New Era Public School Dgr.

Sub: Mathematics Class: 1st A B & C

• Solved Assignment of Unit 2nd '2022'

• Copy work

Q1: Write and learn in words and figures '160-220'

HTO	In words
160 = One	hundred Sixty.
161 = One	hundred Sixty one.
162 = One	hundred Sixty two.
163 = One	hundred Sixty three.
164 = One	hundred Sixty four.
165 = One	hundred Sixty five.
166 = One	hundred Sixty Six.
167 = One	hundred Sixty Seven.
168 = One	hundred Sixty eight.
169 = One	hundred Sixty nine.
170 = One	hundred Seventy.
171 = One	hundred Seventy one.
172 = One	hundred Seventy two.
173 = One	hundred Seventy three.
174 = One	hundred Seventy four.
175 = One	hundred Seventy five.
176 = One	hundred Seventy Six.

1 to 10	In Words.
177	= One hundred Seventy Seven.
178	= One hundred Seventy eight.
179	= One hundred Seventy nine.
180	= One hundred Eighty
181	= One hundred Eighty one.
182	= One hundred Eighty two.
183	= One hundred Eighty three.
184	= One hundred Eighty four.
185	= One hundred Eighty five.
186	= One hundred Eighty Six.
187	= One hundred Eighty Seven.
188	= One hundred Eighty eight.
189	= One hundred Eighty nine.
190	= One hundred Ninety.
191	= One hundred Ninety one.
192	= One hundred Ninety two.
193	= One hundred Ninety three.
194	= One hundred Ninety four.
195	= One hundred Ninety five.
196	= One hundred Ninety Six.
197	= One hundred Ninety Seven.
198	= One hundred Ninety eight.
199	= One hundred Ninety nine
200	= Two hundred
201	= Two hundred One

HTO		In words.	
202	= Two	hundred	two.
203	= Two	hundred	three.
204	= Two	hundred	four.
205	= Two	hundred	five.
206	= Two	hundred	Six.
207	= Two	hundred	Seven.
208	= Two	hundred	eight.
209	= Two	hundred	nine.
210	= Two	hundred	ten.
211	= Two	hundred	Eleven.
212	= Two	hundred	twelve.
213	= Two	hundred	thirteen
214	= Two	hundred	fourteen.
215	= Two	hundred	fifteen.
216	= Two	hundred	Sixteen.
217	= Two	hundred	Seventeen.
218	= Two	hundred	eighteen.
219	= Two	hundred	nineteen.
220	= Two	hundred	twenty.

Q2: Write Backward Counting '200 - 150'

200	190	180	170	160	150
199	189	179	169	159	
198	188	178	168	158	
197	187	177	167	157	
196	186	176	166	156	
195	185	175	165	155	
194	184	174	164	154	
193	183	173	163	153	
192	182	172	162	152	
191	181	171	161	151	

Q3: Write table of 3 as well as their Dodging

3	×	1	= 3	3	×	3	= 9
3	×	2	= 6	3	×	5	= 15
3	×	3	= 9	3	×	1	= 3
3	×	4	= 12	3	×	4	= 12
3	×	5	= 15	3	×	2	= 6
3	×	6	= 18	3	×	7	= 21
3	×	7	= 21	3	×	9	= 27
3	×	8	= 24	3	×	6	= 18
3	×	9	= 27	3	×	10	= 30
3	×	10	= 30	3	×	8	= 24
3	×	11	= 33	3	×	13	= 39
3	×	12	= 36	3	×	11	= 33
3	×	13	= 39	3	×	14	= 42
3	×	14	= 42	3	×	12	= 36
3	×	15	= 45	3	×	15	= 45

P.no 6

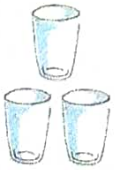
2 Addition—1 to 10

In the Kitchen

Count and write how many are there.



3 and 5 are 8



3 and 7 are 10

Sign of Addition '+'

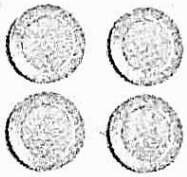
When you put things together, they are being **added**.
The '+' sign shows **addition** and '=' sign says **the same as** or **equal to**.

Use '+' instead of 'and'. Use '=' instead of 'are'.

 and  are 

2 + 4 = 6

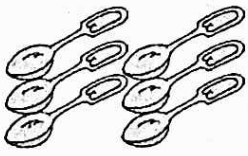
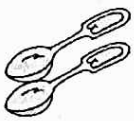
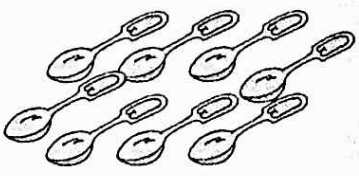
Count and write how many are there.

 and  are 

2 + 2 = 4

 and  are 

5 + 2 = 7

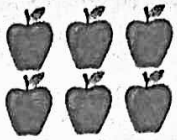
 and  are 

6 + 2 = 8

Teacher's Tip At this stage, the use of objects to do addition is important. Use objects such as crayons, ice cream sticks/spoons, and so on. Give 10 objects to each student. Ask the students to use these objects to add any two numbers.

P.no 8

Count, say, and write the numbers in the empty boxes. One has been done for you.

 and  are 

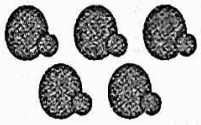
say 2 plus 4 equals 6

write 2 + 4 = 6

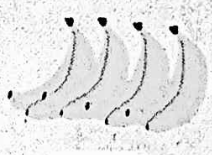
 and  are 

say 3 plus 1 equals 4

write 3 + 1 = 4

 and  are 

write 3 + 2 = 5

 and  are 

write 2 + 6 = 8

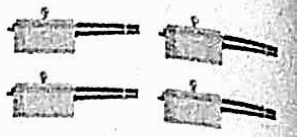
 and  are 

write 2 + 2 = 4

Adding One

When we add **1** to a number, we get the number just after it.





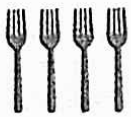
3 + 1 = 4

Add 1 and write the answers in the boxes.

7	+	1	=	8		2	+	1	=	3
5	+	1	=	6		9	+	1	=	10
3	+	1	=	4		4	+	1	=	5

Adding Zero

When we add **0** to a number, we get the same number.




4 + 0 = 4

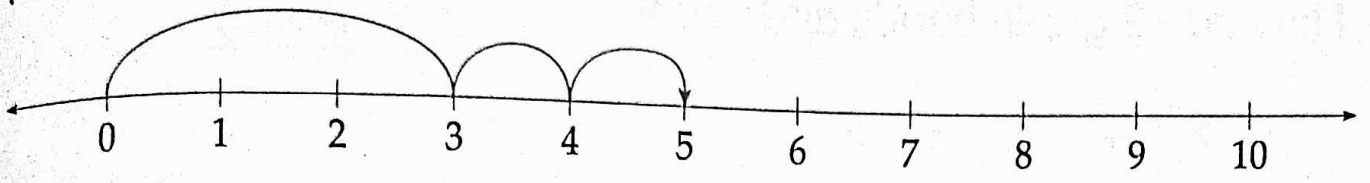
Add 0 and write the answers in the boxes.

7	+	0	=	7		9	+	0	=	9
4	+	0	=	4		1	+	0	=	1
5	+	0	=	5		3	+	0	=	3

Teacher's Tip Draw a number strip on the blackboard. Relate each sum to it so as to make the concept of 'one more than' clear. The concept of adding zero is difficult to grasp. Do various activities in class with objects such as—pencils and ice cream sticks to make the concept clear.

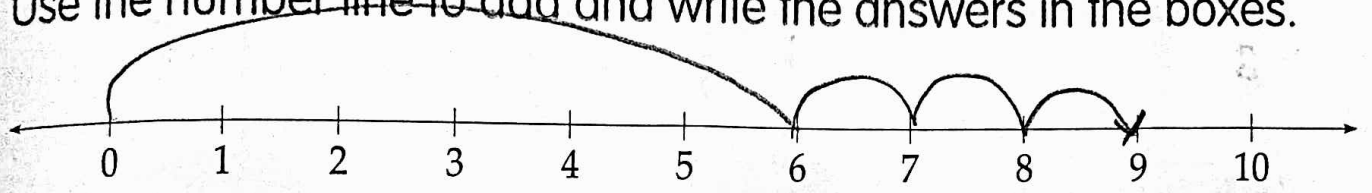
Addition on a Number Line

I have **3** oranges in my left hand and **2** oranges in right hand. How many oranges do I have in all? To find the total number of oranges I can use a number line.

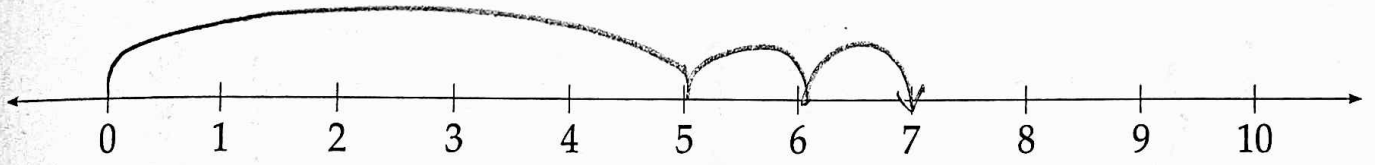


Start at **0**. Count and jump to **3**. Then take **2** more jumps. You will reach at **5**. So 3 + 2 = 5 . I have 5 oranges in all.

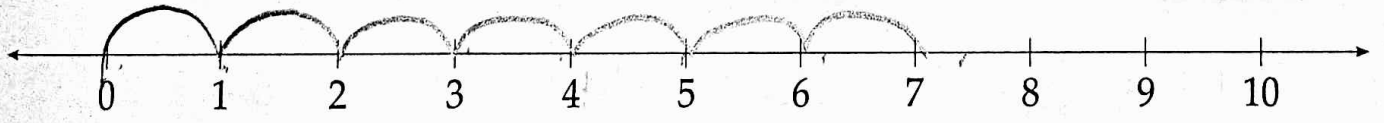
Use the number line to add and write the answers in the boxes.



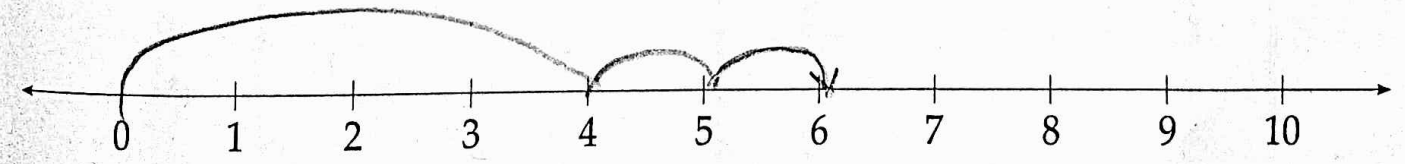
6 + 3 = 9



5 + 2 = 7



1 + 6 = 7



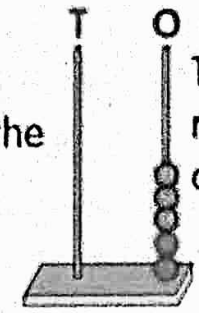
4 + 2 = 6

P. no 11

Addition Using an Abacus

Add 2 and 3.

Put 2 red beads in the ones rod.
Now add 3 green beads and count.

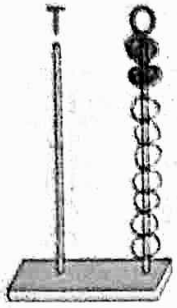


The left rod represents the tens.

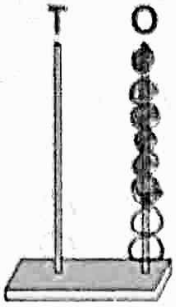
The right rod represents the ones.

2 + 3 = 5

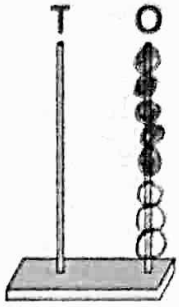
Draw the beads on the abacus and add.



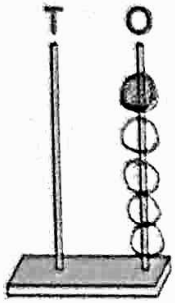
7 + 2 = 9



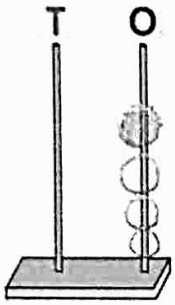
2 + 6 = 8



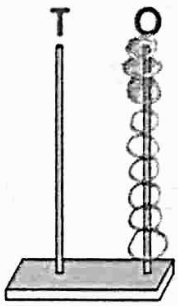
3 + 5 = 7



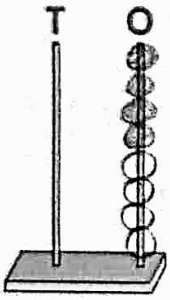
4 + 1 = 5



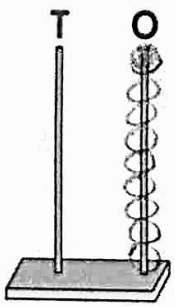
3 + 1 = 4



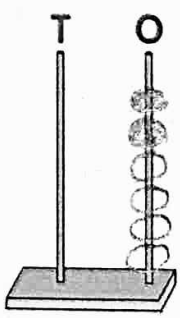
6 + 3 = 9



4 + 4 = 8



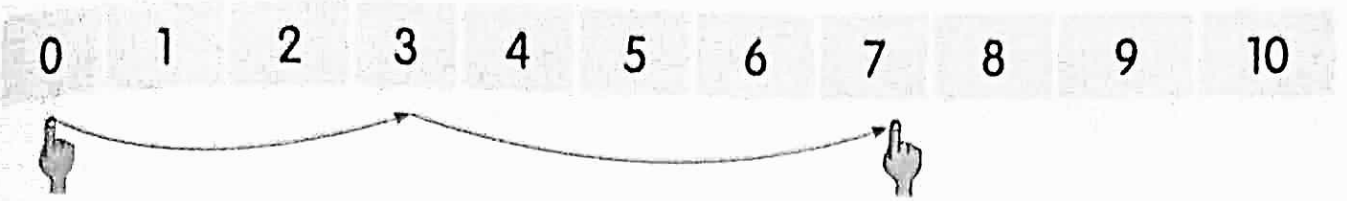
8 + 1 = 9



4 + 2 = 6

Forward Counting for Addition

Add 3 and 4 Using the Number Strip



First go to number **3** and then move **4** steps forward to reach number **7**. So 3 + 4 = 7.

Add the following numbers using a number strip and write the answers in the boxes.

3 + 5 = 8	0 + 2 = 2	4 + 1 = 5
1 + 6 = 7	2 + 7 = 9	6 + 2 = 8
9 + 1 = 10	0 + 4 = 4	1 + 8 = 9
8 + 0 = 8	3 + 3 = 6	5 + 4 = 9
7 + 1 = 8	2 + 5 = 7	5 + 5 = 10

Teacher's Tip Draw a number strip on the blackboard and do addition with its help. Explain adding 1 or 0 using this number strip.

Order in Addition

 +  = 6

 +  = 6

4 + 2 = 6

2 + 4 = 6

When we add the numbers with their orders changed, the answer remains the same.

Add the following using the number strip.

1	2	3	4	5	6	7	8	9	10

3 + 1 = 4

1 + 3 = 4

5 + 2 = 7

2 + 5 = 7

7 + 0 = 7

0 + 7 = 7

5 + 1 = 6

1 + 5 = 6

3 + 4 = 7

4 + 3 = 7

2 + 6 = 8

6 + 2 = 8

Teacher's Tip The order property of addition is very important and needs to be reinforced with activities by pairs of learners in class. The learners can do addition with spoons or other objects for large numbers.

Vertical Addition

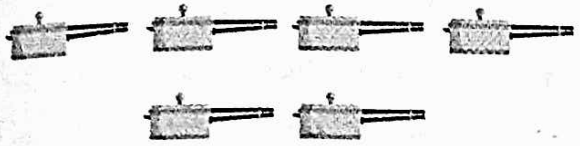
We can also add the numbers by arranging them vertically. It is called **vertical addition**.

$$\begin{array}{r} 2 \\ +\ 3 \\ \hline 5 \end{array}$$

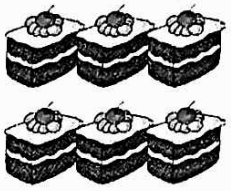
2 + 3 = 5

We can see that the answer is the same when the numbers are added either vertically or horizontally.

Count and add.



$$\begin{array}{r} 4 \\ +\ 2 \\ \hline 6 \end{array}$$



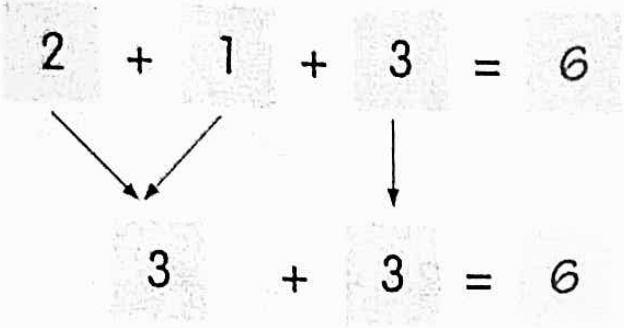
$$\begin{array}{r} 3 \\ +\ 3 \\ \hline 6 \end{array}$$

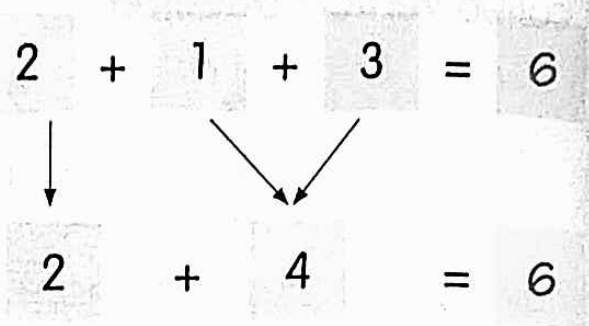
Add the following—

$\begin{array}{r} 6 \\ +\ 4 \\ \hline 10 \end{array}$	$\begin{array}{r} 5 \\ +\ 3 \\ \hline 8 \end{array}$	$\begin{array}{r} 6 \\ +\ 2 \\ \hline 8 \end{array}$	$\begin{array}{r} 8 \\ +\ 1 \\ \hline 9 \end{array}$	$\begin{array}{r} 4 \\ +\ 4 \\ \hline 8 \end{array}$
$\begin{array}{r} 2 \\ +\ 7 \\ \hline 9 \end{array}$	$\begin{array}{r} 5 \\ +\ 1 \\ \hline 4 \end{array}$	$\begin{array}{r} 2 \\ +\ 5 \\ \hline 7 \end{array}$	$\begin{array}{r} 4 \\ +\ 3 \\ \hline 7 \end{array}$	$\begin{array}{r} 3 \\ +\ 7 \\ \hline 10 \end{array}$
$\begin{array}{r} 3 \\ +\ 2 \\ \hline 5 \end{array}$	$\begin{array}{r} 5 \\ +\ 5 \\ \hline 10 \end{array}$	$\begin{array}{r} 6 \\ +\ 3 \\ \hline 9 \end{array}$	$\begin{array}{r} 8 \\ +\ 0 \\ \hline 8 \end{array}$	

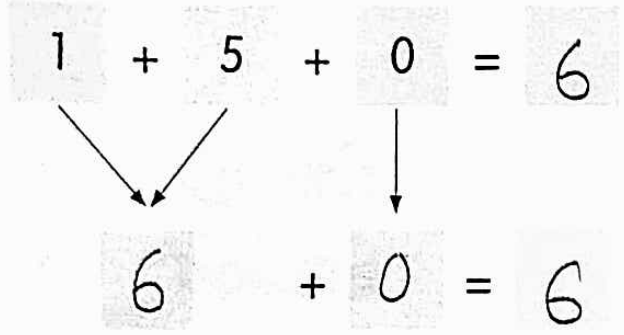
Adding Three Numbers

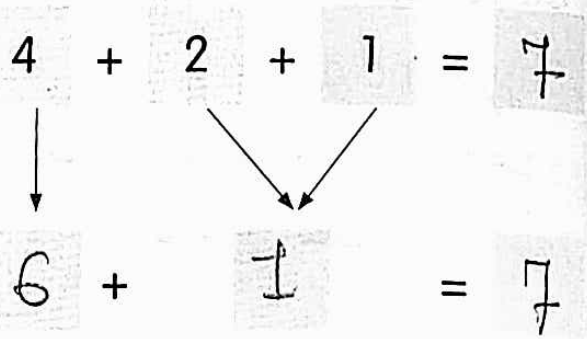
While adding three numbers, we can add numbers in any order.

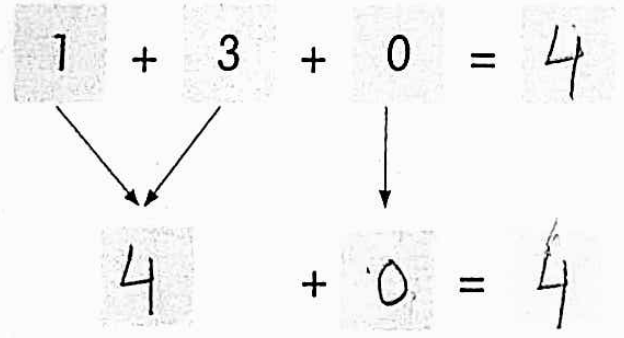


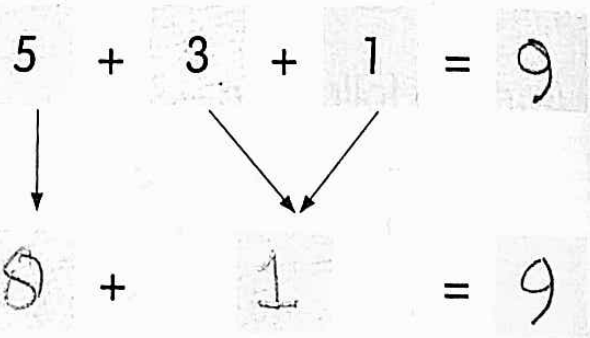


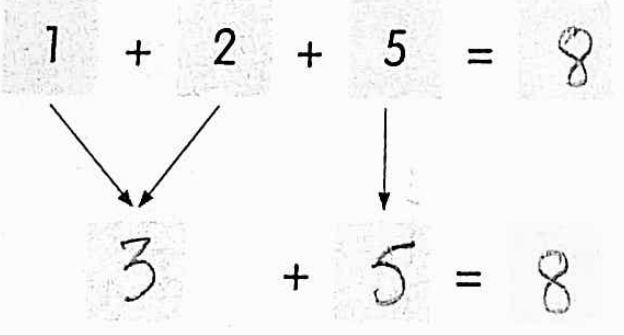
Add the following—

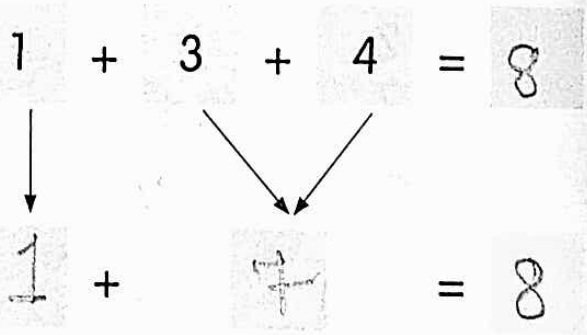






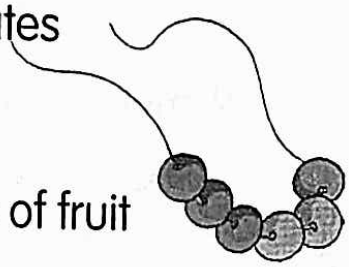






Teacher's Tip Ask the learners to use ice cream sticks/spoons or any other object to do the addition.

Add and write the answers in the boxes.

3	Apples		2	Green beads
+ 1	Banana		+ 1	Blue bead
+ 3	Pomegranates		+ 3	Red beads
7	Total pieces of fruit		6	Total beads

Add the following—

1 + 2 + 2 5	2 + 3 + 3 8	1 + 8 + 1 10	4 + 2 + 3 9	5 + 2 + 1 8
3 + 2 + 2 7	5 + 3 + 1 9	7 + 1 + 1 9	4 + 2 + 4 10	5 + 1 + 3 9
5 + 2 + 3 10	6 + 3 + 1 10	2 + 3 + 1 6	6 + 1 + 2 9	

P.no 17

Number Combinations

The sum remains the same on adding different combinations of two numbers.

Number combinations for 1

1 + 0 = 1

0 + 1 = 1

Number combinations for 1 are 2 .

Number combinations for 2

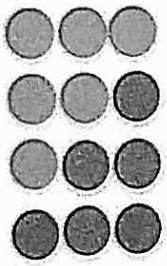
2 + 0 = 2

1 + 1 = 2

0 + 2 = 2

Number combinations for 2 are 3 .

Number combinations for 3



3 + 0 = 3

2 + 1 = 3

1 + 2 = 3

0 + 3 = 3

Number combinations for 3 are 4 .

Number combinations for 4

4 + 0 = 4

3 + 1 = 4

2 + 2 = 4

1 + 3 = 4

0 + 4 = 4

Number combinations for 4 are 5 .

The number of combinations is always one more than the given number.

Write the number combinations according to the colour of the circles.

Number combinations for 5

5 + 0 = 5

4 + 1 = 5

3 + 2 = 5

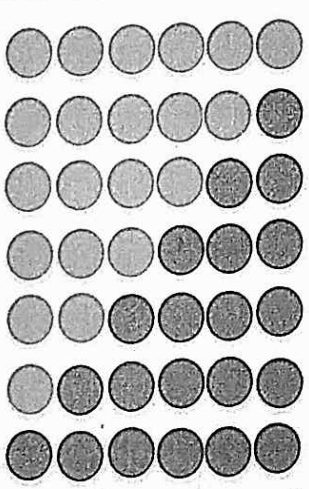
2 + 3 = 5

1 + 4 = 5

0 + 5 = 5

Number combinations for 5 are 6 .

Number combinations for 6



6 + 0 = 6

5 + 1 = 6

4 + 2 = 6

3 + 3 = 6

2 + 4 = 6

1 + 5 = 6

0 + 6 = 6

Number combinations for 6 are 7 .

P.no 18

Word Problems

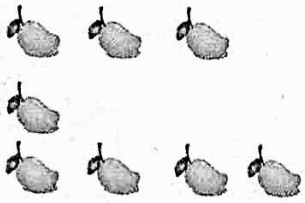
Solve the following. One has been done for you.

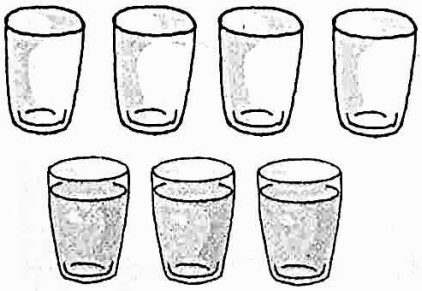
There are 6 spoons in the holder.
There are 2 spoons on the table.
There are 8 spoons in all.

$$\begin{array}{r} 6 \\ +\ 2 \\ \hline 8 \end{array}$$

Sam has 3 mangoes.
Ram has 1 mango.
Sita has 4 mangoes.
Together they have 8 mangoes.

$$\begin{array}{r} 3 \\ +\ 1 \\ +\ 4 \\ \hline 8 \end{array}$$





There are 4 empty glasses.
There are 3 glasses filled with water.
There are 7 glasses in all.

$$\begin{array}{r} 4 \\ +\ 3 \\ \hline 7 \end{array}$$

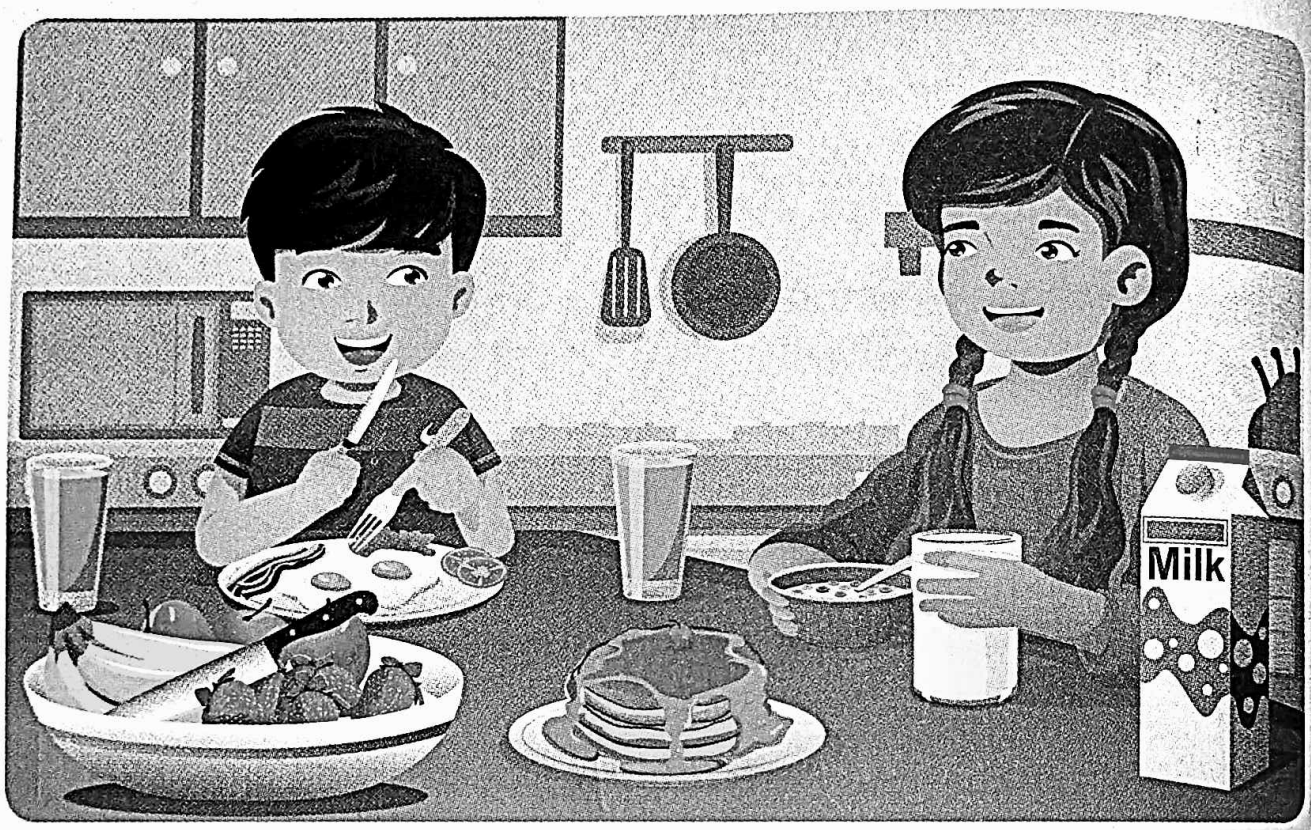
Sonu has 4 bars of chocolate.
His father gave him 5 more.
He has 9 bars of chocolate in all.

$$\begin{array}{r} 4 \\ +\ 5 \\ \hline 9 \end{array}$$

P. no 19

3 Subtraction—1 to 10

At the Table



Count and write in the boxes.

There were 9 apples.

4 apples were eaten.

So there are 5 apples left now.

Sign of Subtraction '–'

When some things are taken away, they are being **subtracted**.
The '–' sign shows **subtraction**. Use '–' instead of **'take away'**.

Cross out, say, and write.

From 9, **take away** 5.

Say 9 minus 5 equals 4 .

Write 9 – 5 = 4 .

From 6, **take away** 2.

Say 6 minus 2 equals 4 .

Write 6 – 2 = 4 .

From 8, **take away** 4.

Say 8 minus 4 equals 4 .

Write 8 – 4 = 4 .

From 4, **take away** 2.

Say 4 minus 2 equals 2 .

Write 4 – 2 = 2 .

From 6, **take away** 5.

Say 6 minus 5 equals 1 .

Write 6 – 5 = 1 .

From 4, **take away** 2.

Say 4 minus 2 equals 2 .

Write 4 – 2 = 2 .

Teacher's Tip Encourage the learners to use the terms 'subtraction' and 'minus' as much as possible.

Subtracting One

There were 6 bananas and 1 was eaten. How many bananas are left?

6 − 1 = 5

When we subtract 1 from a number, we get the number just before the given number.

Subtract 1 and write the answers in the boxes.

2 − 1 = 1	10 − 1 = 9	7 − 1 = 6
3 − 1 = 2	8 − 1 = 7	5 − 1 = 4
1 − 1 = 0	9 − 1 = 8	4 − 1 = 3

Subtracting Zero

There are 5 doughnuts.
None has been eaten.

How many doughnuts are left?

There are 5 doughnuts left.

5 − 0 = 5

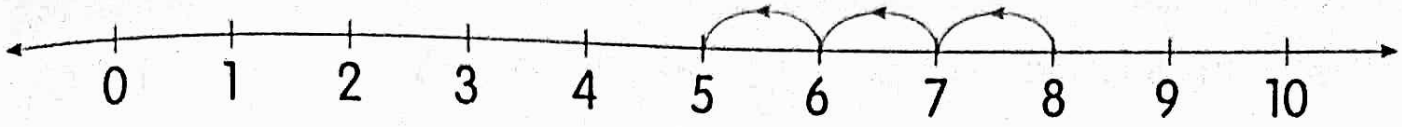
So when we subtract zero from a number, we get the same number.

Subtract 0 and write the answers in the boxes.

6 − 0 = 6	4 − 0 = 4	2 − 0 = 2
3 − 0 = 3	8 − 0 = 8	9 − 0 = 9

Subtraction on a Number Line

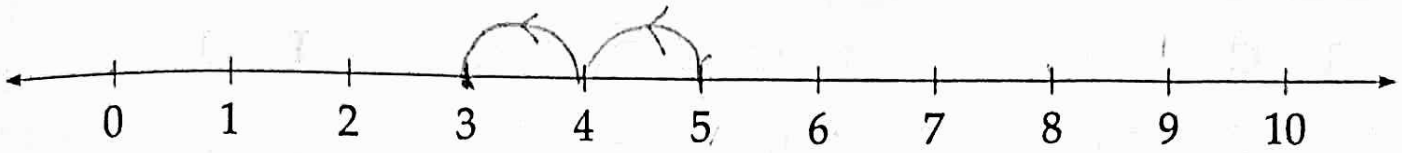
I had 8 toffees. I gave 3 toffees to my friend. How many toffees are left now?



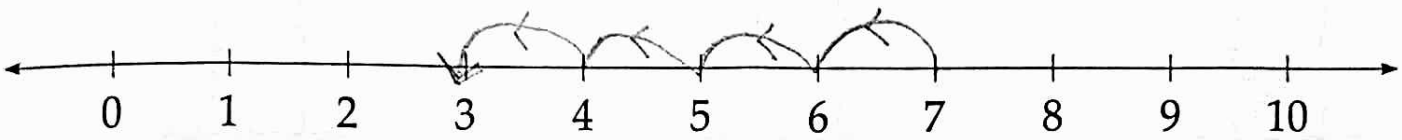
Start at **8**. Then go back **3** spaces. You will reach **5**.

So 8 − 3 = 5 .

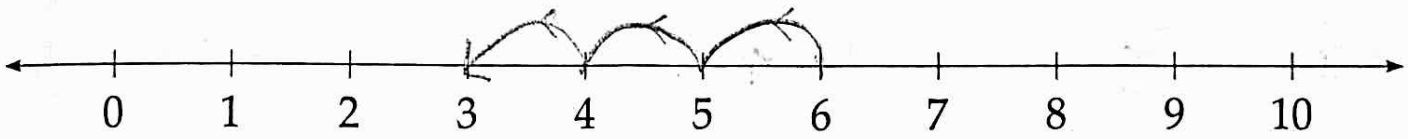
Use the number line to subtract. Write the answers in the given boxes.



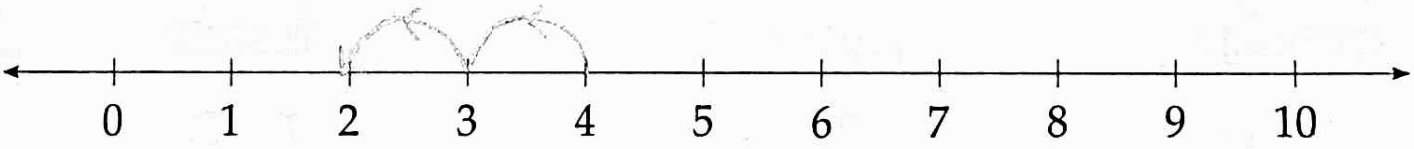
5 − 2 = 3



7 − 4 = 3

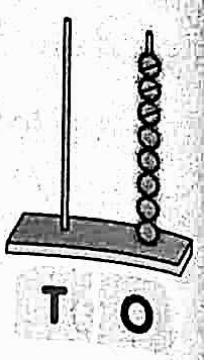


6 − 3 = 3



4 − 2 = 2

Subtraction Using an Abacus

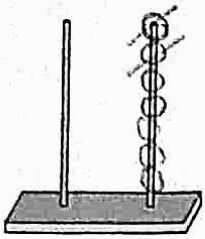


Subtract 3 from 8.

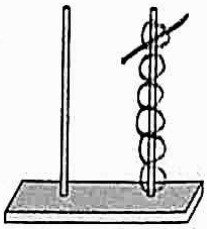
Put 8 beads on the abacus. Cross out the first 3 beads.

There are 5 beads left. So 8 − 3 = 5.

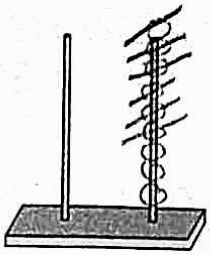
Draw the beads on the abacus and subtract.



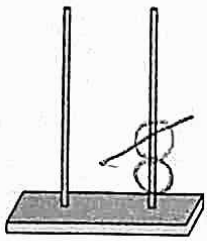
7 − 2 = 5



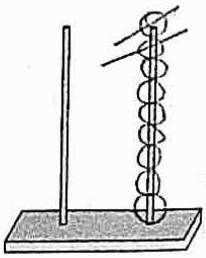
6 − 1 = 5



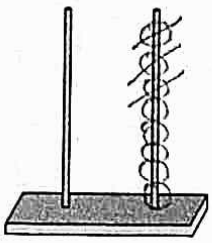
9 − 6 = 3



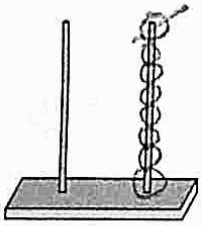
2 − 1 = 1



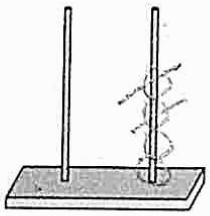
9 − 2 = 7



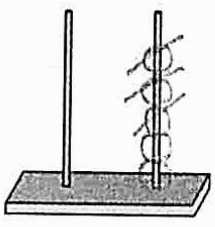
8 − 3 = 5



8 − 1 = 7



4 − 2 = 2



5 − 3 = 2

Backward Counting for Subtraction

Subtract 4 from 6 using the number strip.

1	2	3	4	5	6	7	8	9	10

Keep your finger over **6** on the number strip. Then move your finger backwards by **4** spaces. You will reach **2**.

So 6 − 4 = 2 .

Use a number strip to subtract the given numbers and write the answers in the boxes.

6 − 3 = 3	9 − 5 = 4	5 − 2 = 3
7 − 3 = 4	10 − 3 = 7	2 − 1 = 1
8 − 5 = 3	8 − 2 = 6	7 − 5 = 2
10 − 5 = 5	9 − 8 = 1	9 − 1 = 8
7 − 6 = 1	10 − 4 = 6	10 − 7 = 3

Teacher's Tip Draw a number strip on the blackboard. Use it for solving more problems on subtraction orally. Remind the children to move backward for subtraction.

Subtracting a Number from Itself

Subtract 4 from 4 using a number strip.

0 1 2 3 4 5 6 7 8 9 10

Keep your finger over **4** on the number strip. Then move it backward by **4** spaces. You will reach **0**.

So 4 − 4 = 0 .

When you subtract a number from itself, the answer is always zero.

Use the number strip to subtract the given numbers and write the answers in the boxes.

1 2 3 4 5 6 7 8 9 10

6 − 6 = 0	8 − 8 = 0	1 − 1 = 0
2 − 2 = 0	10 − 10 = 0	5 − 5 = 0
9 − 9 = 0	3 − 3 = 0	7 − 7 = 0

Teacher's Tip Draw a number strip on the blackboard and practise the problems of subtraction especially those involving the subtraction of 1, 0, and the number itself.

Vertical Subtraction

We can also subtract the numbers by arranging them vertically. It is called **vertical subtraction**.

$$\begin{array}{r} 5 \\ -\ 2 \\ \hline 3 \end{array}$$

$5 - 2 = 3$

We see that the answer is the same when the numbers are subtracted either vertically or horizontally.

Subtract the following.

$\begin{array}{r} 7 \\ -\ 2 \\ \hline 5 \end{array}$	$\begin{array}{r} 9 \\ -\ 2 \\ \hline 7 \end{array}$	$\begin{array}{r} 7 \\ -\ 6 \\ \hline 1 \end{array}$	$\begin{array}{r} 6 \\ -\ 4 \\ \hline 2 \end{array}$
$\begin{array}{r} 4 \\ -\ 3 \\ \hline 1 \end{array}$	$\begin{array}{r} 4 \\ -\ 2 \\ \hline 2 \end{array}$	$\begin{array}{r} 9 \\ -\ 7 \\ \hline 2 \end{array}$	$\begin{array}{r} 6 \\ -\ 3 \\ \hline 3 \end{array}$
$\begin{array}{r} 8 \\ -\ 6 \\ \hline 2 \end{array}$	$\begin{array}{r} 5 \\ -\ 4 \\ \hline 1 \end{array}$	$\begin{array}{r} 9 \\ -\ 9 \\ \hline 0 \end{array}$	$\begin{array}{r} 9 \\ -\ 1 \\ \hline 8 \end{array}$
$\begin{array}{r} 8 \\ -\ 3 \\ \hline 5 \end{array}$	$\begin{array}{r} 8 \\ -\ 2 \\ \hline 6 \end{array}$	$\begin{array}{r} 5 \\ -\ 3 \\ \hline 2 \end{array}$	$\begin{array}{r} 5 \\ -\ 1 \\ \hline 4 \end{array}$

P.no 87

Subtraction Facts

Subtraction facts for 1

1 − 0 = 1

1 − 1 = 0

Subtraction facts for 1 are 2 .

Subtraction facts for 2

2 − 0 = 2

2 − 1 = 1

2 − 2 = 0

Subtraction facts for 2 are 3 .

Subtraction facts for 3

3 − 0 = 3

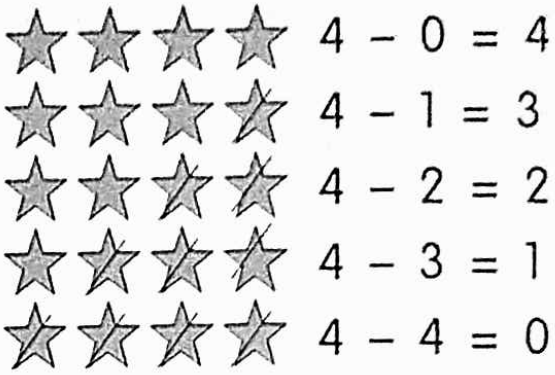
3 − 1 = 2

3 − 2 = 1

3 − 3 = 0

Subtraction facts for 3 are 4 .

Subtraction facts for 4



4 − 0 = 4

4 − 1 = 3

4 − 2 = 2

4 − 3 = 1

4 − 4 = 0

Subtraction facts for 4 are 5 .

So the number of subtraction facts is 'one more' than the number.

Cross out, count, and write.

Subtraction facts for 5

5 − 0 = 5

5 − 1 = 4

5 − 2 = 3

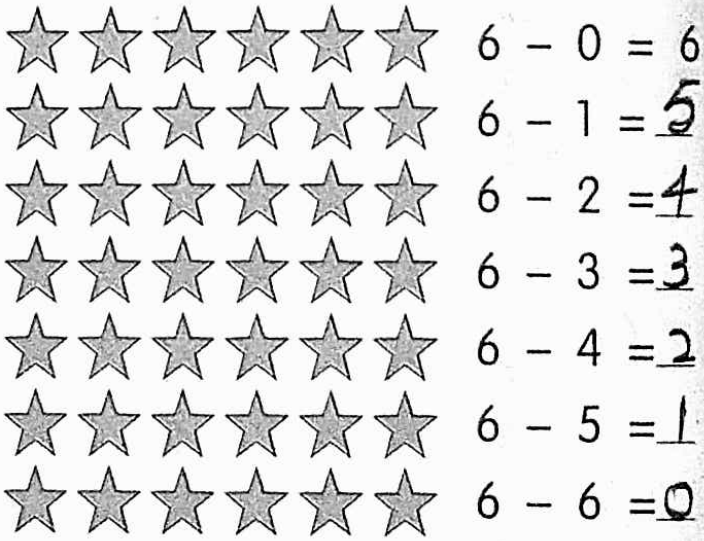
5 − 3 = 2

5 − 4 = 1

5 − 5 = 0

Subtraction facts for 5 are 6 .

Subtraction facts for 6



6 − 0 = 6

6 − 1 = 5

6 − 2 = 4

6 − 3 = 3

6 − 4 = 2

6 − 5 = 1

6 − 6 = 0

Subtraction facts for 6 are 7 .

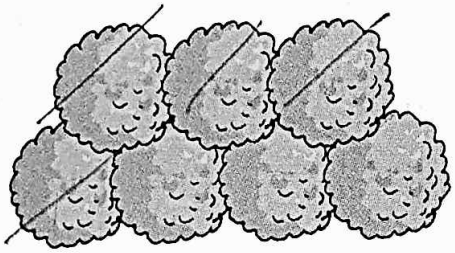
P.no 28

Word Problems

Solve the given problems and write the answers in the boxes.

There were 6 children sitting at a table. Out of those, 2 children got up and went away. How many children are left now?

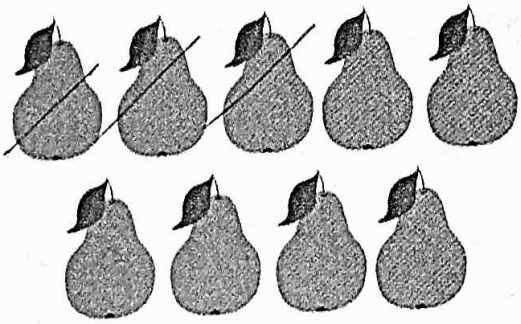
6 − 2 = 4



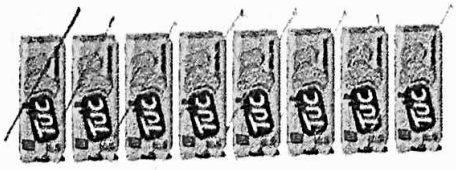
Anil had 7 sweets.
He gave away 4 sweets.
How many sweets are left now?

7 − 4 = 3

There were 9 pears.
Out of those, 3 pears were eaten.
How many pears are left now?



9 − 3 = 6

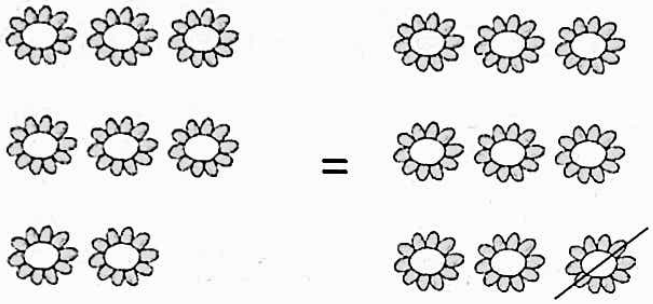


There were 8 packets of biscuits. Out of those, 8 packets were taken away. How many packets are left now?

8 − 8 = 0

Making Both Sides the Same

4 = 1 + 3



8 = 9 − 1

The sign for 'equal to' is '='. An equal sign means both sides are the same. So **5** is the same as **4** + **1**.

Fill in the boxes to make both sides the same.

8 = 3 + 5	6 = 9 − 3	9 = 3 + 6
5 = 7 − 2	4 = 6 − 2	3 = 6 − 3
6 = 1 + 5	7 = 9 − 2	4 = 2 + 2
3 = 3 + 0	1 = 8 − 7	7 = 5 + 2