Let's Learn

MATHS

Primer

CONTENTS

REVISION

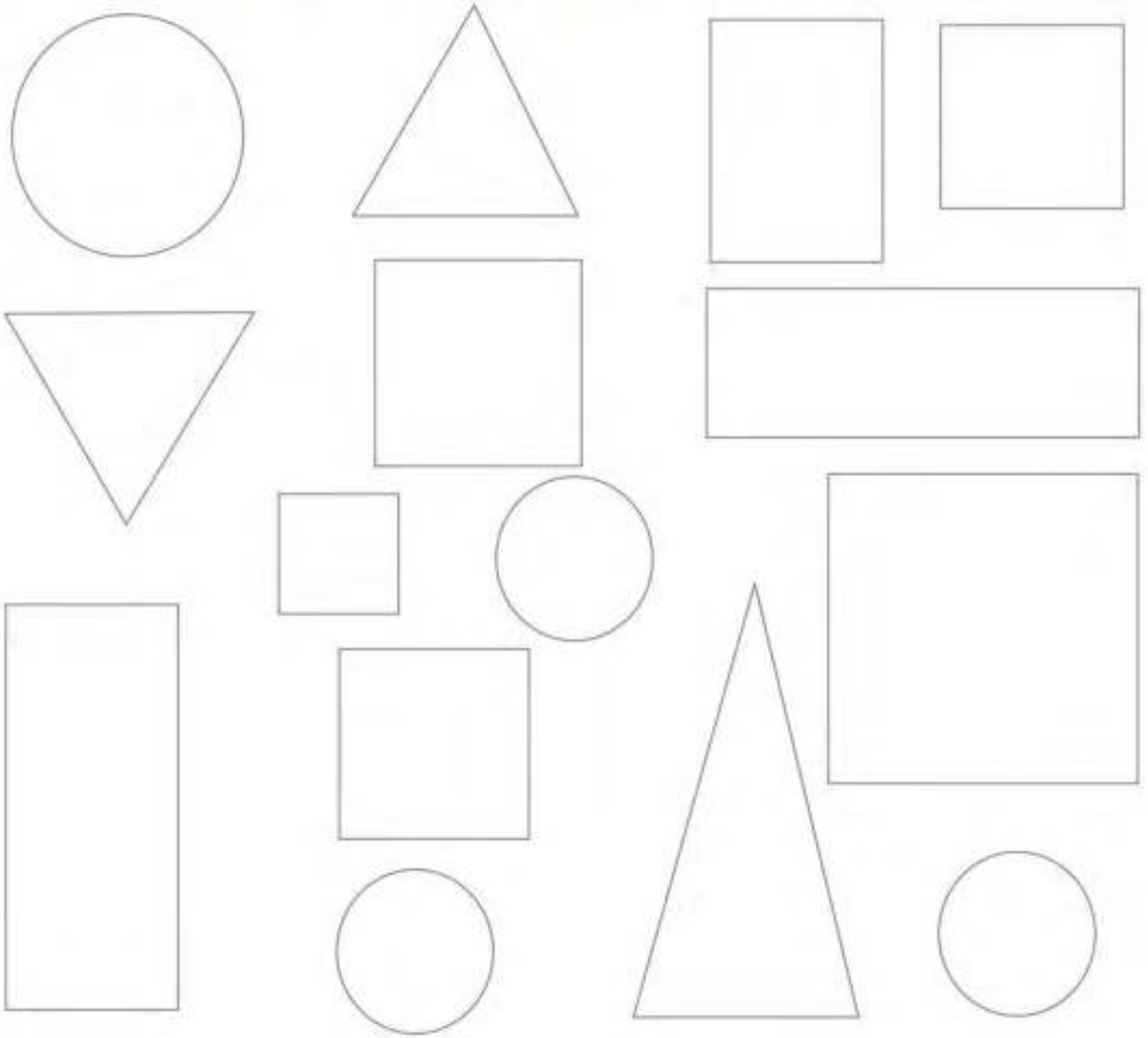
Shapes

Triangle			
Circle			
Rectangle			
Square			
Sphere			
Star			
Oval			
Pentagon			
Hexagon			

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

WORKSHEET

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



Teacher's Note Ask the students to draw pictures of objects using different shapes.

2

COMPARISON

Size : Biggest and Smallest

Write B for biggest and S for smallest object:



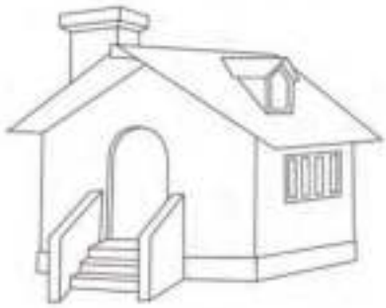


Teacher's Note Tell the students collect items like a pen, chalk, or book and create an activity where they compare the sizes, identifying which are big and small.

Height : Tallest and Shortest

Write T for tallest and S for shortest object:

Colour the tallest green and the shortest brown.



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

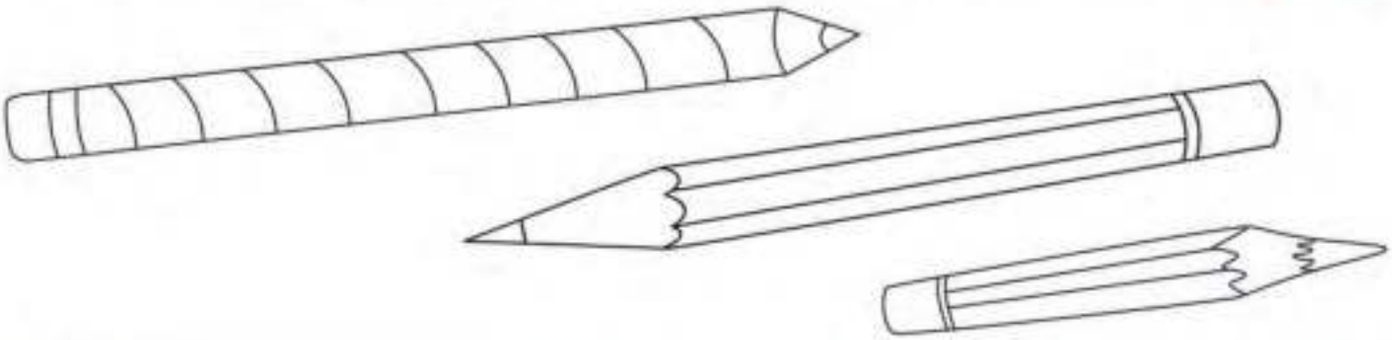
Length : Longest and Shortest

I am the LONGEST.

I am the SHORTEST.

Write L for longest and S for shortest object.

Colour the longest brown and the shortest green.



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

Weight : Heaviest and Lightest

I am the HEAVIEST

I am the LIGHTEST

Write H for heaviest and L for lightest.

Match the heaviest with the lightest pairing objects.

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

3 NUMBER NAMES : 1 TO 10

Singing Time !

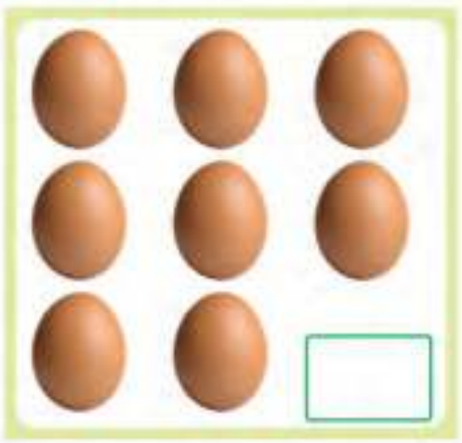
ONE,	**TWO,**	**THREE,**	**FOUR,**	**FIVE**
One 1,	two 2,	three 3,	four 4,	five 5,
Six 6,	seven 7,	eight 8,	nine 9,	ten 10

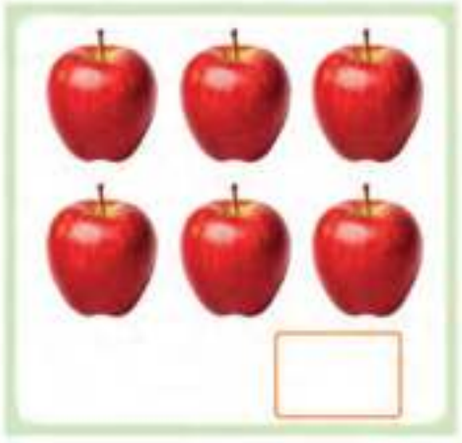
One, two,
Buckle my shoe;
Three, four,
Shut the door;
Five, Six,
Pick up the sticks;
Seven, Eight,
Lay them straight;
Nine, ten,
A big fat hen.

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

WORKSHEET

Count and write the number of the following objects.





WORKSHEET

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

Three

Seven

Eight

One

Nine

Ten

Five

Six

Four

Two

1 2 3 4 5 6 7 8 9 10

4 GREATER THAN, LESS THAN AND EQUAL TO

Greater Than

Monkey has 8 bananas.

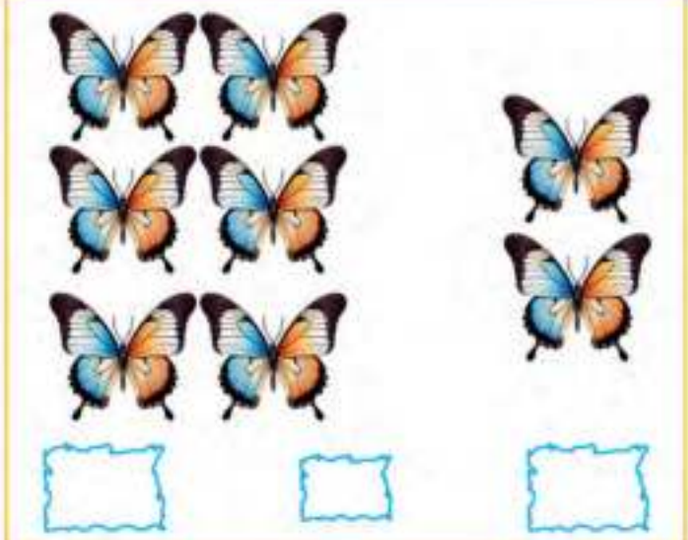
Rabbit has 3 carrots.

8 bananas are more than 3 carrots.
So, we can say 8 is greater than 3.
So, we can write it as :

$8 > 3$

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

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



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

Less Than

Ravi got 4 gifts on his birthday.

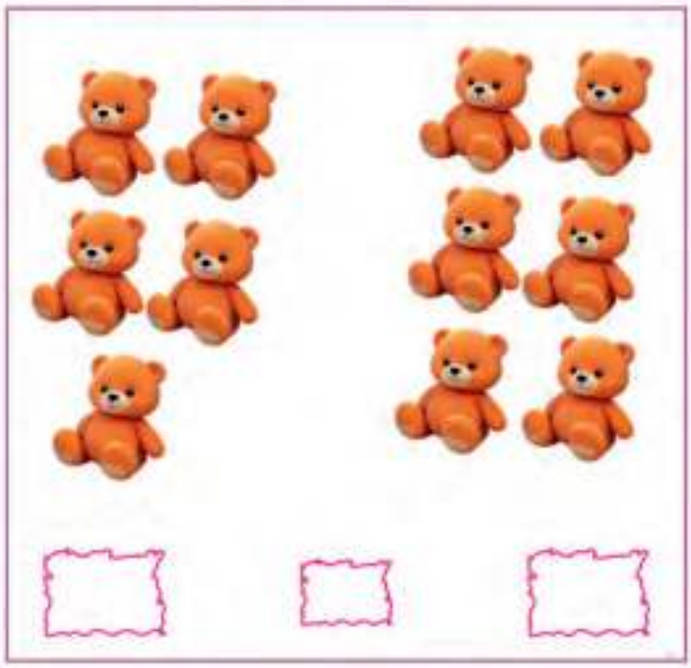
Rishi got 6 gifts on his birthday.

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

$4 < 6$

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

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



Equal To

3 boys are sitting on the bench.

3 boys are sitting on the sofa.

3 boys are equal to 3 boys.

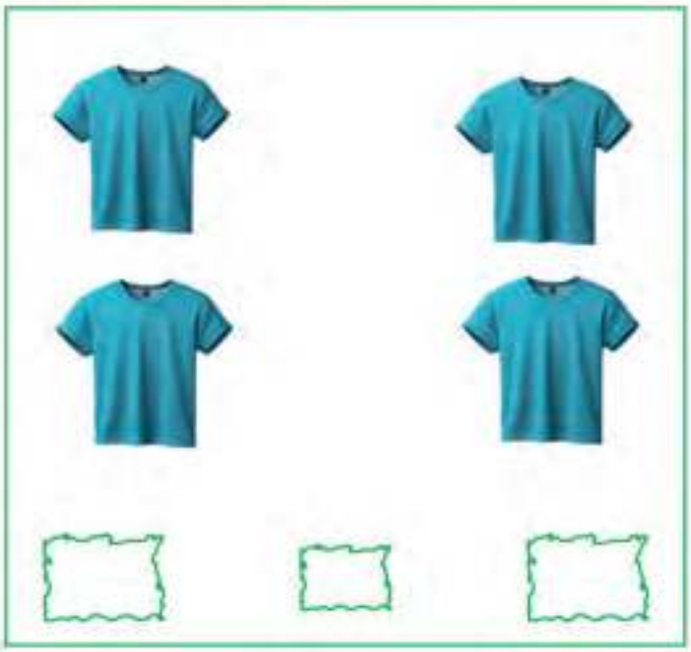
So, we can say 3 is equal to 3.

So, we can write it as :

$3 = 3$

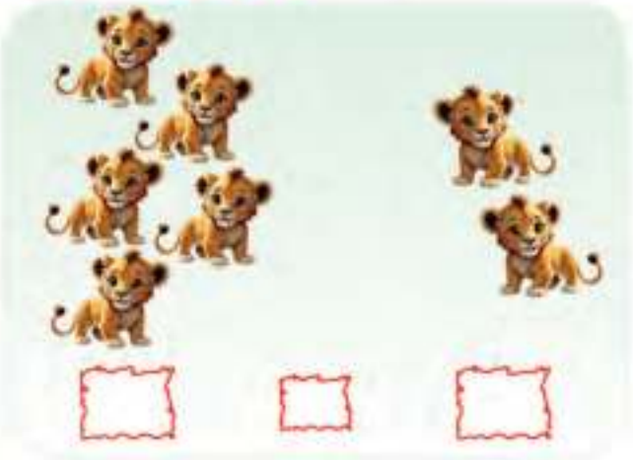
The sign '=' is used for 'equal to'.

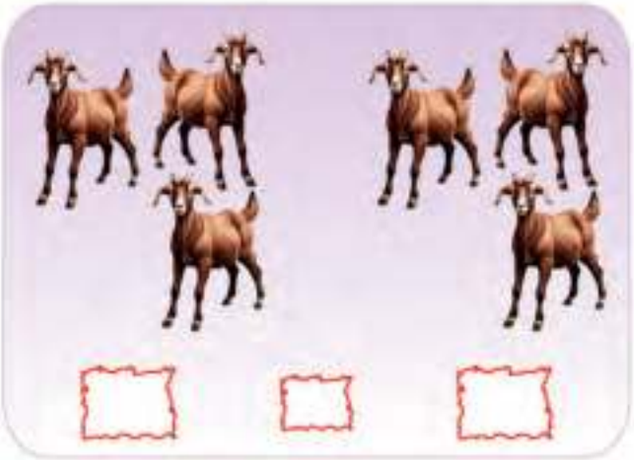
Count, write and fill in the boxes with '=':

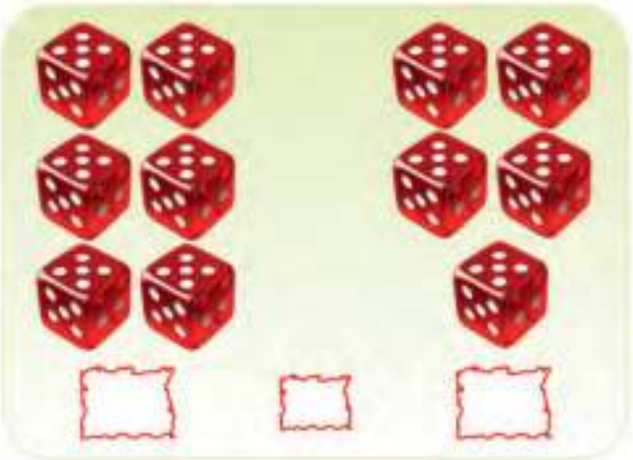


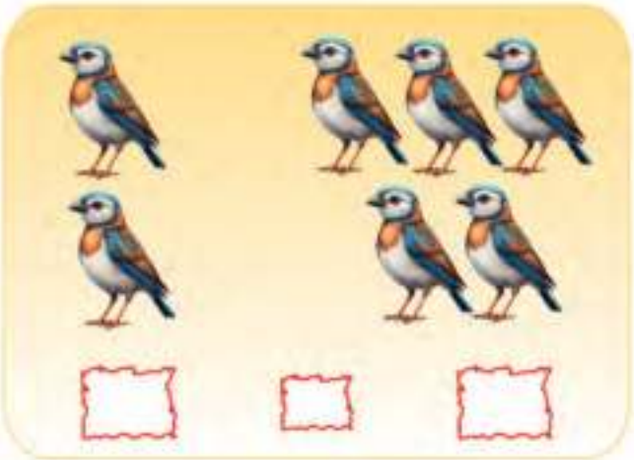
WORKSHEET

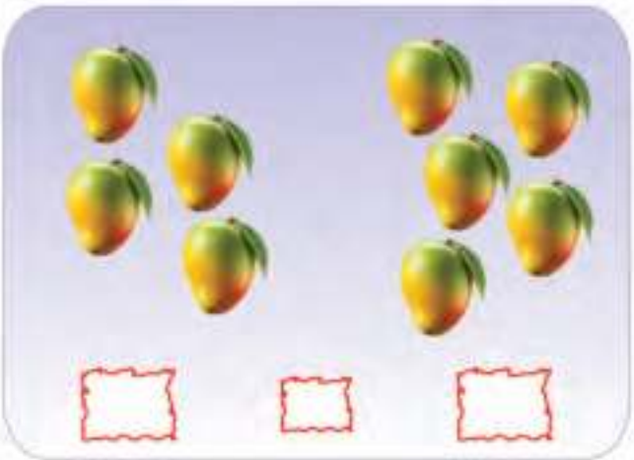
Count, write and put the correct sign (>, <, =) in the boxes.

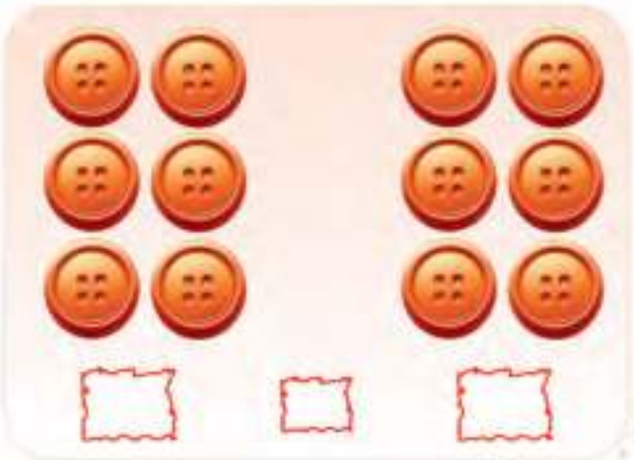












5 NUMERALS AND THEIR NAMES : 11-20

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

= 

Ten(T)	One(O)
1	0

→ Ten

 + 

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

T	O
1	1

→ Eleven

10+1=11

 + 

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

T	O
1	2

→ Twelve

10+2=12

 + 

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

T	O
1	3

→ Thirteen

10+3=13

 + 

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

T	O
1	4

→ Fourteen

10+4=14

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

T	O
1	5

→ **Fifteen**

10+5=15

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

T	O
1	6

→ **Sixteen**

10+6=16

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

T	O
1	7

→ **Seventeen**

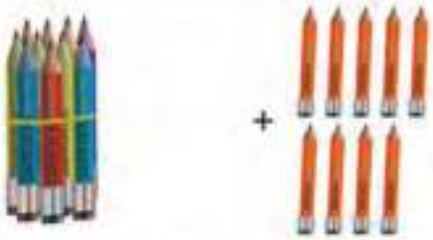
10+7=17

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

T	O
1	8

→ **Eighteen**

10+8=18



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

T	O
1	9

→ **Nineteen**

10+9=19

Ten and 1Ten more is twenty
2 ten are 20

T	O
2	0

→ **Twenty**

10+10=20

6 BEFORE - BETWEEN AND AFTER (1-20)

Cat

Monkey

Donkey

The cat, monkey and donkey are the best friends.
The cat is before the Monkey.
The donkey is after the monkey. The monkey is after the cat. The monkey is before the donkey.
The monkey is in between the cat and the donkey.

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

13 14 15

_____ is before 15.
_____ is after 14.

11 12 13

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

17 18 19

_____ is before 18.
_____ is after 18.

4 5 6

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

8 9 10

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

10 11 12

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

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

WORKSHEET

Fill in the missing numbers between 1 to 20 :

1 4 7 10

12 17 20

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

4	5	3	7
7	3	5	8
3	4	6	8
6	4	7	6
1	1	3	2
5	7	6	9
2	3	8	10
8	4	9	3

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

16	17	18	19
9	11	10	12
11	13	12	14
15	16	17	18
8	9	10	11
17	19	18	20
15	17	18	16
14	12	13	15

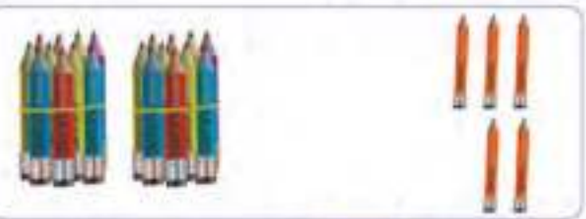
7 NUMERALS AND NAMES : 21-50

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

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

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

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



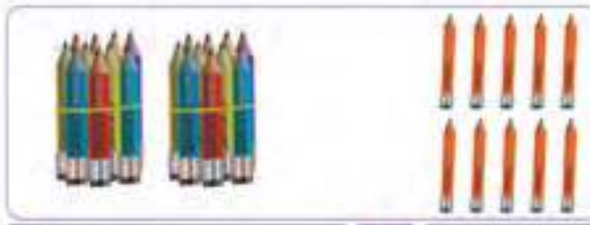
2 tens and 5 ones are **25** Twenty five

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

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

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

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

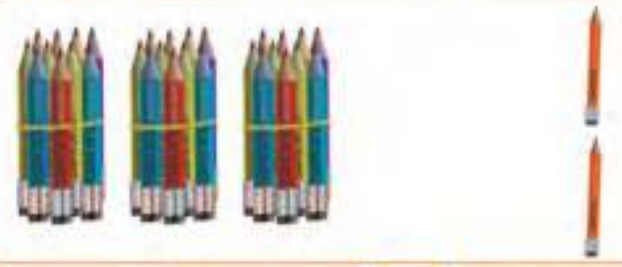


3 tens are **30** Thirty

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

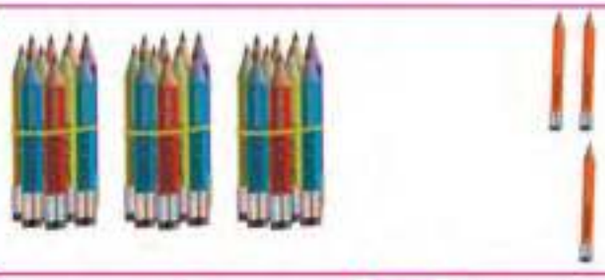
3 tens and 1 one are **31** Thirty one

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



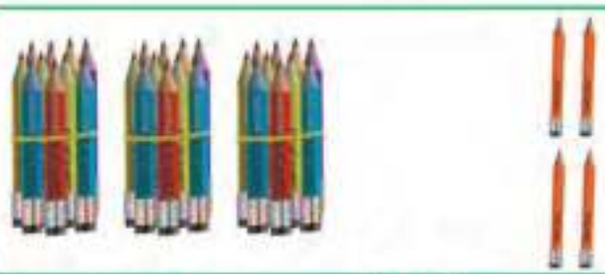
3 tens and 2 ones are **32** Thirty two

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



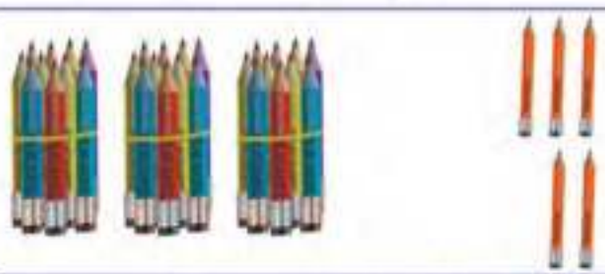
3 tens and 3 ones are **33** Thirty three

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

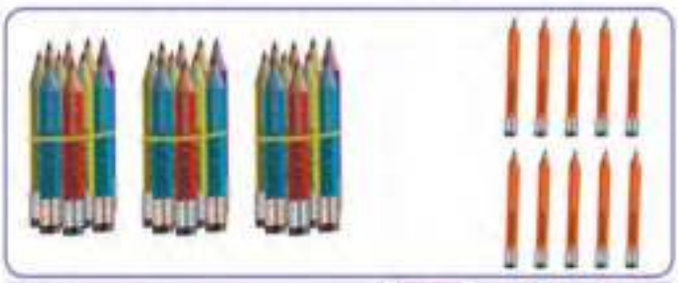


3 tens and 4 ones are **34** Thirty four

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



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



4 tens are **40** Forty

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

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

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

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

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

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

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

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

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

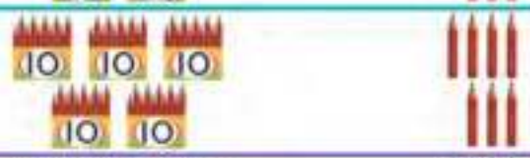
5 tens are **50** Fifty

8 COMPARING NUMBERS

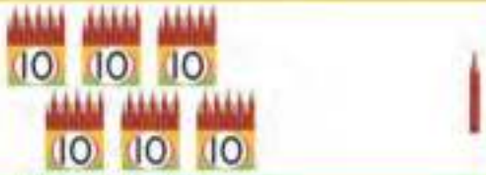
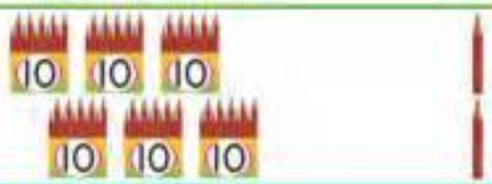
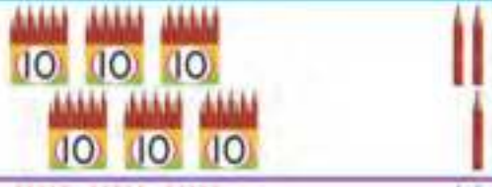
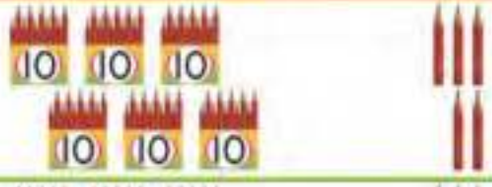
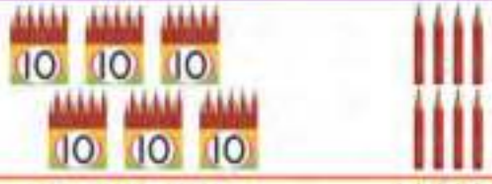
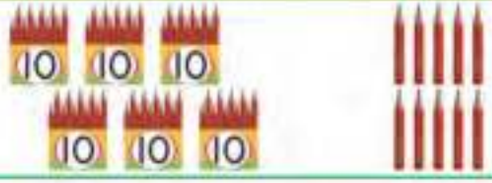
Put greater than (>), less than (<) or equal to (=):

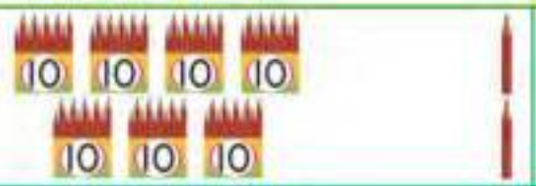
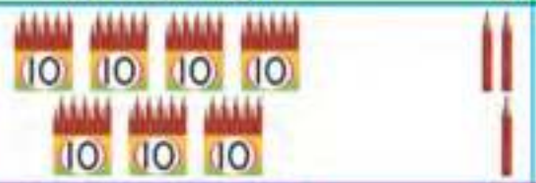
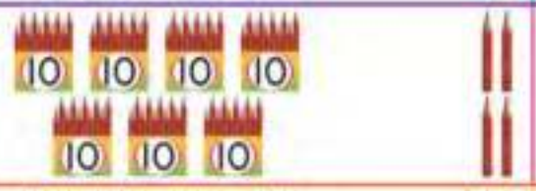
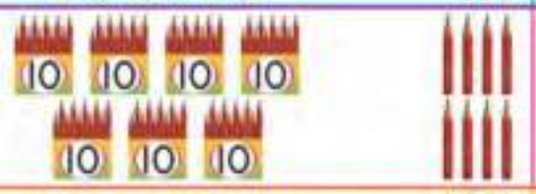
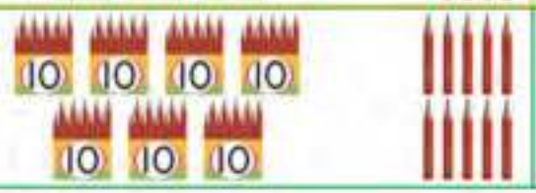
9 ☐ 5	14 ☐ 14	35 ☐ 65
6 ☐ 3	5 ☐ 11	58 ☐ 58
9 ☐ 7	14 ☐ 18	7 ☐ 3
6 ☐ 6	11 ☐ 11	5 ☐ 0
11 ☐ 15	30 ☐ 10	9 ☐ 2
14 ☐ 17	45 ☐ 62	4 ☐ 3
19 ☐ 13	44 ☐ 22	8 ☐ 11
89 ☐ 85	84 ☐ 85	44 ☐ 44
20 ☐ 20	47 ☐ 62	44 ☐ 55
17 ☐ 13	85 ☐ 40	45 ☐ 65

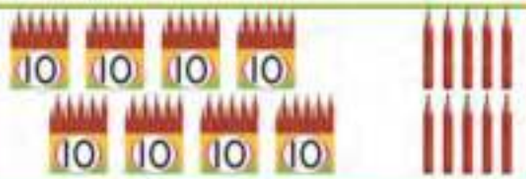
9 NUMERALS AND THEIR NAMES : 51-100

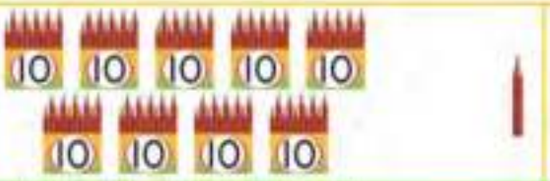
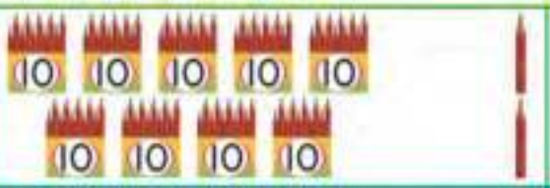
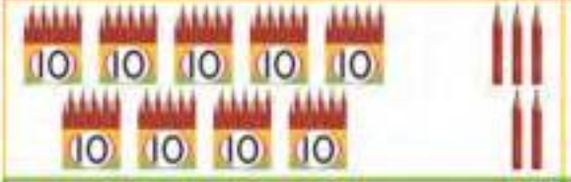
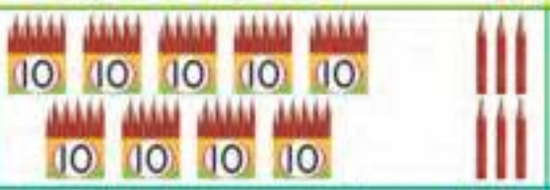
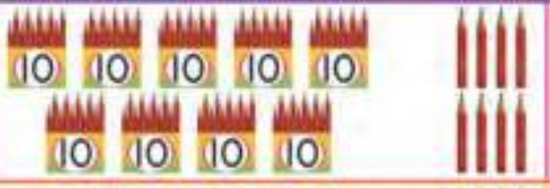
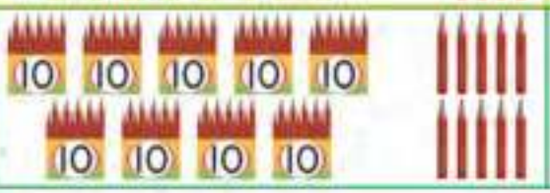
	50 and 1 more make 51	51 FIFTY–ONE
	50 and 2 more make 52	52 FIFTY–TWO
	50 and 3 more make 53	53 FIFTY–THREE
	50 and 4 more make 54	54 FIFTY–FOUR
	50 and 5 more make 55	55 FIFTY–FIVE
	50 and 6 more make 56	56 FIFTY–SIX
	50 and 7 more make 57	57 FIFTY–SEVEN
	50 and 8 more make 58	58 FIFTY–EIGHT
	50 and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

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

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

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

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

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

BEFORE - AFTER AND BETWEEN (1-100)

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

What comes Before, After and In Between:

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

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

11 FORWARD COUNTING FROM 1 TO 100

Write the numbers from 1 to 100.

1									
									100

BACKWARD COUNTING FROM 100 TO 1

Write the numbers from 100 to 1.

100									
									1

13 ADDITION BY COUNTING OBJECTS

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

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

2 books **3 more books** **Now, there are 5 books.**

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

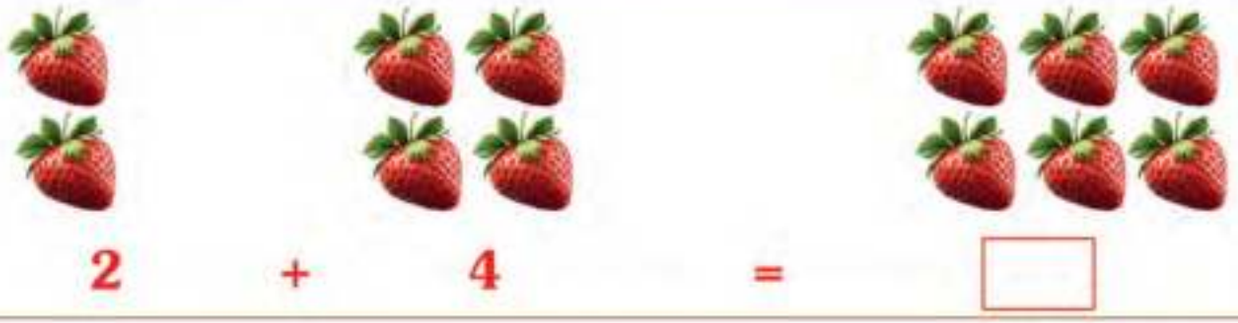
i.e. $2 + 3 = 5$

2 kites **1 more kite** **Now, there are 3 kites.**

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

i.e. $2 + 1 = 3$

Count and write.



2 + 4 = ☐

3 + 2 = ☐

4 + 6 = ☐

4 + 4 = ☐

3 + 4 = ☐

14 ADDITION OF ZERO

3 cranes + 0 crane = 3 cranes

So, 3 + 0 = 3

4 shoes + 0 shoes = 4 shoes

So, 4 + 0 = 4

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

Now add and write the answer in the boxes :

5	+	0	=		8	+	0	=	
7	+	0	=		1	+	0	=	
2	+	0	=		6	+	0	=	

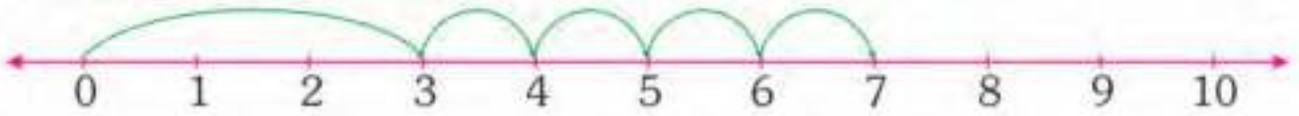
Teacher's Note Explain to the students that if '0' is added to a number, it means nothing is added to the number. The result will be the same number.

15 MORE ADDITION

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

16 ADD ON NUMBER LINE

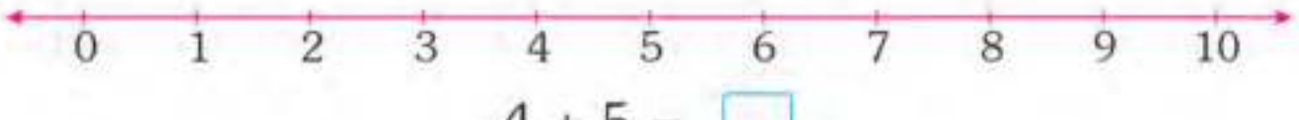
By counting ahead on the number line, we can add numbers. Jump from the first given number to the other.



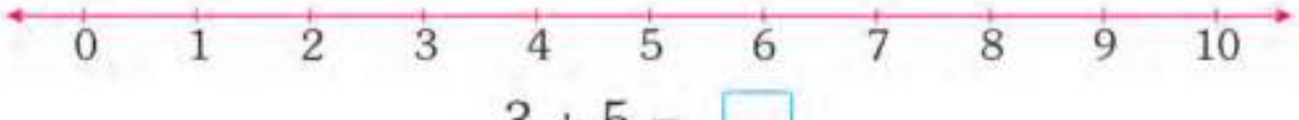
$3 + 4 =$ 7

From 3, jump 4 numbers ahead to reach 7.

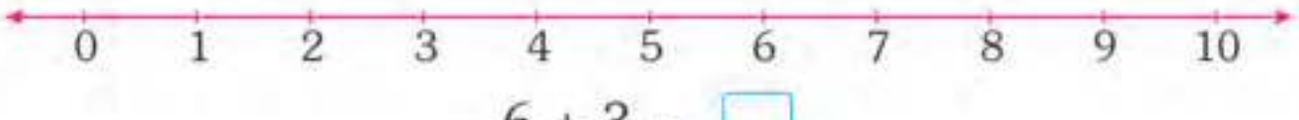
Add the following on number line.



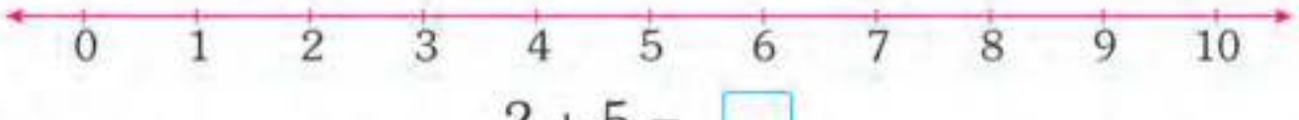
$4 + 5 =$ ☐



$3 + 5 =$ ☐



$6 + 3 =$ ☐



$2 + 5 =$ ☐

17 ADDITION PRACTICE

Add the following numbers.

1 2 + 4 ☐	2 4 + 4 ☐	3 2 + 3 ☐
7 4 + 2 ☐	2 1 + 3 ☐	4 7 + 2 ☐
4 1 + 0 ☐	8 2 + 5 ☐	3 2 + 4 ☐
4 2 + 3 ☐	2 0 + 9 ☐	9 0 + 7 ☐

Add the following numbers.

1 0 + 2 5	3 5 + 1 2	4 4 + 1 2
6 4 + 3 2	2 4 + 0 1	5 0 + 1 4
1 4 + 5 2	1 2 + 4 7	3 5 + 5 2
8 2 + 1 2	4 8 + 2 1	4 0 + 4 0

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

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

Add the following numbers.

1 2 1 3 + 1 ☐	2 1 1 0 + 7 ☐	8 0 1 6 + 2 ☐	1 3 1 3 + 0 ☐
3 3 1 1 + 2 ☐	5 5 2 3 + 0 ☐	6 0 3 3 + 4 ☐	5 1 4 2 + 6 ☐
2 2 4 2 + 1 5 ☐	1 2 1 1 + 2 ☐	2 6 1 0 + 4 0 ☐	3 5 5 0 + 1 2 ☐
4 4 3 1 + 1 2 ☐	6 2 1 2 + 2 3 ☐	4 1 2 4 + 2 ☐	2 2 4 4 + 1 1 ☐

18 ADDITION WITH CARRY OVER

Addition with two digit numbers :

Example 1: Add 58 + 39.

Add ones 8 + 9 = 17 = 1 tens 7 ones.
Write seven in ones column.
Carry 1 ten at the top of the tens column.
Add 1 ten + 5tens + 3tens = 9tens.
Write 9 in the tens column.

	Tens	Ones
	5	8
+	3	9
	9	7

Example 2: Add 27 + 8.

27 + 8
Add ones 7 + 8 = 15 = 1 tens 5 ones.
Write 5 in ones column.
Carry 1 ten at the top of the tens column.
Add 1 ten (carried over) + 2 tens = 3tens
Write 3 in the tens column.

	Tens	Ones
	2	7
+	0	8
	3	5

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

Add the following numbers.

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

19 WORD PROBLEMS OF ADDITION

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

_____ students.

```
  1 8  girls
+ 1 4  boys
-------
-------
```

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

_____ people.

```
  2 0  women
+ 2 0  men
-------
-------
```

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

_____ things.

```
  1 2  toffees
+ 0 5  biscuits
-------
-------
```

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

_____ birds.

```
  2 8  parrots
+ 1 5  crows
-------
-------
```

20 SUBTRACTION BY COUNTING OBJECTS

4 children are playing.

1 child went to his home.

Now, only 3 children are playing.

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

We can also write as :

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

We can write using symbols as :

$4 - 1 = 3$

Subtract by counting the objects and fill in the boxes :

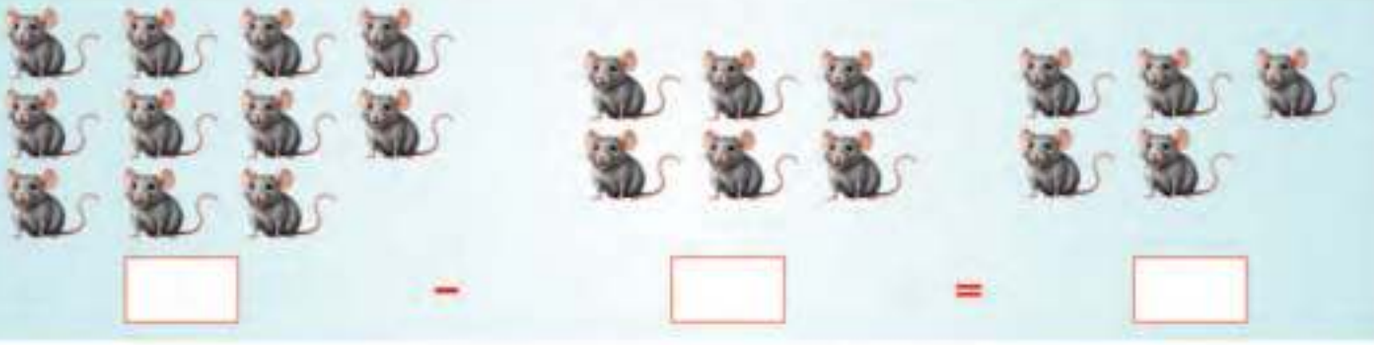
take away  **leaves** 

3 – 2 = ☐

take away  **cars** 

7 – 3 = ☐

Subtract the object and fill in the boxes :



8 - 6 = ☐

6 - 6 = ☐

21 SUBTRACTION OF ZERO

There were 6 samosas in the plate.

No samosa was taken away.

6 Samosas are still in the plate.

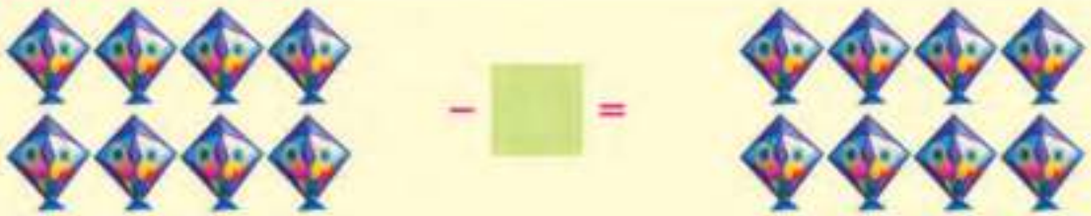
We see, there were 6 samosas and we did not take even a single samosa from it and we are left with what we had, the 6 samosas.

That is, $6 - 0 = 6$

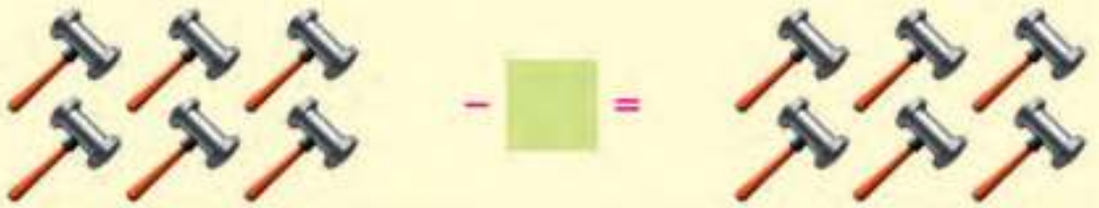
We read it as 6 minus 0 is equal to 6.

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

Subtract and write.



$8 - 0 = \square$



$6 - 0 = \square$

Subtract the following.

$7 - 0 = \square$	$8 - 0 = \square$	$1 - 0 = \square$
$9 - 0 = \square$	$4 - 0 = \square$	$2 - 0 = \square$

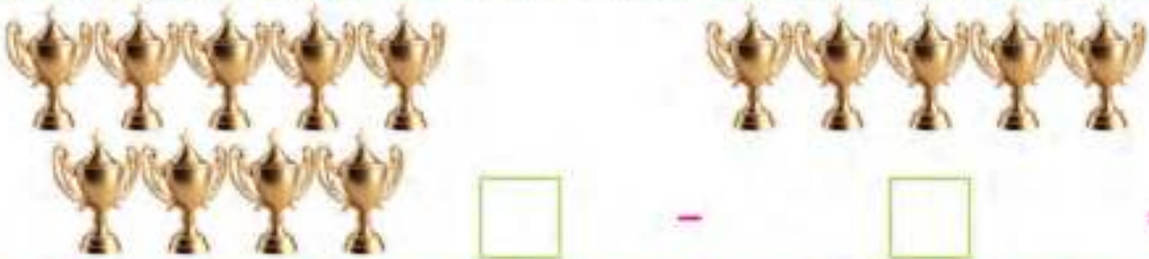
Teacher's Note Explain to the students that if '0' is subtracted from a number, it means nothing is taken from the number. So, the result will be the same number.

22 MORE SUBTRACTION

Sign '–' means subtract and is read as minus.

□ – □ = □

□ – □ = □



□ – □ = □

□ – □ = □

□ – □ = □

23 SUBTRACTION ON NUMBER LINE

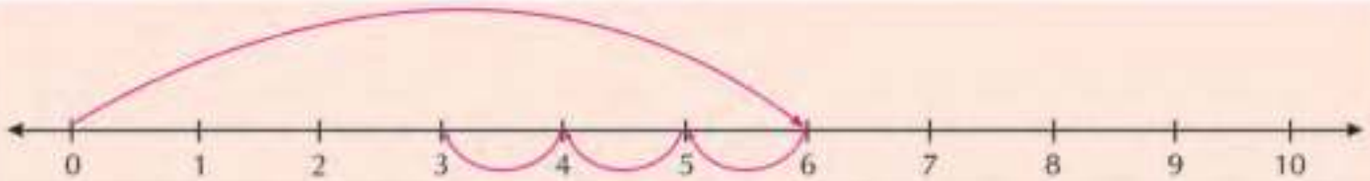
There were 6 pencils.

Anuj took away 3 pencils.

Now, 3 pencils are left.

That is, $6 - 3 = 3$

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

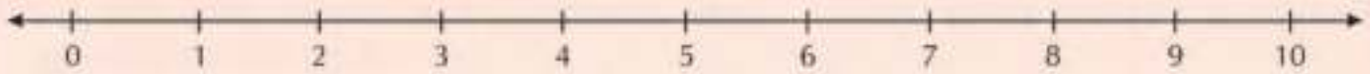


From 0, take a jump directly to 6.

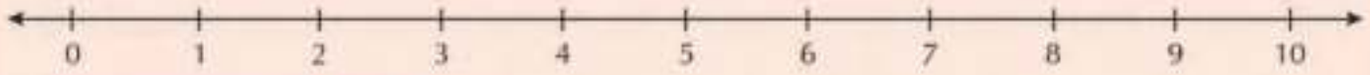
From 6, take 3 jumps backward to reach 3.

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

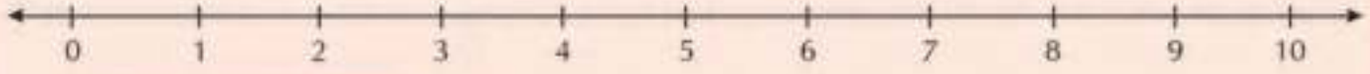
Subtract and write the answer in the box .



$7 - 4 = \square$



$9 - 6 = \square$



$6 - 2 = \square$

24 SUBTRACTION PRACTICE

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

37 - 4 = 33	86 - 4 =	39 - 7 =	56 - 5 =
48 - 3 =	65 - 5 =	85 - 4 =	14 - 4 =
45 - 4 =	69 - 6 =	89 - 7 =	63 - 3 =
95 - 3 =	85 - 2 =	79 - 8 =	38 - 6 =
85 - 3 =	24 - 4 =	89 - 3 =	38 - 3 =

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

59 - 25 34	78 - 62	48 - 27	69 - 24
26 - 20	96 - 84	66 - 34	32 - 22
69 - 18	99 - 84	88 - 54	47 - 24
88 - 27	67 - 50	86 - 70	15 - 10
55 - 43	98 - 81	98 - 73	98 - 87

Subtract the following numbers.

38 - 31	68 - 43	87 - 44	79 - 55
64 - 10	48 - 46	66 - 43	32 - 52
48 - 14	88 - 44	84 - 54	47 - 21
99 - 78	97 - 30	76 - 40	88 - 70
49 - 39	82 - 71	58 - 27	48 - 34

SUBTRACTION WITH BORROWING

While subtraction of two digit numbers :

We cannot subtract 3 ones from 9 ones.
So, we borrow 1 ten from 6 tens.
We cross out 6 and write 5.
1 ten + 3 ones = 13 ones.
13 ones - 9 ones = 4 ones.
We write 4 under ones place.
We subtract 1 ten from 5 tens.
5 tens - 1 ten = 4 tens.
We write 4 tens under tens place.

T	O
5	1
~~6~~	3
1	9
4	4

T	O
□	□
5	1
−	4

T	O
□	□
4	2
−	5

T	O
□	□
3	2
−	8

T	O
□	□
5	4
−	6

T	O
□	□
4	2
−	4

T	O
□	□
5	2
−	5

T	O
□	□
3	2
−	8

T	O
□	□
5	4
−	6

T	O
□	□
3	4
−	6

T	O
□	□
5	4
−	9

T	O
□	□
7	2
−	8

T	O
□	□
9	5
−	8

Subtract the following numbers.

T	O
5	7
− 4	8

T	O
7	3
− 3	5

T	O
7	6
− 2	8

T	O
7	6
− 6	9

T	O
4	7
− 1	8

T	O
2	8
− 1	9

T	O
3	7
− 2	8

T	O
4	6
− 3	7

T	O
9	2
− 4	9

T	O
4	3
− 2	8

T	O
7	3
− 5	6

T	O
2	3
− 1	7

T	O
8	7
− 3	8

T	O
8	7
− 5	9

T	O
3	7
− 1	8

T	O
4	5
− 2	6

T	O
8	4
− 5	5

T	O
8	4
− 5	6

T	O
7	4
− 2	9

T	O
8	3
− 3	4

26 SUBTRACTION WORD PROBLEMS

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

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

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

$$\begin{array}{r} 5\ 0 \\ -\ 2\ 0 \\ \hline \\ \hline \end{array}$$

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

$$\begin{array}{r} 5\ 0 \\ -\ 1\ 5 \\ \hline \\ \hline \end{array}$$

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

$$\begin{array}{r} 7\ 0 \\ -\ 1\ 5 \\ \hline \\ \hline \end{array}$$

27 MULTIPLICATION CONCEPTS

3 mangoes + 3 mangoes = 6 mangoes

There are 2 groups of 3 mangoes.
2 groups of 3 mangoes are equal to 6 mangoes.
We can write it as

$$2 \times 3 = 6$$

The sign '×' is used for multiplication.
We can read it as : Two Threes are Six.

Now count the groups and write :

3 × 3 =

2 × 4 =

Write the following addition facts as multiplication facts :

$5 + 5 + 5 = 15$

$5 \times 3 = 15$

5 threes are 15

$3 + 3 + 3 + 3 + 3 =$ ☐

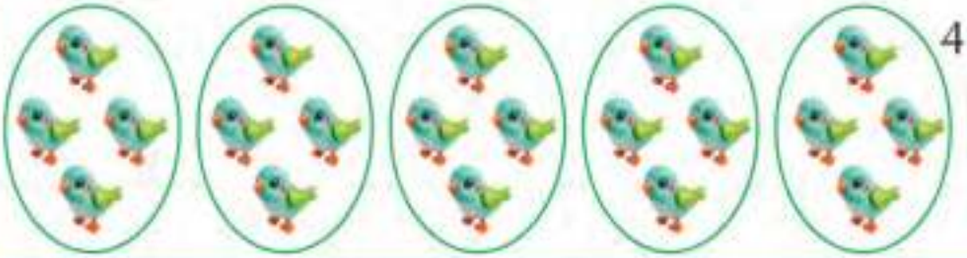
$3 \times 5 =$ ☐

3 fives are ☐

$5 + 5 + 5 + 5 =$ ☐

$5 \times 4 =$ ☐

5 fours are ☐



$4 + 4 + 4 + 4 + 4 =$ ☐

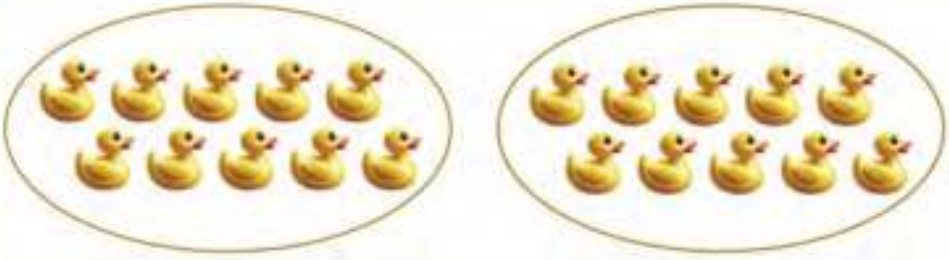
$4 \times 5 =$ ☐

4 fives are ☐

$9 + 9 + 9 =$ ☐

$9 \times 3 =$ ☐

9 threes are ☐



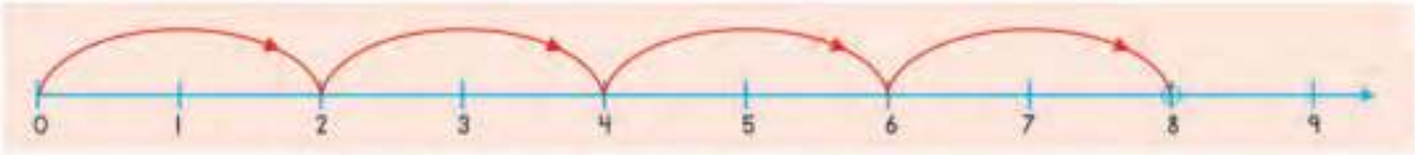
$10 + 10 =$ ☐

$10 \times 2 =$ ☐

10 twos are ☐

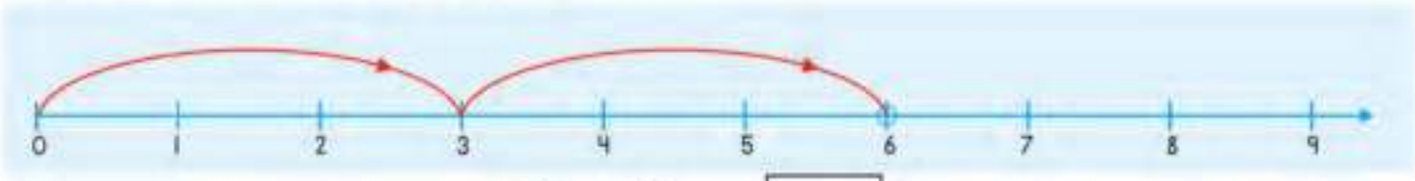
28 MULTIPLICATION ON NUMBER LINE

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

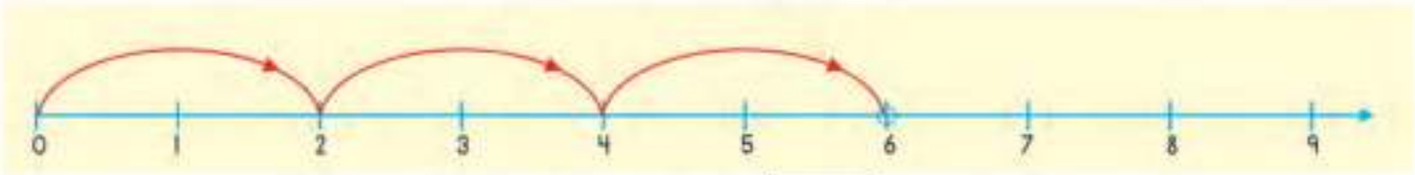


We arrive at 8. So, $2 \times 4 = 8$.

Now, fill in the boxes.



$3 \times 2 =$ ☐



$2 \times 3 =$ ☐

$4 \times 2 =$ ☐

$3 \times 3 =$ ☐

29 MULTIPLICATION WORD PROBLEMS

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

4 + 4 + 4 + 4 =

On 1 bench = 4
On 4 benches = × 4
Total students = 16

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

5+5+5+5+5+5+5+5 =

In 1 taxi =
In 8 taxis = ×
Total persons =

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

9+9+9+9+9+9+9 =

In 1 row =
In 7 rows = ×
Total children =

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

8+8+8+8+8+8+8+8+8=

In 1 truck =
In 9 trucks = ×
Total wheels =

Multiplication

2 × 4 =	3 × 6 =	2 × 2 =	3 × 5 =
1 × 9 =	4 × 3 =	2 × 5 =	1 × 5 =
5 × 1 =	2 × 6 =	3 × 7 =	1 × 7 =
4 × 4 =	5 × 2 =	2 × 6 =	1 × 1 =
3 × 8 =	1 × 3 =	5 × 9 =	4 × 1 =

Multiplication

8 × 5 =	7 × 5 =	5 × 5 =	3 × 4 =
6 × 4 =	4 × 5 =	3 × 2 =	2 × 1 =
7 × 3 =	9 × 3 =	4 × 6 =	9 × 4 =
8 × 2 =	6 × 6 =	7 × 2 =	6 × 2 =
9 × 6 =	4 × 2 =	3 × 3 =	8 × 7 =

30 DIVISION CONCEPTS

Division means dividing in equal number of parts. The symbol for division is '÷'.

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

Division can also be expressed as repeated subtraction.

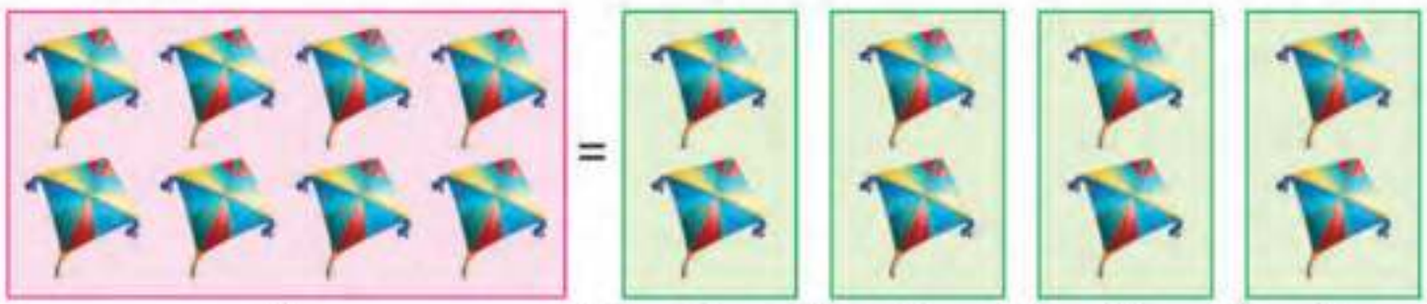
We write it as 8 ÷2 = 4.

We have to subtract 2 repeatedly from 8.

8 – 2 = 6 – 2 = 4 – 2 = 2 – 2 = 0

1 2 3 4

We say 8 divided by 2 is equal to 4.



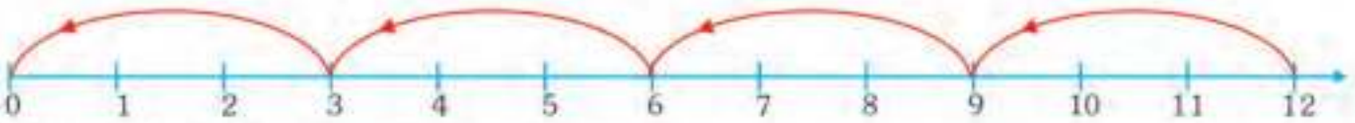
8 ÷ 2 = 4

31 DIVISION ON NUMBER LINE

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

Let us divide 12 by 3.

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



Hence, $12 \div 3 = 4$

Draw the number line and fill in the boxes :

$12 \div 4 =$ ☐

$10 \div 5 =$ ☐

$10 \div 2 =$ ☐

$9 \div 3 =$ ☐

32 DIVISION WORD PROBLEMS

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

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

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

I can put ..... oranges in each basket.

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

I can put ..... bells for each cat.

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

I can put ..... books in each bag.

33 DIVISION WITH NO REMAINDER

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

divisor → 5) 20 ← dividend

4 ← quotient

- 20

0 ← remainder

quotient = 4
divisor = 5
dividend = 20
remainder = 0

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

Exercise

2) 8 (	3) 12 (	4) 20 (	3) 15 (
5) 15 (	6) 18 (	3) 24 (	6) 30 (

Divide :

2) 14 (	3) 18 (	3) 9 (
3) 6 (	3) 15 (	4) 48 (
3) 24 (	2) 6 (	5) 10 (
4) 8 (	4) 20 (	3) 3 (
5) 20 (	3) 27 (	4) 32 (
5) 30 (	2) 12 (	5) 45 (

34 TABLE

TABLE OF 2

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

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

TABLE OF 3

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

TABLE OF 4

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

TABLE OF 5

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

TABLE OF 6

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

TABLE OF 7

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

TABLE OF 8

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

TABLE OF 9

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

TABLE OF 10

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

TABLE OF 11

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

TABLE OF 12

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

TABLE OF 13

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

TABLE OF 14

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

TABLE OF 15

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

TABLE OF 16

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

TABLE OF 17

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

TABLE OF 18

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

TABLE OF 19

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

TABLE OF 20

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

35 DAYS OF THE WEEK

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

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

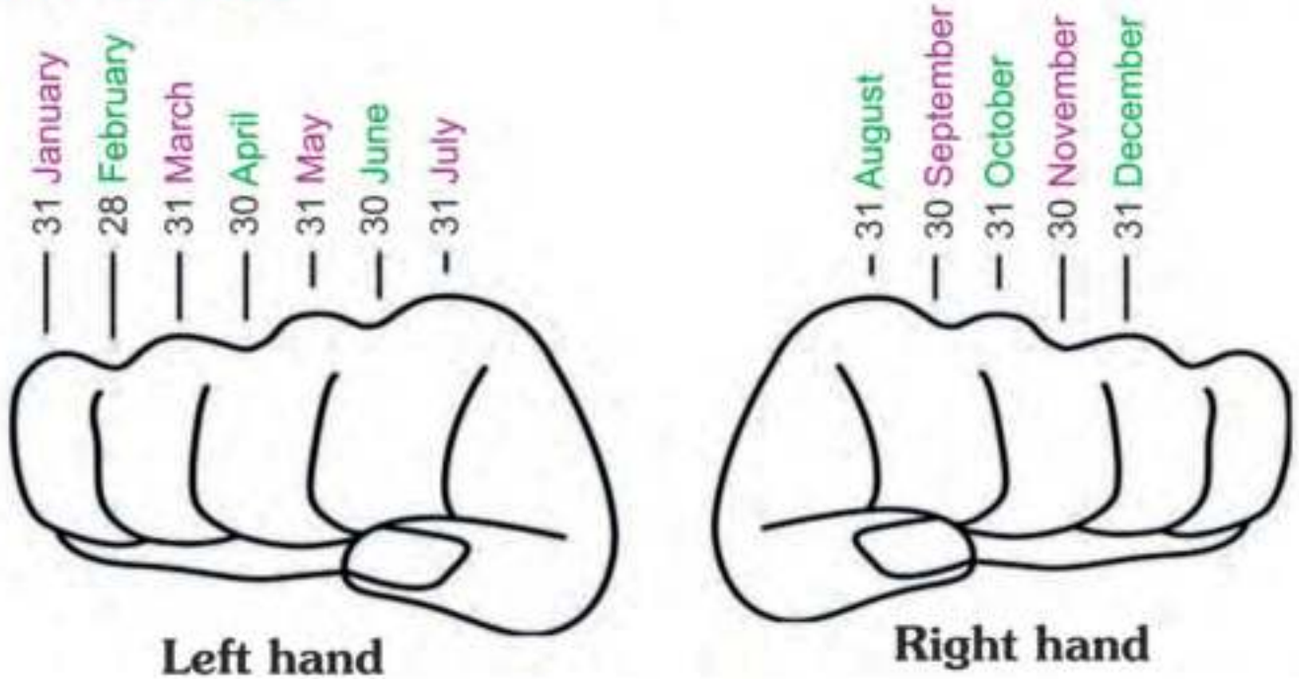
Sunday	○	○	Thursday
Monday	○	○	Saturday
Tuesday	○	○	Friday
Wednesday	○	○	Wednesday
Thursday	○	○	Sunday
Friday	○	○	Tuesday
Saturday	○	○	Monday

36 MONTHS OF THE YEAR

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

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

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



37 MONEY : INDIAN CURRENCY

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

These are the coins used in India :

₹ 1

₹ 2

₹ 5

₹ 10

₹ 20

These are the notes used in Indian :

₹ 1

₹ 2

₹ 5

₹ 10

₹ 20

₹ 50

₹ 100

₹ 200

₹ 500

Match the coins and rupees with same amount :

₹ 1

₹ 2

₹ 5

₹ 10

₹ 10

₹ 5

₹ 2

₹ 1

Write the correct value of each of the following notes :

₹

₹

₹

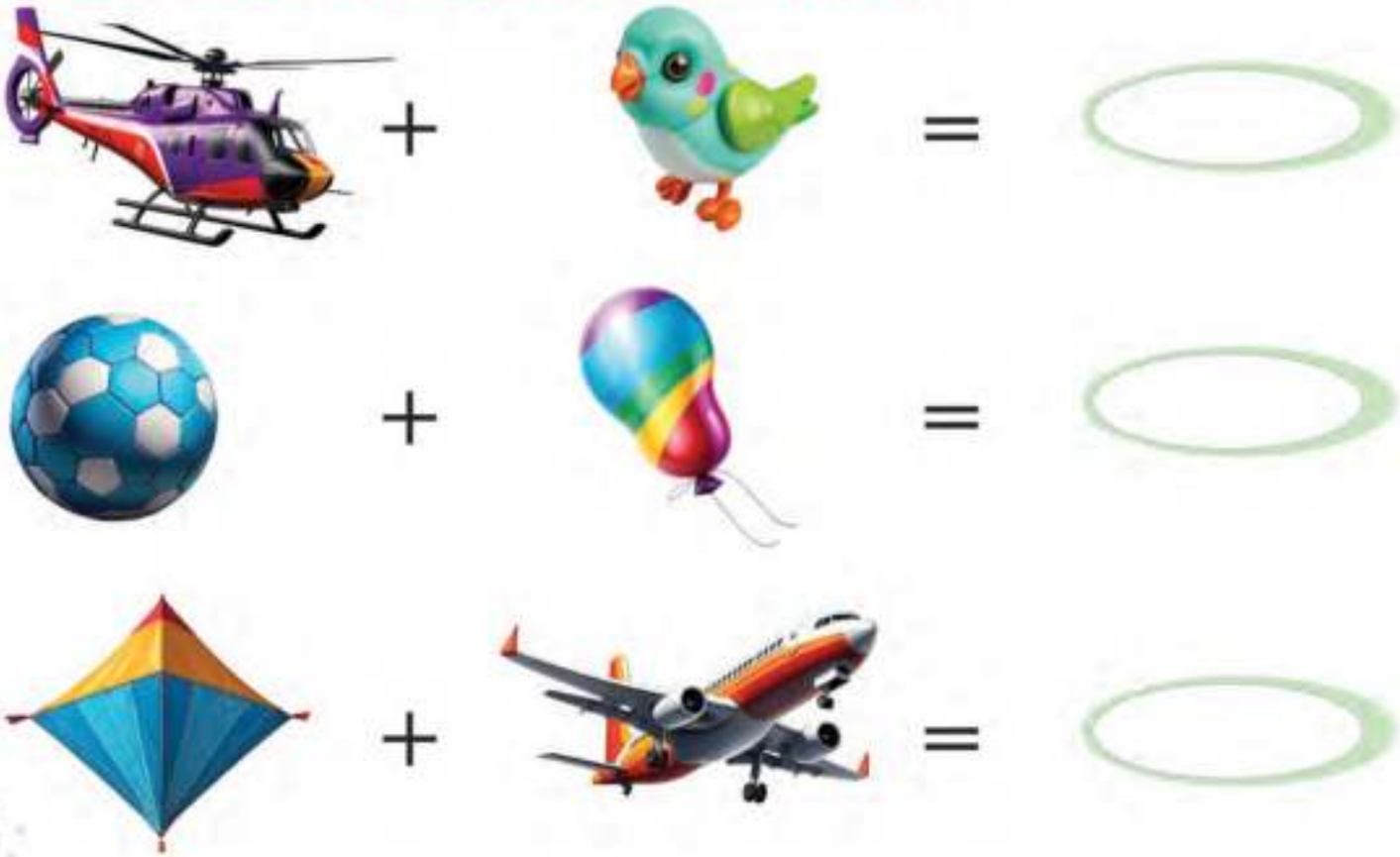
₹

₹

₹

Look at the articles and their price tags :

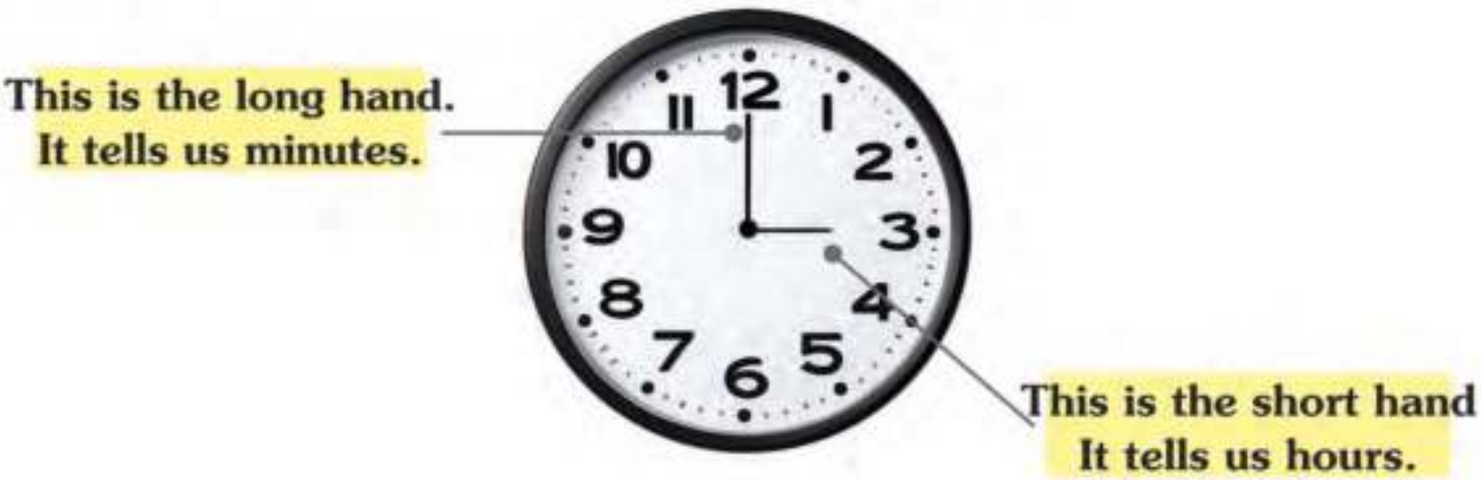
Find the total price of the following :



38 THE CLOCK

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

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



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

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

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

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

10 o'clock

10 : 00

Match the following :

10 : 00 **1 : 00** **2 : 00**

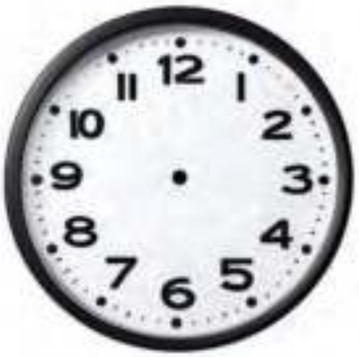
Draw hands to show the time written below each face of the clock :

10 o'clock

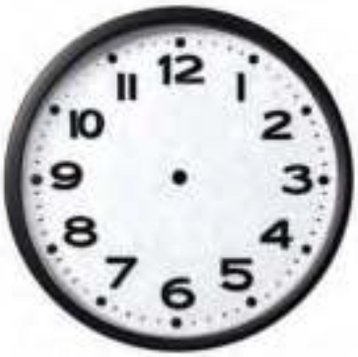
6 o'clock

3 o'clock

1 o'clock



8 o'clock



7 o'clock

5 o'clock

11 o'clock

4 o'clock

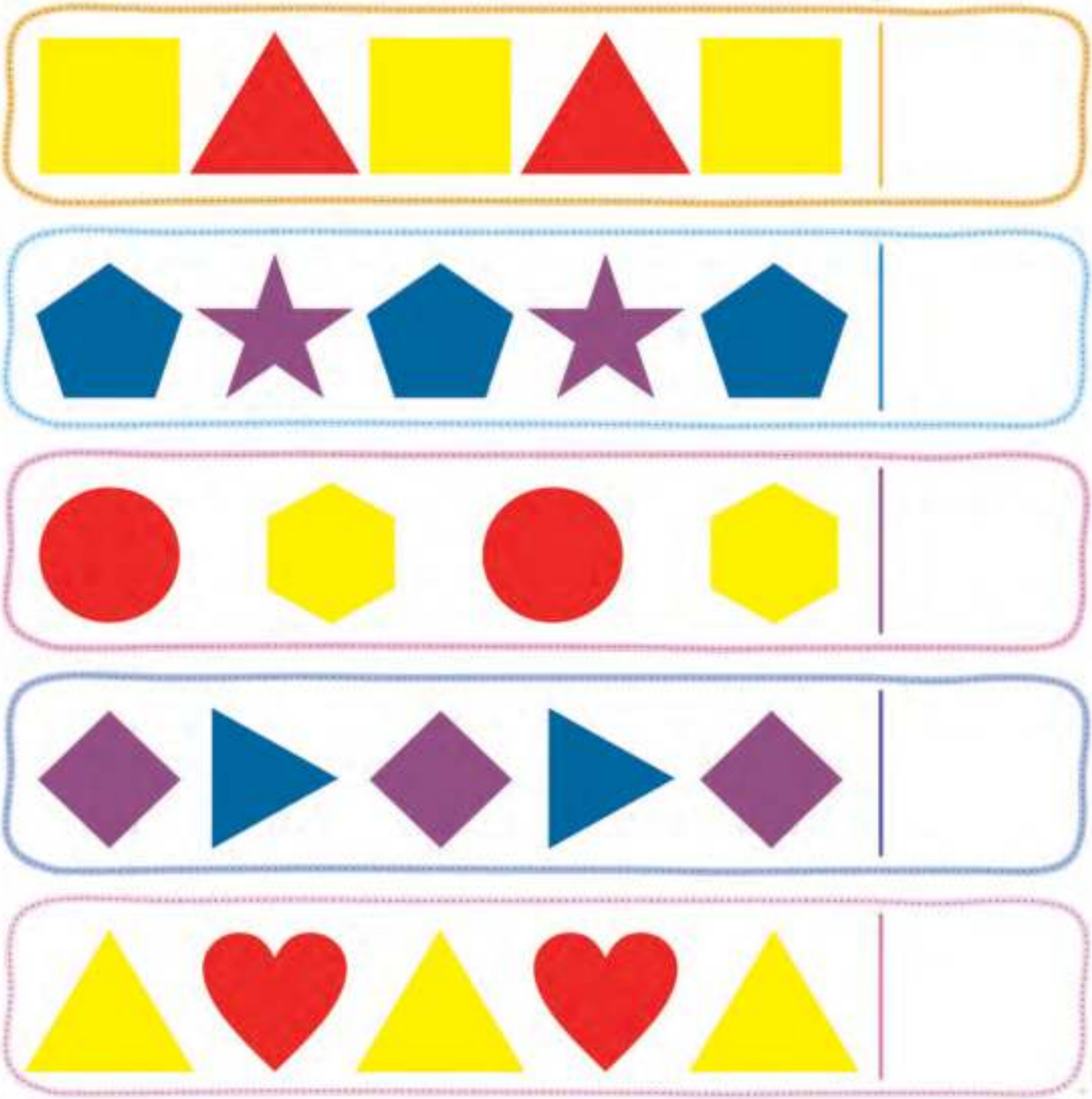
39 DATA HANDLING

Count each animal and colour the boxes accordingly.

Animals										
										
										
										
										

40 PATTERNS

Follow the sequence of patterns and draw the next ones.



41 ORDINAL NUMBERS

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

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