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UKG Term Book - 2

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PREFACE

The first day of school is an adventure for any child. They come in with their innate abilities and their enthusiasm, ready to explore a new world of education. The LINK (Learning Ignites New Knowledge) Term Book Series for nursery, LKG and UKG students is designed to encourage and foster the students' natural abilities through its child-centred approach. It fosters learning in a manner that challenges the students while still being fundamentally enjoyable.

With a core focus of evolving the 4 C's - critical and creative thinking, communication and collaboration in students, the series follows life skills based doing and learning approach. The series' curriculum is designed to act as a gradual Link between a child's grade at the macro level and the individual terms at a micro level.

The series combines activities, exercises, projects, stories and rhymes to seamlessly explain concepts of alphabet, phonics, writing, mathematics and EVS. Special care has been taken to bolster the students' fine and gross motor skills while focussing on their cognitive abilities. The addition of puzzles, colouring activities and word power exercises further add value to the series. Each activity page is provided with a space for the date indicated by Dt (Date). Ease of supervision for teachers and parents is facilitated through space provided for signatures as indicated by TS (Teacher's Signature) and PS (Parent's Signature) at the bottom of the page.

In keeping with the needs of 21st century education, the core skills of critical thinking, communication, collaboration and creativity have been held as the corner stone's of the series. The series also offers skill and value based education that aims to nurture all-round growth in students.

This series has evolved from in-depth research into early childhood education, pre-primary teaching methodologies and consultations with educationists in the field. Our attempt has been to create a series that along with conceptual clarity and fun learning will form a foundation for the students' future academic endeavours.

CONTENTS

S.No.	Particulars	Pg.No.
1	Prayer	5
2	Usage of 'yes/no'	6
3	Exercise – Let's do this	7
4	Say it loud with 'ig'	8
5	Activity – Let's try	9
6	Say it loud with 'it'	10
7	Activity – Try this	11
8	Rhyme	12
9	Recall words	13
10	Say it loud with 'in'	14
11	Complete the words by writing 'in'	15
12	Say it loud with 'ip' and 'ix'	16
13	Activity	17
14	Story – The Donkey and The Load of Salt	18
15	Usage of 'This/These'	19
16	Usage of 'That/Those'	20
17	Rhyme the word	21
18	Say it loud with 'ot'	22
19	Exercise	23
20	Say it loud with 'od' and 'op'	24
21	Exercise	25
22	Rhyme	26
23	Common Uncommon	27
24	Say it loud with 'ow', 'og' and 'ox'	28
25	Exercise	29
26	Sentence writing – Verb, Adjective	30
27	Rhymes	32
28	Comprehension	33

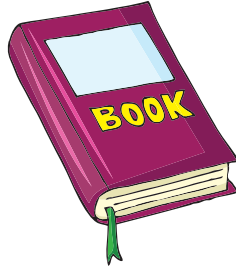
Prayer

God help us to do
the things we should,
to be kind and good;
in all we do,
in work or play,
to grow more
loving every day.



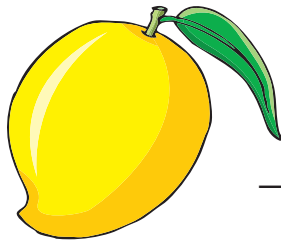
Usage of 'Yes/no'

Is this a book?



_____, this a book?

Is this a potato?



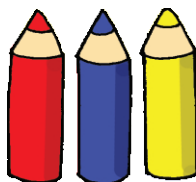
_____, this is not a potato.

Is this a red bag?



_____, this is not a red bag.

Are these
colour pencils?



_____, these are colour
pencils.

LET'S DO THIS

Circle all the "e" sound words with red pencil
and "a" sound words with blue pencil

Bad

Cab

Set

Had

Dab

Lad

Rat

Pat

Sat

Ten

Bet

Ban

Dad

Fan

Pen

Mad

Ran

Mat

Man

Vet

Gab

Pad

Let

Sad

Bat

Cat

Peg

Van

Net

Men

Can

Lab

Red

Cap

Met

Gap

Den

Pet

Lap

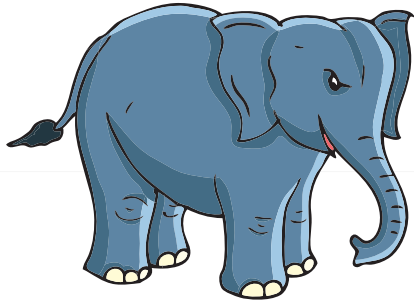
Fed

Dt:

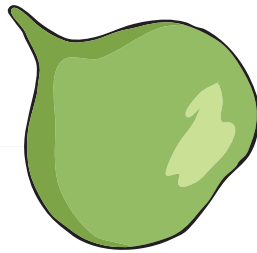
TS:

PS:

Say it loud with 'ig'



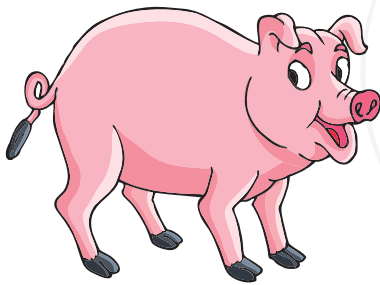
Big



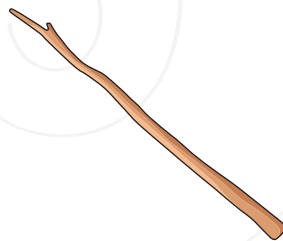
Fig



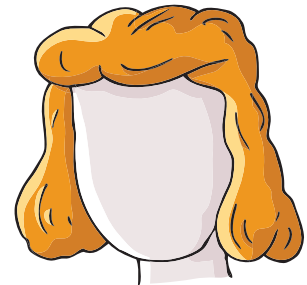
Dig



Pig



Twig



Wig

Read and underline the ig words in red.

Nig has a big fig.

The men dig a pit.

They found a wig.

They put the wig on a peg.

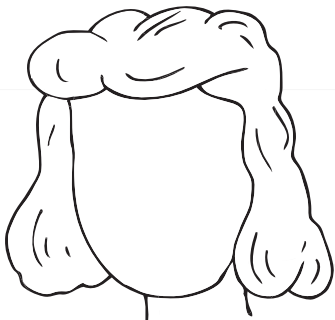
A pig came and sat in the pit.

The men took the pig and made it their pet.

LET'S TRY

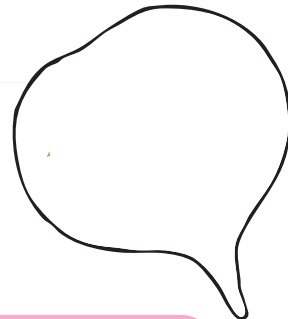
Read, write and colour the picture

Wig



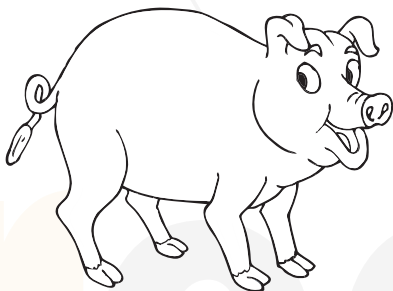
W _____

Fig



F _____

Pig



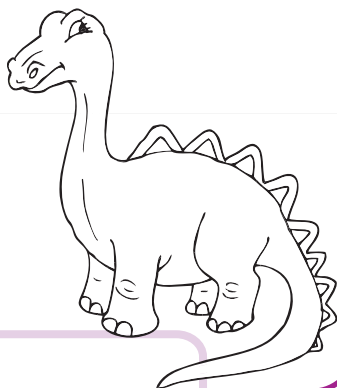
P _____

Twig



T _____

Big



B _____

Dig



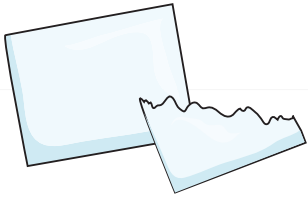
D _____

Dt:

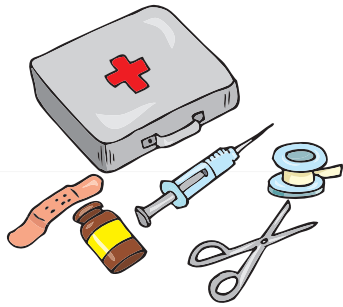
TS:

PS:

Say it loud with 'it'



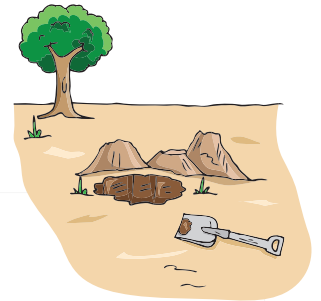
Bit



Kit



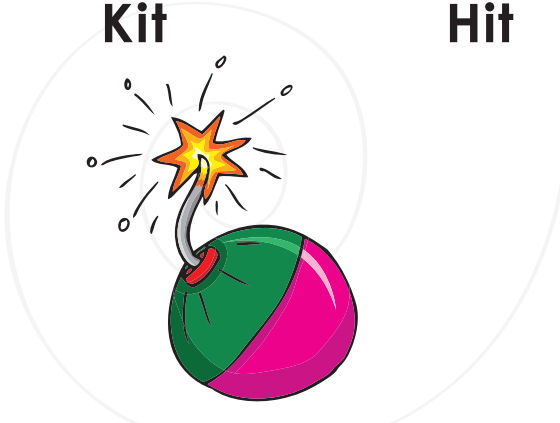
Hit



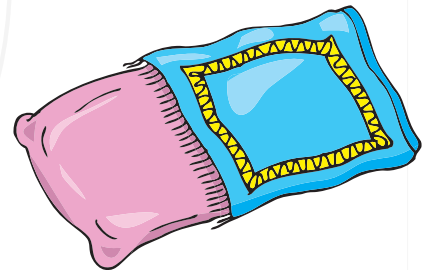
Pit



Sit



Lit



Fit

Underline the it words in red.

Meg was a bit sad.

He hit himself and fell down.

He has a kit for his pet.

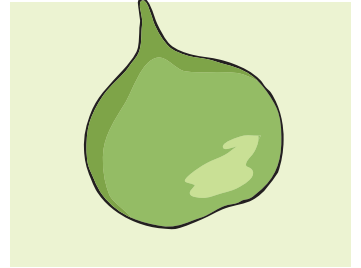
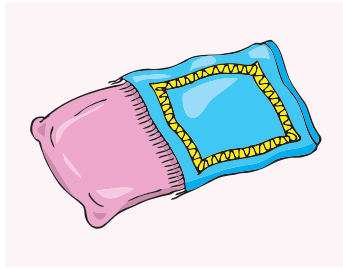
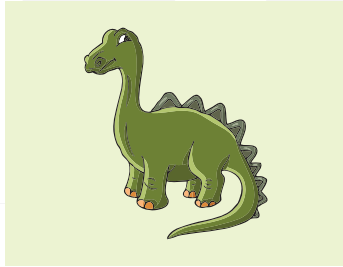
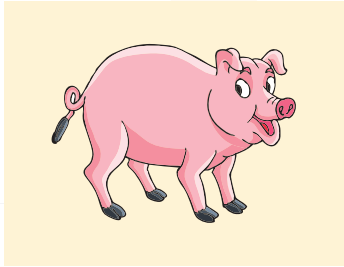
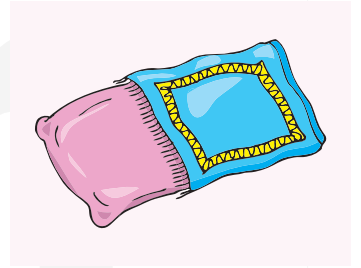
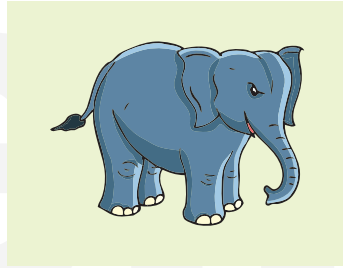
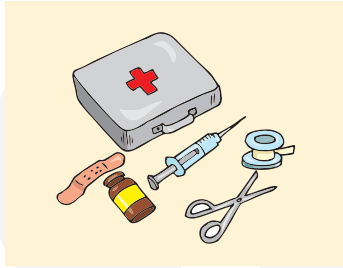
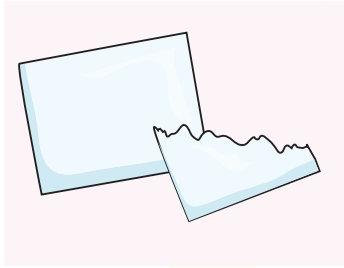
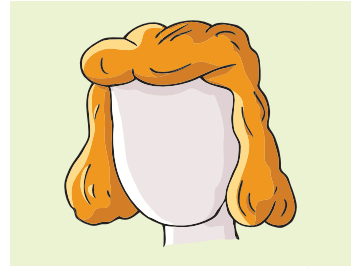
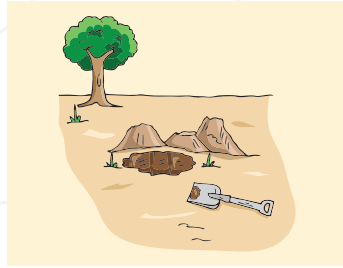
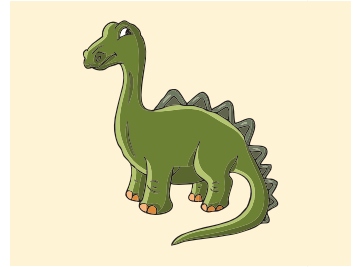
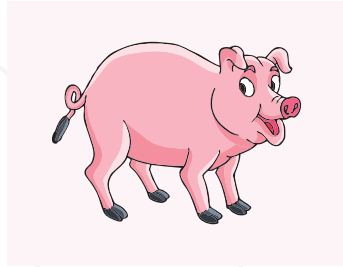
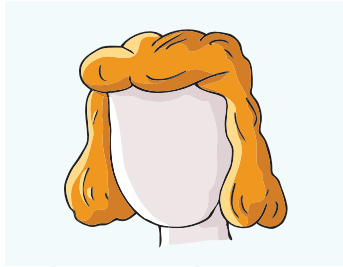
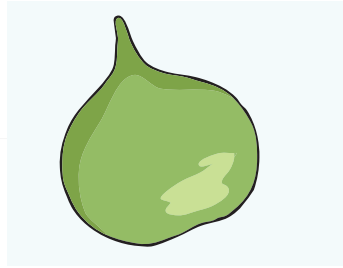
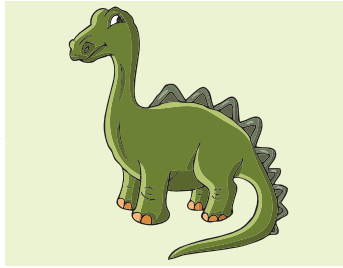
He hit a ball with his bat,

the ball fell in a pit.

He lit a torch to find his ball.

TRY THIS

Look at the pictures and circle the odd one out



Dt:

TS:

PS:

Rhyme

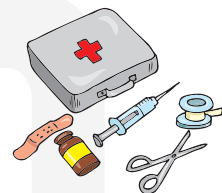
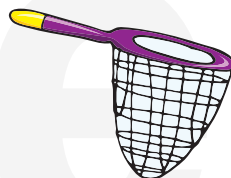
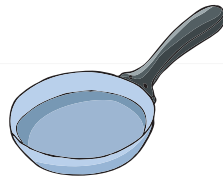
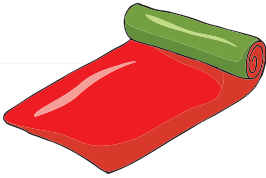
Mary had a little lamb

Mary had a little lamb,
Its fleece was white as snow,
And everywhere that Mary went,
The lamb was sure to go.
It followed her to school one day,
Which was against the rule.
It made the children laugh and play
To see a lamb at school.

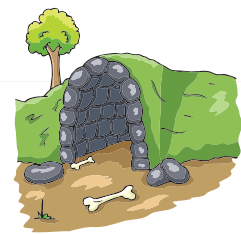


Recall words

Look at the pictures given below and name them



10



Dt:

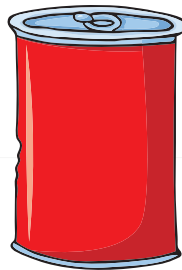
TS:

PS:

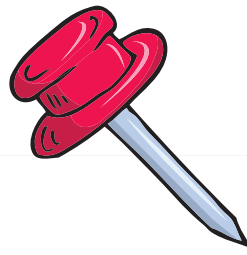
Say it loud with 'in'



Bin



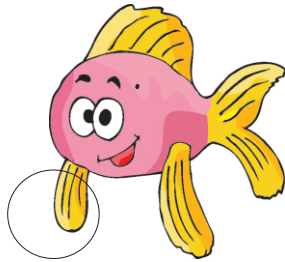
Tin



Pin



Win



Fin



Kin



Sin

Underline in words in green.

Min runs everyday.

He is surely going to win.

The pin is in the tin.

Open it carefully with your kin.

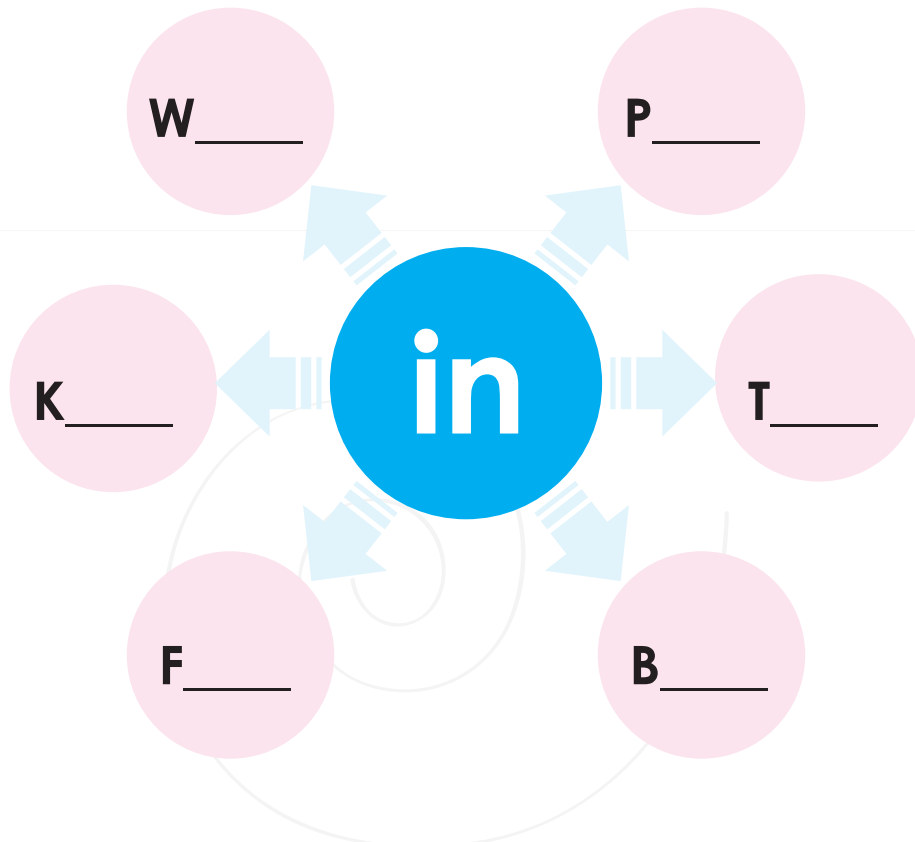
Do not cut the fin of the fish.

It is a sin.

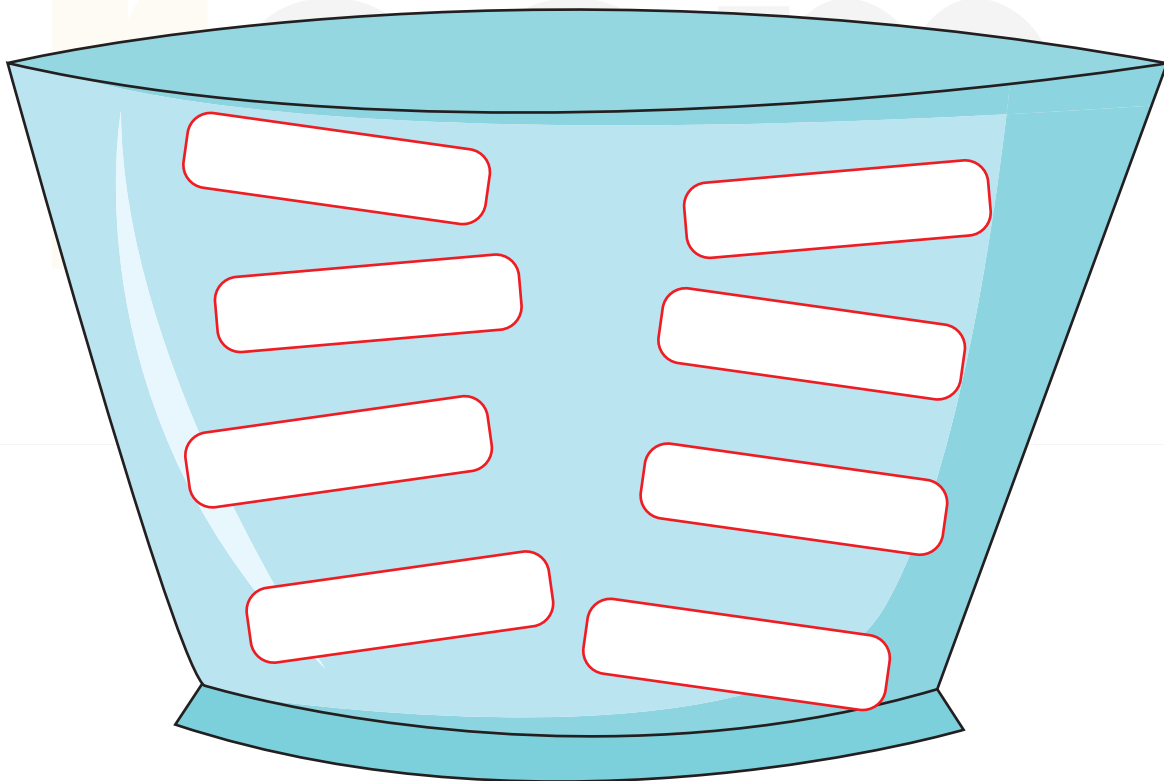
Keep the bin in the room.

Throw the waste in the bin.

Complete the words by writing 'in'



Write 'in' words in the tin

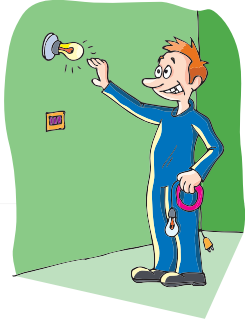


Dt:

TS:

PS:

Say it loud with 'ip' & 'ix'



Fix



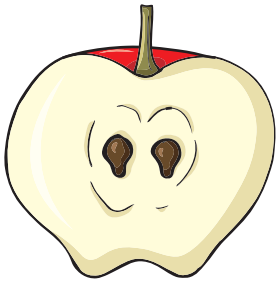
Mix



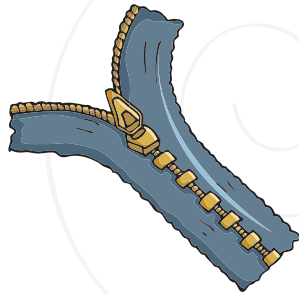
Six



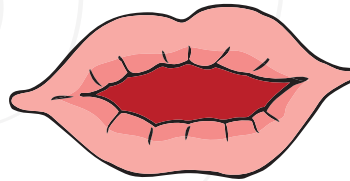
Dip



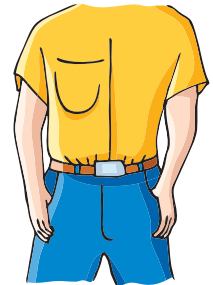
Pip



Zip



Lip



Hip

Underline **ip** words in red and **ix** words in green.

Sit comfortably on your hips.

Do not chew your lip.

The zip has gone for a six.

Please fix it.

Dip the pip in syrup and mix it with cream for the dessert.

A desert is a waterless land often covered with sand.

A dessert is any sweet dish like pudding, pie or ice-cream eaten after the meals.

Look at the picture and circle the correct word



Lip

Six

Pip

Zip

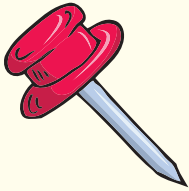


Pin

Win

Bin

Tin



Pin

Pip

Bin

Tin



Zip

Win

Bin

Six

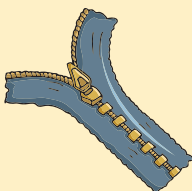


Pin

Win

Bin

Tin

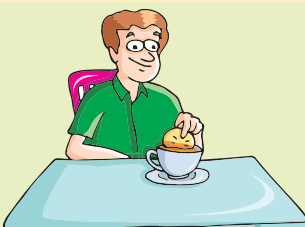


Sin

Win

Tin

Zip



Dip

Win

Pip

Tin

Dt:

TS:

PS:



The Donkey and the Load of Salt

Long ago, there lived a merchant. He used to deal in salt. He had a donkey to carry load on its back across the stream to go the village every day.

One day, his donkey fell into the stream and much of the salt it was carrying got dissolved in the water. The donkey easily crossed the stream that day due to the light weight on its back. The donkey was happy.

The donkey started playing the same trick every day.

The master came to know of what the donkey was doing. The next day, he loaded the donkey with cotton. The donkey once again repeated the same trick. But this time his load became very heavy as the cotton absorbed the water. It was extremely tiring for him to move on. The donkey realized its mistake and thought it was not good to play tricks.

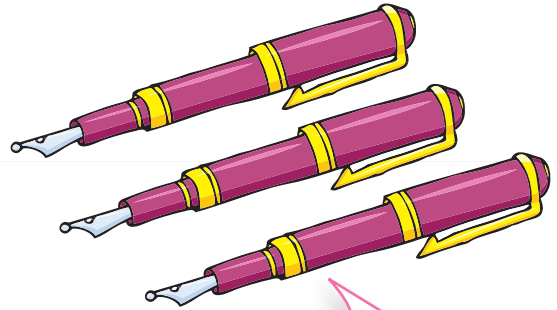


Moral: You can befool a person a few times but not always.

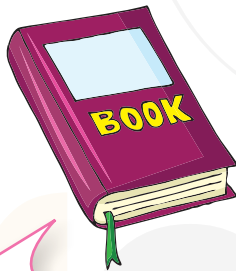
Usage of 'This/These'



This is a red pen.



These are red pens.



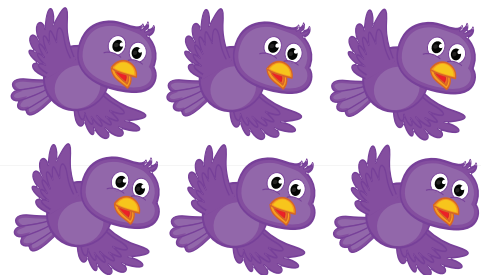
_____ is a book.



_____ are books.



_____ is a bird.



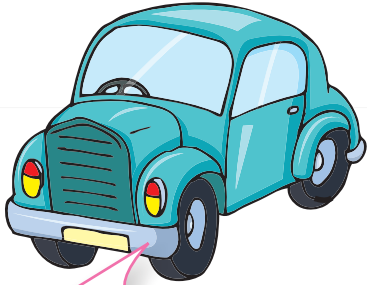
_____ are birds.

Dt:

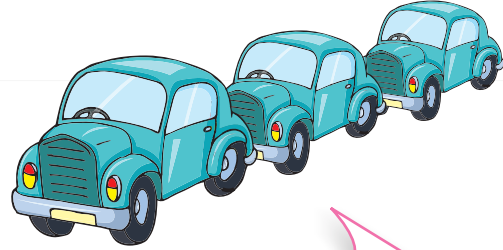
TS:

PS:

Usage of 'That/Those'



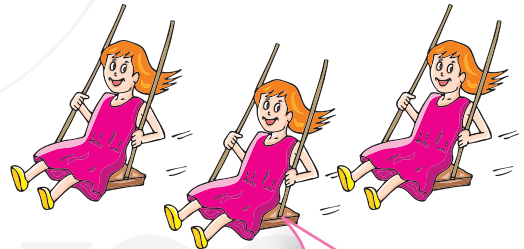
That is a car.



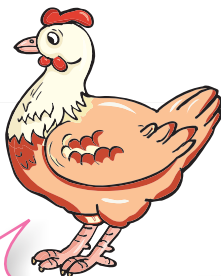
Those are cars.



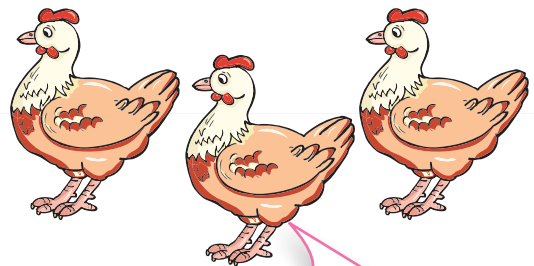
_____ is a girl.



_____ are girls.

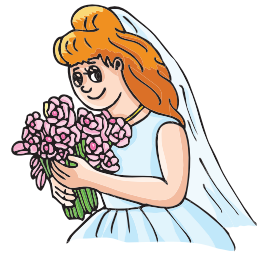


_____ is an hen.



_____ are hens.

Rhyme the word



Write two rhyming words for each word

Pet

Bed

Hen

Wig

Sit

Tin

Fix

Zip

Dt:

TS:

PS:



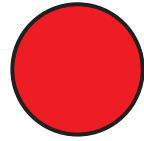
Say it loud with 'ot'



Cot



Hot



Dot



Pot



Not



Got



Lot

Read and circle the **ot** words

The baby is in the cot.

Mother wears a bindi.

It is like a big dot.

She likes hot tea.

Do not touch the cup. It is hot.

Put some water in the pot.

She got a lot of pots from the shop.

Look at the picture and circle the initial letter and write it with **ot** to complete the word



B D M N C

___OT



L G Y I W

___OT



F S O D W

___OT



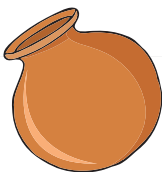
X H B J L

___OT



C H N M W

___OT



V F P W E

___OT



L G Y I W

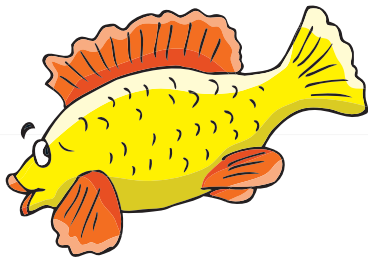
___OT

Dt:

TS:

PS:

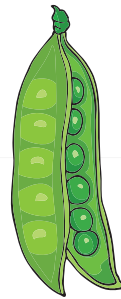
Say it loud with 'od' & 'op'



Cod



Nod



Pod



Rod



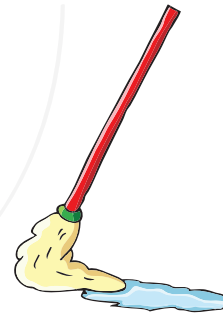
Cop



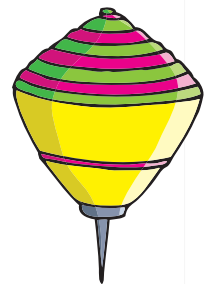
Pop



Hop



Mop



Top

Circle the **od** words with red pencil
and **op** words with blue pencil.

The cod hop in the pond.

Some fish it with a rod.

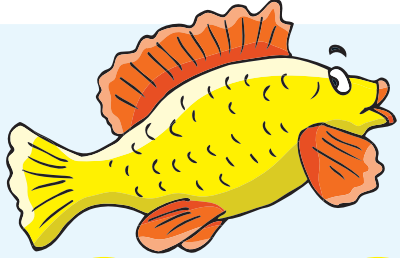
The balloon goes pop.

The baby nods at the cop.

The pod pops and the peas came out.

Clean the floor with a mop.

Look at the picture and circle the correct blend



op

od



op

od



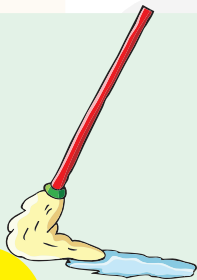
op

od



op

od



op

od



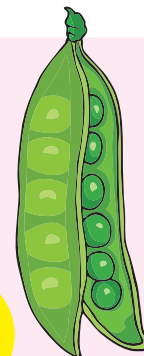
op

od



op

od



op

od

Dt:

TS:

PS:

Rhyme

Here We Go Round The Mulberry Bush

Here we go round the mulberry bush,
The mulberry bush, the mulberry bush,
Here we go round the mulberry bush,
On a cold and frosty morning.

This is the way we wash our clothes,
Wash our clothes, wash our clothes,
This is the way we wash our clothes,
On a cold and frosty morning.



Name the objects

Look at the pictures given below and name them.
Use help if required.

Water

Flag

Bus

Dice

Peas

Web

Gate

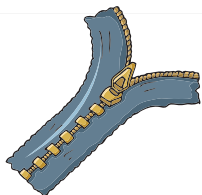
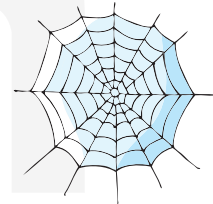
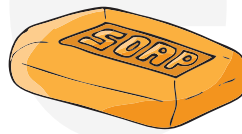
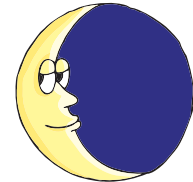
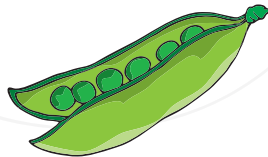
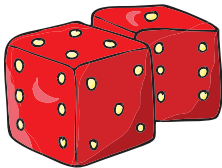
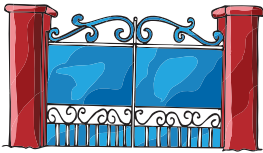
Zip

Vase

Rain

Soap

Moon

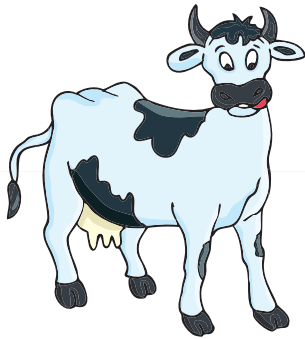


Dt:

TS:

PS:

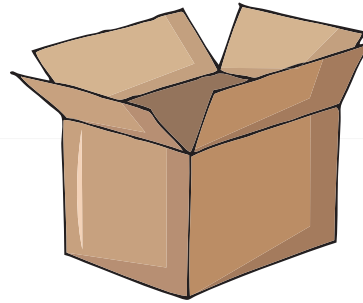
Say it loud with 'ow, 'og' & 'ox'



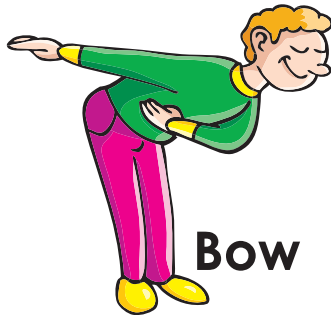
Cow



Dog



Box



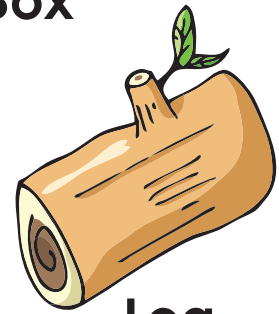
Bow



Hog



Fox



Log

Read the following sentences and underline the **ow** words with red, **og** words with blue and **ox** words with green.

The cow sat on the box.

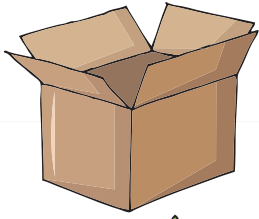
Now, she is on the log.

She likes to hog.

There is fog so the fox cannot be seen.

The dog barks at him.

Look at the picture, see the first letter and circle the correct blend to write the word



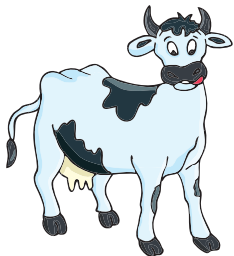
B

og ow ox



L

og ow ox



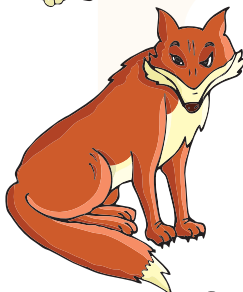
C

og ow ox



D

og ow ox



F

og ow ox



B

og ow ox



H

og ow ox

Dt:

TS: 36

PS:

Sentence writing

Ben loves to play.



Sita is eating an apple.

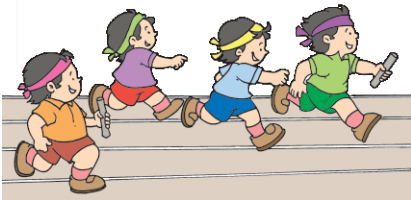


Sentence writing

May I please **come**?



We like **running**.



Dt:

TS:

PS:



Rhyme

I am a Little Teapot

I'm a little teapot
Short and stout
Here is my handle
Here is my spout.

When I get all steamed up
Hear me shout:
Tip me over
and pour me out!



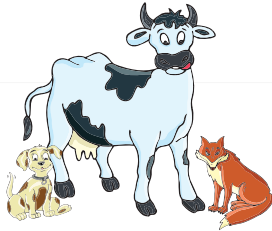
I hear Thunder, I hear Thunder

I hear Thunder, I hear Thunder,
Oh! don't you ? Oh! don't you ?
Pitter-patter raindrops,
Pitter-Patter raindrops
I'm wet through,
I'm wet through.



Comprehension

Living things grow



Animals



Plants



People

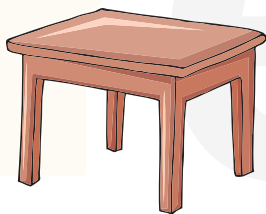
Can living things grow?

.....

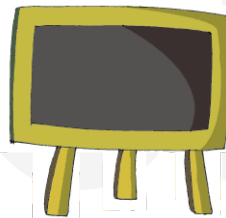
Give two examples of living things?

.....

Non-Living things don't grow



Table



Black Board



Bag

Can non-living things grow?

.....

Give two examples of non-living things?

.....

CONTENTS

S.No.	Particulars	Pg.No.
1	Addition	35
2	One More Than	36
3	Two More Than	39
4	Three More Than	41
5	Some More Addition	44
6	Column method of Addition	46
7	Subtraction	48
8	One Less Than	49
9	Two Less Than	51
10	Three Less Than	53
11	Some More Subtraction	56
12	Column method of Subtraction	60
13	Zero	61
14	Subtracting Zero	62
15	More or Less	64
16	Greater Number	65
17	Smaller Number	66



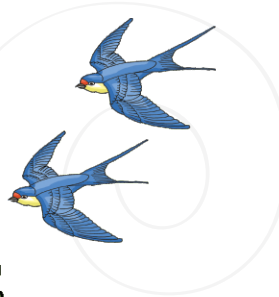
Addition

Addition is a way of combining two numbers. '+' is the plus sign '=' means equal to and it shows the answer.

Let us see:

How many birds are on the tree?

2



2 more birds come to sit on the tree.

Now, count the total number of birds on the tree.

There are now **4** birds on the tree.

We can write this as:-

$$2 + 2 = 4$$

We read it as 2 plus 2 is equal to 4.





One More Than

If you know how to count, you can add by one
If you know how to count, you can have some fun
Because the sum is the very next number!



What's the number after one?

It's two.

One plus one is two!



What's the number after two?

It's three.

That's right! Two plus one is three!



What comes after three?

It's four.

Three plus one is four!



What comes after four?

It's five

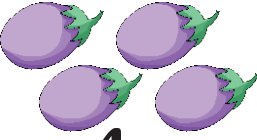
Four plus one is five!

Let us learn to add one more to each number.

 and  more is 
1 + 1 = 2

 and  more is 
2 + 1 = 3

 and  more is 
3 + 1 = 4

 and  more is 
4 + 1 = 5

 and  more is 
5 + 1 = 6

 and  more is 
6 + 1 = 7

 and  more is 
7 + 1 = 8

 and  more is 
8 + 1 = 9

 and  more is 
9 + 1 = 10

 and  more is 
10 + 1 = 11

 and  more is 
11 + 1 = 12

 and  more is 
12 + 1 = 13

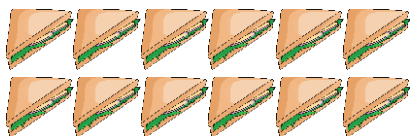
 and  more is 
13 + 1 = 14

 and  more is 
14 + 1 = 15

Let's Practice

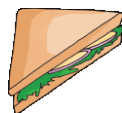


Count the number of objects in each group and write in the boxes.



12

+



1

=

13



+



=



+



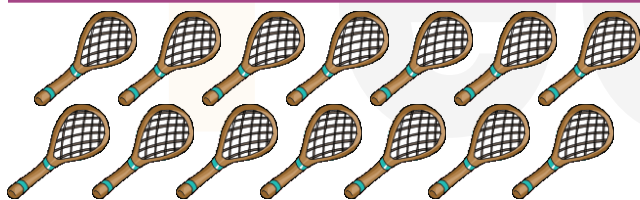
=



+



=



+



=



+

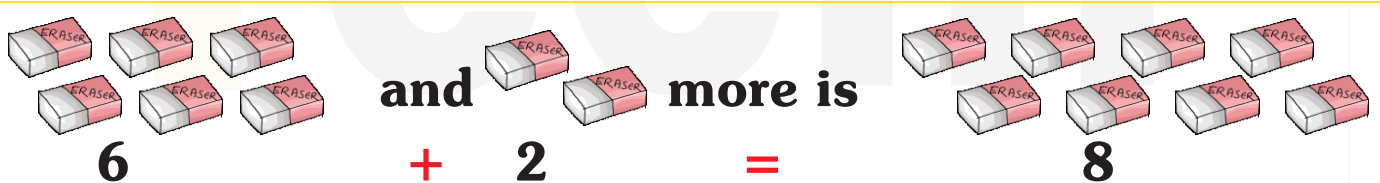


=



Two More Than

Let us learn to add two more to each number.



Let's Practice



Count the number of objects in each group and write in the boxes.



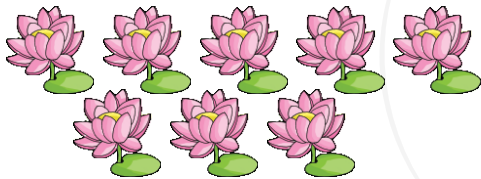
+

=



+

=



+

=



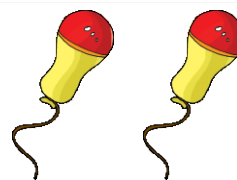
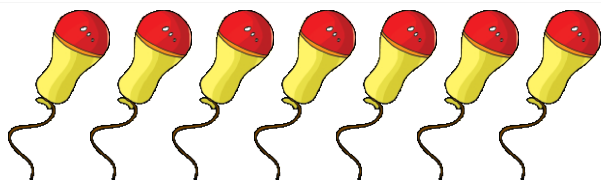
+

=



+

=



+

=




Three More Than

Let us learn to add three more to each number.

 **1** and  **3** more is  **4**

$1 + 3 = 4$

 **2** and  **3** more is  **5**

$2 + 3 = 5$

 **3** and  **3** more is  **6**



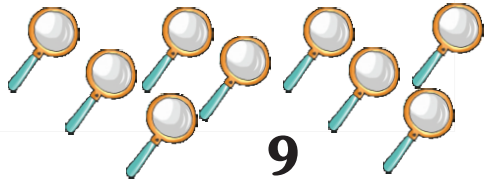
$3 + 3 = 6$

 **4** and  **3** more is  **7**

$4 + 3 = 7$

 **5** and  **3** more is  **8**

$5 + 3 = 8$

 **6** and  **3** more is  **9**

$6 + 3 = 9$

 **7** and  **3** more is  **10**

$7 + 3 = 10$

Let's Practice



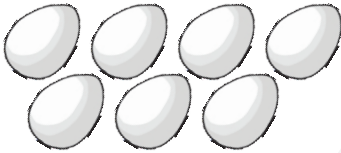
I. Count the objects in each group and write in the boxes.



+



=



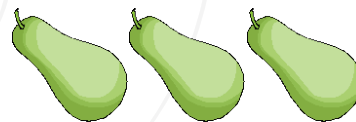
+



=



+



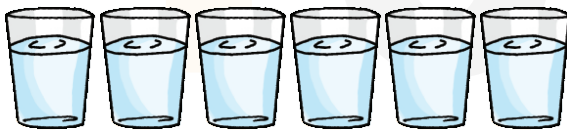
=



+



=



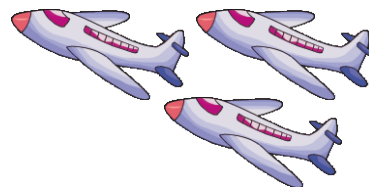
+



=

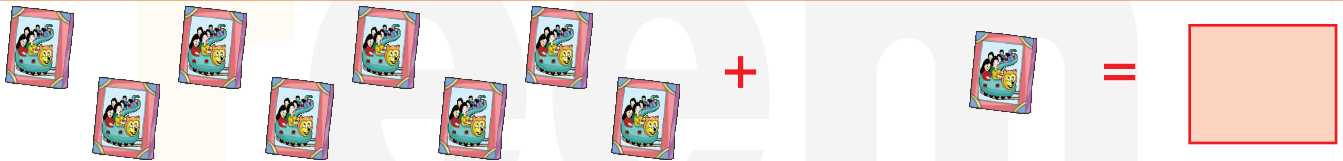
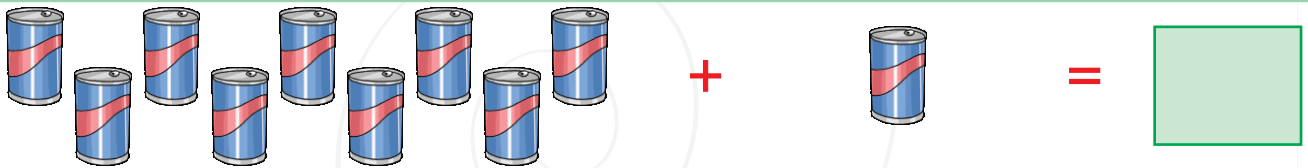
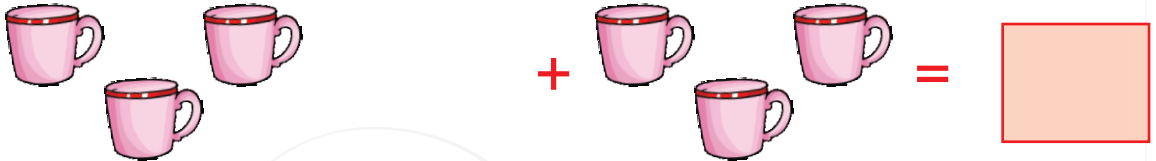


+



=

II. Add and write the number of objects in the boxes given.





Some More Addition

Let us learn to add without using figures.

1	+	1	=	2
2	+	1	=	
3	+	1	=	
4	+	1	=	
5	+	1	=	
6	+	1	=	
7	+	1	=	
8	+	1	=	
9	+	1	=	
10	+	1	=	
11	+	1	=	
12	+	1	=	
13	+	1	=	
14	+	1	=	
15	+	1	=	
16	+	1	=	
17	+	1	=	
18	+	1	=	
19	+	1	=	

1	+	2	=	3
2	+	2	=	
3	+	2	=	
4	+	2	=	
5	+	2	=	
6	+	2	=	
7	+	2	=	
8	+	2	=	
9	+	2	=	
10	+	2	=	
11	+	2	=	
12	+	2	=	
13	+	2	=	
14	+	2	=	
15	+	2	=	
16	+	2	=	
17	+	2	=	
18	+	2	=	

$$1 + 3 = \boxed{4}$$

$$2 + 3 = \boxed{}$$

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

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

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

$$6 + 3 = \boxed{}$$

$$7 + 3 = \boxed{}$$

$$8 + 3 = \boxed{}$$

$$9 + 3 = \boxed{}$$

$$10 + 3 = \boxed{}$$

$$11 + 3 = \boxed{}$$

$$12 + 3 = \boxed{}$$

$$13 + 3 = \boxed{}$$

$$14 + 3 = \boxed{}$$

$$15 + 3 = \boxed{}$$

$$16 + 3 = \boxed{}$$

$$17 + 3 = \boxed{}$$

Let's Practice



Write the sum of the numbers in the boxes given below.

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

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

$$8 + 2 = \boxed{}$$

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

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

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

$$6 + 1 = \boxed{}$$

$$5 + 2 = \boxed{}$$

$$7 + 3 = \boxed{}$$

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

$$9 + 3 = \boxed{}$$

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

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

$$9 + 1 = \boxed{}$$

Dt:

TS:

PS:



Column Method of Addition

Let us add in column form.

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

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

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

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

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

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

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

$$\begin{array}{r} 8 \\ + 2 \\ \hline \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 8 \\ + 1 \\ \hline \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \\ + 3 \\ \hline \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 9 \\ + 1 \\ \hline \\ \hline \end{array}$$

Let's Practice



Find the correct key for each of the following lock.

1.



$4+2$



2.



$2+1$



3.



$6+2$



4.



$8+1$



5.



$7+3$



6.



$2+3$



Dt:

TS:

PS:



Subtraction



I have two toffees in my pocket.
And if I eat one toffee,
there will be only one left.
Because two take away
One — is ONE

Let us take an example.

Abhishek has 5 kites in his hand.

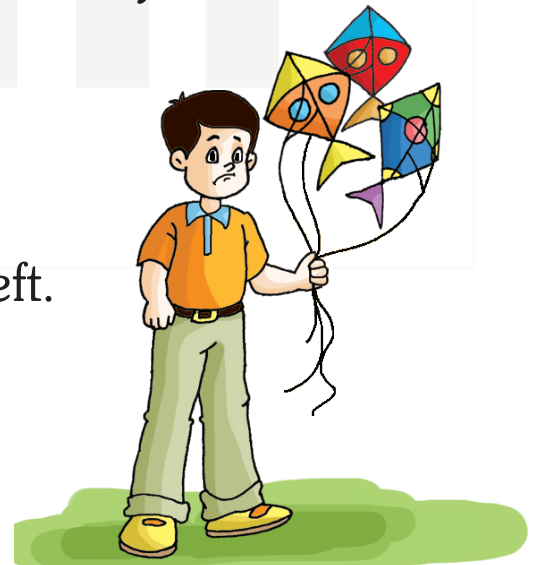


2 kites flew away.

How many kites are left with Abhishek?



He has **3** kites left.

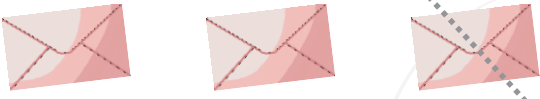



Sign '-' is called minus which means
take away or subtract.



One Less Than

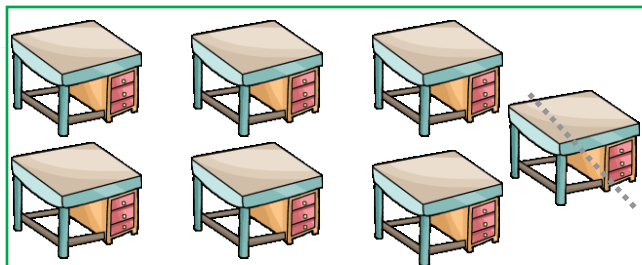
Look at the pictures and fill in the boxes. One is done for you.

	<input type="text" value="1"/> less than <input type="text" value="2"/> is <input type="text" value="1"/>
	<input type="text" value="1"/> less than <input type="text"/> is <input type="text"/>
	<input type="text"/> less than <input type="text"/> is <input type="text"/>
	<input type="text"/> less than <input type="text"/> is <input type="text"/>
	<input type="text"/> less than <input type="text"/> is <input type="text"/>
	<input type="text"/> less than <input type="text"/> is <input type="text"/>
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	<input type="text"/> less than <input type="text"/> is <input type="text"/>
	<input type="text"/> less than <input type="text"/> is <input type="text"/>
	<input type="text"/> less than <input type="text"/> is <input type="text"/>

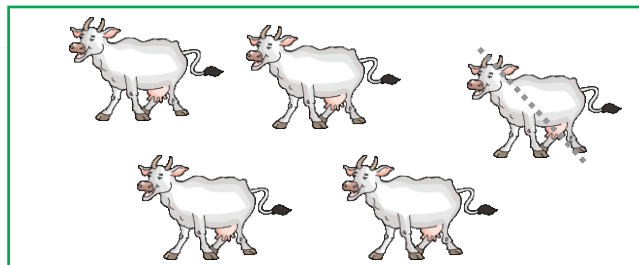
Let's Practice



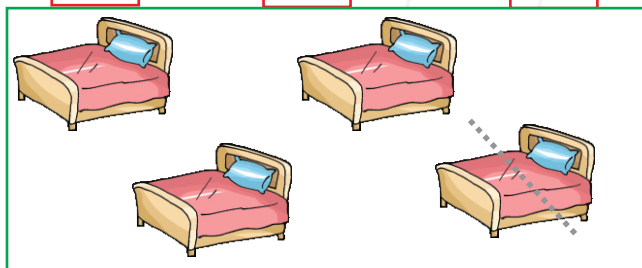
Count the total number of objects and subtract the number of objects crossed. How many are left? Write your answer in the boxes. One is done for you.



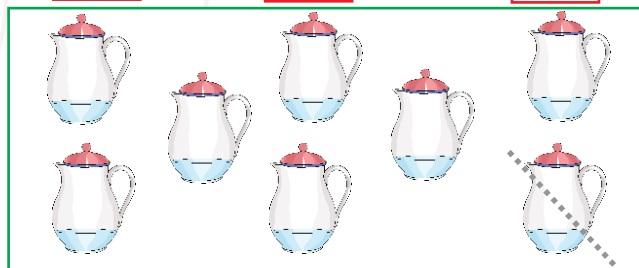
$$7 - 1 = 6$$



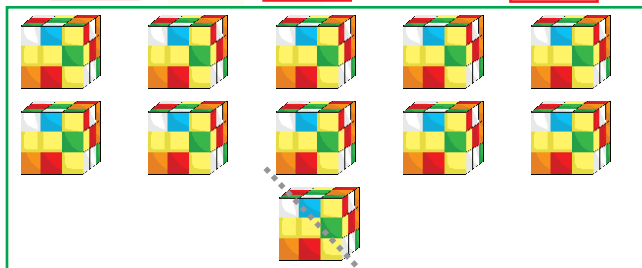
$$\square - \square = \square$$



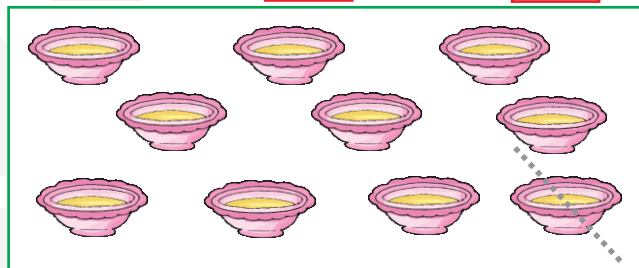
$$\square - \square = \square$$



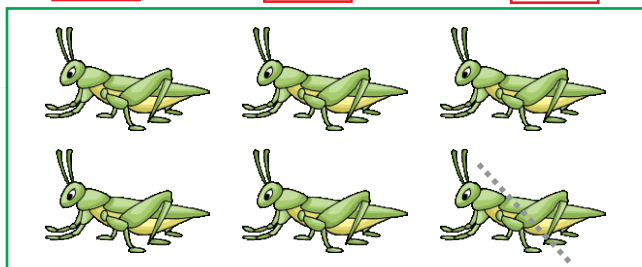
$$\square - \square = \square$$



$$\square - \square = \square$$



$$\square - \square = \square$$



$$\square - \square = \square$$



$$\square - \square = \square$$



Two Less Than

Look at the pictures and fill in the boxes.



less than is



less than is



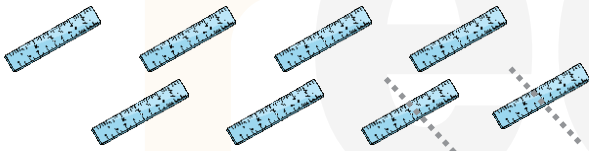
less than is



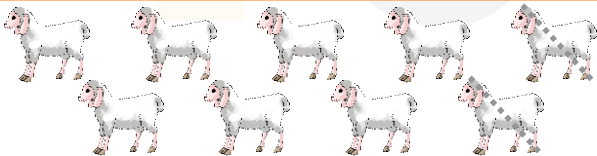
less than is



less than is



less than is



less than is



less than is



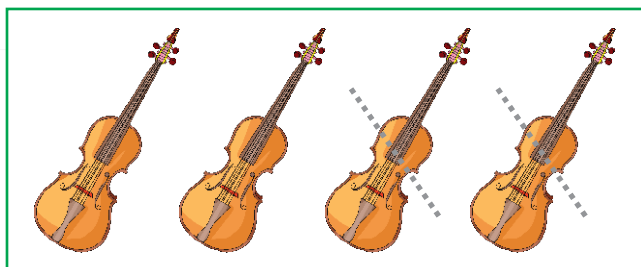
less than is

Let's Practice

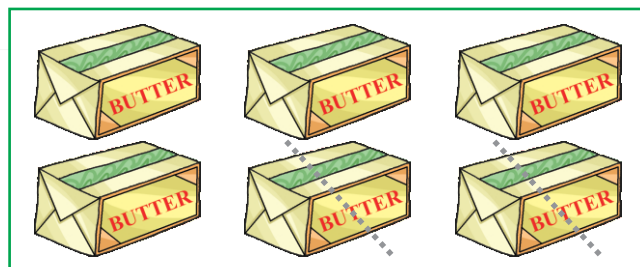


Count the total number of objects and subtract the number of objects crossed. How many are left?

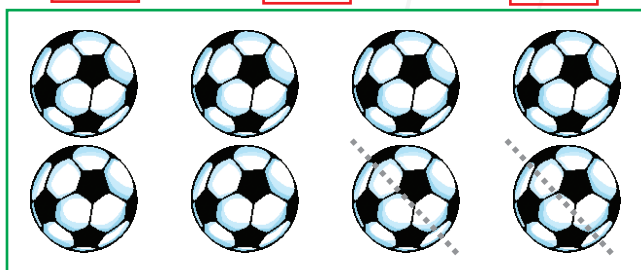
Write your answer in the boxes. One is done for you.



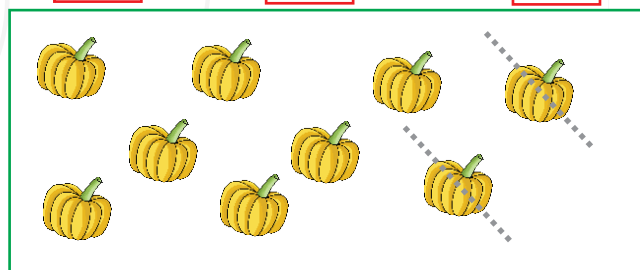
$$4 - 2 = 2$$



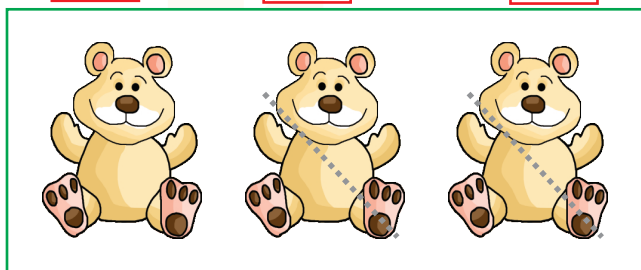
$$\square - \square = \square$$



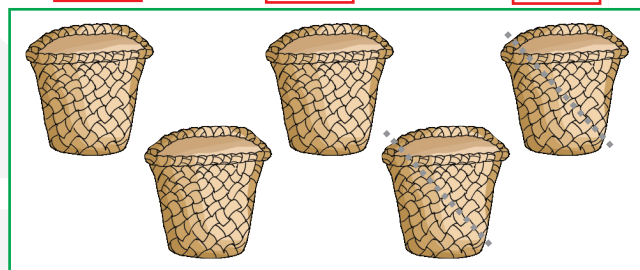
$$\square - \square = \square$$



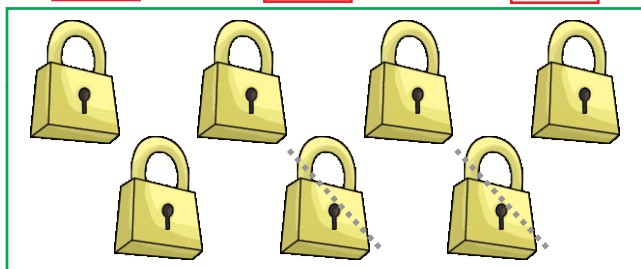
$$\square - \square = \square$$



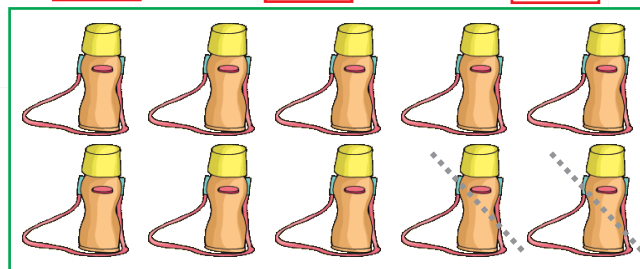
$$\square - \square = \square$$



$$\square - \square = \square$$



$$\square - \square = \square$$

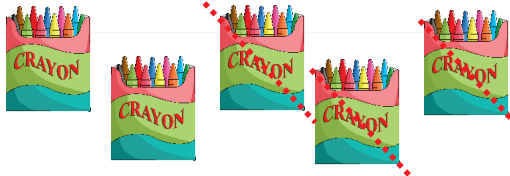


$$\square - \square = \square$$

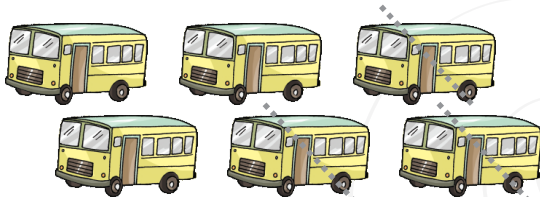


Three Less Than

Look at the figures and fill in the boxes.



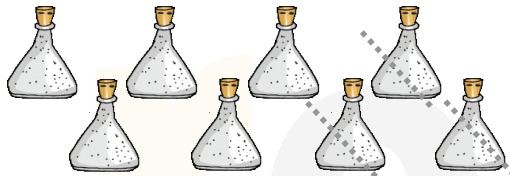
less than is



less than is



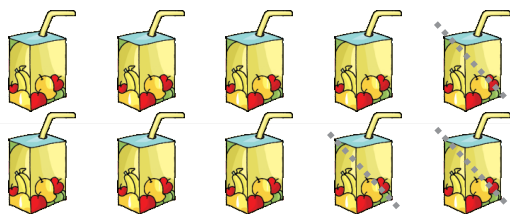
less than is



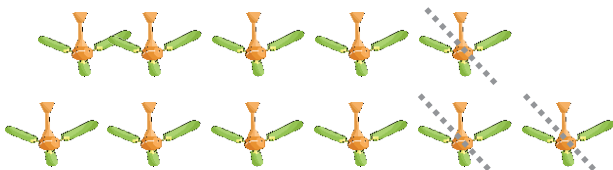
less than is



less than is



less than is

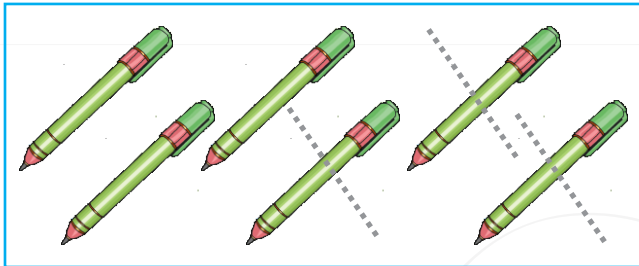


less than is

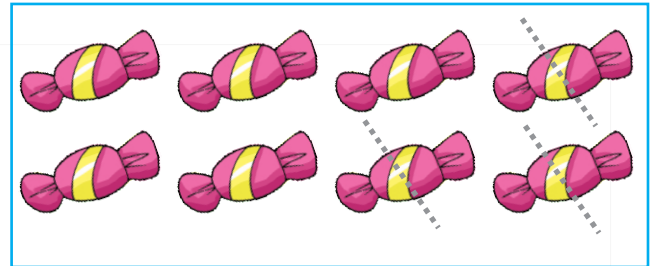
Let's Practice



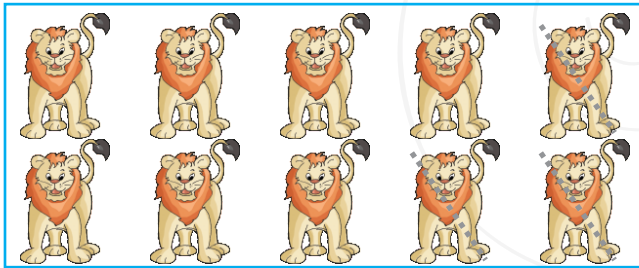
I. Count the total number of objects and subtract the number of objects crossed. How many are left? Write your answer in the boxes. One is done for you.



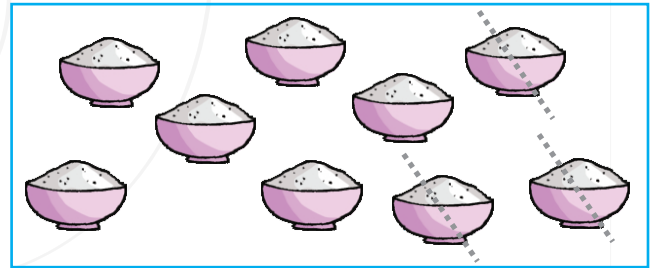
$$6 - 3 = 3$$



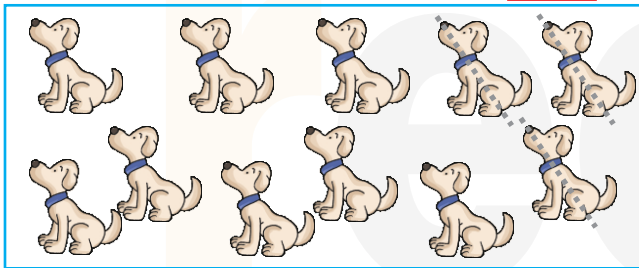
$$\square - 3 = \square$$



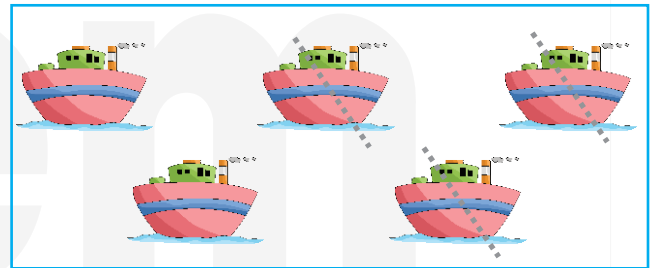
$$\square - \square = \square$$



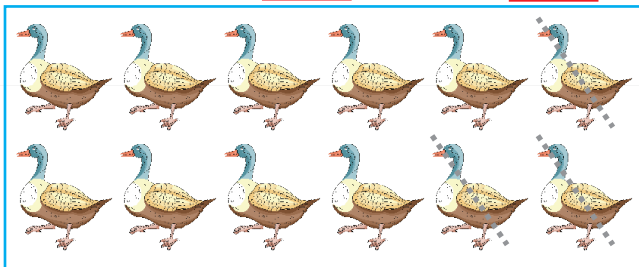
$$\square - \square = \square$$



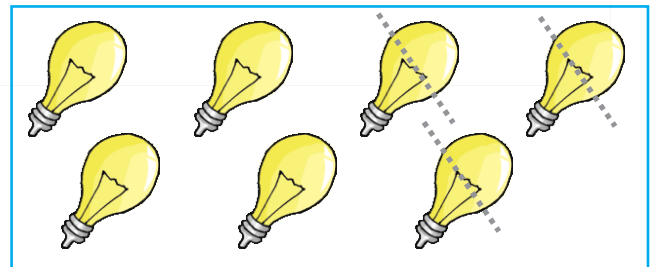
$$\square - \square = \square$$



$$\square - \square = \square$$

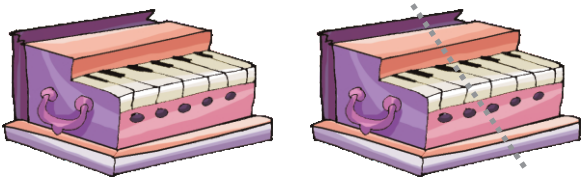


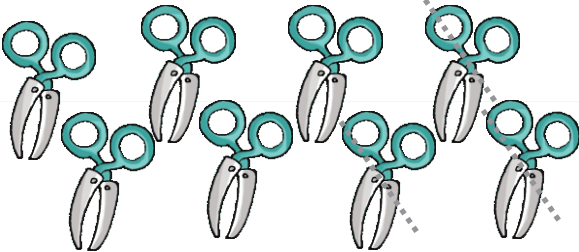
$$\square - \square = \square$$




$$\square - \square = \square$$


II. Fill in the boxes with the correct answers.

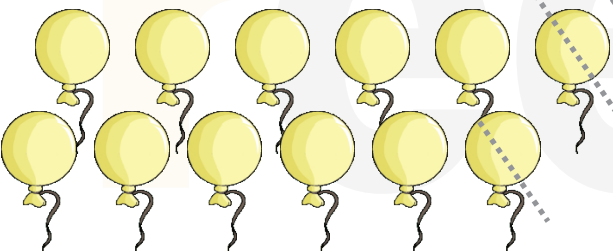
1.  less than is

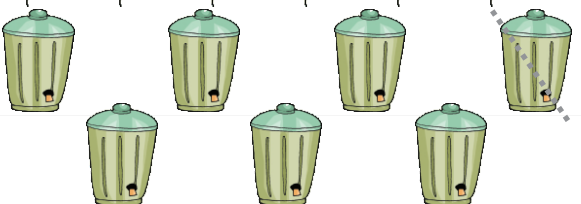
2.  less than is

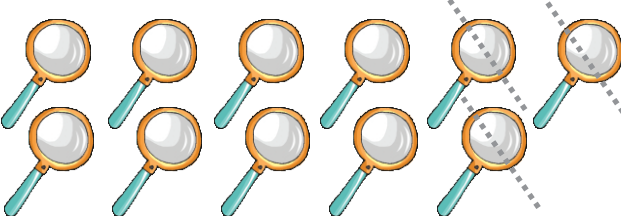
3.  less than is

4.  less than is

5.  less than is

6.  less than is

7.  less than is

8.  less than is



Some More Subtraction

Let us learn to subtract without using fingers.

2	-	1	=	<input type="text"/>
3	-	1	=	<input type="text"/>
4	-	1	=	<input type="text"/>
5	-	1	=	<input type="text"/>
6	-	1	=	<input type="text"/>
7	-	1	=	<input type="text"/>
8	-	1	=	<input type="text"/>
9	-	1	=	<input type="text"/>
10	-	1	=	<input type="text"/>
11	-	1	=	<input type="text"/>
12	-	1	=	<input type="text"/>
13	-	1	=	<input type="text"/>
14	-	1	=	<input type="text"/>
15	-	1	=	<input type="text"/>
16	-	1	=	<input type="text"/>
17	-	1	=	<input type="text"/>
18	-	1	=	<input type="text"/>
19	-	1	=	<input type="text"/>
20	-	1	=	<input type="text"/>

3	-	2	=	<input type="text"/>
4	-	2	=	<input type="text"/>
5	-	2	=	<input type="text"/>
6	-	2	=	<input type="text"/>
7	-	2	=	<input type="text"/>
8	-	2	=	<input type="text"/>
9	-	2	=	<input type="text"/>
10	-	2	=	<input type="text"/>
11	-	2	=	<input type="text"/>
12	-	2	=	<input type="text"/>
13	-	2	=	<input type="text"/>
14	-	2	=	<input type="text"/>
15	-	2	=	<input type="text"/>
16	-	2	=	<input type="text"/>
17	-	2	=	<input type="text"/>
18	-	2	=	<input type="text"/>
19	-	2	=	<input type="text"/>
20	-	2	=	<input type="text"/>

$$4 - 3 = \square$$

$$5 - 3 = \square$$

$$6 - 3 = \square$$

$$7 - 3 = \square$$

$$8 - 3 = \square$$

$$9 - 3 = \square$$

$$10 - 3 = \square$$

$$11 - 3 = \square$$

$$12 - 3 = \square$$

$$13 - 3 = \square$$

$$14 - 3 = \square$$

$$15 - 3 = \square$$

$$16 - 3 = \square$$

$$17 - 3 = \square$$

$$18 - 3 = \square$$

$$19 - 3 = \square$$

$$20 - 3 = \square$$

Let's Practice



Write the difference of the numbers in the boxes given below.

$$3 - 1 = \square$$

$$5 - 3 = \square$$

$$8 - 2 = \square$$

$$4 - 1 = \square$$

$$7 - 2 = \square$$

$$9 - 3 = \square$$

$$6 - 1 = \square$$

$$5 - 2 = \square$$

$$7 - 3 = \square$$

$$8 - 1 = \square$$

$$6 - 3 = \square$$

$$3 - 2 = \square$$

$$4 - 3 = \square$$

$$9 - 1 = \square$$

Dt:

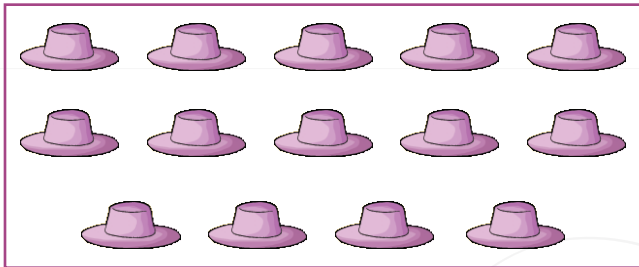
TS:

PS:

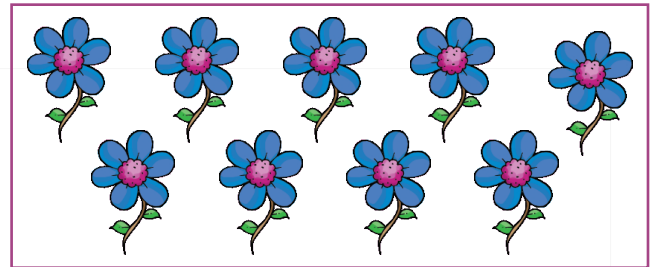
Let's Practice



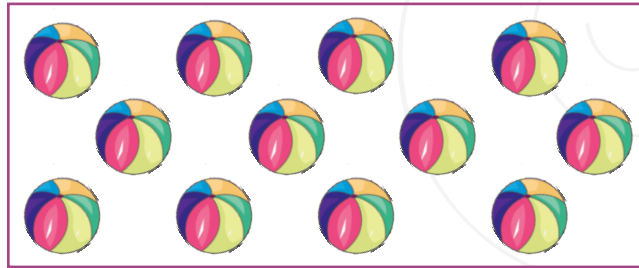
a. Count and write the total number of objects. Then cross the number of objects written in the box and write the answers.



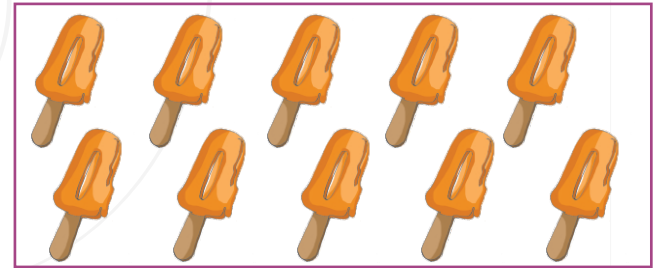
$$\square - 1 = \square$$



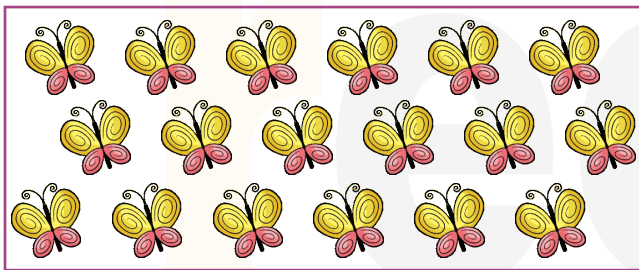
$$\square - 2 = \square$$



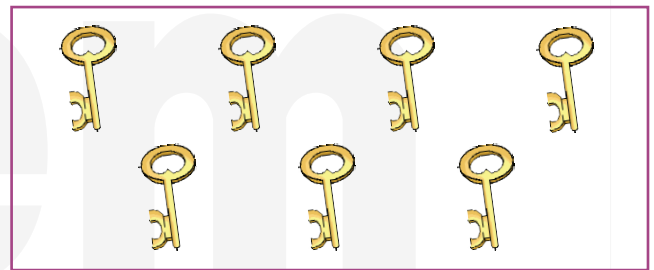
$$\square - 3 = \square$$



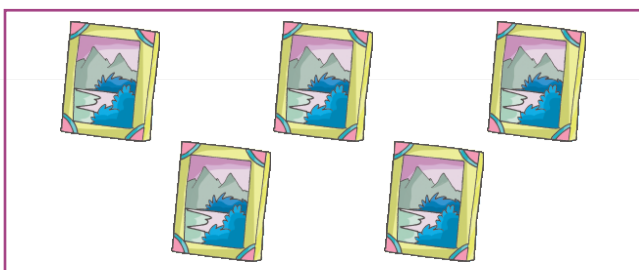
$$\square - 1 = \square$$



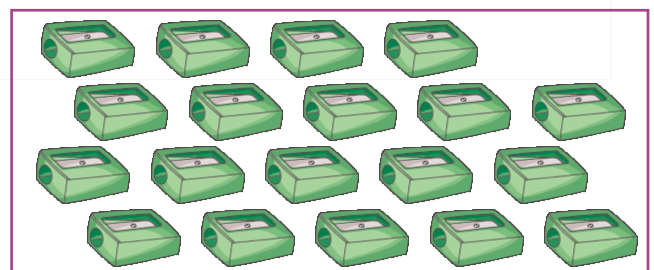
$$\square - 2 = \square$$



$$\square - 3 = \square$$

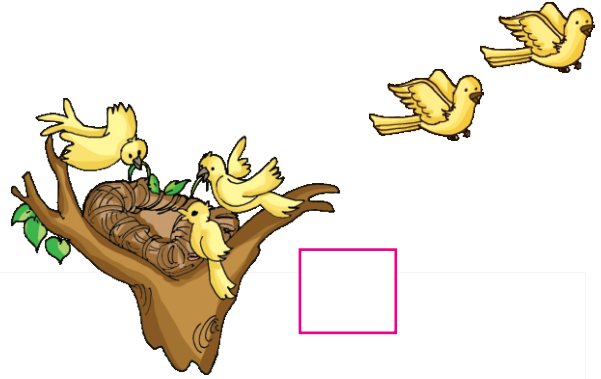


$$\square - 1 = \square$$

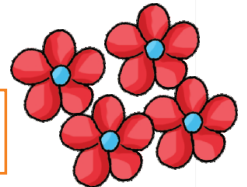
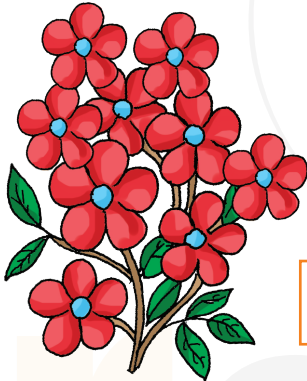


$$\square - 3 = \square$$

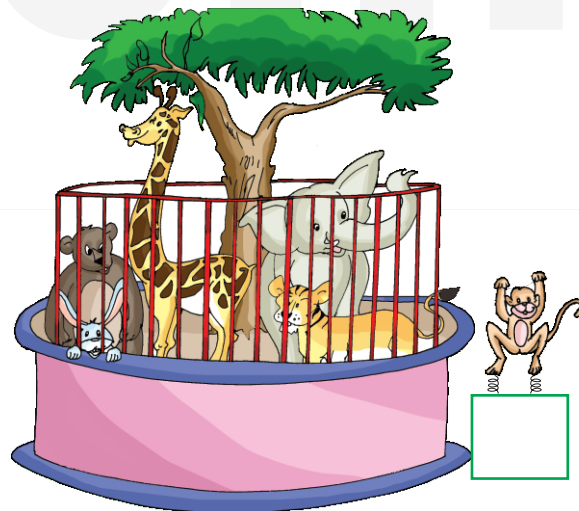
b. Write how many birds are there on the tree and how many left when two of them fly away. Write the answer in the boxes.



c. Count the number of flowers in the bunch (left). If four of them have been plucked. How many flowers are left in the bunch?



d. Write how many animals are there in the cage? If the monkey jumped out of the cage, how many animals remain in the cage?





Column Method of Subtraction

Let us subtract in column form.

$$\begin{array}{r} 2 \\ - 1 \\ \hline \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 10 \\ - 2 \\ \hline \\ \hline \end{array}$$

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

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

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

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

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

$$\begin{array}{r} 7 \\ - 3 \\ \hline \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ - 3 \\ \hline \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 9 \\ - 2 \\ \hline \\ \hline \end{array}$$

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

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

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

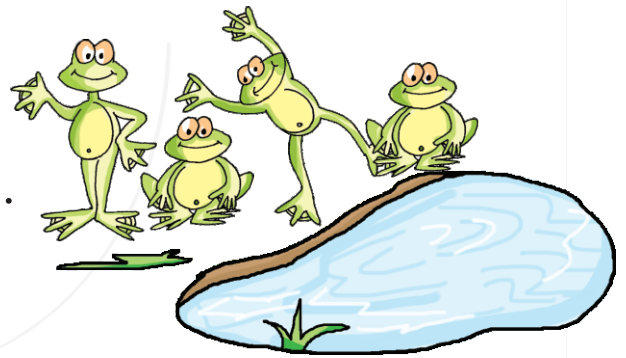
$$\begin{array}{r} 10 \\ - 1 \\ \hline \\ \hline \end{array}$$



Zero



There are **4** frogs in the pond.



All the frogs jump out of the pond.

Now, how many frogs are left in the pond?

Here the answer is zero (**0**).

0 means nothing

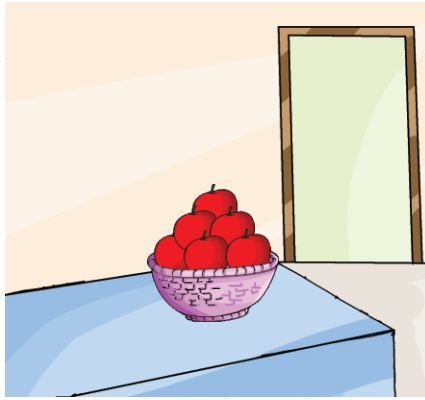
There are no frogs in the pond.

0	○	○	○	○
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○



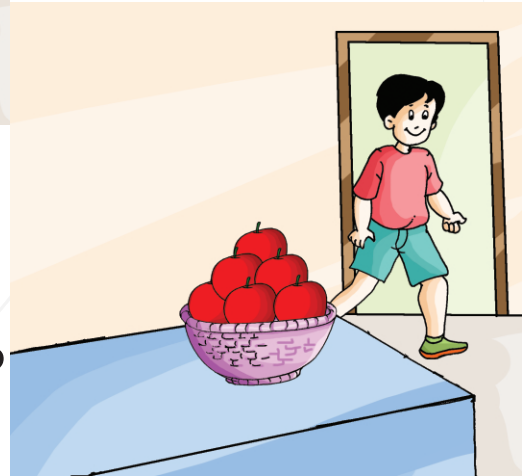
Subtracting Zero

There are **6** apples in the basket



Ravi takes **0** apples from the basket and goes away.

Now, how many apples are left?



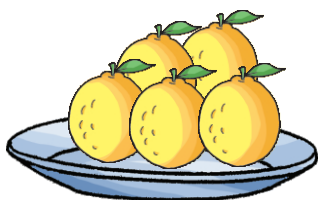
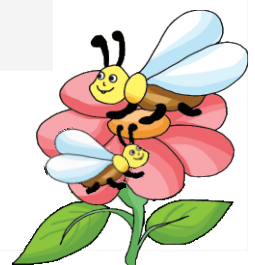
Right! The answer is **6**.

If we subtract zero from any number, the answer is the same number.

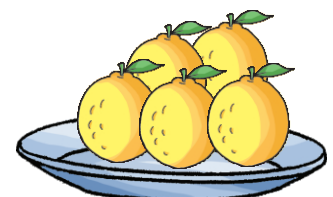
For example:



$$2 - 0 = 2$$



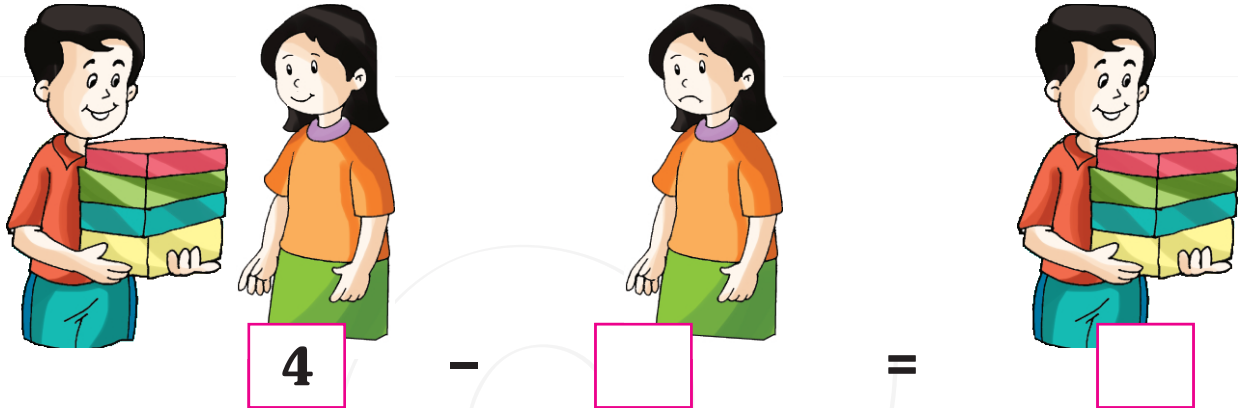
$$5 - 0 = 5$$



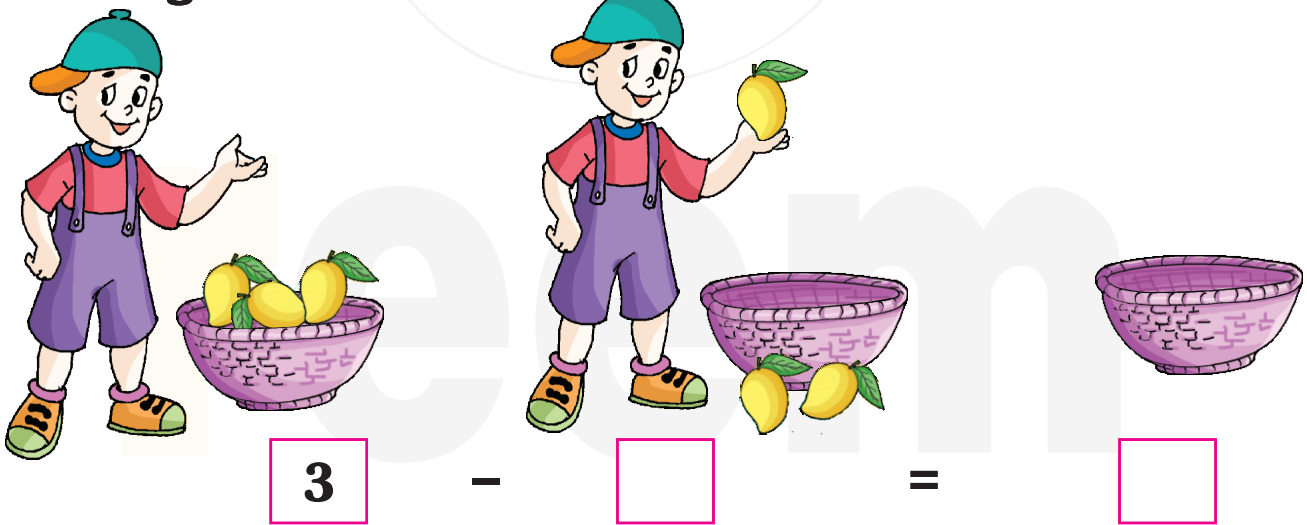
Let's Practice



a. Yash has four books. He did not give any book to Sheena. Write the number of books that remain with Yash.



b. Rahul has three mangoes in the basket. He took all the mangoes out of the basket. Write the number of mangoes that remain in the basket.



c. Write the correct answer in the boxes.

$$3 - 0 = \square$$

$$4 - 4 = \square$$

$$5 - 5 = \square$$

$$1 - 0 = \square$$

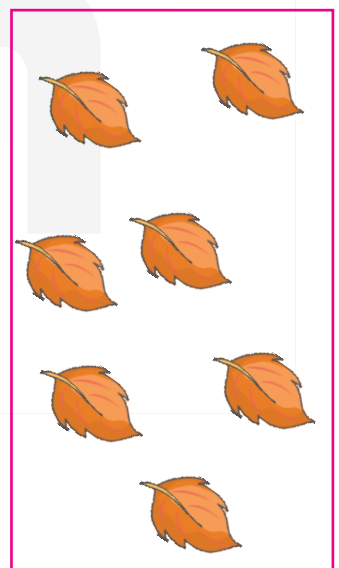
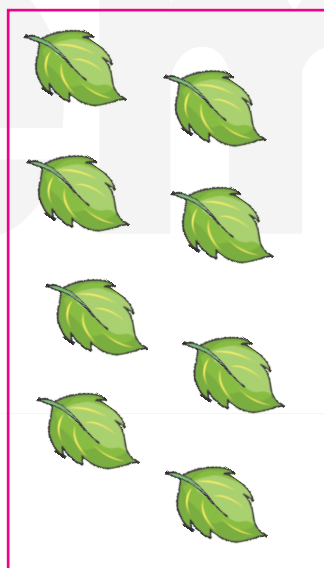
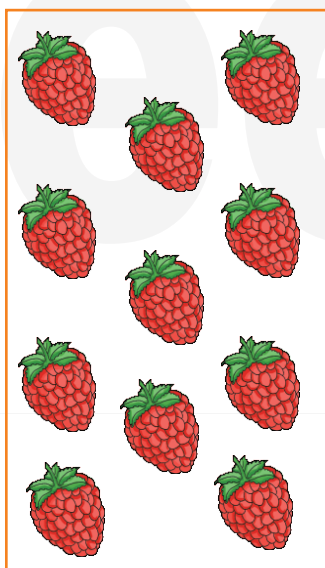
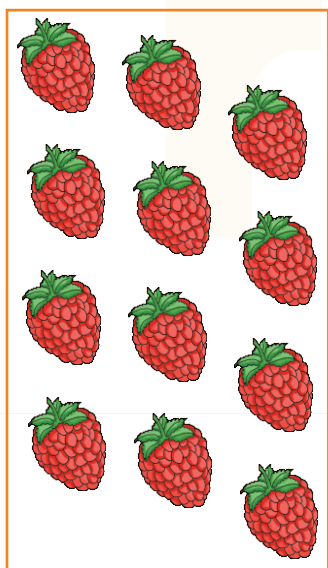
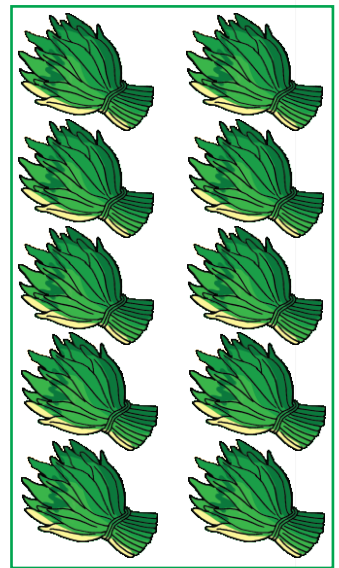
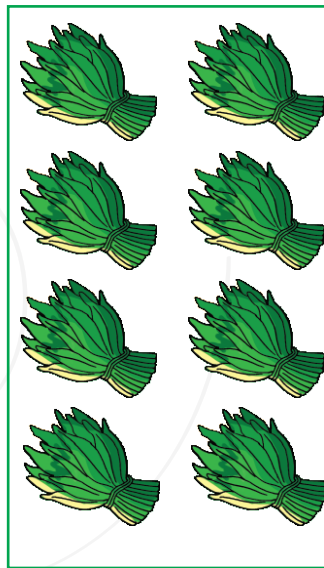
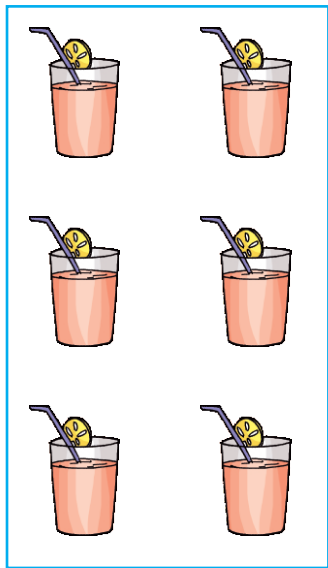
$$8 - 0 = \square$$

$$2 - 2 = \square$$



More or Less

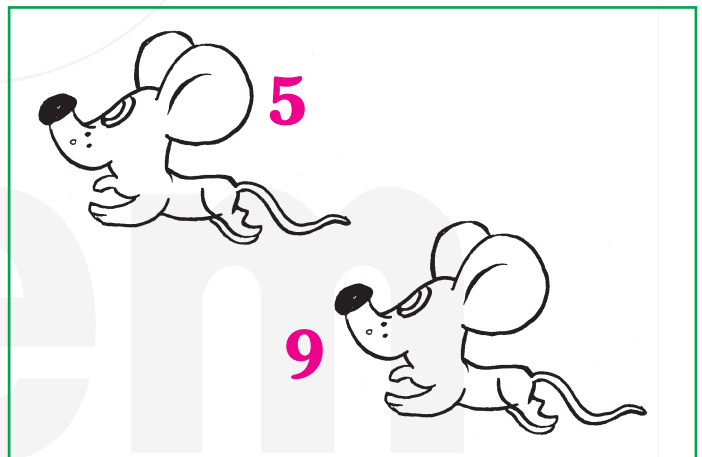
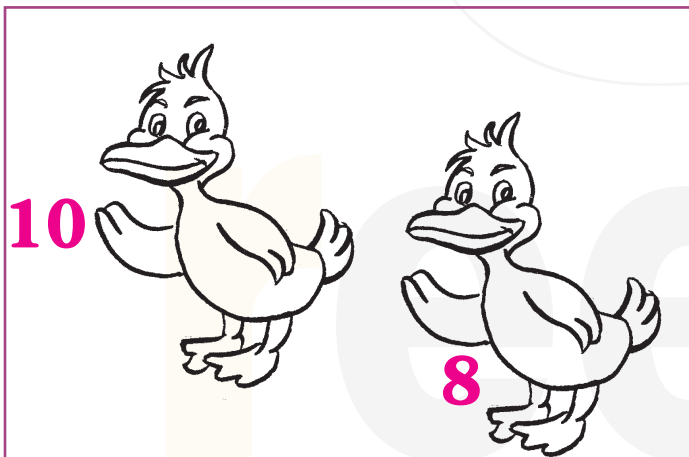
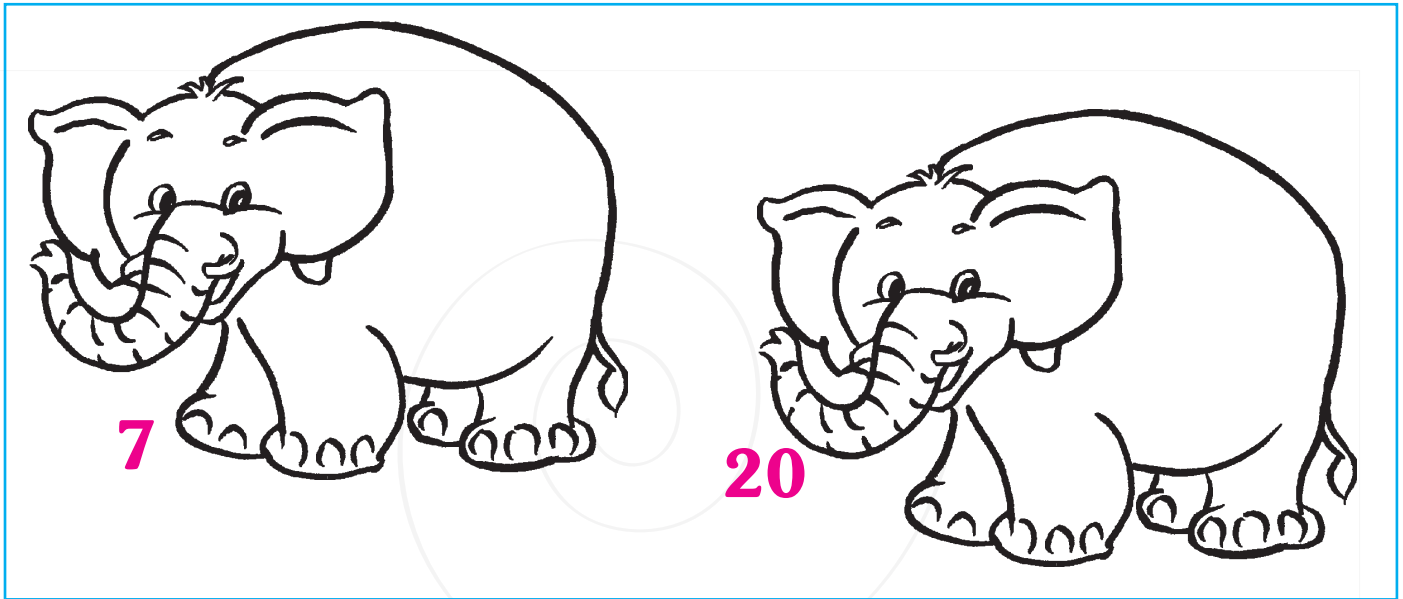
Count the number of objects in each set and, write 'M' for more and 'L' for less in the boxes provided.





Greater Number

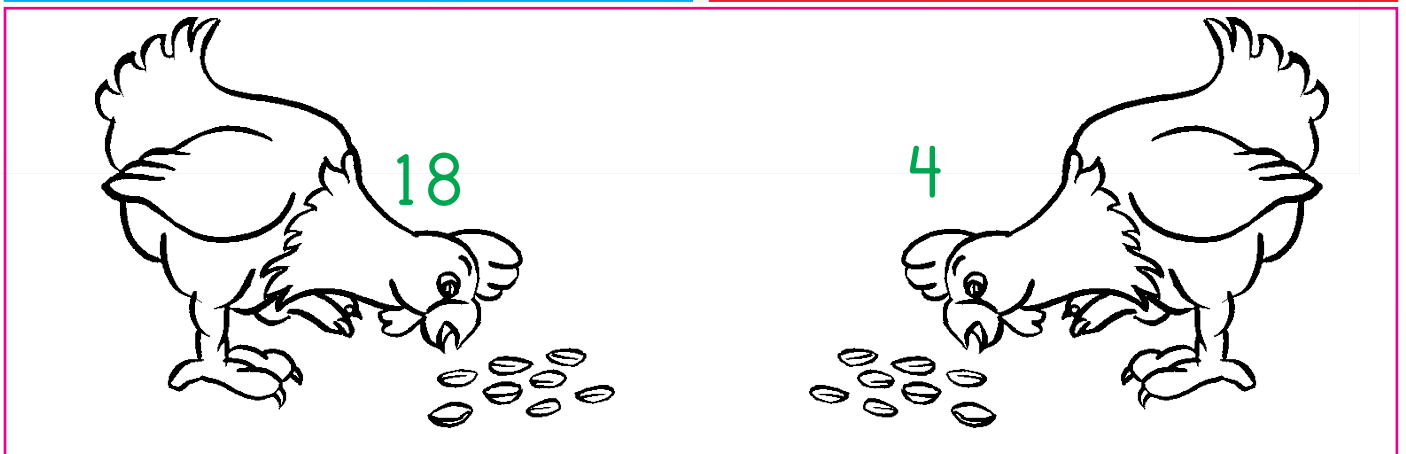
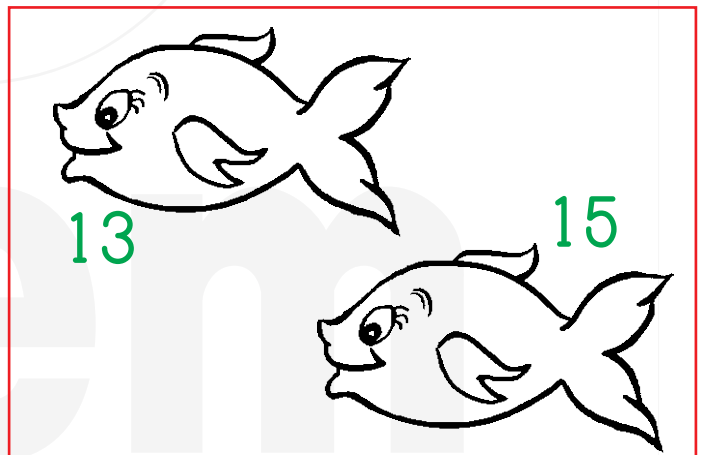
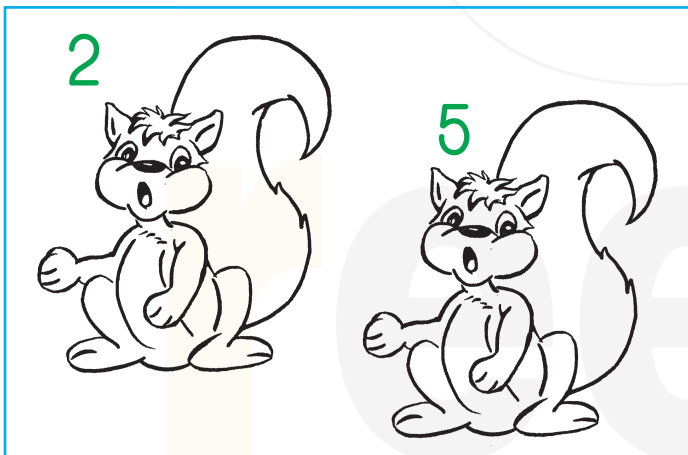
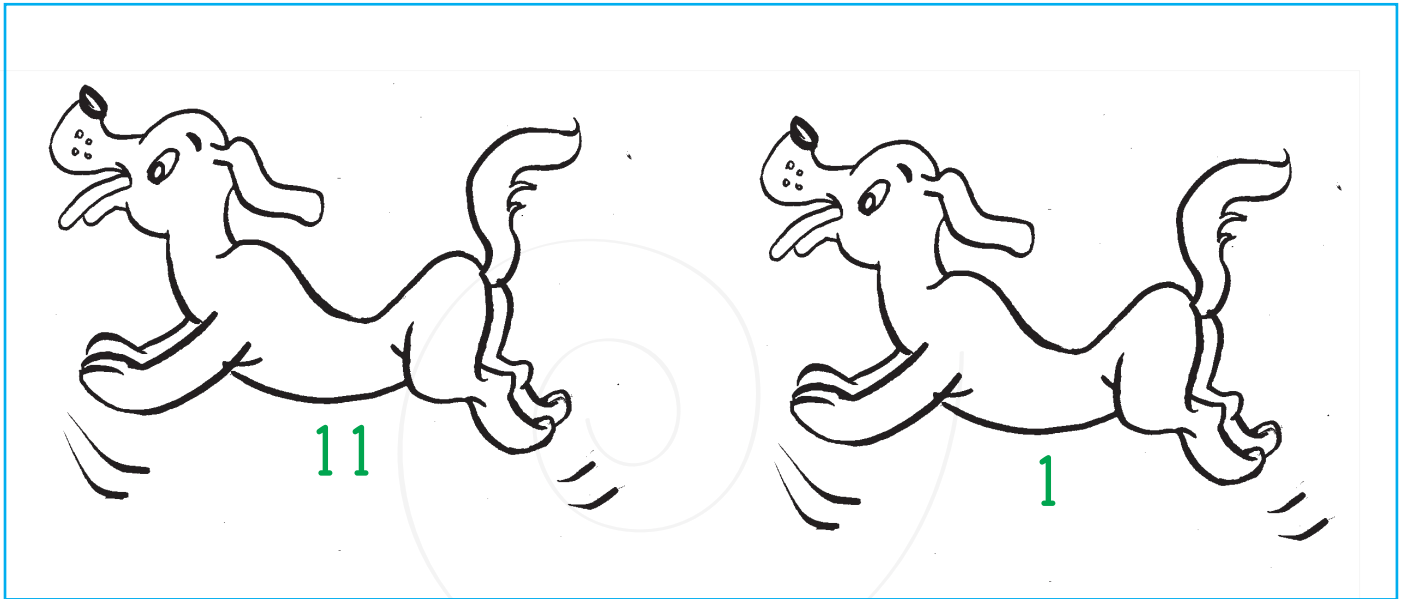
Colour the animal with the greater number in each set.





Smaller Number

Colour the animal with the smaller number in each set.



CONTENTS

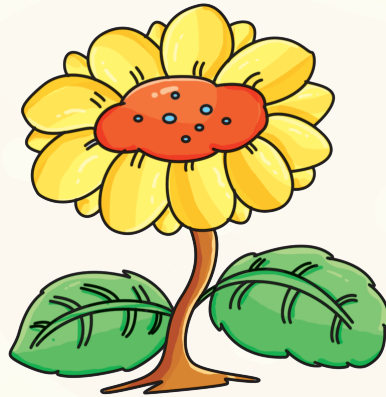
S.No.	Particulars	Pg.No.
1	Flowers	68
2	Fruits and Vegetables	69
3	The Food Chart	70
4	Group them up	72
5	My Meals	73
6	Junk and Healthy Food	74
7	Pyramid	75
8	Time	76
9	Early Morning	77
10	A Classroom	78
11	My Friend	79
12	In the classroom	80
13	Things in the classroom	81
14	My Playground	82
15	Related Object	83
16	At the school	84

Flowers

Here are some common flowers. Fill in the missing letters to complete their name and discuss about them in the class.



R _ _ e



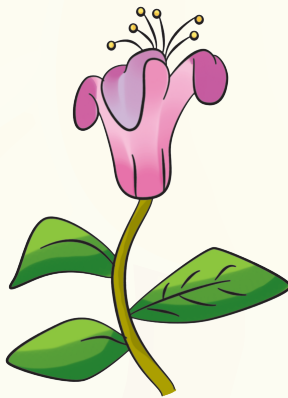
_ _ _ f l o w e r



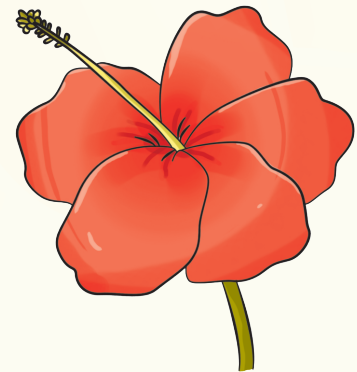
J a s _ _ _ e



_ _ _ u s



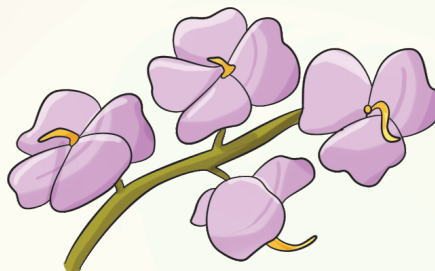
_ i l y



S _ _ _ f l o w e r



_ _ r i g o l d



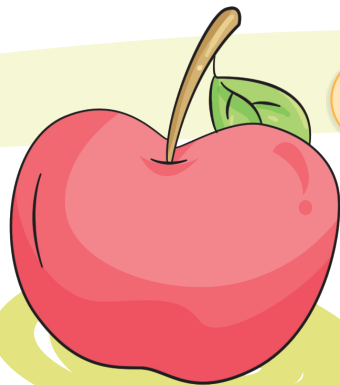
_ r c h i d



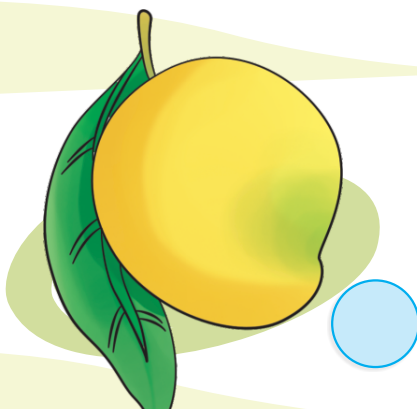
D _ _ s y

Fruits & Vegetables

Fill in the missing letters to name the following. Also mark 'V' for vegetable or 'F' for fruit accordingly.



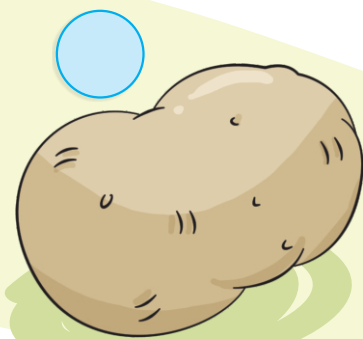
p p l



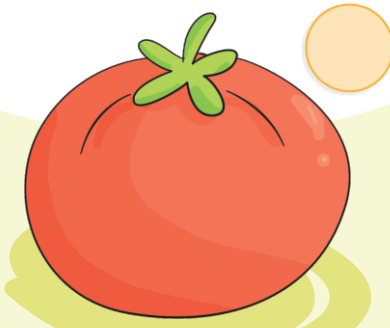
a n o



r a g e



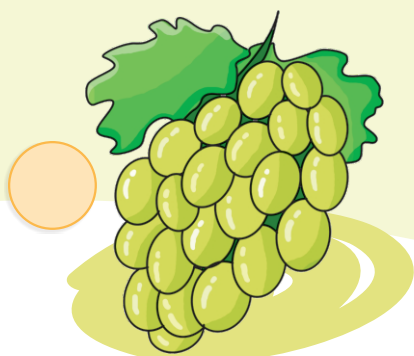
o t t o



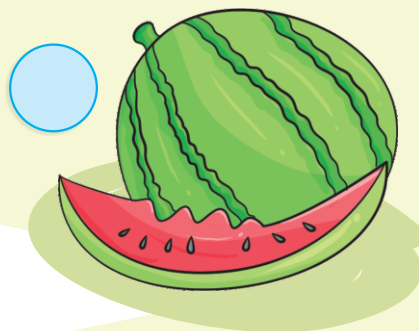
o a t



e m n



r a e s



a t e r e l o n

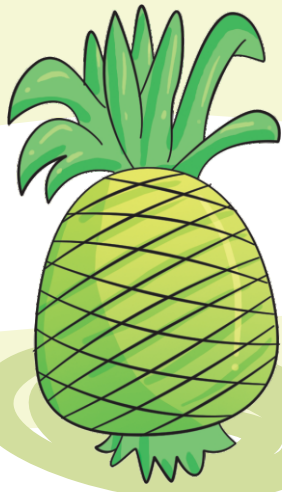


a r o t

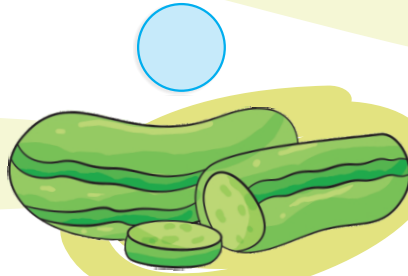
Dt:

TS:

PS:



i n e p p l e



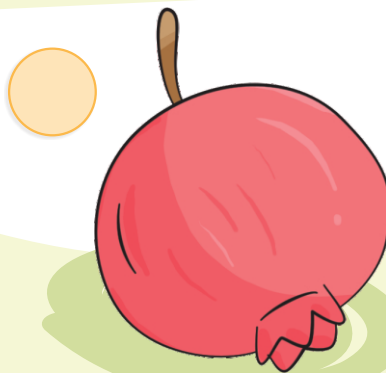
u u m b e r



a a a



o c o u t



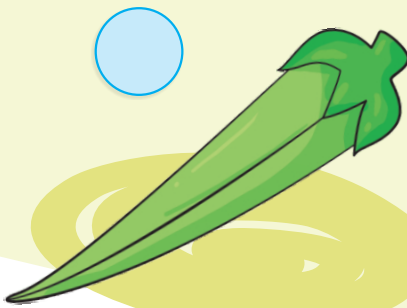
o m e r a n a t e



p i a c h



a b b g e

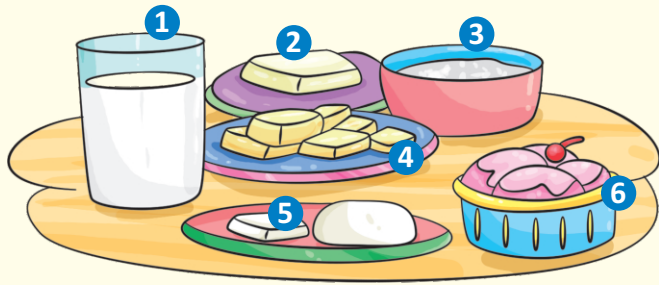


a d y i n g e r



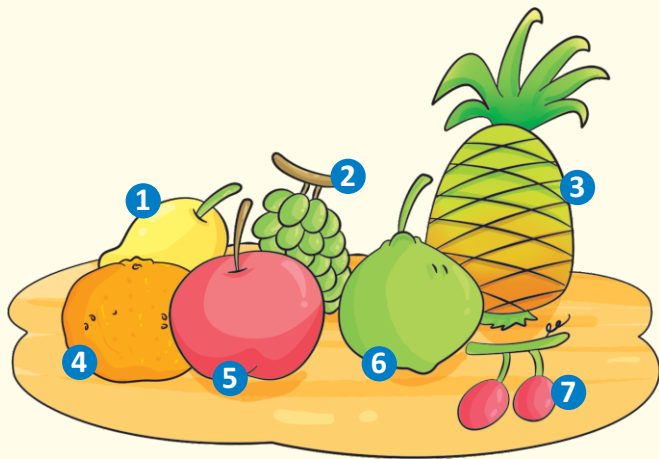
n i n

The Food Chart



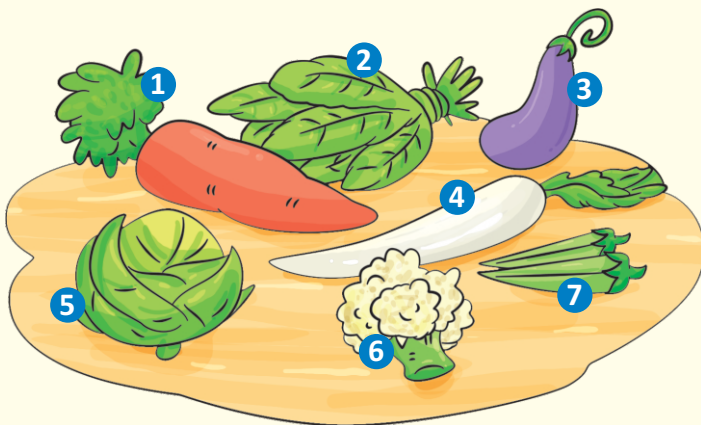
Milk Group

1. Milk
2. Cheese
3. Curd
4. Butter
5. Paneer
6. Ice-cream



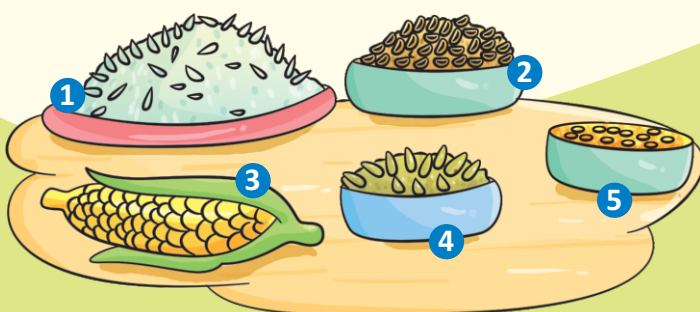
Fruits

1. Mango
2. Grapes
3. Pineapple
4. Orange
5. Apple
6. Guava
7. Cherry



Vegetables

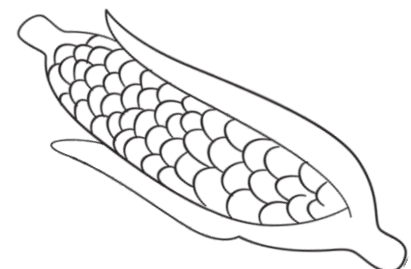
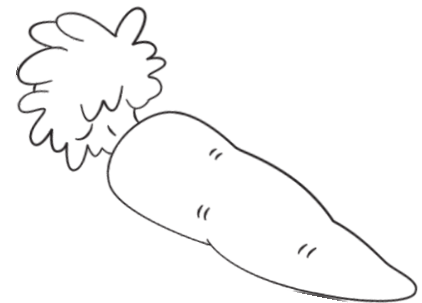
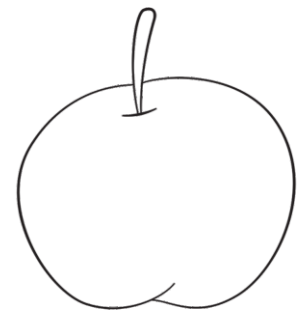
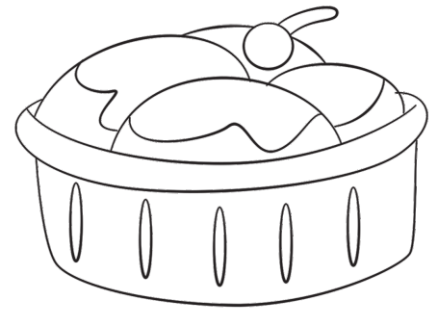
1. Carrot
2. Spinach
3. Brinjal
4. Radish
5. Cabbage
6. Cauliflower
7. Ladyfinger



Grains

1. Rice
2. Wheat
3. Corn
4. Pulses
5. Dal

Colour the food item.



Group them up!

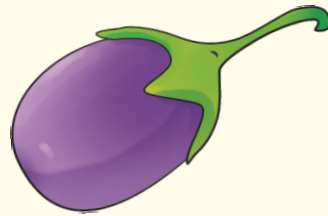
Classify the following food items according to their group and write in the space available.



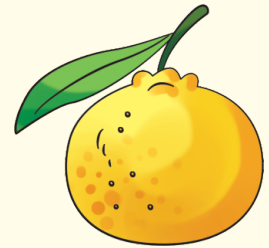
Ice cream



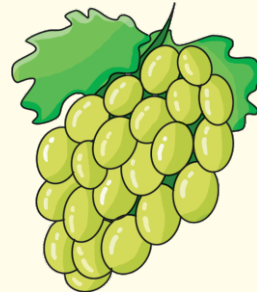
Spinach



Brinjal



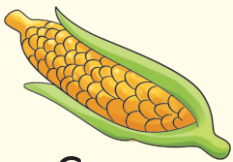
Orange



Grapes



Ladyfinger



Corn



Paneer



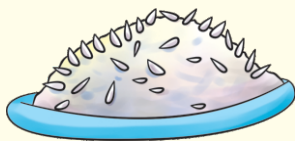
Butter



Wheat



Cherry



Rice

Fruits

1. _____
2. _____
3. _____

Vegetable

1. _____
2. _____
3. _____

Grains

1. _____
2. _____
3. _____

Milk Products

1. _____
2. _____
3. _____

My Meals

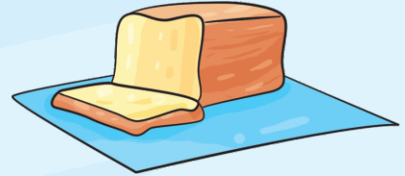
Make objects according to the meals in the space given below.



Chapati



Rice



Bread



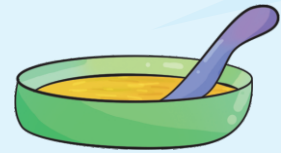
Vegetable curry



Curd



Milk



Soup

Breakfast

Lunch

Evening Snacks

Dinner

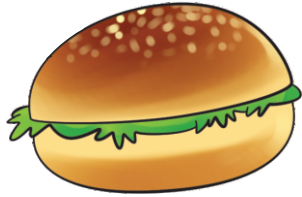
Dt:

TS:

PS:

Junk and Healthy Food

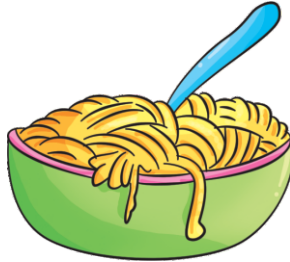
Junk Food



Burger



Chips / Wafers



Noodles



Pizza

Healthy Food



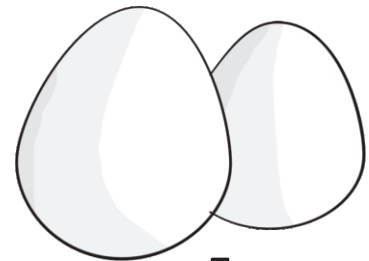
Milk



Pulses



Wheat



Egg

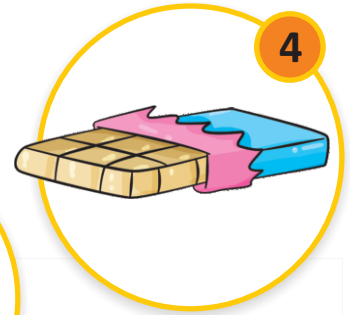
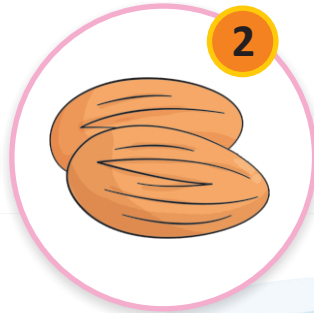
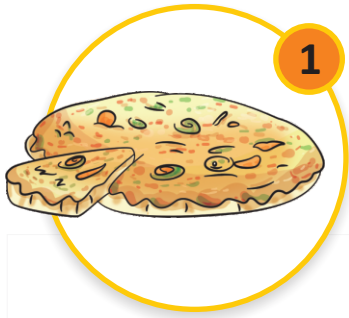
Points to Remember

- Junk foods have lots of oil. It makes people fat and unhealthy.
- It has no nutrition and may cause diseases.

Skill: Clarity of food concepts and analytical thinking.

Pyramid

Identify the following and put numbers in the pyramid.



Healthy
Food

Junk
Food

Here is my daily routine. What is your routine?



I get up early in the morning.



Brush my teeth.



Have my bath.



Get ready for school.



Eat my breakfast.



Attend the school.



Back from school.



Eat Lunch.



Play in the evening after taking a nap.



Eat dinner with the family.



Go to sleep.

Early Morning

Early morning activities are fun. Sequence the pictures from 1 to 6 in order of the activity.

get up early



dress myself



have bath



brush my teeth thoroughly



arrange my bed neatly



have breakfast



Skill : sequential and analytical thinking.

A Classroom



Colour and identify the things in a classroom.

My Friend

My Best Friend is (or friend seated next to me)



His/Her name is

His/Her Birthday is on

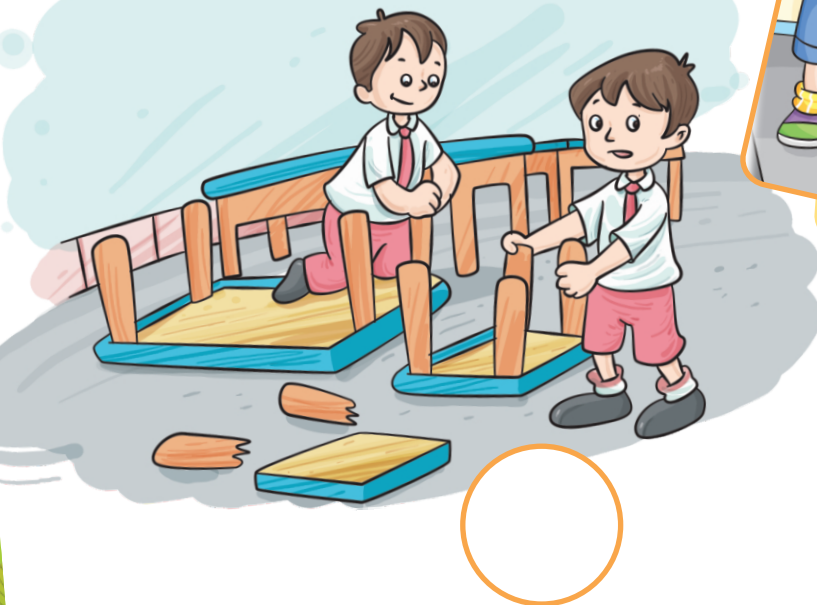
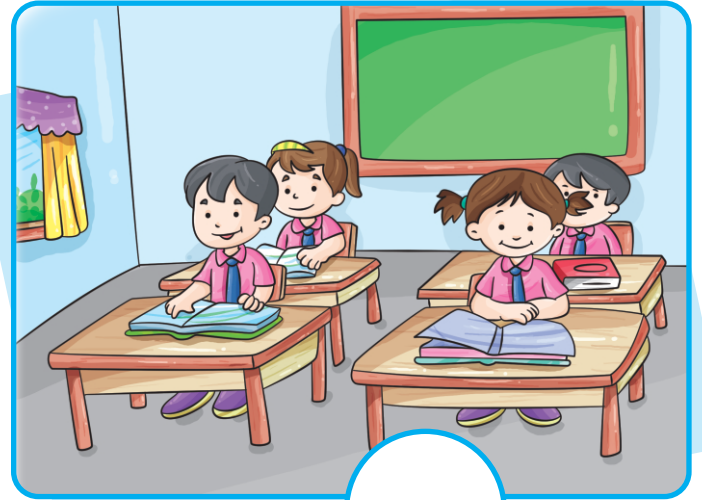
Draw a beautiful birthday present for your friend.

Skills : association, recognition and creativity.



In the Classroom

Tick the things you should do and cross the ones which you shouldn't.

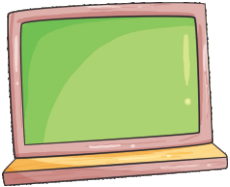
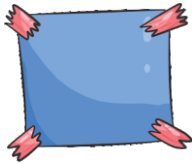



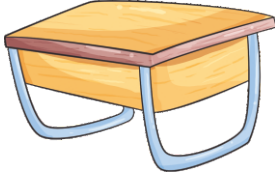

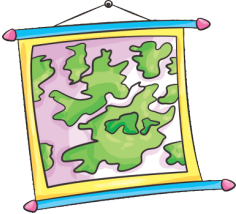





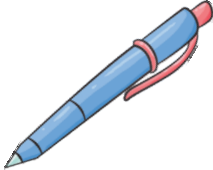

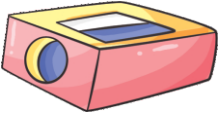
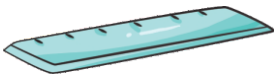


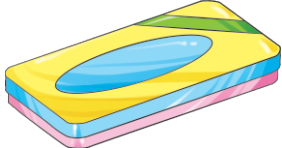


Discuss about each picture in the class.

Things in the classroom

Write the number beside the picture as indicated in the box.

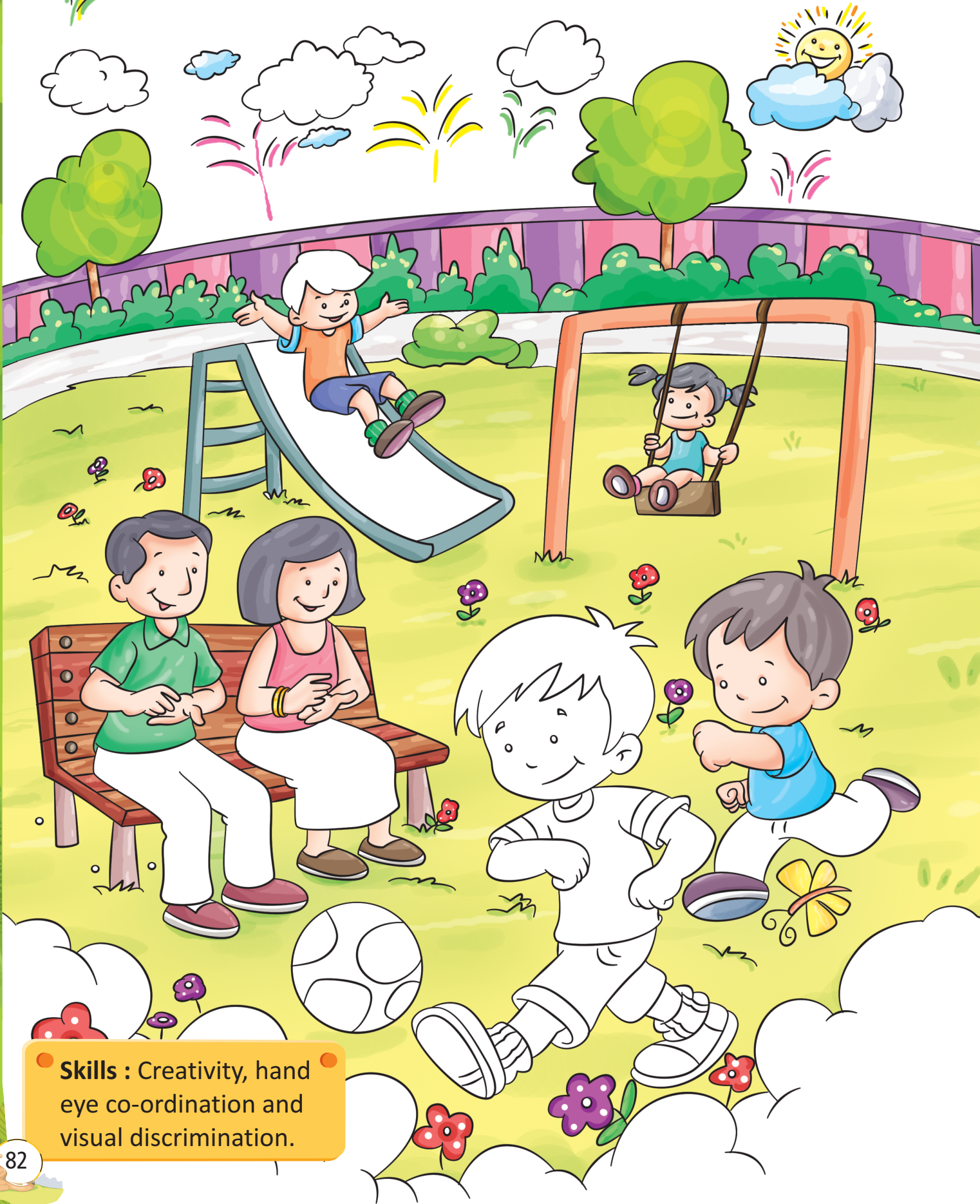
- | | | | |
|---------------|-----------|---------------|----------------------|
| 1. board | 2. rubber | 3. notebook | 4. pen |
| 5. pencil | 6. ruler | 7. dust bin | 8. crayons |
| 9. desk | 10. chair | 11. map | 12. pencil sharpener |
| 13. scissors | 14. glue | 15. CD player | 16. pencil case |
| 17. the globe | 18. CDs | 19. poster | 20. pencil holder |



My Playground

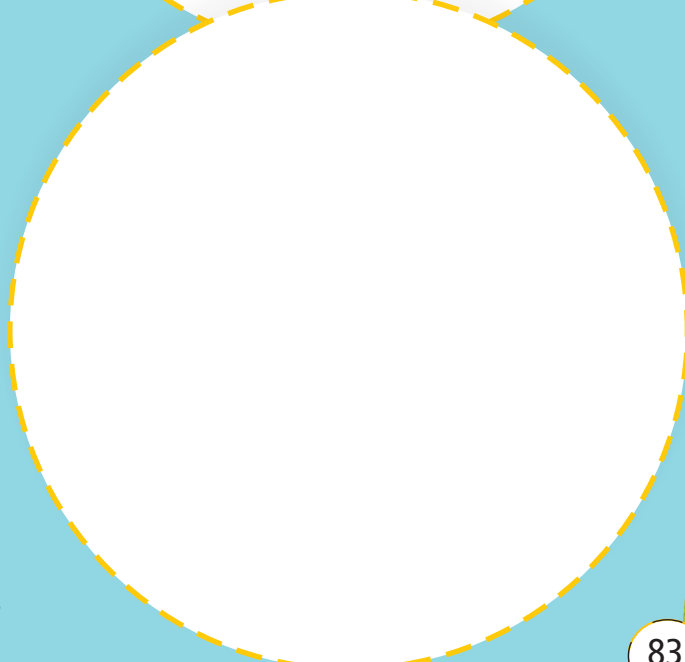
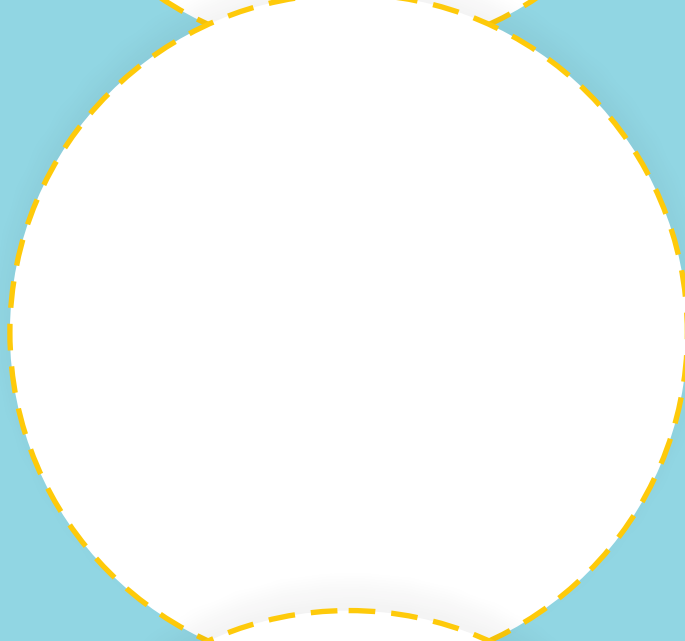
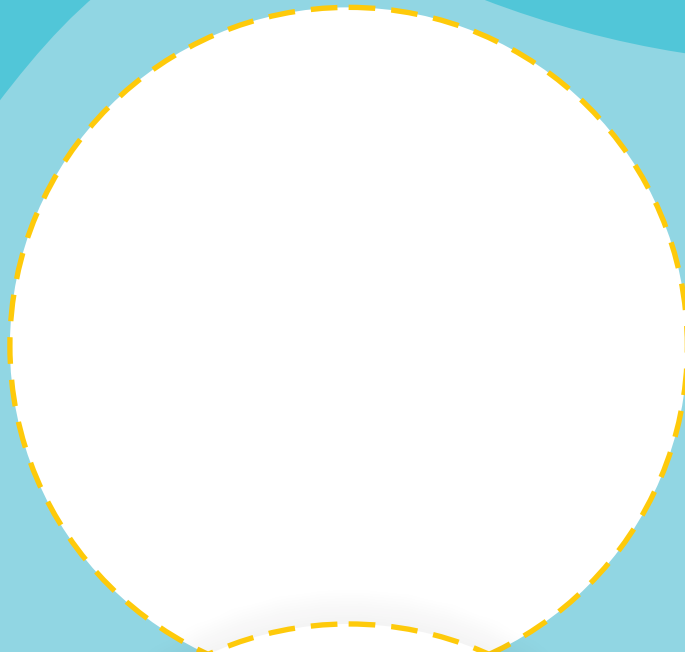
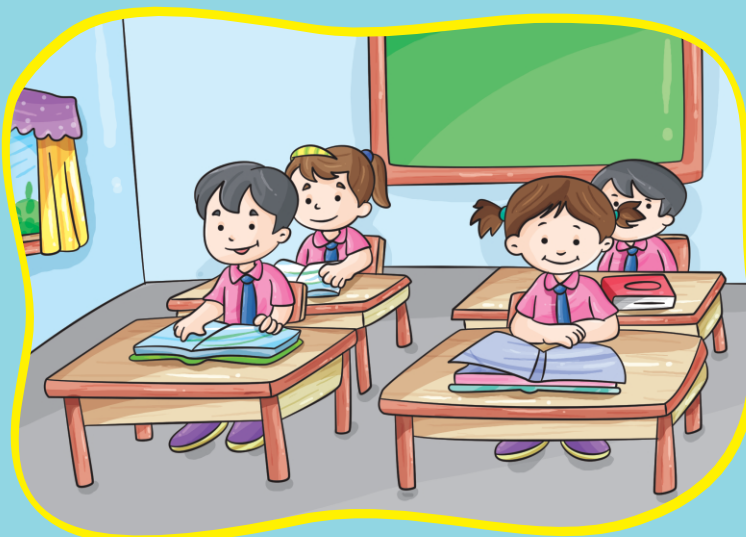
Complete this playground and decorate it.



Skills : Creativity, hand eye co-ordination and visual discrimination.

Related Object

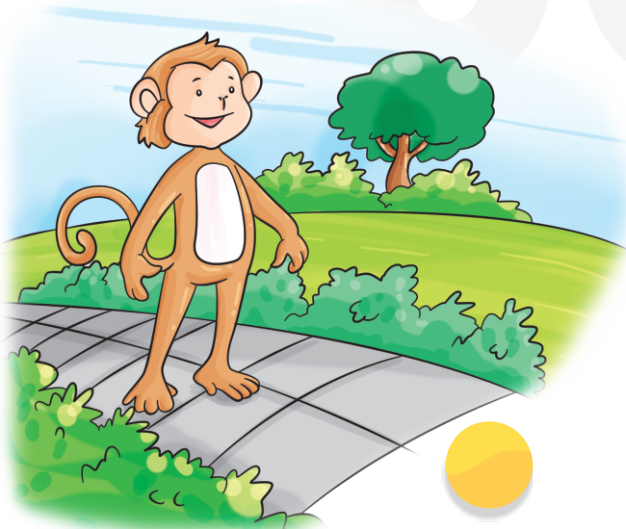
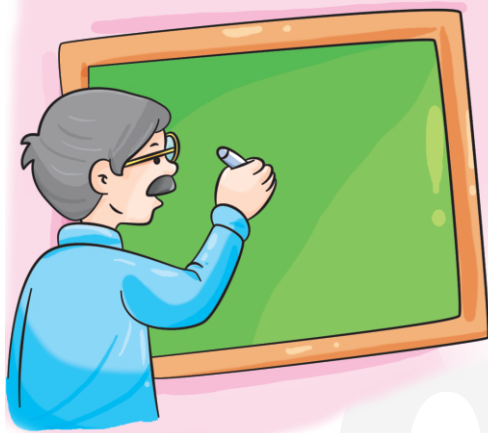
Draw one related object.



Skill : Relationship, association and creativity.

At the School

Put a cross (×) on near the pictures that are not associated with a school.



Skill : Concept of school, association and discrimination.