Text-cum-workbook

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Homi Bhabha Curriculum for Primary Mathematics

Homi Bhabha Centre for Science Education
Tata Institute of Fundamental Research, V.N. Purav Marg, Mankhurd,
Mumbai 400 088

Maths for Every Child

Text - cum - workbook

Class I

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General Preface

Not a day passes in our country when somebody somewhere has not criticized our system of education, particularly our school education. A great many ills and inadequacies of the system probably flow from extraneous causes and need socio-political initiatives that go beyond mere reforms in the school curriculum. Some problems however arise directly from the curriculum - text books, teaching and evaluation practices. We need to keep these problems in view and to continually devise new curricula to overcome them.

Curricular reform efforts and innovations are not new to our country. Nearly every decade, there have been initiatives by the Central and State government agencies to effect changes in curricula. Several independent school networks and voluntary groups have brought out their own textbooks and related material. There is no doubt that significant progress has been made by the country in better conceptualization of the school curriculum at primary, middle and secondary levels. The paradigms of school curriculum in India have steadily evolved and become more relevant and modern. Unfortunately, the over-all deterioration of the system due to extraneous factors has tended to obscure these gains. Also, and most important for our purpose here, there is a large gap between the generally agreed objectives of the curriculum and their actual translation into textbooks and teaching practices.

Homi Bhabha Curriculum is basically an attempt to close this gap as much as possible. It is not conceived to be a revolutionary curriculum. The broad aims of the curriculum are much the same as those articulated in countless reports and articles of different education departments and agencies. The idea is not to produce a fanciful, 'museum-piece' curriculum that nobody would adopt, but to attempt to discover a sound and wholesome curriculum that is practical to implement in our school system. 'Practical' is, however, not to be regarded as a euphemism for the status quo. As the users will find out, the alternative textbooks of the Homi Bhabha Curriculum are full of radical unconventional ideas that we believe are both urgent, necessary and, given enough efforts, feasible. But rather than describe here what we believe to be these innovative aspects, we leave the users, students and teachers, to find and experience them. In the simplest and most favourable situations, devising a curriculum and translating it into books, laboratories and teacher manuals is a daunting task. In the complex parameters and constraints that govern our country's educational system, the task is formidable. Only time will tell if and to what extent the Homi Bhabha Curriculum is an effort in the right direction.

Arvind Kumar

Note to the teachers and parents

As you go through the pages of Maths for Every Child, you will notice some differences from other textbooks. We have tried to make the book attractive in appearance and interesting to children. However, the most important differences are not in the appearance.

Our aim is to move away from an emphasis on merely learning procedures to an emphasis on understanding. In addition to the learning of facts and procedures, we have laid stress on the connections between concepts and procedures and on mental arithmetic skills. In many places, we have provided the child with enough concrete and semi concrete experience that will form a strong foundation for further mathematical learning. While doing all this we have retained the positive elements of the traditional approach : systematic organization of topics, careful sequencing and plenty of practice.

Our attempt has also been to make the text-cum-workbook to be teacher friendly and easy to implement in the classroom. we would appreciate your feedback about how you used the book and your suggestions.

Arun T. Mavalankar
H. C. Pradhan

Acknowledgement

Prof. Arvind Kumar, Centre Director, HBCSE initiated the Homi Bhabha curriculum project and gave us constant encouragement. Dr. K. Subramaniam shared his insights and helped to make significant improvements in the content and presentation.

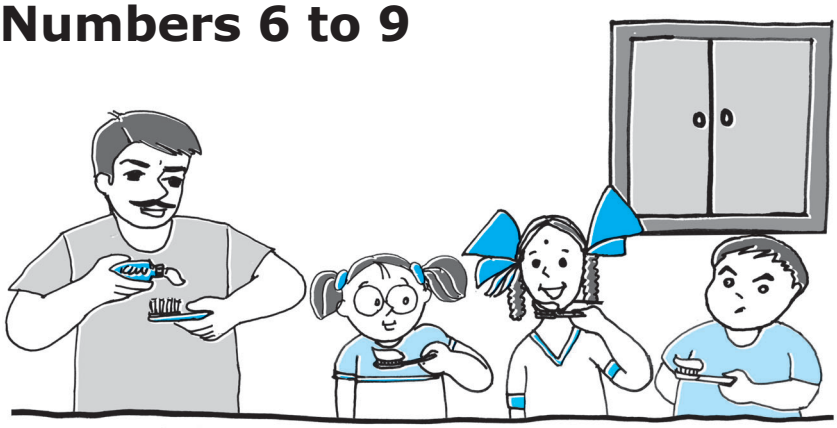
Anagha Deshpande did the format and design of the book and contributed ideas for stories. Nilesh Nimkar of Gram Mangal, Dahanu, gave valuable feedback and suggestions. Sandhya Khandare, Head Mistress and teachers of the Nutan Vidya Mandir, Mankhurd gave permission to try the curriculum material in their classrooms. Smita Patil and Shweta Naik helped in producing the drafts.

It is pleasure to express our sincere thanks to all of them.

Arun T. Mavalankar

H. C. Pradhan

Part 1



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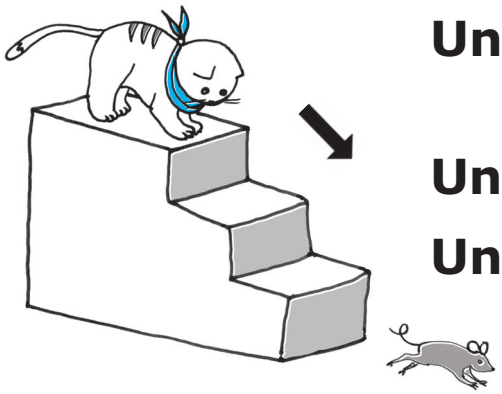

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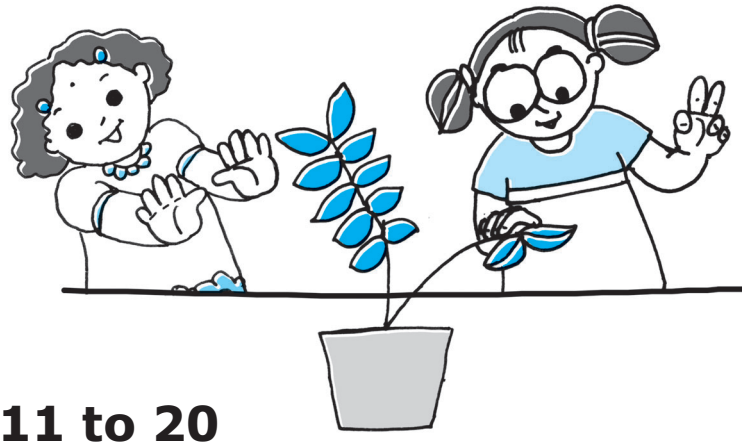
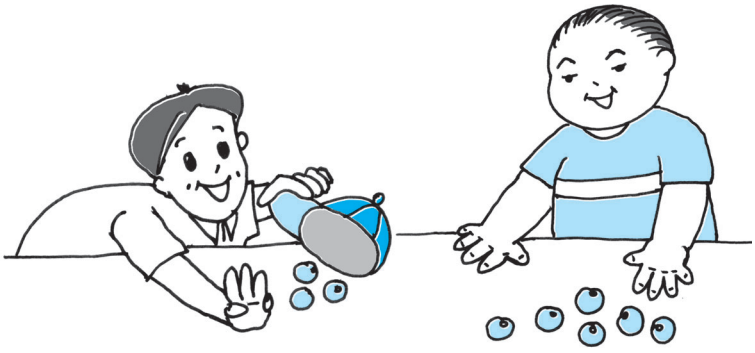
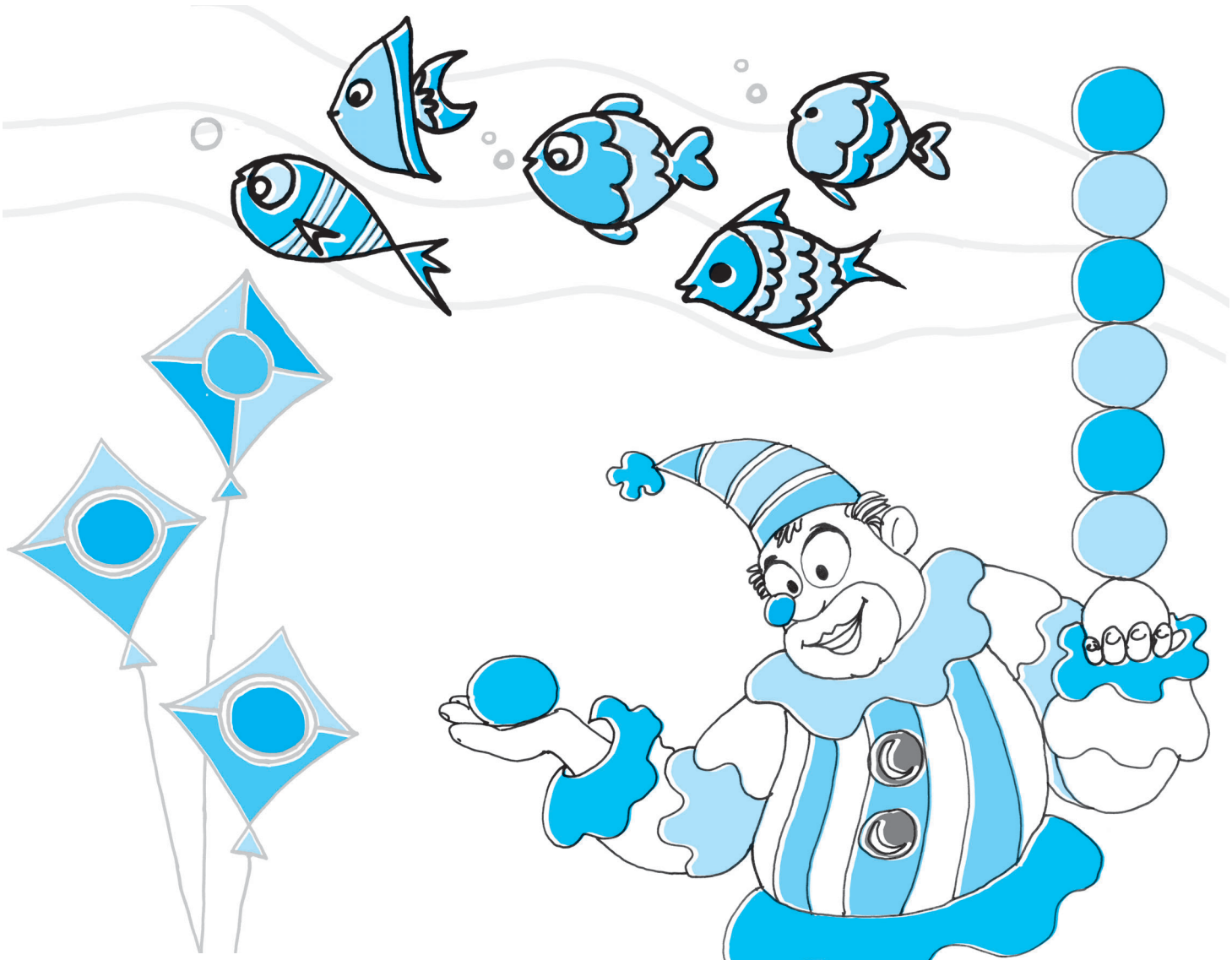


Part 4

Part 5

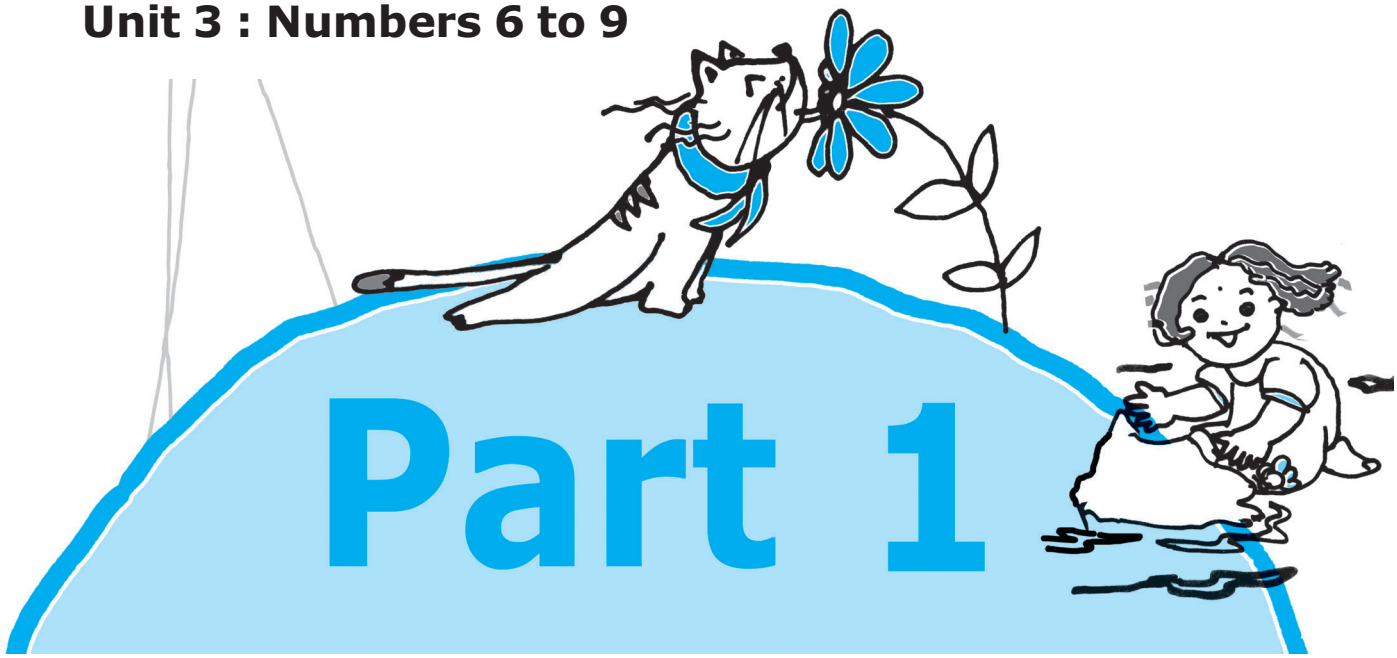




Unit 1 : Before we count

Unit 2 : Numbers 1 to 5

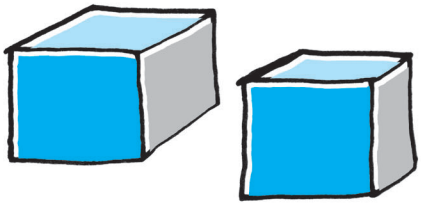
Unit 3 : Numbers 6 to 9

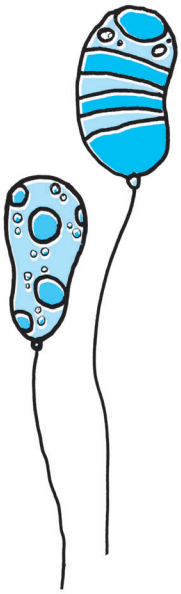


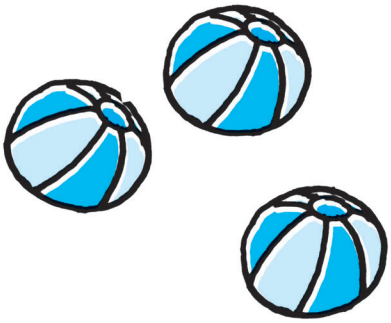
Part 1

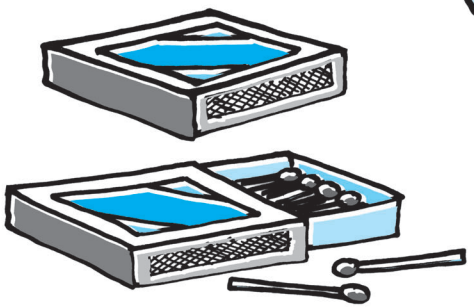
Unit 1

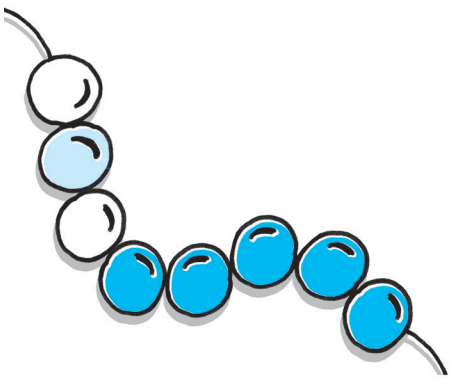
Name these things



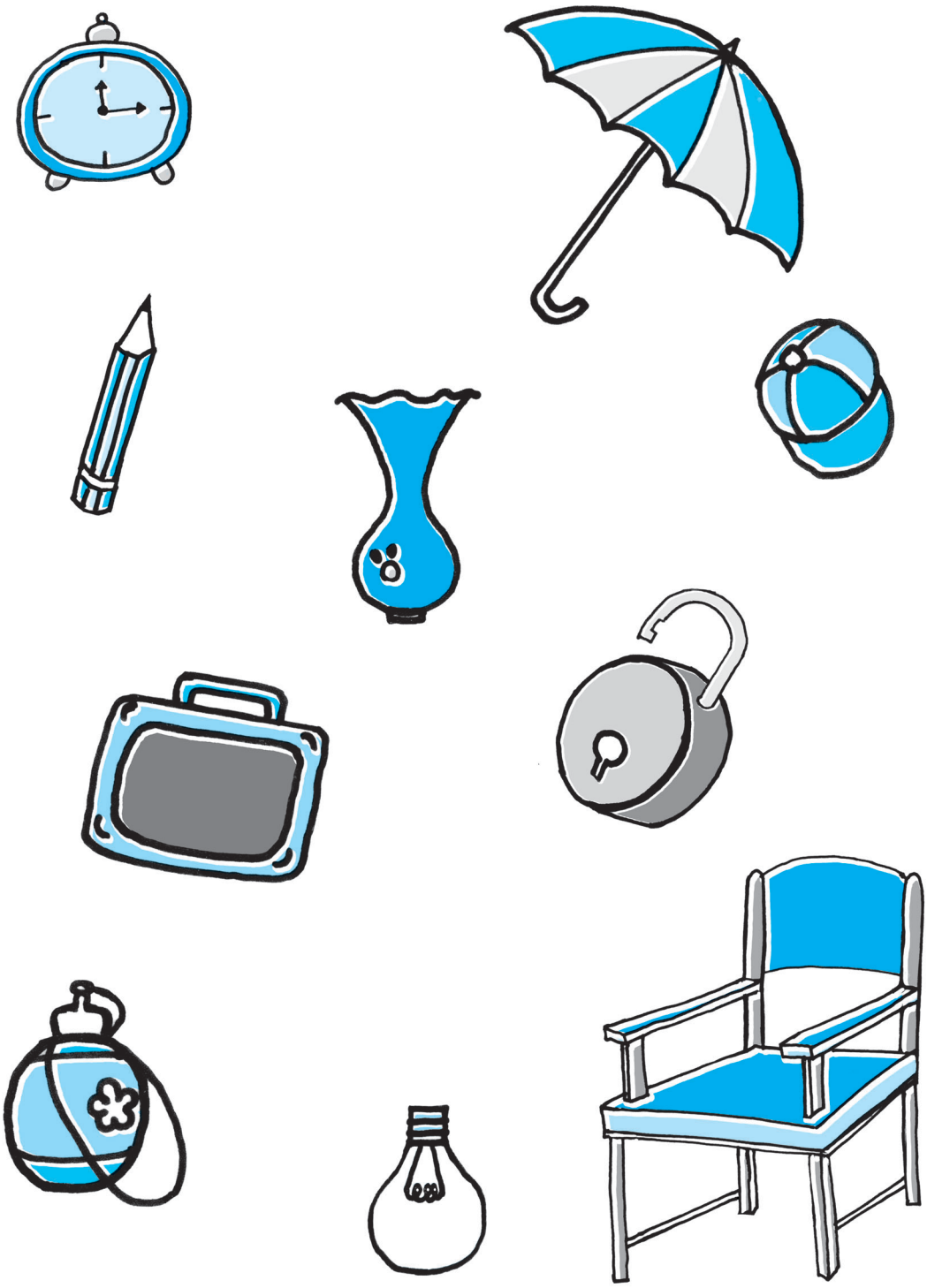




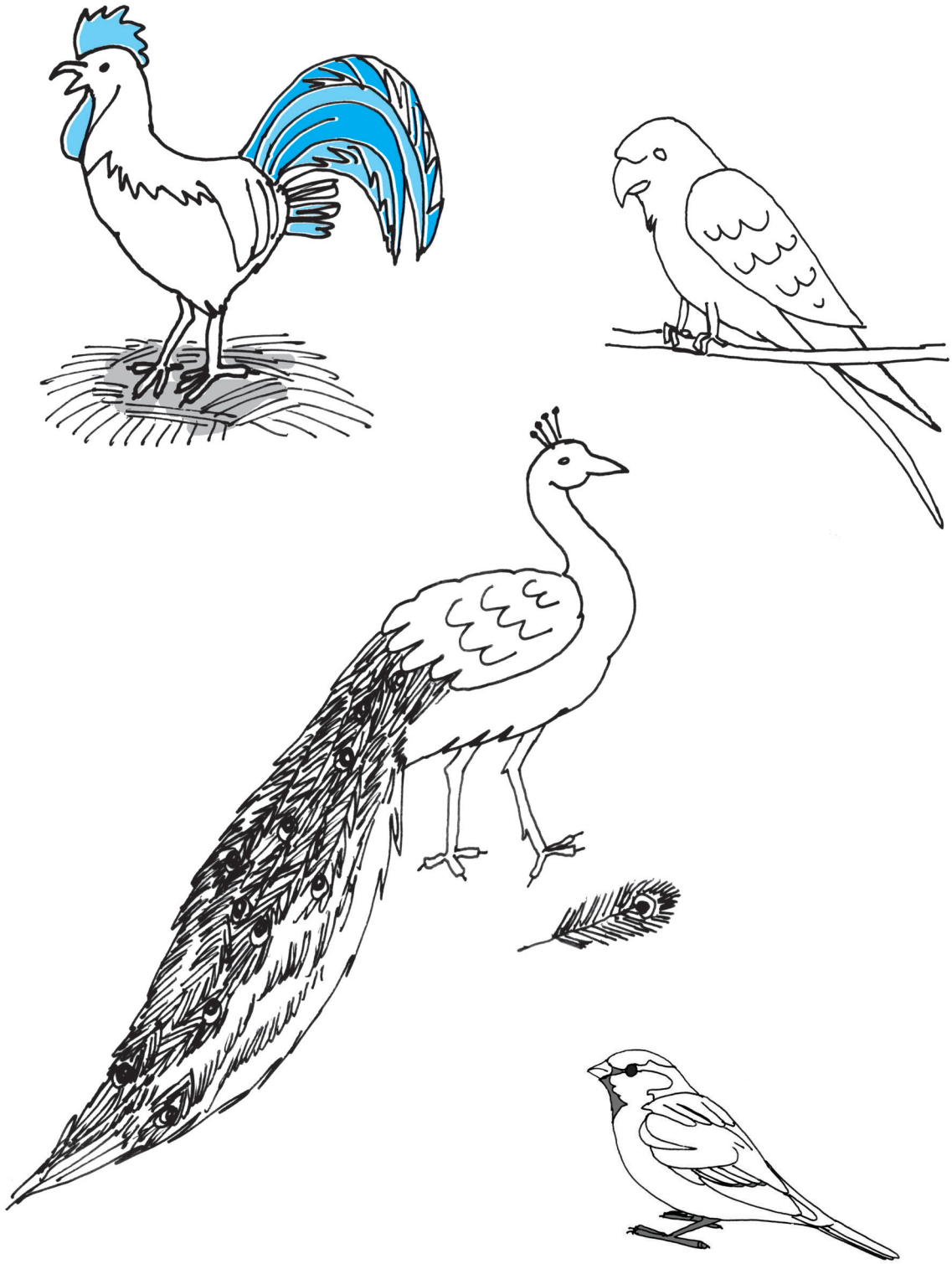




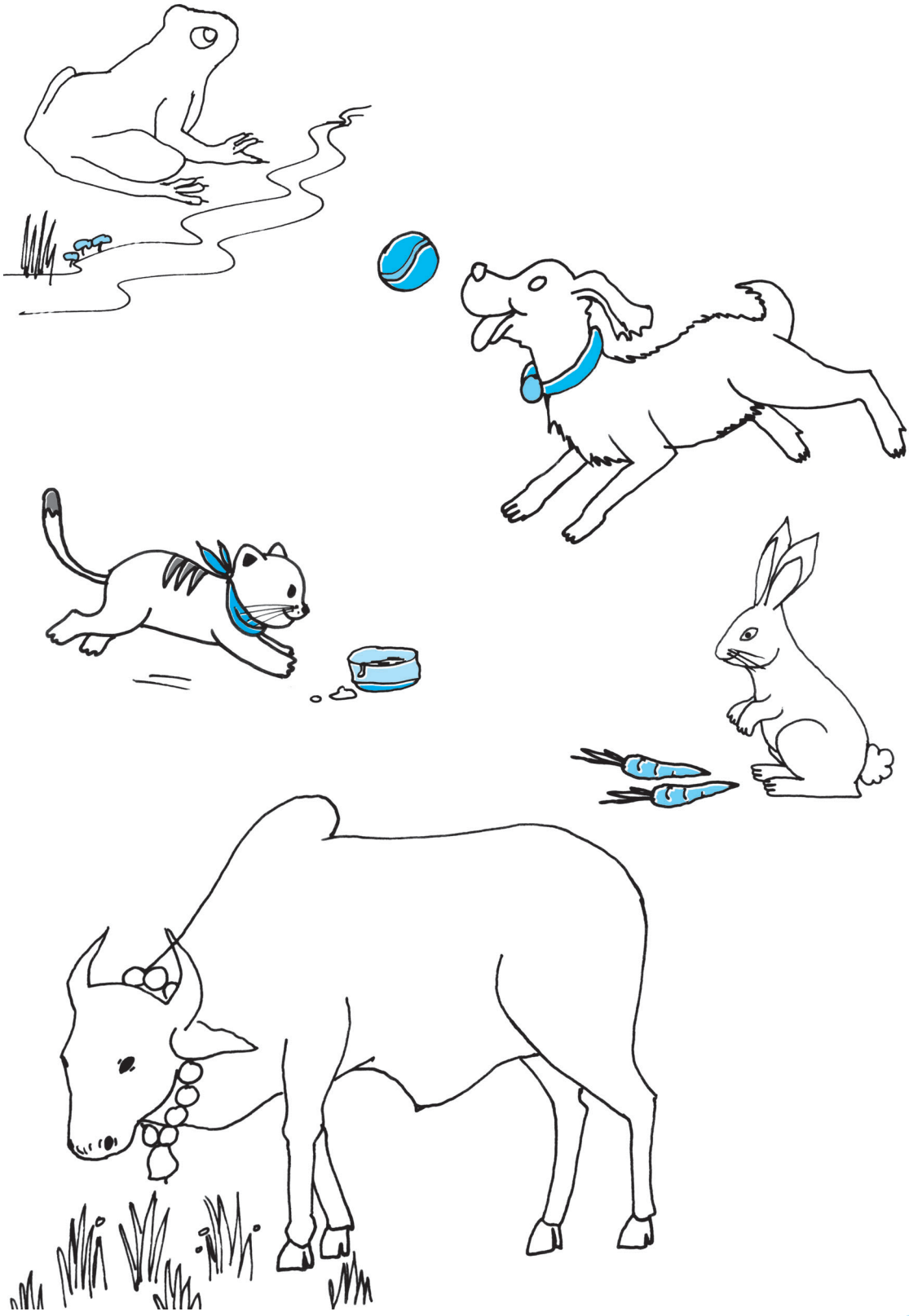
Name these objects



Name these birds



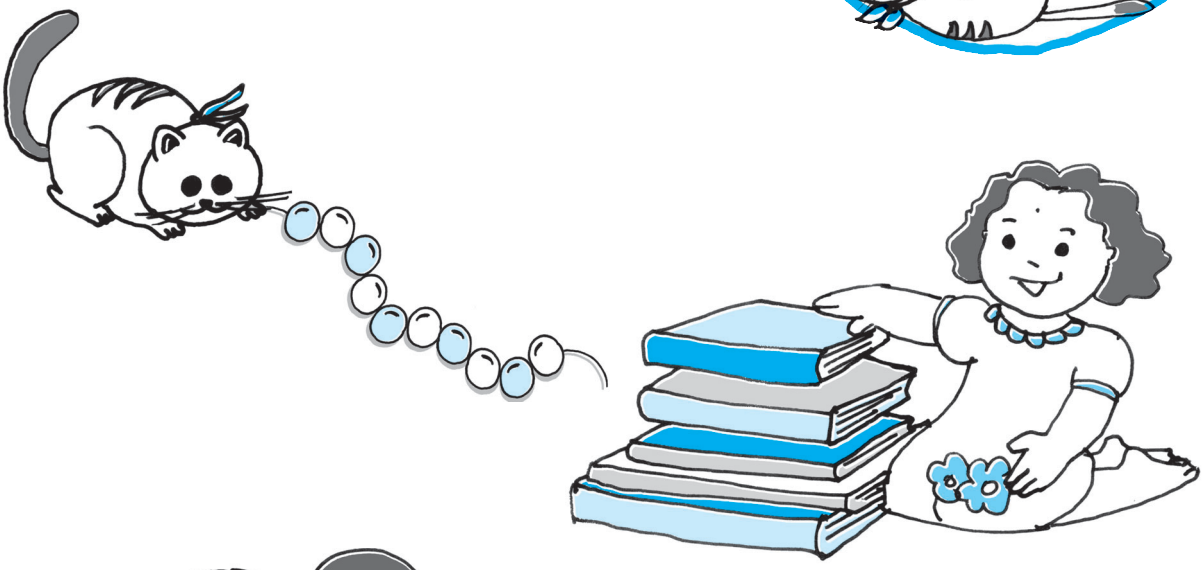
Name these animals



Name these pictures

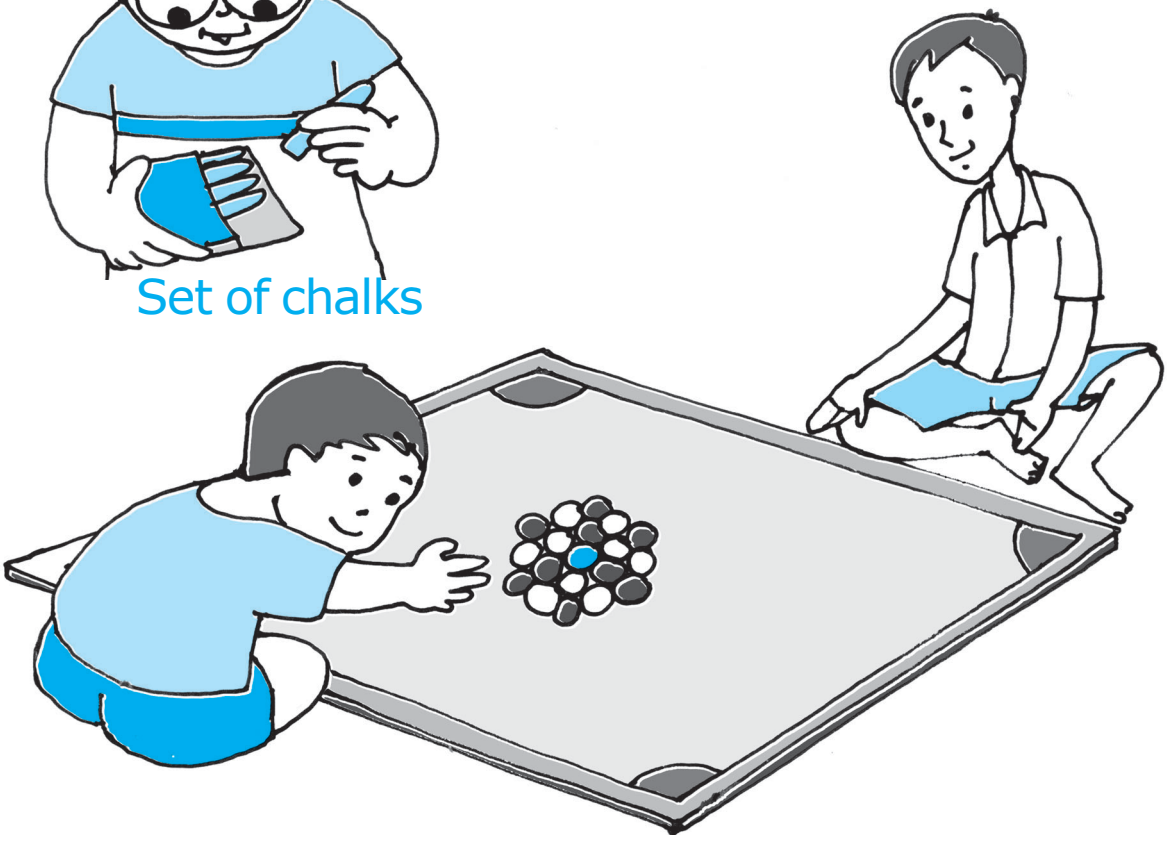
Sets

Activity



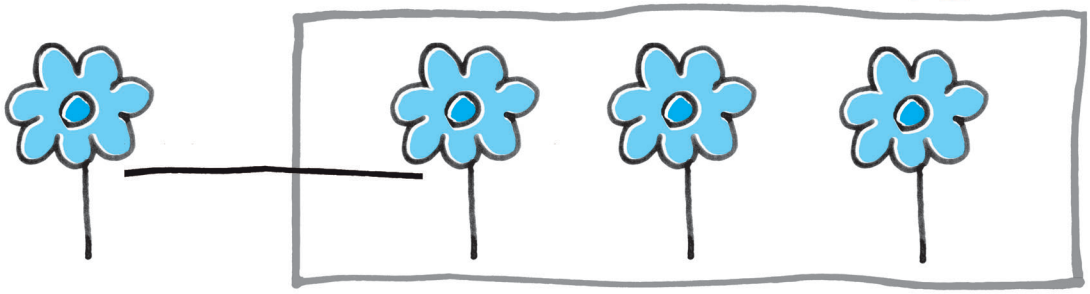
Set of books

Set of chalks



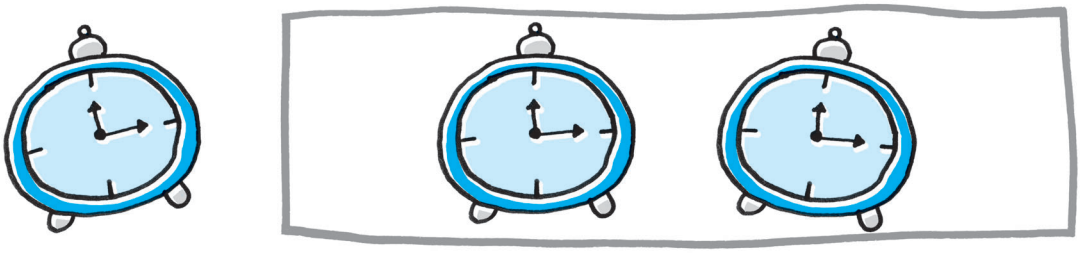
Exercise

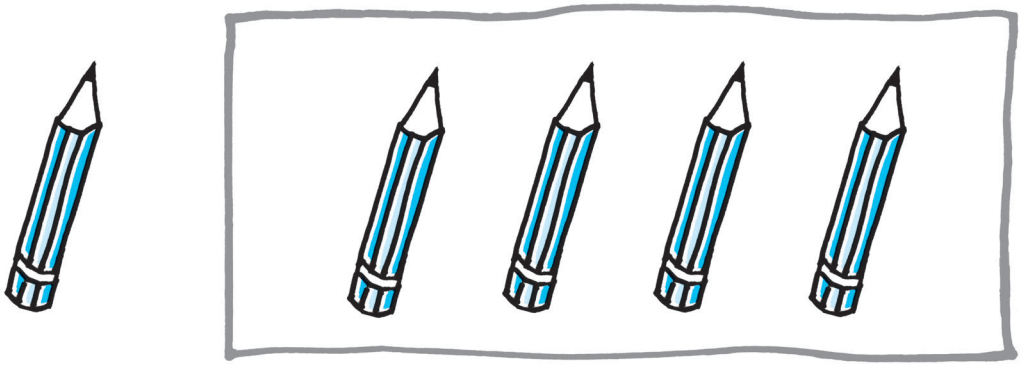
Identifying Sets

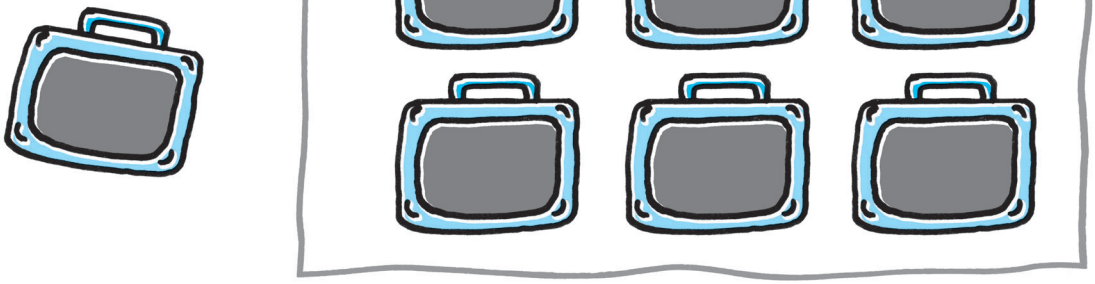


Flower

Set of flowers







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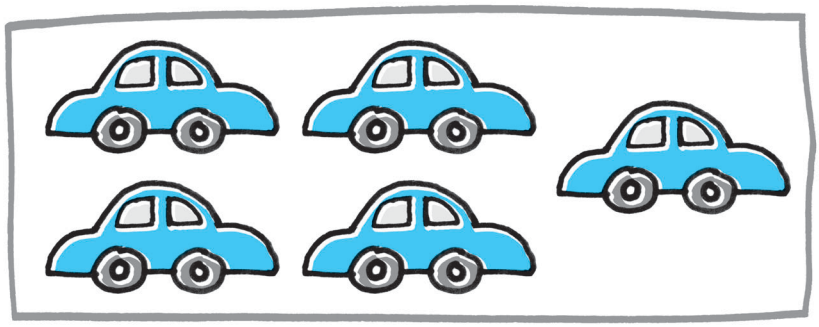
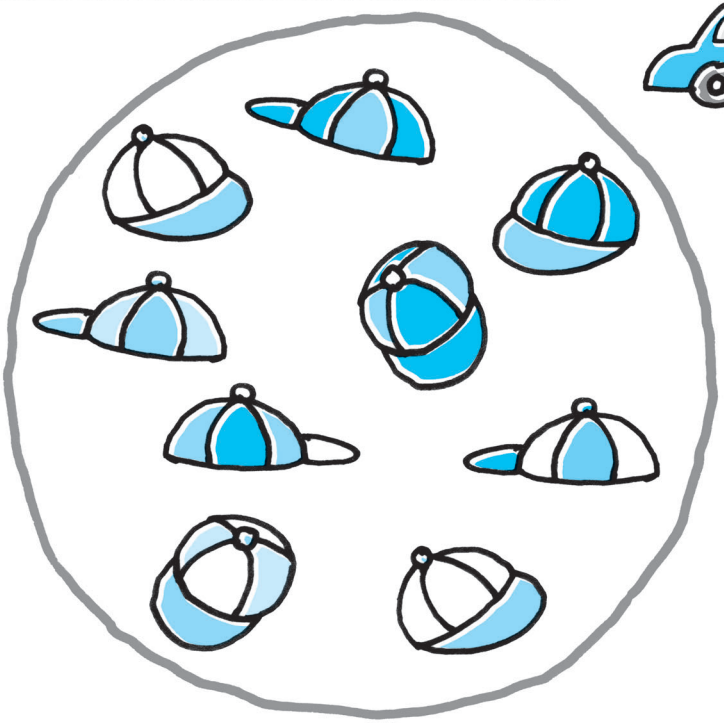
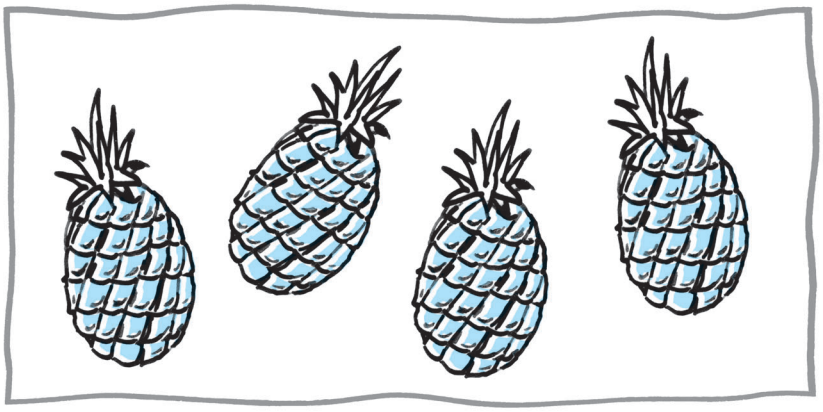
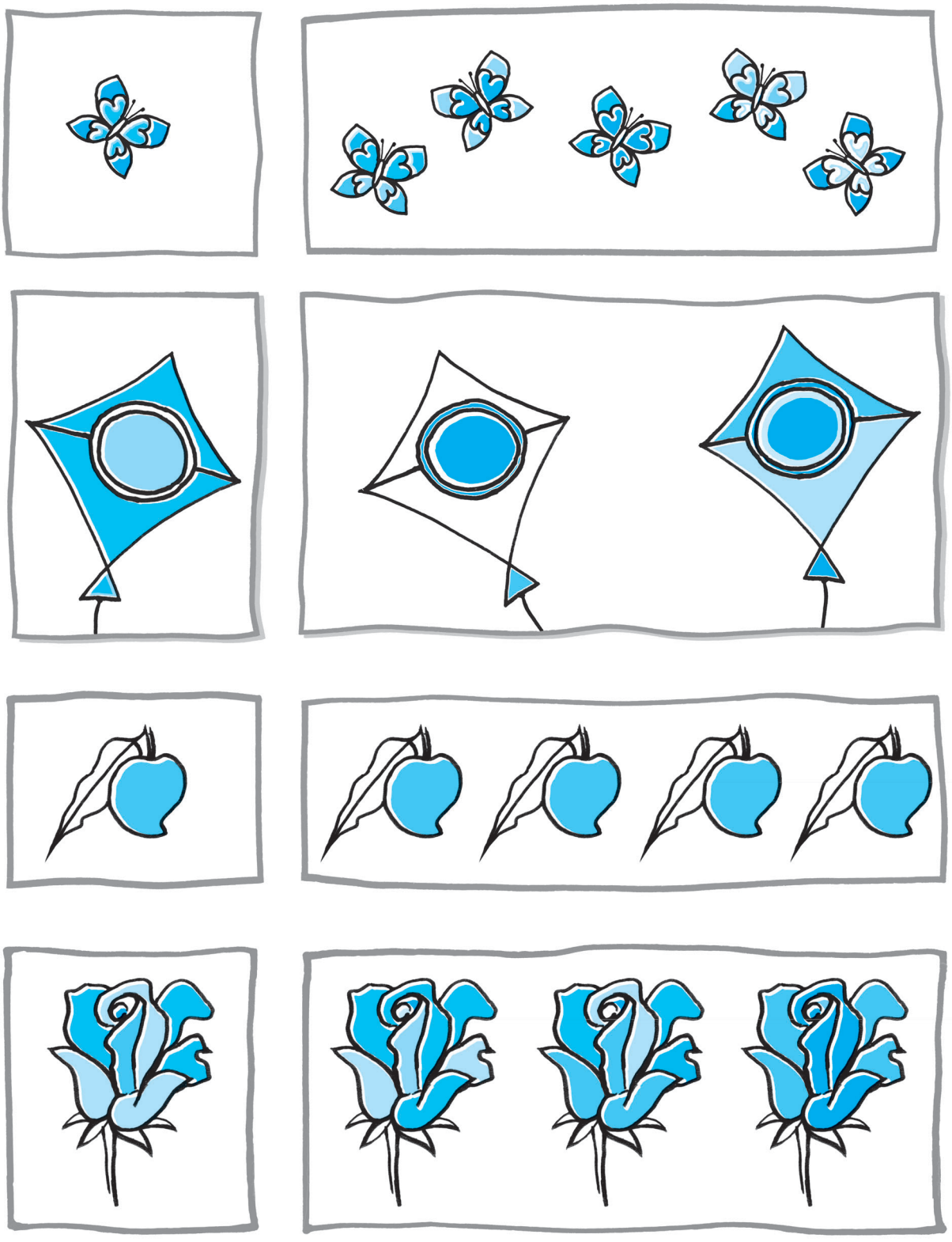






One-Many



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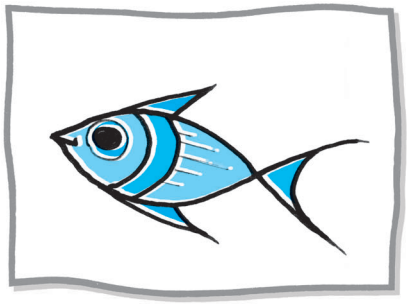
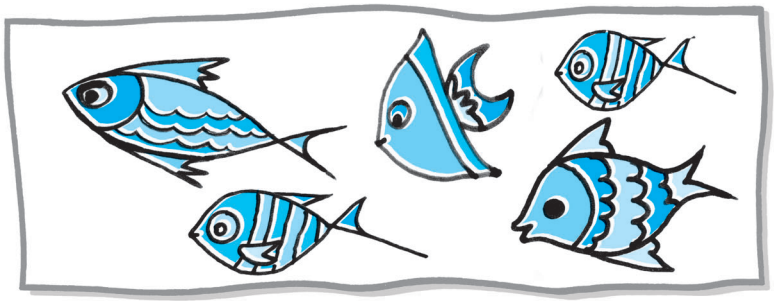
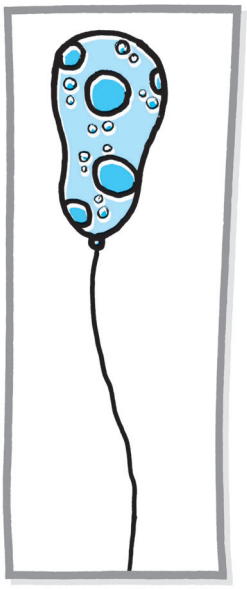
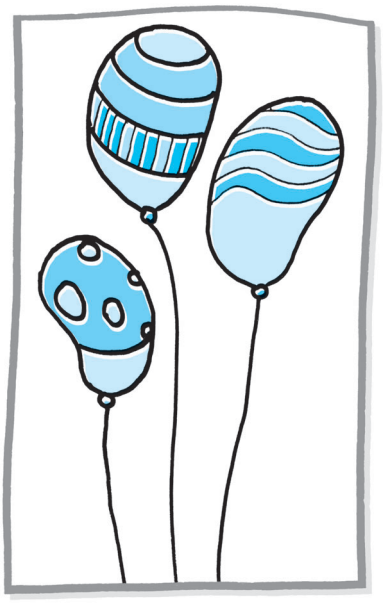
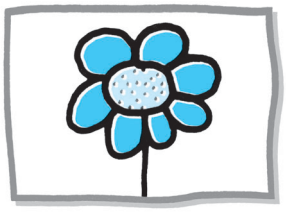
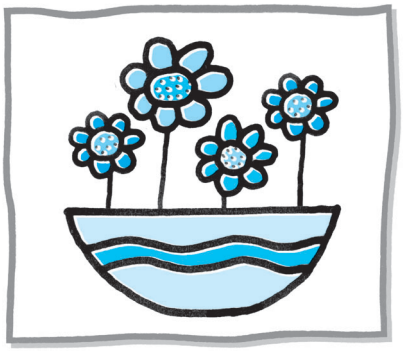






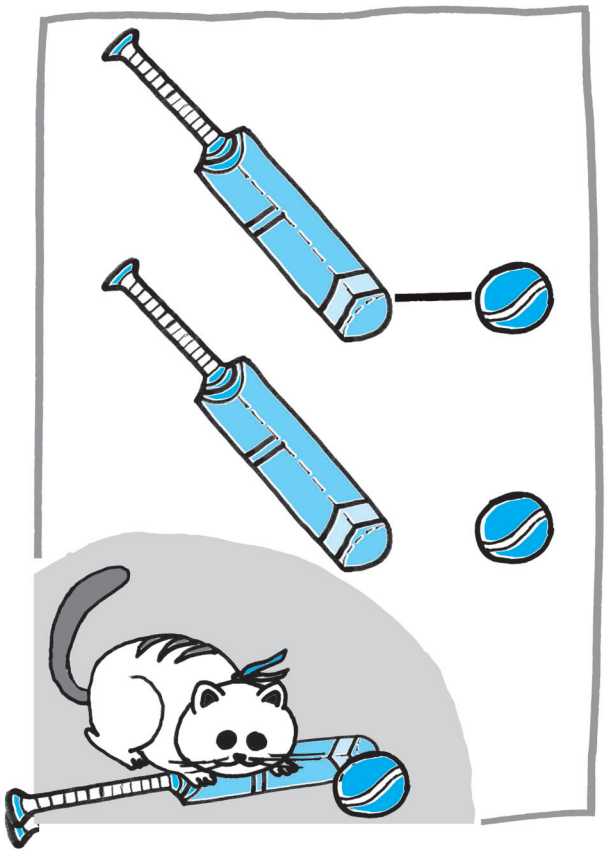


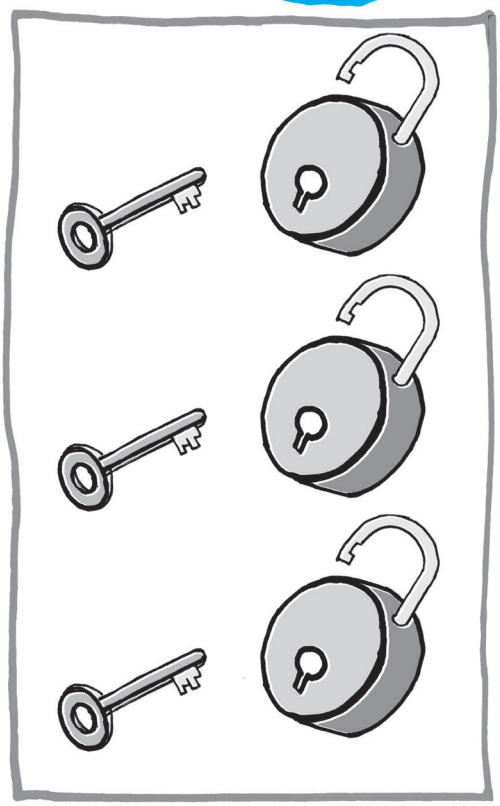


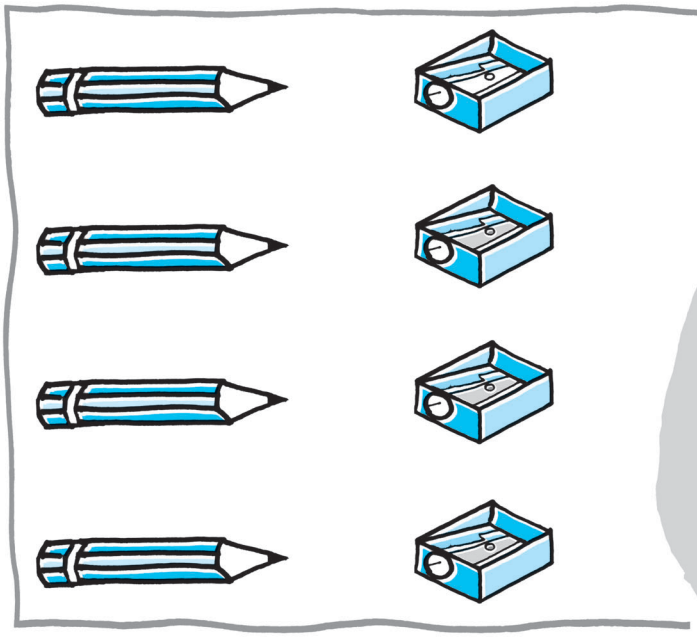


Exercise

Connecting Objects One to One







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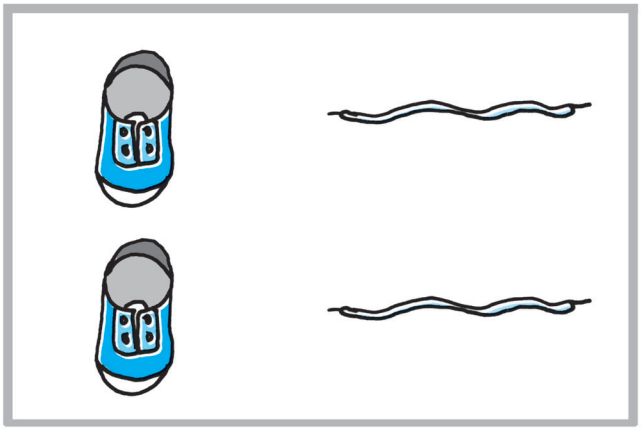

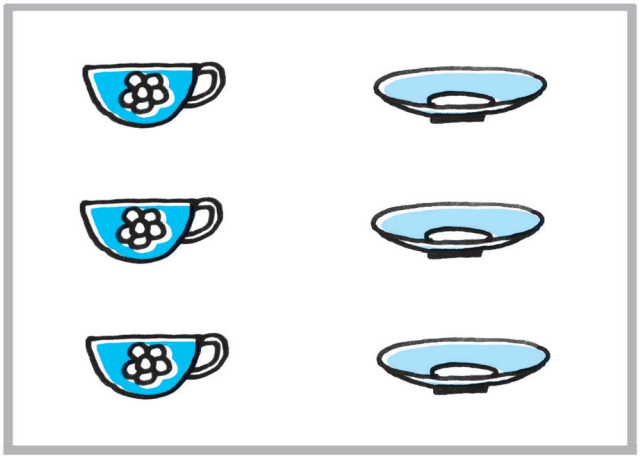

Exercise

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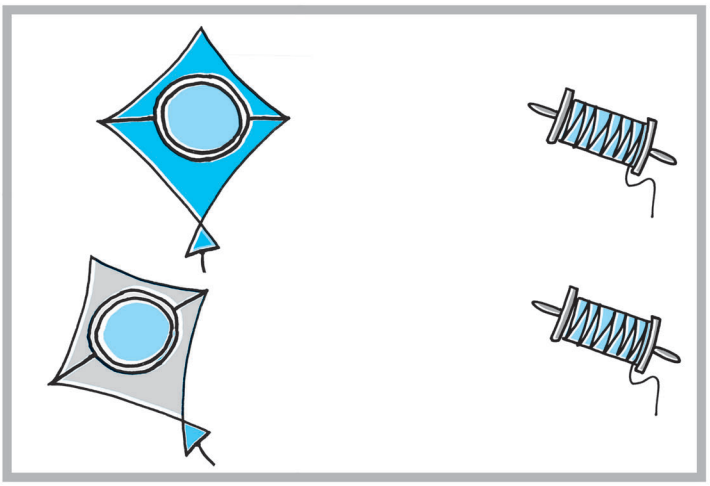
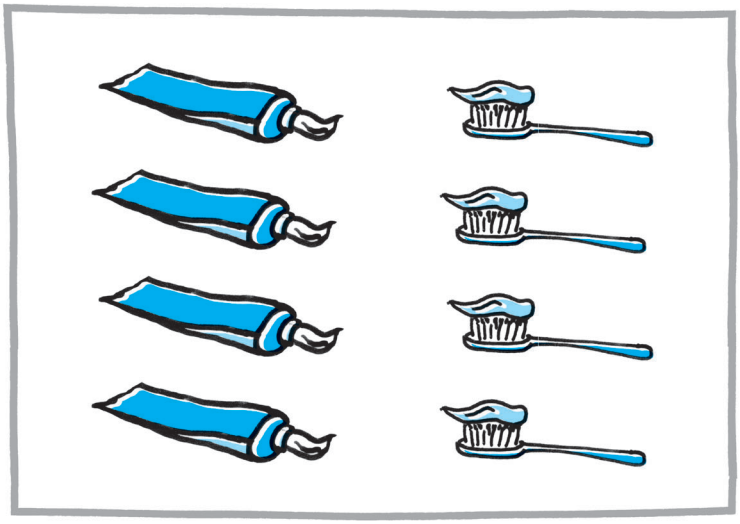




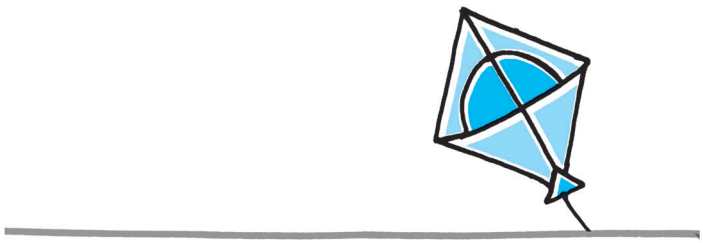
Unit 2

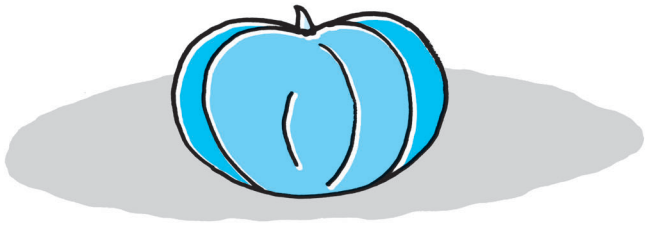
One

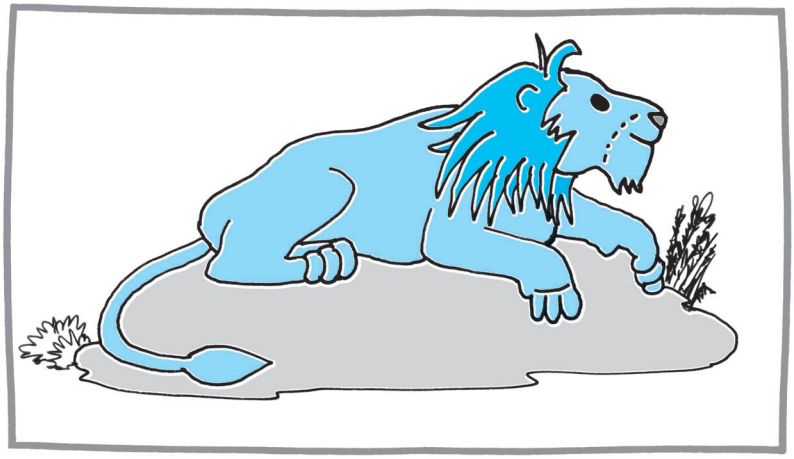
A kite in the sky.
What a pretty sight !

1

One

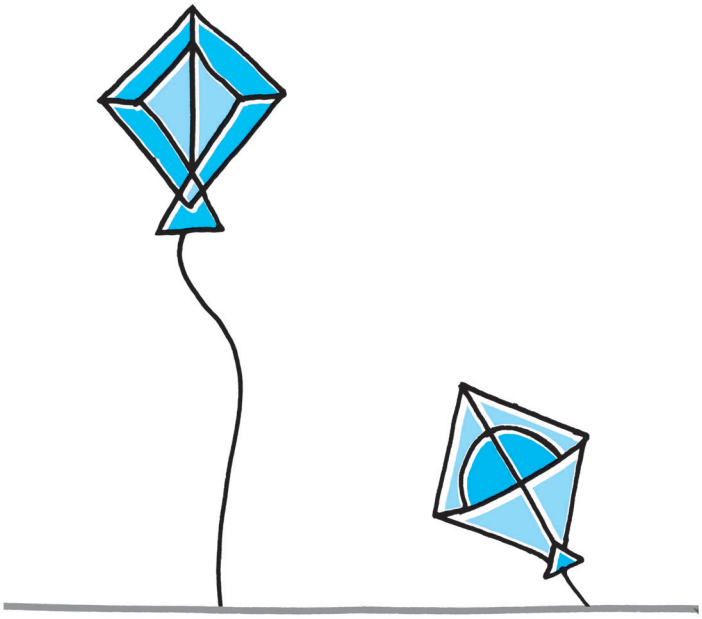






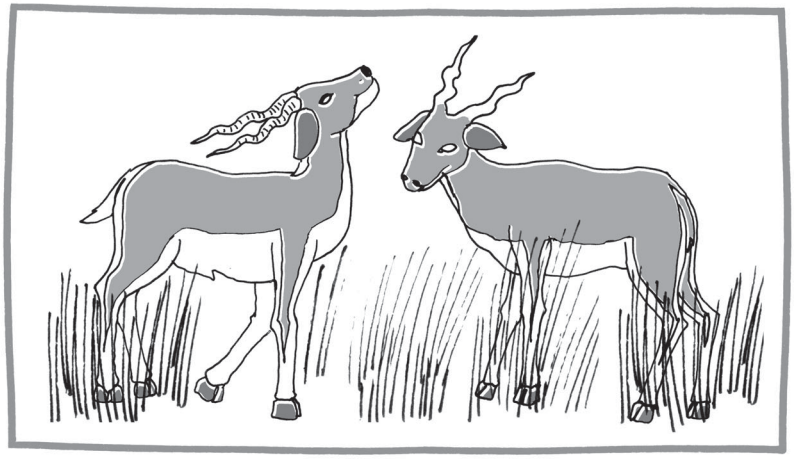
Two

And one more.
Watch these two soar.



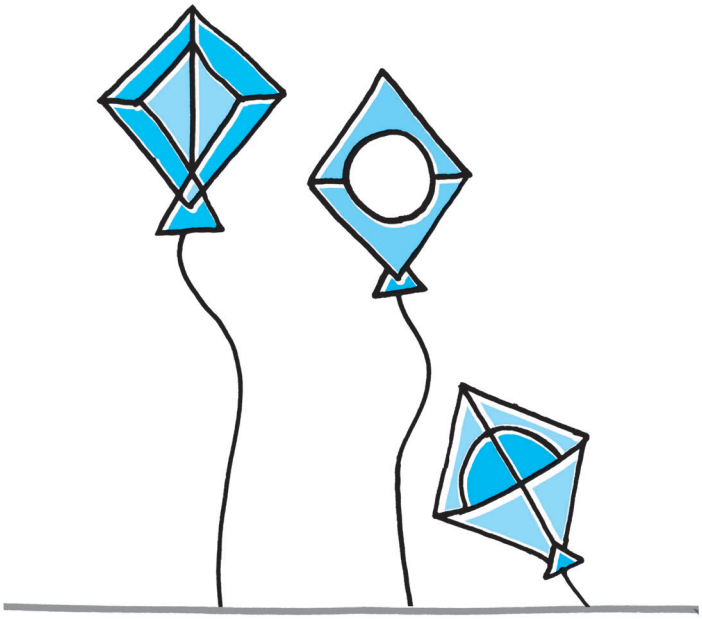
2

Two



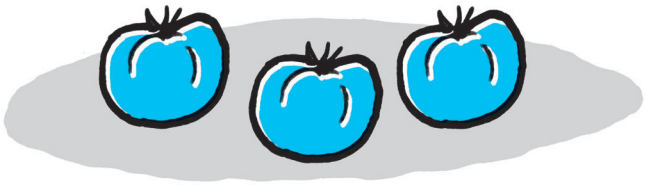
Three

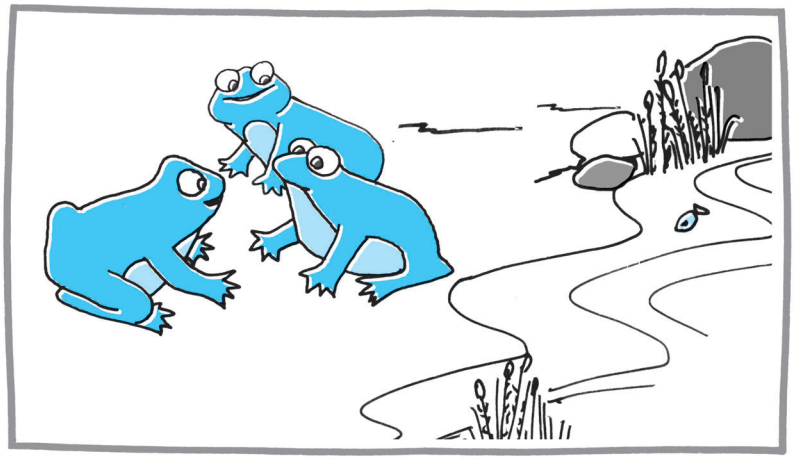
One more you can see.
And that makes three.



3

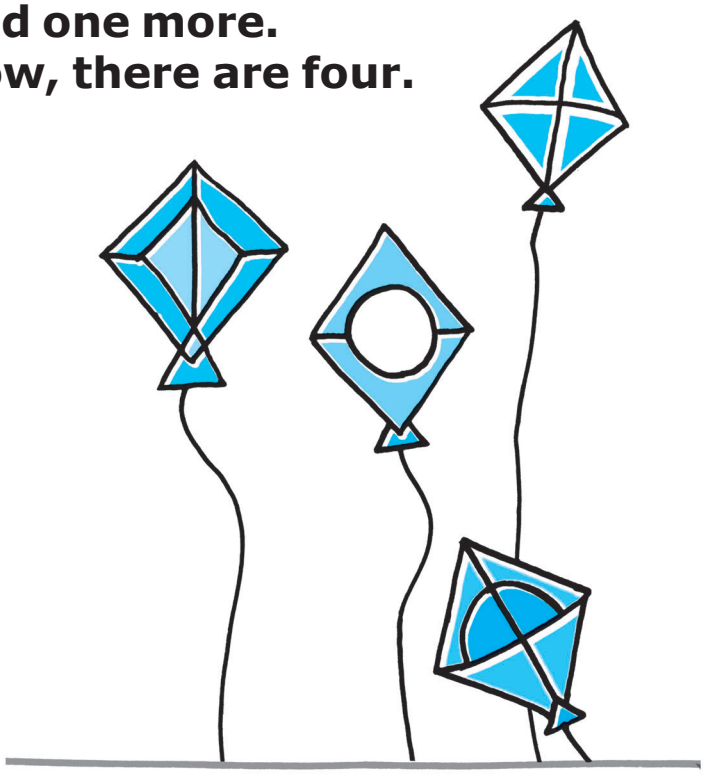
Three





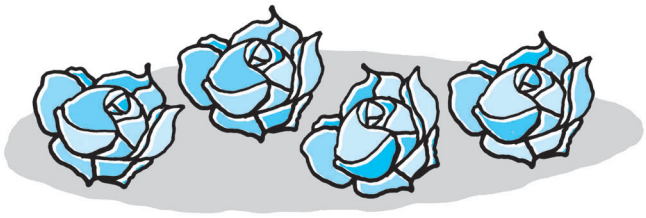
Four

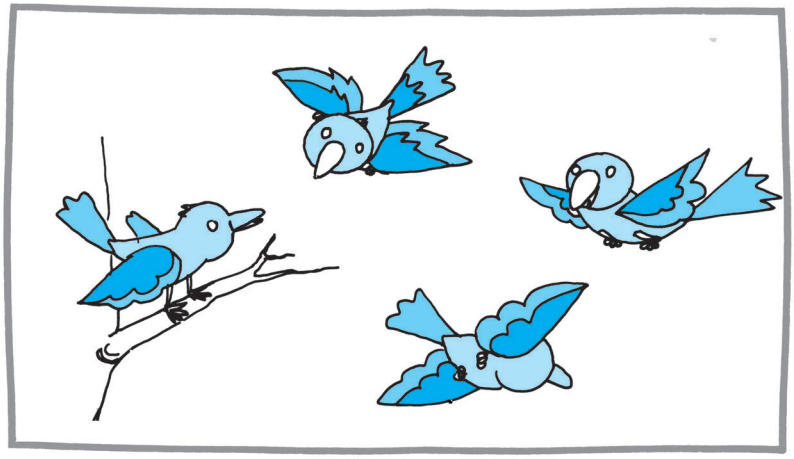
And one more.
Now, there are four.



4

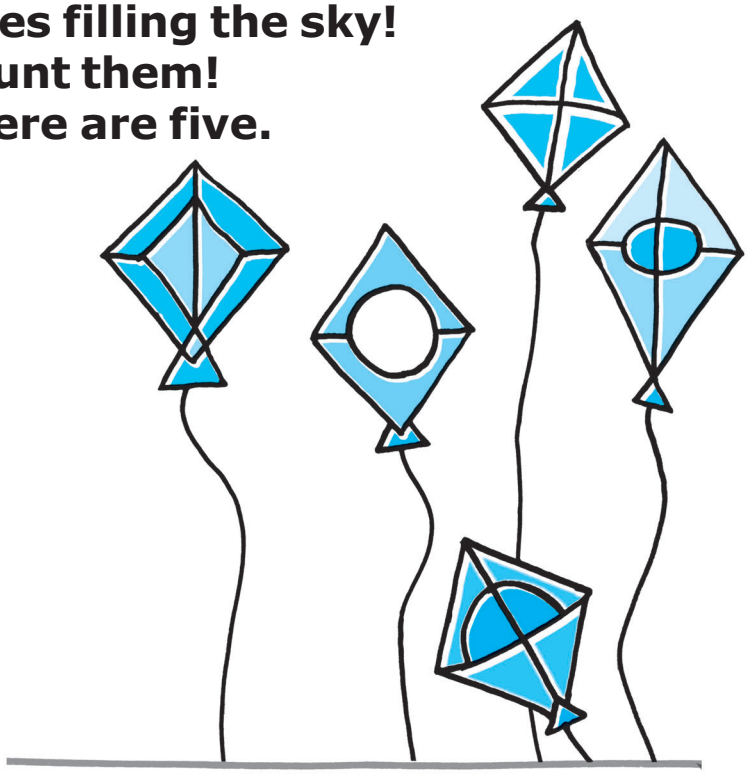
Four





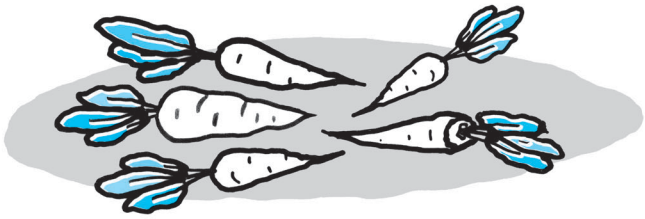
Five

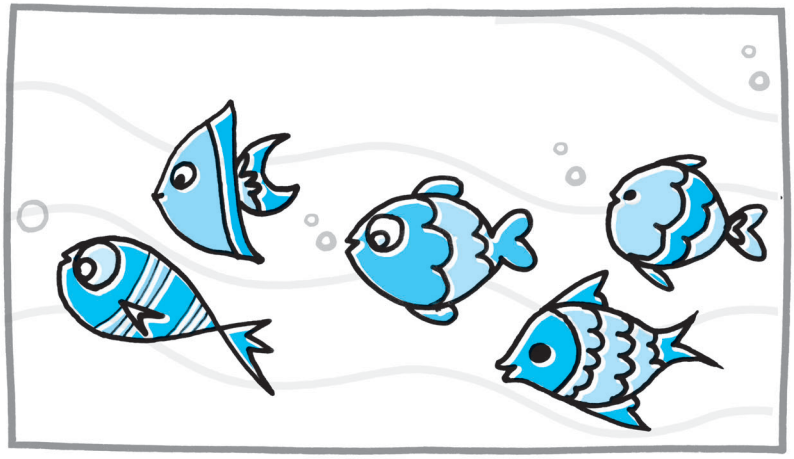
Kites filling the sky!
Count them!
There are five.



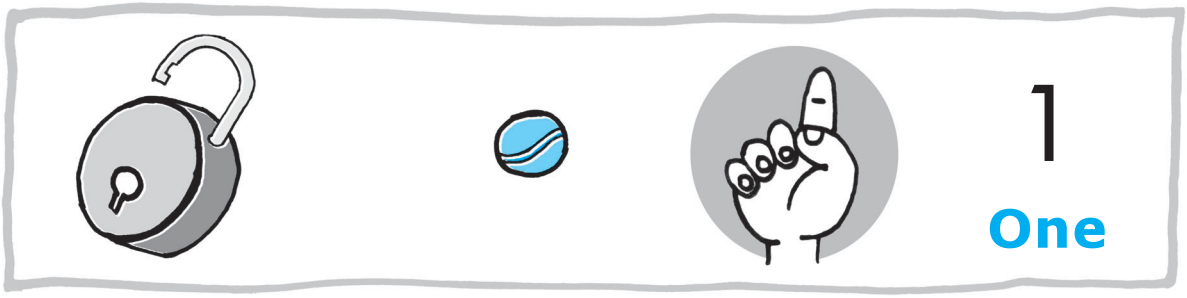
5

Five

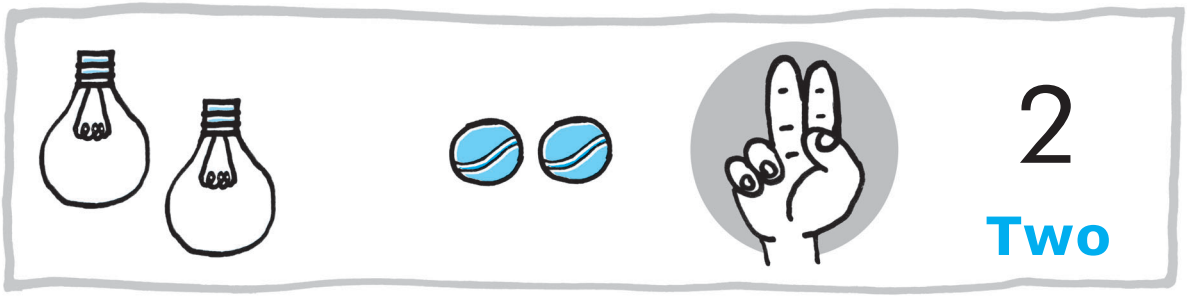




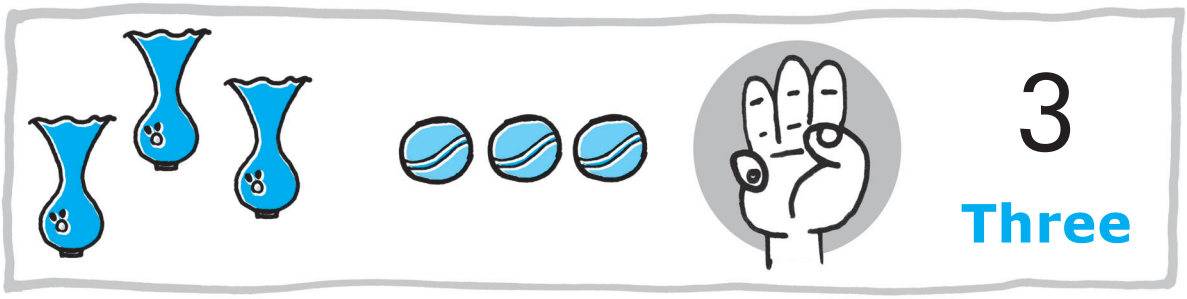
1 to 5



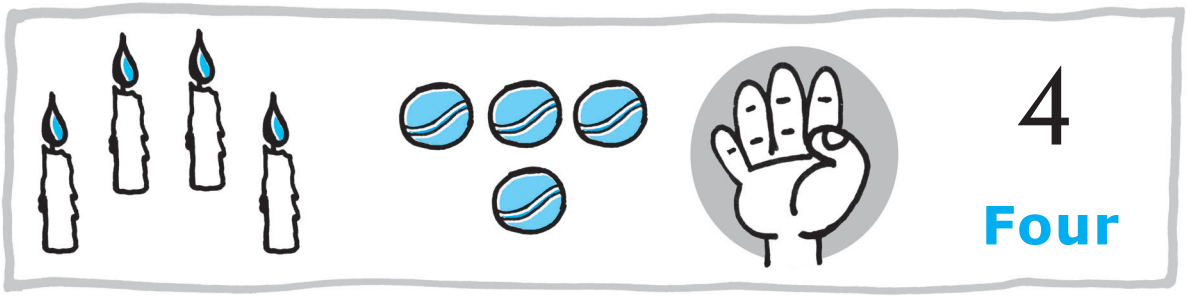
1
One



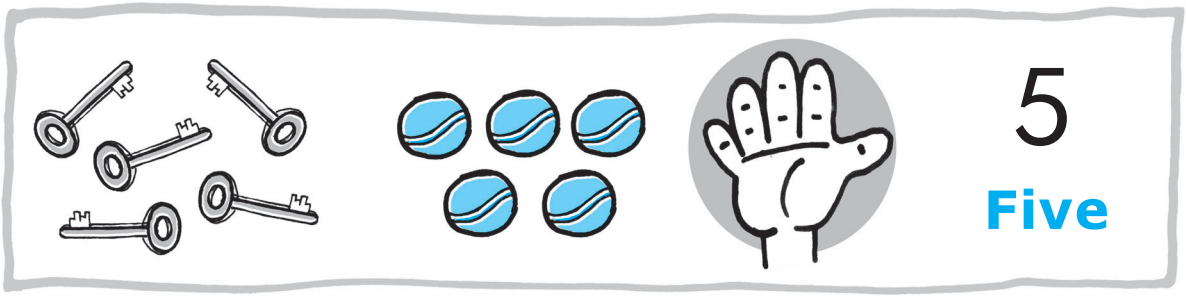
2
Two



3
Three

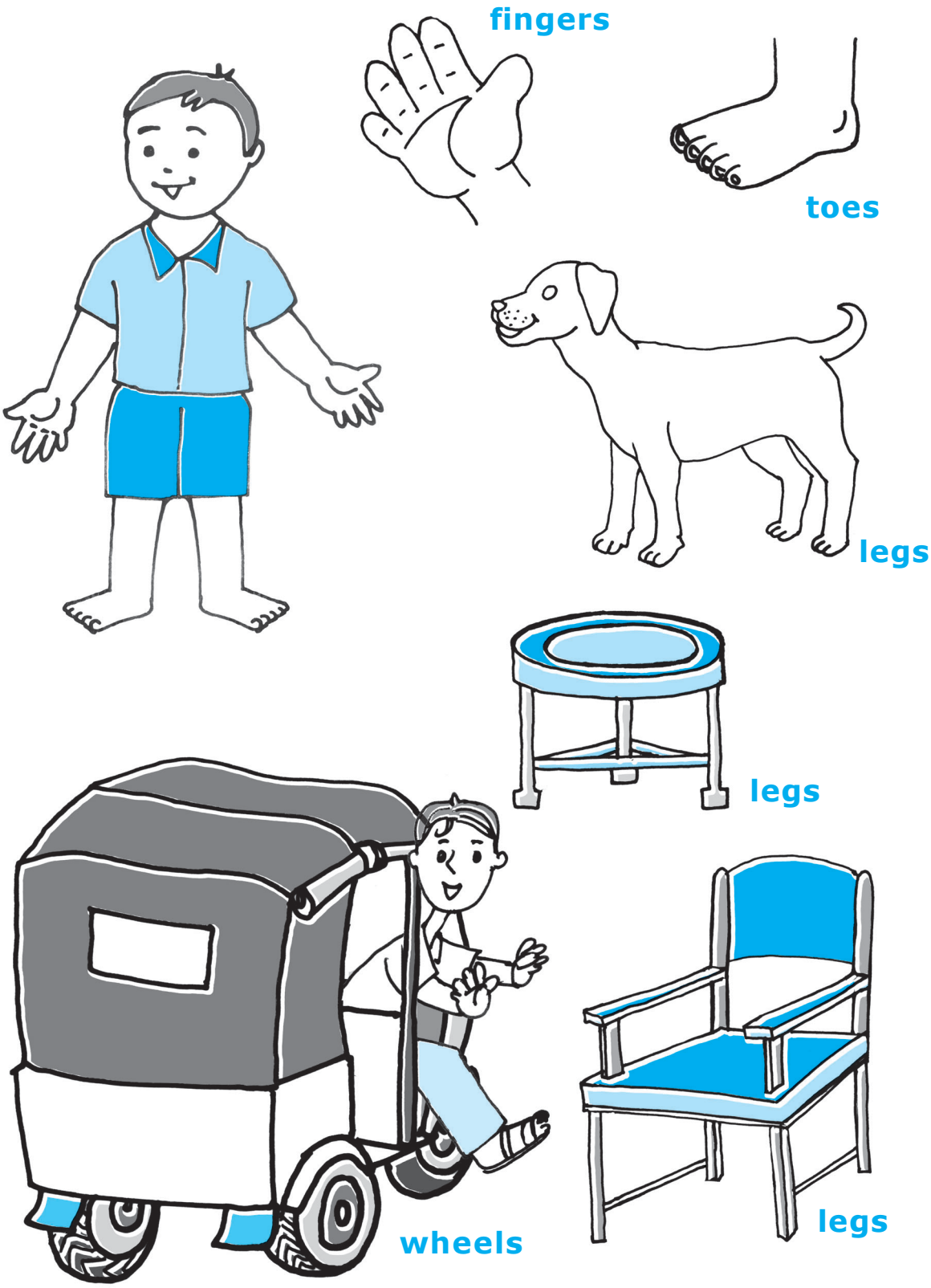


4
Four



5
Five

Count how many



Exercise

Count the marbles next to the number

1 ○

2 ○ ○

3 ○ ○ ○

4 ○ ○ ○ ○

5 ○ ○ ○ ○ ○

Draw as many marbles as the number.

1

4

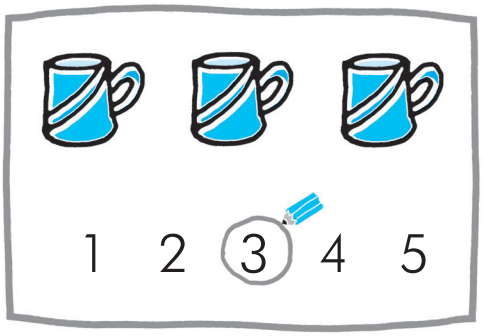
2

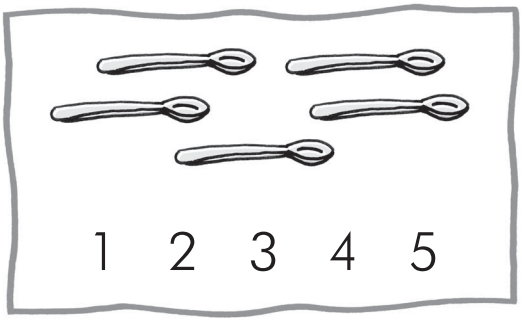
3

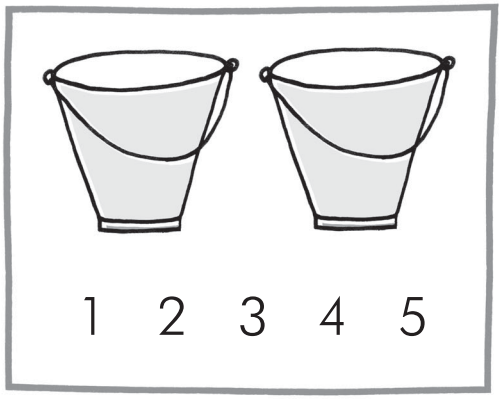
5

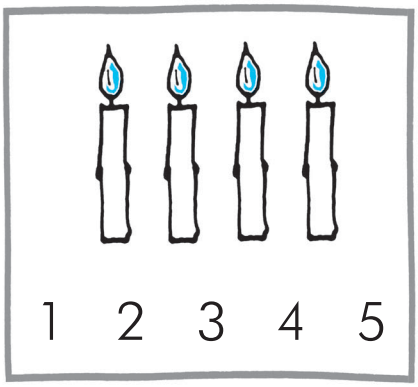
Exercise

Count and Circle









Exercise

Count and match the numbers

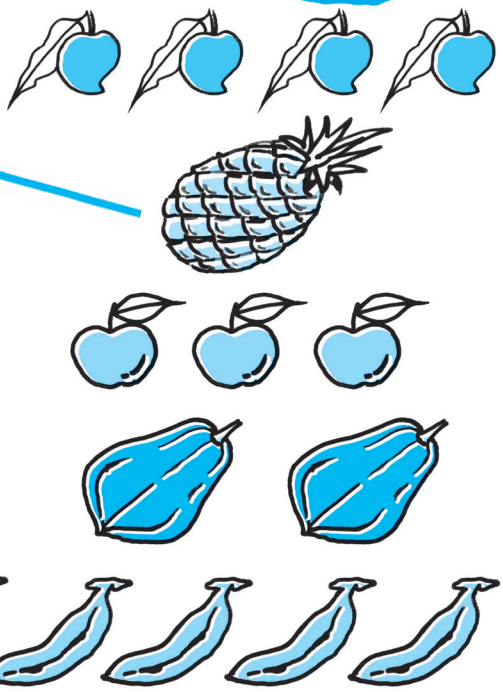
1

5

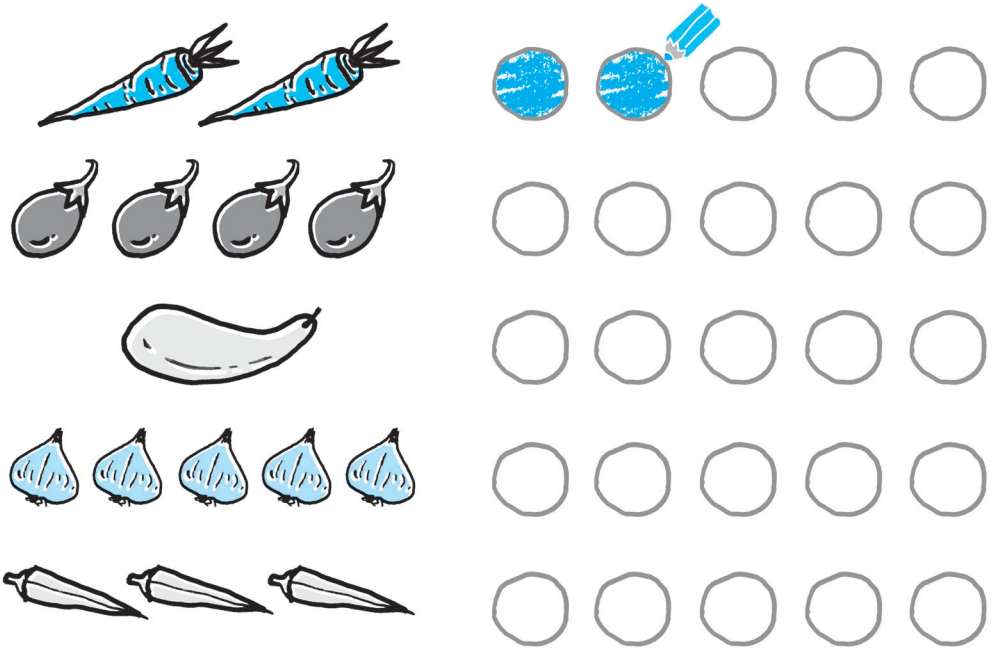
2

4

3

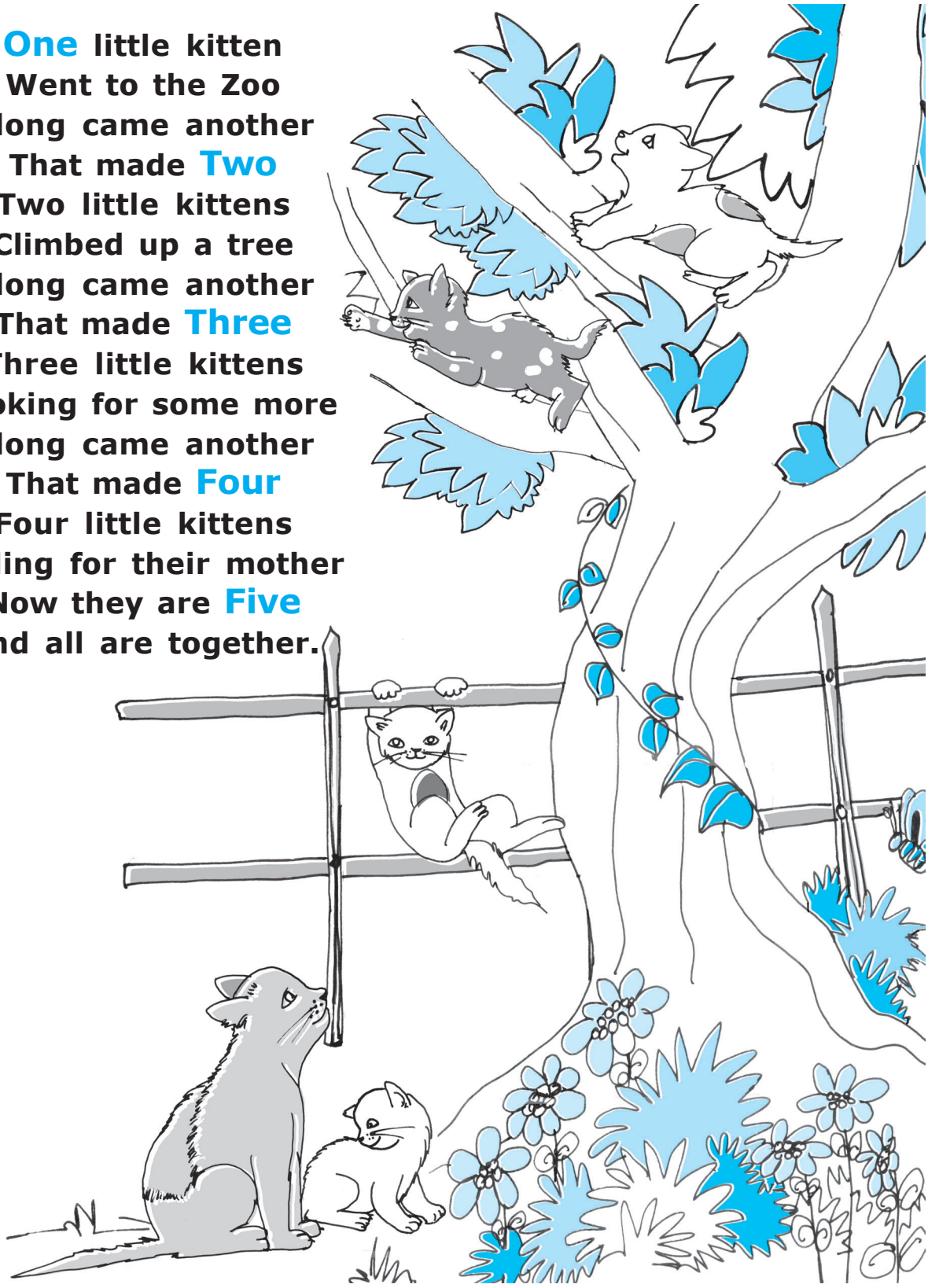


Count objects and colour as many marbles



Let us sing along!

One little kitten
Went to the Zoo
Along came another
That made **Two**
Two little kittens
Climbed up a tree
Along came another
That made **Three**
Three little kittens
Looking for some more
Along came another
That made **Four**
Four little kittens
Calling for their mother
Now they are **Five**
And all are together.



Writing One

1	1			

Writing Two

2	2			

Writing Three

3	3			

Writing Four

4	4			

Writing Five

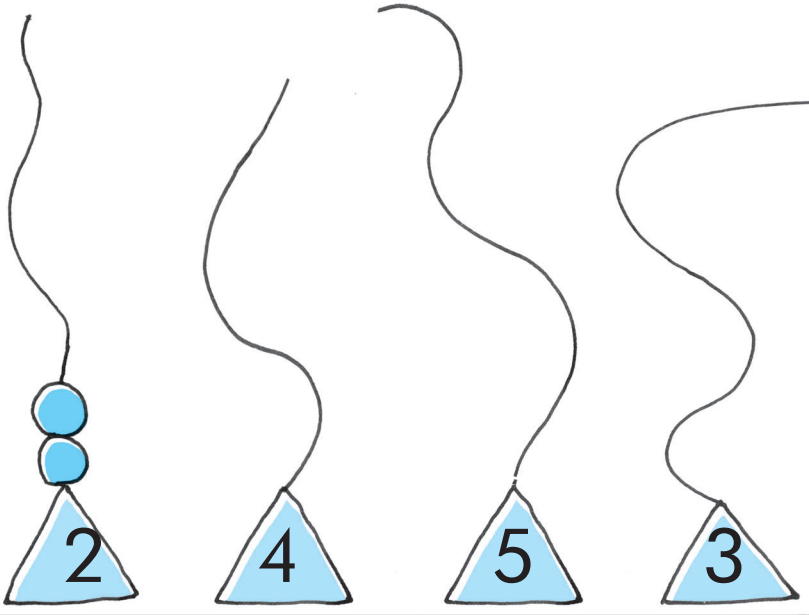
5	5			

Exercise

Count and write the number

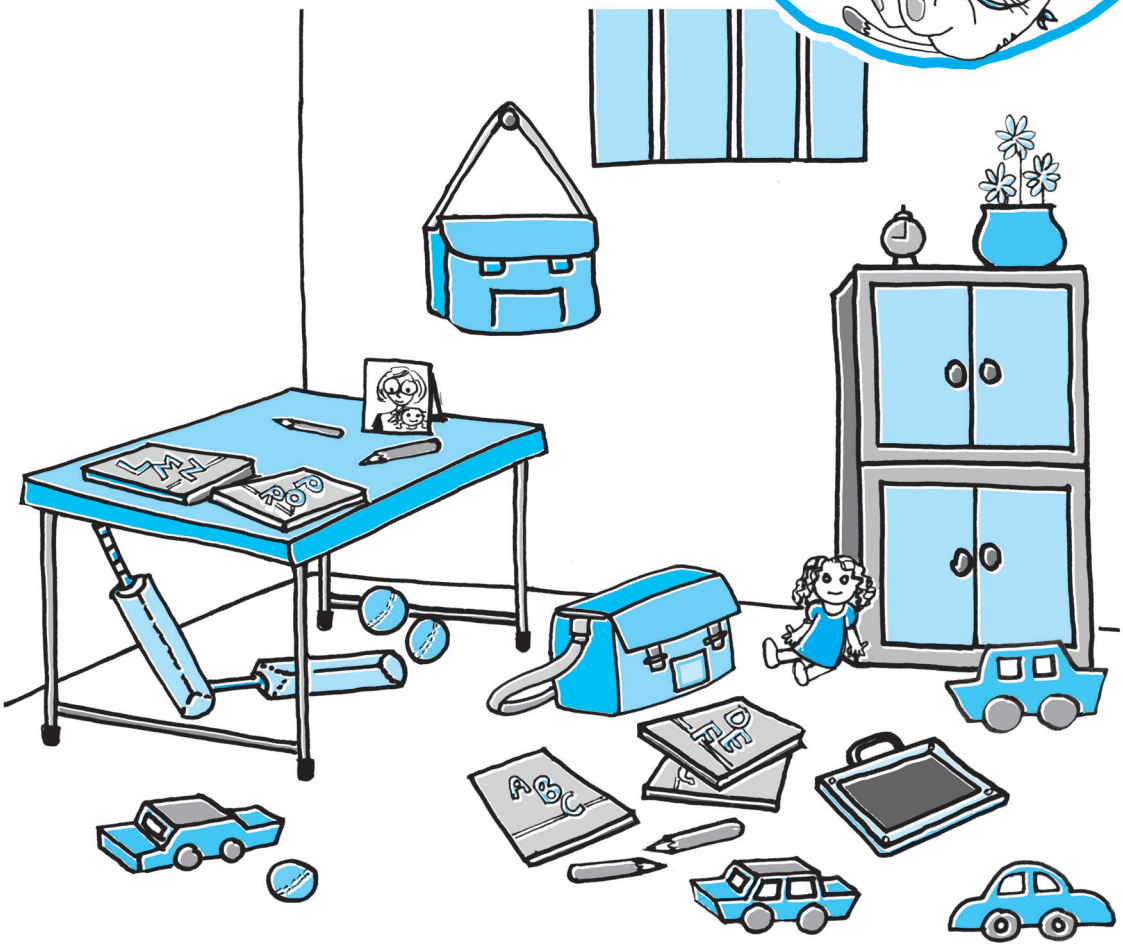
2

Draw as many beads as numbers



Exercise

How many?

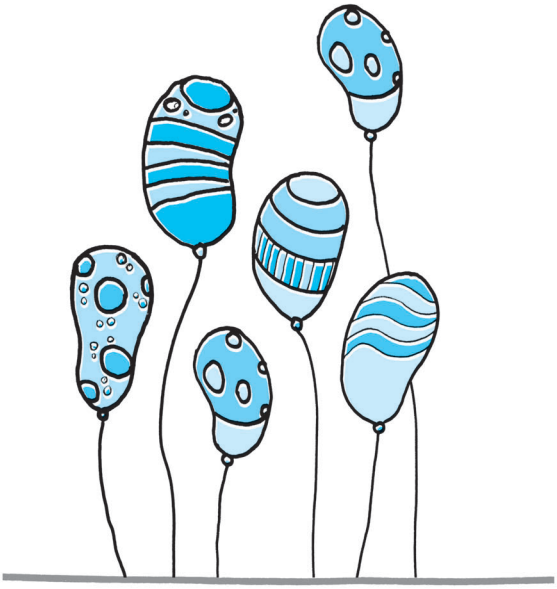


Look at the picture

How many balls?		How many bags?	
How many bats?		How many toy cars?	
How many pencils?		How many dolls?	
How many books?		How many flowers?	

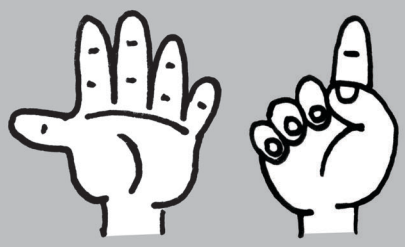
Unit 3

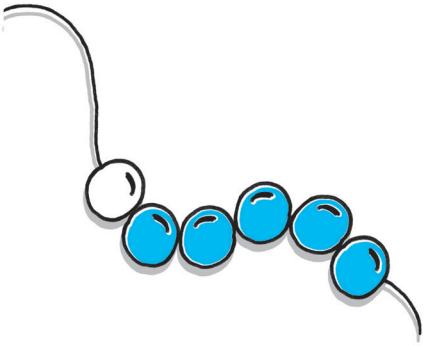
Six

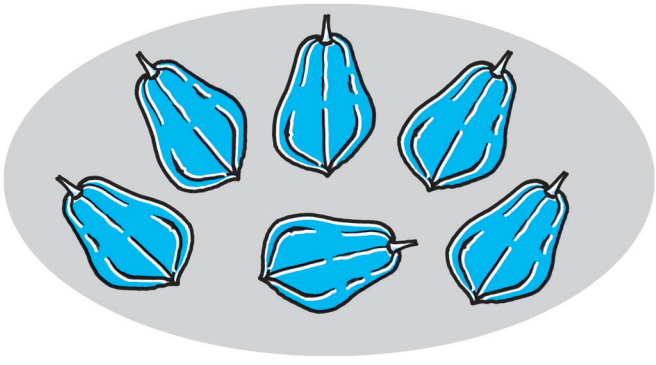


6

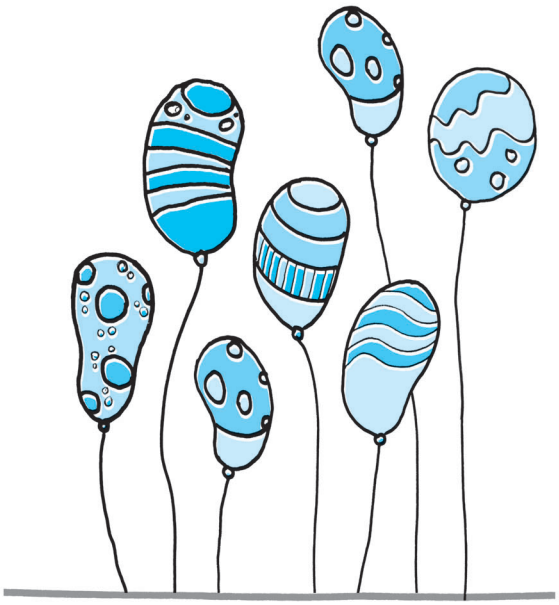
Six





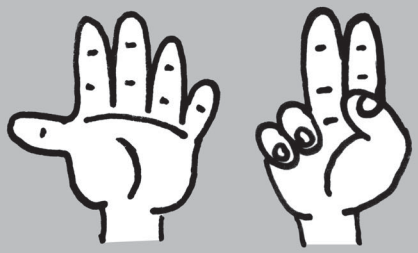


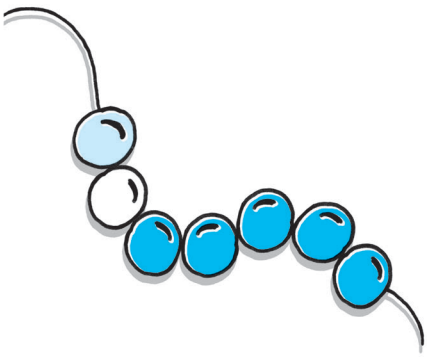
Seven

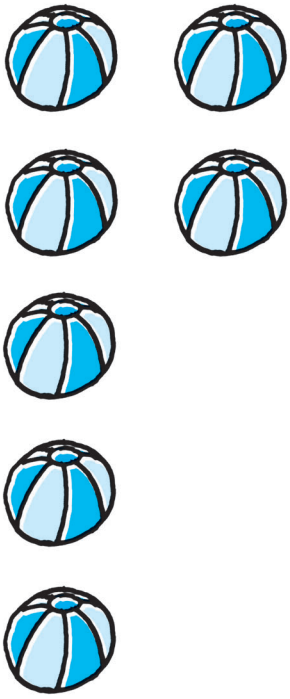


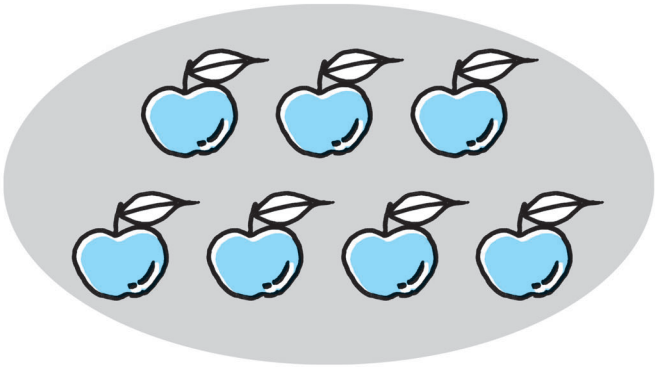
7

Seven





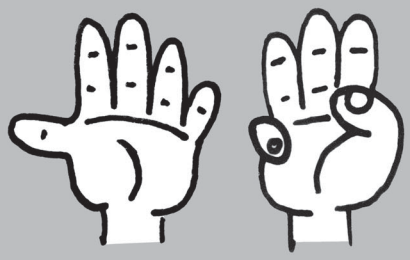


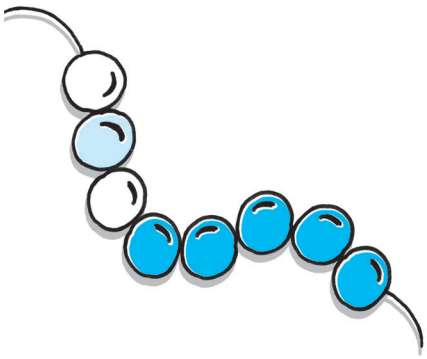


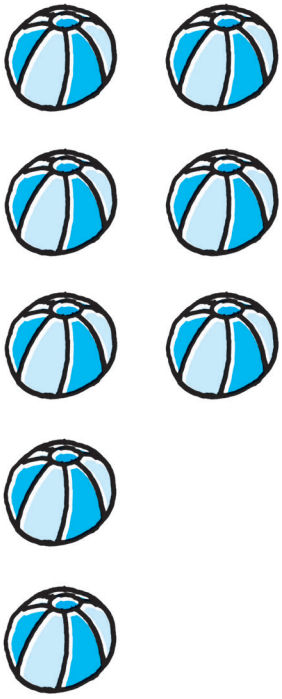
Eight

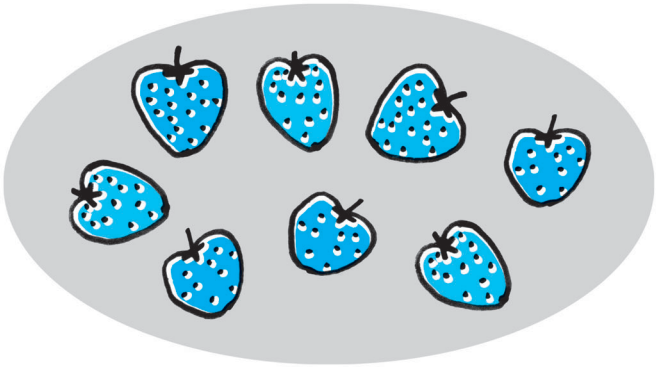
8

Eight

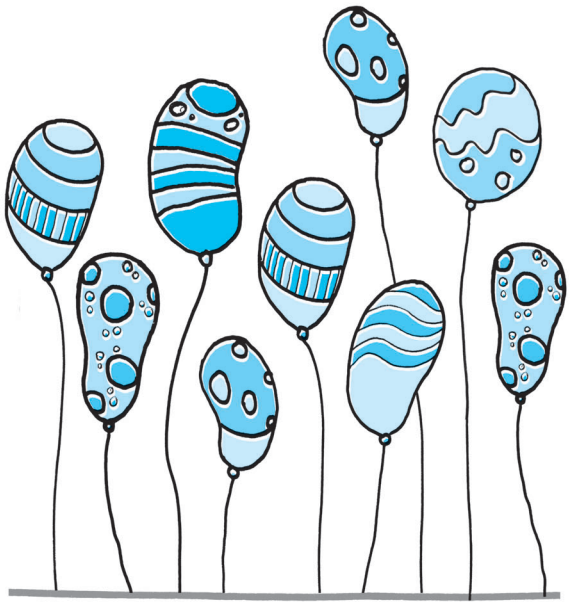


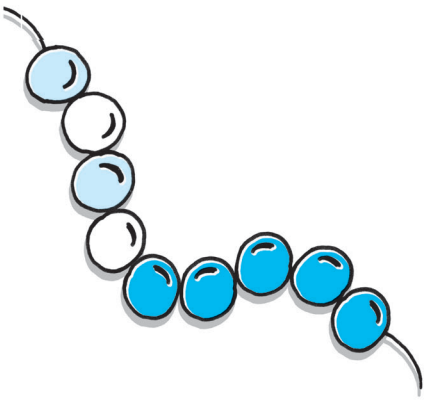


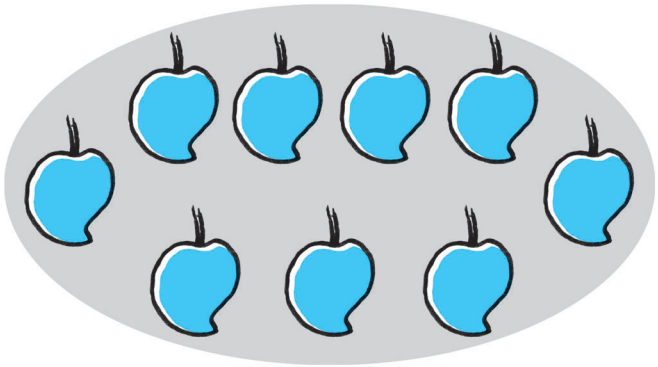




Nine

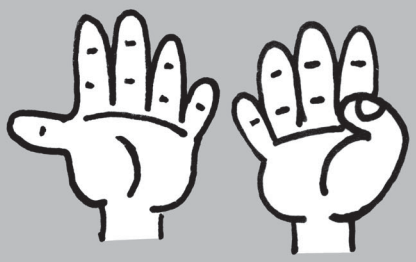


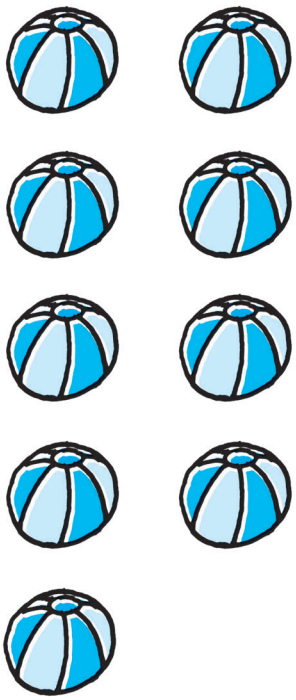




9

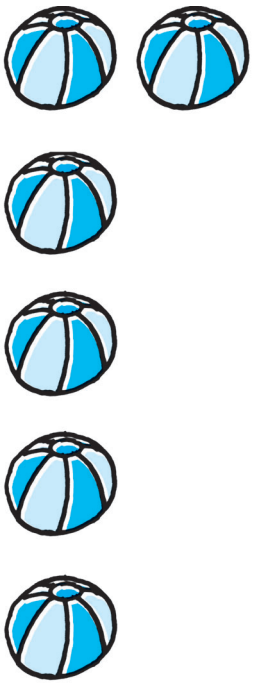
Nine





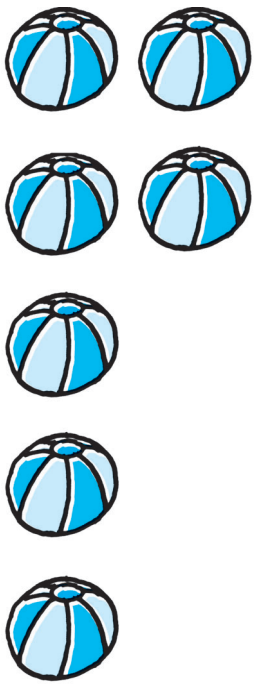
Writing Six

6	6			



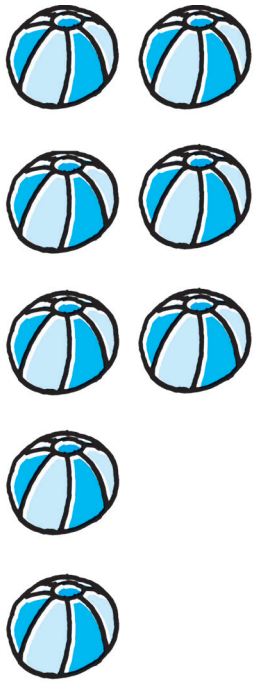
Writing Seven

7	7			



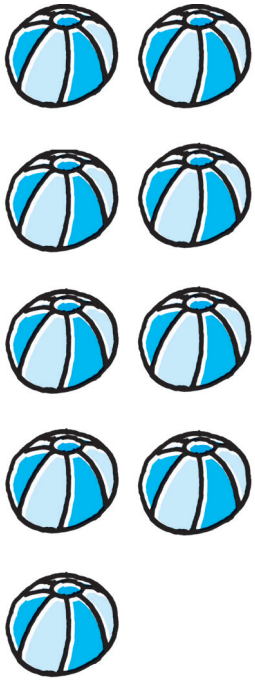
Writing Eight

8	8			

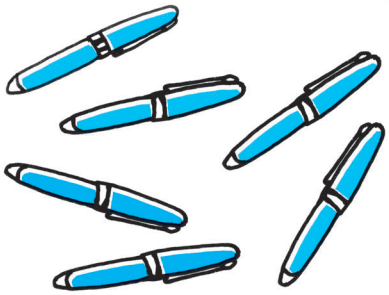


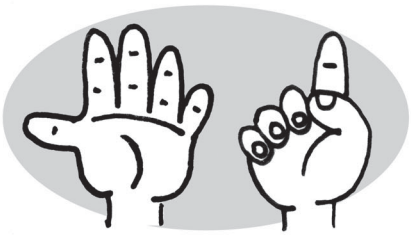
Writing Nine

9	9			



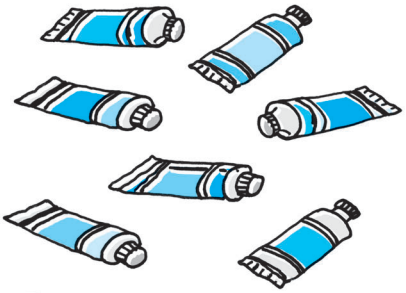
Six to nine

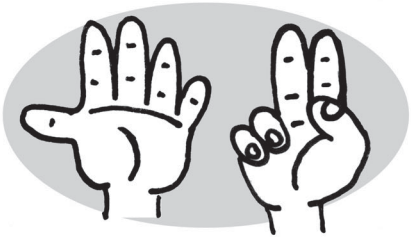




6

Six





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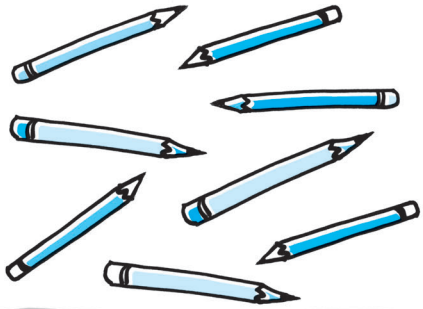
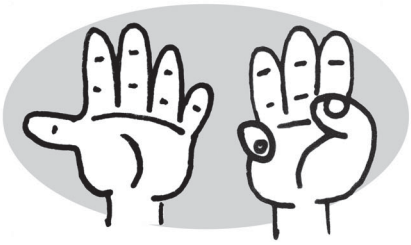
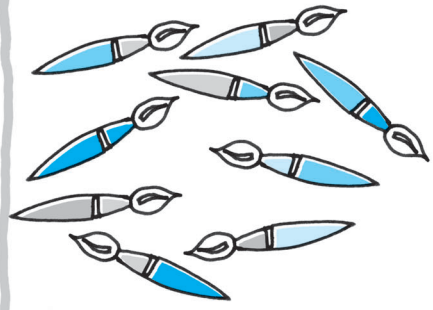
Seven

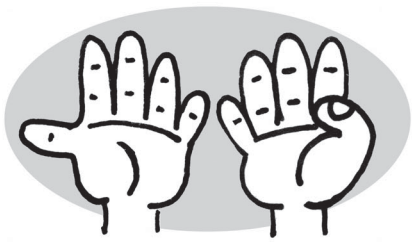




8

Eight





9

Nine

Exercise

Count the marbles next to the number

6 ○○○○○○

7 ○○○○○○○

8 ○○○○○○○○

9 ○○○○○○○○○

Draw as many marbles as the number

9

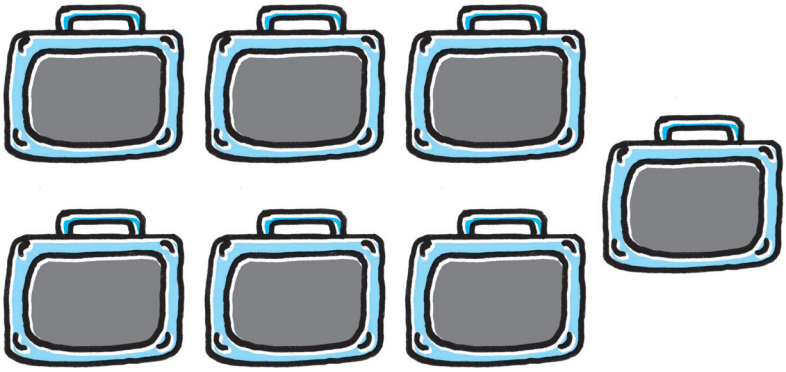
7

6

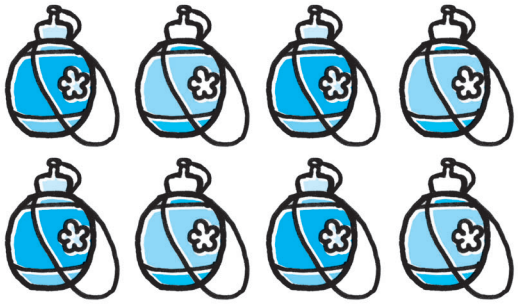
8

Exercise

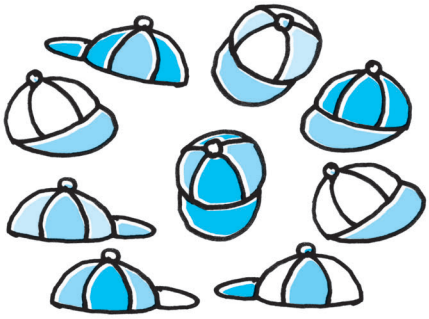
Count and Circle the correct number



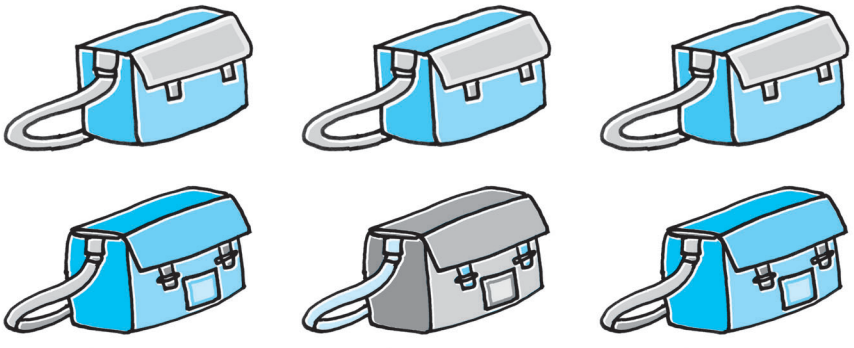
6
7
8
9



6 7 8 9

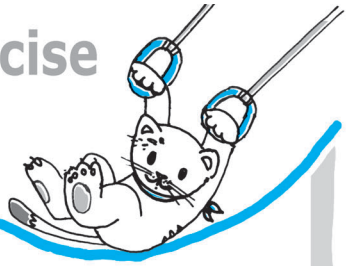


6 7 8 9



6
7
8
9

Exercise



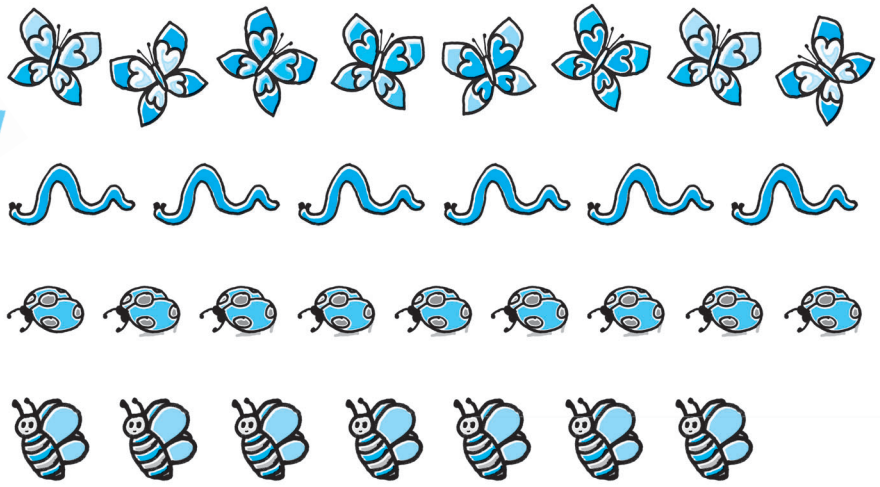
Count and match the numbers

6

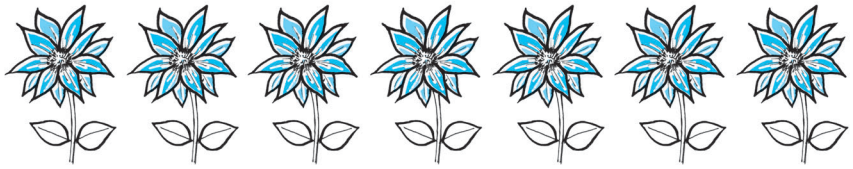
8

7

9

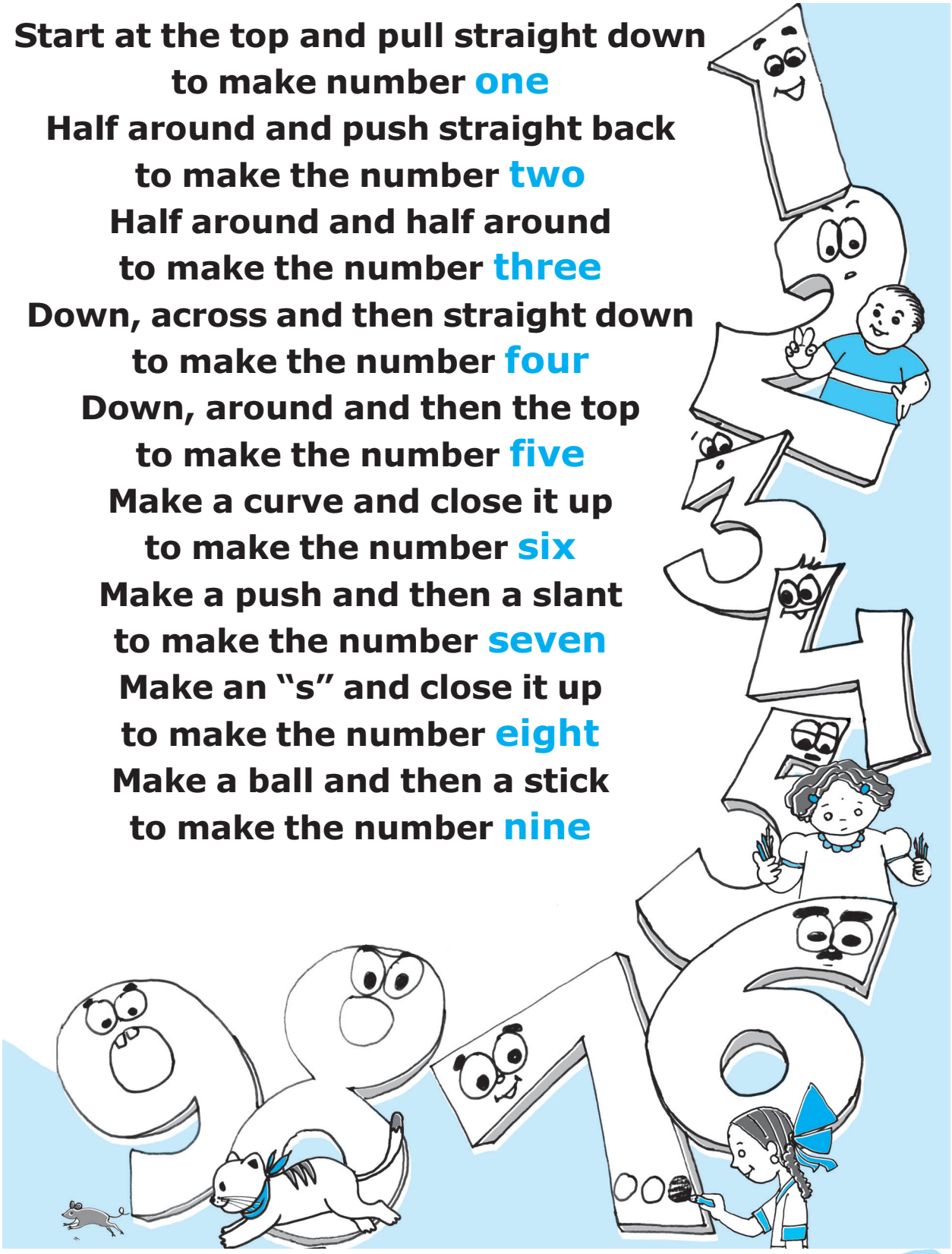


Count and write the number in the box



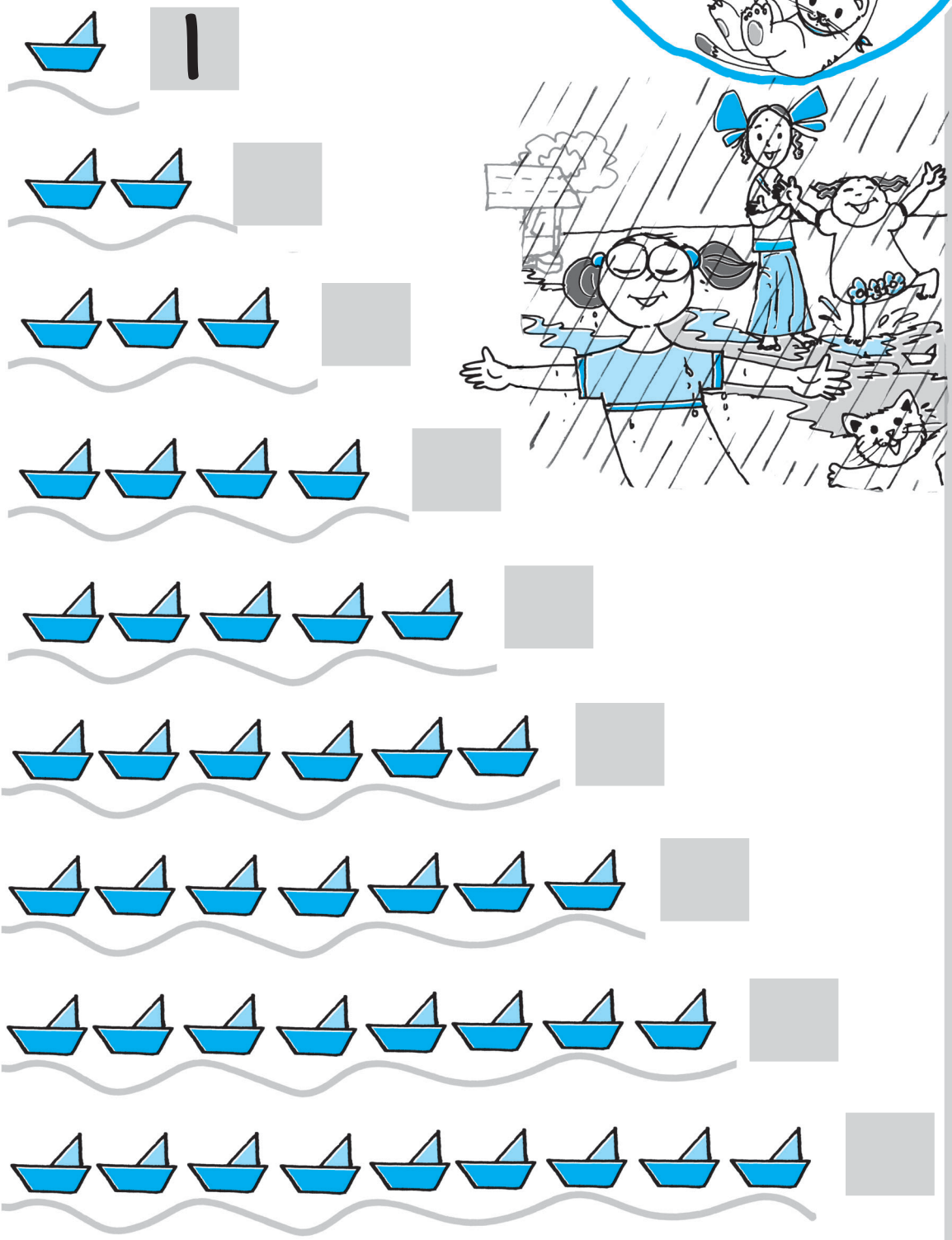
Rhyme

Start at the top and pull straight down
to make number one
Half around and push straight back
to make the number two
Half around and half around
to make the number three
Down, across and then straight down
to make the number four
Down, around and then the top
to make the number five
Make a curve and close it up
to make the number six
Make a push and then a slant
to make the number seven
Make an "s" and close it up
to make the number eight
Make a ball and then a stick
to make the number nine



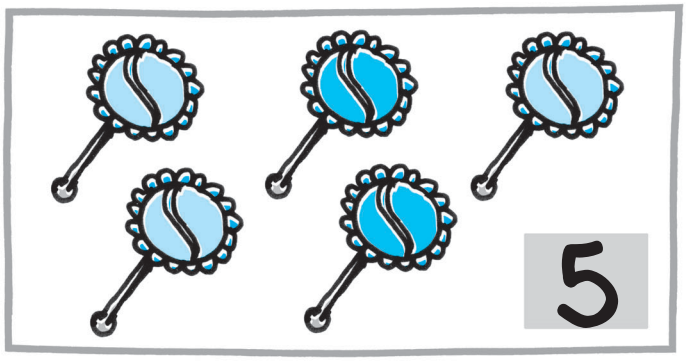
Exercise

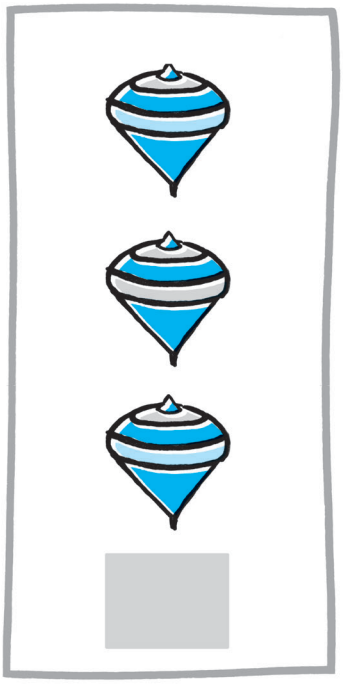
Count and write the number

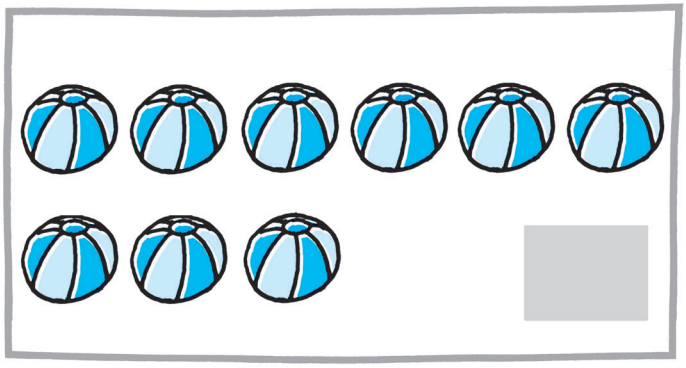


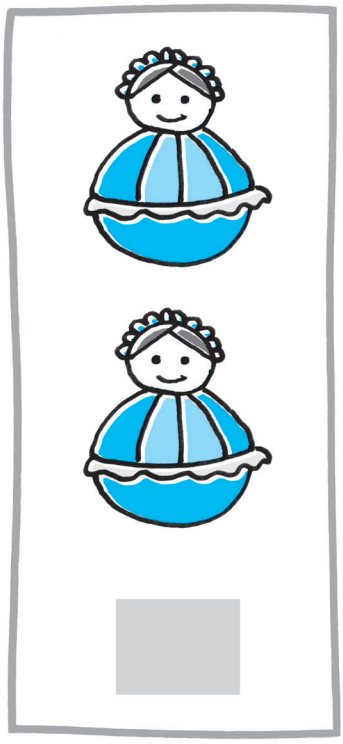
Exercise

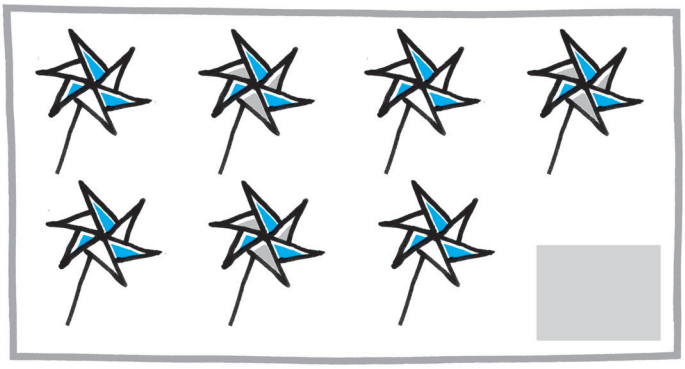
Count and write the number

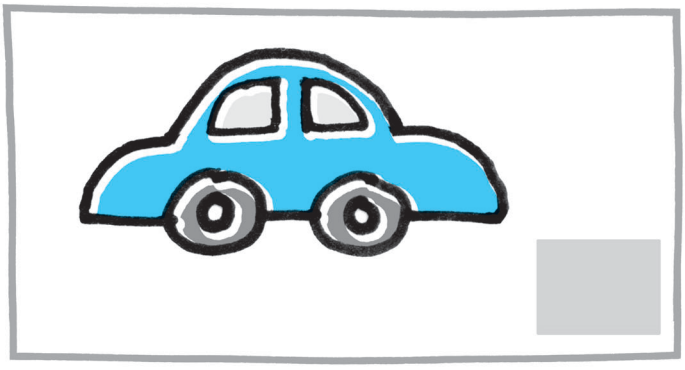










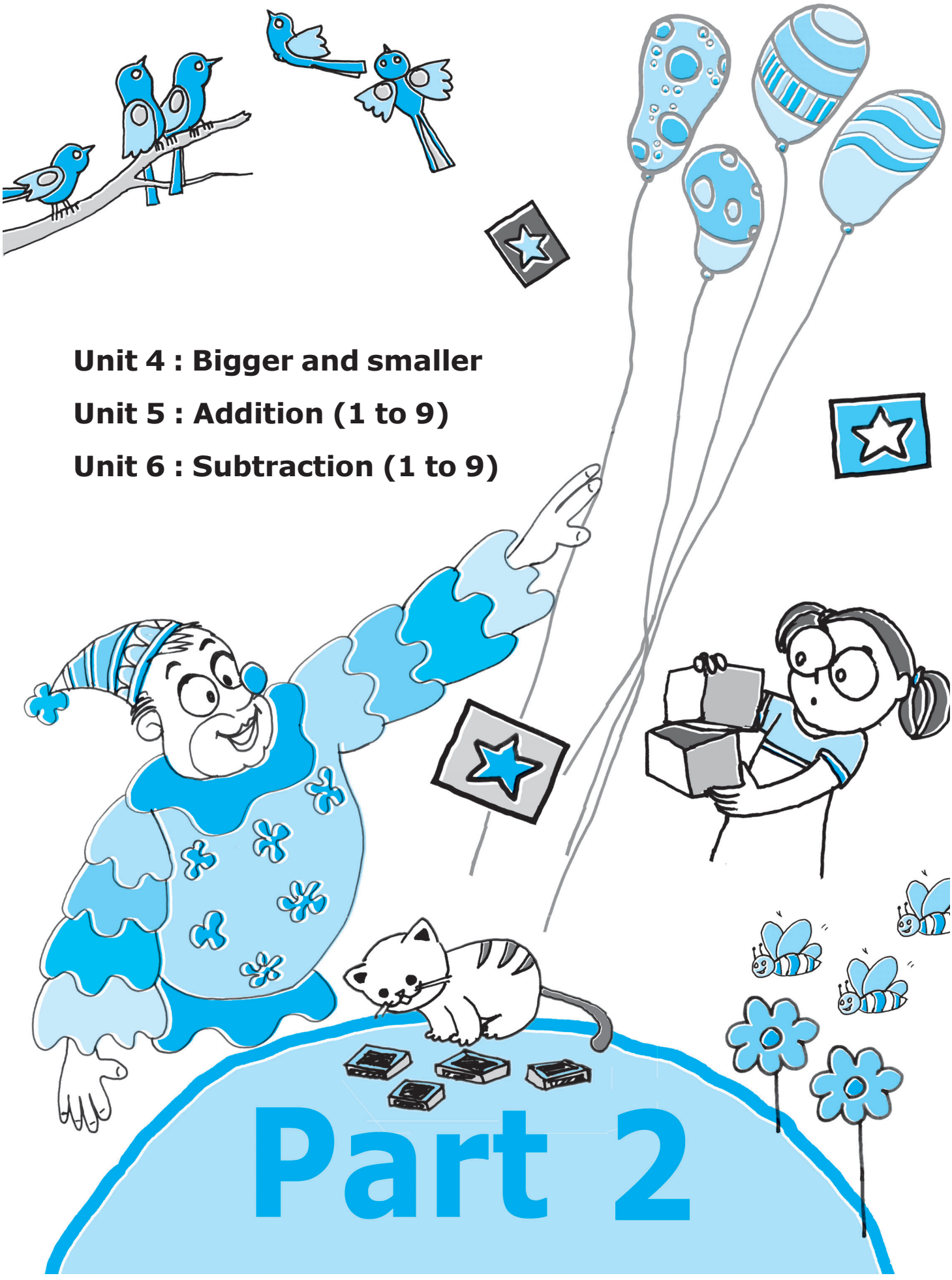


Exercise

How many do you see?

How many trees? ____ **How many kids?** ____

How many boats? ____ **How many balls?** ____



Unit 4 : Bigger and smaller

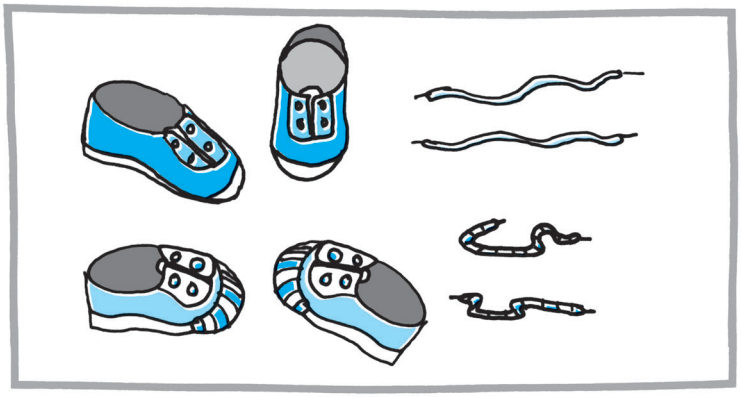
Unit 5 : Addition (1 to 9)

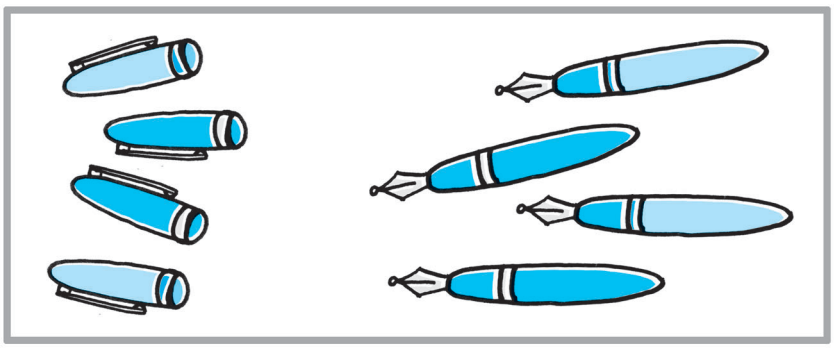
Unit 6 : Subtraction (1 to 9)

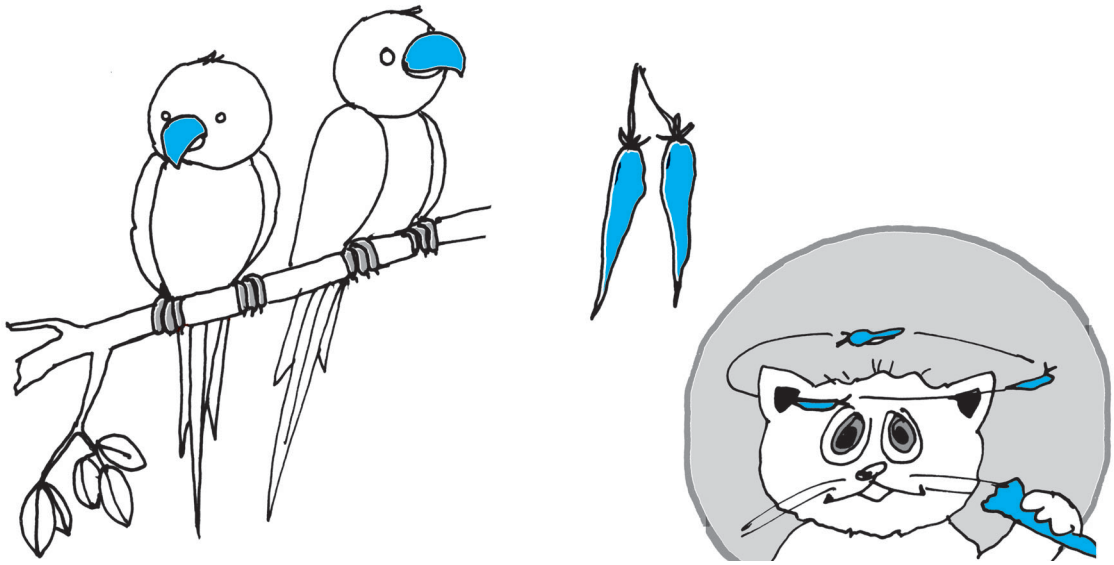
Part 2

Unit 4

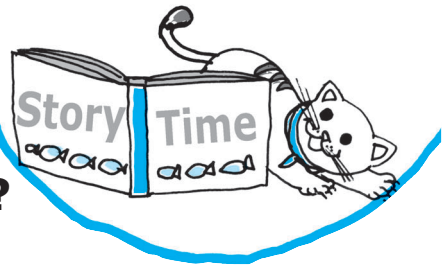
As many as...



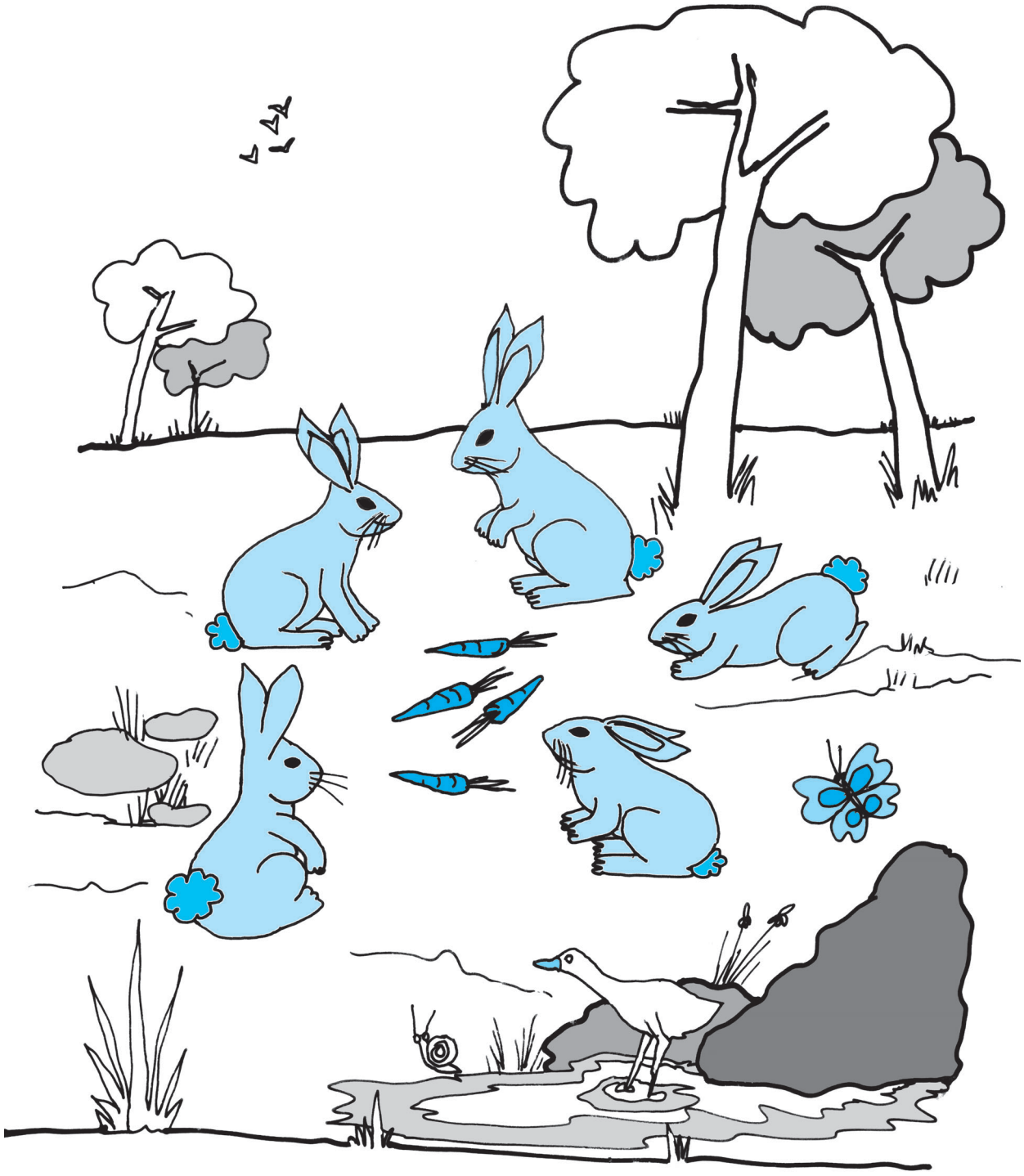




Rabbits and Carrots



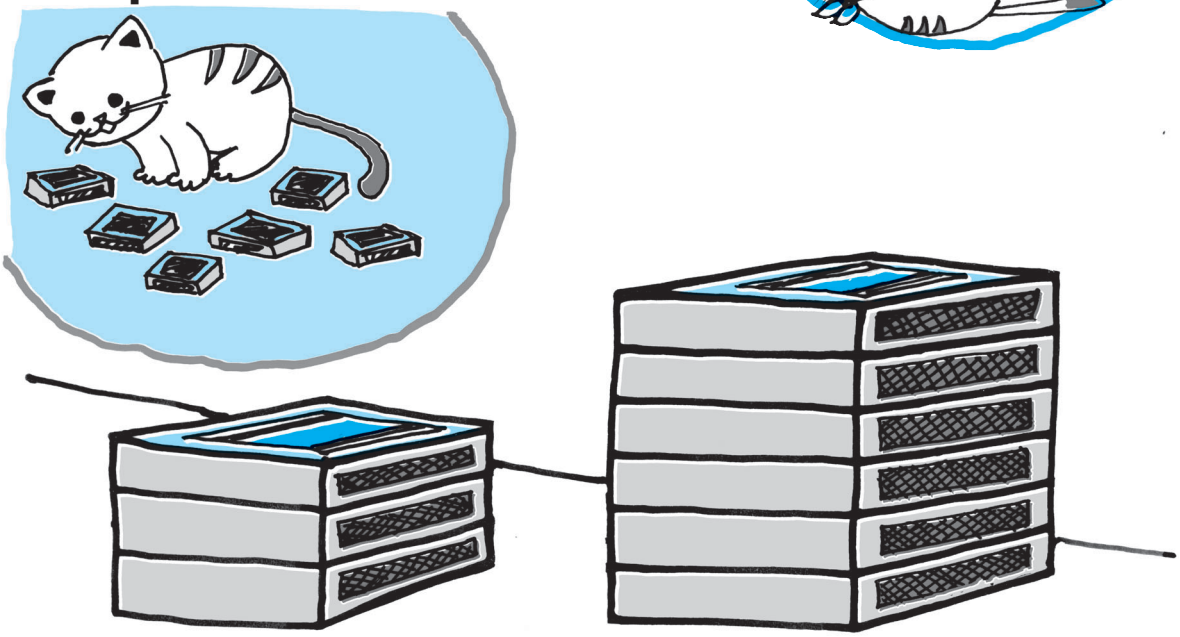
Is there a carrot for every rabbit?



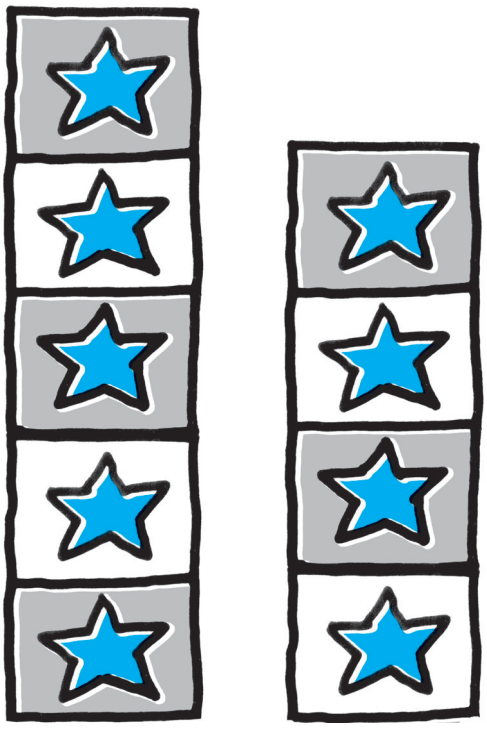
Which is more?

Activity

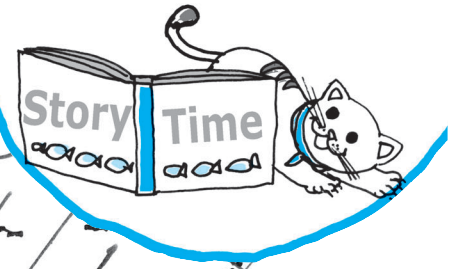
Which pile has more matchboxes?



Which strip has more stars?

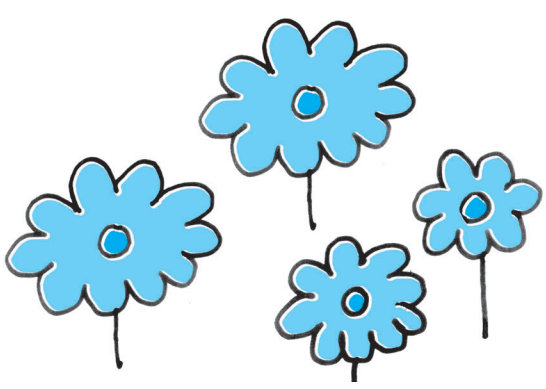


Which is more?

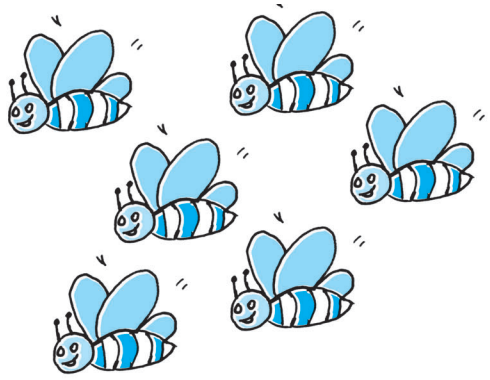


Children or umbrellas?

Flowers or bees?



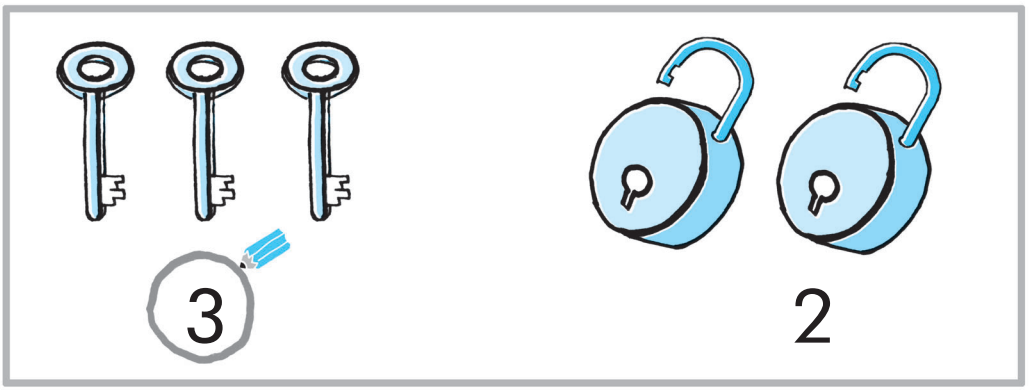
4

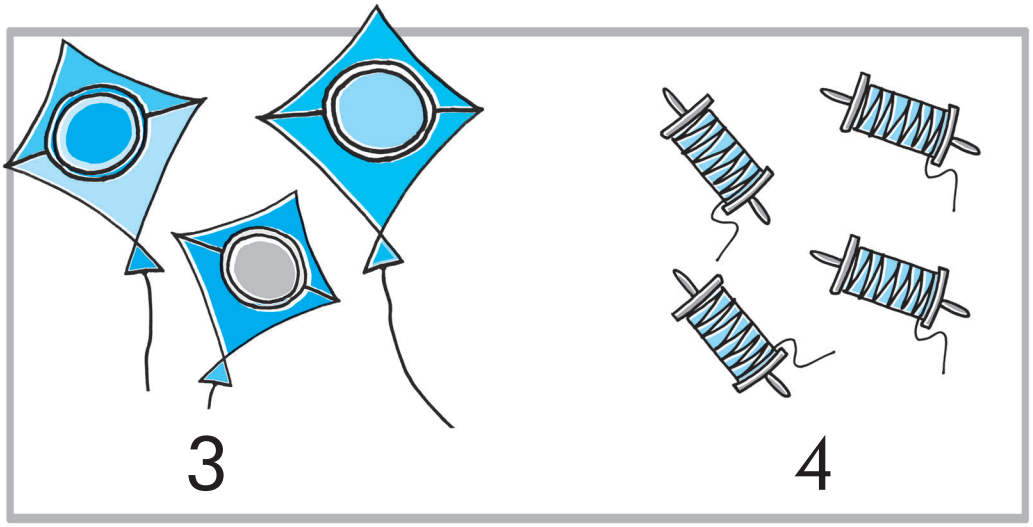


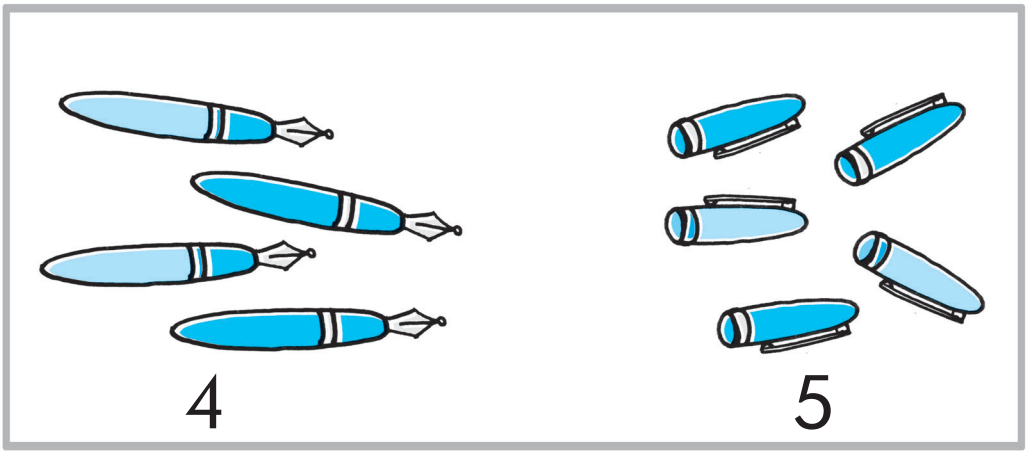
6

Exercise

Circle the bigger number

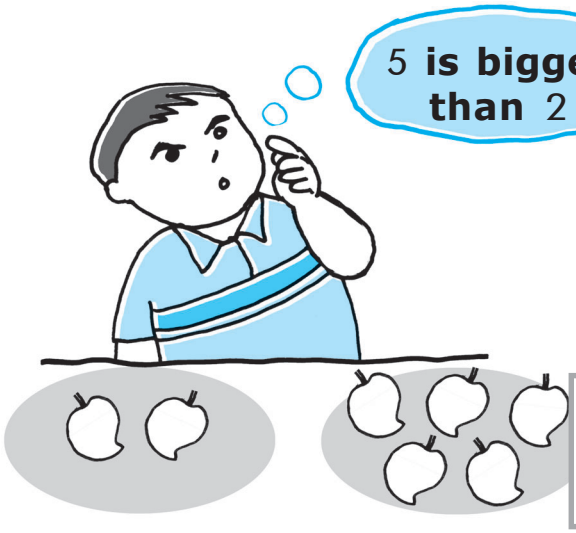






Exercise

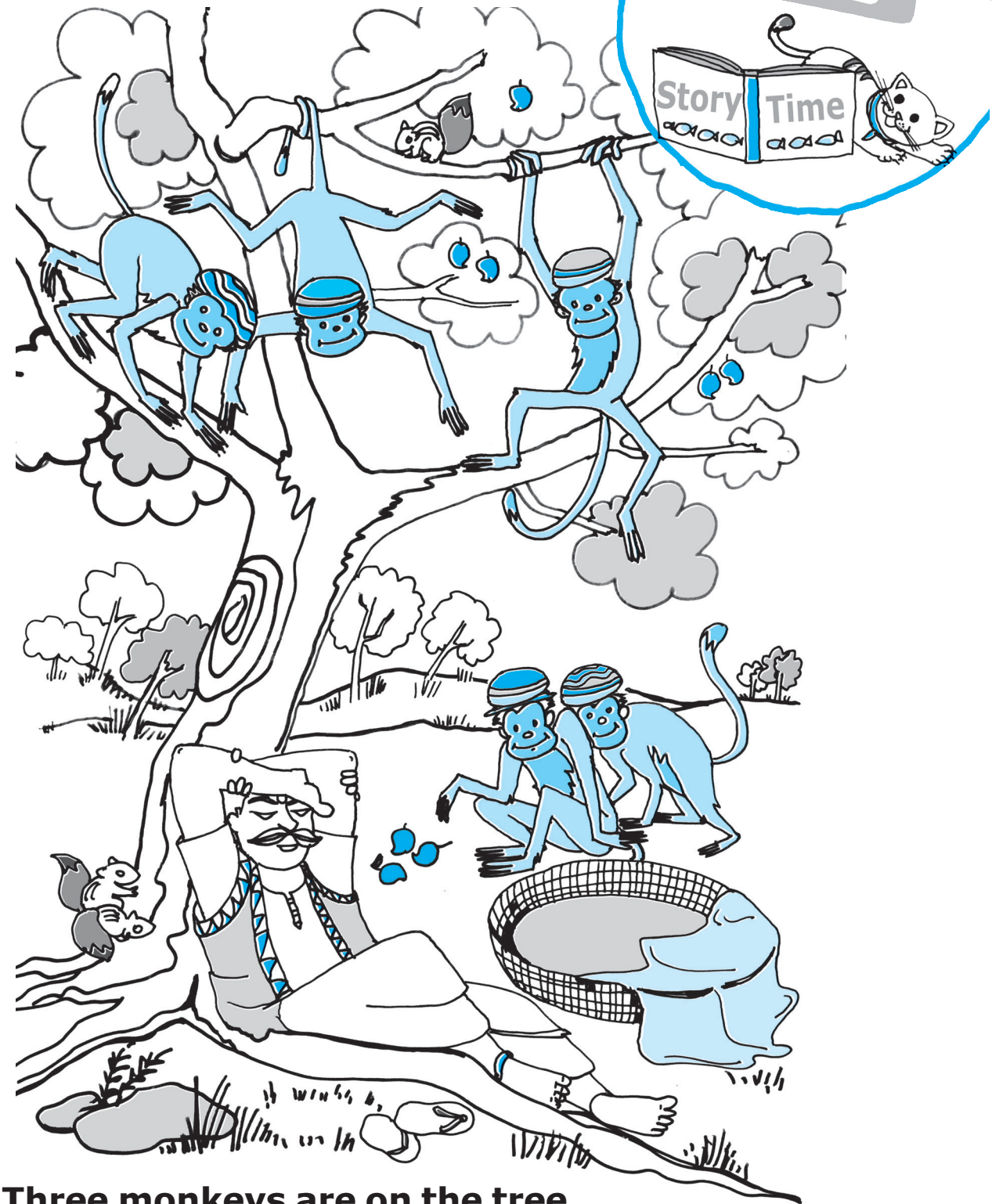
Circle the bigger number



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

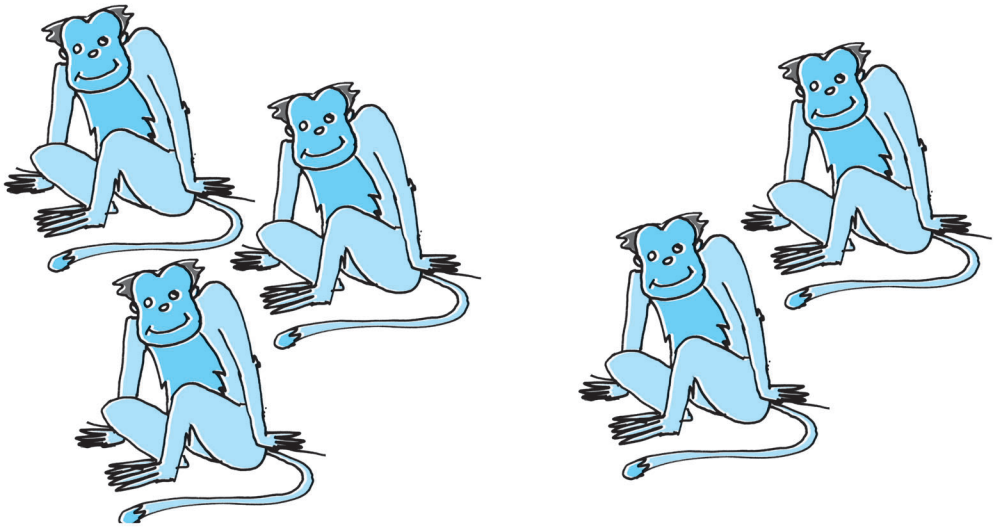
Unit 5

Cap seller and monkeys



**Three monkeys are on the tree,
two are on the ground.
How many monkeys are there in all?**

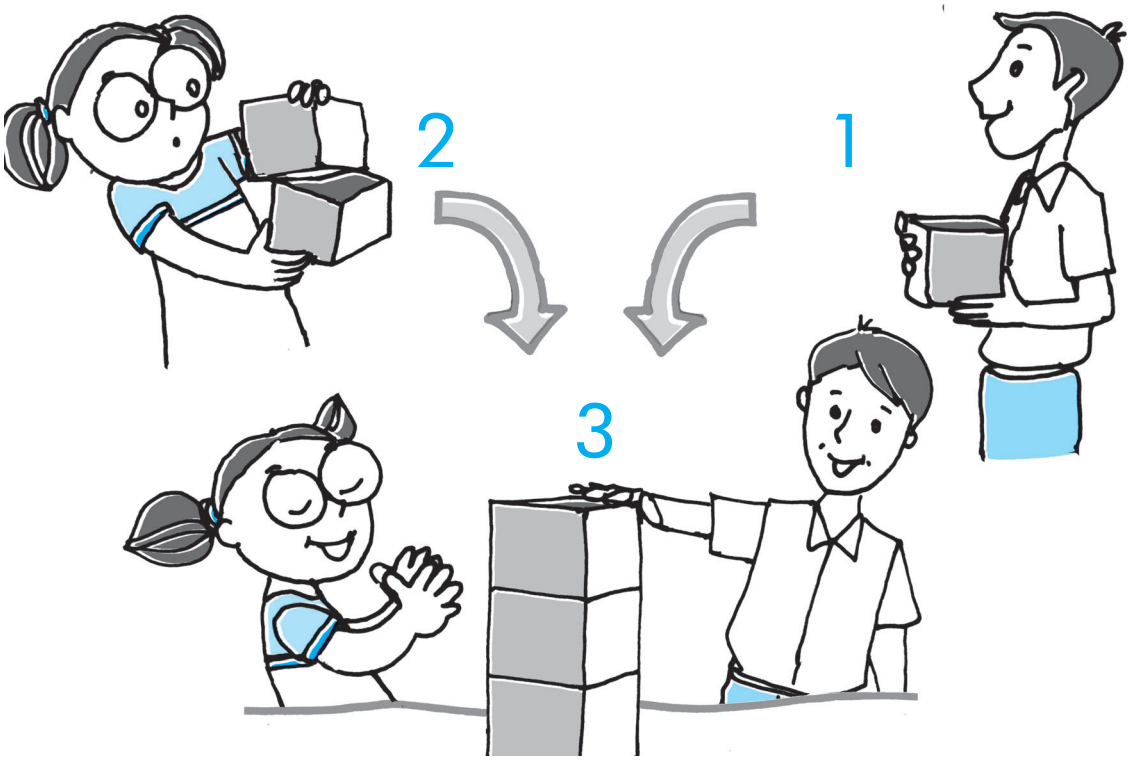
How many in all?

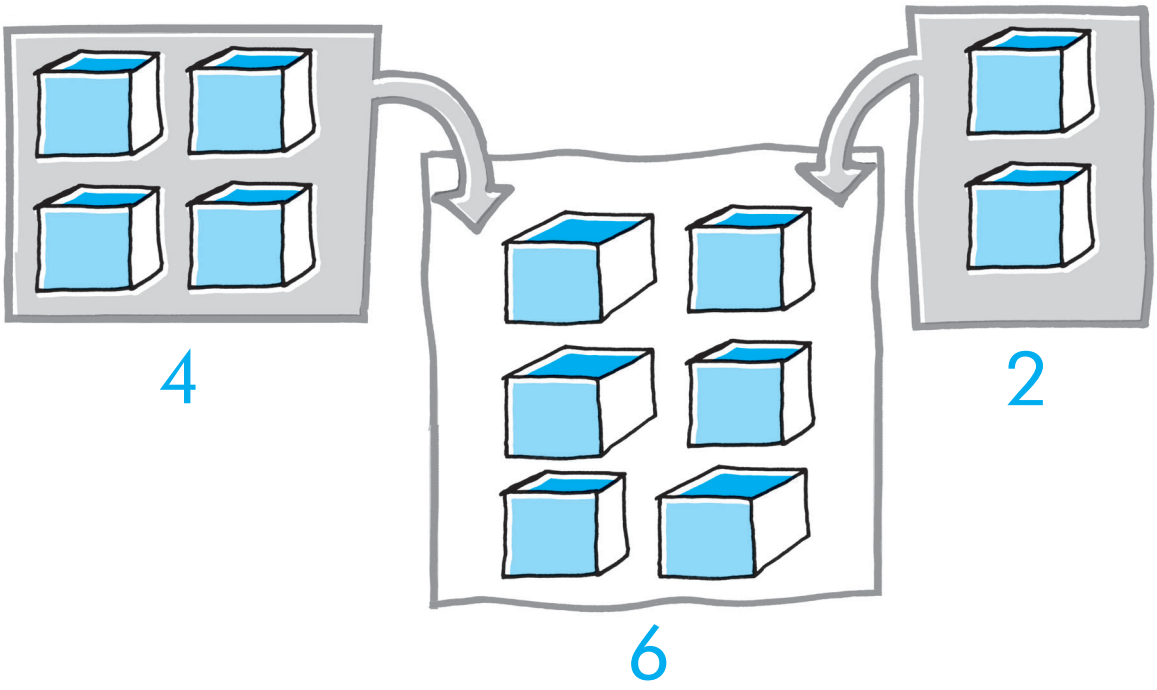


3 + 2

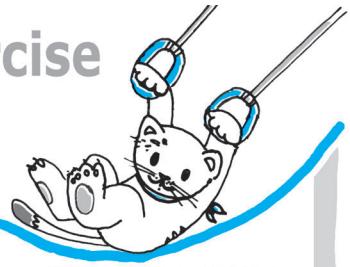
Let us add

Activity

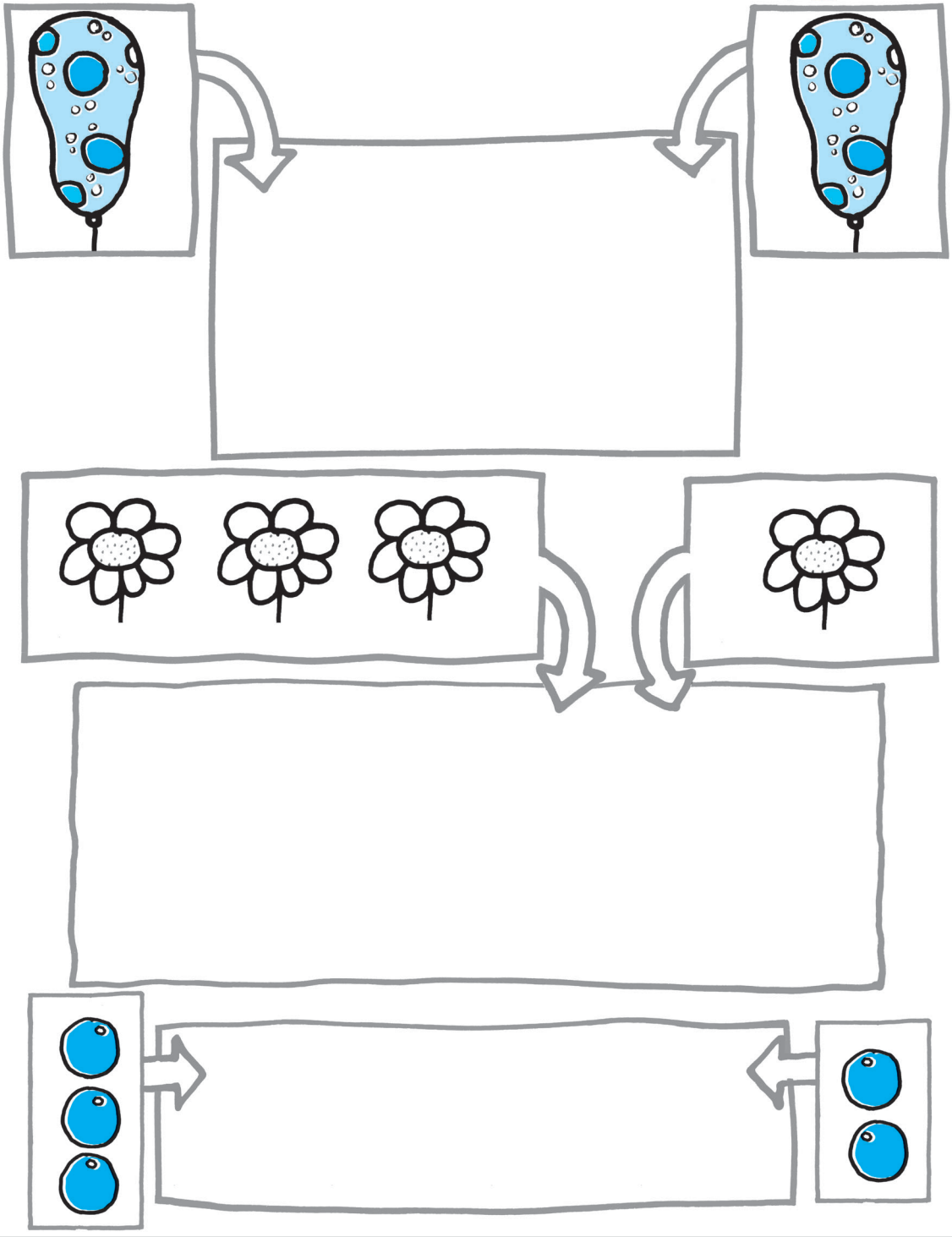




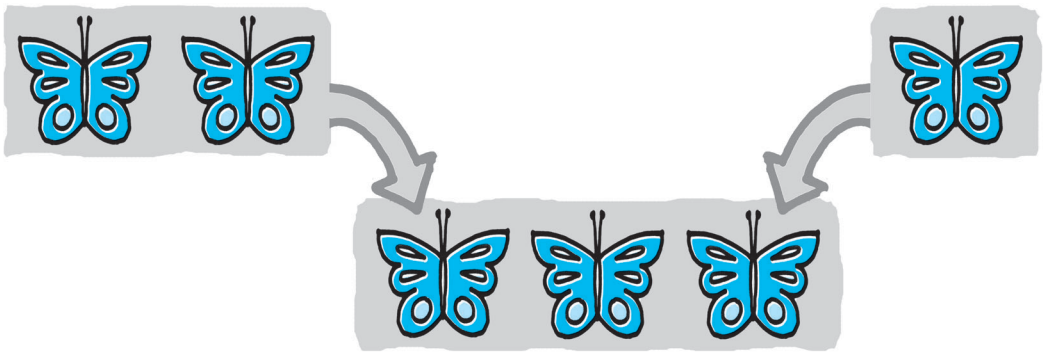
Exercise

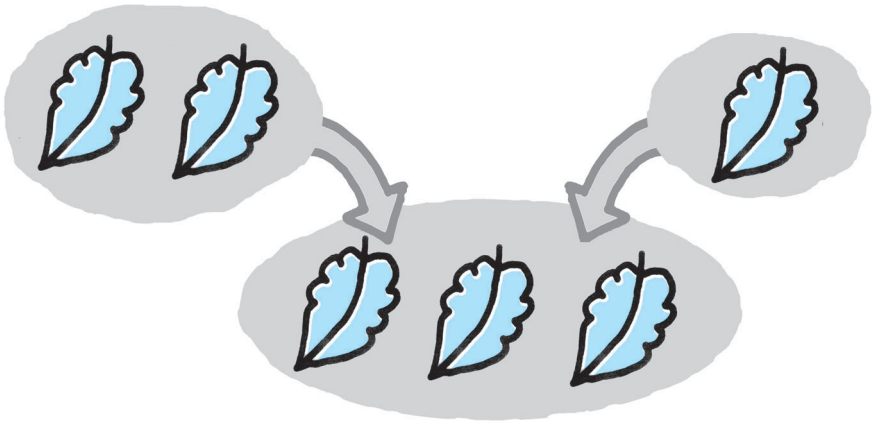


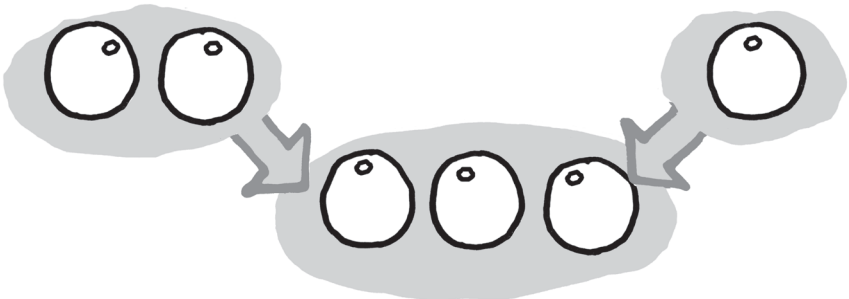
Draw all the objects together in the given box



Let us add







$$2 + 1 = 3$$

Exercise

Let us add


2 + 1 = 3

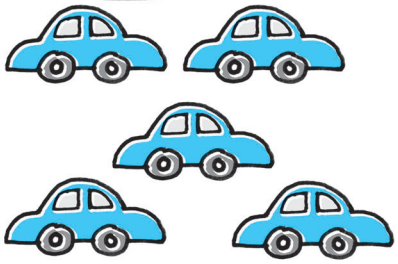

3 + 2 = ____


5 + 1 = ____


5 + 3 = ____

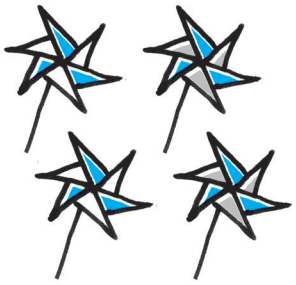
Exercise

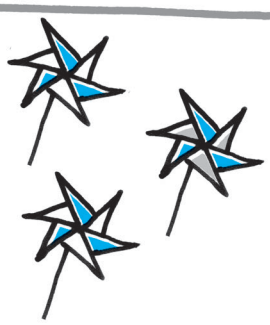
Count and add



5 + 2 =

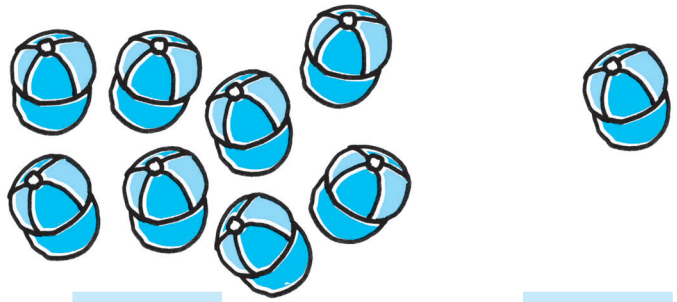
___ + ___ =

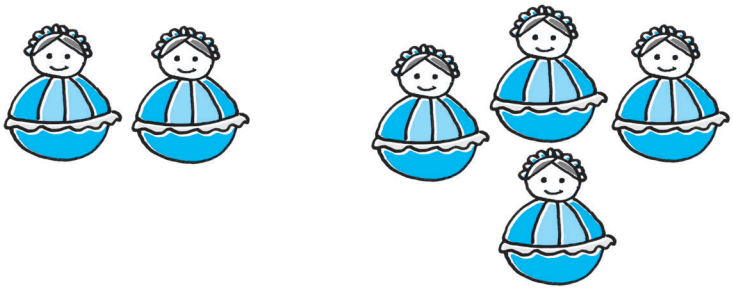


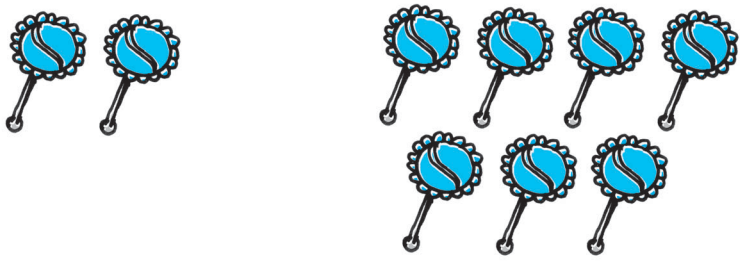


___ + ___ =

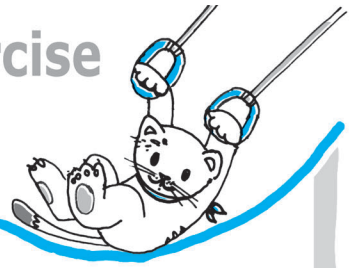
Count and add







Exercise



Draw marbles and add

6 + 3 = 9

○○○○○ + ○○○
○

7 + 1 =

4 + 2 =

5 + 4 =

Sums

3 + 2 = ☐

3 + 3 = ☐

8 + 1 = ☐

7 + 2 = ☐

5 + 3 = ☐

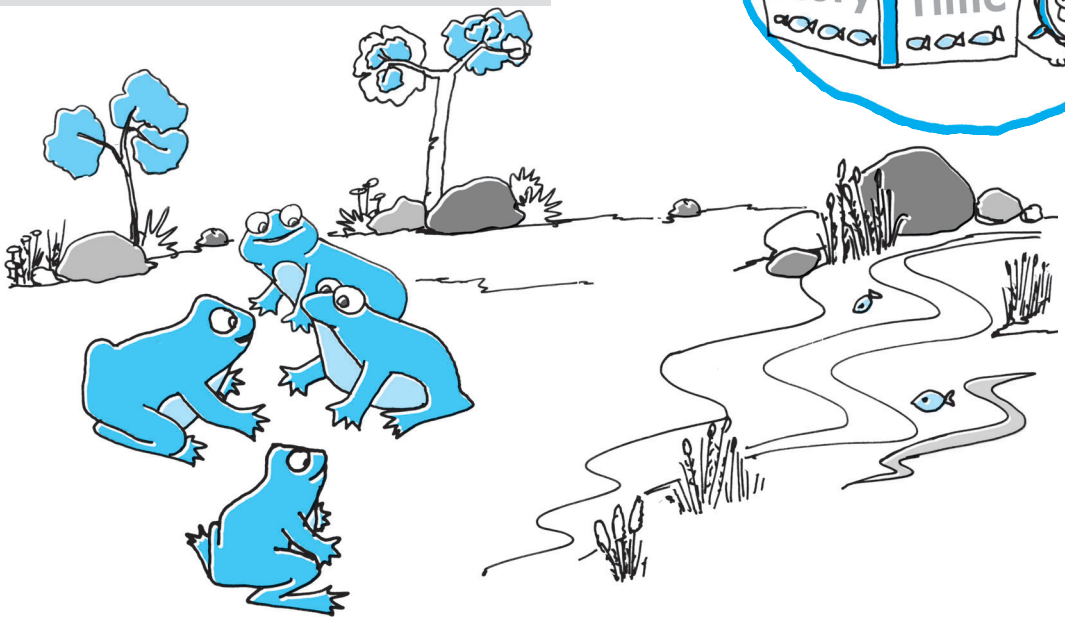
6 + 3 = ☐

2 + 5 = ☐

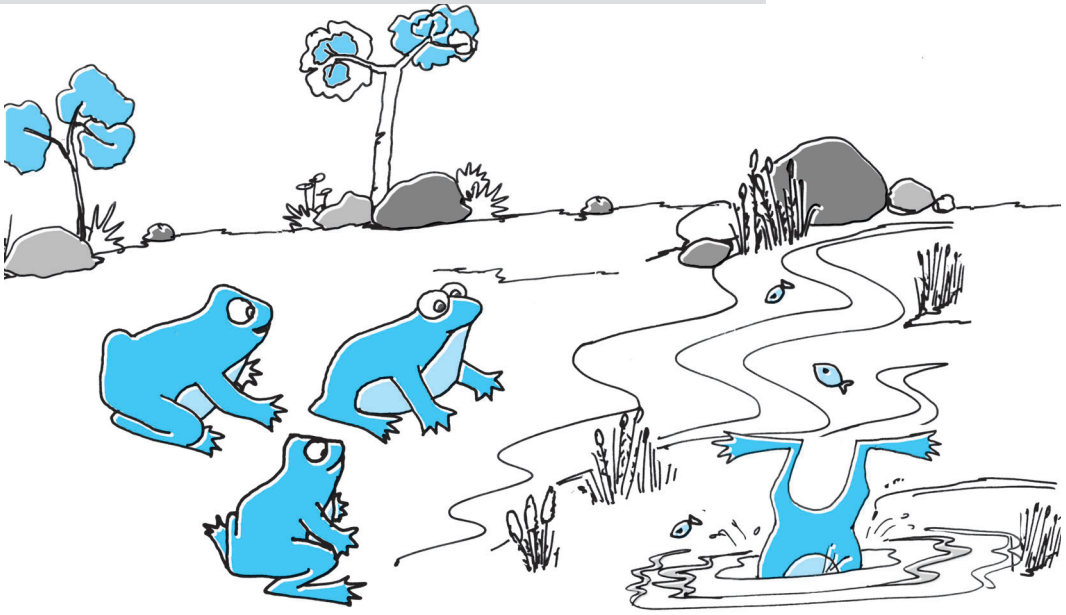
3 + 4 = ☐

Unit 6

There were four frogs playing near the stream.

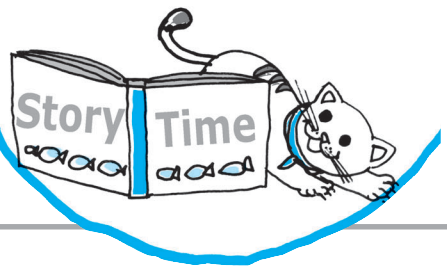


One frog jumped into the stream. How many are left?

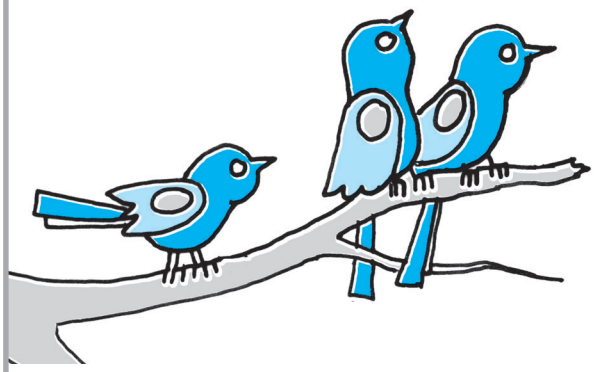


$4 - 1 = 3$

How many are left?



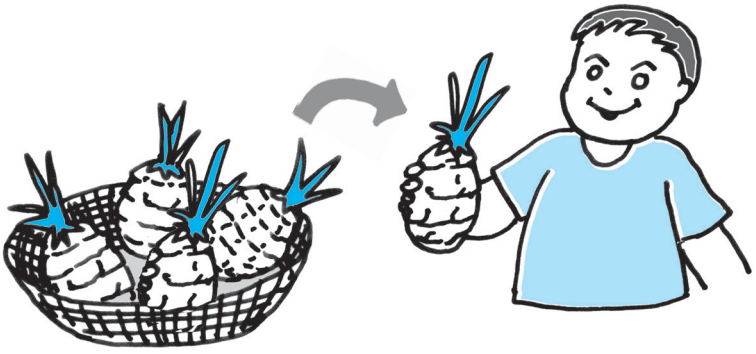
There were five birds.Two flew away. How many are left?



5 – 2 = 3

4 – 2 = ____

7 – 3 = ____



5 – 1 = ____

How many are left?

Kids in the boat

4 – 1 =

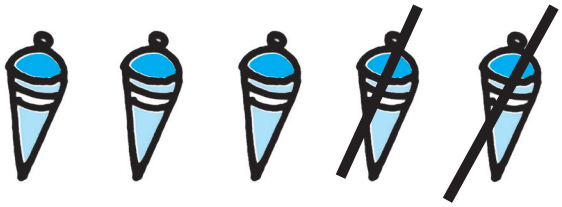
Standing Kids

5 – 1 =

Exercise

Let us take away

3 – 1 = 2



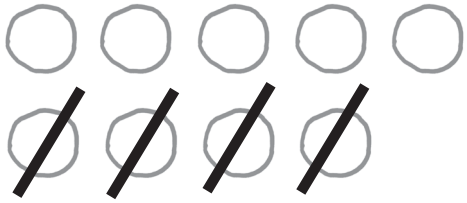
5 – ☐ = ☐

6 – ☐ = ☐

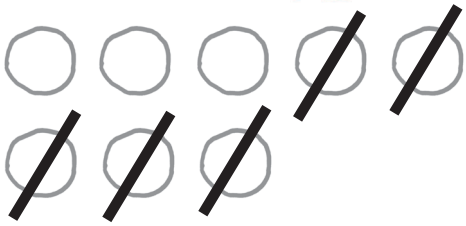
6 – ☐ = ☐

Exercise

Let us take away

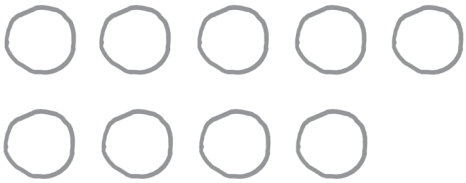


9 – 4 = 5

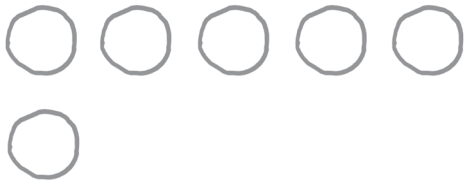


8 – 5 = ☐

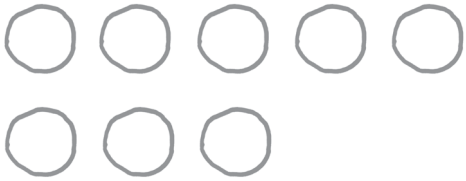
5 – 1 = ☐



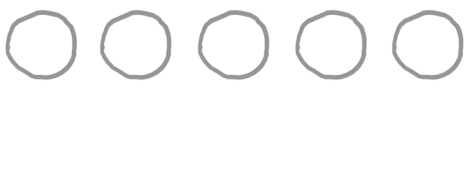
9 – 2 = ☐



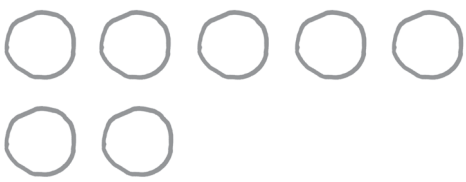
6 – 2 = ☐



8 – 2 = ☐

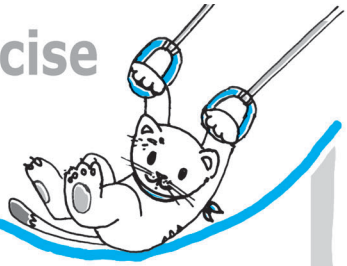


5 – 3 = ☐



7 – 4 = ☐

Exercise



Let us take away

○ ○ ○ ○ ○
○ ○ ○ ○

9 – 3 = ☐

○ ○ ○ ○ ○
○ ○ ○

8 – 4 = ☐

○ ○ ○ ○ ○

5 – 4 = ☐

○ ○ ○ ○ ○
○ ○

7 – 2 = ☐

○ ○ ○ ○ ○
○

6 – 5 = ☐

○ ○ ○ ○ ○
○ ○ ○ ○

9 – 1 = ☐

○ ○ ○ ○ ○
○ ○ ○

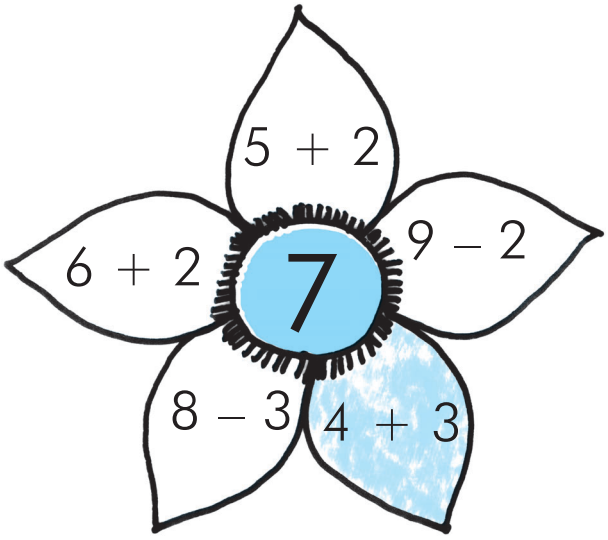
8 – 3 = ☐

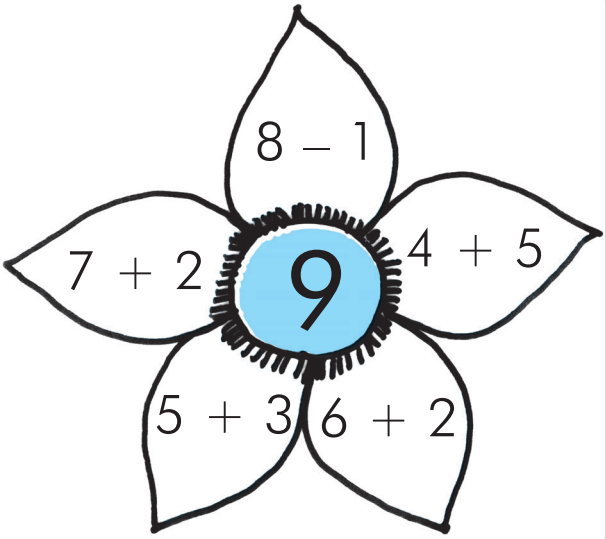
○ ○ ○ ○ ○
○

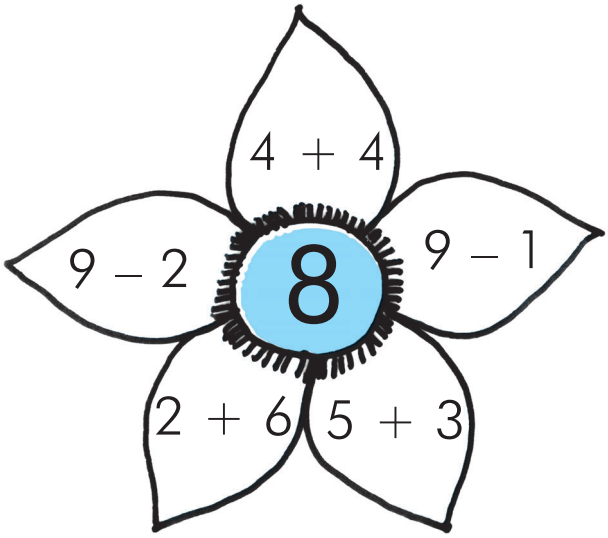
6 – 3 = ☐

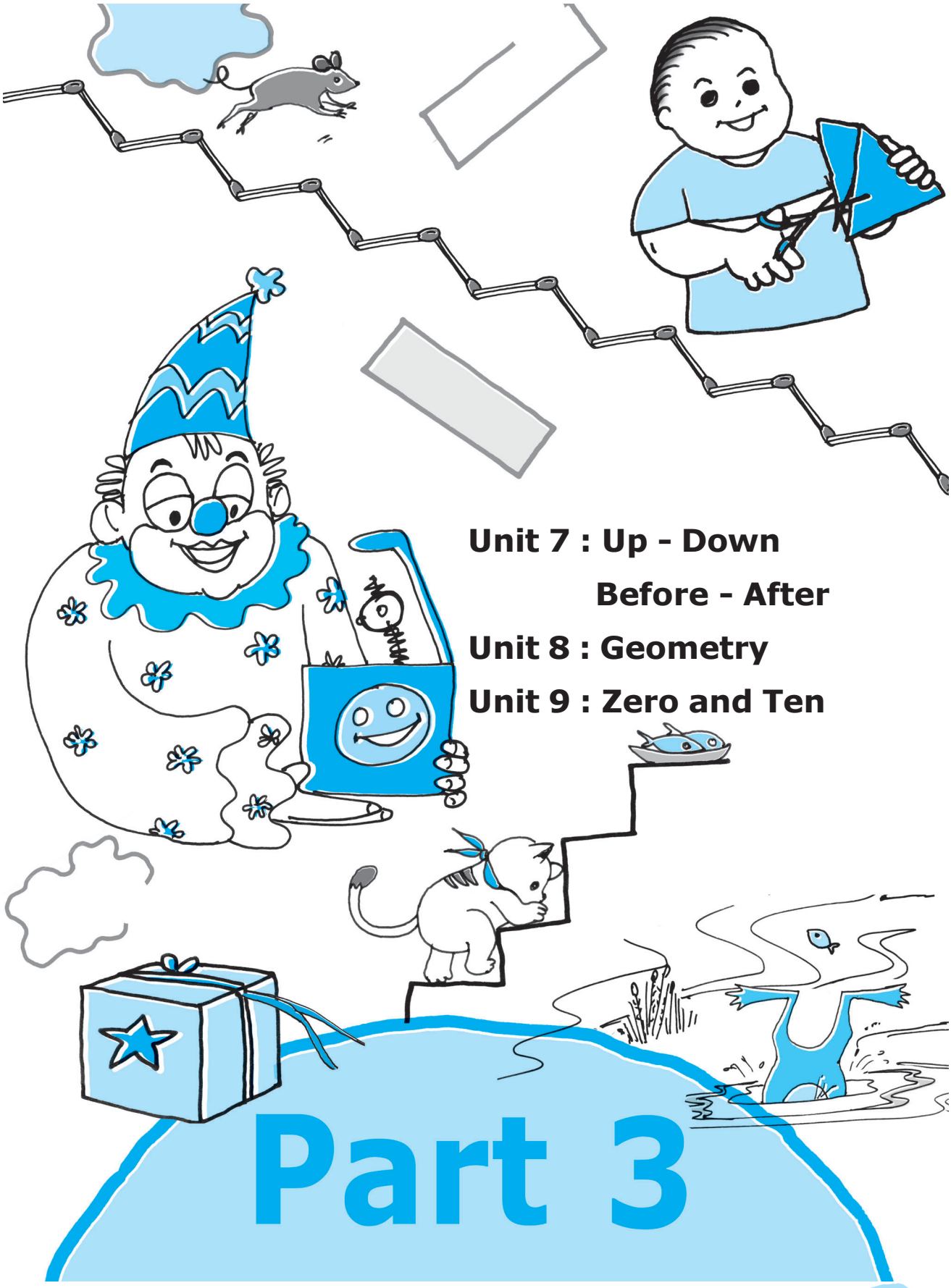
Exercise

Colour the petals if the answer is right









Unit 7 : Up - Down
Before - After

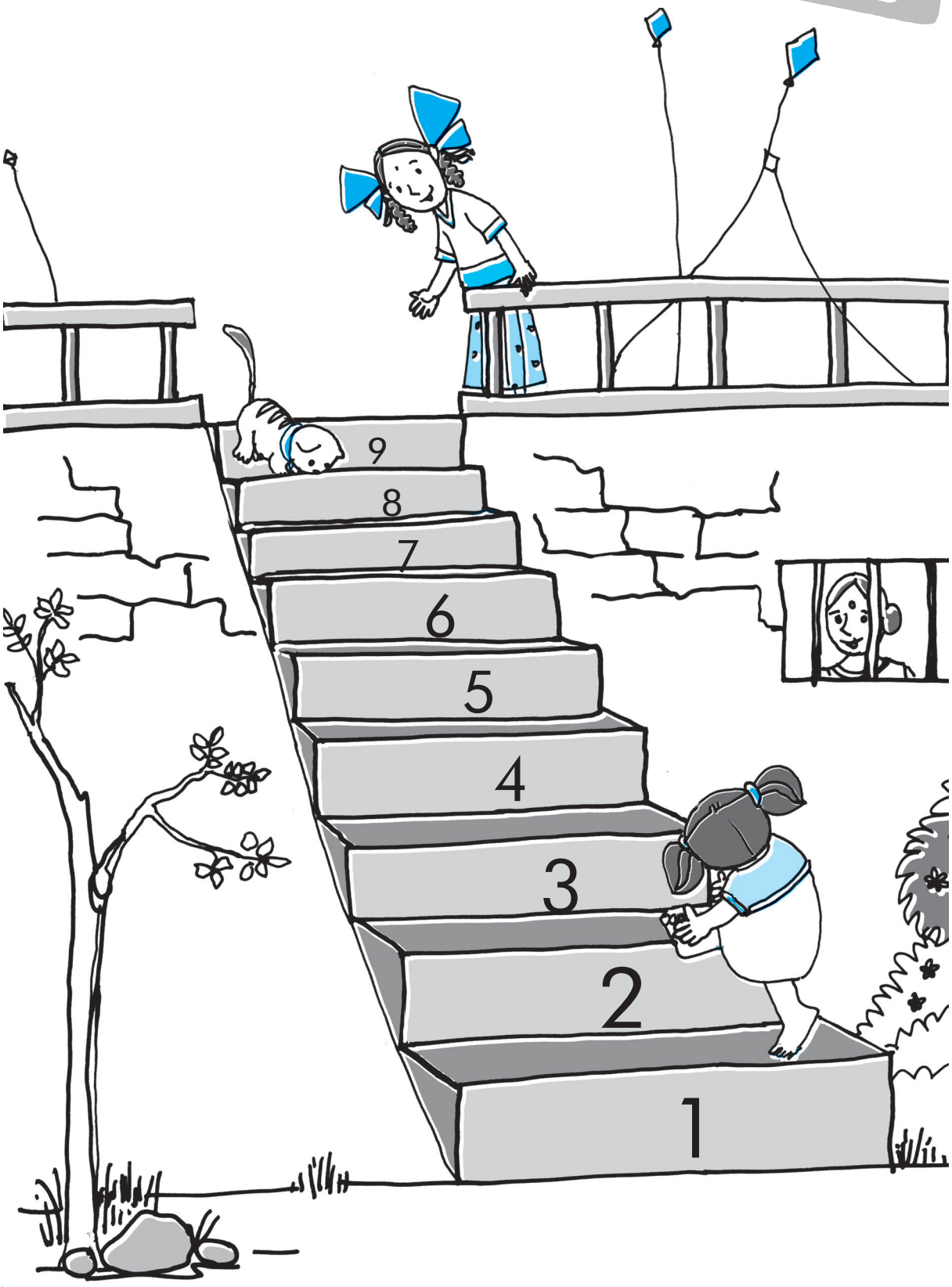
Unit 8 : Geometry

Unit 9 : Zero and Ten

Part 3

Unit 7

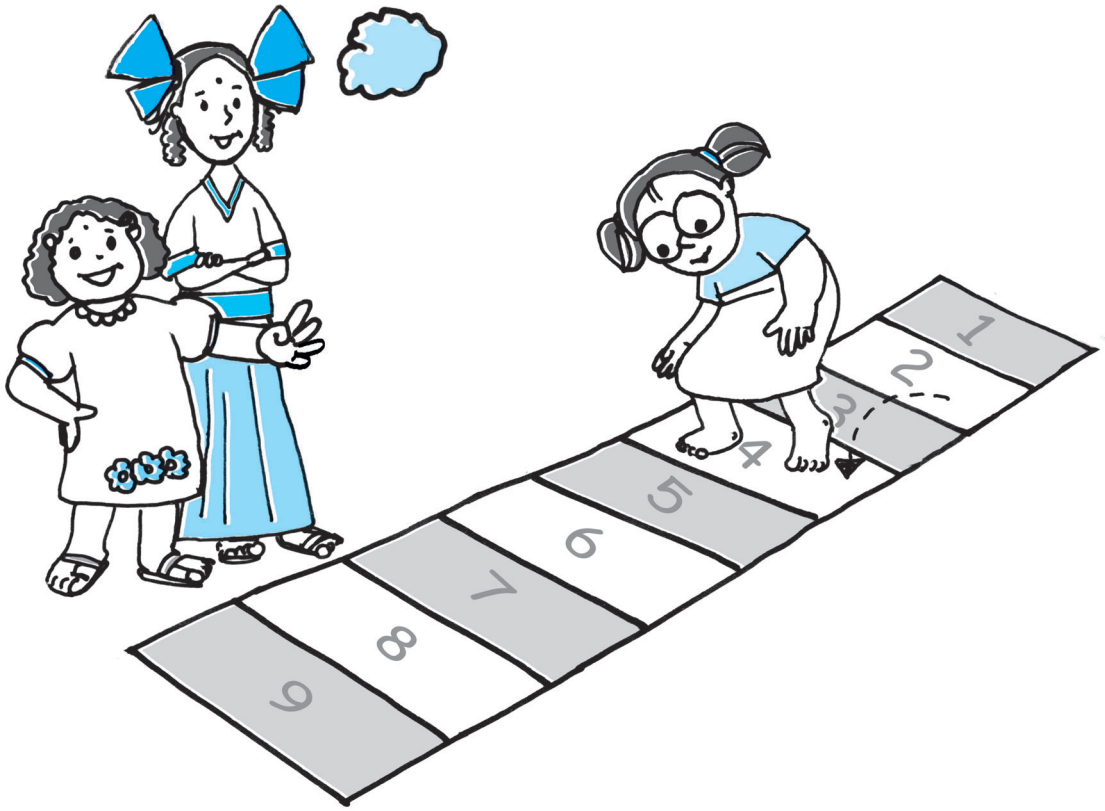
Count Up and Down



A hopping game

Activity

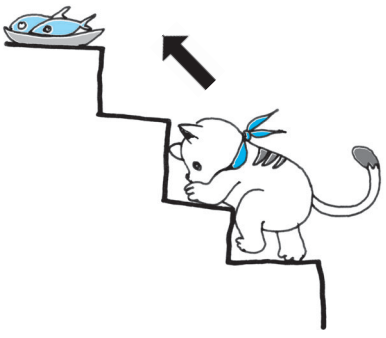
Call out a number and tell your friend to hop on that number.

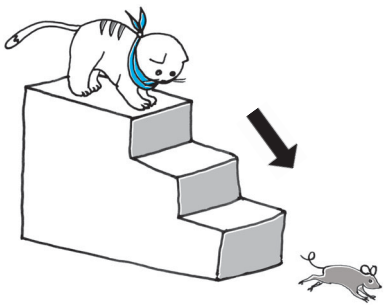


Count up / Count Down

Count up from 6 upto 9

Count up from 4 upto 8





Count down from 6 to 9

Count down from 4 to 8

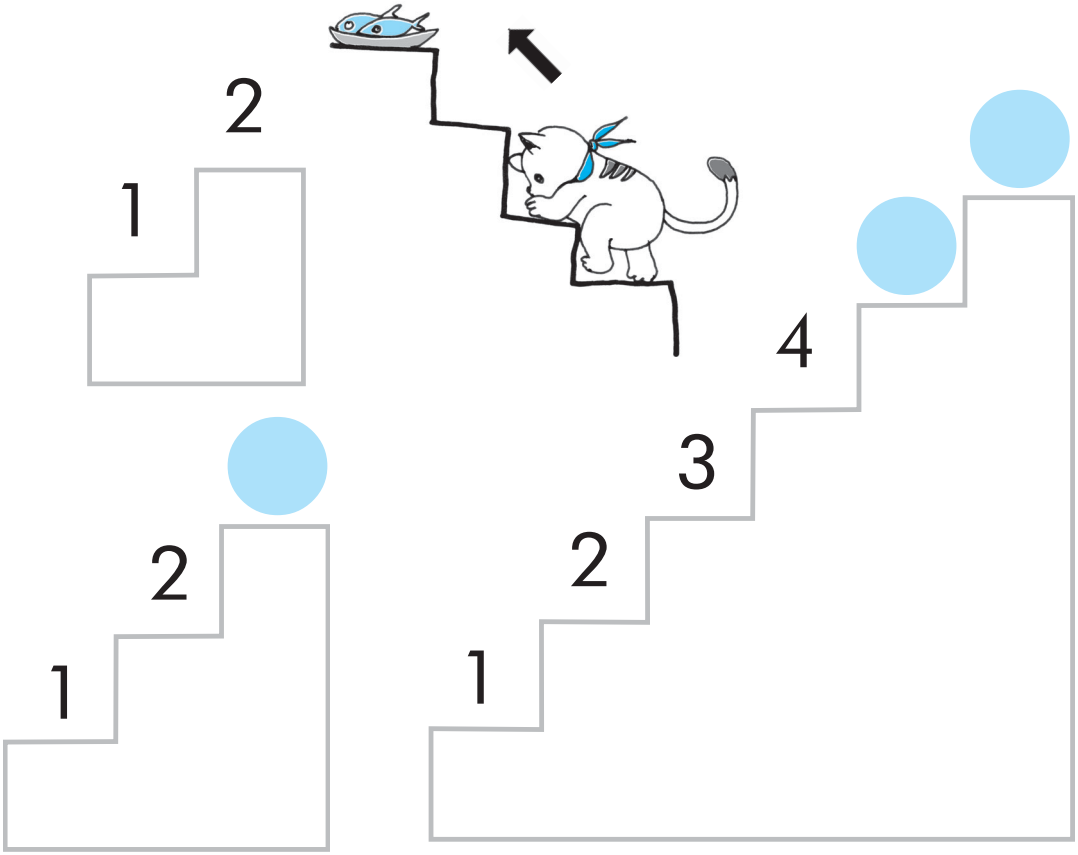
Exercise

What comes after?

1	2	3	4	5

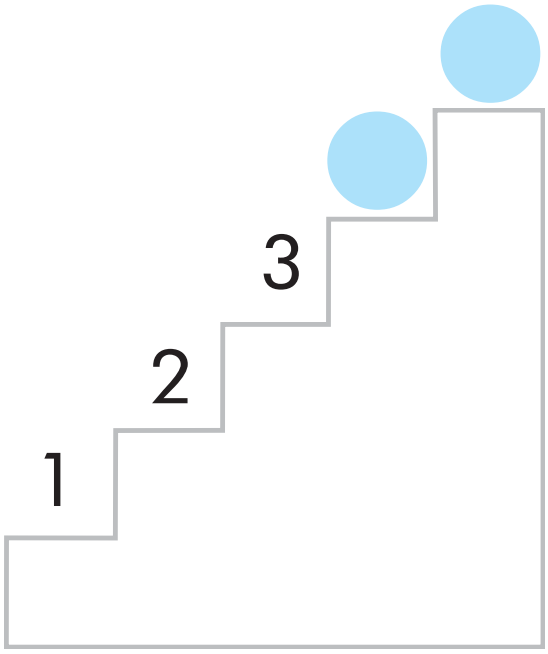
6	7	8	9

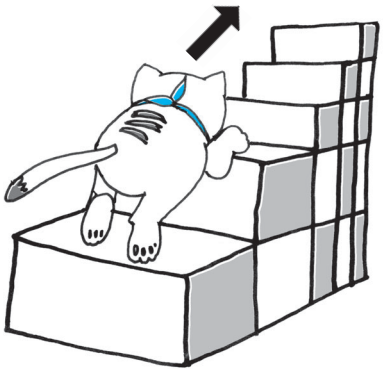
What comes after?

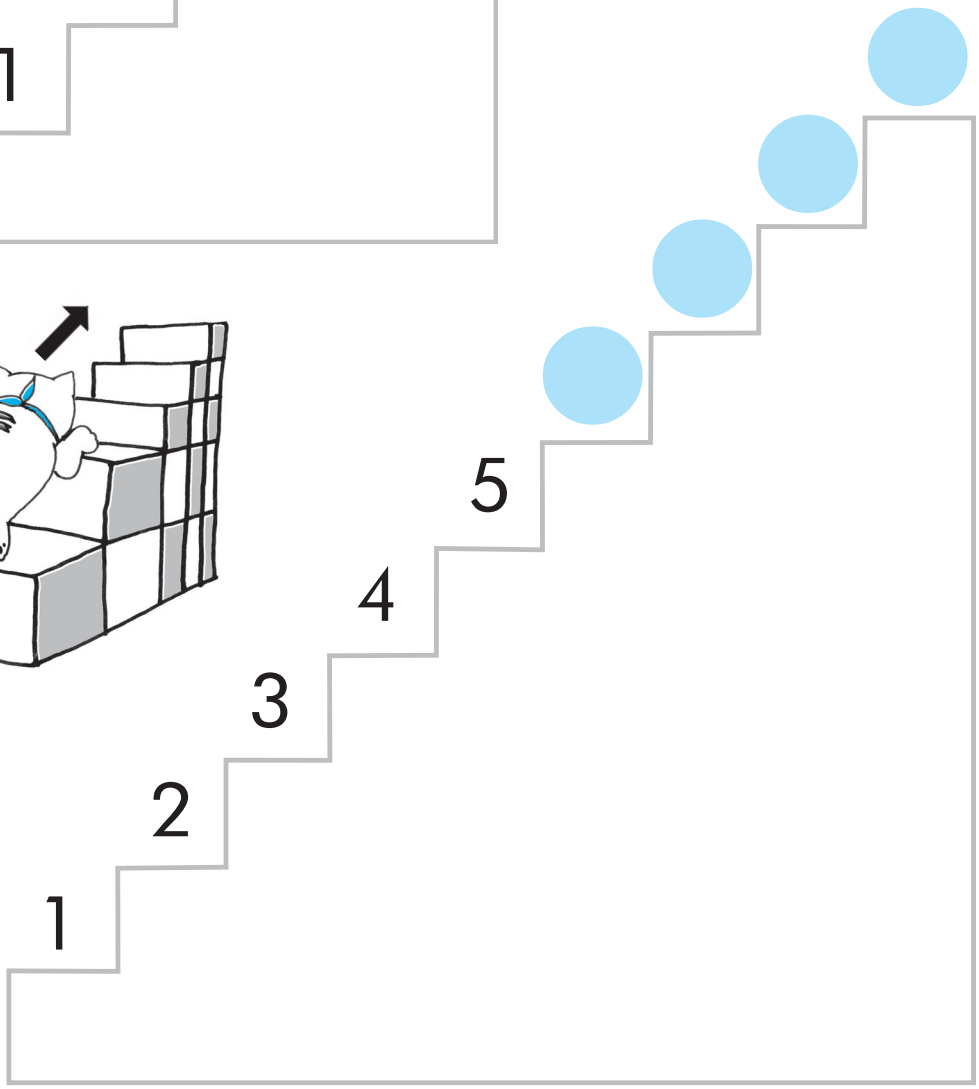


Exercise

What comes after?







Exercise

What comes before?

6

5

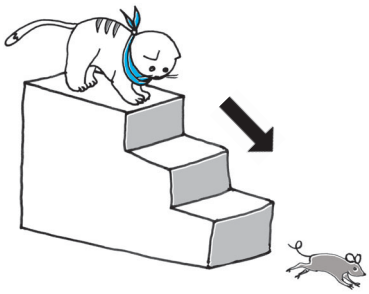
9

8

7

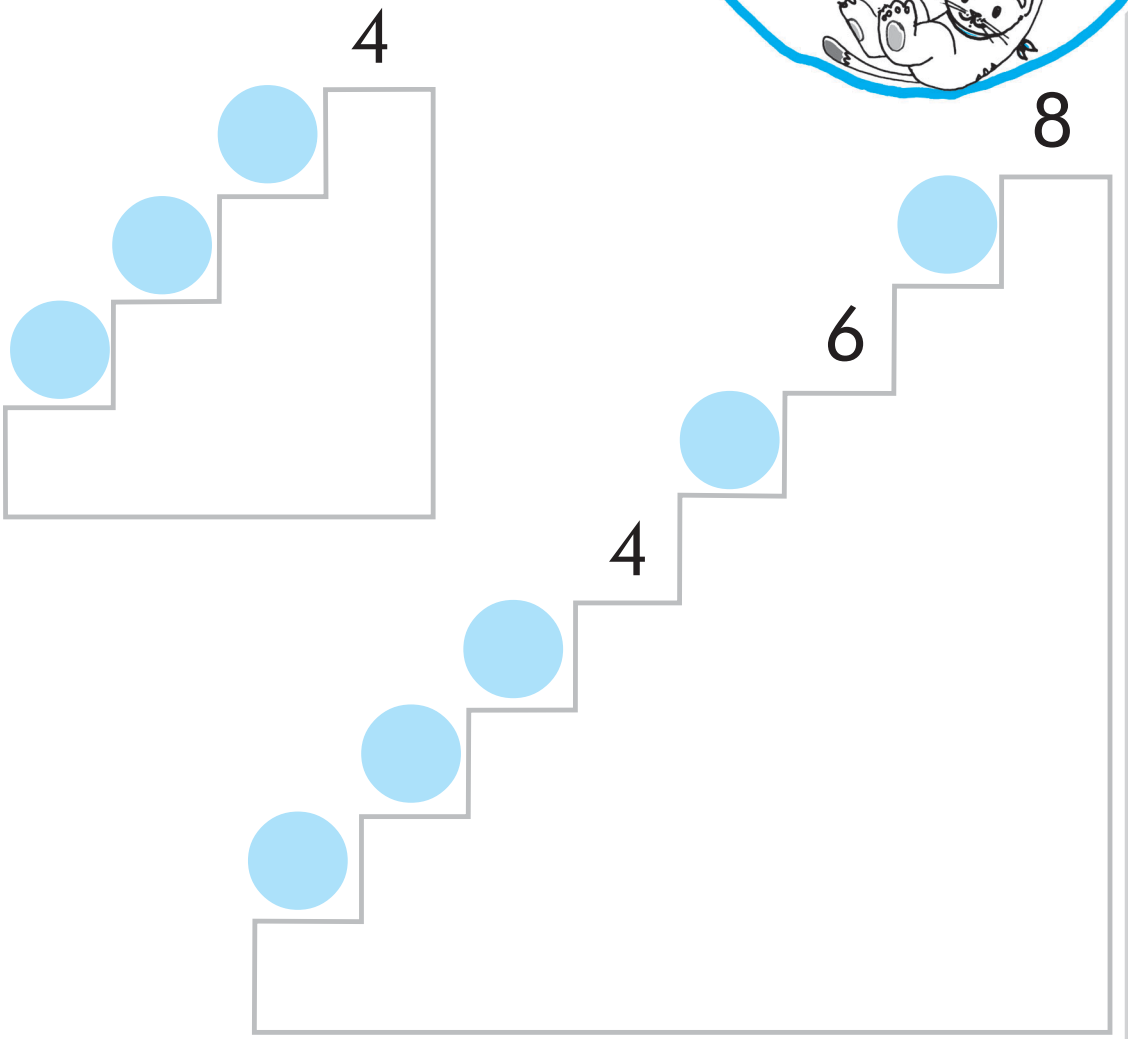
6

5



Exercise

What comes after and before?



What comes after?

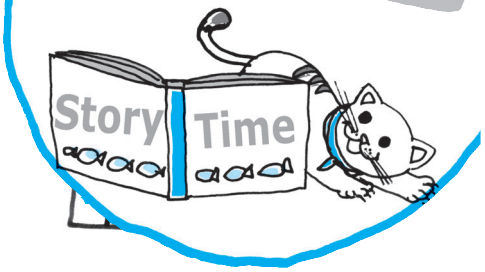
5		3	
8		6	
1		4	

What comes before?

	5		4
	9		2
	7		3

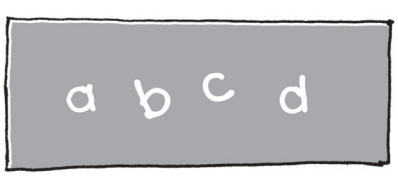
Unit 8

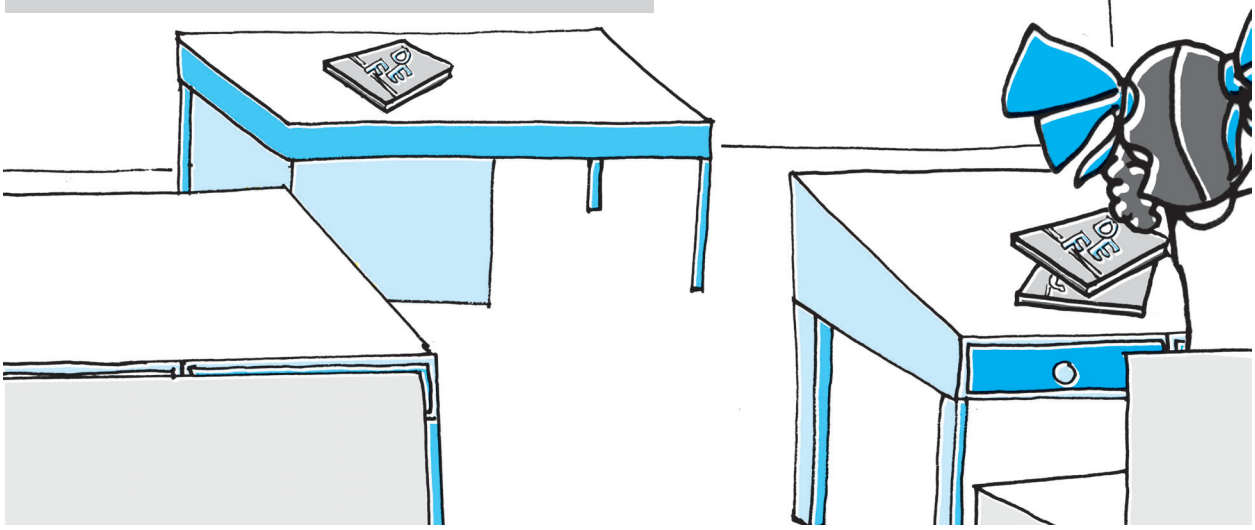
Behind - In front of



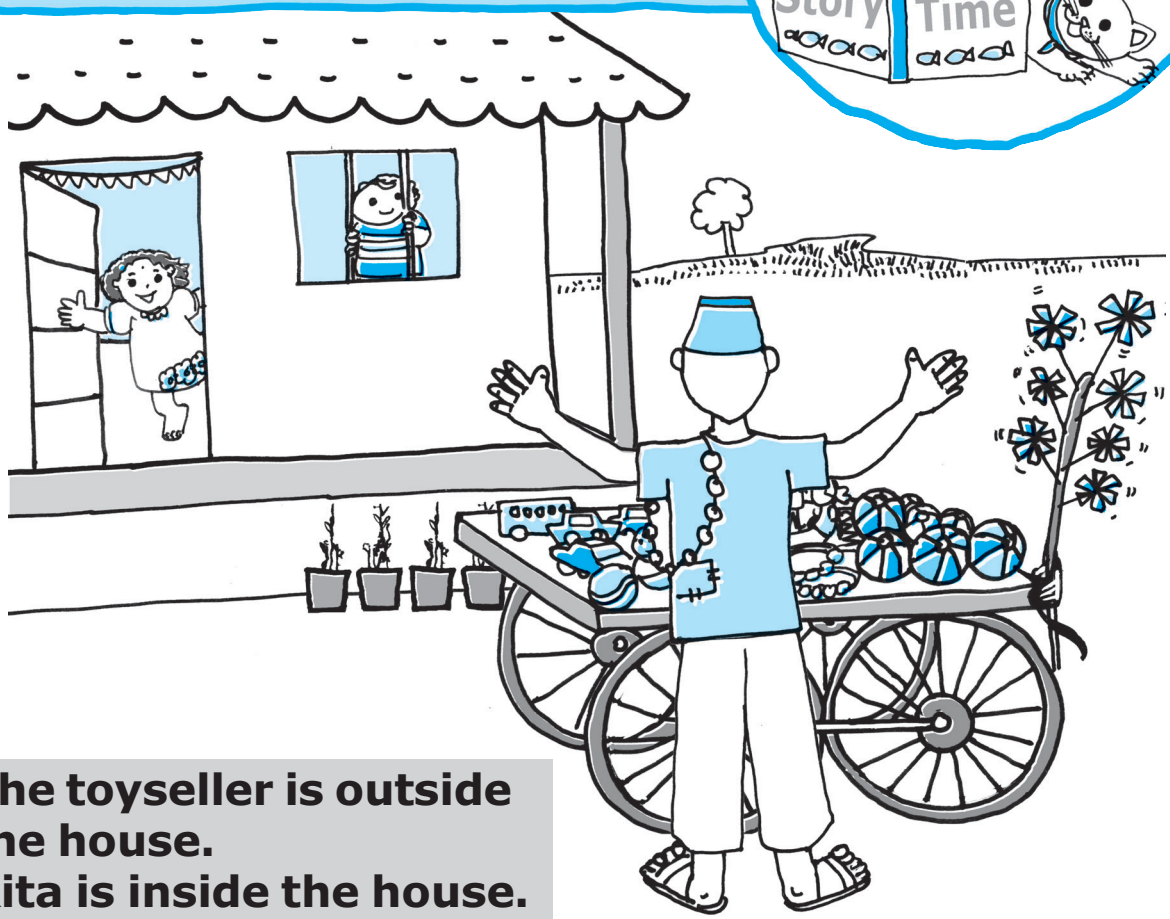
Pintu is behind the cupboard.
Anita is in front of the cupboard.

The blackboard is behind the table.
Neela's desk is in front of the table.



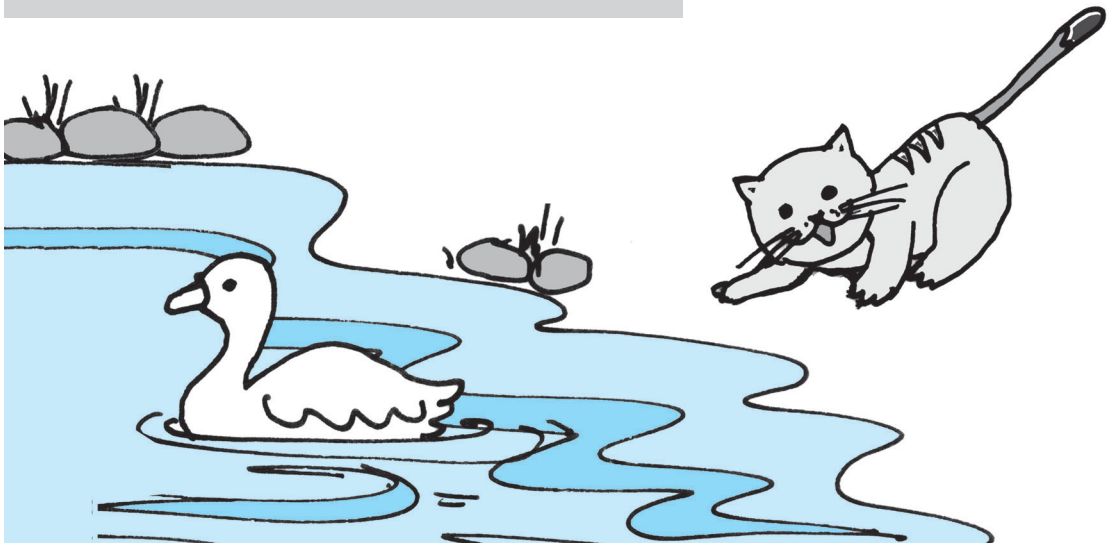


Inside - Outside

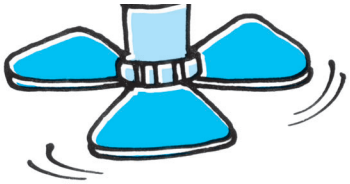


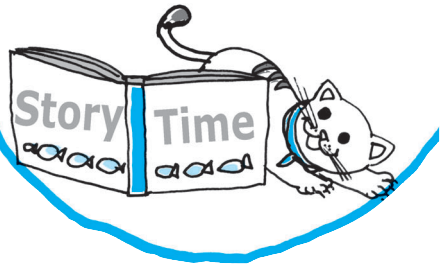
The toyseller is outside the house.
Rita is inside the house.

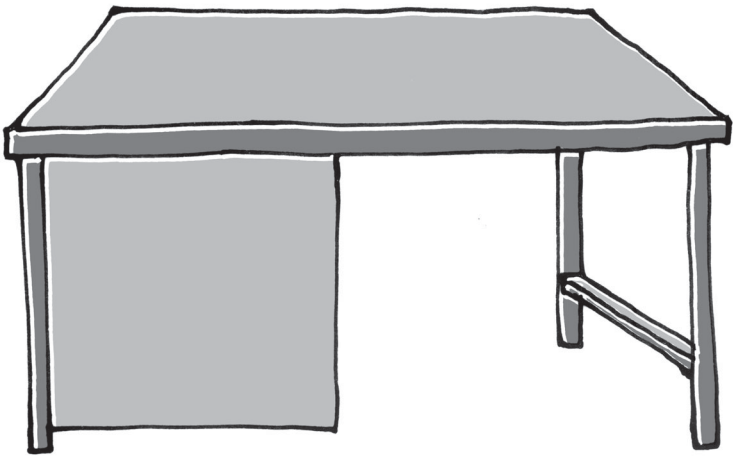
The cat is outside the pond.
The duck is inside the pond.



Above - Below



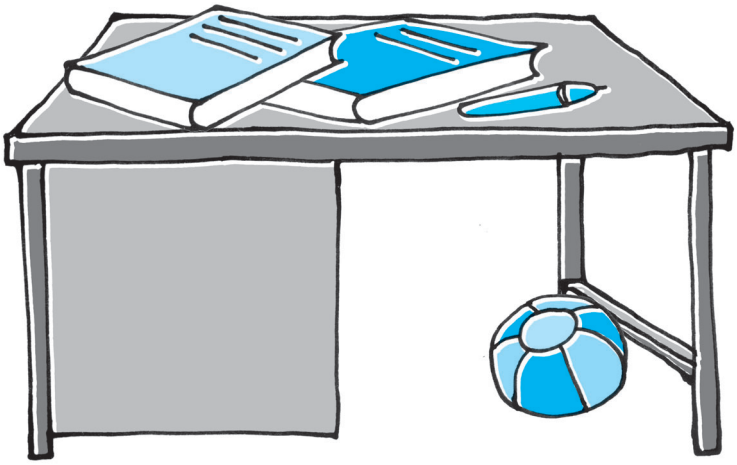




The fan is above the table.

The table is below the fan.

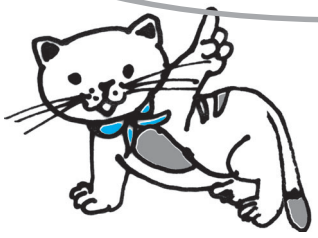
Under - On



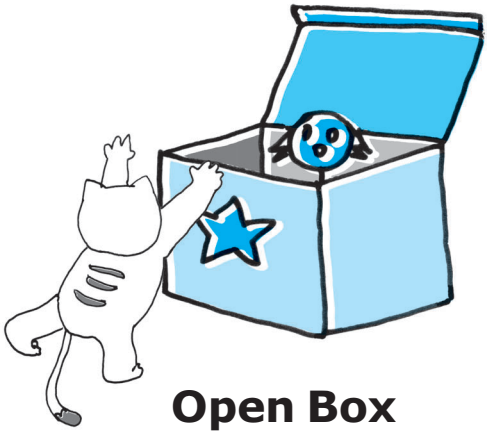
The books are on the table.

The ball is under the table.

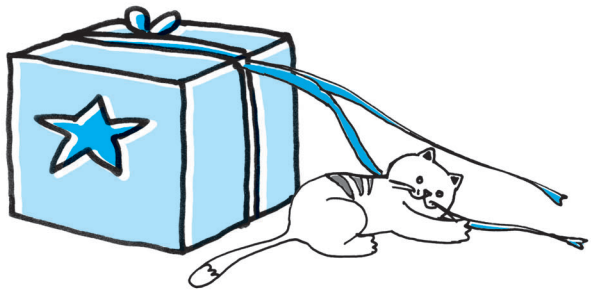
Find out more such situations in your classroom



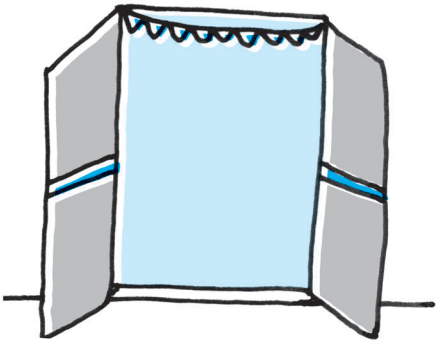
Open and Closed



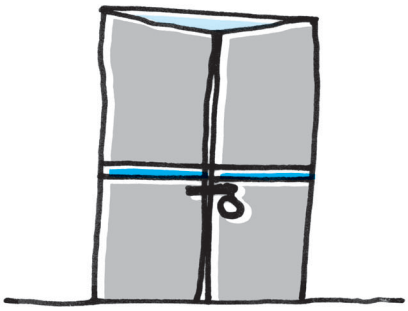
Open Box



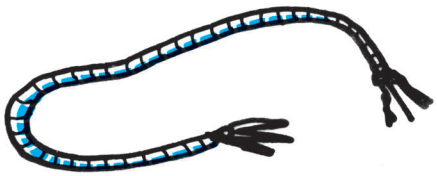
Closed Box



Open Door

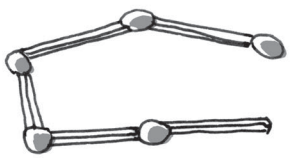


Closed Door

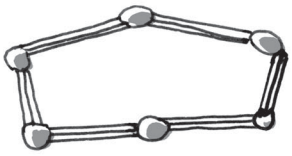


Open shape

Closed shape

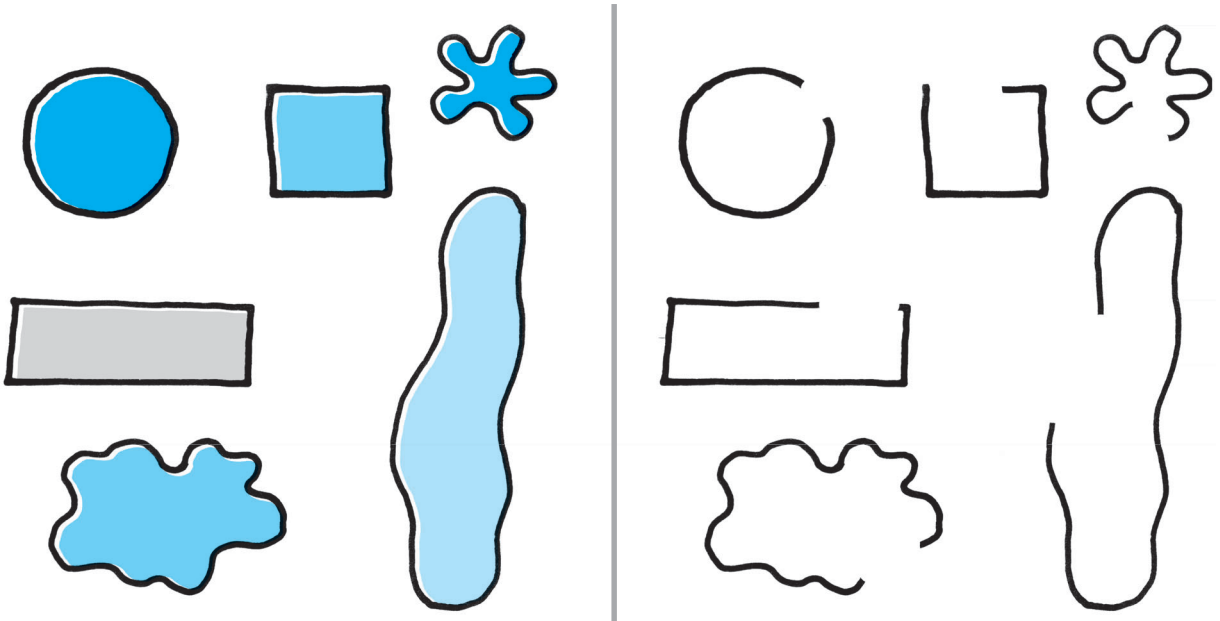


Open shape

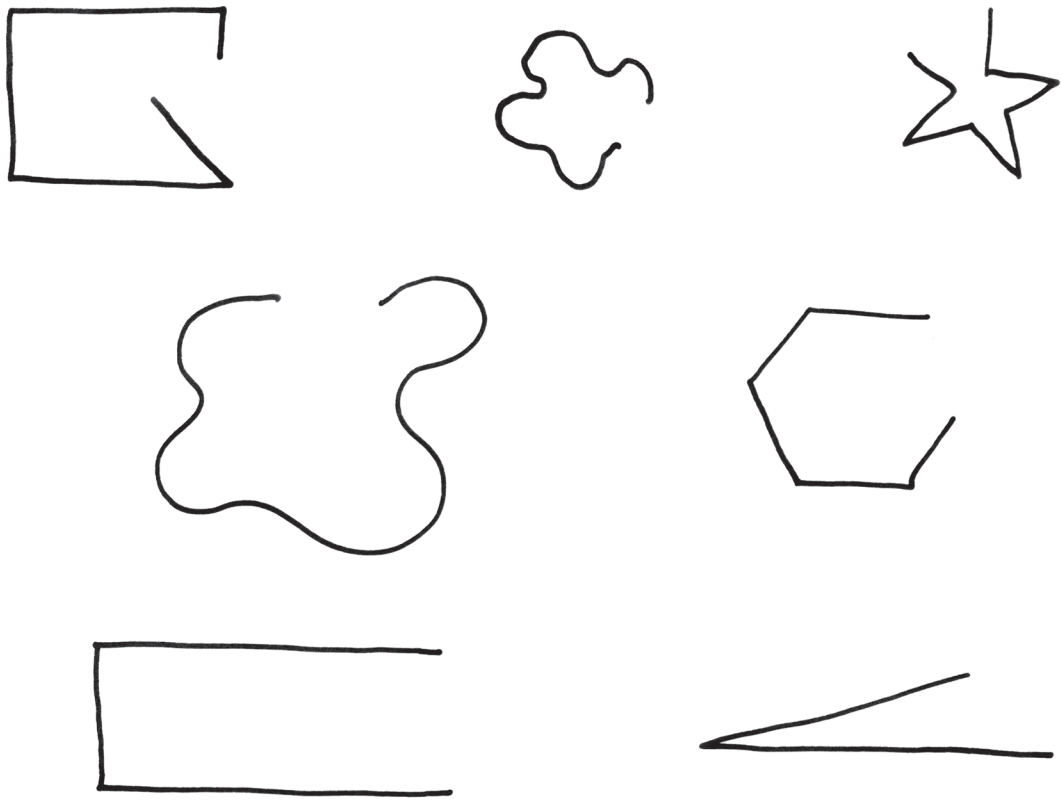


Closed shape

Closed - Open

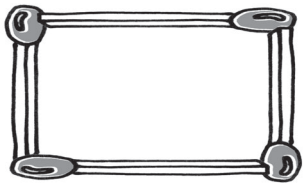


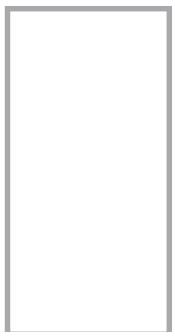
Close the open shape.



Some closed shapes

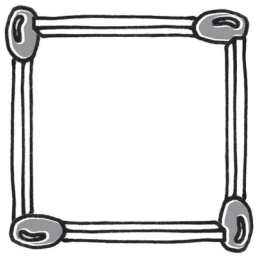
Rectangle

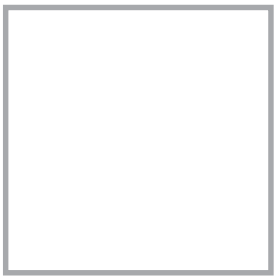




A **rectangle** has four sides.

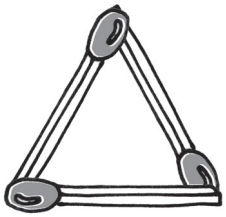
Square

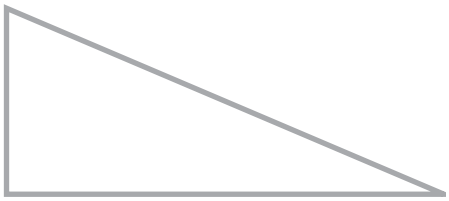


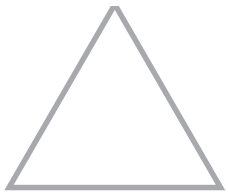


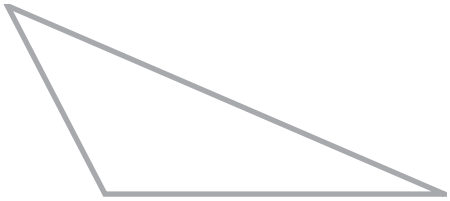
A **square** is a special rectangle. All its sides are equal.

Triangle



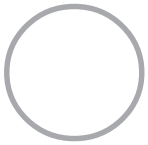


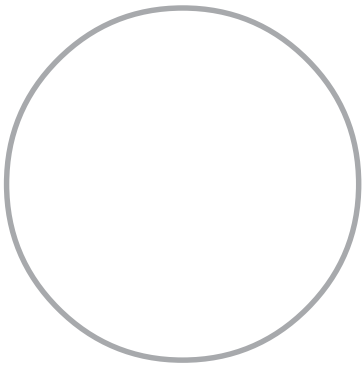




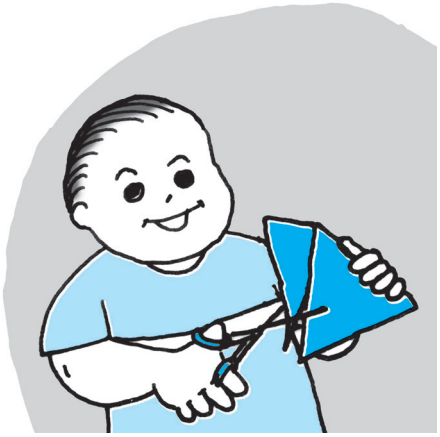
How many sides does a **triangle** have?

Circle



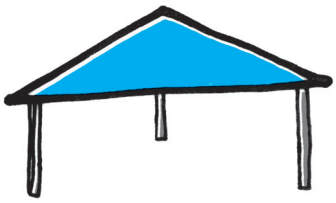


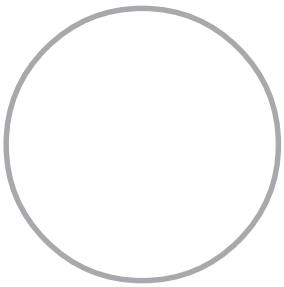
A **circle** is also a closed shape.

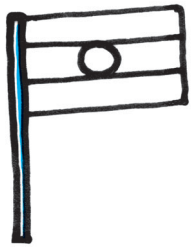


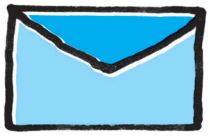
Exercise

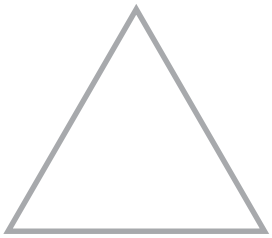
Match the shapes

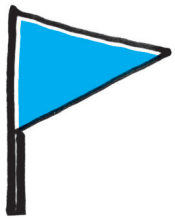


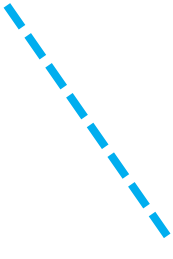


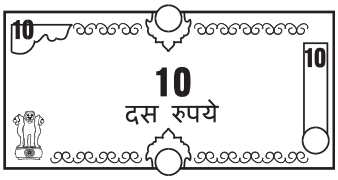


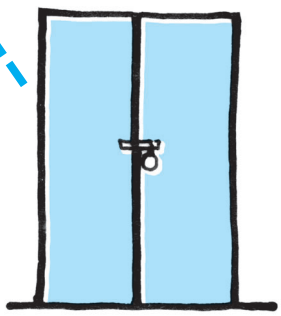






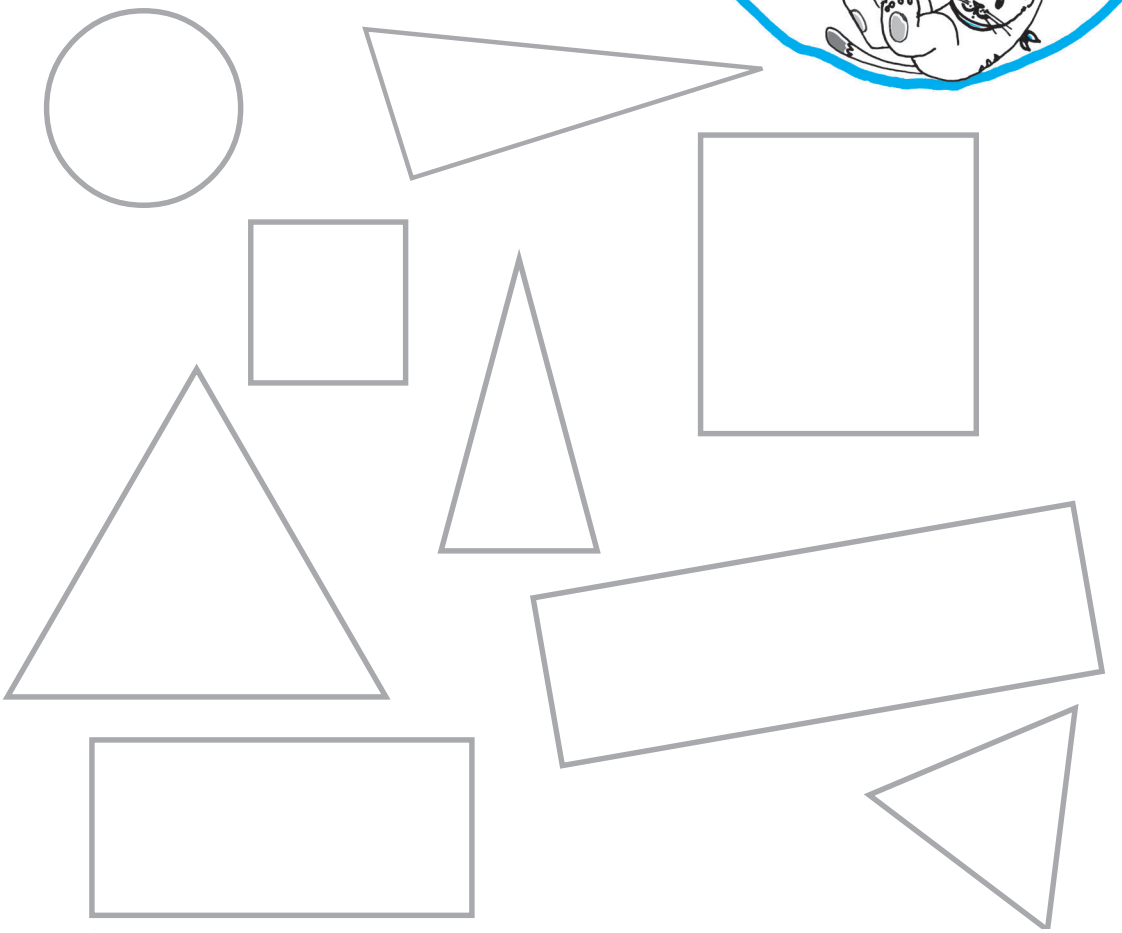




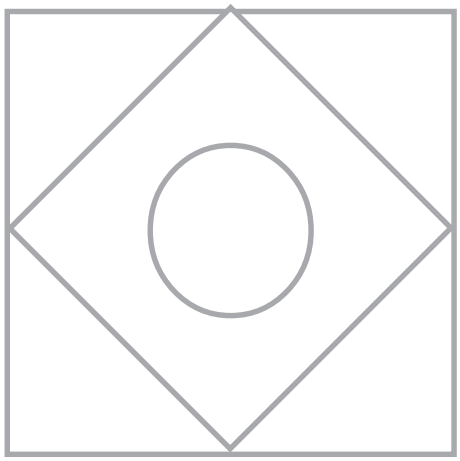


Exercise

Name the shapes.

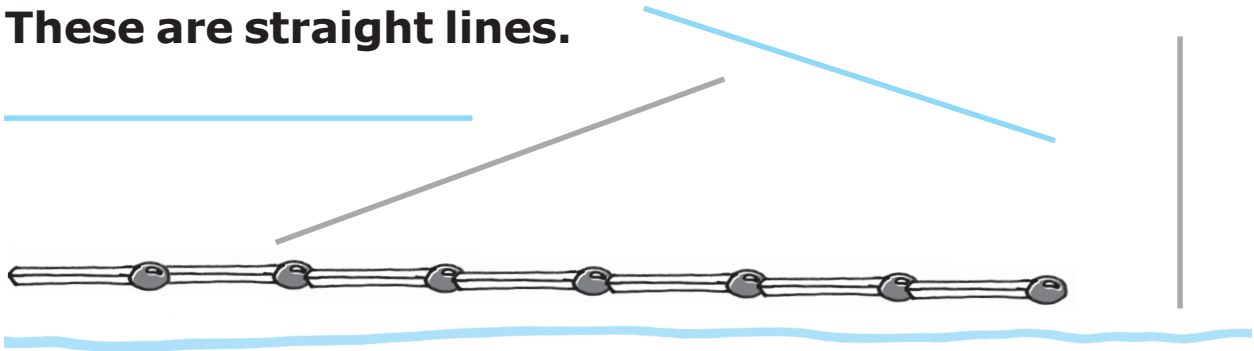


How many shapes do you see?

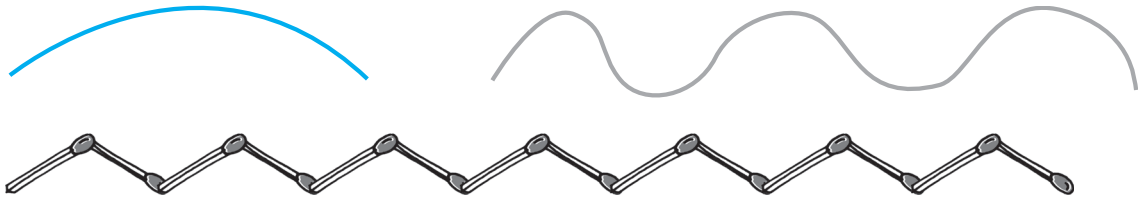


Straight Lines

These are straight lines.

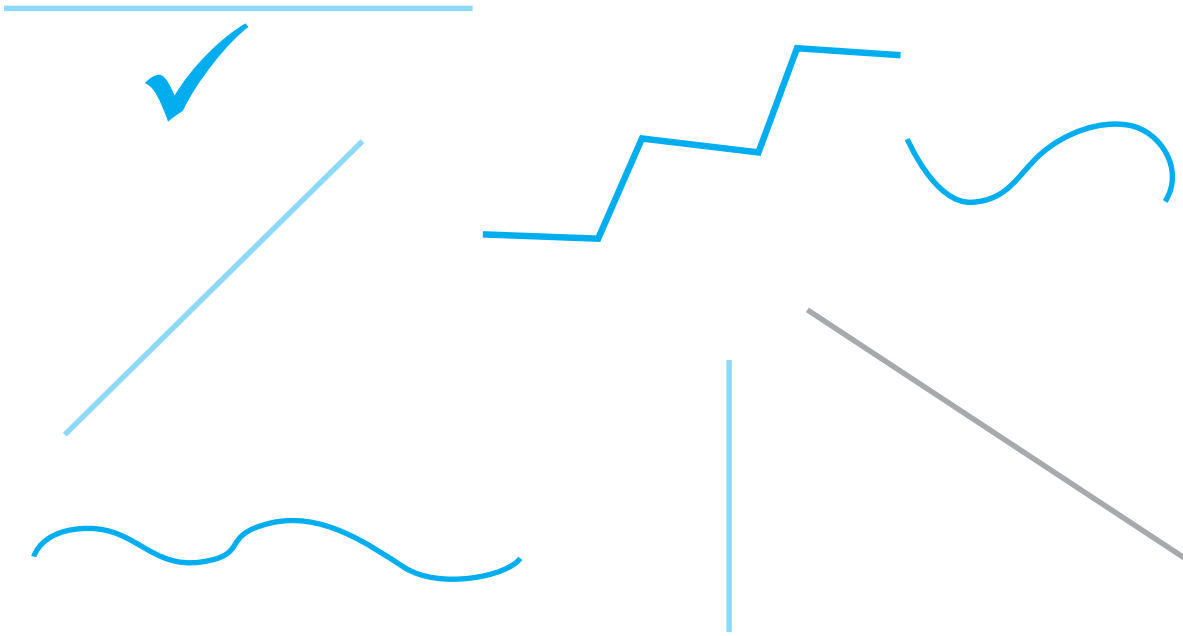


These are not straight lines.



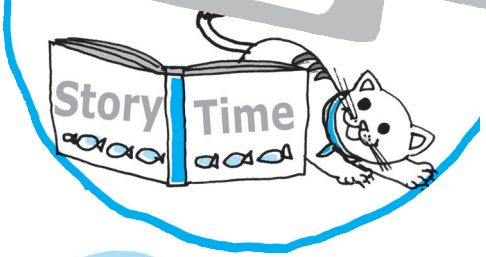
Exercise

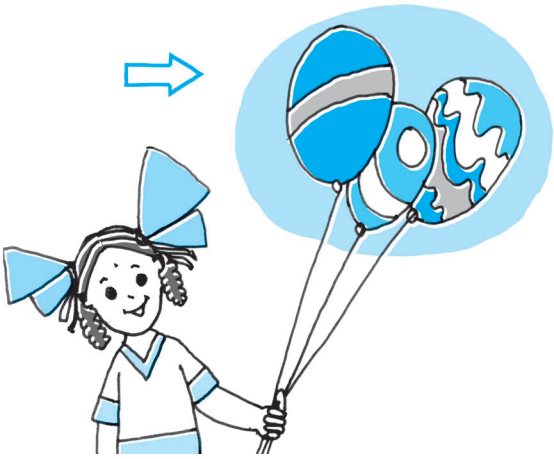
Put a tick mark on the straight lines.



Unit 9

Zero



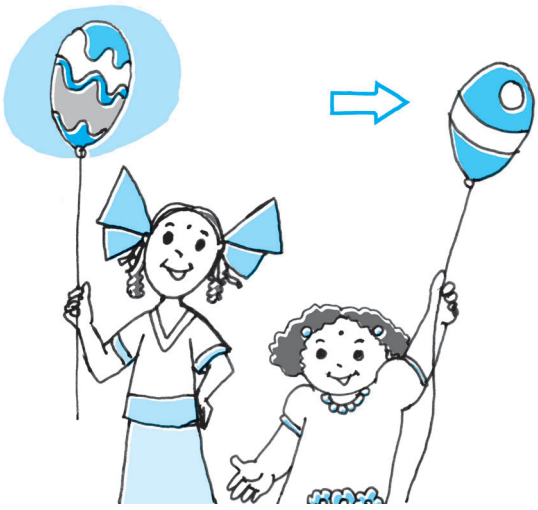


Neela has three balloons.

3

She gave one to Raju.

3 – 1 = 2



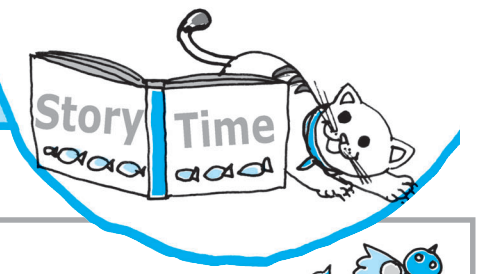
She gave one to Rita.

2 — 1 = 1

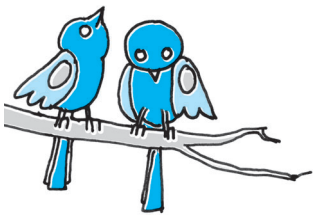
The last balloon burst. How many balloons does she have now?

1 — 1 = 0

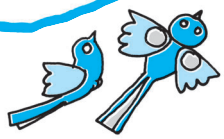
Birds Story



**There were two birds.
Both of them flew away.
How many are left?**

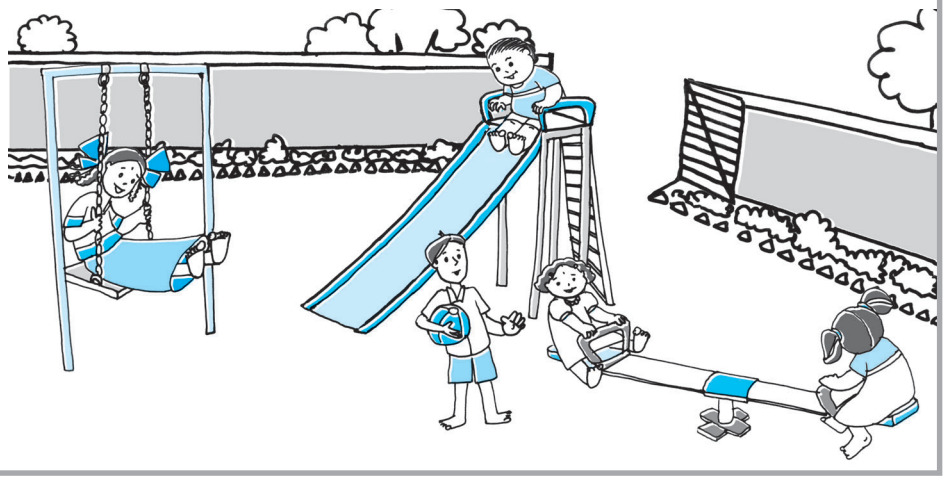


2

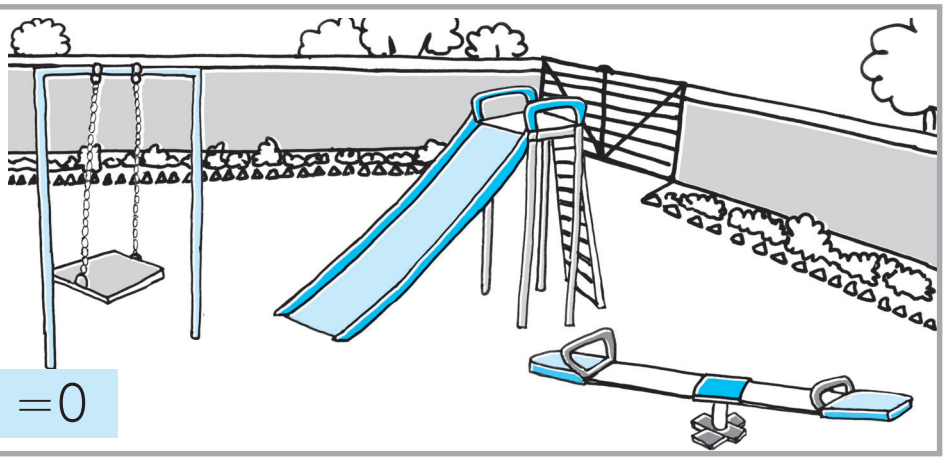


0

**There were five children playing in the garden.
All went home. How many are left?**



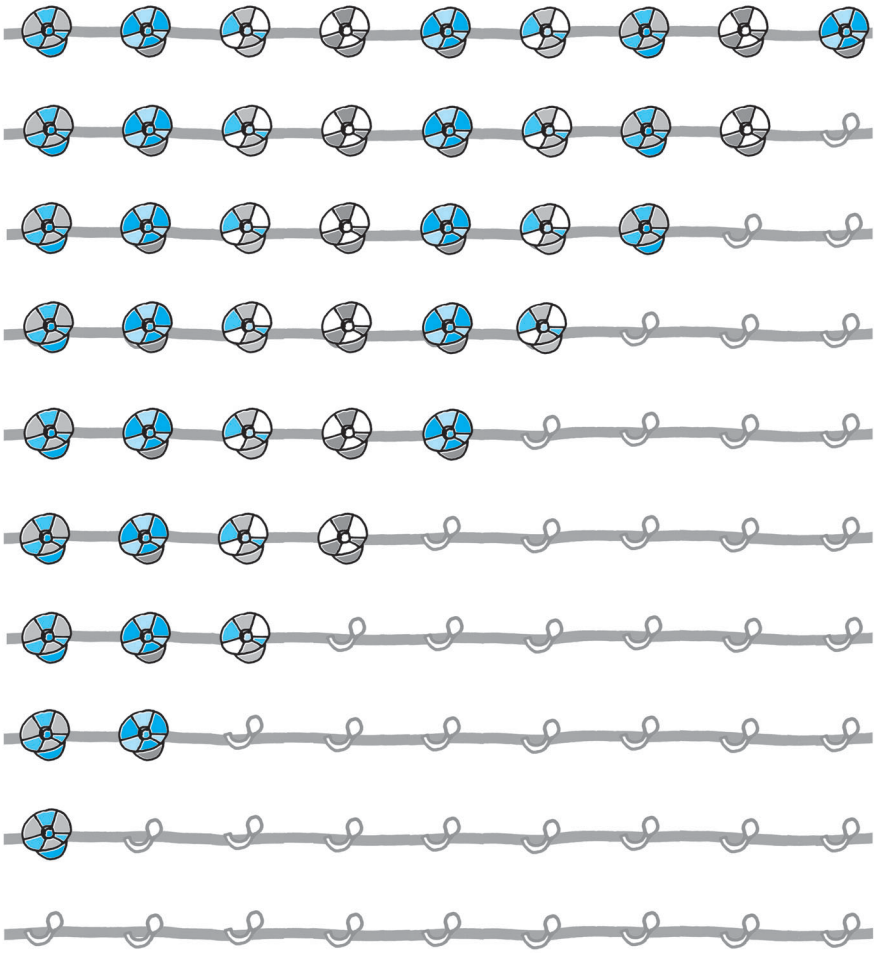
5



5 – 5 = 0

Exercise

Count the caps



9

Let us take away

3 – 3 =		∅ ∅ ∅	
4 – 4 =		7 – 7 =	
6 – 6 =		5 – 5 =	

Introducing 10


1


2


3


4


5



6



7



8



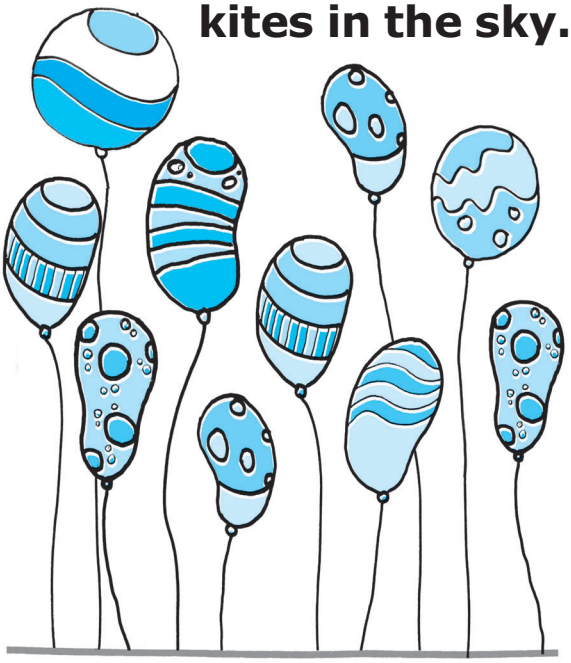
9



10

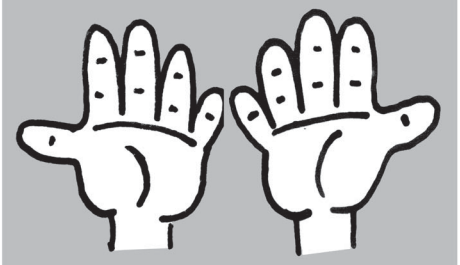
Ten

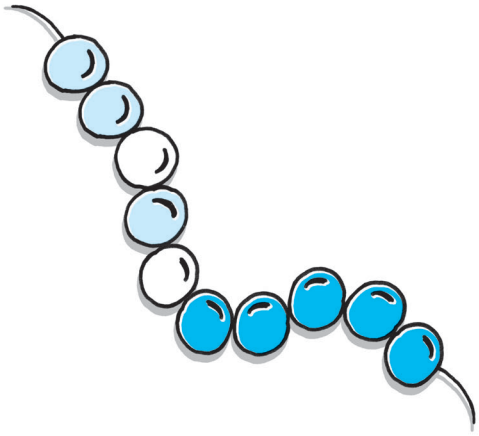
Neela saw ten kites in the sky.

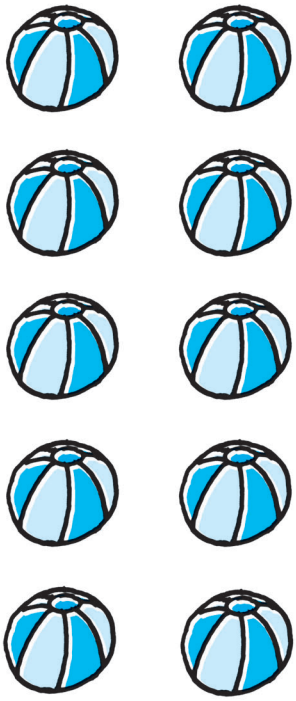


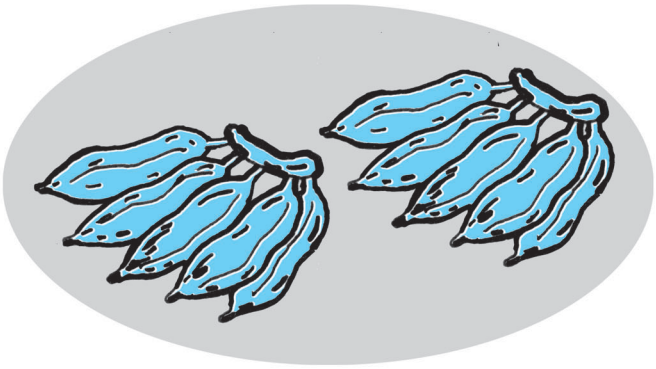
10

Ten



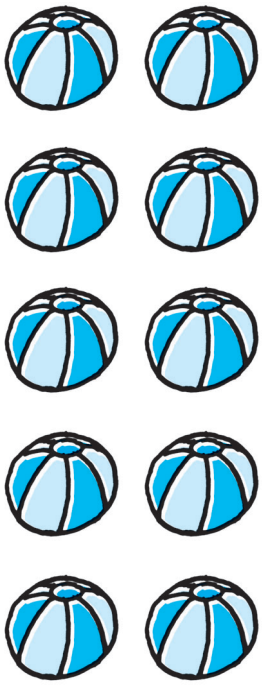






Writing 10

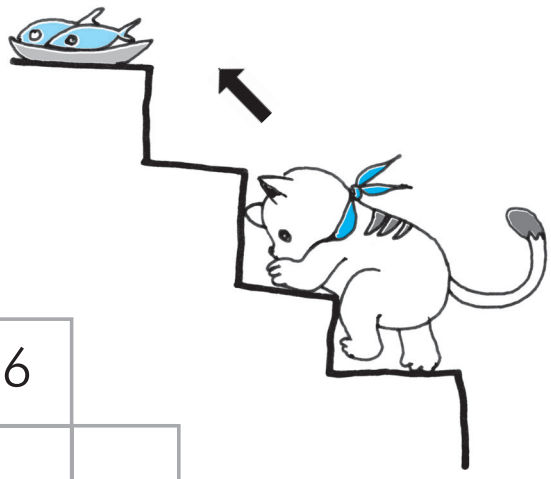
10				



Exercise

Writing 1 to 10

10									
		8							
				6					
						4			
							3		
							2	2	
1	1	1	1	1	1	1	1	1	1



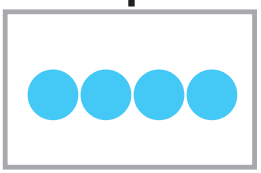
Circle the bigger number

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

Exercise

Draw marbles in the box and circle the number.

4



1 2 3 4 5 6 7 8 9 10

7

1 2 3 4 5 6 7 8 9 10

2

1 2 3 4 5 6 7 8 9 10

9

1 2 3 4 5 6 7 8 9 10

6

1 2 3 4 5 6 7 8 9 10

Exercise

Add

9 + 1 = ☐

8 + 2 = ☐

7 + 3 = ☐

6 + 4 = ☐

5 + 5 = ☐

9 + 0 = ☐

Take away

9 – 8 = ☐

8 – 7 = ☐

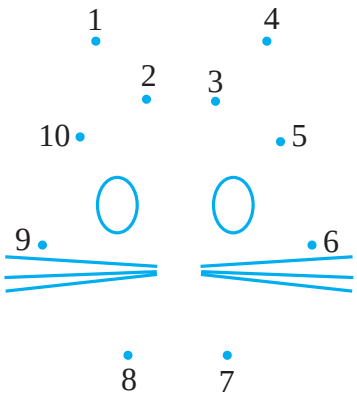
7 – 6 = ☐

6 – 5 = ☐

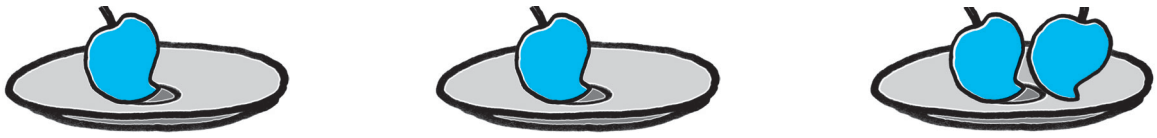
4 – 3 = ☐

9 – 0 = ☐

Join the dots.



Adding zero



1 + 1 = 2

1 + 0 = 1

3 + 0 = ☐

Exercise

Add

2 + 0 = ☐

3 + 0 = ☐

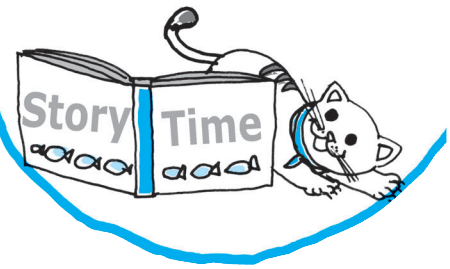
4 + 0 = ☐

5 + 0 = ☐

7 + 0 = ☐

8 + 0 = ☐

Subtracting zero



2 – 1 = 1

2 – 0 = 2

Exercise

Take away

4 – 0 = ☐

3 – 0 = ☐

7 – 0 = ☐

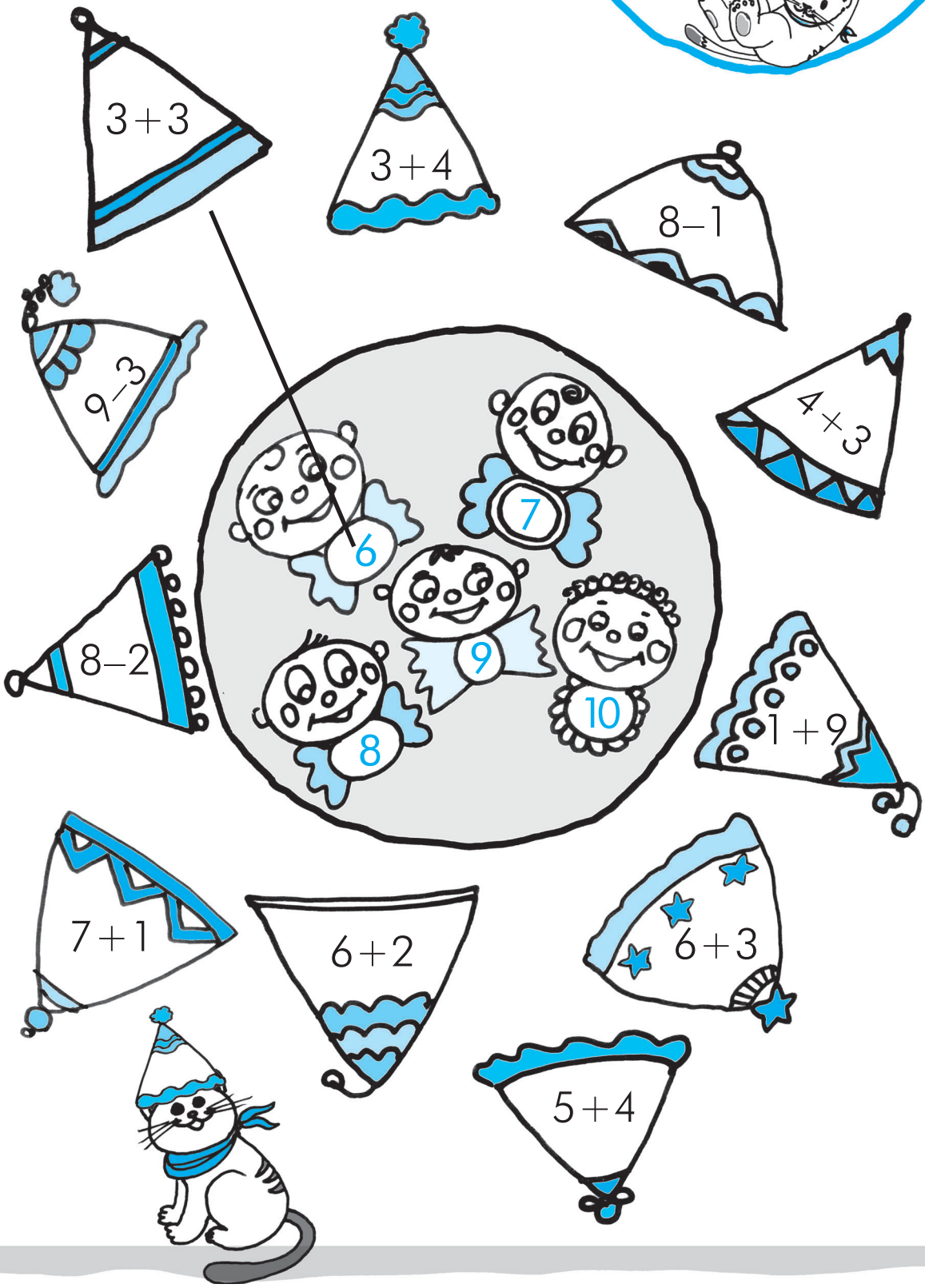
8 – 0 = ☐

5 – 0 = ☐

6 – 0 = ☐

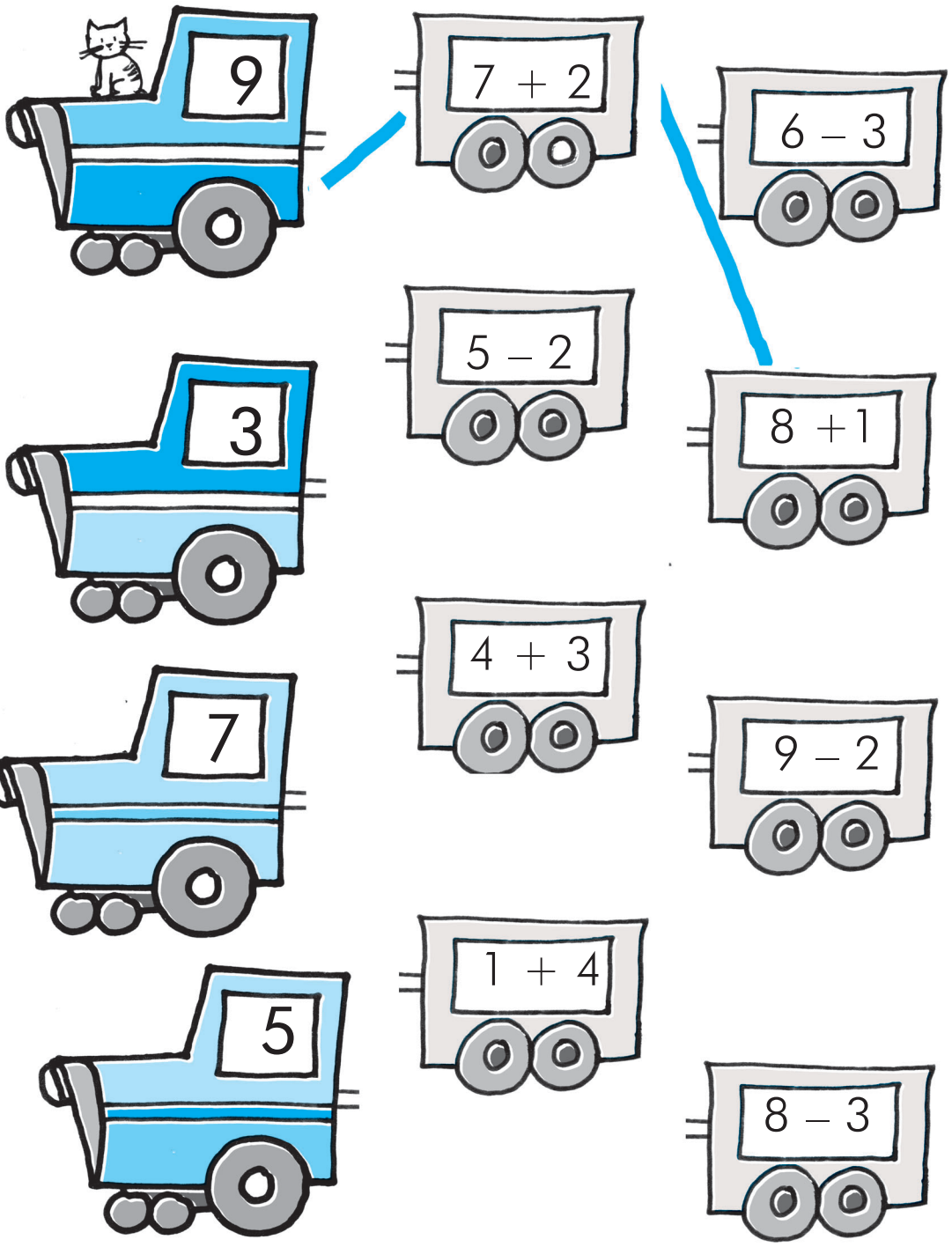
Exercise

Give each Joker the right cap.



Exercise

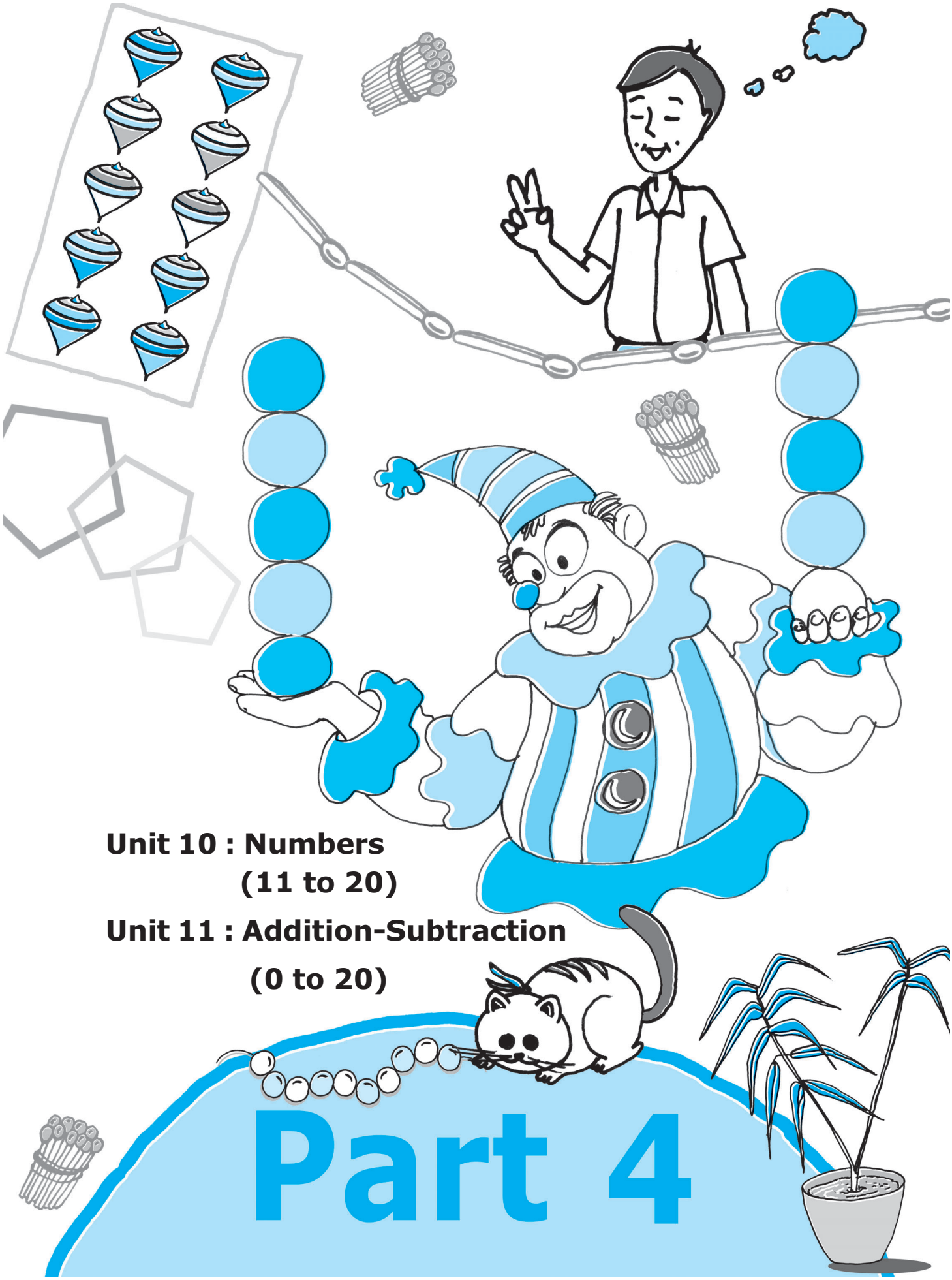
Put the right coaches together with the engine.



Patterns

What is the pattern?

1 + 1 = 2	1 − 1 = 0
2 + 1 = 3	2 − 1 = 1
3 + 1 = 4	3 − 1 = 2
4 + 1 = 5	4 − 1 = 3
5 + 1 = 6	5 − 1 = 4
6 + 1 = 7	6 − 1 = 5
7 + 1 = 8	7 − 1 = 6
8 + 1 = 9	8 − 1 = 7
9 + 1 = 10	9 − 1 = 8



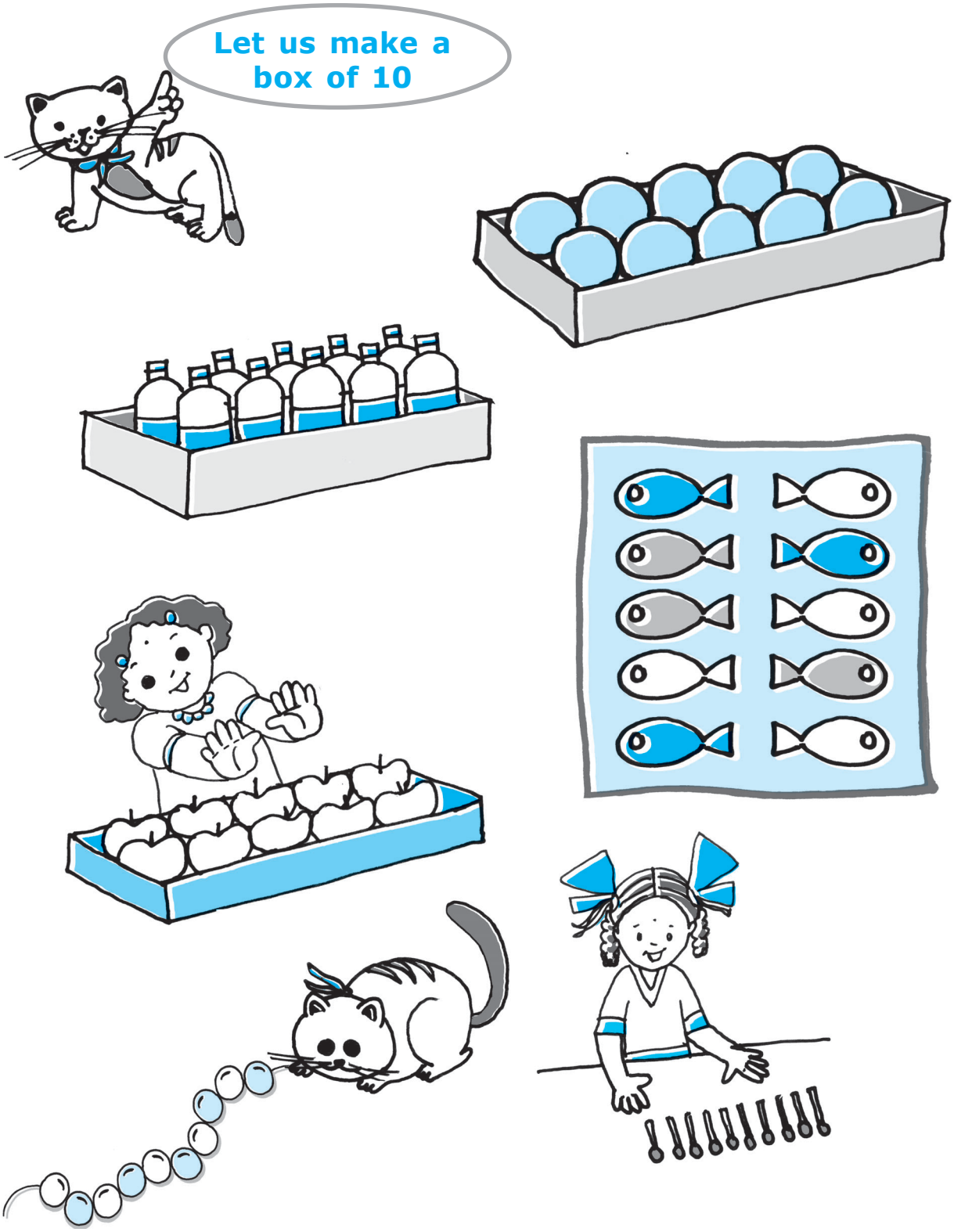
Unit 10 : Numbers
(11 to 20)

Unit 11 : Addition-Subtraction
(0 to 20)

Part 4

Unit 10

Box of 10



Box of ten

Count the dots. When they are ten, box them.

1

2

3

4

5

6

7

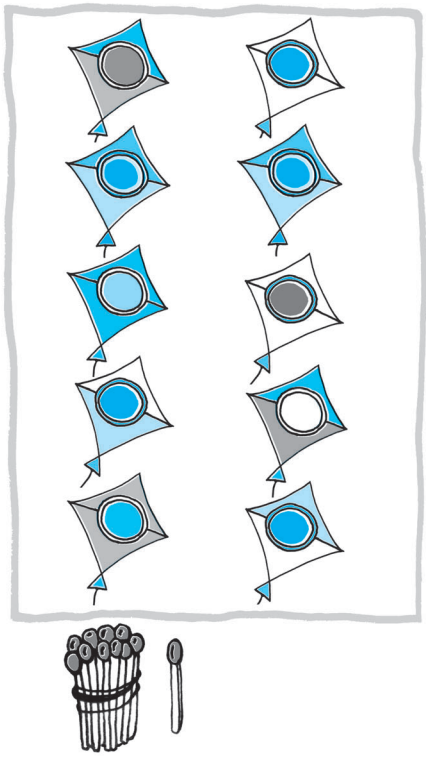
8

9

10

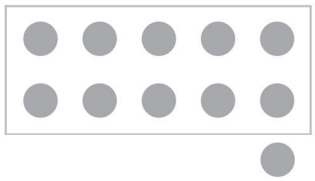
Eleven and Twelve

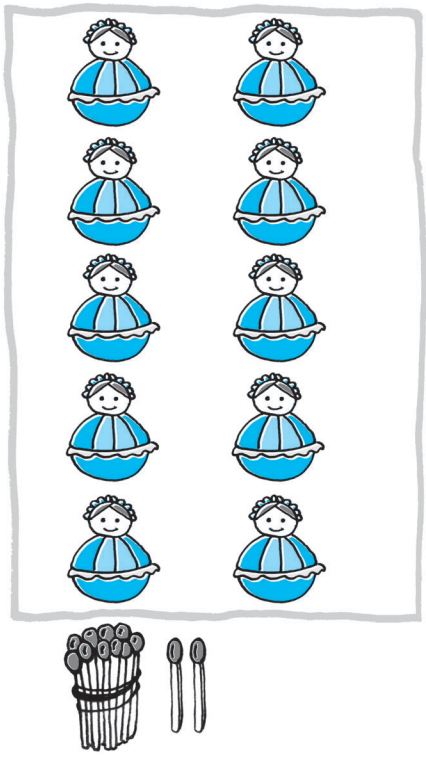
Do not forget to box 10



Eleven

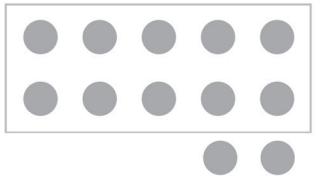
11





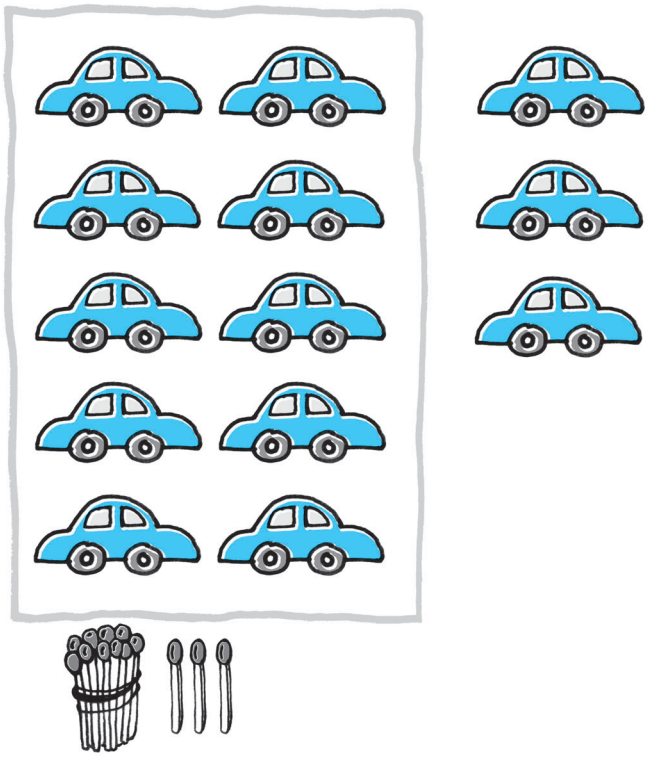
Twelve

12



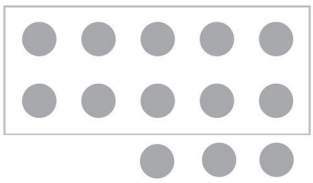
Thirteen and Fourteen

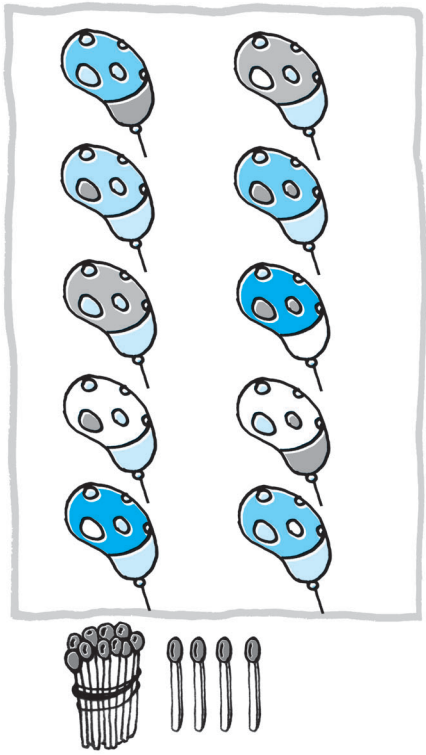
Do not forget to box 10



Thirteen

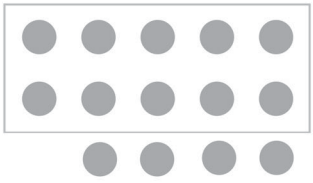
13





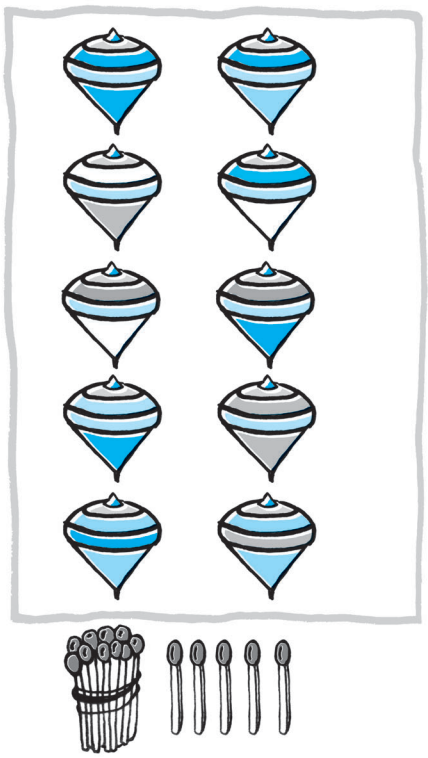
Fourteen

14



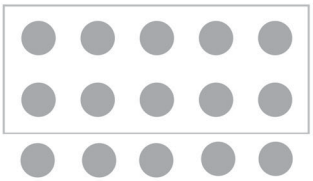
Fifteen and Sixteen

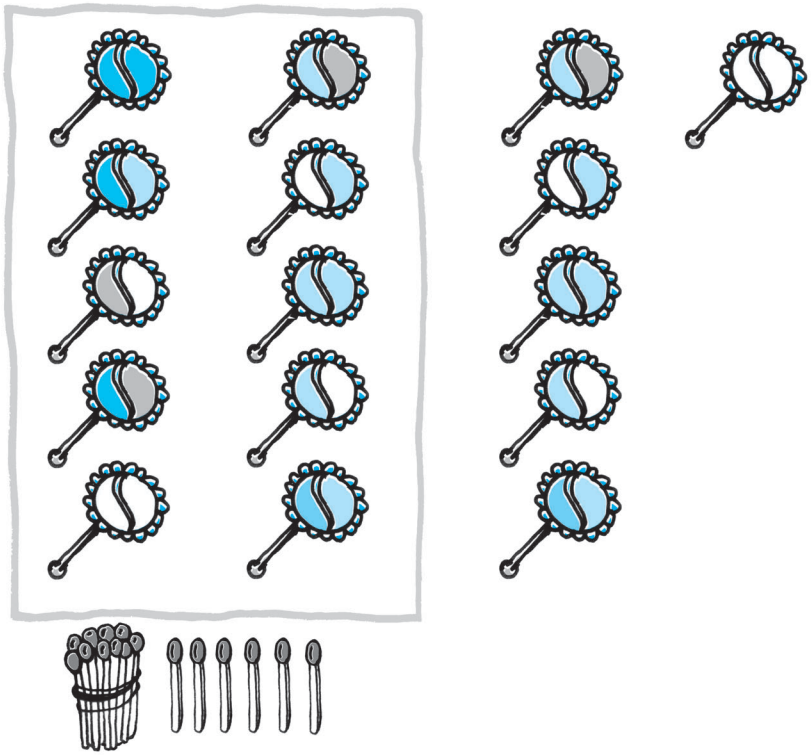
Do not forget to box 10



Fifteen

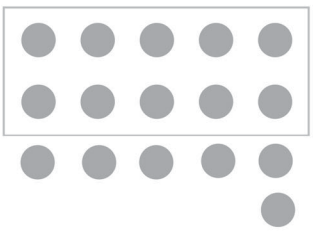
15





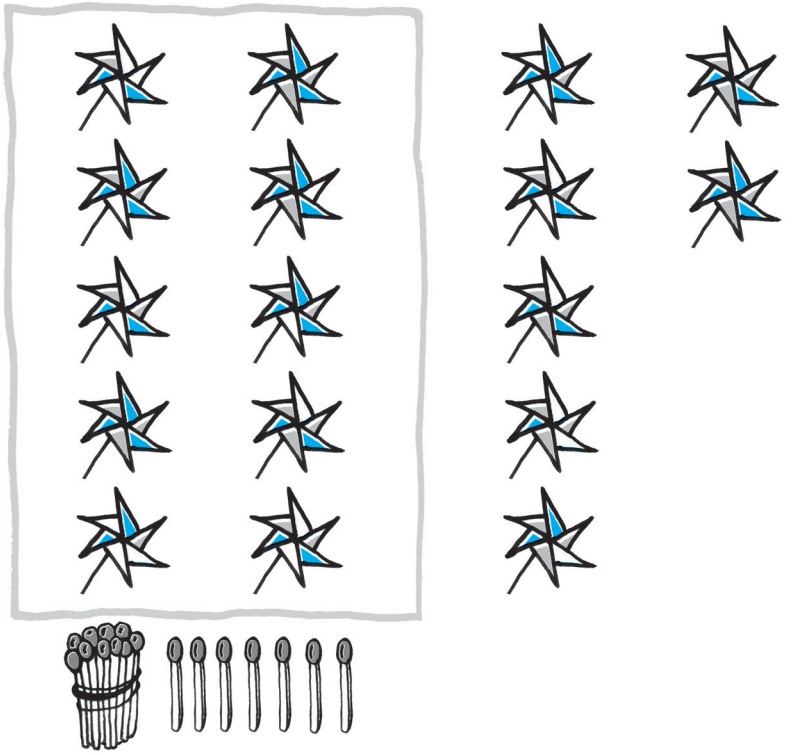
Sixteen

16



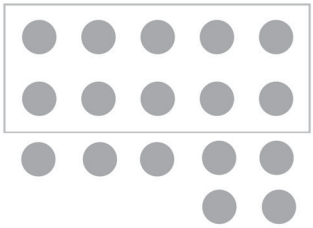
Seventeen and Eighteen

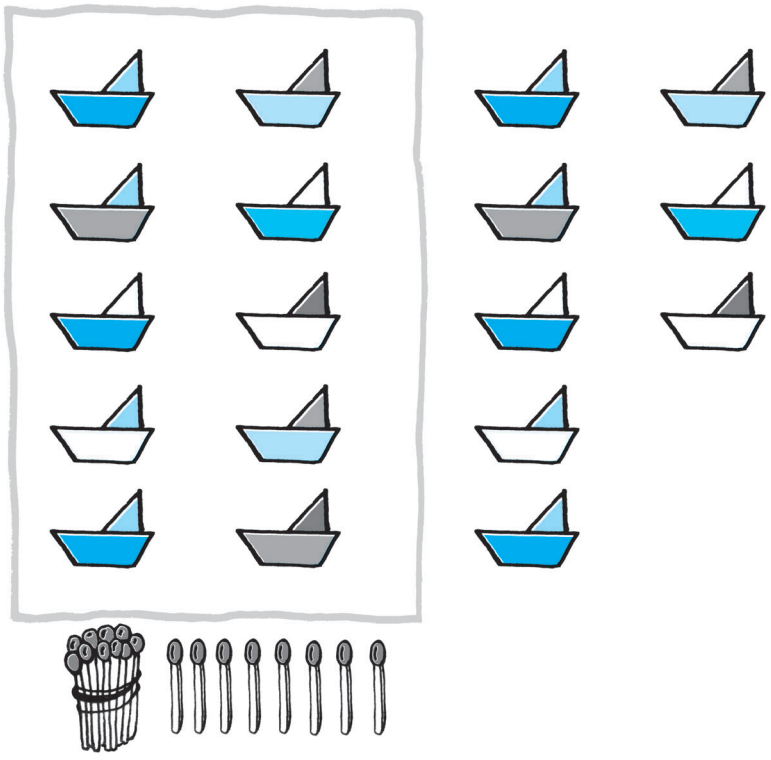
Do not forget to box 10



Seventeen

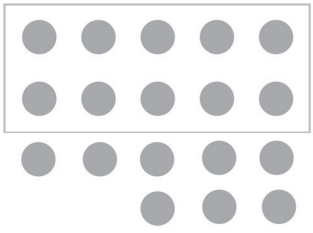
17





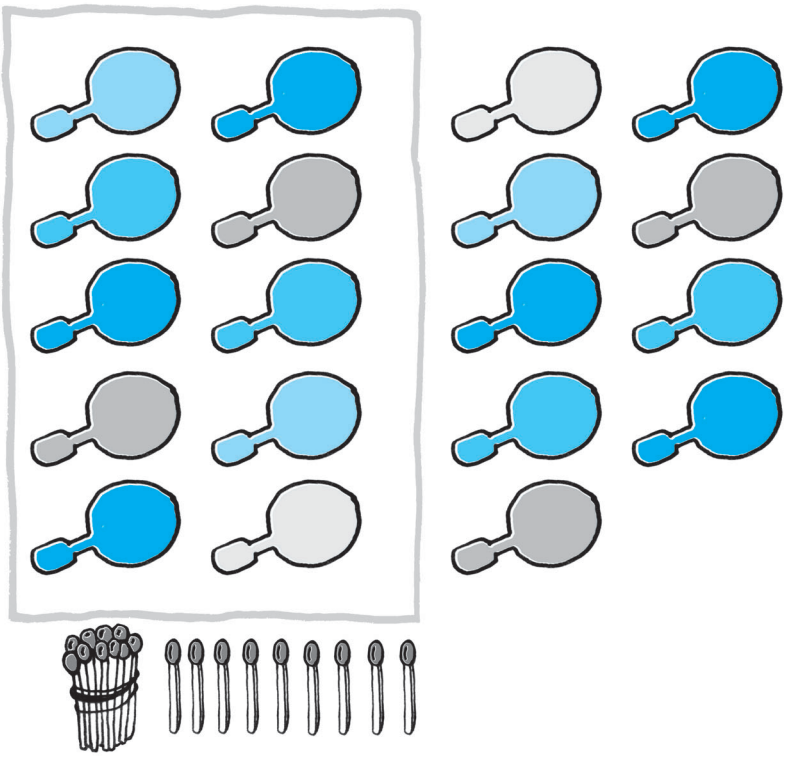
Eighteen

18



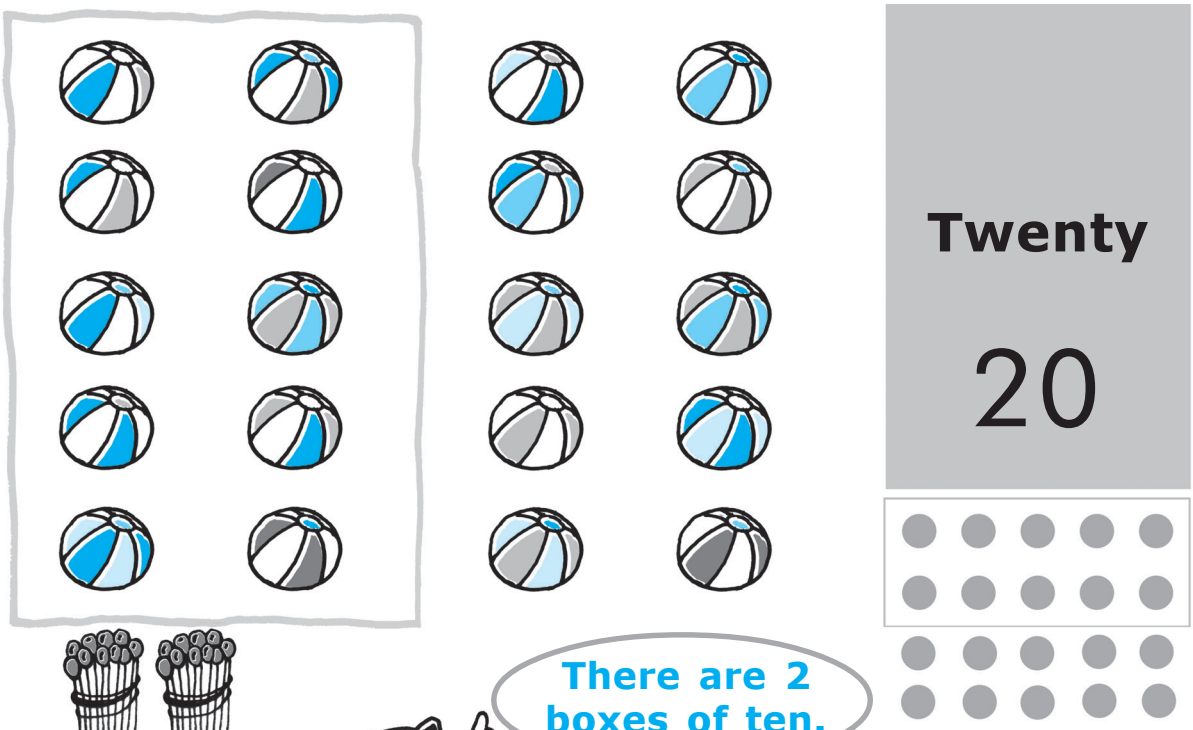
Nineteen and Twenty

Do not forget to box 10



Nineteen

19



Twenty

20

There are 2 boxes of ten.

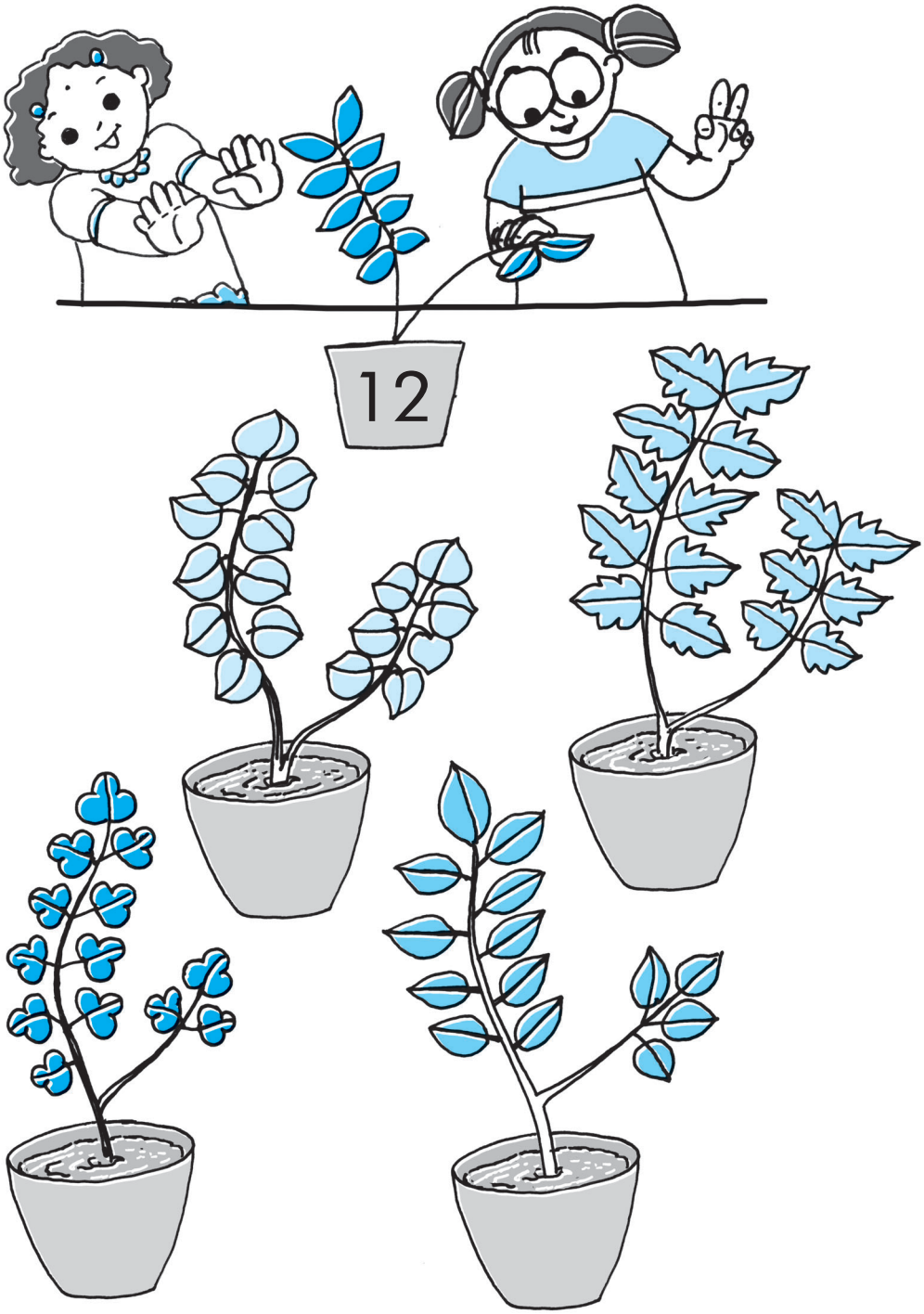
From 1 to 20

Do not forget to box 10

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

Exercise

Count the leaves and write the number on the pot.

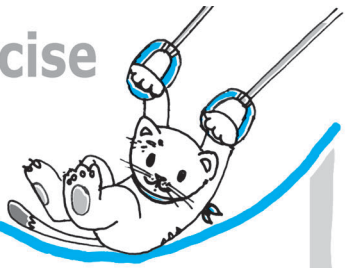


Exercise

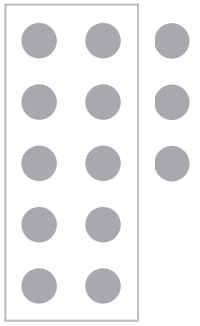
Count the leaves and write the number on the pot.

Read the number on the pot.
Draw as many leaves.

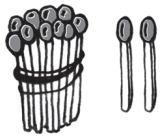
Exercise

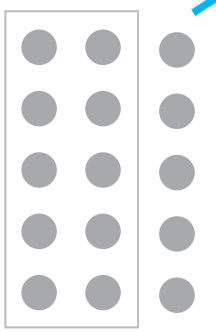


Match the numbers

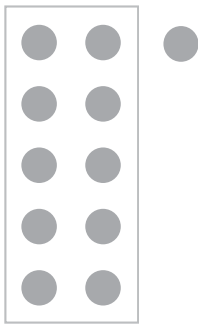


15





12



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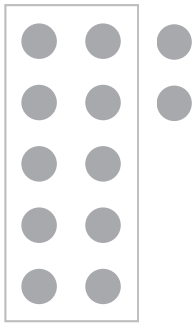
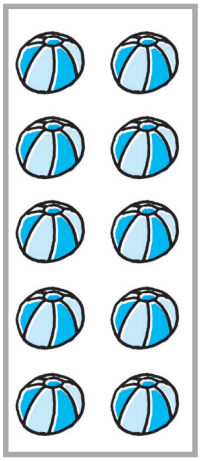
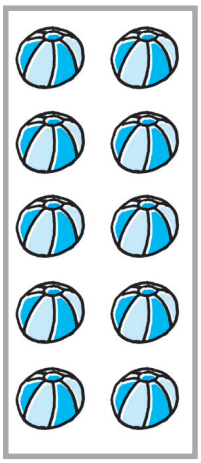


11

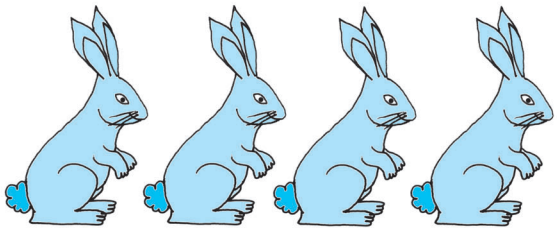
Writing numbers

11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

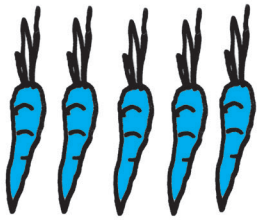




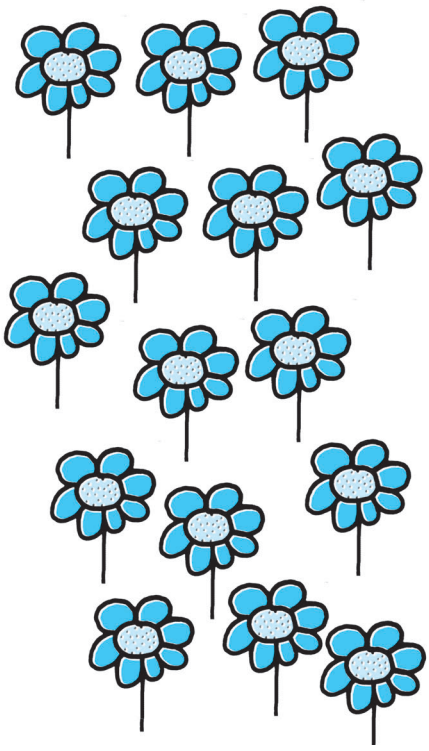
Which is more?



4



5



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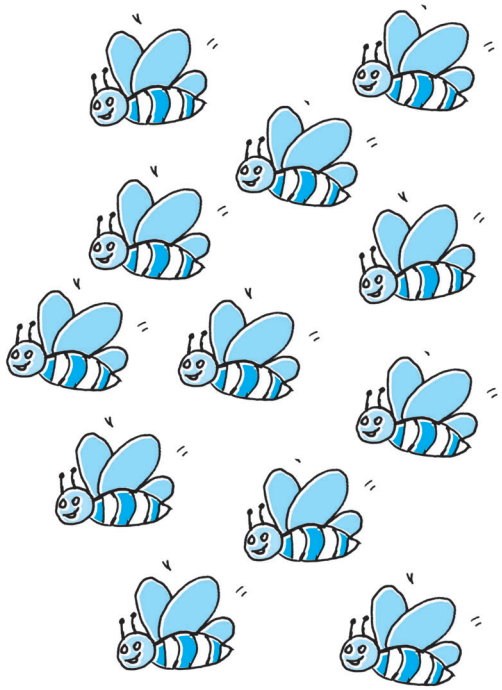
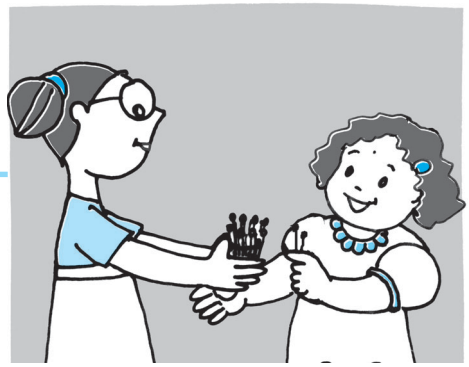


12

Smaller - Bigger

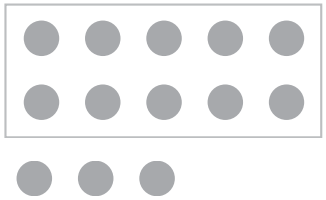
11

16



15

13



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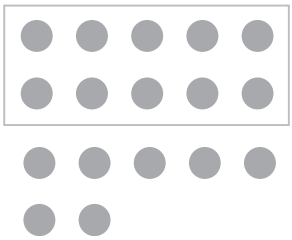

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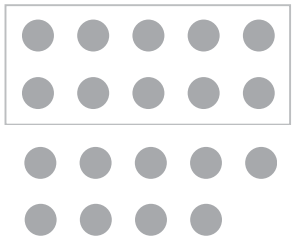

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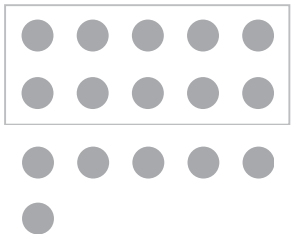


16

Exercise

Smaller - Bigger

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

Fill in the gaps

1	2								10
11					16				

Exercise

Write the number which comes after

8	9
11	
14	
16	
18	

Write the number which comes after

4	5
	8
	12
	17
	19

Patterns

What is the pattern?

$9 + 1 = 10$

$8 + 2 = 10$

$7 + 3 = 10$

$6 + 4 = 10$

$5 + 5 = 10$

$6 + 4 = 10$

$7 + 3 = 10$

$8 + 2 = 10$

$9 + 1 = 10$

$2 - 2 = 0$

$3 - 2 = 1$

$4 - 2 = 2$

$5 - 2 = 3$

$6 - 2 = 4$

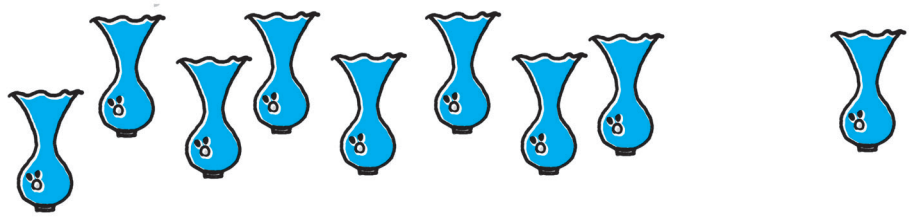
$7 - 2 = 5$

$8 - 2 = 6$

$9 - 2 = 7$

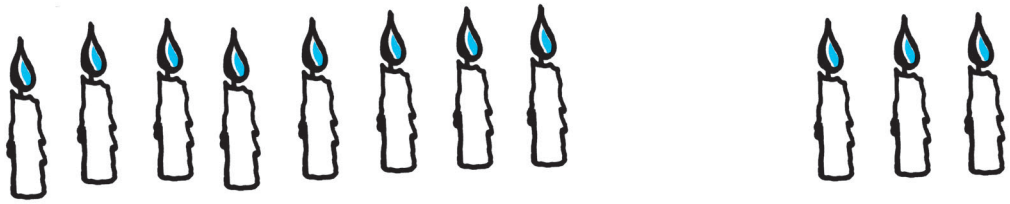
Unit 11

Addition



8 + 1 = 9

8 + 2 = ☐

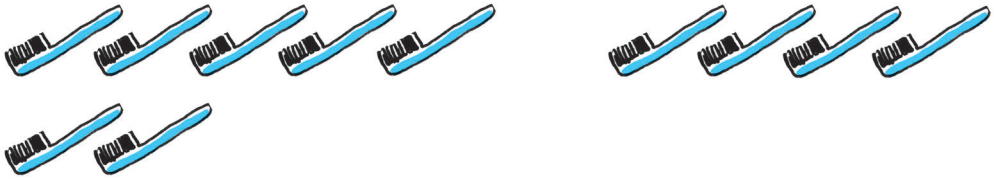


8 + 3 = ☐

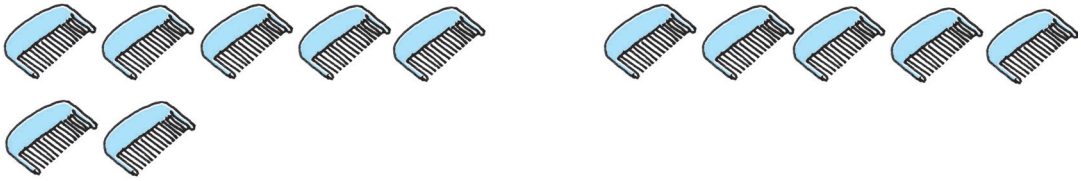
8 + 4 = ☐

Addition

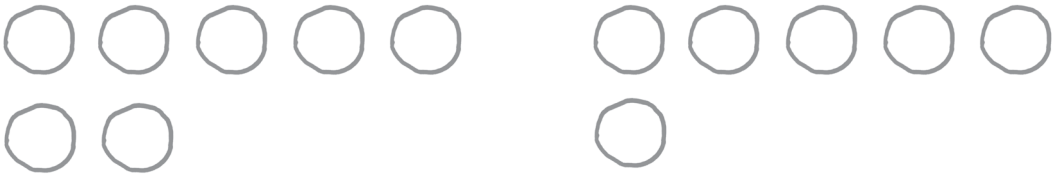
$7 + 3 = 10$



$7 + 4 =$ ☐

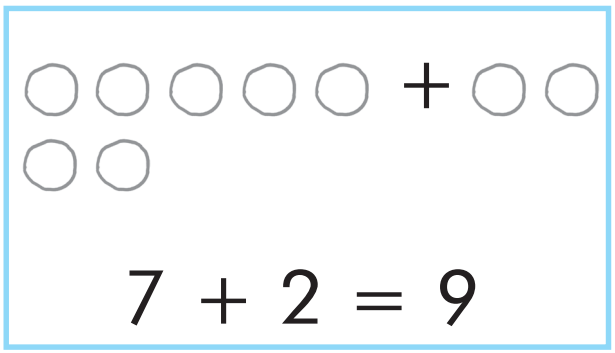


$7 + 5 =$ ☐

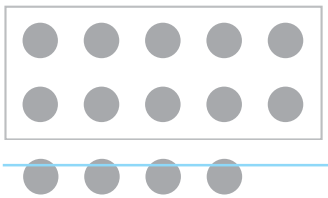


$7 + 6 =$ ☐

Addition

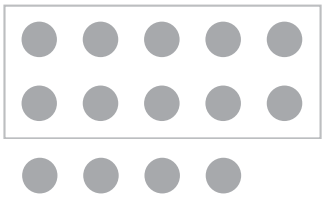


7 + 2 = 9



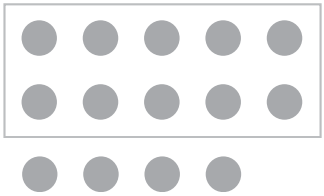
+

14 + 1 = 15



+

14 + 2 =

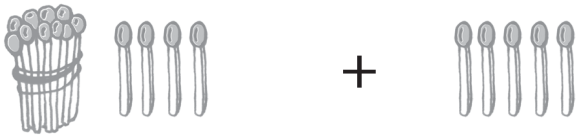


+

14 + 3 =

+

14 + 4 =

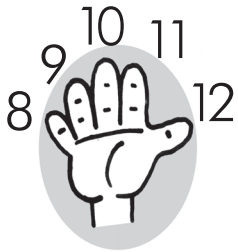


+

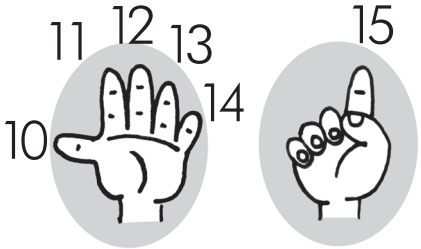
14 + 5 =

Counting with fingers

$7 + 5 = 12$



$9 + 6 = 15$



Exercise

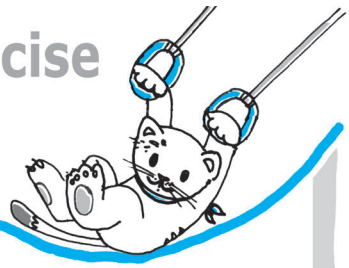
$8 + 5 =$ ☐ $7 + 3 =$ ☐

$9 + 1 =$ ☐ $8 + 4 =$ ☐

$9 + 2 =$ ☐ $9 + 3 =$ ☐

$6 + 8 =$ ☐ $6 + 3 =$ ☐

Exercise



Counting wih fingers

11 + 1 = 12

15 + 5 =

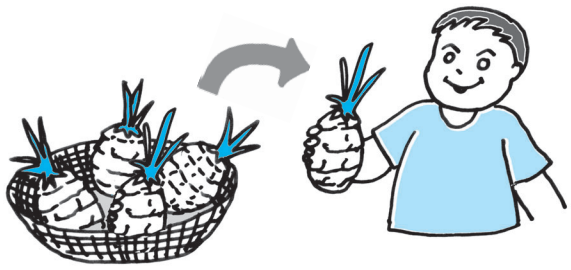
17 + 2 =

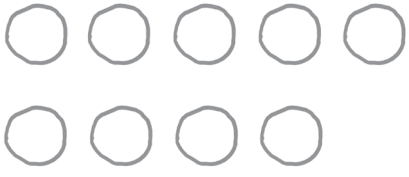
15 + 4 =

13 + 6 =

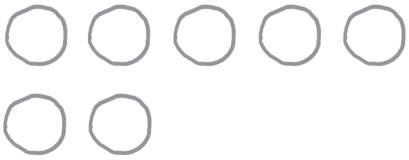
Taking away

5 – 1 = 4





9 – 4 = ☐



7 – 4 = ☐

6 – 3 = ☐

5 – 1 = ☐

4 – 2 = ☐

9 – 2 = ☐

7 – 3 = ☐

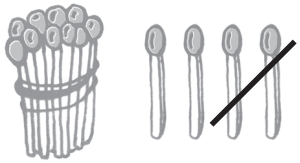
8 – 4 = ☐

9 – 6 = ☐

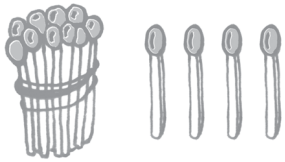
5 – 4 = ☐

Taking away

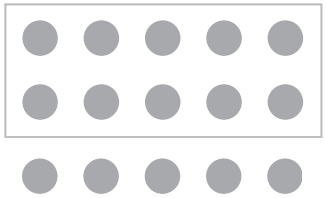
14 – 2 =



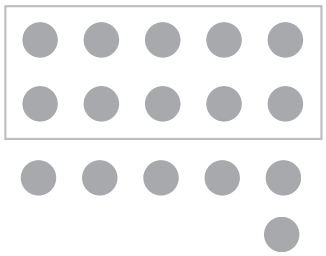
14 – 3 =



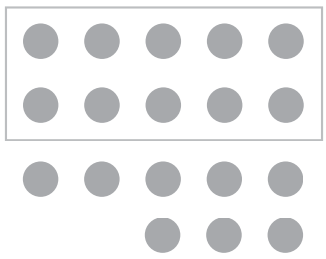
15 – 4 =



16 – 2 =

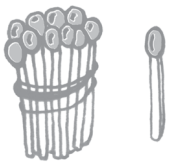


18 – 5 =



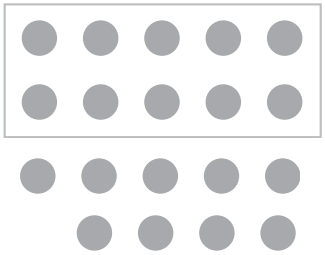
Taking away

11 – 1 =

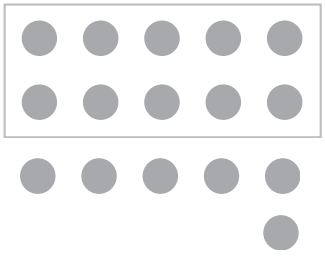


18 – 4 =

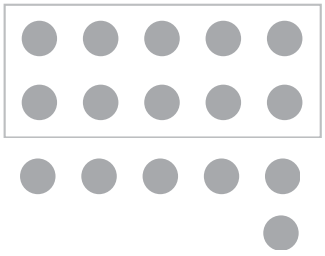
19 – 7 =



16 – 5 =



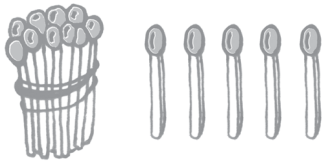
15 – 1 =



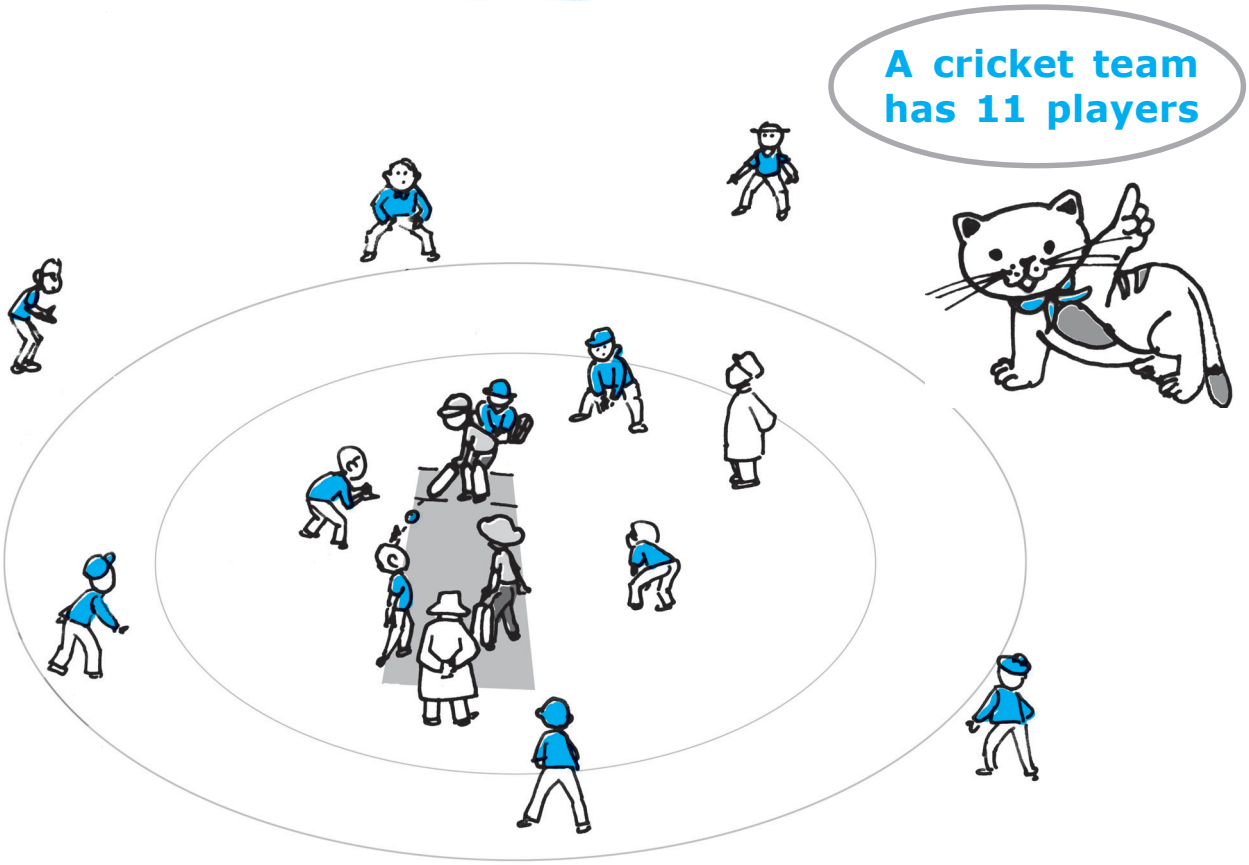
Taking away

16 – 4 =

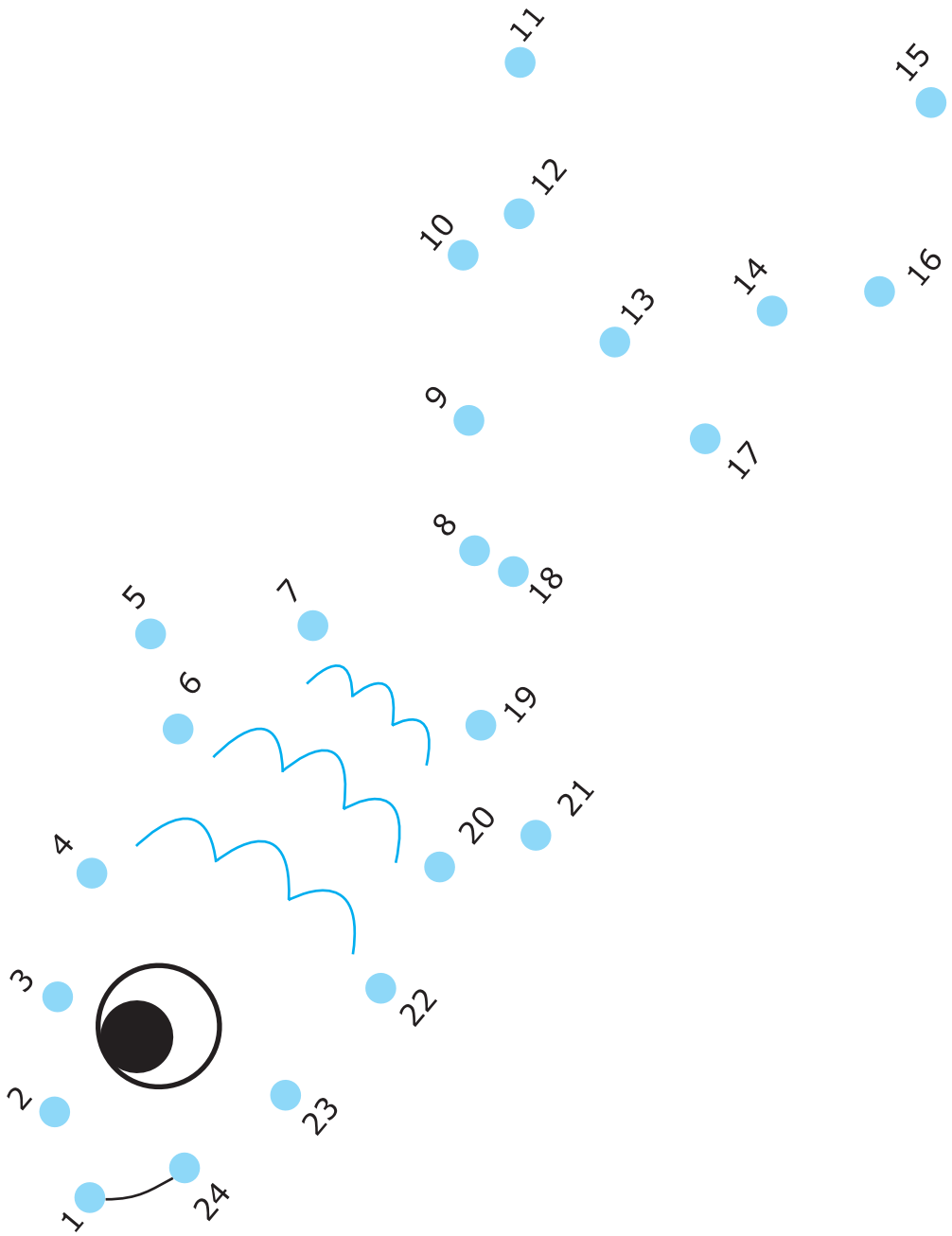
15 – 3 =

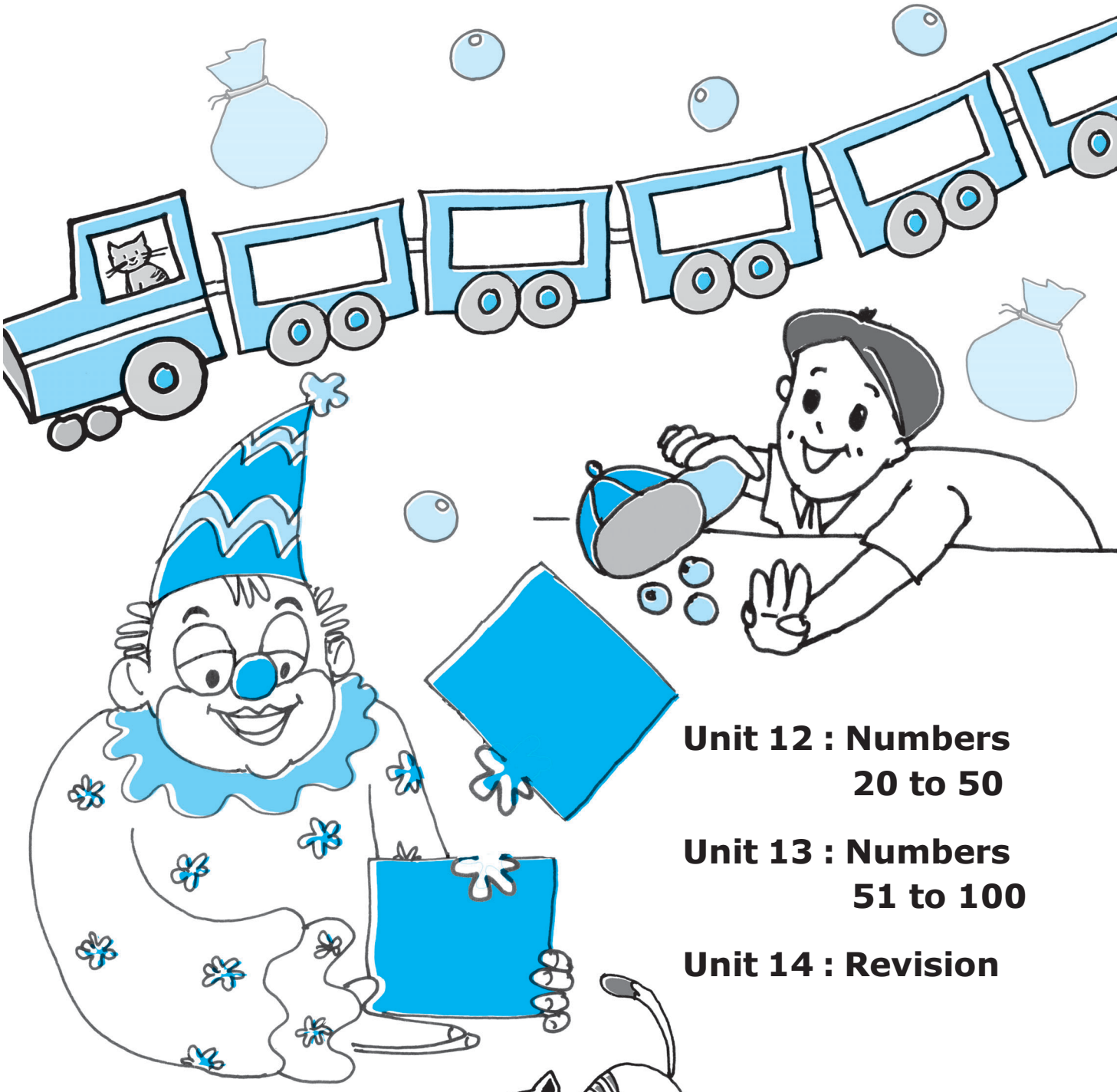


17 – 4 =



Join the dots





Unit 12 : Numbers 20 to 50

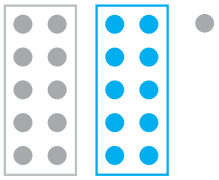
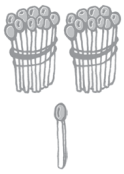
Unit 13 : Numbers 51 to 100

Unit 14 : Revision

Part 5

Unit 12

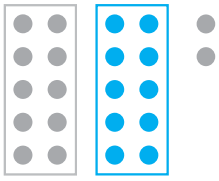
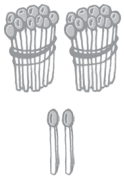
From 21 to 25

21

Twenty one

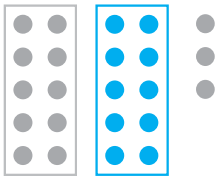
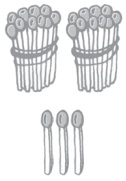
Two tens and one

22

Twenty two

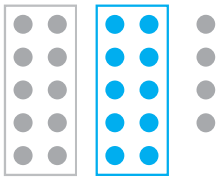
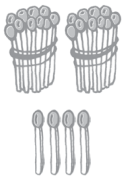
Two tens and two

23

Twenty three

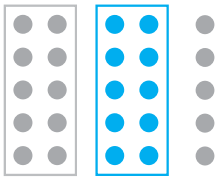
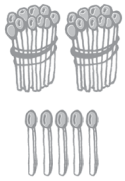
Two tens and three

24

Twenty four

Two tens and four

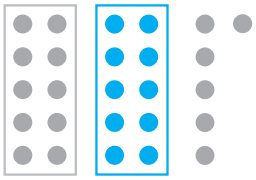



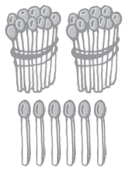
25

Twenty five

Two tens and five

From 26 to 30

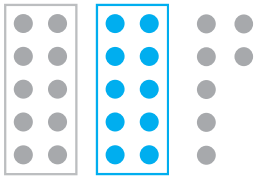


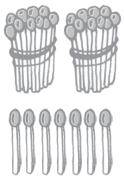


26

Twenty six

Two tens and six

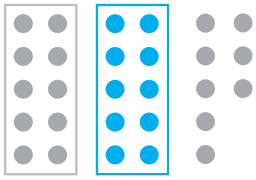


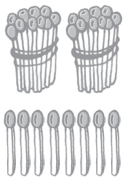


27

Twenty seven

Two tens and seven

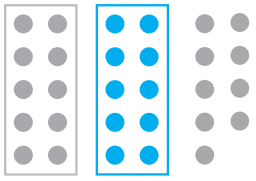


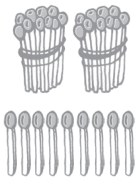


28

Twenty eight

Two tens and eight

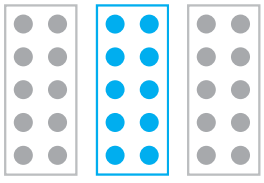


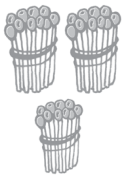


29

Twenty nine

Two tens and nine





30

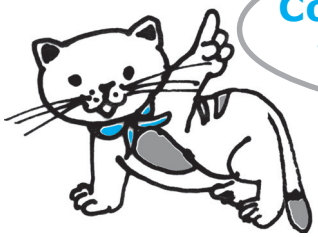
Thirty

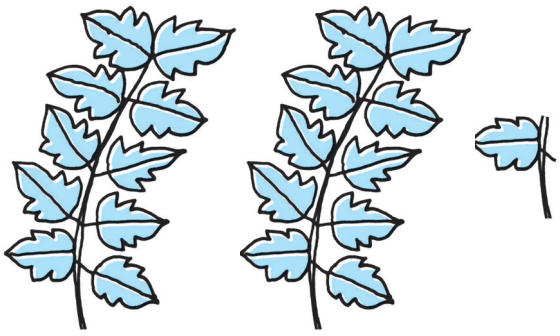
Three tens

Exercise

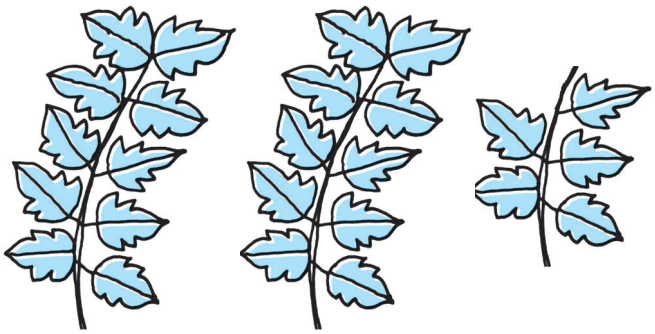
Count and match the number

Count in groups of ten wherever possible.

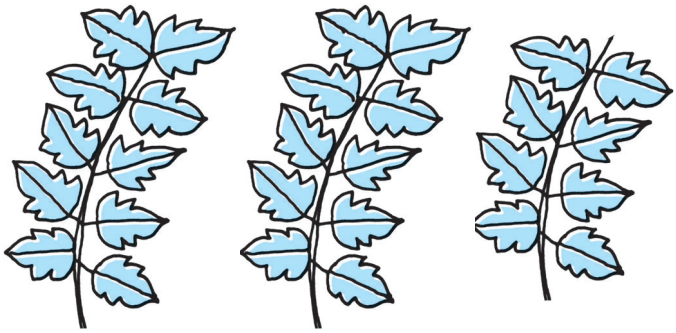




28

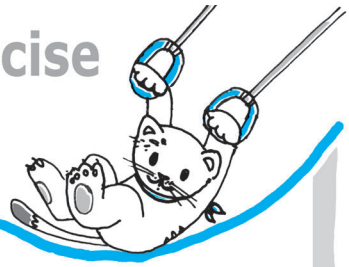


21



25

Exercise



Writing 21 to 30

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

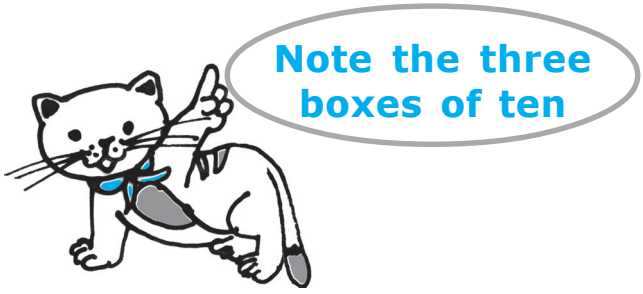
Fill in the boxes.

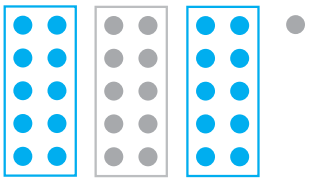
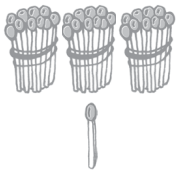
21		23
	9	10
14	15	

24		
	18	
12		

6		
		26
	23	

From 31 to 35

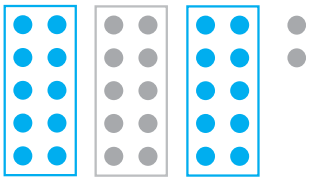
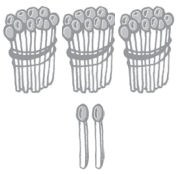


31

Thirty one

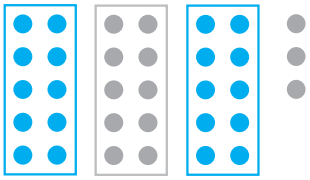
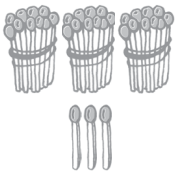
Three tens and one

32

Thirty two

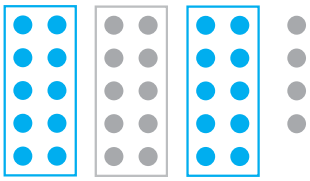
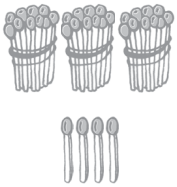
Three tens and two

33

Thirty three

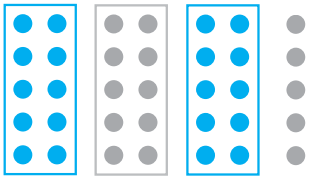
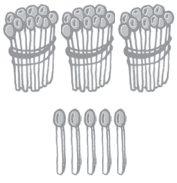
Three tens and three

34

Thirty four

Three tens and four

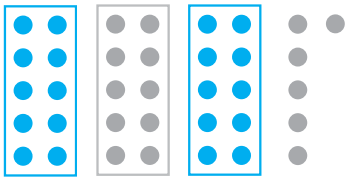



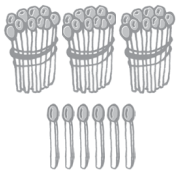
35

Thirty five

Three tens and five

From 36 to 40

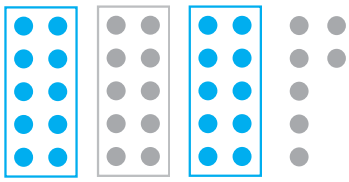


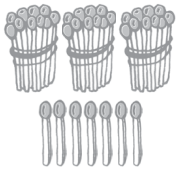


36

Thirty six

Three tens and six

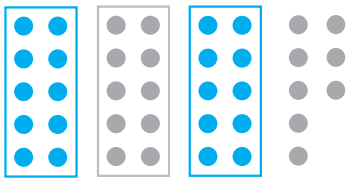


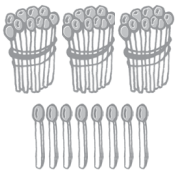


37

Thirty seven

Three tens and seven

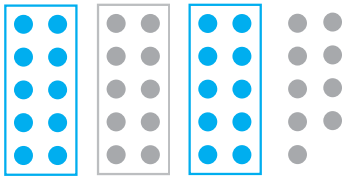


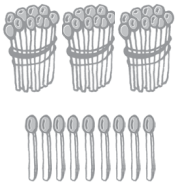


38

Thirty eight

Three tens and eight

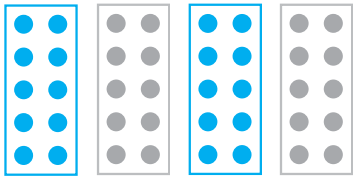




39

Thirty nine

Three tens and nine



40

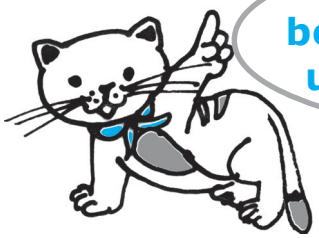
Forty

Four tens

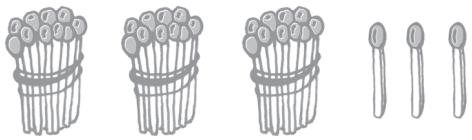
Note the four boxes of ten

Exercise

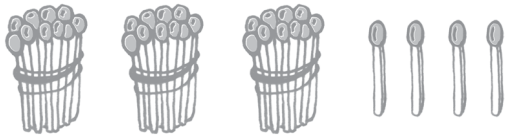
Count and write

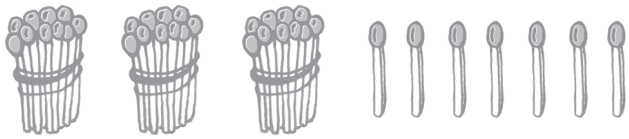


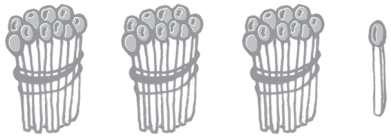
There are three boxes of ten. So count up from 30,31,32,33

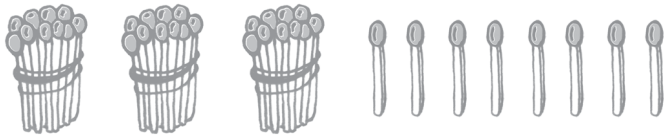


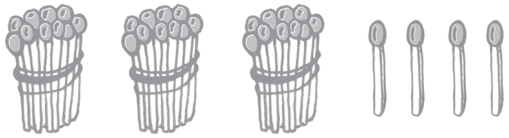
33



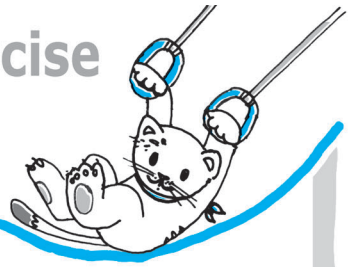








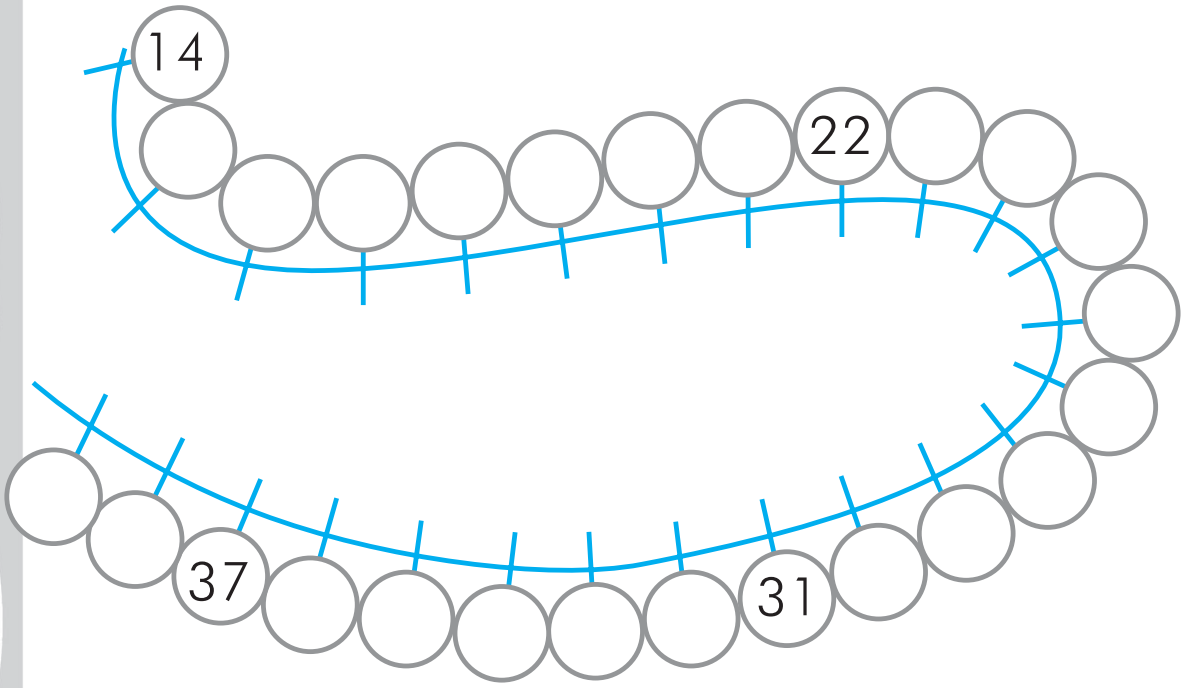
Exercise



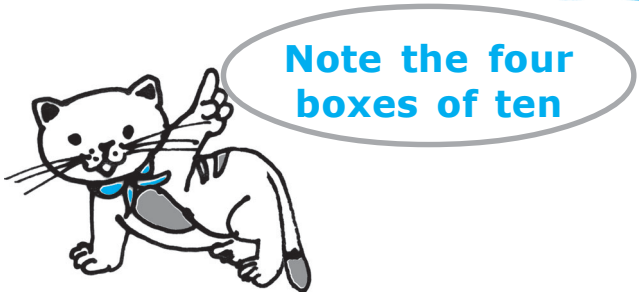
Writing 31 to 40

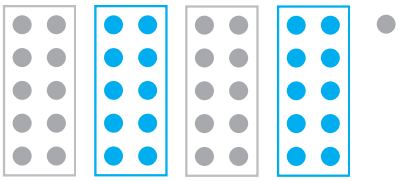
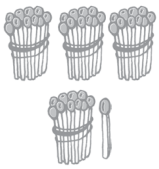
31	32	33	34	35	36	37	38	39	40
31	32						38		
31				35					
31						37			40

Fill in the missing numbers



From 41 to 45

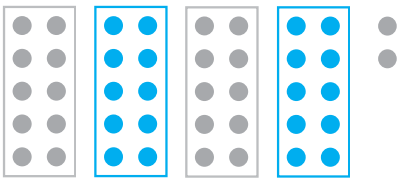
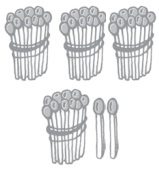


41

Forty one

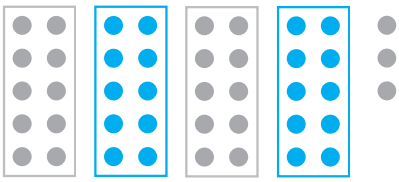
Four tens and one

42

Forty two

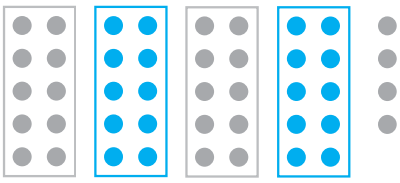
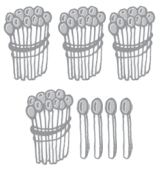
Four tens and two




43

Forty three

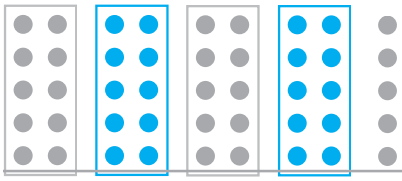
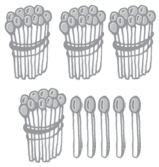
Four tens and three

44

Forty four

Four tens and four

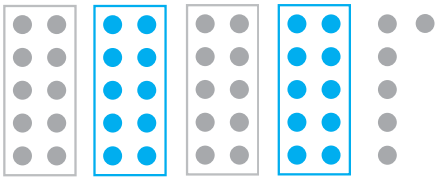



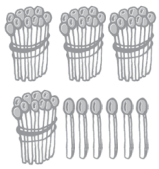
45

Forty five

Four tens and five

From 46 to 50

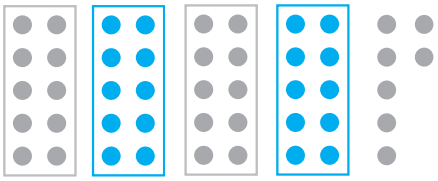


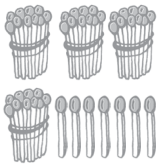


46

Forty six

Four tens and six

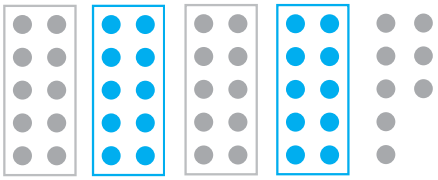


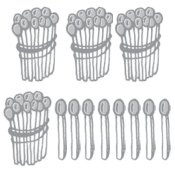


47

Forty seven

Four tens and seven

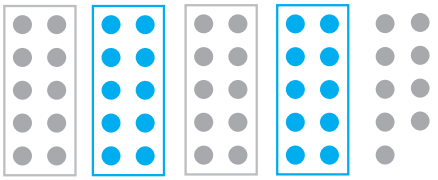


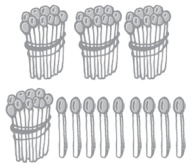


48

Forty eight

Four tens and eight

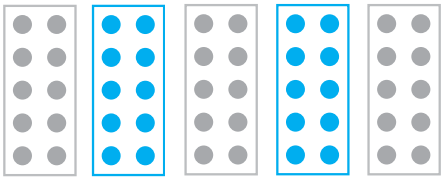




49

Forty nine

Four tens and nine



50

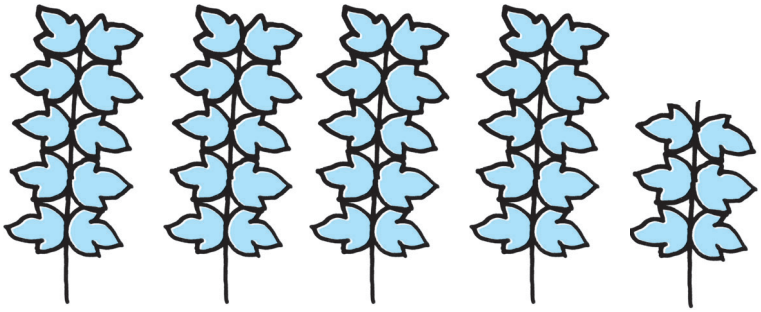
Fifty

Five tens

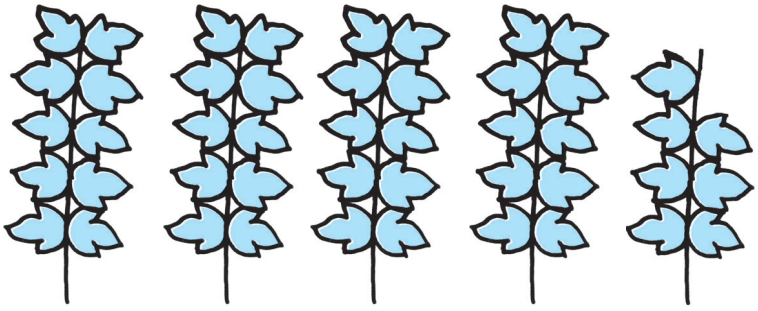
Note the five boxes of ten

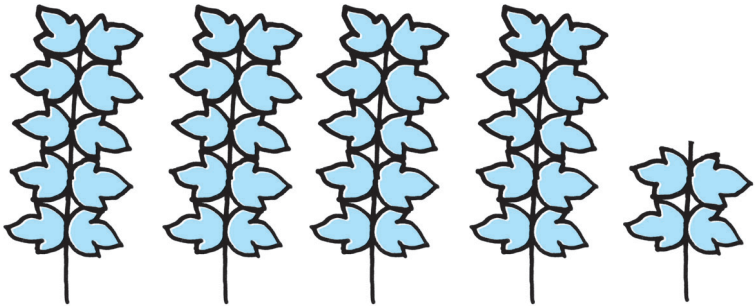
Exercise

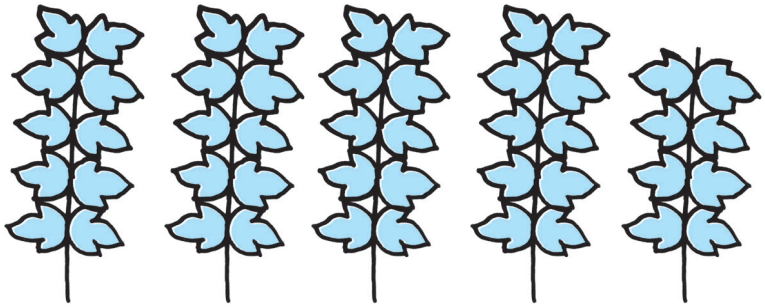
Count and write



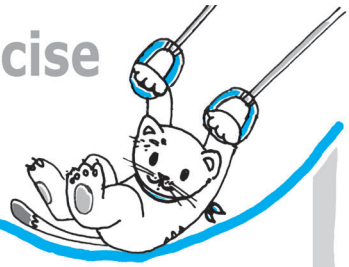
46







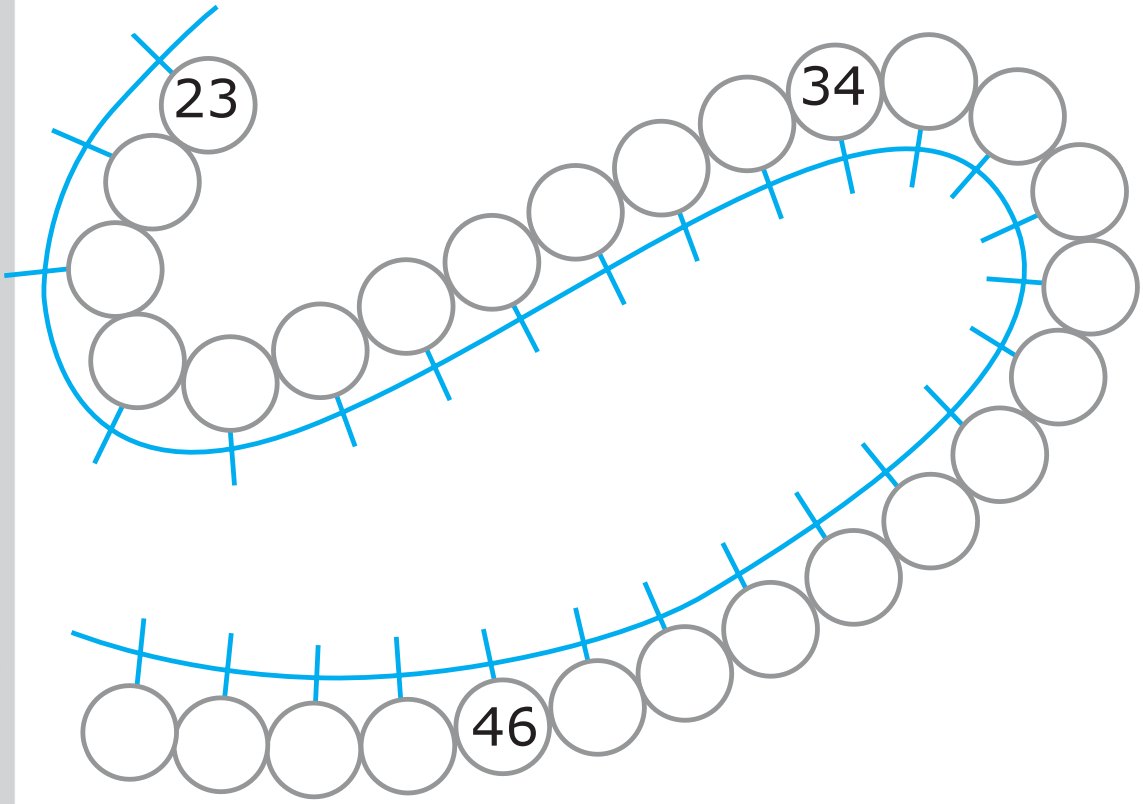
Exercise



Writing 41 to 50

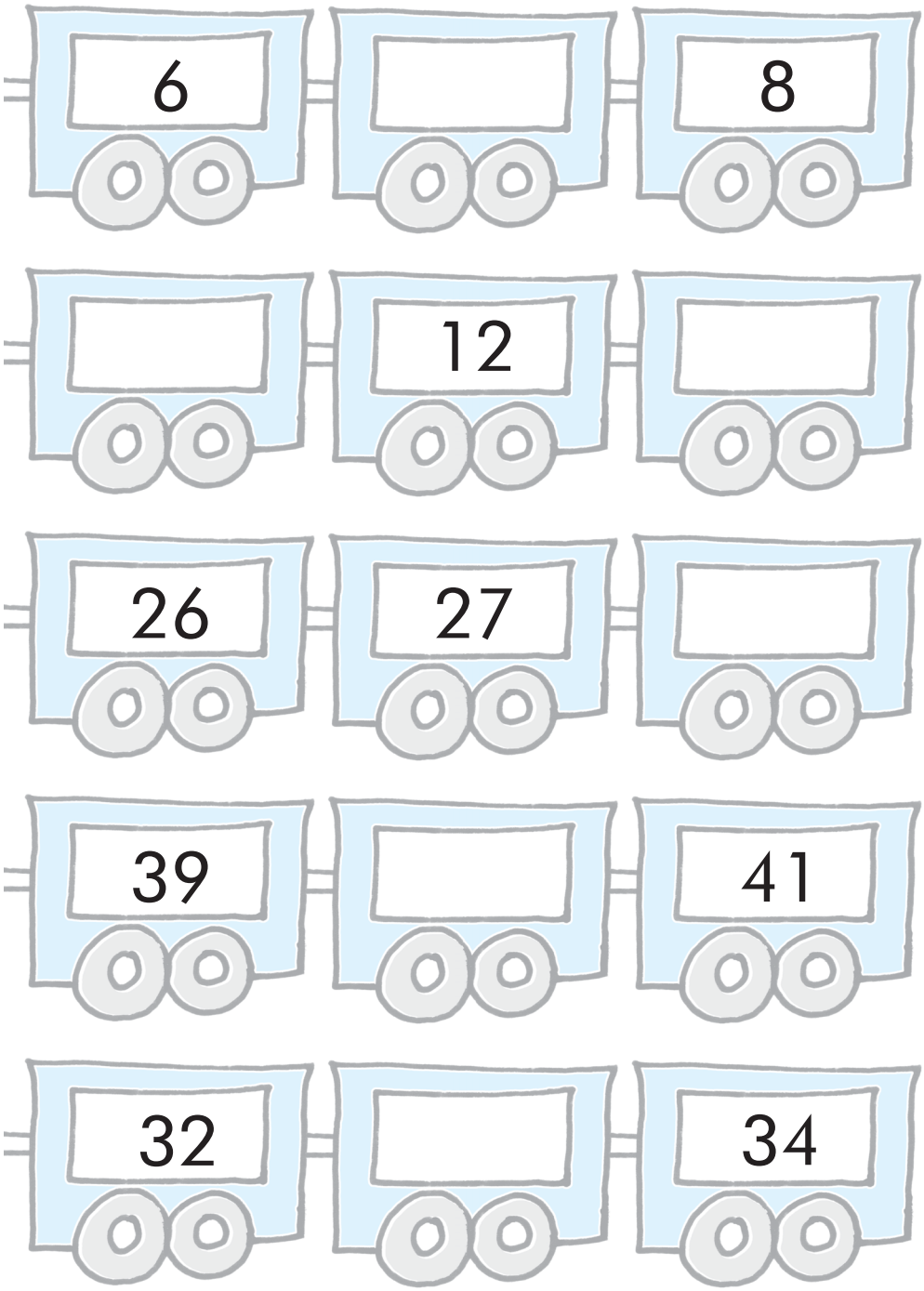
41	42	43	44	45	46	47	48	49	50
41							48		
				45					50
41					46				

Fill in the missing numbers

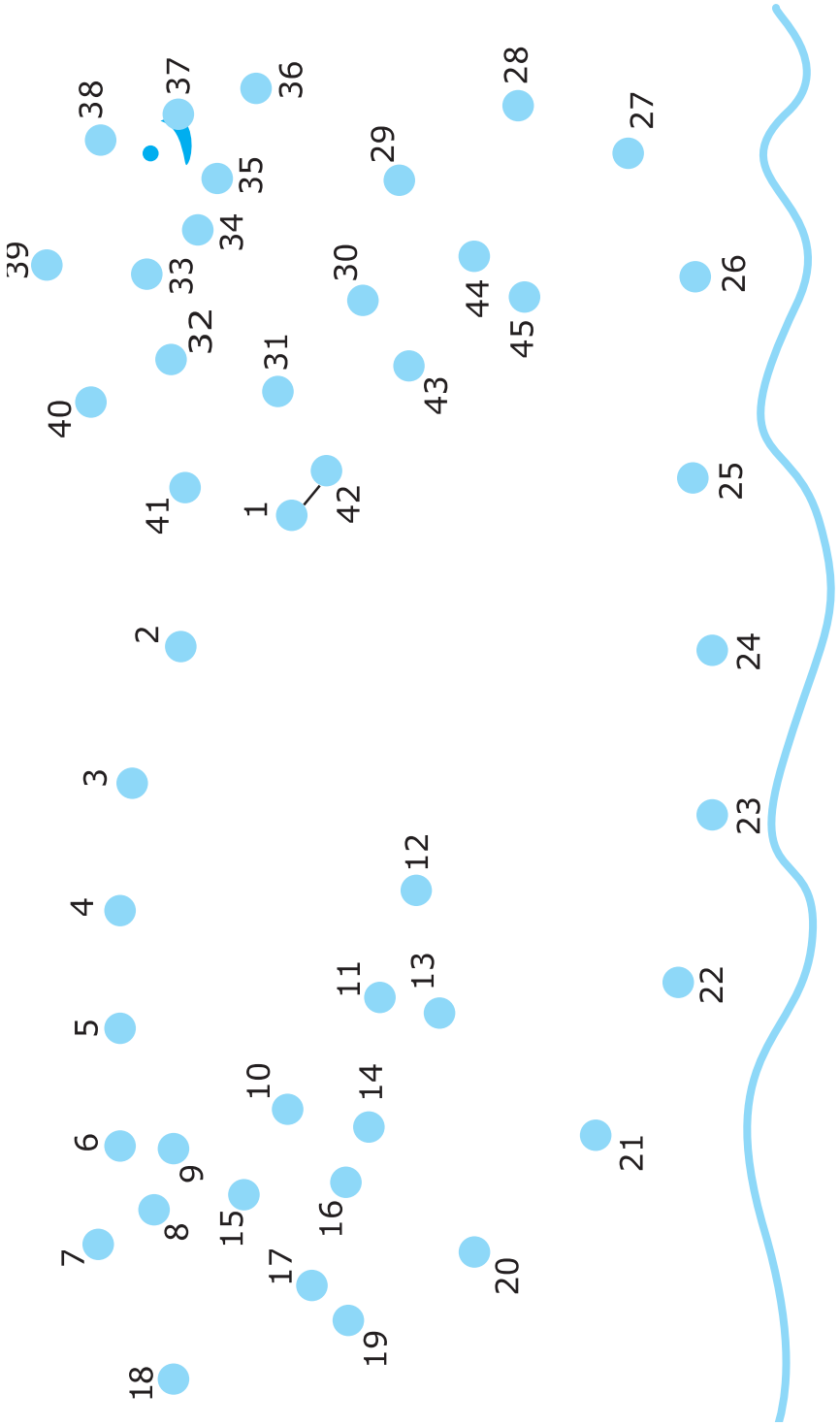


Exercise

Before - After



Join the dots



Exercise

Find the right place of the numbers.

42

42

43

44

45

46

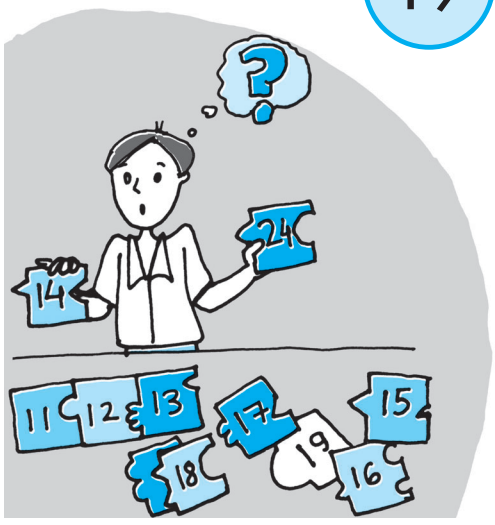
47

48

49

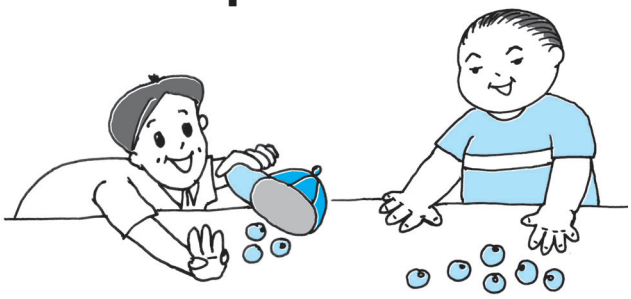
50

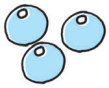
51



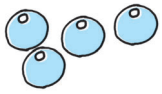
Exercise

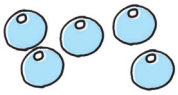
There are total 9 beads. How many beads are under the cap?

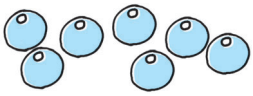


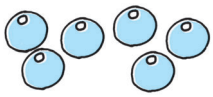


6









Exercise

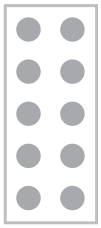
Writing practice 1 to 50

1									10
11									20
21									30
31									40
41									50

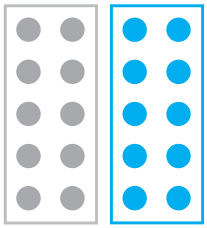
		3							10
	12						18		
				25					
31						37			
			44						50

Consolidation 10 to 50

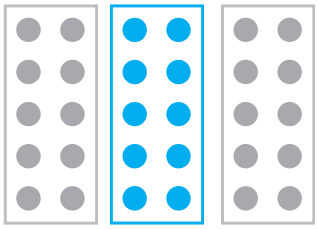
Do not forget to box 10



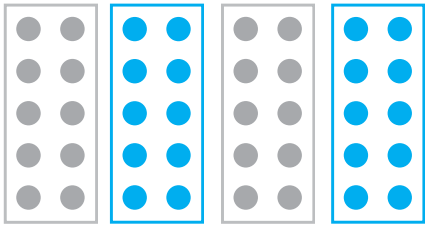
1 ten = 10



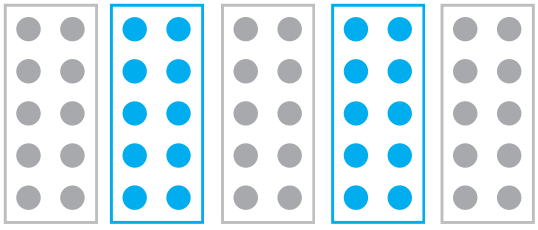
2 tens = 20



3 tens = 30



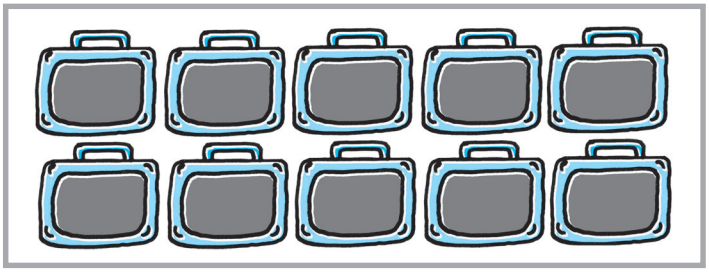
4 tens = 40

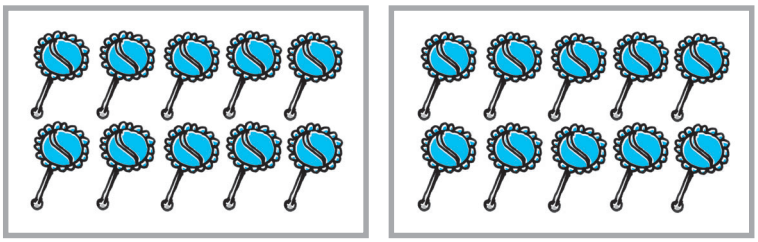


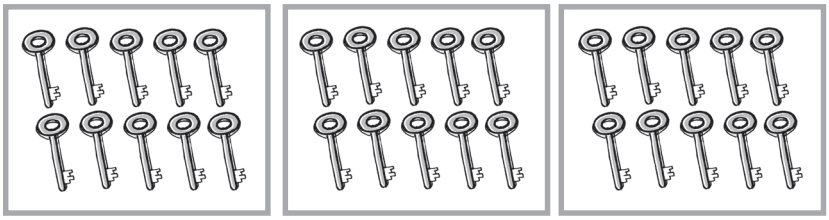
5 tens = 50

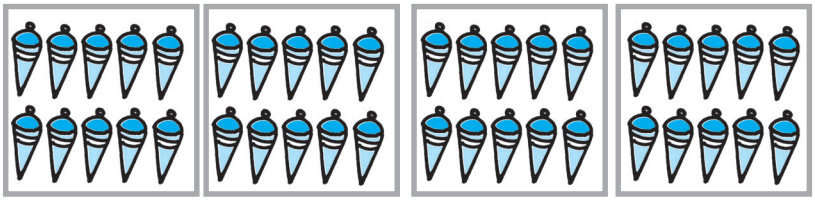
Exercise

Count 10,20,30,40,50



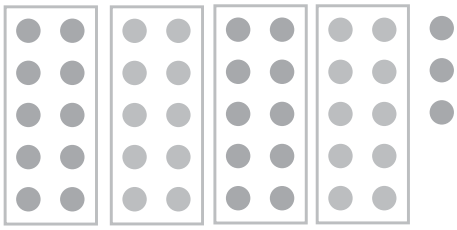




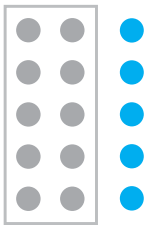


Exercise

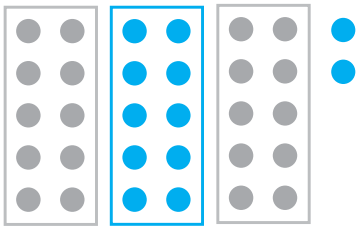
Circle the right number



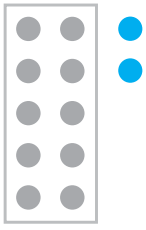
43 34



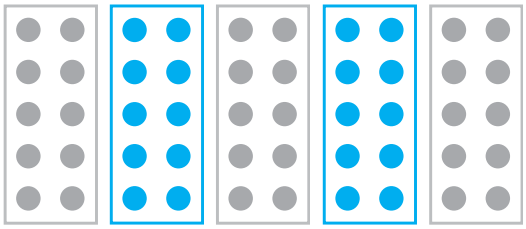
51 15



32 23



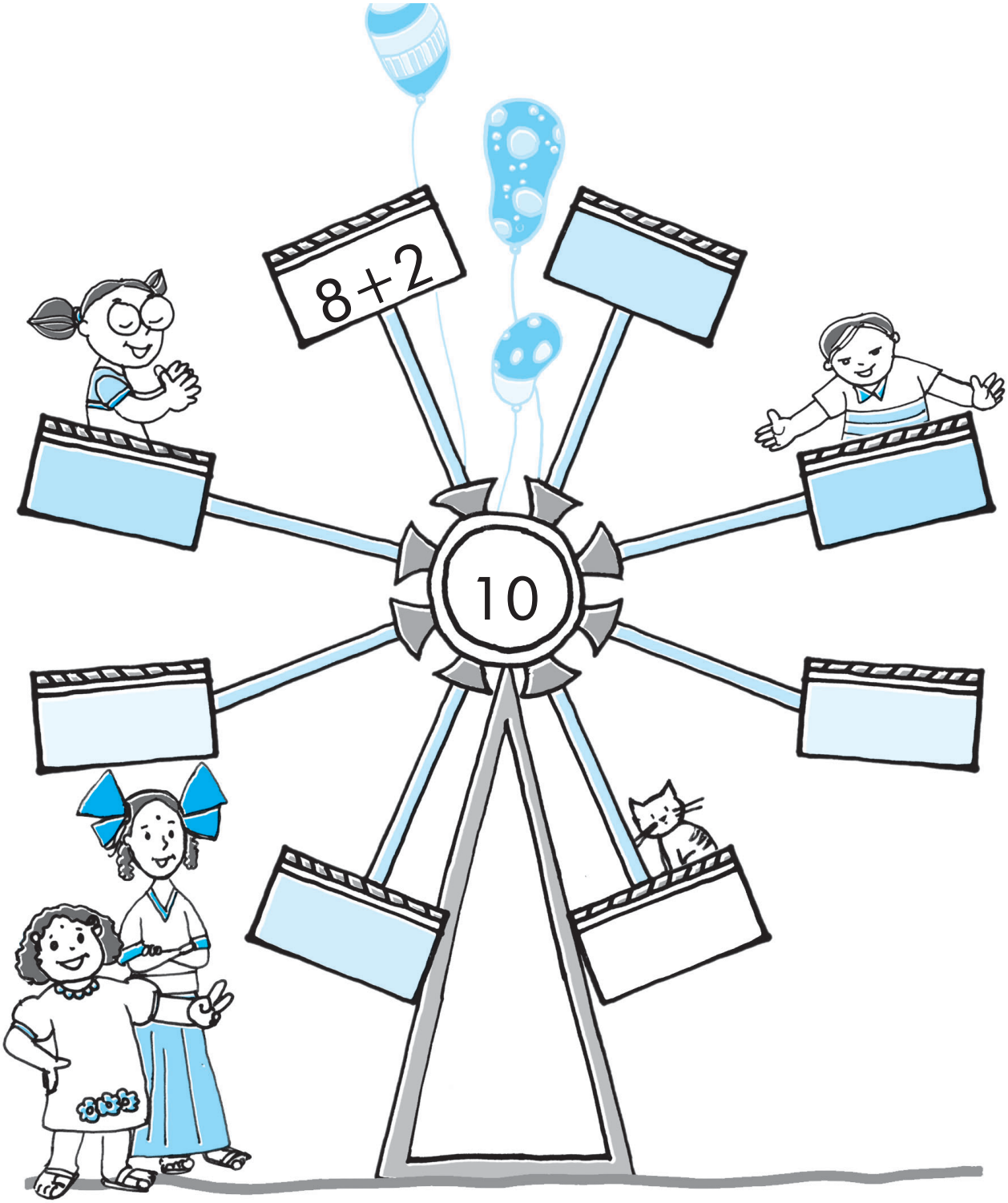
12 21



5 50

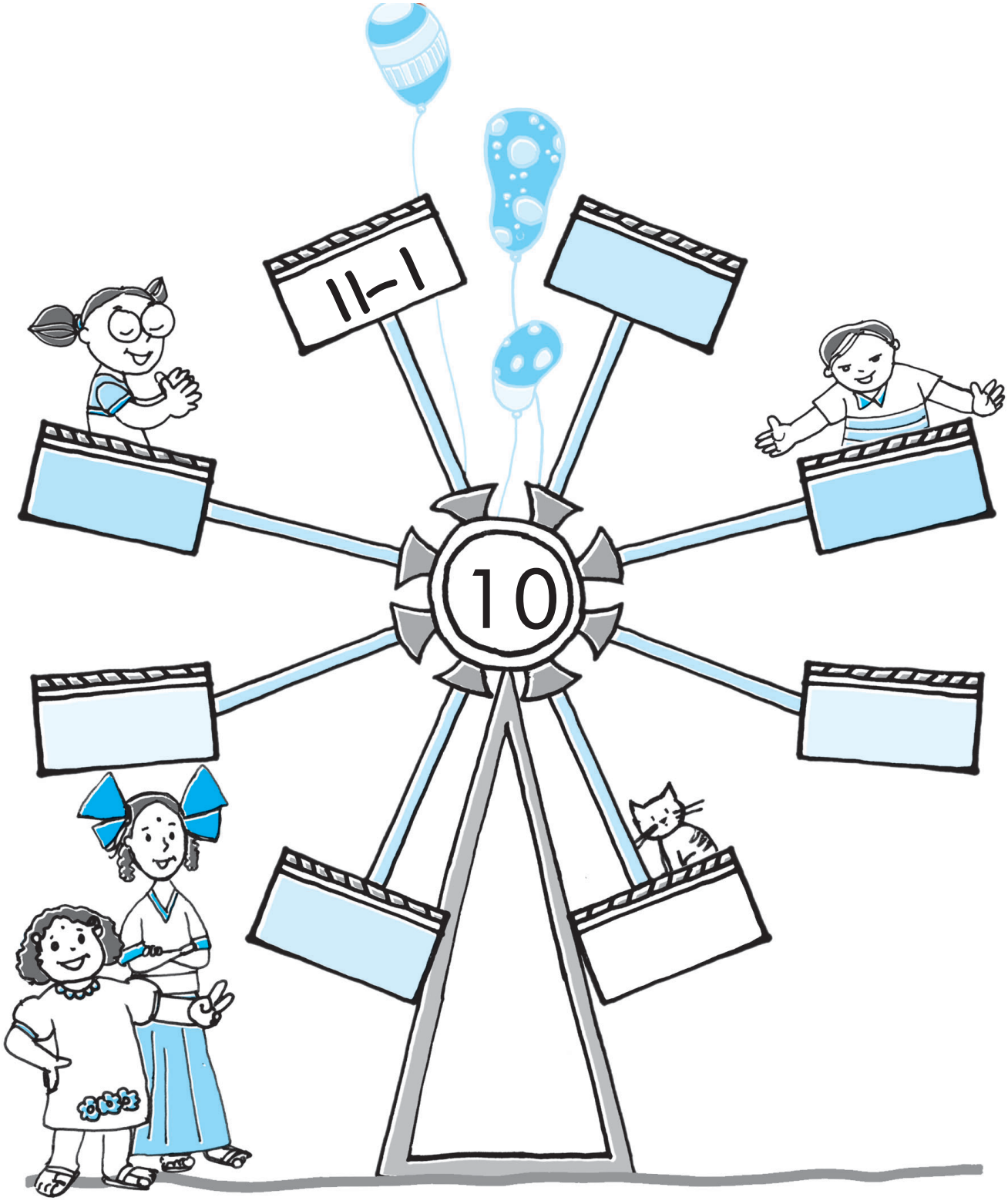
Making ten

Write a different addition each time to make ten.



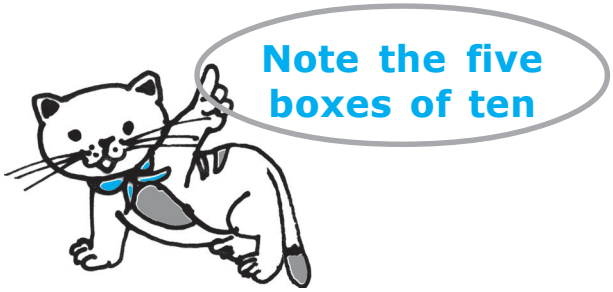
Making ten

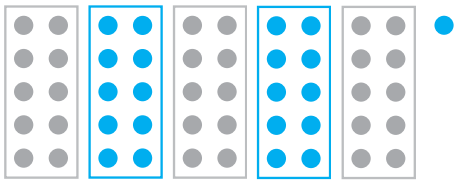
Write a different subtraction each time to make ten.



Unit 13

From 51 to 55

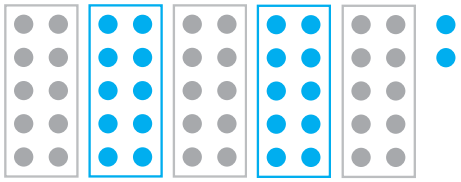




Five tens and one

51

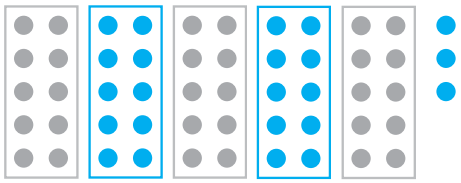
Fifty one



Five tens and two

52

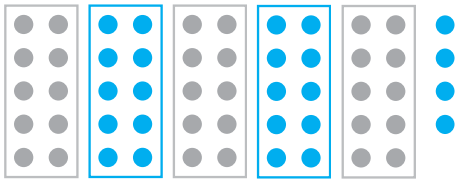
Fifty two



Five tens and three

53

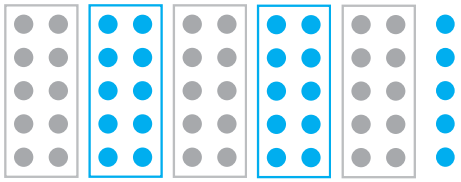
Fifty three



Five tens and four

54

Fifty four

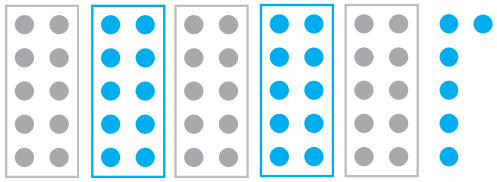


Five tens and five

55

Fifty five

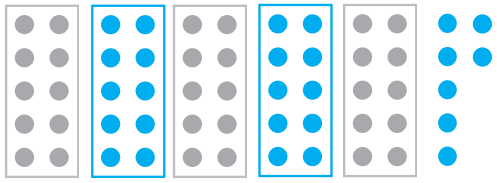
From 56 to 60



56

Fifty six

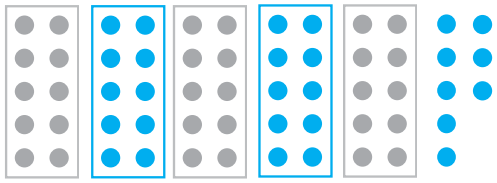
Five tens and six



57

Fifty seven

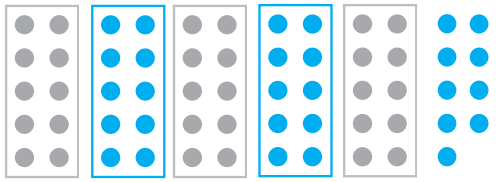
Five tens and seven



58

Fifty eight

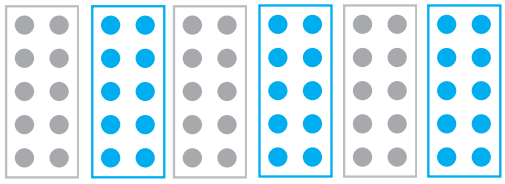
Five tens and eight



59

Fifty nine

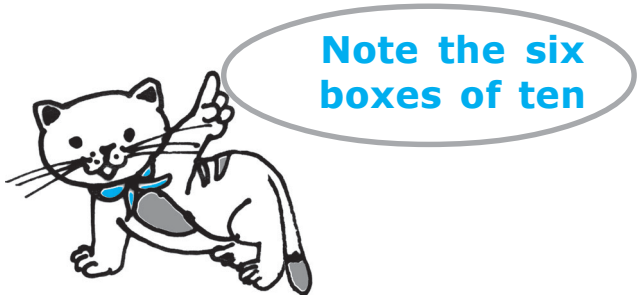
Five tens and nine



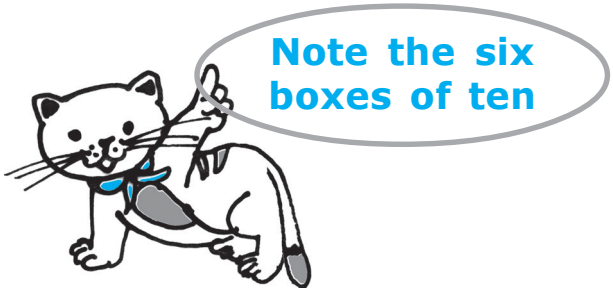
60

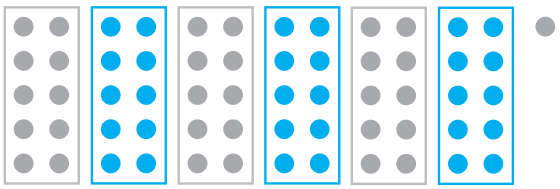
Sixty

Six tens



From 61 to 65

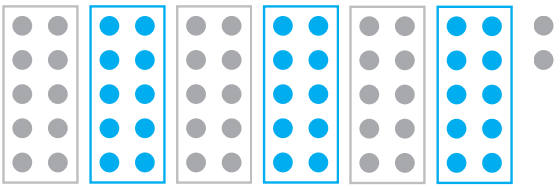




61

Sixty one

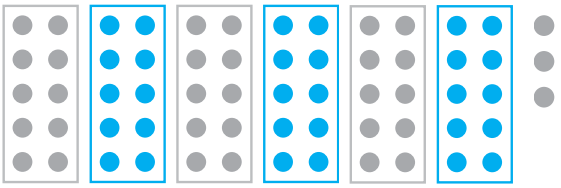
Six tens andone



62

Sixty two

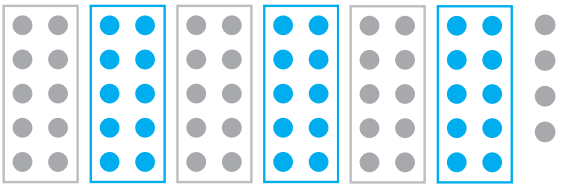
Six tens and two



63

Sixty three

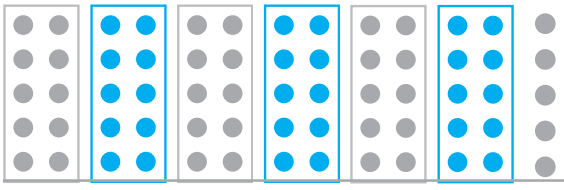
Six tens and three



64

Sixty four

Six tens and four

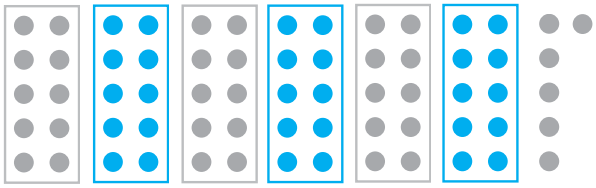


65

Sixty five

Six tens and five

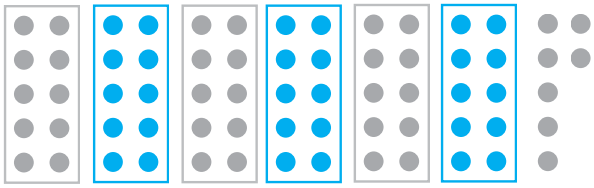
From 66 to 70



66

Sixty six

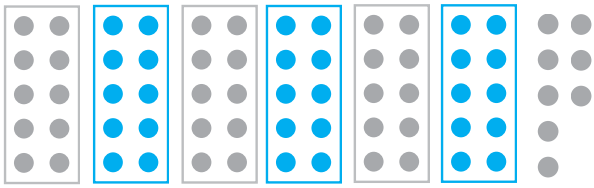
Six tens and six



67

Sixty seven

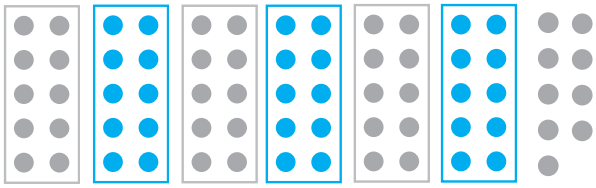
Six tens and seven



68

Sixty eight

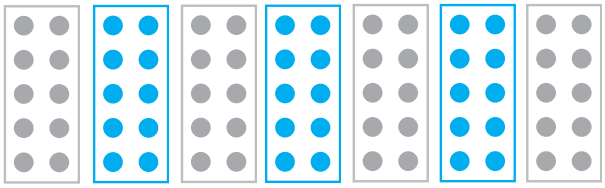
Six tens and eight



69

Sixty nine

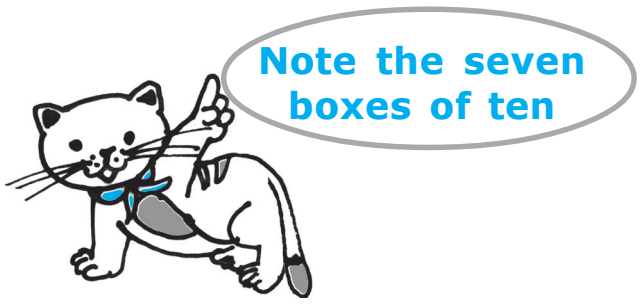
Six tens and nine



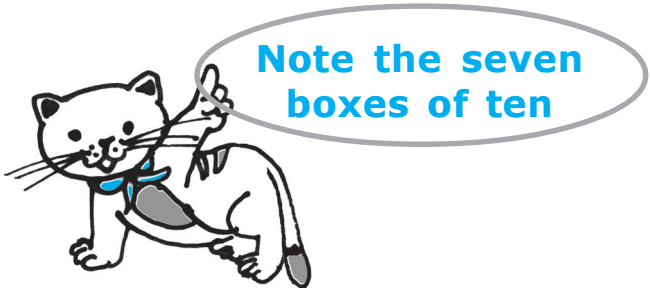
70

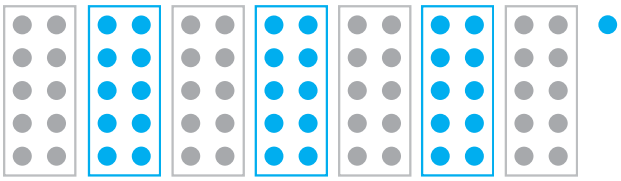
Seventy

Seven tens



From 71 to 75

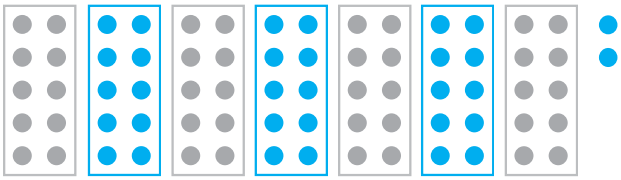




71

Seventy one

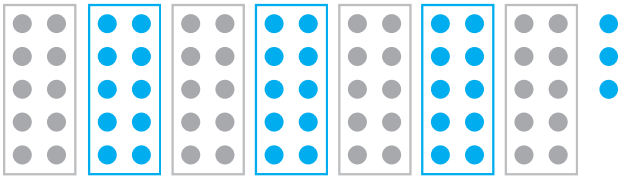
Seven tens and one



72

Seventy two

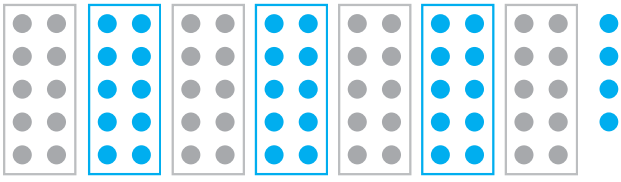
Seven tens and two



73

Seventy three

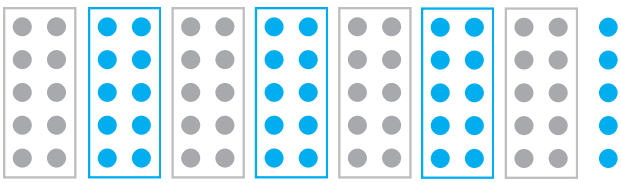
Seven tens and three



74

Seventy four

Seven tens and four

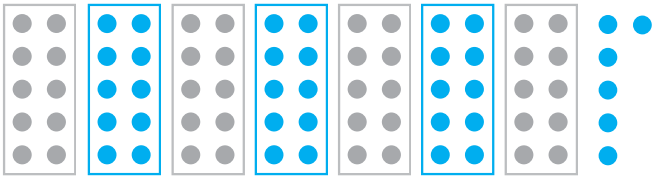


75

Seventy five

Seven tens and five

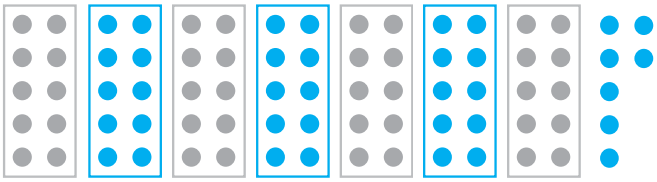
From 76 to 80



76

Seventy six

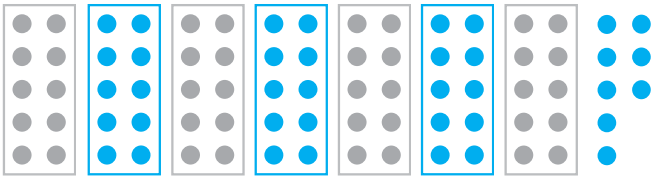
Seven tens and six



77

Seventy seven

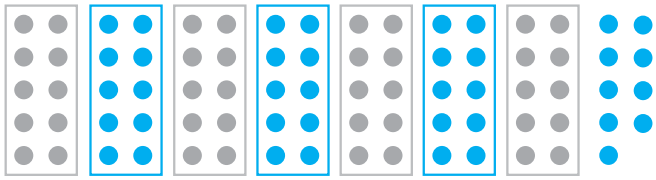
Seven tens and seven



78

Seventy eight

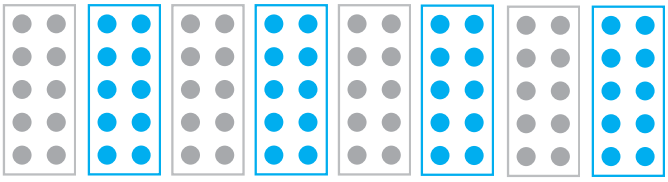
Seven tens and eight



79

Seventy nine

Seven tens and nine



80

Eighty

Eight tens

Writing 51 to 80

51	52	53	54	55	56	57	58	59	60
51			54						60
	52						58		
51									

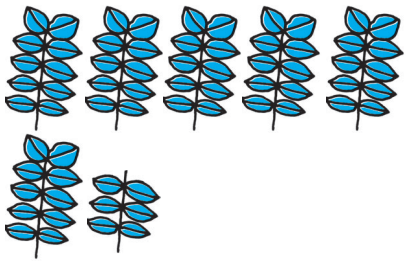
61	62	63	64	65	66	67	68	69	70
61			64						70
61						67			
				65					

71	72	73	74	75	76	77	78	79	80
71						77			
		73							80
71									

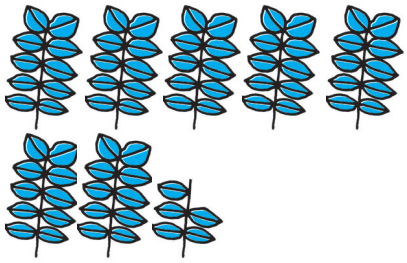
Exercise

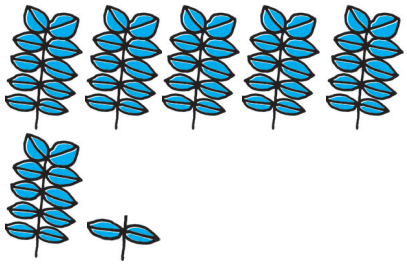
Count and write the numbers

Count the tens first

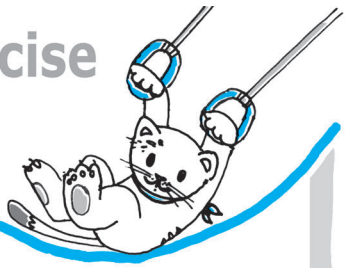


Six tens and five

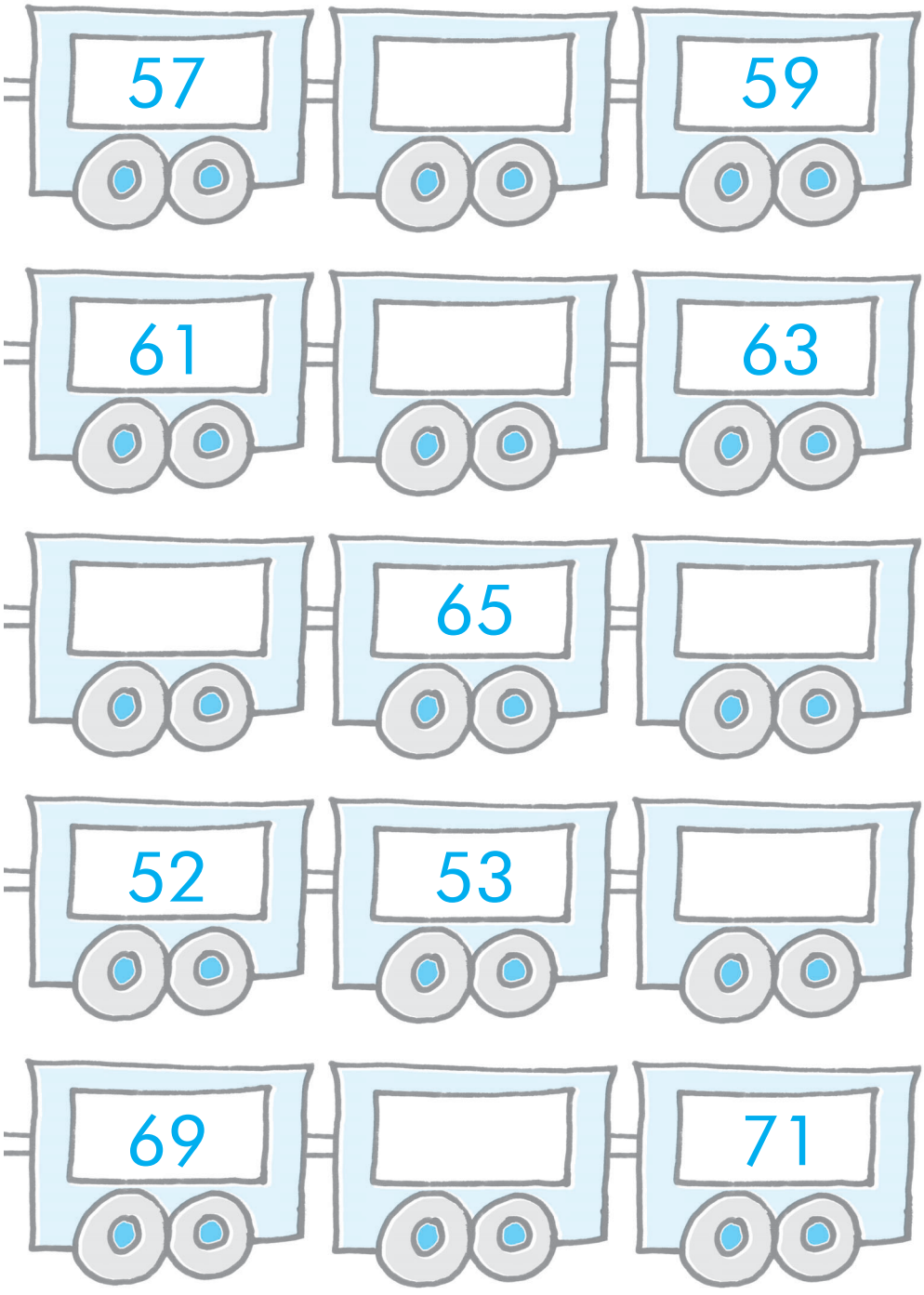




Exercise

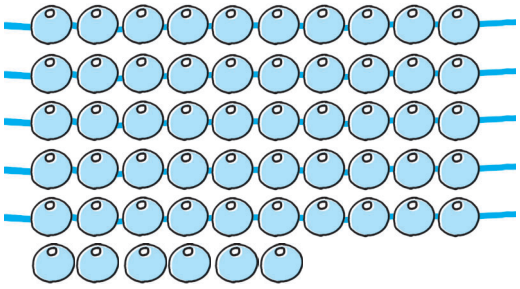


Fill in the empty box

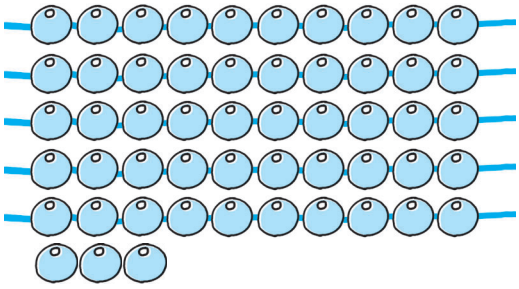


Exercise

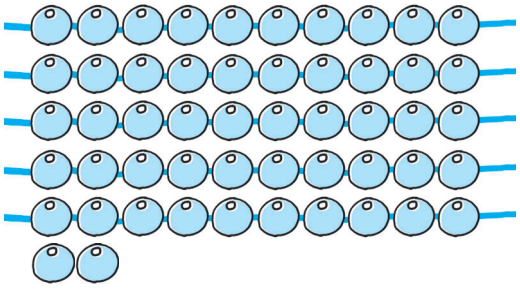
Count and write the correct number



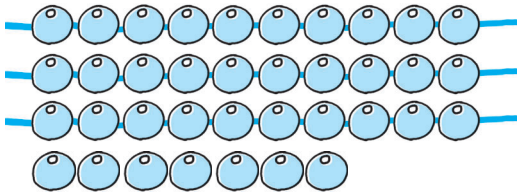
56 65



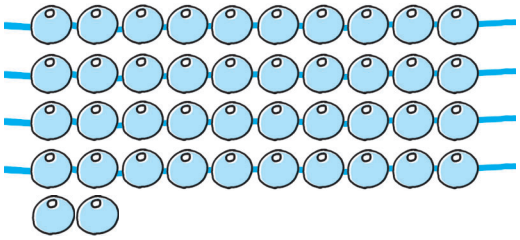
35 53



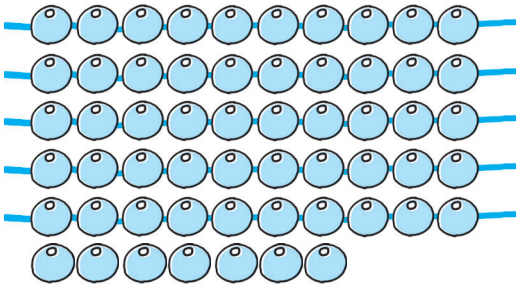
25 52



37 73



24 42

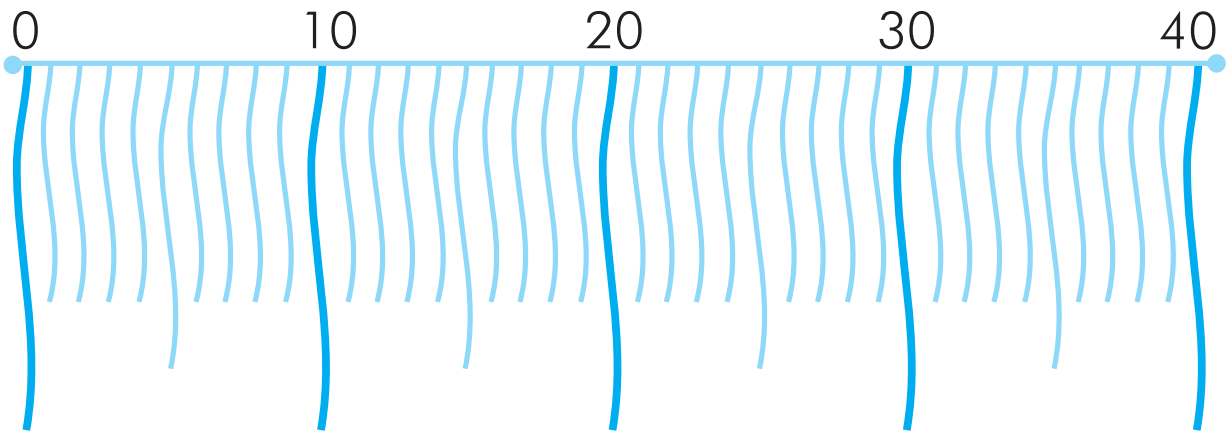


57 75

Exercise

Add		Take away	
9 + 1 =		9 − 8 =	
8 + 2 =		8 − 7 =	
7 + 3 =		7 − 6 =	
6 + 4 =		6 − 5 =	
5 + 5 =		4 − 3 =	
9 + 0 =		9 − 0 =	

Hang the stars on the correct thread



7

10

29

13

22

4

31

16

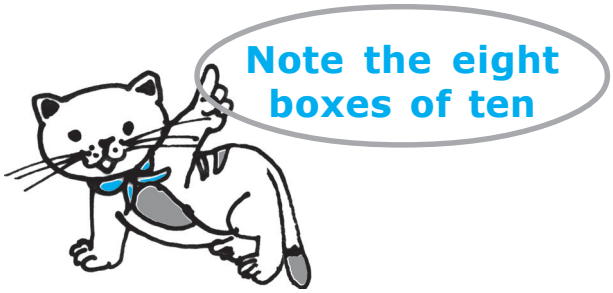
26

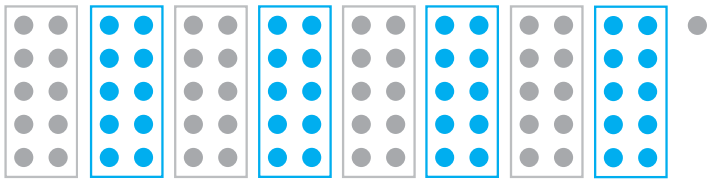
9

37

18

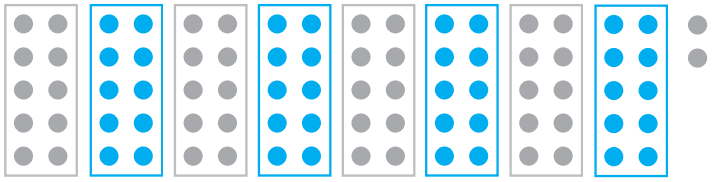
From 81 to 85





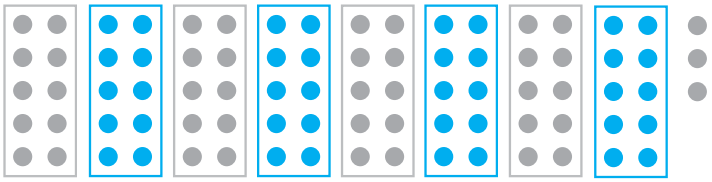
81
Eighty one

Eight tens and one



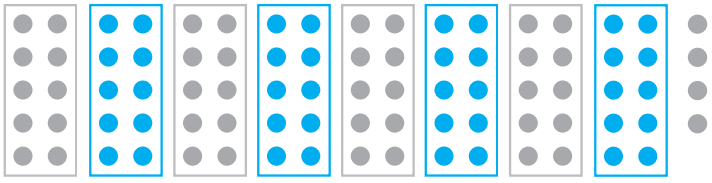
82
Eighty two

Eight tens and two



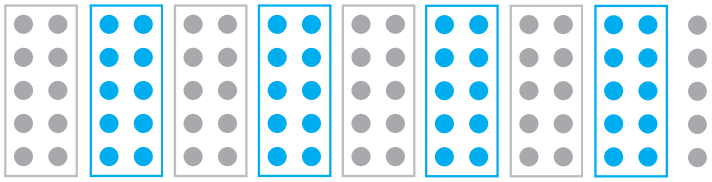
83
Eighty three

Eight tens and three



84
Eighty four

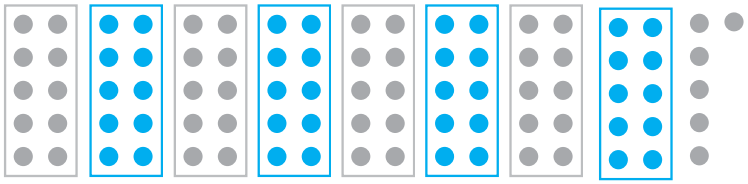
Eight tens and four



85
Eighty five

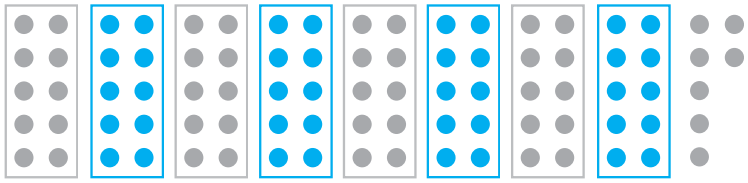
Eight tens and five

From 85 to 90



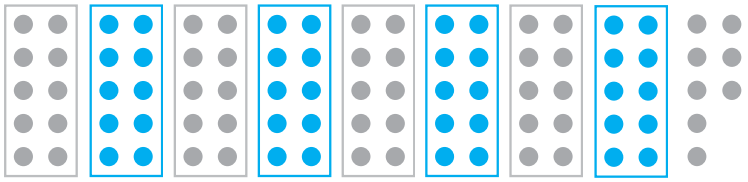
86
Eighty six

Eight tens and six



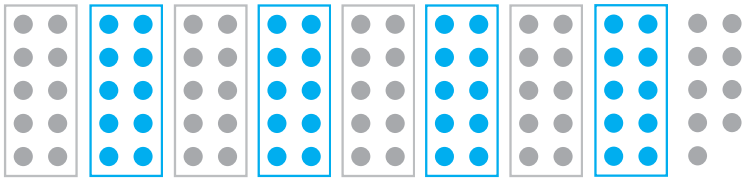
87
Eighty seven

Eight tens and seven



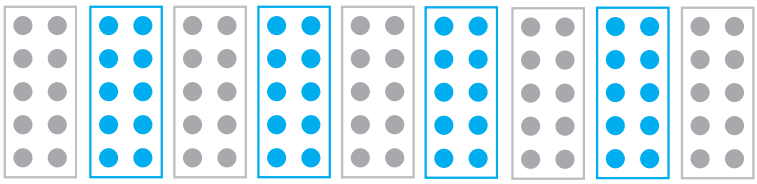
88
Eighty eight

Eight tens and eight



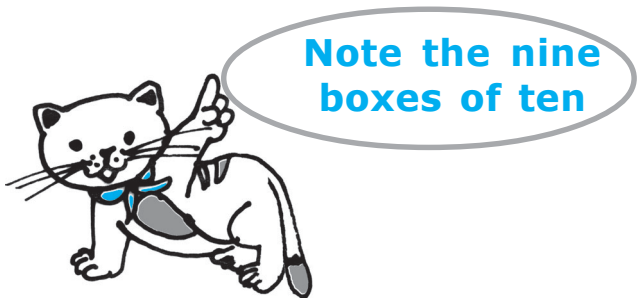
89
Eighty nine

Eight tens and nine

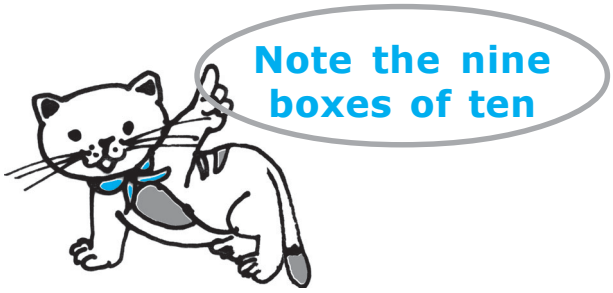


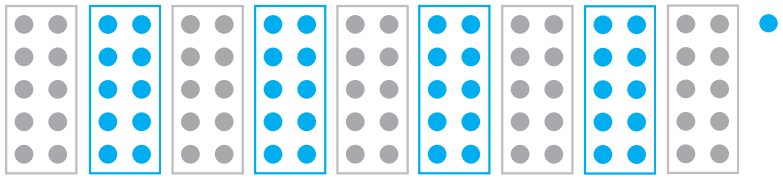
90
Ninety

Nine tens



From 91 to 95

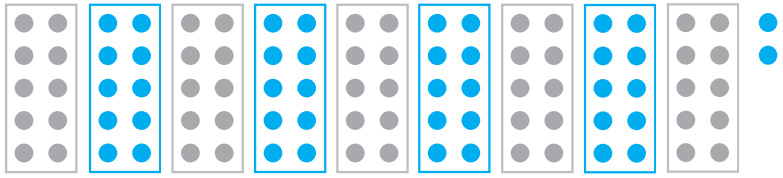




91

Ninety one

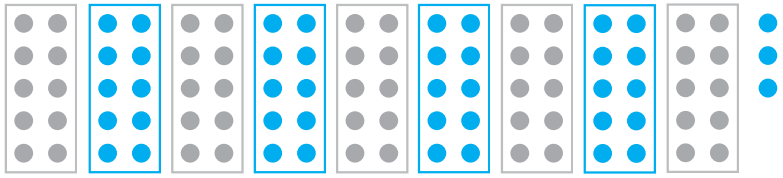
Nine tens and one



92

Ninety two

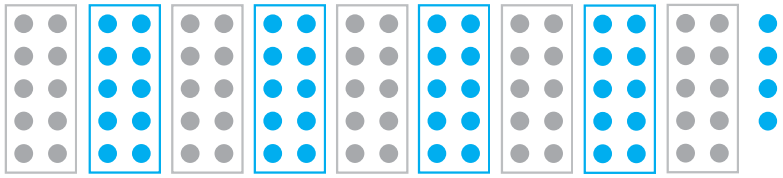
Nine tens and two



93

Ninety three

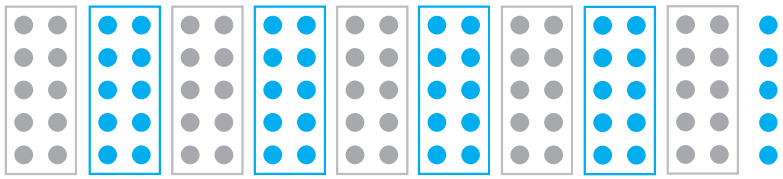
Nine tens and three



94

Ninety four

Nine tens and four

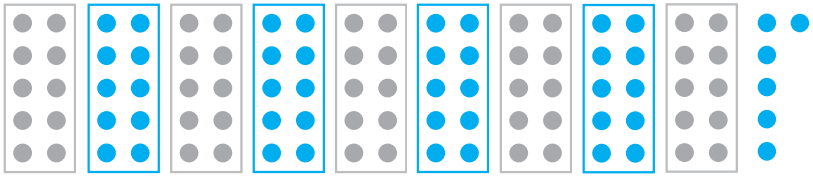


95

Ninety five

Nine tens and five

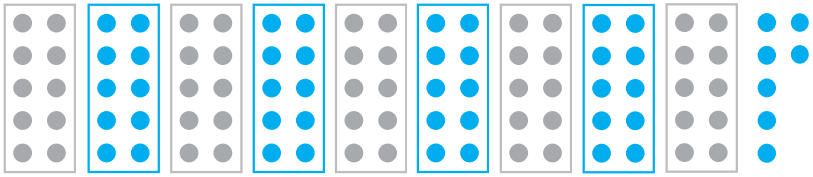
From 96 to 100



96

Ninety six

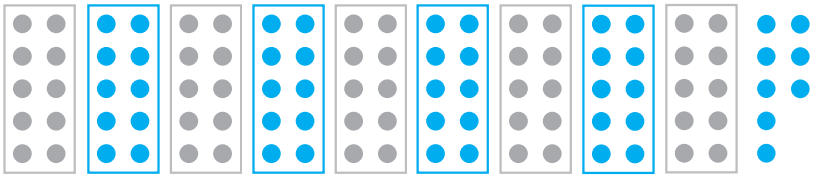
Nine tens and six



97

Ninety seven

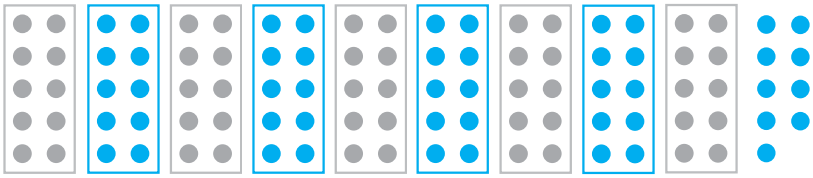
Nine tens and seven



98

Ninety eight

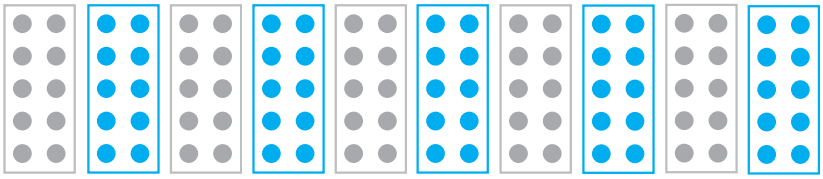
Nine tens and eight



99

Ninety nine

Nine tens and nine



100

Hundred

Ten tens

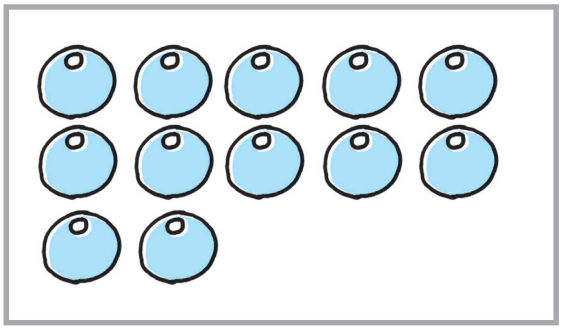
Write 1 to 100

1	2	3	4	5	6	7	8	9	10
11									20
21									30
31									40
41									50
51									60
61									70
71									80
81									90
91									100

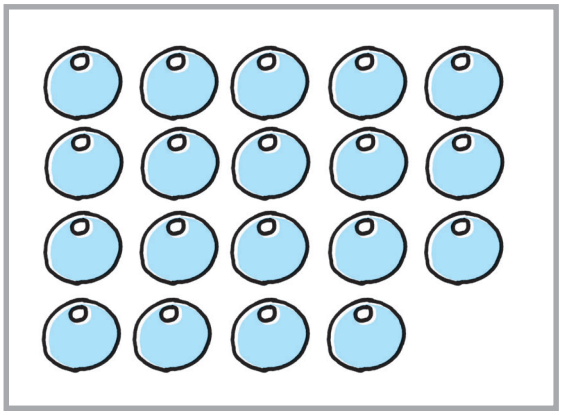
Unit 14 Revision

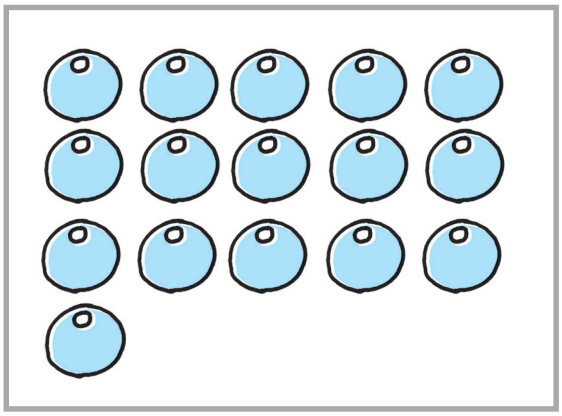
Counting 1 to 20

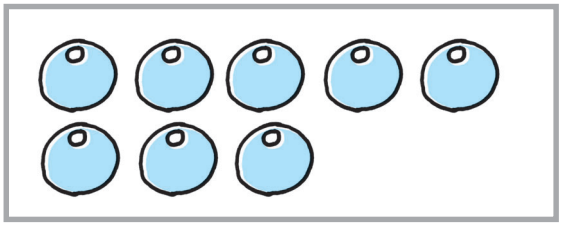
Exercise



12

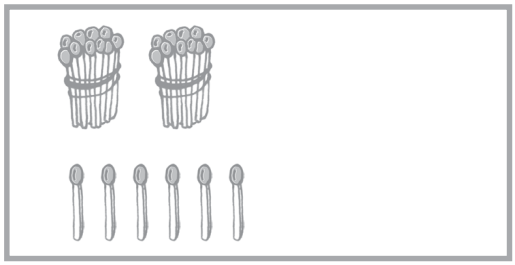




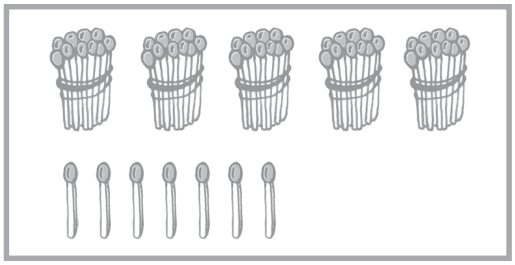


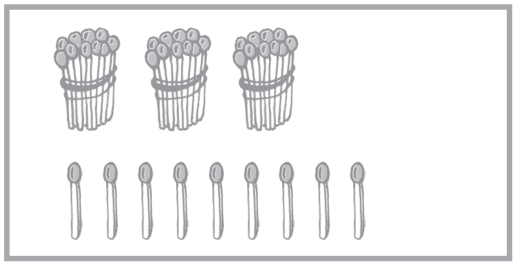
Count and write

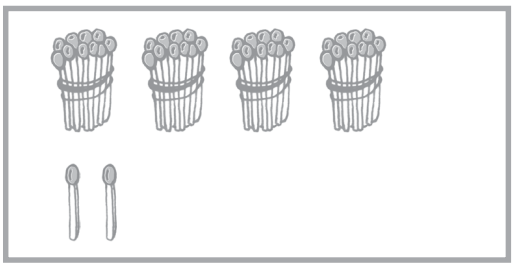
Count tens first.

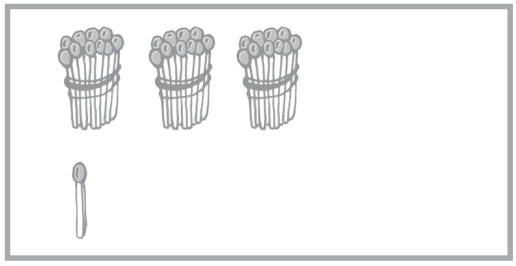


26



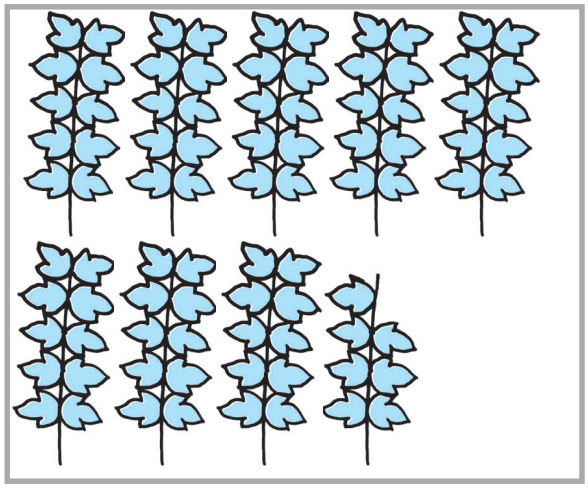




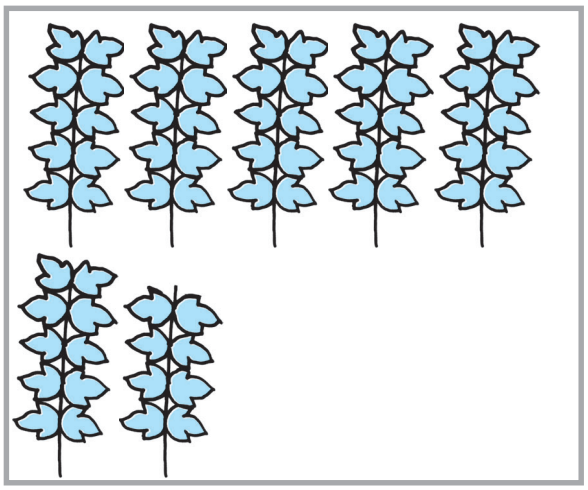


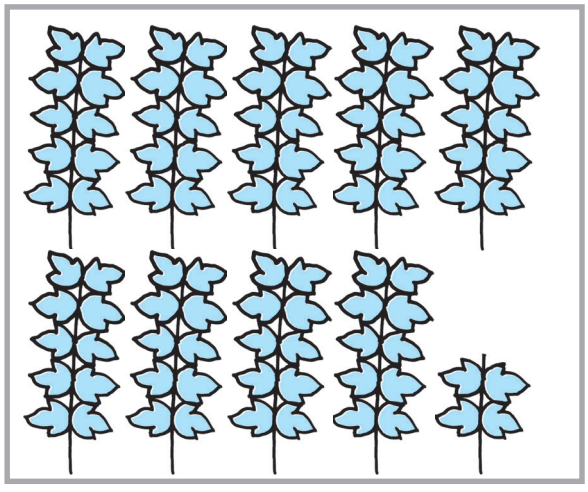
Counting 51 to 100

Count tens first.



87

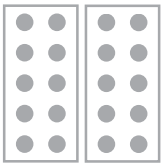




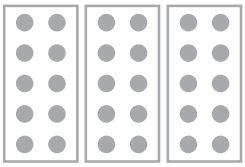
Tens

Count in tens.

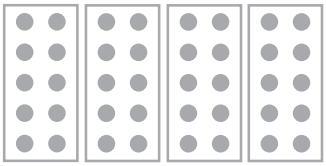
1 ten = 10



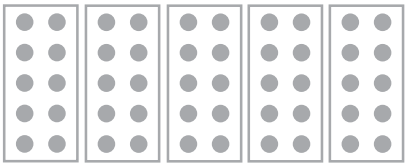
2 tens = 20



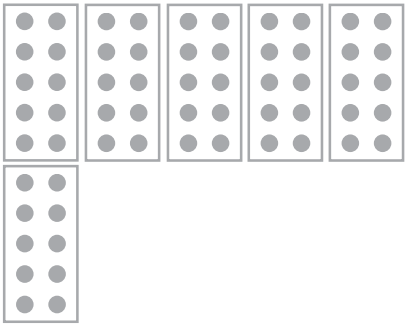
3 tens = 30



4 tens = 40

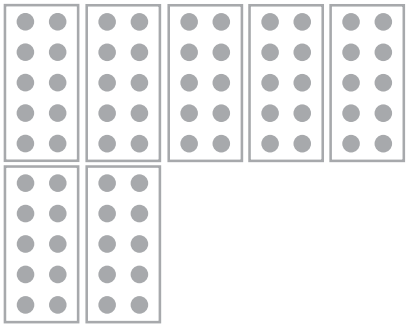


5 tens = 50

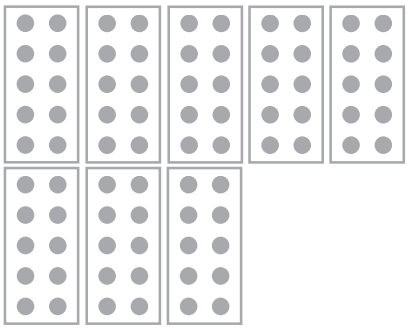


6 tens = 60

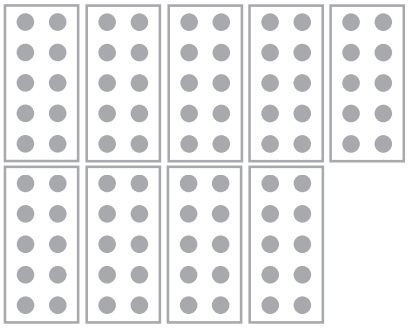
Tens



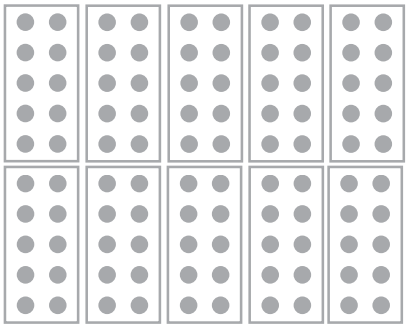
7 tens = 70



8 tens = 80

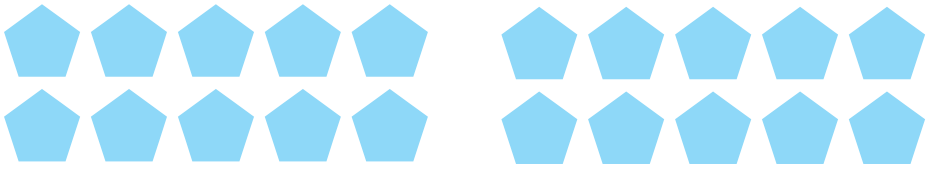


9 tens = 90

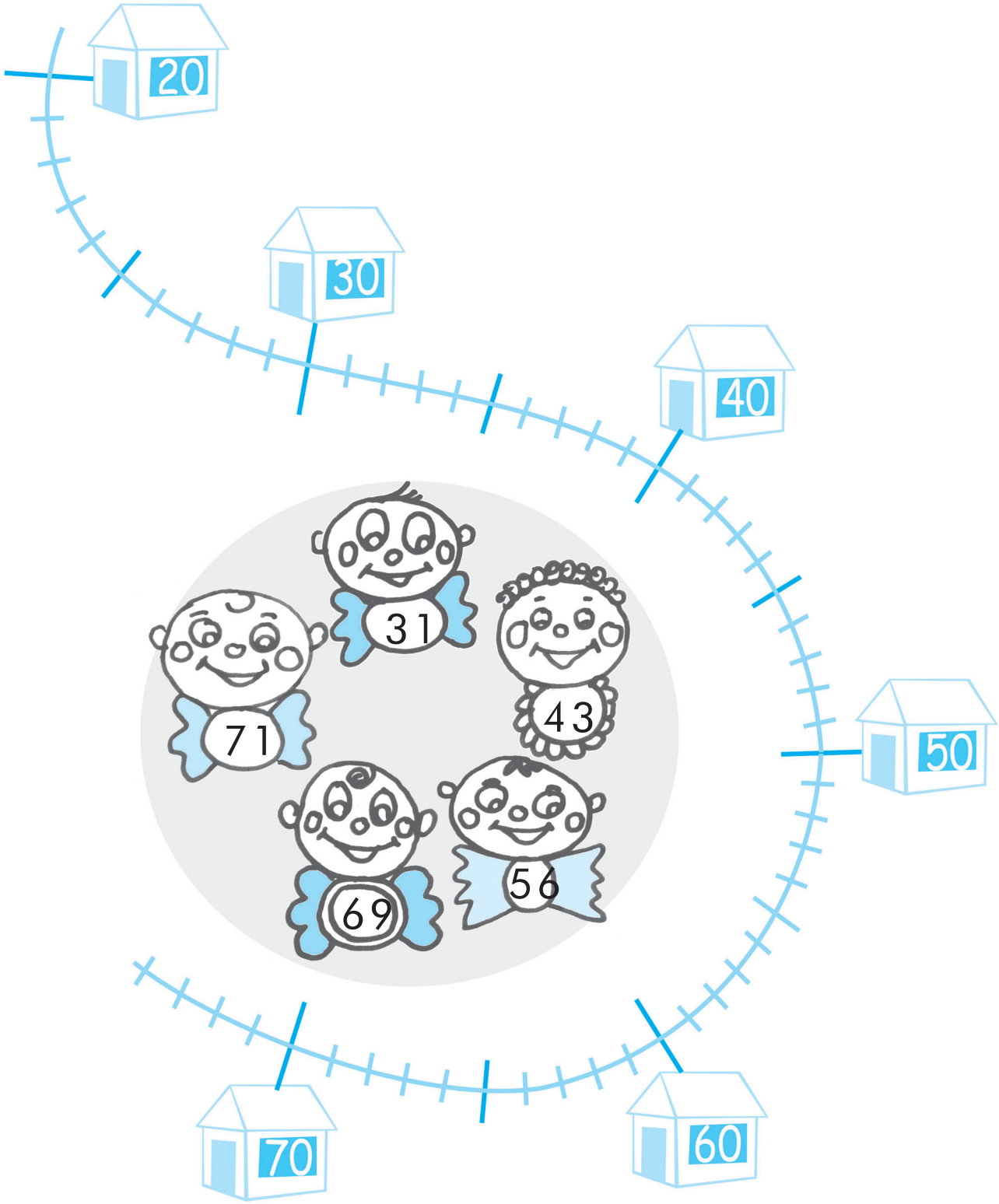


10 tens = 100

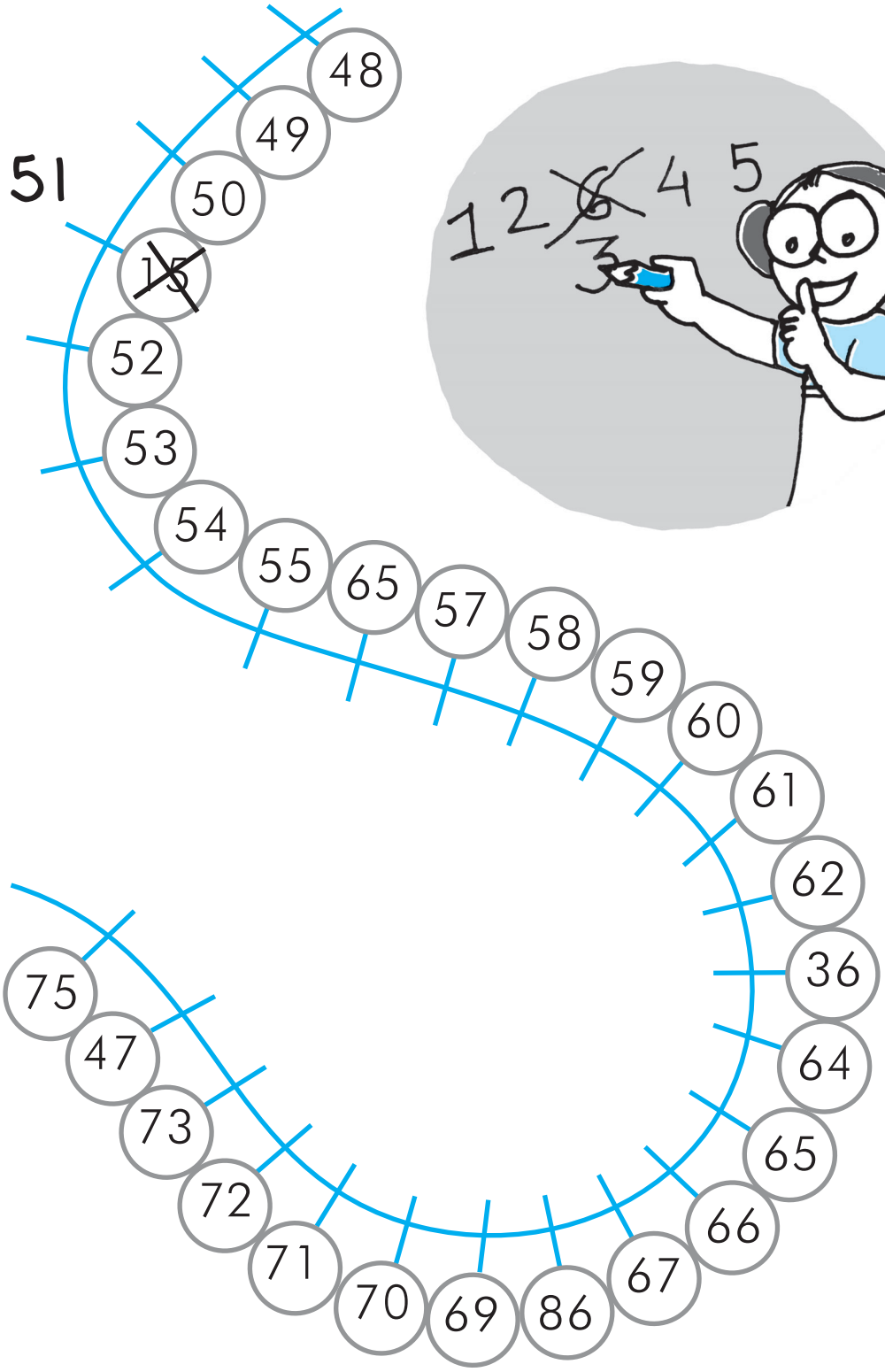
Counting in tens



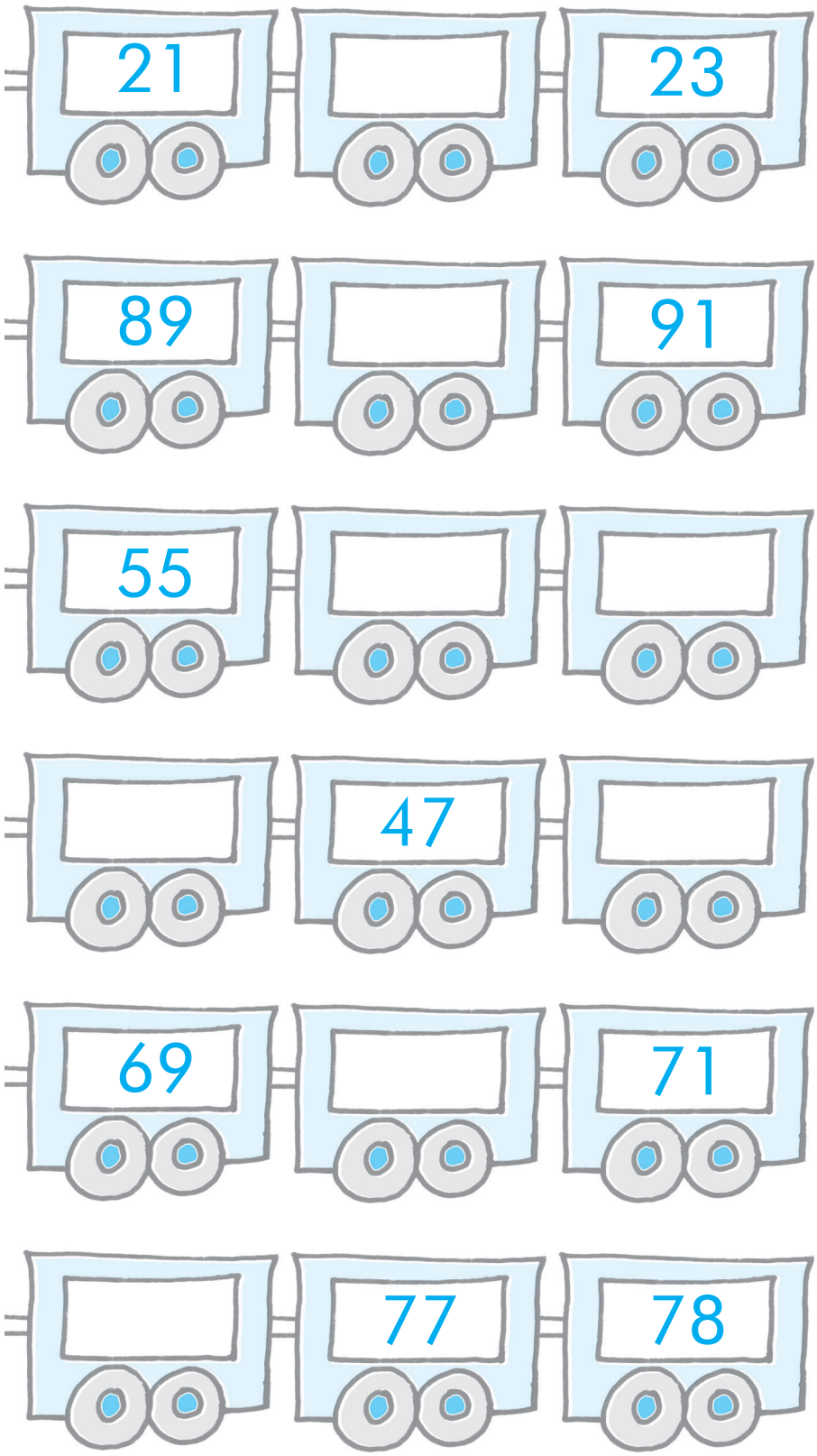
Send a joker to his correct place



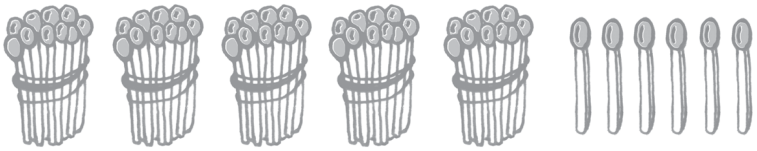
Find the wrong number and correct them.



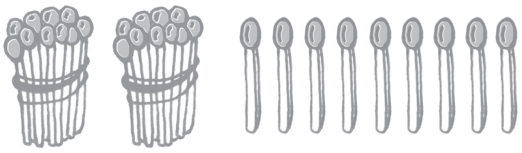
Fill in the missing number



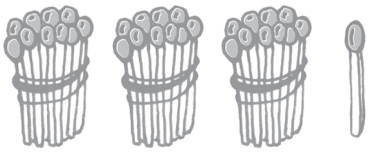
Count and circle the correct number



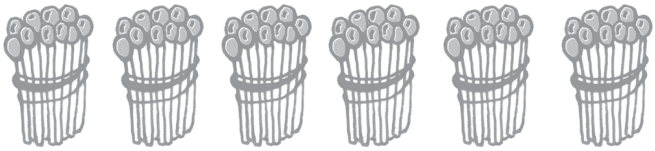
65 56



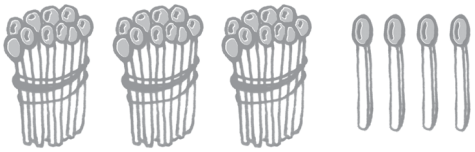
29 92



31 13

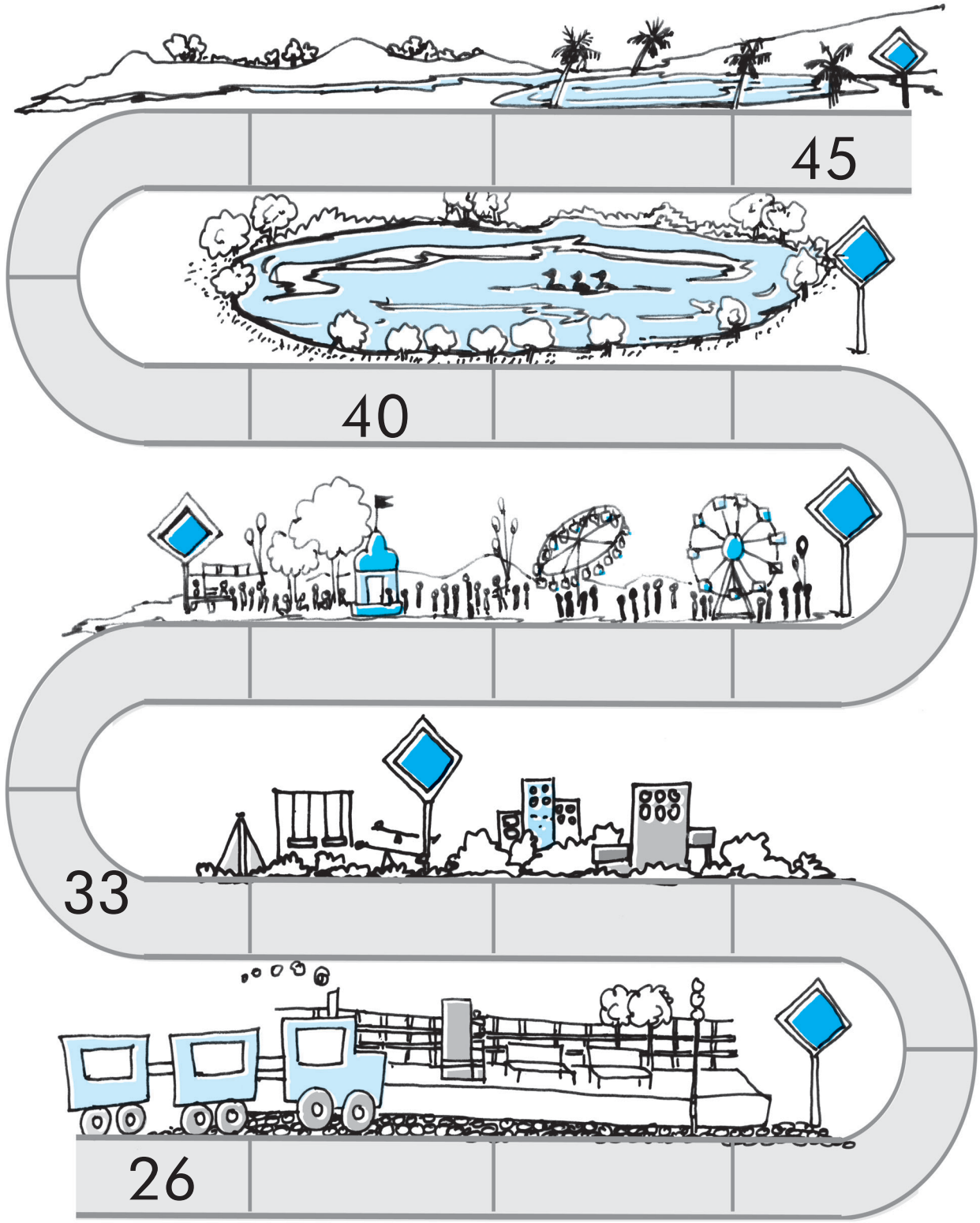


05 50

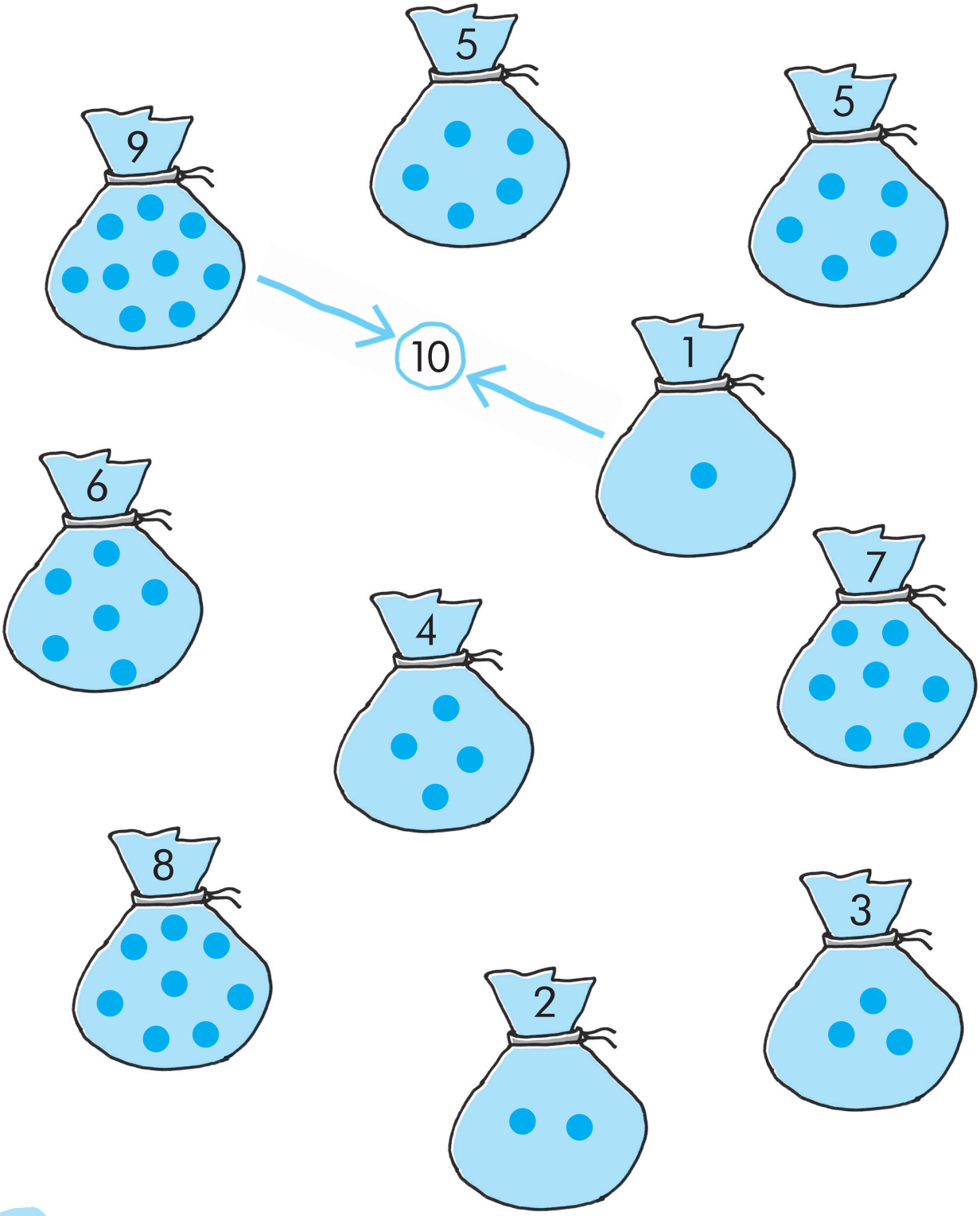


49 94

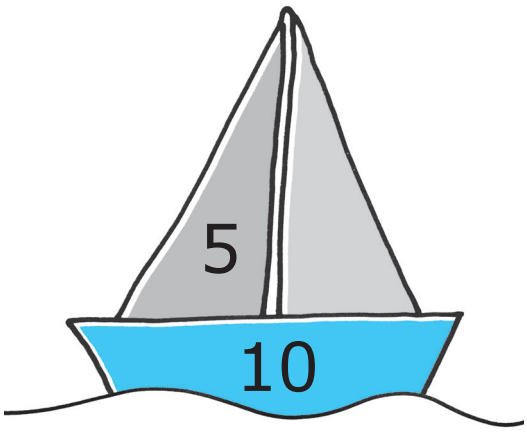
Number-tour

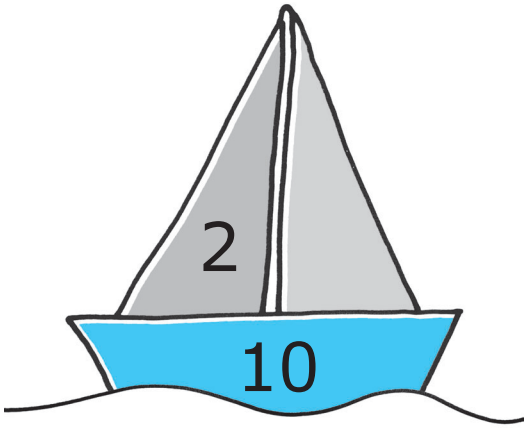


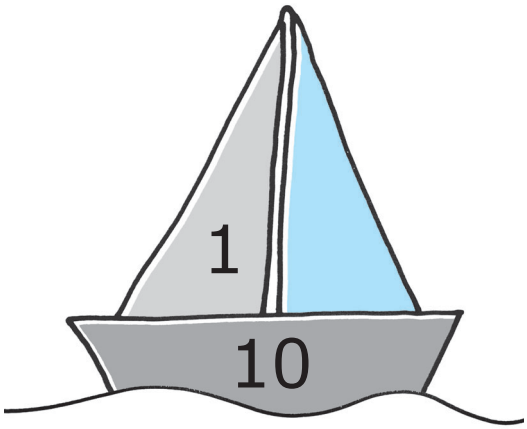
Join pairs which make ten

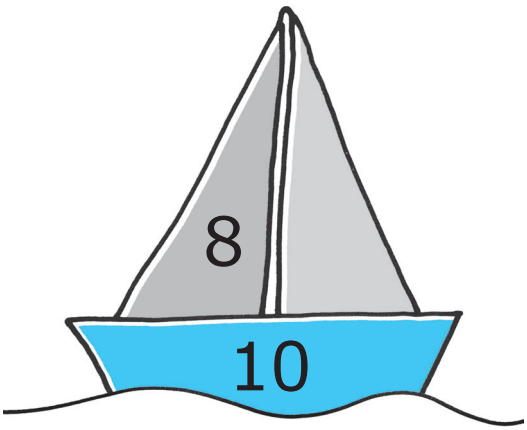


Write number on the ship to make ten

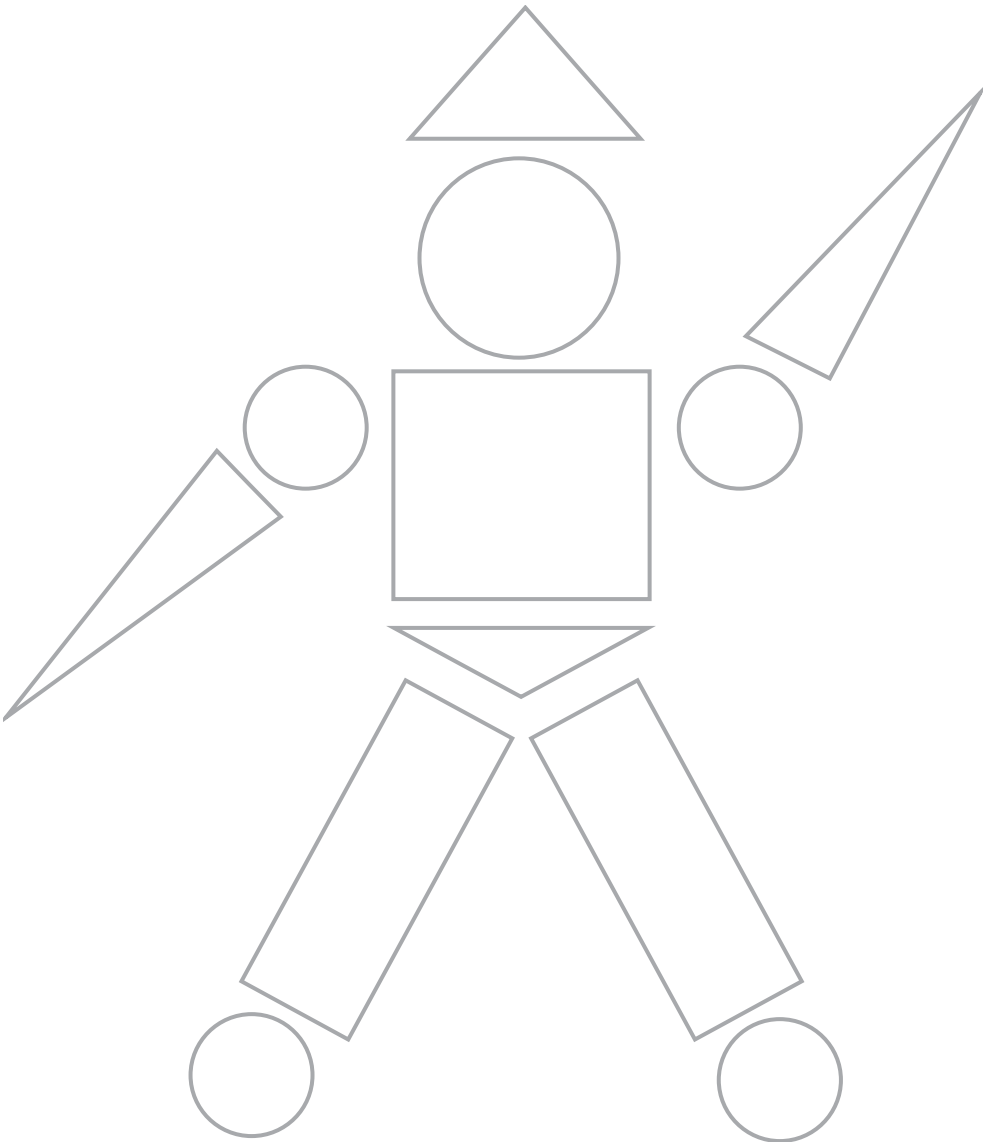








Join the shapes



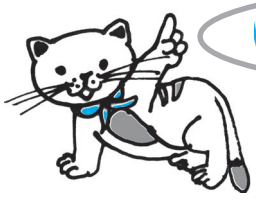
How many quadrilaterals?

How many triangles?

How many circles?

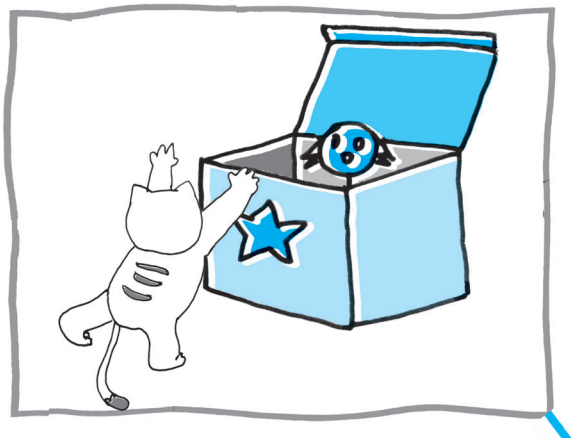
Count

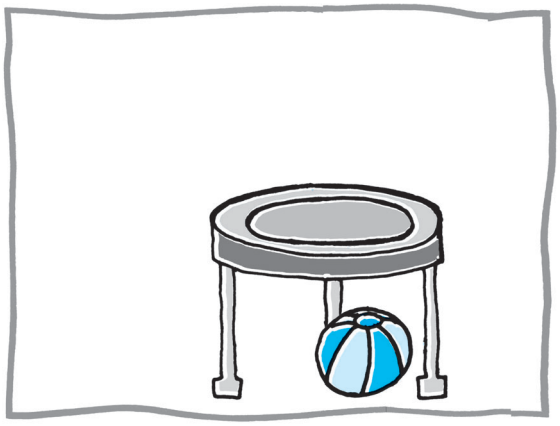
Add		Take away	
10 + 1 =		11 − 1 =	
10 + 2 =		12 − 1 =	
10 + 3 =		13 − 1 =	
10 + 4 =		14 − 1 =	
10 + 5 =		15 − 1 =	
10 + 6 =		16 − 1 =	
10 + 7 =		17 − 1 =	
10 + 8 =		18 − 1 =	
10 + 9 =		19 − 1 =	

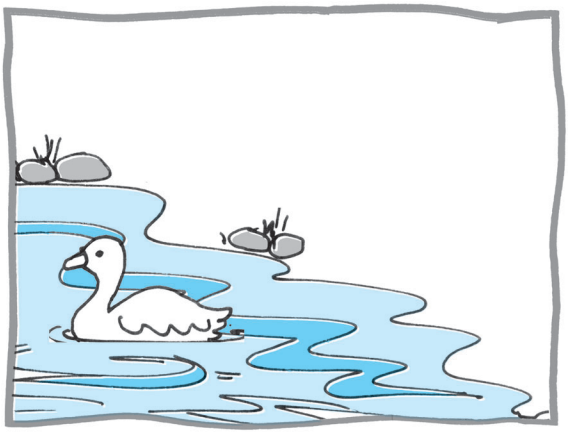


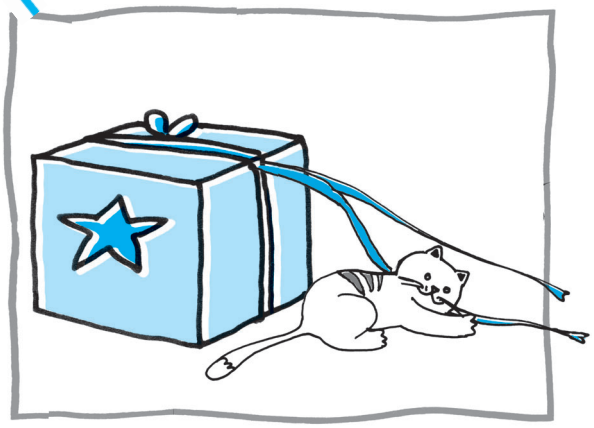
What is the pattern?

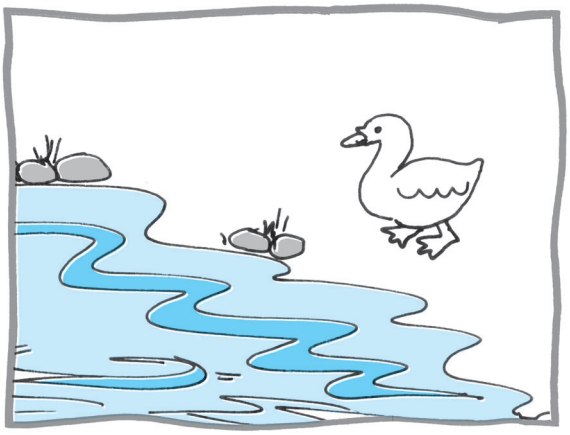
Join opposites











Add

5 + 7 =	10 + 5 =
6 + 6 =	12 + 7 =
4 + 9 =	15 + 4 =
5 + 3 =	13 + 6 =
8 + 7 =	11 + 7 =
9 + 2 =	18 + 0 =
3 + 8 =	16 + 2 =
5 + 5 =	14 + 3 =
6 + 8 =	10 + 8 =
4 + 7 =	15 + 4 =

Take away

9 – 4 =	19 – 4 =
8 – 3 =	17 – 3 =
7 – 5 =	18 – 5 =
9 – 6 =	16 – 4 =
6 – 2 =	14 – 2 =
12 – 3 =	15 – 4 =
19 – 3 =	18 – 5 =
18 – 2 =	13 – 0 =
15 – 5 =	12 – 1 =
18 – 7 =	19 – 9 =

Add

8 + 4 =	19 + 1 =
15 – 3 =	12 + 7 =
9 + 9 =	12 – 1 =
10 + 6 =	18 – 7 =
19 – 4 =	18 + 0 =
4 + 4 =	18 – 0 =
7 + 3 =	15 – 5 =
13 + 5 =	14 – 3 =
16 – 3 =	10 + 10 =
17 – 6 =	20 – 10 =

Colour the shapes