

PRACTICE WORKBOOK

CLASS 1

Mathematics

Original mathematics practice organised in the 13-chapter sequence for Class 1. Includes models, worked examples, explanation tasks and answer guidance. Each chapter has a selected core-skill unit, not exhaustive textbook or exam coverage.



13 units · 78 tasks with answer guidance
Learn, practise, draw and explain

Name / नाम: _____

Original supplementary practice. Use the contents to match the learner's needs. This is not a complete textbook, exam guide or chapter-by-chapter NCERT course.

UNIT 01 / 13 • LEARN & TRY

Finding the Furry Cat! (Pre-number Concepts)

Name: _____ Date: _____

Goal: Describe position and compare or sort familiar objects.**Start here:** Point to familiar objects.

Learn

Position words tell where something is compared with something else. Match one object to one object to compare two groups. Sort by one property at a time.

Worked example

Put a pencil under a book. The pencil is under the book; the book is above the pencil.

1. Put a crayon inside a box, then outside it. Tell what changed.

2. Place a toy between two cups. Draw it.

3. There are four dolls and three hats. Match them. Does each doll get a hat?

UNIT 01 • APPLY & EXPLAIN

Finding the Furry Cat! (Pre-number Concepts)

4. Sort a leaf, a green lid and a red lid by colour. Is this the only possible way?

5. Point to the taller of two people standing on the same floor. How did you decide?

6. Draw a ball above a box, then a ball below a box.

LOOK • REASON • REPRESENT



Ball ABOVE the box



Box BELOW the ball

Point to above and below. Draw a ball beside a box. Tell which object you used as the reference.



Pause and reflect

What can I explain now? What do I want to practise again?

☐ I tried ☐ I explained ☐ I checked

ADULT PAGES

Answers and teaching notes

01 · Finding the Furry Cat! (Pre-number Concepts)

1. The crayon moved from inside to outside; accept demonstration.
2. Cup, toy, cup in that order.
3. No. One doll has no hat.
4. Leaf and green lid together; red lid separate. Other sorting rules are possible.
5. Compare how high their heads reach from the same floor.
6. Two drawings showing the stated positions.

Teaching note: Start by checking: Point to familiar objects. Model the worked example, then ask for a reason as well as an answer. Revisit tasks 2 and 6 after two days, using different numbers where appropriate.

Drawing: accept a labelled representation that fits the lesson. Ask the learner to explain the connection.

02 · What is Long? What is Round? (Shapes)

1. The ball rolls; the box usually slides rather than rolling smoothly.
2. A rectangle or square, depending on the face.
3. Two recognisable pencils with different lengths.
4. For example, a closed cylindrical tin has circular faces.
5. Yes, roll on its curved side and slide on a flat circular face.
6. They rest on each other more steadily than curved surfaces.

Teaching note: Start by checking: Compare two familiar objects. Model the worked example, then ask for a reason as well as an answer. Revisit tasks 2 and 6 after two days, using different numbers where appropriate.

Drawing: accept a labelled representation that fits the lesson. Ask the learner to explain the connection.