



# Mathematics

1



**Sindh Textbook Board, Jamshoro**

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# PREFACE

The Sindh Textbook Board is an organization charged with the preparation and publication of textbooks in the province of Sindh. Its prime objective is to develop and produce textbooks which are conducive to equip the new generation with the knowledge and acumen to prepare them to face the challenges of the rapidly changing environment. In this age of knowledge explosion and development of technology not witnessed in the human history, efforts have to be made to ensure that our children do not lag behind. The Board also strives to ensure that Universal Islamic Ideology, culture and traditions are not compromised in developing the textbooks.

To accomplish this noble task, a team of educationists, experts, working teachers and friends endeavor tirelessly to develop, text and improve contents, layout and design of the textbooks.

An attempt has made in this textbook to provide horizontal and vertical integration. The efforts of our experts and production personnel can bring about the desired results only if these textbooks are used effectively by teachers and students. Their suggestions will help us in further improving the qualitative contents of textbooks.

Chairman  
Sindh Textbook Board

## CONCEPT OF WHOLE NUMBERS

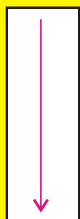
## NUMBERS FROM 1 TO 9



1

One

Read, trace and write.



1

1

1

1

1

1

One

One

One

One

One

One

One

One

One

One

One

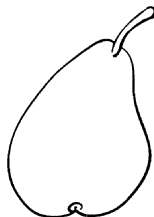
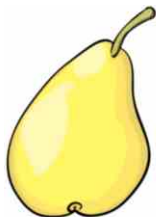
One



Count and write.

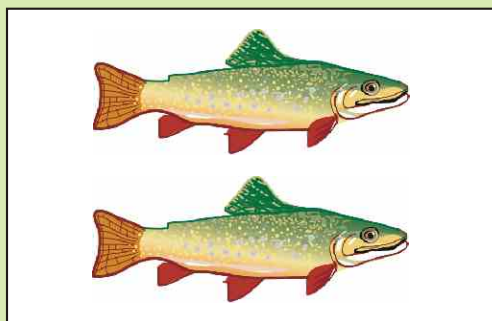


Colour.



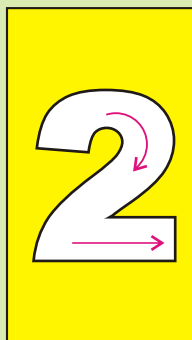
Teacher's Note

Teacher will help students to identify the number '1' through available things in the classroom. He/She should also help in reading and writing. Moreover in practice we will write 1 as 1.





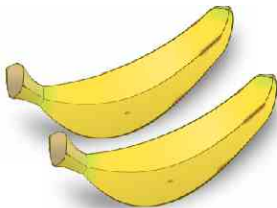
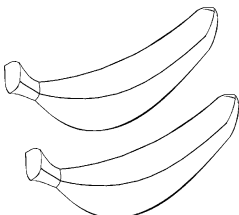
# 2 Two

Read, trace and write.



2	2	2	2	2	2
2	2	2	2	2	2

Two	Two	Two	Two	Two	Two
Two	Two	Two	Two	Two	Two

 <p>Count and write.</p>	 <p>Colour.</p>
 <div data-bbox="418 1400 520 1502" style="border: 1px solid black; width: 84px; height: 58px; display: flex; align-items: center; justify-content: center;"> </div>	

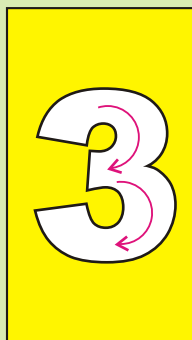
**Teacher's Note**

Teacher will help students to identify the number '2' through available things in the classroom. He/She should also help in reading and writing.



# 3 Three

Read, trace and write.



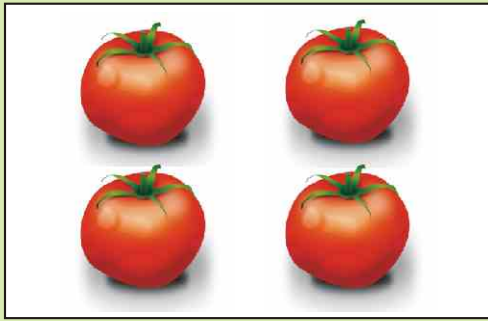
3	3	3	3	3	3
3	3	3	3	3	3

Three	Three	Three	Three	Three	Three
Three	Three	Three	Three	Three	Three

<p>Count and write.</p>	<p>Colour.</p>

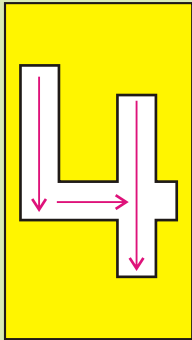
Teacher's Note

Teacher will help students to identify the number '3' through available things in the classroom. He/She should also help in reading and writing.



# 4 Four

Read, trace and write.



4	4	4	4	4	4
4	4	4	4	4	4

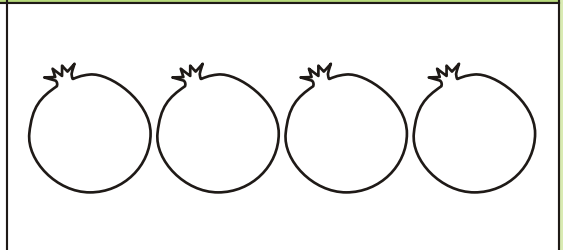
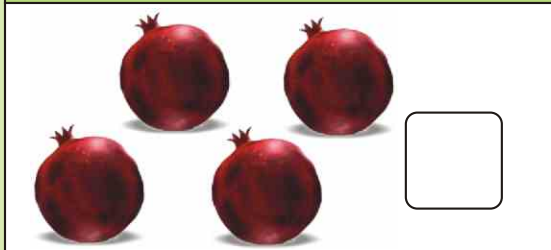
Four	Four	Four	Four	Four	Four
Four	Four	Four	Four	Four	Four



Count and write.

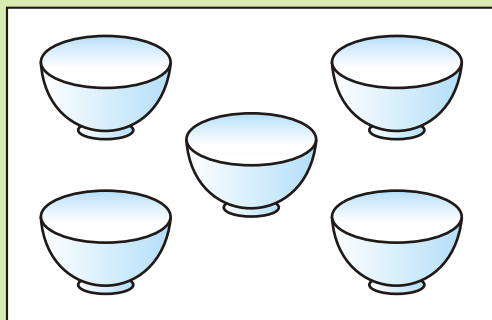


Colour.



Teacher's Note

Teacher will help students to identify the number '4' through available things in the classroom. He/She should also help in reading and writing. Moreover in practice we will write 4 as 4.



# 5



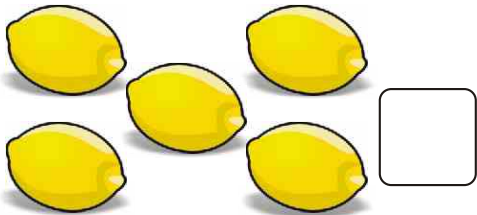
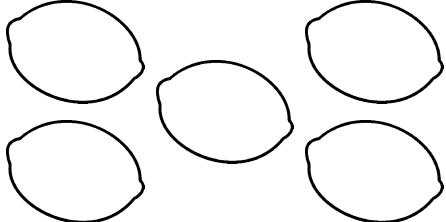
## Five

Read, trace and write.



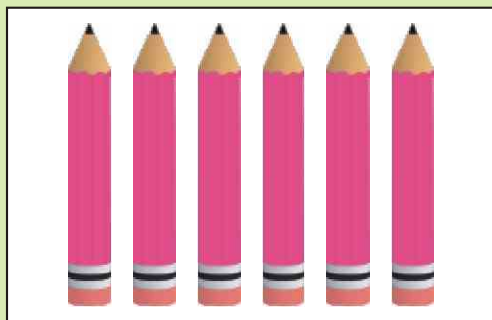
5	5	5	5	5	5
5	5	5	5	5	5

Five	Five	Five	Five	Five	Five
Five	Five	Five	Five	Five	Five

 <p>Count and write.</p>	 <p>Colour.</p>
	

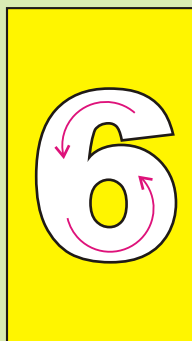
Teacher's Note

Teacher will help students to identify the number '5' through available things in the classroom. He/She should also help in reading and writing.



# 6 Six

Read, trace and write.



6	6	6	6	6	6
6	6	6	6	6	6

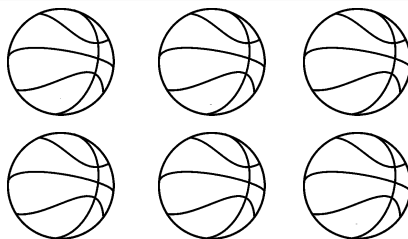
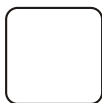
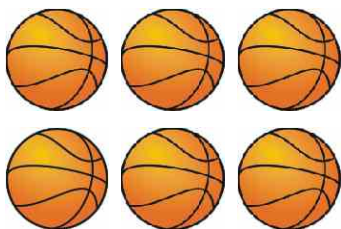
Six	Six	Six	Six	Six	Six
Six	Six	Six	Six	Six	Six



Count and write.

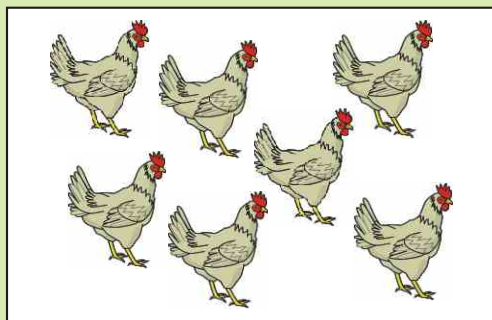


Colour.



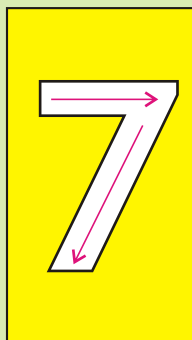
Teacher's Note

Teacher will help students to identify the number '6' through available things in the classroom. He/She should also help in reading and writing.



# 7 Seven

Read, trace and write.



7	7	7	7	7	7
7	7	7	7	7	7

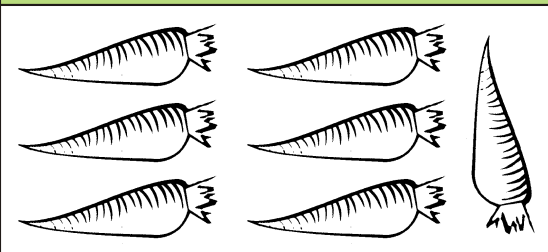
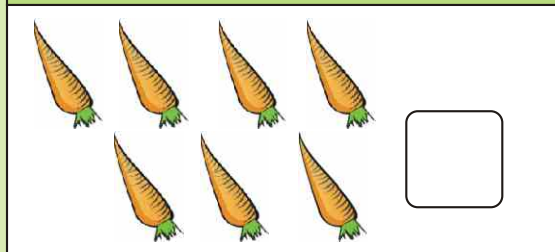
Seven	Seven	Seven	Seven	Seven	Seven
Seven	Seven	Seven	Seven	Seven	Seven



Count and write.

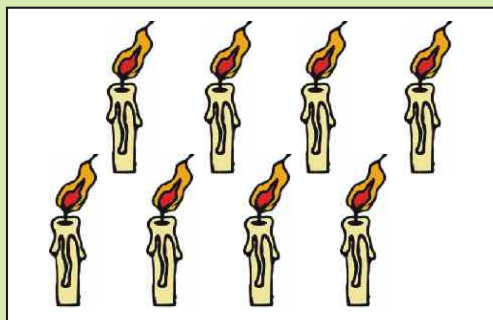


Colour.



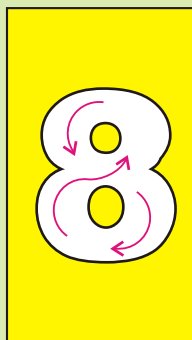
Teacher's Note

Teacher will help students to identify the number '7' through available things in the classroom. He/She should also help in reading and writing.





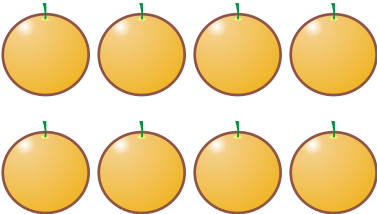
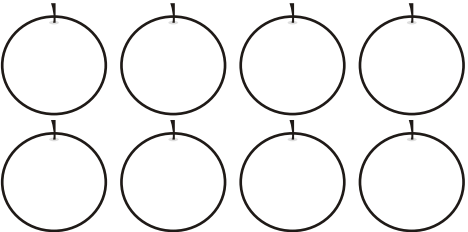
# 8 Eight

Read, trace and write.



8	8	8	8	8	8
8	8	8	8	8	8

Eight	Eight	Eight	Eight	Eight	Eight
Eight	Eight	Eight	Eight	Eight	Eight

 <p>Count and write.</p>	 <p>Colour.</p>
 <div data-bbox="455 1411 551 1508" style="border: 1px solid black; width: 80px; height: 55px; display: inline-block; vertical-align: middle;"></div>	

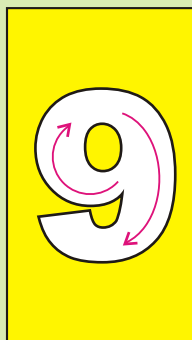
Teacher's Note

Teacher will help students to identify the number '8' through available things in the classroom. He/She should also help in reading and writing.





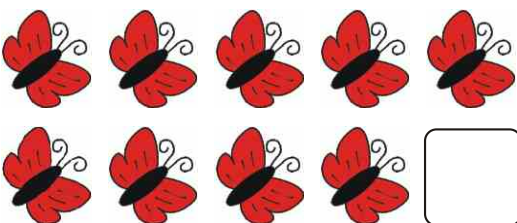
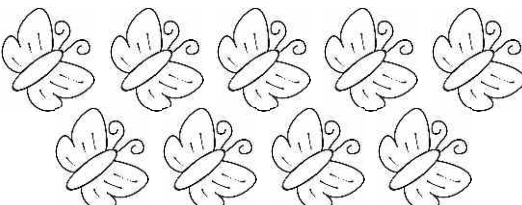
# 9 Nine

Read, trace and write.



9	9	9	9	9	9
9	9	9	9	9	9

Nine	Nine	Nine	Nine	Nine	Nine
Nine	Nine	Nine	Nine	Nine	Nine

 <p>Count and write.</p>	 <p>Colour.</p>
	

Teacher's Note

Teacher will help students to identify the number '9' through available things in the classroom. He/She should also help in reading and writing. Moreover in practice we will write 9 as 9.

# CONCEPT OF WHOLE NUMBERS

## CONCEPT OF ZERO (0)



Count and write the number of eggs.



This basket has no eggs.

We write it as 0.

Read as Zero.



Read, trace and write.

	0	0	0	0	0	0
	0	0	0	0	0	0







Zero	Zero	Zero	Zero	Zero	Zero
Zero	Zero	Zero	Zero	Zero	Zero

Teacher's Note

Teacher will help students to build concept of '0'. He/She should also help in reading and writing and practice with different available things.



Count and read numbers.

	0	Zero
	1	One
	2	Two
	3	Three
	4	Four
	5	Five
	6	Six
	7	Seven
	8	Eight
	9	Nine

We can write these numbers as:

0 1 2 3 4 5 6 7 8 9



Match the number with its name.

0 → Seven  
 3 → Zero  
 7 → Four  
 1 → Three  
 4 → One

5 → Nine  
 8 → Two  
 6 → Five  
 2 → Eight  
 9 → Six



**Count and write.**

	<b>5</b>


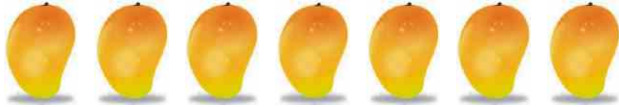


**Read aloud and write.**

ZERO	0							
ONE	1							
TWO	2							
THREE	3							
FOUR	4							
FIVE	5							
SIX	6							
SEVEN	7							
EIGHT	8							
NINE	9							



Count and match the numbers of the objects.

0	
1	
2	
3	
4	
5	
6	
7	
8	
9	

**Teacher's Note**

Teacher will help the students to match the numbers with objects.



Count the things and write their numbers.



1



Teacher's Note

Teacher will help the students to find the objects in the picture and write the numbers in boxes.



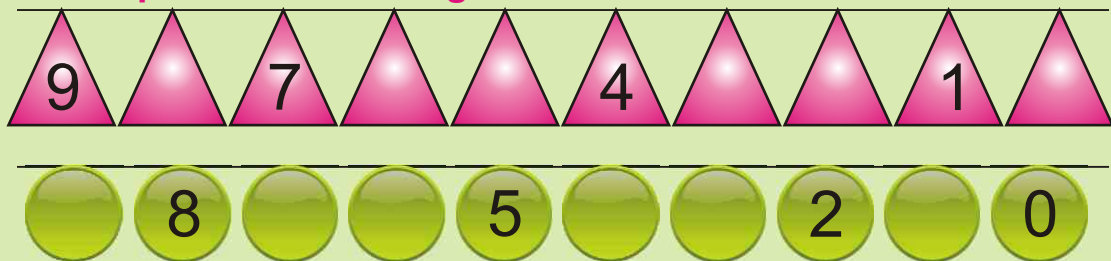
Count backward from 9.

	9	Nine
	8	Eight
	7	Seven
	6	Six
	5	Five
	4	Four
	3	Three
	2	Two
	1	One
	0	Zero

We can write these numbers as;



Complete the following.



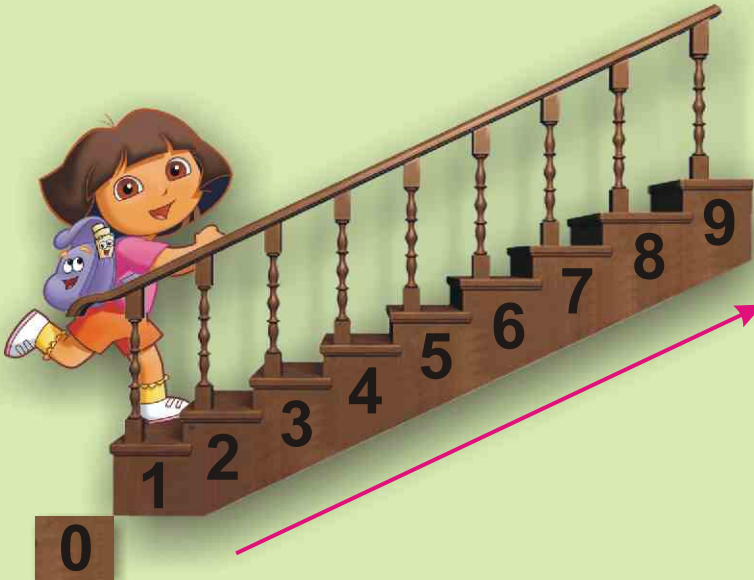
**Teacher's Note**

Teacher will help the students in counting backward from 9 to 0 and he/she should help in practice with flash cards.

## Ascending order



Ascending means going up or smaller to bigger.



Write these numbers in ascending order.

5 2 6 3 1 4

1	2	3	4	5	6
---	---	---	---	---	---

7 3 5 2 6 1 4

--	--	--	--	--	--

7 9 5 8 6 4

--	--	--	--	--	--

3 5 0 4 2 6

--	--	--	--	--	--

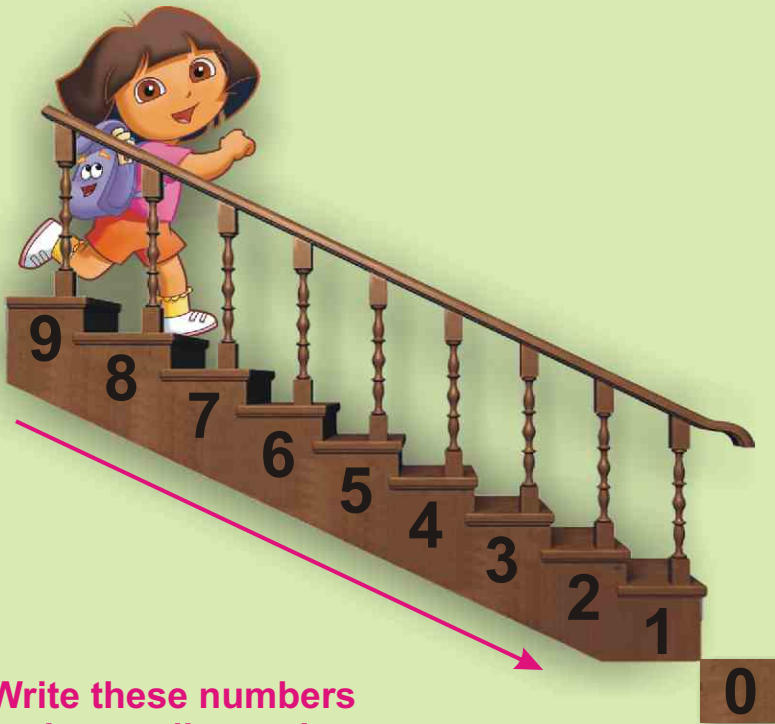
### Teacher's Note

Teacher will help the students in arranging numbers in ascending order and practice through flash cards also.

## Descending order



Descending means coming down or bigger to smaller.



Write these numbers in descending order.

4	9	5	7	8	6
9	8	7	6	5	4

6	2	4	5	3	7

2	5	4	6	3	1


4	0	3	5	1	2

## Teacher's Note


Teacher will help the students in arranging numbers in descending order and practice through flash cards also.



Write the missing numbers.

 **After**

3	4
5	
4	
6	
2	
8	
7	

 **Before**

0	1
	3
	7
	4
	6
	8
	5



Which number comes in between?

7 8 9

1 3

0 2

2 4

4 6

5 7

3 5

6 8

7 9

**Teacher's Note**

Teacher will help the students to identify and write the number after, before and number and between two numbers.

## CONCEPT OF 10



Count the stars and write the number in each box.

		<input type="text"/>
		<input type="text"/>
		<input type="text"/>
		<input type="text"/>
		<input type="text"/>
		<input type="text"/>
		<input type="text"/>
		<input type="text"/>
		<input type="text"/>
		<input type="text"/>

If one more star is included to 9 stars we get **ten** stars.

We write ten as **10**.



**9**

and

**1**

make

**10**

**10 ones make 1 Ten.**

## Compare and order the numbers 0 to 10



Count the objects and tick (✓) the bigger number.

5 ✓	4

2	1

4	3



Tick (✓) the bigger number.

7 ✓	2	8	5	4	7	0	9	1	5
-----	---	---	---	---	---	---	---	---	---



Write the bigger number.

6	4	6	1	3		3	7		8	5	
---	---	---	---	---	--	---	---	--	---	---	--



Colour the box of bigger number.

6	9	5	2	7	4	3	10
---	---	---	---	---	---	---	----

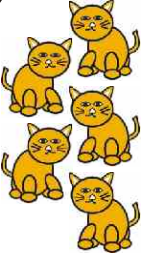



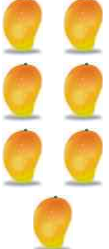

Write the given numbers in order.

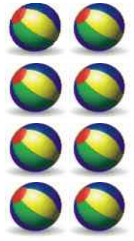
4	6	5	→	6	5	4
9	10	8	→			



Count the objects and tick (✓) the smaller numbers.

	
5	2 ✓

	
7	10

	
8	0



Tick (✓) the box of smaller number.

4	1 ✓	2	5	3	10	7	9	6	0
---	-----	---	---	---	----	---	---	---	---



Write the smaller number.

7	8	7	6	9		0	2		5	8	
---	---	---	---	---	--	---	---	--	---	---	--



Colour the box of smaller number.

6	5	6	3	4	7	9	0
---	---	---	---	---	---	---	---



Write the given numbers from smaller to bigger.

9	10	8	→	8	9	10
6	5	4	→			
6	8	4	→			

## NUMBERS UP TO 99



Count and read numbers from 10 to 19.

Objects	Tens (T)	Ones (O)	Number	
			In figures	In words
	1	0	10	Ten
	1	1	11	Eleven
	1	2	12	Twelve
	1	3	13	Thirteen
	1	4	14	Fourteen
	1	5	15	Fifteen
	1	6	16	Sixteen
	1	7	17	Seventeen
	1	8	18	Eighteen
	1	9	19	Nineteen



Write the numbers.

1 Ten 4 Ones <b>14</b>	1 Ten 2 Ones <input type="text"/>	1 Ten 5 Ones <input type="text"/>
1 Ten 7 Ones <input type="text"/>	1 Ten 8 Ones <input type="text"/>	1 Ten 9 Ones <input type="text"/>



Count and read numbers from 20 to 29.

Objects	Tens (T)	Ones (O)	Number	
			In figures	In words
	2	0	20	Twenty
	2	1	21	Twenty one
	2	2	22	Twenty two
	2	3	23	Twenty three
	2	4	24	Twenty four
	2	5	25	Twenty five
	2	6	26	Twenty six
	2	7	27	Twenty seven
	2	8	28	Twenty eight
	2	9	29	Twenty nine



Write the numbers.

2 Tens 4 Ones <b>24</b>	2 Tens 2 Ones <input type="text"/>	2 Tens 5 Ones <input type="text"/>
2 Tens 7 Ones <input type="text"/>	2 Tens 8 Ones <input type="text"/>	2 Tens 9 Ones <input type="text"/>

**Teacher's Note**

Teacher will help the students in counting, reading and writing the numbers from 20 to 29.



Count and read numbers from 30 to 39.

Objects	Tens (T)	Ones (O)	Number	
			In figures	In words
	3	0	30	Thirty
	3	1	31	Thirty one
	3	2	32	Thirty two
	3	3	33	Thirty three
	3	4	34	Thirty four
	3	5	35	Thirty five
	3	6	36	Thirty six
	3	7	37	Thirty seven
	3	8	38	Thirty eight
	3	9	39	Thirty nine



Write the numbers.

3 Tens 4 Ones <b>34</b>	3 Tens 2 Ones <input type="text"/>	3 Tens 5 Ones <input type="text"/>
3 Tens 7 Ones <input type="text"/>	3 Tens 8 Ones <input type="text"/>	3 Tens 9 Ones <input type="text"/>

**Teacher's Note**

Teacher will help the students in counting, reading and writing the numbers from 30 to 39.



Count and read numbers from 40 to 49.

Objects	Tens (T)	Ones (O)	Number	
			In figures	In words
	4	0	40	Forty
	4	1	41	Forty one
	4	2	42	Forty two
	4	3	43	Forty three
	4	4	44	Forty four
	4	5	45	Forty five
	4	6	46	Forty six
	4	7	47	Forty seven
	4	8	48	Forty eight
	4	9	49	Forty nine



Match the following.

40

4 Tens and 2 Ones

42

4 Tens and 0 Ones

46

4 Tens and 7 Ones

49

4 Tens and 9 Ones

47

4 Tens and 6 Ones

44

4 Tens and 4 Ones

Teacher's Note

Teacher will help the students in counting, reading and writing the numbers from 40 to 49.



Count and read numbers from 50 to 59.

Objects	Tens (T)	Ones (O)	Number	
			In figures	In words
	5	0	50	Fifty
	5	1	51	Fifty one
	5	2	52	Fifty two
	5	3	53	Fifty three
	5	4	54	Fifty four
	5	5	55	Fifty five
	5	6	56	Fifty six
	5	7	57	Fifty seven
	5	8	58	Fifty eight
	5	9	59	Fifty nine



Match the following.

51

56

57

59

55

52

5 Tens and 7 Ones

5 Tens and 1 Ones

5 Tens and 9 Ones

5 Tens and 5 Ones

5 Tens and 2 Ones

5 Tens and 6 Ones

**Teacher's Note**

Teacher will help the students in counting, reading and writing the numbers from 50 to 59.



Count and read numbers from 60 to 69.

Objects	Tens (T)	Ones (O)	Number	
			In figures	In words
	6	0	60	Sixty
	6	1	61	Sixty one
	6	2	62	Sixty two
	6	3	63	Sixty three
	6	4	64	Sixty four
	6	5	65	Sixty five
	6	6	66	Sixty six
	6	7	67	Sixty seven
	6	8	68	Sixty eight
	6	9	69	Sixty nine



Match the following.

65

68

69

63

61

60

Sixty three

Sixty nine

Sixty five

Sixty

Sixty eight

Sixty one

Teacher's Note

Teacher will help the students in counting, reading and writing the numbers from 60 to 69.



Count and read numbers from 70 to 79.

Objects	Tens (T)	Ones (O)	Number	
			In figures	In words
	7	0	70	Seventy
	7	1	71	Seventy one
	7	2	72	Seventy two
	7	3	73	Seventy three
	7	4	74	Seventy four
	7	5	75	Seventy five
	7	6	76	Seventy six
	7	7	77	Seventy seven
	7	8	78	Seventy eight
	7	9	79	Seventy nine



Match the following.

72

76

78

71

79

70

Seventy one

Seventy nine

Seventy

Seventy two

Seventy six

Seventy eight

Teacher's Note

Teacher will help the students in counting, reading and writing the numbers from 70 to 79.



Count and read numbers from 80 to 89.

Objects	Tens (T)	Ones (O)	Number	
			In figures	In words
	8	0	80	Eighty
	8	1	81	Eighty one
	8	2	82	Eighty two
	8	3	83	Eighty three
	8	4	84	Eighty four
	8	5	85	Eighty five
	8	6	86	Eighty six
	8	7	87	Eighty seven
	8	8	88	Eighty eight
	8	9	89	Eighty nine



Match the following.

86

87

89

81

80

Eighty

Eighty one

Eighty six

Eighty seven

Eighty nine

Teacher's Note

Teacher will help the students in counting, reading and writing the numbers from 80 to 89.



Count and read numbers from 90 to 99.

Objects	Tens (T)	Ones (O)	Number	
			In figures	In words
	9	0	90	Ninety
	9	1	91	Ninety one
	9	2	92	Ninety two
	9	3	93	Ninety three
	9	4	94	Ninety four
	9	5	95	Ninety five
	9	6	96	Ninety six
	9	7	97	Ninety seven
	9	8	98	Ninety eight
	9	9	99	Ninety nine



Match the following.

96

99

91

97

93

Ninety nine

Ninety six

Ninety one

Ninety three

Ninety seven

Teacher's Note

Teacher will help the students in counting, reading and writing the numbers from 90 to 99.

CONCEPT OF PLACE VALUES



Count and write the numbers.

Tens and ones objects	Tens (T)	Ones (O)	Number	
			In figures	In words
	1	5	15	Fifteen

Teacher's Note

Teacher will help the students in writing the numbers in tens and ones as well as in figures and words.



Identify the place value.

In **6** **7** the place value of **7** is Ones

In **4** **2** the place value of **4** is Tens

In **5** **0** the place value of **0** is Ones



Write the place value of numbers given in blue box.

**1** **7**

\_\_\_\_\_

**2** **8**

\_\_\_\_\_

**5** **3**

\_\_\_\_\_

**7** **1**

\_\_\_\_\_

**3** **9**

\_\_\_\_\_

**5** **6**

\_\_\_\_\_

**6** **0**

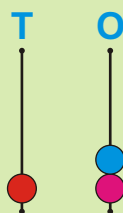
\_\_\_\_\_

**8** **4**

\_\_\_\_\_



Count tens and ones and write numbers in boxes.



Ten

Ones

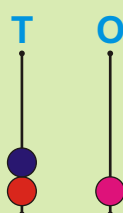
**1**

and

**2**

make

**12**



Tens

One

and

make

# CONCEPT OF WHOLE NUMBERS (Concept of place values)



Write the numbers from given tens and ones.

4 Tens 5 Ones make	<b>45</b>	2 Tens 6 Ones make	<input type="text"/>
6 Tens 3 Ones make	<input type="text"/>	3 Tens 8 Ones make	<input type="text"/>
5 Tens 7 Ones make	<input type="text"/>	4 Tens 9 Ones make	<input type="text"/>
6 Tens 1 One make	<input type="text"/>	8 Tens 2 Ones make	<input type="text"/>
7 Tens 8 Ones make	<input type="text"/>	9 Tens 9 Ones make	<input type="text"/>



Write tens and ones of given numbers.

19 is <input type="text"/> Ten <input type="text"/> ones	67 is <input type="text"/> Tens <input type="text"/> ones
36 is <input type="text"/> Tens <input type="text"/> ones	72 is <input type="text"/> Tens <input type="text"/> ones
46 is <input type="text"/> Tens <input type="text"/> ones	81 is <input type="text"/> Tens <input type="text"/> one
53 is <input type="text"/> Tens <input type="text"/> ones	92 is <input type="text"/> Tens <input type="text"/> ones

## Teacher's Note

Teacher will help the students that each digit in the number has its own value, called its place value.

For example 25 shows

Tens	Ones
2	5

## Compare one and two digit numbers



**Circle the smaller number.**

8	5
---	---

4	6
---	---

0	4
---	---

7	9
---	---

5	3
---	---

6	9
---	---



**Circle the bigger number.**

5	7
---	---

4	6
---	---

0	1
---	---

2	3
---	---

9	8
---	---

6	5
---	---



**Colour the box of smaller number.**

30	40
----	----

53	63
----	----

9	12
---	----

35	45
----	----

50	25
----	----

15	50
----	----



**Colour the box of bigger number.**

17	29
----	----

80	60
----	----

64	84
----	----

49	94
----	----

16	19
----	----

14	31
----	----

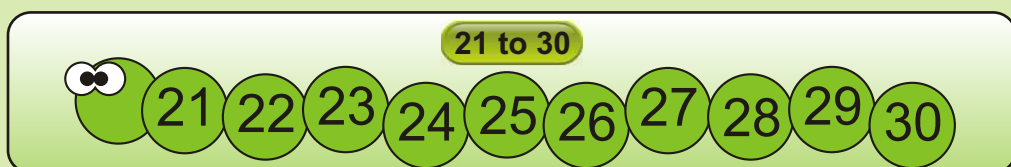
## Increasing order



These numbers are in increasing order.



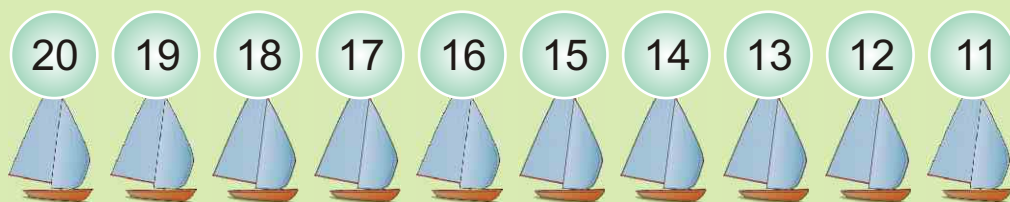
Write the numbers in increasing order.



## Decreasing order



These numbers are in decreasing order.



Write the numbers in decreasing order.

30 to 21

30 29 28 27 26 25 24 23 22 21

50 to 41

50

65 to 56

65

75 to 66

75

89 to 80

89

99 to 90

99

# CONCEPT OF WHOLE NUMBERS (Concept of place values)



Write the given numbers in increasing order.

11 37 25 18 30

Increasing order

11            



Write the given numbers in decreasing order.

60 51 57 55 50

Decreasing order

60            



Write the numbers in increasing order.

14	38
49	17

14         

The smallest number is \_\_\_\_\_

The greatest number is \_\_\_\_\_

39	50
52	48

The smallest number is \_\_\_\_\_

The greatest number is \_\_\_\_\_



Write the numbers in decreasing order.

93	86
78	65

93         

The smallest number is \_\_\_\_\_

The greatest number is \_\_\_\_\_

62	82
72	92

The smallest number is \_\_\_\_\_

The greatest number is \_\_\_\_\_

Teacher's Note

Teacher will help the students to write the numbers in increasing and decreasing order.

## Before, after and between



Write the missing numbers.

**Before**

22	23
	32
	29
	28
	37

**After**

28	29
20	
25	
31	
24	

**Between**

23	24	25
29		31
20		22
26		28
35		37



Write the missing numbers.

Before	Between	After
62	63	64
	67	
	74	
	54	
	22	

Before	Between	After
52	53	54
59		
		67
50		
		71

# CONCEPT OF WHOLE NUMBERS



**Read and write the numbers in increasing order.**

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

# CONCEPT OF WHOLE NUMBERS



**Read and write the numbers in decreasing order.**




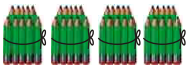



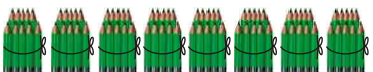


99	98	97	96	95	94	93	92	91	90
89	88	87	86	85	84	83	82	81	80
79	78	77	76	75	74	73	72	71	70
69	68	67	66	65	64	63	62	61	60
59	58	57	56	55	54	53	52	51	50
49	48	47	46	45	44	43	42	41	40
39	38	37	36	35	34	33	32	31	30
29	28	27	26	25	24	23	22	21	20
19	18	17	16	15	14	13	12	11	10
9	8	7	6	5	4	3	2	1	0

# CONCEPT OF WHOLE NUMBERS

## CONCEPT OF 100



Count and read in tens.

Objects	Counting in Tens	Number	
		in figures	in words
	One ten	10	Ten
	Two tens	20	Twenty
	Three tens	30	Thirty
	Four tens	40	Forty
	Five tens	50	Fifty
	Six tens	60	Sixty
	Seven tens	70	Seventy
	Eight tens	80	Eighty
	Nine tens	90	Ninety
	Ten tens	100	Hundred
<b>10 tens make 100 and read as one hundred.</b>			

**10 Tens** is equal to **100** and read as **one hundred**.

Teacher's Note

Teacher will help the students to count objects in tens and develop and give the concept of hundred.



Write the missing numbers.

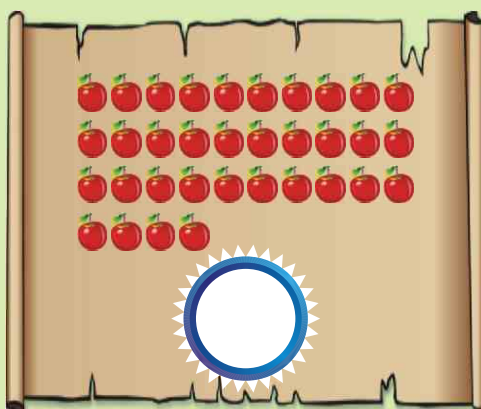
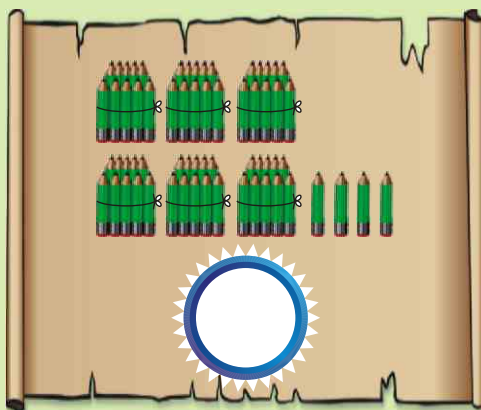
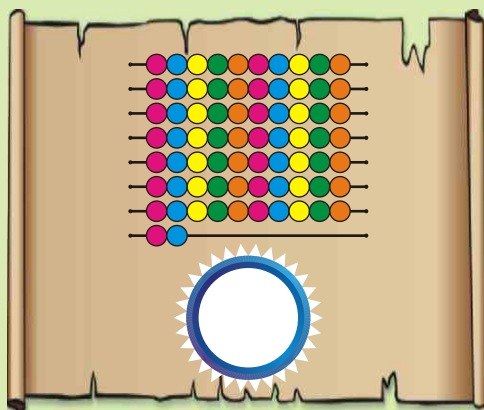
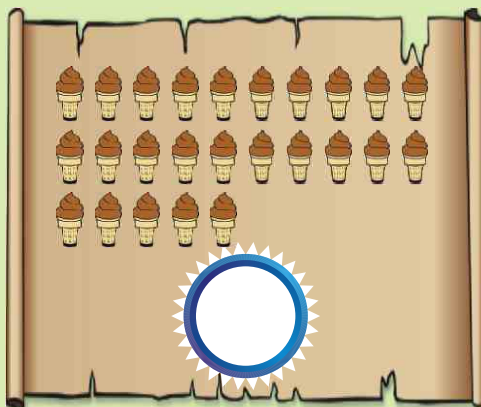
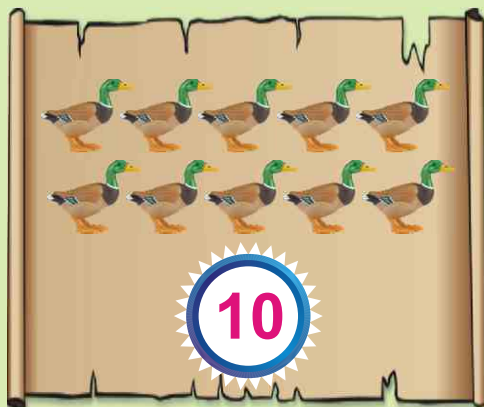
1			4		6		8		
11		13			16			19	
	22			25		27			30
31			34		36			39	
		43		45			48		
	52		54			57			60
61			64		66			69	
	72			75			78		
81		83		85					90
	92		94		96			99	

**Teacher's Note**

Teacher will help the students to identify and write the missing numbers in sequence from 1 to 100.



Count and write the number.



**Teacher's Note**

Teacher will help the students to count and write the number of objects up to 100.

## CARDINAL AND ORDINAL NUMBERS



Look at the positions.

First 1 <sup>st</sup>	Second 2 <sup>nd</sup>	Third 3 <sup>rd</sup>	Fourth 4 <sup>th</sup>	Fifth 5 <sup>th</sup>	Sixth 6 <sup>th</sup>	Seventh 7 <sup>th</sup>	Eighth 8 <sup>th</sup>	Ninth 9 <sup>th</sup>	Tenth 10 <sup>th</sup>
--------------------------	---------------------------	--------------------------	---------------------------	--------------------------	--------------------------	----------------------------	---------------------------	--------------------------	---------------------------

## ANIMAL RACE



From the above picture identify the position of animals.

	2 <sup>nd</sup> 3 <sup>rd</sup> 6 <sup>th</sup>		1 <sup>st</sup> 4 <sup>th</sup> 7 <sup>th</sup>		9 <sup>th</sup> 8 <sup>th</sup> 6 <sup>th</sup>		5 <sup>th</sup> 9 <sup>th</sup> 4 <sup>th</sup>
--	---	---	---	---	---	--	---

Teacher's Note

Teacher will help the students to identify the position of objects using ordinal numbers.

# CONCEPT OF WHOLE NUMBERS (Cardinal and ordinal numbers)



Match the following.

1 <sup>st</sup>	↖ ↗	Second	6 <sup>th</sup>	Eighth
2 <sup>nd</sup>		Third	7 <sup>th</sup>	Ninth
3 <sup>rd</sup>		First	8 <sup>th</sup>	Sixth
4 <sup>th</sup>		Fifth	9 <sup>th</sup>	Tenth
5 <sup>th</sup>		Fourth	10 <sup>th</sup>	Seventh



Tick (✓) the word that tells which picture is circled in each row:

Start Counting →  1<sup>st</sup> 9<sup>th</sup>

Start Counting →  4<sup>th</sup> 6<sup>th</sup>

Start Counting →  1<sup>st</sup> 4<sup>th</sup>

Start Counting →  3<sup>rd</sup> 5<sup>th</sup>

Start Counting →  5<sup>th</sup> 6<sup>th</sup>

Start Counting →  2<sup>nd</sup> 3<sup>rd</sup>

Teacher's Note

Teacher will help the students to identify the position of objects.

## COMPARING AND ORDERING



Count, write and tick (✓) the bigger number and cross (✗) the smaller number.

✗ <b>3</b>	
	✓ <b>5</b>

<input type="text"/>	
	<input type="text"/>



Count, write and cross (✗) the smaller number and tick (✓) the bigger number.

<input type="text"/>	
	<input type="text"/>

	<input type="text"/>
<input type="text"/>	

<input type="text"/>	
	<input type="text"/>

	<input type="text"/>
<input type="text"/>	



Tick (✓) the biggest group and cross (✗) the smallest group.




Write which group has more and which has less.

A large box containing 3 sticks on the left and 4 balls on the right. Three curved lines connect each stick to one of the first three balls. The fourth ball is not connected. Below the sticks is a box labeled "Less". Below the balls is a box labeled "More".

A box containing 4 keys on the left and 3 padlocks on the right. Below the keys is a white box for the answer. Below the padlocks is a white box for the answer.

A box containing 3 pens on the left and 4 pencils on the right. Below the pens is a white box for the answer. Below the pencils is a white box for the answer.

A box containing 3 beach balls on the left and 5 roses on the right. Below the beach balls is a white box for the answer. Below the roses is a white box for the answer.

A box containing 6 stars on the left and 8 blocks on the right. Below the stars is a white box for the answer. Below the blocks is a white box for the answer.

**Teacher's Note**

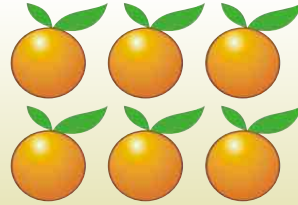
Teacher will help the students to identify the number having more or less quantity of objects by 1 – 1 correspondence.



Count and write the numbers. Tick (✓) for more objects and cross (✗) for less objects.



4 Oranges



6 Oranges



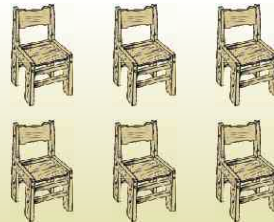
.... Books



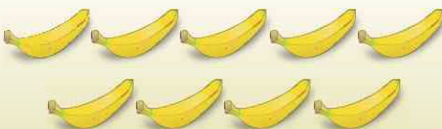
.... Books



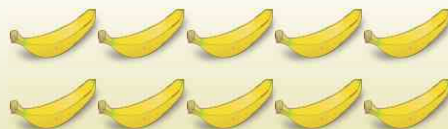
.... Chairs



.... Chairs



.... Bananas



.... Bananas

## NUMBER OPERATIONS

## ADDITION



Count, compare and write how much more one is from the other.



6

Tomatoes are

2

more than

4

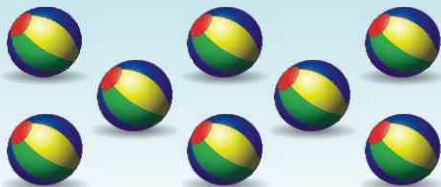
Chicks



Books are

more than

Pencils



Balls are

more than

Balloons



Strawberries are

more than

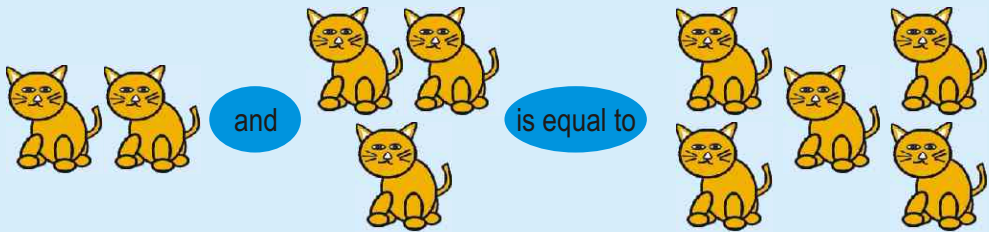
Apples

## ADDITION AND EQUALITY SYMBOLS

**+** is the sign of addition, read as **plus**.

**=** is the sign of equality, read as **is equal to**.

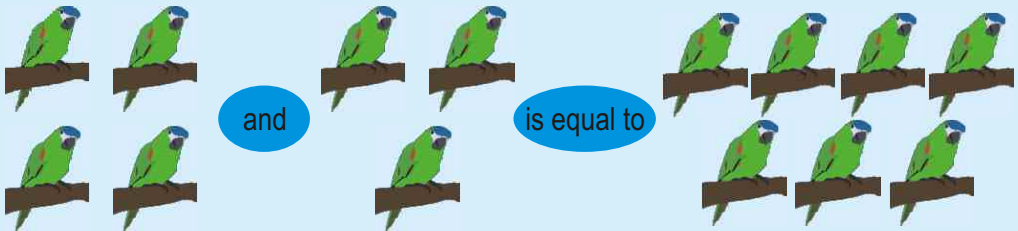
when we add two numbers, we get their **sum**.



$$\boxed{2} \text{ and } \boxed{3} \text{ is equal to } \boxed{5}$$

Or  $\boxed{2} + \boxed{3} = \boxed{5}$

We say that **2** and **3** make **5**. We can write it as: **2 + 3 = 5**



$$\boxed{\phantom{0}} \text{ and } \boxed{\phantom{0}} \text{ is equal to } \boxed{\phantom{0}}$$

Or  $\boxed{\phantom{0}} + \boxed{\phantom{0}} = \boxed{\phantom{0}}$

We say that \_\_\_\_\_ and \_\_\_\_\_ make \_\_\_\_\_.

We can write it as: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

## ADDITION OF NUMBERS

Add two 1-digit numbers.



Add the following numbers.

$$6 + 3 = 9$$

$$3 + 4 = \square$$

$$1 + 7 = \square$$

$$2 + 6 = \square$$

$$6 + 1 = \square$$

$$7 + 0 = \square$$

$$8 + 1 = \square$$

$$9 + 0 = \square$$

$$0 + 6 = \square$$

$$5 + 3 = \square$$

$$4 + 4 = \square$$

$$2 + 5 = \square$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$$

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

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

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

Teacher's Note

Teacher will teach the students to add the numbers by using any objects.  
For example  $2 + 3 = 5$

Add a 2-digit number with 1-digit number



Add the following:

Tens	Ones

 $+$ 

Tens	Ones

 $=$ 

Tens	Ones

 $\Rightarrow$ 

Tens	Ones
2	6
$+$	3
2	9

26

 $+$ 

3

 $=$ 

29



Add the following numbers.

<table border="1" style="width: 100%;"> <thead> <tr> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>3</td> </tr> <tr> <td><math>+</math></td> <td>2</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; height: 20px;"></td> </tr> </tbody> </table>	T	O	4	3	$+$	2			<table border="1" style="width: 100%;"> <thead> <tr> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> </tr> <tr> <td><math>+</math></td> <td>2</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; height: 20px;"></td> </tr> </tbody> </table>	T	O	2	1	$+$	2			<table border="1" style="width: 100%;"> <thead> <tr> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> </tr> <tr> <td><math>+</math></td> <td>2</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; height: 20px;"></td> </tr> </tbody> </table>	T	O	1	2	$+$	2			<table border="1" style="width: 100%;"> <thead> <tr> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>1</td> </tr> <tr> <td><math>+</math></td> <td>7</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; height: 20px;"></td> </tr> </tbody> </table>	T	O	5	1	$+$	7			<table border="1" style="width: 100%;"> <thead> <tr> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>0</td> </tr> <tr> <td><math>+</math></td> <td>9</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; height: 20px;"></td> </tr> </tbody> </table>	T	O	3	0	$+$	9		
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2	4																																											
$+$	5																																											
T	O																																											
6	5																																											
$+$	4																																											

Add a 2-digit numbers with tens



Add the following:

Tens	Ones

 $+$ 

Tens	Ones

 $=$ 

Tens	Ones

 $\rightarrow$ 

Tens	Ones
2	3
$+1$	0
3	3

23

 $+$ 

10

 $=$ 

33



Add the following numbers.

<table border="1" style="margin: auto;"> <thead> <tr> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>2</td> </tr> <tr> <td><math>+2</math></td> <td>0</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; height: 20px;"></td> </tr> </tbody> </table>	T	O	5	2	$+2$	0			<table border="1" style="margin: auto;"> <thead> <tr> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> </tr> <tr> <td><math>+3</math></td> <td>0</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; height: 20px;"></td> </tr> </tbody> </table>	T	O	3	4	$+3$	0			<table border="1" style="margin: auto;"> <thead> <tr> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> </tr> <tr> <td><math>+2</math></td> <td>0</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; height: 20px;"></td> </tr> </tbody> </table>	T	O	2	2	$+2$	0			<table border="1" style="margin: auto;"> <thead> <tr> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>3</td> </tr> <tr> <td><math>+3</math></td> <td>0</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; height: 20px;"></td> </tr> </tbody> </table>	T	O	4	3	$+3$	0		
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$+3$	5																																		
T	O																																		
4	0																																		
$+2$	6																																		
T	O																																		
7	0																																		
$+2$	9																																		

Add two 2-digit numbers



Add the following numbers.

T	O
4	3
+	1 6
<hr/>	
5	9

T	O
3	5
+	2 4
<hr/>	

T	O
6	2
+	3 6
<hr/>	

T	O
2	7
+	5 2
<hr/>	

T	O
6	5
+	1 3
<hr/>	

T	O
7	2
+	1 4
<hr/>	

T	O
4	6
+	4 3
<hr/>	

T	O
8	5
+	1 2
<hr/>	

T	O
6	2
+	3 6
<hr/>	

T	O
5	4
+	2 3
<hr/>	


T	O
4	5
+	1 3
<hr/>	


T	O
3	7
+	2 1
<hr/>	



## Add mentally.


Add

Asad had .

His father gave him  more.

Now Asad has  pencils.

Fahad had .

Nazir gave him  more.

Now Fahad has  balloons.

Mariam has .

Sara gave her  more.

Now Mariam has  balls.

There are 

and  more.

Now there are  apples.



were sitting and





more birds joined them.

Now there are  birds sitting.



## Construct addition equations



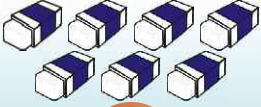
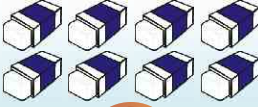
How many?


 and 
 

$$\textcircled{4} + \textcircled{3} = \textcircled{7}$$


 and 
 




$$\textcircled{5} + \textcircled{6} = \textcirc{\quad}$$


 and 
 

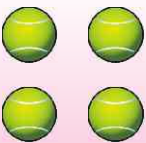
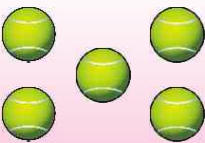
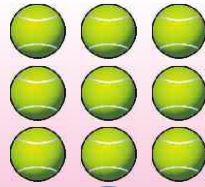
$$\textcirc{\quad} + \textcirc{\quad} = \textcirc{\quad}$$



Count and complete the following.


 + 
 
 = 
 

$$\textcirc{\quad} + \textcirc{\quad} = \textcirc{\quad}$$


 + 
 
 = 
 

$$\textcirc{\quad} + \textcirc{\quad} = \textcirc{\quad}$$

## SUBTRACTION



How much smaller?

3 is 2 smaller than 5



Fill in the blanks:

4 is  smaller than 6

5 is  smaller than 9

4 is  smaller than 7

6 is  smaller than 9

Teacher's Note

Teacher will help the students to identify how much smaller is one number from the other.

## SUBTRACTION SYMBOL

**6** Fish

Take away **2**



How many left?

**4**

Subtraction means taking away



**9** Birds

**3** Flew away

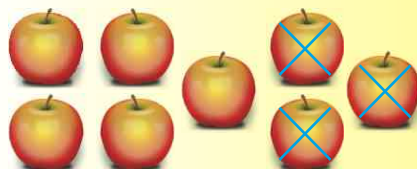
How many left?



**7** Strawberries

Take away **2**

How many left?



**8** Apples

Take away **3**

How many left?

– is the subtraction symbol.



Out of 7 ice creams, 2 are taken away.

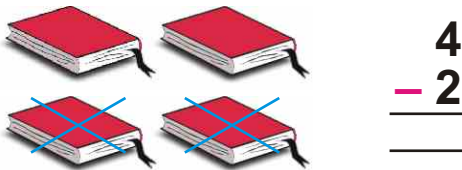
How many left? **5**

Here we subtract 2 from 7 and get 5.

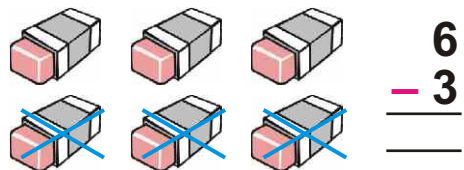
In symbols, we write it as:

$$7 - 2 = 5$$

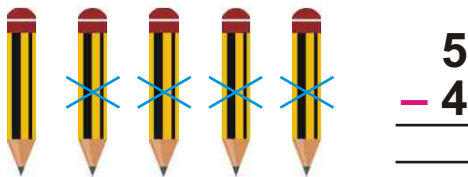
**Take away 2 books**



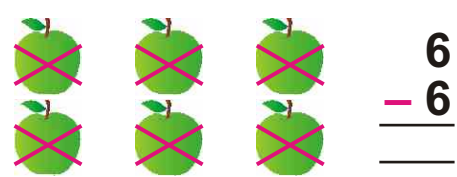
**Take away 3 erasers**



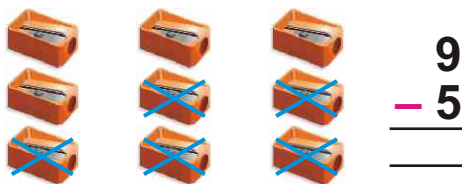
**Take away 4 pencils**



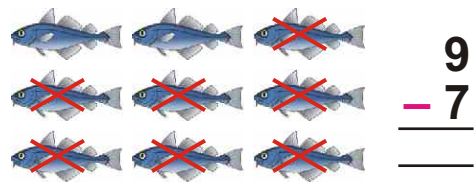
**Take away 6 apples**



**Take away 5 sharpeners**



**Take away 7 fish**



## SUBTRACTION OF NUMBERS



Subtract the following numbers.

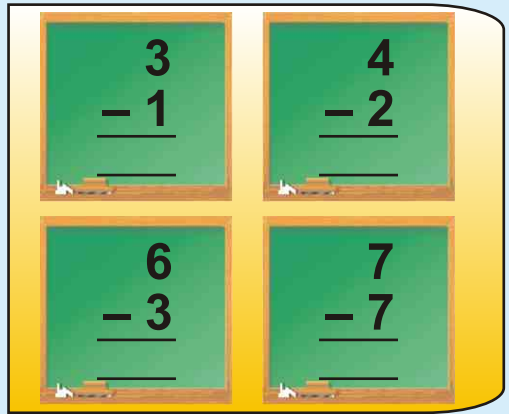


$$6 - 3 = 3$$

$$5 - 2 = \square$$

$$7 - 3 = \square$$

$$6 - 6 = \square$$



## Subtract ones from a 2-digit numbers

Tens	Ones
1	7
-	3
1	4

Tens	Ones
1	6
-	4



Subtract the following numbers.

T	O
9	9
-	8

T	O
2	4
-	2

T	O
4	2
-	2

T	O
5	1
-	0

T	O
8	9
-	9

T	O
5	7
-	3

T	O
4	3
-	2

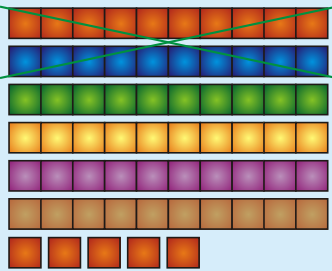
T	O
2	9
-	2

T	O
4	4
-	4

T	O
3	7
-	5

## Subtract tens from 2-digit number

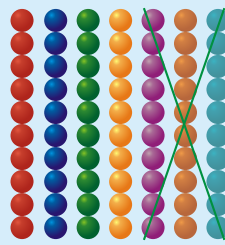
Solve:  $65 - 20$



T	O
6	5
<hr/>	
-2	0
<hr/>	
4	5

$65 - 20 = 45$

Solve:  $70 - 30$



T	O
7	0
<hr/>	
-3	0
<hr/>	
4	0

$70 - 30 = 40$



Subtract the following numbers.

T	O
4	5
<hr/>	
-1	0
<hr/>	
<hr/>	

T	O
9	5
<hr/>	
-6	0
<hr/>	
<hr/>	

T	O
6	4
<hr/>	
-5	0
<hr/>	
<hr/>	

T	O
4	9
<hr/>	
-2	0
<hr/>	
<hr/>	

T	O
6	9
<hr/>	
-5	0
<hr/>	
<hr/>	

T	O
5	1
<hr/>	
-1	0
<hr/>	
<hr/>	

T	O
5	7
<hr/>	
-4	0
<hr/>	
<hr/>	

T	O
4	4
<hr/>	
-2	0
<hr/>	
<hr/>	

T	O
8	6
<hr/>	
-4	0
<hr/>	
<hr/>	

T	O
7	7
<hr/>	
-5	0
<hr/>	
<hr/>	

T	O
8	4
<hr/>	
-4	0
<hr/>	
<hr/>	

T	O
6	8
<hr/>	
-2	0
<hr/>	
<hr/>	

T	O
6	3
<hr/>	
-3	0
<hr/>	
<hr/>	

T	O
3	9
<hr/>	
-2	0
<hr/>	
<hr/>	

T	O
7	4
<hr/>	
-2	0
<hr/>	
<hr/>	

T	O
6	9
<hr/>	
-2	0
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T	O
5	4
<hr/>	
-4	0
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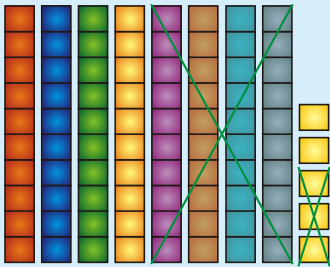
T	O
6	2
<hr/>	
-3	0
<hr/>	
<hr/>	

**Teacher's Note**

Teacher will help the students to subtract tens from two-digit numbers.

## Subtract 2-digit numbers from 2-digit numbers

Solve:  $85 - 43 =$



T	O
8	5
-4	3
4	2

### Remember

Subtract ones from ones and tens from tens.

$$\begin{array}{r} 49 \\ -14 \\ \hline 35 \end{array}$$

$$\begin{array}{r} 82 \\ -22 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ -23 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ -27 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ -42 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ -37 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ -25 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ -34 \\ \hline \end{array}$$



Complete the following:

$$\boxed{3} + 3 = \boxed{6}$$

$$\boxed{\phantom{0}} + 3 = \boxed{7}$$

$$\boxed{\phantom{0}} + 12 = \boxed{17}$$

$$\boxed{\phantom{0}} + 3 = \boxed{9}$$

$$\boxed{\phantom{0}} + 10 = \boxed{15}$$

$$5 - \textcircled{0} = 5$$

$$7 - \textcircled{\phantom{0}} = 4$$

$$6 - \textcircled{\phantom{0}} = 3$$

$$9 - \textcircled{\phantom{0}} = 1$$

$$66 - \textcircled{\phantom{0}} = 42$$



## Subtract mentally:

I ate 5 sweets out of 15 sweets.  
How many sweets are left?

10

Ali has 14 balloons. Aftab has 12 balloons.  
How many more balloons does Ali have than Aftab?

Seema has 13 roses.  
If she gives 1 rose to her friend.  
How many roses are left with her?

There were 24 colour pencils in the box.  
Amir has used 18 colour pencils.  
How many pencils left in the box.

A shopkeeper had 19 eggs.  
He sold 6 eggs.  
How many eggs were left?

## Construct subtraction equation



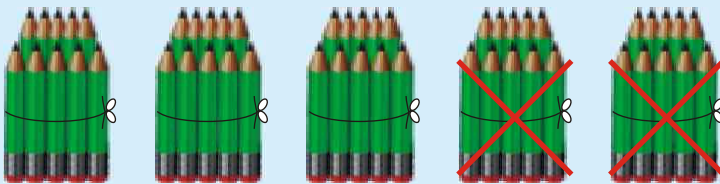
Count and complete the following.



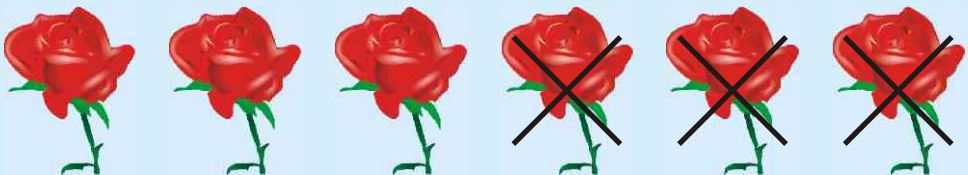
$$7 - 3 = 4$$



$$\bigcirc - \bigcirc = \bigcirc$$



$$\bigcirc - \bigcirc = \bigcirc$$



$$\bigcirc - \bigcirc = \bigcirc$$

**Teacher's Note**

Teacher will help the students to construct subtraction equations through pictures.

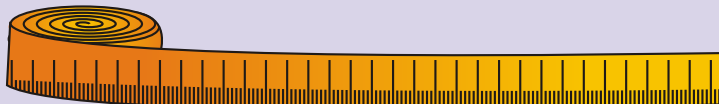
## MEASUREMENT OF LENGTH AND MASS

## COMPARISON OF OBJECTS

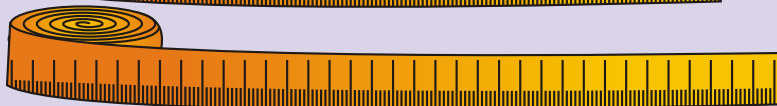
Long, longer, longest



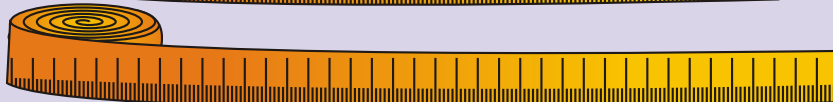
Tick (✓) the longest and cross (✗) the longer object.



Long



Longer ✗



Longest ✓



Colour.



Longest



Longer



Long



Teacher's Note

Teacher will help the students to identify by comparing the objects, which one is long, longer and the longest.

## Short, shorter, shortest



Tick (✓) the short and cross (✗) the shortest object.

Short ✓



Shorter



Shortest ✗



Colour.



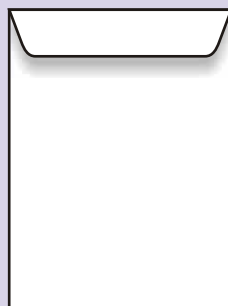
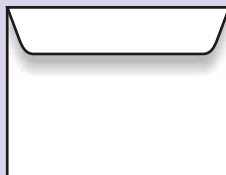
Short



Shorter



Shortest



## Tall, taller, tallest



Tick (✓) the taller and cross (✗) the tall object.

Tall ✗



Taller ✓



Tallest



Colour.



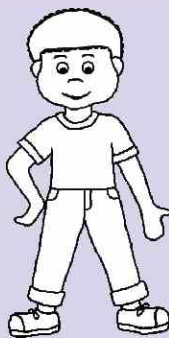
Tall



Taller



Tallest



## High, higher, highest



Tick (✓) the highest and cross (X) the higher object.

High



Higher X



Highest ✓



Colour.



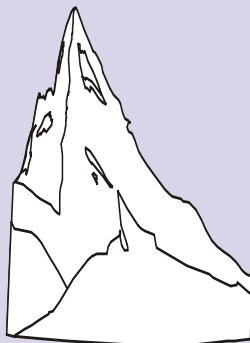
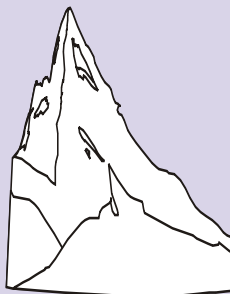
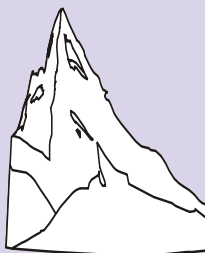
High



Higher



Highest



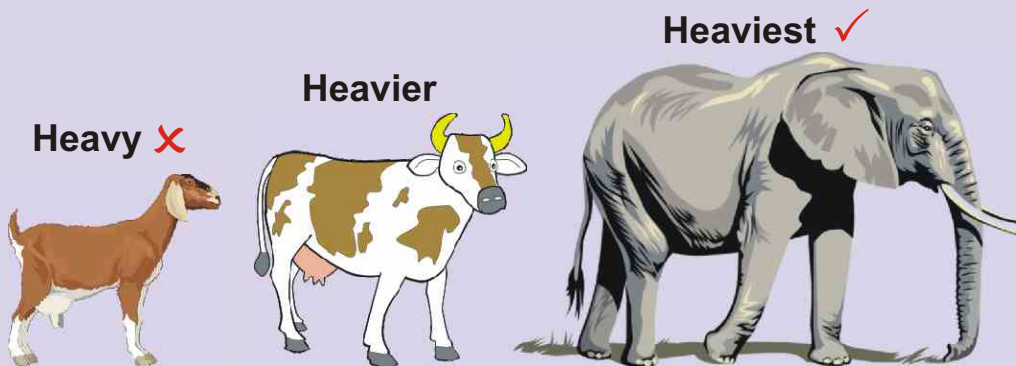
Teacher's Note

Teacher will help the students to identify by comparing the objects, which one is high, higher and the highest.

## Heavy, heavier, heaviest



Tick (✓) the heaviest and cross (✗) the heavy object.



Colour.



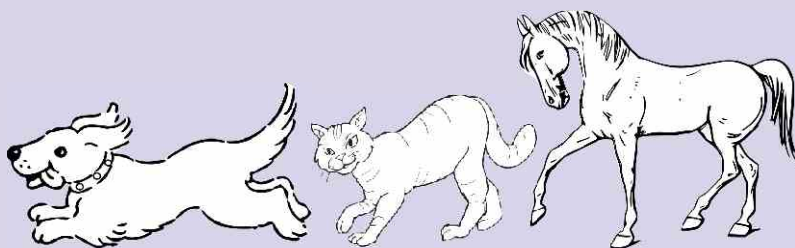
Heavy



Heavier



Heaviest



Teacher's Note

Teacher will help the students to identify by comparing the objects, which one is heavy, heavier and the heaviest.

## Light, lighter, lightest



Tick (✓) the light and cross (✗) the lightest object.

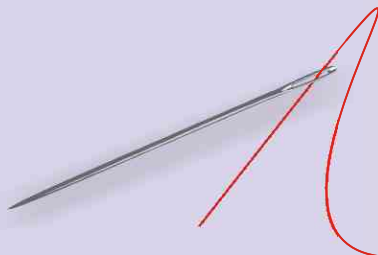
Light ✓



Lighter



Lightest ✗



Colour.



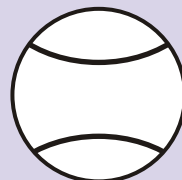
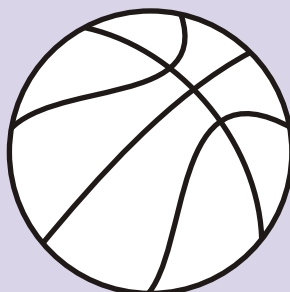
Light



Lighter



Lightest



## MONEY

## PAKISTANI CURRENCY

## Coins



1 Rupee Coin



2 Rupee Coin



5 Rupee Coin



## Currency notes

## FRONT SIDE

## BACK SIDE



10 Rupee Note



20 Rupee Note



50 Rupee Note



100 Rupee Note



## Teacher's Note

Teacher will help the students to recognize Pakistani currency, coins and notes by showing real currency.

## EQUIVALENT SETS OF MONEY



Match a group of coins or notes.





Teacher's Note



Teacher will help the students to match the group of coins/notes by using real currency.





How much money will you pay to buy?

Rs 5  Rs 2  Rs  + Rs  = Rs

Rs 12  Rs 10  Rs  + Rs  = Rs

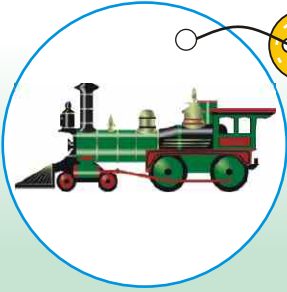
Rs 5  Rs 10  Rs  + Rs  = Rs

Rs 12  Rs 15  Rs  + Rs  = Rs

Rs 2  Rs 15  Rs  + Rs  = Rs



I have Rs 90. How much money is left after the purchase of given object?



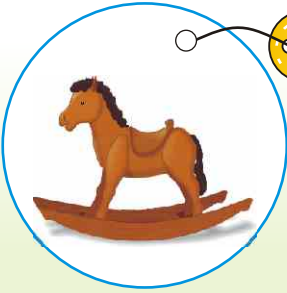
Rs 70

$$\text{Rs } 90 - \text{Rs } 70 = \text{Rs } 20$$



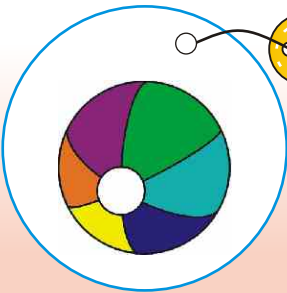
Rs 30

$$\text{Rs } \bigcirc - \text{Rs } \bigcirc = \text{Rs } \bigcirc$$



Rs 40

$$\text{Rs } \bigcirc - \text{Rs } \bigcirc = \text{Rs } \bigcirc$$



Rs 20

$$\text{Rs } \bigcirc - \text{Rs } \bigcirc = \text{Rs } \bigcirc$$

## COMPARING MONEY



Change the notes into coins or notes.



We get



coins of rupee 1.



We get



coins of rupees 2.



We get



notes of rupees 10.



We get



notes of rupees 10.



I have Rs 50. How much money is required to buy one item from the following?



Rs 85

$$85 - 50 = 35$$



Rs 95

$$95 - 50 = \bigcirc$$


















Rs 60

$$60 - 50 = \bigcirc$$



**Subtract and circle (○) the correct amount:**

Amount to be paid	Currency, paid	Amount to be returned
Rs 4		 
Rs 30		  
Rs 45	 	 
Rs 80		  



**Ali has Rs 100 only.**

**Tick (✓) only those groups of toys that he can buy.**

	<p>Rs 35</p> <p>Rs 50</p>	
	<p>Rs 40</p> <p>Rs 70</p>	
	<p>Rs 50</p> <p>Rs 40</p>	



Add the following.



Rs **26**



Rs \_\_\_\_\_



Rs \_\_\_\_\_



Rs \_\_\_\_\_



Rs \_\_\_\_\_



Rs \_\_\_\_\_



Rs \_\_\_\_\_

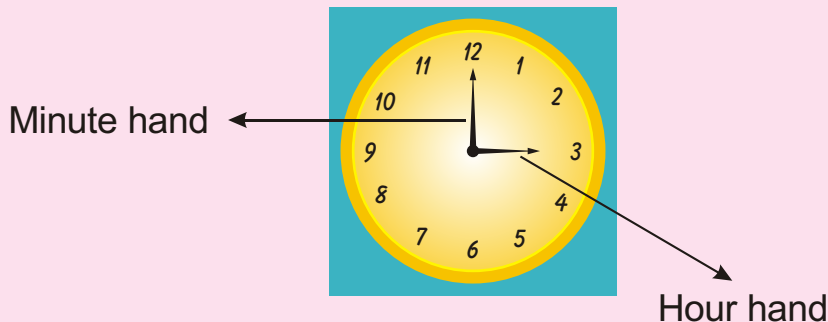


Rs \_\_\_\_\_

## TIME AND DATE

## TIME

This is an Analog clock.



The short hand tells us the hours.  
The long hand tells us the minutes.



Read and tell the time in numbers and in words.



3

O' Clock




O' Clock




O' Clock

Three

O' Clock

O' Clock

O' Clock




O' Clock




O' Clock




O' Clock

O' Clock

O' Clock

O' Clock

Teacher's Note

Teacher will help the students to recognize the hour and minute hands of an analog clock. He will also help them to read and write the time.

This is a Digital clock.



The time is 8 o'clock



Read and tell the time.



O' Clock



O' Clock



O' Clock



O' Clock



O' Clock



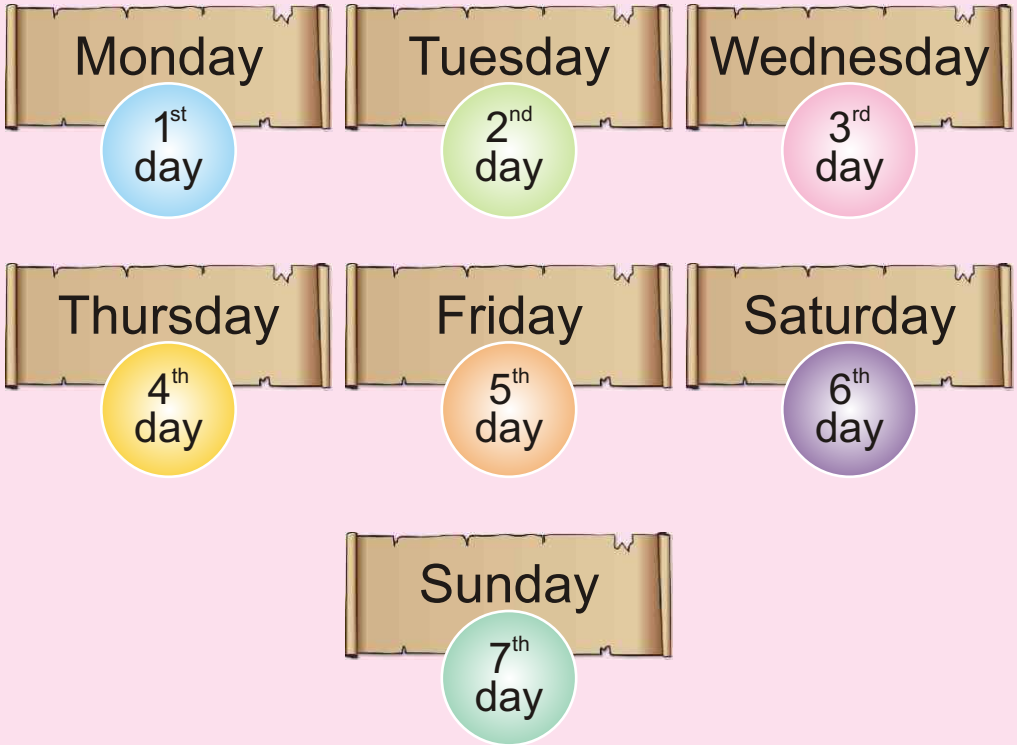
O' Clock

Teacher's Note

Teacher will help the students to read, tell and write the time from the digital clock.

## DATE

### Days of the week



There are ..... days in a week.

Today is .....

Yesterday was .....

Tomorrow will be .....



Which day comes after?

Day

After

Saturday

Sunday

Monday

Wednesday

Friday



Which day comes before?

Before

Day

Monday

Tuesday

Friday

Sunday

Thursday



Write the missing names of the days.

Monday, Tuesday, Wednesday

Thursday, \_\_\_\_\_, \_\_\_\_\_

Saturday, \_\_\_\_\_, \_\_\_\_\_

Tuesday, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, Monday

\_\_\_\_\_, \_\_\_\_\_, Thursday

\_\_\_\_\_, \_\_\_\_\_, Friday

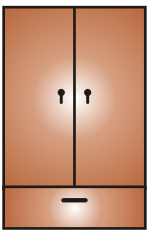


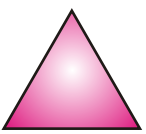





**Months of the solar year****1****January****2****February****3****March****4****April****5****May****6****June****7****July****8****August****9****September****10****October****11****November****12****December**

## GEOMETRY

## IDENTIFICATION OF BASIC SHAPES



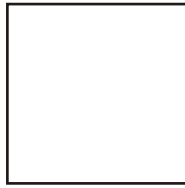
Join the objects of similar shapes in each block.

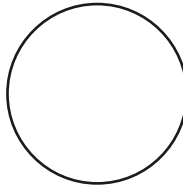
## Basic Shapes



**Rectangle**



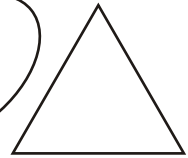
**Square**



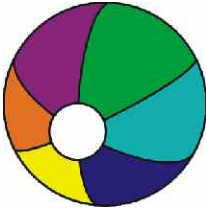
**Circle**



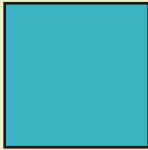
**Oval**



**Triangle**



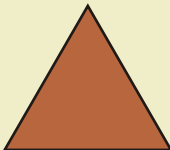
**Match the shape with its correct name.**



**Triangle**



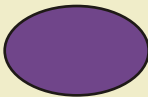
**Square**



**Circle**



**Oval**




**Rectangle**


**Teacher's Note**

Teacher will help the students to identify the basic shapes.




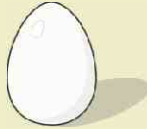
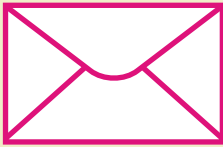
Tick (✓) the shape that look like .




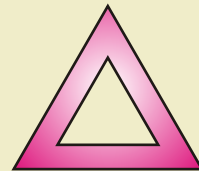
Tick (✓) the shape that look like .




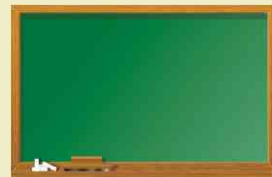
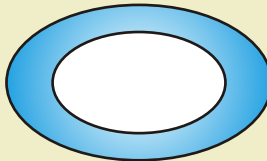
Tick (✓) the shape that look like .



Tick (✓) the shape that look like .

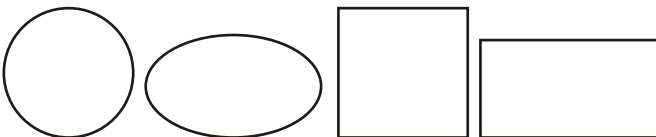
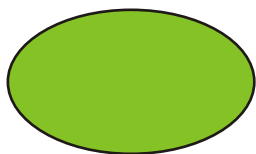
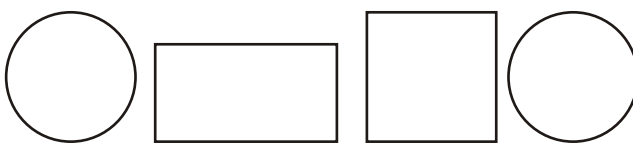
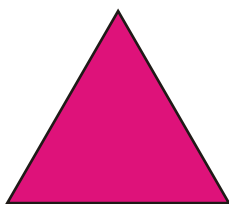
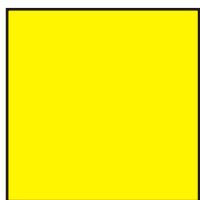
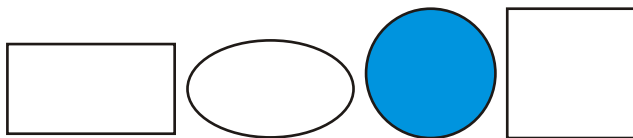
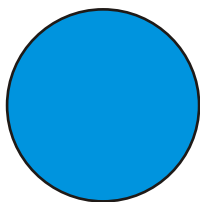


Tick (✓) the shape that look like .





**Colour the similar shapes.**

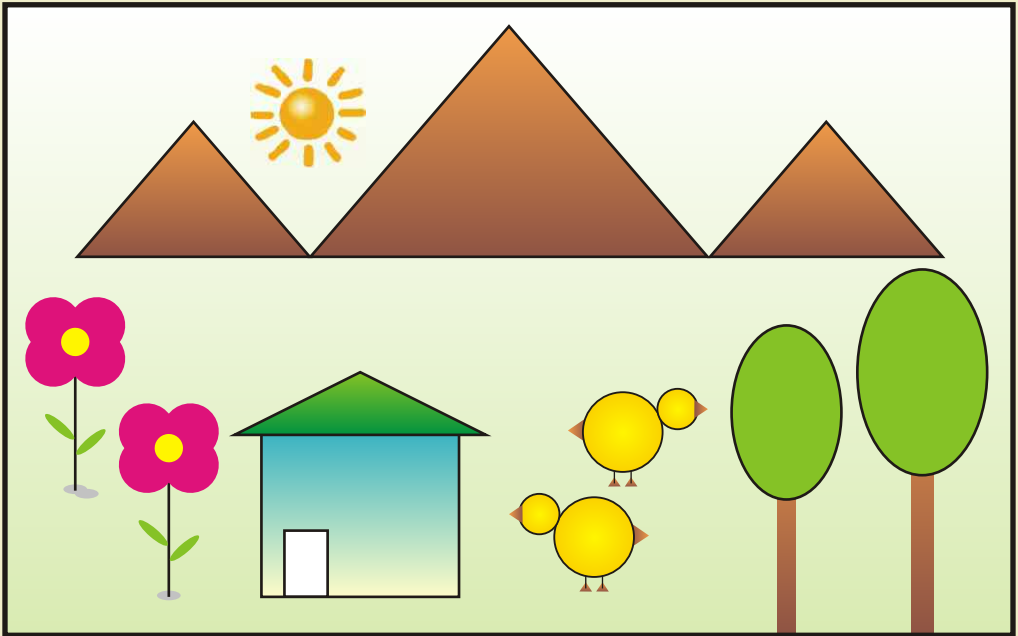


**Teacher's Note**



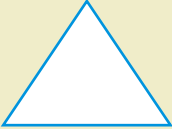


Teacher will help the students to match the similar basic shapes.



Look at the picture.



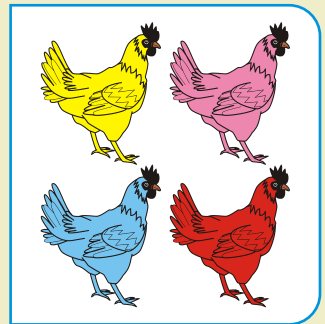
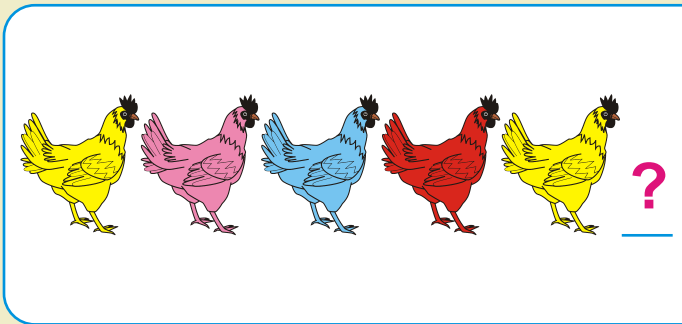
Count and write how many shapes are given in the above picture.

	<u>Oval</u>	<div style="border: 1px solid blue; padding: 2px 10px; display: inline-block;">2</div>
	<u>Square</u>	<div style="border: 1px solid blue; width: 40px; height: 40px; display: inline-block;"></div>
	<u>Triangle</u>	<div style="border: 1px solid blue; width: 40px; height: 40px; display: inline-block;"></div>
	<u>Rectangle</u>	<div style="border: 1px solid blue; width: 40px; height: 40px; display: inline-block;"></div>
	<u>Circle</u>	<div style="border: 1px solid blue; width: 40px; height: 40px; display: inline-block;"></div>

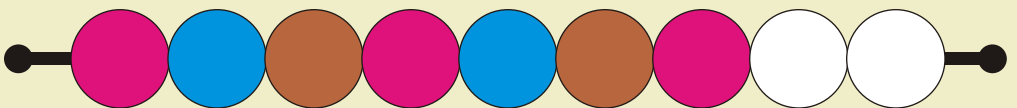
## PATTERNS



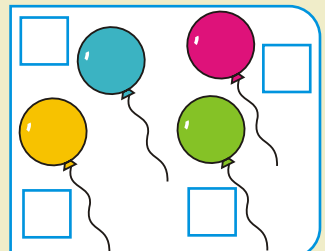
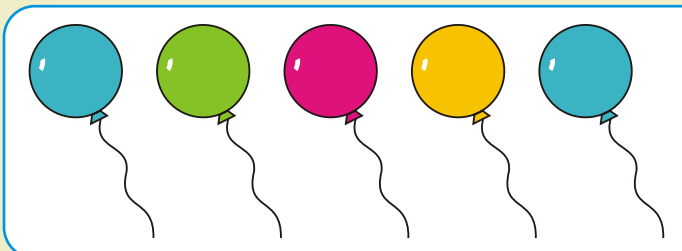
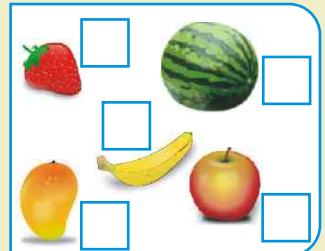
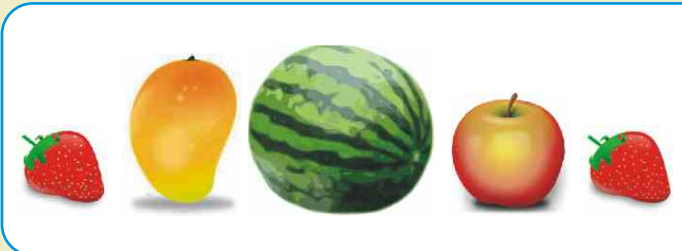
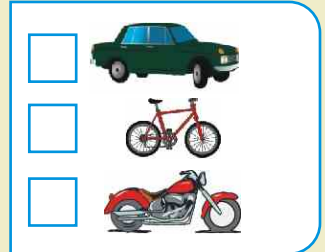
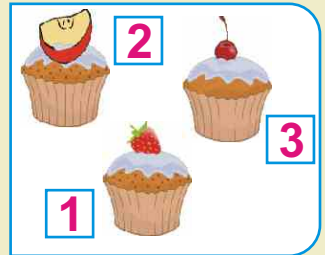
What comes next? Tick (✓) in the box.



Look at the pattern and then colour the last uncoloured objects.

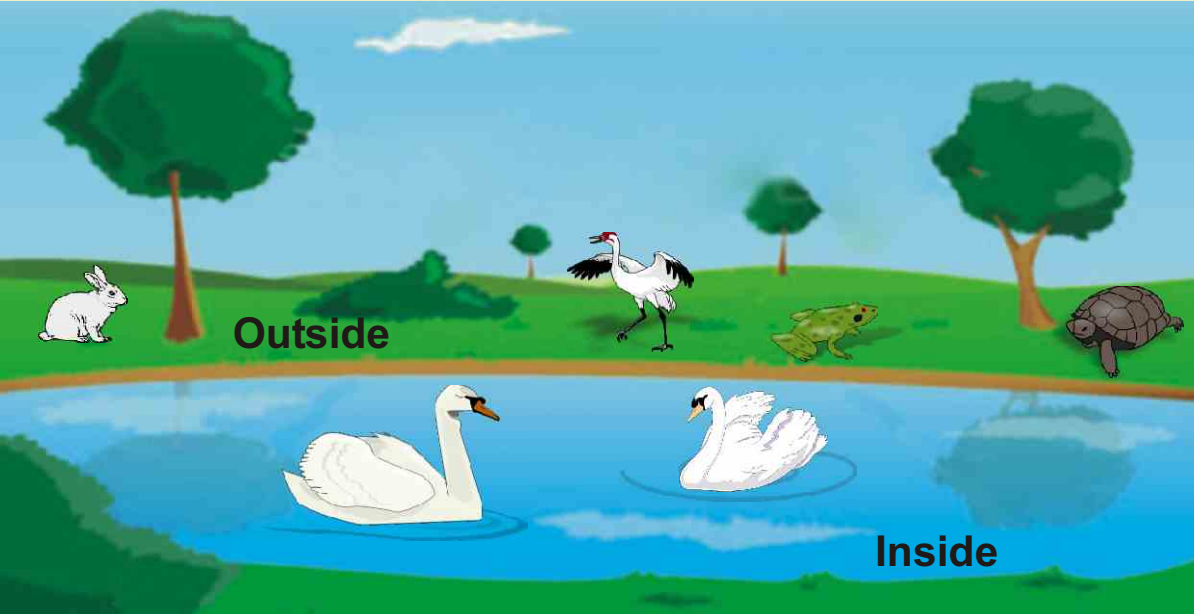


What comes next? Give order.

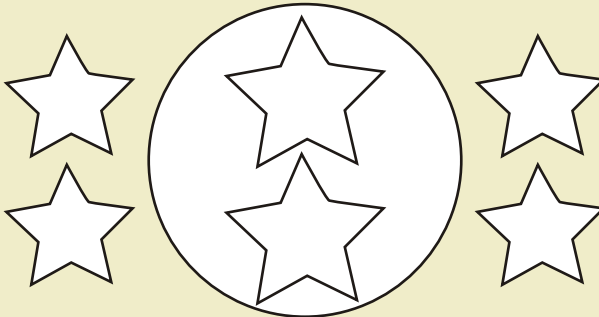


## POSITION

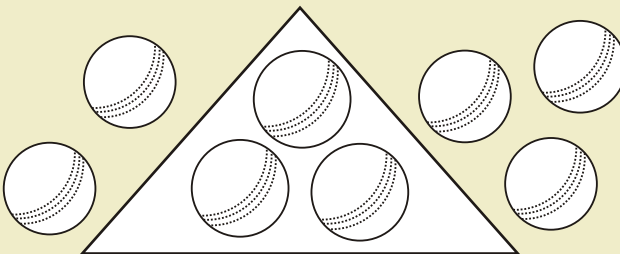
Inside or outside



Colour the stars inside the circle.



Colour the balls outside the triangle.



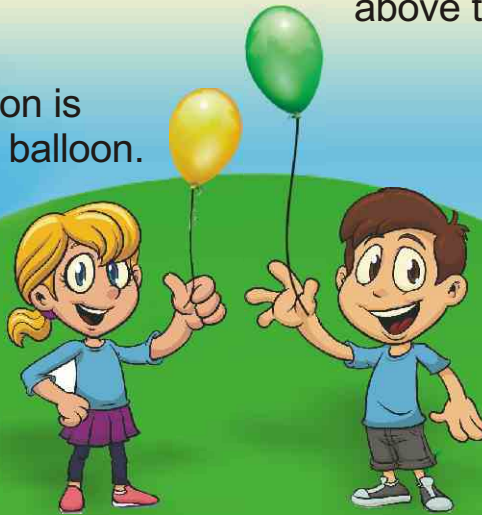
Teacher's Note

Teacher will help the students to identify whether an object is placed inside or outside.

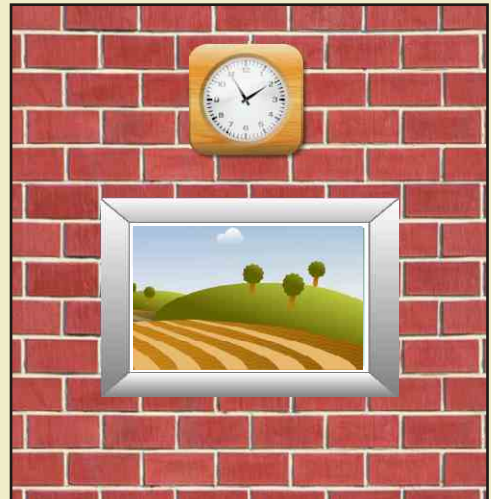
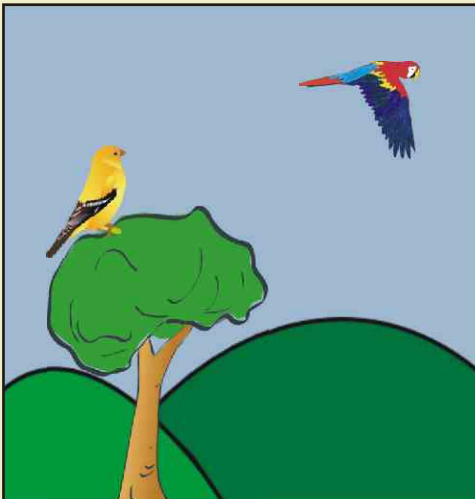
# Above or below

The yellow balloon is below the green balloon.

The green balloon is above the yellow balloon.



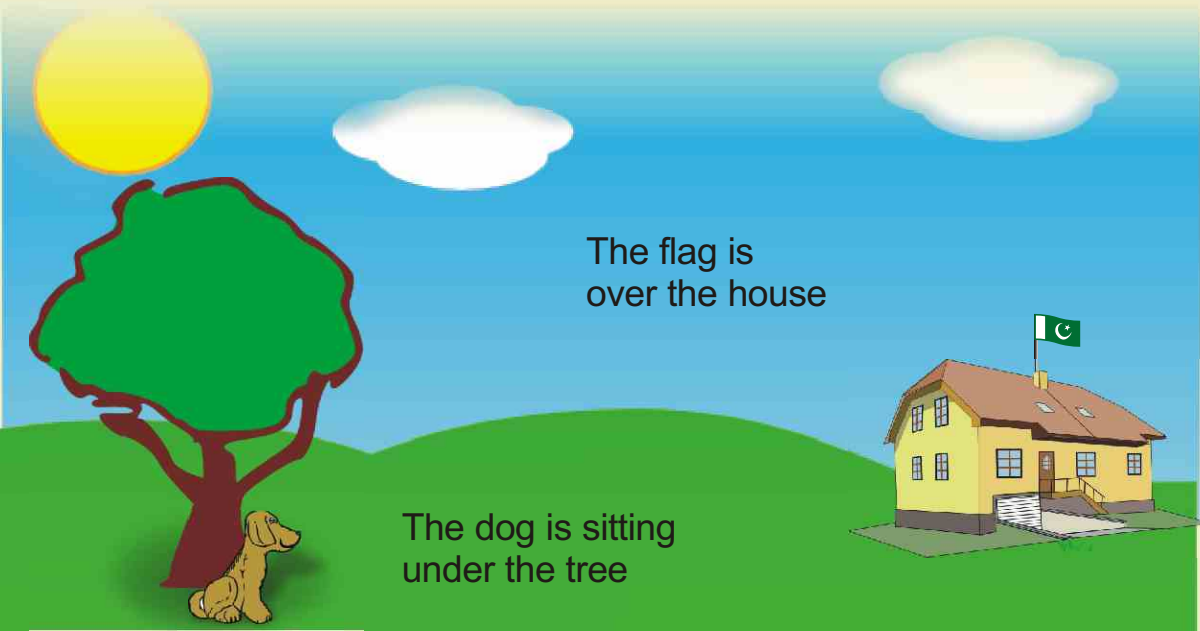
Tick (✓) the object that is above and cross (✗) the object that is below:



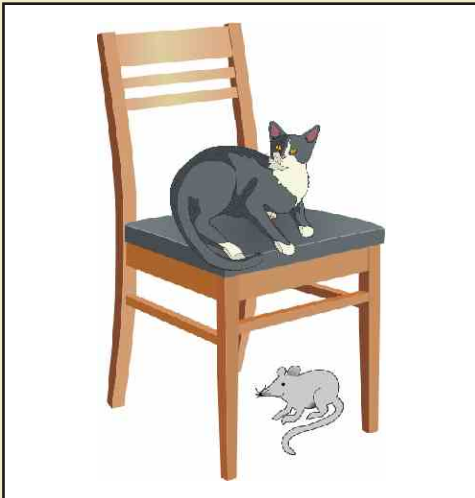
## Teacher's Note

Teacher will help the students to identify whether an object is placed above or below.

## Over or under



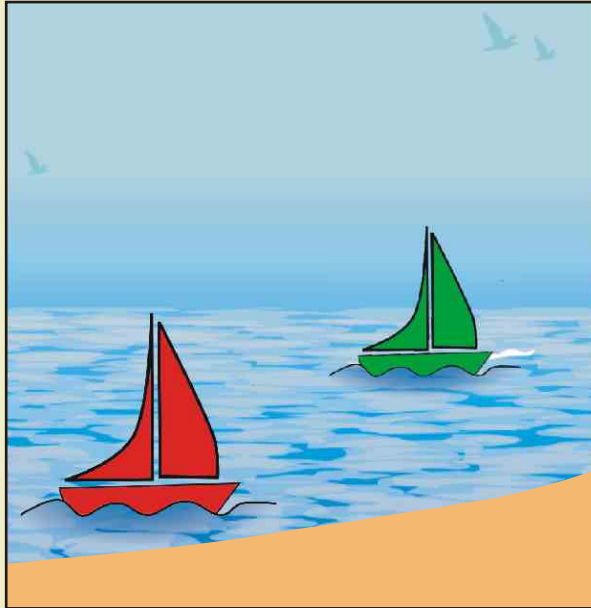
Tick (✓) the object that is over and cross (X) the object that is under:



## Teacher's Note

Teacher will help the students to identify whether an object is placed over or under.

Far or near

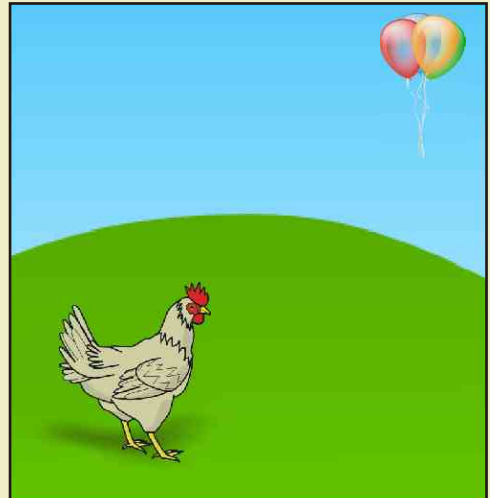
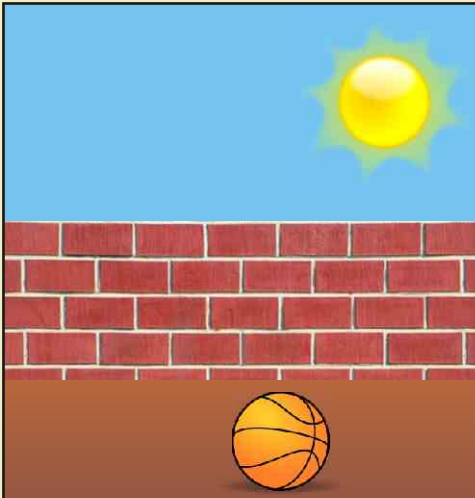


The red boat is near

The green boat is far



Tick (✓) the object that is near and cross (✗) the object that is far.

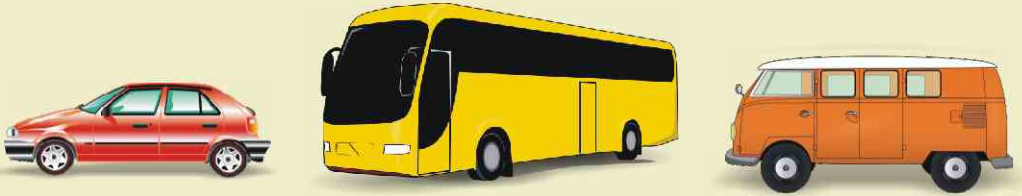


Teacher's Note

Teacher will help the students to identify whether an object is placed far or near.

## Before or after

The car is before the bus.



The van is after the bus.



Tick (✓) the child before Danish and cross (✗) the child after Danish.

Danish



Circle (○) the one that comes before the cat and cross (✗) the one that comes after the cat.



## Right or left

The Window is on the left side of the chair.



The vase is on the right side of the chair.



Tick (✓) the object on the left and cross (✗) the object on the right in each block.

