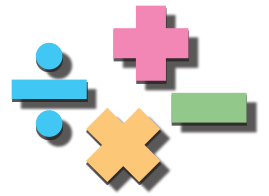


New

COMPOSITE MATHEMATICS



Class

1

Dr R.S. AGGARWAL
M.Sc., Ph.D.

VIKAS AGGARWAL





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Preface

In response to the tremendous response and numerous feedbacks received from teachers and students, we feel great pleasure to bring out this new edition titled **New Composite Mathematics** for LKG to Class 5.

As you are well aware, the primary classes form the foundation of a student's knowledge. It is at this very level that a child grasps the fundamental concepts of mathematics, which he/she goes on to apply to all sorts of fields in higher classes. It, therefore, becomes essential to make him/her understand these concepts very clearly.

The latest syllabus prescribed by NCERT stresses on practical approach to studies, so that the child can learn the basic concepts from things around him/her. Further, the concept of CCE (Continuous and Comprehensive Evaluation) introduced by CBSE seeks to test the knowledge of basic concepts of a child through objective type, very short answer and short answer questions supported by 'fill in the blanks' and 'true/false type' questions.

This new edition of the book is fully in accordance with the principle of CCE.

The salient features of the book are:

- Completely redesigned and re-illustrated.
- The theory is presented in a very simple language and supported with examples from everyday life.
- Adequate number of questions for practice have been given in exercises to enable child to have sufficient drill on each topic.
- The section called '**Activity Time**' in each chapter contains relevant Maths Lab Activities, Fun Activities and Projects.
- A section called '**CCE Drill**' with two parts has been added to each chapter.
 - (a) **Question Bag 1** consisting of Multiple Choice Questions.
 - (b) **Question Bag 2** consisting of a Self Assessment Test in which short answer questions, true/false questions and fill in the blanks have been given.

Suggestions for any improvement in the book are always welcome.

Contents

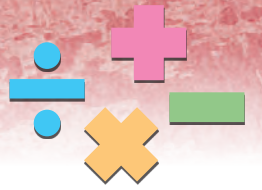
1. Learning Basics	7–21
Counting 1 to 9	8
Matching One to One	15
Odd One Out	18
2. Numbers from 1 to 10	22–27
Just After - Just Before - Between	23
Comparison of Numbers	24
Comparison of Numbers Using the Number Line	26
3. Addition	28–37
Addition by Counting	30
Addition by Drawing Lines	32
Finger Counting	35
Word Problems	36
4. Subtraction	38–45
Word Problems	44
5. Concept of Zero	46–51
Addition Property of Zero	49
Subtraction Property of Zero	51
6. Numbers from 11 to 20	52–59
Numbers From 11 to 20	52
Numbers and Number Names	55
Addition of Smaller Numbers	56
Addition by Forward Counting	57
Subtraction of Smaller Numbers	58
Subtraction by Backward Counting	59
7. Numbers from 21 to 50	60–66
Numbers 21–30	60
Numbers 31–40	61
Numbers 41–50	62
Counting 1 to 50	63
Numbers and Number Names	64
8. Numbers from 51 to 100	67–80
Numbers 51–60	67
Numbers 61–70	68
Numbers 71–80	69

Numbers 81–90	70
Numbers 91–100	71
Numbers from 1 to 100	72
Counting Breaks	73
Counting by Grouping	74
Numbers and Number Names	76
Just Before – Just After – Between	78
9. Numerals on Abacus	81–86
Numbers in Expanded Form	83
Numbers in Short Form	85
1-digit and 2-digit Numbers	86
10. Comparison of Numbers	87–92
Number Grid	87
Comparison on the Number Line	89
Rules for Comparison	91
11. Ordering of Numbers	93–98
Ascending Order	93
Descending Order	93
12. Addition of 2-digit Numbers	99–106
Addition by Short Method	102
Addition of 2-digit Numbers (with carrying)	104
Word Problems	106
13. Subtraction of 2-digit Numbers	107–114
Subtraction by Short Method	109
Subtraction of 2-digit Numbers (with borrowing)	111
Word Problems	113
Mixed Problems	114
14. Skip Counting	115–118
15. Multiplication	119–128
Multiplication Tables	124
16. Ordinal Numbers	129–131
17. Time	132–136
Day and Night	132
Parts of the Day	132
Measuring Time	134
Daily Routine	135

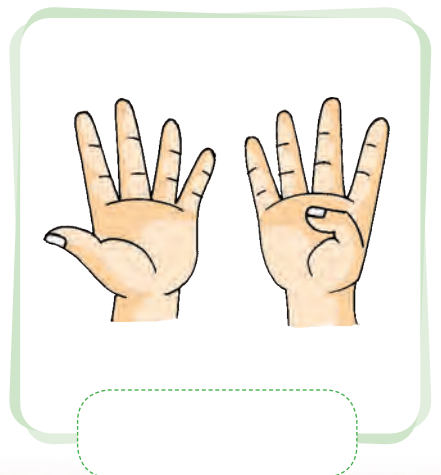
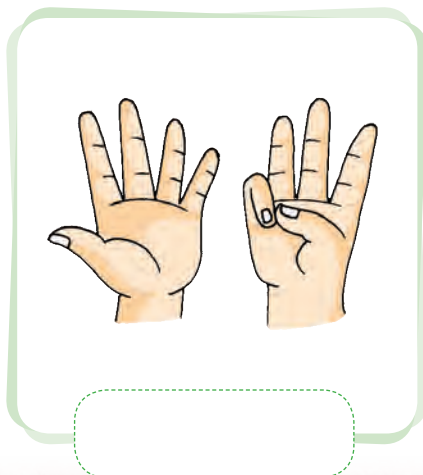
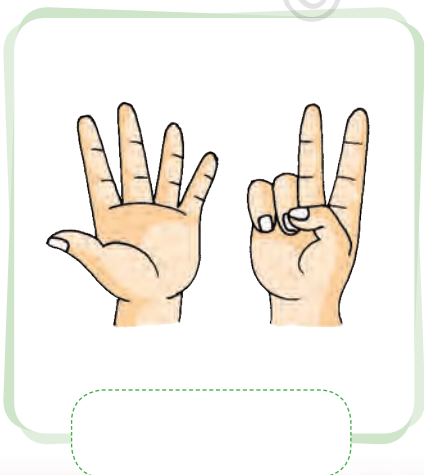
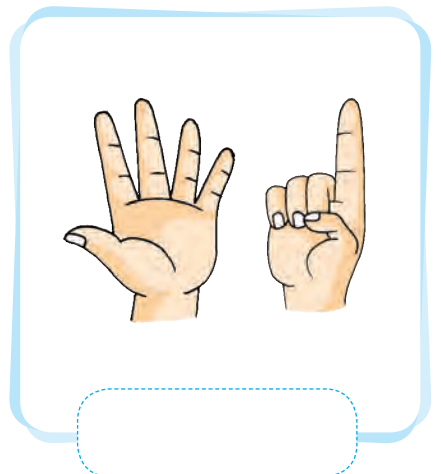
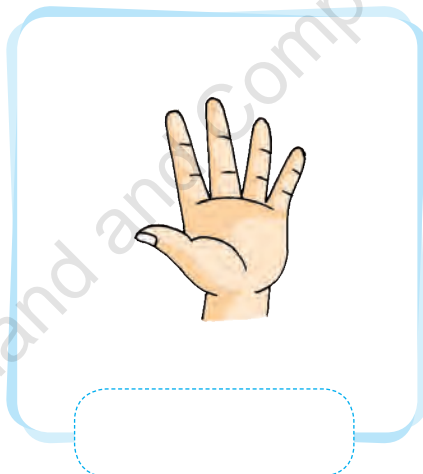
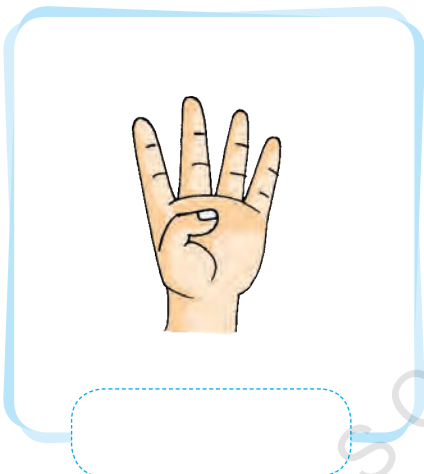
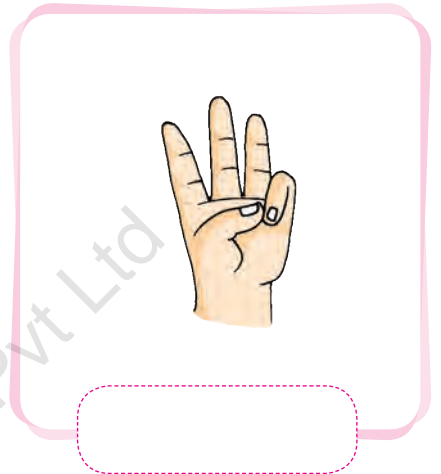
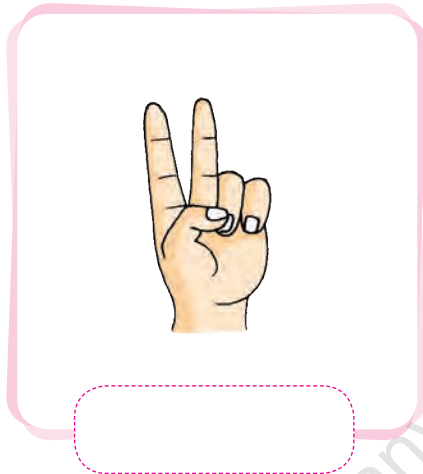
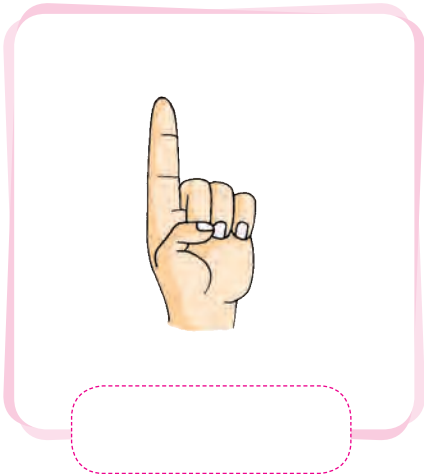
18. Calendar	137–140
Days of the Week	137
Months of a Year	139
19. Money	141–145
Shopping	144
Word Problems	145
20. Measurements	146–159
Longer – Shorter	146
Longest – Shortest	147
Bigger – Smaller	148
Taller – Shorter	150
Tallest – Shortest	151
Thicker – Thinner	153
Heavier – Lighter	154
Heaviest – Lightest	155
Near – Far	157
More – Less	158
21. Shapes	160–169
Plane Shapes	160
Solid Shapes	164
Sliding – Rolling	167
22. Spatial Relationships.....	170–173
23. Patterns	174–175
24. Data Handling.....	176–184

1

Learning Basics

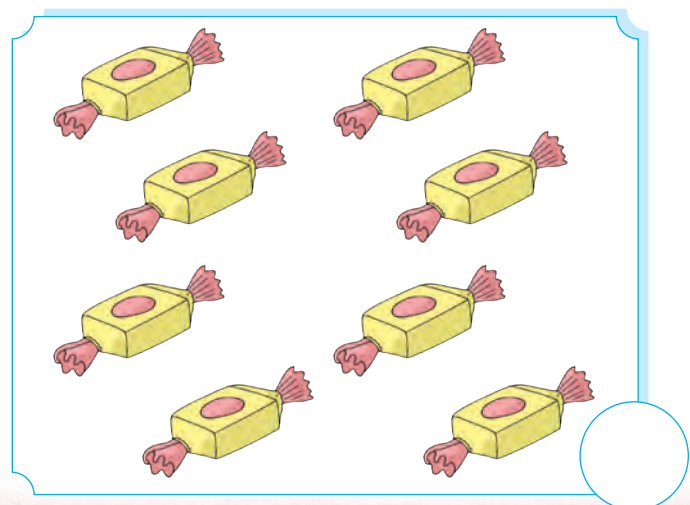
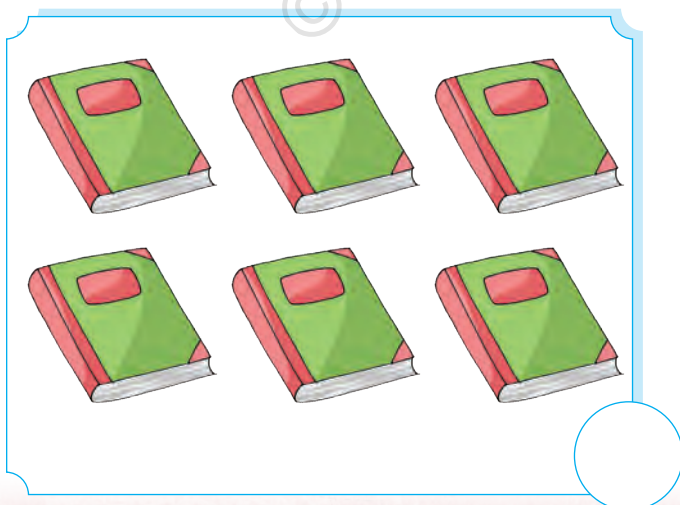
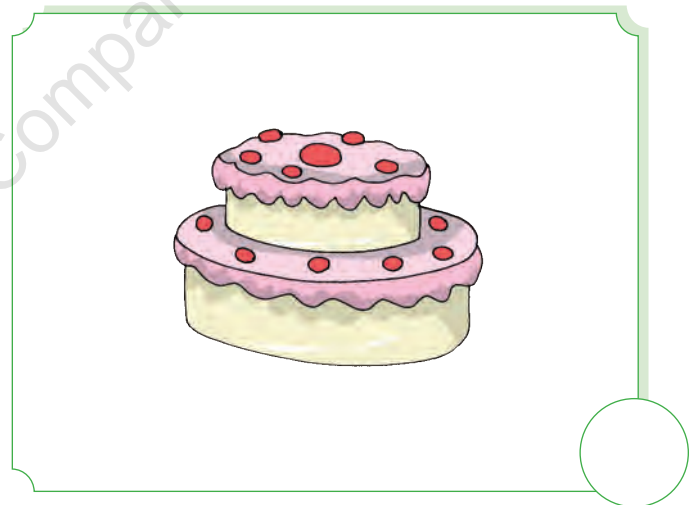
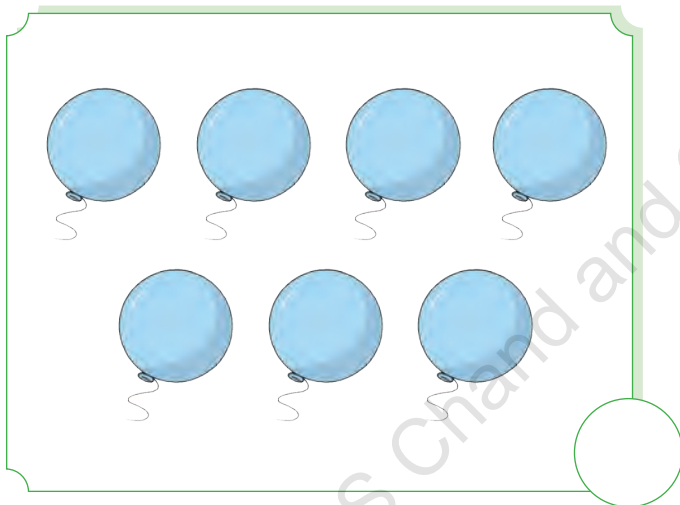
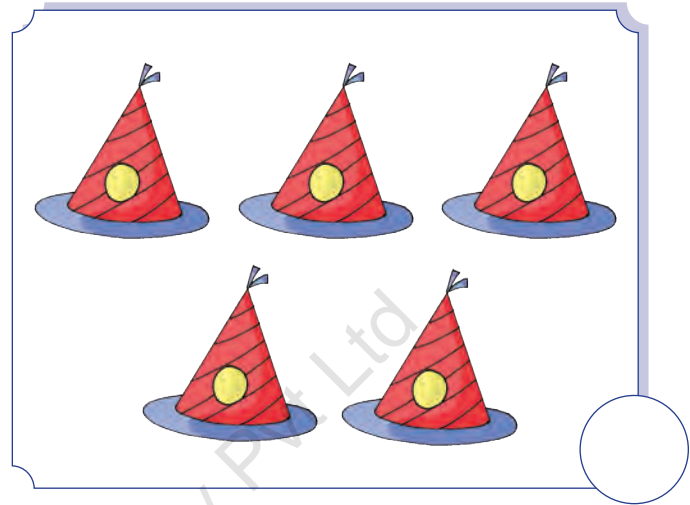
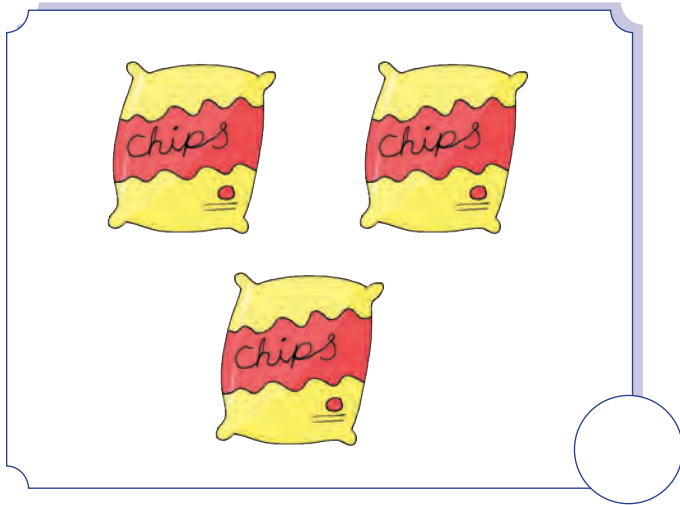


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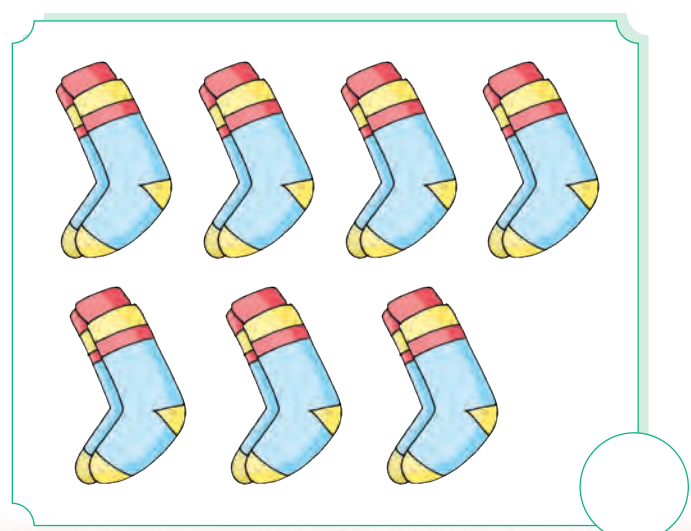
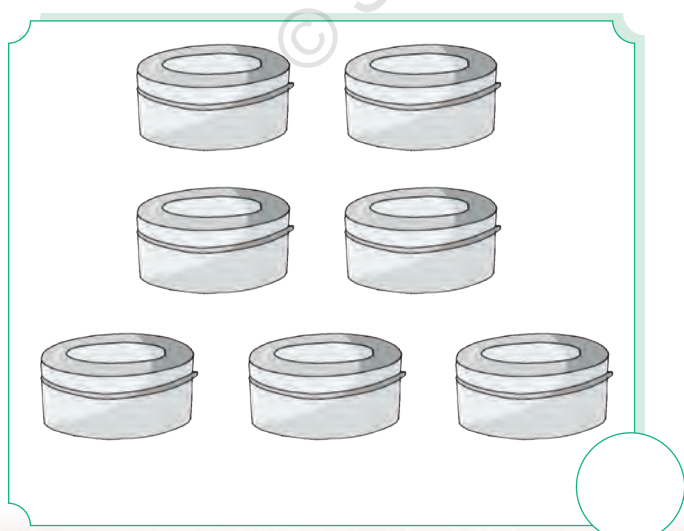
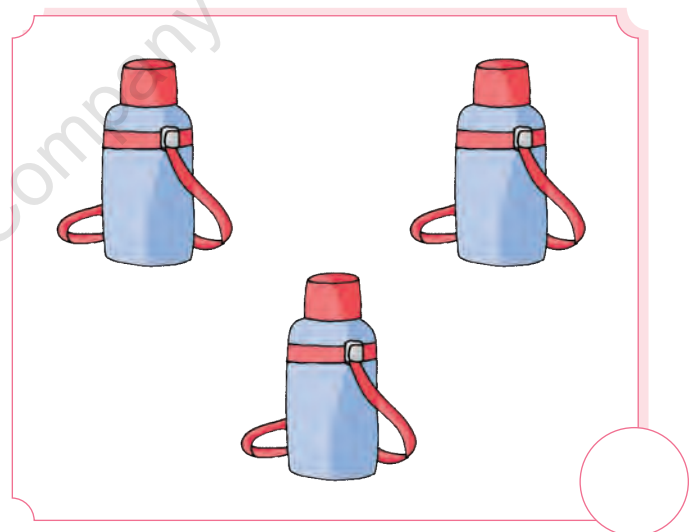
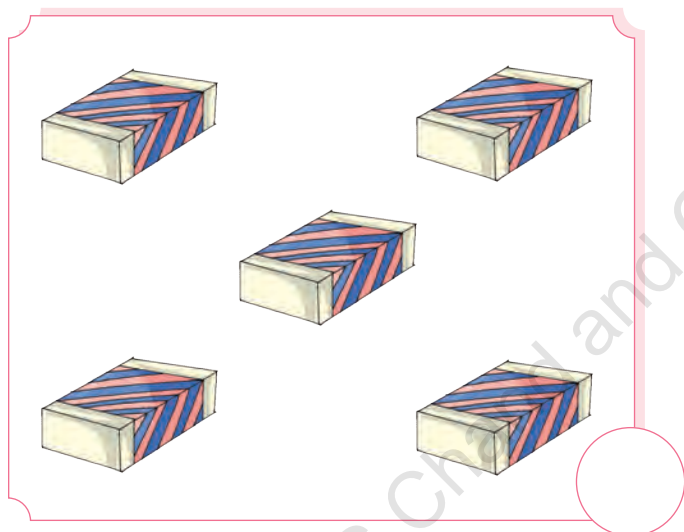
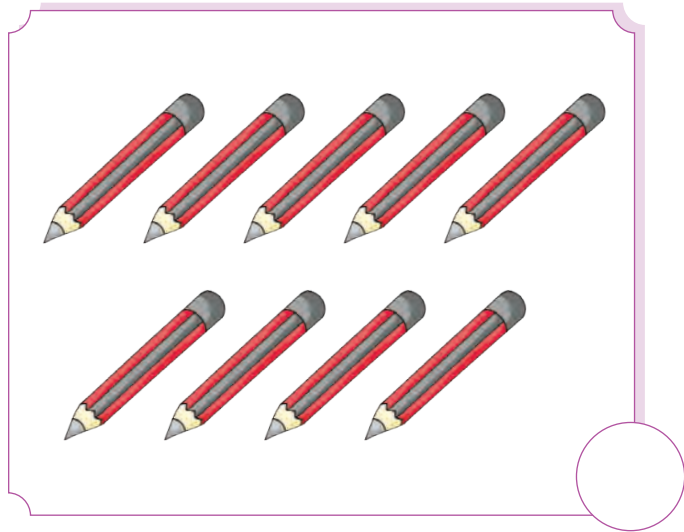


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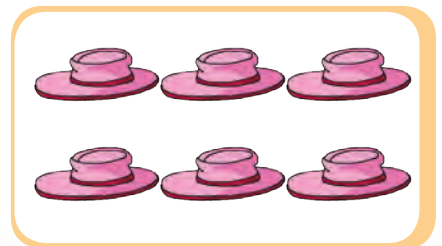
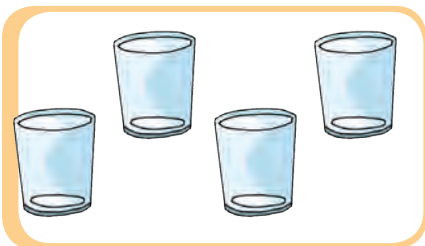
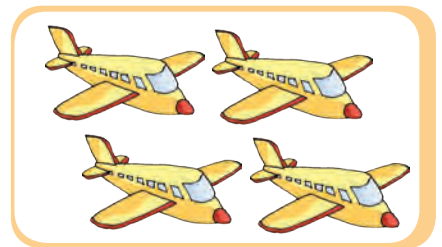
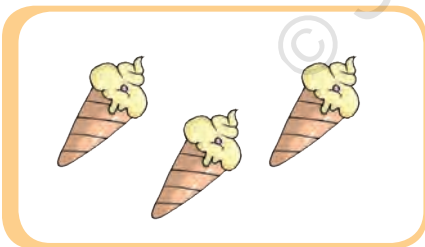
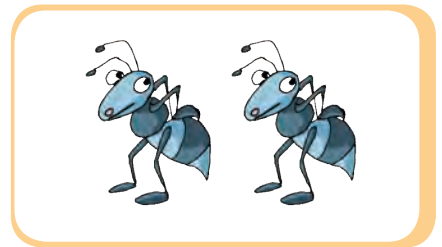
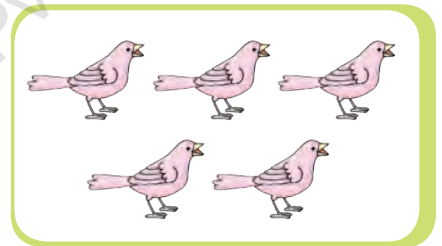
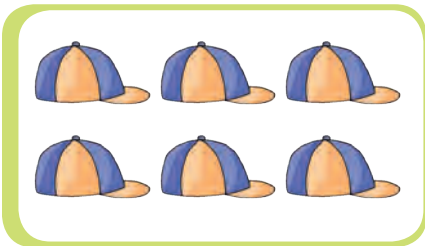
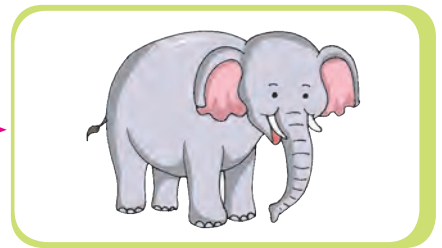
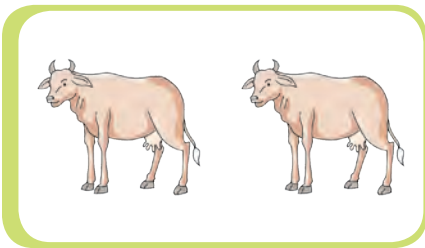
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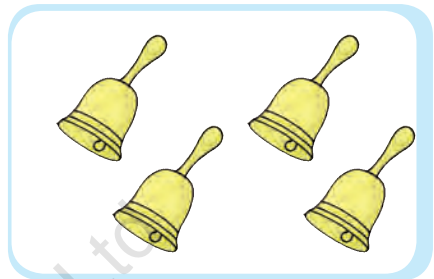
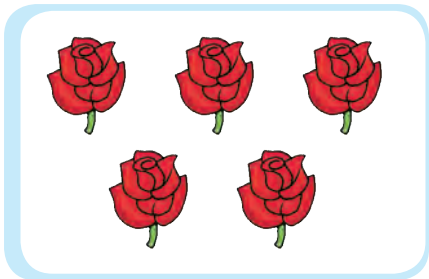
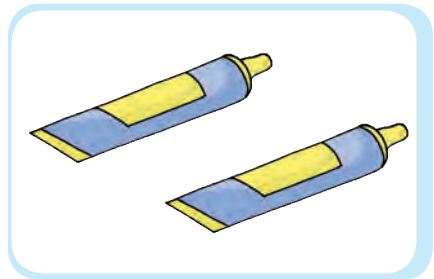
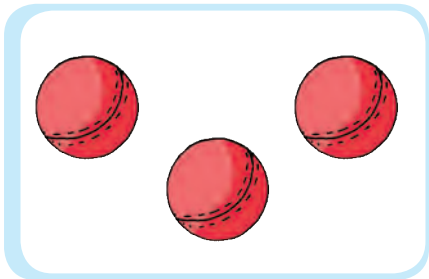


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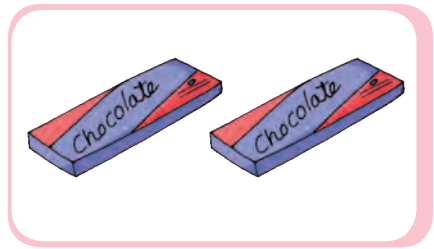
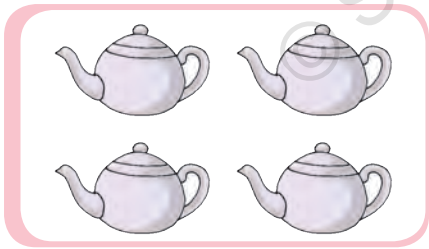
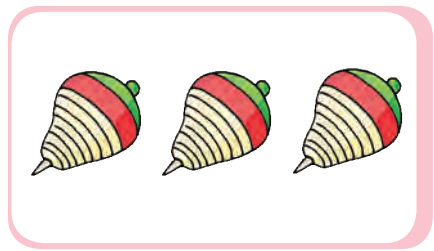
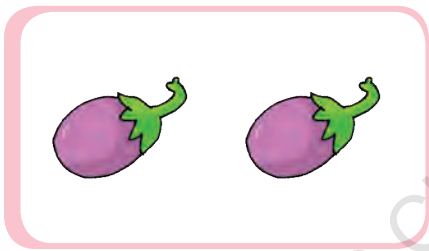
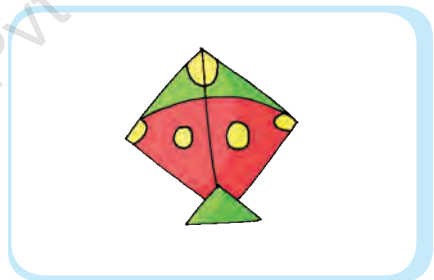
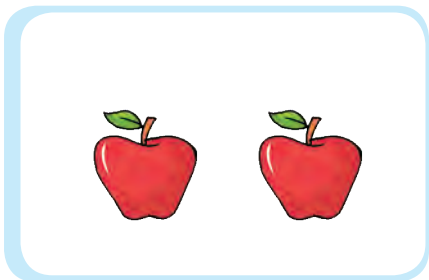


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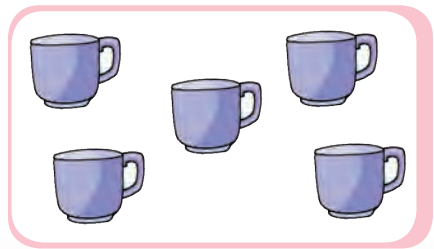
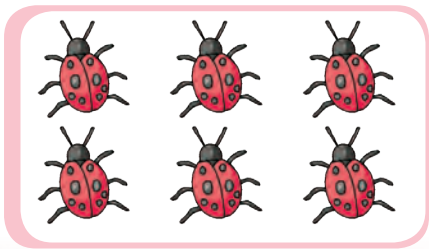


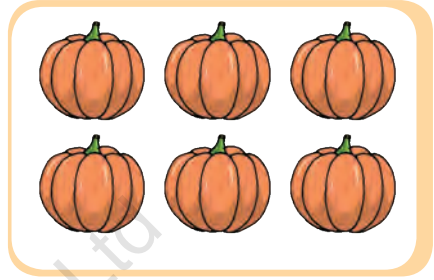
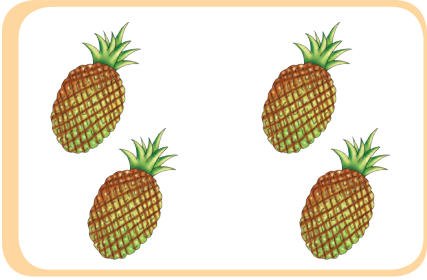
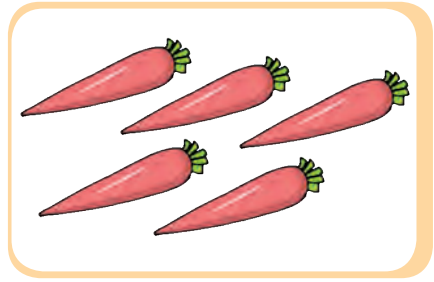
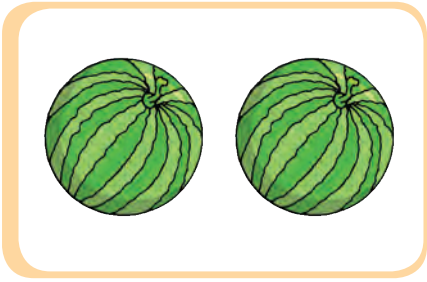


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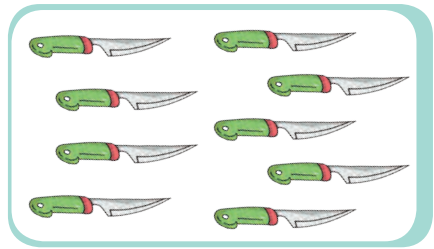
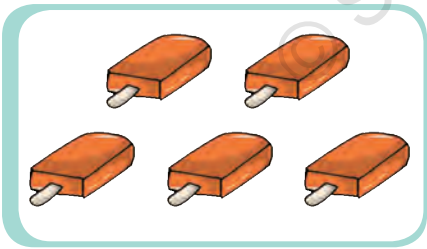
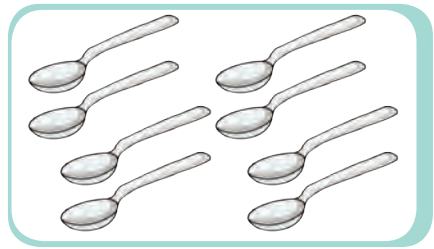
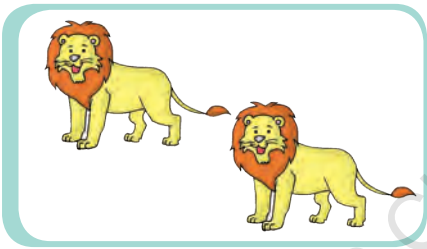
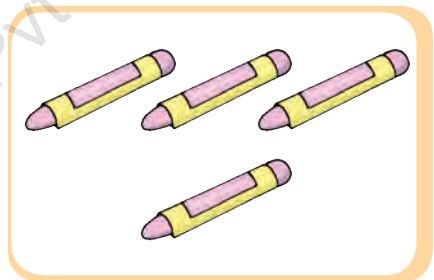
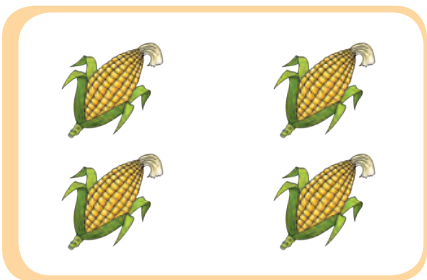


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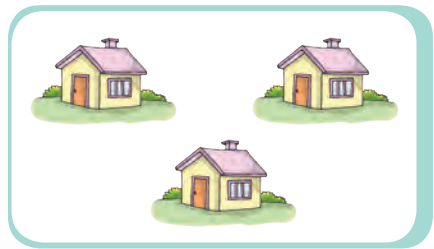
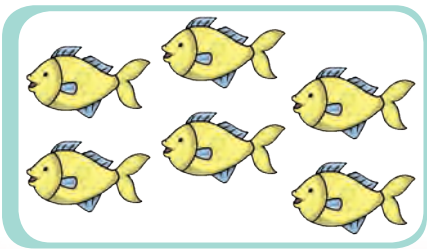


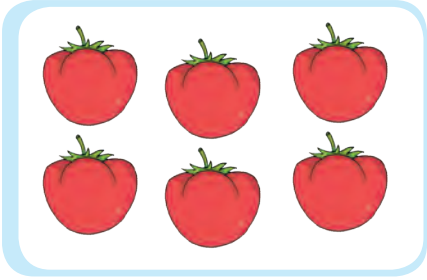
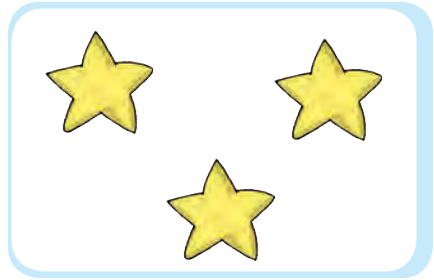
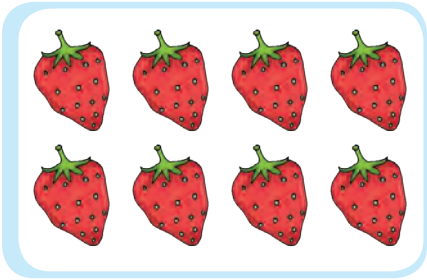


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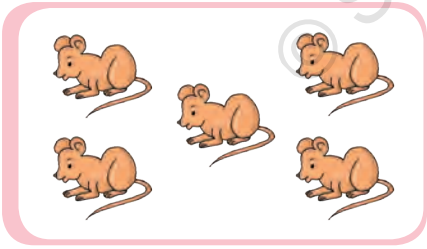
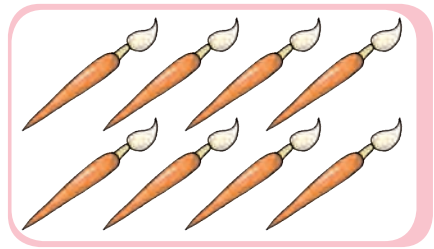
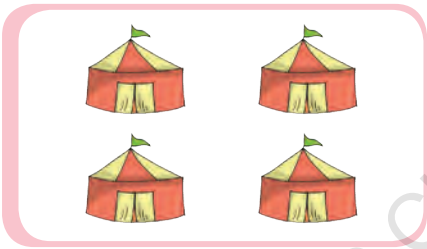
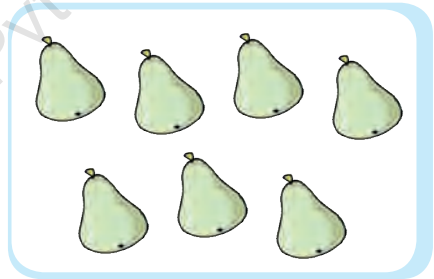
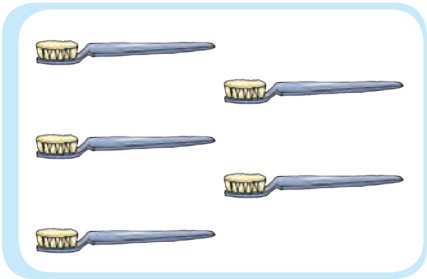


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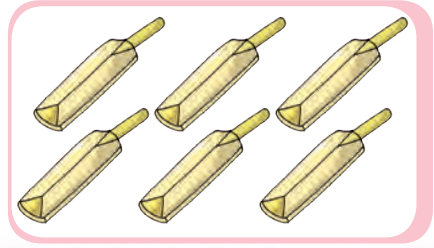
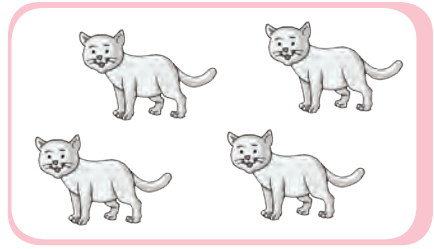


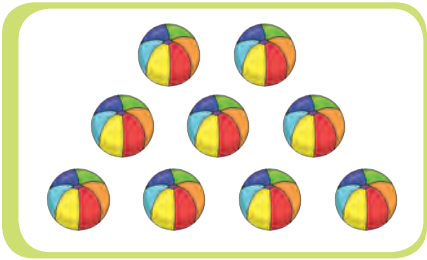


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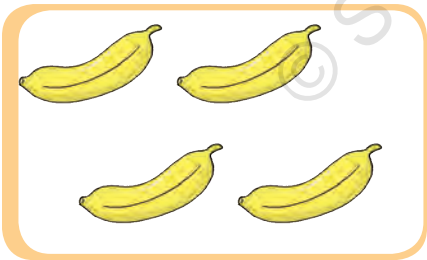
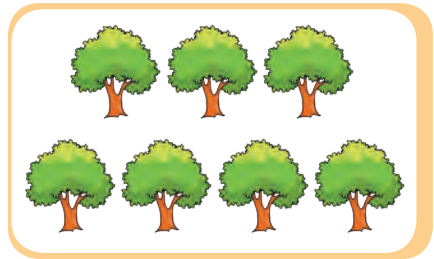
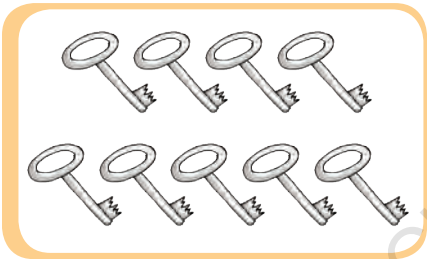
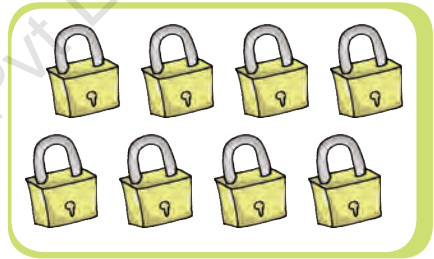
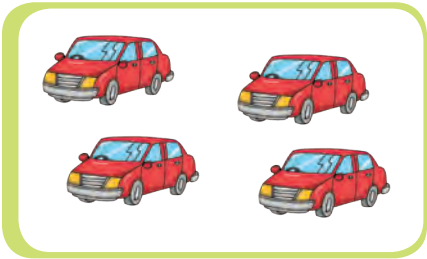
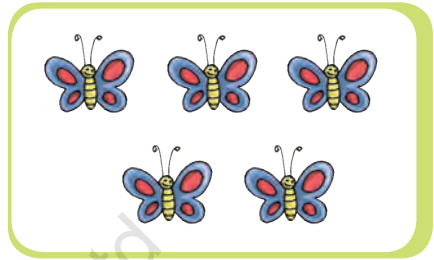


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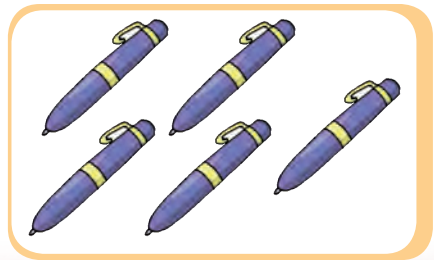
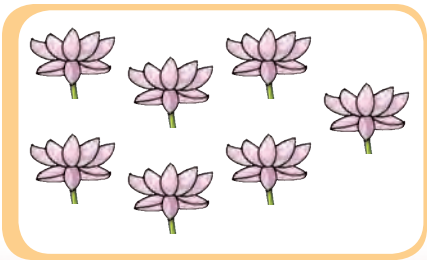
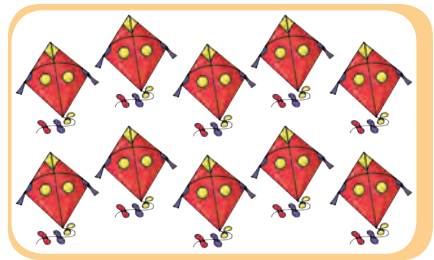




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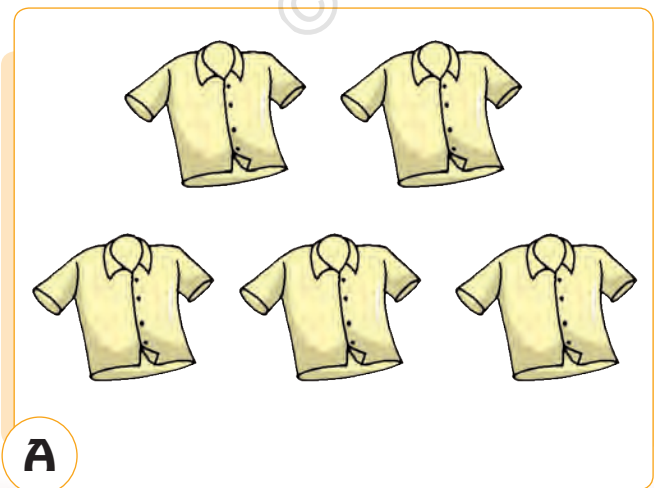
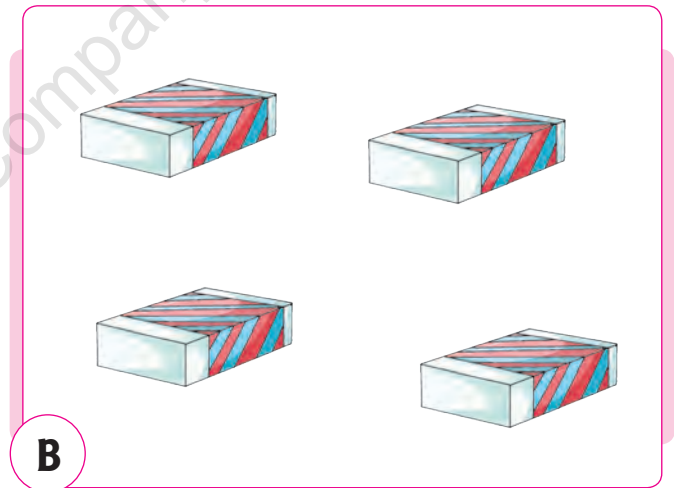
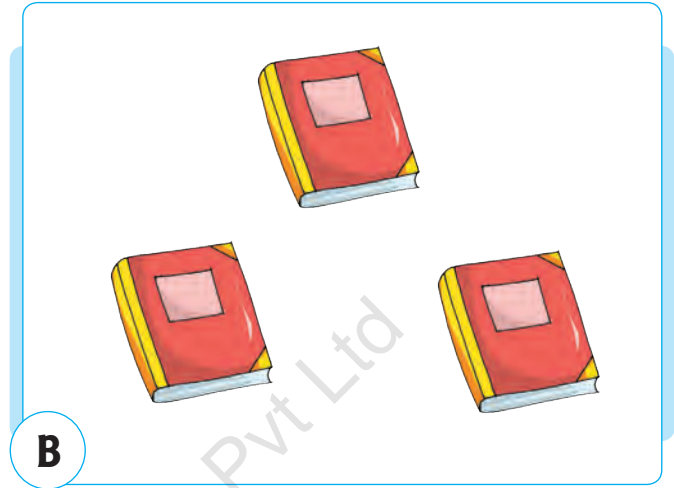
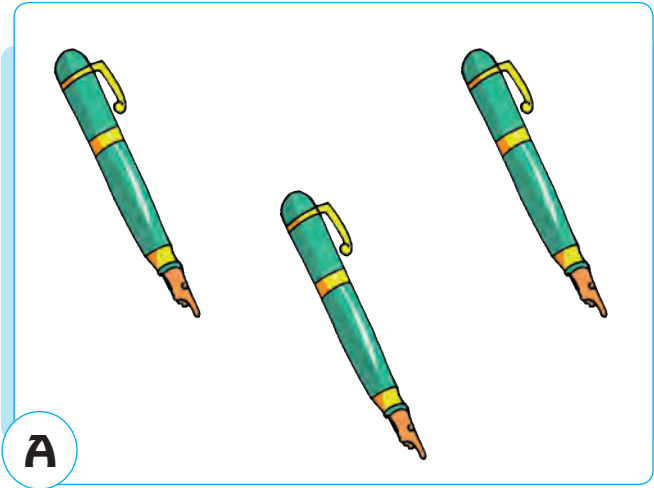


10



Matching One to One

Match one to one the objects of Collection A with the objects of Collection B.



Match one to one the objects of Collection A with the objects of Collection B. Cross (x) the collection with more objects. One has been done for you.

A

B

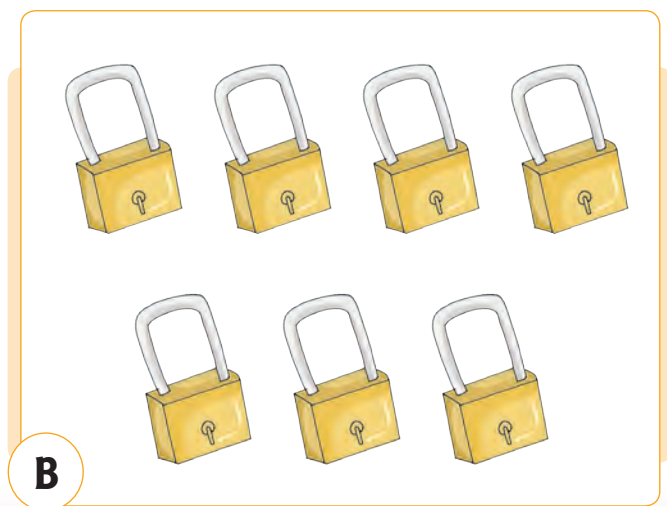
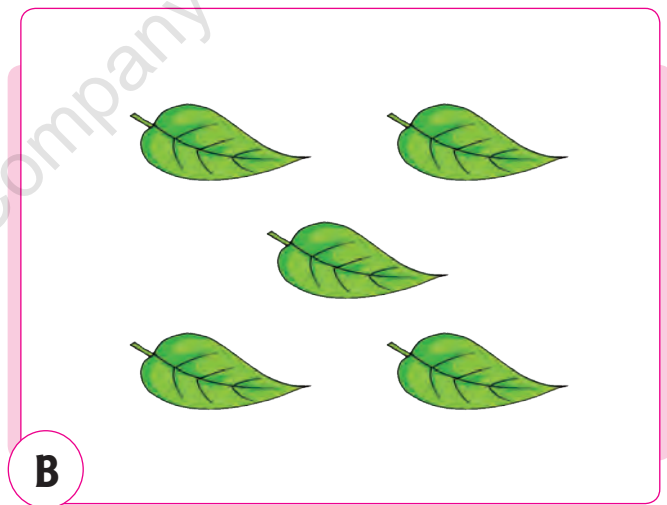
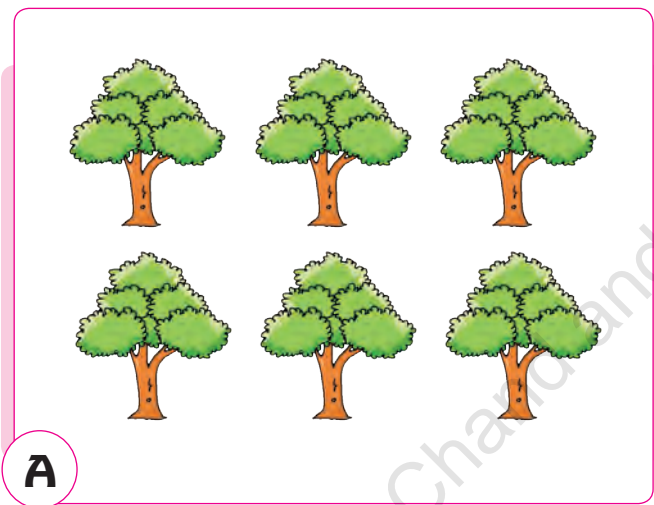
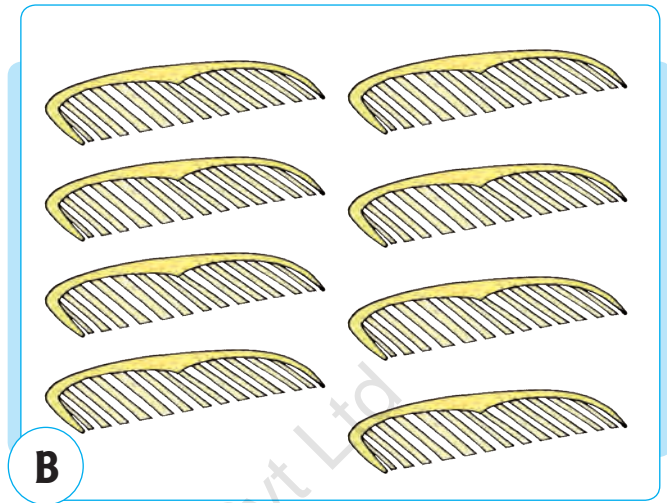
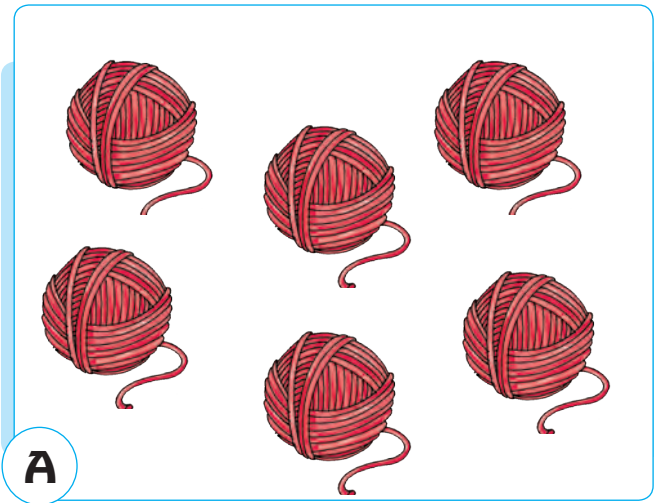
A

B

A

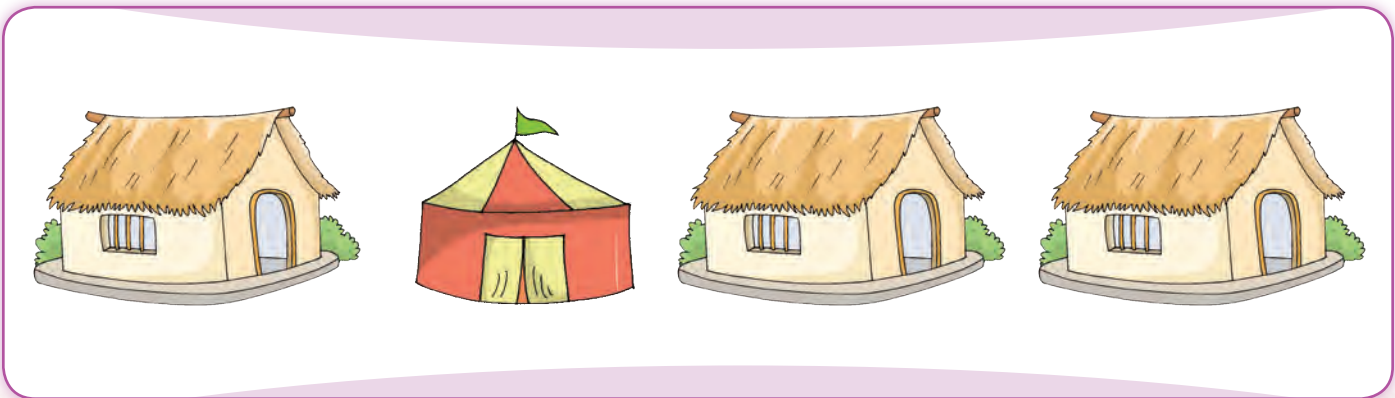
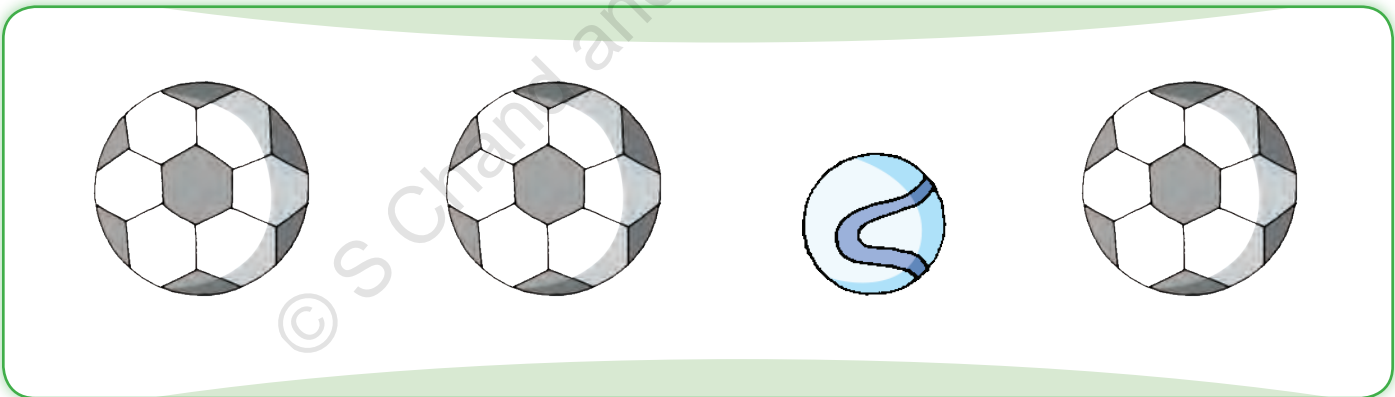
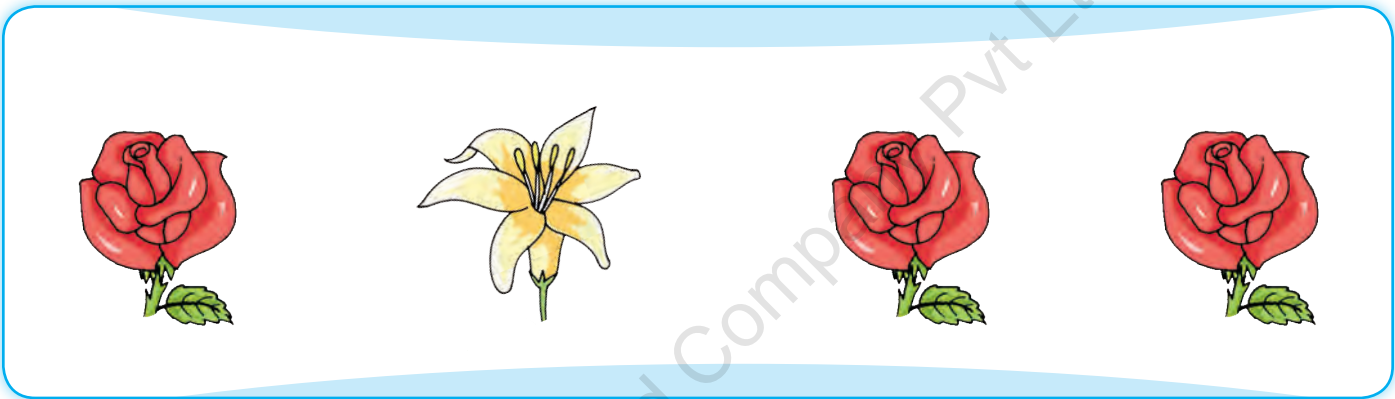
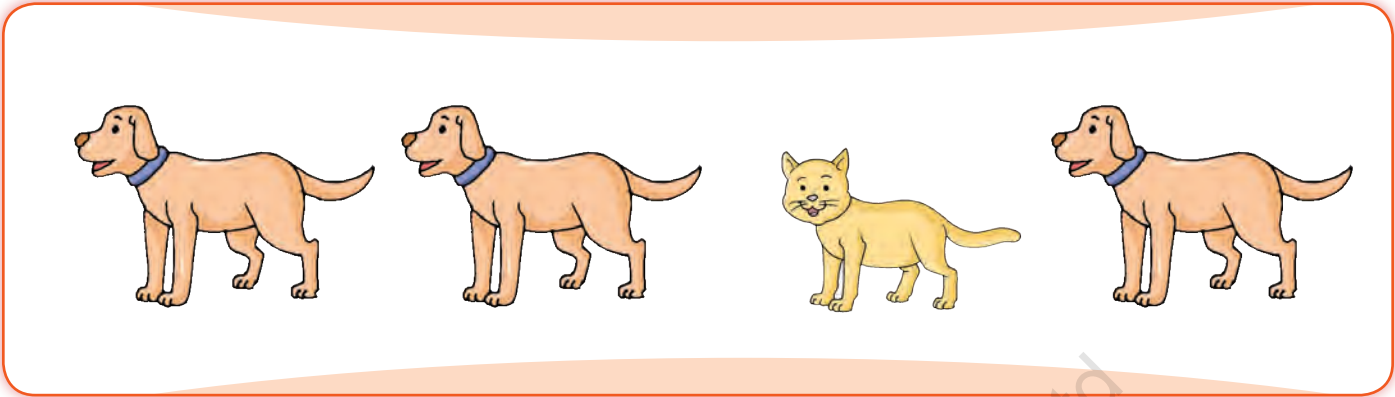
B

Match one to one the objects of Collection A with the objects of Collection B. Cross (x) the collection with more objects.

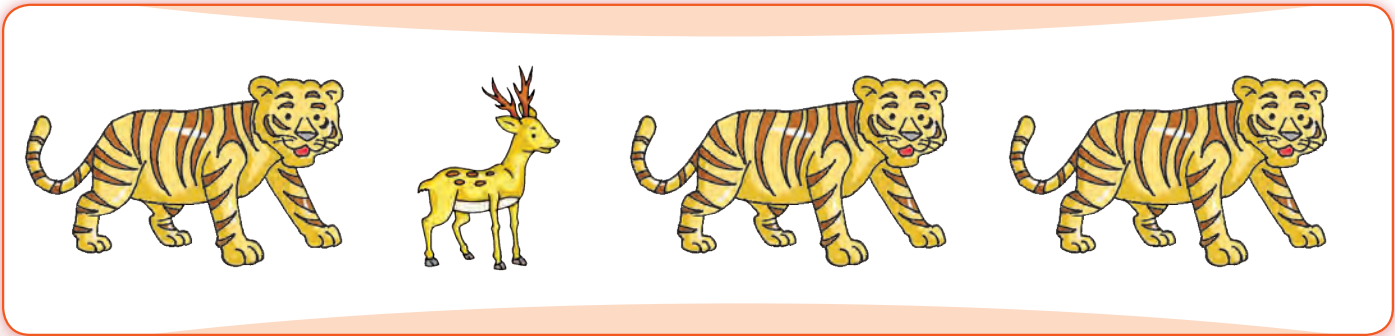
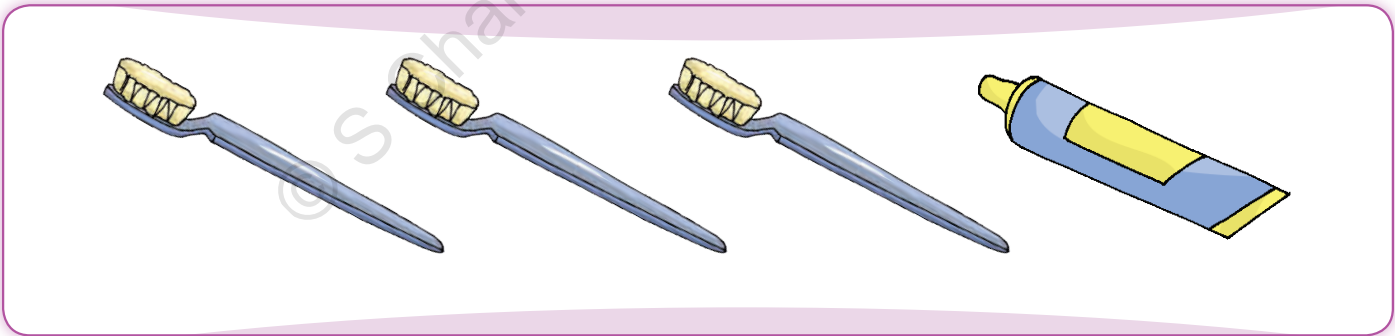
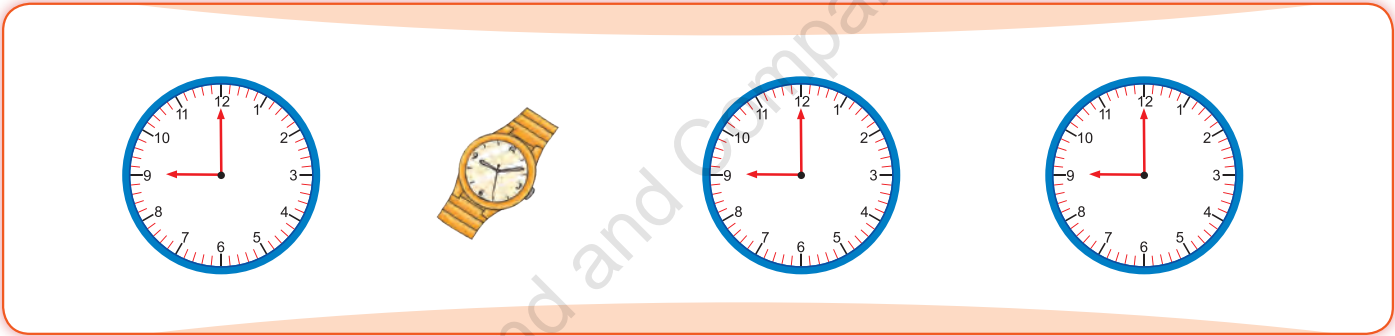
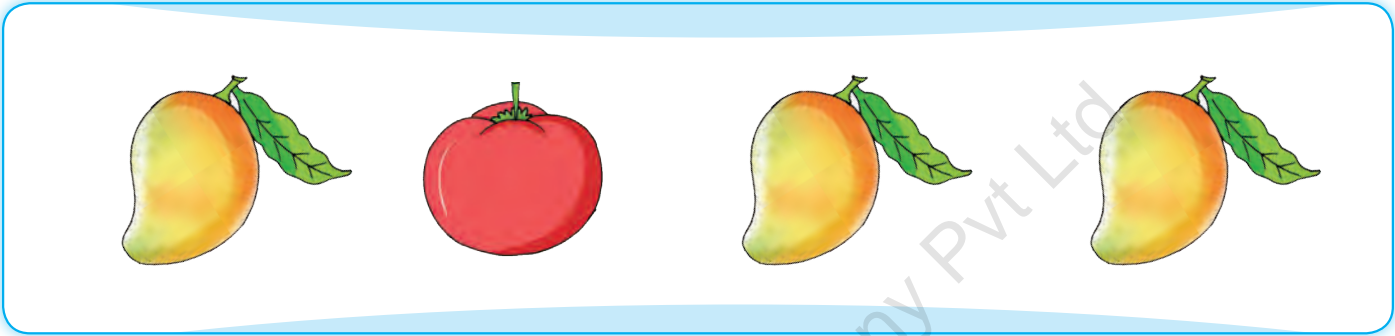
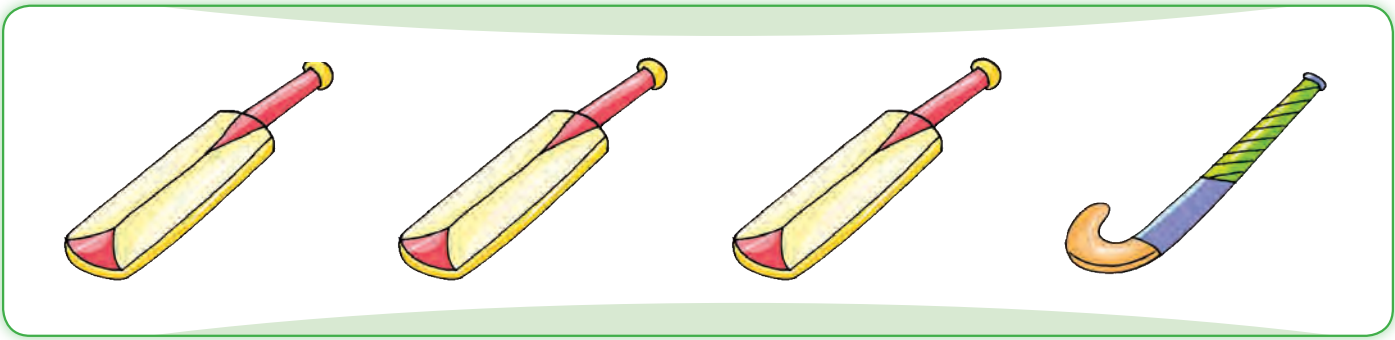


Odd One Out

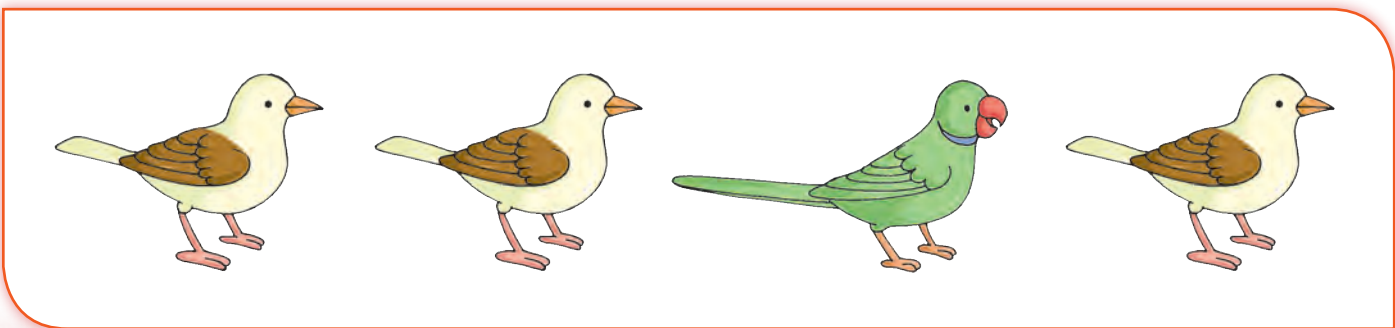
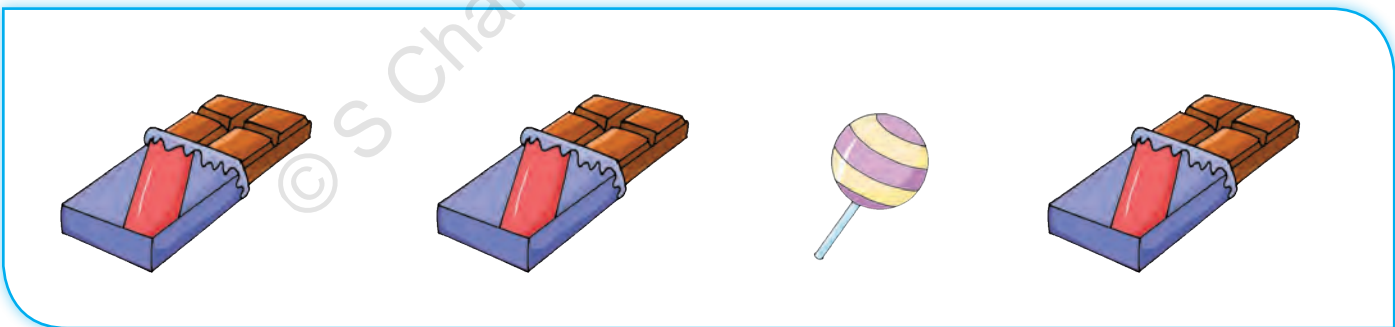
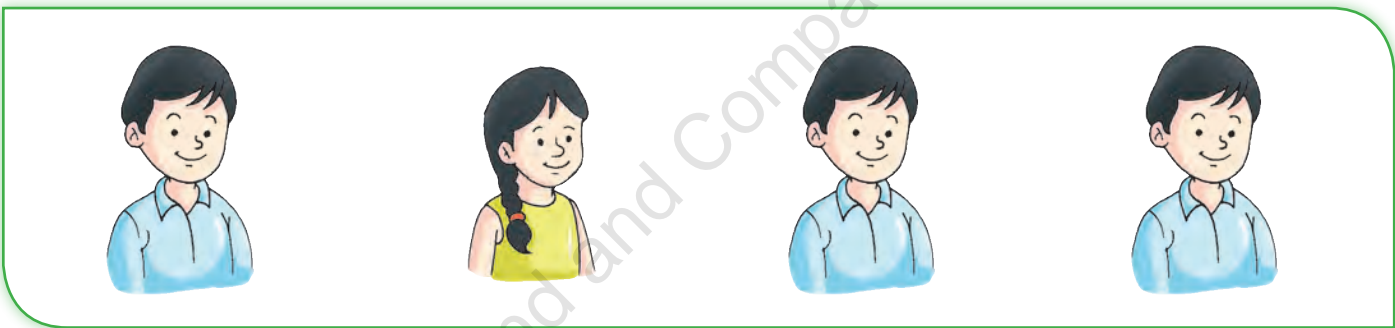
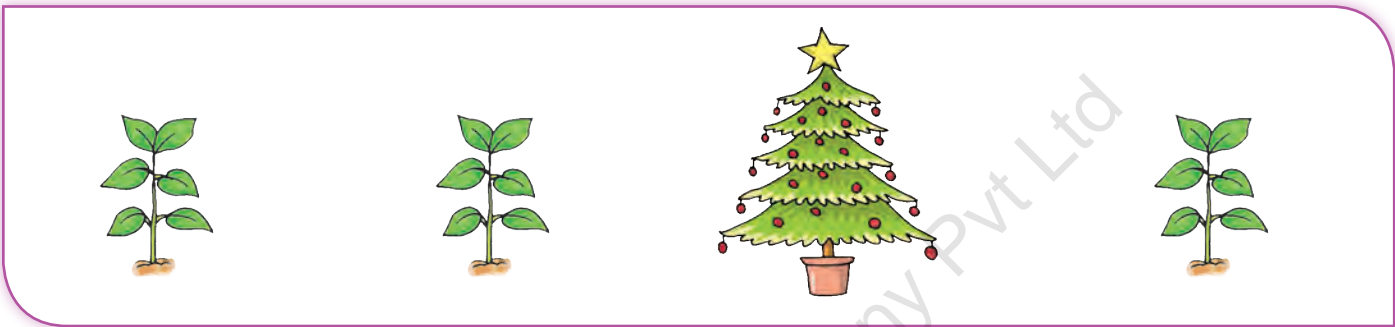
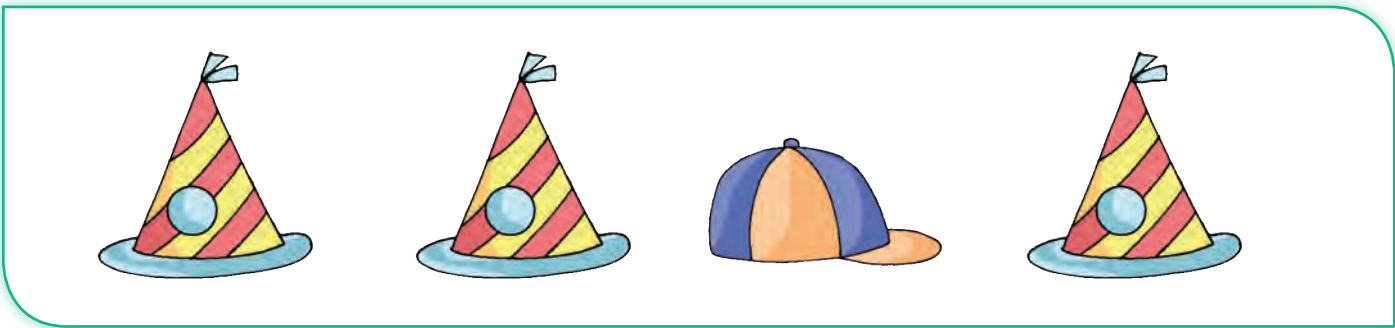
In each row, cross (x) the one which is different.



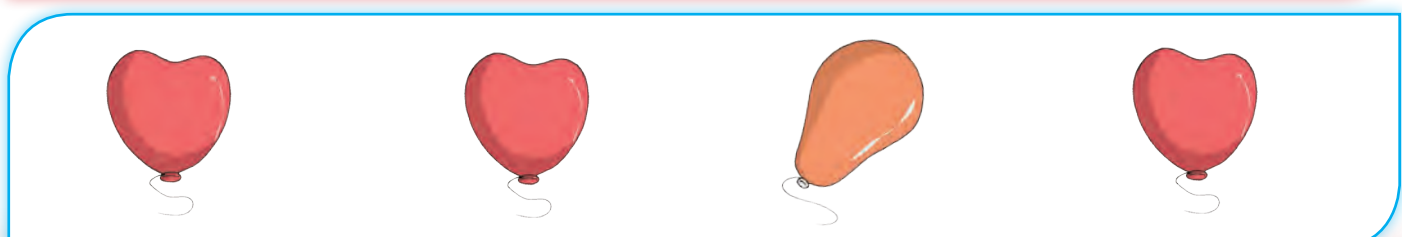
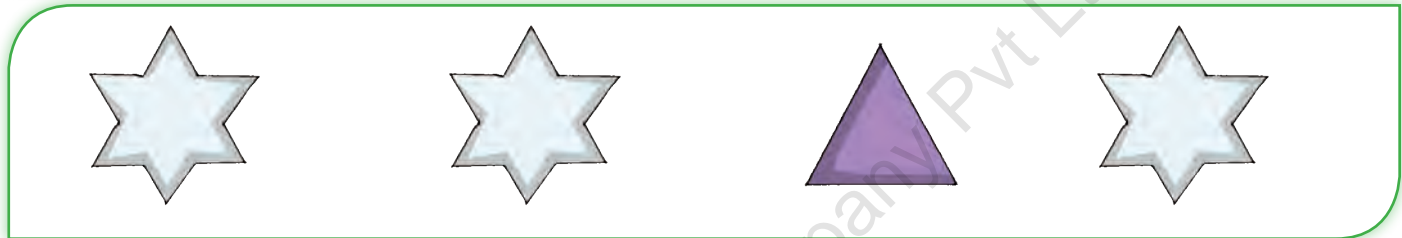
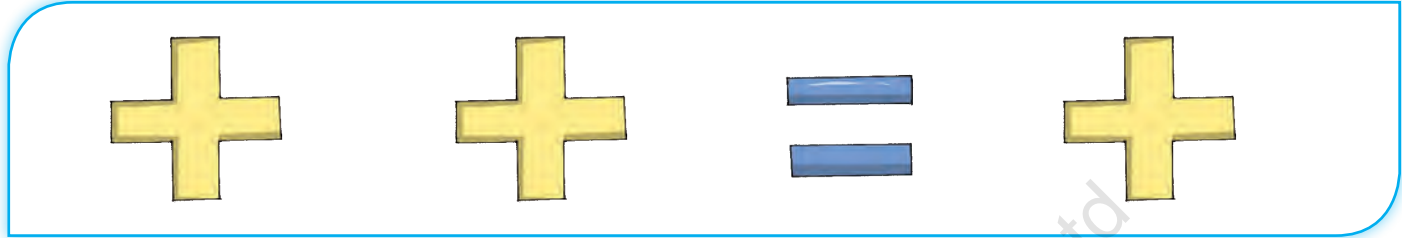
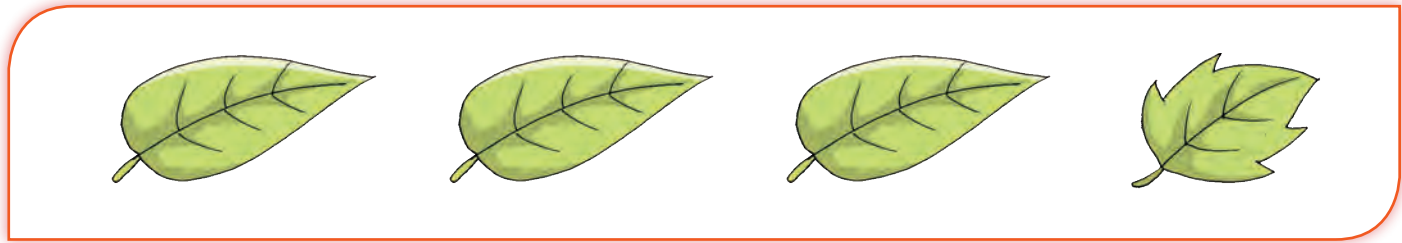
In each row, tick (✓) the one which is different.



In each row, tick (✓) the one which is different.

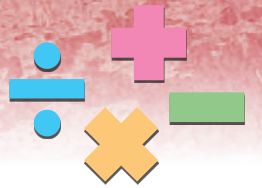


In each row, cross (x) the one which is different.








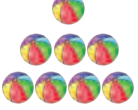




2

Numbers from 1 to 10



Write the numerals.

	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
	9							
	10							

Just After - Just Before - Between

Fill in the placeholders.

5 is just after 4

8 is just before 9

is just after 6

is just before 5

is just after 7

is just before 10

4 is just after

3 is just after

9 is just after

5 is just after

2 is just after

7 is just after

is between 2 and 4

is between 1 and 3

is between 6 and 8

is between 3 and 5

is between 7 and 9

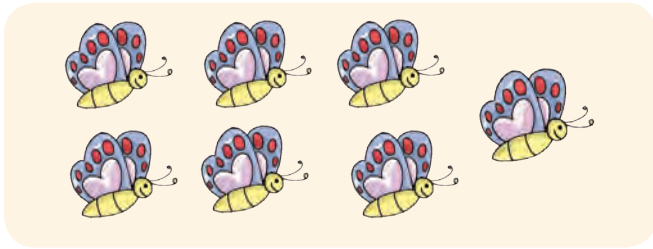
is between 8 and 10

5 is between 4 and

7 is between and 8

Comparison of Numbers

Greater Than - Less Than - Equal to
Look here.



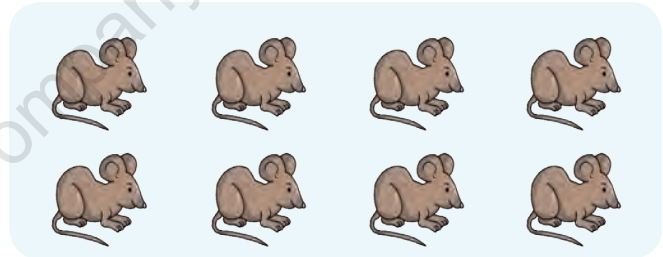
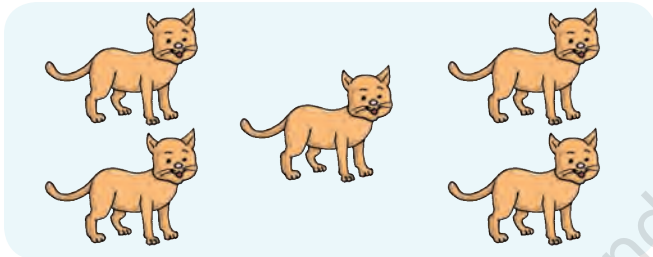
There are 7 butterflies and 6 flowers.

If each butterfly sits on one flower, we are left with one butterfly.

So, 7 is more than 6 or 7 is greater than 6.

We write, $7 > 6$.

Look here.



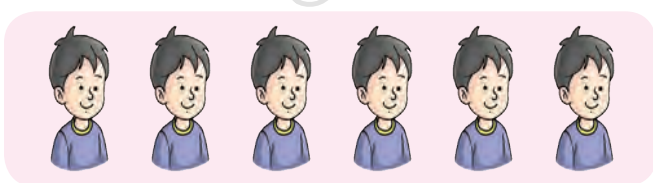
There are 5 cats and 8 rats.

If each cat eats up one rat, 3 rats remain.

This means 5 is less than 8.

We write, $5 < 8$.

Look here.



There are 6 boys and 6 ice creams.

If we give one ice cream to each boy, then each boy gets an ice cream and we are left with no extra ice cream. This means that the number of boys is equal to the number of ice creams.

We write, $6 = 6$.



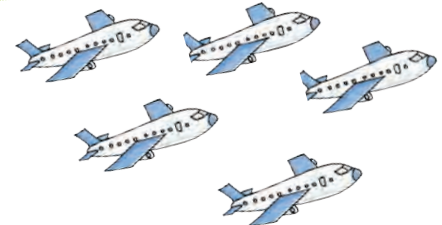
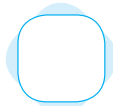
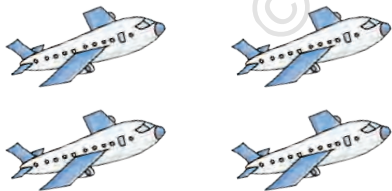
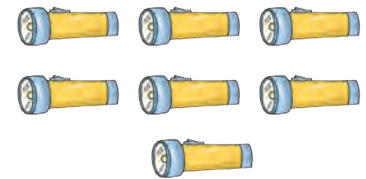
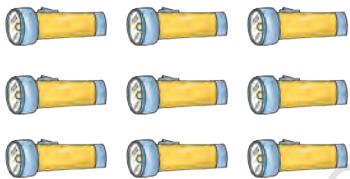
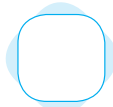
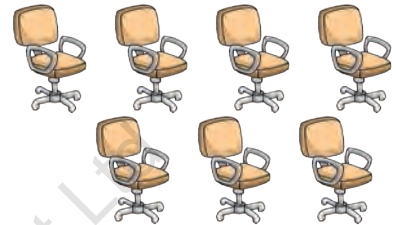
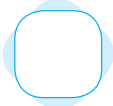
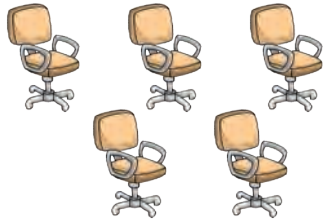
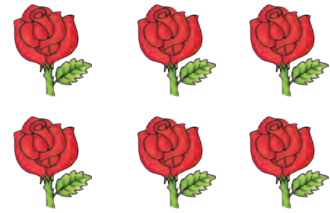
Count, write and put the correct symbol $>$, $<$ or $=$ in the boxes.



4

$<$

6



Comparison of Numbers Using the Number Line

Less Than - Greater Than

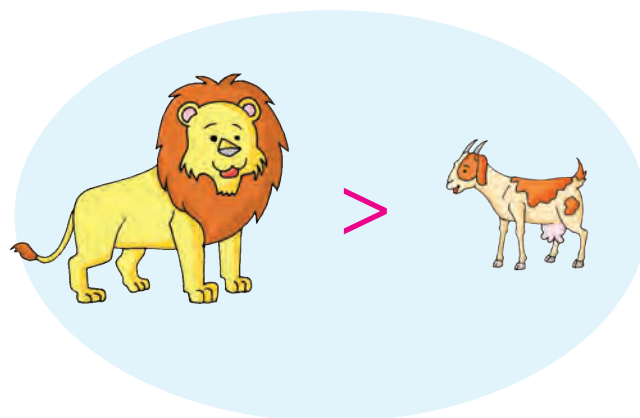
We use the symbol $>$ for 'Greater Than'.

We use the symbol $<$ for 'Less Than'.

'3 is greater than 2' is written as $3 > 2$.

'5 is less than 8' is written as $5 < 8$.

We draw a number line as shown below.



The number to the left of a given number is less than that number.

The number to the right of a given number is greater than that number.

Example 1: Put the correct symbol $>$ or $<$ in the placeholder.

$$5 \quad \square \quad 9$$

Solution: On the number line, we find that 5 lies to the left of 9.

So, $5 < 9$.

Hence, $5 \quad \square \quad 9$

Example 2: Put the correct symbol $>$ or $<$ in the placeholder.

$$7 \quad \square \quad 4$$

Solution: On the number line, we find that 7 lies to the right of 4.

So, $7 > 4$.

Hence, $7 \quad \square \quad 4$

Look at the number line given below.

Put the correct symbol $>$ or $<$ in the placeholder. One has been done for you.



8 $>$ 5

7 9

2 6

7 6

1 4

5 7

9 5

4 2

6 4

2 7

3 8

8 9

4 1

8 2

1 3

7 4

5 6

8 4

9 6

7 3

5 2

3 5

4 9

4 8



3

Addition

Addition means 'to put things together.'

Activity 1

There are 3 apples on a plate.



Mummy put 2 more apples on the plate.

Count the number of apples on the plate now.

How many are there?

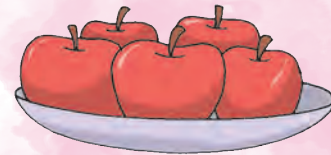
Clearly, 5.

So, 3 and 2 together make 5.

Or, we say: On adding 3 and 2, we get 5.

In Maths, we denote it as: $3 + 2 = 5$.

'+' stands for 'addition'.



Activity 2

1 boy is sitting on a bench.



2 more boys come and sit on the same bench.

How many boys are there on the bench now?

Clearly, 3.

So, 1 and 2 together make 3.

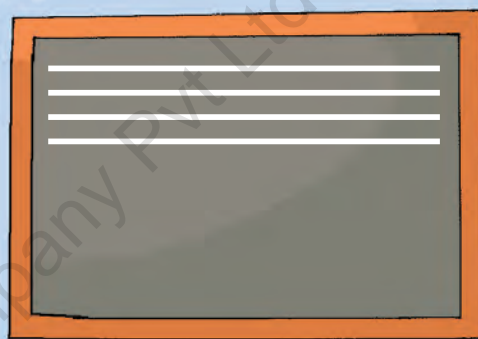
Or, we say: On adding 1 and 2, we get 3.

We denote it as: $1 + 2 = 3$.



Activity 3

4 lines are drawn on a blackboard.



The teacher draws 3 more lines on the blackboard.

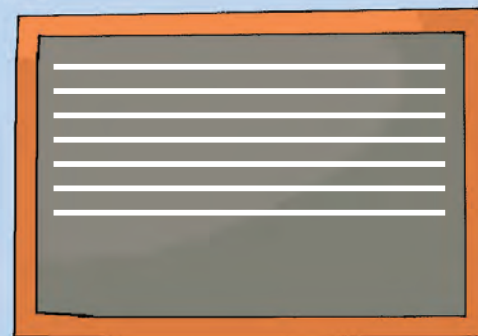
How many lines are drawn on the blackboard altogether?

Clearly, 7.

So, 4 and 3 together make 7.

Or, we say: On adding 4 and 3, we get 7.

We denote it as: $4 + 3 = 7$.






Addition by Counting




Count the number of objects in each collection and fill in the placeholder.

 and  make 

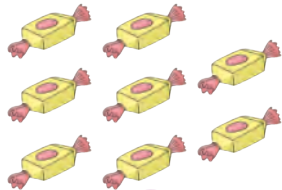
2 + 3 = 5

 and  make 




1 + 5 =

 and  make 

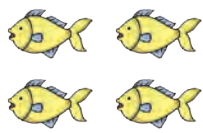
3 + =

 and  make 

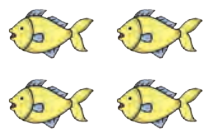
+ 2 =

 and  make 

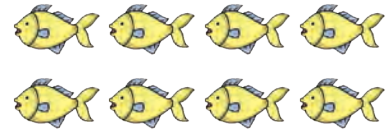
+ =



and

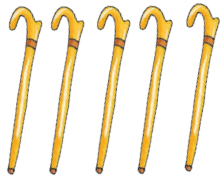


make



+

=



and



make



+

=



and



make



+

=



and



make



+

=



and



make



+

=

Addition by Drawing Lines

Let us add 3 and 5.

Method

Step 1: Draw 3 standing lines.



Step 2: Draw 5 more standing lines.



Step 3: Count the total number of lines.

There are 8 lines in all.

So, 3 and 5 together make 8.

Or, $3 + 5 = 8$.



Add by drawing lines. One has been done for you.

$$\begin{array}{r} 1 \\ + 2 \\ \hline 3 \end{array}$$

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

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

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

$$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$$

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

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

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

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

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

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

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Fill in the placeholders.

$1 + 1 = \bigcirc$

$2 + 2 = \bigcirc$

$2 + 3 = \bigcirc$

$4 + 3 = \bigcirc$

$1 + 3 = \bigcirc$

$3 + 5 = \bigcirc$

$1 + 6 = \bigcirc$

$6 + 2 = \bigcirc$

$4 + 2 = \bigcirc$

$3 + 6 = \bigcirc$

$3 + 3 = \bigcirc$

$4 + 4 = \bigcirc$

$2 + 7 = \bigcirc$

$1 + 8 = \bigcirc$

$6 + 3 = \bigcirc$

$3 + 4 = \bigcirc$

$2 + 5 = \bigcirc$

$5 + 5 = \bigcirc$

Finger Counting

Activity

Open up the palm of your right hand.

The parts on the fingers can be taken as 1, 2, 3, 4, 5, 6, 7, 8 and 9 as shown here.



The four fingers now act as the **counting board**.
The thumb of your hand is the **counting stick**.

Let us add 3 and 2 using fingers.

Place your thumb on the part numbered 1.



Start counting from 1 to 3 in the above order.

Now, proceed in the same order and count 2 parts more.

You reach 5.

So, $3 + 2 = 5$.



Count on your fingers and add.

$2 + 4 = \bigcirc$

$6 + 1 = \bigcirc$

$5 + 2 = \bigcirc$

$3 + 6 = \bigcirc$

$3 + 3 = \bigcirc$

$4 + 3 = \bigcirc$

Word Problems

1. Mona has 6 pens. Rakesh gave her 3 more.
How many pens does Mona have now?



$$\begin{array}{r} 6 \\ + 3 \\ \hline 9 \end{array}$$

2. Lata buys 4 toys from one shop and 5 from another.
How many toys does she buy in all?



3. There are 3 butterflies on one leaf and 4 on the other.
How many butterflies are there in all on the two leaves?



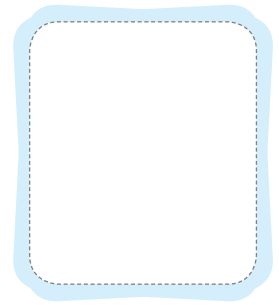
4. There are 5 cups in one tray and 2 cups in another tray.
How many cups are there altogether?



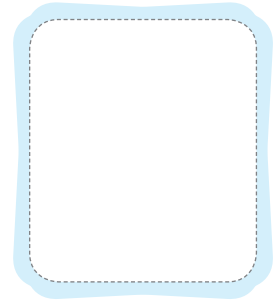
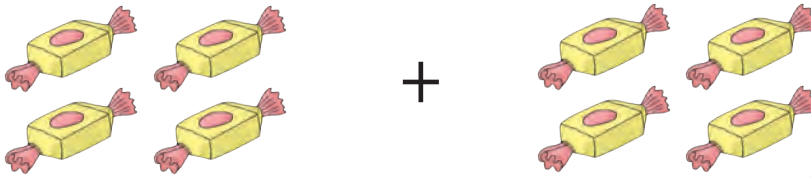
5. There were 4 cars parked near Ravi's house. 2 more cars came there and parked.
How many cars are now there near Ravi's house?



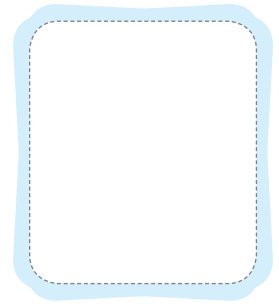
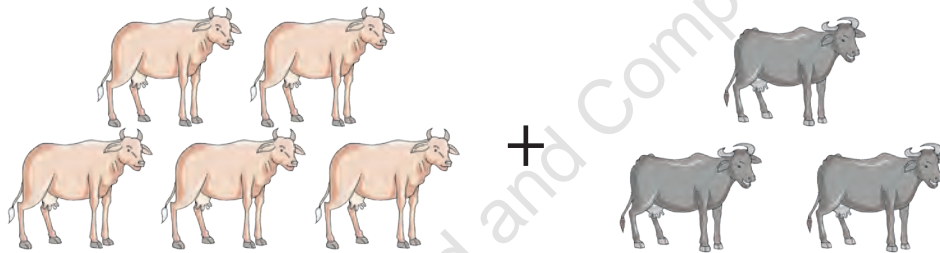
6. 6 boys were reading in the library. 2 more joined them. How many boys are there now, reading in the library?



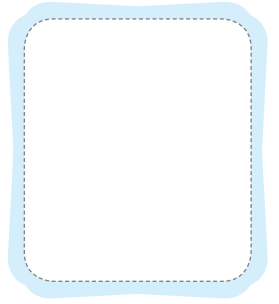
7. Naresh bought 4 toffees for his son and 4 for his daughter. How many toffees did he buy in all?



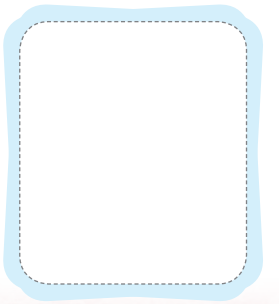
8. A milkman has 5 cows and 3 buffaloes. How many cattle has he in all?



9. Kunal has 3 dolls and his sister has 4 dolls. How many dolls do both of them have?

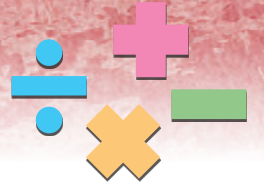


10. What number is 2 more than 4?



4

Subtraction



‘Subtraction’ means ‘to take away’.

Activity 1

Mummy has 3 mangoes.



Peter comes and takes 2 mangoes from her.

How many mangoes does Mummy have now? Clearly, 1.

So, if we take away 2 from 3, we get 1.

In Maths, we denote it as: $3 - 2 = 1$.

We say: 3 minus 2 gives 1.

Or, when we subtract 2 from 3, we get 1.

‘-’ stands for ‘Subtraction’.



Activity 2

There are 4 flowers on a rose plant.



Pinki came and plucked 1 rose.

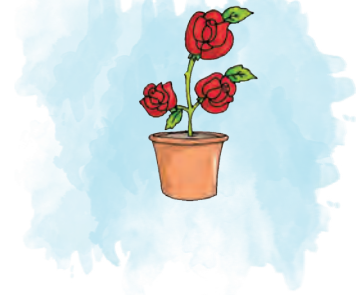
How many roses are there on the plant now? Three.

So, if we take away 1 from 4, we get 3.

In Maths, we denote it as: $4 - 1 = 3$.

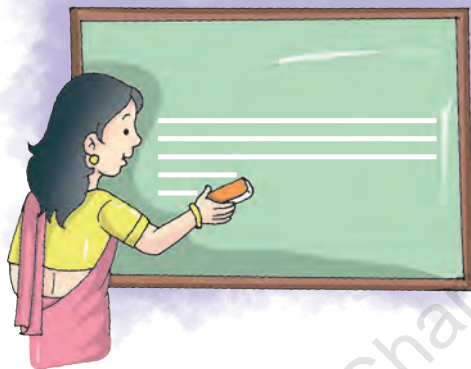
We say: 4 minus 1 gives 3.

Or, when we subtract 1 from 4, we get 3.



Activity 3

5 lines are drawn on a blackboard.



The teacher comes and rubs 2 lines.

How many lines are there on the blackboard now? Three.



So, if we take away 2 from 5, we get 3.

In Maths, we denote it as: $5 - 2 = 3$.

We say: 5 minus 2 gives 3.

Or, when we subtract 2 from 5, we get 3.



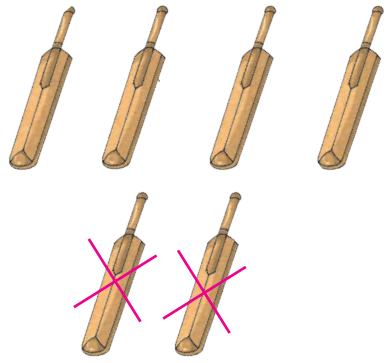
Fill in the placeholders. One has been done for you.

How many bats are there in all?

How many of them are crossed?

How many are left?

- =

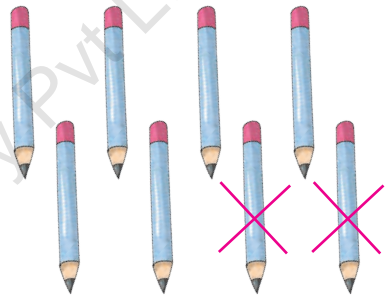


How many pencils are there in all?

How many of them are crossed?

How many are left?

- =

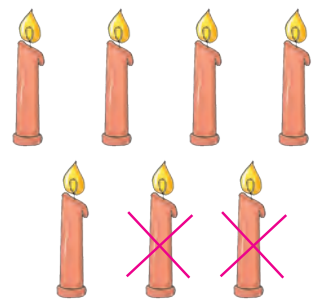


How many candles are there in all?

How many of them are crossed?

How many are left?

- =

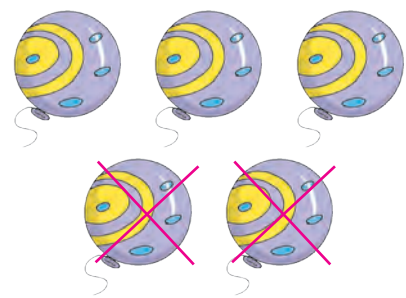


How many balloons are there in all?

How many of them are crossed?

How many are left?

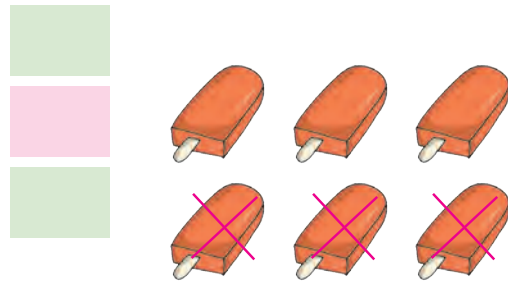
- =



How many ice creams are there in all?

How many of them are crossed?

How many are left?



How many mobile phone sets are there in all?

How many of them are crossed?

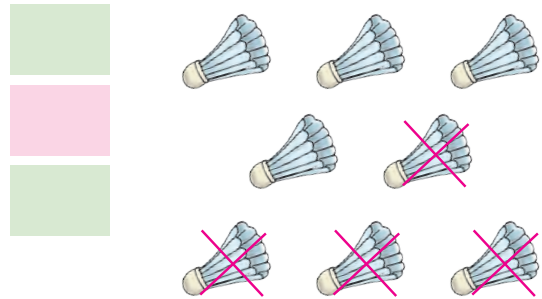
How many are left?



How many shuttlecocks are there in all?

How many of them are crossed?

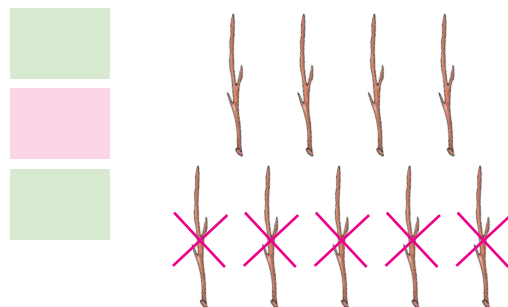
How many are left?




How many sticks are there in all?

How many of them are crossed?

How many are left?



Subtract. One has been done for you.

$$\begin{array}{r} 8 \\ - 6 \\ \hline 2 \end{array}$$


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

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

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

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

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

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

$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$$

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

Subtract:

$5 - 3 = \bigcirc$

$3 - 1 = \bigcirc$

$7 - 5 = \bigcirc$

$6 - 4 = \bigcirc$

$8 - 3 = \bigcirc$

$5 - 4 = \bigcirc$

$9 - 5 = \bigcirc$

$8 - 2 = \bigcirc$

$8 - 5 = \bigcirc$

$4 - 2 = \bigcirc$

$5 - 1 = \bigcirc$

$9 - 4 = \bigcirc$

$9 - 2 = \bigcirc$

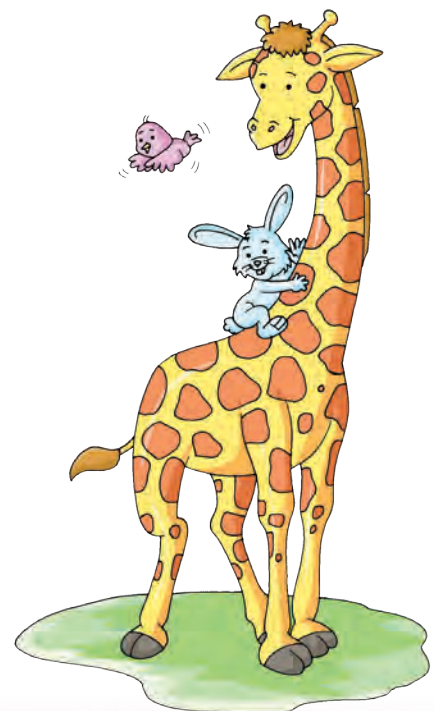
$7 - 2 = \bigcirc$

$6 - 3 = \bigcirc$

$9 - 3 = \bigcirc$

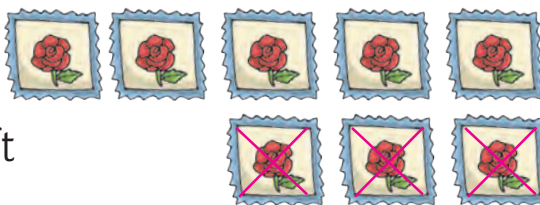
$5 - 2 = \bigcirc$

$7 - 3 = \bigcirc$



Word Problems

1. Sonal had 8 stamps.
She lost 3 of them.
How many stamps are left
with her?



$$\begin{array}{r} 8 \\ - 3 \\ \hline 5 \\ \hline \end{array}$$

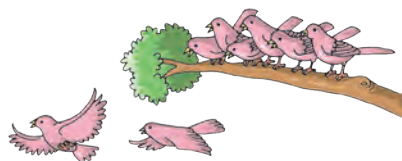
2. Titu had 9 balloons. 4 of them
blew away. How many balloons
are left with him?



3. Geeta bought 7 bananas. Her brother
eats 3 of them. How many
bananas are left with Geeta?



4. There were 8 birds on the branch
of a tree. 2 of them flew away.
How many birds are left on the
branch?



5. 9 students went on a picnic.
6 of them were girls.
How many boys went on
the picnic?



6. Kamla bought 7 eggs.
One of them was broken.
How many eggs are left?



7. There are 8 inland letters.
5 of these have stamps.
How many inland letters are
without stamps?



8. There were 9 flowers on a plant.
6 of them were plucked by Ram.
How many flowers are still there
on the plant?



9. Renu has 5 dolls. Her sister
Meenu has 8 dolls. How many
more dolls does Meenu have
than Renu?



10. Kamal is 8 years old. His sister
Santosh is 2 years younger than
him. How old is Santosh?

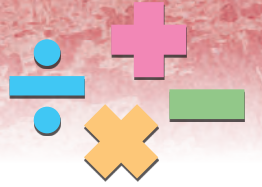


11. What number is 4 less than 9?

12. How much is 7 more than 4?

5

Concept of Zero



Activity 1

There are 2 birds on a tree.



Both the birds fly away.

How many birds are there on the tree now?

Clearly, none.

So, $2 - 2 = \text{None}$.

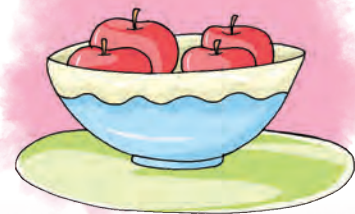
We write, None as 0, and call it 'zero'.

Thus, $2 - 2 = 0$.



Activity 2

There are four apples in a bowl.





Pinki ate all the 4 apples.

How many apples are left in the bowl now?

Again, none.

So, $4 - 4 = \text{None}$.

Thus, $4 - 4 = 0$.



Activity 3

Chintu bought 3 balloons.



All 3 balloons flew into the air.

How many balloons are now left with Chintu?

None.

So, $3 - 3 = \text{None}$.

Thus, $3 - 3 = 0$.



Zero Means Nothing

Look here.



3 butterflies on
the flower.



All of them fly
away.



0 butterfly on
the flower.

Fill in the placeholders.

$2 - 2 = \bigcirc$

$5 - 5 = \bigcirc$

$1 - 1 = \bigcirc$

$6 - 6 = \bigcirc$

$9 - 9 = \bigcirc$

$8 - 8 = \bigcirc$

$7 - 0 = \bigcirc$

$6 - 0 = \bigcirc$

$5 - 0 = \bigcirc$

$3 - 0 = \bigcirc$

Addition Property of Zero

Activity

There are no birds on a tree.



3 birds come and sit on the tree.

How many birds are there on the tree now?

Clearly, 3.

So, $0 + 3 = 3$.

Similarly, $3 + 0 = 3$.


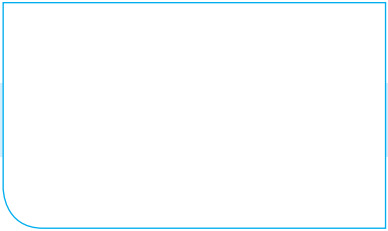


Zero represents 'nothing'. So, when we add zero to a number, we add 'nothing' and the number remains the same.




So, we can say that

1. When we add any number to zero, we get the same number.
2. When we add zero to a number, again we get the same number.

Study the following.

 and  = 

4 + 0 = 4

 and  = 

0 + 6 = 6

Fill in the placeholders.

$5 + 0 = \bigcirc$

$0 + 5 = \bigcirc$

$5 + 0 = 0 + \bigcirc$

$2 + 0 = \bigcirc$

$0 + 2 = \bigcirc$

$2 + 0 = 0 + \bigcirc$

$9 + 0 = \bigcirc$

$0 + 9 = \bigcirc$

$9 + 0 = 0 + \bigcirc$

$7 + 0 = \bigcirc$

$0 + 7 = \bigcirc$

$7 + 0 = 0 + \bigcirc$

$1 + 0 = \bigcirc$

$0 + 1 = \bigcirc$

$1 + 0 = 0 + \bigcirc$

Subtraction Property of Zero

Activity

A fruitseller bought 8 apples.

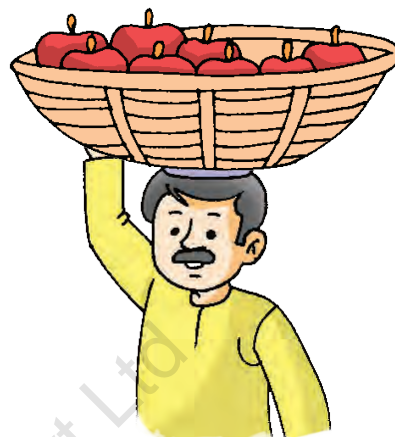
None was sold.

How many apples are left with him?

Clearly, 8.

So, $8 - 0 = 8$.

Similarly, we have $6 - 0 = 6$, $5 - 0 = 5$ and so on.



When we subtract zero from a number, the number remains the same.

Fill in the placeholders.

$5 - 0 = \bigcirc$

$8 - 0 = \bigcirc$

$7 - 0 = \bigcirc$

$9 - 0 = \bigcirc$

$6 - 0 = \bigcirc$

$2 - 0 = \bigcirc$

$1 - 0 = \bigcirc$

$3 - 0 = \bigcirc$

$4 - 0 = \bigcirc$

$7 - \bigcirc = 7$

$6 - \bigcirc = 6$

$3 - \bigcirc = 3$

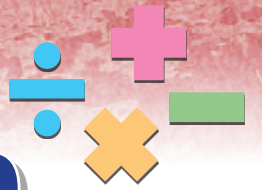
$4 - \bigcirc = 4$



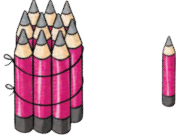
$1 - \bigcirc = 1$

$9 - \bigcirc = 9$

6



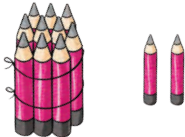
Numbers from 11 to 20



 and  more make 



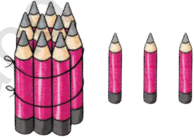
10 and 1 more make
Eleven, written as 11.
 $1 \text{ ten} + 1 \text{ one} = 11$

11

 and  more make 




10 and 2 more make
Twelve, written as 12.
 $1 \text{ ten} + 2 \text{ ones} = 12$

12

 and  more make 




10 and 3 more make
Thirteen, written as 13.
 $1 \text{ ten} + 3 \text{ ones} = 13$

13

 and  more make 

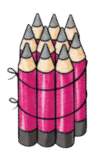
10 and 4 more make
Fourteen, written as 14.
 $1 \text{ ten} + 4 \text{ ones} = 14$

14

 and  more make 

10 and 5 more make
Fifteen, written as 15.
 $1 \text{ ten} + 5 \text{ ones} = 15$

15



and

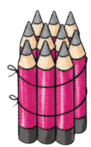


more
make



10 and 6 more make
Sixteen, written as 16.
 $1 \text{ ten} + 6 \text{ ones} = 16$

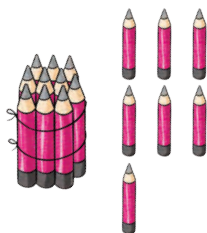
16



and

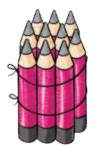


more
make



10 and 7 more make
Seventeen, written as 17.
 $1 \text{ ten} + 7 \text{ ones} = 17$

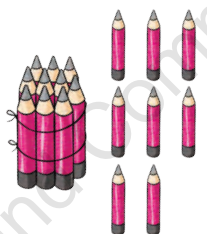
17



and

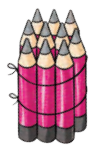


more
make



10 and 8 more make
Eighteen, written as 18.
 $1 \text{ ten} + 8 \text{ ones} = 18$

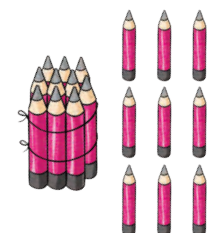
18



and

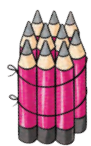


more
make

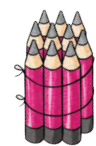


10 and 9 more make
Nineteen, written as 19.
 $1 \text{ ten} + 9 \text{ ones} = 19$

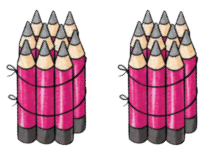
19



and



more
make



10 and 10 more make
Twenty, written as 20.
 $2 \text{ tens} = 20$

20

Numbers from 11 to 20

Write the numbers.

Eleven	11				
Twelve	12				
Thirteen	13				
Fourteen	14				
Fifteen	15				
Sixteen	16				
Seventeen	17				
Eighteen	18				
Nineteen	19				
Twenty	20				

Numbers and Number Names

Write the numbers.

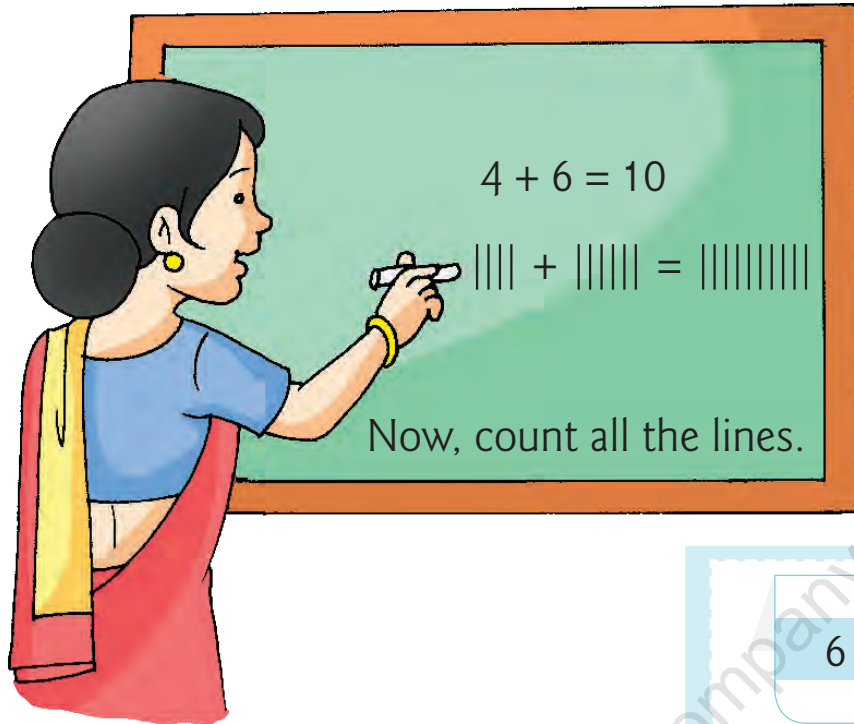
Thirteen	13
Twenty	
Seventeen	
Fourteen	
Sixteen	
Nineteen	
Twelve	
Eleven	
Eighteen	
Fifteen	

Write the number names.

16	Sixteen
12	
18	
11	
15	
13	
20	
14	
17	
19	

Addition of Smaller Numbers

Add by drawing lines and counting them. One has been done for you.



$6 + 6 = \bigcirc$

$5 + 7 = \bigcirc$

$7 + 8 = \bigcirc$

$8 + 6 = \bigcirc$

$9 + 6 = \bigcirc$

$4 + 9 = \bigcirc$

$5 + 6 = \bigcirc$

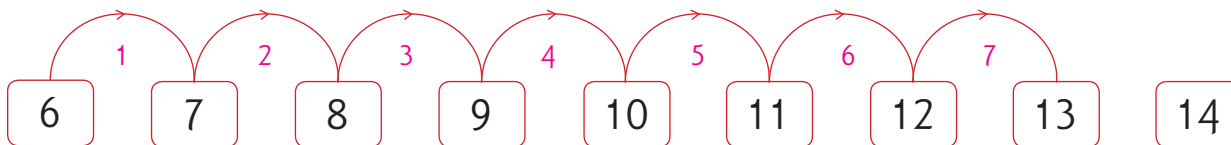
$4 + 7 = \bigcirc$

$7 + 9 = \bigcirc$

Addition by Forward Counting

Suppose we have to find: $6 + 7$.

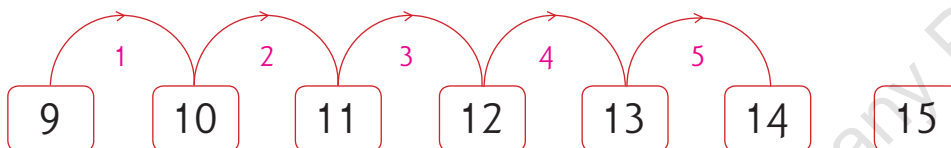
Clearly, we start from 6 and count 7 steps forward.



We reach 13.

So, $6 + 7 = 13$.

Similarly, $9 + 5 = 14$.



Add by forward counting.

$$7 + 4 = \bigcirc$$

$$3 + 9 = \bigcirc$$

$$8 + 5 = \bigcirc$$

$$5 + 9 = \bigcirc$$

$$7 + 7 = \bigcirc$$

$$4 + 8 = \bigcirc$$

$$9 + 8 = \bigcirc$$

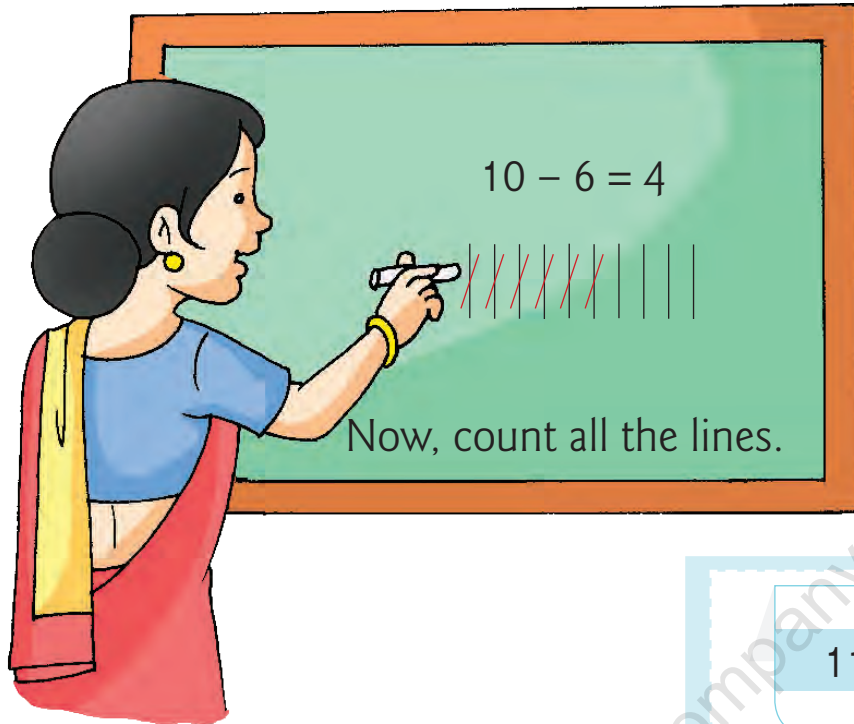
$$8 + 7 = \bigcirc$$

$$3 + 7 = \bigcirc$$

$$9 + 9 = \bigcirc$$

Subtraction of Smaller Numbers

Subtract by drawing lines and crossing them. One has been done for you.



$11 - 4 = \bigcirc$

$16 - 9 = \bigcirc$

$15 - 6 = \bigcirc$

$12 - 8 = \bigcirc$

$14 - 7 = \bigcirc$

$13 - 5 = \bigcirc$

$18 - 9 = \bigcirc$

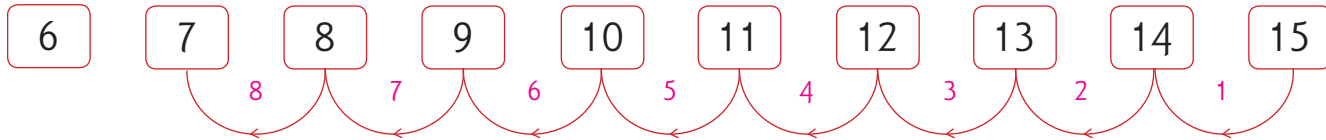
$15 - 8 = \bigcirc$

$13 - 6 = \bigcirc$

Subtraction by Backward Counting

Suppose we have to find: $15 - 8$.

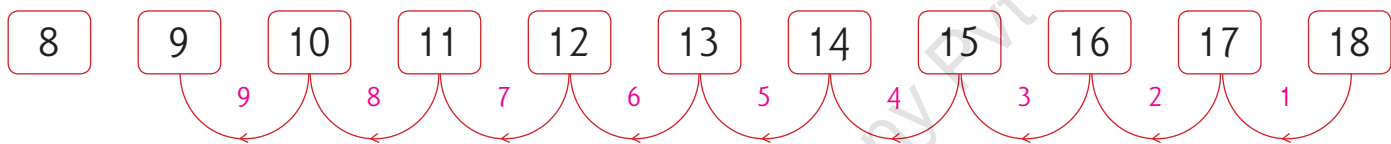
Clearly, we start from 15 and count 8 steps backward.



We reach 7.

So, $15 - 8 = 7$.

Similarly, $18 - 9 = 9$.



Subtract by backward counting.

$$16 - 8 = \bigcirc$$

$$14 - 6 = \bigcirc$$

$$13 - 9 = \bigcirc$$

$$11 - 8 = \bigcirc$$

$$15 - 7 = \bigcirc$$

$$17 - 9 = \bigcirc$$

$$12 - 6 = \bigcirc$$

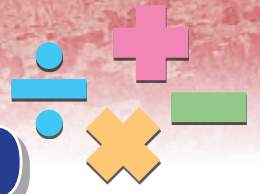
$$13 - 7 = \bigcirc$$

$$14 - 9 = \bigcirc$$

$$11 - 5 = \bigcirc$$

7

Numbers from 21 to 50

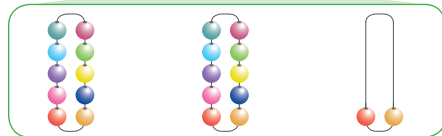


Numbers 21 – 30



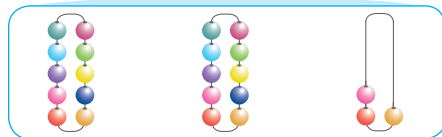
Twenty and one more are **Twenty-one**.
 $2 \text{ tens} + 1 \text{ one} = 21$

21



Twenty and two more are **Twenty-two**.
 $2 \text{ tens} + 2 \text{ ones} = 22$

22



Twenty and three more are **Twenty-three**.
 $2 \text{ tens} + 3 \text{ ones} = 23$

23



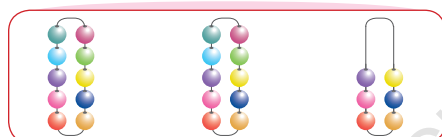
Twenty and four more are **Twenty-four**.
 $2 \text{ tens} + 4 \text{ ones} = 24$

24



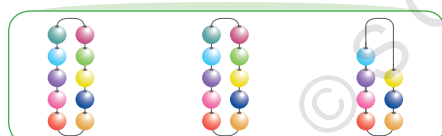
Twenty and five more are **Twenty-five**.
 $2 \text{ tens} + 5 \text{ ones} = 25$

25



Twenty and six more are **Twenty-six**.
 $2 \text{ tens} + 6 \text{ ones} = 26$

26



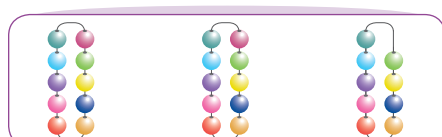
Twenty and seven more are **Twenty-seven**.
 $2 \text{ tens} + 7 \text{ ones} = 27$

27



Twenty and eight more are **Twenty-eight**.
 $2 \text{ tens} + 8 \text{ ones} = 28$

28



Twenty and nine more are **Twenty-nine**.
 $2 \text{ tens} + 9 \text{ ones} = 29$

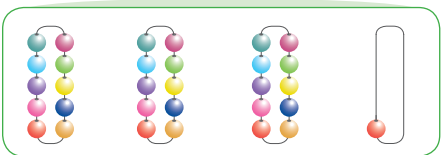
29



Twenty and ten more are **Thirty**.
 $3 \text{ tens} + 0 \text{ ones} = 30$

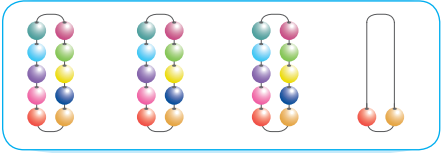
30

Numbers 31 – 40



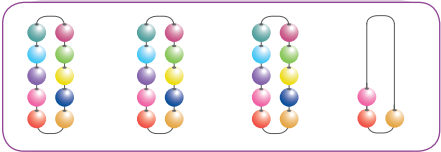
Thirty and one more are **Thirty-one**.
 $3 \text{ tens} + 1 \text{ one} = 31$

31



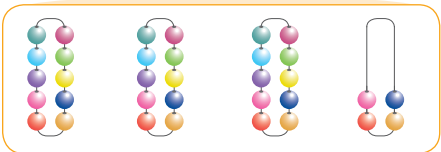
Thirty and two more are **Thirty-two**.
 $3 \text{ tens} + 2 \text{ ones} = 32$

32



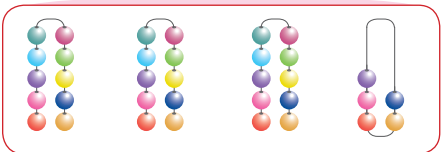
Thirty and three more are **Thirty-three**.
 $3 \text{ tens} + 3 \text{ ones} = 33$

33



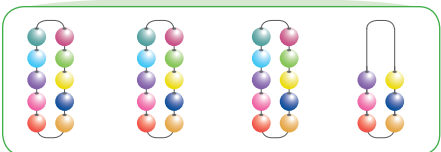
Thirty and four more are **Thirty-four**.
 $3 \text{ tens} + 4 \text{ ones} = 34$

34



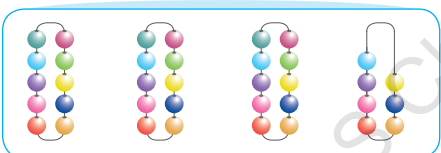
Thirty and five more are **Thirty-five**.
 $3 \text{ tens} + 5 \text{ ones} = 35$

35



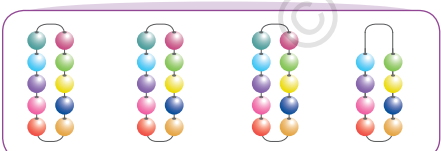
Thirty and six more are **Thirty-six**.
 $3 \text{ tens} + 6 \text{ ones} = 36$

36



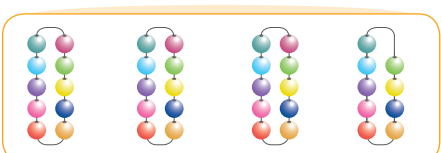
Thirty and seven more are **Thirty-seven**.
 $3 \text{ tens} + 7 \text{ ones} = 37$

37



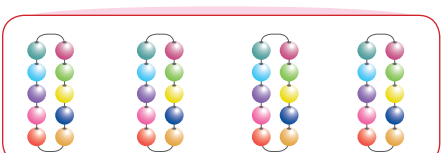
Thirty and eight more are **Thirty-eight**.
 $3 \text{ tens} + 8 \text{ ones} = 38$

38



Thirty and nine more are **Thirty-nine**.
 $3 \text{ tens} + 9 \text{ ones} = 39$

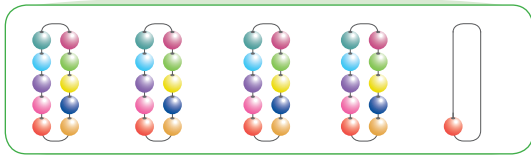
39



Thirty and ten more are **Forty**.
 $4 \text{ tens} + 0 \text{ ones} = 40$

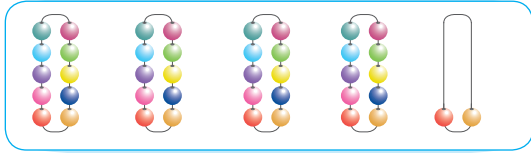
40

Numbers 41 – 50



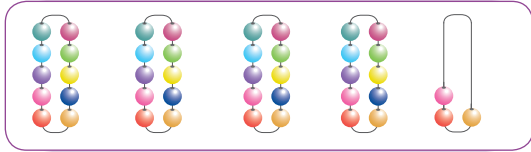
Forty and one more are **Forty-one**.
 $4 \text{ tens} + 1 \text{ one} = 41$

41



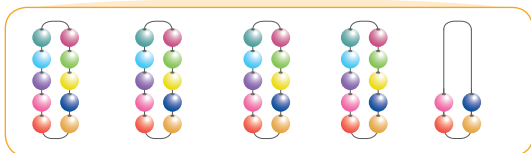
Forty and two more are **Forty-two**.
 $4 \text{ tens} + 2 \text{ ones} = 42$

42



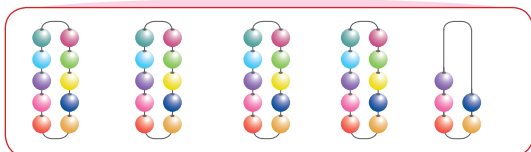
Forty and three more are **Forty-three**.
 $4 \text{ tens} + 3 \text{ ones} = 43$

43



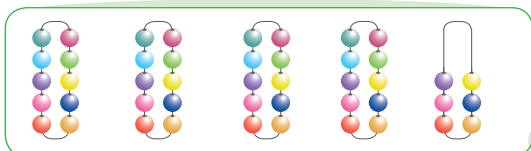
Forty and four more are **Forty-four**.
 $4 \text{ tens} + 4 \text{ ones} = 44$

44



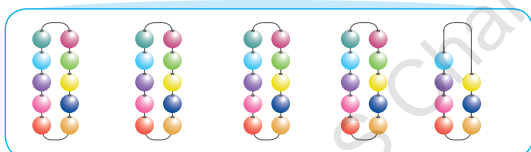
Forty and five more are **Forty-five**.
 $4 \text{ tens} + 5 \text{ ones} = 45$

45



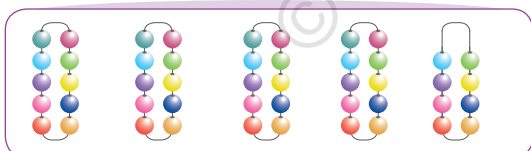
Forty and six more are **Forty-six**.
 $4 \text{ tens} + 6 \text{ ones} = 46$

46



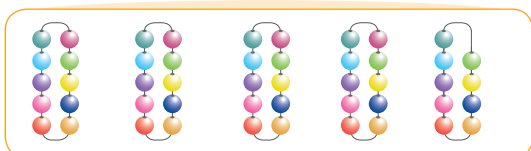
Forty and seven more are **Forty-seven**.
 $4 \text{ tens} + 7 \text{ ones} = 47$

47



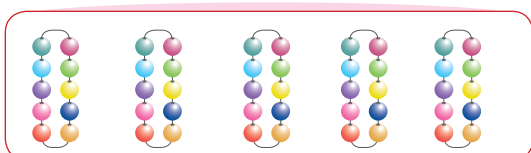
Forty and eight more are **Forty-eight**.
 $4 \text{ tens} + 8 \text{ ones} = 48$

48



Forty and nine more are **Forty-nine**.
 $4 \text{ tens} + 9 \text{ ones} = 49$

49



Forty and ten more are **Fifty**.
 $5 \text{ tens} + 0 \text{ ones} = 50$

50

Counting 1 to 50

Write the missing numbers.

1			4						10
		13							
	22								
31				35					
			44						

Counting numbers are written in reverse order. Write the missing numbers.

50	49	48					43		
40									31
		28					23		
20			17			14			
10	9				5				1

Numbers and Number Names

Write the numbers.

Eighteen 18

Twenty-five

Thirty-four

Forty-seven

Thirty

Twenty-nine

Thirty-three

Nineteen

Forty-one

Twelve

Forty

Thirty-six

Twenty-eight

Fourteen

Twenty-two

Fifty

Forty-nine

Thirty-seven

Seventeen

Twenty-one

Write the number names.

47

43

50

26

40

36

29

23

30

18

28

24

14

38

31

19

17

48

45

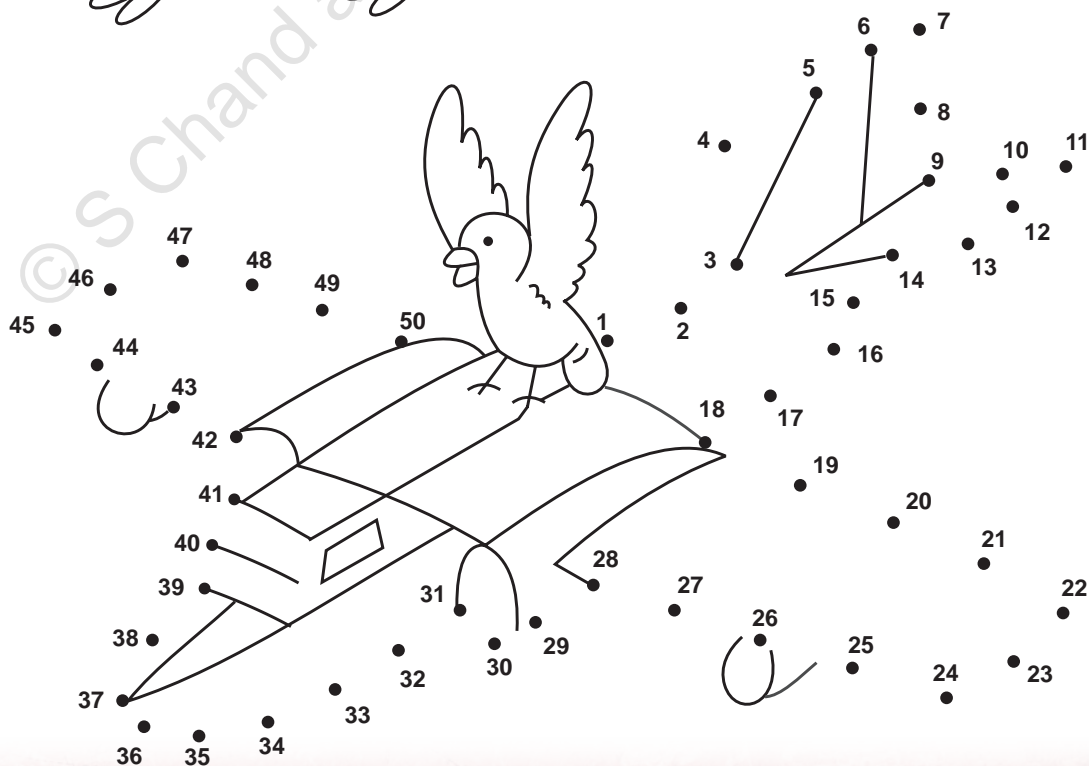
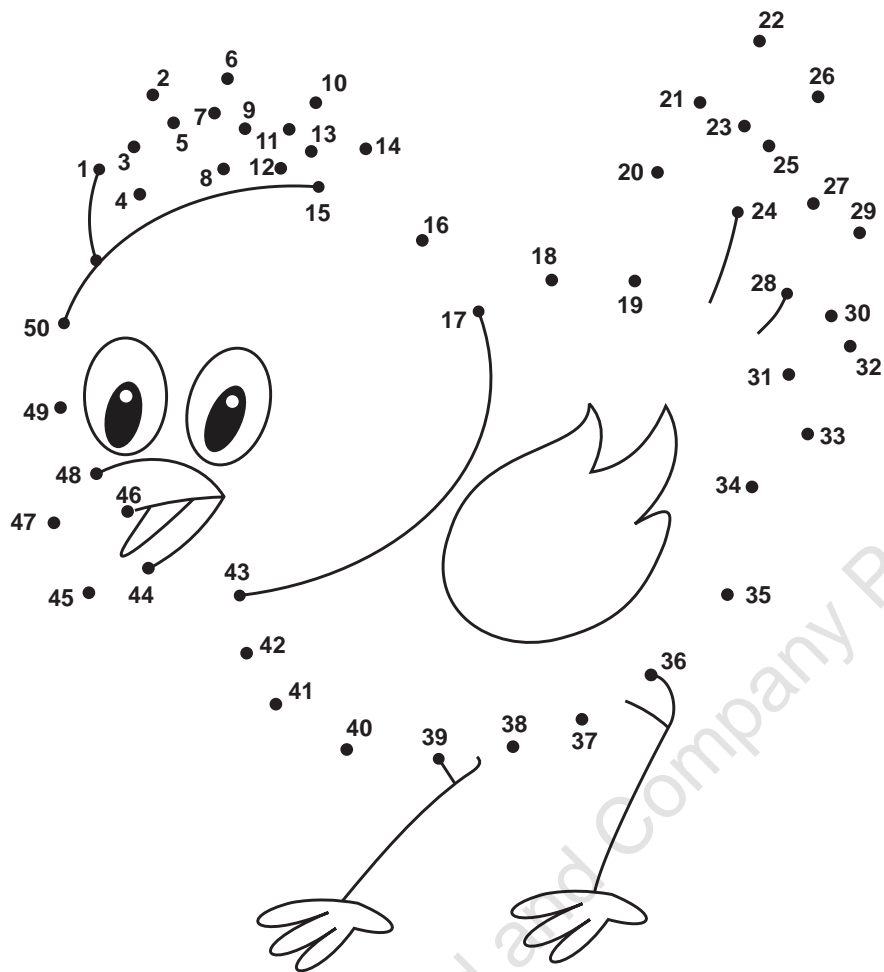
49

35

41

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Join the dots from 1 to 50 and see what you have drawn.

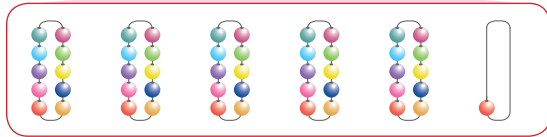


8

Numbers from 51 to 100



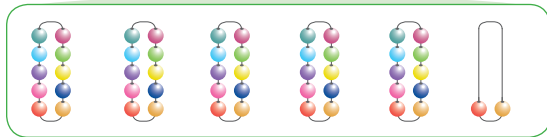
Numbers 51 – 60



Fifty and one more are **Fifty-one**.

$$5 \text{ tens} + 1 \text{ one} = 51$$

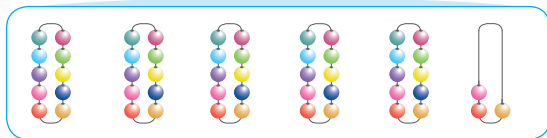
51



Fifty and two more are **Fifty-two**.

$$5 \text{ tens} + 2 \text{ ones} = 52$$

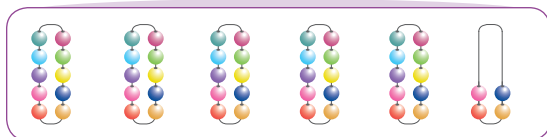
52



Fifty and three more are **Fifty-three**.

$$5 \text{ tens} + 3 \text{ ones} = 53$$

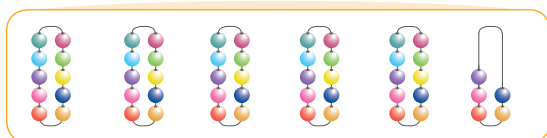
53



Fifty and four more are **Fifty-four**.

$$5 \text{ tens} + 4 \text{ ones} = 54$$

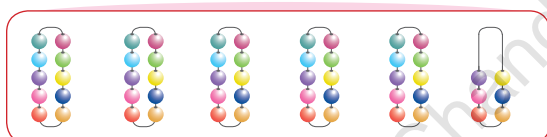
54



Fifty and five more are **Fifty-five**.

$$5 \text{ tens} + 5 \text{ ones} = 55$$

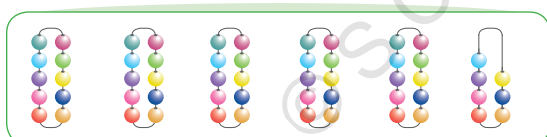
55



Fifty and six more are **Fifty-six**.

$$5 \text{ tens} + 6 \text{ ones} = 56$$

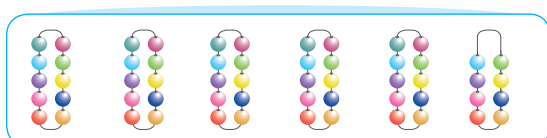
56



Fifty and seven more are **Fifty-seven**.

$$5 \text{ tens} + 7 \text{ ones} = 57$$

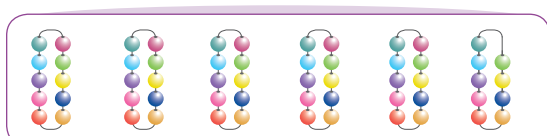
57



Fifty and eight more are **Fifty-eight**.

$$5 \text{ tens} + 8 \text{ ones} = 58$$

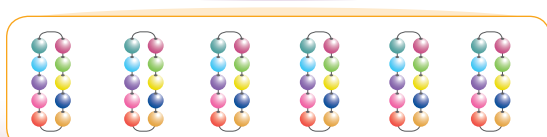
58



Fifty and nine more are **Fifty-nine**.

$$5 \text{ tens} + 9 \text{ ones} = 59$$

59



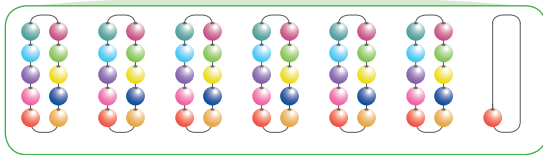
Fifty and ten more are **Sixty**.

$$6 \text{ tens} + 0 \text{ ones} = 60$$

60

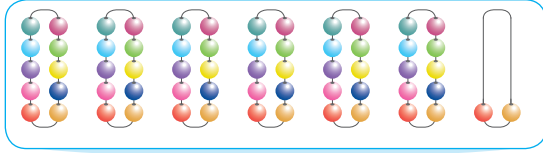


Numbers 61 – 70



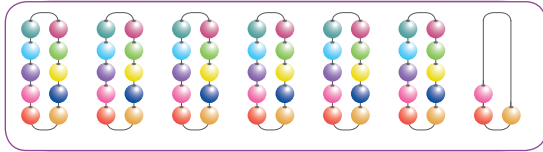
Sixty and one more are **Sixty-one**.
 $6 \text{ tens} + 1 \text{ one} = 61$

61



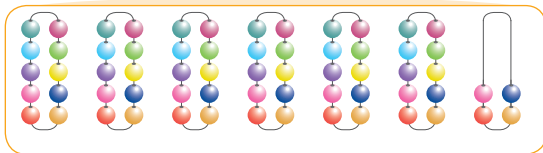
Sixty and two more are **Sixty-two**.
 $6 \text{ tens} + 2 \text{ ones} = 62$

62



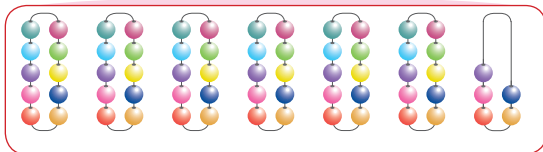
Sixty and three more are **Sixty-three**.
 $6 \text{ tens} + 3 \text{ ones} = 63$

63



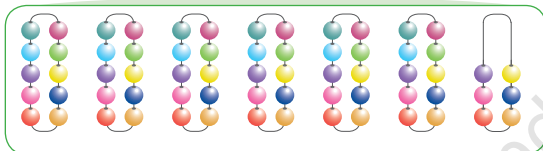
Sixty and four more are **Sixty-four**.
 $6 \text{ tens} + 4 \text{ ones} = 64$

64



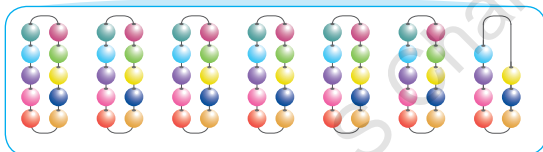
Sixty and five more are **Sixty-five**.
 $6 \text{ tens} + 5 \text{ ones} = 65$

65



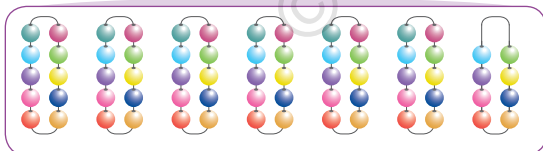
Sixty and six more are **Sixty-six**.
 $6 \text{ tens} + 6 \text{ ones} = 66$

66



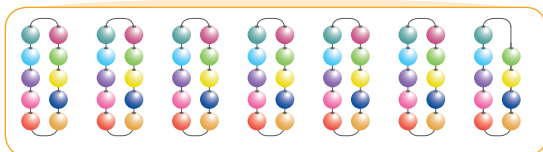
Sixty and seven more are **Sixty-seven**.
 $6 \text{ tens} + 7 \text{ ones} = 67$

67



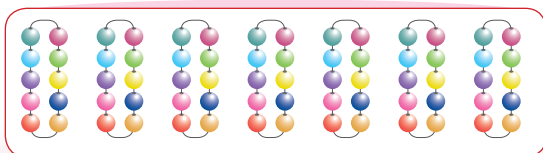
Sixty and eight more are **Sixty-eight**.
 $6 \text{ tens} + 8 \text{ ones} = 68$

68



Sixty and nine more are **Sixty-nine**.
 $6 \text{ tens} + 9 \text{ ones} = 69$

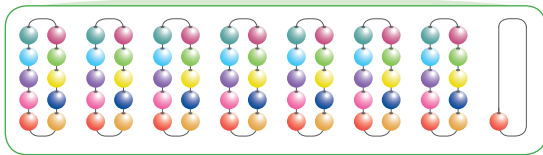
69



Sixty and ten more are **Seventy**.
 $7 \text{ tens} + 0 \text{ ones} = 70$

70

Numbers 71 – 80



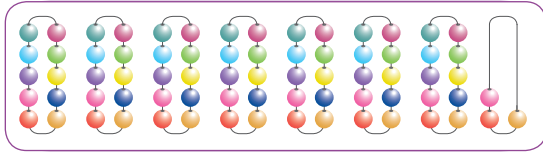
Seventy and one more are **Seventy-one**.
 $7 \text{ tens} + 1 \text{ one} = 71$

71



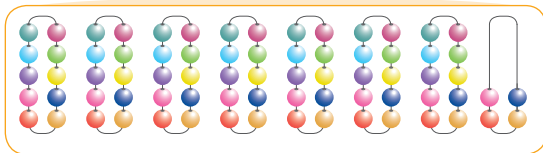
Seventy and two more are **Seventy-two**.
 $7 \text{ tens} + 2 \text{ ones} = 72$

72



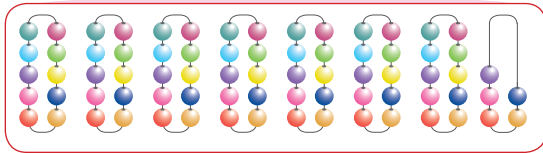
Seventy and three more are **Seventy-three**.
 $7 \text{ tens} + 3 \text{ ones} = 73$

73



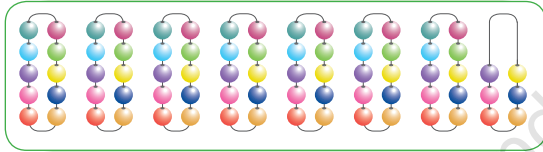
Seventy and four more are **Seventy-four**.
 $7 \text{ tens} + 4 \text{ ones} = 74$

74



Seventy and five more are **Seventy-five**.
 $7 \text{ tens} + 5 \text{ ones} = 75$

75



Seventy and six more are **Seventy-six**.
 $7 \text{ tens} + 6 \text{ ones} = 76$

76



Seventy and seven more are **Seventy-seven**.
 $7 \text{ tens} + 7 \text{ ones} = 77$

77



Seventy and eight more are **Seventy-eight**.
 $7 \text{ tens} + 8 \text{ ones} = 78$

78



Seventy and nine more are **Seventy-nine**.
 $7 \text{ tens} + 9 \text{ ones} = 79$

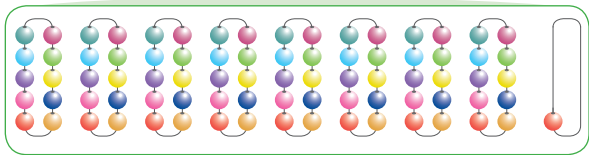
79



Seventy and ten more are **Eighty**.
 $8 \text{ tens} + 0 \text{ ones} = 80$

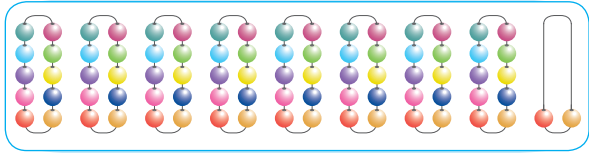
80

Numbers 81 – 90



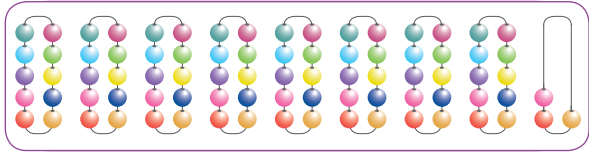
Eighty and one more are **Eighty-one**.
 $8 \text{ tens} + 1 \text{ one} = 81$

81



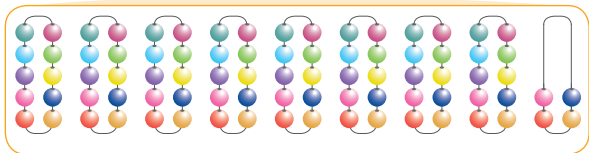
Eighty and two more are **Eighty-two**.
 $8 \text{ tens} + 2 \text{ ones} = 82$

82



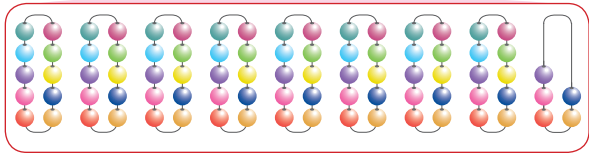
Eighty and three more are **Eighty-three**.
 $8 \text{ tens} + 3 \text{ ones} = 83$

83



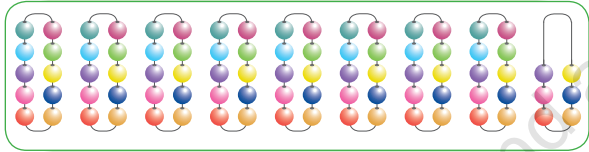
Eighty and four more are **Eighty-four**.
 $8 \text{ tens} + 4 \text{ ones} = 84$

84



Eighty and five more are **Eighty-five**.
 $8 \text{ tens} + 5 \text{ ones} = 85$

85



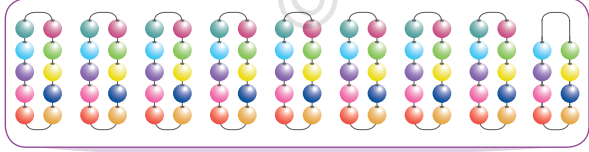
Eighty and six more are **Eighty-six**.
 $8 \text{ tens} + 6 \text{ ones} = 86$

86



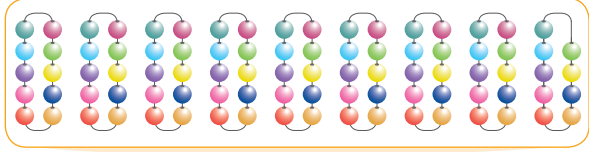
Eighty and seven more are **Eighty-seven**.
 $8 \text{ tens} + 7 \text{ ones} = 87$

87



Eighty and eight more are **Eighty-eight**.
 $8 \text{ tens} + 8 \text{ ones} = 88$

88



Eighty and nine more are **Eighty-nine**.
 $8 \text{ tens} + 9 \text{ ones} = 89$

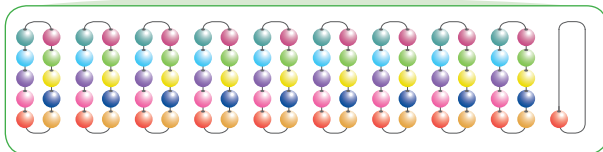
89



Eighty and ten more are **Ninety**.
 $9 \text{ tens} + 0 \text{ ones} = 90$

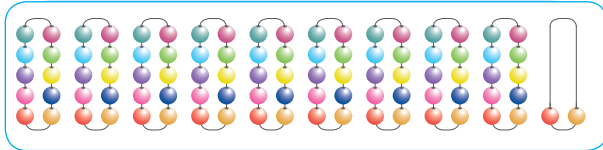
90

Numbers 91 – 100



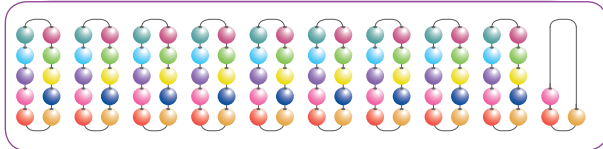
Ninety and one more are **Ninety-one**.
 $9 \text{ tens} + 1 \text{ one} = 91$

91



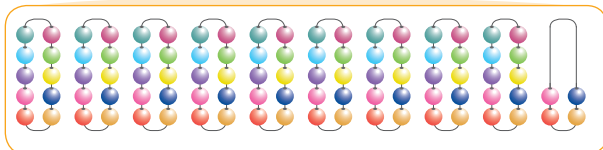
Ninety and two more are **Ninety-two**.
 $9 \text{ tens} + 2 \text{ ones} = 92$

92



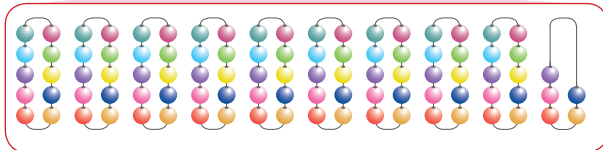
Ninety and three more are **Ninety-three**.
 $9 \text{ tens} + 3 \text{ ones} = 93$

93



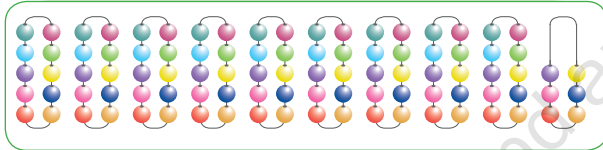
Ninety and four more are **Ninety-four**.
 $9 \text{ tens} + 4 \text{ ones} = 94$

94



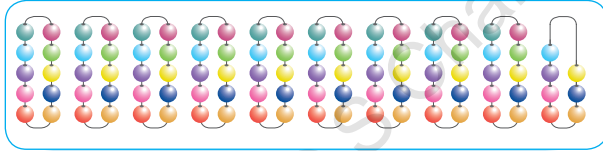
Ninety and five more are **Ninety-five**.
 $9 \text{ tens} + 5 \text{ ones} = 95$

95



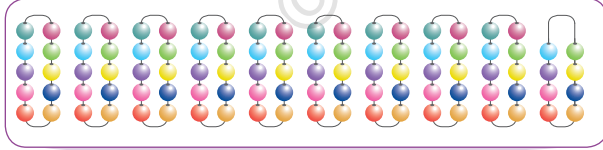
Ninety and six more are **Ninety-six**.
 $9 \text{ tens} + 6 \text{ ones} = 96$

96



Ninety and seven more are **Ninety-seven**.
 $9 \text{ tens} + 7 \text{ ones} = 97$

97



Ninety and eight more are **Ninety-eight**.
 $9 \text{ tens} + 8 \text{ ones} = 98$

98



Ninety and nine more are **Ninety-nine**.
 $9 \text{ tens} + 9 \text{ ones} = 99$

99



Ninety and ten more are **Hundred**.
 $10 \text{ tens} + 0 \text{ ones} = 100$

100



Numbers from 1 to 100

Fill in the missing numbers.

	2	3							10
11					16				
			24				28		
	32							39	
				45					
51			54			57			
		63							70
					76				
	82							89	
				95		97			

Counting Breaks

Fill in the missing numbers in the placeholders.

31 40

76 81

50 58

91 100

14 21

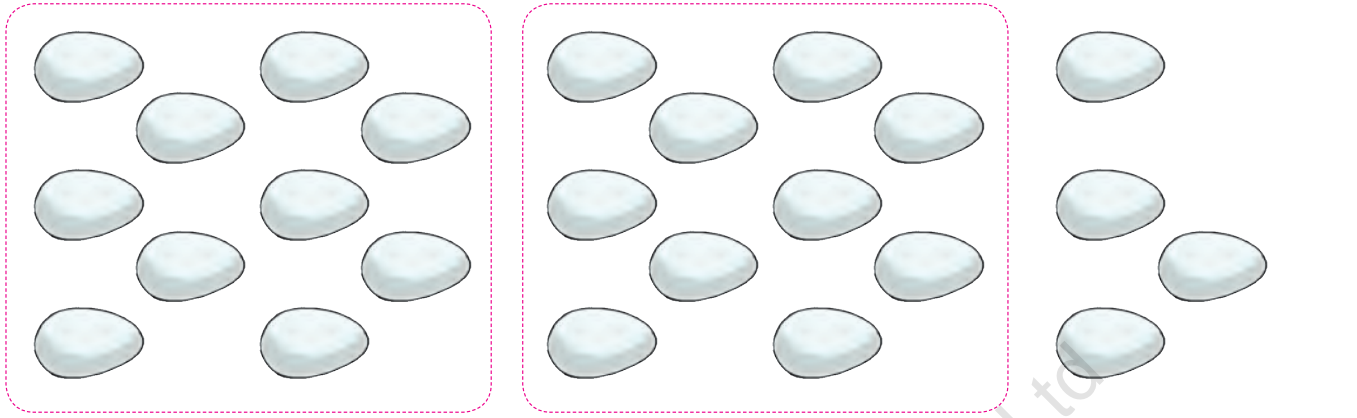
25 34

63 68


41 48

Counting by Grouping

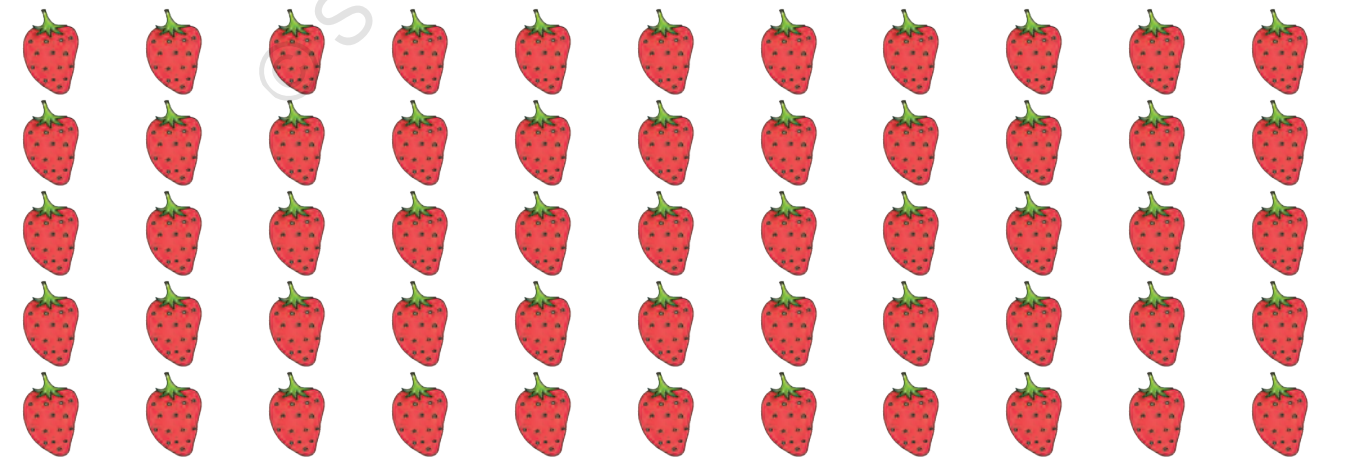
Count the number of objects by grouping them in tens.



2 tens + 4 ones = 24



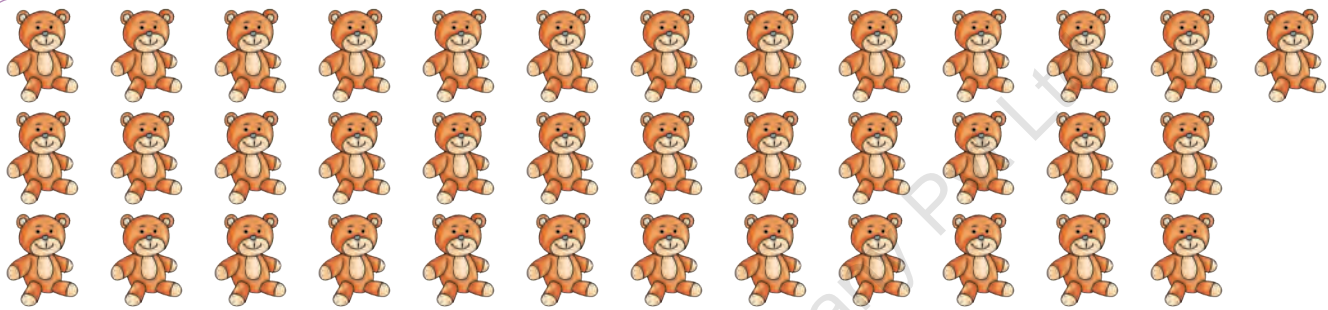
tens + ones =



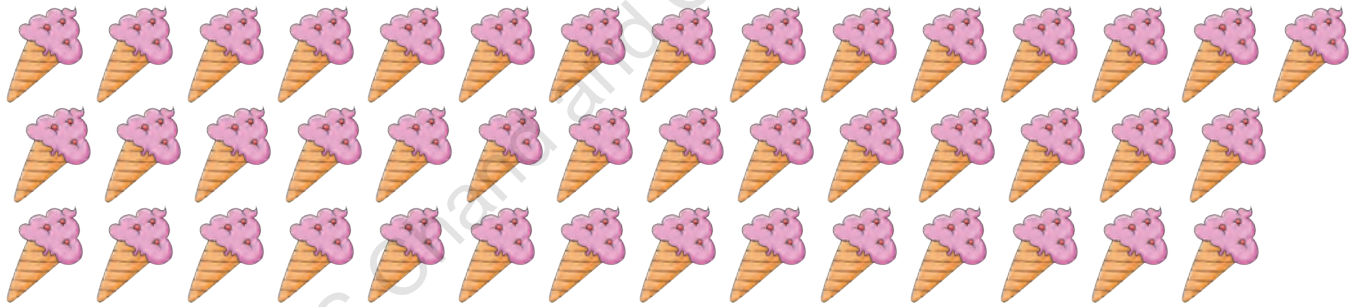
tens + ones =



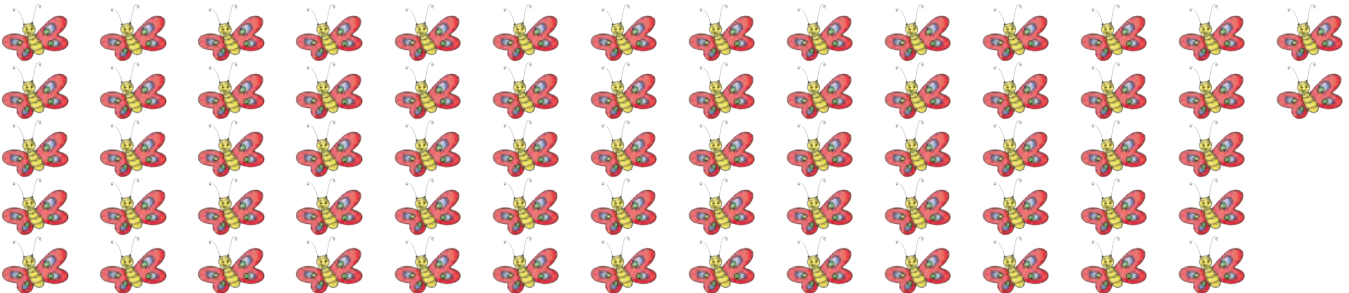
tens + ones =



tens + ones =



tens + ones =



tens + ones =

Numbers and Number Names

Write the numbers.

Fifty-three 53

Sixty-five

Seventy

Eighty-two

Ninety-nine

Seventy-five

Fifty-eight

Hundred

Forty-eight

Sixty-one

Sixty-seven

Ninety-four

Seventy-eight

Fifty-five

Ninety-two

Ninety

Seventy-three

Eighty-five

Ninety-seven

Eighty-nine

Write the number names for the following numbers.

74 Seventy-four

93

57

49

68

31

80

96

14

100

82

54

98

71

47

86

39

67

73

45

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Just Before - Just After - Between

Write the number which comes:

just before

57 58

 62

 97

 26

 70

 84

 48

 35

 93

 20

just after

12 13

66

47

75

24

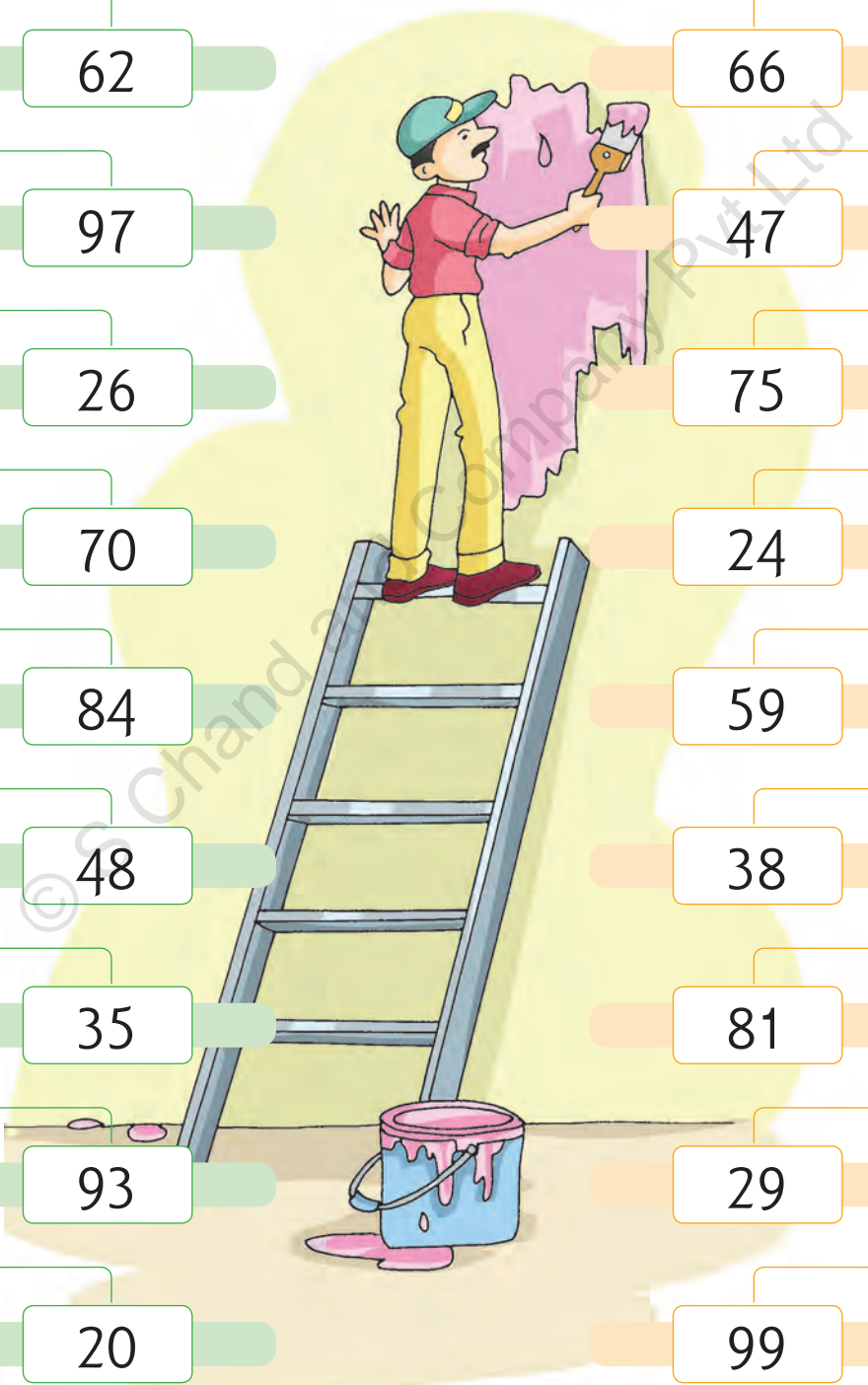
59

38

81

29

99



Write the number which comes in between the given numbers.

19 20 21

46 48

30 32

57 59

54 56

95 97

68 70

84 86

28 30

11 13

7 9

29 31

73 75

62 64

45 47

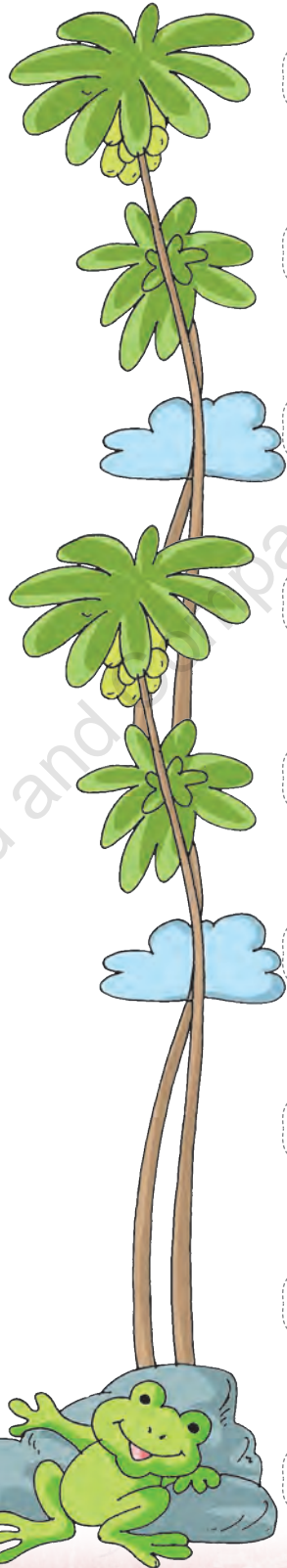
91 93

86 88

98 100

37 39

23 25



Write the correct numbers in the placeholders.

is just after 56

is just before 70

44 is just after

79 is just before

99 is just before

59 is just before

is between 96 and 98

63 is between and

22 is between and

is between 67 and 69

92 is just after

is just after 49

73 is just after

is just before 60

is just after 39

is between 81 and 83

11 is just after

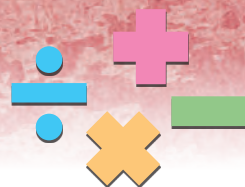
is between 53 and 55

is just after 69

29 is just after

9

Numerals on Abacus



Look at the abacus shown in the figure.

It has two spikes.

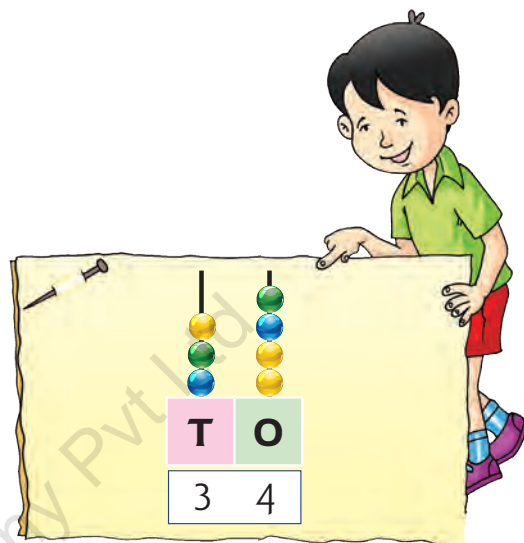
There are beads in each spike.

The beads in right hand spike show ones.

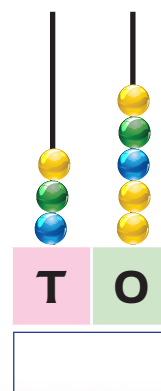
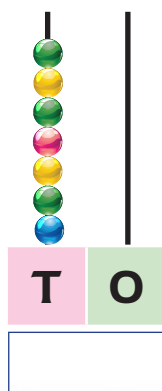
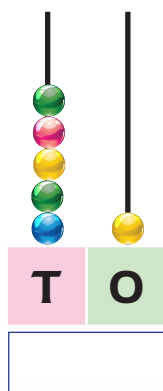
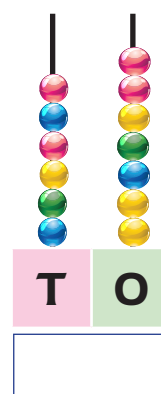
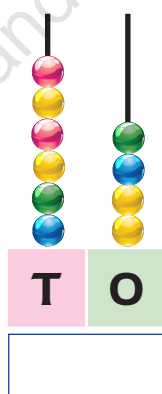
The beads in left hand spike show tens.

This abacus has 3 beads at the tens place and 4 beads at the ones place.

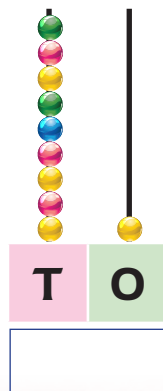
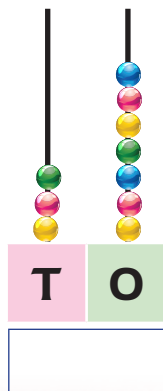
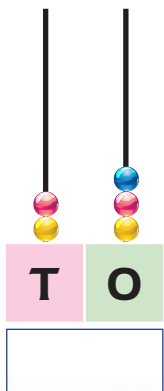
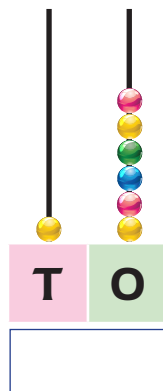
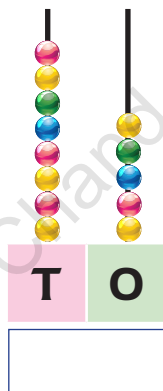
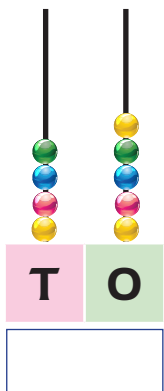
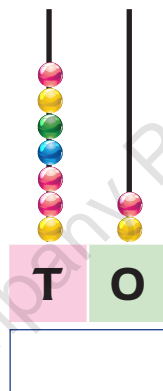
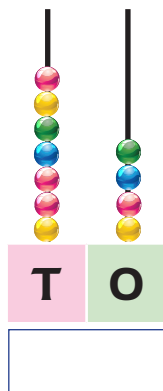
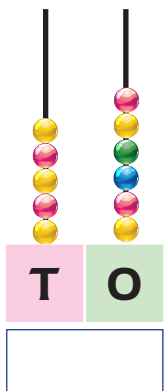
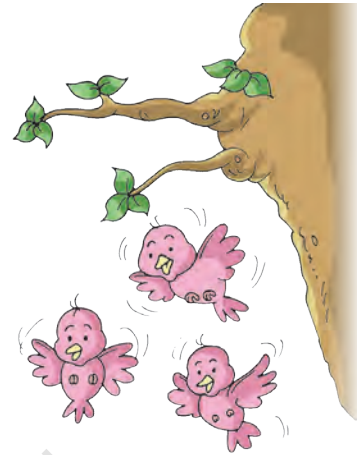
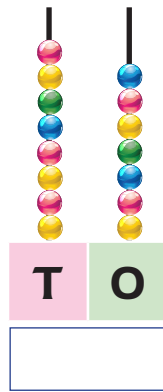
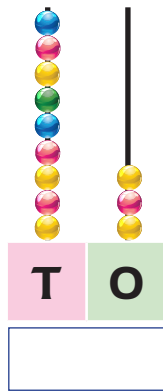
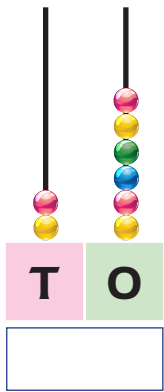
This shows 3 tens + 4 ones = 34.



Write the numerals in the placeholders, shown by the abacus. One has been done for you.



Write the numeral in the placeholder, shown by the abacus.



Numbers in Expanded Form

5 tens and 3 ones make 53.

In expanded form, we write:

$$53 = 5 \text{ tens} + 3 \text{ ones.}$$

Now, 5 tens = 50 and 3 ones = 3.

So, 53 may also be written as: $53 = 50 + 3$.



Some more numbers in expanded form are given below.

$$\begin{aligned} 68 &= 6 \text{ tens} + 8 \text{ ones} \\ &= 60 + 8 \end{aligned}$$

$$\begin{aligned} 82 &= 8 \text{ tens} + 2 \text{ ones} \\ &= 80 + 2 \end{aligned}$$

$$\begin{aligned} 50 &= 5 \text{ tens} + 0 \text{ ones} \\ &= 50 + 0 \end{aligned}$$

$$\begin{aligned} 46 &= 4 \text{ tens} + 6 \text{ ones} \\ &= 40 + 6 \end{aligned}$$

$$\begin{aligned} 97 &= 9 \text{ tens} + 7 \text{ ones} \\ &= 90 + 7 \end{aligned}$$

$$\begin{aligned} 74 &= 7 \text{ tens} + 4 \text{ ones} \\ &= 70 + 4 \end{aligned}$$

$$\begin{aligned} 38 &= 3 \text{ tens} + 8 \text{ ones} \\ &= 30 + 8 \end{aligned}$$

$$\begin{aligned} 34 &= 3 \text{ tens} + 4 \text{ ones} \\ &= 30 + 4 \end{aligned}$$

$$\begin{aligned} 16 &= 1 \text{ ten} + 6 \text{ ones} \\ &= 10 + 6 \end{aligned}$$

$$\begin{aligned} 39 &= 3 \text{ tens} + 9 \text{ ones} \\ &= 30 + 9 \end{aligned}$$

$$\begin{aligned} 57 &= 5 \text{ tens} + 7 \text{ ones} \\ &= 50 + 7 \end{aligned}$$

$$\begin{aligned} 41 &= 4 \text{ tens} + 1 \text{ one} \\ &= 40 + 1 \end{aligned}$$

$$\begin{aligned} 60 &= 6 \text{ tens} + 0 \text{ ones} \\ &= 60 + 0 \end{aligned}$$

$$\begin{aligned} 94 &= 9 \text{ tens} + 4 \text{ ones} \\ &= 90 + 4 \end{aligned}$$

Write each number in expanded form.

Example: $56 = 5 \text{ tens} + 6 \text{ ones} = 50 + 6$

64 = tens + ones = +

91 = tens + one = +

83 = tens + ones = +

35 = tens + ones = +

78 = tens + ones = +

96 = tens + ones = +

27 = tens + ones = +

49 = tens + ones = +

70 = tens + ones = +

14 = ten + ones = +

100 = tens + ones = +

Numbers in Short Form

In expanded form, we write: $62 = 6 \text{ tens} + 2 \text{ ones}$.

Thus, in short form, we write: $6 \text{ tens} + 2 \text{ ones} = 62$.

Some other numbers in short form are given below.

$$2 \text{ tens} + 5 \text{ ones} = 25$$

$$6 \text{ tens} + 9 \text{ ones} = 69$$

$$8 \text{ tens} + 0 \text{ ones} = 80$$

$$9 \text{ tens} + 8 \text{ ones} = 98$$



$$7 \text{ tens} + 3 \text{ ones} = 73$$

$$4 \text{ tens} + 1 \text{ one} = 41$$

$$5 \text{ tens} + 7 \text{ ones} = 57$$

$$4 \text{ tens} + 4 \text{ ones} = 44$$

Write the following in short form.

$$5 \text{ tens} + 8 \text{ ones} = \bigcirc$$

$$9 \text{ tens} + 3 \text{ ones} = \bigcirc$$

$$8 \text{ tens} + 9 \text{ ones} = \bigcirc$$

$$5 \text{ tens} + 1 \text{ one} = \bigcirc$$

$$2 \text{ tens} + 8 \text{ ones} = \bigcirc$$

$$3 \text{ tens} + 3 \text{ ones} = \bigcirc$$

$$4 \text{ tens} + 3 \text{ ones} = \bigcirc$$

$$5 \text{ tens} + 5 \text{ ones} = \bigcirc$$

$$4 \text{ tens} + 7 \text{ ones} = \bigcirc$$

$$7 \text{ tens} + 5 \text{ ones} = \bigcirc$$

$$1 \text{ ten} + 2 \text{ ones} = \bigcirc$$

$$7 \text{ tens} + 0 \text{ ones} = \bigcirc$$

$$2 \text{ tens} + 1 \text{ one} = \bigcirc$$

$$6 \text{ tens} + 6 \text{ ones} = \bigcirc$$

1-digit and 2-digit Numbers

Digit

Take a number, say 23.

Each of the numerals 2 and 3 in the number 23 is called a **digit**.

Here, 2 is the tens digit and 3 is the ones digit.

In the number 19,

1 is the tens digit and 9 is the ones digit.

In the number 57,

5 is the tens digit and 7 is the ones digit, and so on.

1-digit Numbers

Numbers from 0 to 9 are 1-digit numbers.

So, there are ten 1-digit numbers.

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

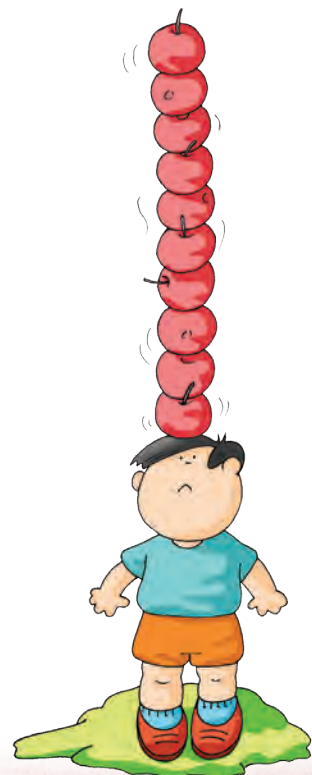


2-digit Numbers

Numbers from 10 to 99 are 2-digit numbers.

So, there are ninety 2-digit numbers.

10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99



10

Comparison of Numbers



Number Grid

We have learnt counting numbers from 1 to 100.

Left → Right

Above ↓ Below

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



This is a number grid.

Rule 1: If we move from left to right in the number-grid, we move from smaller to greater.

So, a number to the right in the grid is greater than a number to the left.

Let us compare 48 and 41.

You can see that 48 lies to the right of 41 in the number-grid.

So, 48 is greater.

We write: $48 > 41$.

Rule 2: If we move down in the number-grid, we move from smaller to greater.

So, a number lying below in the grid is greater than a number lying above.

Let us compare 26 and 79.

You can see that 26 lies above 79 in the table, and 79 lies below.

So, 26 is smaller.



Look at the number-grid and put the correct symbol $>$ or $<$ in the placeholder.

$9 \quad \square \quad 29$

$32 \quad \square \quad 36$

$77 \quad \square \quad 73$

$36 \quad \square \quad 57$

$69 \quad \square \quad 60$

$11 \quad \square \quad 18$

$86 \quad \square \quad 33$

$54 \quad \square \quad 14$

$42 \quad \square \quad 50$

$94 \quad \square \quad 75$

$19 \quad \square \quad 11$

$67 \quad \square \quad 57$

$26 \quad \square \quad 46$

$15 \quad \square \quad 55$

$58 \quad \square \quad 90$

$85 \quad \square \quad 81$

$47 \quad \square \quad 13$

$31 \quad \square \quad 98$

$70 \quad \square \quad 29$

$97 \quad \square \quad 77$

$31 \quad \square \quad 98$

$24 \quad \square \quad 73$



Comparison on the Number Line

A number line is an array of numbers which goes on from left to right as shown below.

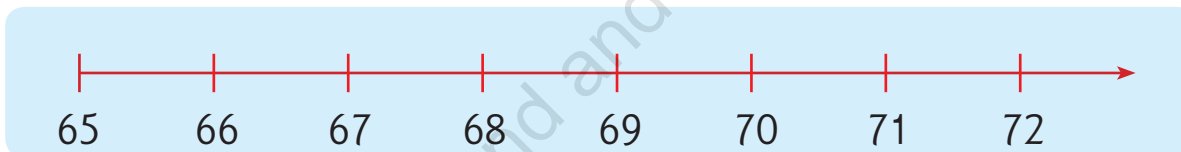


Rule 1: The number which lies to the right of a given number on the number line is greater than that number.

Rule 2: The number which lies to the left of a given number on the number line is smaller than that number.

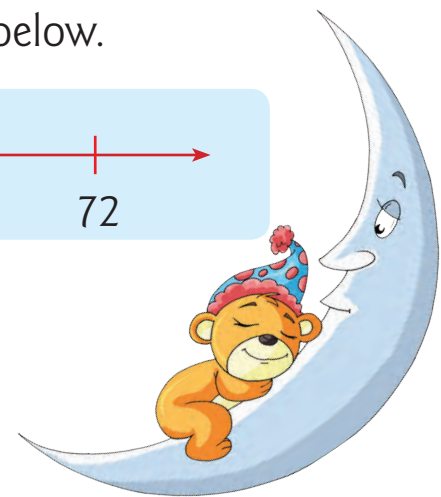
Let us compare 65 and 72.

We draw a number line starting with 65, as shown below.



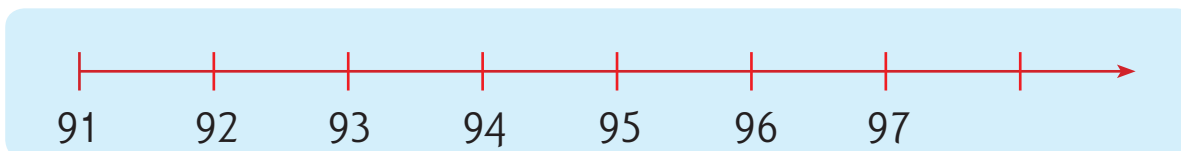
Since 65 lies to the left of 72, so

$$65 < 72$$



Now, let us compare 91 and 97.

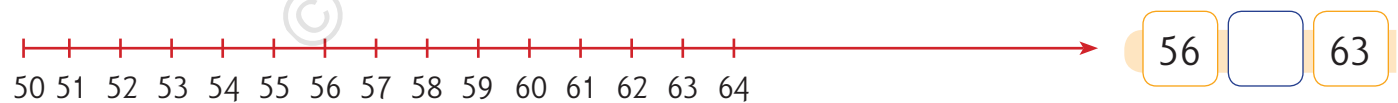
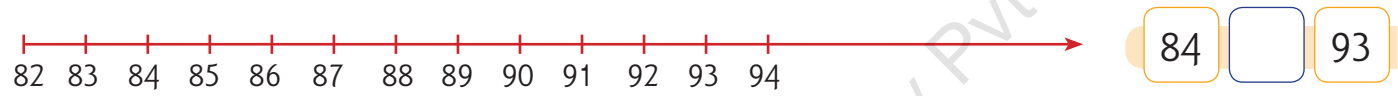
We draw a number line starting with 91, as shown below.



Since 97 lies to the right of 91, so

$$97 > 91$$

Using the number line, put the correct symbol $>$ or $<$ in the boxes provided.



Rules for Comparison

Comparison of 1-digit and 2-digit Numbers

Rule: A 1-digit number is always less than a 2-digit number.

So, $7 < 13$,

$5 < 19$,

$3 < 11$ and so on.



Comparison of 2-digit Numbers

Rule:

Step 1: Compare the tens digits first.

The number having greater tens digit is greater.

Step 2: If the tens digits are same, compare the ones digits.

The number having greater ones digit is greater.

Let us compare 48 and 39.

The tens digits are 4 and 3.

And, $4 > 3$.

So, $48 > 39$.



Now, let us compare 82 and 87.

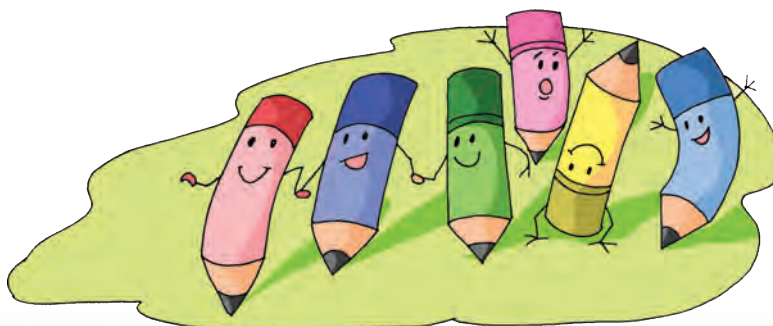
They have the same tens digit, namely 8.

Let us compare their ones digits.

These digits are 2 and 7.

And, $2 < 7$.

So, $82 < 87$.



Put the correct symbol $>$, $<$ or $=$ in the placeholders.

$5 \bigcirc 12$

$17 \bigcirc 20$

$13 \bigcirc 10$

$15 \bigcirc 17$

$12 \bigcirc 12$

$28 \bigcirc 23$

$18 \bigcirc 32$

$51 \bigcirc 28$

$45 \bigcirc 59$

$78 \bigcirc 72$

$37 \bigcirc 73$

$9 \bigcirc 17$

$16 \bigcirc 14$

$10 \bigcirc 20$

$13 \bigcirc 15$

$12 \bigcirc 17$

$15 \bigcirc 18$

$29 \bigcirc 41$

$42 \bigcirc 31$

$67 \bigcirc 57$

$91 \bigcirc 79$

$54 \bigcirc 45$

$8 \bigcirc 13$

$12 \bigcirc 7$

$19 \bigcirc 18$

$11 \bigcirc 12$

$14 \bigcirc 9$

$33 \bigcirc 26$

$43 \bigcirc 29$

$47 \bigcirc 55$

$63 \bigcirc 46$

$92 \bigcirc 97$

$69 \bigcirc 96$



11

Ordering of Numbers

Numbers may be arranged from the smallest to the greatest or from the greatest to the smallest.

Ascending Order

‘To ascend’ means ‘to go up.’

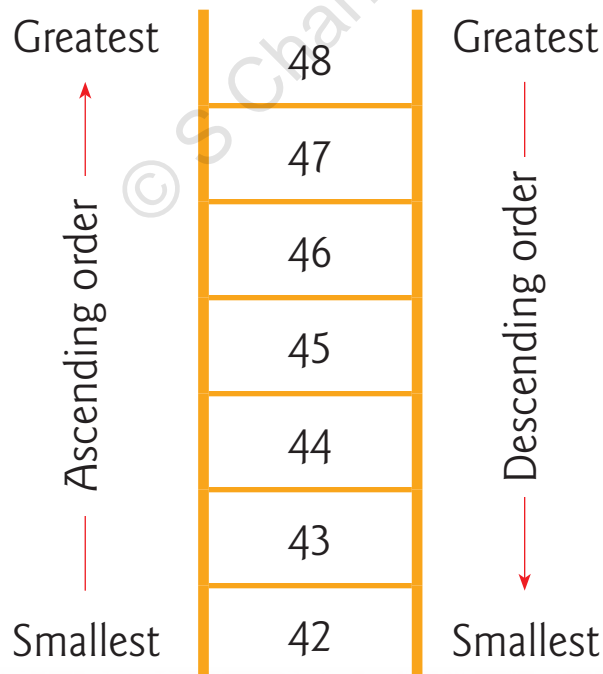
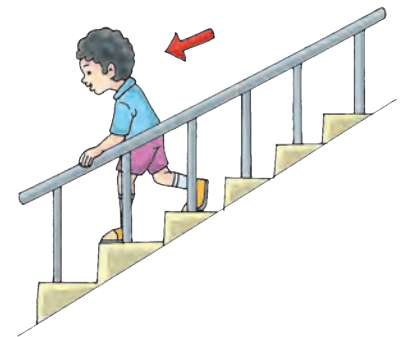
To arrange the numbers in ascending order, we put the numbers in the order from the smallest to the greatest.



Descending Order

‘To descend’ means ‘to come down.’

To arrange the numbers in the descending order, we put the numbers in the order from the greatest to the smallest.



How to Arrange Numbers in Ascending Order?

Suppose we have to arrange the following four numbers in ascending order:

31

53

13

35



Step 1: Write the smallest number in the given space and cross (✕) it out on the given list.

31	53	13	35
13			

Step 2: From the remaining three numbers, write the smallest number and cross (✕) it out.

31	53	13	35
13	31		

Step 3: From the remaining two numbers, choose the smaller number, write it and cross (✕) it out in the given list.

31	53	13	35
13	31	35	

Step 4: Write the remaining number.

31	53	13	35
13	31	35	53

How to Arrange Numbers in Descending Order?

Do it as shown above but here you have to pick up the greatest number each time.

46	75	64	57
75			


46	75	64	57
75	64		

46	75	64	57
75	64	57	


46	75	64	57
75	64	57	46

Arrange the given numbers in ascending order. One has been done for you.


35 29 86 53 → 29 35 53 86




77 17 7 70 →




27 21 23 26 →




54 63 45 36 →




90 9 99 19 →




83 63 33 13 →




67 39 91 73 →



66 62 60 68 →



81 80 18 88 →



76 56 67 65 →

Arrange the given numbers in descending order. One has been done for you.

58 34 19 75 → 75 58 34 19



73 77 79 70 →



31 33 13 30 →



59 80 95 88 →



66 76 77 67 →



36 54 63 45 →



61 15 26 42 →



47 68 73 65 →

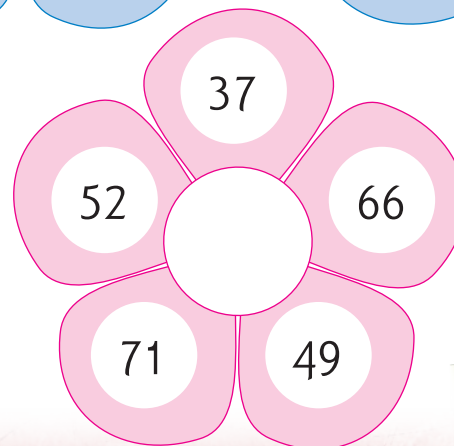
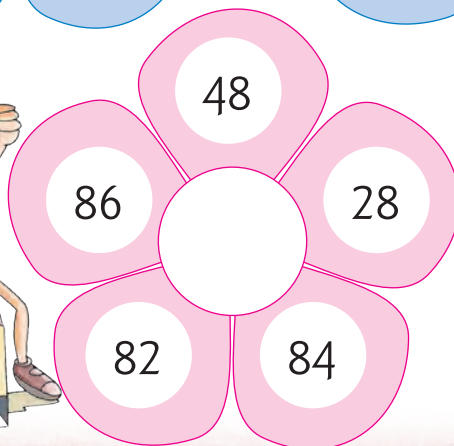
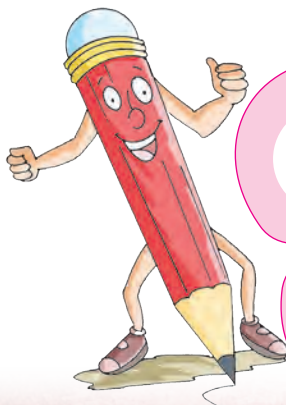
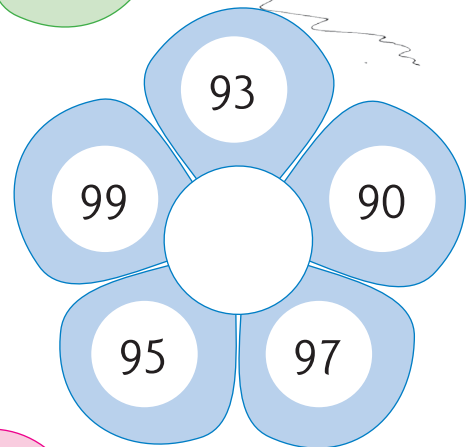
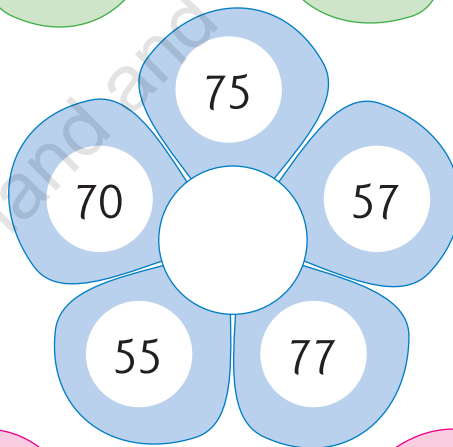
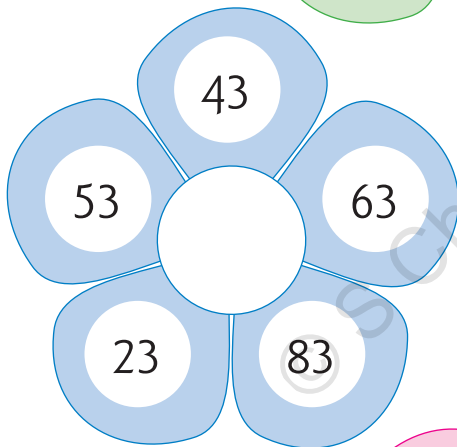
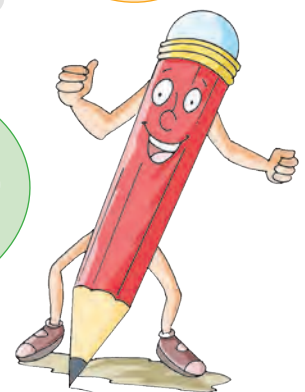
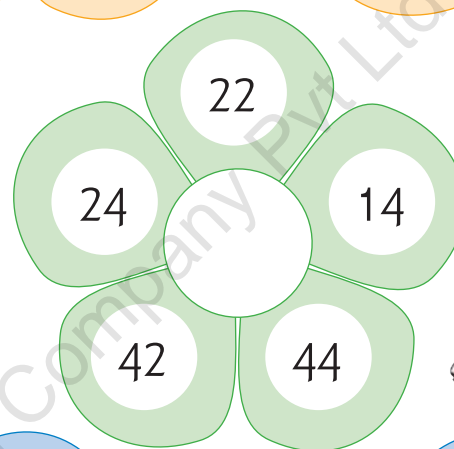
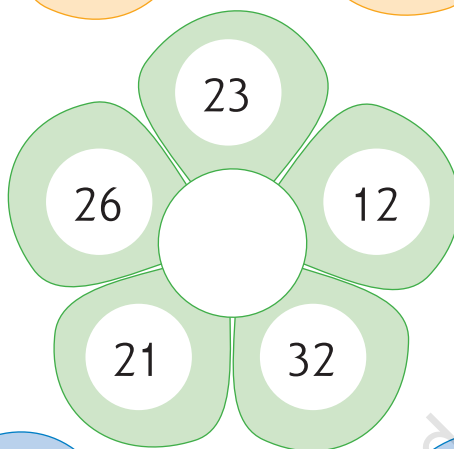
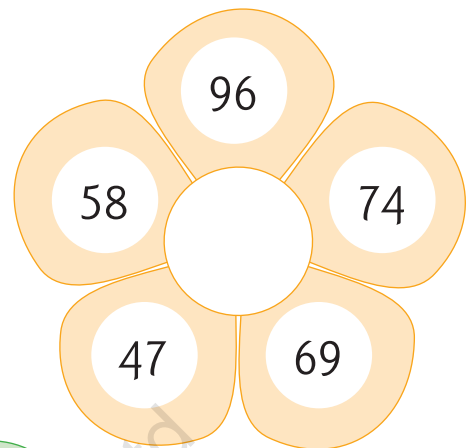
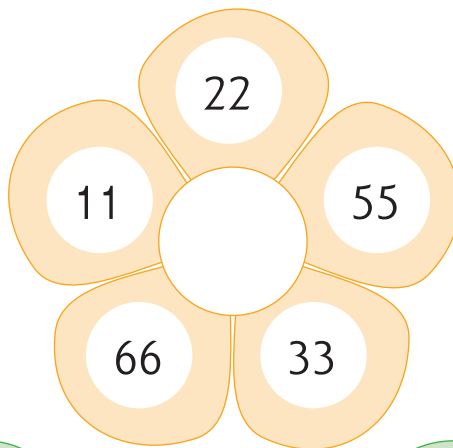
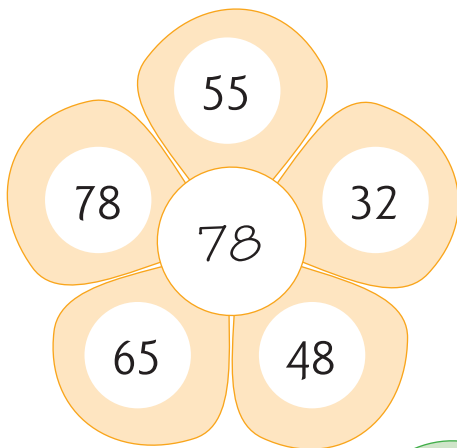


66 96 99 69 →

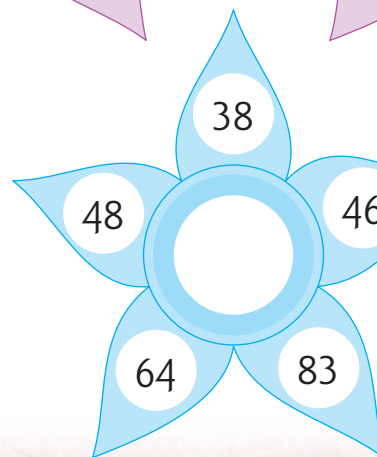
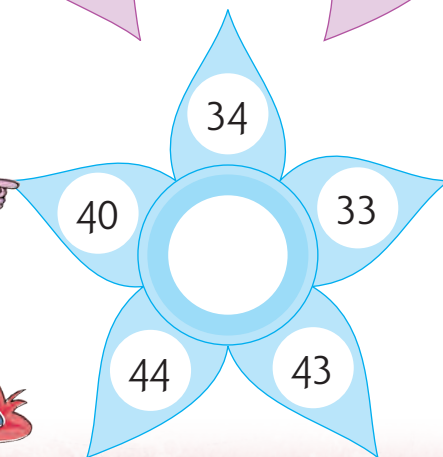
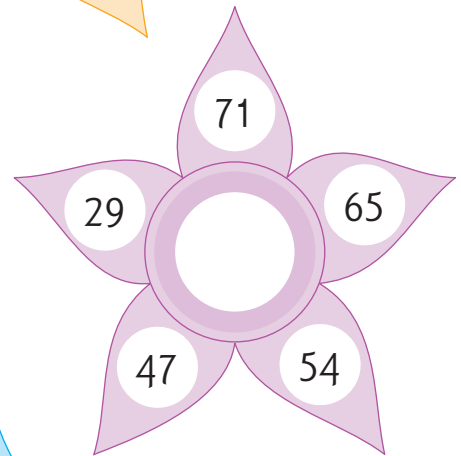
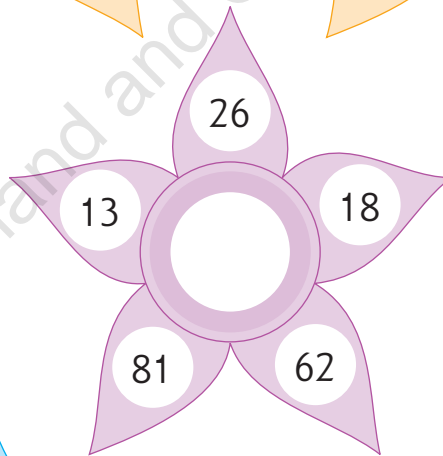
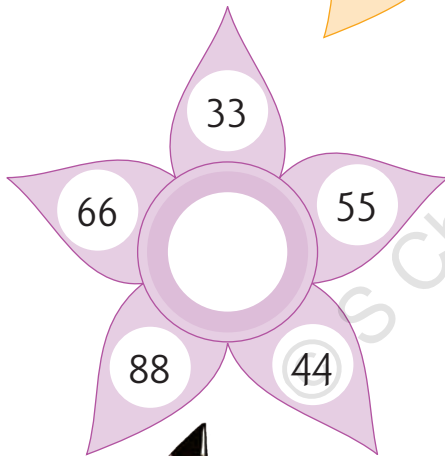
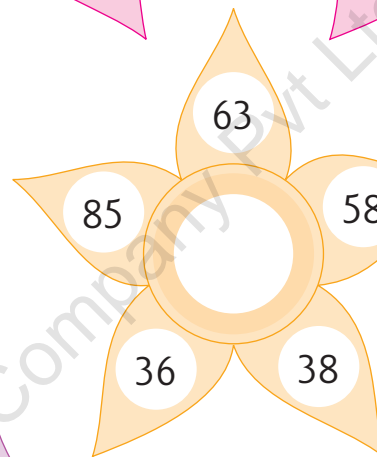
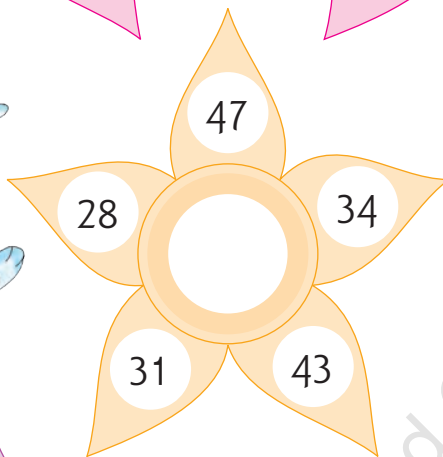
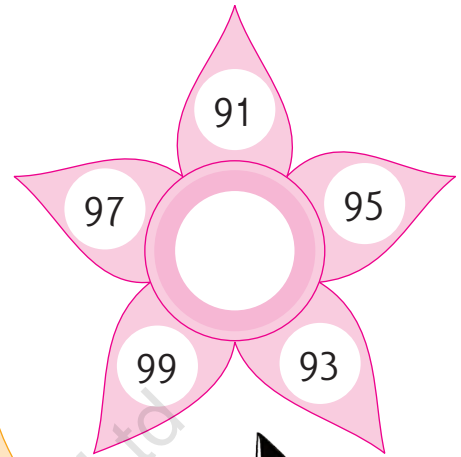
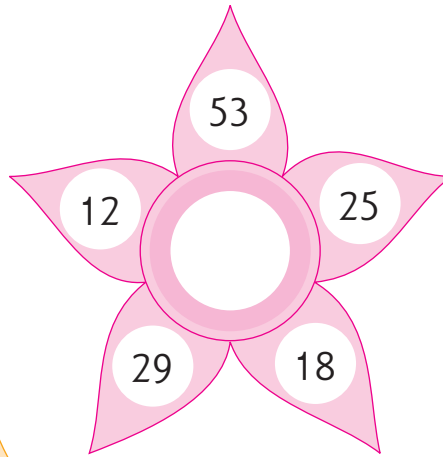
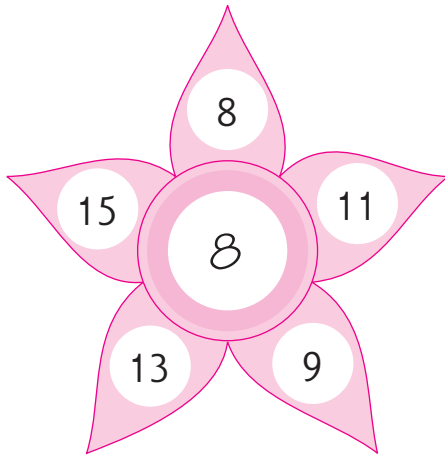


55 15 50 51 →

Write the greatest number in the centre of each flower. One has been done for you.

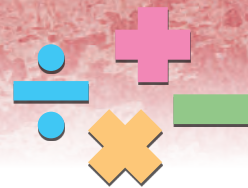


Write the smallest number in the centre of each flower. One has been done for you.



12

Addition of 2-digit Numbers



We have already learnt the addition of 1-digit numbers (numbers from 1 to 9.)

Let us now add 2-digit numbers.

Suppose we have to add 45 and 23.

We take the following steps.

Steps for Addition

Step 1: Write the numbers in column form.

Step 2: Write the numbers in expanded form.

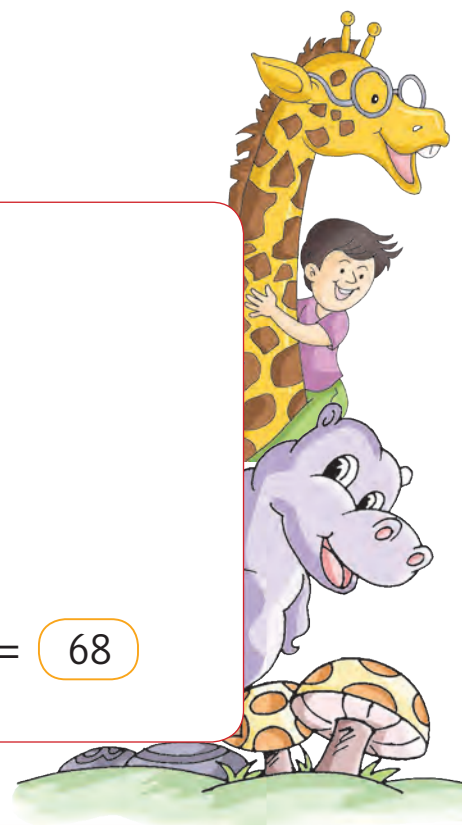
Step 3: Add the ones.

Step 4: Add the tens.



Method

T	O		
4	5	=	4 tens and 5 ones
+	2	=	+ 2 tens and 3 ones
	3	=	6 tens and 8 ones
		=	68



Now, study the following sums.

Add 71 and 26.

Write the given numbers in column form and add.

T	O		
7	1	=	7 tens and 1 one
+	2	6	=
+ 2	6	=	+ 2 tens and 6 ones
+ 2	6	=	9 tens and 7 ones = 97

Add 34 and 25.

T	O		
3	4	=	3 tens and 4 ones
+	2	5	=
+ 2	5	=	+ 2 tens and 5 ones
+ 2	5	=	5 tens and 9 ones = 59

Add the following numbers.

15	=	.....	ten and	.....	ones
+ 83	=	.....	tens and	.....	ones
		.....	tens and	.....	ones = <input style="width: 50px; height: 20px;" type="text"/>

26	=	.....	tens and	.....	ones
+ 51	=	.....	tens and	.....	one
		.....	tens and	.....	ones = <input style="width: 50px; height: 20px;" type="text"/>

32	=	.....	tens and	.....	ones
+ 27	=	.....	tens and	.....	ones
		.....	tens and	.....	ones = <input style="width: 50px; height: 20px;" type="text"/>

$$\begin{array}{r} 42 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ + 54 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ \hline \dots\dots \text{ tens and } \dots\dots \text{ ones} = \boxed{} \end{array}$$

$$\begin{array}{r} 61 = \dots\dots \text{ tens and } \dots\dots \text{ one} \\ + 37 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ \hline \dots\dots \text{ tens and } \dots\dots \text{ ones} = \boxed{} \end{array}$$

$$\begin{array}{r} 72 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ + 13 = \dots\dots \text{ ten and } \dots\dots \text{ ones} \\ \hline \dots\dots \text{ tens and } \dots\dots \text{ ones} = \boxed{} \end{array}$$

$$\begin{array}{r} 45 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ + 53 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ \hline \dots\dots \text{ tens and } \dots\dots \text{ ones} = \boxed{} \end{array}$$

$$\begin{array}{r} 56 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ + 42 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ \hline \dots\dots \text{ tens and } \dots\dots \text{ ones} = \boxed{} \end{array}$$

$$\begin{array}{r} 91 = \dots\dots \text{ tens and } \dots\dots \text{ one} \\ + 7 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ \hline \dots\dots \text{ tens and } \dots\dots \text{ ones} = \boxed{} \end{array}$$

$$\begin{array}{r} 65 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ + 4 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ \hline \dots\dots \text{ tens and } \dots\dots \text{ ones} = \boxed{} \end{array}$$

Addition by Short Method

Let us add 37 and 52.

Method

Step 1:

Write the numbers in column form.

T	O
3	7
+	5 2
<hr/>	
<hr/>	

Step 2:

Add the ones.

T	O
3	7
+	5 2
<hr/>	
	9
<hr/>	

Step 3:

Add the tens.

T	O
3	7
+	5 2
<hr/>	
8	9
<hr/>	

Hence, $37 + 52 = 89$.

Now, study the following sums.

Add 56 and 22.

T	O
5	6
+	2 2
<hr/>	
7	8
<hr/>	

Add 73 and 15.

T	O
7	3
+	1 5
<hr/>	
8	8
<hr/>	



Add:

T	O
1	4
+	3
<hr/>	
<hr/>	

T	O
3	2
+	6
<hr/>	
<hr/>	

T	O
7	3
+	2
<hr/>	
<hr/>	

T	O
4	5
+	3
<hr/>	
<hr/>	

T	O
1	6
+	7
<hr/>	
<hr/>	

T	O
3	3
+	4
<hr/>	
<hr/>	

T	O
4	8
+	5
<hr/>	
<hr/>	

T	O
4	0
+	3
<hr/>	
<hr/>	

T	O
9	1
+	8
<hr/>	
<hr/>	

T	O
4	2
+	3
<hr/>	
<hr/>	

T	O
5	8
+	2
<hr/>	
<hr/>	

T	O
4	2
+	2
<hr/>	
<hr/>	

T	O
7	0
+	2
<hr/>	
<hr/>	

T	O
2	4
+	3
<hr/>	
<hr/>	

T	O
2	4
+	4
<hr/>	
<hr/>	

T	O
8	0
+	9
<hr/>	
<hr/>	

T	O
6	8
+	2
<hr/>	
<hr/>	

T	O
4	3
+	3
<hr/>	
<hr/>	

T	O
2	3
+	6
<hr/>	
<hr/>	

T	O
3	6
+	4
<hr/>	
<hr/>	

Addition of 2-digit Numbers (with carrying)

Suppose we have to add 28 and 47.

We proceed stepwise as shown below.

Step 1: Write the given numbers in column form.

T	O
2	8
+	4
	7
<hr/>	
<hr/>	

Step 2: Add the ones.
8 ones + 7 ones = 15 ones.

T	O
2	8
+	4
	7
<hr/>	
	15
<hr/>	

Step 3: Regroup the sum in the ones column.
15 ones = 10 ones + 5 ones
= 1 ten + 5 ones.

Write 5 under the ones column.

Carry over 1 to the tens column.

T	O
2	8
+	4
	7
<hr/>	
	5
<hr/>	

A pink arrow points from the 15 in the ones column to the tens column, with a circled 1 next to it.

Step 4: Add the tens.

1 ten (carried over) + 2 tens + 4 tens
= 7 tens.

Write 7 under the tens column.

T	O
2	8
+	4
	7
<hr/>	
7	5
<hr/>	

A pink arrow points from the 15 in the ones column to the tens column, with a circled 1 next to it and the word "Carry" written next to the arrow.

Hence, $28 + 47 = 75$

Let us add 66 and 25.

We may add them by the above steps as shown below.

Step 1:	Step 2:	Step 3:																														
<table border="1"><thead><tr><th>T</th><th>O</th></tr></thead><tbody><tr><td>6</td><td>6</td></tr><tr><td>+ 2</td><td>5</td></tr><tr><td colspan="2"><hr/></td></tr><tr><td></td><td>11</td></tr></tbody></table>	T	O	6	6	+ 2	5	<hr/>			11	<table border="1"><thead><tr><th>T</th><th>O</th></tr></thead><tbody><tr><td>6</td><td>6</td></tr><tr><td>+ 2</td><td>5</td></tr><tr><td colspan="2"><hr/></td></tr><tr><td></td><td>11</td></tr></tbody></table>	T	O	6	6	+ 2	5	<hr/>			11	<table border="1"><thead><tr><th>T</th><th>O</th></tr></thead><tbody><tr><td>6</td><td>6</td></tr><tr><td>+ 2</td><td>5</td></tr><tr><td colspan="2"><hr/></td></tr><tr><td>9</td><td>1</td></tr></tbody></table>	T	O	6	6	+ 2	5	<hr/>		9	1
T	O																															
6	6																															
+ 2	5																															
<hr/>																																
	11																															
T	O																															
6	6																															
+ 2	5																															
<hr/>																																
	11																															
T	O																															
6	6																															
+ 2	5																															
<hr/>																																
9	1																															

Hence, $66 + 25 = 91$

Add:

T	O
1	8
+ 3	6
<hr/>	

T	O
2	9
+ 3	2
<hr/>	

T	O
5	7
+ 1	4
<hr/>	

T	O
3	4
+ 4	8
<hr/>	

T	O
5	8
+ 2	5
<hr/>	

T	O
7	6
+ 1	9
<hr/>	

T	O
5	9
+ 3	8
<hr/>	

T	O
5	1
+ 2	9
<hr/>	

T	O
4	7
+ 4	9
<hr/>	

Word Problems

1. Ravi had 12 chocolates. His uncle gave him 26 more chocolates. How many chocolates does Ravi have now?



$$\begin{array}{r} 12 \\ + 26 \\ \hline 38 \end{array}$$

2. There are 10 sparrows and 5 crows on a tree. How many birds are there on the tree?



3. In a class, there are 13 boys and 21 girls. How many students are there in the class?



4. Mummy bought 16 shirts for Sonu and 12 frocks for Meenu. How many clothes did Mummy buy altogether?



5. Lata collected 28 flowers and Reena collected 45 flowers from the garden. How many flowers did they collect together?

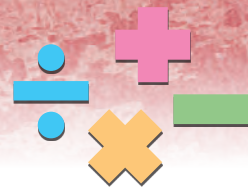


6. There are 23 cars and 18 jeeps moving on the road. How many vehicles are there on the road?



13

Subtraction of 2-digit Numbers



We have learnt the subtraction of 1-digit numbers.

Let us now extend this idea to 2-digit numbers.

Suppose we have to subtract 13 from 25.

We take the following steps.

Steps for Subtraction

Step 1: Write the numbers in column form.

Step 2: Write the numbers in expanded form.

Step 3: Subtract ones from ones.

Step 4: Subtract tens from tens.



Method



T	O	=	2 tens and 5 ones
2	5	=	- 1 ten and 3 ones
-	1	=	<u>1 ten and 2 ones</u> = 12
3	3		

Now, observe the following.

Subtract 36 from 89.

T	O	=	8 tens and 9 ones
8	9	=	- 3 tens and 6 ones
-	3	=	<u>5 tens and 3 ones</u> = 53
6	6		

Subtract 52 from 97.

T	O	=	9 tens and 7 ones
9	7	=	- 5 tens and 2 ones
-	5	=	<u>4 tens and 5 ones</u> = 45
2	2		

Subtract:

$$\begin{array}{r} 54 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ - 51 = \dots\dots \text{ tens and } \dots\dots \text{ one} \\ \hline \dots\dots \text{ tens and } \dots\dots \text{ ones} = \boxed{} \end{array}$$

$$\begin{array}{r} 46 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ - 32 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ \hline \dots\dots \text{ ten and } \dots\dots \text{ ones} = \boxed{} \end{array}$$

$$\begin{array}{r} 78 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ - 34 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ \hline \dots\dots \text{ tens and } \dots\dots \text{ ones} = \boxed{} \end{array}$$

$$\begin{array}{r} 93 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ - 50 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ \hline \dots\dots \text{ tens and } \dots\dots \text{ ones} = \boxed{} \end{array}$$

$$\begin{array}{r} 87 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ - 43 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ \hline \dots\dots \text{ tens and } \dots\dots \text{ ones} = \boxed{} \end{array}$$

$$\begin{array}{r} 74 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ - 54 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ \hline \dots\dots \text{ tens and } \dots\dots \text{ ones} = \boxed{} \end{array}$$

$$\begin{array}{r} 66 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ - 23 = \dots\dots \text{ tens and } \dots\dots \text{ ones} \\ \hline \dots\dots \text{ tens and } \dots\dots \text{ ones} = \boxed{} \end{array}$$

Subtraction by Short Method

Let us subtract 32 from 57.

Method:

Step 1:

Write the numbers in column form.

T	O
5	7
-	3
<hr/>	
	2
<hr/>	

Step 2:

Subtract ones from ones.

T	O
5	7
-	3
<hr/>	
	5
<hr/>	

Step 3:

Subtract tens from tens.

T	O
5	7
-	3
<hr/>	
2	5
<hr/>	

Hence, $57 - 32 = 25$.

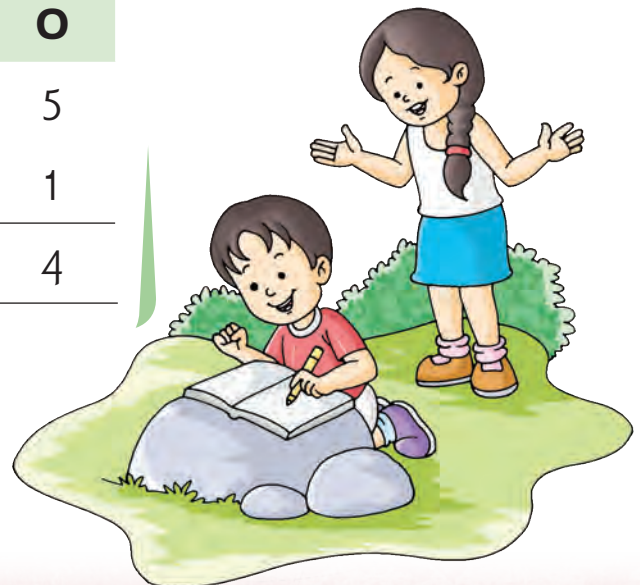
Now, study the following.

Subtract 56 from 98.

T	O
9	8
-	5
<hr/>	
4	2
<hr/>	

Subtract 41 from 75.

T	O
7	5
-	4
<hr/>	
3	4
<hr/>	



Subtract:

T	O
8	7
-	3 2
<hr/>	
<hr/>	

T	O
7	5
-	4 2
<hr/>	
<hr/>	

T	O
8	9
-	4 1
<hr/>	
<hr/>	

T	O
7	6
-	4 3
<hr/>	
<hr/>	

T	O
8	0
-	4 0
<hr/>	
<hr/>	

T	O
6	9
-	4 5
<hr/>	
<hr/>	

T	O
8	6
-	5 3
<hr/>	
<hr/>	

T	O
6	8
-	3 2
<hr/>	
<hr/>	

T	O
9	4
-	6 4
<hr/>	
<hr/>	

T	O
6	7
-	2 3
<hr/>	
<hr/>	

T	O
8	9
-	5 3
<hr/>	
<hr/>	

T	O
7	4
-	3 0
<hr/>	
<hr/>	

T	O
6	6
-	2 3
<hr/>	
<hr/>	

T	O
9	7
-	5 3
<hr/>	
<hr/>	

T	O
7	9
-	5 6
<hr/>	
<hr/>	

T	O
8	5
-	3 1
<hr/>	
<hr/>	

T	O
9	6
-	6 1
<hr/>	
<hr/>	

T	O
7	3
-	6 0
<hr/>	
<hr/>	

T	O
6	7
-	2 4
<hr/>	
<hr/>	

T	O
7	8
-	4 3
<hr/>	
<hr/>	

Subtraction of 2-digit Numbers (with Borrowing)

Let us subtract 25 from 62. We follow the steps shown below.

Step 1: Write the given numbers in column form.

T	O
6	2
-	2
<hr/>	
	5
<hr/>	

Step 2: Subtract the ones.

$$5 > 2.$$

So, we cannot subtract 5 ones from 2 ones.

Borrow 1 ten, so that 5 tens are left.

$$1 \text{ ten} + 2 \text{ ones} = 10 \text{ ones} + 2 \text{ ones} = 12 \text{ ones.}$$

$$12 \text{ ones} - 5 \text{ ones} = 7 \text{ ones.}$$

Write 7 under the ones column.

T	O
6 ⁵	2 ¹²
-	2
<hr/>	
	5
<hr/>	
	7

After borrowing

Step 3: Subtract the tens.

$$5 \text{ tens} - 2 \text{ tens} = 3 \text{ tens.}$$

Write 3 under the tens column.

$$\text{Hence, } 62 - 25 = 37.$$

T	O
6 ⁵	2 ¹²
-	2
<hr/>	
3	5
<hr/>	
	7

Short Method

Let us subtract 39 from 57.

Step 1:

T	O
5	7
-	3
<hr/>	
	9
<hr/>	

Step 2:

T	O
5 ⁴	7 ¹⁷
-	3
<hr/>	
	9
<hr/>	
	8

Step 3:

T	O
5 ⁴	7 ¹⁷
-	3
<hr/>	
1	9
<hr/>	
	8

$$\text{Hence, } 57 - 39 = 18.$$

Subtract:

T	O
○	○
4	2
-	2 9

T	O
○	○
7	1
-	3 5

T	O
○	○
8	1
-	1 9

T	O
○	○
6	3
-	2 8

T	O
○	○
5	7
-	1 8

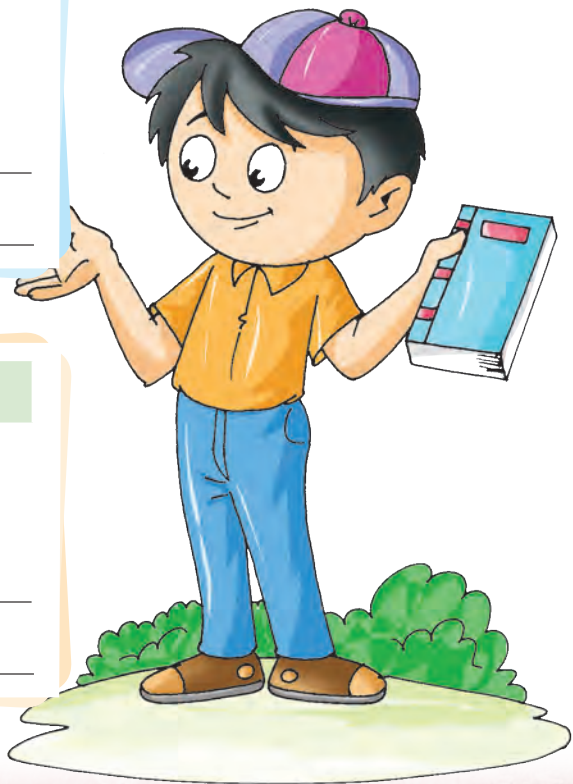
T	O
○	○
9	0
-	5 8

T	O
○	○
8	4
-	4 6

T	O
○	○
5	5
-	2 7

T	O
○	○
4	7
-	2 9

T	O
○	○
9	3
-	4 6



Word Problems

1. There were 48 books on the shelf. Ramesh took out 13 books to read. How many books are left on the shelf?



$$\begin{array}{r} 48 \\ - 13 \\ \hline 35 \end{array}$$

2. There are 57 children in our class. 15 children were absent on Monday. How many children were present on Monday?



3. There were 38 oranges in the basket. 12 oranges got rotten. How many oranges are left fresh in the basket?



4. Puneet has 25 pens. Out of these only 22 pens are working. How many pens are not working?



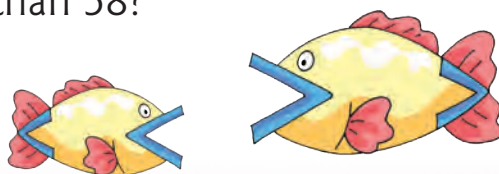
5. There are 98 children in the school. 76 are boys. How many girls are there in the school?



6. There are 78 children in a group. 49 children are going to the picnic. How many children are not going to the picnic?

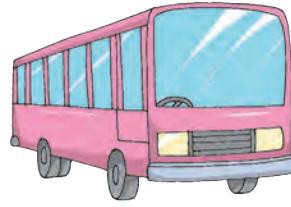


7. How much is 85 greater than 58?



Mixed Problems

1. There are 76 seats in a bus. 32 are occupied. How many seats are empty?



$$\begin{array}{r} 76 \\ - 32 \\ \hline \\ \hline \end{array}$$

2. A grocer has 64 eggs. 8 fell down and broke. How many eggs are left?



$$\begin{array}{r} 64 \\ - 8 \\ \hline \\ \hline \end{array}$$

3. There are 45 mangoes and 23 oranges in a basket. How many fruits are there in the basket?



$$\begin{array}{r} 45 \\ + 23 \\ \hline \\ \hline \end{array}$$

4. A library has 63 English books and 28 Hindi books. How many books are there in the library in all?



$$\begin{array}{r} 63 \\ + 28 \\ \hline \\ \hline \end{array}$$

5. In a box, there were 37 sweets. Rohan and his sister ate 19 sweets. How many sweets were left?



$$\begin{array}{r} 37 \\ - 19 \\ \hline \\ \hline \end{array}$$

6. In a class, there are 42 students. If 24 are boys, how many are girls?



$$\begin{array}{r} 42 \\ - 24 \\ \hline \\ \hline \end{array}$$

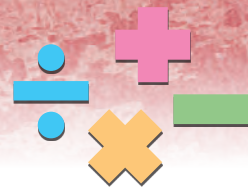
7. A bus had 82 passengers. 25 passengers got down from the bus. How many passengers are left on the bus now?



$$\begin{array}{r} 82 \\ - 25 \\ \hline \\ \hline \end{array}$$

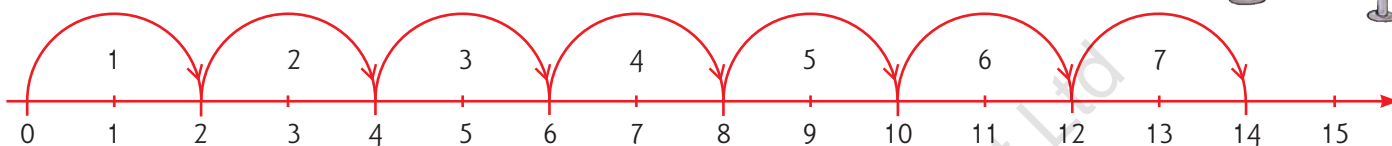
14

Skip Counting



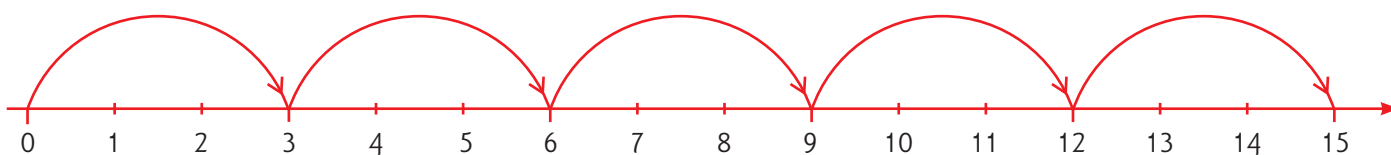
'Skip counting' means 'skipping numbers while counting'.

Skip Counting in 2s



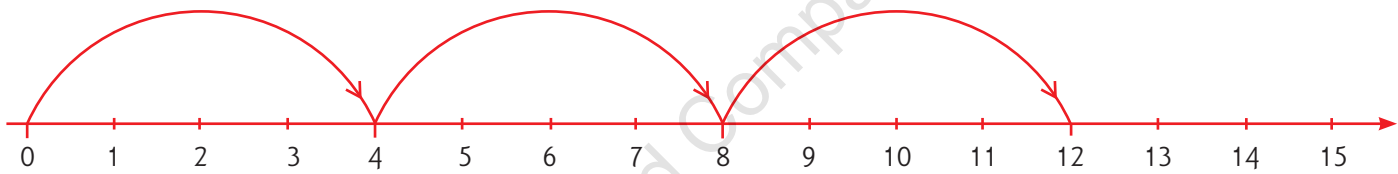
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Skip Counting in 3s



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

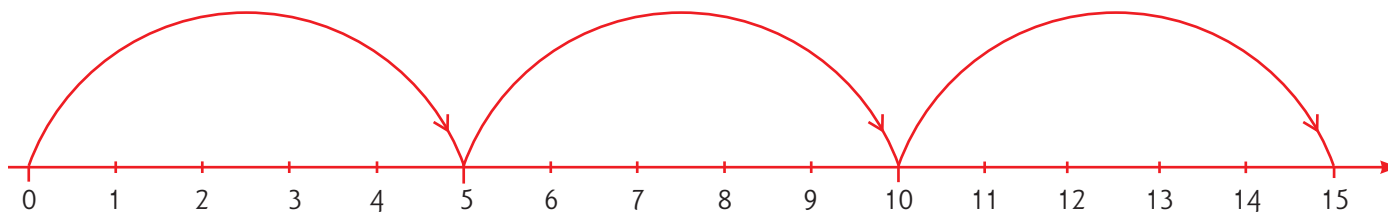
Skip Counting in 4s



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Skip Counting in 5s



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Skip Counting in 10s

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Continue the pattern by counting in 2s.

12	14	16	18				
1	3	5					
44	46	48					
15	17	19					
63	65	67					

Continue the pattern by counting in 3s.

2	5	8	11				
4	7	10					
17	20	23					
21	24	27					

Continue the pattern by counting in 5s.

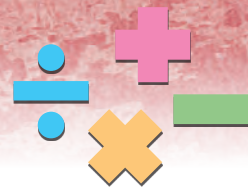
10	15	20					
11	16	21					
23	28	33					

Continue the pattern by counting in 10s.

10	20	30					
15	25	35					

15

Multiplication



‘Multiplication’ means ‘repeated addition’.

Activity 1

One day, three of Rahul’s friends visited his house.



Rahul’s mother gave 2 toffees to each of the four children. How many toffees in all did the mother distribute among the children?

Clearly, $2 + 2 + 2 + 2 = 8$

We say that, 2 added 4 times equals 8.

Or, 4 times 2 is equal to 8.

In Maths, we say,

2 multiplied by 4 is equal to 8.

And, we write $2 \times 4 = 8$,
read as ‘2 into 4 is equal to 8’.

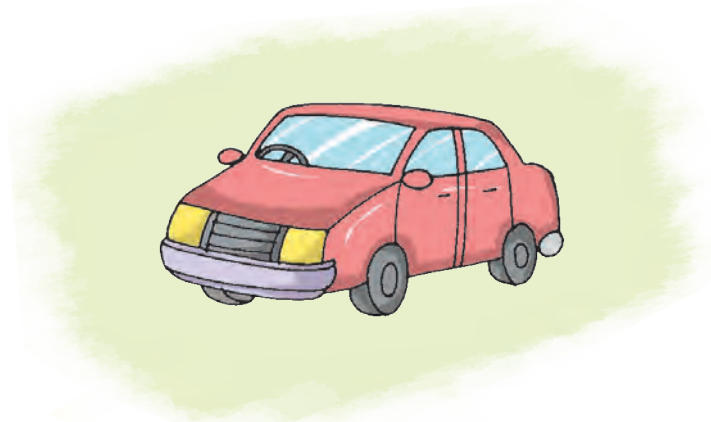
‘ \times ’ stands for multiplication.

$2 \times 4 = 8$ is a multiplication fact.

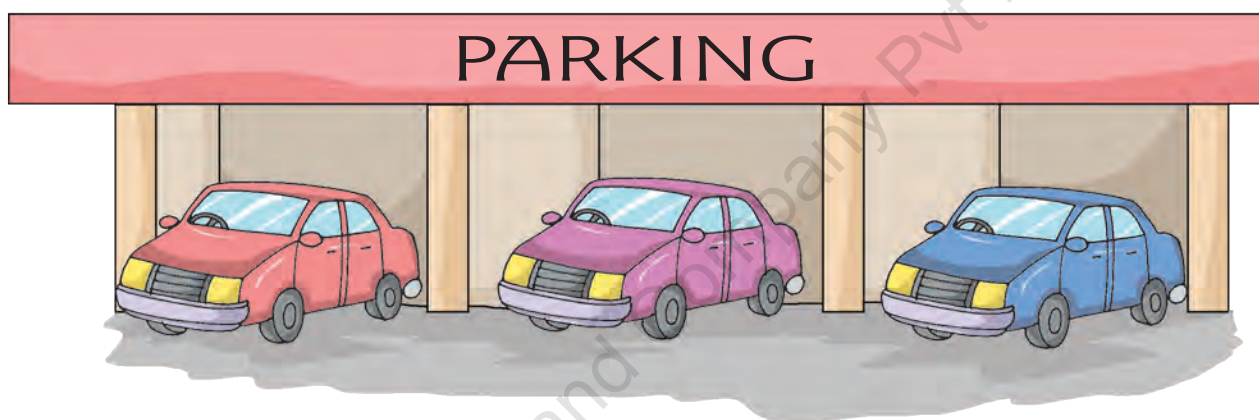


Activity 2

A car has 4 wheels.



3 cars are parked at a parking lot.



How many wheels can you see in all?

Clearly, $4 + 4 + 4 = 12$.

We say that

4 added 3 times equals 12.

Or, 3 times 4 is equal to 12.

In Maths, we say

4 multiplied by 3 is equal to 12.

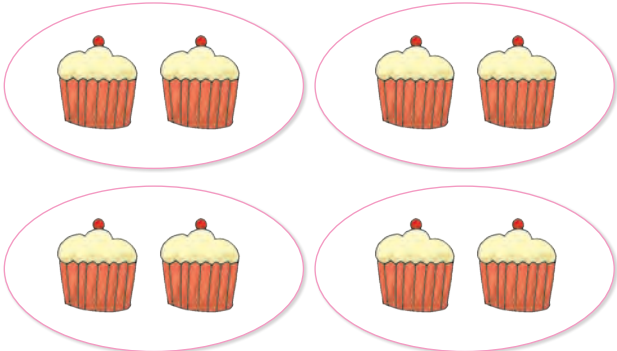
And, we write $4 \times 3 = 12$,

read as '4 into 3 is equal to 12'.

$4 \times 3 = 12$ is a multiplication fact.

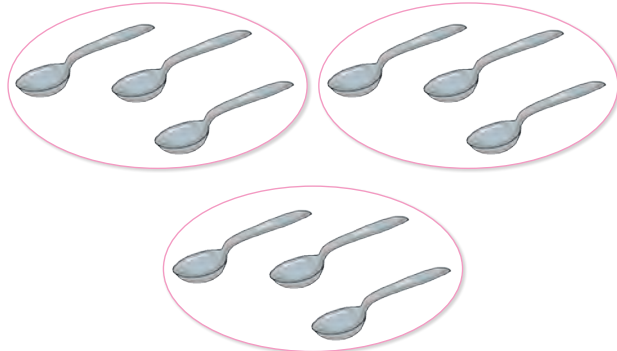


Count the pictures and fill in the blanks. One has been done for you.



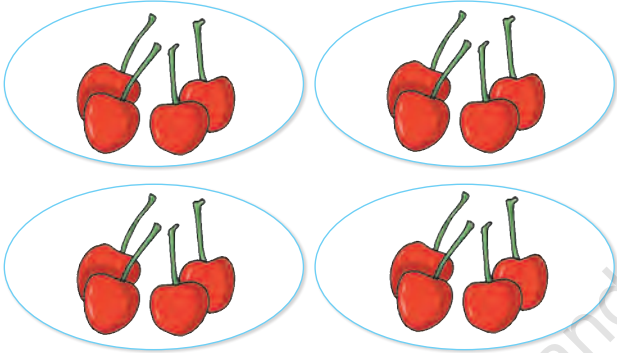
$2 + 2 + 2 + 2 = 8$

$2 \times 4 = 8$

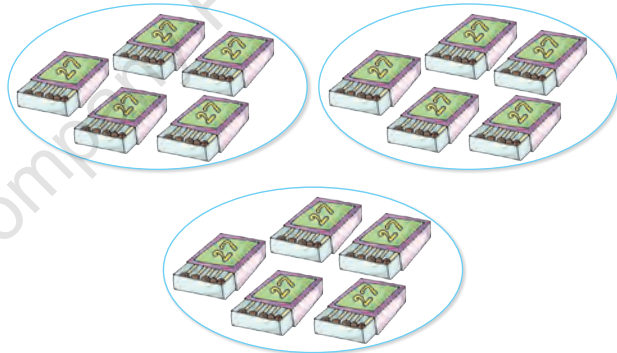


$3 + 3 + 3 =$


$\bigcirc \times \bigcirc = \bigcirc$




$\bigcirc \times \bigcirc = \bigcirc$



$\bigcirc \times \bigcirc = \bigcirc$



$\bigcirc \times \bigcirc = \bigcirc$



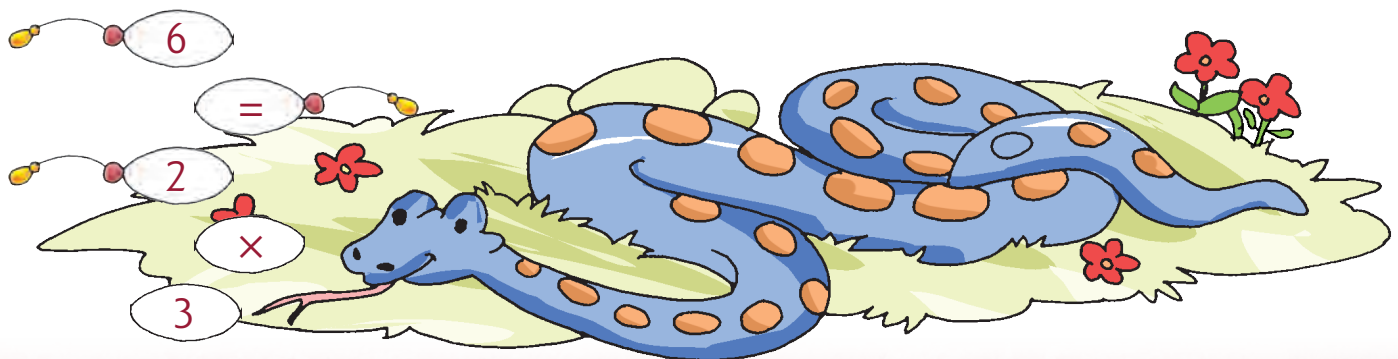
$\bigcirc \times \bigcirc = \bigcirc$

× =

× =

× =

× =



Write the multiplication fact for each of the following. One has been done for you.

$2 + 2 + 2 = 6$

$2 \times 3 = 6$

$3 + 3 = 6$

$\text{ } \times \text{ } = \text{ }$

$3 + 3 + 3 + 3 = 12$

$\text{ } \times \text{ } = \text{ }$

$2 + 2 + 2 + 2 + 2 = 10$

$\text{ } \times \text{ } = \text{ }$

$4 + 4 = 8$

$\text{ } \times \text{ } = \text{ }$

$4 + 4 + 4 + 4 = 16$

$\text{ } \times \text{ } = \text{ }$

$3 + 3 + 3 + 3 + 3 = 15$

$\text{ } \times \text{ } = \text{ }$

$5 + 5 + 5 + 5 = 20$

$\text{ } \times \text{ } = \text{ }$

$4 + 4 + 4 + 4 + 4 + 4 = 24$

$\text{ } \times \text{ } = \text{ }$

$5 + 5 + 5 + 5 + 5 + 5 = 30$

$\text{ } \times \text{ } = \text{ }$

$2 + 2 + 2 + 2 + 2 + 2 + 2 = 14$

$\text{ } \times \text{ } = \text{ }$

$3 + 3 + 3 + 3 + 3 + 3 + 3 = 21$

$\text{ } \times \text{ } = \text{ }$

$2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 18$






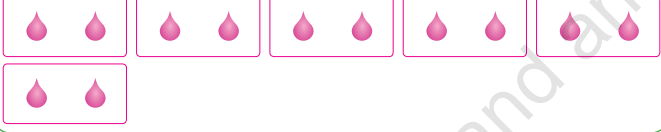

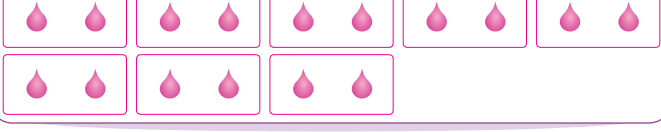
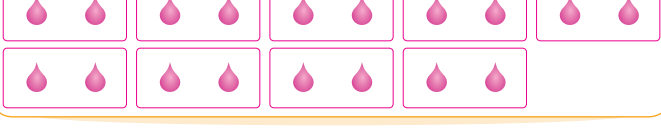

$\text{ } \times \text{ } = \text{ }$

$5 + 5 + 5 + 5 + 5 + 5 + 5 = 35$










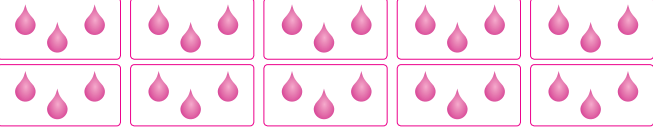
$\text{ } \times \text{ } = \text{ }$

Multiplication Tables











Multiplication Table of 2

	2 2 taken 1 time	$2 \times 1 = 2$
	$2 + 2$ 2 taken 2 times	$2 \times 2 = 4$
	$2 + 2 + 2$ 2 taken 3 times	$2 \times 3 = 6$
	$2 + 2 + 2 + 2$ 2 taken 4 times	$2 \times 4 = 8$
	$2 + 2 + 2 + 2 + 2$ 2 taken 5 times	$2 \times 5 = 10$
	$2 + 2 + 2 + 2 + 2$ $+ 2$ 2 taken 6 times	$2 \times 6 = 12$
	$2 + 2 + 2 + 2 + 2$ $+ 2 + 2$ 2 taken 7 times	$2 \times 7 = 14$
	$2 + 2 + 2 + 2 + 2$ $+ 2 + 2 + 2$ 2 taken 8 times	$2 \times 8 = 16$
	$2 + 2 + 2 + 2 + 2$ $+ 2 + 2 + 2 + 2$ 2 taken 9 times	$2 \times 9 = 18$
	$2 + 2 + 2 + 2 + 2$ $+ 2 + 2 + 2 + 2 + 2$ 2 taken 10 times	$2 \times 10 = 20$











Multiplication Table of 3

	3 3 taken 1 time	$3 \times 1 = 3$
	$3 + 3$ 3 taken 2 times	$3 \times 2 = 6$
	$3 + 3 + 3$ 3 taken 3 times	$3 \times 3 = 9$
	$3 + 3 + 3 + 3$ 3 taken 4 times	$3 \times 4 = 12$
	$3 + 3 + 3 + 3 + 3$ 3 taken 5 times	$3 \times 5 = 15$
	$3 + 3 + 3 + 3 + 3 + 3$ 3 taken 6 times	$3 \times 6 = 18$
	$3 + 3 + 3 + 3 + 3 + 3 + 3$ 3 taken 7 times	$3 \times 7 = 21$
	$3 + 3 + 3 + 3 + 3 + 3 + 3 + 3$ 3 taken 8 times	$3 \times 8 = 24$
	$3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3$ 3 taken 9 times	$3 \times 9 = 27$
	$3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3$ 3 taken 10 times	$3 \times 10 = 30$

Multiplication Table of 4

	4 4 taken 1 time	$4 \times 1 = 4$
	$4 + 4$ 4 taken 2 times	$4 \times 2 = 8$
	$4 + 4 + 4$ 4 taken 3 times	$4 \times 3 = 12$
	$4 + 4 + 4 + 4$ 4 taken 4 times	$4 \times 4 = 16$
	$4 + 4 + 4 + 4 + 4$ 4 taken 5 times	$4 \times 5 = 20$
	$4 + 4 + 4 + 4 + 4 + 4$ 4 taken 6 times	$4 \times 6 = 24$
	$4 + 4 + 4 + 4 + 4 + 4 + 4$ 4 taken 7 times	$4 \times 7 = 28$
	$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4$ 4 taken 8 times	$4 \times 8 = 32$
	$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4$ 4 taken 9 times	$4 \times 9 = 36$
	$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4$ 4 taken 10 times	$4 \times 10 = 40$

Multiplication Table of 5

	5 5 taken 1 time	$5 \times 1 = 5$
	$5 + 5$ 5 taken 2 times	$5 \times 2 = 10$
	$5 + 5 + 5$ 5 taken 3 times	$5 \times 3 = 15$
	$5 + 5 + 5 + 5$ 5 taken 4 times	$5 \times 4 = 20$
	$5 + 5 + 5 + 5 + 5$ 5 taken 5 times	$5 \times 5 = 25$
	$5 + 5 + 5 + 5 + 5 + 5$ 5 taken 6 times	$5 \times 6 = 30$
	$5 + 5 + 5 + 5 + 5 + 5 + 5$ 5 taken 7 times	$5 \times 7 = 35$
	$5 + 5 + 5 + 5 + 5 + 5 + 5 + 5$ 5 taken 8 times	$5 \times 8 = 40$
	$5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5$ 5 taken 9 times	$5 \times 9 = 45$
	$5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5$ 5 taken 10 times	$5 \times 10 = 50$

Fill in the stars with the correct number.

$2 \times 2 =$

$3 \times 4 =$

$4 \times 2 =$

$4 \times 4 =$

$3 \times 3 =$

$2 \times 8 =$

$2 \times 6 =$

$3 \times 5 =$

$5 \times 2 =$

$4 \times 5 =$

$3 \times 7 =$

$2 \times 9 =$

$3 \times 10 =$

$4 \times 7 =$

$4 \times 8 =$

$5 \times 8 =$

$5 \times 5 =$

$2 \times 10 =$

$5 \times 10 =$

$4 \times 9 =$

$4 \times 10 =$

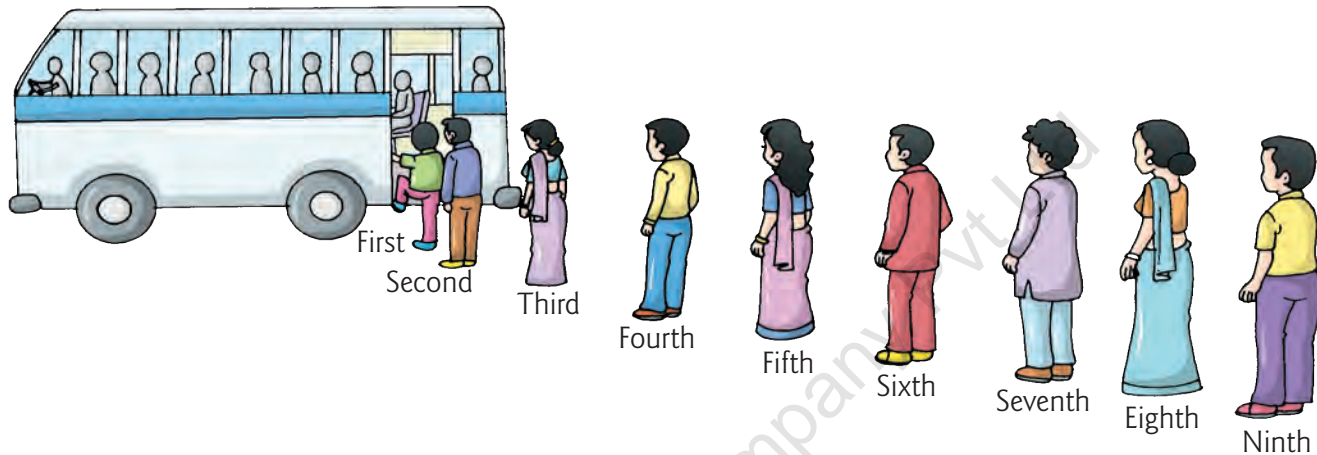
$5 \times 7 =$

16

Ordinal Numbers

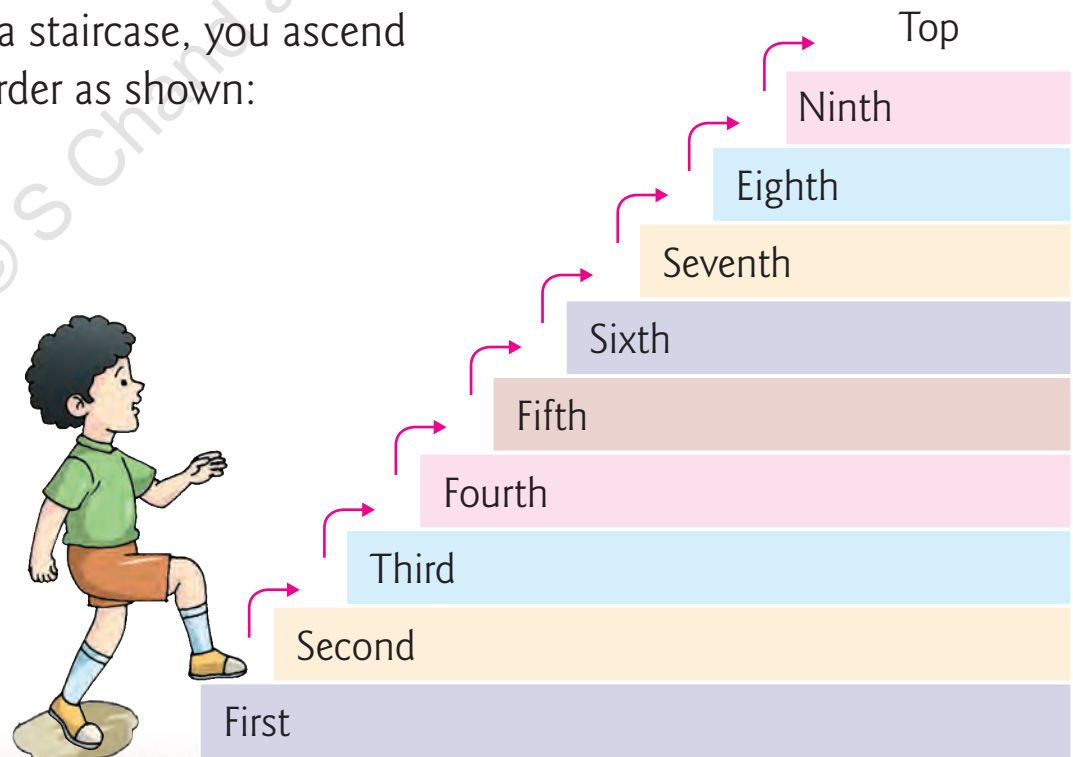


You must have seen a queue at a bus stop. Look at the picture below and see how we tell the order in which the people boarded the bus.

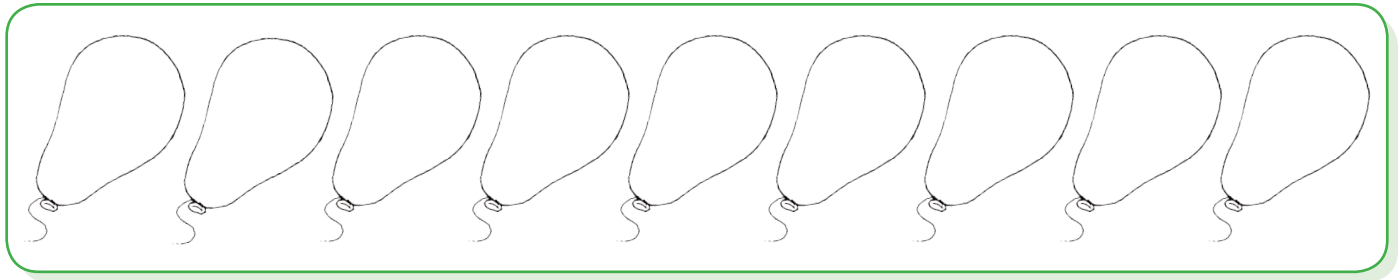


First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth are called **Ordinal Numbers**. Ordinal numbers are used to denote the position of an object in a given order.

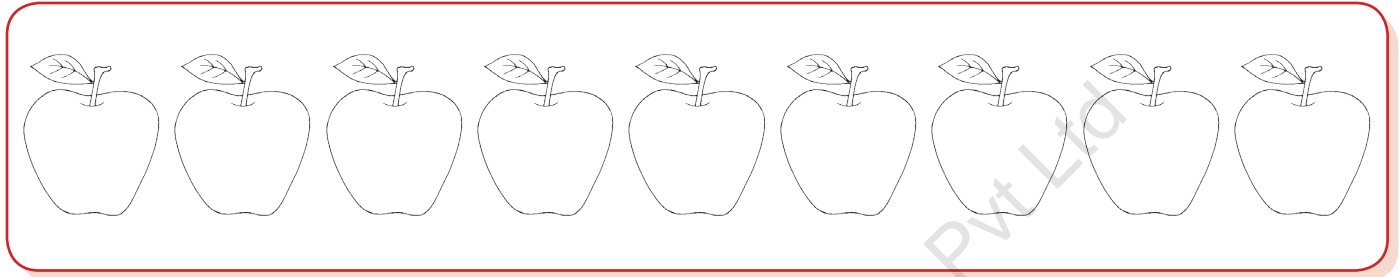
When you climb a staircase, you ascend the steps in the order as shown:



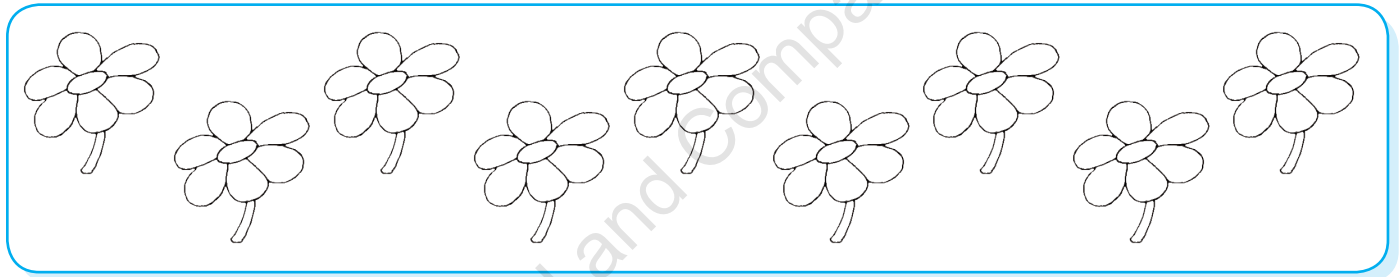
Colour the fourth balloon green and eighth balloon yellow.



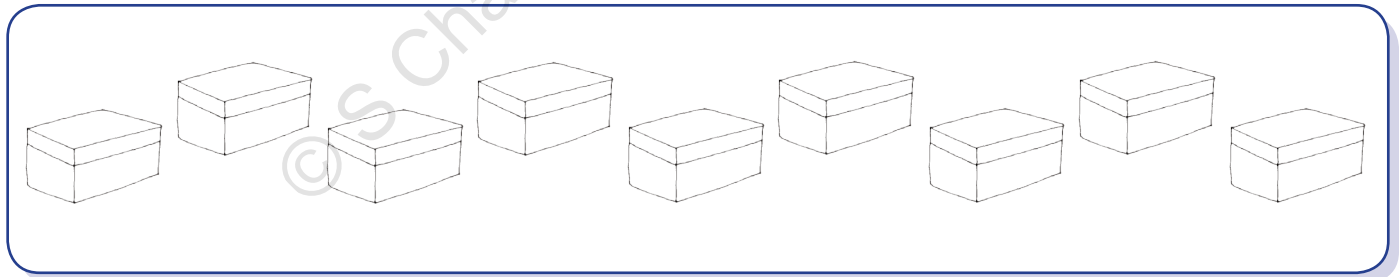
Colour the first apple green and seventh apple red.



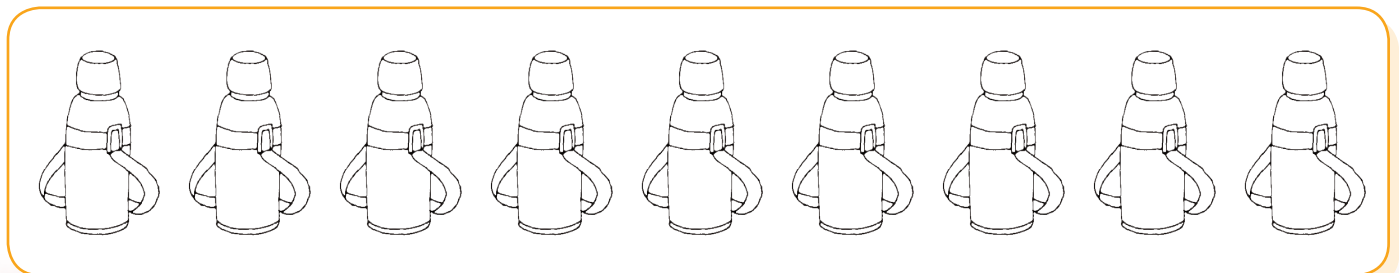
Colour the second flower red and sixth flower pink.



Colour the third box brown and ninth box orange.



Colour the fifth water bottle yellow and eighth water bottle blue.



First nine letters of the English alphabet are given below.

A B C D E F G H I

Look at them and fill in the blanks.

A is the*first*..... letter.

H is the letter.

I is the letter.

E is the letter.

B is the letter.

D is the letter.

G is the letter.

F is the letter.

C is the letter.



Write the order of each letter in the word, SUNFLOWER.

F is the*fourth*..... letter of the given word.

W is the letter of the given word.

R is the letter of the given word.

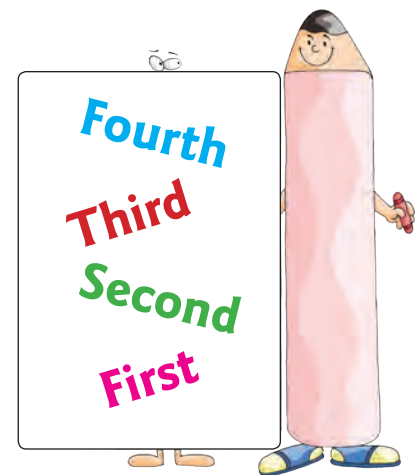
L is the letter of the given word.

E is the letter of the given word.

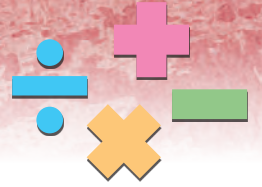
S is the letter of the given word.

O is the letter of the given word.

N is the letter of the given word.



17 Time



Day and Night

The period for which the sun rises is called **day**.



The period for which the sun sets is called **night**.

So, days are bright and sunny, nights are dull and dark.

Parts of the Day

1. When the sun rises, it is **morning**.



2. When the sun is overhead, it is called **noon**.

3. When the sunlight starts fading, it is called **evening**.



4. When the sun sets, it is called **night**.

The interval between noon and evening is called **afternoon**.

List some of your daily activities according to the parts of the day in the given chart.

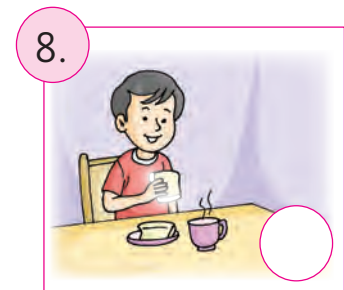
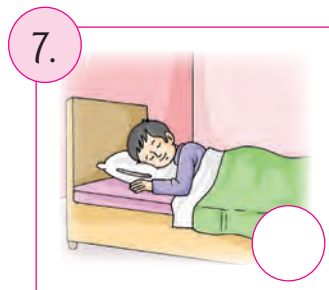
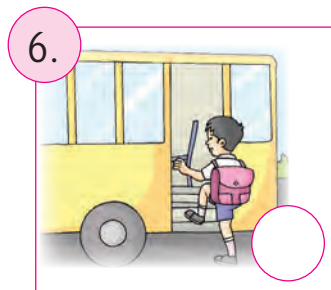
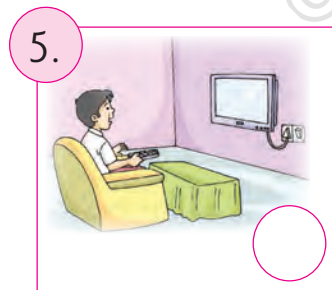
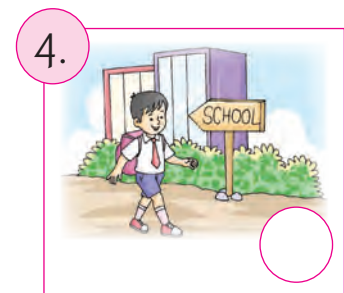
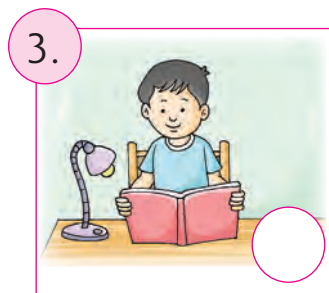
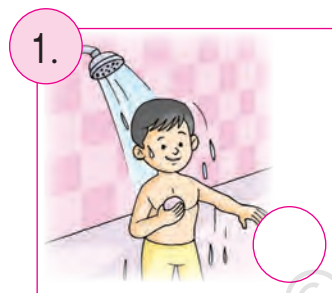
Morning

Afternoon

Evening

Night

Look at the pictures and write the part of the day for the activity shown. Write 'M' for 'Morning', 'A' for 'Afternoon', 'E' for 'Evening' and 'N' for 'Night'.



Arrange these activities in the correct order and write the order in the space provided below.

Measuring Time

Look at the given figure.

This is a **clock**.

The clock tells us the time.

The face of the clock is called its **dial**.

There are twelve numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 on the face of the clock.

A clock has two hands.

The shorter hand is called the **hour hand**.

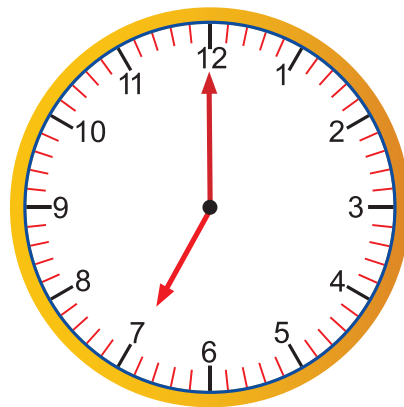
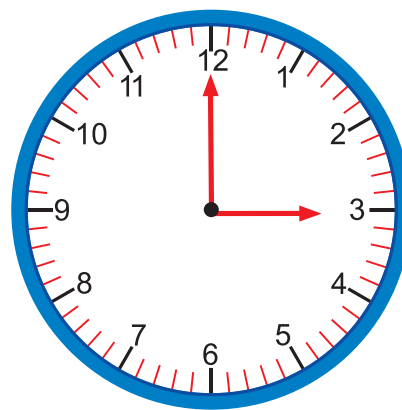
The longer hand is called the **minute hand**.

In the clock shown above, the hour hand is at 3 and the minute hand is at 12.

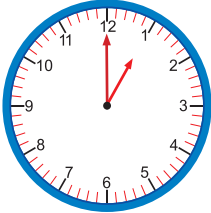
We say that the time is **3 o'clock** or **3:00**.

In the clock shown here, the hour hand is at 7 and the minute hand is at 12.

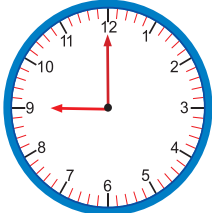
We say that the time is **7 o'clock** or **7:00**.



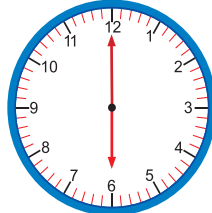
Write the time shown by each of the following clocks. One has been done for you.



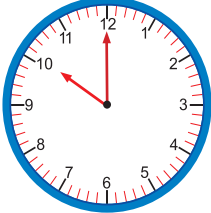
1 o'clock
1:00



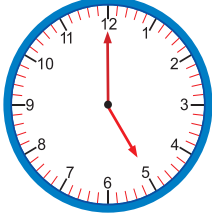
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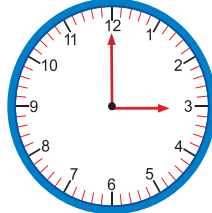
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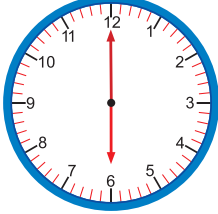


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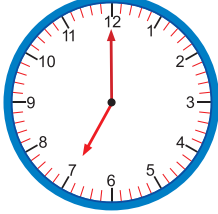


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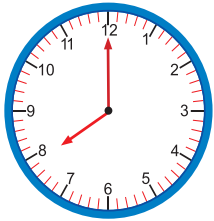
Daily Routine

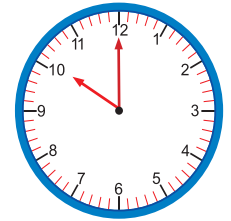
I get up at 6 o'clock in the morning.
.....

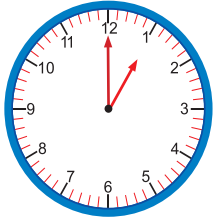
I take my breakfast at in the



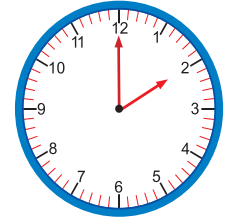
I go to school at in the



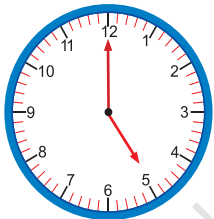
It's break time in school at in the



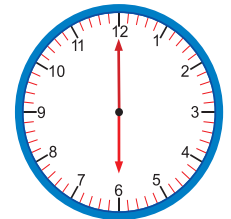
I come home back from school at in the



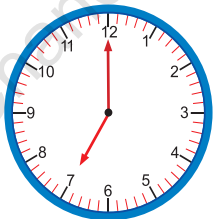
I have lunch at in the



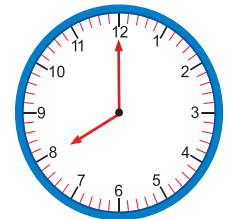
I do my homework at in the



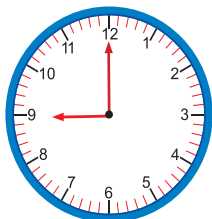
I play at in the



I watch T.V. at in the



I take my dinner at in the



I go to bed at in the

18

Calendar



Days of the Week

There are **seven** days in a week.



Monday is the **first** day of the week.

Tuesday is the **second** day of the week.

Wednesday is the **third** day of the week.

Thursday is the **fourth** day of the week.

Friday is the **fifth** day of the week.

Saturday is the **sixth** day of the week.

Sunday is the **seventh** and last day of the week.



Answer the following questions.

1. Which is the second day of the week?
2. Which is the sixth day of the week?
3. Which day comes after Thursday?
4. Which day comes before Tuesday?
5. Which day lies between Tuesday and Thursday?
6. Which day lies between Friday and Sunday?
7. Which day comes after Sunday?

Fill in the blanks.

1. There are days in a week.
2. is the first day of the week.
3. Fifth day of the week is
4. Wednesday is the day of the week.
5. Sunday is the day of the week.
6. Friday comes after
7. Saturday comes before
8. Monday lies between and
9. Thursday lies between and
10. Friday is the day of the week.

Months of a Year

There are 12 months in a year.

The names of the months in order are:



January is the first month of the year.

February is the second month of the year.

March is the third month of the year.

April is the fourth month of the year.

May is the fifth month of the year.

June is the sixth month of the year.

July is the seventh month of the year.

August is the eighth month of the year.

September is the ninth month of the year.

October is the tenth month of the year.

November is the eleventh month of the year.

December is the twelfth month of the year.

There are 365 days in a year.

January						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

Answer the following questions.

1. How many months are there in a year?
2. Which is the first month of the year?
3. Which is the last month of the year?
4. Which month comes after May?
5. Which month comes after October?
6. Which month comes after August?
7. Which month comes before March?
8. Which month comes before February?
9. Which month comes before June?
10. Which month lies between August and October?
11. Which month comes between July and September?
12. Which is the eighth month of the year?
13. Which is the sixth month of the year?
14. Which is the twelfth month of the year?
15. How many days are there in a year?
16. In which month were you born?

19

Money



Every one of you must have been to the market. You all know that we need money to buy things. We use money in the form of coins and notes.

Coins



5 paise



10 paise



20 paise



25 paise



50 paise



1 rupee



2 rupee

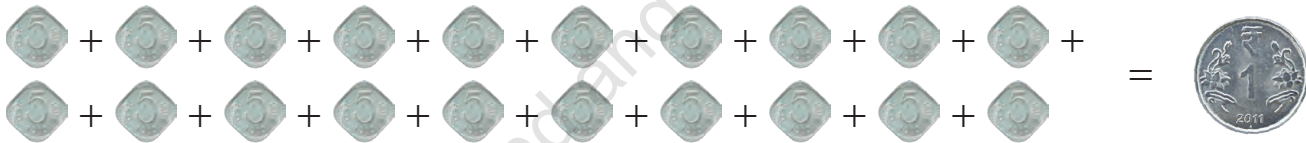


5 rupee



10 rupee

20 five paise coins make 1 rupee.



10 ten paise coins make 1 rupee.



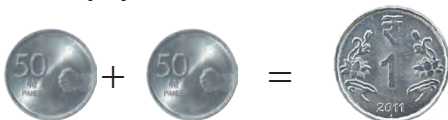
5 twenty paise coins make 1 rupee.



4 twenty five paise coins make 1 rupee.



2 fifty paise coins make 1 rupee.



Notes



1 rupee



5 rupee



20 rupee



100 rupee



2000 rupee



2 rupee



10 rupee



50 rupee



500 rupee

We use ₹ for Rupees and p for Paise.

Thus, 10 paise is written as 10 p;

25 paise is written as 25 p;

1 rupee written as ₹ 1;

2 rupees is written as ₹ 2;

5 rupees is written as ₹ 5; and so on.



Note : Coins of 5 p, 10 p, 20 p, 25 p, 50 p and notes of denominations 1 rupee and 2 rupee are not in use.

Write the value of the following combinations of coins.

$$\begin{array}{c}
 \text{₹ 20 PAISE 1990} + \text{₹ 10 PAISE 1986} + \text{₹ 5 PAISE 1986} \\
 = \dots\dots\dots 35 \dots\dots \text{paise}
 \end{array}$$

$$\begin{array}{c}
 \text{₹ 50 PAISE} + \text{₹ 25 PAISE 1985} + \text{₹ 10 PAISE 1986} \\
 = \dots\dots\dots \text{paise}
 \end{array}$$

$$\begin{array}{c}
 \text{₹ 20 PAISE 1990} + \text{₹ 10 PAISE 1986} + \text{₹ 10 PAISE 1986} \\
 = \dots\dots\dots \text{paise}
 \end{array}$$

$$\begin{array}{c}
 \text{₹ 20 PAISE 1990} + \text{₹ 20 PAISE 1990} + \text{₹ 25 PAISE 1985} \\
 = \dots\dots\dots \text{paise}
 \end{array}$$

$$\begin{array}{c}
 \text{₹ 50 PAISE} + \text{₹ 25 PAISE 1985} + \text{₹ 20 PAISE 1990} \\
 = \dots\dots\dots \text{paise}
 \end{array}$$

$$\begin{array}{c}
 \text{₹ 10 PAISE 1986} + \text{₹ 10 PAISE 1986} + \text{₹ 10 PAISE 1986} + \text{₹ 10 PAISE 1986} + \text{₹ 10 PAISE 1986} \\
 = \dots\dots\dots \text{paise}
 \end{array}$$

$$\begin{array}{c}
 \text{₹ 25 PAISE 1985} + \text{₹ 25 PAISE 1985} + \text{₹ 10 PAISE 1986} + \text{₹ 5 PAISE 1986} \\
 = \dots\dots\dots \text{paise}
 \end{array}$$

$$\begin{array}{c}
 \text{₹ 20 PAISE 1990} + \text{₹ 20 PAISE 1990} + \text{₹ 10 PAISE 1986} + \text{₹ 5 PAISE 1986} \\
 = \dots\dots\dots \text{paise}
 \end{array}$$

$$\begin{array}{c}
 \text{₹ 25 PAISE 1985} + \text{₹ 25 PAISE 1985} + \text{₹ 25 PAISE 1985} + \text{₹ 10 PAISE 1986} + \text{₹ 5 PAISE 1986} \\
 = \dots\dots\dots \text{paise}
 \end{array}$$

$$\begin{array}{c}
 \text{₹ 50 PAISE} + \text{₹ 10 PAISE 1986} + \text{₹ 10 PAISE 1986} + \text{₹ 5 PAISE 1986} \\
 = \dots\dots\dots \text{paise}
 \end{array}$$



Shopping

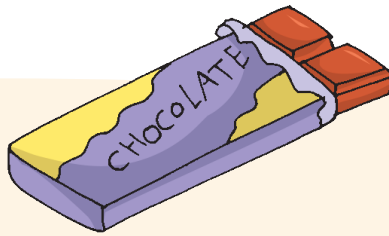
Look at the price of the articles shown below.



Muffin
₹ 6



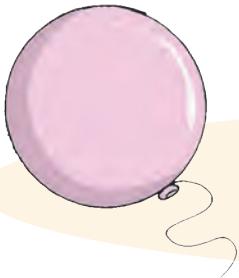
Cold drink
₹ 10



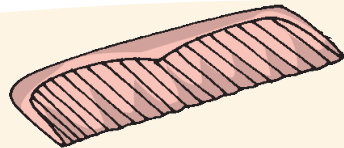
Chocolate
₹ 8



Marker pen
₹ 5



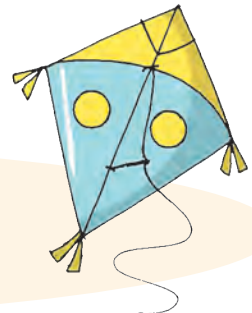
Balloon
₹ 1



Comb
₹ 4



Toffee
₹ 2



Kite
₹ 3

Now, answer the following questions.

1. Robin bought one chocolate, one comb and one muffin. How much money did he spend?
2. Shaloo bought one cold drink, one marker pen and one balloon. How much money did she spend?
3. Vikas bought one muffin, one marker pen and one kite. How much money did he spend?

Who spent the most money?

Who spent the least money?

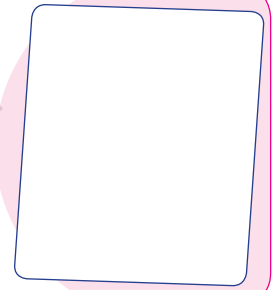
Word Problems

1. Kishan bought a toffee for 60 paise and a sticker for 25 paise. How many paise did Kishan spend?

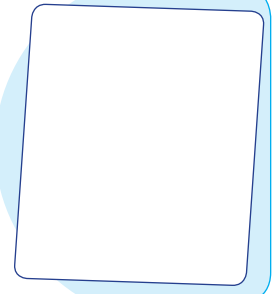


$$\begin{array}{r} 60 \text{ paise} \\ + 25 \text{ paise} \\ \hline 85 \text{ paise} \end{array}$$

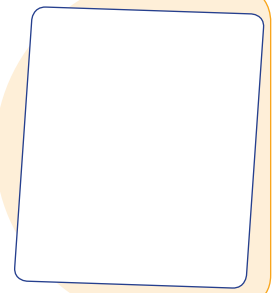
2. Ravi got 30 paise from his father and 50 paise from his brother. How many paise does Ravi have?



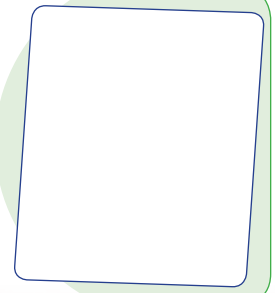
3. Anil's mother gave him 75 paise. He bought an eraser for 20 paise. How much money is left with him?



4. Kanta had 65 paise. She gave 30 paise to her brother. How much money is left with Kanta?



5. Savita found a 50 paise coin on the road. She gave 20 paise to a beggar. How much money is left with Savita?



20

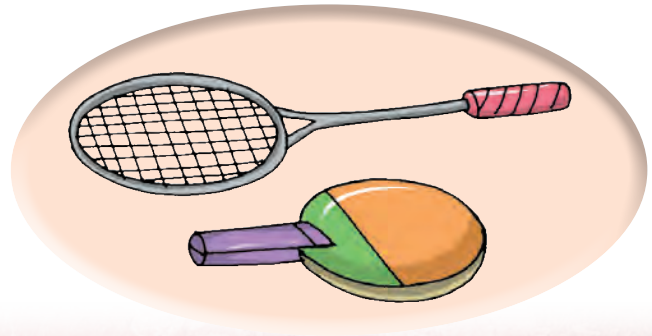
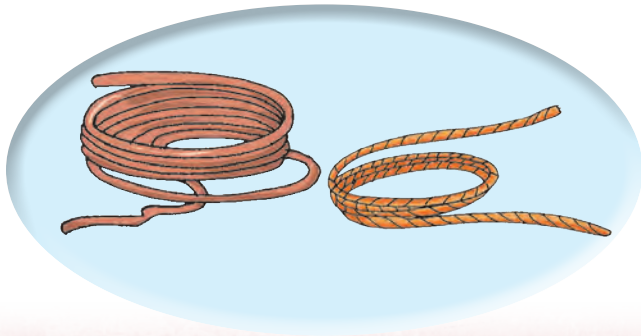
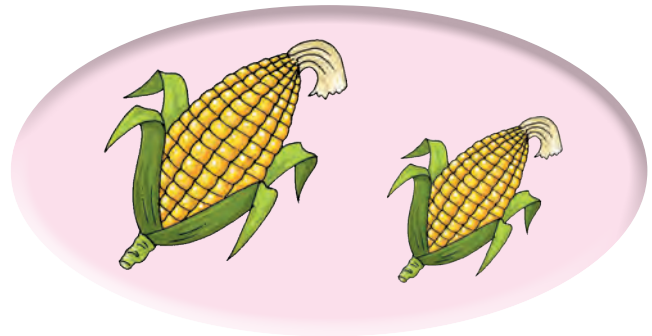
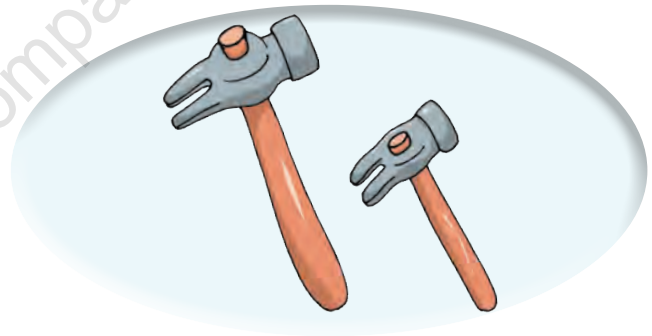
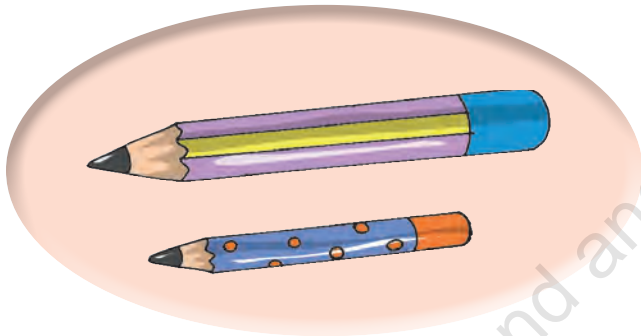
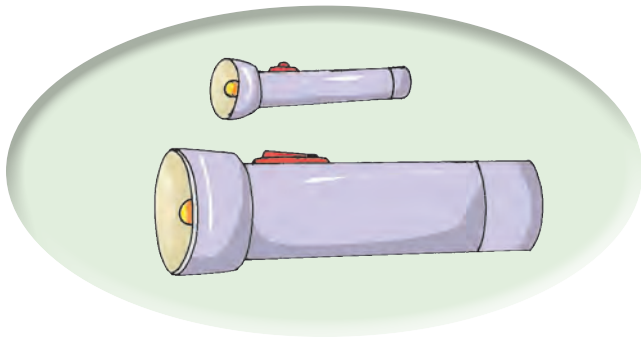
Measurements



Longer – Shorter

'Longer' and 'Shorter' refer to the length of an object.



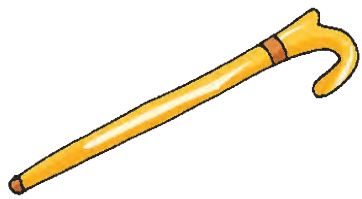
Put a cross (x) on the longer object.



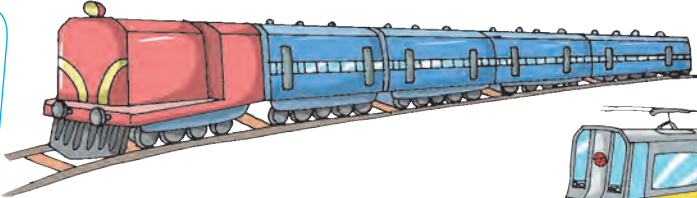
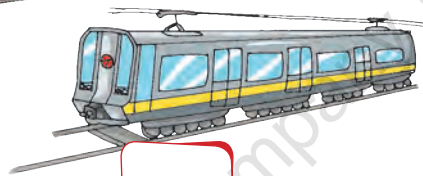
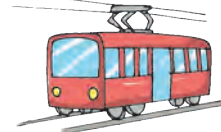
Longest – Shortest

Tick (✓) the longest and cross (✗) the shortest.

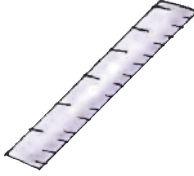


Three objects are shown in a red-bordered box: a thermometer, a matchstick, and a long yellow cane. Below each object is a red square box for marking.

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

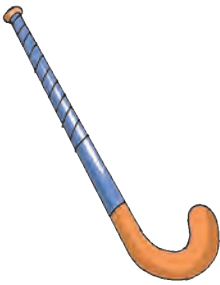
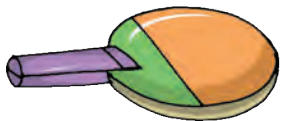
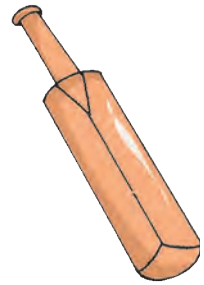
Three trains are shown in a blue-bordered box: a long red and blue train, a medium grey and blue train, and a short red and blue train. Below each train is a red square box for marking.

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Three objects are shown in a green-bordered box: a ruler, a long white tube, and a pencil. Below each object is a red square box for marking.

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

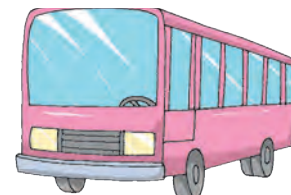
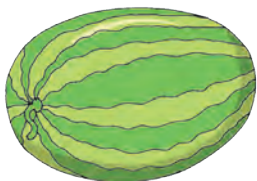
Three objects are shown in a pink-bordered box: a blue and orange croquet mallet, a purple and orange tennis racket, and a brown cricket bat. Below each object is a red square box for marking.

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

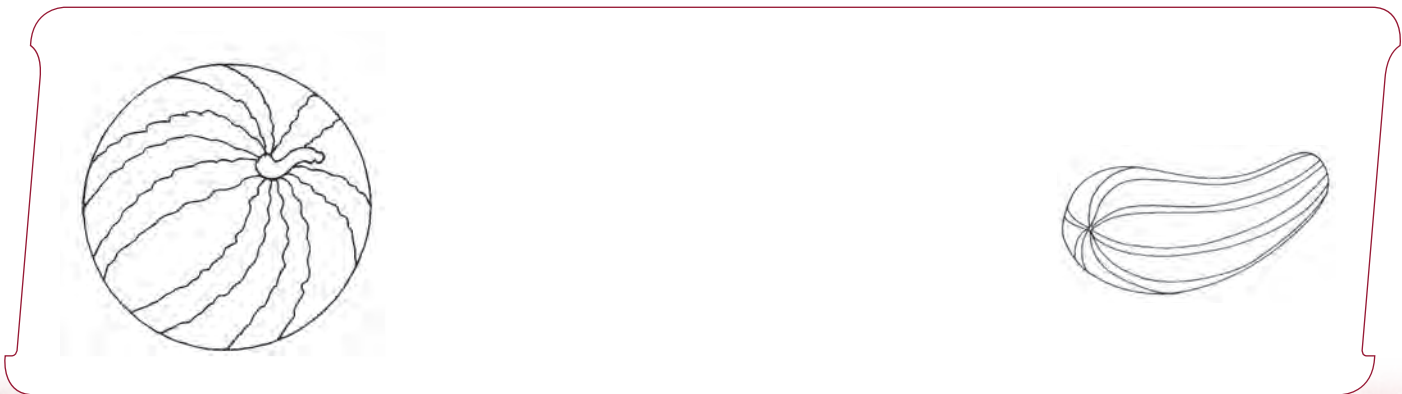
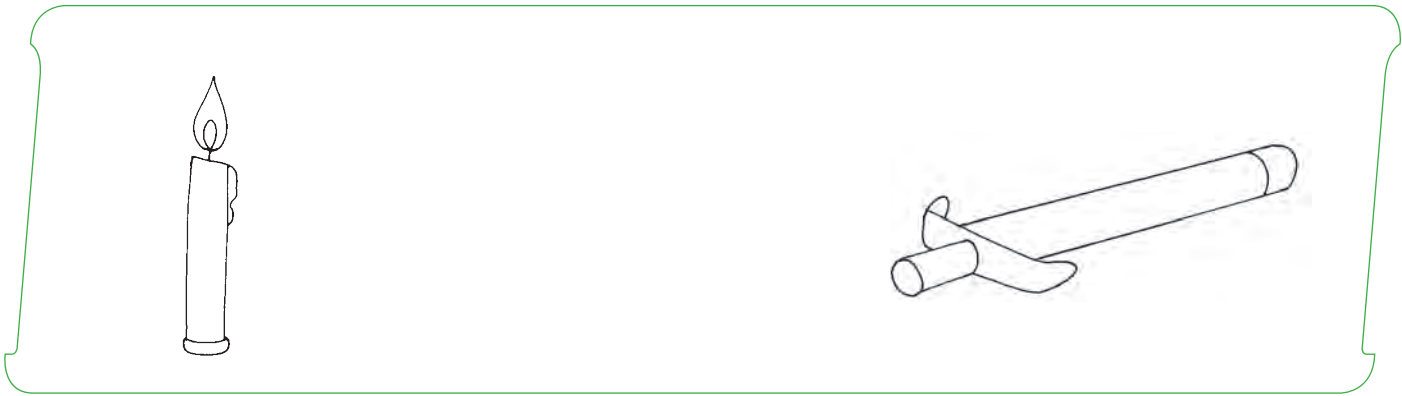
Bigger – Smaller

'Big' and 'small' refer to the overall size of objects.

Tick (✓) which is smaller.



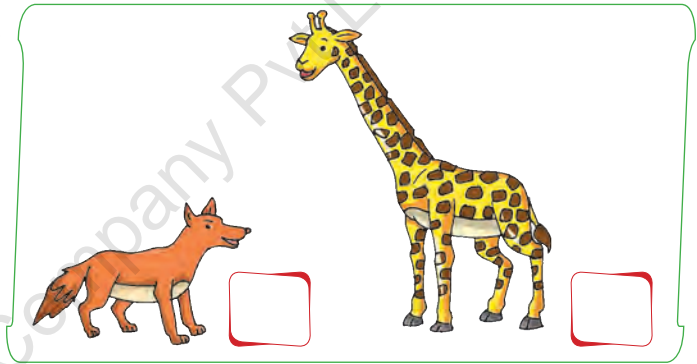
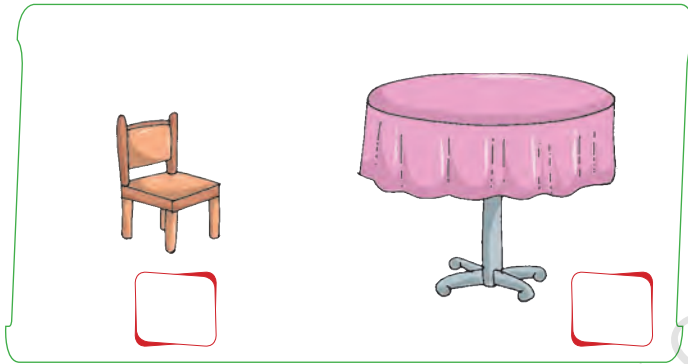
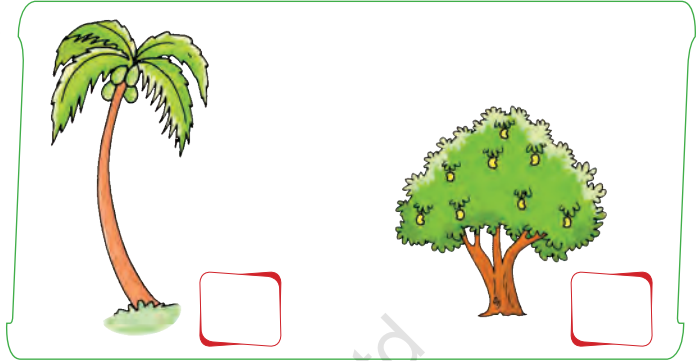
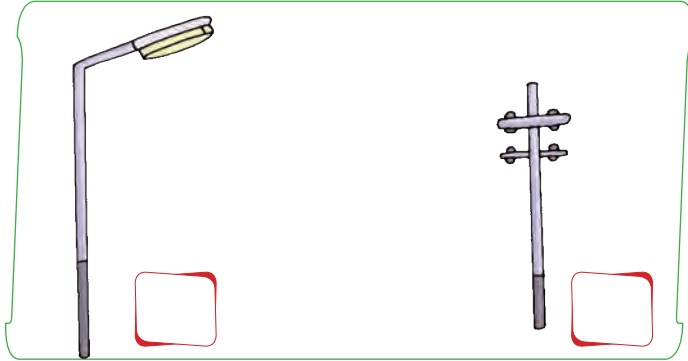
Colour the bigger object green and the smaller red.



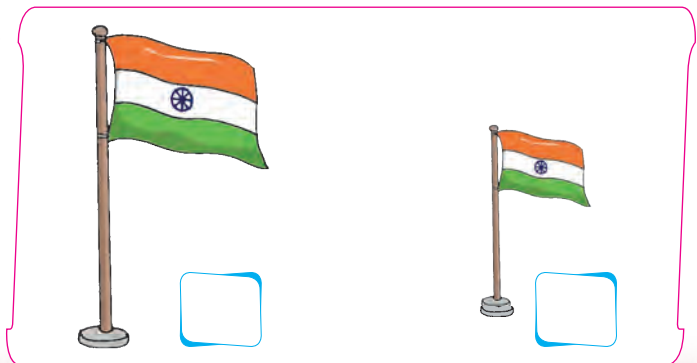
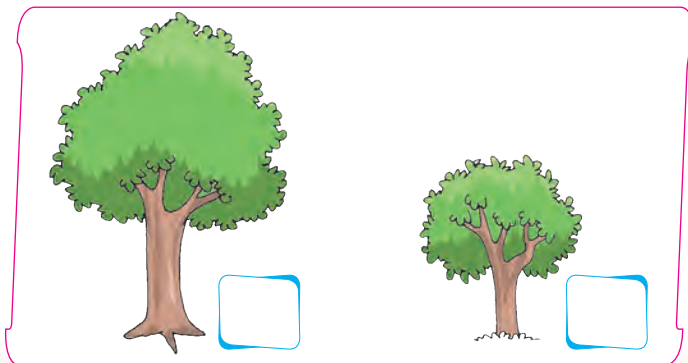
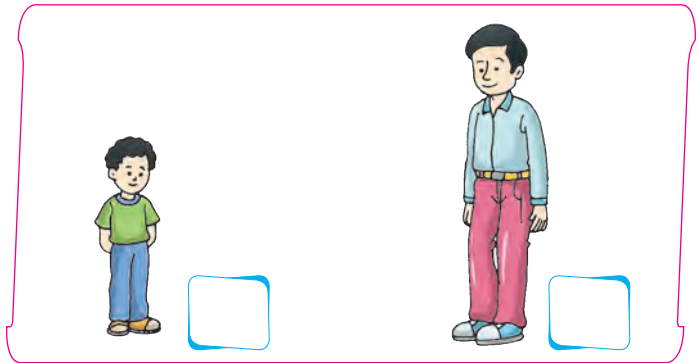
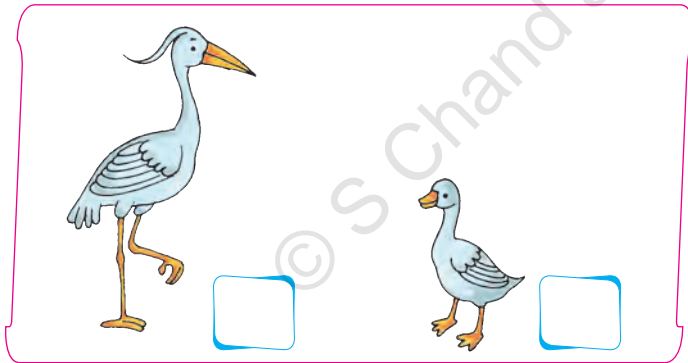
Taller – Shorter

'Taller' and 'Shorter' refer to height of an object.

Tick (✓) which is shorter.

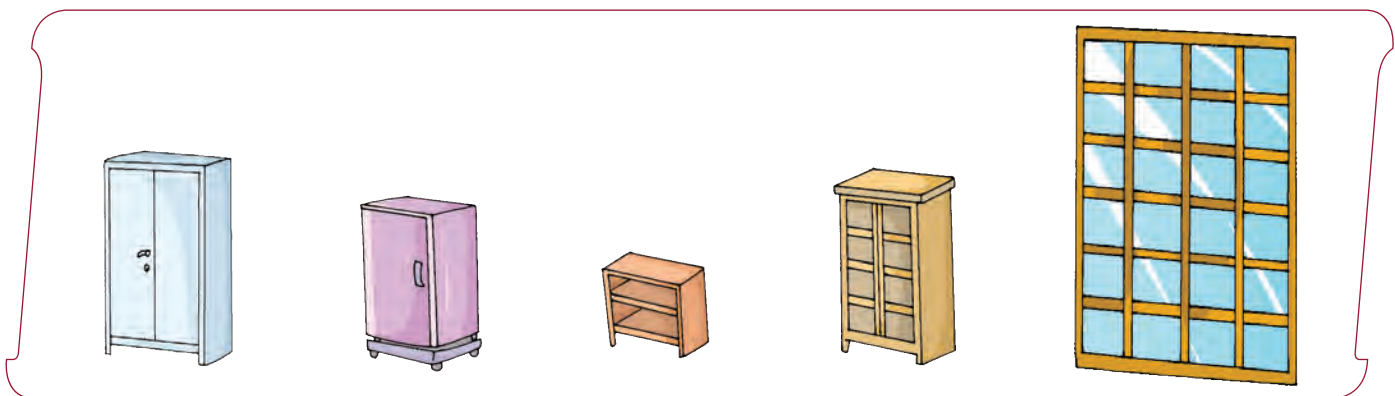
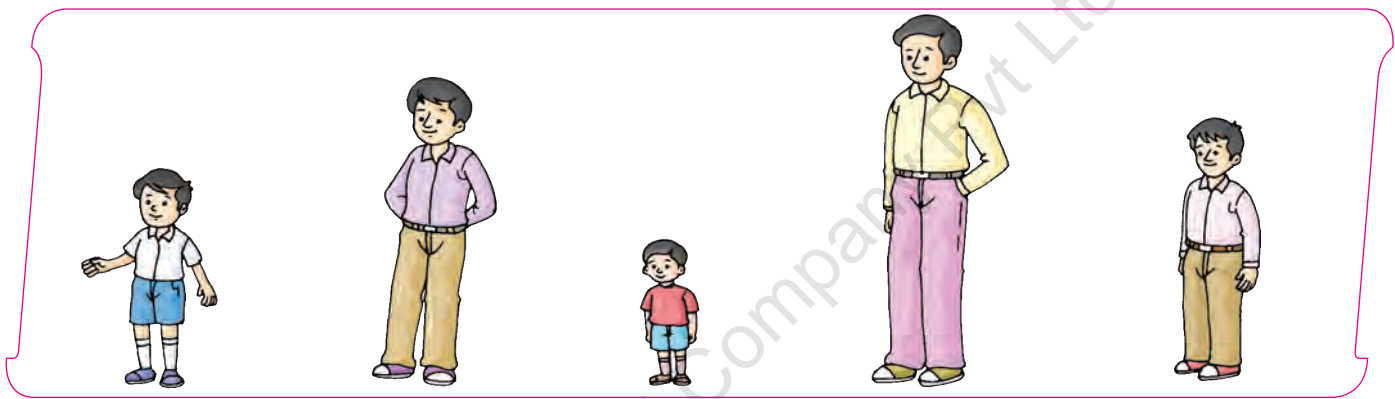
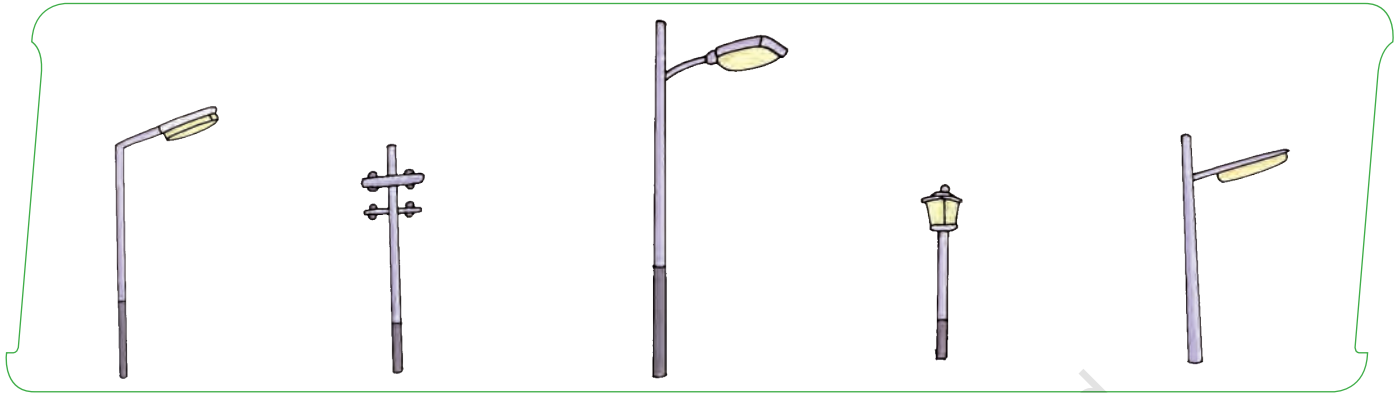


Cross (×) which is taller.



Tallest – Shortest

Cross (x) the tallest and tick (✓) the shortest.





A



B



C

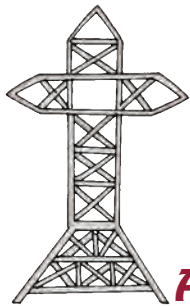


D

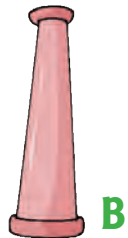


E

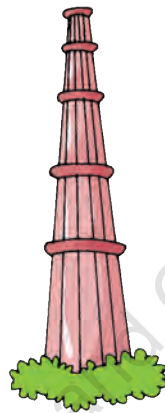
Arrange from the tallest to the shortest:



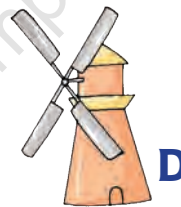
A



B



C

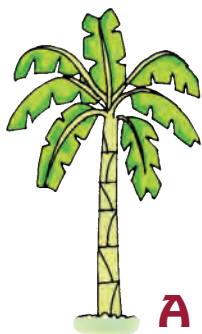


D



E

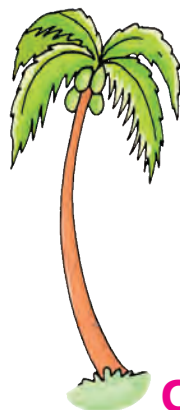
Arrange from the tallest to the shortest:



A



B



C



D

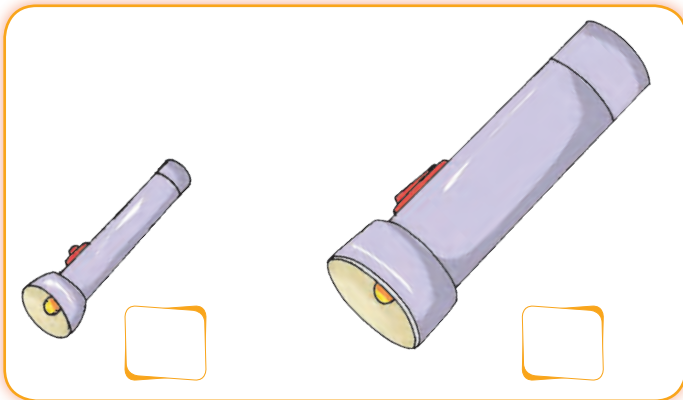
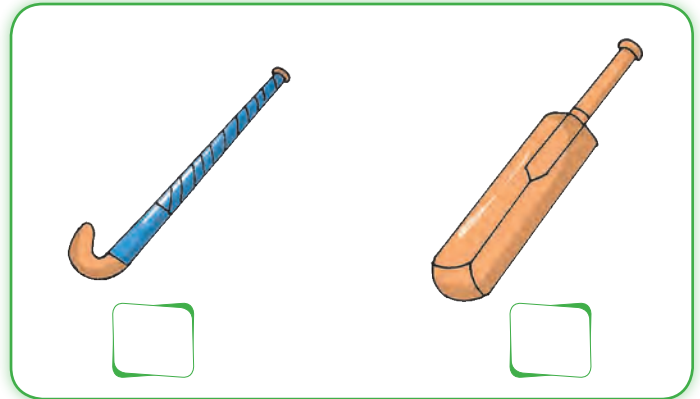
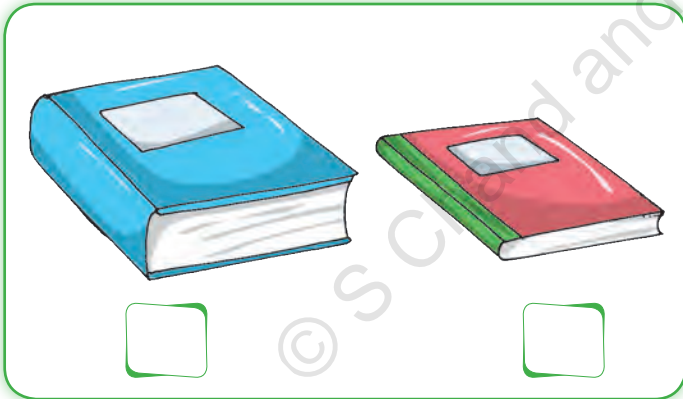
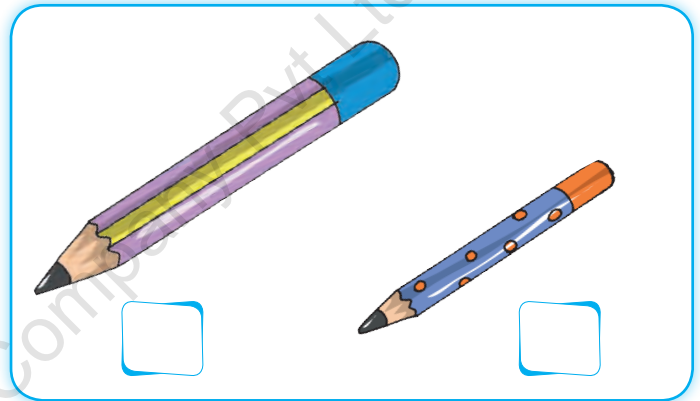
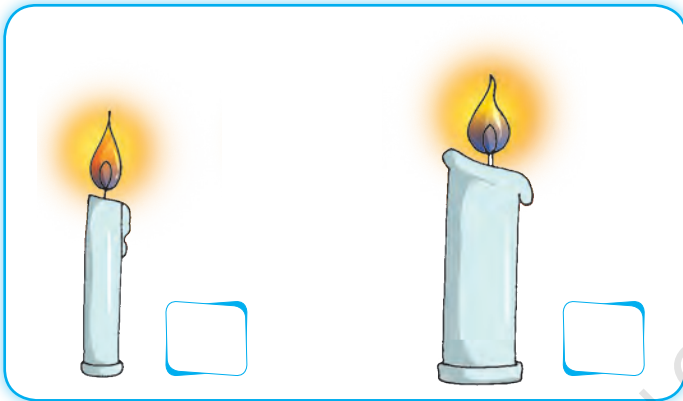
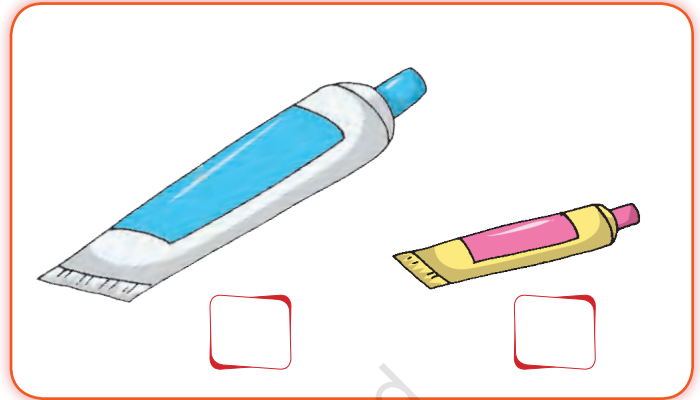
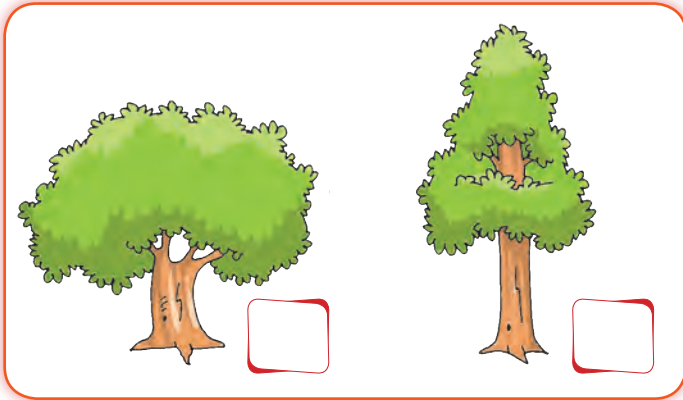


E

The correct order of increasing heights is:

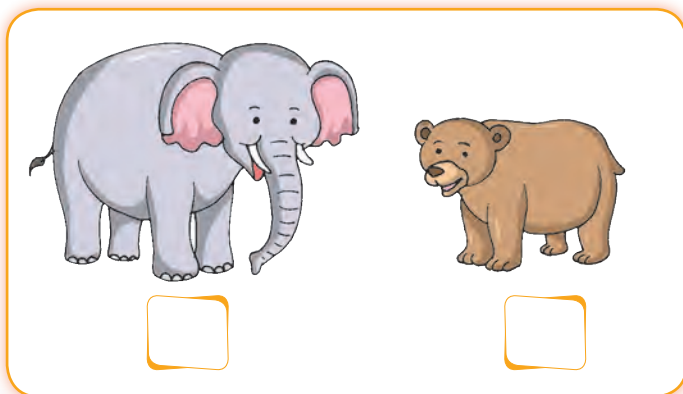
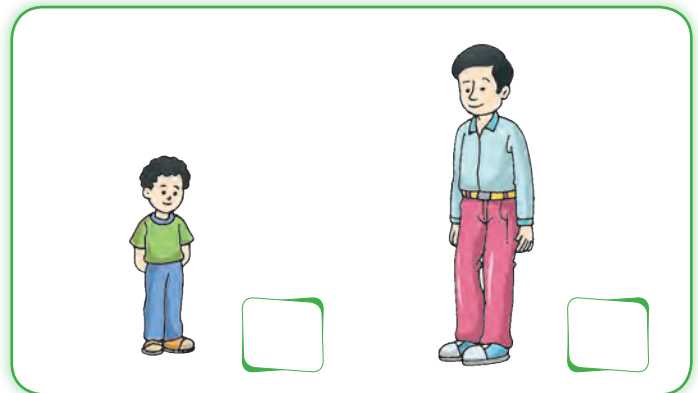
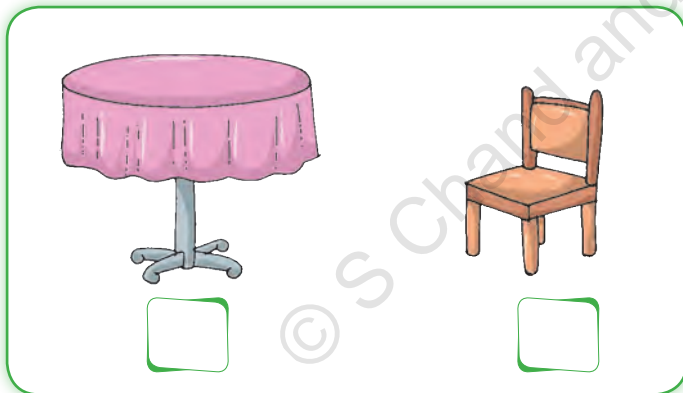
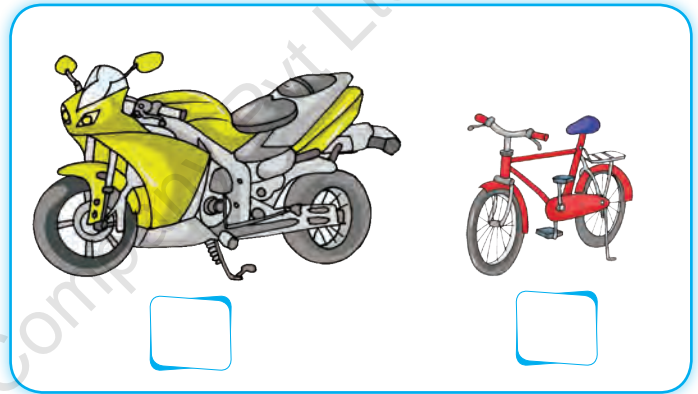
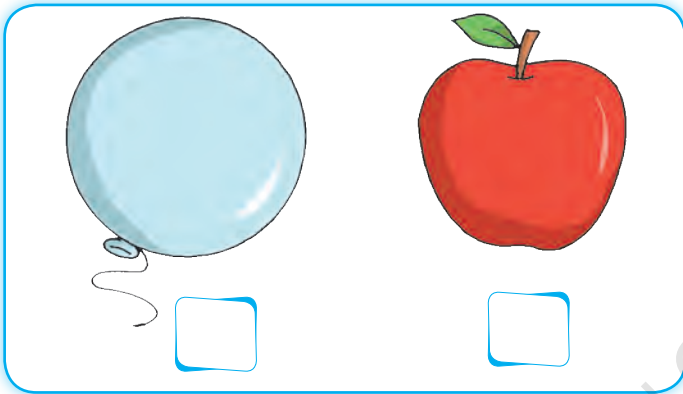
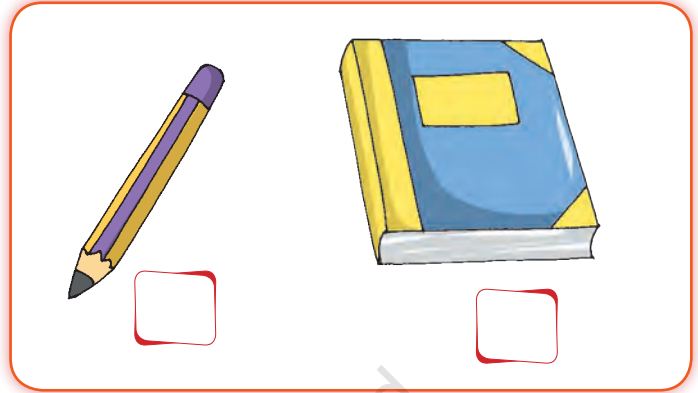
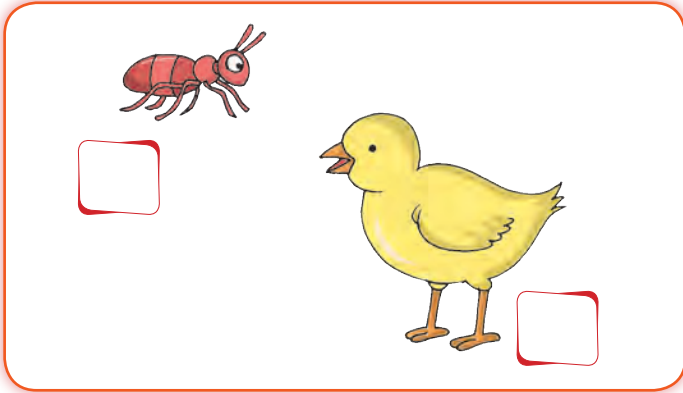
Thicker – Thinner

Tick (✓) the thicker object.



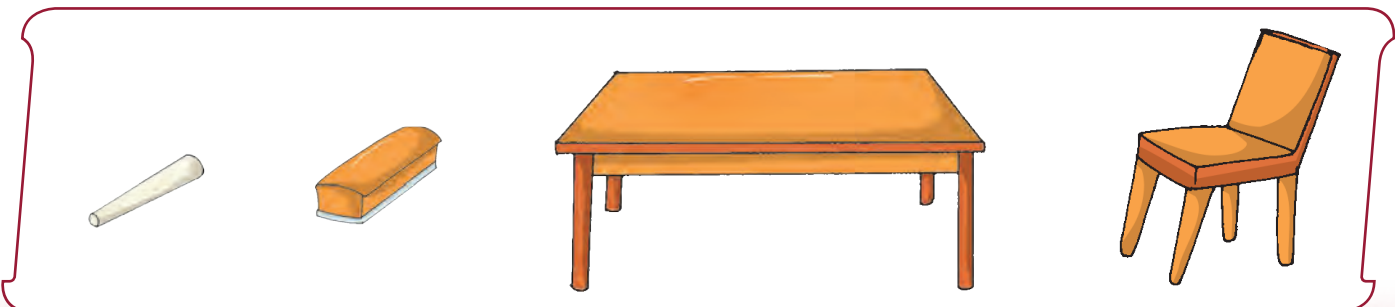
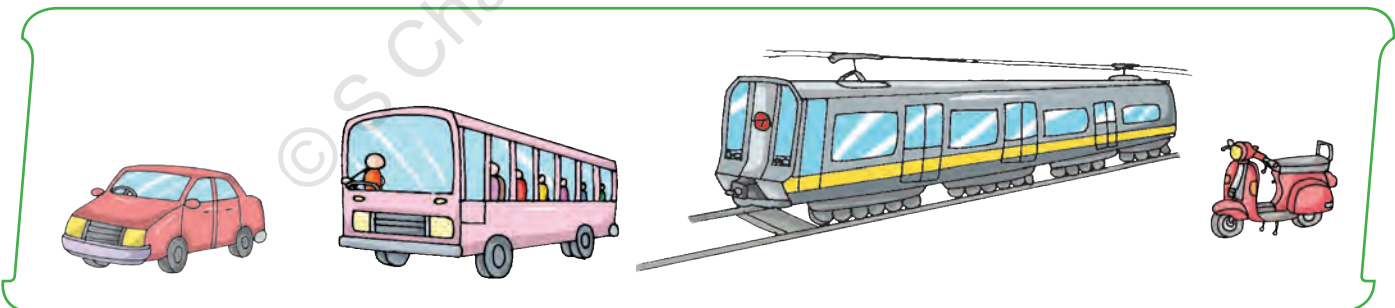
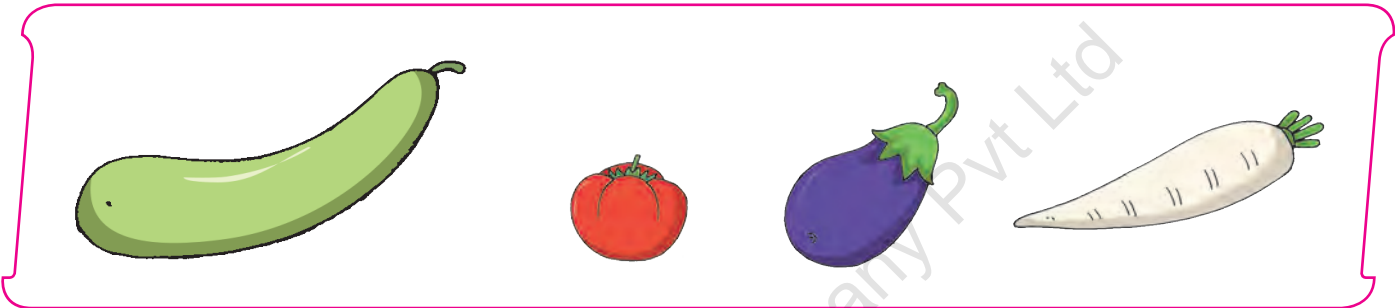
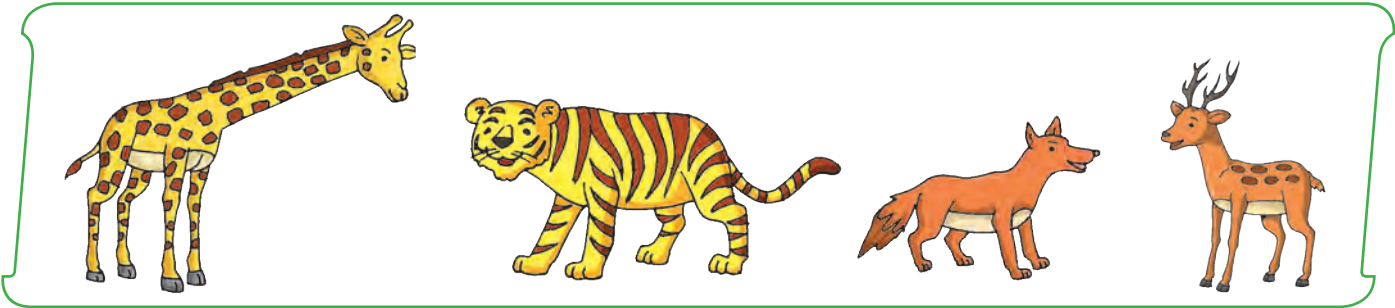
Heavier – Lighter

Tick (✓) which is heavier.

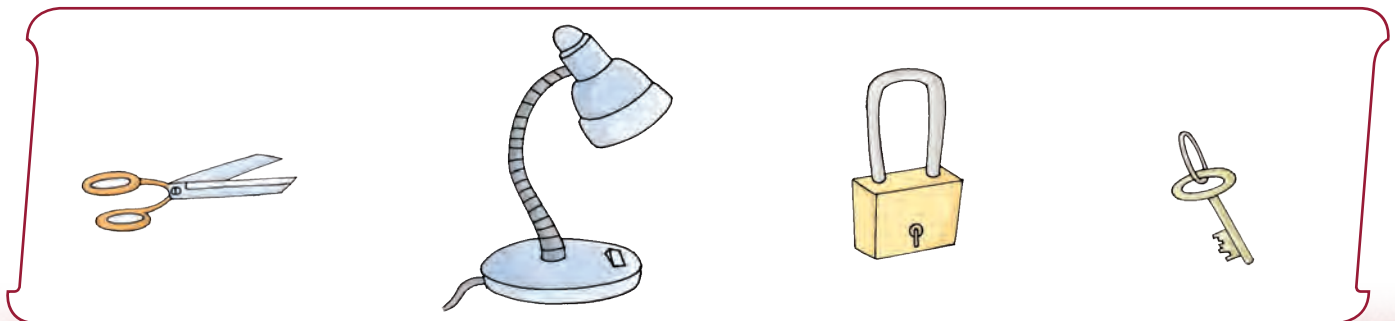
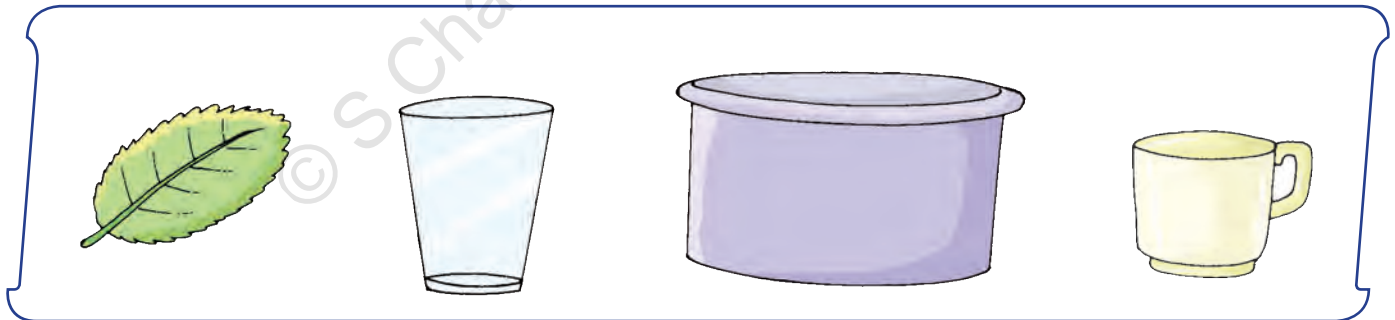
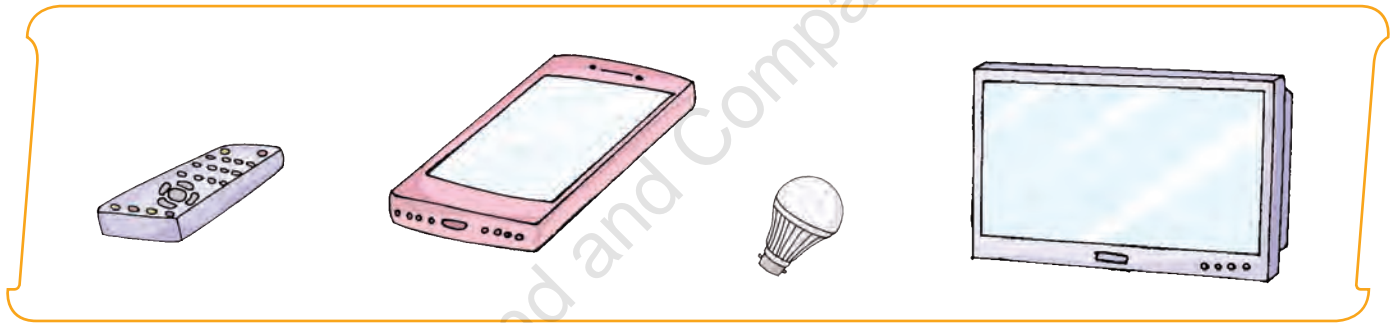
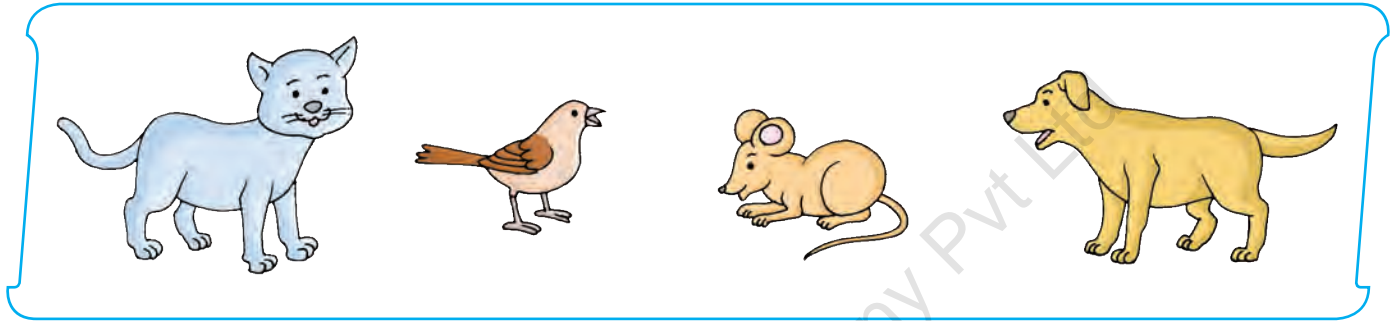
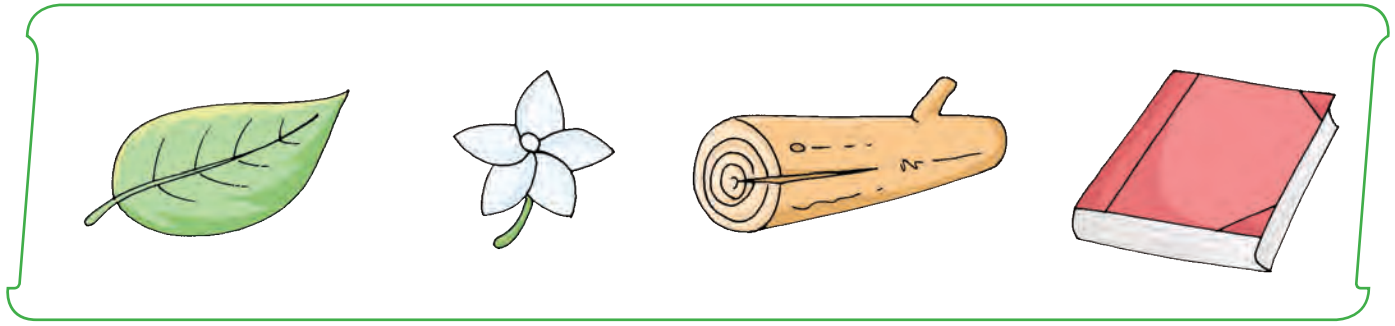


Heaviest – Lightest

Tick (✓) which is heaviest.

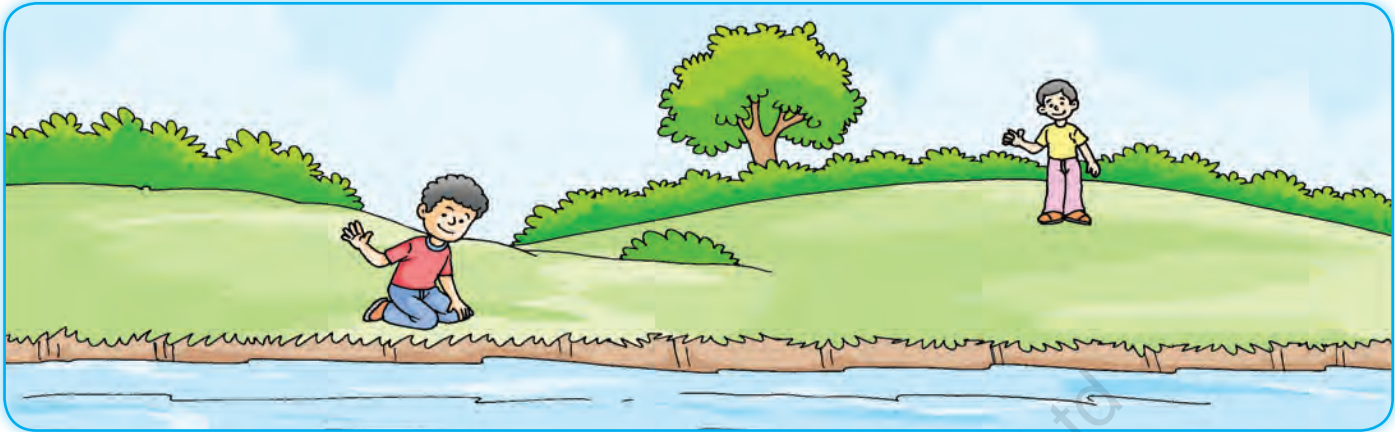


Cross (x) which is lightest.

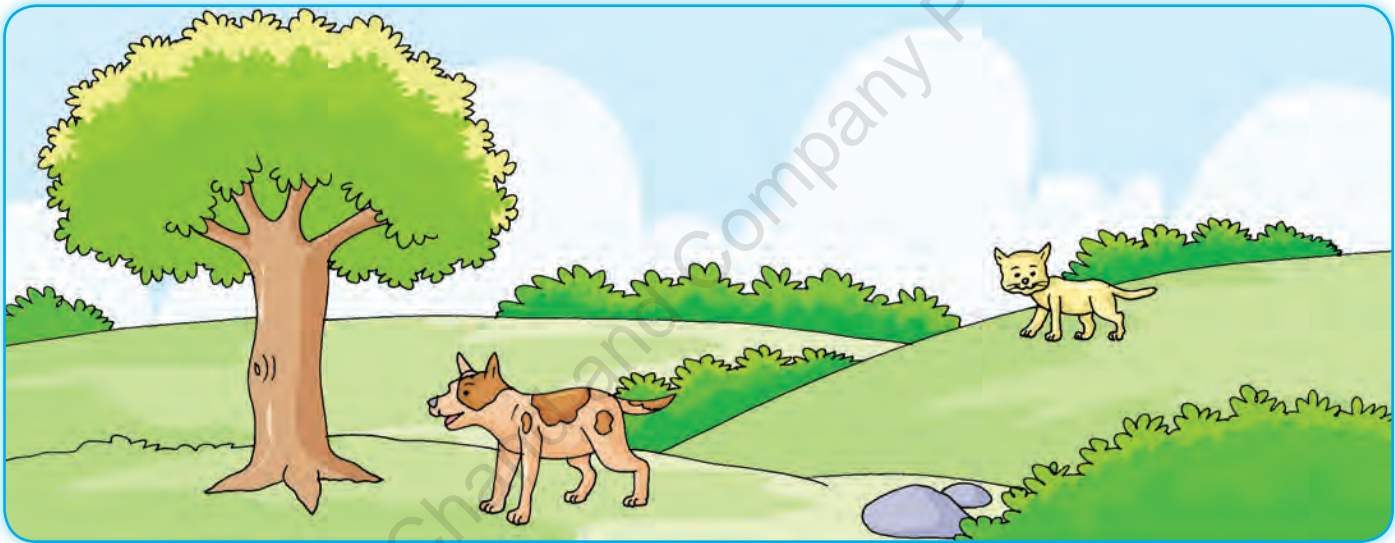


Near – Far

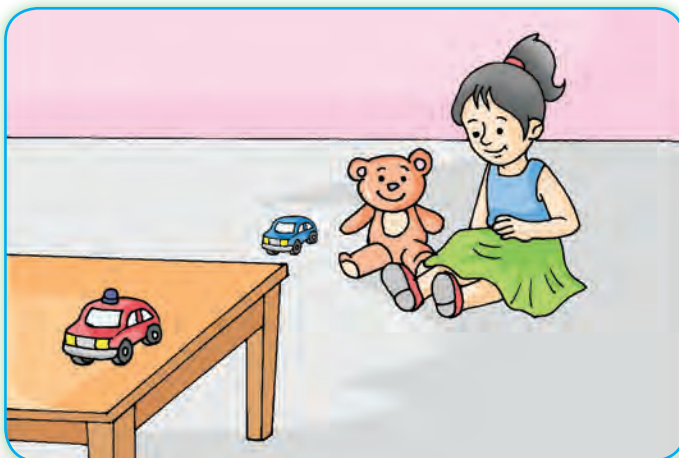
Tick (✓) the boy near the sea and cross (×) the one far from it.



Circle the animal near the tree and tick (✓) the one far from it.



Circle the toy nearest to the girl.

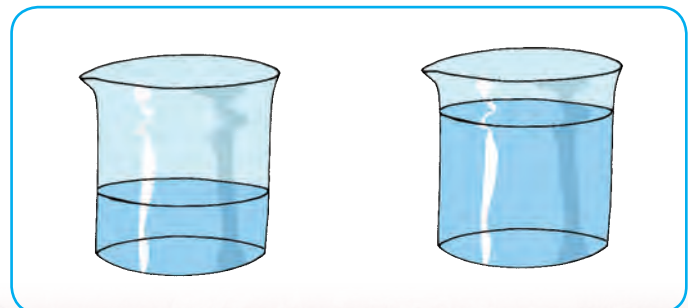
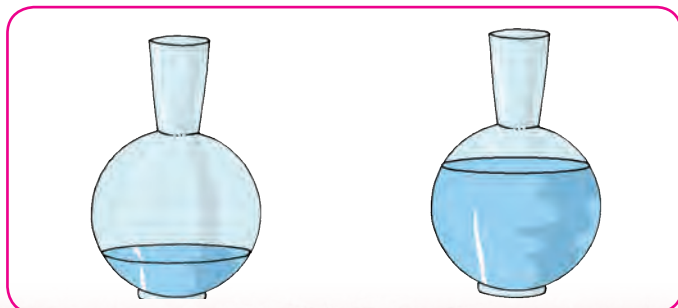
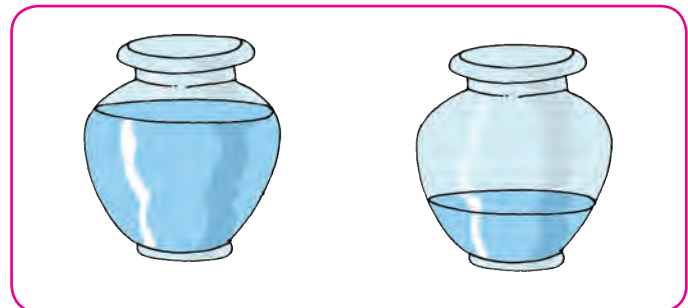
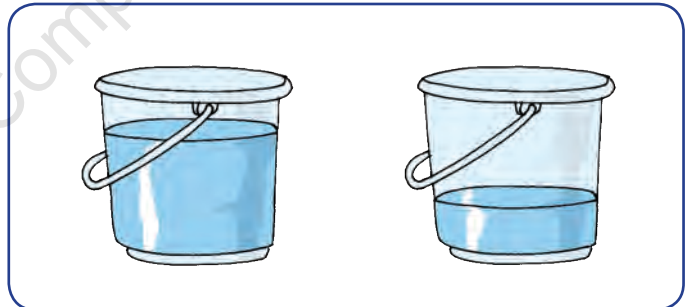
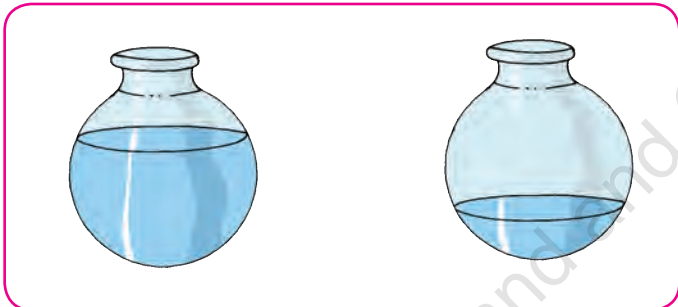
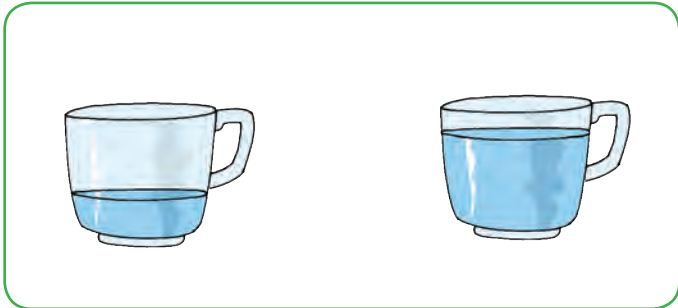
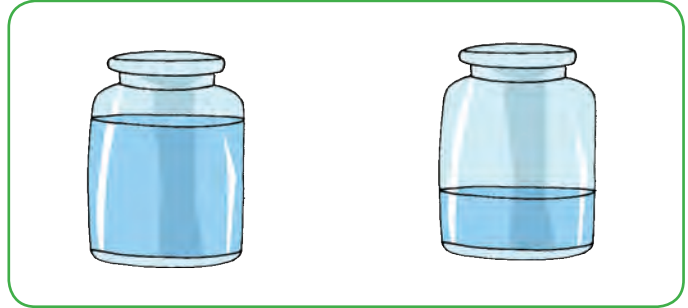
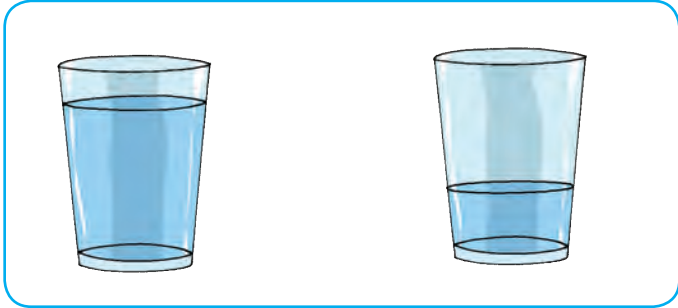


Circle the girl farthest from the woman.

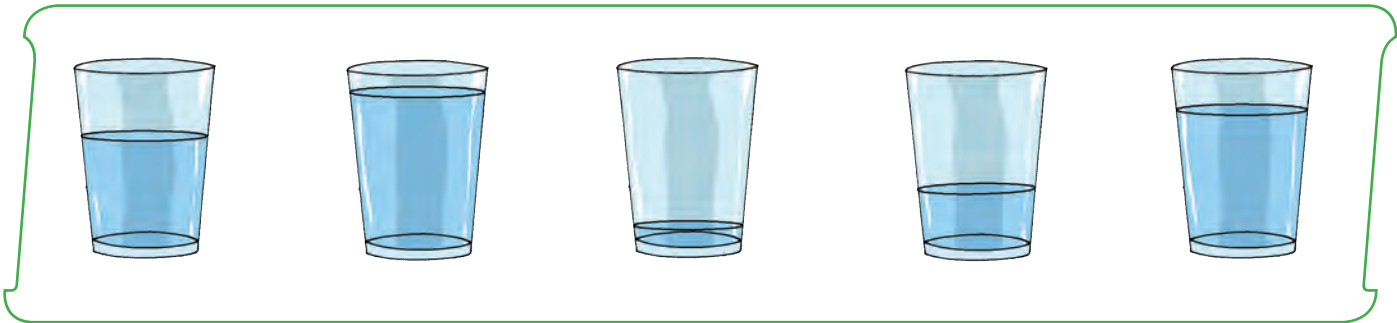


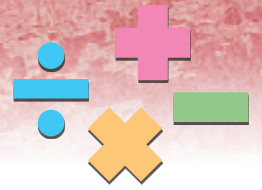
More – Less

Cross (×) the container which has more liquid.



Cross (×) the container which has largest quantity and tick (✓) which has smallest quantity of liquid in it.





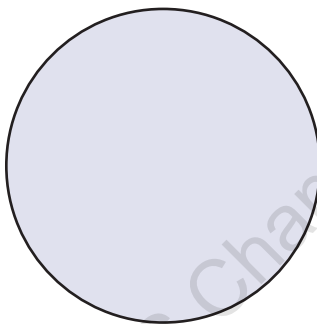
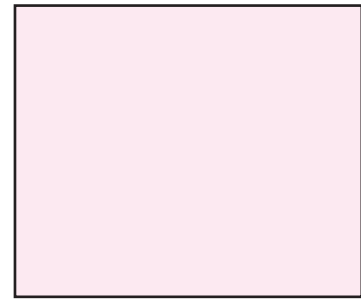
Plane Shapes

Recall the following shapes.



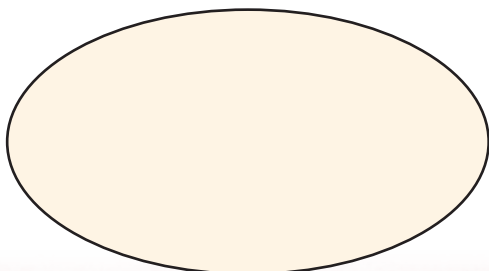
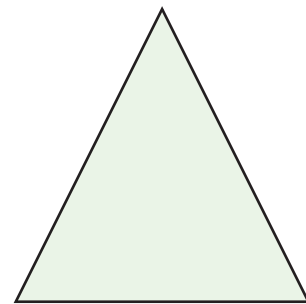
This is a rectangle. It has four sides and four corners.

This is a square. It has four sides and four corners.



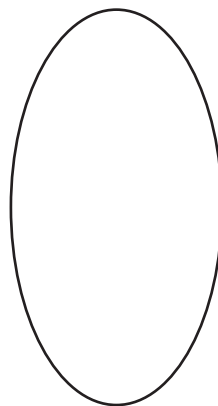
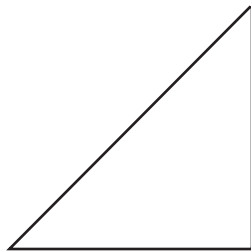
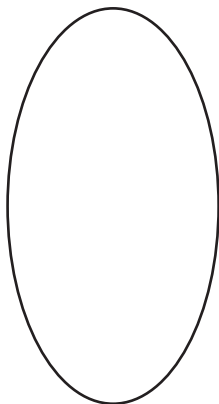
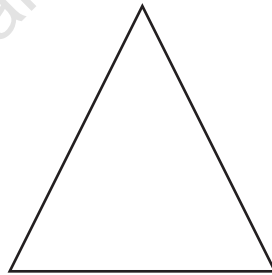
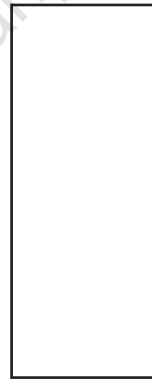
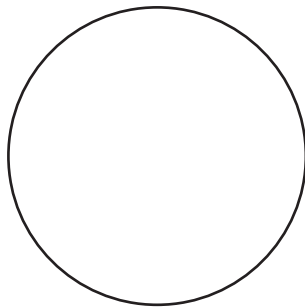
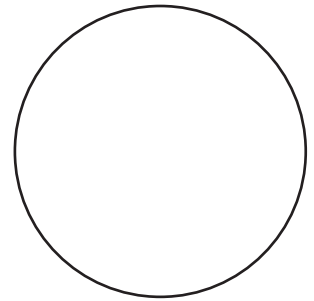
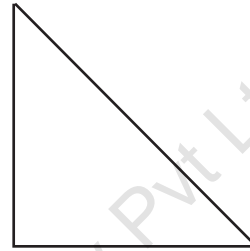
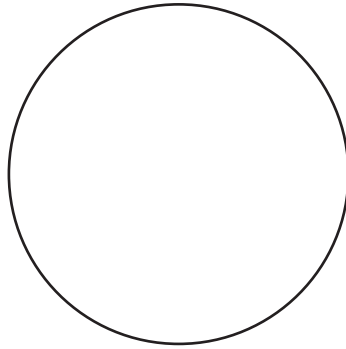
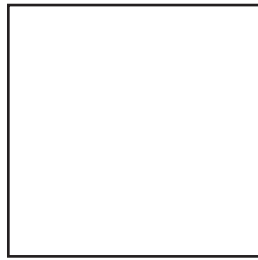
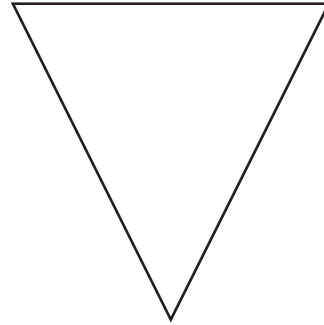
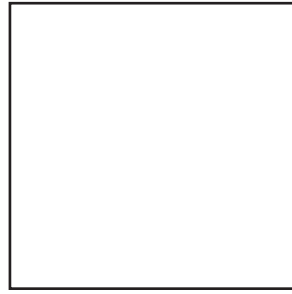
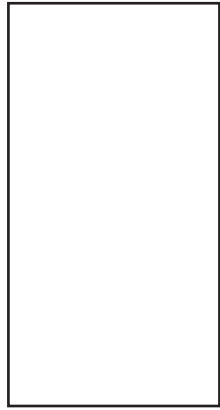
This is a circle. It has no corners.

This is a triangle. It has three sides and three corners.

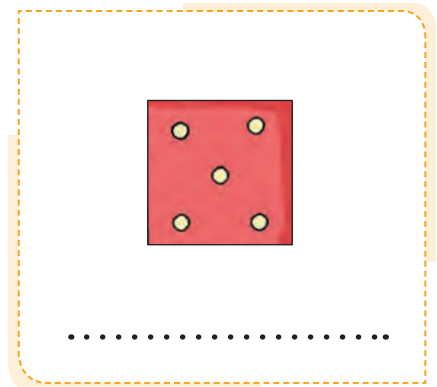
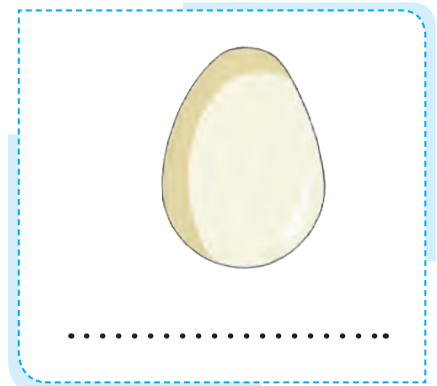
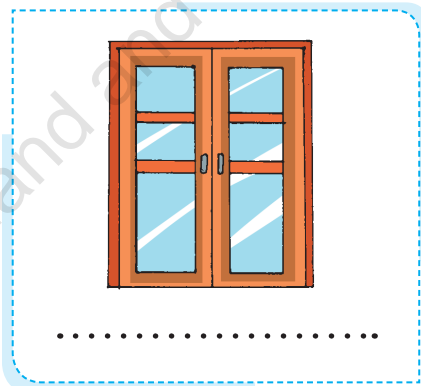
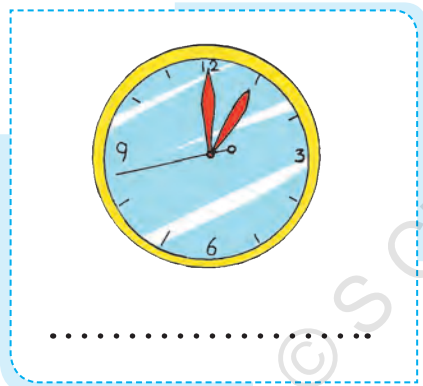
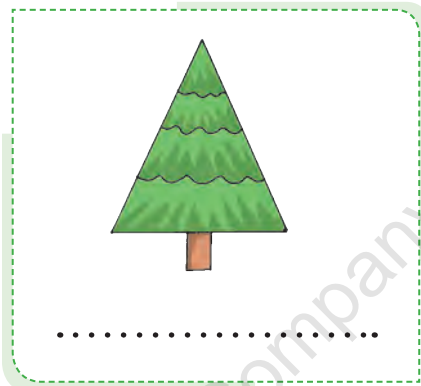
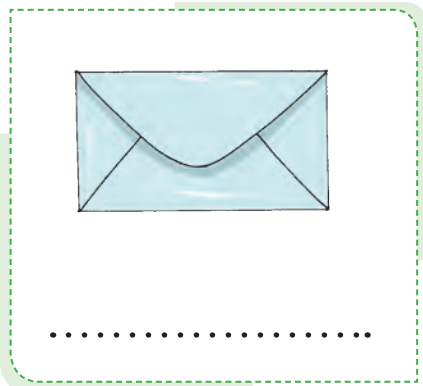
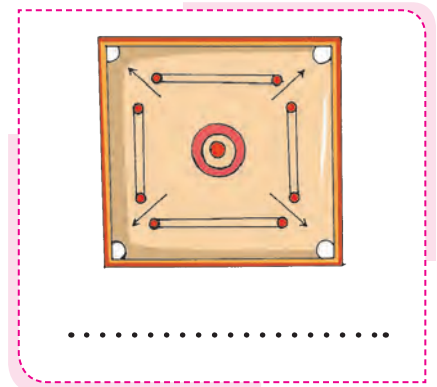
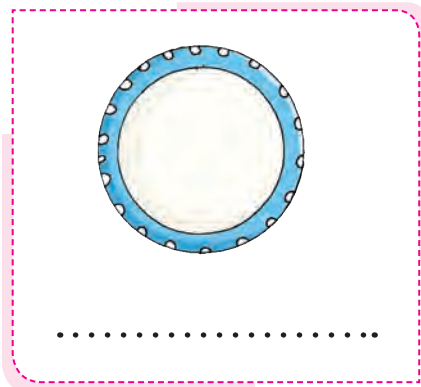
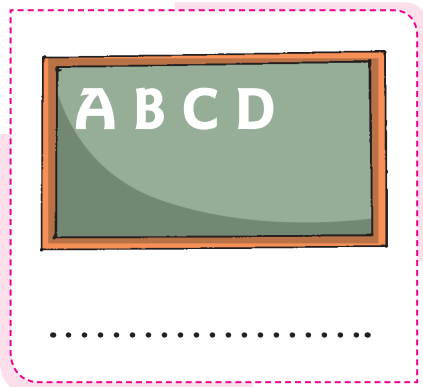


This is an oval. It has no corners.

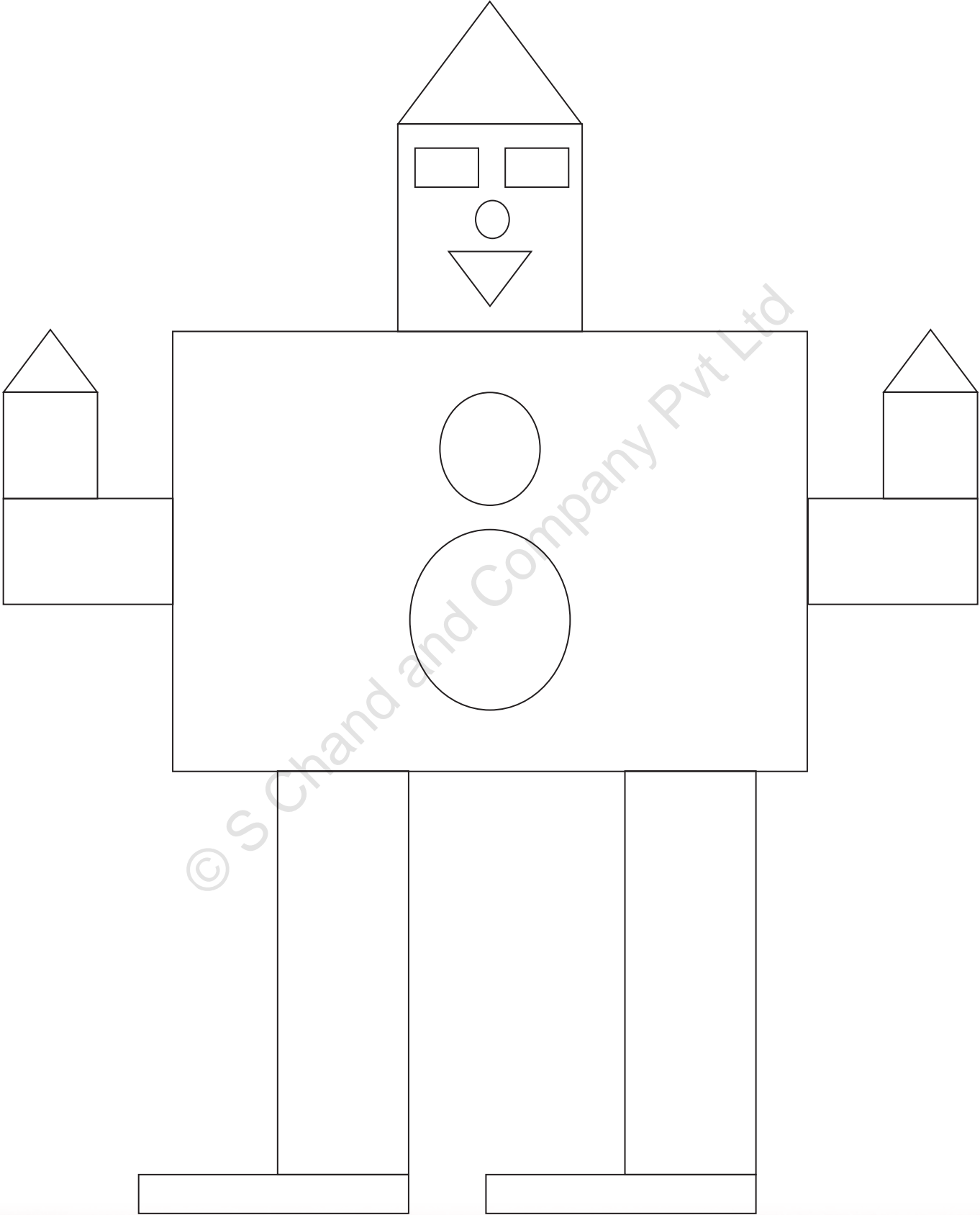
Colour the triangles red, the squares blue, the rectangles green, the circles yellow and the ovals orange.



Write the geometrical shape of the objects shown below.



Colour the squares yellow, the triangles red, the rectangles blue and the circles green in the given figure.



Solid Shapes

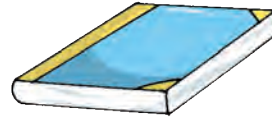
Solids in different shapes are given below. Recognise these shapes.



Cuboid



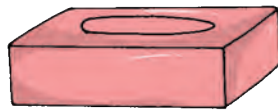
Suit case



Book



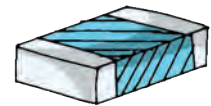
Cabinet



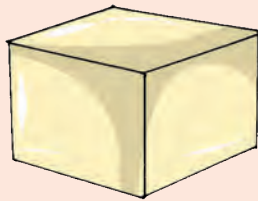
Brick



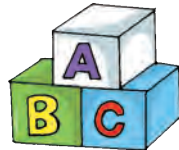
Tea pack



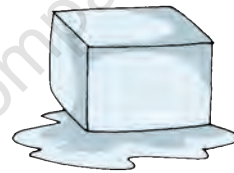
Eraser



Cube



Play blocks



Ice cube



Dice



Chalk box



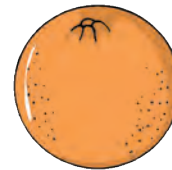
Sphere



Cricket ball



Football



Orange



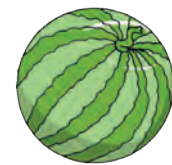
Tomato



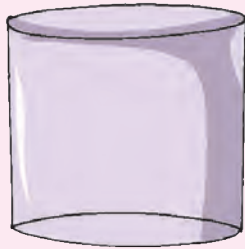
Balloon



Globe



Watermelon



Cylinder



Gas cylinder



Pencil



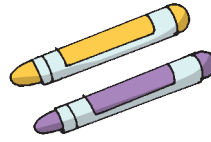
Candle



Trash can



Glass



Crayons



Jar



Thermos flask



Syringe



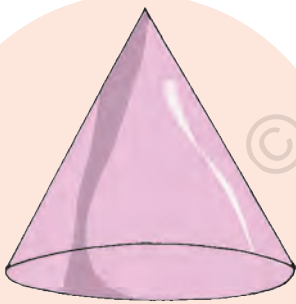
Garden roller



Drum



Tube



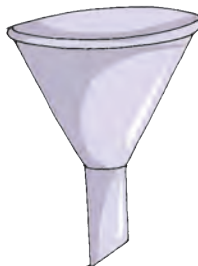
Cone



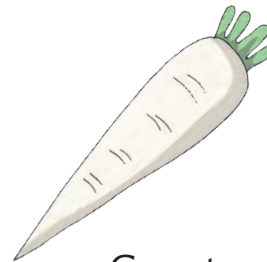
Conical cap



Conical tent



Funnel

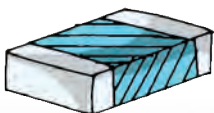
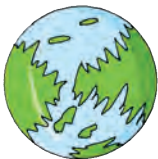
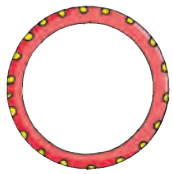


Carrot



Ice cream cone

Match the objects with their shapes.



Rectangle

Cuboid

Sphere

Triangle

Cone

Cylinder

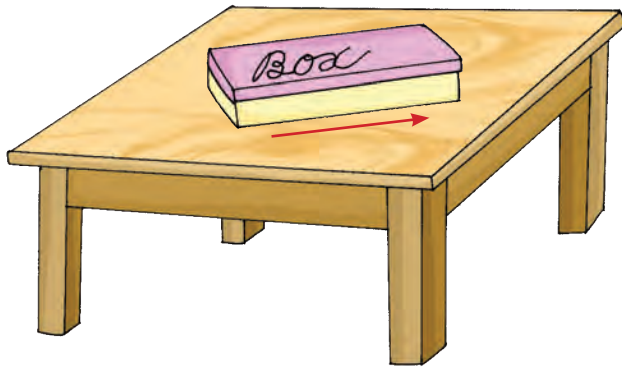
Circle

Cube

Sliding – Rolling

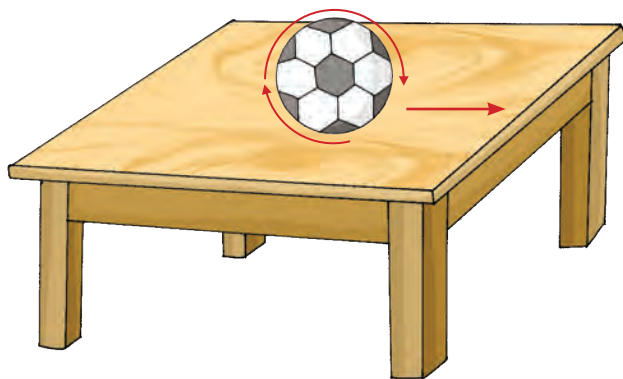
Activity 1

Place your pencil box on a table and push it slightly. What do you observe?
The box moves on the table with only its bottom face touching the table.
This movement is called **sliding** movement.
So, we say that box-like objects slide on pushing.



Activity 2

Take a ball. Keep it on the table and push it slightly.
What do you observe?
The ball moves round with all of its surface touching the table.
This movement is called **rolling** movement.
So, we say that ball-like objects roll on pushing.

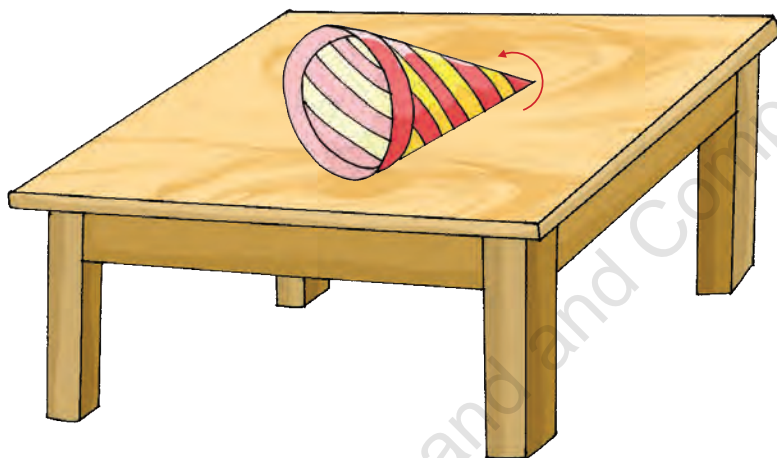


Activity 3

Repeat the above activity with a pipe-like object such as a pencil. You will observe that it also rolls along the table.

Activity 4

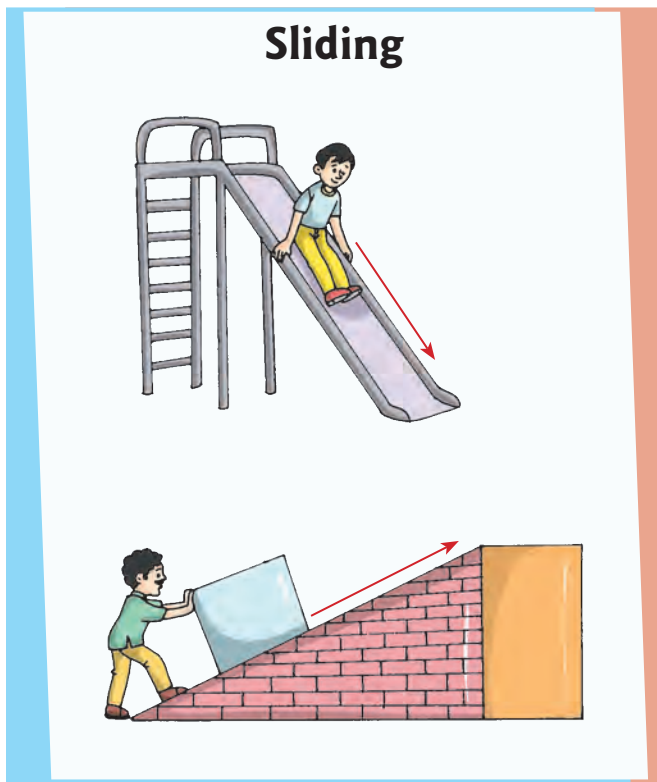
Finally, repeat the activity with a cone-like object. You will observe that a cone also rolls, but it does not roll straight. It rolls around its pointed end.



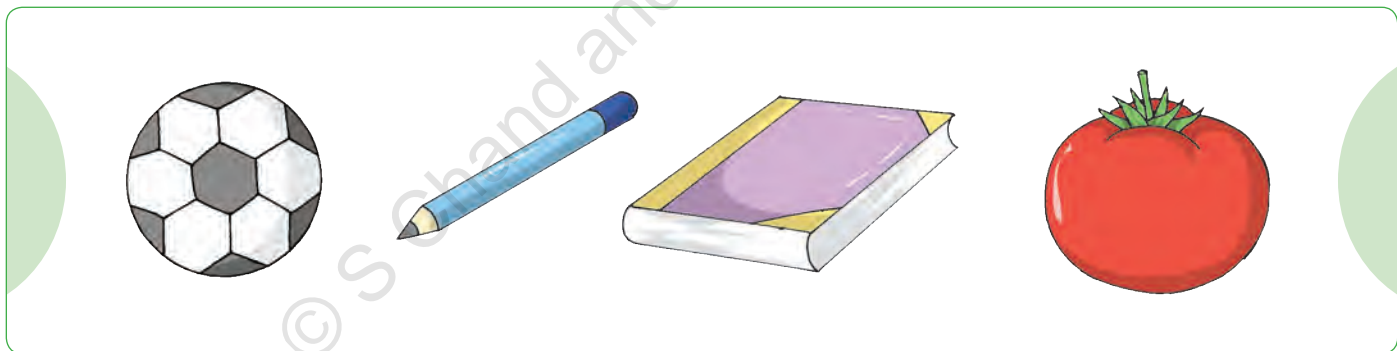
So, we learn that:

1. Cuboids and cubes show sliding movement on pushing.
2. Spheres show rolling movement on pushing.
3. Cylinders show rolling movement on pushing.
4. Cones show rolling movement around their pointed end.

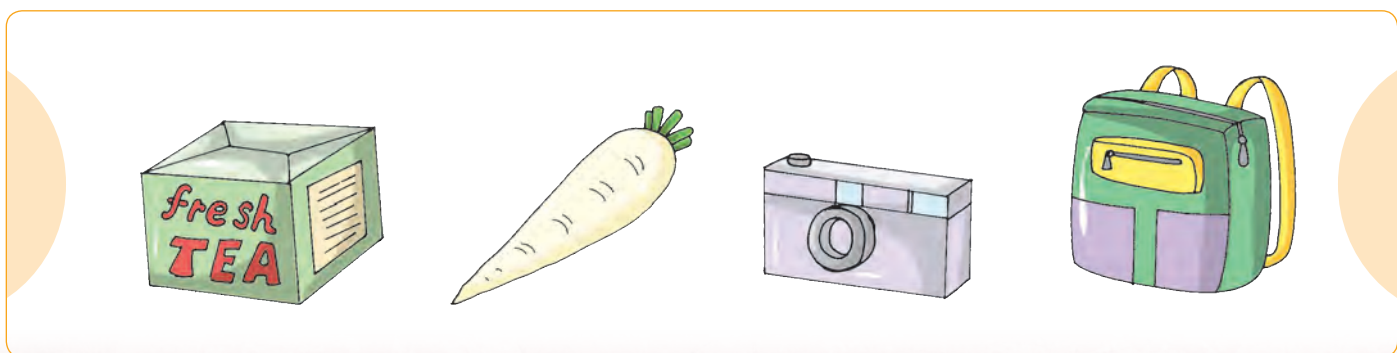
Here are some examples of sliding and rolling movements from everyday life.

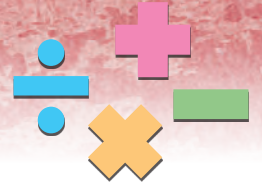


Tick (✓) the objects that will roll.



Tick (✓) the objects that will slide.





Spatial relationships help the children to describe the positions of two objects differently in relation to one another.

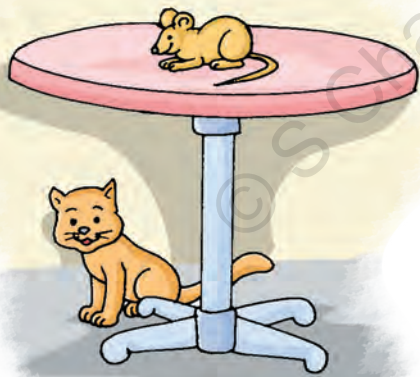
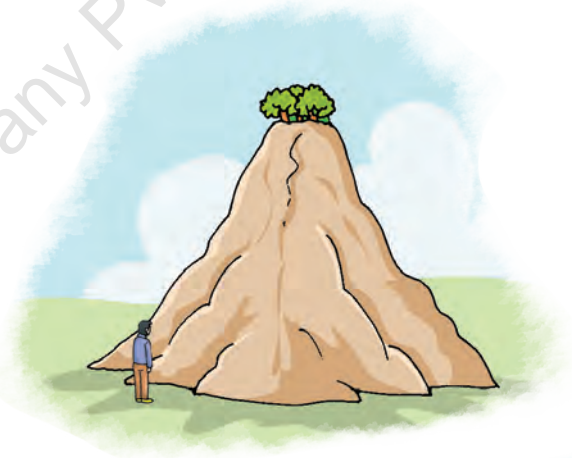


Up – Down

The boy is going **up** the stairs. The girl is coming **down** the stairs.

Top – Bottom

There are trees on **top** of the hill.
The man is standing at the **bottom** of the hill.

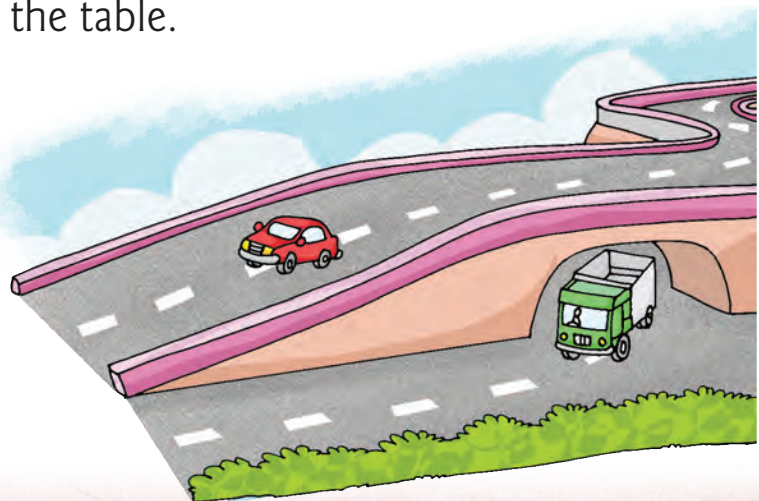


On – Under

The rat is **on** the table. The cat is **under** the table.

Over – Under

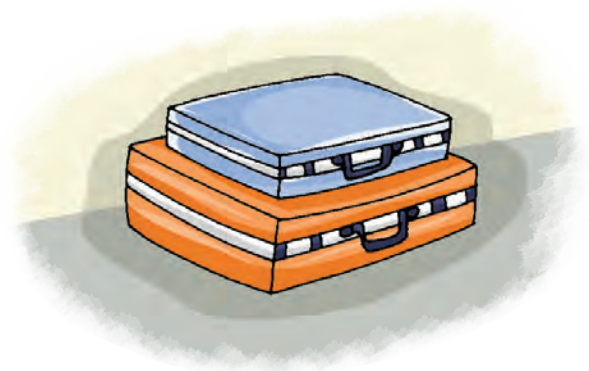
The car went **over** the bridge. The truck passed **under** the bridge.



Above – Below

The briefcase is lying **above** the suitcase.

The suitcase is lying **below** the briefcase.



Inside – Outside

The mother is standing **inside** the house.

The boy is standing **outside** the house.



Left – Right

The dog is to the **right** of the tree.

The cat is to the **left** of the tree.



Behind – Front

The tree is **behind** the house.

The girl is standing **in front** of the house.



Closed – Open

The door of the house is **closed**.

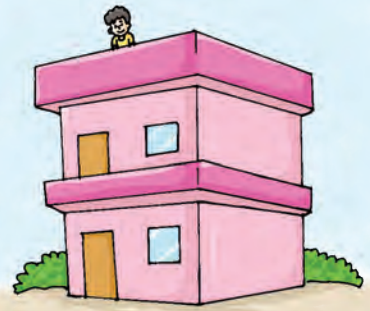
The window of the house is **open**.

Tick (✓) the correct word to fill in the blanks.

1. The boy is standing on the of the building.

top

bottom



2. The child is sliding

up

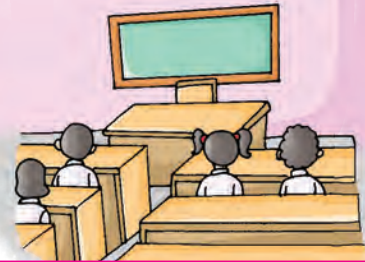
down



3. The students are sitting the classroom.

inside

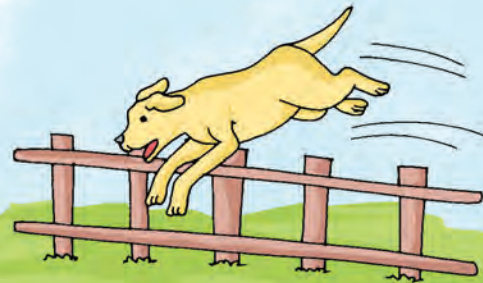
outside



4. The dog jumped the fence.

over

above



5. The book is lying the table.

over

on



6. The fan is the bed.

on

above



7. The girl is peeping from the curtain.

behind

below



8. The man is standing the tree.

under

down



9. The bird is the cage.

inside

outside

10. The door of the cage is

open

closed



11. There is a lamp to the of the flower vase.

right

left

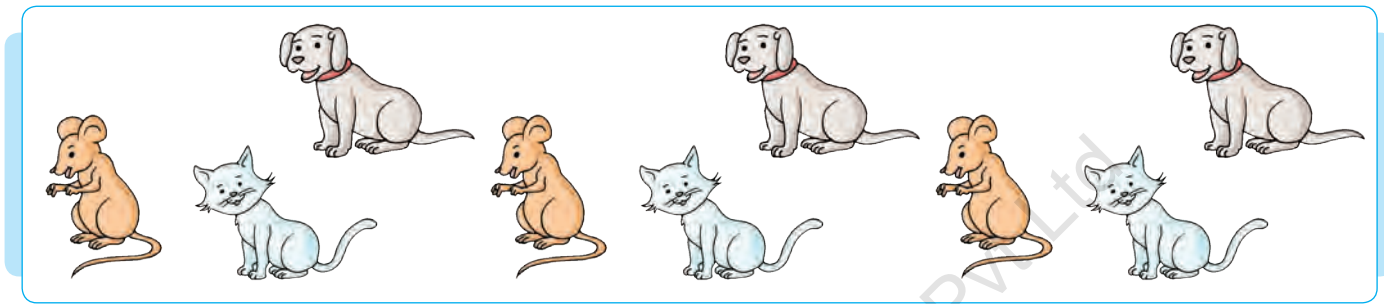


23

Patterns

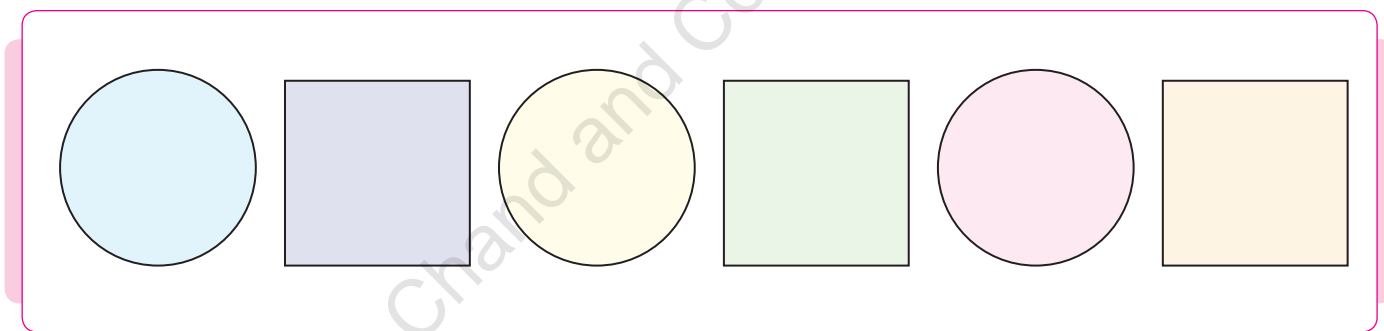


A definite order or sequence of some objects is called a **Pattern**.
Observe the following sequence.



The animals are sitting in the same order repeatedly. The above sequence forms a pattern.

Let us see another sequence.



You observe that a circle comes first, then a square; again a circle, then a square; and so on.

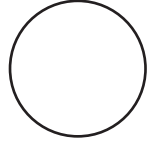
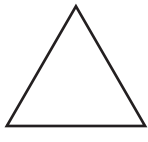
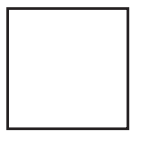
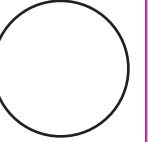
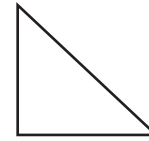
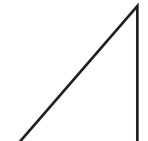
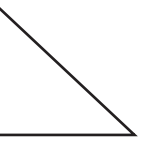
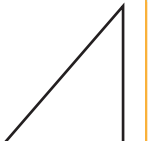

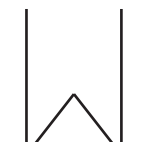
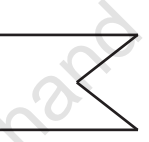

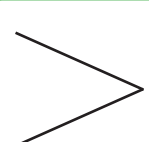
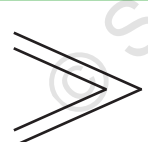

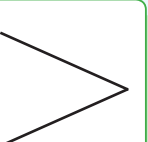




This again forms a pattern.

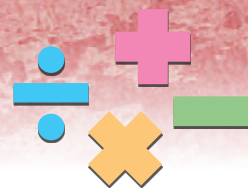
Now, look at the sequence below.

1 2 2 1 2 2 1 2 2 1 2 2

Here, 1 comes once, then 2 comes twice, again 1 comes once, then 2 comes twice; and so on. This also forms a pattern.

Complete each of the following patterns.

A	B	B	A			
6	7	6	7			
						
						
?	=	×	?			
						
						
						

**Activity 1**

Take 3 long paper strips of different colours, say red, green and blue. Ask one child to stand straight.

First, take the red paper strip.

Place the strip along the child's arm, from the shoulder to the wrist.

Cut the strip at the point where it matches the tip of the child's middle finger.

The paper strip now gives the arm-length of the child.

Repeat the above activity with green and blue strips on two more children.

Now, paste the three strips on a chart paper as shown below:

Name**Arm Length**

Child 1



Child 2



Child 3



What do you observe?

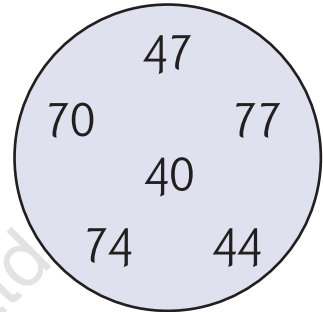
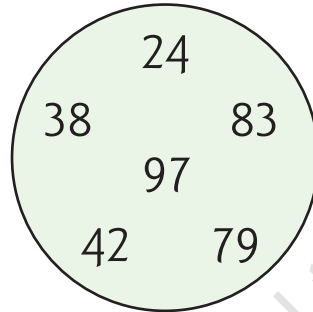
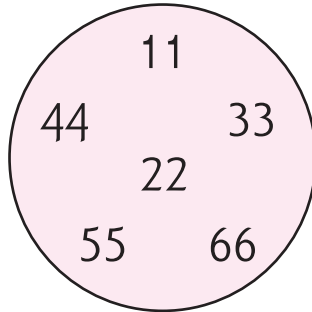
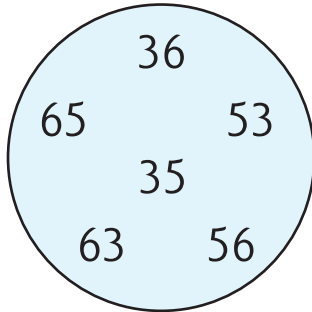
Activity 2

Repeat the above activity to measure the size of the head of two or more children. Record your observation in a similar way.



C.C.E. Drill 1

1. Circle the greatest number and cross (x) the smallest number in each collection.



2. Fill in the correct numbers.

- (a) 85 is just after
- (b) is just after 38.
- (c) 75 is just before
- (d) is just before 90.
- (e) 77 is between and
- (f) is between 46 and 48.

3. Arrange the numbers in ascending order.

- (a) 68, 48, 67, 86, 77, 88
- (b) 86, 98, 19, 90, 99, 89
- (c) 56, 65, 50, 55, 66, 60
- (d) 86, 64, 48, 68, 46, 84

4. Arrange the numbers in descending order.

- (a) 63, 33, 60, 36, 66, 30
- (b) 59, 92, 25, 29, 95, 52
- (c) 81, 57, 18, 75, 80, 77
- (d) 90, 69, 99, 66, 96, 60

5. Fill in the missing numbers.

- (a) $5 + \square = 9$ (b) $8 - \square = 6$
- (c) $4 + \square = 7$ (d) $9 - \square = 4$

6. Put the correct symbol $>$, $<$ or $=$ in the placeholder.

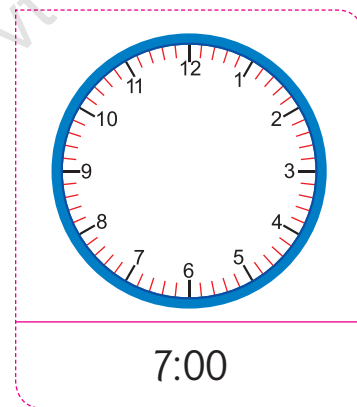
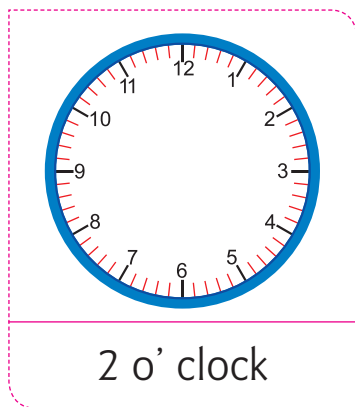
- (a) $4 + 1 \square 7 - 2$ (b) $3 + 5 \square 9 - 2$
- (c) $4 + 7 \square 6 + 6$ (d) $5 + 4 \square 10 - 1$

7. Fill in the blanks.

- (a) 3 more than 4 is
- (b) 5 less than 9 is
- (c) The letter of the word GRAB is a vowel.
- (d) Wednesday lies between and
- (e) The tenth month of the year is
- (f) There are days in a week and months in a year.

- (g) There are different letters in the word DIFFERENT.
- (h) A number which is greater than 17 and less than 19 is
- (i) The number that comes before 81 is the same as the number that comes after
- (j) The third day after Monday is
- (k) If you count backwards from 57, the number will come at the fifth place.

8. Draw the hands of each clock to show the given time.



9. Add:

(a)

T	O
3	6
+ 4	2
<hr/>	
<hr/>	

(b)

T	O
5	4
+ 4	5
<hr/>	
<hr/>	

(c)

T	O
2	7
+ 6	8
<hr/>	
<hr/>	

(d)

T	O
3	5
+ 4	9
<hr/>	
<hr/>	



10. Subtract:

(a)

T	O
9	9
-	4 6
<hr/>	
<hr/>	

(b)

T	O
8	7
-	3 2
<hr/>	
<hr/>	

(c)

T	O
7	2
-	2 4
<hr/>	
<hr/>	

(d)

T	O
9	4
-	5 7
<hr/>	
<hr/>	

11. In a farm there are 54 mango trees, 21 guava trees and 13 jamun trees. How many trees are there in the farm?

12. How much is 56 less than 81?

13. How much is 75 greater than 48?

14. A chair has 4 legs. How many legs do 5 chairs have?

15. Fill in the empty boxes.

(a) $3 \times 4 =$

(b) $2 \times 7 =$

(c) $4 \times 2 =$

(d) $5 \times 8 =$

16. Complete each of the following number patterns.

(a) 2, 5, 8, 11, , ,

(b) 9, 11, 13, 15, , ,

(c) 20, 25, 30, 35, , ,

(d) 13, 23, 33, 43, , ,

Multiple Choice Questions

Tick (✓) the correct answer.

1. Find out the sum of the greatest and the smallest numbers among the following.

24, 32, 16, 42, 19, 54, 49

(a) 65 (b) 68 (c) 70 (d) 73

2. Which one is different with respect to shape?

(a)



(b)



(c)



(d)



3. What is the sum of numbers from 1 to 9?

(a) 36 (b) 42 (c) 45 (d) 48

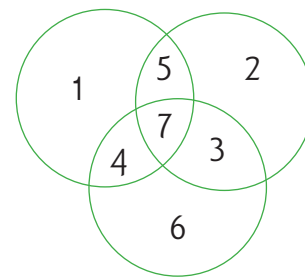
4. $81 - 18 = \square$

What should come in the blank box?

(a) 68 (b) 63 (c) 58 (d) 53

5. Which number lies in all the three circles?

(a) 7 (b) 5
(c) 4 (d) 3



6. Which is the fourth day after Wednesday?


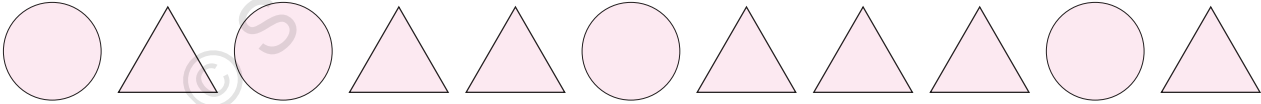
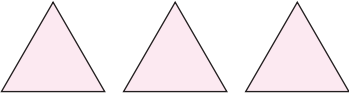
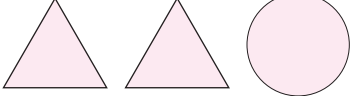
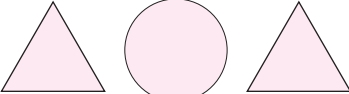
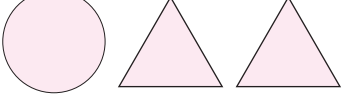
(a) Friday (b) Saturday (c) Sunday (d) Monday

7. How many 2-digit numbers are there?

(a) 89 (b) 90 (c) 99 (d) None of these

8. Subtract the smallest 2-digit number from the greatest 2-digit number. What do you get?

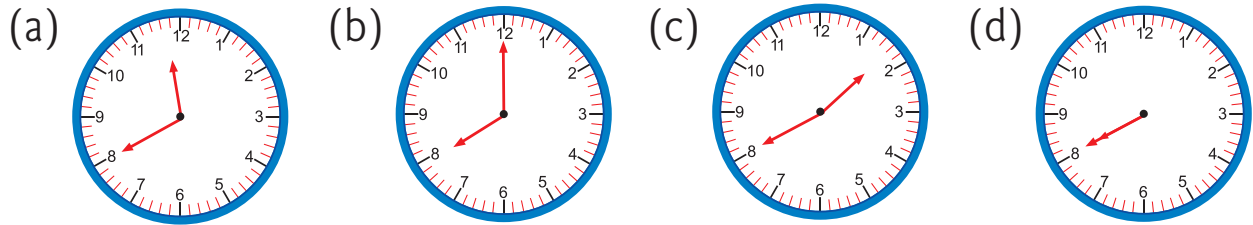
(a) 10 (b) 81 (c) 89 (d) 90

9. Which of the following is not correct?
- (a) $2 \times 3 = 3 \times 2$ (b) $2 \times 8 = 4 \times 4$
(c) $3 \times 10 = 5 \times 6$ (d) $4 \times 5 = 3 \times 6$
10. A fruit seller had 73 apples. He sold 18 apples and threw away 5 rotten apples. How many apples are left with him?
- (a) 50 (b) 52 (c) 55 (d) 58
11. In a bag, there are 16 red balls, 26 green balls and 36 blue balls. How many balls are there in the bag altogether?
- (a) 62 (b) 68 (c) 72 (d) 78
12. Which symbol should come in the placeholder?
- $1 + 3 + 5 + 7 + 9$  $2 + 4 + 6 + 8 + 10$
- (a) $<$ (b) $>$ (c) $=$ (d) can't compare
13. Sudha is tenth in a queue and Asha is third in front of her. What is Asha's position in the queue?
- (a) sixth (b) seventh (c) eighth (d) none of these
14. Find the next three figures in the pattern shown below.
- 
- (a)  (b) 
(c)  (d) 
15. A bus had 15 passengers. At the next stop, 6 passengers got down and 8 more boarded it. How many passengers are there in the bus now?
- (a) 13 (b) 14 (c) 16 (d) 17

16. Mary got 35 marks, which is 7 more than the marks that Sumit got. How many marks did Sumit get?

- (a) 26 (b) 27 (c) 28 (d) 29

17. Which of the following clocks shows 8 o' clock?



18. Which of the following statements is not correct?

- (a) $20 + 60 = 40 + 40$ (b) $70 - 20 = 40 + 10$
(c) $90 - 30 = 30 + 30$ (d) $80 - 60 = 50 - 40$

19. I have one 50-rupee note, two 10-rupee notes and two 5-rupee notes. How much money do I have in all?

- (a) ₹ 70 (b) ₹ 75 (c) ₹ 80 (d) ₹ 85

20. Neeta has 63 pencils while Lata has 36 pencils. Neeta has how many more pencils than Lata?

- (a) 27 (b) 32 (c) 36 (d) 37

21. Anu writes numbers from 10 to 20. How many times does she write the digit '1'?

- (a) 9 (b) 10 (c) 11 (d) 12

22. Katie's father bought two packets of sweets. Each packet had 48 sweets. How many sweets did he buy in all?

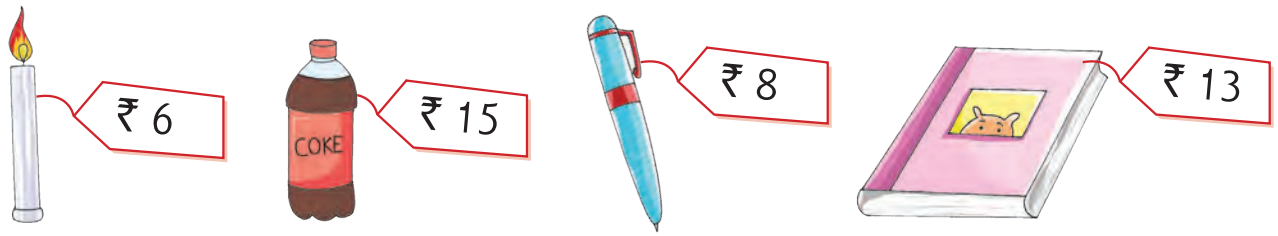
- (a) 86 (b) 88 (c) 92 (d) 96

23. What number comes in place of the question mark in the following sequence?

11, 13, 15, 17,,,?.....

- (a) 19 (b) 20 (c) 21 (d) 23

24. Sachin has 20 rupees with him. Which two things can he buy?



- (a) Coke and Notebook (b) Coke and Pen
(c) Pen and Notebook (d) Candle and Notebook

25. Observe the pattern shown below.

22, 24, , , 30

What is the sum of the two missing numbers in the above sequence?

- (a) 54 (b) 56 (c) 48 (d) 52

Answers

- | | | | |
|---------|---------|---------|---------|
| 1. (c) | 2. (c) | 3. (c) | 4. (b) |
| 5. (a) | 6. (c) | 7. (b) | 8. (c) |
| 9. (d) | 10. (a) | 11. (d) | 12. (a) |
| 13. (b) | 14. (a) | 15. (d) | 16. (c) |
| 17. (b) | 18. (d) | 19. (c) | 20. (a) |
| 21. (c) | 22. (d) | 23. (d) | 24. (d) |
| 25. (a) | | | |