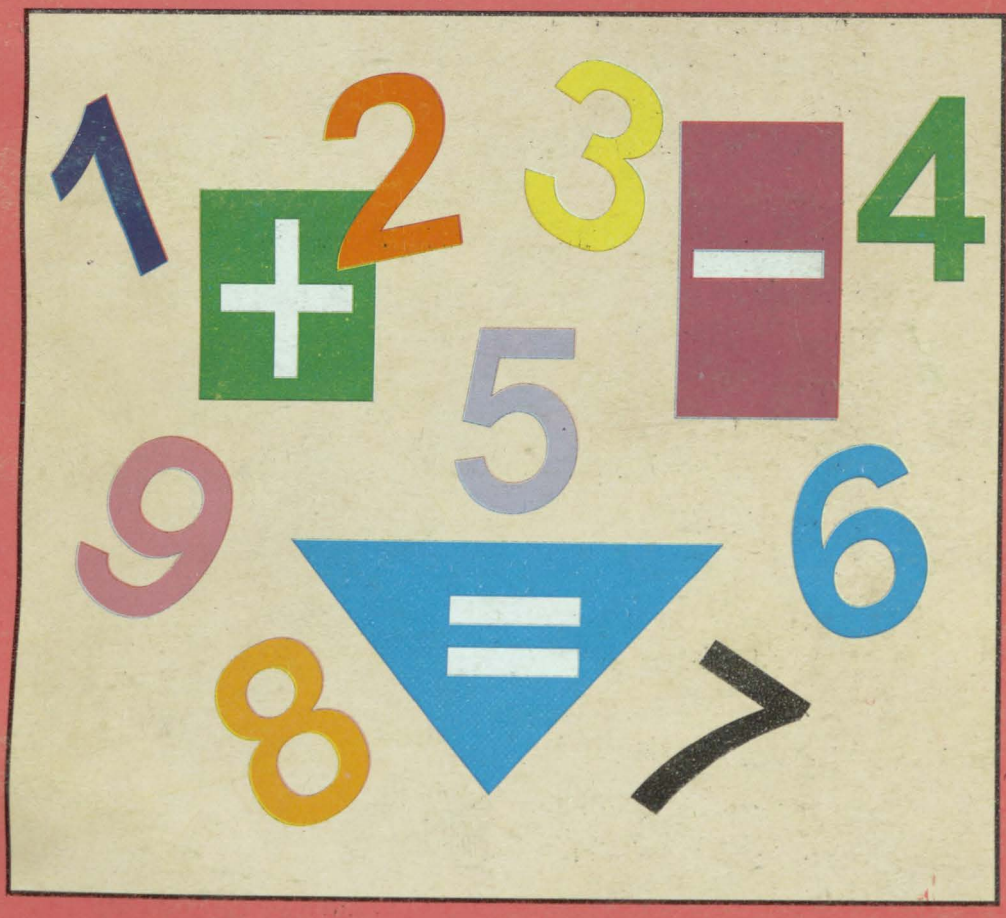
# MATHEMATICS

# 1

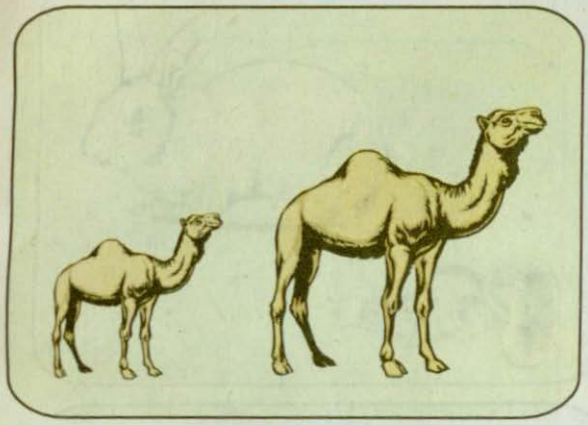


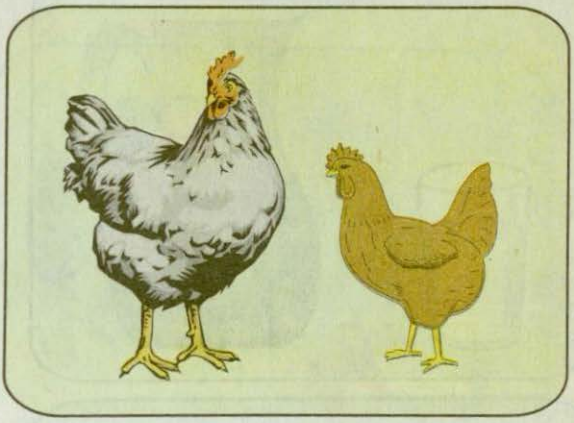

PUNJAB TEXTBOOK BOARD, LAHORE

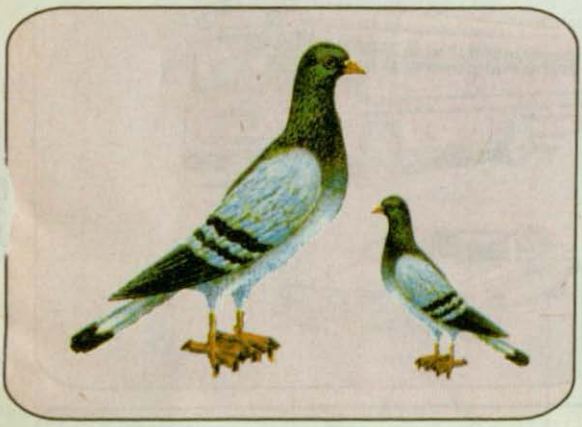
## Chapter 1 Pre-Number Concepts

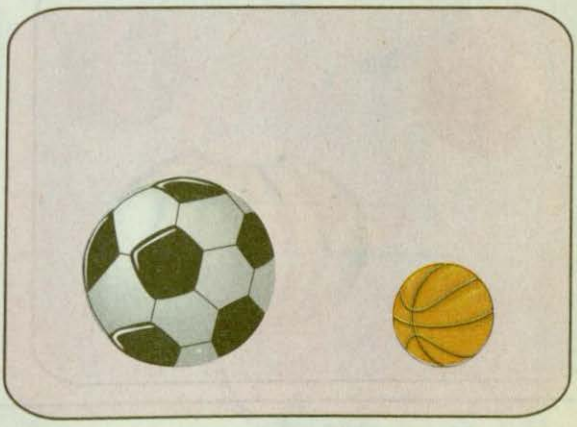
### Concept of Bigger and Smaller

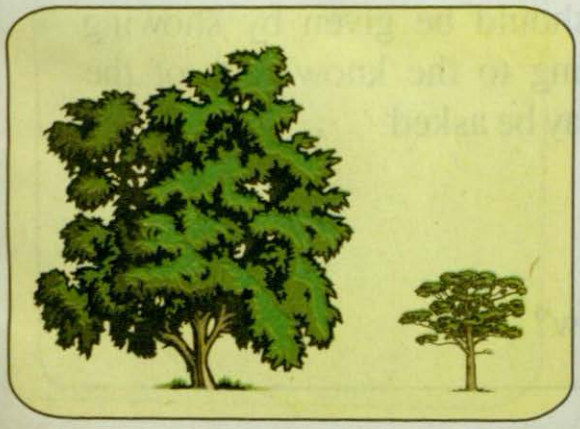
**Tick ✓ the bigger one in each frame:**

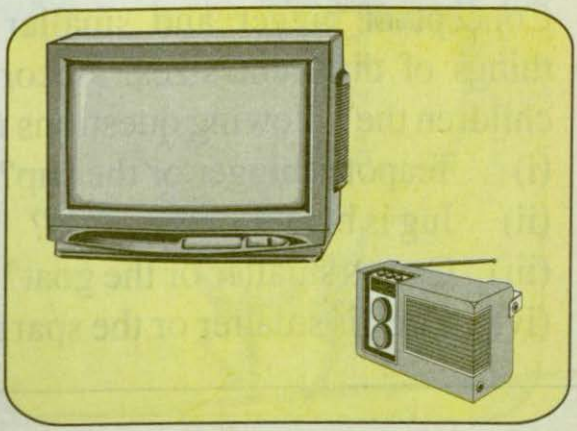












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## Chapter 1 Pre-Number Concepts

### Concept of Bigger and Smaller

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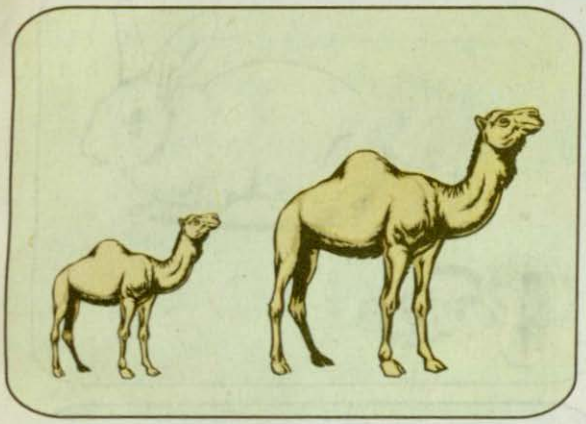

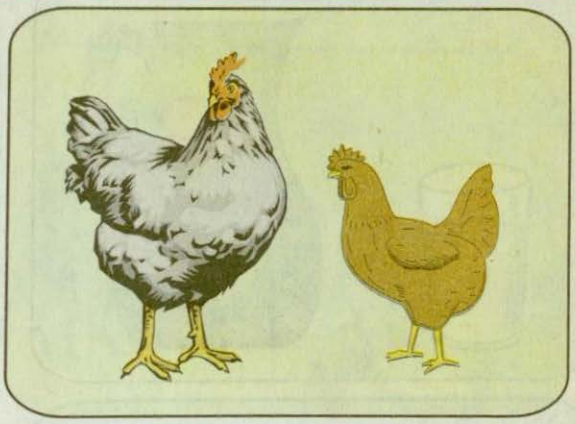

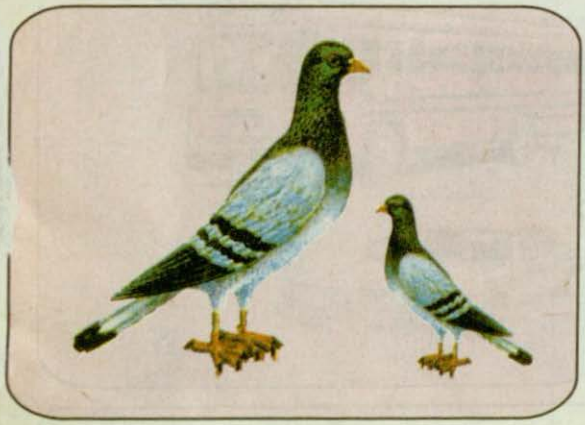

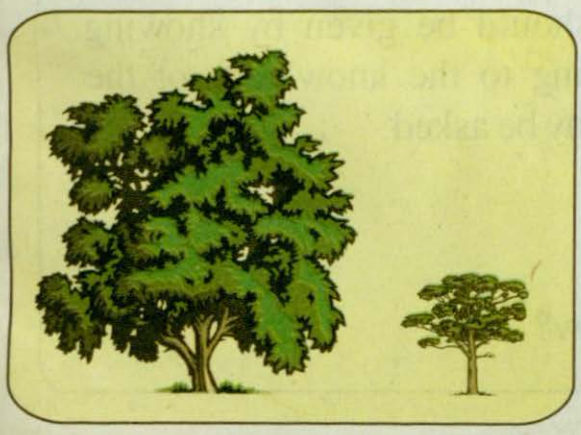

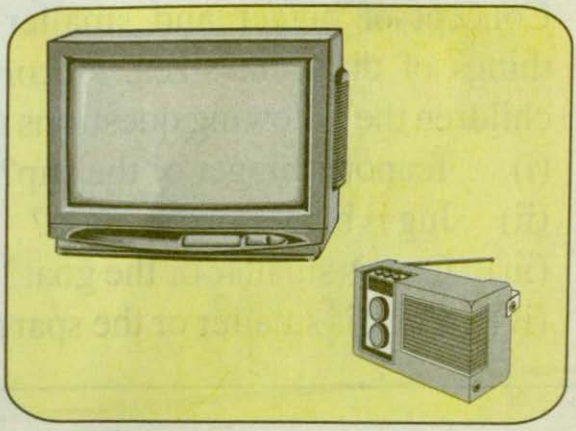

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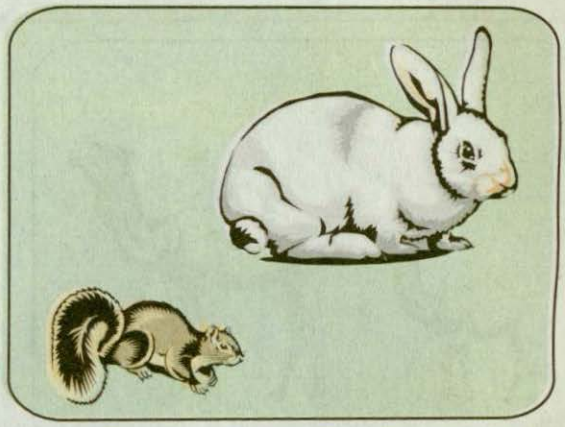
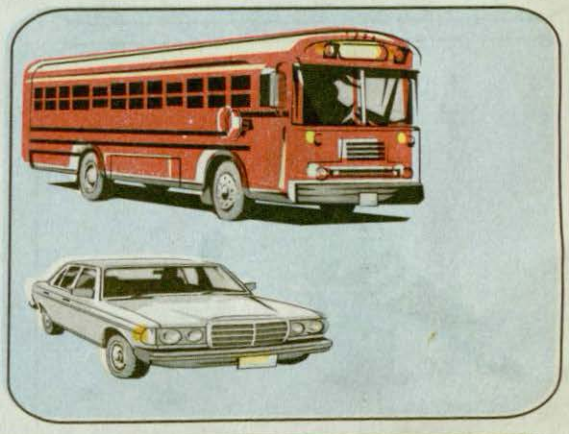


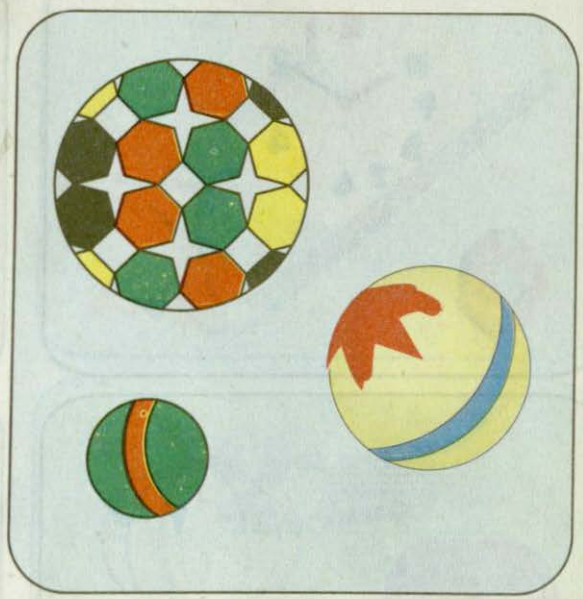


Concept of bigger and smaller should be given by showing things of different sizes. According to the knowledge of the children the following questions may be asked.

(i) Teapot is bigger or the cup?
(ii) Jug is bigger or the glass?
(iii) Cow is smaller or the goat?
(iv) Cock is smaller or the sparrow?

## Concept of the biggest and the smallest

Tick ✓ the biggest one in each frame:



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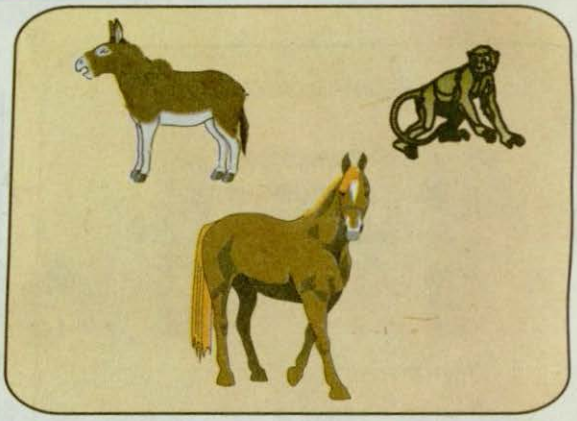
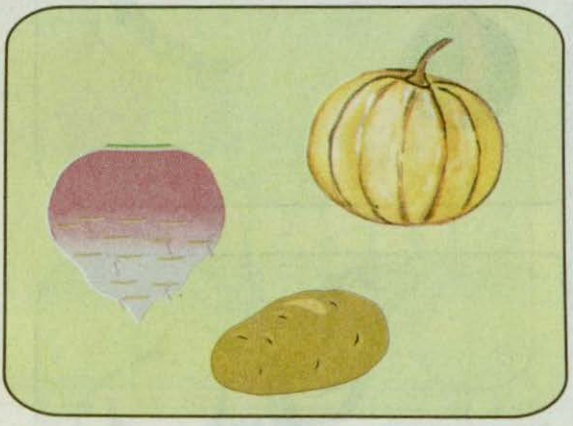
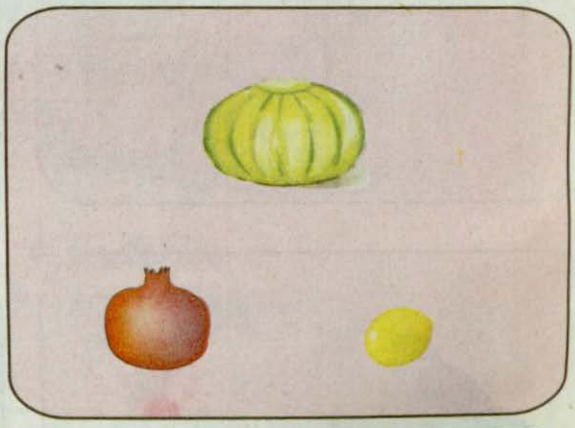






Ask the questions of the following type.

(i) Which one is the biggest in size? A melon, an orange or a lemon.

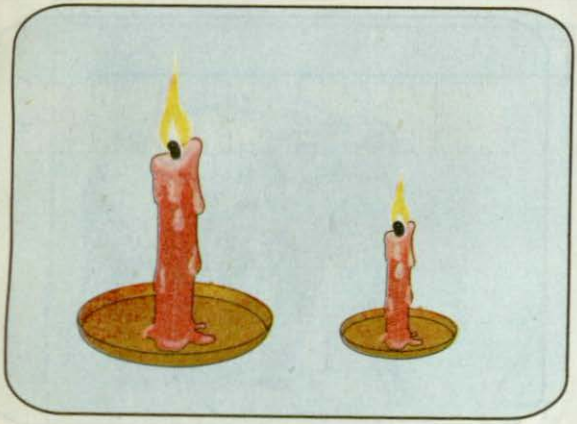
(ii) Which one is the biggest in size? A train, a bus or a car.

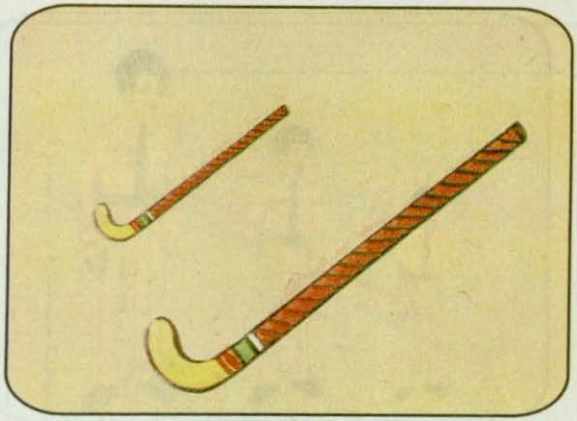
(iii) Which animal is the smallest in size? A goat, a cow or a cat.

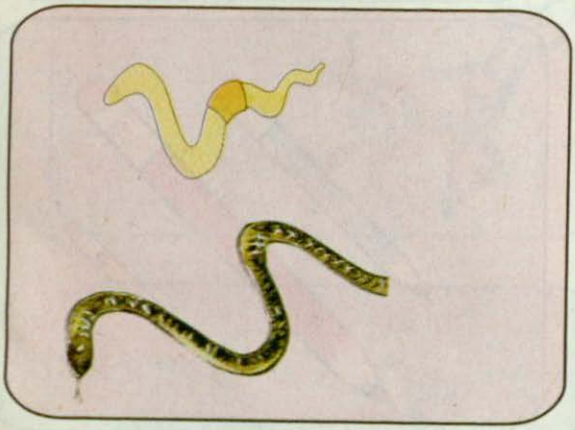
(iv) Which bird is the smallest? A sparrow or a crow.

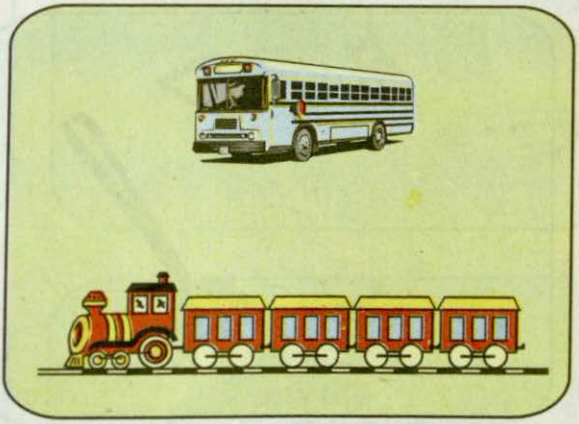
## Concept of Longer and shorter

**Tick ✓ the longer one in each frame:**









Ask the following questions.

(i) Which is longer? A bamboo or a stick.

(ii) Which is longer? A new pencil or a piece of chalk.

(iii) Which is longer? The neck of a camel or the neck of a horse.

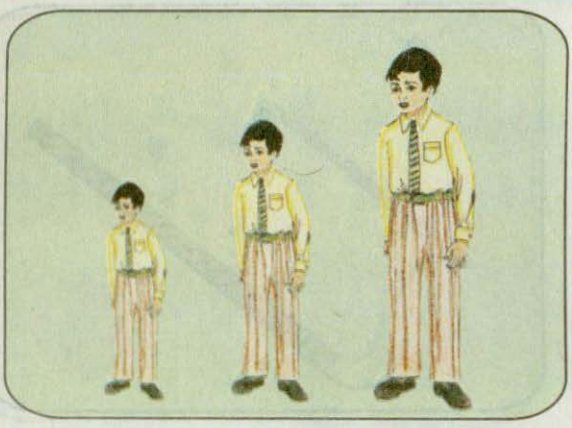
(iv) Which is longer? The finger of the hand or the foot?

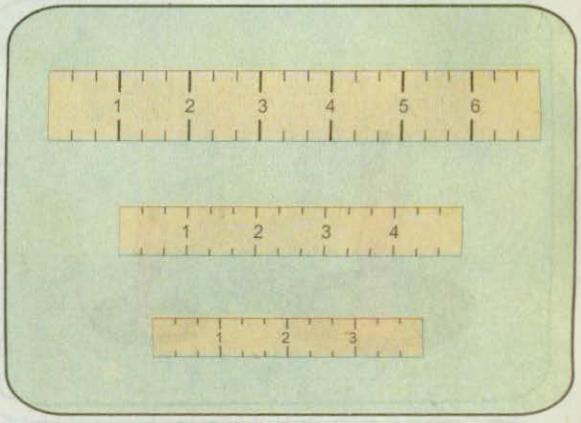
(v) Who is taller in height? You or your father?

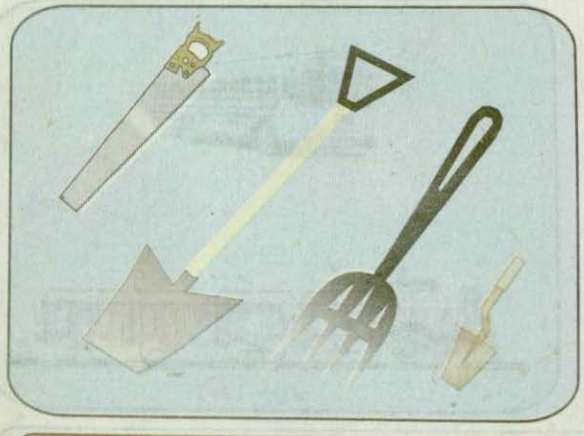
## Concept of longest and shortest

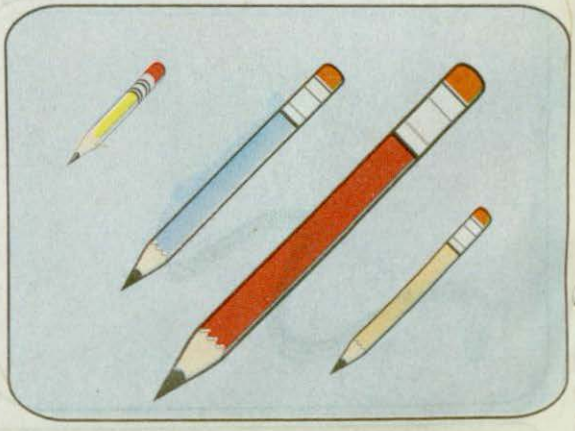
**Tick ✓ the longest one in each frame:**

**Cross X the shortest one in each frame:**







Ask the following type of questions from the children.

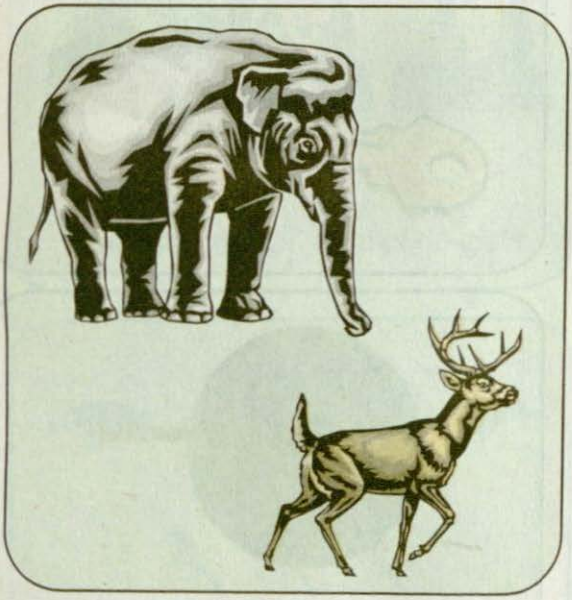
(i) Show the longest finger of your hand.

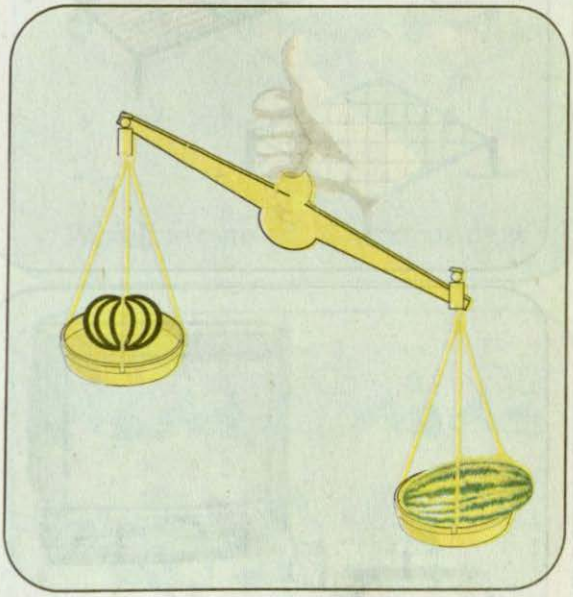
(ii) Show the shortest finger of your hand.

(iii) Which one is the shortest amongst a stick, a pencil or a common pin.

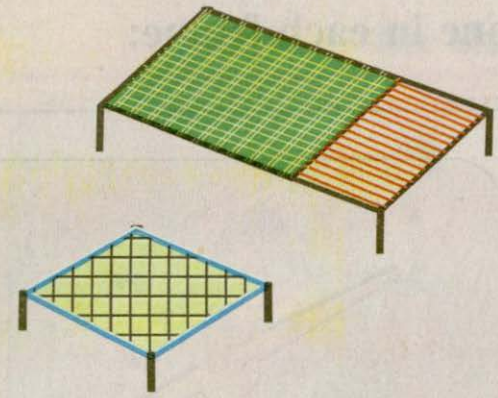
## Concept of Heavier and Lighter

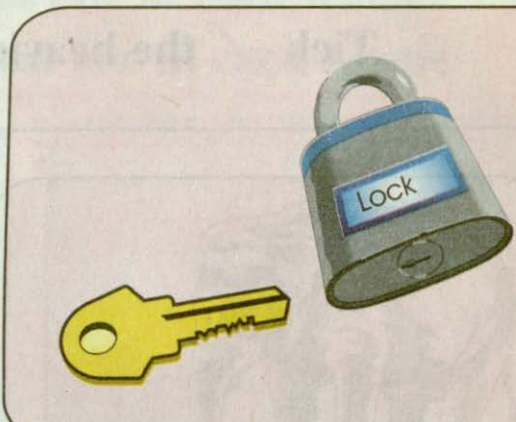
**Tick ✓ the heavier one in each frame:**

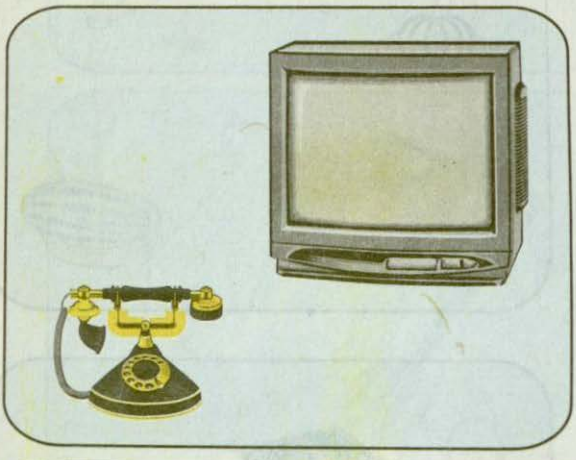


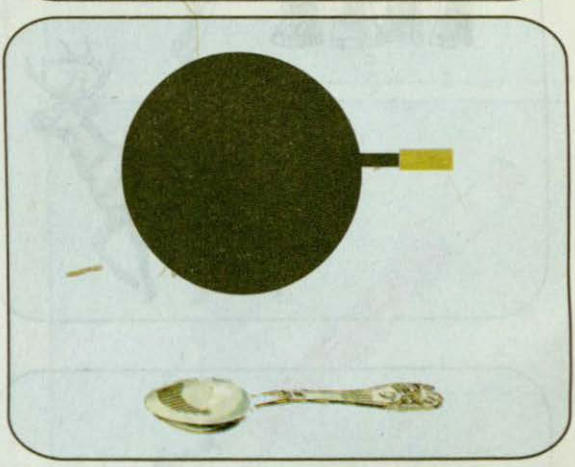


## Tick ✓ the Lighter thing:





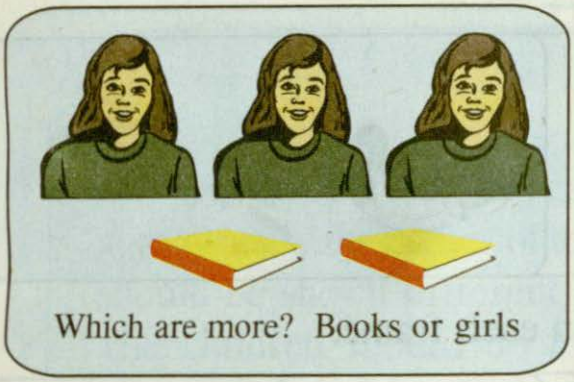


Concept of Heavier and Lighter be given to the Children by asking such questions.

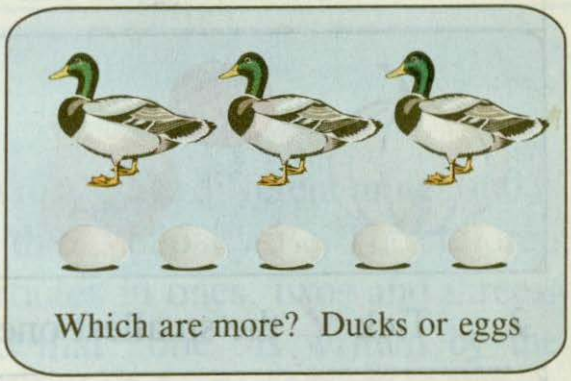
(i) Which is heavier? Brick or a pebble.
(ii) Which is lighter? Pen or an Inkpot.
(iii) Which is heavier? A balloon or a football?
(iv) Which is heavier? A sheep or a cow?

## Concept of Fewer and More than:

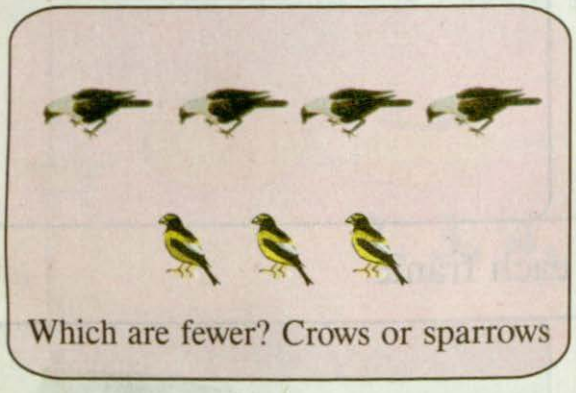
**The teacher should ask about the things given in each frame:**



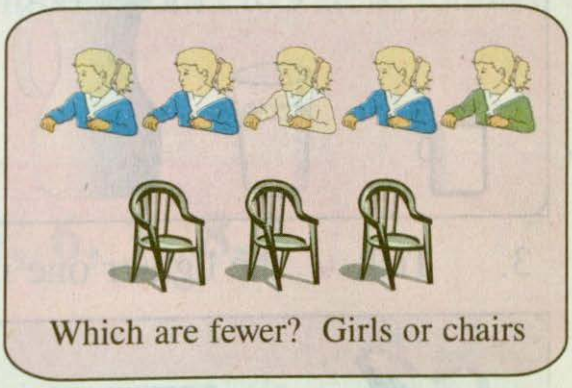
Which are more? Books or girls



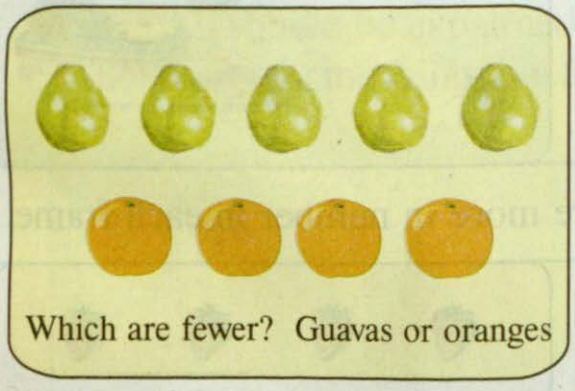
Which are more? Ducks or eggs



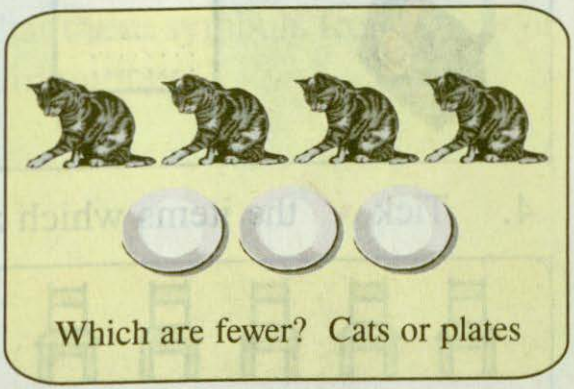
Which are fewer? Crows or sparrows



Which are fewer? Girls or chairs



Which are fewer? Guavas or oranges

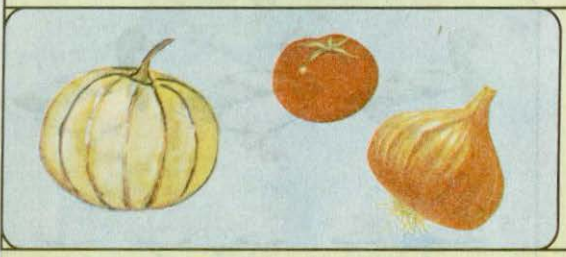


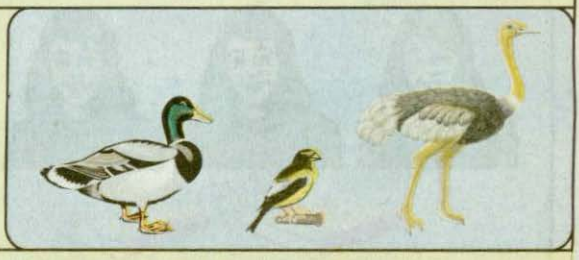
Which are fewer? Cats or plates

Concept of fewer and more be given to the children by forming one to one correspondence amongst different things (by making pairs).

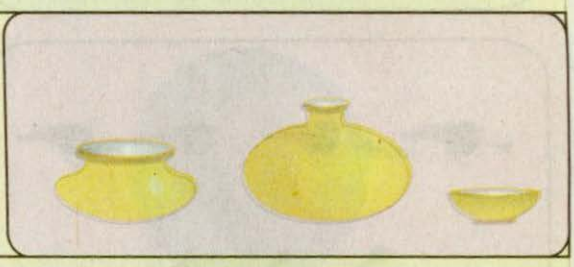
# EXERCISE

1. Tick ✓ the biggest one in each frame.

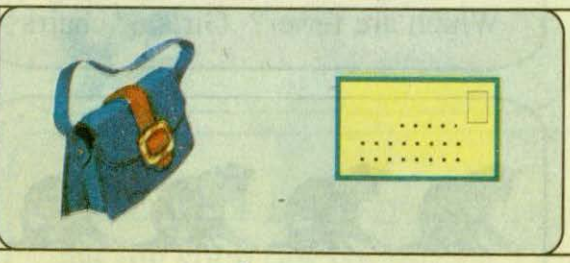


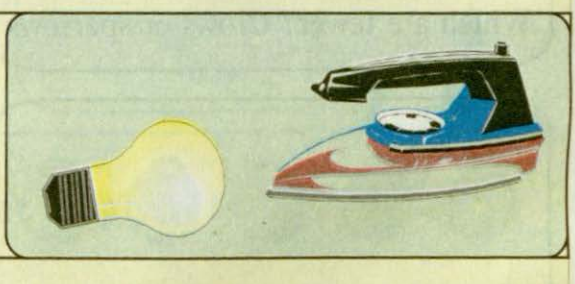


2. Tick ✓ the smallest one in each frame.

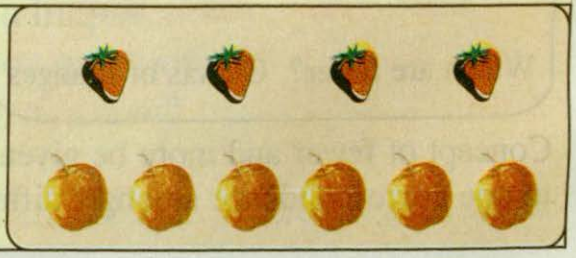


3. Tick ✓ the lighter one in each frame.





4. Tick ✓ the items which are more in number in each frame.



## Chapter 2

# Numeration and Notations
# Numbers from 1 to 9

A child of five years can recognise different things and is also aware of the names of the things of daily use. The children should be shown different articles in ones, twos and threes. The children should be told that "one" is written by the symbol "1". In this way the symbols from 2 to 9 are as follows.

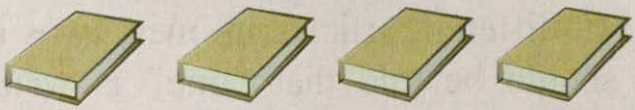
**2, 3, 4, 5, 6, 7, 8,9**

It should be expalined that these symbols from 1 to 9 do not represent the things but their number.

One

Two

Three



Four

Five

Six

Seven

Eight

Nine

Note: 1 Thing is called a unit.

## Identifying the Numbers

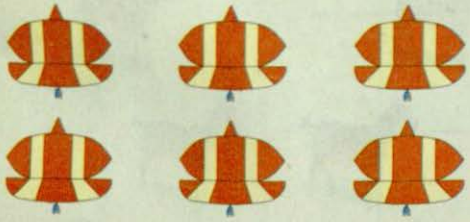
Count the things and Tick ✓ the right number in each frame.

2 3 4

2 4 1

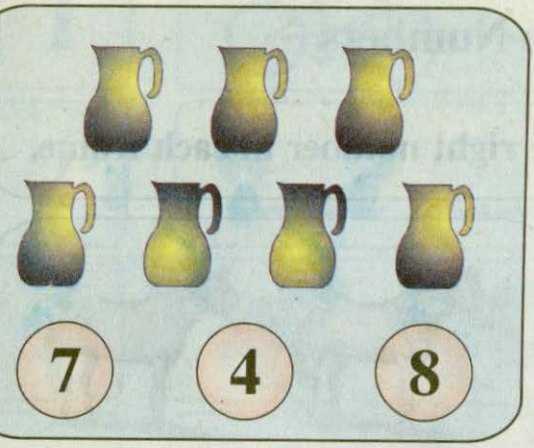
5 3 4

3 1 2

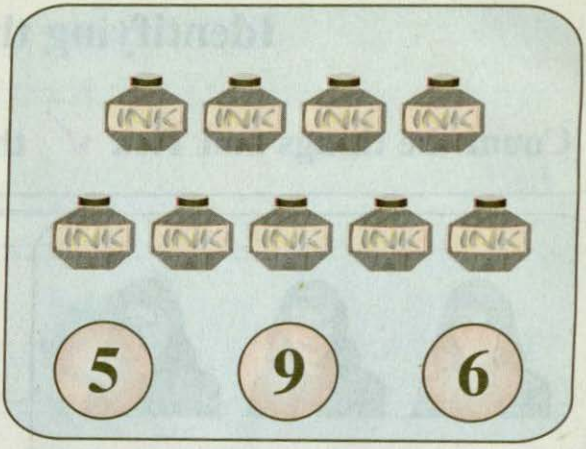


7 3 6

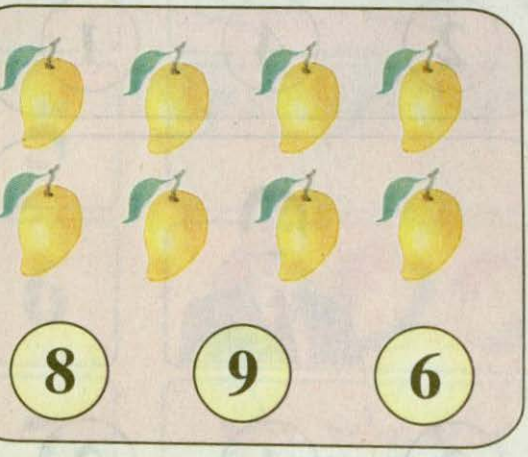
2 4 6



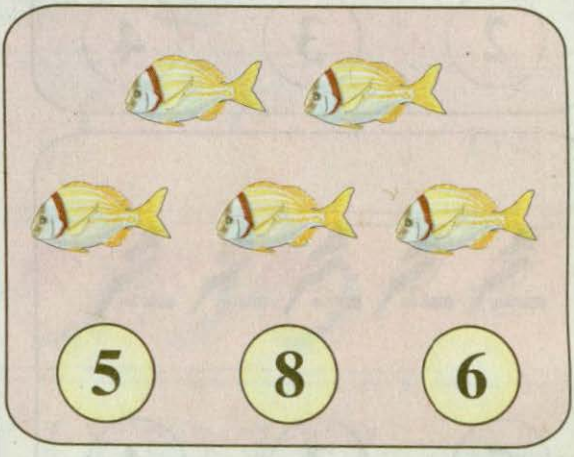
7 4 8



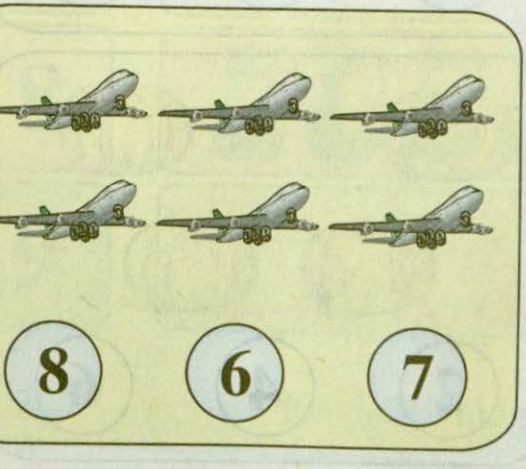
5 9 6



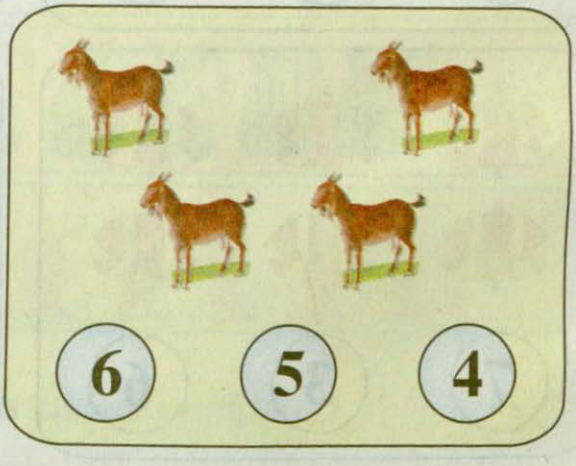
8 9 6



5 8 6



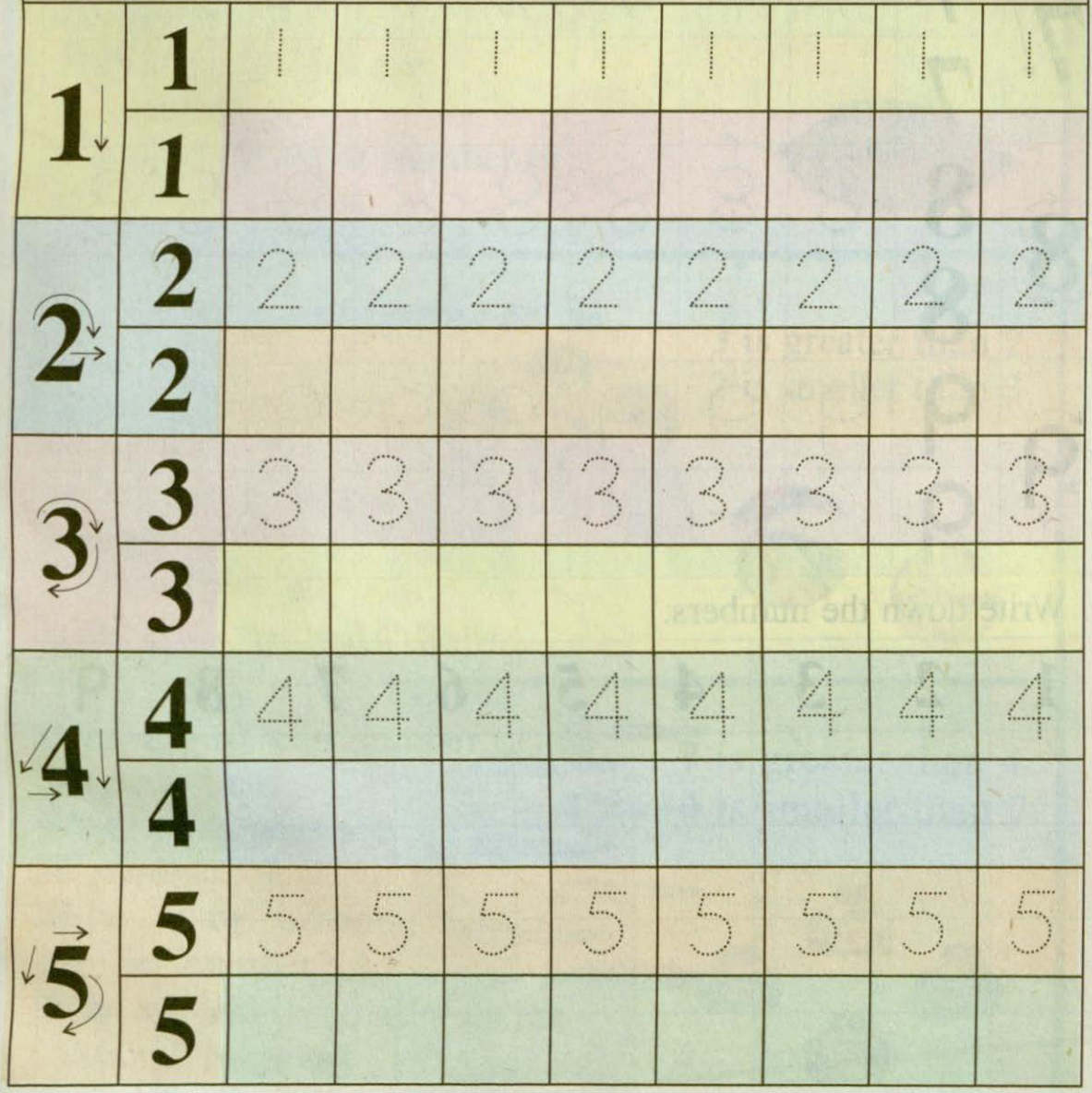
8 6 7



6 5 4

## Writing of Numbers From 1 To 9

**Write down the numbers.**



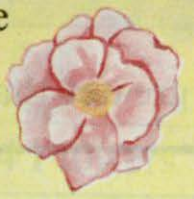
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| | 6 | | | | | | | | |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| | 7 | | | | | | | | |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| | 8 | | | | | | | | |
| ९ | ९ | ९ | ९ | ९ | ९ | ९ | ९ | ९ | ९ |
| | ९ | | | | | | | | |

Write down the numbers.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | ९ |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

## Inequalities

Flowers are more or the leaves? Flowers
How many flowers are in number? 2
How many leaves are in number? 1
Flowers are less in number or the leaves? Leaves.

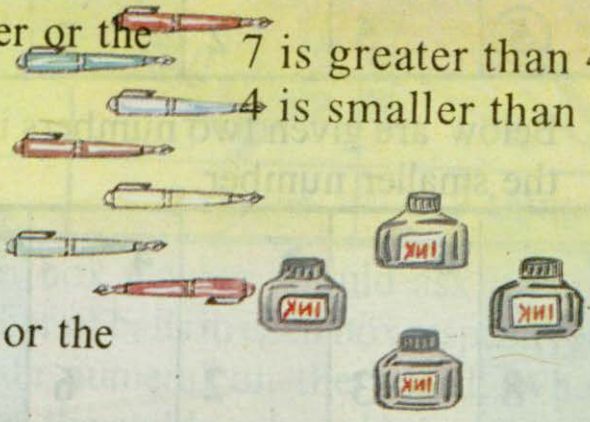


2 is greater than 1
1 is smaller than 2

Boys are more in number or the balls? Boys.
How many boys are in number? 3
How many balls are in number? 2
Boys are less in number or the balls? Balls.

3 is greater than 2
2 is smaller than 3

Pens are more in number or the inkpots? Pens
How many pens are in number? 7
How many inkpots are in number? 4
Pens are less in number or the inkpots? Inkpots



7 is greater than 4
4 is smaller than 7

| | | |
|---|---|---|
| 5 is less than 6 | 7 is less than 8 | 7 is less than 9 |
| 9 is greater than 8 | 9 is greater than 6 | 7 is greater than 6 |

## EXERCISE

1. Encircle the smaller of the numbers in each frame.

| | | | | | | |
|---|---|---|---|---|---|---|
| 8 | 3 | 1 | 2 | 2 | 8 | 4 |
| (4) | 6 | 6 | 6 | 4 | 7 | 6 |

2. Encircle the greater number in each frame.

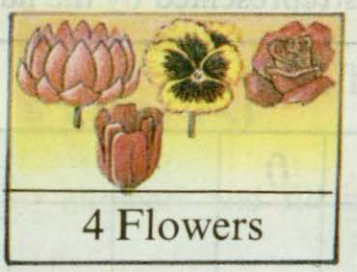
| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | 8 | 8 | 4 | 5 | 9 | 3 |
| (5) | 5 | 2 | 2 | 1 | 4 | 7 |

3. Below are given two numbers in each frame. Tick (✓) the smaller number.

| | | | | | | |
|---|---|---|---|---|---|---|
| 4 | 6 | 5 | 4 | 3 | 3 | 7 |
| 8 | 3 | 2 | 6 | 2 | 9 | 9 |

# Concept of Zero

3 Flowers

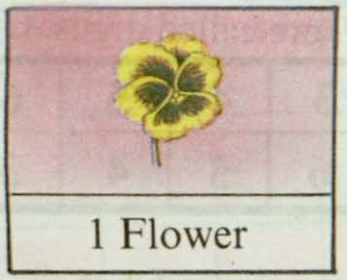


4 Flowers

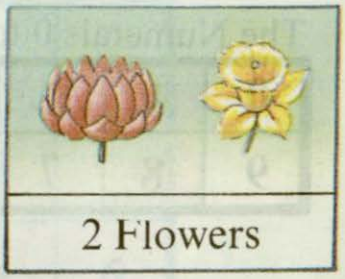
5 Flowers

No Flower

Zero Flower



1 Flower



2 Flowers

No ball

Zero ball

1 ball

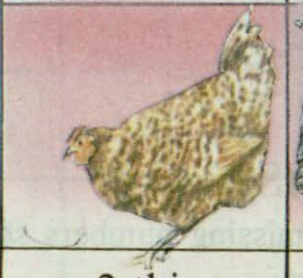
2 balls

3 balls

No Thing

Zero thing

1 thing



2 things

3 things

Note: Referring to each box teacher should ask a child (children) to tell the number of balls in each box respectively and write the appropriate numeral on the board. When there is nothing in the box the children be told that Zero is the number for nothing and we say as in example Zero ball writing of Zero and it is represented by the numeral 0.

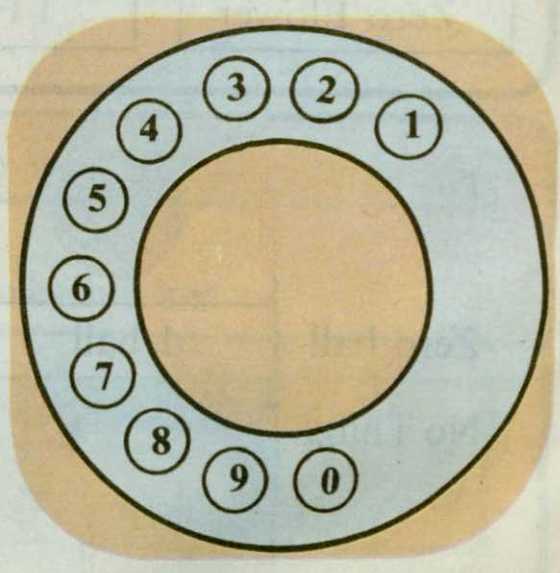
Zero is represented by the numeral 0

## Writing of Zero

| | | | | | | |
|---|---|---|---|---|---|---|
| 0 | 0 | 0 | | | | |
| | | | | | | |

The Numerals 0 to 9 are called digits. Order of Numbers.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |




## EXERCISE

Write the missing numbers so that the numbers in each row are in order.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 9 | | 7 | | 5 | | 3 | | 1 | |
| | 1 | | 3 | | 5 | | 7 | | 9 |
| | 8 | | | 5 | | | 2 | | |

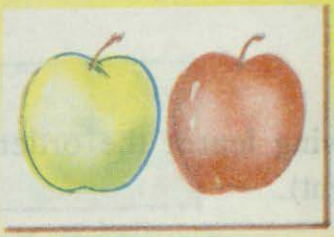
# EXERCISE

Having learnt the order of numbers and fill in the blanks (Left to Right).

| | | | | | | |
|---|---|---|---|---|---|---|
| 0 | | 2 | 3 | | 5 | 6 |
| 1 | | | 4 | | 6 | |
| 0 | 1 | | 3 | | 5 | 6 |
| 2 | | | 5 | | 7 | 8 |
| 3 | | 5 | 6 | | 8 | |
| 2 | | 4 | | | | 8 |
| | 4 | | 6 | | | 9 |
| 1 | | | 4 | | 6 | |
| 3 | 4 | | | 7 | | |

## Chapter 3

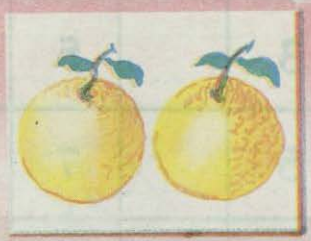
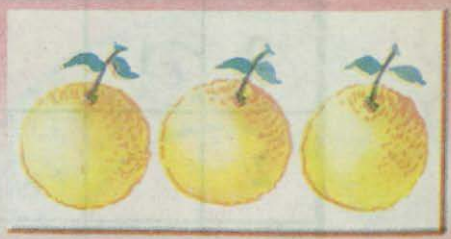
# Concept of Addition



**1 and 1 make 2**

**1 + 1 = 2** or

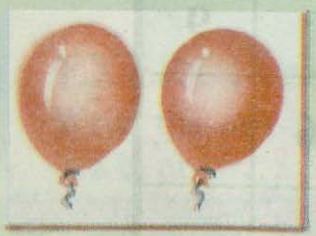
$$\begin{array}{r} 1 \\ +\,1 \\ \hline 2 \end{array}$$

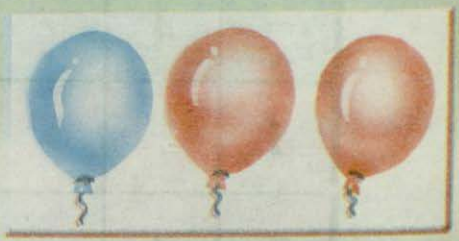



**1 and 2 make 3**

**1 + 2 = 3** or

$$\begin{array}{r} 1 \\ +\,2 \\ \hline 3 \end{array}$$



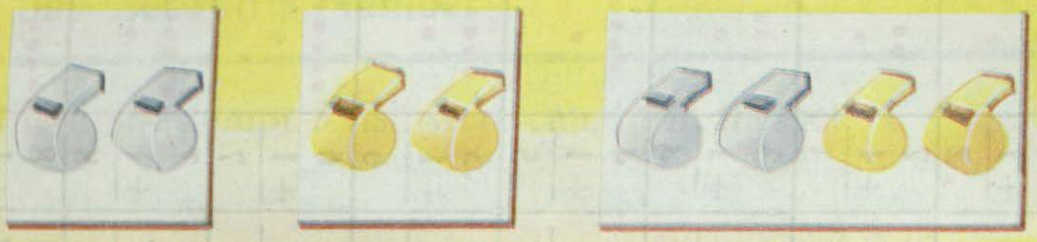


**2 and 1 make 3**

**2 + 1 = 3** or

$$\begin{array}{r} 2 \\ +\,1 \\ \hline 3 \end{array}$$

Note: Symbol for addition is '+' and symbol for equal is '='

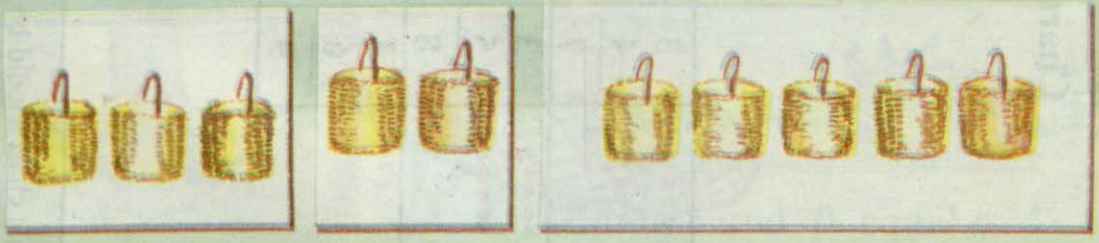


**2 and 2 make 4**

$2 + 2 = 4$ or $\begin{array}{r} 2 \\ +\,2 \\ \hline 4 \end{array}$

**2 and 3 make 5**

$2 + 3 = 5$ or $\begin{array}{r} 2 \\ +\,3 \\ \hline 5 \end{array}$



**3 and 2 make 5**

$3 + 2 = 5$ or $\begin{array}{r} 3 \\ +\,2 \\ \hline 5 \end{array}$

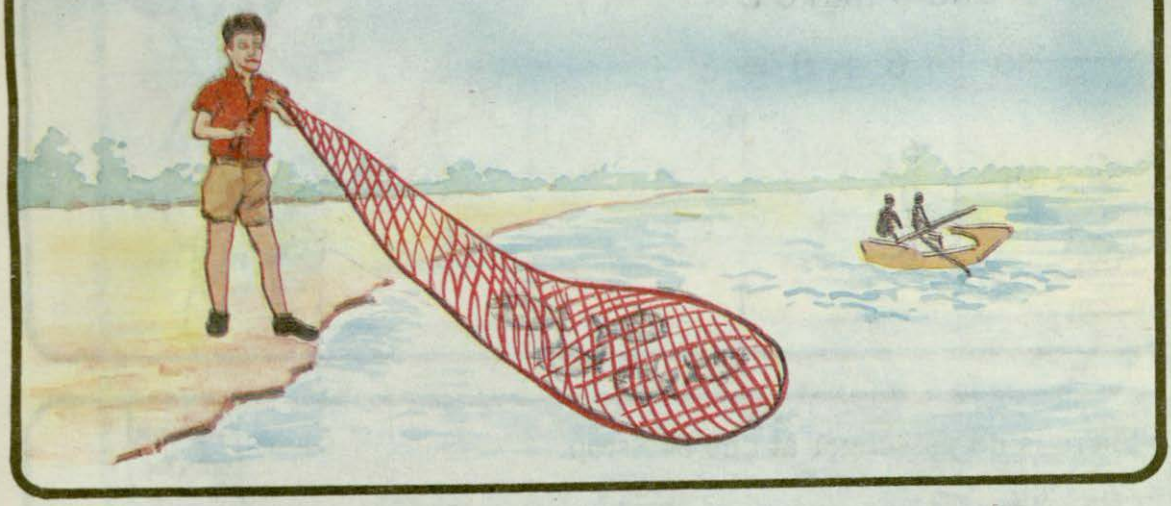
## Chart of Addition Sum upto 9.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | 1 + 1 = 2 | • • |
| | | | | | | | 2 + 2 = 4 | •• •• | 1 + 2 = 3 | 2 + 1 = 3 | •• • |
| | | | | 3 + 3 = 6 | ••• ••• | 2 + 3 = 5 | 3 + 2 = 5 | ••• •• | 1 + 3 = 4 | 3 + 1 = 4 | ••• • |
| | 4 + 4 = 8 | •••• •••• | 3 + 4 = 7 | 4 + 3 = 7 | •••• ••• | 2 + 4 = 6 | 4 + 2 = 6 | •••• •• | 1 + 4 = 5 | 4 + 1 = 5 | •••• • |
| 4 + 5 = 9 | 5 + 4 = 9 | ••••• •••• | 3 + 5 = 8 | 5 + 3 = 8 | ••••• ••• | 2 + 5 = 7 | 5 + 2 = 7 | ••••• •• | 1 + 5 = 6 | 5 + 1 = 6 | ••••• • |
| | | | 3 + 6 = 9 | 6 + 3 = 9 | •••••• ••• | 2 + 6 = 8 | 6 + 2 = 8 | •••••• •• | 1 + 6 = 7 | 6 + 1 = 7 | •••••• • |
| | | | | | | 2 + 7 = 9 | 7 + 2 = 9 | ••••••• •• | 1 + 7 = 8 | 7 + 1 = 8 | ••••••• • |
| | | | | | | | | | 1 + 8 = 9 | 8 + 1 = 9 | •••••••• • |

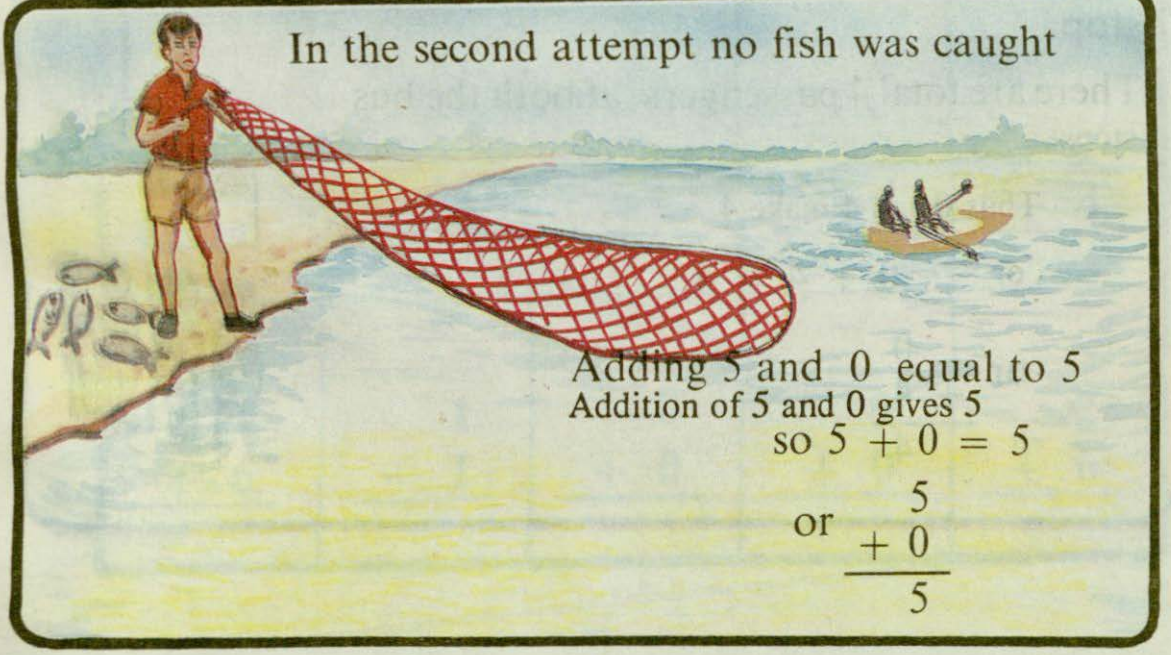
Note. This chart should be hung in the class room.

## Adding Zero to a Number

In the first attempt 5 fish were caught in the net



In the second attempt no fish was caught



Adding 5 and 0 equal to 5
Addition of 5 and 0 gives 5
so $5 + 0 = 5$

or

$$\begin{array}{r} 5 \\ +\ 0 \\ \hline 5 \end{array}$$

Amir has 6 balloons in one hand.

Amir has no balloon in the other hand.

Amir has 6 balloons in both hands

6 and 0 make 6

so $6 + 0 = 6$

or
$$\begin{array}{r} 6 \\ +\ 0 \\ \hline 6 \end{array}$$

There is no passenger at one bus stop.

There are 4 passengers at the other bus stop.

There are total 4 passengers at both the bus stops.

Thus 0 and 4 make 4

or $0 + 4 = 4$

or
$$\begin{array}{r} 0 \\ +\ 4 \\ \hline 4 \end{array}$$

# EXERCISE

Solve as in the example.

| | | | | |
|---|---|---|---|---|
| 2<br>+ 1<br>3 | 5<br>+ 2 | 4<br>+ 3 | 6<br>+ 2 | 4<br>+ 4 |
| 5<br>+ 3 | 3<br>+ 4 | 3<br>+ 3 | 3<br>+ 5 | 2<br>+ 3 |
| 2<br>+ 7 | 7<br>+ 2 | 5<br>+ 4 | 2<br>+ 2 | 6<br>+ 0 |
| 6<br>+ 3 | 4<br>+ 5 | 1<br>+ 8 | 7<br>+ 1 | 2<br>+ 4 |
| 0<br>+ 6 | 1<br>+ 1 | 0<br>+ 0 | 9<br>+ 0 | 2<br>+ 6 |

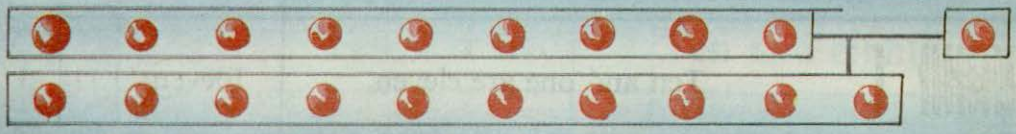
# EXERCISE

**Solve as in the example.**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3 | + | 1 | = | 4 | 3 | + | 5 | = | |
| 3 | + | 2 | = | | 6 | + | 1 | = | |
| 5 | + | 1 | = | | 5 | + | 4 | = | |
| 2 | + | 2 | = | | 8 | + | 0 | = | |
| 3 | + | 3 | = | | 4 | + | 4 | = | |
| 4 | + | 1 | = | | 2 | + | 4 | = | |
| 0 | + | 0 | = | | 3 | + | 6 | = | |
| 2 | + | 6 | = | | 7 | + | 0 | = | |
| 3 | + | 4 | = | | 4 | + | 3 | = | |
| 5 | + | 2 | = | | 0 | + | 9 | = | |

# Chapter 4

## Counting from Ten to Twenty
## Concept of Ten



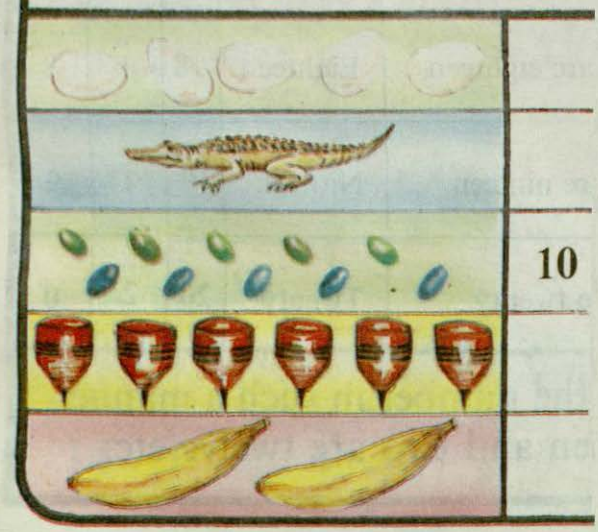
While counting, the number after nine is ten, and it is written as 10
See the example below.

| Ten | |
|---|---|
| 10 | |

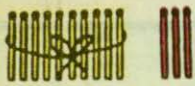
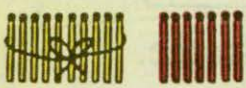
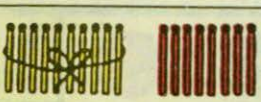
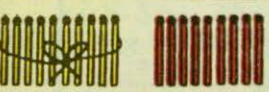
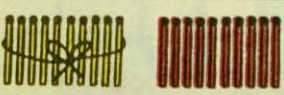
One Ten = Ten units — 10 — Ten

There is Zero unit and One Ten in Ten.

Write the number of things in each frame.



## Numbers From Eleven To Twenty

| | | Numbers | | Ten | Unit |
|---|---|---|---|---|---|
| | Ten and one are eleven | Eleven | 11 | 1 | 1 |
| | Ten and two are twelve | Twelve | 12 | 1 | 2 |
|  | Ten and three are thirteen | Thirteen | 13 | 1 | 3 |
| | Ten and four are fourteen | Fourteen | 14 | 1 | 4 |
| | Ten and five are fifteen | Fifteen | 15 | 1 | 5 |
| | Ten and six are sixteen | Sixteen | 16 | 1 | 6 |
|  | Ten and seven are seventeen | Seventeen | 17 | 1 | 7 |
|  | Ten and eight are eighteen | Eighteen | 18 | 1 | 8 |
|  | Ten and nine are nineteen | Ninteen | 19 | 1 | 9 |
|  | Ten and ten are twenty | Twenty | 20 | 2 | 0 |

Children should read the number in such a manner i.e. ten and one are eleven, ten and two are twelve etc.

# EXERCISE

1. Write in figures.

| | | | | | |
|---|---|---|---|---|---|
| Ten and four | | Ten and two | | Ten and eight | |
| Ten and five | | Ten and seven | | Ten and one | |

2. Write the number at the unit's place.

| | | | | | | |
|---|---|---|---|---|---|---|
| 15 | 19 | 14 | 11 | 8 | 3 | 17 |
| 5 | | | | | | |

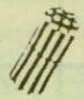
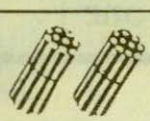
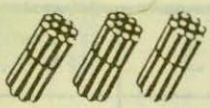
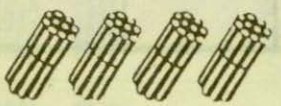
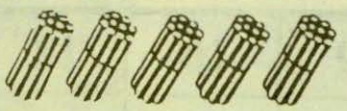
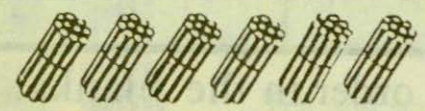
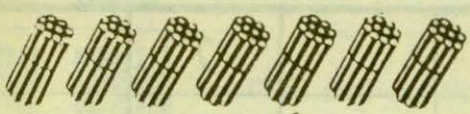
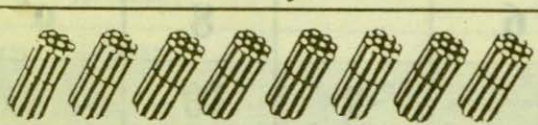
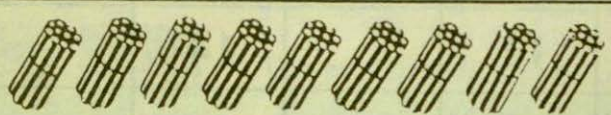
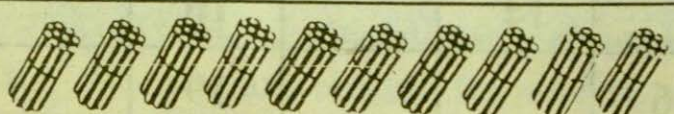
3. Write the number at the ten's place.

| | | | | | | |
|---|---|---|---|---|---|---|
| 20 | 16 | 11 | 13 | 19 | 10 | 12 |
| 2 | | | | | | |

4. Write the missing numbers in order in the blanks.

| | | | | | | |
|---|---|---|---|---|---|---|
| 2 | | 4 | 5 | | 7 | |
| 3 | | | 6 | | 8 | 9 |
| 5 | 6 | | | 9 | 10 | |
| 9 | 10 | | 12 | | 14 | |
| 11 | | | 14 | | 16 | |
| 14 | | 16 | | | 19 | |

## Chapter 5
## Counting up to Hundred

| | | |
|---|---|---|
|  | 1 ten | 10 |
|  | 2 tens | 20 |
|  | 3 tens | 30 |
|  | 4 tens | 40 |
|  | 5 tens | 50 |
|  | 6 tens | 60 |
|  | 7 tens | 70 |
|  | 8 tens | 80 |
|  | 9 tens | 90 |
|  | 10 tens | 100 |

## Numbers from Twenty one to Hundred

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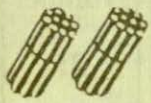
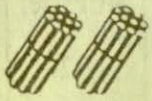
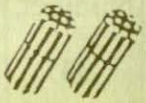
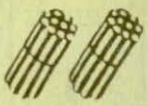
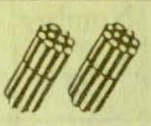
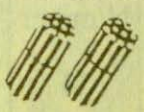
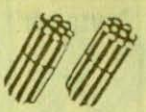
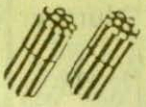
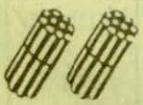
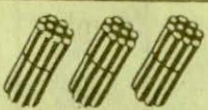
|---|---|---|---|
|  | Number 21 | Tens 2 | Unit 1 |
|  | Number 22 | Tens 2 | Units 2 |
|  | Number 23 | Tens 2 | Units 3 |
|  | Number 24 | Tens 2 | Units 4 |
|  | Number 25 | Tens 2 | Units 5 |
|  | Number 26 | Tens 2 | Units 6 |
|  | Number 27 | Tens 2 | Units 7 |
|  | Number 28 | Tens 2 | Units 8 |
|  | Number 29 | Tens 2 | Units 9 |
|  | Number 30 | Tens 3 | Unit 0 |

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|---|---|---|---|---|---|---|---|---|---|
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

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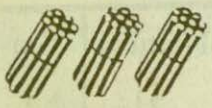
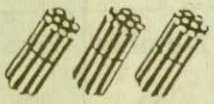
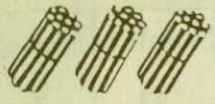
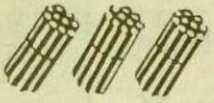
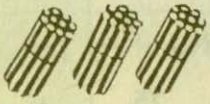
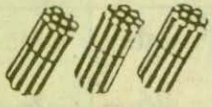
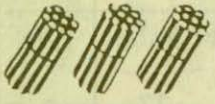
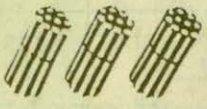
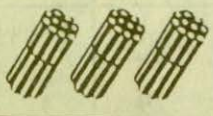
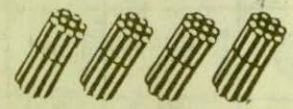
|---|---|---|---|
|  | Number **31** | Tens **3** | Unit **1** |
|  | Number **32** | Tens **3** | Units **2** |
|  | Number **33** | Tens **3** | Units **3** |
|  | Number **34** | Tens **3** | Units **4** |
|  | Number **35** | Tens **3** | Units **5** |
|  | Number **36** | Tens **3** | Units **6** |
|  | Number **37** | Tens **3** | Units **7** |
|  | Number **38** | Tens **3** | Units **8** |
|  | Number **39** | Tens **3** | Units **9** |
|  | Number **40** | Tens **4** | Unit **0** |

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|---|---|---|---|---|---|---|---|---|---|
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |

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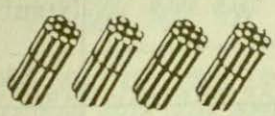
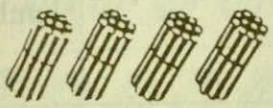
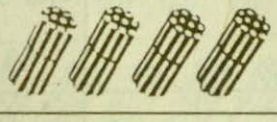
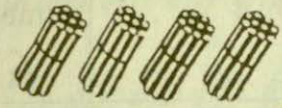
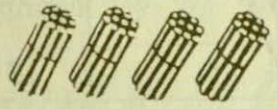
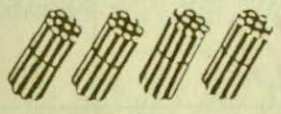
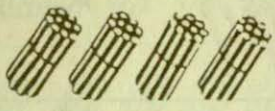
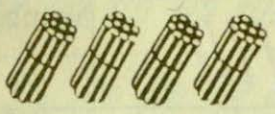
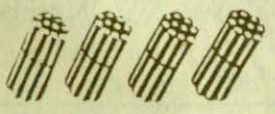
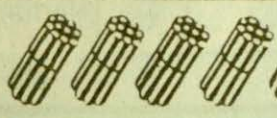
|  | Number 41 | Tens 4 | Unit 1 |
|  | Number 42 | Tens 4 | Units 2 |
|  | Number 43 | Tens 4 | Units 3 |
|  | Number 44 | Tens 4 | Units 4 |
|  | Number 45 | Tens 4 | Units 5 |
|  | Number 46 | Tens 4 | Units 6 |
|  | Number 47 | Tens 4 | Units 7 |
|  | Number 48 | Tens 4 | Units 8 |
|  | Number 49 | Tens 4 | Units 9 |
|  | Number 50 | Tens 5 | Unit 0 |

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|---|---|---|---|---|---|---|---|---|---|
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

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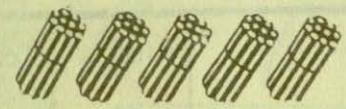
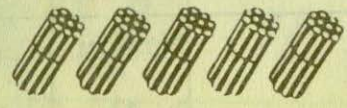
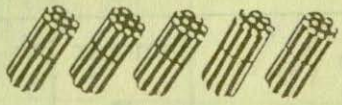
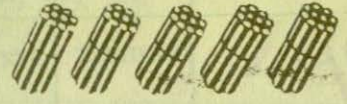
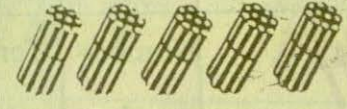
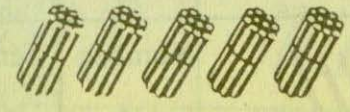
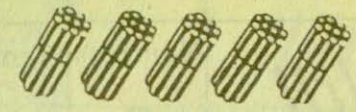
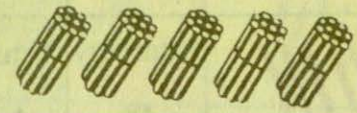
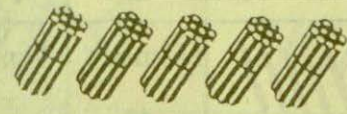
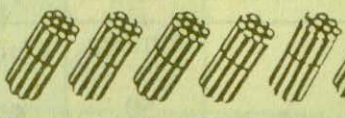
|  | Number 51 | Tens 5 | Unit 1 |
|  | Number 52 | Tens 5 | Units 2 |
|  | Number 53 | Tens 5 | Units 3 |
|  | Number 54 | Tens 5 | Units 4 |
|  | Number 55 | Tens 5 | Units 5 |
|  | Number 56 | Tens 5 | Units 6 |
|  | Number 57 | Tens 5 | Units 7 |
|  | Number 58 | Tens 5 | Units 8 |
|  | Number 59 | Tens 5 | Units 9 |
|  | Number 60 | Tens 6 | Unit 0 |

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|---|---|---|---|---|---|---|---|---|---|
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |

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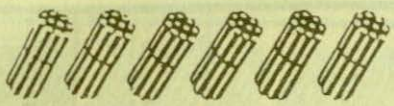
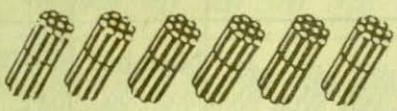
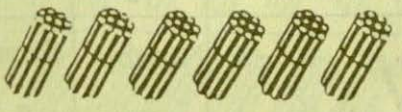
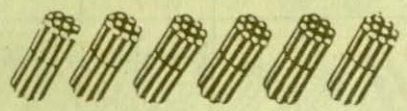
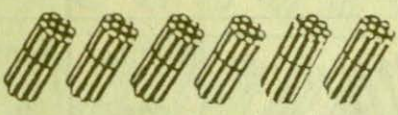
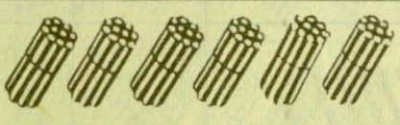
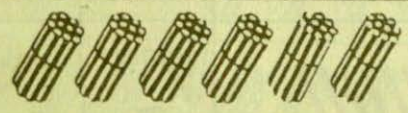
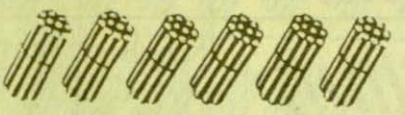
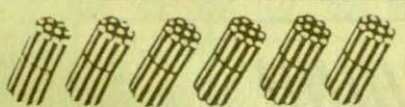
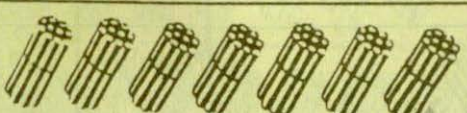
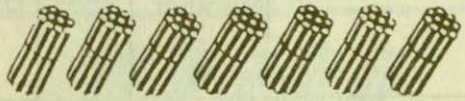
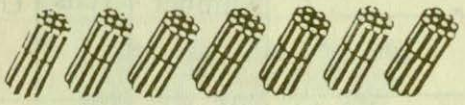
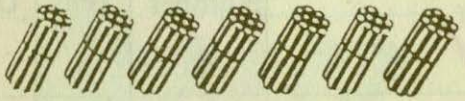
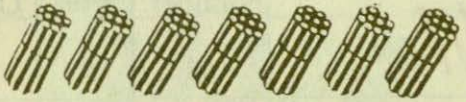
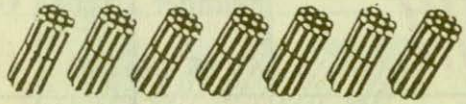
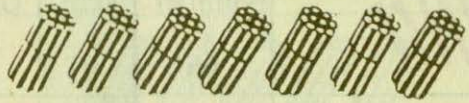
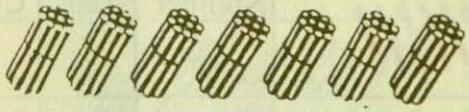
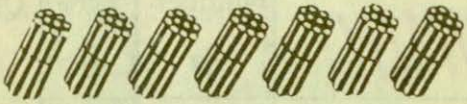
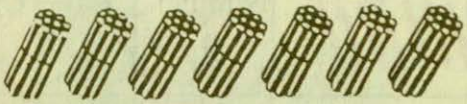
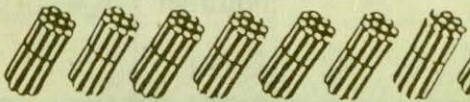
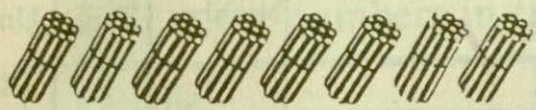
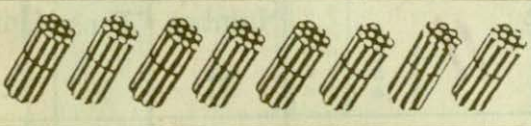
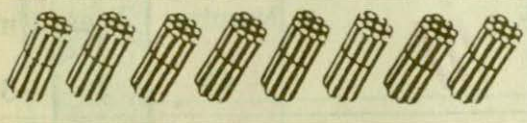
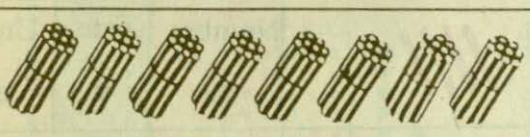
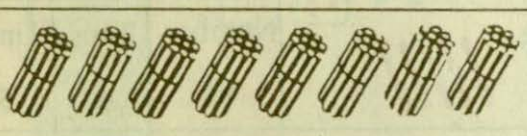
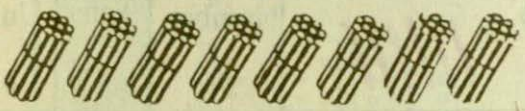
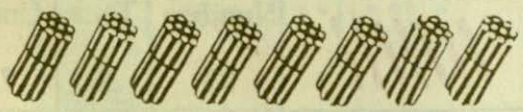
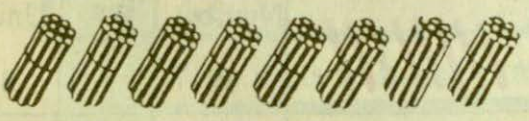
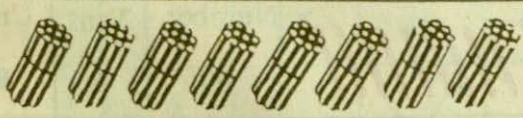
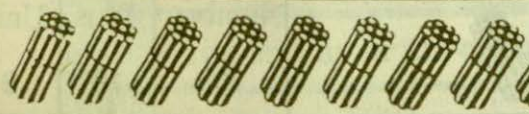
|---|---|---|---|
|  | Number 61 | Tens 6 | Unit 1 |
|  | Number 62 | Tens 6 | Units 2 |
|  | Number 63 | Tens 6 | Units 3 |
|  | Number 64 | Tens 6 | Units 4 |
|  | Number 65 | Tens 6 | Units 5 |
|  | Number 66 | Tens 6 | Units 6 |
|  | Number 67 | Tens 6 | Units 7 |
|  | Number 68 | Tens 6 | Units 8 |
|  | Number 69 | Tens 6 | Units 9 |
|  | Number 70 | Tens 7 | Unit 0 |

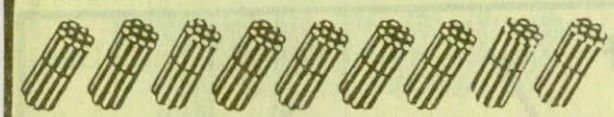
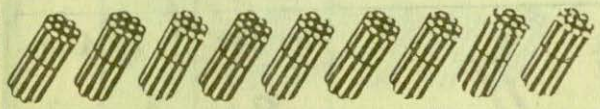
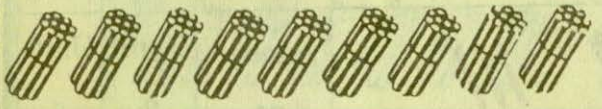
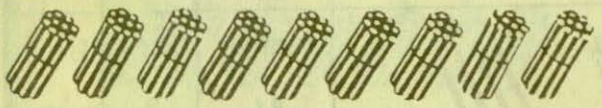
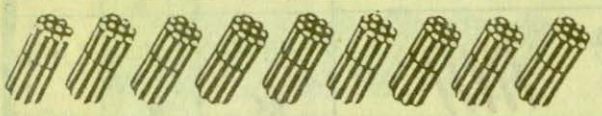
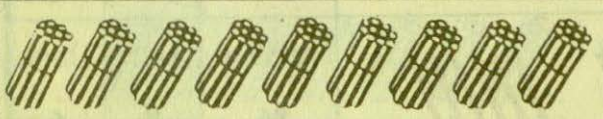
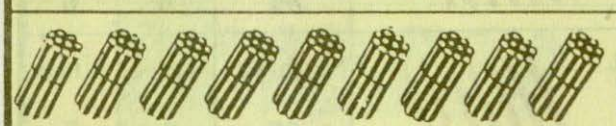
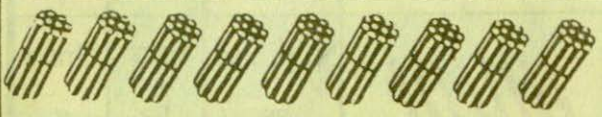
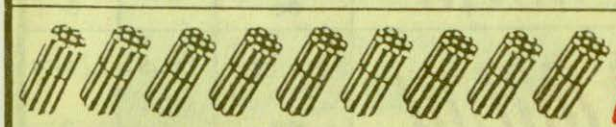
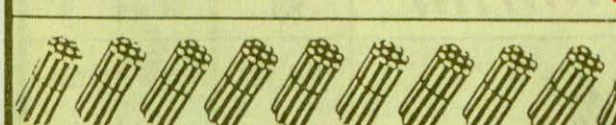
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |

| | | | |
|---|---|---|---|
|  | Number 71 | Tens 7 | Unit 1 |
|  | Number 72 | Tens 7 | Units 2 |
|  | Number 73 | Tens 7 | Units 3 |
|  | Number 74 | Tens 7 | Units 4 |
|  | Number 75 | Tens 7 | Units 5 |
|  | Number 76 | Tens 7 | Units 6 |
|  | Number 77 | Tens 7 | Units 7 |
|  | Number 78 | Tens 7 | Units 8 |
|  | Number 79 | Tens 7 | Units 9 |
|  | Number 80 | Tens 8 | Unit 0 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |

| | | | |
|---|---|---|---|
|  | Number 81 | Tens 8 | Unit 1 |
|  | Number 82 | Tens 8 | Units 2 |
|  | Number 83 | Tens 8 | Units 3 |
|  | Number 84 | Tens 8 | Units 4 |
|  | Number 85 | Tens 8 | Units 5 |
|  | Number 86 | Tens 8 | Units 6 |
|  | Number 87 | Tens 8 | Units 7 |
|  | Number 88 | Tens 8 | Units 8 |
|  | Number 89 | Tens 8 | Units 9 |
|  | Number 90 | Tens 9 | Unit 0 |

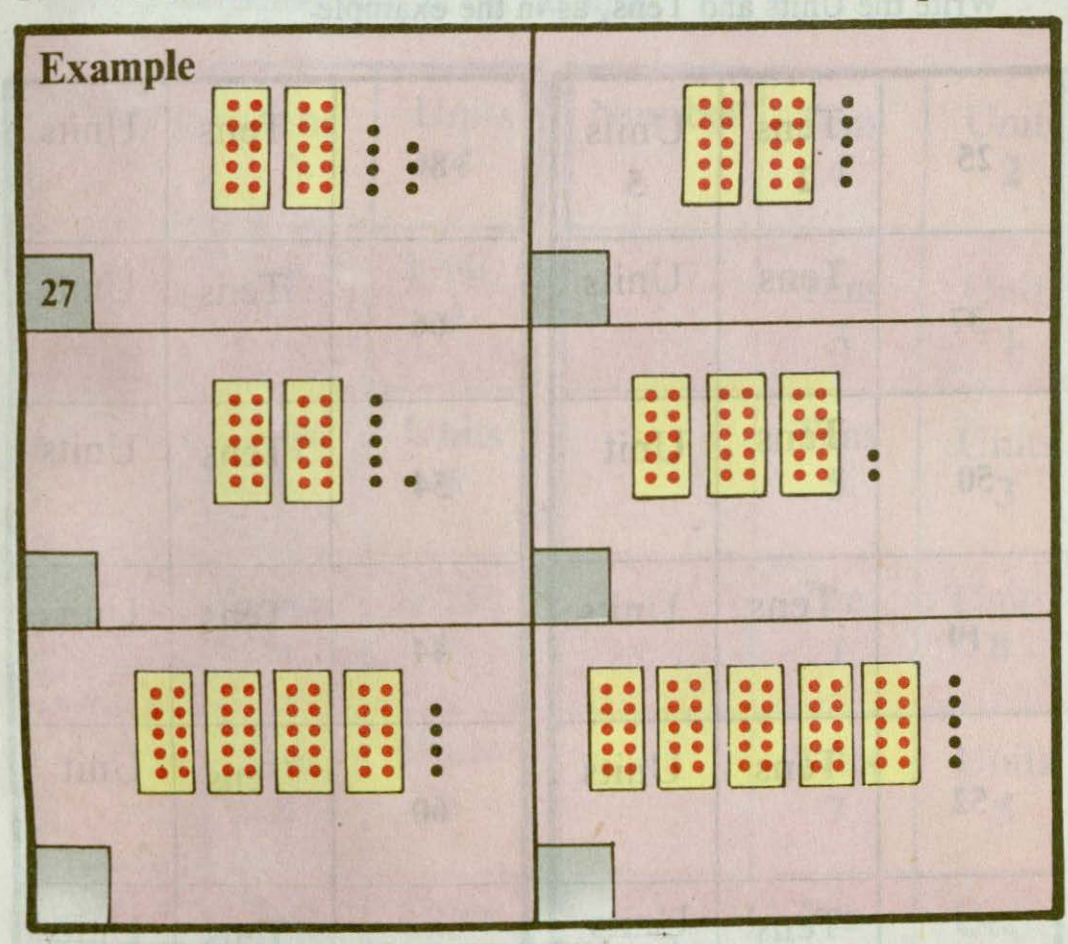
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |

| | Number | Tens | Unit |
|---|---|---|---|
|  | 91 | 9 | 1 |
|  | 92 | 9 | 2 |
|  | 93 | 9 | 3 |
|  | 94 | 9 | 4 |
|  | 95 | 9 | 5 |
|  | 96 | 9 | 6 |
|  | 97 | 9 | 7 |
|  | 98 | 9 | 8 |
|  | 99 | 9 | 9 |
|  | 100 | 10 | 0 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

# EXERCISE

1. Write the numbers in the blanks as in example.




2. Write units as in the example.

| 34 | 57 | 48 | 69 | 72 | 85 | 91 |
|---|---|---|---|---|---|---|
| 4 | | | | | | |

3. Write tens as in the example.

| 49 | 67 | 78 | 89 | 36 | 25 | 48 |
|---|---|---|---|---|---|---|
| 4 | | | | | | |

# EXERCISE

Write the Units and Tens, as in the example.

| | | |
|---|---|---|
| 25 | Tens<br>2 | Units<br>5 |
| 37 | Tens | Units |
| 50 | Tens | Unit |
| 19 | Tens | Units |
| 52 | Tens | Units |
| 73 | Tens | Units |
| 65 | Tens | Units |
| 92 | Tens | Units |

| | | |
|---|---|---|
| 86 | Tens | Units |
| 66 | Tens | Units |
| 54 | Tens | Units |
| 44 | Tens | Units |
| 60 | Tens | Unit |
| 15 | Tens | Units |
| 76 | Tens | Units |
| 100 | Tens | Units |

# EXERCISE

Write the numbers as in the example.

| Number 34 | Tens 3 | Units 4 |
|---|---|---|
| | Ten 1 | Unit 0 |
| | Tens 9 | Units 5 |
| | Tens 8 | Units 6 |
| | Tens 5 | Units 8 |
| | Tens 7 | Units 9 |
| | Ten 1 | Units 4 |
| | Tens 8 | Units 3 |

| Number | Tens 4 | Units 2 |
|---|---|---|
| | Tens 3 | Unit 1 |
| | Tens 5 | Units 3 |
| | Ten 1 | Unit 0 |
| | Tens 7 | Units 5 |
| | Ten 1 | Unit 1 |
| | Tens 6 | Units 3 |
| | Tens 9 | Unit 0 |

# EXERCISE

Fill in the blanks with numbers so that numbers in each column are in order.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 11 | | 31 | | | 61 | | 81 | |
| 2 | | 22 | | 42 | | | | | 92 |
| 3 | | | 33 | 43 | 53 | | 73 | | |
| | 14 | | | | | 64 | | 84 | |
| 5 | | 25 | | | 55 | | | | 95 |
| 6 | | | 36 | | | | 76 | 86 | |
| | 17 | | | 47 | | 67 | | | |
| | | 28 | | | 58 | | 78 | | |
| 9 | | | 39 | | | 69 | | 89 | |
| | 20 | | | 50 | 60 | | | | 100 |

# EXERCISE

Fill in the blanks with numbers in order.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | | | | | | | |
| 21 | 22 | | | | 26 | | | | |
| 31 | | | 34 | | | | | | |
| 41 | | | | | | | | 49 | |

2. Fill in the blanks with numbers in order.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 51 | | | 54 | | 56 | | | | 60 |
| 61 | 62 | | | 65 | | | 68 | | |
| 71 | | 73 | | | | 77 | | 79 | |
| 81 | 82 | | | | 86 | | | | 90 |
| 91 | | 93 | 94 | | | | | | |

## Random Numbers

1. The teacher should make the students read the following random numbers.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 3 | 21 | 47 | 4 | 31 | 25 | 29 | 11 | 8 | 23 |
| 27 | 2 | 35 | 26 | 49 | 30 | 37 | 24 | 9 | 34 |
| 40 | 5 | 46 | 1 | 41 | 50 | 33 | 22 | 38 | 10 |
| 36 | 39 | 6 | 15 | 48 | 7 | 32 | 20 | 12 | 18 |
| 16 | 43 | 19 | 44 | 45 | 42 | 17 | 13 | 28 | 14 |

2. The teacher should make the students write the following random numbers.

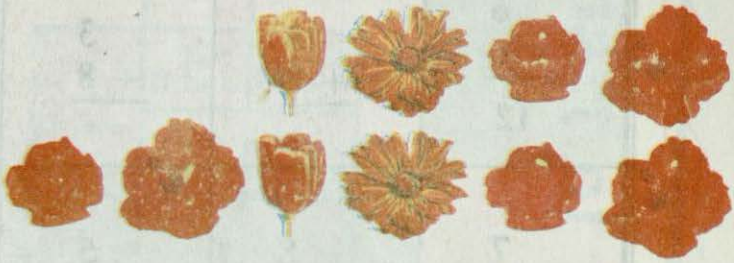
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 71 | 72 | 78 | 74 | 56 | 81 | 100 | 91 | 86 | 51 |
| 73 | 79 | 75 | 57 | 82 | 99 | 92 | 87 | 52 | 67 |
| 80 | 76 | 58 | 83 | 98 | 93 | 88 | 53 | 68 | 62 |
| 77 | 59 | 84 | 97 | 94 | 89 | 54 | 69 | 65 | 64 |
| 60 | 85 | 96 | 95 | 90 | 55 | 70 | 66 | 63 | 61 |

*Note:* Continuous practice of writing random numbers be made.

# Addition of One Digited and Two Digited Numbers

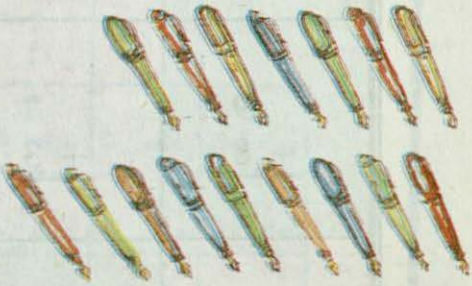
## Addition of one digited numbers (Sum being upto 18)

$$\begin{array}{r} 4 \\ +\ 6 \\ \hline 10 \\ \hline \end{array}$$

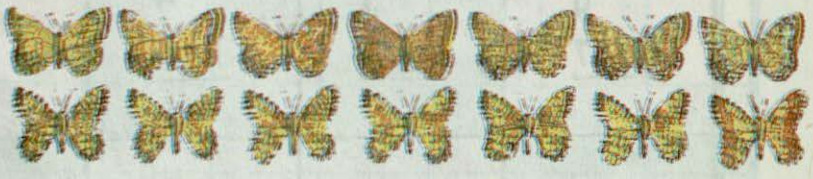


$$\begin{array}{r} 8 \\ +\ 3 \\ \hline 11 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +\ 9 \\ \hline 16 \\ \hline \end{array}$$



$$\begin{array}{r} 7 \\ +\ 7 \\ \hline 14 \\ \hline \end{array}$$



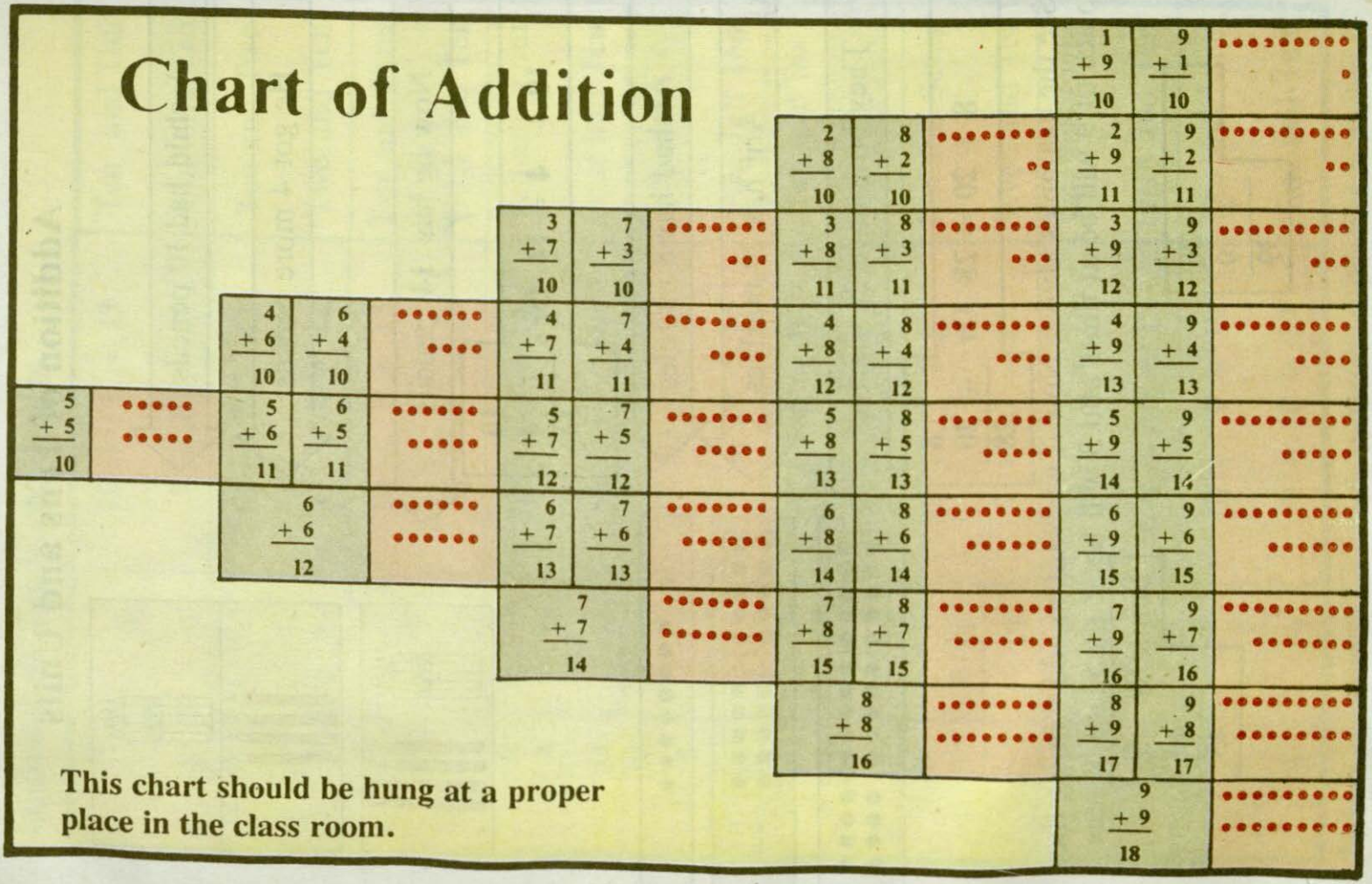
$$\begin{array}{r} 9 \\ +\ 9 \\ \hline 18 \\ \hline \end{array}$$

# EXERCISE

**Solve**

| | | | |
|---|---|---|---|
| 6<br>+ 6<br>12 | 8<br>+ 8 | 3<br>+ 8 | 5<br>+ 7 |
| 7<br>+ 7 | 8<br>+ 6 | 5<br>+ 6 | 9<br>+ 3<br>12 |
| 2<br>+ 9 | 3<br>+ 7 | 7<br>+ 8 | 4<br>+ 8 |
| 9<br>+ 8 | 7<br>+ 3 | 9<br>+ 9 | 6<br>+ 4 |
| 9<br>+ 7 | 4<br>+ 7 | 7<br>+ 6 | 2<br>+ 8 |
| 5<br>+ 9 | 7<br>+ 5 | 5<br>+ 5 | 9<br>+ 4 |

# Chart of Addition

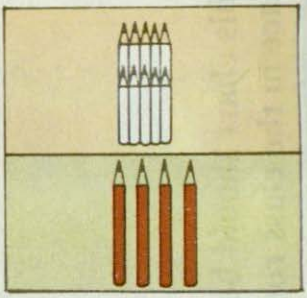



**This chart should be hung at a proper place in the class room.**

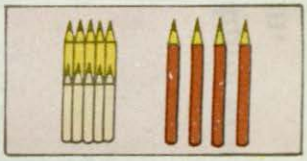
# Addition of Tens and Units

A child had 10 pencils

He got 4 more pencils



Now he has 14 pencils

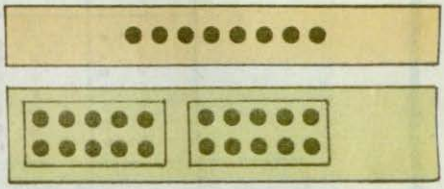


$10 + 4 = 14$ Or

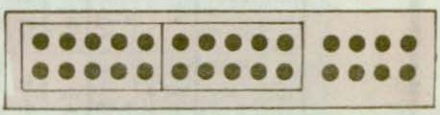
$$\begin{array}{r} 10 \\ +\ 4 \\ \hline 14 \end{array}$$

Arshad has 8 marbles

Arif has 20 marbles



They both have 28 marbles



$8 + 20 = 28$ Or

$$\begin{array}{r} 8 \\ +\ 20 \\ \hline 28 \end{array}$$

See the examples above. Now if we want to add 9 in 30, then the place of 9 will be at units and 3 will be at the place of tens.

$$\begin{array}{r} 30 \\ +\ 9 \\ \hline 39 \end{array}$$

Similarly

$$\begin{array}{r} 5 \\ +\ 40 \\ \hline 45 \end{array}$$

# ADDITION

## Addition of Tens and Units

| | | | |
|---|---|---|---|
| 10 + 1 = 11 | 1 + 10 = 11 | 10 + 1 = 11<br>1 + 10 = 11 | Ten and Unit<br>Unit and Ten |
| 10 + 2 = 12 | 2 + 10 = 12 | 10 + 2 = 12<br>2 + 10 = 12 | Ten and Two<br>Two and Ten |
| 10 + 3 = 13 | 3 + 10 = 13 | 10 + 3 = 13<br>3 + 10 = 13 | Ten and Three<br>Three and Ten |
| 10 + 4 = 14 | 4 + 10 = 14 | 10 + 4 = 14<br>4 + 10 = 14 | Ten and Four<br>Four and Ten |
| 10 + 5 = 15 | 5 + 10 = 15 | 10 + 5 = 15<br>5 + 10 = 15 | Ten and Five<br>Five and Ten |
| 10 + 6 = 16 | 6 + 10 = 16 | 10 + 6 = 16<br>6 + 10 = 16 | Ten and Six<br>Six and Ten |
| 10 + 7 = 17 | 7 + 10 = 17 | 10 + 7 = 17<br>7 + 10 = 17 | Ten and Seven<br>Seven and Ten |
| 10 + 8 = 18 | 8 + 10 = 18 | 10 + 8 = 18<br>8 + 10 = 18 | Ten and Eight<br>Eight and Ten |
| 10 + 9 = 19 | 9 + 10 = 19 | 10 + 9 = 19<br>9 + 10 = 19 | Ten and Nine<br>Nine and Ten |

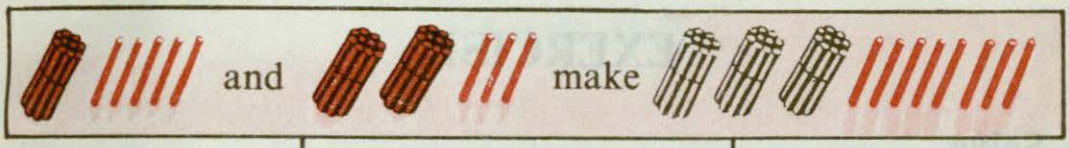
The teacher should make it clear to the students that while adding the numbers, if the numbers change their places the sum remains the same.

# EXERCISE

**Solve**

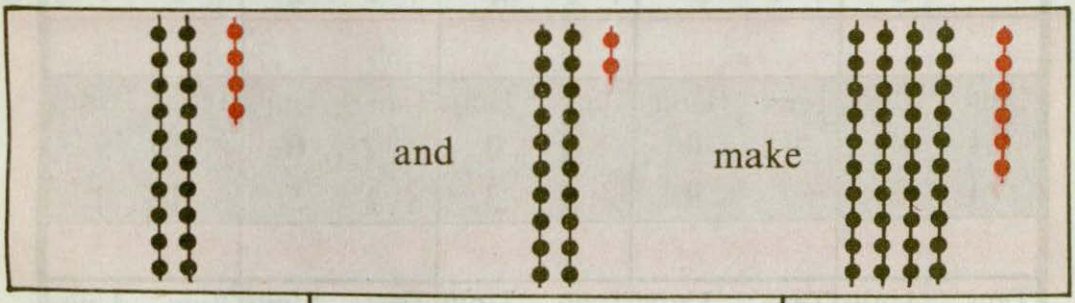
| | | | |
|---|---|---|---|
| 2<br>+ 40 | 9<br>+ 20 | 30<br>+ 7 | 10<br>+ 1 |
| 40<br>+ 7 | 30<br>+ 4 | 6<br>+ 10 | 20<br>+ 8 |
| 6<br>+ 20 | 10<br>+ 5 | 3<br>+ 40 | 30<br>+ 2 |
| 9<br>+ 10 | 30<br>+ 5 | 3<br>+ 20 | 40<br>+ 5 |
| 8<br>+ 30 | 10<br>+ 4 | 9<br>+ 40 | 20<br>+ 5 |
| 7<br>+ 10 | 40<br>+ 8 | 7<br>+ 20 | 30<br>+ 6 |

## Addition of Two Digit Numbers




**15 + 23 = 38**

| | | | | | | |
|---|---|---|---|---|---|---|
| 5 | Units | and | 1 | Ten | = | 15 |
| 3 | Units | and | 2 | Tens | = | 23 |
| 8 | Units | and | 3 | Tens | = | 38 |




**24 + 22 = 46**

| | | | | | | |
|---|---|---|---|---|---|---|
| 4 | Units | and | 2 | Tens | = | 24 |
| 2 | Units | and | 2 | Tens | = | 22 |
| 6 | Units | and | 4 | Tens | = | 46 |

The teacher is advised to take similar examples as above and let the children understand that units are added into units and tens into tens.

# EXERCISE

**Solve**

| Tens | Units | Tens | Unit | Tens | Units | Tens | Unit | Tens | Units |
|---|---|---|---|---|---|---|---|---|---|
| 2 | 6 | 1 | 0 | 1 | 5 | 2 | 0 | 3 | 1 |
| + 1 | 2 | + 1 | 1 | + 1 | 4 | + 1 | 0 | + 1 | 3 |
| 3 | 8 | | | | | | | | |
| Tens | Units | Tens | Units | Tens | Units | Tens | Units | Tens | Units |
| 1 | 3 | 1 | 0 | 2 | 5 | 1 | 6 | 2 | 3 |
| + 3 | 3 | + 1 | 5 | + 1 | 4 | + 2 | 2 | + 2 | 1 |
| | | | | | | | | | |
| Tens | Units | Tens | Units | Tens | Units | Tens | Units | Tens | Units |
| 1 | 4 | 1 | 0 | 1 | 0 | 2 | 0 | 2 | 5 |
| + 1 | 5 | + | 9 | + 2 | 3 | + 2 | 5 | + 1 | 0 |
| | | | | | | | | | |
| Tens | Units | Tens | Units | Tens | Units | Tens | Units | Tens | Units |
| 3 | 1 | 2 | 0 | 2 | 4 | 2 | 5 | 1 | 6 |
| + 1 | 7 | + | 6 | + 2 | 5 | + | 4 | + 1 | 1 |
| | | | | | | | | | |
| Tens | Units | Tens | Units | Tens | Units | Tens | Units | Tens | Units |
| 3 | 2 | 3 | 0 | 3 | 1 | 1 | 5 | 3 | 5 |
| + 1 | 1 | + 1 | 7 | + 1 | 8 | + 3 | 4 | + 1 | 4 |
| | | | | | | | | | |
| Tens | Units | Tens | Units | Tens | Units | Tens | Units | Tens | Units |
| 2 | 1 | 2 | 1 | 2 | 0 | 2 | 0 | 2 | 0 |
| + 2 | 6 | + 1 | 4 | + | 9 | + 1 | 6 | + 1 | 7 |
| | | | | | | | | | |

# EXERCISE

**Solve**

| | | | | | |
|---|---|---|---|---|---|
| 33<br>+ 16 | 10<br>+ 20 | 33<br>+ 14 | 14<br>+ 20 | 22<br>+ 14 | 11<br>+ 12 |
| 49 | | | | | |
| 37<br>+ 11 | 40<br>+ 8 | 19<br>+ 30 | 26<br>+ 23 | 31<br>+ 17 | 40<br>+ 10 |
| | | | | | |
| 14<br>+ 35 | 17<br>+ 32 | 21<br>+ 16 | 44<br>+ 2 | 26<br>+ 21 | 13<br>+ 34 |
| | | | | | |
| 17<br>+ 30 | 14<br>+ 24 | 12<br>+ 12 | 10<br>+ 30 | 16<br>+ 30 | 22<br>+ 26 |
| | | | | | |
| 16<br>+ 21 | 17<br>+ 22 | 22<br>+ 17 | 14<br>+ 10 | 14<br>+ 32 | 18<br>+ 31 |
| | | | | | |
| 20<br>+ 19 | 19<br>+ 20 | 15<br>+ 14 | 14<br>+ 15 | 16<br>+ 22 | 22<br>+ 16 |
| | | | | | |

# EXERCISE

**Solve**

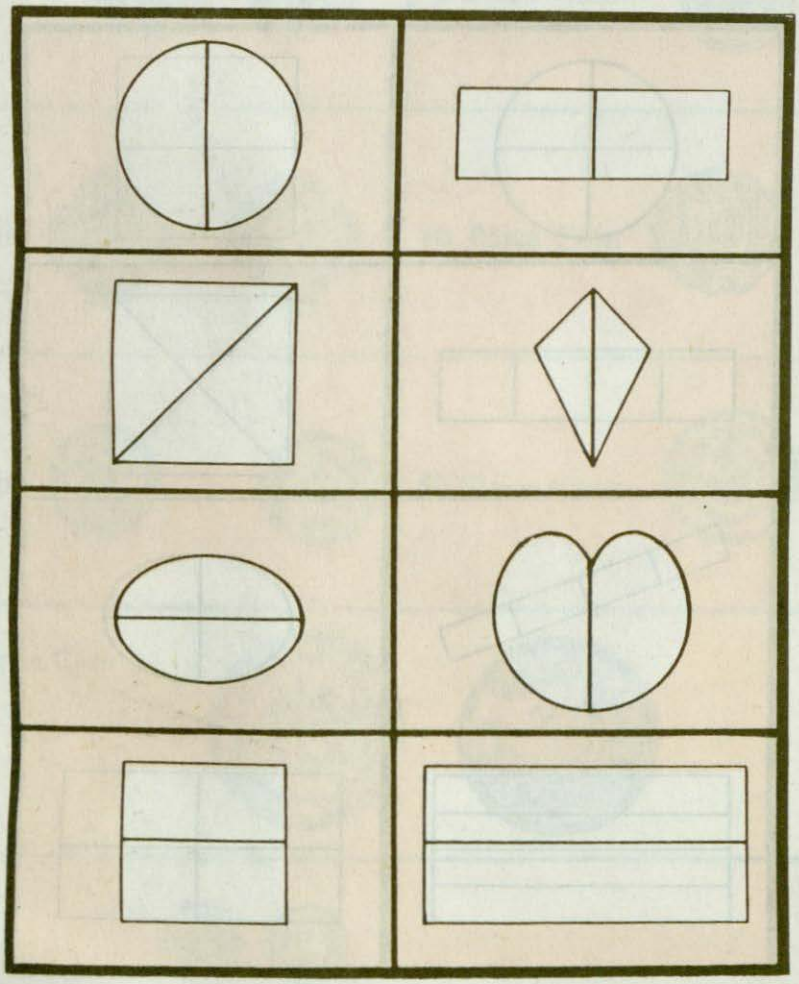
| | | | |
|---|---|---|---|
| 1 | 17 + 20 = ☐ | 2 | 15 + 22 = ☐ |
| 3 | 26 + 21 = ☐ | 4 | 28 + 20 = ☐ |
| 5 | 37 + 12 = ☐ | 6 | 23 + 26 = ☐ |
| 7 | 30 + 15 = ☐ | 8 | 28 + 10 = ☐ |
| 9 | 29 + 20 = ☐ | 10 | 36 + 13 = ☐ |
| 11 | 15 + 24 = ☐ | 12 | 32 + 17 = ☐ |

# Chapter 7

## Concept of Half and Quarter

### Concept of half:

**Colour the half of each figure:**

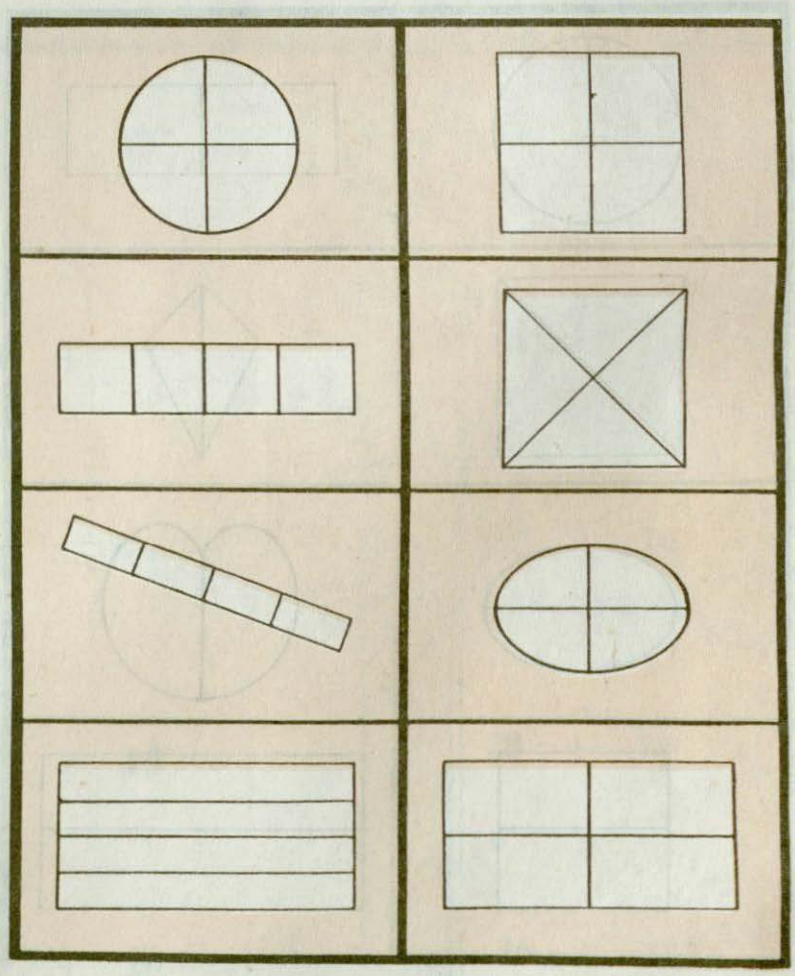


ACTIVITIES
1. Divide a thread into two equal parts.
2. Fold a Sheet of paper and unfold it and then spread it.
3. Draw the conclusion.

Note for the teacher: The teacher should give a demonstration of the above activities in the class before the beginning of the lesson to make clear the concept of one half:

## Concept of a Quarter

**Colour the one quarter of each figure :**



ACTIVITIES

1. Divide a thread into four equal parts.
2. Fold a Sheet of paper and refold it and then spread it.
3. Draw the conclusion.

Note: The teacher should give a demonstration of the above activities in the class before the beginning of the lesson to make clear the concept of quarter.

# Chapter 8

## Pakistani Coins

1 Paisa Coin

2 Paisa Coin

5 Paisa Coin

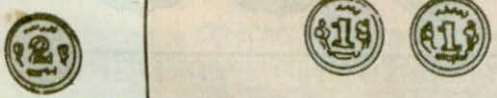
10 Paisa Coin

25 Paisa Coin

50 Paisa Coin

One Rupee Coin

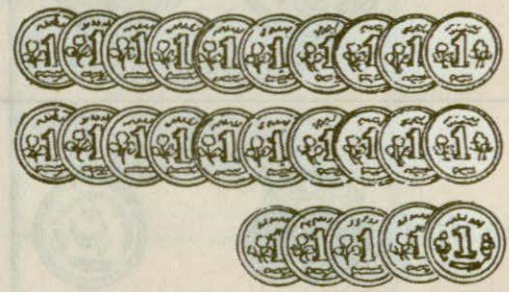
2 Paisa Coin



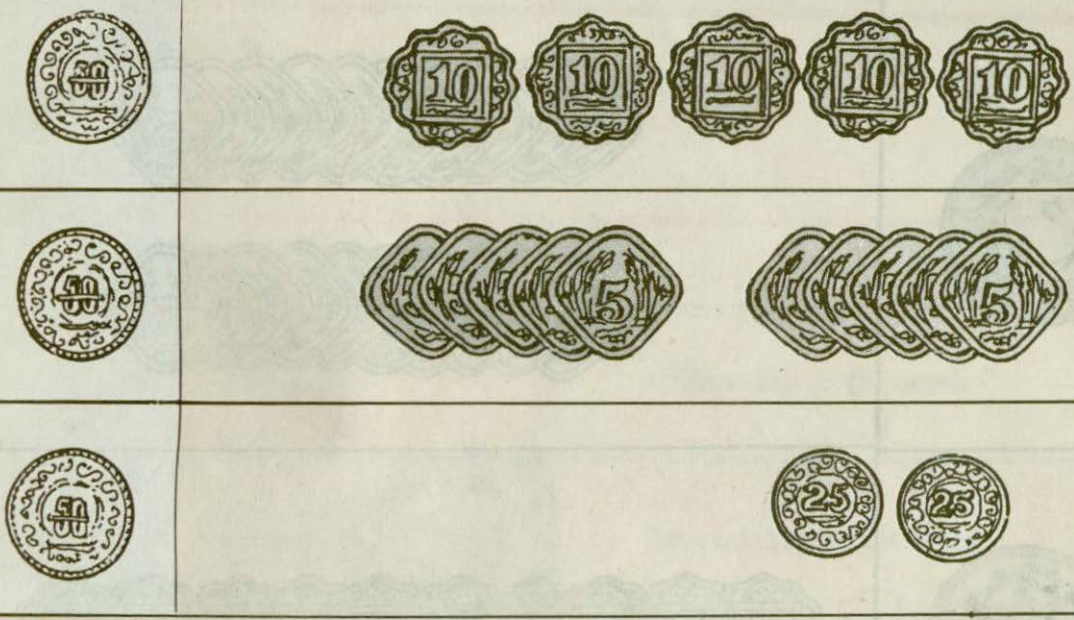
5 Paisa Coin

10 Paisa Coin

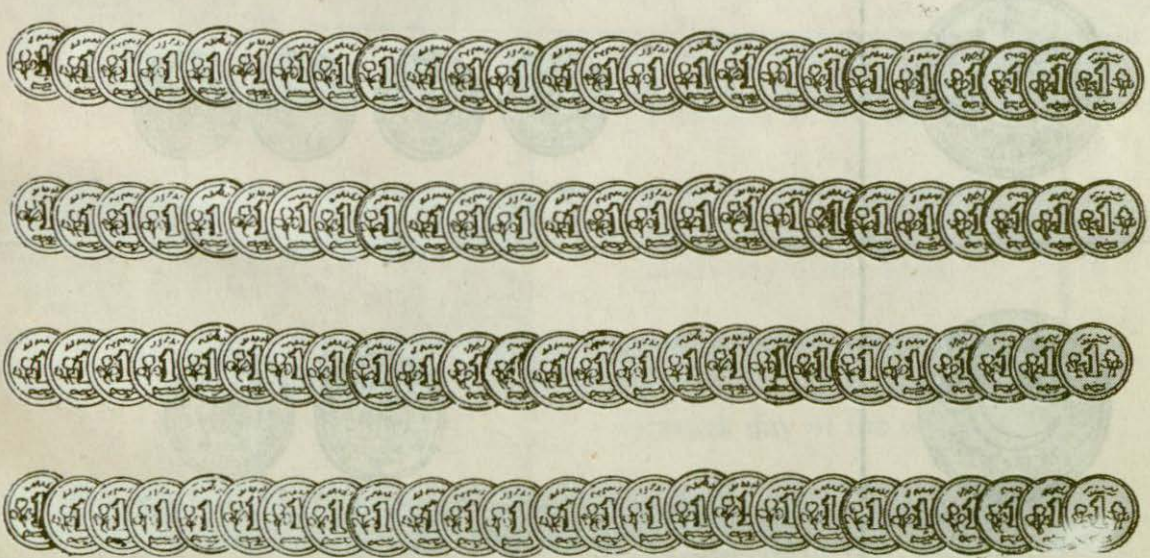
25 Paisa Coin



50 Paisa Coin




One Rupee Coin



5

5

10
10
10
10
10
10
10
10
10
10

25
25
25
25

50
50

## Chapter 9

# Days of the Week

### Read and learn

| | |
|---|---|
| Monday | First day of the week |
| Tuesday | Second day of the week |
| Wednesday | Third day of the week |
| Thursday | Fourth day of the week |
| Friday | Fifth day of the week |
| Saturday | Sixth day of the week |
| Sunday | Seventh day of the week |

**Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.**

**Answer the Questions:**

1. On which day of the week was our Holy Prophet (Peace be upon him) born?
2. How many days there are in a week?
3. Write the name of the third day of the week?
4. On which day of the week does your school remain closed?
5. What is the name of the day after Wednesday?
6. What is the name of the day before Monday?
7. Which day of the week is Holy for the Muslims?
8. On which day of the week do christians go to church for prayers?
9. Tell the name of the last day of the week.

*Note* The Holy Prophet (Peace be upon him) was born on Monday.

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