

New Era Public School: Rajleagh

Solved Assignment of Unit IST

Class: U.K. Iy.

Session: 2020-21

Subject: Math

Q. no. 1: Learn and write 1-15 [in words]:

1. 1 → One

9 → Nine

2. 2 → Two

10 → Ten

3. 3 → Three

11 → Eleven

4. 4 → Four

12 → Twelve

5. 5 → Five

13 → Thirteen

6. 6 → Six

14 → Fourteen

7. 7 → Seven

15 → Fifteen

8. 8 → Eight

Q. no. 2: Learn and write 1-25 [in figures]:

| | | | | | | | | |
|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | | |

Q. no. 3: Backward counting from 25 - 1:

| | | | | | | | | |
|----|----|----|----|----|----|----|----|---|
| 25 | 24 | 23 | 22 | 21 | 20 | 19 | 18 | |
| 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | |
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Q. no. 4: Learn and Write Table of 4:

1. $4 \times 1 = 4$

2. $4 \times 2 = 8$

3. $4 \times 3 = 12$

4. $4 \times 4 = 16$

5. $4 \times 5 = 20$

6. $4 \times 6 = 24$

7. $4 \times 7 = 28$

8. $4 \times 8 = 32$

9. $4 \times 9 = 36$

10. $4 \times 10 = 40$

Q. no. 5: Learn and Write Dodging table of 4:

1. $4 \times 5 = 20$

2. $4 \times 2 = 8$

3. $4 \times 10 = 40$

4. $4 \times 1 = 4$

5. $4 \times 9 = 36$

6. $4 \times 3 = 12$

7. $4 \times 7 = 28$

8. $4 \times 4 = 16$

9. $4 \times 6 = 24$

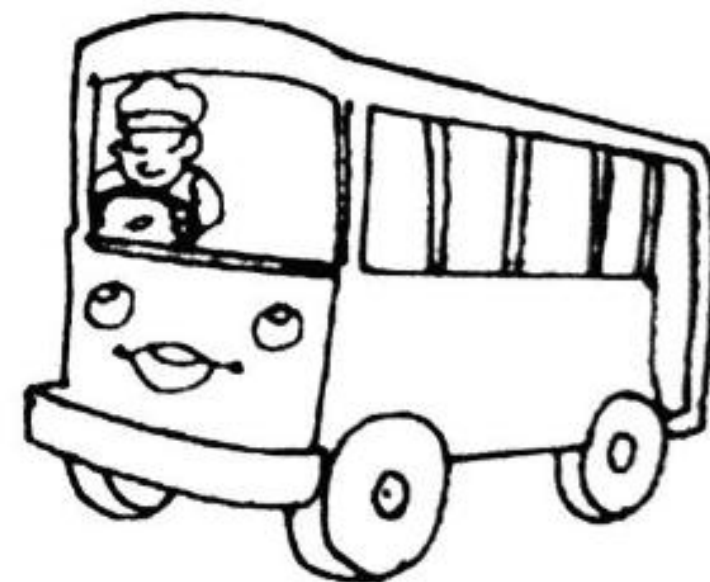
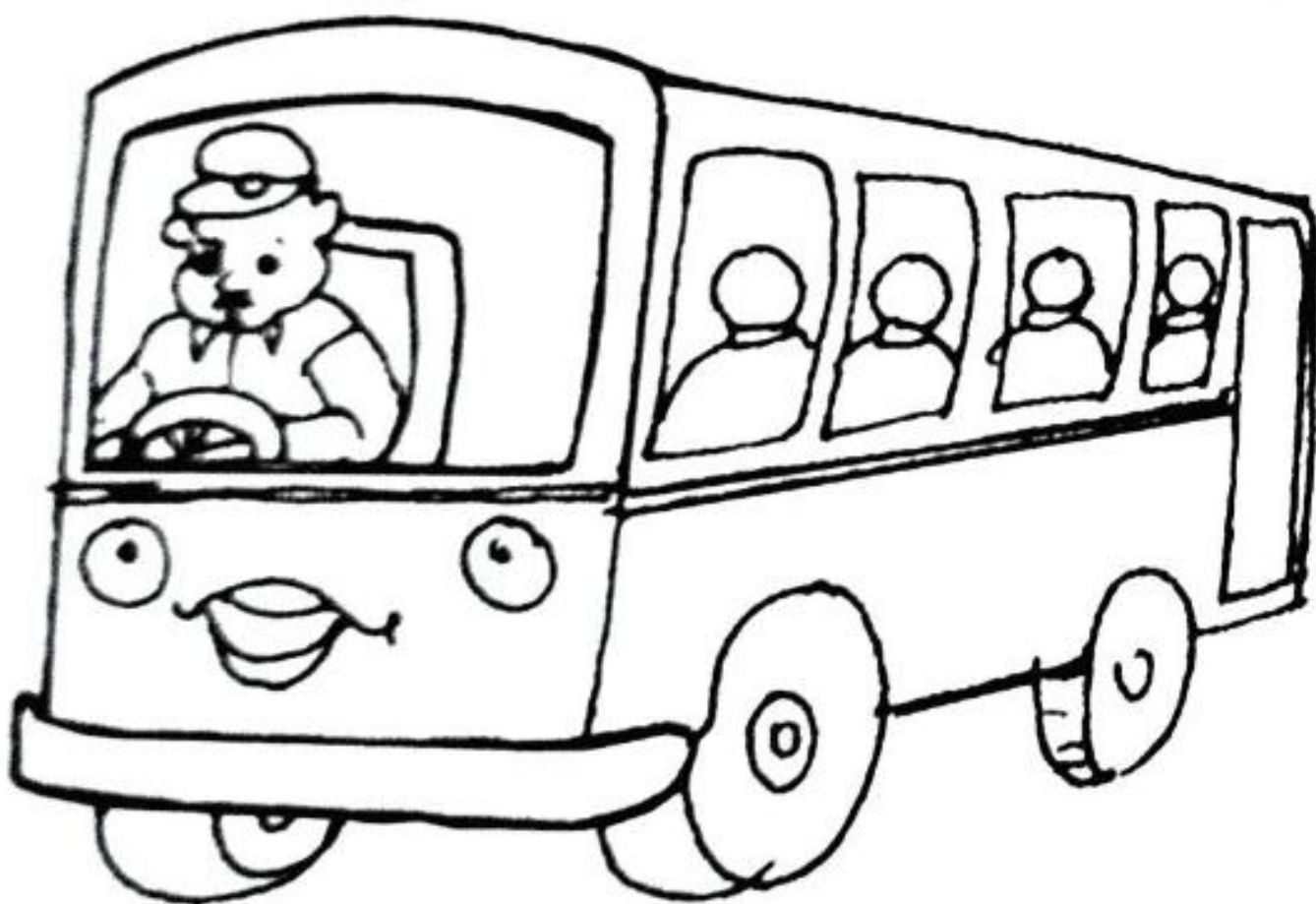
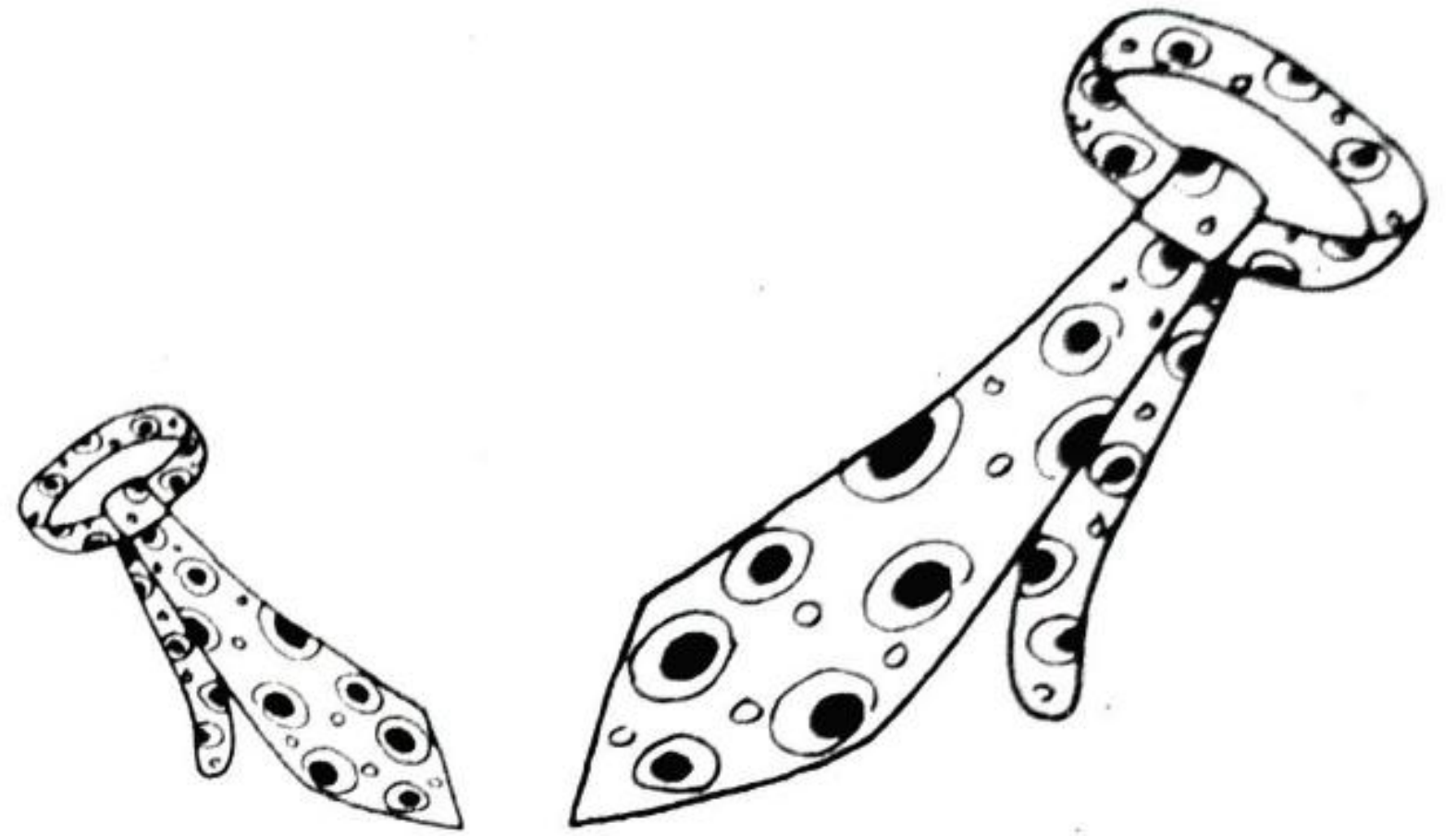
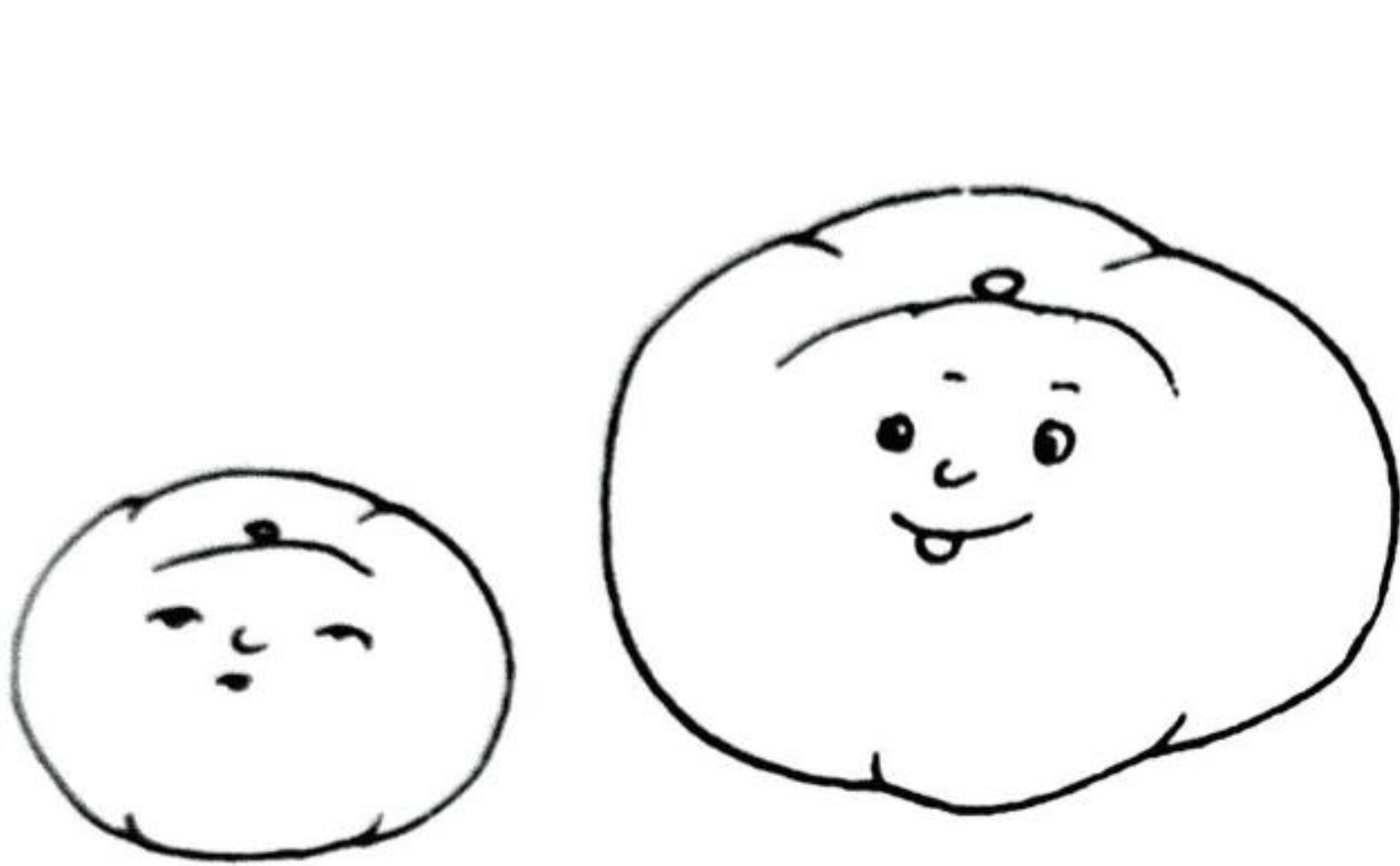
10. $4 \times 8 = 32$



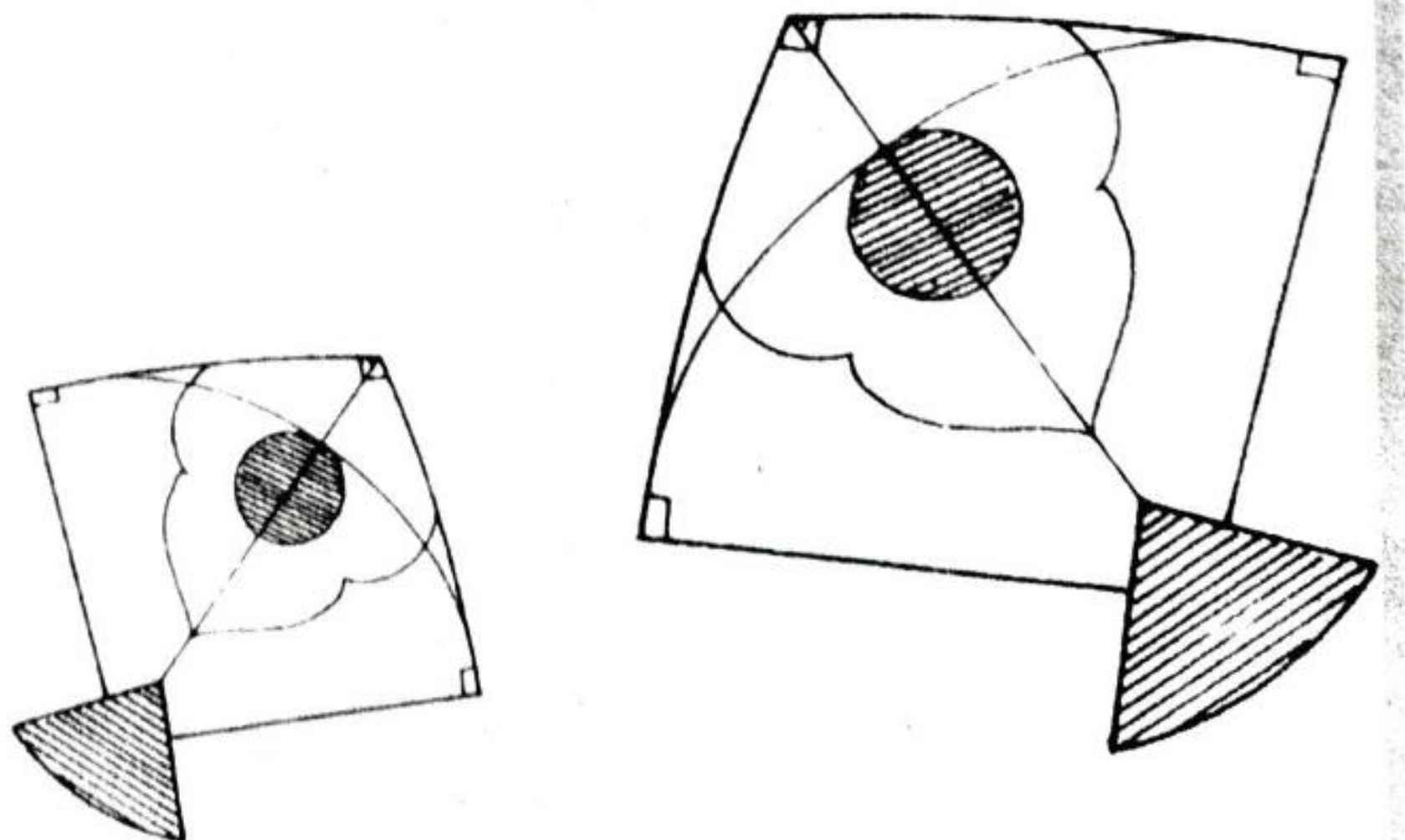
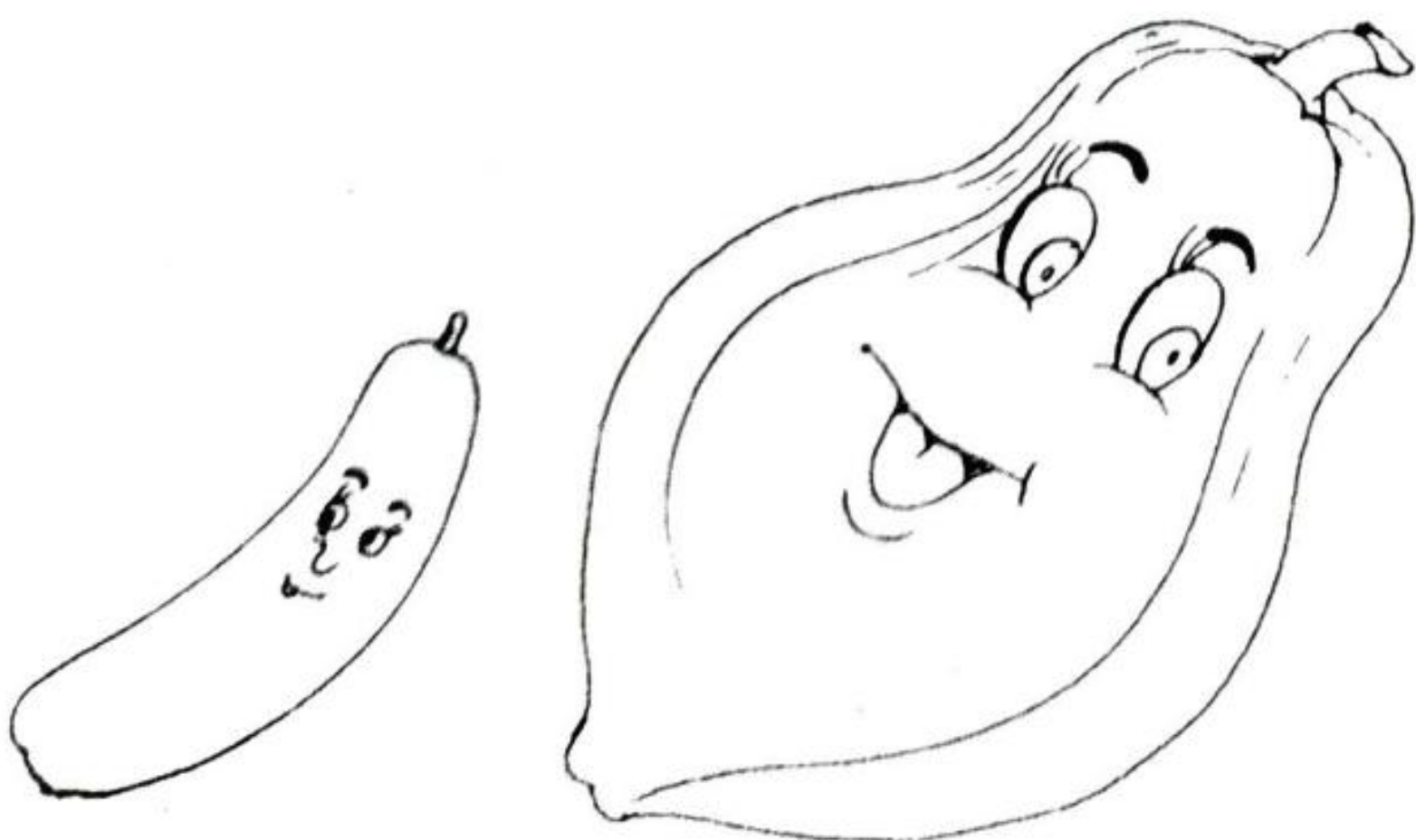
BIGGER AND SMALLER



Colour the bigger objects red.

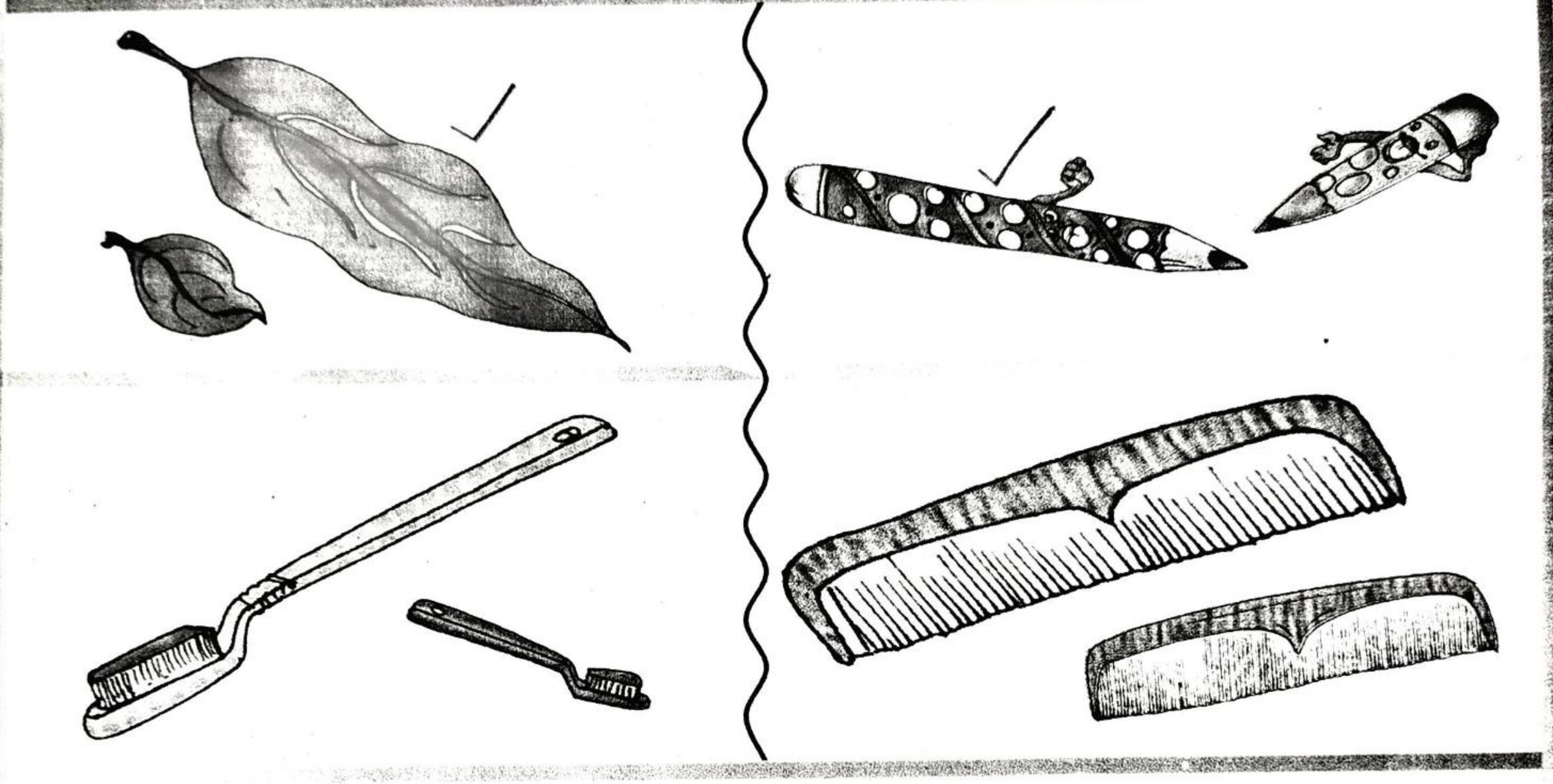


Colour the smaller objects yellow.

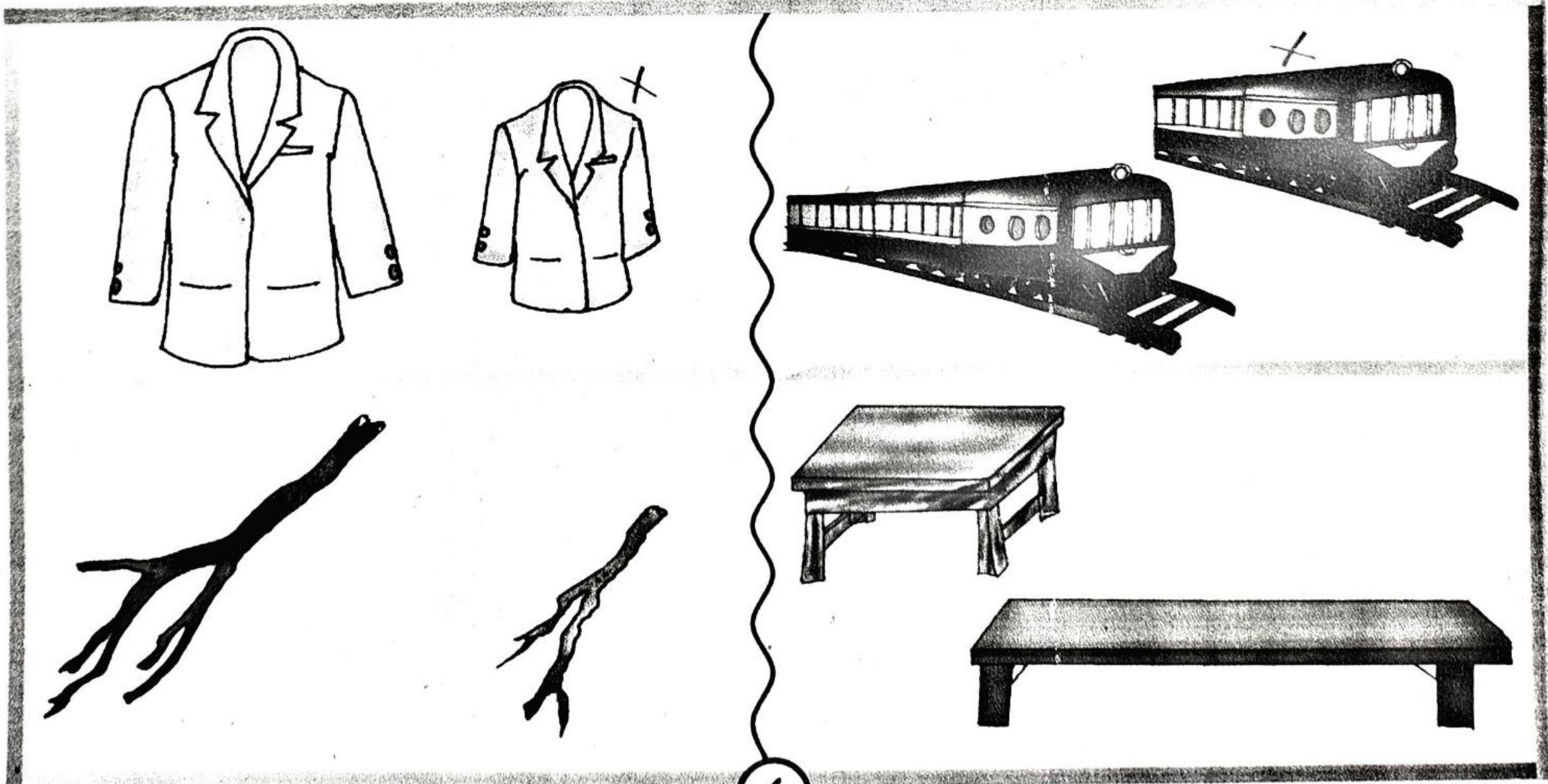




Tick (✓) the longer objects.



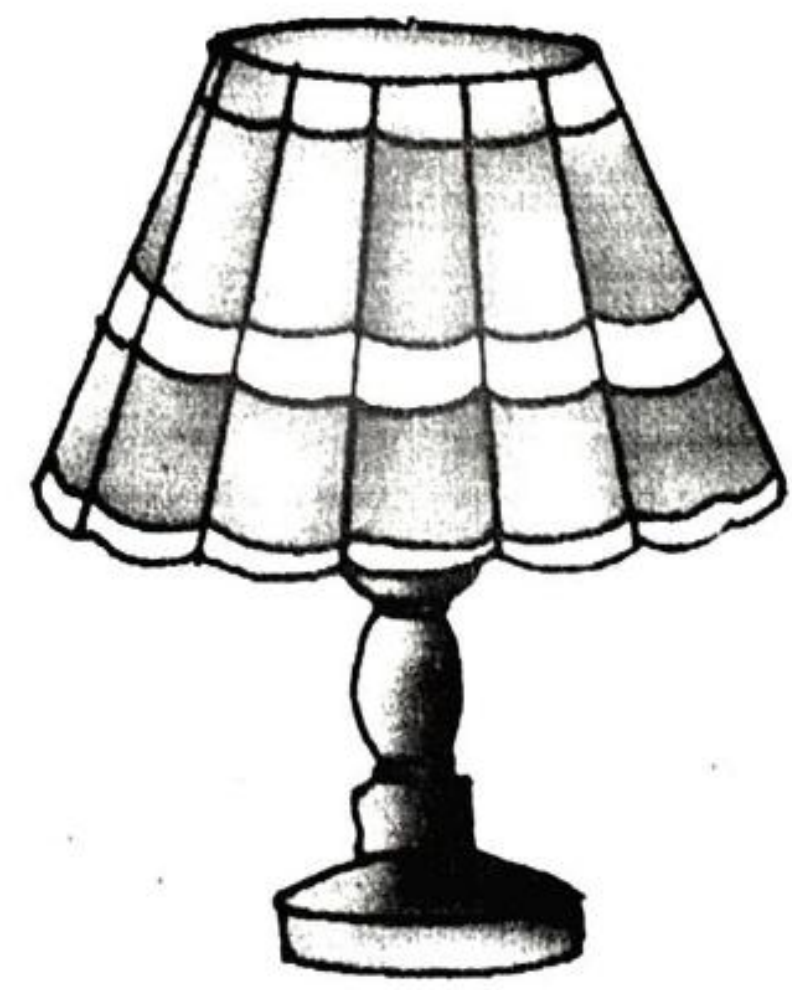
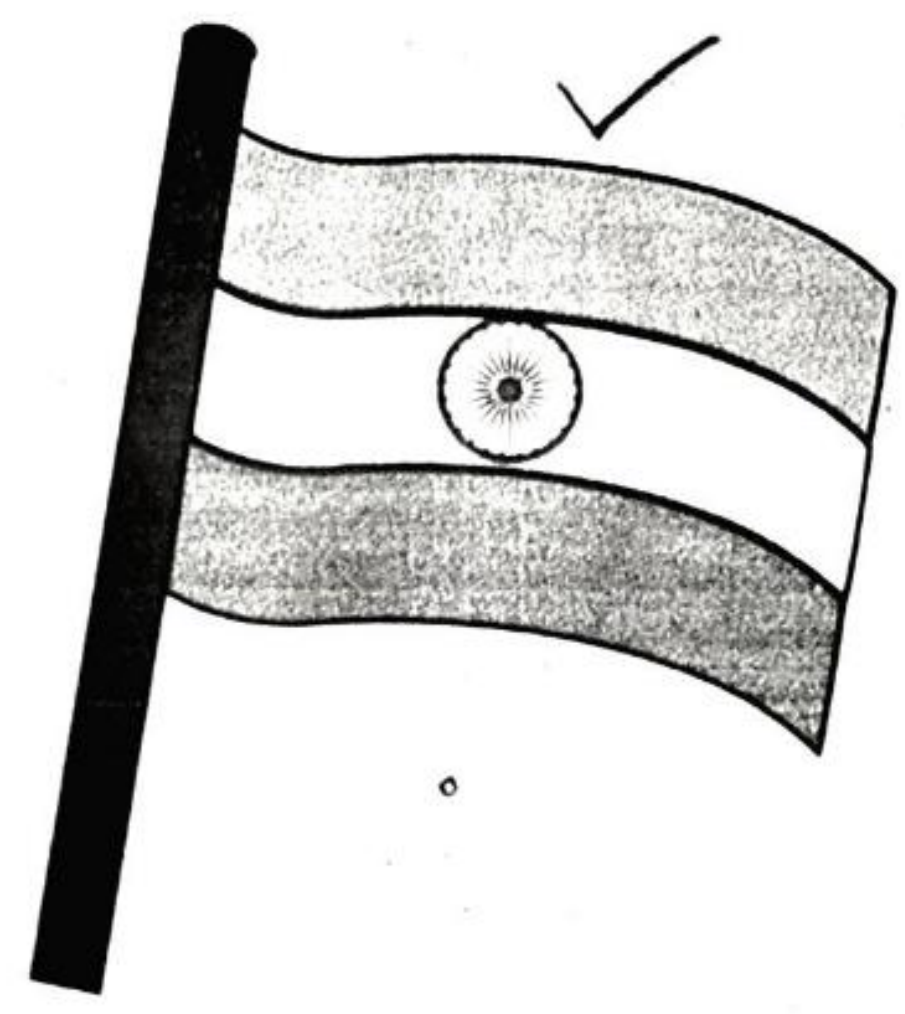
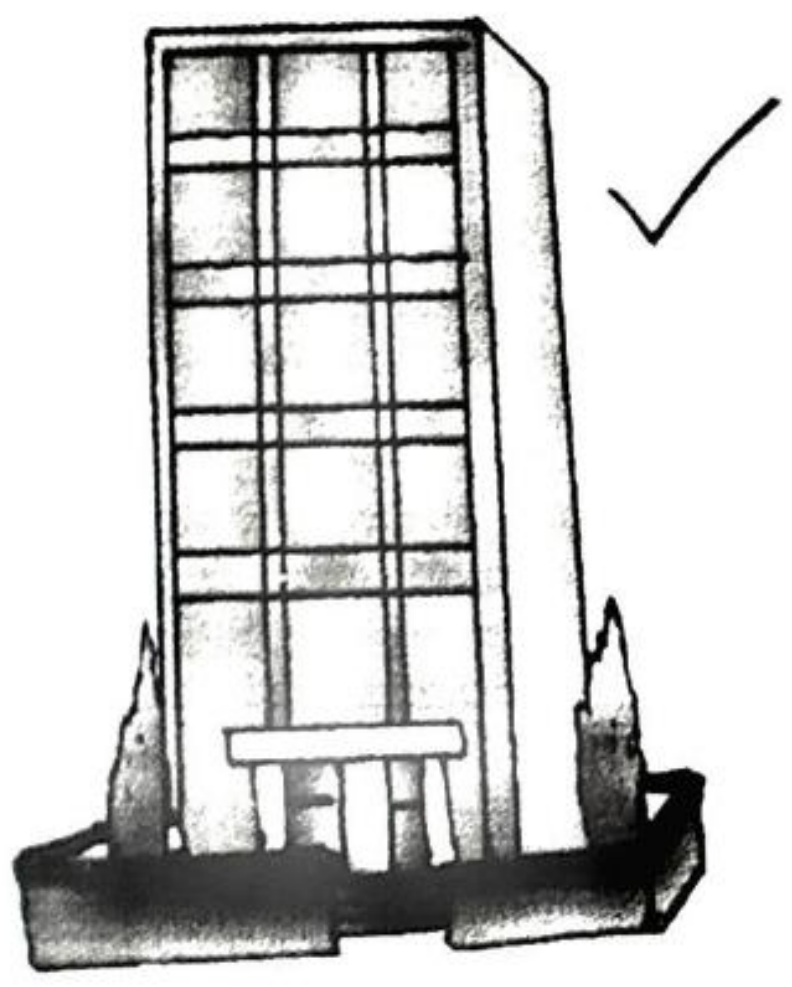
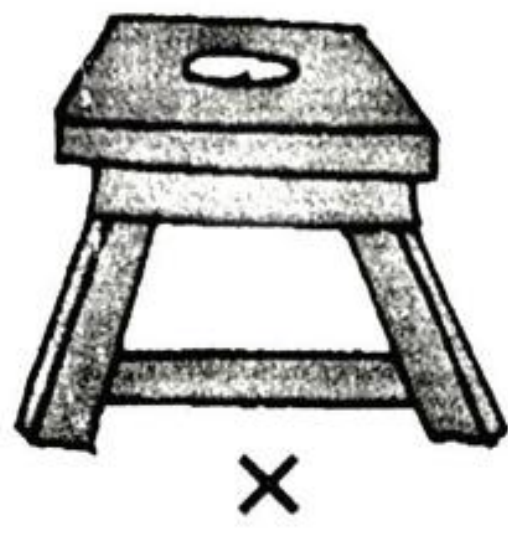
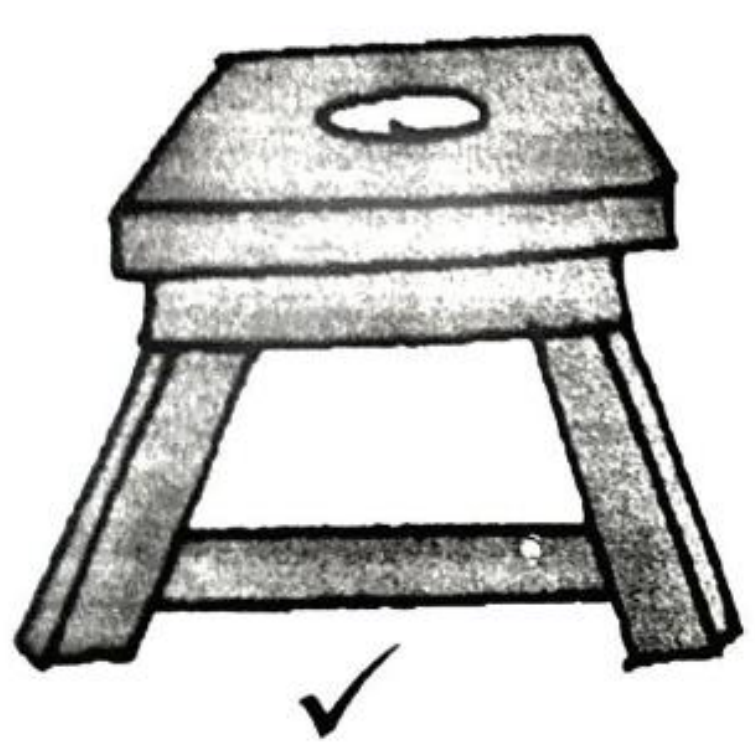
Cross (×) the shorter objects.



TALLER AND SHORTER

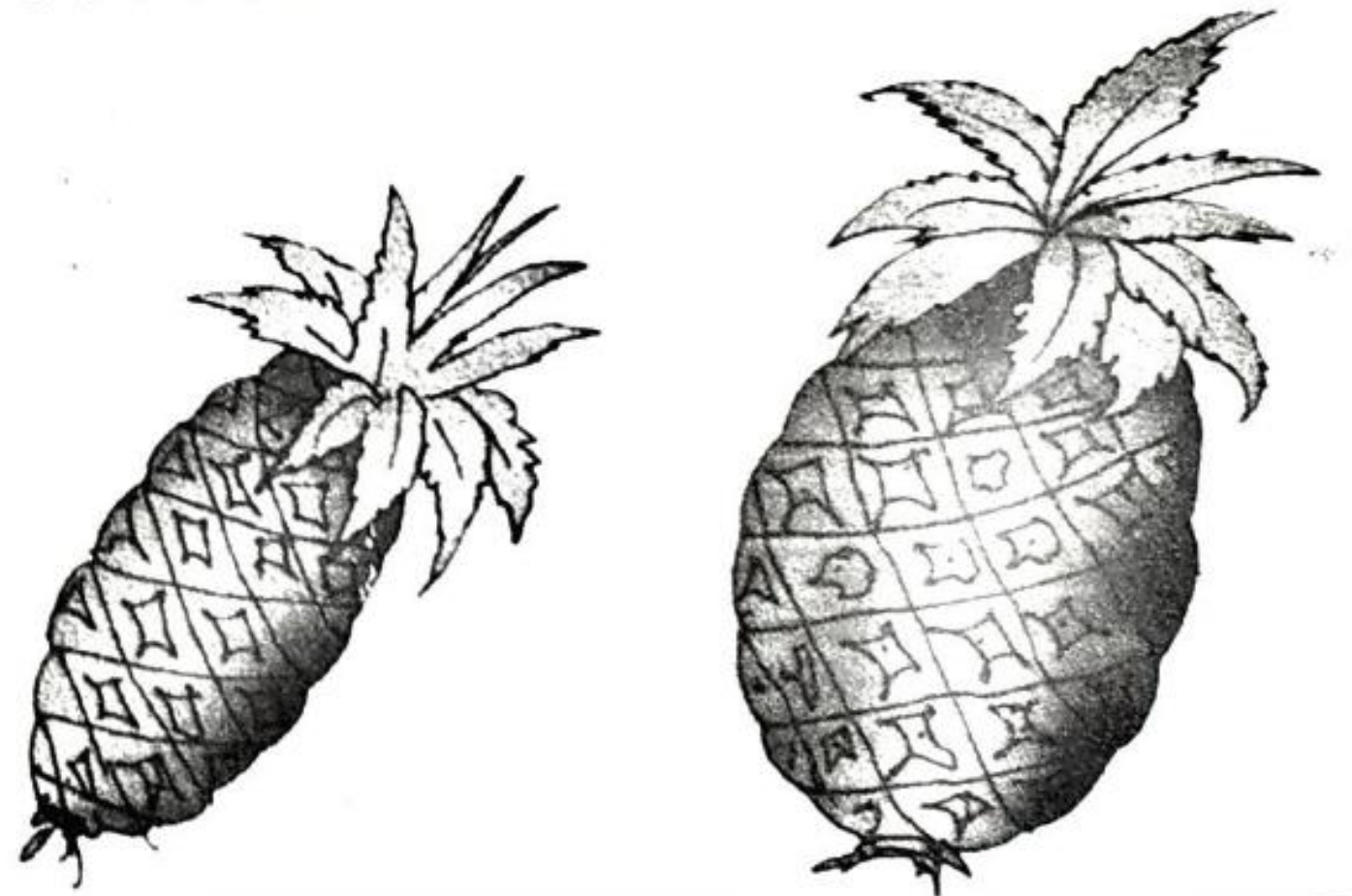
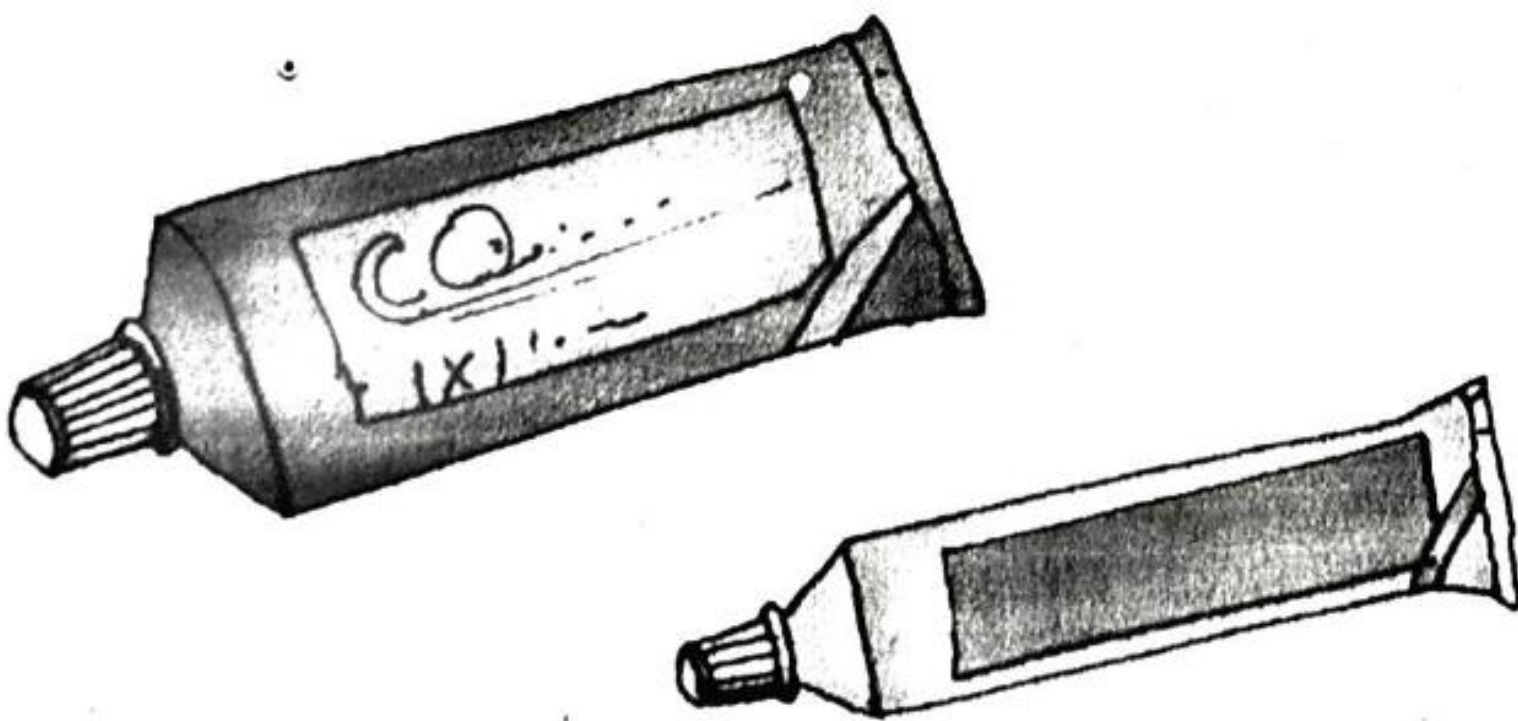
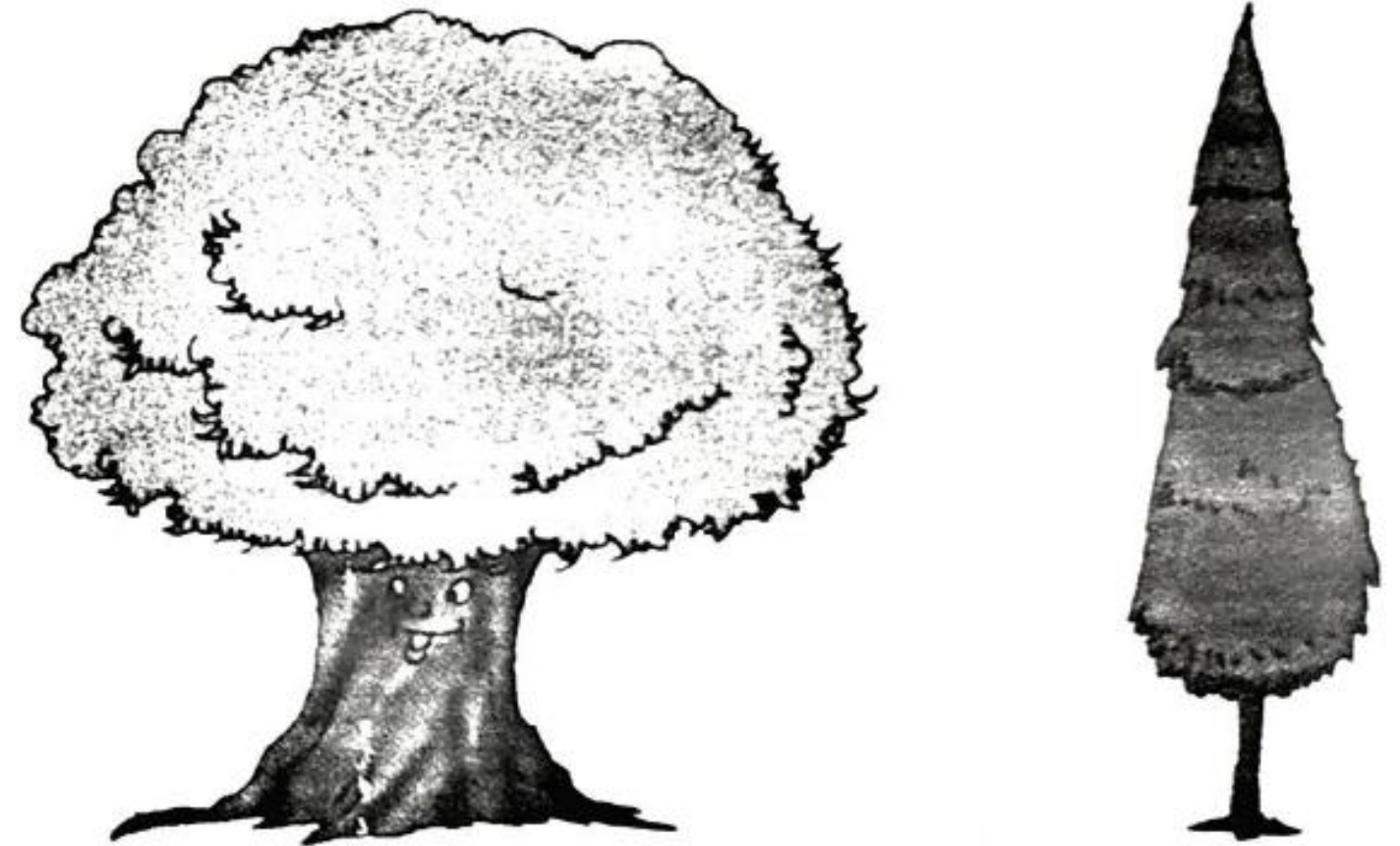
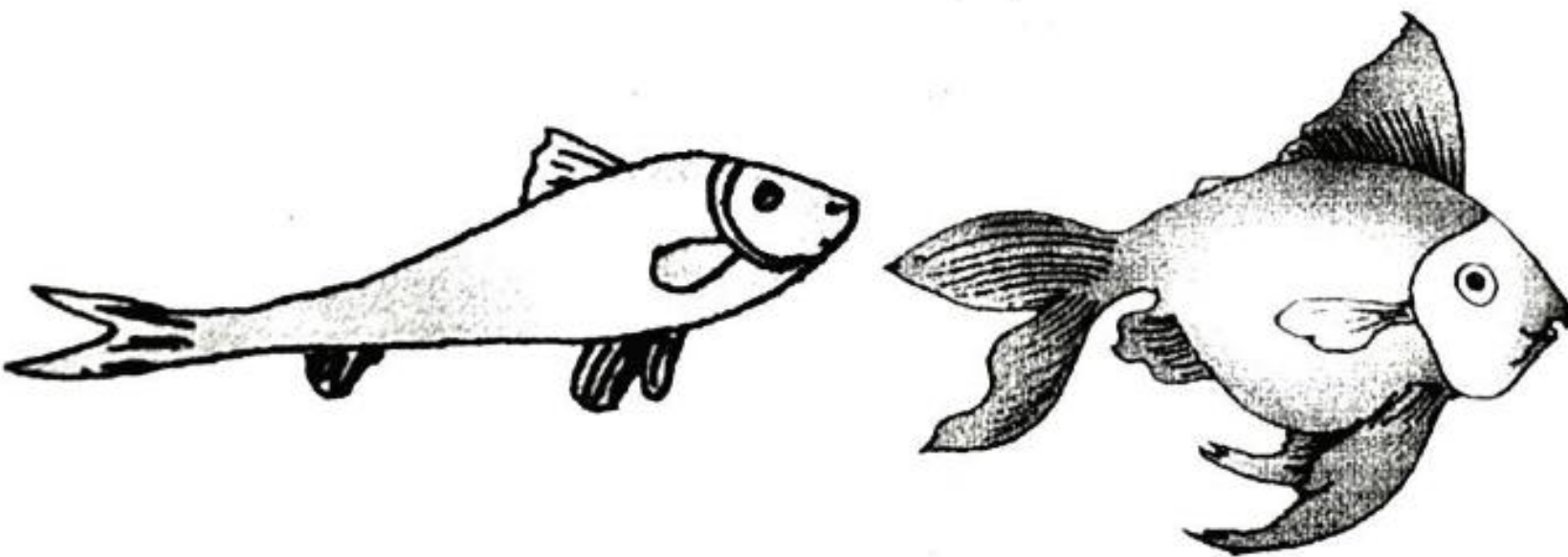
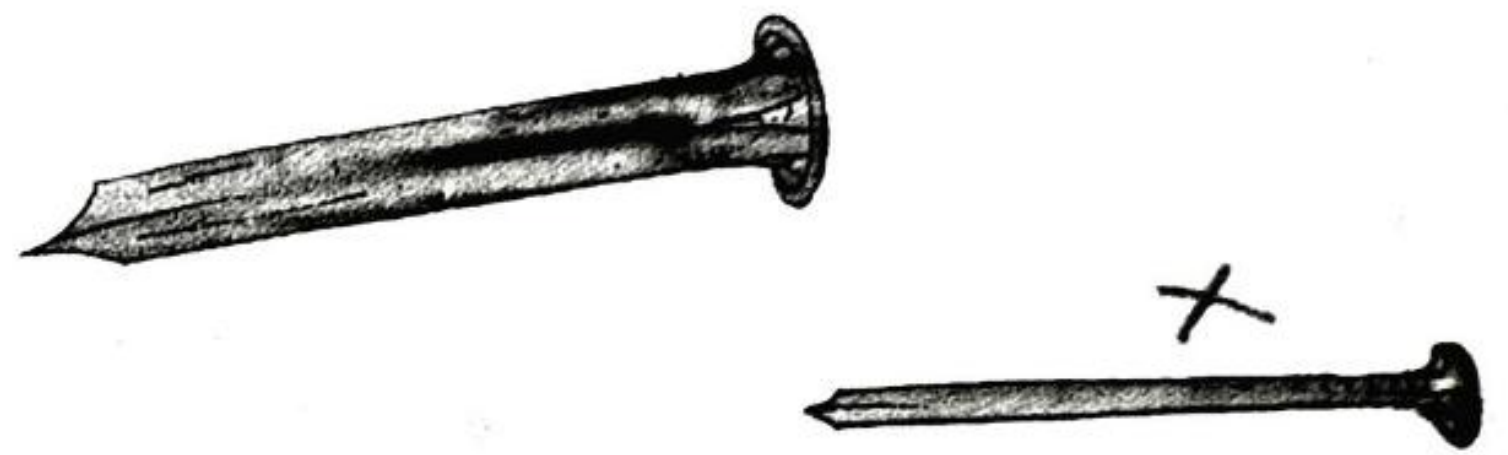
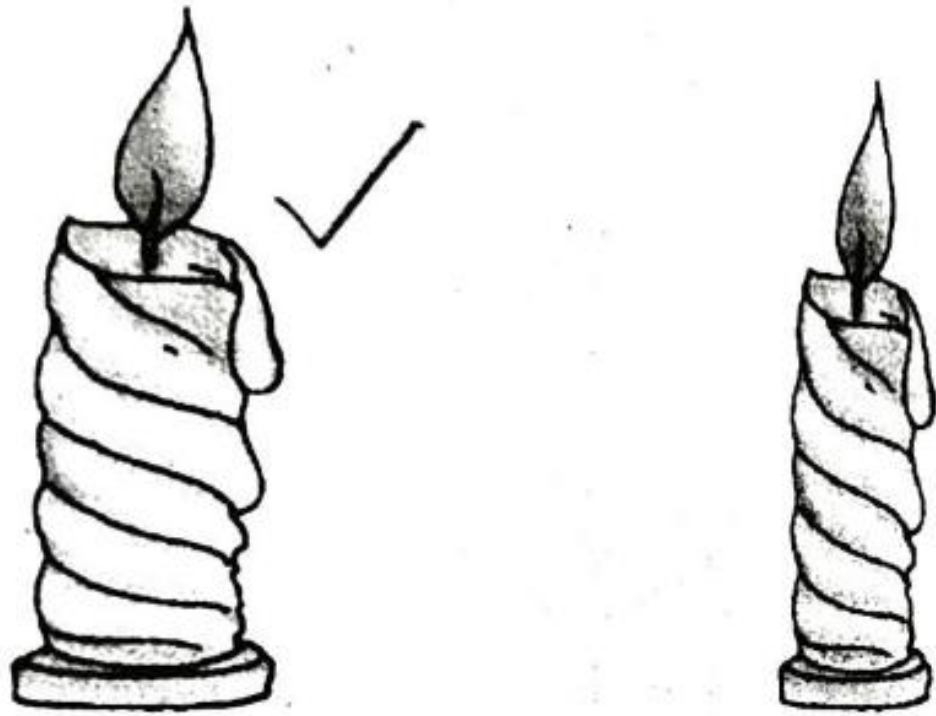
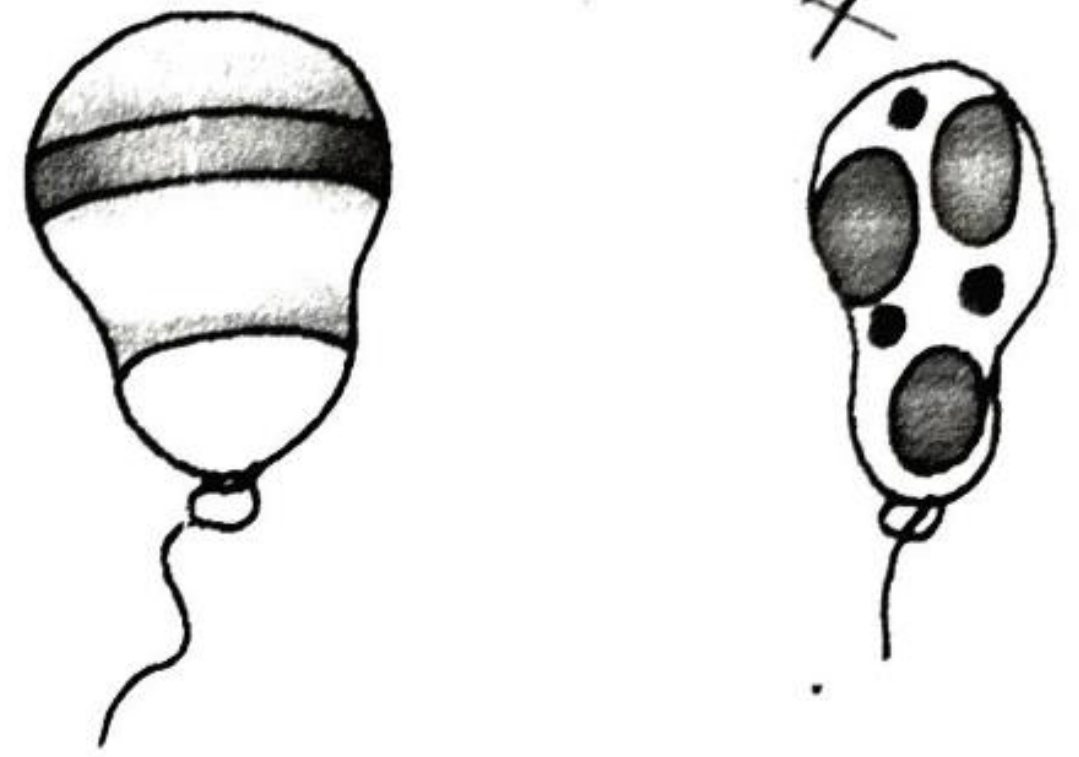
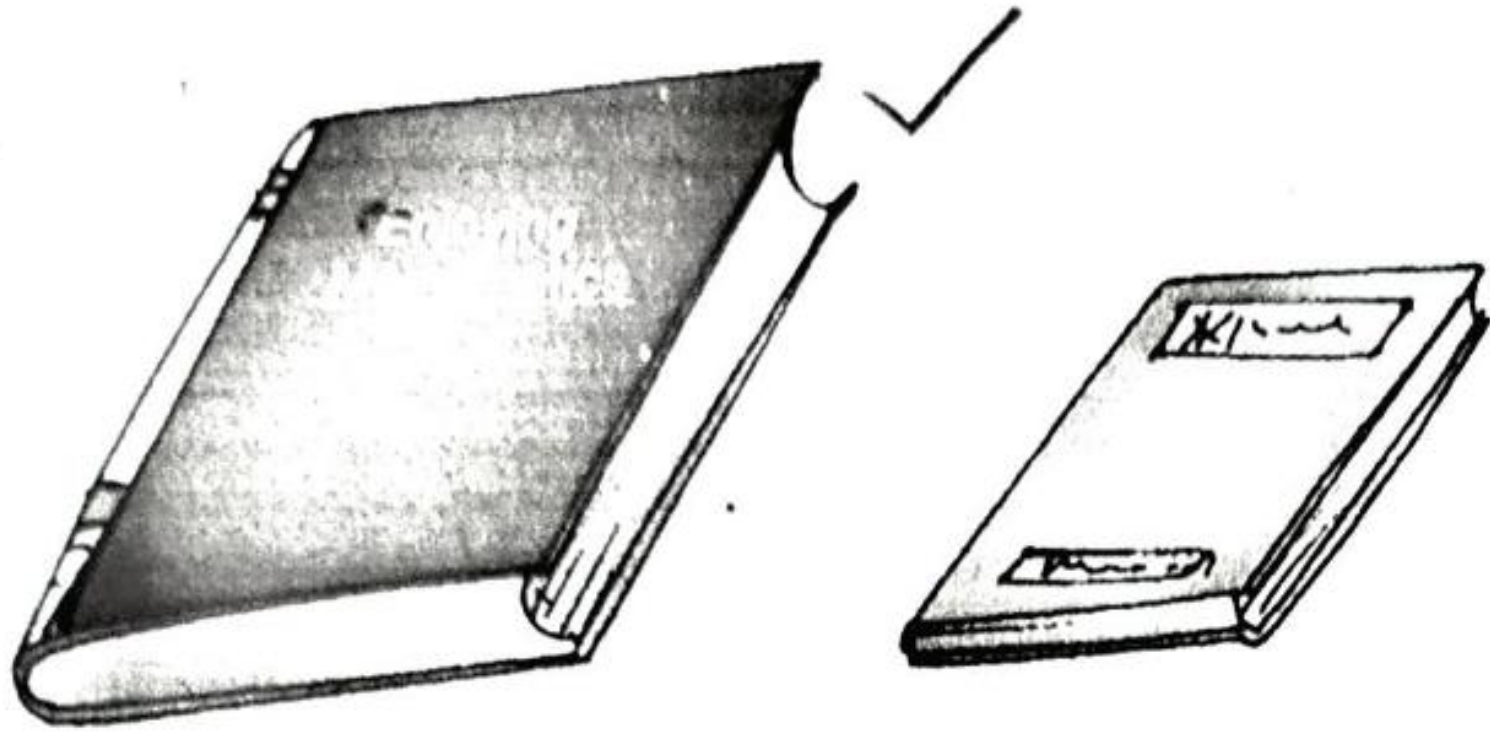


Tick (✓) the taller and cross (×) the shorter object. One has been done for you.



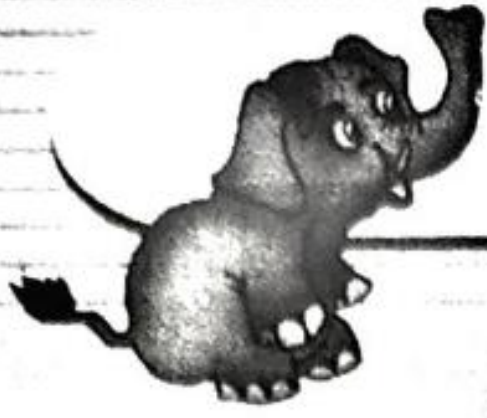
Tick (✓) the thicker objects.

Cross (×) the thinner objects.

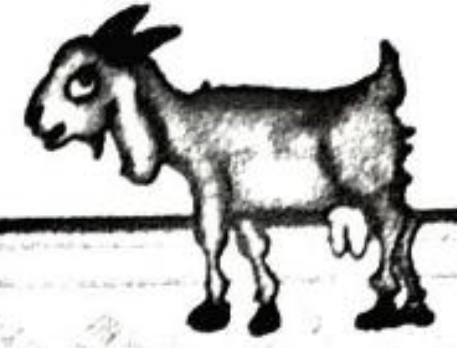


UNIT-2

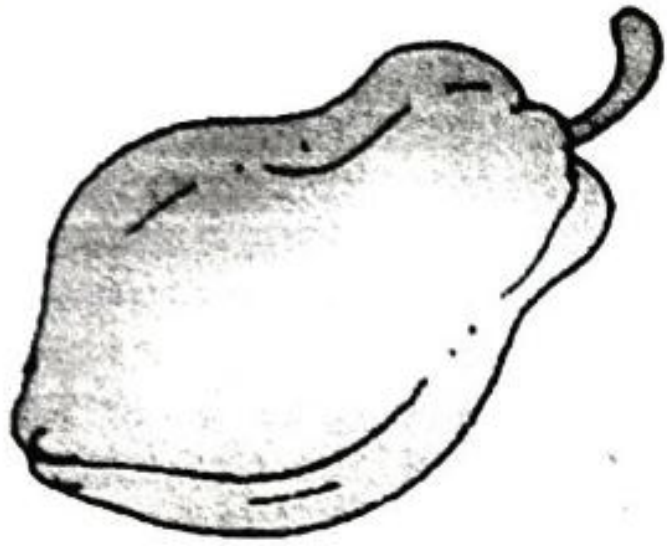
MORE ON COMPARISON



HEAVIER AND LIGHTER



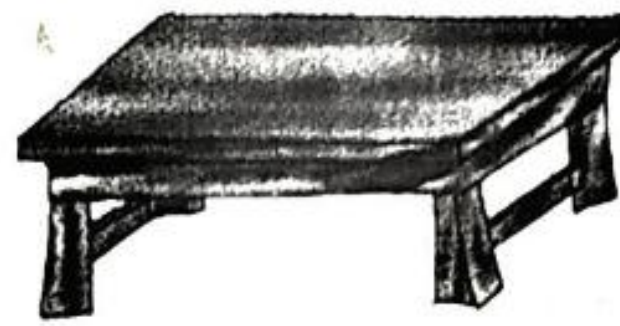
Look and learn:



Heavier



Lighter



Lighter



Heavier

Practice Time

Tick (✓) the heavier object and cross (×) the lighter object. One has been done for you.



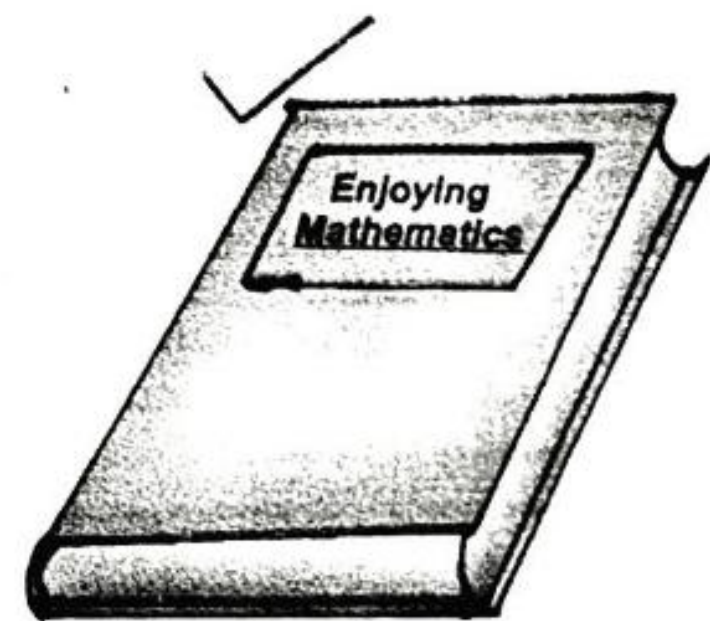
×



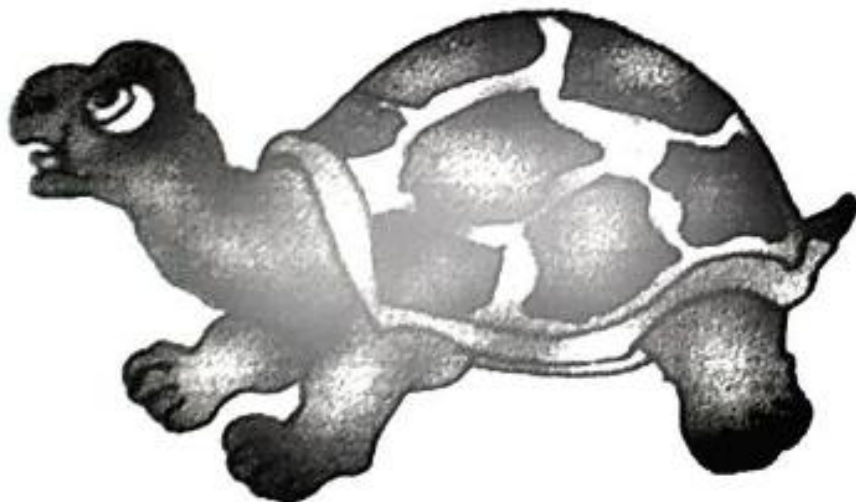
✓



×



✓



Note for the Teacher

Practise the concept of heavier and lighter by giving examples from the immediate environment.



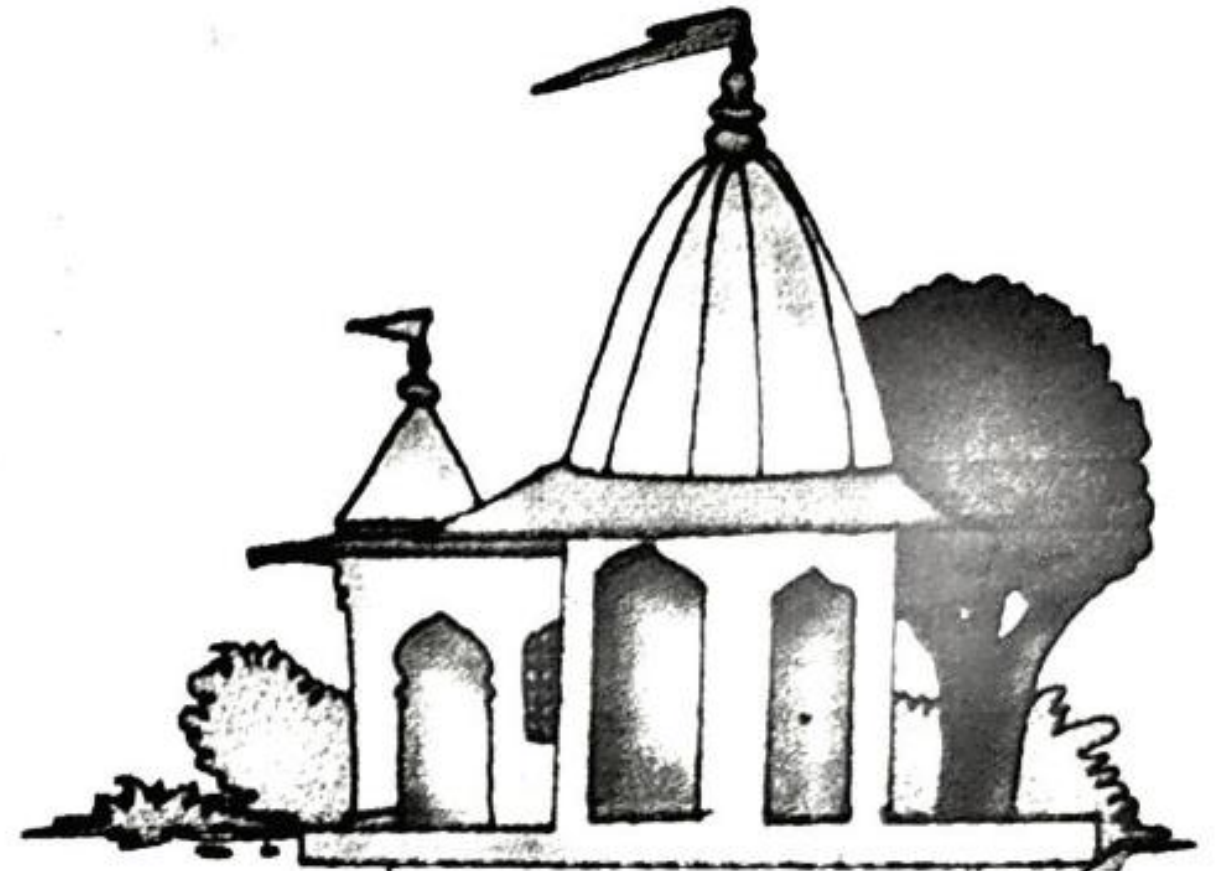
Look and learn:



The Hut is Farther from the Temple.



The Tap is Nearer to the Temple.

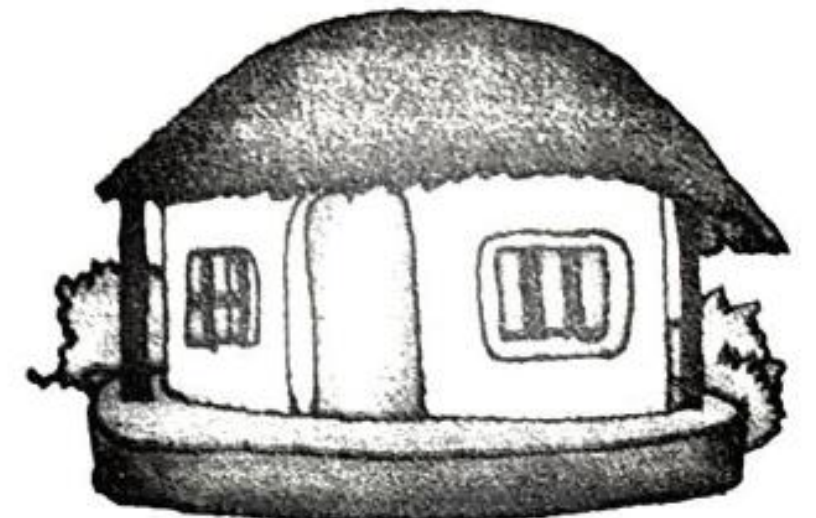
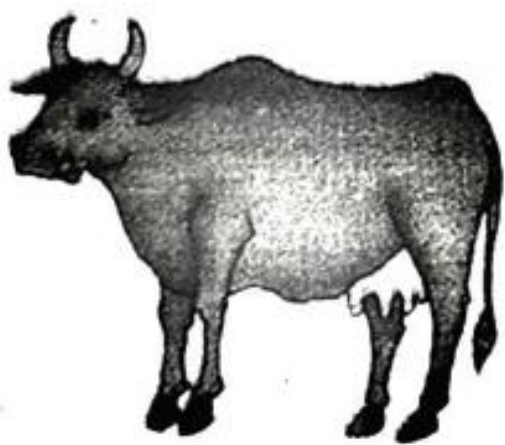
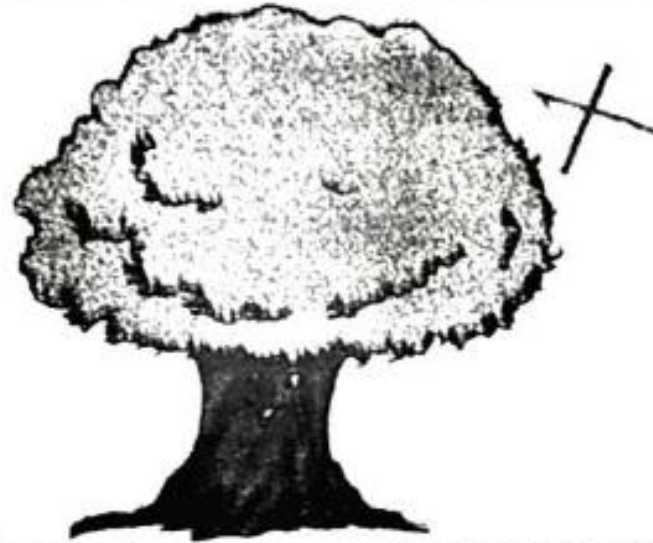
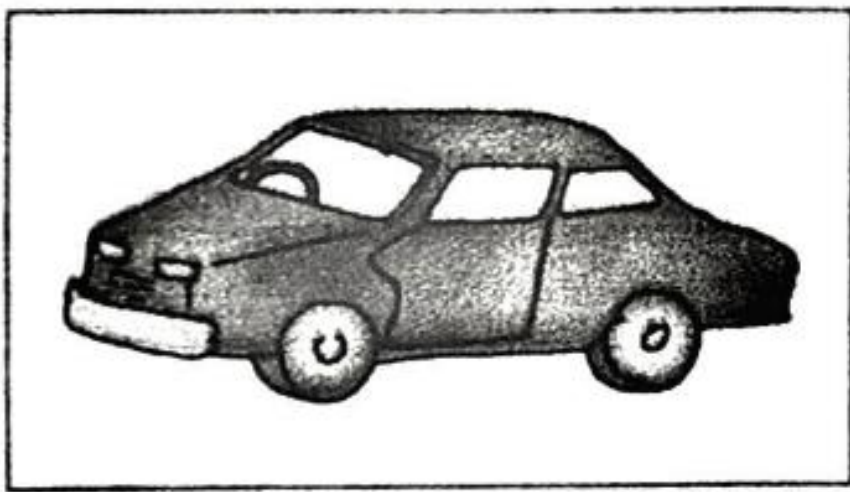


Near or Far show the distance of an object.



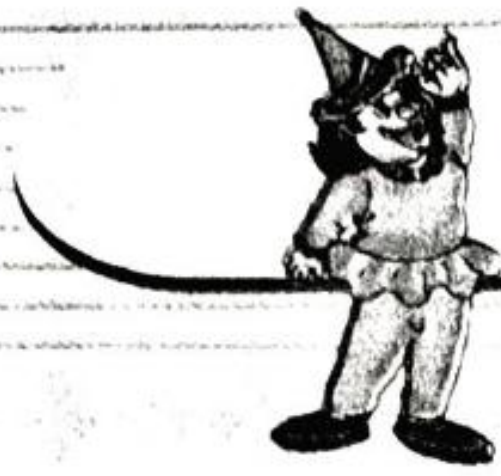
Practice Time

Put a cross (×) on the object nearer the picture shown in the box.



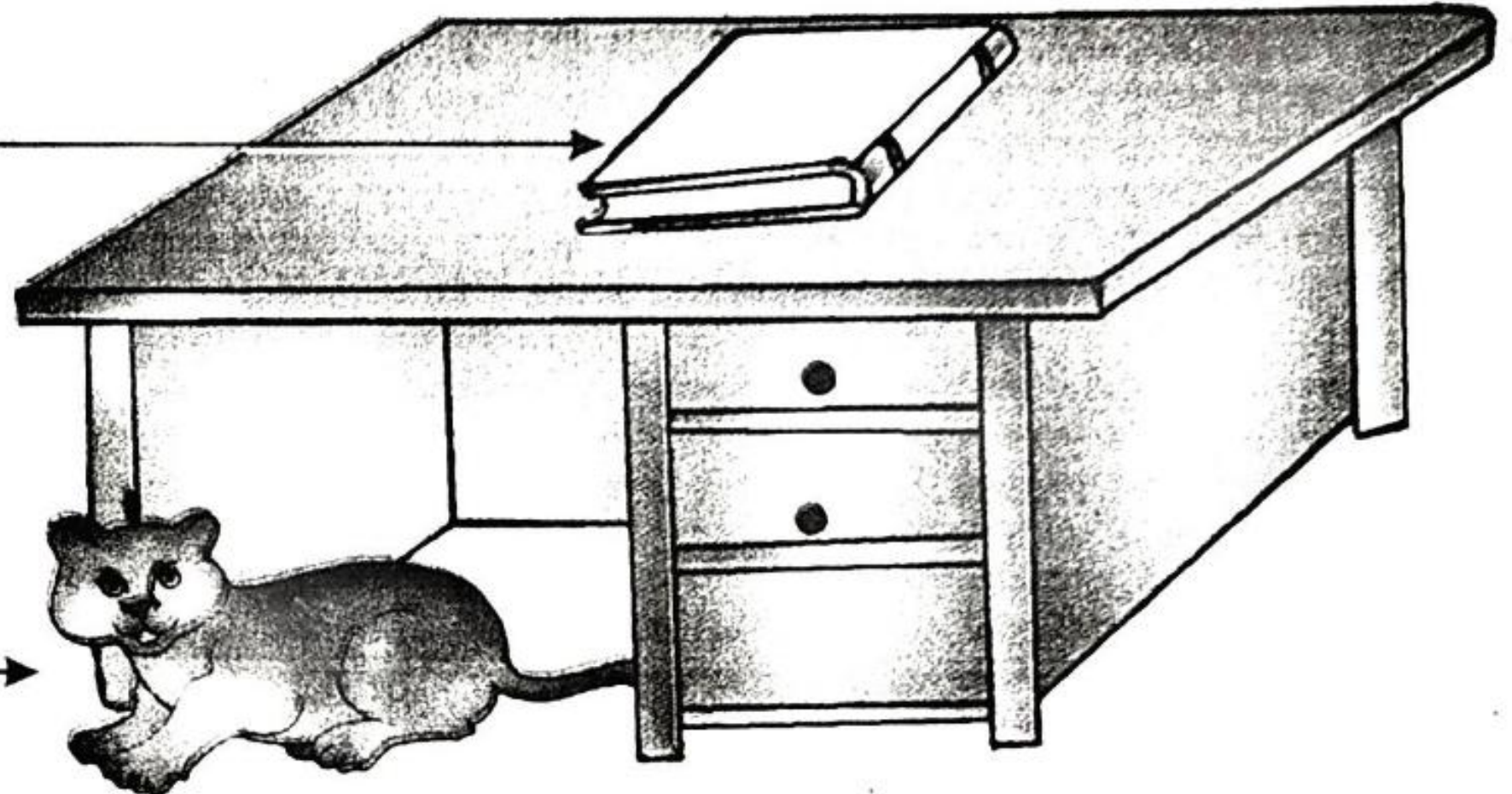
Note for the Teacher

Practise the concept of Farther and Nearer with the help of the pictures. This concept can also be practised by making the children take up positions nearer and farther from any stationary object.



Look and learn:

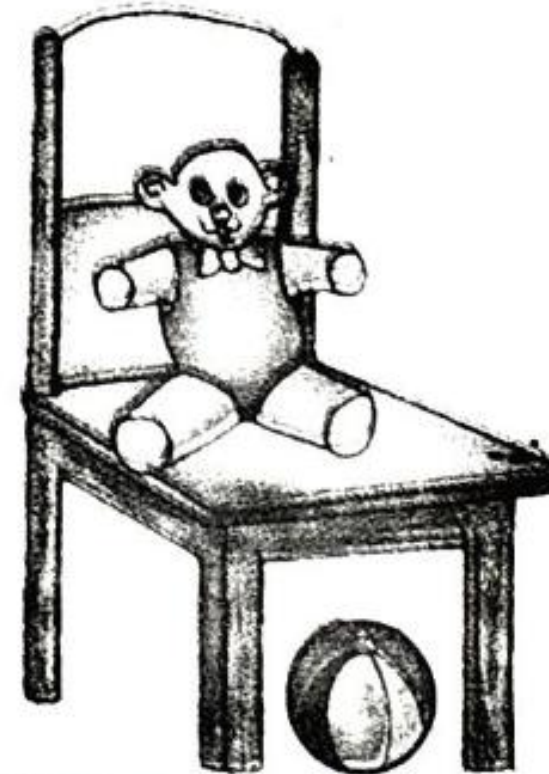
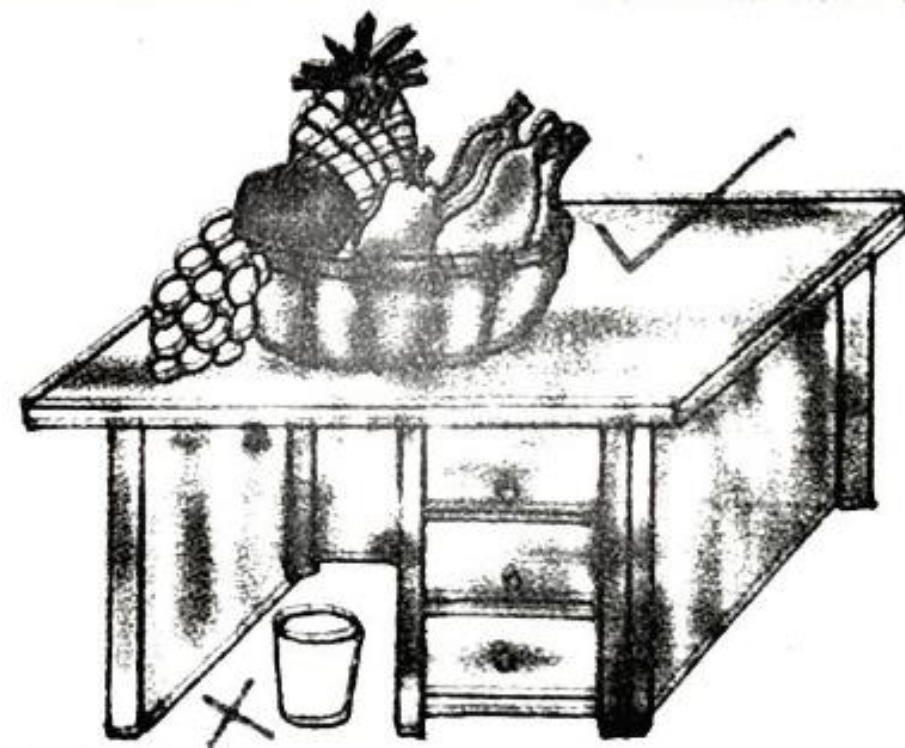
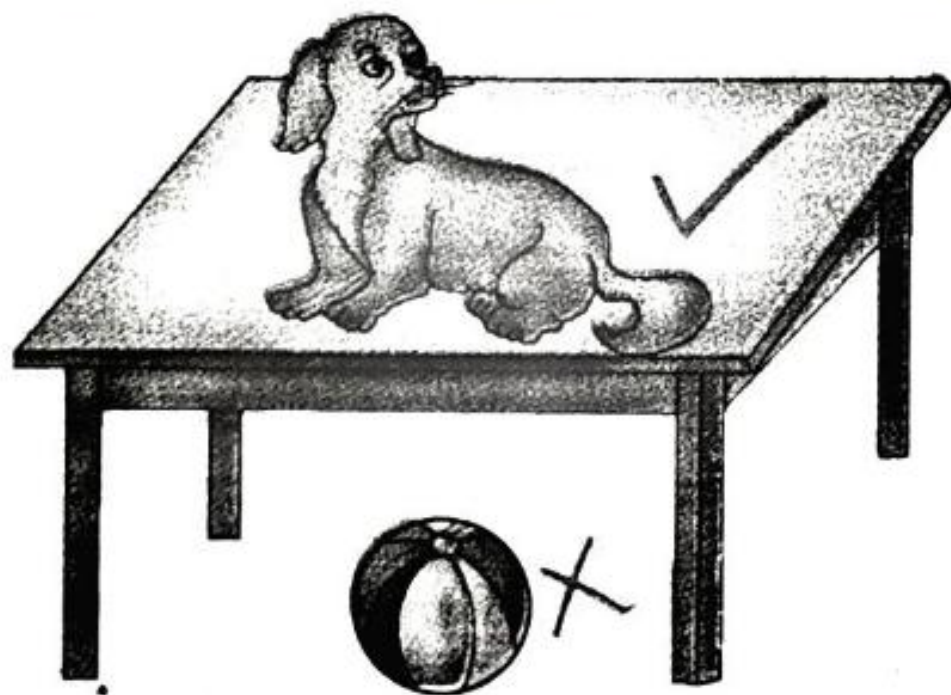
A book is on the table.



A cat is under the table.

Practice Time

Tick (✓) the object which is ON and cross (×) the object which is UNDER.



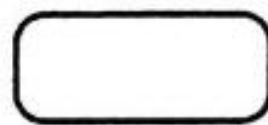
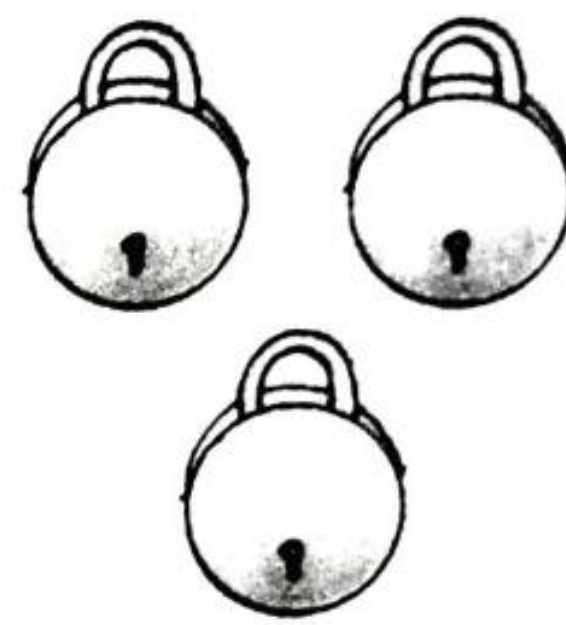
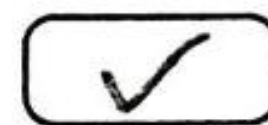
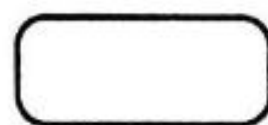
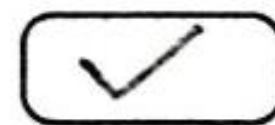
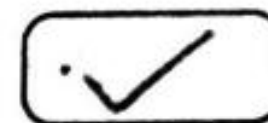
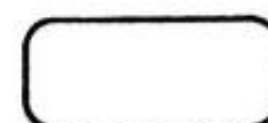
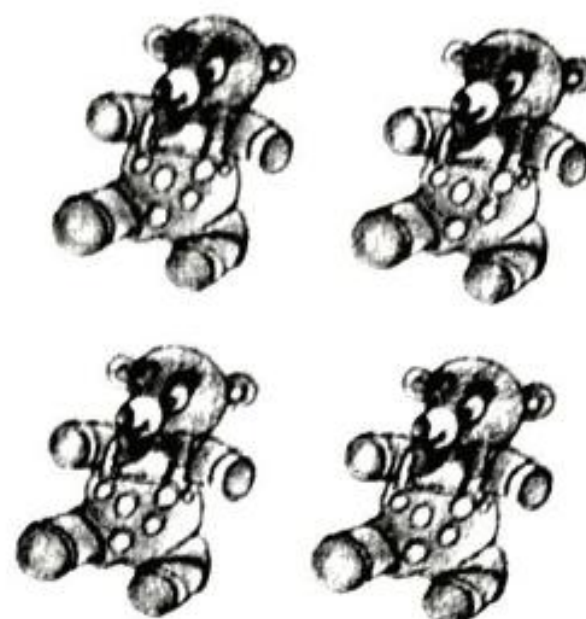
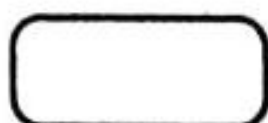
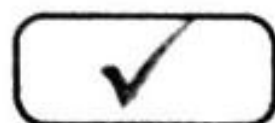
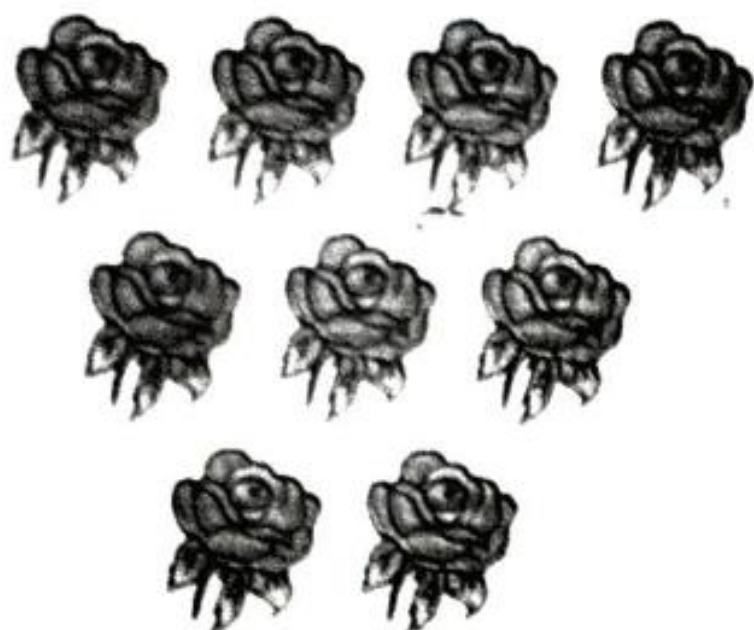
Note for the Teacher

Introduce the concept ON and UNDER with real life examples from the classroom. Place an object on/under a table, chair and ask questions such as where is the pen ?, where is the ball ? Etc.

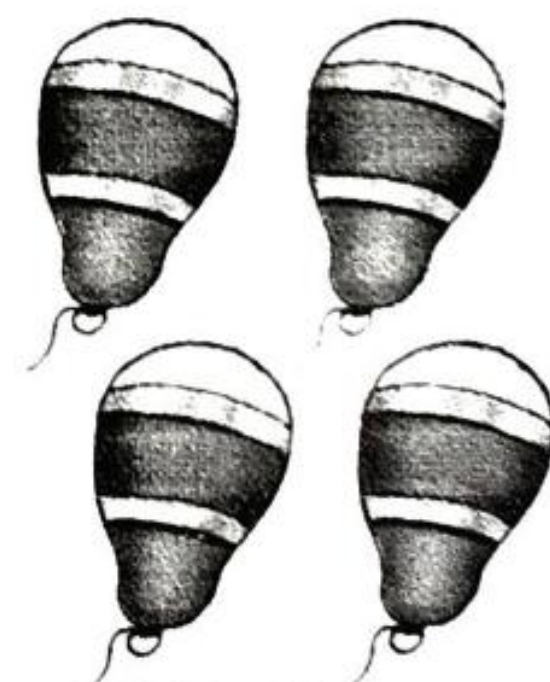
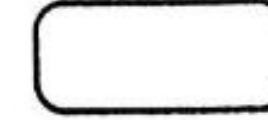
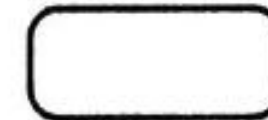
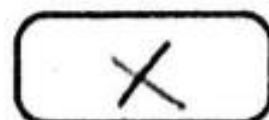
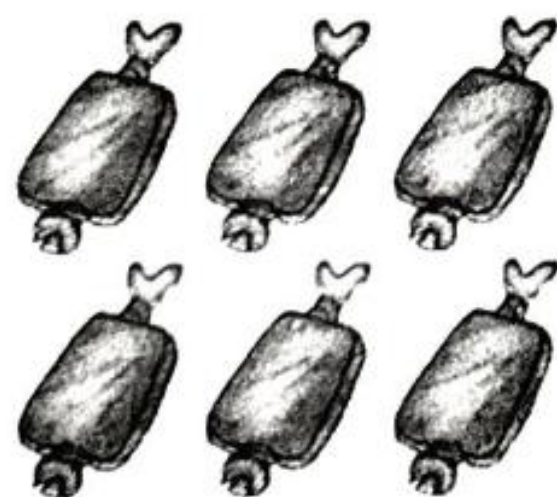
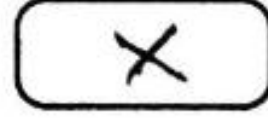
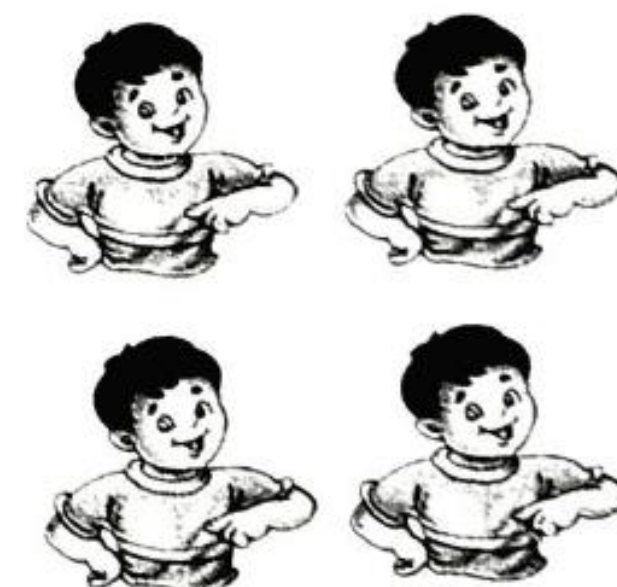
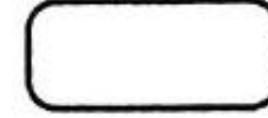
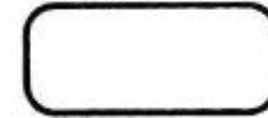
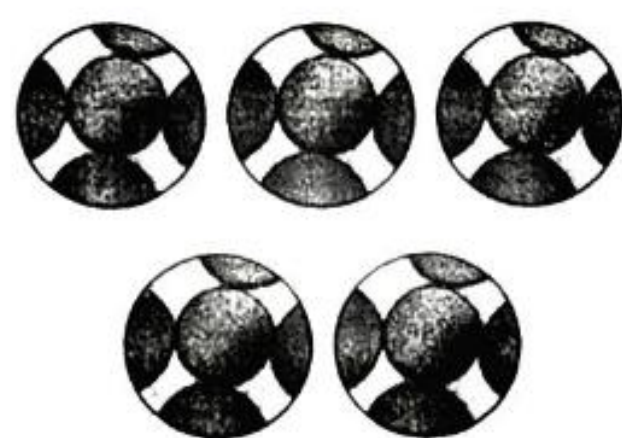
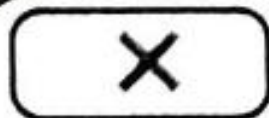
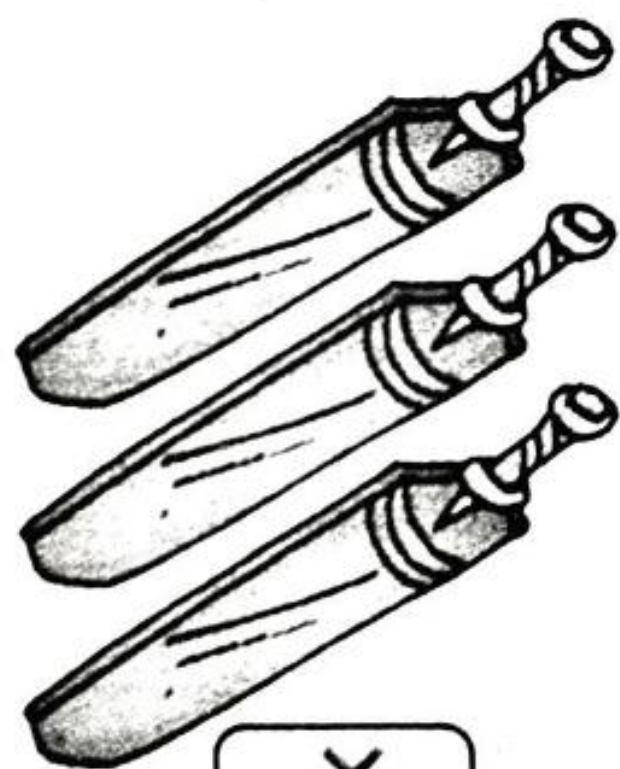


Tick (✓) the collection with more objects.

Pg. No: 10



Cross (×) the collection with less objects.





REVISION OF NUMBERS FROM 1 TO 10

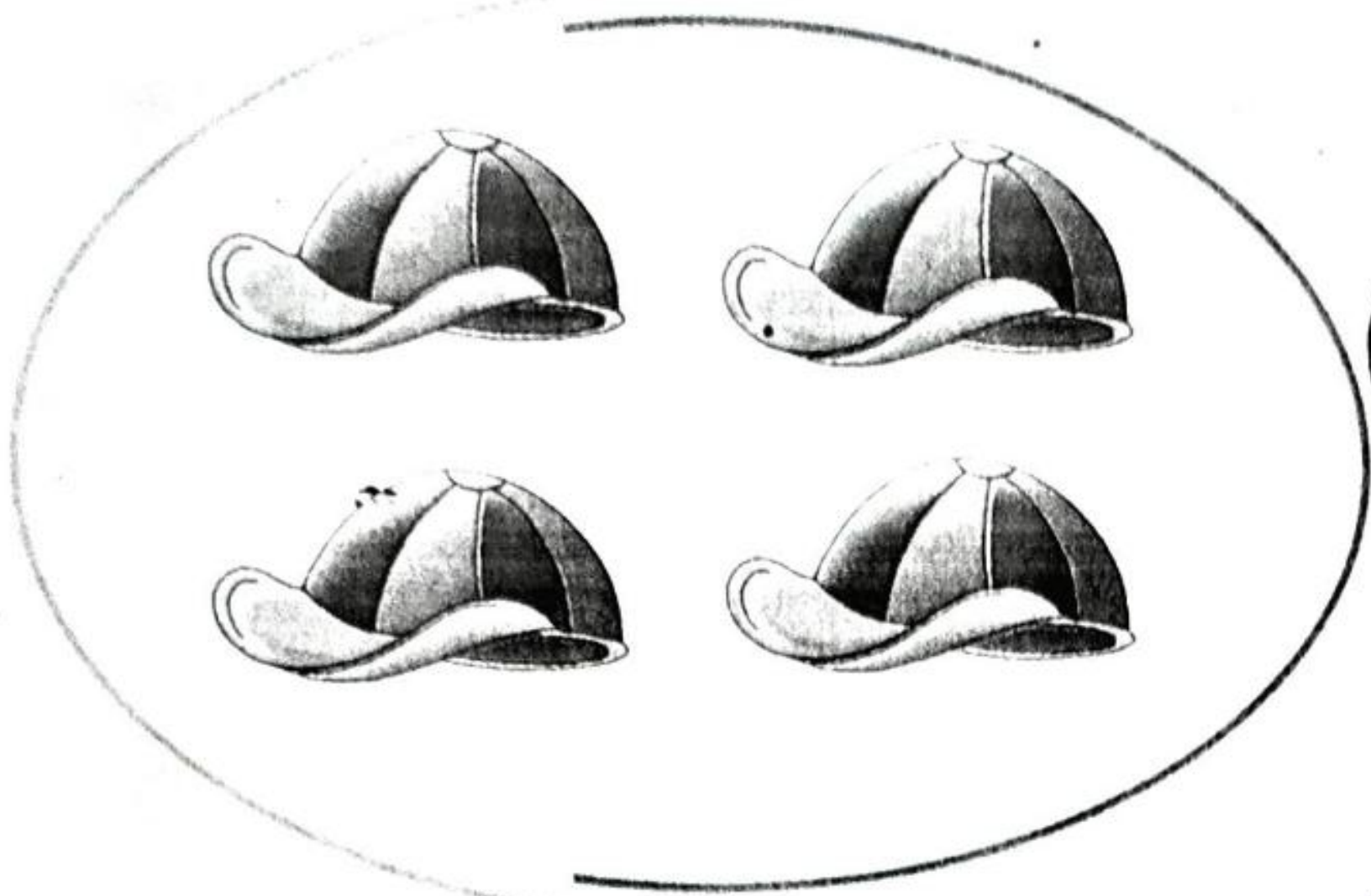
Read and write the following numerals and number names.

| | | |
|----|----|----|
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| 3 | 3 | 3 |
| 4 | 4 | 4 |
| 5 | 5 | 5 |
| 6 | 6 | 6 |
| 7 | 7 | 7 |
| 8 | 8 | 8 |
| 9 | 9 | 9 |
| 10 | 10 | 10 |

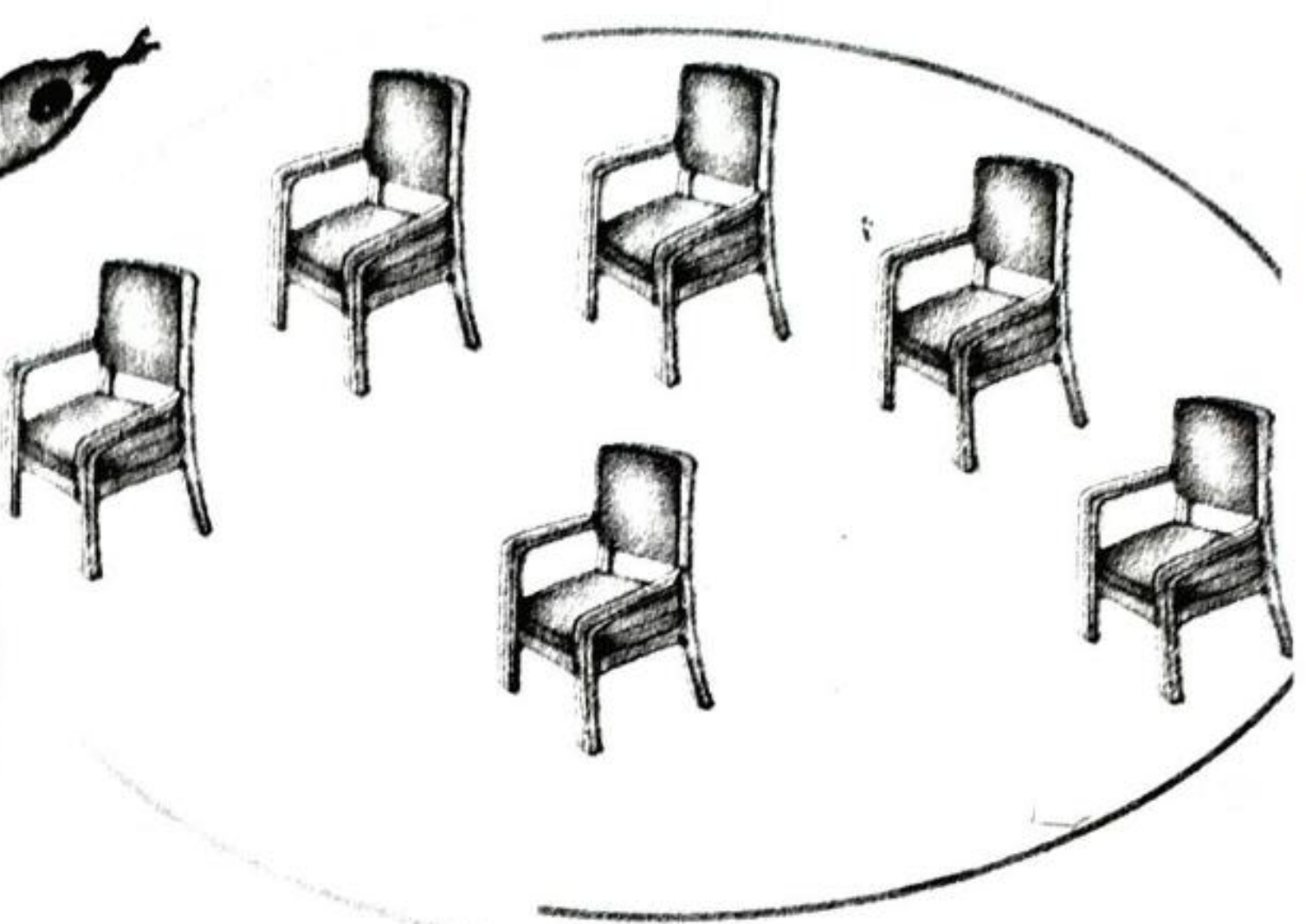


| | | |
|-------|-------|-------|
| ONE | ONE | ONE |
| TWO | TWO | TWO |
| THREE | THREE | THREE |
| FOUR | FOUR | FOUR |
| FIVE | FIVE | FIVE |
| SIX | SIX | SIX |
| SEVEN | SEVEN | SEVEN |
| EIGHT | EIGHT | EIGHT |
| NINE | NINE | NINE |
| TEN | TEN | TEN |

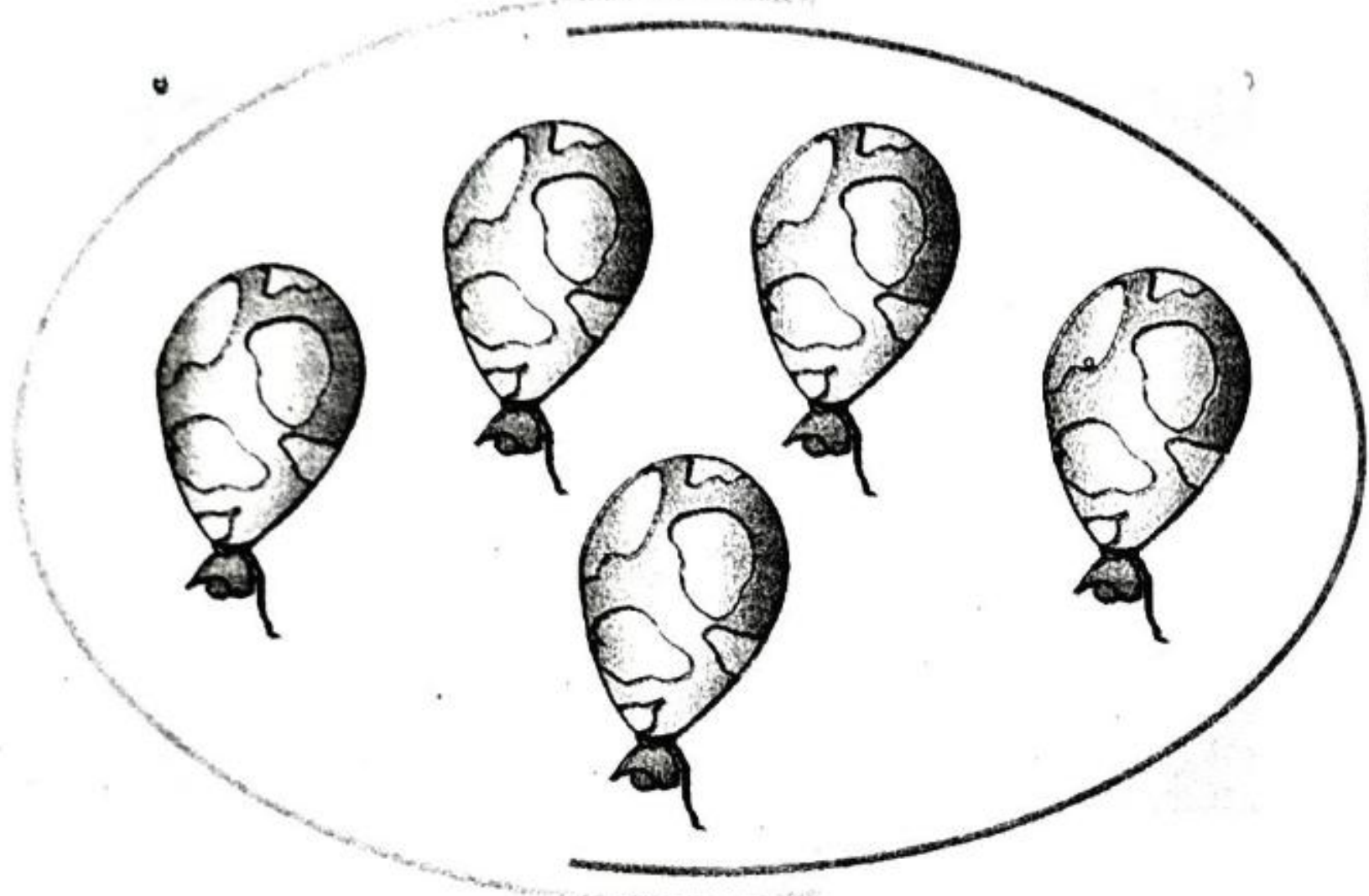
Count the objects in each collection given below and write its number and number name. One has been done for you.



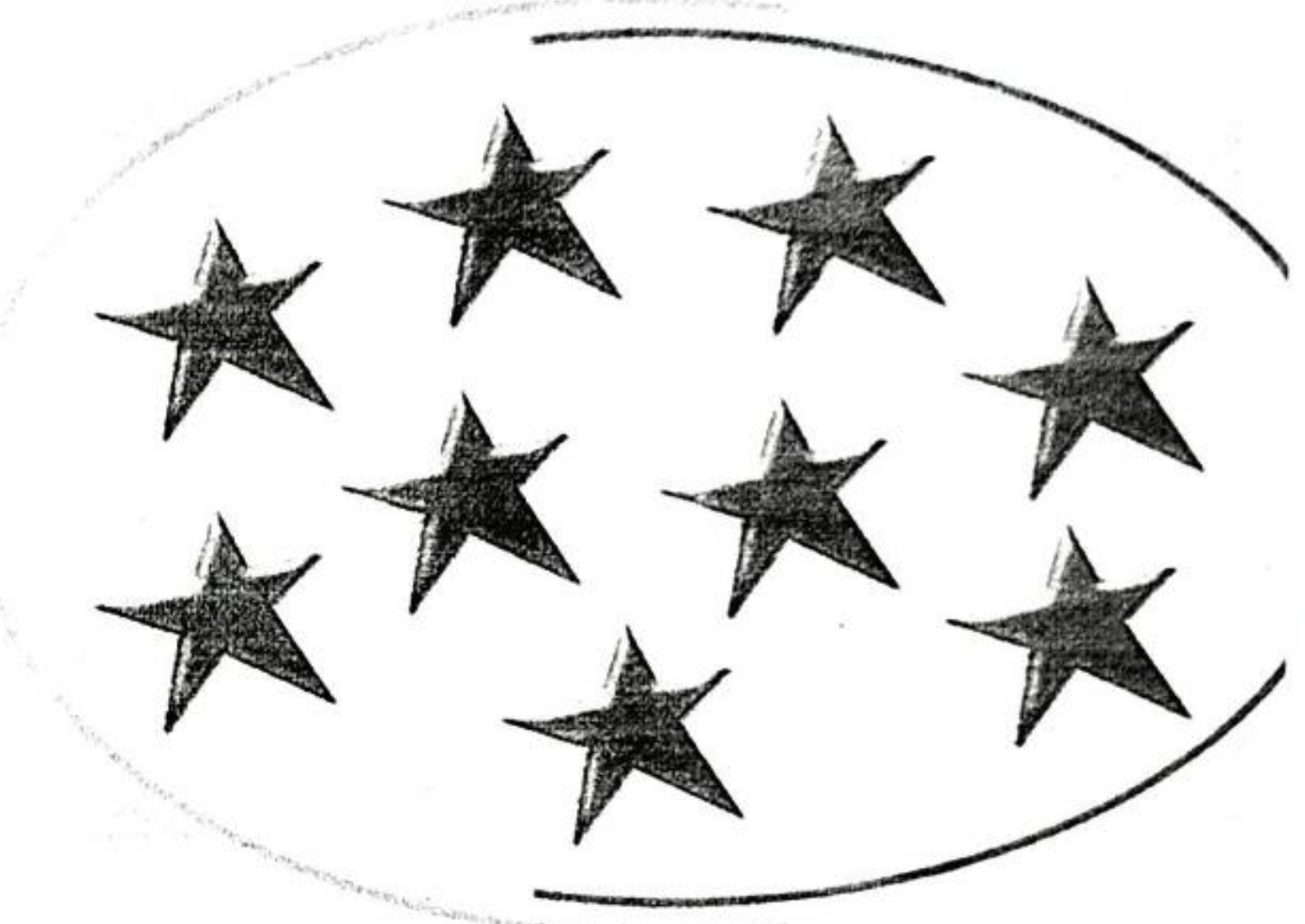
4 FOUR



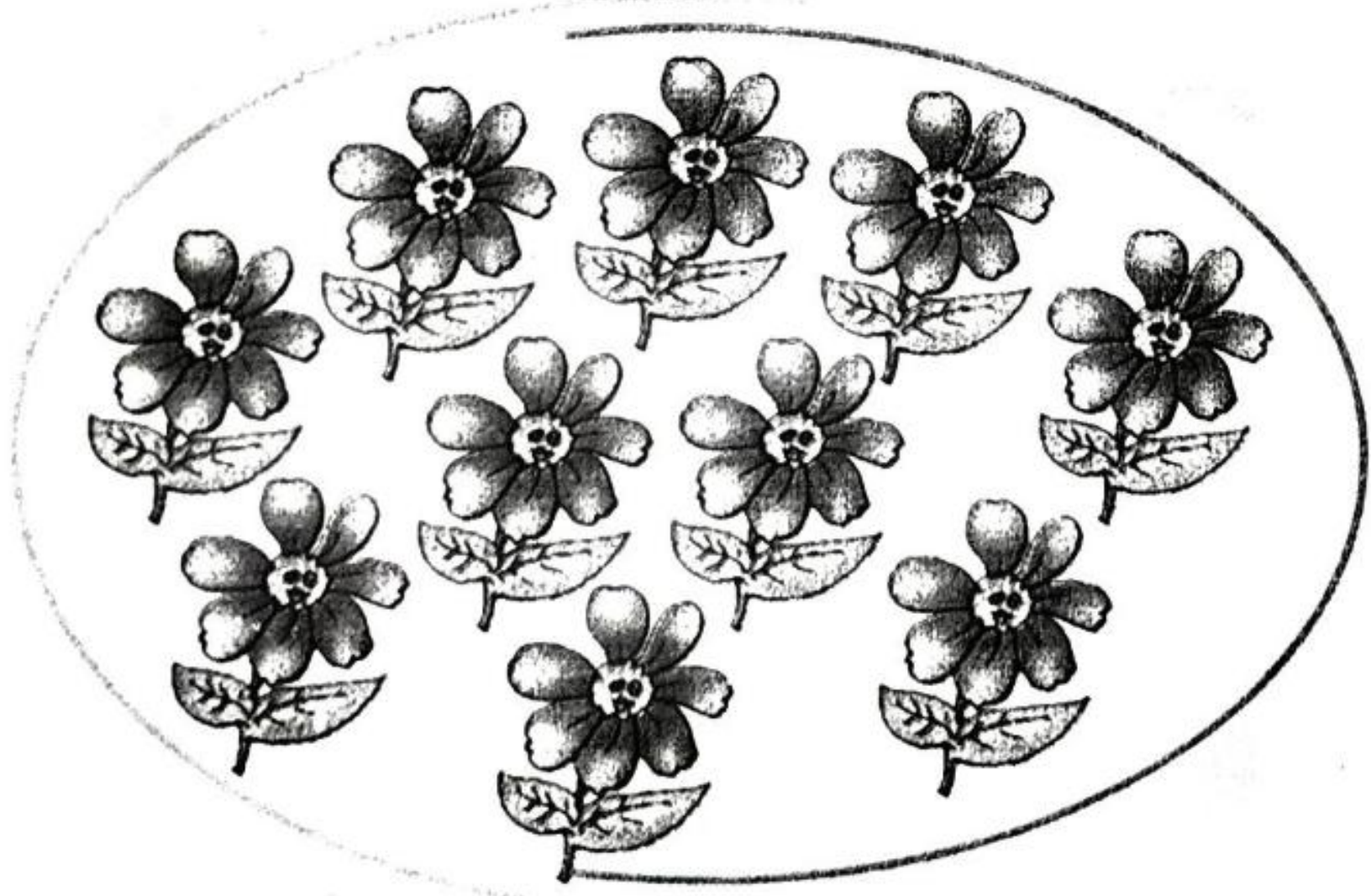
6 SIX



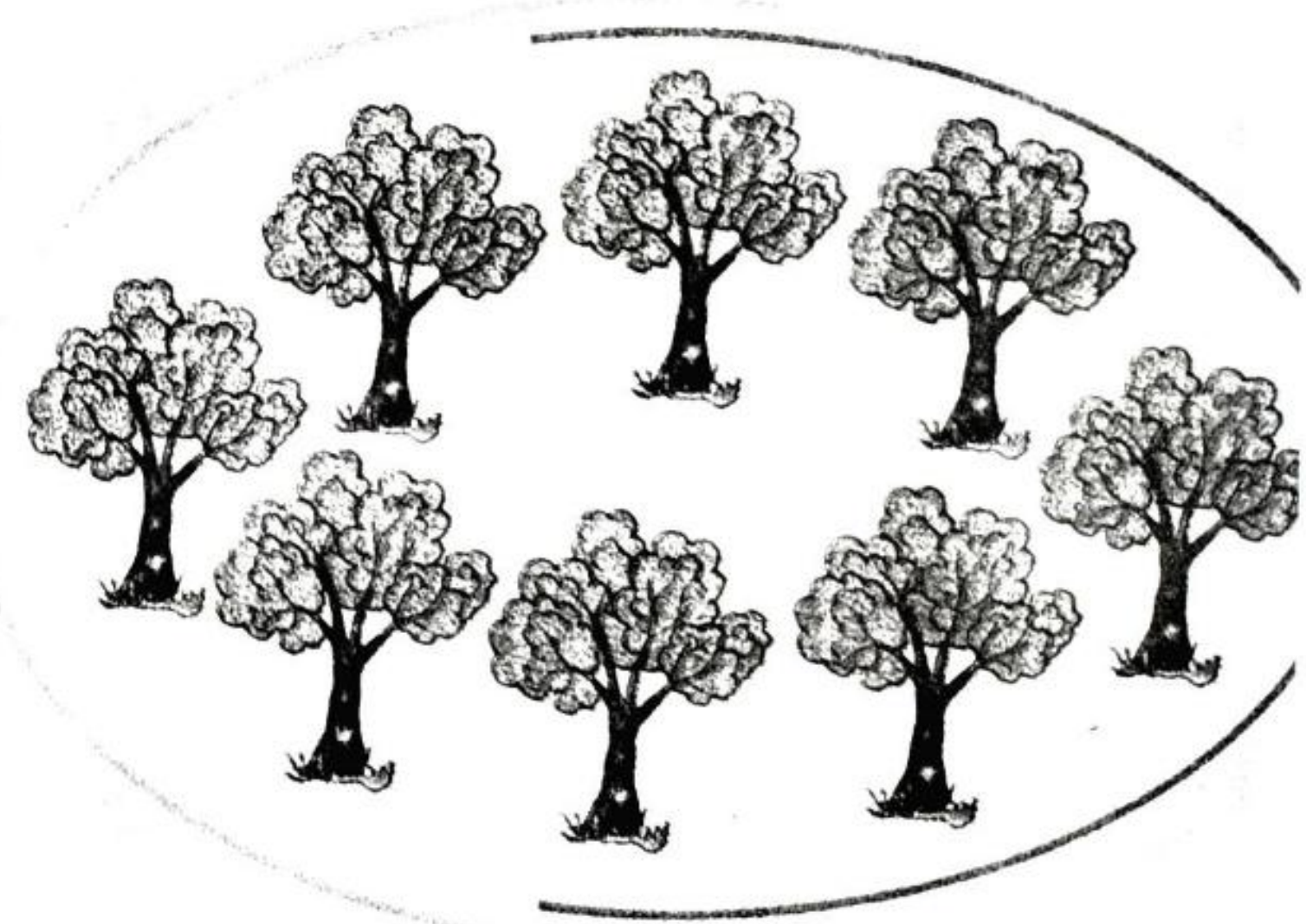
5 FIVE



9 NINE

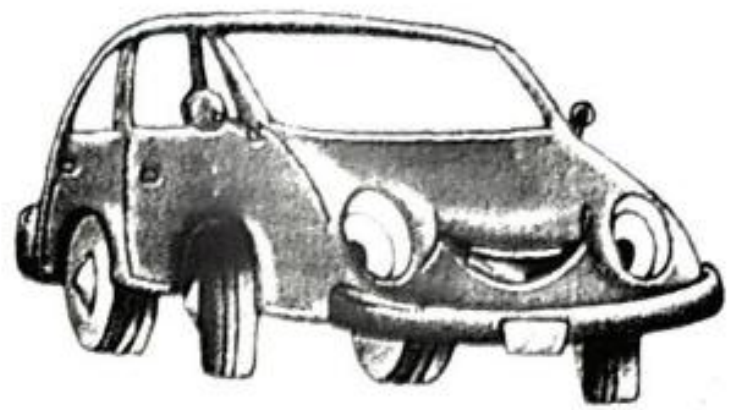



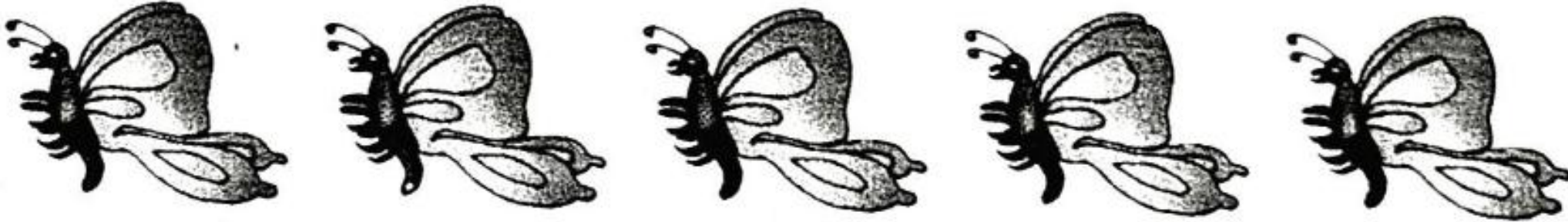
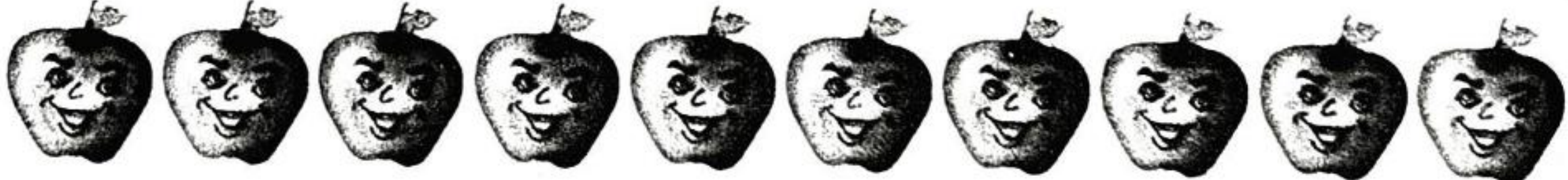

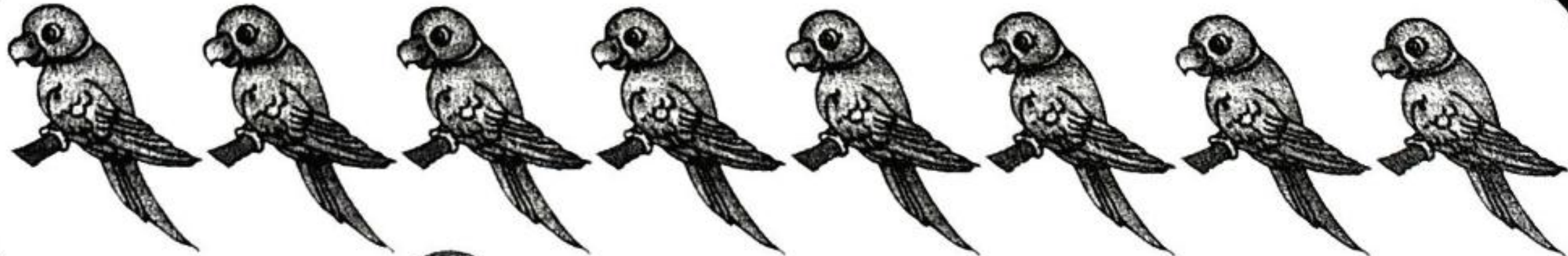


10 TEN



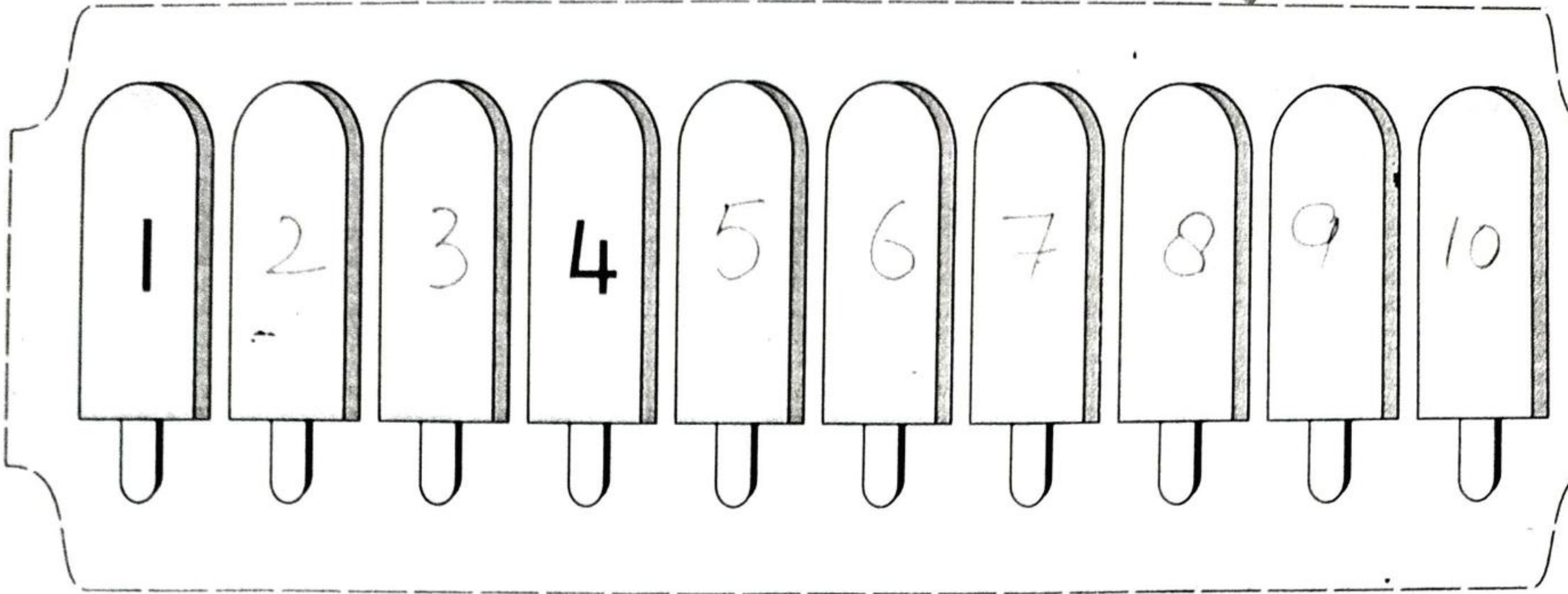
8 EIGHT

Draw lines (using different colour pencils) and link each number with the collection containing the same number of things. One has been done for you.

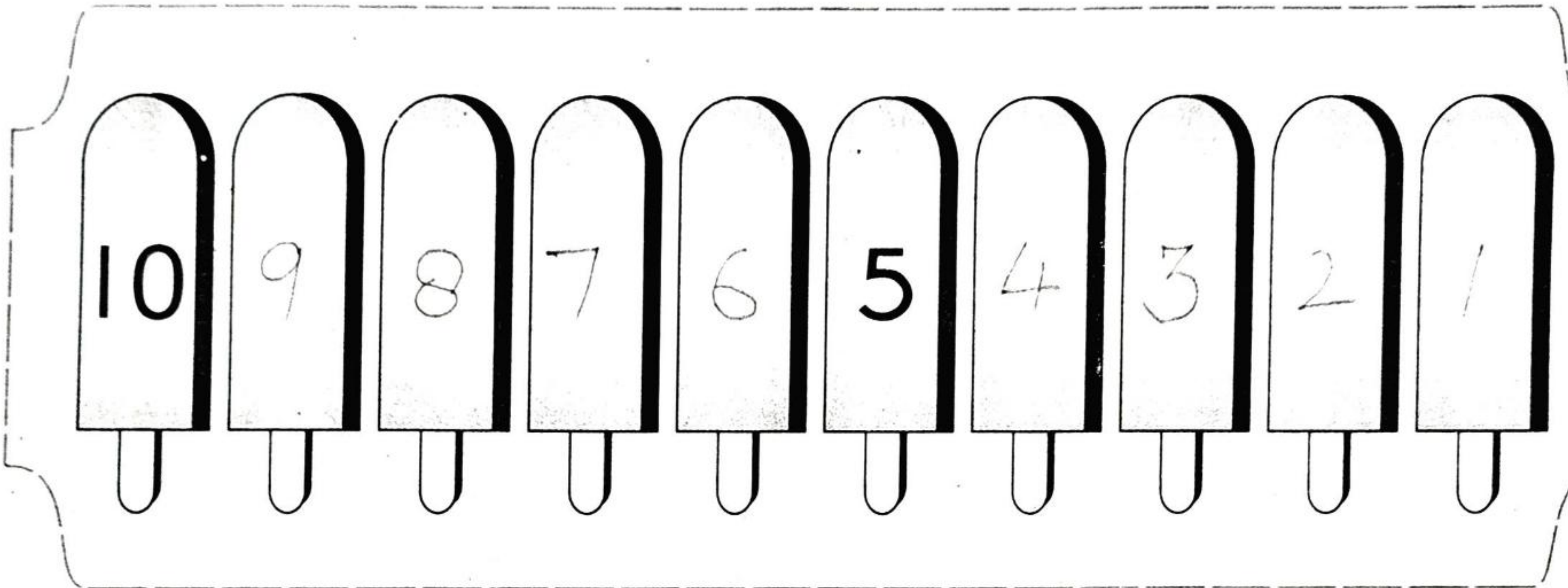
| | |
|----|---------------------------------------------------------------------------------------|
| 3 |  |
| 5 |  |
| 1 |  |
| 9 |  |
| 2 |  |
| 4 |  |
| 8 |  |
| 10 |  |

Write the numbers from 1 to 10.


pg. no. 14



Write the numbers from 10 to 1.



Discover the pattern and write the missing numbers.

| | | | | | | | | |
|----|---|---|---|--------------------------------------------------------------------------------------|---|---|---|---|
| 1 | 2 | 3 | 4 |  | 2 | 3 | 4 | 5 |
| 4 | 5 | 6 | 7 | | 5 | 6 | 7 | 8 |
| 9 | 8 | 7 | 6 | | 5 | 4 | 3 | 2 |
| 10 | 9 | 8 | 7 | | 4 | 3 | 2 | 1 |

16