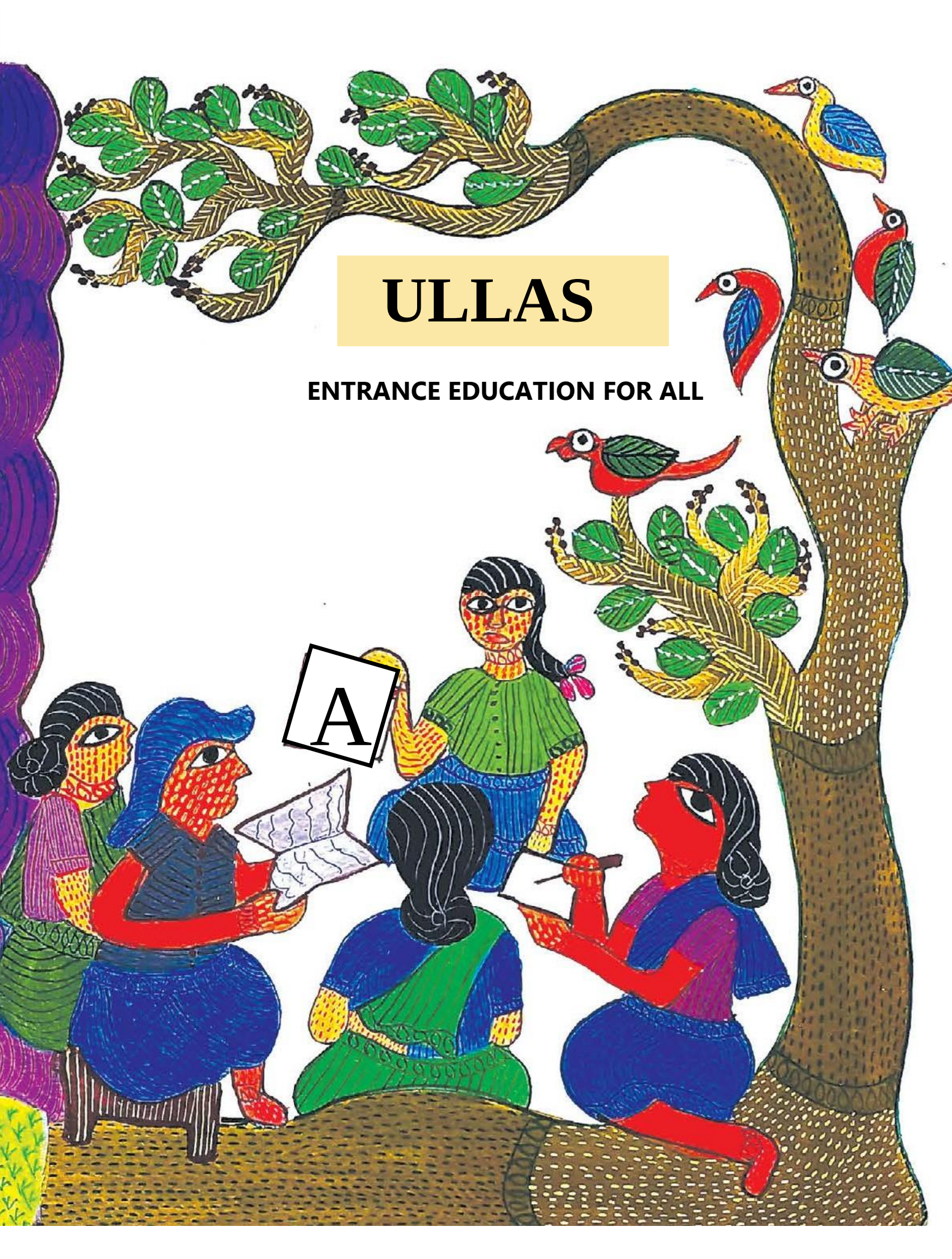




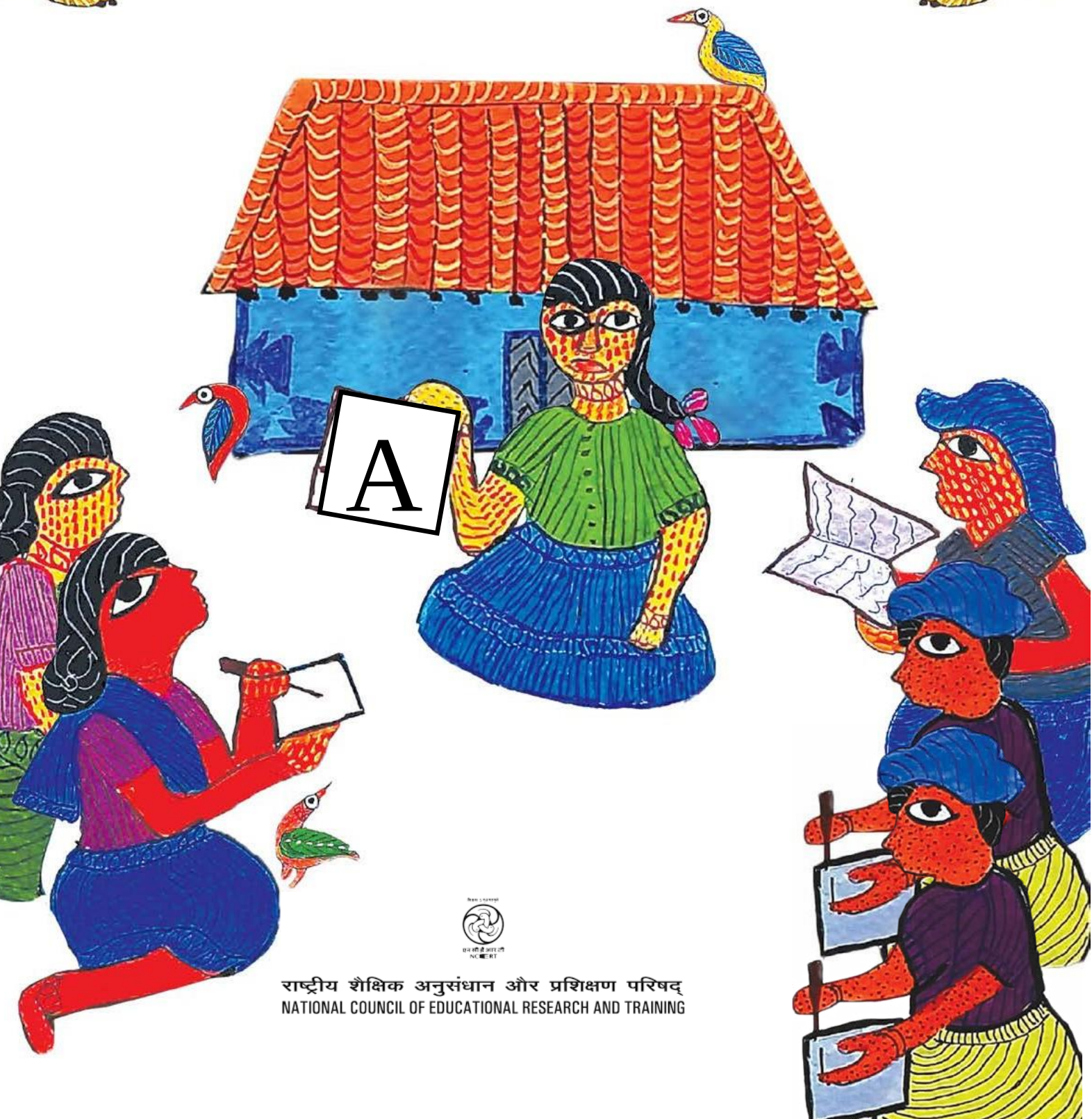
ULLAS

ENTRANCE EDUCATION FOR ALL



ULLAS

ENTRANCE EDUCATION FOR ALL



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

PREFACE

Being literate, learning reading, writing and numeracy is a basic need of every person, which helps in living a dignified life. New India Literacy Programme popularly known as “ ULLAS “ has been launched by the Government of India to implement the recommendations of the National Education Policy 2020-Understanding the way of learning lifelong, for all in the society. The objective of this scheme is to literate the persons of 15 years of age and above to prepare them as the citizen of 21st century who can contribute more towards the development of the society.

As per the guidelines of the National Education Policy 2020, the New India Literacy Program mainly consists of five components. 1) Basic literacy and numeracy, 2) Important life skills, 3) Basic education, 4) Vocational skills, 5) Continuous education. A short tutorial named- ULLAS has been developed to teach illiterate learners. This entry has been made in an integrated form, which includes both language and mathematics. This Primer is based on the learning outcomes of literacy and numeracy learning. The subject matter in this Primer includes those topics which are related to the life of an adult. These topics are – family and neighbourhood, conversation, lifestyle, surroundings, food and health, voting, legal information, time, digital numbers, banks, calendar, environmental awareness etc. In the Primer of ULLAS, language skills and mathematical concepts have been taken together in these subjects. For example, identification of familiar words of English language, word reading and letter recognition (A, B, C, D) through large size pictures given in the lesson ‘Family and Neighbour’ and numbers from 1 to 20 in mathematics. An attempt has been made to teach recognition, reading and writing. Similarly, In the lesson ‘Voting’, use of English alphabets (U, V, W, X) words, sentences and measurement of time in Mathematics (12 and 24 hour clock), on calendar, time-table, railway ticket. An attempt has been made to teach understanding of the given information, identification of digital numbers and writing. Thus Ullas Primer addresses English language and mathematics together. Volunteer teachers can also use other types of materials around them, keeping in mind the learning outcomes.

We believe that this material will be helpful to illiterate learners in learning reading, writing and mathematics.

Your valuable suggestions are cordially invited for the improvement of the content.

September, 2023

New Delhi

Usha Sharma

Professor and Incharge

National Literacy Center Cell

NCERT

Two words from volunteer teachers

To implement the recommendations of “ Education for all” (formerly Adult Education) under the National Education Policy-2020, the creation of various types of educational materials at the national level has been mentioned in the “New India Literacy Programme”. The National Education Policy-2020 focuses on critical life skills of learners with emphasis on basic literacy and numeracy as a key components. To meet the guidelines given in the program (ULLAS) is being seen as a medium which opens up many possibilities for the learners to read and write. Keeping this point in mind, "ULLAS" primer introduction (abbreviation Form) has been created which is helpful in achieving the learning outcomes related to foundational literacy and numeracy. In this, reading and writing happen simultaneously i.e. language and mathematics are in an integrated form. This, ULLAS PRIMER is divided into seven chapters, comprising of the themes like literacy and numeracy , important life skills like – health, voting, legal literacy, public life etc.

Foundational literacy and numeracy are an important part of education (adult education) for all. Its objective is to make literate those students of 15 years of age and above who are educated, but are deprived of knowledge about alphabets i.e. they are illiterate. Under “New India Literacy Programme” , we have to take the skill of reading , writing and numeracy for all those learners , who due to some reason could not go to school and remained away from education. These may include those learners who know how to read a little with someone’s help, hence our learner may be at different level in this process of teaching and reading.

It is important to keep in mind that these learners are intelligent, enriched with vast experience and may also be skilled craftsmen. These learners may be working to earn a living through some form of labour. They will also be the ones who may have taken up responsibilities inside and outside the home. Our aim is to illuminate their lives with the light of literacy and help in making their lives easier and more simple. They should learn more from their experiences through understanding of reading, writing and numeracy and should be able to deepen and expand the scope of thinking and understanding. At the same time, they should be able to develop and fully utilize their abilities to improve their lives, thereby upliftment of the country and society.

While teaching learners to read and write, keep in mind that –

- The purpose of this Primer is to introduce learners to basic literacy and numeracy and also they have to be connected with this knowledge.
- These learners are aged 15 years or above and have a wealth of experience. It is also possible that they have more experiences than us. So, respect them and listen to them carefully.
- They do their daily tasks on their own and in their own way, So be sure to appreciate their efficiency.
- Keep in mind that they will be able to engage attentively in the reading and writing process only when they find reading useful. Therefore, teach with complete preparation and use more examples of their real life situations.

These learners are able to listen and speak English language, they use this language in their conversation. Therefore, make sure that by using this knowledge, we should give them opportunities to read and write. The learners may have the skills to use mathematics verbally and informal methods of calculation but may not recognize numbers and may have difficulty in solving mathematical problems. You have to engage them with numerical knowledge, by building and enhancing their mathematical understanding.

Try to teach the lessons through pictures, stories, posters etc. Picture reading, poster reading and guessing by looking at the pictures and guessing the words written below them, are ways of teaching and learning reading with understanding.

Make full use of pictures. Pictures can depict a single object or an entire process or event. Pictures can be used in different ways as per requirement. Like-conversation on picture can be done, the object/event available/given in the picture can be discussed, a story can be made/ composed by guessing from the picture. Even in the introduction, opportunities have been given to read by guessing by looking at the picture, like guessing and reading the word house by looking at the picture of a house, guessing and reading the word family by looking at the picture of family members, etc.. Our learners have a large vocabulary, so

you need to use it to help them to learn read and write. For this, we will look at the letters and words in the names of persons/ things will insist on identifying. The vocabulary of any story can be made. Opportunity to read and guess by looking at the picture in the introductory phase are given, such as guessing and reading the word house by looking at the picture of a house, reading about the people of the family. Guessing and reading the word family by looking at the picture etc. The vocabulary of our learning topics is large, so you should use it to read and understand them. They may need help in learning to write. For this, we will look at the letters and words in the names of persons/things will insist on identifying.

We speak and learn language as a whole, not in pieces. Reading and writing cannot be taught by breaking or joining words. Therefore, while teaching reading and writing, remember that the work of identifying letters and reading words should be done with the help of words and sentences. For example, to understand the letter 'M', show and read the words in which this letter is used, like mango, arm, Matchbox, tomato etc.

Language makes sense in a context. Reading and writing should be taught with reference to the language. It is not possible for language to be meaningful without context. For example, if the word 'hal' is used alone then it is difficult to understand whether we are talking about a tool or the answer to a similar question. In the same sentence its Usage (e.g. I found the solution to my puzzle) helps the reader in getting the accuracy and correct understanding of its meaning. The task of developing alphabetical knowledge and understanding of letters can also be done through the alphabets, but first the letters should be shown in words, told by speaking and made to be identified. Only after that the identity should be further strengthened through the alphabet. Through this, students will try to read by connecting it with the vocabulary of the language which they use in their daily life.

We are teaching to identify different quantities by associating them with letters in the introduction. This will make it easier for the learners to understand the letter-sound relationships and their better understanding will also develop.

Language games will also help in teaching reading and writing. It will make reading and writing easier. By using alphabet mesh, the identification of letters and quantities can also be understood. In many places, language games have been given in combination of word formation and word recognition, where the task of identifying and spelling words has been given.

To teach numerical knowledge by combining it with language, both have been done in the introduction. Language and numeracy are brought together through stories and poems to create a better understanding.

Learners may be somewhat familiar with numeracy because they will be doing it in their daily life, be it exchanging money, buying goods or vegetables to be counted etc. all these tasks require knowledge of numbers. Therefore, assess that how much the learner knows, only then proceed further.

We can use the objects around us to identify numbers, like we can use a mobile to identify numbers. Since the use of mobile is known to them thus by explaining this, they will be able to understand better and will understand that reading and writing is helpful in making our life easier. In the introduction part also, work has been done to introduce the knowledge of numbers with similar examples.

Some of the learners may have knowledge of counting objects, so provide them more hands on experience in identifying the numbers by counting the objects. This will simultaneously lead an understanding to learn the numeracy based concepts.

After identifying the numbers in the booklet, you can use posters, charts, and other written materials to deepen the concept of identification and understanding. Numbers can also be identified by using flash cards.

To further strengthen the mathematical concepts, provide more examples from their daily life experiences.

Teach mathematical concepts like addition and subtraction with objects. For example, to show what can be obtained by adding four to three, show three similar objects mixed with four more similar objects and ask them to count. Similarly, in subtraction, ask them to remove the objects and count.

In the introduction, addition and subtraction have also been taught using rupees so that the mathematical concept of addition and subtraction can be understood and work can also be done on the understanding of money transactions and the mathematical concept of addition and subtraction can be simultaneously be explained and taught to them.

Efforts can also be made to explain mathematical concepts through stories and songs. Try to take experiences related to daily life to explain concepts like units and tens. So that the students understanding can be improved. This concept can also be explained by making bundles of different items. This will also make it easier for the learners to understand because they do such work in their personal lives.

The introduction uses the understanding of addition to teach the concept of multiplication. This will not only strengthen the understanding of addition but will also make it easier to understand multiplication. Along with this, it is also important to explain multiplication with objects, like to explain four times one object is shown four times. Similarly, to show and explain, 2×2 put 2 objects in two different groups and tell by counting.

Explain the concept of measurement by discussing different methods of measuring weights, weighing, solid and liquid substances. Learners hear and will be somewhat familiar with units of measurement when purchasing goods. Our aim is to take the knowledge that the learners already have and then connect with it and introduce them to units of measurement.

Using different sized utensils we can identify units and types of objects.

Discuss which units are used. The same can be discussed about changing units. So that the understanding of the units can be developed. If someone works

to sell vegetables then it will be easier for him to understand kilogram and gram by asking for the weight and showing the weights to that person. Similarly, understanding of liters can be helped by showing milk measuring measurements.

To teach how to tell time, examples of both hand and digital clocks have been discussed in the introduction. Try to teach the students to tell time by placing a wall clock in front of them by looking at the clock themselves. With this, learning time will be fun and it will also be fully understood.

Be sure to introduce the digital clock to the students so that they can learn to read the digital numbers and can easily read digital scales, clock etc.

There are different ways to read 12 hour and 24 hour so be sure to talk about how to read a 24 hour clock and explain how to read it. 24 hour clock using train can be taught to read.

Show learners a calendar and teach to read the names and dates of the months to teach them how to read and view the calendar. Assign learners a task to use and read by looking at the calendar each day to identify the month and date.

The introduction includes topics related to important life skills like legal information, financial literacy etc. topics like voting, bank account related information; but opportunities have been given for dialogue. Teach them how to read and fill out cheque books, deposits slips, etc. by sharing them with learners.

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My Book

My Name — _____

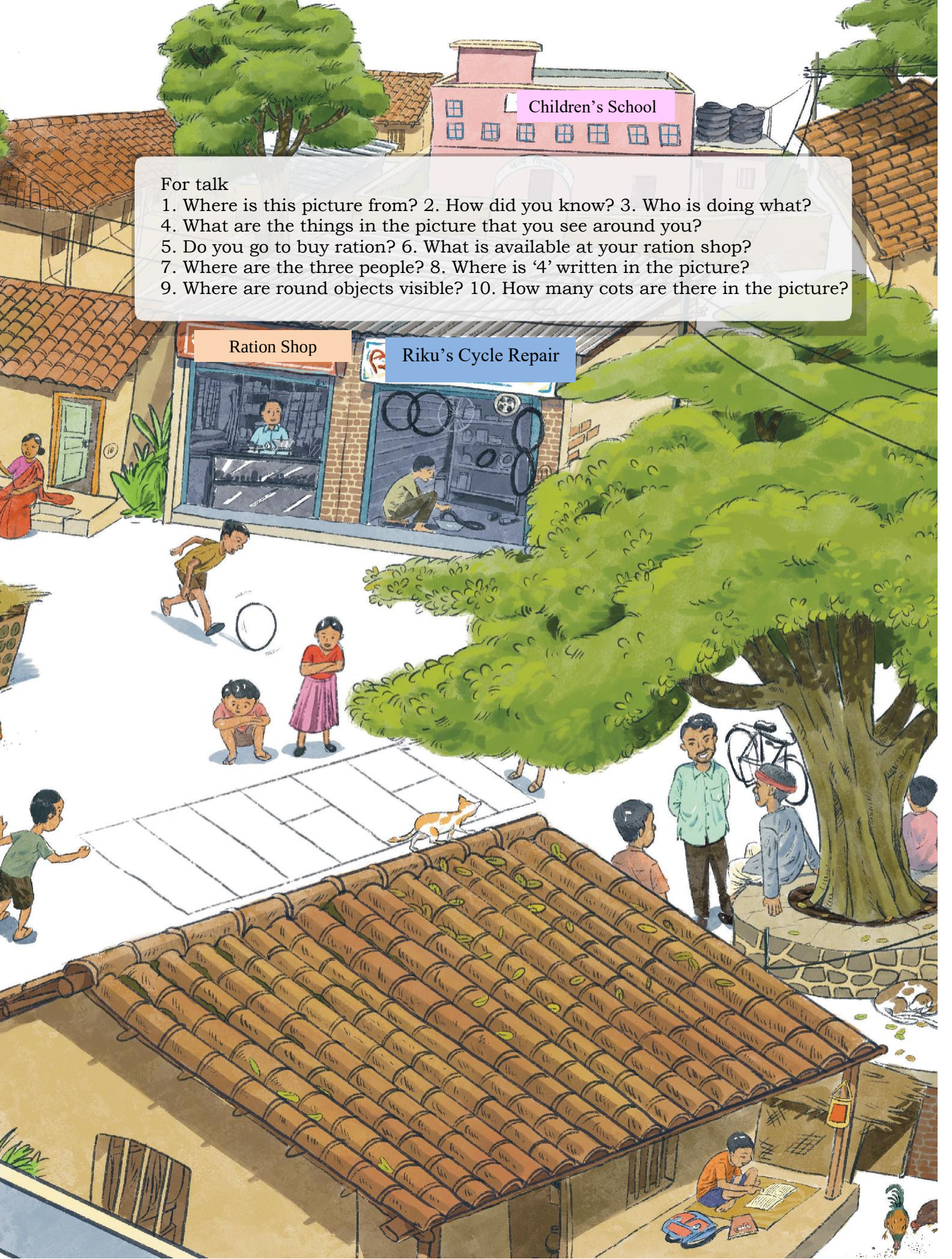
My Address — _____

My Contact Number—

Primary Health Center

Muskhan's Boutique

Arif Footwear



Children's School

For talk

1. Where is this picture from?
2. How did you know?
3. Who is doing what?
4. What are the things in the picture that you see around you?
5. Do you go to buy ration?
6. What is available at your ration shop?
7. Where are the three people?
8. Where is '4' written in the picture?
9. Where are round objects visible?
10. How many cots are there in the picture?

Ration Shop

Riku's Cycle Repair

1

Family and Neighbourhood

We Will Learn

A

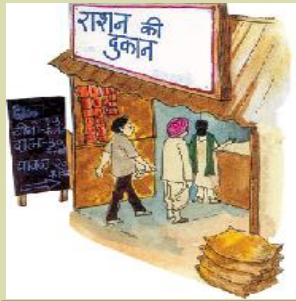
B

C

D

Recognizing, reading and
writing numbers from 1 to
20

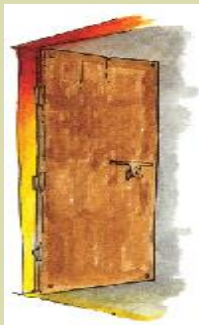
Guess the picture and read



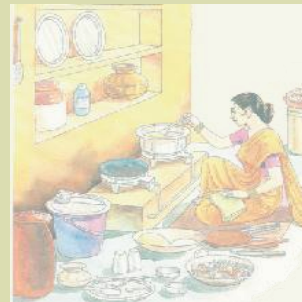
Shop



Family



Door



Kitchen

Read and Write

A



APPLE

ANT

AXE

A A

B



BAT

BAG

BUS

B B

Teacher Instruction: Get the participants to identify the pictures one by one. Get the words written under the picture read with a finger and have the participants write the letters. Also explain the differences of the sound and shape of letters.



COCONUT



COW



CUP

C C



DOG



DUCK



DOLL

D D

Identify the words and encircle them

Ant

Add

Ass

Bag

Bat

Bad

Cap

Can

Cat

Dog

Dot

Doll

A	C	O	W	D	N	T	E
B	U	S	T	S	C	D	O
E	P	P	B	A	T	O	S
D	E	C	L	T	P	L	T
W	I	S	A	P	P	L	E

Look at the pictures and fill in the blanks :



_ U P



_ O G



_ A L L



_ P P L E

■ Count and recognize number



1

ONE BOAT



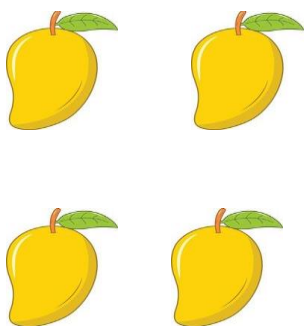
2

TWO TOMATOES



3

THREE
ROLLING PINS



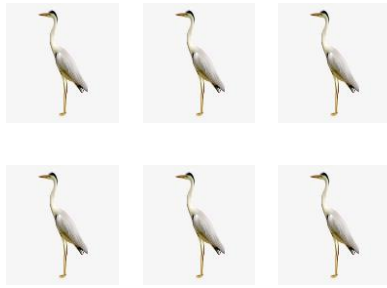
4

FOUR MANGOES



5

FIVE HOUSES



6

SIX CRANES



7

SEVEN POTS



8

EIGHT TAPS

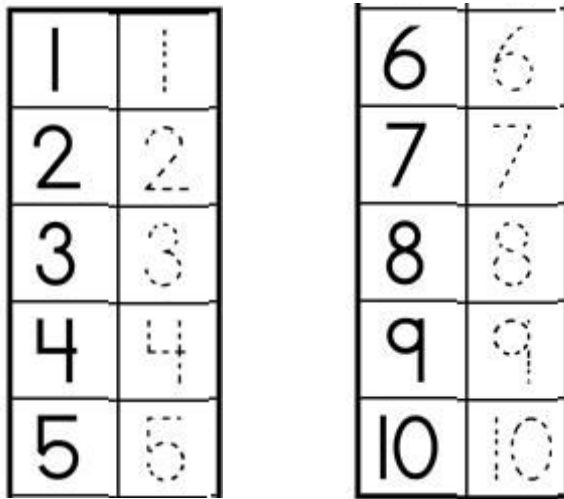


9

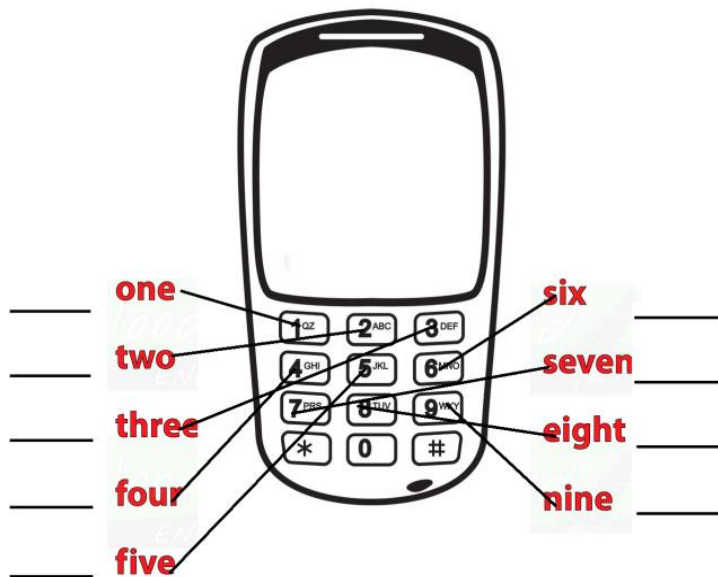
NINE POMEGRANATES

Teacher's instruction: Try to have the participant count the thing shown in the pictures and identify the number shown. Give participants a chance to count the things around them, such as how many windows and doors are there in the room

Count and write



Which number where in Mobile?



Teacher Instruction: Try this
Teacher motivate the
participants to try this to
identify the patterns written in
the mobile key-pad and write
down 1 to 9 on the basis of
that.

Teacher Instruction: Help them to practice to write the given numbers in the mobile. write these numbers in the mobile. write these numbers first with the help of a dotted line and then tell and write by themselves. Those participants who need more practise given them opportunities again and again .

Raja's family is going by bullock cart. Look at the picture count and write.



- How many people are there in the cart?
- How many men are there in the cart?
- How many women are there in the cart?
- How many watermelons are there in the basket?
- How many wheels are there in the cart?
- How many lanterns are there in the cart?

Complete the sequence by writing numbers in the blank space -

1		3	4		6			9
---	--	---	---	--	---	--	--	---

Let's Count:



10 TAPS:



11 BEDS:



12 LEAVES:



13 ALMIRAHS:



14 KITES:



15 RAKHEES:

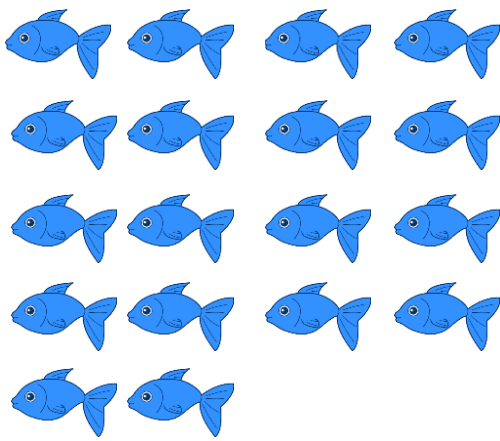


16 COCONUTS:



17 POMEGRANATES:

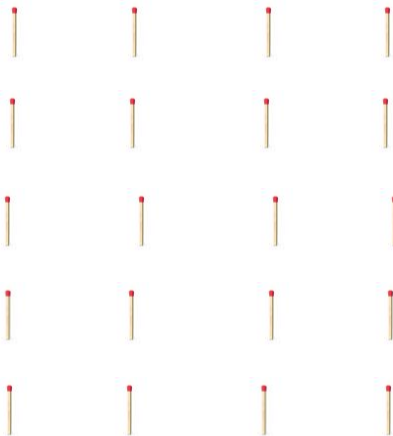




18 FISHES:



19 PEARLS:



20 MATCHSTICKS:

Complete the sequence by writing numbers in the blank space -

10		12		14	15		17			20
----	--	----	--	----	----	--	----	--	--	----

WORKSHEET

1. Identify the letter in the given words and encircle them :

D – DOLL

BED

B – BAG

RUB

C – CAT

CUPCAKE

A – AXE

YOGA

2. Look at the pictures and fill in the blanks:



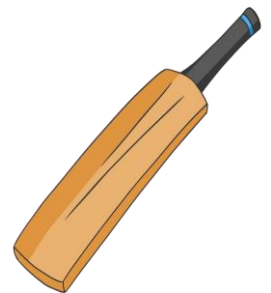
__ A L L



__ U P



__ O L L



__ A T

3. Find out the words from the given grid and encircle them :

A	S	B	A	T
N	P	O	X	D
C	U	P	E	O
A	S	B	L	G
T	K	C	D	E

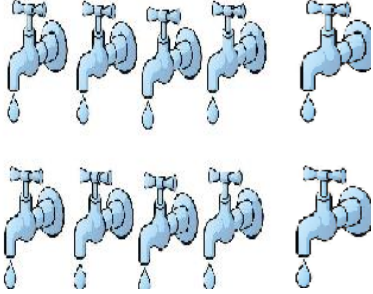
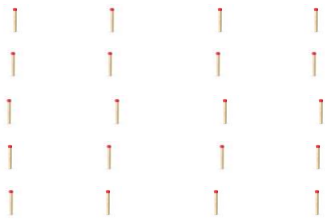
4. Count and write the number :

5. Complete the sequence by writing numbers in the blank space :

1		3	4		6			9
---	--	---	---	--	---	--	--	---

6. Count and write the numbers :

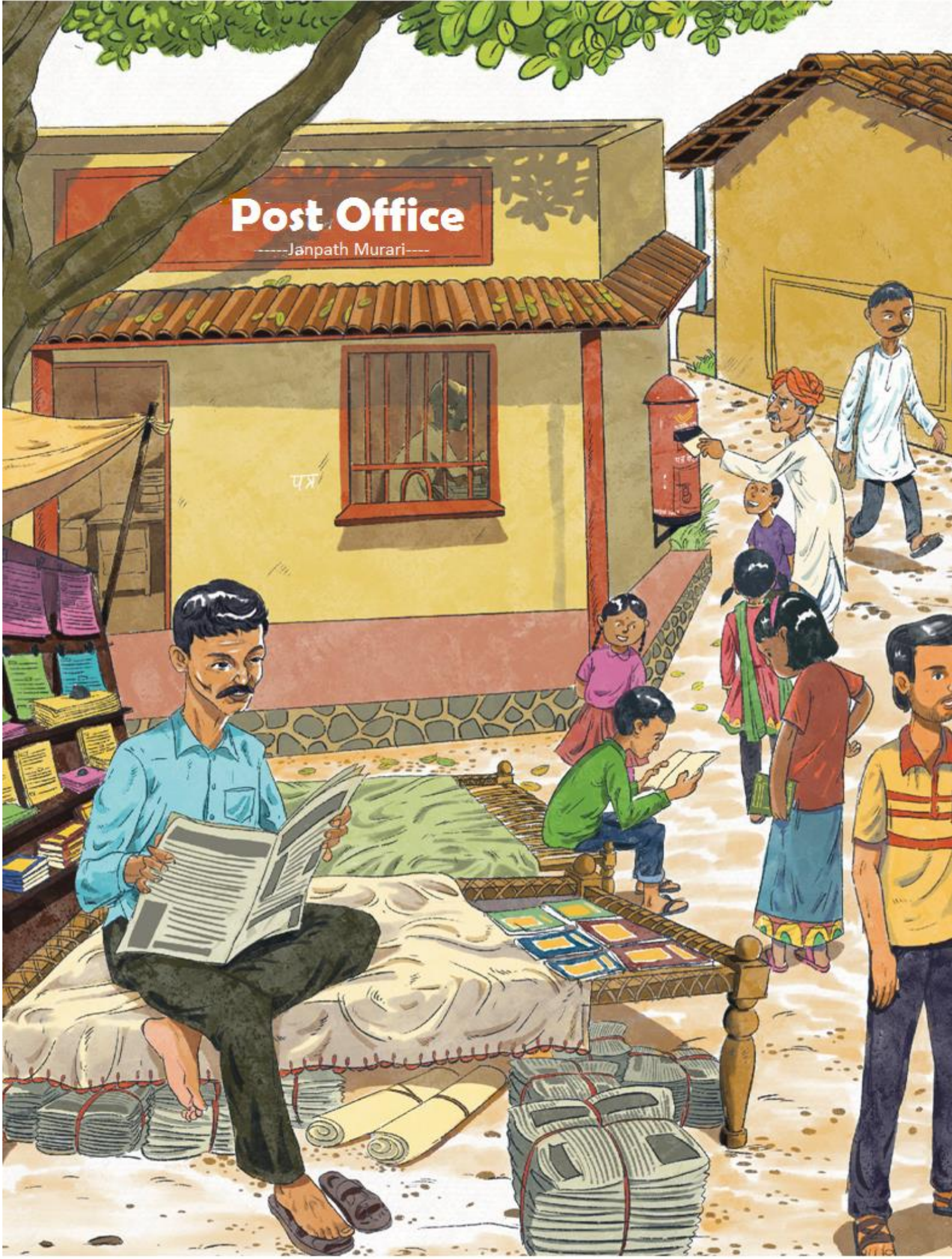
	
	
	
	

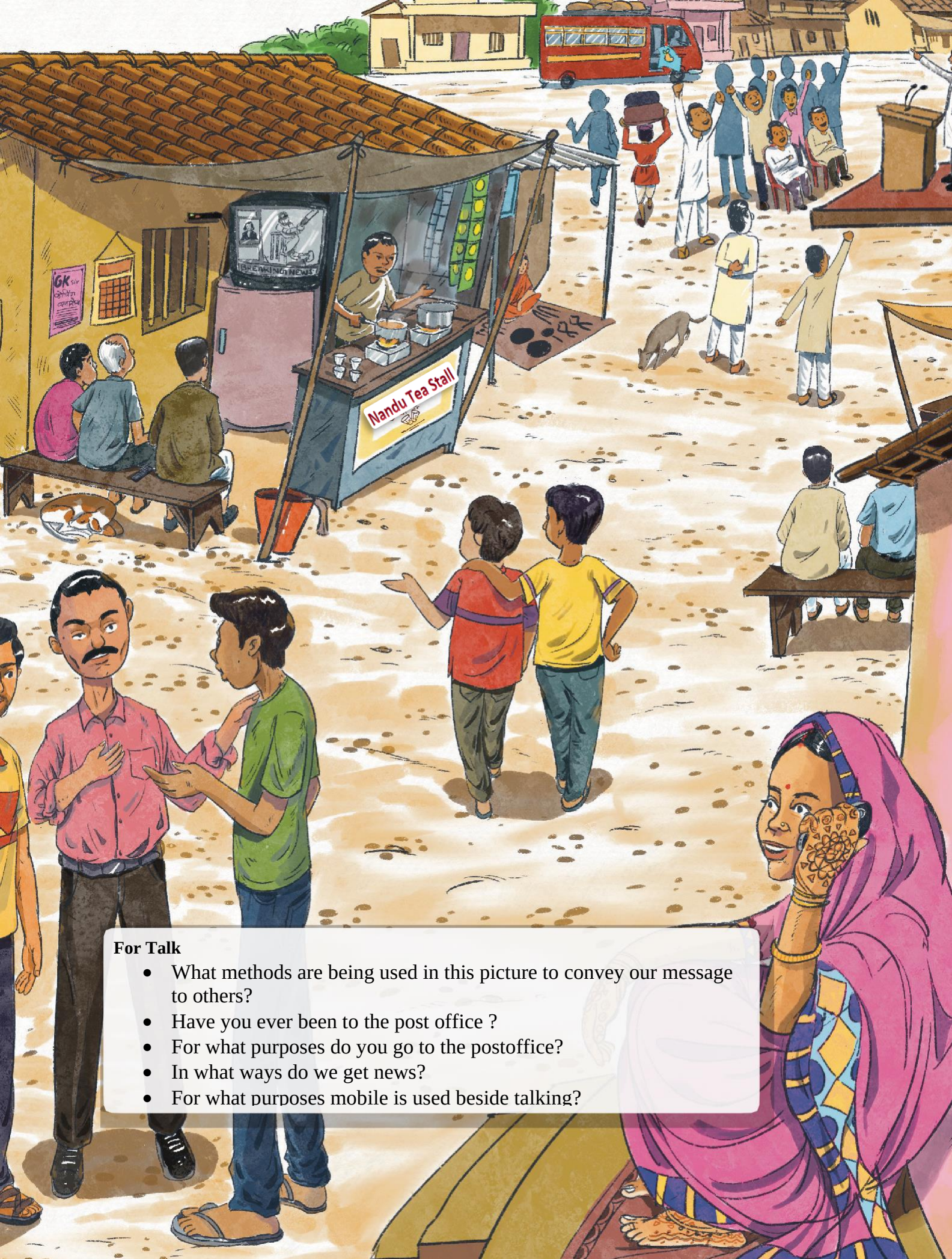
7. Complete the sequence by writing numbers in the blank space :

10		12		14	15		17			20
----	--	----	--	----	----	--	----	--	--	----

Post Office

-----Janpath Murari-----





For Talk

- What methods are being used in this picture to convey our message to others?
- Have you ever been to the post office ?
- For what purposes do you go to the postoffice?
- In what ways do we get news?
- For what purposes mobile is used beside talking?

2

Conversation

We will learn

E	F	G	H
---	---	---	---

- Recognizing, reading and writing numbers from 21 to 50.
- Addition and subtraction of numbers up to 50.
- Counting in units and tens groups.

Guess from the picture and read



Newspaper



Conversation



Mail Box



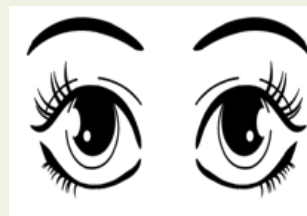
Mobile



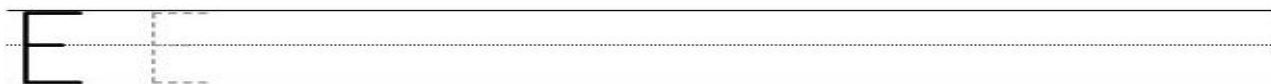
EGG



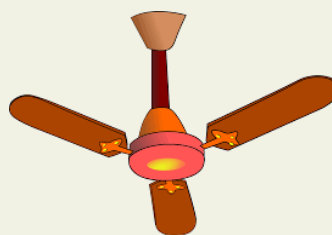
ELEPHANT



EYE



FRUIT



FAN



FISH





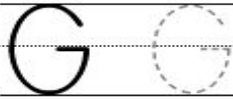
GIFT



GIRL



GOAT



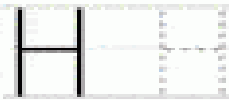
HUT



HORSE



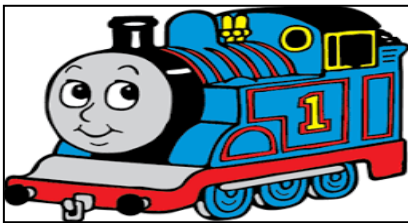
HEN



■ Look at the sentences and read aloud:

- The goods train is passing by.
- Fulo has gone to get vaccinated.
- Gulabo is eating sweets.
- Geeta has written letter to her baba.
- There are many people in the bus.

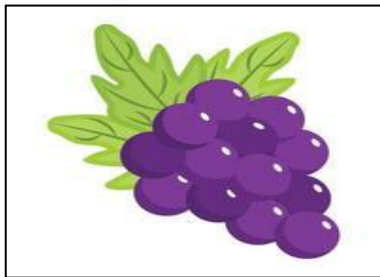
■ Write the names of the given picture.



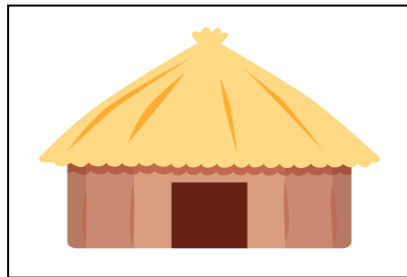
.....



.....



.....



.....

- Five people are sitting in Payal's home. Four more people came in. Now how many people are there in total?



and



together

5 PEOPLE	and	4 PEOPLE TOGETHER	9 PEOPLE
5	+	4 ALLTOGETHER	
5	+	4 =	9

$$5 + 4 = 9$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline 9 \end{array}$$

■ ADD

$$\begin{array}{r} 13 \\ + 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 4 \\ \hline \\ \hline \end{array}$$

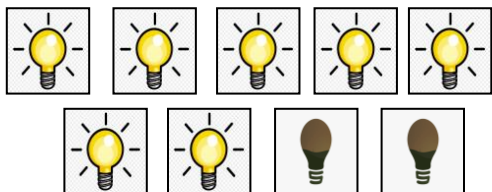
$$7 + 2 = \boxed{}$$

$$13 + 4 = \boxed{}$$

- The postman delivered 8 letters on the first day. Next day he distributed 3 letters. How many letters did the postman deliver in total ?

Teacher Instruction: give maximum opportunities to the learners to recognize the signs of addition and subtraction and perform mathematical operations. In mathematics, + is the plus sign , - is the minus sign and it is the equal sign .

- Out of nine bulbs, two were damaged. Tell me , how many bulbs are in working condition ?



Out of bulbs

bulbs damaged



Bulbs left in working condition

- Out of 9 bulbs - 2 bulbs damaged = 7 bulbs left in working condition

$$9 - 2 \text{ left} = 7$$

$$9 - 2 = 7$$

$$\begin{array}{r} 9 \\ - 2 \\ \hline 7 \end{array} \quad \text{or} \quad 9 - 2 = 7$$

Teacher Instruction: give maximum opportunities to the learners to recognize the signs of addition and subtraction and perform mathematical operations. In mathematics, + is the plus sign , - is the minus sign and = is the equal sign .



SUBTRACTION

$$\begin{array}{r} 9 \\ - 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 4 \\ \hline \\ \hline \end{array}$$

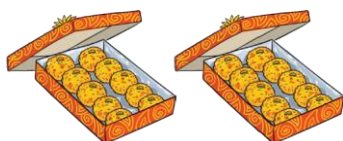
$7 - 3 = \square$

$5 - 2 = \square$

- Javed has Rs. 20, he bought fruits worth rupees 15, now how many rupees left with them ?
-

Let's learn counting by adding

There are 10 laddoos in a box of sweets . 10 units mean

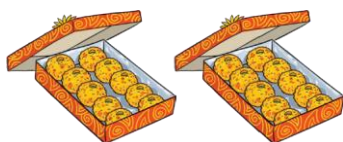


$20 + 1$

2 tens and 1 ones

$= 21$

TWENTY ONE

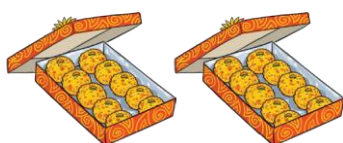


$20 + 2$

2 tens and 2 ones

$= 22$

TWENTY TWO

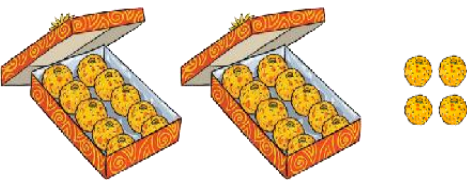


$20 + 3$

2 tens and 3 ones

$= 23$

TWENTY THREE

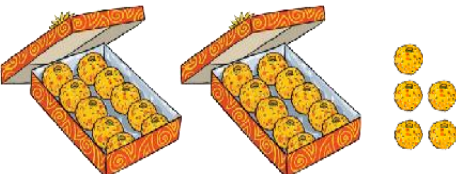
$$20 + 4 =$$


$$20 + 4$$

2 tens and 4 ones

$$= 24$$

TWENTY FOUR

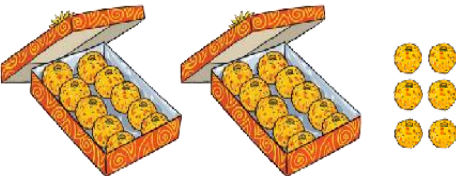
$$20 + 5 =$$


$$20 + 5$$

2 tens and 5 ones

$$= 25$$

TWENTY FIVE

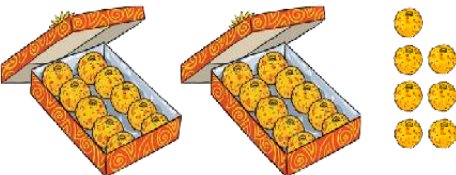
$$20 + 6 =$$


$$20 + 6$$

2 tens and 6 ones

$$= 26$$

TWENTY SIX

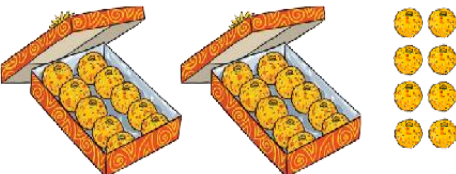
$$20 + 7 =$$


$$20 + 7$$

2 tens and 7 ones

$$= 27$$

TWENTY SEVEN

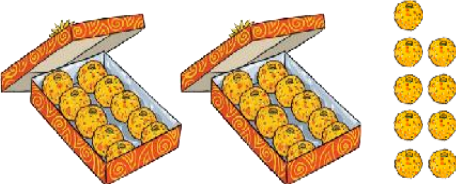
$$20 + 8 =$$


$$20 + 8$$

2 tens and 8 ones

$$= 28$$

TWENTY EIGHT

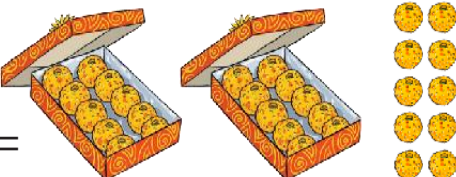
$$20 + 9 =$$


$$20 + 9$$

2 tens and 9 ones

$$= 29$$

TWENTY NINE

$$20 + 10 =$$


$$20 + 10$$

2 tens and 10 ones
or 3 tens

$$= 30$$

THIRTY

$$30 \boxed{+ 1 =} 31$$

$$30 \boxed{+ 2 =} 32$$

$$30 \boxed{+ 3 =} 33$$

$$30 \boxed{+ 4 =} 34$$

$$30 \boxed{+ 5 =} 35$$

$$30 \boxed{+ 6 =} 36$$

$$30 \boxed{+ 7 =} 37$$

$$30 \boxed{+ 8 =} 38$$

$$30 \boxed{+ 9 =} 39$$

$$30 \boxed{+ 10 =} 40$$

$$40 \boxed{+ 1 =} 41$$

$$40 \boxed{+ 2 =} 42$$

$$40 \boxed{+ 3 =} 43$$

$$40 \boxed{+ 4 =} 44$$

$$40 \boxed{+ 5 =} 45$$

$$40 \boxed{+ 6 =} 46$$

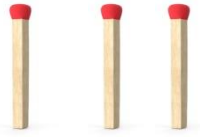
$$40 \boxed{+ 7 =} 47$$

$$40 \boxed{+ 8 =} 48$$

$$40 \boxed{+ 9 =} 49$$

$$40 \boxed{+ 10 =} 50$$

- There are 10 matchsticks in a box. Write the total number of sticks.

		Or +
		Or +

- Write how many rupees are made from the 10 rupee notes and 1 rupee coins given below:

	10 Rupees note		1 rupee coins		Total Rupees
1.		+		=	34
2.		+		=	

- Add

$\begin{array}{r} 40 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 30 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 40 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ + 12 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ + 15 \\ \hline \end{array}$
--	--	---	---	---

$27 + 12 = \boxed{}$	$32 + 11 = \boxed{}$	$22 + 14 = \boxed{}$	$15 + 25 = \boxed{}$
----------------------------------	----------------------------------	----------------------------------	----------------------------------



■ Subtract

$$\begin{array}{r} 48 \\ - 32 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ - 13 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ - 21 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ - 19 \\ \hline \end{array}$$

$39 - 23 = \boxed{}$

$45 - 31 = \boxed{}$

$37 - 15 = \boxed{}$

$29 - 12 = \boxed{}$

- You have some notes or coins of ₹10 and ₹1. Tell me how will you pay the price of the goods of the goods to the Shopkeeper ? Fill the number of coins and notes in the blank space.

Object	Value	10 Rupee notes / coins	1 Rupee notes/coins
Tomato	₹50		
Burfi	₹42		
Mug	₹29		
Banana	₹15		

Teacher Instruction: Tell the students that counting in groups of ten makes it easier to count larger numbers. we also have to develop the understanding that ten until are combined to form tens

Worksheet

1. Identify the given letters and encircle them :

F - FAN GIFT

G - GIRL LEG

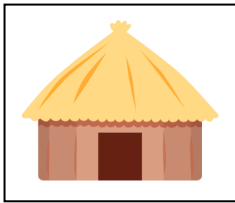
H - HEN FISH

2. TRACE OVER THE GIVEN WORDS :

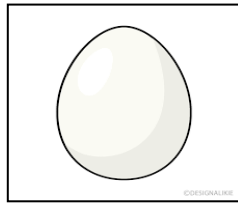
HUT COAT

CONVERSATION

3. Look at the picture and fill in the blanks :



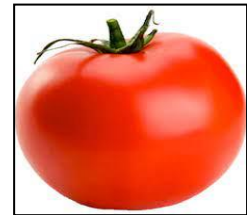
H _ T



E _ G



GO _ T

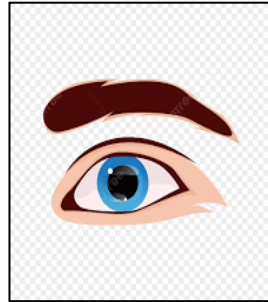


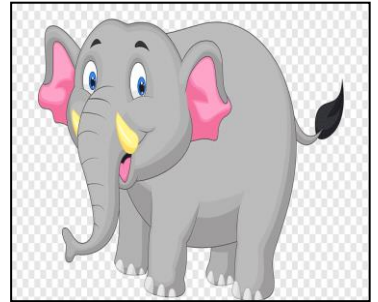
_ RUIT

4. Write the pictures name :









5. Add :

$$\begin{array}{r} 13 \\ + 32 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ + 11 \\ \hline \end{array}$$

6. Subtract :

$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ - 21 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ - 15 \\ \hline \end{array}$$

7. Add and write the digit :



8. Fill in the blanks :

$$30 + 5 = \underline{\hspace{2cm}}$$

$$40 + 5 = \underline{\hspace{2cm}}$$

$$40 + 2 = \underline{\hspace{2cm}}$$

$$40 + 10 = \underline{\hspace{2cm}}$$

9. Write the coin or notes in the box :

Value	10 Rupee notes / coins	1 Rupee notes/coins
₹.42		
₹.29		



40



Talk Time:

- What do you see in this picture?
- Who all are there? What are the things there around us similar to the picture?
- How many shops are there in the pictures?

3

Our Lifestyle

I J K L

- Recognizing , reading & writing numbers 51-1000
- Counting in unit ,ones ,tens and hundreds(place value)
- Addition and Substraction of 2 digit numbers.
- Multiplying one digit numbers.
- Counting in groups of 100-100

■ Read and guess from the picture



Wedding



Toys



Drum

Your Text Here



Tattooing



ICE-CREAM



IGLOO



INK



JUG



JOKER



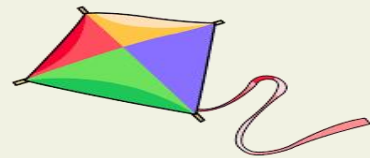
JEEP



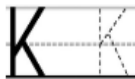
KING



KETTLE



KITE



LION



LAMP

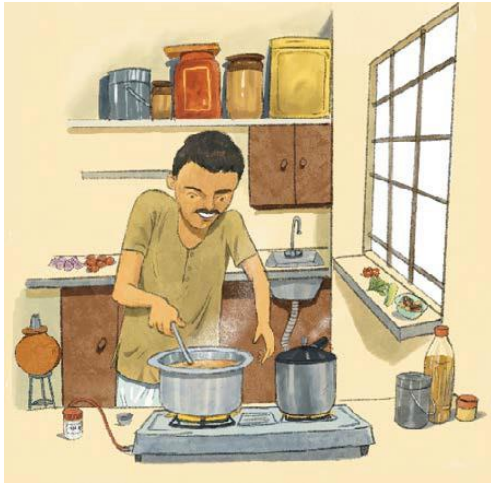


LOTUS



Find out the words and write

Today Kamal has prepared many food items .Identify the names of the food items and circle them.



Paneer	Onion	Tamarind	Tomato	Bowl	Plate	Glass
Sauce	Spinach	Lentils	Rice	Dew	Bread	Toy
Raita	Salt	Water	World	Rolling-pin	Kheer	Lullaby

Write the names of food items .

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Read and write

Sister –in- law has bought the garland.

There has been news in the newspaper.

It is raining heavily.

Aarti is sleeping on the cot.

The farmer is walking in the field.

Teacher Instruction: Help learner read the words. Encourage learners to read and see sentences and write

Garland

Raju was helping his mother in making flower garlands. He gave the flower one by one to his mother and kept saying the numbers. A garland of 10 flowers i.e, 10 flowers in each garland. Raju kept giving flowers and the garland kept getting made. So let us understand how many flowers make a garland.

Five Tens 	+	unit 	=	50+1=51 Fifty one
Five Tens 	+	Two units 	=	50+2=52 Fifty two
Five Tens 	+	Three units 	=	50+3=53 Fifty three
Five Tens 	+	Four Units 	=	50+4=54 Fifty four

Five Tens



+

Five units



=

50+5=55
Fifty five

Five Tens



+

Six units



=

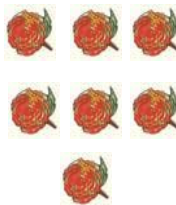
50+6=56
Fifty six

Five Tens



+

Seven units



=

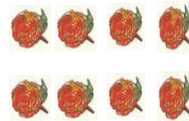
50+7=57
Fifty seven

Five Tens



+

Eight Units



=

50+8=58
Fifty eight

Five Tens



+

Nine units



=

50+9=59
Fifty nine

Five Tens



+

Ten units



=

50+10=60
Sixty

Add unit and tens digits.

60+1	=	61
60+2	=	62
60+3	=	63
60+4	=	64
60+5	=	65
60+6	=	66
60+7	=	67
60+8	=	68
60+9	=	69
60+10	=	70

70+1	=	71
70+2	=	72
70+3	=	73
70+4	=	74
70+5	=	75
70+6	=	76
70+7	=	77
70+8	=	78
70+9	=	79
70+10	=	80

80+1	=	81
80+2	=	82
80+3	=	83
80+4	=	84
80+5	=	85
80+6	=	86
80+7	=	87
80+8	=	88
80+9	=	89
80+10	=	90

90+1	=	91
90+2	=	92
90+3	=	93
90+4	=	94
90+5	=	95
90+6	=	96
90+7	=	97
90+8	=	98
90+9	=	99
90+10	=	100



Fill in the blanks with the correct sequence of number.

1	2	3	4	5	6	7	8	9	10
11		13	14			17			20
21			24						
					36				
		43						49	
	52				56				
61			64			67		69	
		73							80
			84				88		
91		93			96				100

Add

$$\begin{array}{r} 70 \\ +12 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ +13 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ +12 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ +36 \\ \hline \end{array}$$

- When the sum of units is more than tens, then the tens units are made into tens and added to the tens.

Like-

$$\begin{array}{r} 46 \\ +27 \\ \hline 73 \end{array}$$

1

6 units + 7 units combined
13 units means 1 ten 3 units

Add

$$\begin{array}{r} 75 \\ +19 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ +46 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ +26 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ +25 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ +27 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ +54 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ +45 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ +24 \\ \hline \end{array}$$



Subtract

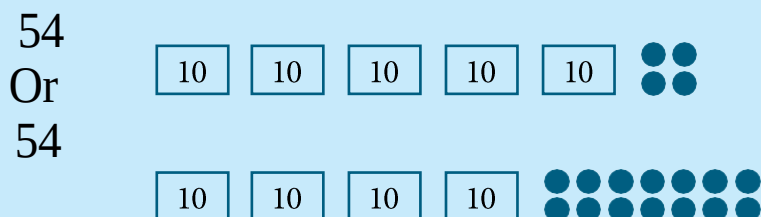
$$\begin{array}{r} 75 \\ - 24 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} 86 \\ - 24 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ - 13 \\ \hline \end{array}$$

When we are short of units ,than we convert tens into units.
Like-



like-

$$\begin{array}{r} 54 \quad \textcircled{4} \quad \textcircled{14} \\ - 26 \quad - 2 \quad 6 \\ \hline 28 \quad \quad \quad \end{array}$$

6 cannot be subtracted from 4 .
For this , we take 1 ten out of 5
tens and convert it into 10
units.Now we have 4 tens and 14
ones. By subtracting 6 units from
14 units 8 units will be left.By
subtracting 2 tens from 4 tens, 2
tens will be left.

•Subtract

$$\begin{array}{r} 76 \\ - 38 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 96 \\ - 68 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ - 39 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ - 28 \\ \hline \end{array}$$

Boxes of laddoos were distributed to the children on the occasion of Independence Day in the school. A box can hold four laddoos. Let us find out how many laddoos are needed to give boxes to 10 children?

1 child will get  i.e. 1 box of 4 laddoos
 1 times 4 Multiply 1 with 4
 or $1 \times 4 = 4$ laddoos

2 children will get  i.e. 2 boxes of 4 laddoos
 $4+4$
 2 times 4 or
 Multiply 2 with 4
 or $2 \times 4 = 8$ laddoos

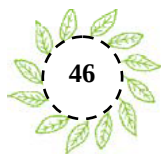
3 children will get  i.e. 3 boxes of 4 laddoos
 $4+4+4=3$ times 4
 Or Multiply 3 with 4 $= 3 \times 4 = 12$ laddoos

4 children will get  i.e. 4 boxes of 4 laddoos
 $4+4+4+4=4$ times 4
 Or Multiply
 4 with 4 $= 4 \times 4 = 16$ laddoos

Tell me, how many laddoos will 7 children get?

$4 + \square + \square + \square + \square + \square + \square = \square$ times $\square$

or $\square$ Multiply $\square = \square \times \square = \square$ laddoos



How many laddoos will 10 children get?

4+ + + + + + + + + +

= times = Multiply = $\times$ =

laddoos

 Multiply

5	4	5	3
~~$\times 4$~~	~~$\times 3$~~	~~$\times 5$~~	~~$\times 4$~~

Let's count the bags.

1 bundle of 100 bags  or 1 time 100 or $1 \times 100 = 100$ bags

2 bundles of 100 bags  or 2 times 100 or $2 \times 100 = 200$ bags

	$3 \times 100 = 300$ bags
	$4 \times 100 = 400$ bags
	$5 \times 100 = 500$ bags
	$6 \times 100 = 600$ bags
	$7 \times 100 = 700$ bags
	$8 \times 100 = 800$ bags
	$9 \times 100 = 900$ bags
	$10 \times 100 = 1000$ bags

WORKSHEET

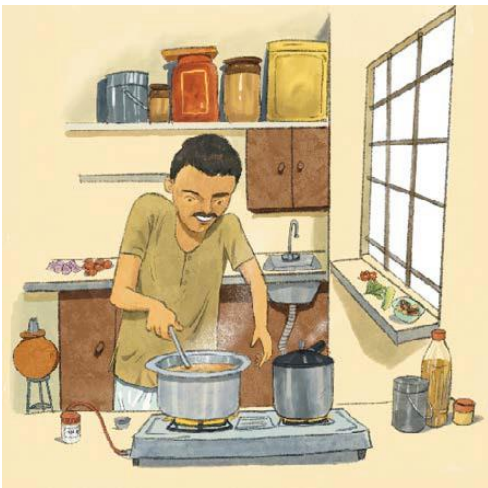
1. Identify the given letters and encircle them-

J- JUG RAJA

K- KITE CAKE

L- LOTUS FLAT

2. Look at the picture and circle their names:-



Pot

Dew

Bottle

Tap

3. Read and write.

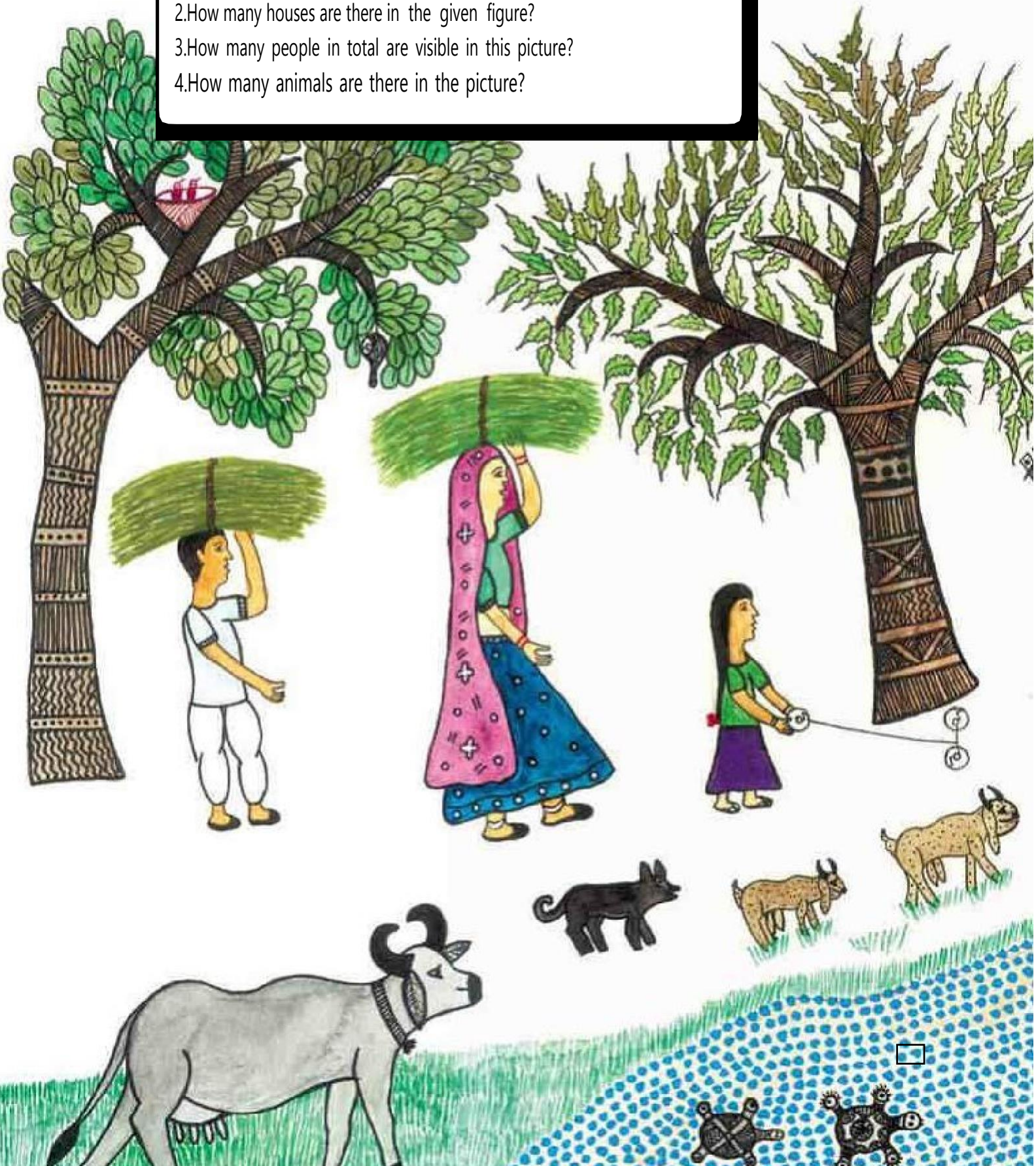
There has been news in the newspaper.

4. Write the picture names.



For Talk

1. How many cots are there in the given figure?
2. How many houses are there in the given figure?
3. How many people in total are visible in this picture?
4. How many animals are there in the picture?



4

Our Surroundings

M

N

O

P

- Adding & Subtracting three digit numbers
- Measuring length , volume and capacity
- Multiplication of two digit numbers by one digit number
- Understanding Part



Forest



Well



Rain



Waterfall



MUSIC



MOBILE



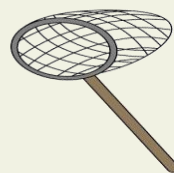
MANGO



NOSE



NEST



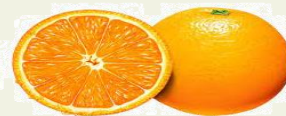
NET



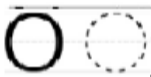
OX



OWL



ORANGE



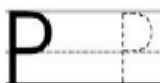
PARROT



POT



PEN



■ Look and Write



- 1.....
- 2.....
3. ■.....
- 4.....
- 5.....

■ Add.

741	685	135	437
+132	+114	+232	+142

■ Ravi purchased rice worth ₹.435 and sugar worth ₹.132 .How much money did he give to the Shopkeeper?

■ Subtract

739	735	895	436
- 225	-123	-242	- 115

■ Rani had ₹ 845 .She bought a scarf worth ₹ 420.How much money is left with Rani now?

■ Measurement

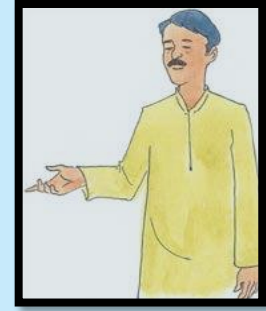
Remember

1 centimetre = 10 millimetres

100 centimetres = 1 metre

1000 metre = 1 kilometre

We also called centimetre to cm, kilometre to km and millimetre to mm.



■ Make two marks on the wall whose distance between is 1 meter.

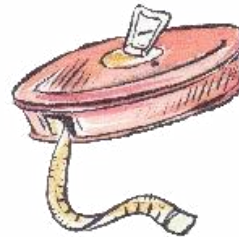
■ With the help of your friend, measure and write down your and your friend's height.

■ Think and fill in the blanks-

- The distance between two cities is measured in _____
- Length of fabric measured in _____

■ Fill in the blanks-

- 3000 m = _____ km
- 700 cm = _____ m
- 40 mm = _____ cm
- 5 km = _____ m
- 6 m = _____ cm
- 7 cm = _____ mm



- Fathima covered 180 km by car on the first day and 182 km on the second day. What total distance did he cover on both the days?
-

- Seema sold 632 metres of cloth out of 854 metres. How many metres of cloth is left with Seema now?
-

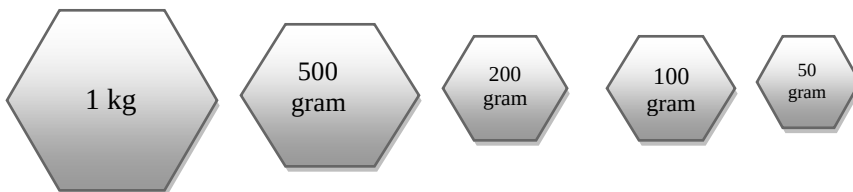
■ Remember

1 kg = 1000 grams

Half Kilogram = 500 grams

Quarter kilogram = 250 grams

- Large weights are used to measure the weight of heavy objects



■ Fill in the blanks

- 4 kilogram = _____ gram
- 7000 gram = _____ kilogram
- 2 kilogram 500 gram = _____ gram
- In the field of Ramu 312 kg potatoes harvested and 236 kg potatoes have been harvested in another field. How many kilograms were produced in total in both the fields of Ramu?

- Hari sold 292 kg of rice out of 495 kg. How much rice is left with Hari now?

- 5 kg of wheat comes for ₹100 then what will be the price of 25 kg. wheat ?



- Which and how many notes will you give to buy 25 kg. wheat?

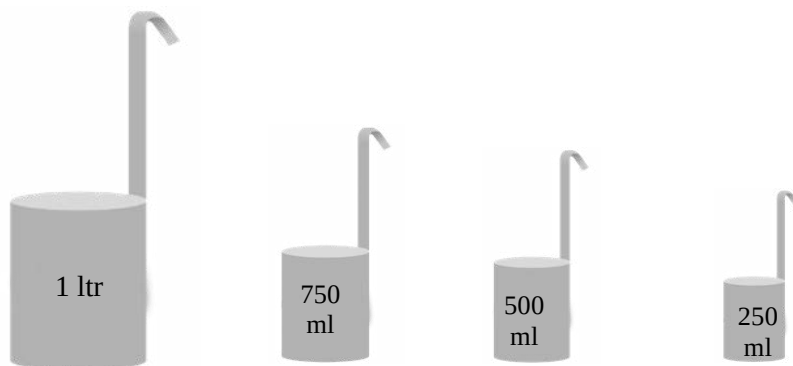
- Sharda went to the market to buy vegetables. Calculate how much vegetables did he buy ?

Serial	Vegetable name	Rate per kg	How much (quantity)	Rupees Paid (Value)
1	Potato	20	2 kg	
2	Onions	15	1 kg	
3	Tomatoes	25	3 kg	
4	Gourds	10	1/2 kg	
Total ₹.				

Teacher Instruction: Make the student aware that whenever they buy goods from a shop, they must take the bill from the shopkeeper and discuss its usage. If you feel that the material you have purchased is less than the prescribed weight, you can ask the shopkeeper to re-weight it by placing a weight in the material pan of the scale and the material in the weight pan. If you feel that the shopkeeper's weights are not of the prescribed standard, then you can complain about it in the office of the weights and measures department. National consumers can message on WhatsApp helpline 8800001915



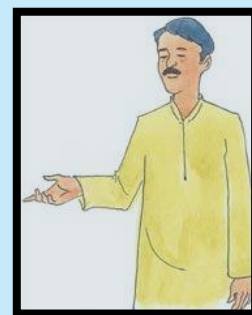
Milk measuring utensils.



Remember

1 kilolitre = 1000 litres
1 litre = 1000 millilitres
Half litre = 500 millilitres

We can also write kilolitre
to kl . litre to ltr. And
millilitre to ml



Add

$$\begin{array}{r} 425 \text{ litres} \\ +223 \text{ litres} \\ \hline \\ \hline \end{array}$$
$$\begin{array}{r} 512 \text{ litres} \\ +327 \text{ litres} \\ \hline \\ \hline \end{array}$$

Subtract

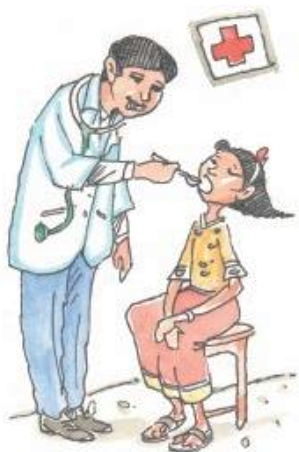
$$\begin{array}{r} 999 \text{ litres} \\ -322 \text{ litres} \\ \hline \\ \hline \end{array}$$
$$\begin{array}{r} 556 \text{ litres} \\ -235 \text{ litres} \\ \hline \\ \hline \end{array}$$

- Suman sold 132 litres of milk on the first day and 242 litres of milk on the second day. How many litres of milk did he sell in total ?

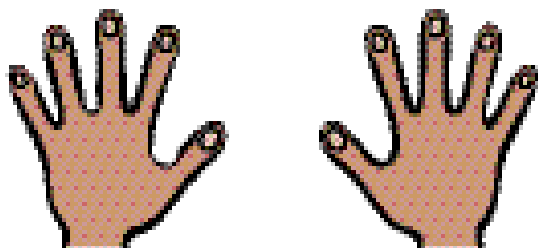
- There were 899 litres of water in the tank 645litres of water was used .How much water is there in total in the tank?
-

- How many 250 ml bottles can be filled from a 1 litre bottle?
-

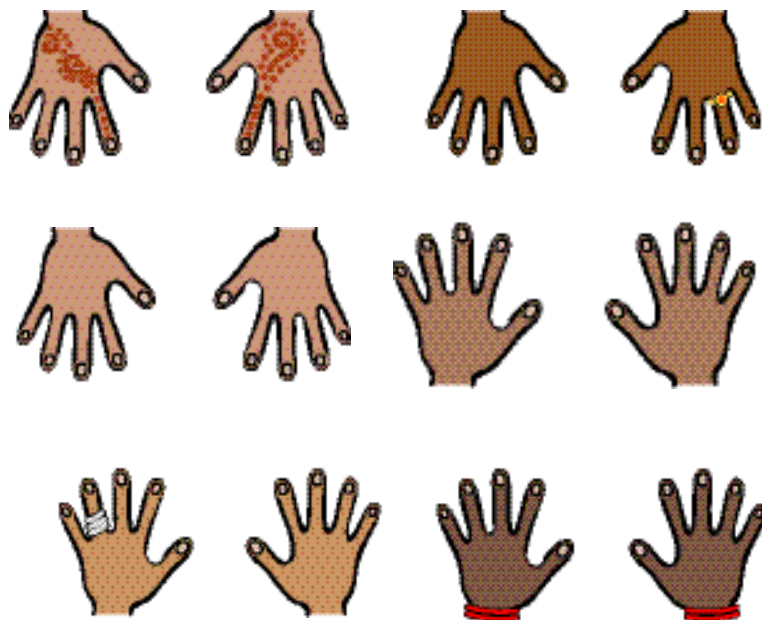
- Rajni has to drink 5 ml medicine daily for four days.How much medicine will Rajni need in 10 days?
-



■ Let's count our Fingers.



Total fingers in two hands $2 \times 5 = 10$



12 times 5 means

$$\begin{array}{r} 12 \times 5 \quad \text{or} \quad 12 \\ \quad \quad \quad \times 5 \\ \hline \\ \hline \end{array}$$

■ Multiply-

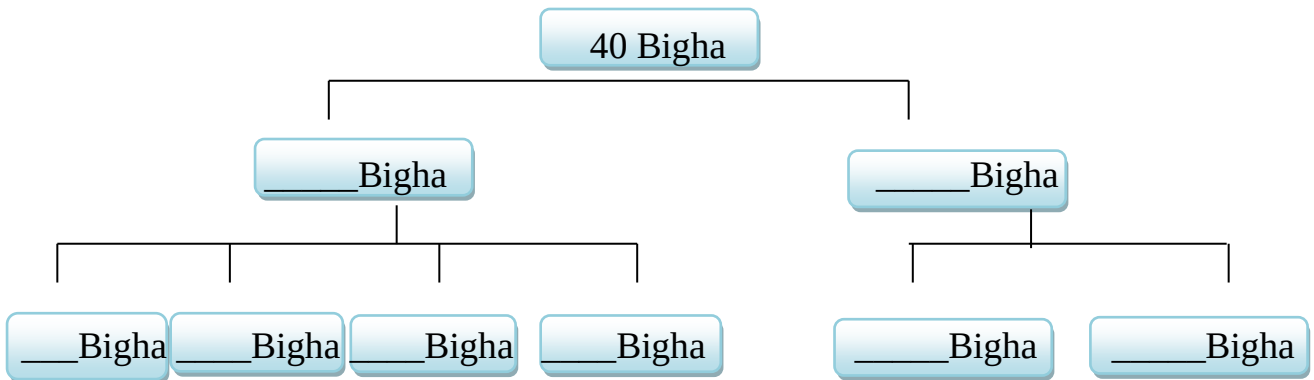
$$\begin{array}{r} 13 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ \times 6 \\ \hline \\ \hline \end{array}$$

- A shirt has a total of 6 buttons, then how many buttons will there be in 5 such shirts ?

- Sundar ji has 40 Bigha of land. Sundar ji has two children, Sushil and Sheela. The land was divided equally between the two children. In the next picture let us see how the land was divided in the next generation-



- Divide 40 into 2 equal parts $2 \overline{) 40} ($ $4 \overline{) 20} ($

$$40 \div 2 = \boxed{}$$

- Divide 20 into 4 equal parts

$$20 \div 4 = \boxed{}$$

Teacher Instruction: Discuss the understanding of division by dividing land or any other material equally.



Worksheet

1. Write words from the given letters-

N -

P -

M -

2. Complete the sentences with the given letters.

1. I like to eat

2. We use to write

3. Bird lives in the

4.Fill the with water

3.Look the picture and write three sentences.



1. _____

2. _____

3. _____

4. Add.

741 grams
+132 grams

135 grams
+232 grams

425 grams
+223 grams

5. Subtraction

$$\begin{array}{r} 735 \text{ gram} \\ - 123 \text{ gram} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 895 \text{ metre} \\ - 242 \text{ metre} \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 556 \text{ litre} \\ - 235 \text{ litre} \\ \hline \\ \hline \end{array}$$

6. Fill in the blanks-

a. 3000 mtr. = _____ km

b. 7000 gm = _____ km

c. 4 kg = _____ gm

d. Length of cloth is measure in _____

7. Find the product

$$\begin{array}{r} 13 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ \times 6 \\ \hline \\ \hline \end{array}$$

8. Hari sold 292 kg of rice out of 495 kg. How much rice is left with Hari now?



For talk

1.Is the place shown in the picture clear ? 2.Why do you think so?3.How is cleanliness maintained around you ?Why is it important to take care of cleanliness ?5.What are the disadvantages of eating uncovered things?Why is it important to wash hands before eating?



5

Food And Health

Q

R

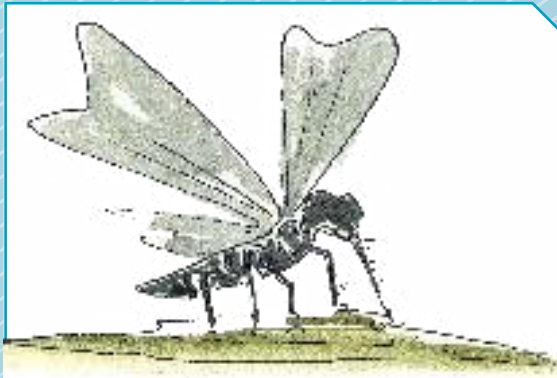
S

T

Time (hours , minutes ,seconds)

Converting time units

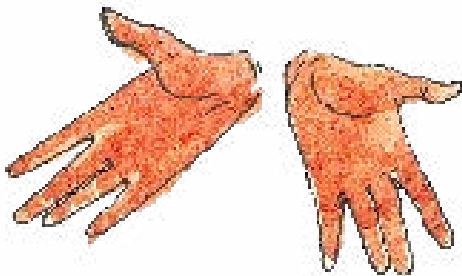
Identifying and writing digital numbers



Mosquito



Fruits



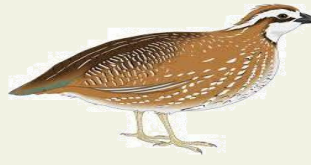
Clean Hand



Garbage



QUILT



QUAIL



QUEEN



RAT



RABBIT



ROSE



SUN



SHIP



SWAN



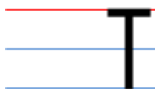
TRAIN



TIGER



TENT



Find three letter words from the maze

A	N	I	E	H	B	I	T
S	D	O	K	V	A	N	J
C	A	T	P	E	T	S	F
O	L	C	O	P	L	R	I
T	K	H	T	I	O	P	Q
A	M	A	N	U	R	A	N
L	A	T	F	R	U	Y	U
N	T	G	A	B	S	I	T

1.HAT

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____



Read aloud

Cat	bat	mat	hat
Ran	man	van	can
Sit	hit	lit	bit
Hot	pot	cot	got
But	cut	nut	hut
Get	pet	met	set

Write the similar sounding words.

Hat_____

Pot_____

Cut_____

Look at the below given table and make sentences.

I	am	walking reading a woman
	are	cooking a bay
You		

1. I am a boy

2. _____

3. _____

4. _____

5. _____

6. _____



Word building

Moon + light = Moonlight



News+ paper = Newspaper



Butter + fly = Butterfly



Sun+ flower =Sunflower



Water + bottle =Waterbottle



Circle the appropriate word

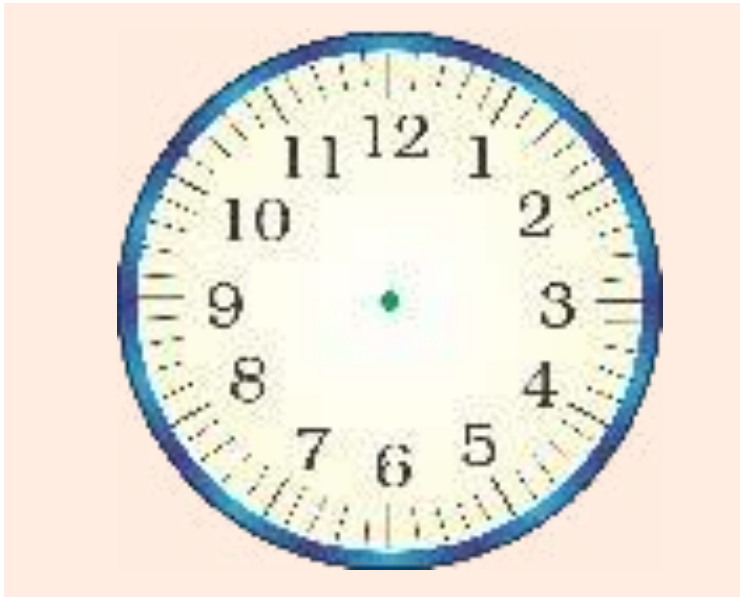
					
He	She	It	He	She	It
					
He	She	It	He	She	It
					
He	She	It	He	She	It

My words

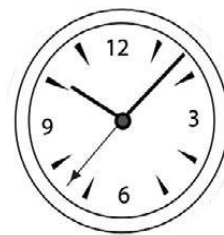
Teacher Instruction: Explain the learners about the similar sounding words and give sufficient drill for building words, about the usage of He,She,It and the usage of I

Lets learn to tell time from the clock

Generally there are 12 numbers on a watch dial .There are 60 small lines on the entire dial
.On every fifth line,numbers are written in the order from 1 to 12



Two hand clock



Three hand clock



The shortest hand of the clock is hour hand .It denotes the hours.The hour hand moves from one digits to another in one hour.It completes one round in 12 hours .

How many rounds the hour hands rotate in 24 hours or one day ?_____

The minute hand is longer than that .It moves faster than the hour hand and tell minutes. The minutes hand moves from one digit to another in five minutes.It completes one round in 60 minutes.

When the minutes hand is at 12, the hour will be at whatever number the hour hand is at. For example, if the hour hand is at 3 and the minute hand is at 12 ,then it will be three o'clock.



It is 2 o'clock in this clock.



It is 3 o'clock in this clock.



It is 5 o'clock in this clock.

Looking at the clocks given below, write the time in the blank space,



Twelve o'clock
12:00



_____time



_____time



_____time

Remember – 60 minutes make 1 hour.

60 minutes makes 1 hour .How many minutes are there in 3 hours?

$$60 \times 3 \text{ or } \begin{array}{r} 60 \\ \times 3 \\ \hline \end{array}$$

Digital clocks

In digital clocks, time is written directly. There are digital clocks in railway stationers, mobile phones etc.

what time is it in these clocks?



Ten hours twenty six minutes



Twenty three hours thirty nine minutes minutes

The structre of digital digits is as follows 012345678 Digital digits are used in banks,railway stations, markets and calculators.

After observing the time in the clocks shown below write in words in the blank space



_____hours _____minutes



_____hours _____minutes



_____hours _____minutes



_____hours _____minutes



Practice

1. Write words from the letters given below-

R-

S-

T-

2. Complete the sentences with the given words.

Tiger , Ship , Sun

a. _____ rises in the east.

b. _____ is a national animal.

c. _____ sails in sea.

3. Write the similar sounding words of –

a. Mat _____

b. Bit _____

c. Got _____

4. Make sentences from the given words.

a. Mosquito _____

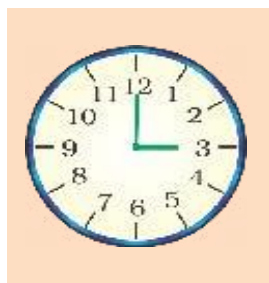
b. Sun _____



5.Look at the clock given below, write the time in the blank space-



It's _____ o'clock.



It's _____ o'clock.

6.It is one hour when 60minutes completed.How many total minutes will there be in 3 hours?

7.Fill in the blanks-

a.



_____ hours _____ minutes

b.



_____ hours _____ minutes

8.Fill in the blanks-

a. Minute hand reaches from one digit to another digit in _____ minutes.

b.In 24 hours ,the hour hand moves across the dial and makes _____ rounds.

For talk

1. Have you ever voted?
 2. Have you ever contested any election?
 3. What is the difference between voting and standing for election?
 4. From what age does one get the right to vote?
- Have you ever had trouble voting

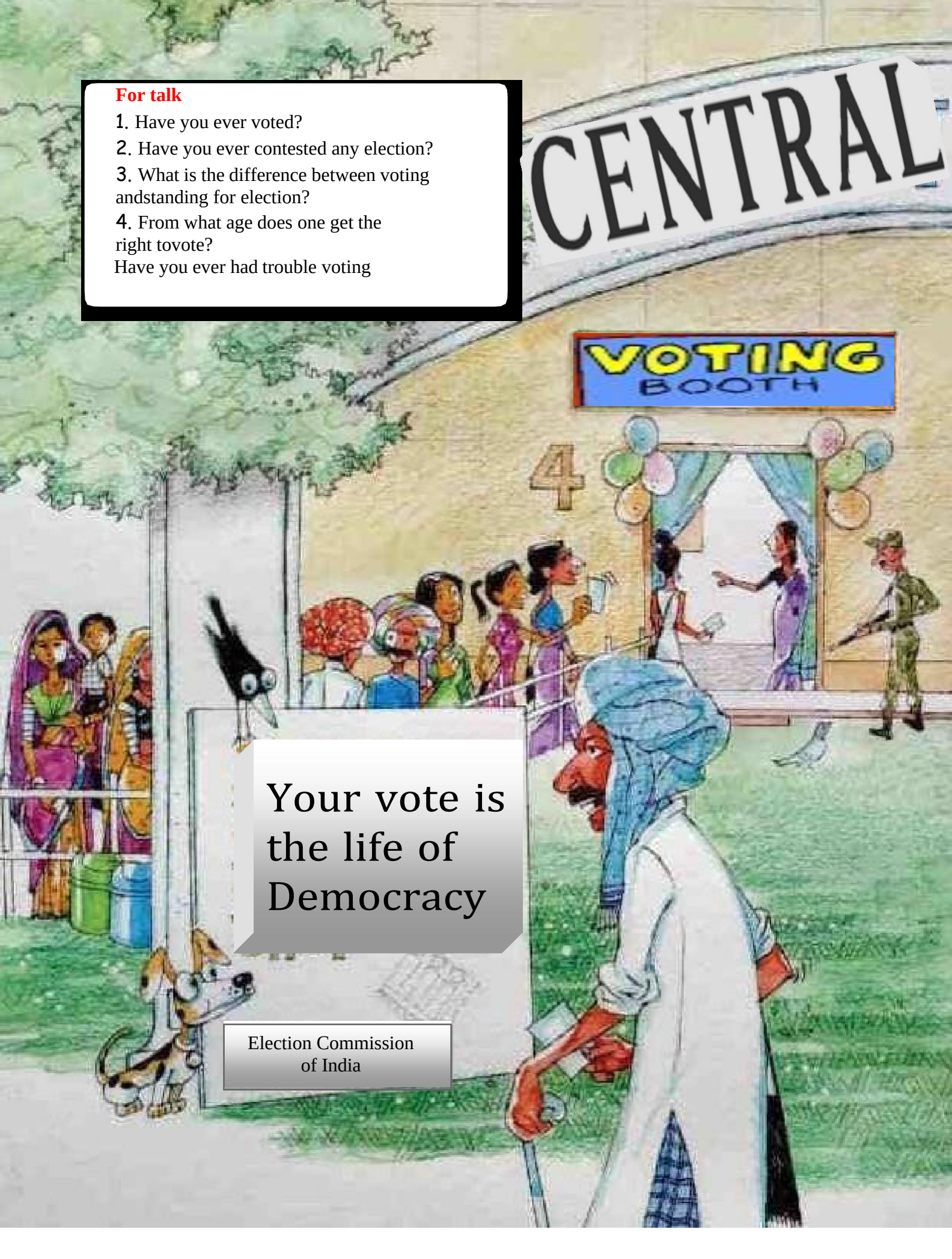
CENTRAL

VOTING
BOOTH

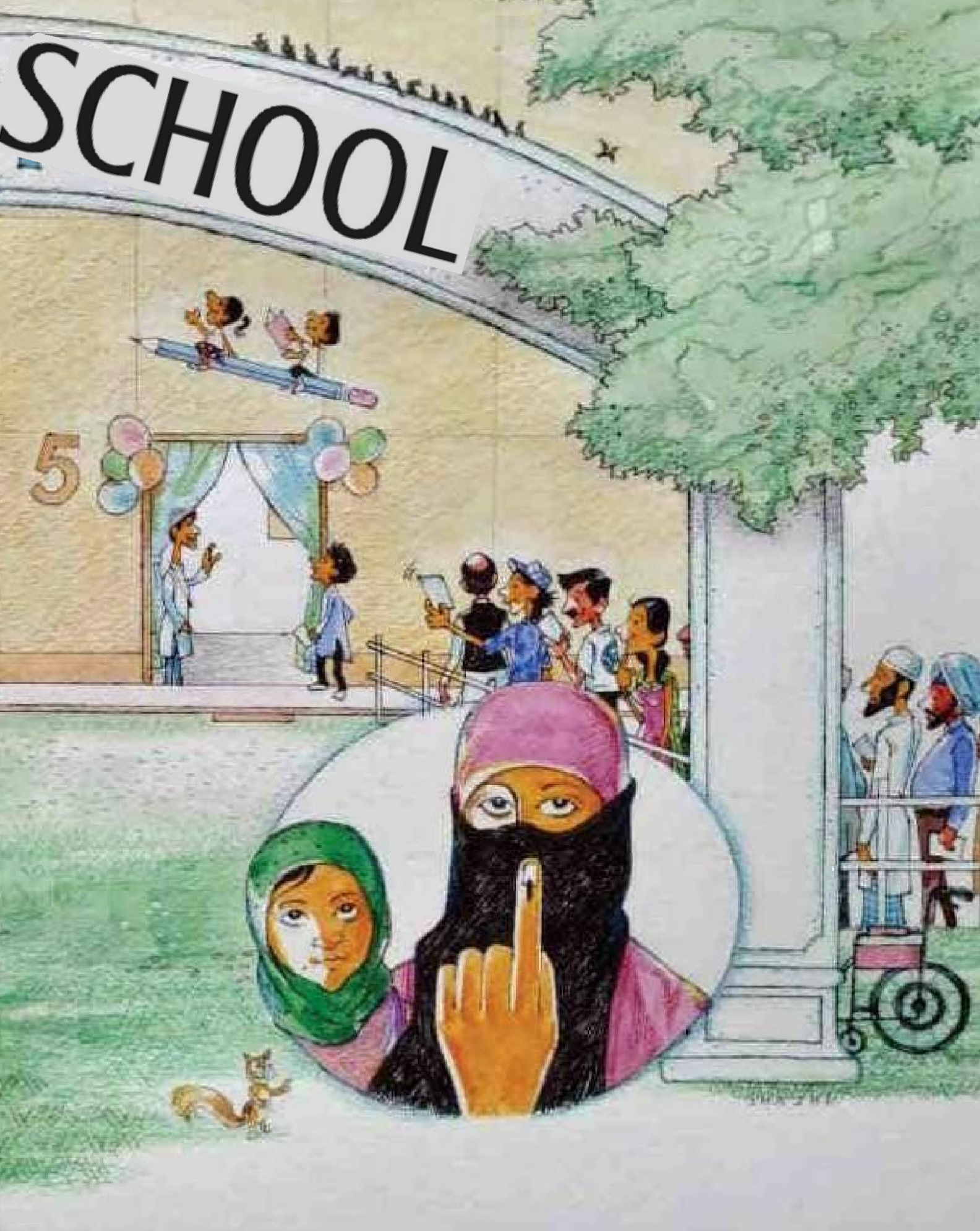
4

Your vote is
the life of
Democracy

Election Commission
of India



SCHOOL



6

Voting

U

V

W

X

Let's learn

- Using time measurements (12 and 24 hours clock)
- Understanding information on calendar ,timetables and train tickets.



Polling Booth



Vote



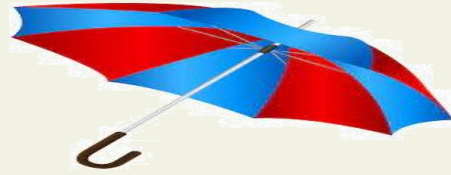
E.V.M Machine



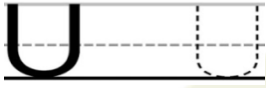
Election officer



URN



UMBRELLA



VAN



VEGETABLE



WATCH



WELL



X'MAS



XYLOPHONE



Look carefully, read and discuss among yourselves

Vote is power



Democracy becomes strong only through votes. Your government is formed through votes.

**Quit all your work.
Let's vote first.**



My words

24 hour clock

There are 24hours in a day.Usually we see time with a 12-hour clock .Its hour hand makes two complete revolutions throughout the day.One cycle takes 12 hour and then the next cycle starts .In this way both the rounds take 24 hours to complete .Morning time is also written as AM and afternoon time is also written as PM.In a 24 hour clock,time is written in 24 hours.After 12 o'clock the day ends at 13 o'clock ,14 o'clock and further till 24 hours.

Teacher Instruction: Discuss the topic 'Voting'. Ask the participants to write 3–4 words related to the topic. These words can also be of their own language, such as 'vote for', 'vote reading' etc.

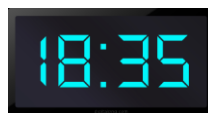
- In a 24 hour clock ,5 o'clock in the afternoon is written as 17 o'clock (by adding 5 to 12 or 5 hours ahead after 12).



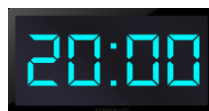
- Convert 24 hour clock to 12 hour clock.



____hours ____minutes







Schedule

Budhiya will travel from New Delhi to Prayagraj junction by boarding Mahabodhi Express .In the time table of this train,the time is given according to 24 hours clock.

12398 Mahabodhi Express Time-Table

Sl No.	Station Name	Arrival Time	Departure Time	Distance(in Kms)
1.	New Delhi	_____	12:10	_____
2.	Aligarh junction	13:51	13:53	131
3.	Prayagraj Junction	20:10	20:15	635

Now tell by looking at the Mahabodhi Express time table

- How many kilometers is the distance from New Delhi to Prayagraj Junction ?

- How far is Prayagraj junction from Aligarh Junction.

Let's see a sample of Piyush's train ticket

The image shows a sample Indian Railways train ticket for the Mahabodhi Express. The ticket is for a journey from New Delhi to Prayagraj Junction. It includes fields for PNR NO. (B46-0474720), TRAIN NO. (12398), DEPARTURE DATE (08-08-2018), and TICKET NO. (79964899). The train name is MAHABODHI EXPRESS. The ticket also shows the coach number (514), seat number (33), and the passenger's age (32). The fare is listed as 375 IN Rs. The ticket is labeled 'SAMPLE TICKET'.

What is the name of Piyush's train? _____

What is train number? _____

What is the coach number? _____

What is the seat number? _____

Teacher Instruction: Motivate the learners to be able to tell the time in 24 hour clock and 12 hour clock and convert the time given in 24 hour clock to 12 hour clock. Provide opportunity to practice using railway time tables.

Calendar

There are 12 months in a year. Some months have 30 days, some have 31 days. The month of February has 28 or 29 days. The first month of the year is January and the last month is December. There are 365 days in a year. In the year in which the month of February is 29, there are 366 days in that year.

2024

JANUARY

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

MARCH

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULY

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



■ Given below is the calendar for the month of February 2024, complete it-

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1		3
	5		7		9	
			14			17
18				22		
				29		

■ Look at the Calendar and tell-

- How many Sundays are there in this month?
- What day is 17th February?
- What date is the fourth Saturday in February?
- Is 19th February a Monday?

Teacher Instruction: Motivate the learners to calculate the days between two given dates with the help of a calendar.

1. Write words from the given letters.

V-_____

W-_____

U-_____

X-_____

2. Complete the sentences with appropriate words given.

a. Learn reading and _____(writing/running)

b. Those who do _____(hardworking/mercy)

c. _____ becomes (democracy/dictatorship) _____(stronger /weak)through voting.

3. Look at the picture and write three sentences on them.



Democracy becomes strong only through votes.
Your government is formed through votes.

4.Fill in the blanks.

- a. There are _____ hours in a day.
- b.Throughout the day the hour hand moves _____ circle around.

5.Convert the 24 hour clock into 12 hour clock.

- a) 16:15 _____ hours _____ minutes
- b)13:10 _____ hours _____ minutes

6.Fill in the blanks after seeing the sample of Piyush's train ticket.

शुभ यात्रा HAPPY JOURNEY

प्री एन आर नं. PNR NO. 79964899

टिकट नं. 12398

DATE 08-08-2018

ADULT 1 CHILD 0

CLASS 1A

JOURNEY ON RESERVATION TICKET

FROM New Delhi TO Prayagraj jn. MAHABODHI EXPRESS

COACH S14 SEAT 33 LB M 32

SECTION 20 30

375

नमूना टिकट

- a.What is the train number? _____
- b.What is the seat number? _____

7.Fill in the blanks

- a. There are _____ month in a year.
- b.There are _____ days in a year.



7

Legal Information

Let's Learn

Y

Z

- Read ,understand and fill out bank related forms(Cheque, deposit slip, cash withdrawal slips)



Police Station



Court

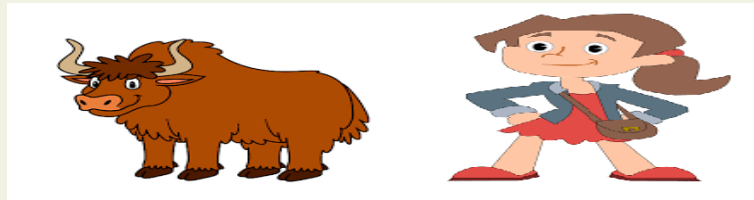


Law



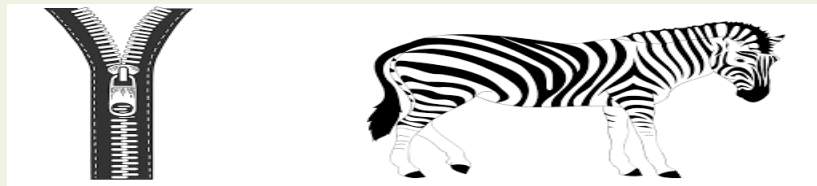
Public Prosecutor

Read and write



YAK

YOUNG



ZIP

ZEBRA



My words

Large empty rounded rectangle for writing words.

Teacher Instruction: Discuss the topic 'Legal Information' . Ask the learners to write 3-4 words related to this topic. These words can also be from their own language ,like- 'legal tussle for 'legal tussle' etc.

Cheque can be used to withdraw money from a bank account by you or make payments to someone else .See the picture and practice filling the Cheque.

Amount in words **Recipient's name**
(If paying to someone else) **Date of filling the amount**

Amount in numbers

Bank account number **Cheque number** **Account holder's signature**

Rubina has to give a cheque of Rs.7300/- to Ravi .Help Rubina to fill the cheque-

State Bank Of India

PAY _____ को या उनके आदेश पर OR ORDER

रुपये RUPEES _____ अदा करें ₹ _____

A/c No. _____ VALID FOR Rs. 1000000/- & UNDER

Prefix : 1515900002

MULTI-CITY CHEQUE Payable at Par at All Branches of SBI

Please sign above

⑈950020⑈ 695002032⑈ 002860⑈ 31

To deposit money in a bank account, a deposit slip has to be filled .Understand the deposit slip by looking at the picture.

Account holder's Name Date Amount in words Branch Account number Date Account Holder Name

Amount in figures Amount in words Amount in figures

Mobile/Telephone No. Signature of the depositor

John has to deposit Rs 1700/- in the bank .Help John fill up the deposit slip.



Just as a slip has to be filled to deposit money in a bank account, similarly a slip has to be filled to withdraw money from the bank account. Look at the picture and try to understand it.

Branch

Account holder name

Account Number

Date

Amount in number

Amount in words

Signature Of the Account Holder

Mobile /Telephone no.

Raveena has to withdraw ₹.2000/- from the bank.Help Raveena to fill the withdrawal slip.

Withdrawal Slip

Worksheet

1. Write words from the given letter

Y-

Z-

2. Make sentences from the given words.

Young-_____

Zebra -_____

Police Station-_____

3. Look at the slip and write three sentences.

जमावर्ती PAY-IN-SLIP		नकद/अंतरण CASH/TRANSFER	
भारतीय स्टेट बैंक STATE BANK OF INDIA		शाखा / Branch	
दिनांक/Date 20		खाता सं./Account No.	
खाते का प्रकार / Type of Account (✓)			
बचत बैंक / SB	चालू खाता / CA	अन्य बैंक / RD	कैश ड्रेफ्ट / CC
सावधि ऋण / TL			
के खाते में जमा करने हेतु / For the credit of the Bank Account of			
नोट : कृपया नकद/चेक की विवरण दुरुस्त और लिखें / NOTE : Please furnish details of cash/cheque overleaf			
खाते में नकद जमा / Cash Deposit in the Account		रु. ₹	
टी. खण्ड के ब्रह्मों को प्रोड्यूस नकद रखरखाव शुल्क (कैश हैंडलिंग/चालू खाता)/Cash Handling Chrg. (CC/CA) other than 'P' Segment Cust.		रु. ₹	
कुल जमा राशि (शब्दों में) / Total Deposit (in words) ₹		रु. ₹	
मोबाइल/टेलीफोन नं. / Mobile/Telephone No.		पैन नं. / PAN No.	
शाखा/Branch		कोड नं./Code No.	
(यदि जमा राशि-गृह-द्वारा (नॉन-होम) शाखा में जमा की जाती है) (If Deposit is made for Non Home Branch)			
जमाकर्ता के हस्ताक्षर / Signature of the Depositor			
कार्यालय उपयोग हेतु / For Office Use			
एस.डी.ओ./SWO	रोकड़ अधिकारी/पासिंग अधिकारी	एस.डी.ओ./SWO	रोकड़ अधिकारी/पासिंग अधिकारी

a. _____

b. _____

c. _____



4. You have to give a cheque of ₹7300 to Ravi. Fill out and prepare a cheque for Ravi.

भारतीय स्टेट बैंक
State Bank Of India

केवल 3 पंक्तियों के लिए वैध / VALID FOR 3 LINES ONLY

PAY को या उनके आदेश पर OR ORDER

रुपये RUPEES

अदा करें ₹

एच. नं. / A/C No. VALID FOR Rs. 1000000/- & UNDER

Prefix : 1515900002

MULTI-CITY CHEQUE Payable at Par at All Branches of SBI. Please sign above

⑈950020⑈ 695002032⑈ 002860⑈ 31

5. You have to withdraw ₹2000 from the bank. Fill out the withdrawal slip and prepare it.

खाताधारक का (के) नाम / Name of the Account Holder(s)

भारतीय स्टेट बैंक
STATE BANK OF INDIA

बचत बैंक आहरण फार्म
SAVINGS BANK WITHDRAWAL FORM

दिनांक
Date

शाखा / BRANCH

नोट : यह फार्म चेक नहीं है। इस फार्म के साथ पासबुक प्रस्तुत नहीं किए जाने पर भुगतान के लिए इनकार किया जाएगा। यह भुगतान केवल घुल (होम) शाखा में ही किया जाएगा।
NOTE : This form is not a Cheque. Payment will be refused if the pass book is not produced with this form. This payment will be made only at the Home Branch.

खाता संख्या
ACCOUNT NUMBER

कृपया मुझे / हमें Please pay self/ourselves ₹ (₹ मात्र / only)

का भुगतान करें और मेरे / हमारे उपर्युक्त बचत/बैंक खाते को यह राशि नामे करें। / and debit the amount to my/our above savings bank account.

फोन/मोबाइल नं. / Phone/Mobile No.

खाताधारक (कई) के हस्ताक्षर Signature(s) of the Account Holder(s)

कार्यालय उपयोग हेतु / FOR OFFICE USE

पासकर्ता/Passed by हस्ताक्षर/Signature पासकर्ता/Passed by हस्ताक्षर/Signature

एसडब्ल्यूओ/SWO पासकर्ता अधिकारी/PASSING OFFICER

Cyber security related information

