

Maths and Me

A Book on Foundational Numeracy

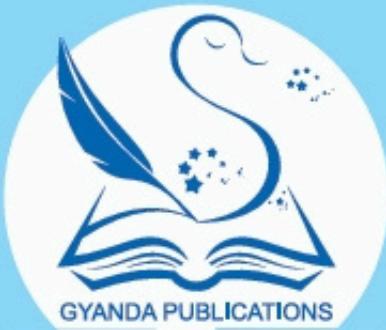
MATHEMATICS

Balvatika Sopaan-A



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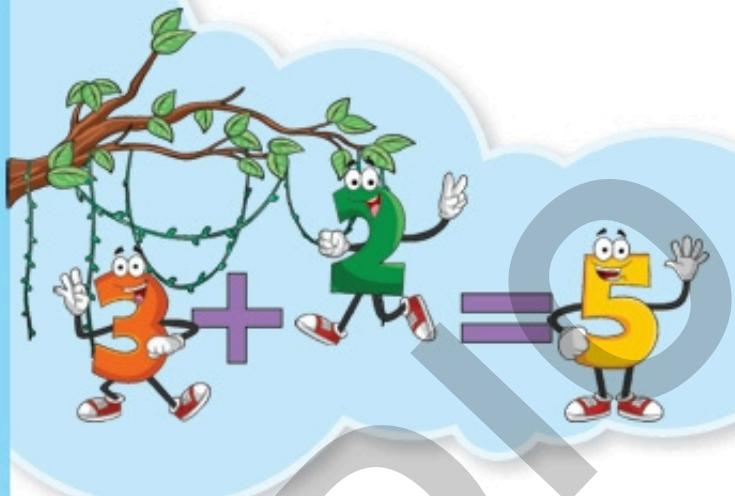
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PREFACE

Mathematics is an important part of a child's early learning journey. This series is designed for primary classes as per the National Education Policy (NEP) 2020 and follows the National Curriculum Framework for the Foundational Stage (NCFFS) 2022.

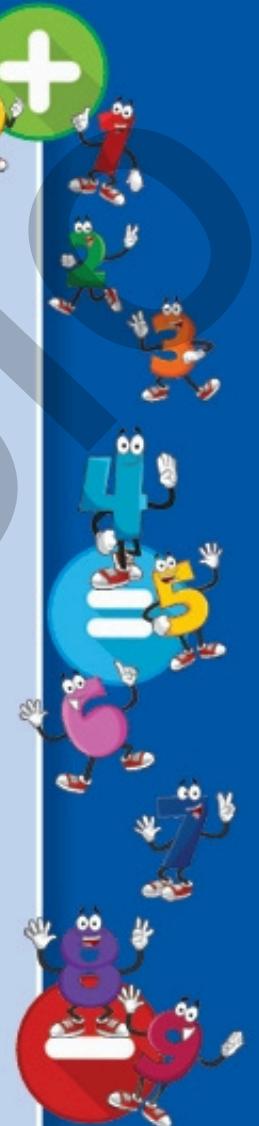
Through colourful pictures, interactive activities, and simple exercises, children will learn numbers, shapes, patterns, counting, addition, and subtraction in an easy and enjoyable way.

Key Features:

- ✿ Fun activities to keep children engaged and excited about Mathematics.
- ✿ Bright and colourful pictures to make learning enjoyable.
- ✿ Step-by-step concepts for better understanding.
- ✿ Promotes critical thinking and problem-solving skills.
- ✿ Supports writing and motor skill development.
- ✿ Uses simple language and easy instructions for young learners.

We hope this series brings joy, curiosity, and a love for learning to every child who uses it.

Publisher



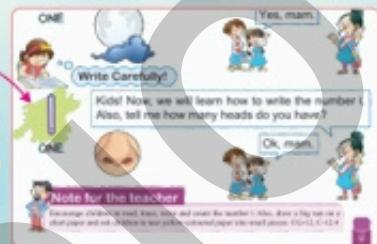
Maths: At a Glance

Chapter starters help children focus on and understand the main idea of the chapter.

Which animal is on the right side?
Tick (✓) the correct answer.



Finger tracing helps children to understand the shape and formation of numbers.



1. Trace the number 1.


2. Circle all the 1.


Tracing numbers helps children learn the correct formation of each number, which in turn improves their handwriting skills and number recognition

It includes competencies and curricular goals of NCFFS 2022, focusing on interactive and play-based learning in maths.

Note for the teacher
Encourage children to read, trace, write and count the number 2. Also, give each child two different food items each. Ask them to smell and taste each and observe their reactions. (CG-2, C2.4)

1. Trace the slanting lines (right to left).


2. Trace the slanting lines (left to right).



Note for the teacher
Encourage children to practice sharing lines through tracing to develop fine motor skills and pre-writing skills.

Introduction of concepts such as pre-number and shapes.

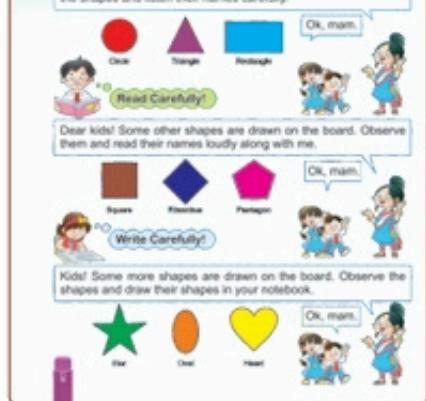
All About the Shapes
Hello kids! Today, we are going to know about shapes. Observe the shapes and listen their names carefully.

Listen Carefully!
Dear kids! Some other shapes are drawn on the board. Observe them and read their names loudly along with me.

Read Carefully!
Kids! Some more shapes are drawn on the board. Observe the shapes and draw their shapes in your notebook.

Write Carefully!
Star, Oval, Heart

Ok, mom.



Activities given at regular interval to develop necessary mathematical skills of the learners.

Time: 60 minutes Marks:

PRACTICE TIME

1. Trace the number 2.

TWO MANGOES

2. Circle all the number 2.

4	1	2	3	5	6	2
3	7		2	2	7	
3. Colour 2 monkeys. Also, write the number 2 in the circle.



Time: 60 minutes Marks:

PRACTICE TIME

1. Trace the number 3.

THREE BANANAS

2. Tick (✓) the box with three squirrels.

3. Colour 3 butterflies. Also, write the number 3 in the circle.



Colouring activities are given for children to make learning fun, engaging, and interactive.

Skills listed on each page

- Identification
- Observation
- Fine motor skills
- Logical thinking
- Numeracy

Time: 60 minutes Marks:

Let's Revise

1. Count and colour the correct number.




















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Right



Heavy



Short



Left



Light



Tall

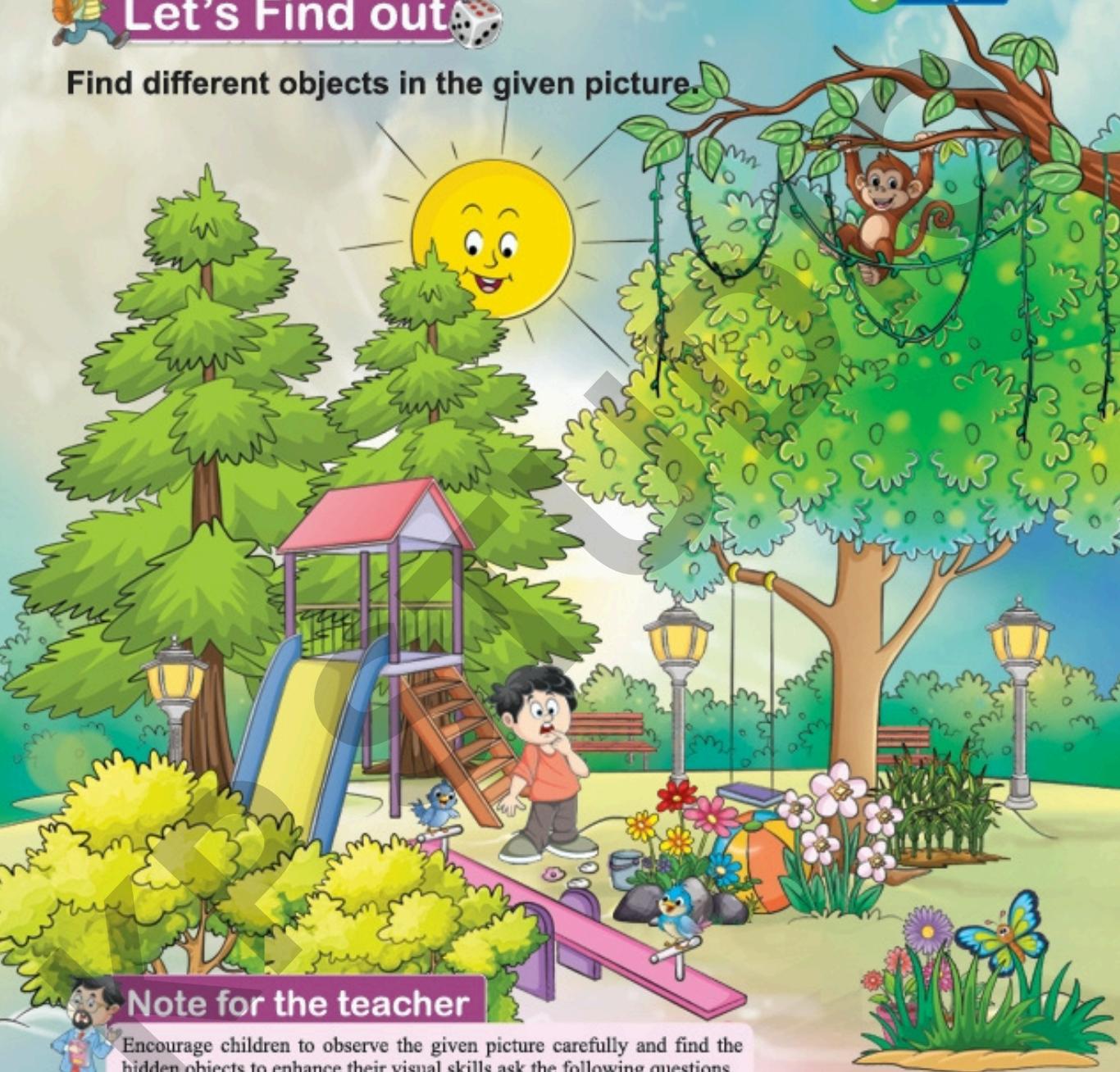




Let's Find out



Find different objects in the given picture.



Note for the teacher

Encourage children to observe the given picture carefully and find the hidden objects to enhance their visual skills ask the following questions.

1. Would you like to play in the park?
2. With whom do you go to the park?
3. Do you play with a ball?

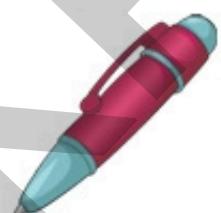
Also, encourage children to wash their hands after playing outside to maintain hygiene. (CG-1, C 1.2)



Matching Objects



Match the similar objects.



Note for the teacher

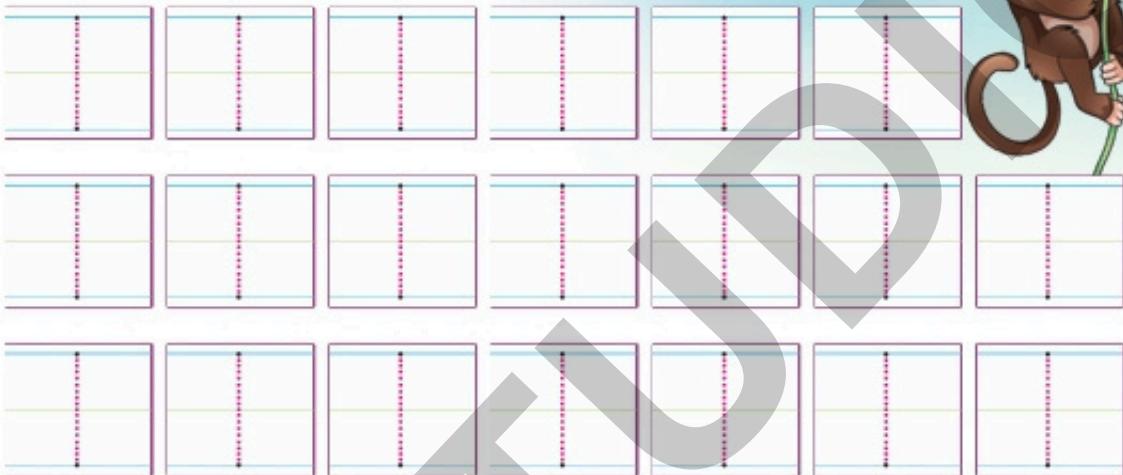
Encourage children to match similar objects to develop their observation, thinking and problem-solving skills. Encourage children to listen to different animal sounds and identify the animals making those sound. (CG-2, C 2.3)



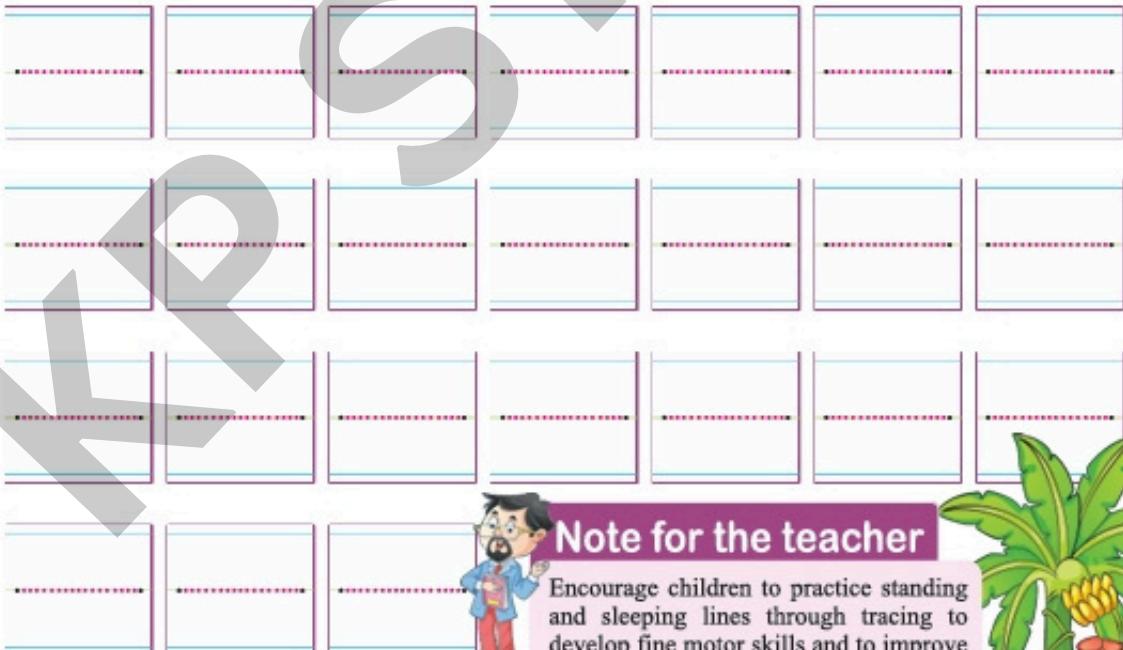
BEFORE THE NUMBERS

Standing and Sleeping Lines

1. Trace the standing lines.

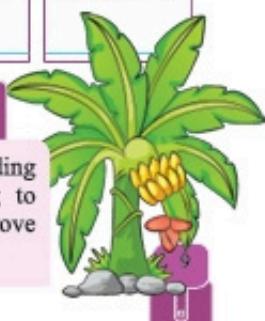


2. Trace the sleeping lines.



Note for the teacher

Encourage children to practice standing and sleeping lines through tracing to develop fine motor skills and to improve pencil grip. (CG-3, C 3.3)

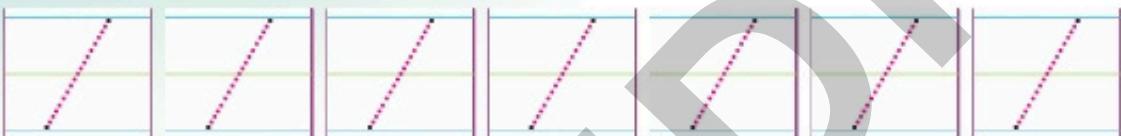




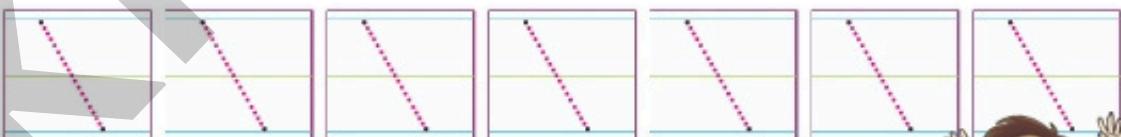
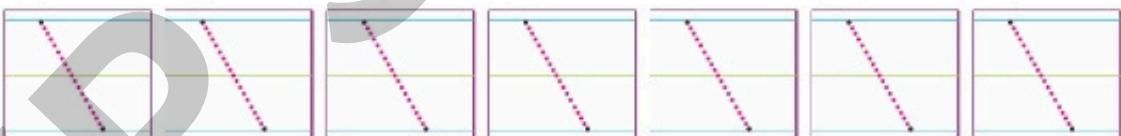
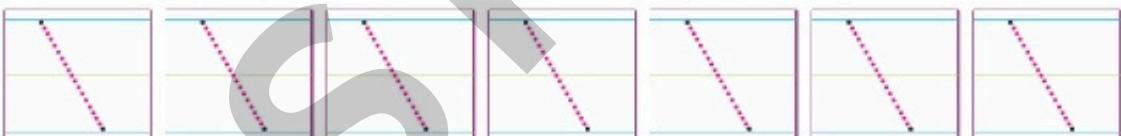
Slanting Lines



1. Trace the slanting lines (right to left).

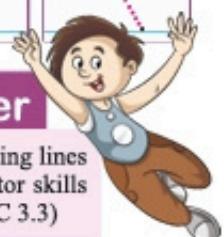


2. Trace the slanting lines (left to right).



Note for the teacher

Encourage children to practice slanting lines through tracing to develop fine motor skills and to improve pencil grip. (CG-3, C 3.3)



Time: 30 minutes

Marks:

PRACTICE TIME

Trace the dotted lines and colour the hut.

Slanting lines
(right to left)

Slanting lines
(left to right)

Standing lines

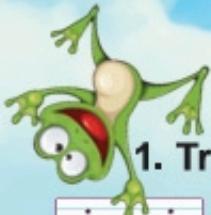
Sleeping lines



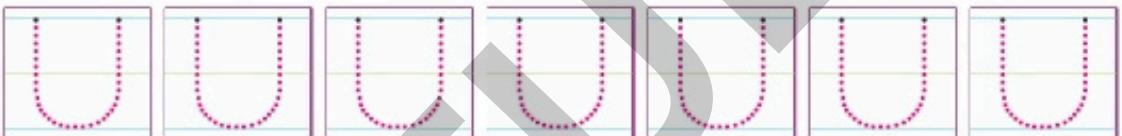
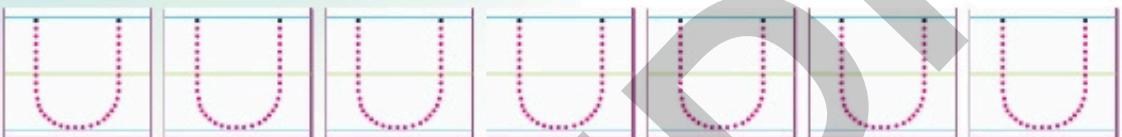
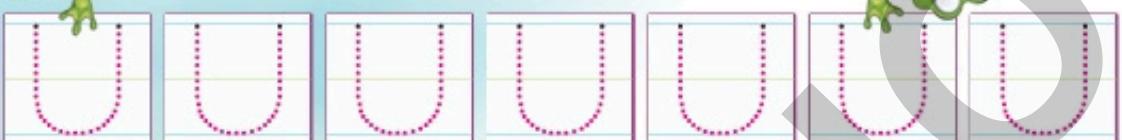
Note for the teacher

Encourage children to trace the dotted lines to complete the picture. Help children learn about safe and unsafe situations through stories, discussions, and role-play activities. Also, encourage them to seek help when needed. (CG-1, C1.6)

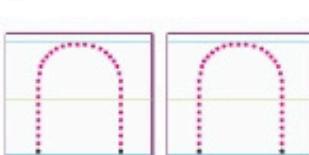
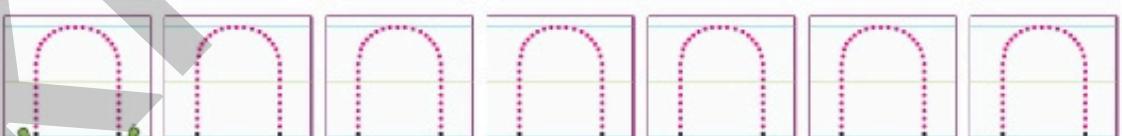
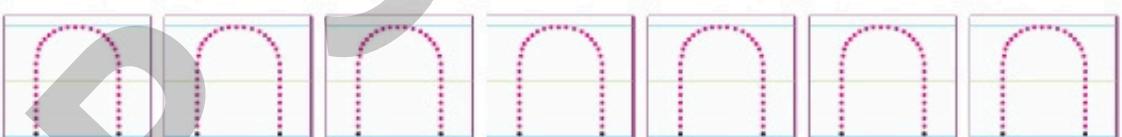
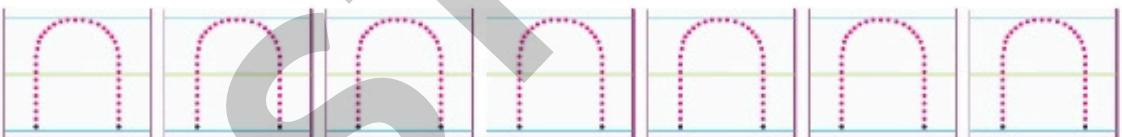




1. Trace the u-curved lines.



2. Trace the inverted u-curved lines.

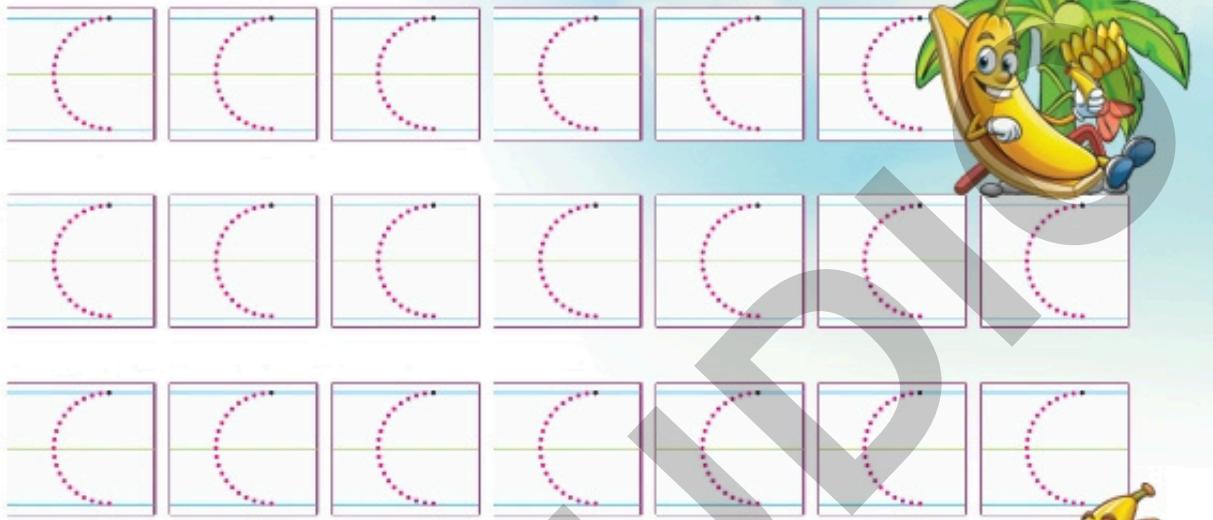


Note for the teacher

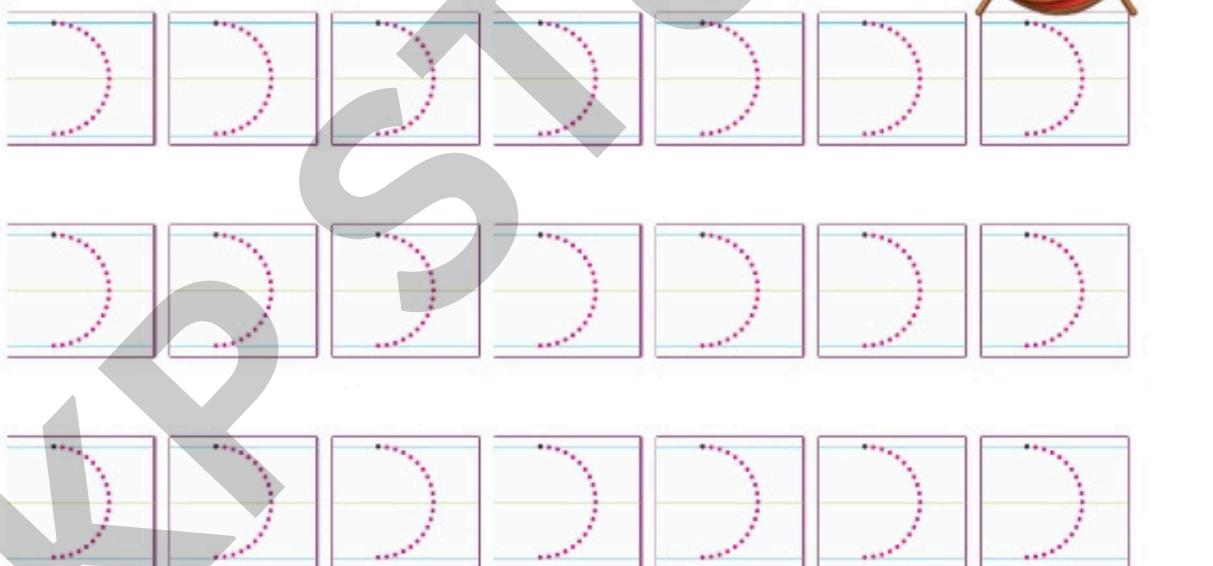
Encourage children to practice u-curved lines and inverted u-curved lines to develop fine motor skills and to improve pencil grip. (CG-3, C 3.3)



3. Trace the c-curved lines.

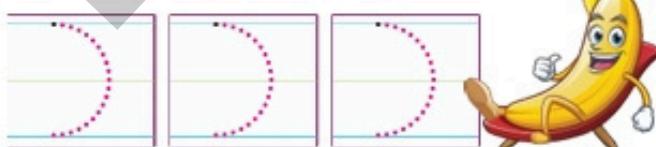


4. Trace the inverted c-curved lines.



Note for the teacher

Encourage children to practice c-curved lines and inverted curved lines to develop fine motor skills and to improve pencil grip inverted-C. (CG-3, C 3.3)

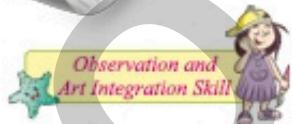


Time: 30 minutes

Marks:

PRACTICE TIME

Trace the dotted lines and colour the picture.



Note for the teacher

Encourage children to fill colours in the given flower. (CG-3, C 3.3)



Teacher's sign : _____





BIG AND SMALL



Look and Say



Hello, kids! Look at the picture of a jungle. Elephant, yak and giraffe are big animals while rabbit, monkey and squirrel are small animals.

Big Small



Which is bigger?
Tick (✓) the correct answer.



Observation Skill
Development



Note for the teacher

Help children to sort objects into big and small groups. (CG-8, C 8.1)

PRACTICE TIME

1. Identify the big picture in each set.



2. Identify the small picture in each set.



3. Colour the big flower yellow and the small flower pink.

(Art Integration)

**Note for the teacher**

Encourage children to identify big and small things to develop comparison skills. (CG-7, C 7.1)

