<table>
<thead>
<tr>
<th>Skill /Competency/Concept</th>
<th>Target Learning Outcomes</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knowledge</td>
<td>Understands and explores the way different objects in their surroundings, move when placed on a ramp. They will understand that the shape of an object affects whether it will roll or slide or can do both.</td>
<td>• Experimentation method</td>
</tr>
<tr>
<td>• Understanding</td>
<td>Observes, identifies, sorts and classifies the objects that can roll, slide or can both roll and slide.</td>
<td>• Hand-on Activity method</td>
</tr>
<tr>
<td>• Ability to compute</td>
<td>Shows understanding of 2-D and 3-D shapes on the basis of their sides, corners, diagonals, straight and curved edges, etc. and differentiates between them. Observes top view, side view and front view of the objects and learns how objects look different from different sides.</td>
<td>• Activity method</td>
</tr>
<tr>
<td>• Problem Solving Ability</td>
<td>Understands the concept of slanting, sleeping, standing and curved lines, classifies them, gives examples and draws free hand drawings using them.</td>
<td>• Demonstration method</td>
</tr>
</tbody>
</table>

Sample Activity – 1

TLO: Understands, explores and classify the way different objects, in their surrounding, move when placed on a ramp.

Experiment – Explore rolling or sliding of objects on a ramp.

Here a teacher has to provide a long piece of cardboard to every child and a support object to prop up the ramp. Small objects like ball, toy car, pencil, eraser, beads, building block, coins, bottle caps, crayons, etc. to place on the ramp are given to each child. The students will first guess that a particular object will roll or slide or will roll and slide both. Then will do this hand-on activity/experiment and find out whether their guess is right or not. Afterwards they will record their findings.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the object</th>
<th>Guess: will roll/will slide/will do both</th>
<th>Actual finding: Rolls/Slides/ Rolls and Slides both</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ball</td>
<td>will roll/will slide/will do both</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>sharpener</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>coin</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample Activity – 2

Hands-on Activity - Observe the strength of paper rolls/ pillars (cylinders)

Here, the teacher will make six paper rolls using calendar paper/ postcard paper or ivory paper with the help of the children. Then they are arranged in rows of 2. A small wooden block will be placed over it. And then one of the students will stand on it. They will observe that the child does not fall, instead the paper rolls/pillars support his weight. In this way, children learn about the cylindrical pillars of a bridge.

Suggested Activities:

1. Make stacks/ towers/buildings using different things like cans, match boxes, building blocks, flat stones, rounded stones, coins, erasers, balls, etc. This activity will help in learning that objects with broader base and flat surfaces are more stable and suitable for building stacks/towers.
2. On a geo board, children can make different shapes like square, triangle, circle, etc. using rubber bands. They can also make geometric designs.
3. Students can also make shapes like square, triangle, circle, rectangle, star, etc. using sticks and small beads of modeling clay or ice cream sticks.
4. Draw Worli drawings/stick drawings where they will use both straight and curved lines.
Learning Assessment:

1. Tick the objects that roll and circle the objects that slide.

![Objects]

2. Circle the correct option.
   a) Will your dice roll/slide down/ roll and slide down the slope?
   b) Will a bat roll/ slide down/ roll and slide down the ramp?
   c) Will a bottle cap roll/ slide down/ roll and slide down the ramp?

3. Colour the figures that follow the sorting rule.

<table>
<thead>
<tr>
<th>Rahul puts away shapes that have no corners.</th>
<th>Sheetal puts away figures with three sides.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="Shapes.png" alt="Shapes" /></td>
<td><img src="Shapes.png" alt="Shapes" /></td>
</tr>
</tbody>
</table>

4. Draw two other conical objects

![Conical Objects](Conical.png)
**Skill/Competency/Concept**
- Knowledge
- Understanding of Basic Concepts
- Ability to compute
- Problem Solving Ability

**Target Learning Outcomes**
- Understands the concept of zero
- Able to count and recognise the numbers from 1 to 500 and can write the number names up to 100
- Can understand the concept of “just before”, “just after” and “in between” and is able to do backward and forward counting
- Computes the numbers at proper place (Place and Place Value).
- Compares the numbers – more or less and groups them in tens and ones.
- Attempts to solve problems related to ascending and descending order.
- Recognises patterns in numbers.
- Differentiates cardinal numbers and ordinal numbers

**Suggested strategies**
- Recitation Method
- Activity method
- Demonstration method
- Role play method
- Play way method

---

**Sample Activity – 1**

**TLO:** Understands the concept of zero and able to count the

**Recitation Method** - Here the teacher will recite one of these two poems and make student learn that nothing or no object means ‘zero’. It is shown by the numeral ‘0’ and is read as ‘zero’.

**Poem in English**

Five little ducks went swimming one day,
Over the hills and far away,
Mother said quack, quack, quack
And only four little ducks came back
Four little ducks went swimming one day,

Poem in Hindi

पाँच छोटी चचड़िया खाती थी अनार,
एक चचड़िया उड गयी बाकी बची चार।
चार छोटी चचड़िया बजा रही थी बीन,
एक चचड़िया उड गयी बाकी बची तीन।
तीन छोटी चचड़िया बैठ रही थी सो,
एक चचड़िया उड गयी बाकी बची दो।
दो छोटी छिड़दिया खा रही थी केक,
एक चचड़िया उड गयी बाकी बची एक।
एक छोटी चचड़िया बनी बैठी थी हीरो,
वो भी उड गयी बाकी बची जीरो।
Suggested Activities:

1. Teacher may make use of number line to make children learn counting by two’s, three’s, four’s, five’s, etc.

   Number of groups =4
   Number of cherries in a group=3
   Repeated addition sentence=
   4 times three =12

2. Students can make use of real objects like pencils, ice cream sticks, crayons, etc. to make bundles of tens and do counting in tens and ones.

Learning Assessment:

1. There are ____ cups. If you make a pack of tens, then there will be ___ tens and ____ ones.

2. Write it in the short form as given in the example.

   e.g. 4 \rightarrow 364

3. Balance both the sides and fill in the blanks.

   a) 12+9 = 20+ ____
   b) 16 + 18 = 30 + ____
   c) 16 + 6 = 20 + __

4. These children are going for a picnic. Look at the picture and fill in the blanks with ordinal numbers.

   a) Mary is ________ in the queue.
b) Ana is ________ in the queue.
c) At what position is Jenny? ______
d) ______ is tenth in the queue.

5. Compare the numbers, Use >, < or =.

6. Join the dots in order to find out what is hidden.
Subject : Mathematics
Level-A1
Class – II
Measurement
Lesson - 3 How Much Can You Carry?
Lesson -7 Jugs and Mugs
Lesson -13 The Longest Step
Worksheet -3

<table>
<thead>
<tr>
<th>Skill /Competency/Concept</th>
<th>Target Learning Outcomes</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Forming Numbers</td>
<td>• Attempts to measure the length using his fingers, hand span, paper clip, foot span and uniform units.</td>
<td>• Activity method</td>
</tr>
<tr>
<td>• Understanding Basic Concept</td>
<td>• Can estimate distance between two places</td>
<td>• Hands-on Activity method</td>
</tr>
<tr>
<td>• Ability to Compute</td>
<td>• Compares weights of objects and is able to tell whether they are lighter or heavier</td>
<td>• Demonstration method</td>
</tr>
<tr>
<td>• Measurement related problem solving ability</td>
<td>• Can resolve disputes or arguments aroused due to the use of non-uniform units</td>
<td>• Role play method</td>
</tr>
<tr>
<td></td>
<td>• Guesses capacities of different vessels and can order them in increasing or decreasing order</td>
<td>• Play way method</td>
</tr>
<tr>
<td></td>
<td>• Designs and uses simple balance to compare weights of objects using non-standard units like stones.</td>
<td>• Individual Task</td>
</tr>
</tbody>
</table>

Sample Activity – 1

TLO: Compares weights of objects and is able to tell whether they are lighter or heavier.

Hands on Activity: Take three jars of different size. With the help of the students, cover the jars with coloured paper and name them Lalau, Peelu and Neelu and put name tags on the jars. Now fill each jar with different number of marbles. Teacher will call a few children and ask them to hold each jar for a few minutes, guess their weight and arrange them from heaviest to lightest. Now after this, the jars will be weighed using a balance scale.

Sample Activity – 2

TLO: Designs and uses simple balance to compare weights of objects using non-standard units like stones.

Role Play – Children will make balance, act as shop keeper and weigh things before giving to the students role playing as customers. They will make use of stones of different size to way common things like toys, blocks, beads, bangles, erasers, etc.

Suggested Activities –
1. Children will be grouped in pairs and will be asked to take weight of their friend and record it.
2. The class will be divided into six groups. Students will be asked to make flower bed of 15 foot spans long and sow seeds of flowering plants in them in rows of five.
3. They will guess the amount of water used for making tea, making lemonade, washing face, bathing, watering a potted plant, etc.
4. Children will be asked to fill a bowl with spoons, a glass with a bowl, a mug with a glass, a bottle with a glass and a bucket with a mug. They will be instructed to count the number of spoons, bowls and mugs to see what the capacity of each container is.

Learning Assessment

1. There are three vessels of different size and shape. Rita fills each of them with a glass of water. In which of these vessels will the height of water be more. Tick (√) the correct option.

2. Choose the appropriate units to weigh each item. Write gram or kilogram.

3. Look at the containers and tell which will hold more water. Circle the correct option.
4. Use real clips to measure each picture. Write the number of clips to show how long they are.

a) 

b) 

5. Count the blocks as per the height of the object shown and write the name in the blank provided.

6. Look at the given picture of caterpillar.

a) Draw a caterpillar longer than the one given in the example.

b) Draw a caterpillar shorter than the one given in the example.
7. Guess and help Sunita to complete her task properly.
   (i) She wants to bathe her puppy.

   (ii) She wants to give medicine to her little son.
Test Yourself

1. Look and guess the number.

   a. How many ants? _____
   b. How many pairs? _____

2. Compare these numbers use >, < or =

3. Complete each number pattern in the given picture and make some of your own.
4. Write number names:

345

5. Starting from 4, jump in fours to move four times.

6. Count in groups and tick the correct option.

How many groups?  
A) 8  B) 4  C) 6

7. Find the hidden word.

Write S in the FIRST box. Write M in the SECOND box.
Write I in the THIRD box. Write L in the FOURTH box.
Write E in the FIFTH box. Write Y in the SIXTH box.
8. Join the dots with curved or straight lines to make more designs.

9. Look at the picture, count and write number of shapes.


10. Guess and circle the objects you can carry?
### Sample Activity – 1

**TLO: Problems based on Addition and Subtraction**

Students will be given modeling clay of different colours – red, yellow, blue and green and asked to prepare beads of 5-6 from each colour. Then they will be asked to count the total number of beads they have prepared and compare the amount with his/her friend. After that they will be asked to give coloured beads of red and blue to his/her friend and take yellow and green coloured beads from his/her friend and prepare a necklace with these two colours. Then again they will calculate the beads and tell whose necklace has more number of beads.
Activity -2

TLO: Will be able to solve problems related to addition and subtraction in daily life situation

Students will be provided with strength of their neighbouring classes. Then they will be given the data of girls of respective classes and asked to find out number of boys in those classes. Then they will be asked to calculate total number of students in those classes.

How Many Students

<table>
<thead>
<tr>
<th>SL NO.</th>
<th>CLASS</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I</td>
<td>23</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>2</td>
<td>II</td>
<td>20</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learning Assessment:

1. Balance the weight.

2. Add/Subtract and colour the pictures using colour key –

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>White</td>
</tr>
<tr>
<td>61</td>
<td>Purple</td>
</tr>
<tr>
<td>52</td>
<td>Brown</td>
</tr>
<tr>
<td>45</td>
<td>Red</td>
</tr>
<tr>
<td>19</td>
<td>blue</td>
</tr>
<tr>
<td>38</td>
<td>Yellow</td>
</tr>
<tr>
<td>06</td>
<td>Green</td>
</tr>
<tr>
<td>12</td>
<td>Pink</td>
</tr>
</tbody>
</table>
3. Ali has 25 Laddoos and Seema has 61 Laddoos. How many Laddoos they have in total?

<table>
<thead>
<tr>
<th>TENS</th>
<th>ONES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Lesson- 5 Patterns

### Skill/Competency/Concept
- Forming Numbers
- Understanding Basic Concept
- Ability to Compute
- Problem Solving Ability

### Target Learning Outcomes
- Students would be able to identify the patterns right from school to home.
- Students would be able to recognise the pattern in pictures, shapes, numbers, alphabets, colours and growing and decreasing patterns.
- Students would be able to understand the basic rule of creating a pattern and can extend the sequence.

### Suggested strategies
- Activity Method
- Demonstration Method
- Role Play Method
- Play Way Method
- Hand On Activity Method
- As Individual Task
- Group Task

### Sample Activity – 1

**TLO:** Students would be able to understand the basic rule of creating a pattern and can extend the sequence.

Students will be asked to observe the above rangoli and have a discussion on the same.

a) How many designs are repeated in the Rangoli?
b) How many colours are repeated in the given Rangoli?
c) Draw the blocks those are repeated in this Rangoli.
Sample Activity – 2

TLO: Students would be able to recognise the pattern in pictures, shapes, numbers, alphabets, colours and growing and decreasing patterns.

1. Students will be asked to observe the pattern in the shirt of their school uniform and draw the same in their copy.

2. Students will be asked to observe the pattern in window grills, in bed sheets, in floor tiles, in leaves etc. and draw the same.

Learning Assessment:

1. What will be next in the sequence?

a)

b)

..............................

..............................

c)

..............................

..............................

..............................

d)

..............................

..............................

..............................

e)

..............................

..............................
2. Identify the patterns which are repeated here.
<table>
<thead>
<tr>
<th>Skill /Competency/Concept</th>
<th>Target Learning Outcomes</th>
<th>Suggested Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Forming Numbers</td>
<td>• Understands and gets familiar with days of a week, months, along with yesterday, today and tomorrow.</td>
<td>• Activity Method</td>
</tr>
<tr>
<td>• Understanding Basic Concept</td>
<td>• Will be able to read the time table and can prepare a time table for him/her.</td>
<td>• Play Way Method</td>
</tr>
<tr>
<td>• Ability to compute</td>
<td>• Attempts to tell the activities of a year and month in sequence and can distinguish time of events using his previous knowledge, vocabulary and real life experiences</td>
<td>• Hands on Activity Method</td>
</tr>
<tr>
<td>• Time related problem solving ability</td>
<td>• Will be able to distinguish seasonal fruits, vegetables, flowers, food items etc. month wise.</td>
<td>• Puzzles or Crosswords</td>
</tr>
<tr>
<td></td>
<td>• Will be able to categorise the festivals according to the months and can arrange them in order.</td>
<td>• Songs and Poem Recitation Related to Time</td>
</tr>
<tr>
<td></td>
<td>• Will be able to read the time.</td>
<td>As Individual Task and Group Task</td>
</tr>
</tbody>
</table>

**SAMPLE ACTIVITY – 1**

<table>
<thead>
<tr>
<th>DAYS</th>
<th>Name of Breakfasts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Sandwich</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Aloo paratha</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Chowmin</td>
</tr>
<tr>
<td>Thursday</td>
<td>Idli</td>
</tr>
<tr>
<td>Friday</td>
<td>Uttapam</td>
</tr>
<tr>
<td>Saturday</td>
<td>Corn flakes</td>
</tr>
<tr>
<td>Sunday</td>
<td>Dosa</td>
</tr>
</tbody>
</table>

TLO: 1. Understands and get familiar with days of a week, months, along with yesterday, today and tomorrow.  
2. Will be able to read the time table and can prepare a time table for him/her.

Teacher will provide the students a breakfast chart. Then he/she will prepare some questions related to the chart.

**My Mother’s Breakfast Chart**
a) On .................................................. I have Chowmin as breakfast.

b) If today is Friday after ........................ days I can eat Sandwich.

c) On Thursday I eat ............................... .

d) If today is Thursday, I can eat tomorrow ............................... 

Sample Activity – 2

TLO: Will be able to distinguish seasonal fruits, vegetables, flowers, food items etc. month wise.

Answer the questions given below and encircle the names of the months in the table:

<table>
<thead>
<tr>
<th>T</th>
<th>J</th>
<th>A</th>
<th>N</th>
<th>U</th>
<th>A</th>
<th>R</th>
<th>Y</th>
<th>F</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>U</td>
<td>U</td>
<td>R</td>
<td>D</td>
<td>A</td>
<td>S</td>
<td>D</td>
<td>F</td>
<td>G</td>
</tr>
<tr>
<td>E</td>
<td>P</td>
<td>M</td>
<td>U</td>
<td>E</td>
<td>R</td>
<td>F</td>
<td>E</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>B</td>
<td>O</td>
<td>A</td>
<td>J</td>
<td>C</td>
<td>F</td>
<td>G</td>
<td>S</td>
<td>U</td>
<td>V</td>
</tr>
<tr>
<td>R</td>
<td>N</td>
<td>Y</td>
<td>H</td>
<td>E</td>
<td>R</td>
<td>H</td>
<td>S</td>
<td>G</td>
<td>B</td>
</tr>
<tr>
<td>U</td>
<td>Y</td>
<td>K</td>
<td>N</td>
<td>M</td>
<td>T</td>
<td>T</td>
<td>E</td>
<td>U</td>
<td>N</td>
</tr>
<tr>
<td>A</td>
<td>K</td>
<td>J</td>
<td>M</td>
<td>B</td>
<td>G</td>
<td>F</td>
<td>R</td>
<td>S</td>
<td>M</td>
</tr>
<tr>
<td>R</td>
<td>H</td>
<td>U</td>
<td>J</td>
<td>E</td>
<td>H</td>
<td>R</td>
<td>D</td>
<td>T</td>
<td>A</td>
</tr>
<tr>
<td>Y</td>
<td>C</td>
<td>Y</td>
<td>G</td>
<td>R</td>
<td>A</td>
<td>P</td>
<td>R</td>
<td>I</td>
<td>L</td>
</tr>
<tr>
<td>U</td>
<td>B</td>
<td>H</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>B</td>
<td>C</td>
<td>Z</td>
<td>X</td>
</tr>
</tbody>
</table>

a) The king of the fruits come in the month of .................................

b) We celebrate Christmas in the month of .................................

c) We celebrate Makar Sankranti in the month of .................................

d) We celebrate Independence Day in ................................. month.

e) ........................................... month has 28 days.
Learning Assessment:

1. Look at the picture below and answer the questions asked -

![Calendar]

I know the months!

a) ........................................ is the 1st month of the year.

b) ........................................ is the 6th month of the year.

c) ........................................ comes after August.

d) We shall go to the next class in ................................. .

2. Tell the time on these clock faces

When the long hand points to twelve, the short hand will point exactly to one of the number of the clock.
3. Complete the names of the months of a year in the given picture.

- January
- __________
- __________
- May
- __________
- July
- __________
- September
- __________
- November
Skills / Competency / Concept
- Forming Numbers
- Understanding Basic Concept
- Ability to Compute
- Problem Solving Ability

Target Learning Outcomes
- Students would be able to collect and record information in his/her own way and represent them and interpret them.
- Students would be able to give their views on their recorded information and discuss with others.
- Students would be able to solve word problems in their real life situations related to data handling.

Suggested strategies
1. Activity Method
2. Demonstration Method
3. Role Play Method
4. Play Way Method
As Individual Task and Group Task

Sample Activity – 1

TLO: Students would be able to collect and record information in his/her own way and represent them and interpret them.

Students will be asked to bring out their tiffin boxes and record the information in the given table.

SAMPLE OF RECORD SHEET

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>COLOUR OF THE TIFFIN BOX</th>
<th>NUMBER OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Red</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Blue</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Green</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Pink</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Purple</td>
<td></td>
</tr>
</tbody>
</table>

Note: one 😊 for one child.

All the students will give the required data and then they will be asked questions like

a) How many students bring red coloured tiffin box?

b) Which colour of tiffin box is the greatest in number?
Sample Activity – 2

TLO: Students would be able to solve word problems in their real life situations related to data handling.

Students will be supplied observation sheets to collect data regarding: (What is there in my school bag?)

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>NAME OF THE THINGS</th>
<th>NUMBER OF THE THINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BOOKS</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>COPIES</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>PENCILS</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>COLOURS</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>TIFFIN</td>
<td></td>
</tr>
</tbody>
</table>

Note: One / for one article.

Students will collect the data and next day there will be a discussion regarding:

a) Which thing is more in number?

b) Which thing is only one in everybody’s bag?

C) How many students have 2 pencils?

Learning Assessment:

1. Sharmila eats apples every day. She prepared a chart according to days as how many apples she ate on a particular day:

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>DAYS</th>
<th>NUMBER OF APPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MONDAY</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>TUESDAY</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>WEDNESDAY</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>THURSDAY</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>FRIDAY</td>
<td></td>
</tr>
</tbody>
</table>

a) On which days Sharmila eats four apples?

b) How many apples she eats in five days?
c) She eats one apple on __________ day.

2. Write the number shown by tally marks in the questions given below.

<table>
<thead>
<tr>
<th>TALLY MARKS</th>
<th>NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Example: 5+ 5+ 5+ 5+ 5 = 25</td>
</tr>
<tr>
<td>2)</td>
<td></td>
</tr>
<tr>
<td>3)</td>
<td></td>
</tr>
<tr>
<td>4)</td>
<td></td>
</tr>
<tr>
<td>5)</td>
<td></td>
</tr>
<tr>
<td>6)</td>
<td></td>
</tr>
<tr>
<td>7)</td>
<td></td>
</tr>
</tbody>
</table>
Test Yourself

1. Complete the pattern.

Enzo has assigned numbers to the colors. We chose some numbers, can you help us find the colors?

- A) ACE FHJ KMO _____  ________

- B) 37 34 31 ___ ___ ___ ___

- C) 85 95 105 ___ ___ ___ ___

- D) 13 15 17 19____ ____ ____ __

2. Follow the pattern.

A) ACE FHJ KMO _____  ________

B) 37 34 31 ___ ___ ___ ___

C) 85 95 105 ___ ___ ___ ___

D) 13 15 17 19____ ____ ____ __

3. Fill in the blanks of each crossword puzzle to make the addition equation equal –

\[
\begin{array}{ccc}
15 & + & = 24 \\
+ & & \\
= & & 26 \\
\end{array}
\]

4. Write subtraction for each number

60 - 34 = ____________
5. Find the value

   a) 16+12=_________________  
   b) 25+30=_________________  
   c) 35-10=_________________  
   d) 50-20=_________________

6. Samita has 35 pencils. Swati has 34 pencils. How many pencils they have in total?

7. Rupa has 54 chocolates. She gave away 32 chocolates. How many chocolates remain with her?

8. Complete the missing one:

   Yesterday   Today   Tomorrow

   ………………………..Monday   …………………………………

   ………………………..Friday   ……………………………

9. Sequence the following events held according to the dates when they happened, by putting numbers against them:

   Children’s day on 14th November  Independence day on 15th August
   Teacher’s day on 5th September   Republic day on 26th January
   Gandhi Jayanti on 2nd October   Christmas on 25th December

10. Reeta conducted a survey of food items in the lunch box of class 2 students on Monday. She drew a graph on the basis of her conclusions:
Answer the following questions:

a) Which food item is liked by most of the students?

b) Which food item is liked by least students?

c) How many types of food items are there?

d) How many students like sandwiches?