Maths Magic
ଗଣିତ କୁହୁକ

Class (ଶ୍ରେଣୀ) - 2

Semester (ସେମିଷ୍ଟର୍) - 1

Unit No. ଅଧ୍ୟାୟ ସଂଖ୍ୟା	Name of the Unit ଅଧ୍ୟାୟ	Month ମାସ	Pages ପୃଷ୍ଠା
	Readiness Programme ପ୍ରସ୍ତୁତି କାର୍ଯ୍ୟକ୍ରମ (Refer to Readiness book)	*June & July* ଜୁନ୍ - ଜୁଲାଇ	
1.	*Shall we count* ଆମେ ଗଣନା କରିବା	*August* ଅଗଷ୍ଟ	*44-77*
2.	*Let us Add* ମିଶାଣ କରିବା	*September* ସେପ୍ଟେମ୍ବର	*78-107*
3.	*How much Left* ବଳକା କେତେ *Mind Map*	*September - October* ସେପ୍ଟେମ୍ବର–ଅକ୍ଟୋବର	*108-143* *144*

AP SCERT

Y2A5U3

Teacher corner

P5L6G4

Student corner

NEP - 2020

According to NEP 2020 and the National Curriculum Framework for (NCF-FS) 2022, Mathematics learning in Classes 1 and 2 plays a key role in building a strong foundation for children. Children bring mathematical ideas from their daily life, home and surroundings and these experiences form the base for learning Mathematics. Early Mathematics focuses on understanding numbers, shapes, patterns, space and measurement, while also developing higher-order skills such as problem-solving, reasoning, visualisation, communication and making connections with real-life situations. Learning moves from simple to complex, helping children gradually build confidence and understanding. When Mathematics is taught in a joyful, activity-based and meaningful way, it develops conceptual clarity, logical thinking and a positive attitude, enabling children to enjoy learning and apply Mathematics in everyday life.

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ଜାତୀୟ ଶିକ୍ଷା ନୀତି (NEP) 2020 ଏବଂ ବିଦ୍ୟାଳୟ ଶିକ୍ଷା ପାଇଁ ଜାତୀୟ ପାଠ୍ୟକ୍ରମ ଢାଞ୍ଚା (NCF-FS) 2022 ଅନୁଯାୟୀ, ପ୍ରଥମ ଏବଂ ଦ୍ୱିତୀୟ ଶ୍ରେଣୀରେ ଗଣିତ ଶିକ୍ଷା ପିଲାମାନଙ୍କ ପାଇଁ ଏକ ଦୃଢ଼ ଭିତ୍ତିଭୂମି ଗଠନ କରିବାରେ ପ୍ରମୁଖ ଭୂମିକା ଗ୍ରହଣ କରିଥାଏ। ପିଲାମାନେ ସେମାନଙ୍କର ଦୈନନ୍ଦିନ ଜୀବନ, ଘର ଏବଂ ପାରିପାର୍ଶ୍ୱରୁ ଗାଣିତିକ ଚିନ୍ତାଧାରା ଗ୍ରହଣ କରିଥାନ୍ତି ଏବଂ ଏହି ଅନୁଭୂତିଗୁଡ଼ିକ ଗଣିତ ଶିଖିବା ପାଇଁ ଆଧାର ଗଠନ କରେ । ପ୍ରାଥମିକ ଗଣିତ ବିଶେଷ କରି ସଂଖ୍ୟା, ଆକୃତି, ପ୍ୟାଟର୍ଣ୍ଣ (ସଂରଚନା), ସ୍ଥାନ ଏବଂ ମାପ ଶିଖିବେ । ଏହା ସହିତ ସମସ୍ୟା ସମାଧାନ, ଯୁକ୍ତି କରିବା, କଳ୍ପନା କରିବା, ଯୋଗାଯୋଗ କରିବା ଏବଂ ବାସ୍ତବ ଜୀବନର ପରିସ୍ଥିତି ସହିତ ସମ୍ପର୍କ ସ୍ଥାପନ କରିବା ଭଳି ଉଚ୍ଚ-ସ୍ତରୀୟ ଦକ୍ଷତା ବିକାଶ କରିବାରେ ମଧ୍ୟ ସାହାଯ୍ୟ କରେ। ଶିକ୍ଷା ଗ୍ରହଣ ପ୍ରକ୍ରିୟା ସରଳରୁ ଜଟିଳ ଆଡ଼କୁ ଗତି କରିଥାଏ, ଯାହା ପିଲାମାନଙ୍କୁ ଧୀରେ ଧୀରେ ଆତ୍ମବିଶ୍ୱାସ ଏବଂ ବୁଝିବା ଶକ୍ତି ବୃଦ୍ଧି କରିବାରେ ସାହାଯ୍ୟ କରେ। ଯେତେବେଳେ ଗଣିତକୁ ଏକ ଆନନ୍ଦଦାୟକ, କାର୍ଯ୍ୟ-ଭିତ୍ତିକ ଏବଂ ଅର୍ଥପୂର୍ଣ୍ଣ ଉପାୟରେ ଶିକ୍ଷା ଦିଆଯାଏ, ଏହା ଧାରଣାଗତ ସ୍ପଷ୍ଟତା, ଯୌକ୍ତିକ ଚିନ୍ତାଧାରା ଏବଂ ଏକ ସକାରାତ୍ମକ ମନୋଭାବ ବିକଶିତ କରେ, ଯାହା ପିଲାମାନଙ୍କୁ ଶିକ୍ଷା ଗ୍ରହଣ କରିବାରେ ଆନନ୍ଦ ଦେବା ସହ ଦୈନନ୍ଦିନ ଜୀବନରେ ଗଣିତର ପ୍ରୟୋଗ କରିବାରେ ସକ୍ଷମ କରାଏ।

Domain: Cognitive Development

For class 1 & 2: Cognitive Domain focuses on how children think, understand, and use knowledge. In mathematics, it helps learners observe, compare, reason, and solve problems logically. Developing cognitive skills enables students to build number sense and understand mathematical concepts meaningfully.

CG-7 Children make sense of world around through observation and logical thinking	C-7.1	Observes and understands different categories of objects and relationships between them
	C-7.2	Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis
	C-7.3	Uses appropriate tools and technology in daily life situations and for learning
CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures	C-8.1	Sorts objects into groups and sub-groups based on more than one property
	C-8.2	Identifies and extends simple patterns in their surroundings,shapes, and numbers
	C-8.3	Counts up to 99 both forwards and backwards and in groups of 10s and 20s
	C-8.4	Arranges numbers up to 99 in ascending and descending order
	C-8.5	Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system
	C-8.6	Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition
	C-8.7	Recognises multiplication as repeated addition and division asequal sharing
	C-8.8	Recognises basic geometric shapes and their observable properties
	C-8.9	Performs simple measurements of length, weight and volume of objects in their immediate environment
	C-8.10	Performs simple measurements of time in minutes, hours, day, weeks, and months
	C-8.11	Performs simple transactions using money up to INR 100
	C-8.12	Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements
	C-8.13	Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements

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NIPUN Lakshyas

Grade	Skills	Subject : Maths	
CLASS 2	ସଂଖ୍ୟା ଜ୍ଞାନ	Counts objects and develops number sense up to 99.	ପିଲାମାନେ ୨୨ ପର୍ଯ୍ୟନ୍ତ ସଂଖ୍ୟା ଜ୍ଞାନକୁ ବସ୍ତୁଗୁଡ଼ିକୁ ଗଣନା କରି ବୁଝି ପାରିବେ ।
		Uses addition and subtraction of numbers up to 99, sum not exceeding 99 in daily life situations.	୨୨ ପର୍ଯ୍ୟନ୍ତ ସଂଖ୍ୟାଗୁଡ଼ିକର ମିଶାଣ/ଫେଡ଼ାଣ କରିପାରିବେ । ଏହାର ମୋଟ ୨୨ ସଂଖ୍ୟାର ଅଧିକ ନହୋଇ ଦୈନନ୍ଦିନ ଜୀବନରେ ସମସ୍ୟାଗୁଡ଼ିକର ସମାଧାନ କରିପାରିବେ ।
		Performs multiplication as repeated addition and division as equal distribution/sharing and constructs multiplication facts (tables) of 2, 3 and 4x	ଗୁଣନ ମିଶାଣର ପୁନରାବୃତ୍ତ ରୂପ ବୋଲି ଏବଂ ହରଣ ସମାନ ଭାବରେ ବାଣ୍ଟିବା ବୋଲି ଜାଣିପରିବେ । 2,3,4 ପଣକିଆ ଗଠନ ରୂପକୁ ବୁଝିପାରିବେ ।
		Estimates and measures length/distance/capacity using non-standard uniform units like rod, pencil, thread, cup, spoon, mug etc. and compares weight using simple balance	ଅପ୍ରାମାଣିକ ମାପ ବ୍ୟବହାର କରି ବାଡ଼ି, ପେନ୍‌ସିଲ୍, ସୂତା, କପ୍, ଚାମଚ, ମଗ୍ ଇତ୍ୟାଦି ଜିନିଷଗୁଡ଼ିକର ଦୈର୍ଘ୍ୟ, ଦୂରତା, ପରିଣାମ ଆଦିଗୁଡ଼ିକୁ ଆନୁମାନିକ ଭାବେ କହିପାରିବେ ।
		Uses spatial vocabulary like far/near, in/out, above/below, left/right, front/behind, top/bottom etc.	ନିକଟ/ଦୂର, ଭିତରେ/ବାହାରେ, ବାମ/ଡାହାଣ, ଆଗ/ପଛ, ଉପରେ/ତଳେ ଭଳି ସ୍ଥାନ ସମ୍ବନ୍ଧୀୟ ପଦଗୁଡ଼ିକର ବ୍ୟବହାର ଜାଣିପାରିବେ ।
		1. Create new patterns from different shapes and numbers. 2. Performs simple transactions using money up to INR 100.	1. ବିଭିନ୍ନ ଆକାର ଏବଂ ସଂଖ୍ୟାଗୁଡ଼ିକ ଦ୍ୱାରା ନୂତନ କ୍ରମଶୈଳୀ/ସଂରଚନା ଗଠନ କରିପାରିବେ । 2. 100 ଟଙ୍କା ପର୍ଯ୍ୟନ୍ତ କାରବାର କରିବା ପାଇଁ ସମର୍ଥ ହେବେ ।

ଦ୍ରଷ୍ଟବ୍ୟ : NIPUN ହେଉଛି ମୂଳ ସାକ୍ଷରତା ଏବଂ ସଂଖ୍ୟା ଜ୍ଞାନ ହାସଲ କରିବା ପାଇଁ କାର୍ଯ୍ୟରତ ଏକ ମିସନ୍ ଅଟେ । ଏହା ପ୍ରାଥମିକ ଶ୍ରେଣୀରେ ବର୍ଷସାରା ଶିକ୍ଷାର୍ଥୀମାନଙ୍କ ଦ୍ୱାରା ହାସଲ କରିବା ଲକ୍ଷ୍ୟଗୁଡ଼ିକୁ ନିର୍ଦ୍ଦେଶିତ କରିଛି । ଏଗୁଡ଼ିକୁ ପ୍ରତି ଶିକ୍ଷାର୍ଥୀ ଶିକ୍ଷାବର୍ଷ ଶେଷ ସୁଦ୍ଧା ନିଶ୍ଚିତ ରୂପେ ହାସଲ କରିବା ଆବଶ୍ୟକ ।

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ARSHERA

UNIT 1

Shall we count

H5I8G4

Learners will be able to :

- Identify the numbers below 100.(CG-8)
- Understand the Place value and Face value of 2-digit numbers.(CG-8)
- Arrange the 2-digit number in ascending and descending order.(CG-8)
- Read and write the 2-digit numbers in words and vice versa.(CG-8)
- Compare the 2-digit numbers using with appropriate symbols. (<, =, >)(CG-8)

Observe the beside picture.

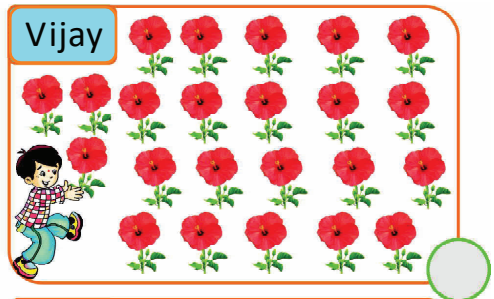


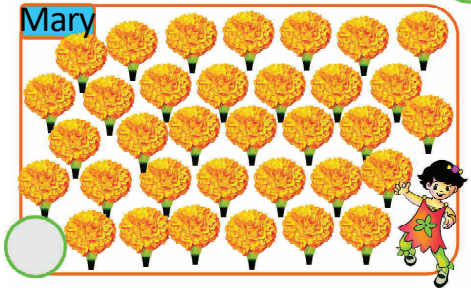
Children collected flowers on the occasion of Independence day to decorate the school. There are making garlands with the flowers. Now, count and write the number of flowers collected by them.

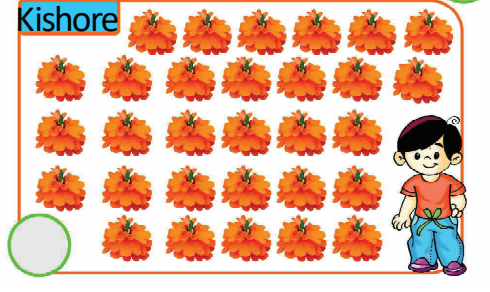
Let the students talk about the picture.

Observe the following pictures given below, count and write who collected how many flowers.









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ଅଧ୍ୟାୟ 1

ଆମେ ଗଣନା କରିବା

J2V8A4

ପିଲାମାନେ ଏହା କରିପାରିବେ :

- 100 ଠାରୁ କମ୍ ସଂଖ୍ୟାଗୁଡ଼ିକୁ ଚିହ୍ନଟ କରି ପାରିବେ । (CG-8)
- 2-ଅଙ୍କ ବିଶିଷ୍ଟ ସଂଖ୍ୟାଗୁଡ଼ିକର ସ୍ଥାନୀୟ ମୂଲ୍ୟ ଓ ପ୍ରକୃତ ମୂଲ୍ୟ ବୁଝିପାରିବେ । (CG-8)
- 2-ଅଙ୍କ ବିଶିଷ୍ଟ ସଂଖ୍ୟାଗୁଡ଼ିକୁ ଆରୋହଣ ଓ ଅବରୋହଣ କ୍ରମରେ ସଜେଇ ପାରିବେ । (CG-8)
- 2-ଅଙ୍କ ବିଶିଷ୍ଟ ସଂଖ୍ୟାଗୁଡ଼ିକୁ ଅକ୍ଷରରେ ଏବଂ ଅଙ୍କରେ ପଢ଼ିପାରିବେ ଓ ଲେଖିପାରିବେ । (CG-8)
- (<, =, >) ସଙ୍କେତଗୁଡ଼ିକୁ ବ୍ୟବହାର କରି ଦୁଇ ଅଙ୍କ ବିଶିଷ୍ଟ ସଂଖ୍ୟାଗୁଡ଼ିକୁ ତୁଳନା କରିପାରିବେ । (CG-8)

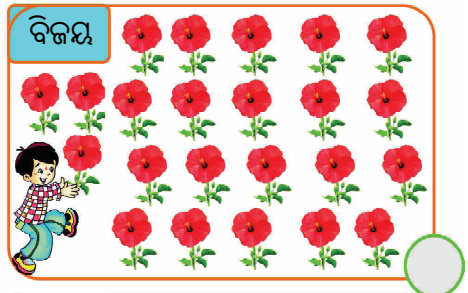
ପାର୍ଶ୍ୱ ଚିତ୍ର ଦେଖ

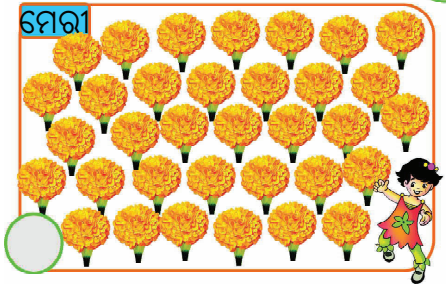
ସ୍ୱାଧୀନତା ଦିବସ ଅବସରରେ ପିଲାମାନେ ବିଦ୍ୟାଳୟକୁ ସଜାଇବା ପାଇଁ ଫୁଲ ସଂଗ୍ରହ କଲେ । ସେହି ଫୁଲରେ ମାଳ ତିଆରି କଲେ । ବର୍ତ୍ତମାନ, ସେମାନଙ୍କ ଦ୍ୱାରା ସଂଗୃହୀତ ଫୁଲଗୁଡ଼ିକର ସଂଖ୍ୟା ଗଣନା କର ଏବଂ ଲେଖ ।

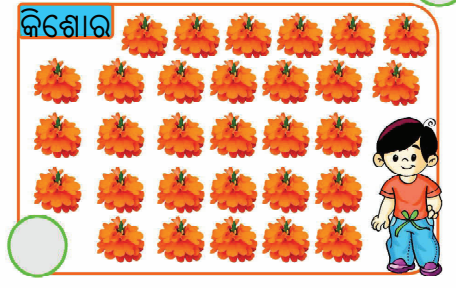


ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ଉପର ଚିତ୍ର ବିଷୟରରେ କଥା ହେବାକୁ ଦିଅ ।
ନିମ୍ନରେ ଦିଆଯାଇଥିବା ଚିତ୍ରଗୁଡ଼ିକୁ ଦେଖି ଗଣନା କର ଏବଂ କିଏ କେତେ ଫୁଲ ସଂଗ୍ରହ କରିଛନ୍ତି ଲେଖ ।







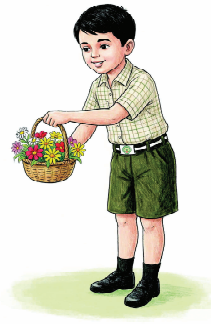


APSCERT

Making the flower garlands (Expanded Form).

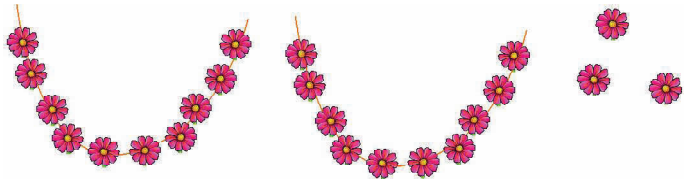


Vijay gave 23 flowers to Devi and asked her to make garlands of 10 flowers in each.



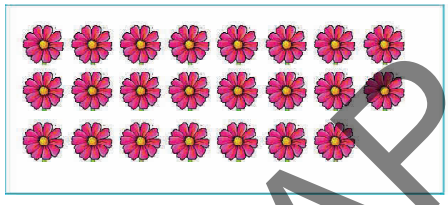
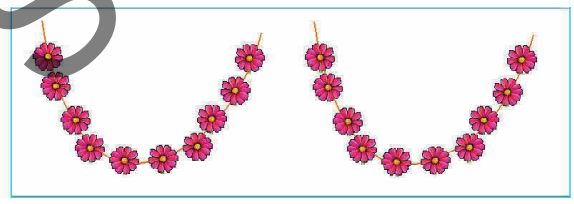
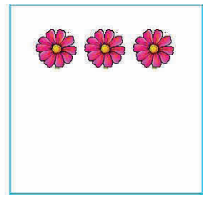
23 flowers =2 garlands + 3 flowers

Observe the garlands made by Devi.





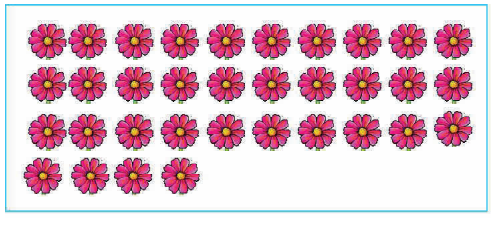
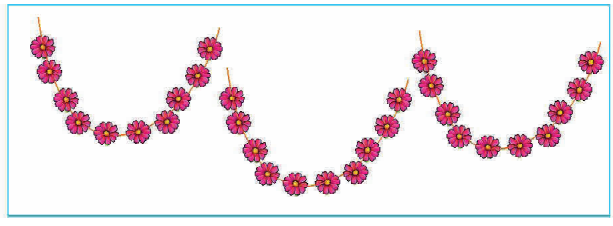
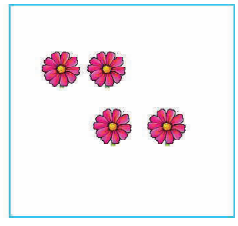
1. How many flowers are there in total?
2. How many garlands made by Devi?
3. How many flowers are left with Devi?

Flowers given by Vijay		Flowers in garlands made by Devi		Flowers left
				
23	=	20	+	3

AP SCERT

Do these

1) Help them to make garlands with flowers brought by the children.

a) Flowers brought by Mary		Flowers in garlands made by Mary		Flowers left
				
34	=		+	

ଫୁଲମାଳ ତିଆରି(ବିସ୍ତାରିତ ରୂପ)

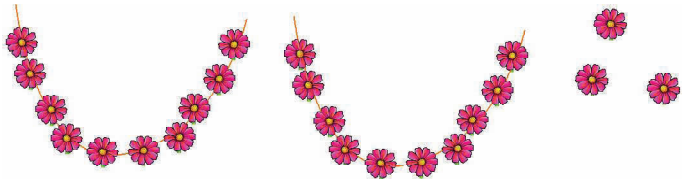


ବିଜୟ 23ଟି ଫୁଲ ଦେବୀକୁ ଦେଲା ଏବଂ ପ୍ରତ୍ୟେକ ମାଳରେ 10ଟି ଲେଖାଏଁ ଫୁଲ ଥିବା ଫୁଲମାଳ ପ୍ରସ୍ତୁତ କରିବାକୁ କହିଲା ।



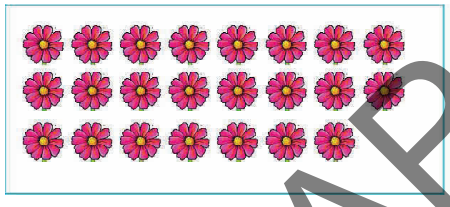
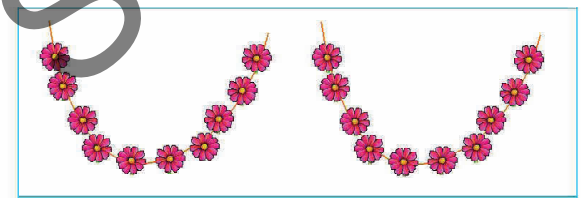
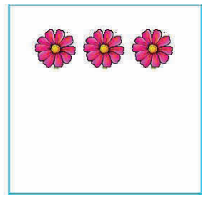
23ଟି ଫୁଲ = 2ଟି ଫୁଲମାଳ + 3ଟି ଫୁଲ

ଦେବୀ ତିଆରି କରିଥିବା ଫୁଲମାଳକୁ ଦେଖ ।





1. ମୋଟ କେତୋଟି ଫୁଲ ଥିଲା ?
2. ଦେବୀ କେତୋଟି ଫୁଲମାଳ ତିଆରି କଲା ?
3. ଦେବୀ ପାଖରେ ଆଉ କେତୋଟି ଫୁଲ ବଳକା ରହିଲା ?

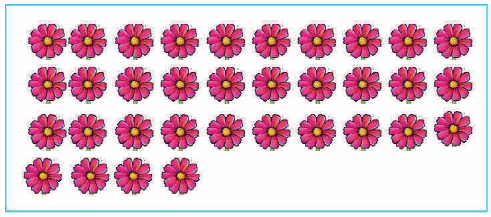
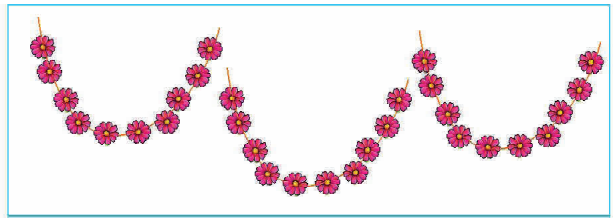
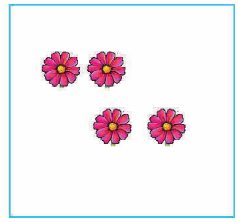
ବିଜୟ ଦେଇଥିବା ଫୁଲ		ଦେବୀର ଫୁଲମାଳରେ ଥିବା ଫୁଲ		ବଳକା ଫୁଲ
				
23	=	20	+	3

AP SCERT

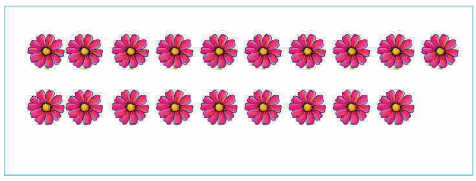
ଏହା କର

1) ପିଲାମାନେ ଆଣିଥିବା ଫୁଲଗୁଡ଼ିକୁ ନେଇ ଫୁଲମାଳ ତିଆରି କରିବା ପାଇଁ ସାହାଯ୍ୟ କର ।

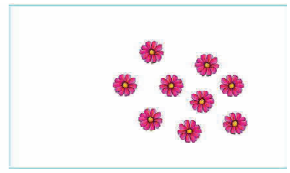
କ)

ମେରୀ ଆଣିଥିବା ଫୁଲ		ମେରୀର ମାଳରେ ଥିବା ଫୁଲ		ବଳକା ଫୁଲ
				
34	=		+	

b) Flowers brought by Jaya Flowers in garlands made by Jaya Flowers left

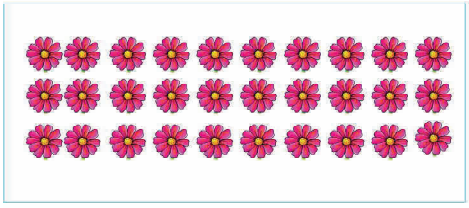






19 = ____ + ____

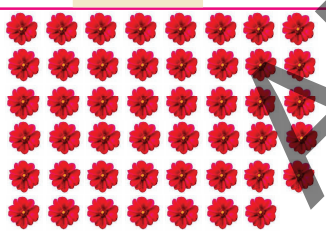
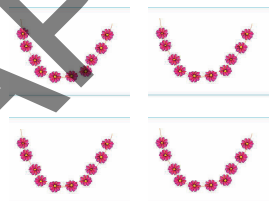
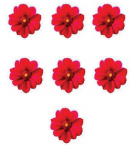
c) Flowers brought by Kishore Flowers in garlands made by Kishore Flowers left





30 = ____ + ____

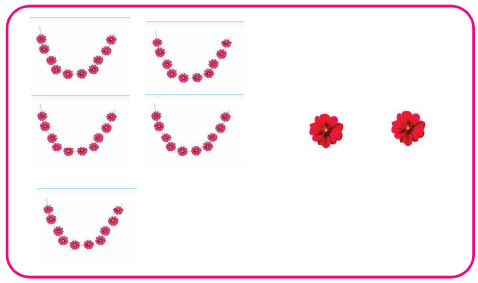
Expanded Form

Collected flowers	Garlands(Tens)	Spare flowers(ones)	Total
 23			20 + 3 = 23
 47			..... + ... =

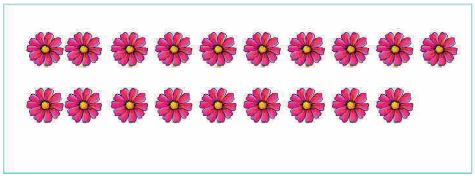
AP SCERT

How many flowers are there in the picture? ( )

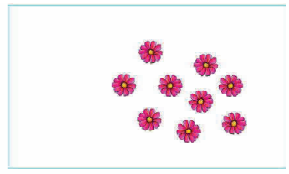
a) 60 b) 47 c) 52



ଖ) ଜୟା ଆଣିଥିବା ଫୁଲ ଜୟାର ମାଳରେ ଥିବା ଫୁଲ ବଳକା ଫୁଲ

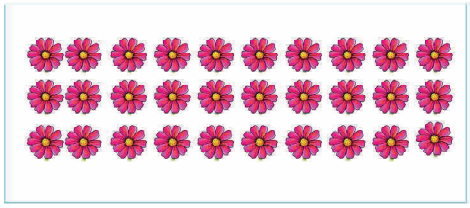






19 = ☐ + ☐

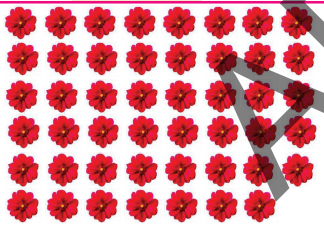
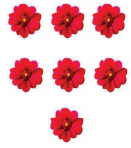
ଗ) କିଶୋର ଆଣିଥିବା ଫୁଲ କିଶୋରର ମାଳରେ ଥିବା ଫୁଲ ବଳକା ଫୁଲ





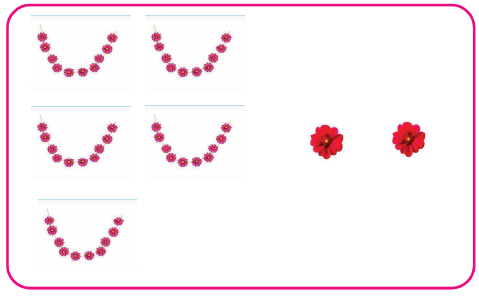
30 = ☐ + ☐

ବିସ୍ତାରିତ ରୂପ

ସଂଗ୍ରହ କରିଥିବା ଫୁଲ	ଫୁଲମାଳ(10ଟି ଲେଖାଏଁ)	ବଳକା ଫୁଲ(ଏକକ)	ମୋଟ
 23			20 + 3 = 23
 47			..... + ... =

ଚିତ୍ରରେ କେତୋଟି ଫୁଲ ଅଛି ଚିହ୍ନଟ କର ? ( )

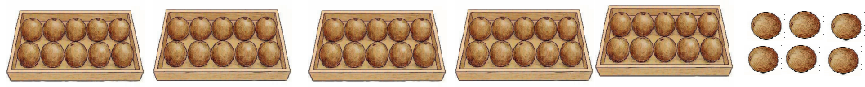
କ) 60 ଖ) 47 ଗ) 52



AP SCERT

Match the following.

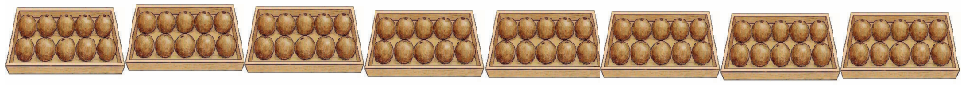
A. 80 Chikoos



B. 72 Chikoos



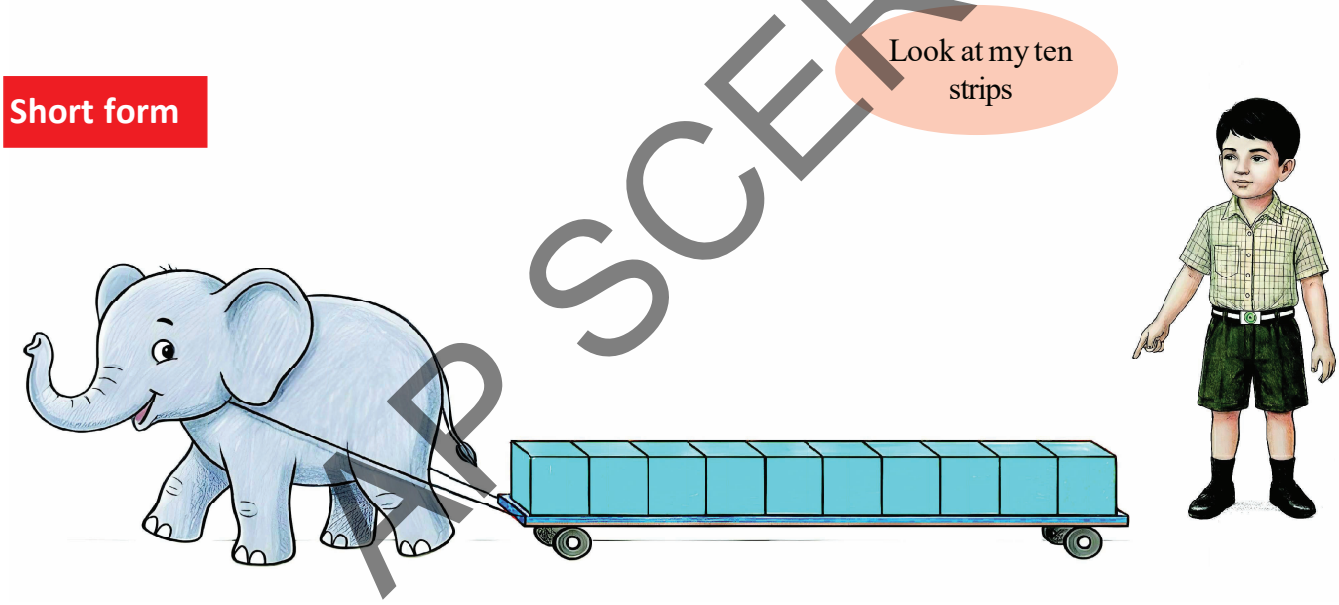
C. 56 Chikoos



D. 28 Chikoos



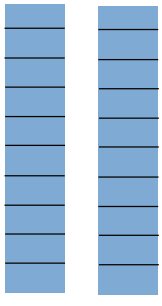
Short form



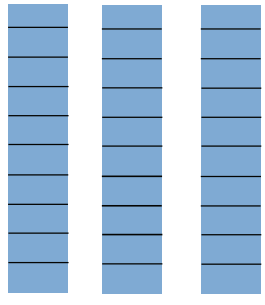
AP SCERT

Can you tell how many units are there in this ten strip?

1 ten strip = _____ unints



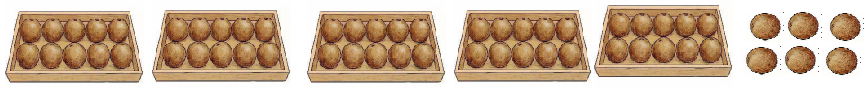
2 Ten Strips = 20 Units



3 Ten Strips = 30 Units

ଯୋଡ଼ି ଦିଅ ।

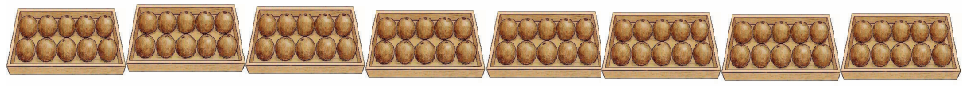
ଅ. 80ଟି ସାପୋଟା



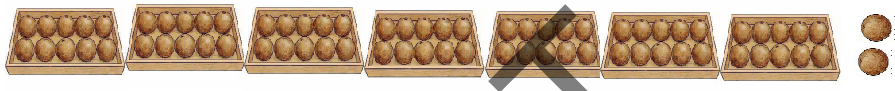
ଆ. 72ଟି ସାପୋଟା



ଇ. 56ଟି ସାପୋଟା



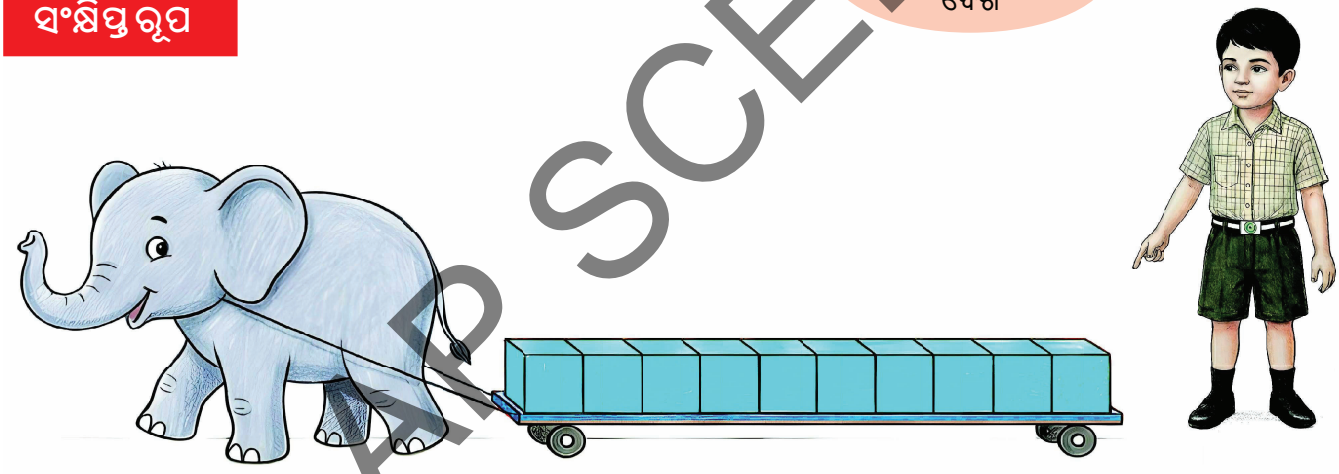
ଈ. 28ଟି ସାପୋଟା



AP SCERT

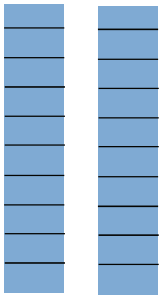
ସଂକ୍ଷିପ୍ତ ରୂପ

ମୋର ଦଶ ପଟିକୁ ଦେଖ

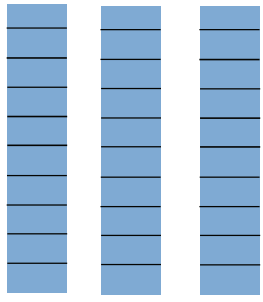


ଏହି ଦଶଟି ପଟିରେ କେତୋଟି ଏକ ଅଛି ତୁମେ କହିପାରିବ କି ?

ଦଶଟି ପଟି = _____ ଏକ

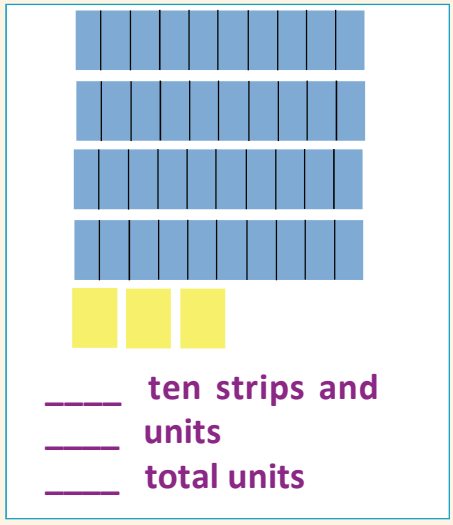


2ଟି ଦଶ ପଟି = **20** ଏକ

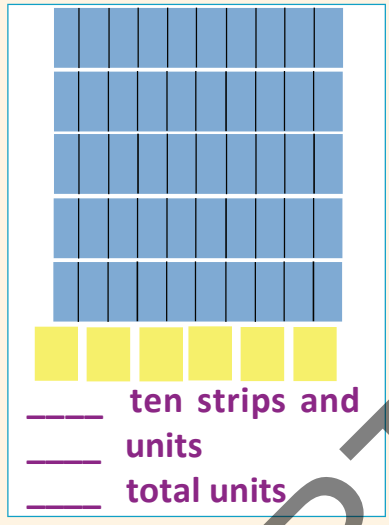


3ଟି ଦଶ ପଟି = **30** ଏକ

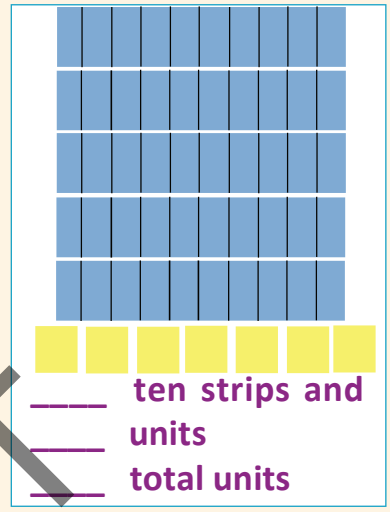
Do these



____ ten strips and
____ units
____ total units



____ ten strips and
____ units
____ total units



____ ten strips and
____ units
____ total units

No. of ten strips 	Ones 	Expanded form	Total(Short form)
2	5	20 + 5	25
6	8	☐ + ☐	☐
1	9	☐ + ☐	☐

1. Find the expanded form for 73? ( )

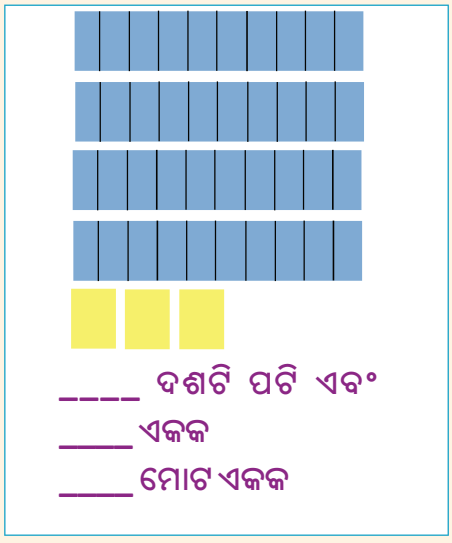
   a) 30 + 7 b) 70 + 3 c) 7 + 20

2. Find the short form for 50+8 ? ( )

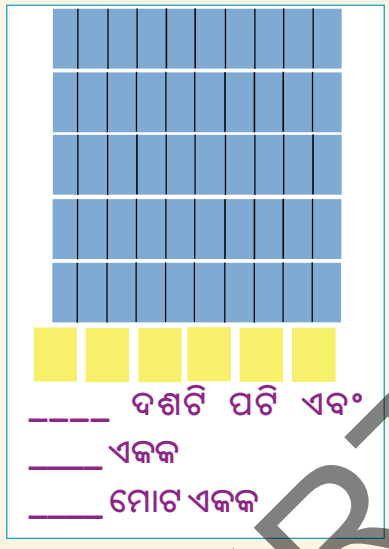
   a) 58 b) 85 c) 508

AP SCERT

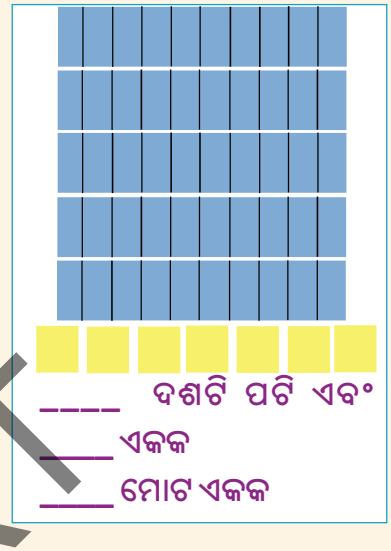
ଏହା କର



_____ ଦଶଟି ପଟି ଏବଂ
_____ ଏକକ
_____ ମୋଟ ଏକକ



_____ ଦଶଟି ପଟି ଏବଂ
_____ ଏକକ
_____ ମୋଟ ଏକକ



_____ ଦଶଟି ପଟି ଏବଂ
_____ ଏକକ
_____ ମୋଟ ଏକକ

ଦଶଟି ପଟିର ସଂଖ୍ୟା	ଏକକ	ବିସ୍ତାରିତ ରୂପ	ମୋଟ(ସଂକ୍ଷିପ୍ତ ରୂପ)
2	5	20 + 5	25
6	8	☐ + ☐	☐
1	9	☐ + ☐	☐

1. 73ର ବିସ୍ତାରିତ ରୂପ କେଉଁଟି ? ( )

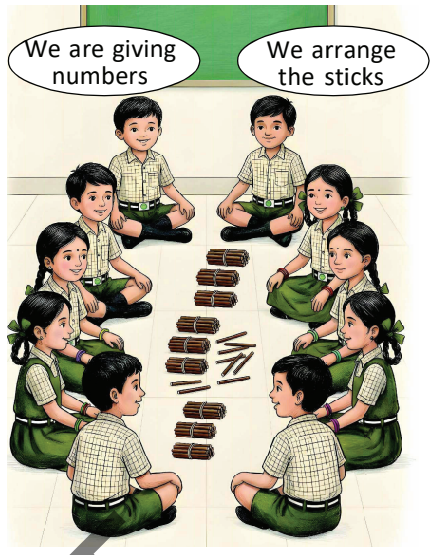
   ଅ) 30 + 7 ଆ) 70 + 3 ଇ) 7 + 20

2. 50 + 8 ର ସଂକ୍ଷିପ୍ତ ରୂପ କେଉଁଟି ? ( )

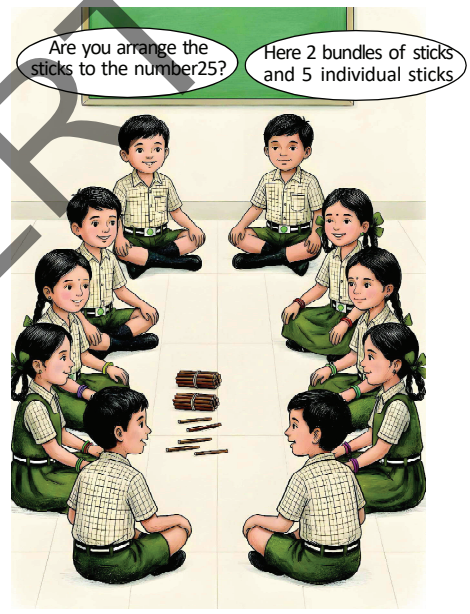
   ଅ) 58 ଆ) 85 ଇ) 508

AP SCERT

Number Making Activity with sticks



- Make the class into two groups A and B.
- Provide Nine bundles of sticks each bundles has ten sticks. Nine indivudal sticks and rubber bands.
- Group A says aloud a two digit number for example: "25"

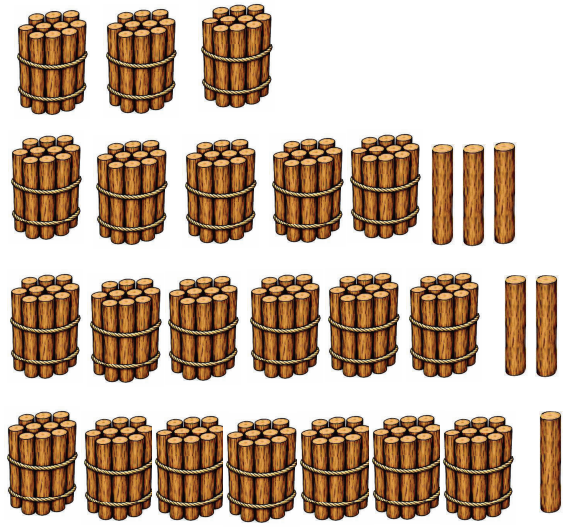


- Group B uses the sticks to represent the number 25 with bundle and individual sticks.
- They can place 2 bundle of 10 sticks and then place 5 individual sticks
- Write the number name in black board.
- Now its turn to B group
- Vice versa.

AP SCERT

Match the following.

Seventy One	53
Fifty three	30
Sixty two	71
Thirty	62



କାଠି ଦ୍ୱାରା ସଂଖ୍ୟା ତିଆରି କାର୍ଯ୍ୟ



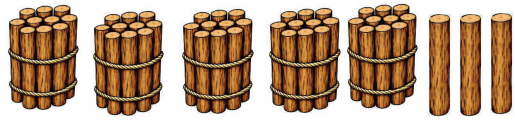
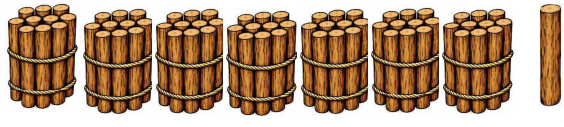
- ଶ୍ରେଣୀକୁ ଦୁଇଟି ଦଳ A ଏବଂ B ରେ ବିଭକ୍ତ କର ।
- ପ୍ରତ୍ୟେକ ଦଳକୁ 10ଟି କାଠି ଥିବା ପଟି ବିଡ଼ା, 9ଟି ଏକକ କାଠି ଏବଂ ରବର ବ୍ୟାଣ୍ଡ ଯୋଗାଇ ଦିଅ ।
- ଦଳ A ଉଚ୍ଚ ସ୍ୱରରେ ଦୁଇ ଅଙ୍କର ସଂଖ୍ୟା କହିବେ, ଉଦାହରଣ ସ୍ୱରୂପ “25”.



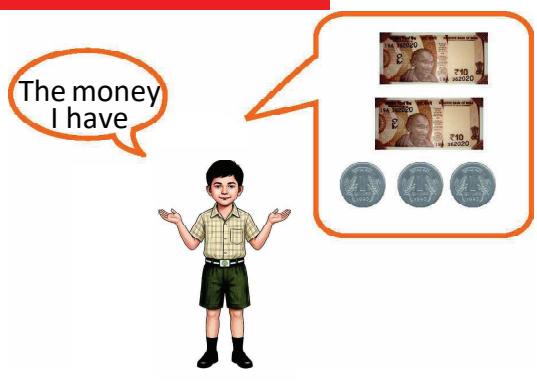
- ଦଳ B କାଠିଗୁଡ଼ିକୁ ବ୍ୟବହାର କରି 25 ସଂଖ୍ୟାକୁ ବିଡ଼ା ଓ ଏକକ କାଠି ଦ୍ୱାରା ଦେଖାଇବେ ।
- ସେମାନେ 10ଟି କାଠିର 2ଟି ବିଡ଼ା ରଖି ଏବଂ ପରେ 5ଟି ଏକକ କାଠି ରଖିବେ ।
- କଳାପଟାରେ ସେହି ସଂଖ୍ୟାଟି ଲେଖିବେ ।
- ବର୍ତ୍ତମାନ B ଦଳର ପାଳି ।
- ଏହିପରି ଭାବେ ପରସ୍ପର ପାଳି ବଦଳାଇ ପାରିବେ ।

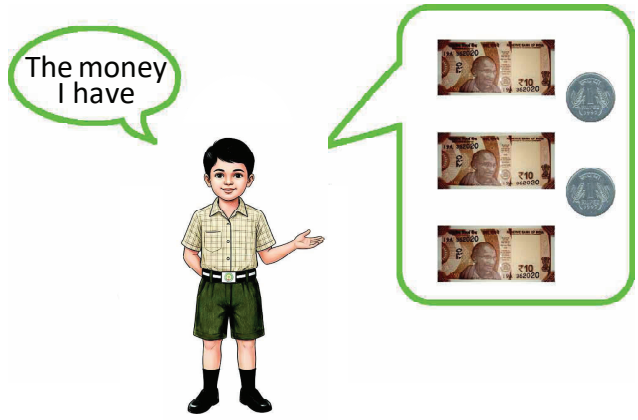
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ନିମ୍ନ ଲିଖିତଗୁଡ଼ିକୁ ମେଳ କର ।

ଏକସ୍ତରି	53	
ତେପନ	30	
ବାଷଠି	71	
ତିରିଶି	62	

Place value and Face value





	Tens	Ones
₹ 23 =	2	+ 3

The number in ones place = 3
Place value of 3 is '3 ones' = 3
The number in tens place = 2
Place value of 2 is '2 tens' = 20

	Tens	Ones
₹ 32 =	3	+ 2

The number in ones place = 2
Place value of 2 is '2 ones' = 2
The number in tens place = 3
Place value of 3 is '3 tens' = 30



Why is the place value of 2 different in the above two numbers 23 and 32?



Wherever 2 is placed, the actual value remains the same. This value is called Face value.



The place value changes according to the place of the digit in the number.

Note : Place value depends on the place at where the digit is. But the Face value is same wherever it is.

Tens	Ones
2	4

Place value of 2 = 20
Face value of 2 = 2

Place value of 4 = 4
Face value of 4 = 4

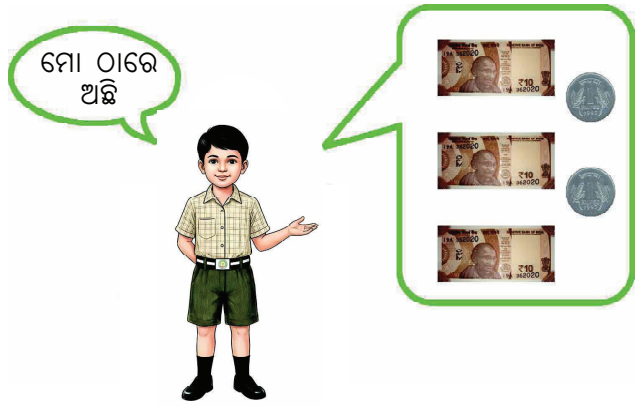
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ସ୍ଥାନୀୟ ମୂଲ୍ୟ, ପ୍ରକୃତ ମୂଲ୍ୟ



ଦଶ	ଏକ
₹ 23 = 2	+ 3

ଏକକ ସ୍ଥାନରେ ଥିବା ଅଙ୍କ	=	3
3ର ସ୍ଥାନୀୟ ମୂଲ୍ୟ '3ଟି ଏକ'	=	3
ଦଶକ ସ୍ଥାନରେ ଥିବା ଅଙ୍କ	=	2
2ର ସ୍ଥାନୀୟ ମୂଲ୍ୟ '2ଟି ଦଶ'	=	20

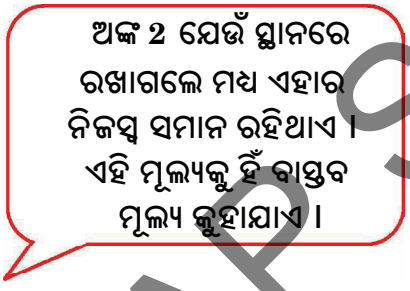


ଦଶ	ଏକ
₹ 32 = 3	+ 2

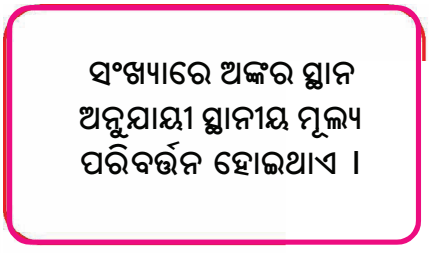
ଏକକ ସ୍ଥାନରେ ଥିବା ଅଙ୍କ	=	2
2ର ସ୍ଥାନୀୟ ମୂଲ୍ୟ '2ଟି ଏକ'	=	2
ଦଶକ ସ୍ଥାନରେ ଥିବା ଅଙ୍କ	=	3
3ର ସ୍ଥାନୀୟ ମୂଲ୍ୟ '3ଟି ଦଶ'	=	30



23 ଏବଂ 32 ରେ 2 ର ସ୍ଥାନୀୟ ମୂଲ୍ୟ ଭିନ୍ନ କାହିଁକି ?









ମନେ ରଖ : ସ୍ଥାନୀୟ ମୂଲ୍ୟ ଅଙ୍କ ରହିଥିବା ସ୍ଥାନ ଉପରେ ନିର୍ଭର କରିଥାଏ । କିନ୍ତୁ ପ୍ରକୃତ ମୂଲ୍ୟ ସର୍ବଦା ସବୁ ସ୍ଥାନରେ ସମାନ ଥାଏ ।

ଦଶକ	ଏକକ
2	4

2ର ସ୍ଥାନୀୟ ମୂଲ୍ୟ	= 20
2ର ପ୍ରକୃତ ମୂଲ୍ୟ	= 2

4ର ସ୍ଥାନୀୟ ମୂଲ୍ୟ	= 4
4ର ପ୍ରକୃତ ମୂଲ୍ୟ	= 4

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Do these

1.Write the Place value and Face value of 3 and 8 in 38.

Sol:

Tens	Ones
3	8

Place value of 30 = ...

Face value of 3 = ...

Place value of 8 = ...

Face value of 8 = ...

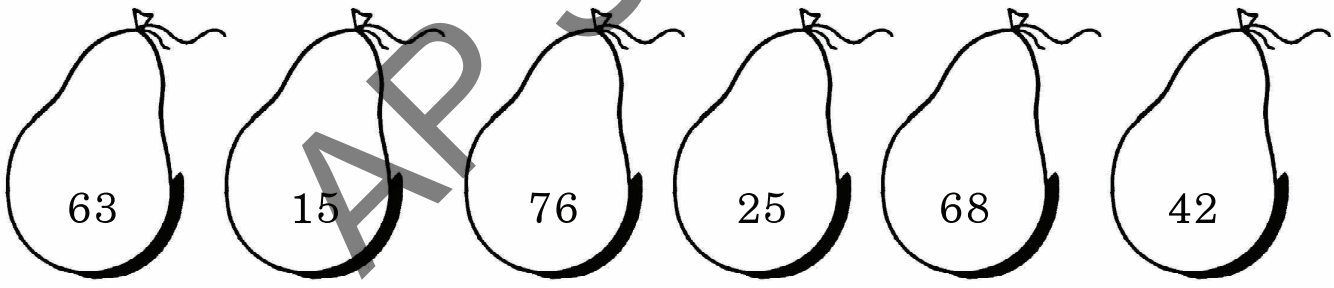
2. Use the colour code to colour the balloons.

Orange : 5 in the ones place

Blue : 7 in the tens place

Green : 2 in the ones place

Brown : 6 in the tens place.



3. Match the following.

3 Tens 2 Ones	46
Forty six Ones	1 Ten 9 Ones
19 Ones	32 Ones

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ଏହା କର

1. 34ରେ 3 ଏବଂ 4ର ସ୍ଥାନୀୟ ମୂଲ୍ୟ ଏବଂ ପ୍ରକୃତ ମୂଲ୍ୟ ଲେଖ ।

ସମାଧାନ :

ଦଶକ	ଏକକ
3	4

30ର ସ୍ଥାନୀୟ ମୂଲ୍ୟ = ...

3ର ପ୍ରକୃତ ମୂଲ୍ୟ = ...

4ର ସ୍ଥାନୀୟ ମୂଲ୍ୟ = ...

4ର ପ୍ରକୃତ ମୂଲ୍ୟ = ...

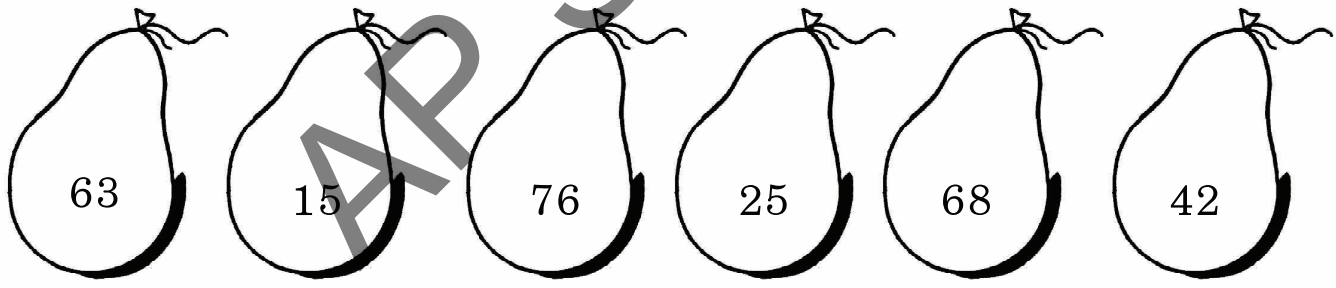
2. ନିମ୍ନ ରଙ୍ଗ ସଙ୍କେତ ବ୍ୟବହାର କରି ବେଲୁନ୍‌ଗୁଡ଼ିକୁ ରଙ୍ଗ ଦିଅ ।

କମଳା : ଏକକ ସ୍ଥାନରେ 5 ଥିଲେ

ସବୁଜ : ଏକକ ସ୍ଥାନରେ 2 ଥିଲେ

ନୀଳ : ଦଶକ ସ୍ଥାନରେ 7 ଥିଲେ

ବାଦାମୀ : ଦଶକ ସ୍ଥାନରେ 6 ଥିଲେ

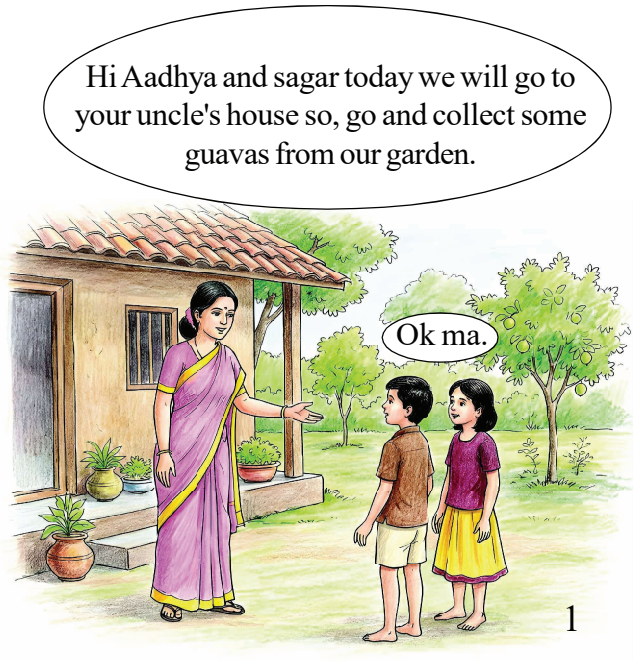


3. ନିମ୍ନଗୁଡ଼ିକୁ ମିଳାଅ ।

3 ଦଶ 2ଟି ଏକ	46
46ଟି ଏକ	1 ଦଶ 9ଟି ଏକ
19ଟି ଏକ	32ଟି ଏକ

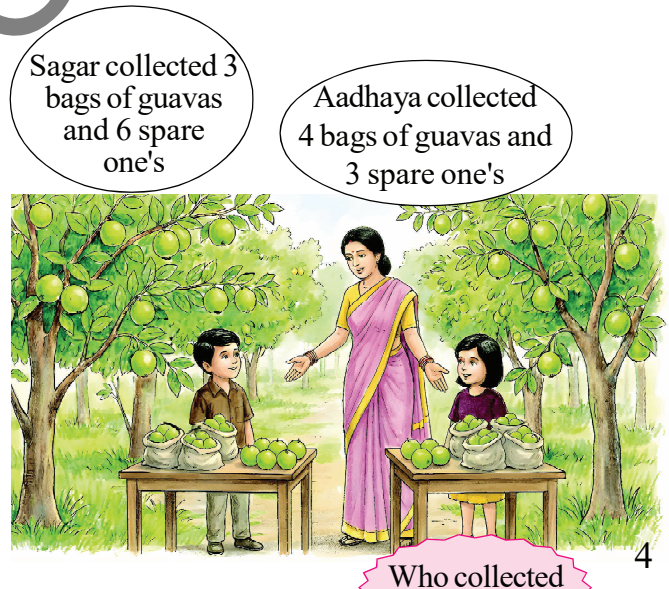
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Comparison of numbers











To compare 2 numbers, we have to compare highest placed digit first.

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ସଂଖ୍ୟାଗୁଡ଼ିକର ତୁଳନା







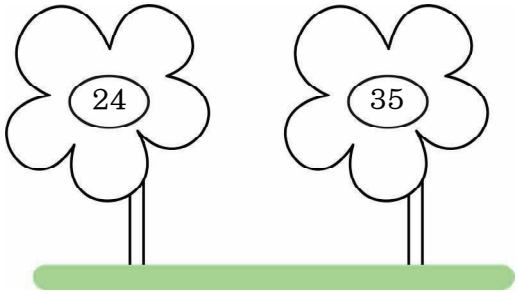
ଦୁଇଟି ସଂଖ୍ୟା ତୁଳନା କରିବା ପାଇଁ ପ୍ରଥମେ ସର୍ବୋଚ୍ଚ ସ୍ଥାନର ଅଙ୍କକୁ ତୁଳନା କରିବାକୁ ପଡ଼େ ।

© SCERT

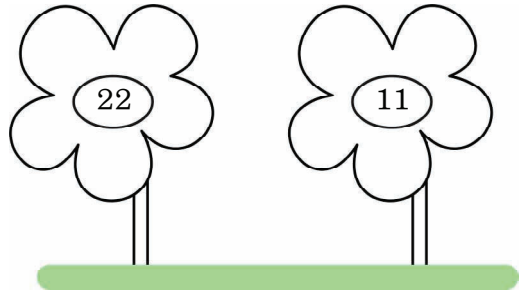
Do these

1. Colour the flower having the bigger number.

a)

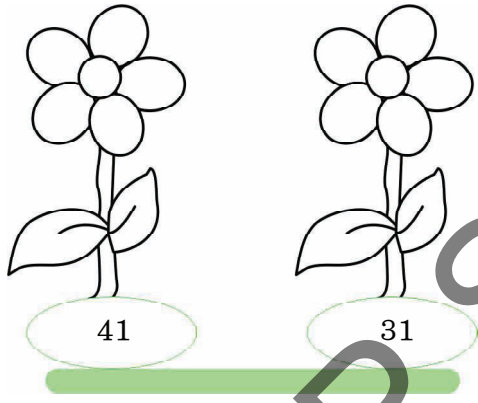


b)

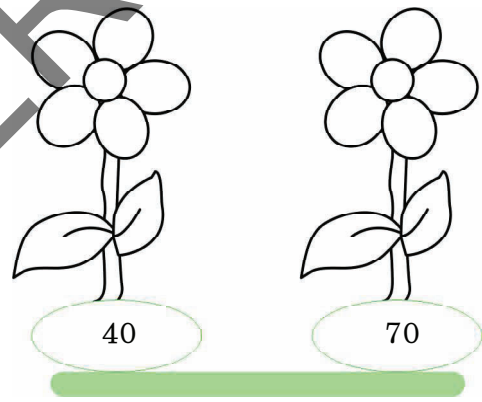


2. Colour the flower having the smaller number.

a)

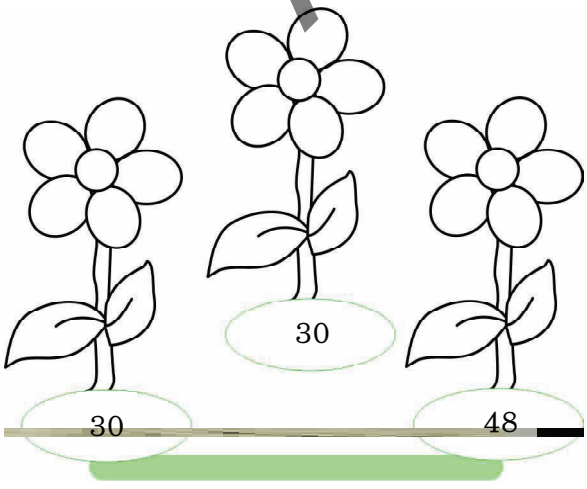


b)

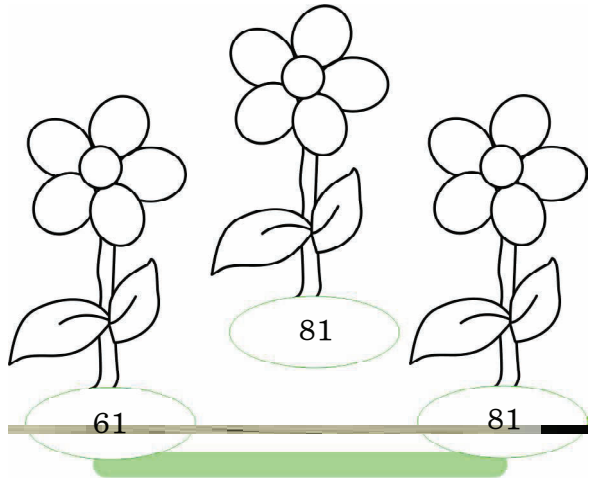


3. Colour the flowers having the equal numbers.

a)



b)

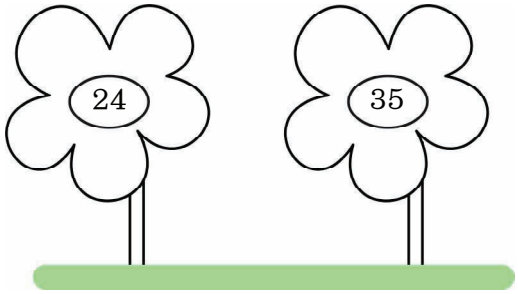


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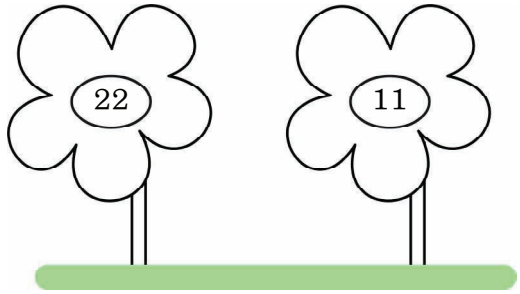
ଏହା କର

1. ବଡ଼ ସଂଖ୍ୟା ଥିବା ଫୁଲଟିକୁ ରଙ୍ଗ ଦିଅ ।

ଅ)

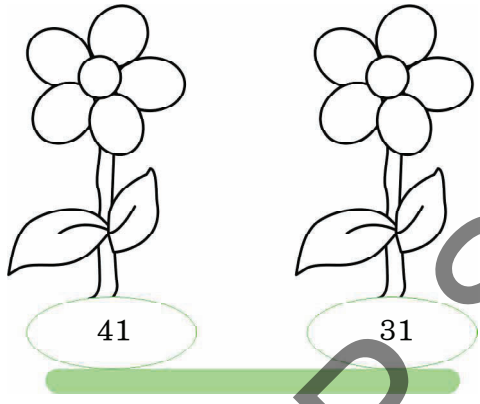


ଆ)

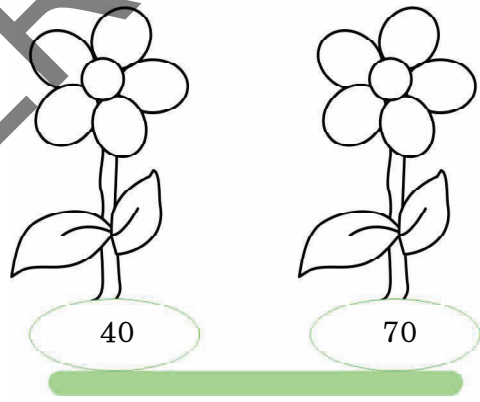


2. ଛୋଟ ସଂଖ୍ୟା ଥିବା ଫୁଲଟିକୁ ରଙ୍ଗ ଦିଅ ।

ଅ)

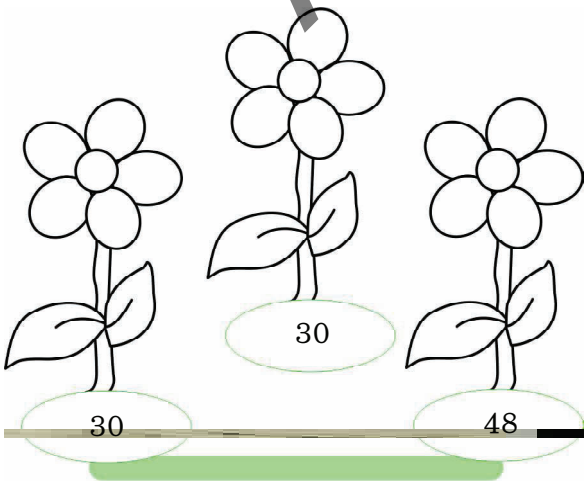


ଆ)

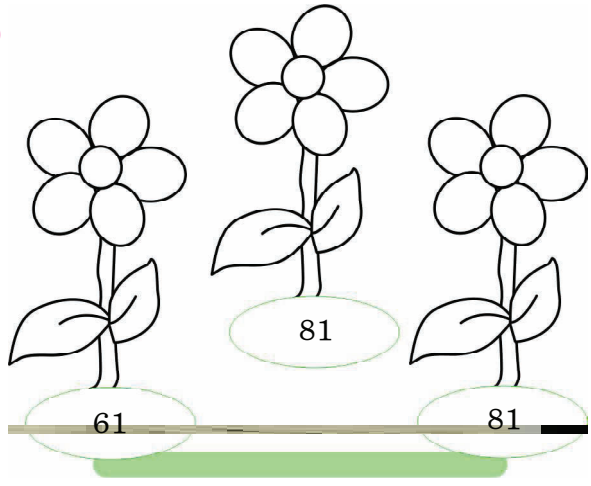


3. ସମାନ ସଂଖ୍ୟା ରହିଥିବା ଫୁଲଗୁଡ଼ିକୁ ରଙ୍ଗ ଦିଅ ।

ଅ)



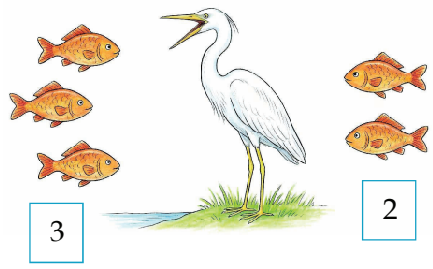
ଆ)



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Introduction of <, > and =

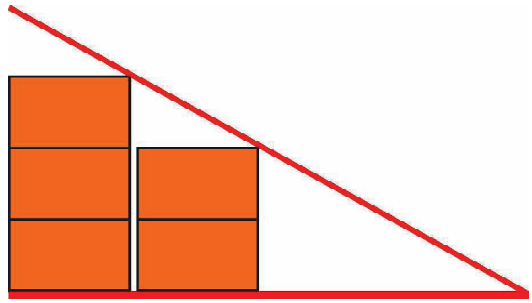
I eat more fish.



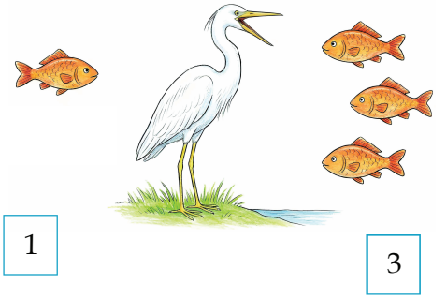
3 is greater than 2

3 > 2

'>'is greater than.



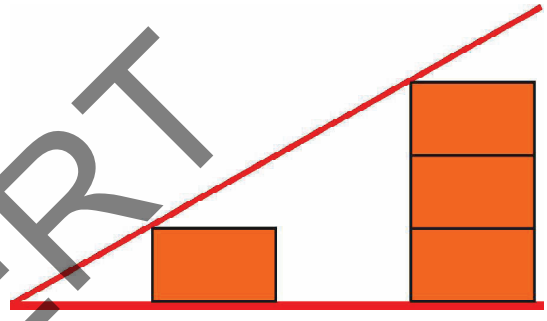
I don't eat less fish.



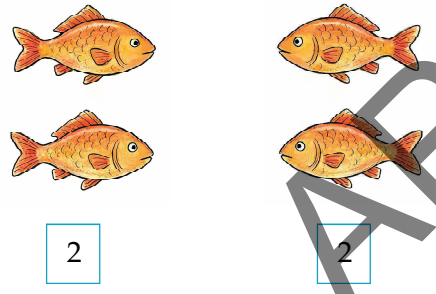
1 is less than 3

1 < 3

'<'is less than.



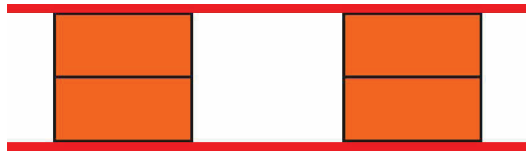
Both are equal.



2 is equal to 2

2 = ☐

'='is equal to



APSCERT

- Choose the correct symbols (<, >, =)in the boxes given below.



Example : 1) 14 > 8 2) 9 < 12 3) 16 = 16

1) 14 ☐ 7 2) 41 ☐ 31 3) 18 ☐ 23

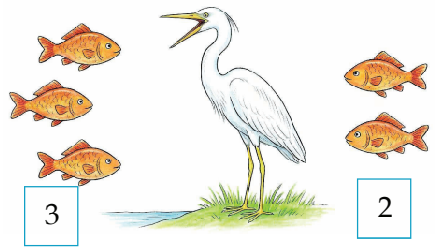
4) 21 ☐ 21 5) 57 ☐ 47

- Choose the correct mathematical symbol. 53 ☐ 63 ( )

a) < b) > c) =

<, > ଏବଂ = ପରିଚୟ

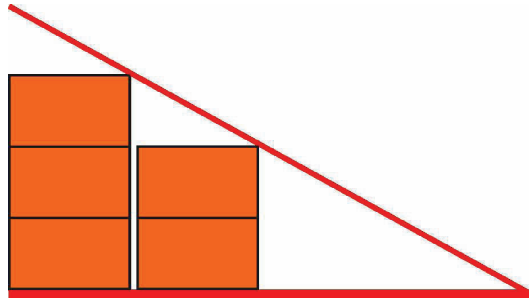
ମୁଁ ଅଧିକ ମାଛ ଖାଏ ।



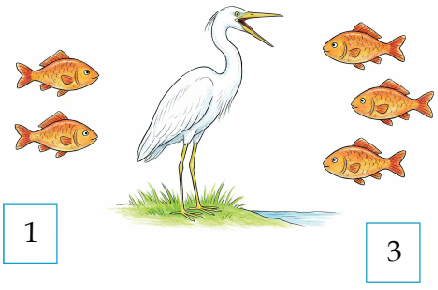
2 ଠାରୁ 3 ବଡ଼

3 > 2

'>' କହିଲେ ବଡ଼



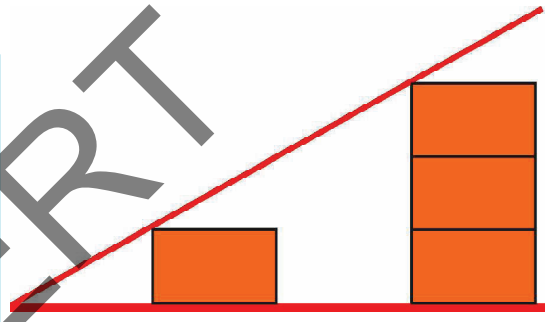
ମୁଁ କମ୍ ମାଛ ଖାଏ ନାହିଁ ।



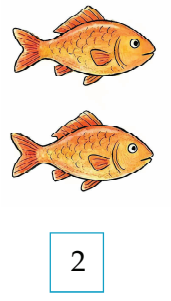
3 ଠାରୁ 1 ସାନ

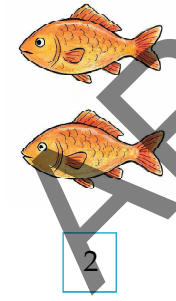
1 < 3

'<' କହିଲେ କମ୍



ଉଭୟ ସମାନ ଅଟେ ।

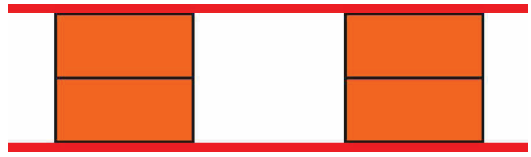




2 କୁ 2 ସମାନ ଅଟେ

2 = 2

'=' କହିଲେ ସମାନ



AP SCERT

◆ ନିମ୍ନରେ ଦିଆଯାଇଥିବା କୋଠରୀଗୁଡ଼ିକରେ ସଠିକ ଚିହ୍ନ (>, <, =) ଲେଖ ।

ଉଦାହରଣ : 1) 14 > 8 2) 9 < 12 3) 16 = 16

1) 14 ☐ 7 2) 41 ☐ 31 3) 18 ☐ 23

4) 21 ☐ 21 5) 57 ☐ 47

◆ 53 ☐ 63 ଖାଲି ଘରେ ଠିକ୍ ଚିହ୍ନଟି ଦିଅ ।

ଅ) < ଆ) > ଇ) =



Activity: Making 2 - digit numbers with number cards.

Number cards 0 1 2 3 4 5 6 7 8 9

Step : 1 To make a 2 - digit number take one set of number cards from 0 to 9.

Step 2 : Ask a child to pick up any card from 0 to 9. Example: 2

Step 3 : Ask another child to pick up a card from 0 to 9 and put it beside the first number card. Example : 5

Step 4 : Two numbers can be made using the two digits.

Those are 2 5 = 25 and 5 2 = 52

In the above two numbers, The bigger number is 52 and smaller number is 25.

Comparison: 25 < 52 and 52 > 25.

Example : 1. Write down the 2 - digit numbers with the given digits and compare them.

The numbers that can be written using the digits 4 and 5 are

a) 45 b) 54

Comparison of 45 and 54:

45 ☐ 54 54 ☐ 45

Do these

1. Write and compare the 2-digit numbers with 3 and 7.

   Numbers that can be written using the digits 3 and 7 are

   a) _____ b) _____

Comparison

a) ☐ < ☐ b) ☐ > ☐

2. How many 2-digit numbers can you prepare by using 5, 8? ( )

   a) 3 b) 2 c) 4

3. The numbers you can prepare by using 6, 3 are? ( )

   a) 63,36 b) 63,63 c) 36,36

APSCERT

କାର୍ଯ୍ୟକଳାପ : ନିମ୍ନ ସଂଖ୍ୟା କାର୍ଡଗୁଡ଼ିକ ନେଇ 2-ଅଙ୍କ ବିଶିଷ୍ଟ ସଂଖ୍ୟା ପ୍ରସ୍ତୁତ କରିବା ।

ଅଙ୍କ କାର୍ଡ 0 1 2 3 4 5 6 7 8 9

ସୋପାନ - 1 : 2-ଅଙ୍କ ବିଶିଷ୍ଟ ସଂଖ୍ୟା ଗଠନ କରିବା ପାଇଁ 0 ଠାରୁ 9 ପର୍ଯ୍ୟନ୍ତ ଗୋଟିଏ ଅଙ୍କ କାର୍ଡ ସେଟ୍ ନିଅ ।

ସୋପାନ - 2 : ଜଣେ ପିଲାକୁ 0 ରୁ 9 କାର୍ଡଗୁଡ଼ିକ ମଧ୍ୟରୁ ଯେକୌଣସି ଗୋଟିଏ କାର୍ଡନେବାକୁ କୁହ । ଉଦାହରଣ: 2

ସୋପାନ - 3 : ଅନ୍ୟ ଜଣେ ପିଲାକୁ 0 ରୁ 9 କାର୍ଡ ମଧ୍ୟରୁ ଗୋଟିଏ କାର୍ଡ ନେଇ ପ୍ରଥମ ଅଙ୍କ କାର୍ଡ ପାର୍ଶ୍ୱରେ ରଖିବା ପାଇଁ କୁହ । ଉଦାହରଣ : 5

ସୋପାନ - 4 : ଦୁଇଟି ଅଙ୍କ ଦ୍ୱାରା ଦୁଇଟି ସଂଖ୍ୟା ତିଆରି କରି ପାରିବା ।

ସେଗୁଡ଼ିକ 2 5 = 25 ଏବଂ 5 2 = 52

ଉପର ଦୁଇଟି ସଂଖ୍ୟା ମଧ୍ୟରେ, ବଡ଼ ସଂଖ୍ୟାଟି 52 ଏବଂ ସାନ ସଂଖ୍ୟାଟି 25 ଅଟେ ।

ତୁଳନା: 25 < 52 ଏବଂ 52 > 25

ଉଦାହରଣ :1 ଦିଆଯାଇଥିବା ଅଙ୍କଗୁଡ଼ିକ ଦ୍ୱାରା 2 - ଅଙ୍କ ବିଶିଷ୍ଟ ସଂଖ୍ୟାଗୁଡ଼ିକ ଲେଖ ଏବଂ ତୁଳନା କର ।

4 ଏବଂ 5 ଅଙ୍କଗୁଡ଼ିକ ବ୍ୟବହାର କରି ଲେଖା ଯାଇପାରିବା ସଂଖ୍ୟାଗୁଡ଼ିକ :

ଅ) 45 ଆ) 54

45 ଏବଂ 54ର ତୁଳନା:

45 ☐ 54 54 ☐ 45

ଏହା କର

1. 3 ଏବଂ 7 ଅଙ୍କ ବ୍ୟବହାର କରି 2-ଅଙ୍କ ବିଶିଷ୍ଟ ସଂଖ୍ୟା ଲେଖି ତୁଳନା କର ।

   3 ଏବଂ 7 ବ୍ୟବହାର କରି ଲେଖିପାରିବା ସଂଖ୍ୟା

   ଅ) _____ ଆ) _____

ତୁଳନା

ଅ) ☐ < ☐ ଆ) ☐ > ☐

2. 5, 8 ଅଙ୍କ ବ୍ୟବହାର କରି କେତୋଟି 2-ଅଙ୍କ ବିଶିଷ୍ଟ ସଂଖ୍ୟା ଗଠନ କରି ପାରିବ ? ( )

   ଅ) 3 ଆ) 2 ଇ) 4

3. 6, 3 ଅଙ୍କ ବ୍ୟବହାର କରି ଲେଖି ପାରୁଥିବା ସଂଖ୍ୟା ? ( )

   ଅ) 63, 36 ଆ) 63, 63 ଇ) 36, 36

AP SCERT

Ascending Order and Descending Order:

Teacher : Children, Look at the picture. How the children are standing?

Children: Children are standing in a row as per their heights.

Teacher : Yes, children are standing in the shortest height to tallest height. Same way numbers are arranged from the smallest to largest number is called Ascending order.



Ascending order

Example : 12,23,38,57

Observe, the backside trees they are in tallest tree to smallest tree. This arrangement is called Descending Order.

Descending Order

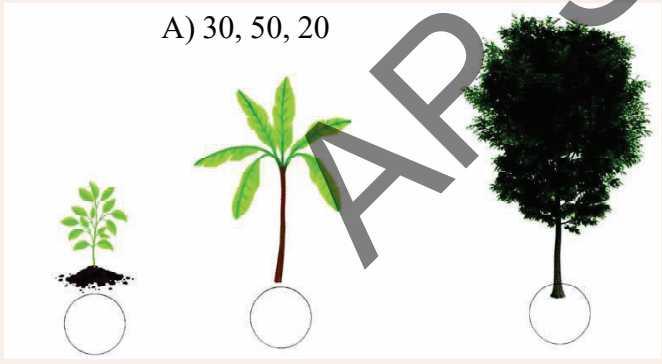
Ex : 57, 38, 23, 12

APSCERT

Do these

1. Arrange the given numbers in the ascending order in the space provided.

A) 30, 50, 20

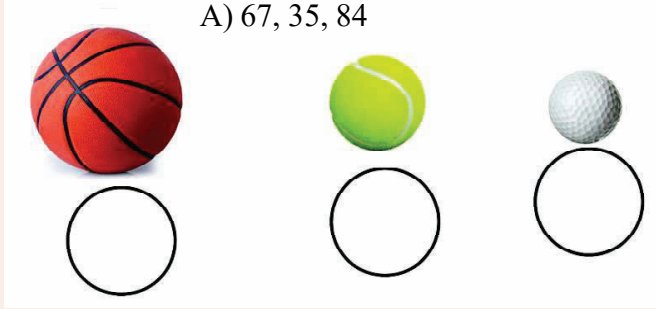


B) 61, 48, 92



2. Arrange the given numbers in the descending order in the space provided.

A) 67, 35, 84



ଆରୋହଣ କ୍ରମ ଏବଂ ଅବରୋହଣ କ୍ରମ :

ଶିକ୍ଷକ : ପିଲାମାନେ, ଚିତ୍ରଟିକୁ ଦେଖ । ପିଲାମାନେ କିପରି ଠିଆ ହୋଇଛନ୍ତ ?

ଶିକ୍ଷାର୍ଥୀ : ପିଲାମାନେ ନିଜନିଜ ଉଚ୍ଚତା ଅନୁସାରେ ଗୋଟିଏ ଧାଡ଼ିରେ ଠିଆ ହୋଇଛନ୍ତି ।

ଶିକ୍ଷକ : ହଁ, ପିଲାମାନେ କମ ଉଚ୍ଚତାରୁ ଅଧିକ ଉଚ୍ଚତା ପର୍ଯ୍ୟନ୍ତ ଠିଆ ହୋଇଛନ୍ତି । ସେହିଭଳି ସଂଖ୍ୟାଗୁଡ଼ିକୁ ସବୁଠୁ ଛୋଟ ସଂଖ୍ୟାରୁ, ସବୁଠୁ ବଡ଼ ସଂଖ୍ୟା ପର୍ଯ୍ୟନ୍ତ ସଜାଇବାକୁ ଆରୋହଣ କ୍ରମ କୁହାଯାଏ ।



ଆରୋହଣ କ୍ରମ

ଉଦାହରଣ : 12, 23, 38, 57

ପିଲାମାନେ ଦେଖ! ପଛ ପାଖରେ ଥିବା ଗଛଗୁଡ଼ିକୁ ଦେଖ । ସେଗୁଡ଼ିକ ସବୁଠୁ ଲମ୍ବା ଗଛରୁ ସବୁଠୁ ଛୋଟ ଗଛ ପର୍ଯ୍ୟନ୍ତ ସଜାଯାଇଛି । ଏହି ପ୍ରକାର ସଜାଣିକୁ ଅବରୋହଣ କ୍ରମ କୁହାଯାଏ ।

ଅବରୋହଣ କ୍ରମ

ଉଦାହରଣ : 57, 38, 23, 12

ଏହା କର

1. ଦିଆଯାଇଥିବା ସଂଖ୍ୟାଗୁଡ଼ିକୁ ଦିଆଯାଇଥିବା ସ୍ଥାନରେ ଆରୋହଣ କ୍ରମରେ ସଜାଅ ।

ଅ) 30, 50, 20

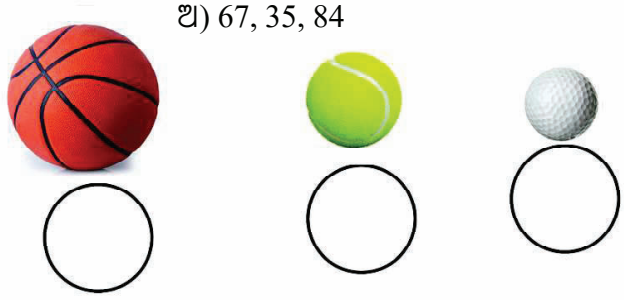


ଆ) 61, 48, 92



2. ଏଠାରେ ଦିଆଯାଇଥିବା ସଂଖ୍ୟାଗୁଡ଼ିକୁ ଅବରୋହଣ କ୍ରମରେ ସଜାଇ ଲେଖ ।

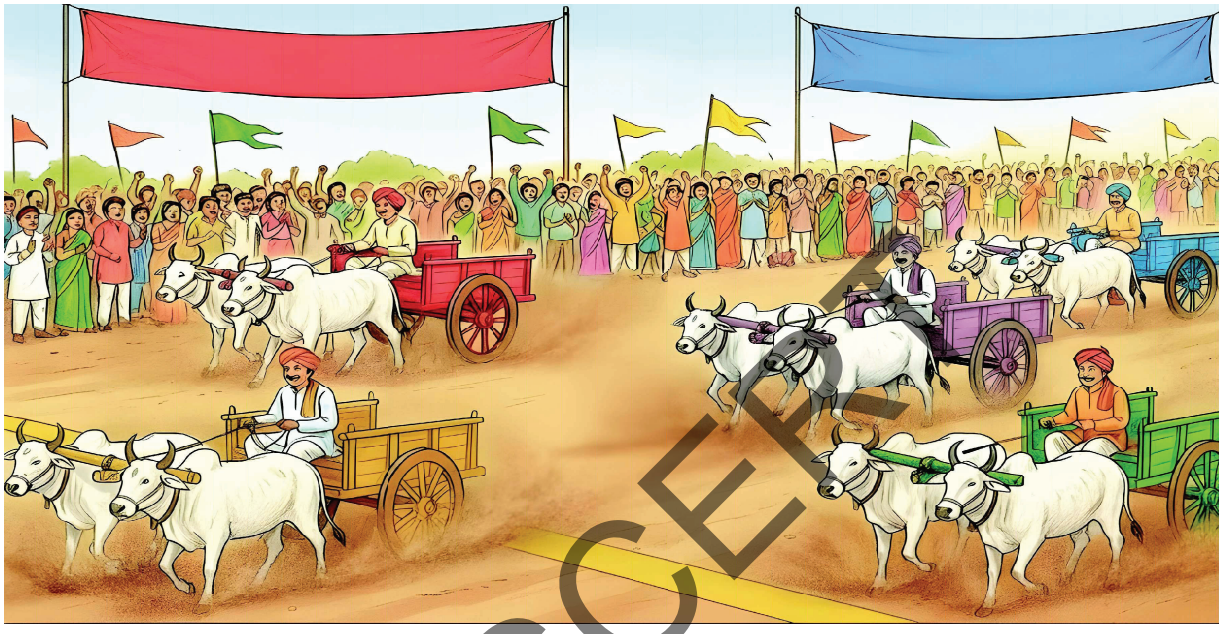
ଅ) 67, 35, 84



ARSCERT

Introduction of Ordinal Numbers

In Andhra pradesh, Sankrathi festival is celebrated through famous bullok cart race called Edlabandi poteelu. The race has nearly come to an end. Look at the picture and observe the position of each bullock cart.



1. Which colour bullock cart came first in the races ? _____

2. Which colour bullock cart is likely to come third ? _____

3. At which position green bullock cart is _____

AP SCERT

Index number :

Discuss with students about various places where they can see numbers as labels or names around them.

Example :

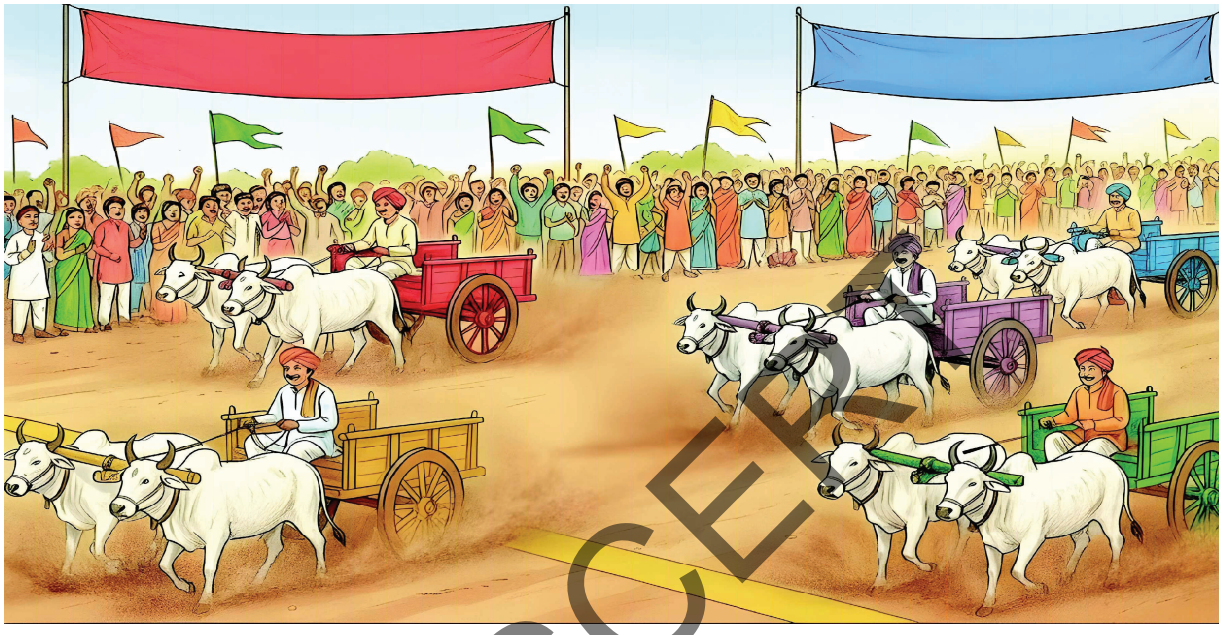
Train Number, Bus Number, House Number, etc.,



କ୍ରମସଂଖ୍ୟାର ପରିଚୟ

ଆନ୍ଧ୍ରପ୍ରଦେଶରେ ସଂକ୍ରାନ୍ତି ପର୍ବଟି ପ୍ରସିଦ୍ଧ ଅଟେ । ଏହି ପର୍ବରେ ବଳଦଗାଡ଼ି ଦୌଡ଼ ପ୍ରତିଯୋଗିତା ମାଧ୍ୟମରେ ଉତ୍ସବଟି ପାଳନ କରାଯାଏ ।

ଦୌଡ଼ ପ୍ରାୟ ସମାପ୍ତ ହେଉଅଛି । ଚିତ୍ରଟିକୁ ଦେଖ ଏବଂ ପ୍ରତ୍ୟେକ ବଳଦଗାଡ଼ିର ଅବସ୍ଥାନକୁ ଲକ୍ଷ୍ୟ କର ।



1. ପ୍ରଥମ ସ୍ଥାନରେ ଥିବା ବଳଦଗାଡ଼ିର ରଙ୍ଗ ? _____
2. ତୃତୀୟ ସ୍ଥାନରେ ଥିବା ବଳଦଗାଡ଼ିର ରଙ୍ଗ ? _____
3. ସବୁଜ ରଙ୍ଗର ବଳଦଗାଡ଼ିର ସ୍ଥାନ _____

AP SCERT

ସୂଚକ ସଂଖ୍ୟା :

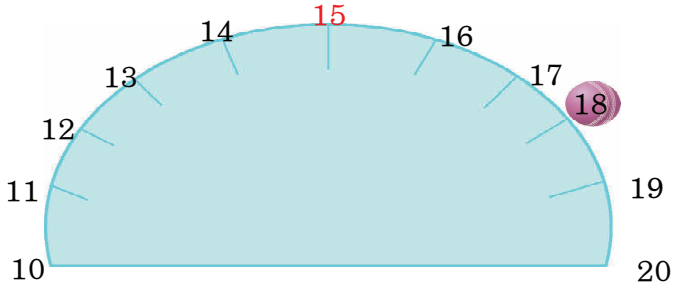
ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ସହିତ ଆଲୋଚନା କର । ସେମାନଙ୍କର ଚତୁଃପାର୍ଶ୍ୱରେ କେଉଁ କେଉଁ ସ୍ଥାନରେ ସଂଖ୍ୟାକୁ ଲେବେଲ୍(ନାମପଟି) କିମ୍ବା ନାମ ଭାବେ ଦେଖିଛନ୍ତି ।

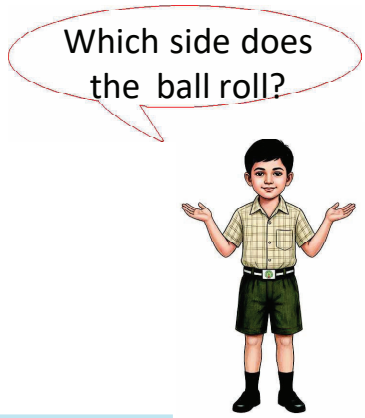
ଉଦାହରଣ :

ଟ୍ରେନ୍ ସଂଖ୍ୟା, ବସ୍ ସଂଖ୍ୟା, ଘର ନମ୍ବର ଇତ୍ୟାଦି...



Rounding off Numbers





Example : Round off 18 to the nearest tens

10	11	12	13	14	15	16	17	18	19	20



Round off 18 to the nearest 10s

Step - 1 : We see 18 is in between 10 and 20.

Step - 2 : Identify the mid number between 10 and 20. It is 15.

Step - 3 : The number 18 comes after 15 and is nearer to 20.

Step - 4 : Round off 18 to the nearest tens is 20.

So, 18 is nearest to 20.

Round off 43 to the nearest tens:

The mid number between 40 and 50 is 45 Round of 43 is to the nearest ten.

Step-1: Note that 43 is in between 40 and 50.

Step-2: Identify the mid number between 40 and 50. It is 45.

Step-3:the number 43 is comes before 45 and is nearer to 40.

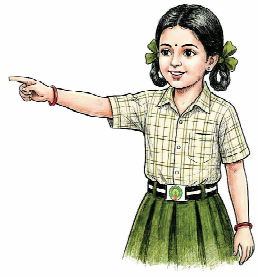
So, 43 is nearest to 40.

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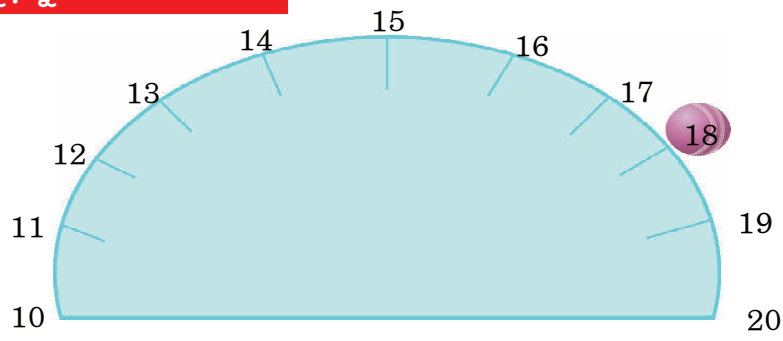
Do these

Colour the box to the nearest tens.

Number	10	20	30	40	50
12					
27					
48					
34					



ସଂଖ୍ୟାଗୁଡ଼ିକୁ ସଂଶୋଧନ କରିବା





ଉଦାହରଣ : 18 ର ନିକଟବର୍ତ୍ତୀ ଦଶ ସଂଖ୍ୟାକୁ ସଂଶୋଧନ କର ।

10	11	12	13	14	15	16	17	18	19	20

10 ଏବଂ 20ର ଠିକ୍ ମଝି ସଂଖ୍ୟାଟି 15 ଅଟେ ।

ସୋପାନ 1 : ମନେ ରଖ 10 ରୁ 20 ମଧ୍ୟରେ 18 ଅଛି ।

ସୋପାନ 2 : 10 ଏବଂ 20 ମଧ୍ୟରେ ଠିକ୍ ମଝି ସଂଖ୍ୟାଟି ଚିହ୍ନଟ କର । ଏହା 15 ଅଟେ ।

ସୋପାନ 3 : 15 ପରେ 18 ସଂଖ୍ୟାଟି ଆସେ ଏବଂ ଏହା 20କୁ ନିକଟତମ ଅଟେ ।

ସୋପାନ 4 : ତେଣୁ, 18 ସଂଖ୍ୟାଟି 20 (2 ଦଶ) ର ନିକଟତମ ଅଟେ ।

ଯଦି 18 ର ପାଖାପାଖି ଦଶକୁ ଗୋଲେଇ ଦିଆଯାଏ, ତେବେ ତାହା 20 ଅଟେ ।



43 ର ନିକଟତମ ଦଶ ସଂଖ୍ୟାକୁ ସଂଶୋଧନ କର :

40 ଏବଂ 50 ମଧ୍ୟରେ ଥିବା ସଂଖ୍ୟାଟି 45 । ତେବେ 43 ର ନିକଟତମ ସଂଖ୍ୟାଟି ଚିହ୍ନଟ କର ।

ପଦକ୍ଷେପ-1: 43, 40 ଏବଂ 50 ମଧ୍ୟରେ ଅଛି ବୋଲି ଜାଣ ।

ପଦକ୍ଷେପ-2: 40 ଏବଂ 50 ମଧ୍ୟରେ ଥିବା ସଂଖ୍ୟାଟିକୁ ଚିହ୍ନଟ କର । ତାହା ହେଉଛି 45 ।

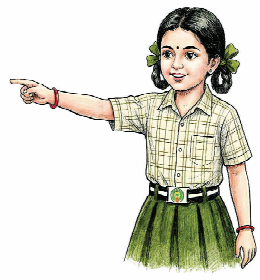
ପଦକ୍ଷେପ-3: 43 ସଂଖ୍ୟାଟି 45 ର ପୂର୍ବରେ ଆସେ ଏବଂ 40 ର ନିକଟତମ ଅଟେ ।

ତେଣୁ, 43 ସଂଖ୍ୟାଟି 40 ର ନିକଟତମ ଅଟେ ।

ଏହା କର

1. ନିମ୍ନ ସଂଖ୍ୟାଗୁଡ଼ିକୁ ନିକଟତମ ଦଶ ସଂଖ୍ୟାକୁ ସଂଶୋଧନ କରି, ସେହି କୋଠରୀରେ ରଙ୍ଗ ଦିଅ ।

ସଂଖ୍ୟା	10	20	30	40	50
12					
27					
48					
34					



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EXERCISE



1. Write the expanded form to the following.

   a) 72 = ☐ + ☐ b) 56 = ☐ + ☐

2. Write the short form to the following.

   a) 30 + 6 = ☐ b) 90 + 9 = ☐

3. Use the suitable symbols (>, <, =) to compare the numbers.

   a) 40 ☐ 20 b) 70 ☐ 50

   c) 17 ☐ 71 d) 45 ☐ 45

4. Write the given numbers in ascending and descending order.

   a) 30, 80, 60

   Ascending order : ☐☐☐ ; Descending order: ☐☐☐

5. Round the numbers to the nearest 10s and tick (✓) in the right box.

   a) 63 : | 50 | 60 | 70 | b) 72 : | 50 | 60 | 70 |

6. Match the following.

   a) 60 + 5 40

   b) Nearest ten of 39 40 + 6

   c) 46 56

   d) Fifty Six 65

7. Identify the number "NINTY FOUR" ( )

   a) 90 b) 94 c) 93

8. Find the biggest number ( )

   a) 99 b) 89 c) 98

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ଅନୁଶୀଳନୀ



1. ବିସ୍ତାରିତ ରୂପରେ ଲେଖ ।

   କ) 70 = ☐ + ☐ ଖ) 56 = ☐ + ☐

2. ସଂକ୍ଷିପ୍ତ ରୂପରେ ଲେଖ ।

   କ) 30 + 6 = ☐ ଖ) 90 + 9 = ☐

3. ସଂଖ୍ୟାଗୁଡ଼ିକୁ ତୁଳନା କରି ଉପଯୁକ୍ତ ଚିହ୍ନ (>, <, =) ଲେଖ ।

   କ) 40 ☐ 20 ଖ) 70 ☐ 50

   ଗ) 17 ☐ 71 ଘ) 45 ☐ 45

4. ନିମ୍ନ ସଂଖ୍ୟାଗୁଡ଼ିକୁ ଆରୋହଣ ଏବଂ ଅବରୋହଣ କ୍ରମରେ ସଜାଇ ଲେଖ ।

   କ) 30, 80, 60

   ଆରୋହଣ କ୍ରମ ☐☐☐ ; ଅବରୋହଣ କ୍ରମ ☐☐☐

5. ଦିଆଯାଇଥିବା ସଂଖ୍ୟାକୁ ନିକଟତମ ଦଶ ସଂଖ୍ୟା ଥିବା କୋଠରୀରେ ଟିକ୍ (✓) ଚିହ୍ନ ଦିଅ ।

	50	60	70
କ) 63 :			
ଖ) 72 :			

6. ନିମ୍ନଗୁଡ଼ିକୁ ଯୋଡ଼ ।

   କ) 60 + 5 40

   ଖ) 39ର ନିକଟତମ ଦଶ ସଂଖ୍ୟା 40 + 6

   ଗ) 46 56

   ଘ) ଛପନ 65

7. ଚଉରାନବେକୁ ସୂଚୀତ କରୁଥିବା ସଂଖ୍ୟାଟି ( )

   କ) 90 ଖ) 94 ଗ) 93

8. ନିମ୍ନରୁ କେଉଁ ସଂଖ୍ୟାଟି ସବୁ ଠାରୁ ବଡ଼ ଅଟେ ? ( )

   କ) 99 ଖ) 89 ଗ) 98

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Improve your learning

1. 54 ☐ 45 with size from the following should be writen in the box ( )

   a) > b) < c) =

2. Identify the number which has '6' in tens place. ( )

   a) 72 b) 62 c) 82

3. Answer the following

   i) What are the nearest before and after tens to the number '36'.

   a) 20-30 b) 30-40 c) 40-50

   ii) Write the possible 2-digit numbers using 8, 3 and 7.

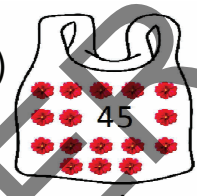
4. Suma, Hasan and Raghu bought some flowers are shown below :

   a) 

   Suma

   b) 

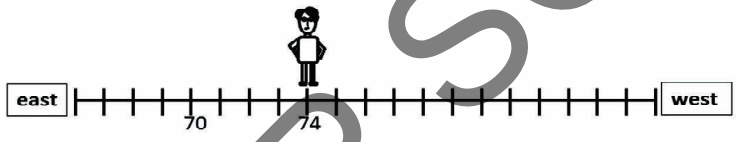
   Hasan

   c) 

   Raghu

   Who bought more flowers ?_____

5. If the boy moves 5 steps west from 74, what will be the nearest TEN to him?( )



   a) 60 b) 70 c) 80

6. The number bigger than 25, smaller than 27 is _____

Mapping of Domains with Concepts - Examples

S.No	Domain	Concepts
1.	Physical development	Number making activity, Colouring activity (bigger & smaller no's)
2.	Cognitive development	Counting objects, comparison of numbers using symbols >,<,=
3.	Socio - Emotional and Ethical development	Practicing activities in groups
4.	Language and literacy development	Giving answers to questions
5.	Aesthetic and cultural development	Colouring smaller & bigger number

Latha counted numbers correctly. This activity related to _____ domain.

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ତୁମ ଶିକ୍ଷଣକୁ ଉନ୍ନତ କର

1. ନିମ୍ନ ଲିଖିତ ଚିହ୍ନମାନଙ୍କ ମଧ୍ୟରୁ ଠିକ୍ ଚିହ୍ନଟି ବାଛି 54 ☐ 45 ର ଖାଲିଘରଟିରେ ଲେଖ । ( )

   କ) > ଖ) < ଗ) =

2. '6' ଦଶ ଥିବା ସଂଖ୍ୟାଟି ଚିହ୍ନଟ କର । ( )

   କ) 72 ଖ) 62 ଗ) 82

3. ନିମ୍ନ ଲିଖିତ ପ୍ରଶ୍ନଗୁଡ଼ିକର ଉତ୍ତର ଦିଅ ।

   i) '36' ସଂଖ୍ୟାର ନିକଟତମ ପୂର୍ବ ଦଶକ ଏବଂ ପରବର୍ତ୍ତୀ ଦଶକ କ'ଣ ?

   କ) 20-30 ଖ) 30-40 ଗ) 40-50

   ii) ୪, 3 ଏବଂ 7 ଅଙ୍କଗୁଡ଼ିକୁ ବ୍ୟବହାର କରି ସମ୍ଭାବ୍ୟ 2-ଅଙ୍କ ବିଶିଷ୍ଟ ସଂଖ୍ୟାଗୁଡ଼ିକ ଲେଖ ।

4. ସୁମା, ହାସନ ଏବଂ ରଘୁ ଆଣିଥିବା କେତେକ ଫୁଲ ନିମ୍ନରେ ଦିଆଯାଇଛି ।

   କ) 

   ସୁମା

   ଖ) 

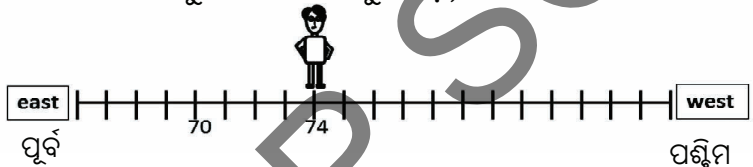
   ହାସନ

   ଗ) 

   ରଘୁ

   କିଏ ଅଧିକା ଫୁଲ ଆଣିଲେ ?

5. ଜଣେ ବାଳକ 74 ଠାରୁ 5 ପାଦ ଆଗକୁ ବଢ଼େ, ତେବେ ନିକଟତମ ଦଶକ କେଉଁଟି ହେବ ? ( )



   କ) 60 ଖ) 70 ଗ) 80

6. 25 ଠାରୁ ବଡ଼ 27 ଠାରୁ ଛୋଟ ଥିବା ସଂଖ୍ୟାଟି _____

ବିଭିନ୍ନ ପରିସର ସହ ଧାରଣାର ଅନ୍ୱୟ – ଉଦାହରଣ

କ୍ର.ସଂ	ପରିସର	ଧାରଣା
1.	ଶାରୀରିକ ବିକାଶ	ସଂଖ୍ୟା ତିଆରି ଖେଳ, ରଙ୍ଗ ଦେବା କାର୍ଯ୍ୟ (ବଡ଼ ଏବଂ ଛୋଟ ସଂଖ୍ୟା)
2.	ଜ୍ଞାନାତ୍ମକ ବିକାଶ	ବସ୍ତୁ ଗଣିବା >,< = ଚିହ୍ନ ବ୍ୟବହାର କରି ତୁଳନା କରିବା
3.	ସାମାଜିକ – ଆବେଗାତ୍ମକ ଏବଂ ନୈତିକ ବିକାଶ	ଦଳରେ କାର୍ଯ୍ୟଗୁଡ଼ିକୁ ଅଭ୍ୟାସ କରିବା
4.	ଭାଷା ଓ ସାକ୍ଷରତା ବିକାଶ	ପ୍ରଶ୍ନଗୁଡ଼ିକର ଉତ୍ତର ଦେବା
5.	ସୌନ୍ଦର୍ଯ୍ୟ ଓ ସାଂସ୍କୃତିକ ବିକାଶ	ଛୋଟ କିମ୍ବା ବଡ଼ ସଂଖ୍ୟାଗୁଡ଼ିକୁ ରଙ୍ଗ ଦେବା

ଲତା ଅଙ୍କଗୁଡ଼ିକୁ କ୍ରମରେ ଗଣିଲା । ଏହି କାର୍ଯ୍ୟଟି _____ ପରିସର ସହ ସମ୍ବନ୍ଧିତ ।

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UNIT 2

Let us add

X1T2F9

Learners will be able to :

- Solve addition problems of 2-digit numbers (sum not exceeding 99).(CG-8)
- Identify errors and correcting mistakes in addition problem.(CG-8)
- Solves addition problems in different situations presented through pictures and stories.(CG-8)
- Tender amount up to 100 using notes and coins.(CG-8)
- Solve grouping and regrouping additions.(CG-8)

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1. What do you observe in the picture?
2. How many tortoises are there?
3. How many parrots are there ?

ଅଧ୍ୟାୟ
2

ମିଶାଣ କରିବା

D3S5S8

ପିଲାମାନେ ଏହା କରିପାରିବେ :

- 2-ଅଙ୍କ ବିଶିଷ୍ଟ ସଂଖ୍ୟାଗୁଡ଼ିକର ମିଶାଣ କରିପାରିବେ (ମିଶାଣଫଳ 99 ଯାଏଁ) । (CG-8)
- ମିଶାଣଗୁଡ଼ିକର ତ୍ରୁଟିଗୁଡ଼ିକୁ ଚିହ୍ନଟ କରି ସମାଧାନ କରିପାରିବେ । (CG-8)
- ଚିତ୍ର ଏବଂ ଗପ ମାଧ୍ୟମରେ ଆସୁଥିବା ବିଭିନ୍ନ ମିଶାଣ ସମସ୍ୟାଗୁଡ଼ିକର ସମାଧାନ କରି ପାରିବେ । (CG-8)
- 100 ଟଙ୍କା ପର୍ଯ୍ୟନ୍ତ ନୋଟ୍ ଏବଂ ମୁଦ୍ରାର ବ୍ୟବହାର କରି ମୋଟ କହିପାରିବେ । (CG-8)
- ସମୂହୀ ଏବଂ ପୁନଃସମୂହୀ ଯୋଗଗୁଡ଼ିକୁ ସମାଧାନ କରିପାରିବେ । (CG-8)



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1. ଚିତ୍ରରେ ତୁମେ କ'ଣ ଲକ୍ଷ୍ୟ କଲ ?
2. ଚିତ୍ରରେ କେତୋଟି କଇଁଛ ଅଛନ୍ତି ?
3. ଚିତ୍ରରେ କେତୋଟି ଶୁଆ ଅଛନ୍ତି ?



I am Sunny



Observe the pictures and do the following additions.

1) How many squirrels are there in total ?

Number of squirrels under the tree = 2

Number of squirrels on the tree = + 1

Total = 3

2) How many parrots are there in total ?

Number of parrots sitting on the lower branch = 4

Number of parrots sitting on the upper branch = + 1

Total = _____

Note : When we add two numbers, the result is called the 'SUM' of the given numbers.

ADDITION RHYME :

Sunny, Bunny come with me,
Let us add the numbers.
Add the numbers don't delay,
Are you ready yes, yes, yes.(2times).
One and two add with me,
One plus two it's three,
Now it's turn to three T H R E E three.
Two and three add with me,
Two plus three its five,
Now its turn to five F I V E five.
Sunny Bunny come with me.
Let us add more and more Laala laala la la la l……



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ମୁଁ ସାନ୍ନି



ଚିତ୍ରଟି ଲକ୍ଷ୍ୟ କର ଏବଂ ନିମ୍ନ ମିଶାଣଗୁଡ଼ିକୁ କର ।

1. ମୋଟ କେତୋଟି ଗୁଣ୍ଡୁଚି ମୂଷା ଅଛନ୍ତି ?

ଗଛ ତଳେ ଥିବା ଗୁଣ୍ଡୁଚି ମୂଷା ସଂଖ୍ୟା	= 2
ଗଛ ଉପରେ ଥିବା ଗୁଣ୍ଡୁଚି ମୂଷା ସଂଖ୍ୟା	= + 1
ମୋଟ	= 3

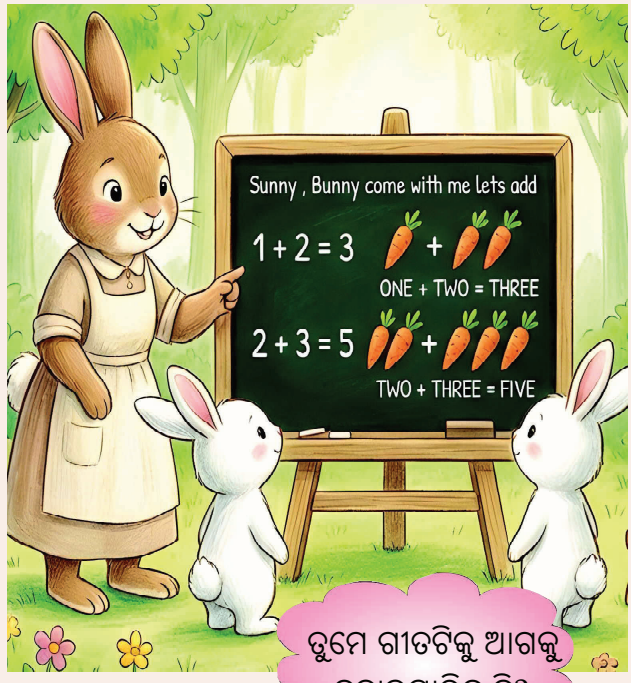
2. ମୋଟ କେତୋଟି ଶୁଆ ଅଛନ୍ତି ?

ଗଛ ତଳ ଶାଖାରେ ବସିଥିବା ଶୁଆ	= 4
ଗଛ ଉପର ଶାଖାରେ ବସିଥିବା ଶୁଆ	= + 1
ମୋଟ	= _____

ସୂଚନା : ଦୁଇଟି ସଂଖ୍ୟା ମିଶାଇଲେ ଆସିବା ଫଳାଫଳକୁ ସଂଖ್ୟାଗୁଡ଼ିକର 'ମୋଟ' କୁହାଯାଏ ।

ଗୀତ ମାଧ୍ୟମରେ ଯୋଗ :

ସାନ୍ନି ବାନ୍ନି ମୋ ସହ ଆସ
ସଂଖ୍ୟା ମିଶାଣ କରିବା ଆସ
ଡେରି ନ କରି ମିଶାଇବା
ତୁମେ ପ୍ରସ୍ତୁତ କି ? ହଁ, ହଁ, ହଁ, (2 ଥର)
ଏକ ସହ ଦୁଇର ଯୋଗ
ମିଶାଣ ଆମେ କରିବା ଆଗ
ଏବେ ହୋଇବ ତିନି
ତାକା ଧିନି ଧିନି ।
ଦୁଇ ତିନି ମୋ ସହ ନାଚ
ଯୋଗ କଲେ ହୋଇବ ପାଞ୍ଚ
ଏବେ ପାଞ୍ଚର ପାଳି, ପାଞ୍ଚ, ପାଞ୍ଚ, ପାଞ୍ଚ
ସାନ୍ନି ବାନ୍ନି ମୋ ସହ ଆସ
ସଂଖ୍ୟା ଯୋଗ କରିବା ଆସ
ଲାଲା, ଲାଲା.....



ତୁମେ ଗୀତଟିକୁ ଆଗକୁ ବଢ଼ାଇପାରିବ କି?

AP SCERT

Activity

Take 9 tamarind seeds and rub them well on one side untill they become white.

Now throw the seeds on the floor.

It will be like.

5 black and 4 white as shown in the picture.

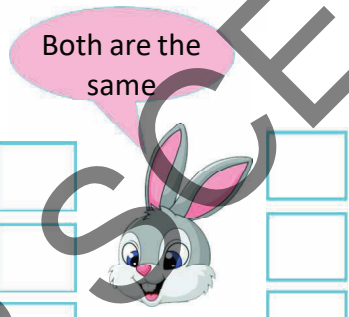
Repeat this activity with all children and note on the table.



Black	White	Total
5	4	9

Making Ten (10)

A) Fill in the boxes.



1	+	9	=		=	9	+	1
2	+	8	=		=	8	+	2
3	+	7	=		=	7	+	3
		5	+	5	=			



Note : Changing the order of numbers while adding does not change the result.

Do the following additions.

a) 5 + 2 = ☐

b) 7 + 1 = ☐

c)

	Tens	Ones
	1	0
+		3

d)

	Tens	Ones
		4
+	1	1

1. Find the sum of 14 + 3 = ? ( )

a) 15 b) 17 c) 16

APSCERT

କାର୍ଯ୍ୟକଳାପ

9ଟି ତେନ୍ତୁଳି ମଞ୍ଜି ନିଅ ଏବଂ ଧଳାଦେଖାଯିବା ପର୍ଯ୍ୟନ୍ତ ଗୋଟିଏ ପାଖକୁ ଭଲଭାବରେ ଘସ ।

ଏବେ ସେହି ମଞ୍ଜିଗୁଡ଼ିକୁ ଚଟାଣରେ ପକାଅ ।

ଚିତ୍ରରେ ଦେଖାଯାଇଥିବା ପରି 5ଟି କଳା ଏବଂ 4ଟି ଧଳା ଆସିଲା ।

ଏହି କାର୍ଯ୍ୟକୁ ପୁନରାବୃତ୍ତି କରି ପାର୍ଶ୍ୱର ତାଲିକା ପୂରଣ କର ।

କଳା	ଧଳା	ମୋଟ
5	4	9



ଦଶର ଗଠନ (10)

ଉଭୟ ସମାନ

ଅ) କୋଠରୀଗୁଡ଼ିକ ପୂରଣ କର ।

1	+	9	=			=	9	+	1
2	+	8	=			=	8	+	2
3	+	7	=			=	7	+	3
				5	+	5	=		



ସୂଚନା : ମିଶାଣ କଲାବେଳେ ସଂଖ୍ୟାକୁ ଅଦଳବଦଳ କଲେ ମଧ୍ୟ ମିଶାଣ ଫଳରେ କୌଣସି ପରିବର୍ତ୍ତନ ହୁଏ ନାହିଁ ।

APSCERT

ନିମ୍ନ ମିଶାଣଗୁଡ଼ିକୁ କର ।

ଅ) 5 + 2 = ☐

ଆ) 7 + 1 = ☐

ଇ)

	ଦଶ	ଏକ
	1	0
+		3

ଈ)

	ଦଶ	ଏକ
		4
+	1	1

1. 14 + 3 ର ମୋଟ କେତେ ? ( )

ଅ) 15 ଆ) 17 ଇ) 16

Addition of 2-digit number and 1-digit number by using 10 blocks

Example : 35 + 4 = ...

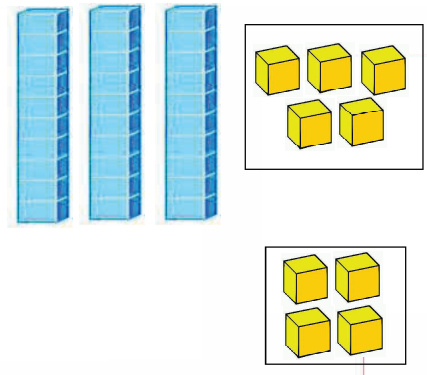
35 means 3 tens and 5 ones.

4 means 4 ones.

Begin adding with ones. So, 5 + 4 = 9

Write 9 in ones place.

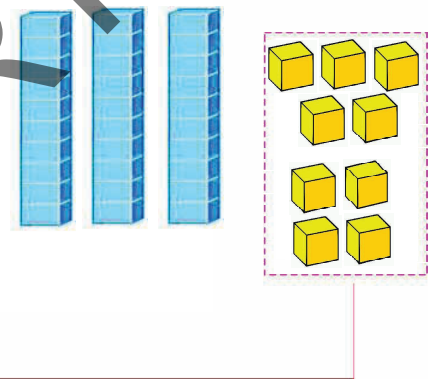
	Tens	Ones
	3	5
+		4
		9



Now, add the numbers in tens place.

Write 3 in tens place.

	Tens	Ones
	3	5
+		4
	3	9



35 + 4 = 39

Convert this addition into word problem (oral)

Example : Subbu has 35 bananas and Gupta has 4 bananas. How many bananas do they have in total?

APSCERT

Do these

1)

	Tens	Ones
	7	5
+		0

2)

	Tens	Ones
		4
+	8	3

3)

	Tens	Ones
	9	0
+		0

4. The sum of two numbers is equals to 68 is _____ ( )

a) 32+38 b) 34+36 c) 34+34

5. 0 + 99 = _____ ? ( )

a) 9 b) 99 c) 90

10 ବିଶିଷ୍ଟ ବ୍ଲକ୍ ବ୍ୟବହାର କରି 2-ଅଙ୍କ ସଂଖ୍ୟା ଏବଂ 1-ଅଙ୍କ ସଂଖ୍ୟାର ମିଶାଣ

ଉଦାହରଣ : 35 + 4 = ...

35 ମାନେ 3ଟି ଦଶ ଏବଂ 5ଟି ଏକ

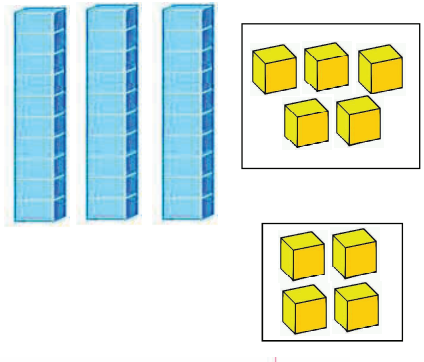
4 ମାନେ 4ଟି ଏକ

ଏକକ ସ୍ଥାନର ସଂଖ୍ୟାଗୁଡ଼ିକୁ ମିଶାଇବା ଆରମ୍ଭ

କଲେ 5 + 4 = 9 ହୁଏ

ତେଣୁ ଏକକ ସ୍ଥାନରେ 9 ଲେଖ ।

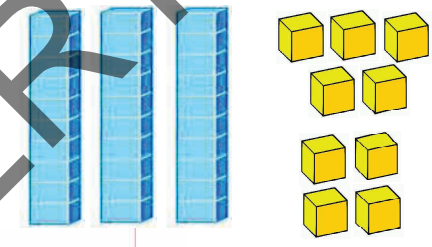
ଦଶ	ଏକ
3	5
	4
	9



ବର୍ତ୍ତମାନ, ଦଶ ସ୍ଥାନରେ ଥିବା ସଂଖ୍ୟାଗୁଡ଼ିକ ମିଶାଅ ।

ଦଶ ସ୍ଥାନରେ 3 ଲେଖ ।

ଦଶ	ଏକ
3	5
	4
+	
3	9



35 + 4 = 39

ଏହି ମିଶାଣକୁ ଧାରାଗଣିତରେ ପରିଣତ କର ।
(ମୌଖିକ)

ଉଦାହରଣ: ସୁବୁ ପାଖରେ 35ଟି କଦଳୀ ଏବଂ ଗୁପ୍ତା ପାଖରେ 4ଟି କଦଳୀ ଅଛି । ସେମାନଙ୍କ ପାଖରେ ମୋଟ କେତୋଟି କଦଳୀ ଅଛି ?

ଏହା କର

1)

ଦଶ	ଏକ
7	5
+	0

2)

ଦଶ	ଏକ
	4
8	3
+	

3)

ଦଶ	ଏକ
9	0
+	0

4. କେଉଁ ଦୁଇଟି ସଂଖ୍ୟାର ମୋଟ 68 କୁ ସମାନ ( )

ଅ) 32 + 38 ଆ) 34 + 36 ଇ) 34 + 34

5. 0 + 99 = _____ ? ( )

ଅ) 9 ଆ) 99 ଇ) 90

APSCERT

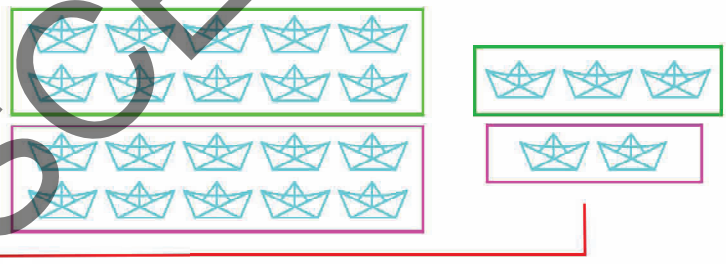
Addition of 2-digit numbers

While Guna and Parthu are playing near the stream, it started raining.
Guna made 13 paper boats and Parthu made 12 paper boats.
They played with the paper boats happily.
Can you count how many boats were made by them together?
13 + 12 = ?



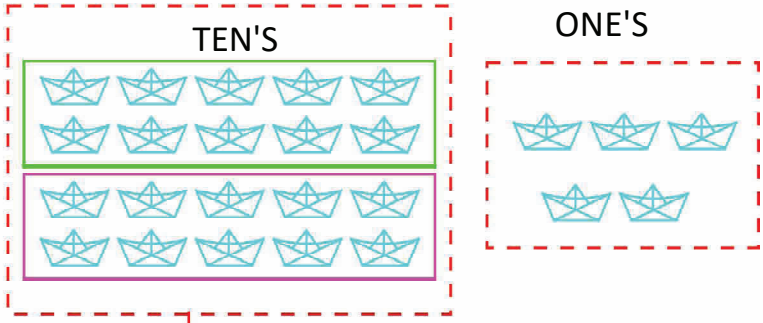
We begin with ones place numbers. So, 3 + 2 = 5. We write '5' in ones place.

Tens	Ones
1	3
1	2
	5



Now we add the numbers in tens.
1 + 1 = 2

Tens	Ones
1	3
1	2
2	5



Write '2' in tens place.

So, 13 + 12 = 25.
Total number of paper boats = 25.



APSCERT

2-ଅଙ୍କ ବିଶିଷ୍ଟ ସଂଖ୍ୟାର ମିଶାଣ

ଗୁଣା ଓ ପାର୍ଥ ଝରଣା ନିକଟରେ ଖେଳୁଥିବା ସମୟରେ ବର୍ଷା ଆରମ୍ଭ ହେଲା ।

ଗୁଣା 13ଟି କାଗଜଡଙ୍ଗା ଏବଂ ପାର୍ଥ 12ଟି କାଗଜ ଡଙ୍ଗା ପ୍ରସ୍ତୁତ କଲେ । ସେମାନେ କାଗଜ ଡଙ୍ଗା ସହିତ ଖୁସିରେ ଖେଳିଲେ ।

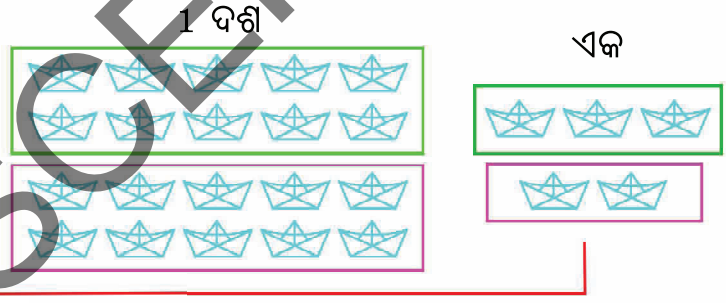
ସେମାନଙ୍କ ଦ୍ୱାରା କେତୋଟି ଡଙ୍ଗା ପ୍ରସ୍ତୁତ କରାଯାଇଥିଲା, ତୁମେ ଗଣନା କରିପାରିବ କି ?

$13 + 12 = ?$



ଆମେ ପ୍ରଥମେ ଏକକ ସ୍ଥାନର ସଂଖ୍ୟାଗୁଡ଼ିକୁ ମିଶାଣ କରିବା ଆରମ୍ଭ କରୁ । ତେଣୁ, $3 + 2 = 5$ ଏକକ ସ୍ଥାନରେ '5' ଲେଖ ।

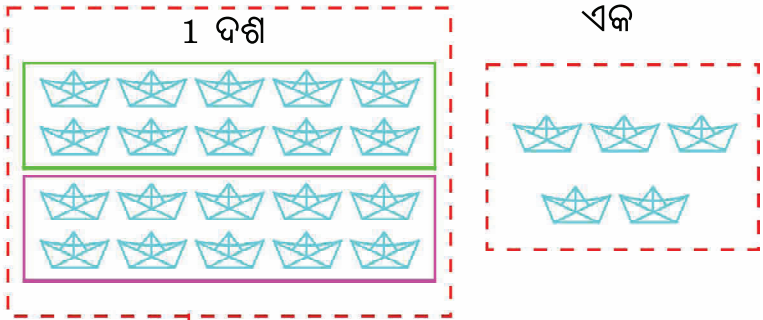
ଦଶ	ଏକ
1	3
1	2
	5



ବର୍ତ୍ତମାନ, ଆମେ ଦଶକ ସ୍ଥାନର ସଂଖ୍ୟାଗୁଡ଼ିକ ମିଶାଇବା

$1 + 1 = 2$

ଦଶ	ଏକ
1	3
1	2
2	5



'2' କୁ ଦଶକ ସ୍ଥାନରେ ଲେଖ ।

ତେଣୁ $13 + 12 = 25$

ମୋଟ କାଗଜ ଡଙ୍ଗା ସଂଖ୍ୟା = 25



APSCERT

Addition of 2-digit number and 2-digit number by using 10 blocks.

Ex : 23 + 15 = _____

23 means 2 tens and 3 ones.

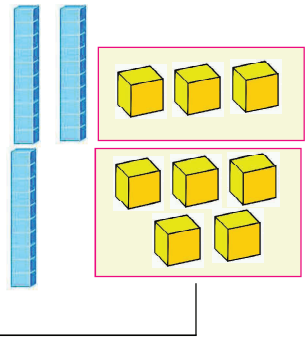
15 means 1 ten and 5 ones.

Adding with ones.

so, 3 + 5 = 8

write 8 in ones place.

Tens	Ones
2	3
1	5
	8

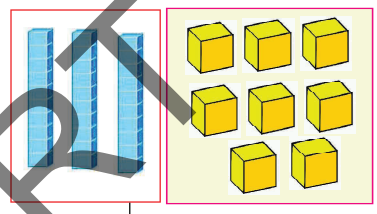


Now, add the numbers in tens place.

Write 3 in tens place.

23 + 15 = 38.

Tens	Ones
2	3
1	5
3	8



AP SCERT

Do these

1)

a)

Tens	Ones
4	1
+ 2	6

b)

Tens	Ones
5	0
+ 3	0

c)

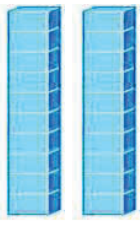
Tens	Ones
6	2
+ 4	5

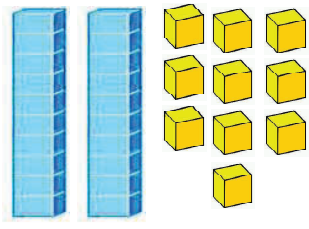
2) Observe and fill in the blanks.

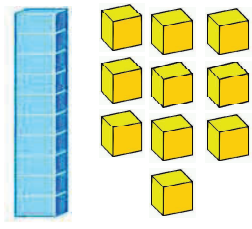
20 + 10 = 30 40 + 10 = ____ 27 + 10 = ____

25 + 10 = ____ 37 + 10 = ____ 29 + 10 = ____

3) Which picture represents 10 + 10 + 10 ? ( )

a) 

b) 

c) 

10 ବିଶିଷ୍ଟ ବ୍ଲକ୍ ବ୍ୟବହାର କରି 2-ଅଙ୍କ ସଂଖ୍ୟା ଏବଂ 2-ଅଙ୍କ ସଂଖ୍ୟାର ମିଶାଣ

ଉଦାହରଣ : 23 + 15 = _____

23 ମାନେ 2ଟି ଦଶ 3ଟି ଏକ

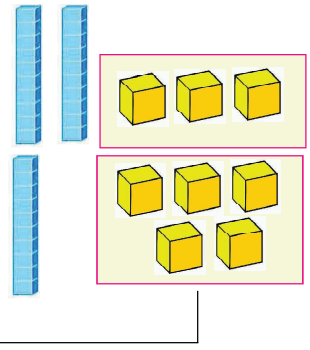
15 ମାନେ 1ଟି ଦଶ 5ଟି ଏକ

ଏକକ ସ୍ଥାନର ସଂଖ୍ୟା ମିଶାଣ କରିବା।

ଏଣୁ 3 + 5 = 8

8 କୁ ଏକ ସ୍ଥାନରେ ଲେଖିବା ।

ଦଶ	ଏକ
2	3
1	5
	8

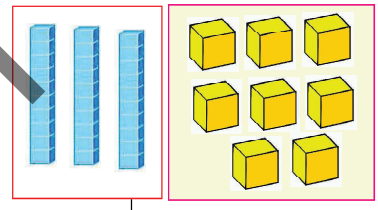


ବର୍ତ୍ତମାନ, ଦଶକ ସ୍ଥାନରେ ଥିବା ସଂଖ୍ୟାଗୁଡ଼ିକ ମିଶାଅ ।

3 କୁ ଦଶକ ସ୍ଥାନରେ ଲେଖ ।

23 + 15 = 38

ଦଶ	ଏକ
2	3
1	5
3	8



ଏହା କର

1) କ)

ଦଶ	ଏକ
4	1
+ 2	6

ଖ)

ଦଶ	ଏକ
5	0
+ 3	0

ଗ)

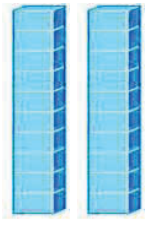
ଦଶ	ଏକ
6	2
+ 4	5

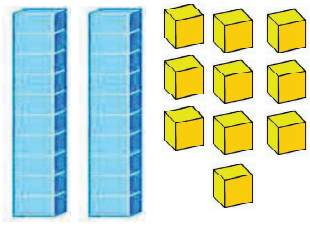
2) ଲକ୍ଷ୍ୟ କରି ଶୂନ୍ୟସ୍ଥାନ ପୂରଣ କର ।

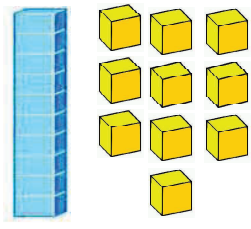
20 + 10 = 30 40 + 10 = ____ 27 + 10 = ____

25 + 10 = ____ 37 + 10 = ____ 29 + 10 = ____

3) କେଉଁ ଚିତ୍ରଟି 10 + 10 + 10 କୁ ପ୍ରତିନିଧିତ୍ୱ କରୁଛି ? ( )

କ) 

ଖ) 

ଗ) 

AP SCERT

Word problems

Some school children went for picnic to the beach.

1) Students at the picnic

18  21 

How many students are there in total?

	Tens	Ones
	1	8
+	2	1



Answer

2) Play material they carried

12  15 

How many play material they carried in total ?

	Tens	Ones
	1	2
+	1	5



Answer

3) Built Types of sand castles

23  31 

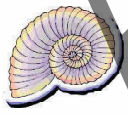
How many sand castles are there in all?

	Tens	Ones
	2	3
+	3	1



Answer

4) Shells collected at the beach

49  30 

How many shells are collected altogether?

	Tens	Ones
	4	9
+	3	0



Answer

5) Animals at the beach

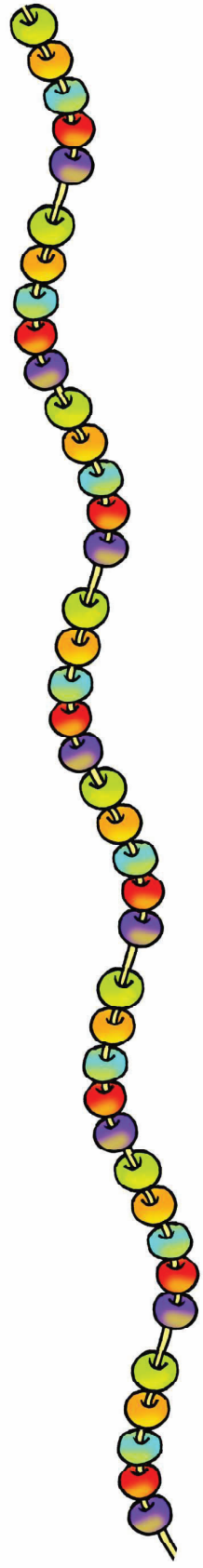
16  22 

How many animals are there in total?

	Tens	Ones
	1	6
+	2	2



Answer



AP SCERT

ଧାରାଗଣିତ

କେତେକ ପିଲା ସମୁଦ୍ର କୂଳକୁ ପିକ୍‌ନିକ୍ ଗଲେ ।

1) ପିକ୍‌ନିକ୍‌କୁ ଯାଇଥିବା ପିଲା ।

18  21 

ପିକ୍‌ନିକ୍ ଯାଇଥିବା ମୋଟ ପିଲା କେତେ ?

	ଦଶ	ଏକ
	1	8
+	2	1



ଉତ୍ତର ☐

2) ସେମାନେ ନେଇଥିବା ଖେଳନା ସାମଗ୍ରୀ

12  15 

ସେମାନେ ମୋଟ କେତୋଟି ଖେଳନା ସାମଗ୍ରୀ ନେଇଥିଲେ ?

	ଦଶ	ଏକ
	1	2
+	1	5



ଉତ୍ତର ☐

3) ବାଲି ସହିତ ଅଲଗା ଅଲଗା ବାଲିଘର କଲେ

23  31 

ମୋଟ କେତୋଟି ବାଲିଘର ନିର୍ମାଣ କଲେ ?

	ଦଶ	ଏକ
	2	3
+	3	1



ଉତ୍ତର ☐

4) ସମୁଦ୍ର କୂଳରେ ଶାମୁକା ସଂଗ୍ରହ କଲେ

49  30 

ସମସ୍ତେ ମିଶି କେତୋଟି ଶାମୁକା ସଂଗ୍ରହ କଲେ ?

	ଦଶ	ଏକ
	4	9
+	3	0



ଉତ୍ତର ☐

5) ସମୁଦ୍ର କୂଳରେ ଥିବା ପ୍ରାଣୀମାନେ

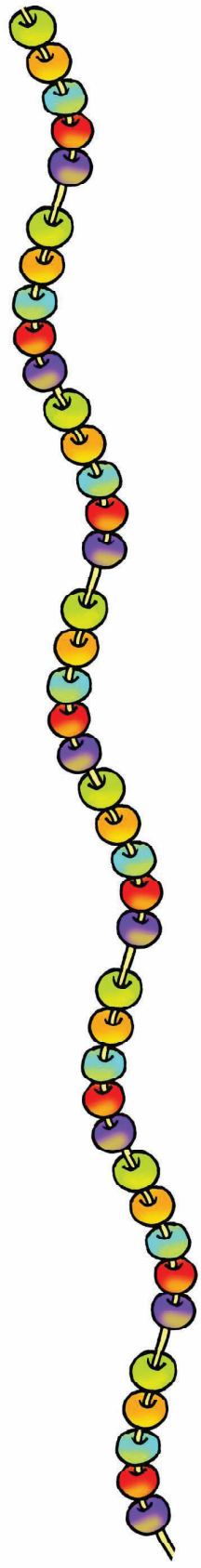
16  22 

ମୋଟ କେତୋଟି ପ୍ରାଣୀ ଅଛନ୍ତି ?

	ଦଶ	ଏକ
	1	6
+	2	2



ଉତ୍ତର ☐



AP SCERT

Addition of 2-digit number with 1-digit number (Regrouping)

Sunny brought '12' carrots and Bunny brought '9' carrots.

How many carrots did they bring together?



Sunny brought 12 carrots = 10 carrots + 2 carrots

Bunny brought 9 carrots = 0 carrots 9 carrots

Total Carrots = 12 + 9 = ?

Step 1 :

We begin adding ones place numbers.

2 ones + 9 ones = 11 ones

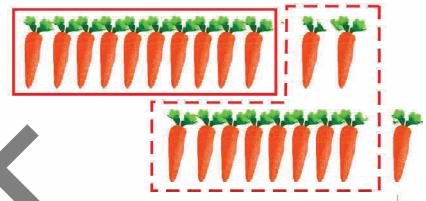
2 + 9 = 11



Regroup 11 ones as 1 Ten and 1 one



	Tens	Ones
	1	2
+	(1)	9
		1



write '1' in ones place, and carry over '1' ten to the tens place.

Step 2 :

Now add tens.

Add tens place numbers.

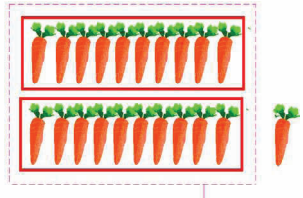
1 ten + 1 ten (carry forward) = 2 tens.

write '2' in tens place.

12 + 9 = 21

Sunny and Bunny brought 21 carrots together.

	Tens	Ones
	1	2
+		9
	2	1





AP SCERT

Do these

a)

	Tens	Ones
	2	2
+		8

b)

	Tens	Ones
	3	4
+		7

c)

	Tens	Ones
	4	3
+		9

2-ଅଙ୍କ ସଂଖ୍ୟା ଏବଂ 1-ଅଙ୍କ ସଂଖ୍ୟାର ମିଶାଣ (ପୁନଃ ସମୂହ)

ସାନ୍ନି 12ଟି ଗାଜର ଏବଂ ବାନ୍ନି 9ଟି ଗାଜର ଆଣଲେ । ସେମାନେ ଦୁହେଁ ମିଶି କେତୋଟି ଗାଜର ଆଣିଲେ ?



ସାନ୍ନି ଆଣିଲା 12ଟି ଗାଜର = 10 ଟି ଗାଜର + 2 ଟି ଗାଜର

ବାନ୍ନି ଆଣିଲା 9ଟି ଗାଜର = 0 ଟି ଗାଜର + 9 ଟି ଗାଜର

ମୋଟ ଗାଜର = 12 + 9 = ?

ସୋପାନ 1 :

ଆମେ ଏକକ ସ୍ଥାନର ସଂଖ୍ୟାଗୁଡ଼ିକୁ ମିଶାଇବା ଆରମ୍ଭ କଲେ

2 ଟି ଏକକ + 9 ଟି ଏକକ = 11 ଟି ଏକକ

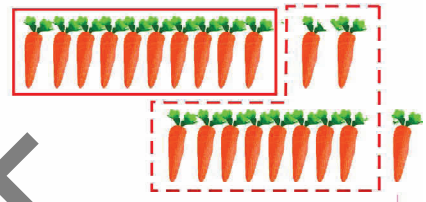
2 + 9 = 11



ସଂଖ୍ୟା 11 ର ପୁନଃସମୂହ 1 ଦଶ ଏବଂ 1 ଏକ ଅଟେ



	ଦଶ	ଏକ
	1	2
+	(1)	9
		1



ଏକକ ସ୍ଥାନରେ '1' ଲେଖି ବଳକା '1' ଦଶକୁ ଦଶକ ସ୍ଥାନକୁ ଆଣ ।

ସୋପାନ : 2

ବର୍ତ୍ତମାନ ଦଶଗୁଡ଼ିକ ମିଶାଅ ।

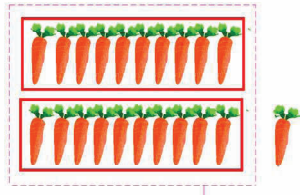
1 ଦଶ + 1 ଦଶ = 2 ଟି ଦଶ

ଦଶକ ସ୍ଥାନରେ '2' ଲେଖ ।

12 + 9 = 21

ସାନ୍ନି ଏବଂ ବାନ୍ନି ଦୁହେଁ ମିଶି 21 ଟି ଗାଜର ଆଣିଲେ ।

	ଦଶ	ଏକ
	1	2
+		9
	2	1





ଏହା କର

କ)

	ଦଶ	ଏକ
	2	2
+		8

ଖ)

	ଦଶ	ଏକ
	3	4
+		7

ଗ)

	ଦଶ	ଏକ
	4	3
+		9

AP SCERT

Addition of 2-digit numbers (Regrouping)

Kala and Priya want to buy story books. So, they collected money from their parents and also from their savings.

Kala has 

Priya has 

How much do they have together ?

Tens	Ones
3	8
3	2

38 + 32 = ?

① Tens	Ones
3	8
+ 3	2
	0



Add ones place numbers first. 8 ones + 2 ones = 10 ones.

So, we regroup the 10 ones.  to 1 ten 

10 ones = 1 ten + 0 ones.

Write '0' in ones place and carry forward '1' ten to tens place.

Now add the numbers in the tens place.

① Tens	Ones
3	8
+ 3	2
7	0





Add tens place numbers = 3 tens + 3 tens + 1 ten (carry forward)

= 7 tens

38 + 32 = 70

So, Kala and Priya have a total of ₹70 together.

38 + 32 = ?

① Tens	Ones
3	8
+ 3	2
7	0

AP SCERT

2-ଅଙ୍କ ବିଶିଷ୍ଟ ସଂଖ୍ୟାଗୁଡ଼ିକର ମିଶାଣ(ପୁନଃସମୂହ)

କଳା ଏବଂ ପ୍ରିୟା ଗପବହି କିଣିବାକୁ ଚାହୁଁଛନ୍ତି । ତେଣୁ, ସେମାନେ ପିତାମାତାଙ୍କ ଠାରୁ ଏବଂ ସେମାନଙ୍କ ସଞ୍ଚୟରୁ ମଧ୍ୟ କିଛି ଟଙ୍କା ନେଲେ

କଳା ପାଖରେ ଥିବା ଟଙ୍କା 

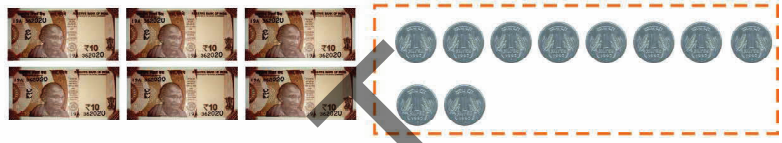
ପ୍ରିୟା ପାଖରେ ଥିବା ଟଙ୍କା 

ଦଶ	ଏକ
3	8
3	2

ଦୁହିଁଙ୍କ ପାଖରେ ଥିବା ମୋଟ ଟଙ୍କା କେତେ ?

3 8 + 3 2 = ?

① ଦଶ	ଏକ
3	8
+ 3	2
	0



ପ୍ରଥମେ ଏକକ ସ୍ଥାନର ସଂଖ୍ୟାଗୁଡ଼ିକୁ ମିଶାଅ । 8 ଟି ଏକ + 2 ଟି ଏକ = 10 ଟି ଏକ

କିନ୍ତୁ ଆମେ 10 ଟି ଏକର ପୁନଃସମୂହ ରୂପ  =

∴ ଦଶଟି ଏକ = 1 ଦଶ + 0 ଏକ

ଏକକ ସ୍ଥାନରେ 0 ଲେଖ ଏବଂ ଦଶ ସ୍ଥାନକୁ 1 ଦଶ ନିଅ ।

ବର୍ତ୍ତମାନ, ଦଶକ ସ୍ଥାନର ସଂଖ୍ୟାଗୁଡ଼ିକୁ ମିଶାଅ ।

① ଦଶ	ଏକ
3	8
+ 3	2
7	0





ଦଶ ସ୍ଥାନର ସଂଖ୍ୟାଗୁଡ଼ିକର ମିଶାଣ = 3 ଟି ଦଶ + 3 ଟି ଦଶ + 1 ଟି ଦଶ (ଆଗକୁ ବଢ଼ାଇବା)

= 7 ଟି ଦଶ

ଦଶକ ସ୍ଥାନରେ 7 ଲେଖ ।

3 8 + 3 2 = 7 0

∴ କଳା ଏବଂ ପ୍ରିୟା ଉଭୟଙ୍କ ପାଖରେ ମୋଟ ₹ 70 ଅଛି ।

38 + 32 = ?

① ଦଶ	ଏକ
3	8
+ 3	2
7	0

AP SCERT

Do these

a)

	Tens	Ones
	3	7
+	4	3

b)

	Tens	Ones
	5	6
+	1	5

Word problems :

Example : In an aquarium, there are 18 big fish and 14 small fish. How many fish are there in total?



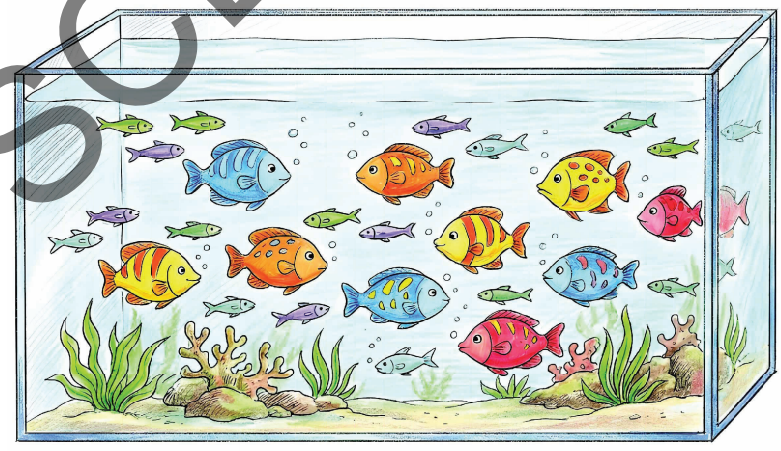
Step - 1 : Find the given important information in the problem.

We know that there are 18 big fish and 14 small fish.

Step - 2 : Decide what to do.

We need to find out the total number of fish.

So we must add.



			Tens	Ones
Big fish	=		1	8
Small fish	=	+	1	4
Total fish	=		3	2

APSCERT

In a fruit garden there are 28 papaya trees and 26 banana trees.

How many total trees are there in the garden ?



		Tens	Ones
Papaya trees	=	2	8
Banana trees	=	2	6
Total trees	=		

ଏହା କର

କ)

	ଦଶ	ଏକ
	3	7
+	4	3

ଖ)

	ଦଶ	ଏକ
	5	6
+	1	5

ଧାରାଗଣିତ

ଉଦାହରଣ : ଗୋଟିଏ ମତ୍ସ୍ୟପାଳନ କୁଣ୍ଡରେ 18 ଟି ବଡ଼ ମାଛ ଏବଂ 14 ଟି ସାନ ମାଛ ରଖାଯାଇଛି । ସେଥିରେ ମୋଟ କେତୋଟି ମାଛ ରହିଛି ?



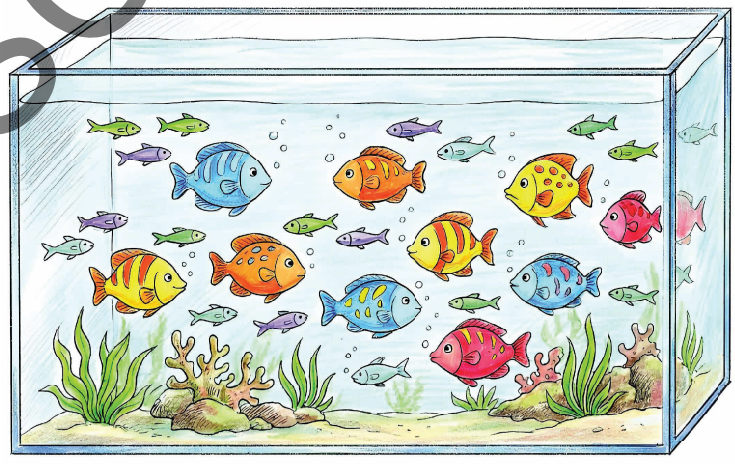
ସୋପାନ 1 : ସମସ୍ୟାରେ ଦିଆଯାଇଥିବା ମୁଖ୍ୟ ସୂଚନାଟି ଜାଣ ।

ଆମେ ଜାଣୁ ଯେ, ସେଠାରେ 18 ଟି ବଡ଼ ମାଛ ଏବଂ 14 ଟି ଛୋଟ ମାଛ ରହିଛି ।

ସୋପାନ 2 : କ'ଣ କରିବା ନିର୍ଣ୍ଣୟ କର ।

ମୋଟ କେତୋଟି ମାଛ ସଂଖ୍ୟା ଜାଣିବା ଆବଶ୍ୟକ ।

ତେଣୁ, ଆମେ ନିଶ୍ଚୟ ମିଶାଣ କରିବା ।



			ଦଶ	ଏକ
ବଡ଼ ମାଛ	=		1	8
ଛୋଟ ମାଛ	=	+	1	4
ମୋଟ ମାଛ	=		3	2

ଗୋଟିଏ ଫଳ ବଗିଚାରେ 28 ଟି ଅମୃତଭଣ୍ଡା ଗଛ ଏବଂ 26 ଟି କଦଳୀ ଗଛ ରହିଛି ?



		ଦଶ	ଏକ
ଅମୃତଭଣ୍ଡା ଗଛ	=	2	8
କଦଳୀ ଗଛ	=	2	6
ମୋଟ ଗଛ	=		

AP SCERT

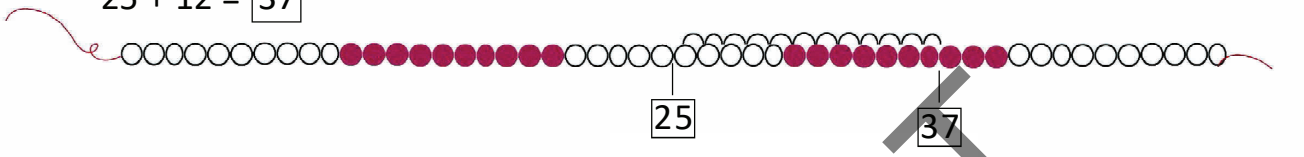
Addition with Poosala Danda(Beads chain)



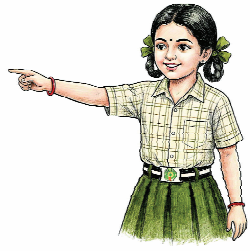
In the addition forward counting by Ones on poosala danda

Counting by ones

25 + 12 = 37



Forward Counting by tens on poosala danda



Counting by tens

15 + 30 = 45



Do these

Add the numbers given below on poosala danda by tens ond ones method.

A. 15 + 25 = ☐



B. 20 + 20 = ☐



C. 12 + 14 = ☐



APSCERT

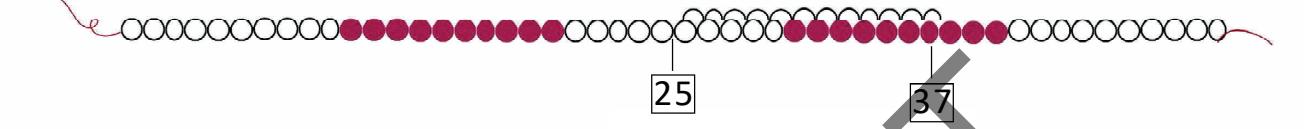
କଣ୍ଠିମାଳି ବ୍ୟବହାର କରି ମିଶାଣ

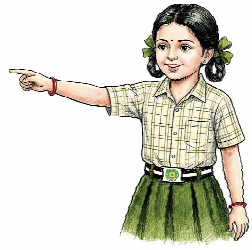


ମିଶାଣ କରିବା ସମୟରେ ଗୋଟି ଗୋଟି କରି ଆଗକୁ ଗଣାଯାଏ ।

ଏକ–ଏକ କରି ଗଣିବା

25 + 12 = 37





କଣ୍ଠିମାଳି ବ୍ୟବହାର କରି ଦଶ–ଦଶ ଆଗକୁ ଗଣିବା ।

ଦଶ–ଦଶ କରି ଗଣିବା

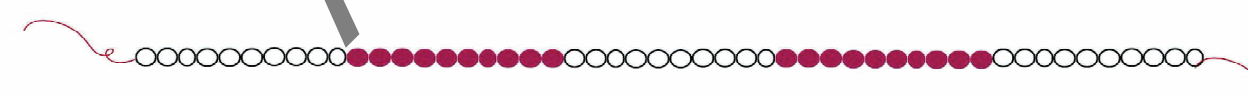
15 + 30 = 45



ଏହା କର

ଦଶ ଏବଂ ଏକ ପଦ୍ଧତିରେ କଣ୍ଠିମାଳି ସାହାଯ୍ୟରେ ତଳେ ଦିଆଯାଇଥିବା ସଂଖ୍ୟାଗୁଡ଼ିକୁ ମିଶାଅ ।

କ. 15 + 25 = ☐



ଖ. 20 + 20 = ☐



ଗ. 12 + 14 = ☐

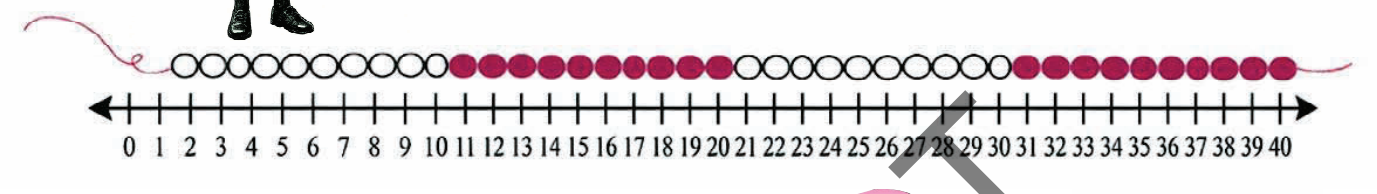


AP SCERT

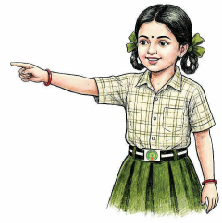
Addition on Numberline



It is difficult to count on Poosala danda every time. Let me write the numbers in place of beads.



I am calling this a numberline.

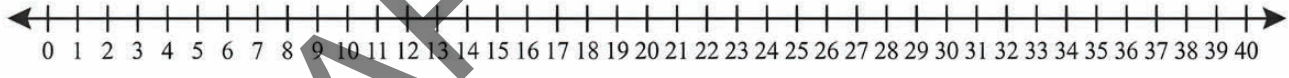


Do these

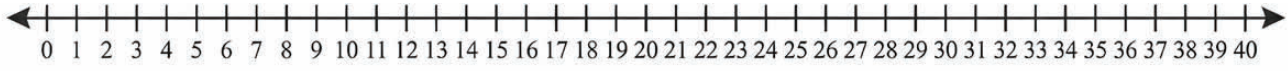
A. 13 + 14 = ☐



B. 24 + 16 = ☐

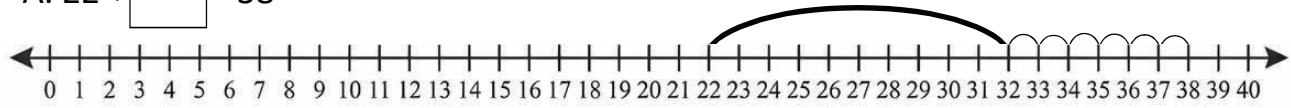


C. 11 + 22 = ☐



Observe the below number line and fill the box

A. 22 + ☐ = 38

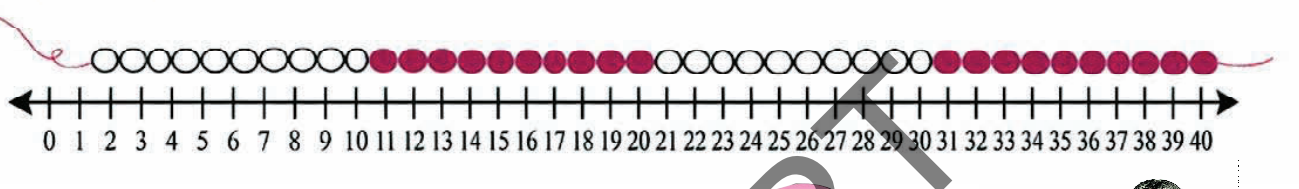


AP SCERT

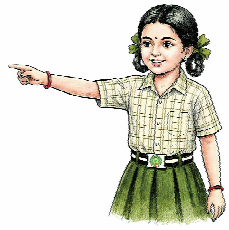
ସଂଖ୍ୟାରେଖାରେ ମିଶାଣ



ପ୍ରତିଥର କଣ୍ଠିମାଳି ଦ୍ୱାରା ଗଣିବା କଷ୍ଟକର । ତେଣୁ ମୁଁ କଣ୍ଠି ସ୍ଥାନରେ ସଂଖ୍ୟାଗୁଡ଼ିକୁ ଲେଖିଲି ।



ମୁଁ ଏହାକୁ ସଂଖ୍ୟାରେଖା ବୋଲି କହୁଛି ।

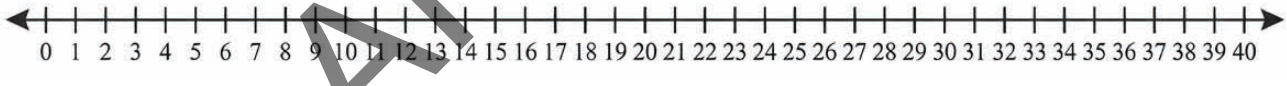


ଏହା କର

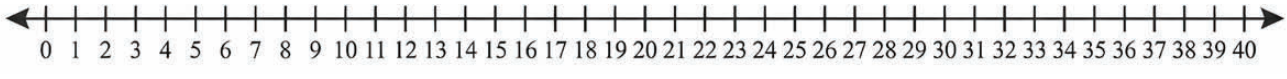
A. 13 + 14 = ☐



B. 24 + 16 = ☐



C. 11 + 22 = ☐



ତଳେ ଥିବା ସଂଖ୍ୟାରେଖାକୁ ଲକ୍ଷ୍ୟ କରି କୋଠରୀକୁ ପୂରଣ କର ।

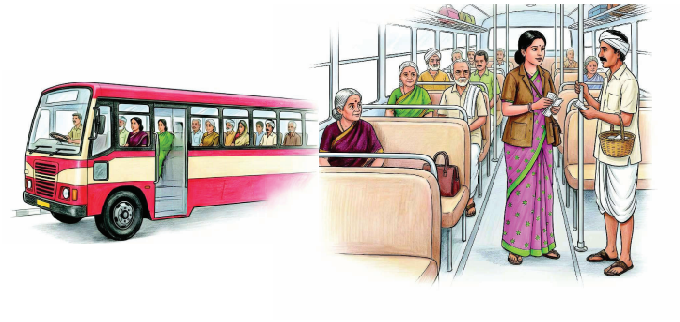
A. 22 + ☐ = 38

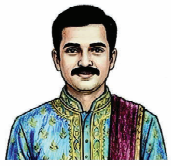


AP SCERT

Traveling :

From Kurnool to Gooty the bus fare is ₹100. The bus conductor collecting the amount from passengers and giving tickets. Three of the passengers gave the amount to the conductor as shown below. Total amount given by each is equal to ₹100. Put (✓) mark, otherwise put (✗) mark in the given boxes.



Passenger	Amount given	✓ or ✗
		
		
		

AP SCERT

Think and discuss

Rajaiah had 25 cows and 4 oxen. In his farm How many total animals are there in rajaiash's farm.

(Sai and Riya solved above sum as follows)

Who added correctly? Justify your answer.

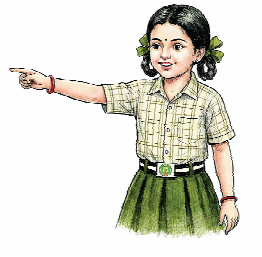


Sai

Tens	Ones
2	5
4	
6	5

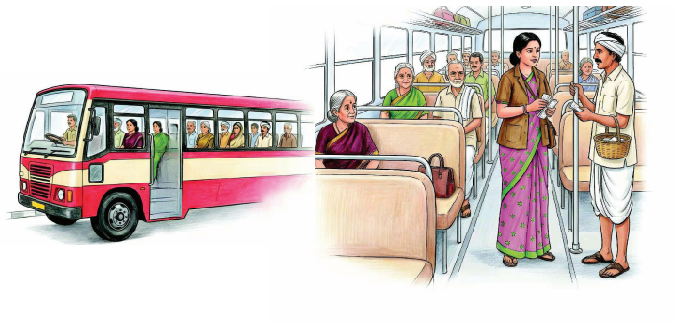
Riya

Tens	Ones
2	5
	4
2	9



ଯାତ୍ରା କରିବା :

କାର୍ଣ୍ଣୁଲୁ ଠାରୁ ଗୁତ୍ତି ପର୍ଯ୍ୟନ୍ତ ବସ ଭଡ଼ା ₹ 100 । ବସ୍ କଣ୍ଡକ୍ଟର୍ ଯାତ୍ରୀମାନଙ୍କ ଠାରୁ ଟଙ୍କା ନେଇ ଟିକଟ ଦିଏ । ତିନି ଜଣ ଯାତ୍ରୀ କଣ୍ଡକ୍ଟରଙ୍କୁ ନିମ୍ନରେ ଦିଆଯିବା ଭଳି ଟଙ୍କା ଦେଇଛନ୍ତି । ପ୍ରତି ଯାତ୍ରୀ ₹ 100 କୁ ସମାନ ହେବାଭଳି ଟଙ୍କା ଦେଇଛନ୍ତି । ଯଦି ସେମାନେ ଦେବା ଟଙ୍କା ସମାନ ତେବେ କୋଠରୀରେ (✓) ଚିହ୍ନ, ନଚେତ୍ (×) ଚିହ୍ନ ଦିଅ ।



ଯାତ୍ରୀମାନେ	ଦେଇଥିବା ଟଙ୍କା	✓ କିମ୍ବା ×
		
		
		

APSCERT

ଚିନ୍ତା କରି ଆଲୋଚନା କର

ରାଜୟାଙ୍କ ପଶୁଶାଳାରେ 25 ଟି ଗାଈ ଏବଂ 4 ଟି ବଳଦ ଅଛି । ତେବେ ରାଜୟାଙ୍କ ପଶୁଶାଳାରେ ସମୁଦାୟ କେତୋଟି ପଶୁ ଅଛନ୍ତି?

(ସାଇ ଏବଂ ରୀୟା ଉପରୋକ୍ତ ଗଣନାକୁ ନିମ୍ନ ଲିଖିତ ଭାବରେ ସମାଧାନ କରିଛନ୍ତି)

କିଏ ଠିକ୍ ଭାବରେ ମିଶାଇଛି ? ତୁମ ଉତ୍ତରର କାରଣ ଦର୍ଶାଅ ।

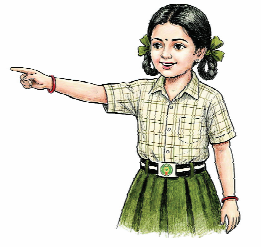


ସାଇ

ଦଶ	ଏକ
2	5
4	
6	5

ରୀୟା

ଦଶ	ଏକ
2	5
	4
2	9





EXERCISE



1) Fill in the blanks.

A) 9 + 1 = ...

B) 16 + 0 = ...

C) 25 + 26 = ...

2) Do the following.

A) 42 + 23 = ... B) 35 + 64 = ... C) 33 + 47 = ... D) 25 + 69 = ...

3) Which number has to fill in the box for the sum ? ( )

a)7 b) 4 c) 9

	Tens	Ones
	4	6
+	3	□
	8	5

4) Check if the answers for the problems are right or wrong. Correct them, if they are wrong.

a) 26 + 42 = 68 b) 30 + 4 = 70

5) Add and circle the correct answer.

a)	45 + 36	81	85	76
b)	68 + 23	81	71	91
c)	50 + 49	90	99	89

6) Put a (✓) mark on the notes and coins you will use to buy this doll.



a)	
b)	

AP SCERT

ଅନୁଶୀଳନୀ

1) ଶୂନ୍ୟସ୍ଥାନ ପୂରଣ କର ।

କ)	9 + 1	=	.....
ଖ)	16 + 0	=	.....
ଗ)	25 + 2 6	=	.....

2) ନିମ୍ନ ମିଶାଣଗୁଡ଼ିକ କର ।

କ) 42 + 23 = ... ଖ) 35 + 64 = ... ଗ) 33 + 47 = ... ଘ) 25 + 69 = ...

3) ସଠିକ୍ ମୋଟ ଆଣିବା ପାଇଁ କୋଠରୀରେ କେଉଁ ସଂଖ୍ୟା ରଖିବାକୁ ପଡ଼ିବ ?

କ) 7 ଖ) 4 ଗ) 9

	ଦଶ	ଏକ
	4	6
+	3	□
	8	5

4) ଉତ୍ତରଗୁଡ଼ିକ ଠିକ୍ କିମ୍ବା ଭୁଲ୍ ପରୀକ୍ଷା କର । ଭୁଲ୍ ଥିଲେ ଠିକ୍ କର ।

କ) 26 + 42 = 68 ଖ) 30 + 4 = 70

5) ମିଶାଣ କର ଏବଂ ଠିକ୍ ଉତ୍ତରକୁ ଗୋଲ ବୁଲାଅ ।

କ)	45 + 36	81	85	76
ଖ)	68 + 23	81	71	91
ଗ)	50 + 49	90	99	89



6) ଏହି କଣ୍ଢେଇ କିଣିବା ପାଇଁ କେଉଁ କେଉଁ ନୋଟ୍ ଏବଂ ମୁଦ୍ରା ଦରକାର ତାହା ଉପରେ (✓) ଚିହ୍ନ ଦିଅ ।

କ)	
ଖ)	

AP SCERT

Improve your learning

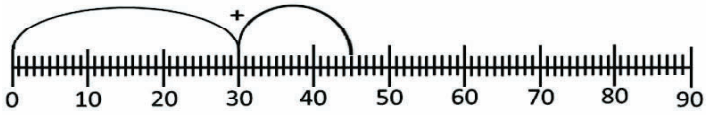
1. Which picture has 4 ones and 3 tens. ( )

   a)  b)  c) 

2. 14 more than 72 is _____.

3. Write the number equals to 3 tens and 7 ones.

4. Look at the number line given below.

   The addition represented on the number line is _____. ( )

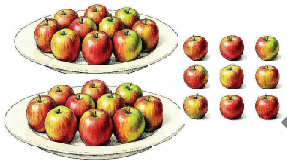
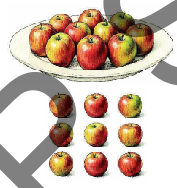
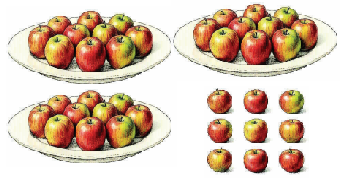
   a) 30+12 b) 30+15 c) 30+18

5. The total amout to buy these fruits is _____

   ₹ 40 ₹ 25

6. Each plate contains 10 apples. If you add 9 more apples that total is? _____ ( )

   a) 29 b) 19 c) 39

ARSCERT

Mapping of Domains with Concepts - Examples

S.No	Domain	Concepts
1.	Physical development	Recite the rhyme with action, Game with tamarind seeds
2.	Cognitive development	Adding numbers, Grouping, Regrouping Additions.
3.	Socio - Emotional and Ethical development	Recite the rhyme with action
4.	Language and literacy development	Recite the rhyme with action, Giving answers to questions
5.	Aesthetic and cultural development	Recite the rhyme with action,

Hari learned regrouping addition. The domain he achieved is _____.

ତୁମ ଶିକ୍ଷଣକୁ ଉନ୍ନତ କର

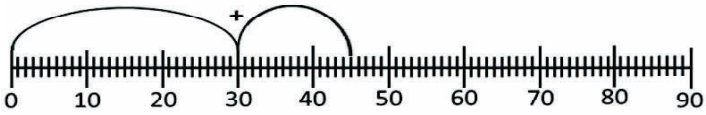
1. କେଉଁ ଚିତ୍ରରେ 4 ଟି ଏକ ଏବଂ 3 ଟି ଦଶ ରହିଛି । ( )

କ)  ଖ)  ଗ) 

2. 72 ଠାରୁ 14 ଅଧିକ ଥିବା ସଂଖ୍ୟାଟି _____

3. 3 ଦଶ ଏବଂ 7 ଏକକୁ ସମାନ ସଂଖ୍ୟାଟି ଲେଖ ।

4. ତଳେ ଦିଆଯାଇଥିବା ସଂଖ୍ୟାରେଖାକୁ ଲକ୍ଷ୍ୟ କର ।



ସଂଖ୍ୟାରେଖାରେ ପ୍ରଦର୍ଶିତ ମିଶାଣଟି ହେଉଛି _____ ( )

କ) 30+12 ଖ) 30+15 ଗ) 30+18

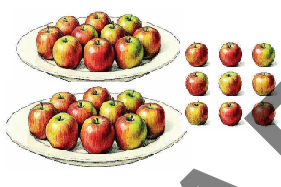
5. ଏହି ଫଳଗୁଡ଼ିକୁ କିଣିବା ପାଇଁ କେତେ ଟଙ୍କା ଲାଗିବ ? _____

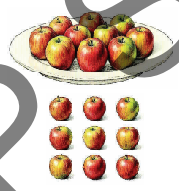

₹ 40

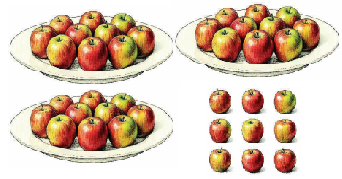

₹ 25

6. ପ୍ରତ୍ୟେକ ଥାଳିରେ 10ଟି ଲେଖାଏଁ ସେଓ ଅଛି । ଯଦି ତୁମେ 9ଟି ଲେଖାଏଁ ସେଓ ମିଶାଅ ତେବେ ମୋଟ ସେଓ ସଂଖ୍ୟା ହେବ ?

____( )


କ) 29


ଖ) 19


ଗ) 39

APSCERT

ବିଭିନ୍ନ ପରିସର ସହ ଧାରଣାର ଅନ୍ୱୟ – ଉଦାହରଣ

କ୍ର.ସଂ	ପରିସର	ଧାରଣା
1.	ଶାରୀରିକ ବିକାଶ	ଅଭିନୟ ଗୀତ ମାଧ୍ୟମରେ ମିଶାଣ, ତେନ୍ତୁଳି ମଂଜି ସହ ଖେଳ
2.	ଜ୍ଞାନାତ୍ମକ ବିକାଶ	ସଂଖ୍ୟା ମିଶାଇବା, ସମୂହୀ ଓ ପୁନଃସମୂହୀ ମିଶାଣ
3.	ସାମାଜିକ – ଆବେଗାତ୍ମକ ଏବଂ ନୈତିକ ବିକାଶ	ଅଭିନୟ ମାଧ୍ୟମରେ ମିଶାଣ କରିବା
4.	ଭାଷା ଓ ସାକ୍ଷରତା ବିକାଶ	ଅଭିନୟ କରି ମିଶାଣ କରିବା, ପ୍ରଶ୍ନଗୁଡ଼ିକର ଉତ୍ତର ଦେବା
5.	ସୌନ୍ଦର୍ଯ୍ୟ ଓ ସାଂସ୍କୃତିକ ବିକାଶ	ମିଶାଣକୁ ନେଇ ଅଭିନୟ ଗୀତ

ହରି ପୁନଃସମୂହୀ ମିଶାଣ ଶିଖିଲା । ତେବେ ସେ ହାସଲ କରିଥିବା ପରିସର _____

UNIT 3

How Much Left

Z6Y3Q6

Learners will be able to :

- Do the subtraction of 2-digit numbers.(CG-8)
- Identify the mistakes in subtraction and correct the mistakes.(CG-8)
- Solves subtraction problems in different situations presented through pictures and stories.(CG-8)
- Solve daily life problems/situations based on subtraction of 2-digit numbers.(CG-7)
- Write the subtraction statements as addition statements (by using symbols).(CG-8)
- Solve grouping and regrouping subtractions.(CG-8)

Aadhya went to her garden to pick fruits, flowers and vegetables.



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Answer the following questions.

1. What do you observe in the above two pictures?
2. a) How many mangoes are there in the first picture?
   b) How many mangoes are left on the tree in the second picture?
   c) How many mangoes did Aadhya pick?
3. a) How many roses are there in the first picture?
   b) How many roses are left on the plant in the second picture?
   c) How many roses did Aadhya pick?

ଅଧ୍ୟାୟ 3

ବଳକା କେତେ ?

S5J1S1

ପିଲାମାନେ ଏହା କରିପାରିବେ :

- 2–ଅଙ୍କ ବିଶିଷ୍ଟ ଫେଡ଼ାଣ କରିପାରିବେ । (CG-8)
- ଫେଡ଼ାଣରେ ଭୁଲ୍‌ଗୁଡ଼ିକୁ ଚିହ୍ନଟ କରି ଠିକ୍ କରିପାରିବେ । (CG-8)
- ଚିତ୍ର ଏବଂ ଗପ ମାଧ୍ୟମରେ ବିଭିନ୍ନ ପରିସ୍ଥିତିରେ ଫେଡ଼ାଣ ସମସ୍ୟାଗୁଡ଼ିକର ସମାଧାନ କରିପାରିବେ । (CG-8)
- ଦୈନନ୍ଦିନ ଜୀବନରେ 2–ଅଙ୍କ ବିଶିଷ୍ଟ ଫେଡ଼ାଣ ସମସ୍ୟାଗୁଡ଼ିକୁ ସମାଧାନ କରିପାରିବେ ।(CG-7)
- ସଙ୍କେତ ବ୍ୟବହାର କରି ମିଶାଣ ଭଳି ଫେଡ଼ାଣ ଧାରା ଗଣିତ ଲେଖିପାରିବେ ।(CG-8)
- ସମୂହୀ ଓ ପୁନଃ ସମୂହୀ ଫେଡ଼ାଣଗୁଡ଼ିକୁ ସମାଧାନ କରିପାରିବେ । (CG-8)

ଆଦ୍ୟା ଫୁଲ, ଫଳ ଓ ପରିବା ତୋଳିବା ପାଇଁ ତାଙ୍କ ବଗିଚାକୁ ଗଲା ।



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ନିମ୍ନ ପ୍ରଶ୍ନଗୁଡ଼ିକର ଉତ୍ତର ଦିଅ ।

1. ଉପର ଦୁଇଟି ଛବିରେ ତୁମେ କ'ଣ ଲକ୍ଷ୍ୟ କଲ ?
2. ଅ) ପ୍ରଥମ ଚିତ୍ରରେ କେତୋଟି ଆମ୍ବ ଅଛି ?

   ଆ) ଦ୍ୱିତୀୟ ଚିତ୍ରର ଗଛରେ କେତୋଟି ଆମ୍ବ ବଳକା ଅଛି ?

   ଇ) ଆଦ୍ୟା କେତୋଟି ଆମ୍ବ ତୋଳିଲା ?
3. ଅ) ପ୍ରଥମ ଚିତ୍ରରେ କେତୋଟି ଗୋଲାପ ଅଛି ?

   ଆ) ଦ୍ୱିତୀୟ ଚିତ୍ରରେ ଗଛରେ କେତୋଟି ଗୋଲାପ ଫୁଲ ଅବଶିଷ୍ଟ ଅଛି ?

   ଇ) ଆଦ୍ୟା କେତୋଟି ଗୋଲାପ ତୋଳିଲା ?

4. a) How many brinjals are there in the first picture?

b) How many brinjals are left on the plant in the second picture?

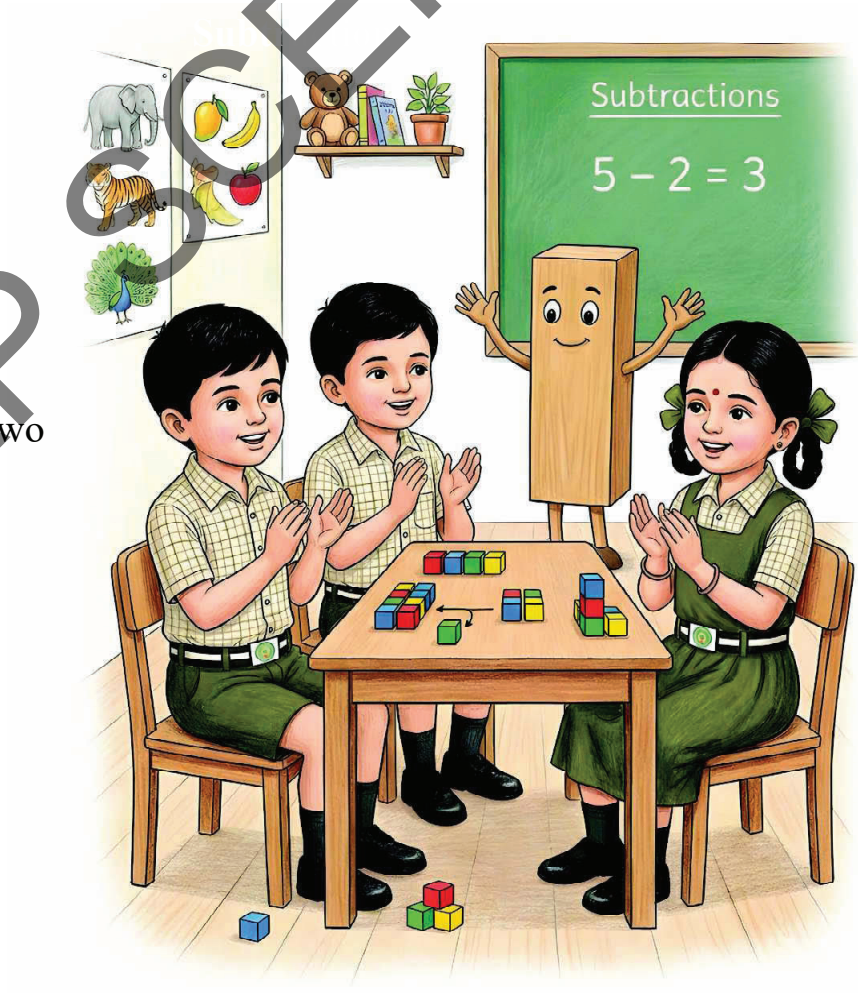
c) How many brinjals did Aadhya pick?

Do these

a) $\begin{array}{r} 4 \\ -\ 2 \\ \hline \\ \hline \end{array}$ b) $\begin{array}{r} 5 \\ -\ 4 \\ \hline \\ \hline \end{array}$ c) $\begin{array}{r} 6 \\ -\ 5 \\ \hline \\ \hline \end{array}$ d) $\begin{array}{r} 7 \\ -\ 3 \\ \hline \\ \hline \end{array}$

Rhyme

Subtraction is my name
Minus is my sign
Take a way, left over
difference and remaining
All are same
All are same
If I have five and take away two
I will have three
that's easy to do
Subtraction is fun
come and do with me
Clap - Clap - Clap.



AP SCERT

4. ଅ) ପ୍ରଥମ ଚିତ୍ରରେ କେତୋଟି ବାଇଗଣ ଅଛି ?

ଆ) ଦ୍ୱିତୀୟ ଚିତ୍ରରେ ଗଛରେ କେତୋଟି ବାଇଗଣ ଅବଶିଷ୍ଟ ଅଛି ?

ଇ) ଆଦ୍ୟା କେତୋଟି ବାଇଗଣ ତୋଳିଲା ?

ଏହା କର

ଅ)	4	ଆ)	5	ଇ)	6	ଈ)	7
	− 2		− 4		− 5		− 3
	_____		_____		_____		_____
	_____		_____		_____		_____

ଗୀତ

ବିୟୋଗ ମୋର ନାମରେ
ମାଇନସ୍ ମୋର ଚିହ୍ନରେ ।
କାଢ଼ିଦେଲେ ଯାହା ବଳକା
ତାକୁ କହିବି ଅବଶିଷ୍ଟରେ ।
ପ୍ରଭେଦ, ବଳକା ଓ ଅନ୍ତର
ସବୁରି ଏକା ଅର୍ଥରେ ।
ପାଞ୍ଚ ଥିଲେ ଦୁଇ କାଢ଼ିଲେ
ତିନି ରହିବ ଦେଖରେ ପିଲେ ।
କରିବା ବହୁତ ସହଜରେ
ବିୟୋଗ ଖେଳ ମଜାରେ ।
ଆସ ମୋ ସହ କରିବ
ତାଳି ମାରି ମାରି ବୁଝିବ ।



APSCERT

Subtraction of 1-digit number from 2-digit numbers (without regrouping)

Kalyani purchased 18 eggs.

5 eggs were broken when she fell down.

How many eggs are remaining with her?



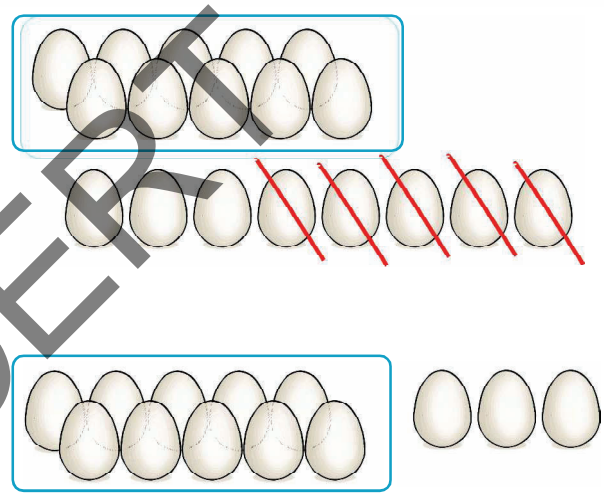
Tens	Ones
1	8
	5
1	3

= 1 ten + 8 ones

= 5 ones

= 1 ten + 3 ones

= 13



Do these

Subtract

a)

Tens	Ones
2	5
	2

= 2 tens + 5 ones

= 2 ones

= ___ tens + ___ ones



b)

Tens	Ones
4	7
	4

= ___ tens + ___ ones

= ___ ones

= ___ tens + ___ ones

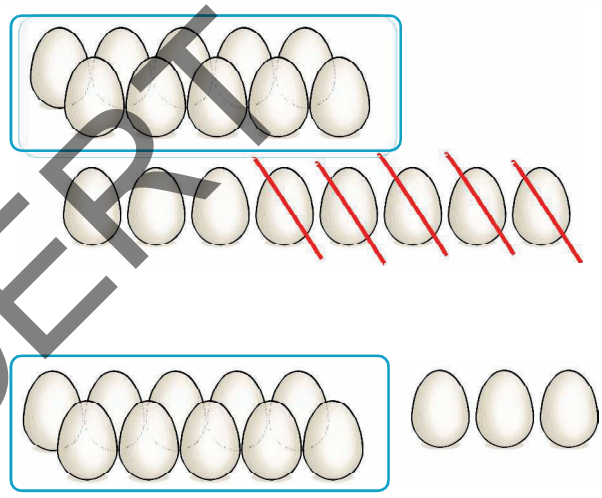
AP SCERT

2 – ଅଙ୍କ ସଂଖ୍ୟାରୁ 1 – ଅଙ୍କ ସଂଖ୍ୟାକୁ ଫେଡ଼ିବା (ବିନା ପୁନଃ ସମୂହରେ)

କଲ୍ୟାଣି 18ଟି ଅଣ୍ଡା କିଣିଲେ । ସେ ତଳେ ପଡ଼ିଯିବାରୁ ସେଥିରୁ 5ଟି ଅଣ୍ଡା ଭାଙ୍ଗିଗଲା । ବଳକା କେତୋଟି ଅଣ୍ଡା ରହିଲା ?



	ଦଶ	ଏକ		
	1	8	=	1 ଦଶ + 8ଟି ଏକ
–		5	=	5ଟି ଏକ
	1	3	=	1 ଦଶ + 3ଟି ଏକ
			=	13



ଏହା କର

ଏହା କର ।

ଅ)

	ଦଶ	ଏକ		
	2	5	=	2 ଦଶ + 5ଟି ଏକ
–		2	=	2ଟି ଏକ
			=	___ ଦଶ + ___ ଟି ଏକ



ଆ)

	ଦଶ	ଏକ		
	4	7	=	___ ଦଶ + ___ ଟି ଏକ
–		4	=	___ ଟି ଏକ
			=	___ ଦଶ + ___ ଟି ଏକ

AP SCERT

Subtraction of 1-digit number from 2-digit numbers (with regrouping)

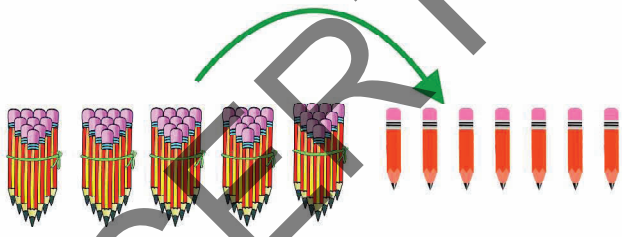
There were 57 passengers in a bus. 9 of them got down on the way. How many passengers are left in the bus?



Step - 1 : Will you add or subtract? We are talking about passengers 'left' we will subtract.

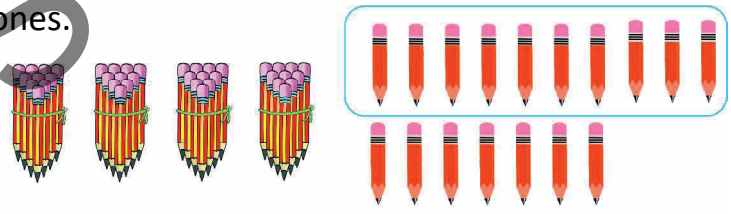
	Tens	Ones
	5	7
(-)		9

1 ten = 10 ones



Step - 2 : We cannot subtract 9 ones from 7 ones.
So, regroup 1 ten into 10 ones.

	Tens	Ones
	4 (5)	17 (7)
(-)		9
		8



So, 1 ten + 7 ones = 10 ones + 7 ones
= 17 ones

17 ones - 9 ones = 8 ones

Step - 3 :

	Tens	Ones
	4 (5)	17 (7)
(-)		9
	4	8

Write 8 ones under the ones column.

Remaining tens = 4 tens

No of tens to be removed from 4 tens.

4 tens - 0 tens = 4 tens

So, write 4 in the tens column.

Passengers left in the bus are 48.

AP SCERT

2 – ଅଙ୍କ ସଂଖ୍ୟାରୁ 1 – ଅଙ୍କ ସଂଖ୍ୟାକୁ ଫେଡ଼ିବା (ପୁନଃ–ସମୂହ ଦ୍ୱାରା)

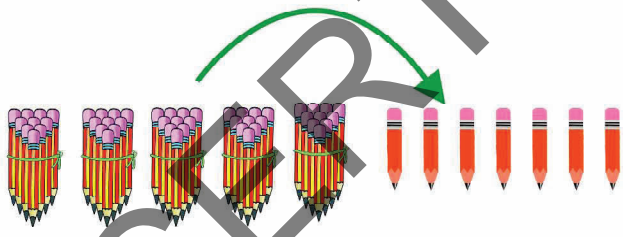


ଗୋଟିଏ ବସ୍‌ରେ 57 ଜଣ ଯାତ୍ରୀ ଥିଲେ । ସେମାନଙ୍କ ମଧ୍ୟରୁ 9 ଜଣ ରାସ୍ତାରେ ଓହ୍ଲାଇଲେ । ତେବେ, ବସ୍‌ରେ କେତେ ଜଣ ଯାତ୍ରୀ ବଳକା ରହିଲେ ?

ସୋପାନ 1: ମିଶାଇବା ନା ଫେଡ଼ିବା ? କେତେଜଣ 'ବଳକା' ରହିଲେ ବୋଲି ପଚରାଯାଇଛି ତେଣୁ ଆମେ ଫେଡ଼ିବା ।

	ଦଶ	ଏକ
	5	7
(-)		9

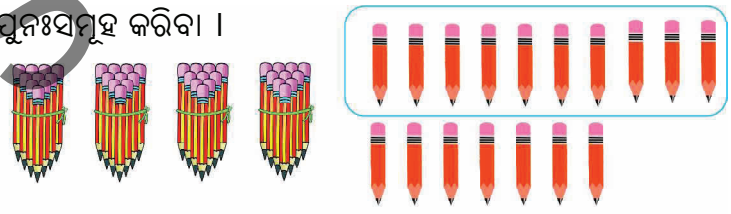
1 ଦଶ = 10ଟି ଏକ



ସୋପାନ 2: ଆମେ 7 ରୁ 9 ଫେଡ଼ାଣ କରିପାରିବା ନାହିଁ ।

ତେଣୁ 1 ଦଶକୁ 10ଟି ଏକ ରୂପରେ ପୁନଃସମୂହ କରିବା ।

	ଦଶ	ଏକ
	4 (5)	17 (7)
(-)		9
		8



ତେଣୁ, 1 ଦଶ + 7ଟି ଏକ = 10ଟି ଏକ + 7ଟି ଏକ

= 17ଟି ଏକ

17ଟି ଏକ – 9ଟି ଏକ = 8ଟି ଏକ

ସୋପାନ 3:

	ଦଶ	ଏକ
	4 (5)	17 (7)
(-)		9
	4	8

ଏକ ସ୍ତମ୍ଭର ତଳେ 8 ଲେଖିବା ।

ବଳକା ଦଶଗୁଡ଼ିକ = 4 ଦଶ

4ଟି ଦଶରୁ ବାହାର କରାଯିବାକୁ ଥିବା ଦଶ ସଂଖ୍ୟା, କିଛି ନାହିଁ । ତେଣୁ

4 ଦଶ – 0 ଦଶ = 4 ଦଶ

ତେଣୁ, ଦଶକ ସ୍ତମ୍ଭର ତଳେ 4 ଲେଖିବା

ବସ୍‌ରେ ବଳକା ରହିଥିବା ଯାତ୍ରୀଙ୍କ ସଂଖ୍ୟା = 48

AP SCERT

Do these

1)

	Tens	Ones
	3 4	13 3
(-)		8
	3	5

2)

	Tens	Ones
	5	6
(-)		8

3)

	Tens	Ones
	7	1
(-)		5



4) 32 – 6 = ____

5) 42 – 9 = ____

6) 53 – 8 = ____

	Tens	Ones
	3	2
(-)		6

	Tens	Ones
	4	2
(-)		0

	Tens	Ones
(-)		

7) **Hussain has 15 chocolates. He gave 7 chocolets to his sister. How many chocolates are remaining with him?**



Number of chocolates Hussain has =

Number of chocolates he gave to his sister =

Number of chocolates remaining with Hussain =

	Tens	Ones
	1	5
(-)		7

8) **There are 72 pages in a story book. Tara read 9 pages in that book. How many more pages are to be read by Tara to complete the book?**



_____ =

_____ =

_____ =

	Tens	Ones
(-)		

AP SCERT

ଏହା କର

1)

	ଦଶ	ଏକ
	3 4	13 3
(-)		8
	3	5

2)

	ଦଶ	ଏକ
	5	6
(-)		8

3)

	ଦଶ	ଏକ
	7	1
(-)		5



4) 32 – 6 = _____

5) 42 – 9 = _____

6) 53 – 8 = _____

	ଦଶ	ଏକ
	3	2
(-)		6

	ଦଶ	ଏକ
	4	2
(-)		0

	ଦଶ	ଏକ
(-)		

AP SCERT

7) ହୁସେନ ପାଖରେ 15ଟି ଚକୋଲେଟ୍ ଅଛି । ସେଥିରୁ 7ଟି ତା' ଭଉଣୀକୁ ଦେଲା । ତେବେ, ହୁସେନ୍ ପାଖରେ କେତୋଟି ଚକୋଲେଟ୍ ବଳକା ରହିଲା ?



ହୁସେନ୍ ପାଖରେ ଥିବା ଚକୋଲେଟ୍ =

ତା' ଭଉଣୀକୁ ଦେବା ଚକୋଲେଟ୍ =

ହୁସେନ୍ ପାଖରେ ଥିବା ବଳକା ଚକୋଲେଟ୍ =

	ଦଶ	ଏକ
	1	5
(-)		7

8) ଗୋଟିଏ ଗପ ବହିରେ 72ଟି ପୃଷ୍ଠା ଅଛି । ତାରା ସେହି ଗପ ବହିର 9ଟି ପୃଷ୍ଠା ପଢ଼ିଲା । ବହିଟି ସମ୍ପୂର୍ଣ୍ଣ କରିବା ପାଇଁ ତାରାକୁ ଆଉ କେତୋଟି ପୃଷ୍ଠା ପଢ଼ିବାକୁ ପଡ଼ିବ ?



_____ =

_____ =

_____ =

	ଦଶ	ଏକ
(-)		

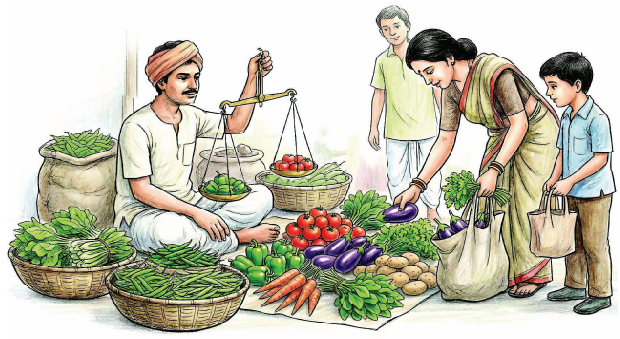
Subtraction of 2-digit numbers from 2-digit numbers (without regrouping)

Vijay went to market with ₹ 95.

He spent ₹ 43 to buy the vegetables

How much money is now

left with Vijay?



Money taken to bazaar by Vijay =

Money spent by Vijay = (-)

Tens	Ones
9	5
4	3



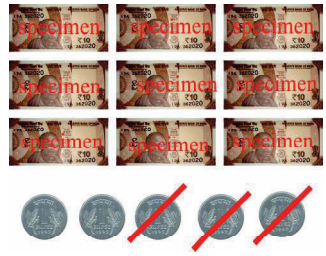
Step - 1 : Subtract number in the ones place.

5 ones - 3 ones = 2 ones

Write 2 in the ones column.

(-)

Tens	Ones
9	5
4	3
	2



Step - 2 : Subtract the number in tens place.

9 tens - 4 tens = 5 tens

Write 5 in tens column.

(-)

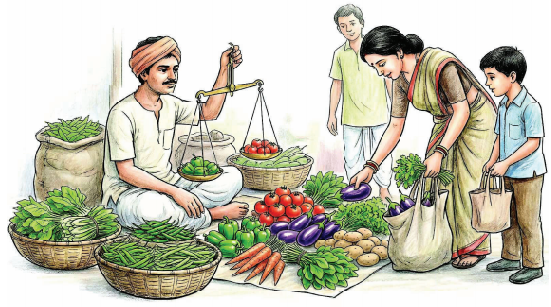
Tens	Ones
9	5
4	3
5	2



So, the amount left with Vijay = ₹ 52

AP SCERT

2-ଅଙ୍କ ସଂଖ୍ୟାରୁ 2-ଅଙ୍କ ସଂଖ୍ୟାକୁ ଫେଡ଼ିବା (ପୁନଃ-ସମୂହ ଦ୍ୱାରା)



ବିଜୟ ₹ 95 ଧରି ବଜାରକୁ ଗଲେ । ସେ ₹ 43 ଦେଇ ପରିବା କିଣିଲେ । ବିଜୟ ପାଖରେ ଆଉ କେତେ ଟଙ୍କା ବଳକା ରହିଲା ?

ବିଜୟ ବଜାରକୁ ନେଇଥିବା ଟଙ୍କା =

ବିଜୟ ଖର୍ଚ୍ଚ କରିଥିବା ଟଙ୍କା =

	ଦଶ	ଏକ
	9	5
(-)	4	3

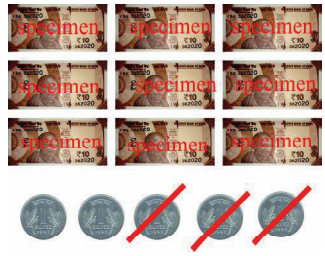


ସୋପାନ :1 ଏକ ସ୍ଥାନର ଅଙ୍କକୁ ଫେଡ଼ାଣ କର ।

5ଟି ଏକ - 3ଟି ଏକ = 2ଟି ଏକ

ଏକ ସ୍ତମ୍ଭର ତଳେ 2 ଲେଖ ।

	ଦଶ	ଏକ
	9	5
(-)	4	3
		2



ସୋପାନ :2 ବର୍ତ୍ତମାନ, ଦଶଗୁଡ଼ିକୁ ଫେଡ଼ାଣ କର ।

9 ଦଶ - 4 ଦଶ = 5 ଦଶ

ଦଶ ସ୍ତମ୍ଭର ତଳେ 5 ଲେଖ ।

	ଦଶ	ଏକ
	9	5
(-)	4	3
	5	2



ତେଣୁ, ବିଜୟ ପାଖରେ ଥିବା ବଳକା ଟଙ୍କା = ₹ 52

AP SCERT

Do these Subtract the following.

1) 57 – 41 = _____

	Tens	Ones
	5	7
(-)	4	1

2) 65 – 23 = _____

	Tens	Ones
	6	5
(-)	2	3



3) 26 – 13 = _____

	Tens	Ones
(-)		

4) 59 – 41 = _____

	Tens	Ones
(-)		

5) Satvika brought 78 chocolates on her birthday.
She distributed 56 chocolates among her friends.
How many chocolates are left with her?



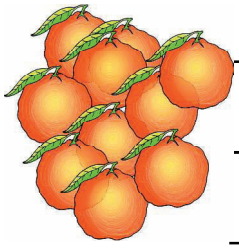
Number of chocolates Satvika brought =

Number of chocolates she distributed =

Number of chocolates left with her =

	Tens	Ones
(-)		

6) Rajia has 36 oranges. 4 of them are rotten. How many of them are in good condition?



_____ =

_____ =

_____ =

	Tens	Ones
(-)		

AP SCERT

ଏହା କର

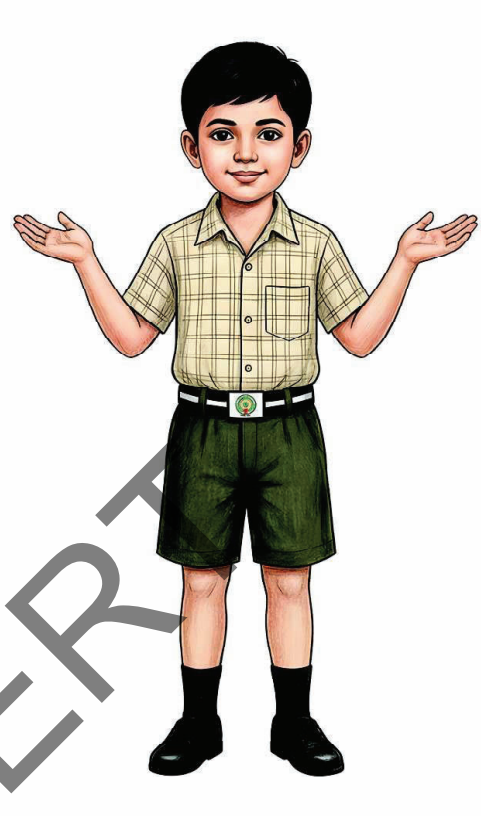
ନିମ୍ନ ଫେଡ଼ାଣଗୁଡ଼ିକୁ କର ।

1) 57 – 41 = _____

	ଦଶ	ଏକ
	5	7
(-)	4	1

2) 65 – 23 = _____

	ଦଶ	ଏକ
	6	5
(-)	2	3



3) 26 – 13 = _____

	ଦଶ	ଏକ
(-)		

4) 59 – 41 = _____

	ଦଶ	ଏକ
(-)		

5) ସାତ୍ତ୍ୱିକା ଜନ୍ମଦିନ ଉପଲକ୍ଷ୍ୟେ **78**ଟି ଚକୋଲେଟ୍ ଆଣିଲା । ସେଥିରୁ ସେ **56**ଟି ଚକୋଲେଟ୍ ସାଙ୍ଗମାନଙ୍କୁ ବାଣ୍ଟିଦେଲା । ତେବେ, ତା' ପାଖରେ କେତୋଟି ଚକୋଲେଟ୍ ବଳକା ରହିଲା ?



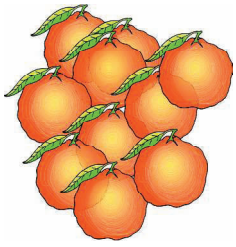
ସାତ୍ତ୍ୱିକା ଆଣିଥିବା ଚକୋଲେଟ୍ ସଂଖ୍ୟା =

ସେ ବାଣ୍ଟିଥିବା ଚକୋଲେଟ୍ ସଂଖ୍ୟା =

ତା' ପାଖରେ ବଳକା ରହିଥିବା ଚକୋଲେଟ୍ ସଂଖ୍ୟା =

	ଦଶ	ଏକ
(-)		

6) ରାଜିଆ ପାଖରେ **36**ଟି କମଳା ଅଛି । ସେଥିରୁ **4**ଟି କମଳା ଖରାପ ହୋଇଯାଇଛି । ତେବେ, କେତୋଟି ଭଲ କମଳା ରହିଛି ?



_____ =

_____ =

_____ =

	ଦଶ	ଏକ
(-)		

APSCERT

Subtracting 2-digit number from 2-digit number (with regrouping)

Beemala purchased medicine for ₹ 12.

If she gave ₹ 50 to the shopkeeper, how much money does the shopkeeper return to Beemala ?



Amount given to the shopkeeper =

Cost of medicine purchased = (-)

Tens	Ones
5	0
1	2



1 Ten = 10 Ones

Step - 1 : We subtract the ones first.

It is not possible to subtract 2 from 0.

So, we regroup 1 ten from the tens place into 10 ones.

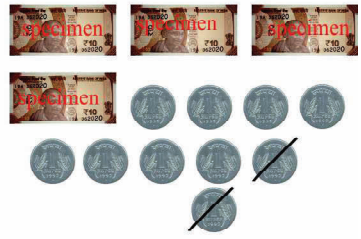
Now, subtract 2 ones from 10 ones.

10 ones - 2 ones = 8 ones

Write 8 in the ones column.

Tens	Ones
4 (5)	10 (0)
1	2
	8

(-)



Step - 2 : Now, subtract the tens.

We have 4 tens.

So, 4 tens - 1 ten = 3 tens

Write 3 in the tens column

Write 3 in the ones column.

Tens	Ones
4 (5)	10 (0)
1	2
3	8

(-)



So, the amount to be returned by the shopkeeper = ₹38.

AP SCERT

2 – ଅଙ୍କ ସଂଖ୍ୟାରୁ 2 – ଅଙ୍କ ସଂଖ୍ୟାକୁ ଫେଡ଼ିବା(ପୁନଃ–ସମୂହ ଦ୍ୱାରା)



ବିମଳା ₹ 12 ର ଔଷଧ କିଣିଲା । ସେ ଦୋକାନୀକୁ ₹ 50 ଦେଲା । ତେବେ, ଦୋକାନୀ ବିମଳାକୁ କେତେ ଟଙ୍କା ଫେରାଇବ ?

ସେ ଦୋକାନୀକୁ ଦେବା ଟଙ୍କା =

କିଣିଥିବା ଔଷଧର ମୂଲ୍ୟ = (-)

ଦଶ	ଏକ
5	0
1	2

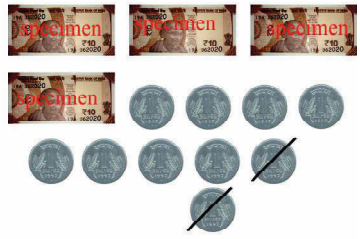


1 ଦଶ = 10ଟି ଏକ

ସୋପାନ 1: ଆମେ ପ୍ରଥମେ ଏକ ସ୍ଥାନର ଅଙ୍କଗୁଡ଼ିକୁ ଫେଡ଼ାଣ କରିବା । 0 ଠାରୁ 2 ଫେଡ଼ାଣ କରିବା ଅସମ୍ଭବ । ତେଣୁ, ଆମେ ଦଶ ସ୍ତମ୍ଭରୁ 1 ଦଶକୁ 10 ଟି ଏକ ରୂପରେ ପୁନଃସମୂହ କରିବା ।
ବର୍ତ୍ତମାନ, 10ଟି ଏକରୁ 2ଟି ଏକ ଫେଡ଼ାଣ କରିବା ।
10ଟି ଏକ – 2ଟି ଏକ = 8ଟି ଏକ
ଏକ ସ୍ତମ୍ଭରେ 8 ଲେଖିବା ।

ଦଶ	ଏକ
4 5	10 0
1	2
	8

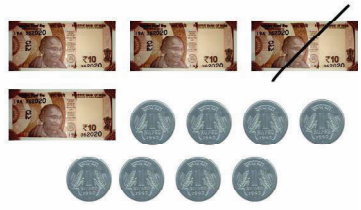
(-)



ସୋପାନ 2: ବର୍ତ୍ତମାନ, ଦଶଗୁଡ଼ିକୁ ଫେଡ଼ାଣ କର ।
ଆମ ପାଖରେ 4ଟି ଦଶ ଅଛି ।
ତେଣୁ 4ଟି ଦଶ – 1 ଦଶ = 3 ଦଶ
∴ ଦଶ ସ୍ତମ୍ଭରେ 3 ଲେଖିବା ।

ଦଶ	ଏକ
4 5	10 0
1	2
3	8

(-)



ତେଣୁ, ଦୋକାନୀ ଫେରାଇବା ଟଙ୍କା = ₹ 38.

AP SCERT

Do these

Subtract the following by regrouping.

1) 52 – 38 = ... 2) 64 – 28 = ... 3) 70 – 27 = ...

	Tens	Ones
	5	2
(-)	3	8

	Tens	Ones
	6	4
(-)	2	8

	Tens	Ones
	7	0
(-)	2	7



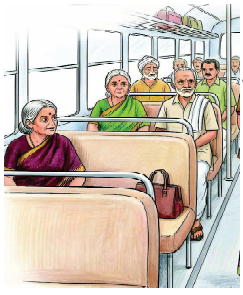
4) 47 – 28 = ... 5) 52 – 26 = ... 6) 73 – 57 = ...

	Tens	Ones
(-)		

	Tens	Ones
(-)		

	Tens	Ones
(-)		

7) There are 45 seats in a bus. If 35 passengers are seated, How many seats are vacant ?



Number of seats in the bus =

Number of passengers seated in the seats =

Number of vacant seats in the bus =

	Tens	Ones
(-)		

8. How much is 64 more than 39?

	Tens	Ones
(-)		

9. How much is 27 less than 92 ?

	Tens	Ones
(-)		

AP SCERT

ଏହା କର

ନିମ୍ନଗୁଡ଼ିକୁ ପୁନଃ–ସମୂହ ଦ୍ୱାରା ଫେଡ଼ାଣ କର ।

1) 52 – 38 = ...

	ଦଶ	ଏକ
	5	2
(-)	3	8

2)64 – 28 = ...

	ଦଶ	ଏକ
	6	4
(-)	2	8

3)70 – 27 = ...

	ଦଶ	ଏକ
	7	0
(-)	2	7



4) 47 – 28 = ...

	ଦଶ	ଏକ
(-)		

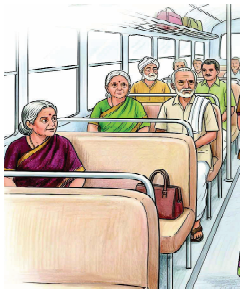
5)52 – 26 = ...

	ଦଶ	ଏକ
(-)		

6)73 – 57 = ...

	ଦଶ	ଏକ
(-)		

7) ଗୋଟିଏ ବସ୍‌ରେ 45ଟି ସିଟ୍ ଅଛି । ସେଥିରେ 38ଜଣ ଯାତ୍ରୀ ବସିଛନ୍ତି । ତେବେ, ସେ ବସ୍‌ରେ କେତୋଟି ସିଟ୍ ଖାଲି ରହିଛି ?



ବସ୍‌ରେ ଥିବା ସିଟ୍ ସଂଖ୍ୟା =

ବସ୍‌ରେ ବସିଥିବା ଯାତ୍ରୀ ସଂଖ୍ୟା =

ବସ୍‌ରେ ଖାଲିଥିବା ସିଟ୍ ସଂଖ୍ୟା =

	ଦଶ	ଏକ
(-)		

8) 39 ଅପେକ୍ଷା 64 କେତେ ଅଧିକ ?

	ଦଶ	ଏକ
(-)		

9. 97 ଠାରୁ 27 କେତେ କମ୍ ଅଟେ ?

	ଦଶ	ଏକ
(-)		

AP SCERT

Word problems



Akbar bought 75 chocolates. He distributed 58 chocolates among his friends on his birth-day. How many chocolates are left with him?

Step - 1 : Find the given important information in the problem. Akbar distributed 58 chocolates from 75 to his friends were distributed.

Step - 2 : Understand what and how to do.

We need to find out how many chocolates are left. So, we must subtract.

Number of chocoolates with Akbar =

Number of chocolates distributed = (–)

Number of chocolates left with Akbar =

Tens	Ones
6 (7)	10 → (5) 15
5	8
1	7



How can I check whether it is correct or wrong?

Do these

1) A school library has 83 story books in English and 75 story books in Telugu. How many more story books are there in English than Telugu ?



Number of English story books =

Number of Telugu story books = –

Number of English story books more than Telugu =

Tens	Ones

AP SCERT

ଧାରାଗଣିତ



ଆକ୍‌ବର୍ 75ଟି ଚକୋଲେଟ୍ ଆଣିଲା । ସେ ତା' ଜନ୍ମଦିନ ଉତ୍ସବରେ 58ଟି ତା' ସାଙ୍ଗମାନଙ୍କୁ ବାଣ୍ଟିଲା । ତେବେ, ତା' ପାଖରେ କେତୋଟି ଚକୋଲେଟ୍ ବଳକା ରହିଲା ?

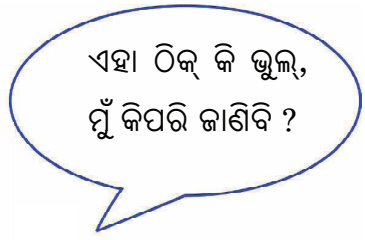
ସୋପାନ 1: ସମସ୍ୟାରେ ଦିଆଯାଇଥିବା ମୁଖ୍ୟ ସୂଚନା ଜାଣିବାକୁ ହେବ । ଆମେ ଜାଣୁ, ଆକ୍‌ବର୍ 75ଟି ଚକୋଲେଟ୍‌ରୁ 58ଟି ଚକୋଲେଟ୍ ତା' ସାଙ୍ଗମାନଙ୍କୁ ବାଣ୍ଟିଲା ।

ସୋପାନ 2: କ'ଣ ଓ କିପରି କରିବା ଆମେ ବୁଝିବା ।
କେତୋଟି ଚକୋଲେଟ୍ ବଳକା ରହିଲା ଆମକୁ ଜାଣିବା ଆବଶ୍ୟକ । ତେଣୁ, ଆମେ ନିଶ୍ଚୟ ଫେଡ଼ାଣ କରିବା ।

ଆକ୍‌ବର୍ ପାଖରେ ଥିବା ଚକୋଲେଟ୍ ସଂଖ୍ୟା =
ସାଙ୍ଗମାନଙ୍କୁ ବାଣ୍ଟିଥିବା ଚକୋଲେଟ୍ ସଂଖ୍ୟା = (–)
ଆକ୍‌ବର୍ ପାଖରେ ବଳକା ଚକୋଲେଟ୍ ସଂଖ୍ୟା =

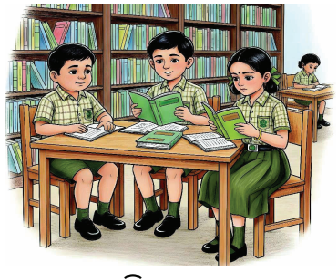
ଦଶ	ଏକ
6 (7)	10 (5) 15
5	8
1	7





ଏହା କର

1) ଗୋଟିଏ ବିଦ୍ୟାଳୟ ପାଠାଗାରରେ 83ଟି ଇଂରାଜୀ ଗପ ବହି ଏବଂ 75ଟି ଓଡ଼ିଆ ଗପବହି ଅଛି । ତେବେ ଓଡ଼ିଆ ଗପବହି ଅପେକ୍ଷା ଇଂରାଜୀ ଗପବହି କେତୋଟି ଅଧିକ ଅଛି ?



ଇଂରାଜୀ ଗପବହି ସଂଖ୍ୟା =
ଓଡ଼ିଆ ଗପବହି ସଂଖ୍ୟା = –
ଓଡ଼ିଆ ଅପେକ୍ଷା ଇଂରାଜୀ ଗପବହି ଅଧିକ ଥିବା ସଂଖ୍ୟା =

ଦଶ	ଏକ

APSCERT

2)There are 32 children in a class. 15 of them are boys. How many girls are in the class?

		Tens	Ones
_____	=		
_____	=	(-)	
_____	=		

Verification of subtraction using addition :

Akbar knows how to verify the subtraction.

Take away

	Tens	Ones
	7	5
(-)	5	8
	1	7

Put back

	Tens	Ones
	5	8
+	1	7
	7	5

He got the number that he started with, that is 75.

He is happy that his answer is correct.

Solve the following subtractions verify the answer is correct or not.

Example :

	Tens	Ones
	5	8
(-)	1	6
	4	2

	Tens	Ones
	1	6
+	4	2
	5	8



AP SCERT

2) ଗୋଟିଏ ଶ୍ରେଣୀରେ 32 ଜଣ ଶିକ୍ଷାର୍ଥୀ ଅଛନ୍ତି । ସେଥିରୁ 15ଜଣ ବାଳକ । ତେବେ, ସେ ଶ୍ରେଣୀରେ ବାଳିକା ସଂଖ୍ୟା କେତେ ?

_____	=		
_____	=	(-)	ଦଶ ଏକ
_____	=		

ମିଶାଣକ୍ରିୟା ସାହାଯ୍ୟରେ ଫେଡ଼ାଣ ପରୀକ୍ଷା :

ଆକ୍‌ବର୍ ପାଖରେ ଫେଡ଼ାଣ ପରୀକ୍ଷା ପାଇଁ ସ୍ୱଷ୍ଟ ଉପାୟ ଅଛି ।

ବାହାର କରିବା

	ଦଶ	ଏକ
(-)	7	5
	5	8
	1	7

ଫେରି ପାଇବା

	ଦଶ	ଏକ
+	5	8
	1	7
	7	5

ଆକ୍‌ବର୍ ଯେଉଁସଂଖ୍ୟା ସହ ଆରମ୍ଭ କରିଥିଲା ପୁଣି ସେହି ସଂଖ୍ୟା ଫେରି ପାଇଲା ତାହା ହେଉଛି 75 ।

ତେଣୁ ବୁଝିଲି ଯେ, ତା'ର ଉତ୍ତରଟି ଠିକ୍ ।

ନିମ୍ନ ଲିଖିତ ଫେଡ଼ାଣଗୁଡ଼ିକୁ ସମାଧାନ କର ଏବଂ ଉତ୍ତରଗୁଡ଼ିକ ପରୀକ୍ଷା କର ।

ଉଦାହରଣ :

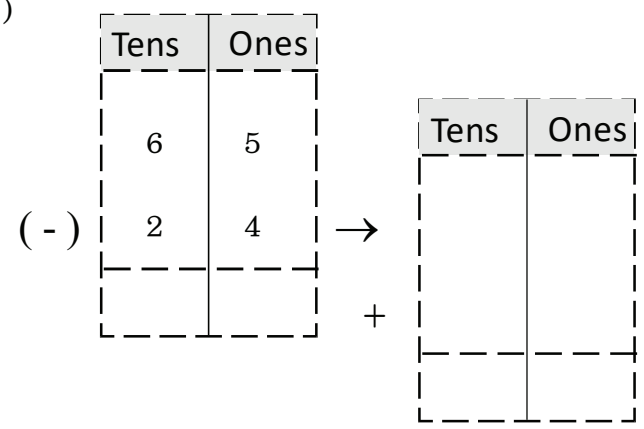
	ଦଶ	ଏକ
	5	8
+	1	6
	4	2

	ଦଶ	ଏକ
	1	6
+	4	2
	5	8

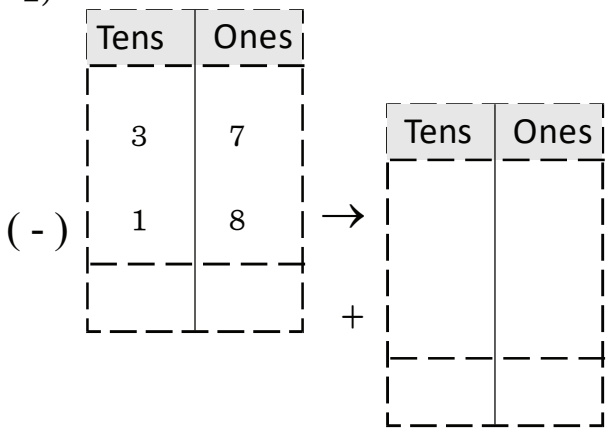


APSCERT

1)



2)

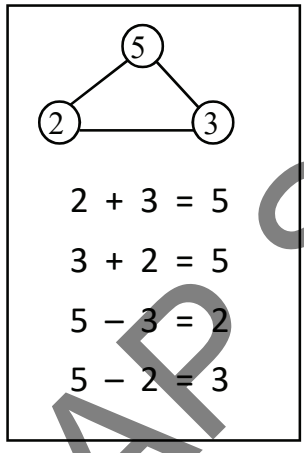


Fact family : Addition and Subtraction

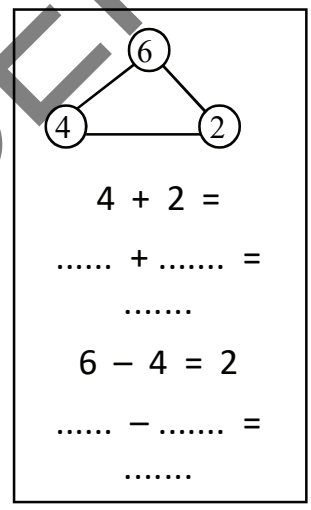
Each group contains the numbers in a fact family

Add or subtract using the 3 numbers.

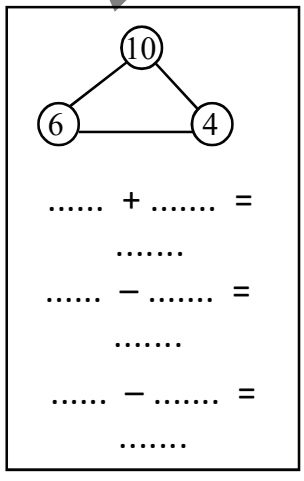
Example:



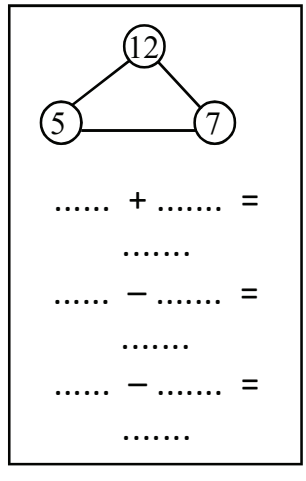
1)



2)



3)



AP SCERT

1)

	ଦଶ	ଏକ
	6	5
(-)	2	4

→ +

ଦଶ	ଏକ

2)

	ଦଶ	ଏକ
	3	7
(-)	1	8

→ +

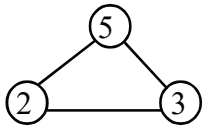
ଦଶ	ଏକ

ବାସ୍ତବ ସମୂହ : ମିଶାଣ ଏବଂ ଫେଡ଼ାଣ

ପ୍ରତ୍ୟେକ ବାସ୍ତବ ସମୂହରେ କେତେକ ସଂଖ୍ୟା ରହିଛି ।

3ଟି ସଂଖ୍ୟାକୁ ନେଇ ନିମ୍ନ ମିଶାଣ କିମ୍ବା ଫେଡ଼ାଣଗୁଡ଼ିକ କର ।

ଉଦାହରଣ :



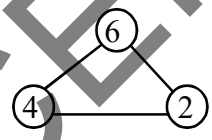
2 + 3 = 5

3 + 2 = 5

5 − 3 = 2

5 − 2 = 3

1)



4 + 2 =

..... + ... =

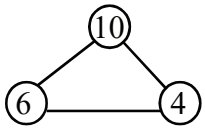
.....

6 − 4 = 2

..... − ..... =

.....

2)



..... + ... =

.....

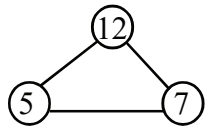
..... − ..... =

.....

..... − ..... =

.....

3)



..... + ... =

.....

..... − ..... =

.....

..... − ..... =

.....

AP SCERT

Look at the subtraction done by Manisha, Ashish and Ismail.

Manisha

	Tens	Ones
	8	4
(-)	2	8
	6	4

Ashish

	Tens	Ones
	8	④ 14
(-)	2	8
	6	6

Ismail

	Tens	Ones
	7 ⑧	④ 14
(-)	2	8
	5	6

Who did it correctly ?

Observe let us who had done the mistakes

Manisha :

Manisha subtracted 4 ones from 8 ones. Actually subtract 8 ones from 4 ones (borrowing)

Ashish :



Subtraction of 8 ones from 4 ones is not possible.

So, He regrouped 1 ten into ten ones.

Hence, 1 ten + 4 ones = 14 ones.

So, 14 ones – 8 ones = 6 ones.

But, he didn't reduce the number in tens place.

Ismail : Now, observe the Subtraction done by Ismail.

He did correctly.

If there are any mistakes, discuss with your friend and correct it.

a)

	Tens	Ones
	2	5
(-)	1	7
	1	8

b)

	Tens	Ones
	3	2
(-)	2	6
	1	4

c)

	Tens	Ones
	4	3
(-)	1	7
	2	6

AP SCERT

ମନୀଷା, ଆଶିଷ ଓ ଇସ୍‌ମାଇଲ କରିଥିବା ଫେଡ଼ାଣଗୁଡ଼ିକୁ ଲକ୍ଷ୍ୟ କର ।

ମନୀଷା

	ଦଶ	ଏକ
	8	4
(-)	2	8
	6	4

ଆଶିଷ

	ଦଶ	ଏକ
	8	④ 14
(-)	2	8
	6	6

ଇସ୍‌ମାଇଲ

	ଦଶ	ଏକ
	7 ⑧	④ 14
(-)	2	8
	5	6

କିଏ ଠିକ୍ ଭାବେ କରିଛନ୍ତି ? ଭୁଲ୍‌ଗୁଡ଼ିକୁ ଲକ୍ଷ୍ୟ କର । କିଏ ଠିକ୍ ଭାବେ କରି ନାହାଁନ୍ତି ଲକ୍ଷ୍ୟ କରିବା ।

ମନୀଷା : ଆମେ 4ଟି ଏକରୁ 8ଟି ଏକ ଫେଡ଼ିବା ଆବଶ୍ୟକ । କିନ୍ତୁ 8ଟି ଏକରୁ 4ଟି ଏକ ନୁହେଁ ।

ଆଶିଷ : ଏକଗୁଡ଼ିକୁ ଫେଡ଼ି, 4ଟି ଏକରୁ 8ଟି ଏକ ଫେଡ଼ିବା ଅସମ୍ଭବ ।
ତେଣୁ ସେ 1 ଦଶକୁ 10ଟି ଏକର ପୁନଃସମୂହ ରୂପରେ ଲେଖିଲା ।
ତେବେ, 1 ଦଶ + 4ଟି ଏକ = 14ଟି ଏକ
ତେଣୁ, 14ଟି ଏକ – 8ଟି ଏକ = 6ଟି ଏକ
କିନ୍ତୁ, ଦଶ ସ୍ଥାନରେ ସଂଖ୍ୟା କମାଇ ନାହିଁ ।



ଇସ୍‌ମାଇଲ : ବର୍ତ୍ତମାନ, ତୁମେ ଇସ୍‌ମାଇଲ କରିଥିବା ଫେଡ଼ାଣକୁ ଲକ୍ଷ୍ୟ କର ।
ସେ ଠିକ୍ ଅଛି ।

ନିମ୍ନ ଲିଖିତ ଫେଡ଼ାଣକୁ ଲକ୍ଷ୍ୟ କରି ଯଦି ଭୁଲ୍‌ଥାଏ, ତେବେ ତୁମ ସାଙ୍ଗମାନଙ୍କ ସହ ଚର୍ଚ୍ଚାକର ଓ ଠିକ୍ କରି ଲେଖ ।

ଅ)

	ଦଶ	ଏକ
	2	5
(-)	1	7
	1	8

☐

ଆ)

	ଦଶ	ଏକ
	3	2
(-)	2	6
	1	4

☐

ଇ)

	ଦଶ	ଏକ
	4	3
(-)	1	7
	2	6

☐

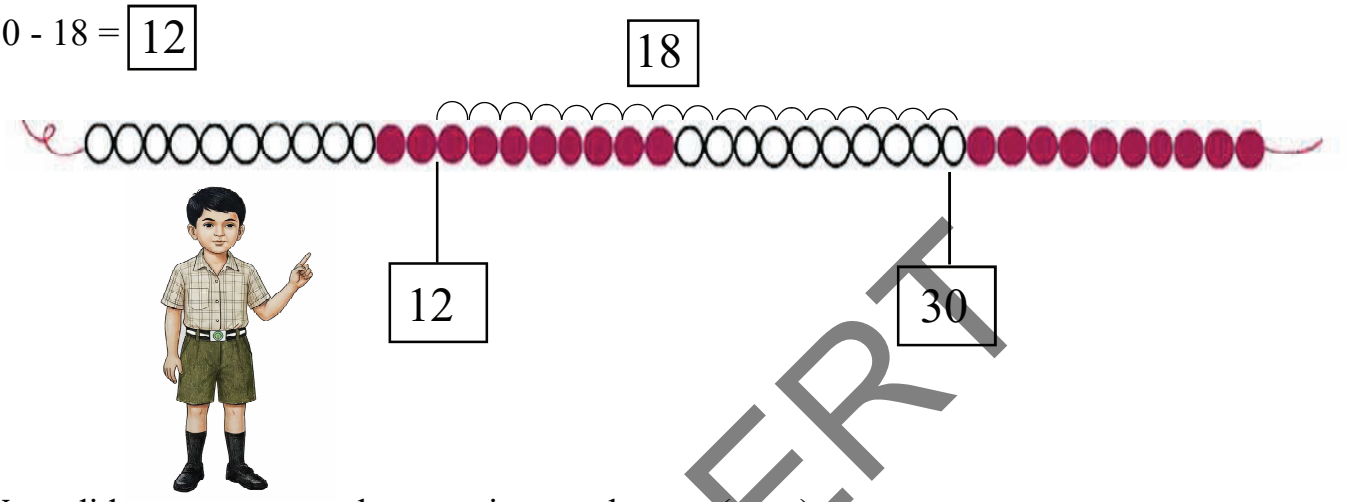
AP SCERT

Subtraction on Poosala danda (Beads chain).

Venu and Ravi used two different methods to do the subtraction on poosala danda.

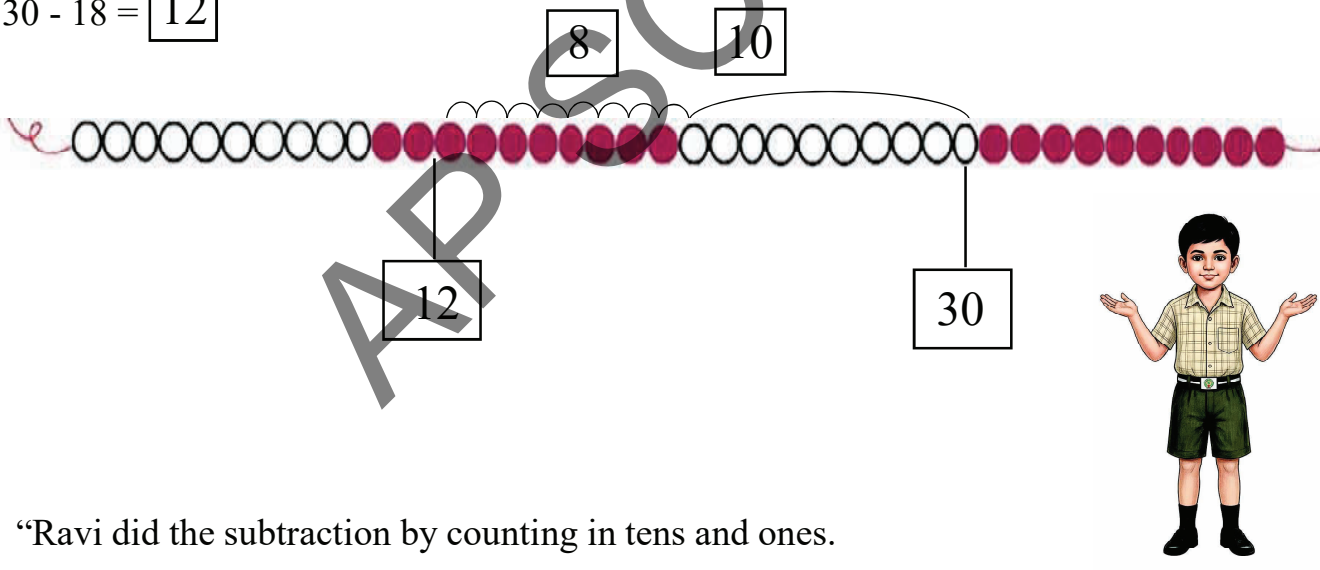
Which method is correct?

30 - 18 = 12



Venu did the subtraction by counting one by one (ones).

30 - 18 = 12



"Ravi did the subtraction by counting in tens and ones.

Both Venu and Ravi used correct methods.

Venu counted one by one. Ravi counted in two ways tens and ones.

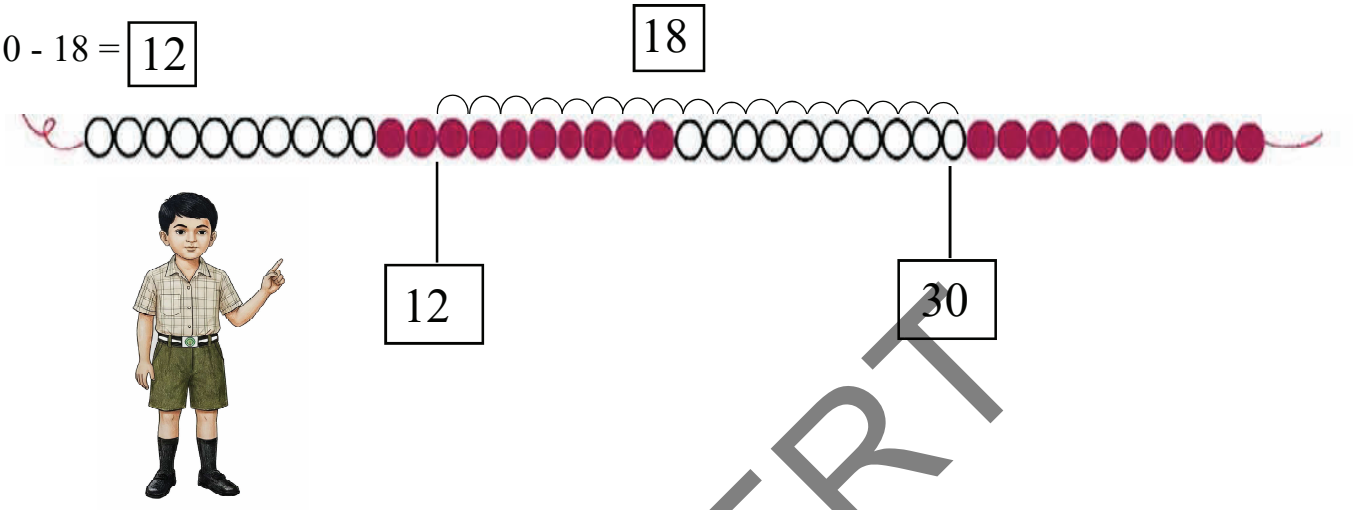
APSCERT

କଣ୍ଠିମାଳିରେ ଫେଡ଼ାଣ

ବେଣୁ ଓ ରବି ନିମ୍ନ ଫେଡ଼ାଣକୁ କଣ୍ଠିମାଳି ସାହାଯ୍ୟରେ ଭିନ୍ନଭିନ୍ନ ପଦ୍ଧତିରେ କଲେ ।

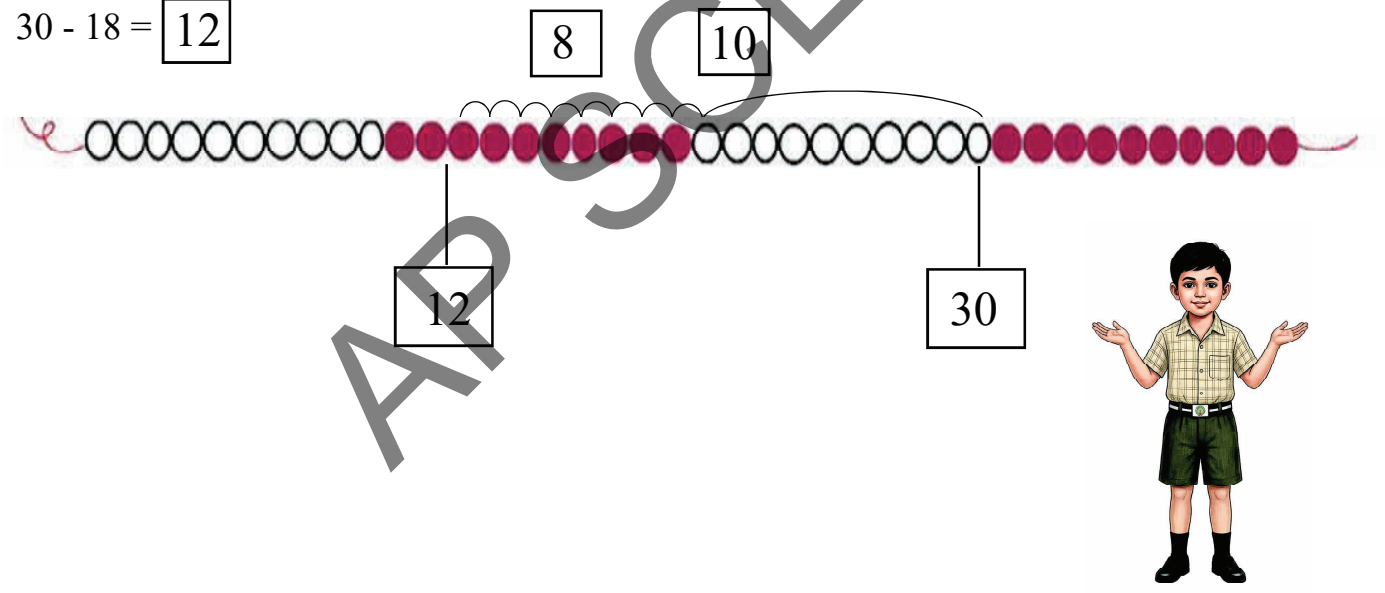
କେଉଁ ପଦ୍ଧତିଟି ଠିକ୍ ?

30 - 18 = 12



ବେଣୁ ଗୋଟେ ପରେ ଗୋଟେ ପଛକୁ ଗଣିଗଣି ଫେଡ଼ାଣ କଲା ।

30 - 18 = 12



AP SCERT

ରବି ଦଶ ଓ ଏକଗୁଡ଼ିକୁ ପଛକୁ ଗଣି ଫେଡ଼ାଣ କଲା ।

ବେଣୁ ଓ ରବି ଦୁହେଁ କରିଥିବା ପଦ୍ଧତିଗୁଡ଼ିକ ସଠିକ୍ ଅଟେ ।

ବେଣୁ ଏକ ଏକ କରି ଗଣିଥିଲା । ରବି ଦଶ ଏବଂ ଏକ କରି ଗଣିଥିଲା ।

Do these

A. 25 - 12 = ☐

B. 15 - 10 = ☐

C. 32 - 25 = ☐

D. 40 - 33 = ☐

Fill in the boxes with corrrct numbers.

1. 35 - ☐ = 25

2. 27 - ☐ = 12

3. 40 - ☐ = 18

AP SCERT

ଏହା କର

ଅ. 25 - 12 = ☐

ଆ. 15 - 10 = ☐

ଇ. 32 - 25 = ☐

ଈ. 40 - 33 = ☐

ଠିକ୍ ସଂଖ୍ୟାଲେଖି ଖାଲି କୋଠରୀଗୁଡ଼ିକୁ ପୂରଣ କର ।

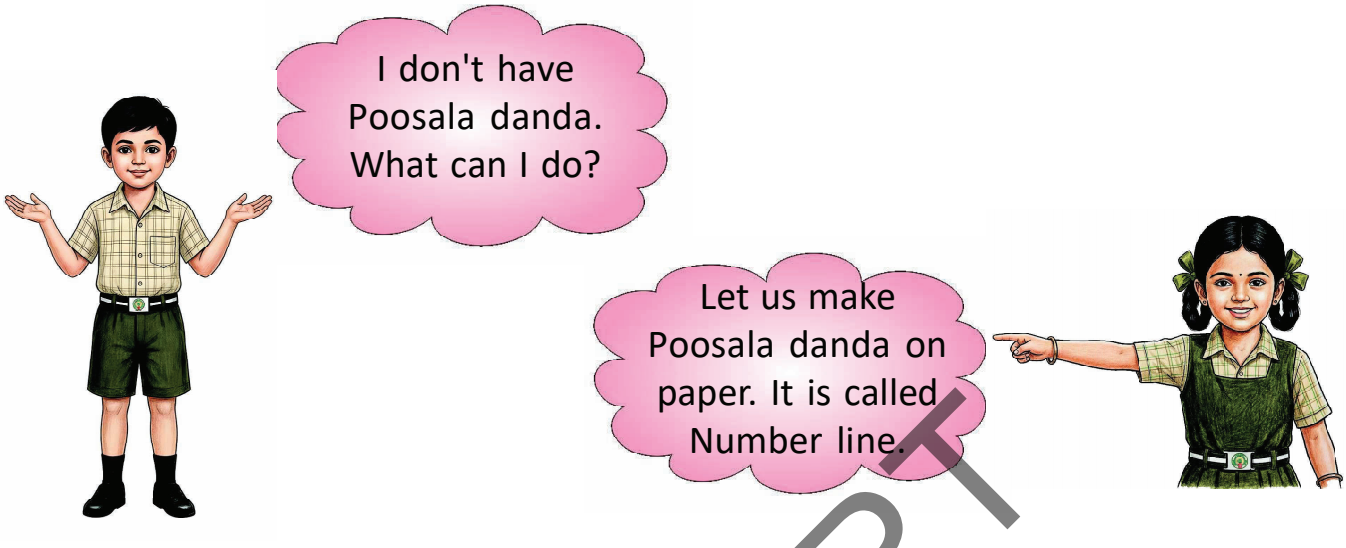
1. 35 - ☐ = 25

2. 27 - ☐ = 12

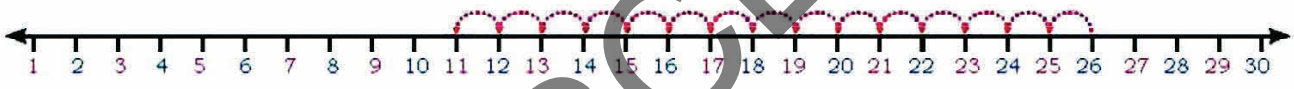
3. 40 - ☐ = 18

AP SCERT

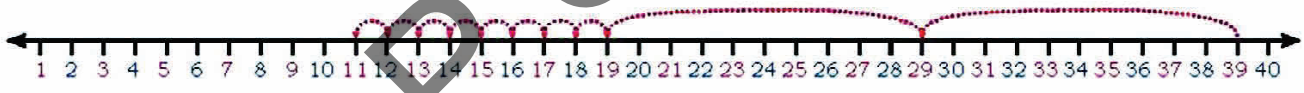
Subtraction on Numberline



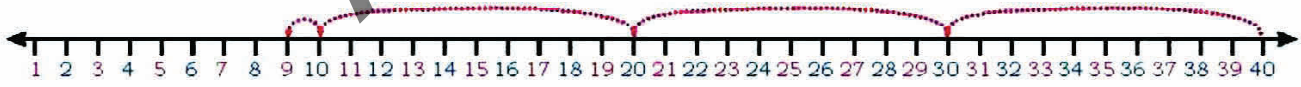
Do these



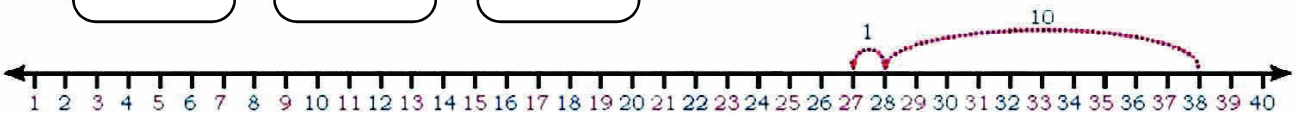
A. 26 − 15 = ☐



B. 39 − 28 = ☐



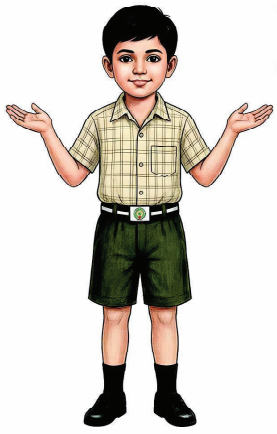
C. ☐ − ☐ = ☐



D. 38 − 11 = ☐

AP SCERT

ସଂଖ୍ୟାରେଖାରେ ଫେଡ଼ାଣ



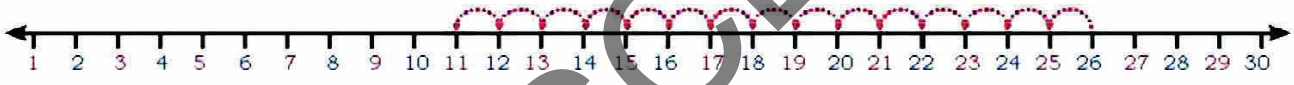
ମୋ ପାଖରେ
କଣ୍ଠିମାଳି ନାହିଁ
ମୁଁ କ'ଣ କରିବି ?

ଆସ, ଆମ କାଗଜରେ
କଣ୍ଠିମାଳି ତିଆରି କରିବା ।
ଏହାକୁ ସଂଖ୍ୟା ରେଖା
କୁହାଯିବ ।

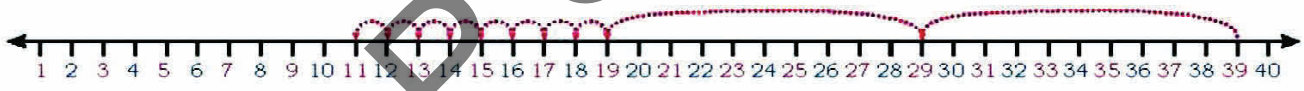


APSCERT

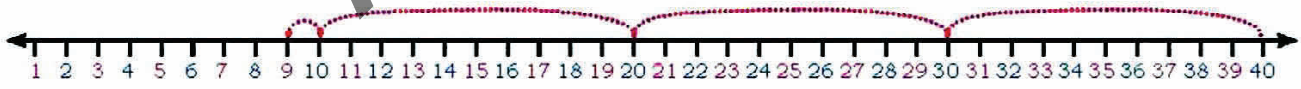
ଏହା କର



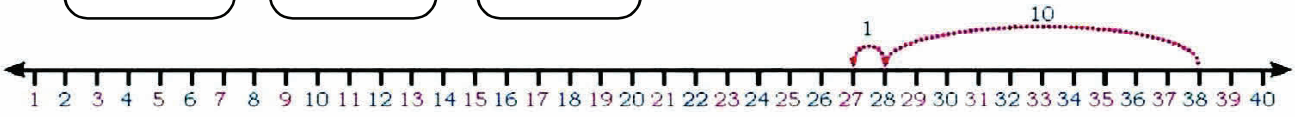
ଅ) 26 − 15 = ☐



ଆ) 39 − 28 = ☐



ଇ) ☐ − ☐ = ☐



ଈ) 38 − 11 = ☐

EXERCISE

Do the following subtractions.

1) 32 – 19 = ... 2) 54 – 28 = ... 3) 80 – 46 = ... 4) 93 – 69 = ...

	Tens	Ones
–	3	2
	1	9

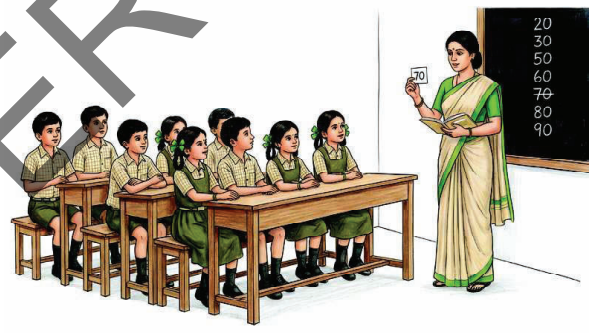
	Tens	Ones
–		

	Tens	Ones
–		

	Tens	Ones
–		

5) Subtract the number in the columns from the number in the rows. Fill in the other boxes.

–	60	50	30	20
90	30			
80				
70				
60				



6) Rajini bought books for ₹39. She gave ₹50 to the shopkeeper. How much money will she get back?

7) Kamala read 42 pages in a book and Deepthi read 28 pages. How many pages did Kamala read more than Deepthi?

8) Change the subtraction fact into addition fact.

3 0 - 2 0 = 1 0

Addition fact = ...

9) Fill in the boxes with approprite digit. The difference is 25.

a)

	T	O
	6	
		8
	2	5

b)

	T	O
		2
	5	
	2	5

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ଅନୁଶୀଳନୀ

ନିମ୍ନ ଫେଡ଼ାଣଗୁଡ଼ିକ କର ।

1) 32 – 19 = ... 2) 54 – 28 = ... 3) 80 – 46 = ... 4) 93 – 69 = ...

	ଦଶ	ଏକ
	3	2
–	1	9

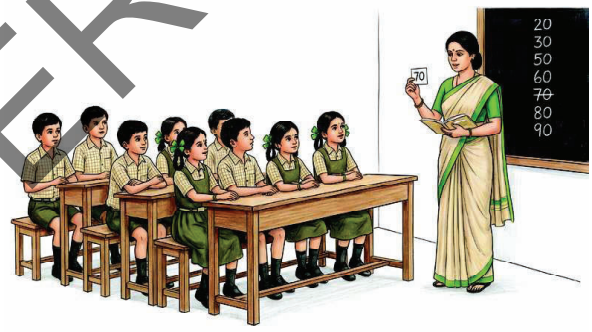
	ଦଶ	ଏକ
–		

	ଦଶ	ଏକ
–		

	ଦଶ	ଏକ
–		

5) ଲମ୍ବ ଧାଡ଼ିରେ ଥିବା ସଂଖ୍ୟାରୁ ସମାନ୍ତର ଧାଡ଼ିର ସଂଖ୍ୟାକୁ ଫେଡ଼ି ଲେଖ । ଏ ପ୍ରକାରେ ସାରଣୀଟି ପୂରଣ କର ।

–	60	50	30	20
90	30			
80				
70				
60				



6) ରଜନୀ ₹ 39 ଟଙ୍କାରେ ପୁସ୍ତକଟି କିଣିଲା । ସେ ଦୋକାନୀକୁ ₹ 50 ଟଙ୍କା ଦେଲା । ସେ କେତେ ଟଙ୍କା ଫେରସ୍ତ ପାଇବ ?

7) କମଳା ଗୋଟିଏ ପୁସ୍ତକର 42ଟି ପୃଷ୍ଠା ପଢ଼ିଲା ଏବଂ ଦୀପ୍ତି 28ଟି ପୃଷ୍ଠା ପଢ଼ିଲା । ତେବେ କମଳା ଦୀପ୍ତି ଠାରୁ କେତେ ପୃଷ୍ଠା ଅଧିକ ପଢ଼ିଲା ?

8) ନିମ୍ନ ଫେଡ଼ାଣ ରୂପକୁ ମିଶାଣ ରୂପରେ ଲେଖ ।

30 - 20 = 10

ମିଶାଣ ରୂପ = ...

9) ଯୋଗ୍ୟ ଅଙ୍କ ଦେଇ ଖାଲି ଘରଗୁଡ଼ିକୁ ପୂରଣ କର । ଯାହାର କି ଫେଡ଼ାଣ ଫଳ 25 ଅଟେ ।

ଅ)

	ଦ	ଏ
	6	
		8
	2	5

ଆ)

	ଦ	ଏ
		2
	5	
	2	5

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Improve your learning

1. 62 - 25 = _____. What should be written in the blank? ( )

   a) 37 b) 43 c) 47

2. What number do you get when you take away 5 from 56? _____

3. 

   The above picture represents ( )

   a) 3 tens - 1 ten 2 ones b) 3 tens - 2 ones c) 3 tens - 10 ones

4. There are 70 marbles in a bag. 20 marbles are taken away. How many marbles are left?

5. The difference between the two numbers is 9. Identify the two number from the following. ( )

   a) 32-21 b) 45-35 c) 28-19

6. Fill the boxes with suitable numbers. ( )

   3 8
   (-) 1 □
   □ 9

   a) 8, 1 b) 9, 1 c) 3, 1

7. Sandhya solved 43-17 and got 36. Use addition to prove if she is right or wrong. Show your work.

Mapping of Domains with Concepts - Examples

S.No	Domain	Concepts
1.	Physical development	Recite the rhyme with action
2.	Cognitive development	Subtracting Numbers with grouping, without grouping subtraction
3.	Socio - Emotional and Ethical development	Recite the rhyme with action
4.	Language and literacy development	Recite the rhyme with action, Giving answers to questions.
5.	Aesthetic and cultural development	Recite the rhyme with action

Shama learnt addition and subtraction facts. The domain she achieved is _____.

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ତୁମ ଶିକ୍ଷଣକୁ ଉନ୍ନତ କର

1. 62 - 25 = _____. ଖାଲିସ୍ଥାନରେ କ'ଣ ଲେଖିବ ? ( )

   କ) 37 ଖ) 43 ଗ) 47

2. 56 ରୁ 5 ଫେଡ଼ାଣ କଲେ ? _____

3.  ଉପର ଚିତ୍ରଟି ଏହାକୁ ଦର୍ଶାଉଛି । ( )

   କ) 3 ଦଶ - 1 ଦଶ 2 ଏକ ଖ) 3 ଦଶ - 2 ଏକ ଗ) 3 ଦଶ - 10 ଏକ

4. ଗୋଟିଏ ବ୍ୟାଗ୍‌ରେ 70ଟି ଗୋଲି ଅଛି । ସେଥିରୁ 20ଟି ଗୋଲି କାଢ଼ି ନିଆଗଲା । ତେବେ, ଅବଶିଷ୍ଟ କେତୋଟି ଗୋଲି ରହିଲା?

5. ଦୁଇଟି ସଂଖ୍ୟା ମଧ୍ୟର ପ୍ରଭେଦ 9 ଅଟେ । ନିମ୍ନ ସେହି ଦୁଇଟି ସଂଖ୍ୟା ଚିହ୍ନଟ କର । ( )

   କ) 32-21 ଖ) 45-35 ଗ) 28-19

6. ଠିକ୍ ସଂଖ୍ୟା ଦ୍ୱାରା ଖାଲି କୋଠରୀ ପୂରଣ କର । ( )

```
   3  8
(-) 1 □
-------
 □  9
```

   କ) 8, 1 ଖ) 9, 1 ଗ) 3, 1

7. ସନ୍ଧ୍ୟା 43–17 କୁ ଫେଡ଼ାଣ କରି 36 ପାଇଲା । ମିଶାଣ ରୂପେ ବ୍ୟବହାର କରି ସେ ଠିକ୍ କି ଭୁଲ୍ କଲା ବାହାର କର । ତୁମେ ପ୍ରମାଣ କରିବା ସୋପାନଗୁଡ଼ିକ ଦେଖାଅ ।

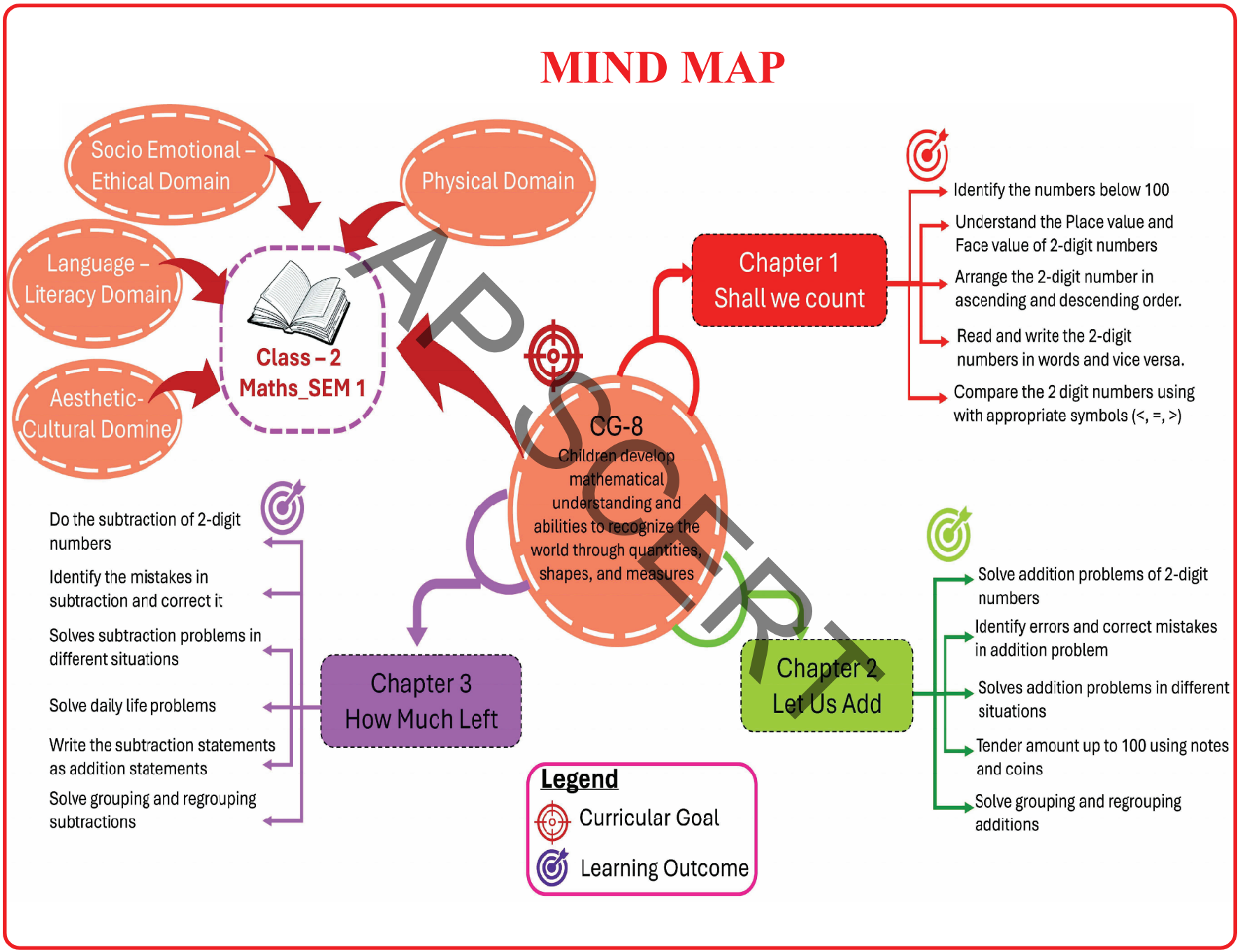
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ବିଭିନ୍ନ ପରିସର ସହ ଧାରଣାର ଅନ୍ୱୟ – ଉଦାହରଣ

କ୍ର.ସଂ	ପରିସର	ଧାରଣା
1.	ଶାରୀରିକ ବିକାଶ	ଅଭିନୟ ସହ ଗୀତ ଗାଇବା ।
2.	ଜ୍ଞାନାତ୍ମକ ବିକାଶ	ପୁନଃସମୂହ ସଂଖ୍ୟା ଫେଡ଼ାଣ, ବିନା ସମୂହରେ ସଂଖ୍ୟା ଫେଡ଼ାଣ
3.	ସାମାଜିକ – ଆବେଗାତ୍ମକ ଏବଂ ନୈତିକ ବିକାଶ	ଅଭିନୟ କରି ଗୀତ ଗାଇବା
4.	ଭାଷା ଓ ସାକ୍ଷରତା ବିକାଶ	ଅଭିନୟ କରି ଗୀତ ଗାଇବା, ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବା
5.	ସୌନ୍ଦର୍ଯ୍ୟ ଓ ସାଂସ୍କୃତିକ ବିକାଶ	ଅଭିନୟ କରି ଗୀତ ଗାଇବା

ଶମା ମିଶାଣ ଓ ଫେଡ଼ାଣ କାରକଗୁଡ଼ିକୁ ଶିଖିଲା । ସେ ହାସଲ କରିଥିବା ପରିସରଟି _____.

MIND MAP



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Multiplication Tables ପଣକିଆ ସାରଣୀ

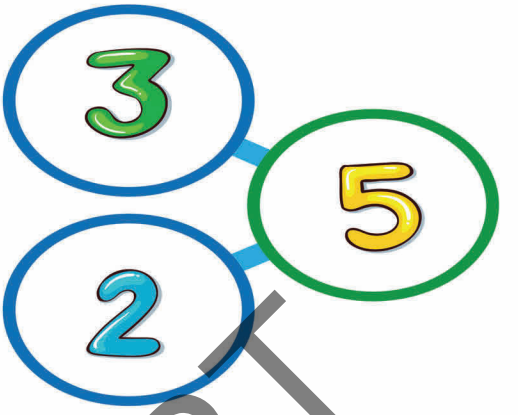
1 × 1 = 1	2 × 1 = 2	3 × 1 = 3	4 × 1 = 4	5 × 1 = 5
1 × 2 = 2	2 × 2 = 4	3 × 2 = 6	4 × 2 = 8	5 × 2 = 10
1 × 3 = 3	2 × 3 = 6	3 × 3 = 9	4 × 3 = 12	5 × 3 = 15
1 × 4 = 4	2 × 4 = 8	3 × 4 = 12	4 × 4 = 16	5 × 4 = 20
1 × 5 = 5	2 × 5 = 10	3 × 5 = 15	4 × 5 = 20	5 × 5 = 25
1 × 6 = 6	2 × 6 = 12	3 × 6 = 18	4 × 6 = 24	5 × 6 = 30
1 × 7 = 7	2 × 7 = 14	3 × 7 = 21	4 × 7 = 28	5 × 7 = 35
1 × 8 = 8	2 × 8 = 16	3 × 8 = 24	4 × 8 = 32	5 × 8 = 40
1 × 9 = 9	2 × 9 = 18	3 × 9 = 27	4 × 9 = 36	5 × 9 = 45
1 × 10 = 10	2 × 10 = 20	3 × 10 = 30	4 × 10 = 40	5 × 10 = 50

6 × 1 = 6	7 × 1 = 7	8 × 1 = 8	9 × 1 = 9	10 × 1 = 10
6 × 2 = 12	7 × 2 = 14	8 × 2 = 16	9 × 2 = 18	10 × 2 = 20
6 × 3 = 18	7 × 3 = 21	8 × 3 = 24	9 × 3 = 27	10 × 3 = 30
6 × 4 = 24	7 × 4 = 28	8 × 4 = 32	9 × 4 = 36	10 × 4 = 40
6 × 5 = 30	7 × 5 = 35	8 × 5 = 40	9 × 5 = 45	10 × 5 = 50
6 × 6 = 36	7 × 6 = 42	8 × 6 = 48	9 × 6 = 54	10 × 6 = 60
6 × 7 = 42	7 × 7 = 49	8 × 7 = 56	9 × 7 = 63	10 × 7 = 70
6 × 8 = 48	7 × 8 = 56	8 × 8 = 64	9 × 8 = 72	10 × 8 = 80
6 × 9 = 54	7 × 9 = 63	8 × 9 = 72	9 × 9 = 81	10 × 9 = 90
6 × 10 = 60	7 × 10 = 70	8 × 10 = 80	9 × 10 = 90	10 × 10 = 100

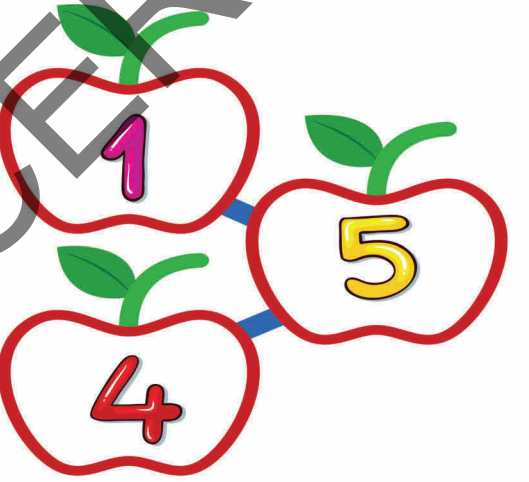
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Number Bonds of 5

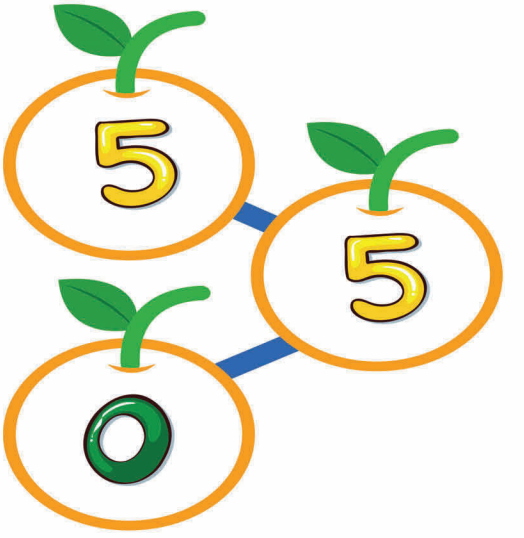






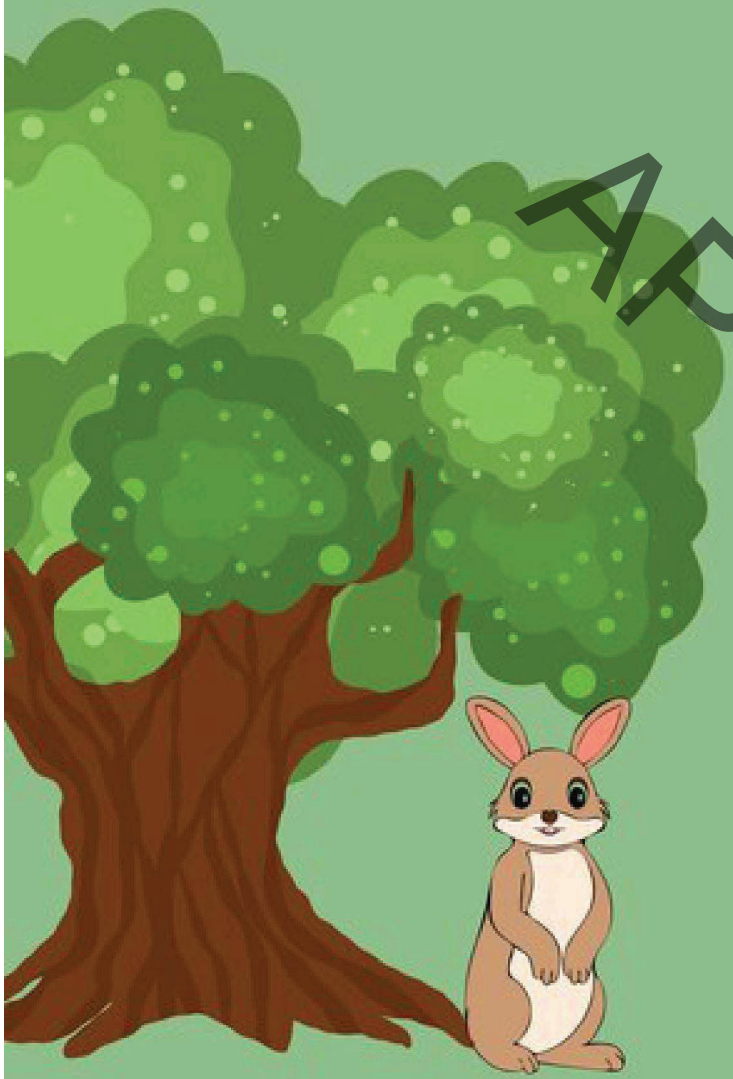






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PASTE THE MISSING NUMBERS



1		3		5			8	9	
11			14		16			19	20
	22			25		27			30
	32		34		36			39	
41		43		45		47			50
	52			55			58		60
61			64		66			69	
71	72		74		76		78		
81		83			86		88		90
		93		95		97		99	

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FUNDAMENTAL DUTIES

Fundamental duties: It shall be the duty of every citizen of India-

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
(c) to uphold and protect the sovereignty, unity and integrity of India;
(d) to defend the country and render national service when called upon to do so;
(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
(f) to value and preserve the rich heritage of our composite culture;
(g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
(i) to safeguard public property and to abjure violence.
(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be ward between the age of six and fourteen years;

- Constitution of India,
Part IV A (Article 51 A)

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Right of Children to Free and Compulsory Education (RTE) Act, 2009

The RTE Act provides for the right of children to free and Compulsory Education to every child in the age group of 6 – 14 years which came into force from 1st April 2010 in Andhra Pradesh.

Important provisions of RTE Act

- Ensure availability of schools within the reach of the children.
- Improve School infrastructure facilities.
- Enroll children in the class appropriate to his / her age.
- Children have a right to receive special training in order to be at par with other children.
- Providing appropriate facilities for the education of children with special needs on par with other children.
- No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education. No test for admitting the children in schools.
- No removal of name and repetition of the child in the same class.
- No child admitted in a school shall be held back in any class or expel from school till the completion of elementary education.
- No child shall be subjected to physical punishment or mental harassment.
- Admission shall not be denied or delayed on the ground that the transfer and other certificates have not been provided on time.
- Eligible candidates alone shall be appointed as teachers.
- The teaching learning process and evaluation procedures shall promote achievement of appropriate competencies.
- No board examinations shall be conducted to the children till the completion of elementary education.
- Children can continue in the schools even after 14 years until completion of elementary education.
- No discrimination and related practices towards children belonging to backward and marginalized communities.
- The curriculum and evaluation procedures must be in conformity with the values enshrined in the constitution and make the child free of fear and anxiety and help the child to express views freely.