

1

What is The Location?

What is near, what is far?



Keep a pen, book and bottle inside the circle as shown in picture. A child will walk around saying "What is near, what is far"? All children will repeat. Child walking around will stop near any child and ask him, "What is near, what is far"? That child will observe pen, bottle, book and may speak, "The bottle is near to me, the pen is far from me". One who will not give correct answer, will be encouraged to conduct this activity.

The bottle is near,
the pen is far

What is near,
what is far?



Ask the children to encircle the thing with blue colour, which was near to them and encircle the thing with black which was far from them among all the objects during the game.

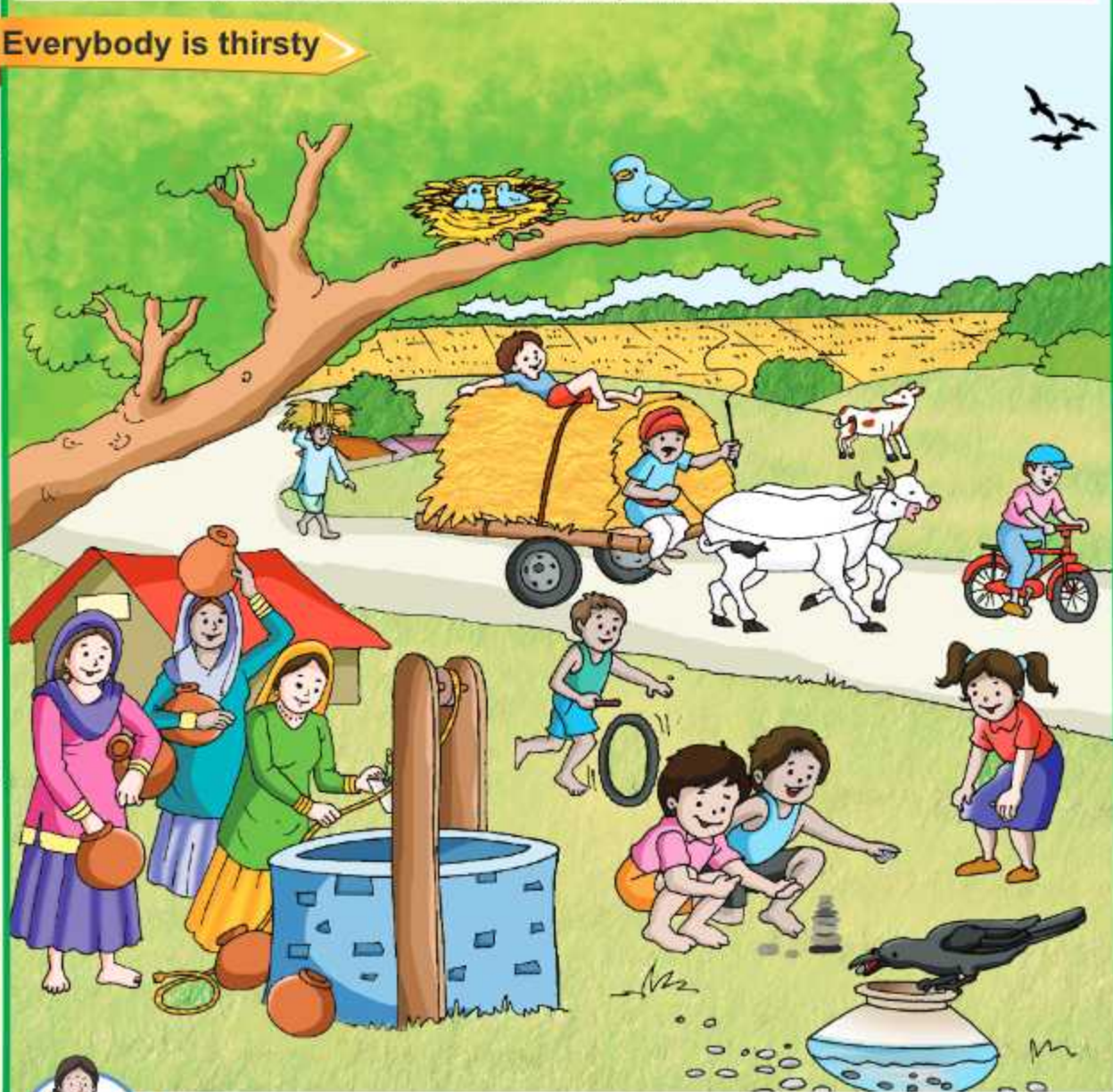
Also ask the questions with reference to an object, like which thing is near to bottle, which thing is far from the bottle etc. to further play the game.

1



Do some activities for the understanding of before/after, ahead/behind, above/on and below. For instance, the understanding of before and after can be strengthened through the game of a train, using a table or any other object the understanding of above, on, top, bottom and below can be developed. For example, the fan is above the table, the book is on the table, the bag is under/below the table.

Everybody is thirsty

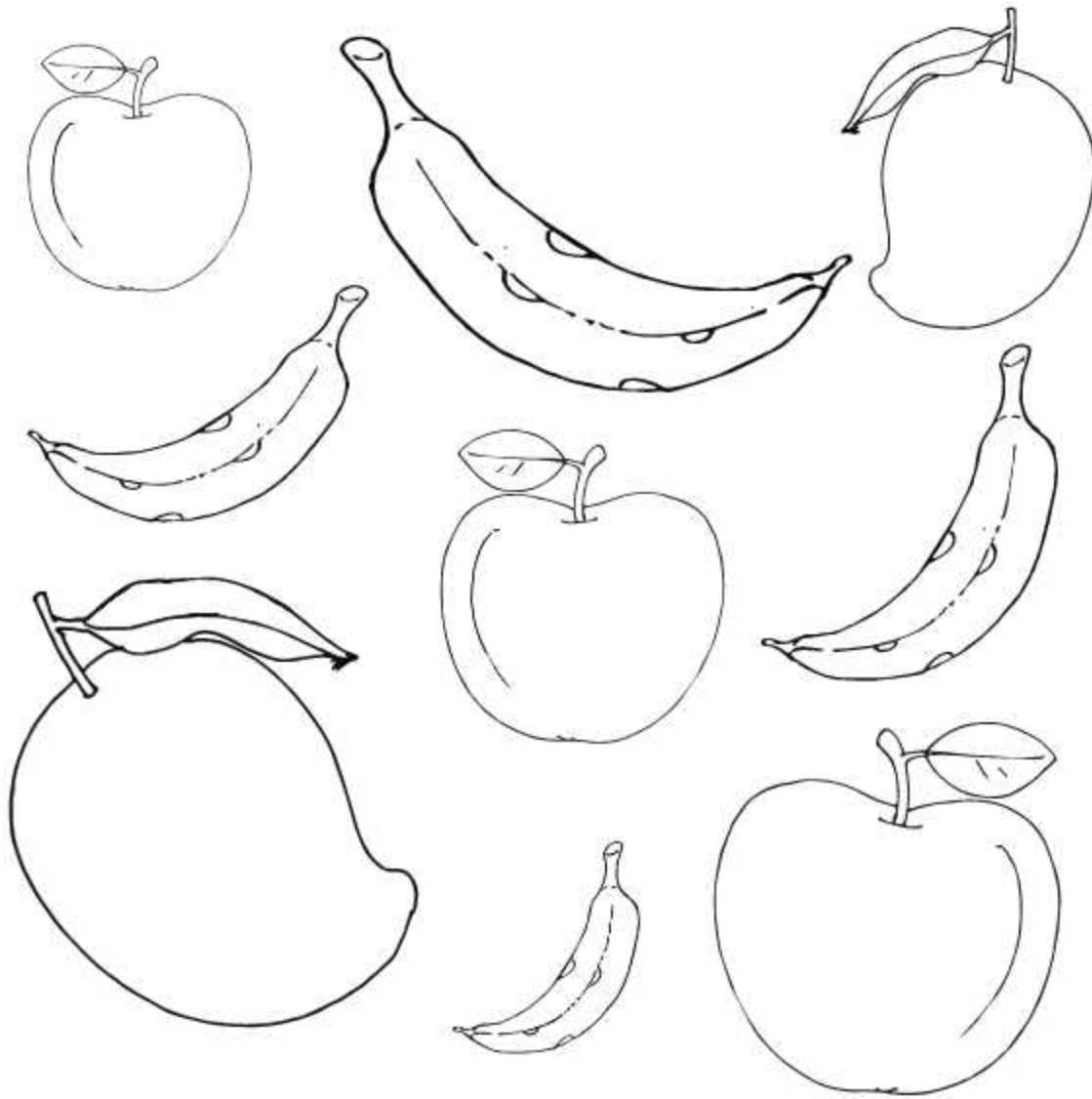


Let the children observe the given picture in small groups and discuss near-far, inside-outside, before-after, above-on-under, top-bottom etc.

- What do you observe in this picture?
- What is under the tree?
- What is on the cart?
- Where are the baby birds and mama bird?
- What is inside the pot on which the crow is sitting?
- What is above the well?
- What is in the front of and behind the bull?
- Is there any woman who is holding the pot from inside?



Fruits, flowers, toys and vegetables



- Colour the longest banana yellow . Colour the shortest banana green .
- Colour the biggest apple red . Colour the smallest apple pink .
- Colour the bigger mango yellow . Colour the smaller mango green .
- Which are more, carrots or tomatoes?
- Ring the vehicles which look alike. Ring the flowers which look alike.

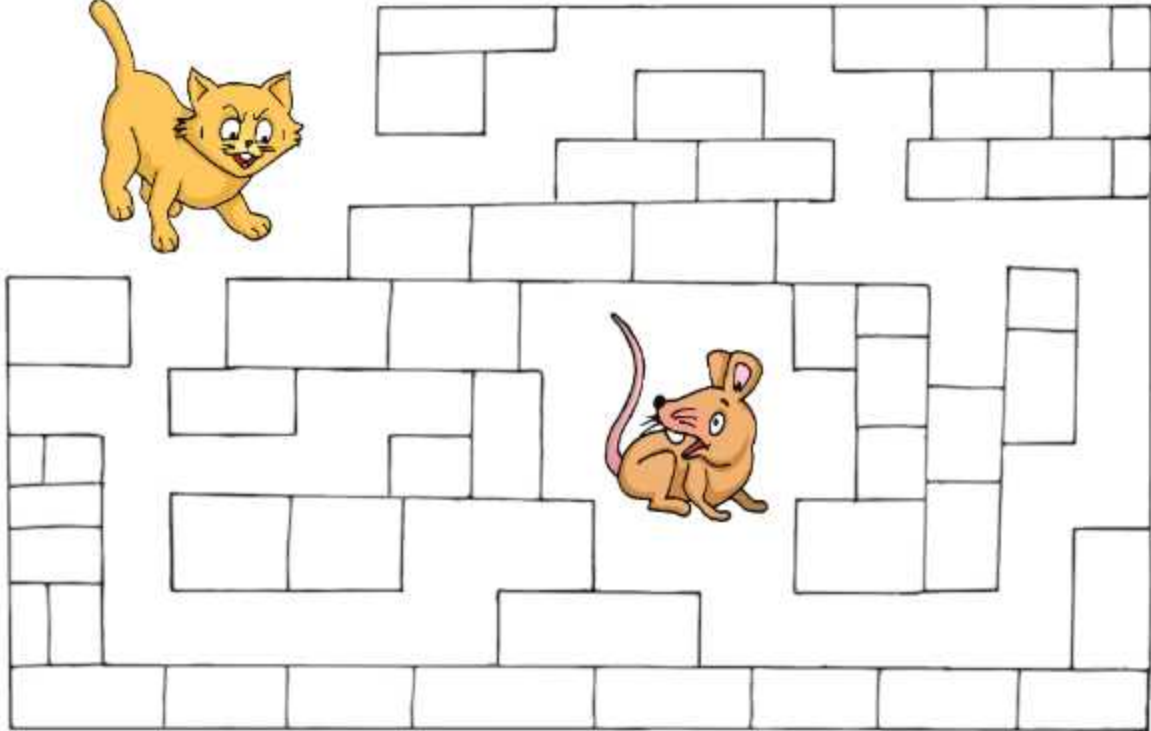


Using pictures coloured by children, try to develop the understanding of more and less by one to one correspondence or some other way.





Will you help the cat to reach the mouse?



Find the way by keeping your finger on the track then trace the way using a pencil or a colour. Do not forget to colour the blank boxes.



Develop the understanding of patterns using concrete material like leaves, pebbles, straws, blocks etc.

Example: arranging a pebble followed by a straw and then repeating the same arrangement three times and then ask the children to take it forward.

Take it forward





Flying Kite

Blue, yellow and red kites,
Do wonder when they fly.
They move here and there,
And dance through the air.
Travel so far above in the sky,
Meet the birds who fly so high.

Fun with kites

- Draw strings from kites to children.
- Who are less, children or kites?
- Who are less, the children with kites or children without kites?
- Kites with a circle, Colour them blue.
- Kites with a flower, Colour them red.
- Which are more? The kites with a flower or with a circle?
- Match the kites that look alike.





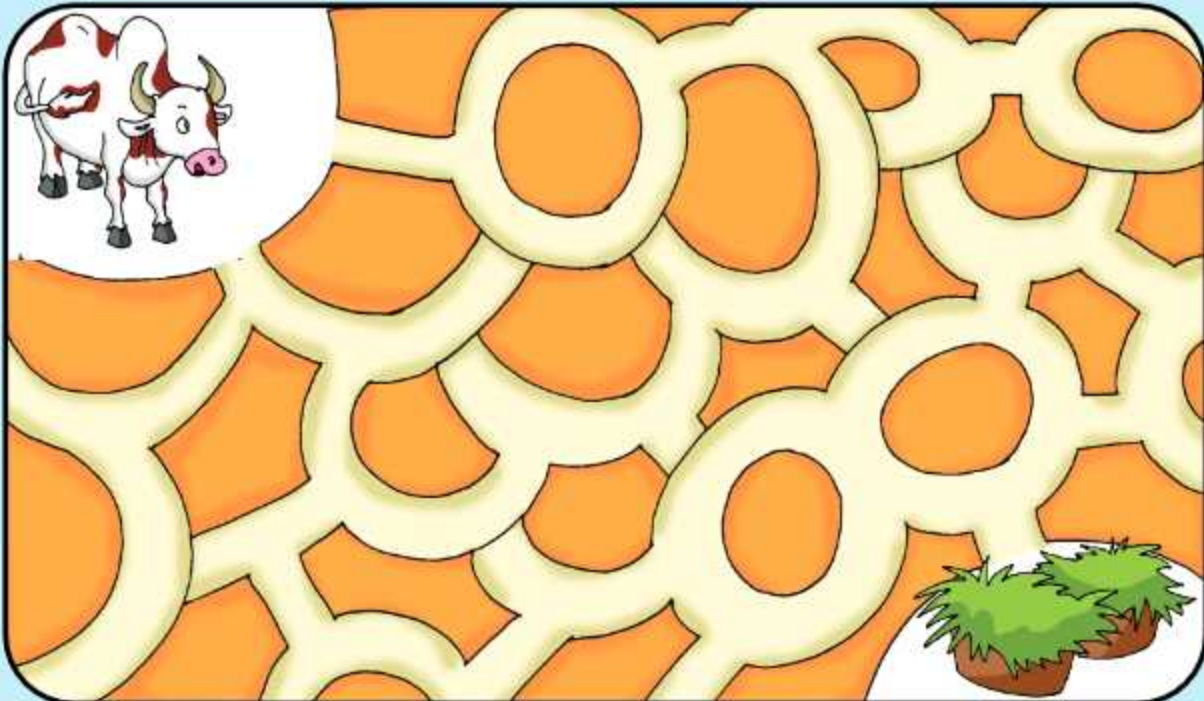
Where is more and Where is less



Help the hungry bullock to reach the grass



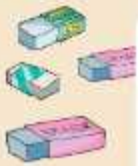
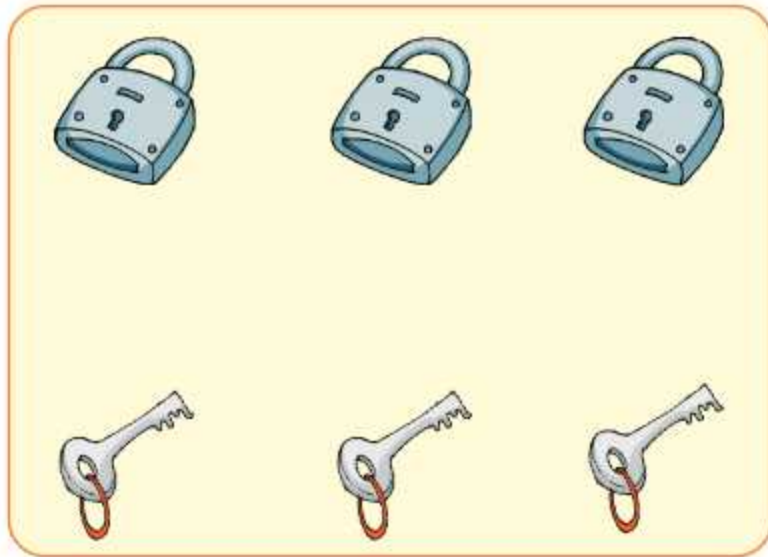
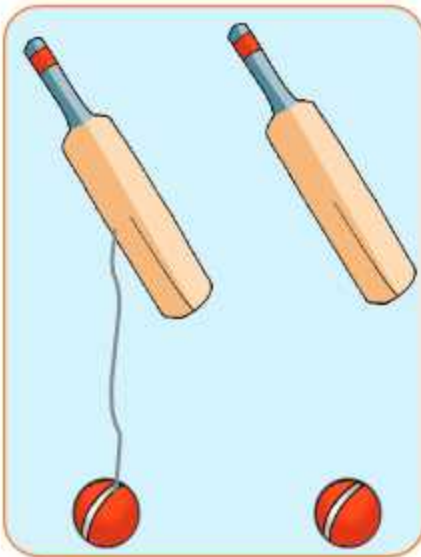
Find out the way to reach the grass by first tracing with your finger and then trace it using a pencil or a colour.





Discuss about more and less through one to one correspondence using concrete material. For example, which are more, pens or caps, plates or spoons, etc. Similarly some other activities can be conducted like dividing children in two groups and then asking them to shake hands to find out whether the groups have more, less or equal members. If any member of a group doesn't get a partner from the other group to shake hand that means the group has more members than the other group and if they all get partners that means they are equal in number.

Match one to one





Tick (✓) on more.

Tick (✓) on more.

Tick (✓) on less.

Tick (✓) on less.





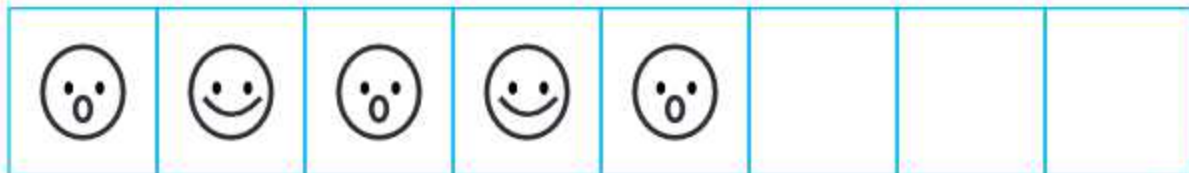
Provide the opportunity to make patterns using concrete objects like leaves, stones, seeds and blocks etc. For example, by putting a leaf, a seed then again a leaf, a seed and so on or two leaves and two straws etc.



Take it forward



Take it forward





3

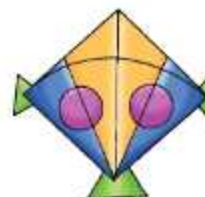
Ball and Box



Collect different objects like twigs, fallen leaves and stones etc. Divide children in small groups and ask them to make different groups of the collected objects. Discuss the basis of making different groups (classification) by them.

Enclose the alike things

Mark a box around the toys and ring the things which are used at home.



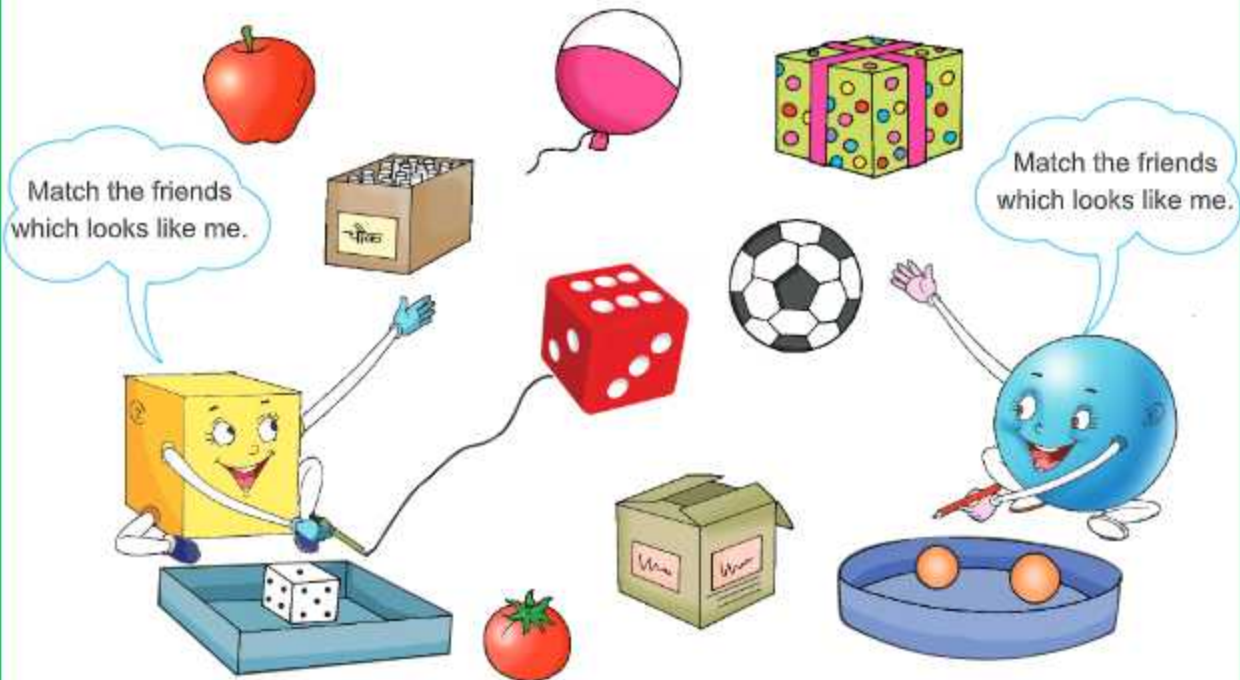
Ask children to find out how many things have a box and how many have a ring around them. It is not necessary that children will be able to count correctly, but such prompts from the teacher's side will work as an encouragement for children to make an effort to count.



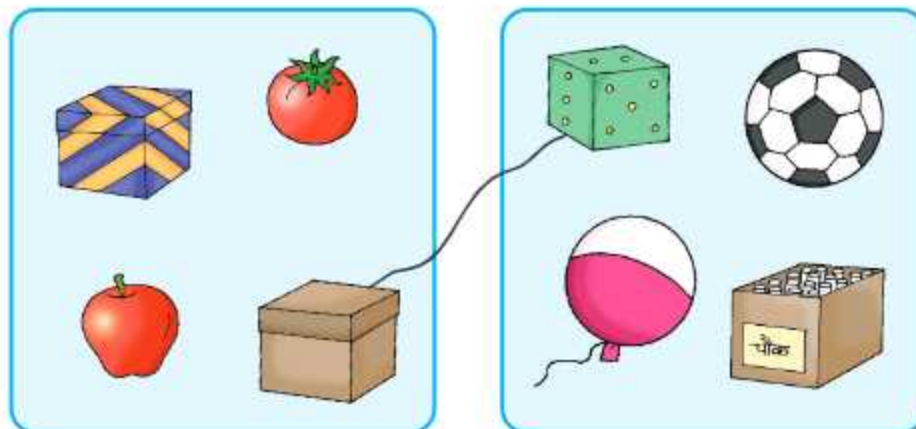
On the first day, show a ball to children and ask them to think of the various look alike things which they see in their surrounding. Encourage them also to collect pictures of those objects from newspapers and magazines. Paste them on a sheet. Discuss why those objects seems alike. On the second day show a box and ask children to name things which look alike the box and to collect and paste their pictures. In the same way, this activity can be conducted with different objects like birthday cap, pipe etc. Also they may be asked to bring items which look alike.

Solids which look alike

Draw a line and help us to meet our friends.



Draw a line to match the objects those look alike



Let us sort and match



Match the objects.



Colour and take it forward

What looks like box what looks like ball



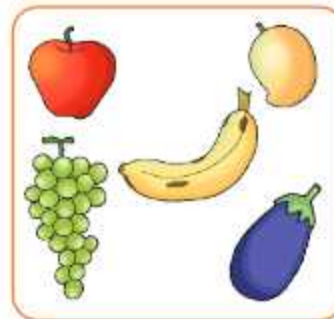
Ask children to stand in a circle. One child will start the game singing "What looks like box what looks like ball, hurryup hurryup, its your call". All the children will repeat the same. Then the child will approach someone from the circle and will ask "What looks like box what looks like ball, hurryup hurryup, its your call" in a sing song manner. That child has to respond at a time by telling one box and one ball type object's name like "chocolate looks like box, grapes look like ball". In this way the game goes on. What looks like box what looks like ball. Hurryup, hurryup, its your call.

What looks like box what looks like ball.



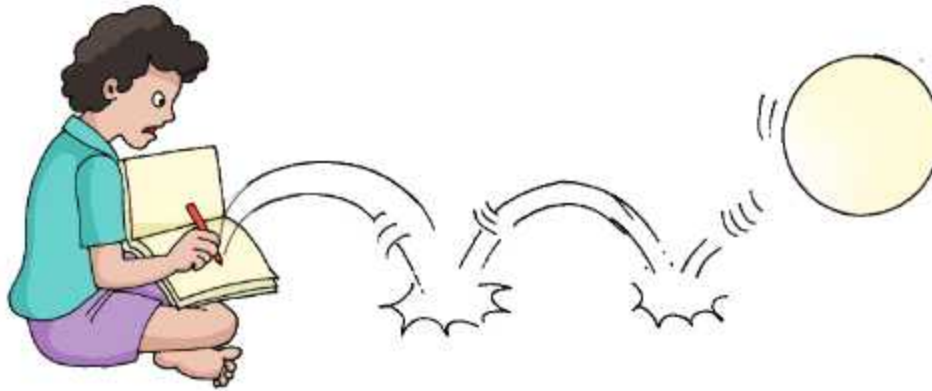
Chutki's problems

Find out the odd one?



Round ran away

While Rohit was drawing a round in his notebook, he heard a giggling. He noticed that the round was laughing and came out of his notebook and ran away.



The round ran and hid itself in the kitchen. Can you find out where it is hidden?



Then the round again started running and this time it ran towards Rohit's toys. Can you find it?

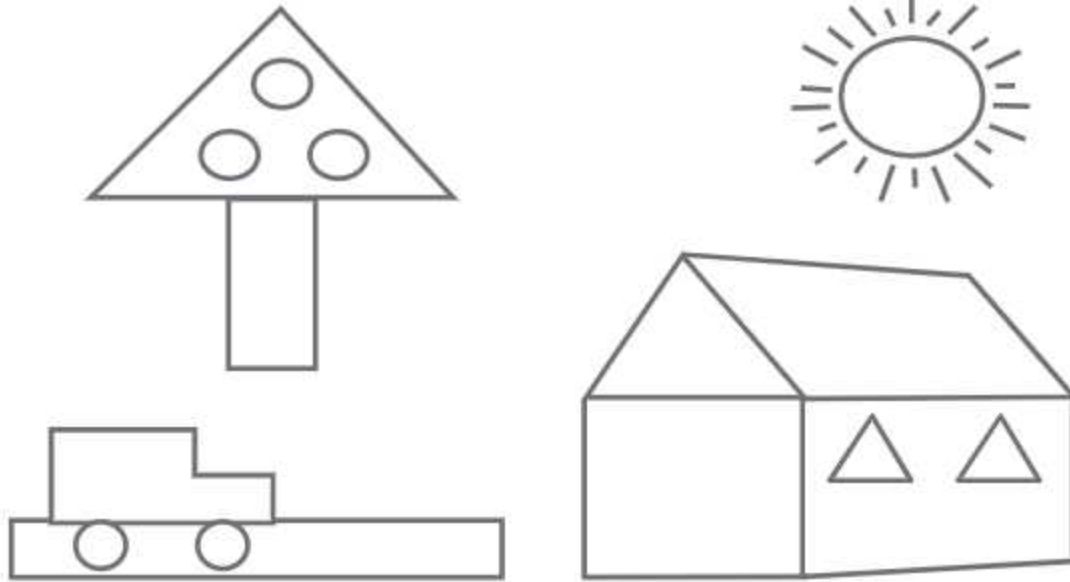


Narrate or read this story for children and encourage them to find out the round and fill colour in it.

Fun with sticks



Ask the children to outline the pictures given below using sticks. Encourage them to create some other things using such sticks.



- Outline the pictures using sticks and colour the pictures where in the sticks cannot be fitted.
- Try to count how many rounds and how many boxes?
- Make pictures using pencil, sticks, beads, etc. colour if possible.
- Children may count or may not count.



Take it forward



Colour and take it forward





What rolls, what slides



Try to keep different objects like a ball, a pipe, a stone etc. on a slide. A slide could be made using a copy or any other object. Let the children observe which things roll and which slide. Now try to do the same with the objects which have flat as well as a curved surface like a coin, bangle, cell etc. Encourage children to observe how the position of keeping these objects on the slide changes their movement of rolling or sliding. Try to roll or slide different objects on a flat surface also and discuss the results.



Tick (✓) the objects which roll.



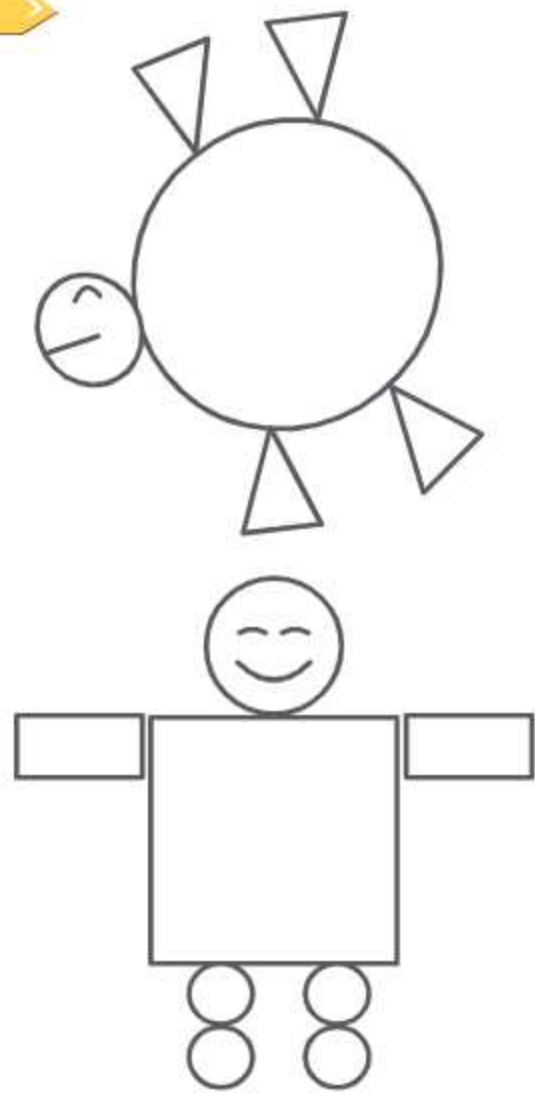
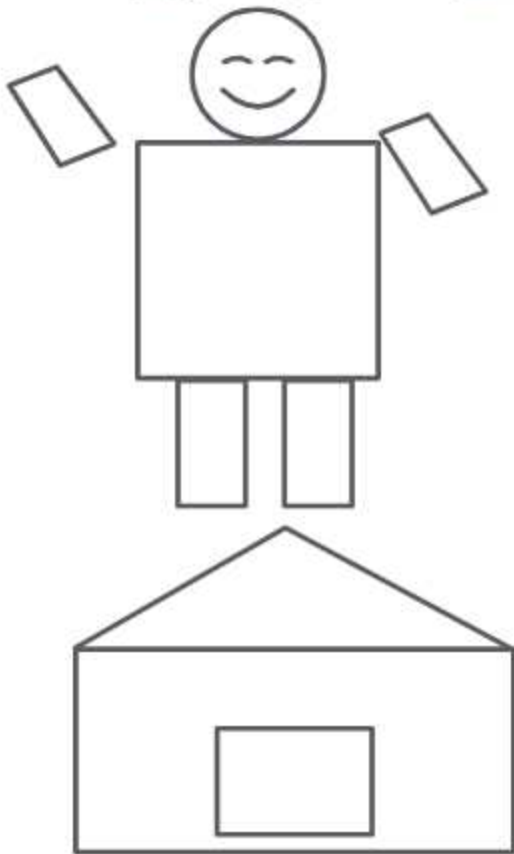
Tick (✓) the objects which slide.



How many rounds, how many boxes

Observe the given picture

Colour ▲ green, ● red and ■ blue



Let the children try to count the number of ○ and □ in various pictures.
(it is not necessary that they will count.)



Chatlu 's problem

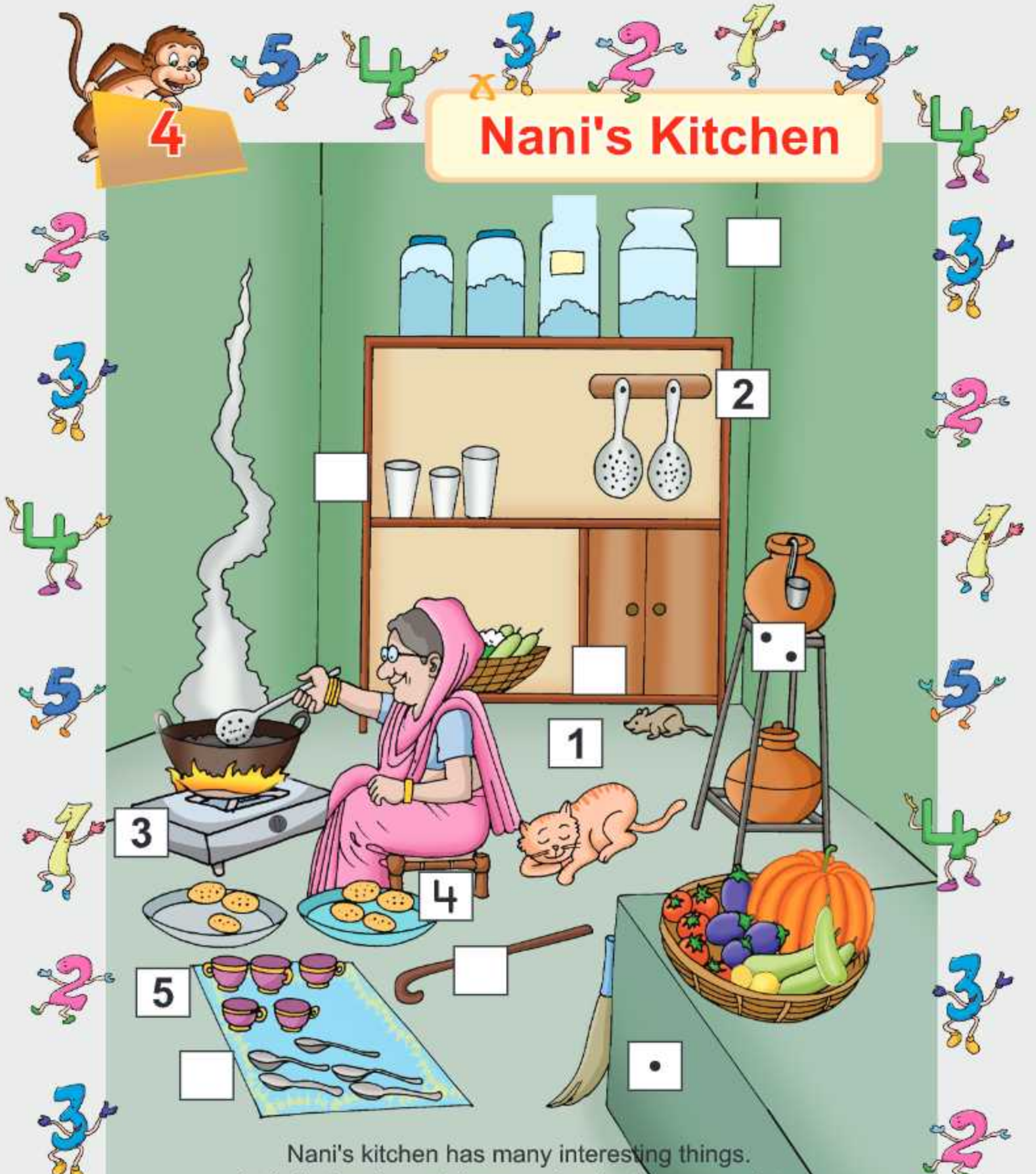
I am 'not the smallest not the biggest'- find and colour me.



Colour and take it forward

4

Nani's Kitchen



3

1

2

4

5

Nani's kitchen has many interesting things.
Let's find and count them and make that many dots.



Counting 1 to 5

One One One,
my nose is One.



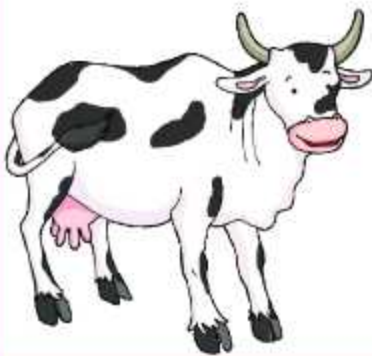
Two Two Two,
ears are Two.



Three Three Three,
tricycle's wheels are Three.



Four Four Four,
cow's legs are Four.



Five Five Five,
fingers on my hand are Five.



Boi Behna/Bhai kitne, aap bolo jitne

Make children stand in a large circle (they could be slowly moving round in the circle and clapping). The teacher or one of the students then calls out by standing inside the circle: "bolo behna/bhai kitne?"

To which the children will reply – "aap bolo jitney". The teacher/student standing inside the circle then call out a number, say, 2. The children now form groups of 2. Children left (not in any group) will be out. The process can be continued by calling out a different number.





Divide children into groups of three or four. Provide 20-25 stones or seeds or blocks to each group. Call out any number between one to five, say, 3. All the children will pick up three stones/seeds/blocks from the given items and will draw them in the table given below.

Draw as many as you pick



Shabnam picked  stones

Shabnam drew



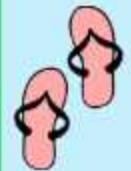
Now it's your turn to draw as many stones as you picked

First time

Second time

Third time

Fourth time



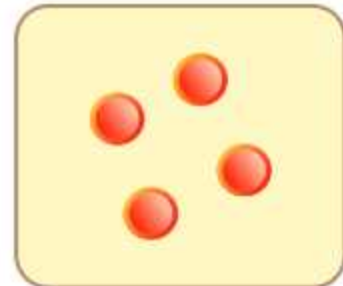
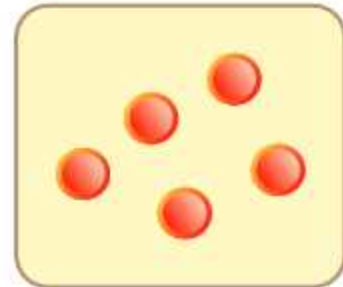
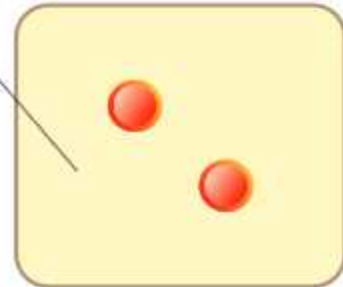
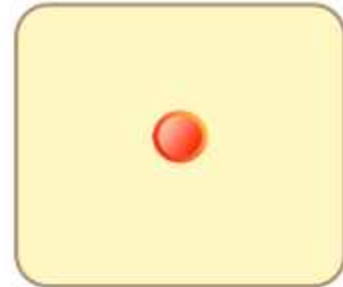
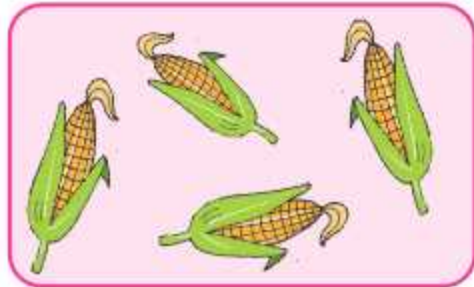
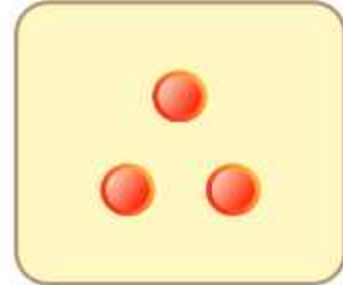
Chatlu' problem

Help these babies to find out their mother.





Count and Match



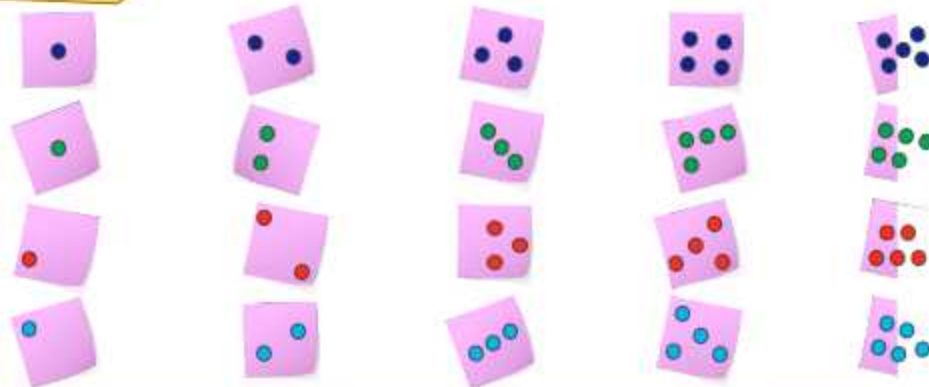


Mat Game



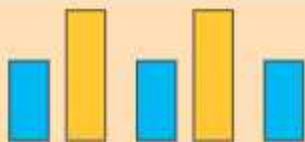
Play game in pairs. Prepare four different sets of dot cards as shown in the picture and shuffle and keep them upside down. Take turns to show the cards by flipping the upside at a time. The player having a bigger card will take both the cards. Whenever the dots are equal on both the cards then keep them and the next time, the player having a bigger card will get all the cards. Continue till all cards are finished. In the end child having more cards will be winner. Play this game again and again. The purpose of this game is to recognise the number of dots without counting them and to develop the understanding of more and less.

Dot cards



Chutki's Problem

Take it forward

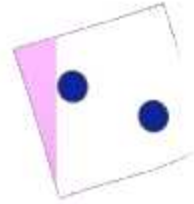




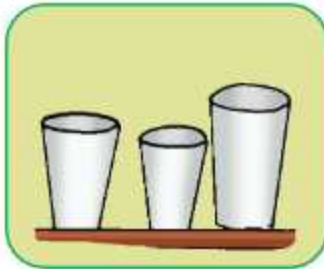
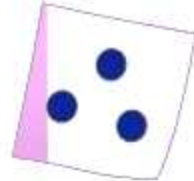
Here are some things from Nani's kitchen. Count and match.



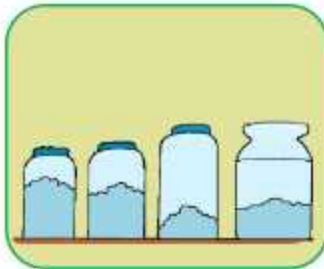
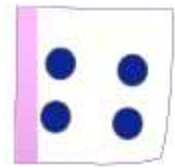
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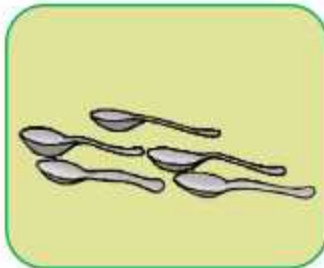
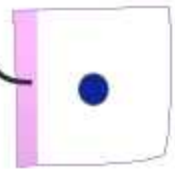
1



2



5





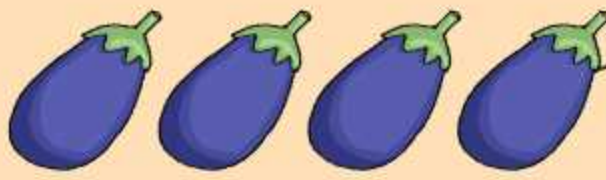

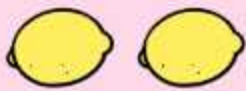
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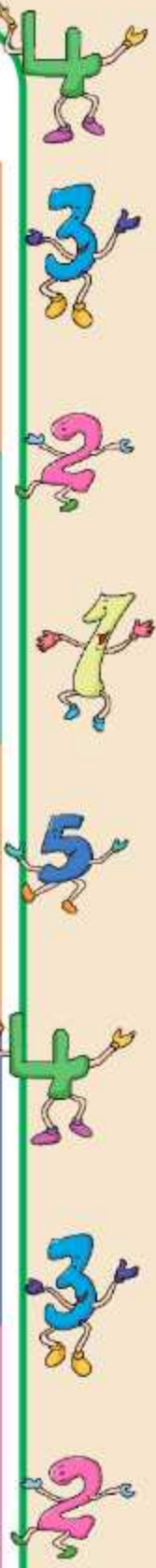


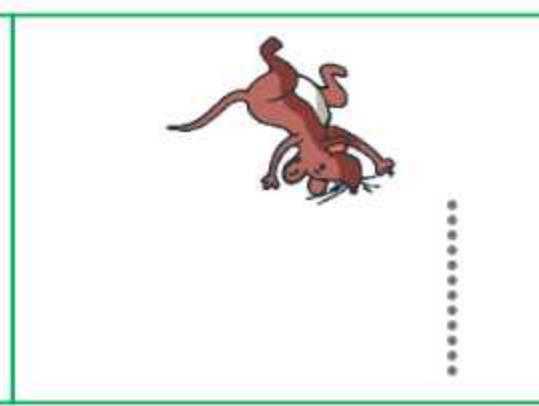
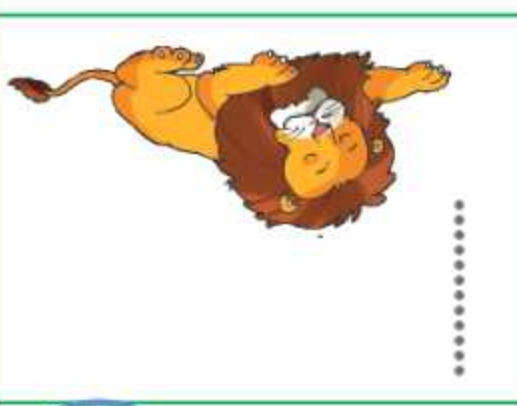


Match vegetable in Nani's Kitchen

Let us count and match vegetables in Nani's kitchen.

	4
	5
	3
	2
	1





Narrate this story to children and discuss about the number of each.



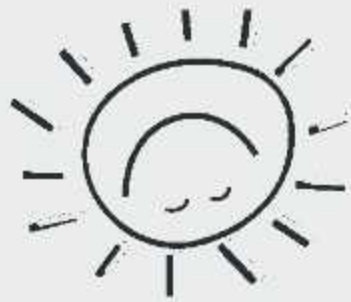
The Lion and the Mouse



of this activity is to enable children to feel the need of a symbol to write any and encourage them to suggest the different ways to help the shopkeeper only by looking at the boxes." Provide opportunities to children to talk about should the shopkeeper do so that his son could know the number of objects the second box contains two objects. One day he asked his son to sit on the

Discuss—“A shopkeeper has two identical boxes. The first box contains





representations.

The purpose of this activity is to develop the understanding of number symbols from newspaper and paste here. Make a dot card.

newspaper and magazines. Draw number 'one.' Cut the picture of

Draw the picture of any one object, cut and paste the picture of any one

related to number 'one.' They can do the following activity in the space

nose etc. Ask them to talk about number 'one,' and to narrate stories and

look for the things in their surrounding which are one in quantity. For

day. For example for number 1 as the 'Number day, of one.' On that day

Let the children celebrate the 'Number day, of that number which they prefer

Number Day Celebration





2

Two



2



2



2

2						



Today let the children celebrate the number day of number 2. Write number and make dots on border items. Let children observe the picture on page 2 and 3 to find things that are 2.



Take it forward

- 2
- 1
- 2
- 1
- 2
- 1

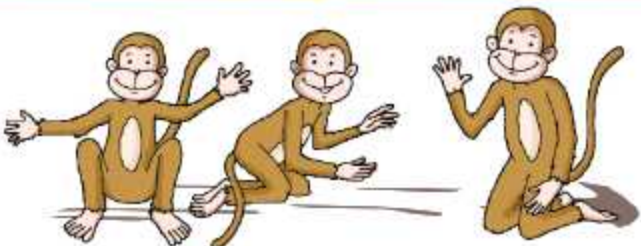


Three



3

Three



3



3						



Today let the children celebrate the number day of number 3. Let children observe the picture on page 2 and 3 to find things that are 3.

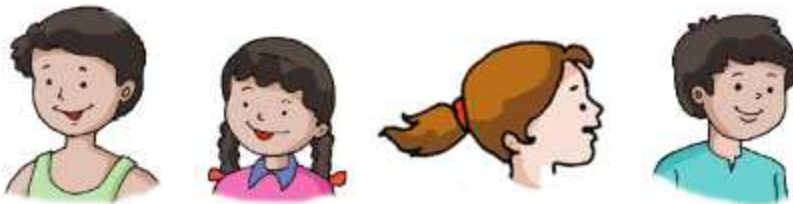


4

Four



4

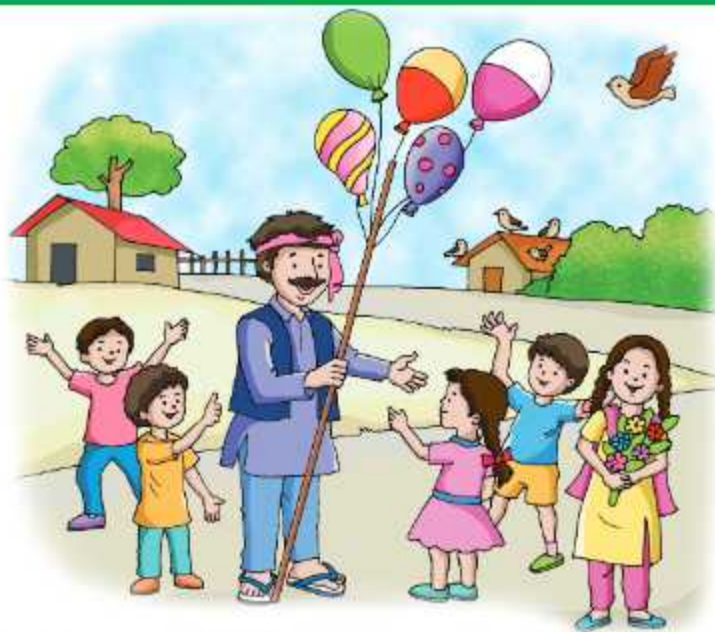


Take it forward



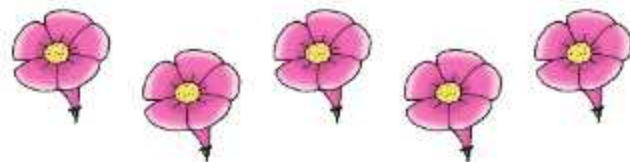
Today let the children celebrate the number day of number 4.





5

Five



5

5

5

5						



Take it forward ↑





Let us Count and Match



2

1

4

5

3

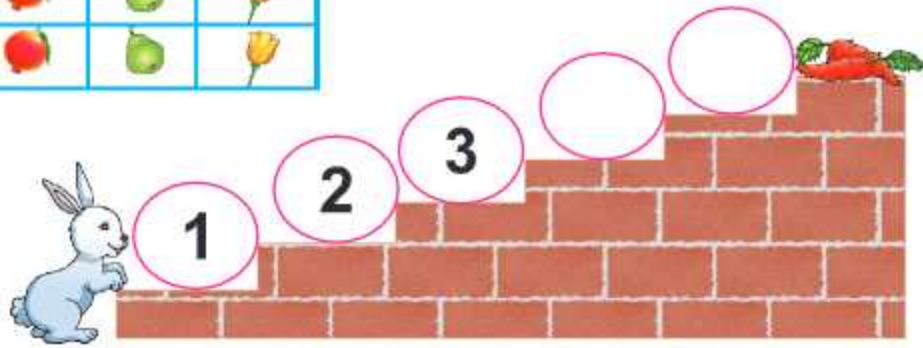
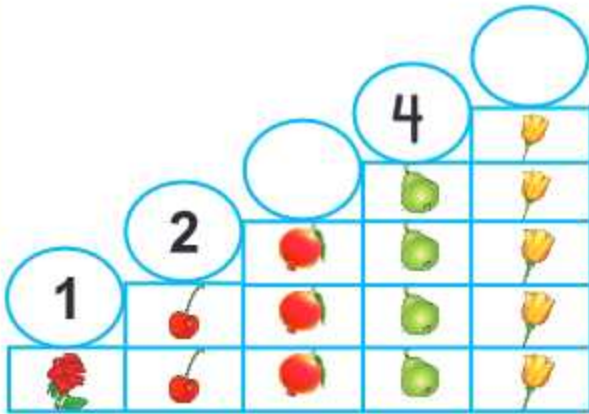
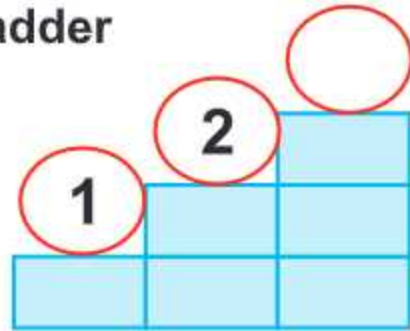
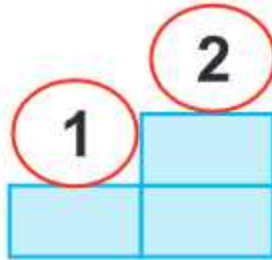


Chutki's problem

Find a house to each one of them.

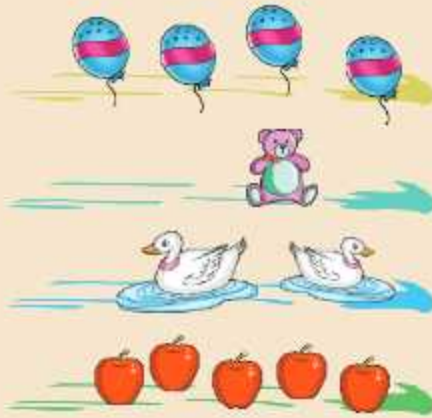


Numbers on the ladder



Chatlu's problem

Let us count and mark.



1	2	3	4	5
5	4	3	2	1
1	3	4	2	5
5	2	3	1	4

Colour and take it forward



Let us Count and Write



3



Chutki's problem

How many boxes these tiffins have?





Let us count and colour

Read aloud each number and colour.

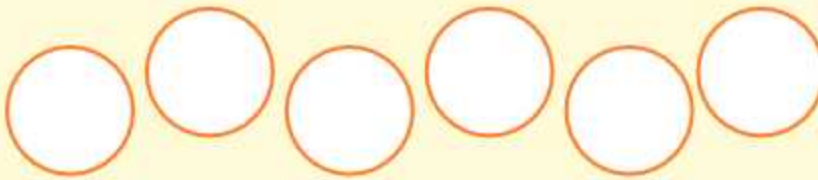
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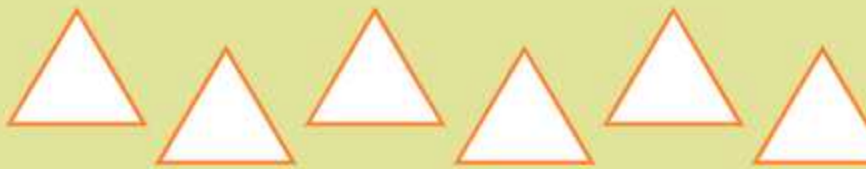
3



4



5



2













1





Counting up, counting down

				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Pick and Run








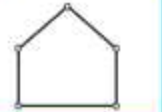




Give number cards from 1 to 5 to two teams. Keep a handkerchief in a circle in between the two teams. The teacher will call any number randomly. Children having that number from each team will come and take one round of the circle and then the one who will pick the handkerchief lying on the floor first and runs to his/her team area without being caught by the person of other team will get the points. If the person of other team will touch him before reaching to his/her team area then that person will get the points. Whichever team will score more points will be the winner.



Chutki's problem

Complete wherever missing.

	 	<input type="text"/>	<input type="text"/>	   	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	

Do not forget to write numbers on border items also.



5

Chatlu and Patlu



Chatlu took one orange, called his Patlu friend. Divided it in two parts, gave it in his hand.



In some pieces three seeds, In some pieces four. Finished the orange in five minutes, wanted something more.

While eating orange sweet and sour, they were feeling great. Now started sneezing both of them six, seven and eight.



Playing together Chatlu Patlu, stars appears to shine. Mom said now go to sleep, clock is showing nine.



Let the children count different objects like slices of a fruit and the seeds in them; number of the children, stars etc.



Observe and join the dots



Chatli's problem

Fourth time

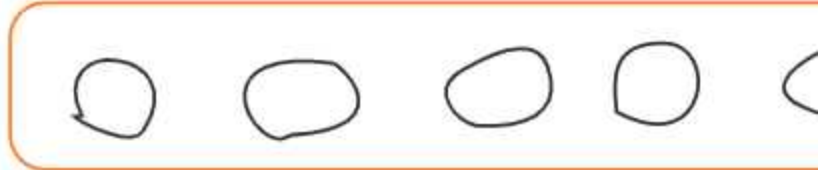
Third time

Second time

First time

Now it's your turn to draw as many stones as you picked



And she drew the same



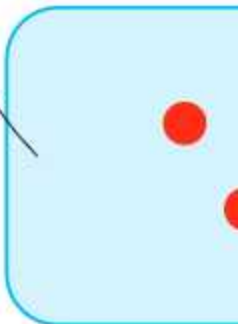
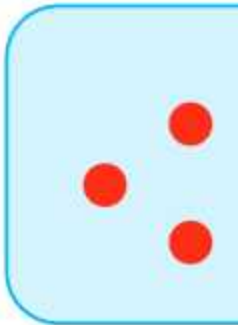
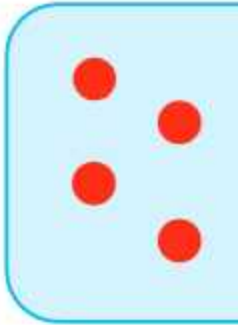
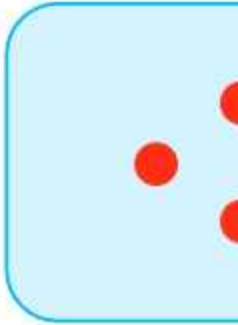
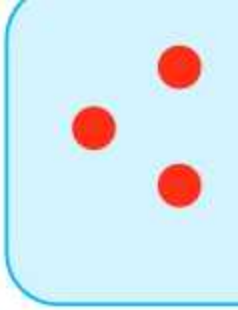
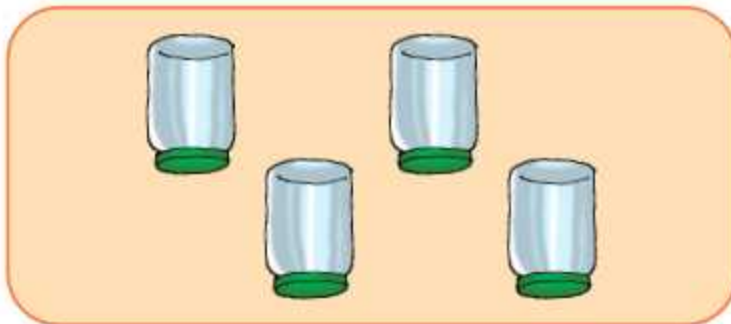
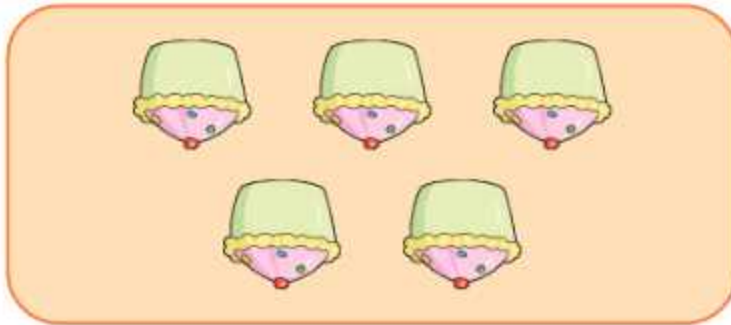
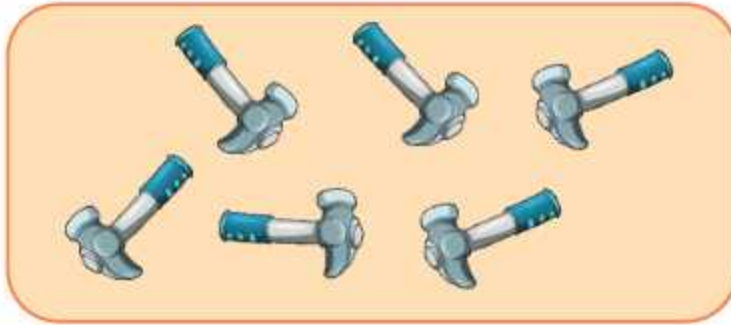
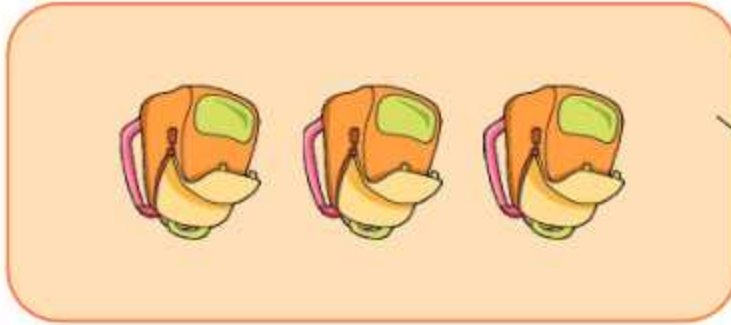
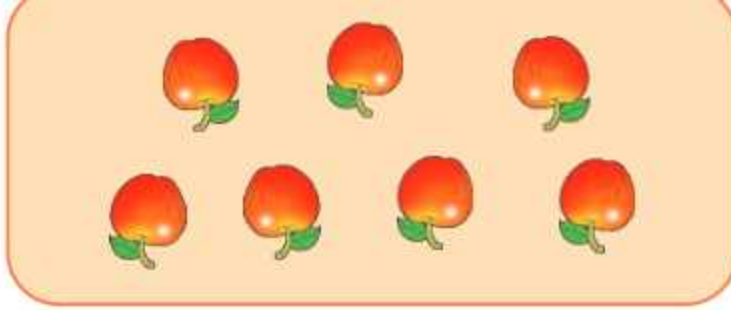
Shabana brought



6 stones

the dot cards for number 6 could be prepared like  or  or through any other box. While preparing dot cards ensure that each card should have dots of two colours. The given below. Continue playing this game by expanding the dot cards of children's teacher first. Ask the children to draw as many stones as they picked on their turn. Poem 'Chatli-Patti', (or any other poem). Observe who collects the stones and who will run quickly to pick up 6 stones and taking them to the teacher. Meanwhile, other teacher will call out any number, say, 6. Children having the dot card. Ensure that at least two children should have the dot card of the same number inside the circle. Distribute dot cards of the numbers between 2-9 to the children. Ask the children to stand in a circle. Keep some stones, matchsticks





Let us count and match



Once again Nani's kitchen is here

Count the number of things in Nani's kitchen.

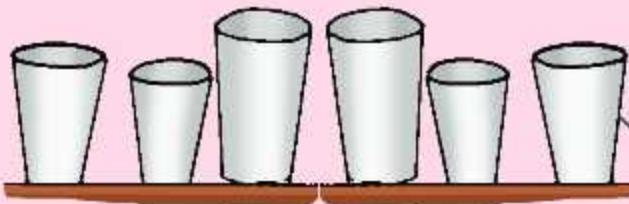


Call out the names of different things from Nani's kitchen and ask about their numbers.

Match the objects from kitchen with the correct numbers.



7



8



6



Chutki's problem

Write the missing number





My bag ,Your bag



9

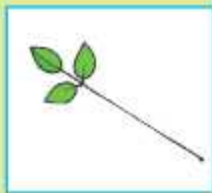


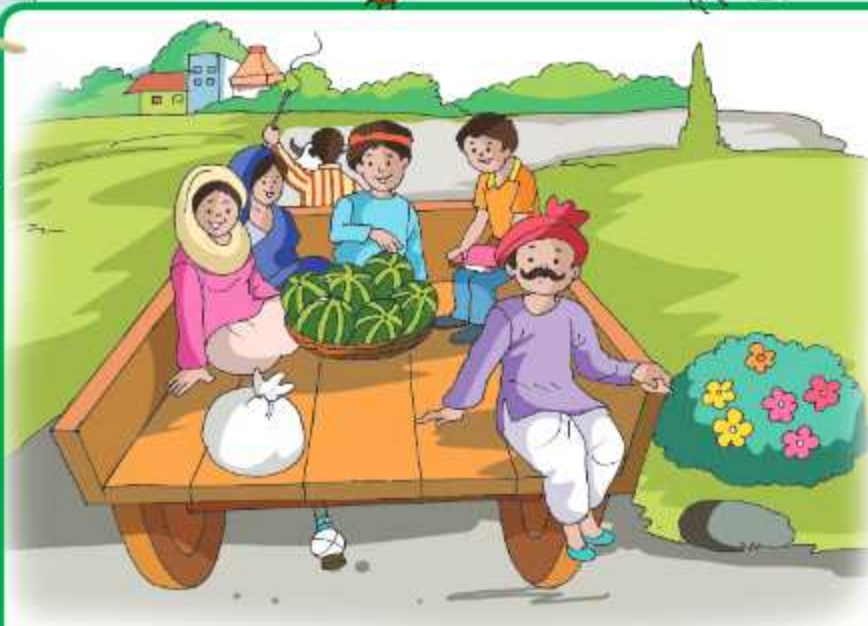
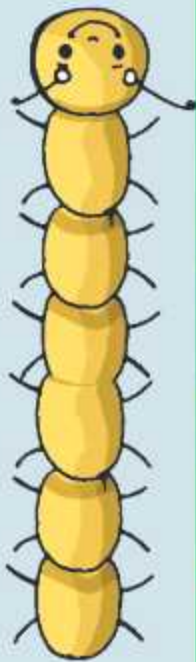
Discuss how many things are there in each bag ? What are the things which are there in the first bag but not in the second one? Which things are the same in both the bags? The aim of this activity is to enable children to count objects upto 9 ,to understand and recognize number 9,to develop an understanding of similar and dissimilar things.



Chatlu's problem

Observe and complete.





6

Six



6

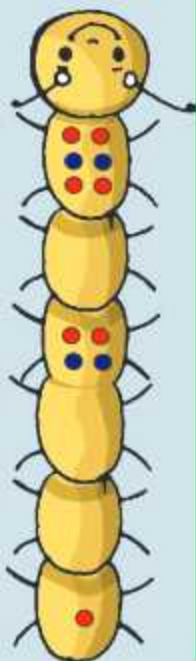
2

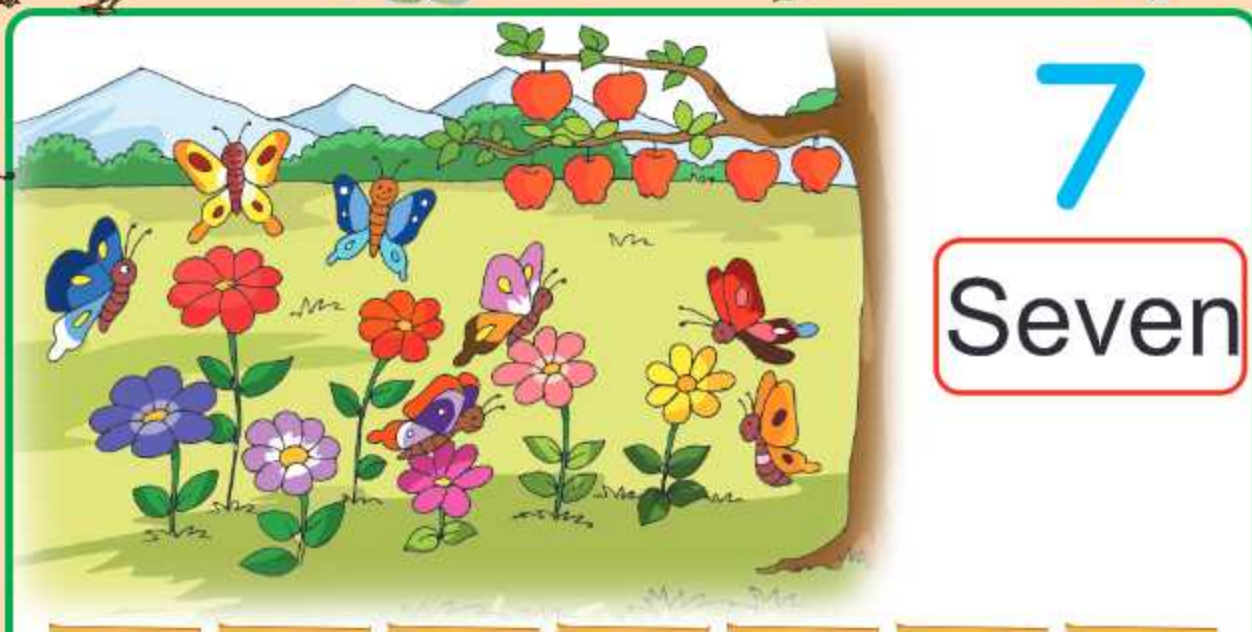
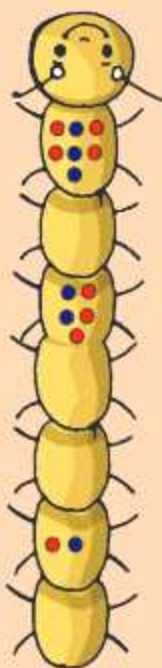
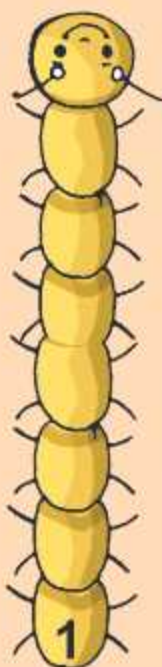
1



6



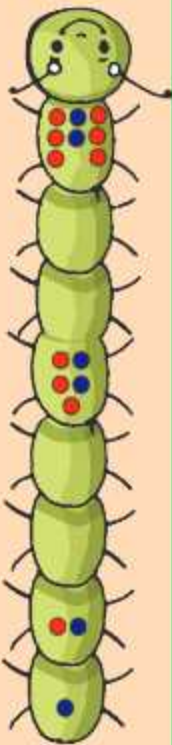
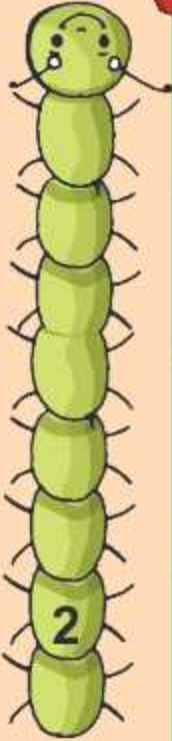




7





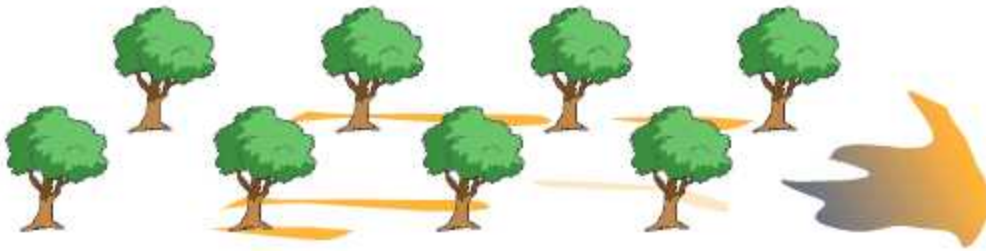


8

Eight



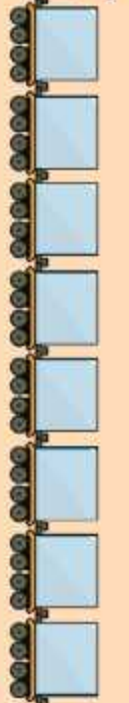
8

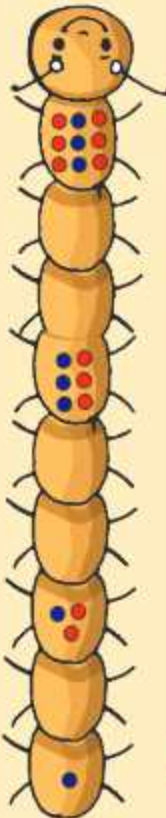


8



8





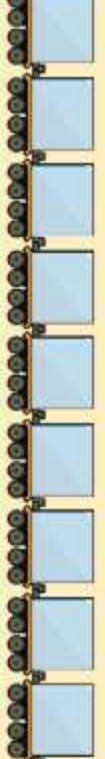
9

Nine



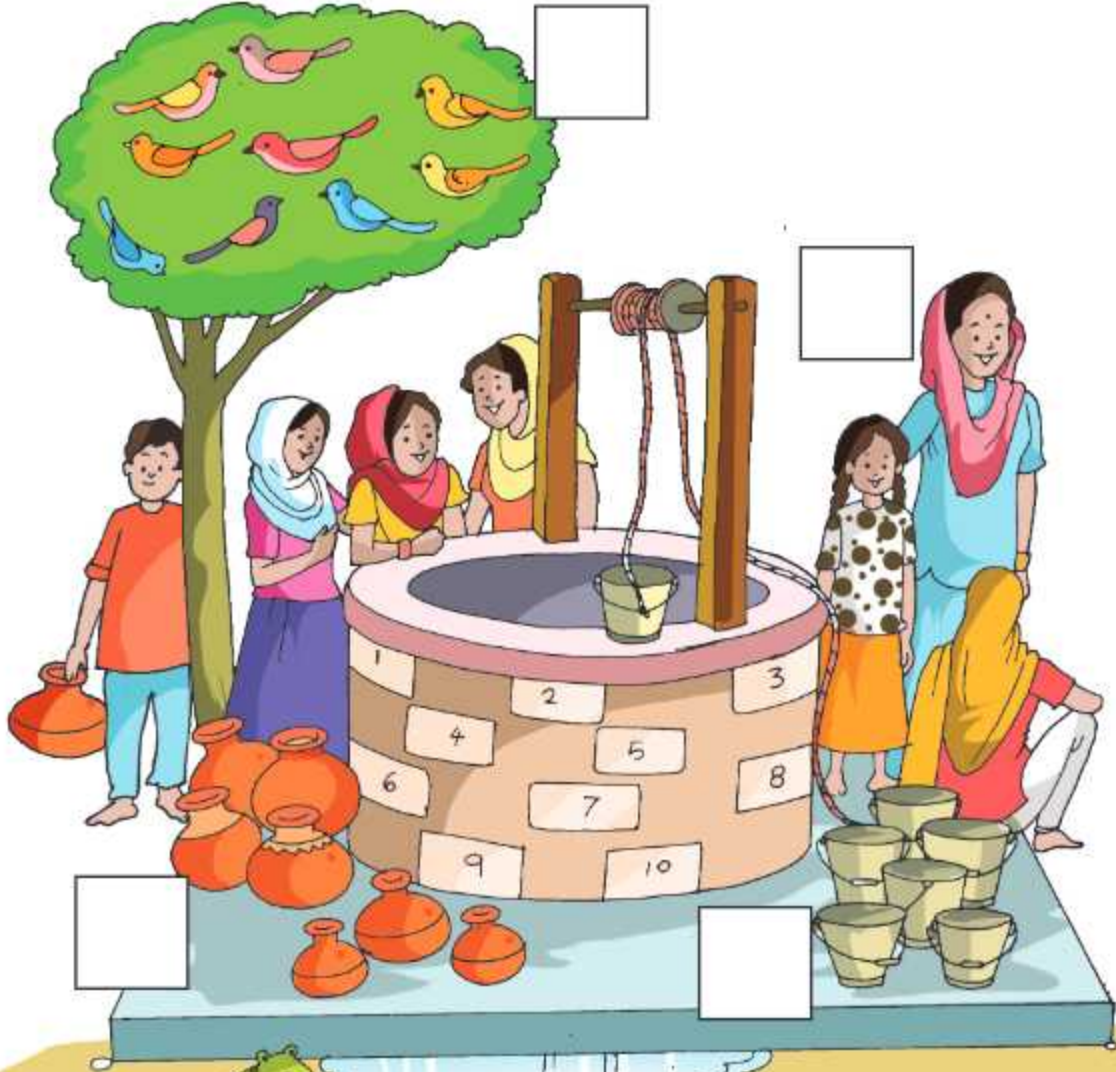
9





At the Village well

Observe the scene and write the number



10



Encourage children to count the various things in the picture by sitting in small groups and write their numbers.

How many stars look alike?



Let us count and write.



8

Let us count the dots and write the number.

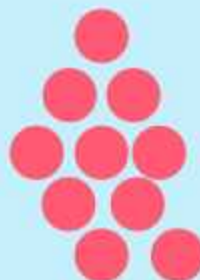


6

8

7

6



8

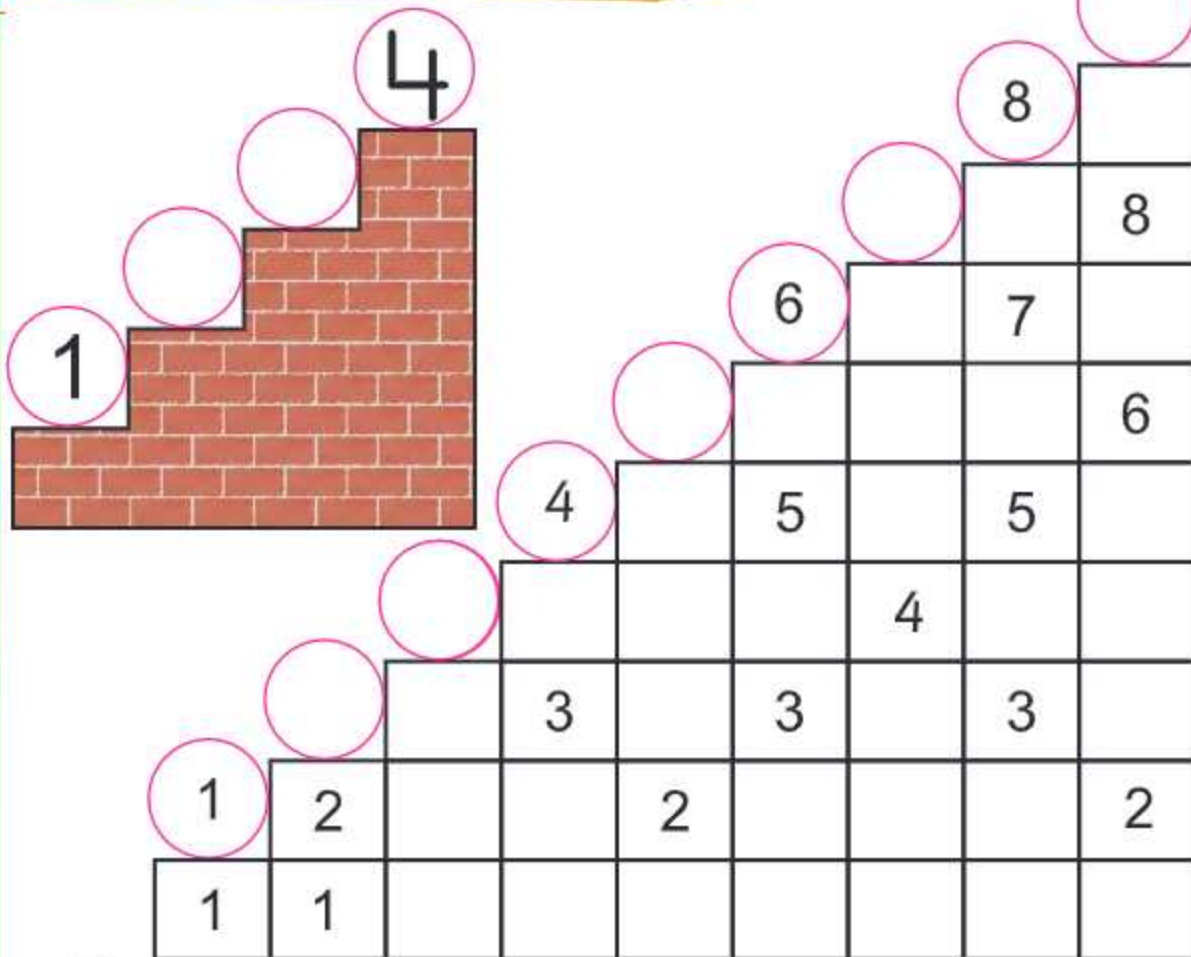
7

6

Take it forward



Let us write numbers on the ladder

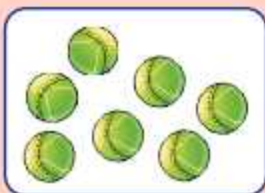


Give number cards 1 to 9 to the children and play pick and run (page 35).



Chatlu's problem

Match



4



6



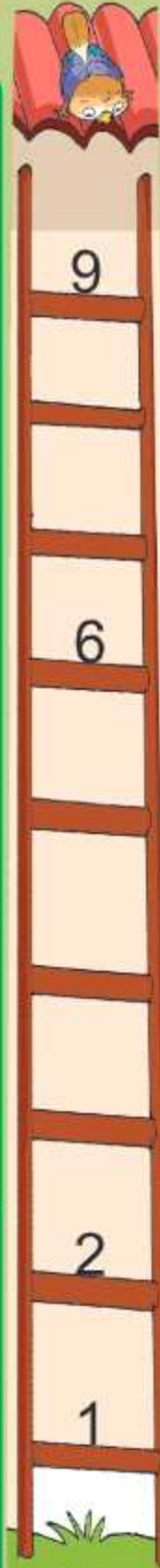
7



3



Let us write numbers on the ladder



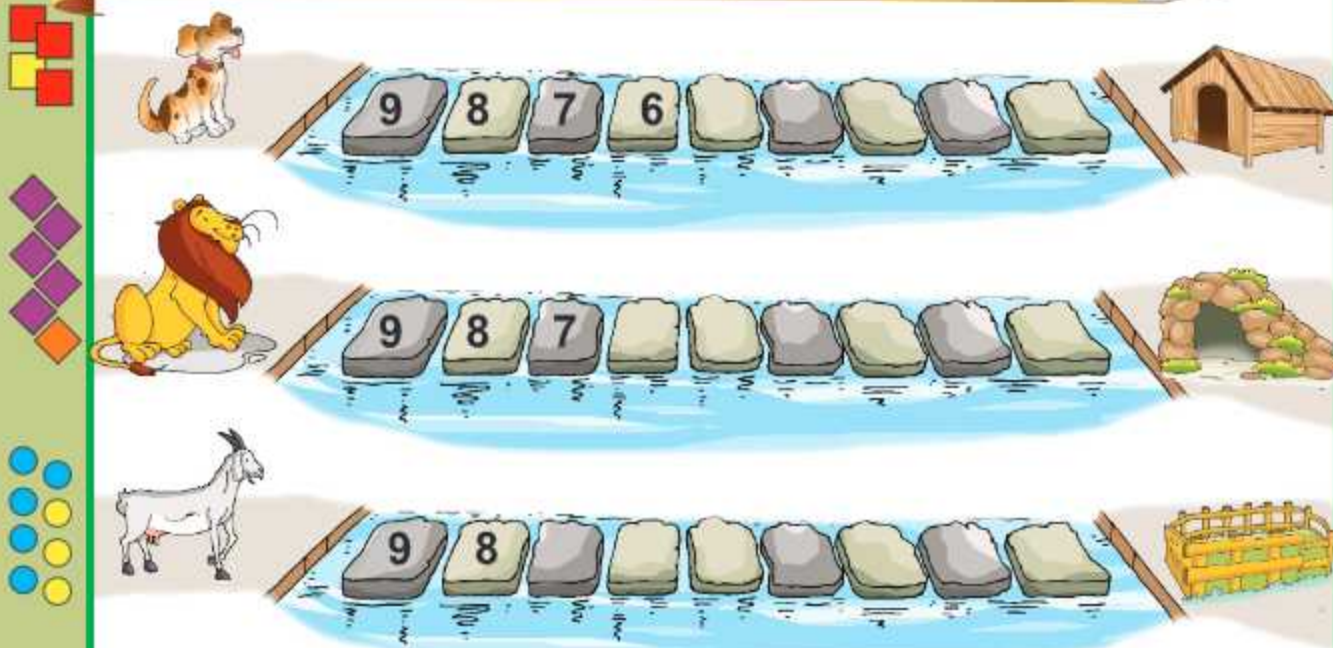

Chutki's problem

Let us count the wheels visible in each engine and write the number.







Let us write the numbers and help animals to reach home.



Numbers dancing in the marriage

In the marriage-How many 4s? How many 5s?



How many 	How many 

How many 8s? How many 9s?



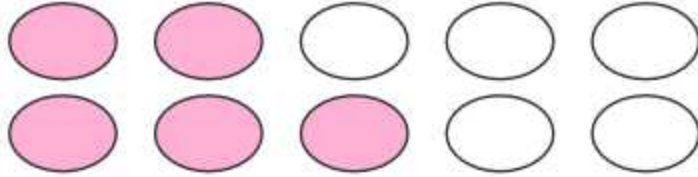
How many 	How many 



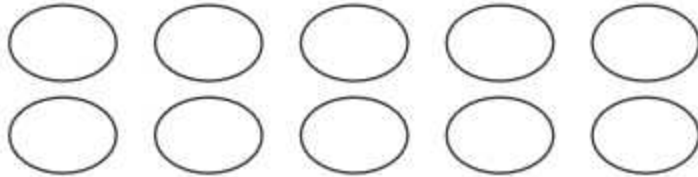
Let us Count and Colour

Read aloud each number and colour.

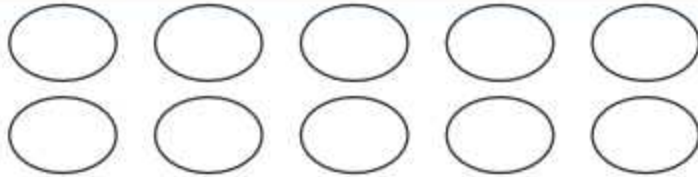
5



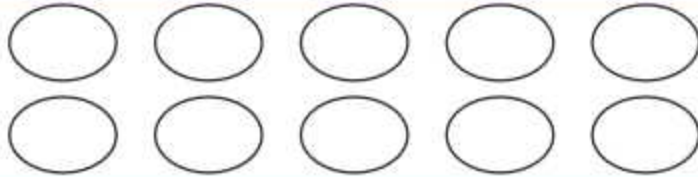
7



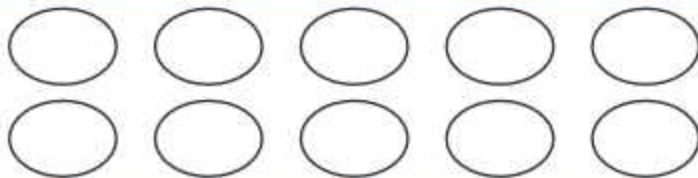
8



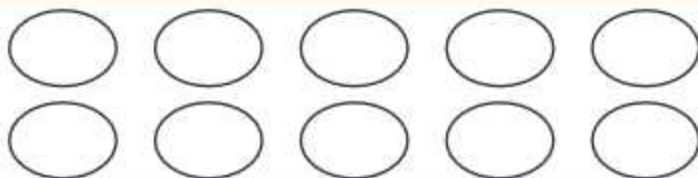
6



9



4





6

Dancing Parrot

One little parrot dancing in the dew.



One more joins in, making them two.



Two green parrots, sitting on a tree, One more joins in, making them three.



Three green parrots, looking for more, One more joins in, making them four.



Four little parrots, wanting to dive, One more joins in, making them five.



How many parrots?



1

Parrot and

1

parrot makes it

2

parrots



2

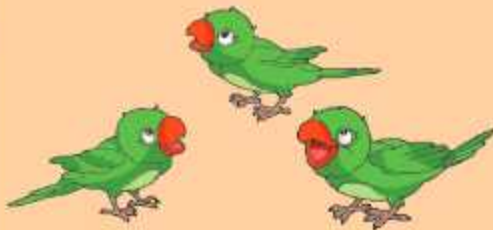
Parrots and

1

parrot make it

3

parrots



3

Parrots and

1

parrot make it

parrots



Parrots and

1

parrot make it

parrots



Try it using other objects like stones, chalks etc.






How many in my fist

Keep 9 or less objects like stones, seeds, chalk etc. on the table. Call out two children and ask a child to pick up a few things from the table and hide in his/her both fists. Then that child will ask "how many stones are in my first fist?" the other child will guess the number of stones in it. Later on, the child will open his/her first fist to show the number of stones. The game will continue in the same way with the second fist. Then both the children will count the total number of stones in the fists. This game can also be played in small groups by distributing 9 stones or any other object in each group. While playing children will fill the following table.

How many stones are in my fists?



Your turn	 Stones in First fist	 Stones in Second fist	 Total stones
First time			
Second time			
Third time			
Fourth time			



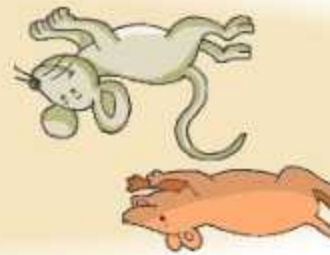
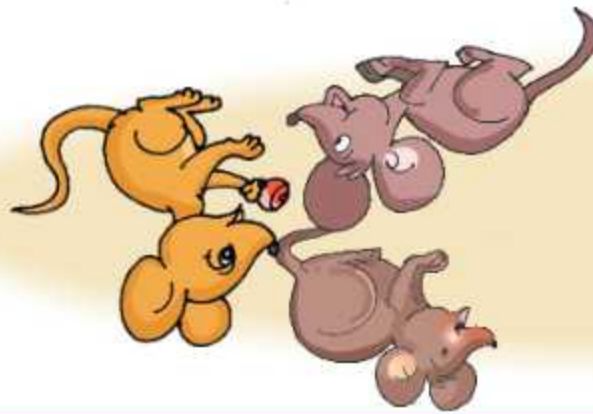
Continue playing game so that the children start adding e.g. by giving same number of stones to two different children who adds first will be winner.



2 cows and 1 cow altogether are



3 rats and 2 more rats altogether are 2 rats.



2 Rabbits and 1 more rabbit altogether are 3 rabbits.



How many altogether?



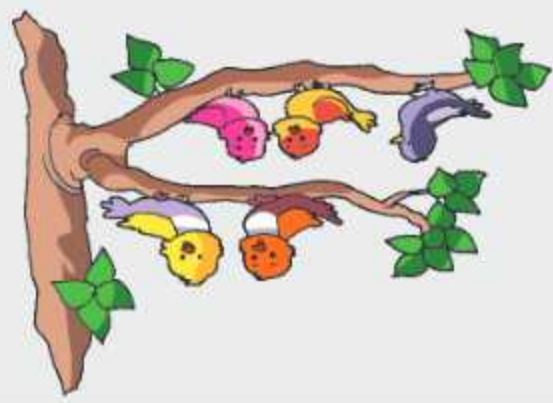


3 and 5 =

3 and 5 are equal to



2 and 5 are equal to



4 and 5 are equal to



Let us count and add



2

+



1

=

3



3

+



2

=



+



4

=



+



=



Let us count and add



8

+



1

=



○

+



○

=



5

+



○

=



○

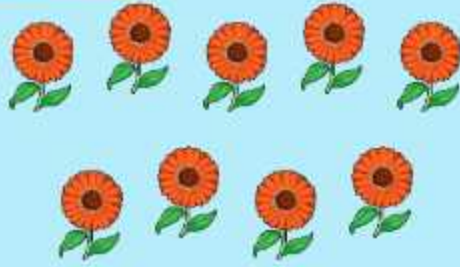
+



○

=

Let us Add



$$\begin{array}{r} 5 \\ + 4 \\ \hline \\ \hline \end{array}$$



$$\begin{array}{r} 4 \\ + 2 \\ \hline \\ \hline \end{array}$$



$$\begin{array}{r} 5 \\ + 3 \\ \hline \\ \hline \end{array}$$



Chatlu's problem

Take it forward





Colour and take it forward



How many coins in all?



 How many heads?	 How many tails?
4	3

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

Total coins = 7



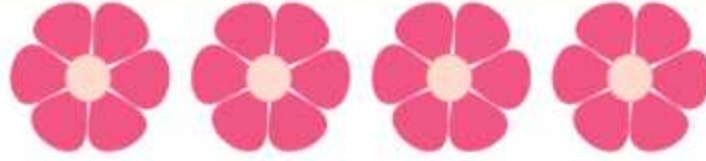
 How many heads?	 How many tails?

Total coins =



 How many heads?	 How many tails?

Total coins =



3

Before

Let us draw one more and then count again to write.



Chutki's problem



Play this game using coins with children in the class and also ask how



 heads? How many	 tails? How many

Total coins =



Let us Add

$$\boxed{2} + \begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} = \boxed{6}$$


$$\boxed{4} + \begin{array}{|c|c|} \hline & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} = \boxed{}$$

$$\boxed{} + \begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} = \boxed{}$$

$$\boxed{3} + \begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} = \boxed{}$$

$$\boxed{} + \begin{array}{|c|c|} \hline & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} = \boxed{}$$

$$\begin{array}{|c|c|} \hline \bullet \\ \hline \bullet \\ \hline \bullet \\ \hline \end{array} + \boxed{} = \boxed{}$$

Take it forward and colour it. 



Let the children try addition by add on. For example $2 + 4$ child will count dots from next number after 2 as 3, 4, 5, and 6. Use dot cards and number cards given in book in the end.

Let us make dots and add

$$\begin{array}{|c|} \hline \bullet \quad \bullet \\ \bullet \quad \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \bullet \\ \bullet \quad \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \quad \bullet \\ \bullet \quad \bullet \\ \bullet \quad \bullet \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

Colour and take it forward



Let the children do it together. It is not necessary that all children will get same answer.

Match My Friend



$3 + 5$



$3 + 3$



$8 + 1$



$9 + 5$

$2 + 5$

9

2

1

8

8

4

2

5

4

1

8

8

1

8

8

What is equal to 5?



have 5.

Other group replied "I had 5 marbles and I won 3 more. Now how many

example- In one group Meena said, " $5+3 = \square$ " then in response

their own from sums given in groups and tell them to ask from their

Discuss these questions with children. Encourage them to create such

many children are there in all

- 4 children were playing in the park. 2 more came. How

tree now?

sparrows came. How many sparrows are there on

- There were 4 sparrows sitting on the tree. 3 more

altogether?

books. How many books do they have

- Shabana has 2 story books. Her brother has 3

How many Altogether?



7

How Many in My Fist?

Fist Game



Keep 9 or less objects like stones, seeds, chinks etc. on the table. Make two groups of children. Call out a child of the first group and ask him/her to pick up a few things from the table without showing others and hide in his/her fist. Then ask one child of the other group to find out how many stones are there in the first child's fist? After that one child of the second team will hide the objects. The game will continue in the same way. Teachers should not give hint to children to see the objects left on the table. Let children struggle with challenge themselves. Let the children play and fill in the following table.

The purpose of this game is to prepare children for understanding the concept of subtraction. According to performance of students, total objects may be taken 4 or 5 in the beginning.



Your turn	Number of stones guessed by your friend	Actual number of stones in your fist
First		
Second		
Third		
Fourth		

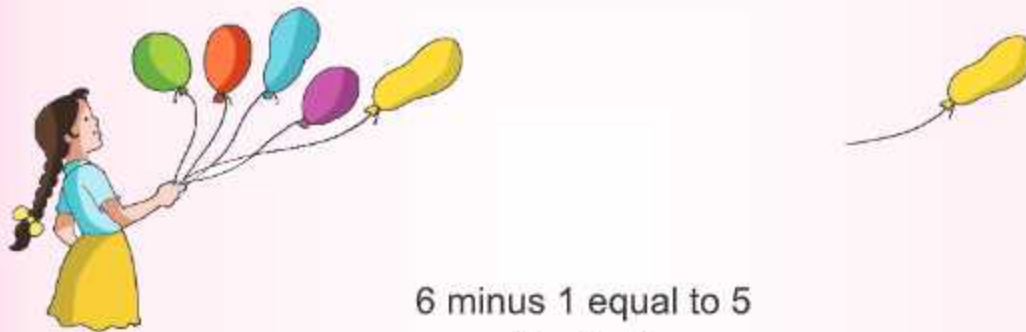
How many are left?



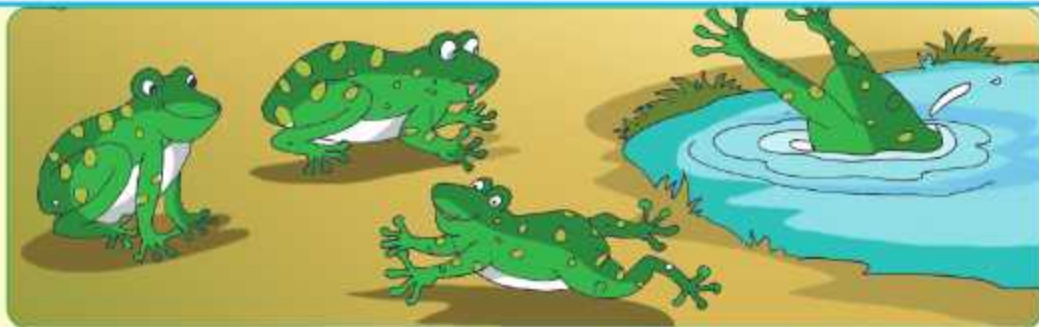
Out of 5, two are going away, and 3 left.



Out of 8, two are flying away, and 6 left.
 $8 \text{ minus } 2 \text{ equals to } 6$



$6 \text{ minus } 1 \text{ equal to } 5$
 $6 - 1 = 5$



$4 - 1 = 3$

There were 9 leaves on a branch.

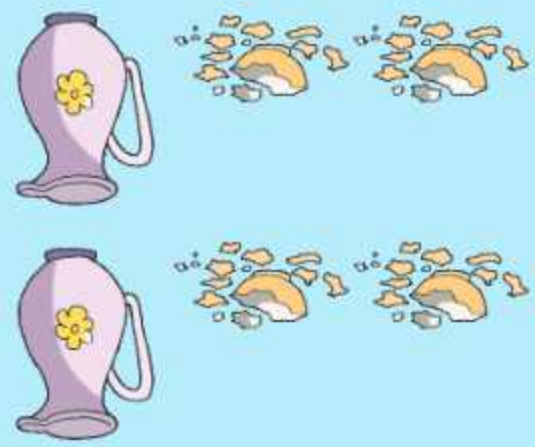
8 - 4

- =

How many mangoes are left in the basket?
ate 1 mango.
Mother kept 2 mangoes in the basket. Ritu



8 - 1



- =

How many vases did not break?
used and 4 vases broke out.
On the day of Rohit's marriage 8

2 - 5

Take away left

How many are left with Nagma now?
Nagma has 2 flowers and gave two flowers to her brother.

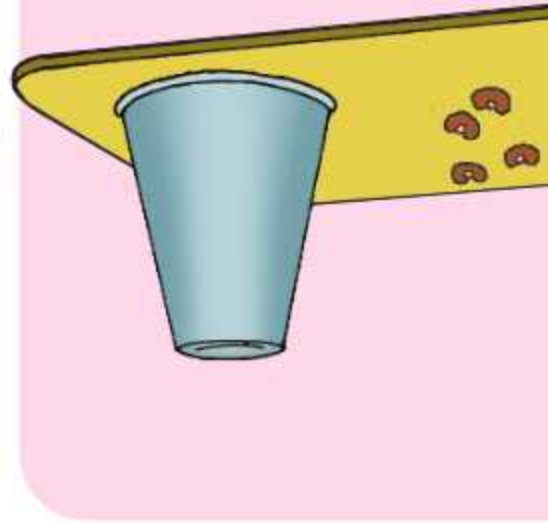
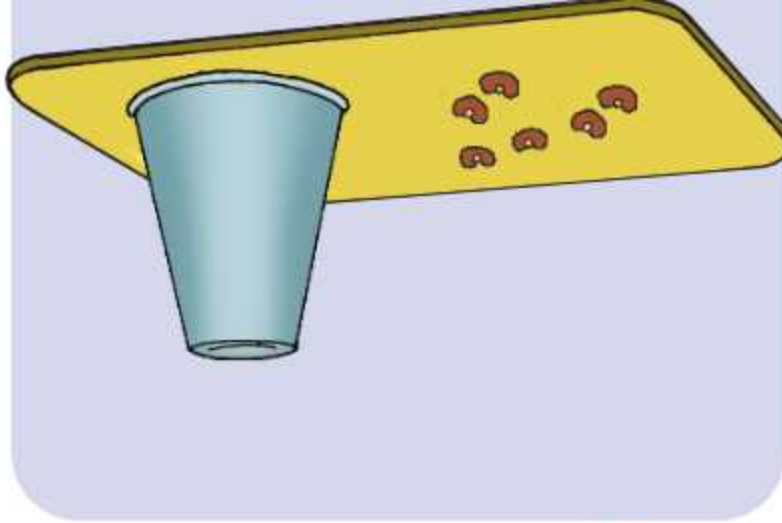


How many are left? >

2 - 3

8 - 4

2 - 2



There are total 7 seeds  in all.




Inside the glass $\frac{4}{7}$
 Outside the glass $\frac{3}{7}$



Inside the glass
 Outside the glass




There are total 7 seeds 


are outside the glass?

Find out how many seeds are inside the glass and how many


Inside, Outside >

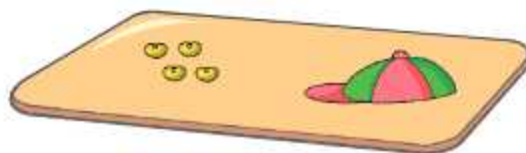
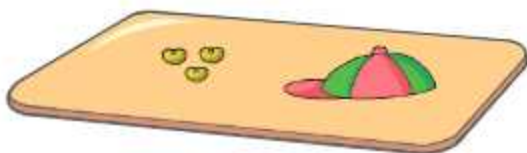



How many are inside?

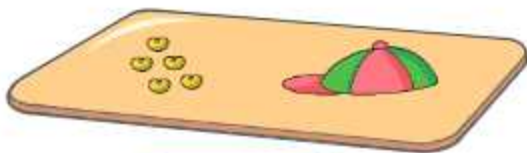
We have total  9 seeds. Find out how many seeds are under the cap?




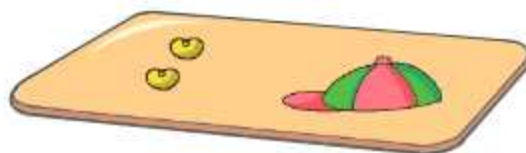
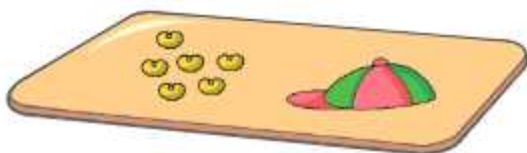
We have total  9 seeds. How many are under the cap?



We have total  9 seeds. How many are under the cap?



We have total  9 seeds, How many are under the cap?



How many ants are under the leaves on the border?



Let us make dots >

$$\begin{array}{|c|} \hline \bullet \bullet \\ \bullet \bullet \\ \hline \end{array} - \begin{array}{|c|} \hline \bullet \\ \bullet \\ \hline \end{array} = \begin{array}{|c|} \hline \bullet \\ \bullet \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \bullet \\ \bullet \bullet \\ \hline \end{array} - \begin{array}{|c|} \hline \bullet \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \bullet \bullet \bullet \\ \bullet \bullet \bullet \\ \hline \end{array} - \begin{array}{|c|} \hline \bullet \bullet \bullet \\ \bullet \bullet \bullet \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \bullet \bullet \bullet \\ \bullet \bullet \\ \hline \end{array} - \begin{array}{|c|} \hline \\ \\ \hline \end{array} = \begin{array}{|c|} \hline \bullet \\ \bullet \bullet \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \bullet \bullet \bullet \\ \bullet \bullet \bullet \\ \hline \end{array} - \begin{array}{|c|} \hline \bullet \\ \bullet \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \\ \\ \hline \end{array} - \begin{array}{|c|} \hline \bullet \bullet \\ \bullet \bullet \\ \hline \end{array} = \begin{array}{|c|} \hline \bullet \bullet \bullet \\ \bullet \bullet \bullet \\ \hline \end{array}$$











Elephant sitting on a tree



To develop the understanding of zero, discuss questions like, 'How many elephants are sitting on a tree?' How many horns does a dog have? etc. Then take some concrete materials and keep removing the objects one by one until no object is left to develop the understanding of the concept of zero. For instance, take 4 pebbles and then ask children to remove pebbles from the collection one by one. In the end ask them 'how many pebbles are left?' The answer is, not even one pebble left. This means zero pebble is left. Generate discussion on the basis of children's response.

Note: We often introduce zero as 'nothing' whereas it is 'absence of a particular thing'.

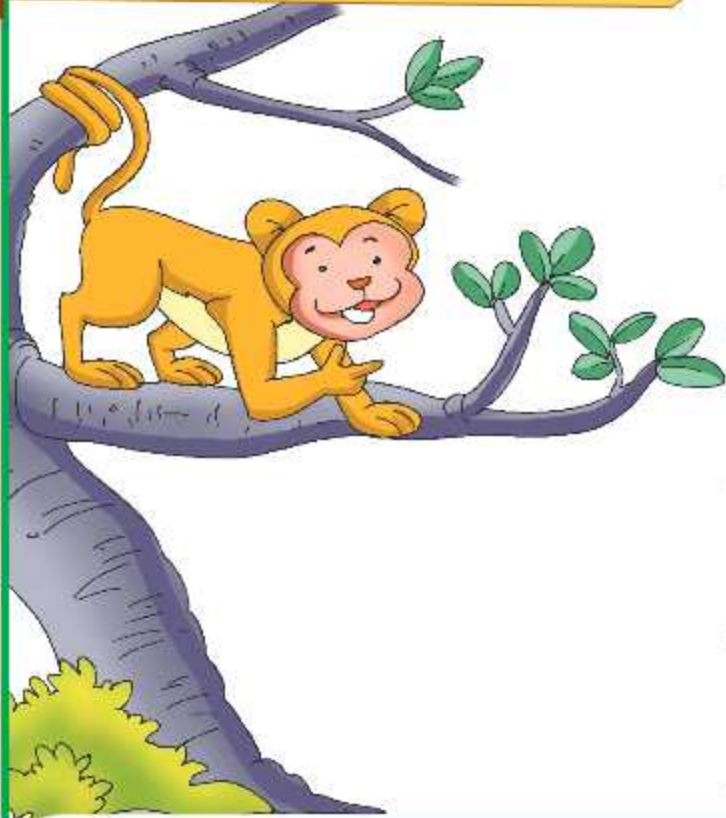
Eat and Go






	9
	8
	7
	6
	5
	4
	3
	2
	1
	0

How many children are waiting to take ice cream?

Colour and take it forward

How many bananas are left? 



	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>



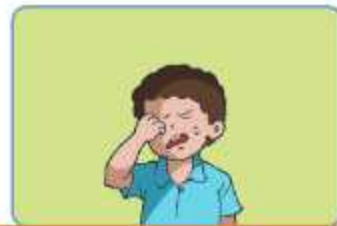
Discuss with the children, "There were seven parrots sitting on a tree. A hunter fired in air with a gun. Tell how many parrots would be sitting on the tree now?"; "There were four cats in a room. A dog came inside that room. How many cats would be there in the room now?". To clarify the concept of zero, ask children to put some objects together and then to remove all those objects from there together. Introduce the concept of zero as the absence of the given object. It can also be said that zero objects are left. Also ask how many apples in the first banana basket above? Then discuss the following pictures with children.



4



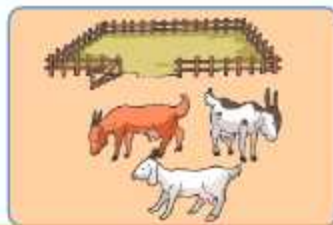
4



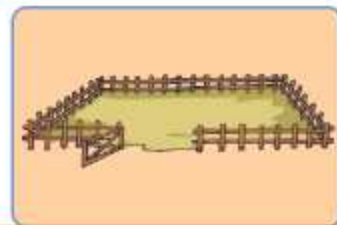
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3



3



=

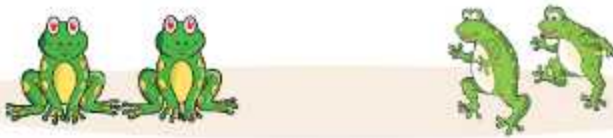
Let us Add and Subtract



$$4 + 3 = \boxed{}$$



$$4 - 3 = \boxed{}$$



$$2 + 2 = \boxed{}$$

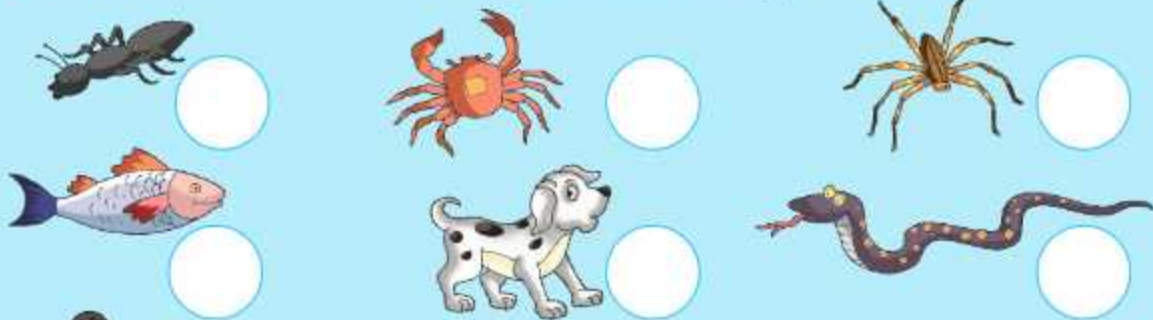


$$4 - 2 = \boxed{}$$



Chutki's problem

Let us count the legs.



Let children make story sums on symbol sums and using necklaces on border.

Match my friend

$1 + 3$

4

$1 + 6$

$2 + 5$

6

$4 + 4$

$3 + 4$

8

$7 - 3$

$5 + 4$

7

$8 - 2$

$2 + 6$

$5 + 1$

$9 - 3$

9

$3 + 6$

$2 + 4$

$9 - 2$



Children can do the matching by using concrete material or by drawing symbols like lines or dots.



$$8 - 4 = \quad$$



Chaitu's problem



to solve them.

Discuss these questions with children. Encourage them to create such

there are 8 rickshaws in all. Find out how many rickshaws

- There were 2 rickshaws near the bus stand. Some more of

group now? _____

5 children went to drink water. How many children are left

- 6 children came to play in the playground.

guavas are left? _____

- Sharvam picked 8 guavas. Her mother ate 4 guavas.

parents? _____

mangoes. Find out the number of mangoes eaten up by the

They both ate 2 mangoes. Their parents ate the remaining

- Rajni and her brother picked 8 mangoes.



$$8 - 5 = \quad$$



$$8 - 4 = \quad$$

Let us do these



$$8 - 3 = \quad$$



$$8 - 4 = \quad$$



$$8 - 3 = \quad$$

Fruit Shop

8

Observe the fruit shop carefully. There are many fruits in it. Help the shopkeeper to write the missing number.



Let the children observe and discuss about the picture.



Collect concrete material like stones, straws, blocks etc. and ask children to count objects from 10 to 20.

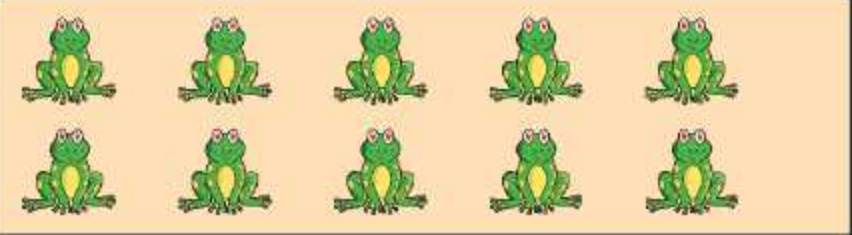



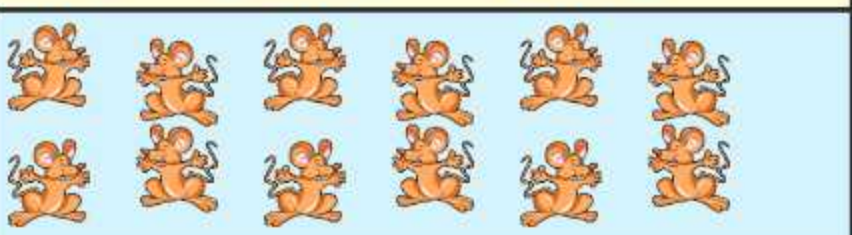


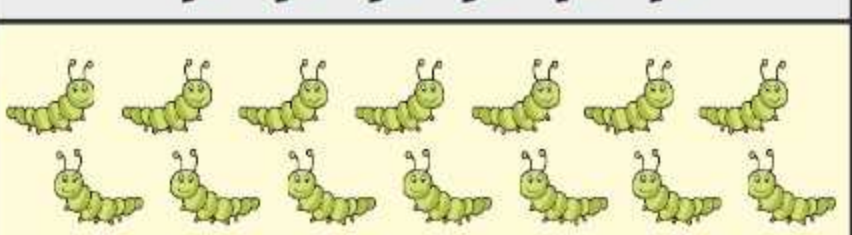
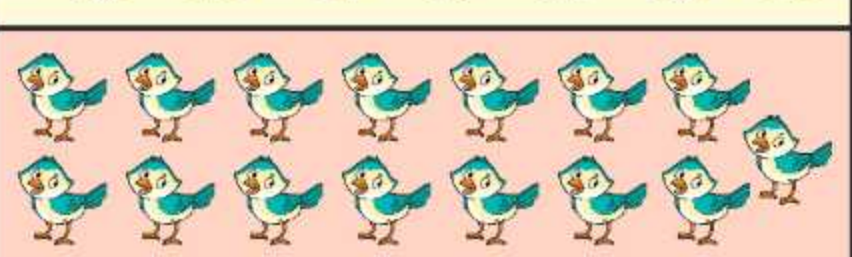

Decorate the fruit shop

Count and draw the same design to decorate the fruit shop.



Let the children count and recognise the numbers.

Let us count and write

11



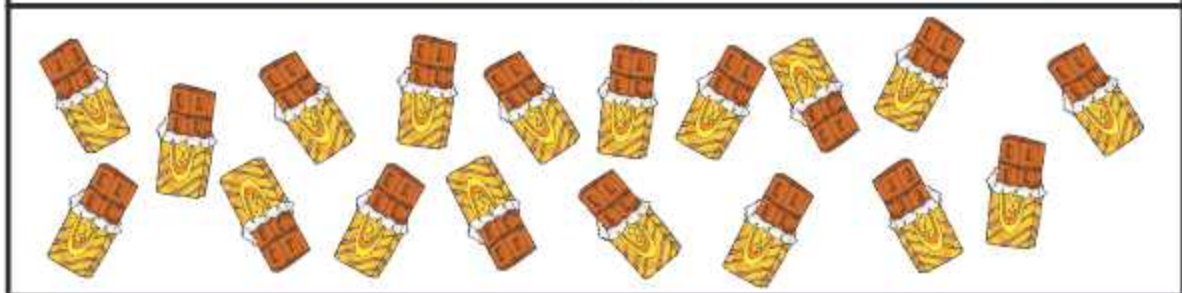
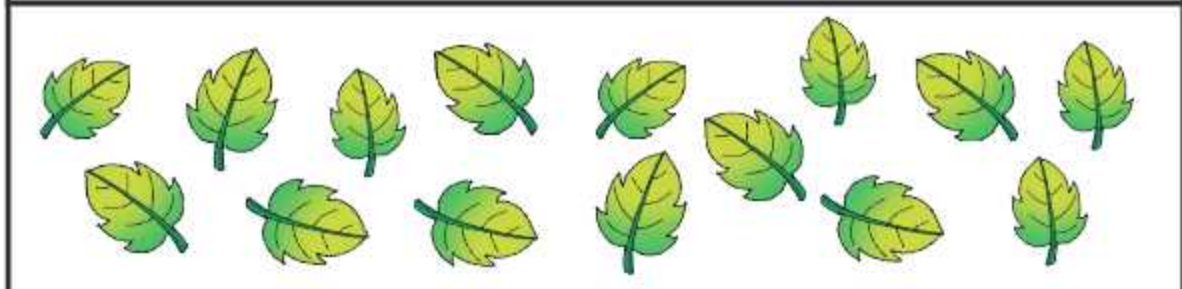
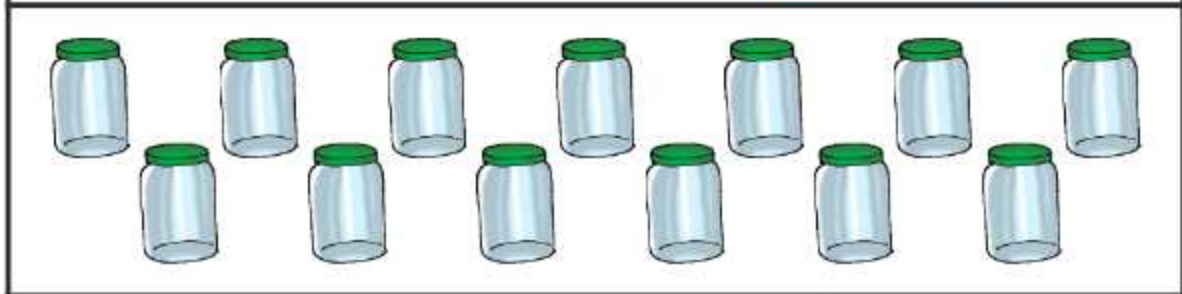
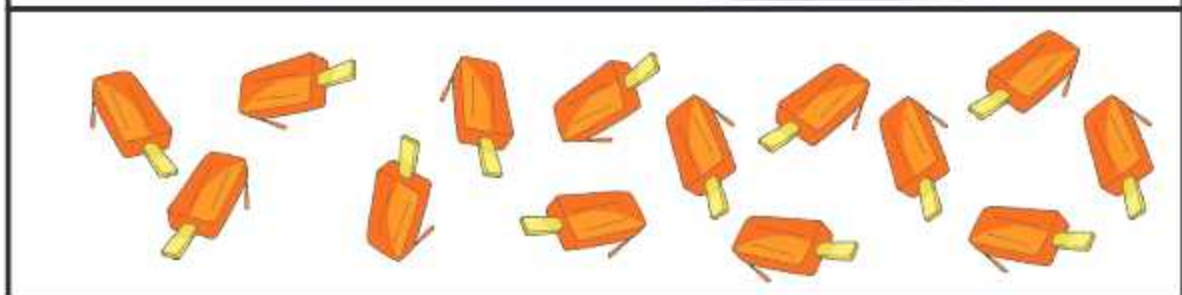
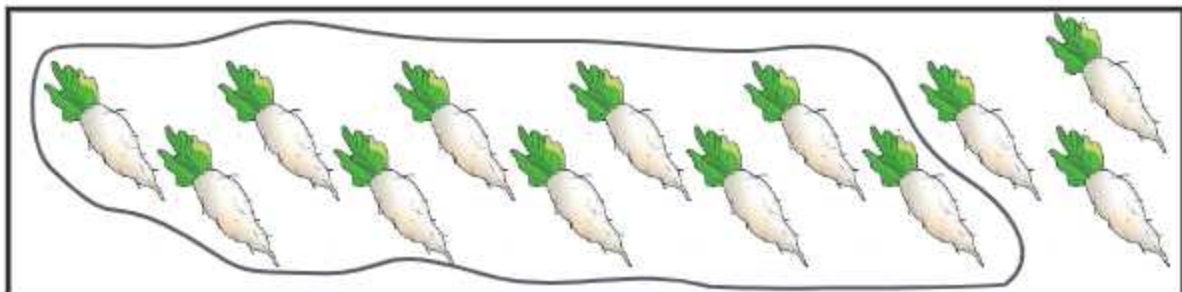
Divide children into two teams and provide concrete material like stones, straws, marbles, etc (51-100) to them. Ask children to count the given objects (any number between 15 to 30). Let them arrive after observation that making groups helps in quickness and accuracy. Encourage them to observe other team to ensure whether everybody has made groups of ten objects or not. Who makes first will be the winner?

Count and observe

	<p>A bundle of TEN</p>
	<p>A bunch of TEN</p>

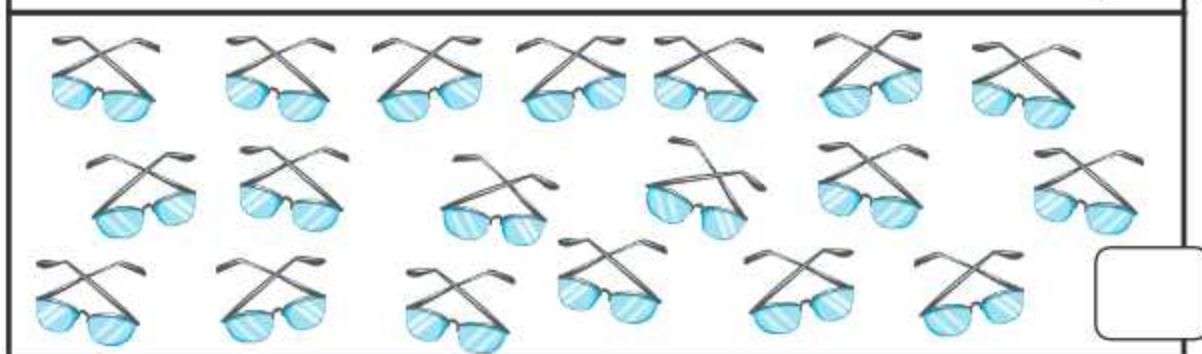
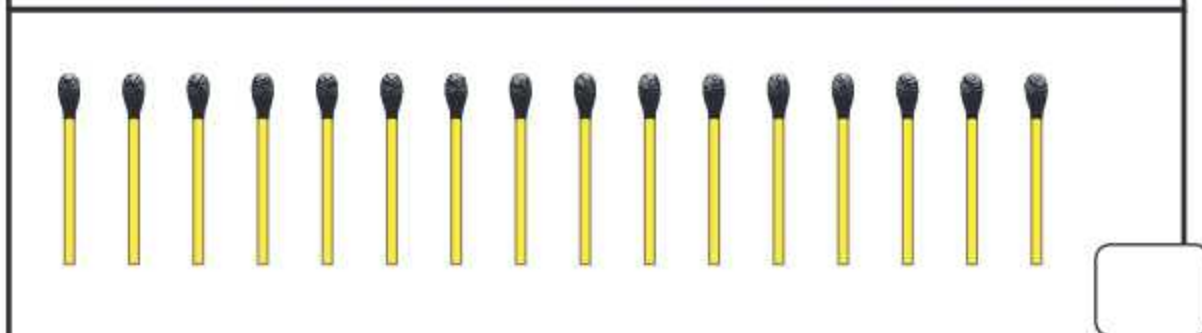
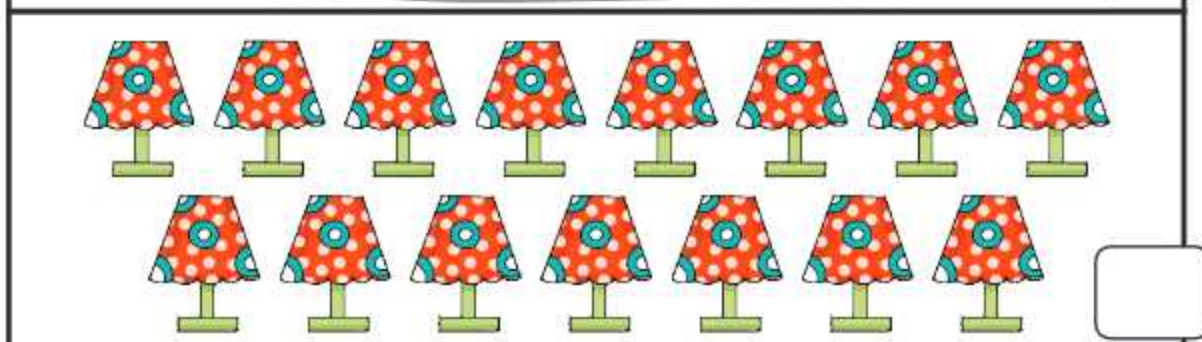
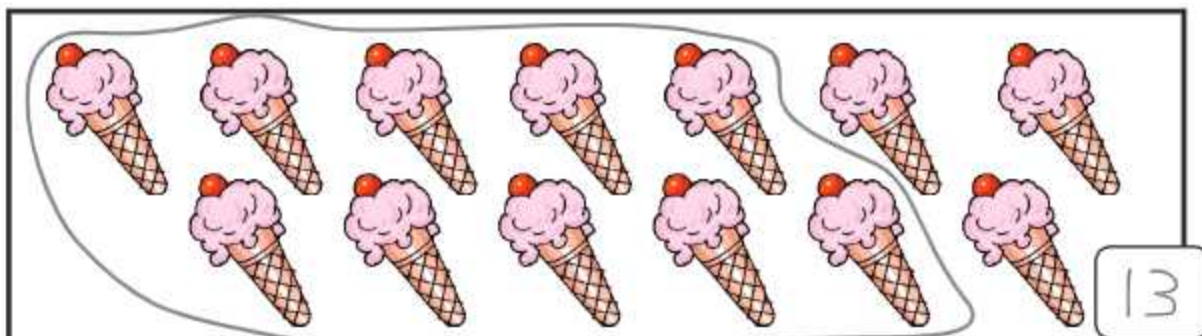


Let us Make Group of 10



Ask children to count stars on left side of border up to 15.
Ask children to make as many groups of 10 as possible, using the stars given on the border. Who makes first maximum groups of 10?
Now after making groups of ten, ask them to count.

Let us make groups of 10 and write numbers.



Also make groups using concrete material. Ask the children to speak the number. Pay attention on the strategy children use to read any number like "Ten and Three is Thirteen". Ask them to count before making groups on one side up to 15. Ask them to use the dots of different colours given on the border, to make groups of ten. Find out the total number of groups of tens they could make. Who makes first?

Let us make groups and count

Fill in the missing



9

+



1

=



10



10

+



1

=



11



10

+



2

=



12



10

+



3

=



10

+

4

=



Ask them to count before making groups up to 15. Ask the children to use the drops of water given on the border, to make groups of ten. Let them find out the total number of groups they could make. See, who makes first? Count again after making groups.



Fill in the missing



Write number

Make bundle of ten and loose sticks

	
14	15
Bundle	Sticks
1	4

	
Bundle	Sticks
1	5

	
Bundle	Sticks
1	1

Bundle	Sticks
	13

	
Bundle	Sticks
1	9

Bundle	Sticks
	20



Who does it first?



Fill in the missing



10

+



5

=



15



10

+



6

=



10

+

7

=



17



10

+



=

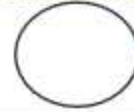


10

+



=



10

+



10

=

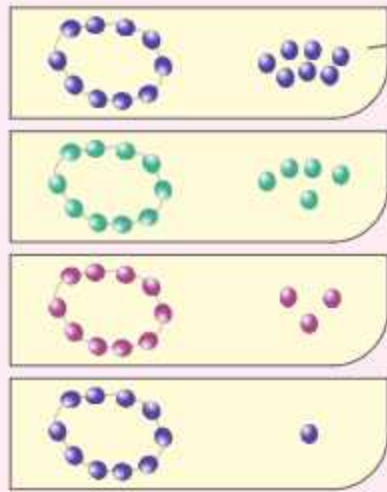


20



Who does it first?

Let us match the following



15

17

11

13

Write the number of beads:

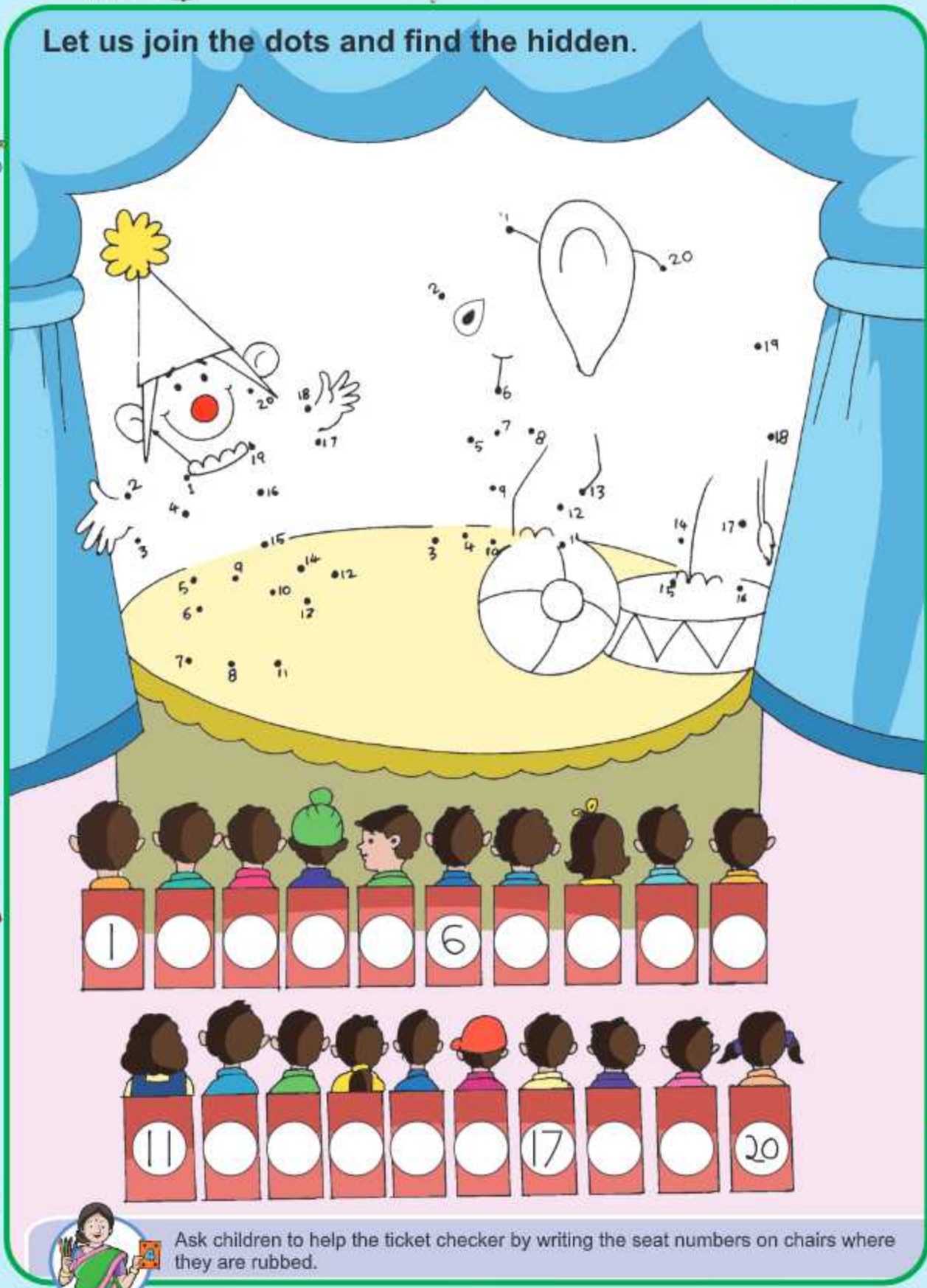


Chutki's problem

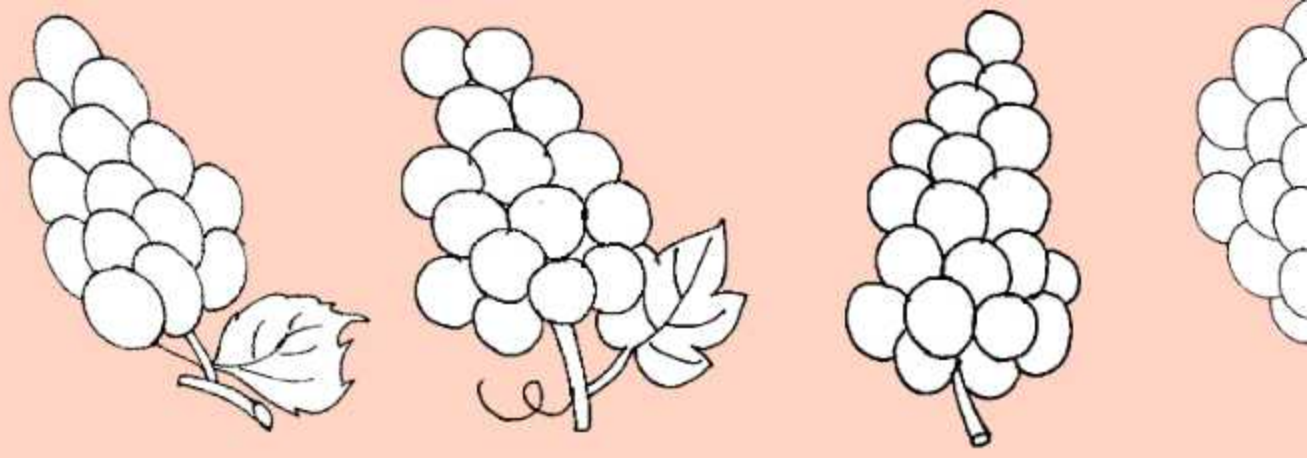
How many fruits?



Let us join the dots and find the hidden.



Ask children to help the ticket checker by writing the seat numbers on chairs where they are rubbed.



How many grapes? Let us count & write



Chatin's problem

11			14	12		11		
15	13				11		10	
15		14		10		18		
14	12			18	10	50		
11		13	14		10	11		
11	15			12				



Let us fill the missing numbers



them ask children to clap for the right answer.
 upto 50 and one child from the second group will try to write that number.
 Divide children into two groups. One child from the first group will call



18

13

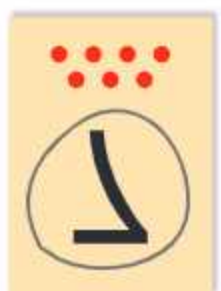
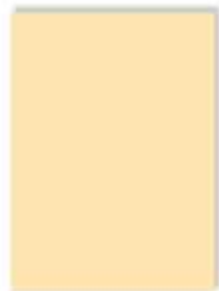
17



so on.
number cards are written at random. Write first the number, which is bigger
in the class, children have done number cards (sit stand) in a fix time and



Christin's problem



My card

My friend's card

My card

My friend's card

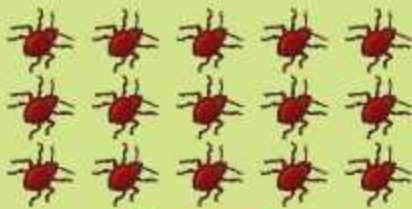


to maintain record of the game.
In the end, team with more marks will be winner. Later children will fill in
the bigger number will get one mark. Teacher will write marks on the board.
One child from both the groups will come and pick a number card. Then
Divide whole class in two teams. Keep the number cards of numbers 1 to 10

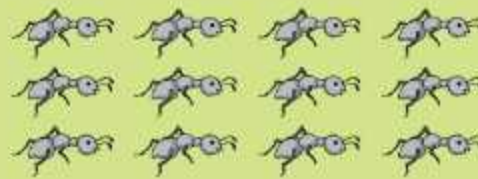


Let us count, write and circle the bigger number.

15
11



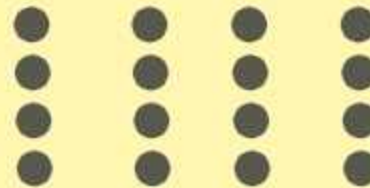
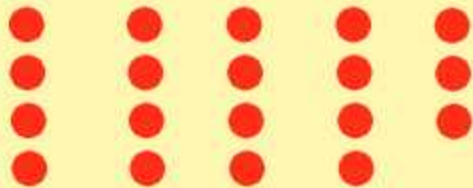
15



12

14
16

19
15



11
13

17
16



12
17

14
15

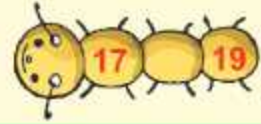
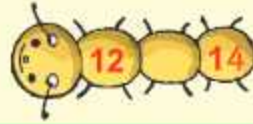
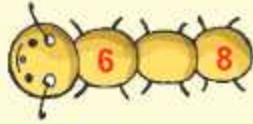


17
14

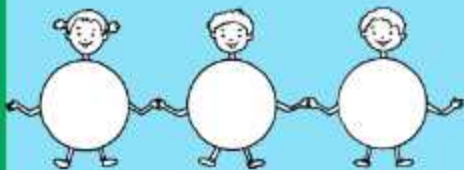
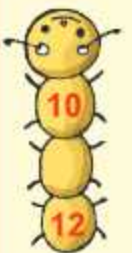
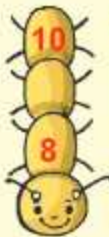
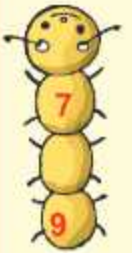
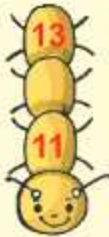
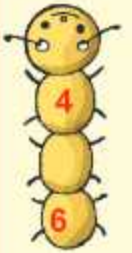
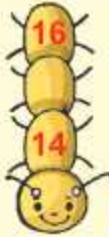
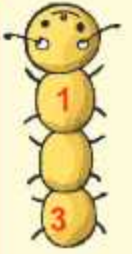
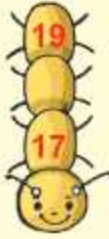
13
19



Try on border also



Let us see and write which number comes first, then next, then next...

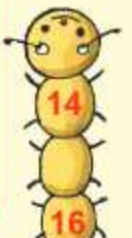
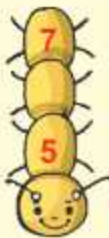


Use the blank space given above to let the children create questions on their own for their friends/fellows.



Chutki's problem

Let us count the dots & write.





How many Notes, How many Coins?

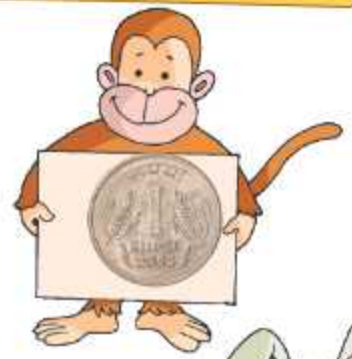


Distribute among children (coins of ₹ 1, 2, 5 and the notes of rupees 5, 10, 20, 50). Ask children to classify the similar coins and notes and to talk about them. Now the teacher will keep some articles on his/her table like ball, eraser, pencil etc. and will call children in different groups to purchase any article kept there say, a ball for ₹ 5. Observe how children will pay the amount of ₹ 5. Talk about that which coins and notes should be used by to purchase different articles and ask them to fill the same in the given table.

Purchased Items	Price of the Items	Notes and coins used to pay the amount
	₹ 5	
	₹ 3	
	₹ 2	
	₹ 4	
	₹ 7	



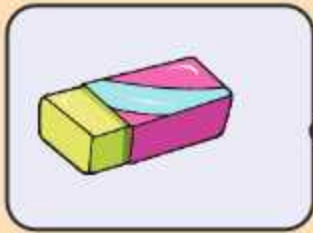
What is equal to ?



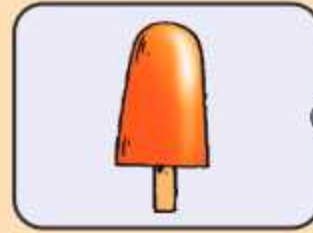
What is the price? Find out and write.



₹ 5



₹ _____



₹ _____



₹ _____



₹ _____



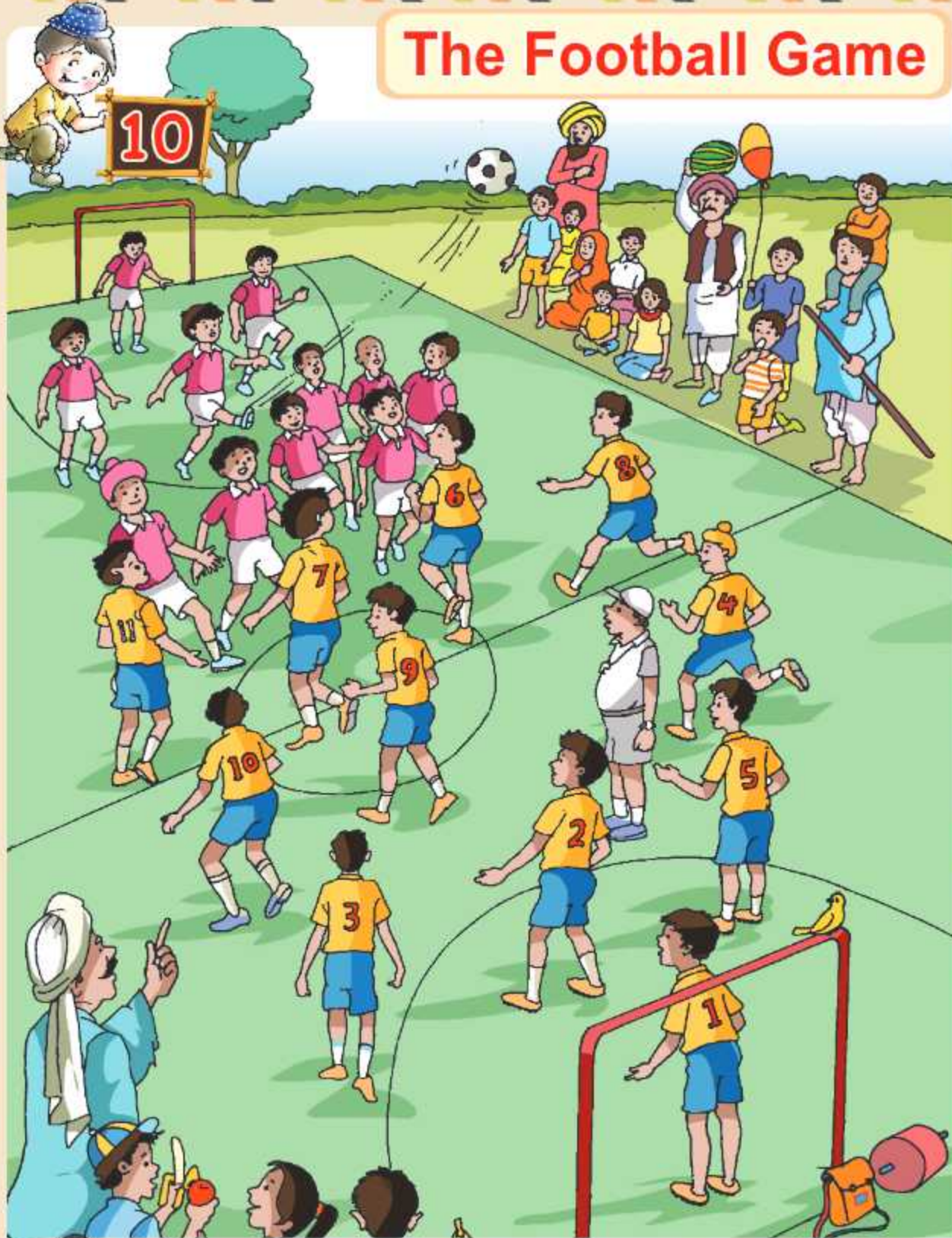
₹ _____



₹ _____



The Football Game



Let the children observe the picture. Talk about and ask questions related to the picture like, how many players are in the team wearing yellow T-shirt? How many people are there in all? How many people are watching the game? Here numbers on the T-Shirts are used just for label.



Let the children make groups of ten and loose items using pebbles, seeds, sticks, blocks etc. for the understanding of different numbers.

Let us write the numbers

18

Write the number

Make bundle of tens and loose sticks.

14

Bundle	Sticks
1	4

Bundle	Sticks

15

Bundle	Sticks
1	2

Bundle	Sticks

20

Bundle	Sticks
1	9

Bundle	Sticks

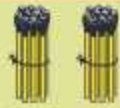
13

29

31

Numbers from 21 to 40

Let us count, write and draw.



2 Bundle



1 Stick

21



3 Bundle



1 Stick

31



2 Bundle



2 Sticks

22

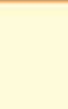


3 Bundle

2 Sticks



2 Bundle



3 Sticks

23

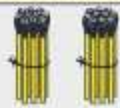


3 Bundle



3 Sticks

27



2 Bundle



4 Sticks



3 Bundle



4 Sticks

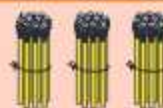
26



2 Bundle



5 Sticks

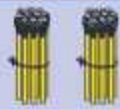


3 Bundle



5 Sticks

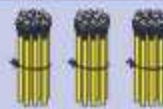
25



2 Bundle



6 Sticks

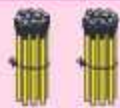


3 Bundle



6 Sticks

36



2 Bundle



7 Sticks

27

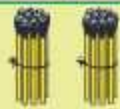


3 Bundle



7 Sticks

35

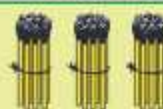


2 Bundle



8 Sticks

28

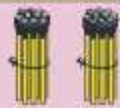


3 Bundle



8 Sticks

38



2 Bundle



9 Sticks

29



3 Bundle



9 Sticks

39

23



2 Bundle



1 Bundle

30



3 Bundle



1 Bundle

40



How many times digit 2, 3, or 4 is used from numbers 21 to 40 separately. Why number of times digits used vary?

Numbers from 21 to 40

Let us write the numbers by counting the bundles and loose sticks.

29

	
Bundle	Sticks
2	5
25	

27

	
Bundle	Sticks
2	3
23	

26

	
Bundle	Sticks
()	

25

	
Bundle	Sticks
()	

23

22

	
Bundle	Sticks
()	

34

	
Bundle	Sticks
3	3
33	

36

	
Bundle	Sticks
()	

	
Bundle	Sticks
()	

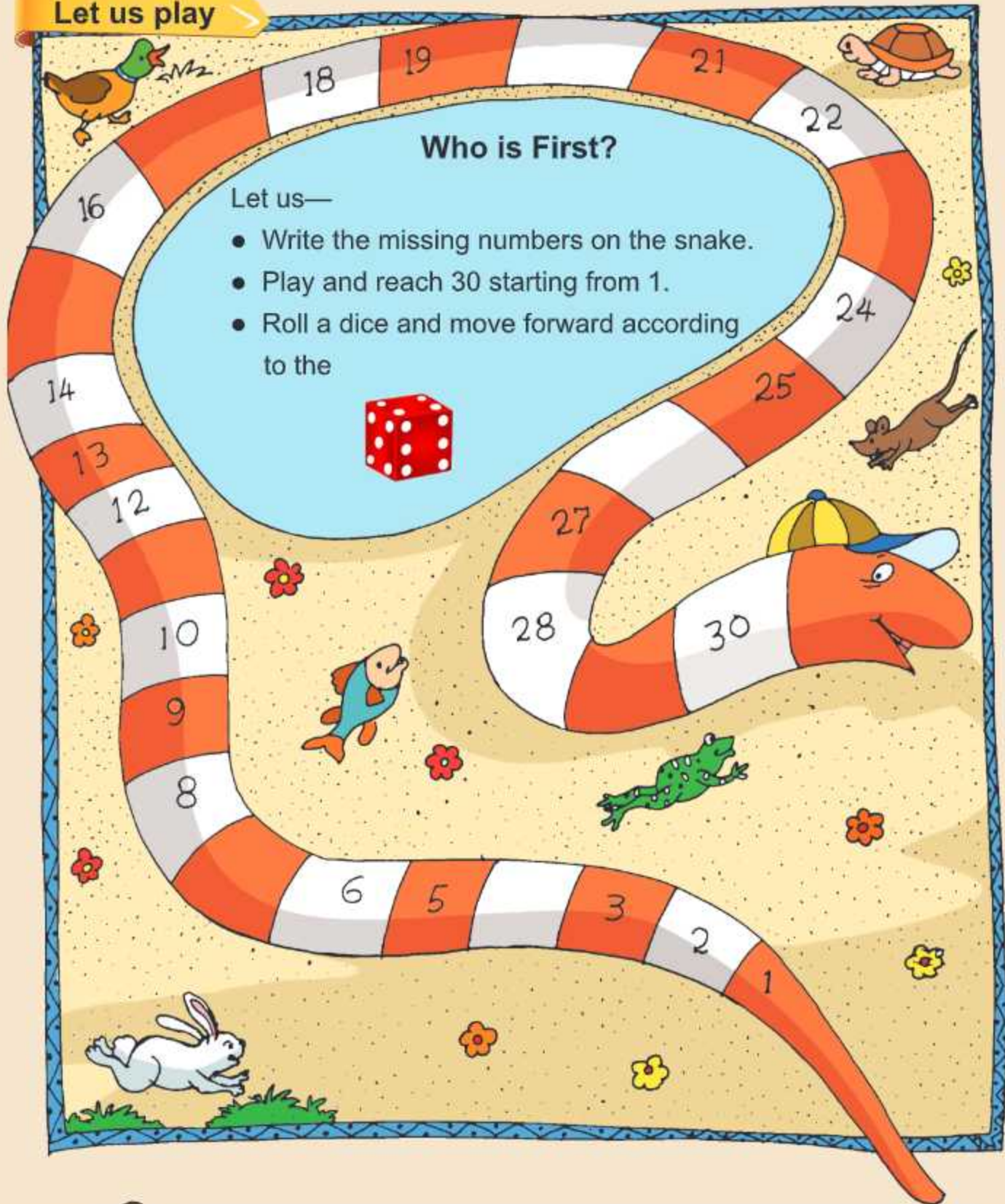
38

	
Bundle	Sticks
()	

	
Bundle	Sticks
()	

40

Let us play



Who is First?

Let us—

- Write the missing numbers on the snake.
- Play and reach 30 starting from 1.
- Roll a dice and move forward according to the



This game can be played with many variations, & extensions for example rolling two dice and moving forward by adding the numbers on dice. You can play on the back cover page also.

Numbers from 41 to 50

Let us draw sticks and write all the numbers.

39

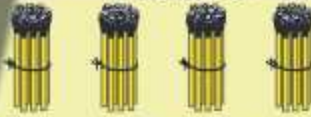


4 Bundles



1 Sticks

41



4 Bundles

2 Sticks

46

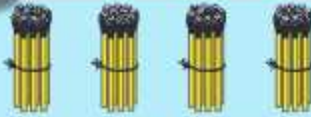


4 Bundles



3 Sticks

43

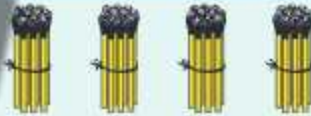


4 Bundles



4 Sticks

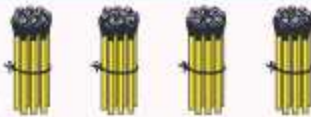
36



4 Bundles

5 Sticks

45

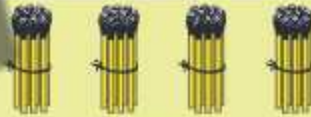


4 Bundles

6 Sticks

48

34

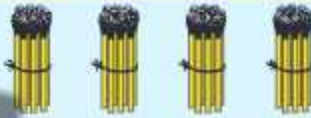


4 Bundles



7 Sticks

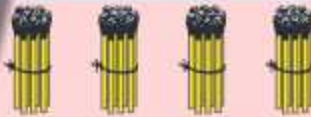
47



4 Bundles

8 Sticks

48

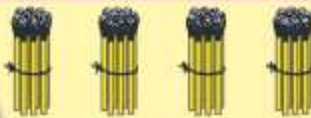


4 Bundles



8 Sticks

37



4 Bundles



1 Sticks

50

50



How many times digit 2, 3, or 4 are used separately in 31 to 50.

Let us write the numbers

Bundles	Sticks
3	4

Let us read the numbers and make bundles of 10 and loose sticks.

Bundles	Sticks
43	

Bundles	Sticks

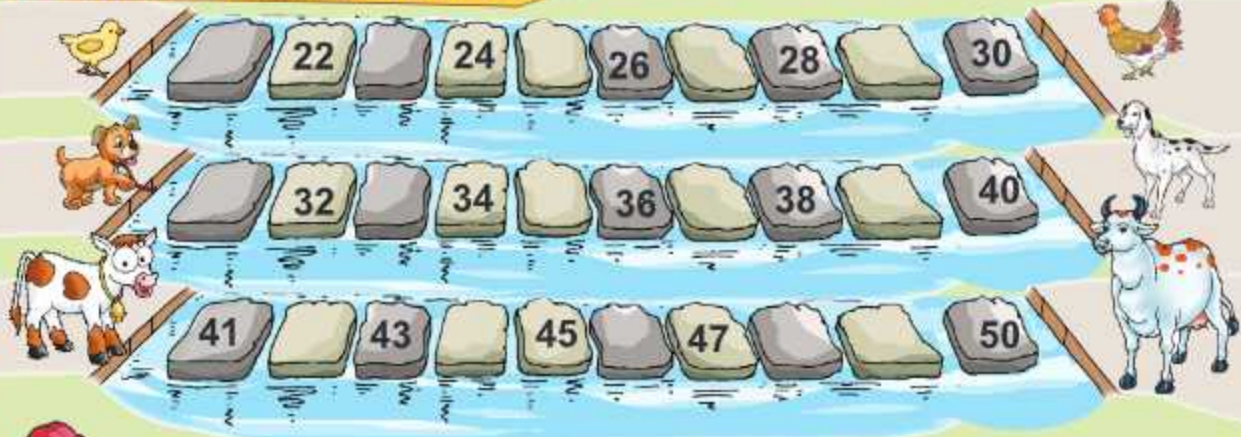
Bundles	Sticks
22	

Bundles	Sticks
	28

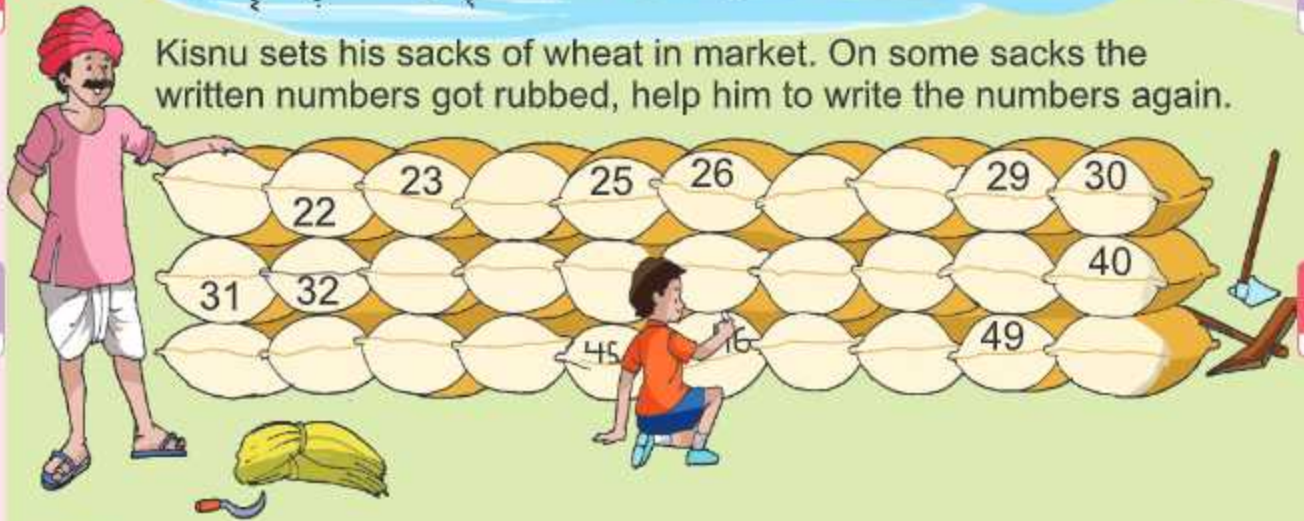


How many times digit 6 is used from 21 to 50?

Let us write on the blank stones.

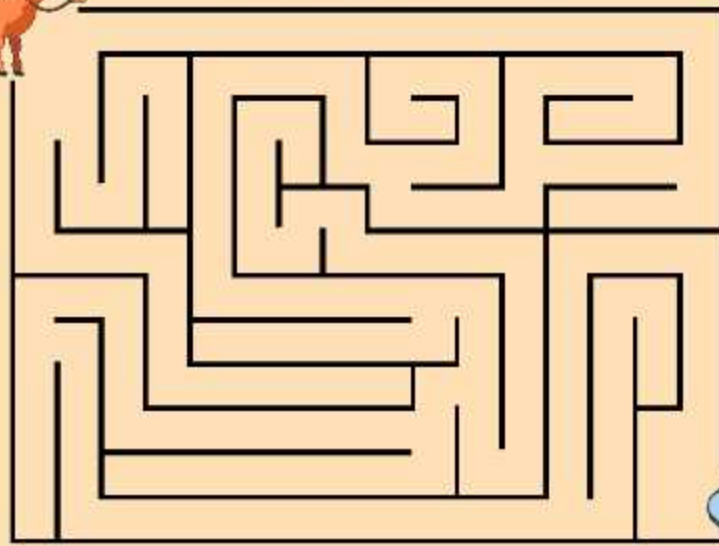


Kisnu sets his sacks of wheat in market. On some sacks the written numbers got rubbed, help him to write the numbers again.



Chatlu's problems

How to reach the ladoos ?



Help to find way to playground

Help Chatlu Patlu to reach the playground by moving forward from 1 to 25.

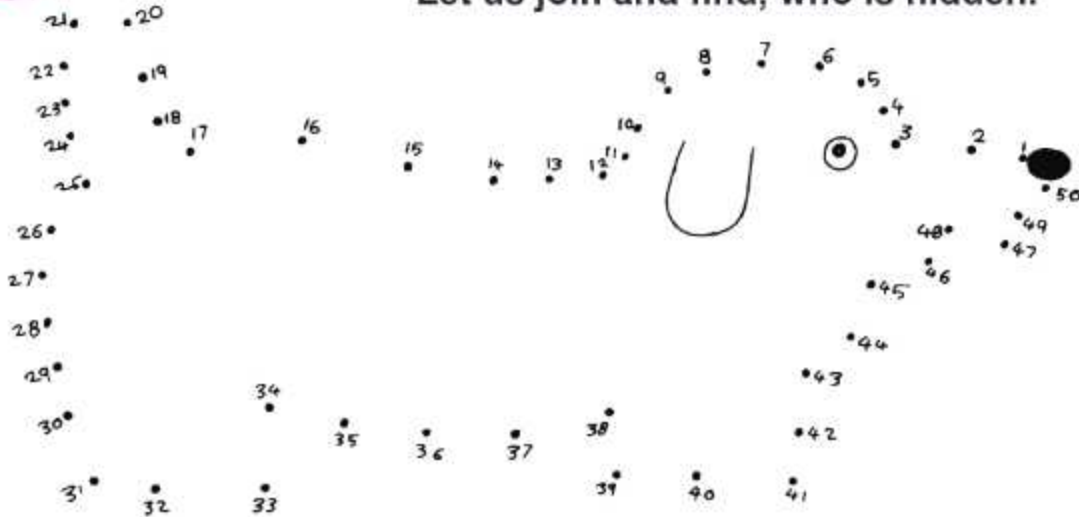


Discuss on the way to whom you met? In which box, the cat was sitting? In which box, the Lion was sitting?



Chutki's question

Let us join and find, who is hidden.



Colour and take it forward

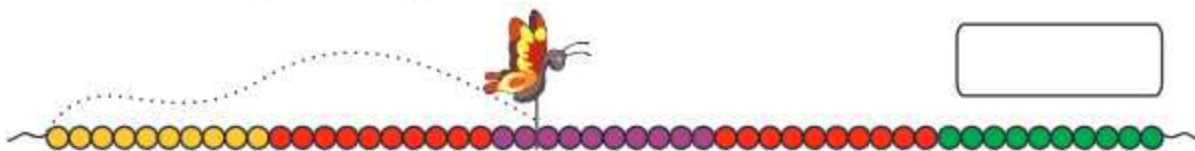
Butterfly and the necklace

Let us guess how many beads are there in this necklace ?
Count them and write.

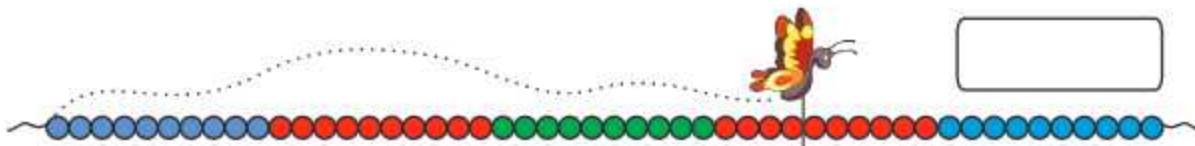


40

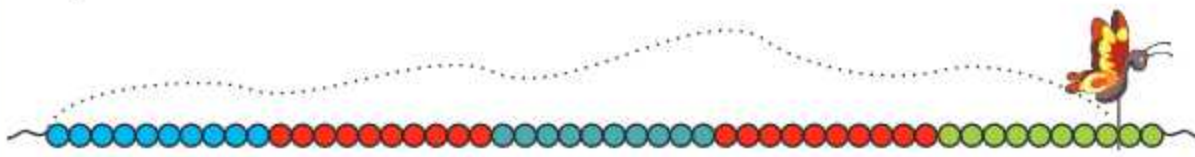
A butterfly came and sat on the necklace. Can you guess after how many beads from the start, the butterfly is sitting on the necklace?
Now find out by counting and write.



Once again the butterfly flew and sat at another place on the necklace. Let us guess after how many beads from the start it would be sitting this time?



Now The butterfly is sitting after how many beads from the start?



Help these butterflies to sit on the necklace given below.

-  10
-  17
-  28
-  47
-  31
-  20



35



First, Next, Then Last



Make teams of 4 children and organize some races for them. Discuss who took more time and who took less. Ask one child to take 1 round of the track and ask another child to take 2 rounds. Discuss who took more time? How did they find out? Call two children together and ask them to stand on one leg, and maintain balance on one leg. Observe who can stand in the position for a longer time. During these activities remaining children can clap and recite numbers. Facilitate a discussion on the activities done by children. Ask them to think which activity will take more time, say, drinking water or eating food; filling a mug with water or a bucket; cooking or eating etc. How did they find out? Ask different questions like this and encourage children to make such questions on their own and ask from their peers.

Tick (✓), the activities that you do in the morning.



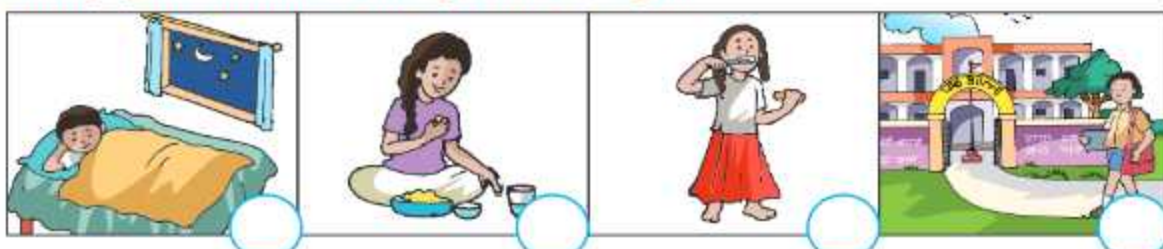
Tick (✓) the activities that you do in the evening.



Tick (✓), the activities that you do during after noon



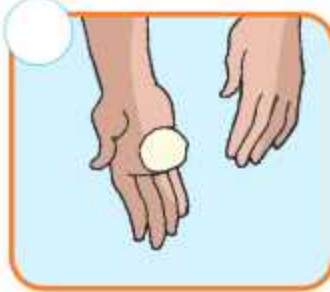
Tick (✓), the activities that you do at night.





What is before and then what is next ?

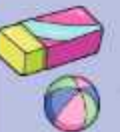
1



Tick (✓) the tasks that will take longer time to finish.



Discuss time spent on doing different activities on border, for example, eating groundnut and roasted gram.





Based on the given pictures, narrate any story to the children. Allow them to talk and discuss about these pictures. Then ask children to write the numbers in the given circles in accordance with the sequence of the events of the story.

...And then what happened?



Count stars on left side, right side separately one by one and by making groups of ten. Who counts first?



12

How Much Long, How Much Far?



Divide children into groups and ask them to find out who is tallest in their group? Discuss on the different ways used by children to find out the tallest child. For example, they ask children to stand in order according to the height and find out who is tallest in the group?

Now discuss, How to find out who is tallest in the class?

Let the children use their handspan to find out whether the blackboard is longer or a classroom desk?

Ask them to fill the table given below.

Which one is longer?



My table is 10 spans long.

My classroom's blackboard is 15 span long.

Measure and tick (✓)

Measured by: (Name)			Which was longer?	
				
Sameer	10 handspans	14 handspans	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Salma	11 handspans	15 handspans	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>





Let us guess and check



Collect the objects shown in the pictures given below and bring them to the class. Encourage children to make an estimate whether these objects are longer or shorter than handspan? After guessing, let them measure and find out.

Ring around the things which are longer than your handspan.



Ring around the things which are shorter than your handspan.



Ask the children to guess the heights of their 3 or 4 friends in handspans. For doing so let those friends may stand along the wall to verify the measure of the heights (using handspans) and fill the table given below according to the activity done.

Names of the friends	My estimate of their heights (in handspans)	Heights after measuring (in handspans)

Tick (✓) on the name of the tallest friend.



Let us make guess in foot steps? >



Ask children to take turns to throw a ball of paper or cloth .Encourage them to estimate the distance of their throws (in foot steps) and then to check, measure it using footsteps. Ask the children to fill the table.

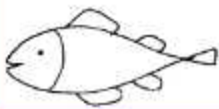
Throws	My guess (in footsteps)	After measuring distance in footsteps
First		
Second		
Third		

Ring the farthest.



Chatlu's problems

Let us draw a longer picture



Let us draw a shorter picture





31

33

36

13

Game of Sticks

Numbers from 51-100. Let us write the missing numbers.

50



5 Bundles



1 Stick

51



5 Bundles



2 Sticks

52



5 Bundles



3 Sticks

53



5 Bundles



4 Sticks

54



5 Bundles



5 Sticks

48



5 Bundles



6 Sticks



5 Bundles



7 Sticks

37

40



5 Bundles

8 Sticks

58



5 Bundles

9 Sticks

59



5 Bundles



1 Bundle

60

41

45



How many times digits 1, 2 and 6 each comes from 31 to 60?

43

113

Numbers from 61-70

Let us write the blanks.



6 Bundles



1 Stick

61

50



6 Bundles



2 Sticks



6 Bundles



3 Sticks

63

37



6 Bundles



4 Sticks

64

48



6 Bundles

5 Sticks

65



6 Bundles



6 Sticks

66



6 Bundles

7 Sticks

67

40



6 Bundles

8 Sticks

68



6 Bundles



9 Sticks

69

41



6 Bundles



1

70

45














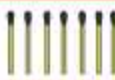









How many times digits 1, 2 and 6 each comes from 31 to 70?



Numbers from 71-80

Let us write the blanks.

		71
7 Bundles	1 Stick	
		
7 Bundles	2 Sticks	
		73
7 Bundles	3 Sticks	
		74
7 Bundles	4 Sticks	
		
7 Bundles	5 Sticks	
		76
7 Bundles	6 Sticks	
		77
7 Bundles	7 Sticks	
		78
7 Bundles	8 Sticks	
		79
7 Bundles	9 Sticks	
		80
7 Bundles	1	



How many times digits 3, 7 and 8 each comes from number 1 to 80?

51

53

66

Numbers from 81-90

Let us write the blanks.



8 Bundles



1 Stick

81



8 Bundles

2 Sticks



8 Bundles



3 Sticks



8 Bundles



4 Sticks



8 Bundles

5 Sticks

85



8 Bundles



6 Sticks

86



8 Bundles



7 Sticks



8 Bundles

8 Sticks

88



8 Bundles



9 Sticks

89



8 Bundles



1

90



How many times digits 3, 7 and 8 each comes from number 1 to 90?

65

62

71

72

75

76

Let us fill in the blanks.

90

Bundles	Sticks	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Bundles	Sticks	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

77

Bundles	Sticks	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Bundles	Sticks	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

83

Bundles	Sticks	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Bundles	Sticks	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

80

Bundles	Sticks	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Bundles	Sticks	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

74



How many times digits 4, 5 and 9 each comes from number 1 to 90?

85

84

117

83

82

71

Numbers from 91-100

Let us fill in the blanks.



9 Bundels



1 Stick

91

72



9 Bundles



2 Sticks

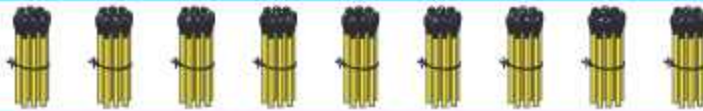
92

73



3 Sticks

93



94



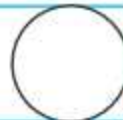
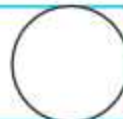
95



96



77



100

80

81

82

84

85

88

10 → 20 → 30 → 40 → 50 → 60 → 70

Let us play the game of snakes and ladders.

Let us fill the missing numbers first.

50
40
30
20
10

41		43	44		46	47	48	49	50
40	39	38	37		35	34	32	31	
21	22	23	24	25	27	28	29	30	
20	19	18		16	15	14	13	11	
10		8	7	6	5		3	2	1

80
90
100



Conduct a discussion about the boxes which have animals in it, which one is the longest snake and in which box it could bite? Where is the longest ladder and where will you reach after climbing the ladder? etc.



Chatlu's question

Take it forward.

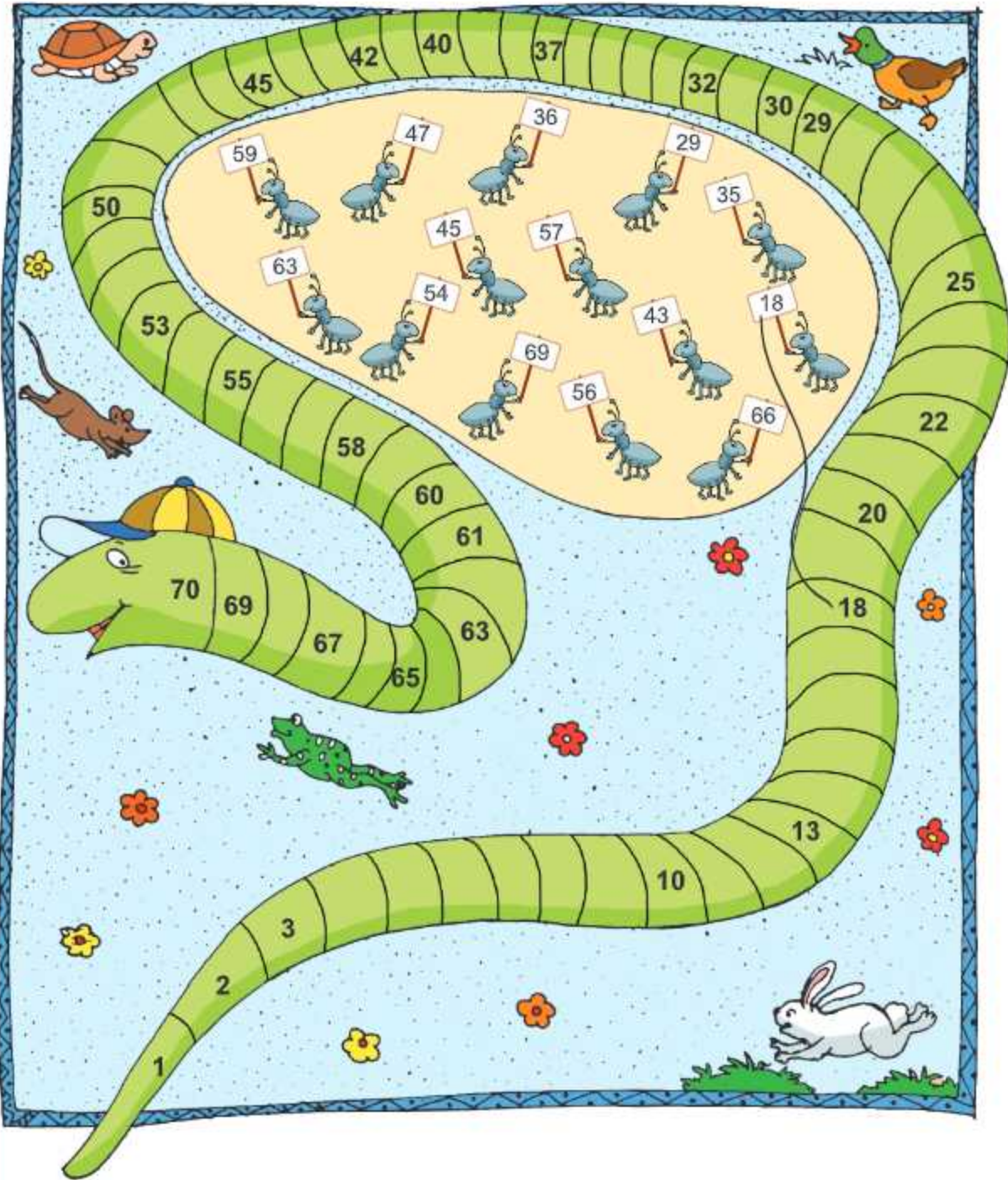
10
100

20
30
40

90 ← 80 ← 70 ← 60 ← 50

Where is your place?

Match the Numbers with their appropriate places.



School library

Help the librarian by writing the missing numbers in the space given on the books.



Ask the children to count dots on left and right side separately. After that ask them to make groups of ten and count the dots again.

43

Let us count from 1 to 50

Marriage party may come any time. Write the numbers on the hangings and count how many are they?

43

30

20

34

29

28

11

18

13



10

16

33

32

49

48

47

46

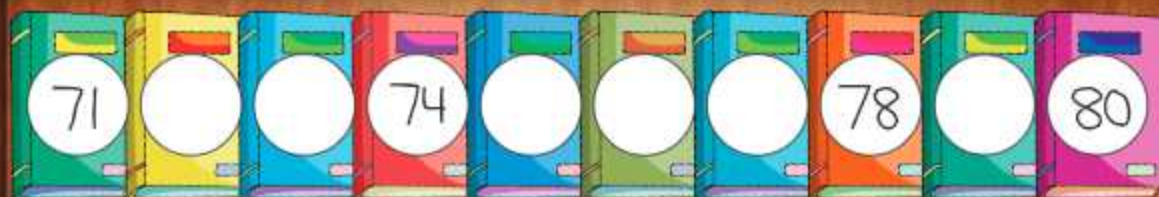
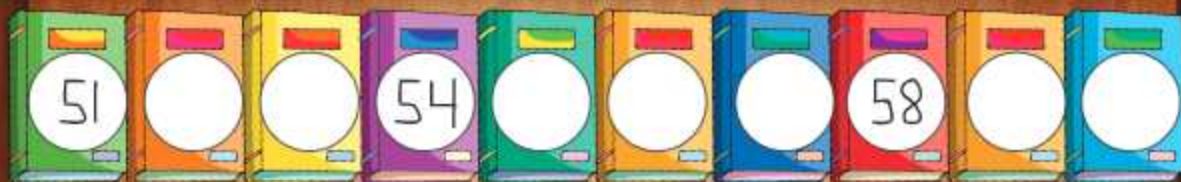
45

44

School library

Help the librarian

Let us write the missing numbers to help the teacher.



Let us count from 51 to 100

Let us write the missing numbers on the hangings.

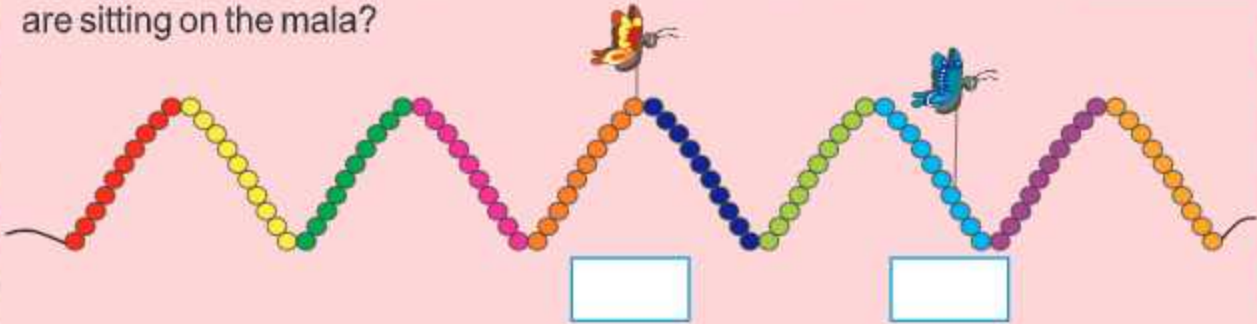


Bead mala and the butterfly

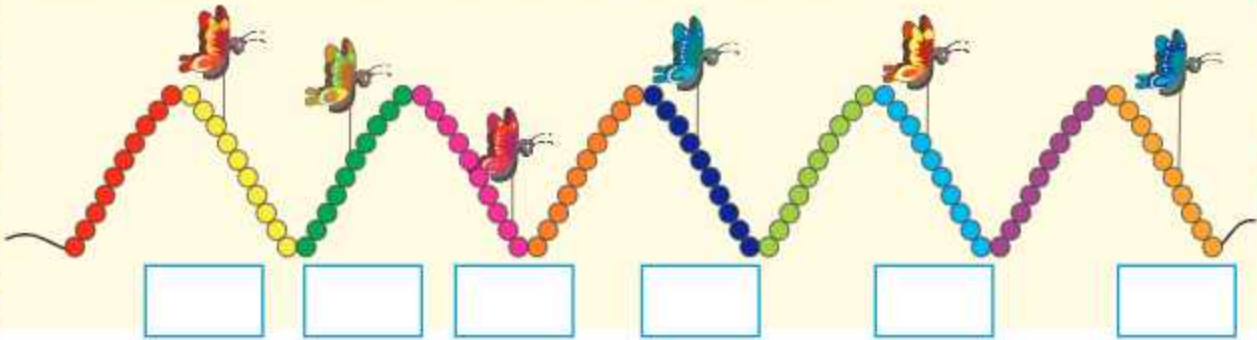


Let us guess the number of beads in this mala and then count to verify.

Champa the butterfly and her friend Timma sat on the bead mala. Find out after how many beads from the beginning they both are sitting on the mala?

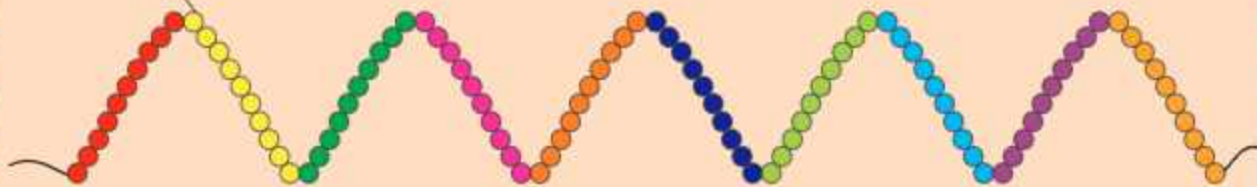


Many more butterflies come. After how many beads from the beginning these butterflies are sitting? Write the number.



Let us match these numbers on the bead mala by joining line.

11 22 39 47 62 84 99 100 0



Brain Drain

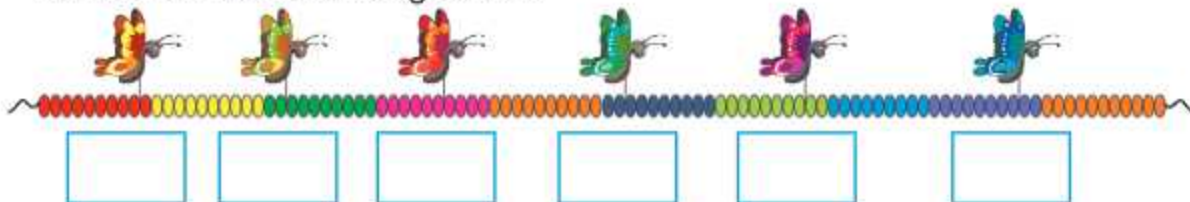
Let us find all the possible pairs which will give 3, after subtraction.

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

Let us find all the possible pairs which will give 4, after subtraction.

$$9 - 5 = 4$$

- Let us write the greatest possible number, which is smaller than 80.
- Let us write the smallest possible number, which is greater than 70.
- Let us find out the position of each butterfly sitting on the mala and write the number on the card hung below.



- For '4+3' Jeetu wrote, " I have 4 toys and my sister has 3 toys. How many total toys in my house. Now you also try to , make and write some story sums.



Chatlu's question

To remove three stone, let us ring in as many ways as we can?

