Understanding Mathematics

Student's Activity Book for Class 1

Name: .....

Section: .....

School: .....

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INTRODUCTION

This Student Activity Book for Class 1 is to be introduced in the schools from the year 2012, along with the new Mathematics Teacher's Guide for the same class. The term "Activity Book" is the same as what is normally called "workbook".

This Student Activity Book for Class 1 in mathematics is expected to fulfill the long desired need of such a book. This is something that the teachers have been expressing a wish for during the last several years even with the old mathematics curriculum.

The mathematics curriculum emphasizes hands-on, practical, communication and reasoning intensive classroom activities often intended for group or pair-based engagement. It espouses students' capacity to discover ideas, to deepen their reasoning skills, to build on their intuitions, to arrive at common generalizations, and to create (or recreate) knowledge. The Teacher's Guide will aid the teachers in carrying out this curricular intention. The activities in the Activity Book, albeit paper-and-pencil based, are designed to support the activities suggested in the Teacher's Guide.

Following are some pertinent points related to this activity book and its intended manner of use.

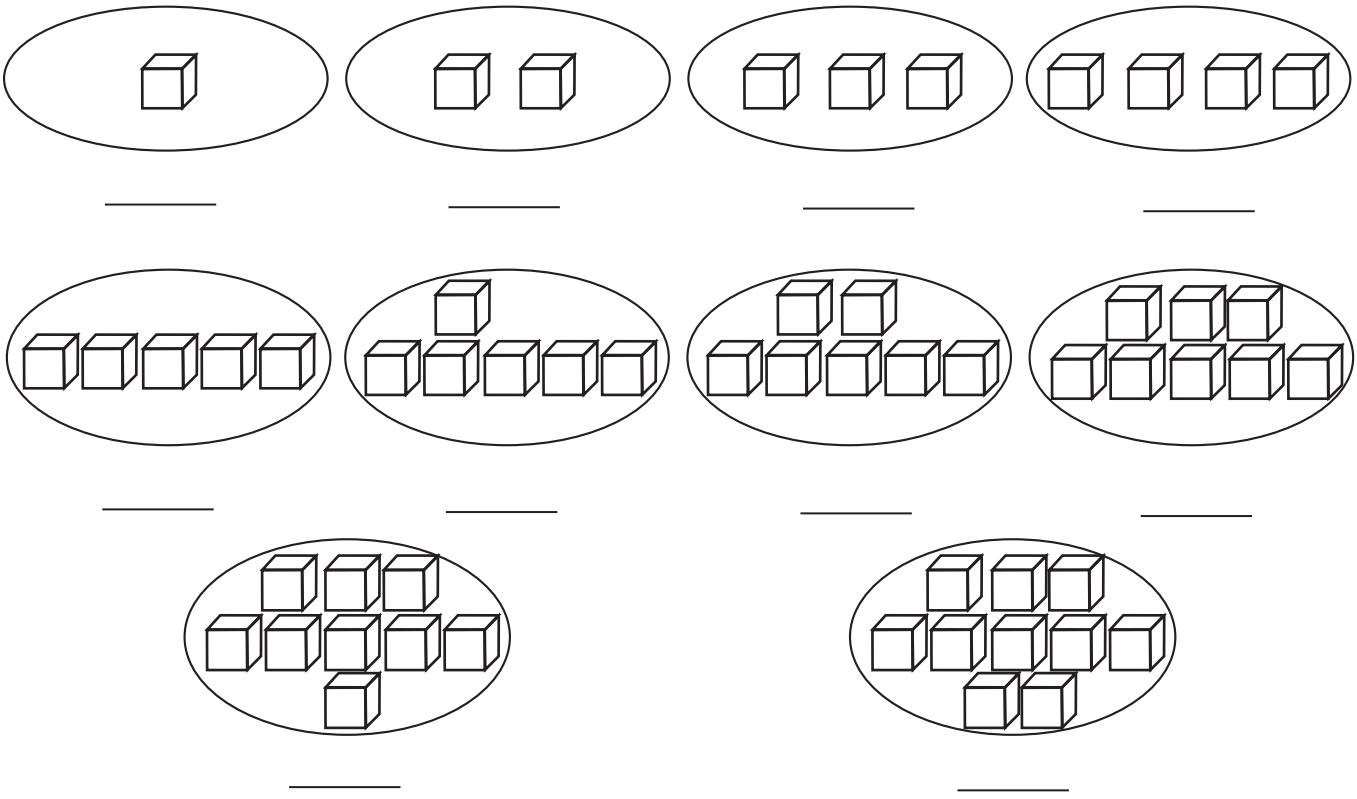
- The activities serve as an extension of and support to the normal classroom activities. They cannot replace the activities mentioned or suggested in the guide book.
- The activities for each chapter are generally intended for use during or at the end of teaching the chapter, rather than at the outset.
- The students should normally do and complete the activities during the class hours under the close guidance of the teacher.
- The teacher should engage the students into verbal discussions on the activities to extend beyond simply completing the activities, wherever possible and appropriate. Many of the activities have this opportunity inherent in them.
- Some of the activities could be done in more than one valid way, depending on how the students reason with the problem. That is why it would be important to ask the students for their reasons, where appropriate.
- The *Teacher's Remark(s)* space provided below each activity is intended to provide a space in which the teacher may record any useful and interesting anecdotes concerning the child and the particular activity. The anecdotal records could also help the teacher in assessing the student's learning. The space could also be used to communicate messages to the parents and caregivers of the child.
- The *Reproducible Pages* at the end of the book would serve as ready material resources for some of the activities in the Teacher's Guide requiring them.
- The *Summative Assessment Recording Sheets* included at the end of the book are meant for the teacher to record the student's understanding and achievement of the learning goals for each chapter assessed through the means of *Interview-based Performance Task*s. The teacher could remove these sheets from the book and maintain them in separate files for the student's assessment records.
- There is no assumption that this activity book, beside the Teacher's Guide, would be sufficient as a programme of studies for mathematics in Class 1. The teacher is encouraged to go beyond what is presented here to make additional activity sheets for the students, as needed.

The Primary Mathematics Section, REC, would like to welcome comments and feedback from teachers and other users of this Activity Book that may contribute to its improvement. We wish success and enjoyment in the teaching and learning of mathematics for teachers and students.

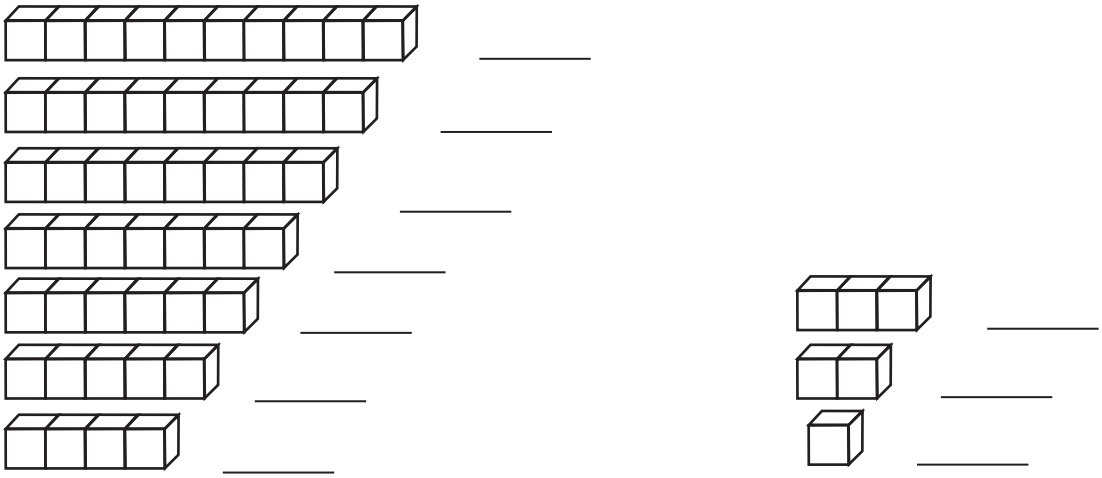
Trashi Delek.

Chapter 1 Numbers to 30

How many cubes are there in each set? Write the number under the sets.



How many cubes are there in each cube train?



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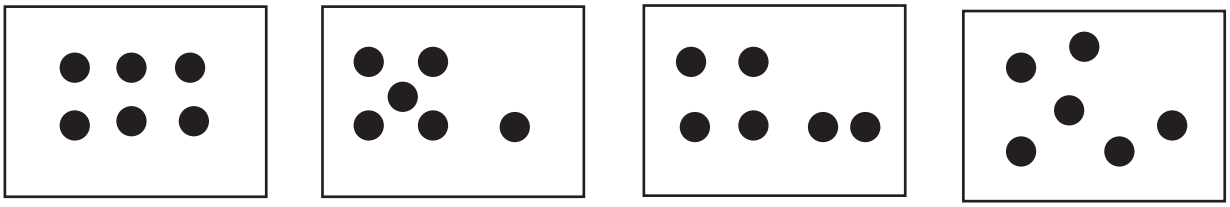
Complete the number sequence.

1 2 3 ____ ____ ____ ____ ____ 9 ____

Complete the number sequence.

10 ____ 8 7 ____ ____ ____ 3 ____ ____

What number does each of the following dot pictures show?



____ ____ ____ ____

Show number 5 in four different arrangements using dots.

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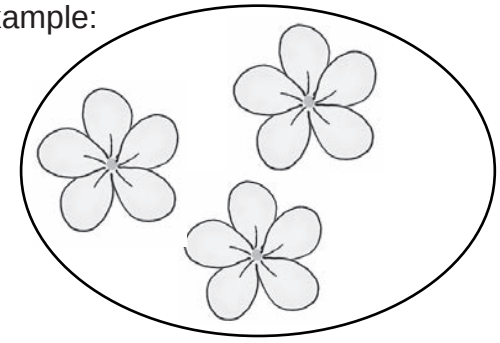
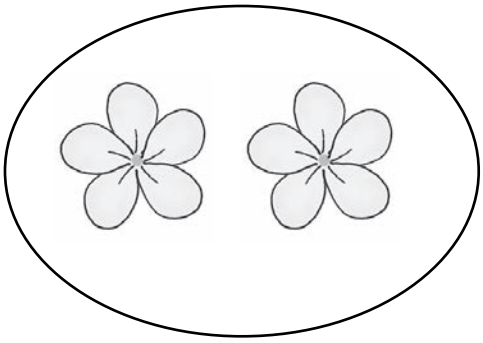
Compare the number of items in each pair of sets, and write **more, less, or the same** under each set.

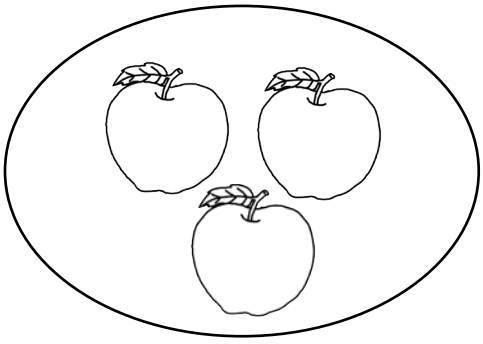
Example:

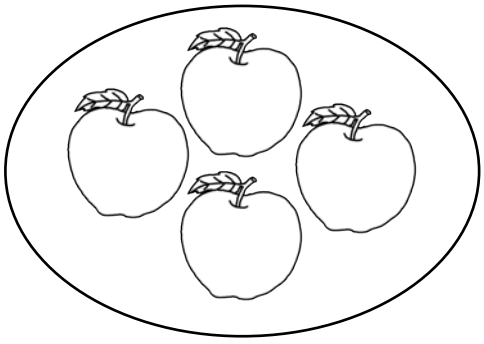


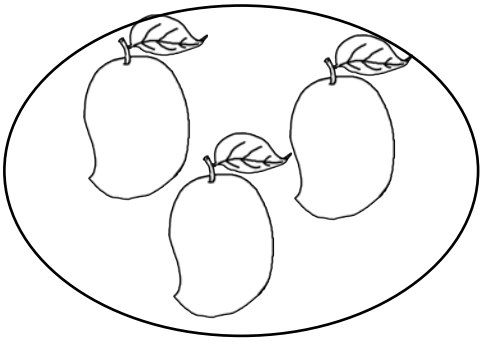
more

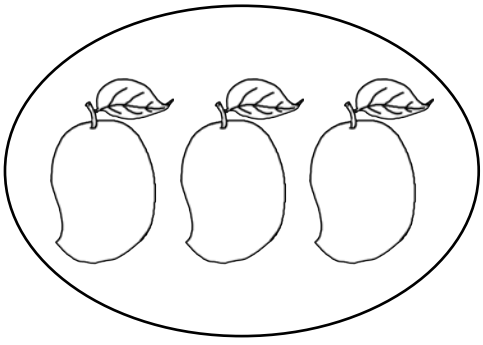


less









Teacher’s Remark(s):

Teacher’s Signature and Date:

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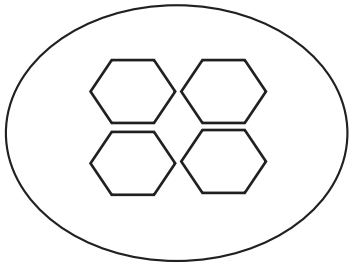
Compare the number of items in each pair of sets, and write **more, less,** or **same** under each set.



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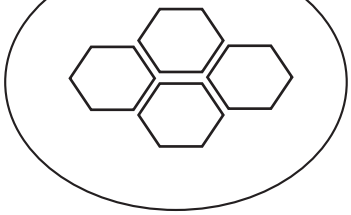

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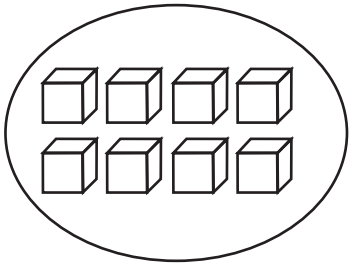

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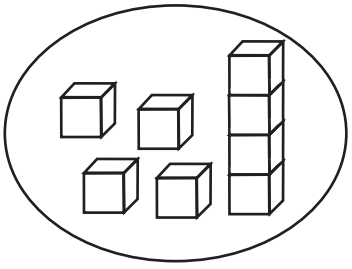

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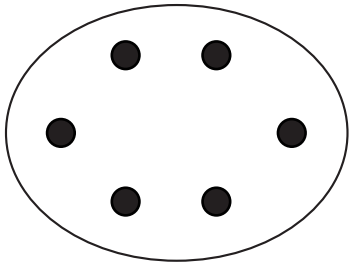

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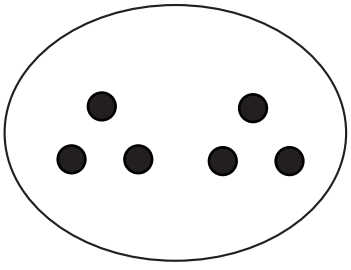

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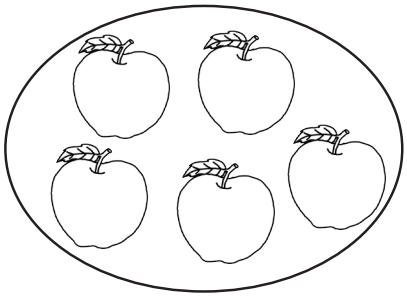

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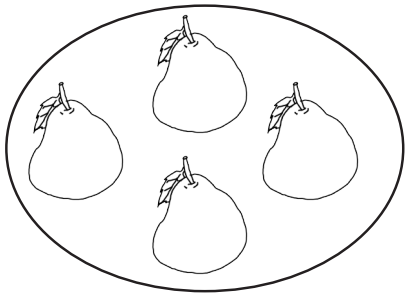

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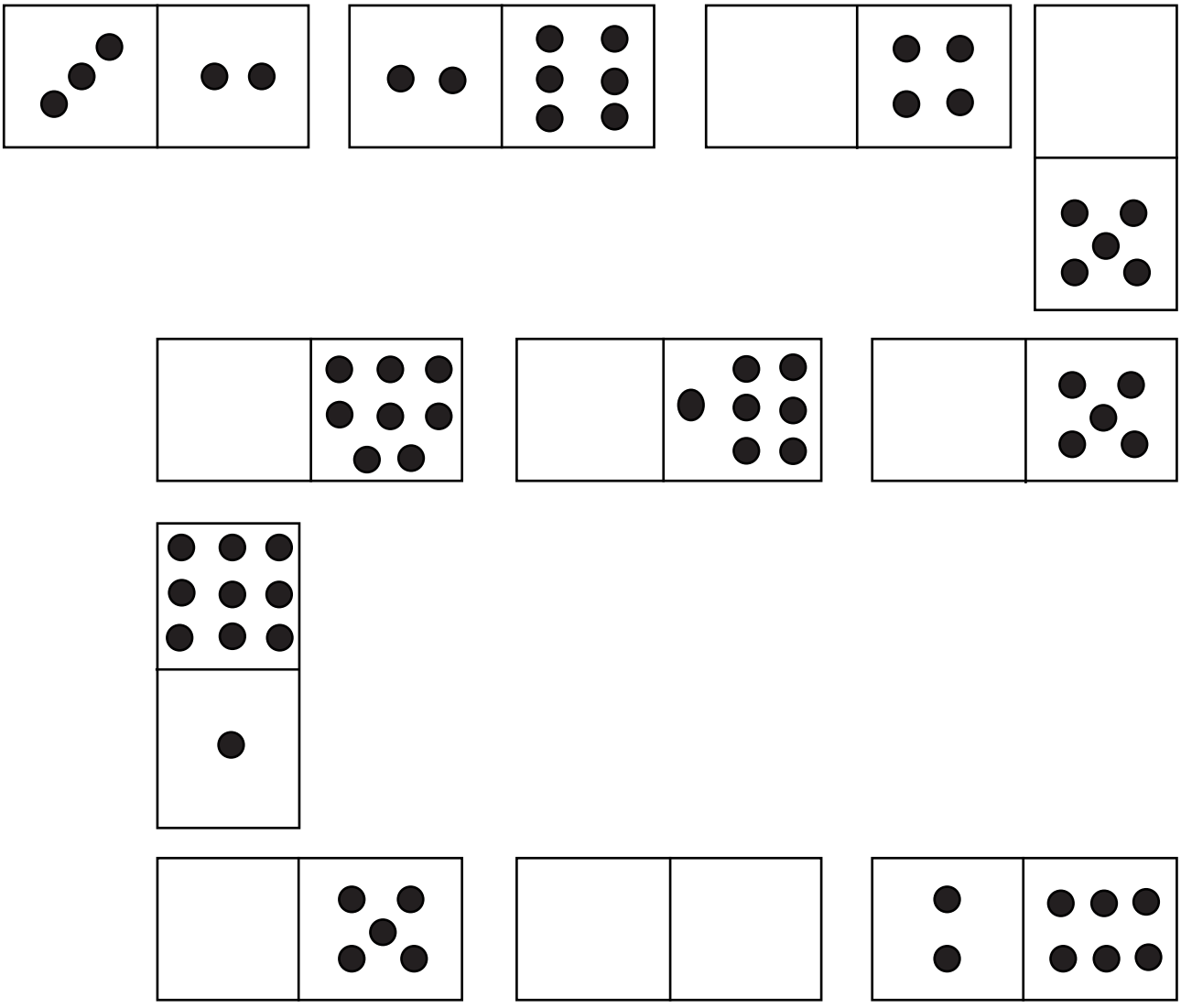
Fill the empty sides of the domino cards with dots, so that the number of dots on one side of a card is the same as the number of dots on the side of the card next to it. The first one has been done for you.



Teacher's Remark(s):

Teacher's Signature and Date:

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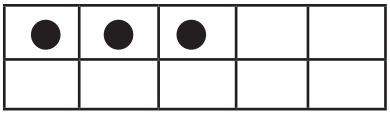
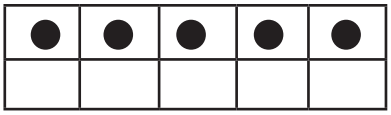
What number does each of the 10-frames below show?



_____



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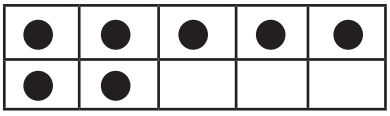

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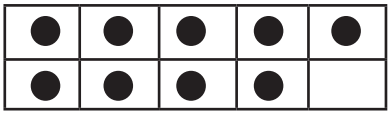

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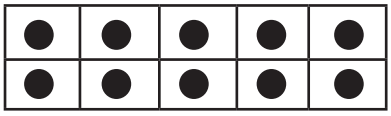

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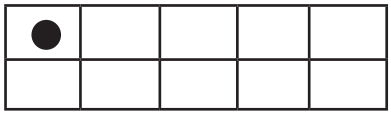
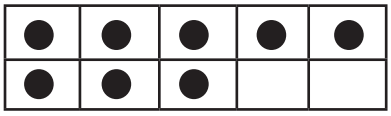


_____

The 10-frame below shows number 8. Answer the questions that follow.



Question: By how much is 8 more than 5?

Answer: _____

Question: By how much is 8 less than 10?

Answer: _____

Teacher's Remark(s):

Teacher's Signature and Date:

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Write the number words (**one, two, three, four, five, six, seven, eight, nine, ten and zero**) for the numerals.

Numerals	Number words
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
0	

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Teacher’s Signature and Date:

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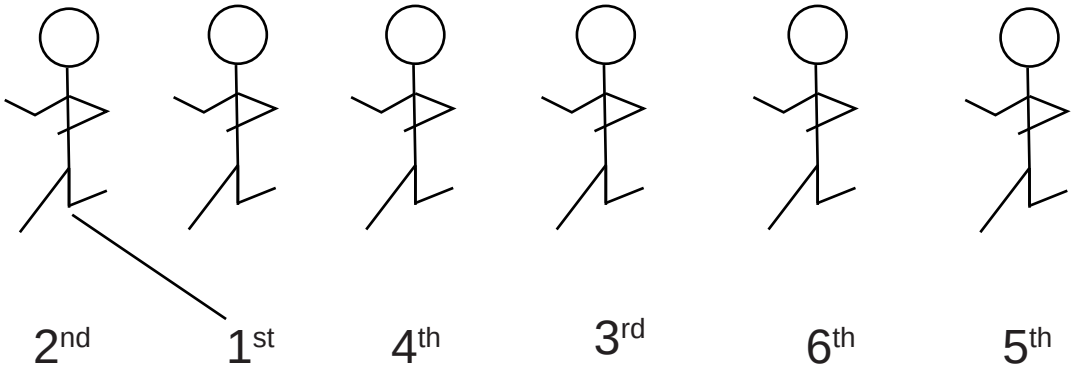
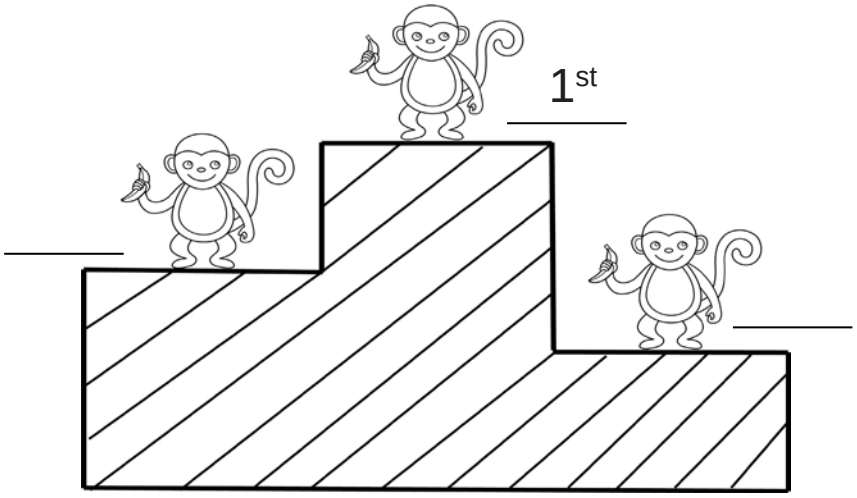
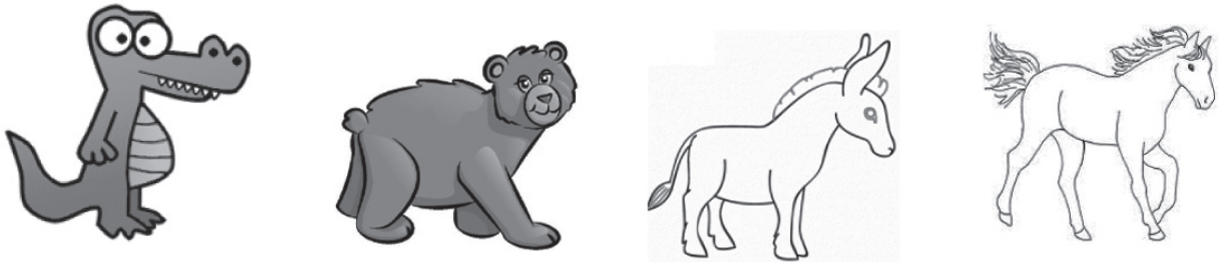
Match the ordinal numbers with the runners.



Write the **ordinal number** for the victory stand.



Write the missing **ordinal number** for each of the animals below.



Teacher's Remark(s):

Teacher's Signature and Date:

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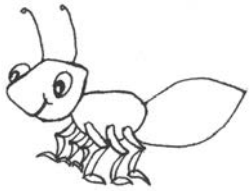
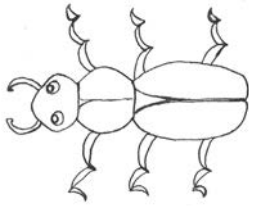
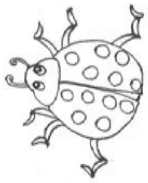
Write the positions for the insects in race below. The 5th and the 6th positions are indicated.

....

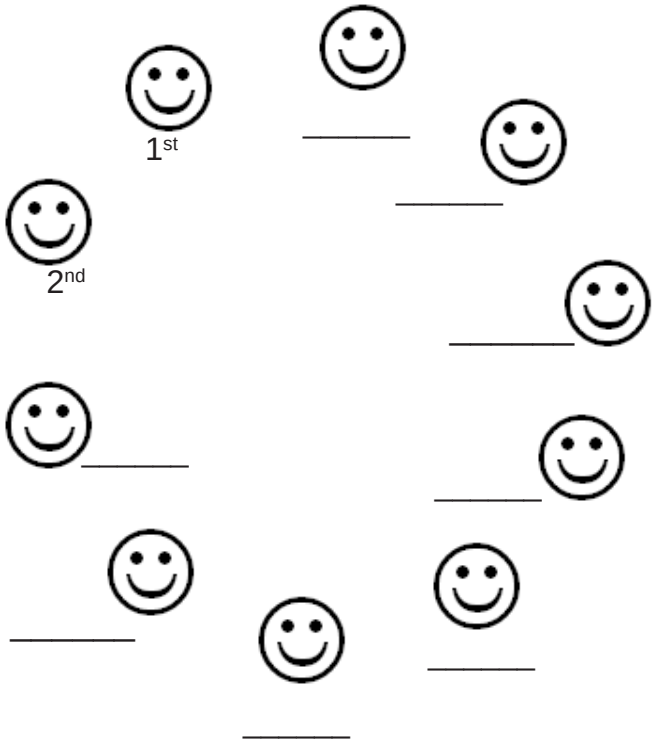






5th 6th _____ _____

Write the positions for the children sitting in a circle, as shown below.



Q: How many children are there?
A: There are _____ children.

Q: Which position is between the 1st and the 3rd?
A: The position between the 1st and the 3rd is _____.

Q: Which positions are between the 6th and the 9th?
A: The positions between the 6th and the 9th are _____ .

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Teacher's Signature and Date:

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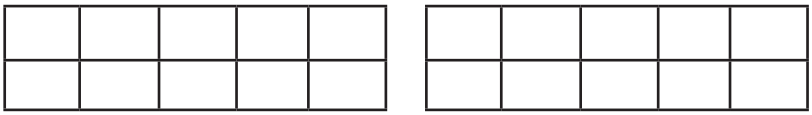
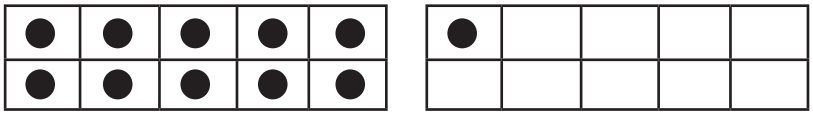
We can show numbers more than 10, and up to 20 using double 10-frames. Here is a double 10-frame:

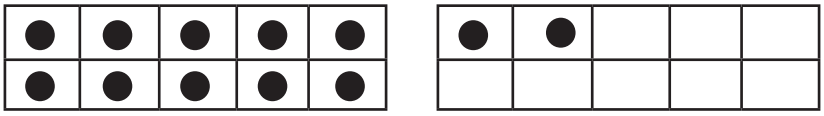


The double 10-frame below shows 11, which is 10 and 1 more.

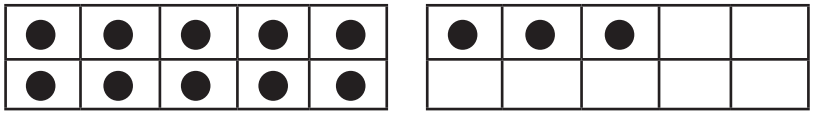


10 and 1 more is 11

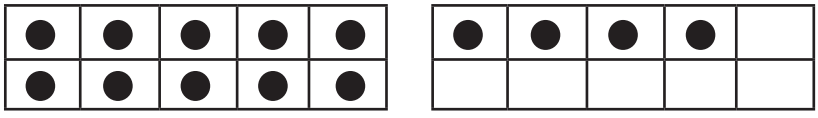
Write the numbers the double 10-frames below show, as 10 and some more.



10 and 2 more is _____



10 and 3 more is _____



10 and _____ more is 14

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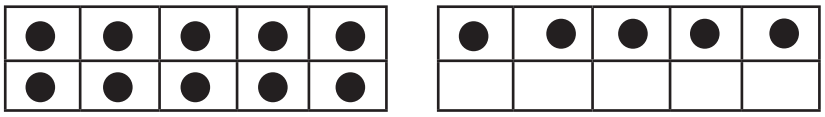
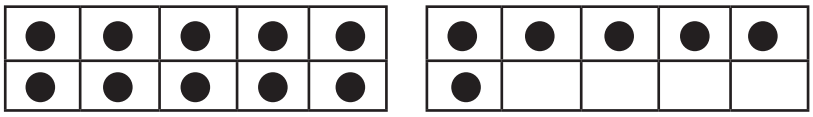
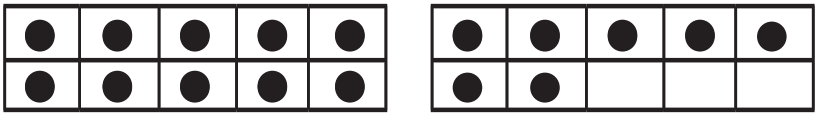


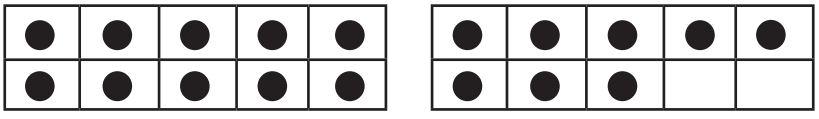
10 and 5 more is _____



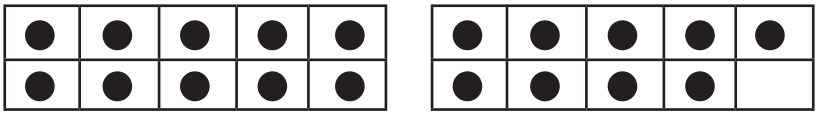
10 and _____ more is _____



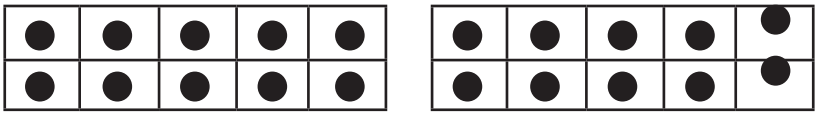
_____ and _____ more is 17



_____ and _____ more is _____



_____ and _____ more is _____



10 and 10 more is _____

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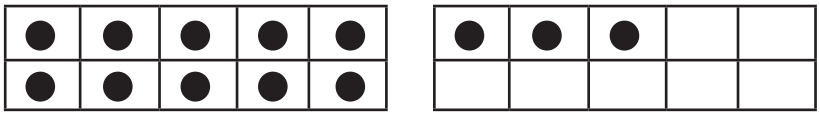
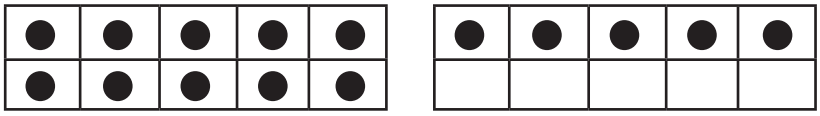
Write the numbers shown by each of the double 10-frames below.

Example:



13



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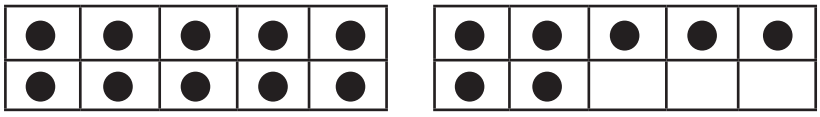

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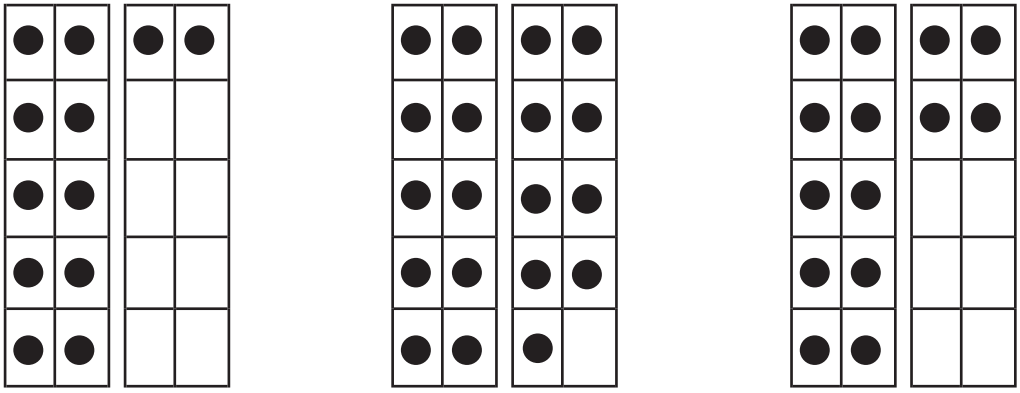

_____ _____ _____

Teacher's Remark(s):

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Write the number words (**eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, and twenty**) for the corresponding numerals.

Numerals	Number words
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Teacher's Remark(s):

Teacher's Signature and Date:

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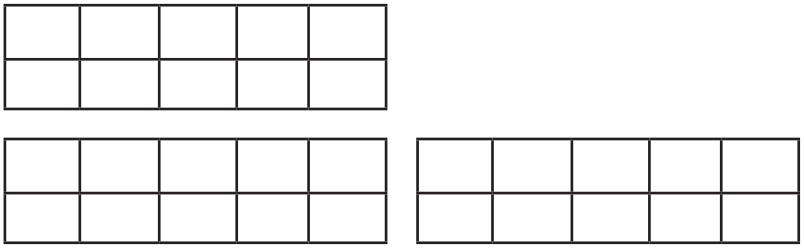
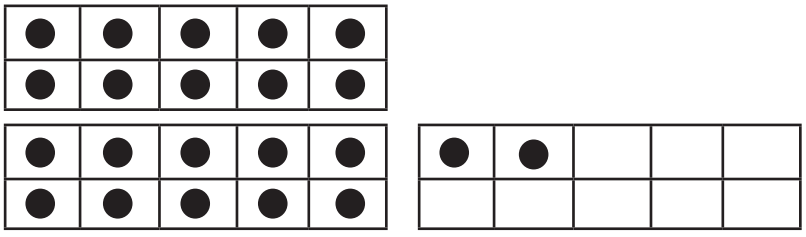
We can show numbers more than 20, and up to 30 using triple 10-frames. Here is a triple 10-frame:

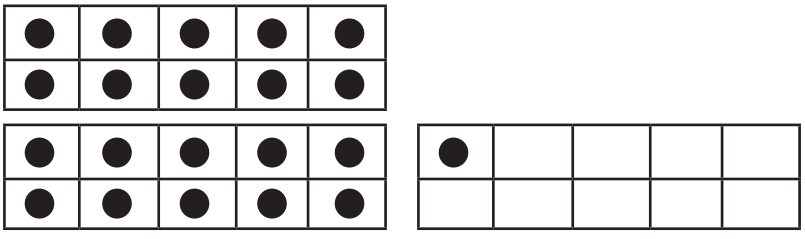


The triple 10-frame below shows 22, which is 20 and 2 more.



20 and 2 more is 22

Write the numbers the triple 10-frames below show, as 20 and some more.

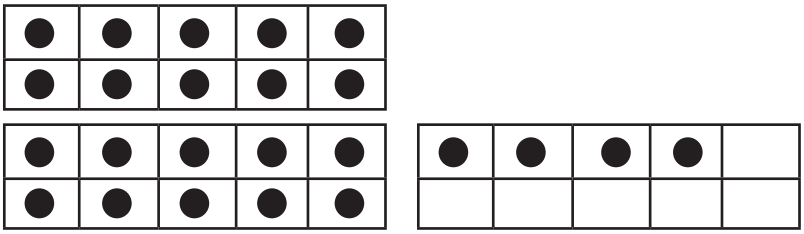


20 and 1 more is _____

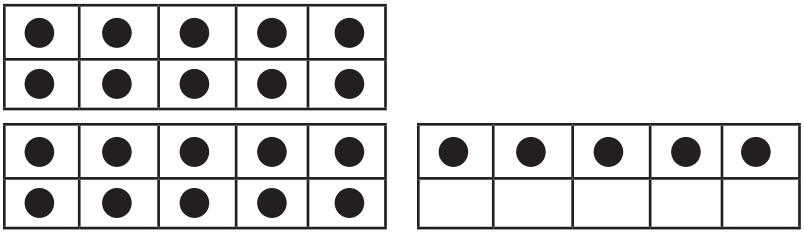
Teacher's Remark(s):

Teacher's Signature and Date:

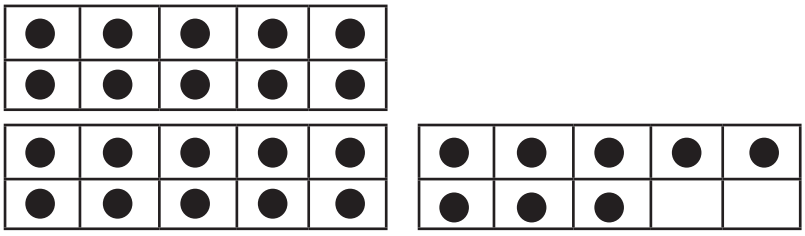
Reprint 2022



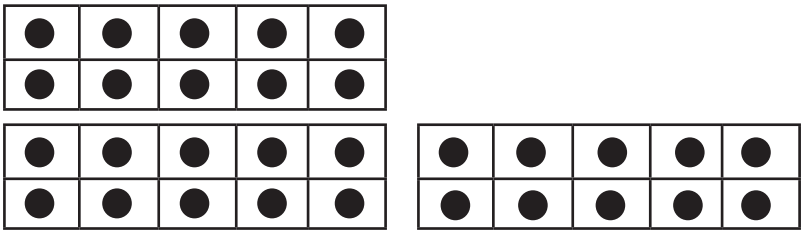
20 and _____ more is _____



20 and _____ more is _____



_____ and _____ more is _____



20 and 10 more is _____

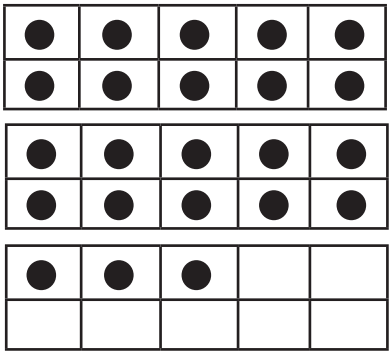
Teacher’s Remark(s):

Teacher’s Signature and Date:

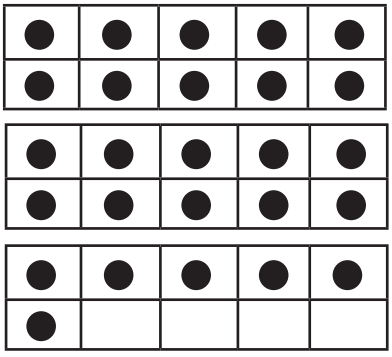
Reprint 2022

Write the numbers shown by each of the triple 10-frames below.

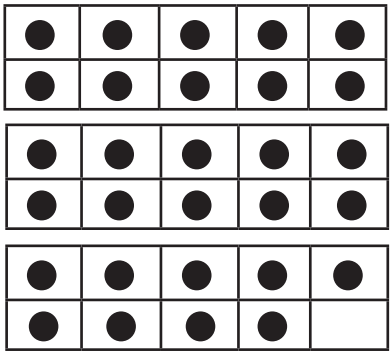
Example:



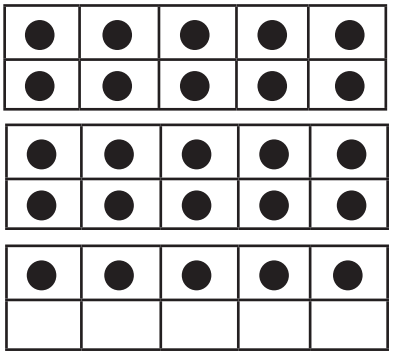
23



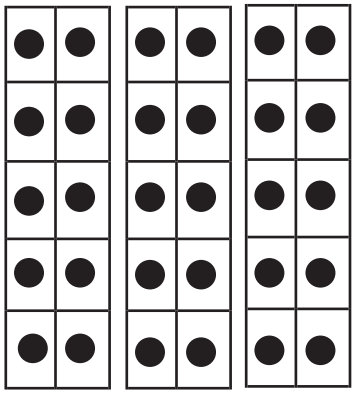
_____



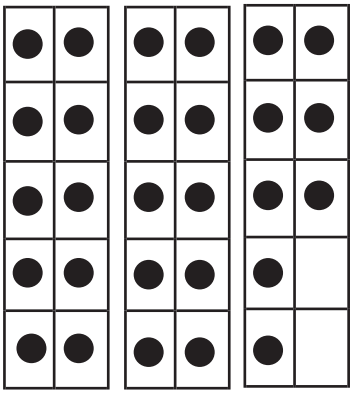
_____



_____



_____



_____

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

Write the number words (**twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty**) for the corresponding numerals.

Numerals	Number words
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

Fill in the given calender for the current month. Answer the questions that follow.

Month: _____						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Question: What dates of the month fall on Sunday?

Answer: _____

Question: How many days are there in this month?

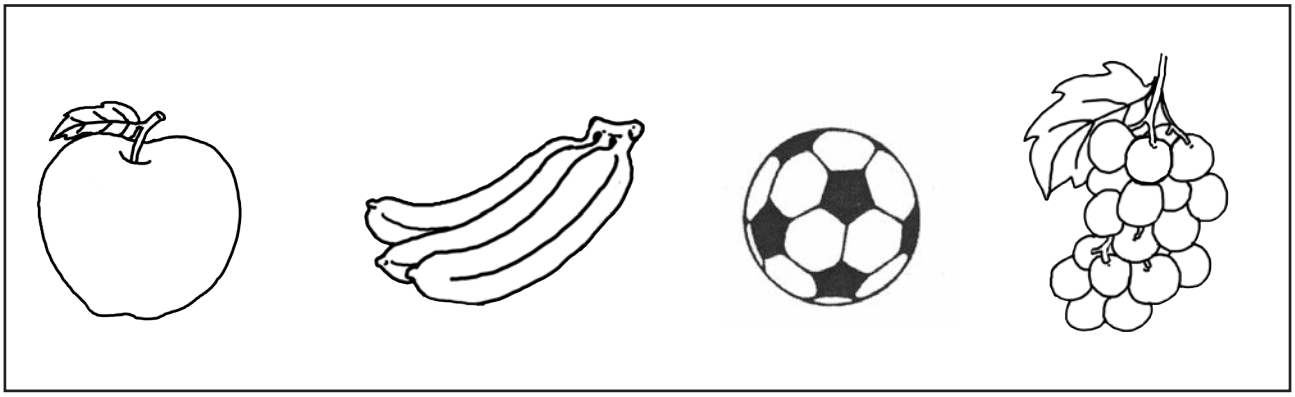
Answer: _____

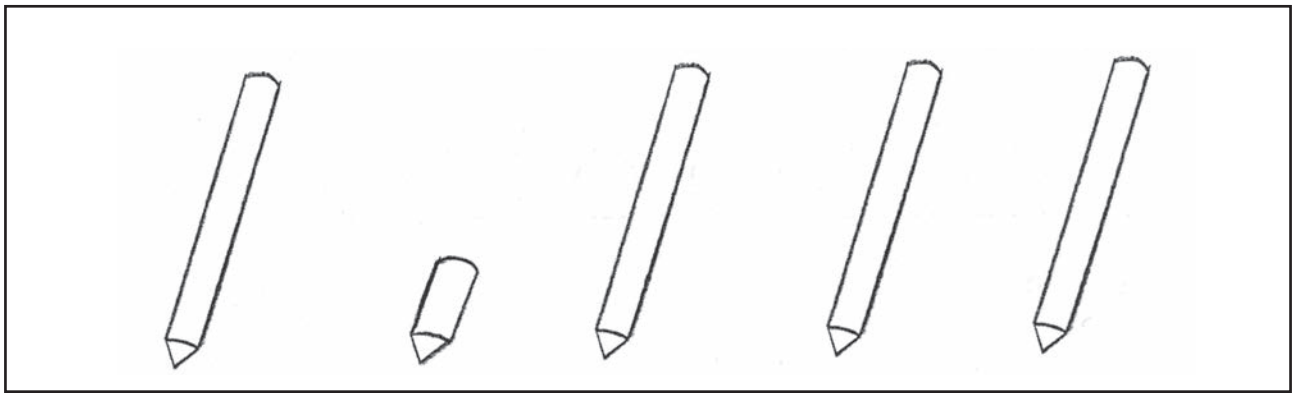
Teacher's Remark(s):

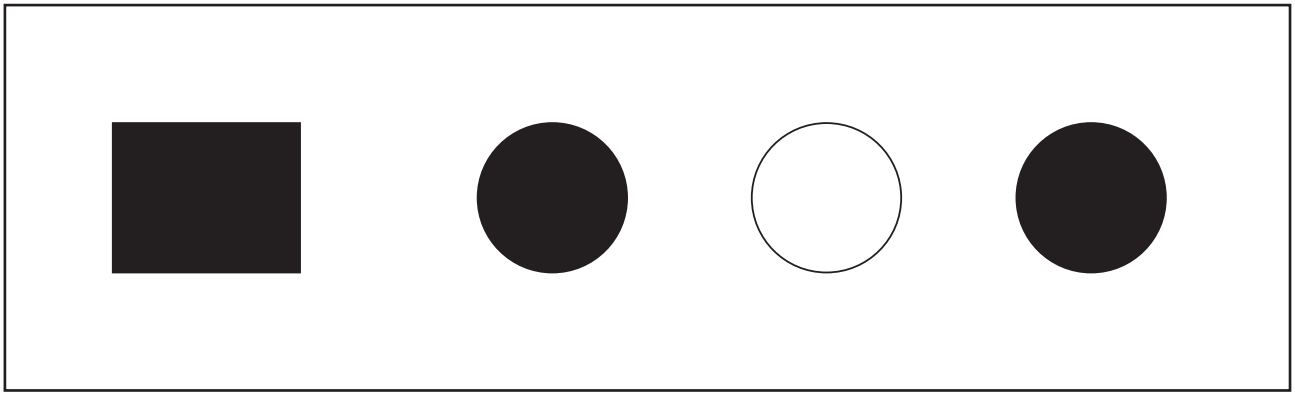
Teacher's Signature and Date:

Reprint 2022

Circle an object which does not belong in each of the groups below. Explain your choice verbally.







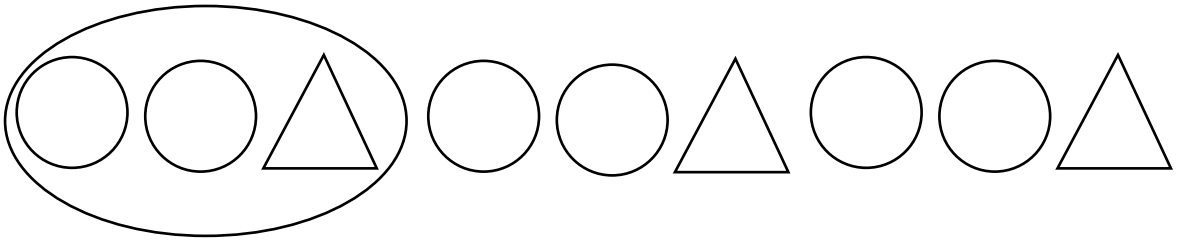
Teacher's Remark(s):

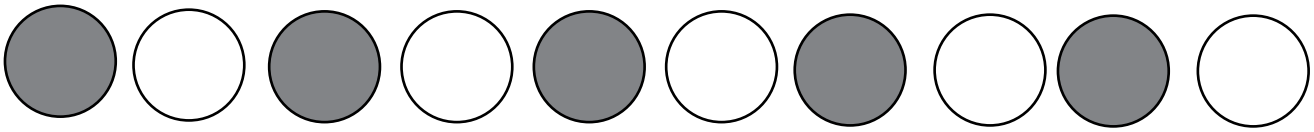
Teacher's Signature and Date:

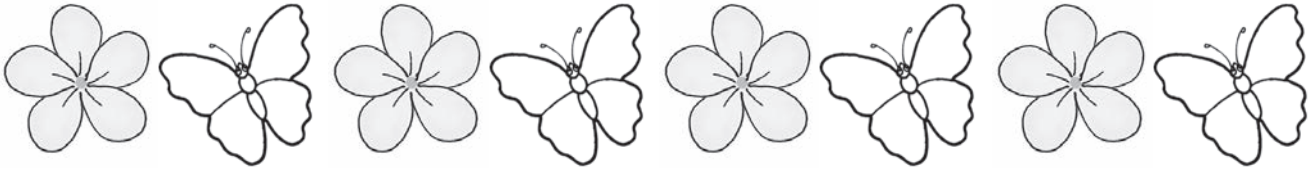
Reprint 2022

Circle the part that repeats over and over again in each of the repeating patterns below.

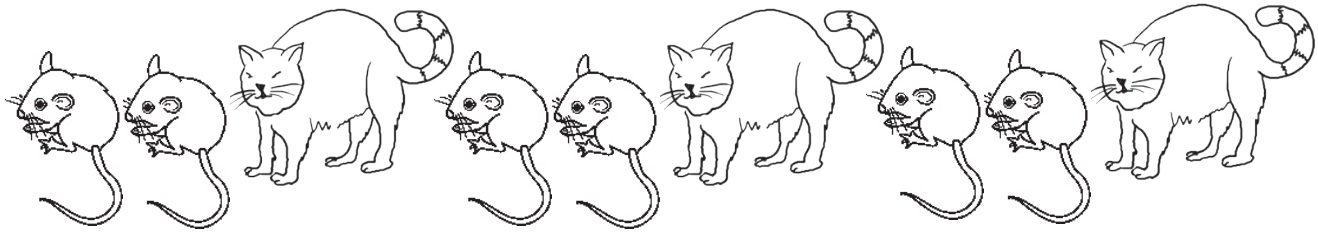
Example:







A B C A B C A B C A B C A B C



Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

Extend the following patterns.

 _____

 _____

 _____

2 4 2 4 2 4 _____

a b c a b c _____

2 4 6 8 _____

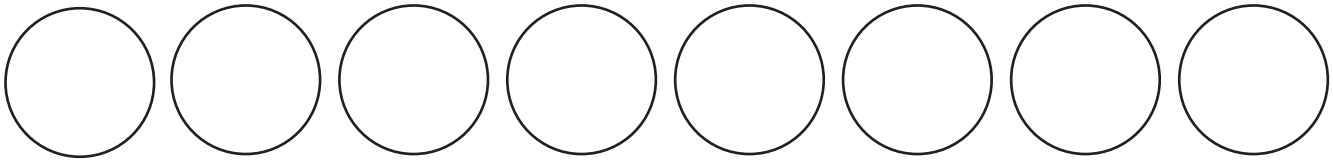
5 10 15 _____

Teacher’s Remark(s):

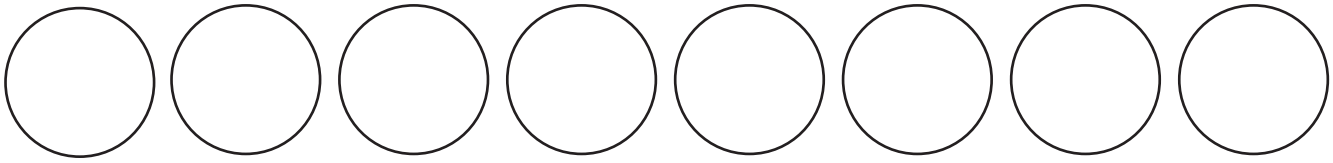
Teacher’s Signature and Date:

Reprint 2022

Make a pattern by colouring the circles.



Make another colour pattern.



Create a repeating number pattern.

Create a growing number pattern.

Teacher’s Remark(s):

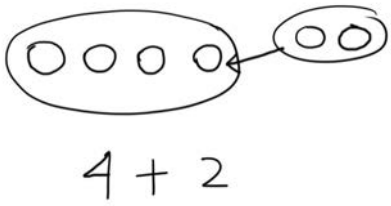
Teacher’s Signature and Date:

Reprint 2022

Draw counters to represent the following addition stories, and write an **addition phrase** for each of them.

Four birds are sitting on a branch. Two more birds come to sit with them.

Example:



Three puppies are playing on the ground. Two more puppies come to play with them.

I ate five momos. I liked the momos so much that I ate five more momos.

I have eight cows. Six of them are red and two of them are black.

There are some cubes in a bag. Five are blue, two are green and three are red.

Teacher's Remark(s):

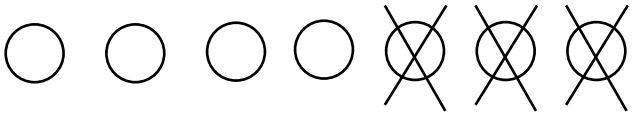
Teacher's Signature and Date:

Reprint 2022

Draw counters to represent following subtraction stories, and write a **subtraction phrase** for each of them.

Seven deer are eating grass in a meadow. Three of them go away after some time.

Example:



Five birds are sitting on a branch. Two of them fly away.

I had six apples. I gave three apples to my friend.

Four little frogs are playing in a pond. After sometime, two of them go away.

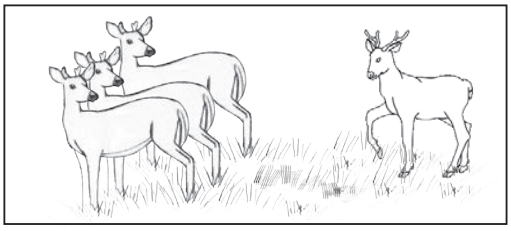
Sonam has ten chocolates. He wants to give five chocolates to his sister.

Teacher's Remark(s):

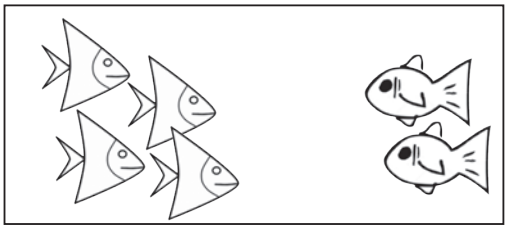
Teacher's Signature and Date:

Reprint 2022

Complete the addition sentences for each of the situations represented by the pictures below.

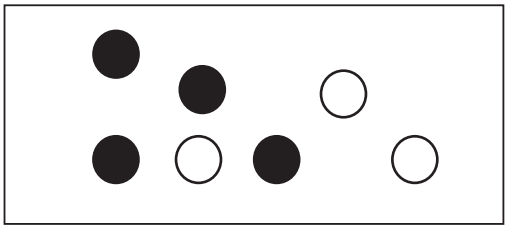


3 + 1 = 4

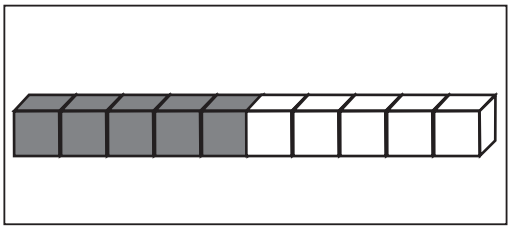


____ + ____ = ____

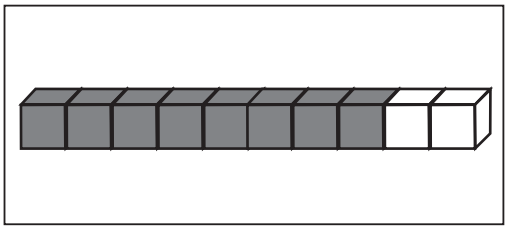
____ + ____ = ____



____ + ____ = ____



____ + ____ = ____



____ + ____ = ____

Write an addition story for the expression 4 + 3.

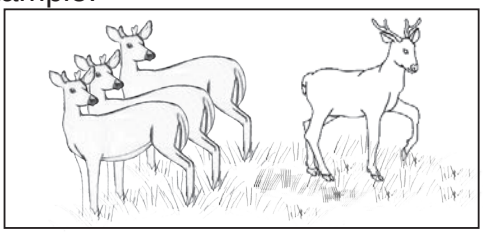
Teacher's Remark(s):

Teacher's Signature and Date:

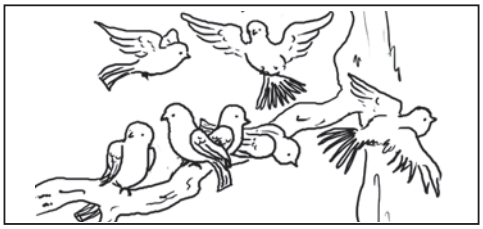
Reprint 2022

Complete the **subtraction sentences** for each of the situations represented by the pictures below.

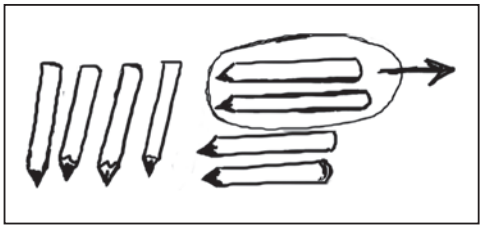
Example:



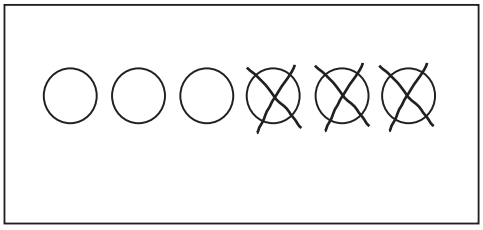
4 - 1 = 3



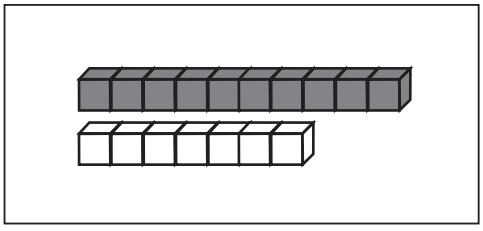
_____ - _____ = _____



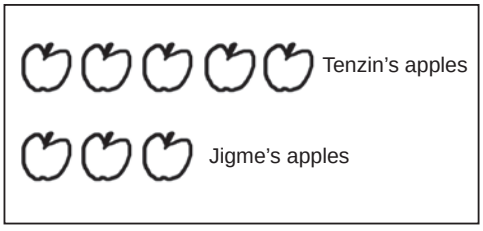
_____ - _____ = _____



_____ - _____ = _____



_____ - _____ = _____



_____ - _____ = _____

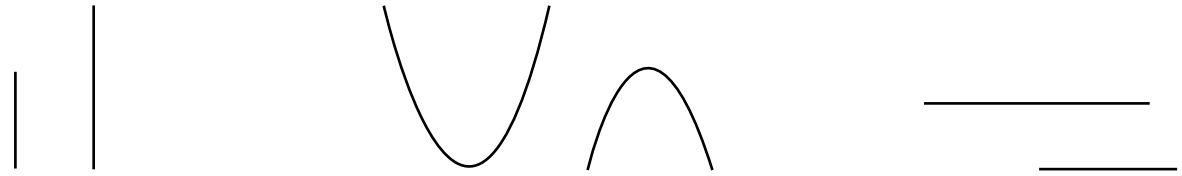
Write a subtraction story for the expression, 4 - 3.

Teacher's Remark(s):

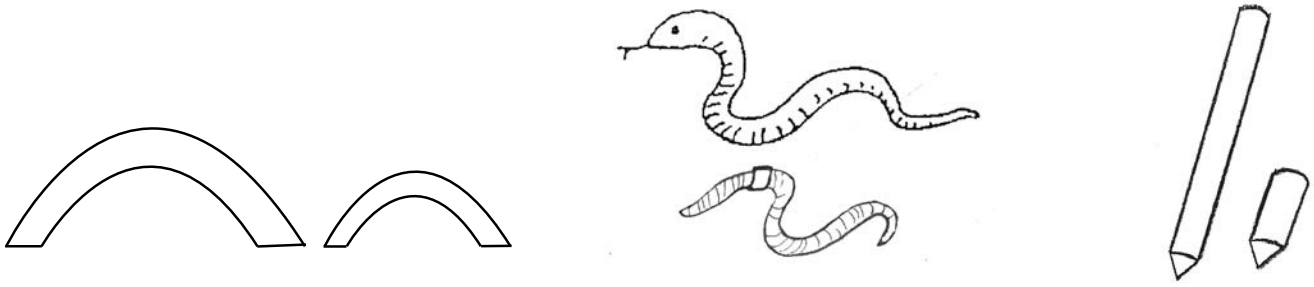
Teacher's Signature and Date:

Reprint 2022

Look at the pairs of lines, and circle the **shorter** line in each pair.



Look at the pairs of shapes, and colour the **longer** shape in each pair.



Colour the **shortest** rectangle.

Colour the **tallest** bottle.

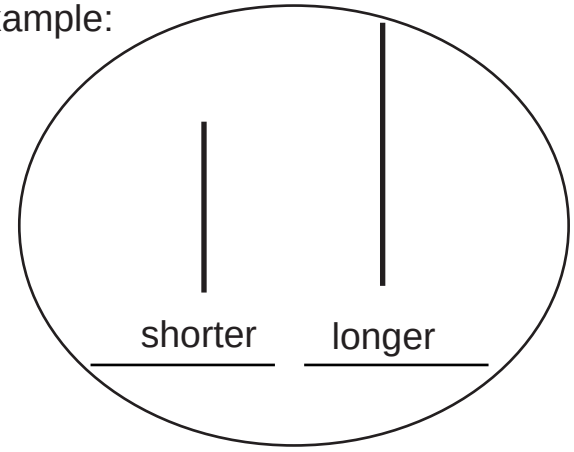
Teacher's Remark(s):

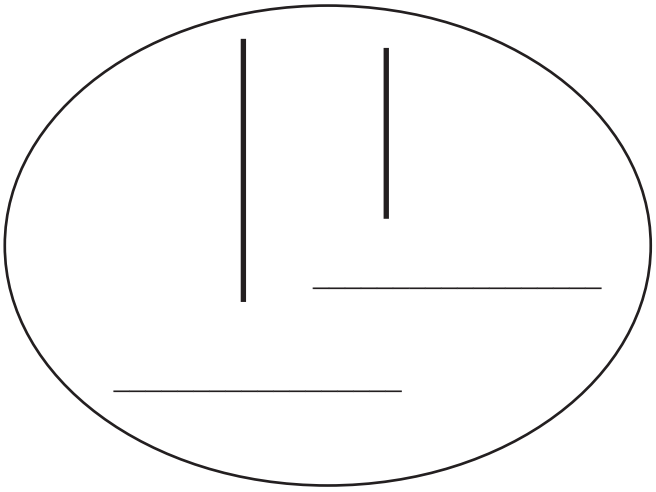
Teacher's Signature and Date:

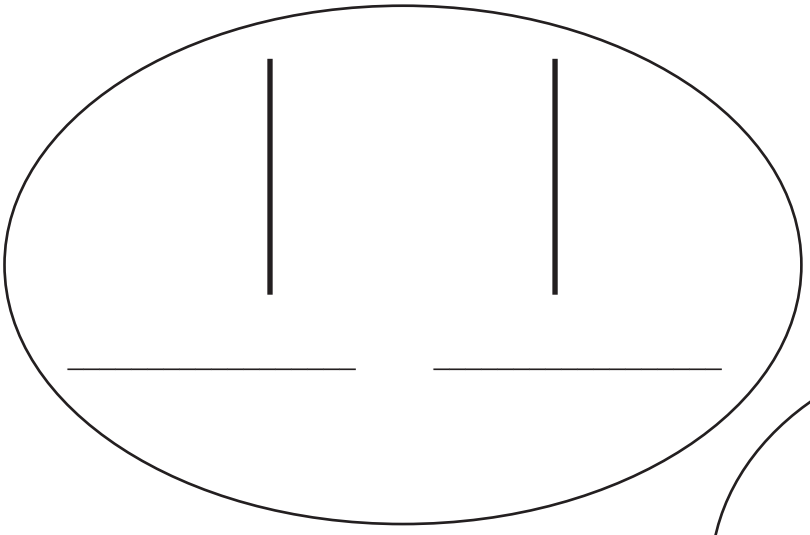
Reprint 2022

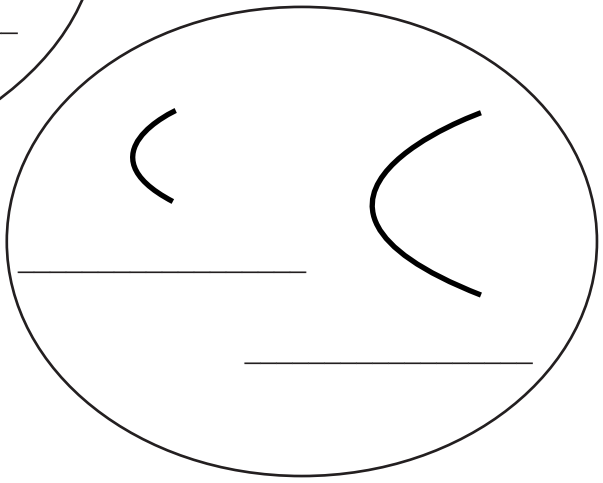
Compare the pairs of lines, and write **shorter**, **longer**, or the **same** below each lines.

Example:









Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

Compare the lengths of different objects with your **handspan**, and record them in the table provided by either drawing or writing the names of the objects.

Shorter than my handspan	**About the same length** as my handspan	**Longer than** my handspan

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

Select 5 objects. Compare the **distance around** the objects with their **heights**, and write **longer than**, **shorter than**, or **about the same as** appropriately in the sentences provided in the table below.

Draw your objects here	
	The distance around is ..... the height.
	The distance around is ..... the height.
	The distance around is ..... the height.
	The distance around is ..... the height.
	The distance around is ..... the height.

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

Estimate the lengths of the objects mentioned below in terms of linking cubes, and record your estimate. Then measure the lengths using the linking cubes and record your measurements.

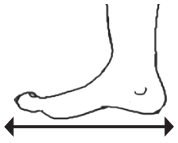
What I measured	My Estimate	My Measurement
My Handspan 		
My Foot 		
Distance around my wrist 		
My pencil 		
My Activity Book 		

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

Measure the lengths of the objects as in the previous activity using linking cubes and paper clips. Record your measurements in the table below.

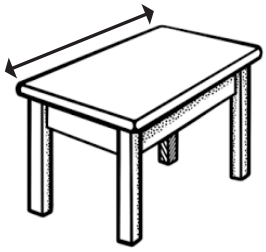
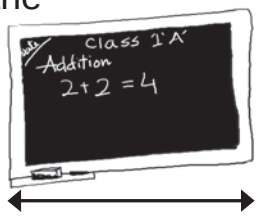
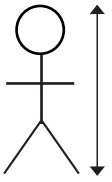
What I measured	Length using linking cubes 	Length using paper clips 
My Hand span 		
My Foot 		
Distance around my wrist 		
My pencil 		
My Activity Book 		

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

Measure the following lengths using the units of your choice for each length .

The Objects	**My Measurement (Write the length using the unit you chose)**
The length of the teachers table 	
The lower side of the chalk board 	
The length of my pencil 	
The length of the duster 	
My height 	

Teacher’s Remark(s):

Teacher’s Signature and Date:

Reprint 2022

Measure the areas of 3 different shapes. You should first choose a unit for each shape, estimate the area of the shape with your unit, and then cover the shape with the unit to measure its area. Draw the picture of your shapes.

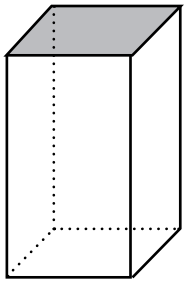
	My unit (Draw the picture): .....
	My estimate: .....
	My measurement: .....
	My unit (Draw the picture): .....
	My estimate: .....
	My measurement: .....
	My unit (Draw the picture): .....
	My estimate: .....
	My measurement: .....

Teacher's Remark(s):

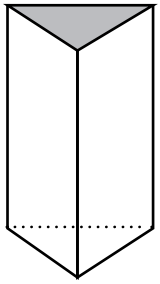
Teacher's Signature and Date:

Reprint 2022

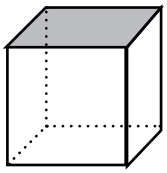
Write the names of the shapes **(cylinder, cone, sphere, cube, rectangular prism, rectangular pyramid, triangular pyramid, triangular prism**).



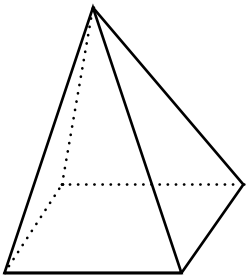
_____



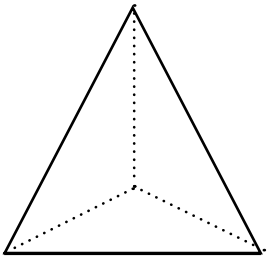
_____



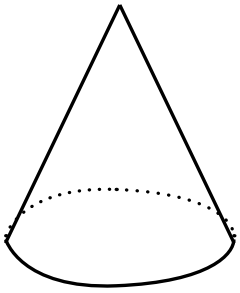
_____



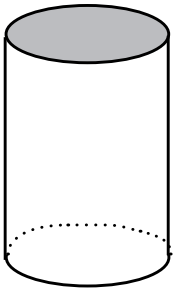
_____



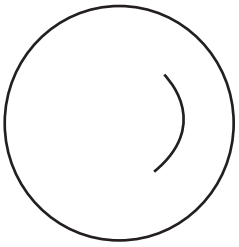
_____



_____



_____



_____

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Teacher's Signature and Date:

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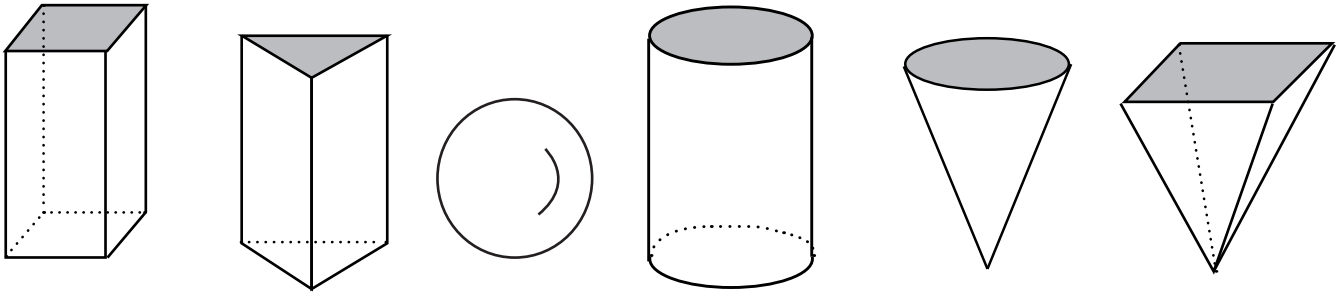
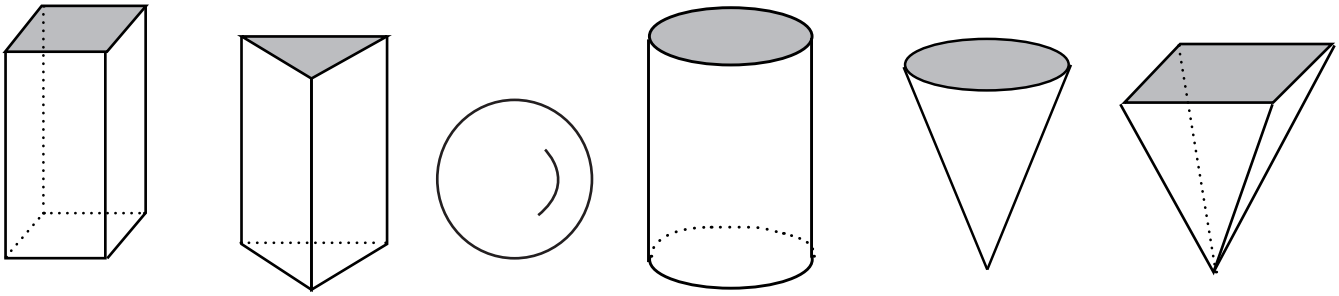
Colour the shapes that will roll.



Colour the shapes that will slide.



Draw a triangular prism and a triangular pyramid.

Teacher's Remark(s):

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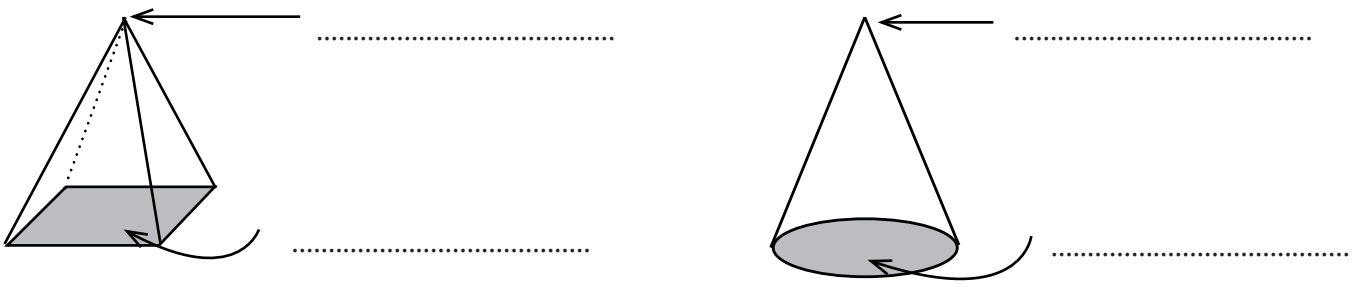
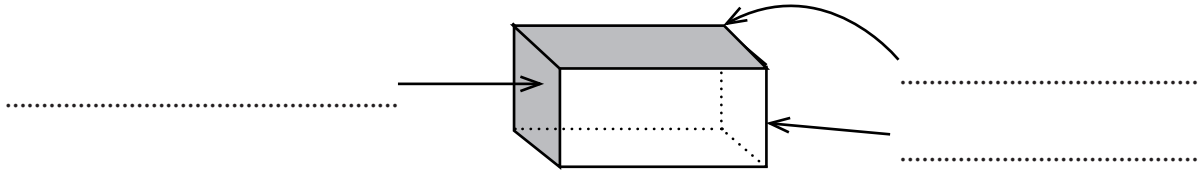
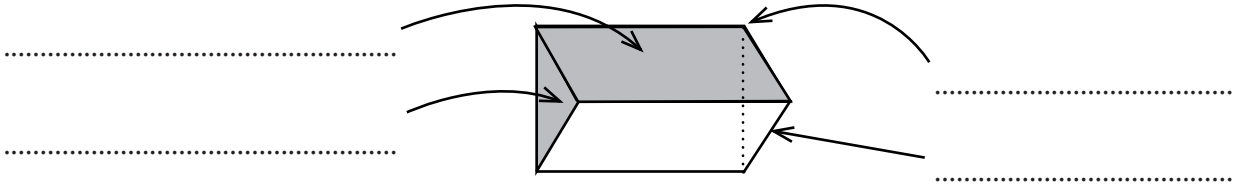
Label the parts of the pyramid and the cone for the indicated points (**apex, base**).



Label the parts of the rectangular prism and the triangular prism at the indicated points(**corner, edge, rectangular face, triangular face**).



Rectangular prism



Triangular prism

Teacher's Remark(s):

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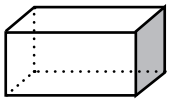
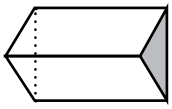
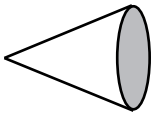
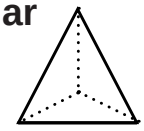
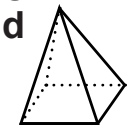
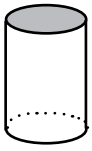
Fill in the table with the numbers for the faces, edges and corners for the various 3-D shapes.

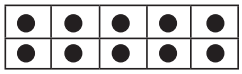
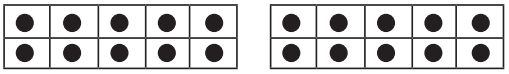
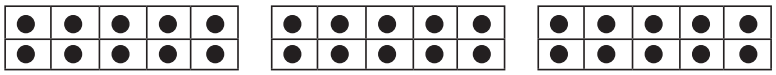
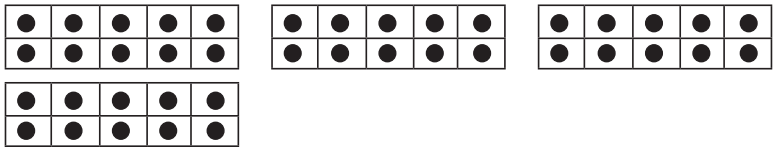
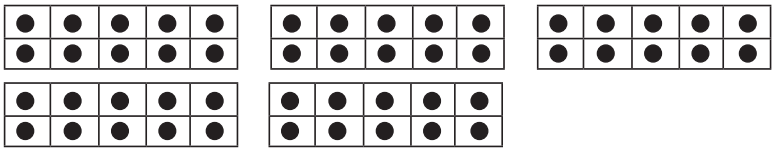
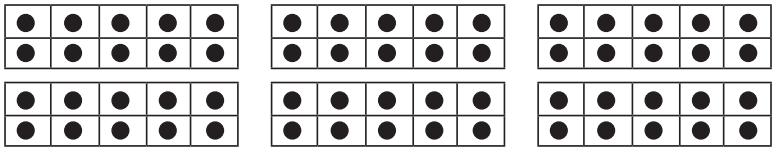
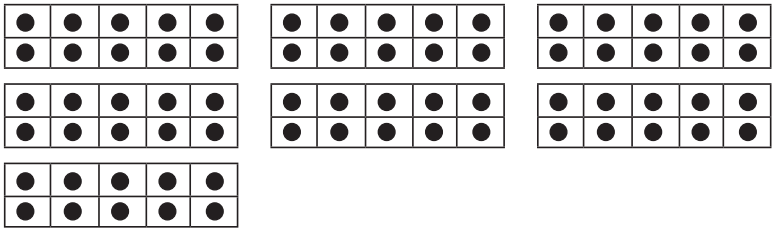
	Number of rectangular faces	Number of triangular faces	Number of circular faces	Number of edges	Number of corners
Rectangular prism 					
Cube 					
Triangular prism 					
Cone 					
Triangular pyramid 					
Rectangular pyramid 					
Cylinder 					
Sphere 					

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

Write the numbers in both the **numerals** and **number words** for the numbers shown by each of the the groups of 10-frames.

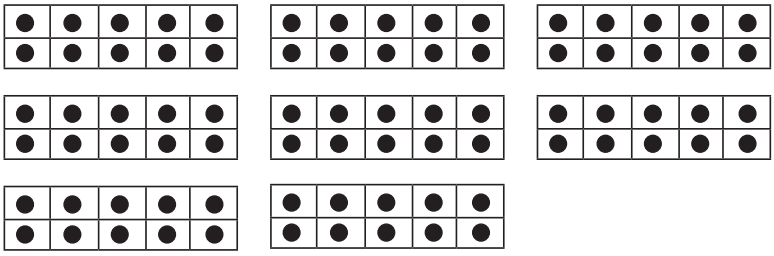
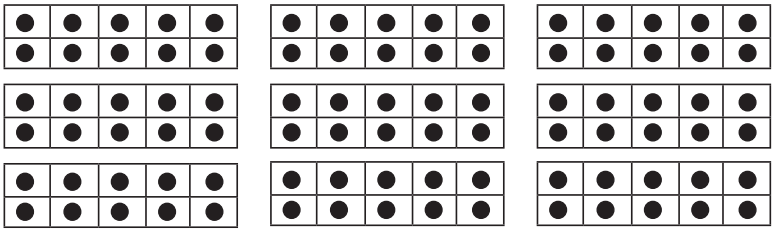
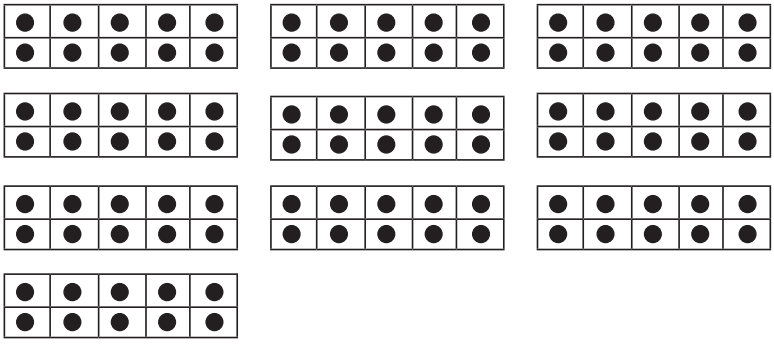
	Numeral	Number word
	10	ten
		
		
		
		
		
		

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

Write the numbers in both the **numerals** and **number words** for the numbers shown by each of the the groups of 10-frames.

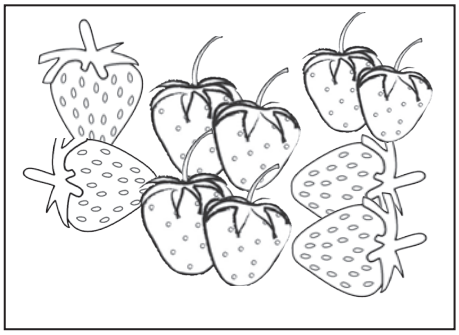
	Numeral	Number word
		
		
		

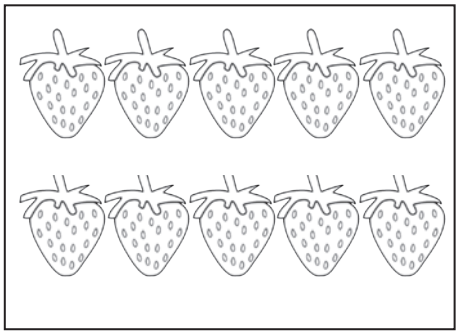
Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

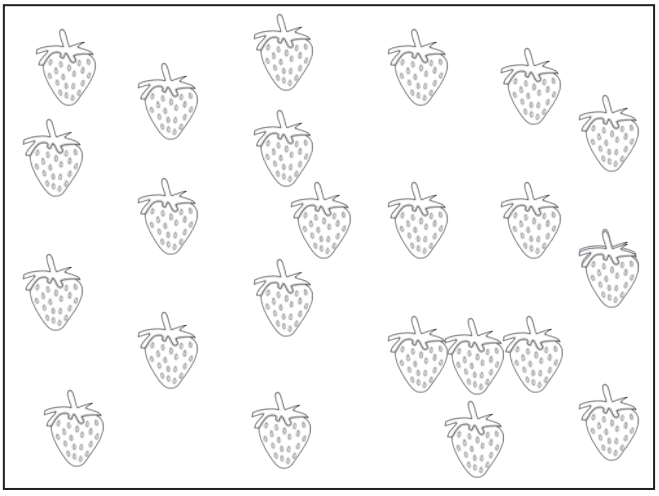
How many strawberries are there in each set below? Count and write the numbers.

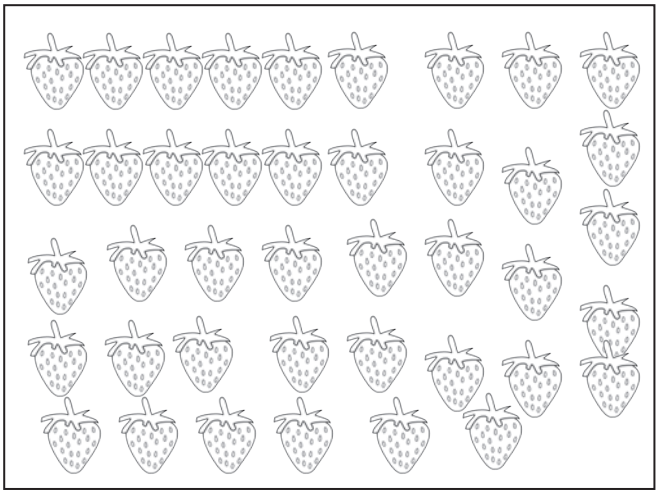




_____ _____

Now how many strawberries are there in the two sets below? You should first estimate and record your estimate. Then, count and record the actual number.





My estimate: _____ My estimate: _____

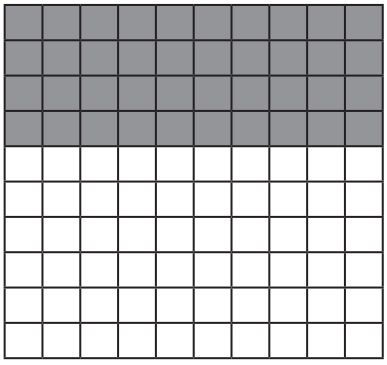
My count: _____ My count: _____

Teacher's Remark(s):

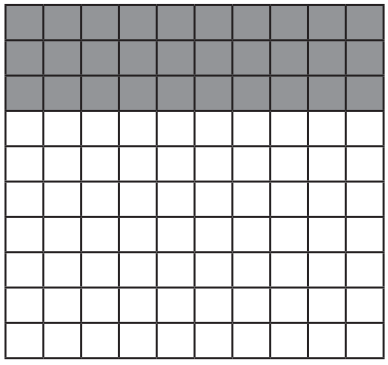
Teacher's Signature and Date:

Reprint 2022

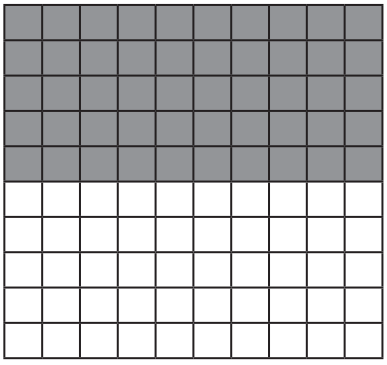
Express 100 as combinations of groups of 10s by writing an addition sentence for each 100-chart below. Explain verbally what each number in the sentences mean.



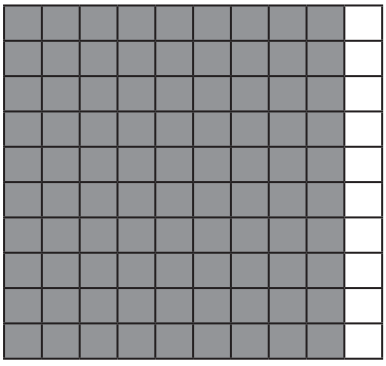
Example: 100 = 40 + 60



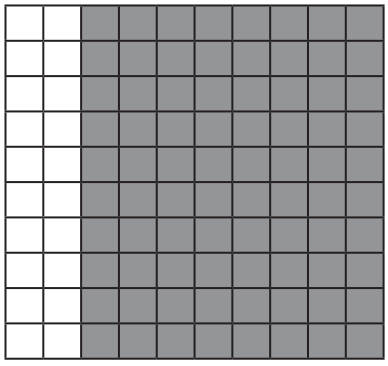
100 = _____ + _____



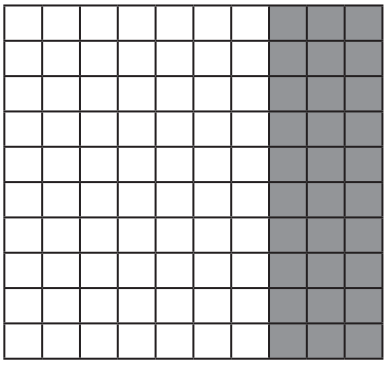
100 = _____ + _____



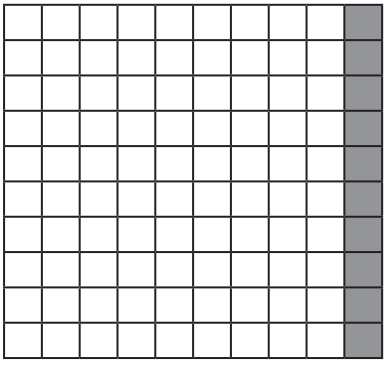
100 = _____ + _____



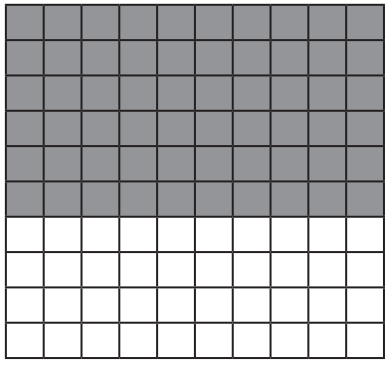
100 = _____ + _____



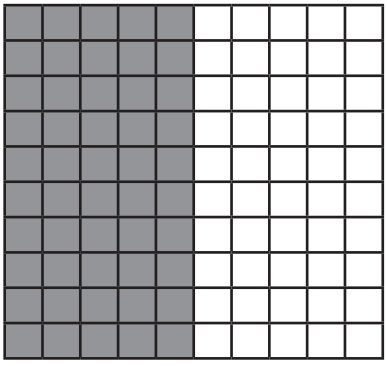
100 = _____ + _____



_____ = _____ + _____



_____ = _____ + _____



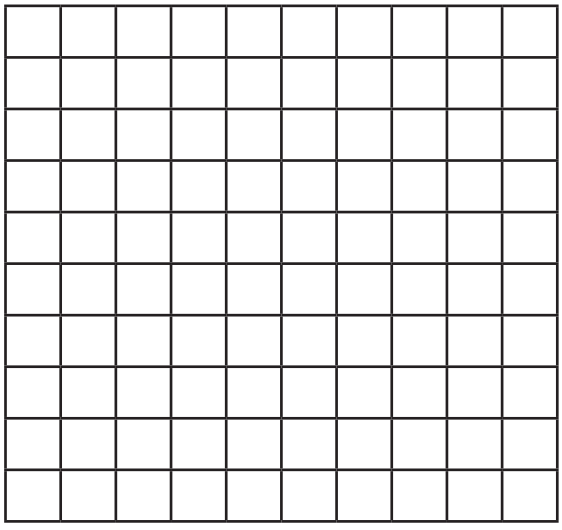
_____ = _____ + _____

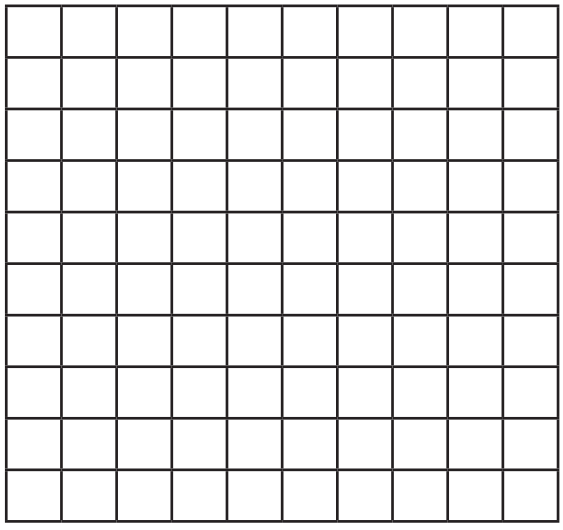
Teacher's Remark(s):

Teacher's Signature and Date:

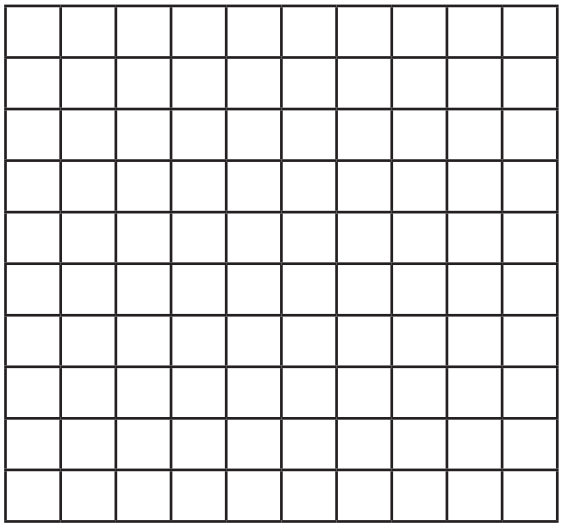
Reprint 2022

Represent 100 = 70 + 30 in two different ways by colouring the charts below.

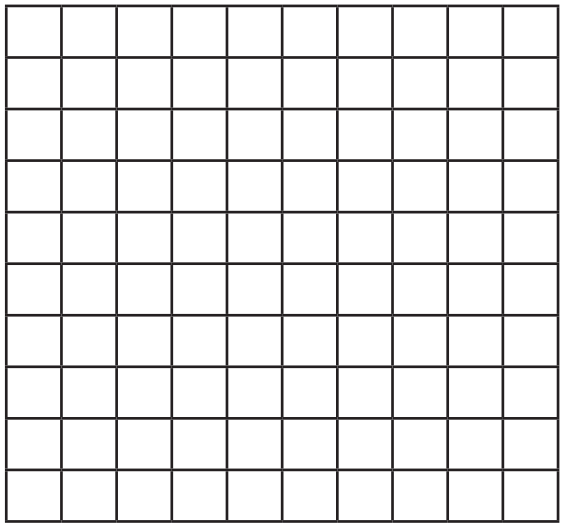




Colour the charts below to represent the addition sentences written below them.



100 = 15 + 85



100 = 93 + 7

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

Write the numbers to 100 in the 100-chart below. Answer the questions that follow.

1	2	3	4					9	10
									20
									30
									40
									90
									100

Question: What number is below 50?

Answer: _____

Question: What number is above 41?

Answer: _____

Question: What number comes right after 33?

Answer: _____

Question: What is the greatest number in this chart?

Answer: _____

Question: What is the smallest number in this chart?

Answer: _____

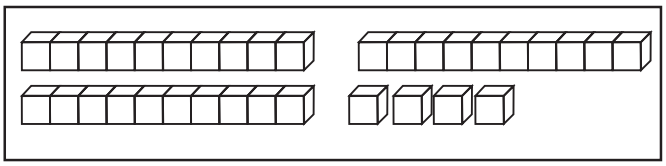
Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

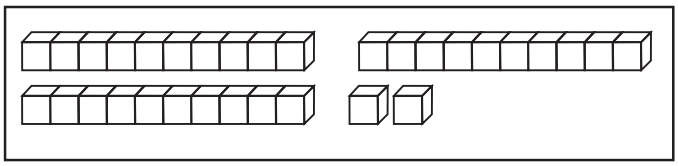
Determine the number represented by the groups of linking cubes below. Express the numbers as combinations of **tens** and **ones**. Also, write an **addition sentence** for each of the numbers.

Example:



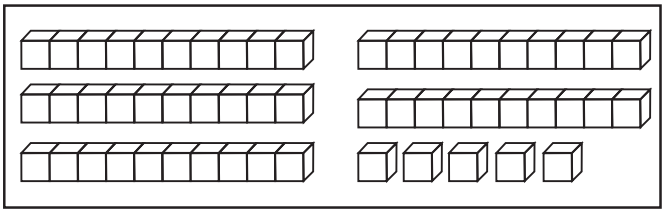
34 is 3 tens and 4 ones

34 = 30 + 4



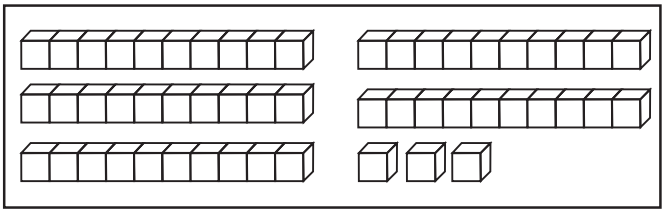
32 is ____ tens and ____ ones

32 = _____ + _____



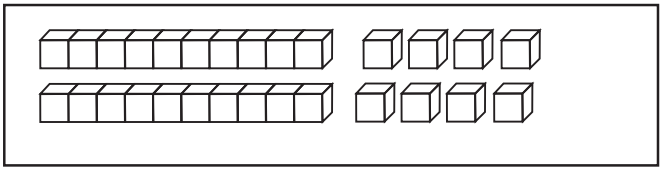
_____ is _____ tens and _____ ones

_____ = _____ + _____



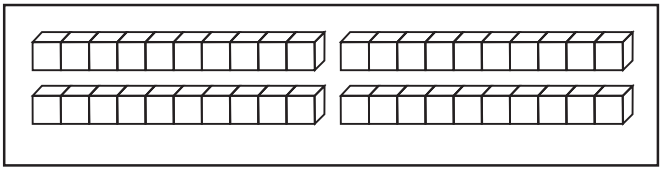
____ is ____ tens and ____ ones

_____ = _____ + _____



____ is ____ tens and ____ ones

_____ = _____ + _____



____ is ____ tens and ____ ones

_____ = _____ + _____

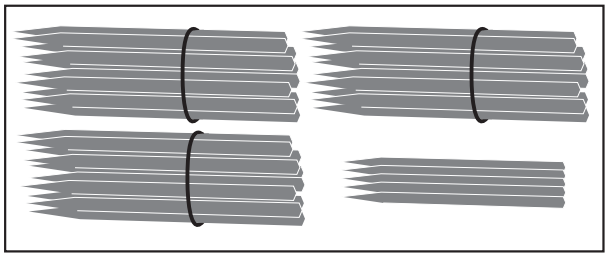
Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

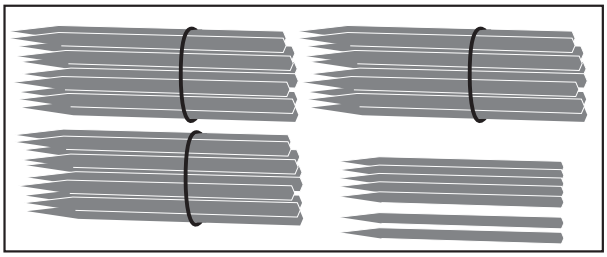
Each bundle of pencils has 10 pencils. Determine the number represented by each group of the bundles and loose pencils in the following pictures. Express the numbers as combinations of **tens** and **ones**. Also, write an **addition sentence** for each of the numbers.

Example:



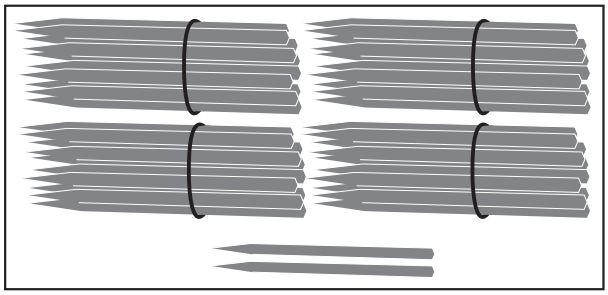
35 is 3 tens and 5 ones

35 = 30 + 5



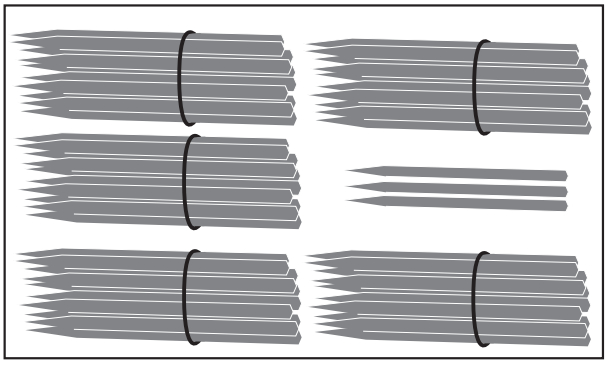
37 is ____ tens and ____ ones

37 = _____ + _____



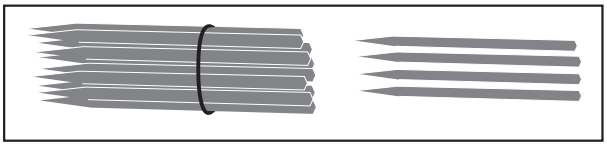
____ is ____ tens and ____ ones

_____ = _____ + _____



____ is ____ tens and ____ ones

____ = ____ + ____



____ is ____ tens and ____ ones

____ = ____ + ____

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

Write each number below as combinations of **tens** and **ones**.
Also, write the corresponding addition sentences for the numbers.

Example: 46; 46 is 4 tens and 6 ones 46 = 40 + 6	64; 64 is ____ tens and ____ ones 64 = _____ + _____
52; 52 is _____ tens and _____ ones _____ = _____ + _____	25; 25 is _____ tens and _____ ones _____ = _____ + _____
18; 18 is ____ tens and ____ ones _____ = _____ + _____	98; ____ is ____ tens and _____ ones _____ = _____ + _____
65; _____ is _____ tens and _____ ones _____ = _____ + _____	56; _____ is _____ tens and _____ ones _____ = _____ + _____
12; _____ is _____ tens and _____ ones _____ = _____ + _____	70; _____ is _____ tens and _____ ones _____ = _____ + _____

Teacher's Remark(s):

Teacher's Signature and Date:

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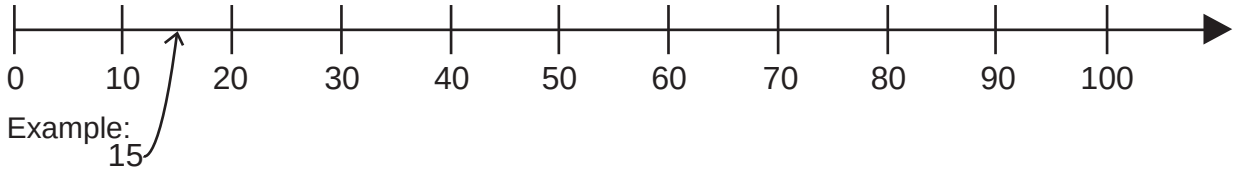
Indicate the following numbers on the number line: 15, 25, 45, 75, 71, 99, 43 and 32.



Question: Which is greater, 20 or 30?

Answer: _____

Question: Which is lesser, 20 or 30?

Answer: _____

Question: What is the greatest number on this number line?

Answer: _____

Question: Why is 50 greater than 40?

Answer: _____

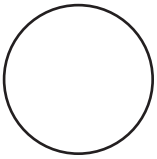
_____

Teacher's Remark(s):

Teacher's Signature and Date:

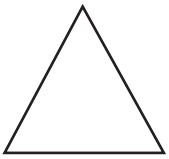
Reprint 2022

Write the names for the following shapes (**circle, triangle, rectangle, rhombus, trapezoid, hexagon**).



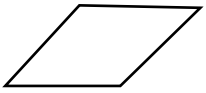
_____

_____



_____

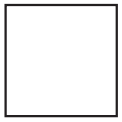
_____



_____

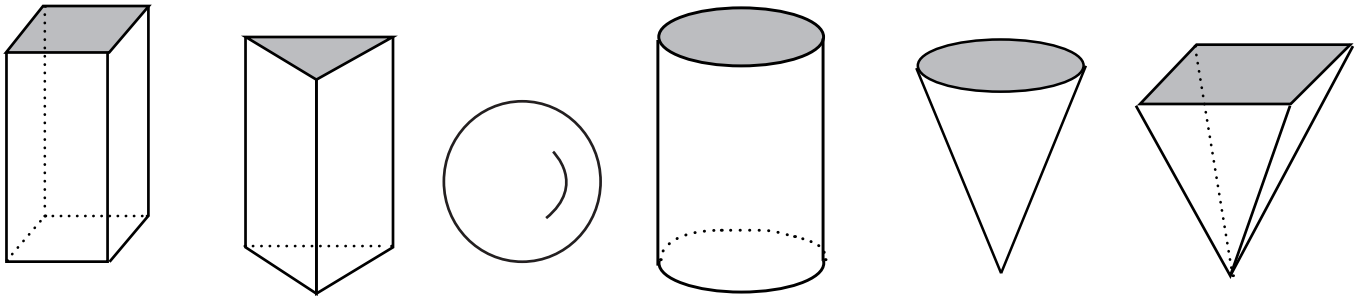
_____

_____



_____

Colour the shapes that have at least one rectangular face.



Teacher's Remark(s):

Teacher's Signature and Date:

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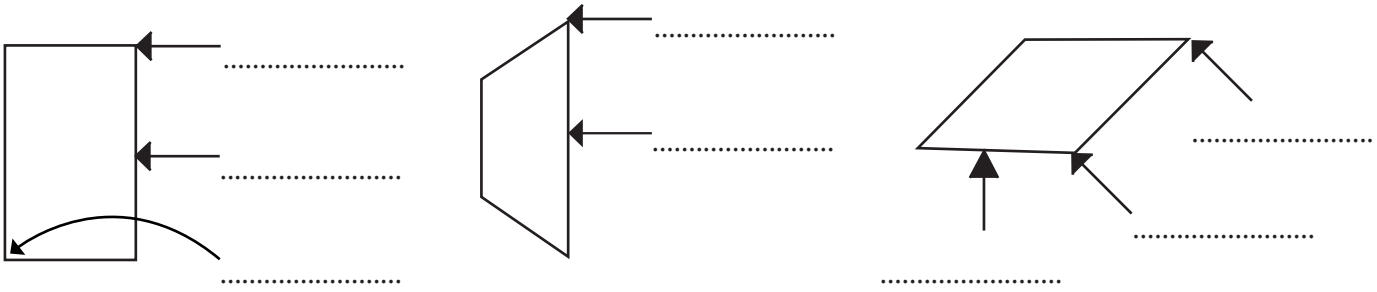
Write as **corner** or **edge** for the indicated parts of the following shapes.



Write the number of corners and number of straight edges for each shape in the table.

2-D Shapes	Corners	Straight Edges
triangle		
circle		
rectangle		
rhombus		
trapezoid		
hexagon		

Teacher's Remark(s):

Teacher's Signature and Date:

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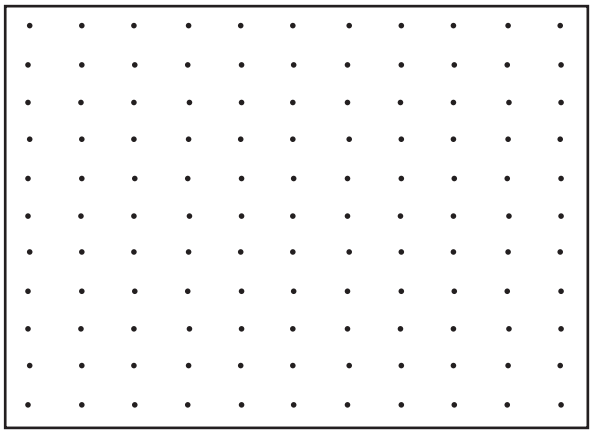
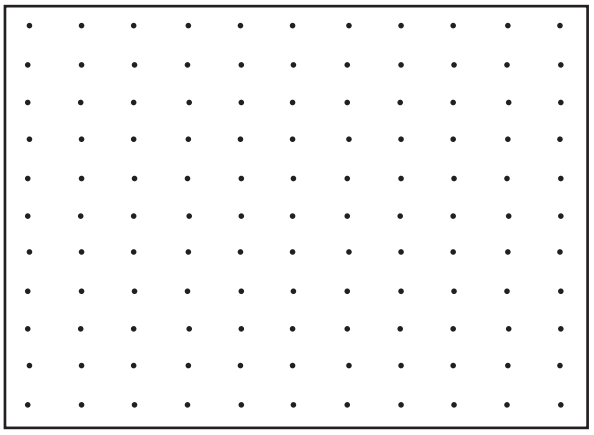
Create various 2-D shapes such as **rectangles**, **triangles**, **rhombuses**, **trapezoids** and **hexagons** by joining the dots with straight lines.





Draw a **rectangle**, a **triangle**, a **rhombus**, a **trapezoid**, and a **hexagon**.

Teacher's Remark(s):

Teacher's Signature and Date:

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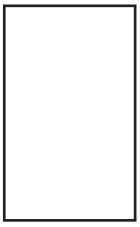
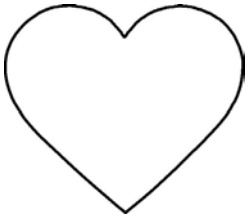
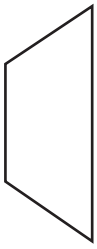
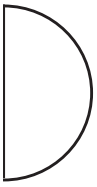
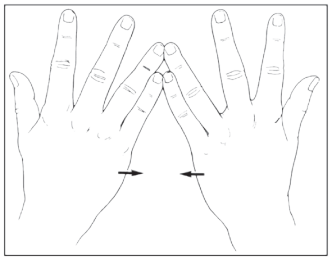
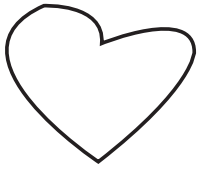
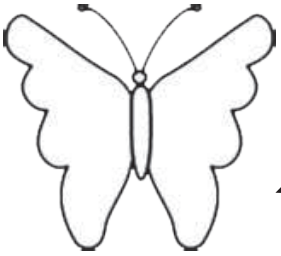
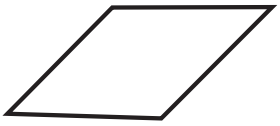
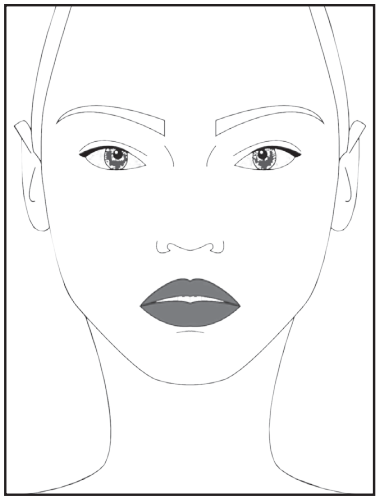
Draw a **line of symmetry** for each of the shapes below. You could use a ruler to help you draw the lines.

A B C 0 8

Colour the shapes which are symmetrical.



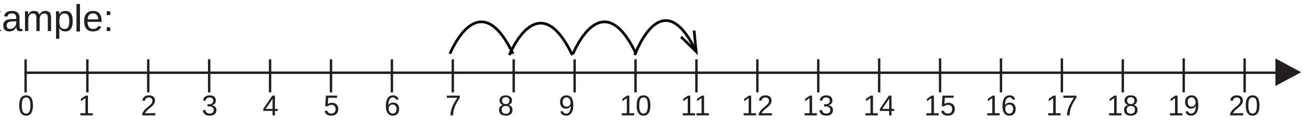
Teacher's Remark(s):

Teacher's Signature and Date:

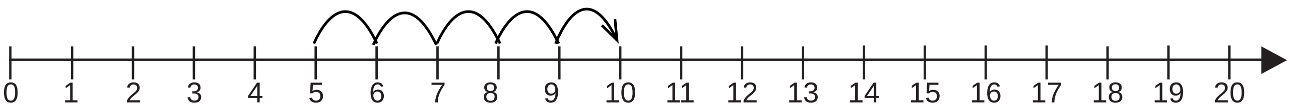
Reprint 2022

Write the **addition sentences** represented by the number lines.

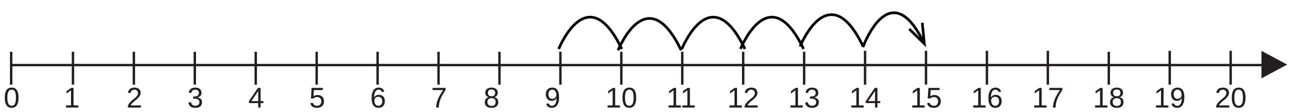
Example:



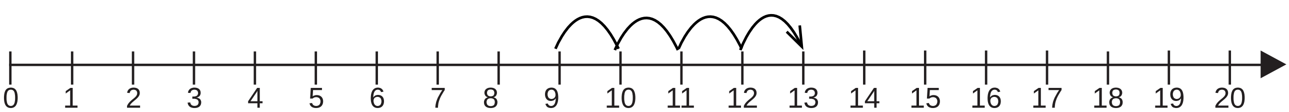
7 + 4 = 11



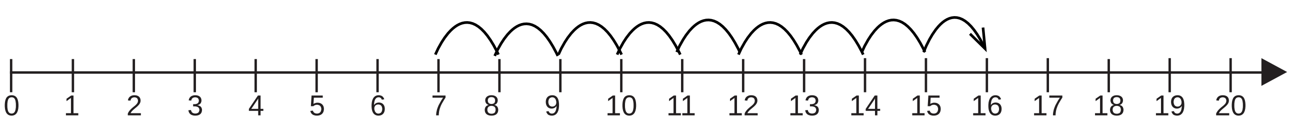
_____ + _____ = _____



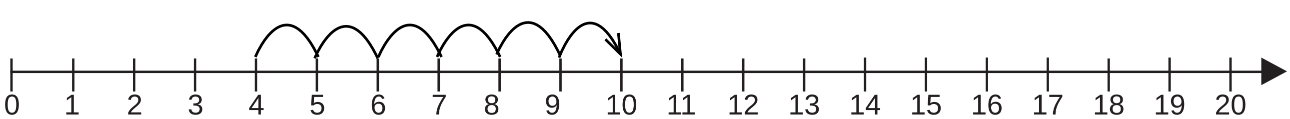
_____ + _____ = _____



_____ + _____ = _____



_____ + _____ = _____



_____ + _____ = _____

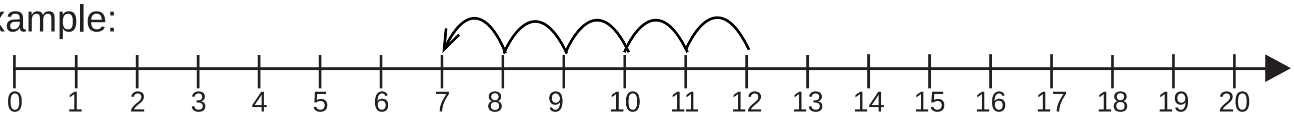
Teacher's Remark(s):

Teacher's Signature and Date:

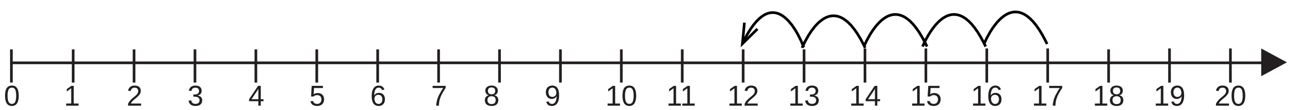
Reprint 2022

Write the **subtraction sentences** represented by the number lines.

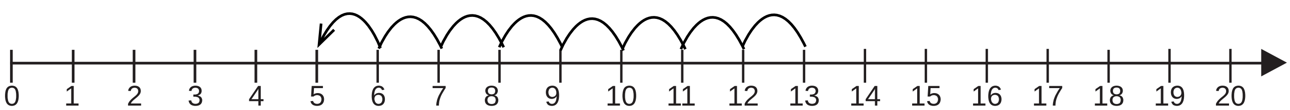
Example:



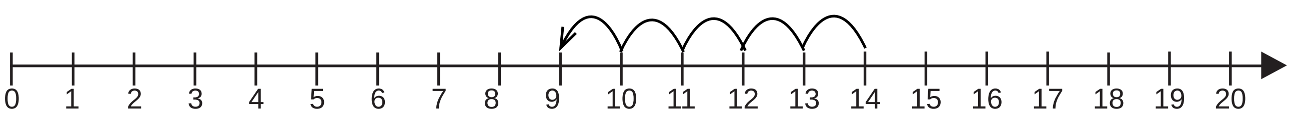
12 - 5 = 7



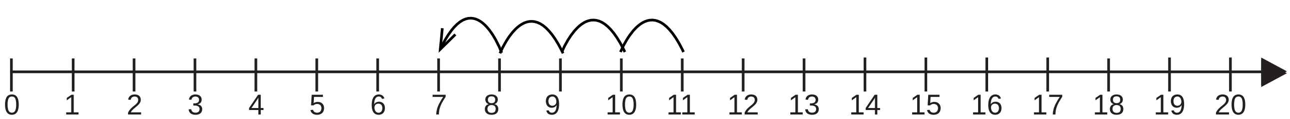
_____ - _____ = _____



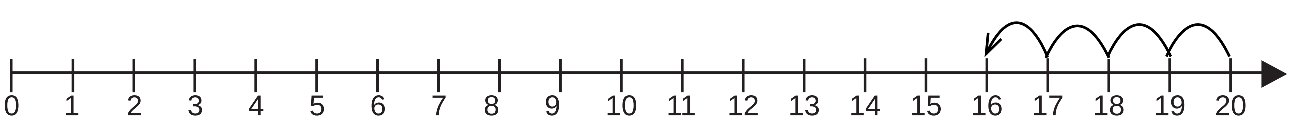
_____ - _____ = _____



_____ - _____ = _____



_____ - _____ = _____



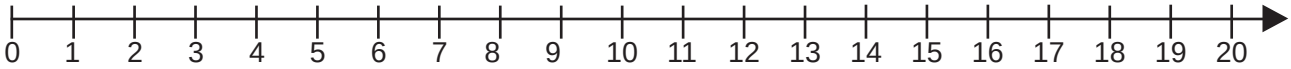
_____ - _____ = _____

Teacher's Remark(s):

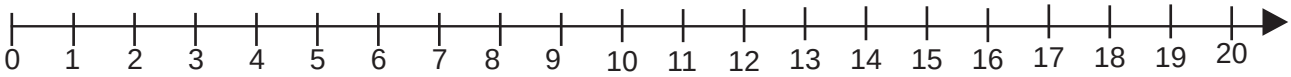
Teacher's Signature and Date:

Reprint 2022

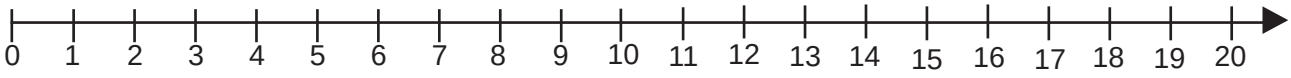
Solve the following addition and subtraction problems using the number lines.



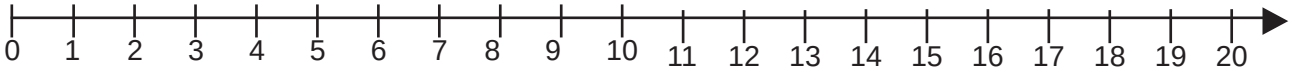
8 + 5 = _____



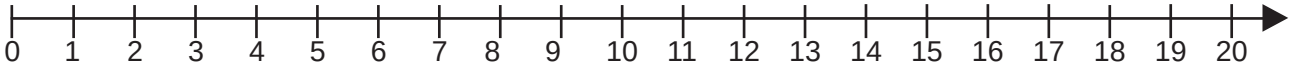
9 + 6 = _____



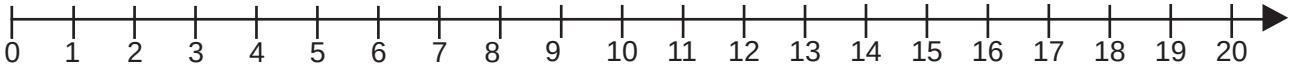
13 + 4 = ____



13 - 5 = ____



17 - 6 = ____



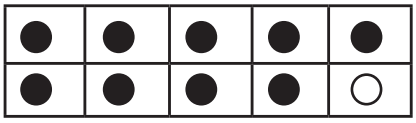
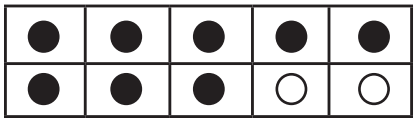
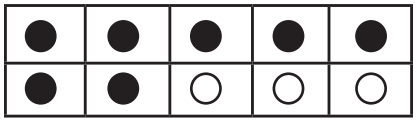
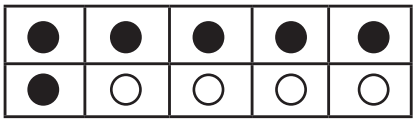
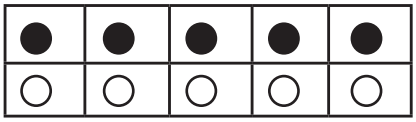
11 - 3 = ____

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

Write 10 as the **sum** of two smaller numbers. Refer to the counters on the 10-frames to help you with that.

Example: 10 = 9 + 1	
10 = ____ + ____	
10 = ____ + ____	
10 = ____ + ____	
10 = ____ + ____	

Explain how 8+2 and 7+3 are the same.

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

Answer the following questions.

Question: If 9 + 1 is 10, what would 9 + 2 be?

Answer: _____

Question: If 5 + 5 is 10, what would 5 + 6 be?

Answer: _____

Question: If 8 + 2 is 10, what would 10 - 2 be?

Answer: _____

Question: If 5 + 5 is 10, what would 10 - 5 be?

Answer: _____

Question: If 9 + 1 is 10, what would 10 - 9 be?

Answer: _____

Question: If 6 +4 is 10, what would 10 - 6 be?

Answer: _____

Question: If 6 + 4 is 10, what would 10 - 4 be?

Answer: _____

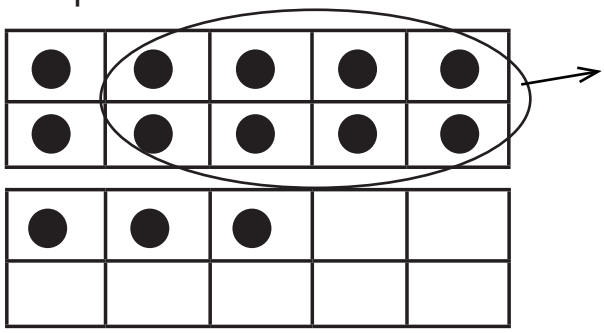
Teacher's Remark(s):

Teacher's Signature and Date:

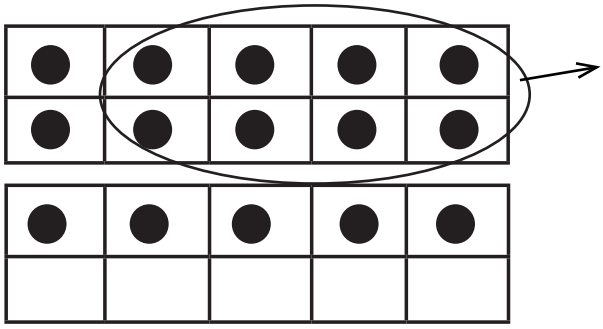
Reprint 2022

What subtraction situations do each of the following pictures show. Write the subtraction sentence for each situation.

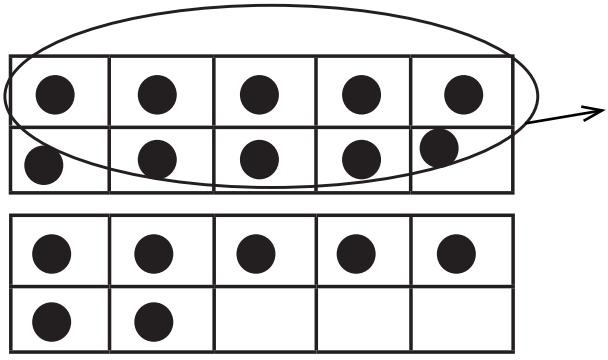
Example:



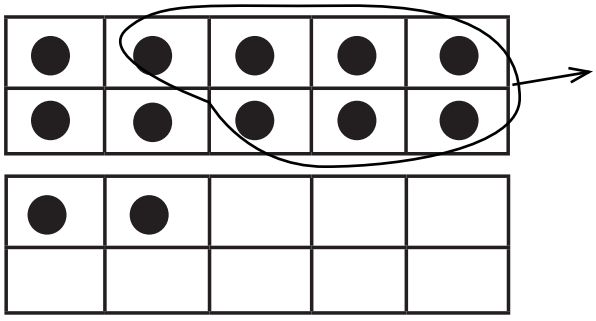
13 - 8 = 4



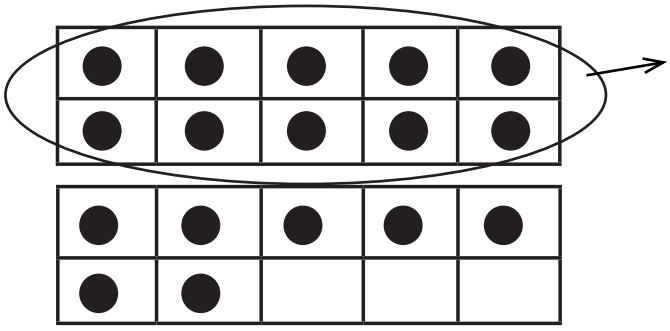
____ - ____ = ____



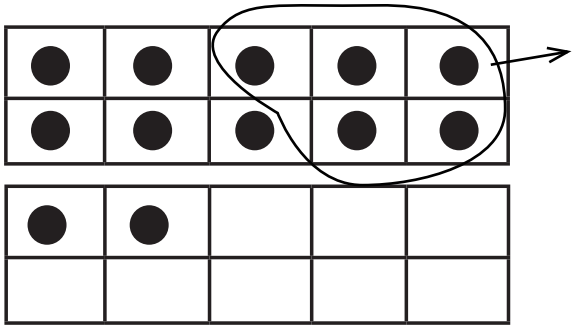
____ - ____ = ____



____ - ____ = ____



____ - ____ = ____



____ - ____ = ____

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

Complete the double facts below.

1 + 1 = 2

2 + 2 = 4

3 + 3 = 6

4 + 4 = _____

5 + 5 = _____

6 + 6 = _____

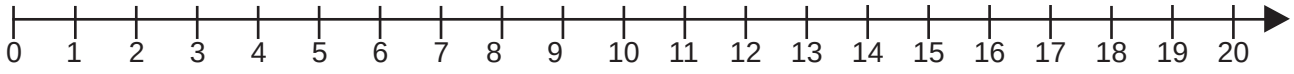
7 + 7 = _____

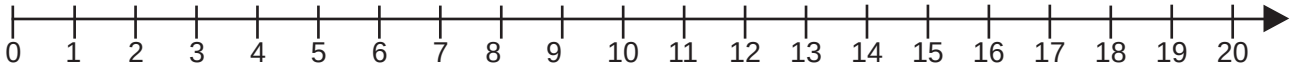
8 + 8 = _____

9 + 9 = _____

10 + 10 = _____

Show that 4 + 3 and 3 + 4 are the same by arriving at 7 on the number lines below.



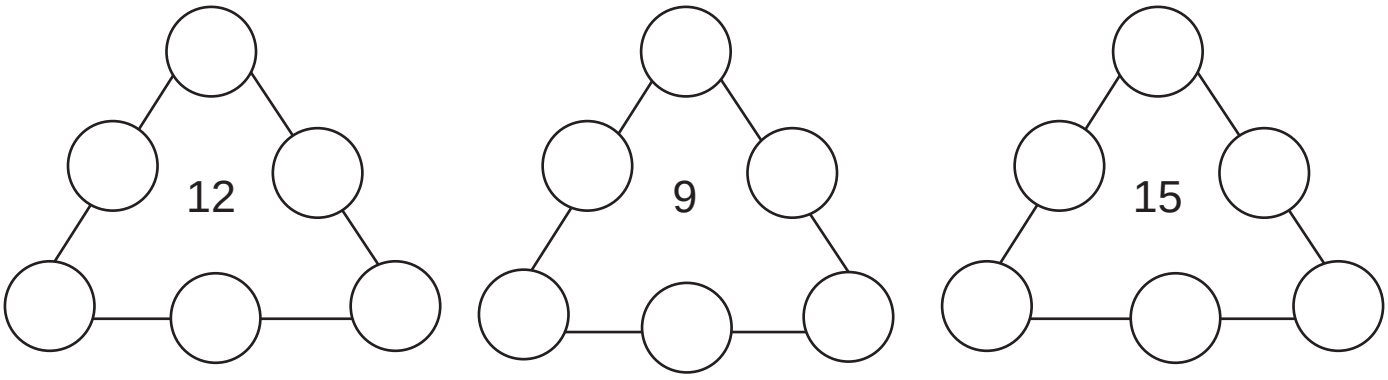


Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

Write numbers in the circles such that the numbers along each line of circles all add up to the same **sum** that is at the centre of the triangle.



What is the **sum** for 5 + 6 + 5? Explain or show how you added the three numbers.

What is the **difference** for 13 - 9? Explain or show how you subtracted 9 from 13.

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

The tallies below show the number of students in different classes in a school. Write the number of students for the classes.

	Tallies	Number
Class PP	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 ||	
Class 1	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸	
Class 2	𝍸 𝍸 𝍸 𝍸 𝍸 ||	
Class 3	𝍸 𝍸 𝍸 𝍸 |||	

Question: Which class has the most number of students?

Answer: _____

Question: How many students are there in your own class?

Answer: _____

Question: Show the number of students in your class with tallies?

Answer: _____

Question: So, which class has more students - your class or Class 1 in the above shcool? By how many students more?

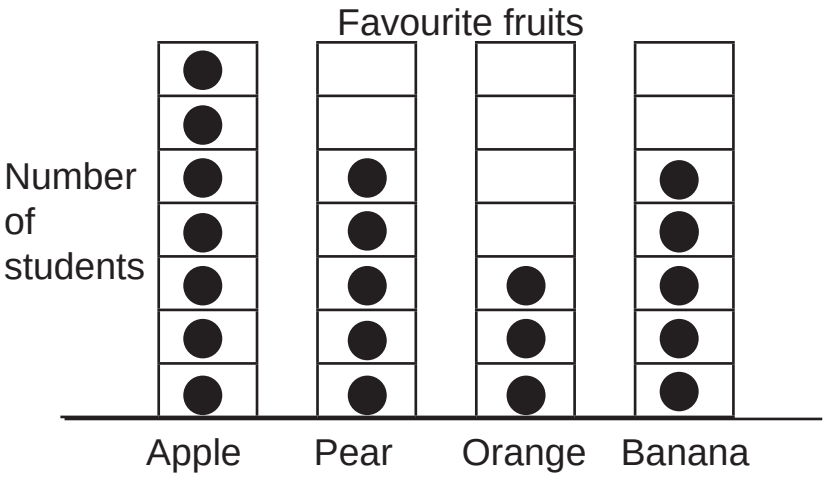
Answer: _____

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

The following column graph shows the favourite fruits of the students in a class.



Question: What is the **title** of the graph?

Answer: _____

Question: How many students' favourite fruit is pear?

Answer: _____

Question: Which fruit is the favourite of most students in the class?

Answer: _____

Question: How many students are there in the above class?

Answer: _____

Question: What is your favourite fruit?

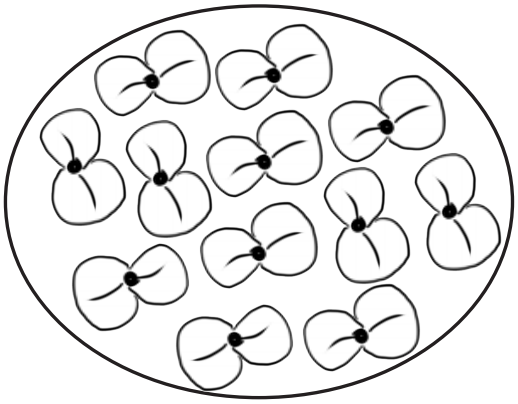
Answer: _____

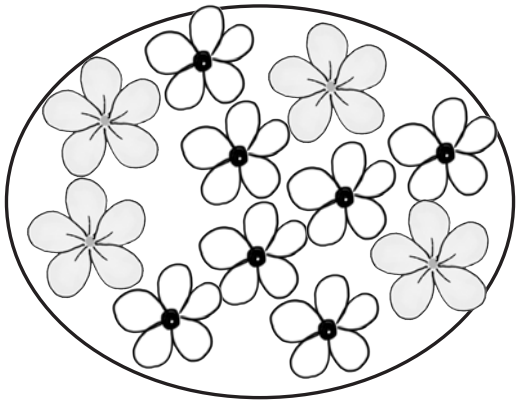
Teacher's Remark(s):

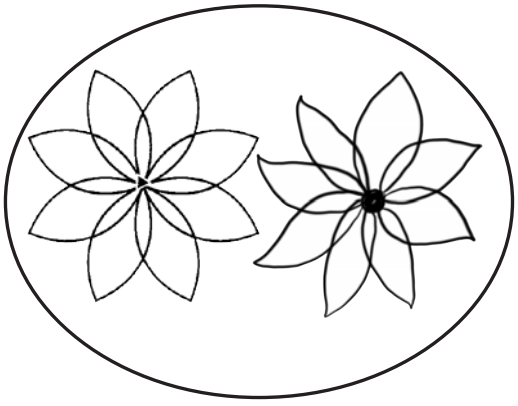
Teacher's Signature and Date:

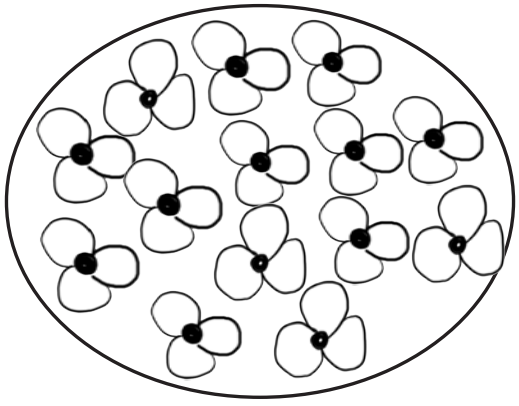
Reprint 2022

Karma went out and collected flowers which were fallen off on the ground. He then sorted the flowers according to the number of petals, as shown below.









Count and make tally for each type of the flowers above, and write the numbers in the table below.

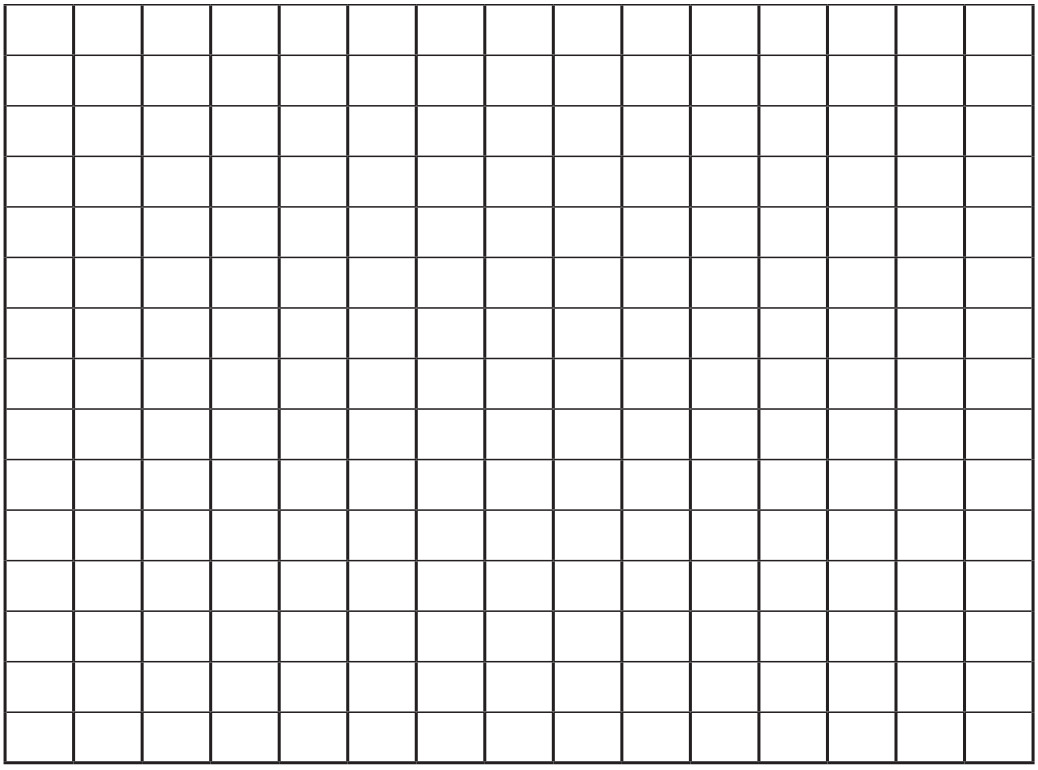
	Tally	Number
2 petals		
3 petals		
5 petals		
8 petals		

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

Create a **bar graph** for the data on the previous page for the different types of flowers that Karma had collected. Do not forget to write the **title** and the **labels** for your graph.



Question: What is the title of your graph?

Answer: _____

Question: What are the labels for your graph?

Answer: _____

Question: What number of petals has the tallest bar in your graph? Why did that happen?

Answer: _____

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

Read each of the following sentences and write **certain**, **possible**, or **impossible** for each sentence. Explain verbally your choice of the words for each sentence.

It will be sunny and bright tomorrow.

_____

You will brush your teeth before you go to bed today.

_____

You will see a dog on your way home today.

_____

You will see and hear dogs talking today.

_____

Some crows are white.

_____

You will go to America one day.

_____

There will be snow fall in your school next winter.

_____

You will become the Prime Minister of Bhutan in the future.

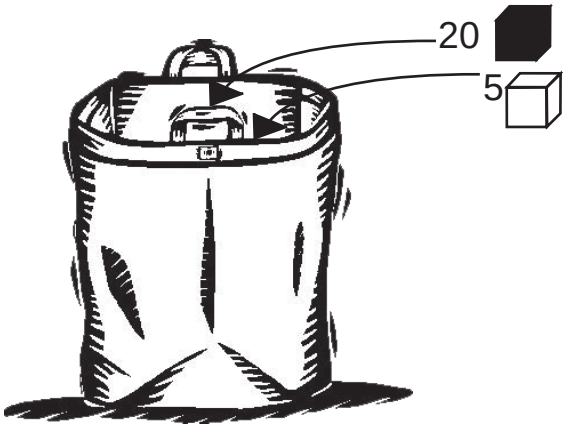
_____

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

There are 20 black cubes and 5 white cubes in a feely bag. The 25 cubes are all mixed up. Answer the questions that follow.



Question: If you draw out a cube, what colour are you more likely to get? Why is that?

Answer: _____

Question: Could you also get a white cube? Why?

Answer: _____

Question: Could you get a red cube from the bag? Why?

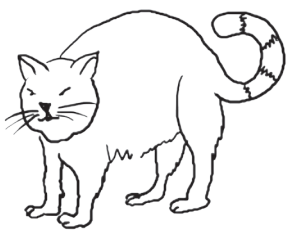
Answer: _____

Teacher's Remark(s):

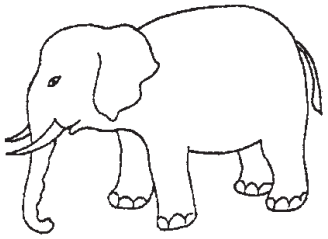
Teacher's Signature and Date:

Reprint 2022

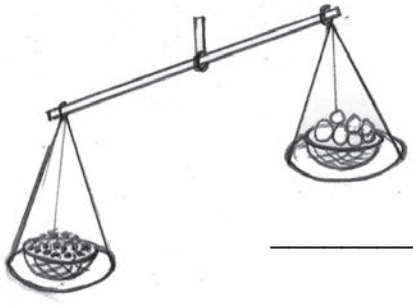
Compare the pairs of the objects or the animals, and write **heavier**, **lighter**, or **the same** for their masses under each.



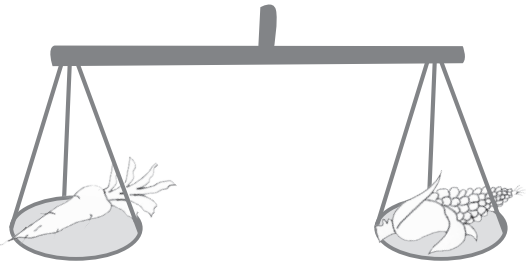
_____ _____




_____ _____



_____ _____



_____ _____


_____ _____


_____ _____

Teacher's Remark(s):

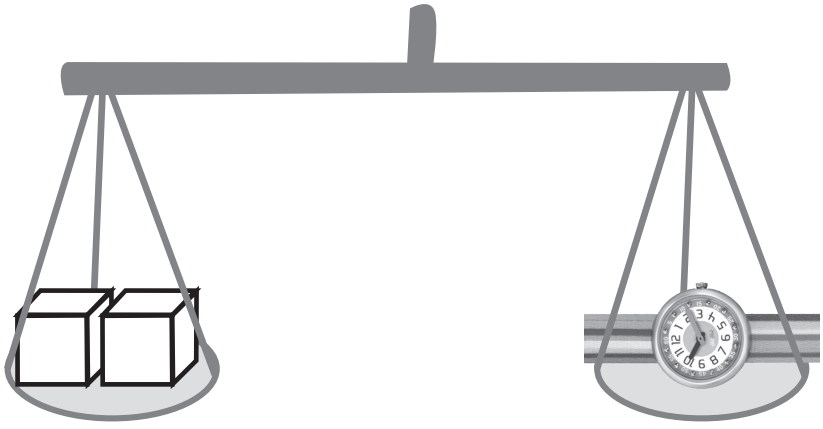
Teacher's Signature and Date:

Reprint 2022

Look at the pictures below, and answer the questions that follow.

Question: What is the **mass** of the pumkin?

Answer: The **mass** of the pumkin is _____ potatoes.



Question: What is the **mass** of the watch?

Answer: The **mass** of the watch is _____ cubes.

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

Compare the pairs of containers below, and write **holds more, holds less**, or **holds the same** for each container.

_____ _____


_____ _____

Compare the pairs of containers below, and write **larger capacity**, **smaller capacity**, or **the same capacity** for each of the containers in the pairs.


_____ _____


_____ _____

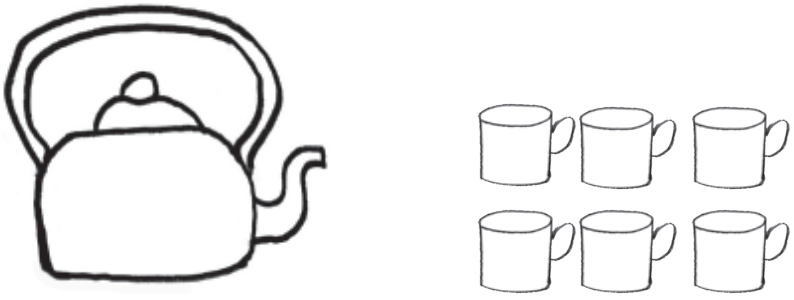
Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

Read the following statements, and answer the questions that follow.

A kettleful of tea can fill exactly 6 equal mugs.

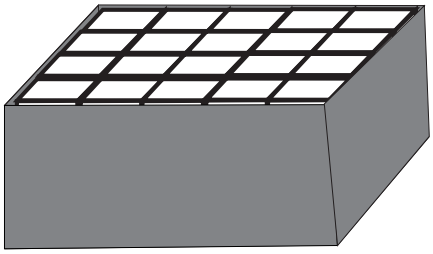


Question: What is the **capacity** of the kettle?

Answer: The capacity of the kettle is _____ mugs.

A rectangular box can accomodate exactly 60 cubes in it.

cube



Question: What is the **capacity** of the box?

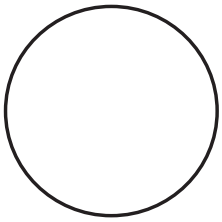
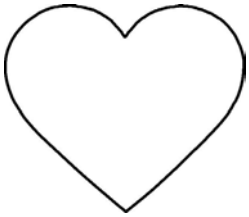
Answer: The capacity of the box is _____ cubes.

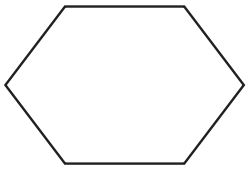
Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2022

Colour half of each shape below.

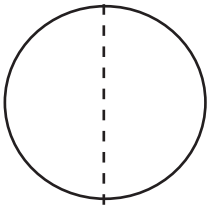



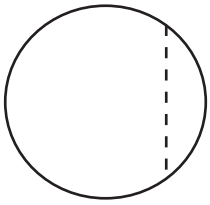


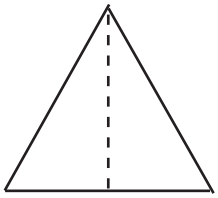
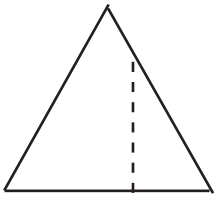
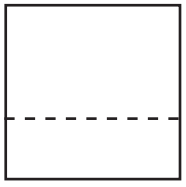
Divide the rectangle below into its halves by drawing a line, and write $\frac{1}{2}$ in each part.

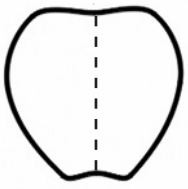
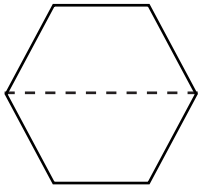
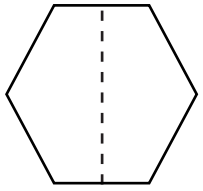
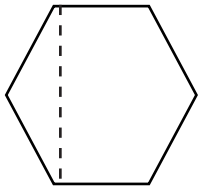
Is each shape divided into its two halves by the line - - - - - - - - ?
Write **Yes** or **No** under each shape.

Example:


YES


NO

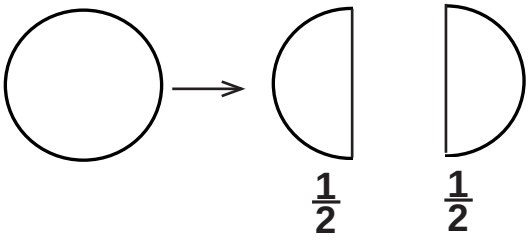
Teacher's Remark(s):

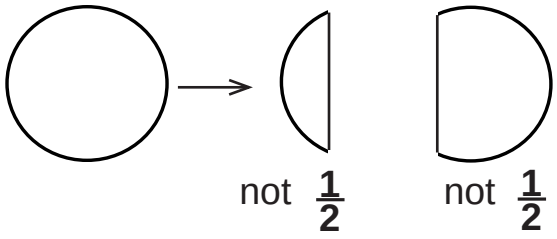
Teacher's Signature and Date:

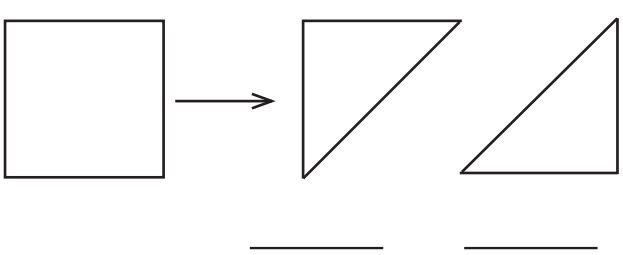
Reprint 2022

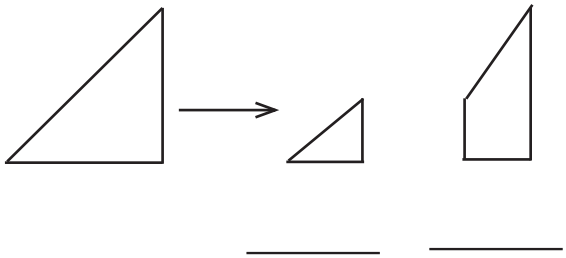
A whole shape is divided into two parts. Write $\frac{1}{2}$, or **not** $\frac{1}{2}$ under each of the two parts.

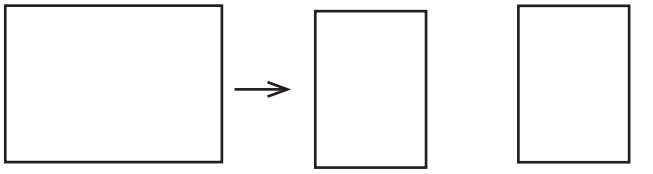
Example:











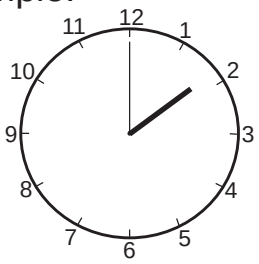
Teacher's Remark(s):

Teacher's Signature and Date:

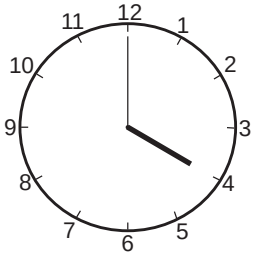
Reprint 2022

Write the time in hours shown by each of the clocks below.

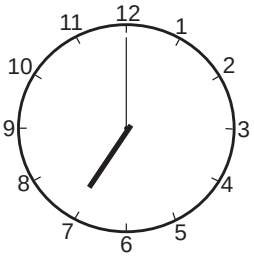
Example:



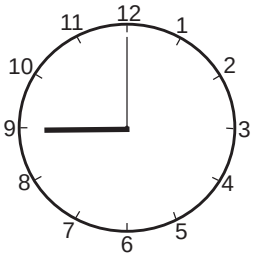
2 o'clock



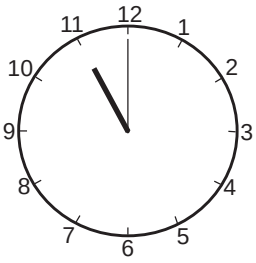
_____



_____

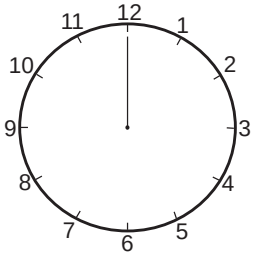


_____

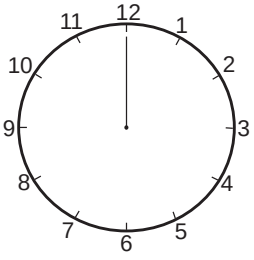


_____

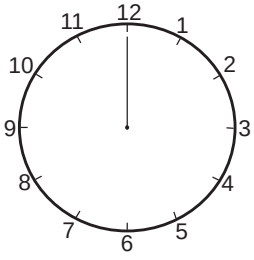
Show the time by drawing the **hour hand** on the clocks as per the time written below them.



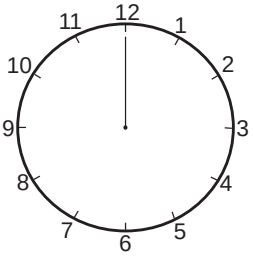
3 o'clock



6 o'clock



10 o'clock



12 o'clock

Teacher's Remark(s):

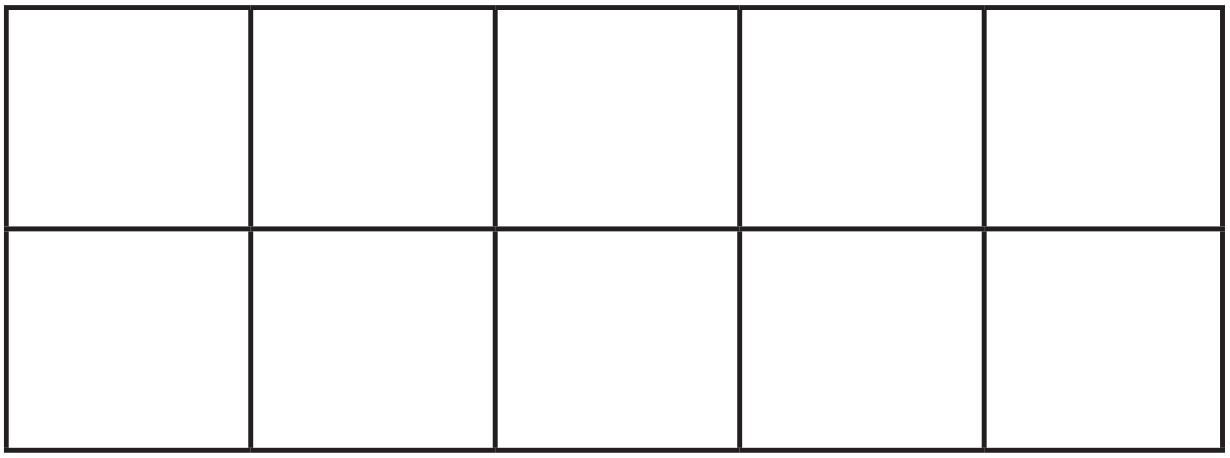
Teacher's Signature and Date:

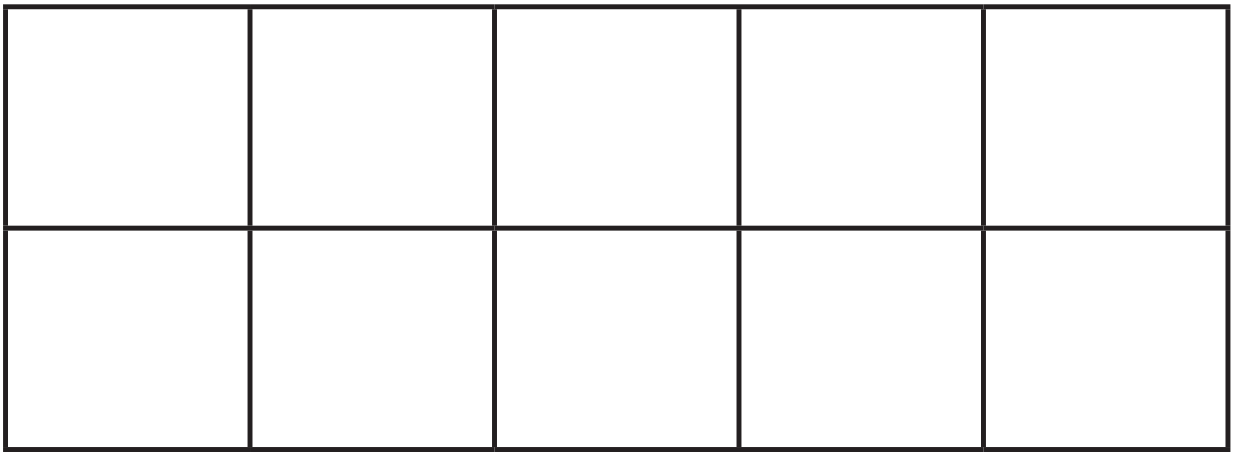
Reprint 2022

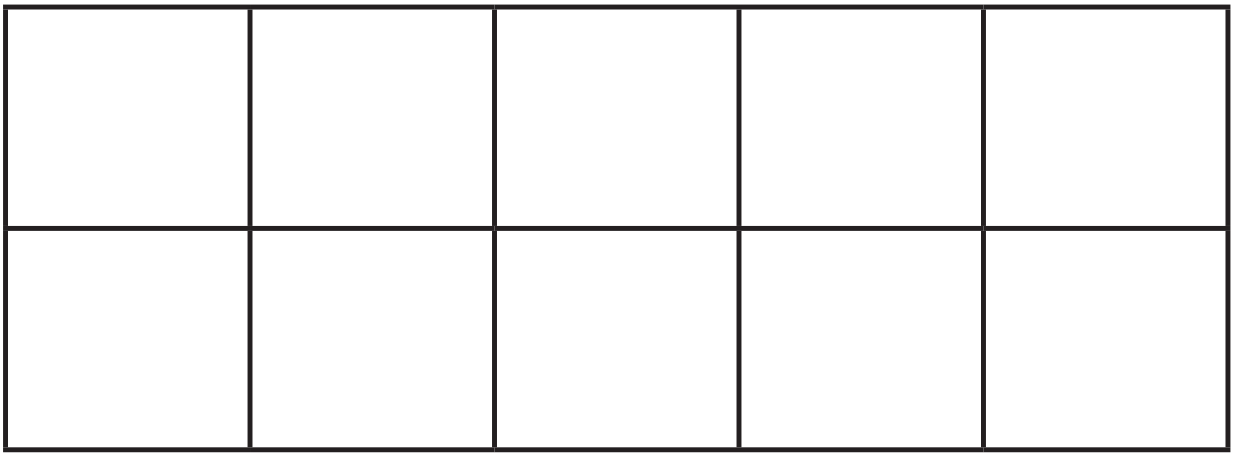
Teacher’s Remark(s):

Teacher’s Signature and Date:

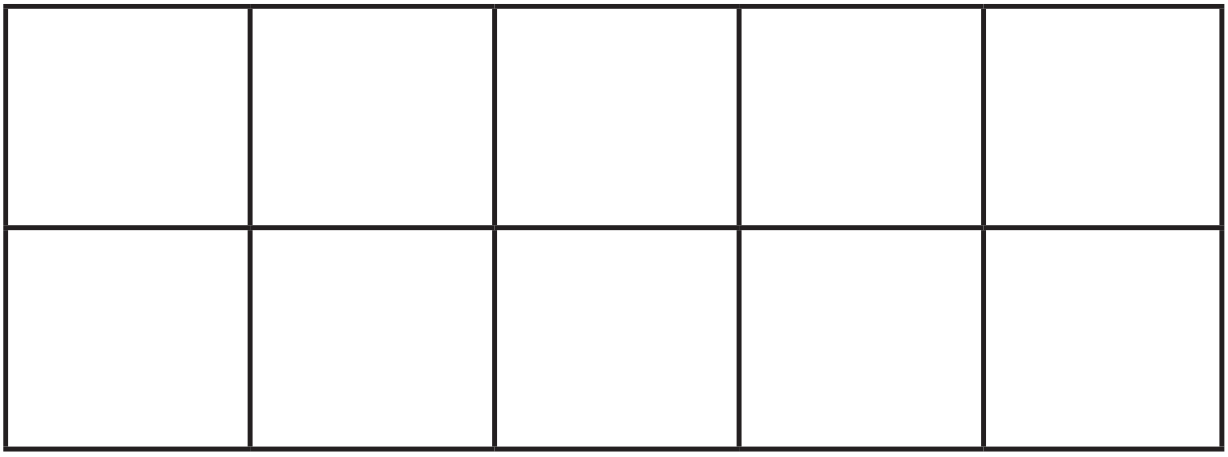
10-frames

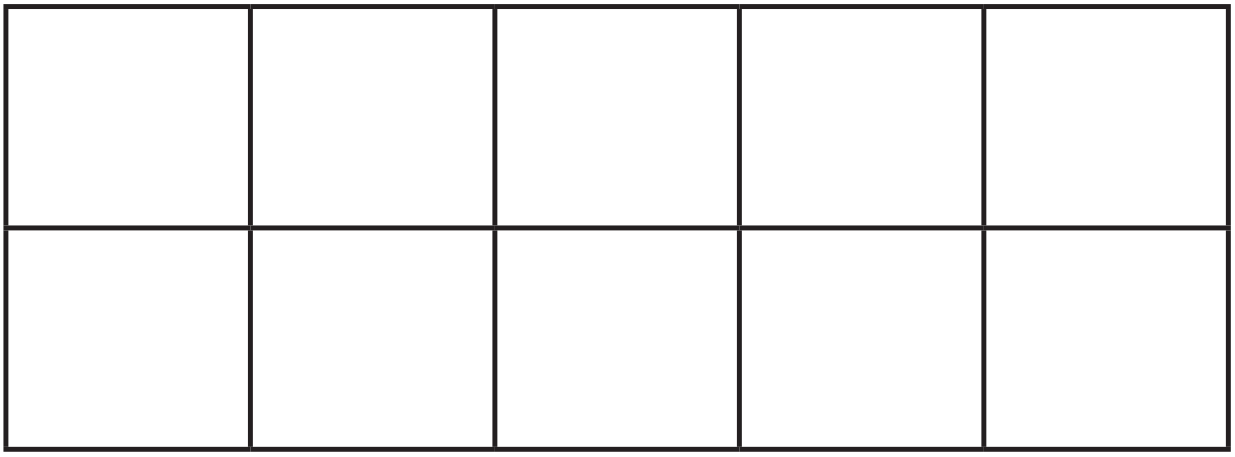


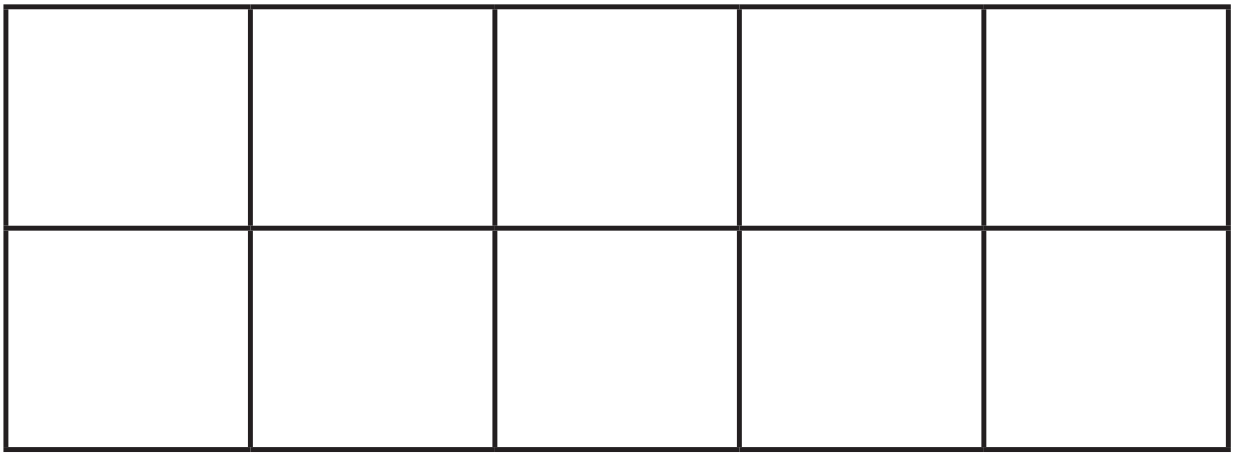




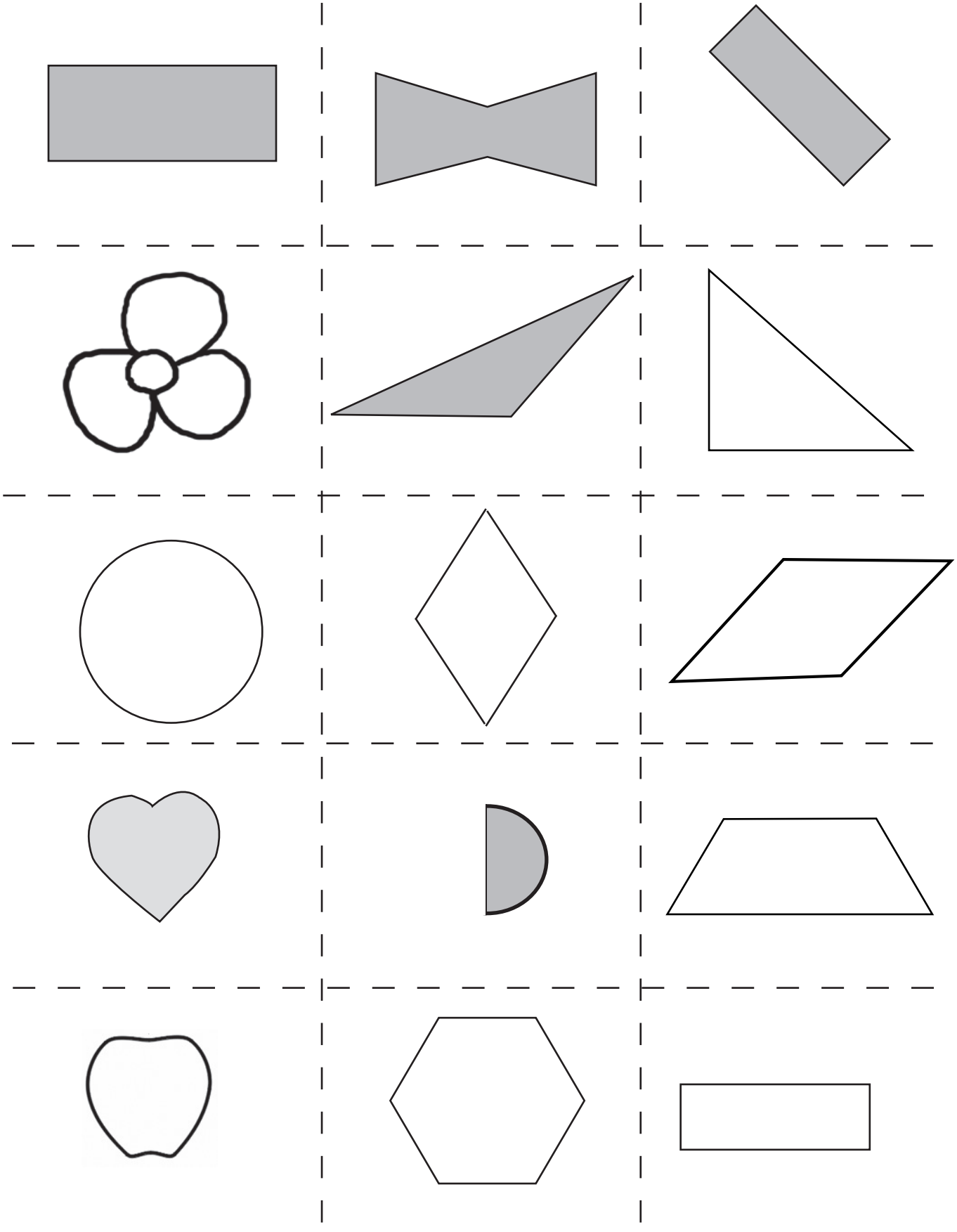
10-frames







2-D Shapes for sorting.



Reprint 2022

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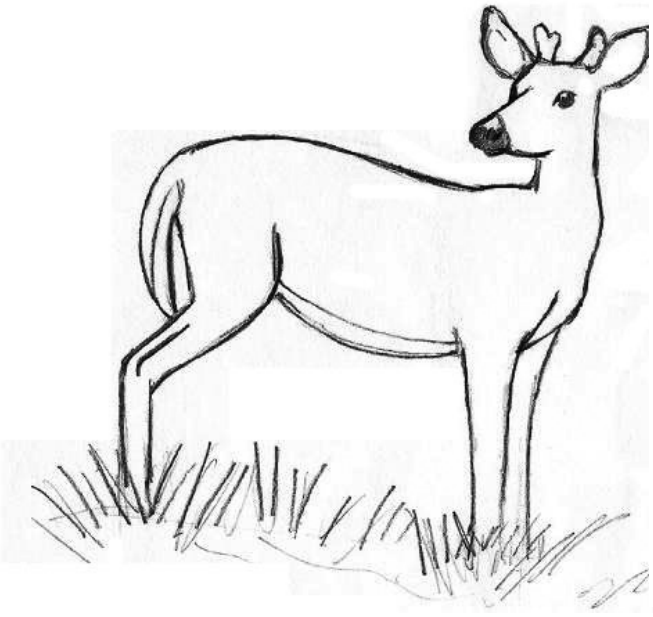
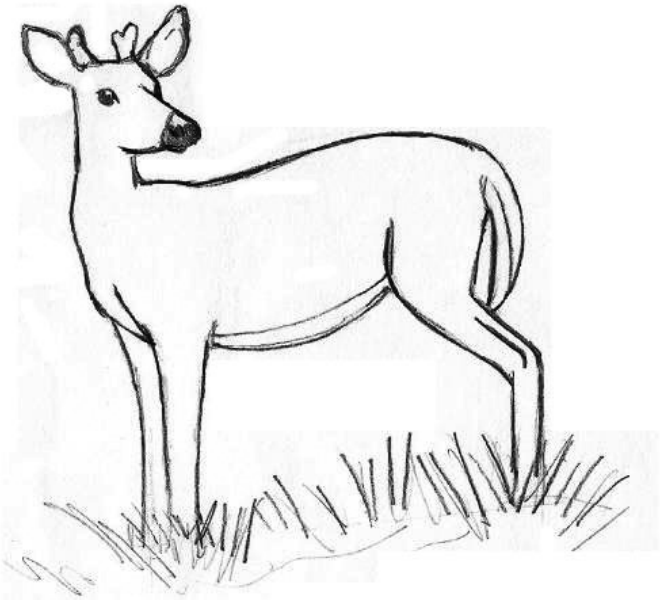
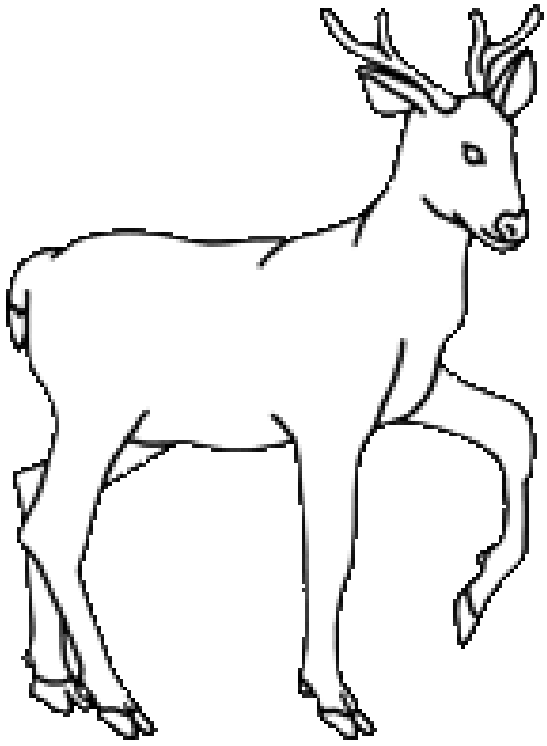
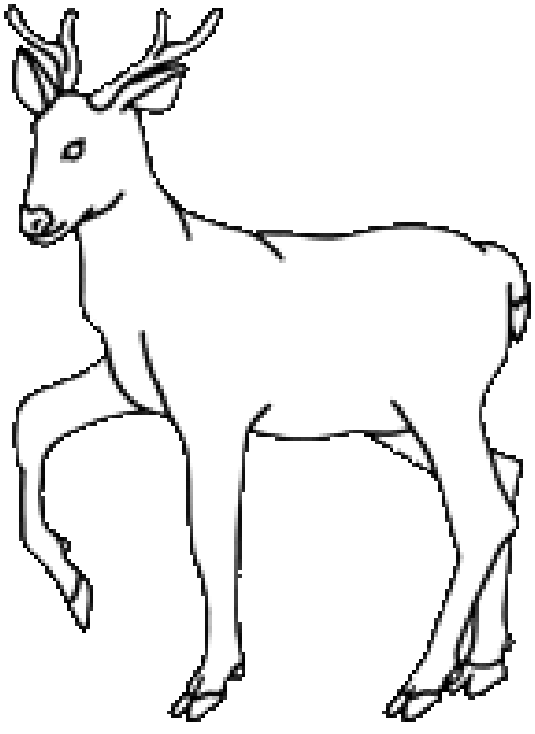
Reprint 2022









Student Name: _____ Roll no.: ____ Section: ____

CHAPTER 1 NUMBERS TO 30

Interview-based Performance Task *(Please refer to the Introduction to the Teacher's Guide for Class 1 for the marking scheme while using the Interview-based Performance Task.)*

Task and Interview prompts	**Key concepts & skills to look for**
Present the student with a collection of 26 linking cubes. Have a triple 10-frame and a number line nearby. Ask: **How many cubes do you think are here? How would you know how many there really are?** (Have the student count by 1s, 2s, and 5s) Have the student write down the number on a piece of paper. **Show this number on the triple 10-frame.** **Can you describe this number in terms of 20?** **Show 26 on this number line. What number comes right after 26? Right before 26? Which number is more – 25 or 26? Why? How many more cubes would you need to make it to 30?** **Show me a number which is a bit more than 20.** **Show me a number which is much less than 20. Why do you think so?**	*The student is able to :* - Make reasonable estimate. - Use counting techniques - Use skip-counting by 2s and 5s. - Represent numbers on 10-frames. - Relate and describe a number in terms of 20. - Write the numeral for a number. - Locate numbers on number line. - Explain why a number is more or less than another. - Demonstrate number sense. - Communicate thinking clearly.

Comments and Marks

Strengths:

Areas of Need:

Follow up Steps:

Teacher's Signature and Date:

Summary of the Summative Assessment for Chapter 1

CA marks from Chapter 1 (Marks out of 10): _____

Reprint 2022

Reprint 2022

Student Name: _____ Roll no.: ____ Section: ____

CHAPTER 2 SORTING AND PATTERNING

Interview-based Performance Task *(Please refer to the Introduction to the Teacher's Guide for Class 1 for the marking scheme while using the Interview-based Performance Task.)*

Task and Interview prompts	Key concepts and skills to look for
Have a collection of about 20 linking cubes in various colours, a packet of paper clips, a packet of crayons, a packet of toothpicks and counters. Say/ask: **Make a pattern using any of these objects. Tell me about your pattern. What is repeating in your pattern (if it is a repeating pattern)? Can you describe your pattern in terms of A and B? Make another pattern having the repeating part as (AB/ABB/AAB/…).** **Mix these objects, and sort them into two groups. What is your sorting rule, or why did you put all these together?** **Make a simple growing pattern with numbers by writing them here** (provide a sheet of paper)**. How are the numbers increasing in your pattern?**	*The student is able to:* - Make or create a simple repeating pattern. - Describe the pattern, in terms of the repeating part. - Translate or describe the pattern in terms of letter codes. - Translate the pattern into another pattern. - Sort objects. - Describe the sorting rule. - Make a simple growing pattern with numbers. - Describe the growing pattern.

Comments and Marks

Strengths:

Areas of Need:

Follow up Steps:

Teacher's Signature and Date:

Summary of the Summative Assessment for Chapter 2

CA marks from Chapter 2 (Marks out of 10): _____

Reprint 2022

Name of the Student: _____ Roll no.: ____ Section: ____

CHAPTER 3 INTRODUCTION TO ADDITION AND SUBTRACTION

Interview-based Performance Task *(Please refer to the Introduction to the Teacher's Guide for Class 1 for the marking scheme while using the Interview-based Performance Task.)*

Task and Interview prompts	Key concepts and skills to look for
Bring a sheet of paper, painted blue, and some counters. Tell that the paper is a pond, and the counters are fish. Tell an addition story, and ask the student to model it using counters: **7 fish are swimming in this pond. 2 more fish join them. Now how many fish are there?** Have the student write an addition sentence, and describe it. Then tell a subtraction story, and have the student model it: **So there are 9 fish swimming in the pond. A bad man comes and catches 5 fish from the pond. Are there more fish now or less fish now? How many fish are left?** Have the student write a subtraction number sentence for this situation and describe it. Present an addition number phrase (e.g. 5 + 2). Ask the student to create a story for it. Ask him to tell the number at the end. Present a subtraction number phrase (e.g. 6 – 4). Ask the student to create a story for it. Ask him to tell the number at the end.	*The student is able to:* - Model addition situation/story using objects. - Write addition number sentence for an addition story. - Describe addition number sentence. - Model subtraction situation/story using objects. - Write subtraction number sentence. - Describe subtraction number sentence. - Create simple addition story for an addition phrase - Solve an addition phrase, or find the total for it. - Create a simple subtraction story for a subtraction phrase. - Solve a subtraction phrase, or find the difference for it.

Comments and Marks

Strengths:

Areas of Need:

Follow up Steps:

Teacher's Signature and Date:

Summary of the Summative Assessment for Chapter 3

CA marks from Chapter 3 (Marks out of 10): _____

Reprint 2022

Student Name: _____ Roll no.: _____ Section: _____

CHAPTER 4 LENGTH AND AREA

Interview-based Performance Task *(Please refer to the Introduction to the Teacher's Guide for Class 1 for the marking scheme while using Interview-based Performance Task.)*

Task and Interview prompts	Key concepts and skills to look for
Have ready 2 sticks of different lengths (for example, of about 6 cm and 8 cm), a piece of string (about 15 cm long), a cylindrical can and some linking cubes. Give the student the sticks and ask: **Which stick is longer? How do you know it is longer? Which one is shorter then? Show me a length which is shorter than the shorter stick. Show me an object which is longer than the longer stick.** Ask the student to predict the length of the long stick: **How long do you think will this stick be if you measure by cubes? Can you measure it with cubes and tell me how long it is?** Give the student the string, and ask: **Which one do you think is longer – this string or the distance around this can?** Prepare a 6 cm x 6 cm rectangle and a circle whose radius is 3 cm, so that its area is smaller than that of the rectangle. Have some linking cubes and pattern blocks nearby. Ask: **Which shape do you think has more area – the circle or the rectangle? How would you know? About how many cubes would cover this rectangle? Cover the rectangle with cubes. So what is the area of the rectangle? If you cover the rectangle with these trapezoids, would it show bigger number or smaller number for its area? Why do you think so?**	*The student is able to :* - Compare lengths and use terms like longer, and shorter. - Make reasonable estimates of length. - Measure a length correctly using a non-standard unit. - Express a length in terms of a non-standard unit. - Measure the length around a round object. - Compare areas. - Make a reasonable prediction of area in terms of a chosen non-standard unit. - Measure areas using non-standard units. - Express the area of a shape in terms of the chosen non-standard unit. - Recognise that a bigger unit will show a smaller number for the same area.

Comments and Marks

Strengths:

Areas of Need:

Follow up Steps:

Teacher's Signature and date:

Summary of the Summative Assessment for Chapter 4

CA mark from Chapter 4 (Mark out of 10): _____

Reprint 2022

Student Name: _____ Roll no.: _____ Section: _____

CHAPTER 5 3-D SHAPES

Interview-based Performance Task *(Please refer to the Introduction to the Teacher's Guide for the marking scheme while using the Interview-based Performance Task.)*

Task and Interview prompts	**Key concepts and skills to look for**
Have a collection of familiar 3-D shapes. For example two shapes each of sphere, cone, two types of pyramids, and two types of prisms and a cube. Tell/Ask the student: **Sort these shapes into two groups. What was your sorting rule? Or, why did you put all these shapes together and the others not with them? Which shapes here are called prisms? What can you tell me about the shape of a pyramid? Show me a thing in the classroom that is like a rectangular prism. Which shape here will only slide and not roll? Show me one shape that could be the bottom of a tower and one that could not. Tell me how you know this.**	*The student is able to:* - Sort shapes. - Describe the sorting rule. - Name the 3-D shapes. - Describe the shape features of 3-D shapes. - Associate the properties of 3-D shapes with their shape. - Identify some familiar 3-D shapes in the environment.

Comments and Marks

Strengths:

Areas of Need:

Follow up Steps:

Teacher's Signature and Date:

Summary of the Summative Assessment for Chapter 5

CA marks from Chapter 5 (Marks out of 10): _____

Reprint 2022

Student Name: _____ Roll no.: _____ Section: _____

CHAPTER 6 NUMBERS TO 100

Interview-based Performance Task *(Please refer to the Introduction to the Teacher's Guide for Class 1 for the marking scheme while using Interview-based Performance Task.)*

Task and Interview prompts	**Key concepts and skills to look for**
Present the student with a group of about 45 loose snap cubes. Ask: **How many cubes do you think are here? How can you find out? Can you count by ones? Can you make trains of 10 cubes, and count them? How many *tens* are there? How many *ones* are there? Can you write (45) with an addition sentence?** Show the student as 100-chart. Ask: **Where is 45 in the chart? What number is above 45? Below 45? Which row is of the chart is 45 in? What number is 2 more than 45? Tell me three numbers that are less than 45.**	*The student is able to:* - Make reasonable estimate of quantities. - Count large numbers by *ones*. - Group and count items by *tens* and *ones*. - Express a 2-digit number as groups of 10s and 1s. - Identify numbers on 100-chart. - Compare numbers and tell which is greater and which is lesser. - Describe the position of a number on the 100-chart. - Justify why a number is greater or lesser using 100-chart.

Comments and Marks

Strengths:

Areas of Need:

Follow up Steps:

Teacher's Signature and Date:

Summary of the Summative Assessment for Chapter 6

CA marks from Chapter 6 (Marks out of 10): _____

Reprint 2022

Student Name: _____ Roll no.: _____ Section: _____

CHAPTER 7 2-D SHAPES

Interview-based Performance Task *(Please refer to the Introduction to the Teacher's Guide for Class 1 for the marking scheme while using the Interview-based Performance Task.)*

Task and Interview prompts	**Key concepts and skills to look for**
Have a collection of cutout 2-D shapes such as various sizes and shapes of rectangle, triangles, circles, rhombuses, trapezoid, and hexagons. Ask: **Can you show me a hexagon? A rectangle? Another rectangle? A rhombus?** Show a trapezoid, and ask: **How many corners does this shape have? How many edges does it have? Pick up a shape which is not a trapezoid, but has 4 edges. Show me a shape which is symmetrical. How do you know that it is symmetrical? Where is the line of symmetry? How is this circle different from many of these other shapes? What can you tell me about a triangle?** Show a rhombus and a trapezoid, and ask: **How are these two shapes the same? How are they different?**	*The student is able to :* - Identify and name the 2-D shapes. - Count and tell the number of edges and corners for a shape. - Recognize shapes with symmetry. - Explain why a shape is symmetrical. - Recognise a line of symmetry. - Compare and describe how two shapes are the same and how they are different.

Comments and Marks

Strengths:

Areas of Need:

Follow up Steps:

Teacher's Signature and Date:

Summary of the Summative Assessment for Chapter 7

CA mark from Chapter 7 (Mark out of 10): _____

Reprint 2022

Student Name: _____ Roll no.: _____ Section: _____

CHAPTER 8 ADDITION AND SUBTRACTION STRATEGIES

Interview-based Performance Task *(Please refer to the Introduction to the Teacher's Guide for Class 1 for the marking scheme while using the Interview-based Performance Task.)*

Task and Interview prompts	Key concepts and skills to look for
Have a number line and some counters ready. Present an addition problem (e.g. 8 + 5) to the student, and ask: **What will be the sum of 8 and 5? How do you know that? Write the addition sentence for this addition problem.** See if the student uses any of the strategies learnt in the chapter, such as counting on with or without using a number line, facts for 10, and double facts. If the student has used only one of these strategies on his or her own, ask to use another appropriate strategy. Have the student solve another addition problem involving more than two single digit numbers, e.g., 5 + 7 + 5. Have the student describe or explain how he or she solved it. See if he or she uses counting on, facts for 10, or commutative principles. Present the student with a subtraction problem, e.g., 13 – 5. Ask: **What will be the difference for this subtraction problem?** Have the student describe how he or she solved the problem. See if he or she uses counting back on a number line or facts for 10 to solve it. **Can you model/show what happened in this subtraction problem with these cubes?**	*The student is able to:* - Solve an addition problem involving two numbers using an appropriate strategy. - Describe the solution strategy used. - Solve the addition problem using an alternative strategy. - Solve addition problem involving more than two single digit numbers. - Solve a subtraction problem. - Describe the solution strategy used for the subtraction. - Model the subtraction with concrete materials.

Comments and Marks

Strengths:

Areas of Need:

Follow up Steps:

Teacher's Signature and Date:

Summary of the Summative Assessment for Chapter 8

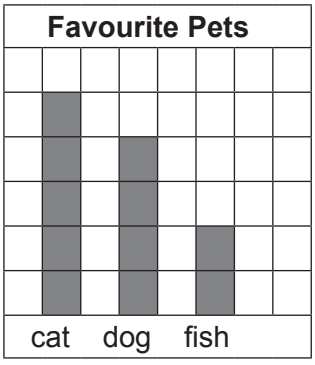
CA marks from Chapter 8 (Marks out of 10): _____

Reprint 2022

Student Name: _____ Roll no.: _____ Section: _____

CHAPTER 9 DATA AND PROBABILITY

Interview-based Performance Task *(Please refer to the Introduction to the Teacher's Guide for Class 1 for the marking scheme while using the Interview-based Performance Task.)*

Task and Interview prompts	**Key concepts and skills to look for**
Prepare a bar graph like the one shown here. Explain to the student that the graph shows the favourite pet of some students.  Ask: **What is the name of this graph? How many students said their favourite pet is cat? Which animal is the favourite pet of most students? Besides cats and dogs, what other animal is a pet of these students? How many students told about their pet animals? What is the title of this graph? What are the labels of this graph?** Show the student 10 (green) and (3) red snap cubes. Put these cubes into a feely bag and mix them thoroughly. Ask: **If you draw out a cube, what colour do you think it will be? Why? If you put it back and draw another one, what colour might it be? I will say a sentence related to drawing out a cube from this bag, and you have to say one of these three words – *possible, certain, and impossible*. Are you ready? If I put my hand without looking in, I will draw out a green cube. What word do you say? Next, I will draw out a red cube. What would you say? Why? Next, I will draw out a white cube. What do you say for this? Why?**	*The student is able to :* - Identify a bar graph - Identify the titles and labels of the graph. - Read the information from the graph. - Compare the data on the graph. - Predict the likelihood of drawing out a particular cube. - Use the appropriate term for predicting an event in an experiment, and justify the prediction.

Comments and Marks

Strengths:

Areas of Need:

Follow up Steps:

Teacher's Signature and Date:

Summary of the Summative Assessment for Chapter 9

CA marks from Chapter 9 (Marks out of 10): _____

Reprint 2022

Student Name: _____ Roll no.: _____ Section: _____

CHAPTER 10 MASS, CAPACITY AND TIME

Interview-based Performance Task *(Please refer to the Introduction to the Teacher's Guide for Class 1 for the marking scheme while using the Interview-based Performance Task.)*

Task and Interview prompts	Key concepts and skills to look for
Bring 1 Kg of suger (or salt, or dalda), a pan balance, and Student Activity Books. Ask: **Which one do you think is heavier – this packet of sugar or this Book? How would you test that? So which has more mass, the book or the packet of sugar? Can you balance the sugar with these books on the balance? So what is the mass of the sugar in terms of the book?** Have some rice, a *phorb* (or a small cup), and two cans. Give the two cans to the students, and ask: **Which one do you think has more capacity? Which one will hold less? How will you find out? Referring to one of the can, ask: How may *phorbs* of rice do you think will fill this can? Have the student write the estimate down. How will you check that? So what is the capacity of this can in terms of this *phorb*?** Show the picture of a clock showing the time to an hour. Ask: **What time does this clock show?** Have the student write the time on a piece of paper.	*The student is able to:* - Predict the masses of two objects, and use the terms heavier than and lighter than. - Compare the masses of two objects using a pan balance. - Measure the mass of an object using a non-standard unit, and express it appropriately. - Predict and compare the capacities of two containers. - Make a reasonable estimate of the capacity of a container in terms of a non-standard unit. - Measure the capacity of a container in terms of a non-standard unit and express it appropriately. - Read and tell the time to the hour. - Write the time to the hour properly using the format __ o'clock.

Comments and Marks

Strengths:

Areas of Need:

Follow up Steps:

Teacher's Signature and Date:

Summary of the Summative Assessment for Chapter 10

CA marks from Chapter 10 (Marks out of 10): _____

Reprint 2022