

Subject : Mathematics	Level-A1	Class – I	Lesson-1 – Shapes and Space WORKSHEET 1
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Skill /Competency/Concept	Target Learning Outcomes	Suggested Strategies
<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Forming Numbers</li> <li>• Understanding Basic Concepts</li> <li>• Problem Solving Ability</li> </ul>	<ul style="list-style-type: none"> <li>• Understands spatial relationship of vocabulary of <ul style="list-style-type: none"> <li>➤ Inside- Outside</li> <li>➤ Bigger-Smaller</li> <li>➤ Biggest- Smallest</li> <li>➤ Top – Bottom</li> <li>➤ Nearer –Farther</li> <li>➤ Nearest – Farthest</li> <li>➤ On-Under</li> <li>➤ Above- Below</li> </ul> in given surrounding/ situations. </li> <li>• Can identify, sort and classify the objects on the basis of their shapes.</li> <li>• Observe and differentiate the rolling and sliding objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Method</li> <li>• Demonstration Method</li> <li>• Role Play Method</li> <li>• Play Way Method As an Individual Task Group Task</li> </ul>

### Sample Activity – 1

**TLO: 1. Inside- Outside and 2. Above - Below**

1. The teacher will use the class room objects and environment to develop the concept of “**Inside-Outside**”. **For example –**

Teacher will ask the students to-

2. Keep the pencil inside the pencil box,
3. Take out Math book from his/her school bag.
4. What is above the head?
5. What is kept below the Table?

Now the teacher will provide boxes and some objects like model of alphabets, building blocks, models of fruits and vegetables, etc. to the students. She will ask the students to follow the instructions (e.g. Keep the apple inside the box, arrange alphabets outside the box, keep the building blocks on the table, keep the vegetables inside the box, etc.)

### Sample Activity - 2

**TLO: Understands spatial relationship of Inside- Outside**

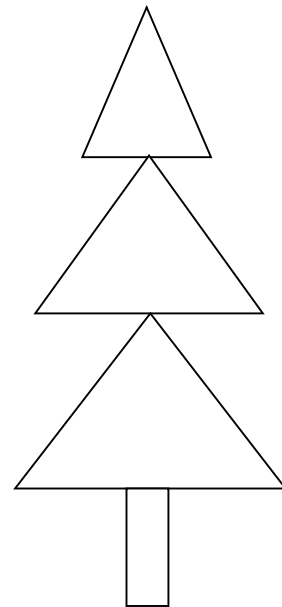
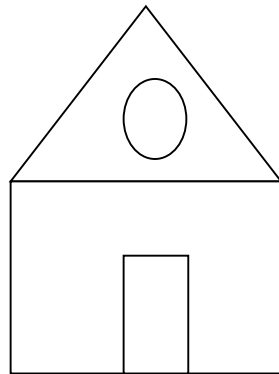
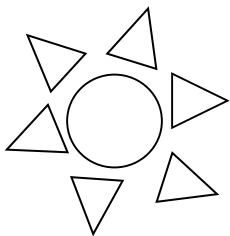
### Play Game: Cat and the Mouse / INSIDE- OUTSIDE



- All the students will stand in a circle and play game inside - outside following the teacher’s instructions like – jump inside the circle, jump outside the circle

### Sample Activity –3

- TLO: Can identify, sort and classify the objects on the basis of their shapes.

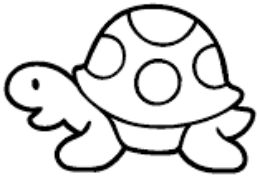
Children will learn about different shapes by using pull-out shape puzzles. Then they will do an activity sheet where they have to look at the picture and identify the shapes.



- a) The shape of the sun is  or 
- b) The tree has \_\_\_\_\_ and \_\_\_\_\_ shapes.
- c) The roof of the hut is \_\_\_\_\_ in shape

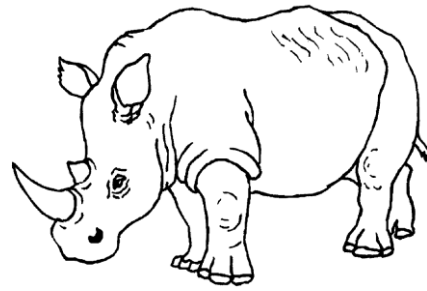
Learning Assessment:


1. Look at the pictures. Match the pictures to the correct word.

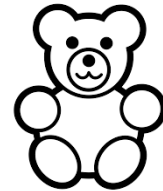
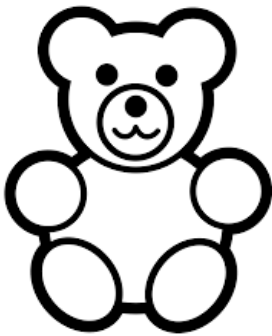


**BIG**

**SMALL**



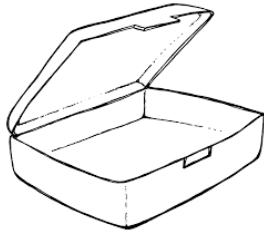
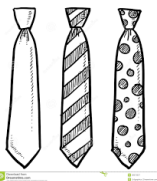
2 Draw a circle  around the **smaller** one.



3 . Fill in the blanks-

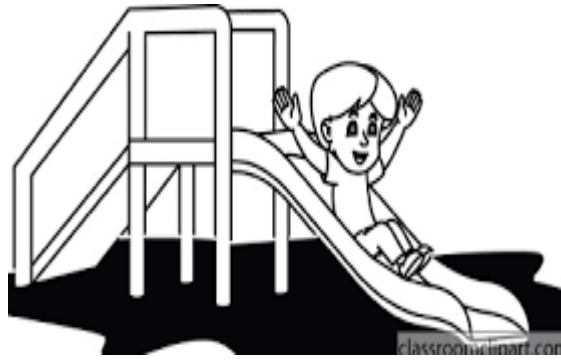


\_\_\_\_\_ are **inside** the basket.(Fruits/Toffees)

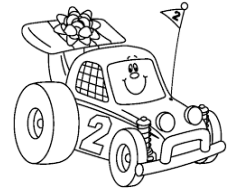
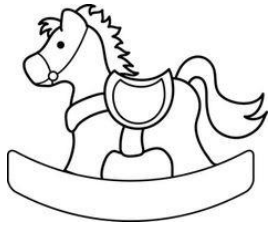


\_\_\_\_\_ are **outside** the box. (ties/toys)

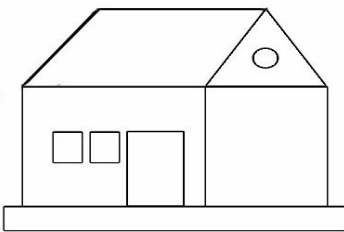
4. Tick (✓) the boy who is at the **top** of the slide and cross (x) the boy who is at the **bottom** of the slide.



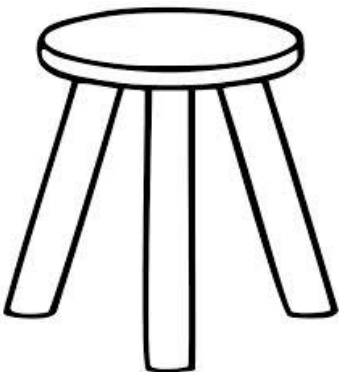
5. Colour the car nearer to the horse:



6. Draw a cloud above the house.



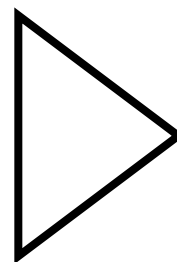
7. Draw the pictures –



i) A cat **on** the stool.

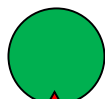
ii) A shoe **under** the table.

8. Fill colour in the shapes-



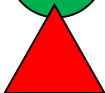
Count and write number:

**Circles:-**



\_\_\_\_\_

**Triangles:-**



\_\_\_\_\_

**Squares: -**



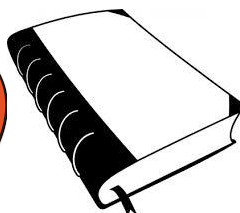
\_\_\_\_\_

**Rectangles:-**



\_\_\_\_\_

9. Tick (✓) the objects that will **roll** when pushed. Cross (x) the objects that will **slide** when pushed.



10. Look at the picture below, read the sentence and draw a circle around the correct picture.

i) The boy is outside the car.



i) Draw a ball outside the box and a cat inside the box.



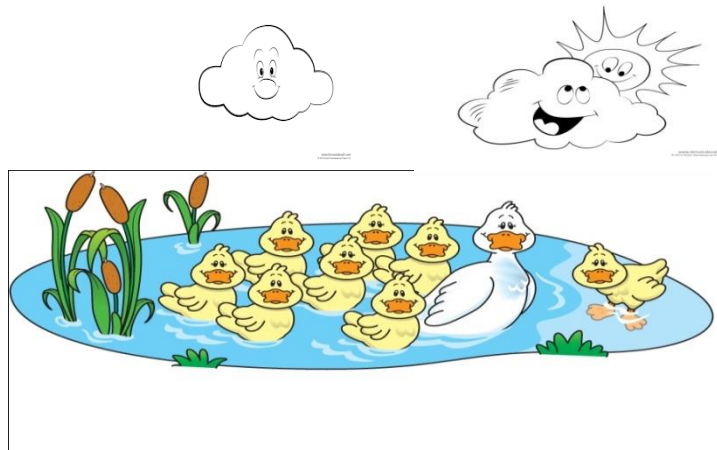
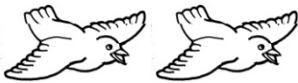
Subject : Mathematics	Level-A1	Class – I	Lesson -2 Numbers from One to Nine Lesson -5 Numbers from Ten to Twenty Lesson -8 Numbers from Twenty-one to Fifty Lesson -11 Numbers Lesson -13 How Many WORKSHEET 2
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Skill /Competency/Concept	Target Learning Outcomes	Suggested Strategies
<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Understanding</li> <li>• Ability to Compute</li> <li>• Problem Solving Ability</li> </ul>	<ul style="list-style-type: none"> <li>• Can count and recognise the numbers from 1 to 100 and can write the number names</li> <li>• Can understand the concept of “just before”, “just after” and “in between”</li> <li>• Can compute the numbers at proper place (Place and Place Value).</li> <li>• Can compare the numbers – more or less</li> <li>• Understands the concept of zero</li> <li>• Can do backward and forward counting</li> <li>• Can do problems related to ascending and descending order</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Method</li> <li>• Demonstration Method</li> <li>• Role Play Method</li> <li>• Play Way Method</li> <li>• Hands On Activity Method</li> </ul> <p>As Individual task and Group task</p>

Sample Activity – 1

**TLO:** Count and recognize numbers

Look at the pictures of objects in the activity sheet, count and write the number –

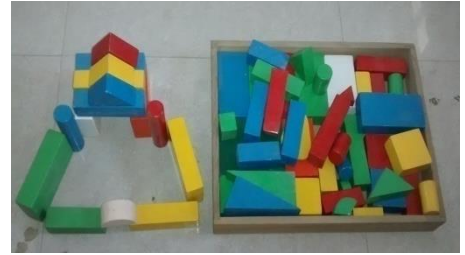
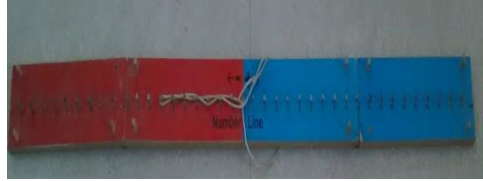


- |                   |                         |
|-------------------|-------------------------|
| 1. Tree - .....   | 5. Duck - .....         |
| 2. Clouds - ..... | 6. Chicks - .....       |
| 3. Apples - ..... | 7. Flying Birds - ..... |
| 4. Sun - .....    | 8. Plants - .....       |

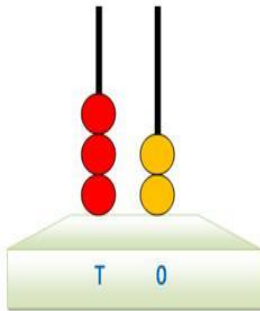
## Sample Activity-2

**TLO:** 1. Number names and 2. Place and Place Value

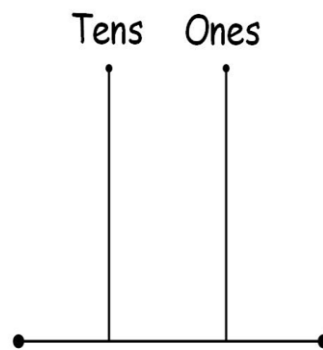
Activity Method - Children will use ABACUS to learn Place and Place value. They will also use number line and blocks for counting in play-way method.



1.) Look at the given abacus and write the correct number and number name in the given space-



2.) On the given abacus, draw the required number of beads for number **42** and colour them -



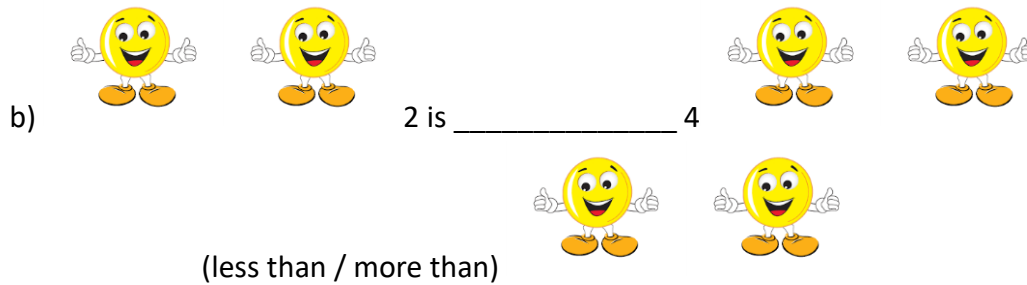
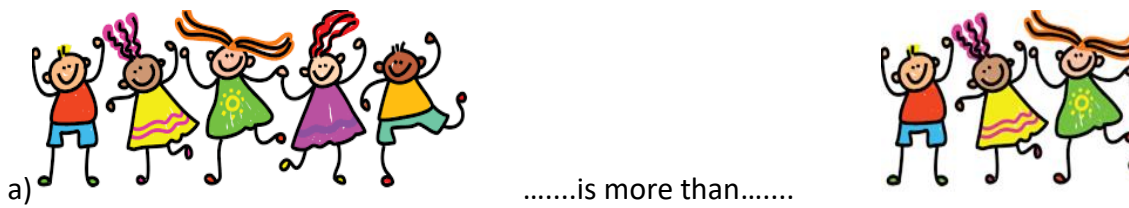


## Learning Assessment:

1. Count the pictures and fill in the blanks with the numbers:



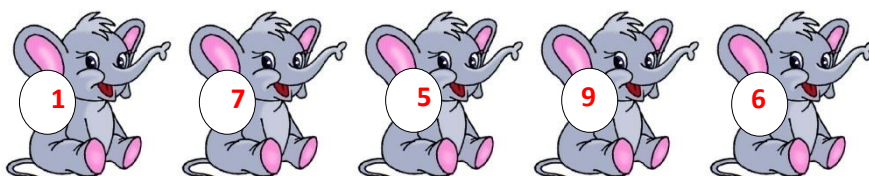
2. Count and compare the numbers:



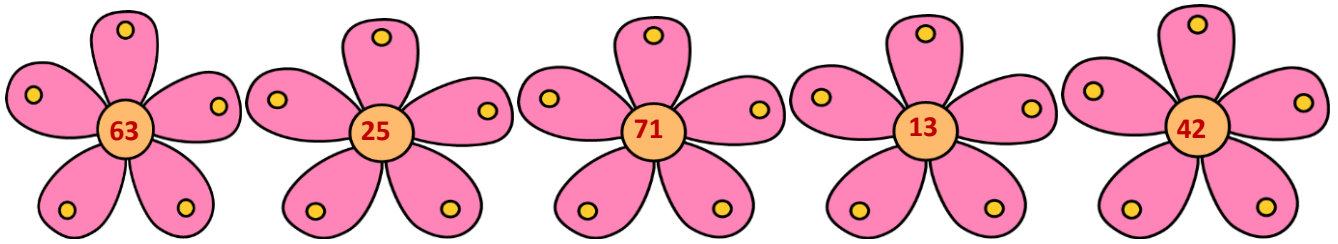
3. Write the missing numbers:

56	57			60	61		63		65
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4. Arrange these numbers from small to big (increasing order)



5. Arrange these numbers from big to small (decreasing order)

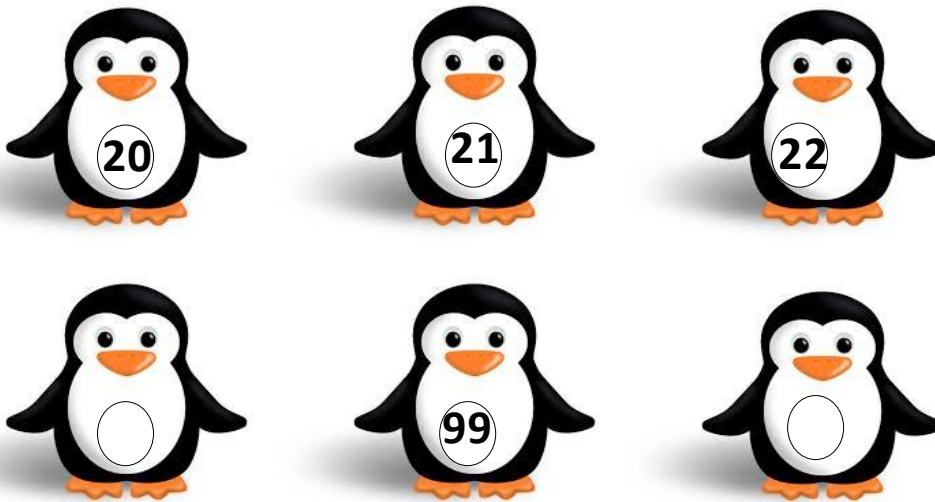


6. Write the following numerals as tens and ones:

A) 83 ..... TENS .....ONES

B) 67 ..... TENS .....ONES

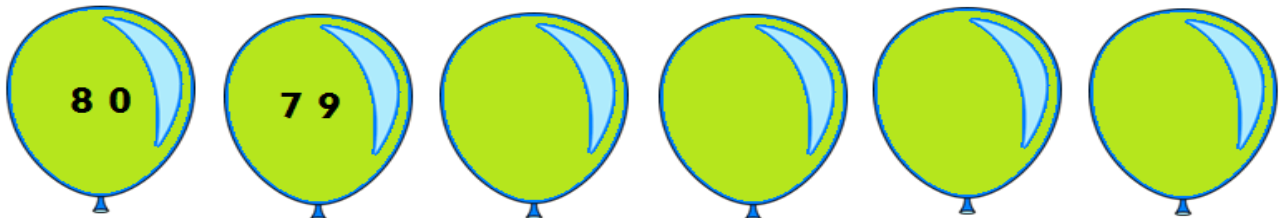
7. Write the number before and after the given number as shown in the example -



8. Write the number between the given numbers:



9. Write backward counting:



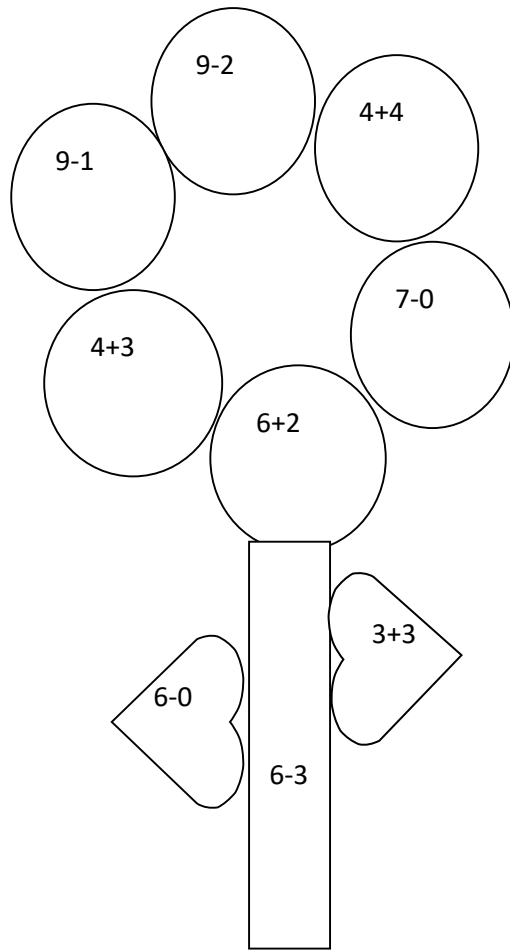
Subject : Mathematics	Level-A1	Class – I	Number Operations Lesson – 3 Addition Lesson -4 Subtraction Worksheet -3
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Skill /Competency/Concept	Target Learning Outcomes	Suggested Strategies
<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Understanding</li> <li>• Ability to Compute</li> <li>• Problem Solving Ability</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to do addition and subtraction of single and two digit numbers</li> <li>• Can solve problems of addition and subtraction in his/her daily life situations</li> <li>• Can draw required number of objects to find the sum value</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Method</li> <li>• Demonstration Method</li> <li>• Role Play</li> <li>• Play Way</li> <li>• Hands On Activity Method</li> <li>• Story Telling</li> </ul> <p style="text-align: center;">As Individual task and Group task</p>

Sample Activity – 1

<b>TLO:</b> Solving Problems based on Addition and Subtraction
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1. Students are required to calculate the value as indicated below and colour accordingly



Numbers	Colours
5	Yellow
3	Red
6	Green
7	Red
8	Purple


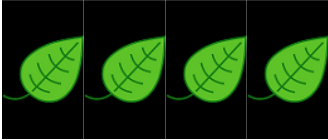
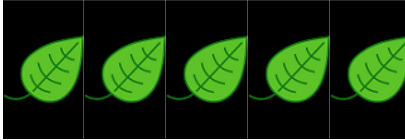
Story telling “Monkey and the Cap seller”

Teacher tells the story of “Monkey and the Capseller” in the class.


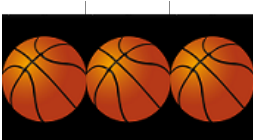

Based on the story, the students can be tested in addition and subtraction by asking different questions

Learning Assessment:

Count and write the sum.

1.  +  = 

+  =



2.  +  = 

+  =

3. Draw the pictures needed

 +  = 

+  =

4.  +  = 

+  =

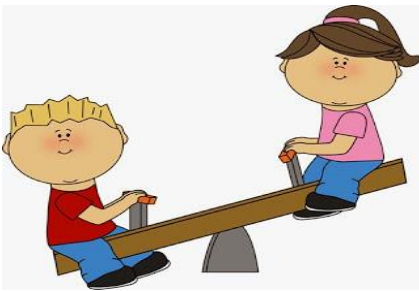
5.  -  =

-  =

6.  -  =

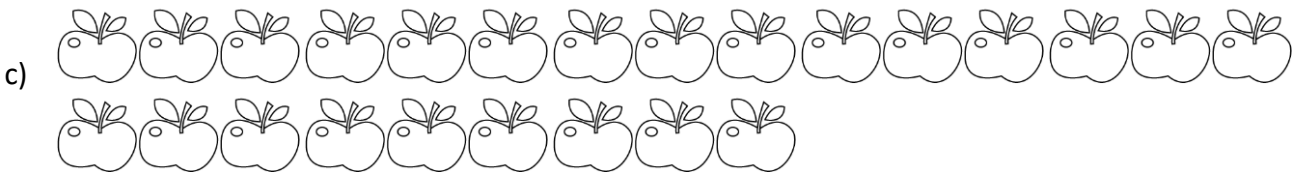
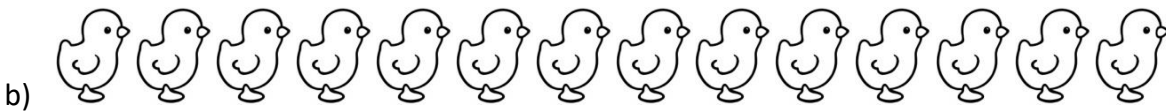
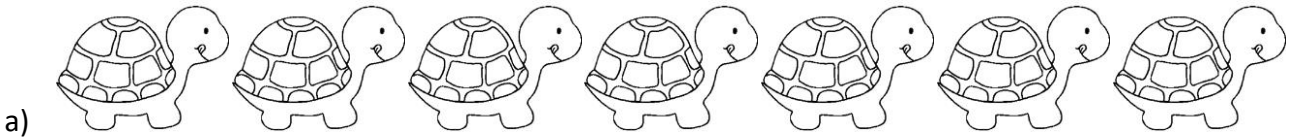
### Test Yourself

1. Look at the picture and tick the correct options.



1. Which side is lighter? (Boy's side/girl's side)
2. Who is on the top? \_\_\_\_\_
3. Who is at the bottom? \_\_\_\_\_

2. Count and write how many?



3. Circle the biggest comb.



4. (i) The girl is showering water (on / under) the plant.

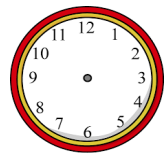
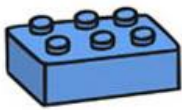
(ii) The vegetables are kept (inside/outside) the pan.

Write the correct answer.

Write the correct answer.



4. Arrange the rectangular, circular and triangular things in the correct boxes.



RECTANGULAR OBJECTS	TRIANGULAR OBJECTS	CYLINDRICAL OBJECTS

5. Measure with your hand span



Your book is ----- hand spans long.



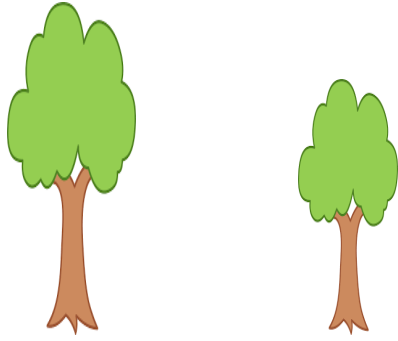
Your blackboard is ----- hand spans long.

6. Guess and Measure with your foot span.

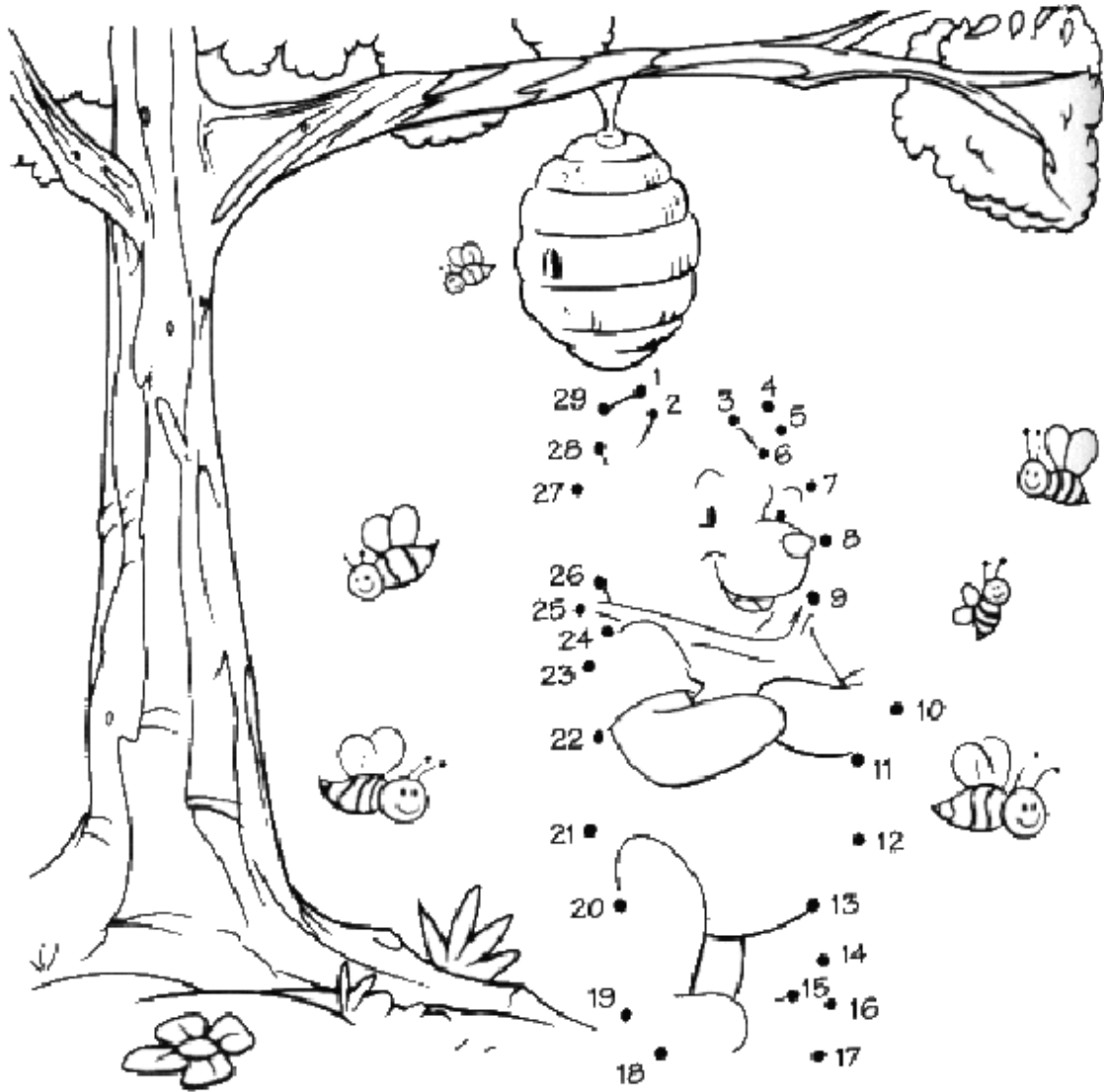


Carpet of my house is ----- foot span long.

7. Look at the pictures and tick (✓) which one is Taller.



8. Join the dots in order of numbers to find out what is hidden.





10. Add these two sets of pencils. And tell how many pencils are there. Also write its number name.



1. Total Number of Pencils _____
2. Its Number Name _____

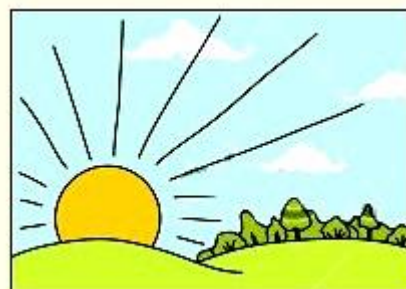
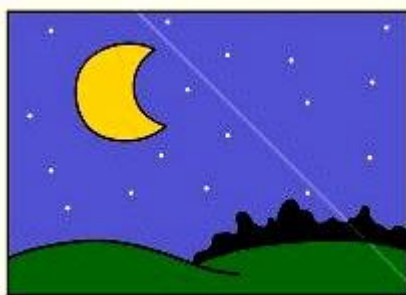
Subject : Mathematics	Level-A1	Class – I	Lesson - 6 Worksheet - 4	TIME
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Skill /Competency/Concept	Target Learning Outcomes	Suggested strategies
<ul style="list-style-type: none"> <li>Forming Numbers</li> <li>Understanding Basic Concept</li> <li>Time related Problem Solving Ability</li> </ul>	<ul style="list-style-type: none"> <li>Understands and gets familiar with morning, noon, afternoon, evening and night terms along with yesterday, today and tomorrow</li> <li>Attempts to tell the activities of the day in sequence and can distinguish time of events using his previous knowledge, vocabulary and real life experiences</li> <li>Can differentiate shorter and longer duration of different activities performed by his family members and others.</li> <li>Understands and knows the days of the week and months of a year</li> </ul>	<ul style="list-style-type: none"> <li>Activity method</li> <li>Demonstration method</li> <li>Role play method</li> <li>Play way method</li> <li>Hands on activity method</li> <li>Puzzles or crosswords</li> <li>Songs and poem recitation related to time</li> </ul> <p>As Individual Task and Group Task</p>

### Sample Activity – 1

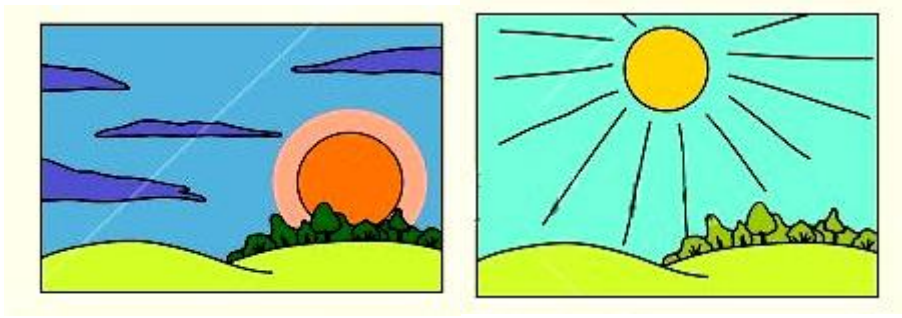
**TLO:** Familiarizes with morning, noon, afternoon, evening and night terms

Demonstration cum Activity Method - The teacher will show flash cards of morning time, noon time, evening time and night time to the students and will ask students to arrange them in order they occur. All the students will be given chance. Afterwards the teacher will ask students to draw and colour them in their notebooks



\_\_\_\_\_

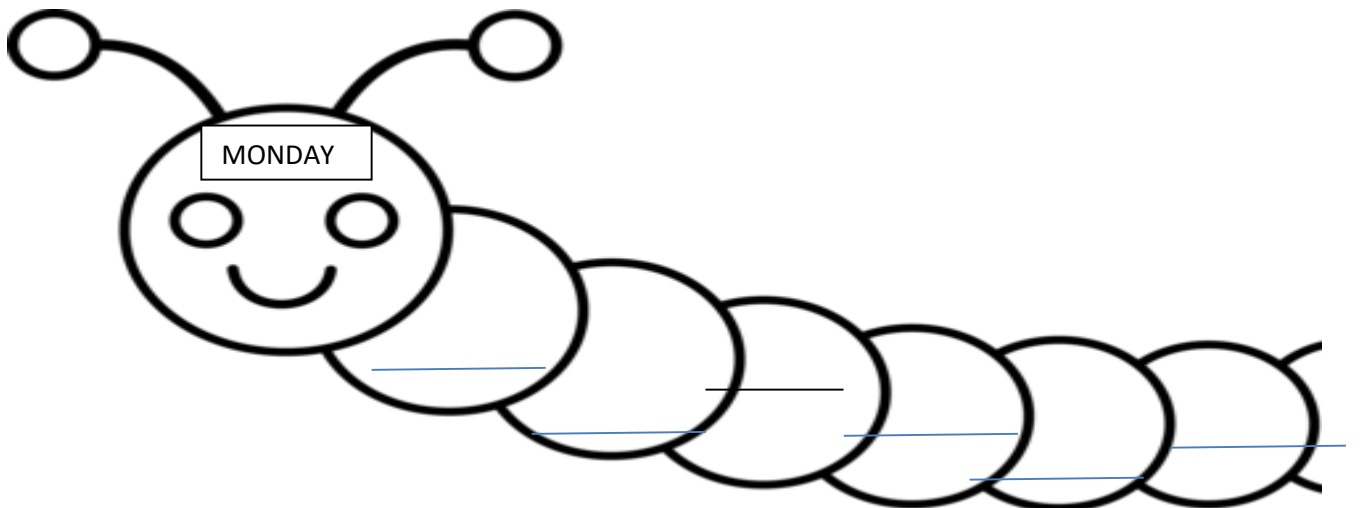
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Sample Activity – 2

**TLO:** Learns days of a week

Activity Method – Students would use pull out puzzles of Days of the week and months of a year. They will place the blocks at proper place and learn their sequence. After that they will write the days of a week in the caterpillar.



# Learning Assessment

1. Circle the activity that will take longer time.



a) Filling a glass of water



b) Filling a bucket with water

2. Colour the picture of the activity which will take less time.



a) Washing face



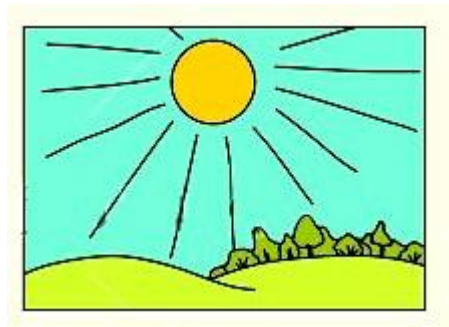
b) Taking bath

3. Look at the pictures and arrange them by writing in order in which you do these activities.



- 1..... 2.....
- 3..... 4.....
- 5..... 6.....

4. Tick (✓) the correct answer.



Morning / Noon

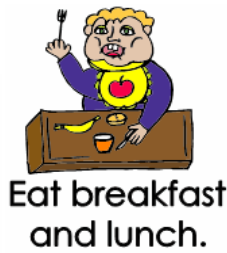
5. Match these pictures with the words morning or evening according to the time you do these activities. Use red colour pencil to match day activities and blue colour pencil to match activities you do at night.



Eat dinner.



Watch television.



Eat breakfast and lunch.



Go to school.



Sleep.



Brush your teeth.



Go to work.



Swim.

6 Fill in the blanks-

1. There are ..... days in a week.
2. .... is the first day of the week.
3. The fifth (5<sup>th</sup>) day of the week is .....
4. .... is a holiday.
5. .... comes after Monday.

7. Look at the picture and fill in the blanks.



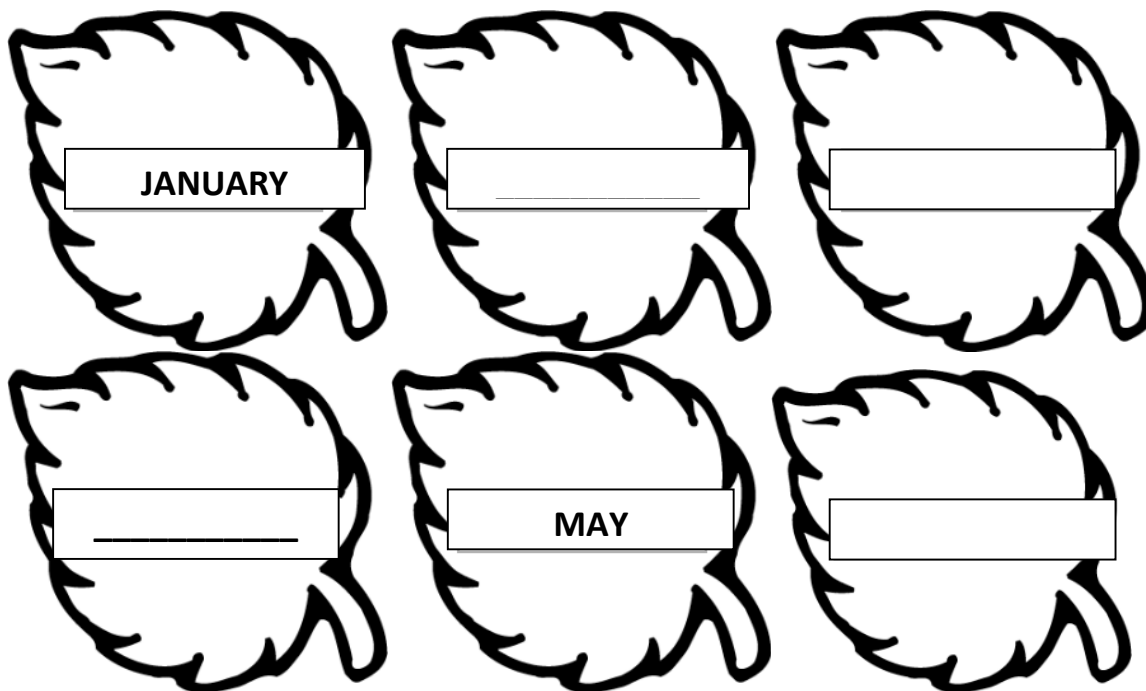
Today is Thursday

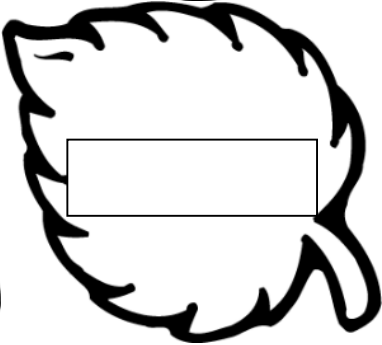
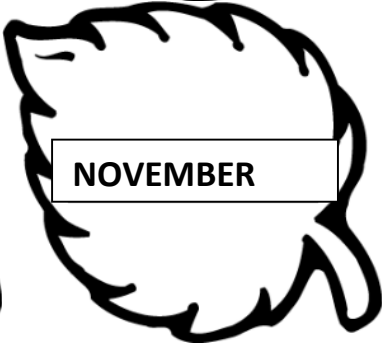
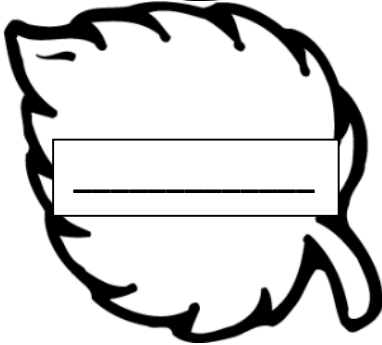
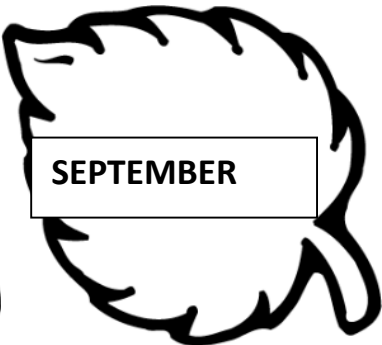
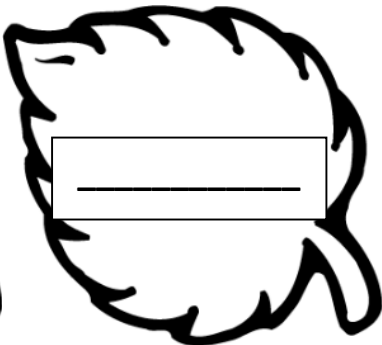
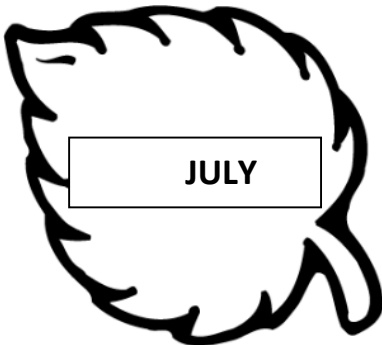
What day is tomorrow? .....

What day was yesterday? .....



7 Complete the names of the months of a year in the given picture.





Subject : Mathematics	Level-A1	Class – I	Lesson - 7 (Measurement) Worksheet 5
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Skill /Competency/Concept	Target Learning Outcomes	Suggested strategies
<ul style="list-style-type: none"> <li>Forming Numbers</li> <li>Understanding Basic Concept</li> <li>Measurement related problem solving ability</li> </ul>	<ul style="list-style-type: none"> <li>Understands the idea of length and distance</li> <li>Attempts to tell the length of his/her scale, pants, pencil, etc. using his fingers, hand span and foot span</li> <li>Can estimate distance between two places</li> <li>Can resolve disputes or arguments aroused due to the use of non-uniform units</li> </ul>	<ul style="list-style-type: none"> <li>Activity Method</li> <li>Demonstration Method</li> <li>Role Play Method</li> <li>Play Way Method</li> <li>As Individual Task and Group Task</li> </ul>

### Sample Activity – 1

**TLO:** Understands the concept of length and measures objects using his fingers, hand span and foot span

Play-way Method - Let us play a game. Make pairs. Measure the objects present in your classroom using your hand span and foot span or measure the models of the objects taken from resource room. Draw the objects and write answers in notebook. Compare your results with your friends.

- Length of a chair \_\_\_\_\_
- Length of the Blackboard \_\_\_\_\_
- Length of a crayon \_\_\_\_\_
- Length of your pencil box \_\_\_\_\_
- Length of a window \_\_\_\_\_

### Learning Assessment:

1. Tick (v) the Shorter object and (X) out the Longer object.

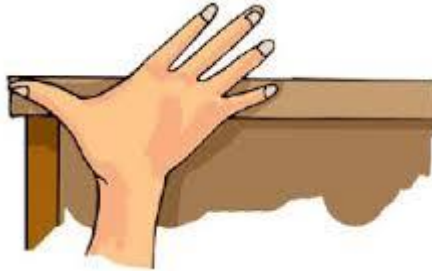




2. The pencil is \_\_\_\_\_ paper clips long.



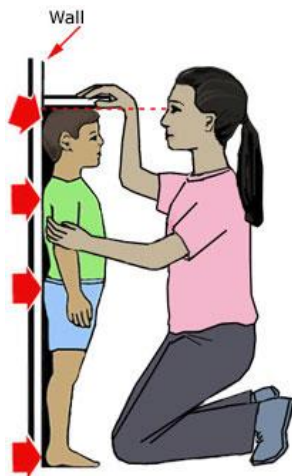
3. Measure the length of your desk using your hand span and write-



(a) The length of my desk is \_\_\_\_\_ hand spans.

(b) The length of my desk is \_\_\_\_\_ hand spans of my friend Rahul.

4 Height of each child is measured in medical room.



(A) What is your height? \_\_\_\_\_

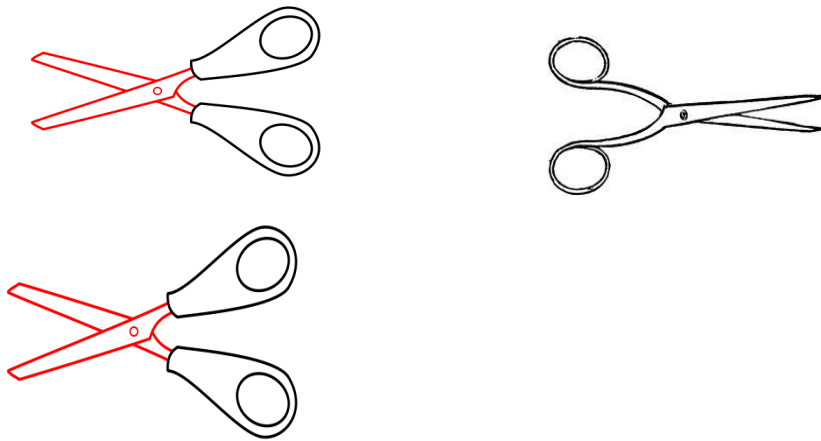
(B) Who is the tallest in your class? \_\_\_\_\_

(C) Who is the shortest in your class? \_\_\_\_\_

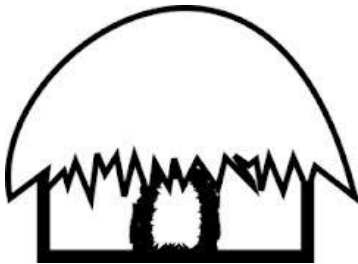
5 Tick (✓) the lightest and (X) out the Heaviest.



6 Colour the Thickest.



7. Guess the distance of hand pump from the hut.



(Six fingers/ one hand span)

8 Two children are playing on a see-saw. Can you tell the heavier side?



Subject : Mathematics	Level – A1	Class - I	Lesson – 9 (Data Handling) WORKSHEET 6
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Skill /Competency/Concept	Target Learning Outcomes	Suggested strategies
<ul style="list-style-type: none"> <li>Forming Numbers</li> <li>Understanding Basic Concept</li> <li>Ability to Compute</li> <li>Problem solving ability</li> </ul>	<ul style="list-style-type: none"> <li>Students would be able to collect and record information in his/her own way.</li> <li>Students would be able to give their views on their recorded information and discuss with others.</li> <li>Students would be able to solve word problems in their real life situations related to data handling.</li> </ul>	<ul style="list-style-type: none"> <li>Activity Method</li> <li>Demonstration Method</li> <li>Role Play Method</li> <li>Play Way Method</li> </ul> As Individual Task and Group Task

### Sample Activity – 1

**TLO: 1.** Students would be able to collect and record information in his/her own way.

**2.** Students would be able to give their views on their recorded information and discuss with others.

The class will be divided into four- five groups. The teacher will provide a record sheet to each group to collect the information about the transport they use to come to school.


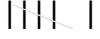

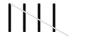




SAMPLE OF RECORD SHEET

S.NO.	MEANS OF TRANSPORT	NUMBER OF STUDENTS
	On foot	
	On Scooter/Motorcycle	
	In Auto rickshaw	
	In Car or van	
	In Bus	





Note: one ( / ) for one child

## Learning Assessment

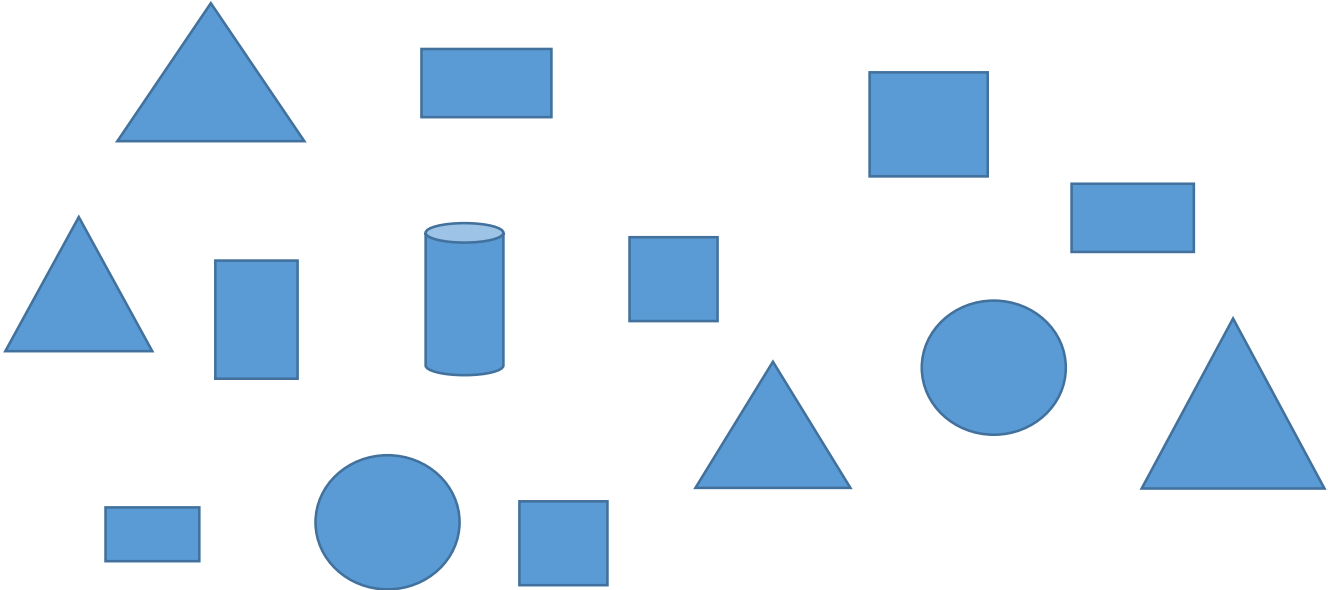
1 The pictograph shows the number of fruits in tally. Use the graph to write number of fruits.






FRUITS	TALLY COUNTING	NO. OF FRUITS
		
		
		
		

2 Count the number of flowers and write it.

S. NO	FRUITS	TALLY MARKS	NUMBER OF FLOWERS
			
			
			
			

3 Colour the correct number of boxes to show how many shapes are there in each. Also write the number of boxes.



Shape	Colour the correct number of boxes				Number of Boxes
					
					
					
					
					

Subject : Mathematics	Level-A1	Class –I	Lesson- 10 Worksheet 7	Patterns
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Skill /Competency/Concept	Target Learning Outcomes	Suggested strategies
<ul style="list-style-type: none"> <li>Forming Numbers</li> <li>Understanding Basic Concept</li> <li>Ability to Compute</li> <li>Problem Solving Ability</li> </ul>	<ul style="list-style-type: none"> <li>Students would be able to identify the patterns right from school to home.</li> <li>Students would be able to recognise the pattern in pictures, shapes, numbers, alphabets, colours and growing and decreasing patterns.</li> <li>Students would be able to understand the basic rule of creating a pattern and can extend the sequence.</li> <li>Students would be able to create patterns of their own</li> </ul>	<ul style="list-style-type: none"> <li>Activity Method</li> <li>Demonstration Method</li> <li>Role Play Method</li> <li>Play Way Method</li> <li>Hand On Activity Method</li> </ul> <p>As Individual Task and Group Task</p>

### Sample Activity – 1

**TLO:** Students would be able to identify the patterns right from school to home.

VISIT TO A GARDEN - EXPLORATION METHOD - Here the teacher will take students to the school garden and encourage children to observe different plants, trees, leaves and flowers and try to recognize any pattern which is repeated in them. Then they will draw some of these patterns in their notebooks.

### Sample Activity – 2

**TLO:** Students would be able to create patterns of their own

Hand on activity method – Children will be given flash cards of numbers, alphabets, shapes, fruits, pictures and names of birds, animals, etc. and they will be guided to make patterns of their own and try to explain what pattern they have followed.

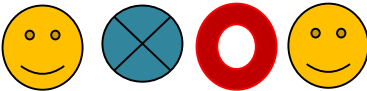

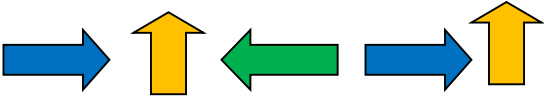
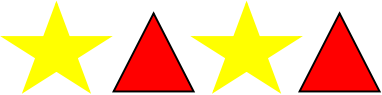



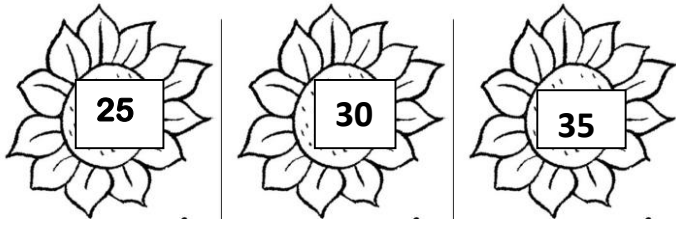
### Suggested Activities:

1. Students will be divided into groups and they will be given bundles of ice cream sticks and they will make patterns out of it like slanting, sleeping or standing sticks, square, rectangle or hexagonal shapes, etc.
2. Teacher will prepare a chart of incomplete patterns by pasting certain cutouts in some sequence. Other cutouts will be kept on the table. Now the teacher will call students and ask them to find out the given patterns and place cutouts at proper place.

### Learning Assessment:

Recognise the pattern and extend it.

1. **Aa Bb Cc** \_\_\_\_\_
2. **3 5 7 9** \_\_\_\_\_
3. **X Y X W** \_\_\_\_\_
4. **E G I K** \_\_\_\_\_
5. **/// ● /// ● /// ●** \_\_\_\_\_
6.  \_\_\_\_\_
7.  \_\_\_\_\_
8.  \_\_\_\_\_
9.  \_\_\_\_\_
10.  \_\_\_\_\_

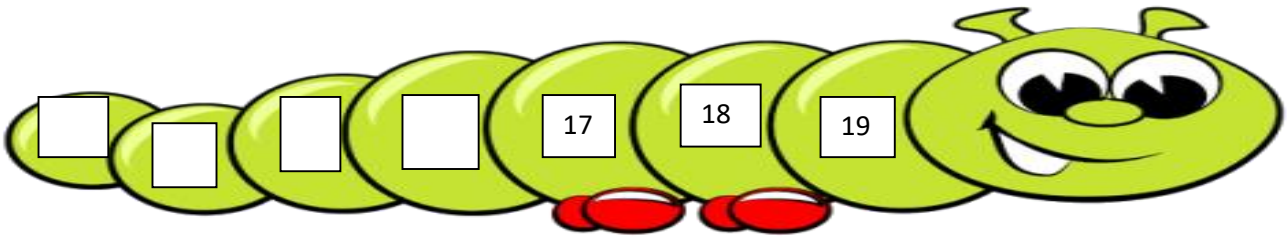


11.



12.

13.





Subject : Mathematics	Level-A1	Class – I	Lesson- 12 Money Worksheet 8
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Skill /Competency/Concept	Target Learning Outcomes	Suggested strategies
<ul style="list-style-type: none"> <li>Forming Numbers</li> <li>Understanding Basic Concept</li> <li>Ability to Compute</li> <li>Problem solving ability</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates use of numbers in identifying different forms of money.</li> <li>Appreciates and uses the money in day-to-day buying and selling situations.</li> <li>Attempts to make use of small amounts of money by using 3-4 play notes of different denominations in different ways.</li> <li>Describes ways to find balance amount of a given amount after the purchase of given rupees.</li> <li>Estimates/approximates the money required and money obtained in balance in such buying situations</li> </ul>	<ul style="list-style-type: none"> <li>Activity Method</li> <li>Demonstration Method</li> <li>Role Play Method</li> <li>Play Way Method</li> <li>Survey method</li> </ul> <p>As Individual Task and Group Task</p>

Sample Activity – 1

**TLO: 1.** Appreciates and uses the money in day-to-day buying and selling situations

2 Estimates/approximates the money required and money obtained in balance in such buying situations

Role play of a shop situation - A role play activity will be organized in the class where two – three children will act as shop keepers and customers. Toy money and a selection of objects like toys, books, balloons, toffees, etc. will be provided to the students. In this way the students will understand how to make proper use of money and they will be able to calculate the money.



Sample Activity –2

**TLO: 1.** Demonstrates use of numbers in identifying different forms of money.

Survey – The student will be provided with a survey sheet/ questionnaire by the teacher and teacher will ask all the students of her class to go to 3-4 shops with their parents and find out the price of the objects.

Or the students will be provided with a survey sheet/ questionnaire by the teacher and teacher will ask all the students of her class to talk to their grandparents and parents and find the difference of costs of grocery and other items and compare the increase in the rates of items.

Learning Assessment

1 Identify the following notes and coins and write:



2 Separate the coins and notes given above and write in the correct column-

COINS	NOTES

3 Add and write the total money-



.....



.....



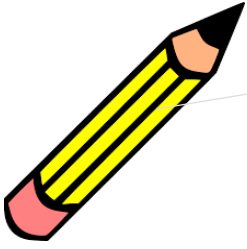
.....

4 Read the tag on each item and circle the coin-





RS.10



RS. 5



# Test Yourself

1. Complete the pattern.



2. Follow the pattern.

A) ABC BCD CDE \_\_\_\_\_

B) 9 8 7 6 \_\_\_\_\_

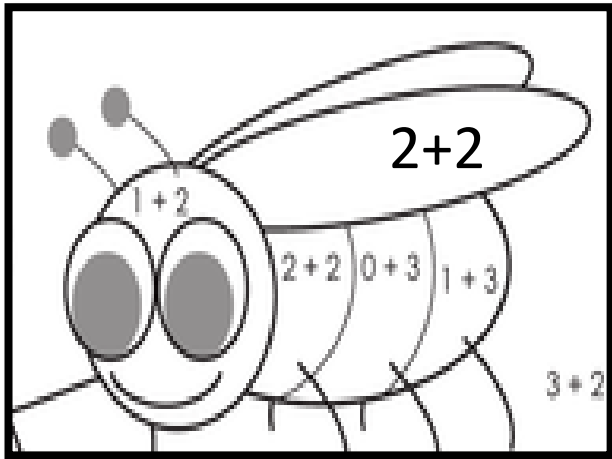
C) 85 80 75 70 \_\_\_\_\_

D) 1 11 111 1111 \_\_\_\_\_

3. Count and write the sum



4. Add and colour all the sums using the colour key below



3	red
4	yellow
5	blue
6	pink
7	green
8	brown
9	orange

5. Fill in the blanks with suitable number -

$6 - \underline{\quad} = 4$	$3 + \underline{\quad} = 6$
$9 - \underline{\quad} = 5$	$5 + \underline{\quad} = 5$

6. Sita has 10 apples. She gives 3 apples to Nandu. How many apples left?

TENS	ONES

7. Fill in the blanks to complete days/ months names.

M\_\_NDAY

T\_\_U\_\_SDAY

FR\_\_D\_\_Y

M\_\_ \_\_CH

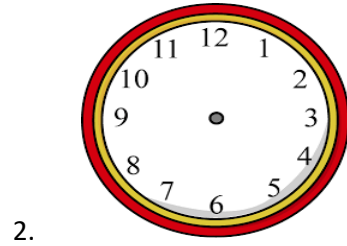
J\_\_LY

D\_\_ \_\_E\_\_BER

8. Draw hands of the following to show the time given below.

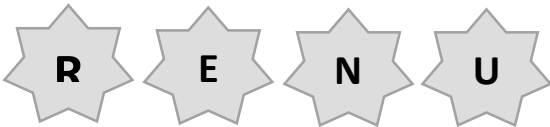


9 o' clock



6 o'clock

9. Names of girls have been given below. Count the letters in each name and write in the box.



10. Ritu has 13 toffees. Somu gives her 5 toffees. How many toffees she has now?

11. Add and write the amount.



\_\_\_\_\_

\_\_\_\_\_