

FOUNDATIONAL LITERACY AND NUMERACY MISSION

Foundational Numeracy Worksheet
(for class-‘Three’)
Of
Three Months Readiness Programme



Prepared by
State Council of Educational, Research and Training
Kahilipara, Guwahati- 781019
In association with
(Samagra Siksha, Assam)

KARYAPATRA : Worksheets for three months readiness programme for Numeracy of Class-3 in English Language, developed and reviewed by SCERT, Assam through workshop mode.

ALL RIGHT RESERVED : No reproduction in any form of this book, in whole or in part (except for brief quotation in critical articles, reviews or research papers) may be made without written authorization from the SCERT, Assam

© : State Council of Educational Research and Training

1st publication: 2022

Published by:

Printed by:

Three Months Readiness Programme
FOUNDATIONAL NUMERACY WORKSHEET
(For Class III)

Students Name :

Schools name :

Roll No. :

Session :

State Council of Educational Research and Training, Assam
Kahilipara, Guwahati - 781019

PREFACE

The NEP,2020 emphasized for a national mission to develop literacy and numeracy at foundational level. As a result, Ministry of Education announced “NIPUN BHARAT” mission on July 5,2021. On the basis of this, Government of Assam started a mission in the name of “NIPUN AXOM”. The goal of this mission is to enable the child from Pre-primary to Grade-3 to achieve the desired learning outcomes.

The regular classes in the school were hampered due to the situation created by pandemic Covid-19. In spite of that, Government has been taking initiative to continue the process from time to time. As for example, various subject contents have been uploaded through the “DIKSHA’ platform, teachings on various subjects were telecasted on Radio & Television. Moreover, Schools were instructed to provide education through online mode. But most of the students were unable to access these facilities due to the lack of required tools and network. In such a situation, many students faced problems in achieving desired learning outcomes and students had to take admission in the next classes with maximum learning gap. Readiness package for class two and three has been initiated to minimise the learning gap of children. The worksheet named as ‘Readiness Package’ enriched with numeracy skills has been prepared for class two on the basis of desired learning outcomes of class one and for class three on the basis of desired learning outcomes of class one and two. In this package, some model have been prepared to achieve the contents like concept of number, number name, patterns, measurement, two dimensional and three dimensional shape.

We are hopeful that students will be able to fulfill these learning gap if teacher engaged the students on need based activities and activities of worksheet. It is expected that students will be benefited by giving need based support by teachers regarding exercise of worksheet.

“ Assessment “ is a special direction in ‘NIPUN AXOM’ programme. Hence some activities are included for assessment in the fifth day of the week after distributing 12 weeks readiness package activities into week basis . By realising the importance of assessment, teachers will try their best so that students could achieve desired learning outcomes with active participation.

Teacher will give remedial teaching on 6th day on the basis of assessment if required . Otherwise teacher will provide scope for advance level exercise for able students.

It is to be mentioned that this package is a holistic approach to bring the foundational level child into mainstream by filling that learning gap.



Dr. Nirada Devi
Director
State Council of Educational Research and Training
Assam Kahilipara , Guwahati- 19

ADVISORY INSTRUCTIONS TO TEACHER

Three months worksheet package has been prepared in order to reduce the learning gap of children who have entered in class II on the basis of 'NIPUN AXOM' .

Teacher will abide by the following instructions while engaging students in the activities mentioned in worksheet .

- These worksheets are assigned for three months readiness programme of class II students. It is expected that students would attend main programme of 'NIPUN AXOM' after achieving learning competencies through three months practice.
- Teachers need to care for children and should love to be them so that children can be motivated for activities.
- Teacher will engage the children in the activities of worksheet as per instructions after preparing them for learning.
- Teacher will engage the children in some additional activities in the line of activities of worksheet keeping in mind the learning outcome, competency and goal of development of students.
- Teacher will draw the attention of the children towards content through the poem, action, song included in the worksheet before going to give the knowledge of numeracy. Teacher will keep eye on children so that they actively participate in these activities.
- They will proceed to next activity after achieving each activity.
- Teacher will use the blackboard properly while doing the activities. Moreover, teacher will try to use low cost no cost material so that student can acquire desired competency by using real things.
- Teacher will encourage the children to use the learning outcomes mentioned in the worksheet in day to day life after acquiring it.
- Assessment will be done on the fifth day of each week on the basis of activities for children mentioned in the worksheet. Children having learning gap will be identified through assessment and proper activities will be designed to fulfill these learning gap. More advance level exercise will be designed for those students who have achieved desired learning outcomes.
- Teacher will note down in the portfolio about the information of new competencies acquired by each at the end of each week.

Extend your helping hand keeping in mind the specially abled children

Ensure that children can get the correct and clear concept of sanitary use from the first day of the school. Moreover, some contents with photographs regarding awareness and sensitivity towards environment will be hanged like a calendar. As for example, drink clean water, avoid wastage of water, throwing garbage in the dustbins instead of throwing here and there, avoid picking flowers/plants leaf, wash hand properly before and after meal, switching off the lights and fans while not using etc.

Let us sing

Sparrow sparrow

Come with joy,

Come with joy

Take the rice

Lying on the floor

So little eyes,

So little legs,

Don't you fall down

While jumping with joy?



Teacher's Instructions:

1. Teacher will sing the song (umala geet) first. After singing repeatedly, the teacher will ask the children to sing with him/her. Children will recite the poem after repeated singing.

2. Teacher will explain the theme of the song. Teacher will tell the children to do their work by himself/herself like the little house sparrow who fill their stomach by eating rice.

3. Moreover, Teacher will ask the children to say something from their own feelings.

Teacher's Instructions:

1. Teacher will ask the children to sing the poem of worksheet1 together and give opportunity to absent children (if any) to sing many times.
2. Teacher will ask the children to sing the following song(umla geet) after singing by himself/herself.

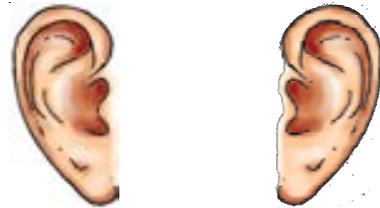
Let us sing-

Eyes eyes two eyes



We can see,

Ears, ears two ears



We can hear.

Nose nose one nose



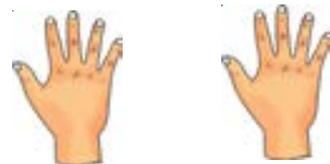
We can smell,

Mouth, mouth one mouth



We can eat.

Hands, hands two hands



We can play,

Legs legs two legs



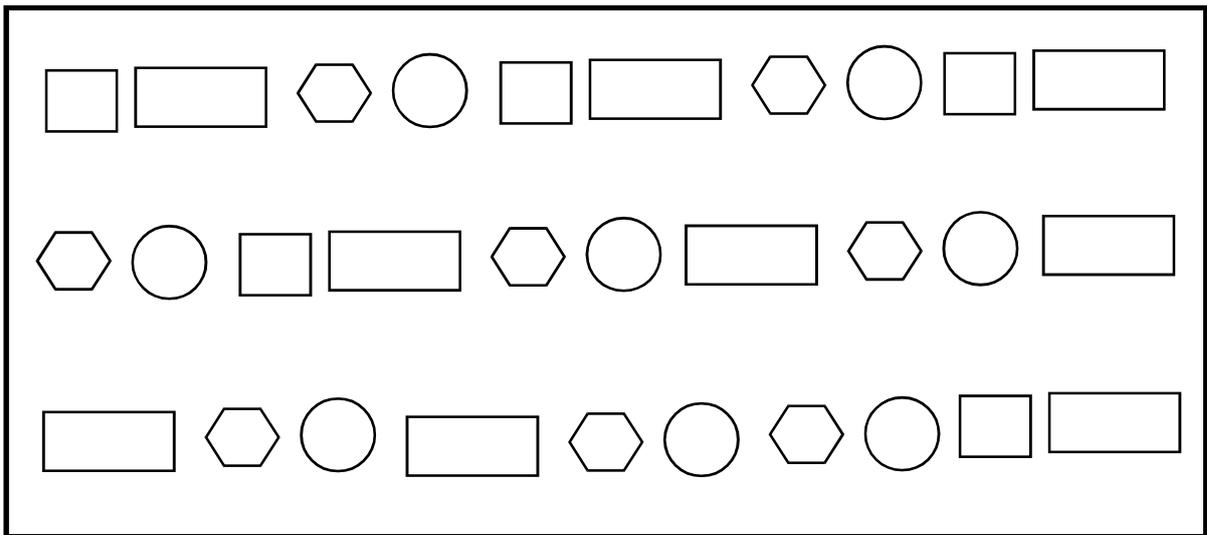
We can walk

We can walk

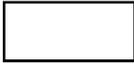
We can walk

Teacher's Instructions:

1. Children will get enjoyment by sing the song Teacher will discuss about the content of the poem.
2. Teacher will ask the children to tell their own feelings regarding this.
3. Teacher will show the number related things from the poem and ask the children to tell something on it.



Write the correct number against the following shape after calculating the various shapes in the box above.

(a)  =

(b)  =

(c)  =

(d)  =

Teacher's Instructions:

- 1. How many shapes are there in the above box?
- 2. Teacher will discuss about the shapes i.e which are the highest and the lowest in number.

Fill in the empty boxes of the following table with numbers.

1		3	
	6		8
	10		

Teacher’s Instructions:

If any student face problem in writing the numbers, then practice them to write the numbers more.

Let’s write the number after

6 → ○

9 → ○

7 → ○

3 → ○

Let’s write the number before.

□ ← 6

□ ← 9

□ ← 3

□ ← 8

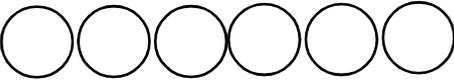
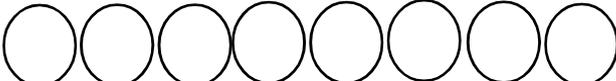
Teacher’s Instructions: Teacher will practice more.

1) How many hands we have?

2) How many eyes we have?

3) Is the sparrow's leg bigger than us?

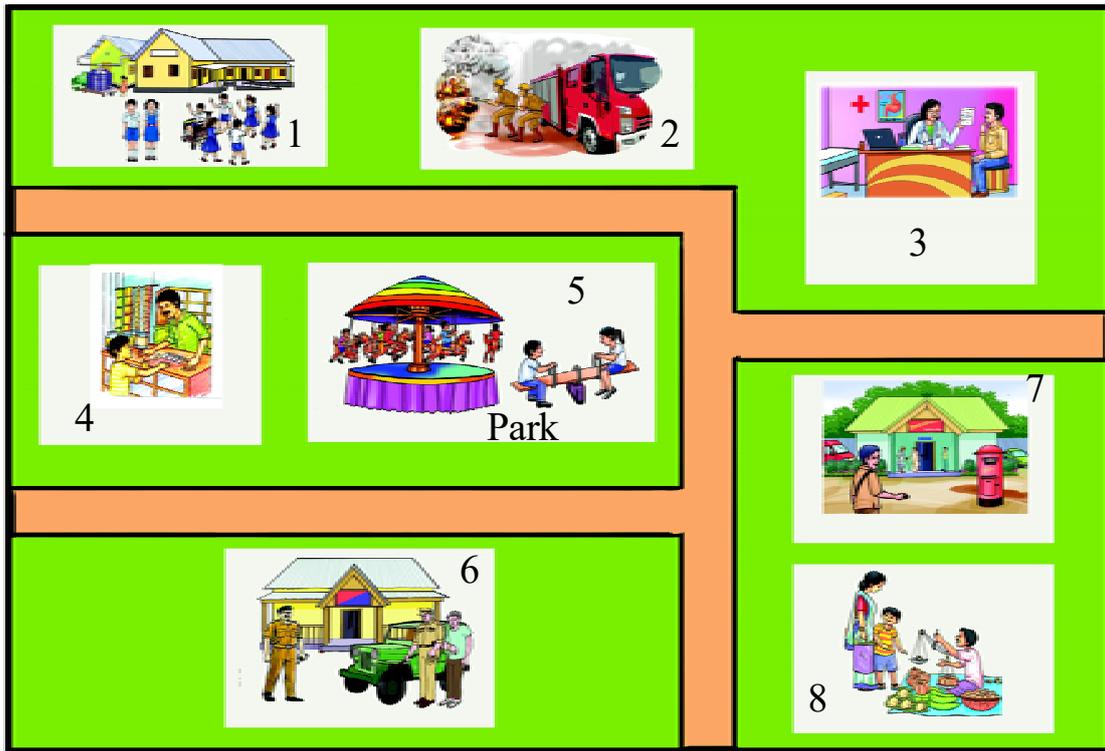
4) Count in following round figures and write the numbers in the boxes.

	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

5) Write the numbers from 1 to 10.

<input type="text"/>				
<input type="text"/>				

Identify the following pictures and write the numbers in the boxes.



Shop

School

Post office

Police staion

Park

Hospital

Market

Fire station

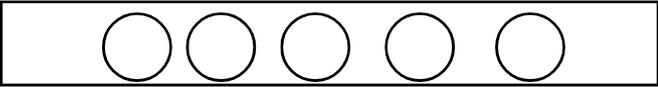
Teacher's Instructions:

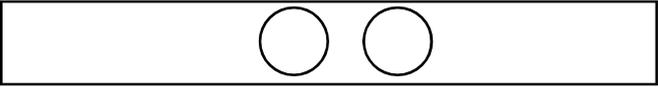
1. Students will discuss about the pictures in group. After discussion, the teacher will present the summary of the discussion in the classroom.

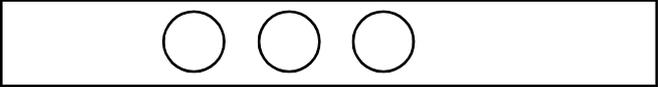
2. Teacher will discuss again about the location of the school, post office etc. i.e the school is in the north and the post office is in the right side of the park.

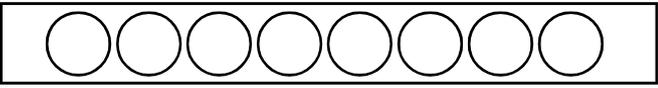
3. Through these activities, the students will get the concept of direction and location of objects/ places in simple map.

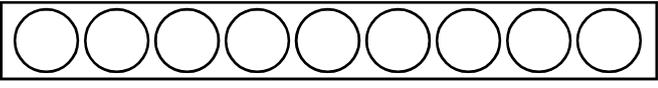
Match the number with the picture.

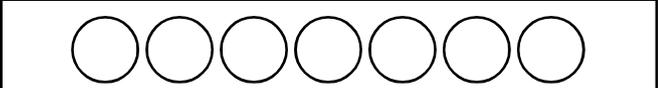
1 

5 

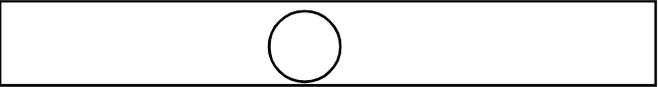
7 

9 

2 

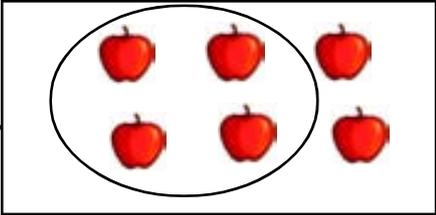
8 

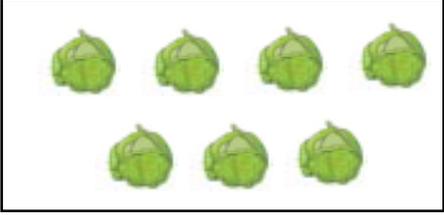
4 

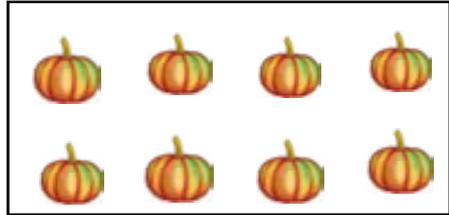
6 

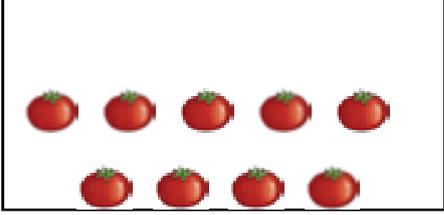
3 

Circle in figures according to the numbers below.

4 numbers of apple. 

5 numbers of cabbage. 

6 numbers of pumpkin. 

7 numbers of tomato. 

Teacher's Instructions: Teacher will ask the students to read and write numbers upto 9 with the help of real objects.

Let's sing -

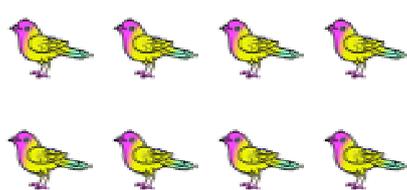
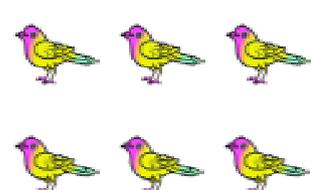
There was one king.	①
He suffered from high fever.	
He suffered a lot two days and two nights.	②
On third day the doctor came	③
He gave the king four pills	④
The king remained the same for	⑤
Fifth and sixth day also	⑥
He did not recovered till the seventh day.	⑦
But he felt good on the eight day	⑧
The queen gave him food	
On the ninth day he got strength	⑨
The King recovered completely	⑩
On the tenth day.	

Teacher's Instructions: (i) Teacher sings the poem first and then the students will sing. Then students will recite the poem

(ii) Teacher will ask the students to compare numbers with the help of real things.

Count and write the number and circle the bigger number.

 <input type="text"/>	 <input type="text"/>
---	--

 <input type="text"/>	 <input type="text"/>
---	--

➤ Circle the bigger number-

4, 6

7, 5

8, 9, 5

6, 4, 3

Write the numbers and numbers name from 1 to 10.

	(A)	(B)	(C)
1	ONE		
2	TWO		
3	THREE		
4	FOUR		
5	FIVE		
6	SIX		
7	SEVEN		
8	EIGHT		
9	NINE		
10	TEN		

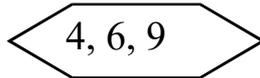
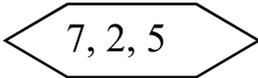
Write the numbers from 11 to 20-

11	12	13	14	15	16	17	18	19	20

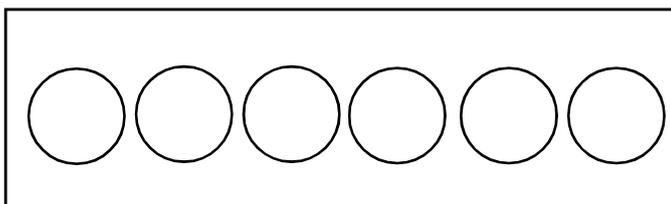
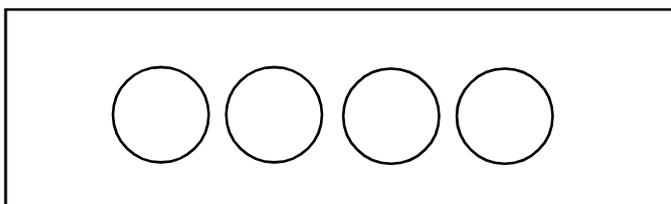
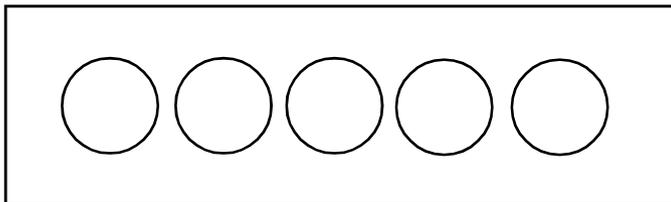
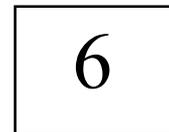
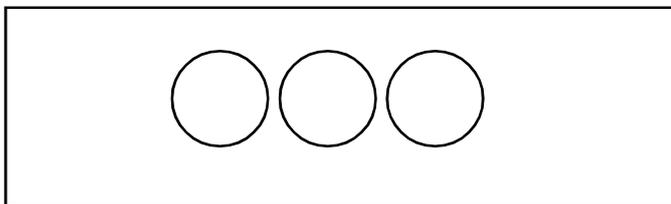
(i) What is done in the market?

(ii) Where shall we go if we suffered from disease?

(2) Circle the bigger number -



(3) Match the number with picture.



(4) Write in words.

4	
---	--

8	
---	--

Let's see what they are doing-



Teacher's Instruction: Students will discuss about the contribution of individuals involved in various professions of the society in group with the help of above picture. Then teacher will ask the students to present the discussion in the class. Teacher will facilitate the discussion if required.

(1) Write in words.

11

--

15

--

20

--

(2) Write in numbers.

Twelve

--

Fourteen

--

Eighteen

--

(3) Arrange the following numbers in sequence from smaller to bigger.

5	11	8
---	----	---

--	--	--

15	13	19
----	----	----

--	--	--

(4) Arrange the following numbers in sequence from bigger to smaller.

11	18	15
----	----	----

--	--	--

14	9	8
----	---	---

--	--	--

Add:-

$$\begin{array}{r} \text{(A)} \quad 5 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(B)} \quad 3 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(C)} \quad 15 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(D)} \quad 13 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(E)} \quad 10 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(F)} \quad 8 \\ + 12 \\ \hline \end{array}$$

Add:-

$$\text{(A)} \quad 7 + 8 = \div style="border: 1px solid black; width: 180px; height: 40px;">$$

$$\text{(B)} \quad 2 + 10 = \div style="border: 1px solid black; width: 180px; height: 40px;">$$

$$\text{(C)} \quad 9 + 9 = \div style="border: 1px solid black; width: 180px; height: 40px;">$$

$$\text{(D)} \quad 5 + 14 = \div style="border: 1px solid black; width: 180px; height: 40px;">$$

Teacher's Instructions: Teacher will give more exercise.

Subtract:-

$$\begin{array}{r} \text{(A)} \quad 3 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(B)} \quad 5 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(C)} \quad 8 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(D)} \quad 7 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(E)} \quad 6 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(F)} \quad 4 \\ - 2 \\ \hline \end{array}$$

Subtract:-

$$\text{(A)} \quad 2 - 1 = \boxed{}$$

$$\text{(B)} \quad 4 - 2 = \boxed{}$$

$$\text{(C)} \quad 7 - 3 = \boxed{}$$

$$\text{(D)} \quad 8 - 2 = \boxed{}$$

Teacher's Instruction; Teacher will give more exercise.

1) What is the man doing in the picture.



2) Write in words.

$15 =$

$12 =$

3) Arrange the following numbers in sequence from smaller to bigger.

9, 5, 6, 3

4) Arrange the following numbers in sequence from bigger to smaller.

8, 9, 4, 5

5) Add:-

$5 + 3 =$

6) Subtract:-

$4 - 2 =$

Colour the following figure according to the colour of the given shapes -



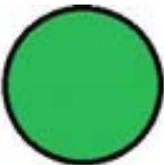
Red colour



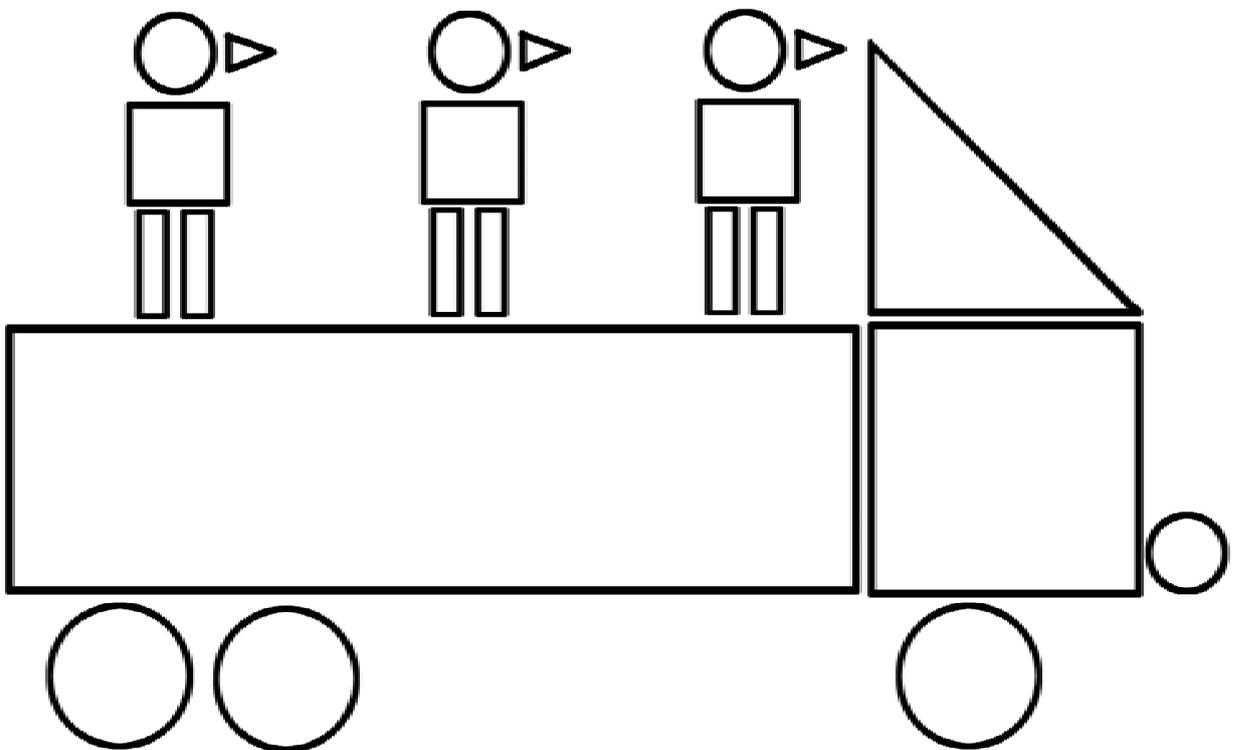
Yellow colour



Blue colour



Green colour



Write the numbers from 21-40.

Let's write the number names —

22 —

33 —

Let's write in numbers —

Twenty one —

Twenty eight —

Let's write in numbers —

2tens 3ones = 23

2tens 1one =

3tens 1one =

3tens 4ones =

Add the following—

$$\begin{array}{r} \text{(A)} \quad 11 \\ + 13 \\ \hline \square \end{array}$$

$$\begin{array}{r} \text{(B)} \quad 14 \\ + 15 \\ \hline \square \end{array}$$

$$\begin{array}{r} \text{(C)} \quad 13 \\ + 14 \\ \hline \square \end{array}$$

$$\begin{array}{r} \text{(D)} \quad 21 \\ + 3 \\ \hline \square \end{array}$$

$$\begin{array}{r} \text{(E)} \quad 12 \\ + 11 \\ \hline \square \end{array}$$

$$\begin{array}{r} \text{(F)} \quad 21 \\ + 11 \\ \hline \square \end{array}$$

Fill up the blank boxes with numbers in order—

19			22				26		
----	--	--	----	--	--	--	----	--	--

30	31				35				39
----	----	--	--	--	----	--	--	--	----

Fill up the blank boxes with numbers that comes before and after the given numbers-

before	after
14	15
	22
	27

before	after
13	14
28	
39	

Subtract the following—

$$\begin{array}{r} \text{(a)} \quad 15 \\ - 11 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(b)} \quad 18 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(c)} \quad 28 \\ - 17 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(d)} \quad 23 \\ - 21 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(e)} \quad 24 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(f)} \quad 39 \\ - 17 \\ \hline \end{array}$$

Circle the biggest number-

15	37	29	18
----	----	----	----

Circle the smallest number-

34	19	24	22
----	----	----	----

(1) Write the number names-

$$24 = \boxed{} \quad 36 = \boxed{}$$

(2) Write in numbers-

$$\text{Twenty seven} = \boxed{} \quad \text{Thirty four} = \boxed{}$$

(3) Add -

$$\begin{array}{r} 23 \\ + 24 \\ \hline \end{array}$$

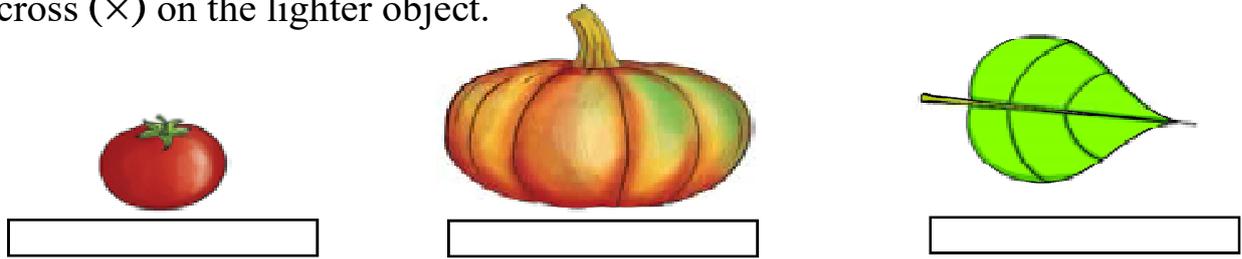
(4) Subtract -

$$\begin{array}{r} 39 \\ - 25 \\ \hline \end{array}$$

(5) Write the number in between the given numbers -

29		31
----	--	----

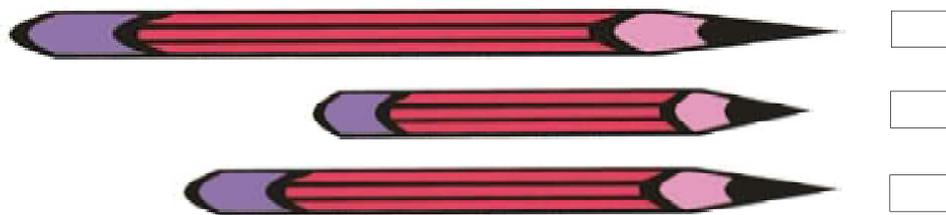
Look at the following picture and put a tick (✓) on the heavier object and a cross (×) on the lighter object.



Put a tick (✓) on the bucket which holds water the most and put a cross (×) on the bucket which holds water the least.



Put a tick (✓) on the longest pencil and put a cross (×) on the shortest pencil.



Put a tick (✓) on the tallest girl and put a cross (×) on the shortest girl.



Write the numbers and number names from 41 to 60.

41	
Forty one	
42	
Forty two	
43	
Forty three	
44	
Forty four	
45	
Forty five	
46	
Forty six	
47	
Forty seven	
48	
Forty eight	
49	
Forty nine	
50	
Fifty	

51	
Fifty one	
52	
Fifty two	
53	
Fifty three	
54	
Fifty four	
55	
Fifty five	
56	
Fifty six	
57	
Fifty seven	
58	
Fifty eight	
59	
Fifty nine	
60	
Sixty	

Write the numbers from 51 to 60.

51									
----	--	--	--	--	--	--	--	--	--

Circle the bigger number.

41	52
----	----

29	64
----	----

Circle the smaller number.

27	21
----	----

52	60
----	----

Arrange the following numbers in sequence from smaller to bigger.

33, 28, 25, 43

--	--	--	--

45, 59, 22, 55

--	--	--	--

Arrange the following numbers in sequence from bigger to smaller.

29, 56, 51, 44

--	--	--	--

25, 40, 47, 42

--	--	--	--

Add the following-

$$\begin{array}{r} 17 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 13 \\ \hline \end{array}$$

Let's solve the following problems:

(1) There are 22 roses and 17 marigold flowers in Rima's garden. How many flowers are there in the garden altogether?

(2) There are 18 boys and 21 girls in a class. How many students are there in the class altogether?

(3) There are 31 bogoris with Nikita and 42 lychees with Mina. How many fruits are there with them altogether?

(1) Write in words-

42

--

60

--

(2) Write in numbers-

Forty seven

--

Fifty seven

--

(3) Circle the smaller number-

44	49
----	----

59	53
----	----

(4) Circle the bigger number-

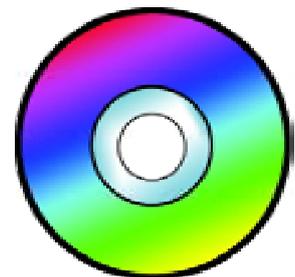
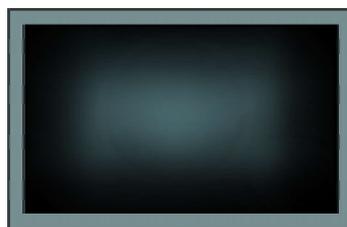
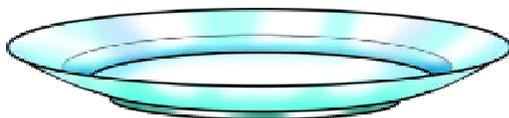
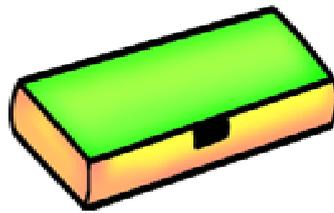
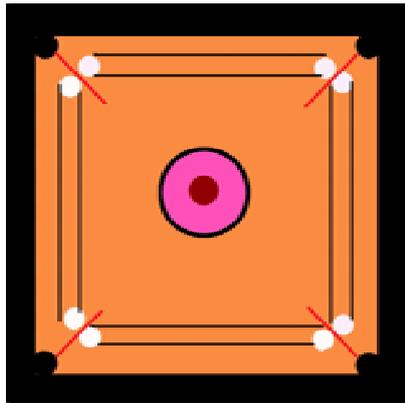
42	52
----	----

54	45
----	----

(5) Solve the following problem-

Mina has 21 Bogoris and Rana has 45 Bogoris. How many Bogoris they have in total?

--

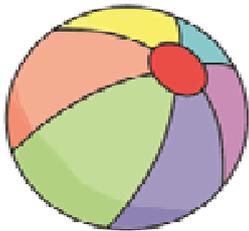


Let us fill in the following table according to the shapes of the above picture

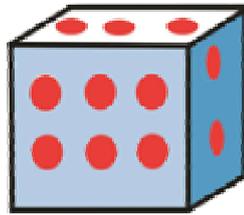
Shape	Name of the things
Four Cornered	Carrom Board, Slate
Round	
Three cornered	

Teacher's Instruction: Teacher will ask the students to do more exercise with the help of real objects.

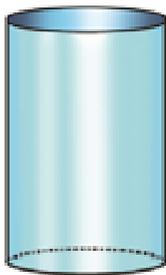
Let us write the name of the shapes after observing the following objects-

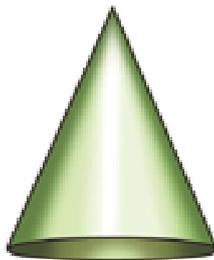


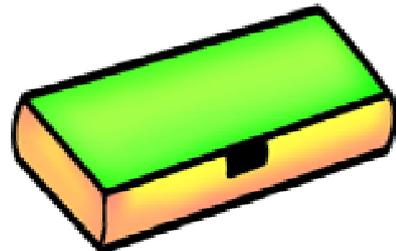
Round Shape











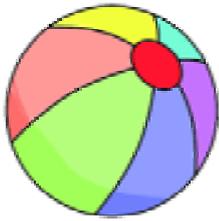
List of round shape objects
1) _____
2) _____

List of cuboid shaped objects
1) _____
2) _____

List of cylinder shaped objects
1) _____
2) _____

List of cone shaped objects
1) _____
2) _____

Let us see the following things—



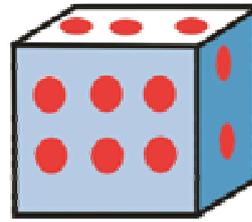
(a) _____ Shape.

(b) It has corners.(Yes/No)

(Put a tick (✓) on the correct answer)

(c) It has _____faces.

(d) It has _____edges.

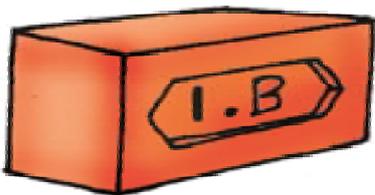


(a)_____ Shape

(b) It has _____ corners.

(c) It has _____faces.

(d) It has _____edges.

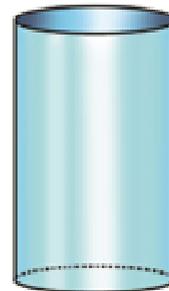


(a)_____ Shape

(b) It has _____faces.

(c) It has _____corners.

(d) It has _____edges.



(a)_____ Shape

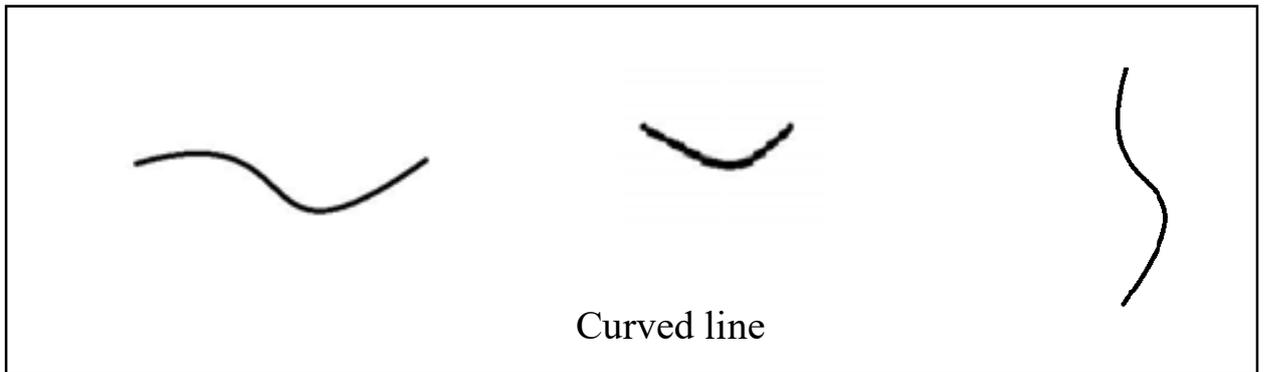
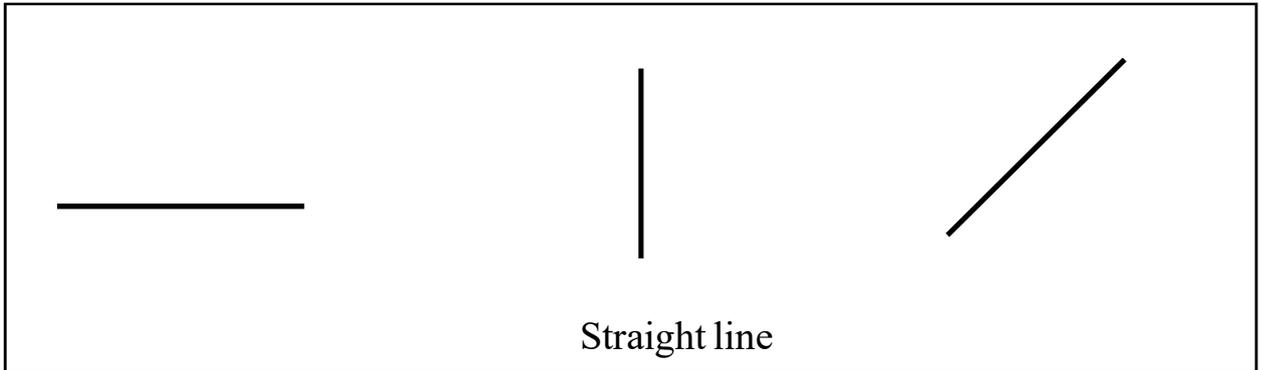
(b) It has _____faces.

(c) It has _____corners.(Yes/No)

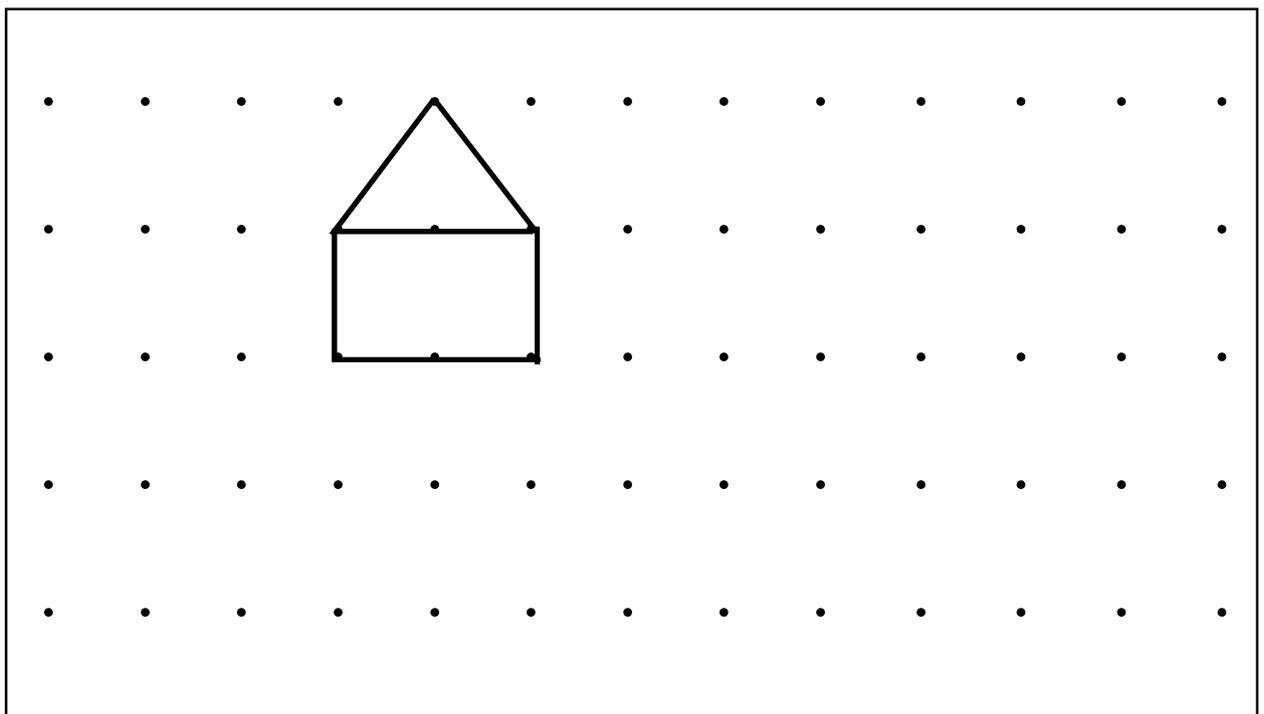
(Put a tick (✓) on the correct answer)

(d) It has _____edges.

Let us see the following lines-



Now, let us make some patterns by joining the following dots with straight and curved lines-

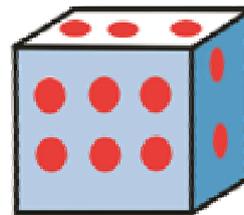


1. Write the name of three things of cuboid shape.

2. How many corners does your book have?

3. Write the name of two things of round shape.

4. Name the shape of the picture?



5. Draw any picture you like with the help of straight lines and curved lines.

Write the numbers and number names from 61-80.

61	
Sixty one	
62	
Sixty two	
63	
Sixty three	
64	
Sixty four	
65	
Sixty five	
66	
Sixty six	
67	
Sixty seven	
68	
Sixty eight	
69	
Sixty nine	
70	
Seventy	

71	
Seventy one	
72	
Seventy two	
73	
Seventy three	
74	
Seventy four	
75	
Seventy five	
76	
Seventy six	
77	
Seventy seven	
78	
Seventy eight	
79	
Seventy nine	
80	
Eighty	

Write the numbers and number names from 81-99.

81	
Eighty one	
82	
Eighty two	
83	
Eighty three	
84	
Eighty four	
85	
Eighty five	
86	
Eighty six	
87	
Eighty seven	
88	
Eighty eight	
89	
Eighty nine	
90	
Ninety	

91	
Ninety one	
92	
Ninety two	
93	
Ninety three	
94	
Ninety four	
95	
Ninety five	
96	
Ninety six	
97	
Ninety seven	
98	
Ninety eight	
99	
Ninety nine	

Let's write the following numbers in tens and ones:

31	3 tens 1 one
42	
53	
46	
27	
68	
95	

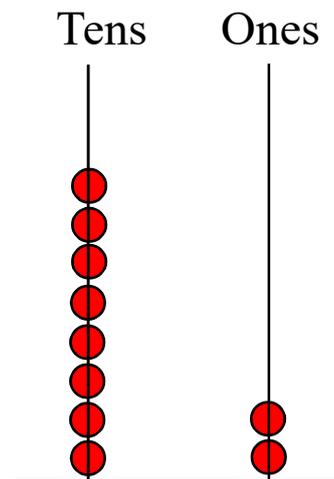
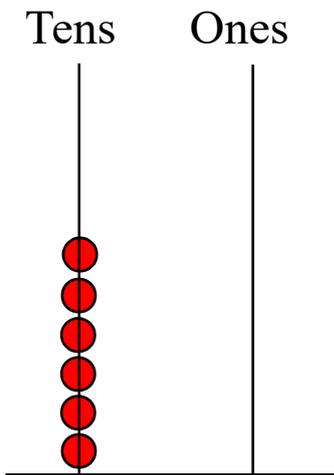
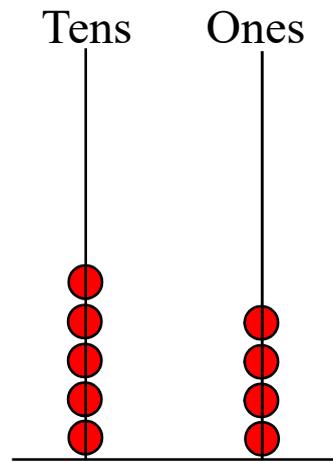
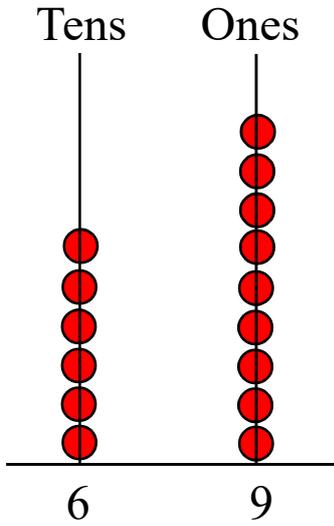
Let's write the numbers from 84-99

84							
							99

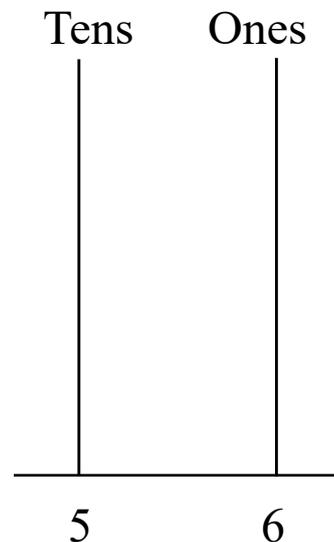
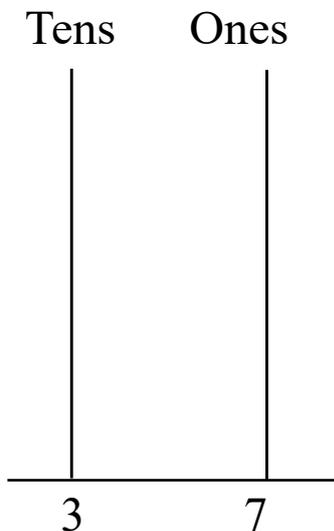
Let's write the following numbers in words:

Numbers	Words
65	
88	
94	

Let's count the beads in the Abacus and write the numbers-



Look at the numbers and draw beads in the Abacus:



(1) Write the following numbers in tens and ones:

37	3 Tens ___ Ones
----	-----------------

25	_ Tens ___ Ones
----	-----------------

40	_ Tens ___ Ones
----	-----------------

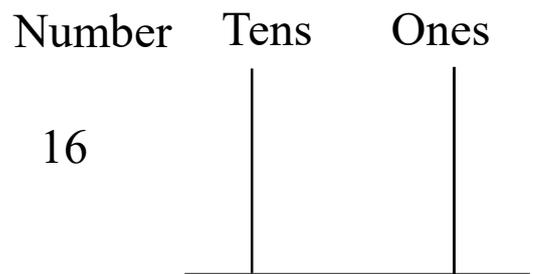
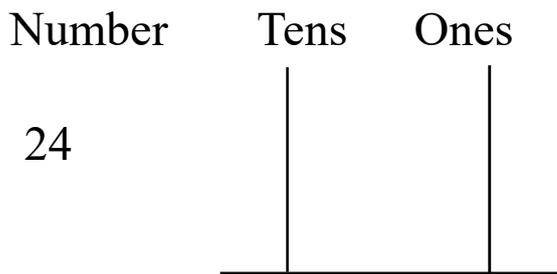
31	_ Tens ___ Ones
----	-----------------

(2) Write the numbers-

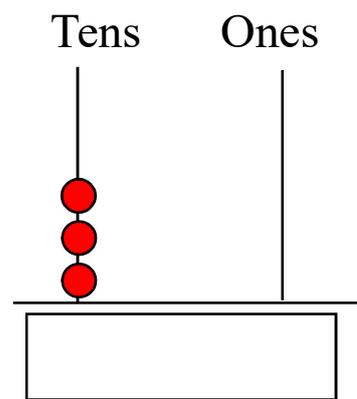
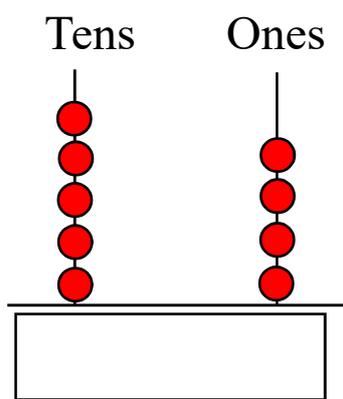
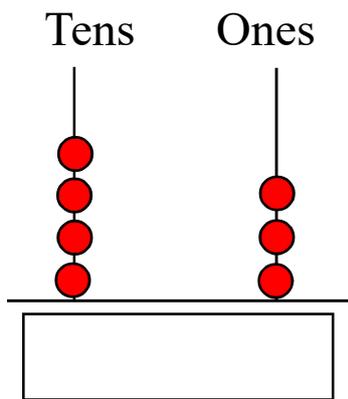
3 Tens 9 Ones	_____
---------------	-------

2 Tens 0 Ones	_____
---------------	-------

(3) Draw the numbers in the beads of the Abacus -



(4) Count the beads in the Abacus and write the numbers-



(5) Write the number names-

73	
82	
95	

Write the number names:

56 =

67 =

87 =

62 =

91 =

Write in numbers:

Seventy =

Seventy four =

Sixty eight =

Ninety eight =

Eighty seven =

Put the encircled digit of the given number in Tens and Ones:

8 (1)

Tens	Ones
	1

(9) 2

Tens	Ones

7 (4)

Tens	Ones

(6) 0

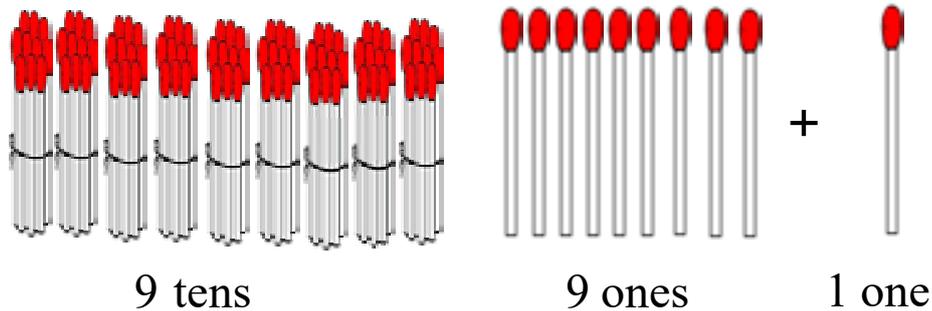
Tens	Ones

(5) 9

Tens	Ones

(39)

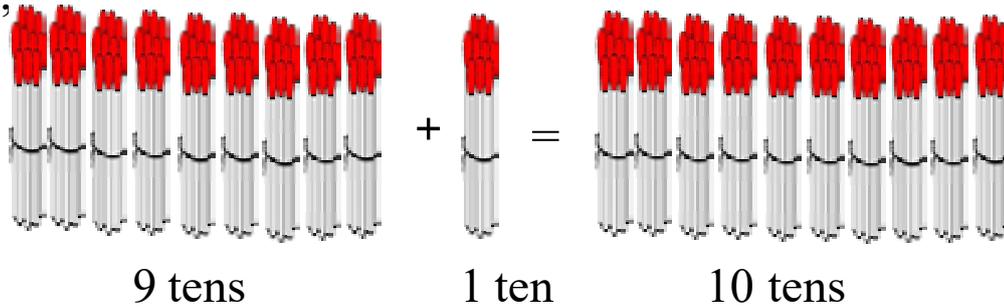
Let us understand how much will it be if 1 is added to 99.



Now, if we add 1 match stick to 9 match sticks we will get 10 match sticks or a bundle of 10. So,

$$9 \text{ bundles} + 1 \text{ bundle} = 10 \text{ bundles}$$

That is,



So, 10 bundles = 10 tens

10 tens is equal to 100.

100 is written as 'Hundred'

Which one is bigger- 99 or 100?

100 is bigger than 99 because 100 is obtained by adding 1 more with 99

Fill in the blank spaces with the numbers which come before -

	52
--	----

	75
--	----

	98
--	----

	80
--	----

Fill in the blank spaces with the numbers which come after -

59	
----	--

64	
----	--

88	
----	--

99	
----	--

Fill in the blank spaces with the numbers which come in the middle-

53		55
----	--	----

69		71
----	--	----

80		82
----	--	----

94		96
----	--	----

Let us add-

$$\begin{array}{r} \text{(a)} \quad 52 \\ + 43 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(b)} \quad 98 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(c)} \quad 74 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(d)} \quad 66 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(e)} \quad 79 \\ + 20 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(f)} \quad 67 \\ + 13 \\ \hline \end{array}$$

Let us subtract-

$$\begin{array}{r} \text{(a)} \quad 37 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(b)} \quad 43 \\ - 21 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(c)} \quad 59 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(d)} \quad 37 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(e)} \quad 73 \\ - 48 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(f)} \quad 84 \\ - 45 \\ \hline \end{array}$$

(1) Write the number which comes before-

	60
--	----

	81
--	----

(2) Write the number names-

77 =

92 =

(3) Write the number which comes after-

79	
----	--

99	
----	--

(4) Write the number which comes in between-

80		82
----	--	----

59		61
----	--	----

(5) Put the encircled digit of the given number in Tens or Ones place:

7①

Tens	Ones

⑤5

Tens	Ones

①9

Tens	Ones

③5

Tens	Ones

(6) Add the following-

$$\begin{array}{r} 65 \\ + 5 \\ \hline \end{array}$$

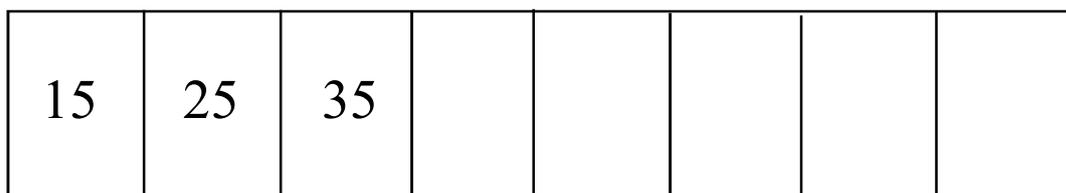
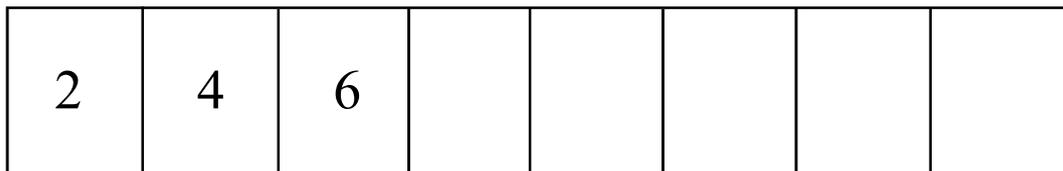
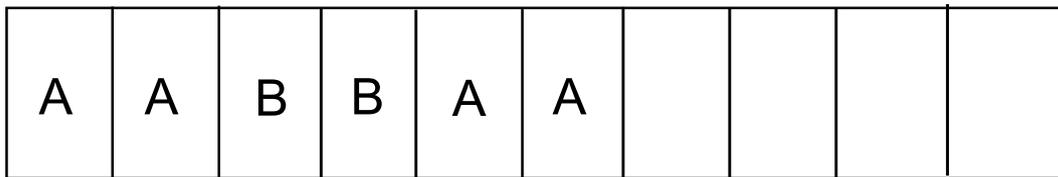
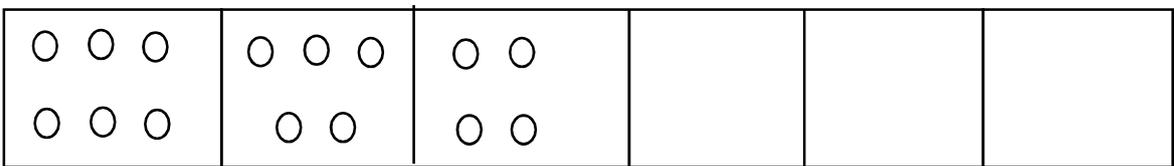
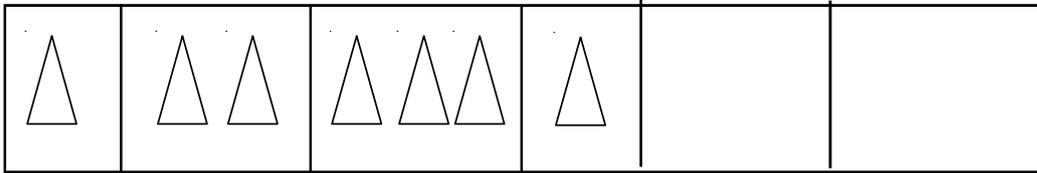
$$\begin{array}{r} 70 \\ + 29 \\ \hline \end{array}$$

(7) Subtract the following-

$$\begin{array}{r} 54 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ - 9 \\ \hline \end{array}$$

Let us complete the following patterns-



(1) Write the digits in the given numbers-

Numbers	Digits	Numbers	Digits
25	2,5	58	
36		75	
49		87	
62		98	

(2) Write the numbers that can be formed with the following digits-

Digits	Numbers
4,6	46, 64
1,9	
3,8	
5,6	

(1) Let's add with the help of place value-

Tens	Ones
① 1	6
+	1
3	0

Tens	Ones
5	6
+	2
	5

Tens	Ones
3	4
+	5
	8

(2) Kamal bought 25 apples and 36 bananas from the market. How many fruits did he buy in total?

(3) There are 21 roses, 13 jesmines and 15 marigolds in the school garden. How many flowers are there in the garden altogether?

Subtract the following-

$$\begin{array}{r} 45 \\ - 13 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ - 44 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ - 43 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ - 32 \\ \hline \end{array}$$

$35 - 22 =$

$99 - 18 =$

(1) Birina went to market to sell 47 mangoes. She sold 25 mangoes out of those. How many mangoes were left with her?

(2) There are 43 students in your class. Among them, 20 are boys. How many girls are there in your class.

(1) Write the numbers that can be formed with the following digits.

5, 3

--

9, 5

--

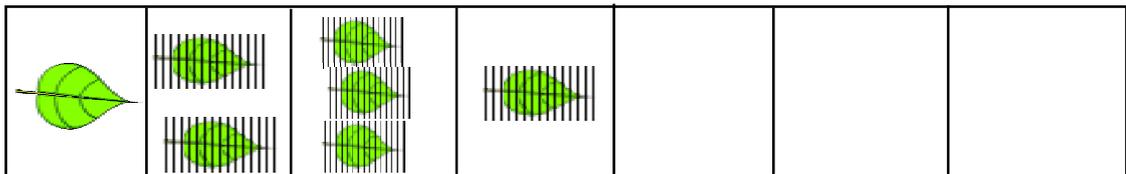
(2) Add the following with the help of place value.

	Tens	Ones
+	2	5
	3	5

	Tens	Ones
+	1	9
	2	5

(3) Complete the following pattern.

10	15	20				
----	----	----	--	--	--	--



(4) Subtract-

	Tens	Ones
-	4	3
	2	3

	Tens	Ones
-	5	0
	1	2

Look at the following pictures-



Picture A



Picture B

- (1) Which of the above picture contains large number of trees ?
- (2) Which of the above picture shows that there is impurity in the environment ?
- (3) What causes the impurity in the air ?
- (4) Why impure air is harmful to our health ?
- (5) How does water become impure in the above picture ?

Teacher's Instruction: Teacher will discuss the causes of impurity in air and water with the students according to their age group.

Let's look at the coins and notes-



Rupee 1



Rupee 2



Rupee 5



Rupee 10



Rupee 20



Rupee 50



Rupee 100

What is the total amount of money -



+



= 25 Rupees



+



+



=



+



+



=



+



+



+



=



+



+



+



=

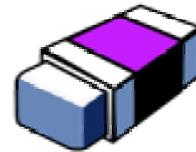
Look at the prices of the following objects and write the prices in the following table-



Rs. 30



Rs. 20



Rs. 5



Rs. 7



Rs. 25



Rs. 42



Rs. 2

Name of objects	Price of object	Name of objects	Price of object
Soap		Eraser	
Chocolate		Book	
Toothpaste		Pencil	
Pen			

Let's solve the following problems from the above chart—

(a) How much money will be needed to buy one piece of soap and one toothpaste?

(b) How much money will be needed to buy one pencil and two chocolates?

(c) How much money will be needed to buy one book, one pen and one eraser?

Teacher's Instruction: In the 4th day of this week, teacher will ask the students to do more practice with the help of worksheets 2 and 3.

(1) Where do you throw the garbage after cleaning the school in the morning?

(2) Identify the following coins and notes.



(3) Write the total amount in the following-



+



=



+



+



=



+



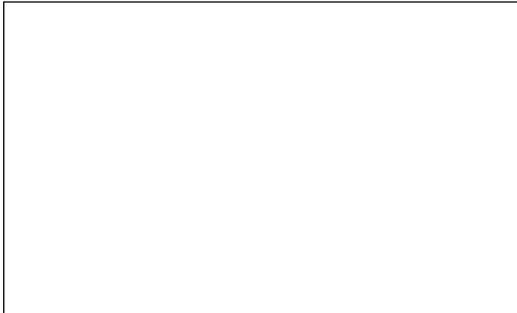
+



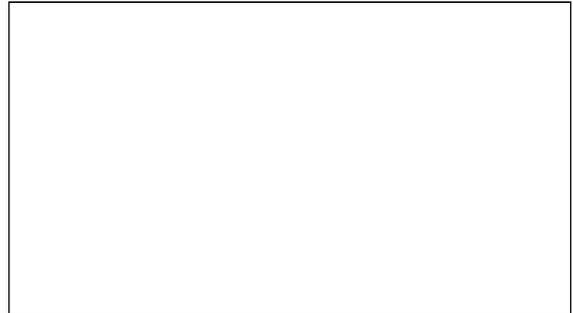
=

(1) With the help of glue and sticks make the following shapes in the box provided-

(A) Three cornered shape



(B) Four cornered shape

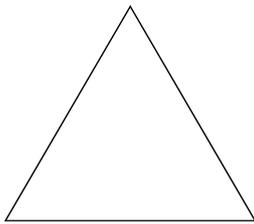


(2) Let's write the names of the following shapes-



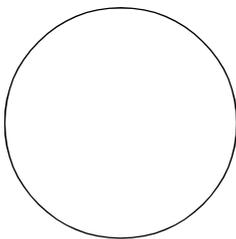
=

.....



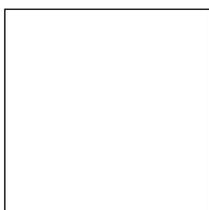
=

.....



=

.....



=

.....

Let us measure-



Every student will estimate the length of the following objects according to the given unit and write down the estimated and actual measurement.

(1) How many fingers long is your book ?

estimated measurement	actual measurement

(2) How many cubits long is your bench ?

(3) How many footspan long is the verndah of your school ?

(4) How many handspan long is the table of your classroom ?

(5) How many handspan long is the blackboard of your classroom ?

Teacher’s Instruction: Teacher will give the concept of non- standard units by using diffrent objects.

Let us add—

$$\begin{array}{r} \text{(a)} \quad 18 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(b)} \quad 27 \\ + 46 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(c)} \quad 37 \\ + 23 \\ \hline \end{array}$$

Let's solve—

Tina's father has bought banana for rupees 36 and guava for rupees 25. What is the total amount of money he spent in buying fruits?

Let us subtract—

$$\begin{array}{r} \text{(a)} \quad 82 \\ - 37 \\ \hline \square \end{array}$$

$$\begin{array}{r} \text{(b)} \quad 68 \\ - 39 \\ \hline \square \end{array}$$

$$\begin{array}{r} \text{(c)} \quad 99 \\ - 58 \\ \hline \square \end{array}$$

Let's solve—

There were 22 ducks swimming in a pond. Among them 13 went up to the bank of the pond. How many ducks were still in the water of the pond?

Teacher's Instruction: Teacher will reinforce the concepts by giving more exercises with the help of real objects.

Add—

$$\begin{array}{r} (a) \quad 64 \\ +29 \\ \hline \square \end{array}$$

$$\begin{array}{r} (b) \quad 58 \\ +12 \\ \hline \square \end{array}$$

Subtract—

$$\begin{array}{r} (a) \quad 61 \\ -15 \\ \hline \square \end{array}$$

$$\begin{array}{r} (b) \quad 73 \\ -25 \\ \hline \square \end{array}$$

Solve—

(1) Your father has bought apples for rupees 45 and bananas for rupees 20. How much money does your father give to the shopkeeper?

(2) In a garden, 25 flowers are blooming. Among those, 8 flowers are faded and fall down due to the wind. How many flowers are left?

Teacher's Instruction: Teacher will reinforce the concept by giving more exercises with the help of calender of this year.



1



2



3



4



5



6



7



8

Arrange the activities of the students that they do from morning to night in order.

→ → → → → → →

Teacher's Instruction: For more practice teacher will discuss with the students about their real life activities.

Write the days of a week in sequence-

1.

5.

2.

6.

3.

7.

4.

Let's write-

1. Which day comes after Sunday?

2. What is the first day of the week?

3. What is the last day of the week?

4. Which day comes before Thursday?

5. Which day comes after Friday?

6. What day is today?

7. What was the day yesterday?

8. What will be the day tomorrow?

Teacher's Instruction: Teacher will reinforce the concept by giving more exercises with the help of calender of this year.

Let's say and write the names of the english months of the year in order-

- | | |
|---------|----------|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | 12. |

How many days are there in the following months-

1. January days

2. March days

3. February days

4. June days

5. August days

6. December days

Fill in the blanks with assamese months (with the help of teacher)

Bohag _____, _____, Shawon, _____, _____, Kati,
Aghoon _____, _____, Phagun, _____ |

Teacher's Instruction: For more practice teacher will do similar activities with the help of calender and can prepare more activities for the 4th day of the week.

(1) What do you do first in the morning after wake up?

(2) Write the names of the days of the week.

.....

.....

.....

.....

(3) Write the names of the two English months which have 31 days.

.....

.....

(4) Write the names of first and last Assamese months.

.....

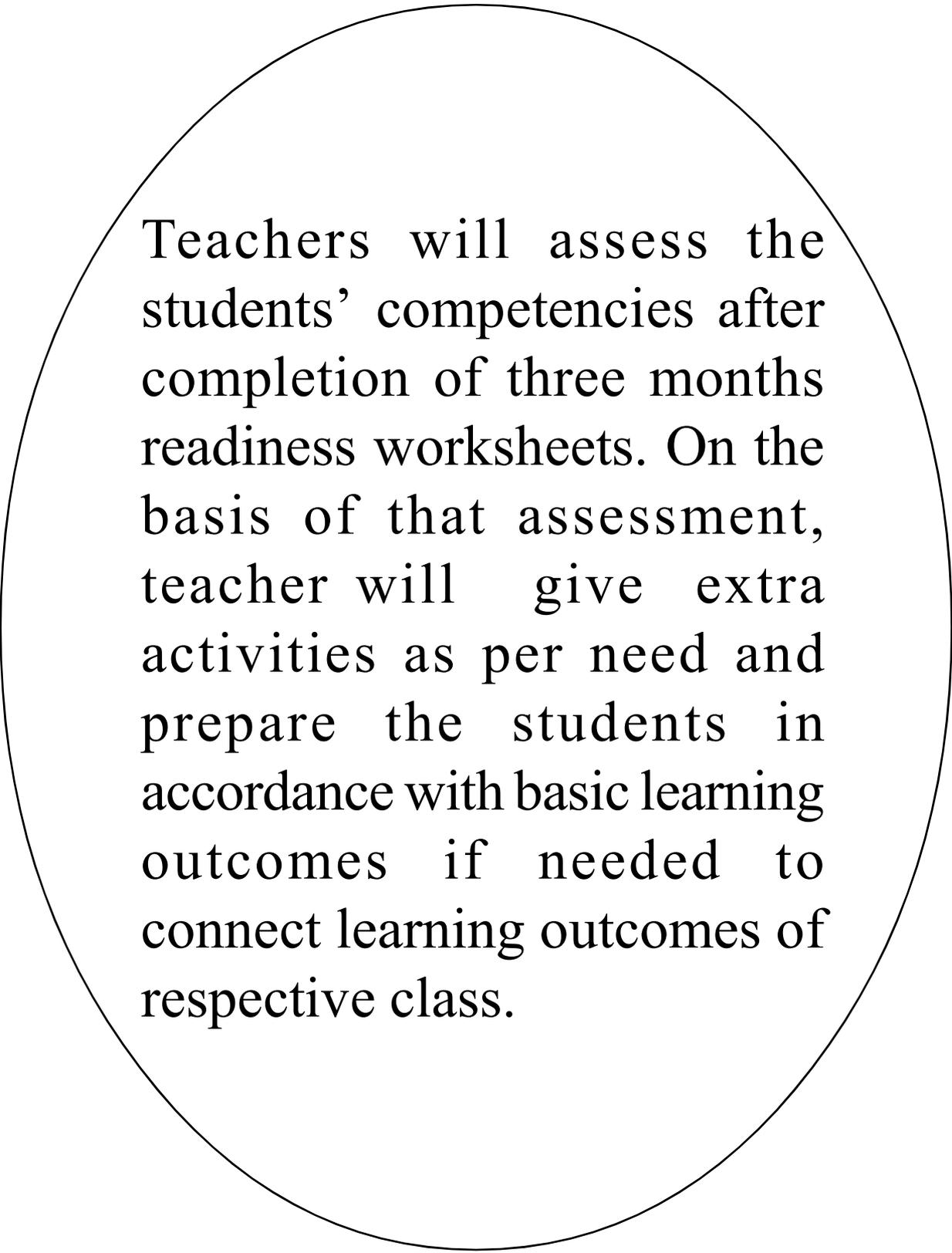
.....

(5) What is your day of birth?

.....

((6) What is your month of birth?

.....



Teachers will assess the students' competencies after completion of three months readiness worksheets. On the basis of that assessment, teacher will give extra activities as per need and prepare the students in accordance with basic learning outcomes if needed to connect learning outcomes of respective class.

PRILIMINARY PRECAUTIONS OF COVID 19



Use sanitizer frequently



Use mask properly



Remove your school uniform and shoes after returning from school and take bath



Wash your hands before eating.



Maintain social distance

