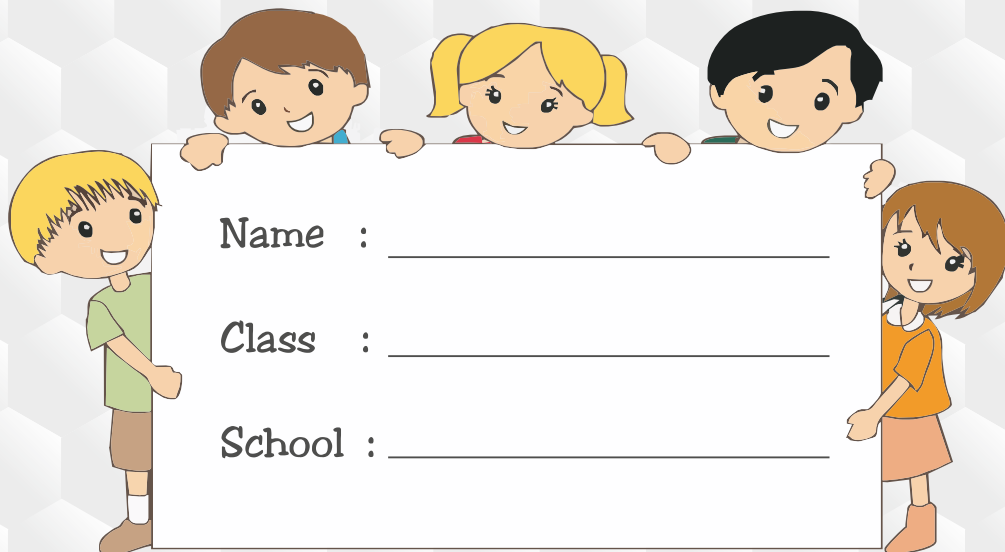
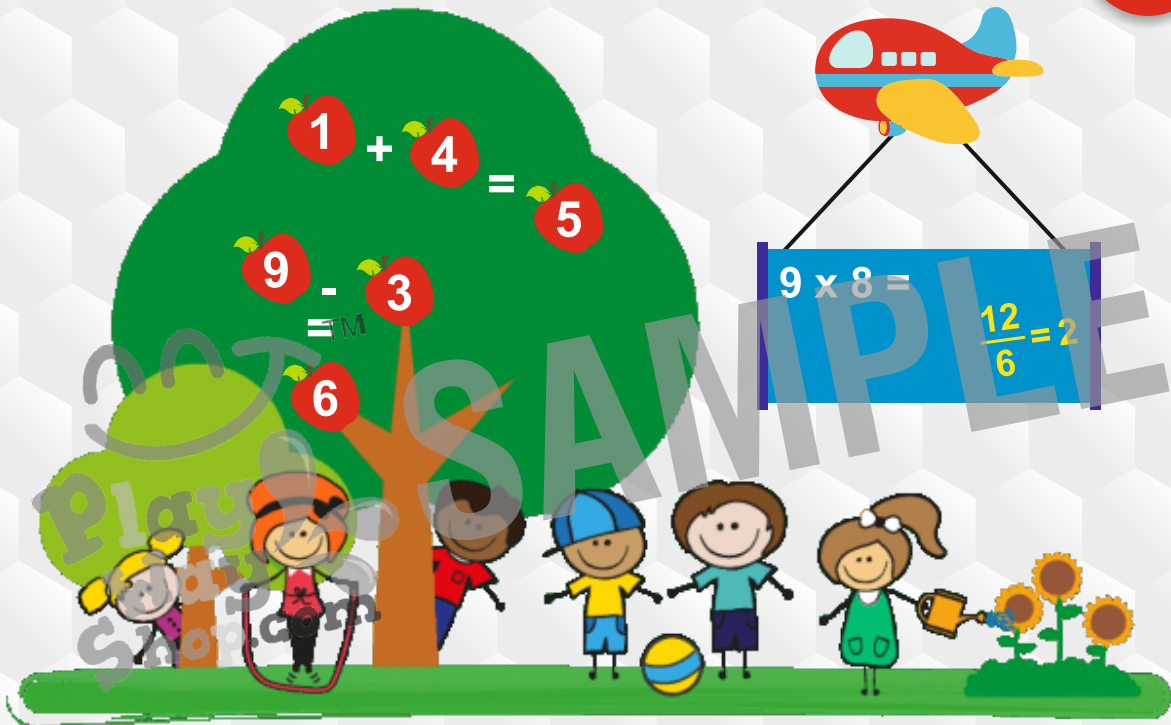


Mathematics Workbook

4



Five cartoon children are holding a large white sign. The sign has three lines for writing personal information:

Name : _____

Class : _____

School : _____

Foreword

Dear Teacher / Parent

The book contains sets of worksheets aimed at imparting knowledge to the child related to language, art, mathematics, drawing and general knowledge.

The worksheets are designed using the concept of collaborative learning so that the child can develop a holistic learning pattern in the foundation years of her/his education. These worksheets will help achieving various yardsticks and levels of learning:

Knowledge - Can students recall facts?

Comprehension - Can students understand and explain ideas?

Application - Can students use ideas?

Analysis - Do students see relationships (contrasts, comparisons, breaking into parts)

Synthesis - Can students combine the parts to make whole?

Evaluation - Can students make judgments?

By using these categories, we have designed more effective and comprehensive curriculum and evaluative instruments for children at various levels of cognitive growth.

There are instructions given on every worksheet. The learning of the child will depend upon the ability of the parent / teacher as how sincerely they follow the instructions and emphasise on the objectives.

There are teacher / parent guiding notes before each set of worksheets pertaining to a subject. Parents / Teachers must read the guiding notes and instructions carefully to understand and implement them. These worksheets are for the child so make sure that you may help and guide if required but don't do them for the child.

The worksheets are perforated. The child should be given one worksheet at a time and once completed you may keep them in separate folder.

"My Planner" is a designed keeping in mind the most logical flow of the curriculum for the child to learn. Parents / Teachers may decide to change as per their requirements. Keep a track of worksheets by maintaining the record.

There are three sets of Self Assessment given at the end of the worksheets. It is important to note that the scores in these assessments are not important, what is important is the learning and understanding ability of the child.

Happy teaching and learning...

Team
PlayWayShop



Guiding notes for Parent / Teacher

Teaching mathematical concepts to kindergarten students needs a lot more than merely handing over workbooks and worksheets. It is important to offer children experiences which help them understand the basic concepts behind mathematical principles. Making observations via experiences will enhance the quality of information received and allow them to further investigate any topic. They need to learn and assimilate concepts at their own pace and may frequently repeat a task to solve it in a better manner.

Gain understanding of the basic categories within the subject of mathematics that are taught in pre-primary level. Although preschool curricula can change and new mathematics topics may be added in future, most preschools have the following topics included in their syllabus:

- To count by rote at least to 50, but preferably a little beyond.
- The concepts of equality, more, and less
- To count backwards from 20 to 0.
- To recognize numbers
- To be able to write numbers
- To recognize basic shapes
- To understand up, down, under, near, on the side, etc. (basic directions)
- To understand the concepts of addition and subtraction with small numbers
- Expose the student to two-digit numbers.

Understanding what Preschool Mathematics Is:

Geometry: students learn about shapes such as square, circle, triangle, oval, diamond, hexagon, pentagon, star etc.

- Tell students the names of different shapes and then ask them to repeat them.
- Have students join shapes to create new shapes. Ask the student name of the final shape and smaller shapes used to create it.
- Increase the accuracy of the students' understanding of shapes by having them draw the shapes on blank paper.

Mathematics language terms: understanding equations and terms such as "add," "subtract" and "equal to."

- Use mathematical language terms such as "add" or "subtract" while talking out numbers to children.
- Read books or show videos that demonstrate how a person can get more of something by adding or less than something by subtracting.
- Give 2 students a different number of toys and then ask them to share so they both have an equal number of toys.
- Offer the child a collection of similar toys but of different colours (for example, some yellow and some green toy cars). Ask the child how many he or she has of each colour.

Measurement: learning to measure distance, length, width and quantities.

Number sense: understand what numbers mean and their value (for example, how many is 6 or 10).

- Think of a number and ask the student to guess what it is by giving clues. For example, you could say that the number is between 3 and 8.
- Count the days to the next school holiday on a calendar.
- Draw a number line (a line with numbers to create a basic scale).
- Show the student 4 playing blocks or any other object. Then mix them with the other blocks/objects and ask the student to take out 4 or any other number of blocks/objects. Repeat with different numbers.

Space and location: what it means to be near, far, behind or ahead of something else.

Every child is unique and hence the best way for them to learn mathematics in preschool depends on their innate aptitude and the level of interest that they demonstrate in this subject. What mathematics teachers must do is develop, nourish, and refine this aptitude and interest by creating an atmosphere that encourages learning and using activities that are effective and engaging. Parents should also try to use the methods used by preschool teachers so the child can continue to learn at home. There is a suggested sequence for these worksheets. Parents/Teachers may follow the same or may use worksheets as per requirements.

Happy Learning

Team
Playwayshop.com





S. No.	Topic	Code	Page No.	Date	Parent's / Teacher's Signature
1	Counting 1 to 50	S403C0001B	1		
2	Counting 51 to 100	S403C0002B	2		
3	Missing numbers (1 to 100)	S403C0003B	3		
		S403C0004B	4		
4	Reverse counting 20 to 0	S403C0005B	5		
5	Reverse counting 30 to 0	S403C0006B	6		
6	Tens & Ones	S403C0007B	7		
		S403C0008B	8		
7	Counting 101 to 120	S403C0009B	9		
8	Reverse counting 40 to 0	S403C0010B	10		
9	Table of 2	S403C0011B	11		
10	Less than (<), Greater than (>) or Equal to (=)	S403C0012B	12		
11	Counting 121 to 140	S403C0013B	13		
12	Table of 3	S403C0014B	14		
13	Reverse counting 50 to 0	S403C0015B	15		
		S403C0015B	16		
14	Addition - Single digit	S403C0016B	17		
15	Addition - Double digit	S403C0017B	18		
		S403C0018B	19		
		S403C0019B	20		
		S403C0020B	21		
16	Smallest Number	S403C0021B	22		
		S403C0022B	23		
17	Ascending order	S403C0023B	24		
		S403C0024B	25		
18	Table of 4	S403C0025B	26		
19	Counting 141 to 160	S403C0026B	27		
20	What comes after	S403C0027B	28		
		S403C0028B	29		
21	Subtraction - Single digit	S403C0029B	30		
22	Subtraction - Double digit	S403C0030B	31		
		S403C0031B	32		
		S403C0032B	33		
		S403C0033B	34		
23	Largest Number	S403C0034B	35		
		S403C0035B	36		
24	Descending order	S403C0036B	37		
		S403C0037B	38		



S. No.	Topic	Code	Page No.	Date	Parent's / Teacher's Signature
25	What comes before	S403C0038B	39		
		S403C0039B	40		
26	Number names (1-5)	S403C0040B	41		
27	Number names (6-10)	S403C0041B	42		
28	Number names (1-10)	S403C0042B	43		
29	Number names (11,12)	S403C0043B	44		
30	What comes between	S403C0044B	45		
		S403C0045B	46		
31	Table of 5	S403C0046B	47		
32	Multiplication	S403C0047B	48		
		S403C0048B	49		
33	Skip counting by 2	S403C0049B	50		
34	Skip counting by 3	S403C0050B	51		
35	Skip counting by 4	S403C0051B	52		
36	Skip counting by 5	S403C0052B	53		
37	Skip counting by 10	S403C0053B	54		
38	Skip counting by 2, 3, 4, 5, 10	S403C0054B	55		
		S403C0055B	56		
		S403C0056B	57		
		S403C0057B	58		
39	Number names (13-14)	S403C0058B	59		
40	Counting 161 to 180	S403C0059B	60		
41	Shapes	S403C0060B	61		
		S403C0061B	62		
42	Number names (15-16)	S403C0062B	63		
43	Ordinal numbers	S403C0063B	64		
		S403C0064B	65		
44	Counting 181 to 200	S403C0065B	66		
45	Less than (<), Greater than (>) or Equal to (=)	S403C0066B	67		
		S403C0067B	68		
46	What comes after, before, between	S403C0068B	69		
		S403C0069B	70		
47	Number names (17-18)	S403C0070B	71		
48	Counting 101 to 140	S403C0071B	72		
	Counting 141 to 180	S403C0072B	73		
	Counting 181 to 200	S403C0073B	74		



S. No.	Topic	Code	Page No.	Date	Parent's / Teacher's Signature
49	Missing numbers (101 to 200)	S403C0074B	75		
		S403C0075B	76		
		S403C0076B	77		
		S403C0077B	78		
50	Number names (19-20)	S403C0078B	79		
51	Number names (11-20)	S403C0079B	80		
52	Clock & Time	S403C0080B	81		
		S403C0081B	82		
53	Blank sheets	Practice sheets	83		
		Practice sheets	84		
54	Assessment - I	(i) - (ii)			
55	Assessment - II	(iii) - (iv)			
56	Assessment - III	(v) - (vi)			

Missing numbers (1 to 100)

Instructions for Parents/Teachers

1. Learning Outcome : Randomly recalling numbers missing from a sequence
2. Child to write the missing numbers.
3. Make sure the child speaks the counting while writing the missing numbers.

Practice - I

i.	1	7		1	8					2	1
ii.	8	3				8	5				
iii.	5	6								6	0
iv.				3	7			3	9		
v.	6	1				6	3			6	5

Practice - II

i.	9	3						9	6		
ii.				7	7			7	9		
iii.	2	1								2	5
iv.				4	6			4	8		
v.	5	8				6	0			6	2

Addition - Single digit

Instructions for Parents/Teachers

1. Learning Outcome : Single digit addition
2. Child to add the given numbers as shown below.
3. Make sure the child adds the numbers using tally marks.

Practice - I

		2				3				6			
	+	1				4				2			
		<hr/>				<hr/>				<hr/>			
		3											
		1				2				8			
	+	1	TM			0				1			
		<hr/>				<hr/>				<hr/>			

Practice - II

		3				5				6			
	+	3				3				1			
		<hr/>				<hr/>				<hr/>			
		4				7				3			
	+	4				2				5			
		<hr/>				<hr/>				<hr/>			

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Filing Margin

S403C0016B

Parent's Signature _____

Teacher's Signature _____