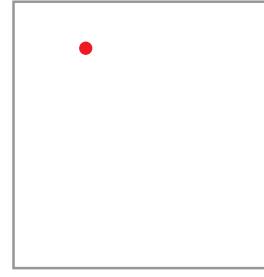
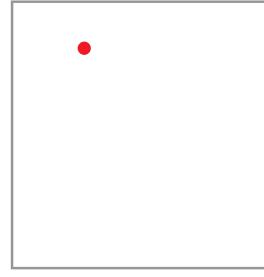
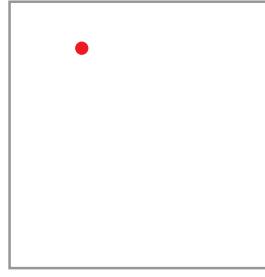
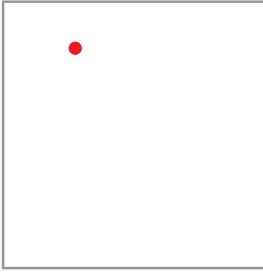
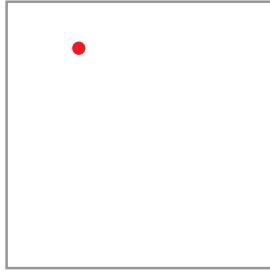
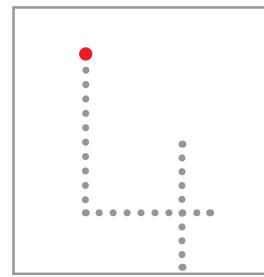
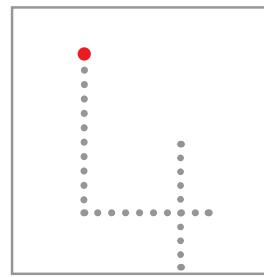
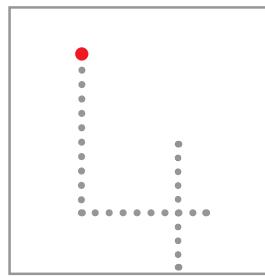
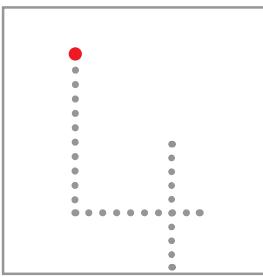
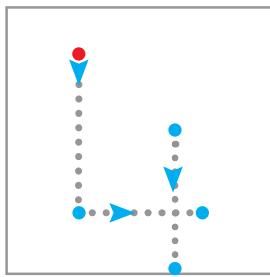
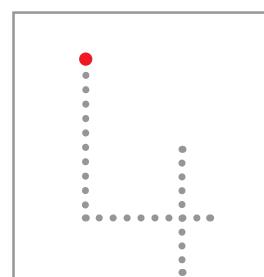
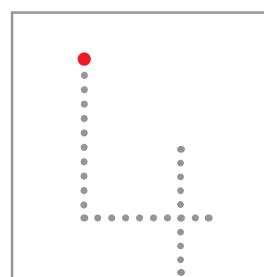
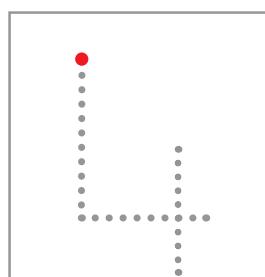
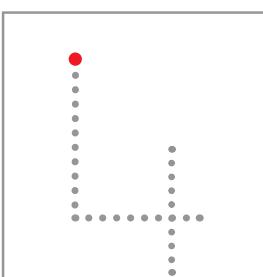
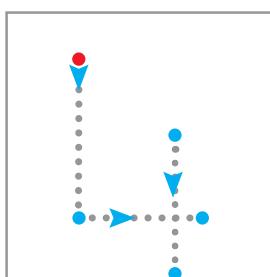
Fine motor skills





1 2 3

## Trace and write the number 4.



## Circle the sets that have 4 objects.

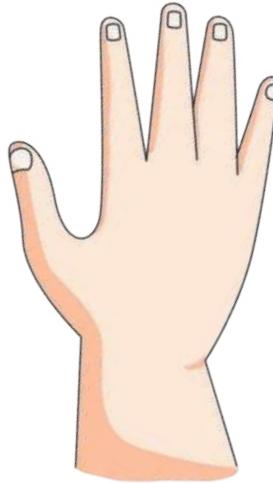




# Number 5

# 5

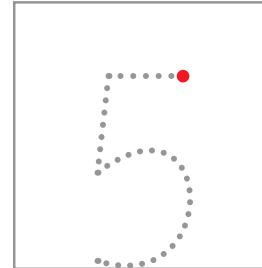
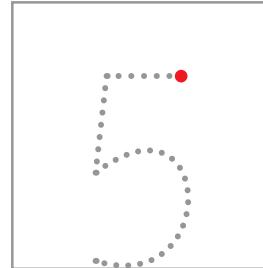
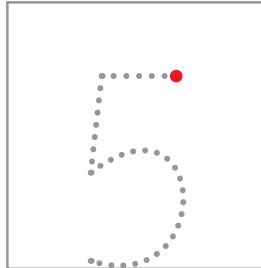
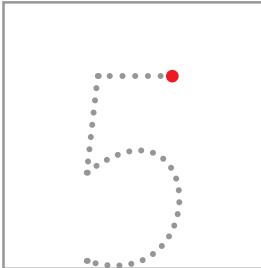
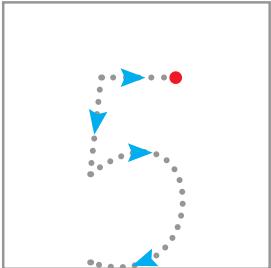
# five



**five fingers**

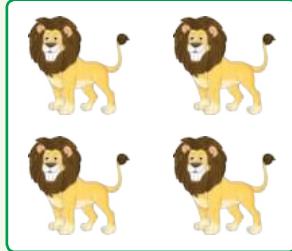
We have 5 fingers on one hand!

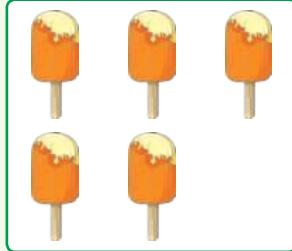
**Trace the number 5.**



**Tick (✓) the groups that have **five** objects each.**







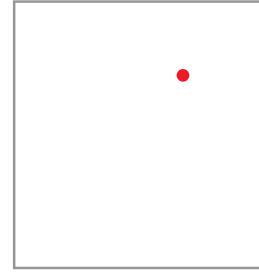
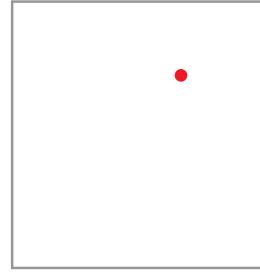
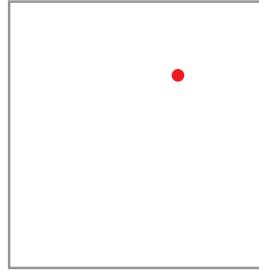
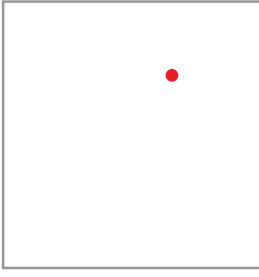
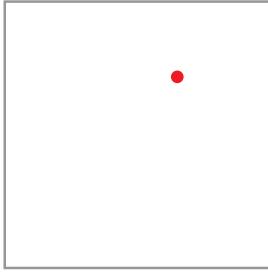
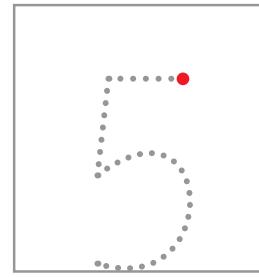
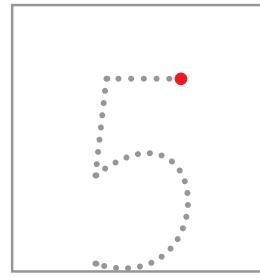
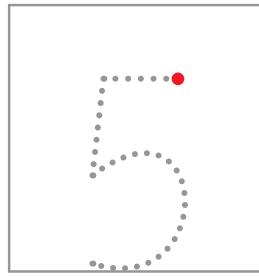
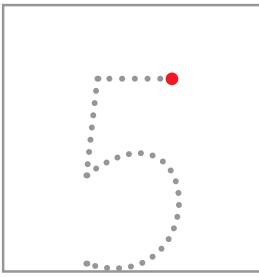
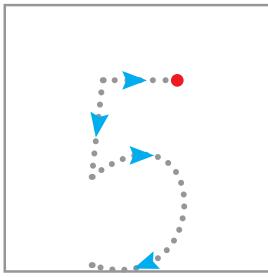
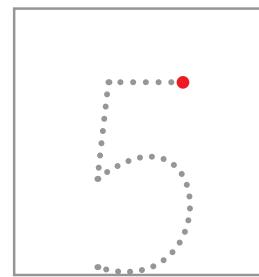
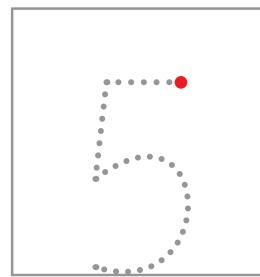
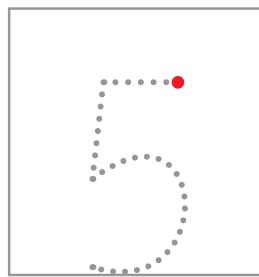
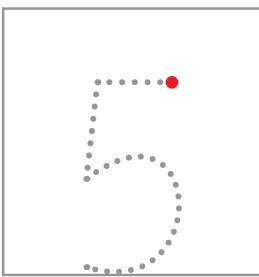
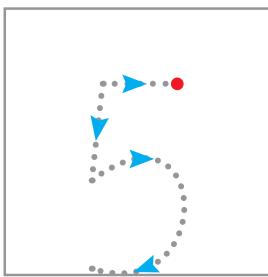


**Teacher's Note:** Ask children to count and point out sets of five around them. Use real-life examples like five toes, five pencils, or five flowers to reinforce the concept of the number 5.

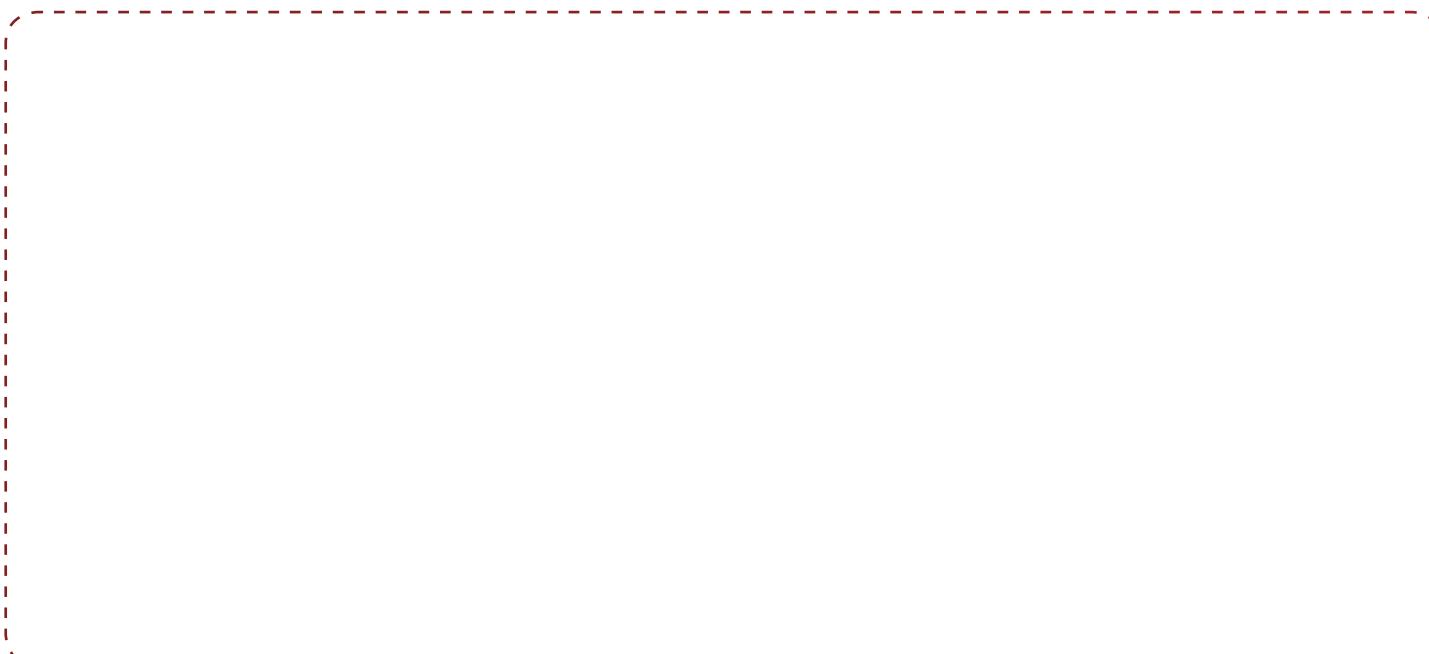


1 2 3

Trace and write the number 5.



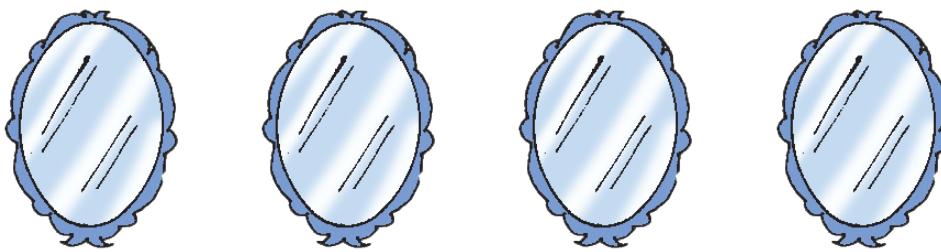
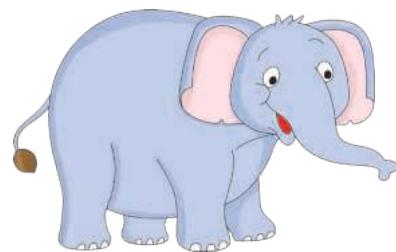
Make 5 fingerprints here. How many fingers do you have in each hand?





## Activity

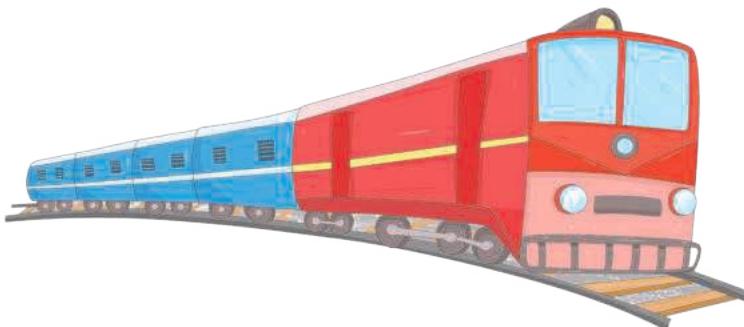
Count the things and write the numbers.



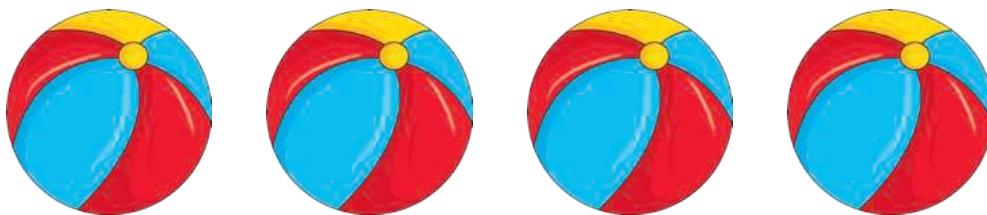


1 2 3

Count the things and circle the correct number for each set.



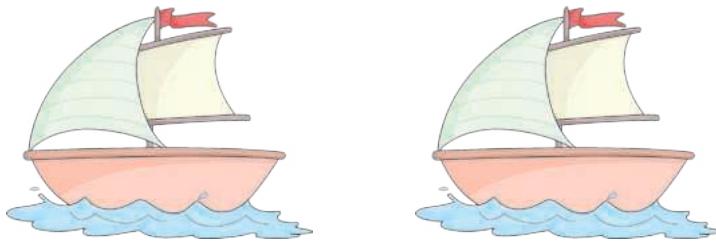
2 3 1



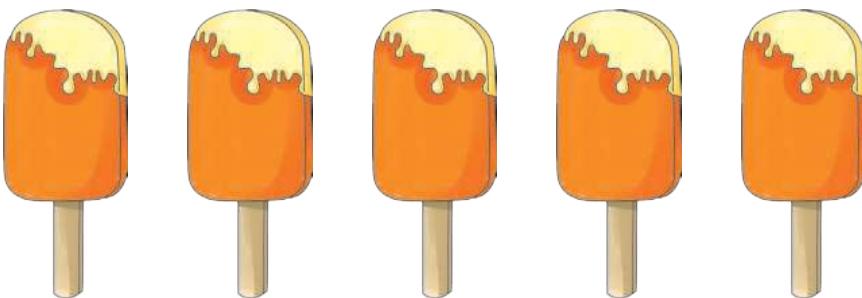
4 3 2



2 3 5



4 2 5



4 5 2



Observation

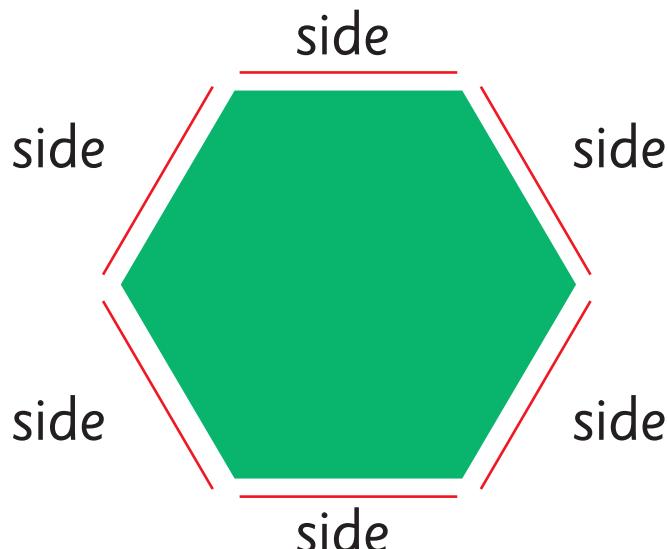
Visual discrimination

Fine motor skills





# Number 6

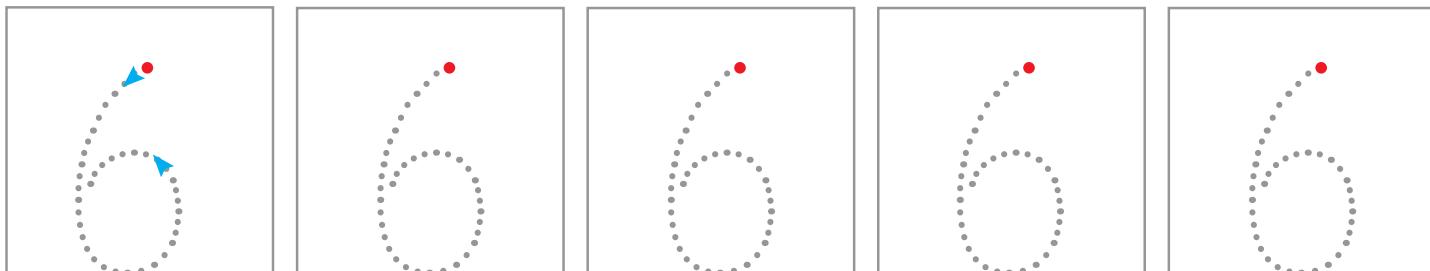


**six sides**

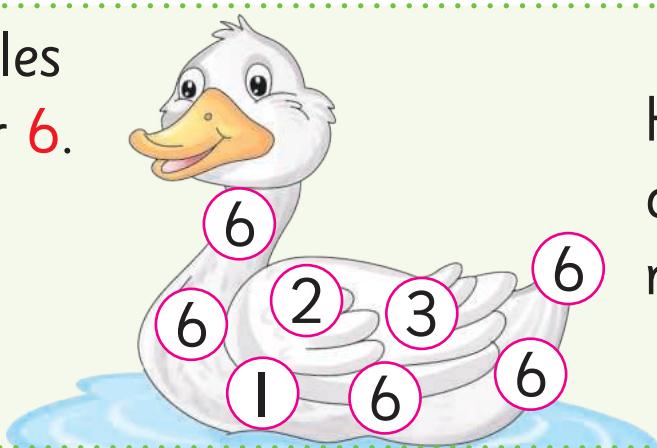
**six**

A hexagon has 6 sides – strong and long!

**Trace the number 6.**



Colour the circles having number 6.



How many circles are with number 6?



**Teacher's Note:** Help children understand the number 6 by showing them groups of six objects. Use examples like six blocks, six buttons, or six books. Encourage them to count and create their own sets of six.



Identification

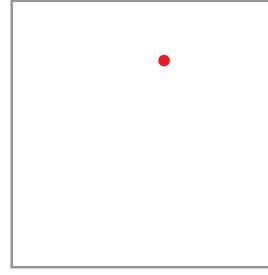
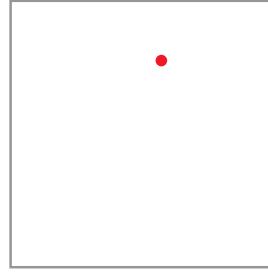
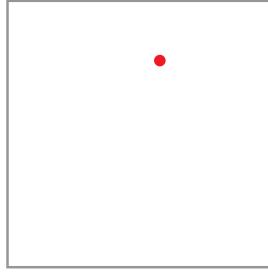
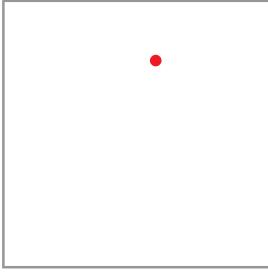
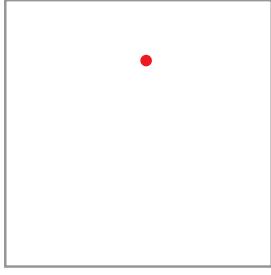
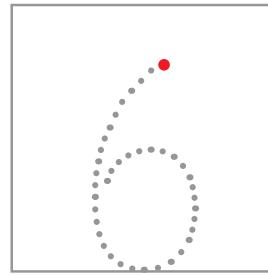
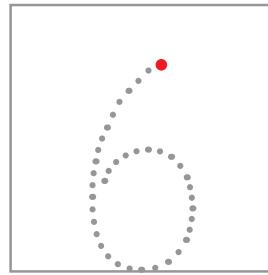
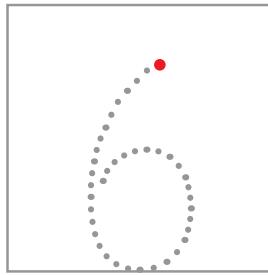
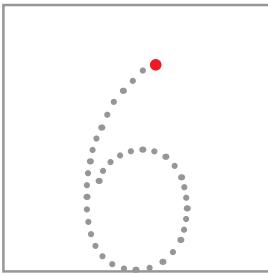
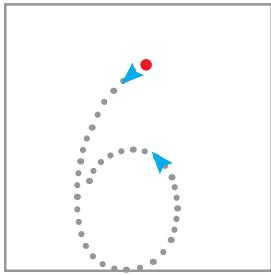
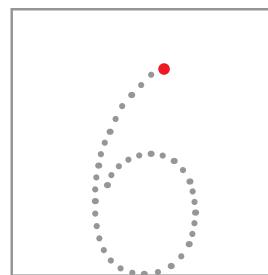
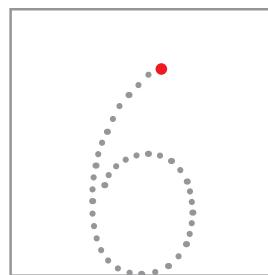
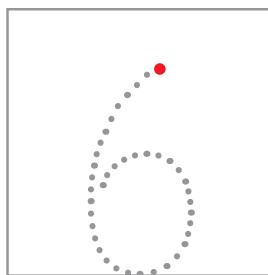
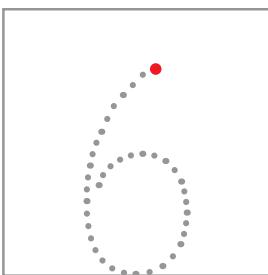
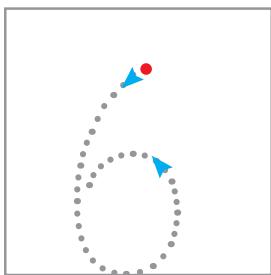
Fine motor skills





1 2 3

Trace and write the number 6.



Count the objects in each row. Colour the circles with the correct number.



5 6



5 3



4 3



3 2



# Number 7



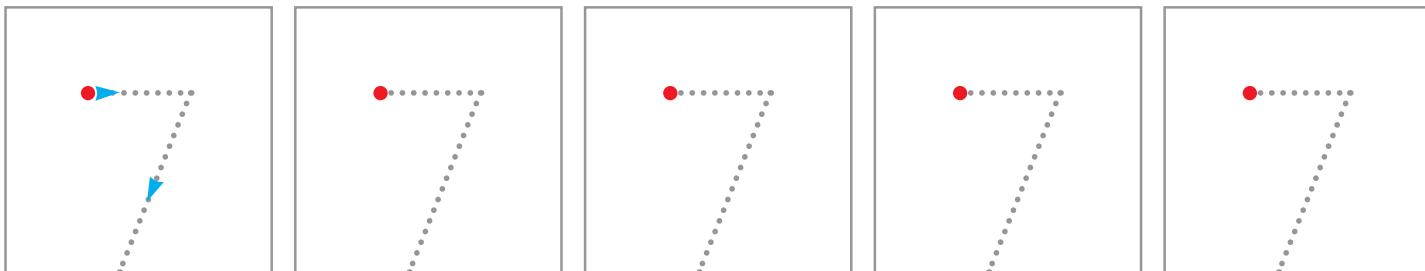
## Seven



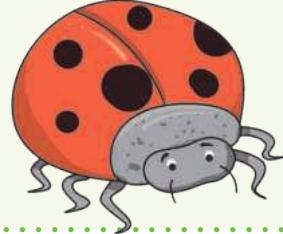
**seven colours**

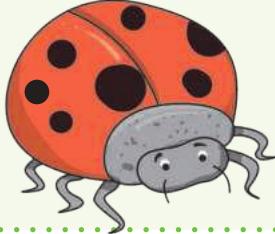
A rainbow has 7 colours!

Trace the number 7.



Tick (✓) the bug which has 7 dots and write the number in the box.







**Teacher's Note:** Introduce the number 7 by asking children to count everyday items like seven leaves, seven stars, or seven spoons. Encourage them to form groups of seven using classroom objects.



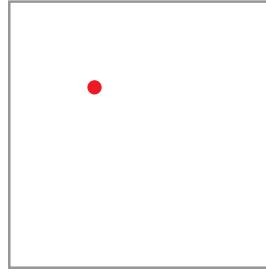
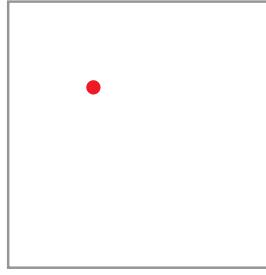
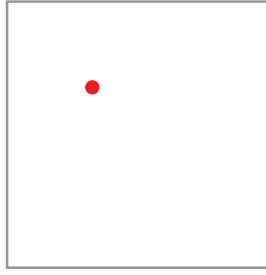
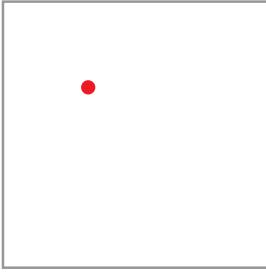
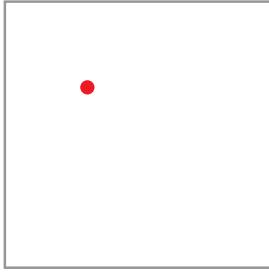
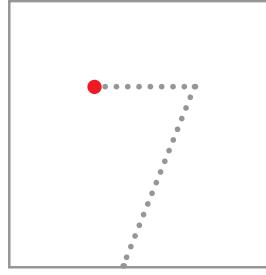
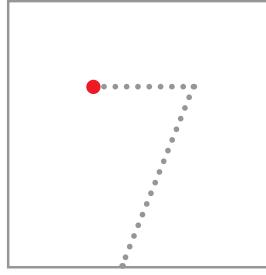
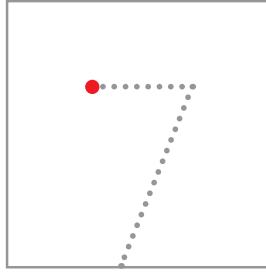
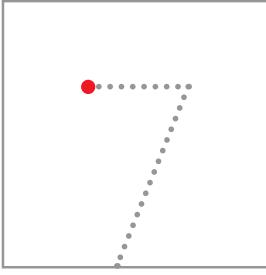
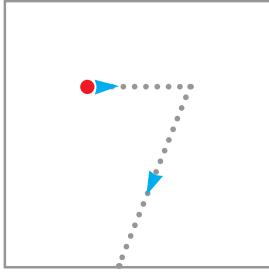
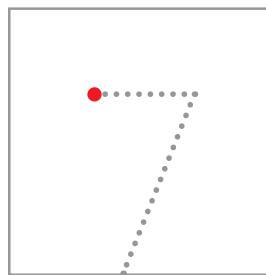
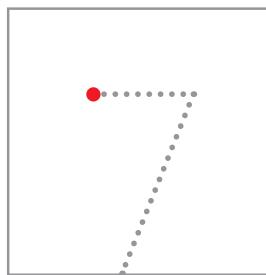
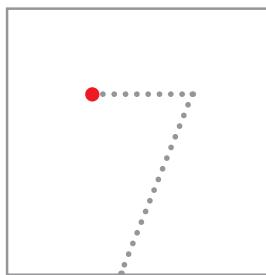
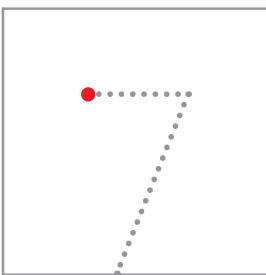
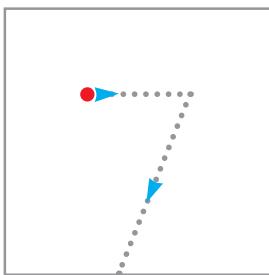
Identification

Fine motor skills



1 2 3

Trace and write the number 7.



Count the objects and write the number in each set.

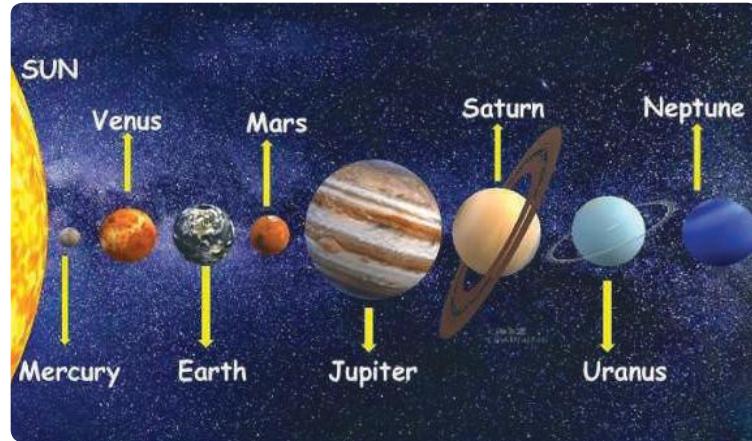




# Number 8



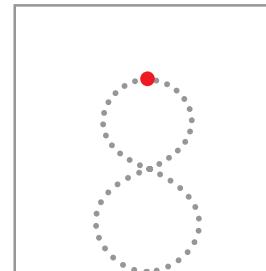
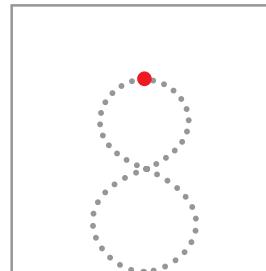
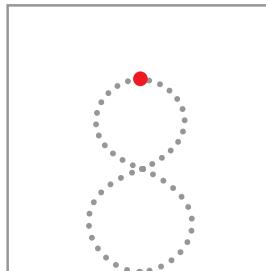
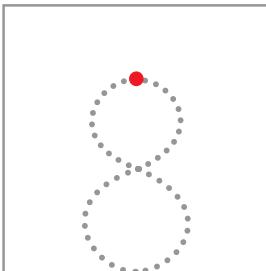
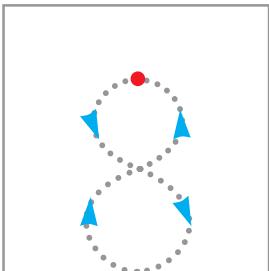
eight



eight planets

There are 8 planets in the solar system!

Trace the number 8.



Circle only 8 balls.



**Teacher's Note:** Teach the number 8 by helping children count objects like eight crayons, eight flowers, or eight blocks. Let them make groups and count sets of eight to build number sense.



Identification

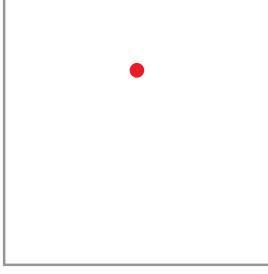
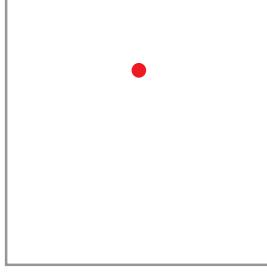
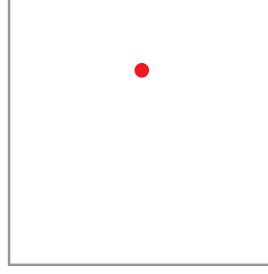
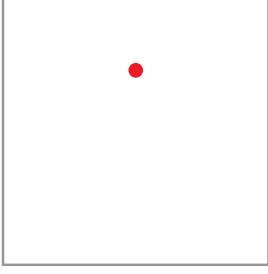
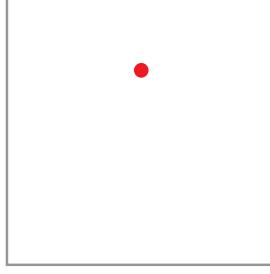
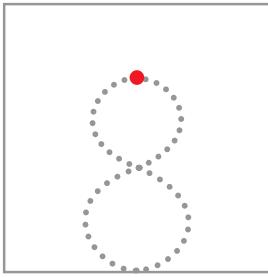
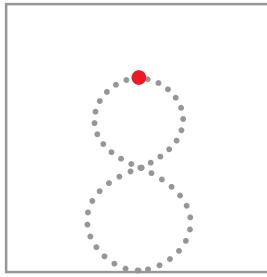
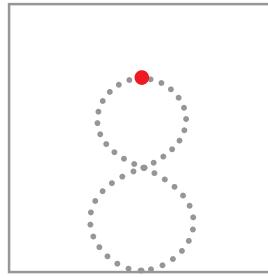
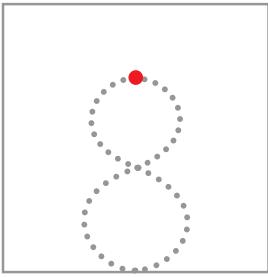
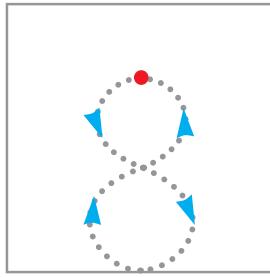
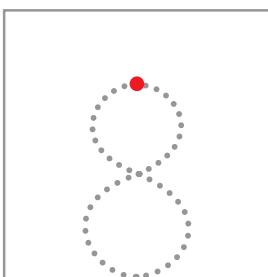
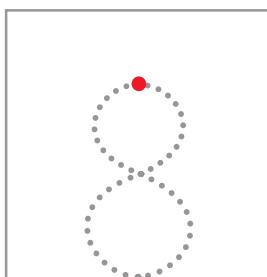
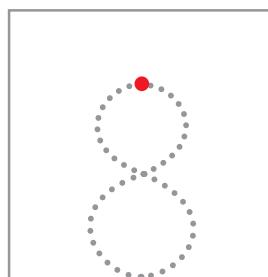
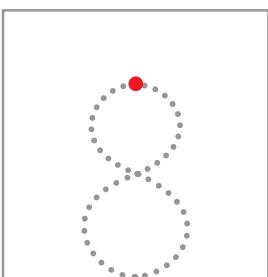
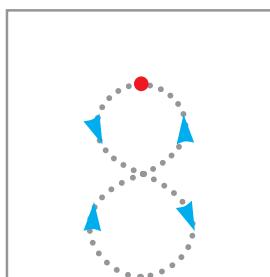
Fine motor skills





1 2 3

## Trace and write the number 8.



Find and colour the boxes with numbers 8 in the given grid.

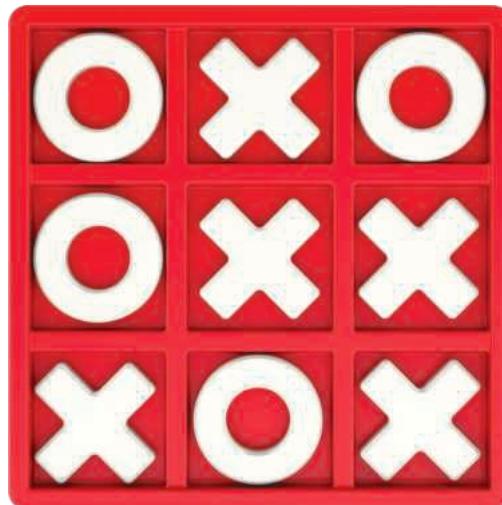
|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 6 | 7 | 8 | 2 | 1 | 3 |
| 2 | 5 | 4 | 8 | 4 | 8 |
| 4 | 5 | 8 | 4 | 6 | 8 |
| 8 | 5 | 4 | 8 | 4 | 5 |
| 6 | 8 | 5 | 5 | 8 | 4 |
| 8 | 5 | 5 | 8 | 3 | 8 |



# Number 9



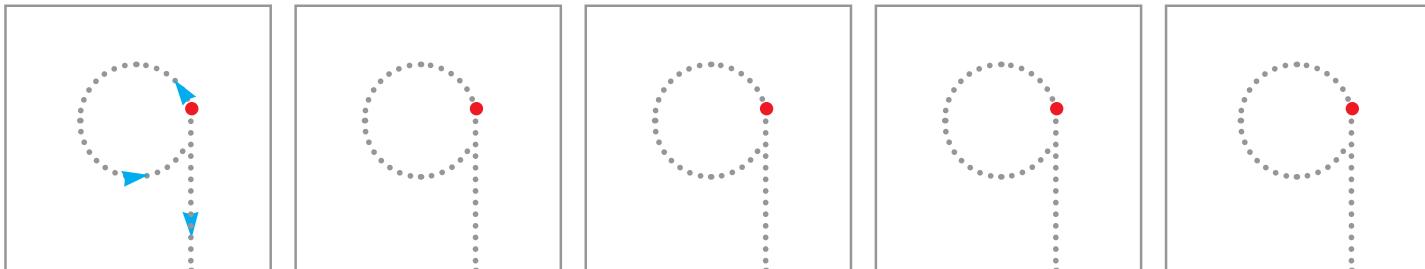
nine



nine squares

A tic-tac-toe grid has nine squares.

Trace the number 9.



Tick (✓) the butterfly with 9 dots.



**Teacher's Note:** Introduce the number 9 by using examples like nine balls, nine pencils, or nine butterflies. Encourage children to count aloud and arrange items in a group of nine to reinforce the concept.



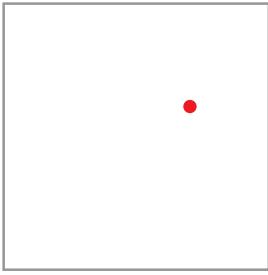
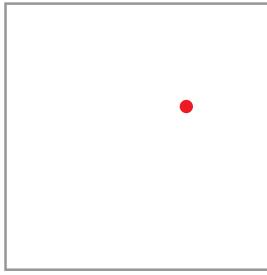
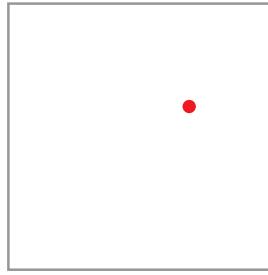
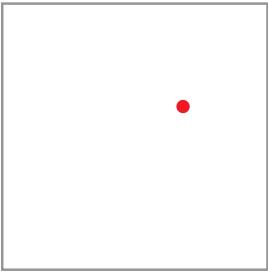
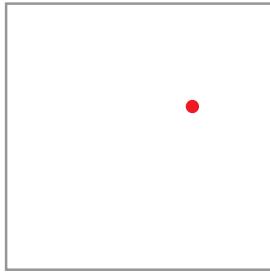
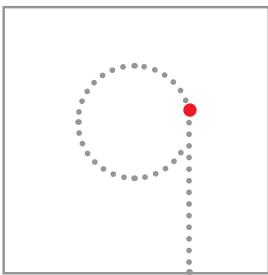
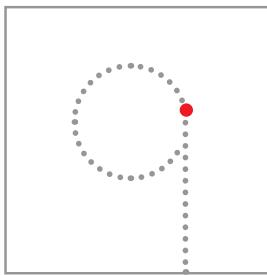
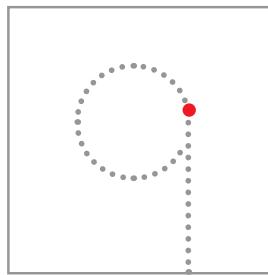
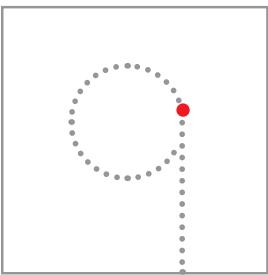
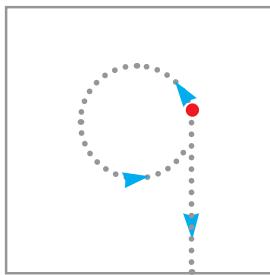
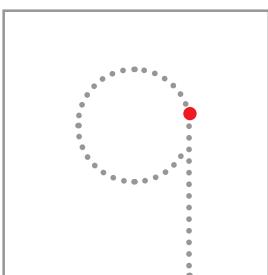
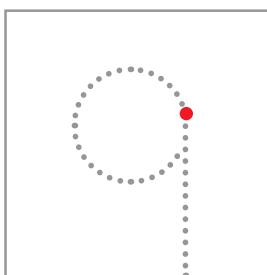
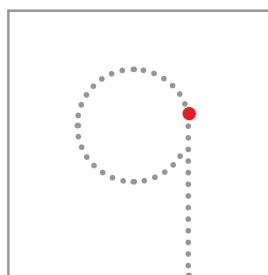
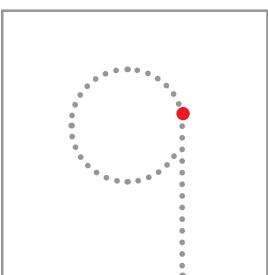
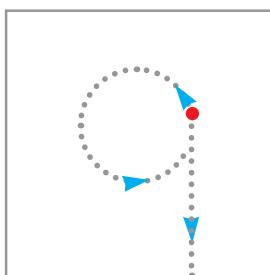
Identification

Fine motor skills

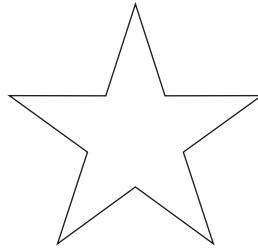
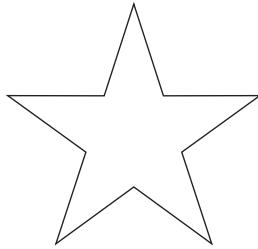
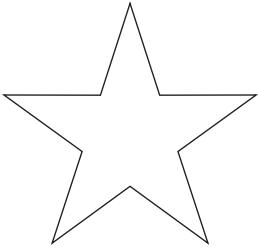
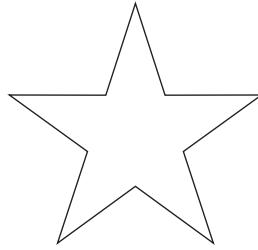
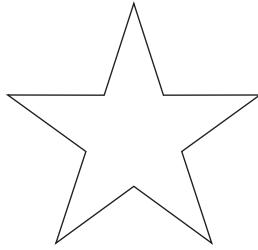
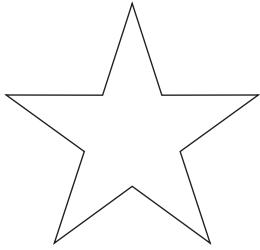
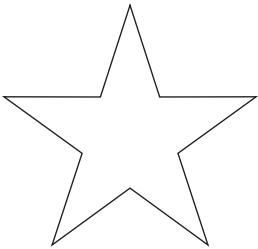
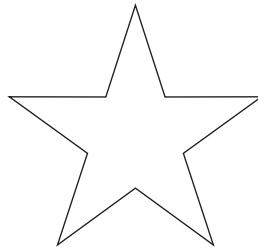
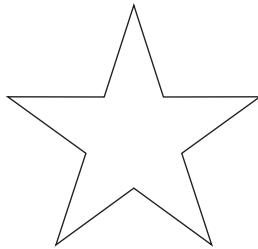
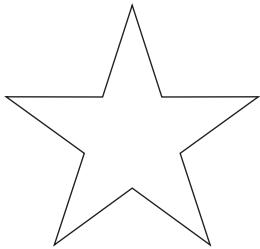




# Trace and write the number 9.

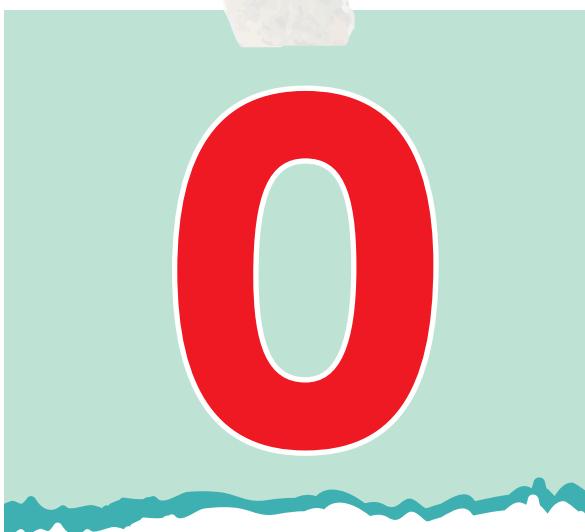


# Colour only 9 stars with different colours.





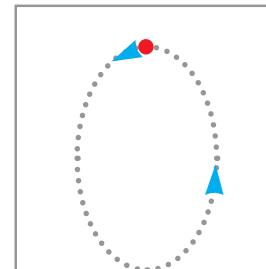
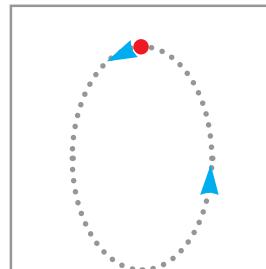
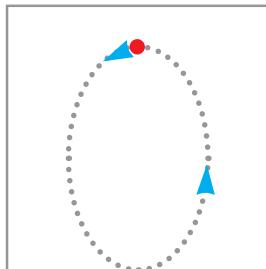
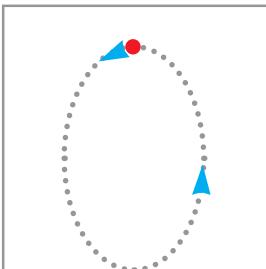
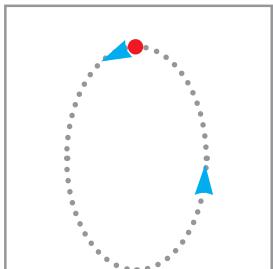
# Number 0



**zero**

A zero looks like a round circle – like a ball or a ring!

**Trace the number 0.**



Circle the basket that shows 0 oranges.



**Teacher's Note:** Explain that 0 means nothing or no object. Show an empty basket or an empty hand to help children understand that zero means there is nothing to count.



Identification

Fine motor skills

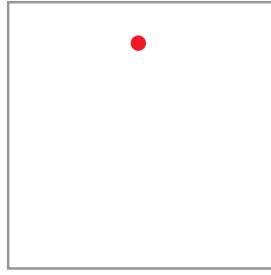
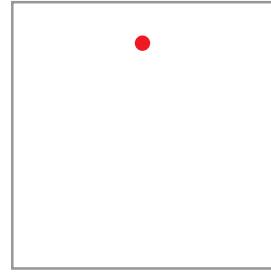
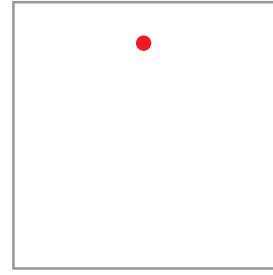
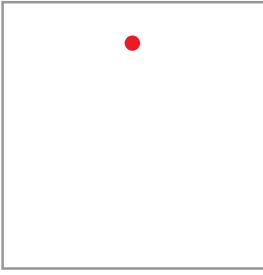
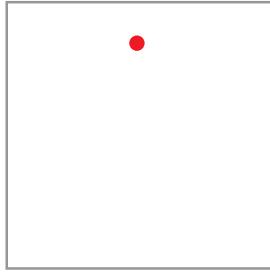
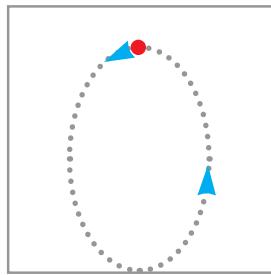
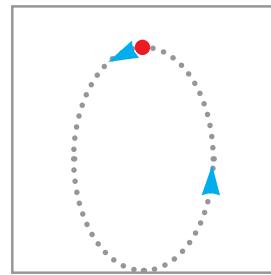
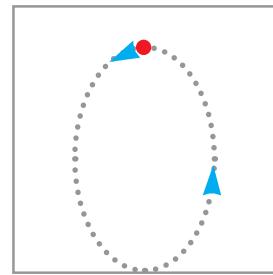
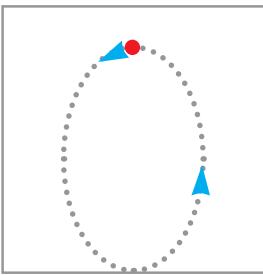
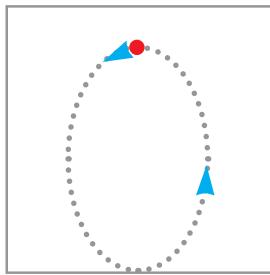
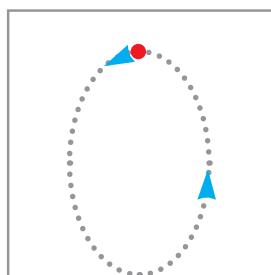
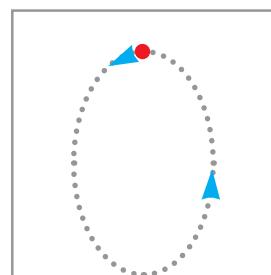
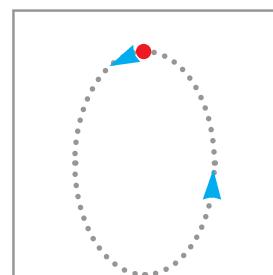
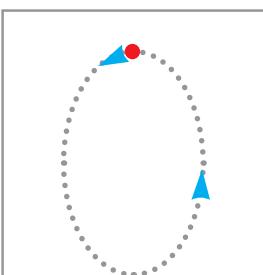
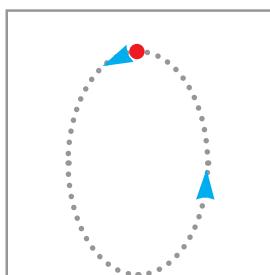




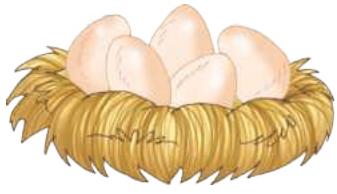
1 2 3



Trace and write the number 0.



Count and write the number of eggs in each nest.

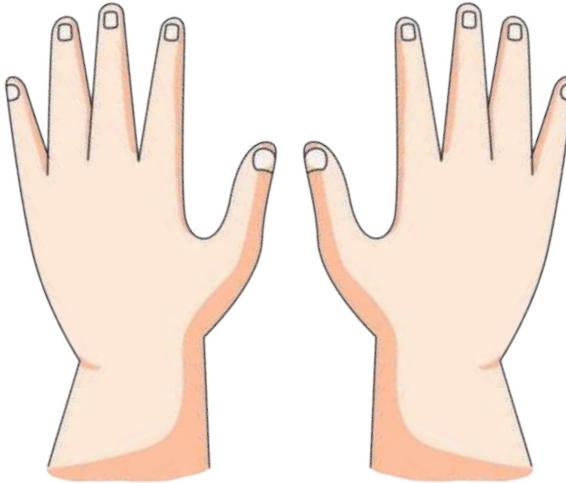




# Number 10



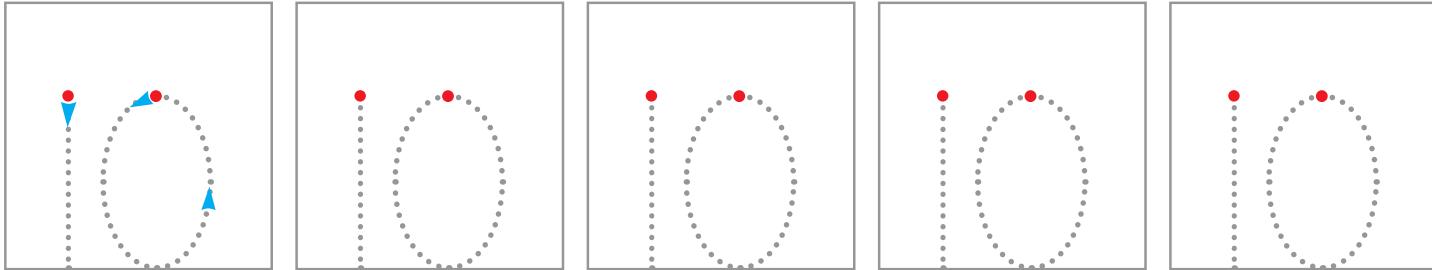
ten



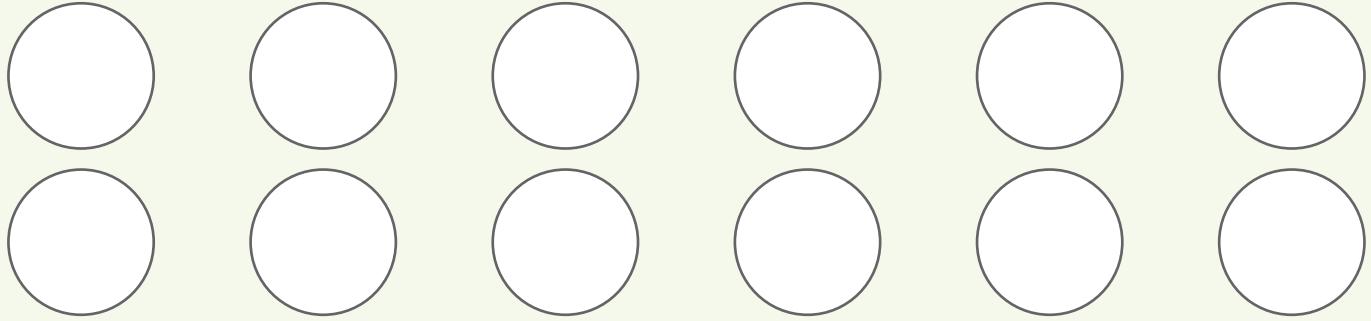
ten fingers

We have 10 fingers on our hands!

Trace the number 10.



Colour only 10 circles.



**Teacher's Note:** Teach the number 10 by helping children count and group ten objects like ten fingers, ten beads, or ten blocks. Encourage them to count aloud from 1 to 10 to reinforce number sequence.



Identification

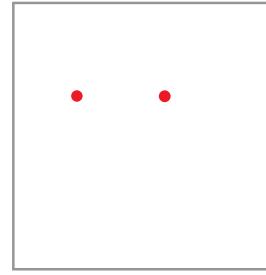
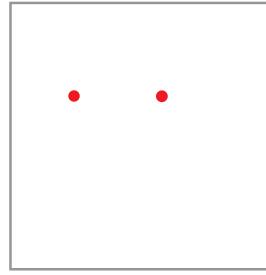
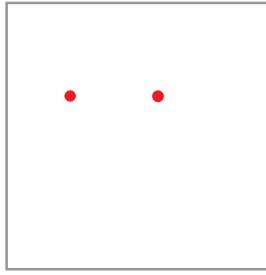
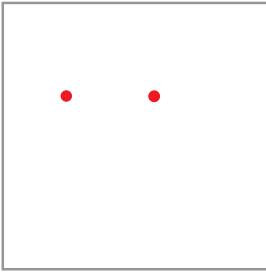
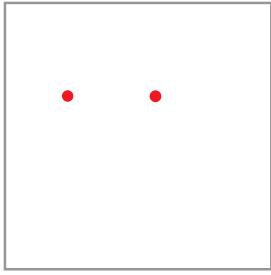
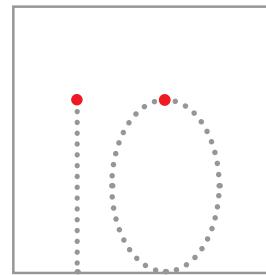
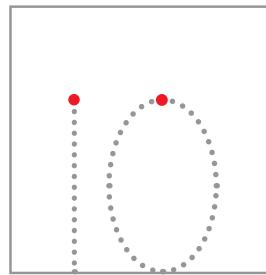
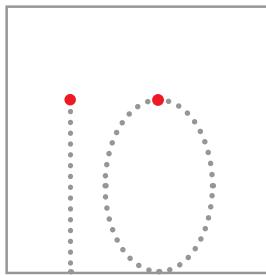
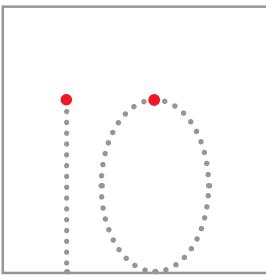
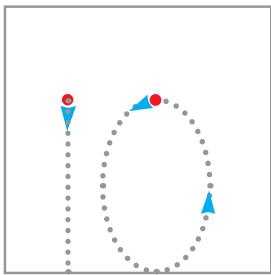
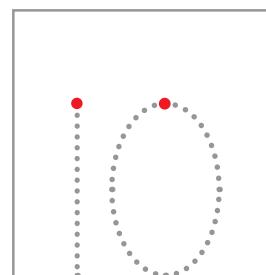
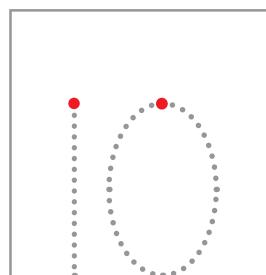
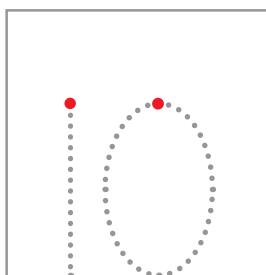
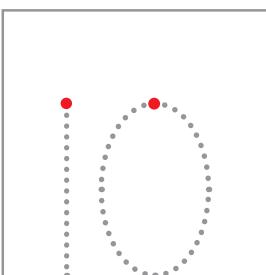
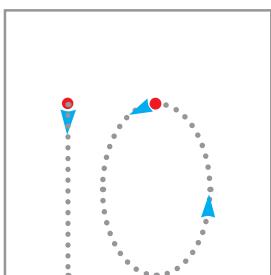
Fine motor skills



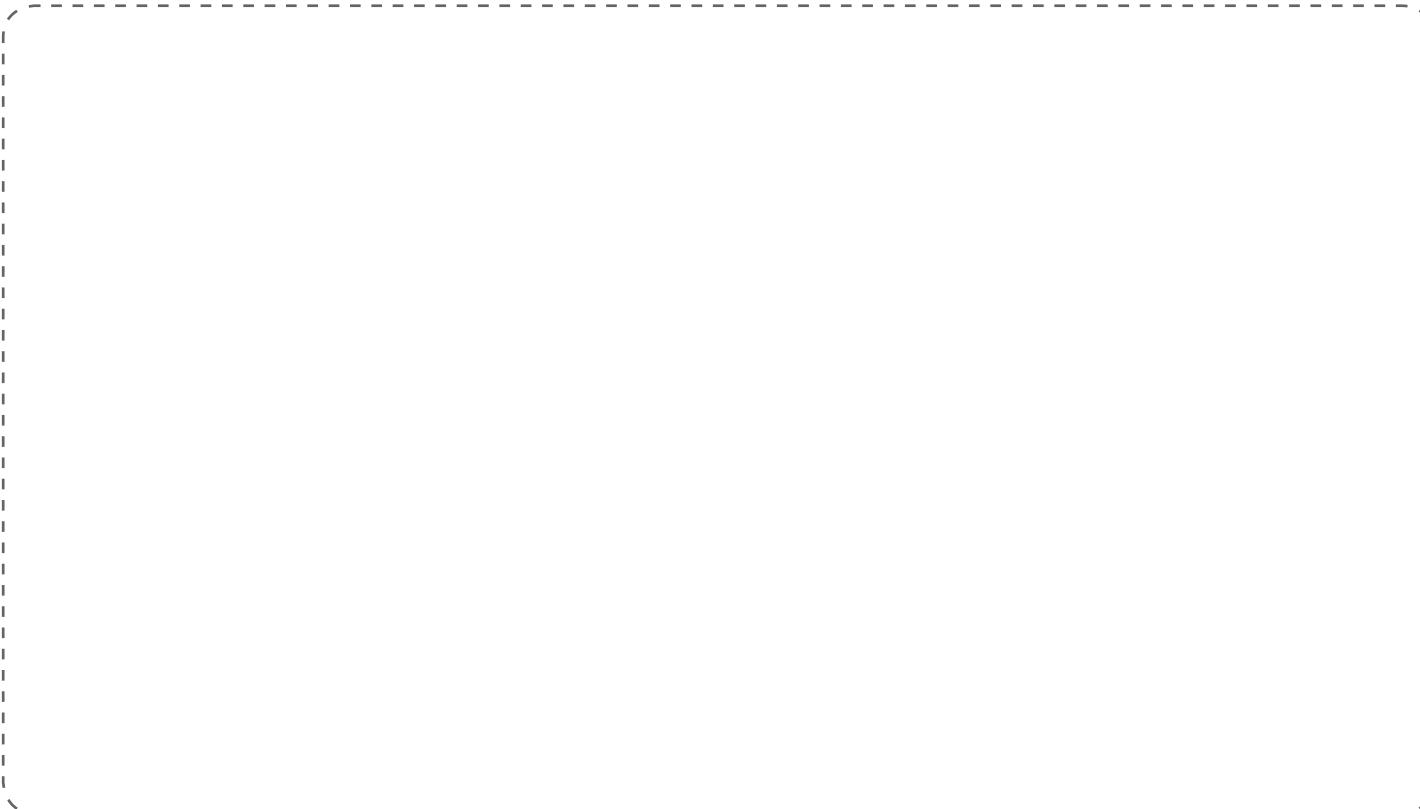


1 2 3

Trace and write the number 10.



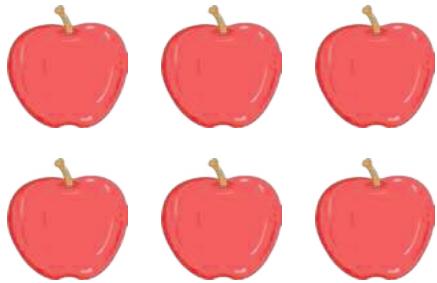
Draw 10 lines with a crayon.





# I Can Count 1 to 10

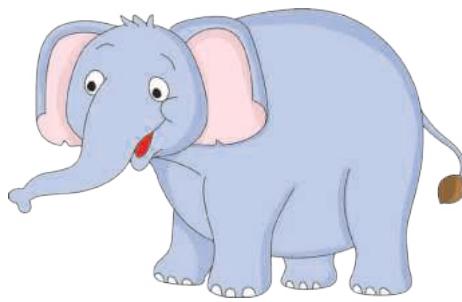
Match the number with the correct set of things.



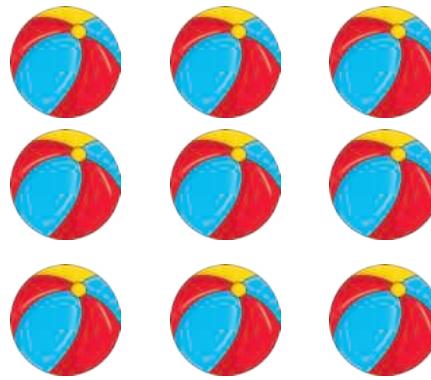
2



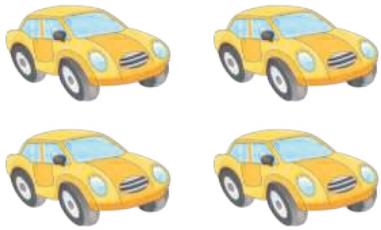
8



9



4



6



**Count from 1 to 10 on your fingers and colour the same number of blocks.**



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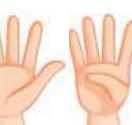
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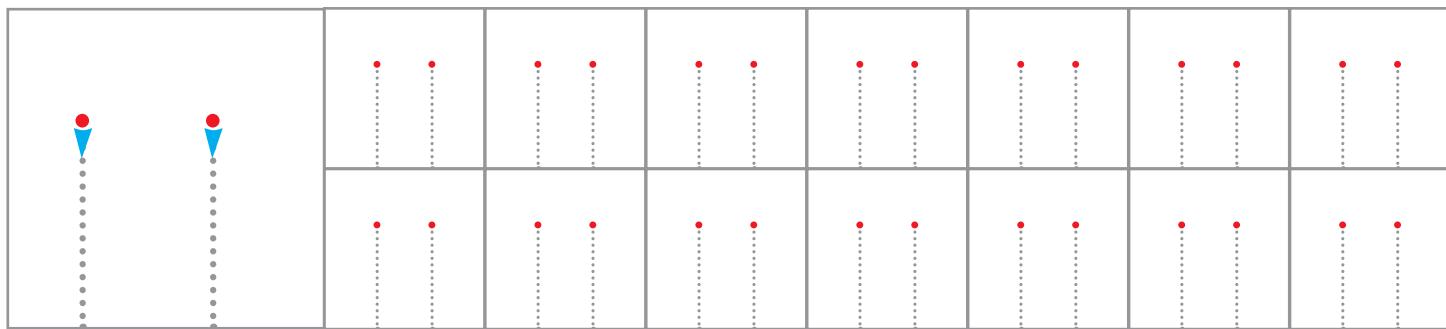
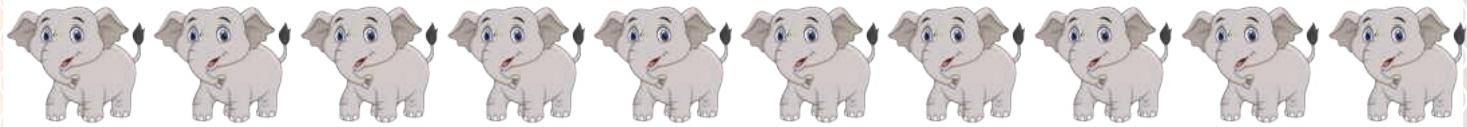


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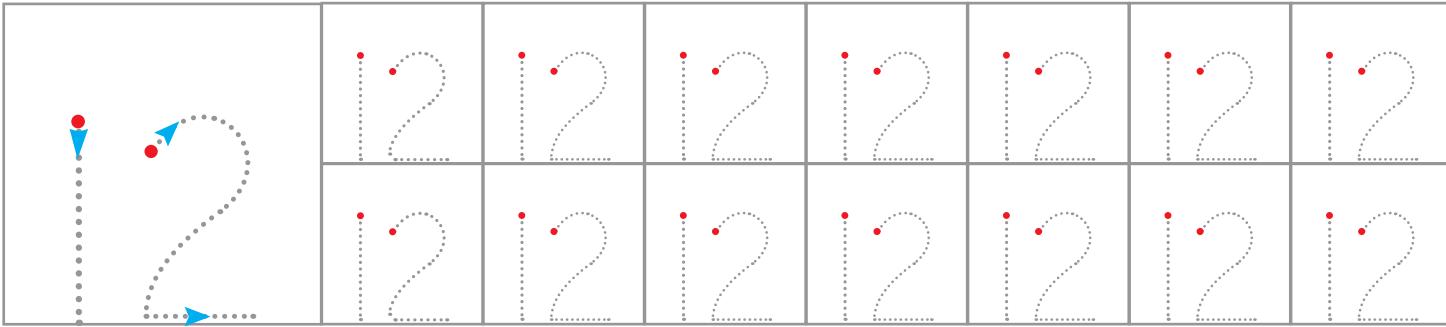
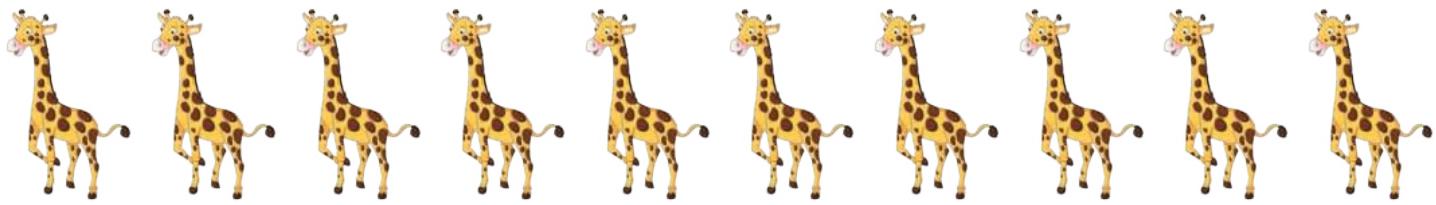


# Numbers 11 and 12

Count and trace.



Count and trace.

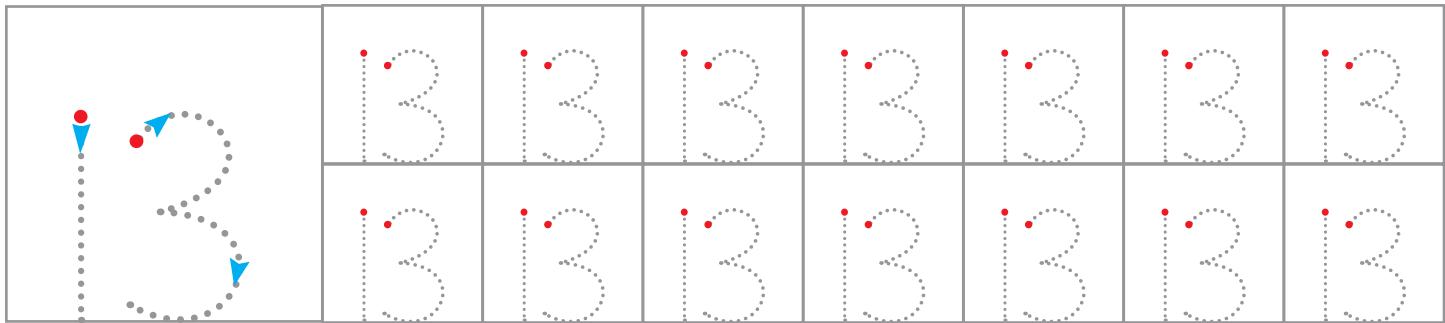




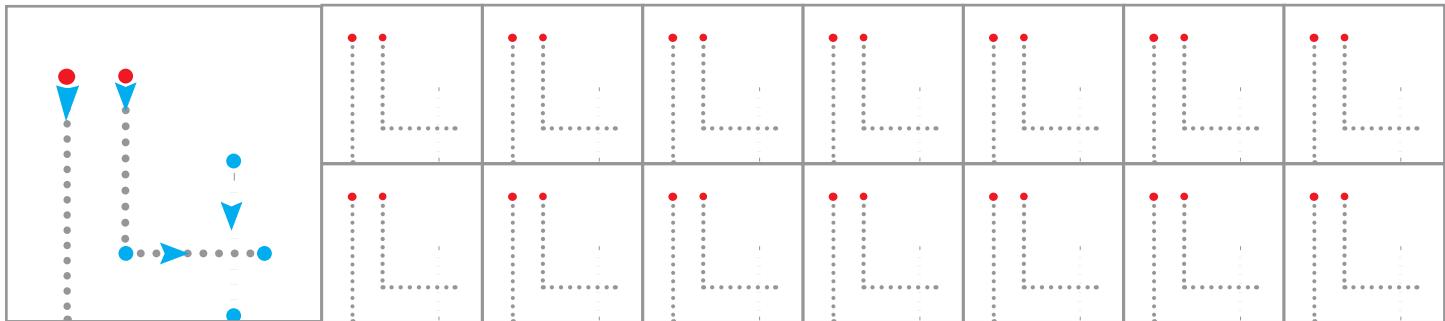
123

# Numbers 13 and 14

Count and trace.



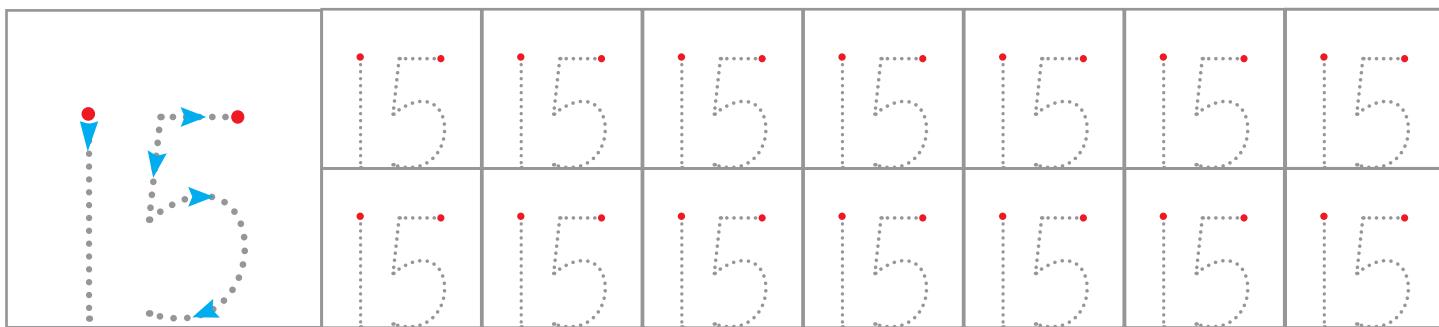
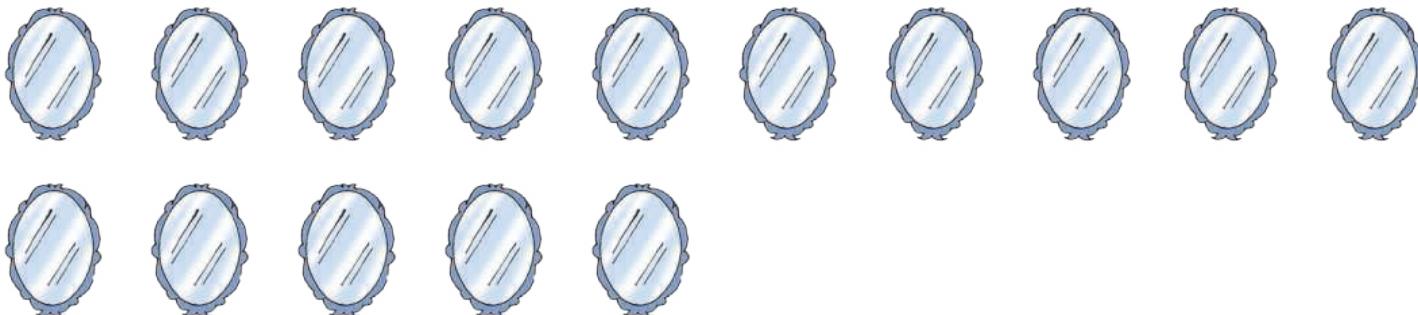
Count and trace.



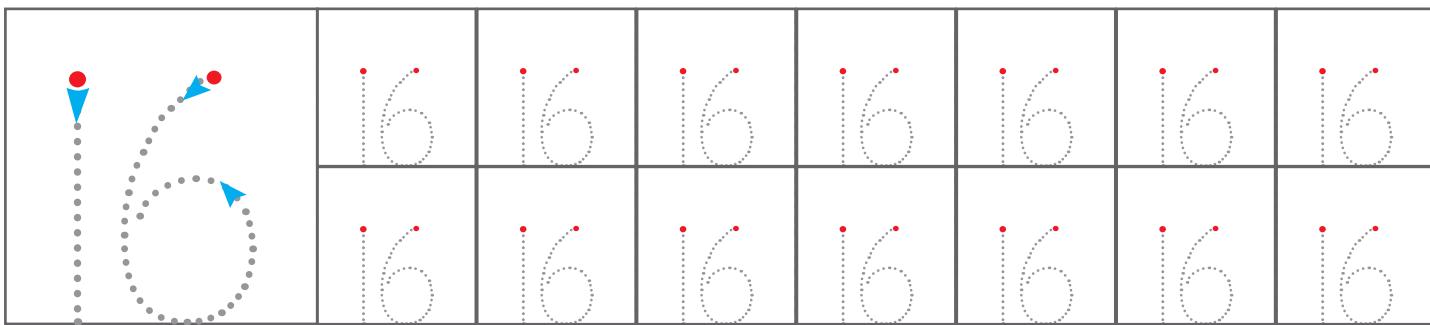


# Numbers 15 and 16

Count and trace.



Count and trace.

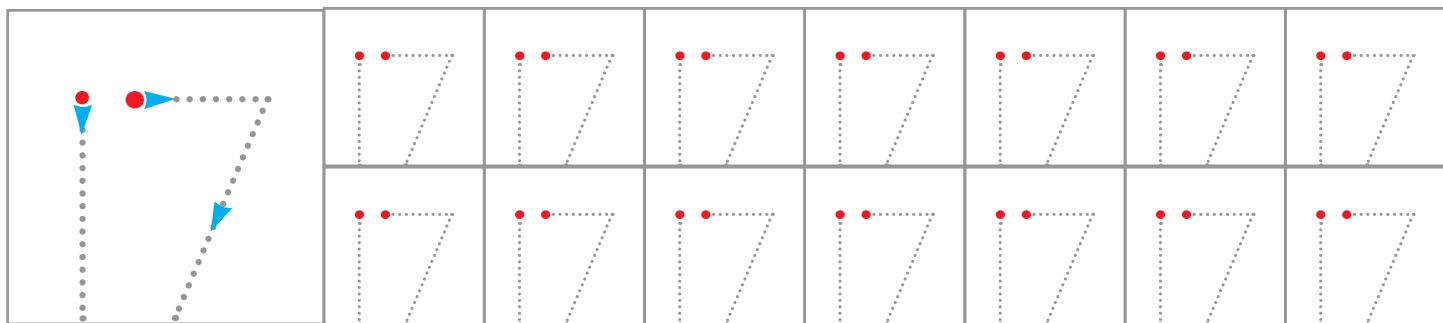
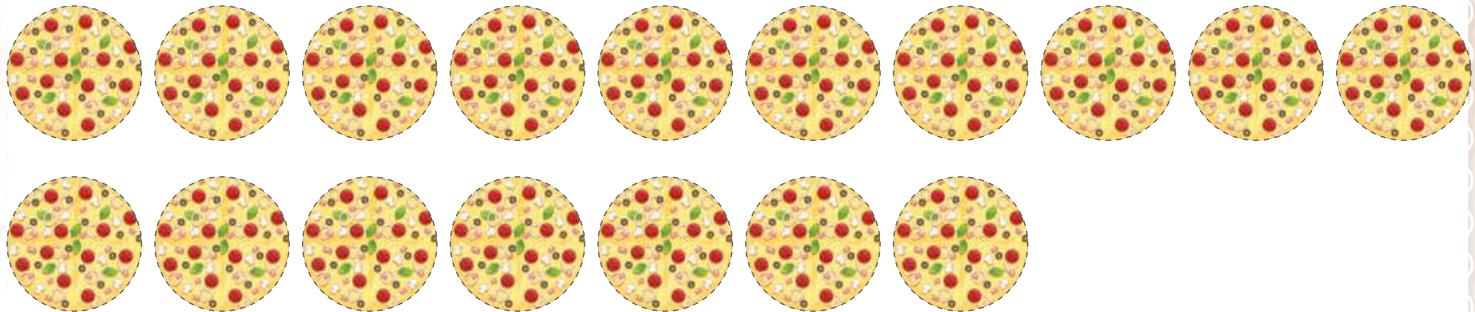




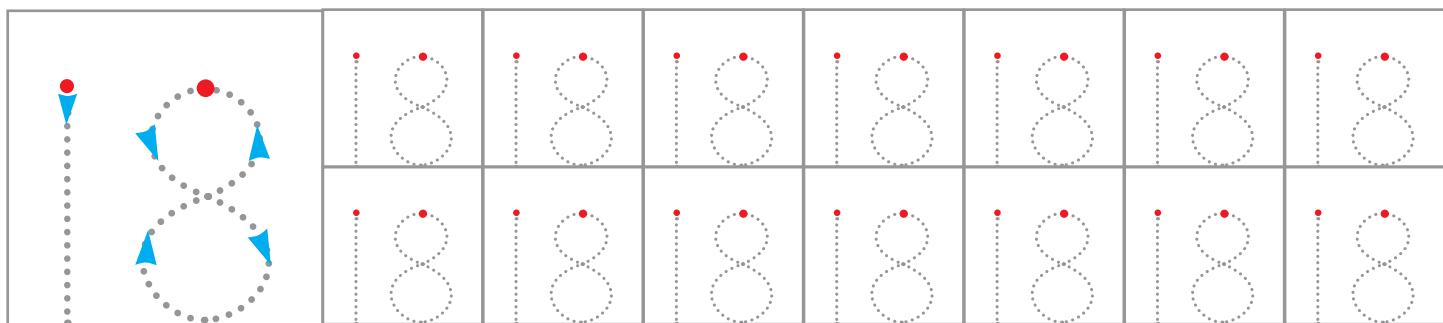
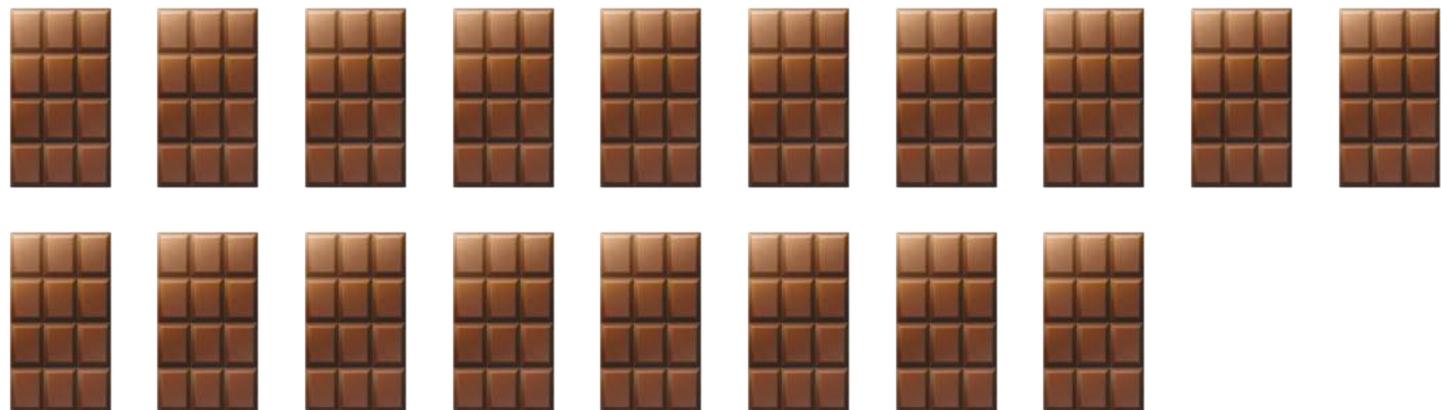
123

# Numbers 17 and 18

Count and trace.



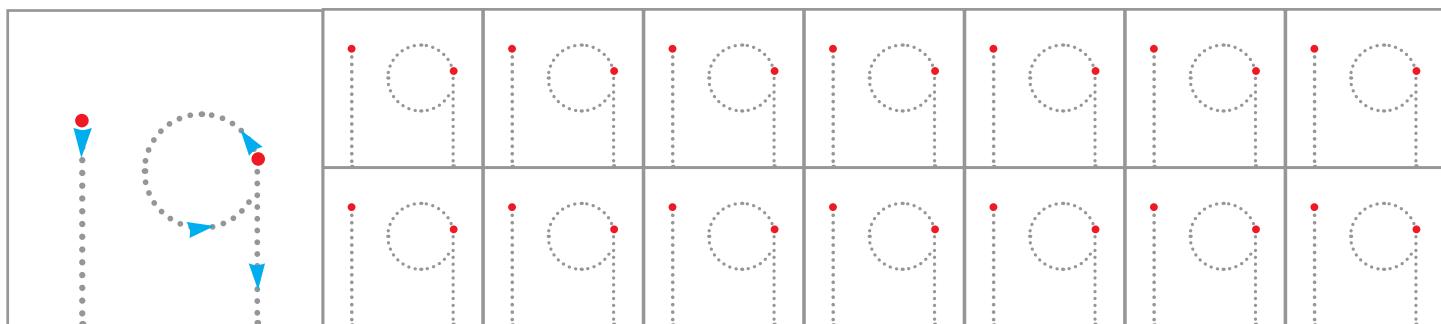
Count and trace.



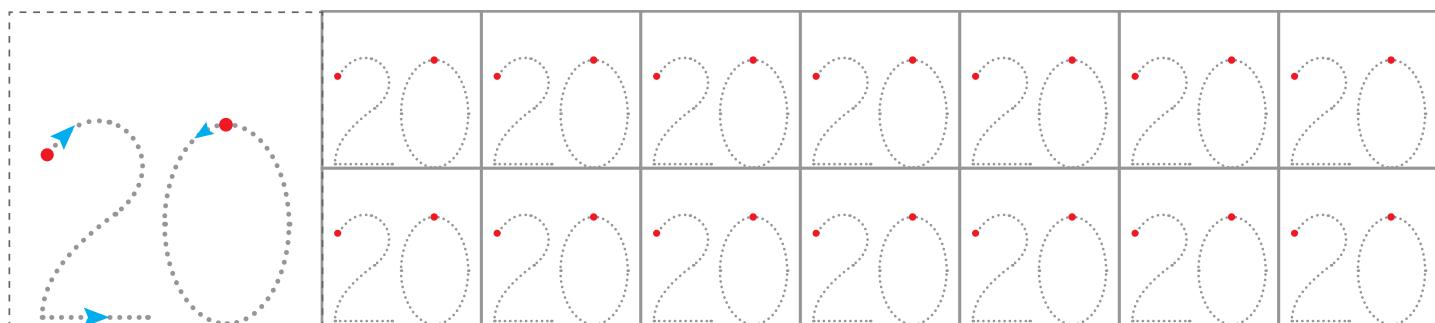


# Numbers 19 and 20

Count and trace.

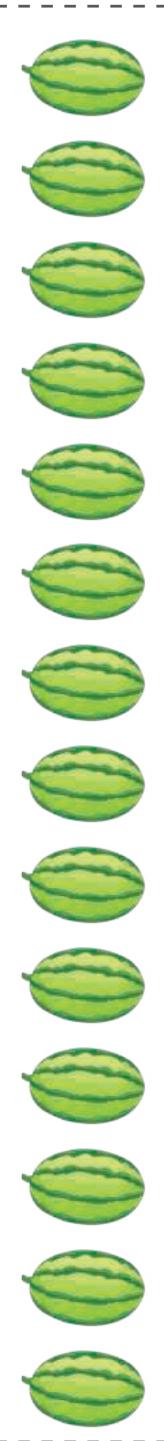
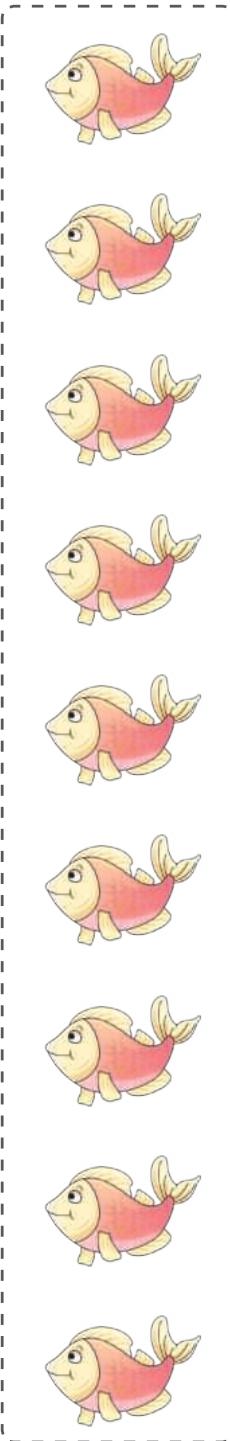


Count and trace.



# I Can Count 1 to 20

Count and write the correct number in the box.

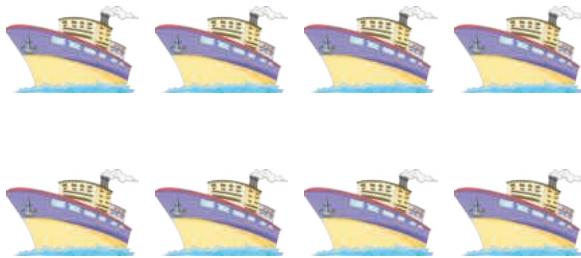




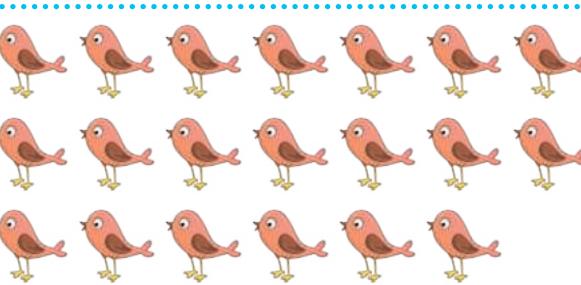
## Activity

Match the number with the correct set.

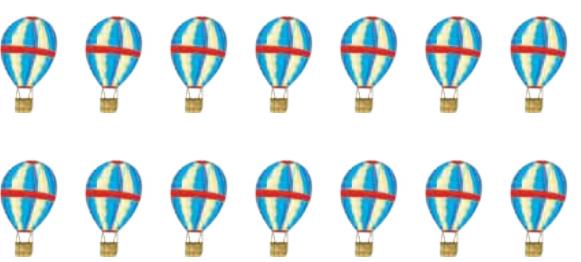
14 •



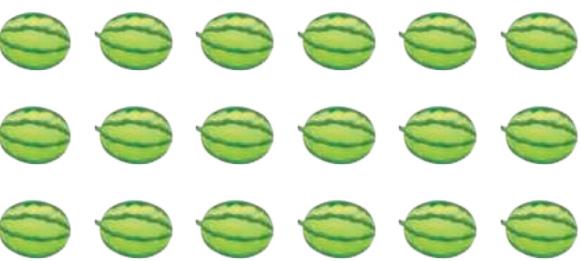
18 •



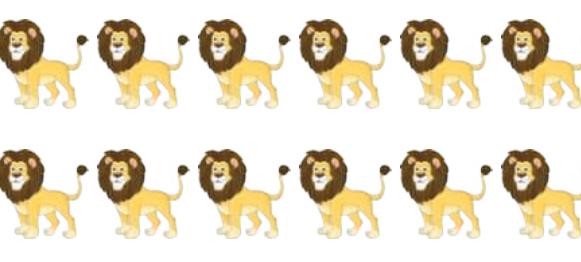
8 •



12 •



20 •

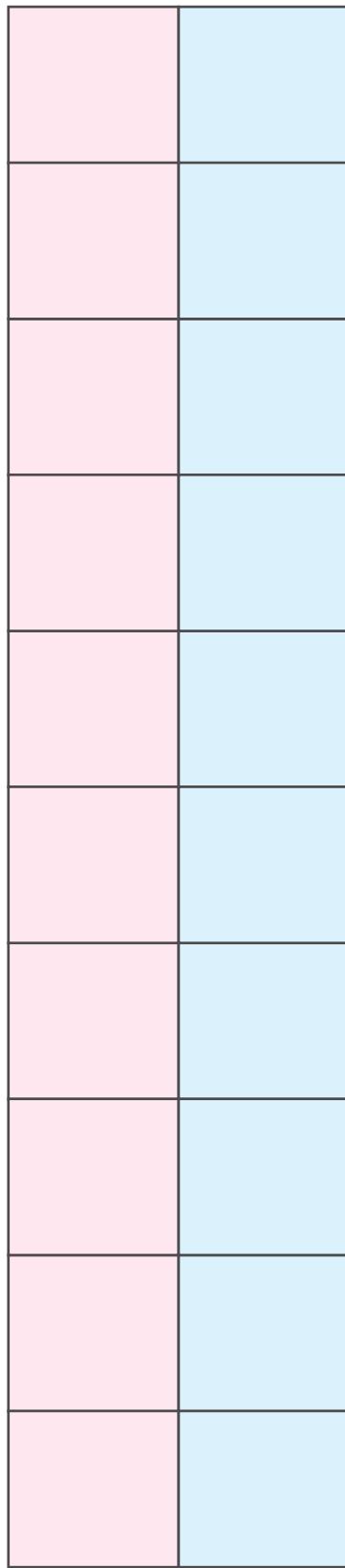
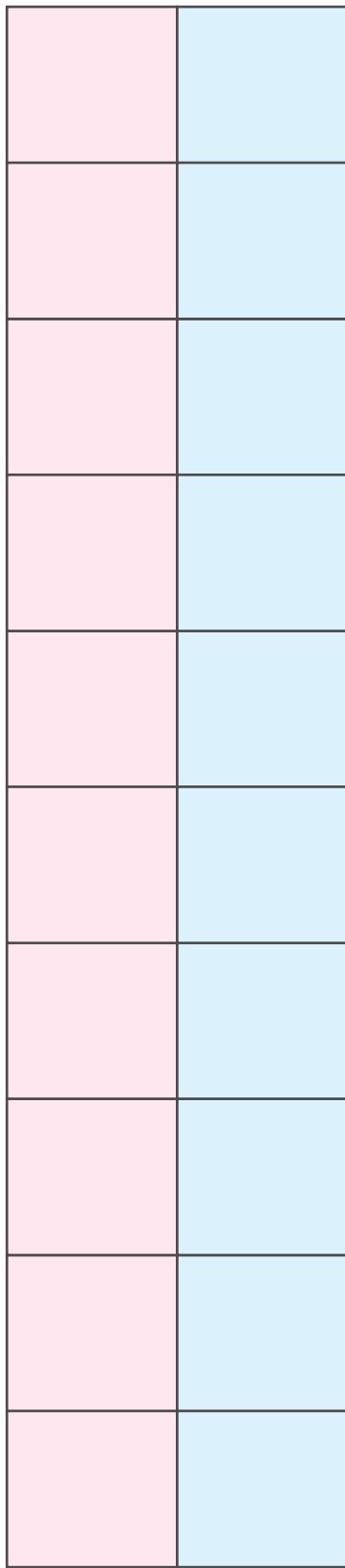
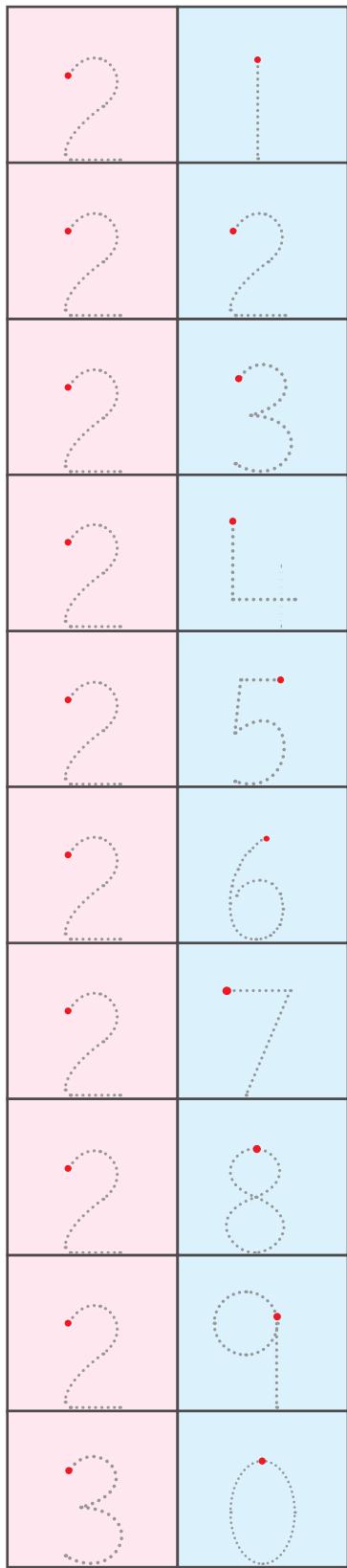




1 2 3

# Numbers 21 to 30

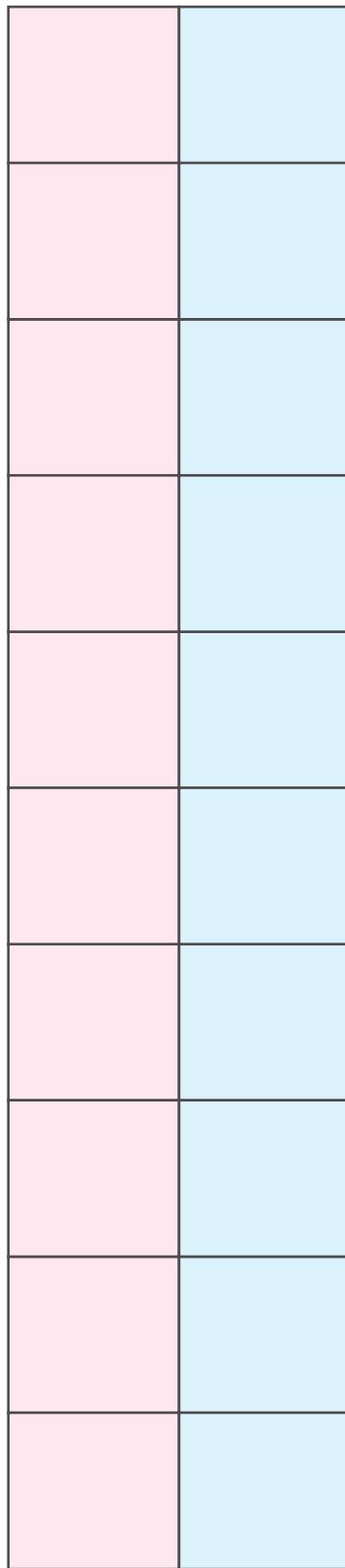
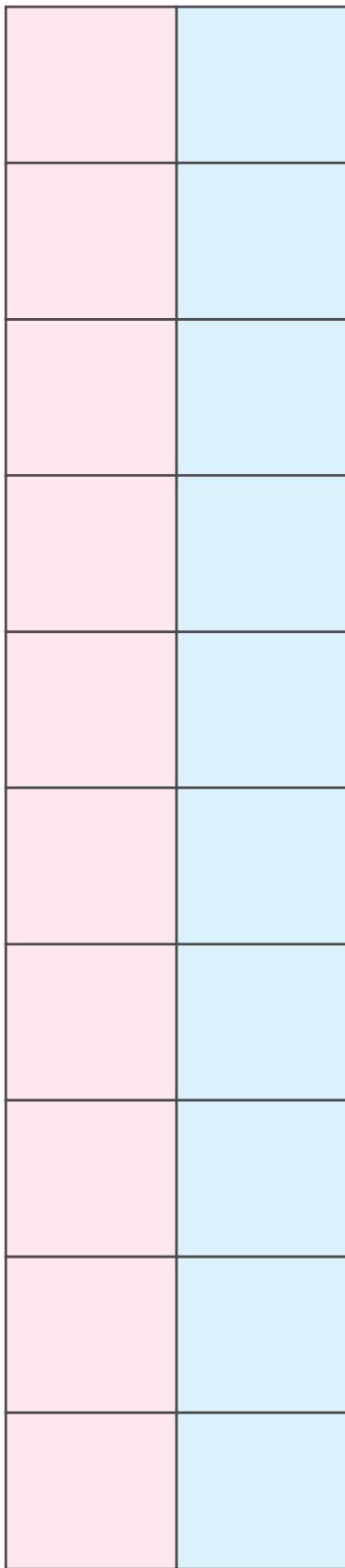
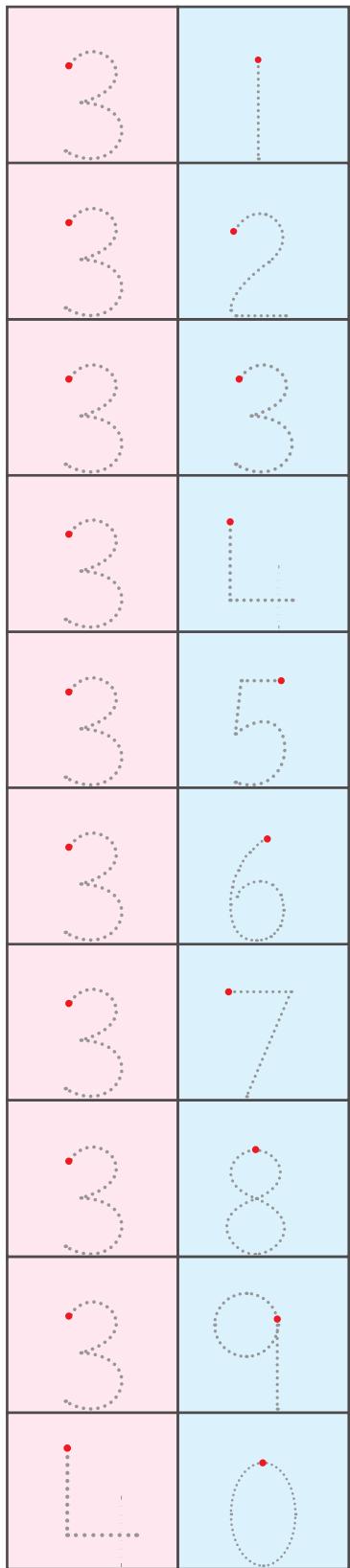
Trace and write numbers 21 to 30.





# Numbers 31 to 40

Trace and write numbers 31 to 40.

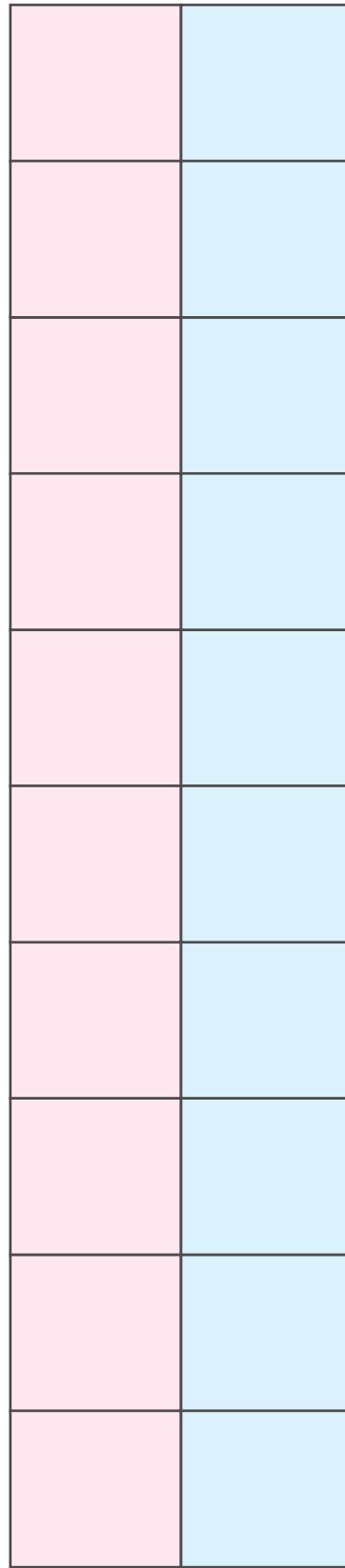
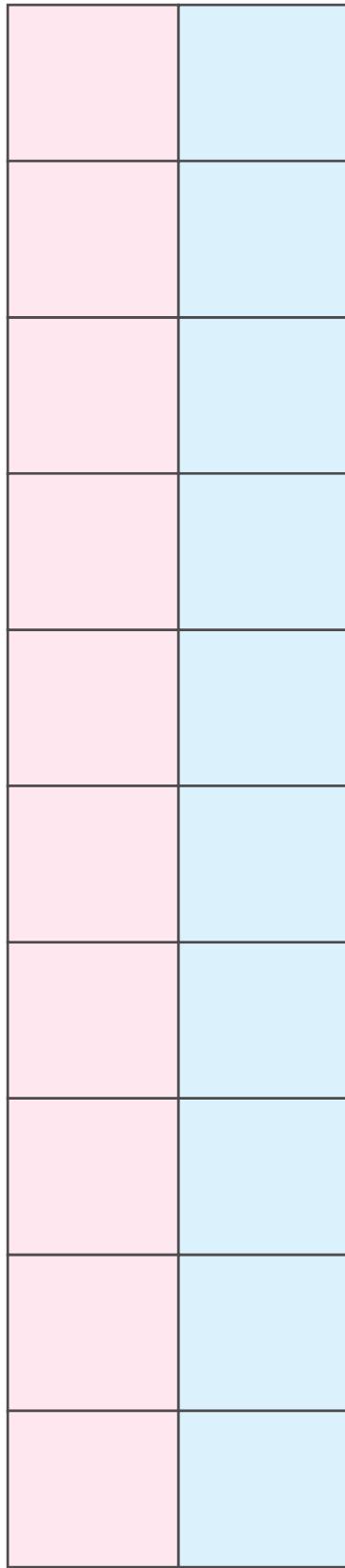
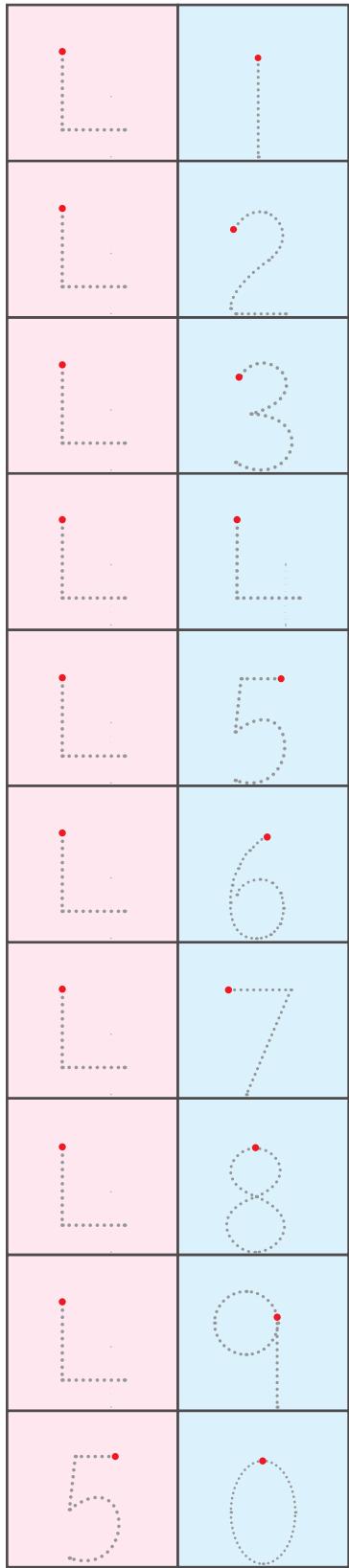




1 2 3

# Numbers 41 to 50

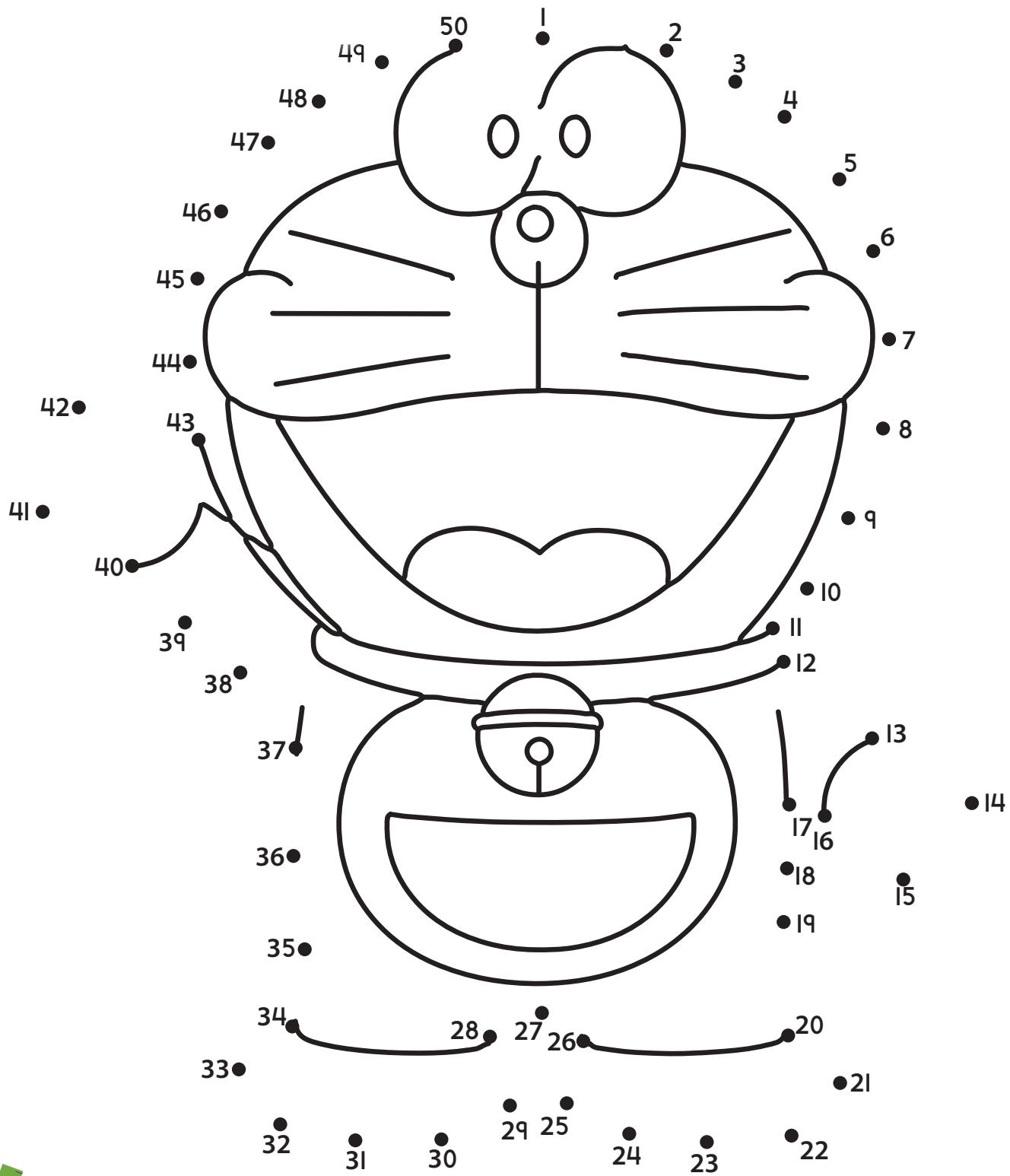
Trace and write numbers 41 to 50.





## Activity

Join the dots from 1 to 50 to complete the picture and colour it beautifully.

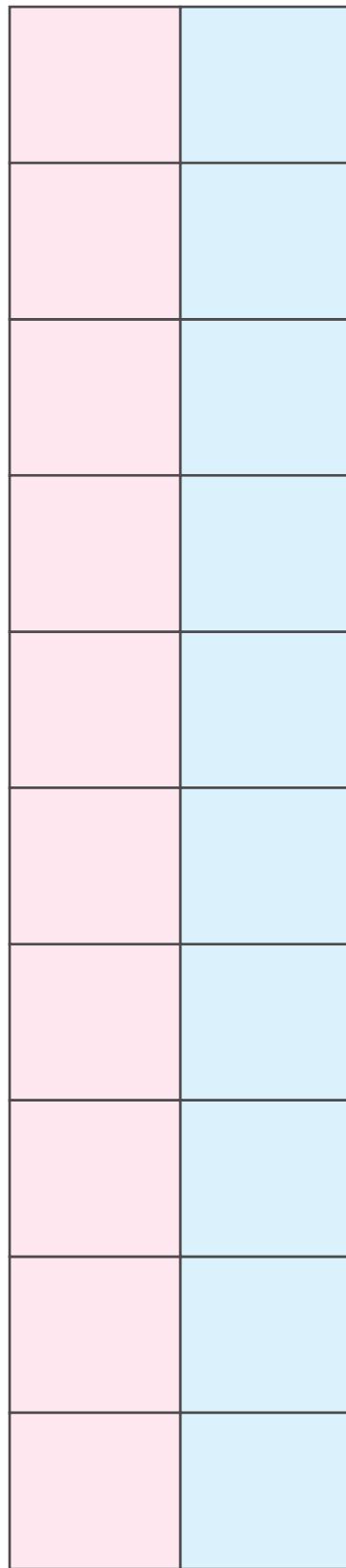
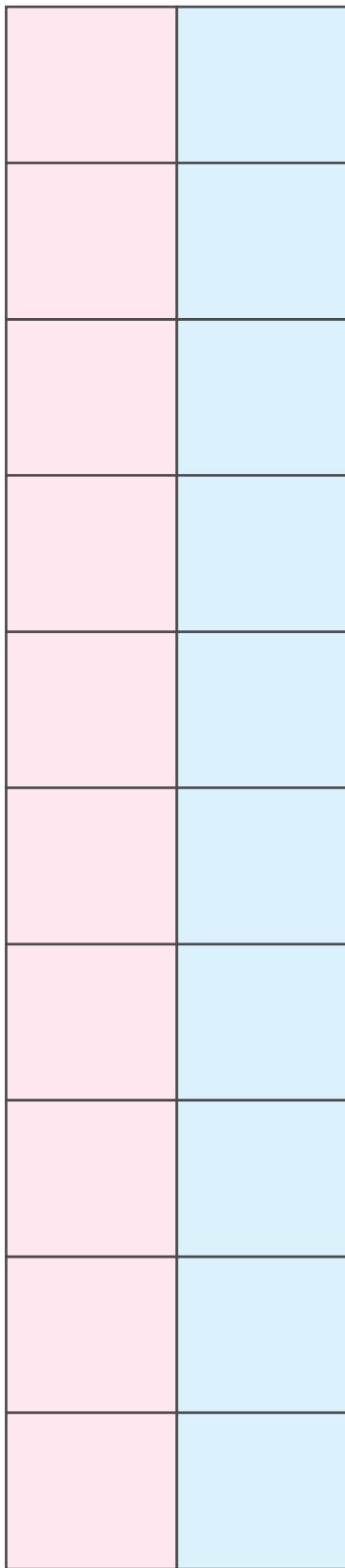
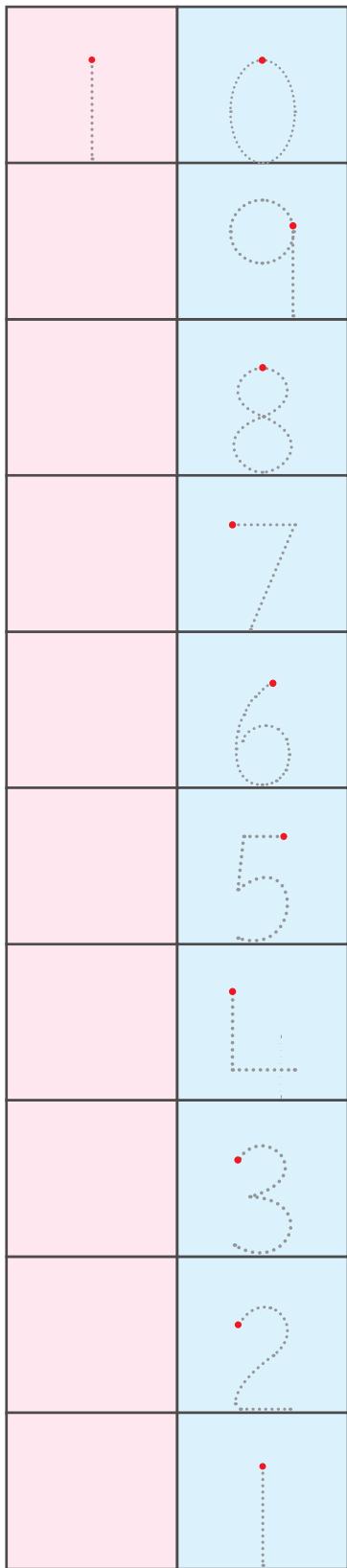




1 2 3

# Backward Counting 10-1

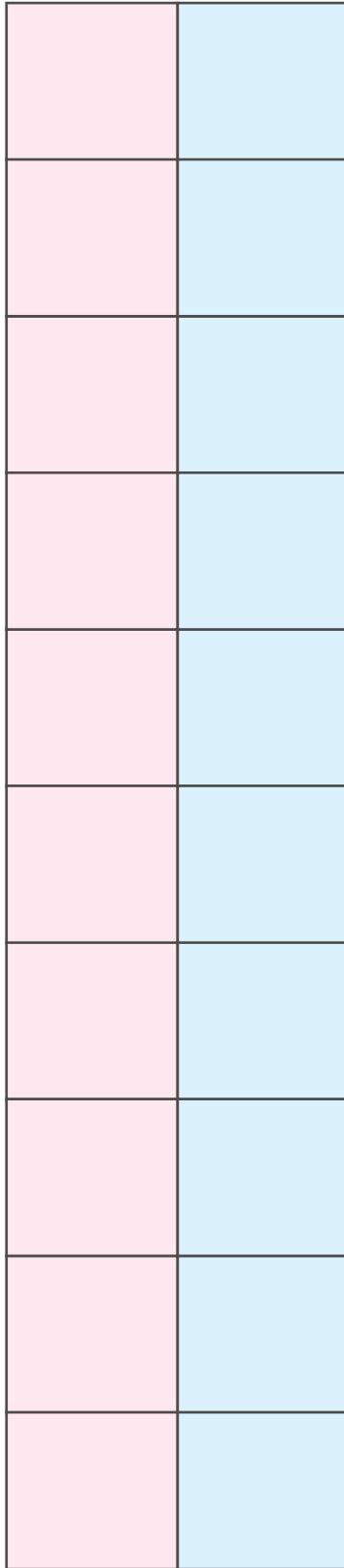
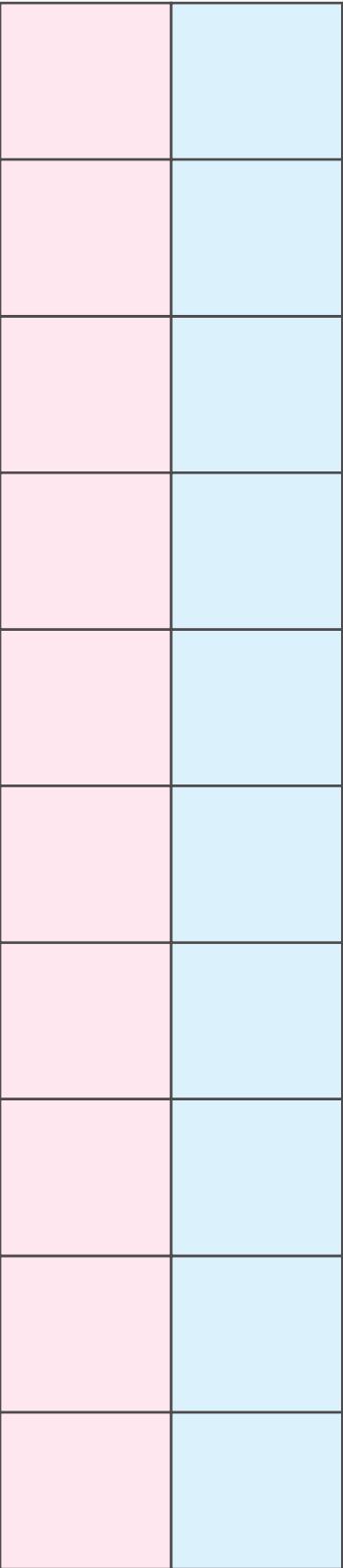
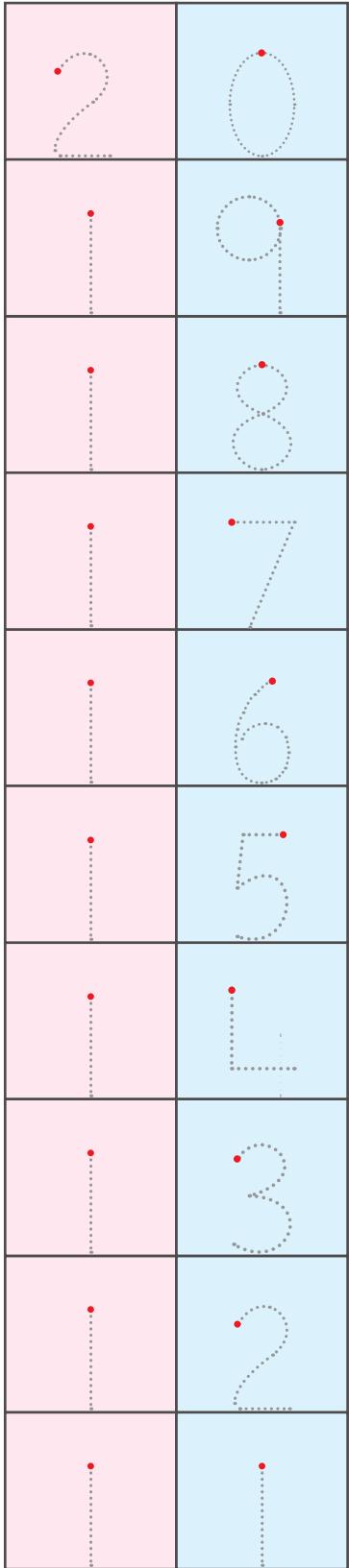
Trace and write numbers backward counting 10 to 1.





# Backward Counting 20-11

Trace and write numbers backward counting 20 to 11.



# Numbers 51-100

|    |    |    |    |     |
|----|----|----|----|-----|
| 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 |



## Activity

Write the missing numbers to complete counting from 51 to 100.

