Including Activity Worksheets

CLASS – I

[In accordance with the latest NCF prepared by the NCERT, New Delhi]

SPECIAL EDITION FOR ARMY SCHOOLS

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This book is one from the series New Perfect Composite Mathematics and is based on the syllabus developed by the National Council of Educational Research and Training (NCERT), New Delhi.

The subject matter is produced in such a way that it relates to the environment and focuses on the development and understanding of the students. It also aims to improve their thinking and reasoning skills. All books in this series are activity based and are written in a simple language.

The subject matter has been presented in graded form. The age, the learning ability and the mathematical difficulties faced by the students at all levels have been kept in mind while presenting difficult concepts.

The syllabus includes the four fundamental operations, namely, addition, subtraction, multiplication and division. These operations have been dealt in a step-by-step approach to enable students understand exactly what is to be done. The traditional and stereotype questions have been avoided.

Salient Features of this book are:

- The book covers the entire prescribed syllabus.
- Numbers up to 100 have been introduced by observing and counting objects.
- Focus has been on counting of objects and making their collections to explain the concept of ones and tens.
- Addition and subtraction of 2-digit numbers without regrouping (carrying) and without decomposing (borrowing) have been taught.
- Concept of a multiplication has been explained by means of multiplication tables.
- Mental problems, wherever possible, have been incorporated to enhance the thinking power of the tiny tots.
- The introduction of length, weight, money and time has been done by means of examples from daily life situations and illustrated through attractive pictures.
- 2-D and 3-D figures have been introduced.
- Due care has been taken to present data handling topic by taking simple and interesting examples for students of this age group.
- Patterns in numbers and shapes have also been included.
- Questions in the form of quizzes and puzzles have been given to avoid stereotype questions.
- To avoid the stress of examination, question papers have been replaced by introducing Activity Worksheets.
- Challenging problems under the heading Challenge have also been included.

The books of the series will surely prove to be useful for the students.

I am thankful to the teachers for adopting our books and encouraging us to bring out the new edition.

I would like to thank Mrs. Sunita Jai Singh and Mrs. Shuchi Goyal for their valuable suggestions which helped me in bringing the series in the present form.

Last but not the least, I am thankful to the publishers who have taken great pains in making the books reader-friendly.

Suggestions for further improvement of the series will be gratefully acknowledged.

AUTHOR
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Fun Time
1. Pre-Number Concepts – Part I

Bigger – Smaller

Tick (✓) the smaller object.

Bigger

Smaller

Bigger

Smaller

Bigger

Smaller

Bigger

Smaller

Bigger

Smaller

Bigger

Smaller

Bigger

Smaller

Bigger

Smaller
Bigger – Of the Same Size – Smaller

Compare with the object on the left. Tick (✓) the bigger object and cross (✗) the smaller object.

To the teacher: It helps to compare bigger and smaller objects and identify the similar size object.
Biggest – Smallest

Smallest

Colour red the biggest object.

Biggest

Colour blue the smallest object.

To the teacher: It helps to compare the size of more than three objects.
Tick (☑️) the object on the top and cross (☒) the object at the bottom.

To the teacher: This lesson gives the spatial relationship of two objects.
On – Under

Colour **green** the object which is on and colour **blue** the object which is under. First one is done for you.

To the teacher: The teacher should call a student and ask him to put a book on the table and then a pen under the table. This may be repeated with different students.
Inside – Outside

Tick (✓) the inside object and cross (✗) the outside object.

To the teacher: This lesson gives the spatial relationship of two objects.
Above – Below

This is Nakul’s house.
An aeroplane is flying above the roof level.
A horse is tied below the roof level.
Colour green all objects above the roof level.
Colour brown all objects below the roof level.

To the teacher: This lesson gives the spatial relationship of two objects.
I am Nikita.

This is my **right** hand.

This is my **left** hand.

Write **L** for left and **R** for right part.

To the teacher: The teacher can demonstrate her right and left hands.
1. Colour **blue** the bigger and **red** the smaller object.

2. Colour **blue** the object on the top and **red** the object at the bottom.

3. (a) Tick (✓) the right ear and cross (✗) the left ear.

(b) Colour **pink** the object on the right and **blue** the object on the left.

4. Cross (✗) the biggest and tick (✓) the smallest object.

5. Tick (✓) the object on the table and cross (✗) the object under the table.
2. Numbers 1 to 10

Counting Objects in a Collection

To the teacher: Give sufficient practice to the students in the recognition of numbers through different surrounding objects.
Write the following:
Count the objects and write the corresponding number in the space provided.
From the picture count the different objects and write the number.
Recognition of Numbers (1–9)

Count the objects and encircle the correct number.

1. Dice: 5, 7, 9
2. Party hats: 5, 3, 8
3. Exercise Books: 4, 6, 3
4. Bus: 8, 1, 2
5. Boats: 9, 5, 6
Encircle the objects. The number tells you how many.

To the teacher: This lesson encourages students to count and form collection.
Count and colour the collection which has less objects.

To the teacher: Ask the students to count and then colour as they like.
The Number ‘Zero’

3 boys are playing. One of them runs away. Count and tell how many are left.

One more runs away. Count and tell how many are left now.

This boy also runs away. How many are left now?

None is written as 0. ‘0’ is read as ‘Zero’.

Number of girls on swing is zero. Number 1 comes after number 0.

To the teacher: You may tell the students that one comes after zero.
The Number ‘Ten’

Count the fingers

1  5  10  9
8  7  4  10
0  10 3  2
10 8  6  7

Circle the number 10

and equals

Nine
9

One
1

Ten
10

Write.

10  10  10  10  10  10
## Number and Number Name (1–10)

### Write the numbers for:

<table>
<thead>
<tr>
<th>One</th>
<th>1</th>
<th>Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five</td>
<td>Two</td>
<td></td>
</tr>
<tr>
<td>Four</td>
<td>Nine</td>
<td></td>
</tr>
<tr>
<td>Eight</td>
<td>Seven</td>
<td></td>
</tr>
<tr>
<td>Six</td>
<td>Ten</td>
<td></td>
</tr>
</tbody>
</table>

### Write the number names of:

<table>
<thead>
<tr>
<th>5</th>
<th>Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>
Fill in the placeholders.

3 is after 2

5 is before 6

is after 7

is before 2

is after 5

is before 5

is after 4

is before 7

is after 9

is before 4

is after 6

is before 9

4 is after

2 is before

2 is after

8 is before

9 is after

3 is before

7 is after

4 is before
Fill in the placeholders.

3 is between 2 and 4

is between 7 and 9

is between 6 and 8

3 is between 1 and 3

3 is between and 4

5 is between 4 and

7 is between 6 and

6 is between and 7

4 is between and 5

8 is between and

2 is between and

5 is between and

3 is between and

7 is between and

2 is between 1 and
Writing Numbers in Order

Number the mushrooms in order from 1 to 10.

Number the toffees in order from 5 to 9.

Number the elephants in order from 10 to 1.

Number the huts in order from 8 to 5.

To the teacher: This will help to understand the concept of ascending (increasing) or descending (decreasing) order.
Arrange the numbers from the board in ascending order.

1 3 4 6 7 9

Writing Numbers (1–10) in Ascending (Increasing) Order
Numbers are placed in bags. Arrange them in descending order.
1. Write the missing numbers in each box.

2. Circle all numbers which come before 4.

3. Write the number name.
   (a) 9
   (b) 8
   (c) 6
   (d) 10

4. Write 6, 2, 3, 8, 1 in increasing order.

5. Write 4, 7, 9, 2, 8, 1 in decreasing order.