Joyful

Mathematics

Class 2

QRickit

0224

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Directorate of State Council of Educational Research and Training
School Education Department
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Prescribed for use as a textbook in Mathematics for Class II by the State Council of Educational Research and Training (SCERT), Mizoram, Aizawl

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

---

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

FOREWORD

Education is a dynamic process that continually evolves to meet the changing needs of society and learners. In keeping this view, the National Council of Educational Research and Training (NCERT) developed high-quality textbooks that uphold the principles of the National Curriculum Framework (NCF) 2023 and promote competency-based learning.

The State Council of Educational Research and Training (SCERT), Mizoram which is the Academic Authority for Elementary Education in the state, contextualized and adapted these textbooks to suit local needs, culture, and environment of our state. This adaptation seeks to make the content more relatable and meaningful for students in Mizoram while maintaining the academic rigour and pedagogical integrity of the NCF 2023. I express my sincere gratitude to NCERT, New Delhi for sharing the copyrights for adaptation and translation of these textbooks.

I extend my sincere appreciation to teacher educators, subject experts, teachers and all other stakeholders involved in development of the textbooks. Their collective efforts have ensured that these textbooks truly represent the spirit of *education for all* while nurturing curiosity, creativity, and critical thinking among learners.

It is my hope that these textbooks will serve as effective tools for both teachers and students in enhancing teaching-learning process and in realizing the broader goals of the National Education Policy (NEP) 2020.

Aizawl
7th November, 2025

CAROLINE ZORAMTHANGI
Director, SCERT
School Education Department
Government of Mizoram

About the Book

The National Policy on Education 2020 has recognised the importance of developing a strong foundation of learning during the early developmental age (3–8 years) of children emphasising on foundational literacy and numeracy. In view of policy's perspective of holistic development of children, the *National Curriculum Framework for Foundational Stage 2022* (*NCF-FS 2022*) has recommended curricular goals, competencies and learning outcomes aligned to developmental domains such as physical, socio-emotional-ethical, cognitive, language and literacy, aesthetic and cultural and positive learning habits. As a follow-up of this, syllabus for foundational stage developed by the NCERT includes mathematics and numeracy under the cognitive domain, also emphasising upon integration of all other domains while developing learning-teaching materials for mathematics including textbooks.

The present textbook of Mathematics for Class 2 named as *Joyful Mathematics* has been designed keeping in view the recommendations of *NEP 2020*, *NCF-FS 2022* and Syllabus for the Foundational Stage. Though it may be assumed that a child entering Class 2 has intervention in the form of Balvatika 1 to 3 and Class 1 (age 3–8 years), yet in view of the diversity in our country, there may be children who have got exposure of numeracy in the institutional setup in Class 1 only. This textbook takes care of such situations.

Children at this stage enjoy free play, toys and games. Therefore, plenty of opportunities are included for play and games within activities while developing various mathematical ideas like spatial understanding, handling numbers, mathematical and computational thinking, etc. This helps the child in smooth transition from concrete to pictorial and to abstract reasoning for every new concept or competence being introduced.

The *Joyful Mathematics* for Class 2, has a lot of activities which are expected to be conducted within and outside the classroom, keeping in view the objective of experiential learning for holistic development. In all the chapters, mathematical understanding is built through play-based activities. The textbook tries to provide children a feeling that they are playing, and mathematics is being

learnt, rather than forcing them to learn mathematics without any joy.

The learning of languages and age-appropriate physical and mental development have been integrated with the book as learning of mathematics does not take place in isolation. The book provides suggestions to parents, teachers or other concerned like elder siblings on having a healthy discussion with children through thought provoking questions, stories, poems, etc.

Various mathematical ideas have been presented through self-explanatory and contextual illustrations keeping in view the differential abilities among children to read words at this stage. Moreover, such pictures and illustrations also help the children in enhancing their visual and reading comprehension.

The book is designed as text-cum-workbook that includes opportunities for children to draw pictures, colour them and write appropriately. The oral discussions with children have been included in all the chapters to help them to verbalise and express their thinking process. This will also help teachers to continuously assess the learning in a non-threatening manner. The thought provoking practice tasks in the form of questions and activities have been given in this textbook. It is also expected that the teachers and parents will develop similar questions for the children to have more targeted skill practice. The innovative use of the textbook lies with the parents and teachers and that will ensure the joyful learning of mathematics among children of Class 2.

This book emphasise on inculcating logical thinking, analytical skills, mathematical communication and 21st century skills through activities, open ended questions, exploration and discussion in the book. The chapters are framed as a beginning towards mathematical proficiency by adding conceptual understanding, procedural fluency, adaptive reasoning, and a positive attitude towards mathematics.

The content in *Joyful Mathematics* for Class 2 is based on the four blocks mentioned in the *NCF-FS 2022*. These are — Oral math talk, Skills teaching, Skill practice and Math games have been included in all the chapters. Most of them have been presented in an integrated manner. However, one can find the following chapters not only aligned to the curricular goal (CG-8) of developing mathematical understanding and abilities to recognise the world through quantities, shapes and measures but also to all other curricular goals as given in *NCF-FS 2022* and syllabus leading to holistic development:

Oral Math Talk: This includes discussion on mathematical concepts through poems, picture stories and activities as mentioned below:

- Maths poems like 'Seasons' and 'East, West, North or South' in Chapter 9.

- Picture stories for the introduction of concepts, practice and assessment have been included like 'Heena' and 'Aatif' in Chapter 2, 'Shadow Story' and 'Hide and Seek' in Chapter 4, 'Decorating with Garlands' in Chapter 6, 'Rani's Gift' and 'Pumpkin's Chaupal' in Chapter 7, etc.
- Discussion with children through various daily life contexts like, 'Vallam Kali' on Chapter 1, 'Garba Festival' in Chapter 2, 'Decoration for Festival', 'Let us Count Diyas' in Chapter 6, 'Fruits in the Park' in Chapter 7, 'Let us Share' and 'How many Groups' in Chapter 8, 'Gargi's Day' in Chapter 9, 'Picnic Time', and 'Games we Play' in Chapter 11.

Skill Teaching: All Chapters have activities that can be done by the child all alone, in groups, or with the help of elders (parents, teachers, and siblings). This helps the child in the development of various skills with the guided support of others.

Skill Practice: Opportunities for skill practice have been included in all the chapters in the form of Let us Do, Project Work, and practice questions. For example, 'Origami Fun', 'Mehandi' and 'Stamping' in Chapter 4 and 'Make your Own Balance' in Chapter 7.

Math Games: Math games and activities have been interwoven in all the chapters throughout the book. For example, 'Let us Make 100', 'Mark by Passing the Path' and 'Flash Card Game' in Chapter 1; 'Patterns in Number Chart' in Chapter 3; '*Yoga asanas*' and 'Let us Play with Dots' in Chapter 5; 'Choose the Longest Path' and 'How Many Blocks?' in Chapter 7; 'How Old are We?' in Chapter 9.

The above chapters have been developed keeping in view the need for developing sensitivity towards environment, values, positive habits, cultural rootedness, and inclusive perspectives in children. Multilingual perspective is also reflected in the textbook. Engaging activities also focusing on language development are included in the entire textbook which will trigger interest in children to learn joyfully.

Teachers need to understand the objective of each of the chapters and activities given, their alignment with the curricular goals and competencies as included in the syllabus for the foundational stage, and accordingly make a learning plan for children including a variety of activities addressing the diverse needs of children. In this learning plan, teachers need to be the active observants of learning outcomes achieved by the children and their flow towards the development of identified competencies under all the curricular goals. Mapping with learning outcomes and activities given in different chapters is required on the part of teachers if we want to make our education competency-based in true letter and spirit.

Activities given in this textbook are suggestive. Teachers can develop their own activities and supplement the same with local toys, games or toys created by them and other materials available

in the child's immediate environment for hands-on learning with concrete material. Teachers are free to adapt, adopt and modify the activities as per their contexts and circumstances without losing the sight and aim of the development of identified competencies in children at this stage.

Mental challenge and engagement in thought provoking tasks lead to better mathematical learning and criticality. Solving brain teasers, puzzles and riddles provide opportunities to children in addition to their routine learning. Many age appropriate puzzles have been given in the book. The child must be engaged for at least a week in finding the solutions of a puzzle. There may be more than one right answer for some of the problems. Also these puzzles are given to provide joyful experiences to a child. Thus, the child should not be assessed on the basis of solving these puzzles.

The chapters of the book need to be supplemented by audio-video aids, e-content, material available in the QR codes embedded in the book and other learning-teaching material like educational kits developed by the NCERT.

This textbook is not the only source of learning. Children learn much more while observing the environment; talking to peers and elders including grandparents; making things of their interest; watching TV; playing with mobile; toys and games; listening stories and poems; doing projects; visiting places of cultural importance and traveling. Therefore, we as teachers or parents need to value this learning by going beyond the textbook and try to map it with the competencies and curricular goals identified for this stage. The education of our children is seen as our collective responsibility.

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CONSTITUTION OF INDIA

Part IV A (Article 51 A)

Fundamental Duties

Fundamental Duties – It shall be the duty of every citizen of India —

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

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

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

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

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

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

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

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

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

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

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

1 A Day at the Beach

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Look at the above picture. Count and write the number of objects given below.

Coconuts _____ Boats _____

Children _____ Oranges _____

How did you count them? Did you count them one by one or in bunches or groups?

Discuss with children if they have seen or visited a seashore or a river side. Which animals and plants are usually seen there? Encourage them to count in groups.





Let us Do

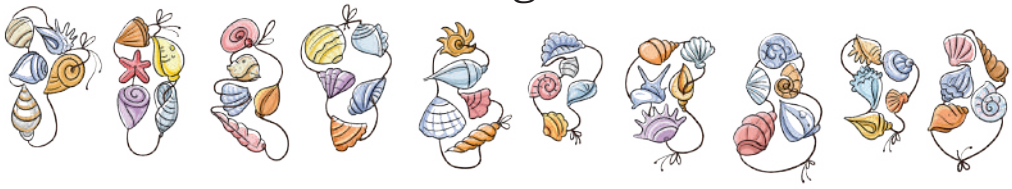
A. Look at the shops shown in the picture and fill in the blanks.

i. There are _____ necklaces of shells with 10 shells in each necklace.

ii. There are _____ groups of balloons with _____ balloons in each group and _____ loose balloons.

iii. There are _____ bunches of bananas with _____ bananas in each bunch and _____ loose bananas.

B. Surbhi has collected some seashells. She wants to help her mother in making bracelets and necklaces.





C. Surbhi has made _____ groups of shells with _____ number of shells in each group for her bracelets.





D. Her mother has made _____ groups of shells with _____ number of shells in each group for her necklaces.



Try the tongue twister.

"She sells seashells at the seashore."



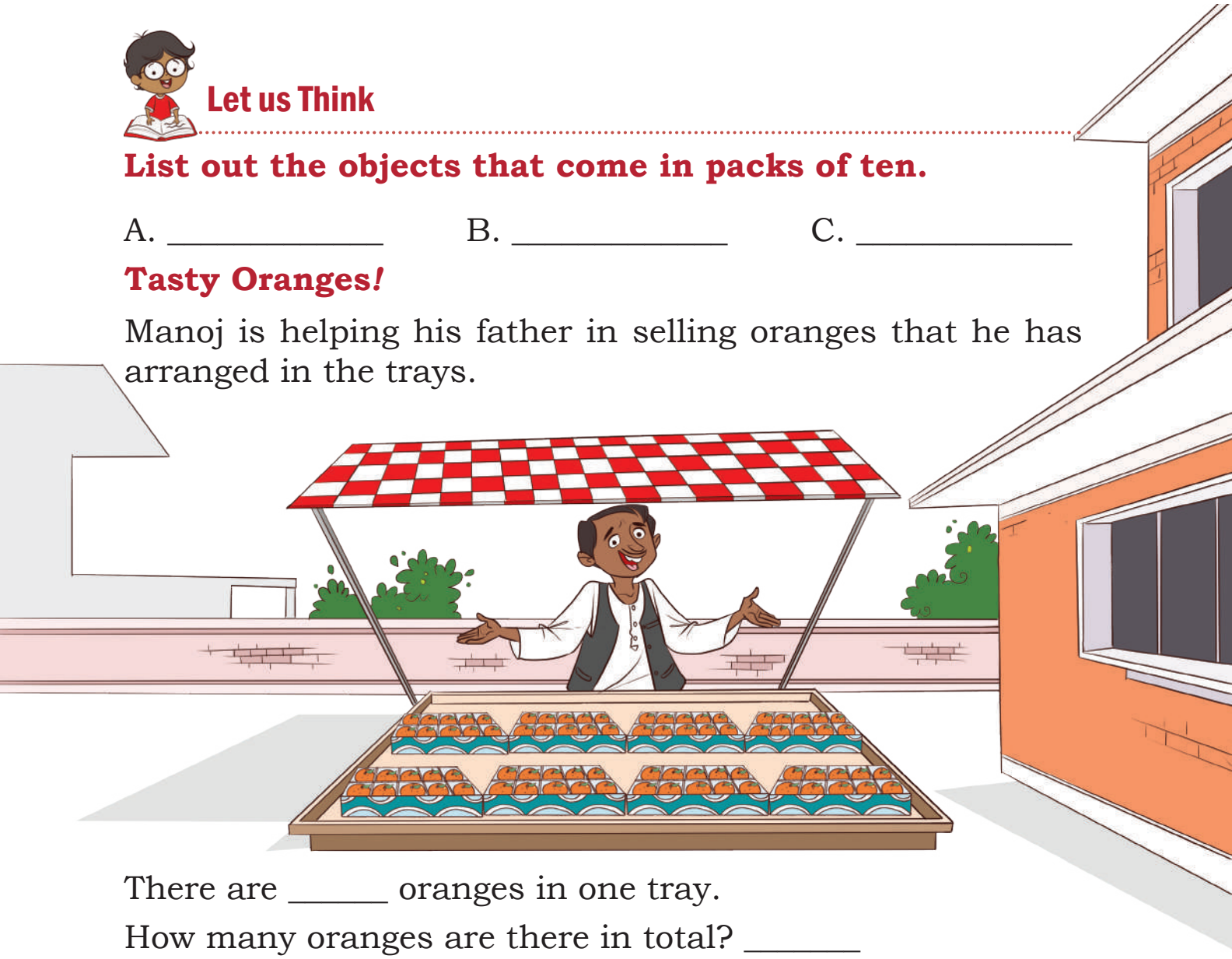
Let us Think

List out the objects that come in packs of ten.

A. _____ B. _____ C. _____

Tasty Oranges!

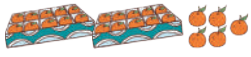
Manoj is helping his father in selling oranges that he has arranged in the trays.

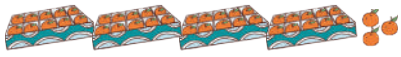


There are _____ oranges in one tray.

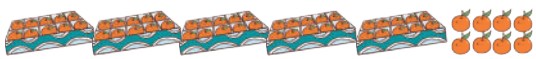
How many oranges are there in total? _____

Now help Manoj in placing all the *oranges* in the trays for selling.

A. 25 oranges  : ____ trays of ten *oranges* and ____ oranges.

B. 43 oranges  : ____ trays of ten oranges and ____ oranges.

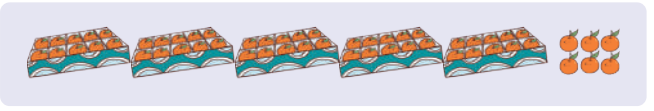
C. 35 oranges  : ____ trays of ten oranges and ____ oranges.

D. 58 oranges  : ____ trays of ten oranges and ____ oranges.

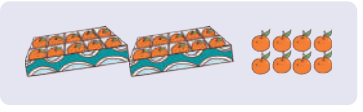


Let us Match

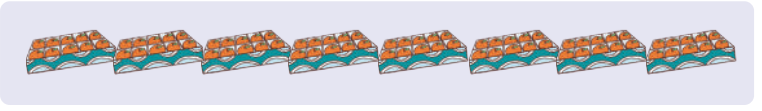
A. 80 oranges



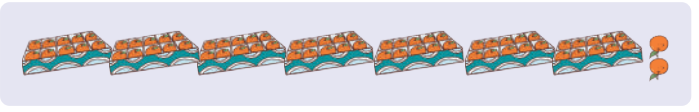
B. 72 oranges



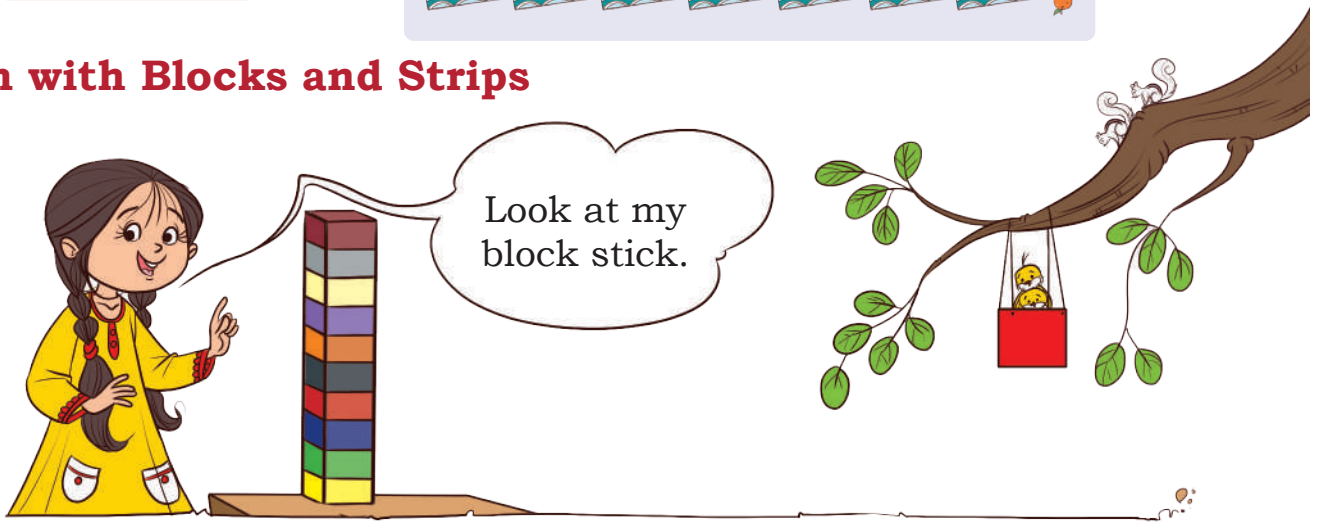
C. 56 oranges



D. 28 oranges

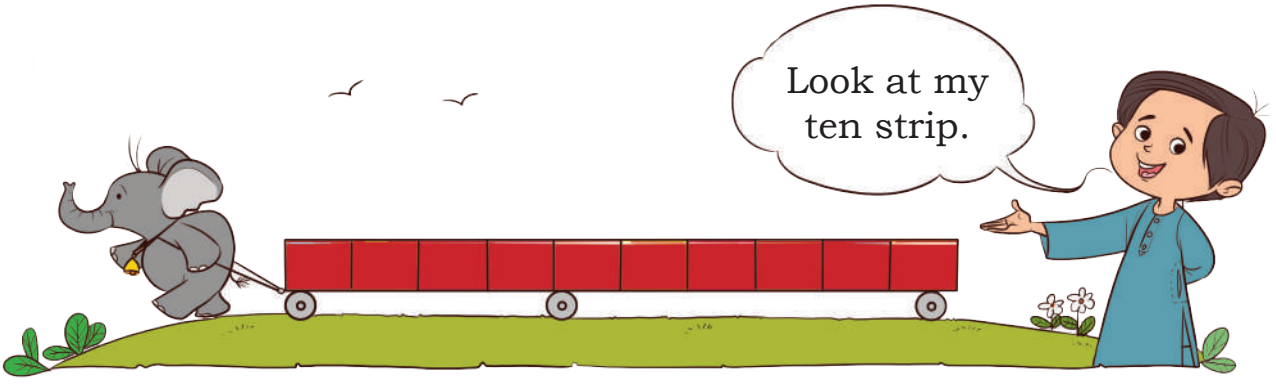


Fun with Blocks and Strips



Can you tell how many blocks are there in this block stick?

1 block stick = _____ blocks

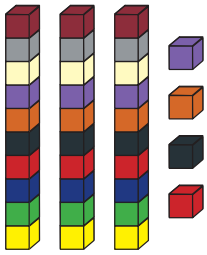


Can you tell how many units are there in this strip of ten?

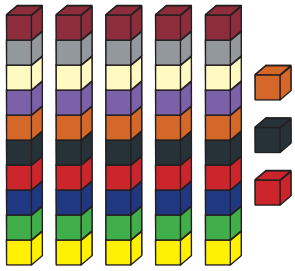
1 strip of ten = _____ units



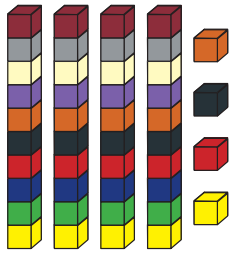
Let us Do



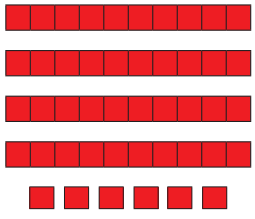
3 block sticks
and 4 blocks
34 total blocks



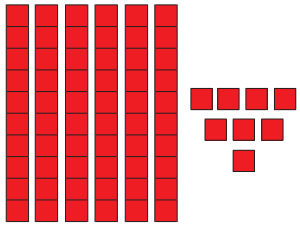
___ block sticks
and ___ blocks
___ total blocks



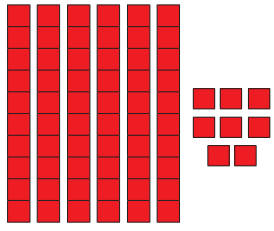
___ block sticks
and ___ blocks
___ total blocks



___ ten strips and
___ units
___ total units



___ ten strips and
___ units
___ total units



___ ten strips and
___ units
___ total units

Complete the below table.

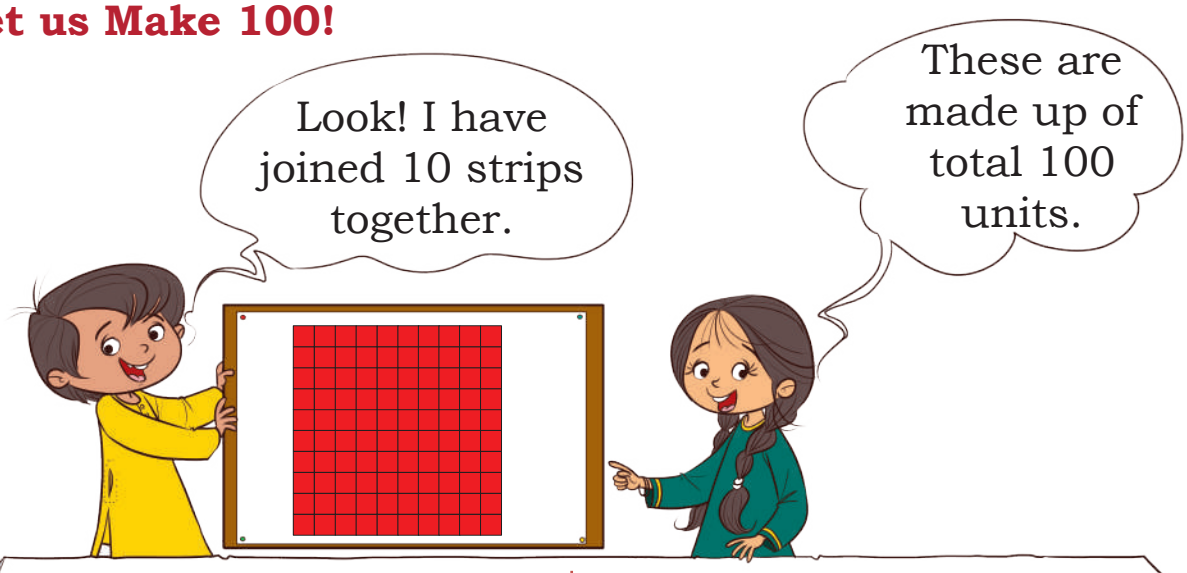
Total blocks/ units	Strip of ten 	Units 
24	2	4
36		
72		
69		
46		

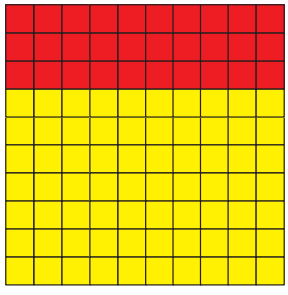
Use sticks or bundles of sticks or similar material which can be grouped to develop number sense among children.



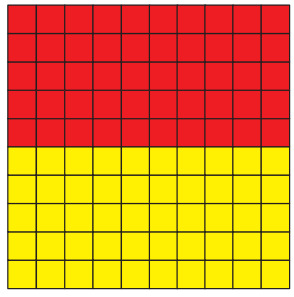


Let us Make 100!

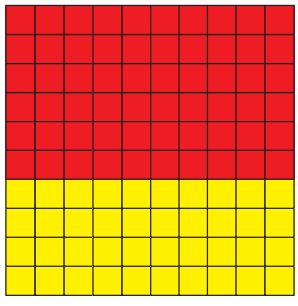




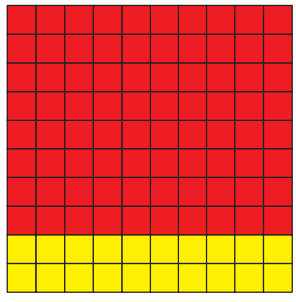
70 yellow units and 30 red units. 7 yellow strip of ten and 3 red strip of ten. Total 100 units or 10 strip of ten.



___ yellow units and ___ red units ___ yellow strip of ten and ___ red strip of ten. Total ___ units or ___ strip of ten.



___ yellow units and ___ red unit ___ yellow strip of ten and ___ red strip of ten. Total ___ units or ___ strip of ten.



___ yellow units and ___ red units ___ yellow strip of ten and ___ red strip of ten. Total ___ units or ___ strip of ten.

Discuss some other combinations of strip of ten that make a 100 units grid.





Let us Make 100

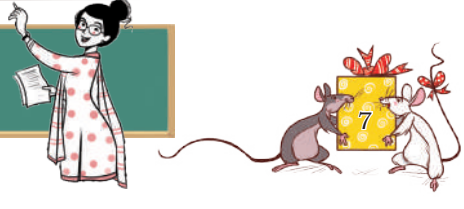
Let us play this game in groups of 5 or 6. One member will become the banker. Each team member will roll two dice together and take that many units from the bank. Whenever there are units that are equal to or more than 10, they will exchange the ten units for a strip of ten from the banker. Play the same and collect 10 strip of ten and put them to make a 100 units grid. We can also use items like *rajma*, pebbles, *chana*, etc., as units.

Counting through Cards





Encourage children to use different cards for tens and ones.





Let us Think

Complete the following.



3 tens 1 one = 30 + 1 or

T	O
3	1

So, there are total of 31 shells.



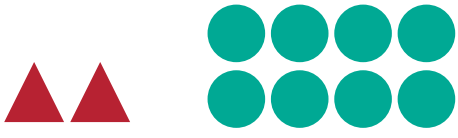
___ tens ___ ones = ☐ + ☐ or

T	O



___ tens ___ ones = ☐ + ☐ or

T	O



___ tens ___ ones = ☐ + ☐ or

T	O

Draw tens (▲) and ones (●) cards and fill in the blanks.

☐ = 90 + 3 or

___ tens ___ ones

T	O

☐ = ☐ + ☐ or

___ tens ___ ones

T	O
7	5

☐ = ☐ + ☐ or

___ tens ___ ones

T	O
2	9

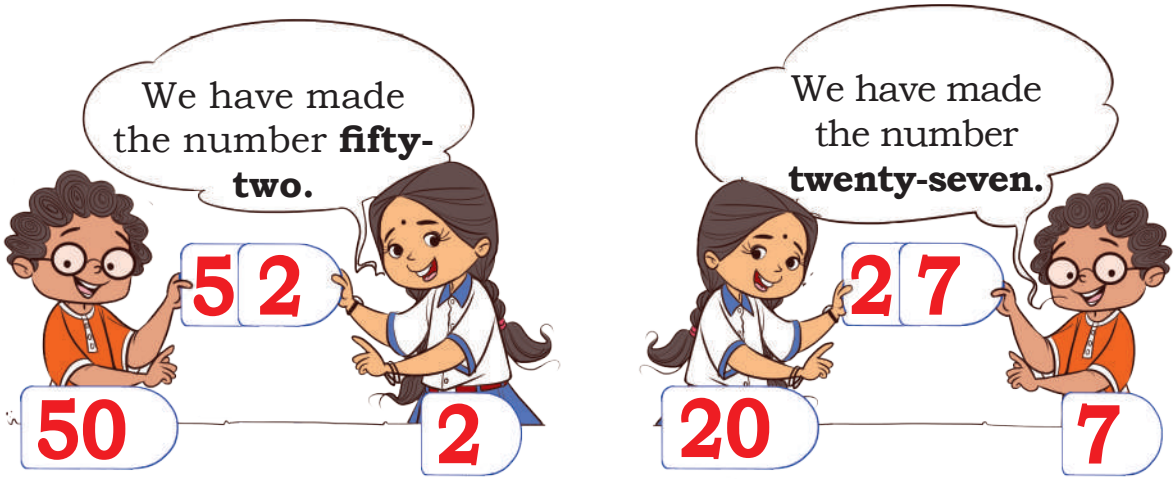




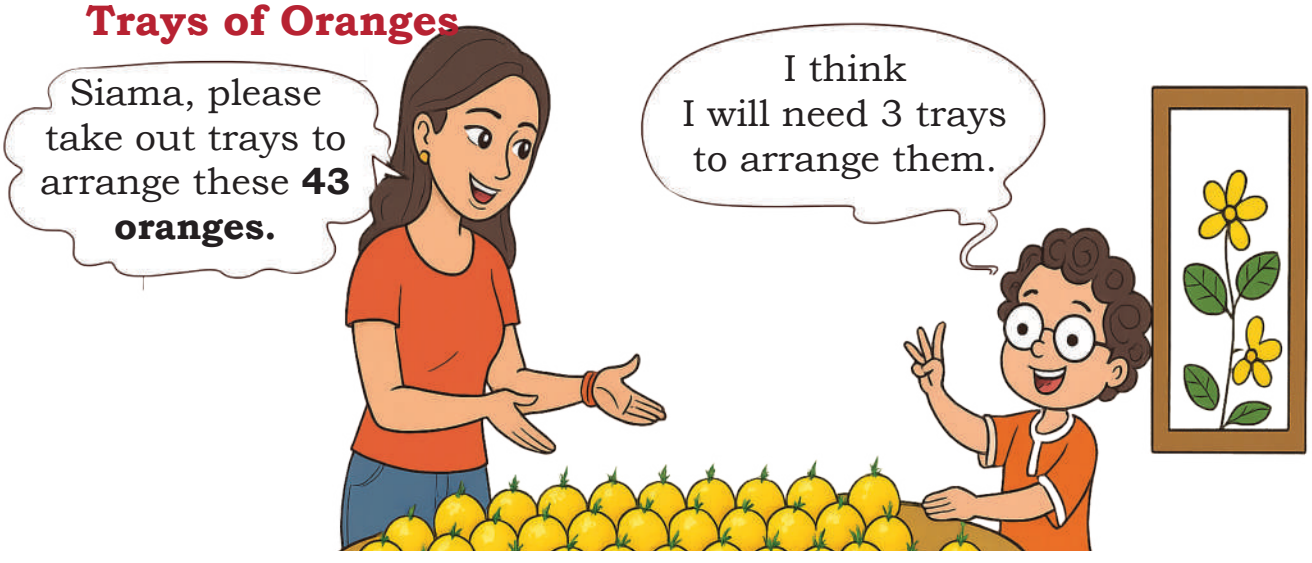
Let us Play

Make Numbers

Children can make numbers using different number cards either of tens or ones. The teacher calls out a number, say, 52. The children with numbers cards of 50 and 2 will come together and form the number 52 as shown below. The game continues for other numbers such as 27.



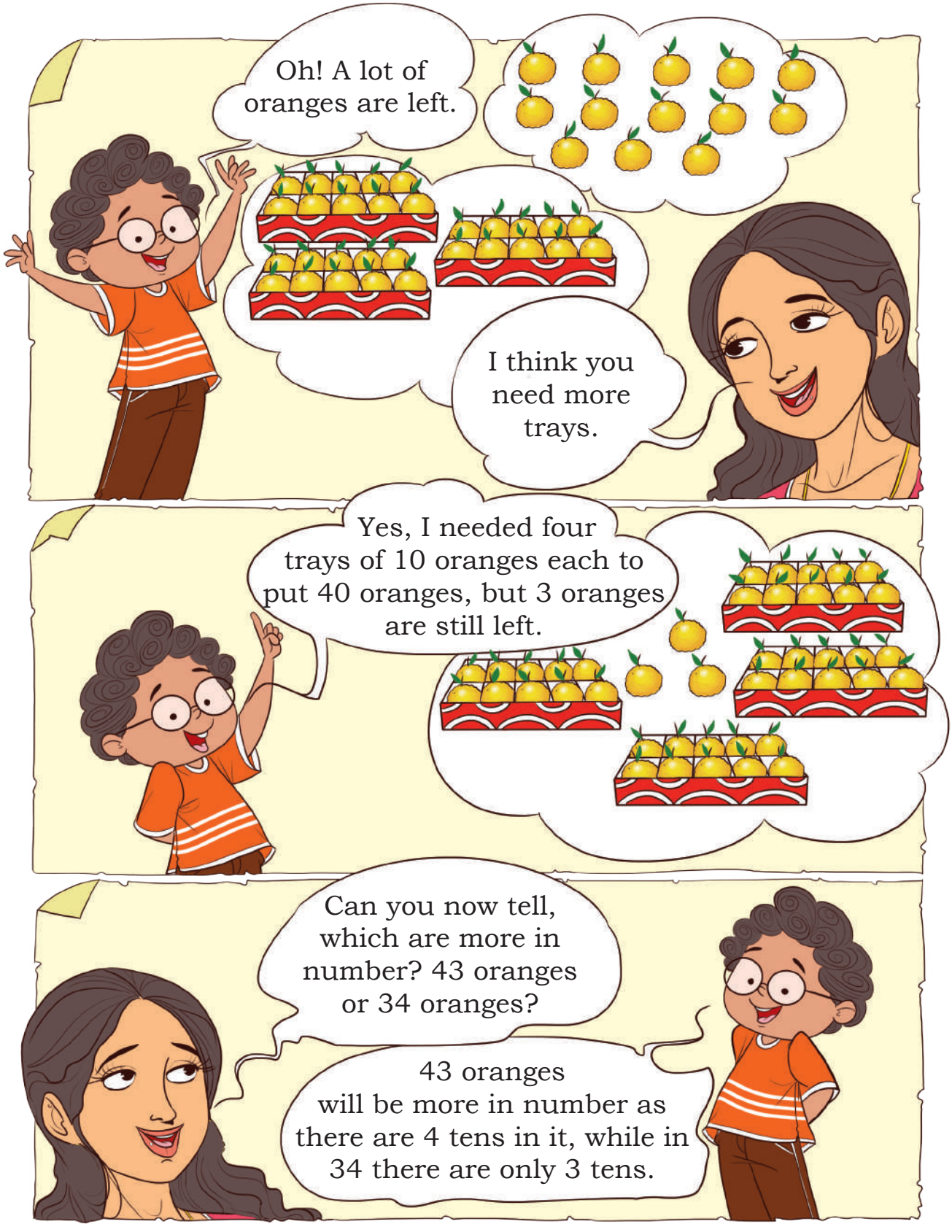
Trays of Oranges



Let children have lots of practice on regrouping a number in tens and ones. For example, 73 is made up of 70 and 3 or 7 tens and 3 ones. Let children make their own worksheets for two digit numbers.

		T	O
73	70 + 3	7	3



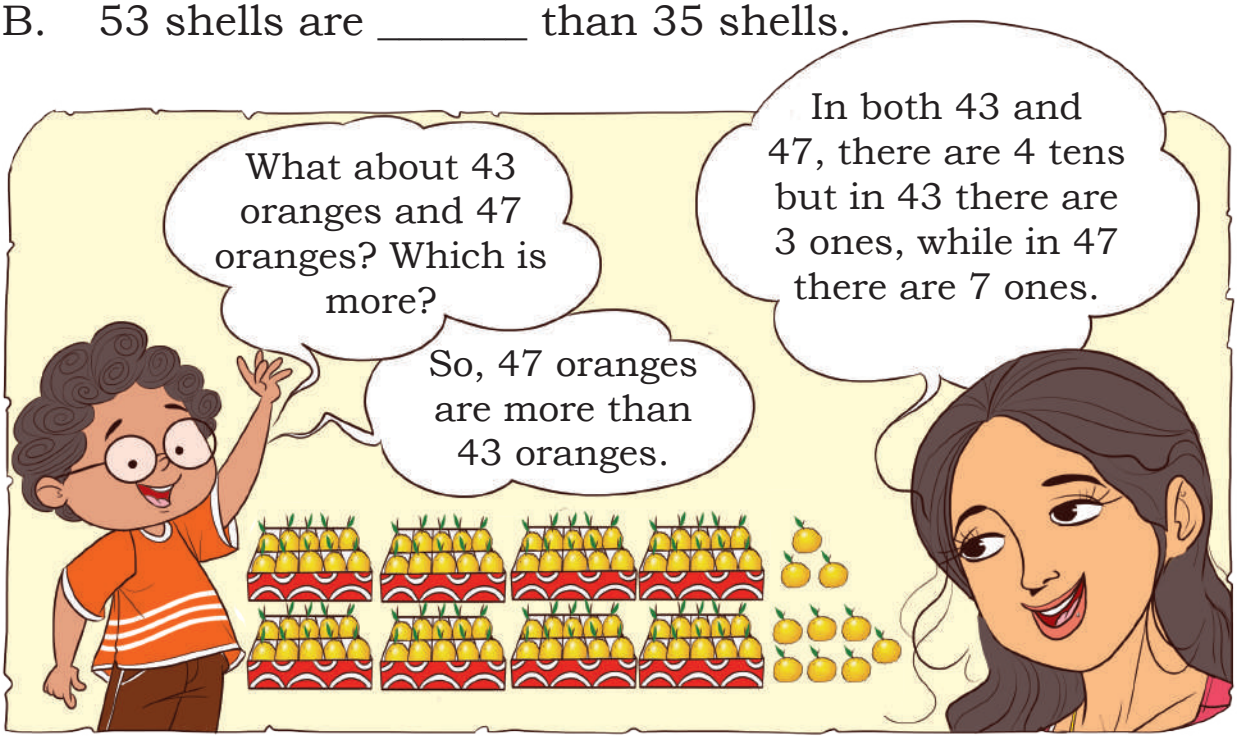


Which is less **27** or **72**? Why?

Fill in the blanks with more or less.

A. 67 oranges are _____ than 76 oranges.

B. 53 shells are _____ than 35 shells.





Let us Do

Fill in the blanks.

A. 29 is more than 20.

B. _____ is less than 41.

C. _____ is less than 76.

D. 49 is more than _____ .

E. 25 is less than _____ .

F. _____ is less than 2.

G. 36 is more than _____ .

H. _____ is more than _____.

Discuss with children the situations where they can compare two quantities. Ask children to make two groups of concrete objects like pebbles, marbles, bottle caps, seeds, etc., and to estimate which group has more number of objects.

Let them then verify their estimate by counting the objects.







Flash Card Game

A. Make flash cards of numbers from 0 to 9. Make the desired number according to the rules given below by placing these cards appropriately at tens and ones place.

i. A number greater than 50.

ii. A number less than 30.

iii. A number between 47 and 59.

iv. Which is the smallest two-digit number you can make?

v. Which is the largest two-digit number you can make? Why do you think that the number you made is the largest?



B. Choose any two flash cards and make a two-digit number. Now swap these flash cards to get another number and find out whether it is bigger or smaller than the previous number. Circle the largest number.

Tens	Ones
3	5

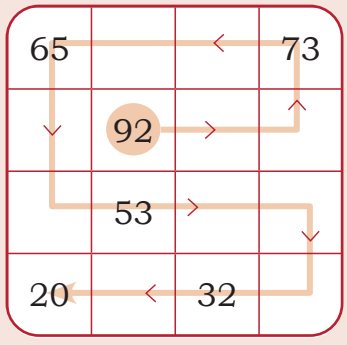
Tens	Ones
5	3





Mark by Passing the Path

From the largest number, try to reach the smallest one in decreasing order by passing through each and every number atleast once.



34			53	
	91			76
	14			11
				19
23				

			51	
58				
			63	43
75			86	
29				34

Play with Numbers

Who am I?

A. I am the largest two-digit number. ____

B. I am the largest two-digit number where no digit is repeated. ____

C. I am the smallest two-digit number. ____

D. I am the smallest two-digit number, my digits are repeated. ____

E. I am the smallest two-digit number with 3 at the tens place. ____

F. I am the largest two-digit number with 2 at the ones place. ____

Make your own such questions.

_____

_____

_____

Vallam kali

In Kerala, Onam is celebrated through a famous snake boat race called as *vallam kali*. The race has nearly come to an end. Look at the picture and observe the position of each boat.



A. Which colour boat came first in the race? _____

B. Which colour boat is likely to come third? _____

C. At which positions are blue and green boats? _____

D. Write the position of pink and orange boats on the basis of the picture. _____ _____

Look at the month of June in the calendar given below.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	**7** Id-ul Zuha
8	9	10	11	12	13	14
15 YMA Day	16	17	18	19	20	21
22	23	24	25	26	27	28
29	**30** Remna Ni					

*Calendar based on 2025

Read the calendar and answer the following questions.

A. YMA Day will be celebrated on which day of the month? ____

B. When is Remna Ni celebrated? ____

C. Id-ul Zuha is on ____ Saturday of this month.

Find out if any of your friends celebrated their birthday in the month of June. Mark it on the calendar.

Jersey Number 17



Discuss with students about various other places where they can see numbers as labels or names around them. For example, house number, pillar number, roll number, bus or train number, etc. Tell children that the beautiful way in which we all write numbers today, using the digits 0 and 1–9, originated in India.



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2 Shapes Around Us



Let us Do

A. Look at the picture and observe different musical instruments.

i. Circle ◯ the musical instruments that are similar in shape to a  drum.

ii. Tick ✓ the musical instruments that are similar in shape to a  pitcher.

iii. Box ☐ the shape similar to the shape of a  clarinet ( ,  , ).

iv. How is the shape of harmonium  different from the shape of a  drum?

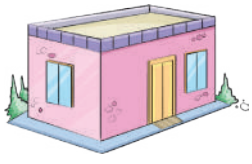
B. Have you seen or played any of the musical instruments? Share your experiences with your classmates.

C. Cross the odd one out.











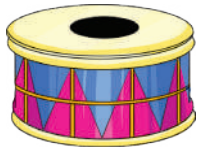
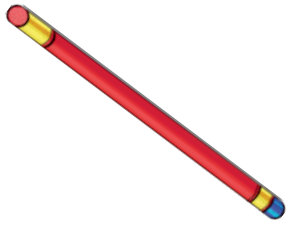
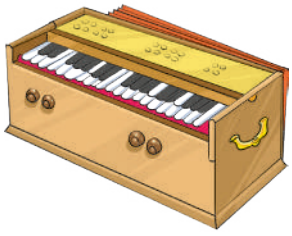
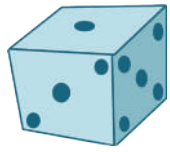


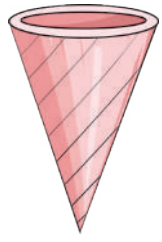
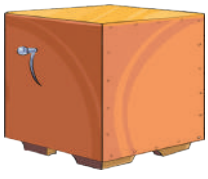


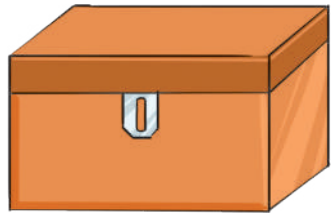

Initiate discussion about the similarities in the shape of various musical instruments and talk about locally available instruments and the way they are played. For example, drum and *tabla* are played by beating them, whereas guitar and *sitar* are played using their strings, and clarinet, flute, etc., are played by blowing air into them.

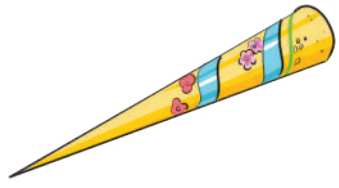
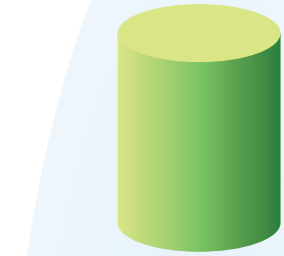
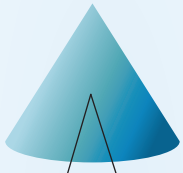


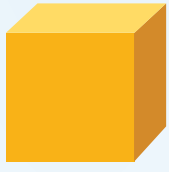
Match the musical instruments and objects with their solid shapes. One has been done for you.


Helen and Atea



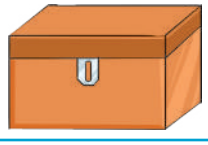
Let the children experience the surfaces, edges and corners of solid objects like chalk box, duster, chalk, etc.





Let us Do

If you also have to decorate the following shapes in the same way with stars, ribbon stripes and pompom balls, how many of these items will you need?

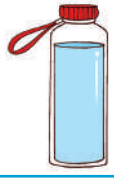
Object	Number of stars for the faces	Number of ribbon stripes for the edges/sides	Number of pompom balls for the corners
			
			
			





Let us Think

Look at the objects and fill the table.

Object	I look like a	Faces	Edges	Corners
	Cube			
	Cuboid			
	Cone			
	Cylinder			
	Sphere			
	Cuboid			
	Cone			
	Cylinder			





Let us Play

Touch and Tell. Who am I?

Collect different objects with variation in faces, corners and edges. Blindfold the child and ask them to pick an object as per the details given by other children. For example, a child may be asked to take out an object with one corner. Similarly, continue with other objects.



Let us Do

Name the objects which have—

No Corners	One Corner
A. _____	A. _____
B. _____	B. _____
C. _____	C. _____

Three Corners	_____ Corners
A. _____	A. _____
B. _____	B. _____
C. _____	C. _____



Project Work

Take a cardboard sheet and try to make an object with four faces.

Now, try to make an object with one face.

Encourage children to discuss and find out the objects which have one, two, three or no corners. They may make such objects using clay or dough.







3 Fun with Numbers

QRickit

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Look at the Counting beads.

A. How many beads are there in Counting beads? ____

B. There are some blank cards on the *Counting beads*. Write the numbers on them by counting the number of beads.

C. Make number cards for the following numbers and place them on your Counting beads.

38, 44, 58, 65, 98

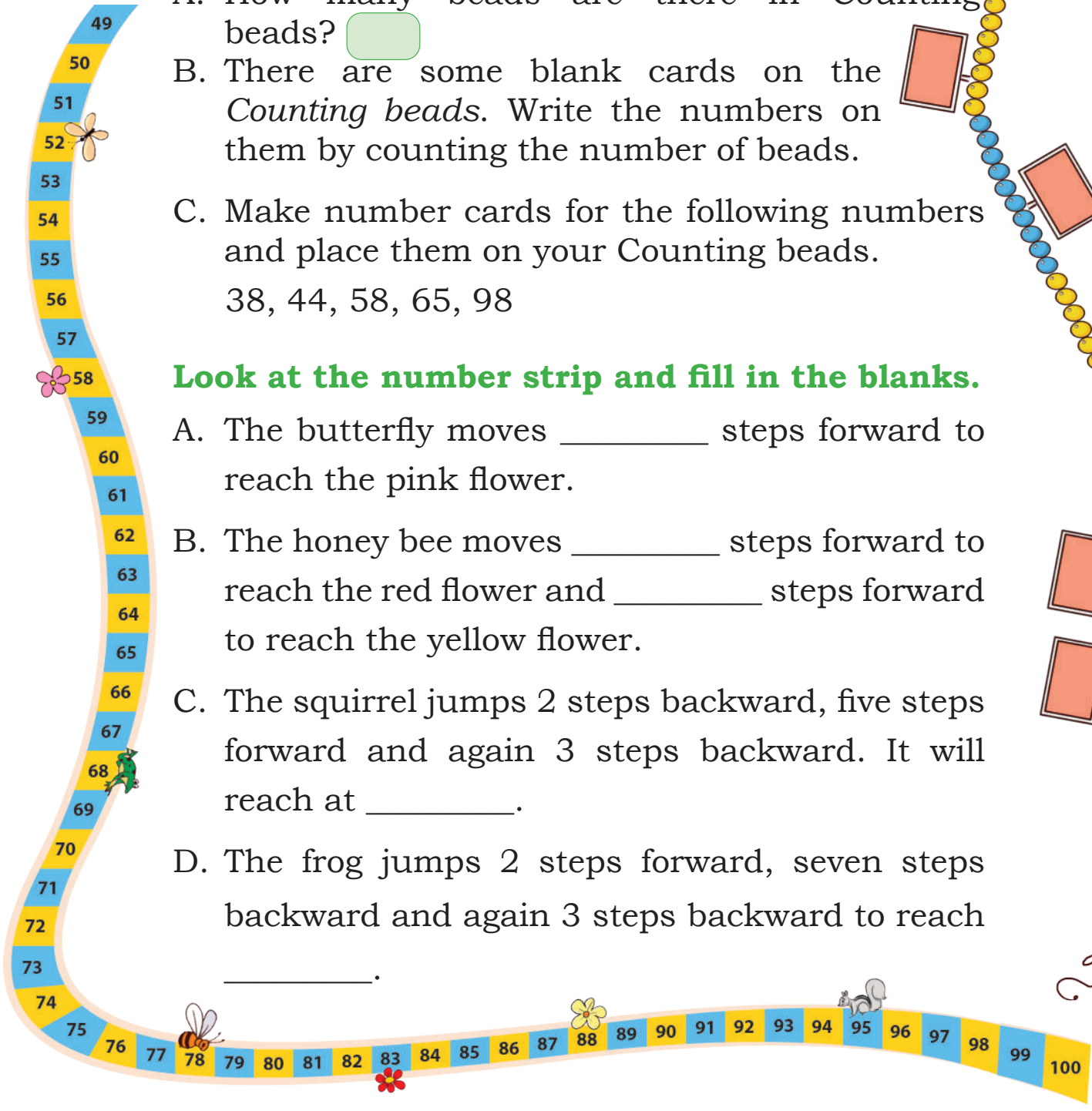
Look at the number strip and fill in the blanks.

A. The butterfly moves _____ steps forward to reach the pink flower.

B. The honey bee moves _____ steps forward to reach the red flower and _____ steps forward to reach the yellow flower.

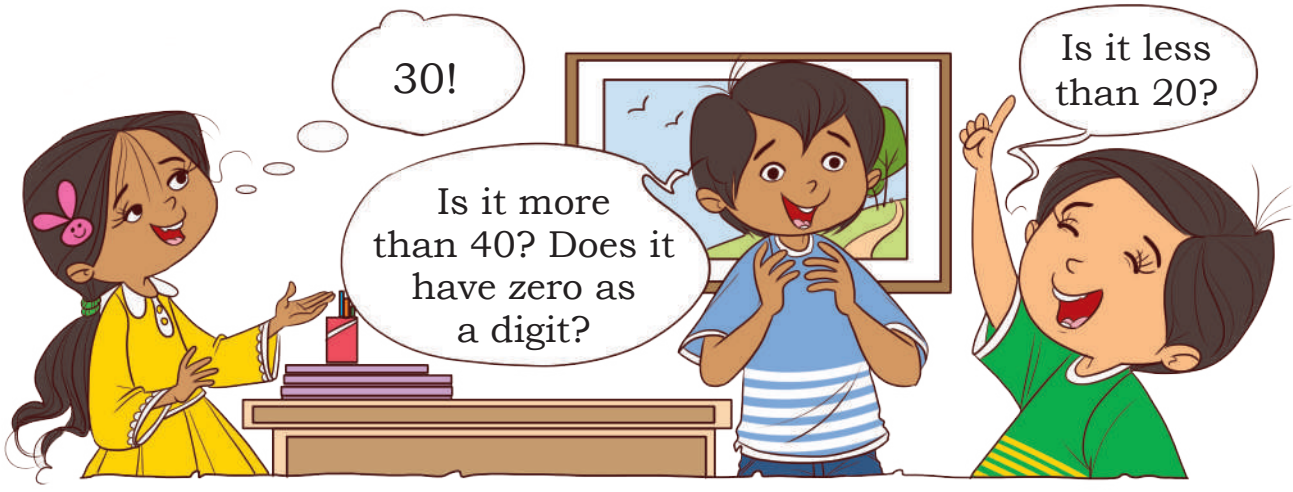
C. The squirrel jumps 2 steps backward, five steps forward and again 3 steps backward. It will reach at _____.

D. The frog jumps 2 steps forward, seven steps backward and again 3 steps backward to reach _____.



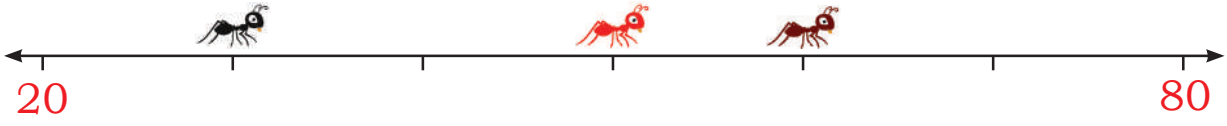
Guess my Number

A child thinks of a number and other children have to guess it. Children will ask questions like, is it more than 50? Are the two digits of the number same? Questions that can be answered in 'yes/no'. They can ask maximum 10 questions to guess the number.



Guess my Place

Three ants are sitting on a number line. Write the numbers for these ants.



Black ant is sitting on the number _____

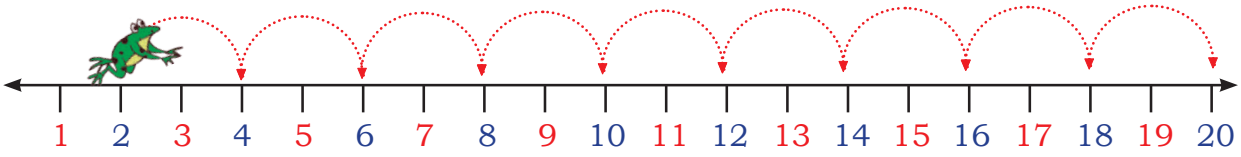
Red ant is sitting on the number _____

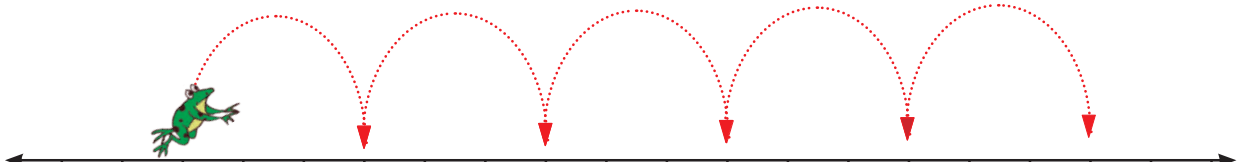
Brown ant is sitting on the number _____

Draw an ant on number 65 on the number line shown above.

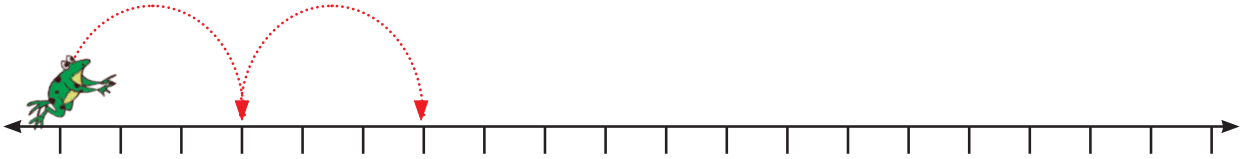
Draw a sugar cube on number 79 on the number line shown above.

Look! How Jumpy, the frog is jumping. Do you observe a pattern here?

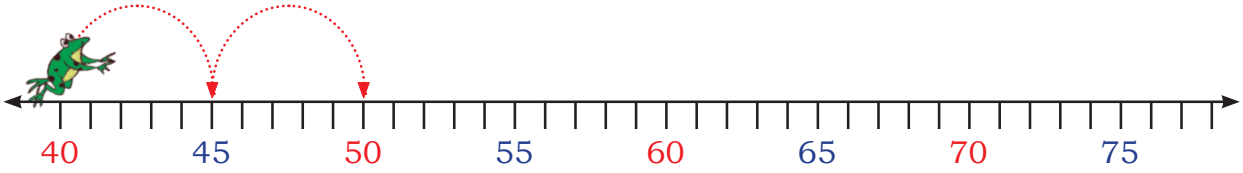




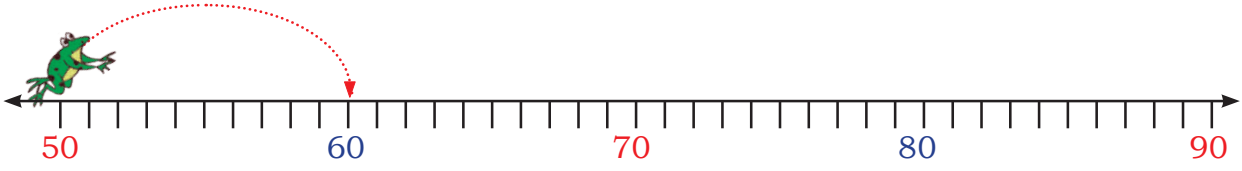
Complete the following patterns.



A. 1, 4, 7, _____, _____, _____, _____



B. 40, 45, 50, _____, _____, _____, _____, _____



C. 50, 60, _____, _____, _____

Encourage children to make their own number line on the ground and ask them to jump on it. Ask them questions such as if you jump in steps of two, which numbers will you step on, etc.





Let us Do

A. On the number chart, use skip counting in two and draw ● on the numbers. Now use skip counting in five and draw ▲ on the numbers in the number chart.

B. Write down the numbers that are common to the skips in twos and fives.

_____

C. Write down the numbers that are common to the skips in twos, threes and fives.

_____

D. Write down the numbers common to the skips of fives and sevens?

_____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Jump and find the answers. Write 'Yes' or 'No'.

Make a number line on the ground and jump on it.

A. If you start from 10 and jump counting in tens, will you land on number 100 at any time?

B. Jump and find out if you start at 5 and count in fives, will you jump on number 40 at any time?

C. If you start from 0 and count in fives, will you jump on number 55 at any time?

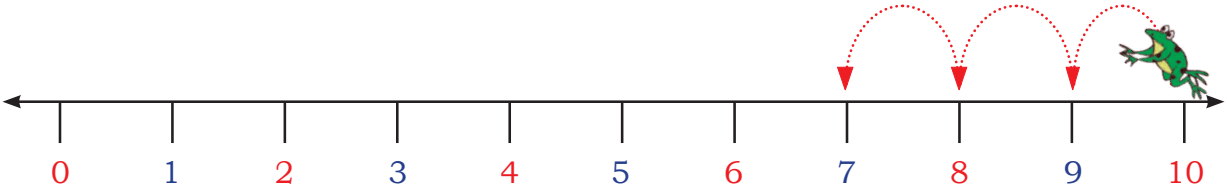
D. If you start from 4 and count in twos, will you jump on number 17 at any time?

E. If you start from 13 and count in threes, will you jump on number 24 at any time?



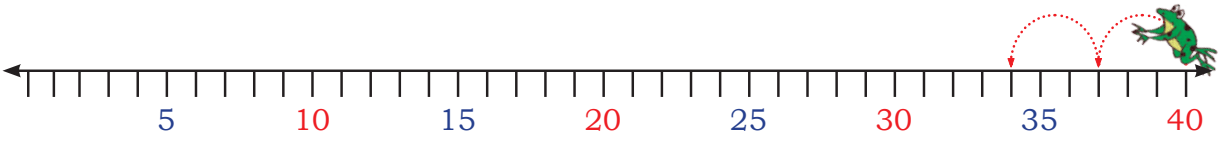
Let us jump backward.

Complete the following patterns.

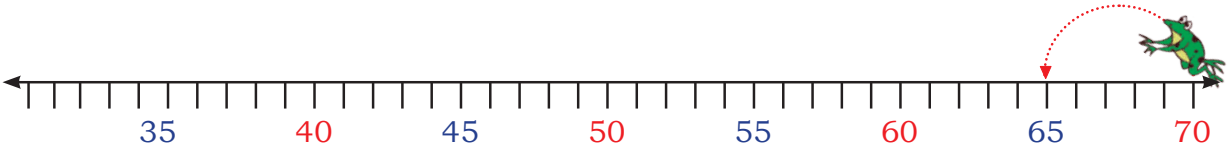


What comes just before 10?
What comes just before 9?

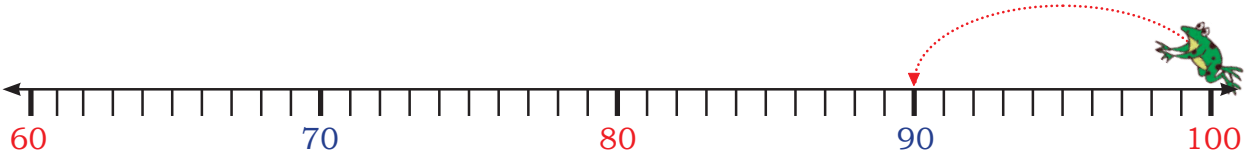
10, 9, 8, ☐ ☐ ☐ ☐ ☐ ☐ ☐



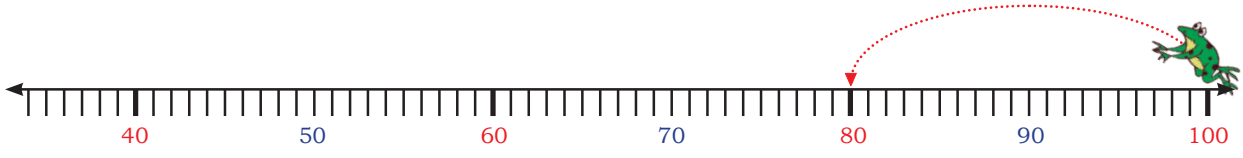
A. 40, 37, 34, ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐



B. 70, 65, 60, ☐ ☐ ☐ ☐ ☐ ☐



C. 100, 90, ☐ ☐ ☐



D. 100, 80, ☐ ☐

Is there a pattern in the given numbers? If not, change the numbers to create a pattern. Also, extend it.

100, 90, 80, 70, 60, ☐ ☐ ☐





Let us Talk

A. Rinmawia is counting numbers from 20 onwards. Will he say the number 19 in his count? Explain why?

B. Chhuani is counting numbers in twos from 10 onwards. Will she say 43? Explain why?

C. Mawii is counting backwards from 20. How many steps will it take to reach 0? Explain why?

D. Vanrama is counting backwards in twos from 20. How many steps will it take to reach 0? Discuss.

Patterns in Number Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100





Let us Do

Look at the number chart and write down the answers.

_____ comes just before 10

_____ comes just before 20

_____ comes just before 30

_____ comes just before 40

Do you see any pattern? Shade the numbers on the number chart. Does the pattern continue for other numbers? If yes, write the pattern.

____, ____, ____, ____, ____, ____, ____, ____, ____, ____

Now, look at the numbers coloured green in the number chart. Write them.

1, 12, 23, ____, ____, ____, ____, ____, ____, ____

What pattern do you notice? Discuss.

Lakshanya made a **number window** and placed it on the number chart as shown below.

A. If the centre of the window is placed on 28, which number will be on the top of it? _____

B. Which number will be below it? _____

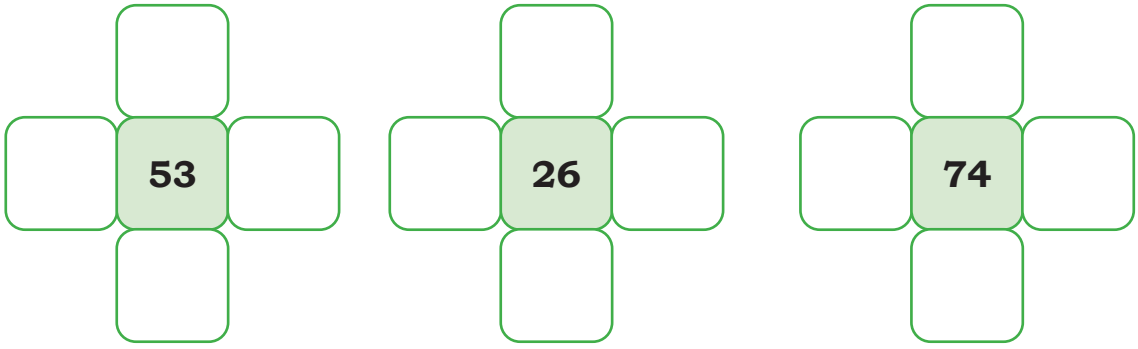
C. Which number will be on its right? _____

D. Which number will be on its left? _____

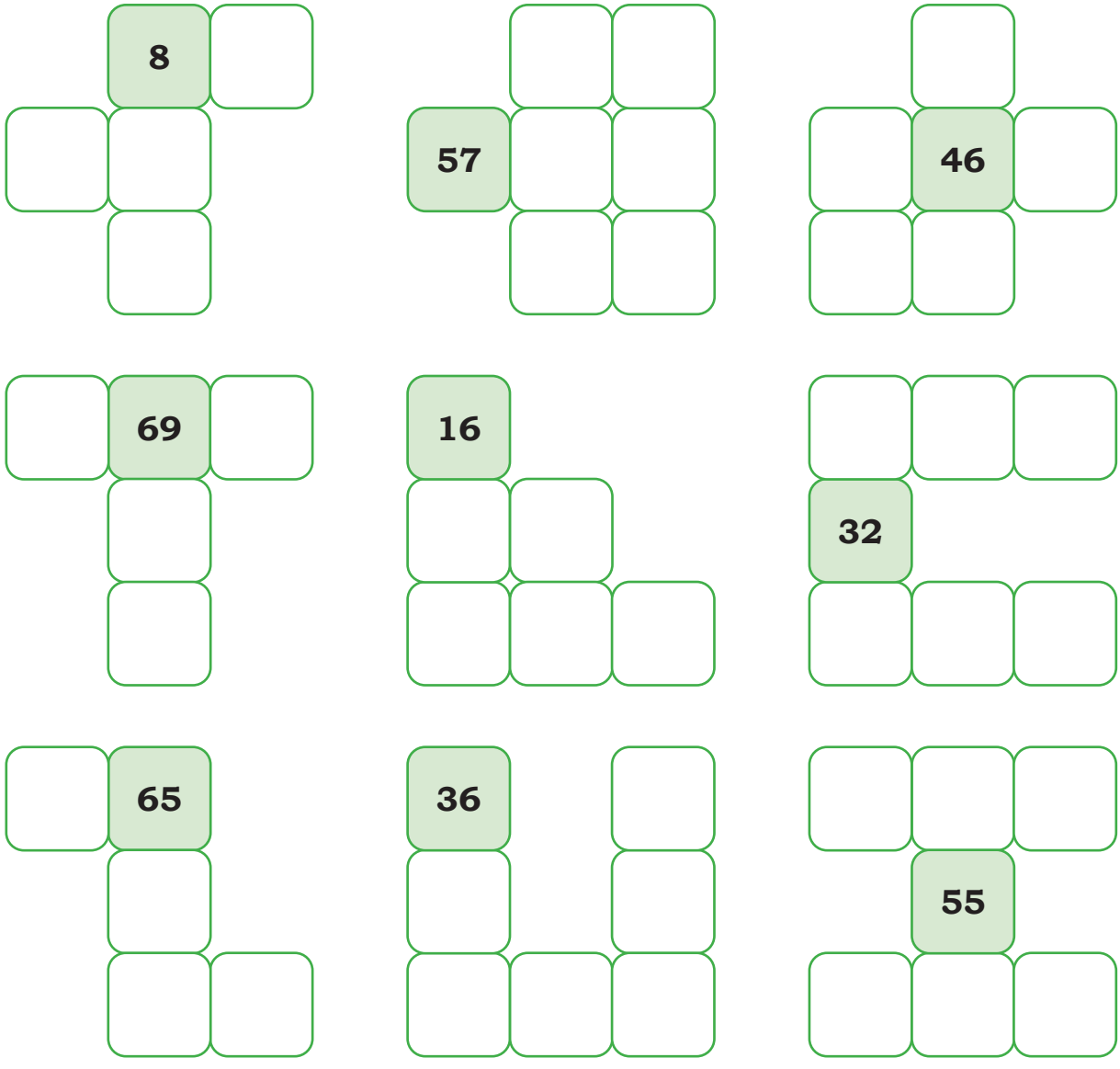
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16		10 less		20
21	22	23	24	25	26	1 less	28	1 more	30
31	32	33	34	35	36		10 more		40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



E. Let us do it for other numbers.

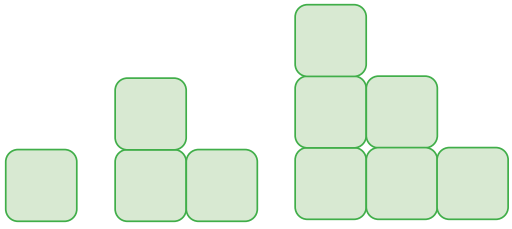


F. Based on the same number grid fill the missing numbers.

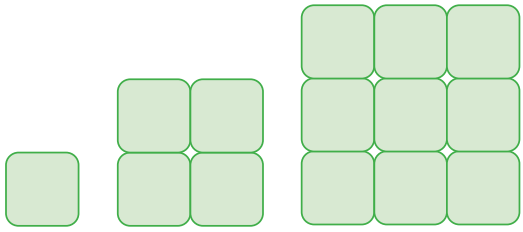


Exploring Patterns

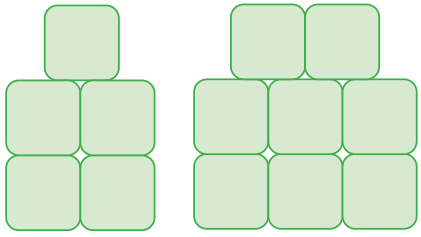
Observe how the number of blocks are increasing in the following shapes and extend the pattern.

A. 

_____ _____

B. 

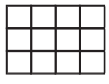
_____ _____

C. 

_____ _____



Let us Play – Bingo!

Make a 3 × 4 grid  for playing 'Bingo'.

Fill the boxes of the grid with any number from 2 to 12. Numbers can be repeated.

Let one child throw two dice and say the sum of the numbers of dots on the dice. Other children will cross the number on their grid. Continue this till child crosses all the numbers. Bingo!

Encourage children to develop their strategy for selecting the numbers to be written on the grid.



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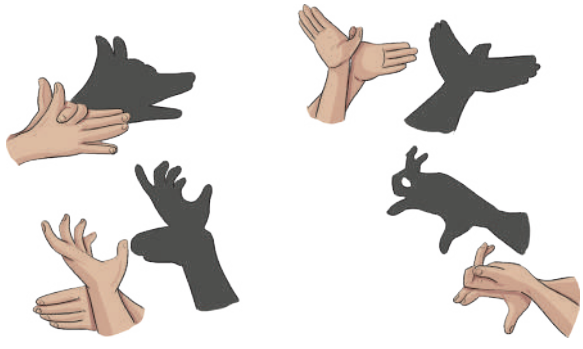
0224CH04

4 Shadow Story (Togalu)



Nakul and his friends saw a shadow play known as *Togalu Gombeyaata* in a village fair. They all were fascinated to see the shadows.

They also wanted to make shadows. So, they made different animal shadows on the wall with their fingers. You can also try to make the shadows.



Share information about *Togalu Gombeyaata* with children which is a puppetry art form practised in Karnataka. The puppets are used to depict scenes from Indian epics. Let children also share their experiences of watching a puppet show.



Let us Do

Do a role-play by making the shadows of different animals and creating their sounds.

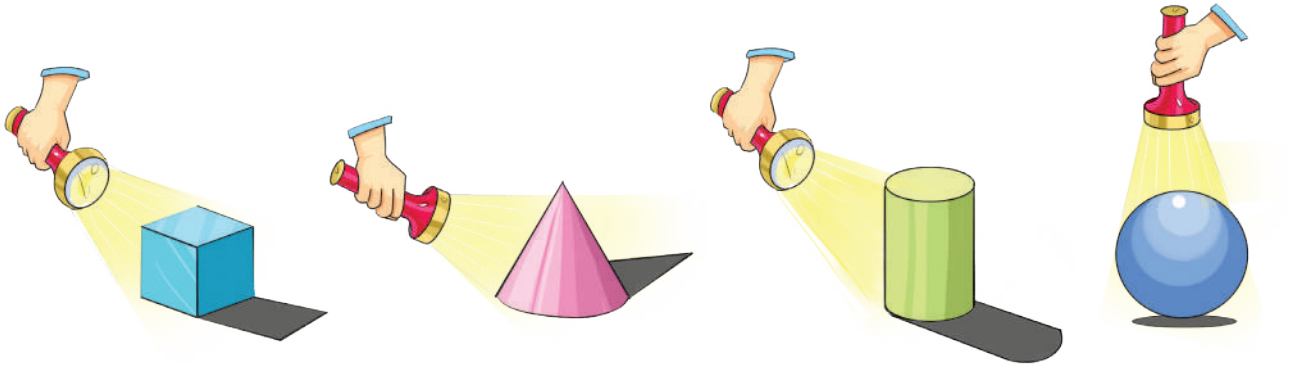
Let us Talk

A. Have you seen your own shadow or the shadow of a tree, a dog, a cow or any other animal?

B. When do we see a shadow?

C. When does a shadow vanish?

Fun with Shadows



Now put the torch light on the objects around you and observe the shapes of their shadows.

A. Will the size of shadows change on changing the position of the torch?

B. At what time of the day is your shadow longest?

C. At what time of the day is your shadow shortest?

Discuss with children about their observations on their shadows at different times of the day and the reasons behind it.



Let us Trace

A. Trace the shape of the objects around you. For example, eraser, leaf, matchbox, sharpener, pencil colour, etc.



B. Draw the shapes you get after tracing.



Let us Think

Write the names of objects that have the same trace as:

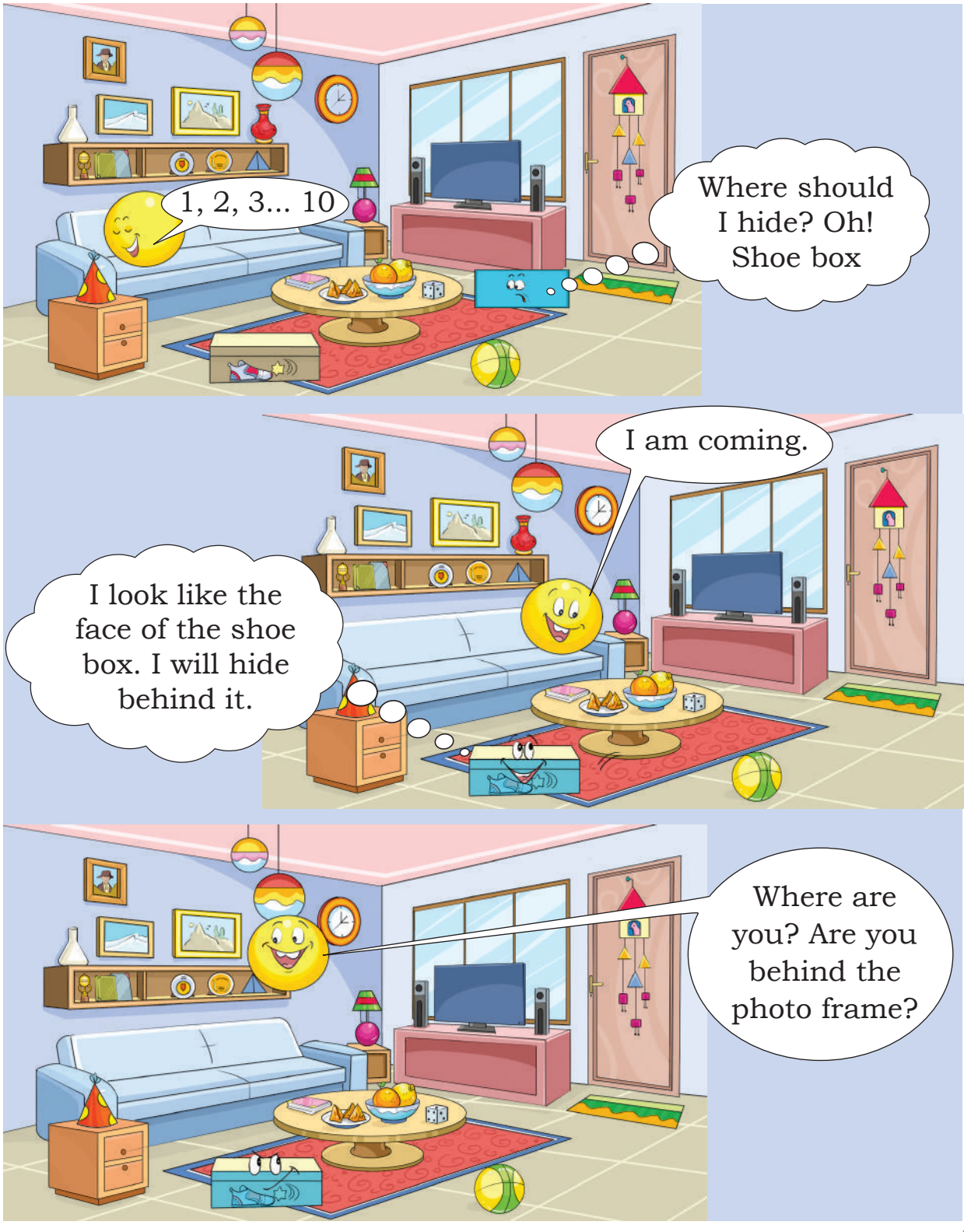
A. Bottle cap

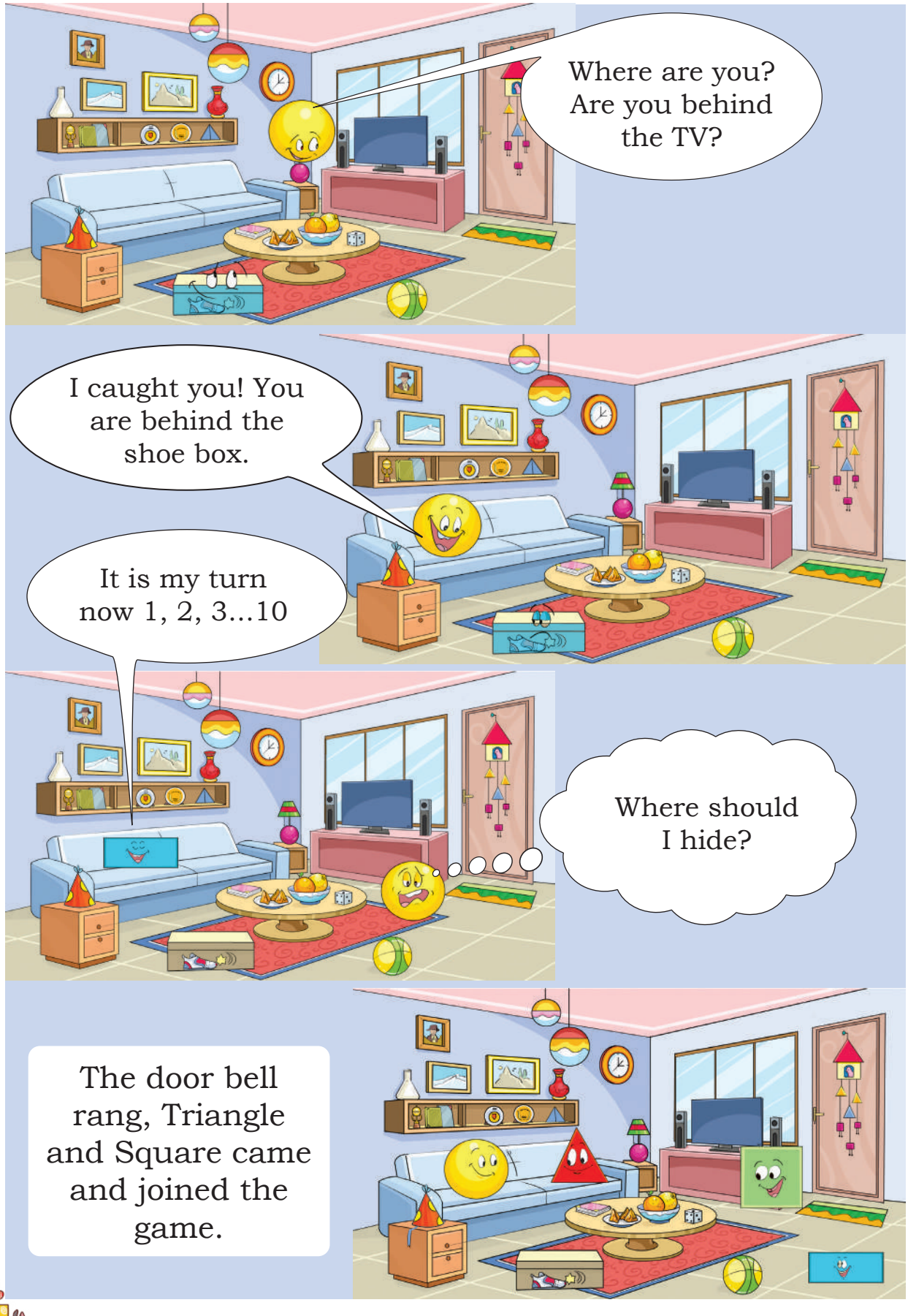
B. Eraser



Hide and Seek

Circle ◯ and rectangle ▭ are playing hide and seek. Rectangle is hiding from the circle.




Where are you? Are you behind the TV?
I caught you! You are behind the shoe box.
It is my turn now 1, 2, 3...10
Where should I hide?
The door bell rang, Triangle and Square came and joined the game.

They all are playing together now.

A. Circle ◯ can hide in the clock, ball, _____, _____.

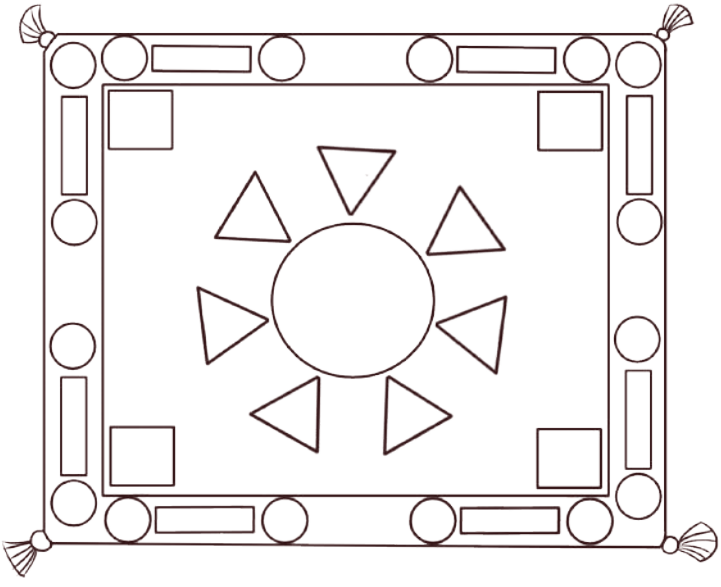
B. Rectangle ▭ can hide in the shoe box, photo frame, _____, _____.

C. But Triangle △ and Square □ are confused and wonder where to hide now. Suggest them some places where they can hide.

i. Triangle △ can hide in _____, _____.

ii. Square □ can hide in _____, _____.

Colour the Carpet



Colour the Triangles red.

Colour the Circles green.

Colour the Rectangles yellow.

Colour the Squares blue.

Make your own design with different shapes and colour them.

Catch the Corner!

Nunpuia and his friends are playing a game. Nunpuia is standing facing the wall and clapping. His friends are running along the table as he claps. When he stops clapping, everybody stops. The child who is not at a corner will be out. Then the child will clap and the game will go on.



Look at the picture and answer the following questions.

A. Name the children standing near the corners of the table.

B. Can you tell who will clap next?

C. Where is William standing?

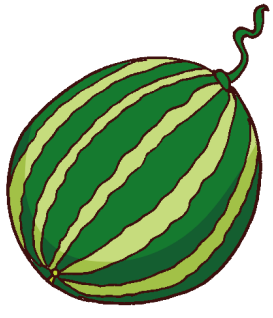
D. Can this game be played around a round table? Why or why not?

E. Name the objects around us that have straight edges.

F. Many objects around us have curved edges. Some are shown below. Explore and share the names of such objects that you see around.









Let us Think

A. How many corners do objects with curved edges have?

B. Name the objects that have both straight and curved edges?

Origami Fun!

A. Take a paper and fold it to make it a square.

B. It has ____ corners and ____ edges.

C. Fold it in half by joining two corners as shown in the picture.

D. Tick ✓ the shape which you get.

i. ● ii. ■ iii. ▲

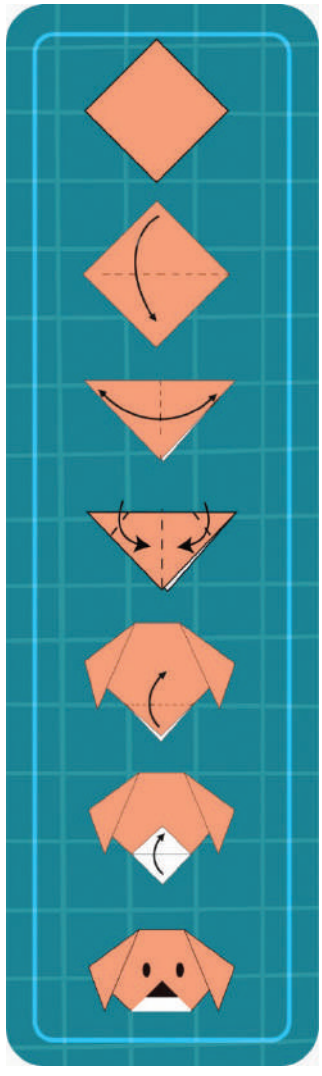
E. This shape has ____ corners and ____ edges.

F. Fold the paper again into half to get a triangle and then unfold it.

G. Now make two triangles from two corners of the triangle.

H. How many corners are there now? ____

I. Fold the third corner upwards and make the nose and eyes as shown.



Your paper dog is ready!



Can you fold the square sheet in such a way so as to get a shape with 4 sides? How many corners does it have now?

Ask children to explore various objects around them and ask them to find out the number of their edges, corners and sides.





Patterns

A. Make designs by stamping objects having different shapes like — bottle caps, erasers, pencils, coins, etc.



B. Radha is applying *mehandi* on her hands. You can also trace your hand to make a *mehandi* pattern or design.

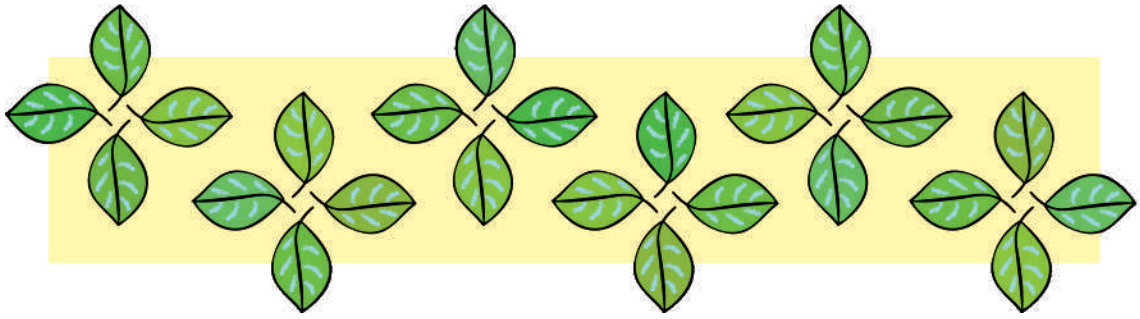






Let us Do

Nuseni is playing with leaves and making patterns.



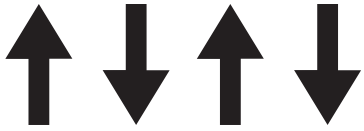
Now you also collect some leaves and make a pattern. Paint one side of the leaf and print it on the space given below.

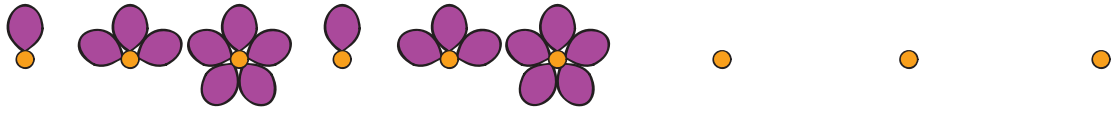


Project Work

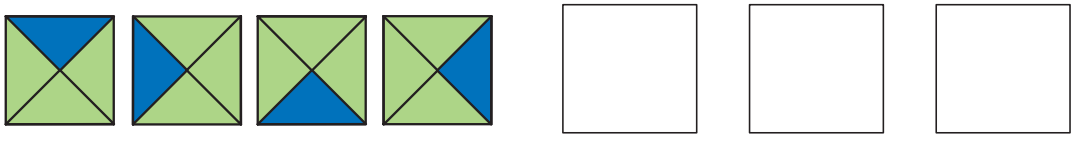
Make a wall hanging using cutouts of different shapes with the help of your elders to decorate your home or classroom.

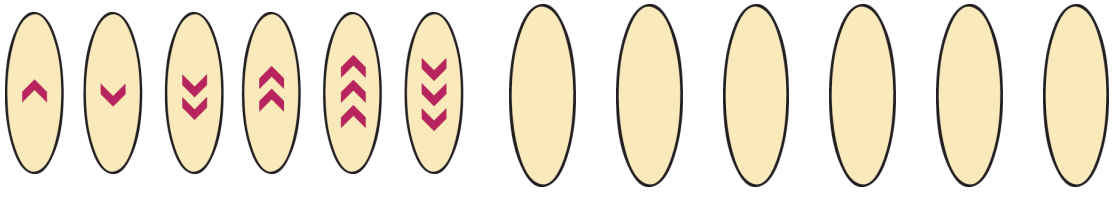
Extend the following patterns.

A. 

B. 

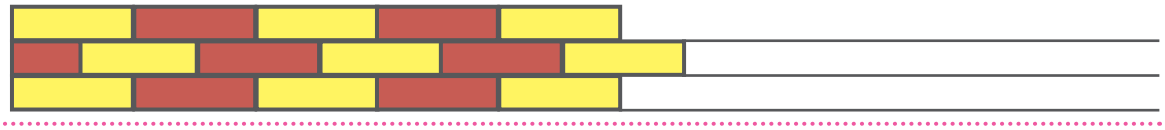
C. 

D. 

E. 

F. AB BC CD

G. AA BB CC DD EE

H. 

Kikku rabbit jumps on the 4th tile. He forgot where to jump next. Help him by drawing a circle ◯ on the next tiles.

1, 4, _____, _____, _____, _____, _____, _____



Kikku's mother also jumps on the 6th tile. Help her by putting a × on the next tiles.

1, 6, 11, _____, _____, _____, _____, _____



Let us Do

Extend the following number patterns.

A. 5, 10, 15, ☐ ☐ ☐ ☐ ☐

B. 7, 14, 21, ☐ ☐ ☐ ☐ ☐

C. 1, 7, 13, ☐ ☐ ☐ ☐ ☐



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5 Playing with Lines





Let us Do

A. Circle ◯ the posture with standing or vertical lines.

B. Tick ✓ the posture with both vertical and slanting lines.

C. Cross ✗ the posture which have curved lines.

D. Put a star ★ along the posture that have sleeping or horizontal lines.

E. Try some of these posture. Discuss the lines that you notice while doing the posture.

Facilitate the children in practising these poses. Give instructions like, keep the back straight, arms straight, curve the back, slant the arms and legs, etc.



What is Straight?

Hold a piece of thread in your hands.
Sleeping/Horizontal line



Is it straight?

Now bring your hands closer.
Curved line



Is it straight?

Slanting line



Is it straight?

Standing/Vertical line



Is it straight?

Standing/sleeping/slanting lines are _____



Let us Do

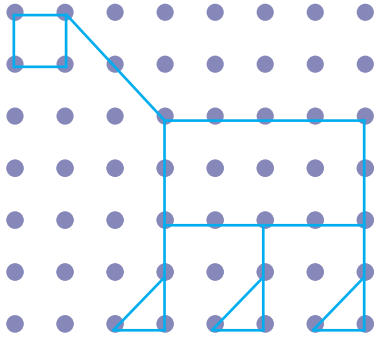
Trace the missing vertical, horizontal, slanting and curved lines in the picture given below.

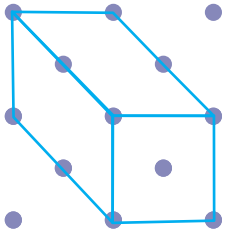




Let us Play with Dots

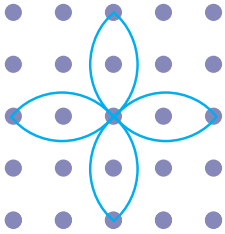
A. Make new shapes with straight lines (vertical, horizontal and slanting).

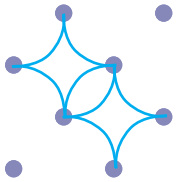




B. Draw different figures with the help of curved lines, like clouds, rainbow, etc.









Let us Do

A. Make your own drawing using different types of lines in the space given. Draw a design with any two types of lines.

B. Draw a design with any three types of lines.



C. Draw a design using all types of lines.



Project Work

Fun with Folding

If we fold a paper in half, it makes a crease in the center. Now if we keep folding the paper further we get a number of creases. Let us see the different lines we get after folding the paper. Trace the straight lines with red crayon and slanting lines with blue crayon.

A. Fold a paper with your friend and check who gets the maximum number of creases.

B. Try to make curved lines by paper folding.

Discuss various art forms like *Puanchei, Madhubani, Kalamkari, Warli* or any other local art forms that they are familiar with. Teacher might invite local painters to share their process of drawing different lines and shapes with children.



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6 Decoration for Festival

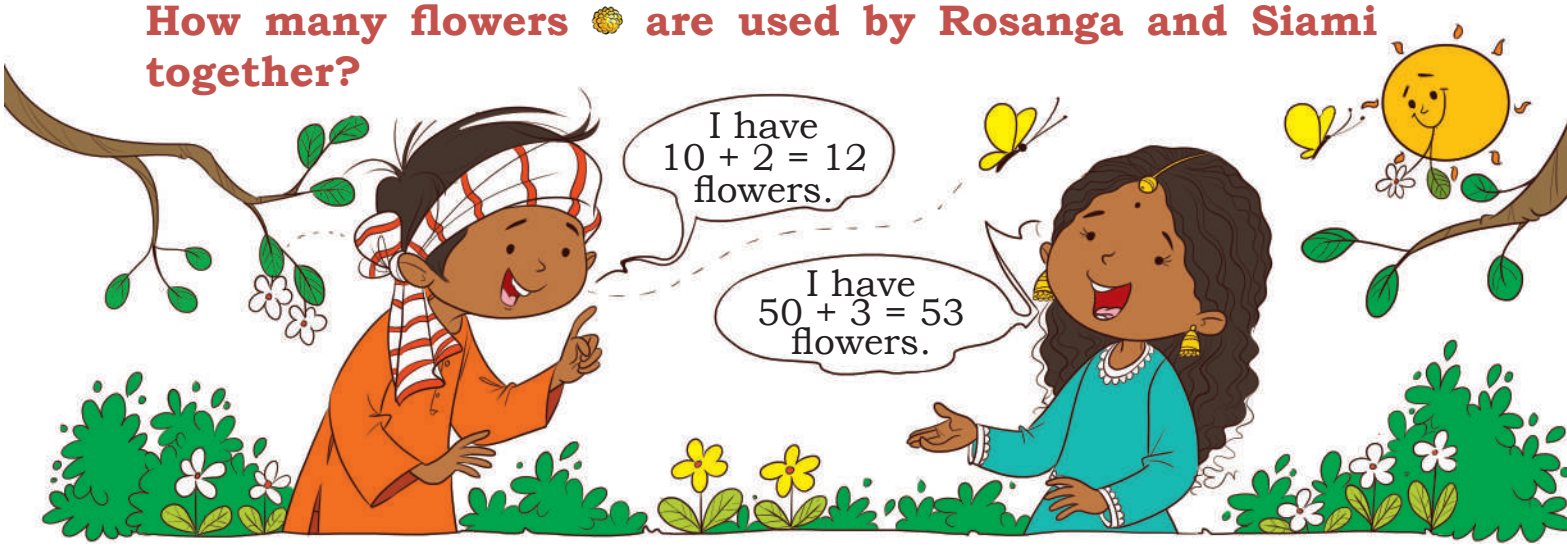


Decoration for Celebration!

Rosanga and his friends need garlands to decorate their homes for celebration. Each has 10 flowers . Complete the given table with the help of the above picture.

Name	Number of	Number of	Total number of
Rosanga	1	2	10 + 2 = 12
Saii	3	7	30 + 7 = 37
Akima	4	8	40 + 8 = 48
Siami	5		50 + 3 = 53
Mawia			
Zovi			

How many flowers are used by Rosanga and Siami together?



Rosanga brings	1 ten 2 ones	10 + 2 = 12
Siami brings	5 tens 3 ones	50 + 3 = 53
Siami and Rosanga together bring	6 tens 5 ones	60 + 5 = 65

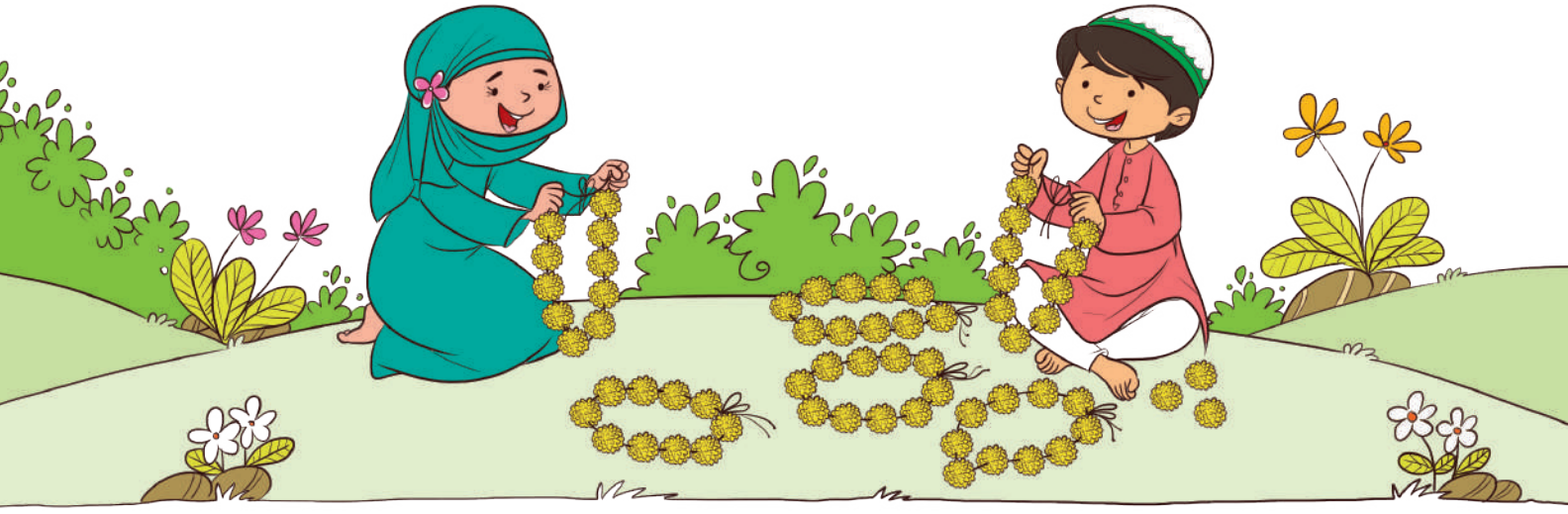
Tens (T)	Ones (O)
1	2
+ 5	3

T	O
1	2
+ 5	3
	5

T	O
1	2
+ 5	3
6	5

Wow! We both have 65 flowers.

How many flowers are used by Zovi and Mawia in all?



Zovi brings	2 0	20 + 0 = 20
Mawia brings	4 3	40 + 3 = 43
Zovi and Mawia together bring	6 3	60 + 3 = 63

T	O
4	3
+ 2	0

→

T	O
4	3
+ 2	0

→

T	O
4	3
+ 2	0

What is the total number of flowers used by Zovi and Akima?

Zovi brings	2 0	20 + 0 = 20
Akima brings		
Zovi and Akima together bring		

T	O
4	8
+ 2	0

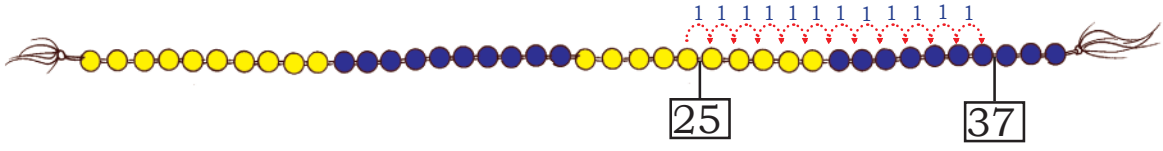
What is the total number of flowers used by Rosanga and Saii?

Rosanga brings		
Saii brings		
Rosanga and Saii together bring		

Let us do it on Counting beads!

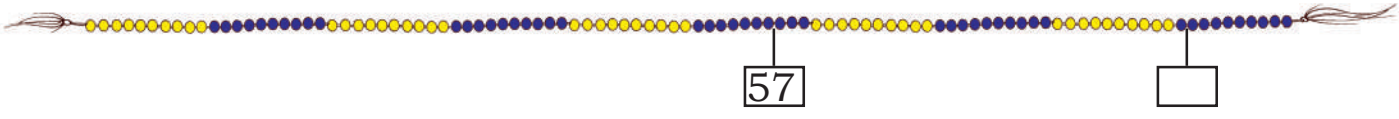


A. 25 + 12 = ☐



B. 57 + 34 = ☐

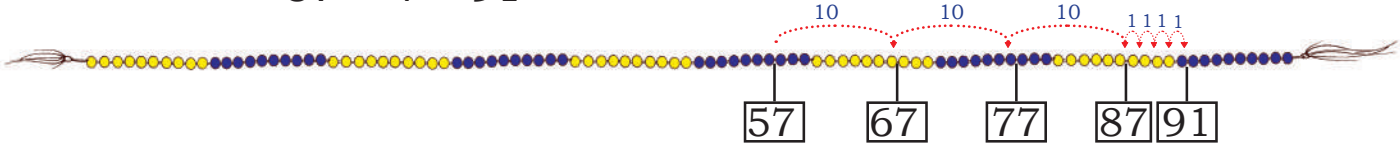
Count ____ ahead of ____



Let us understand this way.

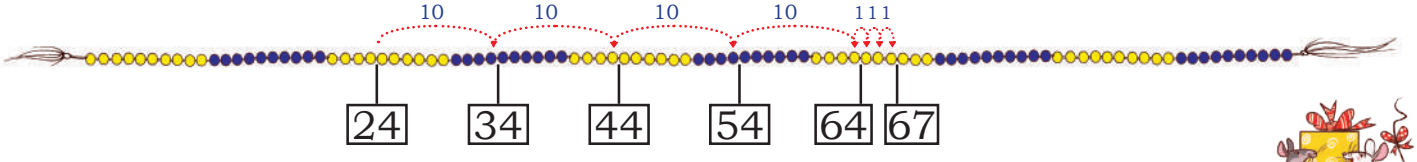
57 + 34 = 57 + 30 + 4

87 + 4 = 91

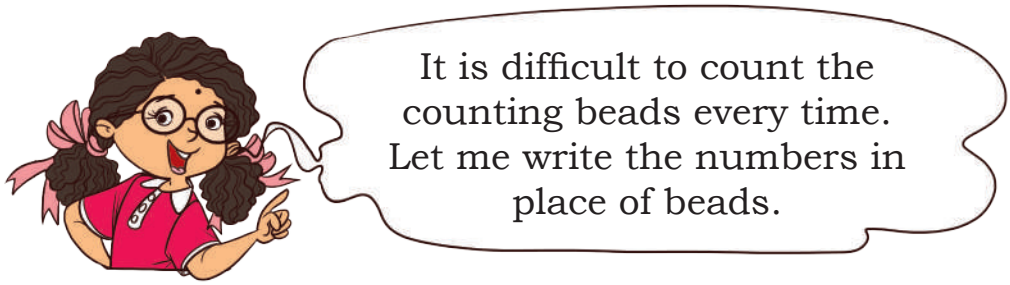


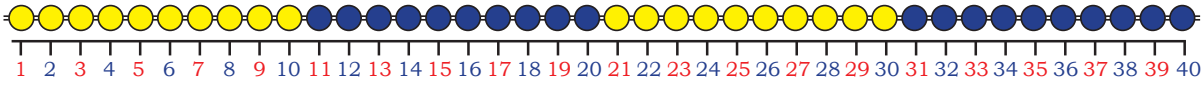
C. 24 + 43 = ☐

We can write 24 + 40 + 3 = 64 + 3 = 67



We can get the number 43 in another way: 20 + 20 + 3

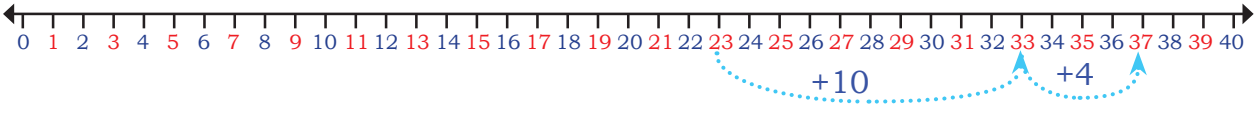




Now add numbers on the number line.



A. 23 + 14 = 37



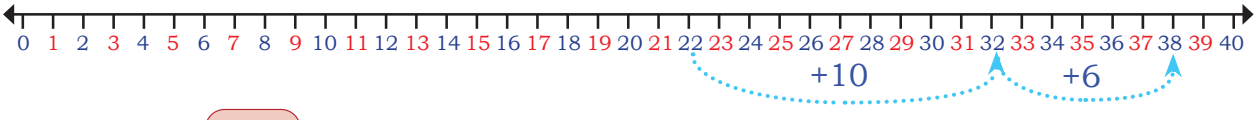
B. 24 + 16 = ☐



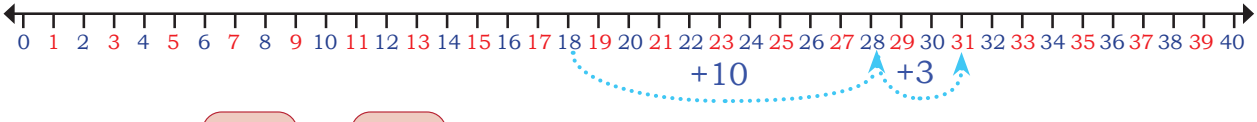
C. 11 + 22 = ☐



Read the number line and fill the boxes.

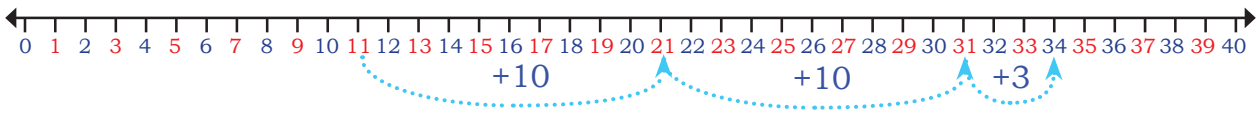


A. 22 + ☐ = 38



B. 18 + ☐ = ☐





C. ☐ + ☐ = ☐

Add these Numbers

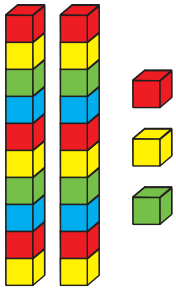
44 + 23 _____	56 + 23 _____	60 + 25 _____	52 + 30 _____

Playing with Blocks

Mali has some blocks. Sangi came with her blocks to play. Let us help them in finding how many blocks they have in total.



Mali's Blocks

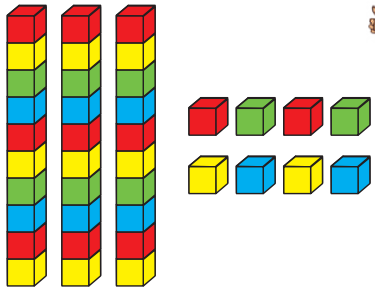


2 tens 3 ones

and

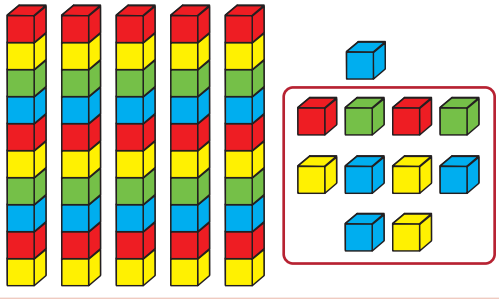
Sangi's Blocks



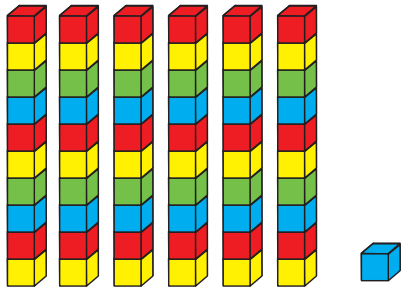


3 tens 8 ones

+



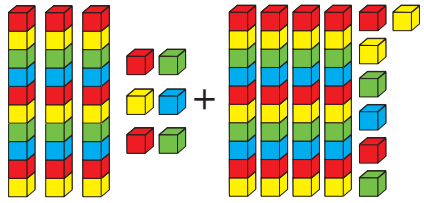
5 tens 11 ones (1 tens 1 ones)



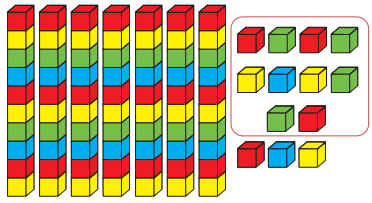
6 tens 1 ones



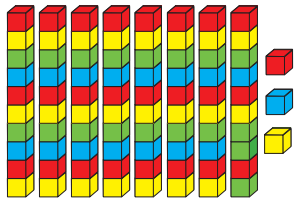
Let us find the total number of blocks.



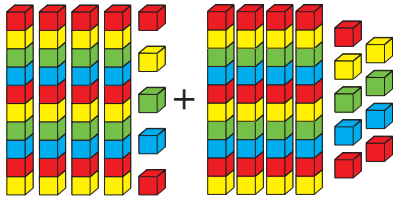
3 tens 6 ones + 4 tens 7 ones



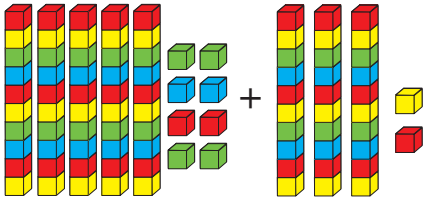
7 tens 13 ones
8 tens and 3 ones



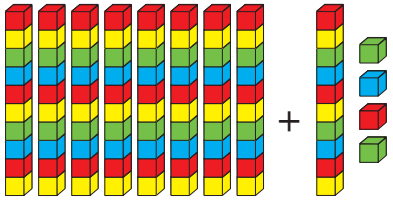
80 + 3 = 83



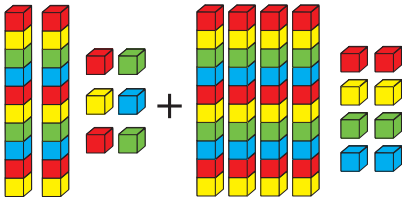
4 tens 5 ones + 4 tens 9 ones



5 tens 8 ones + 3 tens 2 ones



8 tens + 1 ten 4 ones



2 tens 6 ones + 4 tens 8 ones



T	O
3	6
+ 4	7

Adding ones

(6 + 7 = 13)

1 tens and 3 ones

	T	O
	1	
	3	6
+	4	7
		3

Adding tens

(3 + 4 + 1 = 8)

8 tens

	T	O
	1	
	3	6
+	4	7
	8	3

Shifting the tens

Add

46	56	36	30	45
+ 39	+ 19	+ 8	+ 58	+ 35



Let us Do

A. Zuala  made 43 runs  in one match and 58 runs in another match. How many runs he made in the two matches together? ____



B. Lawmi  had 12 colour pencils  . Her mother gifted her 36 more colour pencils. How many total colour pencils does she have now?

C. Huni  collected 34 red marbles  and 57 blue marbles  . How many total marbles does she have now?

D. Sofia  spent ₹56 in the fair, while Muana spent ₹35 in the fair. What is the total money they both spent in the fair?

E. There are 36 men  and 47 women  in the bus  . How many people are there in the bus?

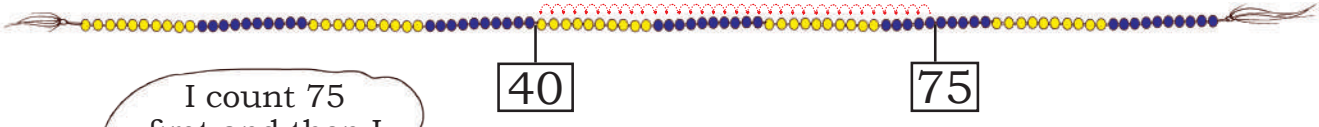


Let us Count *Diyas*





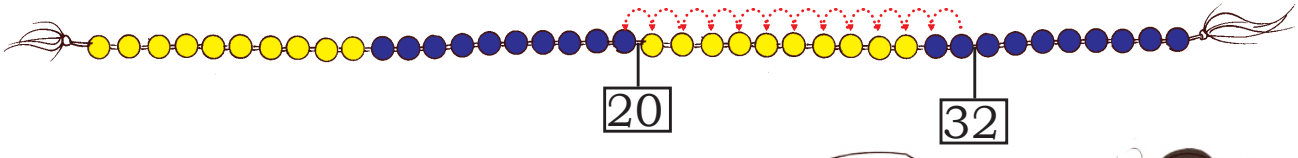






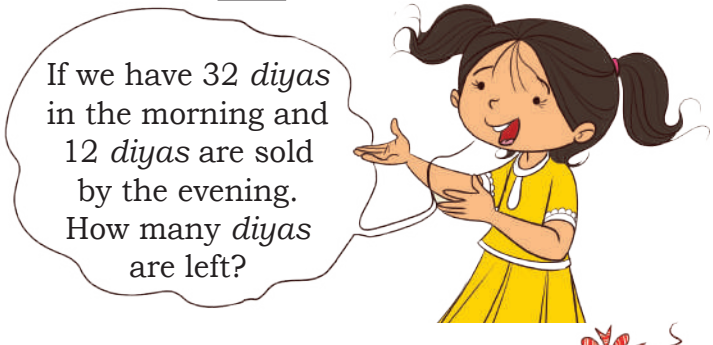
That means if we take away 35 from 75, then the answer will be 40.

75 – 35 = 40



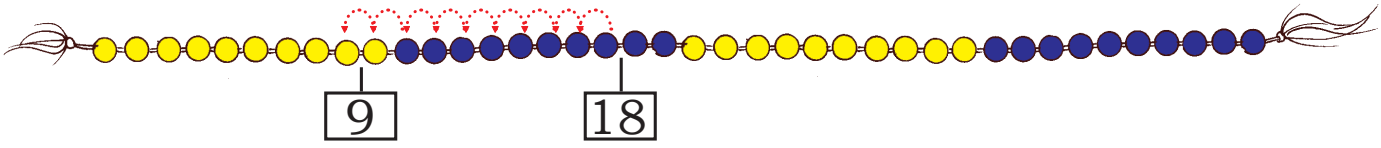
On taking away 12 from 32, we get 20.

32 – 12 = 20



We can also use the *counting beads* to find the answers of the following.

A. **Take away 9 from 18** | **18 − 9 =**



B. Take away 8 from 12 | 12 − 8 =

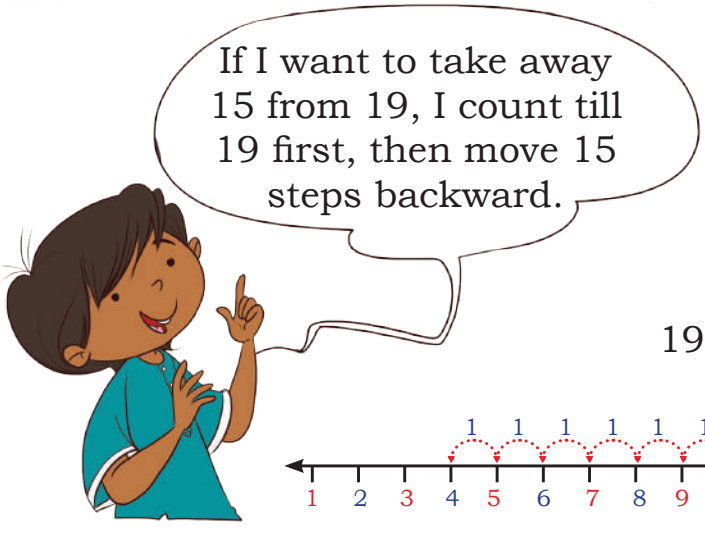
C. Take away 18 from 30 | 30 − 18 =

D. Take away 14 from 23 | 23 − 14 =

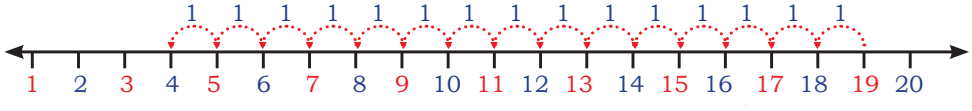
E. Take away 17 from 26 | 26 − 17 =

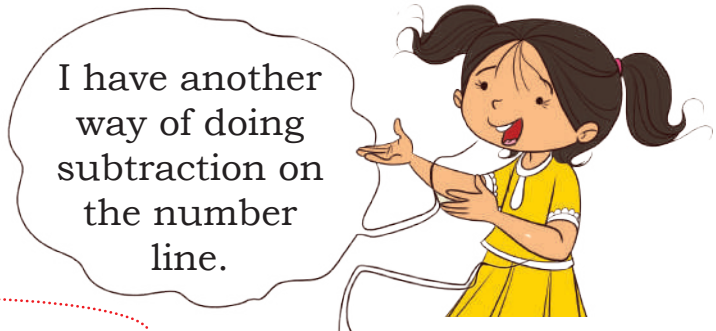


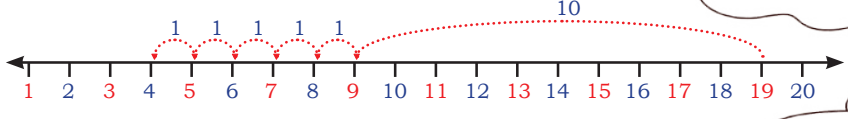

Yesterday, we counted left out *diyas* on the *counting beads*.
Tell me how you did it? But, I don't have a *counting beads* at my home.
Let us make a *counting beads* on the paper then

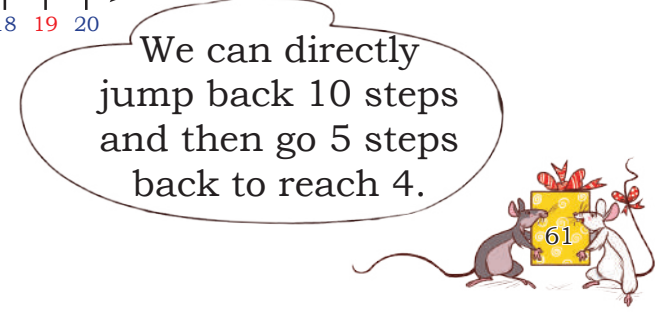

If I want to take away 15 from 19, I count till 19 first, then move 15 steps backward.

$19 - 15 = 4$


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

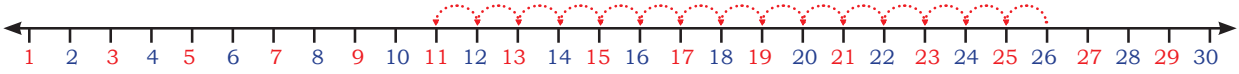

I have another way of doing subtraction on the number line.


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

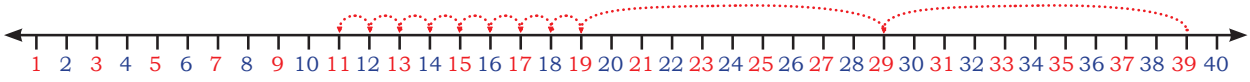

We can directly jump back 10 steps and then go 5 steps back to reach 4.

Let us do some practice on number line.

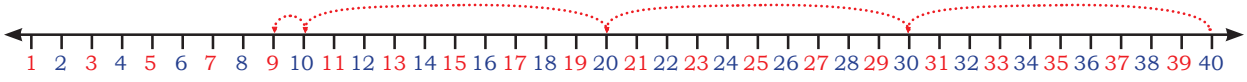
Read the number line and fill the boxes.



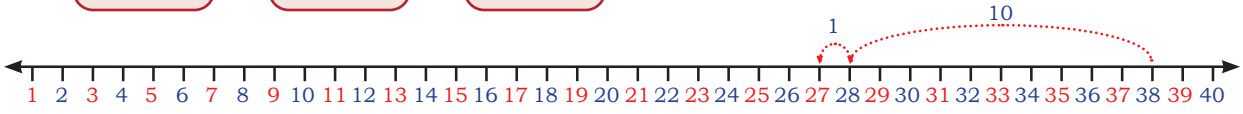
A. 26 − ☐ = ☐



B. 39 − 28 = ☐



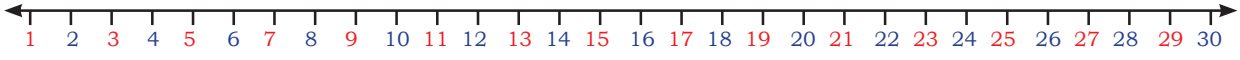
C. ☐ − ☐ = ☐



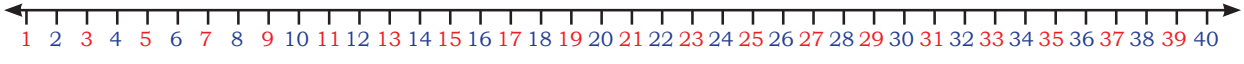
D. 38 − 11 = ☐



E. 22 − 22 = ☐



F. 14 − 0 = ☐



G. 35 − 12 = ☐

Discuss with children about subtracting zero and subtracting the number with itself by taking examples from daily life situations, like, spending all money or spending no money.





Playing with Blocks

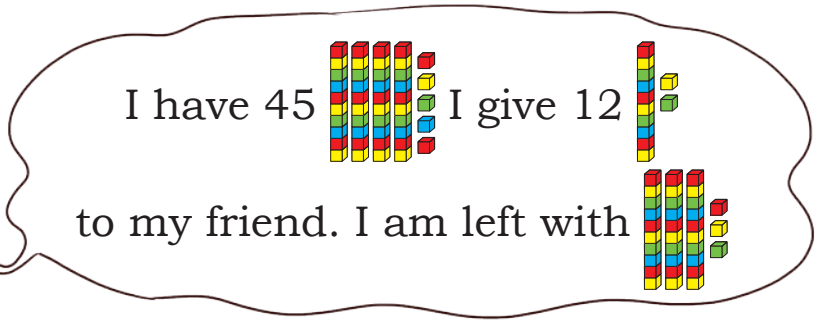


10



1



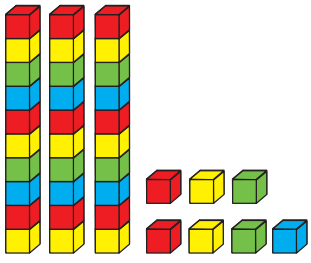


T	O
4	5
− 1	2

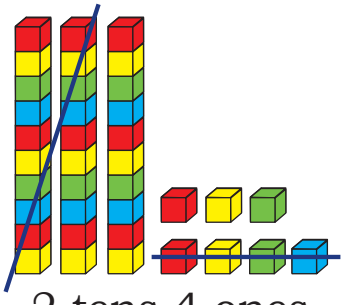
T	O
4	**5**
− 1	**2**
	3

T	O
4	5
− **1**	2
3	3

Subtract 24 from 37



3 tens 7 ones



2 tens 4 ones

T	O
3	7
− 2	4



Let us Do

2 4	5 4	3 2	4 6
− 1 3	− 3 1	− 1 2	− 3 4

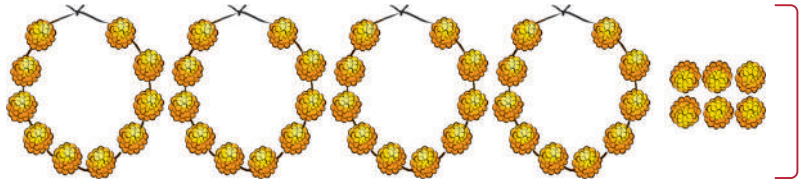
A. Selena has ₹82. She bought pencils for ₹22. How much money is she left with?

B. Ruby has ₹60. She bought a notebook for ₹20. How much money is she left with?

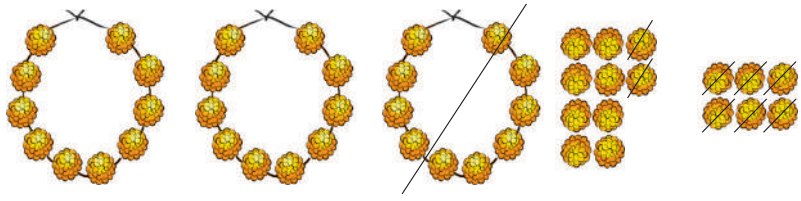


Decorating with Garlands





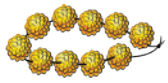
46



To give 18

T	O
4	6
− 1	8

T	O
~~4~~ 3	~~6~~ 16
− 1	8
	8

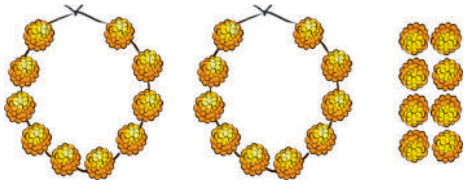
(opens 1  = 16 )

16 − 8 = 8

T	O
3	16
~~4~~	~~6~~
− 1	8
2	8

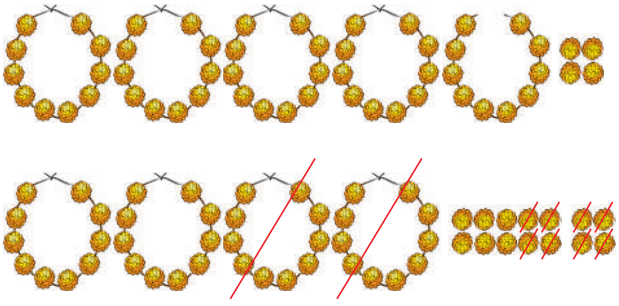


Now, Zuali has 28 flowers in all. She gives 5 to her friend. Help Zuali to find out how many flowers is she left with?

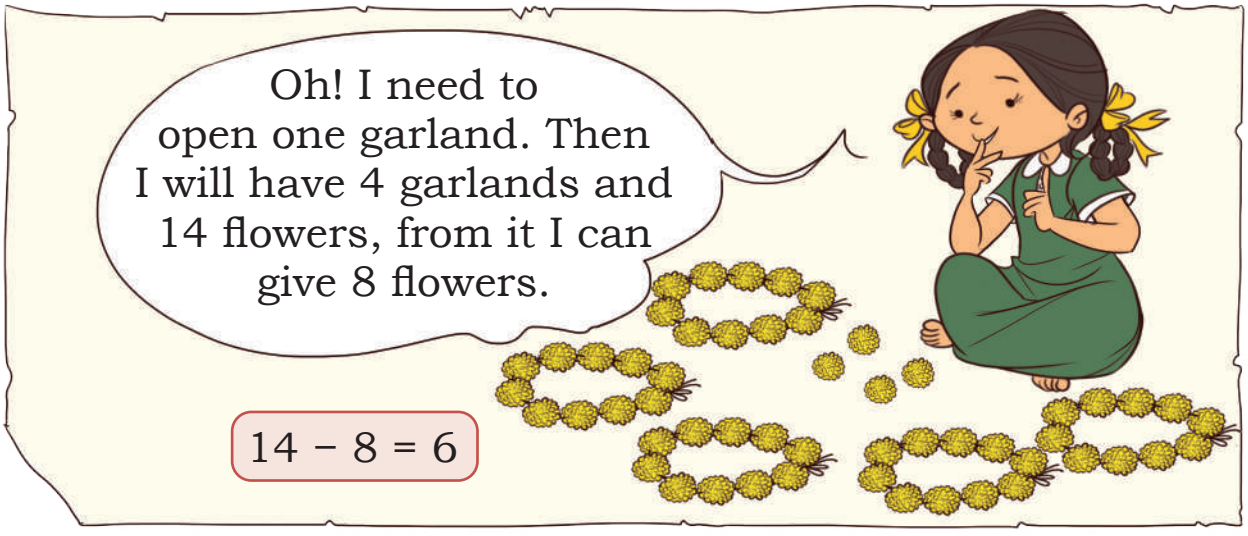


2	8
−	5

Now, Zuali has 54 flowers in all. She gives 28 to her mother. How many flowers is she left with?



$$\begin{array}{r} 5\,4 \\ -\,2\,8 \\ \hline \\ \hline \end{array} \quad \rightarrow \quad \begin{array}{r} {\scriptstyle 4\ 14} \\ 5\,\not{4} \\ -\,2\,8 \\ \hline 6 \\ \hline \end{array} \quad \rightarrow \quad \begin{array}{r} {\scriptstyle 4\ 14} \\ -\,\not{5}\,\not{4} \\ -\,2\,8 \\ \hline 2\,6 \\ \hline \end{array}$$





Zuali has 73 flowers in all. She gives 47 to her mother. How many flowers is she left with?



	Garlands	Flowers
Zuali has	7	3
Zuali gives	4	7
Zuali is left with		

Let us Do

45 − 18 ____	84 − 37 ____	65 − 45 ____	27 − 27 ____	93 − 48 ____

Skip the Rope

Zorama and Aveni are playing 'skip the rope'. Both have to complete 20 skips. A skip can be counted when the rope passes under the feet. They will get two chances to skip. If one misses any skip in the first time then they will get one more chance to complete 20 skips.



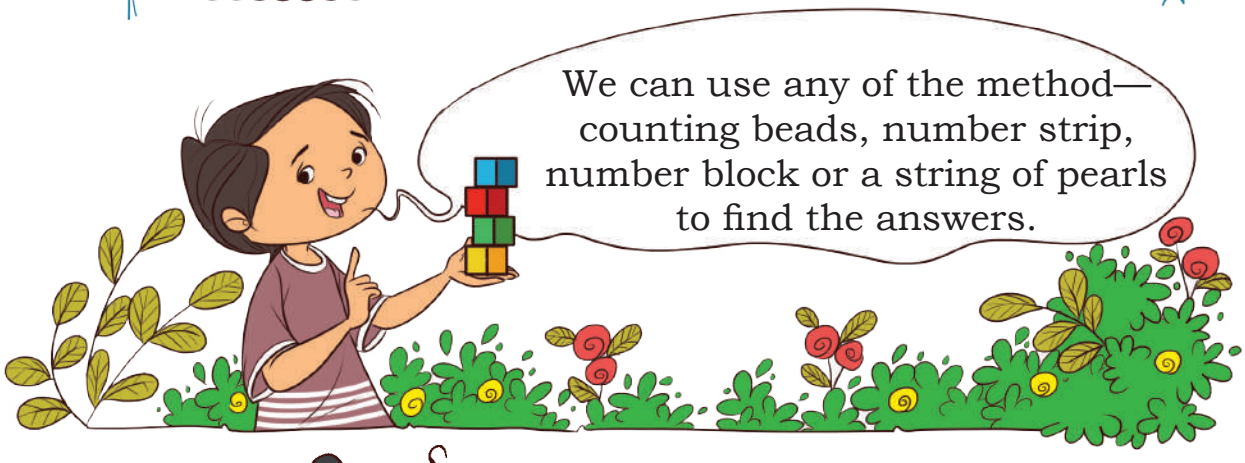
A. Zorama skipped 14 times in the first chance. How many more skips he has to make to complete 20 skips?

20 − 14 = ____ 14 + ____ = 20

B. Aveni skipped 12 times in the first chance. How many more skips she has to make to complete 20 skips?

20 − 12 = ____ 12 + ____ = 20

Let us Do



A. Angela collected 63 shells. She gave 26 shells to her brother. How many shells are left with her?

B. 54 passengers were sitting in the bus and 16 got down at the bus stand. How many are there in the bus now?

C. There were 40 balloons and 13 balloons got burst. How many balloons are left?

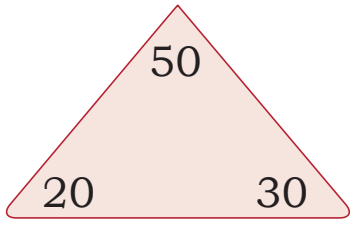
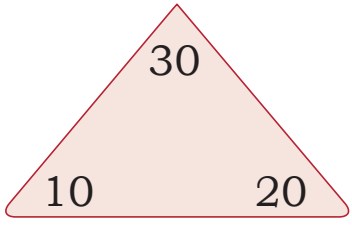
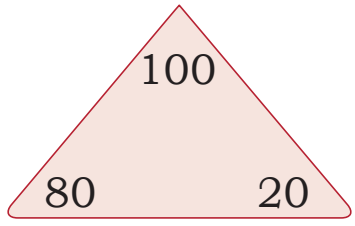
D. Kimi made 72 bangles. She sold 36 bangles. How many bangles are left with Kimi now?

E. 56 birds were sitting on the tree. A few more birds joined them. Now there are 87 birds. Find out the number of birds that came later.

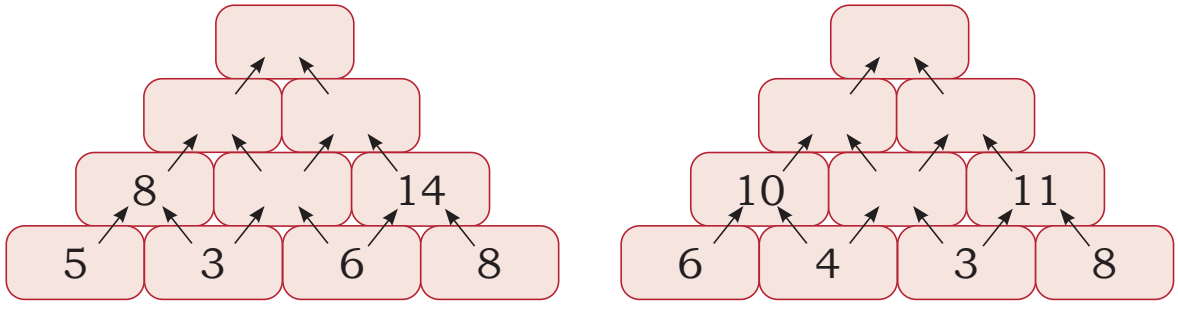
F. Lawma dribbled the ball 18 times. How many more times should he dribble the ball to complete 35 taps?

Addition and Subtraction Facts

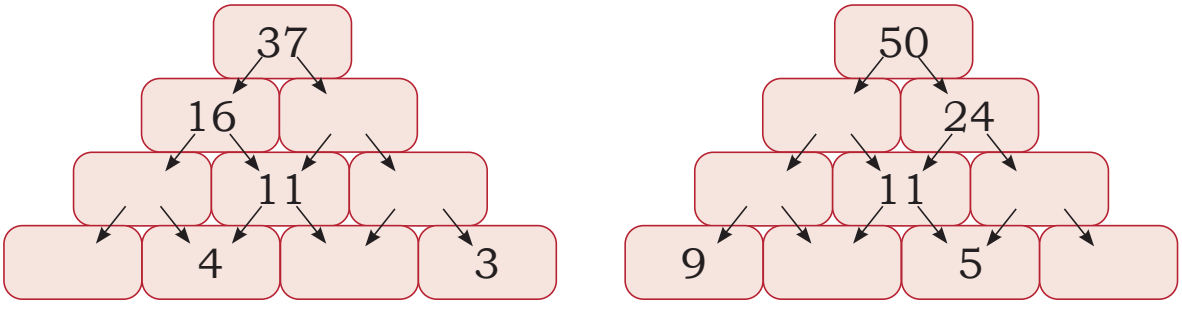
Fill the missing numbers to complete the fact family.

20, 30, 50	10, 20, 30	20, 80, 100
		
20 + 30 = ____ 30 + ____ = 50 50 − 30 = 20 ____ − 20 = 30	10 + 20 = ____ ___ + ___ = ___ 30 − ____ = 10 30 − ____ = 20	

Addition and Subtraction Pyramid



Addition pyramid



Subtraction pyramid



Look at this pattern.

3	12	9
8		15
5	11	6

Here, 3 + 9 = 12, 9 + 6 = 15, 6 + 5 = 11, 5 + 3 = 8

Now complete the following boxes.

A.

1	5	
9		10
	14	

B.

	10	
9		13
	12	

Hmuni and Mawii's Gift

Hmuni and Mawii want to give a gift to their mother. For its decoration, they purchased some ribbons and a gift wrapper.

There are ₹78 in the purse. The cost of a gift wrapper is ₹24 and the cost of ribbons is ₹37.



A. How much money did they spend?

B. How much money is left with them?



Project Work

Dova has solved some questions and writen down their answers. What do you think? Are they correct? Verify the answers.

Correct it if you find them wrong.

25 + 36 = 511	37 + 58 = 131	35 − 17 = 22	57 − 78 = 21	30 − 17 = 27



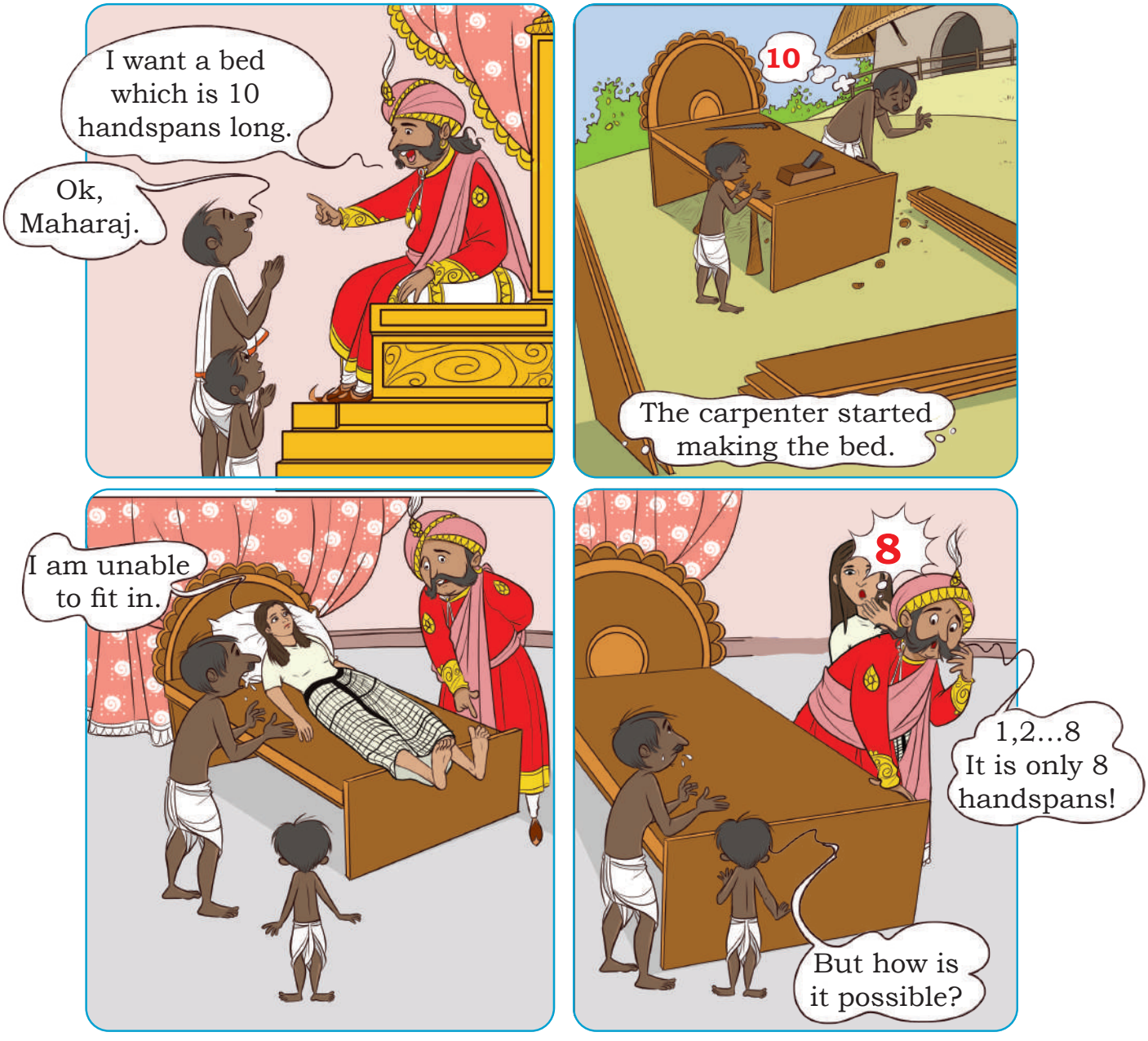
7 Mauruangi's Gift

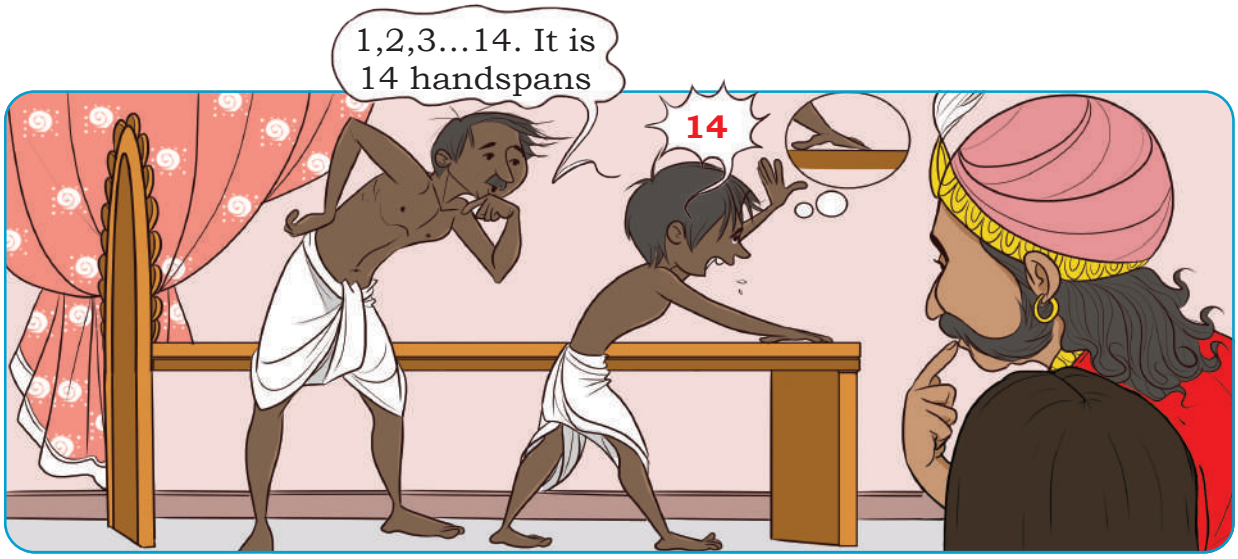
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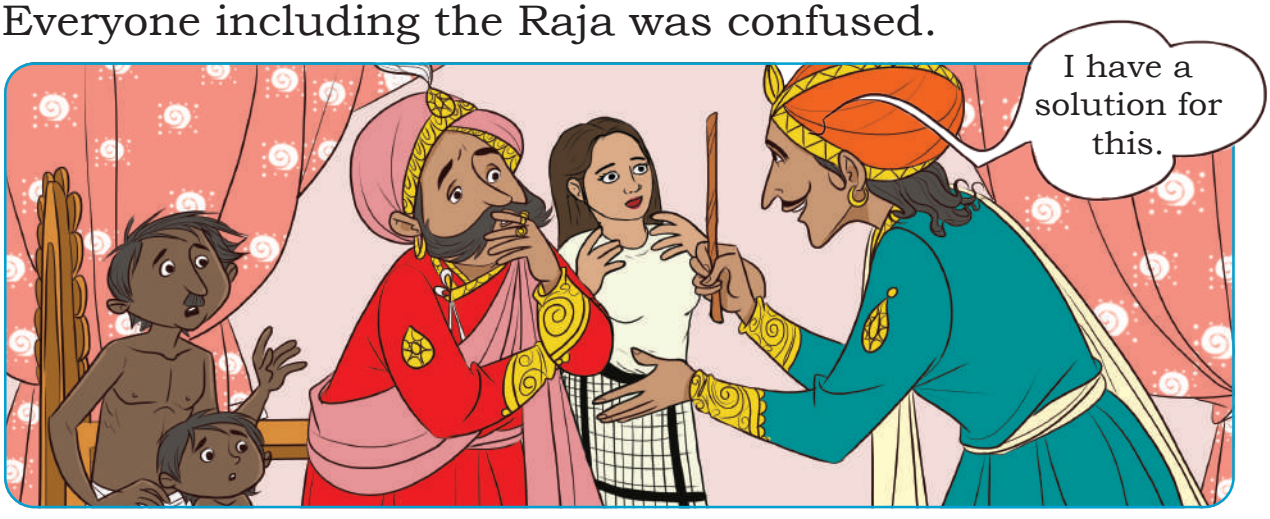
Let us Read

Once upon a time, Reng Raja wanted to make a beautiful carved bed for his queen. He called his best carpenter from the town.





Everyone including the Raja was confused.

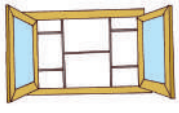


Discuss the solution which was given by the Minister to solve the confusion.



Let us Do

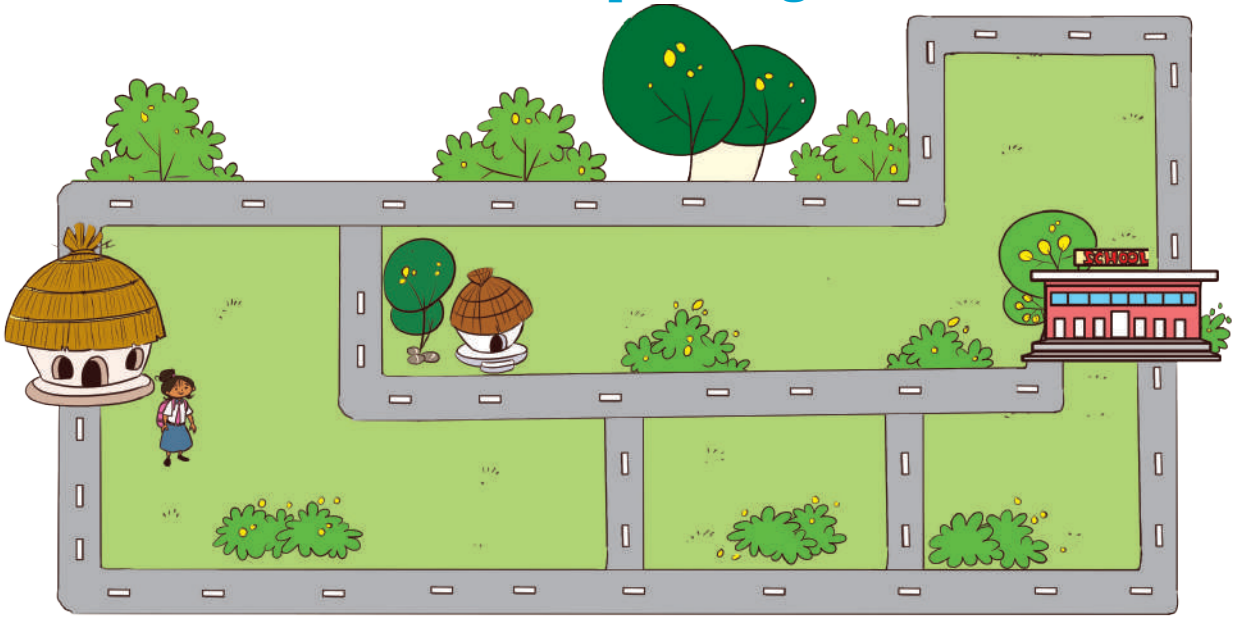
Use your textbook to measure the length of the following objects.

Objects	Estimated length	Actual length
Desk 		
Blackboard 		
Window 		



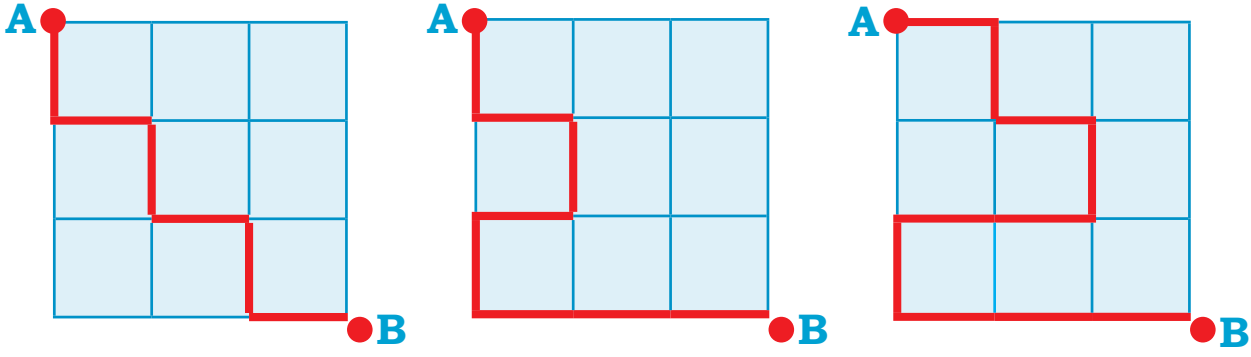
Let us Do

Kimkimi is going to the school from her home. She is getting late. Which path should she use to reach the school fast? Mark it in the picture given below.



Let us Do

Choose the longest path from A to B.

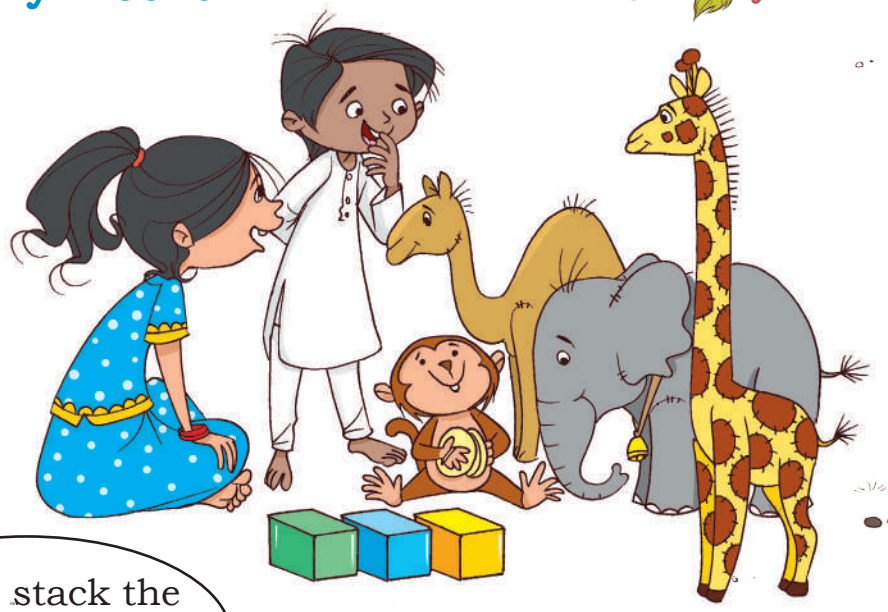


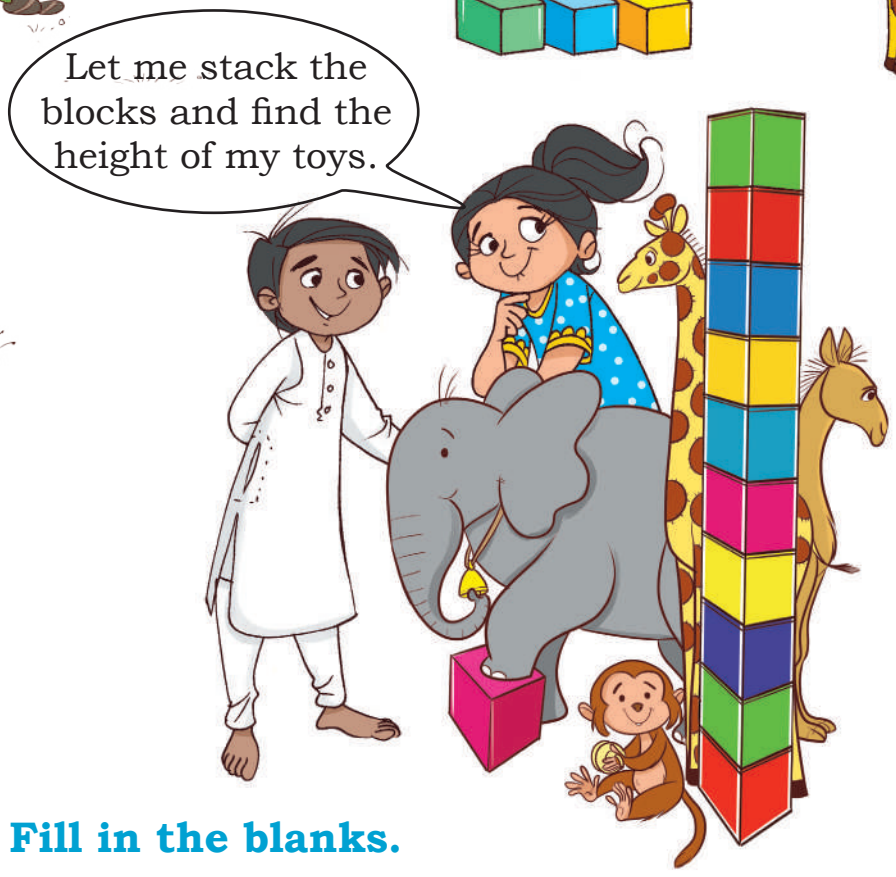
Also make the shortest path between A and B.

Encourage children to verify their choice of path using a thread. Ask them to help each other in measuring the length.



How Many Blocks?





Fill in the blanks.

A. The giraffe is _____ blocks tall.

B. The _____ is 7 blocks tall.

C. The monkey is _____ blocks tall.

D. The elephant is_____ blocks tall.



Let us Do

How long is your hand? Trace your hand in the space given below and count the number of lines.



Project Work

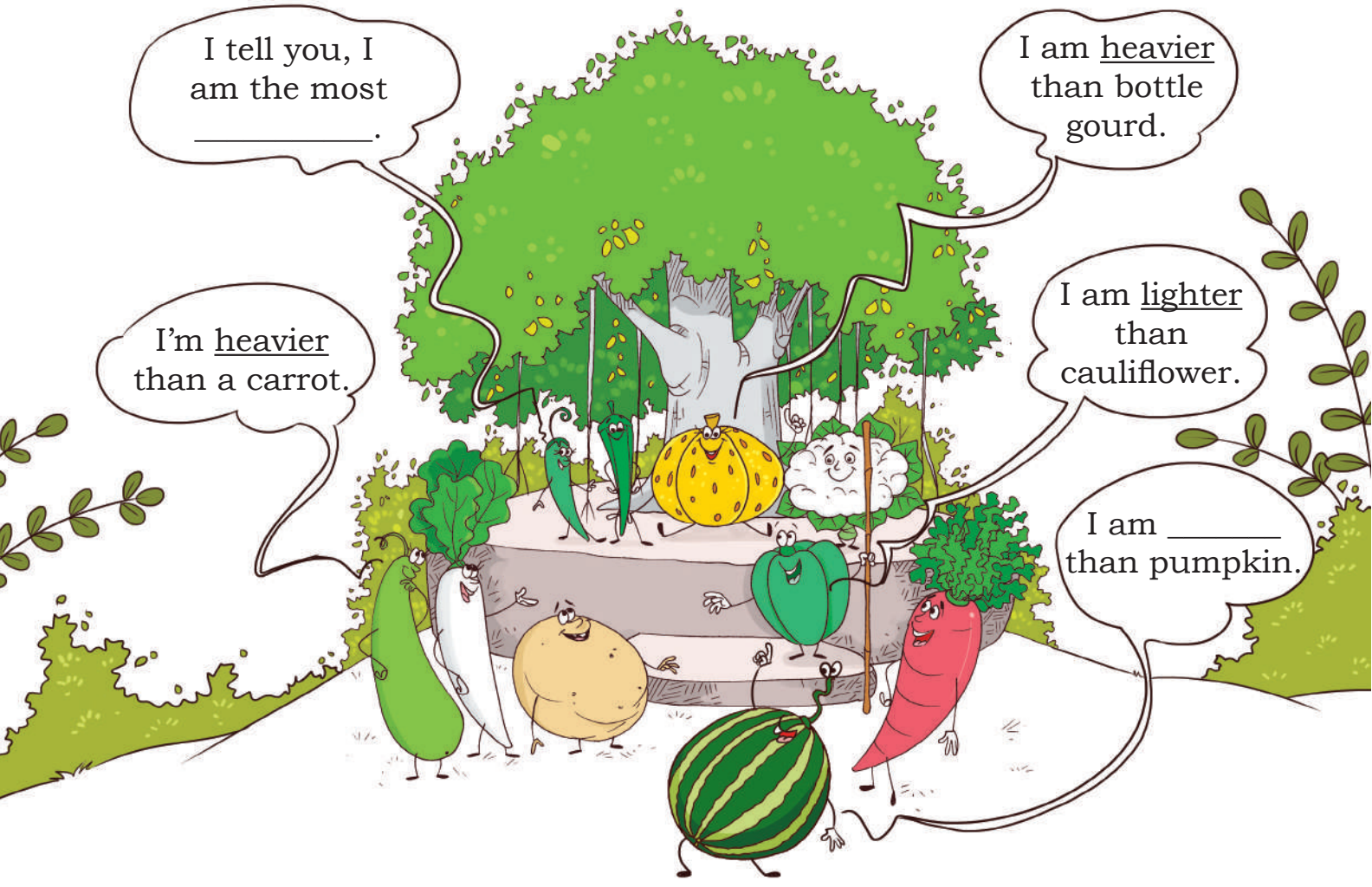
Find the length of the following using any tool of your choice (eraser, blocks, pencil). Record your measurement.

- Any wall of your house
- Length of your bed
- Length of a door



Pumpkin's Chaupal

Look at the picture and compare which vegetables are lighter or heavier than the other vegetables.



What do you think is heavier— a pumpkin or a watermelon? Discuss.

Fill in the blanks.

A. Muskmelon is heavier than carrot.

B. Capsicum is lighter than _____.

C. _____ is heavier than _____.

D. _____ is lighter than _____.

E. _____ is the heaviest of all.

F. _____ is the lightest of all.

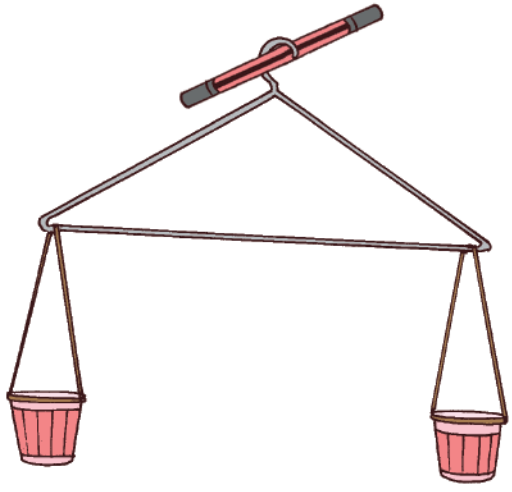


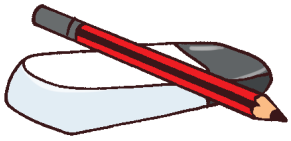
Let us Do

Collect a few things from your surroundings. Sort out the lightest and the heaviest among those. Arrange all the things in the increasing order of their weight.
How do you know which is light and which is heavy?

Make your own Balance!

Make your own balance with the help of a paper cup, thread and a hanger like the one shown here. Now compare any two objects like eraser, ball, bead, pencil, crayon, etc., to see which one is heavier.







Let us Do

Circle ◯ the heaviest one.

A.

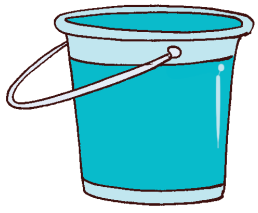






B.







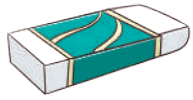


Circle ◯ the lightest one.

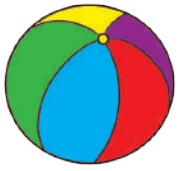
A.

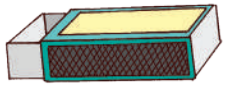






B.





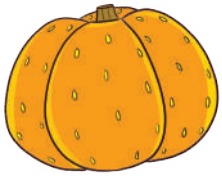




Let us Think

Tick ✓ the vegetables and fruits which will make the balance go down. Mark Light (L) and Heavy (H).

A.



H



L

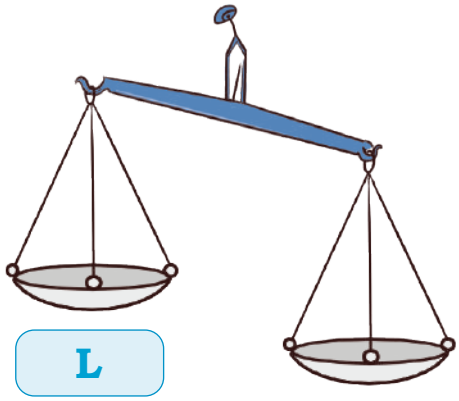
B.





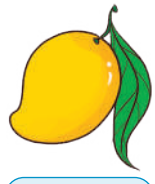
C.





L

H



D.

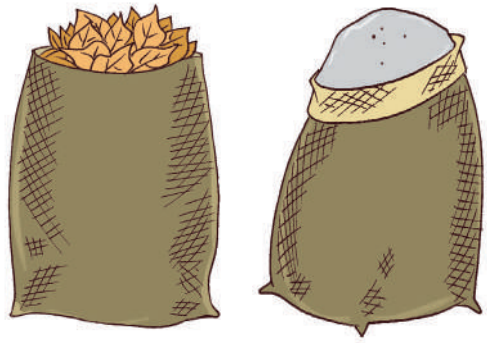






Let us Do

Take two paper bags of same size. Fill one with sand and the other with dry leaves. Discuss their weights (which bag is heavier).

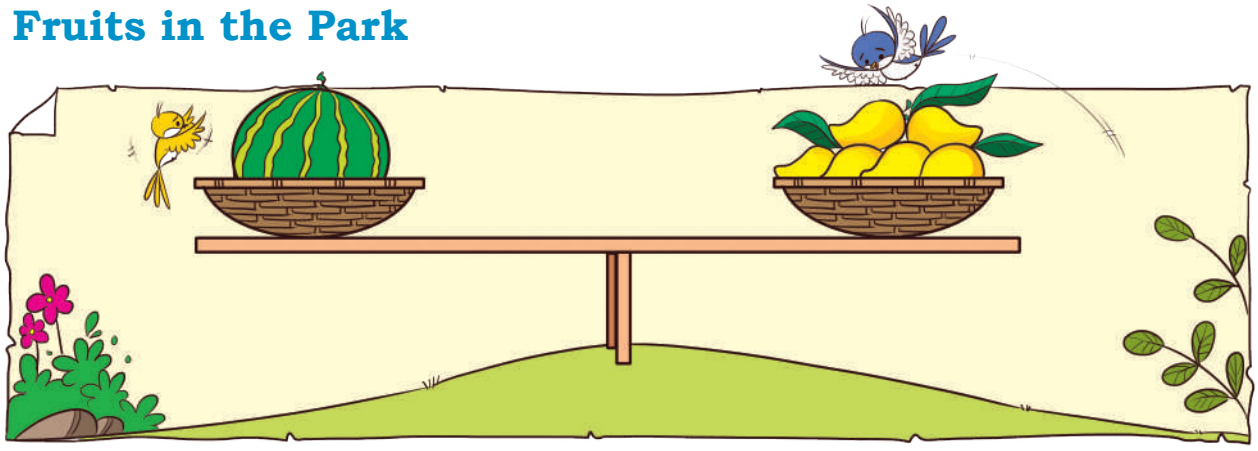


Look at the pictures and discuss the different types of balance used by people in the pictures given below.

Tick ✓ the type of balance you have seen before.



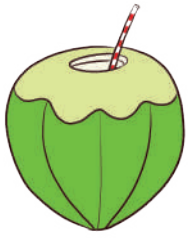
Fruits in the Park



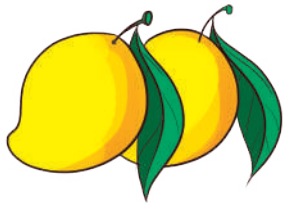
Watermelon and mango want to play on the see-saw. Watermelon sits on one side, but he could not get up. His friend mango called other mangoes to sit on the other side.

A. How many mangoes will balance the watermelon? Find out from the picture given above.

B. How many coconuts can balance the watermelon if—



=



Weight of 1 Coconut Weight of 2 Mangoes



Project Work

Name some of your family members or friends who you think weigh

A. almost the same as you _____

B. more than you _____

C. less than you _____

Find out the places where you can check your weight. What is your weight? _____

Encourage students to estimate the weight of different objects around them in relation to other objects.





Let us make Lemon Juice

Rinhlua and his friends made lemon juice for Rinhlua's grandmother.



He used the following things to prepare 1 glass of lemon juice.

A. Water: 1 glass

B. Sugar: 1 spoon

C. Lemon juice: 2 spoons

D. A pinch of salt

Now Rinhlua wants to make lemon juice for himself and his two friends. Rinhlua has to make 3 glasses of lemon juice. Write the quantity of ingredients he has to use to make 3 glasses of lemon juice.

Water: ☐ glasses

Sugar: ☐ spoon

Lemon juice: ☐ spoons

Salt: ☐ pinch



Find Out

Name some drinks that are prepared at your home. Find out the ingredients used for making your favourite drink and write them below.

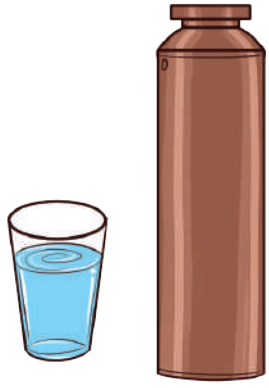
Name of your favourite drink _____

Ingredients	Quantity



Find Out

Rinhlua's bottle is filled with four glasses of water.



A. How many glasses of water can fill your bottle? ☐

B. How many glasses of water can fill your friend's bottle? ☐

C. Does your friend's bottle fill with equal/more/less amount of water?

Name the friend whose bottle can carry—

A. Equal water as yours ☐

B. Less water than yours ☐

C. More water than yours ☐



Project Work

To make a *jal tarang* (musical instrument made with metal balls filled with water), arrange 5–7 similar glasses or bowls. Fill them with varying levels of water. Gently tap a spoon on each glass or bowl and hear how each one sounds. Tap at different parts of the glass or bowl to feel the difference.

Discuss the uses and importance of water in our life. Also discuss the proper usage and no wastage of water.

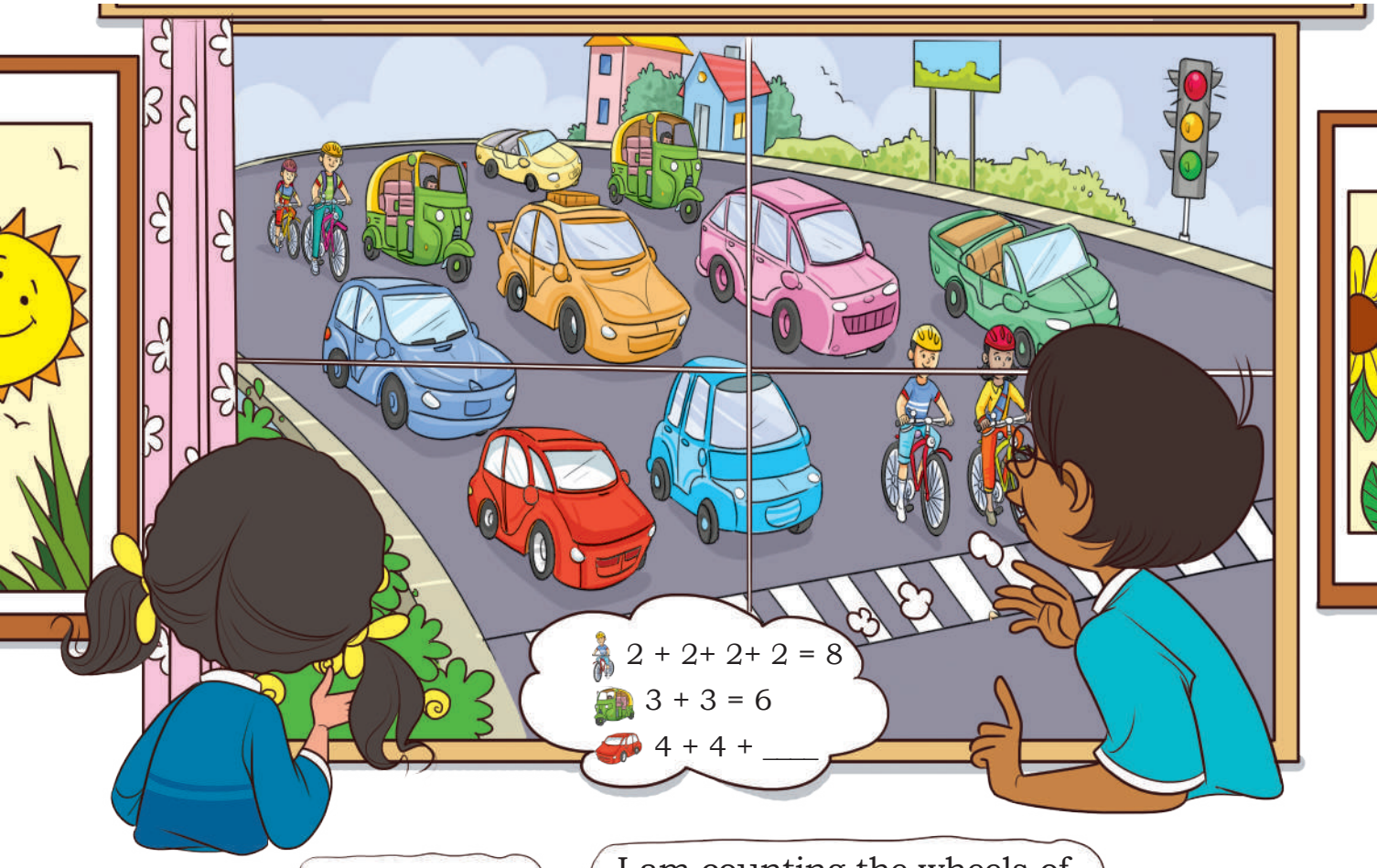




8 Grouping and Sharing

QRickit

0224CH08



What are you looking at?

I am counting the wheels of autorickshaws and bicycles by adding the number of their wheels. But I missed the cars as they had started moving.

Ok! I will show you a way of finding the total number of wheels. There were 7 cars and each car had 4 wheels, so the total number of wheels is 7 times 4, means 28.

How did you do it Ruati? Can you please explain?

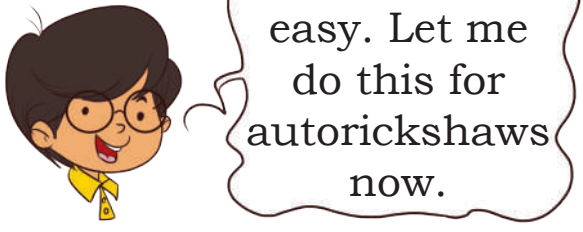
Discuss the importance of traffic rules with children.



Let us Do

There are 4 bicycles  .
Each bicycle has 2 wheels.
Total wheels = 2 + 2 + 2 + 2 = 8
We are adding 2 for 4 times.
So, 4 times 2 is also 8 or 4 groups of 2 give 8.
You know, times can be written as '×'.
2 × 4 = 8





Number of autorickshaws  = 2
Each auto has 3 wheels.
Total wheels = 3 + 3 = 6
2 times 3 is 6 or 2 groups of 3 is 6.
3 × 2 = 6

Let us do it for cars.

Number of cars  = ☐

Number of wheels in each car = ☐

Total wheels = ☐ + ☐ + ☐ + ☐ + ☐ + ☐ + ☐ = ☐

☐ times 4 is ☐

7 groups of ☐ is ☐

☐ × ☐ = ☐

How many **fours** are you adding? ____
We can write it as
7 fours are 28.



Let us Do

Number of butterflies = ☐

Number of wings in each butterfly = ☐

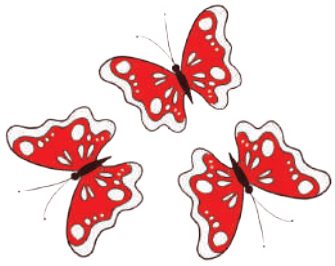
Total number of wings = ☐ + ☐ + ☐ = ☐

or 3 groups of ☐ is ☐

☐ times 2 is 6

3 twos are ☐

☐ × ☐ = ☐



Number of octopuses = ☐

Number of legs in each octopus = ☐

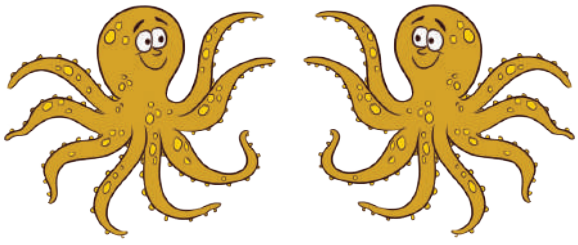
Total number of legs = ☐ + ☐ = ☐

2 groups of ☐ is ☐

2 times ☐ is 16

2 eights are ☐

☐ × ☐ = ☐



Number of lines = ☐

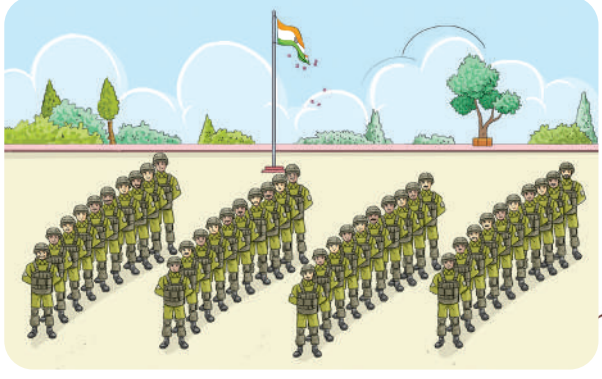
Number of soldiers in each line = ☐

Total number of soldiers = ☐ + ☐ + ☐ + ☐ = ☐

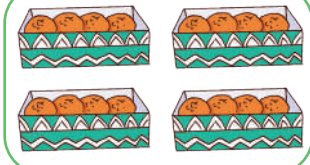
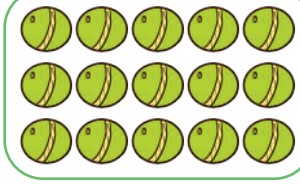
☐ times ☐ is 40

4 tens are ☐

☐ × ☐ = ☐



Complete the Table

	3 + 3 + 3 + 3	4 times 3	4 × 3 = 12 Stars
	5 + 5 + 5	_____	_____ Fingers
	_____	6 times 3	_____ Bananas
	_____	_____	4 × 4 = 16 Oranges
	_____	_____	2 × 5 = 10 Pencils
	_____	_____	3 × 5 = 15 Balls

Match the Following

9 + 9 + 9	7 fives are	27
5 + 5 + 5 + 5 + 5 + 5 + 5	4 groups of 10	35
3 + 3 + 3 + 3 + 3	3 × 9	40
10 + 10 + 10 + 10	3 × 8	14
8 + 8 + 8	2 sevens are	15
7 + 7	5 times 3	24



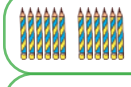
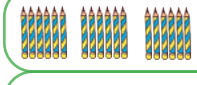
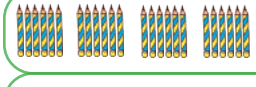
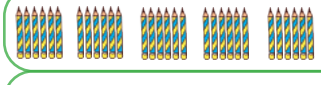
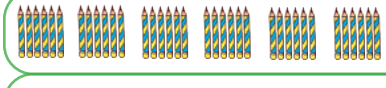
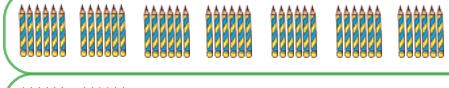
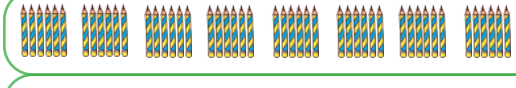
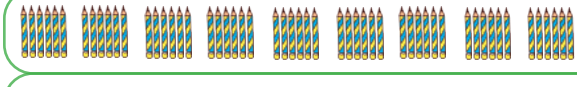
Complete the Table of 2

	2 ones are 2	2 × 1 = 2
	2 twos are 4	2 × 2 = 4
	2 threes are 6	2 × 3 = 6
		
		
		
		
		
		
		

Complete the Table of 3

	3 ones are 3	3 × 1 = 3
	3 twos are 6	3 × 2 = 6
	3 threes are 9	3 × 3 = 9
		
		
		
		
		
		

Complete the Table of 5

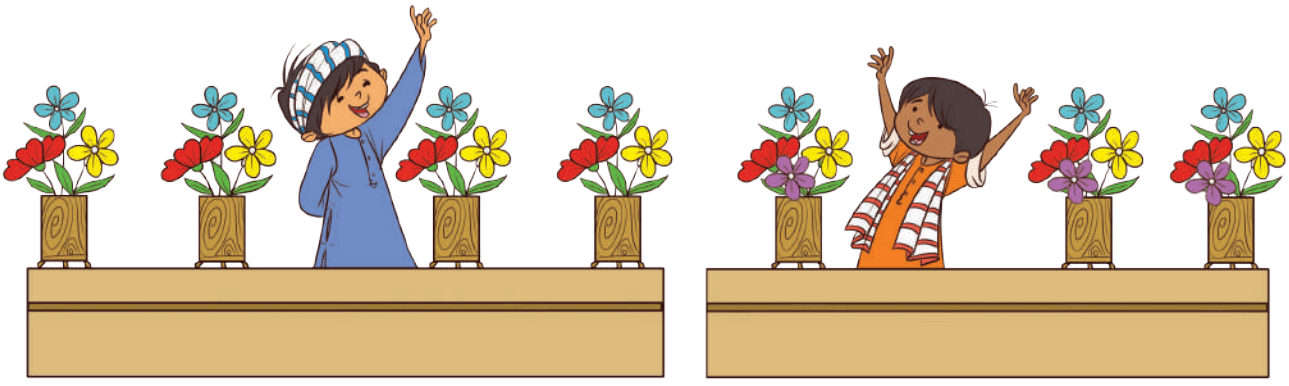
	5 ones are 5	5 × 1 = 5
	5 twos are 10	5 × 2 = 10
	5 threes are 15	5 × 3 = 15
		
		
		
		
		
		
		

Complete the Table of 10

	10 ones are 10	10 × 1 = 10
		
		
		
		
		
		
		
		
		



How Many?



There are 4 bouquets.

4 groups of 3 flowers

4 × 3

Rema used 12 flowers in all.

There are 3 bouquets.

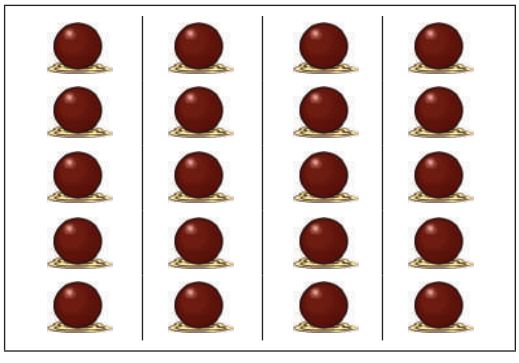
3 groups of 4 flowers

3 × 4

Nuna used 12 flowers in all.

Did you observe something? Discuss.

Test your observation with other examples.

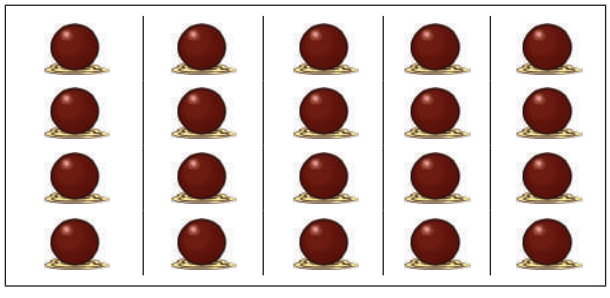


4 groups of 5

___ times 5 is ____

4 × 5 =_____

There are ____ *gulab jamuns.*

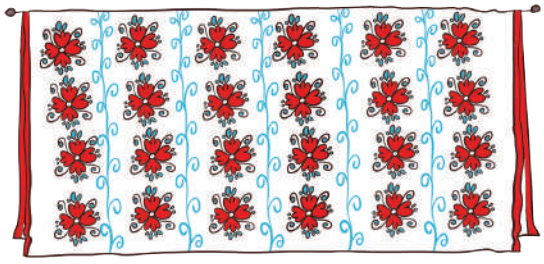


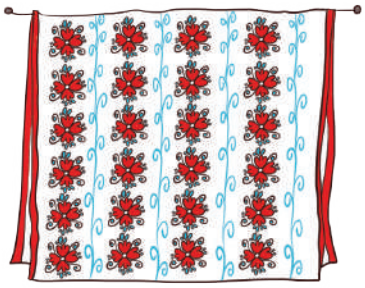
5 groups of 4

___ times 4 is ____

5 × 4 = _____

There are ____ *gulab jamuns.*





6 groups of 4

___ times 4 is ____

6 × 4 = _____

There are _____ flowers.

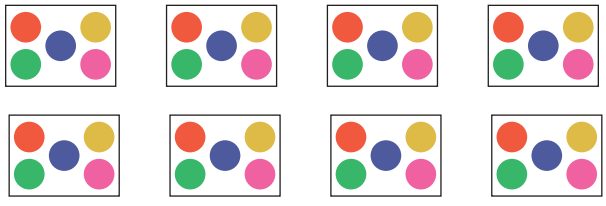
4 groups of 6

__ times 6 is ____

4 × 6 =_____

There are ____ flowers.

A. There are 8 packets of *bindis*. Each packet has 5 *bindis*.



Number of packets = ☐

Number of *bindis* in each packet = ☐

☐ groups of ☐ *bindis*.

☐ × ☐ = ☐ *bindis*

B. Buati puts 4 buttons on each shirt. She wants to put buttons on 7 shirts.

Number of shirts = ☐

Number of buttons on each shirt = ☐

☐ groups of ☐ buttons

☐ × ☐ = ☐ buttons





C. Rini bought 6 pencils of ₹4 each. How much money will she give to the shopkeeper?

Number of pencils = ☐

Cost of 1 pencil = ☐

Cost of 6 pencils = 4 + 4 + 4 + 4 + 4 + 4

☐ × ☐ = ☐

So, Rini will give ₹ ☐ to the shopkeeper.

D. Five people can sit in a car. How many people can sit in 8 such cars?

Number of people sitting in 1 car = ☐

Number of people sitting in 8 cars = ☐

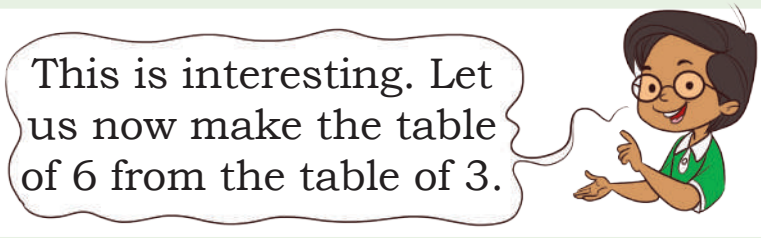
☐ × ☐ = ☐

☐ people can sit in 8 cars.

Making Multiplication Table

Rova is making multiplication table of 4 using the table of 2.

	2	**4**	**6**	**8**	**10**	**12**	**14**	**16**	**18**	**20**	(Table of 2)
+	2	4	6	8	10	12	14	16	18	20	
	4	**8**	**12**	**16**	**20**	**24**	**28**	**32**	**36**	**40**	(Table of 4)



	3	6	☐	12	☐	☐	21	☐	☐	30	(Table of 3)
+	3	☐	9	☐	☐	18	☐	24	☐	☐	(Table of 3)
	6	☐	☐	☐	☐	☐	☐	☐	☐	☐	(Table of 6)



Let us make the table of 7 from the tables of 3 and 4.

	3	6	9	12	15	18	21	24	27	30	(Table of 3)
+	4	8	12	16	20	24	28	32	36	40	(Table of 4)
	7	**14**	**21**	**28**	**35**	**42**	**49**	**56**	**63**	**70**	(Table of 7)

Make the table of 8 from the table of 2 and 6.

	2	4	☐	☐	10	☐	14	☐	18	20	(Table of 2)
+	6	☐	☐	☐	☐	36	☐	48	☐	☐	(Table of 6)
	8	☐	☐	☐	☐	☐	☐	☐	☐	☐	(Table of 8)



Project Work

Collect 24 small objects like buttons, bottle caps, pebbles, etc. Arrange them in different arrays and write the related multiplication facts. How many of these facts can you find? Record your answers in the table given below.

Number of groups	Multiplication facts
3 groups of 4	3 × 4






Wow! *gulab jamuns*
I wish I could eat them all.
Please, no! I also want to eat. Let us share them equally.
But how?
I will share 1 by 1. See, 1 for you, 1 for me.
Take 1 more. Now, 2 for you 2 for me.
3 for you, 3 for me.
4 for you, 4 for me. Now, they are divided equally.
Yes brother! I cannot wait to eat 4 *gulab jamuns*.

A. How many *gulab jamuns* were there in total? ☐

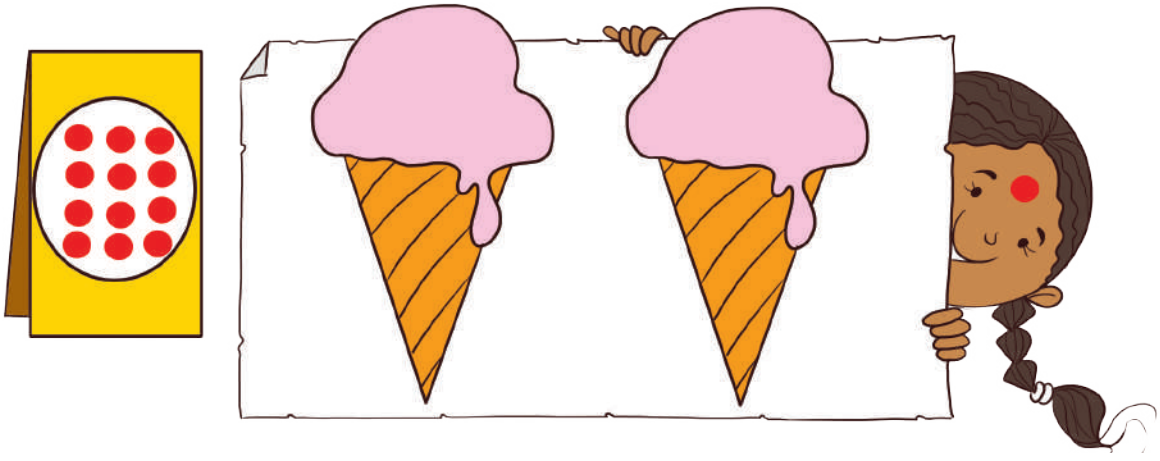
B. Have they shared equally? **Yes**/**No**

C. How many *gulab jamuns* did each of them get? ☐

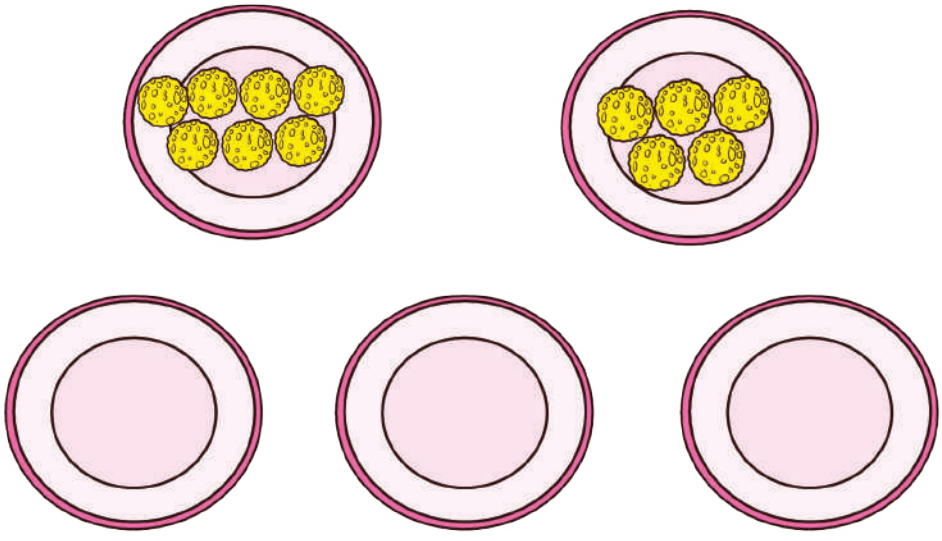


Let us Do

A. Complete Zami's art and craft project by drawing 12 *bindis* equally on 2 ice cream cones as cherries.



B. Puii has 2 plates. Each plate has a different number of *laddoos* in it. Help her divide the *laddoos* equally in 3 plates. You can draw and colour the *laddoos*.



How Many Groups?





Hi, I am Grace. I have 20 star shaped beads and I will use 5 beads to make each bracelet.



Look, 1 bracelet is ready. Isn't it beautiful?





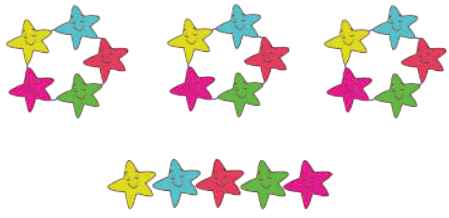
I have made 2 bracelets. Now, 10 beads are left.

Let us see how many more can we make.



Yayy! 3 bracelets are ready.





I have used all the beads finally.

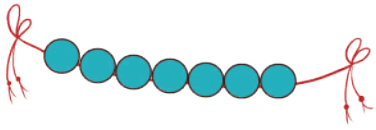


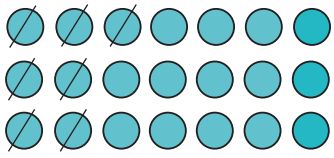




Let us Make

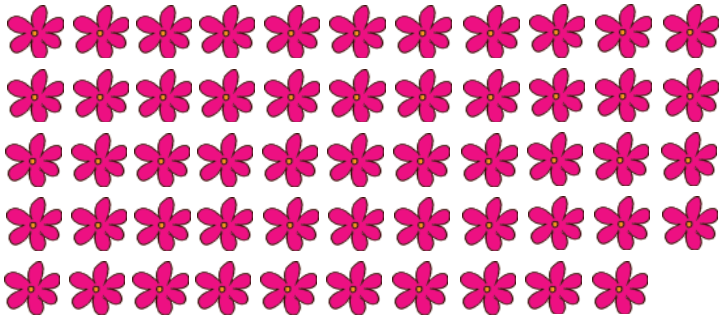
A. Each string has 7 beads.

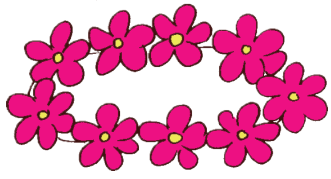




How many strings can we make with 21 beads? ☐

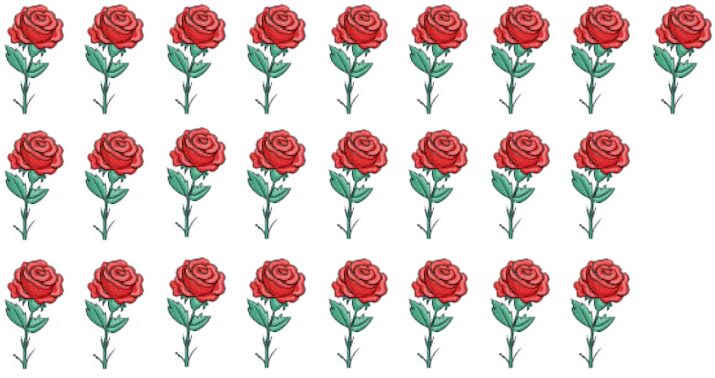
B. There are 54 flowers. Join 9 flowers to make 1 bracelet.





How many bracelets can we make with 54 flowers? ☐

C. There are 25 roses. 5 roses can be placed in 1 vase. How many vases are needed for placing 25 roses?

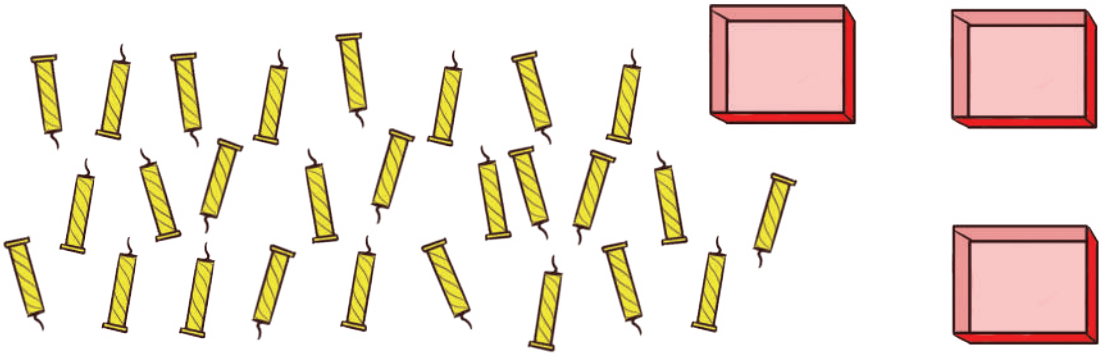




☐ vases are needed.

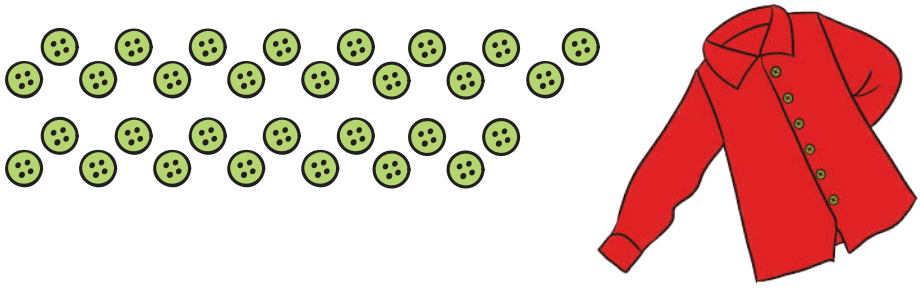


D. There are 27 candles. Put them equally in 3 boxes. How many candles will be in each box?



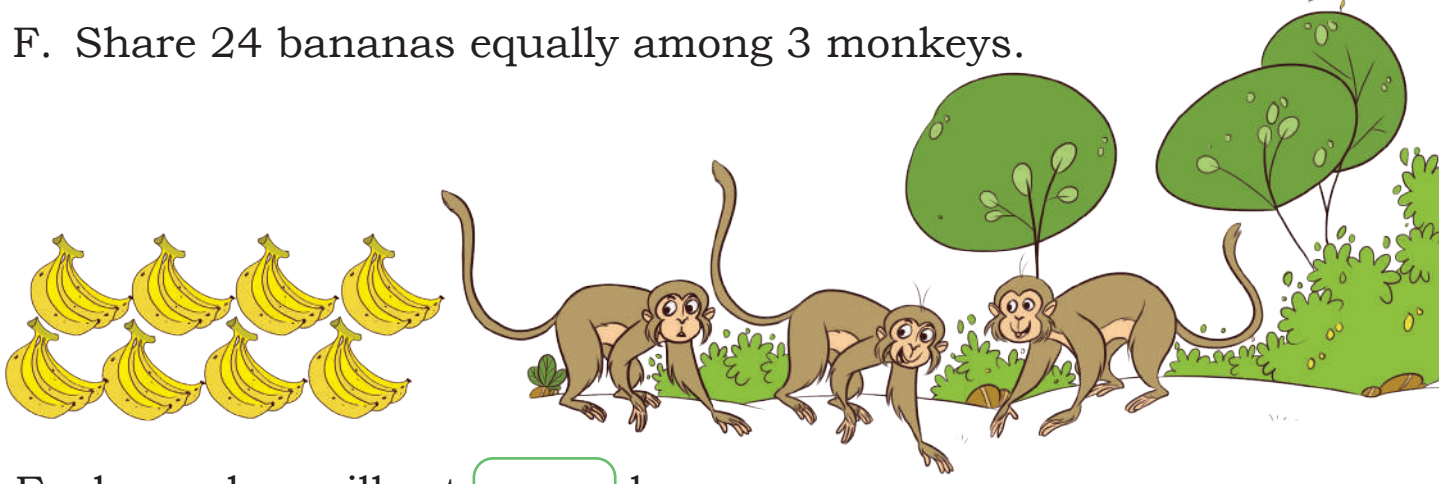
There will be ____ candles in each box.

E. A tailor puts 6 buttons on one shirt. Here are 30 buttons.



The tailor will be able to put 30 buttons on ____ shirts.

F. Share 24 bananas equally among 3 monkeys.



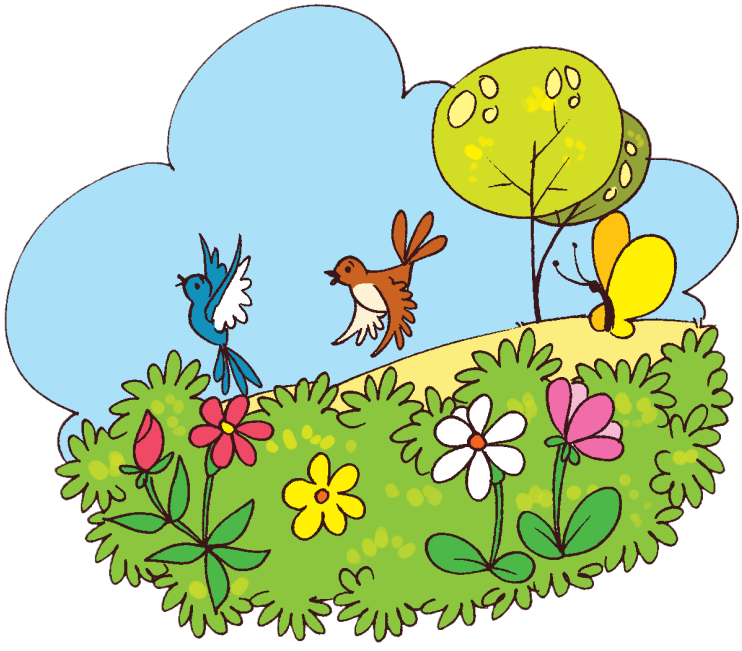
Each monkey will get ____ bananas.

QRickit

0224CH09

9 Which Season is it?

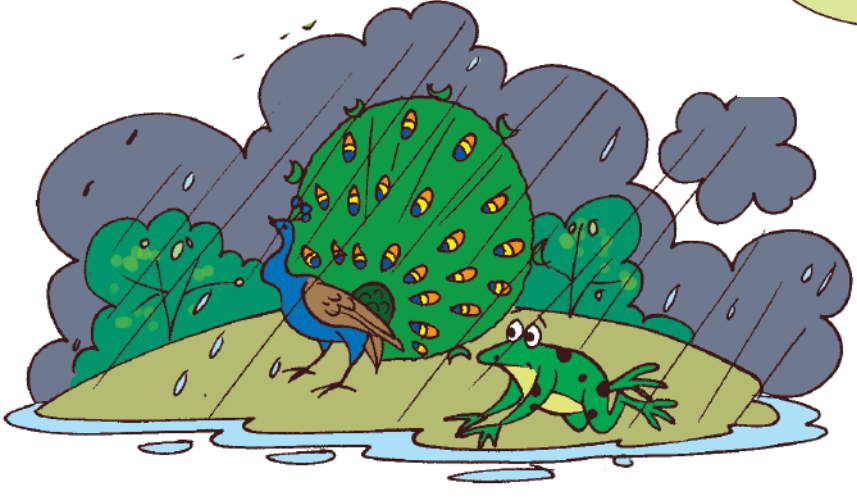
Seasons



Five seasons in a year
Spring begins with
a cheer
Flowers bloom,
the birds sing
When comes
the merry spring.



Summer comes
with the shining sun
and a long day
for children to play.



Rainy season
comes with the
water drops;
Peacock dances
and the frog hops.

Leaves fall
on the ground.
Pleasant winds
on the way,
is when it is an
autumn day.





Winter is when
I'm all in snow
from head to toe.



Let us Discuss

A. In which season do you have holidays?

B. Your birthday falls in which season of the year?

C. Which is your favourite season?

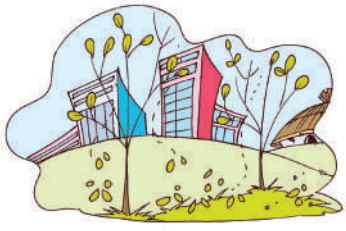
D. What is special about your favourite season?

Read the poem aloud and enact. Discuss the special things that they do in different seasons. Also talk about the various locally available food and clothes, for example, *pheran* in Kashmir, etc. Also, discuss how the local variations in seasons affect the daily lives of people.



Match the seasons with their names and festivals.











Autumn

Dussehra,
Sharad Purnima,
Mim Kut

Summer

Guru Purnima,
Buddha Purnima
Ram Navami
Mahavir Jayanti

Spring

Gudi Padwa,
Shivratri, Baisakhi,
Holi, Chapchar Kut,
Good Friday

Winter

Lohri,
Christmas,
New Year's day
Republic day,
Gurunanak Jayanti
Bihu

Monsoon

Janmashtami,
Raksha Bandhan,
Independence day

Discuss the names of the seasons in Hindi, such as *Vasant, Shishir,* etc., and in other regional languages as well. Tell them about other festivals like Eid, which are not seasonal.



Calendar Fun

January

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**Calendar based on 2026*

Look at the calendar and fill the table.

Months	Number of days
January, March, May, July, August, October, December	
February	
April, June, September, November	





Let us Talk

A. Why do we use a calendar?

B. Does February have the same number of days in every year? Discuss.

C. How many days are there in a week? ☐ days.

D. In the calendar given on the previous page how many Sundays are there in the month of April? ☐ Sundays.

E. Which months have 5 Sundays? _____, _____, _____, _____, _____.

F. Summer vacations are in the months of _____ and _____.

G. Winter vacations are in the months of _____ and _____.

H. Find the total number of days in April and March. ☐ days + ☐ days = ☐ days



Project Work

Make your own calendar of your birthday month and mark your birthday in it.



S	M	T	W	T	F	S

Discuss the importance of calendar in our day-to-day life.





How Long Does it Take?

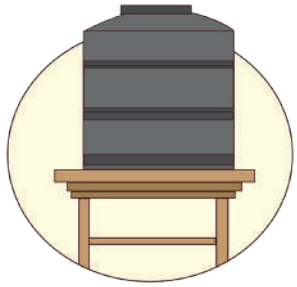
Match the activity with the duration of time it requires to get completed.



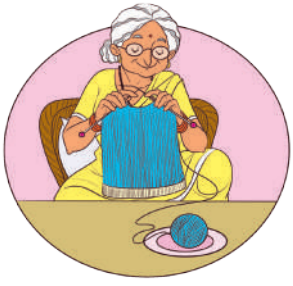
Cooking



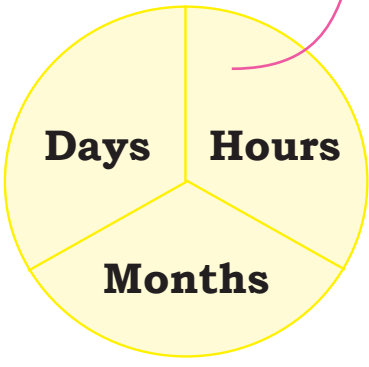
Summer vacation



Filling a water tank

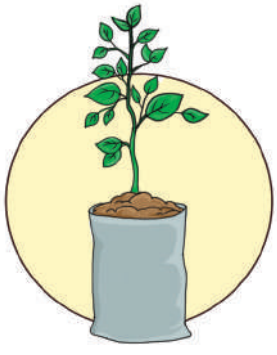


Knitting a sweater

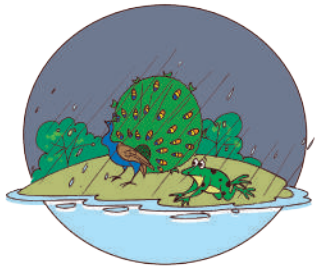




Playing



Seed to grow into a plant



Change of season

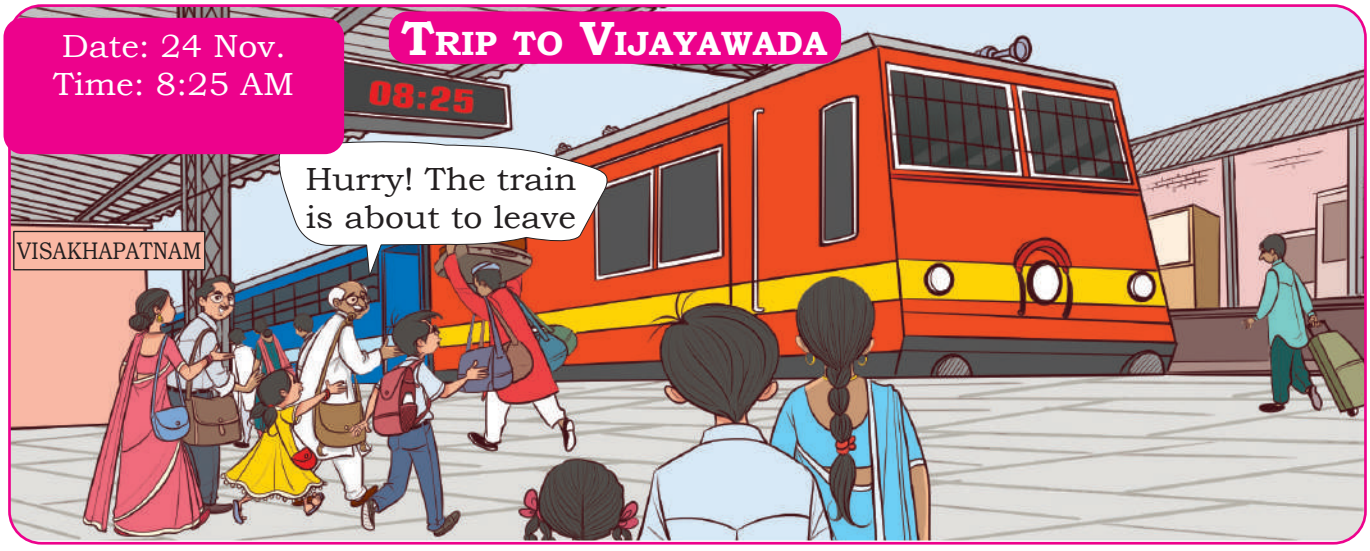


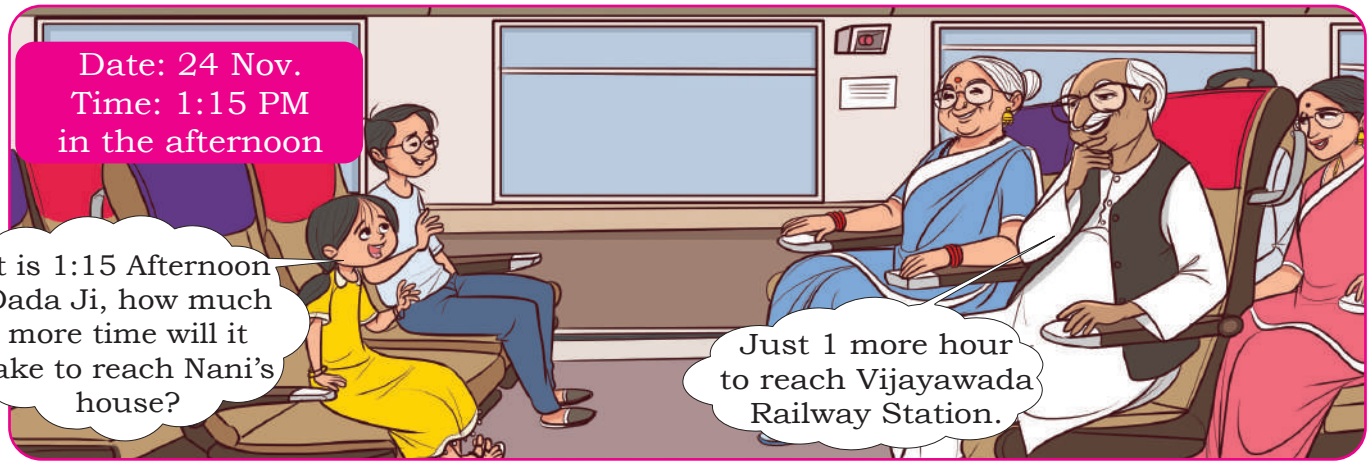
Exercise

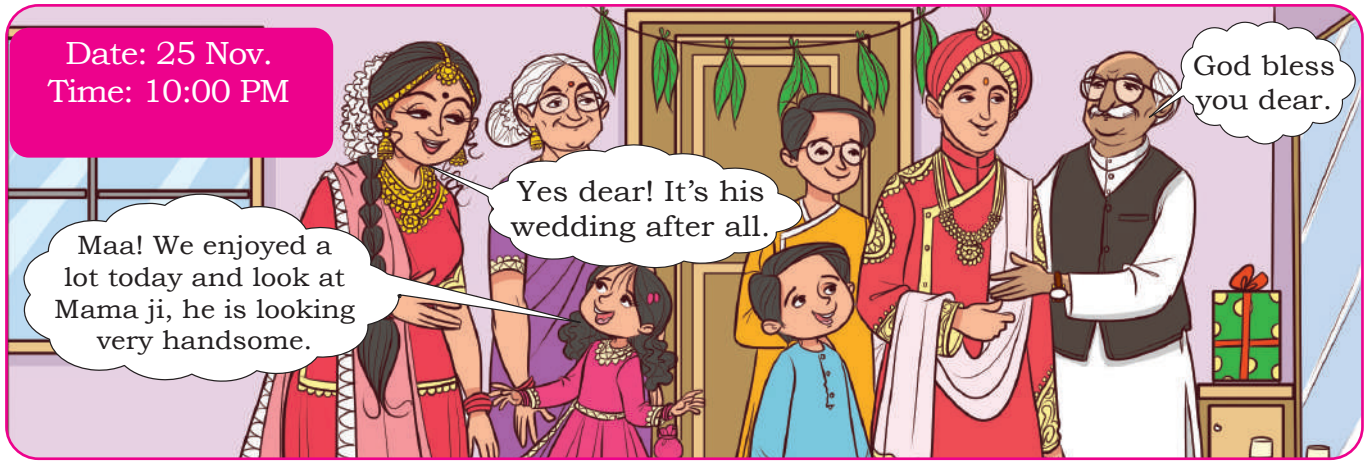
Discuss the other things that take different durations of time to complete.

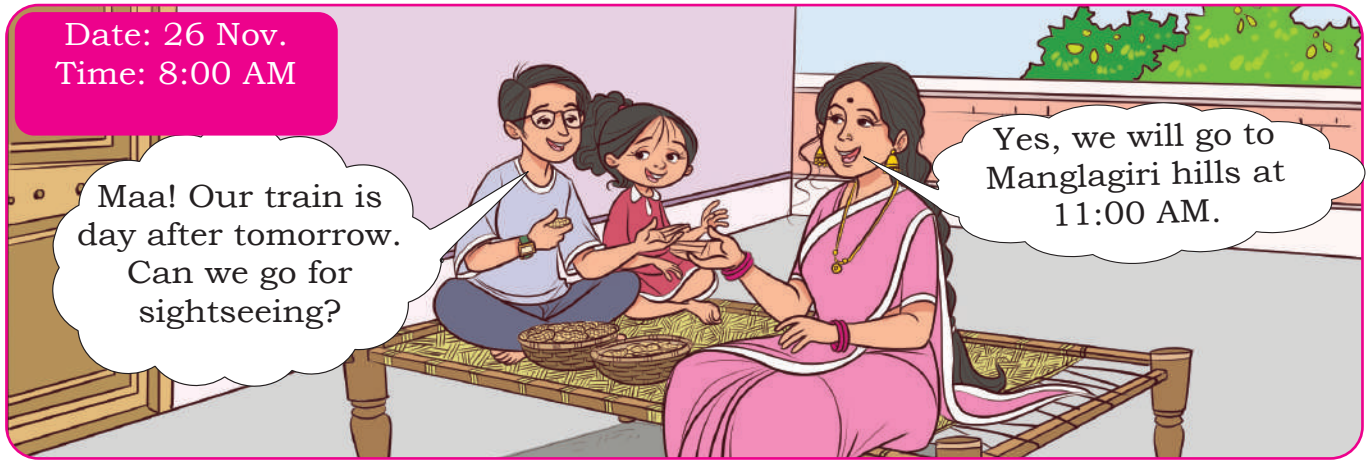


Trip to Vijayawada



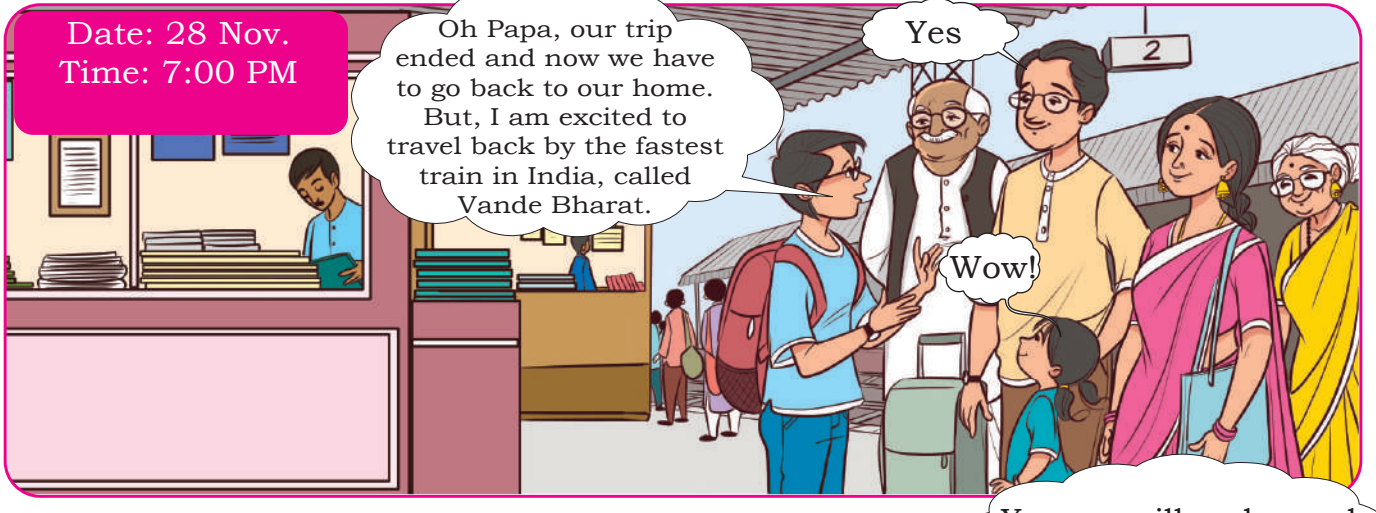







Date: 26 Nov.
Time: 5:00 PM
See Dadi, how beautiful these trees and plants are. There are so many beautiful flowers also.
Children, it's 5:00 PM, we will be late. Let us go back.


Kondapalli Fort
We will come back after 8 hours.
Date: 27 Nov.
Time: 9:00 AM
The family decided to go to Kondapalli fort by bus at 9:00 AM.
Ok sir, you visit the fort. I will come after 8 hours to pick you all. Have a nice trip.


Date: 28 Nov.
Time: 7:00 PM
Oh Papa, our trip ended and now we have to go back to our home. But, I am excited to travel back by the fastest train in India, called Vande Bharat.
Yes
2
Wow!


Date: 28 Nov.
Time: 11:30 PM
Yes, we will make such a trip again very soon!
23:30
ICF
वंदे भारत
Mummy, I can't wait to tell my friends about this exciting trip.



Let us Talk

A. Why did the family plan a trip? To which place did they go for the trip? What did you like about their trip?

B. On which day did they begin their journey? When did they come back? How long was their trip?

C. Which places did they visit in their trip?

D. How long was their day trip in:

i. Manglagiri hills _____ hours

ii. Kondapalli fort _____ hours

When did they come back from there? _____

E. For how many hours were they in the train when going from—

i. Visakhapatnam to Vijayawada

_____ to _____

_____ hours

ii. Vijayawada to Visakhapatnam

_____ to _____

_____ hours

Which among the two journey took longer?

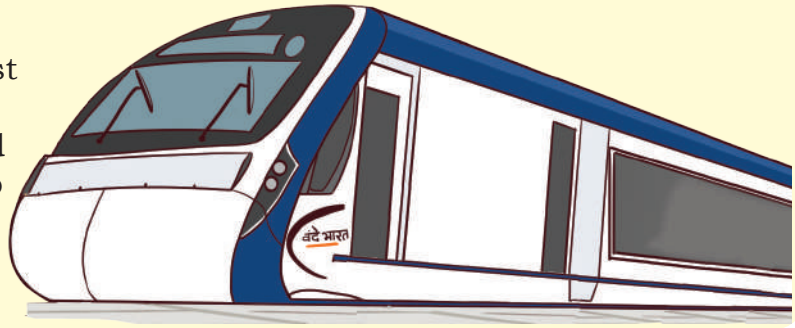
F. Have you been on a trip recently? What do you enjoy most about trips?



Amazing Fact

Do you know?

Vande Bharat is the fastest train in India. The train is designed in India only and is also India's first train to have an integrated engine and not a separate engine coach.





Talk with children about their travel experiences to familiarise them with the idea of duration in terms of days and hours. Also discuss what is special about their cities.



Zuii's Day

Let us see what Zuii does in a day. Write down the time for each picture.



___ O' clock



Goes to sleep



6 O' clock



Wakes up



Draws water



7 O' clock



___ O' clock



Plays with friends



Zuii's day



Goes to school



___ O' clock



___ O' clock



Takes lunch



___ O' clock



Comes back home



Studies



___ O' clock



Let us Talk

Look at the position of the short hand (hour hand) and long hand (minute hand), and observe at what time Zuii does these activities in a day.

A. At what time does she wake up? ____

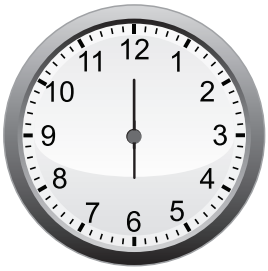
B. When does she go to school? ____

C. At what time does she have her lunch? ____



Let us Do

A. Read the time on the clock.





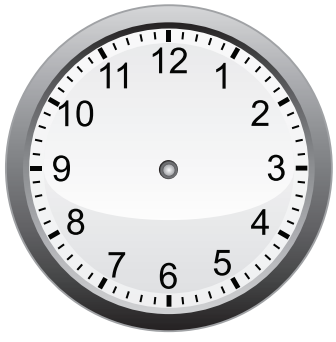

___ O' clock	___ O' clock	___ O' clock	___ O' clock

B. Draw hour hand and minute hand on the clock.





3 O' clock	11 O' clock	4 O' clock


9 O' clock	12 O' clock	6 O' clock



C. When do you do the activities shown below?

Mark them on the clock by drawing the hour hand and the minute hand.



Study



Play

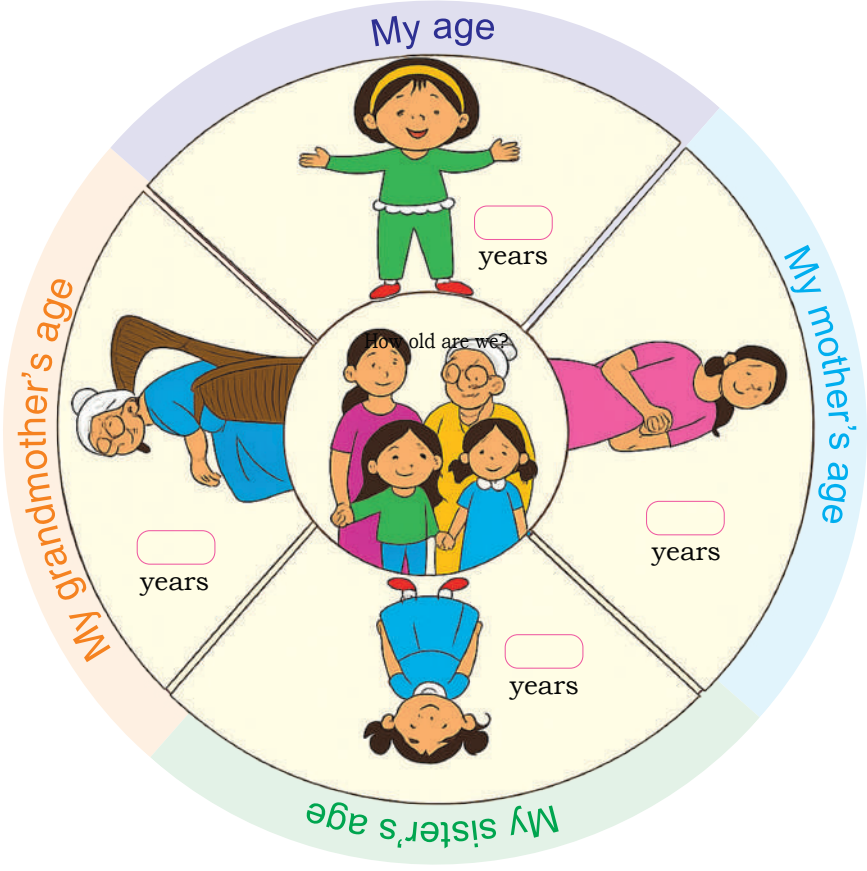


Lunch









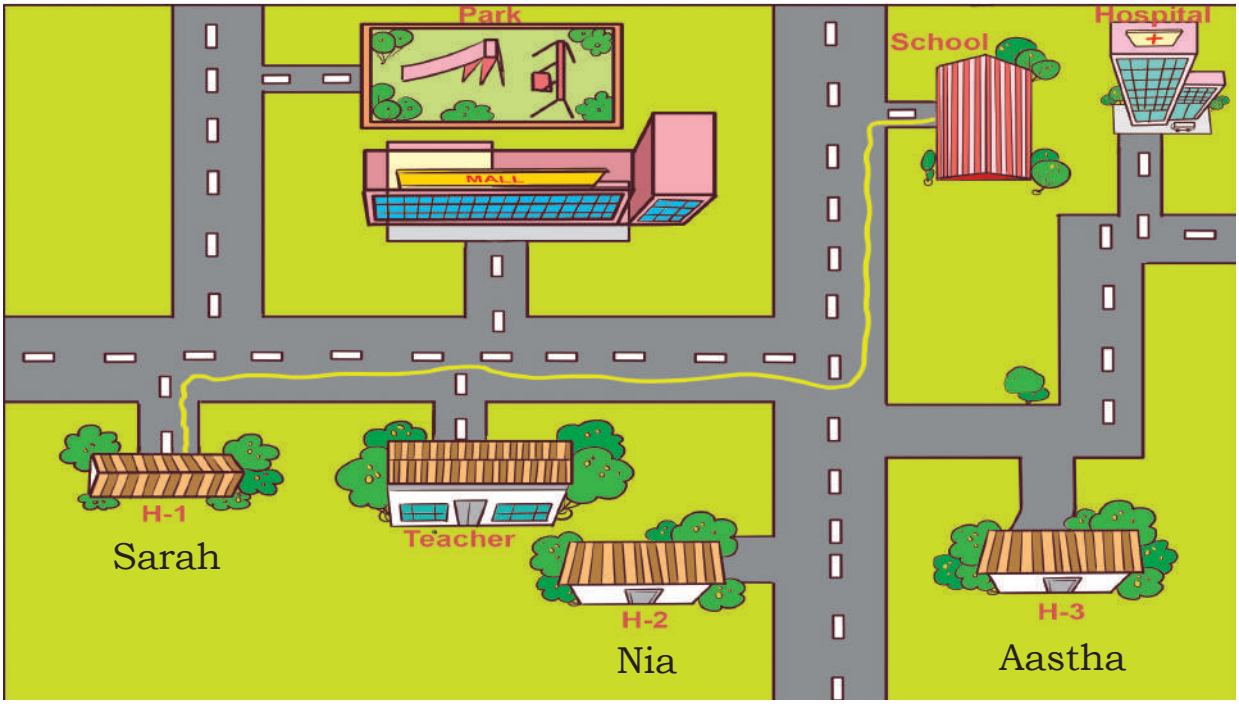


Let us Play – Knowing Direction

Ask a child to volunteer from the class. Blindfold him or her. Give directions to the blindfolded child to move from one spot to another (for example, move from the last bench to the blackboard). For directions use these words only— right, left, or straight.

The game will go on for 5–7 rounds with different children volunteering themselves. Ask the children to decide a safe word like 'danger' when one is about to get hit by objects in the classroom.

(To increase the difficulty level, you may change the setting of the classroom or keep harmless hurdles on the way).



Sarah's Way to School

Green line is the path taken by Sarah to reach the school. Now draw a line with different colours to take Aastha and Nia from their home to the school.

Discuss the use of mobile apps for navigation, i.e., for locating different places.





East, West, North or South

Let us stand
to face the rising sun.
This is the...East direction.



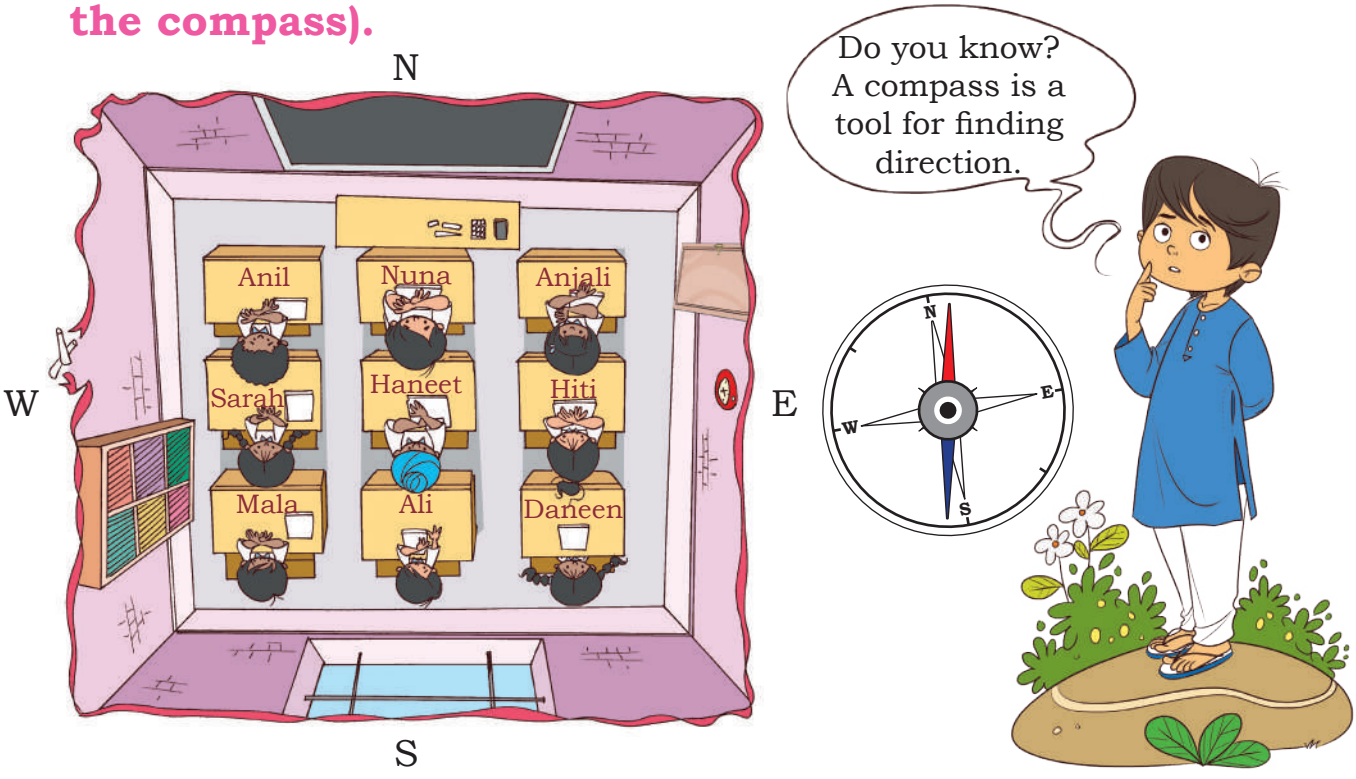
To your back you will find the West direction.
Put your left thumb out and that is North.
On your right is the direction South.
So, when we step out and move about,
we know which direction to go
East, West, North or South.

Sing the poem with actions. Help children to identify the directions. The direction must be emphasised by the teacher, and examples should be given to the children from their immediate surroundings so that they understand the spatial relevance of these words.



Let us Do

Look at the classroom below and answer the questions by using the words North, South, East and West (refer to the compass).



A. Haneet's desk is to the _____ of Sarah's desk.

B. Almirah is to the _____ of Ali's desk.

C. To reach the blackboard, Mala must walk towards _____ and then _____.

D. To feed the birds on the window, Nuna has to walk _____ and then _____.

Discuss the compass and its usage. Also ask the children to use a compass to find out the directions of objects from different points of reference.

10 Fun at the Fair

QRickit

0224CH10

Rinawmi loves going to the fair. She visits the local fair with her friends. Her mother gave her ₹50. She spent most of it on her favourite rides.



Talk about the things that children enjoy in fairs, whom do they go with, what do they buy and how much money do they spend there.



How Much Rinawmi Spent?

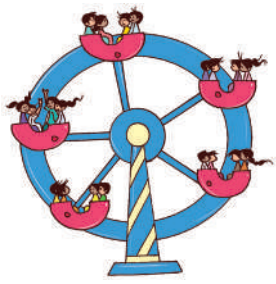




₹10









Total money spent on rides = ____

Money given by Rinawmi's mother	–	Money spent	=	Money left with Rinawmi
____		____		____

A friend of Rinawmi has ₹8 left out of ₹50. She wanted to know how much money she spent. Let us see her way of finding it.



₹8 is left with me. I have spent ₹20 on rides and ₹20 on snacks, which is ₹40. I spent ₹2 more on candies, which is ₹42. Total, I have spent ₹42.

₹20 + ₹**20** = ₹40

₹40+ ₹**2** = ₹42

₹42 + ₹**8** = ₹50

Total spent = ₹**42**

If you had ₹3 left when your father gave you ₹40 for the fair, how many rupees did you spend? Find out.

Let us Do

A. How much money will be needed to buy?

Ride	Number of tickets	Money
₹20 	2	₹_____
₹10 	_____	₹30
₹15 	2	₹_____

B. We saw different notes and coins used by Rinawmi and her friends. Let us look at the other commonly used Indian currency.



₹100



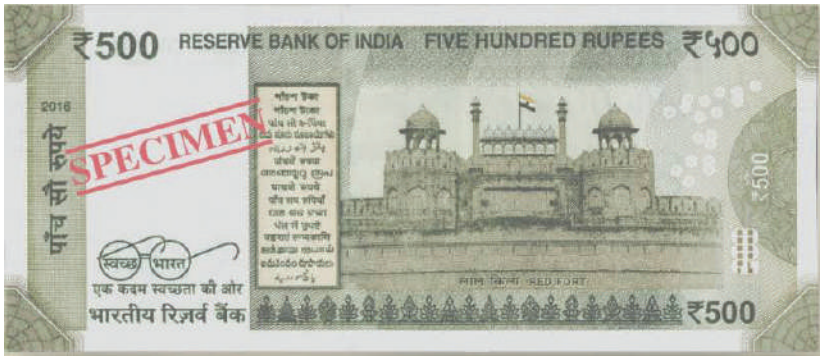
₹200



₹500

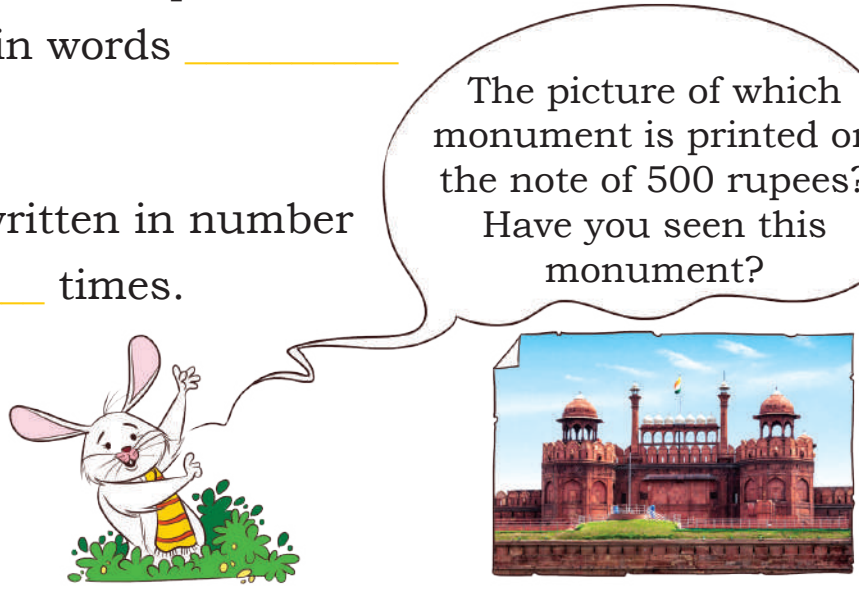
C. Count the number of times ₹500 is written on a ₹500 note.





i. Five hundred rupees is written in words _____ times.

ii. 500 is written in number _____ times.



Ask the children to observe other currency notes and discuss their features. Discuss with them the specifications, such as the lines on the border of the currency notes, and their number on each note for specially abled people.



Teremi's grandmother showed her some old coins that she had not seen before. Let us have a look at these coins also.



25 Paise



50 Paise



10 Paise



20 Paise

Her grandmother used to pay 2 coins of 50 paise for 1 Rupee.



50 Paise + 

50 Paise = 

₹1

100 Paise = 1 Rupee

A. How many 25 paise will make ₹1? Draw the coins in the box below.

= ₹1 or 100 paise

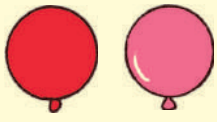
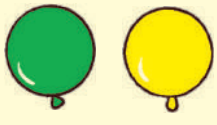
B. How many 20 paise will make ₹1? ____

Pop the Balloon

Mapuia comes across a 'Pop the balloon' game. He will get 3 chances for ₹10. Let us see how much money Mapuia wins.



A. How much money will Mapuia get if he popped the following balloons?

	₹3
	
	
	

B. Draw and colour the balloons, which he has to pop if he wants to get the following amount.

	₹17
	₹22
	₹31

C. Which three differently coloured balloons would you target to make the highest amount of money? Draw and colour them.

Total amount won = _____

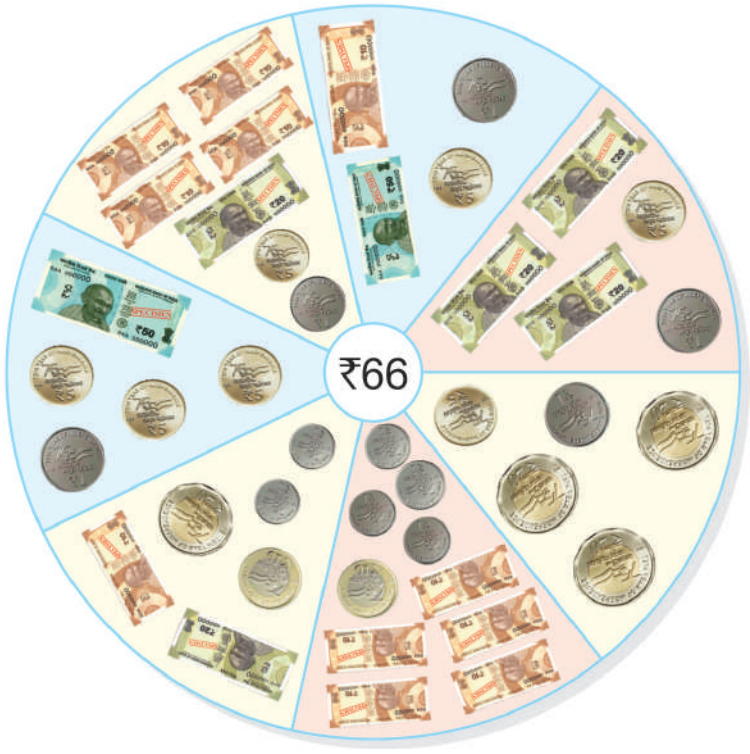
D. If Mapuia had four chances, by popping which differently coloured balloons can he make the most money? Draw and colour them.

Total amount won = _____



Let us Do

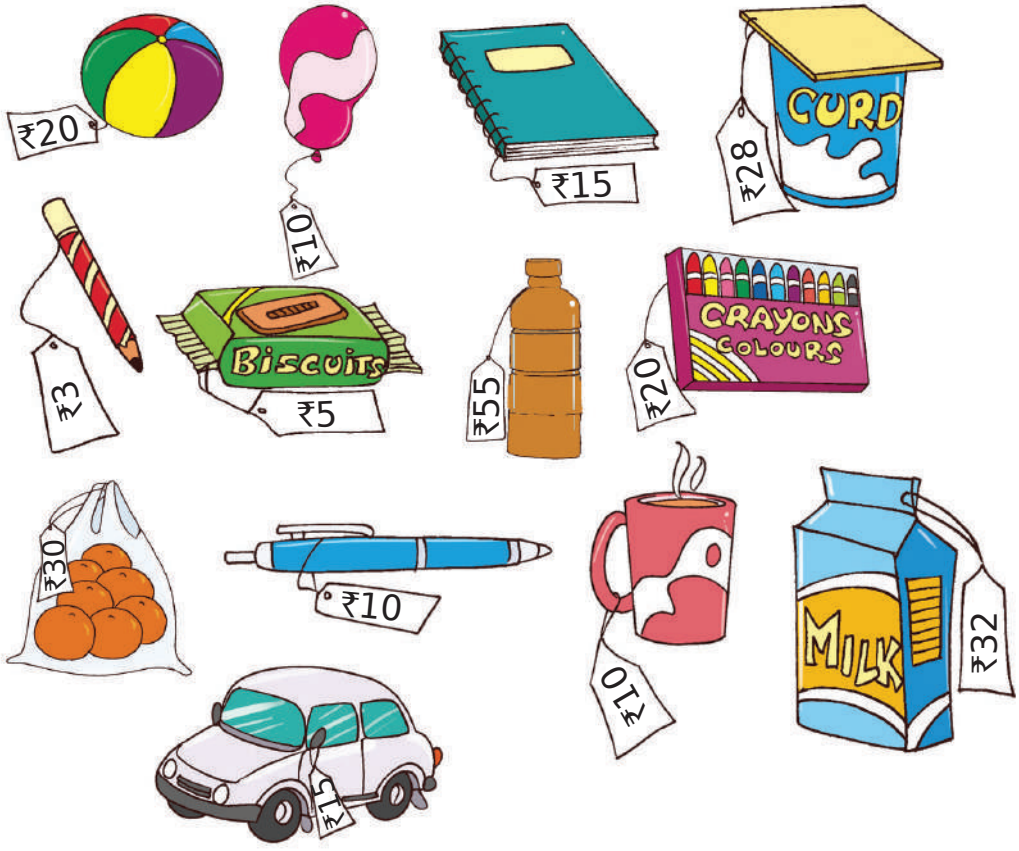
Let us look at how ₹66 can be paid in different ways.

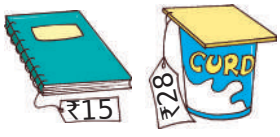


Make different combinations to make the given amount.

Amount	₹1	₹2	₹5	₹10	₹20	₹50
₹54	—	2	—	3	1	—
₹85						

Let us Buy

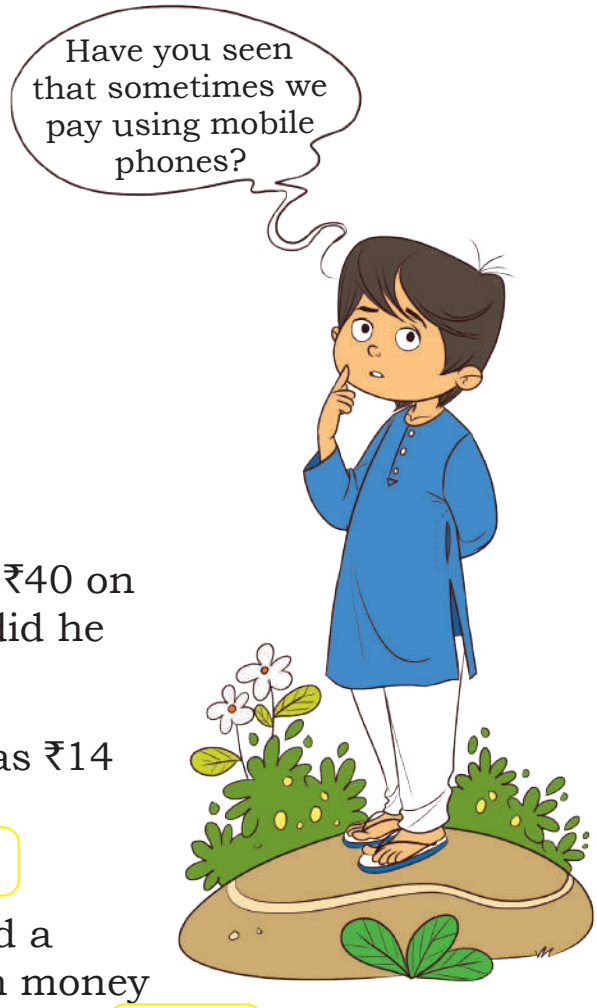


Items	Money needed to buy these items	Money you have	Money left/More money needed
	₹ _____		₹ _____
	₹ _____		₹ _____
	₹ _____		₹ _____



Let us Do

₹ 1 8 + ₹ 3 2 _____ _____	₹ 1 5 + ₹ 2 7 _____ _____
₹ 4 7 + ₹ 5 0 _____ _____	₹ 2 2 + ₹ 3 5 _____ _____



A. Zawma spent ₹25 on pens and ₹40 on notebooks. How much money did he spend in total?

B. Mary has ₹43 with her. Kimi has ₹14 more than Mary. How much money does Kimi have?

C. A packet of bread costs ₹30 and a chocolate costs ₹60. How much money does Vana need to buy these items?

D. Apuia has ₹58 with him. He spent ₹48 in the market. How much money is left with him now?



Project Work

Whenever you go to the market or shop with your parents, make a list of the things that you buy and the total money you spend.

Create more such contexts and ask questions whether children will add or subtract. Inculcate the value of saving money in the children through a discussion.





11 Data Handling

QRickit

0224CH11

Favourite Colours



Let us Do

Look at the picture. Complete the table and fill in the blanks.

Colours	Red	Green	Blue	Yellow
Number of Children				

A. The most liked colour is _____.

B. The least liked colour is _____.

C. Yellow colour is liked more than _____.

D. _____ colour is liked more than green.

E. _____ colour is liked less than _____.

Picnic Day

Children are having a fruit party. They are eating their favourite fruits.



Let us Do

Complete the table and fill in the blanks.

Fruits					
Number of Children					

A. How many children are there in the picture? _____.

B. Number of children who like apples is _____.

C. Most liked fruit is _____.

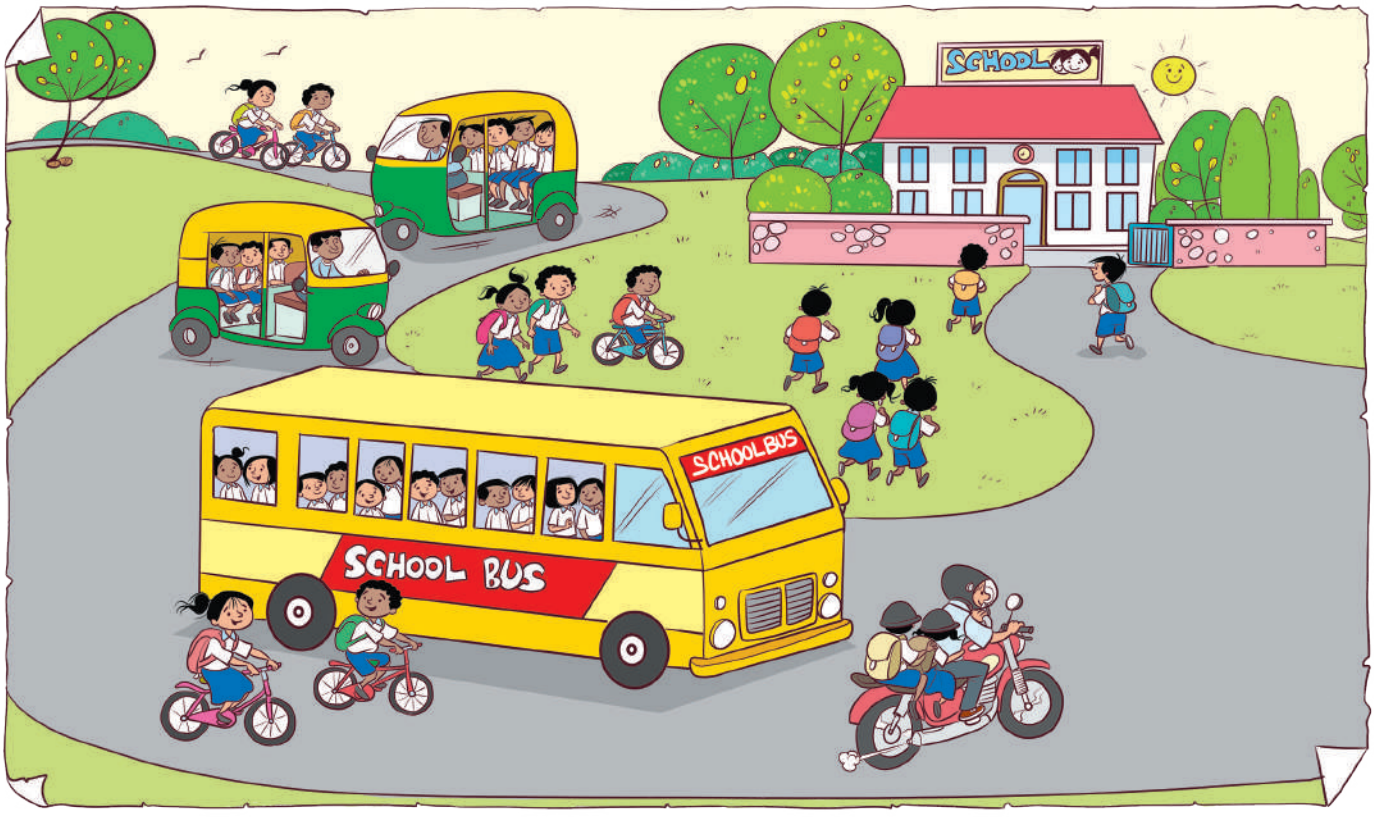
D. Least liked fruit is _____.

E. Number of children who like guava is _____ (more than/less than/equal to) the number of children who like apple.

F. The number of children who like apple is _____ (more than/less than/equal to) the number of children who like banana.

G. The number of children who like orange _____ (more than/less than/equal to) the number of children who like kiwi.

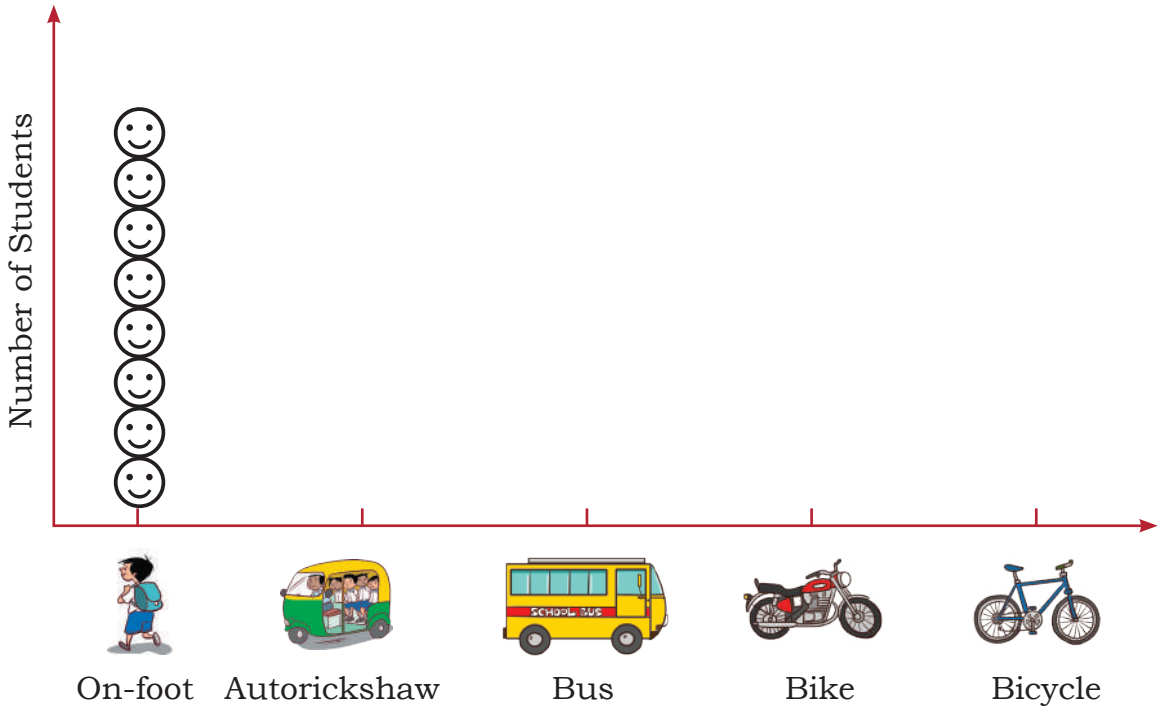
Discuss the picture and fill the table.



Mode of coming to school	Number of students
	8
	
	
	
	

Read the table and draw faces (☺) in the chart given below to show the number of students coming to school by different modes. (☺ = 1 student)

Look at the chart and fill in the blanks.



A. Most number of students come to school by _____.

B. Least number of students come to school by _____.

C. The number of students who come to school using bus is _____ (less/more) than the number of students who come using autorickshaw.

D. The number of students who come to school using bike is _____ (more/less) than the number of students who come using bicycle.

E. The number of students who come to school using _____ is less than the number of students who come using _____.

F. The number of students who come to school using _____ is more than the number of students who come using _____.