****

**GRADE I**

**MATHEMATICS**

**DAILY PRACTICE PAPER**

**[DPP]**

**2019-2020**

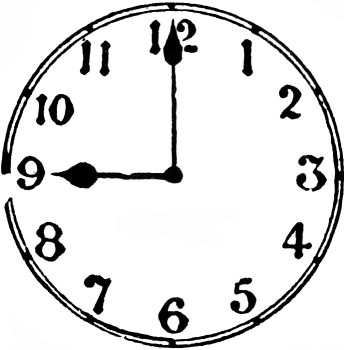
**POST MID TERM**

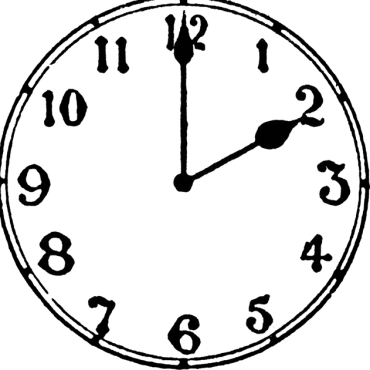
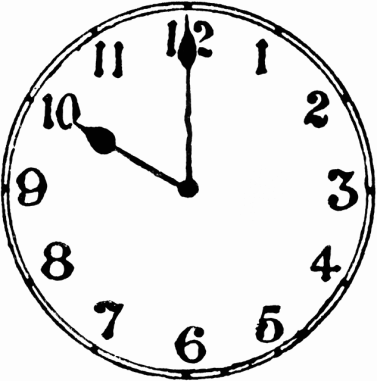
**TIME**

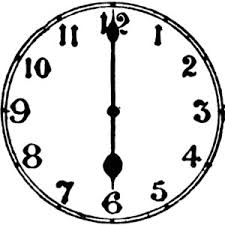
**APPLICATION BASED WORKSHEET**

**Objectives:** To improve their thinking skill.

**1. Write the given time in the box.**

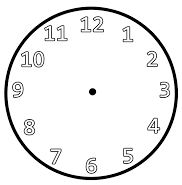
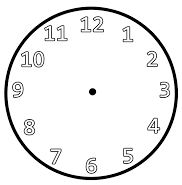
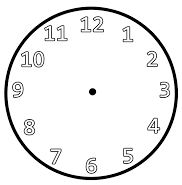
  

**DATE TEACHER’S SIGN**

**CONCEPT BASED WORKSHEET**

**Objective:** To develop logical thinking with the help of numeric.

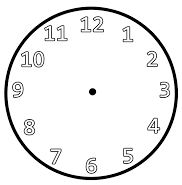
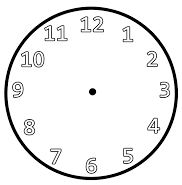
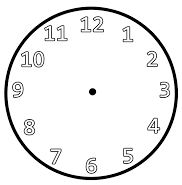
1. **Draw the hour hand and minute hand in the clock.**

9:00 PM

12:00 AM

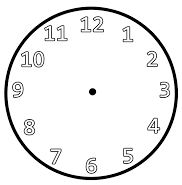
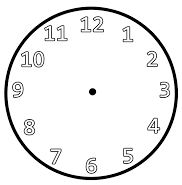
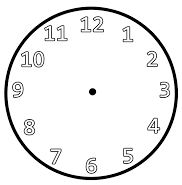
6:00 AM

2:00PM

8:00AM

4:00 AM

4:00PM

7:00PM

1:00 PM

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**CONCEPT BASED WORKSHEET.**

**Objective:** To develop logical thinking with the help of numeric.

**1. Write the correct time.**

**[ Evening, Night, Morning, Afternoon ]**



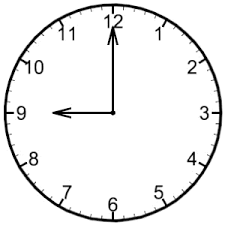
 

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**PEN PAPER TEST**

**Objective:** To check their numerical ability.

**1. Think and write the correct time.**

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**MEASUREMENT**

**APPLICATION BASED WORKSHEET**

**Objective:** To identify the longer and shorter, longest and shortest.

**1. Colour the longer object in each of the following pictures.**

|  |
| --- |
|  |

**2. Tick the shorter object in each of the following picture.**

|  |
| --- |
|  |

**3. Tick the longest object.**

|  |
| --- |
|  |

**4. Colour the shortest object.**

|  |
| --- |
|  |

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**APPLICATION BASED WORKSHEET**

**Objective:** To think and identify taller and shorter, tallest and shortest.

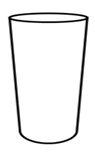
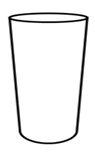
**1. Tick the Taller in each object.**

|  |
| --- |
|  |

**2. Colour the shorter in each object.**

|  |
| --- |
|  |

**3. Use the words Longest and Shortest.**

3

2

1

a) Glass 2 is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) Glass 3 is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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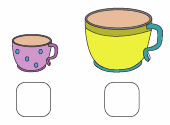
**THINK AND WRITE**

**Objective:** To develop their thinking skills.

**1. Circle the thinner object in the following.**



**2. Tick the thicker object in the following.**



**3.Colour the thickest object in the following.**

|  |
| --- |
|  |

**4. Arrange the objects from thickest to thinnest by numbering them from 1 to**

**use 3 ! for the thickest and 3 for the thinnest.**

|  |
| --- |
|  |

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**APPLICATION BASED WORKSHEET**

**Objective:** To think and identify lighter and heavier, lightest and heaviest.

**1. Circle the lighter.**

|  |
| --- |
|  |

**2. Tick the Heavier.**

|  |
| --- |
| Image result for fish outline picture |

**3. Colour the Lightest.**

|  |
| --- |
|  |

**4. Circle the Heaviest.**

|  |
| --- |
|  |

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**CHECK POINT**

**Objective:**To check their numerical ability.

**1.Fill in the blanks.**

a) Theis \_\_\_\_ spans long.

b) The is \_\_\_\_ spans long.

c) The is \_\_\_\_ spans long.

d) The is \_\_\_\_ feet long.

e) Theis \_\_\_\_ spans long.

f) The  is \_\_\_\_ feet long.

g) The is \_\_\_ feet long.

h) The is \_\_\_ spans long.

i) The is \_\_\_ spans long.

j) The  is \_\_\_ feet long.

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**NUMBERS FROM TWENTY-ONE TO FIFTY**

**NUMERICAL ABILITY**

**Objective:** To develop their numerical ability.

**1. Fill in the numbers that are missing in the table.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2 |  |  |  |  | 7 |  |  |  |
| 11 |  |  |  | 15 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | 30 |
|  |  | 33 |  |  |  |  |  |  |  |
| 41 |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | 57 |  |  |  |
|  |  |  | 64 |  |  |  |  |  |  |
| 71 |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | 88 |  |  |
|  |  | 93 |  |  |  |  |  |  |  |

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**APPLICATION BASED WORKSHEET**

**Objective:** To identify the place values.

**1.Count and write.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | Tens | Ones | |  |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | Tens | Ones | |  |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | Tens | Ones | |  |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | Tens | Ones | |  |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | Tens | Ones | |  |  | |

**DATE TEACHER’S SIGN**

**NUMERICAL ABILITY**

**Objective:** To check their numerical ability.

1. Match the following.

|  |  |
| --- | --- |
|  | 33  48  50  24  29 |

**2. Fill in the blanks.**

a) Three tens are \_\_\_\_\_\_\_\_\_\_.

b) Five tens and eight ones are \_\_\_\_\_\_\_\_.

c) Two tens and six ones are \_\_\_\_\_\_\_\_.

d) Four tens and one ones are \_\_\_\_\_\_\_\_.

e) Three tens and five ones are \_\_\_\_\_\_\_\_.

f) Five tens and five ones are \_\_\_\_\_\_\_\_.

g) Two tens and zero ones are \_\_\_\_\_\_\_\_\_.

h) Four tens and nine ones are \_\_\_\_\_\_\_\_\_.

i) One ten and two ones are \_\_\_\_\_\_\_\_\_.

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**PEN PAPER TEST**

**Objective:** To develop logical thinking with the help of numeric.

**1. Draw the missing tens or ones or both for each of the following.**

|  |  |  |  |
| --- | --- | --- | --- |
| a) |  |  | 14 |
| b) |  |  | 50 |
| c) |  |  | 28 |
| d) |  |  | 42 |
| e) |  |  | 39 |
| f) |  |  | 21 |
| g) |  |  | 37 |

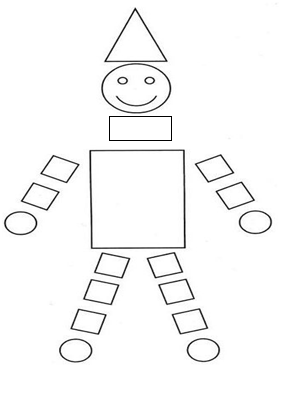
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**DATA HANDLING**

**CONCEPT BASED WORKSHEET**

**Objective:** To count and write using shapes.

**1.Count the geometrical shapes and write the numbers in the table.**

****

|  |  |  |
| --- | --- | --- |
| a) |  |  |
| b) |  |  |
| c) |  |  |
| d) |  |  |

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**CHECK POINT**

**Objective:** To check their counting skills.

**1. Count the geometrical shapes and match them with their respective number in the table.**

|  |
| --- |
|  |

|  |  |  |
| --- | --- | --- |
| a) |  | 4 |
| b) |  | 6 |
| c) |  | 2 |
| d) |  | 5 |
| e) |  | 3 |

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**PEN PAPER TEST**

**Objective:** To apply the concept.

**1. Write the numbers 101 to 200.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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