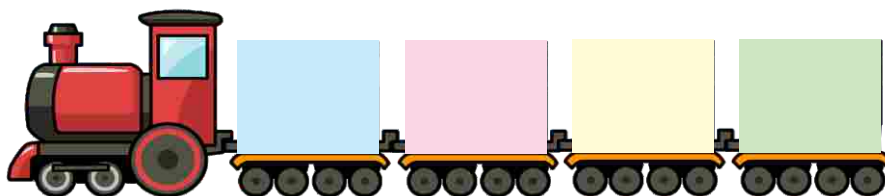
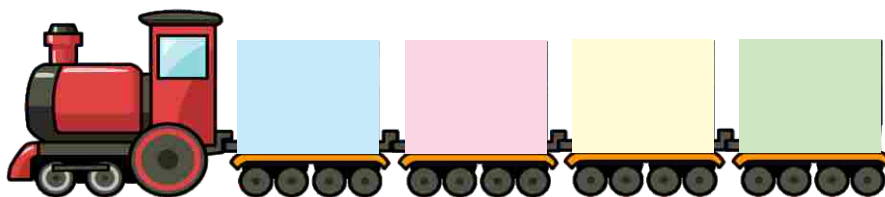
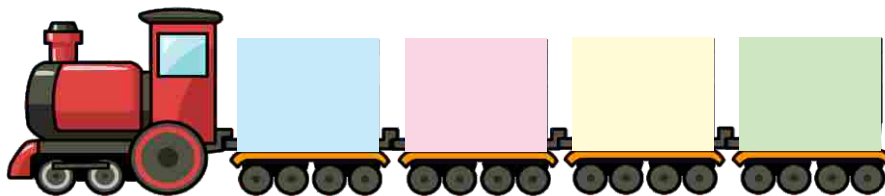
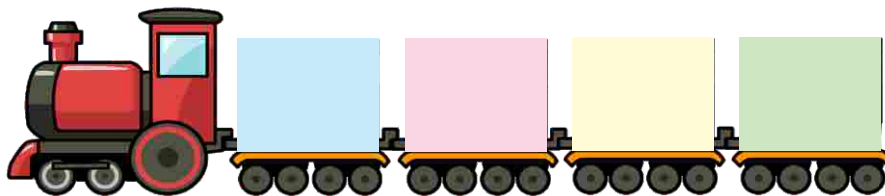
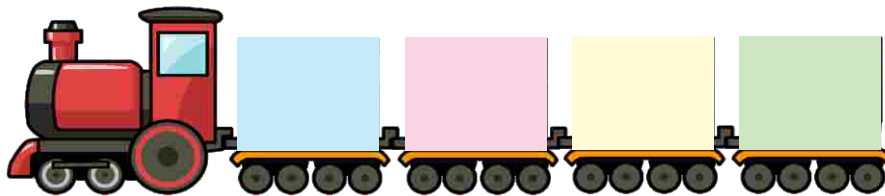
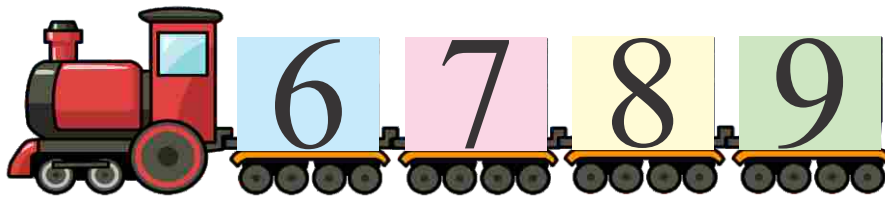




Start from the dot and move towards the star to get beautiful numbers.

6	7	8	9

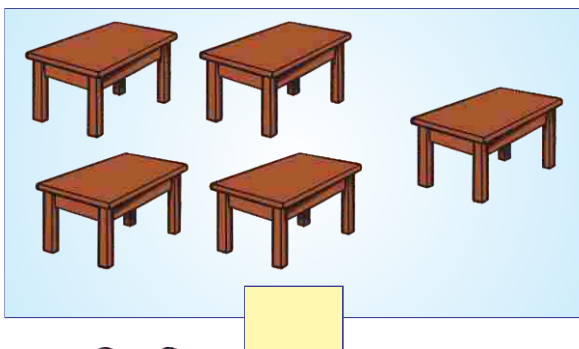
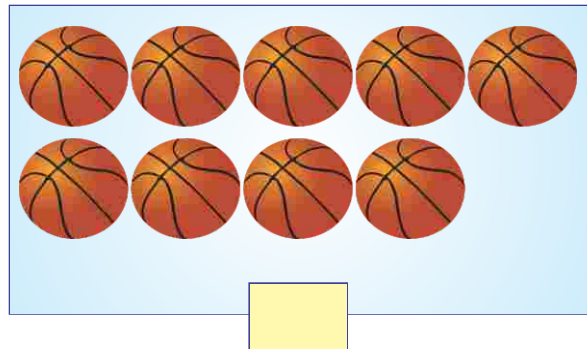
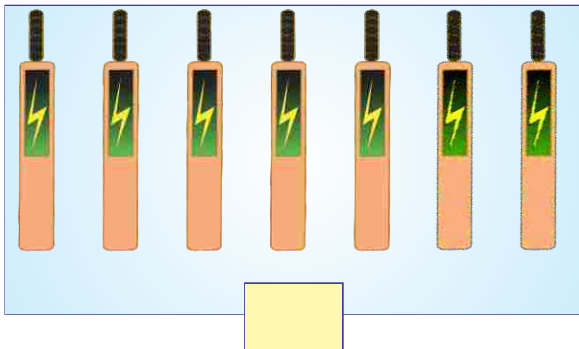
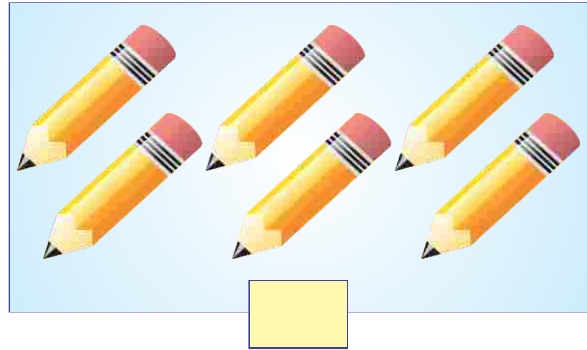
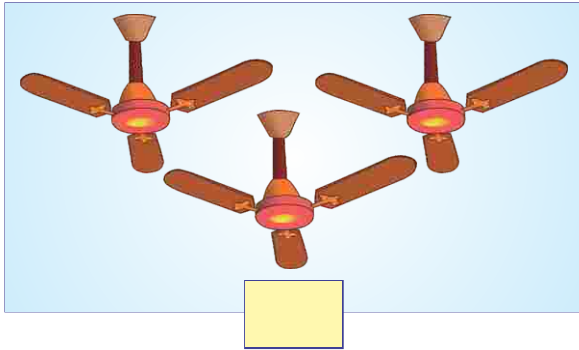
Write numbers 6 to 9 :



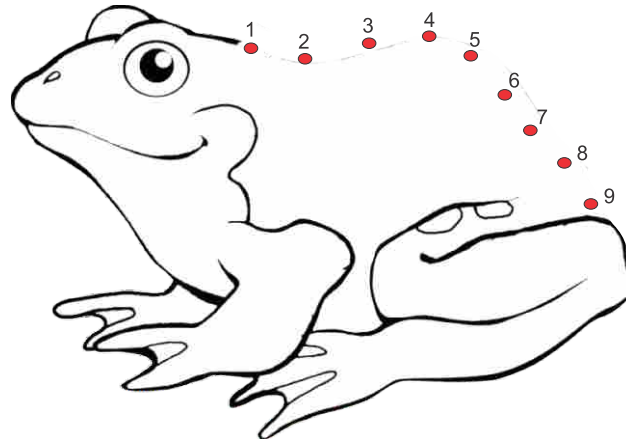
Note

The teacher will tell the students to do practice of these numbers in their note book.

Count and Write :



Join the numbers in serial order and decorate the picture with colours.



Activity

Just before, Just after



Who is standing just after Simran ?

Kuljeet



Who is standing just before Pinki ?

Kuljeet



Who is standing between Simran and Pinki ?

Kuljeet



Look at the number strip.

What comes after 7 ?

6



What comes after 8 ?

9



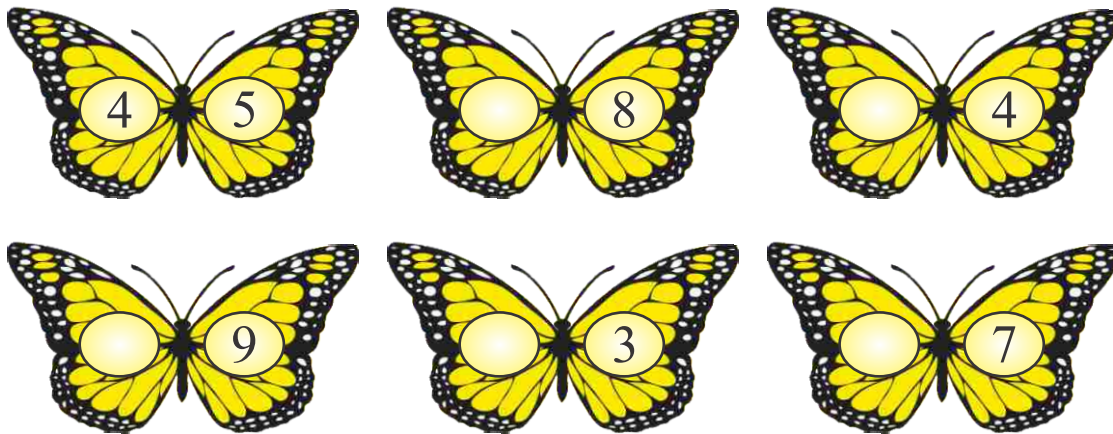
Very good



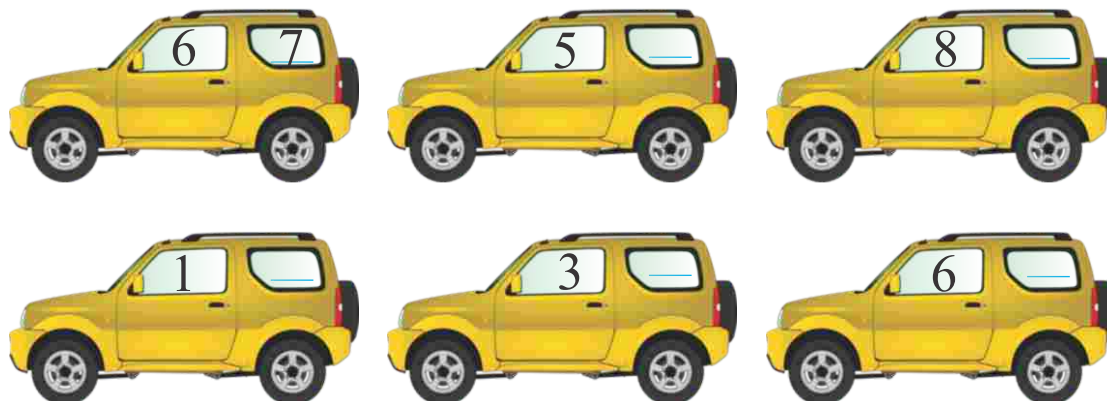
What comes before, what comes after, what comes in between. let us try to understand it and know about forward backward counting.



What will come just before ?



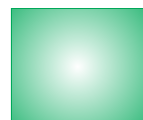
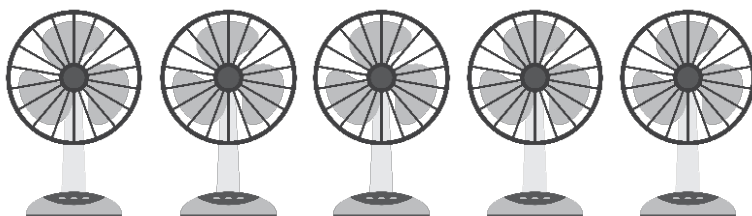
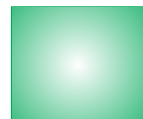
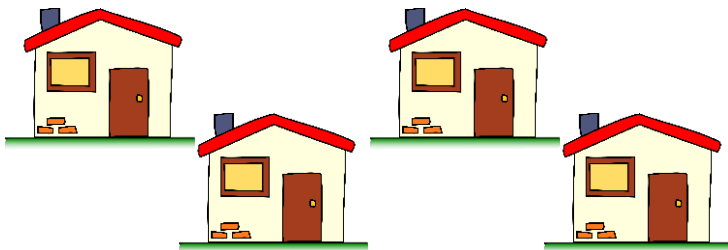
What will come just after ?



What will come in between ?



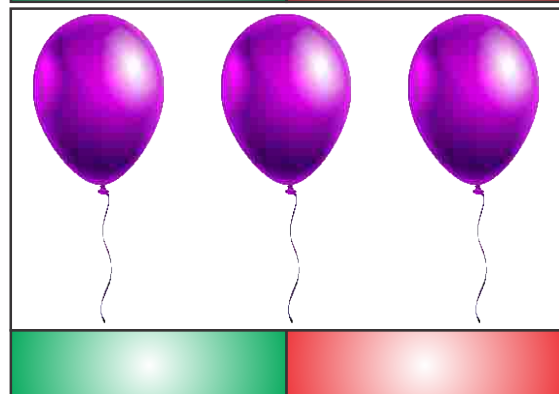
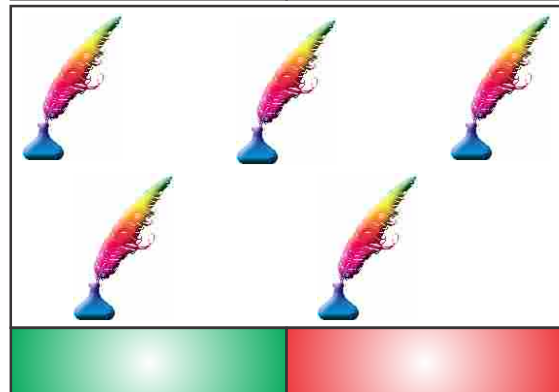
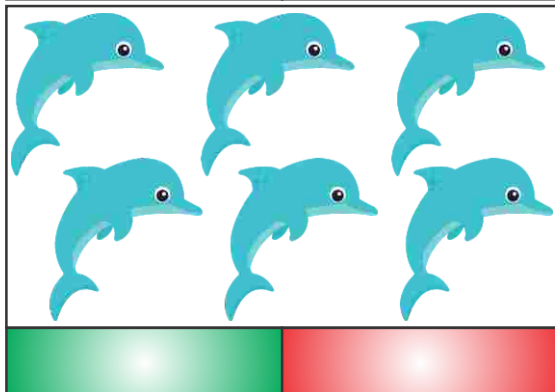
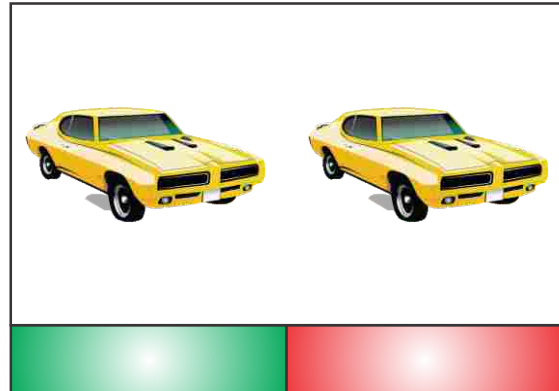
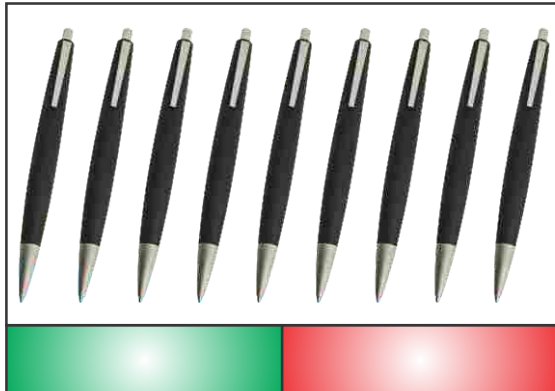
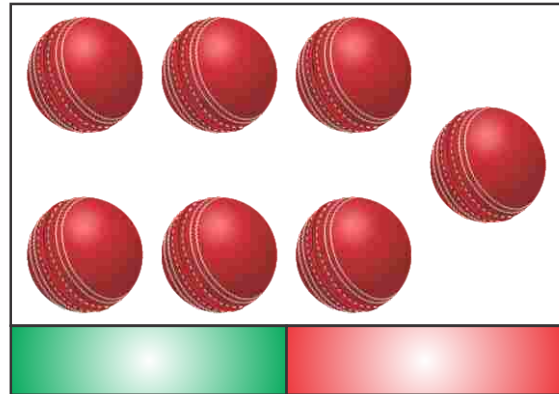
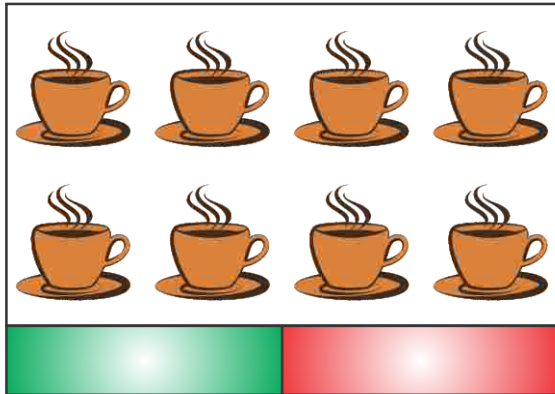
Count the objects and write the number in red box and write its next number in green box.



Note

The teacher will explain the students that they should count the objects and write number in the red box and write its next number in green box.

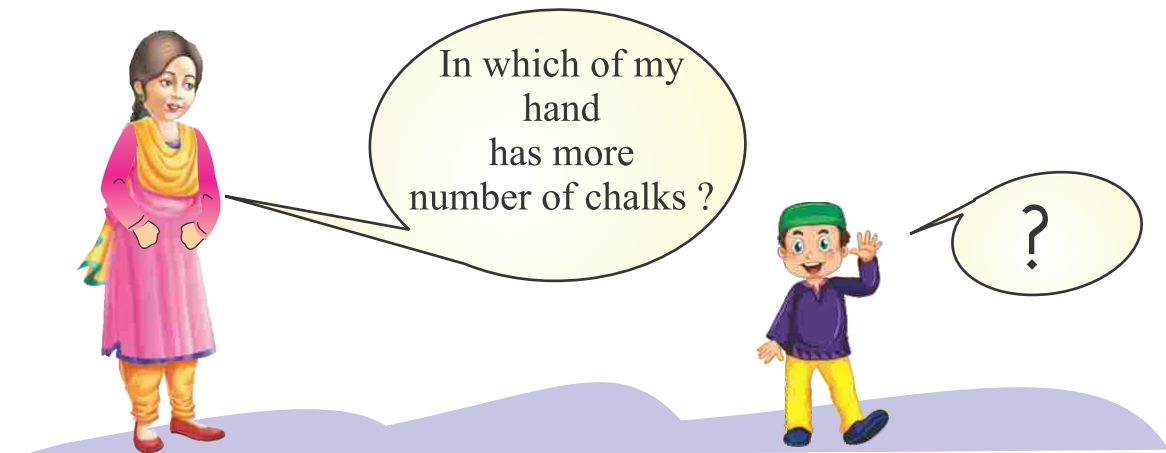
Count the objects and write the number in red box and write its previous number in green box.



Let's learn

Comparison of numbers

The teacher will take some chalks in his/her hand and will ask the students to estimate the number of chalks he/she will ask the students that which hand has more number of chalks and which hand has less number of chalks.



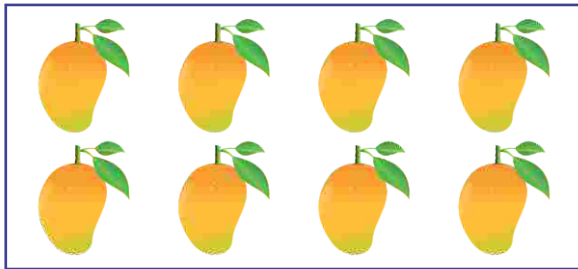
Let us see that which hand has more number of chalks.

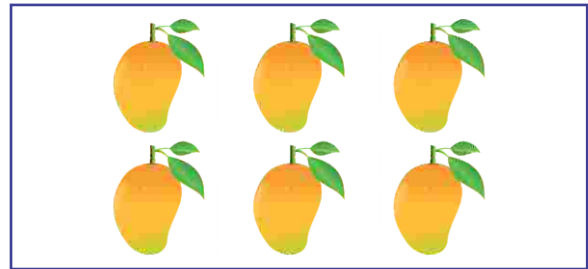


Note

The teachers will ask the students to do the activity given above with different objects and different quantity. The teacher will tell the students about greater or smaller numbers on blackboard.

Count pictures in every group, write the number in the box and encircle the greater number.





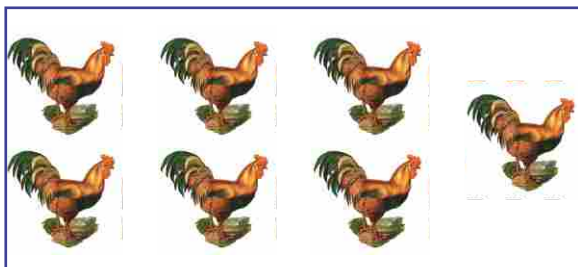


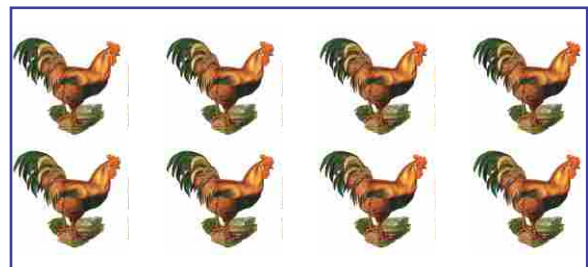


Count pictures in every group, write the number in the box and encircle the smaller number.











Understand the greater and smaller number
and encircle the greater number

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



Understand the smaller and the greater number
and encircle the smaller number

9	6
3	5
9	2
7	5
4	6
2	27



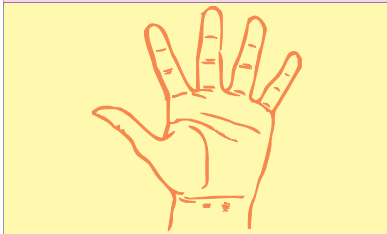
Note

The teacher will make understand his students that they should respond more or less objects by counting and after that the students will encircle the greater or smaller numbers.

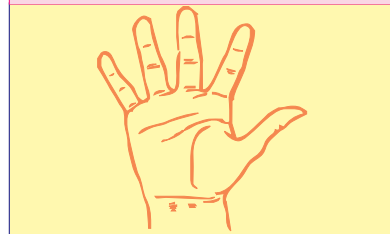
Let's learn

Equal

Five fingers of left hand

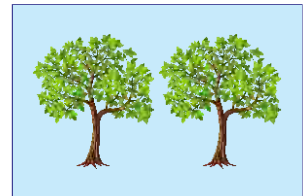
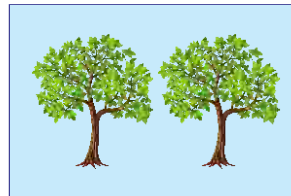
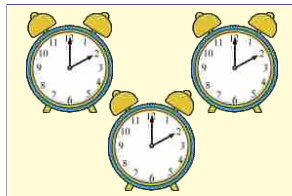
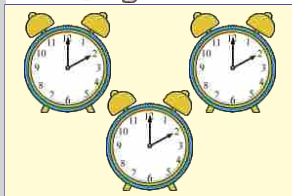


Five fingers of right hand



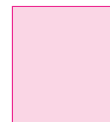
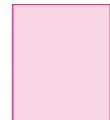
It is neither more or less

These are equal



Let's do

Count and write backward counting from 9 to 1 :



Note

The teacher will impart the concept of backward counting by moving backward counting with his foot steps. Then the teacher will impart the concept of backward counting with the help of fingers/objects by subtracting.



Join the points by backward counting and help Avneet to reach his uncle's house

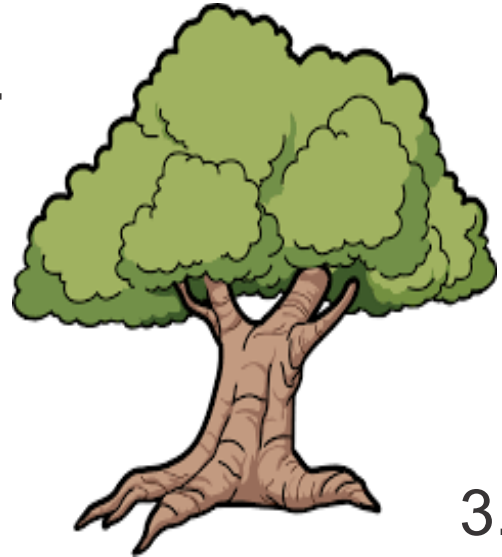


Avneet Singh

9.

7.

5.



3.

8.

6.



4.

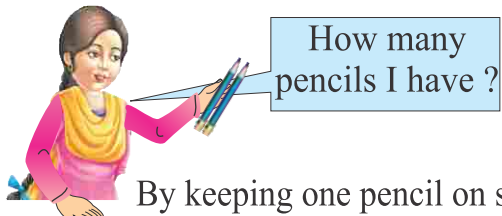
2.



To reach at uncle's house touch all the numbers through backward counting written here and speak them loudly. Condition is that these numbers should be joined by lines and care must be taken that lines should not cut or intersect with each other.

Activity

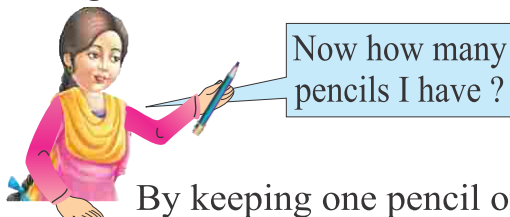
Knowledge of zero



2 pencils



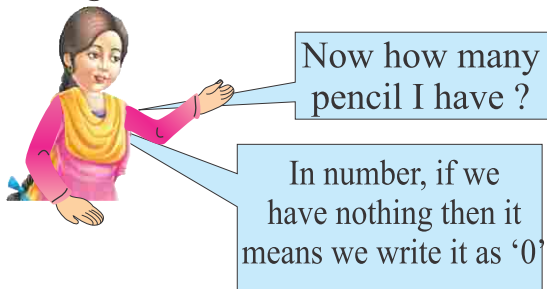
By keeping one pencil on side



1 pencil



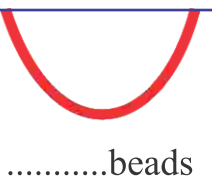
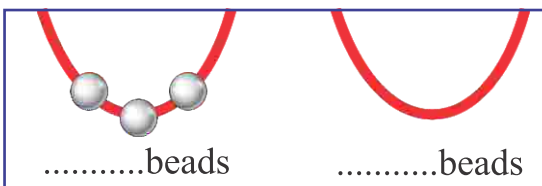
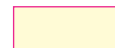
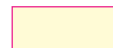
By keeping one pencil on side



Nothing



How many books are on table ?

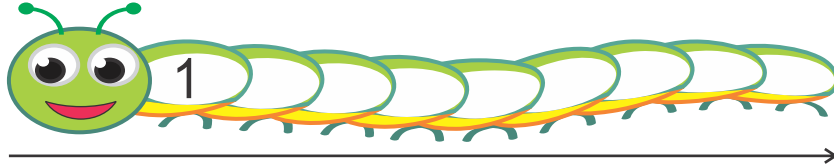


Note

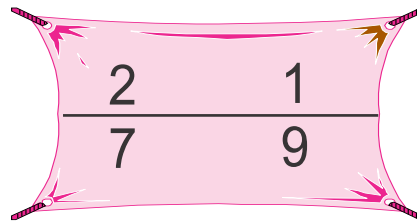
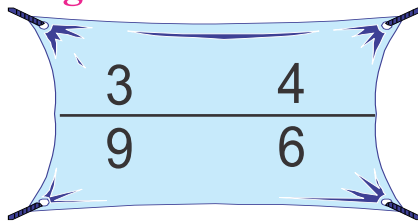
The teacher should give knowledge of 'Zero' with the help of objects present in the school.

Worksheet

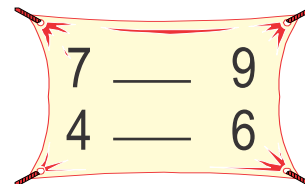
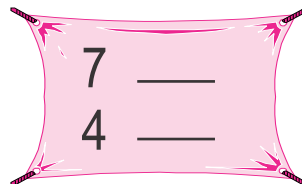
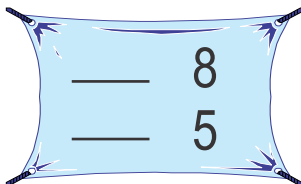
Write counting 1 to 9 :



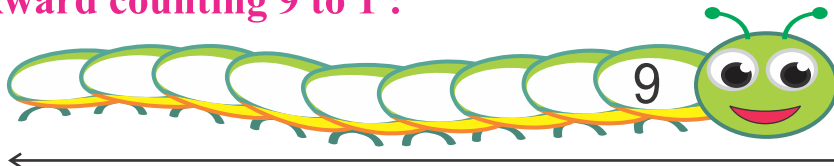
Encircle the greater number :



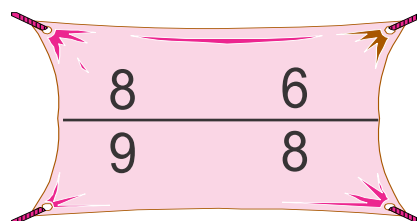
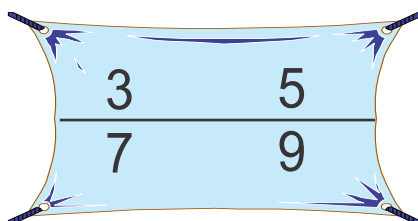
Fill in the blanks :



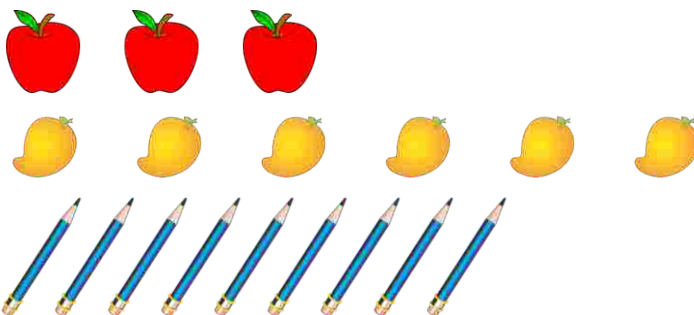
Write backward counting 9 to 1 :



Encircle the smaller number :



Count and write :



Activity

One more

One green parrot suffering from flu
other visit to see it, now they are two



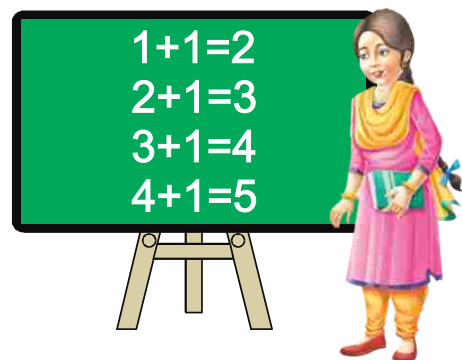
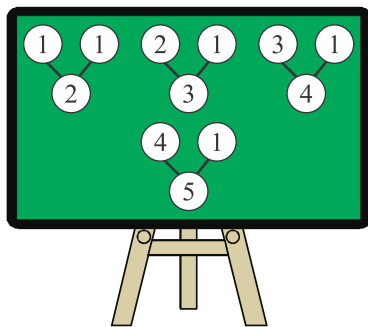
Two green parrots now sitting on the tree
another came to join them, now they are three



Three green parrots want a more
another came to give them, now they are four



Four green parrots looking for beehive
One came to tell them, now they are five



$$\begin{aligned} 1+1 &= 2 \\ 2+1 &= 3 \\ 3+1 &= 4 \\ 4+1 &= 5 \end{aligned}$$



Note

The teacher will do this activity with the student's participation so that they will understand the concept of one more. By reciting the above poem, the concept of one digit addition is imparted to students.

Activity

One less



Five pigeons on a tree want to eat more
One flew to eat something, rest left four



Four pigeons are on a tree want to eat pea
One flew to eat it, rest left three



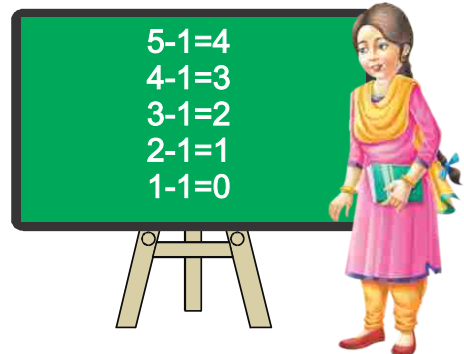
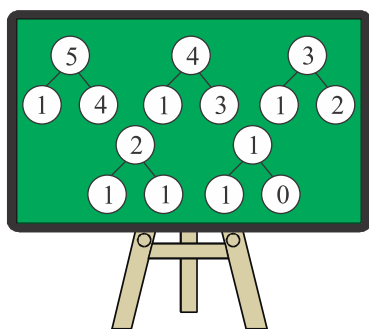
Three pigeons on a tree eating in queue
One flew to eat something, rest left two



Two pigeons on a tree want to eat bun
One flew to eat it, rest left one



One last pigeon now dancing like a hero
It also flew to eat something, rest left zero



Note

The teacher will do this activity with the student's participation so that they will understand the concept of one less. By reciting the above poem, the concept of one digit subtraction is imparted to students.

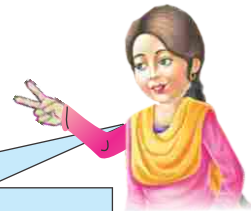
By using blackboard the teacher will explain the concept of subtraction and also uses the sign of subtraction '—'

Activity

Jorh-Torh upto 5 with fingers :



Mam, I had one pencils
My mother gave me one more.
Now I have 2 pencils.



2 raised

3 folded

Yes, Let's tell me that how
many fingers are raised
and how may fingers are folded.

Good, Let's count by
folding the fingers.



Count and write the fingers of your hand as shown by folding and then by raising and folding fingers.



Raised Folded



Raised Folded



Raised Folded



Raised Folded



Raised Folded



Raised Folded



Note

The teacher will raise his fingers one by one and then ask for counting of fingers in raising position and folding position. Repeat this activity many times so that the students will able to jorh-torh numbers upto 5.

Activity

The concept of Jorh-Torh with the help of sliding card :



How many dots are on the card ?



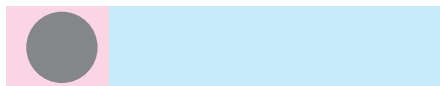
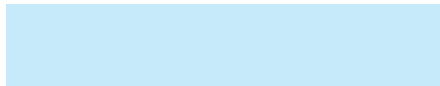
Now, how many dots are there ?



Mam, 5

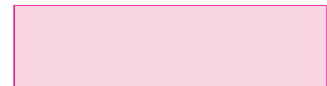
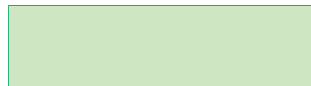
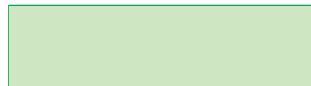
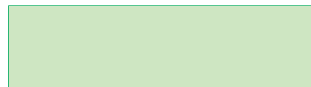
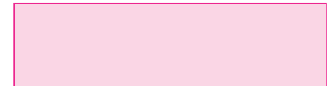
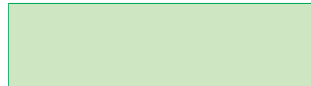
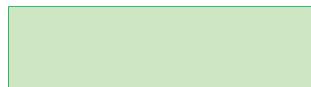


Mam, 3



Under the card

Outside the card

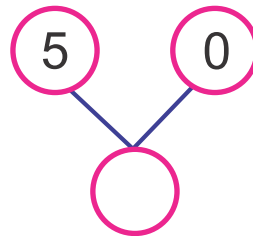
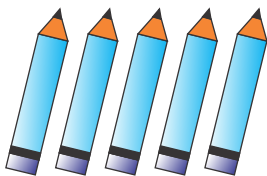
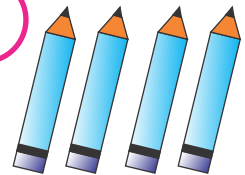
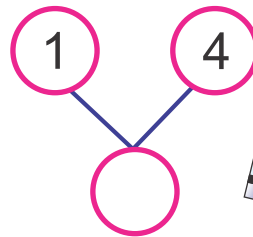
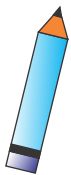
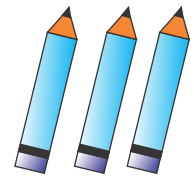
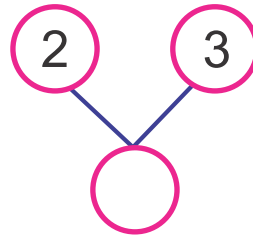
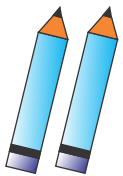
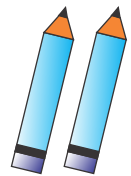
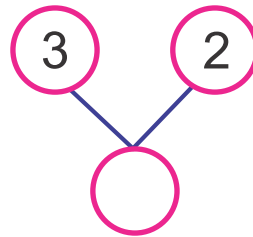
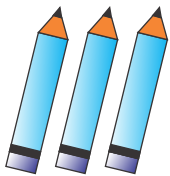
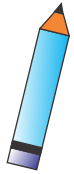
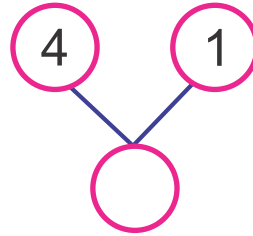
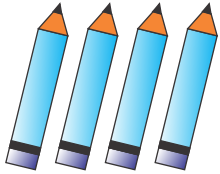


Note

Sliding cards are available at the end of the book. The teachers should cut these cards and ask the students for addition subtraction. To prepare sliding card and blank sliding card by using chart sheet as given in last pages. The teacher should use it for several days. The teacher will also ask students about the dots outside and below the slides.

Practical Activity

Jorh-Torh of 5 with solid objects :

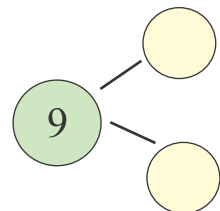
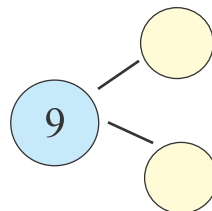
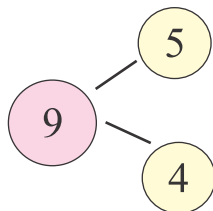
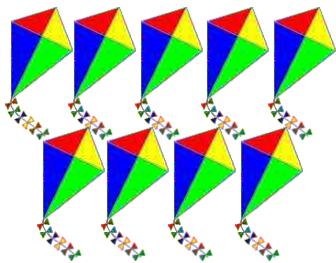
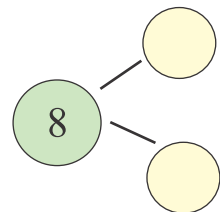
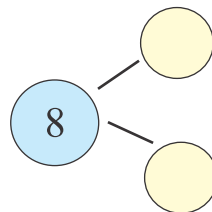
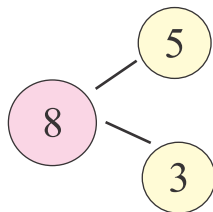
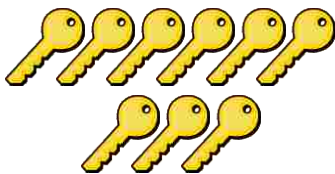
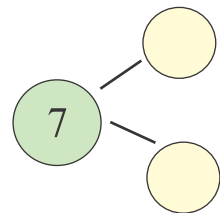
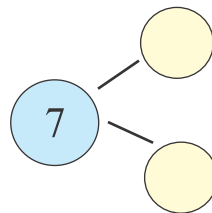
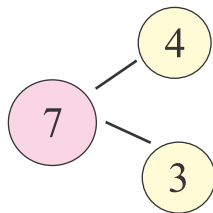
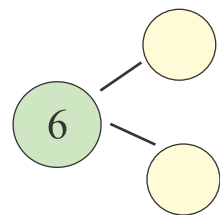
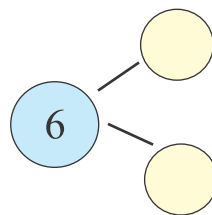
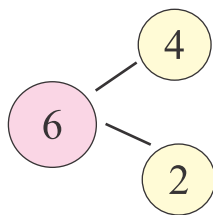
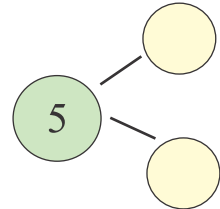
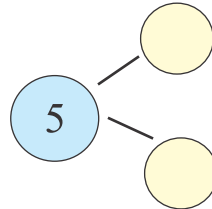
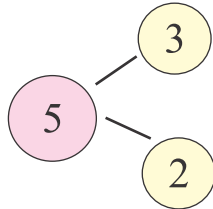


Note

The teachers will show 5 solid objects to the students by dividing them in both hands and will ask students to do the same. They will also write it on the blackboard.

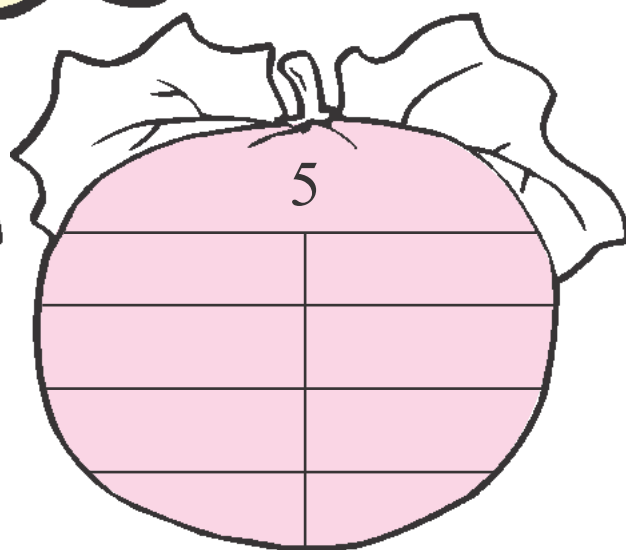
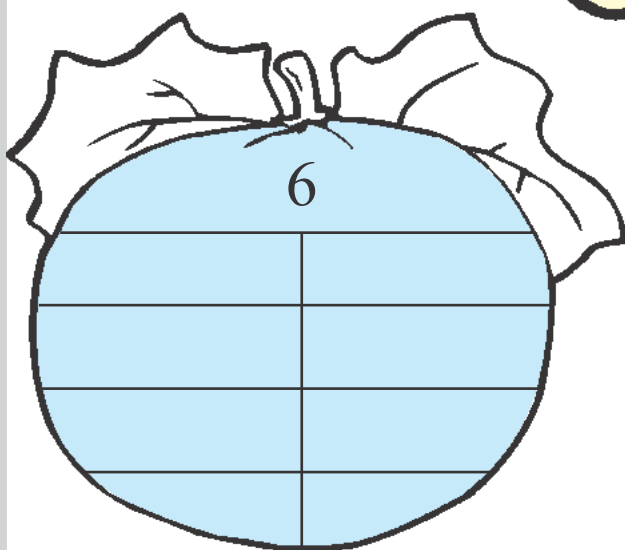
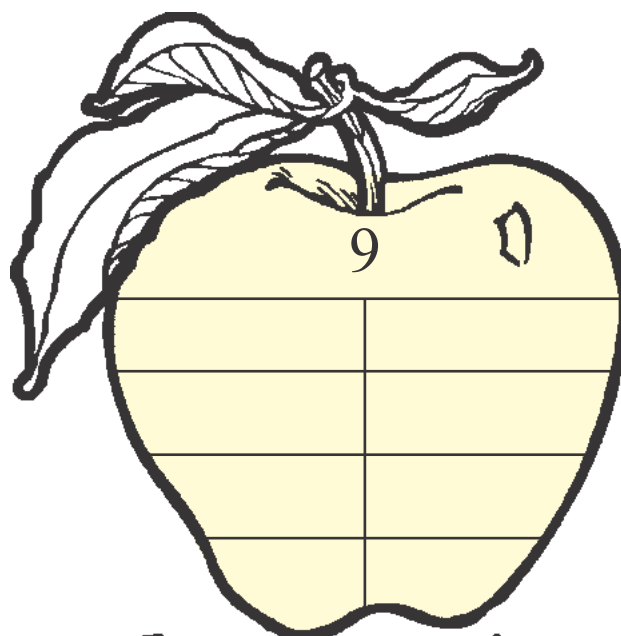
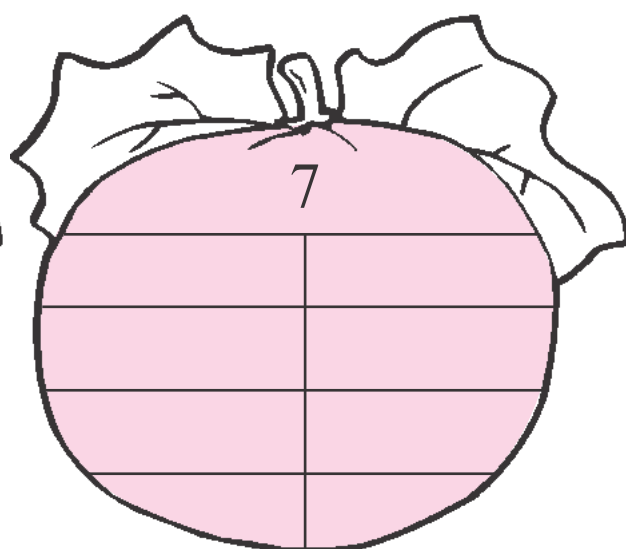
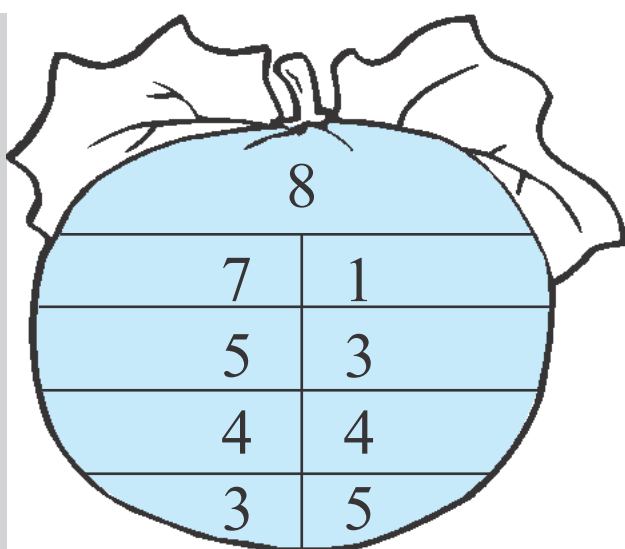


Jorh-Torh of 5 to 9



Note

The teacher will give solid objects like pencils, sticks etc. to the children ask them to do jorh-torh of the numbers 5 to 9.





Statement Sums

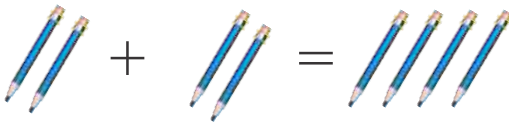
Let us know, when we add and take out some pencils from the group of pencils, what will happen ?

Harjot has one pencil. Baljeet gave him one pencil more. How many pencils Harjot has now ?



$$1 + 1 = 2$$

Harjot has two pencils. He got two more, then how many pencils he has now ?



$$2 + 2 = 4$$

Harjot has 4 pencils. He gave two pencils to Baljeet. How many pencils Harjot has now ?



$$4 - 2 = 2$$

Baljeet has two pencils. Lucky gave him two pencils more. How many pencils Baljeet has now ?



$$2 + 3 = 5$$

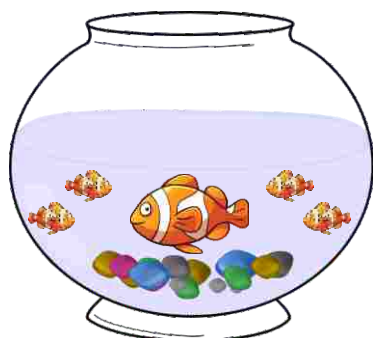
Baljeet has 5 pencils. He gave two pencils to Aman. How many pencils Baljeet has now ?



$$5 - 2 = 3$$



There were 5 fish in water. Two more fish are added. Now how many fish are in water ?



Fish



Fish

There were 5 birds on the tree. Four more birds came there. Now how many birds will be on the tree ?



Birds



Birds

Three children are playing on the slide. Two more children join them. How many children are there now ?




Children




Children



Addition to move forward by counting



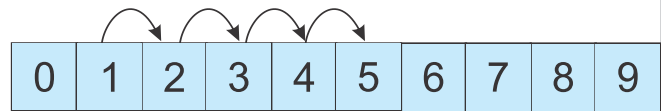
4



+

3

7



Method-

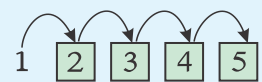
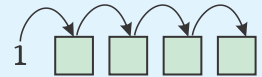
$$1 + 4$$

Step 1. Start with jump from number 1.

Step 2. Jump forward according to the numbers which we have to add.

Step 3. Now write the numbers by forward counting.



Step 4. $1 + 4 = 5$





1
+ 4
5

$$1 + 4 = 5$$





+

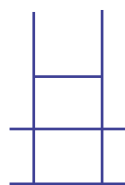



+

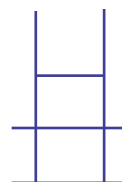



+

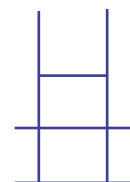
$$4 + 1 = \square$$



$$1 + 3 = \square$$



$$3 + 1 = \square$$



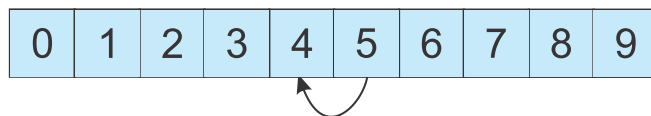
Note

The teachers will ask the students to solve sums according to the given number by counting forward on number strip.

Let's learn

Subtraction- to move backward by counting

5
- 3
—
1



Method-

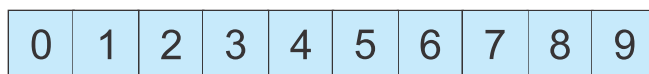
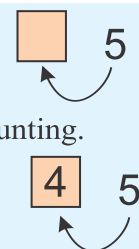
$$5 - 1$$

Step 1. Jump from the given number 5.

Step 2. Jump backward according to the number you want to subtract.

Step 3. Write the number by backward counting.

Step 4. $5 - 1 = 4$



$$5 - 1 = 4$$

5
- 1
4





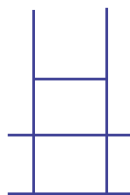




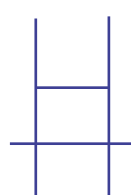




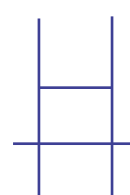
$$4 - 1 = \square$$



$$5 - 3 = \square$$



$$3 - 1 = \square$$





Note

The teachers will ask the students to solve sums according to the given number by counting backward on number strip.