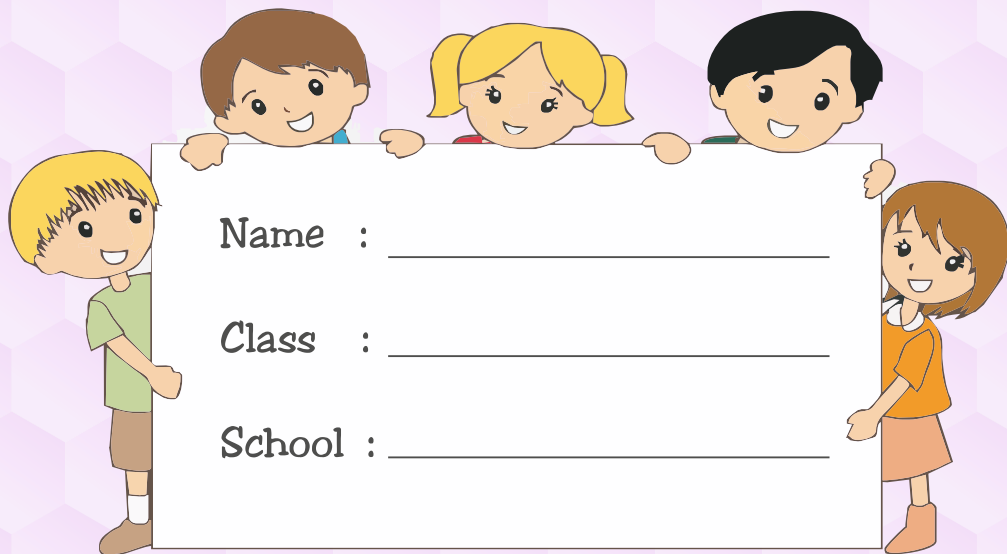


Mathematics Workbook

3



Five cartoon children are holding a large white sign. The sign has three lines for text: Name, Class, and School.

Name : _____

Class : _____

School : _____

Foreword

Dear Parent / Teacher

This level of Kindergarten curriculum is designed to enhance a child's natural instincts to question, discover and participate in the world around them. It lays a critical foundation for academic success in years to come.

Kindergarten is changing and parents are feeling pressure to prepare their children for their first school experience. But while some may fret that reading and doing addition are pre-requisites for kindergarten these days, your child likely possesses many of the skills she / he needs to be successful as she / he begins school.

The child is expected to:

- understand alphabets, numbers, shapes, etc.
- recite letters and some sounds
- recognise numbers, pictures, alphabets, etc.
- be able to understand basic communication and follow instructions
- able to play, talk and enjoy with peers
- develop social skills
- ability to express feelings

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

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 Parents / Teachers 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 help and guide if required, but don't do these for them.

The worksheets are perforated and once completed, may be kept in a separate folder.

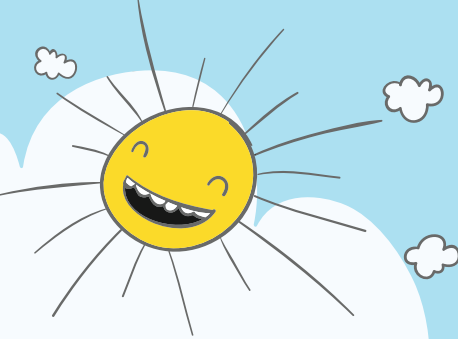
“My Planner” is designed keeping in mind the most logical flow of the curriculum for the child to learn. Parents / Teachers may decide to change as per their requirements. Keep a track of worksheets by maintaining the record.

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

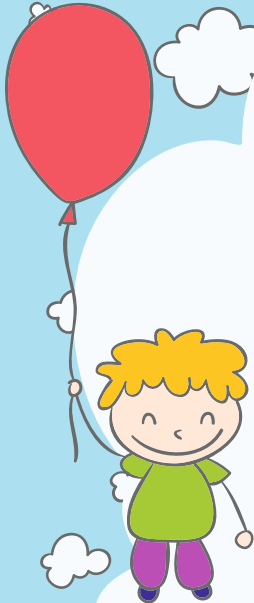
Happy teaching and learning...

Team
PlayWayShop





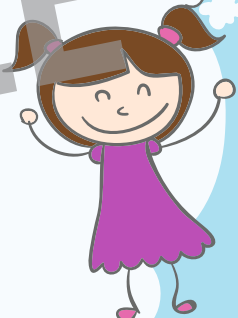
Guiding Notes for Parent / Teacher
(Level – 3, Mathematics)



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 experience 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.

At this level of Kindergarten, Parents / Teachers must focus on developing logical understanding of numbers. The beauty of mathematics is that it's there in the environment around us. Child must be motivated to count, add, subtract etc. by involving her / him in activities.

Below are some suggestions to enhance learning:

- 
- Help your children learn the numbers with objects / items / toys etc. of their liking.
 - Make your own Flash Cards which allow children to explore the numbers by playing games. (www.playwayshop.com offers similar products)
 - Play games like Monopoly or Business to enable the child calculate on her / his own and take decisions.
 - Randomly keep asking numbers before and after different numbers while playing with the child
 - Allow the children to add or subtract while you take them to shopping.
 - Ask them to recognise shapes of currency, food items they eat, equipment around etc.
 - Expose the student to two-digit numbers.

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.

Remember that every child has different learning abilities so don't push them hard rather make it fun for them to learn.

Happy learning

Team
PlayWayShop.com





S. No.	Topic	Code	Page No.	Date	Parent's / Teacher's Signature
1	Counting 1 to 20	S303C0001B	1		
2	Counting 21 to 30	S303C0002B	2		
3	Missing numbers (1 to 30)	S303C0003B	3		
4	Shapes	S303C0004B	4		
5	Reverse counting 10 to 0	S303C0005B	5		
6	Reverse counting 20 to 0	S303C0006B	6		
		S303C0006B	7		
7	Count And Write	S303C0007B	8		
		S303C0008B	9		
8	Counting 31 to 40	S303C0009B	10		
9	What comes after (1 to 40)	S303C0010B	11		
10	What comes between (1 to 40)	S303C0011B	12		
11	What comes before (1 to 40)	S303C0012B	13		
12	Counting 41 to 50	S303C0013B	14		
13	Counting 1 to 50	S303C0014B	15		
		S303C0014B	16		
14	Smallest Number (1 to 50)	S303C0015B	17		
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15	Addition - Single digit	S303C0017B	19		
		S303C0018B	20		
		S303C0019B	21		
16	Biggest Number (1 to 50)	S303C0020B	22		
17	Less than (<), Greater than (>) or Equal to (=) (1 to 50)	S303C0021B	23		
		S303C0022B	24		
18	Counting 51 to 60	S303C0023B	25		
19	Missing numbers (1 to 60)	S303C0024B	26		
20	Counting 61 to 70	S303C0025B	27		
21	Table of 2	S303C0026B	28		
		S303C0026B	29		
22	Counting 71 to 80	S303C0027B	30		
23	Subtraction - Single digit	S303C0028B	31		
		S303C0029B	32		
		S303C0030B	33		
		S303C0031B	34		
24	Counting 81 to 90	S303C0032B	35		
25	Table of 3	S303C0033B	36		
		S303C0033B	37		



S. No.	Topic	Code	Page No.	Date	Parent's / Teacher's Signature
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		S303C0034B	39		
27	Counting 91 to 100	S303C0035B	40		
28	Counting 51 to 100	S303C0036B	41		
		S303C0036B	42		
29	Counting 1 to 50	S303C0037B	43		
30	Counting 51 to 100	S303C0038B	44		
31	Number names (1, 2)	S303C0039B	45		
32	Missing numbers (1 to 100)	S303C0040B	46		
		S303C0041B	47		
33	What comes after (1 to 100)	S303C0042B	48		
34	Number names (3, 4)	S303C0043B	49		
35	What comes between (1 to 100)	S303C0044B	50		
36	What comes before (1 to 100)	S303C0045B	51		
37	Number names (5, 6)	S303C0046B	52		
38	What comes after, before, between (1 to 100)	S303C0047B	53		
		S303C0048B	54		
39	Number names (1-5)	S303C0049B	55		
		S303C0049B	56		
40	Less than (<), Greater than (>) or Equal (=) (1 to 100)	S303C0050B	57		
		S303C0051B	58		
41	Number names (7, 8)	S303C0052B	59		
42	Smallest Number (1 to 100)	S303C0053B	60		
43	Number names (9 - 10)	S303C0054B	61		
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50	Assessment - III	(v) - (vi)			

Name _____ Class _____ Date _____

Counting 1 to 20

Instructions for Parents/Teachers

1. Learning Outcome : Counting from 1 to 20
2. Child to write counting from 1 to 20.
3. Make sure the child speaks the counting while writing and repeat it twice.

Practice - I

Practice - II

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S303C0001B

Parent's Signature _____

Teacher's Signature _____

Name _____

Class _____

Date _____

Counting 21 to 30

Instructions for Parents/Teachers

1. Learning Outcome : Counting from 21 to 30
2. Child to write counting from 21 to 30.

3. Make sure the child speaks the counting while writing and repeat it twice.

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Parent's Signature _____

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Teacher's Signature _____

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Missing numbers (1 to 30)
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.	2		3						6	
ii.	1	3			1	5				
iii.	8							1	2	
iv.	2	3					2	6		
v.	1	5			1	7			1	9

Practice - II

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