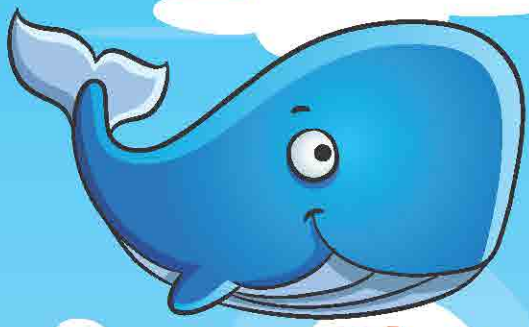




Starter

Maths for Juniors



Big




Small



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Contents

1. Pre-number Concepts	3
2. Numbers (From 1 to 9)	14
3. Zero (0)	17
4. The Number Ten (10)	18
5. Increasing and Decreasing Order	22
6. Before and After	24
7. In Between	25
8. Ordinal Numbers	26
9. Comparison of Numbers	29
10. Successor and Predecessor	32
11. Addition	34
12. Subtraction	43
13. Numbers (From 11 to 20)	51
14. More Addition	55
15. Numbers (From 21 to 50)	56
16. Numbers (From 51 to 100)	58
17. Geometrical Shapes	63
18. Time	67
19. Days of the Week	69
20. Months of the Year	70
21. Money	71





Pre-number Concepts

BIG AND SMALL



Bus is **big**.



Car is **small**.



Practice Time

◆ Write 'B' for big and 'S' for small :







TALL AND SHORT



Giraffe is tall.



Deer is short.

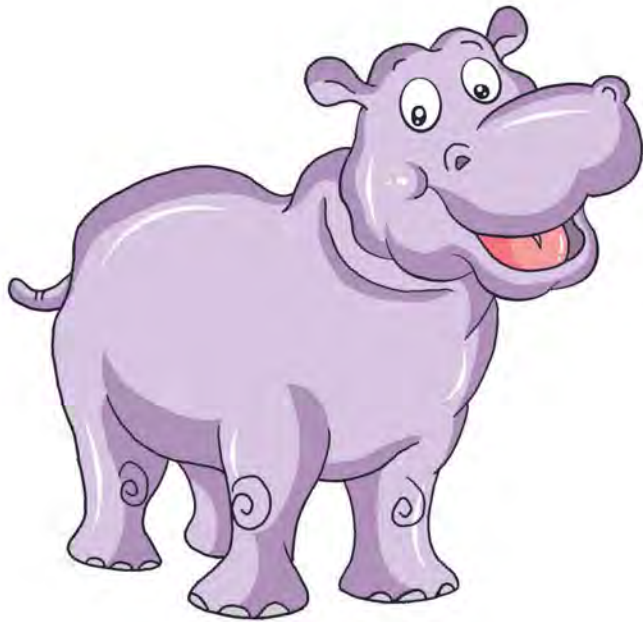


Practice Time

◆ Tick (✓) the tall and cross (✗) the short :



HEAVY AND LIGHT



Hippo is **heavy**.

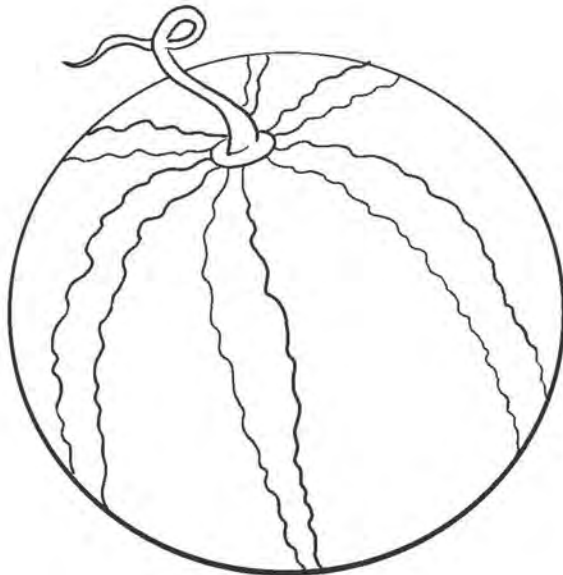


Rabbit is **light**.

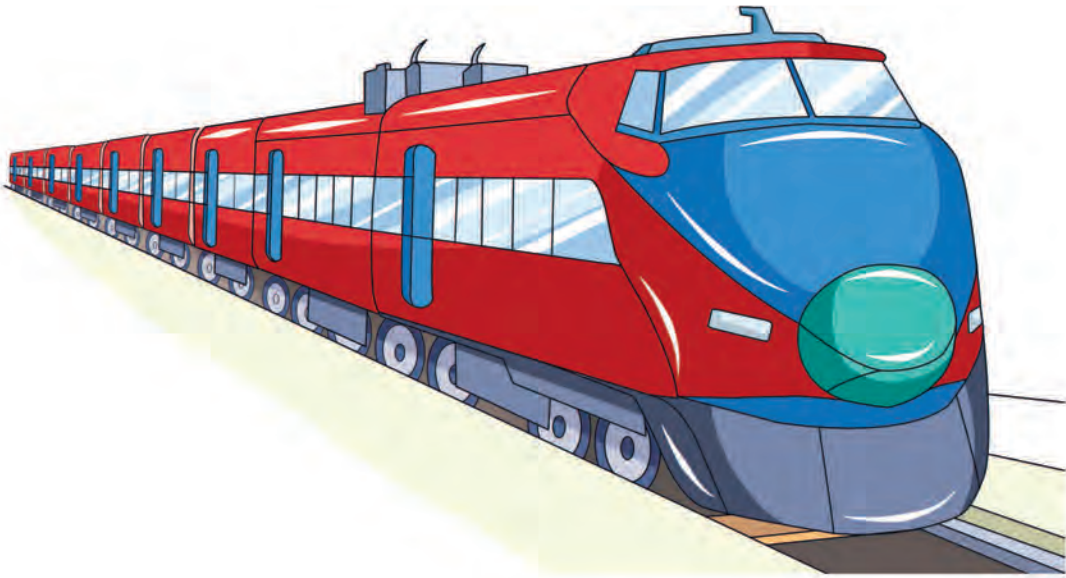


Practice Time

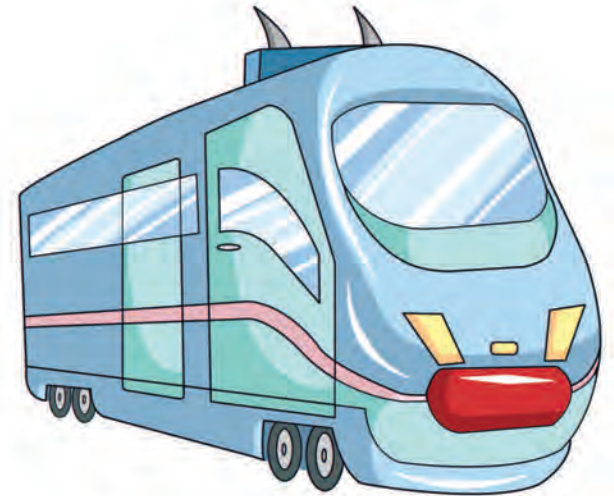
◆ Colour the heavy fruit 'green' and light one 'red' :



LONG AND SHORT



Train is **long**.

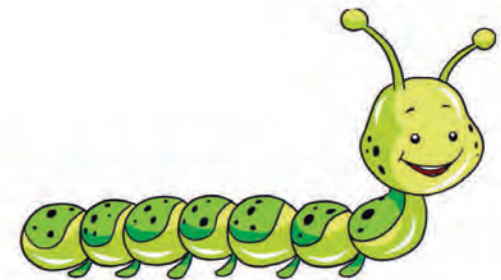


Tram is **short**.



Practice Time

◆ Write 'L' for long and 'S' for short :





NEAR AND FAR



Practice Time

◆ Tick (✓) which is near and cross (✗) which is far from the finish line :



ON AND UNDER

Books are **on** the table.

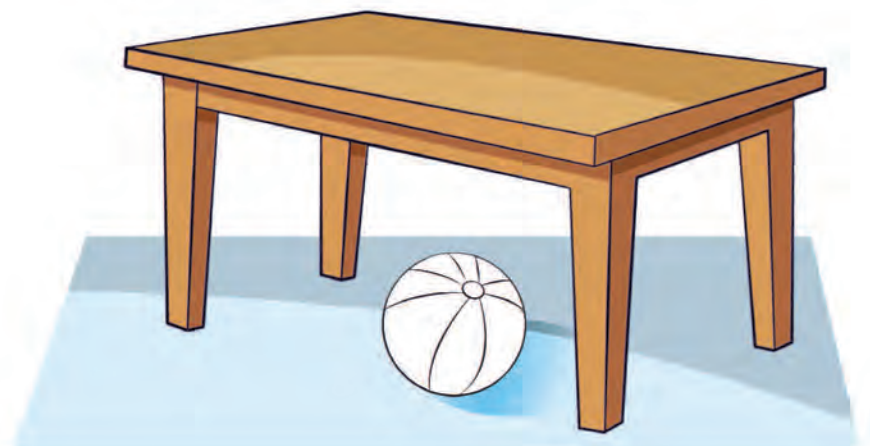


Shoes are **under** the table.



Practice Time

◆ Colour the ball on the table 'red' and under the table 'green' :



INSIDE AND OUTSIDE



Ram and Shyam are playing **inside**.

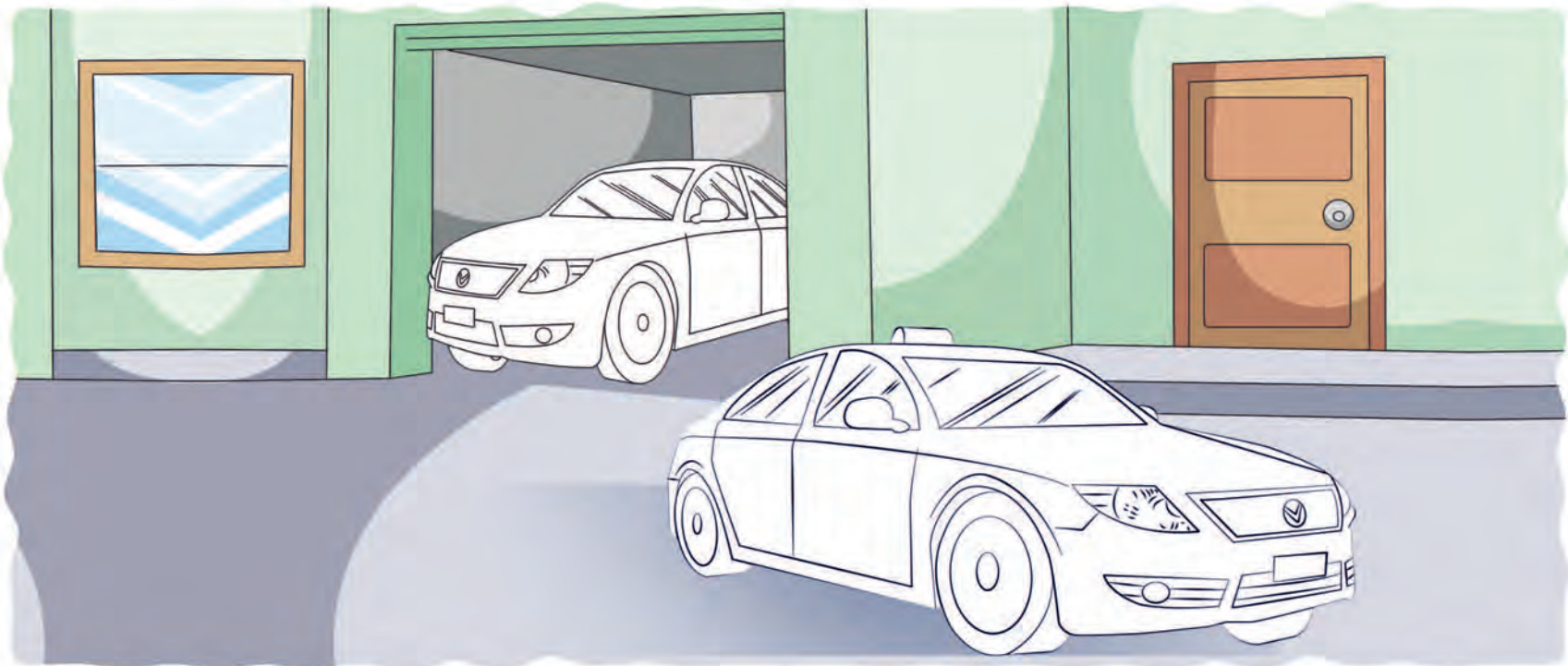


Mohan and Sohan are playing **outside**.



Practice Time

◆ Colour the car which is outside the garage :



MORE AND LESS



Sameer has **more** balloons.



Richa has **less** balloons.

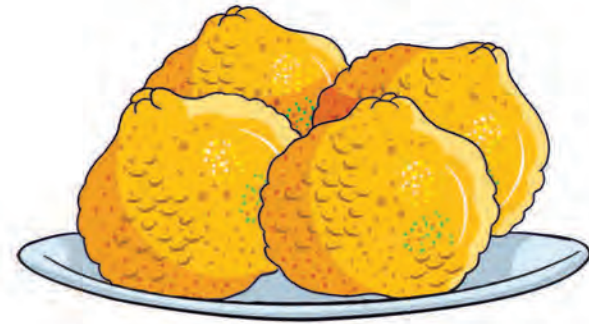
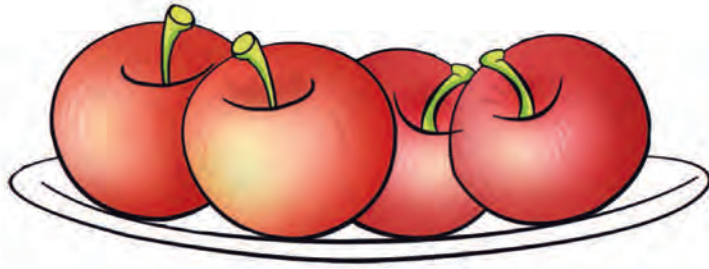


Practice Time

◆ Tick (✓) the jug with more juice and cross (X) the one with less juice :



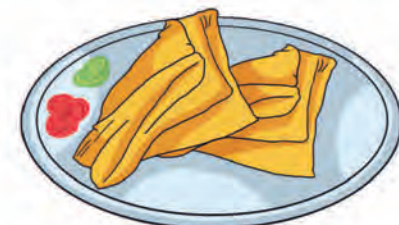
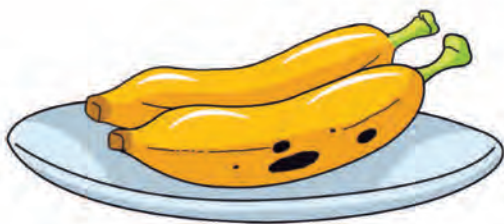
EQUAL



Number of apples are **equal** to oranges.



◆ Tick (✓) the objects that are equal in number :



SAME



Both cars are **same**.



Practice Time

◆ **Colour the same teddy bears green :**



DIFFERENT



Both the cakes are **different** from each other.



Practice Time

◆ Tick (✓) the picture which is different in each group :





Numbers (From 1 to 9)

1



1	1	1	1	1	1
.

ONE

ONE	ONE	ONE	ONE
-----	-----	-----	-----

2

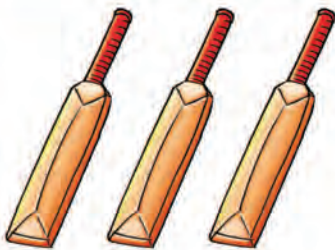


2	2	2	2	2	2
.

TWO

TWO	TWO	TWO	TWO
-----	-----	-----	-----

3

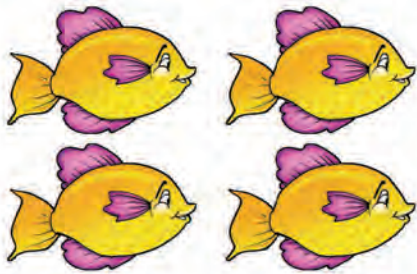


3	3	3	3	3	3
.

THREE

THREE	THREE	THREE	THREE
-------	-------	-------	-------

4



4

4

4

4

4

4

.

.

.

.

.

.

FOUR

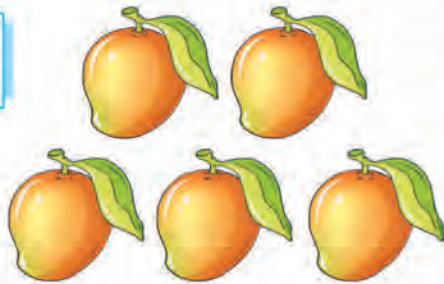
FOUR

FOUR

FOUR

FOUR

5



5

5

5

5

5

5

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.

FIVE

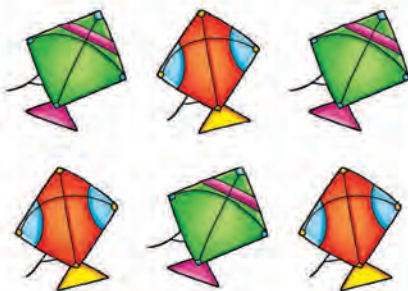
FIVE

FIVE

FIVE

FIVE

6



6

6

6

6

6

6

.

.

.

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.

.

SIX

SIX

SIX

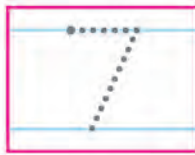
SIX

SIX

7



7



SEVEN

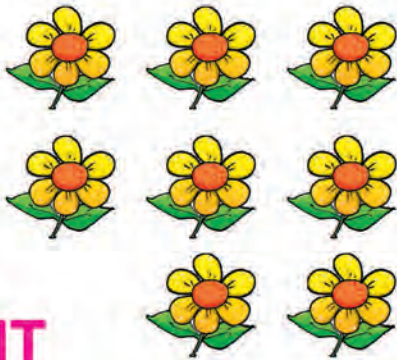
SEVEN

SEVEN

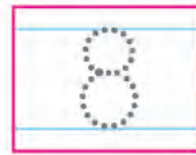
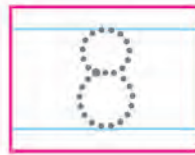
SEVEN

SEVEN

8



8



EIGHT

EIGHT

EIGHT

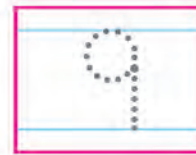
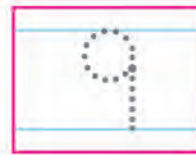
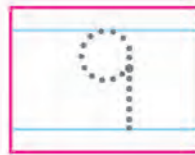
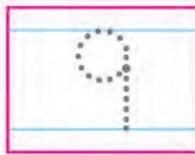
EIGHT

EIGHT

9



9



NINE

NINE

NINE

NINE

NINE

3 Zero (0)



Simran has 2 ice-creams.

She eats up 1 ice-cream.

Now, 1 ice-cream is left.

Then she eats 1 more ice-cream.

All the ice-creams have been eaten.

No ice-cream is left now.

Simran has **zero** ice-cream.

Zero means **nothing** or **none**.

We write zero as **0**.



Trace and write

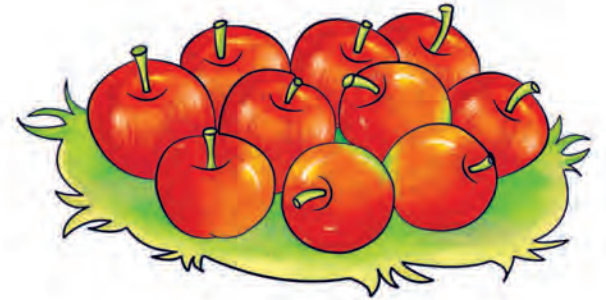


0	0	0	0	0	0	0	0	0



The Number Ten (10)

9 and 1 make 10.



Number 10 has two digits : 1 and 0.

1 is for **1** ten.

0 is for **0** one.

We write it in this way :

TENS	ONES
1	0

Trace and write



10	10	10	10	10	10	10	10	10



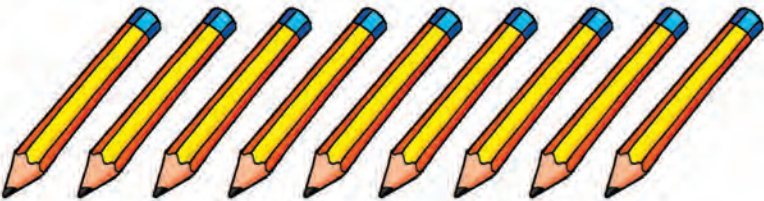
1. Match the numbers and objects correctly :



10



9



4

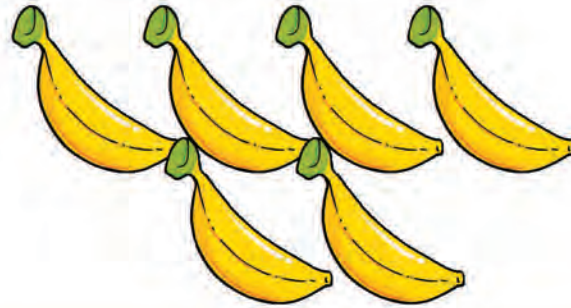
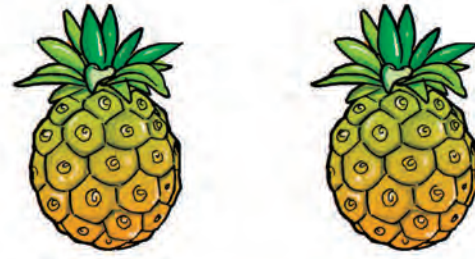
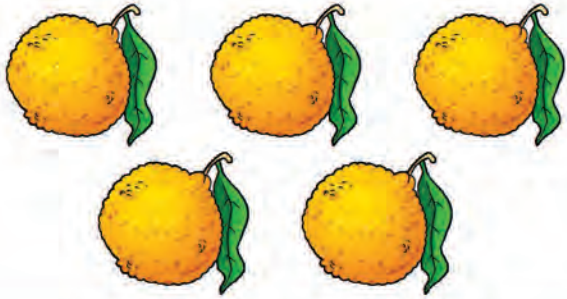


5



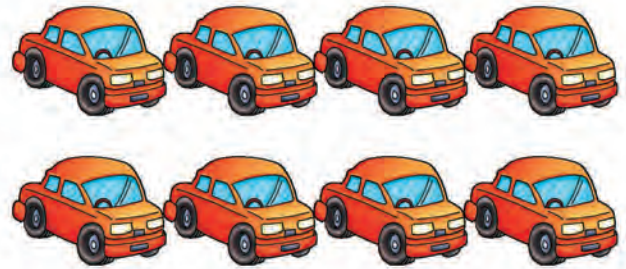
6

2. Count the objects and write their number in the boxes :

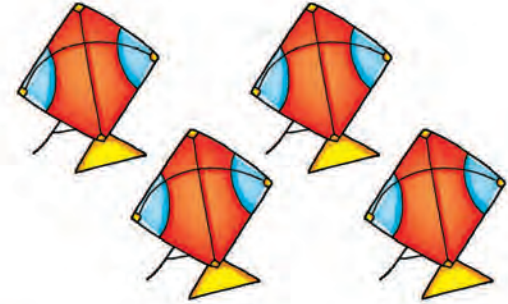


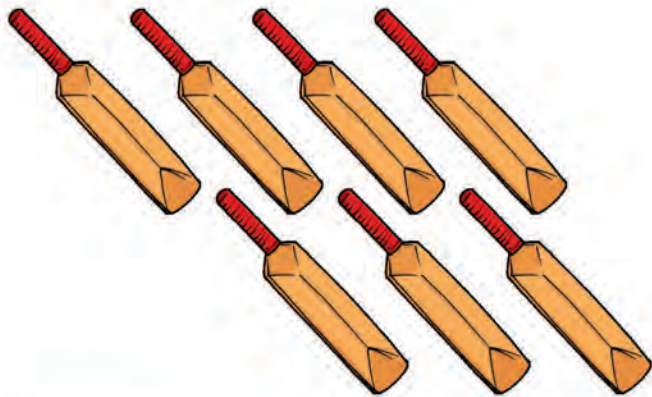
3. Count and write the numbers and number names :









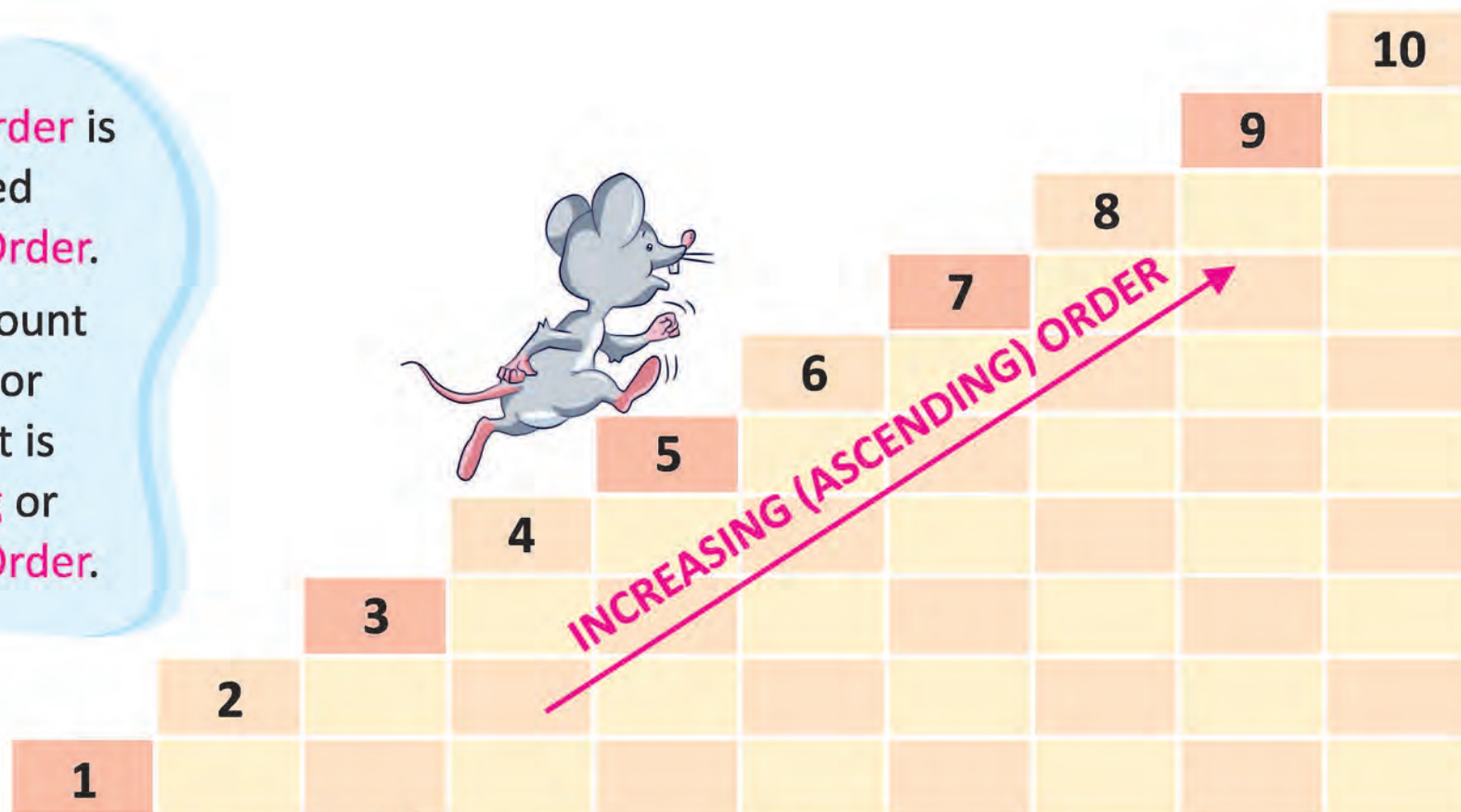






5 Increasing and Decreasing Order

Increasing Order is also called **Ascending Order**.
When we count upwards or forward, it is **increasing** or **Ascending Order**.

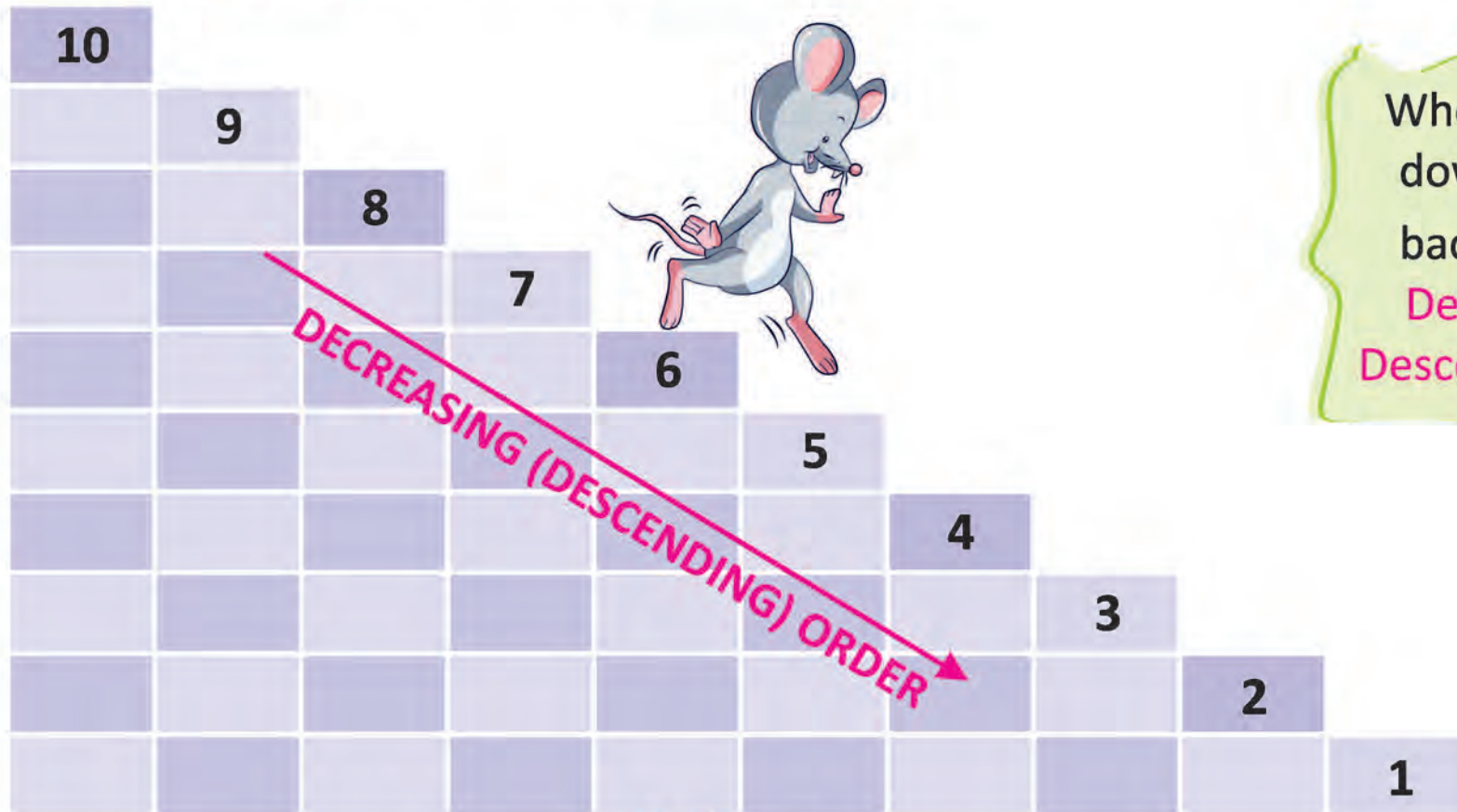


Practice Time

◆ Write these numbers in increasing order :

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

Decreasing Order is also called **Descending Order**.



When we count downwards or backward, it is **Decreasing** or **Descending Order**.



Practice Time

◆ Write these numbers in decreasing order :

5	7	9	10	3	1	→	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	5	8	6	1	7	→	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	1	4	5	7	9	→	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	7	8	9	4	2	→	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10	5	8	3	1	2	→	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

6

Before and After



2 is **before** 3



4 is **after** 3



7 is **before** 8



9 is **after** 8



Practice Time

1. Write what comes just before :



4



7



10

9

5

2

8

3

4



2. Write what comes just after :



7



9



5

8

3

6

2

4





In Between



4 is **in between** 3 and 5



7 is **in between** 6 and 8



Practice Time

1. Write what comes in between :

2	<input type="text"/>	4		7	<input type="text"/>	9		5	<input type="text"/>	7	6	<input type="text"/>	8
8	<input type="text"/>	10		4	<input type="text"/>	6		3	<input type="text"/>	5	1	<input type="text"/>	3

2. Tick (✓) the girl who is in between :





Ordinal Numbers

Numbers that express order to position in a series, are called ordinal numbers.

Look at the picture :



The boys are taking part in the race and the winners will get medals according to their positions, that is 1st, 2nd and 3rd.

Look at the position of the boys in the race :





1. Match the following :

<u>1 st</u> <input type="radio"/>	<input type="radio"/>	<u>Fifth</u>
<u>2 nd</u> <input type="radio"/>	<input type="radio"/>	<u>Third</u>
<u>3 rd</u> <input type="radio"/>	<input type="radio"/>	<u>Fourth</u>
<u>4 th</u> <input type="radio"/>	<input type="radio"/>	<u>Second</u>
<u>5 th</u> <input type="radio"/>	<input type="radio"/>	<u>First</u>
<u>6 th</u> <input type="radio"/>	<input type="radio"/>	<u>Tenth</u>
<u>7 th</u> <input type="radio"/>	<input type="radio"/>	<u>Ninth</u>
<u>8 th</u> <input type="radio"/>	<input type="radio"/>	<u>Sixth</u>
<u>9 th</u> <input type="radio"/>	<input type="radio"/>	<u>Eighth</u>
<u>10 th</u> <input type="radio"/>	<input type="radio"/>	<u>Seventh</u>

2. Write correct ordinal numbers in the boxes :

3 <input type="text" value="3rd"/> <input type="text" value="Third"/>	7 <input type="text"/>	<input type="text"/>
5 <input type="text"/>	8 <input type="text"/>	<input type="text"/>
9 <input type="text"/>	2 <input type="text"/>	<input type="text"/>
1 <input type="text"/>	10 <input type="text"/>	<input type="text"/>
	4 <input type="text"/>	<input type="text"/>
	6 <input type="text"/>	<input type="text"/>



3. Colour the 2nd and 5th balloon from the left :



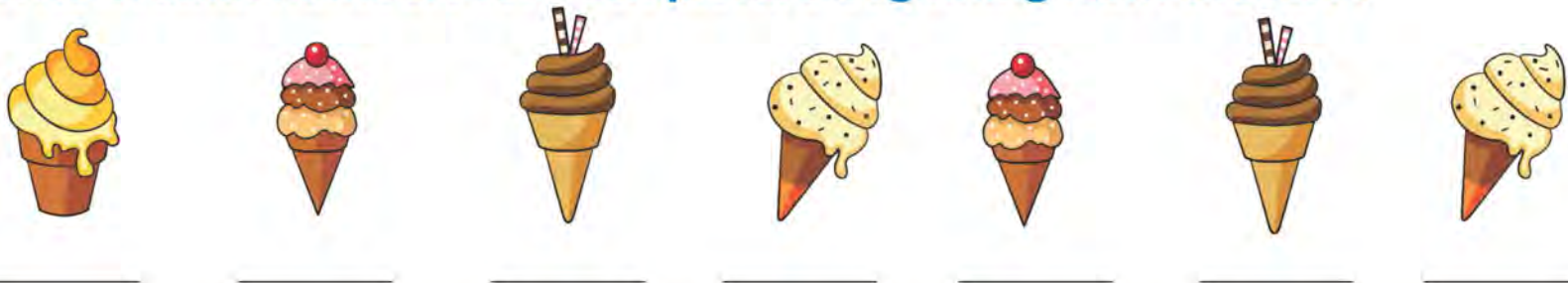
4. Encircle the 7th bird in the line from the left :



5. Colour the 3rd and 6th butterfly from the left :



6. Write ordinal numbers for each picture beginning from the left :



7. Colour the 1st and 4th apple from the left :





Comparison of Numbers

ONE TO ONE CORRESPONDENCE

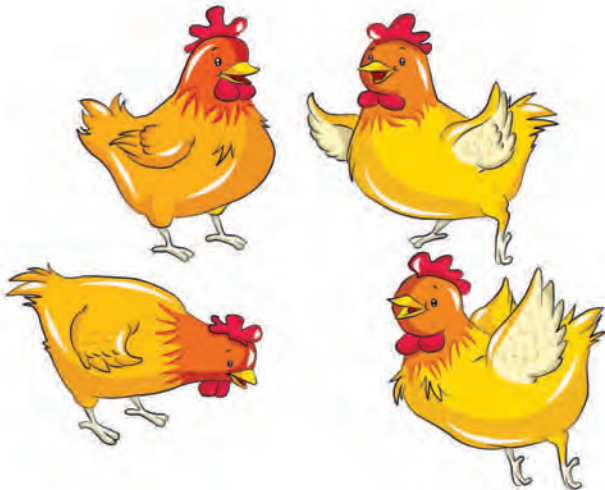


Practice Time

1. Join each cap to one boy :



2. Join each hen to one egg :



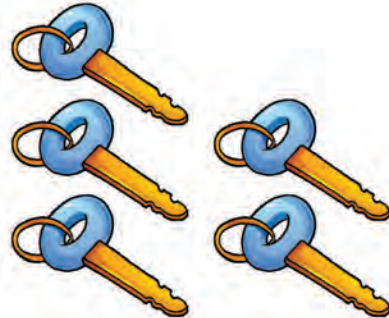
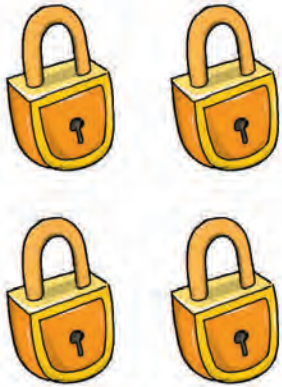
MORE THAN



Practice Time

◆ Join one to one in each group. Tick (✓) the group that has more than the other :

1



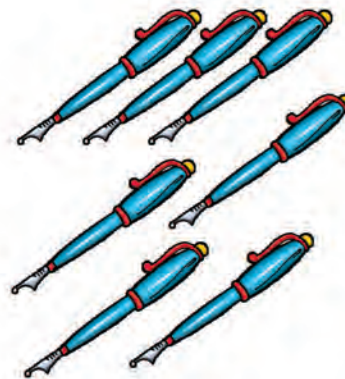
2



3



4



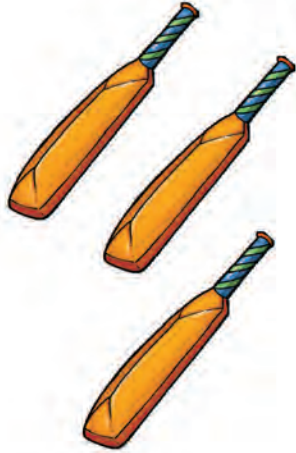
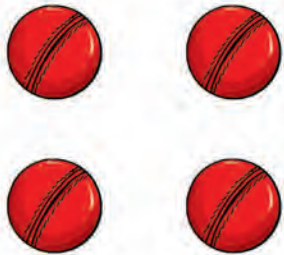
LESS THAN



Practice Time

Join one to one in each group. Cross (X) the group that has less than the other :

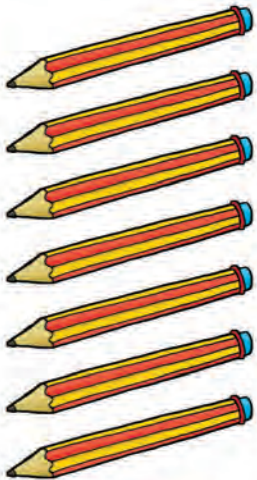
1



2



3



4



10

Successor and Predecessor

SUCCESSOR (ONE MORE OR THE NEXT)

Next number is one more than a number.

We use the symbol '+' before 1 (one) to get the successor number.



Practice Time

◆ Count all the objects and write in the blank space :



+



1

+

1

=



+



2

+

1

=



+



3

+

1

=



+



4

+

1

=



+



5

+

1

=



+



6

+

1

=



+



7

+

1

=



+



8

+

1

=



+



9

+

1

=

PREDECESSOR (ONE LESS OR THE PREVIOUS)

Previous number is one less than a number.

We use the symbol '-' before 1 (one) get the predecessor number.



◆ Count all objects except the crossed one. Write the number in the blank space :



$$\boxed{2} - \boxed{1} = \boxed{}$$



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



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



$$\boxed{5} - \boxed{1} = \boxed{}$$



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



$$\boxed{7} - \boxed{1} = \boxed{}$$



$$\boxed{8} - \boxed{1} = \boxed{}$$



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

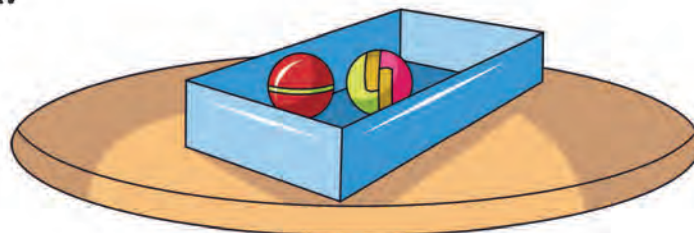


$$\boxed{10} - \boxed{1} = \boxed{}$$

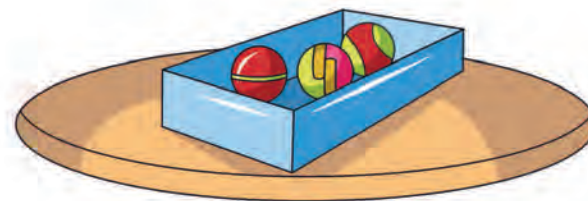


Addition

There are 2 balls in the box.



Neera puts 1 more ball in the box.



Now, there are 3 balls in the box.

2 balls and 1 ball are 3 balls.

We read this as 2 plus 1 is equal to 3.

We write it as $2 + 1 = 3$

Here, '+' is the sign of **addition**.

The sign '=' is read as **equal to**.

ADDITION BY PICTURES

We see  and  make 

We say  plus  is equal to 

We write $1 + 2 = 3$

We see  and  make 

We say  plus  is equal to 

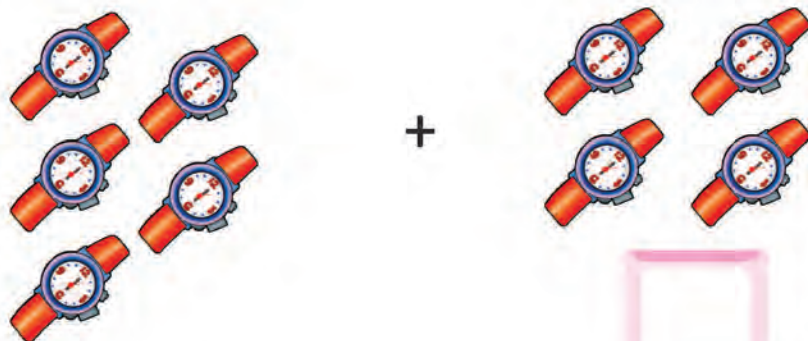
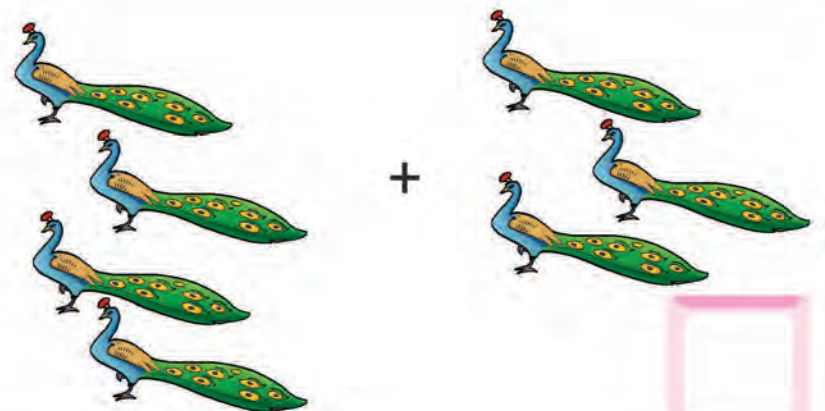
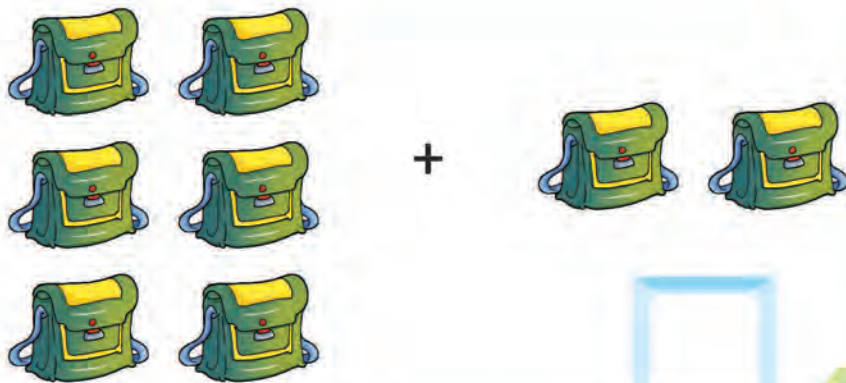
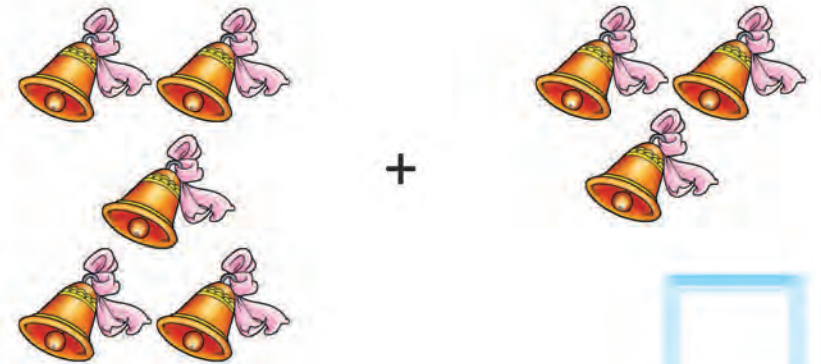
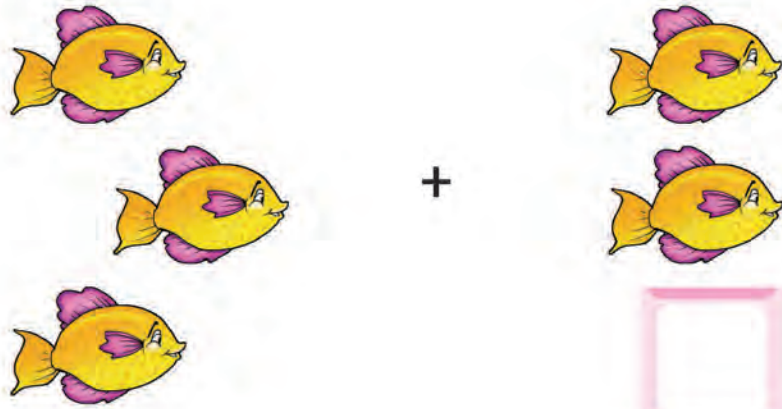
We write $3 + 3 = 6$

We see  and  make 

We say  plus  is equal to 

We write $3 + 4 = 7$

◆ Count the objects in each box and write the number in the space given :





◆ Count, add and encircle (○) the correct answer :



3

4

5

+



5

6

7

+

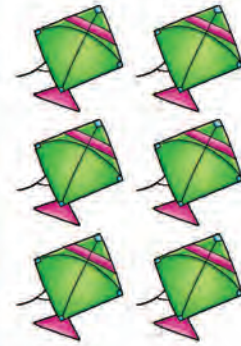


6

7

8

+



7

8

9

+



8

9

10

+



6

7

8

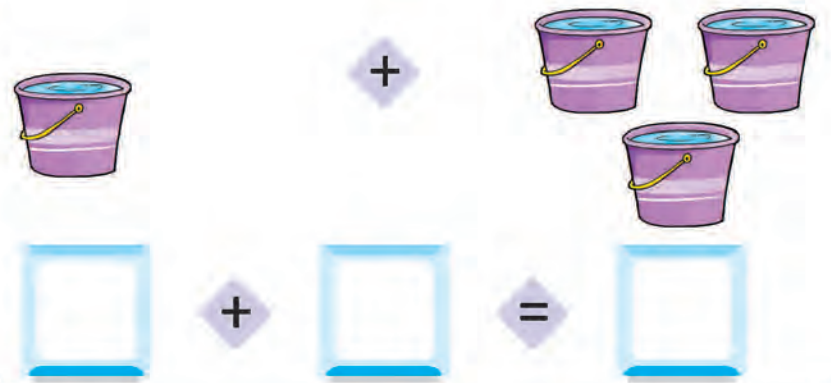
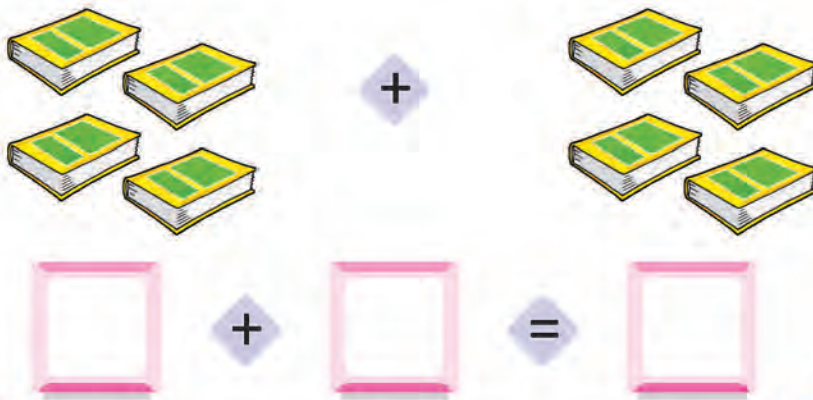
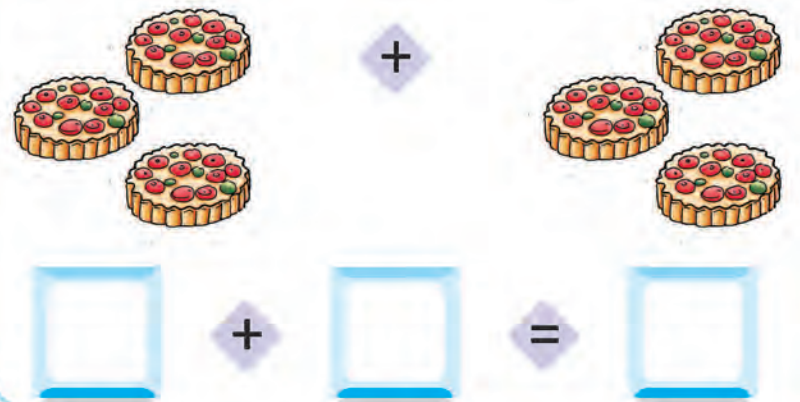
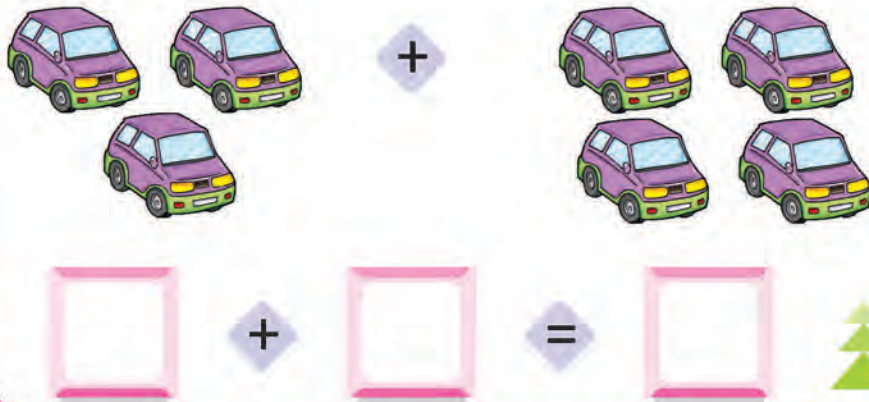
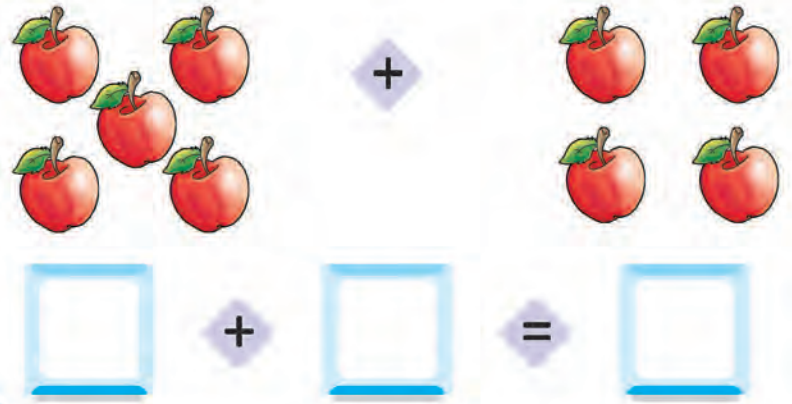
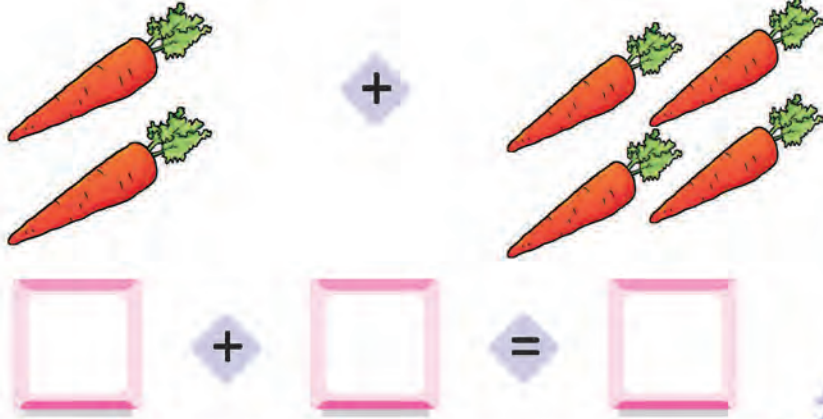
+





Practice Time

◆ Count and write. Then add and write the answers in the boxes :



ADDITION BY DRAWING LINES (HORIZONTALLY)

$3 + 4 = 7$

Draw 3 standing lines for 3.

Draw 4 standing lines for 4.

Count all the lines and write.



Practice Time

◆ Add by drawing lines :

$4 + 2 = \square$

$2 + 2 = \square$

$5 + 3 = \square$

$4 + 1 = \square$

$4 + 4 = \square$

$1 + 5 = \square$

$5 + 4 = \square$

$3 + 3 = \square$

$5 + 2 = \square$

ADDITION BY DRAWING LINES (VERTICALLY)

	2		<table style="width: 100%; border-collapse: collapse;"> <tr><td style="border: 1px solid black; width: 10px; height: 10px;"></td><td style="border: 1px solid black; width: 10px; height: 10px;"></td></tr> <tr><td style="text-align: center;">1</td><td style="text-align: center;">2</td></tr> </table>			1	2									
1	2															
+	4		<table style="width: 100%; border-collapse: collapse;"> <tr><td style="border: 1px solid black; width: 10px; height: 10px;"></td><td style="border: 1px solid black; width: 10px; height: 10px;"></td><td style="border: 1px solid black; width: 10px; height: 10px;"></td><td style="border: 1px solid black; width: 10px; height: 10px;"></td></tr> <tr><td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">4</td></tr> </table>					1	2	3	4					
1	2	3	4													
	6		<table style="width: 100%; border-collapse: collapse;"> <tr><td style="border: 1px solid black; width: 10px; height: 10px;"></td><td style="border: 1px solid black; width: 10px; height: 10px;"></td><td style="border: 1px solid black; width: 10px; height: 10px;"></td><td style="border: 1px solid black; width: 10px; height: 10px;"></td><td style="border: 1px solid black; width: 10px; height: 10px;"></td><td style="border: 1px solid black; width: 10px; height: 10px;"></td></tr> <tr><td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">4</td><td style="text-align: center;">5</td><td style="text-align: center;">6</td></tr> </table>							1	2	3	4	5	6	
1	2	3	4	5	6											



Draw 2 standing lines for 2.



Draw 4 standing lines for 4.



Count all the lines and write.



Practice Time

◆ Add by drawing lines :

2		
+	3	

2		
+	5	

3		
+	3	

3		
+	4	

2		
+	6	

1		
+	5	

2		
+	7	

3		
+	6	

4		
+	4	

3		
+	4	

3		
+	5	

4		
+	5	

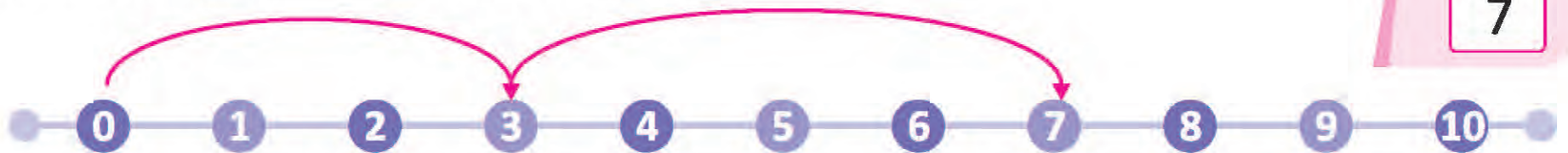
ADDITION ON THE NUMBER LINE

Here is a number line.



On a number line, we always start counting from zero (0).

Let's add 3 and 4 on the number line.



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

First, put your pencil on zero and jump 3 steps forward.

Then, put your pencil on 3 and jump 4 forward.

Now, you are on 7. This is the answer.

So, $3 + 4 = 7$



Practice Time

◆ Add on number line and write the answer :



$2 + 6 = \square$

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



$4 + 4 = \square$

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

ADDITION WITH ZERO (0)

We have read that zero means nothing or no object.

There are three mangoes in the basket.

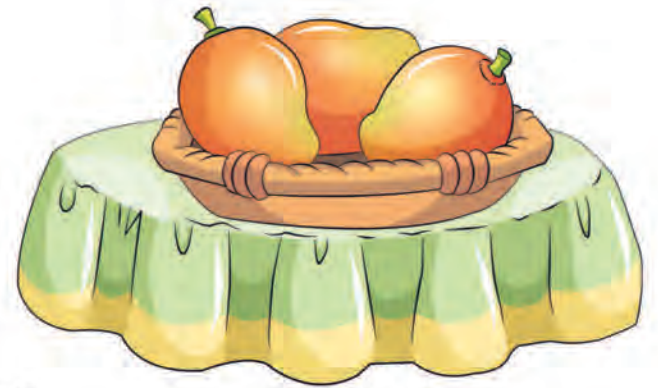
If we do not put any mango in the basket, the number of mangoes remains the same.

So, adding zero (0) has no effect on the given number.

This can be written as : $3 + 0 = 3$

If we add zero with any number, sum will be number itself.

If we add any number with zero, sum will be the number itself.



Examples :

$$\begin{array}{r} 6 \\ + 0 \\ \hline 6 \end{array}$$

or $6 + 0 = 6$

$$\begin{array}{r} 0 \\ + 6 \\ \hline 6 \end{array}$$

or $0 + 6 = 6$



Practice Time

◆ Add zero (0) and find the sum :

$$\begin{array}{r} 5 \\ + 0 \\ \hline \square \end{array}$$

$$\begin{array}{r} 0 \\ + 3 \\ \hline \square \end{array}$$

$$\begin{array}{r} 9 \\ + 0 \\ \hline \square \end{array}$$

$$\begin{array}{r} 7 \\ + 0 \\ \hline \square \end{array}$$

$$\begin{array}{r} 0 \\ + 8 \\ \hline \square \end{array}$$

$$\begin{array}{r} 4 \\ + 0 \\ \hline \square \end{array}$$

$$\begin{array}{r} 6 \\ + 0 \\ \hline \square \end{array}$$