

# **MATHEMATICS**

## **FOR CLASS - 1**



**BOARD OF SECONDARY EDUCATION  
MANIPUR**

**SAMAGRA SHIKSHA, MANIPUR  
NOT FOR SALE**

**Published by:** *Secretary, Board of Secondary Education, Manipur  
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## Foreword

The National Curriculum Framework (NCF), 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of

the advisory committee for textbooks at the primary level, Professor Anita Rampal and the Chief Advisor for this book, Rohit Dhankar, *Director, Digantar* for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

*New Delhi  
20 December 2005*

*Director*  
National Council of Educational  
Research and Training



## Foreword

In keeping abreast with the change in the contents, writing and structure of the text-books at national level and in line with the National Curriculum Framework 2005, the Board of Secondary Education, Manipur, has been developing text-books for the schools of Manipur. Since its inception, the Board has been trying to promote education for improving the quality of life in the state.

From 2019 onwards the Board has introduced NCERT text-books of Mathematics for Classes I-VIII with insertion of some local contents which were already reflected in BOSEM text-books.

The text-book in its present form is an outcome of a series of consultations & meetings held with the authors and reviewers. Utmost care has been taken to relate to local context and made suitable for use by students in Manipur. Every effort has been given to make the book holistic and engaging.

I thank the authors and reviewers and all those who have contributed in bringing out the book.

The Board welcomes valuable suggestions for improvement.

**S. Jitela Sharma**  
**Secretary**  
**Board of Secondary Education,**  
**Manipur**





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Special thanks are due to Professor K.K. Vashishtha, *Head, DEE*, NCERT for his support during the development of this book.

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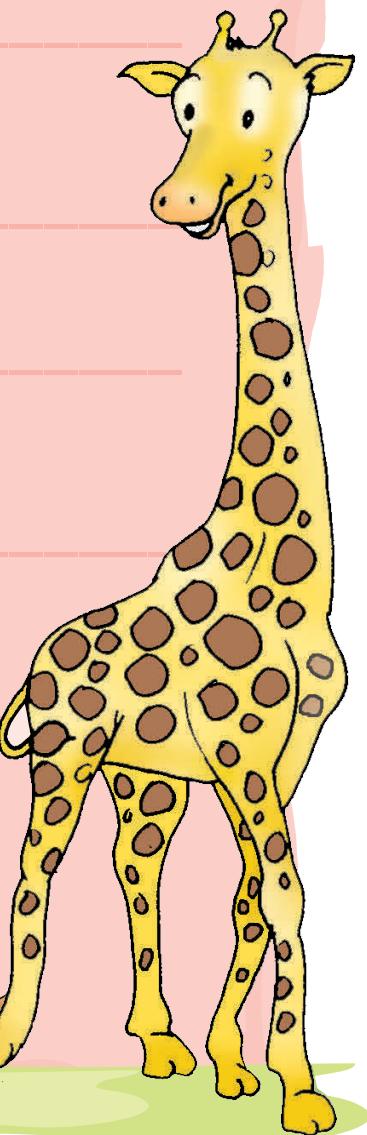
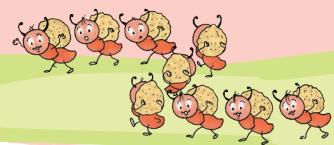
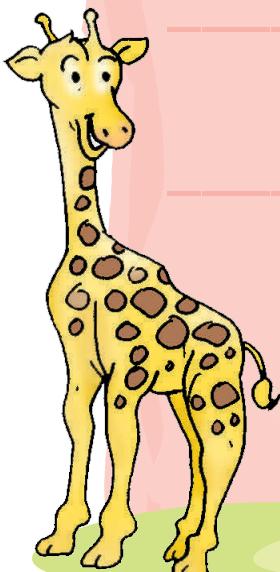
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(x)



S. Amal Jerry Arputharaj, 10 years,  
St. Patrick Modern Higher Secondary School, Pondicherry

# THE CONSTITUTION OF INDIA

## PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a<sup>1</sup> [SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC] and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

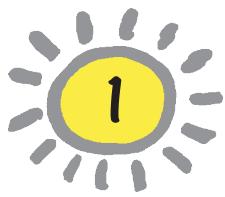
**FRATERNITY** assuring the dignity of the individual and the <sup>2</sup>[unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY**

this twenty-sixth day of November, 1949 do

**HEREBY ADOPT, ENACT AND GIVE TO  
OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)



# Shapes and Space



## Inside - Outside

The Arab and his Camel.

It was a cold winter day. The was travelling on the back. At night, the pitched his tent and went **inside** it. The was **outside**.

May I put my neck **inside**?  
It is too cold **outside**.



Okay!  
You may put  
your neck **inside**.

### Teachers Note

Refer to page no. 136 to develop understanding of shapes and space.

SAMAGRA SHIKSHA, MANIPUR (NOT FOR SALE)





May I put my front legs **inside**?  
It is too cold **outside**.



Okay! You may put your front legs **inside**.

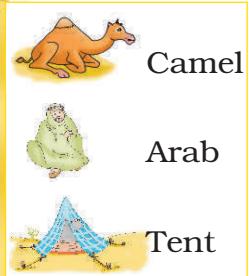
Can I come **inside**?  
It is too cold **outside**.



Oh! No the tent is too small for both of us.

2

So I am coming **inside** and you go **outside**.



Camel

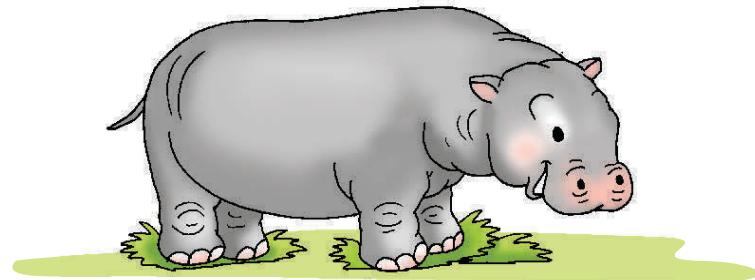
Arab

Tent

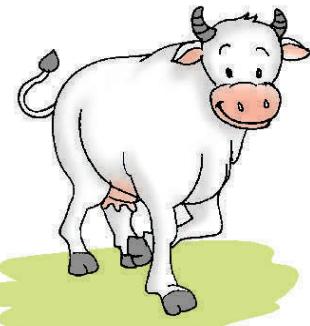
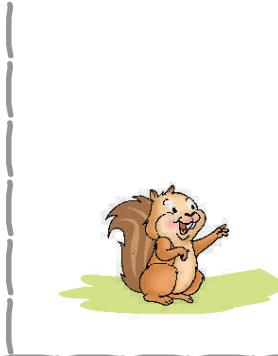


## Bigger - Smaller

Tick(✓) the **bigger**.



Tick(✓) the **smaller**.



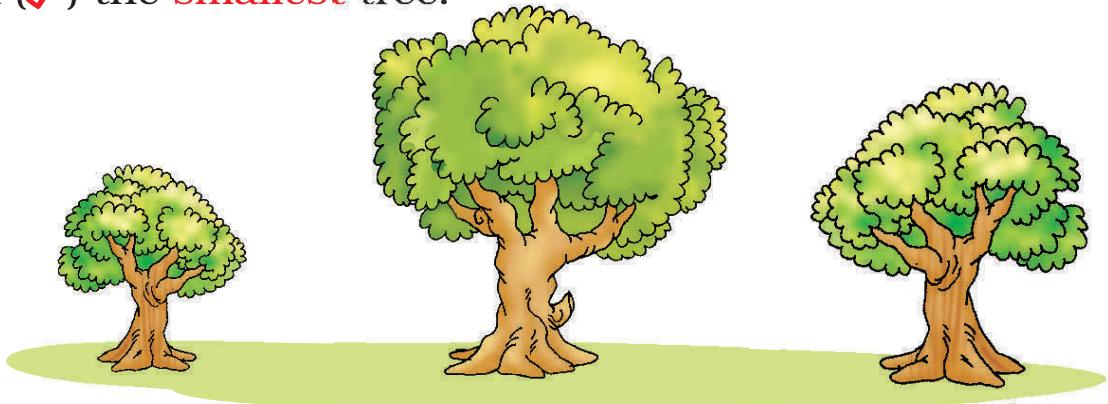
Tick(✓) the **smaller** tyre.



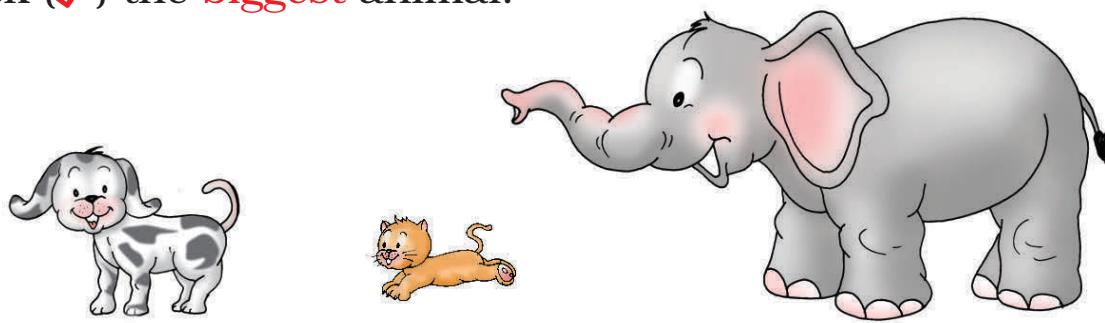


## BIGGEST-SMALLEST

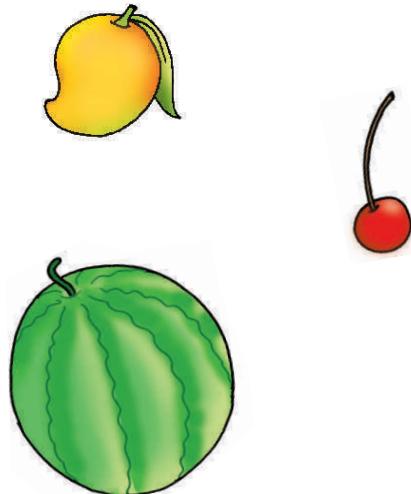
Tick (✓) the **smallest** tree.



Tick (✓) the **biggest** animal.



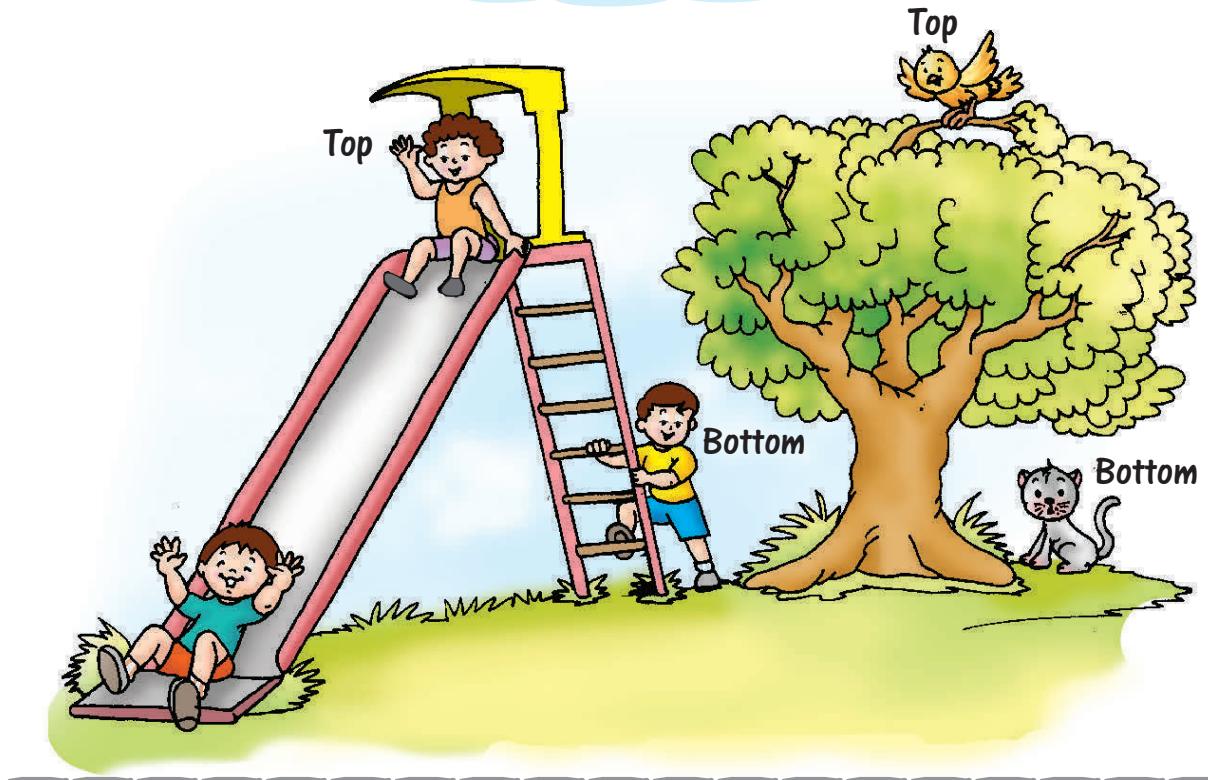
Tick(✓) the **smallest** fruit.



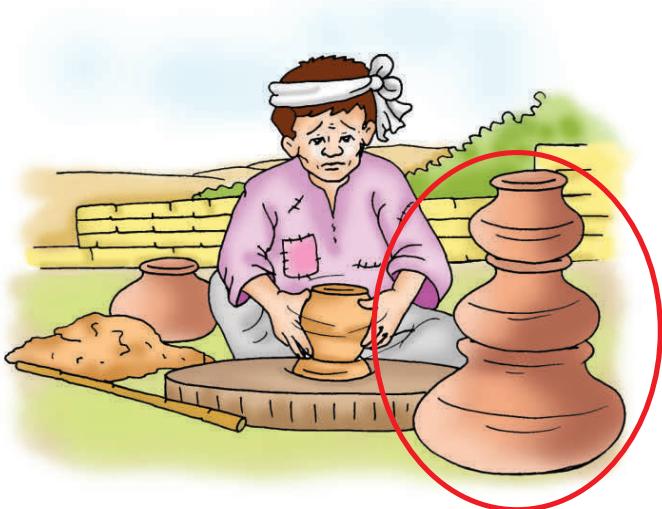
Tick(✓) the **biggest** bubble.



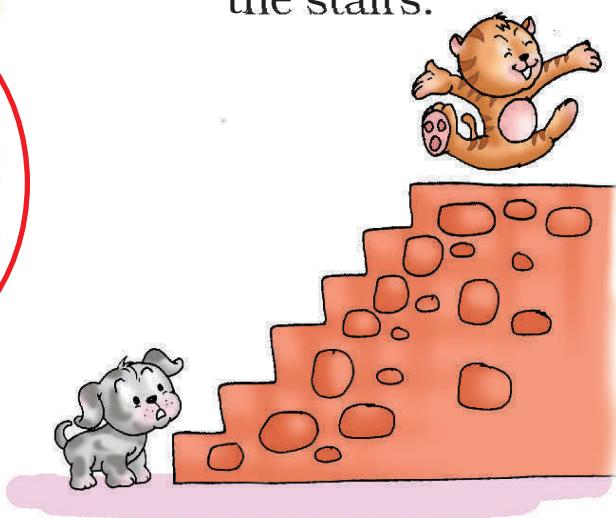
## Top-Bottom



Tick(✓) the pot on the **top**.



Tick(✓) the animal at the **bottom** of the stairs.





## Nearer-Farther

Tick(✓) the bird **nearer** to home.



6

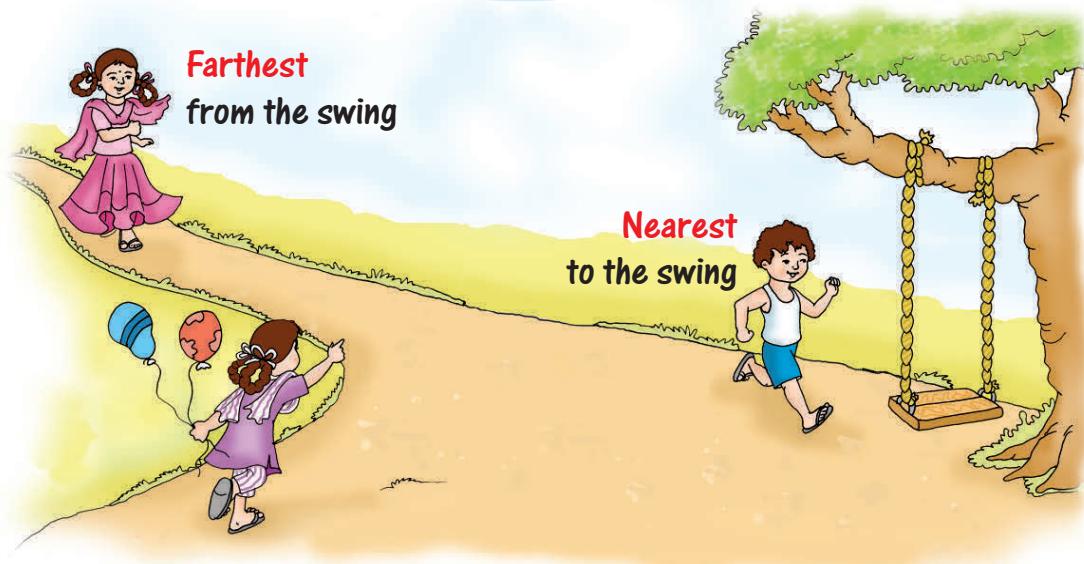
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Tick(✓) the cat **farther** from the tree.





## Nearest-Farthest



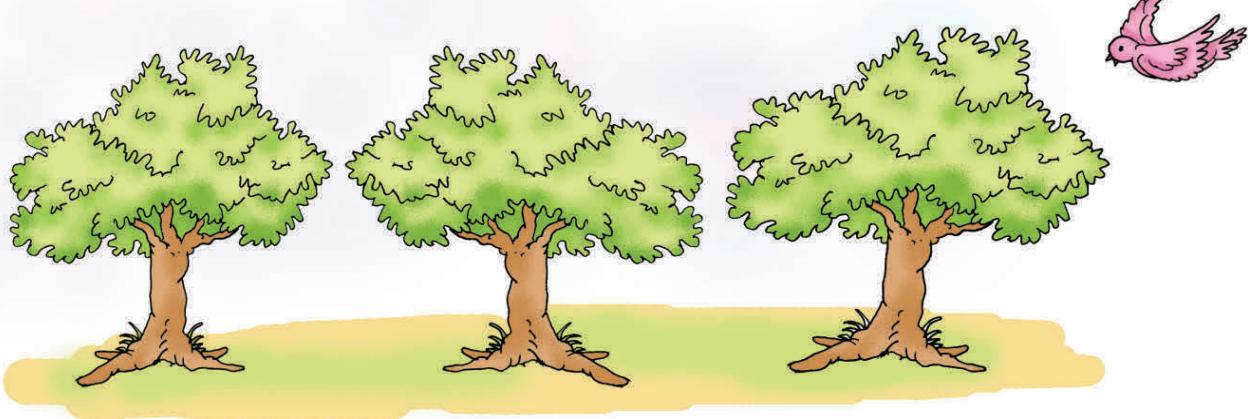
Tick(✓) the puppy **farthest** from the tree.



7

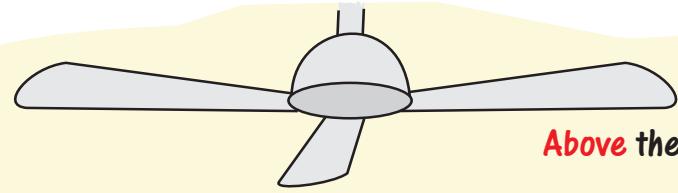


Tick(✓) the tree **nearest** to the bird.



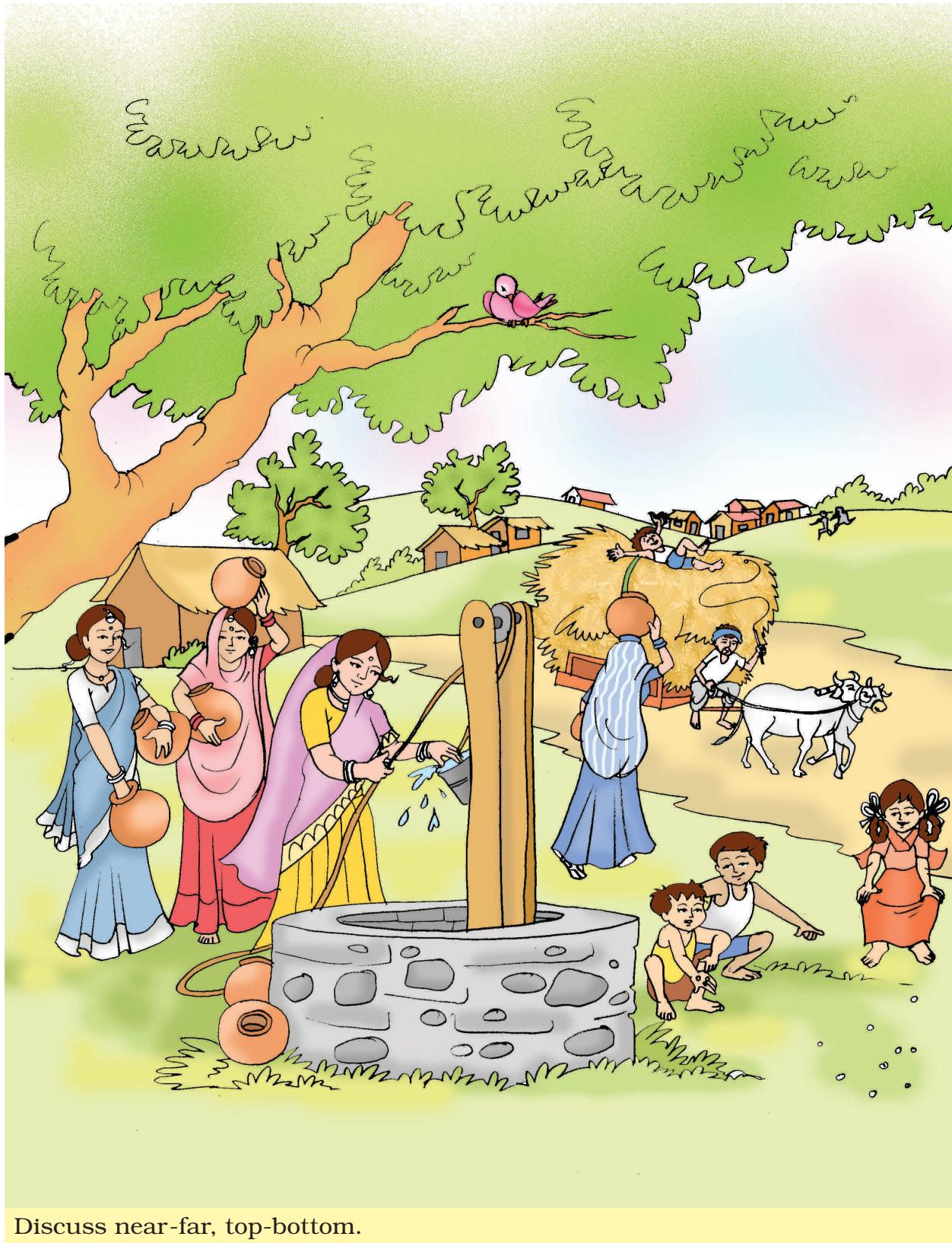


## On-Under Above-Below



Above the table





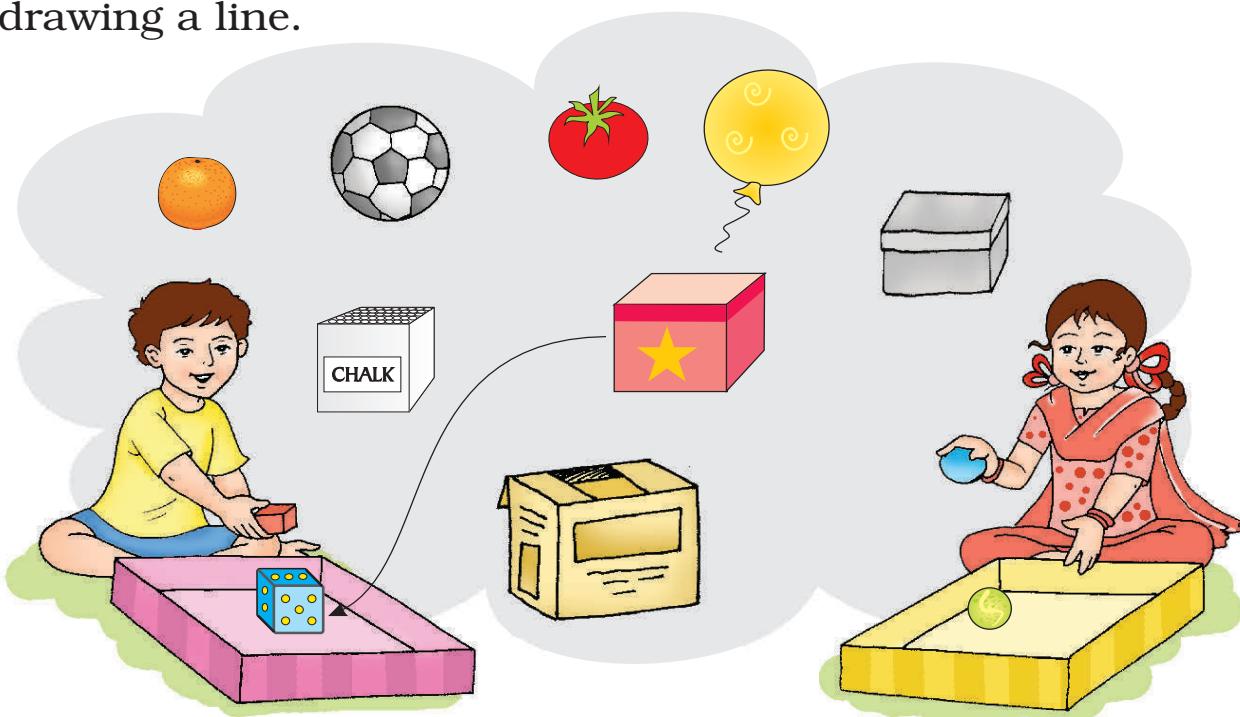
Discuss near-far, top-bottom.



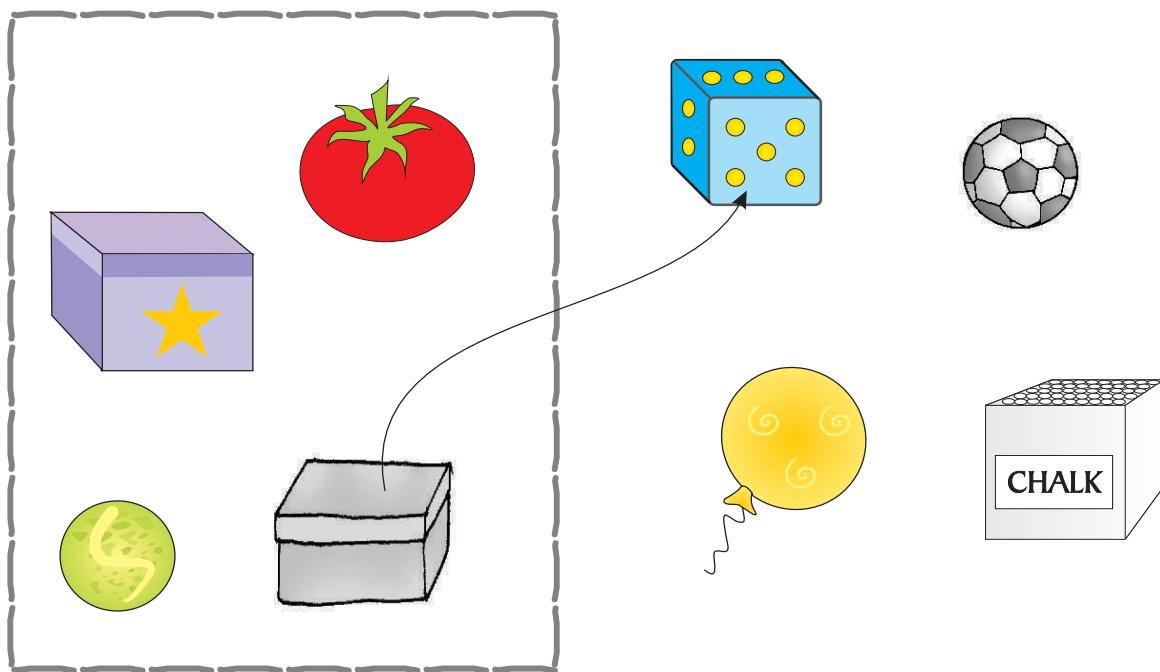


## Shapes around us

Put the shapes in the pink and yellow boxes by drawing a line.

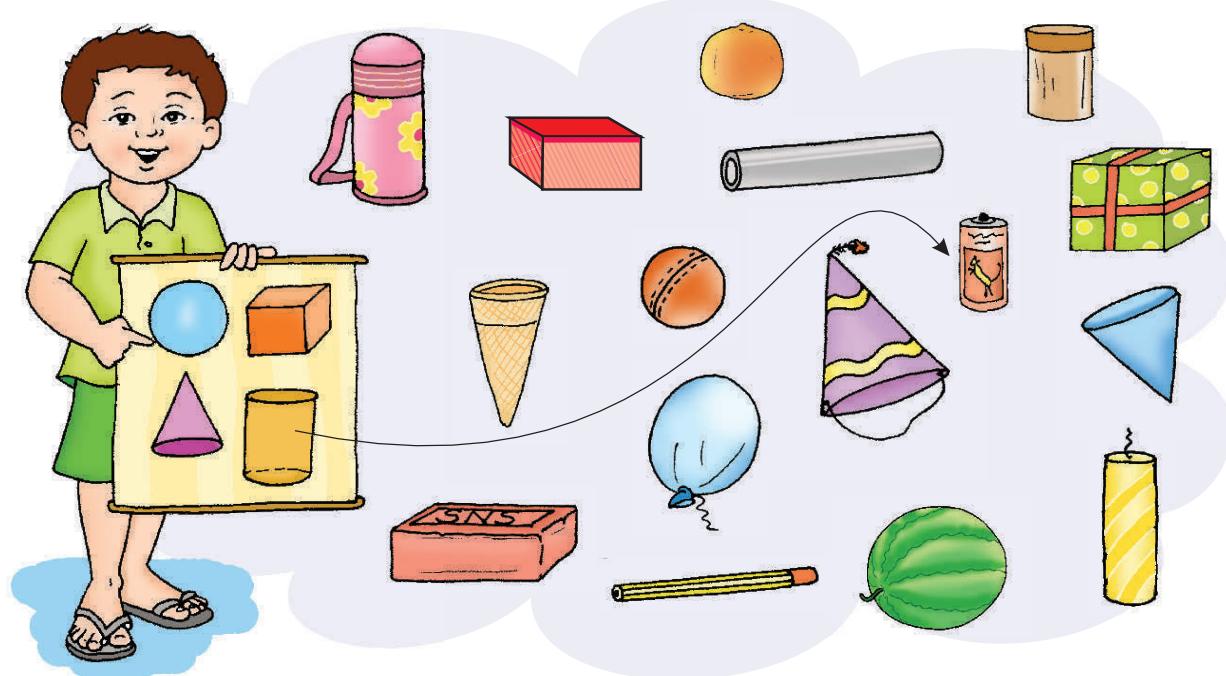


Match the similar shapes by drawing a line.

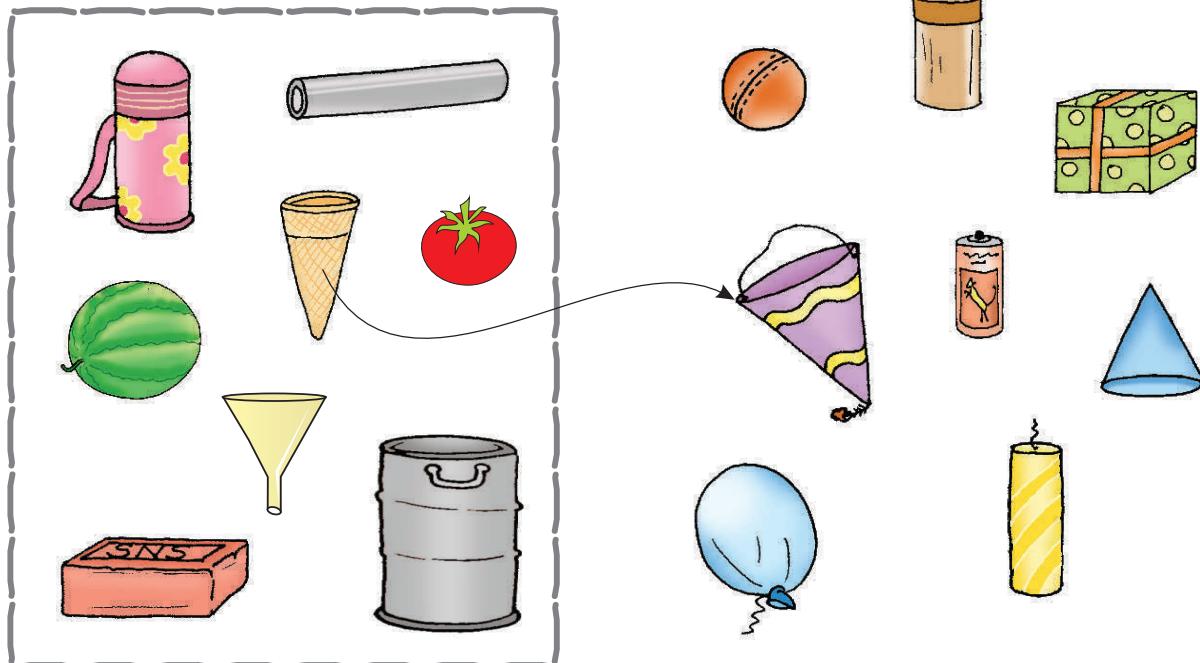


## Sorting

Sort shapes by joining with similar shapes.

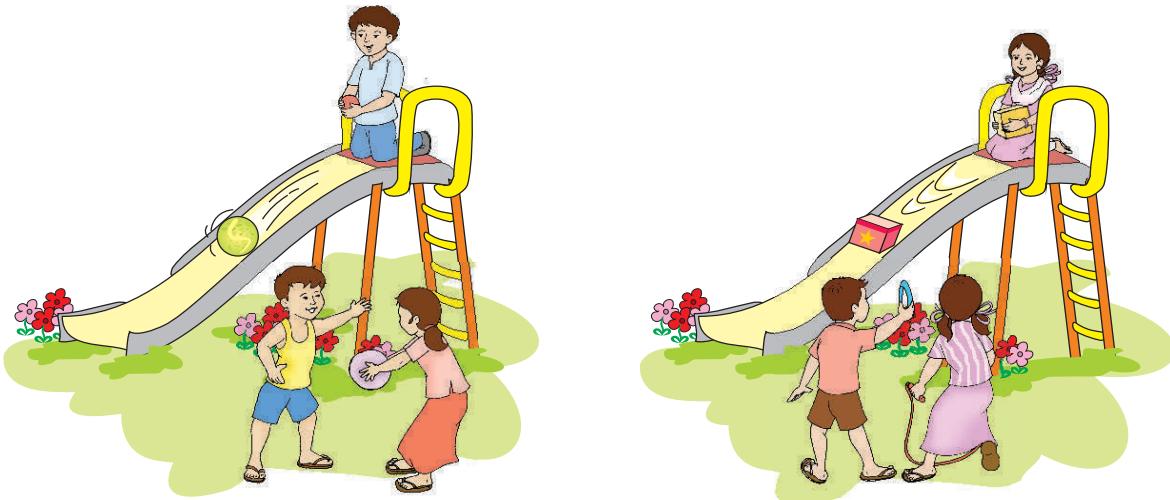


Make pairs of similar shapes.





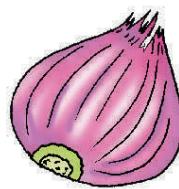
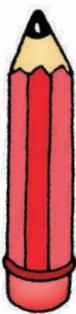
## Rolling - Sliding



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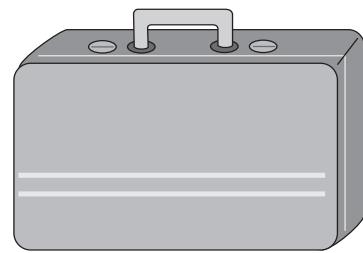
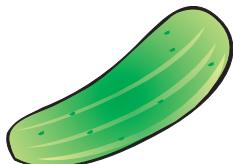
Tick(✓) the objects that will **roll**.

12



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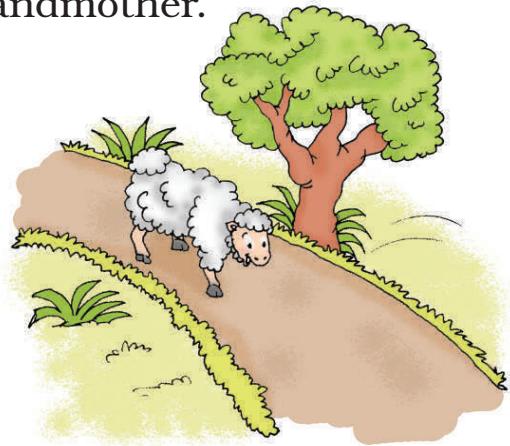
Tick(✓) the objects that will **slide**.





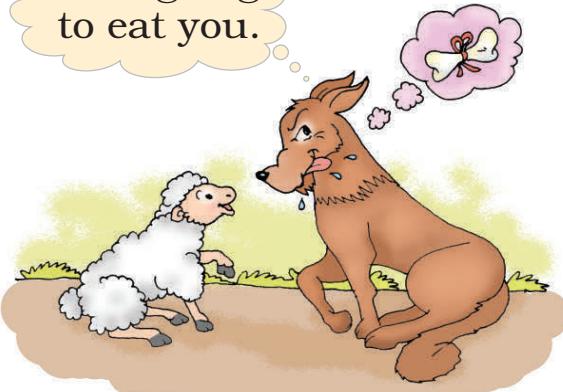
## Wise Grandmother

Once there was a Lamb going to see his grandmother.



On the way, through the jungle he met a wolf.

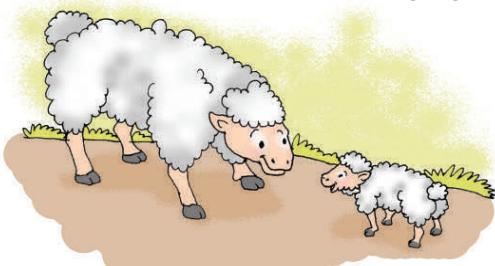
I am going to eat you.



Please let me go! I am going to meet my grandmother. You can eat me when I return.

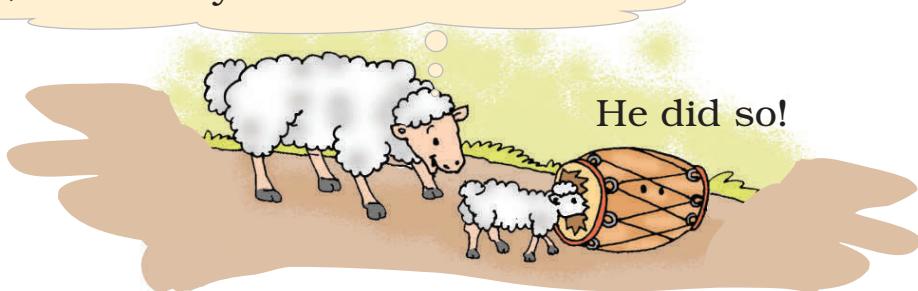


When he was about to return, he told the grandmother about the wolf.



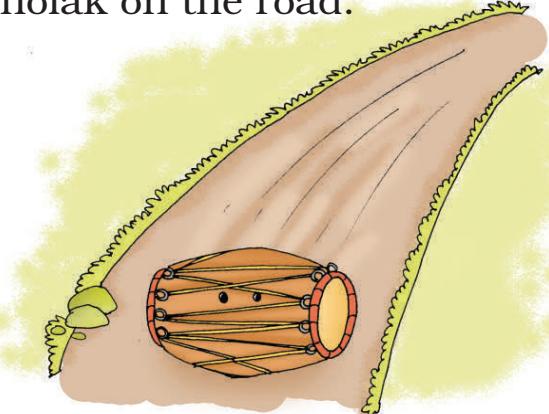
The grandmother gave him an idea.

Go, and hide yourself in a dholak.





The grandmother rolled the dholak on the road.

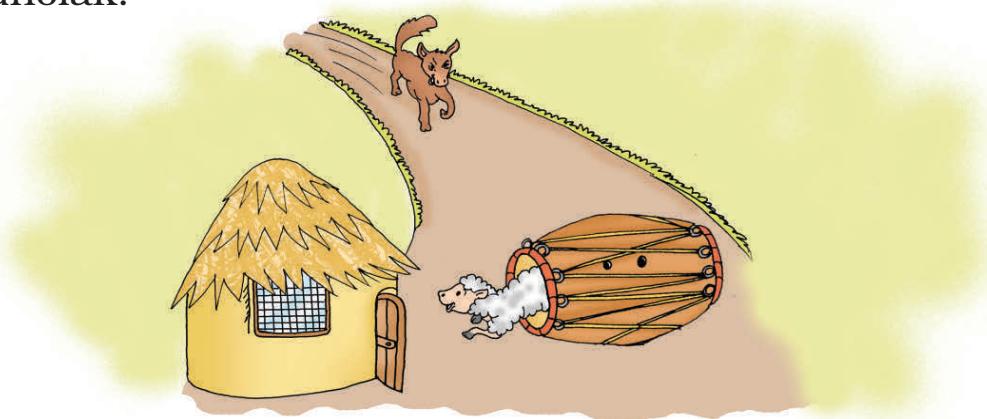


The lamb saw the wolf waiting for him.

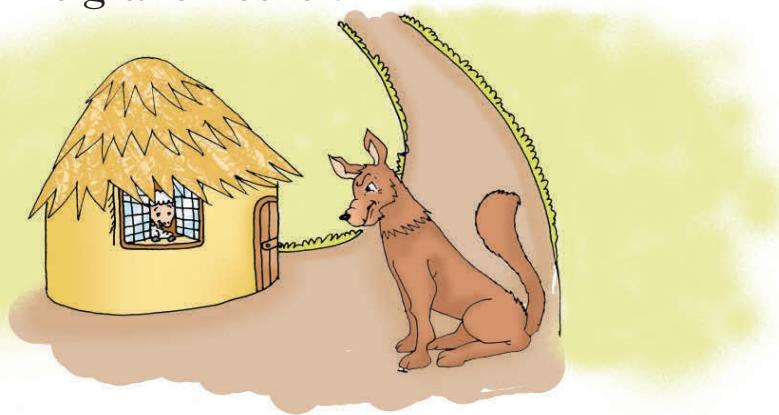


The dholak started rolling down.

The wolf grew suspicious and started running behind the dholak.



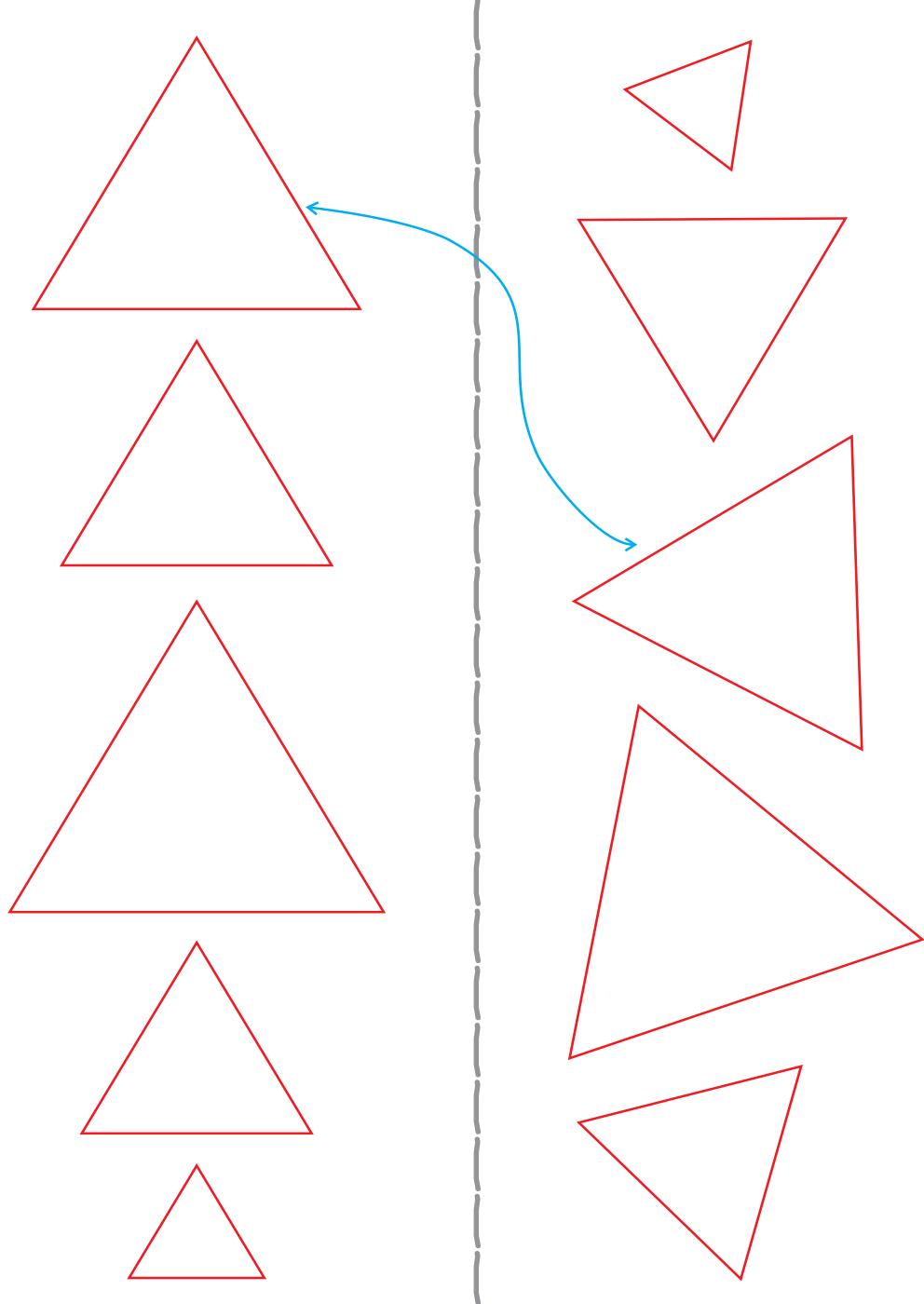
Before the wolf could catch him, the lamb reached home and was thankful to his grandmother.





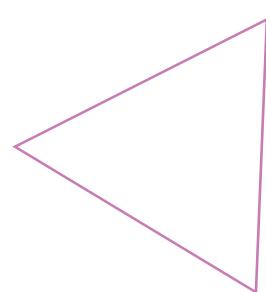
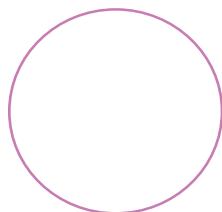
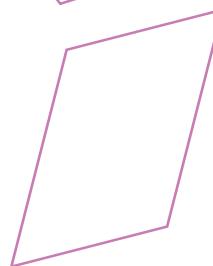
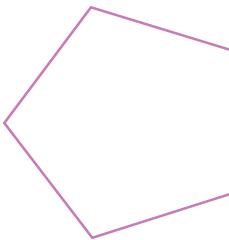
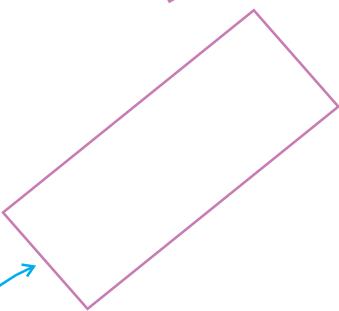
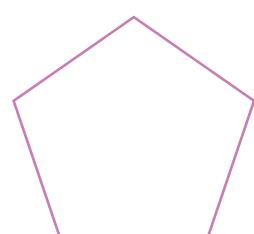
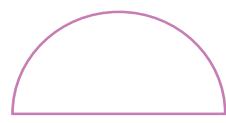
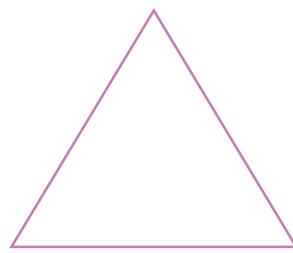
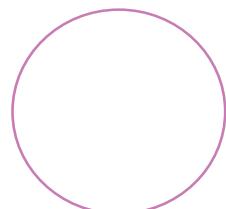
## Shapes

Match the shapes of same sizes.

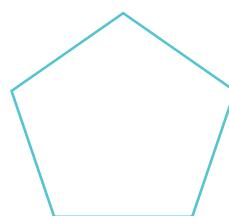
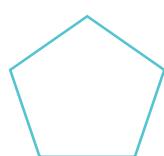
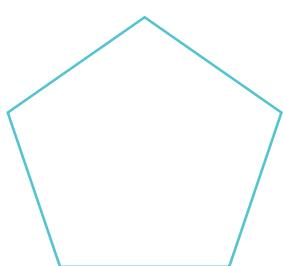
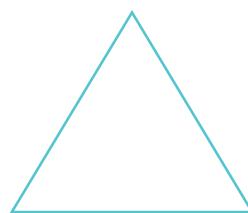
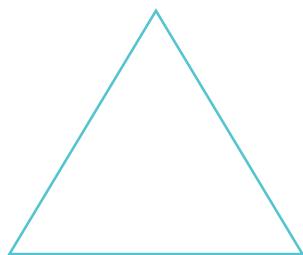
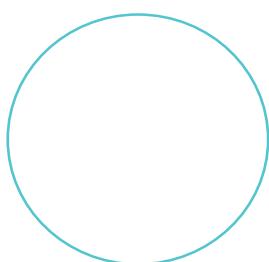
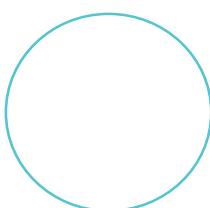
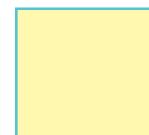




Match the same shapes.

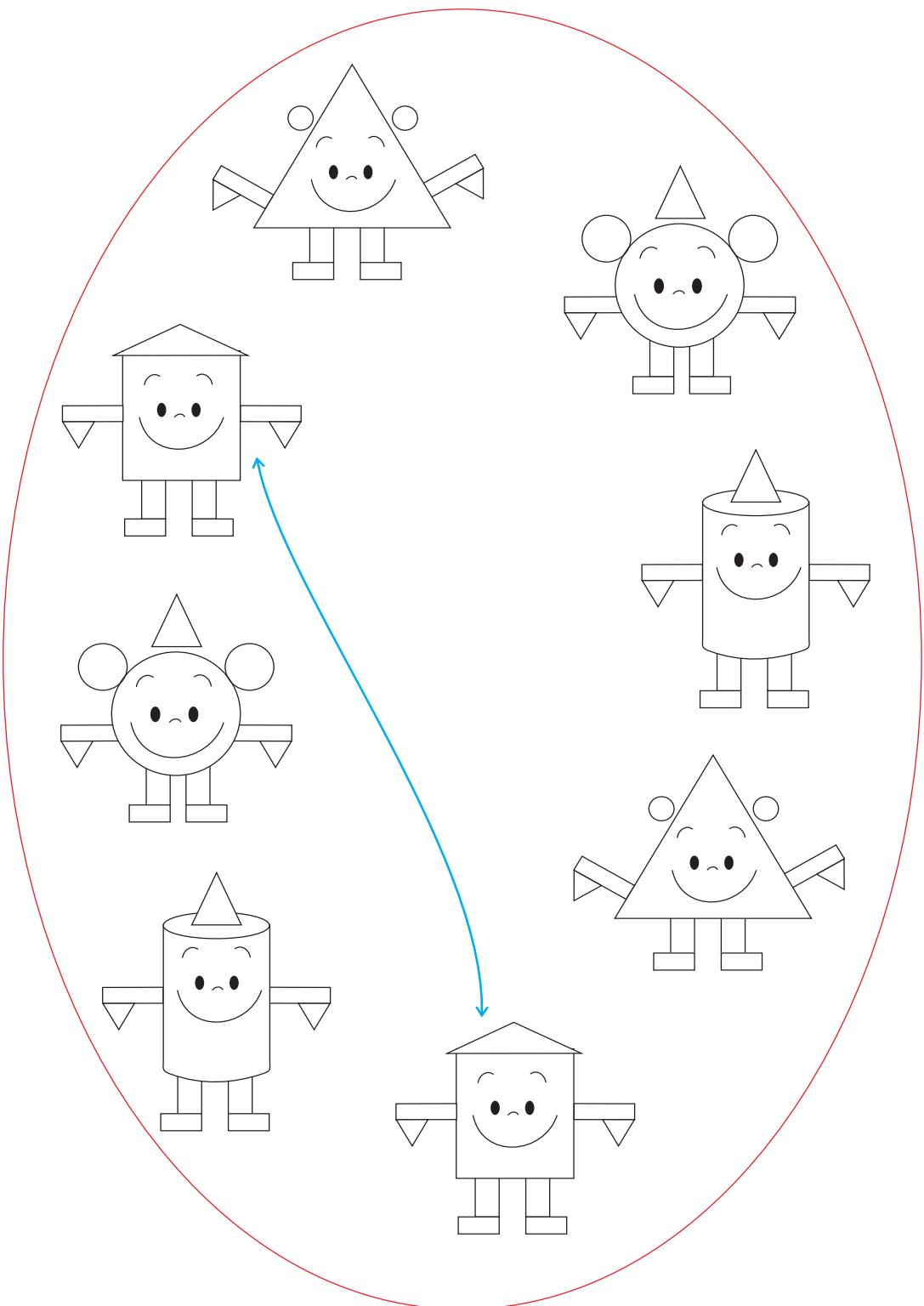


Colour the smallest shape.

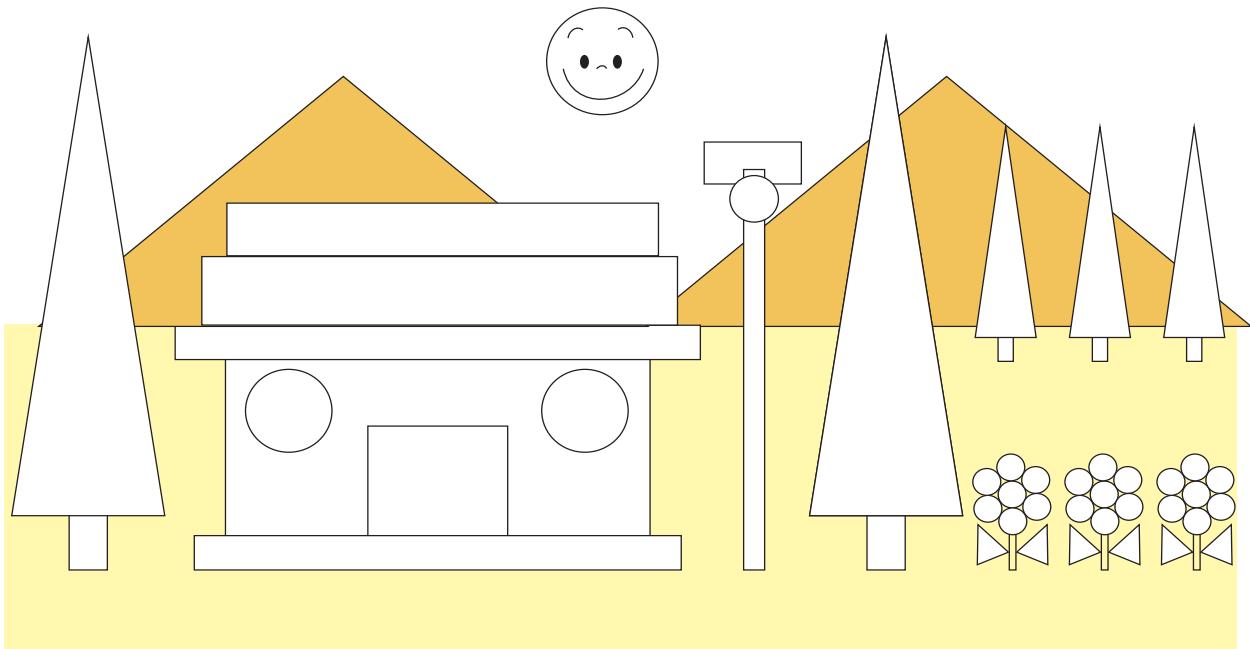




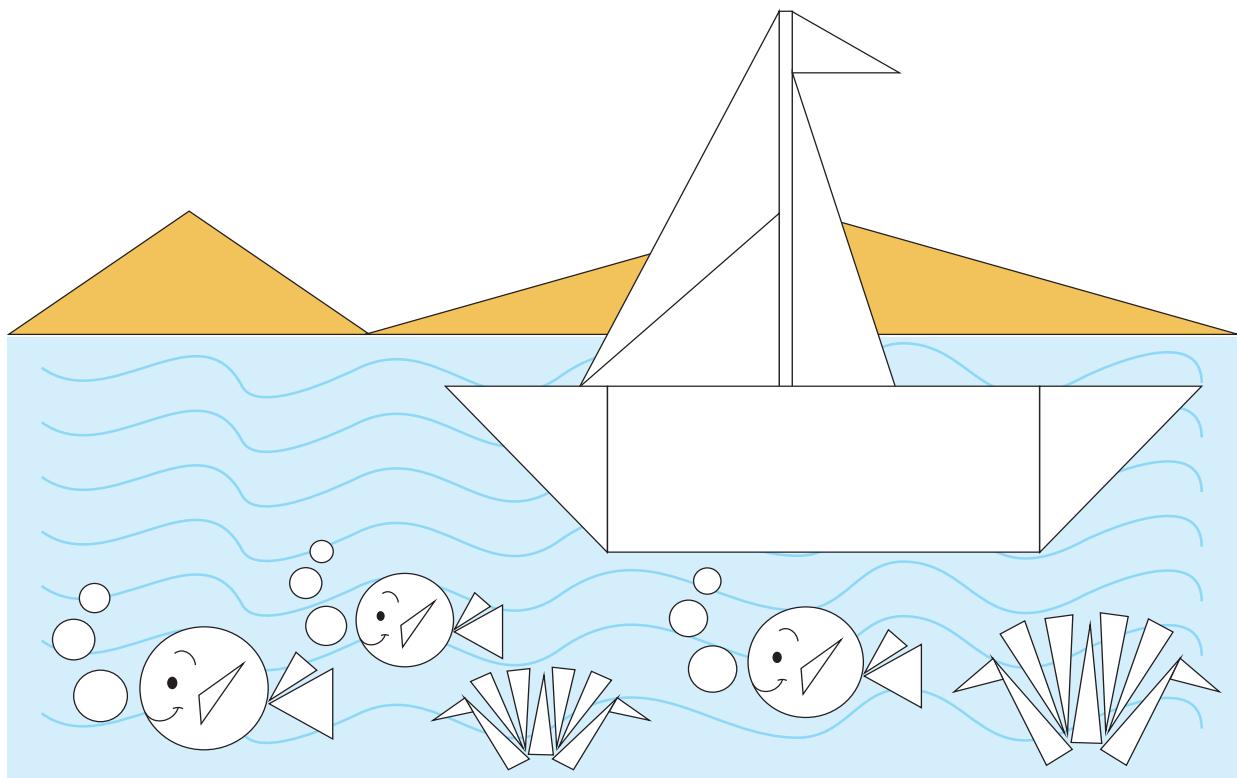
Join the similar shapes.



Colour ▲ green, ● red and ■ blue.

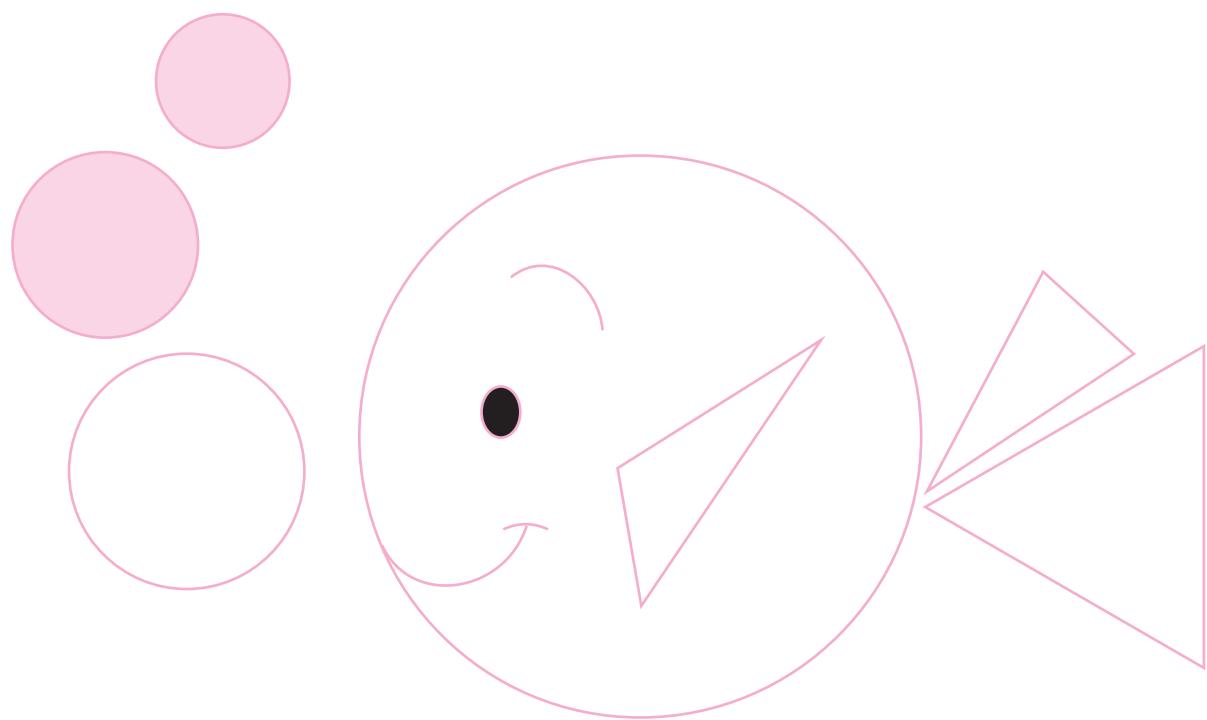
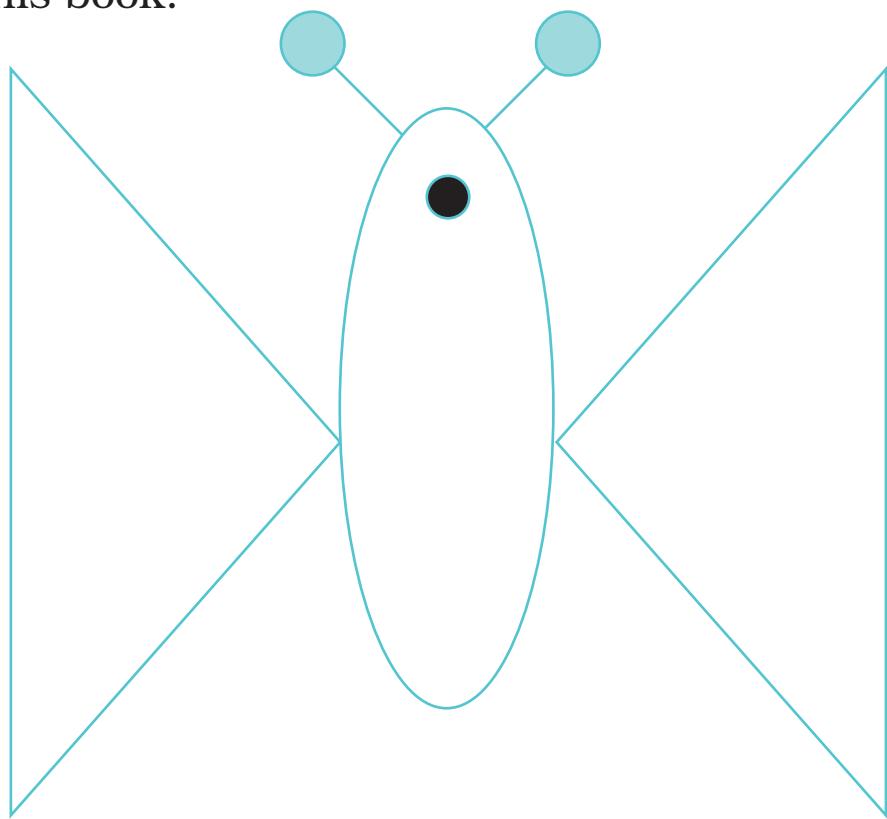


Colour ▲ green, ● pink and ■ yellow.





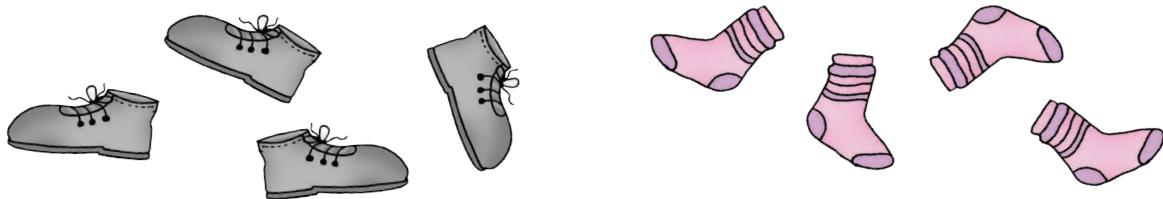
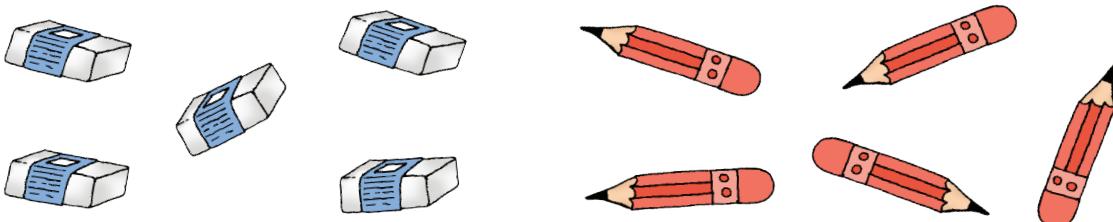
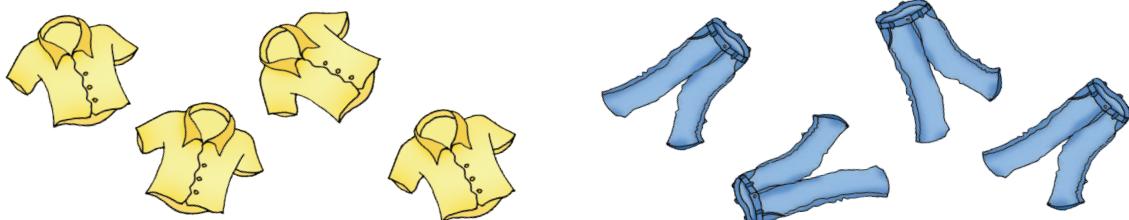
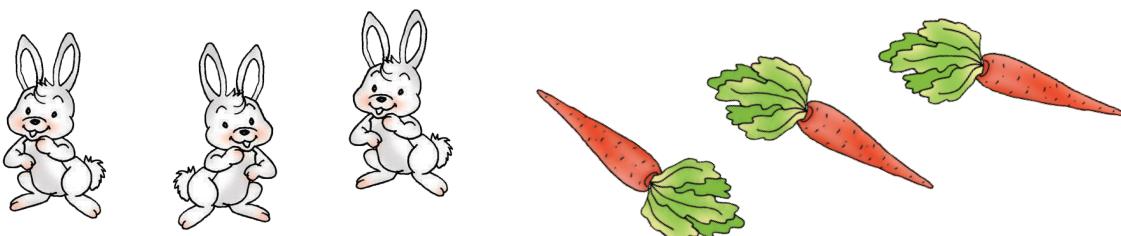
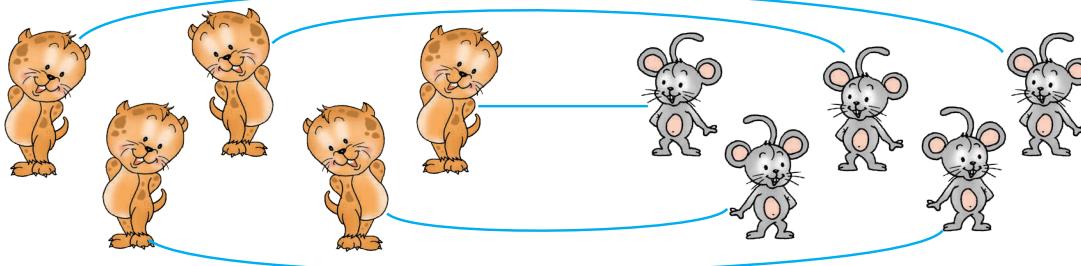
Make similar figures using the shape kit given at the back of this book.





# Numbers from One to Nine

As many as



21



## Teachers Note

Refer to page no. 138 to develop understanding of numbers from 1 to 9.

SAMAGRA SHIKSHA, MANIPUR (NOT FOR SALE)

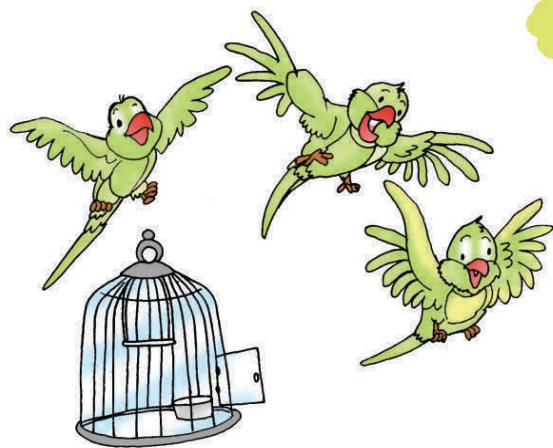


## Counting



One One One  
One little baby  
eating a bun.

Two Two Two  
Two little children  
go to the zoo.



Three Three Three  
Three green parrots flying free.

Four Four Four  
Four hungry pups  
want to eat more.



Five Five Five  
Five honey bees are  
going to the hive.

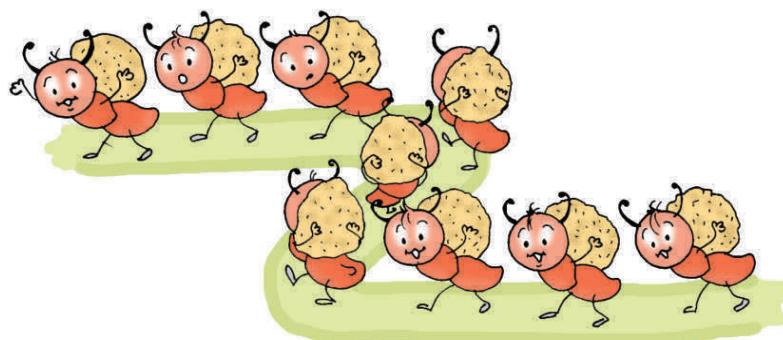
Six Six Six  
Six tiny nails  
Soni has to fix.



Seven Seven Seven  
Seven little dwarfs  
are going to heaven.



Eight Eight Eight  
Eight fat rats  
chase a cat.

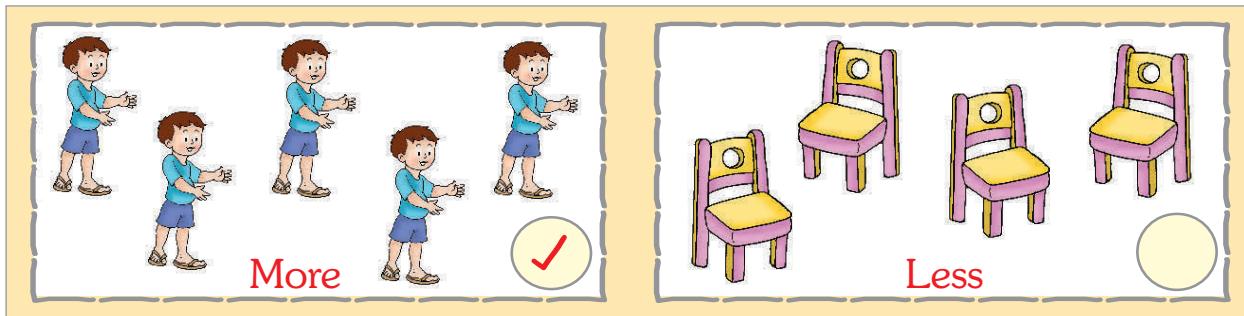


Nine Nine Nine  
Nine red ants  
walk in a line.

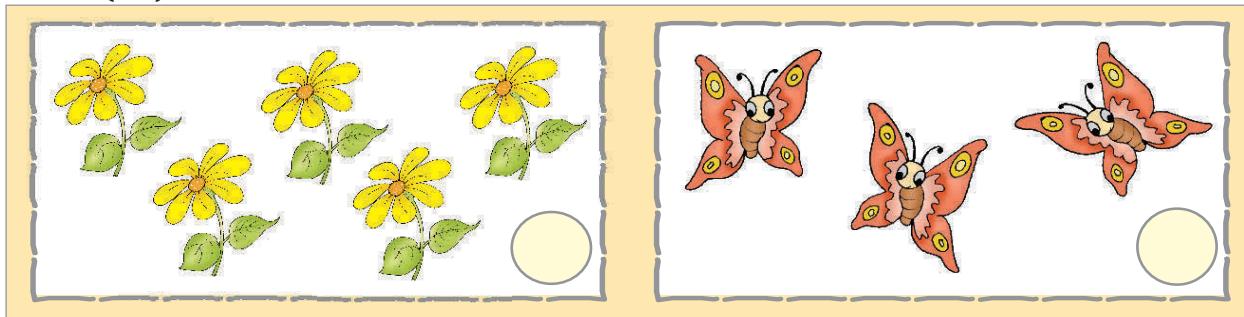


## More or Less

Tick(✓) more.

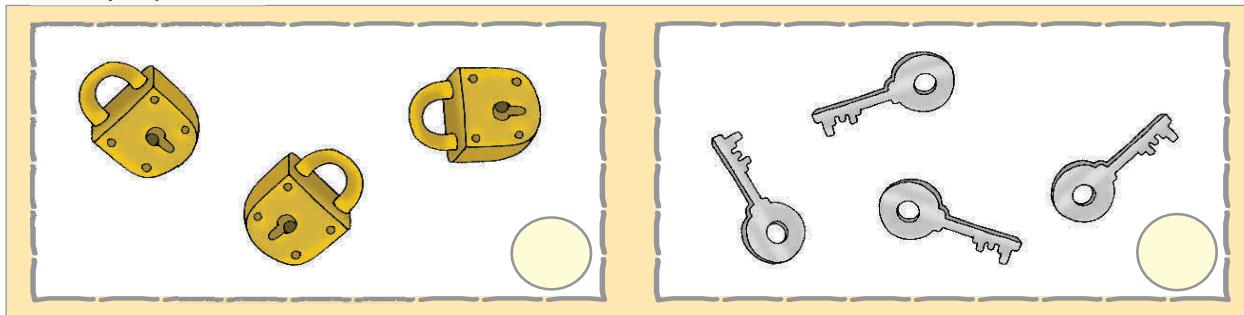


Tick(✓) more.

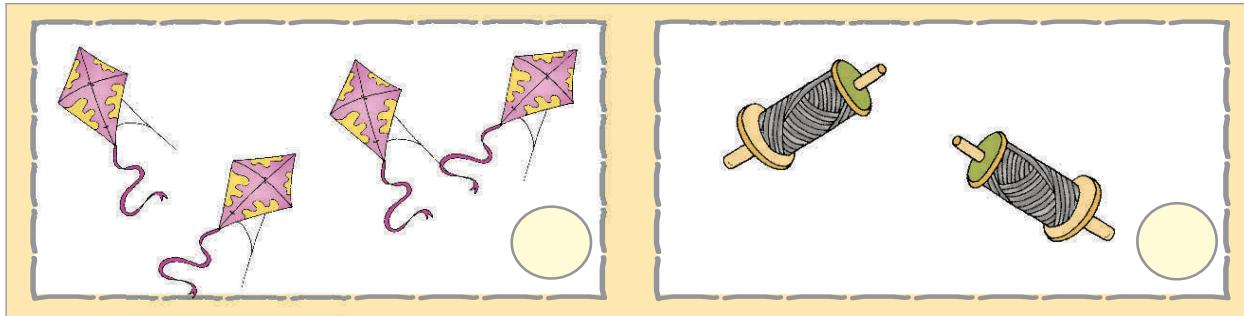


24

Tick(✓) less.

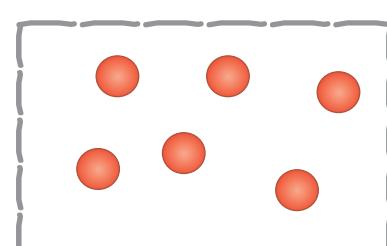
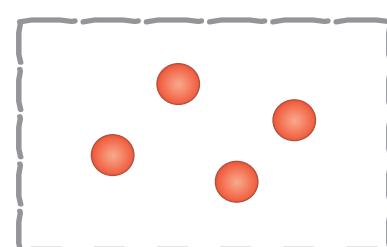
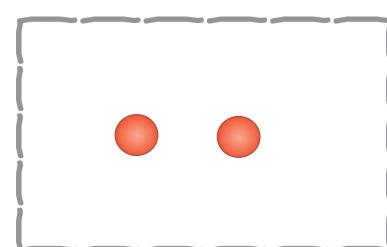
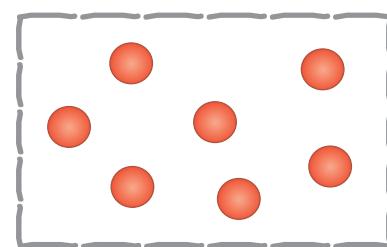
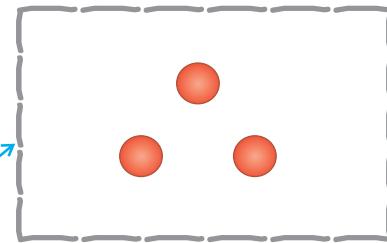
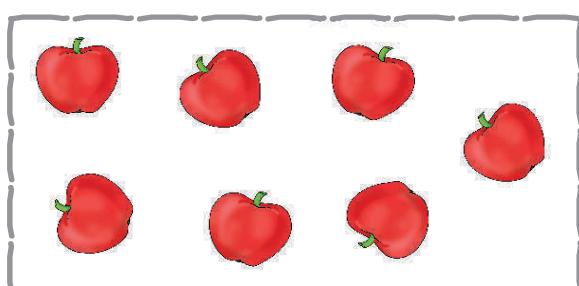
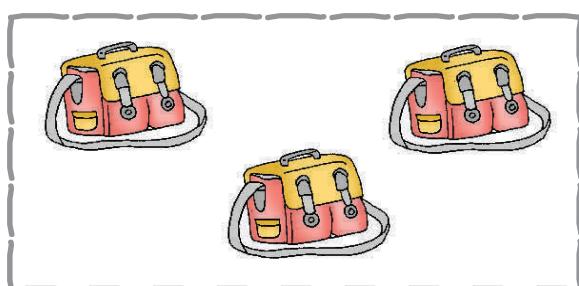
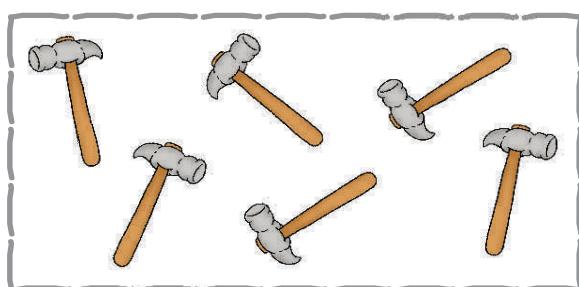
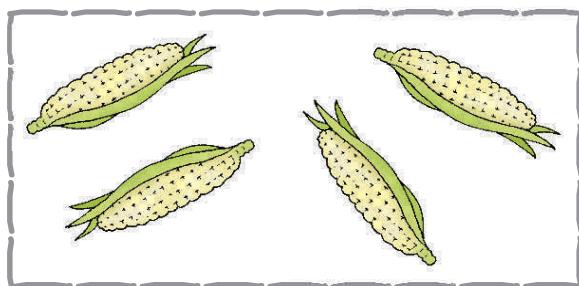
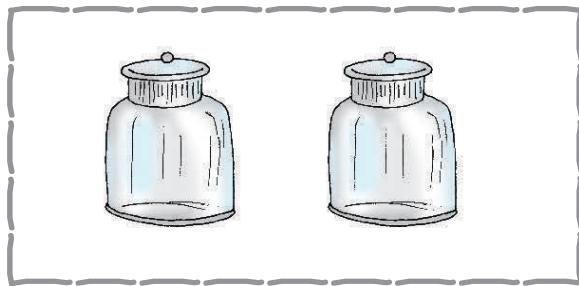


Tick(✓) more.





## Count and Match

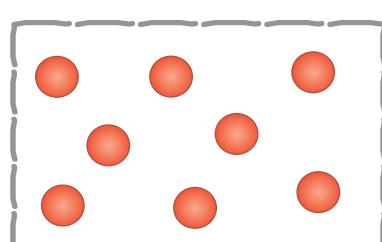
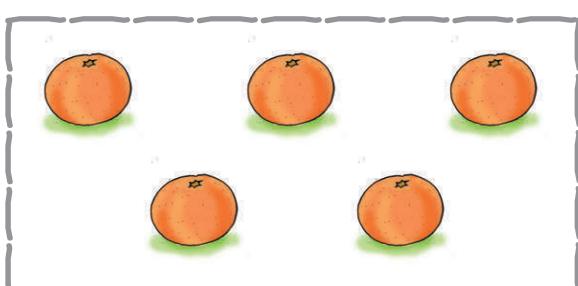
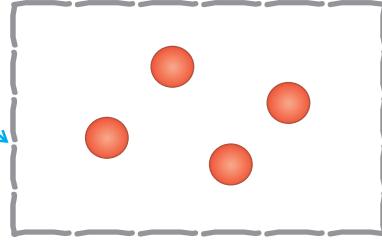
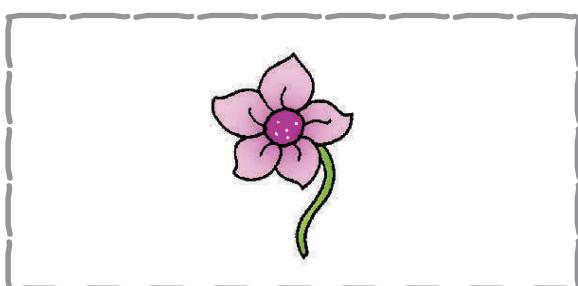
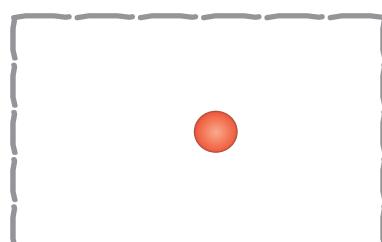
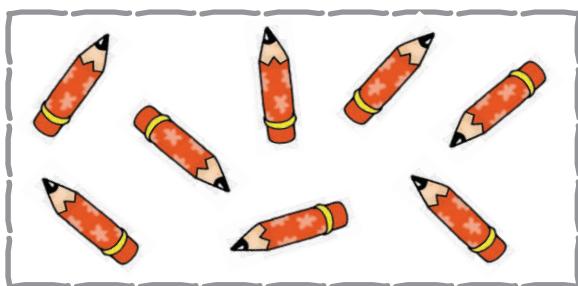
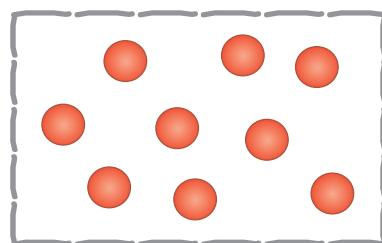
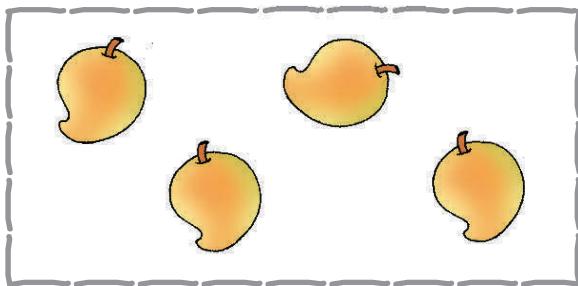
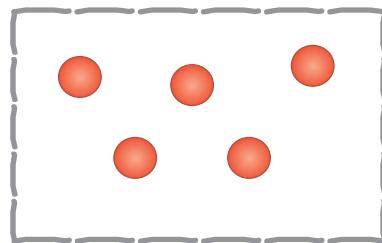
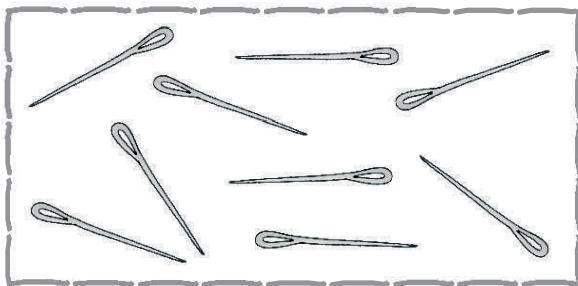


25



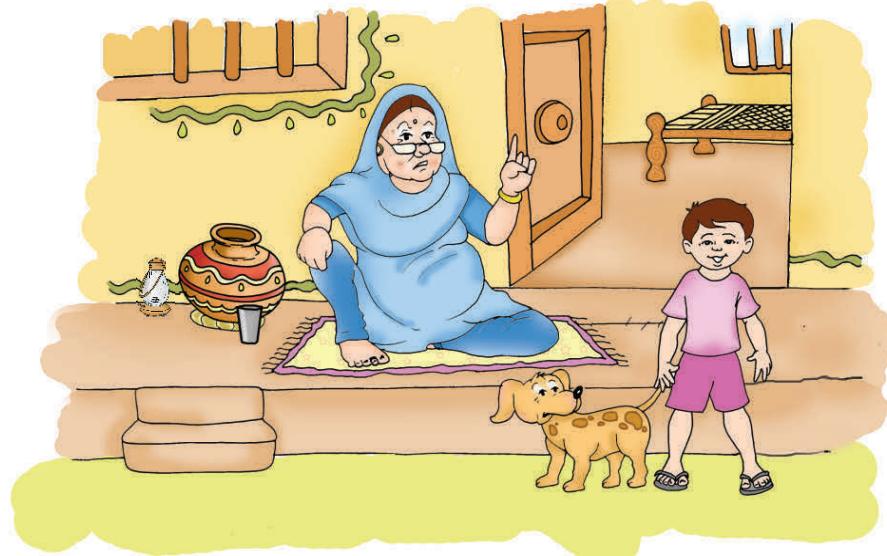


## Count and Match

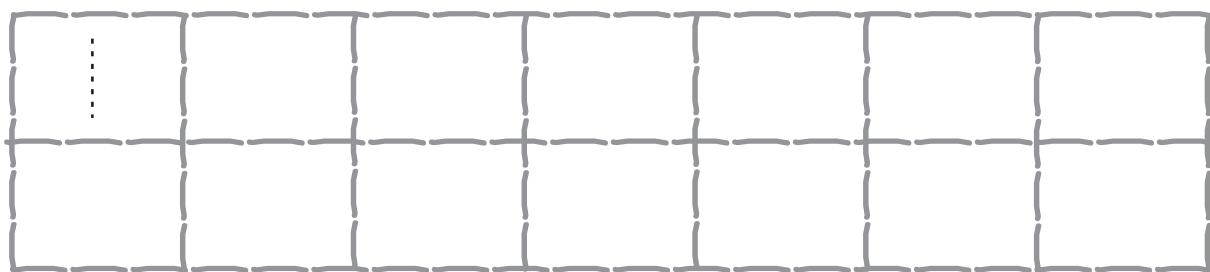


26

One



One



27





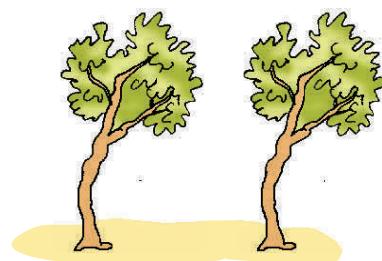
Two



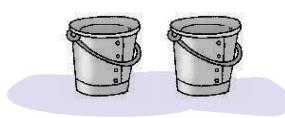
2  
Two



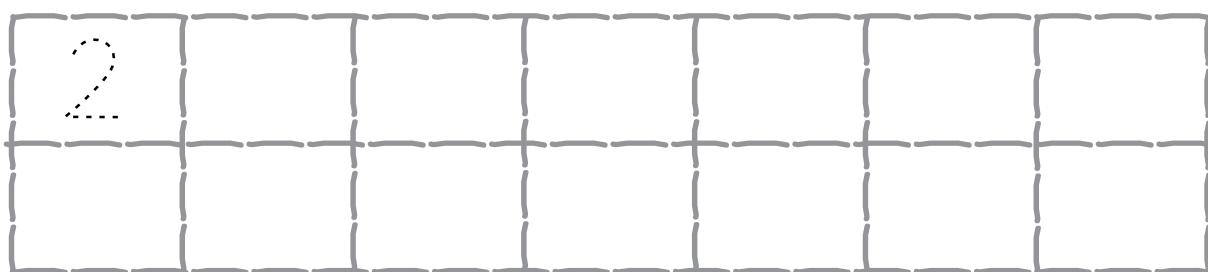
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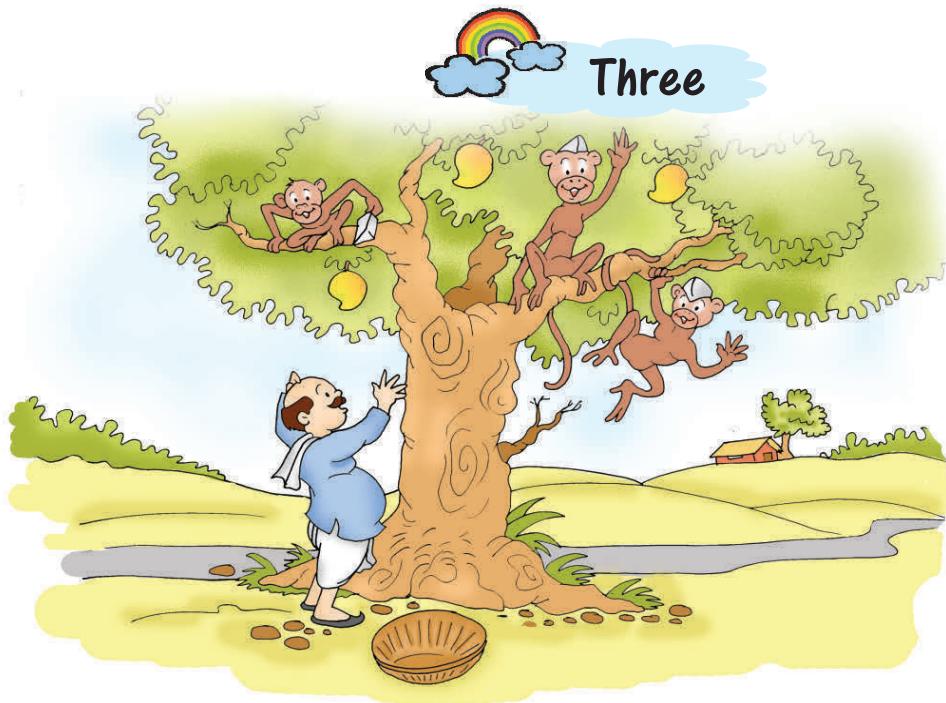


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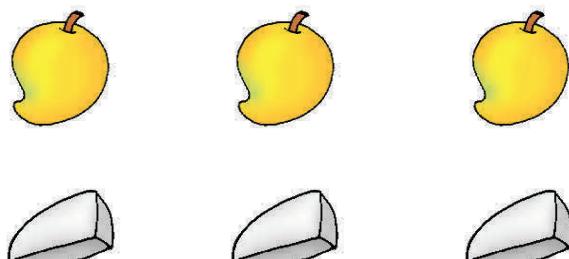
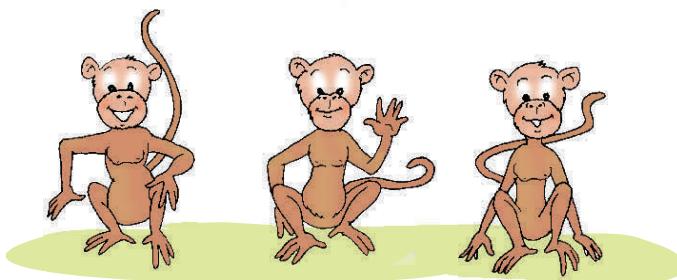


2



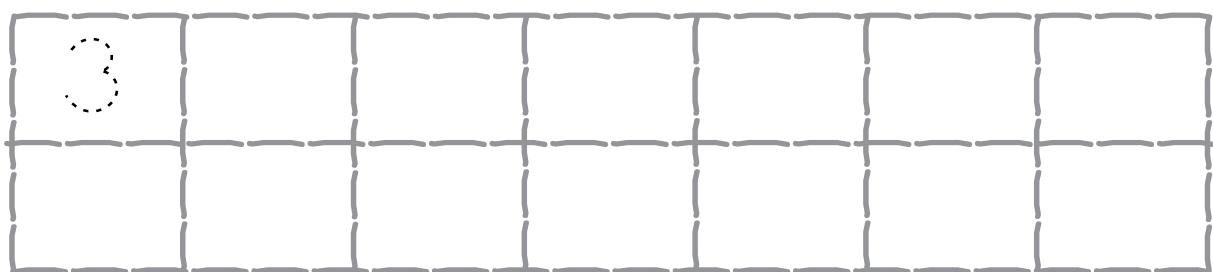


3  
Three



3

3



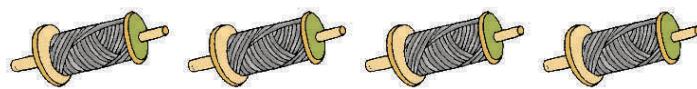


Four

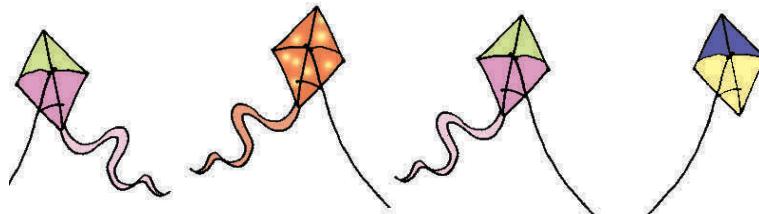


4  
Four

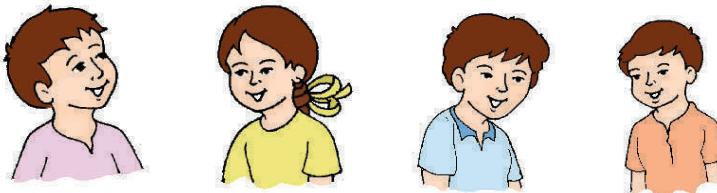
30



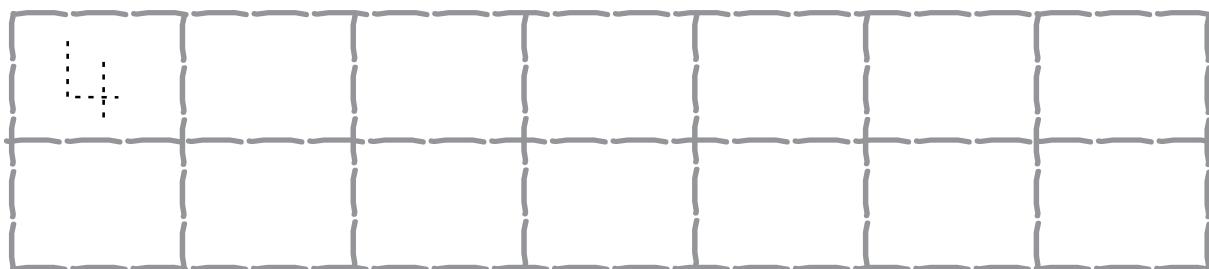
4



4



4

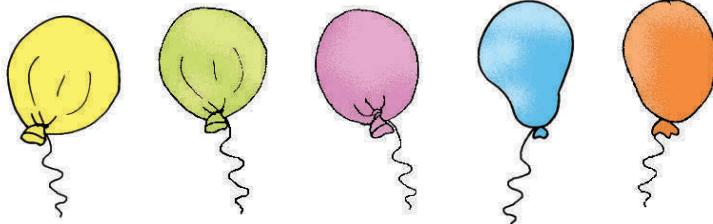




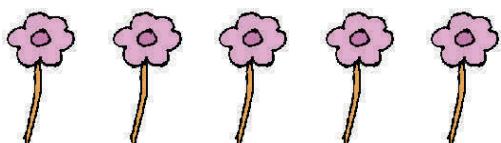
Five

5

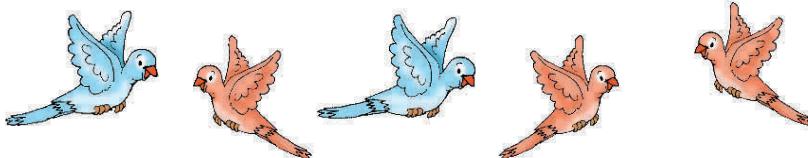
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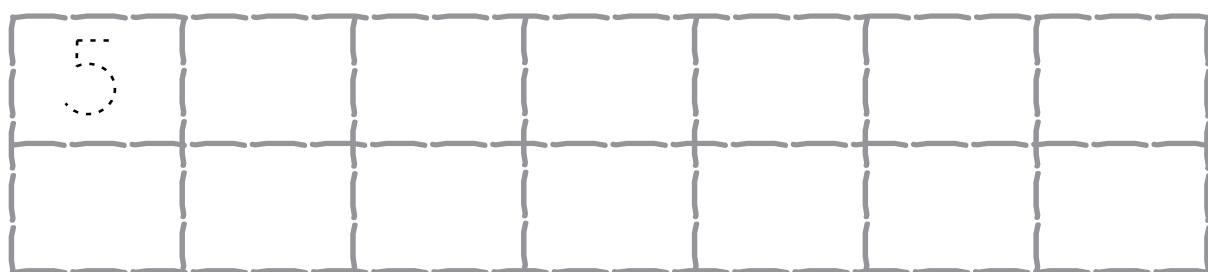
5



5



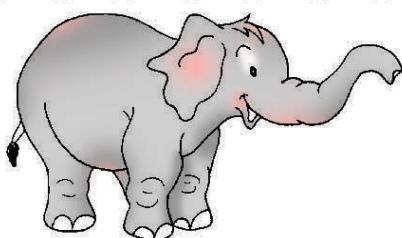
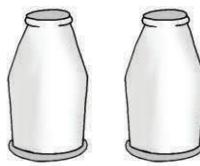
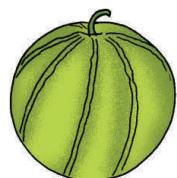
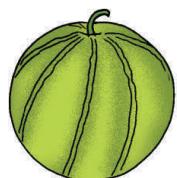
5





32

Count and match.



4

3

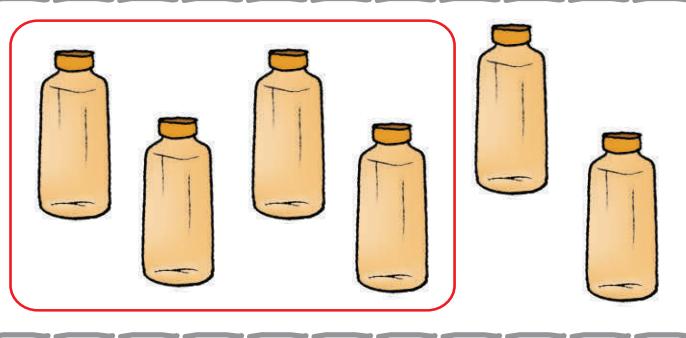
2

1

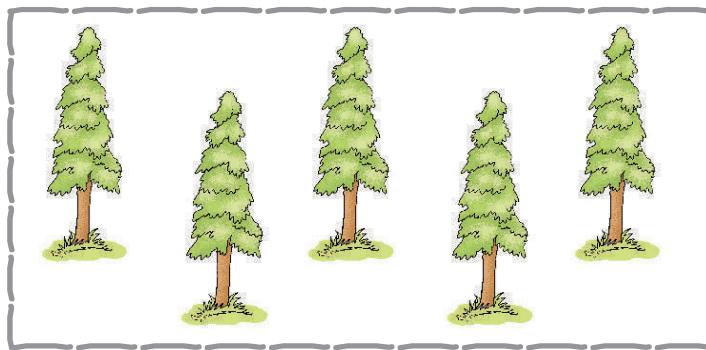
5

Make groups of

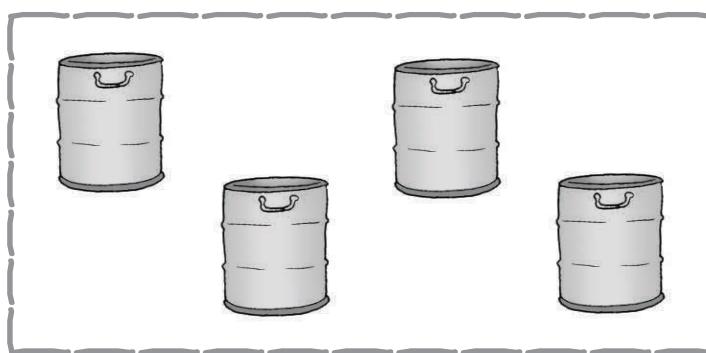
4 bottles



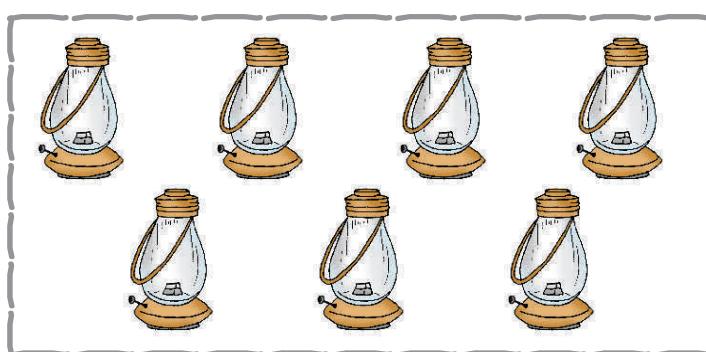
3 Trees



2 Drums

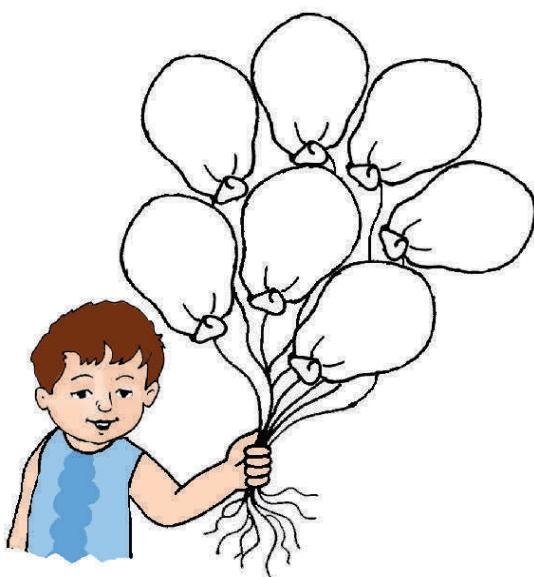


5 Lanterns

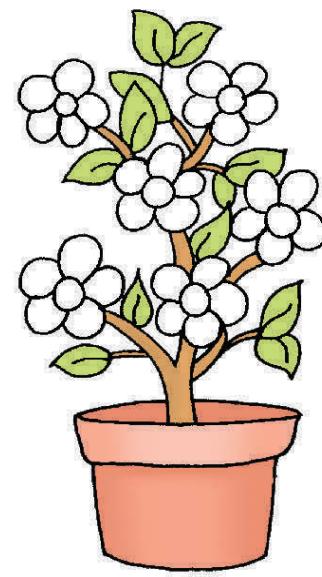




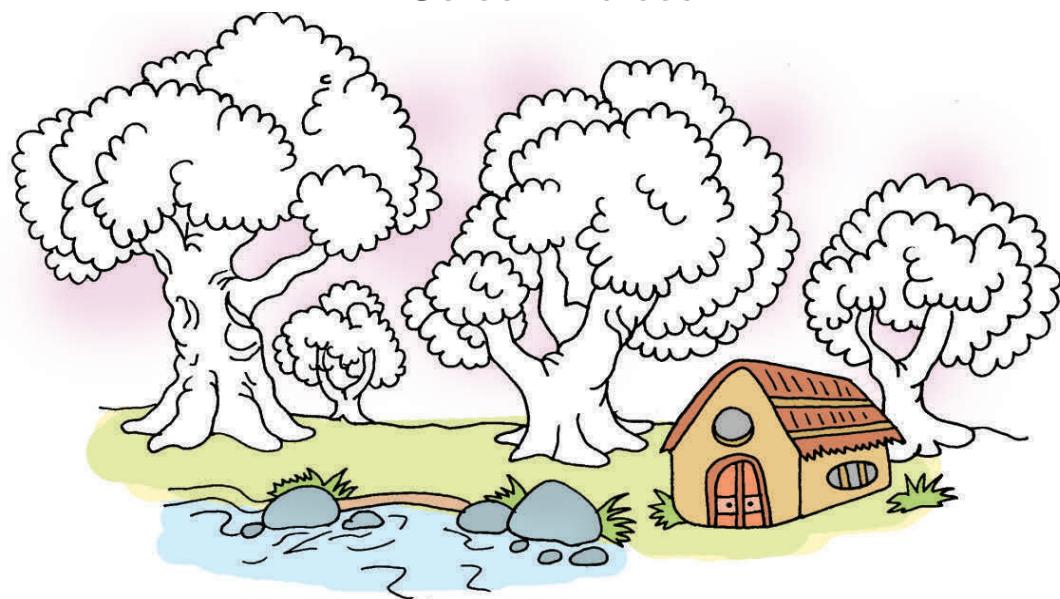
Colour 5 balloons



Colour 4 flowers



Colour 2 trees



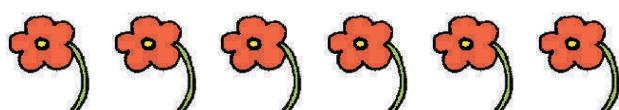
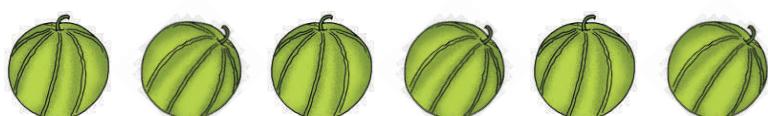
Colour 3 boats



Six

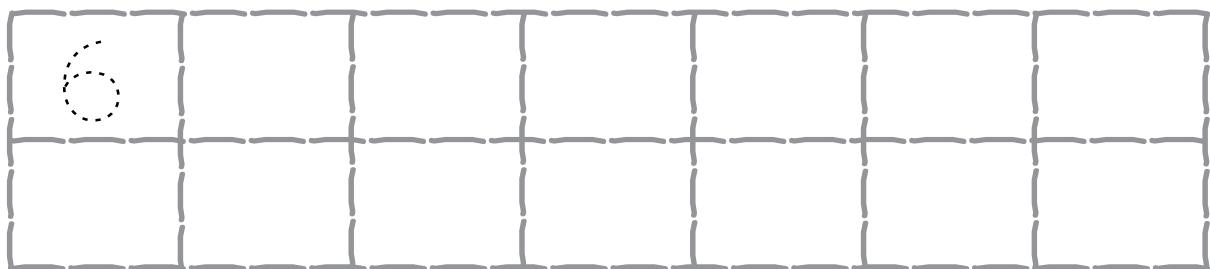


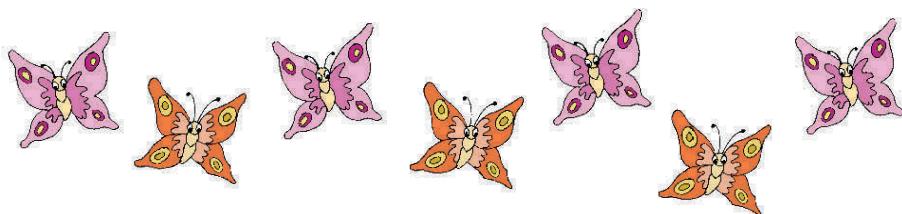
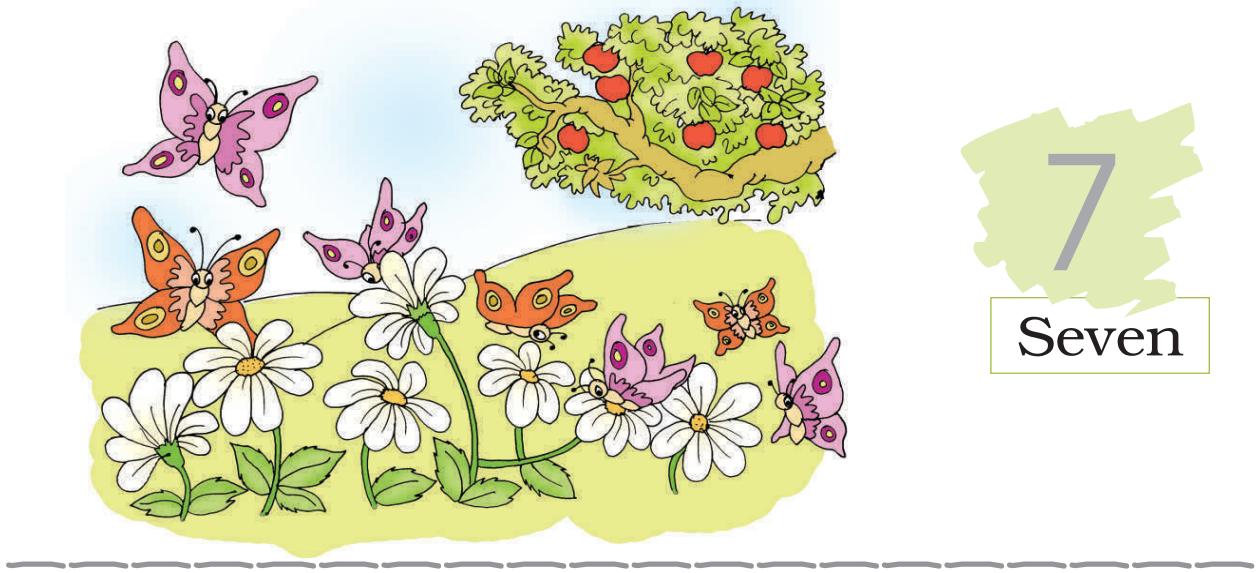
6  
Six



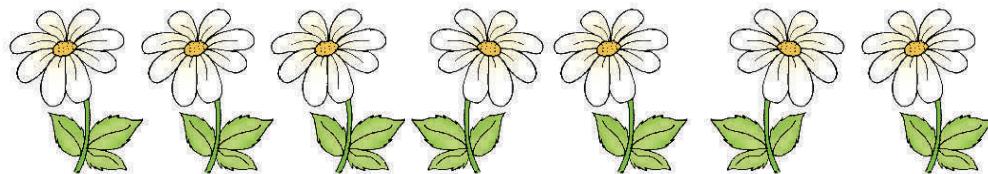
6

6





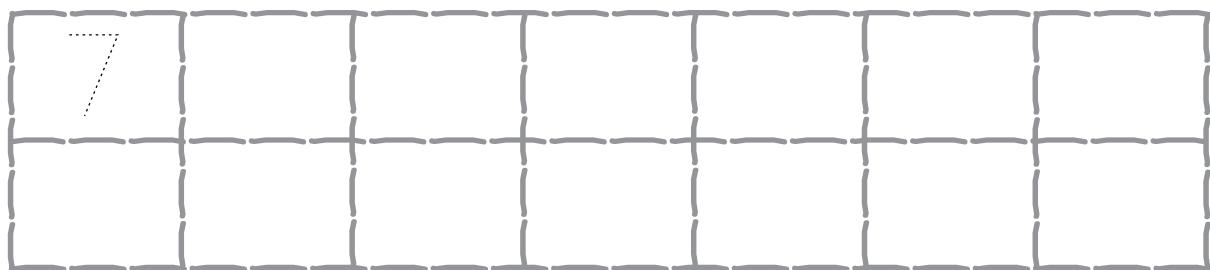
7



7



7

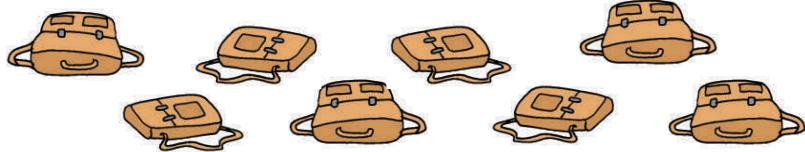


Eight



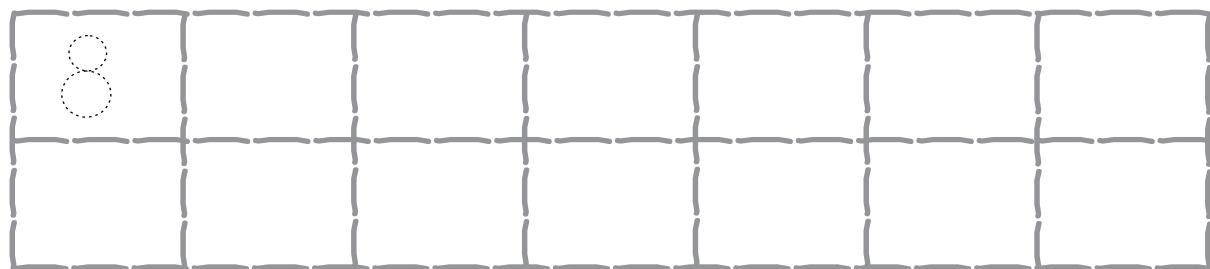
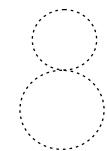
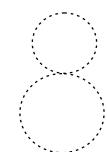
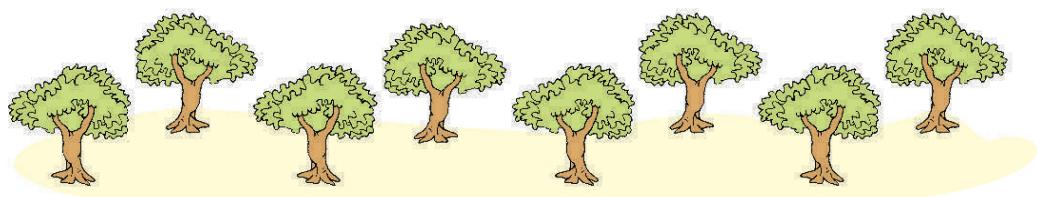
8

Eight



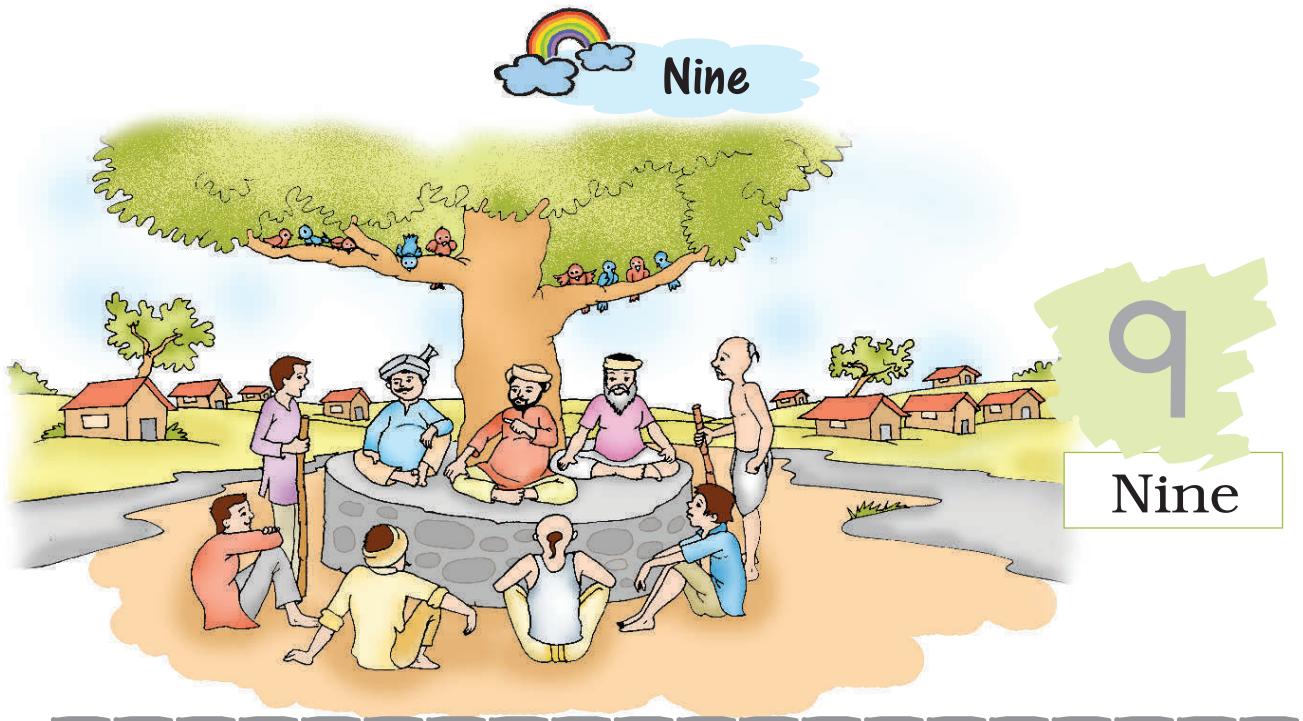
8

37





38



q  
Nine



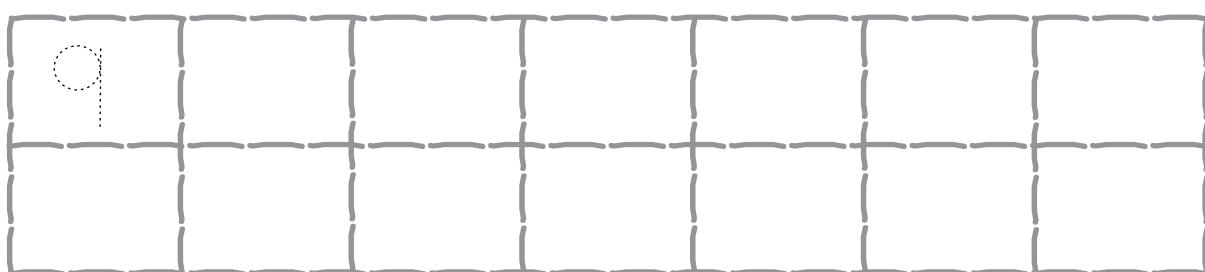
q



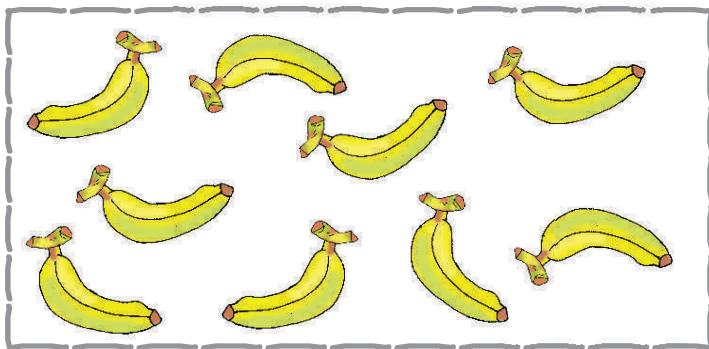
q



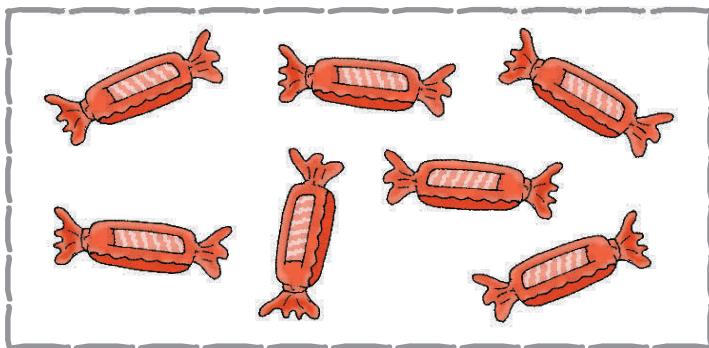
q



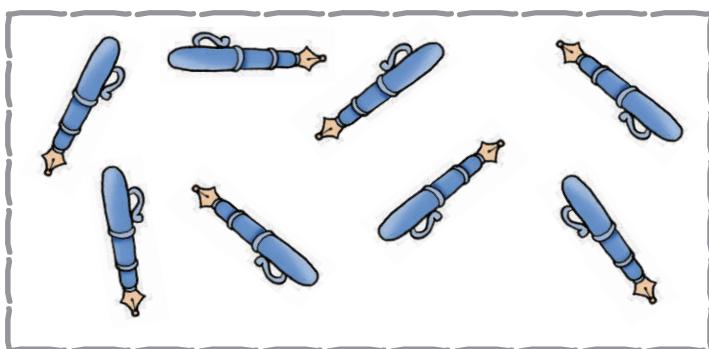
Count and match.



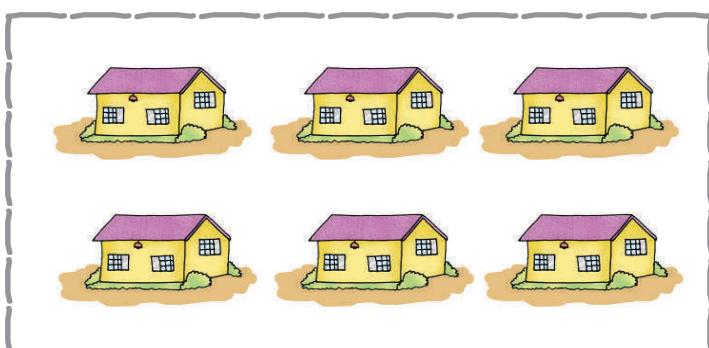
6



8



9



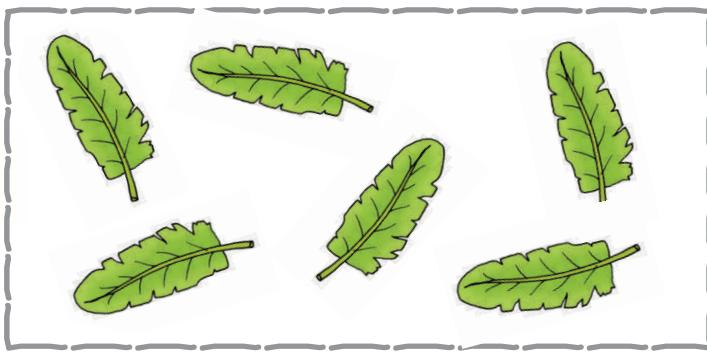
7



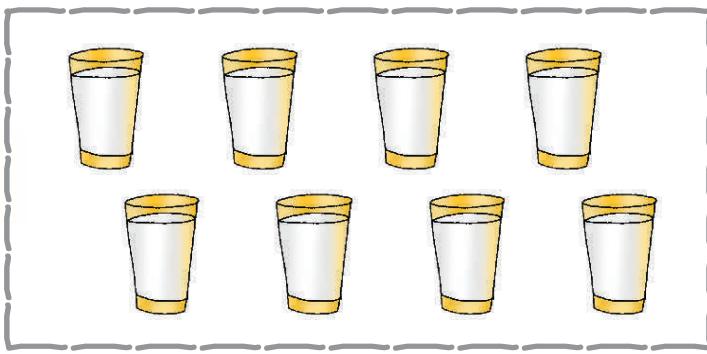


Make groups of

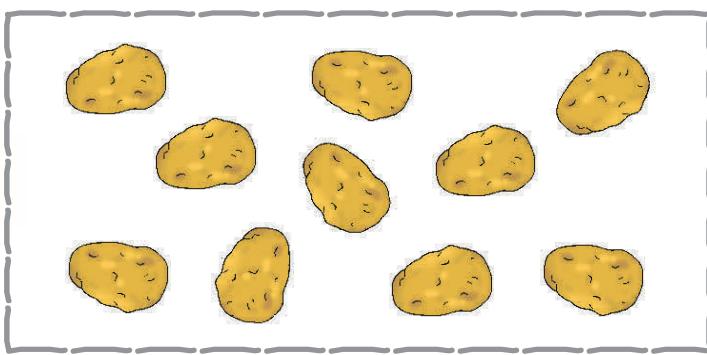
6 Leaves



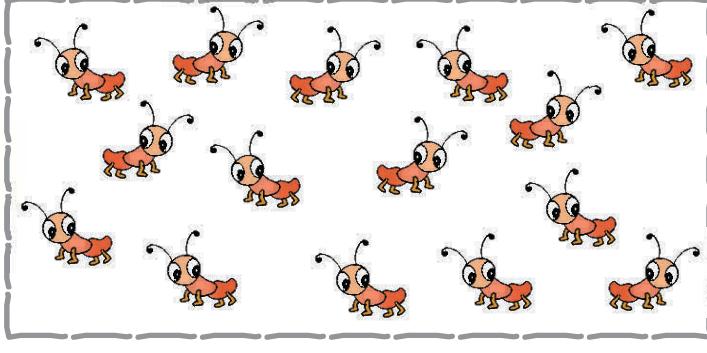
7 Glasses



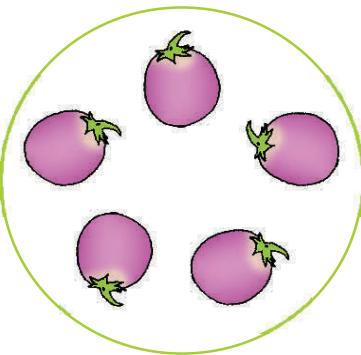
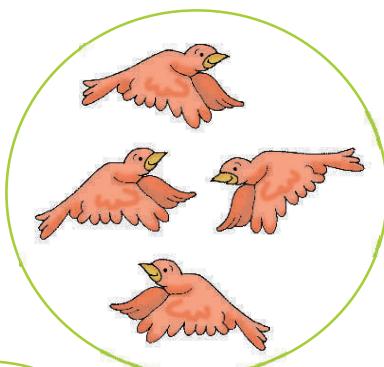
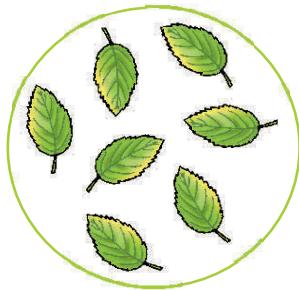
8 Potatoes



9 Ants



Match the numbers with the pictures.



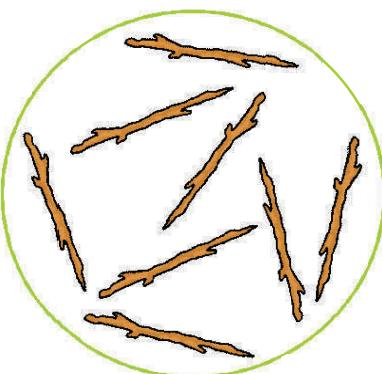
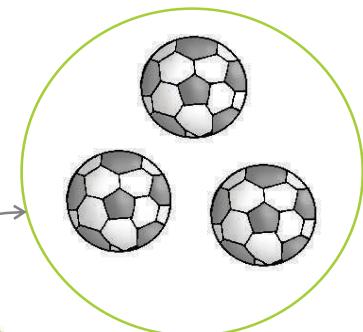
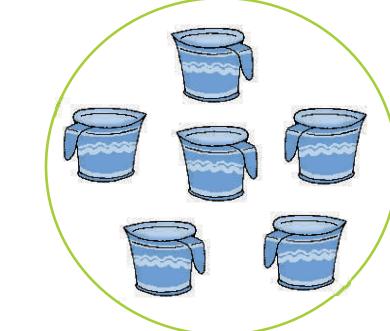
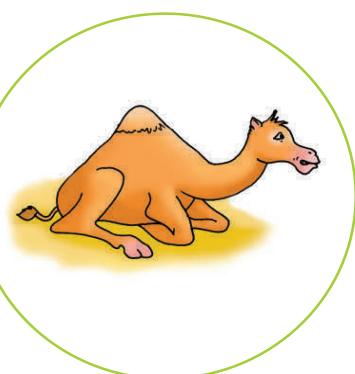
1

2

3

4

5



6

7

8

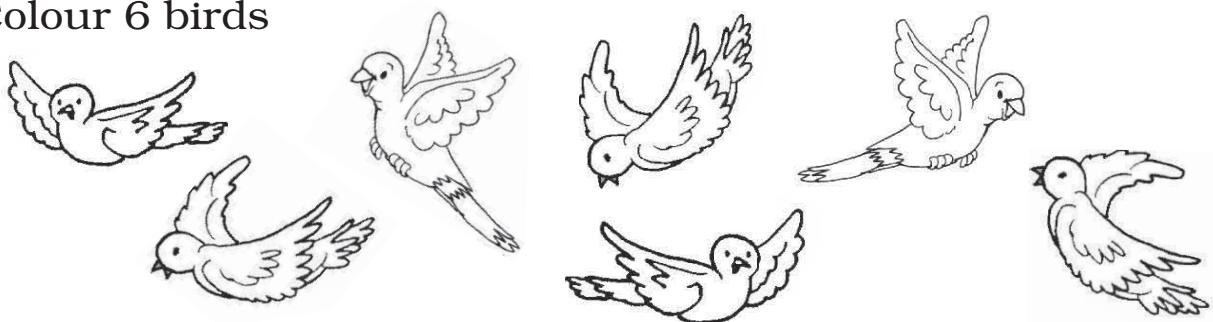
9

41

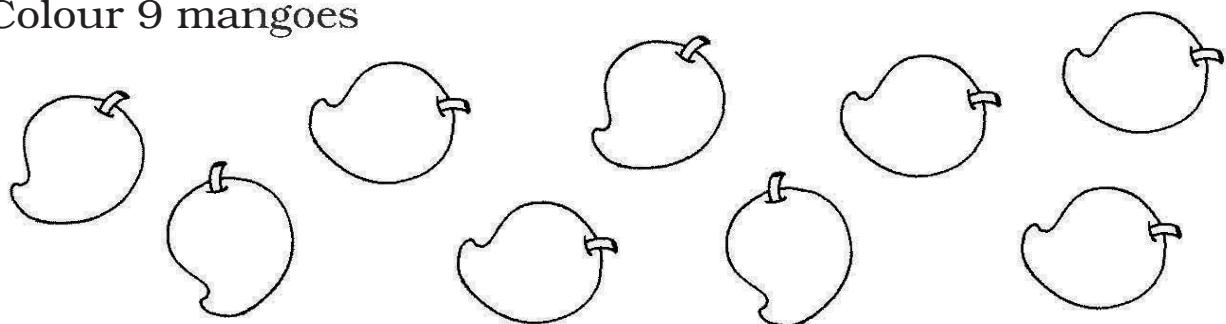




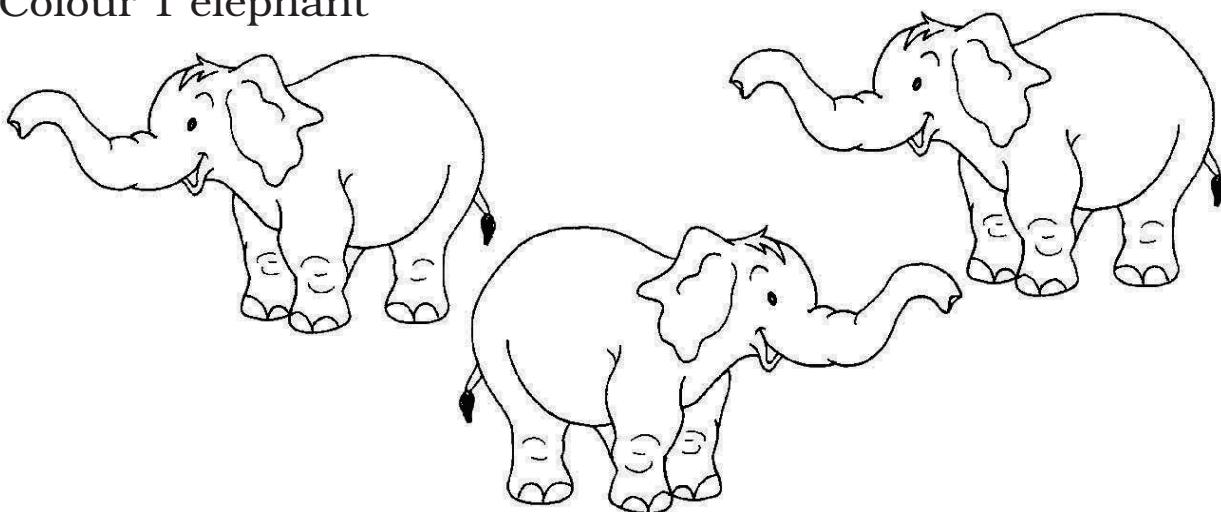
Colour 6 birds



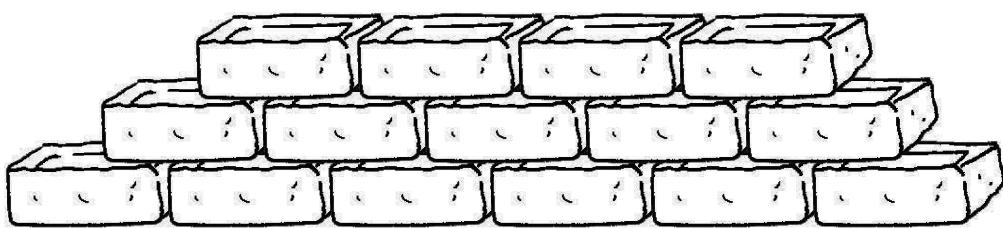
Colour 9 mangoes



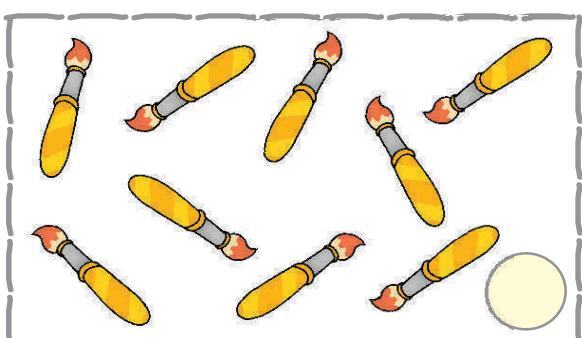
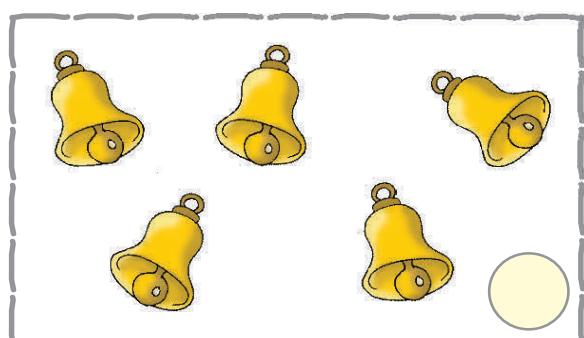
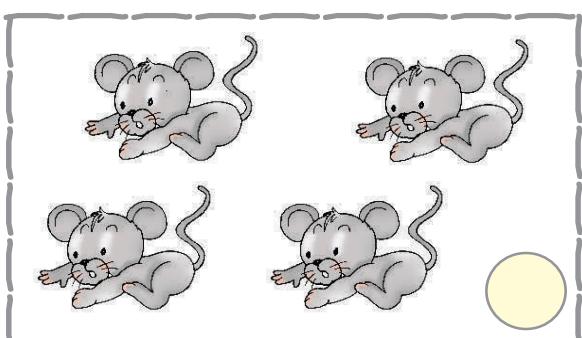
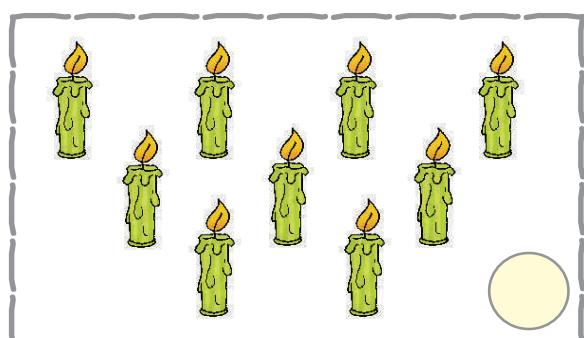
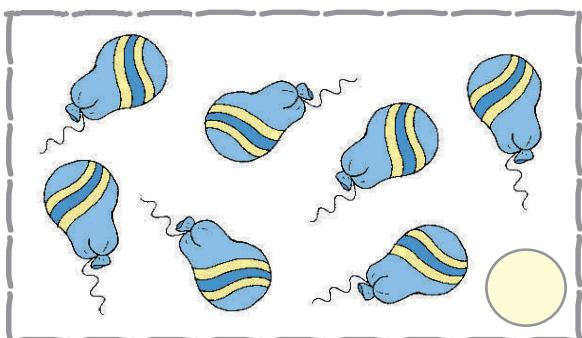
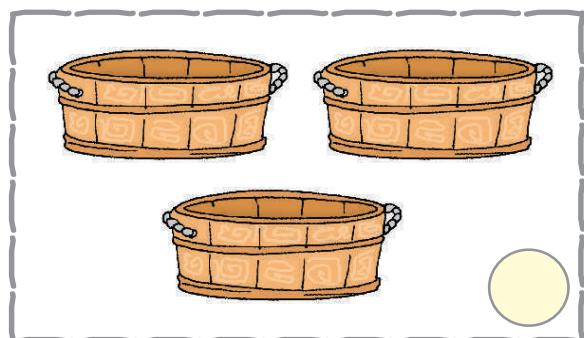
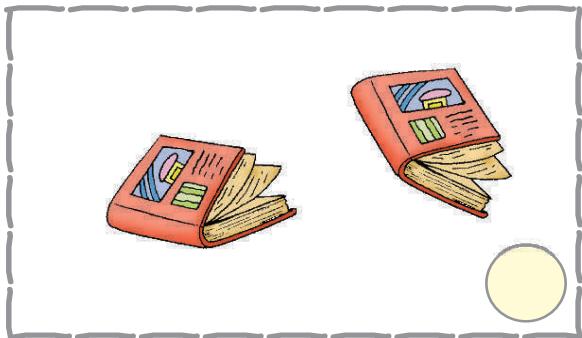
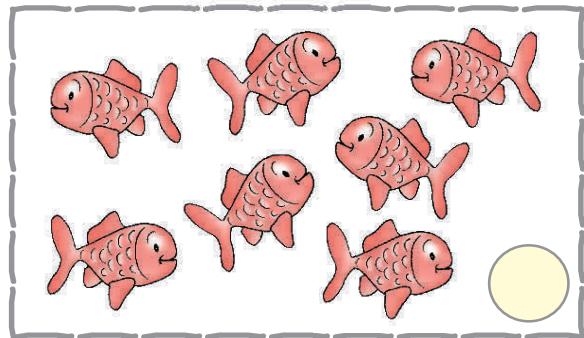
Colour 1 elephant



Colour 7 bricks

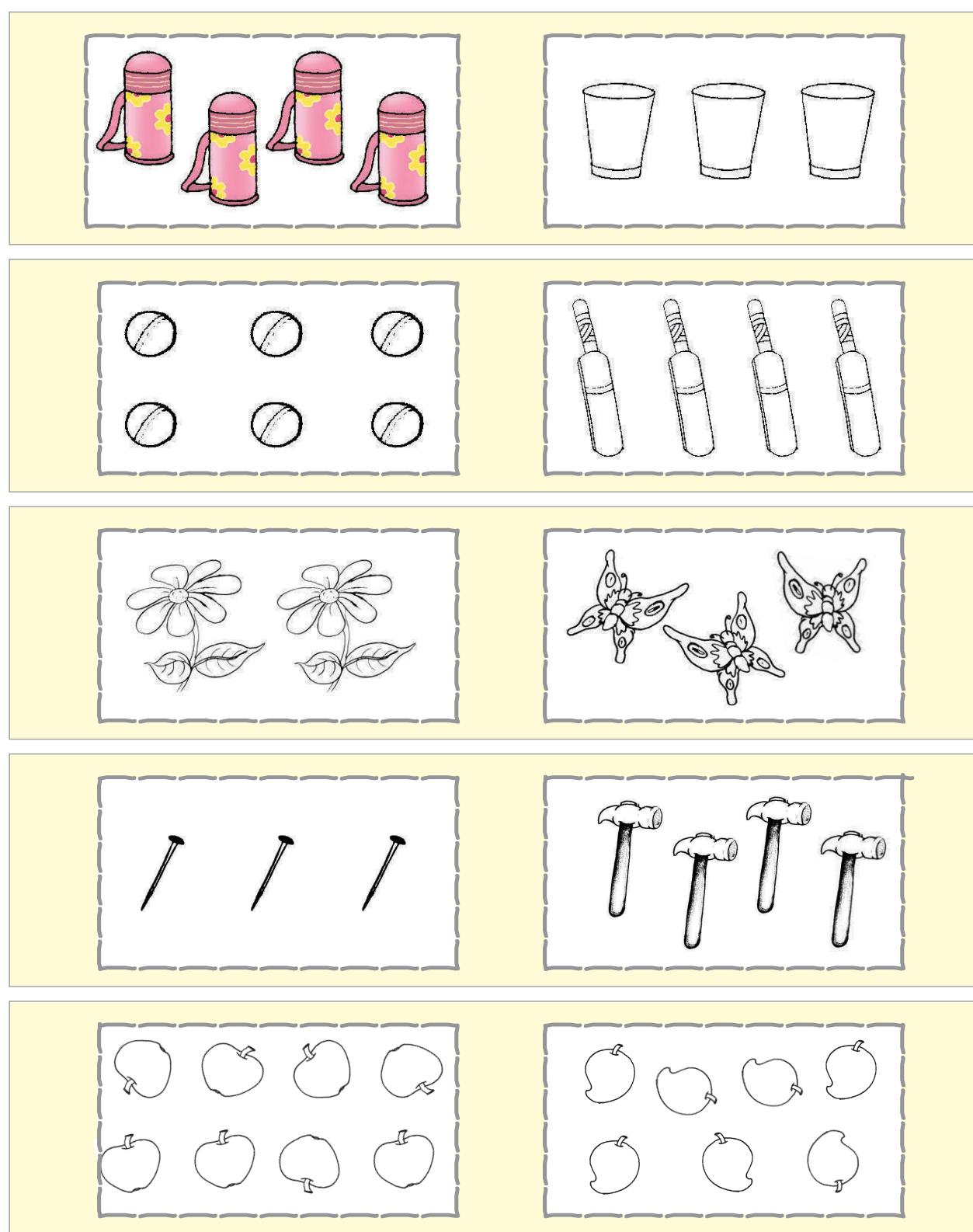


Name these things and write their number in the circle.

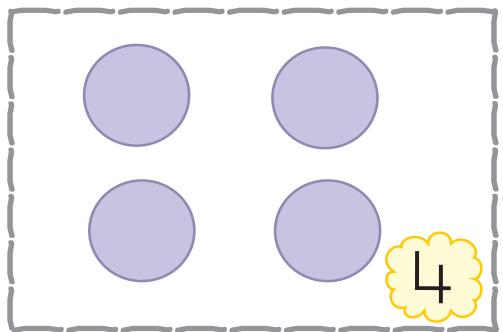


43

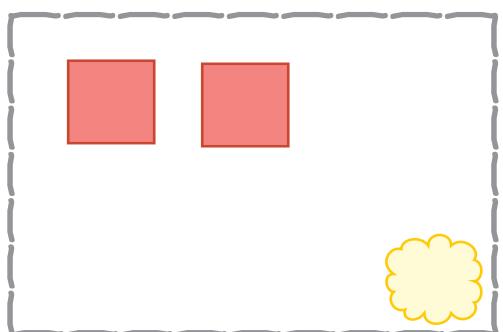
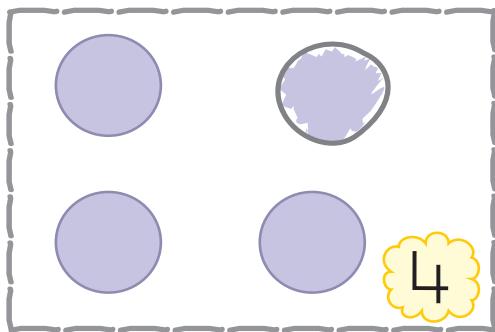




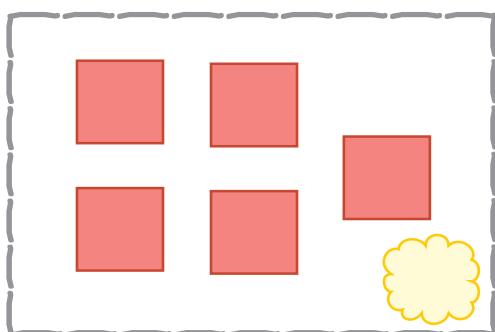
Make the collection equal.



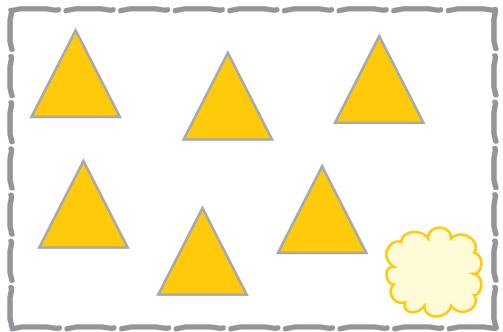
=



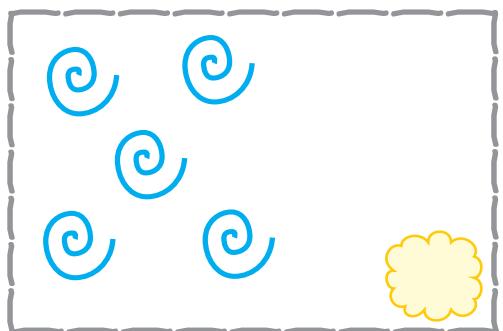
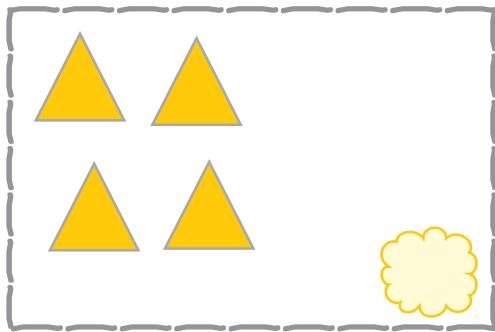
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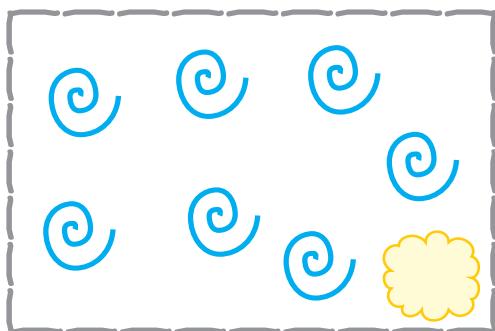
45



=



=

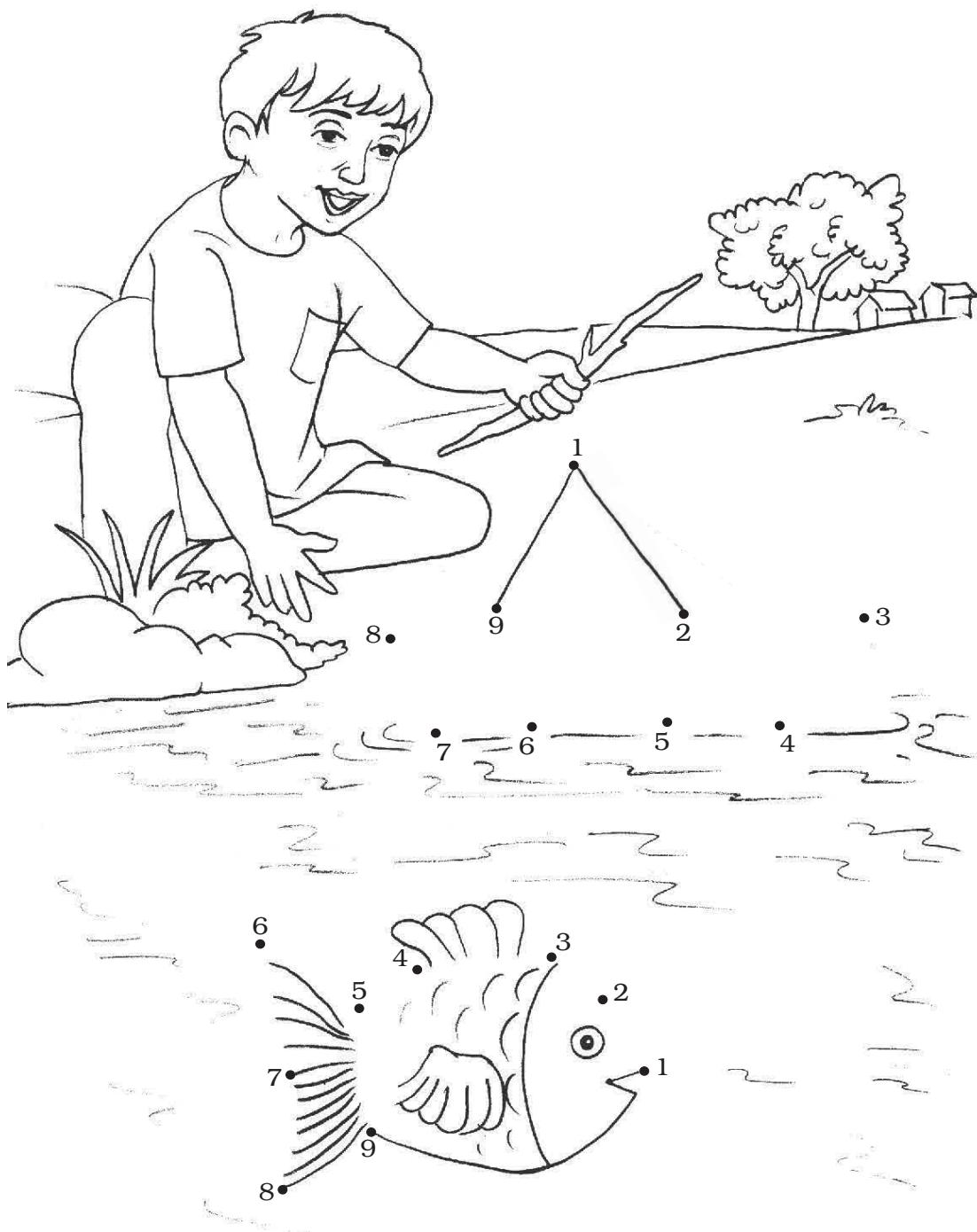


45

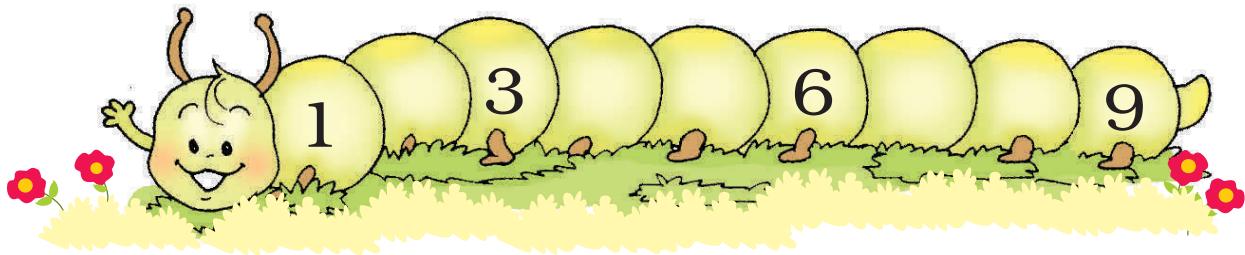




Join in order.



Write the missing number.



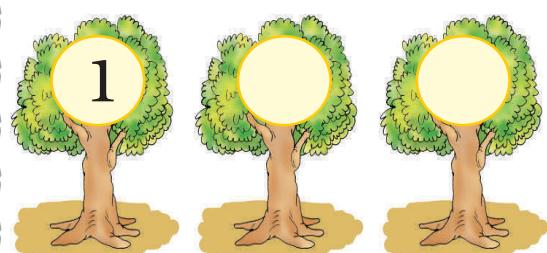
What comes before and after 5?



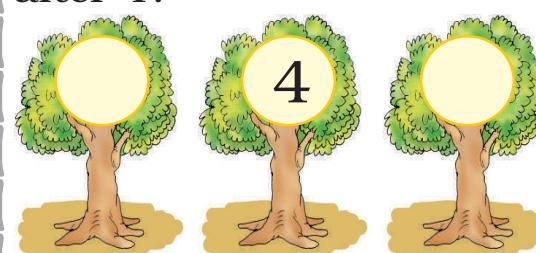
What comes before 6?



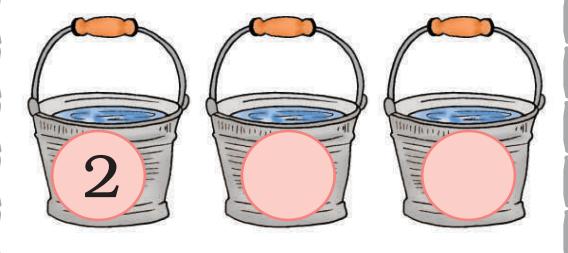
What are the next numbers?



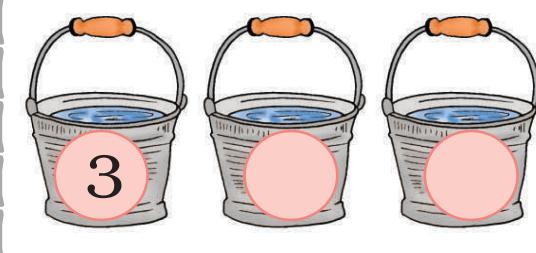
What comes before and after 4?



What are the next numbers?



What are the next numbers?



47





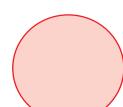
**Five** juicy mangoes  
kept in a basket.  
If you pick and eat one  
how many will be left?



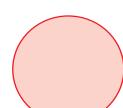
**Four** juicy mangoes  
kept in a basket.  
If you pick and eat one  
how many will be left?



**Three** juicy mangoes  
kept in a basket.  
If you pick and eat one  
how many will be left?



**Two** juicy mangoes  
kept in a basket.  
If you pick and eat one  
how many will be left?



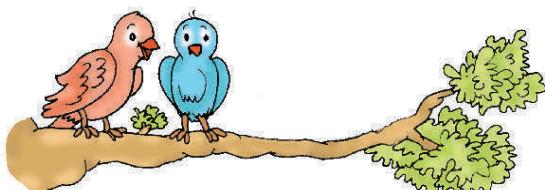
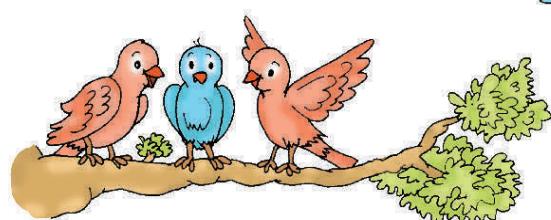
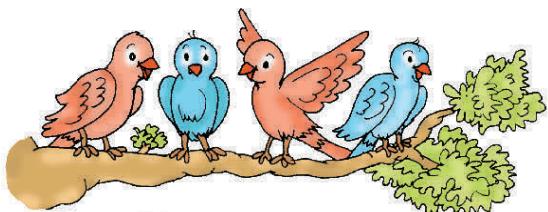
**One** juicy mango  
kept in a basket.  
If you pick and eat one  
how many will be left?



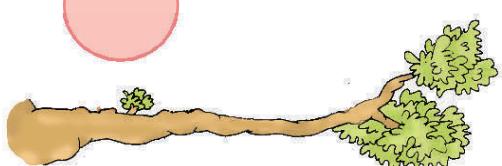
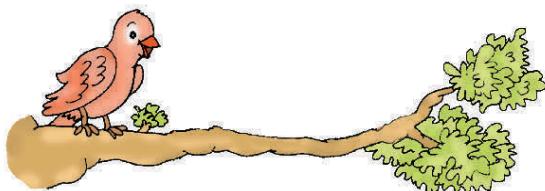
**Zero**



Count and write the number of birds on the branch.

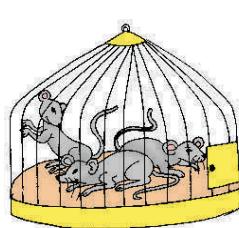


49

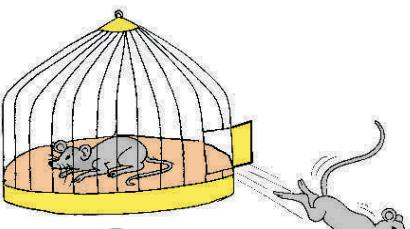
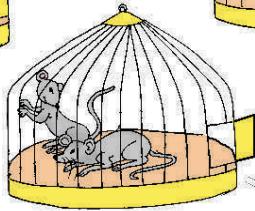




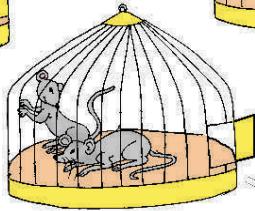
How many in the cage.



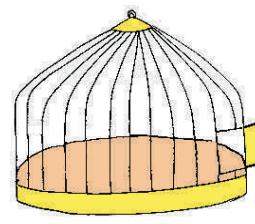
3 Mice



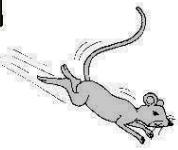
Mouse



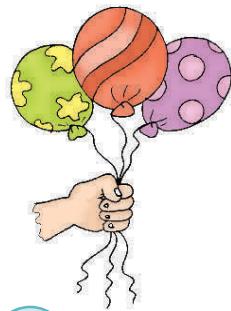
Mice



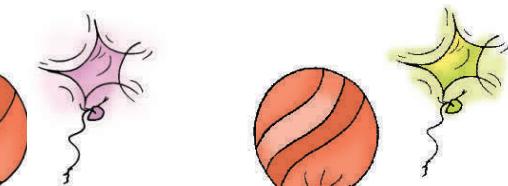
Mice



How many balloons in the hand.



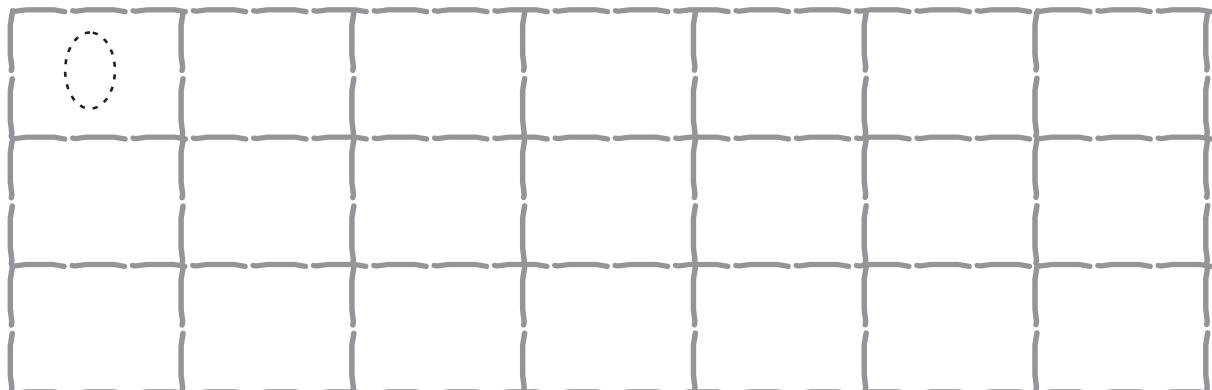
3 Balloons



Balloons

Balloon

Balloons



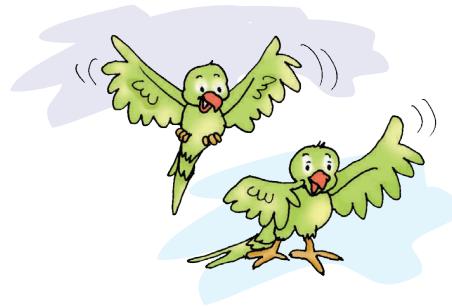


## Addition



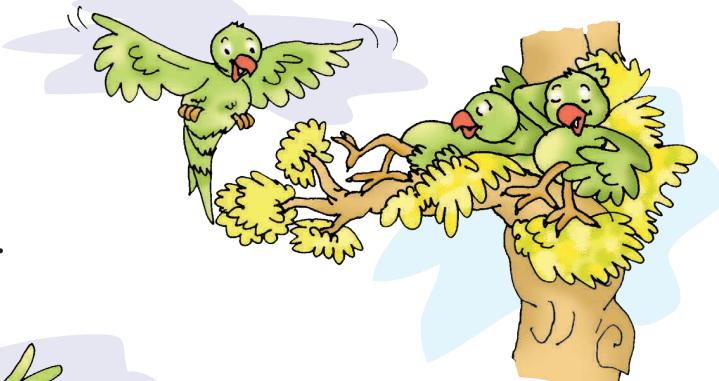
0119CH03

### One more



Two little parrots,  
resting on a tree,  
One more joins in,  
making them three.

One little parrot,  
singing I love you,  
One more joins in,  
making them two.



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



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



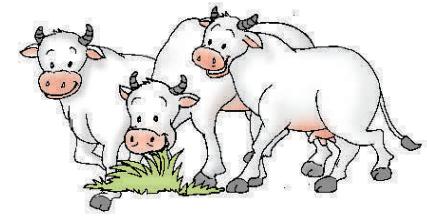
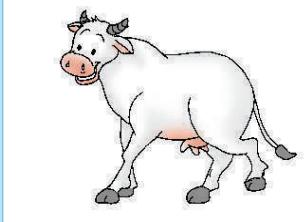
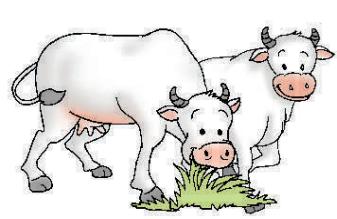
### Teachers Note

Refer to page no. 139 to develop understanding of addition.





How many altogether ?



2 cows and

1 cow

is equal to

3 cows



3 children and

2 children

is equal to

5 children

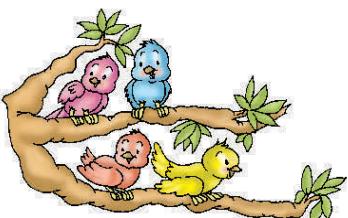


Flowers and

Flowers

=

Flowers



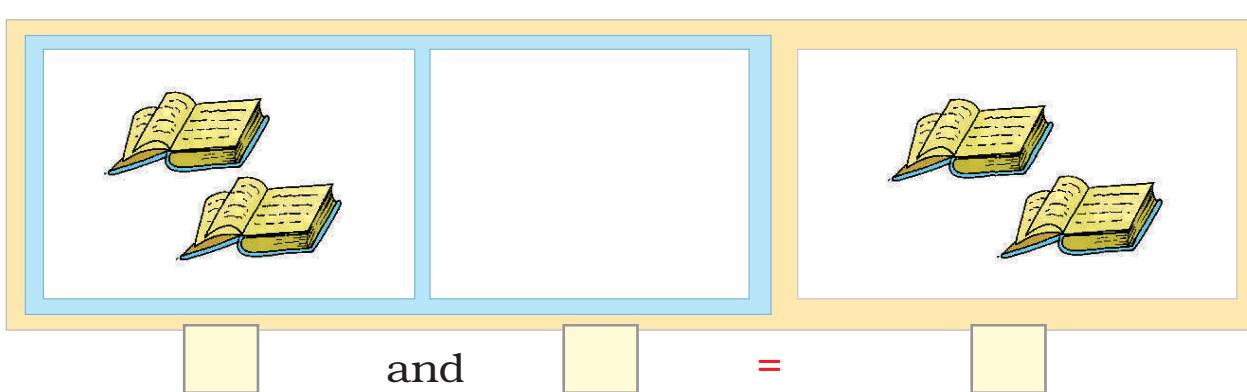
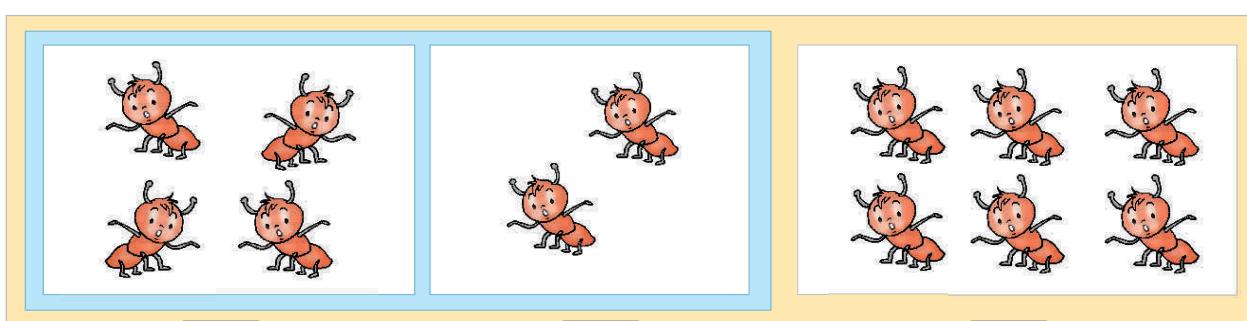
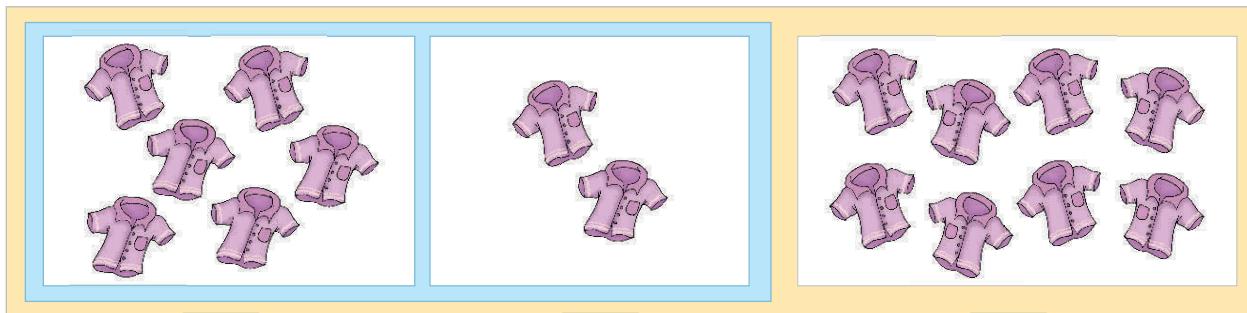
Birds and

Birds

=

Birds

How many altogether?

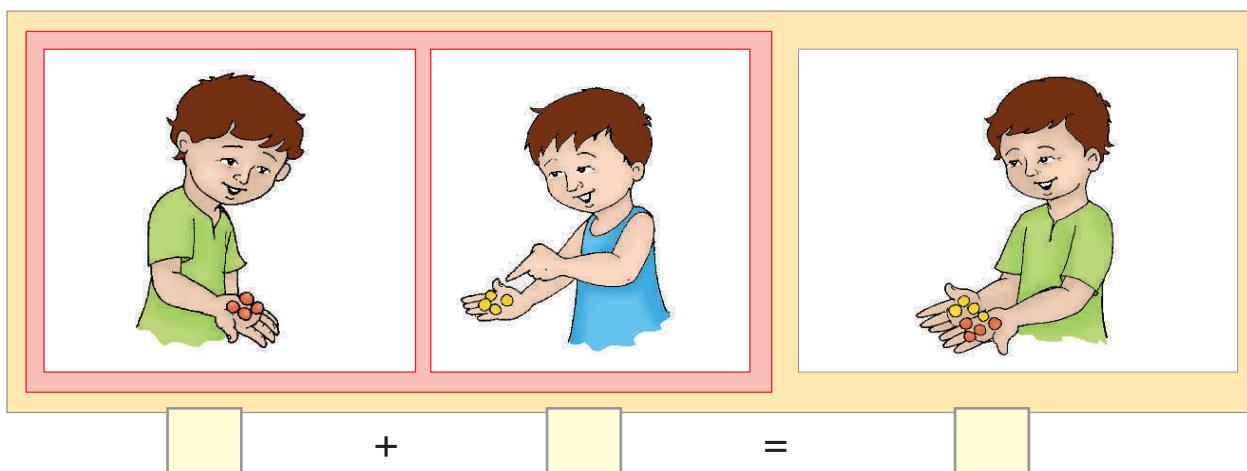
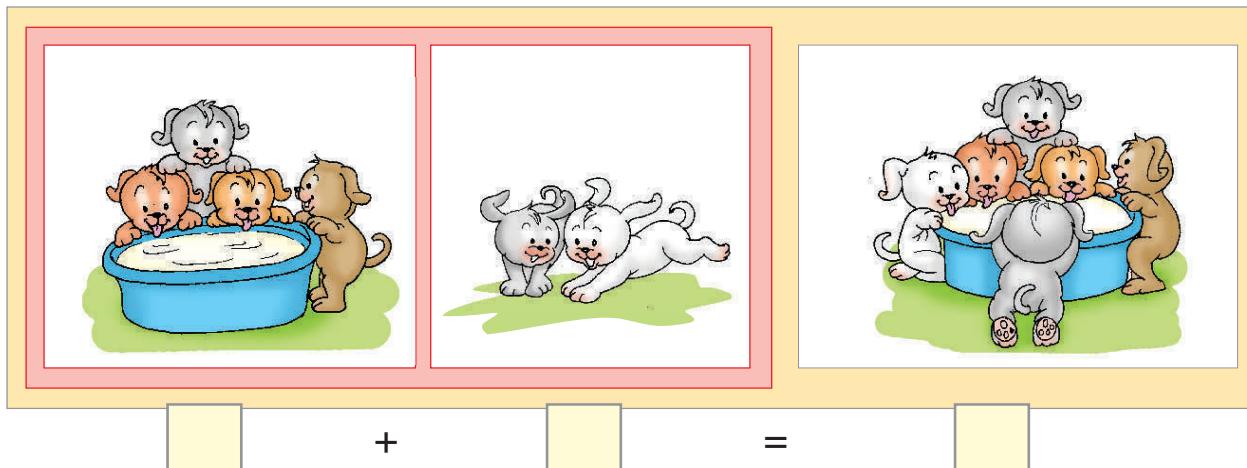
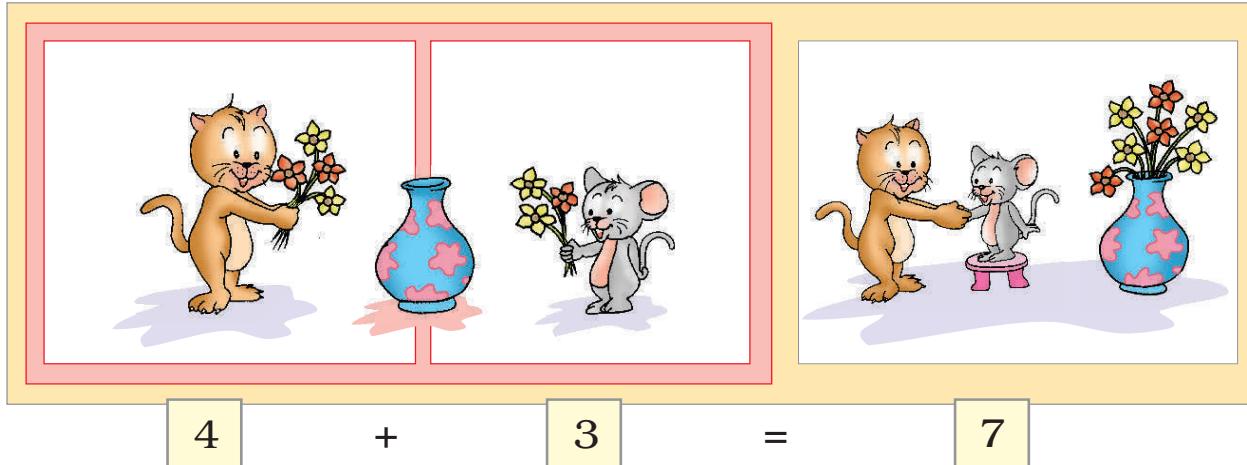


53





How many altogether?





## Addition

$$\begin{array}{r} \boxed{2} \\ + \\ \boxed{3} \\ \hline \boxed{5} \end{array}$$

$$\begin{array}{r} \text{Two dots in a row} \\ + \text{Three dots in a row} \\ \hline \text{Five dots in a row} \end{array}$$

 $4 + 2 =$

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

$5 + 1 =$

$$3 + 6 =$$

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

$7 + 0 =$

$$\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$$

$0 + 9 =$

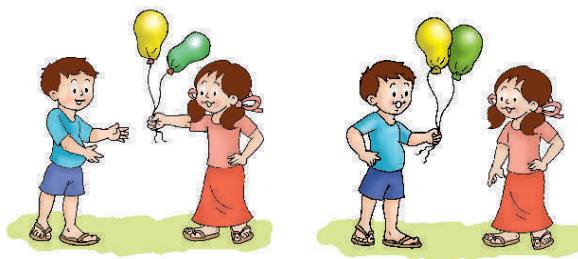
## Addition



$$3 + 2 = \boxed{5} \text{ balloons}$$



$$3 + 0 = \boxed{3} \text{ balloons}$$



$$0 + 2 = \boxed{\phantom{00}}$$



$$4 + 0 = \boxed{\phantom{00}}$$



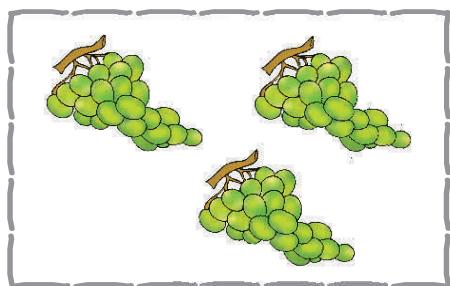
$$5 + 0 = \boxed{\phantom{00}}$$



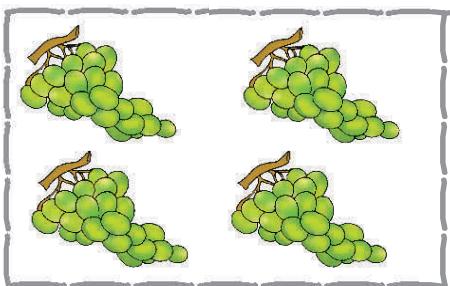
$$3 + 4 = \boxed{\phantom{00}}$$



## Addition



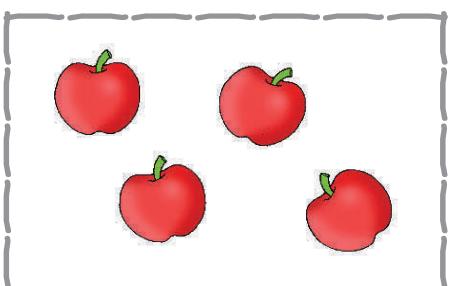
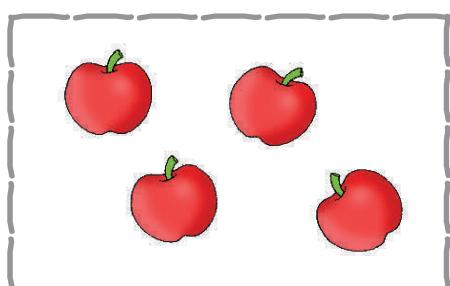
3



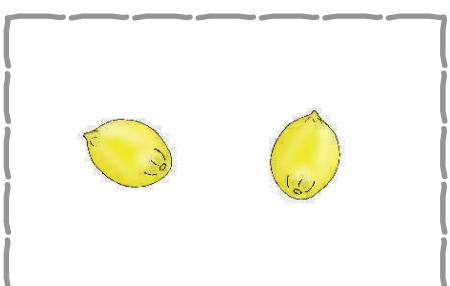
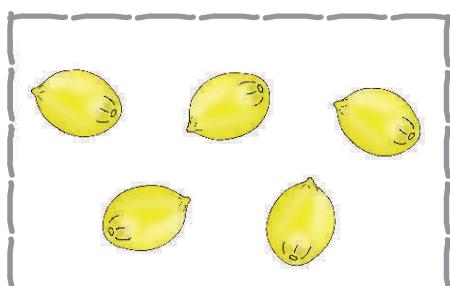
4

=

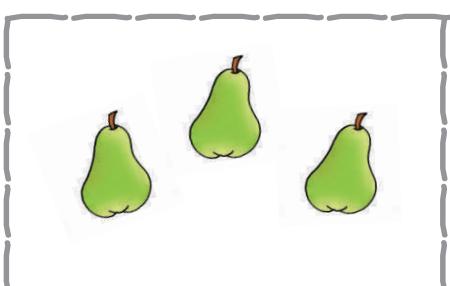
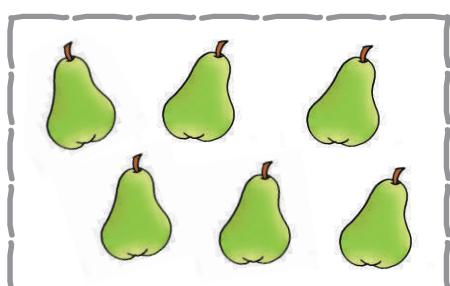
7



=



=



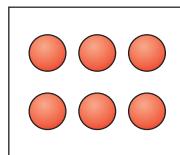
=





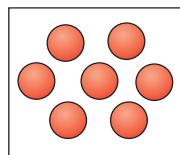
## Add and Match

$3 + 2$



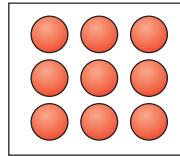
$3 + 3$

$4 + 2$



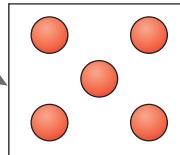
$2 + 3$

$3 + 4$



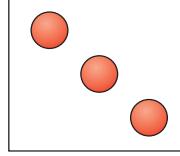
$0 + 8$

$8 + 0$



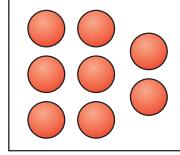
$3 + 6$

$6 + 3$



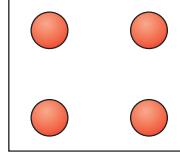
$5 + 2$

$2 + 1$



$1 + 2$

$1 + 3$



$3 + 1$



## Add

$2 + 7 = \boxed{\phantom{00}}$



$1 + 3 = \boxed{\phantom{00}}$

$3 + 5 = \boxed{\phantom{00}}$

$4 + 1 = \boxed{\phantom{00}}$

$4 + 0 = \boxed{\phantom{00}}$

$0 + 2 = \boxed{\phantom{00}}$

$2 + 2 = \boxed{\phantom{00}}$

$3 + 4 = \boxed{\phantom{00}}$

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

$$\begin{array}{r}
 5 \\
 + 2 \\
 \hline
 \end{array}$$

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

$$\begin{array}{r}
 0 \\
 + 8 \\
 \hline
 \end{array}$$

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

$$\begin{array}{r}
 1 \\
 + 7 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 2 \\
 + 3 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 5 \\
 + 0 \\
 \hline
 \end{array}$$

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





## Write the missing numerals

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = 5$$

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = 6$$

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = 7$$

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = 3$$

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = 4$$

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = 9$$

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = 8$$

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = 1$$





## Subtraction

### Take Away



5

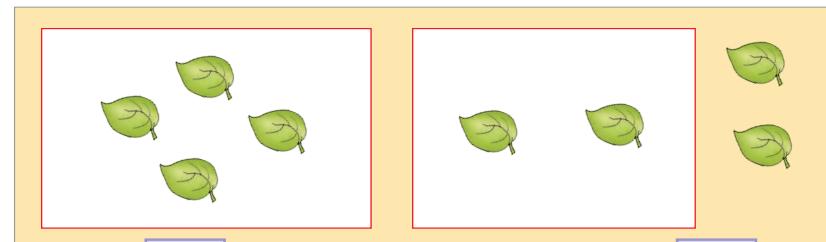


Take away

2



Left 3



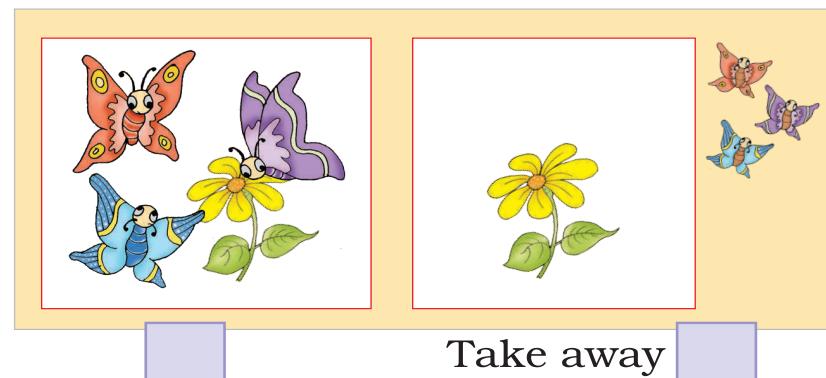
4

Take away

2



Left



Take away



Left



Take Away



Left

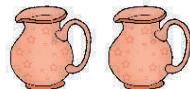
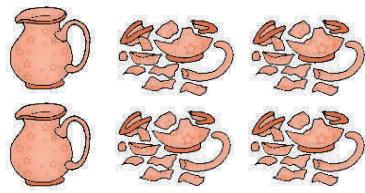
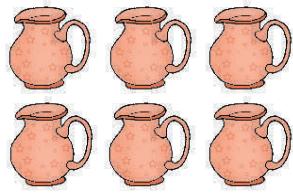
### Teachers Note

Refer to page no. 141 to develop understanding of subtraction.





## Subtraction



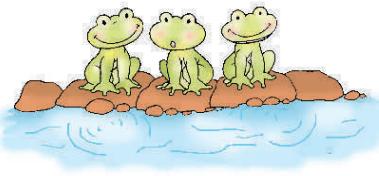
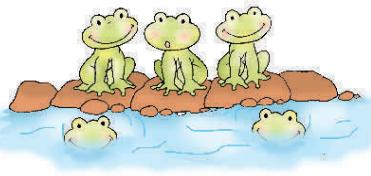
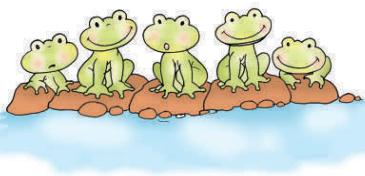
6

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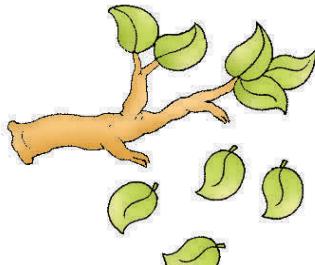
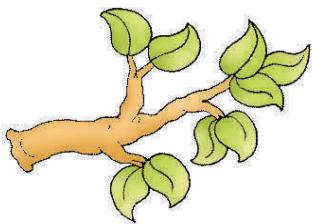


5

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2

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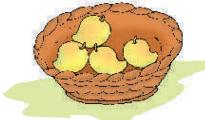
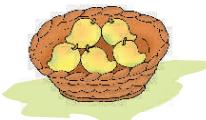


9

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4

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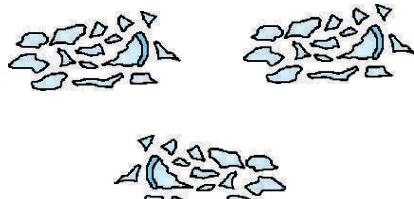
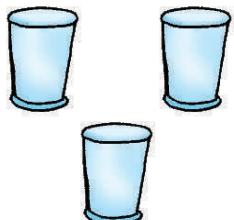
5

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1

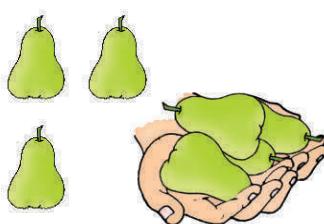
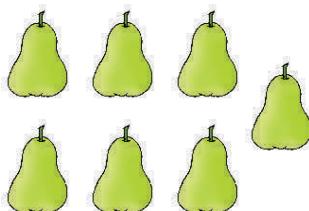
=

## Subtraction



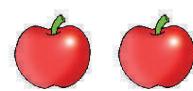
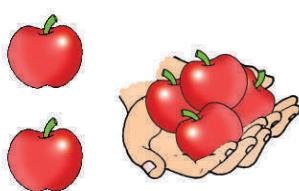
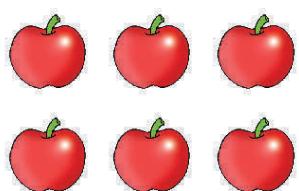

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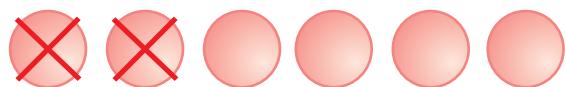


## Subtraction



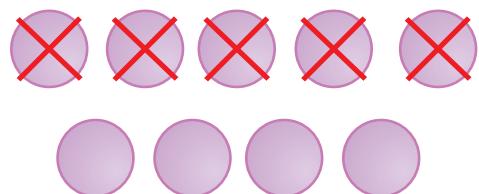
$$5 - 4 = \boxed{1}$$

$$\begin{array}{r} 5 \\ - 4 \\ \hline 1 \end{array}$$



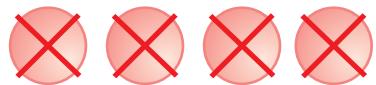
$$6 - 2 = \boxed{\phantom{00}}$$

$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$



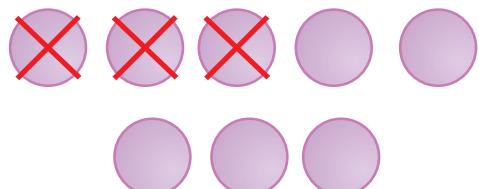
$$9 - 5 = \boxed{\phantom{00}}$$

$$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$$



$$4 - 4 = \boxed{\phantom{00}}$$

$$\begin{array}{r} 4 \\ - 4 \\ \hline \end{array}$$



$$8 - 3 = \boxed{\phantom{00}}$$

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





## Subtract and Match

$4 - 2$

3

$7 - 2$

4

$9 - 1$

2

$5 - 1$

5

$6 - 3$

6

$7 - 1$

8

$5 - 0$

0

$9 - 5$

$8 - 2$

$7 - 4$

$8 - 0$

$5 - 3$

$8 - 3$

$7 - 7$



## Subtract

$4 - 2 = \boxed{2}$

$4 - 0 = \boxed{\phantom{0}}$

$5 - 2 = \boxed{\phantom{0}}$

$6 - 5 = \boxed{\phantom{0}}$

$7 - 7 = \boxed{\phantom{0}}$

$8 - 4 = \boxed{\phantom{0}}$

$3 - 1 = \boxed{\phantom{0}}$



67

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

$$\begin{array}{r}
 9 \\
 - 7 \\
 \hline
 \phantom{0}
 \end{array}$$

$$\begin{array}{r}
 3 \\
 - 0 \\
 \hline
 \phantom{0}
 \end{array}$$

$$\begin{array}{r}
 8 \\
 - 8 \\
 \hline
 \phantom{0}
 \end{array}$$

$$\begin{array}{r}
 6 \\
 - 4 \\
 \hline
 \phantom{0}
 \end{array}$$

$$\begin{array}{r}
 4 \\
 - 2 \\
 \hline
 \phantom{0}
 \end{array}$$



## Write the missing numbers

$$8 - \boxed{\phantom{00}} = 7$$

$$\boxed{\phantom{00}} - 2 = 3$$

$$5 - \boxed{\phantom{00}} = 1$$

$$\boxed{\phantom{00}} - 3 = 5$$

$$3 - \boxed{\phantom{00}} = 3$$

$$\boxed{\phantom{00}} - 2 = 0$$

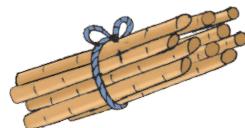
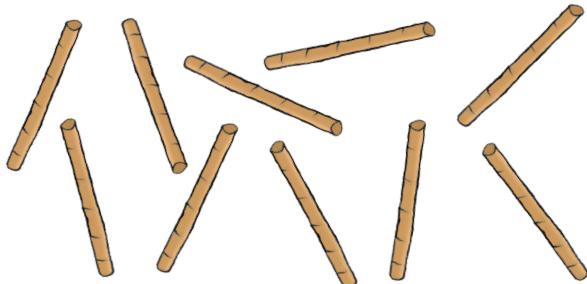
$$9 - \boxed{2} = \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} - 2 = 7$$

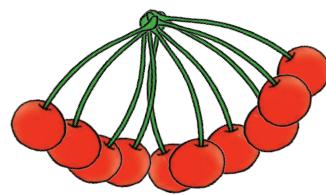
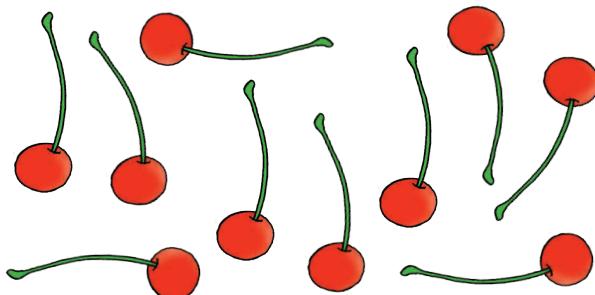




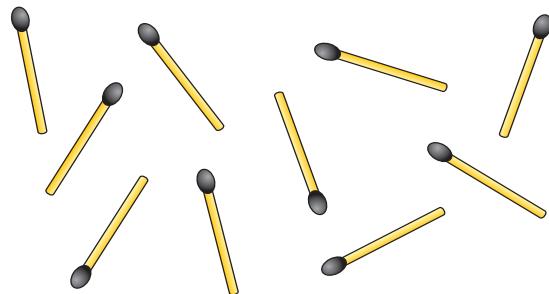
## Numbers from Ten to Twenty



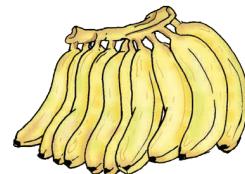
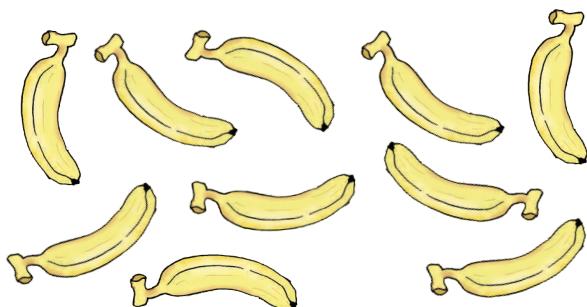
a bundle of TEN



a bundle of TEN



a bundle of TEN



a bundle of TEN

### Teachers Note

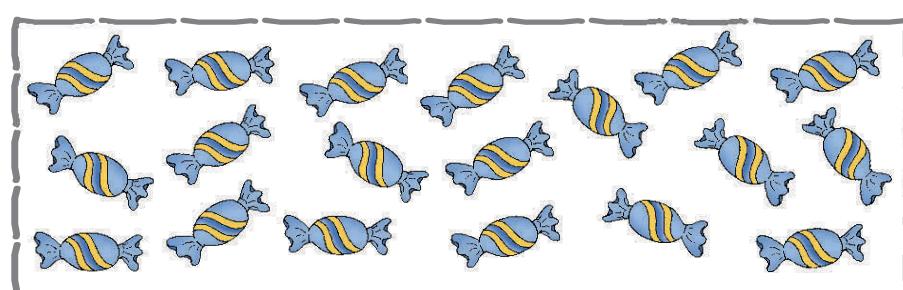
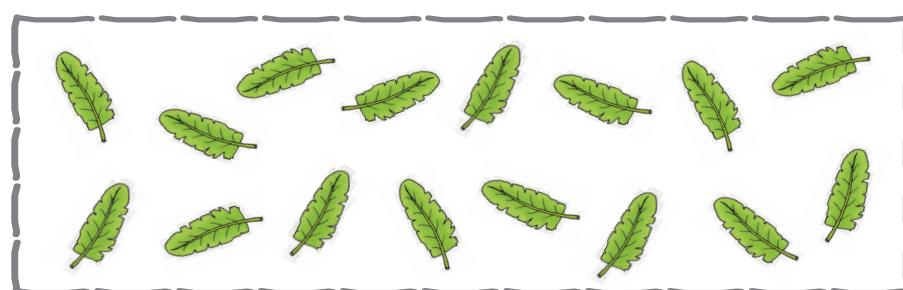
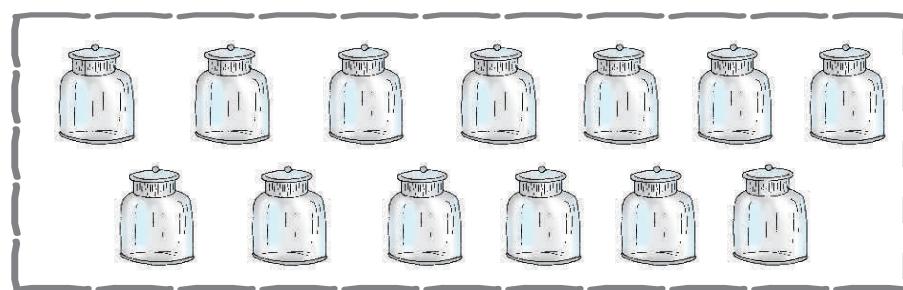
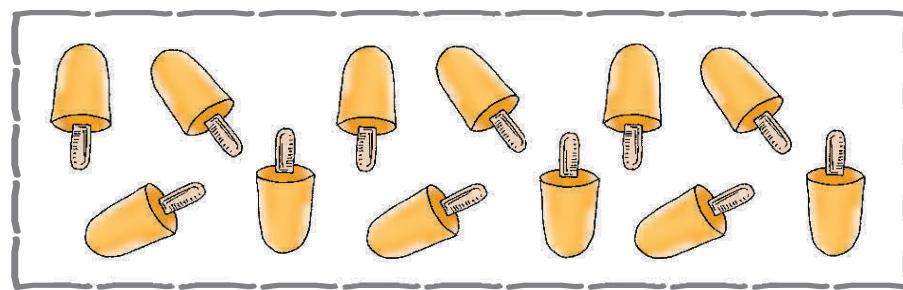
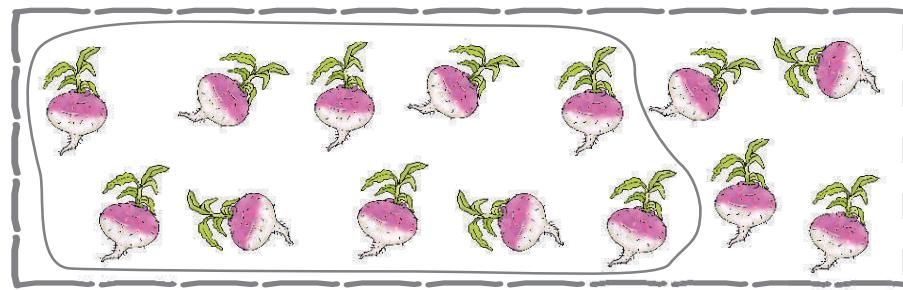
Refer to page no. 142 to develop understanding of numbers from 10 to 20.  
SAMAGRA SHIKSHA, MANIPUR (NOT FOR SALE)





70

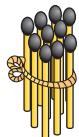
Make a group of 10.





## Counting from 10 to 20

Fill in the blanks.



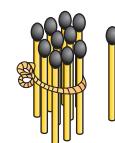
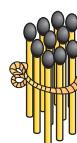
9

+

1

=

10

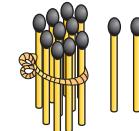
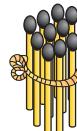


10

+

1

=



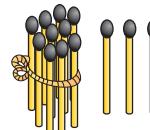
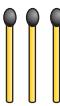
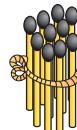
10

+

2

=

12

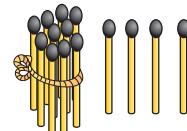
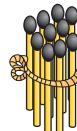


10

+

3

=



10

+

4

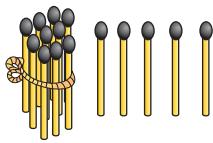
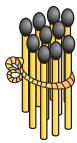
=

14





Fill in the blanks.



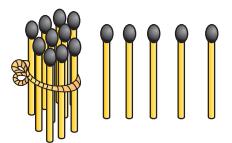
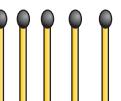
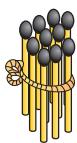
10

+

5

=

15



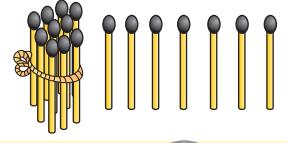
10

+

6

=

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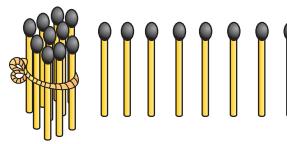
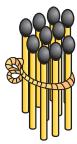
10

+

7

=

17



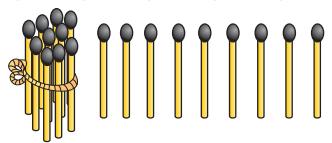
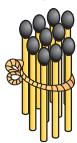
10

+

8

=

\_\_\_\_\_



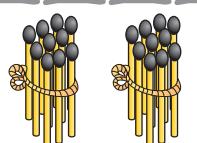
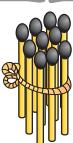
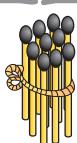
10

+

9

=

19



10

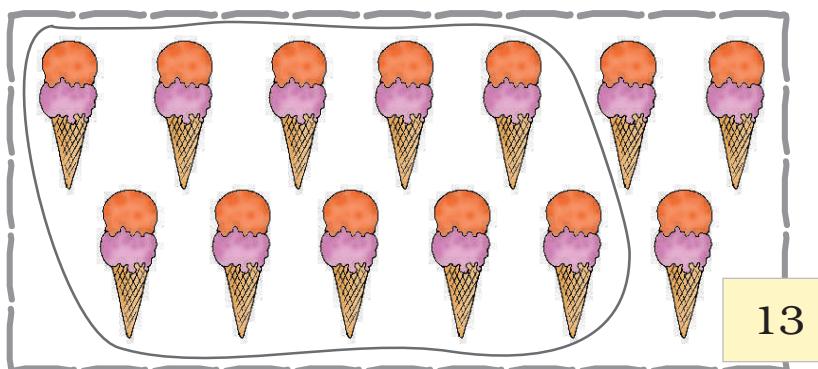
+

10

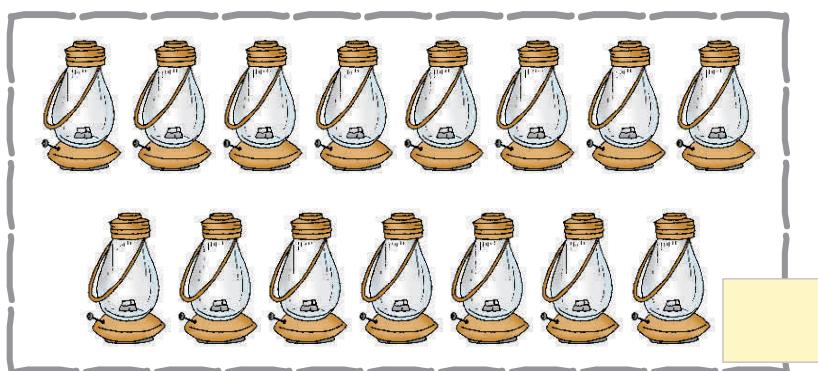
=

20

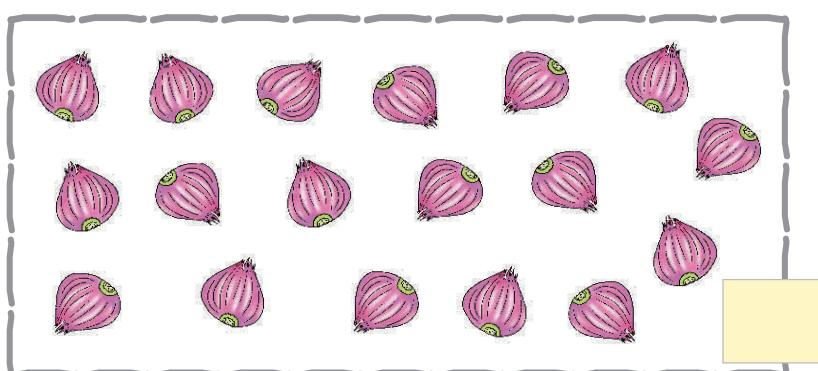
Make a group of 10 and write numbers.



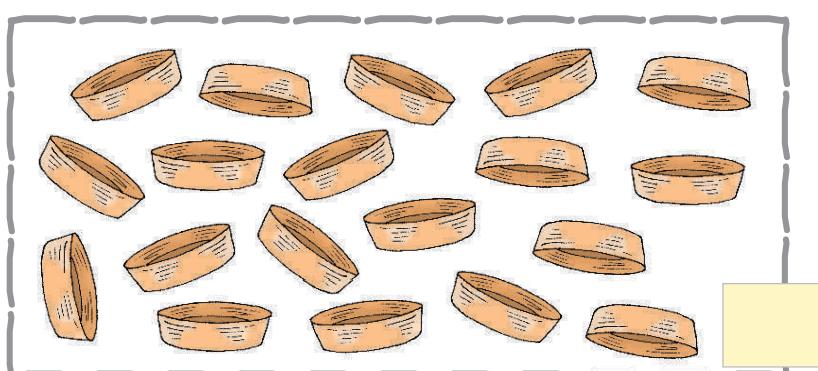
Ten	Ones
1	3



Ten	Ones



Ten	Ones

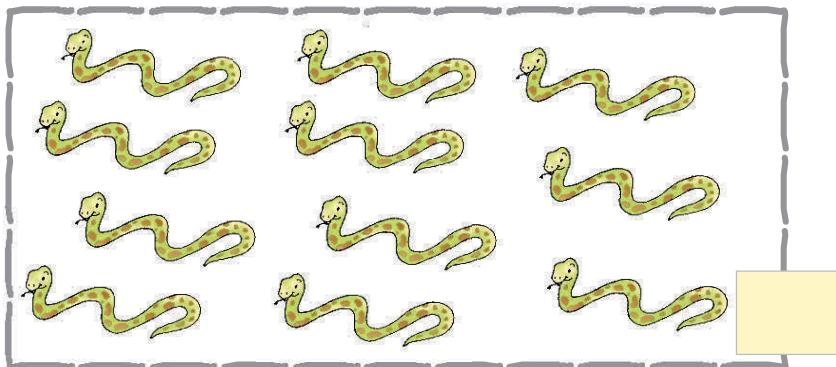


Ten	Ones

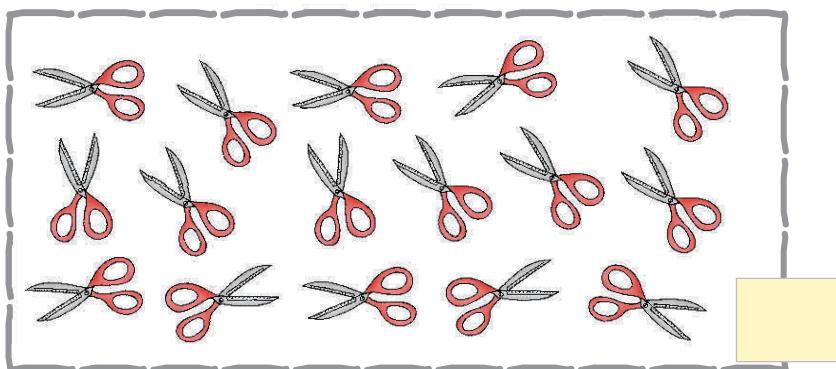




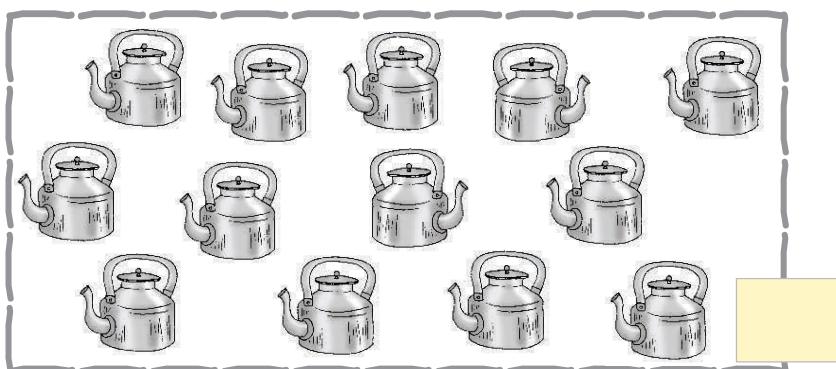
Make a group of 10.



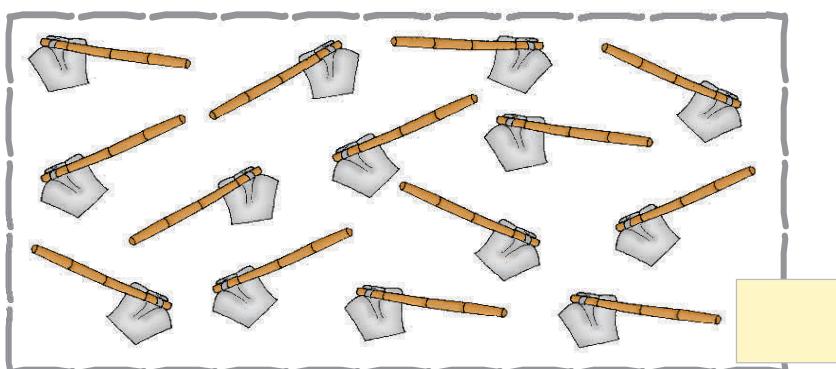
Ten	Ones



Ten	Ones



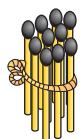
Ten	Ones



Ten	Ones



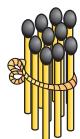
Complete the table



$$= 10$$

1 ten

10	10					

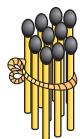


$$= 11$$

1 ten

1 one

11	11					



$$= 12$$

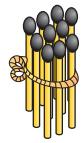
1 ten

2 ones

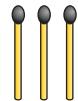
12	12					



## Complete the table



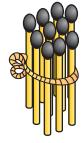
1 ten



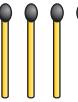
= 13

3 ones

13	13				



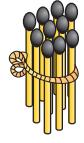
1 ten



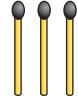
= 14

4 ones

14	14				



1 ten



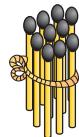
= 15

5 ones

15	15				



Complete the table

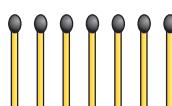
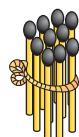


= 16

1 ten

6 ones

16	16						

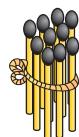


= 17

1 ten

7 ones

17	17						



= 18

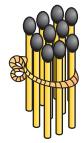
1 ten

8 ones

18	18						



## Complete the table



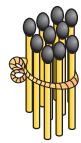
1 ten



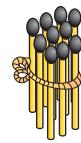
= 19

9 ones

19	19							



1 ten



1 ten

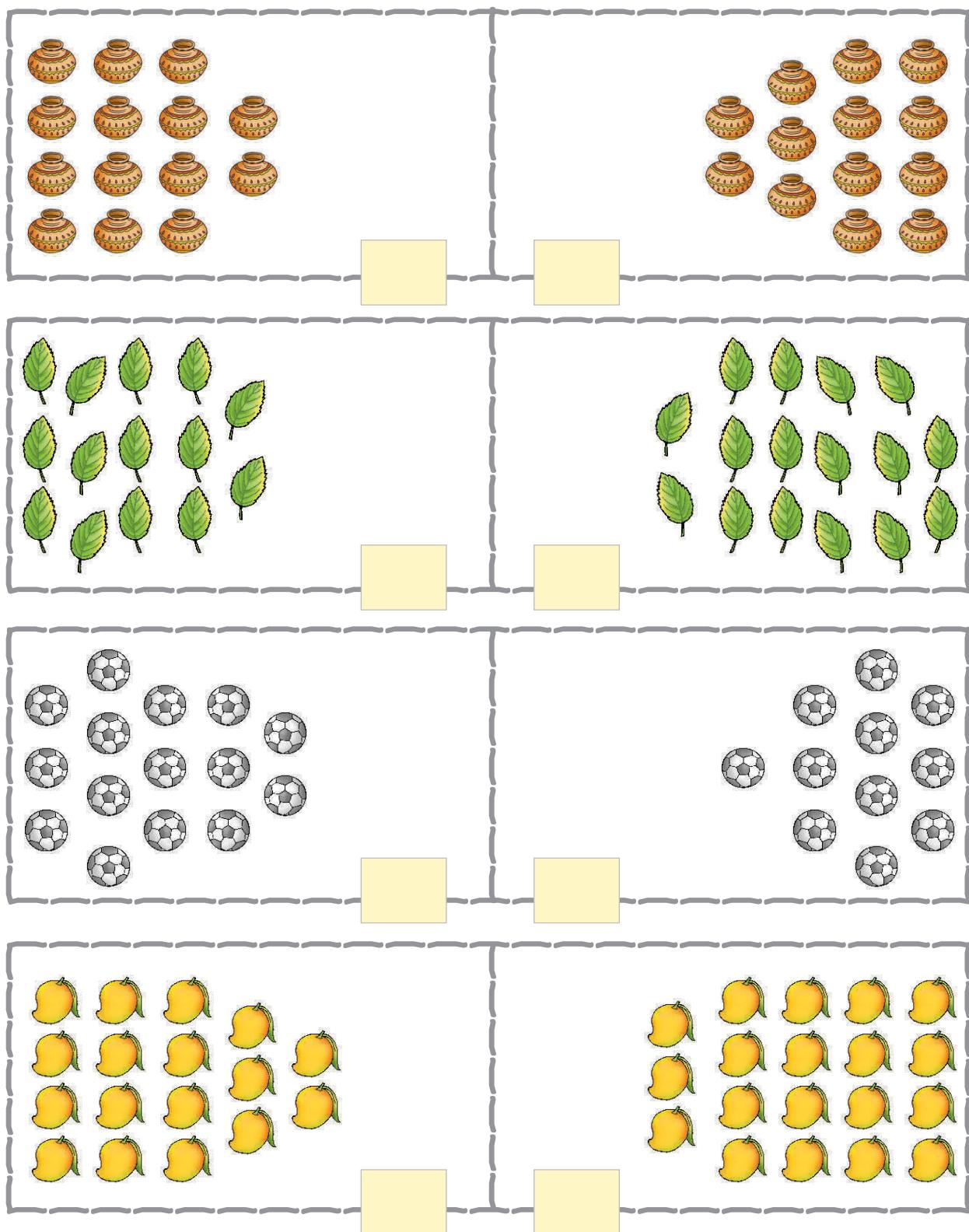
= 20

2 tens

20	20							

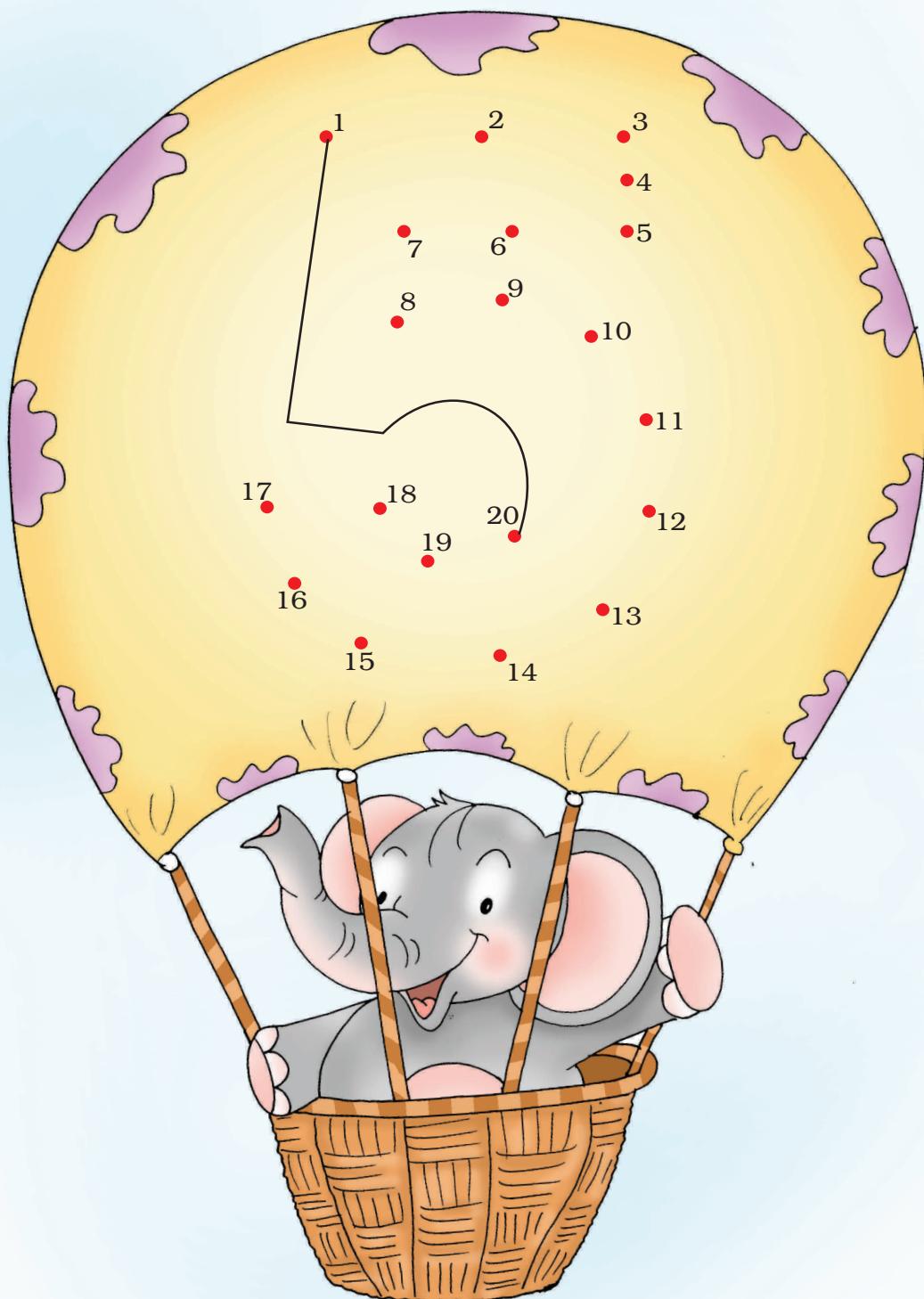


Tick(✓) the group with more objects.

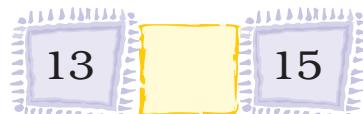
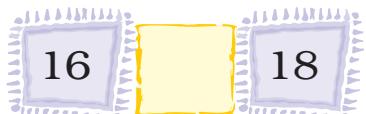




Join in order.



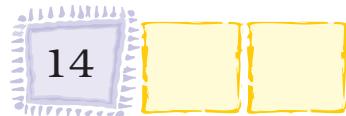
Write the **missing** numbers.



What comes after 18?



What comes after 14?



What comes before 16?



Write numbers before and after 9?



Write numbers before and after 18?



Write numbers before and after 10?





Circle the **bigger** number.

11      13

13      15

18      8

12      8

17      7

11      10

16      6

1      11

9      19

Circle the **smaller** number.

20      10

6      4

10      12

11      9

5      15

12      2

16      17

9      10

15      13

Circle the **biggest** number.

13

3

9

12

15

20

10

5

12

11

12

13

19

18

17

13

16

14

Circle the **smallest** number.

7

2

4

14

16

12

15

7

20

19

8

9

1

10

20

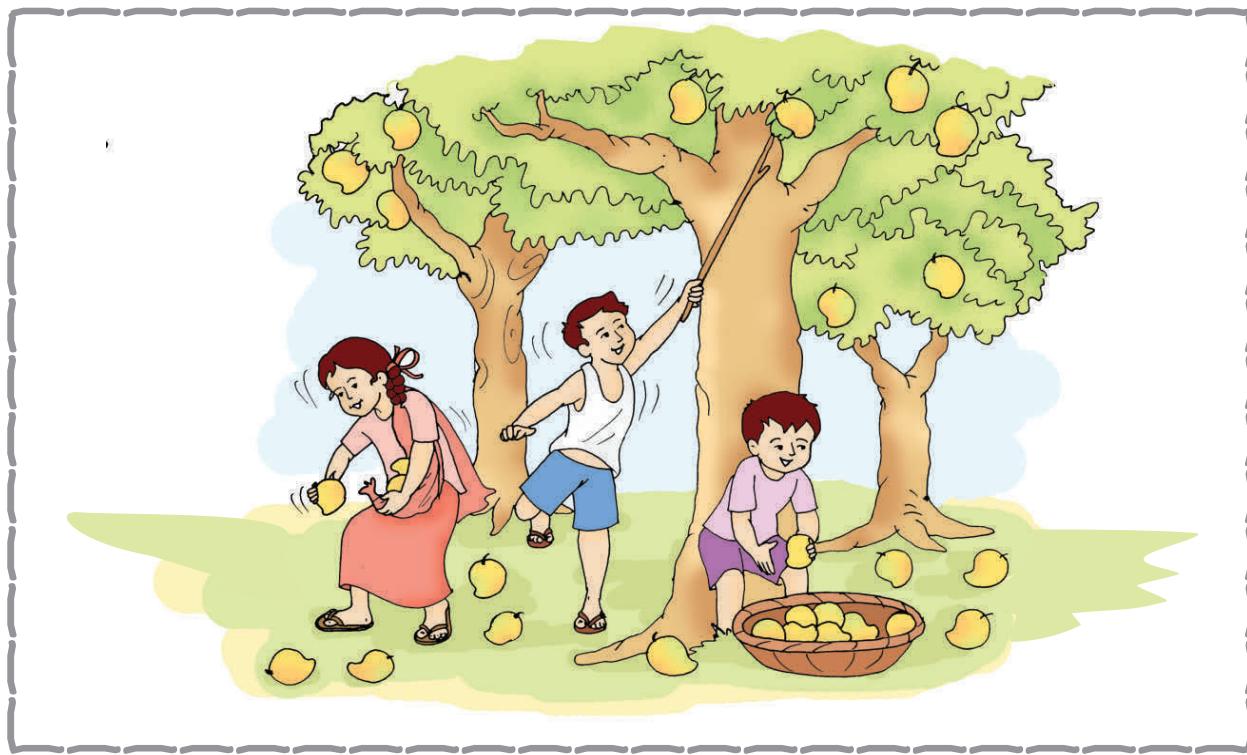
16

15

14



## Addition



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$$4 + 5 =$$



$$0 + 3 =$$



$$5 + 2 =$$

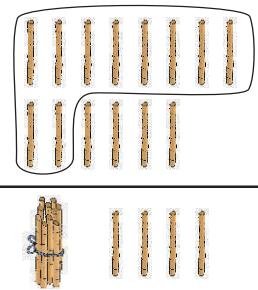
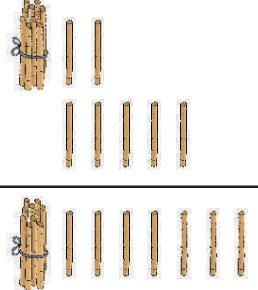


$$6 + 2 =$$

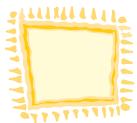
$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 5 \\ \hline \end{array}$$

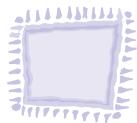
$$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$$

$  \begin{array}{r}  8 \\  + 6 \\  \hline  14  \end{array}  $		$  \begin{array}{r}  12 \\  + 5 \\  \hline  17  \end{array}  $	
---	---	--	---

$$8 + 7 =$$



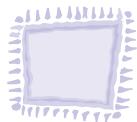
$$11 + 5 =$$



$$9 + 9 =$$



$$4 + 12 =$$



$$8 + 5 =$$



$$13 + 5 =$$



$$6 + 7 =$$



$$0 + 14 =$$



$$\begin{array}{r}
 5 \\
 + 9 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 7 \\
 + 8 \\
 \hline
 \end{array}$$

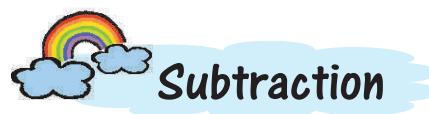
$$\begin{array}{r}
 5 \\
 + 5 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 12 \\
 + 7 \\
 \hline
 \end{array}$$

1. Rahul has 8 pencils. Sonu has 7 pencils. How many pencils do they have altogether?

2. Farida plucked 4 apples. Sita plucked 6 apples. Both put them together. How many apples are there now?

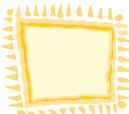


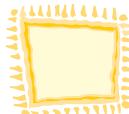


## Subtraction

$7 - 4 =$ 


$9 - 8 =$ 


$2 - 2 =$ 


$6 - 2 =$ 


$$\begin{array}{r}
 8 \\
 - 4 \\
 \hline
 \end{array}$$

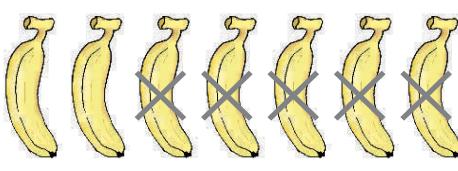
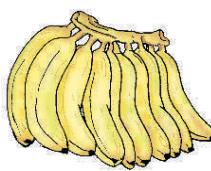

$$\begin{array}{r}
 6 \\
 - 5 \\
 \hline
 \end{array}$$


$$\begin{array}{r}
 4 \\
 - 0 \\
 \hline
 \end{array}$$

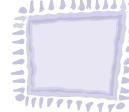



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$$\begin{array}{r}
 17 \\
 - 5 \\
 \hline
 12
 \end{array}$$



$15 - 4 =$ 


$17 - 2 =$ 


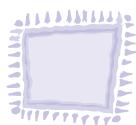
$19 - 7 =$ 


$12 - 1 =$ 

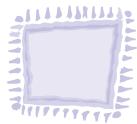

$18 - 8 =$



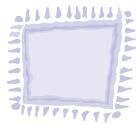
$14 - 3 =$



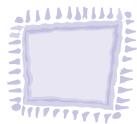
$17 - 5 =$



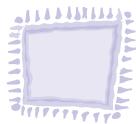
$12 - 4 =$



$11 - 1 =$



$13 - 0 =$



$$\begin{array}{r} 1 \ 7 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \ 8 \\ - 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 1 \ 9 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \ 4 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \ 3 \\ - 6 \\ \hline \end{array}$$

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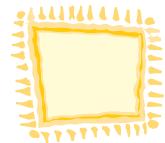
1. Sohan's mother brought 9 bananas from the market. She gave 4 bananas to Sohan. How many bananas was she left with?

2. Rahim had 8 flowers. He put three flowers in a vase. How many flowers was he left with?

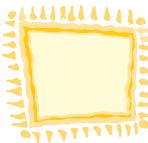


## Addition practice.

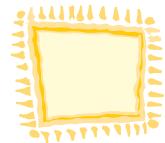
$3 + 7 =$



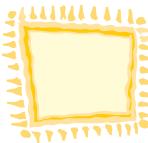
$7 + 6 =$



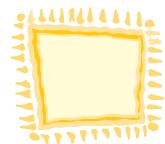
$5 + 8 =$



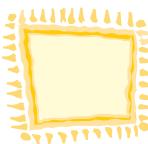
$9 + 2 =$



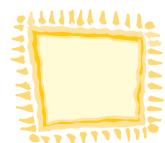
$6 + 8 =$



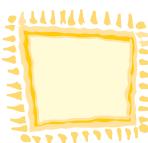
$8 + 7 =$



$9 + 9 =$

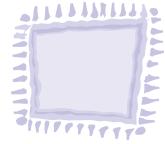


$4 + 8 =$

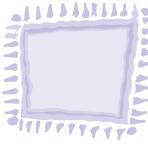


## Subtraction practice.

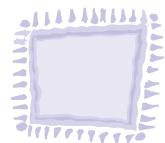
$13 - 7 =$



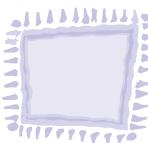
$16 - 6 =$



$15 - 3 =$



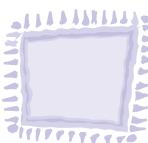
$12 - 0 =$



$19 - 6 =$



$14 - 3 =$



$17 - 4 =$



$18 - 7 =$

