

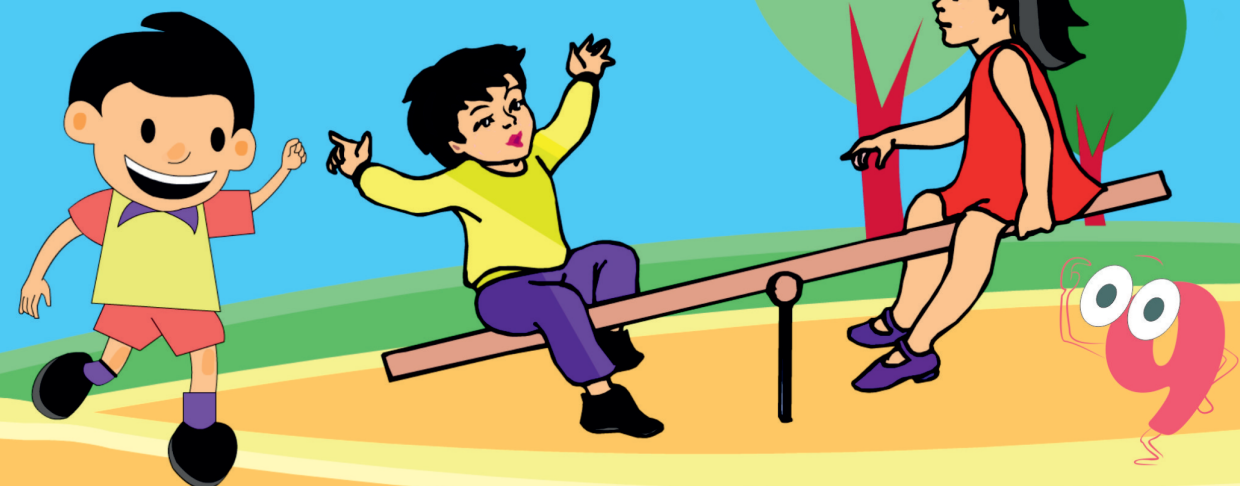
Math

Work-Book

2
Class

Math Work-Book

Class 2



State Council of Educational Research & Training
Varun Marg, Defence Colony, New Delhi, Delhi 110024

District Institute of Education and Training

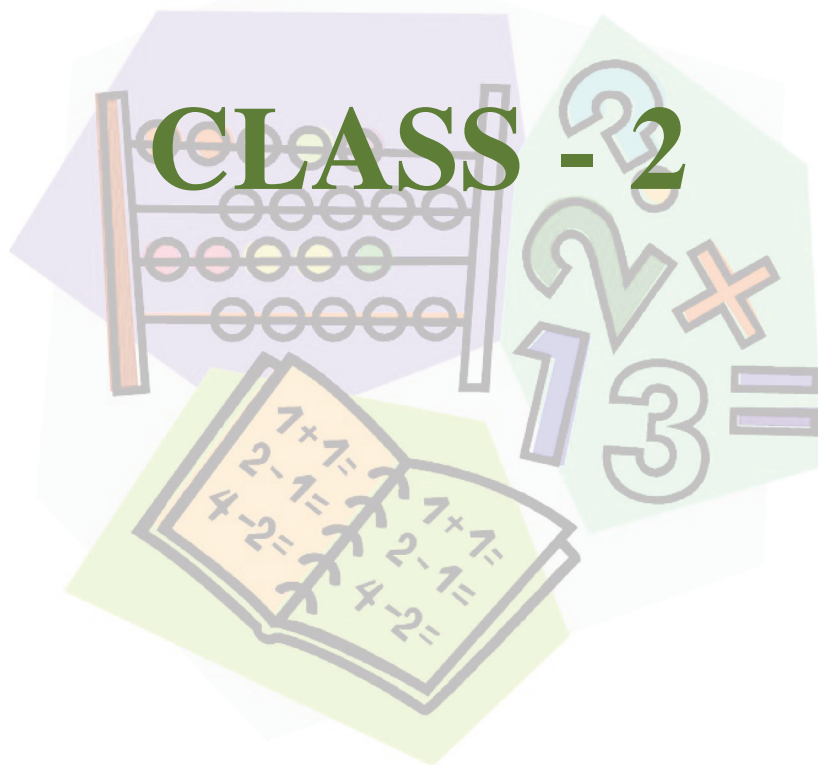
Moti Bagh, New Delhi-110021



MATH

WORK-BOOK

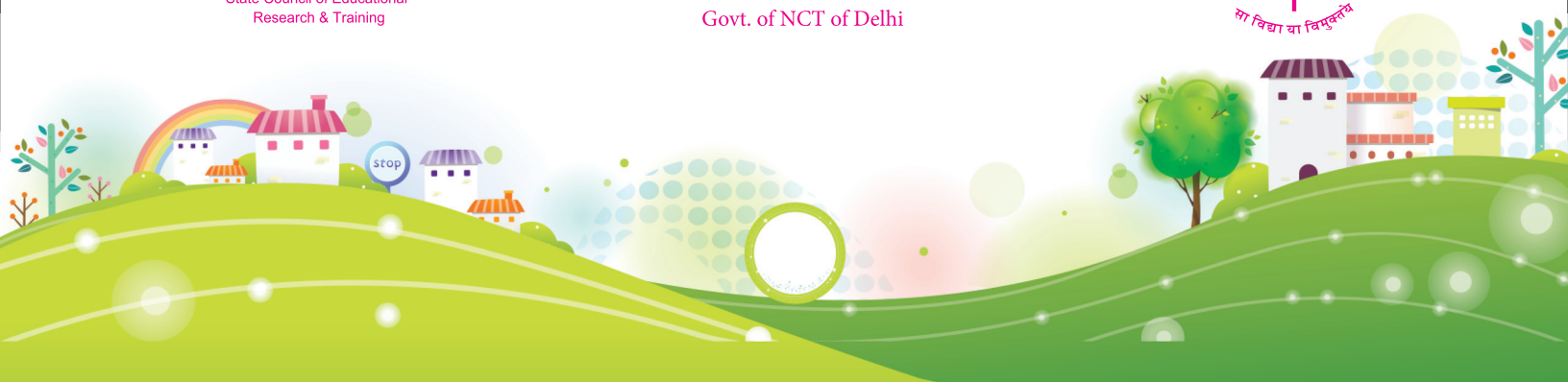
CLASS - 2



State Council of Educational
Research & Training



Directorate of Education
Govt. of NCT of Delhi





Acknowledgement

At the outset, we wish to thank our Hon'ble Deputy CM and Minister of Education, GNCT of Delhi Shri Manish Sisodia and Ms. Punya Salila Srivastava, Principal Secretary (Education), Delhi for leading the department to focus its efforts on addressing the learning gaps and on enhancing the learning outcomes in the students. The Directorate of Education and SCERT/ DIETs (GNCT of Delhi) are making enduring efforts to bridge the learning gaps that exist to a large extent amongst the students. This practice workbook aims to provide a conducive, attractive and child friendly environment which has wide opportunity for the child to express himself /herself freely with his own creativity during learning.

Needs of the students and their age, academic level as well as learning outcomes have been kept in mind during the preparation of these worksheets. We are sure this will lead to an enrichment of knowledge and skills of the students and at the same time empower the teachers with a line of direction to unfold their own creativity in a variety of ways.

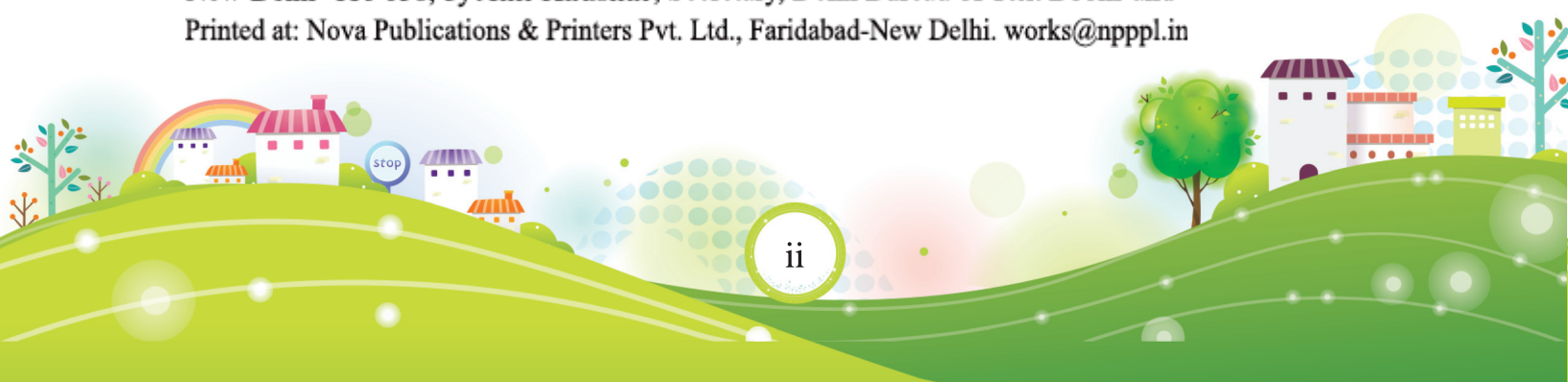
This practice workbook is the culmination of hard work, dedication and guidance of Ms. Saumya Gupta, our worthy Director of Education, Dr. (Mrs.) Sunita S. Kaushik, Director SCERT, Ms. Anita Satia and Dr. Marcel Ekka, former Director SCERT, Dr. Nahar Singh, Joint Director, SCERT and most importantly, Ms. Meena Srivastava, Principal, DIET Moti Bagh. Various Lecturers from DIETs and Teachers from the Directorate of Education, SDMC, NDMC and Kendriya Vidyalaya Sangathan Delhi have all contributed to the making of this practice workbook. They have all provided valuable insights and expertise that has greatly assisted in the making of each of these practice worksheets. We are sure this will help the teachers to build a conducive environment in the class and within the school. We express our wholehearted thanks to the efforts made by all the Core Committee members, Sub-Committee members and vetting team for providing their expertise that has assisted in completion of this practice workbook.

Dr. Saroj Sain
Additional D.E (School)
Directorate of education, Delhi



© DoE, Delhi
2018-2019
No. of Copies :
ISBN No.

Published at Delhi Bureau of Text Books, 25/2 Institutional Area, Pankha Road,
New Delhi- 110 058, by **Anil Kaushal**, Secretary, Delhi Bureau of Text Books and
Printed at: Nova Publications & Printers Pvt. Ltd., Faridabad-New Delhi. works@npppl.in



Work-Book Committee

Chief Advisor

Ms. Saumya Gupta (IAS)

Director Education, Directorate of Education, Delhi Administration, Delhi

Advisor

Dr. (Mrs.) Sunita S. Kaushik

Director, SCERT, New Delhi

Dr. Nahar Singh

Joint Director, SCERT, New Delhi

Chairperson

Ms. Meena Srivastava

Principal, DIET Moti Bagh

Core Committee Members

Dr. Pawan Kumar, Sr. Lect. DIET Keshav Puram, Delhi

Dr. M.M. Roy, Sr. Lect. DIET Ghuman Hera, Delhi

Dr. Sangeeta Chaudhary, Sr. Lect. DIET Rajender Nagar, Delhi

Dr. Ramkaran Dabas, Former Sr. Lect. SCERT, Delhi

Ms. Abha Joshi, Former Consultant, SSA, Delhi

Sub Committeae Members

Mr. M. S. Dahiya, Former Sr. Lect. DIET Pitam Pura, Delhi

Ms. Rekha Chugh, SDMC, New Chaukhandi, Delhi

Ms. Lakshmi, Kendriya Vidyalaya Keshav Puram, Delhi

Ms. Neha Bedi, G.S.K.V. Inderlok, Delhi

Vetting Experts

Dr. Hukam Singh, Professor NCERT

Sh. Ramesh Yadav, Lecturer, GBSSS Rajokari

Primary Branch, Directorate of Education

Ms. Swati Walia (Lecturer)

Ms. Romila Chopra, Assistant Teacher

Ms. Sangeeta Mann, Assistant Teacher

Coordinators

Dr. Pawan Kumar, Sr. Lect. DIET Keshav Puram, Delhi

Ms. Aparna, Lect. DIET Moti Bagh, Delhi

Cover page design and illustration

Mr. Chandra Veer, Lect. PGT Painting H.M.D.A.V. Darya Ganj, Delhi

Important Instructions for Teachers

1. This work book has been specially designed for children of class - 2
2. The work book has pre-perforated work-sheets.
3. These pre-perforated work sheets can be freely used before, during or after the lesson/unit.
4. Let the children enjoy working on these worksheets. It is expected that usage of these worksheets will create a more child friendly learning environment.
5. Every child looks forward to an appreciation from his/her teacher (i.e you) for his/her work done. On completing the worksheet you may do so by pasting a sticker after checking the work done by him/her.
6. Keep these work book/ sheets with you in your custody and after completing these worksheets, the children will paste them in their register.



Learning Outcomes for Class 2

- ★ develops number sense up to 100.
- ★ reads and writes numbers up to 100.
- ★ compares the 2 digit numbers.
- ★ creates/frames small and big numbers by using given digits.
- ★ easily adds and subtracts two digit numbers related to daily life activities.
- ★ adds given denominations of currency to obtain desired amount of money.
- ★ understands 2D and 3D shapes on the basis of their properties.
- ★ does mental arithmetic.
- ★ solves word problems based on daily life.
- ★ draws straight and curved lines and differentiates between them.
- ★ develops idea of measurement by measuring with
non - standard units.
- ★ identifies heavier/lighter by physical comparison.
- ★ draws inferences from the collected data.

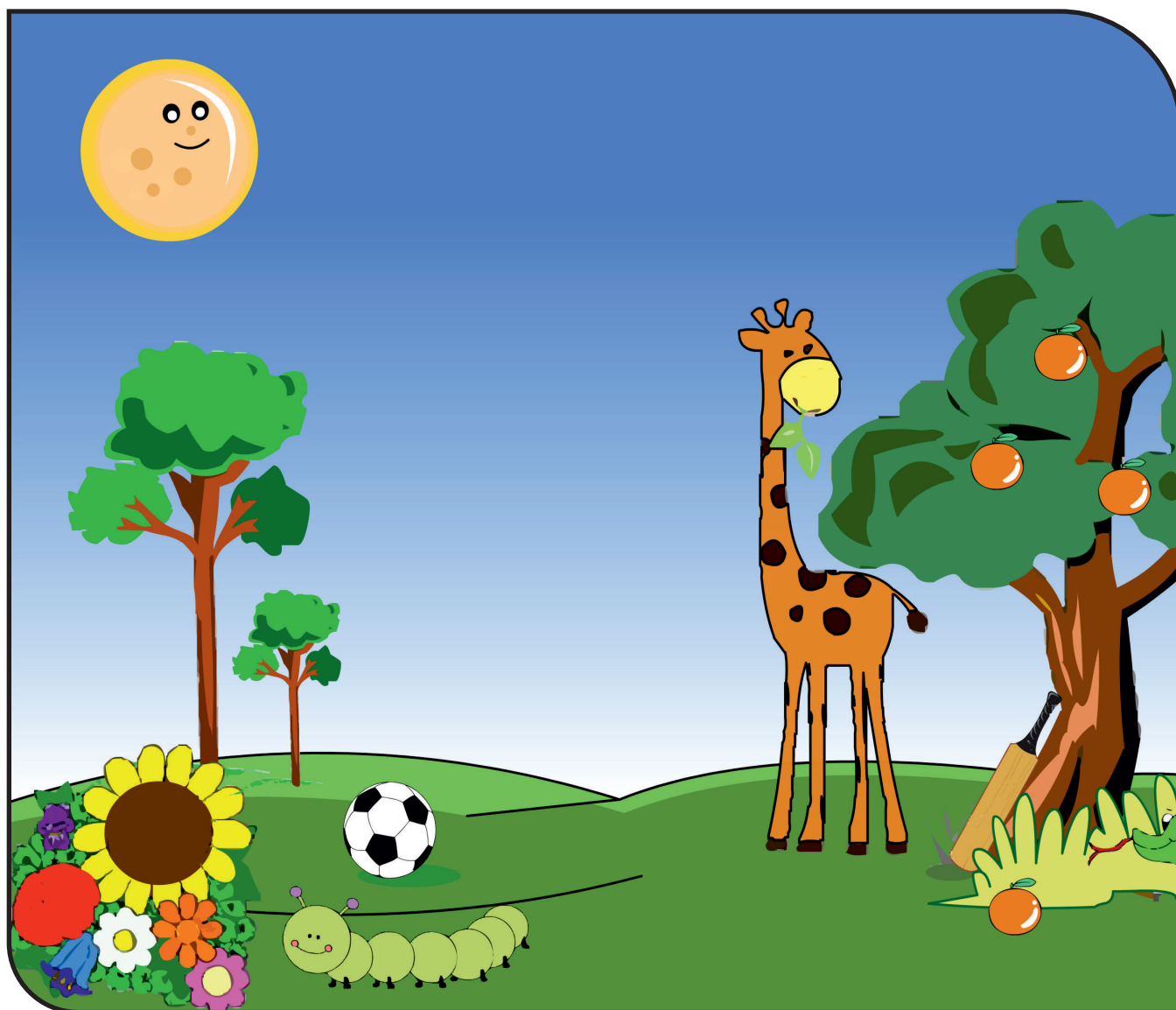


INDEX

PART 1		
1.	What is Long, What is Round?	1
2.	Counting in Groups	7
3.	How much can you Carry?	13
4.	Patterns	19
5.	Footprints	27
6.	Jug and Mug	37
7.	My Fun Day	45
8.	Lines and Lines	53
9.	The Longest Step	65
10.	How many Ponytails	75
PART 2		
11.	Counting in Tens	79
12.	Tens and Ones	87
13.	Add our Points	101
14.	Give and Take	111
15.	Birds Come, Birds Go	117
16.	Practice Work	125

Unit - 1

What is Long, What is Round?



Name _____

Class / Section _____

1

Roll No. _____

Date _____

Look Around

What is long
and What is round?
Look around
Look around
Shirt is long
and button is round
Look around
Look around
body is long
and face is round
Look around
Look around
bottle is long
and cover is round
Look around.
Look around
bat is long
and ball is round
Look around
Look around

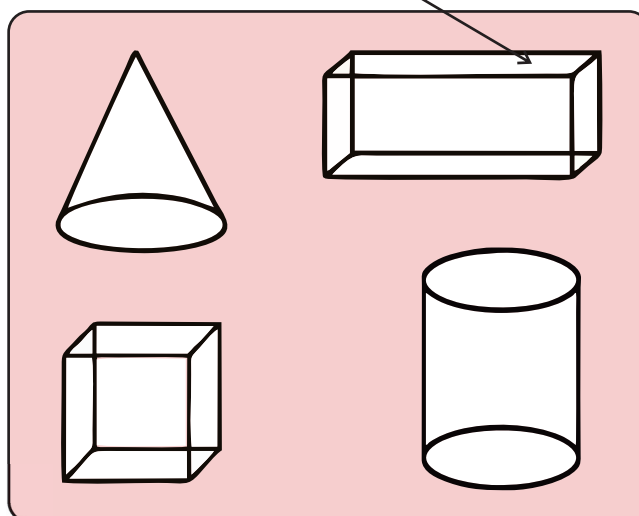
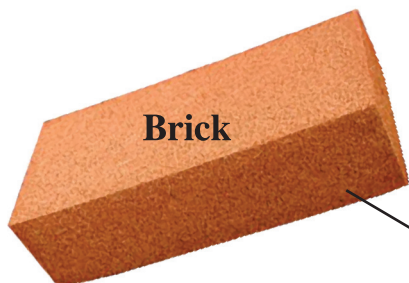
☀ Draw these pictures each of long and round objects that comes in the poem.

Teachers note - Elaborate the poem and ask about the long and round objects.

Name _____ Class / Section _____ Roll No. _____ Date _____

Whom Should I Look Like?

☀ Match the shapes given in the box with the similar objects.



Name _____

Class / Section _____

Roll No. _____

Date _____

☀ Observe the objects given below. Write 'S' ☐ for those which slides and 'R' ☐ for those which rolls.



S ☐



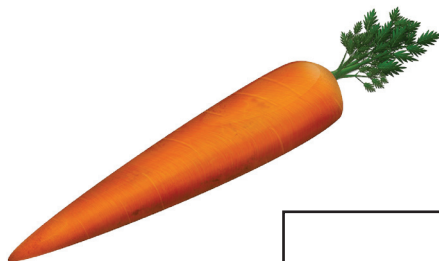
☐



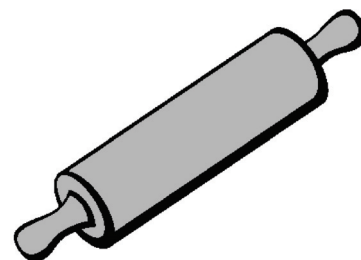
☐



☐

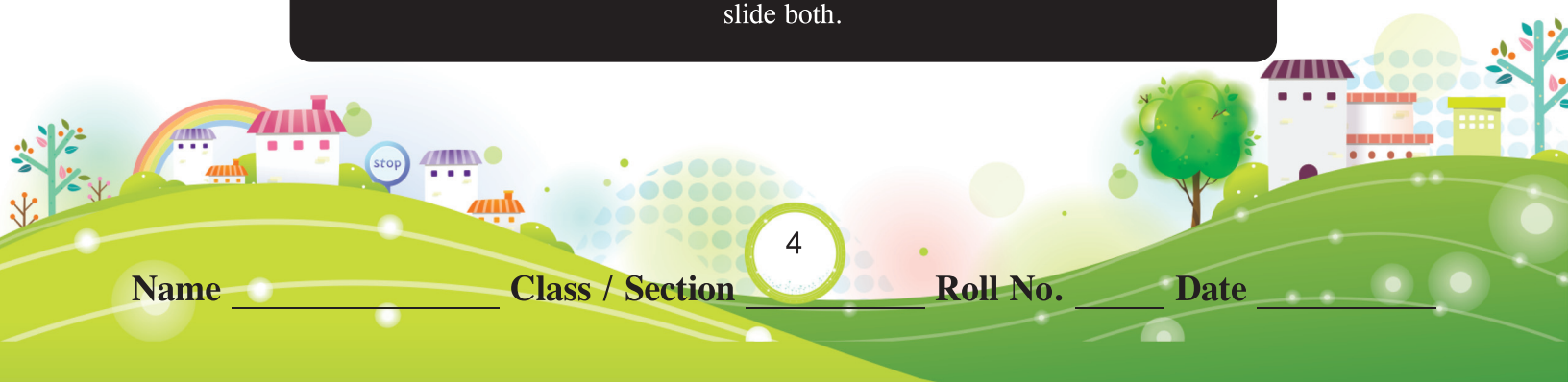


☐

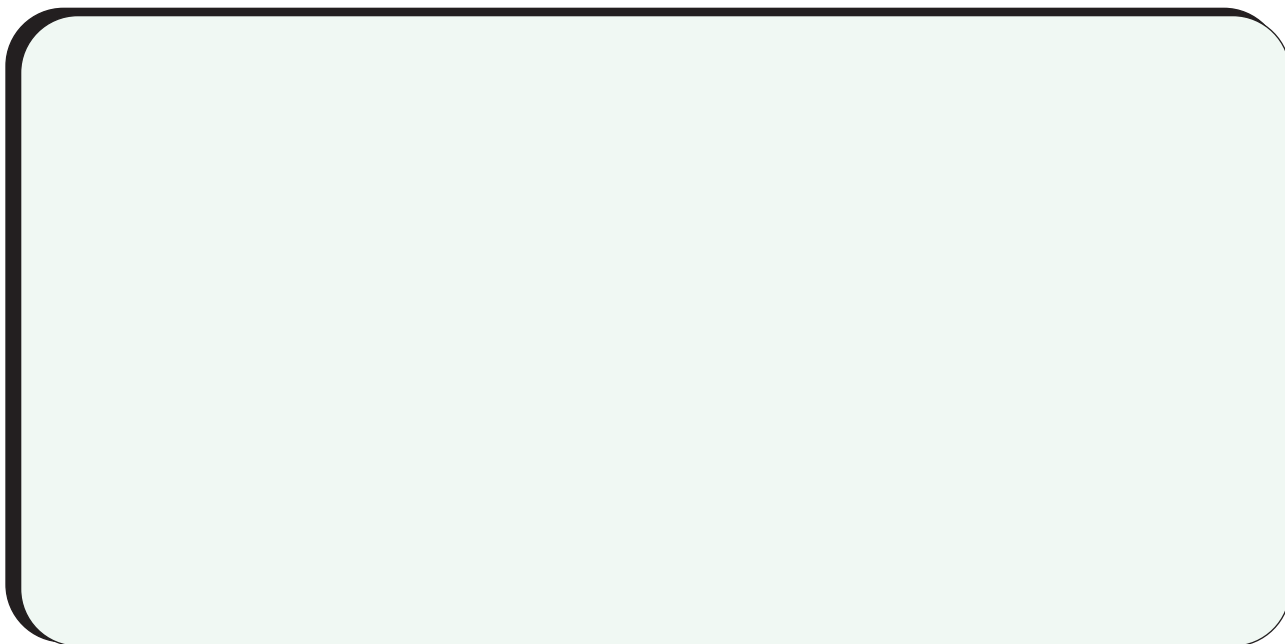


☐

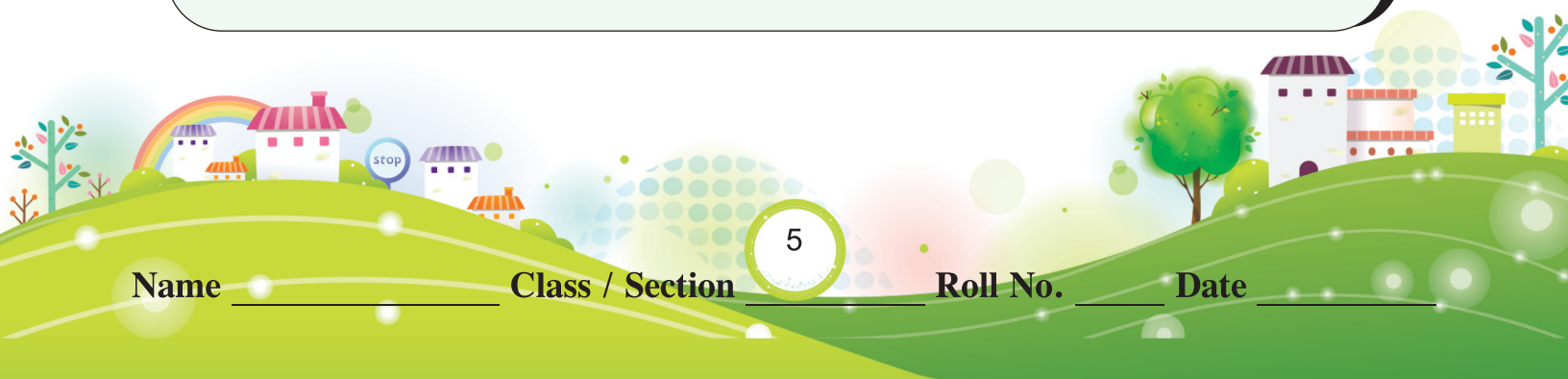
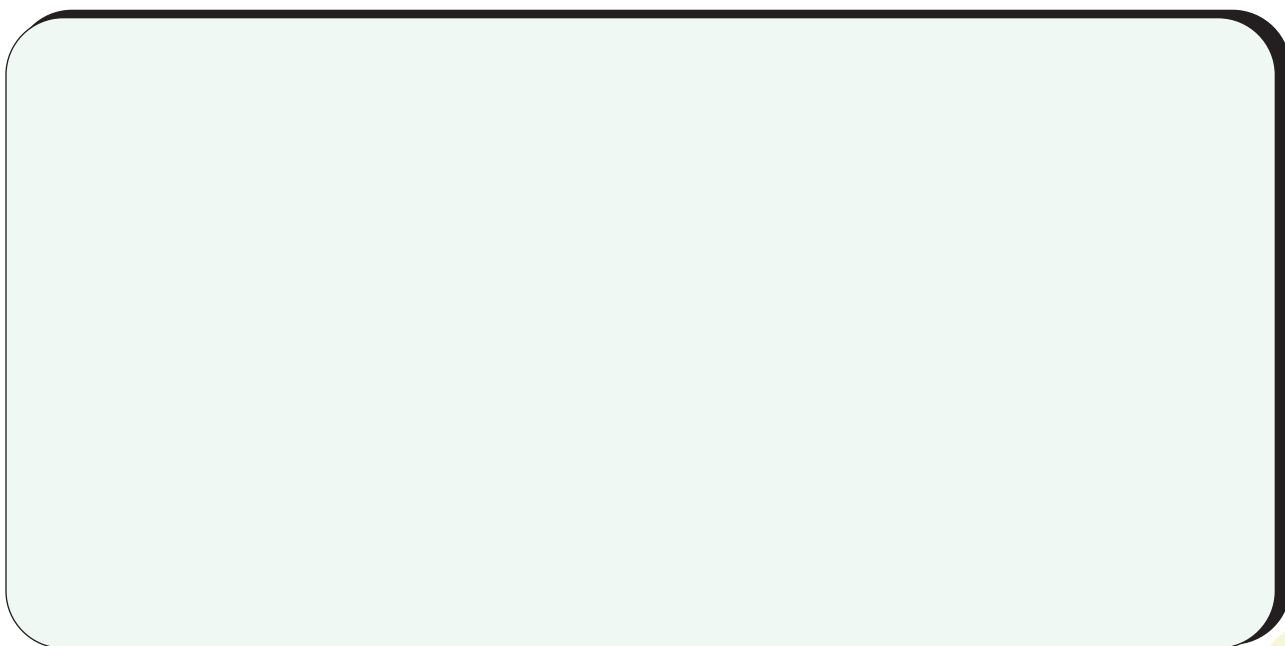
Teachers note - Tell the children that there are certain objects which can roll and slide both.



☀ Draw the picture of the objects that rolls -

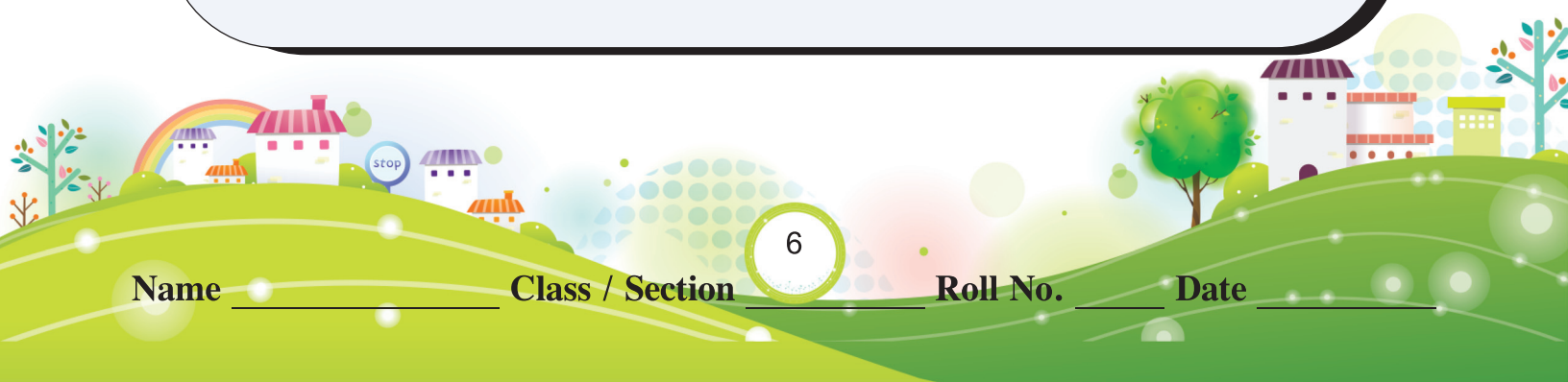
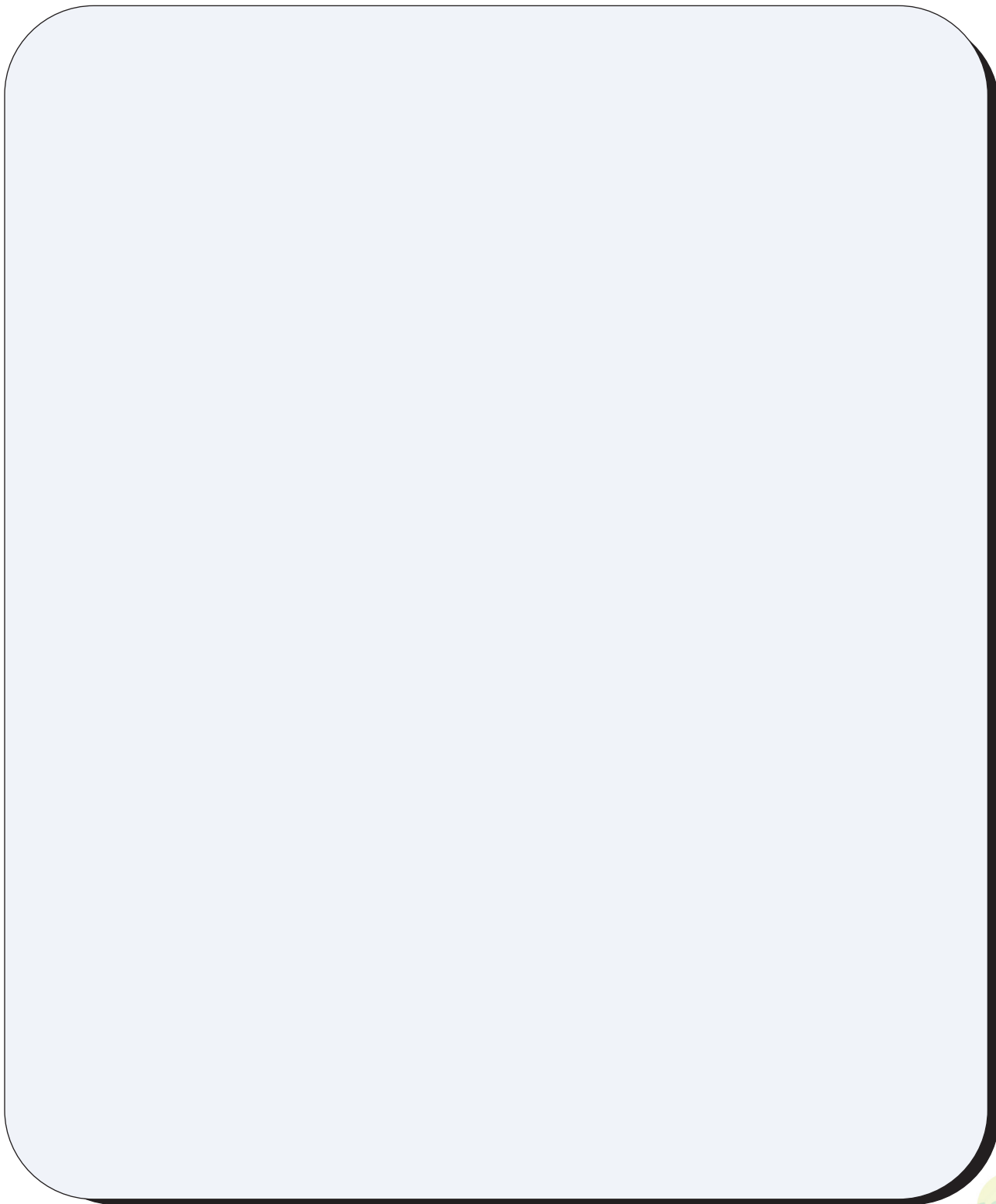


☀ Draw the picture of the objects that slides -



Name _____ Class / Section _____ Roll No. _____ Date _____

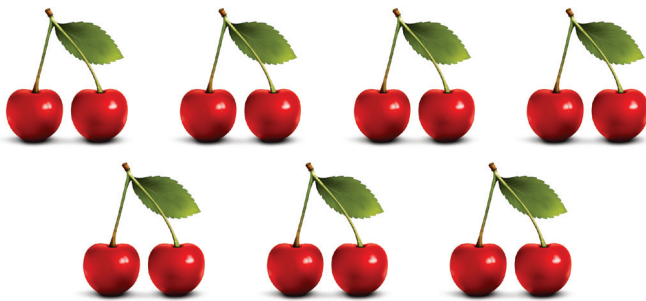
☀ Draw the picture of those objects which can roll and slide both.



Unit - 2

Counting in Groups

1)



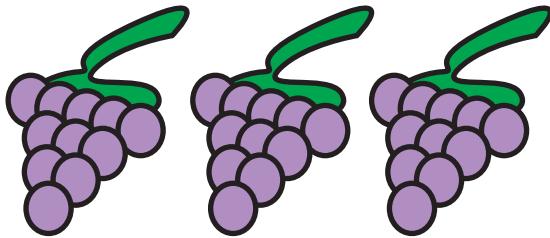
How many
groups?

7

How many in
each group?

2

2)



3)



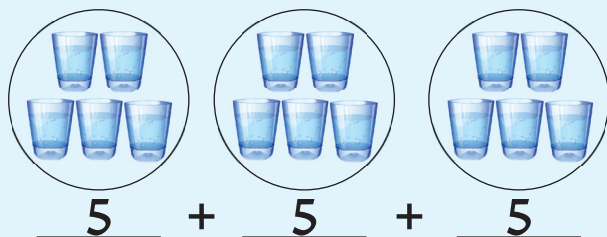
4)



Counting in Groups

Count, add and write

a)



3

Group

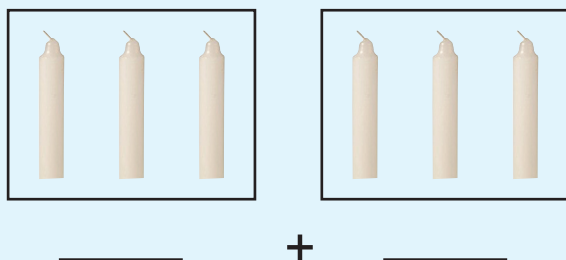
5

In each group

15

Total glasses

b)

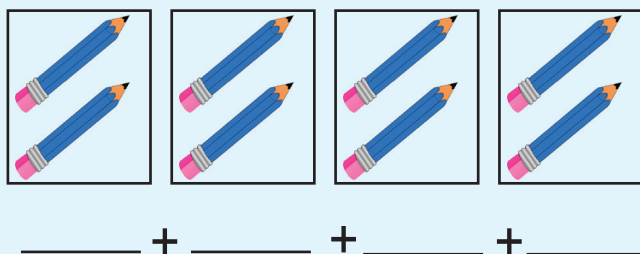


Group

In each group

Total Candles

c)

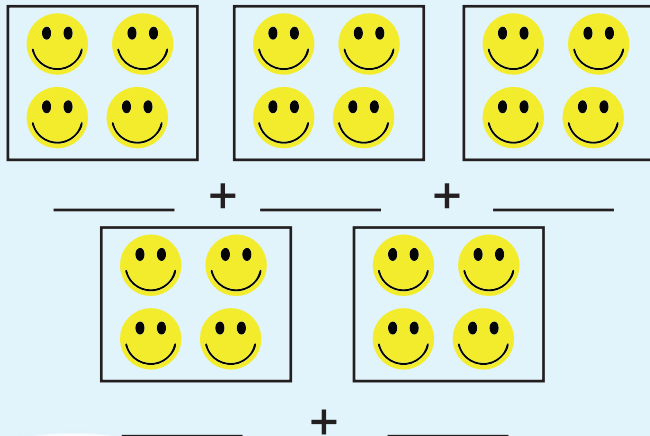


Group

In each group

Total pencils

d)



Group

In each group

Total smileys

Let's count

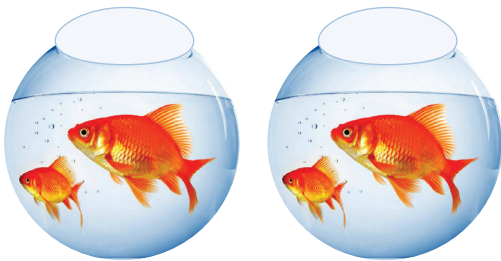
1)



How many pair of shoes?

Total number of shoes

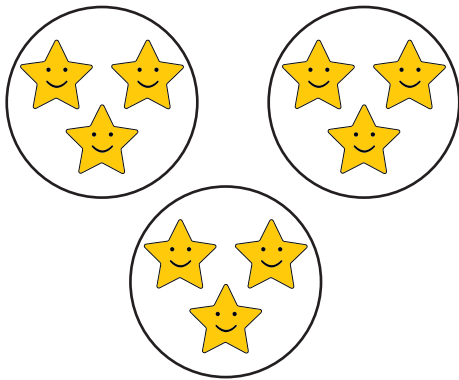
2)



How many Jars?

Total fish in both the jars

3)



How many group
of stars?

Total number of stars.

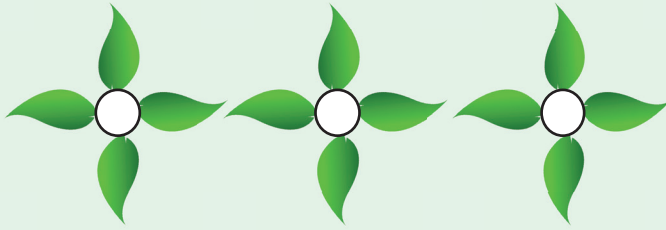
4)



How many bunches
of Bananas?

Total number of Bananas

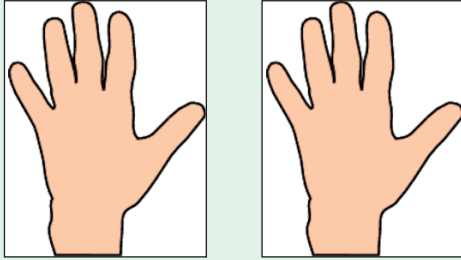
5)



How many flowers?

Total number of petals

6)



How many hands?

Total number of fingers

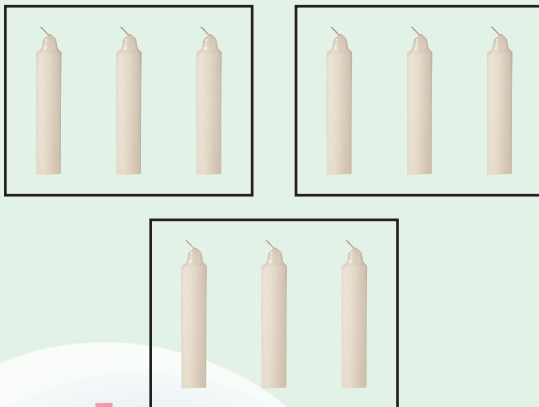
7)



How many necklaces?

Total number of pearls

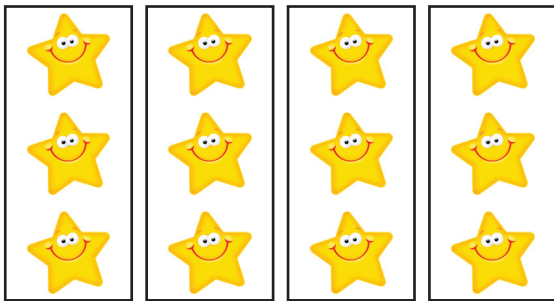
8)



How many group of candles?

Total number of candles

Count in groups

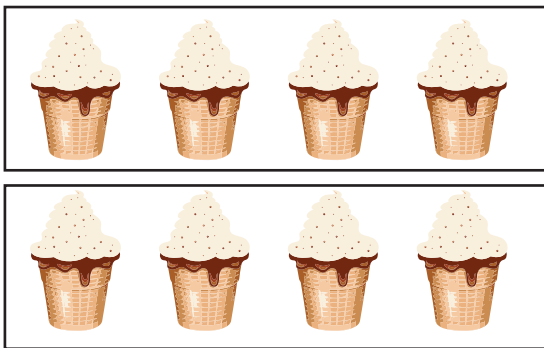


How many groups?

4

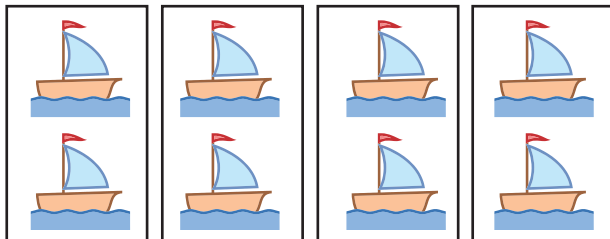
How many stars in each group

3



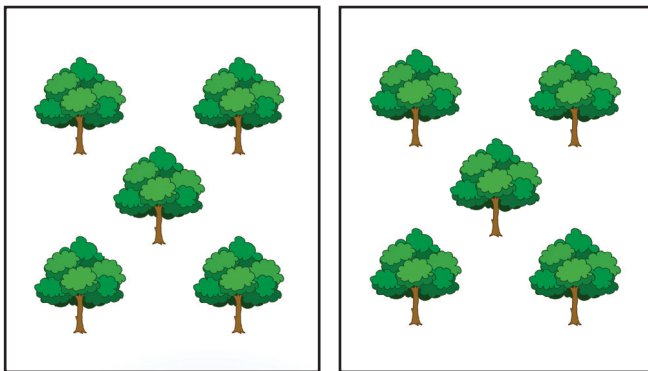
How many groups?

How many ice-creams in each group



How many groups?

How many yacht in each group



How many groups?

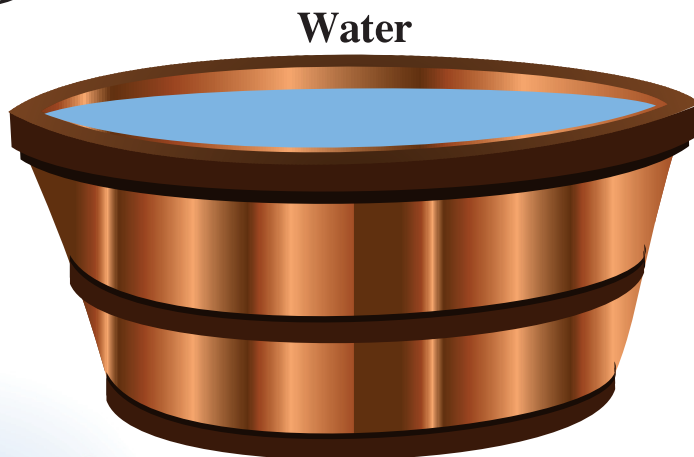
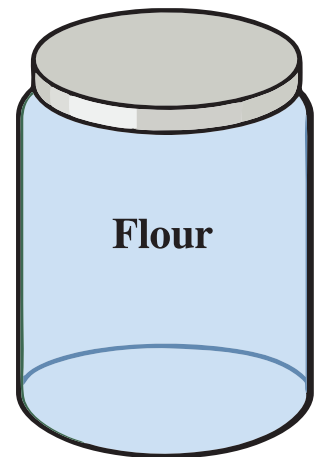
How many trees in each group

My Page

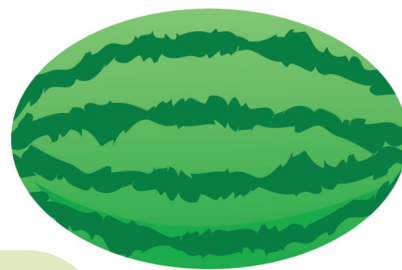
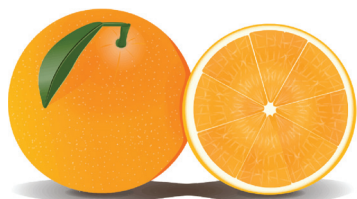


Unit - 3

How much weight you can carry?



What is heavy, What is light?



What is heavy and what is light?

Tell me the difference and become wise.

Melon is heavy and orange is light

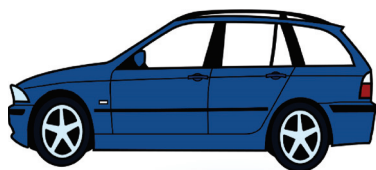
Truck is heavy and car is light

If you know, tell me more

Give me examples if you are sure.

What is heavy and what is light

Continue your game and become wise.

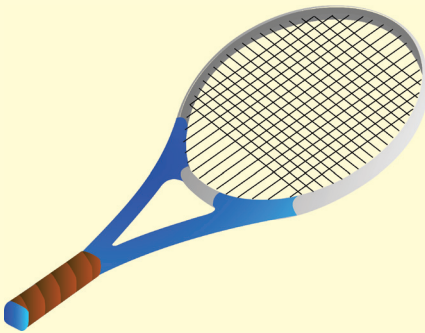


☀ Encircle the heavier object

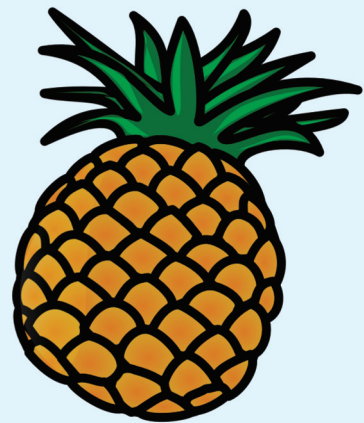
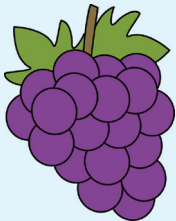
(a)



(b)

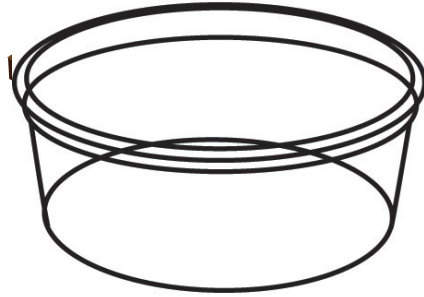
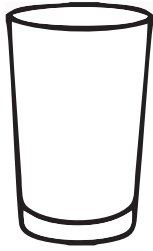


(c)

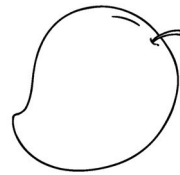
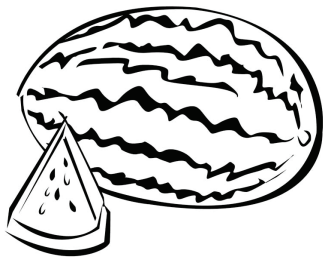


☀ Colour the lighter object

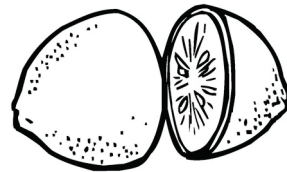
(a)



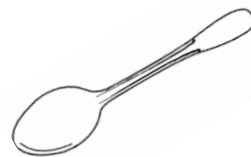
(b)



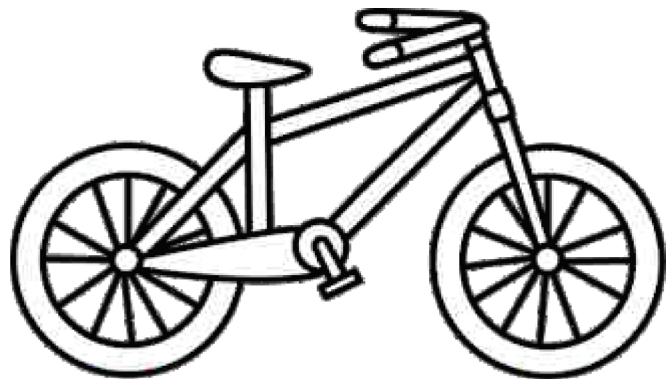
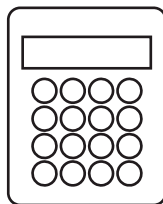
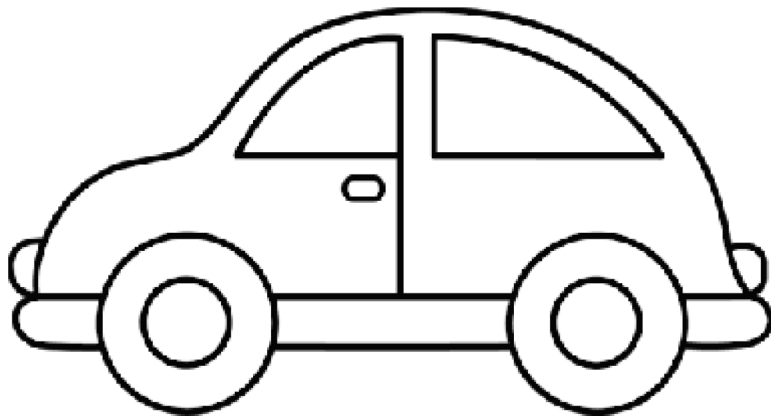
(c)



(d)



☀ colour the objects which are heavier than 1 kg



Keenly observe the beam balance and write the name of the object in the given box which is heavier.

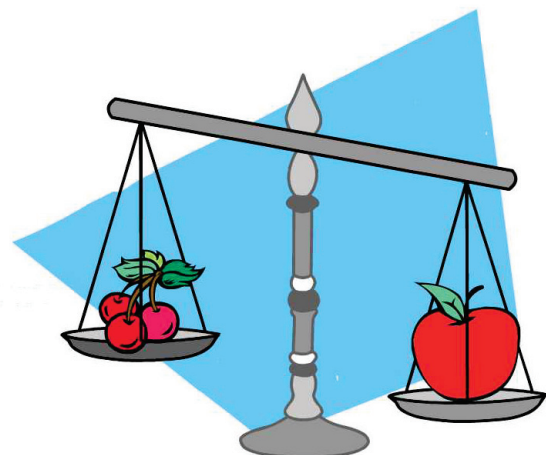
1)



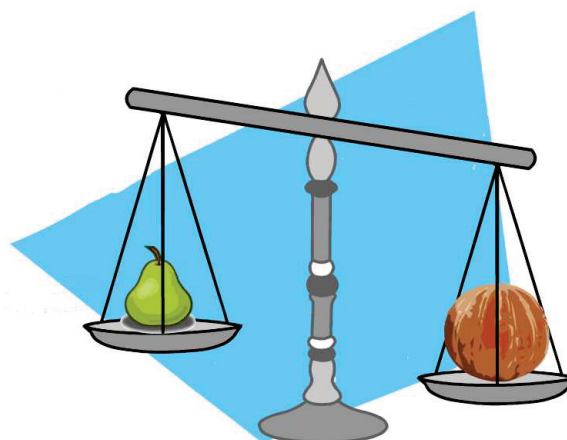
3)



2)



4)

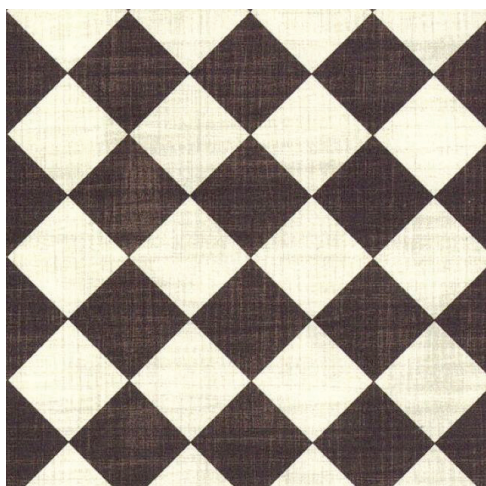


Unit - 4

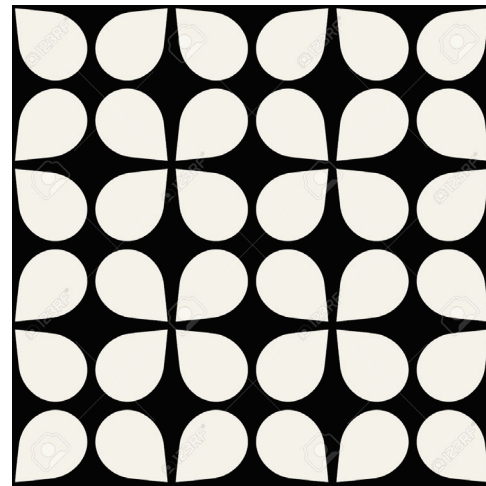
Pattern



Pattern, pattern, all around
Beautiful patterns on the ground
Come fast at your will,

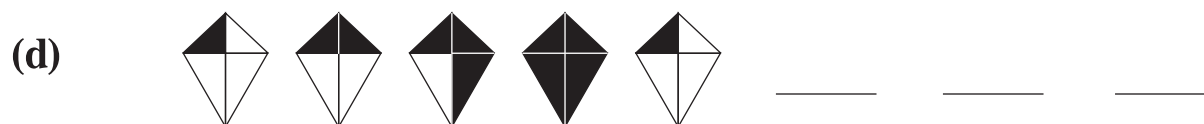
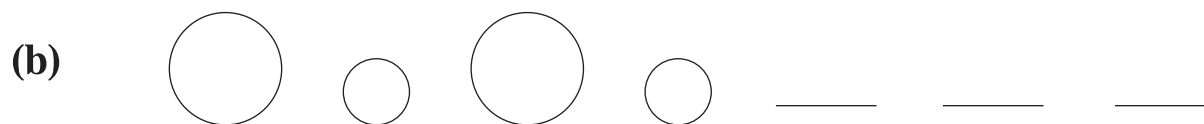


Draw the patterns,
Show your skill



Pattern

☀ Complete the given pattern -

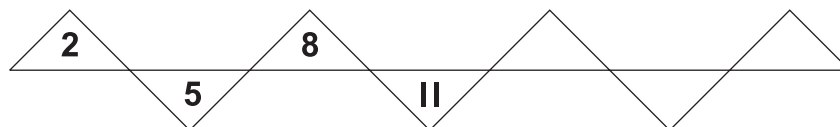


Teacher may guide them to make different patterns by using various objects present in the class.

(h)



(i)



(j)

A a B b C c _____

(k)



(l)



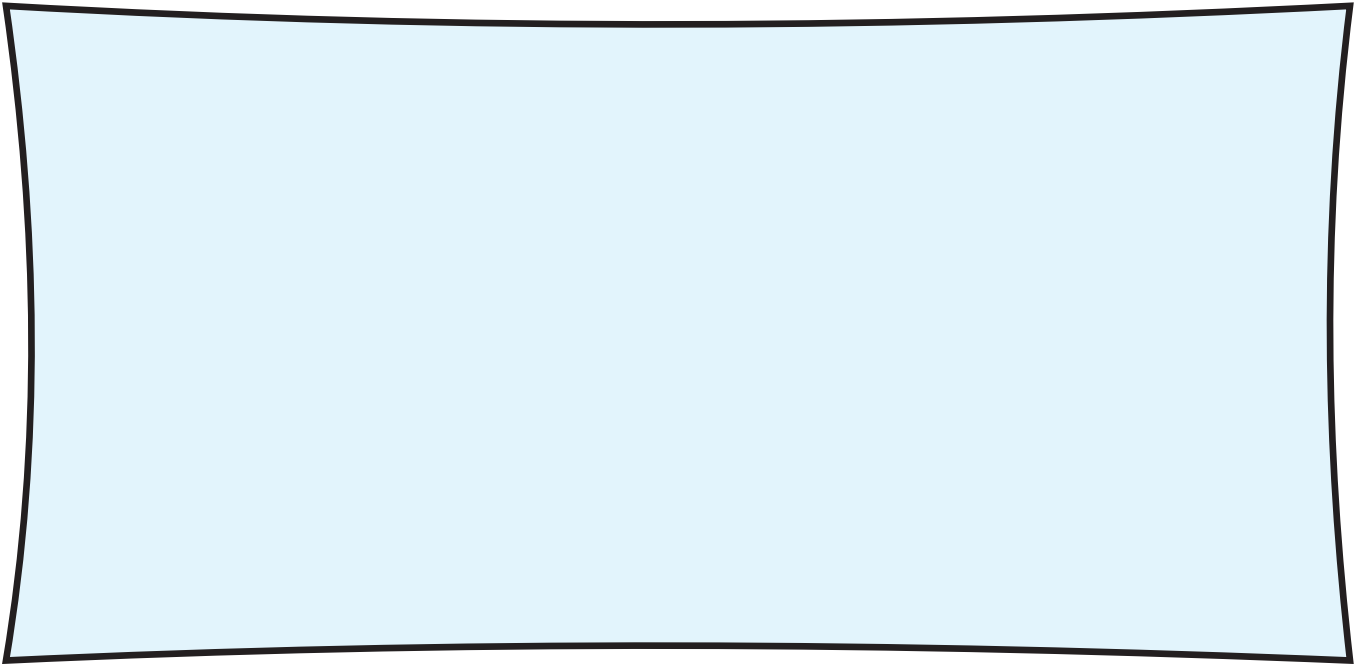
(m)



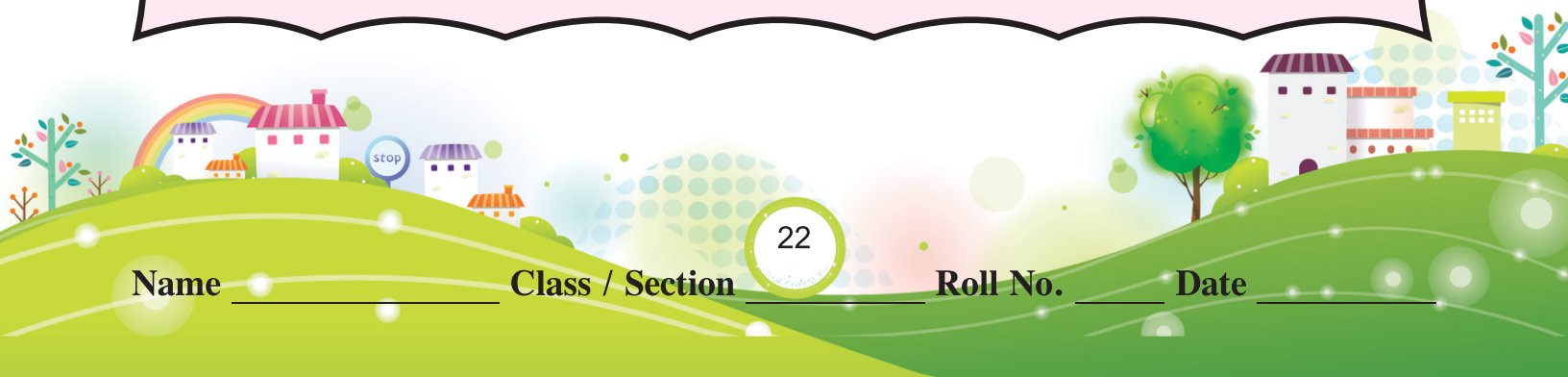
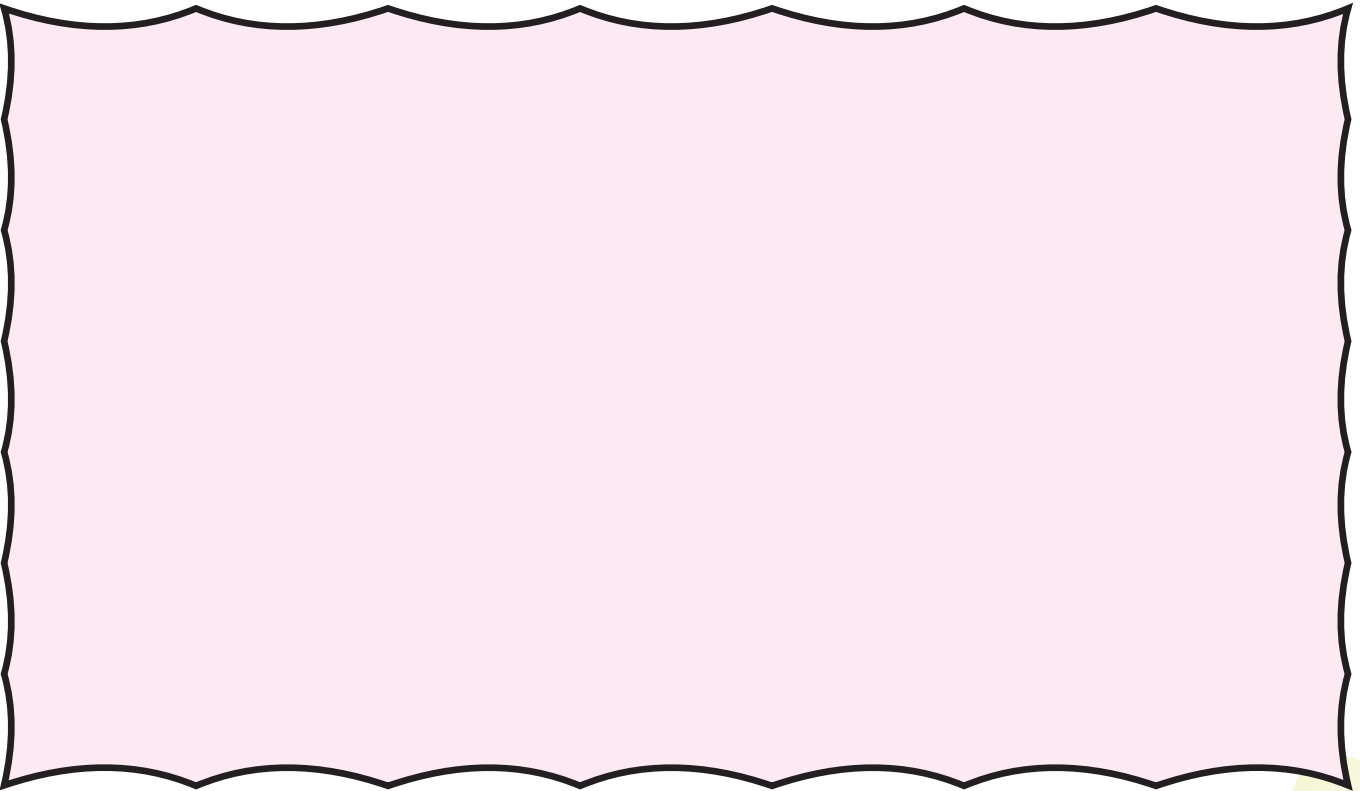
(n)



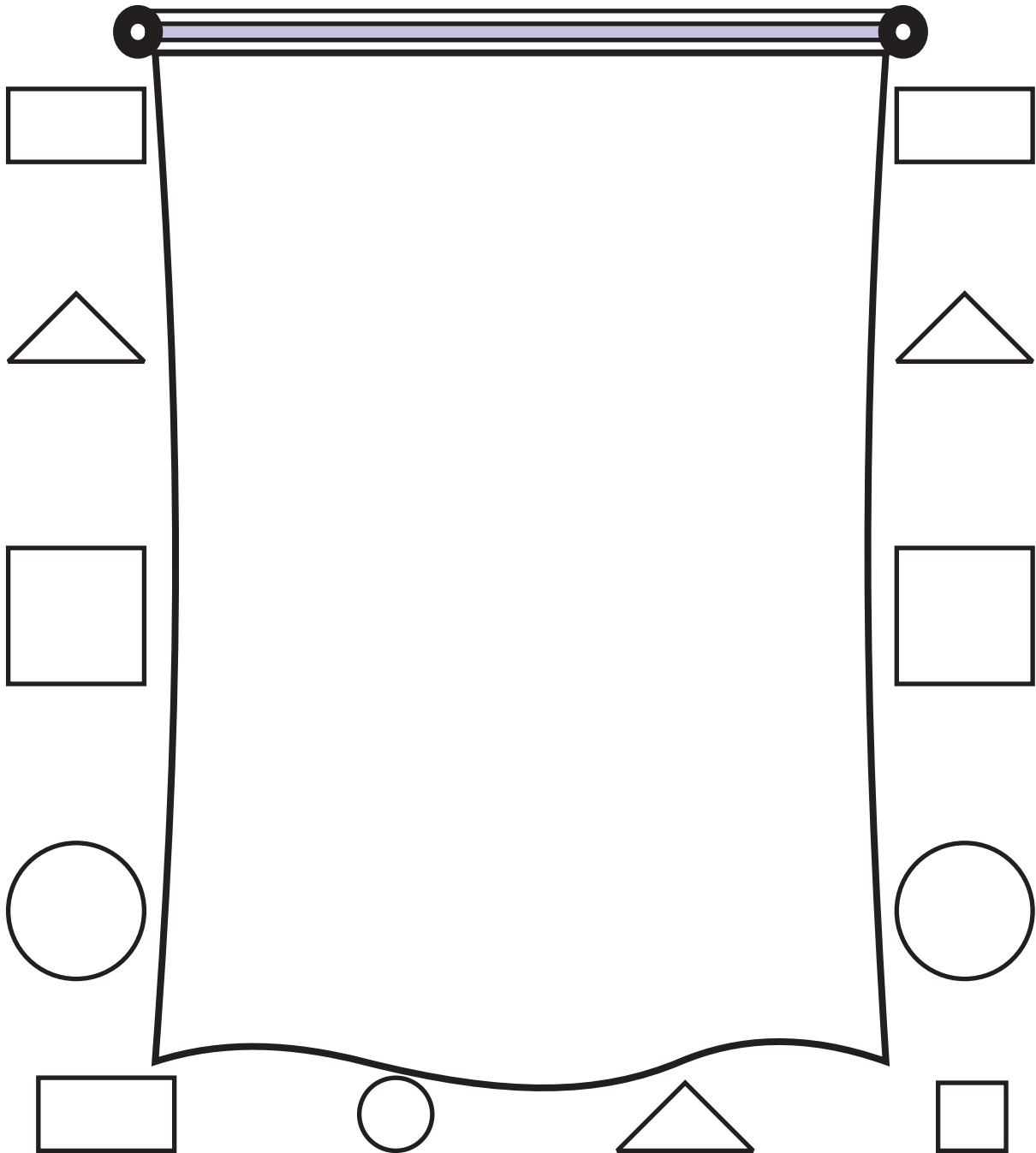
☀ Make different patterns by using thumb Prints.



☀ Make different patterns by using leaf prints.

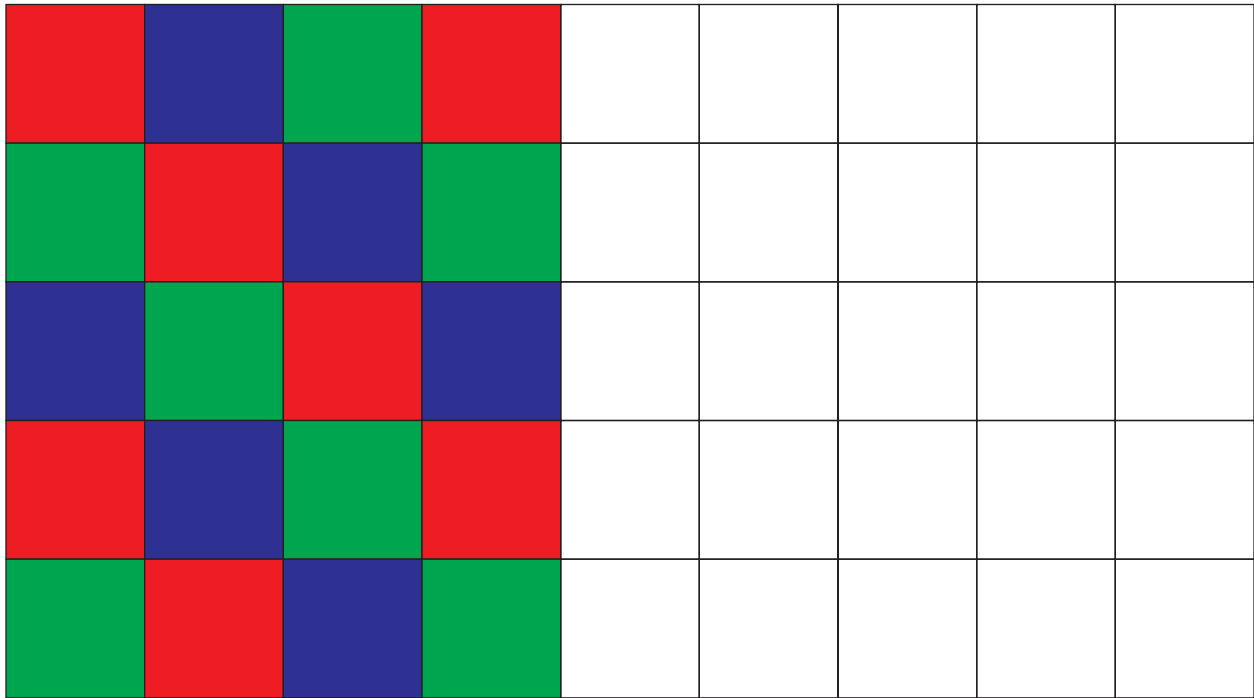


☀ Make various patterns by using given shapes -

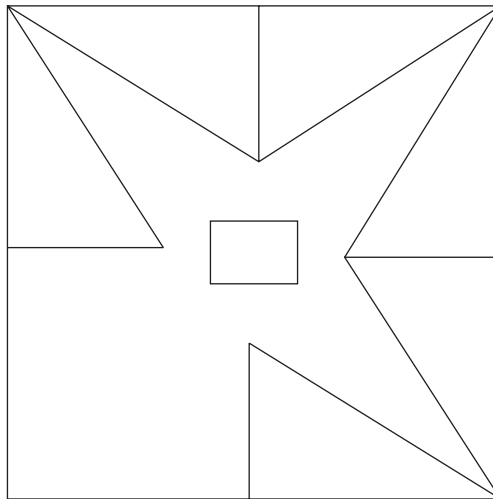


Teacher may motivate children to make various patterns by using cutouts of different shapes.

☀ Colour the box according to the given pattern.



☀ Complete the design according to the pattern



Teachers may motivate children to make patterns of sounds

Like - A) 2 Claps - 1 Clap - 2 Claps - 1 Clap

B) Roar - Bleat - Roar - Bleat

☀ Complete the pattern -

1.) 1, 3, 5, _____, _____, _____

2.) 2, 4, 6, _____, _____, _____

3.) 10, 9, 8, _____, _____, _____

4.) 10, 20, 30, _____, _____, _____

5.) 3, 6, 9, _____, _____, _____

6.) 5, 10, 15, _____, _____, _____

7.) 10, 30, 50, _____, _____, _____

8.) 20, 18, 16, _____, _____, _____

9.) 1A, 2B, 3C, _____, _____, _____

10.) 50, 40, 30, _____, _____, _____

11.) 10 Z, 9 Y, 8 X, _____, _____, _____

My Page



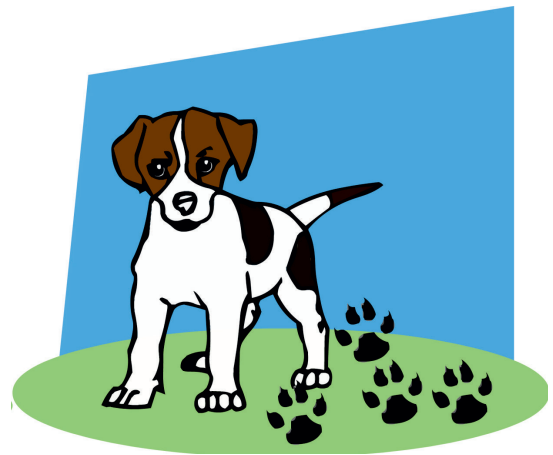
Unit - 5

Footprints

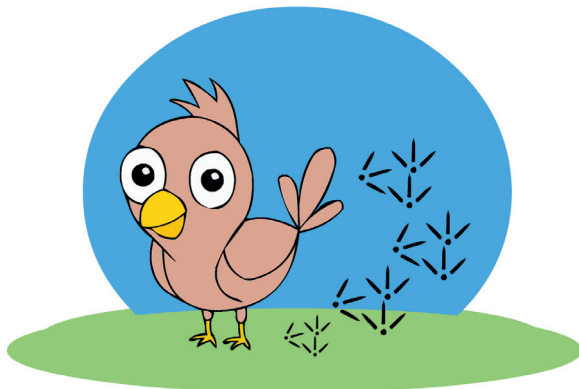
☀ Footprints



Footprints of Cat



Footprints of Dog



Footprints of Sparrow



Footprints of
a man

Name _____

Class / Section _____

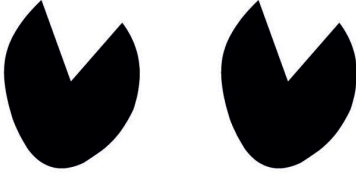
27

Roll No. _____

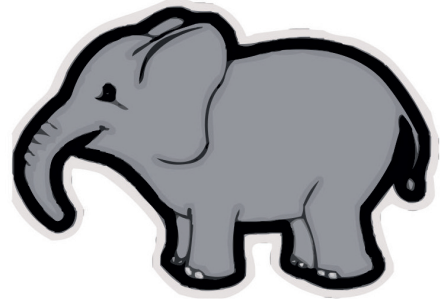
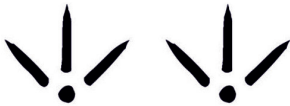
Date _____

☀ Match the animals with their footprints.

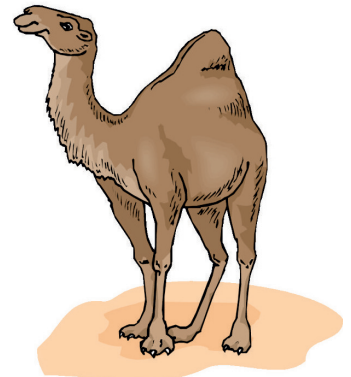
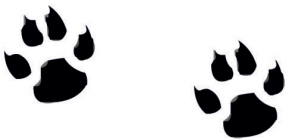
1. Camel



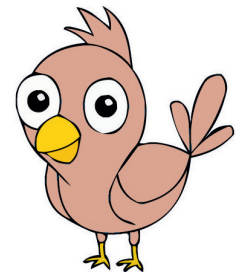
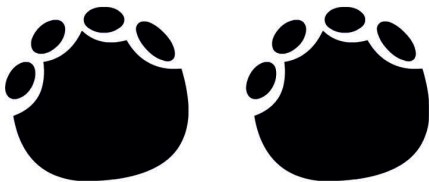
2. Sparrow



3. Dog



4. Elephant



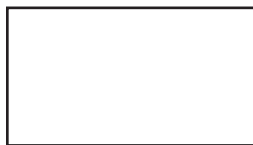
Teacher may motivate the children to observe and draw the footprints of different animals.

☀ Collect various leaves and trace them. Write the name of each leaf.



☀ Take a pencil and trace it.

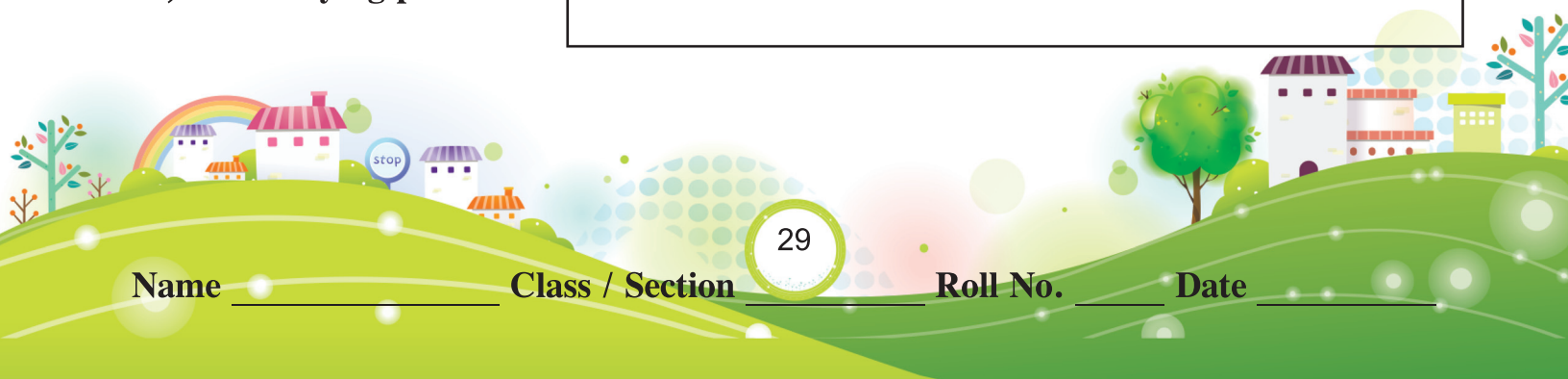
A) From the top



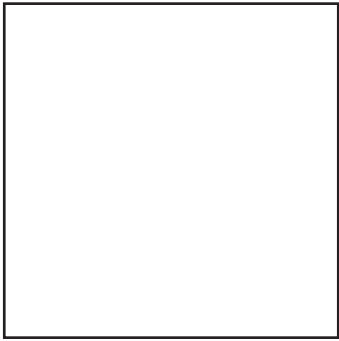
B) From the bottom



C) In the lying position



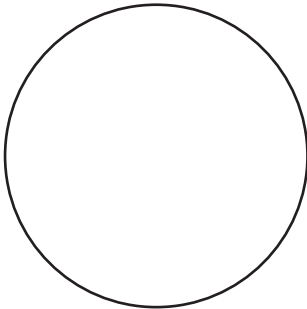
Shapes



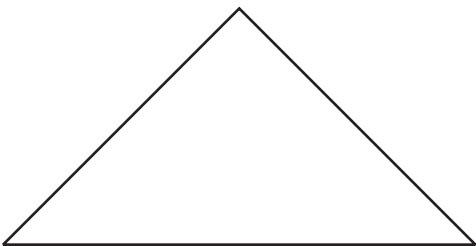
Square



Rectangle



Circle

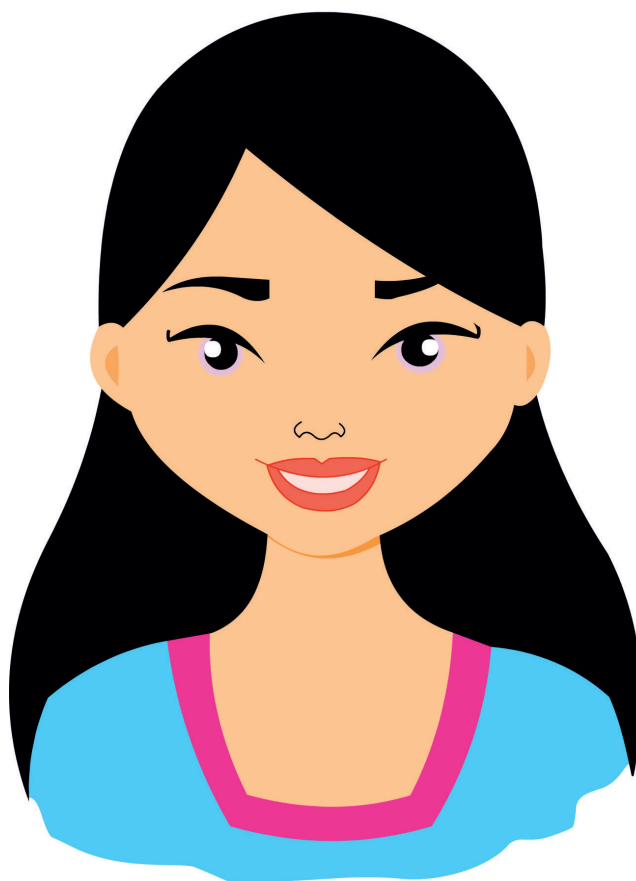
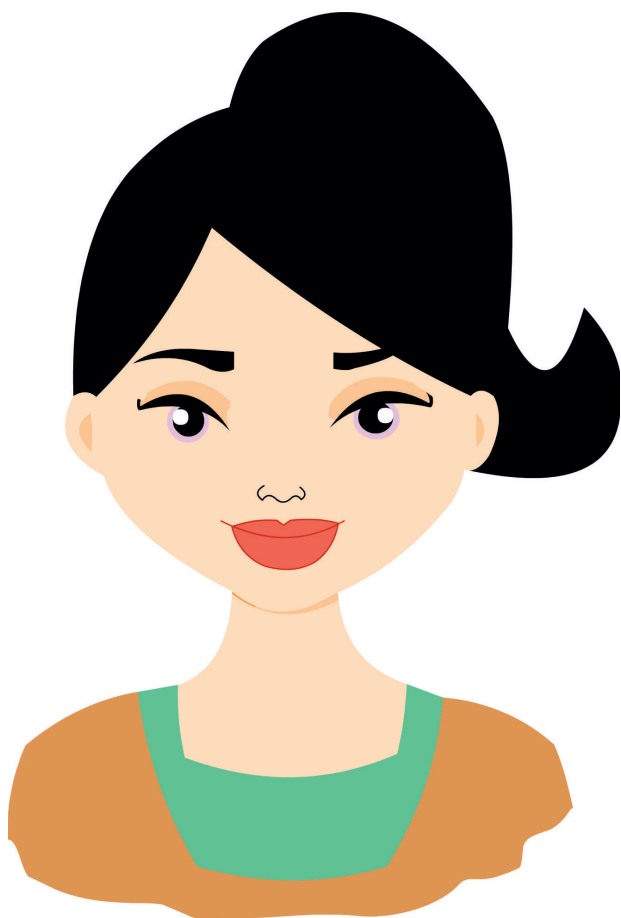


Triangle

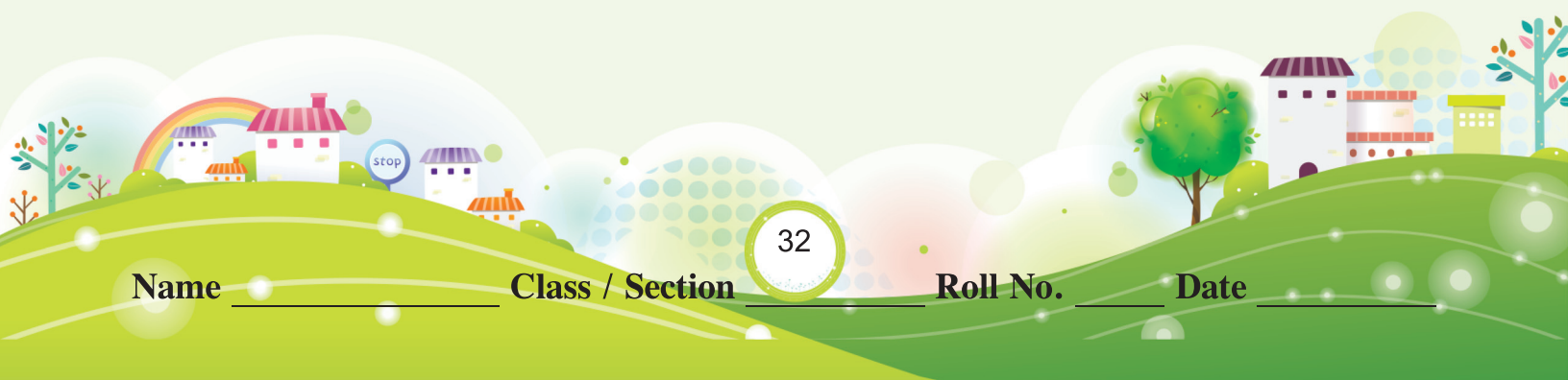


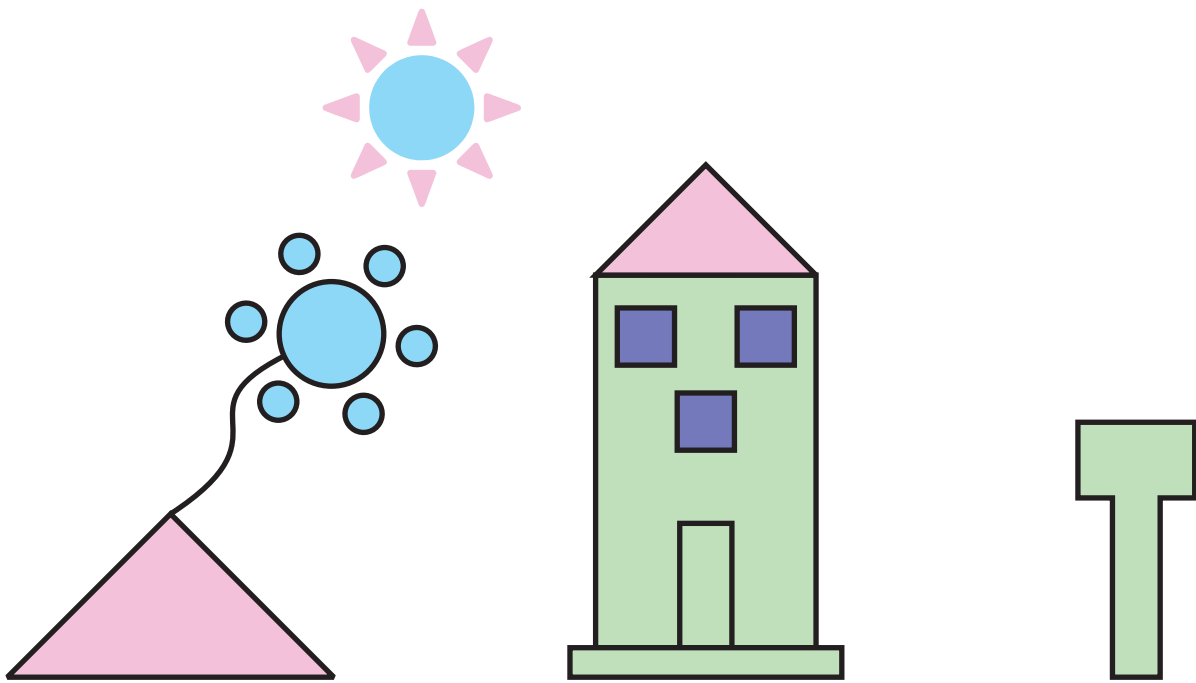


Make jewellery for Sanchi and Sakhi by using these shapes ○, △, □.

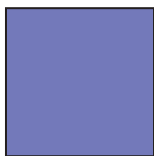


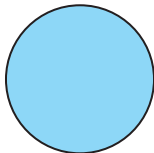
☀ Make a sketch of your friend by using these shapes

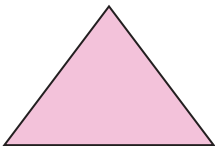




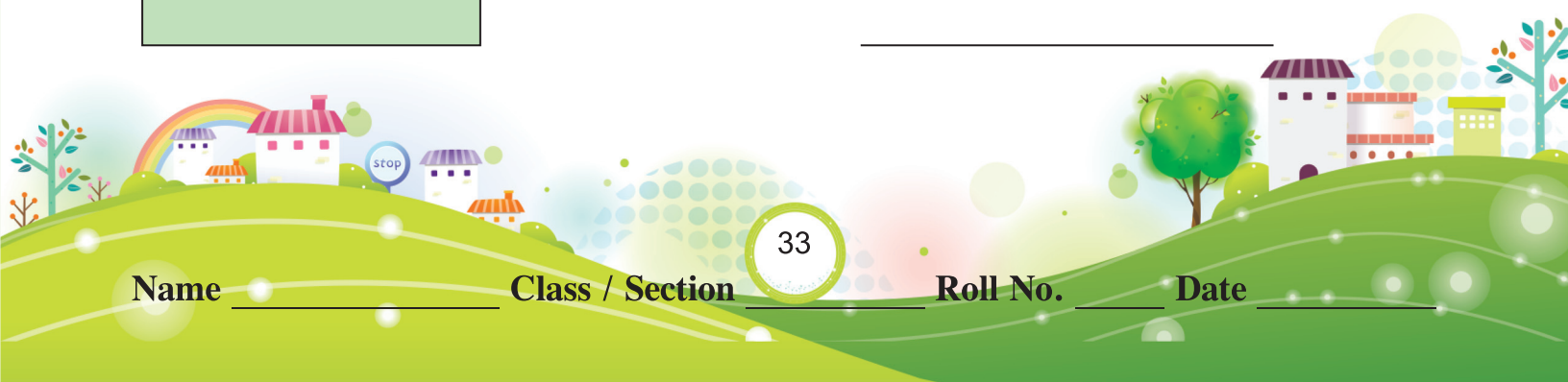
Count and Write the number of shapes given above.











Name _____

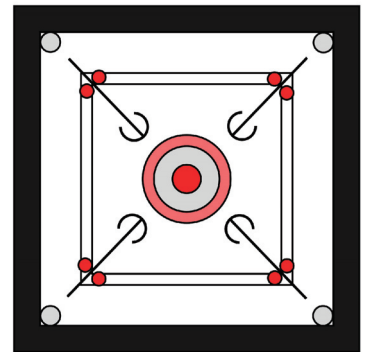
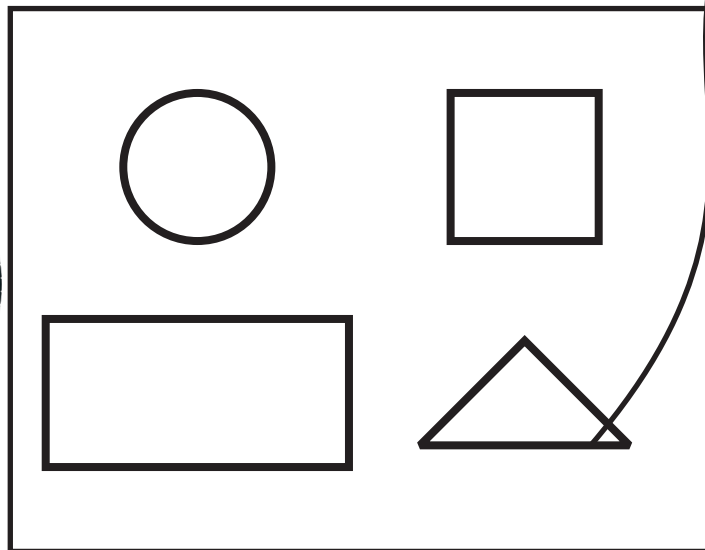
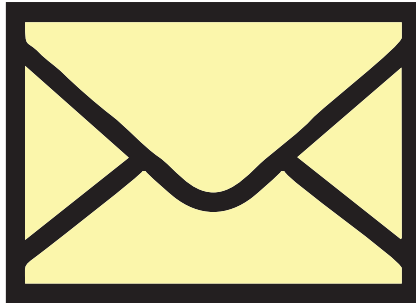
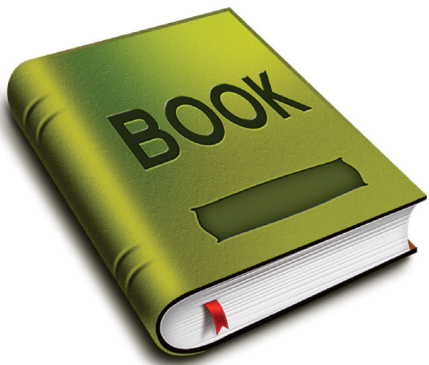
Class / Section _____

33

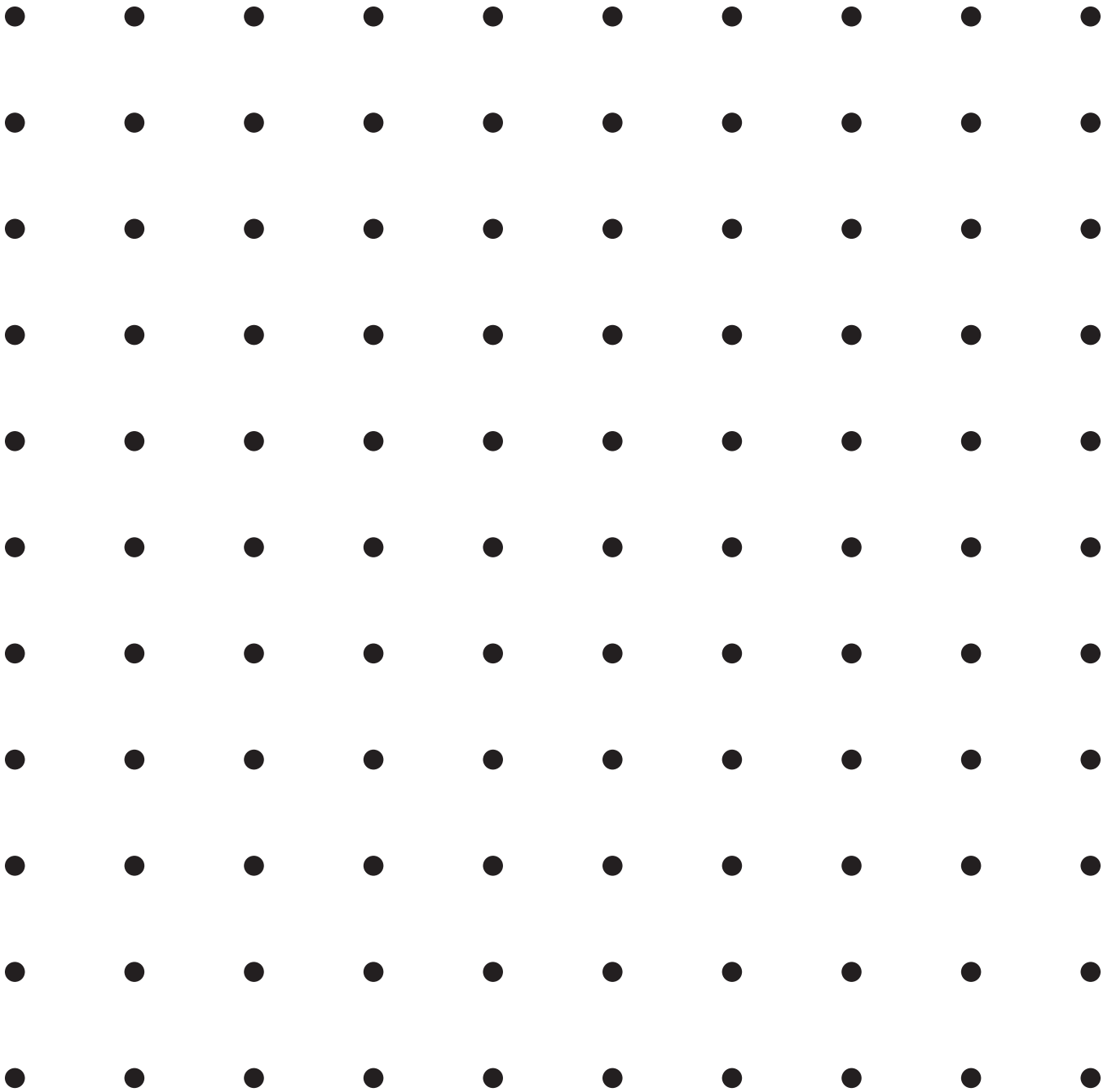
Roll No. _____

Date _____

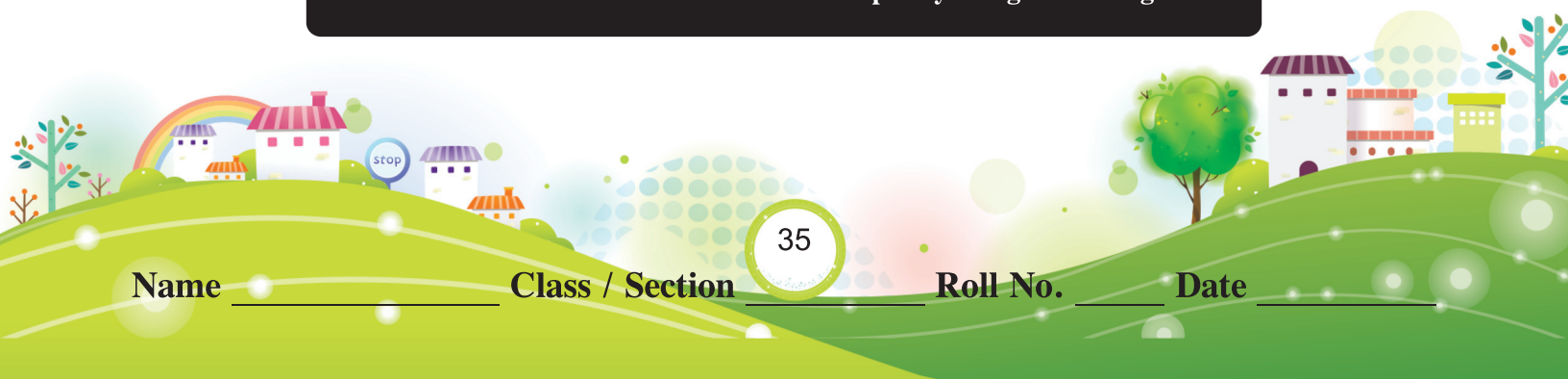
Match the similar shapes



☀ Join the dots to make different shapes.

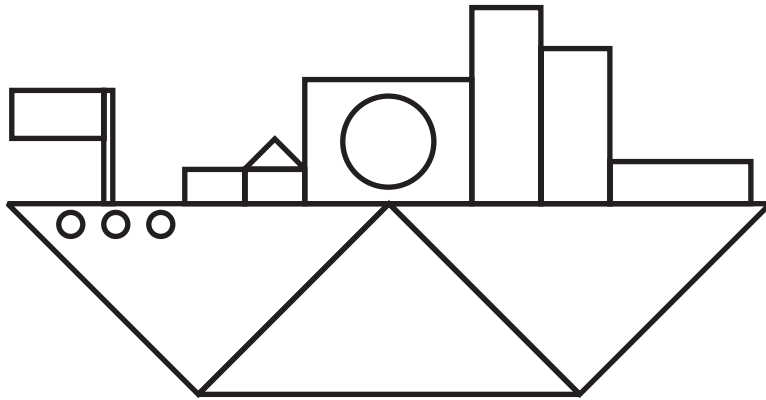






Motivate the children to make different shapes by using their imagination

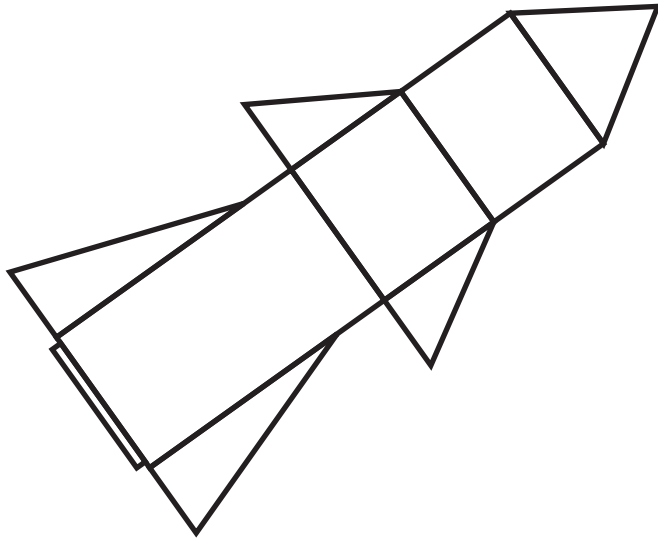



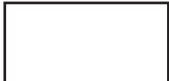


Assessment Sheet

Look at the picture and fill the given blanks.

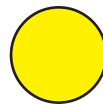


	Square	<input type="text"/>
	Rectangle	<input type="text"/>
	Circle	<input type="text"/>
	Triangle	<input type="text"/>



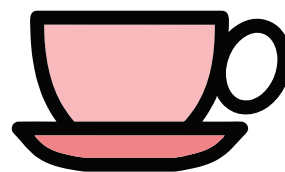
	Square	<input type="text"/>
	Rectangle	<input type="text"/>
	Circle	<input type="text"/>
	Triangle	<input type="text"/>

Colour the above shapes according to the given instruction.



Unit - 6

Jug and Mug



Read and Tell



Let's measure and think about
the capacity of container and find out
Why more water in a big jug
and very less in a small mug?

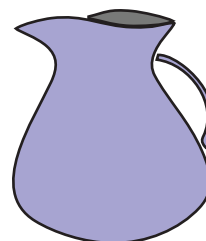


Why more or why less
Do this yourself and find it out...

How much milk did your mother buy?
How much juice did your brother drink?

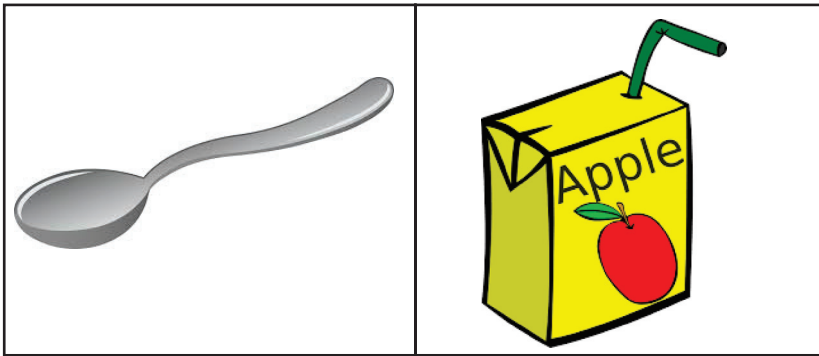


Let's find out...

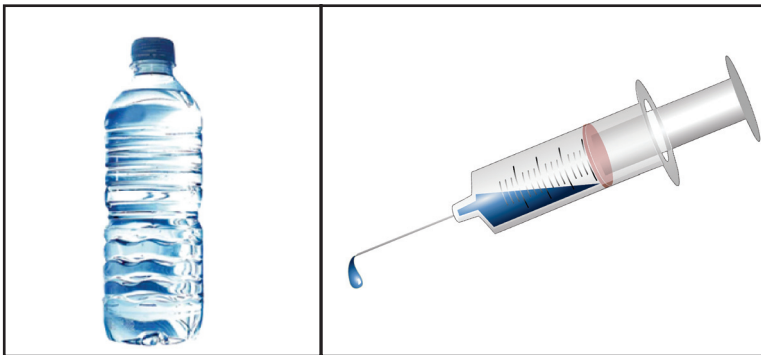


☀ Encircle the object which have more capacity.

(a)



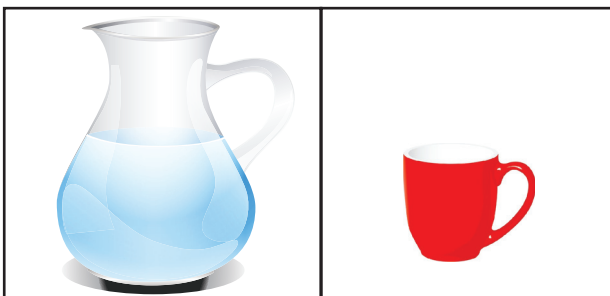
(b)



(c)

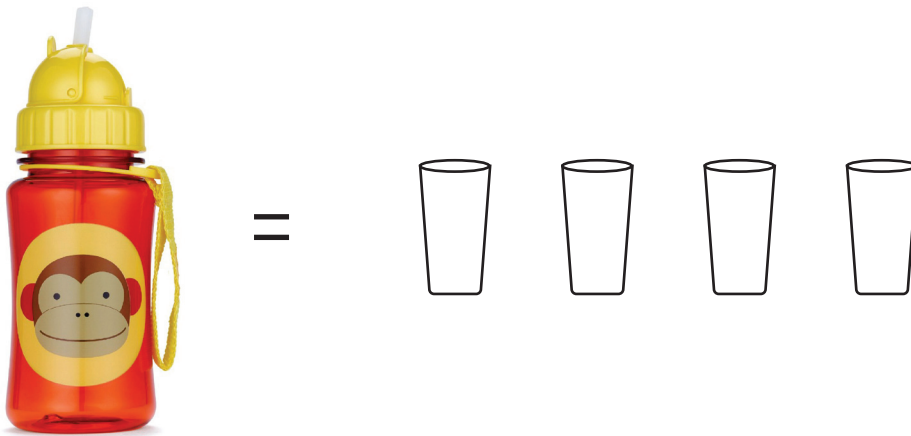


(d)



Play and Learn

☀ A bottle contains 4 glasses of juice.



Now tell how many glasses of juice will fill two bottles? Draw only those number of glasses.

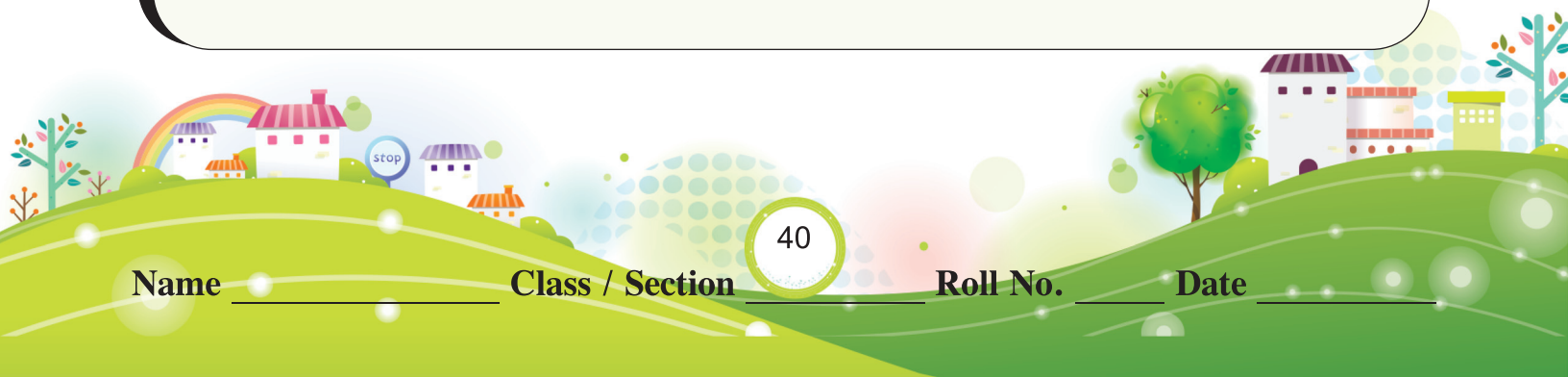


☀ Two buckets contain 20 mugs of water.



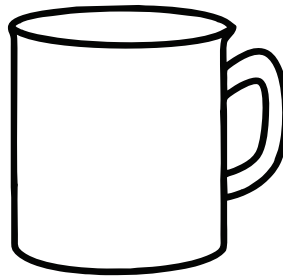
Draw the number of  that will fill one 

A large, empty rectangular box with rounded corners, intended for drawing.

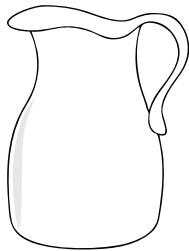


☀ Colour the picture that contains more water.

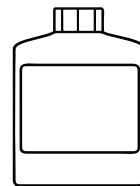
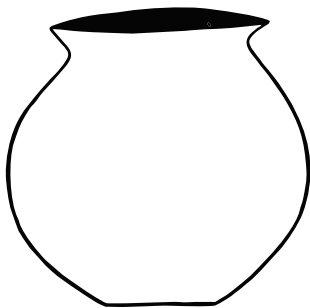
(a)



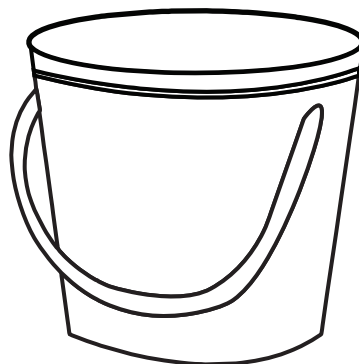
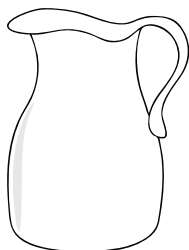
(b)



(c)


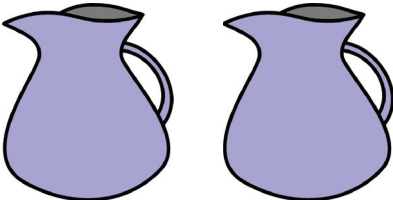



(d)



☀ Two glasses  of lemon water is made with  one lemon.

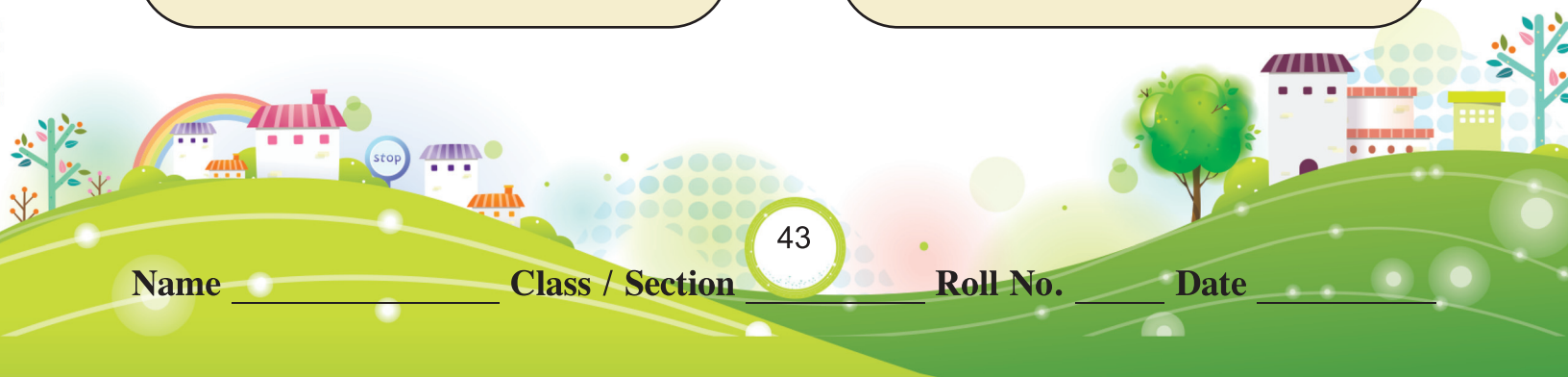
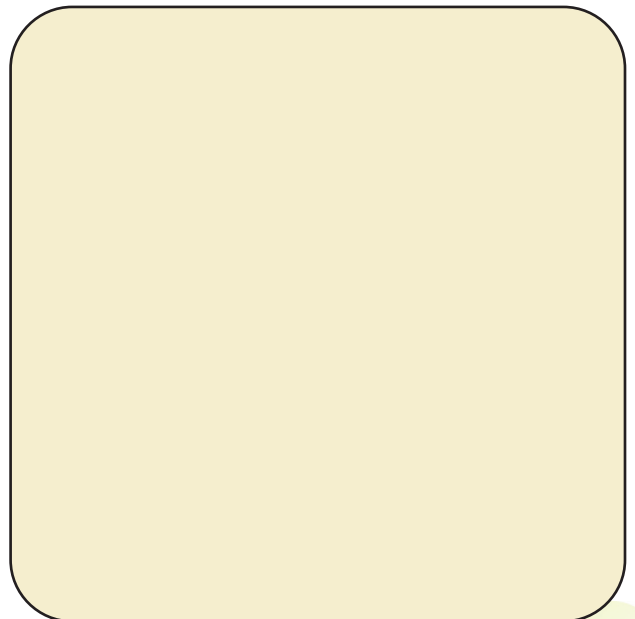
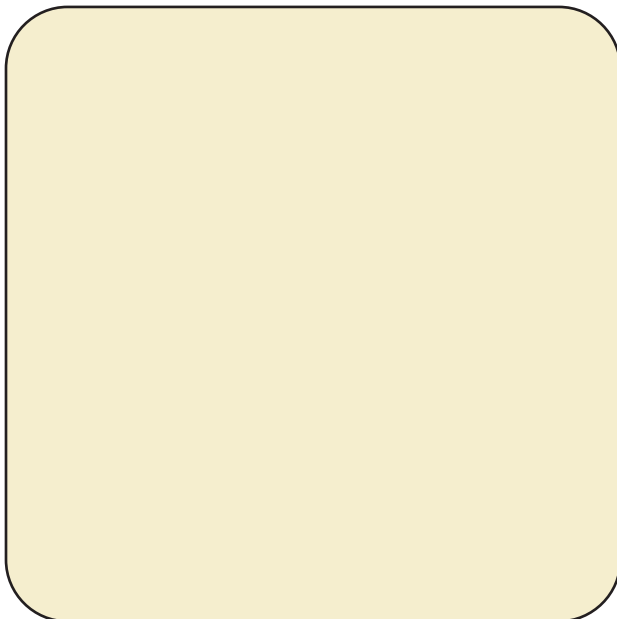
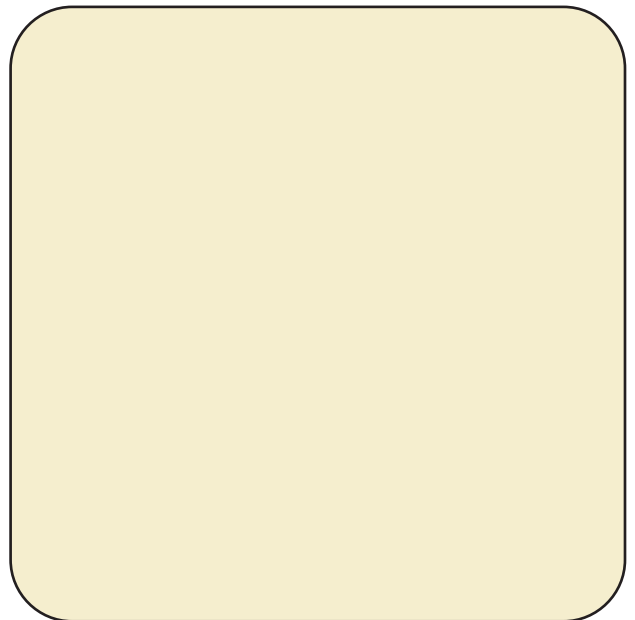
 Two lemons will make _____ glasses of lemon water.

☀  fills  To fill  _____ glasses of water are required.

☀ One jug  is required to fill  one pan.

How many jugs are required to fill 10 pans _____

☀ Arrange these 10 cups in four different ways.



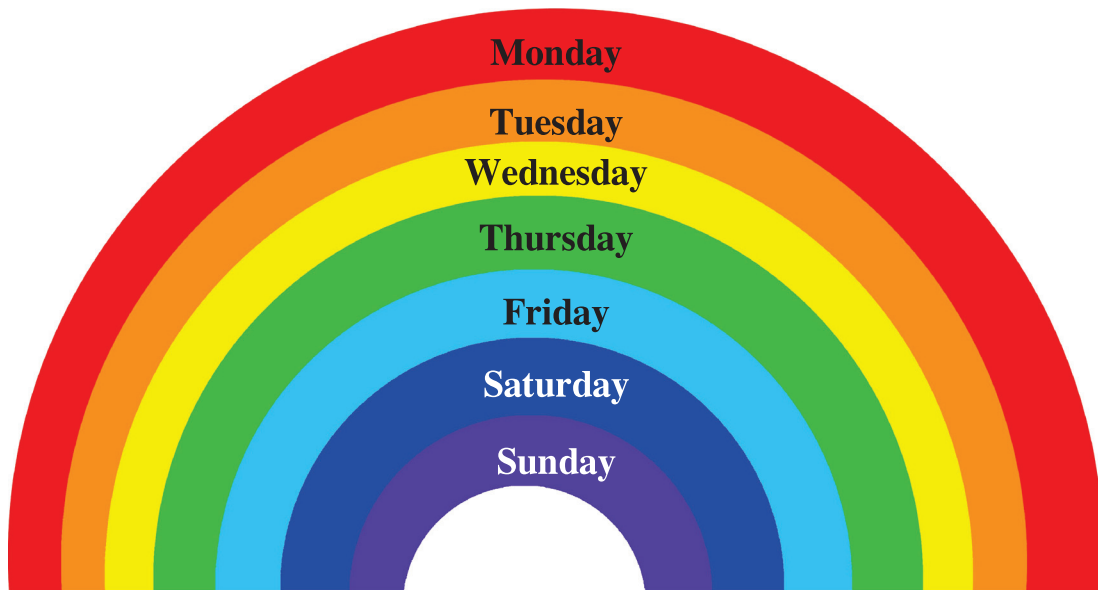
My Page



Unit - 7

My Fun Day

Read and Enjoy



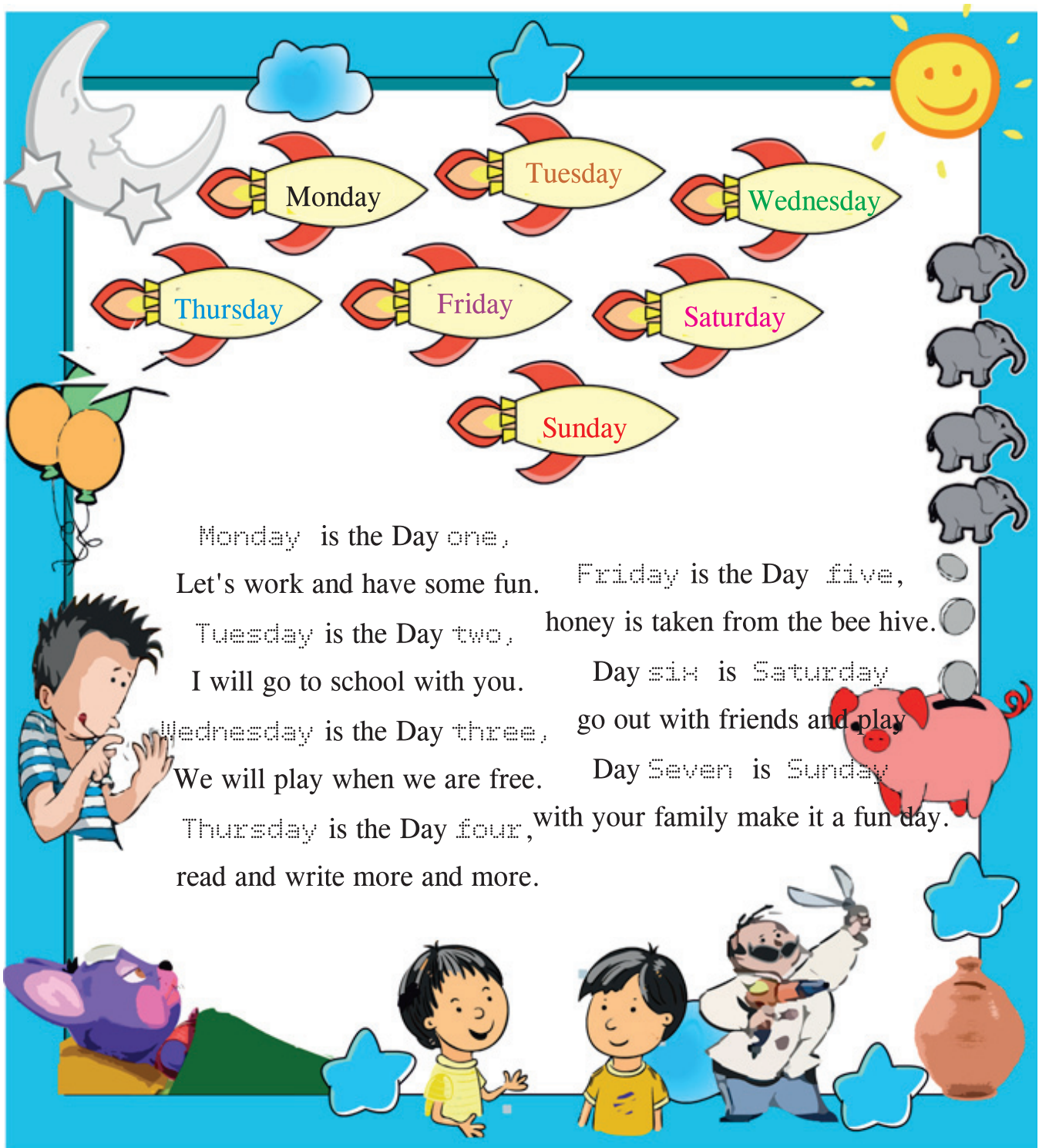
What is special about a day?
A day is always like any other day
But there is always one special day
That is called our 'Birthday'.

A Week has seven days,
These are different in many ways
Monday, Tuesday, Wednesday
and Thursday

Keep us busy with work whole day
When there come Friday and Saturday
We feel good by end of the day.

Sunday is our holiday,
When we have fun in our own way.

Let's Sing and Write



Teacher may instruct the students to join the dots to make the words.

Let's sing together

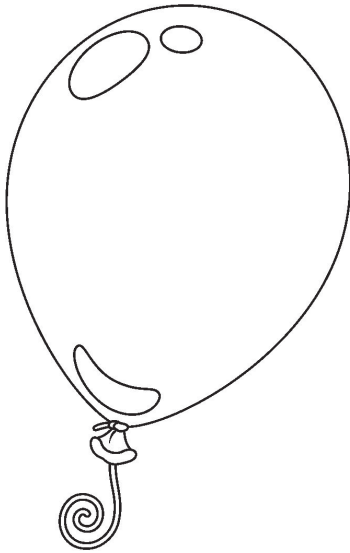


Dum, Dum, Dum, beat the drum
Open the door and together you run
Stop and hold each others hand
Make a train on the beat of band
Dance and count the names of month
In this way learn with fun.



Make the students sing the poem and enjoy

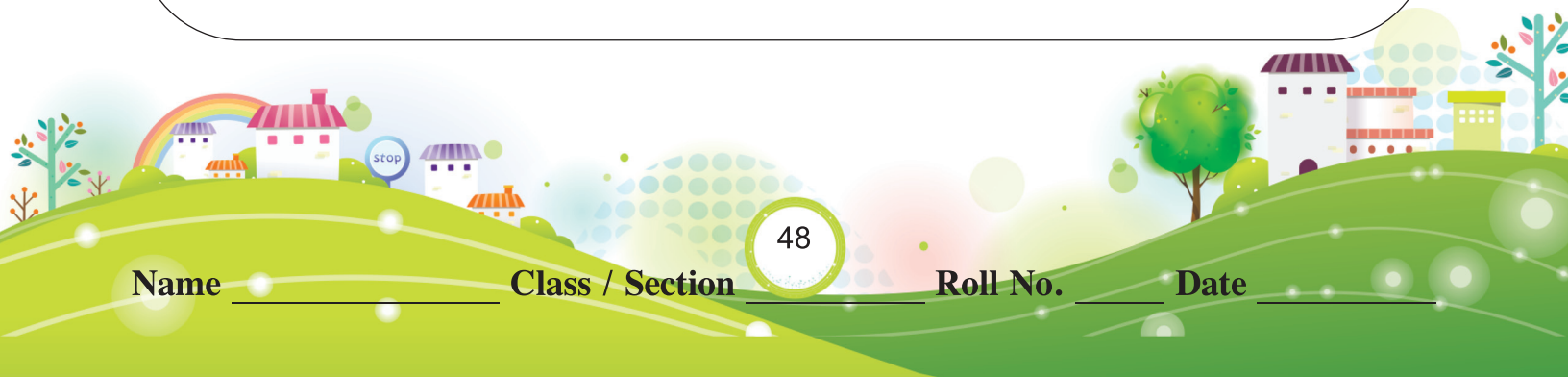
Fill Colour



My birthday comes in the month of _____.

This month has _____ season.

Draw the picture of your favourite season.



Write the name of months in the given space

A

M

M

F

J

J

J

D

A

N

S

O

Teacher may discuss about the festivals that comes in the month.

Match

☀ How many days in a month —

January

August

September

February

November

July

30 Days

31 Days

28 or 29 Days

April

October

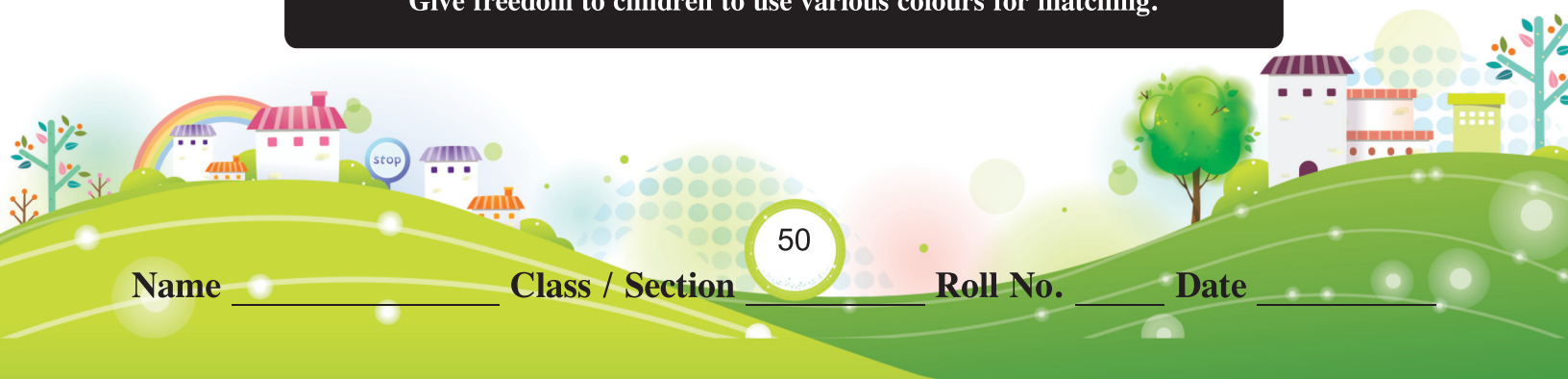
March

June

December

May

Give freedom to children to use various colours for matching.



Name _____

Class / Section _____

50

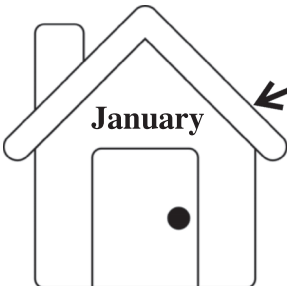
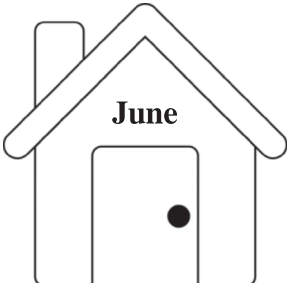
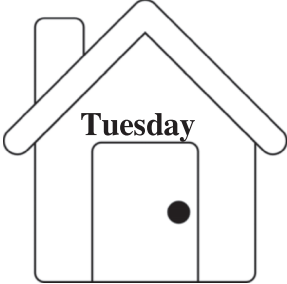
Roll No. _____

Date _____

Assessment Sheet



Match and Colour



First month of the year

Month next to May

Second day of the week

Last month of the year

Day after Wednesday



My Page



Unit - 8

Lines and Lines

Let's read

Lines are a part of our life

Let's learn to draw them right

There are many types of line

Some are straight, some are circular.

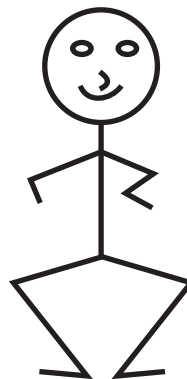
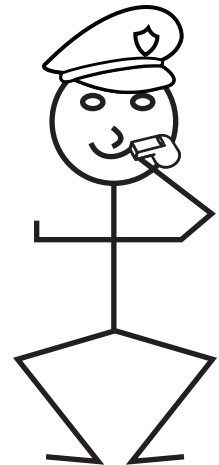
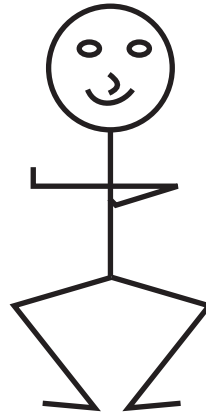
Let's draw them equally bright

Some lines are dancing

Some make us dance

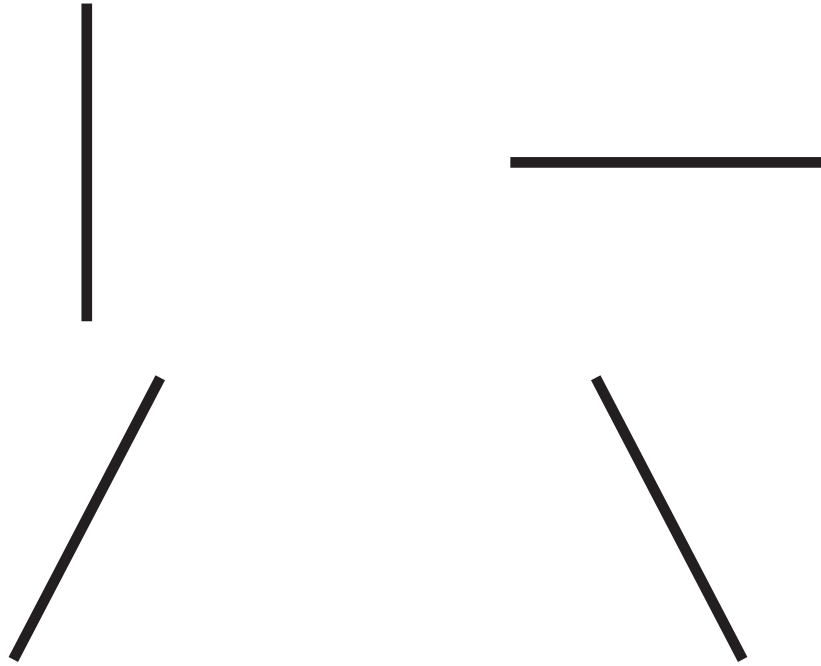
Some lines are teaching us

Many things at a glance



Types of Lines

Straight Lines



Curved Lines

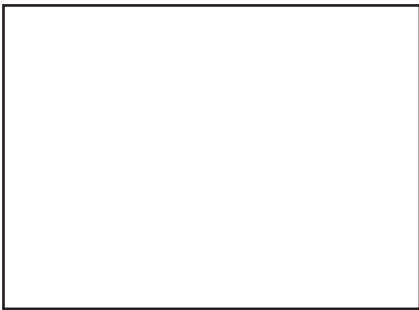


Teacher may further reinforce the knowledge of straight and curved lines by various position of hands and bodies

Practice Time

(1) Draw straight and curved Lines in the box given.

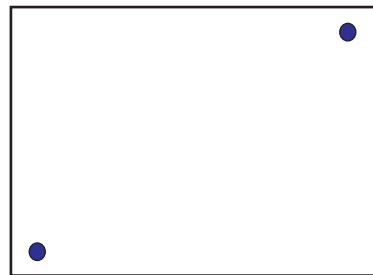
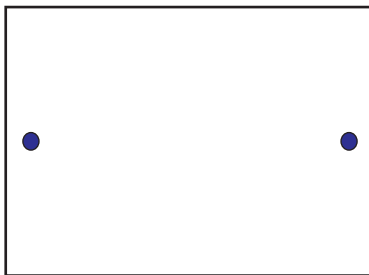
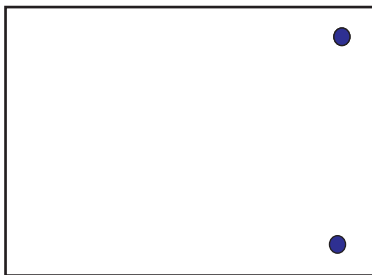
Draw Straight lines



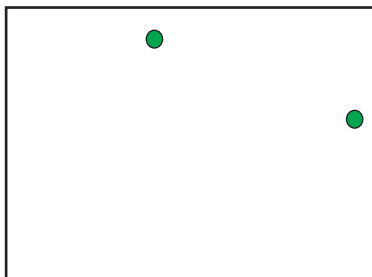
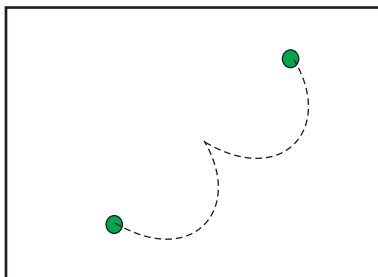
Draw Curved lines



(2) Join the given dots by straight line.



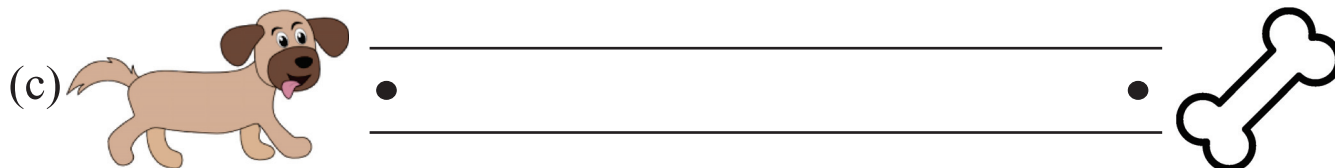
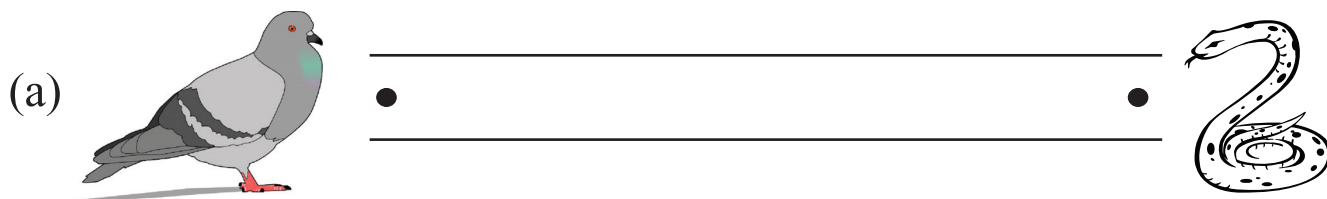
(3) Join the given dots by curved line as shown in the first box.



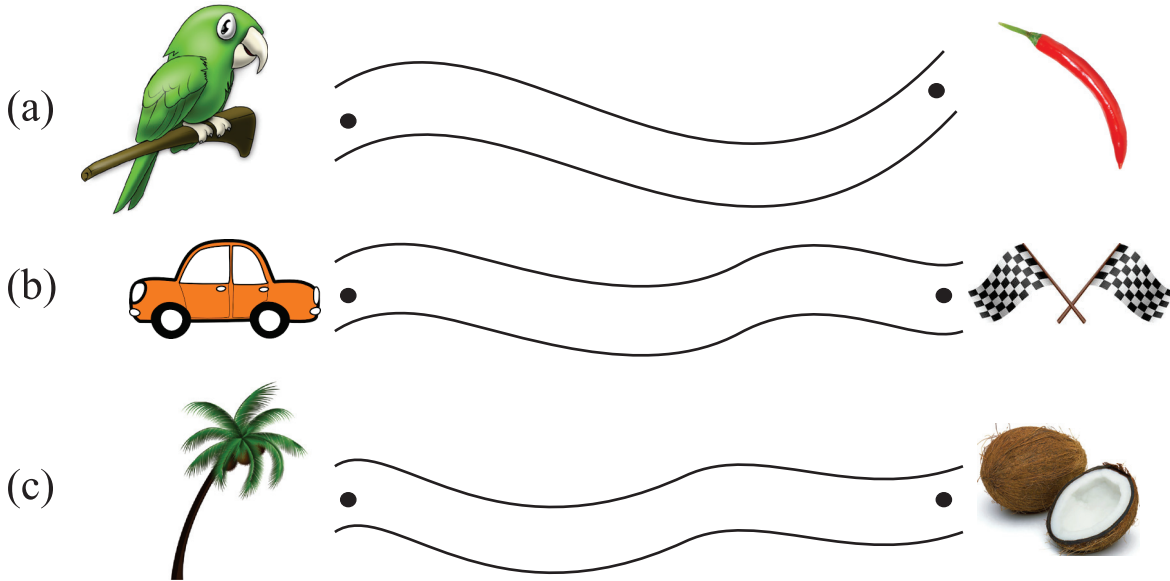
- ☀ From the given numbers write those numbers again in which there are both straight and curved lines.

1, 2, 3, 4, 5, 6, 7, 8, 9

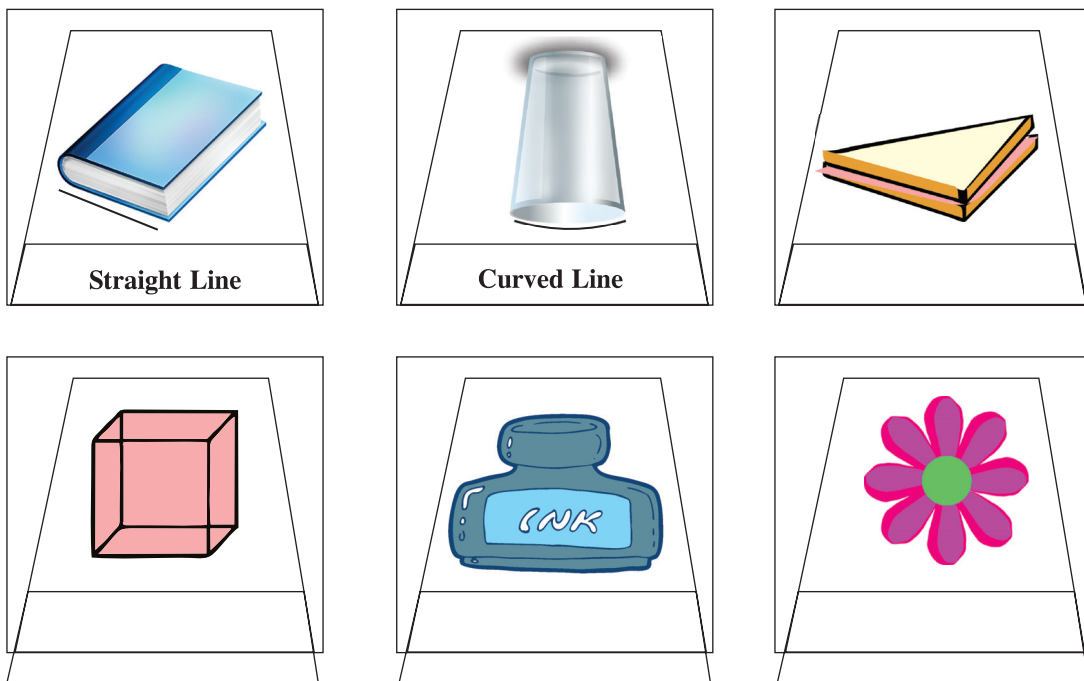
- ☀ Join the given dots to make a straight line.



☀ Join the dots given below and tell which type of line is formed.



☀ Trace the given figures and name the line from which these figures are made.



By asking students to underline different kinds of objects, the learning of the concept 'line' can be effectively managed.

Activity

☀ Draw pictures by using only curved lines.

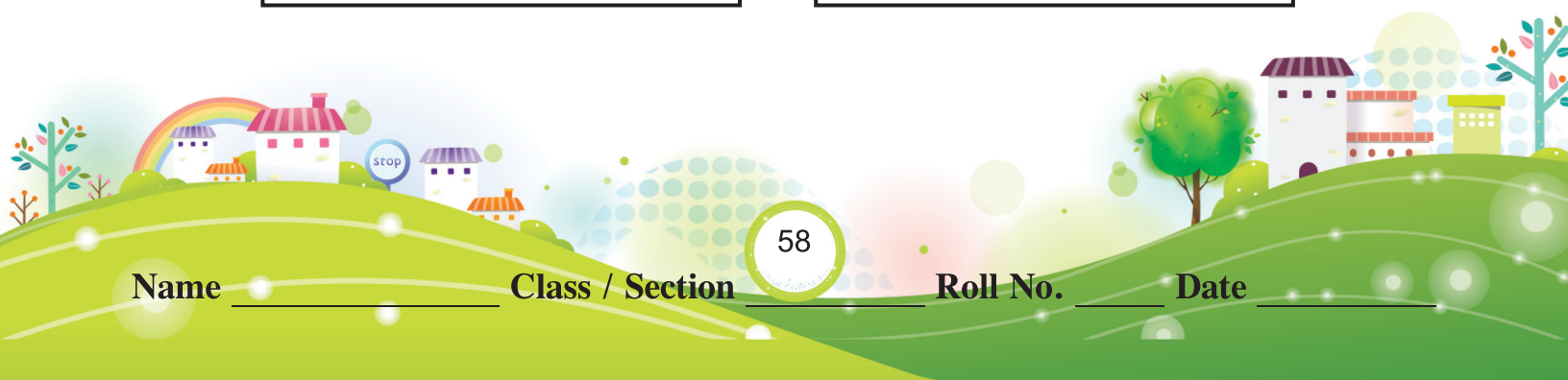
Ice-Cream

Pot

☀ Draw pictures by using only straight lines.

Tree

Girl



Name _____ Class / Section _____ Roll No. _____ Date _____

☀ Draw the given pictures by using curved or straight lines.

1) Square

2) Triangle

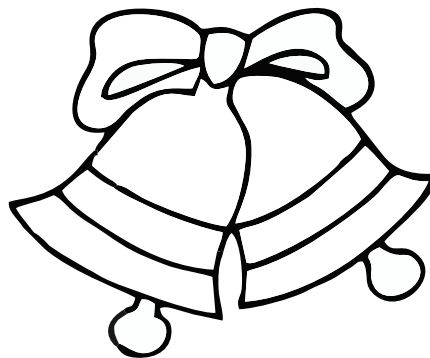
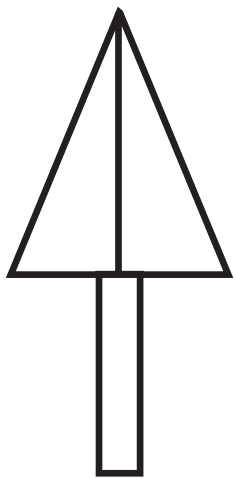
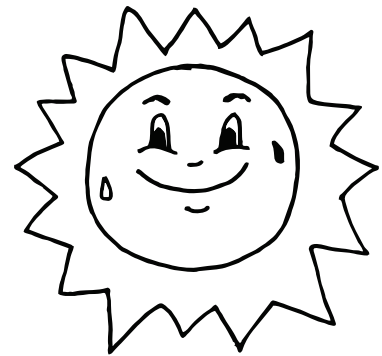
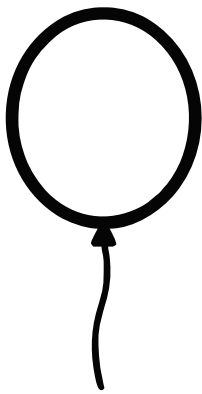
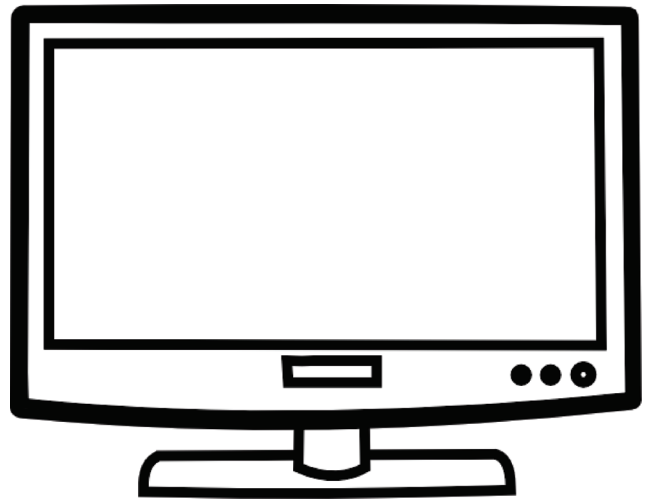
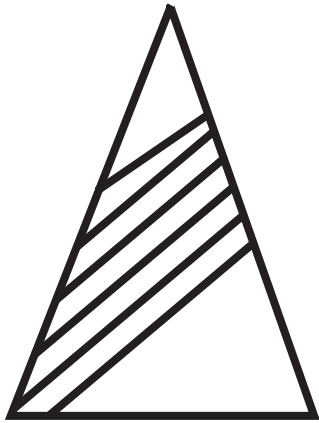
3) Rectangle

4) Circle



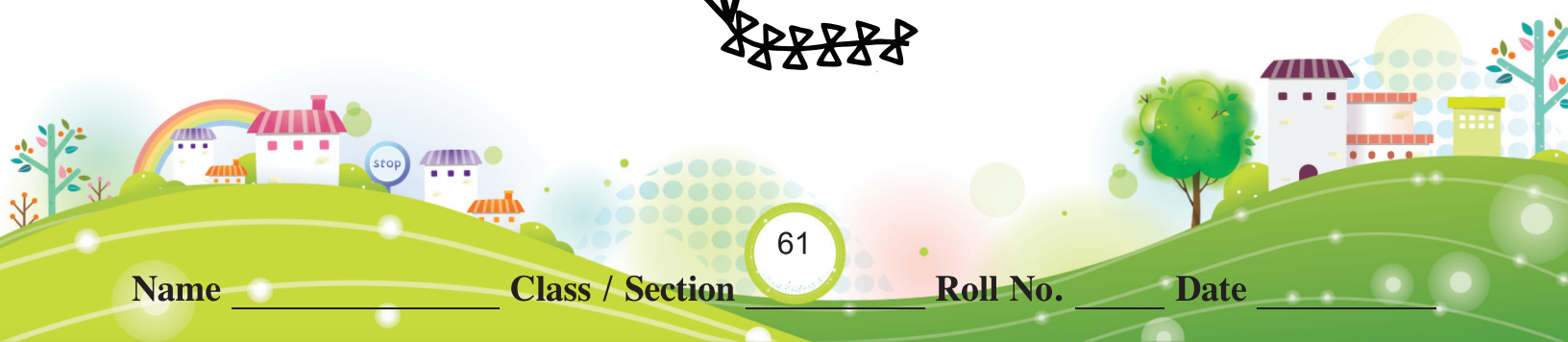
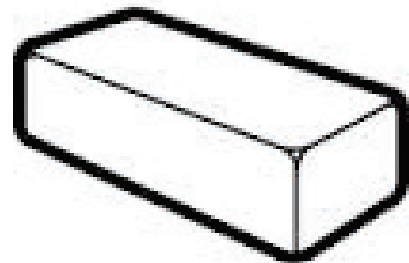
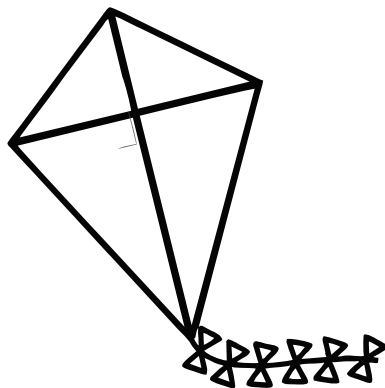
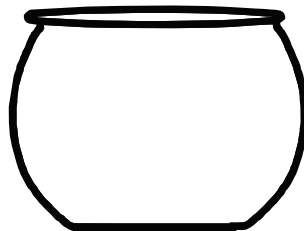
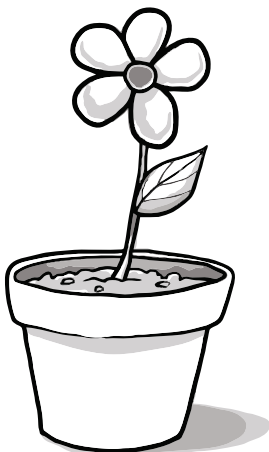
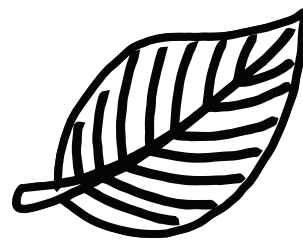
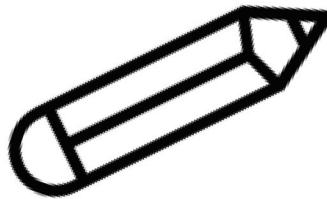
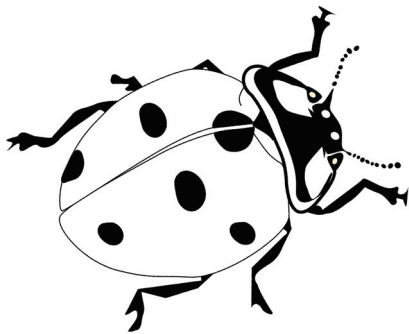
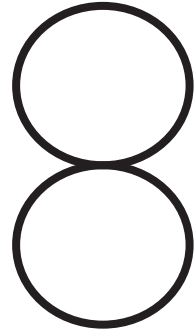
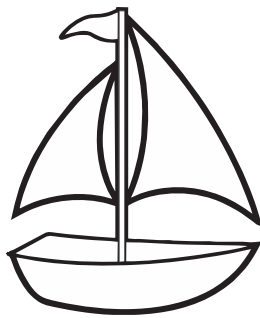
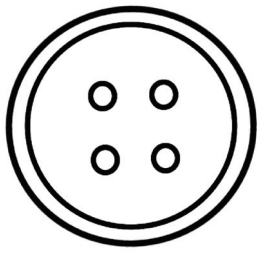
Name _____ Class / Section _____ Roll No. _____ Date _____

☀ Colour those pictures which are formed only from straight lines.



Name _____ Class / Section _____ Roll No. _____ Date _____

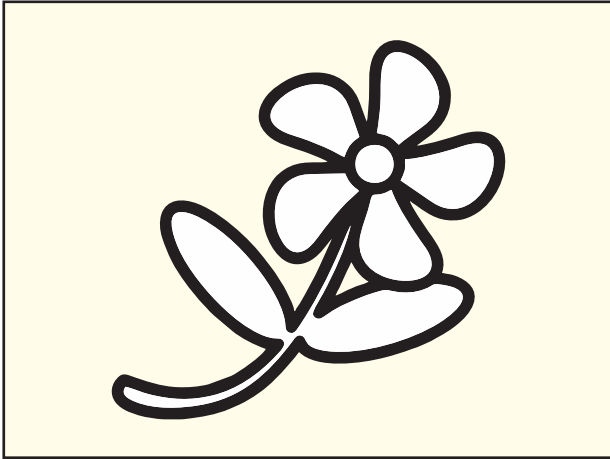
☀ Colour the pictures which are formed from curved lines.



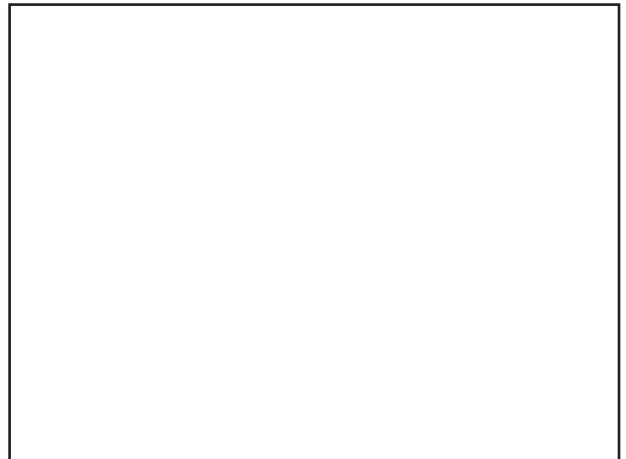
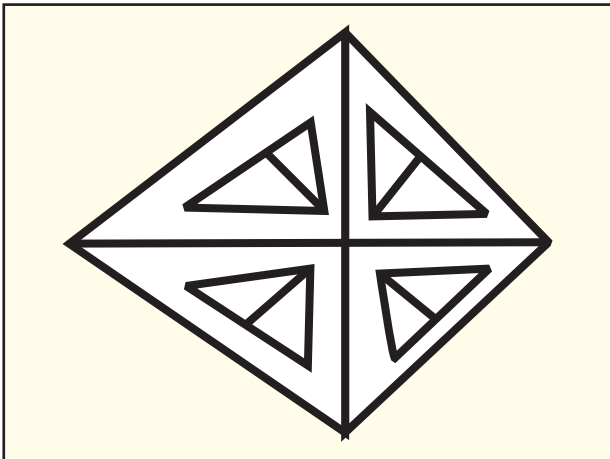
Name _____ Class / Section _____ Roll No. _____ Date _____

☀ Observe the pictures given below and draw any other picture by using the similar type of line.

1)

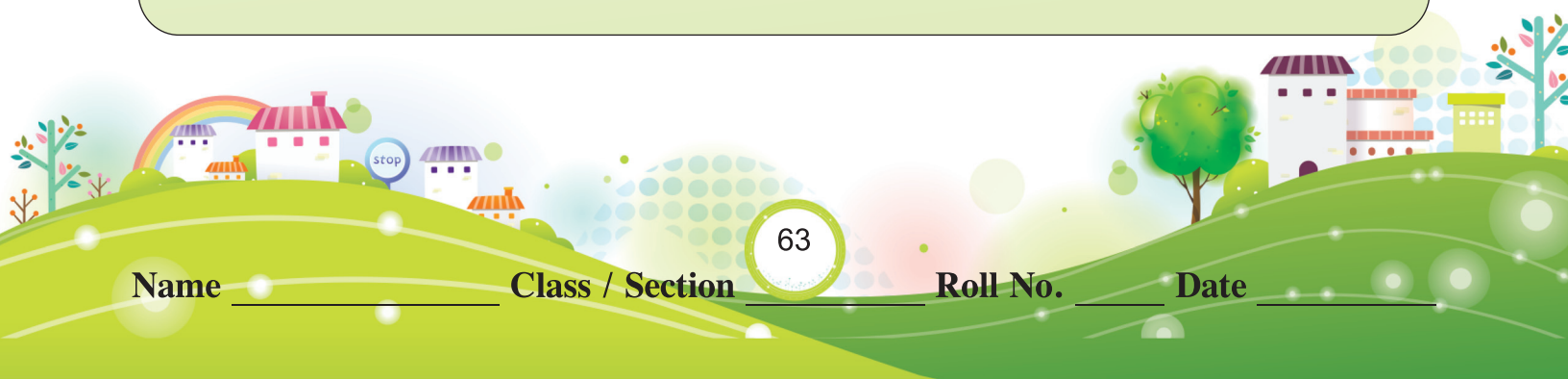


2)





Draw picture of your choice by using various lines.



Name _____ Class / Section _____ Roll No. _____ Date _____

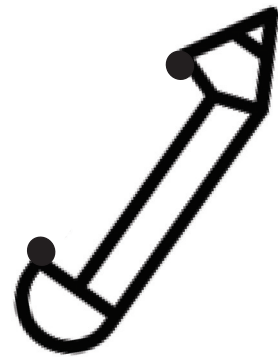
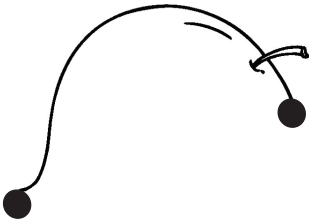
Assessment Sheet

☀ Join the dots and complete the picture

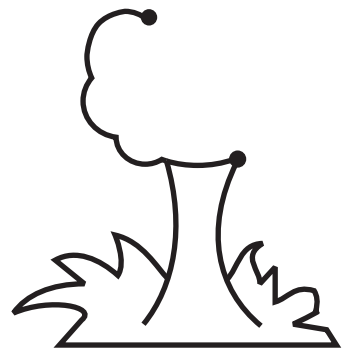
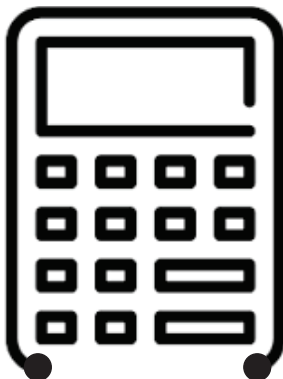
1)



2)



3)



Name _____

Class / Section _____

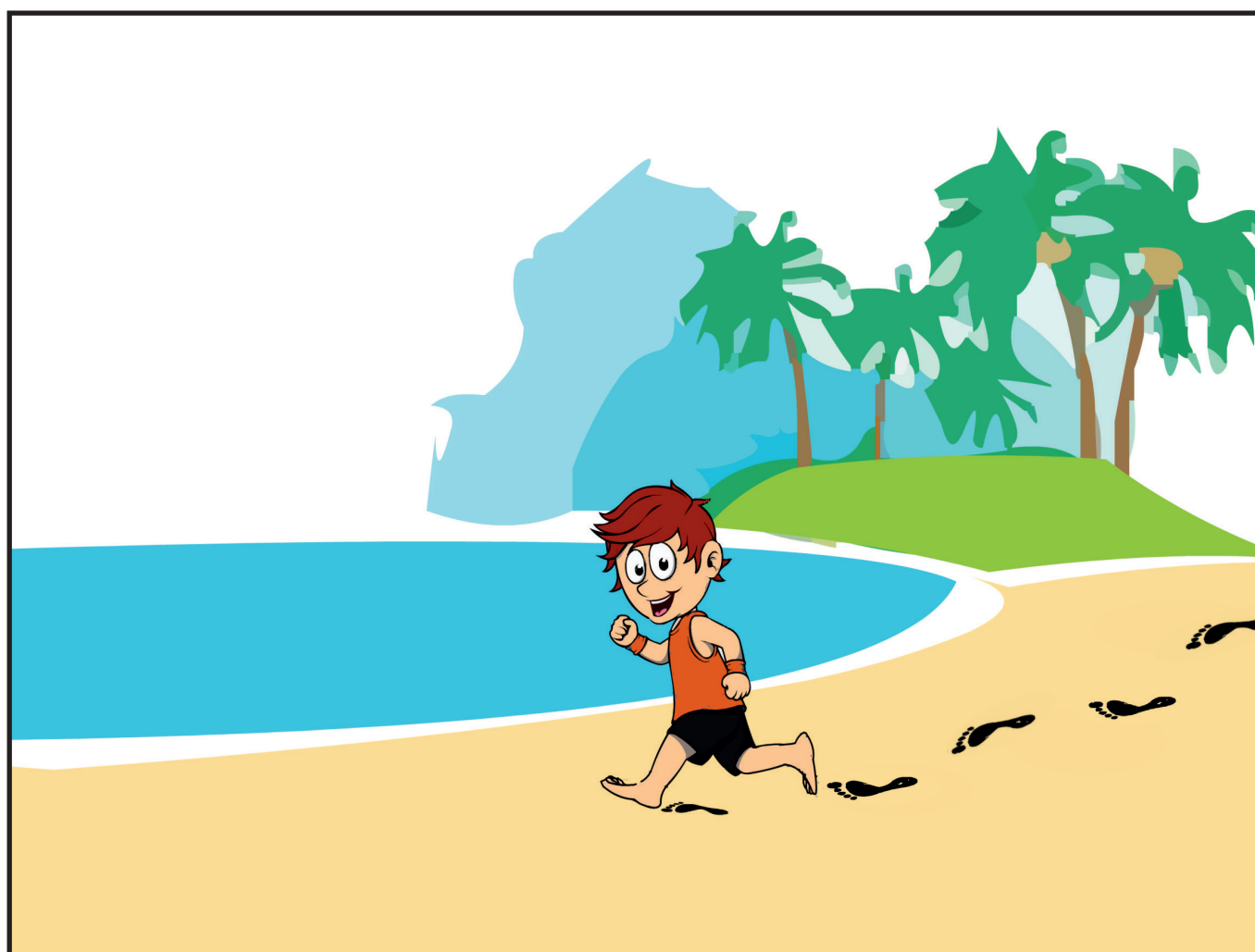
64

Roll No. _____

Date _____

Unit - 9

The Longest Step



Name _____

Class / Section _____

65

Roll No. _____

Date _____

Story of Steps

Once upon a time a queen told the king that she wanted a special gift on her birthday. The gift should be unique.

The king fell into a deep thought. Then he decided to gift a bed to his queen. The king called a carpenter. The carpenter asked about the size of the bed. The king measured the queen's bed by his steps. He told the carpenter that the length of bed should be 8 steps and breadth of bed should be 6 steps.

The carpenter made the bed by measuring the length and the breadth by his own steps. But when the bed came, it was small for the queen.

**Discuss in the class -
Why did it happen so?**

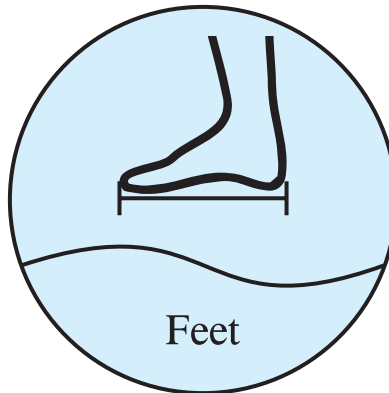
A note to teachers - Provide ample opportunities to the children to discuss. Develop the story with the help of children

Look at the hands and feet in the given space, you can measure them at your pace.

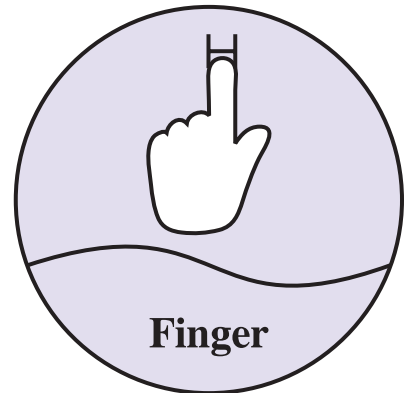
☀ Look at the picture and Write its name in the space provided.



Palm length

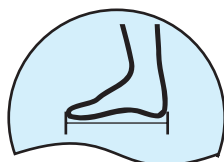
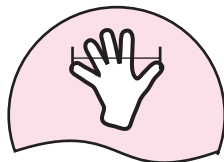


Feet



Finger

☀ Match the following -

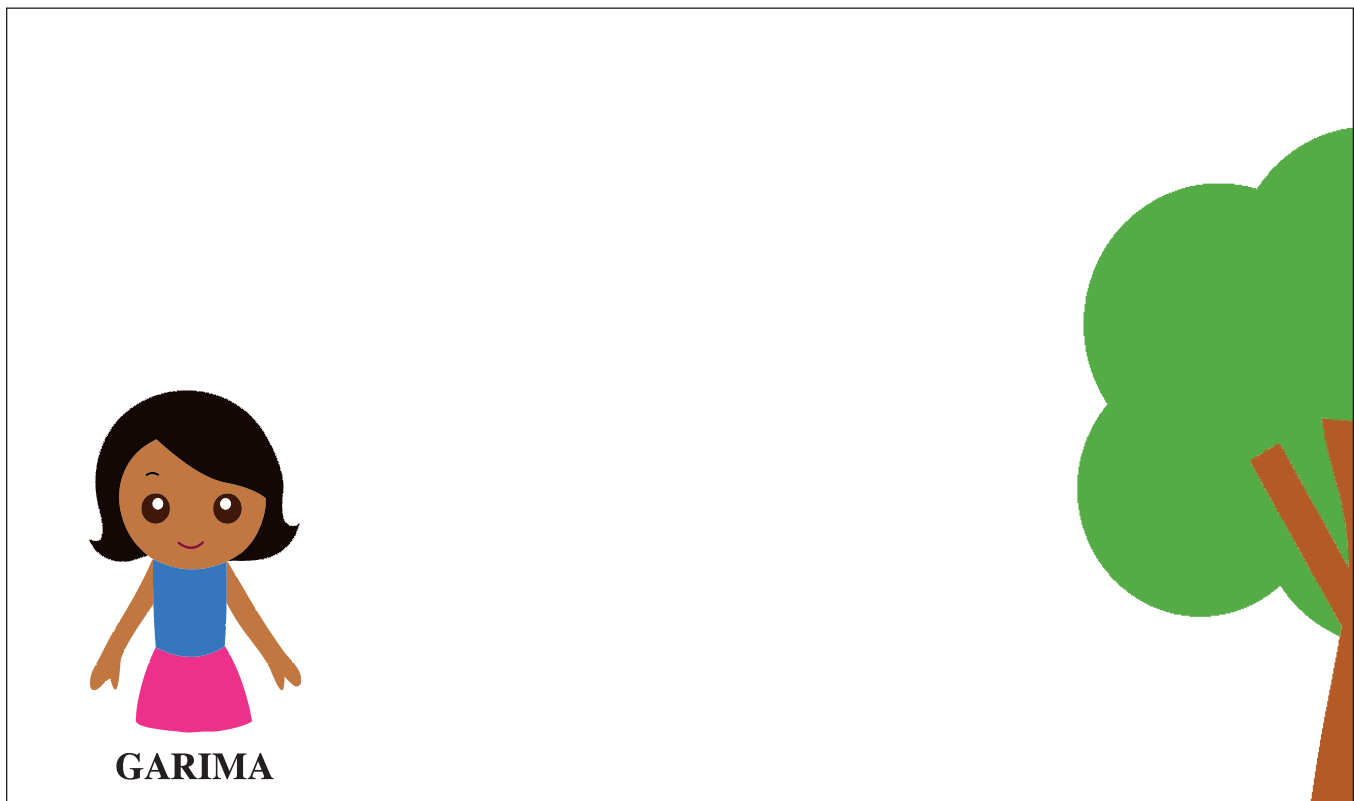


Draw the followings in the above picture.

Draw the picture of a kite at the distance of four fingers from the tree.

Draw the picture of a cat at the distance of two fingers from Garima.

Draw the picture of a butterfly at the distance of one finger from the cat.

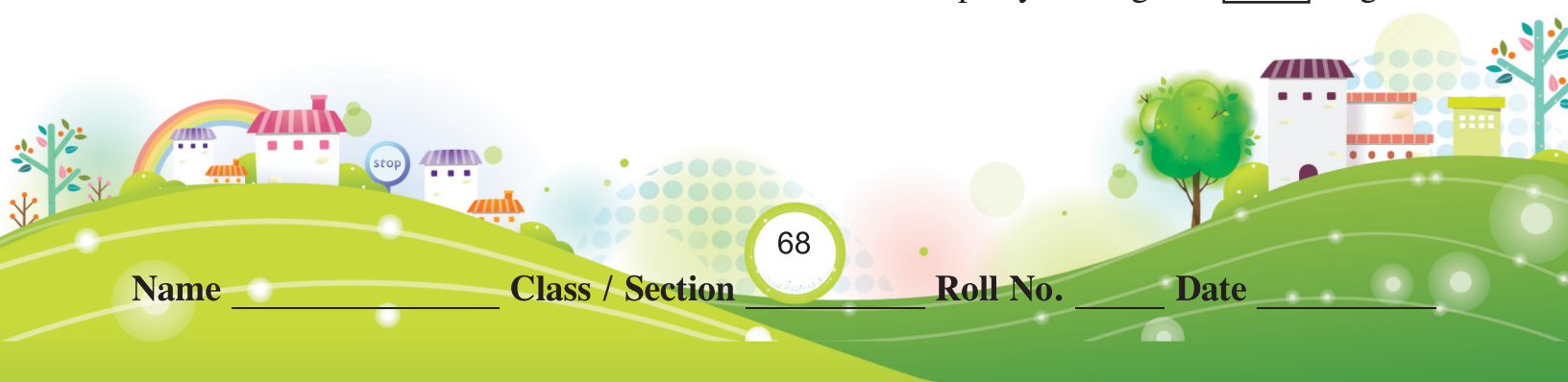


Find out the answers

Find out how far is cat from the tree? fingers

Find out how far is Garima from the butterfly? fingers




Find out the distance between Garima and tree with the help of your fingers? fingers



It's Time to Play

Activity -

Take the print of your hand on any coloured paper. Cut it out. Measure the length of the following things with the help of cut out. Write their measurement in the space given below

Name of thing	Length
Bench 	Around <input type="text"/> hands
Book 	Around <input type="text"/> hands
Blackboard 	Around <input type="text"/> hands

Measure the length of the following things with the help of cut out of your footprints. Write their measurement in the space given below

Name fo thing	Length
The length of bag	Around <input type="text"/> feet
The length of window	Around <input type="text"/> feet
The length of classroom	Around <input type="text"/> feet

Name _____

Class / Section _____

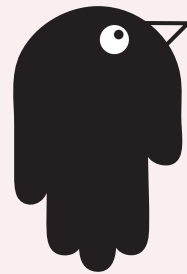
Roll No. _____

Date _____

☀ Look what Neerja has made from cut-outs of her hands.



Flower





Sparrow


Make a picture using the cut out of your hand and feet.


Students should be given freedom to make picture of their choice. Teacher can use these cut-outs for teaching several activities of maths for example :- Counting, Making Patterns, Addition and Subtraction.

Measure the length

(1)  Pencil = Approx eraser





(2)  Scale = Approx chalk



(3)  Paint Brush = Approx Colour



(4)  Brush = Approx Pin



(5)  Candle = Approx Clip

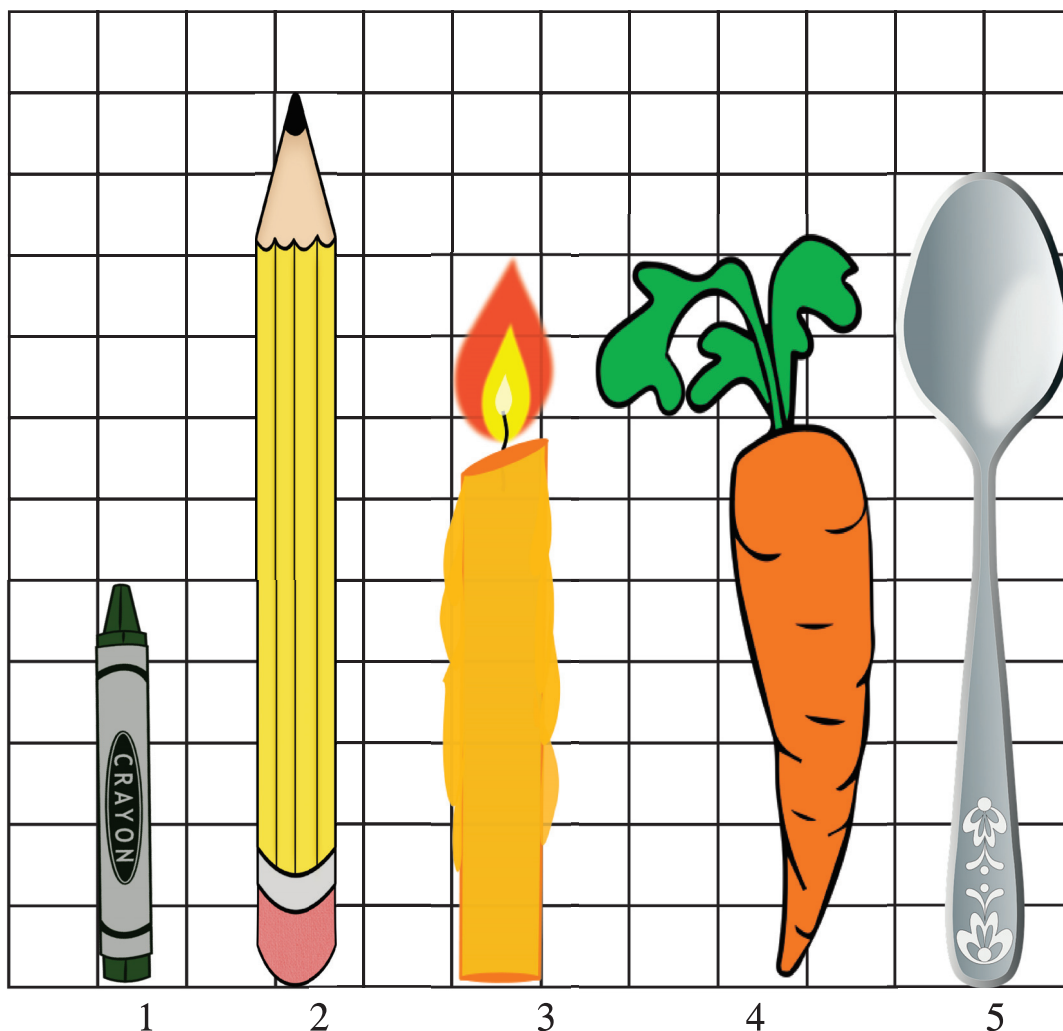


(6)  Duster = Approx Crayon



How tall am I?

Look at the given objects, measure and write their length in term of boxes .



1. Length of Crayon = boxes
2. Length of Pencil = boxes
3. Length of Candle = boxes
4. Length of Carrot = boxes
5. Length of Spoon = boxes

Let's Discuss

With which
to measure

Think

With which will you measure the given distance?
Put ☒ mark and discuss the reason.

(1) Length of school ground

☐ by Step ☐ with eraser



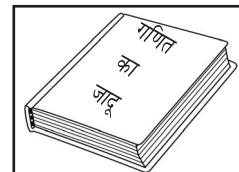
(2) Length of water bottle

☐ with palm's length ☐ by step



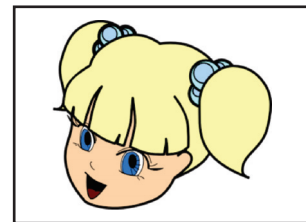
(3) Length of math textbook

☐ with matchsticks ☐ with belt



(4) Your hair

☐ with eraser ☐ with palm's length



The teacher can help the students in knowing that a single item can be measured in different ways.

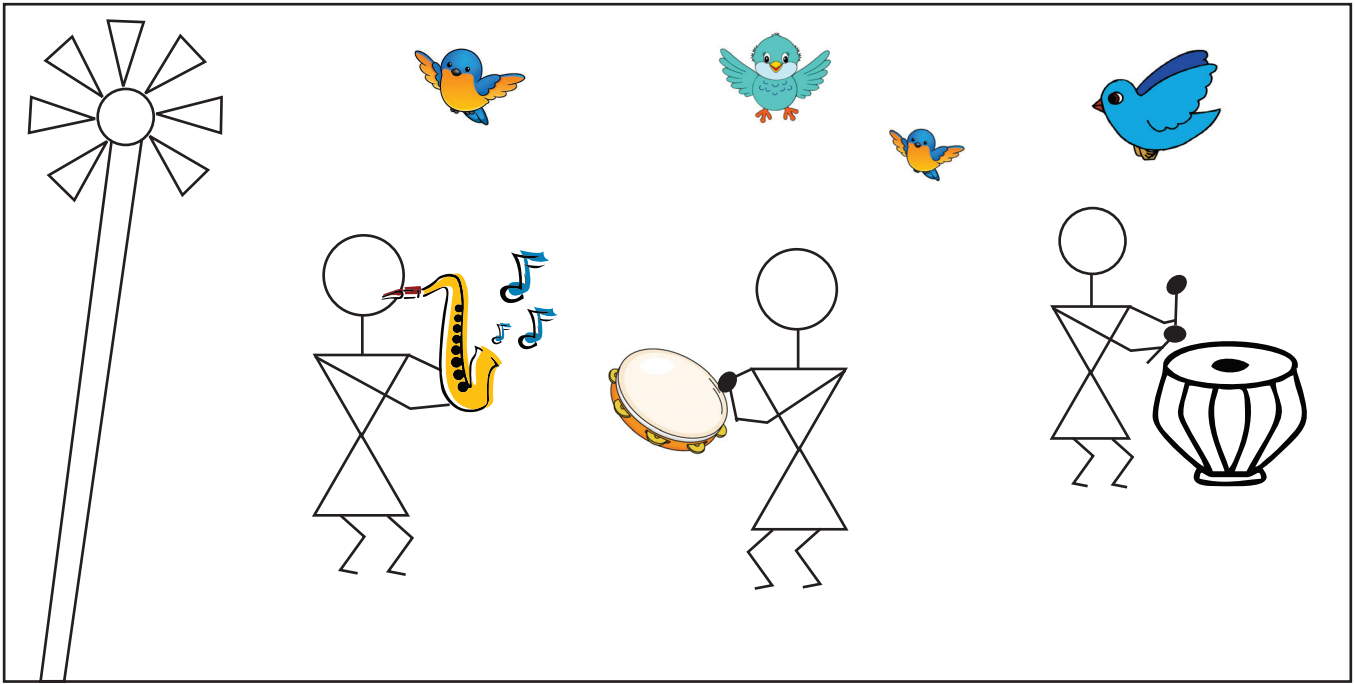
My Page



Unit - 10

How many Ponytails?





Count ○ and △ in the above picture

How many ○ -

How many △ -

Draw picture of your choice by using ○ and △

Count

○ →

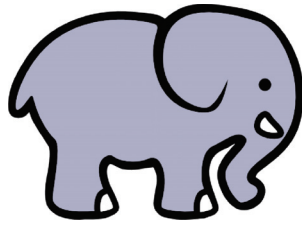
△ →

Count

○ →

△ →

Count and Write



ELEPHANT

How many E in the given word - _____

How many A in the given word - _____

How many T in the given word - _____



AEROPLANE

How many A - _____

How many E - _____



BUTTER FLY

How many T - _____

How many B - _____



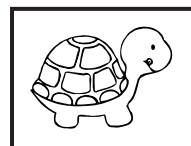
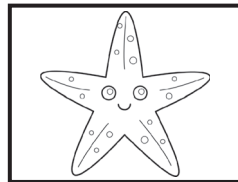
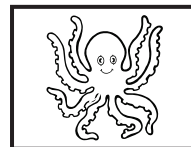
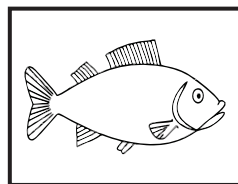
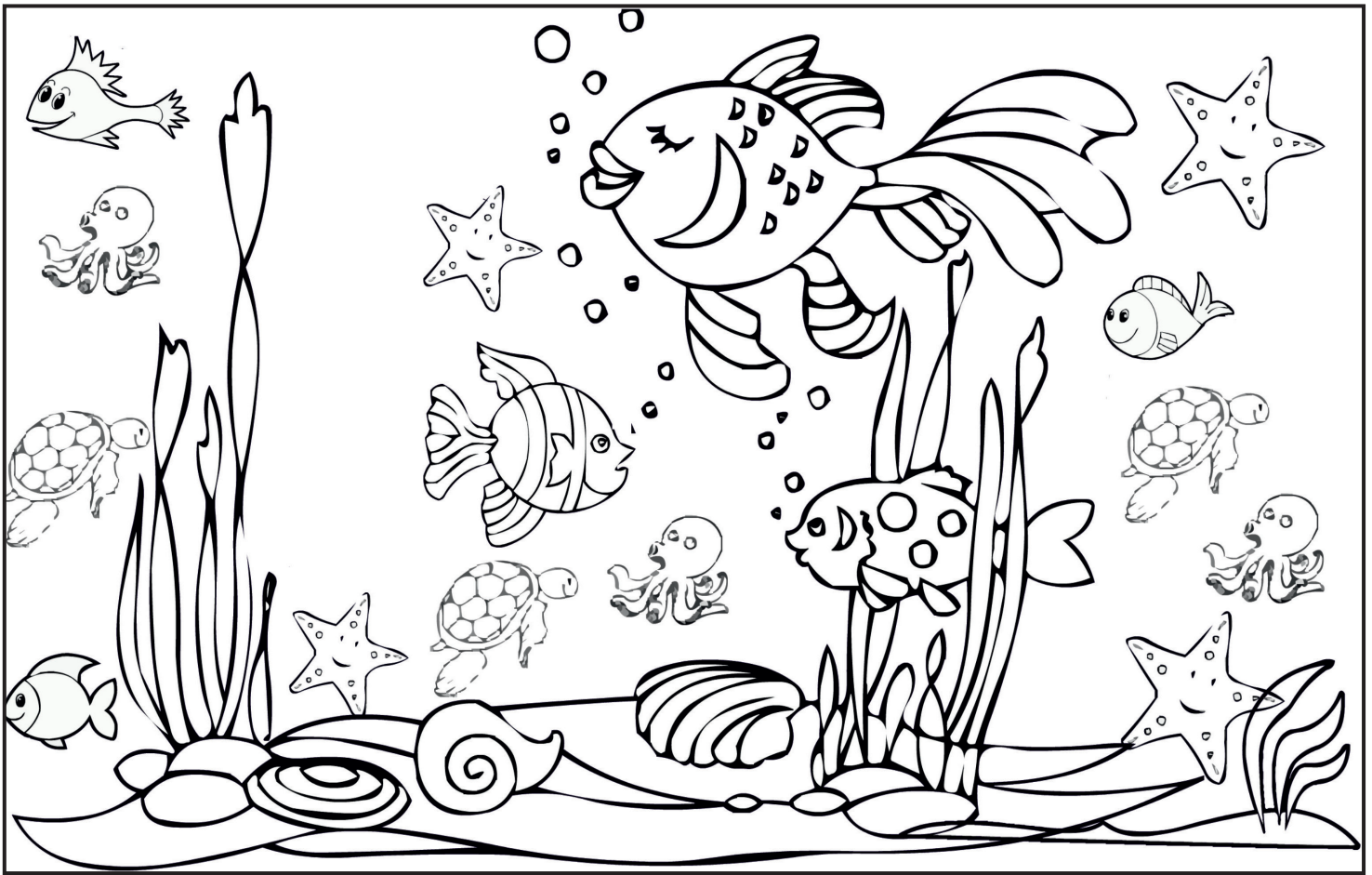
TREE

How many T - _____

How many R - _____

How many E - _____

☀ Look at the picture. Complete the given boxes. Colour the picture.

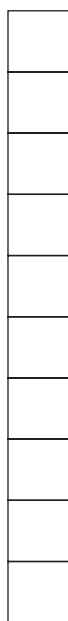


Unit - 11

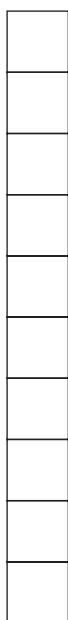
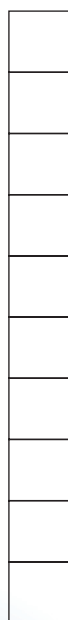
Counting in Tens



$$\rightarrow = 10$$



$$\rightarrow 10 + 10 = 20$$



$$\rightarrow 10 + 10 + 10 = 30$$

Read and Enjoy

Come, Come, Come

Let's have fun

Let us play the game of Ten

Count and play, Play and Count

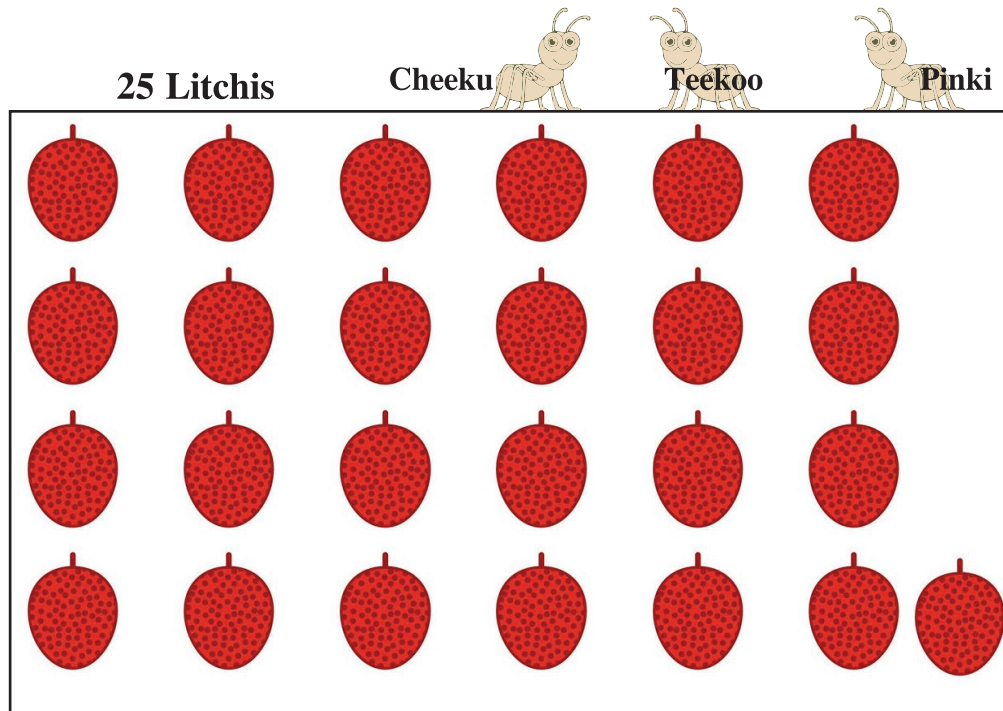
Radha count the pearls in string

how many pearls in your string?



Counting in Tens

Cheeku, Pinki and Teeku found some litchis in the garden. Cheeku said, "I will take ten litchis", Pinki said, "I will also take ten litchis". Tell how many litchies are left for Teeku.



Cheeku's Litchis

Pinki's Litchis

Litchis left for Teeku

Name _____

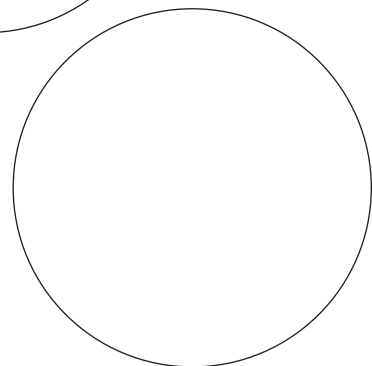
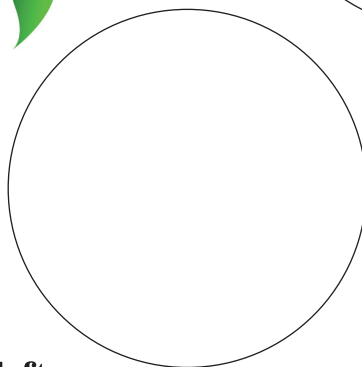
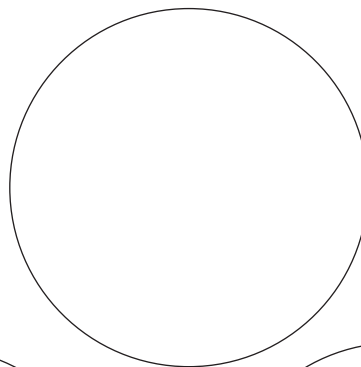
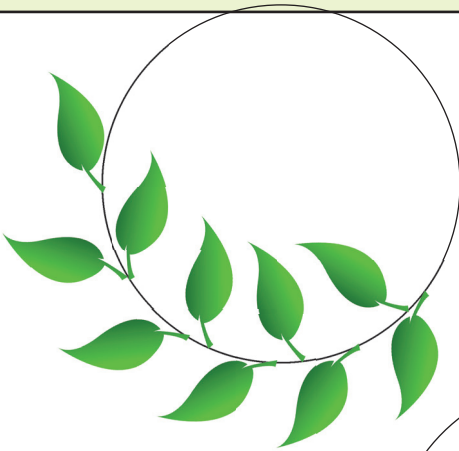
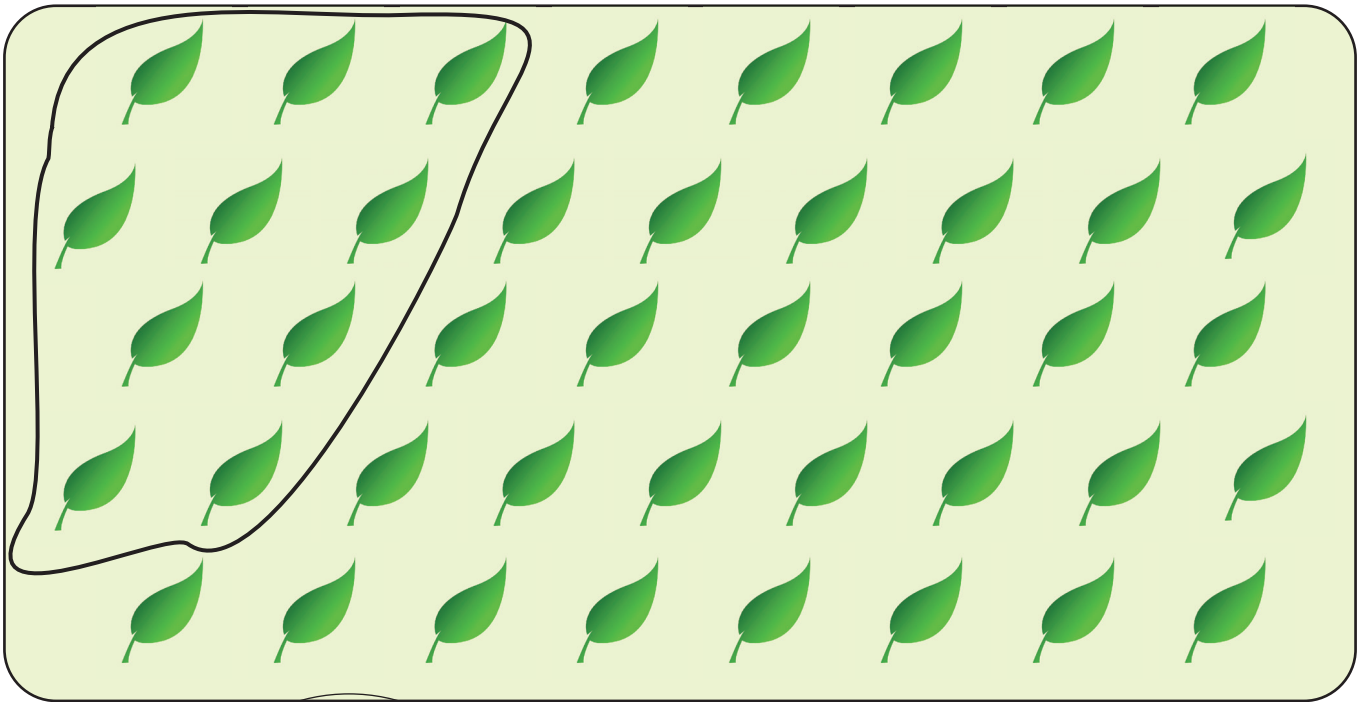
Class / Section _____

81

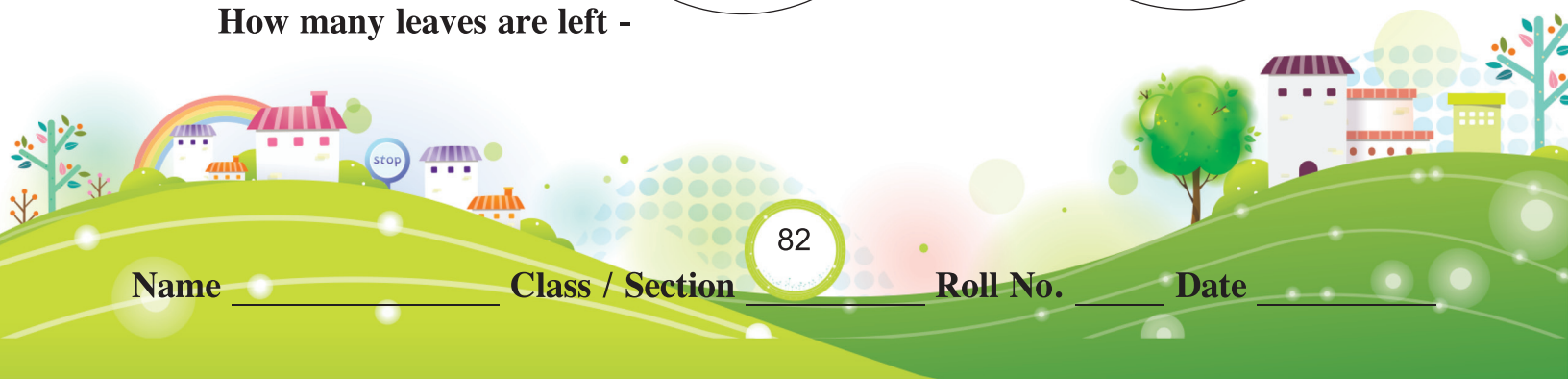
Roll No. _____

Date _____

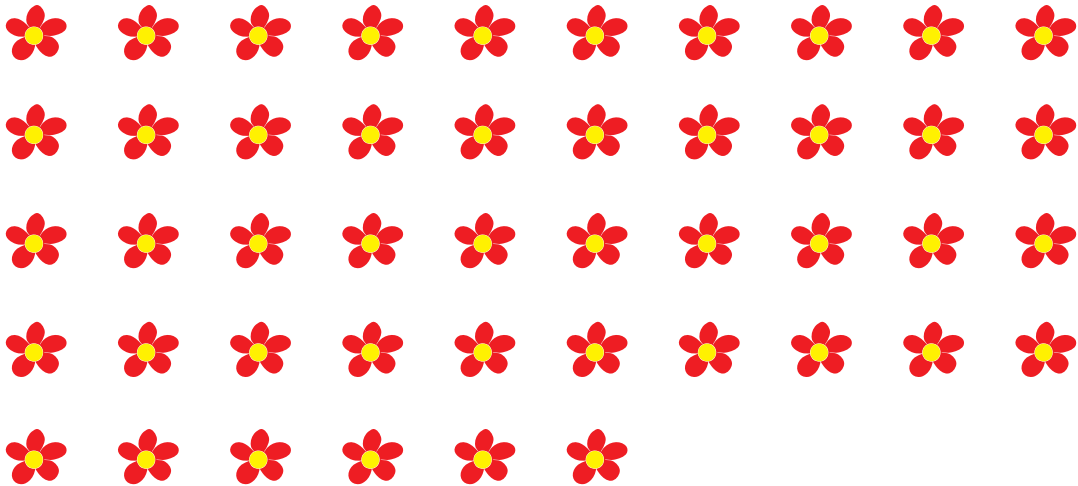
☀ Tie 42 given leaves in a string. Please take care that there should only be 10 leaves in a string while tying them.



How many leaves are left -



- ☀ Salma is making strings of flowers along with her father as today is her sister's marriage. Her father gave her 46 flowers and asked her to make each string of 10 flowers. Help Salma in making the strings and tell how many strings will be made and how many flowers would be left.



How many strings of flowers are made

How many flowers are left

Strings of flowers	Remaining flowers

- ☀ Saleem is preparing the boxes of laddoo along with his mother. He has to distribute the box of 10 laddoos each in his neighbourhood. There are total 55 laddoos in a plate. Help Saleem prepare the boxes of laddoos.



In how many houses are the boxes distributed



How many laddoos are left

Boxes of laddoo

Remaining laddoos

Do and Learn

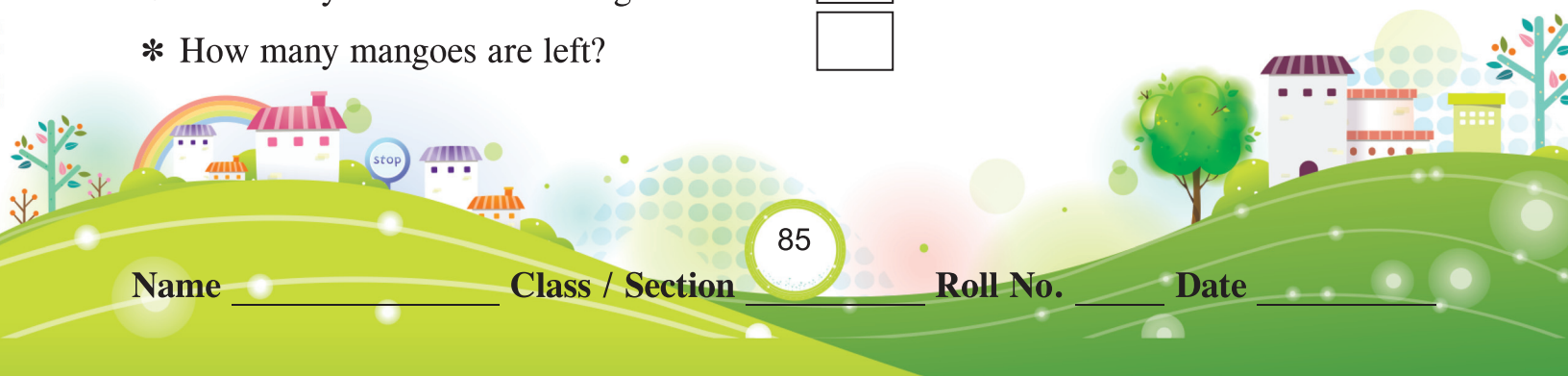


Robin plucked 27 mangoes from the tree. His mother asked him to make baskets of 10 mangoes each. Robin ate 2 mangoes .

Now count and tell -

* How many baskets of 10 mangoes each

* How many mangoes are left?



My Page



Unit - 12

Tens and Ones



☀ Split the numbers

1) $17 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

2) $29 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

3) $36 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

4) $43 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

5) $55 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

6) $60 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

7) $62 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

8) $81 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

 Look, understand and do —

1) $44 = 40 + \underline{4}$

2) $72 = \underline{\hspace{1cm}} + 2$

3) = 90 + 5

4) $34 = 30 + \underline{\hspace{1cm}}$

5) = 20 + 6

6) $27 = \underline{\hspace{1cm}} + 7$

7) $40 = \underline{\quad} + 0$

8) = 30 + 8

Let us go to the Market

Abeer went to the market to buy some articles. He bought some articles and was left with some money. The pictures of the rupees and coins left are drawn below.



+



+



=

rupees

_____ rupees were left with Abeer.

Abeer purchased one more pencil with two rupees.

Now Abeer is left with rupees.

☀ Every child spends some money every month. Tell how much money is spend by these children.

1) Amishi



=

₹

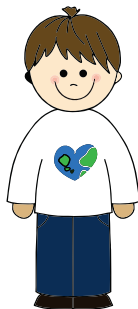
2) Arman



=

₹

3) Ashmeet



=

₹

4) Sahej



=

₹



5) Suhani



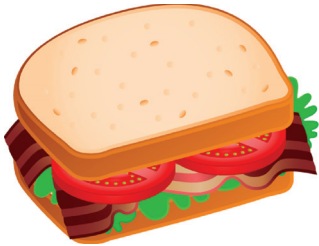
=

₹



☀ There are pictures of some articles along with their price. Tell how many ten rupee notes and one rupee coins are needed to buy this. Draw that number of notes and coins.

1)

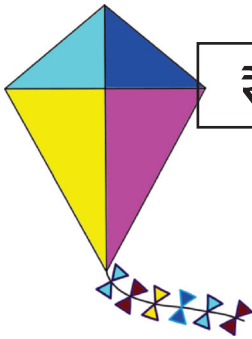


₹12

=

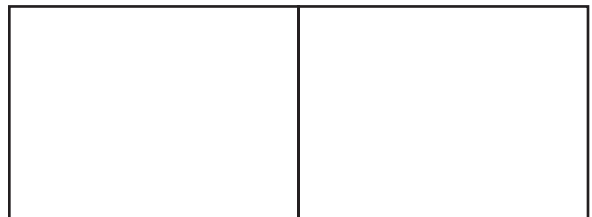


2)



₹5

=

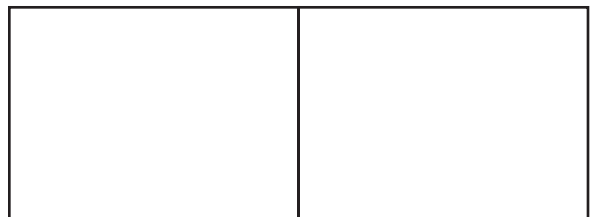


3)

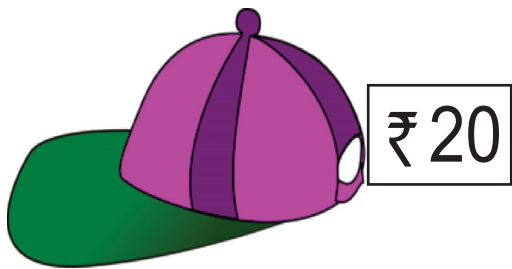


₹ 70

=



4)



=

--	--

5)



=

--	--

6)



=

--	--

Add the Money

Avni saves some money in her piggy bank everyday.

Look at the table given below and tell how much money did she save every day?

Monday

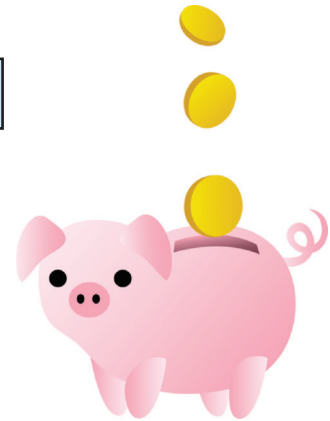


+



=

₹



Tuesday



+



+



+



=

₹

Wednesday



+



+



+



=

₹

+



+



+



+



Name _____

Class / Section _____

94

Roll No. _____

Date _____

Thursday



+



+



+



+



=

₹

Friday



+



=

₹

Saturday



+



=

₹

+



+



+



+



Sunday



+



=

₹

+



+



+



Name _____

Class / Section _____

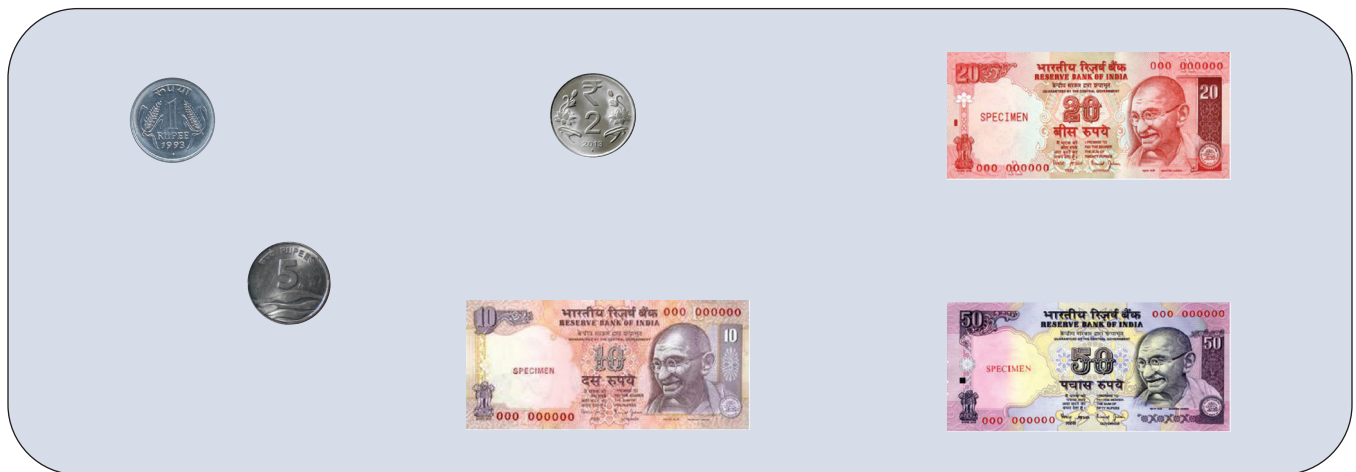
95

Roll No. _____

Date _____

Do and Learn

☀ Pictures of notes and coins are given below.



	Rupees	How many notes and coins are there and of which amount?
1.	30 rupees	
2.	65 rupees	
3.	22 rupees	
4.	15 rupees	
5.	31 rupees	



Assessment Sheet

Our Picnic



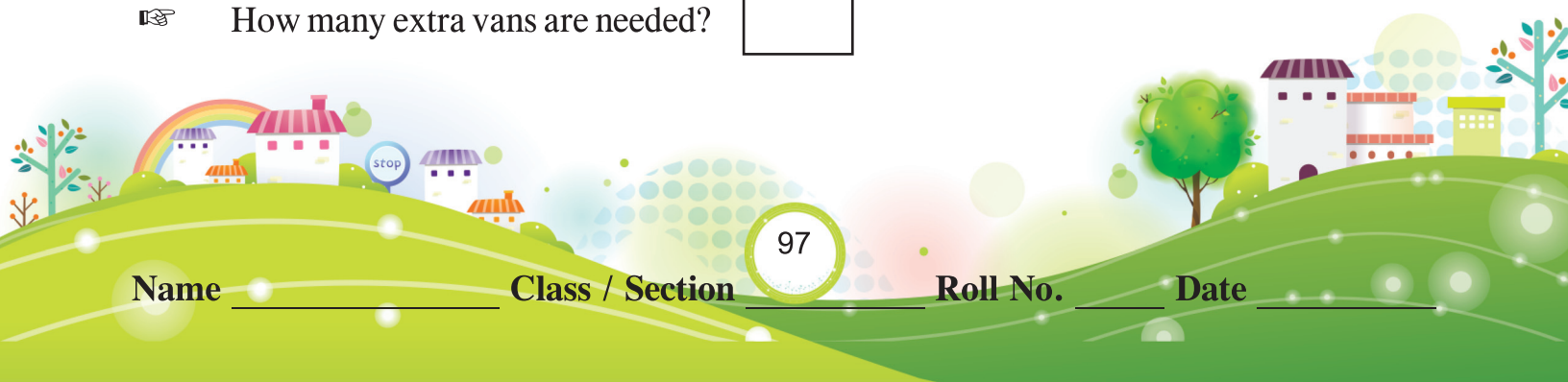
Today all the sections of class Two students will be taken to picnic. Only ten students can sit in one van. The number of the students in each sections of class two is given below. Tell, How many vans do we need for one class? How many students will be left from each class? How many extra vans do we need for them?

Class and Section	Total Children	How many vans are needed	How many children went	How many children left
II A	40			
II B	34			
II C	45			
II D	41			

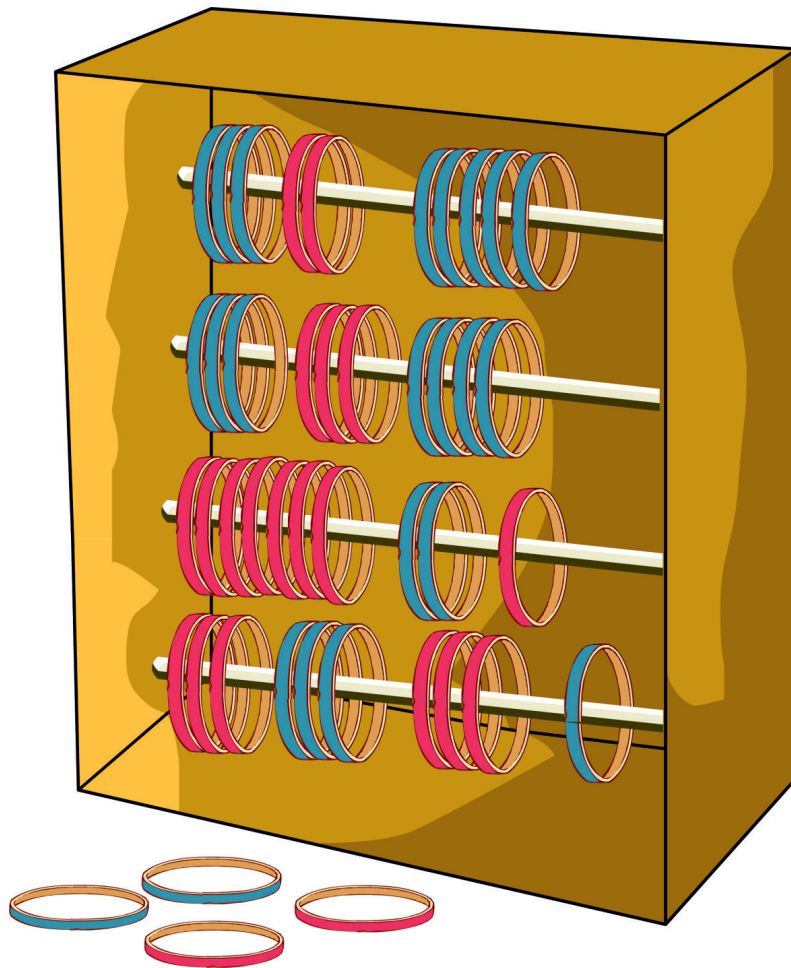
☞ How many vans are needed?

☞ How many children are left?

☞ How many extra vans are needed?



How many Bangles?



1 How many rods of bangles are there?

2 How many bangles are there in a rod?

3 How many bangles are there on the floor?

4 Total numbers of bangles

1 Add and Write –

(1) $10 + 7 =$ _____

(2) $20 + 9 =$ _____

(3) $30 + 5 =$ _____

(4) $20 + 9 =$ _____

(5) $60 + 2 =$ _____

(6) $70 + 7 =$ _____

(7) $80 + 8 =$ _____

(8) $50 + 3 =$ _____

(9) $80 + 4 =$ _____

(10) $90 + 1 =$ _____

2 Split the numbers given below as shown in example 'a'.

(a) $21 = 20 + 1$

(b) $43 =$

(c) $65 =$

(d) $82 =$

(e) $77 =$

(f) $98 =$



My Page



Unit - 13

Add our Points

$4 + 7 =$

1	1
---	---

$5 + 30 =$

--	--

$20 + 70 =$

--	--

$40 + 5 =$

--	--

$22 + 10 =$

--	--



Let's do it –

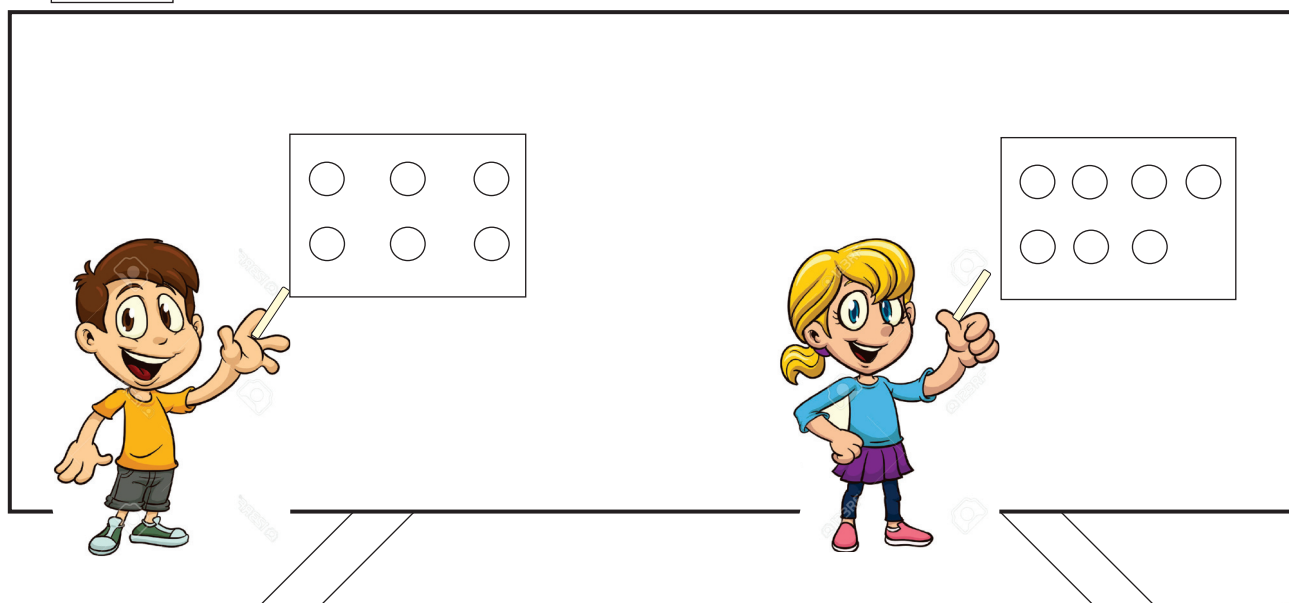
Make a Circle –

In this game, the class will be divided into three groups. Two students from each group will be called and asked to draw maximum circles within the two squares

  drawn on the blackboard till the teacher counts ten.

After that, all the circles drawn by both the children in their own squares will be added. This game will be played by team A, B and C. Two children of the team who will draw maximum number of circles till the teacher counts ten, will be considered as winners.

Team A → $6 + 7 = 13$



Name _____

Class / Section _____

102

Roll No. _____

Date _____

Team B

--	--

$$\square + \square = \square$$

Team C

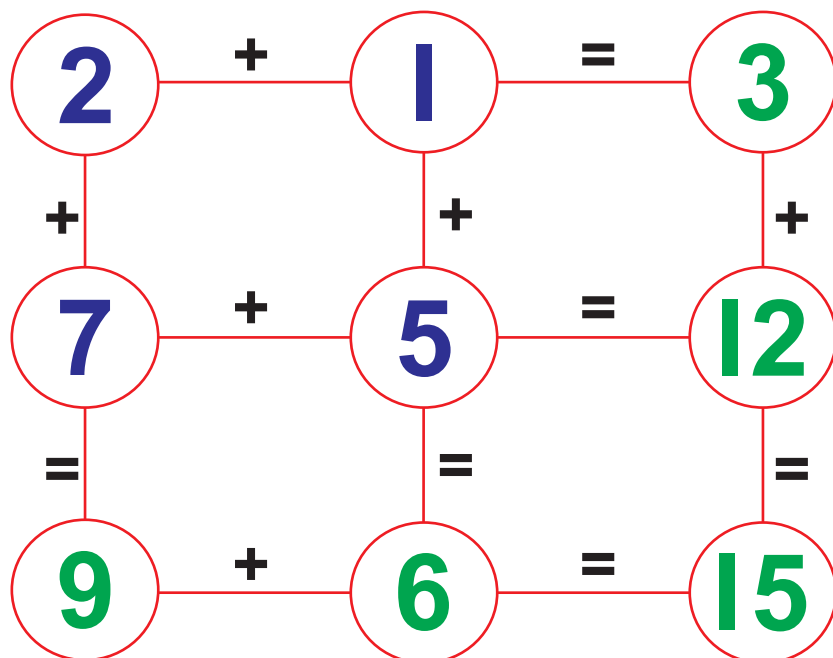
--

--

$$\square + \square = \square$$

☀ First Look, Understand and then do it.

(A)

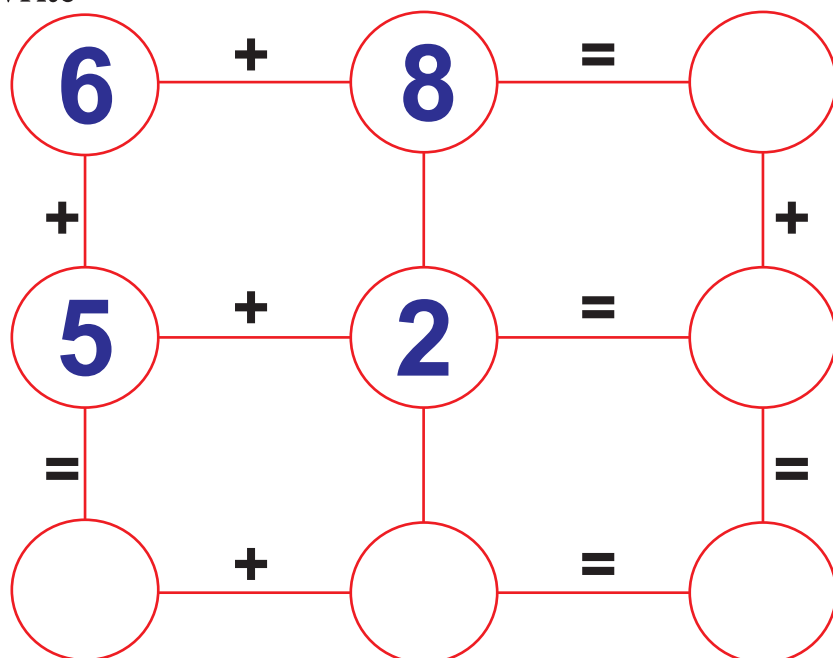


(a) Largest number 15.

(b) Smallest number 1.

(c) Addition of largest and smallest number 16.

(B) Add and Write



(a) Largest number _____

(b) Smallest number _____

(c) Addition of largest and smallest number _____



Name _____

Class / Section _____

105

Roll No. _____

Date _____

☀ Add and Write -

1) $4 + 7 + 3 =$

2) $8 + 1 + 1 =$

3) $9 + 2 + 4 =$

4) $3 + 3 + 4 =$

5) $0 + 3 + 0 =$

6) $2 + 4 + 9 =$

7) $6 + 6 + 5 =$

8) $4 + 9 + 7 =$

☀ Think and Write -

1) $1 +$ $= 8$

2) $+ 0 = 9$

3) $32 + 9 =$

4) $+ 50 = 68$

5) $18 +$ $= 28$

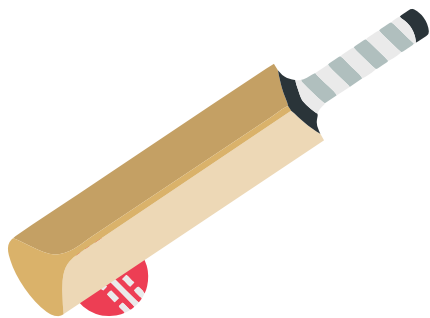
6) $4 +$ $= 20$

7) $4 + 19 =$

8) $17 +$ $= 30$

☀ Tell the total price.

(a)



$$₹ 50 + ₹ 20 =$$

(b)



$$₹ 05 + ₹ 40 =$$

(c)



$$₹ 12 + ₹ 5 =$$

Name _____

Class / Section _____

107

Roll No. _____

Date _____

☀ Complete the table

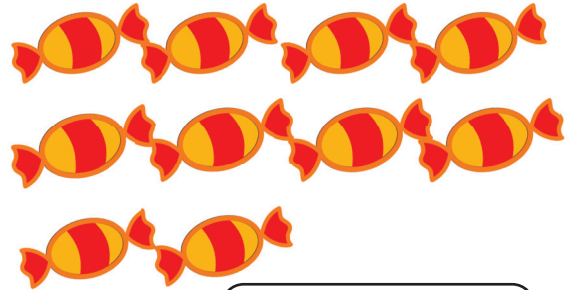
Number Table					
+	1	2	3	4	5
1	2	3	4		
2	3				
3					
4					
5					10



Assessment Sheet

Riddles

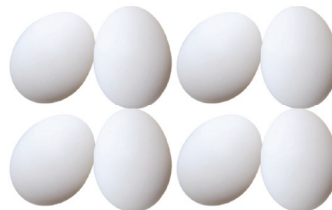
- (1) Papa gave Eight toffees to Chunnu
Mummy gave Two toffees to Chunnu
How many toffees does Chunnu have



- (2) Sonu ate two ber
Moni ate ten bers
If they ate all the bers
How many ber were there?



- (3) Twice in one day We bought four eggs
We bought eggs four twice in a day
How many eggs did we buy?



Assessment Sheet

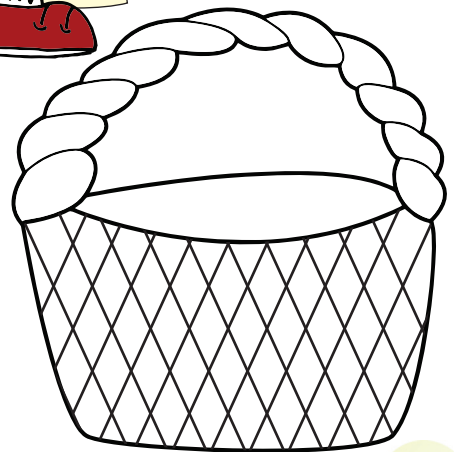
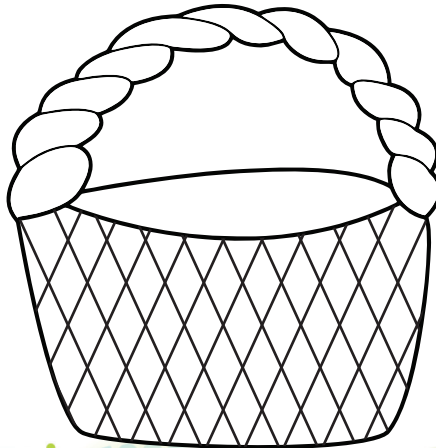
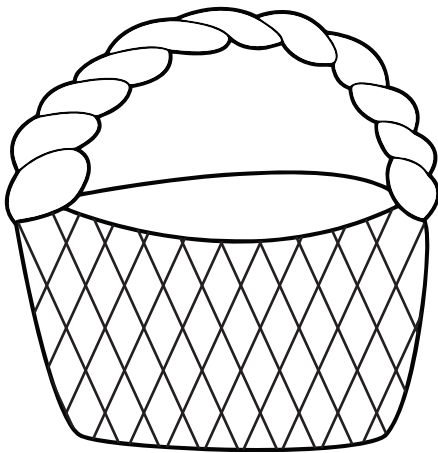
Find out

The festival of Deepawali is about to come.

The family of Mohini gifts the basket of fruits to their relative and neighbours. This time Mohini's mother assigned Mohini to fill the fruits in the baskets and gave her a variety of fruits to fill.

Fill three baskets with the given fruits. Take care that in every basket there should be twelve fruits only

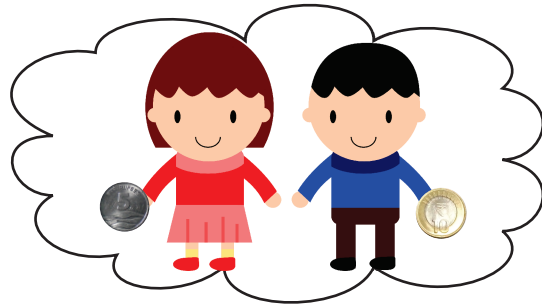
1. 6 Apples
2. 15 Oranges
3. 6 Mangoes
4. 9 Custard apple



Unit - 14

Give and Take

- (1) Rahim has 35 Coins.
Sameera has 15 Coins.
What is the total number
of coins with them?



- (2) There are 40 children in a class.
Out of these 21 are boys.
How many girls are there in the class?



- (3) In a flower garden there
are 25 red flowers and 47
yellow flowers. What is the
total number of flowers in
the flower garden?



- (4) Aman has 20 mangoes.
Purva has 35 mangoes.
How many mangoes Purva
has more than Aman.



Add and Write

- (1) 10 children are playing on a ground.
12 children are watching the game.
What is the total number of children.

- (2) There are 25 boys and
17 girls in a class.
What is the total number
of children in the class.

- (3) Naresh bought 24 bananas
and 17 mangoes.
What is the total number of fruits?

- (4) 39 pigeons are sitting on a rope
and 12 pigeons are sitting on
the other rope. What is the total
number of pigeons?



Read, Understand and then do

- (1) There are 56 bananas in a basket.

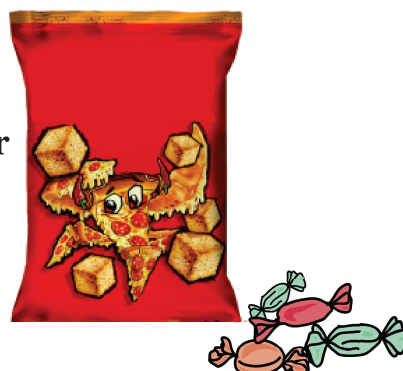
Hardik takes out 26 bananas out of it. Now tell how many bananas are left in the basket.



- (2) There are 45 children in a class.
Out of them 27 are girls. Find out number of boys.



- (3) A packet contains 90 toffees
Akansha distributed 60 toffees on her birthday. Now tell the remaining number of toffees.



- (4) An almirah contains 95 books.
Out of them 40 books are of Hindi.
Now tell the number of books which
are not of Hindi.



Almirah



Books

- (5) Ravi has 22 pencils. He gave 15 pencils to his
sister. How many pencils are left with
him.



Pencil

- (6) A class has 48 children.
Out of them 39 are present.
How many students are absent.



(7) These are 42 math text books in a library.
37 books were distributed among students.
Now tell how many books are left?

(8) Class I has 38 students.
Class II has 33 students.
Which class has more students
and how many?

(9) You are 7 years old and
your teacher is 36 years old
tell how many years are
you younger than your teacher.



My Page



Unit - 15

Birds Come, Birds Go



Chuskiwala

Everyday a Chuskiwala sells chuski to the Chaka chak group

There are 10 children in Chaka chak group.

Tell, how many chuski does he sell in a day to Chaka chak group.

Chuski sold in whole day

**Chuski eaten by
Chakachak group**

Total Chuskis

20	+	10	=	30
30	+	10	=	
40	+	10	=	
50	+	10	=	

Children are expected to solve Mentally

Increasing hunger

The hunger of Tuntun insect increases day by day.

It eats leaves the whole day. Then it eats

20  of Munmum insect too.

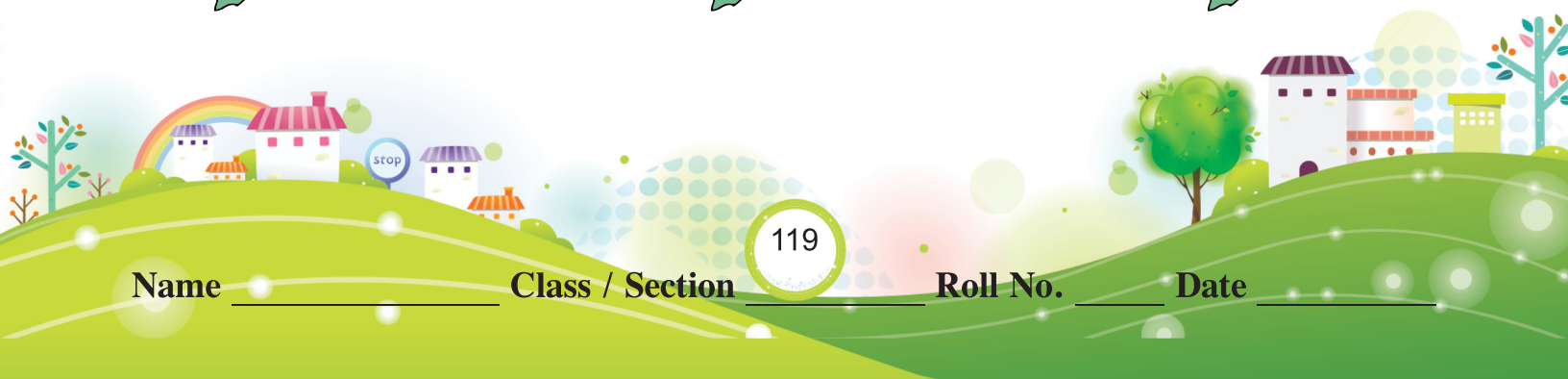
How many leaves does it eat everyday.

$$\begin{array}{c} \text{20} \\ \text{leaf} \end{array} + \begin{array}{c} \text{20} \\ \text{leaf} \end{array} = \begin{array}{c} \text{40} \\ \text{leaf} \end{array}$$

$$\begin{array}{c} \text{30} \\ \text{leaf} \end{array} + \begin{array}{c} \text{20} \\ \text{leaf} \end{array} = \begin{array}{c} \text{ } \\ \text{leaf} \end{array}$$

$$\begin{array}{c} \text{40} \\ \text{leaf} \end{array} + \begin{array}{c} \text{20} \\ \text{leaf} \end{array} = \begin{array}{c} \text{ } \\ \text{leaf} \end{array}$$

$$\begin{array}{c} \text{50} \\ \text{leaf} \end{array} + \begin{array}{c} \text{20} \\ \text{leaf} \end{array} = \begin{array}{c} \text{ } \\ \text{leaf} \end{array}$$



Chaka Chak

The children of chaka chak group saw
that in the park honey bees are sucking
the juice of flowers. Write down the
total number of sucked flowers.

$$\begin{array}{c} \text{25} \\ \text{+} \\ \text{25} \\ \hline \end{array}$$

$$\begin{array}{c} \text{25} \\ \text{+} \\ \text{25} \\ \hline \end{array}$$

$$\begin{array}{c} \text{50} \\ \text{+} \\ \text{25} \\ \hline \end{array}$$

$$\begin{array}{c} \text{75} \\ \text{+} \\ \text{25} \\ \hline \end{array}$$

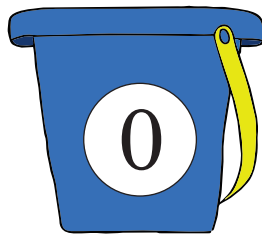


Name _____ Class / Section _____ Roll No. _____ Date _____

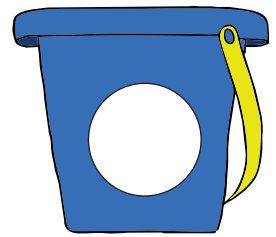
Add and Write



+



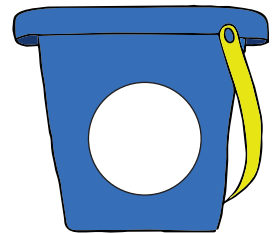
=



+



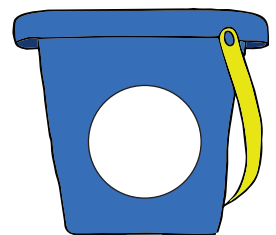
=



+



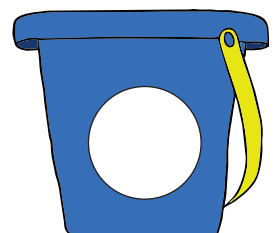
=



+

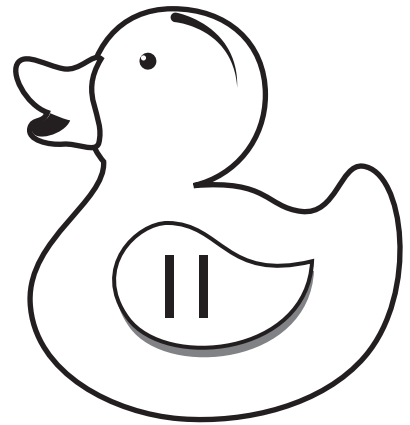
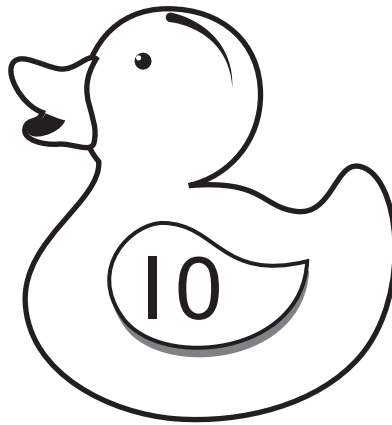


=

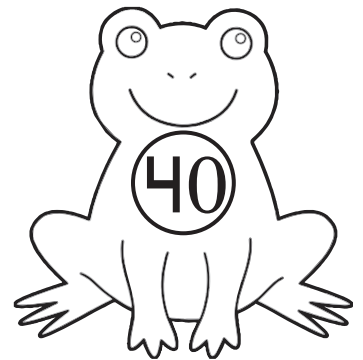
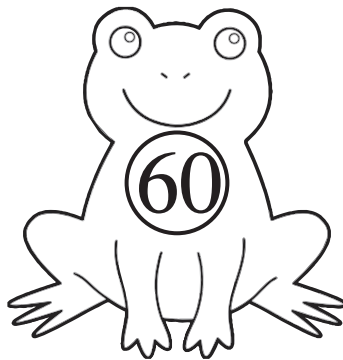


Think and then Colour

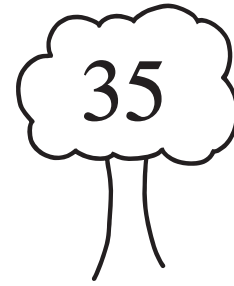
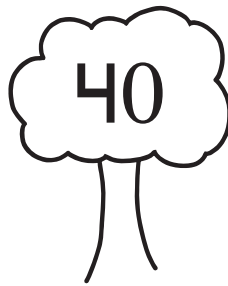
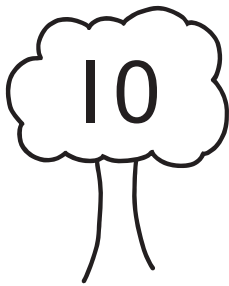
(a) Fill colours in only those two ducks whose sum is equal to 55.



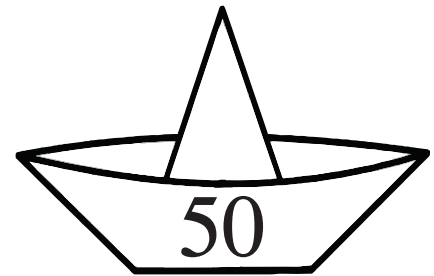
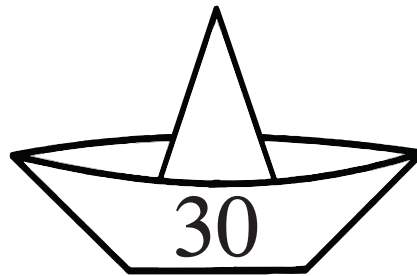
(b) Fill colours in only those two frogs whose sum is equal to 100.



(c) Fill colours in only those two trees whose sum is equal to 50.



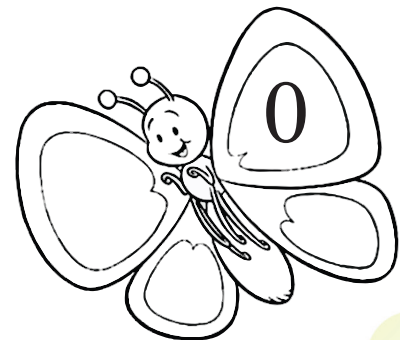
(d) Fill colours in only those two boats whose sum is equal to 75.



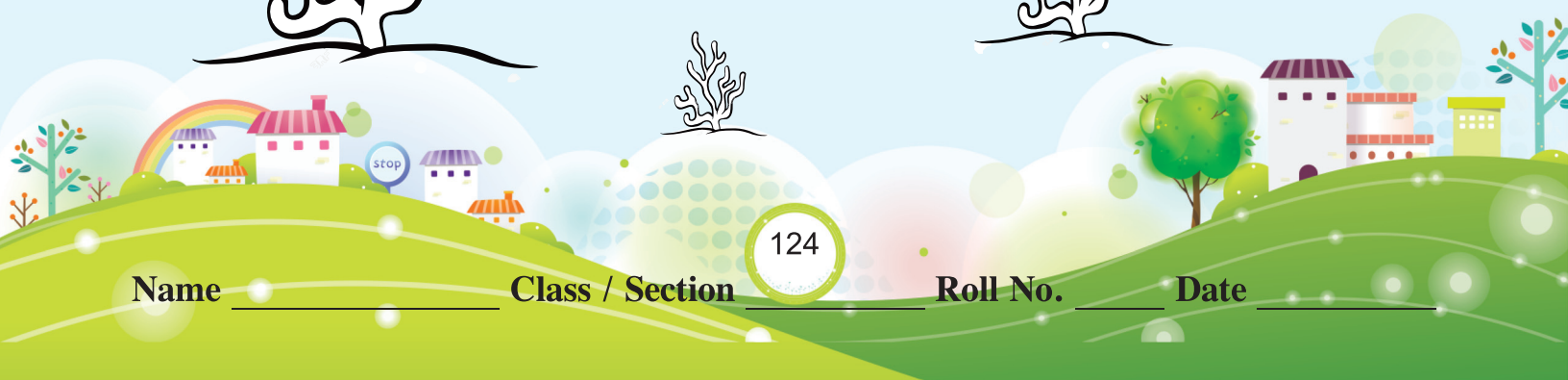
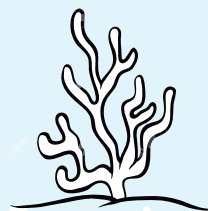
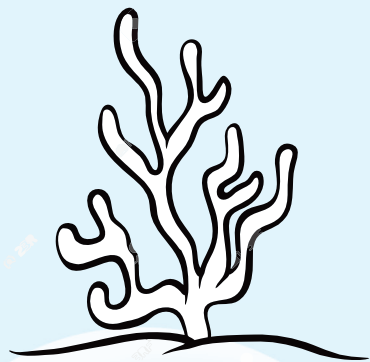
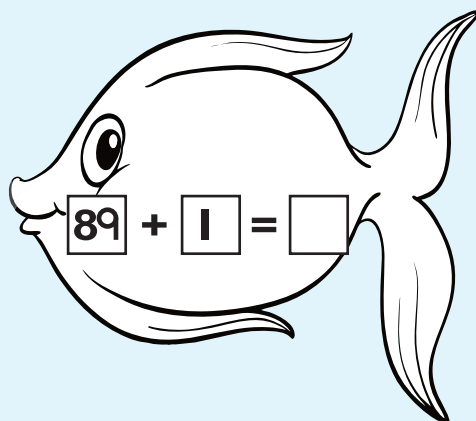
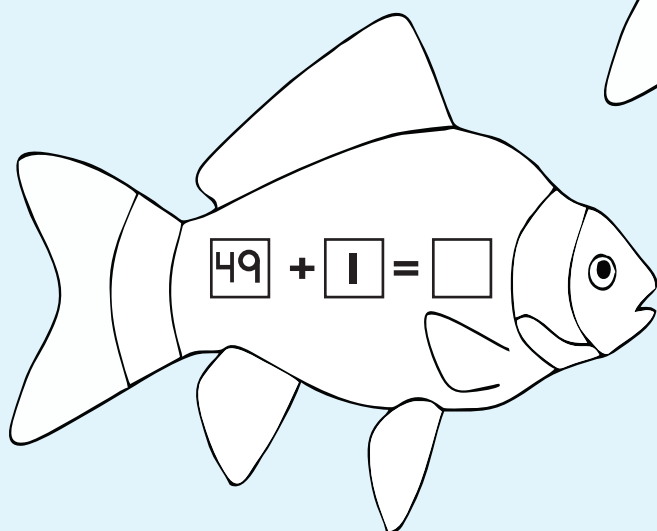
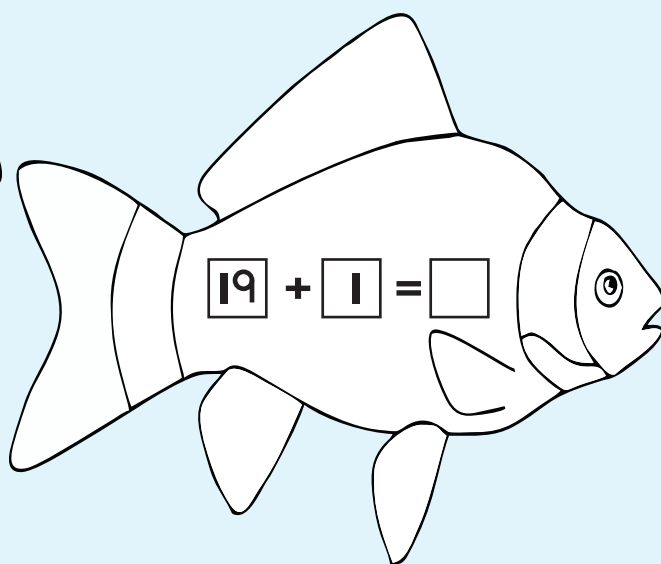
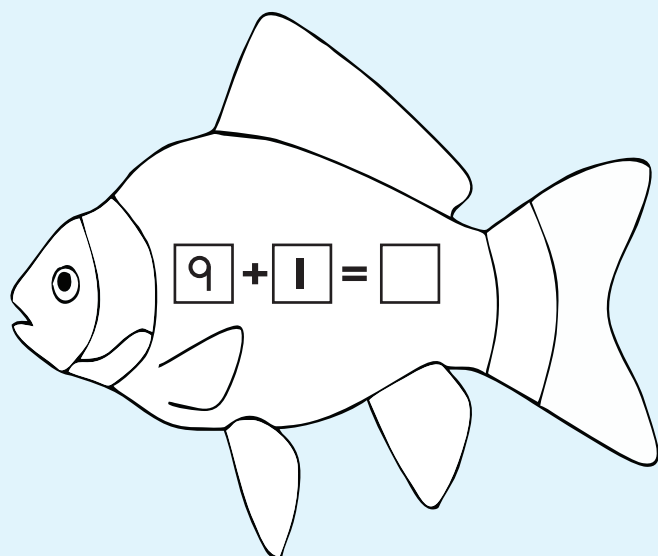
(e) Fill colours in only those two balls whose sum is equal to 45.



(f) Fill colour in only those two butterfly whose sum is equal to 30.



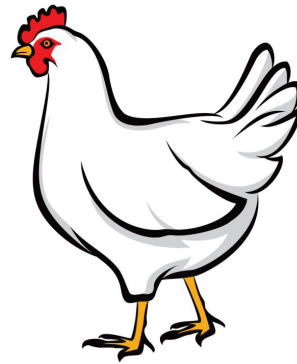
Let's Practice -



Unit - 16

Practice Time

$$\begin{array}{|c|} \hline 47 + 35 \\ \hline = \square \\ \hline \end{array}$$



$$\begin{array}{|c|} \hline 54 + 36 \\ \hline = \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline 54 + 37 \\ \hline = \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline 54 + 38 \\ \hline = \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline 54 + 39 \\ \hline = \square \\ \hline \end{array}$$

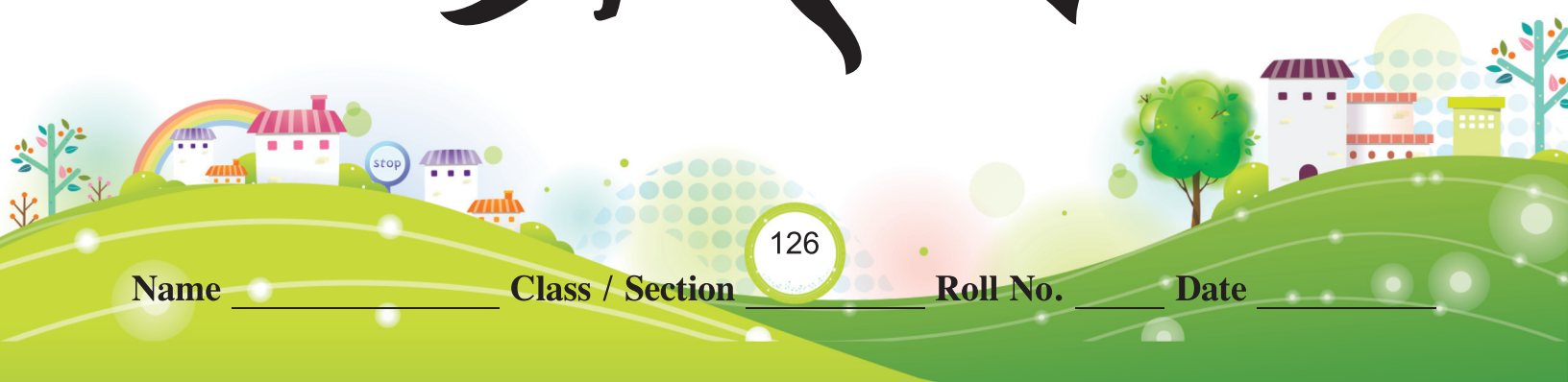
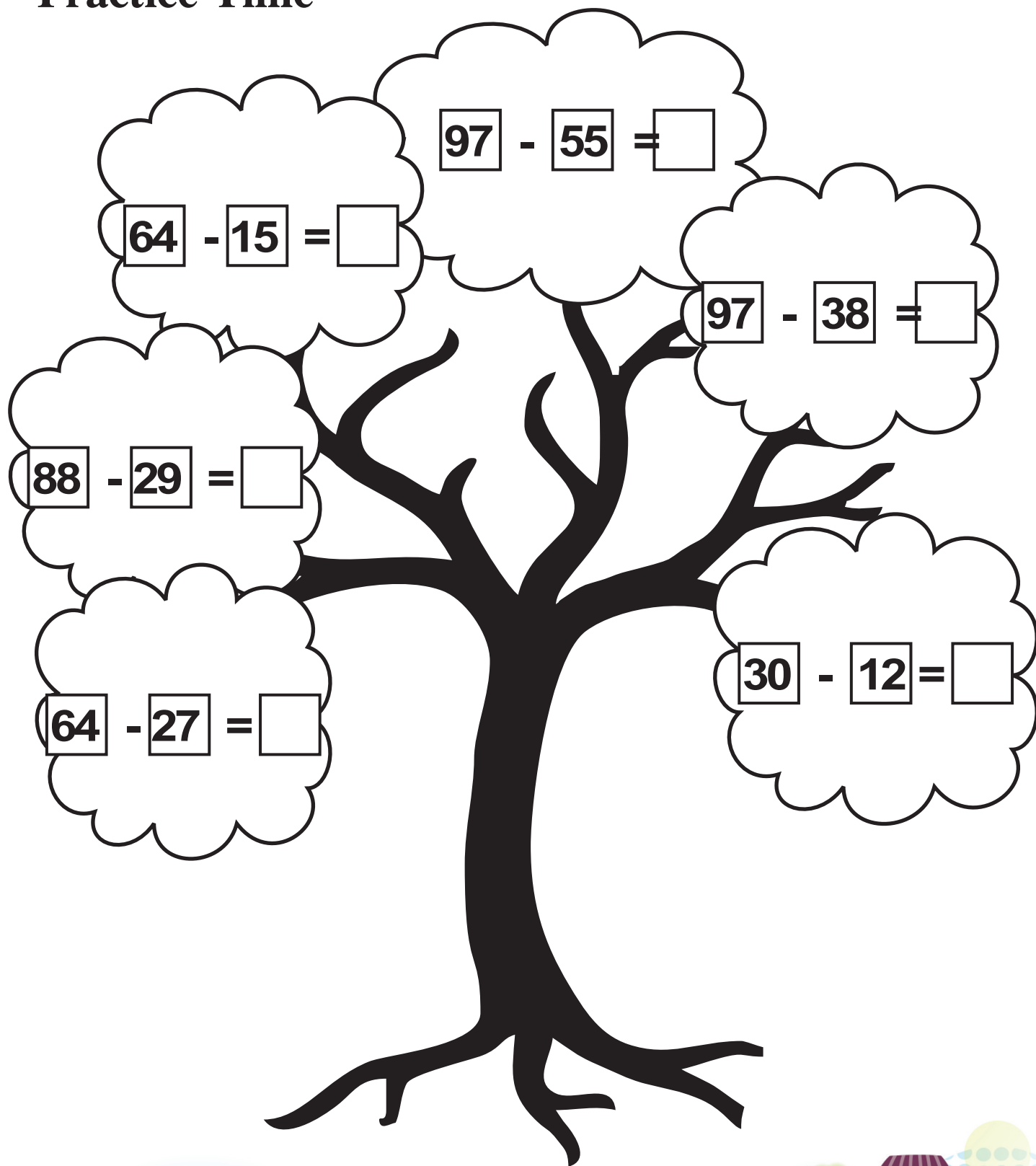
$$\begin{array}{|c|} \hline 37 + 48 \\ \hline = \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline 48 + 37 \\ \hline = \square \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline 28 + 47 \\ \hline = \square \\ \hline \end{array}$$

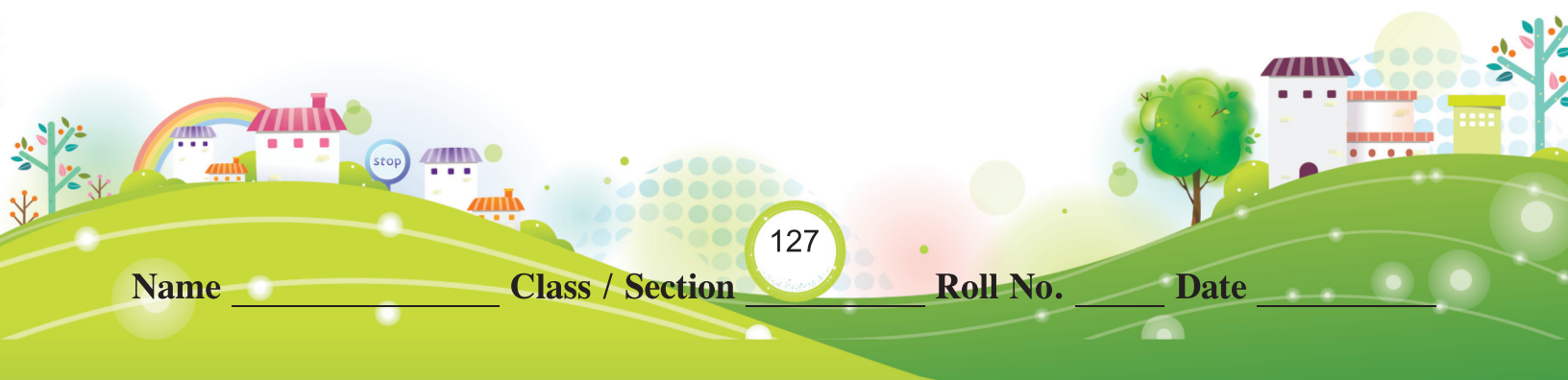
$$\begin{array}{|c|} \hline 58 + 27 \\ \hline = \square \\ \hline \end{array}$$

Practice Time -



Practice Time

1. In the hopping game Salma jumped 17 times and was out whereas Radha could hop upto 32 times. Who is the winner? And how many times more did she jump than the other?
2. Vansh took 23 steps from his house and reached Malti's house. He then took 22 steps more and reached Harman's house. How many steps did he take in all?
3. On independence day all the children in the school were distributed bananas. That day in class 2 only 16 boys and 18 girls were present. How many children of class 2 were given bananas?
4. When Aman measures his new pencil it was 10 fingers long. He wrote with that pencil for 5 days. Then he measures that pencil again and found that it has remained only 6 fingers long. What is the length of the pencil after being used for 5 days?
5. Aleena got a packet of colours as a prize which contains 36 colours. She already had 12 colours with her. Now how many colours does Aleena have?



My Page



Name _____

Class / Section _____

128

Roll No. _____

Date _____

I Got

