Textbook

Mathematics

1

Test Edition

Based on Single National Curriculum 2020

یہ کتاب محکمہ تعلیم حکومت بلوچستان کی جانب سے تعلیمی سال 2025 کیلئے مفت تقسیم کی جارہی ہے اور ناقابل فروخت ہے

حکومت بلوچستان کا پروگرام "معیاری تعلیم سب کے لیے"

Balochistan Textbook Board, Quetta

بِسۡمِ اللّٰہِ الرَّحۡمٰنِ الرَّحِیۡمِ

شروع اللہ کے پاک نام سے جو بڑا مہربان نہایت رحم والا ہے۔

Textbook

Mathematics

Grade 1

Based on Single National Curriculum

One Nation, One Curriculum

یہ کتاب محکمہ تعلیم حکومت بلوچستان کی جانب سے تعلیمی سال
2025 کیلئے مفت تقسیم کی جارہی ہے اور نا قابل فروخت ہے

Publishers:

BALOCHISTAN TEXTBOOK BOARD QUETTA

Approved by the provincial Education Department the Secondary Education Department, Government of Balochistan letter No. SO (Acad:)2-1/2021/2289-93, Dated October 4th, 2021. According to the National Curriculum SNC, 2020. N.O.C. No. 240-43/CB, dated 17/12/2021 Office of the Director Bureau of Curriculum & Extension Centre Balochistan Quetta. This textbook has been published by Balochistan Textbook Board for free / sale in all government / Private Schools and madaris in Balochistan.

Textbook

Mathematics

Grade 1

Experimental Edition

Supervision

Muhammad Rafique Tahir

Joint Educational Advisor National Curriculum Council
Ministry of Federal Education and Professional Training,
Islamabad

The book is based on Single National Curriculum 2020 and has been approved by the National Review Committee

Author:
Sadia Jabeen

Endorsed by National Review Committee

Muhammad Akhter Shirani
Punjab Curriculum & Textbook Board, Lahore.

Sherzad Ali
Sir Syed Ahmad Khan, Govt. Boys Higher Secondary School No.1, Gilgit.

Tayyaba Saqib
Pak Turk Maarif, International School & Colleges, H/9, Islamabad.

Abbas Khan
Directorate of Curriculum & Teacher Education Abbottabad, KPK

Dr. Razia Fakir Mohammad
Aga Khan University, Institute for Education Development Karachi, Pakistan

Saeeda Parveen
Islamabad College for Girls, F-6/2, Islamabad.

Gul Muhammad
Bureau of Curriculum & Extension Centre, Balochistan, Quetta.

Raihana Ghulam Hussain
F.G Sir Syed Public School (Girls) II, Rawalpindi

Dr. Muhammad Irfan Ali
Islamabad Model College for Boys, G-11/1, Islamabad.

Provincial review committee Balochistan

Abdul Razzaq(BOC&EC), Syed Abdul Rauf(BOC&EC),Asif Naveed(BOC&EC),Aqila (BOC&EC), Bahauddin Kakar(BOC&EC),Nadira Ismail (BOC&EC),Tayyab Mehmood(BOC&EC),Zahida Khan (GG inter-College Killi Shaikhan Quetta),Haroon khan (G Science College Quetta),Abdul Majid(BEAC), Saira khan (BEAC),Abdul Malik(GBHS Pashtoonabad Quetta),Iram Nazneen (GGHS Shafiq Ahmed Khan Quetta),Asmatullah(GBHS Pashtoonabad Quetta),Sadiqa ishaq (GGHSS Duki),Syed Saifullah (GBHS Pashtoonabad Quetta),Liaqat Sangat(Learning coordinator Noshki),Ghulam Ahmed (GBHS Civil Colony Dera Bugti),Sazuddin(GBPS killi Seralla,Umerzai Pishin),Sajida Bashir(GGHS Pishin)

Technical Assistant: Nighat Lone, Asfundyar Khan
Desk Officer: Sikandra Ali (National Curriculum Council)
Coordinator: Muhammad Sarfraz Ahmad, Jaffar Khan Tareen.
Designers: Enaam Khan, Faisal Ghafoor Sheikh, Muhammad Umer Hayat
Composer: Faheem Ahmed
Illustrator: Uffaq Aamir, Shutterstock
Supervision: Obaid Ullah Mirwani
Printer: Urdu Book Stall Lahore.

APPEAL

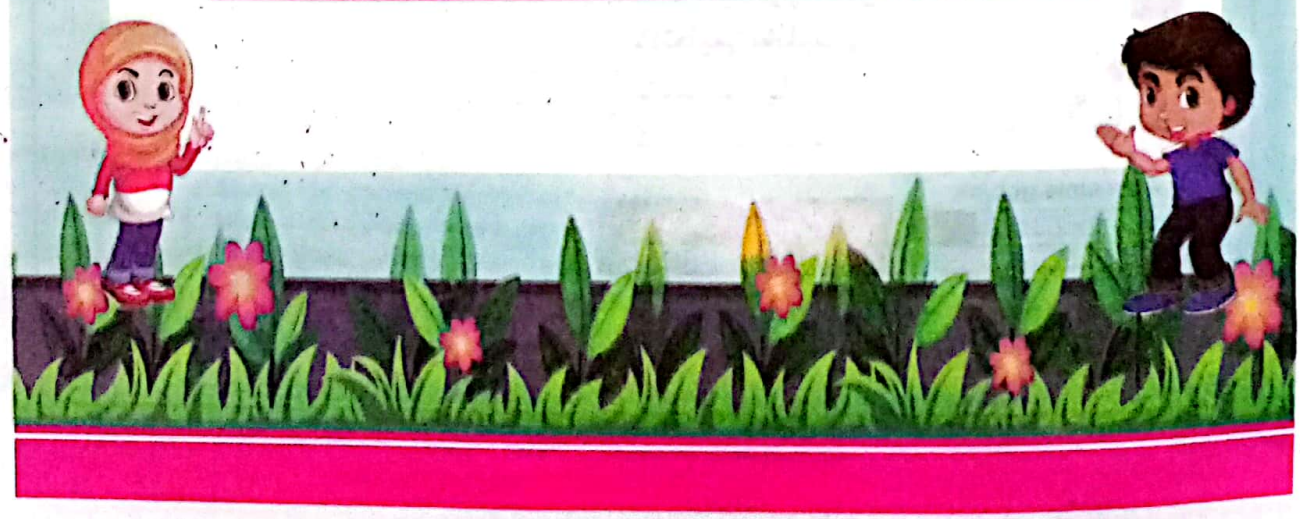
Balochistan Textbook Board is committed to ensure the publication of quality Textbooks in line with the approved Curriculum. These textbooks are the outcome of intellectual contribution of renowned educationists, researchers and subject experts. Despite our constant endeavors, possibilities of inadvertent errors cannot be ruled out and there is always margin of improvement. Therefore, we always look forward to constructive feedback from students, teachers, parents and society at large. In this regard a feedback and textbooks review mechanism (though online portal) has been established at Balochistan Textbook Board. The feedback received will be referred to the Research Center, recently established at Balochistan Textbook Board for analysis and drawing conclusions. We are highly hopeful that this research based feedback analysis will prove to be catalyst in the improvement of overall quality of the Textbooks. Feedback regarding the provision of textbooks at school level can also be shared.

Feedback can be shared through the following methods:

I. Website:www.btbb.com
II. Official App on playstore: "btbb official:
III. Email: btbb_quetta@yahoo.com
IV. Phone: 081-2470501-2470503

Dr. GULAB KHAN KHILJI
CHAIRMAN
BALOCHISTAN TEXTBOOK BOARD, QUETTA

Content



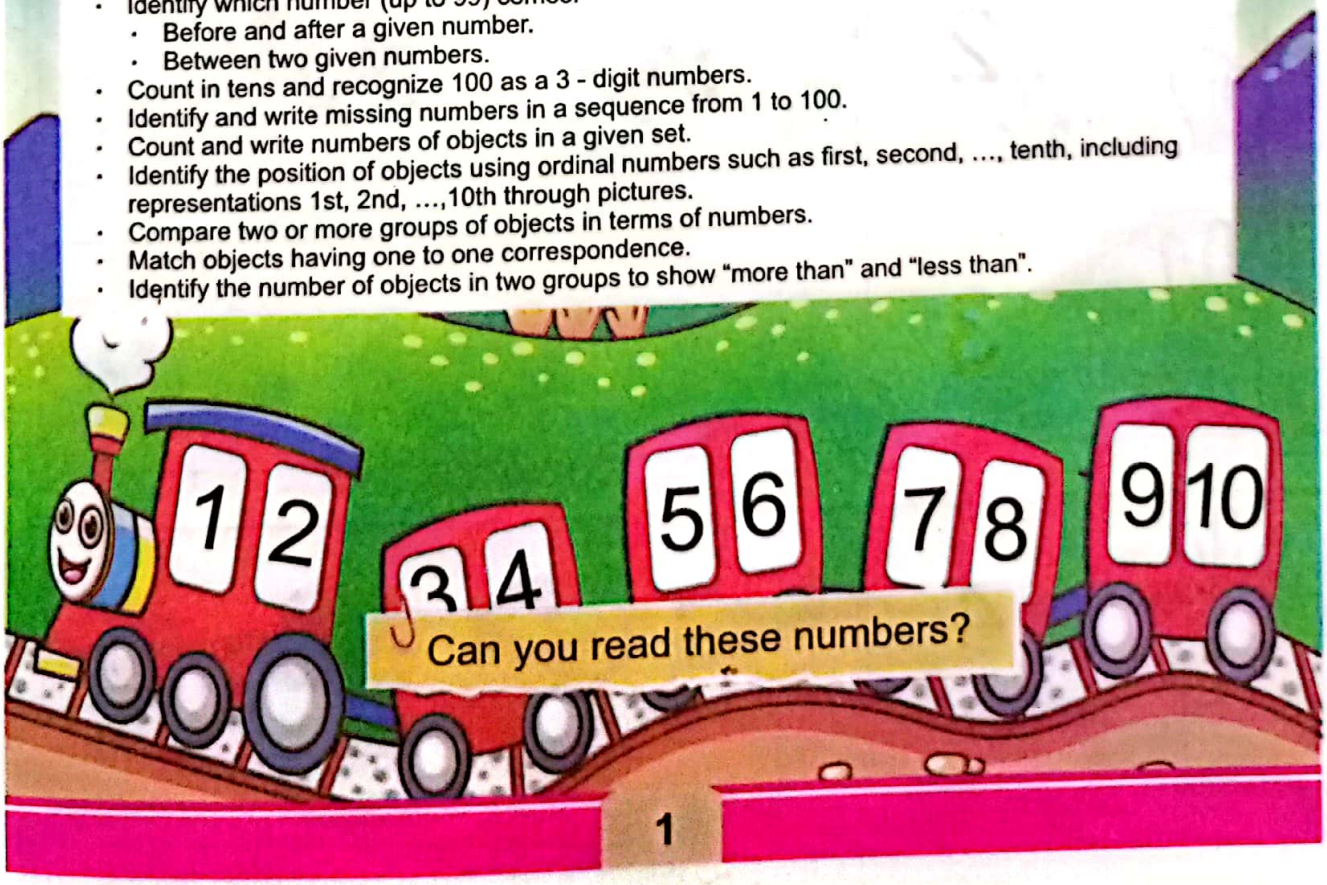
Unit 1

Whole Numbers

Learning Outcomes

By the end of this unit, you will be able to:

- Identify numbers 1-9.
- Identify 0 as a number.
- Read numbers up to 9 in numerals and in words.
- Write numbers up to 9 in numerals and in words.
- Count objects up to 9 and represent in numbers.
- Match numbers 0-9 with objects.
- Count backwards from 9.
- Arrange numbers in ascending and descending order (up to 9).
- Identify which number (up to 9) comes.
  - Before and after a given number.
  - Between two given numbers.
- Identify 10 as a 2 - digit number.
- Compare and order the numbers 0-10.
- Read numbers up to 99.
- Write numbers up to 99.
- Count forward and backward up to 99.
- Recognize the place value of a specific digit in a 2 - digit numbers (tens and ones)
- Identify the place value of the specific digit in a 2 - digit number
- Decompose a number up to 99 to identify the value of a number in ten's and one's place.
- Compare 1-digit and 2-digit numbers.
- Order the set of numbers from 0 to 99 in ascending and descending order.
- Identify which number (up to 99) comes:
  - Before and after a given number.
  - Between two given numbers.
- Count in tens and recognize 100 as a 3 - digit numbers.
- Identify and write missing numbers in a sequence from 1 to 100.
- Count and write numbers of objects in a given set.
- Identify the position of objects using ordinal numbers such as first, second, ..., tenth, including representations 1st, 2nd, ...,10th through pictures.
- Compare two or more groups of objects in terms of numbers.
- Match objects having one to one correspondence.
- Identify the number of objects in two groups to show "more than" and "less than".



Counting 1 to 9

I have a lot of toys. Can you help me to count them?

Let's count and read.

1

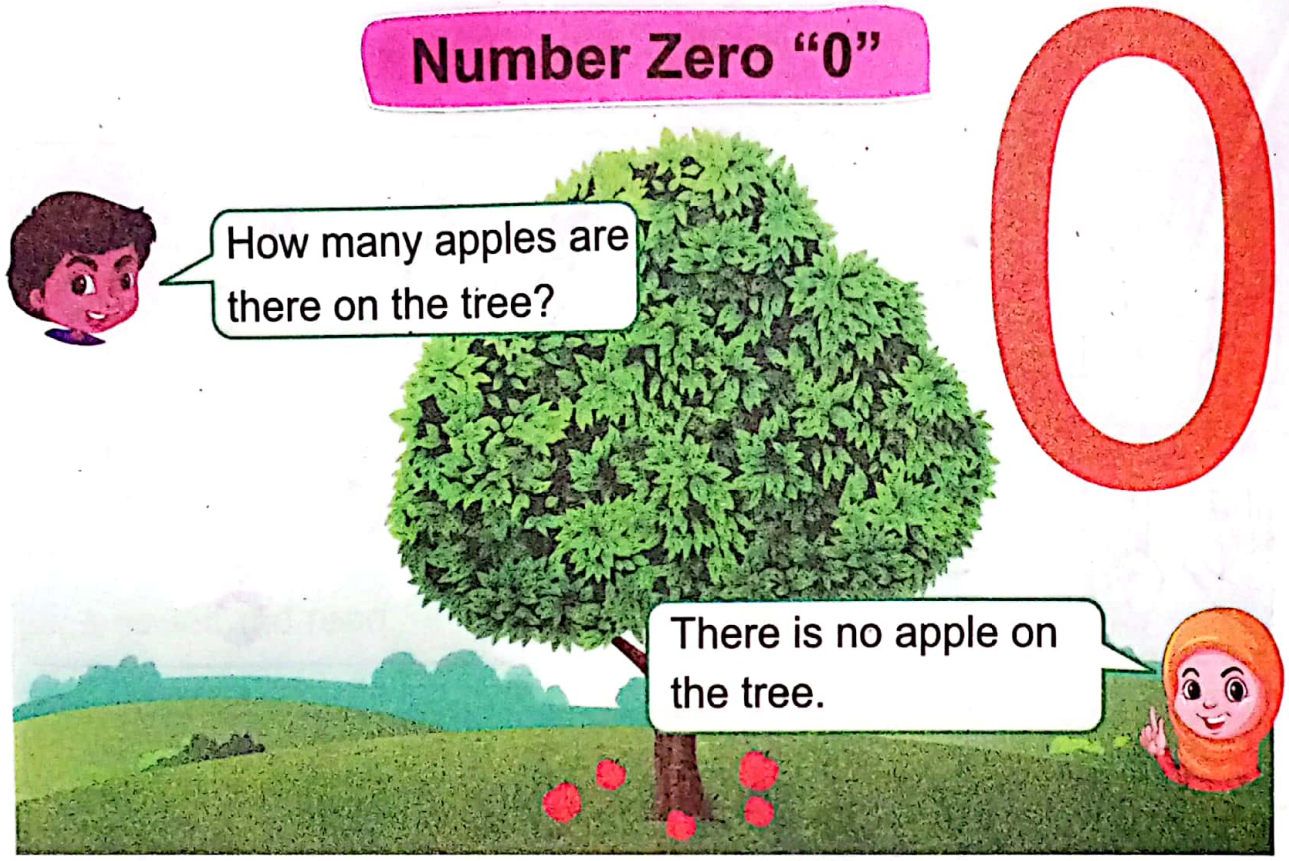
2

3

4

Ask students to work in groups. Give each group 0 to 9 number cards. Show different number of objects. Ask each group to show the correct number card one by one. Repeat this activity several times with different numbers and objects.

Number Zero "0"



There is no apple on the tree. It means there are zero "0" apples.

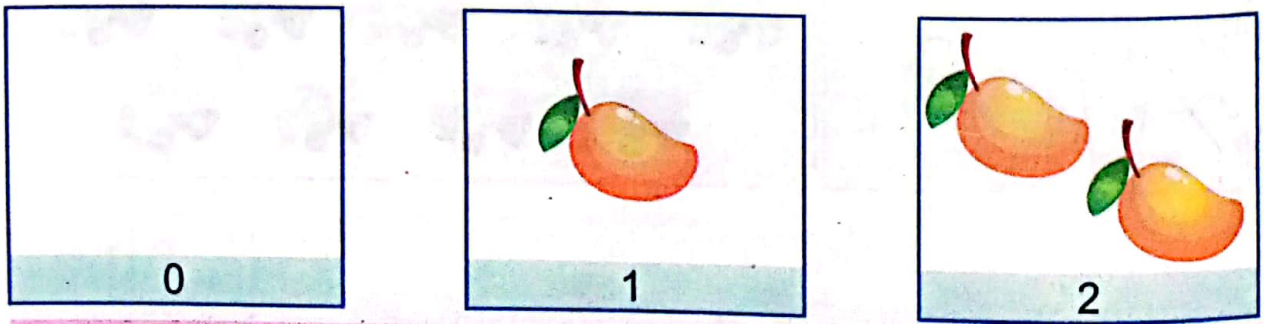
Key Fact

Only zero (0) means "nothing".

Try Yourself

How many legs does a fish have?

Count and read.



TEACHING POINT

Place 5 baskets and 4 balls on the table. Then put a ball in each basket. Ask students how many baskets have balls and how many baskets are empty. Let them know that 4 baskets have balls and 1 is empty. The empty basket shows that there is no ball in it, it means there are zero "0" balls.

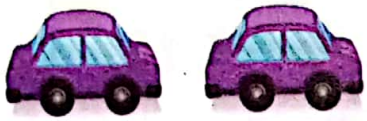
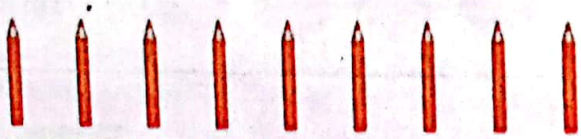
Counting

Let's count the objects and read.

0		zero
1		one
2		two
3		three
4		four
5		five
6		six
7		seven
8		eight
9		nine

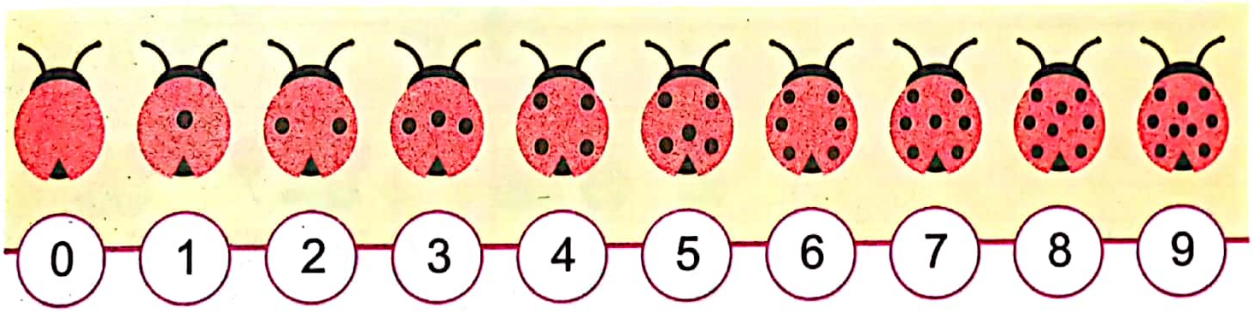
Paste a wall chart (zero to nine) on the wall. Then ask students to read aloud.

Count the objects and write.

	0	zero
		
		
		
		
		
		
		
		
		

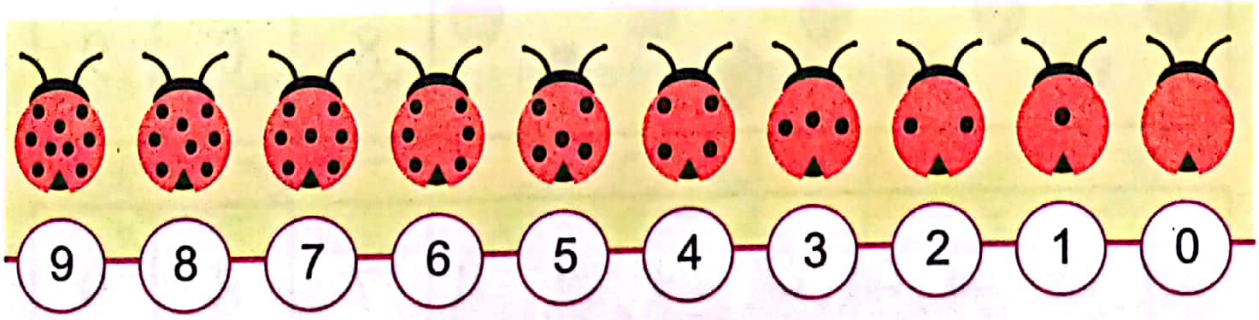
Forward Counting

Let's count the dots in the pictures below and read forward counting from 0 to 9.



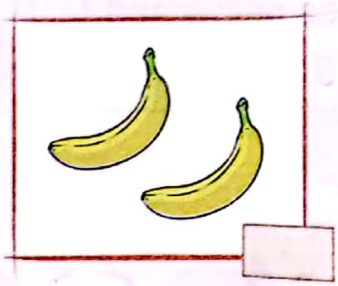
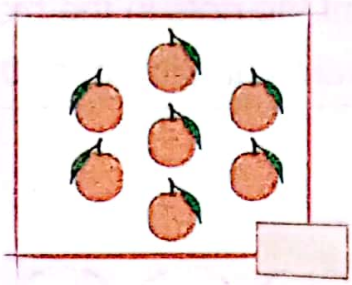
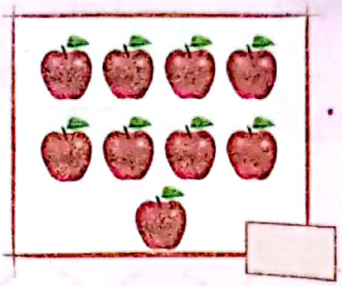
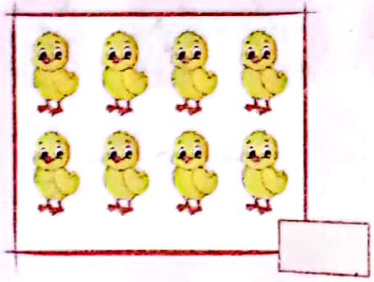
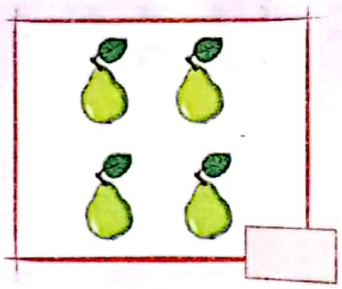
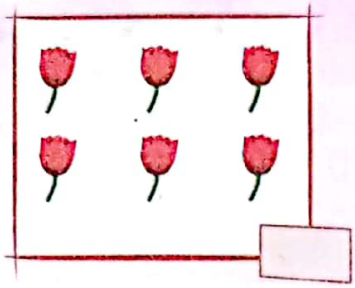
Backward Counting

Let's count the dots in the pictures below and read backward counting from 9 to 0.

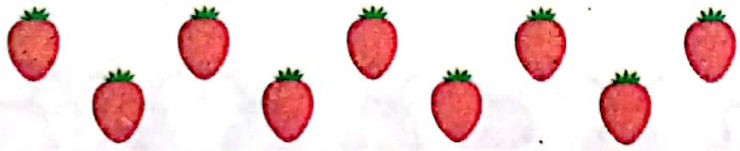


Place number cards (0 to 9) randomly on the table. Call a student and ask him/her to put the number cards in order on the table. Then ask him/her to count forward (0 to 9) and count backward (9 to 0).

Count the objects and write the correct number.

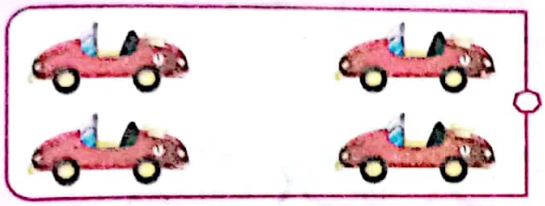







Count the objects and encircle the correct number.

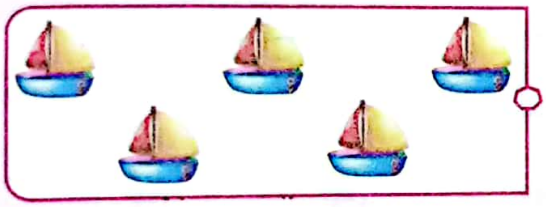
	5	7	6
	8	0	9
	7	8	9

Count the objects and match with the correct number.

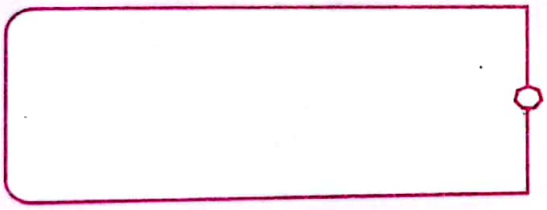
4



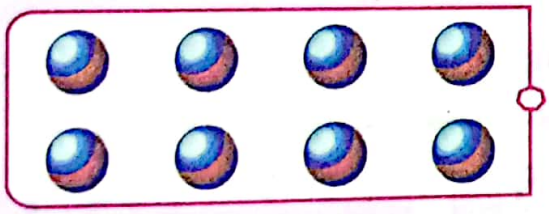
0



8

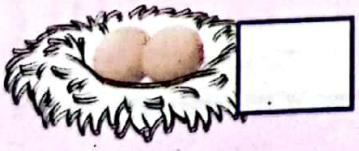


5

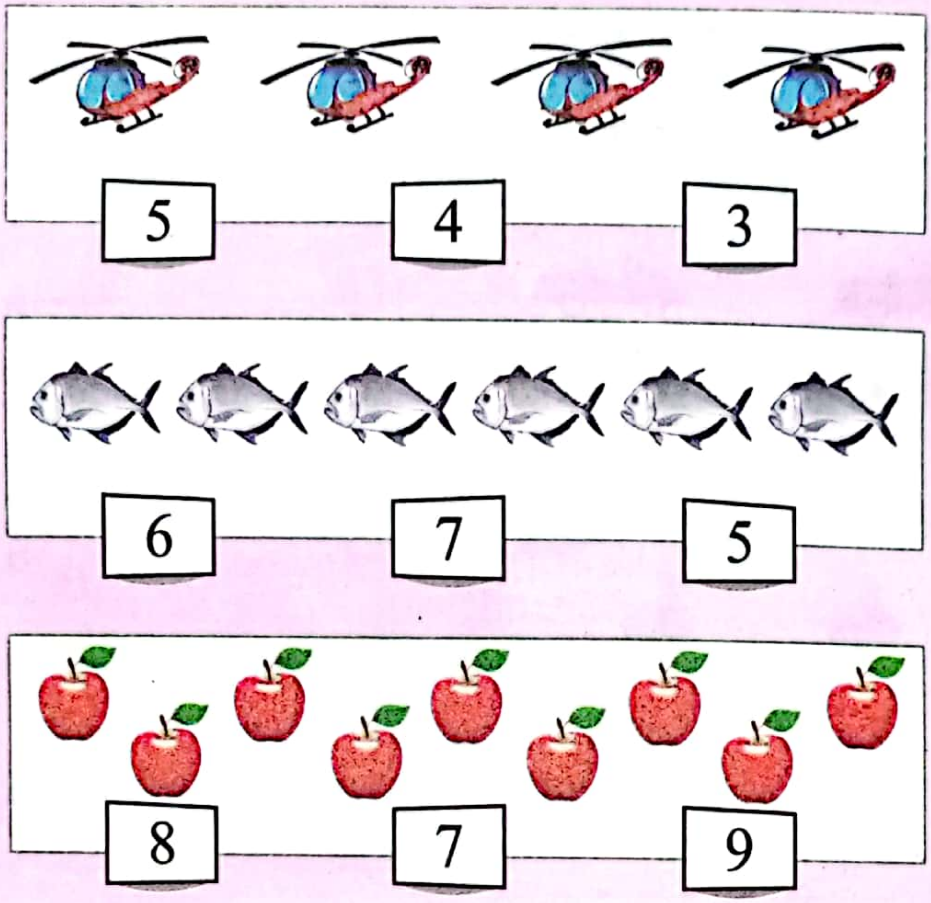


7

Write the number of eggs in the following nests.



Count the objects and colour the correct number.



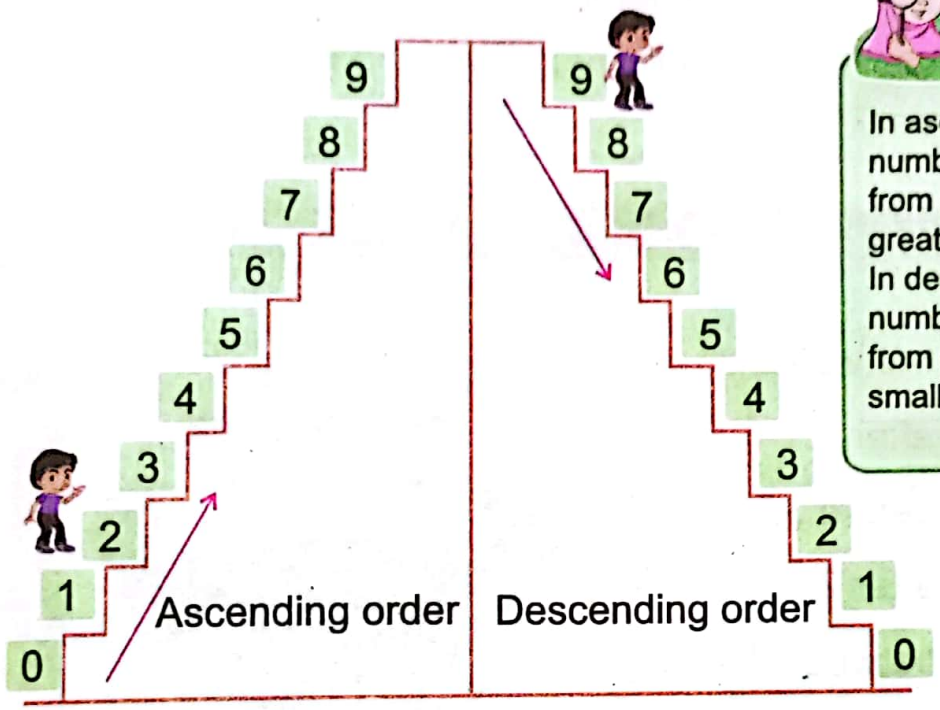
Count forward and write the missing numbers.

0		2			5				9

Count backward and write the missing numbers.

9			6						0

Ordering Numbers



Key Fact

In ascending order, numbers are arranged from smallest to the greatest.
In descending order, numbers are arranged from greatest to the smallest.

Write the following numbers in ascending order.

4	0	5

1	4	3

Write the following numbers in descending order.

4	7	3

7	9	8

TEACHING POINT

Write more than two numbers on the board and ask students which number is the greatest or the smallest? Then ask them to arrange these numbers in ascending and descending order.

Before, After and Between

There are three number cards in the basket.
Can you help me arrange these cards in ascending order?

1 comes before 2.

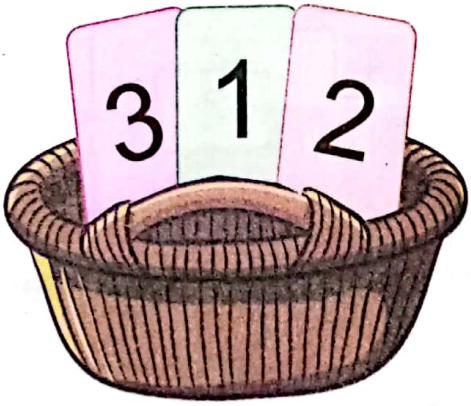
2 comes after 1.

2 comes before 3.

3 comes after 2.

2 comes between 1 and 3.

Therefore, we can arrange these cards in this way.



Try Yourself

What number comes before and after 4?

TEACHING POINT

Place some number cards upside down on the table. Call a random student to the front of the class and ask him/her to pick up any number card. Then ask which number comes before and after this number.

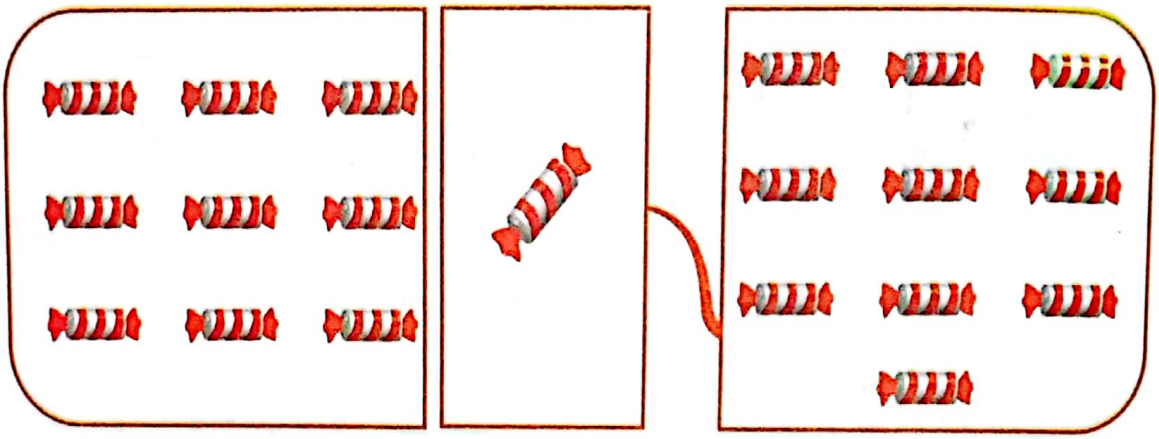
Write the number that comes before the given number.

Write the number that comes after the given number.

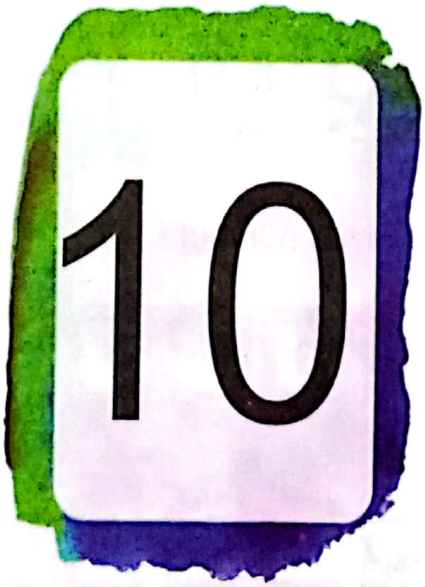
Write the number that comes between the given numbers.

Number Ten "10"

I have 9 candies when I add 1 more candy to the 9 candies, Now I have 10 candies.



9 candies | 1 candy | 10 candies



Key Fact

10 is the first 2-digit number.

Try Yourself

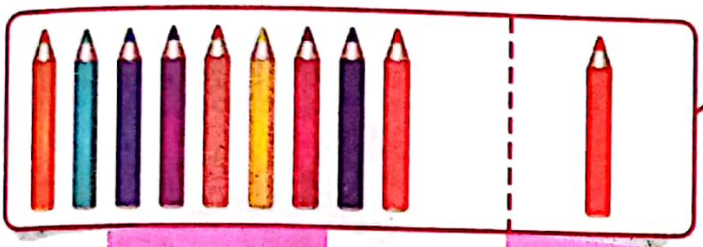
- What number comes after 9?
- What number comes before 10?

TEACHING POINT

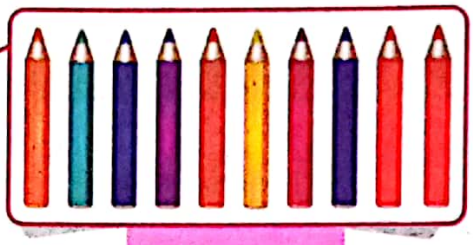
Show students a large-sized flash card with the number 10 written on it. Paste a number chart from 0 to 10 on the board and ask students to find the number 10 on it.

Place Value (Tens and Ones)

I have 9 pencils. If I add 1 more pencil.
I have 10 pencils now.



9 ones | 1 one



10 ones

Now, I have 1 bundle of 10 pencil only. It means there is 1 ten and 0 ones.

1 ten

Key Fact

10 ones make 1 ten.
10 ones = 1 ten

1	0
1 ten	0 ones

1 ten and 0 ones = 10

Key Fact

A 2-digit number consists of ones and tens.

Place pencils or ice cream sticks on the table. Ask a random student to count 10 pencils or ice cream sticks. Then give him/her a rubber band and ask him/her to make a bundle of 10 pencils or ice cream sticks.

Numbers 1-10

Count and read.

Tens	Ones	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
1	0	

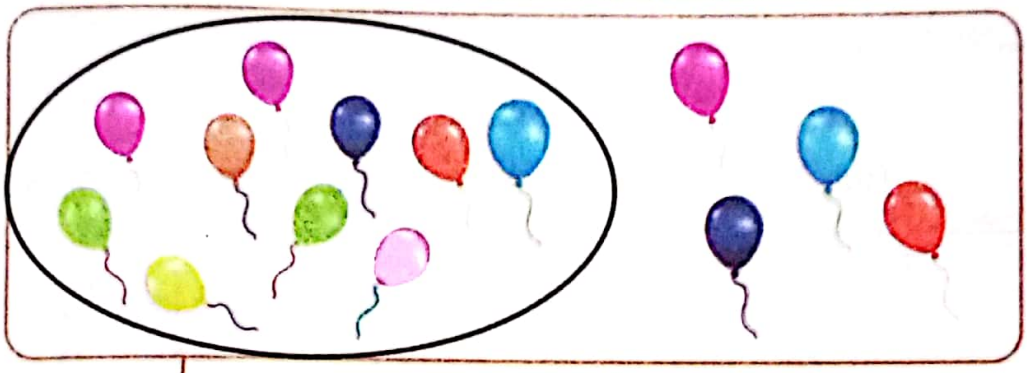
Key Fact

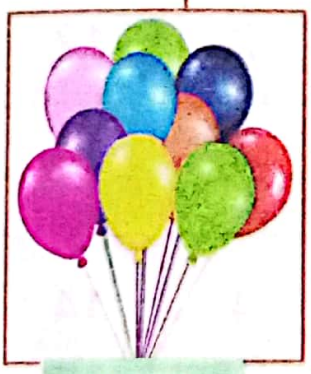
Numbers 0 to 9 are called ones.

Key Fact

9 is the greatest 1-digit number.

I have 14 balloons.
Let's circle 10 balloons to make a bundle.





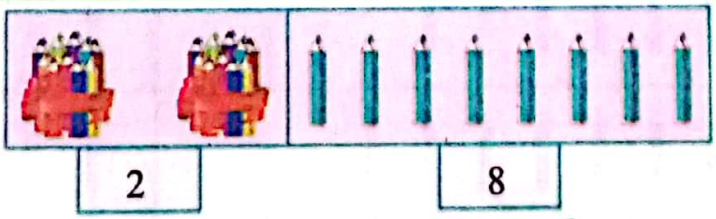
1 ten

4 ones

1 tens and 4 ones = 14

Now, I have 1 bundle of 10 balloons and 4 more balloons.

I have 2 bundles of 10 pencils each and 8 more pencils.



2

8

2 tens and 8 ones = 28

Place 25 beads and 2 glasses on the table. Ask students to make groups of tens using a glass. There are 2 glass of tens and 5 beads separately. Explain to the students that 2 tens represent number 20 and each separate bead represents ones. So, 2 tens and 5 ones make 25. Repeat this activity for different numbers.

Numbers 11 - 20

Read numbers with the help of ones and tens.

Bundles	Tens	Ones	Numbers
	1	1	11
	1	2	12
	1	3	13
	1	4	14
	1	5	15
	1	6	16
	1	7	17
	1	8	18
	1	9	19
	2	0	20

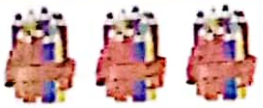
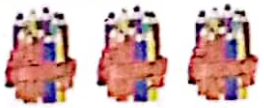
Numbers 21 - 30

Read numbers with the help of ones and tens.

Bundles	Tens	Ones	Numbers
	2	1	21
	2	2	22
	2	3	23
	2	4	24
	2	5	25
	2	6	26
	2	7	27
	2	8	28
	2	9	29
	3	0	30

Numbers 31 - 40

Read numbers with the help of ones and tens.

Bundles	Tens	Ones	Numbers
	3	1	31
	3	2	32
	3	3	33
	3	4	34
	3	5	35
	3	6	36
	3	7	37
	3	8	38
	3	9	39
	4	0	40

Numbers 41 - 50

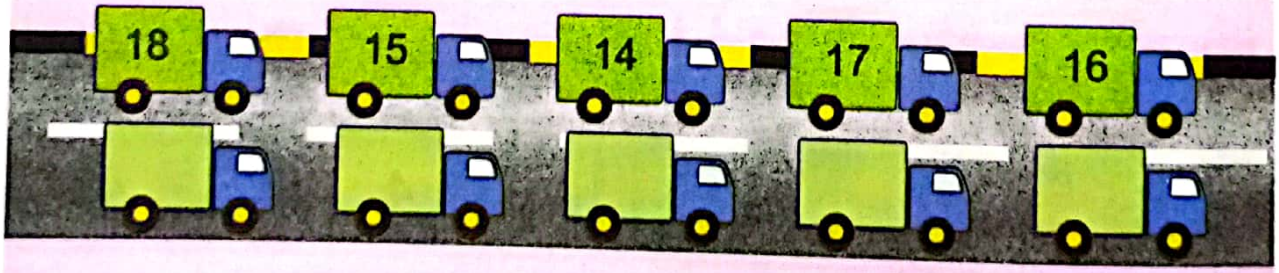
Read numbers with the help of ones and tens.

Bundles	Tens	Ones	Numbers
	4	1	41
	4	2	42
	4	3	43
	4	4	44
	4	5	45
	4	6	46
	4	7	47
	4	8	48
	4	9	49
	5	0	50

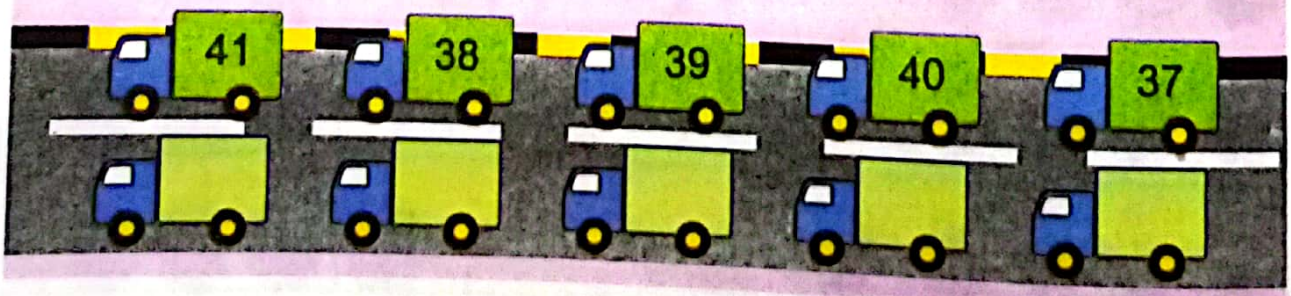
Fill in the boxes.

0			3		
	7				
			15		
		20		22	
	25		27		
		32			35
			39		
	43			46	
			50		

Write the numbers in ascending order.



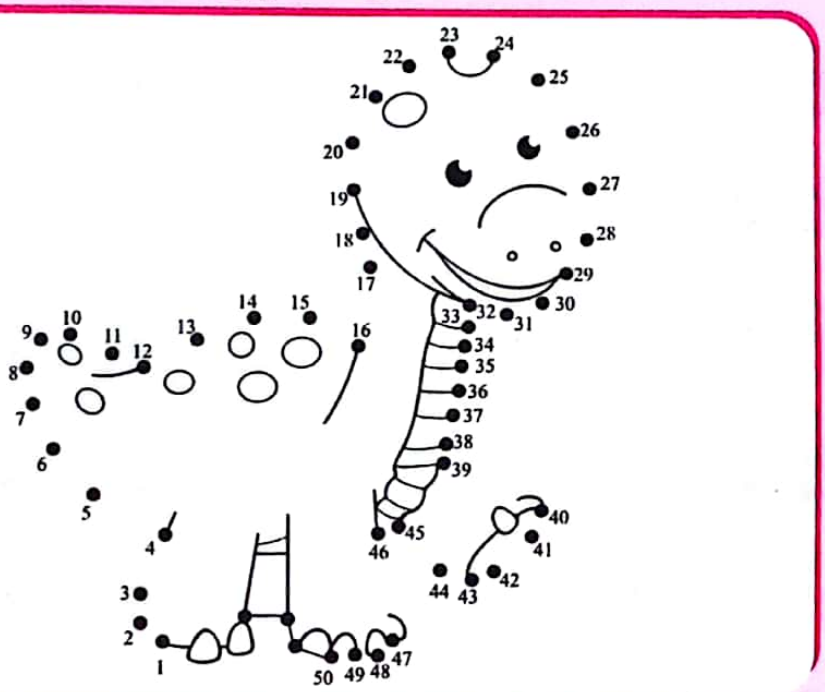
Write the numbers in descending order.



Write the number that comes between the given numbers.

13		15	28		30
39		41	46		48

Complete the picture by joining the dots and colour it.



Write the numbers with the help of ones and tens.

Bundles	Tens	Ones	Numbers
	1	4	14

Numbers 51 - 60

Read numbers with the help of ones and tens.

Bundles	Tens	Ones	Numbers
	5	1	51
	5	2	52
	5	3	53
	5	4	54
	5	5	55
	5	6	56
	5	7	57
	5	8	58
	5	9	59
	6	0	60

Numbers 61 - 70

Read numbers with the help of ones and tens.

Bundles	Tens	Ones	Numbers
	6	1	61
	6	2	62
	6	3	63
	6	4	64
	6	5	65
	6	6	66
	6	7	67
	6	8	68
	6	9	69
	7	0	70

Numbers 71 - 80

Read numbers with the help of ones and tens.

Bundles	Tens	Ones	Numbers
	7	1	71
	7	2	72
	7	3	73
	7	4	74
	7	5	75
	7	6	76
	7	7	77
	7	8	78
	7	9	79
	8	0	80

Numbers 81 - 90

Read numbers with the help of ones and tens.

Bundles	Tens	Ones	Numbers
	8	1	81
	8	2	82
	8	3	83
	8	4	84
	8	5	85
	8	6	86
	8	7	87
	8	8	88
	8	9	89
	9	0	90

Numbers 91 - 99

Read numbers with the help of ones and tens.

Bundles	Tens	Ones	Numbers
	9	1	91
	9	2	92
	9	3	93
	9	4	94
	9	5	95
	9	6	96
	9	7	97
	9	8	98
	9	9	99

Write the numbers with the help of ones and tens.

Bundles	Tens	Ones	Numbers
	5	9	59
			
			

Write the number that comes between the given numbers.

54 ____ 56

66 ____ 68

79 ____ 81

95 ____ 97

Write ones and tens for the following numbers.

Tens	Ones
57	

Tens	Ones
64	

Tens	Ones
75	

Tens	Ones
99	

Fill in the blanks.

5 tens and 0 ones _____

9 tens and 8 ones _____

9 tens and 9 ones _____

6 tens and 5 ones _____

7 tens and 0 ones _____

8 tens and 1 one _____

Comparing Numbers

I have two different number cards. Can you help me to choose the greater number card?

10 9

Let's compare 9 and 10.

1 ten = 10 ones

9 ones = 9

Key Fact

A 2-digit number is greater than a 1-digit number.

9 is the 1-digit number.

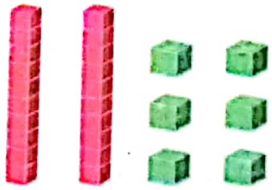
10 is the 2-digit number.

So, 10 is greater than 9.

9 is smaller number than 10.

Let's compare 24 and 26.

2 tens and 4 ones = 24



2 tens and 6 ones = 26

In 24 and 26, both digits in tens place are the same. Therefore, we compare the digits in the ones places.

6 is greater than 4.

So, 26 is greater than 24.

Provide different number of objects to students. Ask them to compare them and tell which objects are more in numbers and which number is greater?

Write "more than" or "less than" in the blanks.

5 is _____ 6.

21 is _____ 18.

29 is _____ 34.

80 is _____ 70.

92 is _____ 88.

Try Yourself

Which number is greater? 30 or 39

Compare and colour the box with greater number.

9	4	19	21	43	33
57	69	88	79	99	90

Compare and colour the box with smaller number.

17	23	35	46	53	51
68	70	89	86	97	91

Ordering Numbers

Let's arrange the numbers 47, 33, 54 in ascending and descending order.

	Tens	Ones
4 tens and 7 ones =	4	7
3 tens and 3 ones =	3	3
5 tens and 4 ones =	5	4

3 tens is smaller than 4 tens and 5 tens.

So, 33 is the smallest number.

Similarly,

5 tens is greater than 3 tens and 4 tens.

So, 54 is the greatest number.

Ascending Order: 33, 47, 54 Descending Order: 54, 47, 33

Write these numbers in descending order.

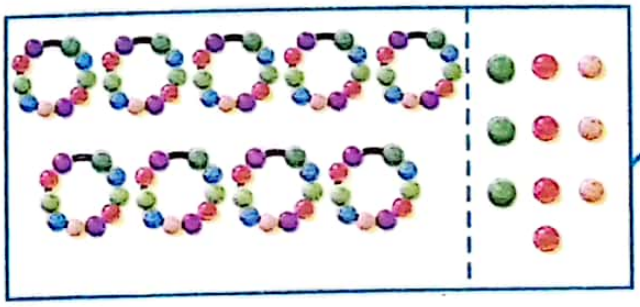
6	7	8	5	
18	16	17	15	
24	26	27	25	
71	74	73	72	

Give different number cards to students and ask them to work in groups. Ask them to compare the numbers and arrange them in ascending and descending order.

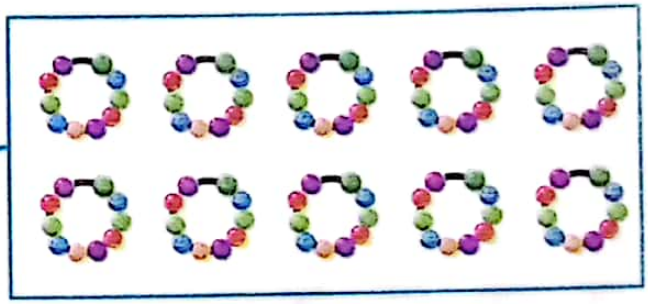
Hundred "100"

When we add 1 more to 99, what do we get?

99 and 1 make 100.

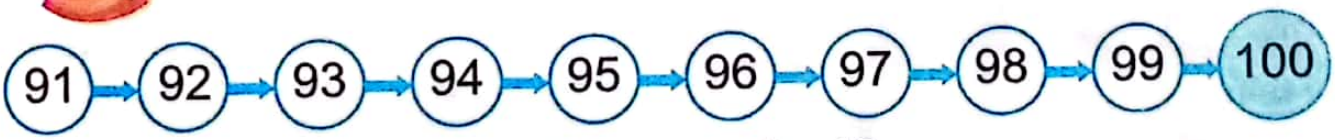


9 tens and 10 ones =100



10 tens = 100

One hundred = 100



100 comes after 99.

Try Yourself

What number comes before 100?

Key Fact

- 99 is the greatest 2-digit number.
- First 3-digit number is 100.

TEACHING POINT

Give beads in different colour to the students and instruct them to make ten groups of ten beads. Ask them how many tens are in one hundred?

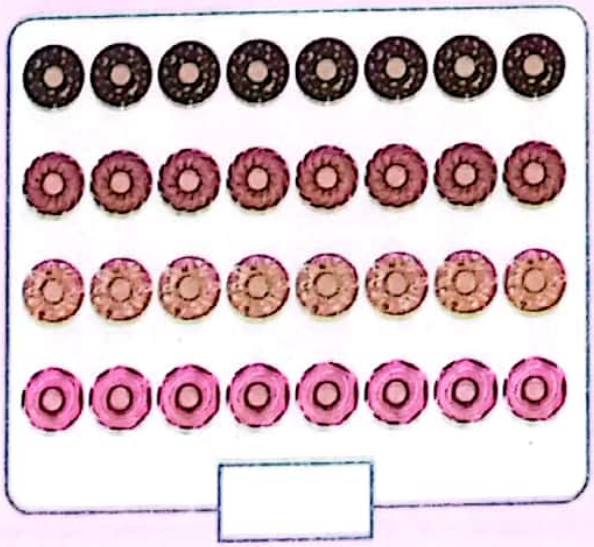
Count in Tens

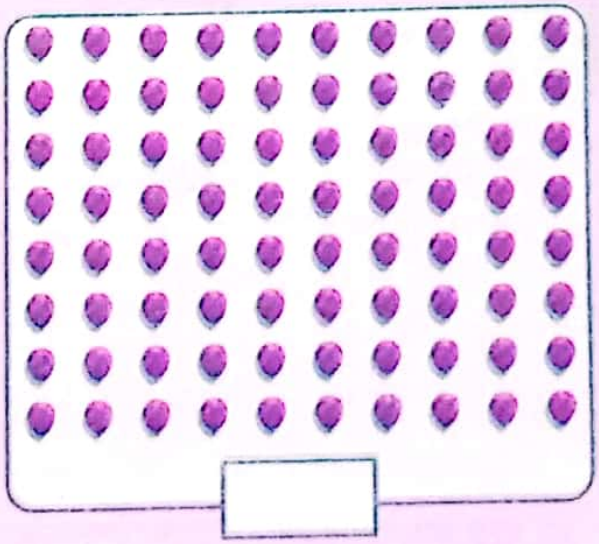
Bundles	Numbers
	1 ten = 10
	2 tens = 20
	3 tens = 30
	4 tens = 40
	5 tens = 50
	6 tens = 60
	7 tens = 70
	8 tens = 80
	9 tens = 90
	10 tens = 100

Write the missing numbers in the given boxes.

	2			5		7		9	
11					16		18		20
	22			25			28		
	32				36				40
41	42			45		47	48		
	52				56		58		60
61				65				69	
	72			75			78	79	
	82		84			87			90
91					96		98		

Count the objects and write the correct numbers.





Ordinal Numbers

In this picture, children are running in the race.
With the help of ordinal numbers we can tell the position of each child.

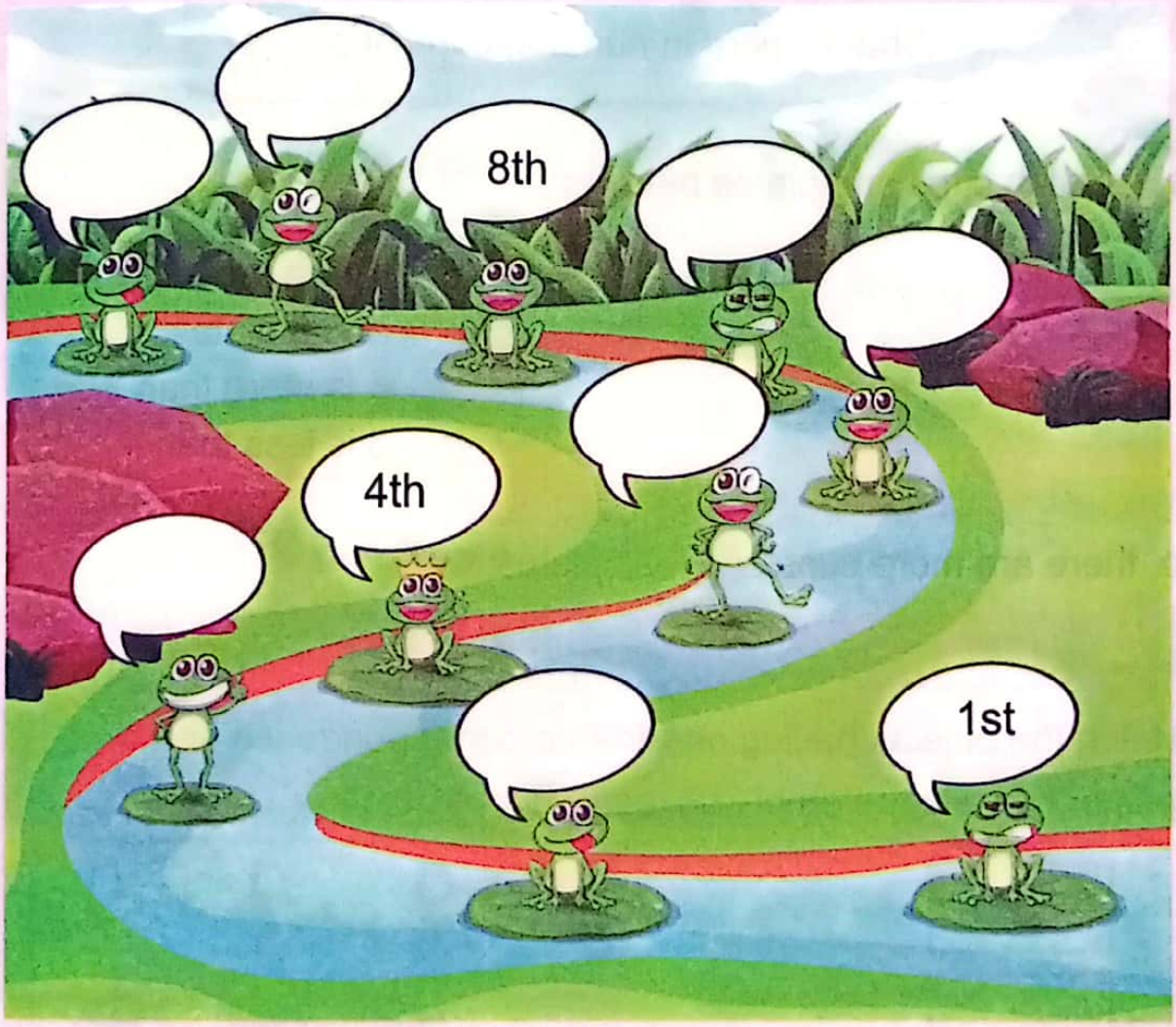
Key Fact

Ordinal numbers are used to place objects in an order and to identify their position.

TEACHING POINT

Place ten toys (with ordinal number tags) on the table. Ask students to arrange the toys on the table from right to left.

Write the ordinal number for each frog.

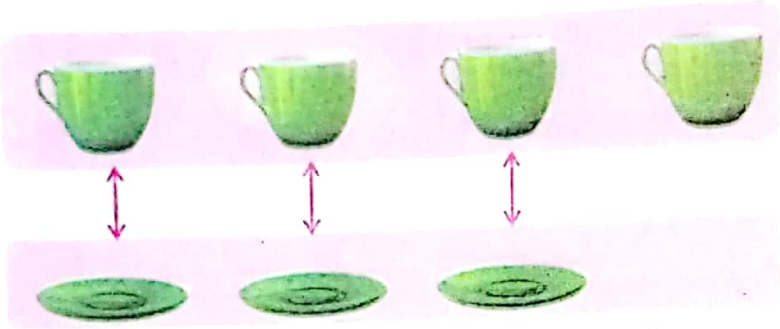


Circle the bird at 2nd, 6th and 8th position (right to left).

One-to-One Correspondence

What is more in number, cups or plates?

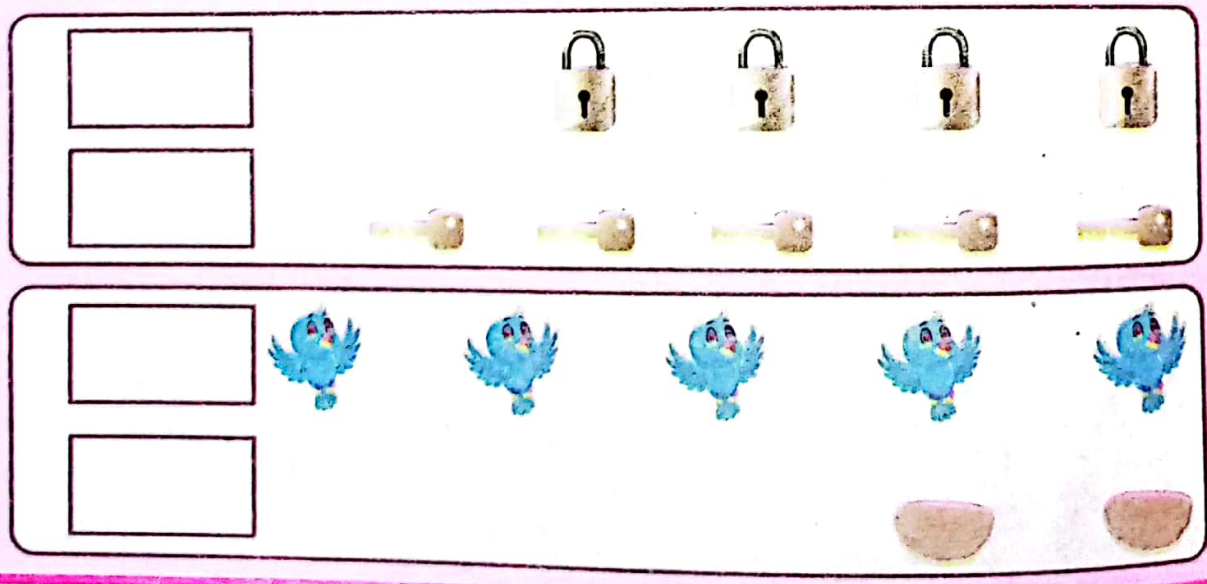
Let's match cups and plates below.



There are 4 cups and 3 plates.
4 is more than 3.
3 is less than 4.

So, there are more cups and less plates.

Match the objects having one-to-one correspondence and write less or more in the empty boxes.



Give students different groups of objects. Ask them to match these objects in one-to-one correspondence and tell which group has more objects and which one has less?

Comparing Objects

I have 4 pencils.

I have 6 pencils.

We can compare the number of pencils by counting them.

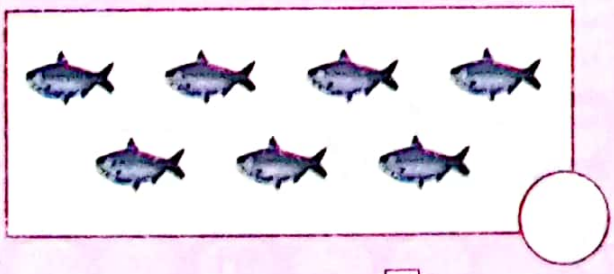
6

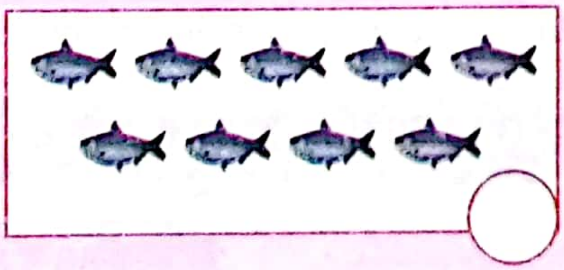
4

6 pencils are more than 4 pencils.

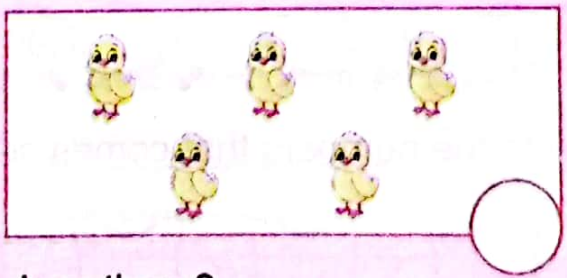
So, 6 is 2 more than 4 .

Tick (✓) the box which has more objects and fill in the blanks.





So, 9 is _____ more than 7.



So, 5 is _____ less than 8.

I Have Learnt

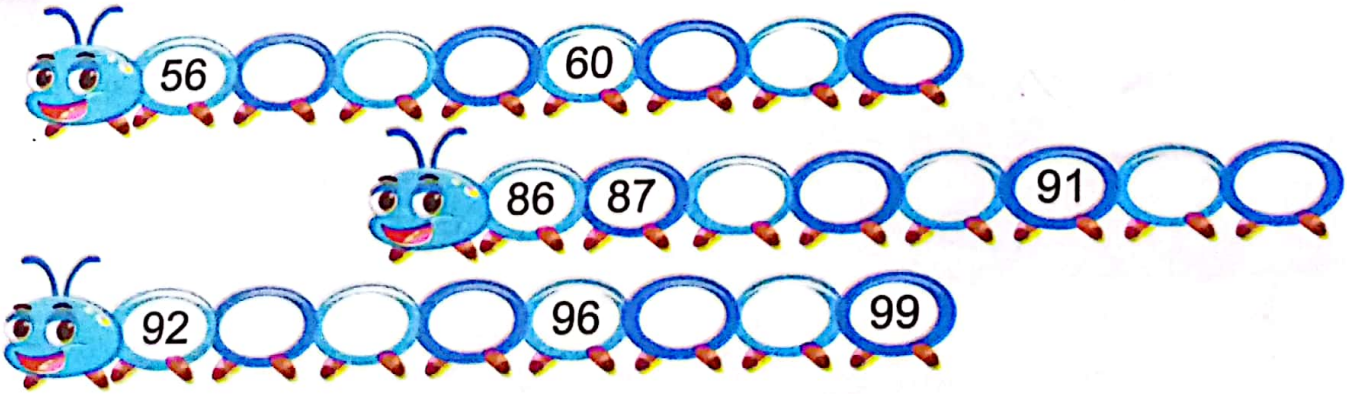
- Read and write numbers up to 9 in numerals and words.
- Read and write numbers in numerals up to 100.
- Count forward and backward from 0 to 99.
- Identify the numbers before / after and between the given numbers from 0 to 99.
- Compare numbers from 0 to 99 and arrange them in ascending and descending order.
- Identify the place value of a specific digit in 2-digit numbers.
- Count in Tens and recognize 100 as a 3-digit number.
- Identify the position of objects using ordinal numbers.
- Identify more or less by comparing the number of objects in two groups.

Vocabulary

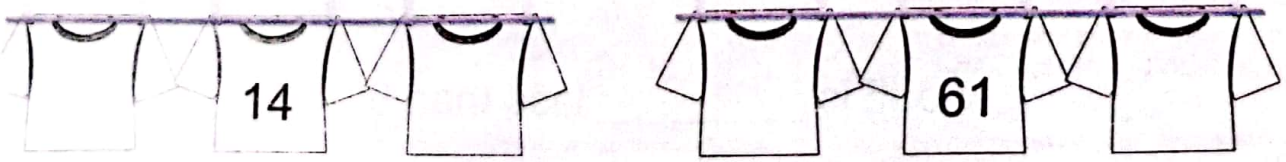
Zero
Forward counting
Backward counting
Place value
Ones
Tens
Digit
Ascending order
Descending order
Ordinal numbers

Review Exercise

1. Write the correct missing numbers.



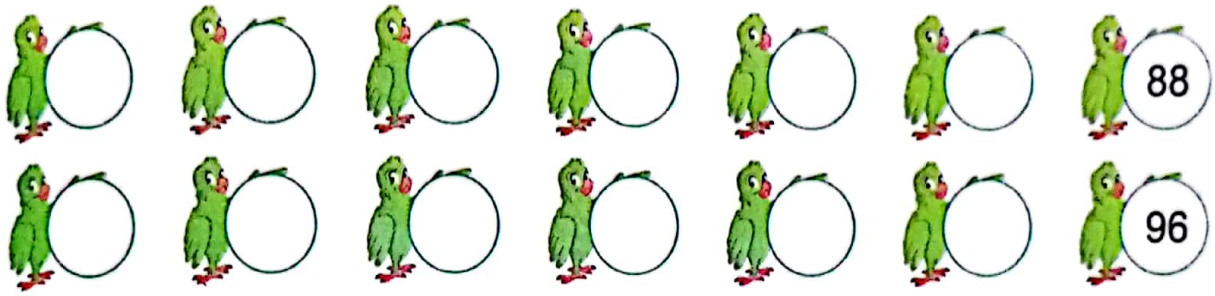
. Write the numbers that comes before and after the given number.



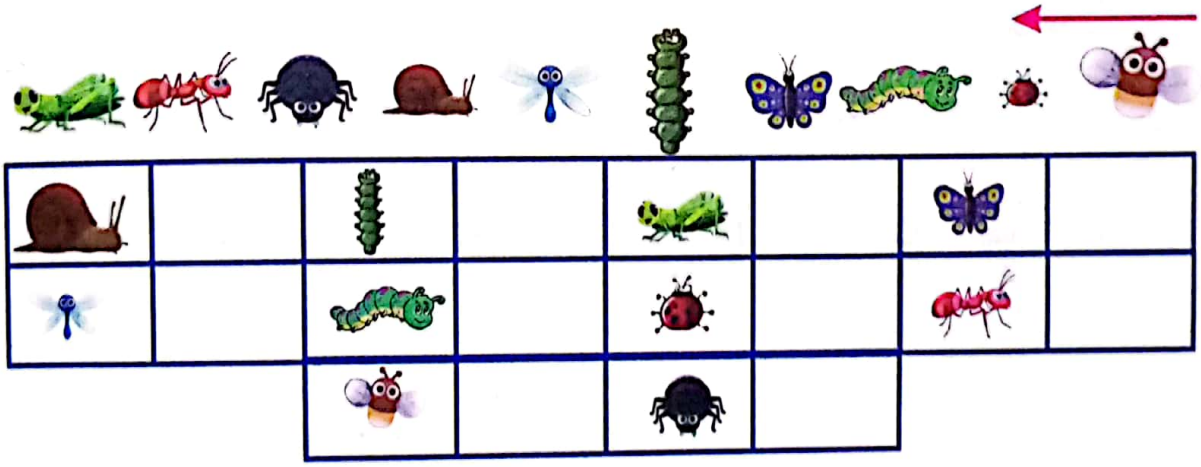
3. Write the number that comes between the following numbers.

23		25	43		45	36		38	98		100

4. Count backward and write the correct number.



5. Write the ordinal number for each animal, (right to left).



6. Write 'more than' or 'less than' in the blanks.

12 is _____ 18.

99 is _____ 90.

40 is _____ 41.

70 is _____ 60.

23 is _____ 3.

61 is _____ 62.

7. Write the following numbers in ascending order.

21	24	23	25	22

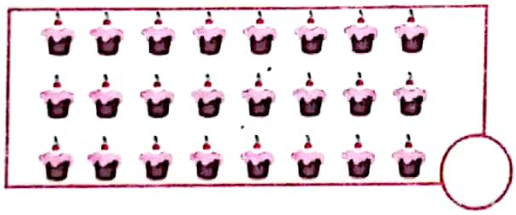
45	47	49	46	48

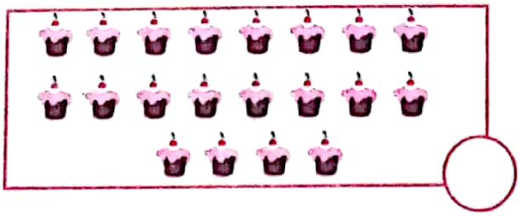
8. Write the following numbers in descending order.

63	65	62	66	64

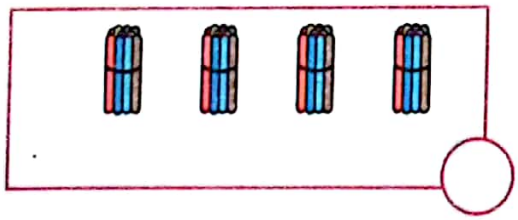
85	83	87	86	84

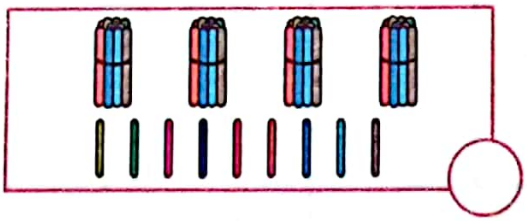
9. Count the objects, write the correct numbers and fill in the blanks.





So, 20 is _____ less than 24.





So, 49 is _____ more than 40.

10. Read the instructions and write the correct number.

I am the greatest 2-digit number. I have 9 ones and 9 tens. 100 comes after me. Tell me, who am I? ☐	I am the smallest 2-digit number. I have 0 ones and 1 ten. Tell me, who am I? ☐

Unit 2

Number Operations

Ali and Amna are picking oranges in the garden.

- How many oranges were there on the tree?
- How many oranges did Ali and Amna pick?
- How many oranges are left on the tree?

Addition

Learning Outcomes

By the end of this unit, you will be able to:

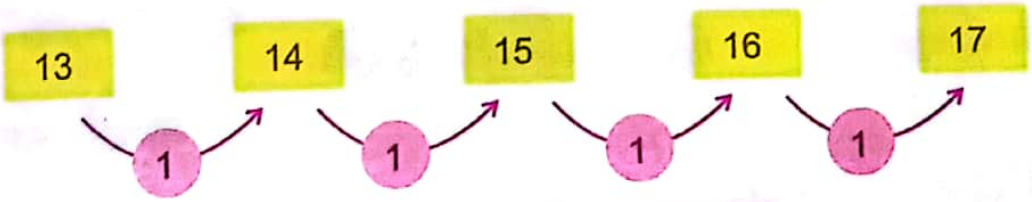
- Compare numbers from 1 to 20 to identify "how much more" one is from another.
- Recognize and use symbols of addition "+" and equality "="
- Add two 1-digit numbers sum up to 9.
- Add a 2-digit number to a one-digit number.
- Add a 2-digit number to 10s.
- Add two, 2-digit numbers.
- Recognize the use of symbol to represent an unknown (include questions that sum up to 20).
- Add numbers (up to 20) using mental strategies by using real life examples.
- Construct addition sentence from given picture or number stories.

Harris and Hareem are playing with toys.
They want to know how many toys they have in total.
Will you help them?

How Much More

I have two different number cards.
Tell! Which number is how much greater than the other?

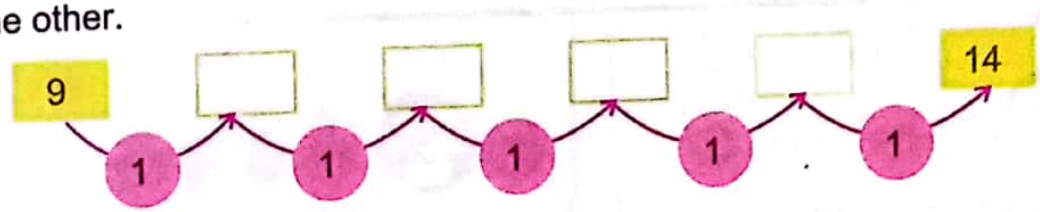
Let's count forward from 13 to 17.



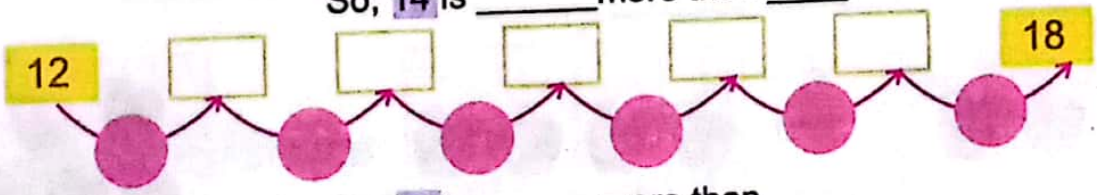
17 is 4 steps forward from 13.

So, 17 is 4 more than 13

Compare the numbers and write how much more a number is than the other.



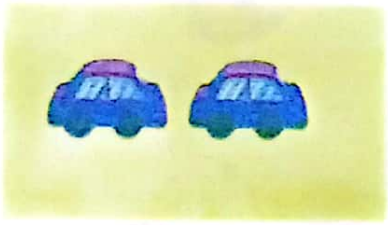
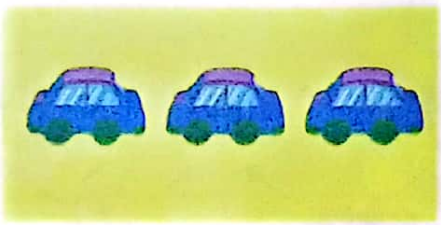
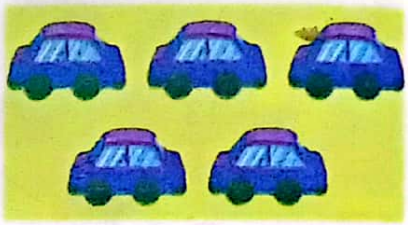
So, 14 is _____more than ____.



So, 18 is _____more than ____.

Addition of 1-digit Numbers

I have 2 cars in my hand and 3 cars on the table.

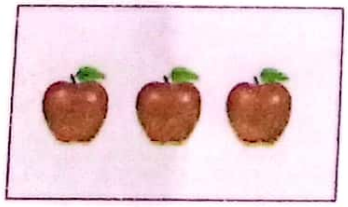
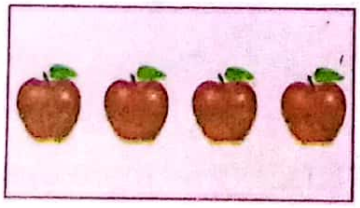
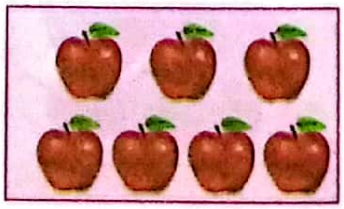




2 and 3 equals 5

We can also write it with the symbols of "+" (plus) and "=" (equal).

2 + 3 = 5

Let's count and add.


and

equals


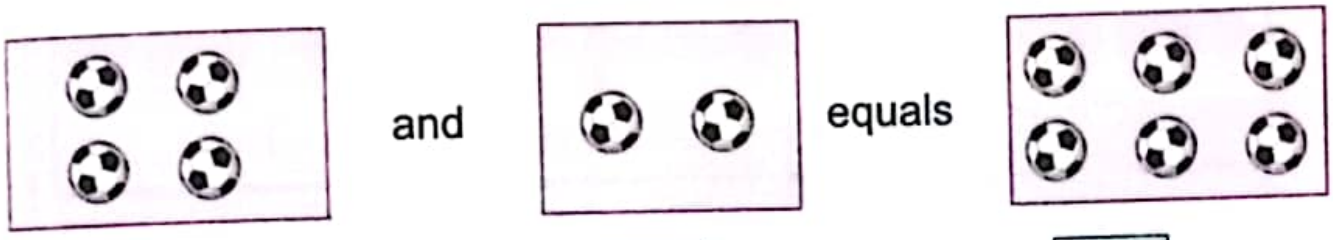
3 and 4 equals 7

3 + 4 = 7

We can also write it as:

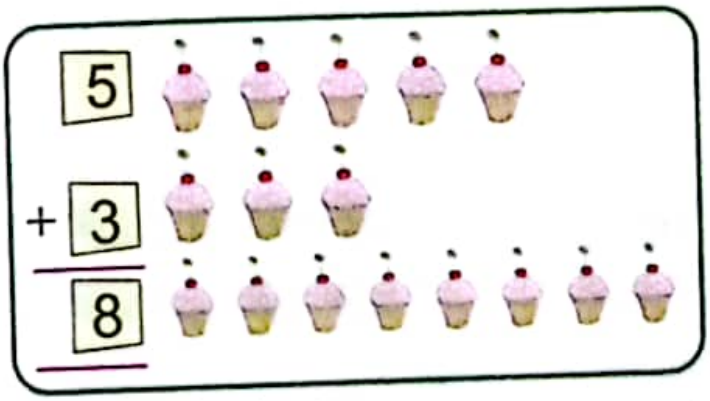
Key Fact

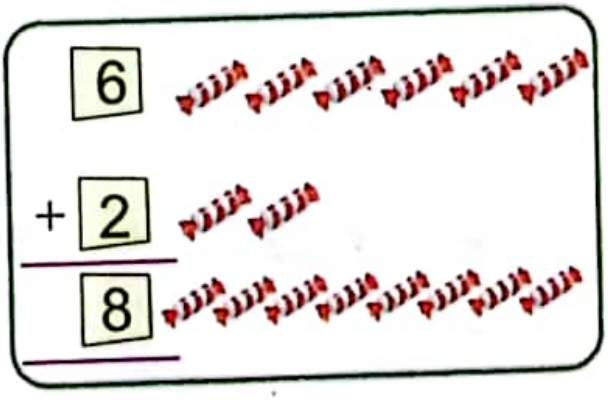
The "+" symbol is used for the addition process.



4 and 2 equals 6

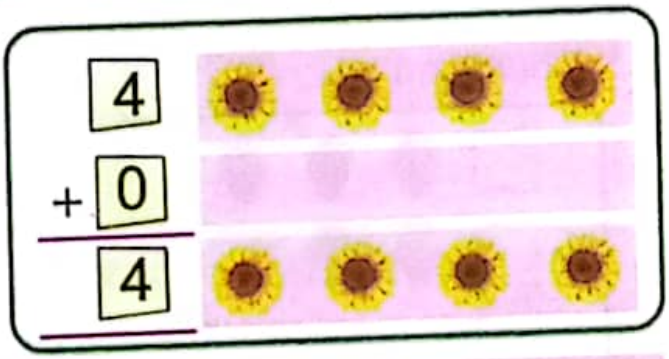
4 + 2 = 6





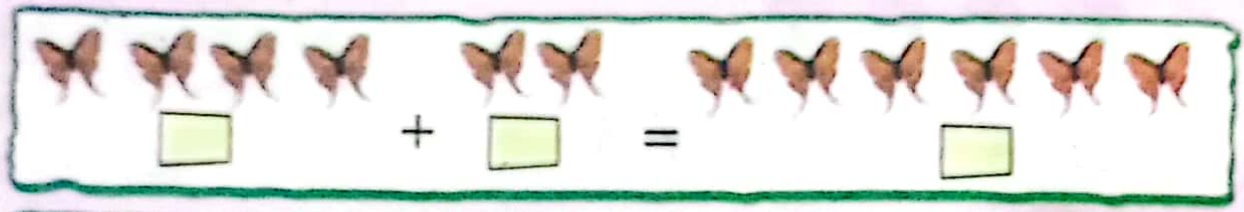
Key Fact

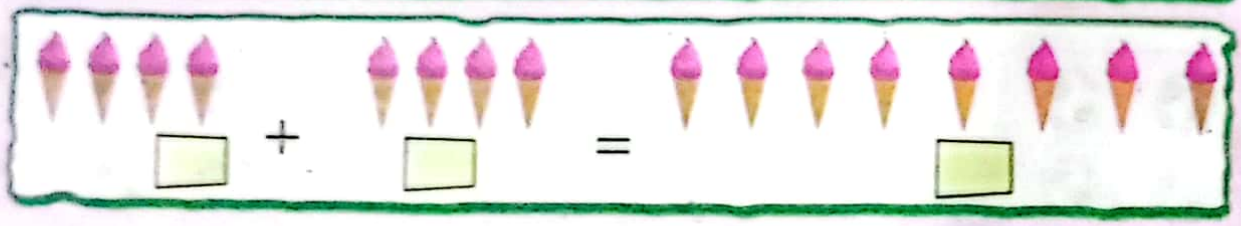
When 0 is added to a number, the sum is the number itself.



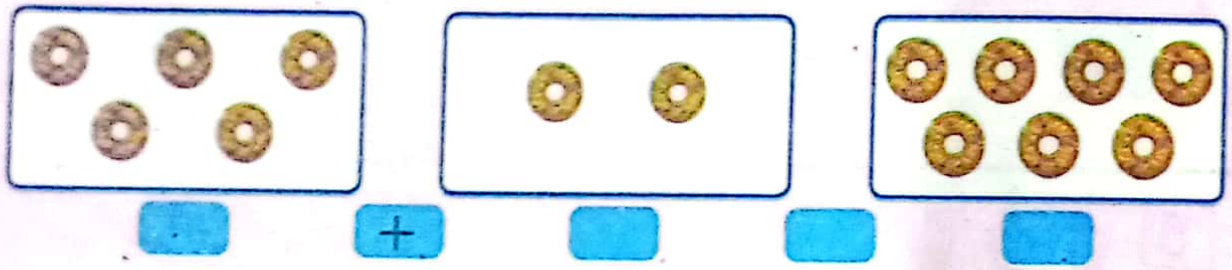
Ask students to add 1- digit numbers using number card and symbols (+, =).

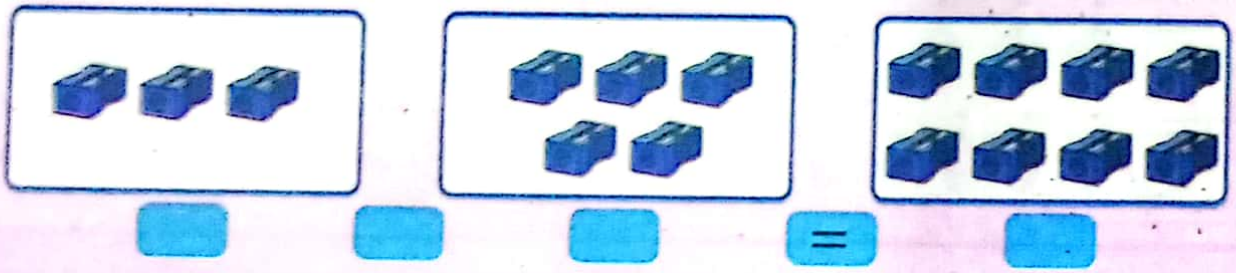
Count and add.



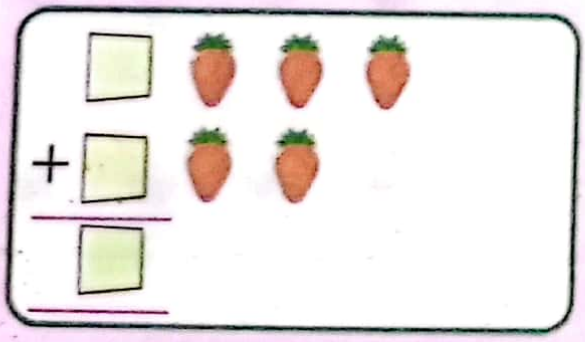


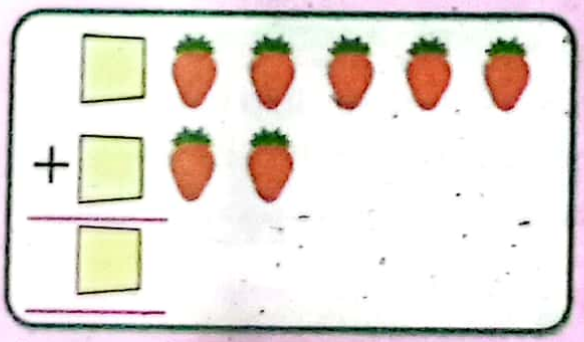
Count and add. Then use the symbol '+' and '=' and write the correct answer.

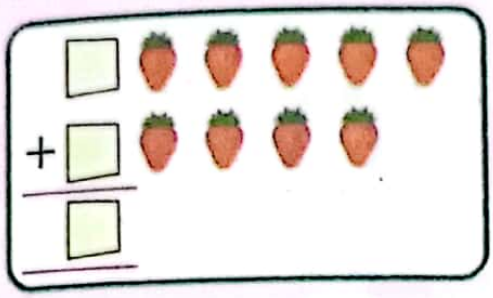


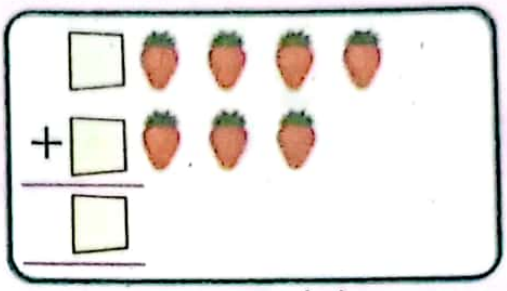


Count and add.









Look at the picture and fill in the blank.

_____ ducks are in the water and _____ ducks are out of the water.

___ + ___ = ___

There are _____ ducks altogether.

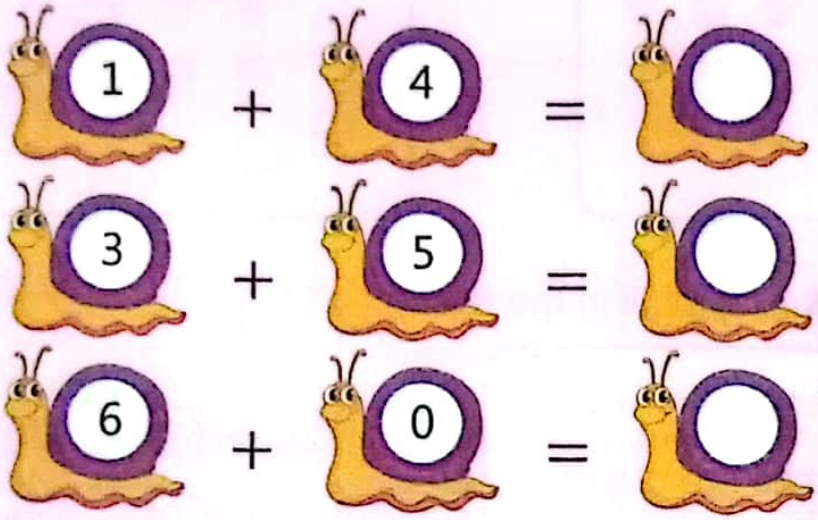
Write the number in the empty boxes and then add them.

5 + ___ = ___

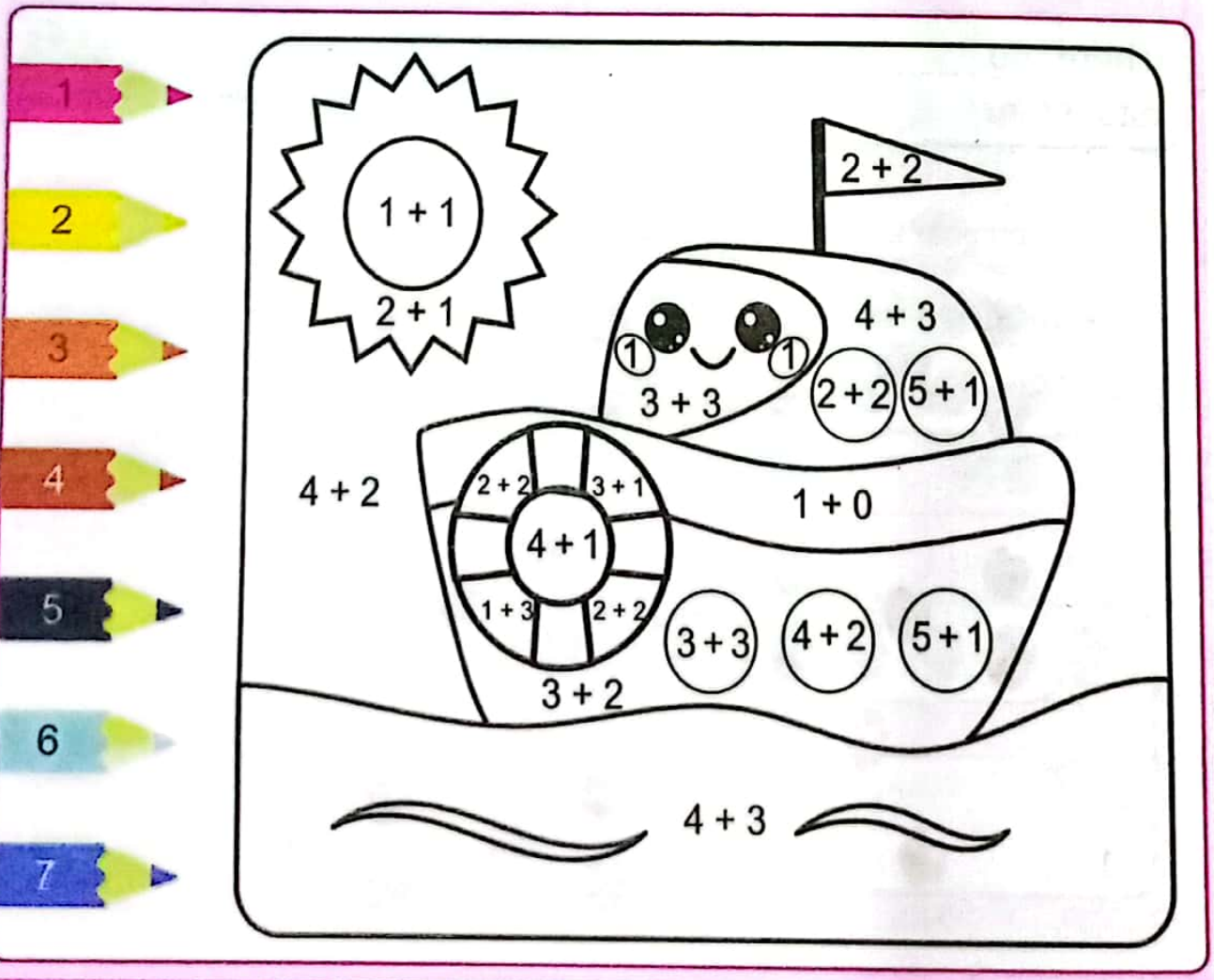
___ + 3 = ___

1 + 5 = ___

Add the following.

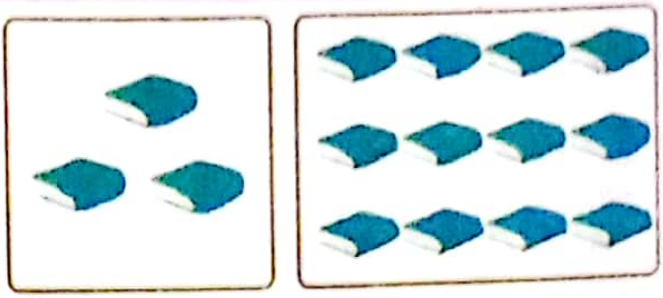


Add and then colour the picture using the colour key given below.

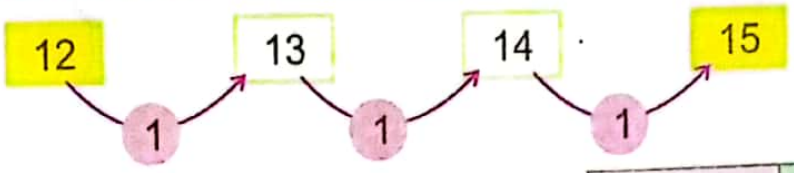


Addition of 2-digit Numbers and 1-digit Numbers

Attiya had 12 storybooks.
Her mother gave her 3 more books.
How many storybooks does she have altogether?



To find the total number of books, we need to add 12 and 3. Let's count forward 3 steps from 12.



We can add numbers by writing them in tens and ones.

	Tens	Ones
12		
+ 3		
	1	5

		T	O
Storybooks Attiya had	=	1	2
Mother gave her	=+	☐	3
Total books	=	1	5

Step 1: Add the ones.
2 ones + 3 ones = 5 ones

Step 2: Add the tens.
1 ten + 0 tens = 1 ten

So, Attiya has 15 storybooks altogether.

Draw a place value chart on the board and write different 1-digit numbers on it. Now ask students to add these numbers.

Solve the following.

Tens	Ones
2	1
+	6

Tens	Ones
3	3
+	2

Tens	Ones
5	5
+	4

Tens	Ones
7	1
+	4

Tens	Ones
7	5
+	3

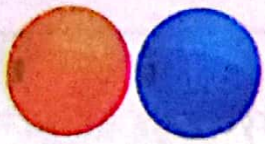
Tens	Ones
6	4
+	5

Tens	Ones
8	1
+	2

Tens	Ones
9	2
+	6

Zara has 22 red beads and 7 blue beads. How many beads does she have in total now?

	T	O
Red Beads =	☐	☐
Blue Beads = +	☐	☐
Total Beads =	☐	☐



There were 61 almonds in a jar. Ali put 8 more almonds in the jar. How many almonds are there in the jar altogether?

	T	O
Almonds in the jar =	☐	☐
More Almonds = +	☐	☐
Total Almonds =	☐	☐

Addition of 2-digit Numbers

Amna had 24 pencils. She bought 30 more pencils. How many pencils does Amna have now?

	T	O
Pencils Amna had =	2	4
Pencils she bought = +	3	0
Total pencils =	5	4

	Tens	Ones
24		
+		
30		
	5	4

Step 2: Add the tens.
2 tens + 3 tens = 5 tens

Step 1: Add the ones.
4 ones + 0 ones = 4 ones

So, Amna has 54 pencils altogether.

Sadia made 37 biscuits and her sister made 42 biscuits. How many biscuits did both of them make altogether?

	T	O
Sadia's biscuits =	3	7
Her sister's biscuits = +	4	2
Total biscuits made =	7	9

	Tens	Ones
37		
+		
42		
	7	9

Step 2: Add the tens.
3 tens + 4 tens = 7 tens

Step 1: Add the ones.
7 ones + 2 ones = 9 ones

So, Sadia and her sister have made 79 biscuits altogether.

Draw a place value chart on the board and write different tens and 2-digit numbes on it. Now ask students to add these numbers.

Solve the following.

Tens	Ones
4	6
+ 3	0

Tens	Ones
2	1
+ 2	8

Tens	Ones
2	9
+ 5	0

Tens	Ones
6	2
+ 3	5

Tens	Ones
1	5
+ 6	3

Tens	Ones
4	7
+ 2	0

Tens	Ones
3	6
+ 6	2

Tens	Ones
7	5
+ 2	3

Irtaza got Rs.40 on Eid and Mustafa got Rs.50. How much Eidi did both of them get altogether?

		T	O
Irtaza's Eidi	=	☐	☐
Mustafa's Eidi	= +	☐	☐
Total Eidi	=	☐	☐

Key Fact

Always add ones in ones and tens in tens.

There were 65 green balls in a basket. The shopkeeper put another 14 red balls in the basket. How many balls are there in the basket altogether?

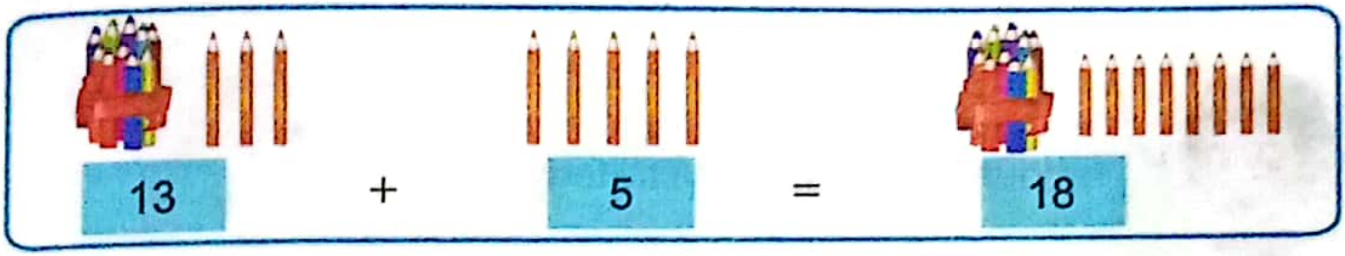
		T	O
Green Balls	=	☐	☐
Red Balls	= +	☐	☐
Total Balls	=	☐	☐

Try Yourself

Add 23 and 45.

Finding Unknown Numbers

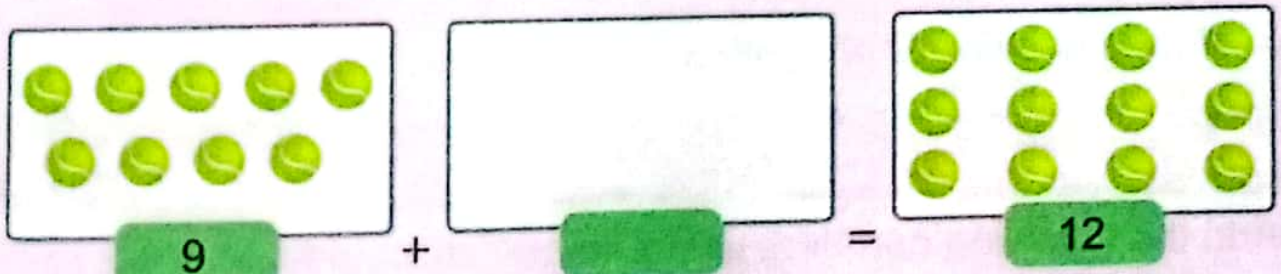
Let's count and add.

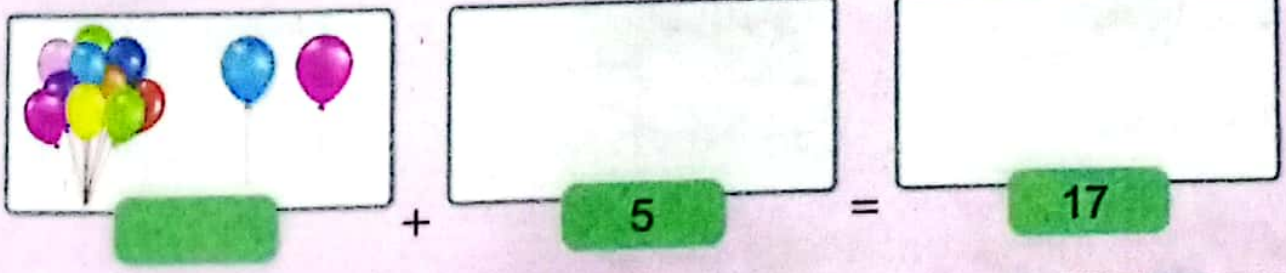


Let's add.

4 + 3 = 7	11 + 6 = 17	10 + 6 = 16
7 + 5 = 12	2 + 13 = 15	9 + 10 = 19

Write the unknown number and fill in the boxes.





☐ + 5 = 15	7 + ☐ = 13	☐ + 8 = 16
10 + 8 = ☐	1 + ☐ = 5	5 + 7 = ☐

Addition using Mental Strategies

Ahmed had Rs.13. His father gave him Rs.6 more. How much amount he has altogether?

We can also find the total amount using mental strategy.

Step 1:
Separate tens and ones.

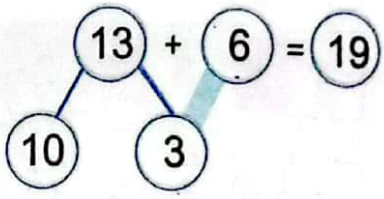
13 =10 + 3

Step2:
Add the ones.

3 + 6 = 9

Step 3:
Now add tens in the result that is obtained in step2.

10 + 9 = 19

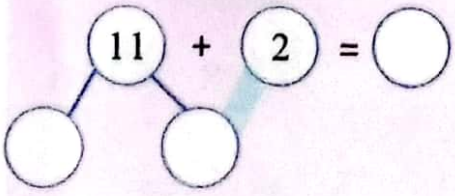


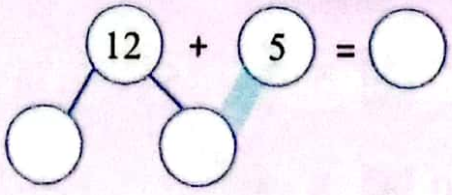
So, Ahmed has Rs.19 altogether.

Add the following numbers using mental strategies.

2 + 14 = ☐ 13 + 6 = ☐ 15 + 3 = ☐

2 + 17 = ☐ 8 + 10 = ☐ 14 + 4 = ☐



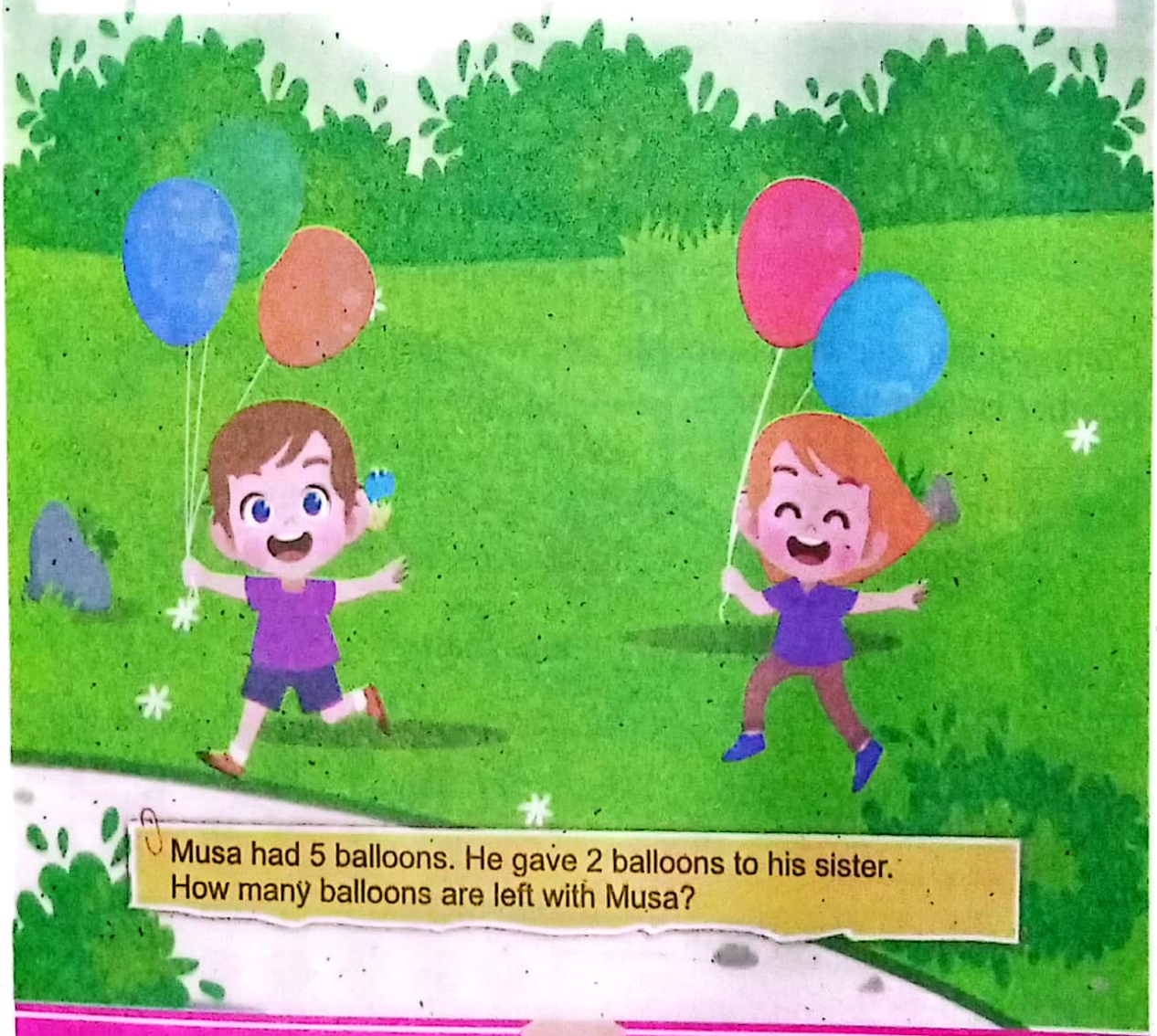


Subtraction

Learning Outcomes

By the end of this unit, you will be able to:

- Compare numbers from 1- 20 and find "how many less" one is than the other?
- Recognize subtraction as a difference and take away, and use the symbol "–".
- Subtract 1-digit number from1-digit number.
- Subtract 1- digit number from 2-digit number.
- Subtract tens from 2-digit Number.
- Subtract 2-digit number from 2-digit number (Which result is positive).
- Recognize the use of symbol to represent an unknown.
- Subtract numbers (up to 20) using mental strategies involving real life situations.
- Construct subtraction sentences from given pictures or number Stories.

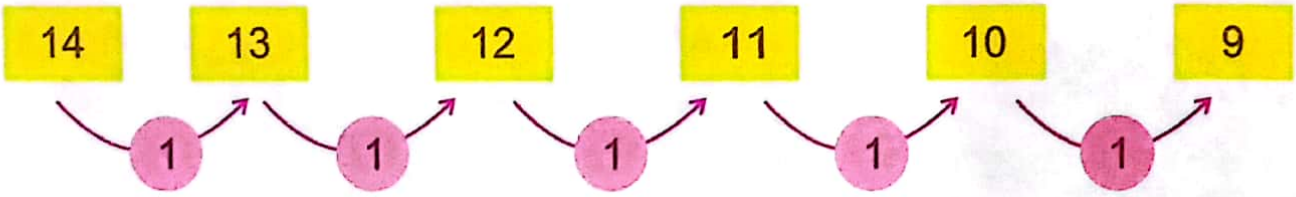


Musa had 5 balloons. He gave 2 balloons to his sister.
How many balloons are left with Musa?

How much Less

I have two different number cards.
Tell! Which number is how much smaller than the other?

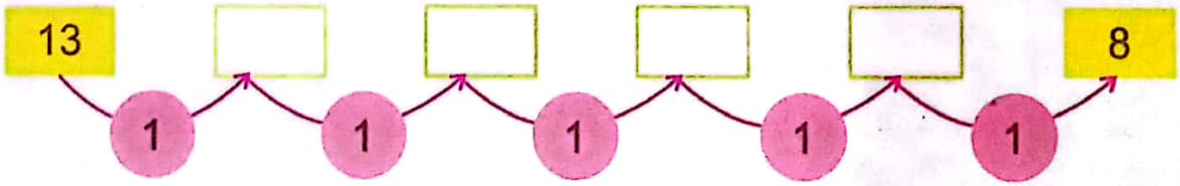
Let's count backward from 14 to 9.



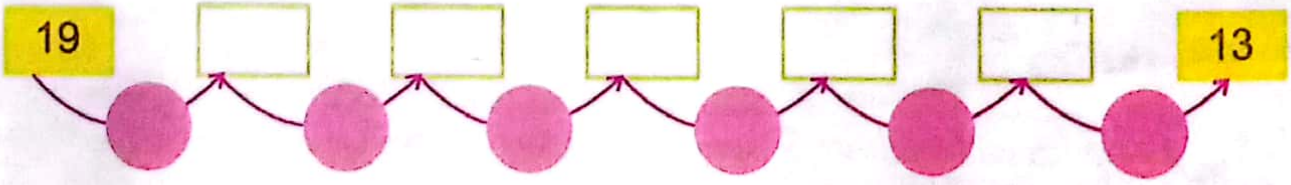
9 is 5 steps backward from 14.

So, 9 is 5 less than 14.

Compare the following numbers and write how much less a number is from the other.



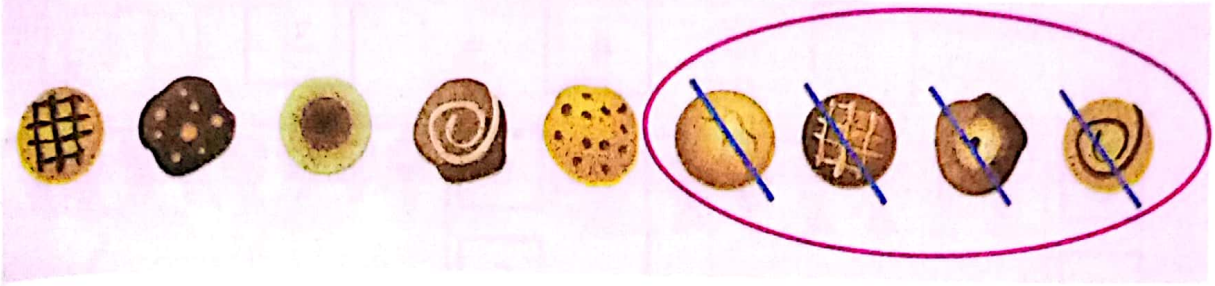
So, 8 is _____less than ____.



So, 13 is _____less than ____.

Subtraction of 1-digit Numbers

Haleema made 9 biscuits. I took 4 biscuits. How many biscuits are left with Haleema?



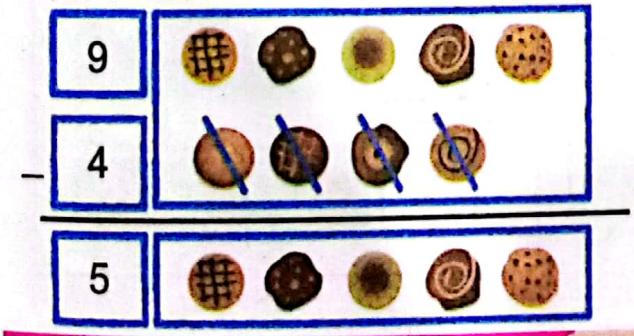
To find out the remaining biscuits, take out 4 biscuits and count the remaining biscuits.

9	minus	4	equals	5

9	–	4	=	5

So, 5 biscuits are left with Haleema.

We can also write it as:



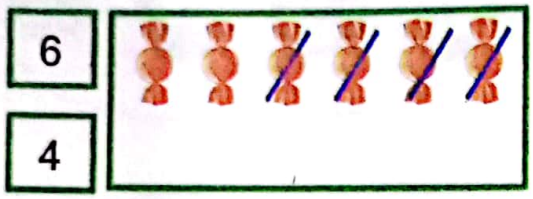
Key Fact

The "–" symbol is used for the subtraction process.

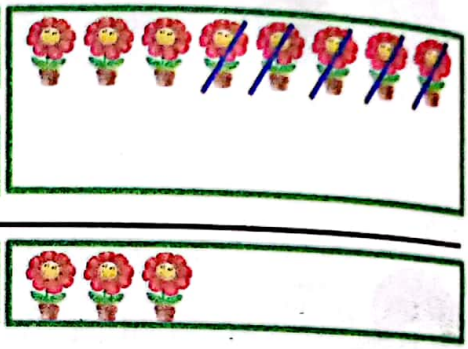
Let's count and subtract.

7 minus 4 equals 3

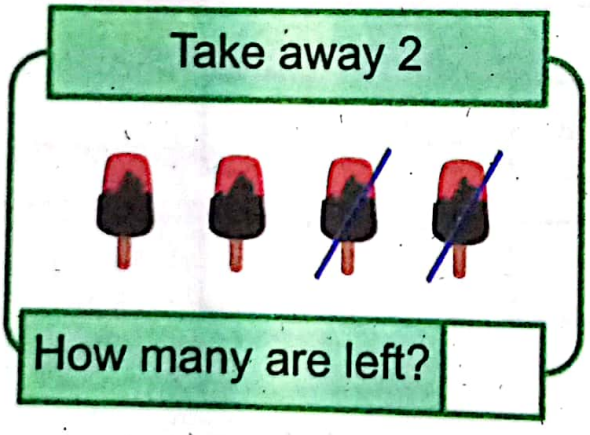
7 – 4 = 3

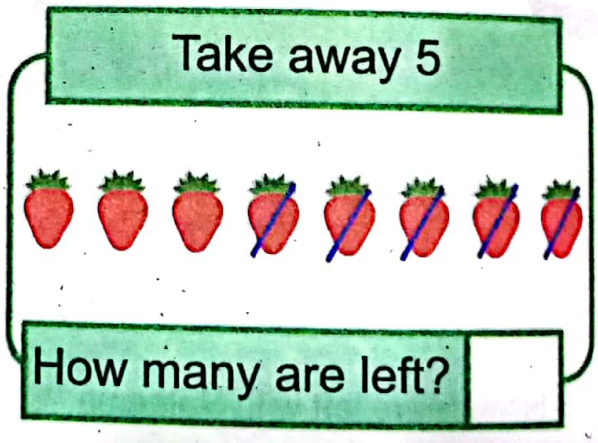


$$\begin{array}{r} 6 \\ -\ 4 \\ \hline 2 \end{array}$$

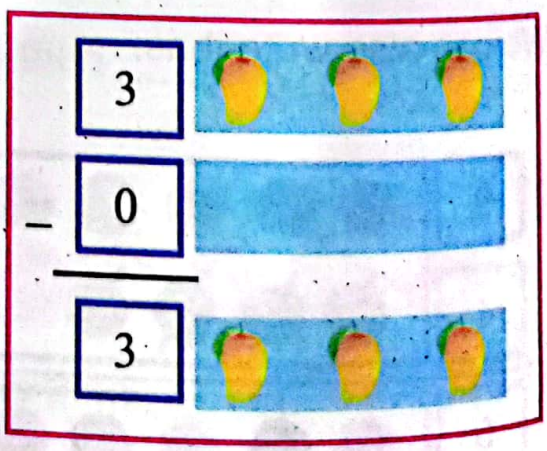


$$\begin{array}{r} 8 \\ -\ 5 \\ \hline 3 \end{array}$$



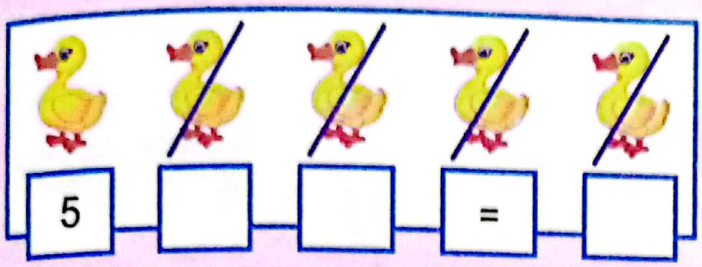


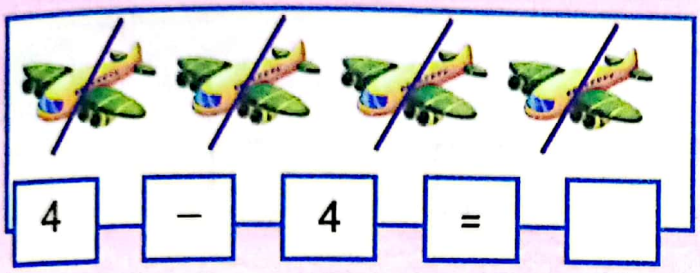
When "0" is subtracted from any other number, the result is the number itself.



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

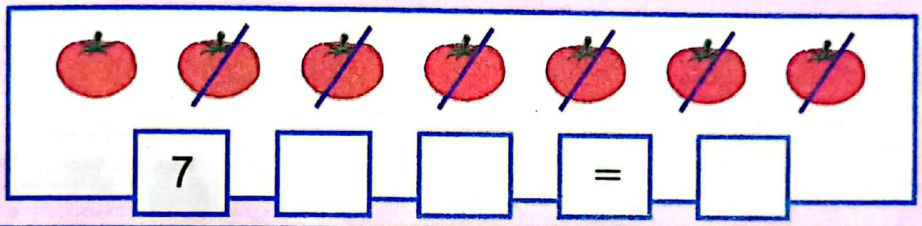
Count and subtract. Then use the symbol '–' and '=' and write the correct answer.

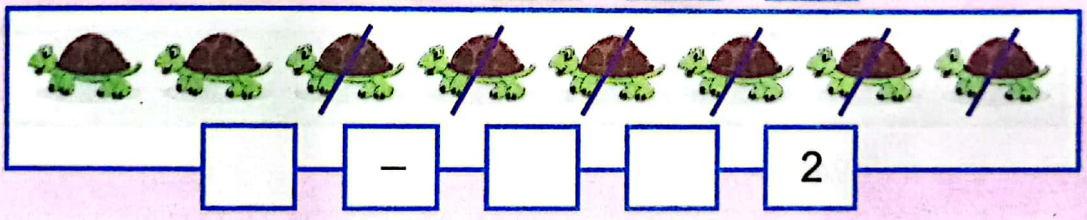




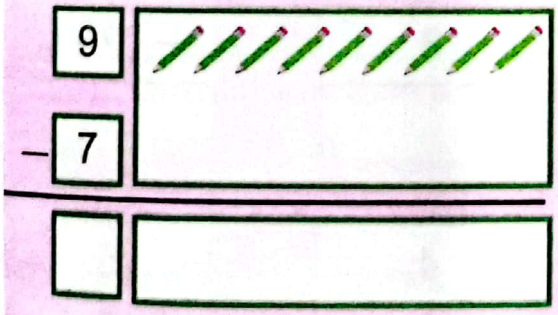
Key Fact

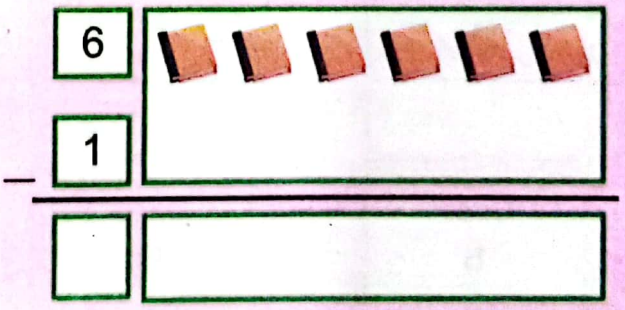
When a number is subtracted from itself, the result is always zero.





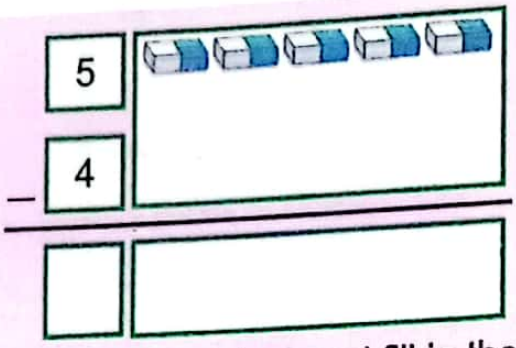
Subtract.

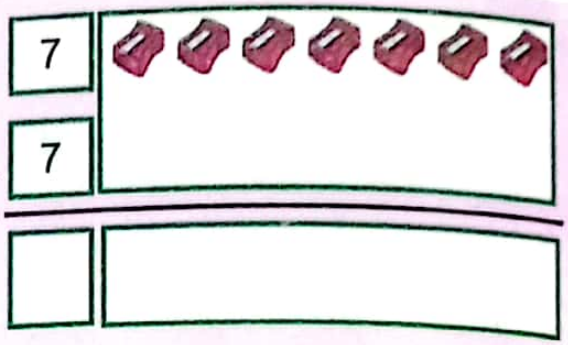




TEACHING POINT

Ask students to subtract 1-digit numbers using number and symbol cards.





Look at the picture and fill in the blanks.

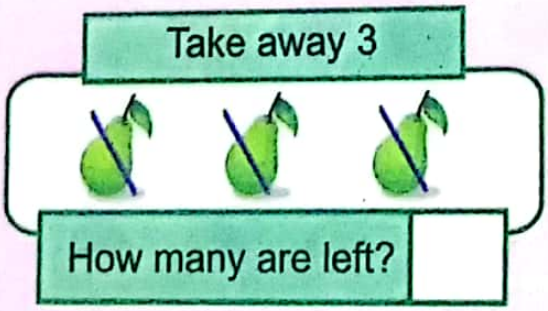
_____birds were sitting on the tree.

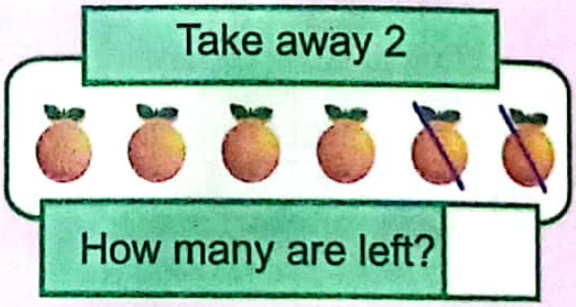
_____birds flew away.

_____birds are left on the tree.

□ − □ = □

Write the number in the boxes.





Solve the following.

Ones	Ones	Ones	Ones
3	5	6	7
− 1	− 0	− 3	− 2

Ones	Ones	Ones	Ones
8	9	4	5
− 5	− 1	− 2	− 5

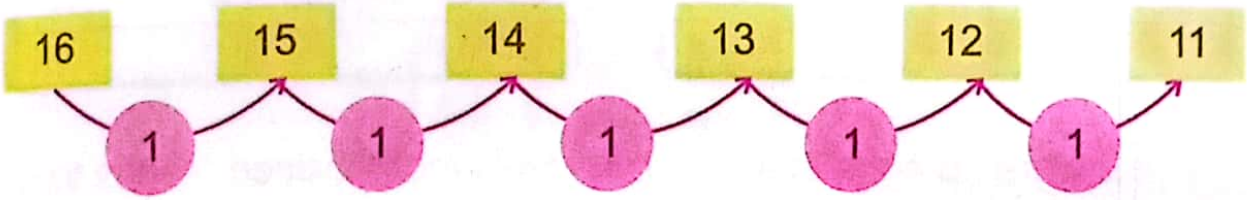
Subtraction of 1-digit Numbers from 2-digit Numbers

Hooria had 16 blocks.

She gave 5 blocks to her brother.

How many blocks are left with Hooria?

To find the remaining blocks, we need to subtract 5 from 16.
Let's count back 5 steps from 16.



We can subtract numbers by writing them in tens and ones.

Tens	Ones
	
1	1

		T	O
Total Blocks	=	1	6
Blocks given	= −		5
Blocks left	=	1	1

Step 2: Subtract tens from tens.
1 ten – 0 tens = 1 ten

Step 1: Subtract ones from ones.
6 ones – 5 ones = 1 one

Now, Hooria has 11 blocks.

Draw a place value chart on the board and write different 1-digit and 2-digit numbers on it. Now ask students to find the difference between them.

Solve the following.

Tens	Ones
2	6
_	4

Tens	Ones
5	8
_	6

Tens	Ones
6	7
_	2

Tens	Ones
7	5
_	4

Tens	Ones
8	8
_	7

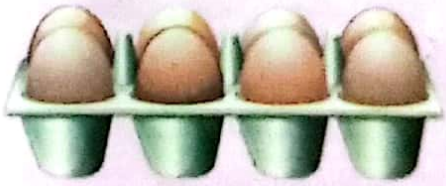
Tens	Ones
4	5
_	0

Tens	Ones
9	9
_	9

Tens	Ones
6	8
_	6

There were 15 eggs in a tray. Hareem's mother used 5 eggs to bake a cake. How many eggs were left in the tray?

		T	O
Total Eggs	=	☐	☐
Eggs used	= −	☐	☐
Eggs left	=	☐	☐



Umar had 18 strawberries. He ate 6 strawberries. How many strawberries are left?

		T	O
Total Strawberries	=	☐	☐
Strawberry eaten	= −	☐	☐
Strawberries left	=	☐	☐

Subtraction of 2-digit Numbers from 2-digit Number

One shepherd had 48 sheep.
30 sheep were sold.
How many sheep are left?

Tens	Ones
	
1	8

		T	O
Total Sheep	=	4	8
Sheep sold	= –	3	0
Sheep left	=	1	8

Step 2: Subtract tens from tens.
4 tens – 3 tens = 1 ten

Step 1: Subtract ones from ones.
8 ones – 0 ones = 8 ones

Now, the shepherd has 18 sheep.

Draw a place value chart on the board and write different tens and 2-digit numbers on it. Now ask students to subtract these numbers.

Zara had 85 candies. She distributed 64 candies among her friends. How many candies are left?

Tens	Ones
	
2	1

		T	O
Total Candies	=	8	5
Candies distributed	= –	6	4
Candies left	=	2	1

Try Yourself

Find the difference between 45 and 23.

Step 2: Subtract tens from tens.
8 tens – 6 tens = 2 tens

Step 1: Subtract ones from ones.
5 ones – 4 ones = 1 one

Now, Zara has 21 candies.

Solve the following.

Tens	Ones
5	7
_ 4	0

Tens	Ones
6	8
_ 4	6

Tens	Ones
4	9
_ 4	2

Tens	Ones
7	1
_ 6	0

Draw a place value chart on the board and write different 2-digit numbers on it. Now ask students to subtract these numbers.

Tens	Ones
8	4
– 7	4

Tens	Ones
6	2
– 2	2

Tens	Ones
7	9
– 4	5

Tens	Ones
8	8
– 5	6

Tens	Ones
9	1
– 7	0

Tens	Ones
7	2
– 6	2

Tens	Ones
9	6
– 3	0

Tens	Ones
9	9
– 8	2

Hamza had 72 seashells. He gave 32 seashells to his sister Hina. How many seashells are left?

		T	O
Total Seashells	=	☐	☐
Seashells given	= –	☐	☐
Seashells left	=	☐	☐

There are 66 pages in a storybook. Sara has read 34 pages. How many pages are left?

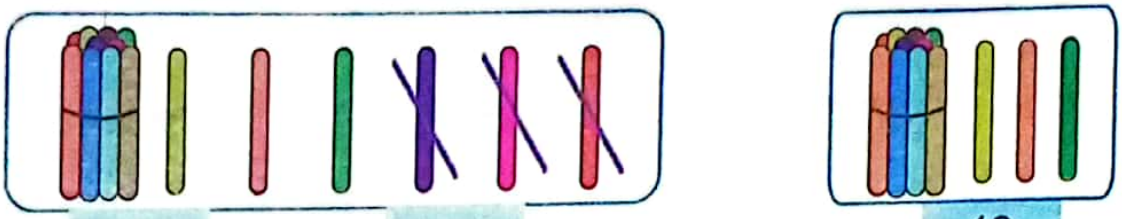
		T	O
Total Pages	=	☐	☐
Pages read	= –	☐	☐
Pages left	=	☐	☐

Ahmed had Rs.70. He gave Rs.60 to his brother Fahad. How many rupees are left?

		T	O
Total Rupees	=	☐	☐
Rupees given	= –	☐	☐
Rupees left	=	☐	☐

Finding Unknown Numbers

Let's count and subtract.



16 – 3 = 13

Let's subtract.

5 – 4 = 1

11 – 5 = 6

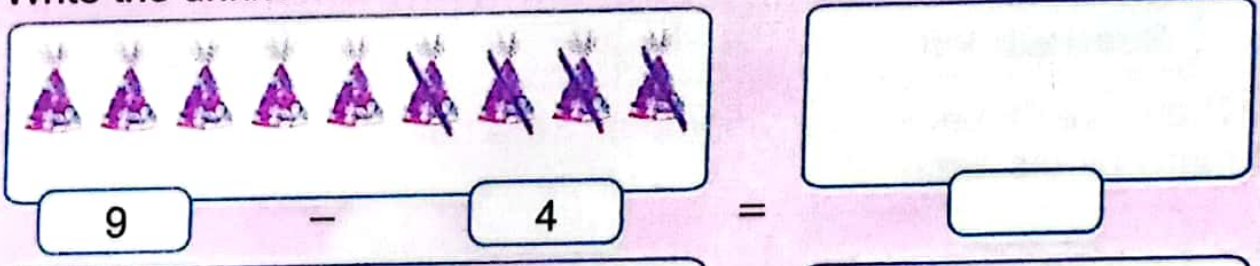
8 – 3 = 5

17 – 5 = 12

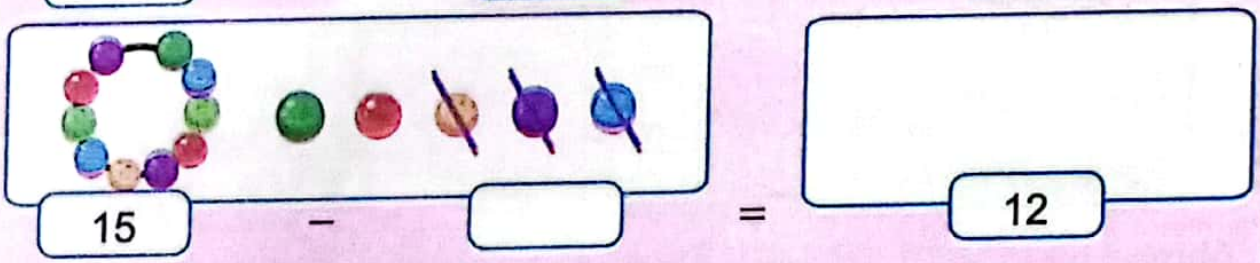
18 – 14 = 4

19 – 10 = 9

Write the unknown number and fill in the boxes.



9 – 4 = ☐



15 – ☐ = 12

6 – ☐ = 5 | 8 – 6 = ☐ | ☐ – 5 = 3

14 – ☐ = 10 | 10 – 7 = ☐ | ☐ – 8 = 11

Use number line to find unknown numbers and explain the concept with different examples on the board.

Subtraction using Mental Strategies

Arham had 15 chocolates. He ate 3 chocolates.

How many chocolates are left?

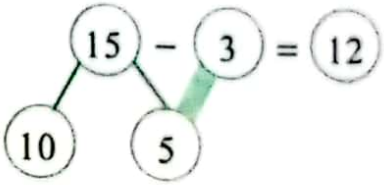
We can also find remaining chocolates by mental strategy.

Step 1:

Separate tens and ones. $15 = 10 + 5$

Step2:

Subtract the ones. $5 - 3 = 2$



Step 3:

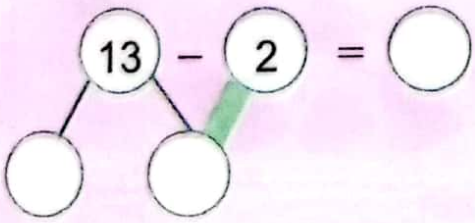
Now add 2 ones in the result that is obtained in step 2. $10 + 2 = 12$

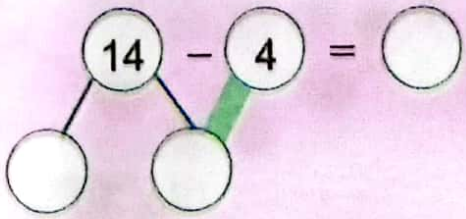
Now, Arham has 12 chocolates.

Subtract the following numbers using mental strategies.

$15 - 13 =$ ☐ $17 - 2 =$ ☐ $18 - 4 =$ ☐

$16 - 6 =$ ☐ $19 - 7 =$ ☐ $12 - 2 =$ ☐





I Have Learnt

- Compare numbers from 1-20 and find how much more or "how many less" one number is than the other.
- Add and Subtract 1-digit numbers.
- Add and Subtract 2-digit numbers.
- Subtract tens from 2-digit Number.
- Recognize the symbol to find an unknown number.
- Add and Subtract numbers (up to 20) using mental strategies.

Vocabulary

Addition
Sum
Equal
Total
Subtraction
Left
Difference
Take away

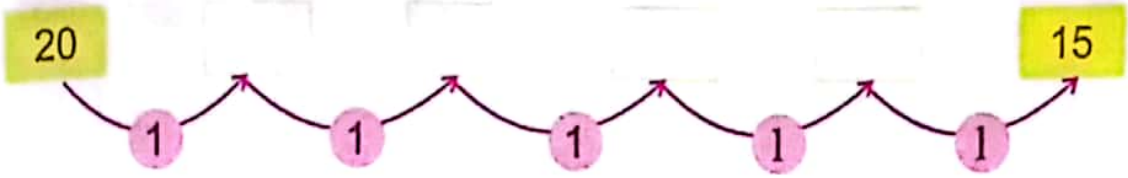
Review Exercise

Compare the following numbers and fill in the blanks.

So, 8 is _____more than ____.

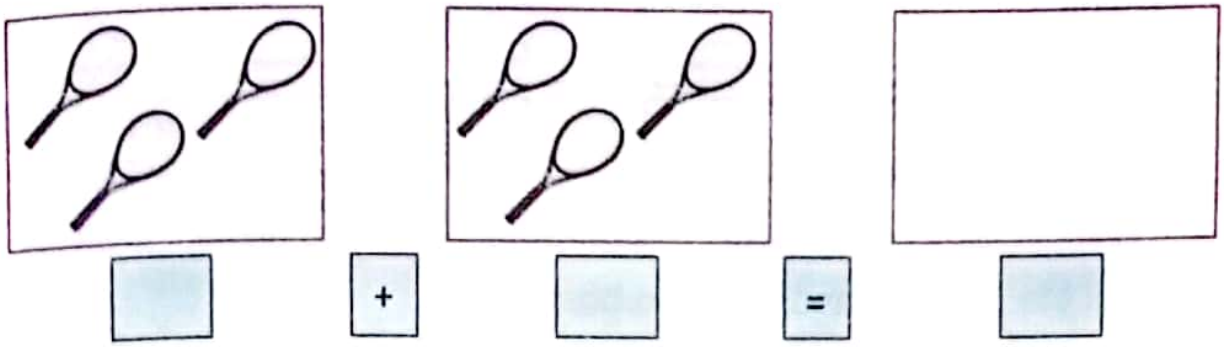
So, 16 is _____more than ____.

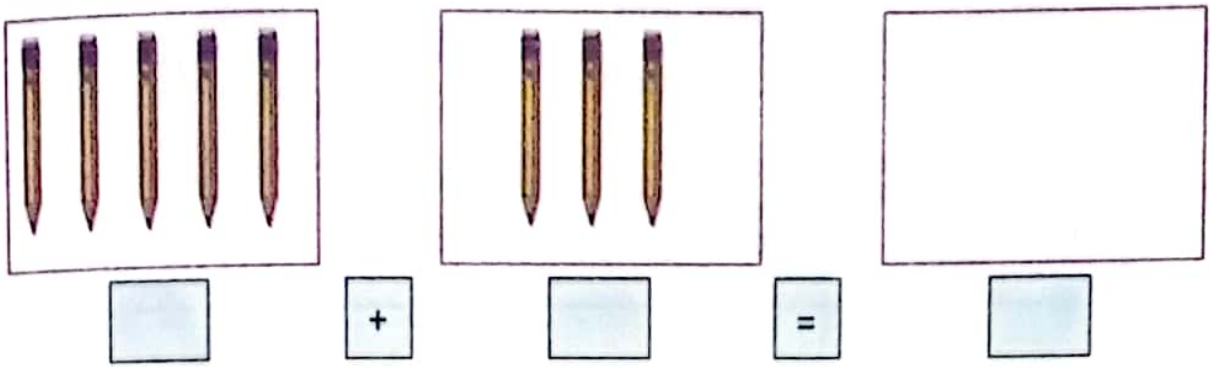
So, 8 is _____less than ____.

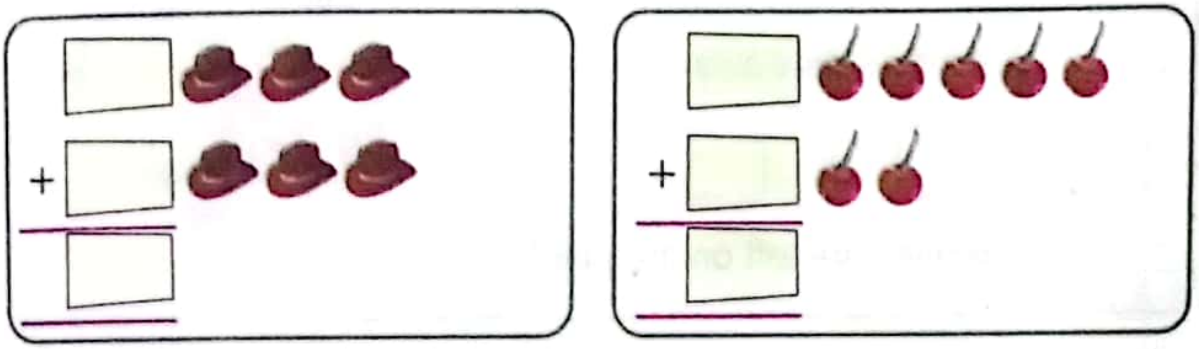


So, 15 is _____less than ____.

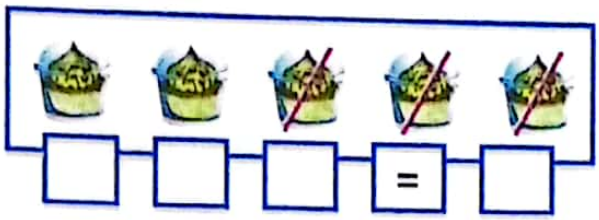
Count, add and fill in the boxes.

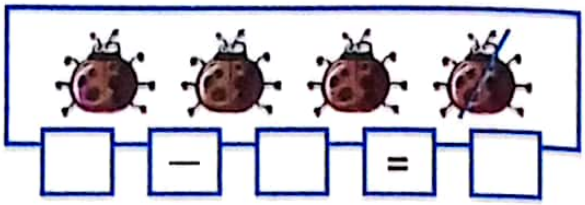




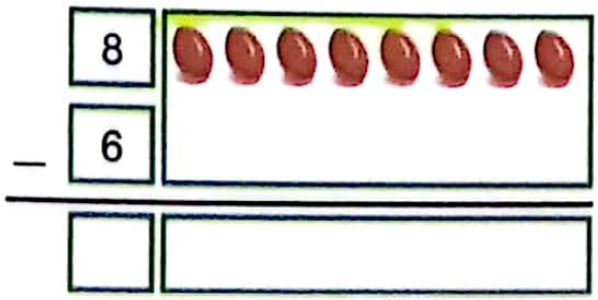


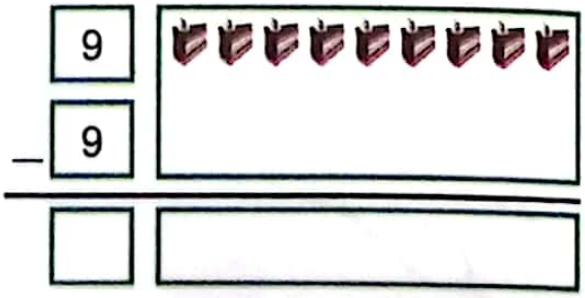
Count and subtract. Then use the symbols "–" and "=" and write the correct answer.





Subtract.

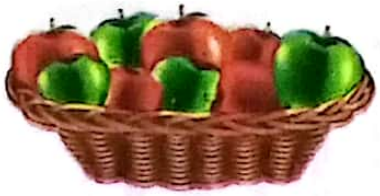




Look at the pictures and fill in the blanks.

There are _____ red apples and

_____green apples in the basket.



□ + □ = □

There are _____ apples altogether in the basket.

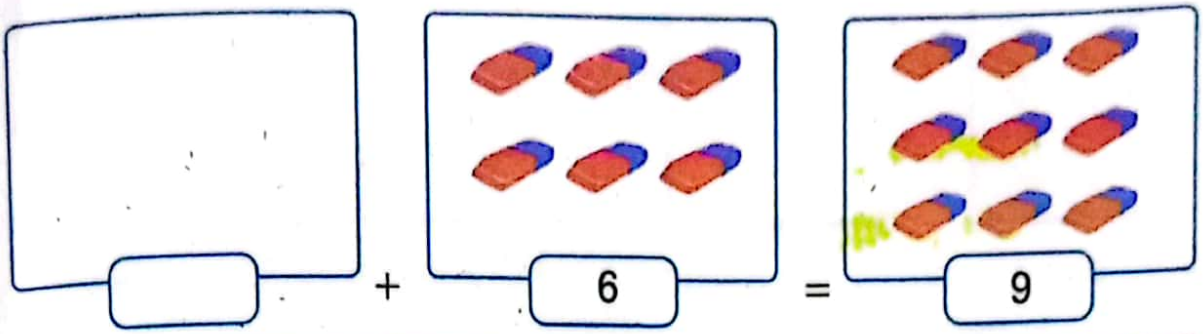
_____ Butterflies were sitting on the plant.

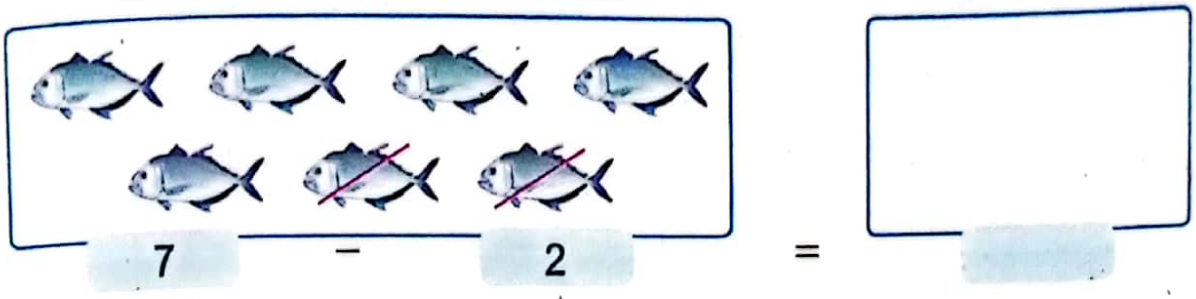
_____ Butterflies flew away.

□ – □ = □

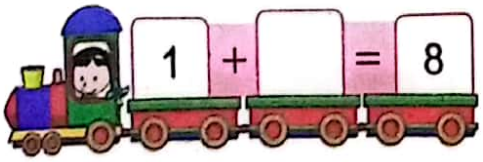
_____ Butterflies are left on the plant.

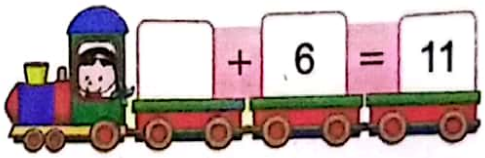
Write the unknown number and fill in the boxes.

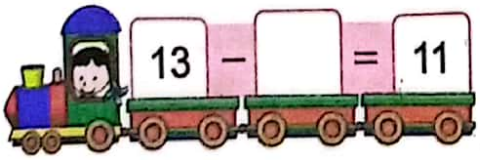


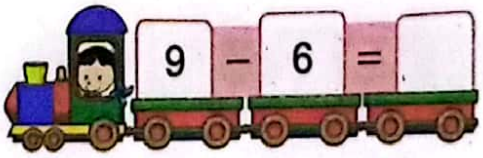


Find the unknown number.









Solve the following.

Tens	Ones
2	6
+	1

Tens	Ones
7	7
+	2

Tens	Ones
3	1
+ 4	6

Tens	Ones
6	9
+ 1	0

Tens	Ones
3	6
–	6

Tens	Ones
5	8
–	5

Tens	Ones
7	7
– 4	4

Tens	Ones
8	3
– 1	1

Tens	Ones
8	9
− 6	0

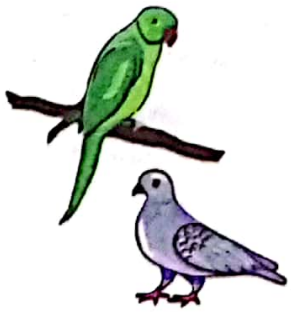
Tens	Ones
9	3
− 8	1

Tens	Ones
7	0
− 5	0

Tens	Ones
6	4
− 5	2

Iram saw 15 parrots and 3 pigeons in the zoo. How many birds did she see in the zoo?

		T	O
Numbers of parrots	=	☐	☐
Number of pigeons	= +	☐	☐
Total birds	=	☐	☐



Sara has two books. One book has 56 pages and the other has 42 pages. If Sara reads both books, how many pages did she read altogether?

		T	O
Pages of one book	=	☐	☐
Pages of other book	= +	☐	☐
Total pages	=	☐	☐

There are 45 students in Zara's class. If 23 of them are boys, how many girls are there?

		T	O
Total students	=	☐	☐
Number of boys	= −	☐	☐
Number of girls	=	☐	☐

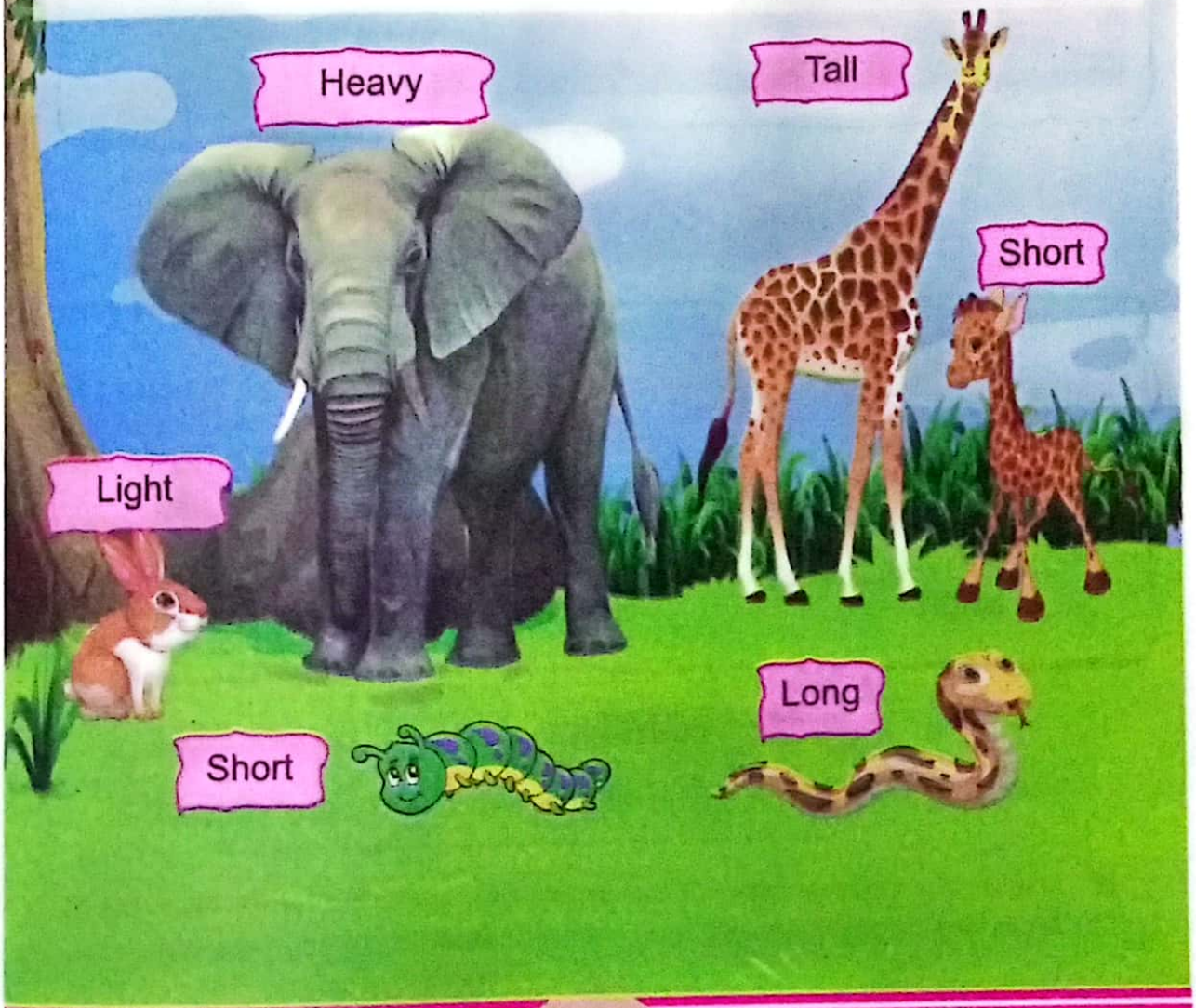
Unit 3

Measurement

Learning Outcomes

By the end of this unit, you will be able to:

- Compare the heights/lengths of two or more objects using the following terms
  - Long, longer, longest
  - Short, shorter, shortest
  - Tall, taller, tallest
  - High, higher, highest
- Compare the masses of two or more objects using the terms:
  - Heavy, heavier, heaviest
  - Light, lighter, lightest



Long, Longer, Longest

There are a few things in my bag. Let's look at them and compare their lengths.

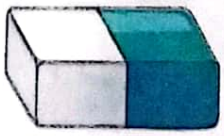
Long

Longer

Longest

Short, Shorter, Shortest

Short



Shorter

Shortest

Try Yourself

Which one is longer, your book or your eraser?

TEACHING POINT

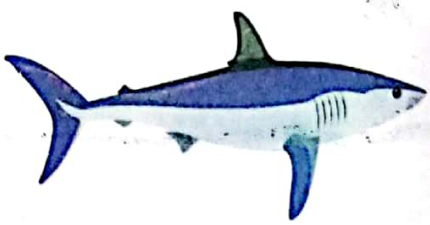
Use ribbons, rope or wooden sticks to explain the above concept. Ask students use the terms long, longer, longest and short, shorter, shortest to compare their lengths.

Tick (✓) the shortest object and cross (×) the longest object.

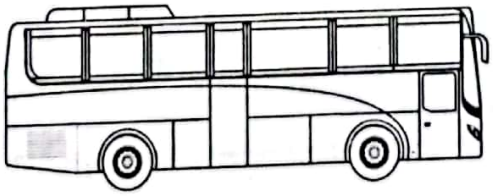
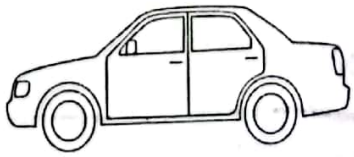
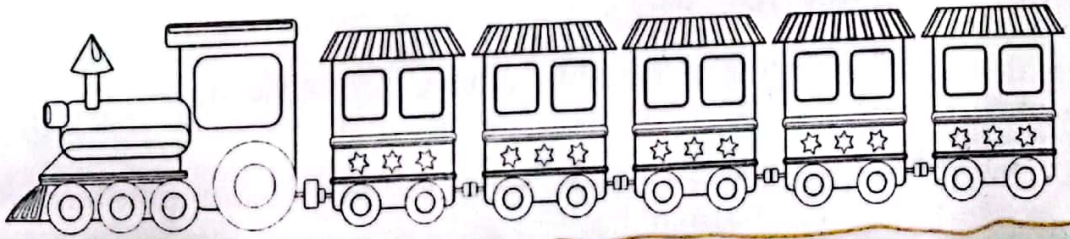


Encircle the longest object and cross (×) the shortest object.



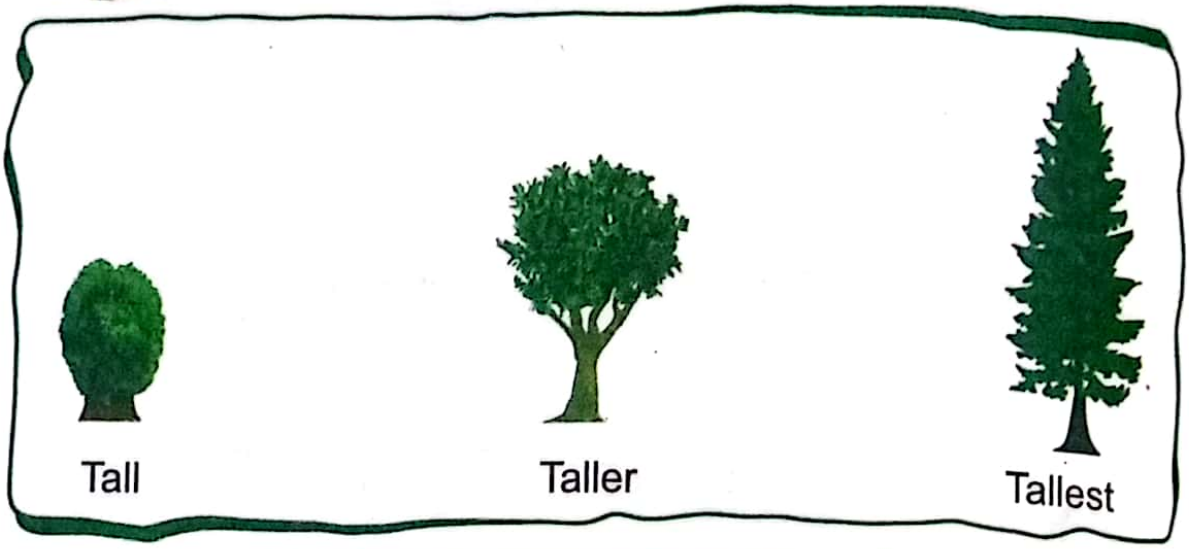


Colour the long object blue, longer object yellow and the longest object red.

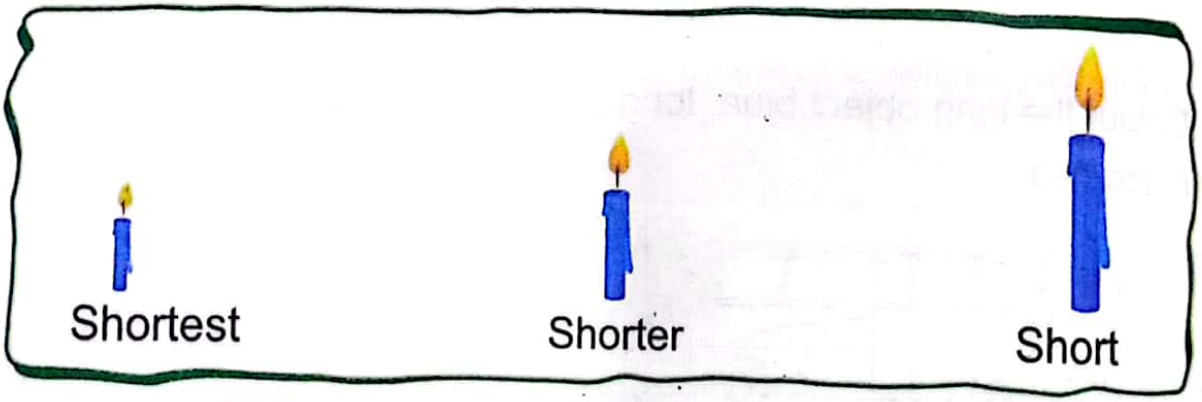




Tall, Taller, Tallest

Nida wants to know which tree is the tallest?
Let's help her.



Short, Shorter, Shortest



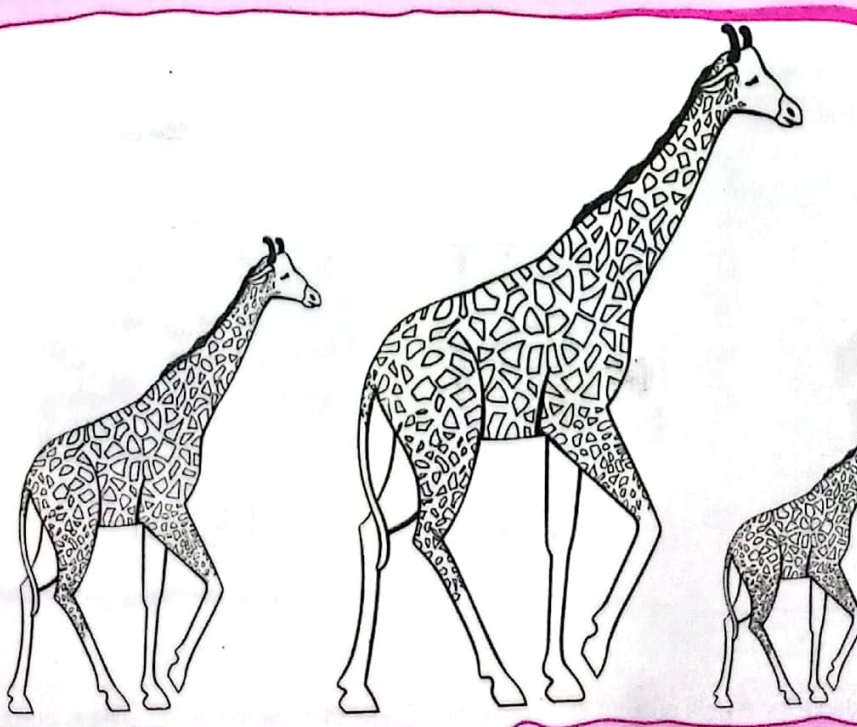
Try Yourself

Tell the name of the tallest animal of your village

Paste a chart paper with 3 columns on the board. Label the first column as 'the shortest' and the last column as 'the tallest'. Distribute picture cards of some short and tall objects among the students. Ask them to paste these pictures cards in correct order.

Tick (✓) the shortest plant.

Colour the tallest giraffe.



High, Higher, Highest

Ahmed wants to know which National flag is the highest? Let's help him.

High

Higher

Highest

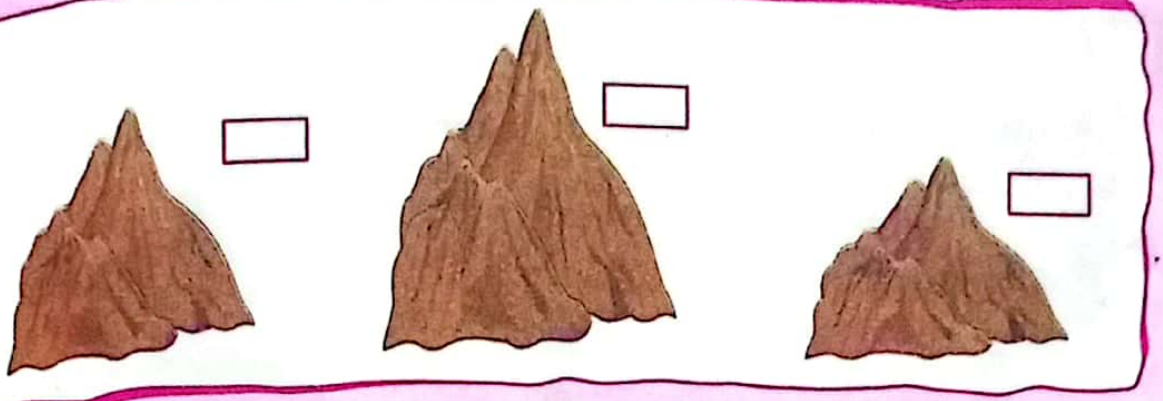
High

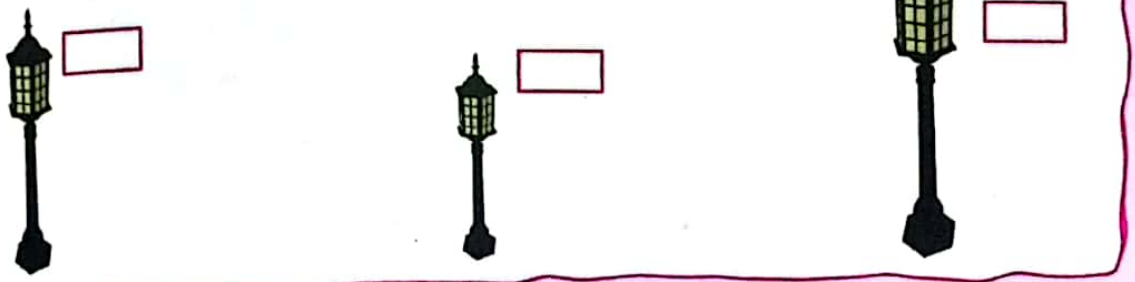
Higher

Highest

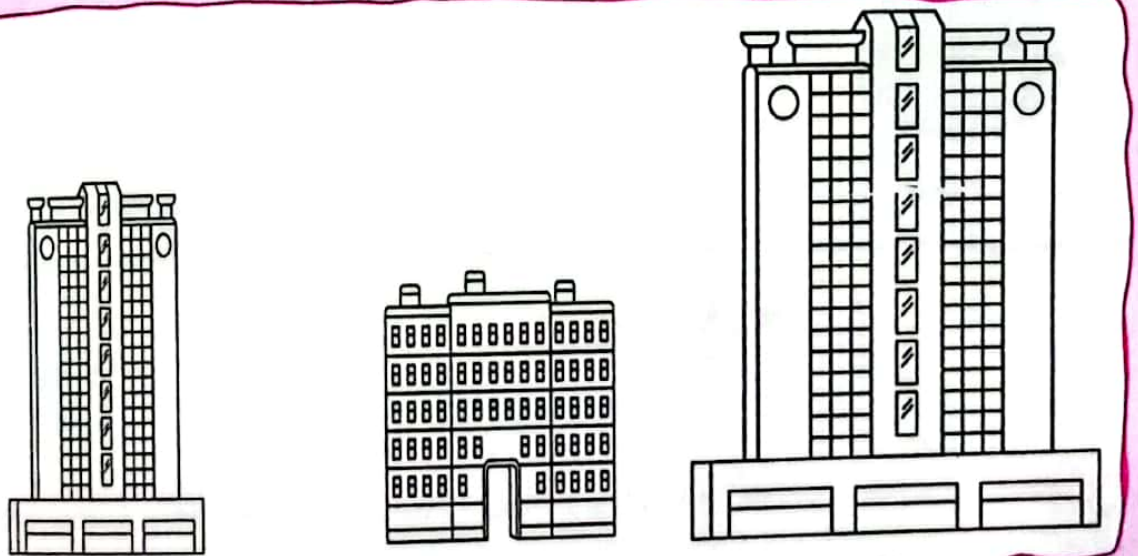
Take students for a walk outside the classroom. Show them some poles, pillars, building with different heights and have them use the terms high, higher and highest by comparing their heights.

Write 1 for high, 2 for higher and 3 for highest.





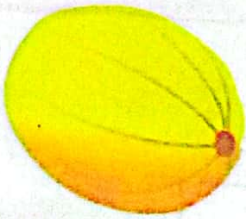
Colour the highest building.



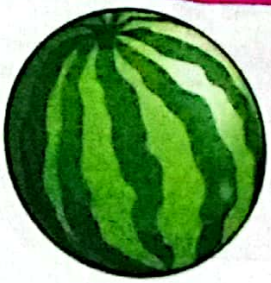
Heavy, Heavier, Heaviest

I have some fruits and vegetables in my basket.
Let's look at them and compare their masses.

Heavy



Heavier



Heaviest

Light, Lighter, Lighest

Light

Lighter

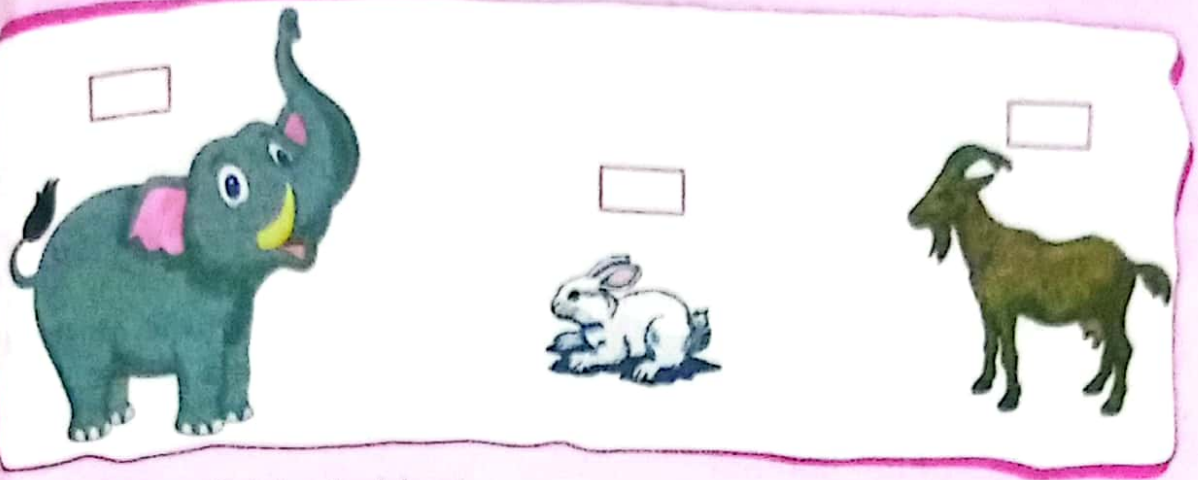
Lightest

Try Yourself

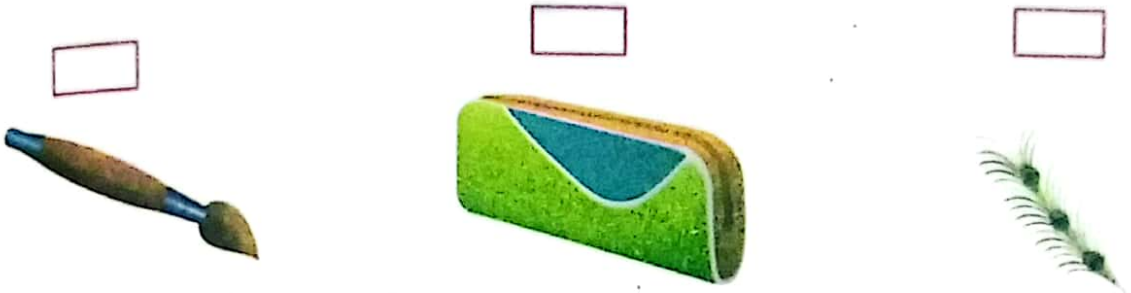
Which one is heavier, a jug or glass?

Place some items of different masses (pencils, erasers and copies, water bottles, bags, etc.) on the table. Ask students to feel them by holding each item in hands and tell which is lighter and which is heavier?

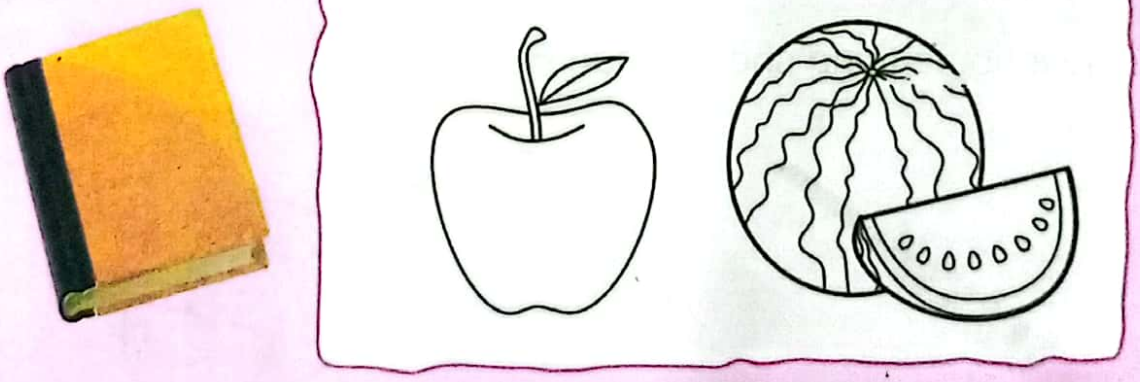
Tick (✓) the heaviest animals and cross (×) the lightest animals.



Tick (✓) the lightest object.



Colour the Picture lighter then Book.



Explain the term "weight" is used to find the mass of objects in daily routine.

I Have Learnt

- Compare the heights/lengths of two or more objects using the following terms
  - Long, longer, longest
  - Short, shorter, shortest
  - Tall, taller, tallest
  - High, higher, highest
- Compare the mass of two or more objects using the terms:
  - Heavy, heavier, heaviest
  - Light, lighter, lightest

Vocabulary

Long, Longer, Longest

Short, Shorter, Shortest

Tall, Taller, Tallest

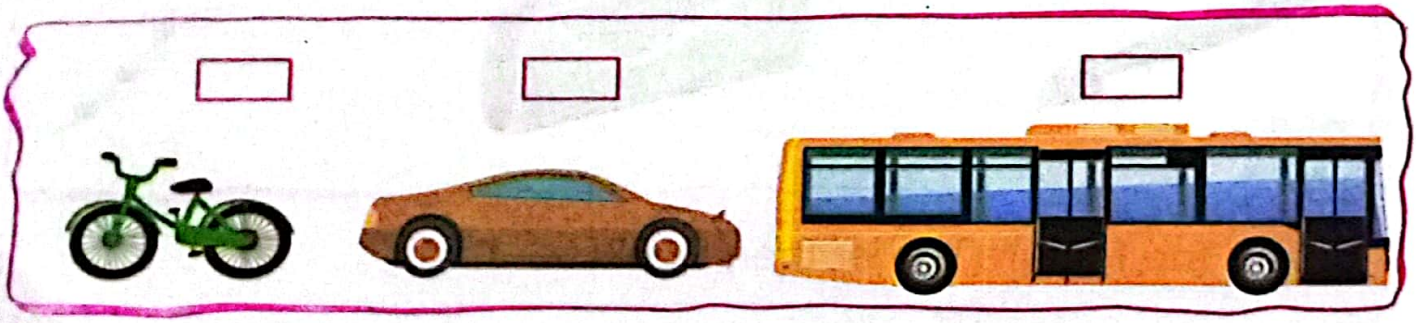
High, Higher, Highest

Heavy, Heavier, Heaviest

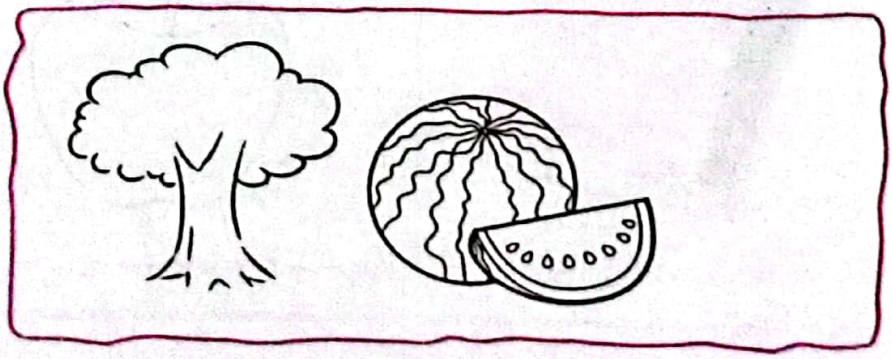
Light, Lighter, Lightest

Review Exercise

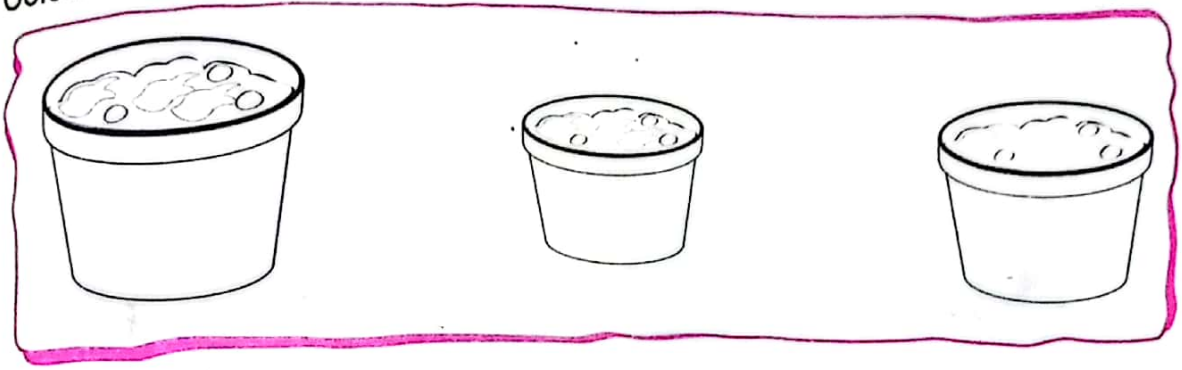
Tick (✓) the longest object.



Colour some thing shorter than Bat.



Colour the shortest flower pot.



Colour the trees in the given boxes.

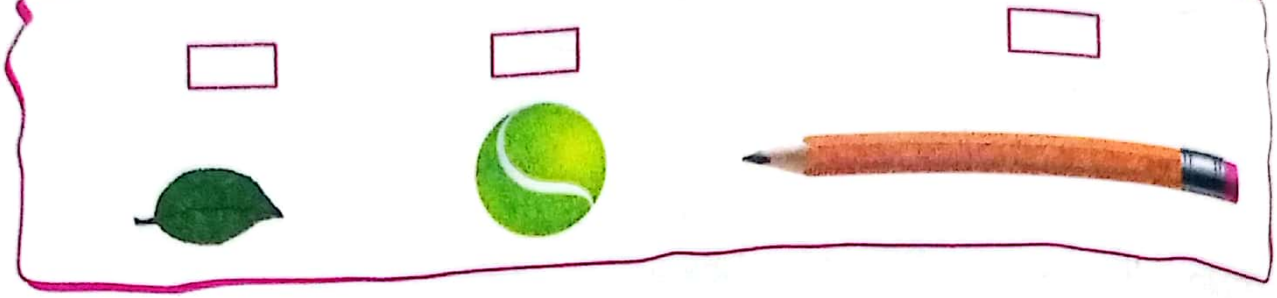
Tall

Taller

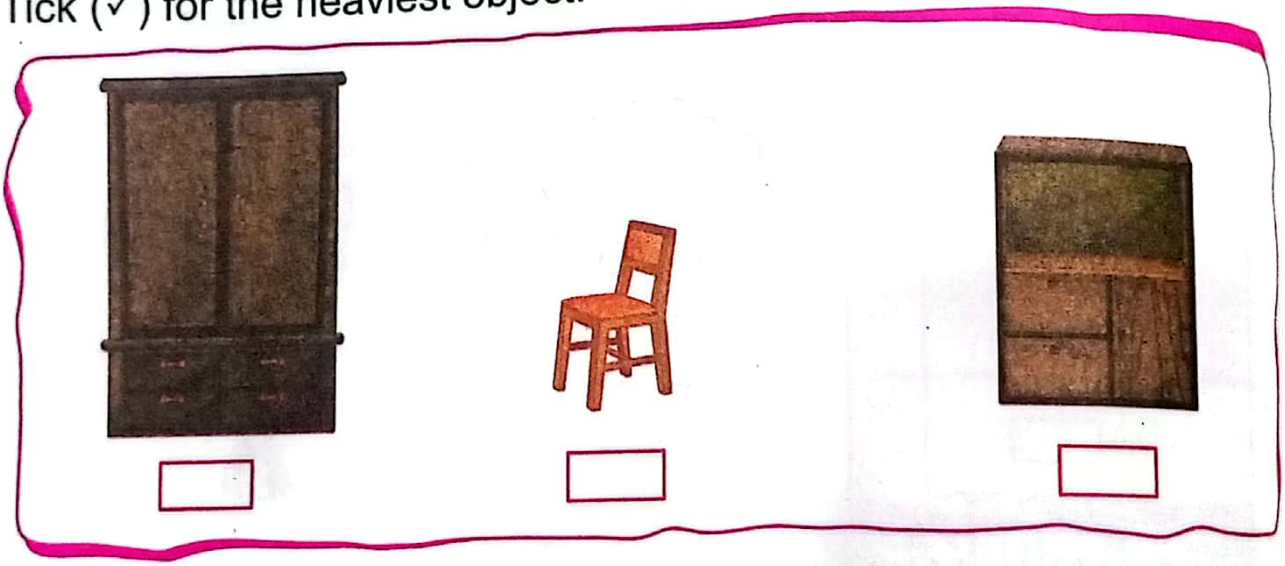
Tallest

Write 1 for high, 2 for higher and 3 for highest.

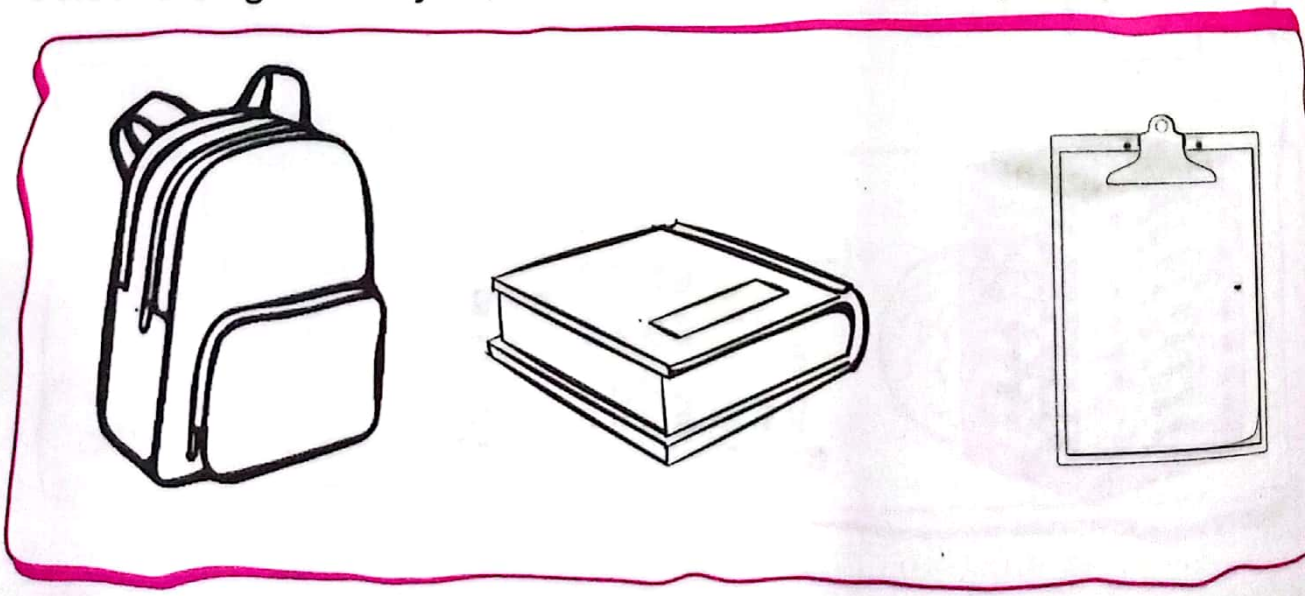
Compare the objects and write 1 for light, 2 for lighter and 3 for lightest.



Tick (✓) for the heaviest object.



Colour the lightest object, blue and the heaviest object, yellow.



Unit 4

Money

Learning Outcomes

By the end of this unit, you will be able to:

- Identify Pakistani currency coins (Rs 1, 2, 5 and 10).
- Identify Pakistani currency notes (Rs 10, 20, 50 and 100).
- Match a group of coins/notes to an equivalent group of different denominations.
- Add and subtract money using the prices of objects(transactions) (e.g.toys).
- Recognize money change (up to 100) to its equivalents/denominations.
- Determine if enough money is available to make a purchase (up to 100).
- Add different combinations of coins/notes (to make sum up to 100).

Can you tell how Ali and Hamna will buy toys?

Pakistani Coins and Notes

When we go for shopping. We need money to buy things. Money is in the form of coins or notes.

Key Fact

Each coin and note has two sides.

Let's look at Pakistani coins and read their values.

1 rupee coin

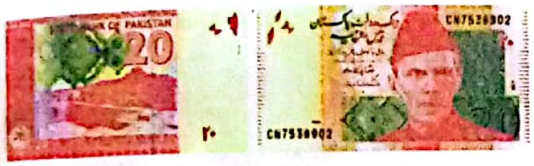
2 rupee coin

5 rupee coin

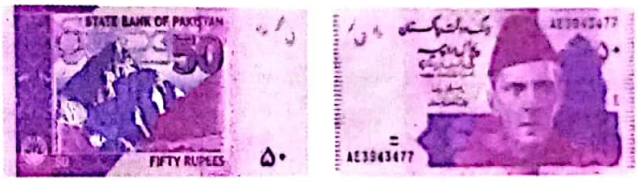
10 rupee coin

Let's look at Pakistani notes and read their values.

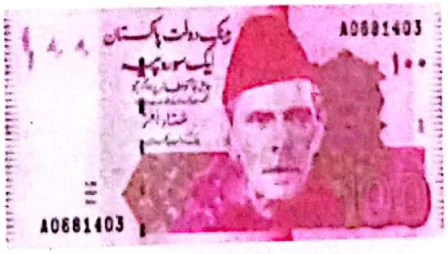
10 rupee note



20 rupee note



50 rupee note



100 rupee note

Key Fact

Coins are made up of metal while notes are made up of paper.

Show different Pakistani coins and notes to the students and explain the importance of using money in daily life. Tell them about the values of coins and notes.

Write the value of each coin and note.

Rupee ☐

Rupees ☐

Rupees ☐

Rupees ☐

Rupees ☐

Rupees ☐

Rupees ☐

Rupees ☐

Changing Money

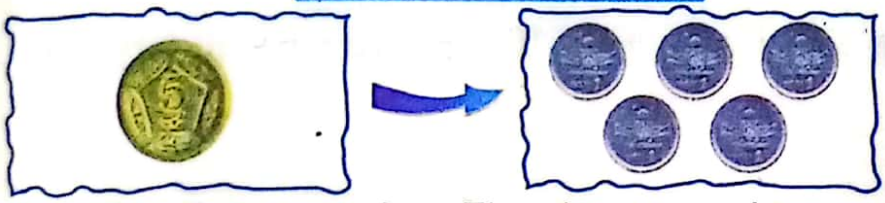
We can exchange one high value coin for another lower value coins.

One 2 rupee coin = Two 1 rupee coins

Rs.2 = Rs.1 + Rs.1

Key Fact

The unit of money is "Rs".



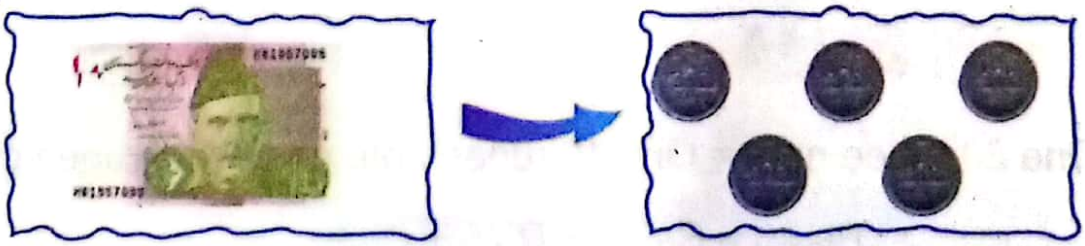
One 5 rupee coin = Five 1 rupee coins

Rs.5 = Rs.1 + Rs.1+ Rs.1 + Rs.1 + Rs.1

One 10 rupee coin = Two 5 rupee coins

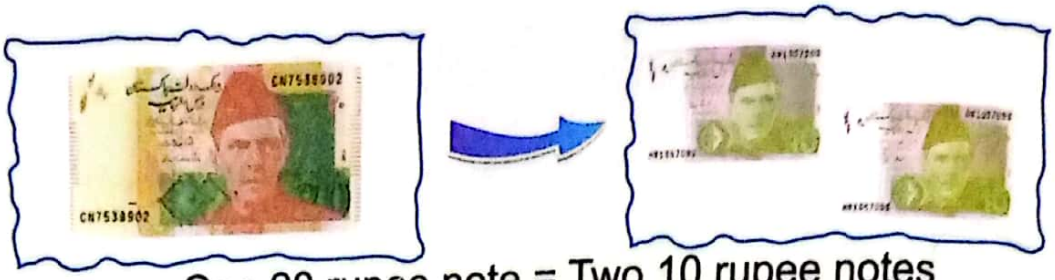
Rs.10 = Rs.5 + Rs.5

We can exchange one high-value note for another lower-value coins and notes.



One 10 rupee note = Five 2 rupee coins

Rs.10 = Rs.2 + Rs.2 + Rs.2 + Rs.2 + Rs.2

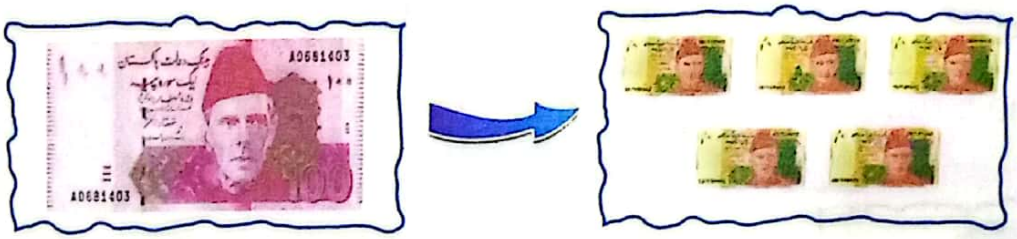


One 20 rupee note = Two 10 rupee notes

Rs.20 = Rs.10 + Rs.10

One 50 rupee note = Five 10 rupee coins

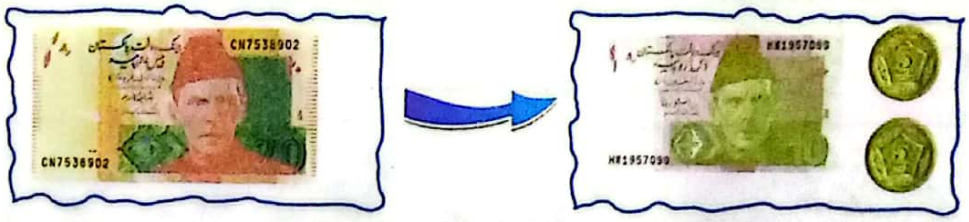
Rs.50 = Rs.10 + Rs.10 + Rs.10 + Rs.10 + Rs.10



One 100 rupee note = Five 20 rupee notes

Rs.100 = Rs.20 + Rs.20 + Rs.20 + Rs.20 + Rs.20

We can also change any amount of money for different combinations of coins and notes.



One 20 rupee note = One 10 rupee note and two 5 rupee coins

Rs.20 = Rs.10 + Rs.5 + Rs.5

Use real money / paper money (coins and notes) and tell students about different ways of exchanging money with its equivalent denominations.

One 50 rupee note = Two 20 rupee notes and one 10 rupee coin

Rs.50 = Rs.20 + Rs.20 + Rs.10

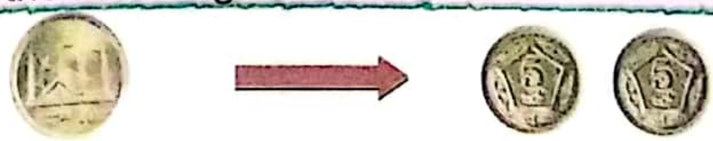
One 100 rupee note = One 50 rupee note, two 20 rupee notes and one 10 rupee coin

Rs.100 = Rs.50 + Rs.20 + Rs.20 + Rs.10

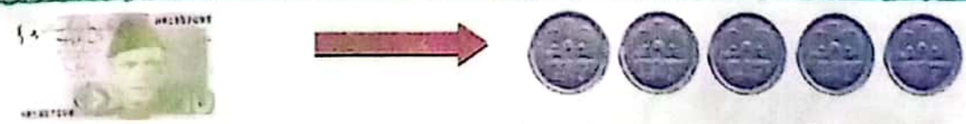
Try Yourself

Can you think of other ways to exchange the Rs.100?

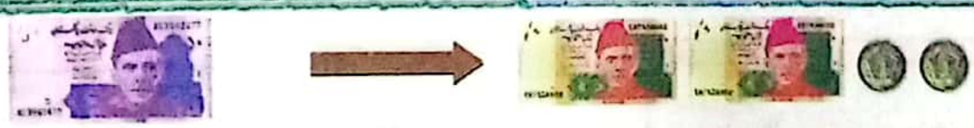
Complete the following.



One 10 rupee coin = (____) 5 rupee coins



One 10 rupee note = (____) 2 rupee coins



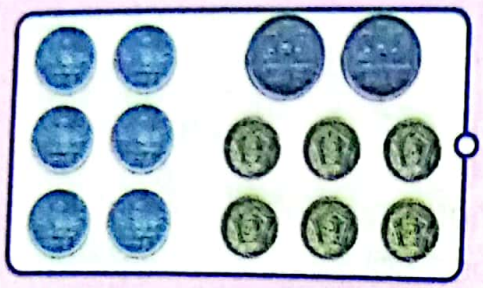
One 50 rupee note = (___) 20 rupee notes and (___) 5 rupee coins

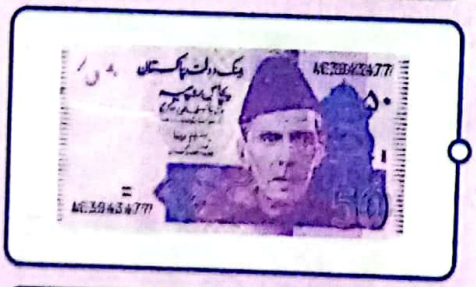
One 100 rupee note = (___) 50 rupee notes

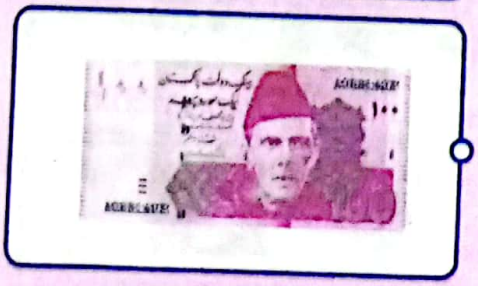
Match the same amount of money.

Hint

First add the values of notes and coins and then match.







Tick (✓) the box if you can buy the objects with the given money.


Rs.75


Rs.10


Rs.90

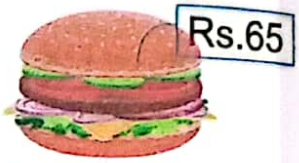

Rs.52


Rs.95

Place a few toys with price tags on the table. Distribute paper coins and notes among the students and ask if they can buy these toys with the money they have.

Adding and Subtracting Price

Look at the following items.



Hassan buys a juice pack and an ice cream. How much money does he spend?

To find the total cost, we add.

Cost of the pack of juice	=	Rs. 2 5
Cost of the ice cream	=	+ Rs. 4 0
Total cost	=	Rs. 6 5

Hassan has Rs.50 only. He wants to buy a burger of Rs 65. How much more amount does he need?

To find more amount, we subtract.

Cost of the burger	=	Rs. 6 5
Total cost	=	− Rs. 5 0
More amount he needs	=	Rs. 1 5

Try Yourself

How much more does a burger cost than the juice?

Place a few items on the table with price tags. Distribute paper coins and notes among students. Ask them to buy any two items. Then ask them to estimate how much money did spent and how much is left.

Look at the following items and their prices and then solve.

Abeeha bought a ball and a candy. How much money did she spend?

Cost of the ball	=	Rs. 3 0
Cost of the candy	=	+ Rs. ☐ 5
Total money spent	=	Rs. ☐ ☐

Hamza wants to buy a water paint. He has Rs.42. How much more money does he need?

Cost of the water paint	=	Rs. ☐ ☐
Total amount	=	+ Rs. ☐ ☐
More money he needs	=	Rs. ☐ ☐

Maryam bought a water paint and a ball. How much money did she spend?

Cost of the water paint	=	Rs. ☐ ☐
Cost of the ball	=	+ Rs. ☐ ☐
Total cost	=	Rs. ☐ ☐

Ali had Rs 95. He bought a book. How much money is left with Ali?

Amount Ali had = Rs. ☐☐

Cost of the book = – Rs. ☐☐

Amount left = Rs. ☐☐

Hint

Subtract to find out the remaining amount.

I Have Learnt

- Identify Pakistani currency coins (Rs.1, 2, 5 and 10).
- Identify Pakistani currency notes (Rs.10, 20, 50 and 100).
- Recognize money change (up to 100) to its equivalents/denominations
- Add and subtract price of objects.

Vocabulary

Money/Amount

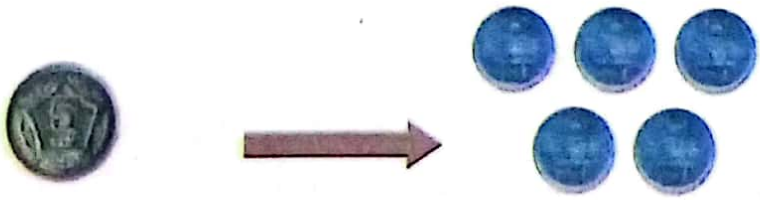
Coin

Note

Value

Review Exercise

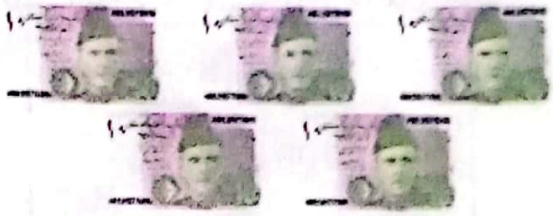
Complete the following.



One 5-rupee coin = (_____) 1-rupee coins

Try Yourself

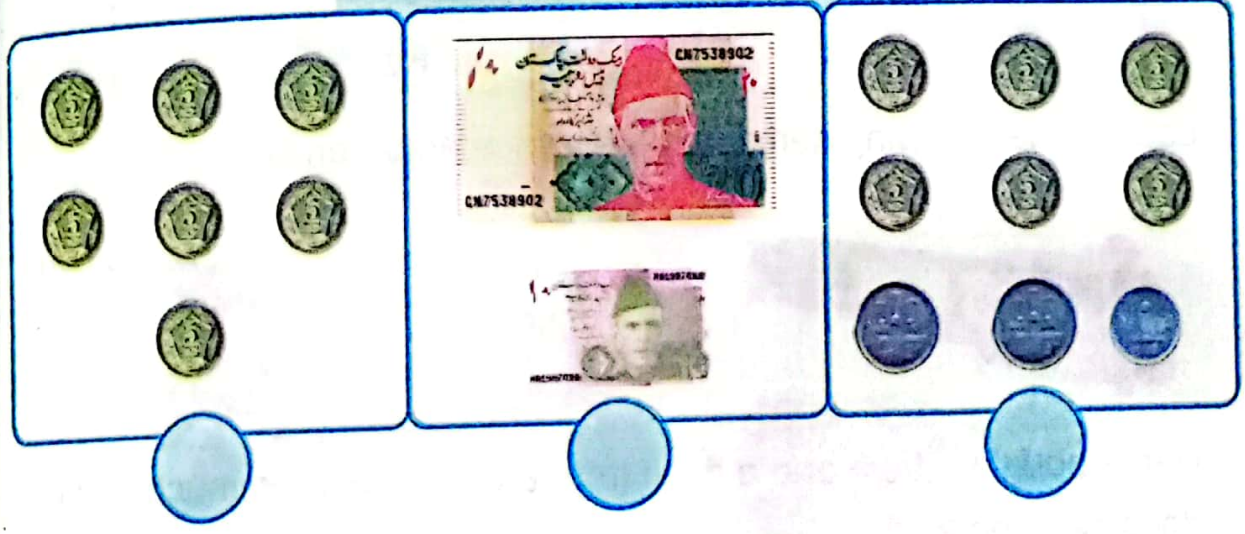
If you exchange 20 rupee note with anyone, how many 2 rupee coins will you get?



One 50-rupee note = (___) 10-rupee notes

Tick(✓) the group with the correct amount.

Rs.30



Rs.20

Count and write the correct amounts.

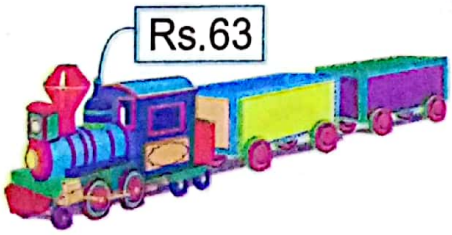
Rs.

Rs.

Rs.

Rs.

Look at the following items and their price and then solve.



Harris bought a train and a duck from a toy store. How much money does he spent?

Cost of the train	=	Rs. ☐☐
Cost of the truck	=	+ Rs. ☐☐
Total money spent	=	Rs. ☐☐

Ayesha wants to buy a teddy bear. She has Rs.50. How much more money does she need?

Cost of the teddy bear	=	Rs. ☐☐
Total Cost	=	– Rs. ☐☐
More amount she needs	=	Rs. ☐☐

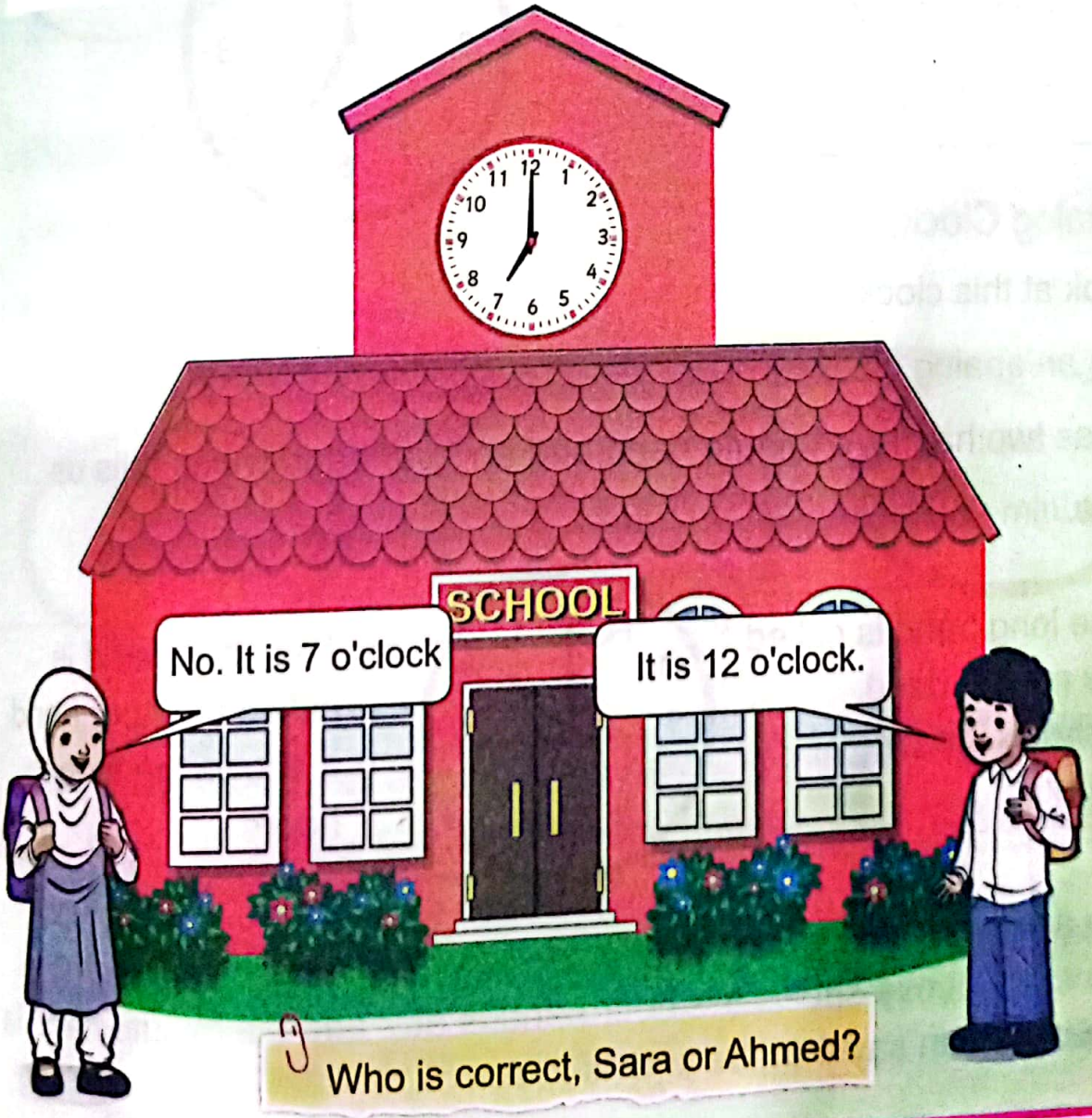
Unit 5

Time

Learning Outcomes

By the end of this unit, you will be able to:

- Recognize the hour and minute hands of an analog clock.
- Read and tell time in hours from the analog clock for example 2 o'clock.
- Read and tell time in hours from the digital clock.
- Name in order days of the week.
- Identify which day comes after/before a particular day.
- Name (orally) the solar months of the year.
- Name (orally) the Islamic months of the year.



Clock

What tells us time?

A clock tells us the time.

There are two types of clocks.

- Analog clock
- Digital clock

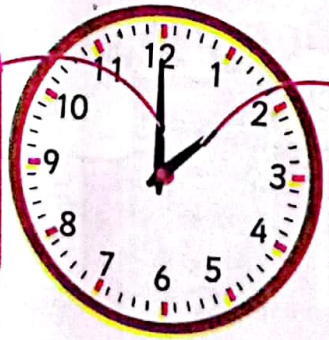
Analog Clock

Look at this clock.

It is an analog clock.

It has two hands, a minute hand and an hour hand which tells us time.

The long hand is called the minute hand. It shows the time in minutes.



The short hand is called the hour hand. It shows the time in hours.

The analog clock has numbers from 1 to 12 in order.
The clock above shows the hour hand is at 2 and the minute hand is at 12. We can say that the time is 2 o'clock.

Let's read the time on the analog clock below.

Key Fact

In an analog clock, time is expressed with the help of clock hands.

3 o'clock

4 o'clock

8 o'clock

Digital Clock

Look at this clock.

It is a digital clock.

It shows the hours.

It shows the minutes

The digital clock has no hands. It tells us time in digits. We can say that the time is 7:00.

Place ten flash cards of digital and analog clock that shows different time in hours. Make two teams of students (Team A and Team B). Give five flash cards to each team. Instruct the team A to show the flash cards of digital clock and team B to show the same time on analog clock.

Let's read the time on the digital clocks below.

1 o'clock

4 o'clock

11 o'clock

Write the time by looking at each clock.

Draw hands to show the correct time.

6 o'clock

9 o'clock

12 o'clock

Tick (✓) the digital clock to indicate the time on the analog clock on the left.

	☐ 6:00	☐ 8:00	☐ 7:00
	☐ 3:00	☐ 5:00	☐ 4:00
	☐ 6:00	☐ 8:00	☐ 7:00
	☐ 10:00	☐ 9:00	☐ 11:00
	☐ 11:00	☐ 10:00	☐ 12:00

Try Yourself

At what time do you go to school in the morning?

Days of the Week

How many days are there in a week?

There are seven days in a week.

1st
Monday

2nd
Tuesday

3rd
Wednesday

4th
Thursday

5th
Friday

6th
Saturday

7th
Sunday

Key Fact

1 week = 7 days

Try Yourself

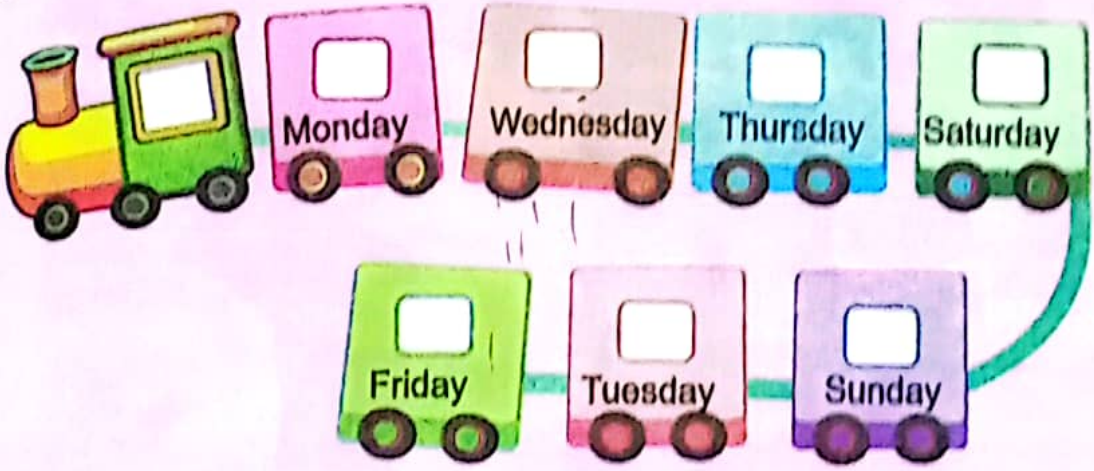
What is the day of your birthday?

Encourage students to read and learn rhymes of days of the week.

Which day comes before Tuesday?

The first day of the week is Monday and the second day is Tuesday. So, Monday comes before Tuesday. Friday comes before Saturday and after Thursday.

Write the correct ordinal number for each day of the week.



Colour the box with the correct answer.

Which day comes before?	Thursday	Wednesday
Which day comes after?	Sunday	Saturday
What is the first day of the week?	Friday	Monday
What is the last day of the week?	Monday	Sunday

Try Yourself

What day do you take a day off from school?

Solar Months

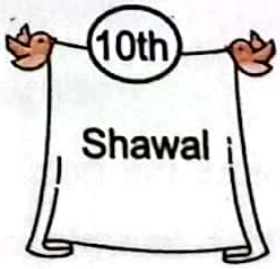
TEACHING POINT Encourage students to name the Solar months orally.

Islamic Months

These are months of the Lunar year which are called Islamic months.

Key Fact

RAMADAN is the 9th Islamic month.



Try Yourself

In which Holy month Hajj is performed?

Encourage students to name the Islamic months orally.

Match each solar month with the correct ordinal number.

January	1st
March	2nd
May	3rd
July	4th
October	5th
April	6th
June	7th
December	8th
September	9th
August	10th
November	11th
February	12th

Colour the box with the correct answer.

Which Islamic month comes before Safar? Jamadi-ul-Sani | Muharram

What is the first Islamic month? Muharram | Zil Hajj

What is the last Islamic month? Zil Hajj | Ziq'ad

Which Islamic month comes after Shaaban? Shawal | Ramadan

Try Yourself

In which Islamic month does Eid-ul-Fitr come?

I Have Learnt

- Read and tell the time in hours by identifying the hour and minute hands of the analog clock.
- Read and tell the time in hours from the digital clock.
- Name in order the days of the week.
- Name (orally) the solar months of the year.
- Name (orally) the Islamic months of the year.

Vocabulary

Analog clock
Digital clock
Day
Week
Month
Year

Review Exercise

Write the time by looking at each clock.

Look at the time in a digital clock and match it with an analog clock.

Colour the box with the correct answer.

Which day comes before Friday?	Thursday	Saturday
Which day comes after Monday?	Sunday	Tuesday
What is the 3rd day of the week?	Tuesday	Wednesday
Which Solar month comes before May?	June	April

What is the first Solar month? February January

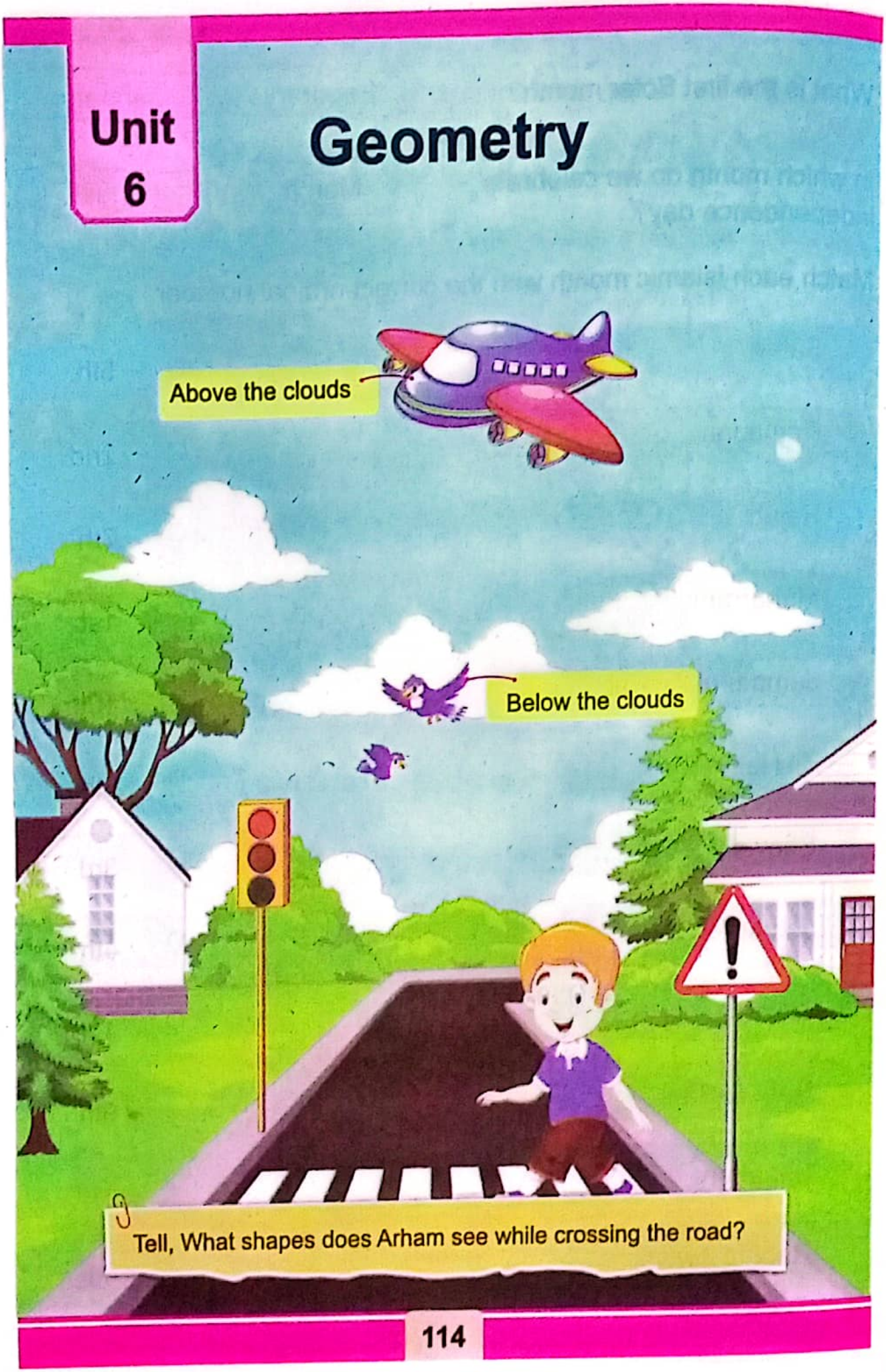
In which month do we celebrate independence day? March August

Match each Islamic month with the correct ordinal number.

Safar	5th
Ramadan	2nd
Rajab	7th
Muharram	1st
Jamadi-ul-Awwal	10th
Zil Hajj	6th
Shawal	3rd
Jamadi-ul-Sani	4th
Ziq'ad	12th
Rabi-ul-Sani	9th
Shaaban	11th
Rabi-ul-Awwal	8th

Unit 6

Geometry



2-D Shapes

Learning Outcomes

By the end of this unit, you will be able to:

- Recognize and identify shapes of similar objects in daily life.
- Identify the following basic shapes
  - Rectangle
  - Square
  - Circle
  - Triangle
- Match similar basic shapes in daily life.
- Distinguish basic shapes by considering their attributes (sides).
- Classify 2-D shapes according to number of sides and corners.
- Identify the next shape in the patterns with 2 or 3 elements.
- Extend a given pattern of 2 or 3 elements.

Amna is looking for 2-D shapes in her room. Will you help her?

2-D Shapes

Let's read the rhyme of 2-D shapes.

We are 2-D shapes.
We spread a net everywhere
You can find us everywhere
We make friends everywhere

Key Fact

Everything we see around us has some shapes.

Circle circle is my name
Round and round, never stop again
Look at the wheel, it looks like me

Square square is my name
My 4 sides are the same
Look at the carrom, it looks like me

Rectangle Rectangle is my name
My 4 sides are not the same
Look at the door, it looks like me

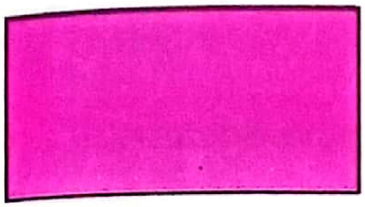
Triangle triangle is my name
Look at me, look at me
Count my sides one, two, three
Look at the Mountain, it looks like me

Show some cut outs of 2-D shapes to students and ask them to read a rhyme looking at these shapes.

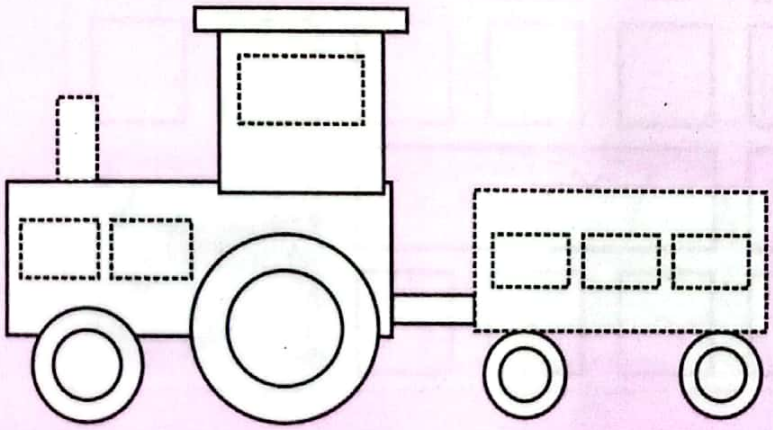
On my birthday, My father brought a box of biscuits. There were biscuits of different shapes in it. Let's identify the different shapes by looking at these biscuits.

Rectangle

I have a Rectangle shaped biscuit. It has 4 corners and 4 sides with Two Opposite Equal Sides.



Complete the picture by joining the dots and colour all the rectangles.



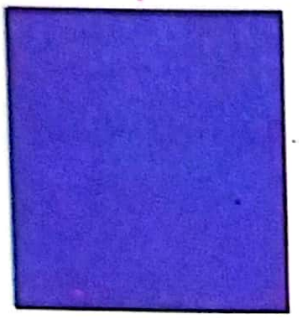
Try Yourself

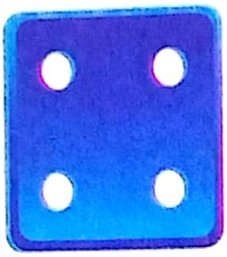
What is the shape of our national flag?

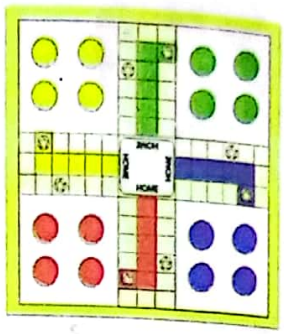
Show flash cards of a few rectangular objects that we use in our daily life to students. Ask them to name the objects.

Square

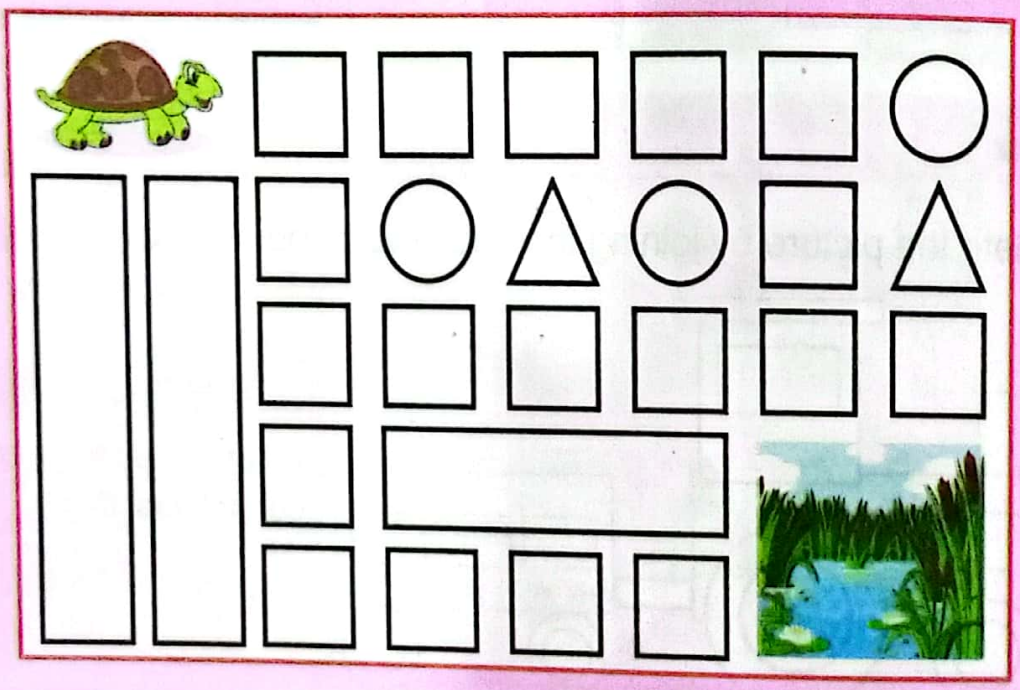
I have a Square-shaped biscuit.
It has 4 corners and 4 equal sides.







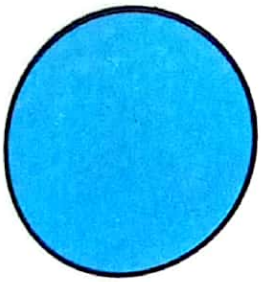
Help the tortoise to reach the pond by colouring the Squares.



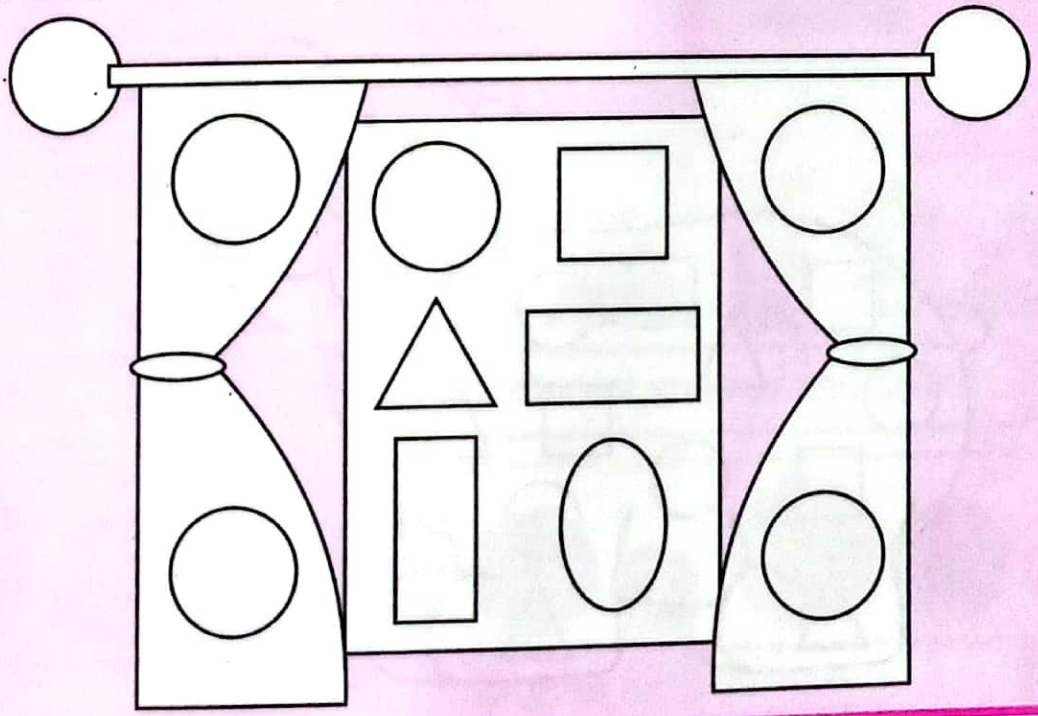
With the relevance of the objects given above, ask students to name some of the square objects that they use in their daily lives.

Circle

I have a Circle-shaped biscuit.
It has 0 corners and 0 sides.



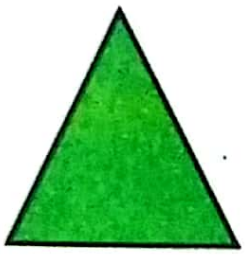
Colour all Circles in the picture below.



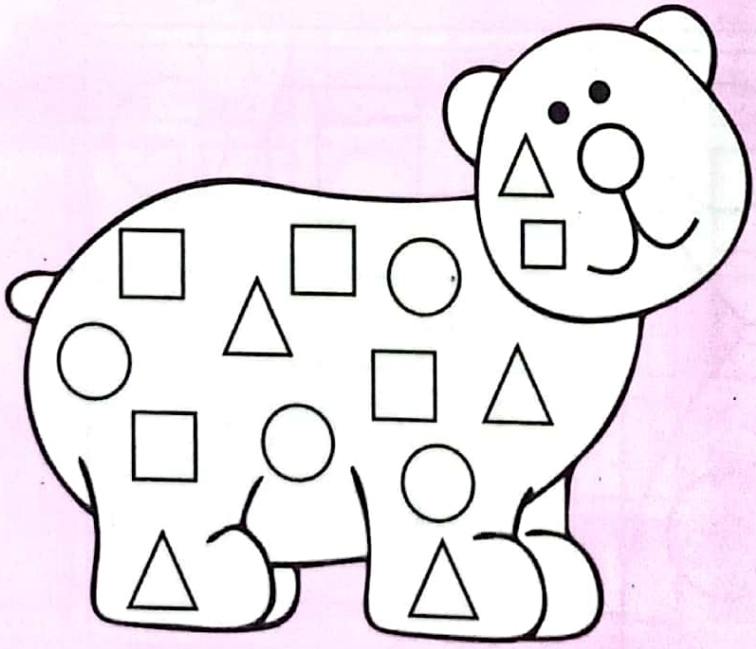
Take students to the school ground and draw a few shapes on the walking path with chalk. Now ask them to step on the circled. In the end, ask them to count how many circles are there?

Triangle

I have a Triangle-shaped biscuit.
It has 3 corners and 3 sides.



Find the Triangles in the picture and colour them Green.



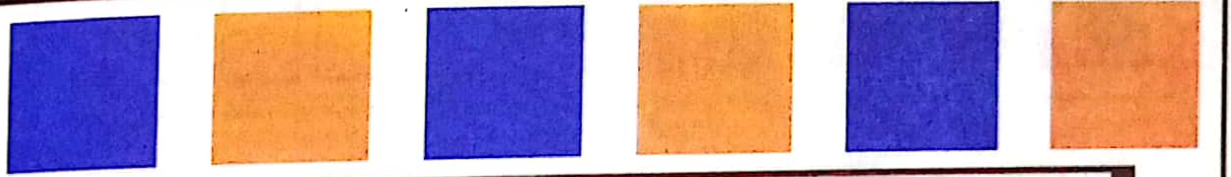
Put some flash cards of different shapes in a basket and place it on the table. Ask students to pick and show all the triangles.

Patterns

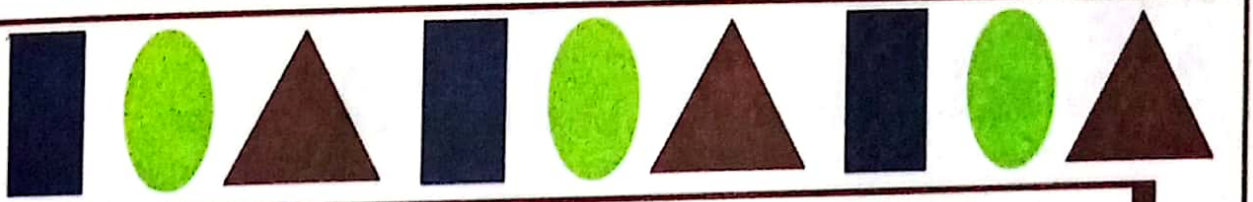
We can make patterns with different shapes, colours and sizes.

Let's observe the following patterns.

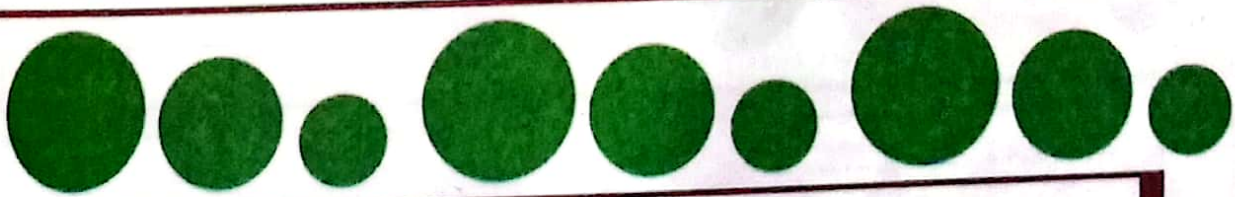
This pattern is made up of different shapes.



This pattern is made up of different colours.



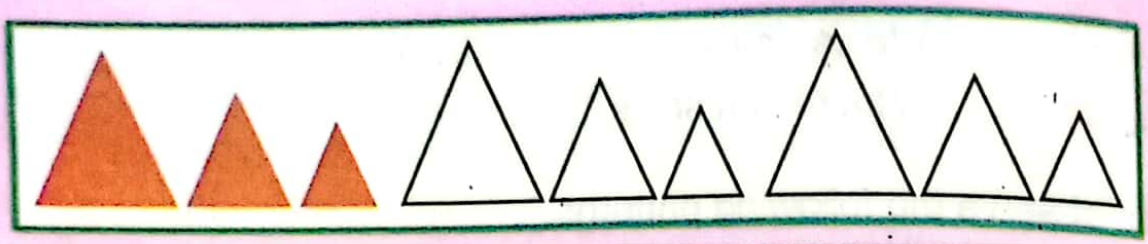
This pattern is made up of different shapes and colours.

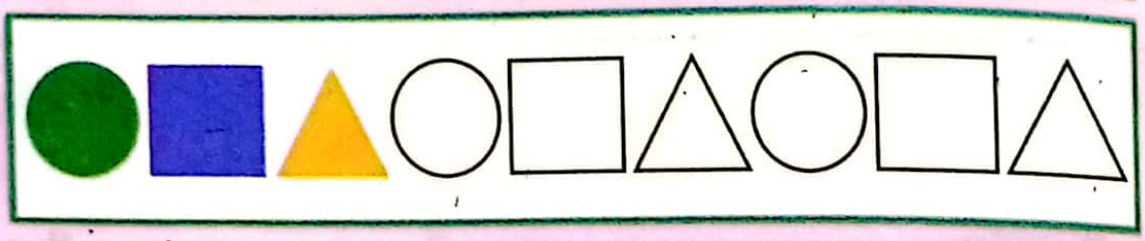


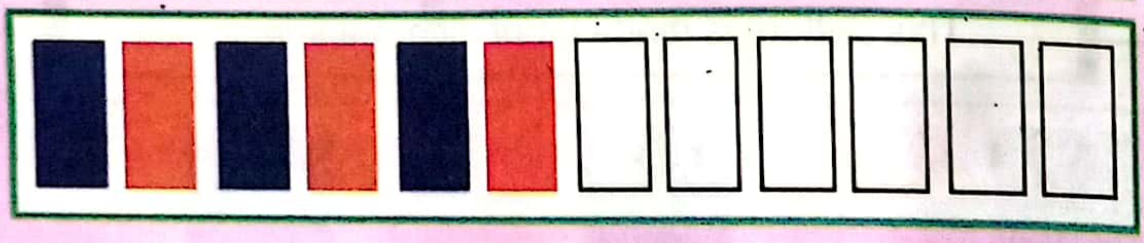
This pattern is made up of different sizes.

Draw different objects on the board to illustrate the patterns and give a few more examples.

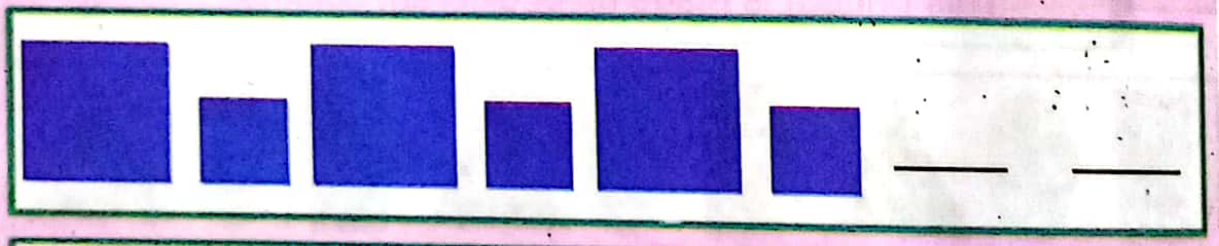
Colour the shapes to complete the patterns.



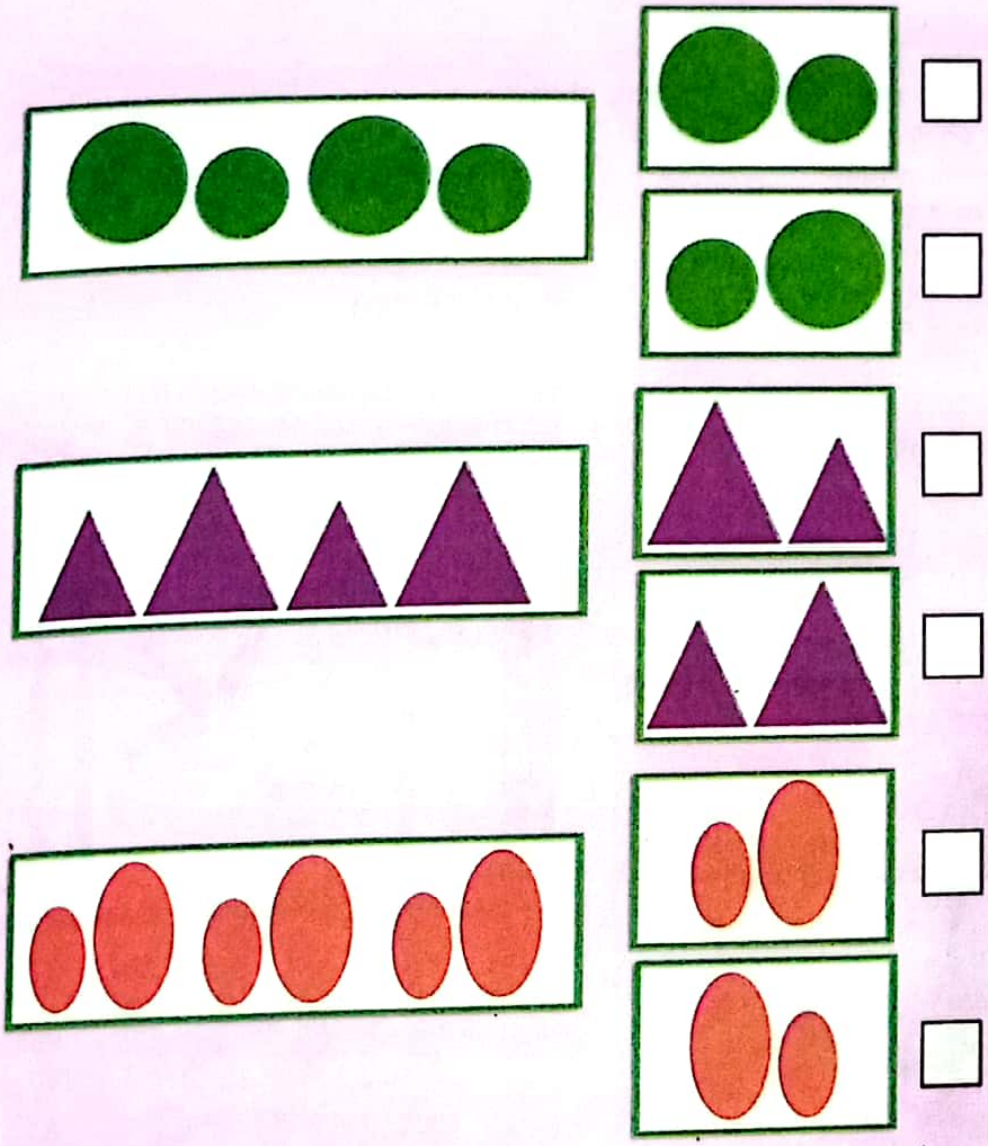




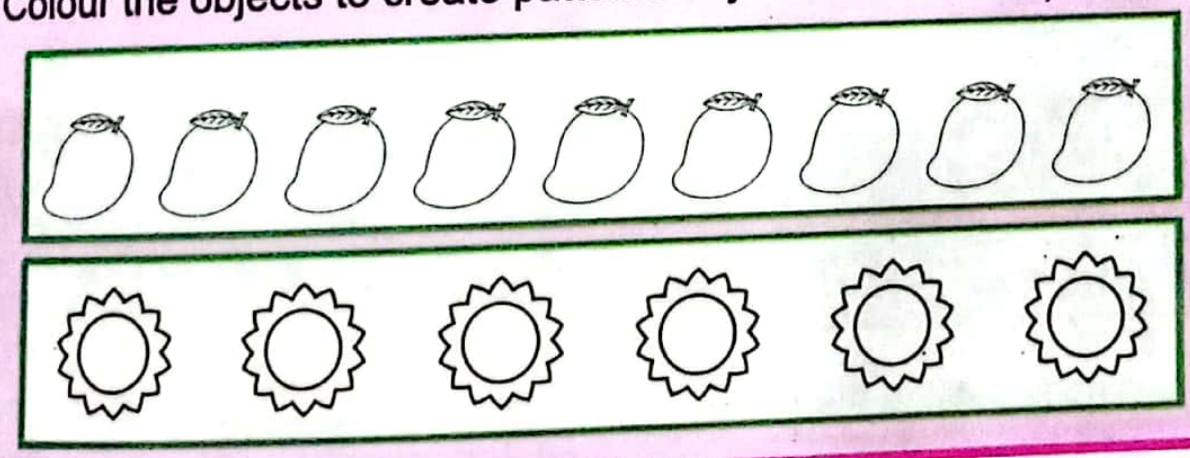
Complete the patterns.



Tick (✓) the correct answer to complete each pattern.



Colour the objects to create patterns of your own choice.



Position

Learning Outcomes

By the end of this unit, you will be able to:

- Identify whether an object is placed
  - Inside or outside
  - Above or below
  - Over or under
  - Far or near
  - Before or after of a given picture.

Inside or Outside

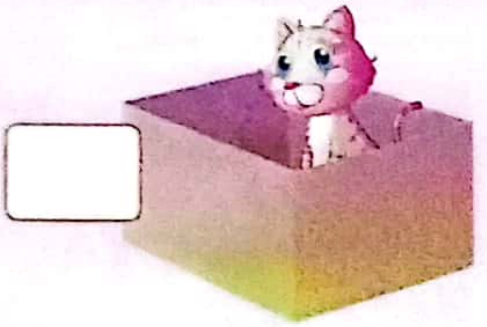
یہ کتاب محکمہ تعلیم حکومت بلوچستان کی جانب سے تعلیمی سال 2025 کیلئے سٹ تقسیم کی جارہی ہے اور نا قابل فروخت ہے

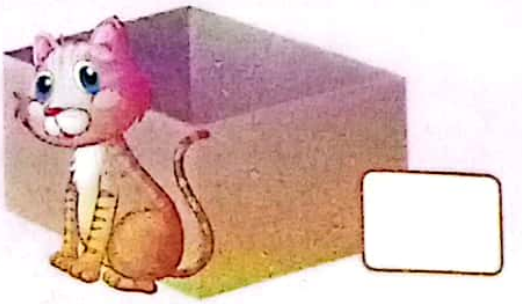
Try Yourself

What is inside your bag?

Ask students to observe their surroundings and identify things that are inside or outside of something.

Tick (✓) the picture where the cat is outside the box.



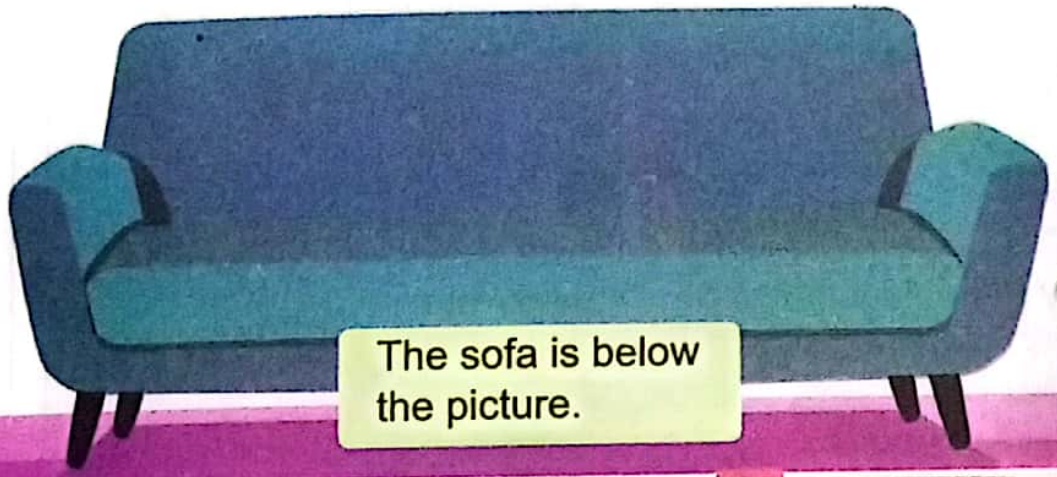


Colour the picture where the biscuits are inside the jar.

Encircle the hen and chicks which are outside their home.

Above or Below

The clock is above the picture.



The sofa is below the picture.

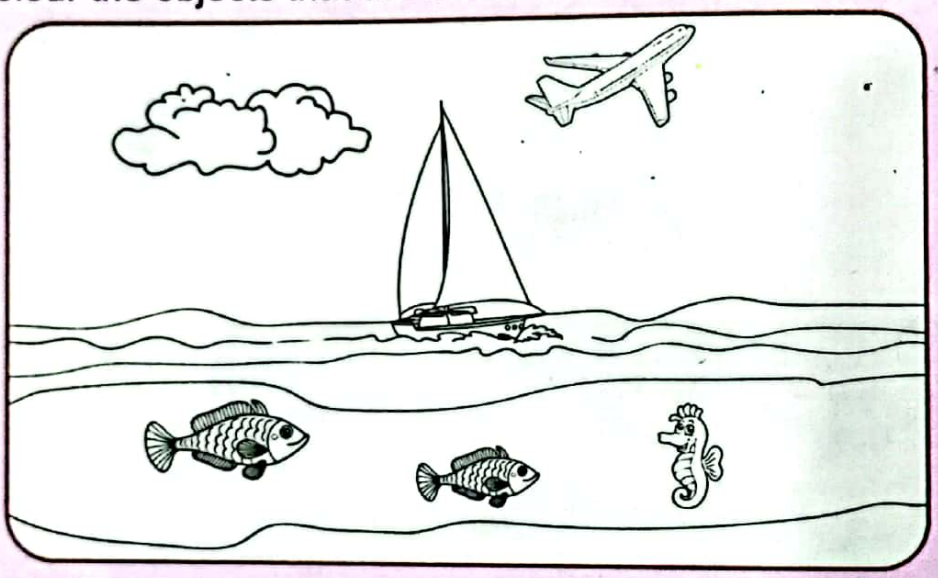
Try Yourself

Does the plane fly the mountains? (above or below)

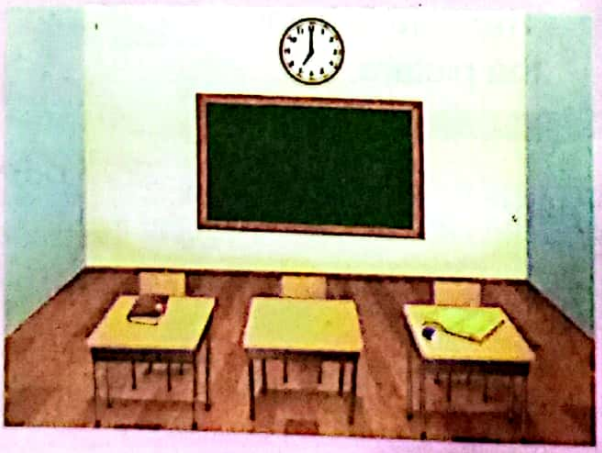
Explain to the students about 'above' and 'below'. Ask them to observe in their surrounding and tell the things that are above and below of somethings.

Tick (✓) the picture where the plane is above the cloud.

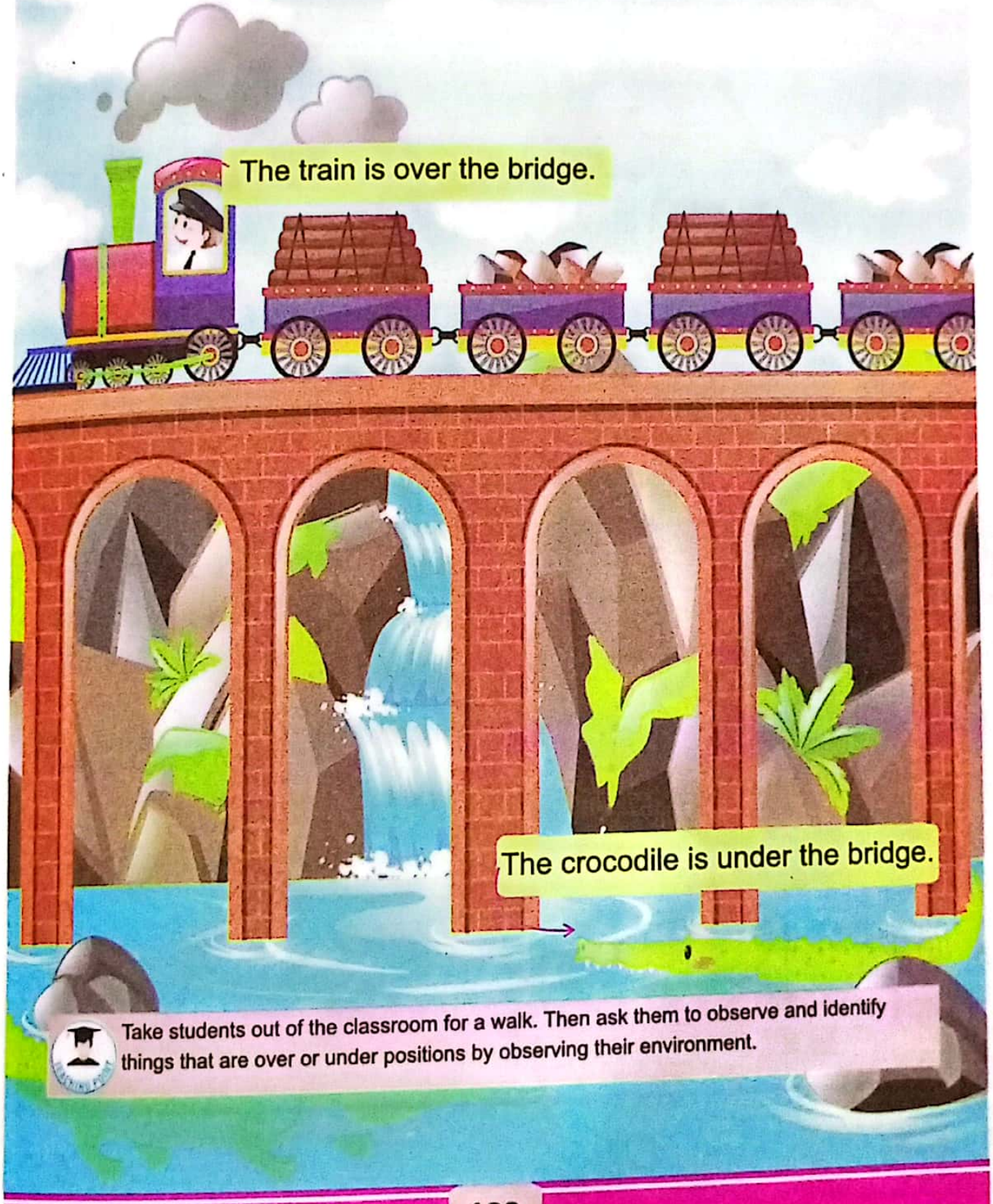
Colour the objects that are below the boat.



Encircle the object that is above the board.



Over or Under



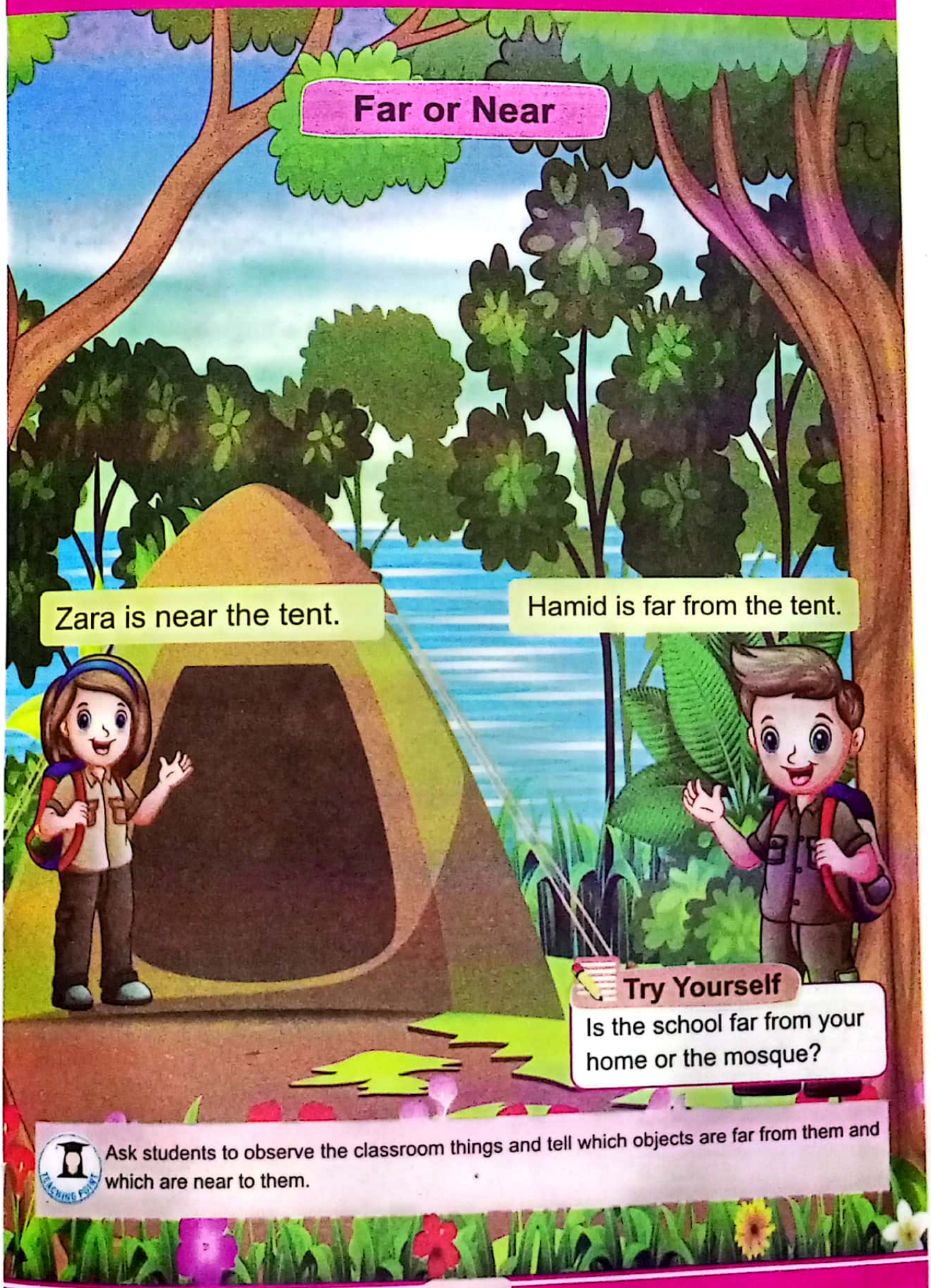
Take students out of the classroom for a walk. Then ask them to observe and identify things that are over or under positions by observing their environment.

Tick (✓) the picture where the bird is over the house.

Encircle the boy under the slide.

Tick (✓) the picture where the horse is over the fence.

Far or Near



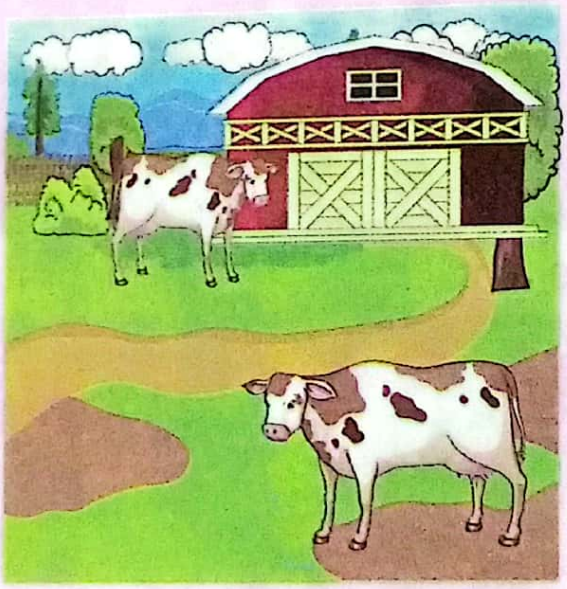
Try Yourself

Is the school far from your home or the mosque?

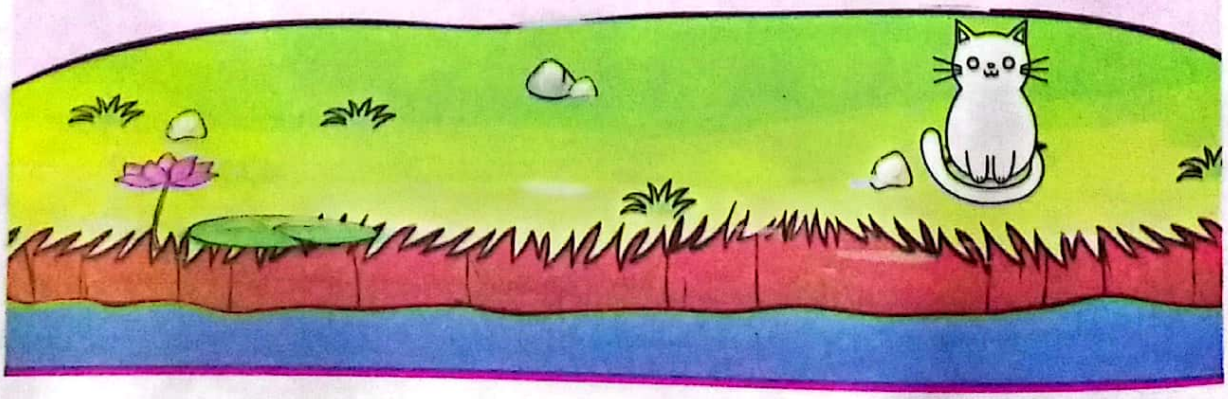
Ask students to observe the classroom things and tell which objects are far from them and which are near to them.

Tick (✓) the picture where the kid is far from the ball.

Encircle the cow which is near the house.



Colour the picture of cat in the pond.



Before or After

Hina's car is after Arham's car.

Hooria's car is before Arham's car.

Try Yourself

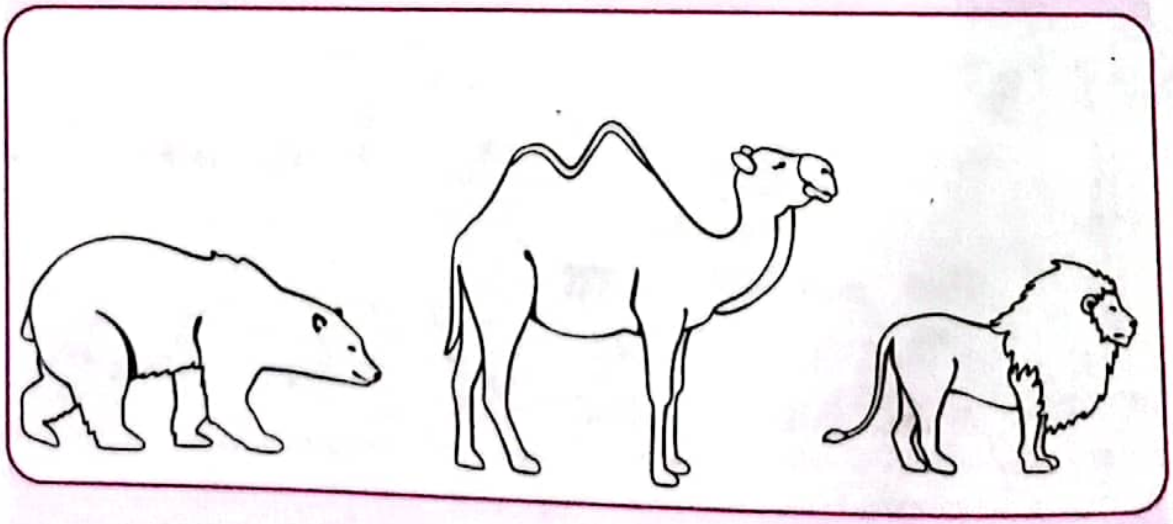
Who is sitting before you in the classroom?

Ask students to make a queue and then call the name of one student and ask him/her to tell the name of the student who is standing before and after him/her.

Encircle the girl who is before the boy.

Encircle the vehicle which is after the bus.

Colour the animal which is before the camel and cross out (×) the animal that is after the camel.



I Have Learnt

- Recognize and identify shapes of similar objects in daily life.
- Identify the following basic shapes
  - Rectangle
  - Square
  - Circle
  - Triangle
- Classify 2-D shapes according to their number of sides and corners.
- Complete the patterns by considering shapes, colours and sizes.
- Identify whether an object is placed ____ of a given picture:
  - Inside or outside
  - Above or below
  - Over or under
  - Far or near
  - Before or after

Vocabulary

Shapes
Rectangle
Square
Circle
Oval
Triangle
Pattern
Inside or outside
Above or below
Over or under
Far or near
Before or after

Review Exercise

Write the correct shape for these daily life objects.



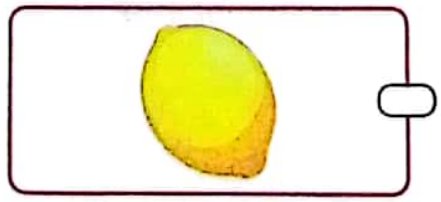

Try Yourself

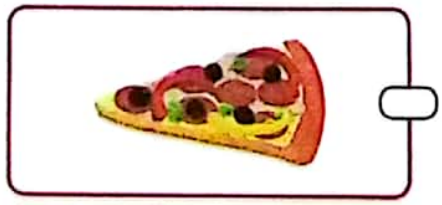
What is the difference between a rectangle and a square?

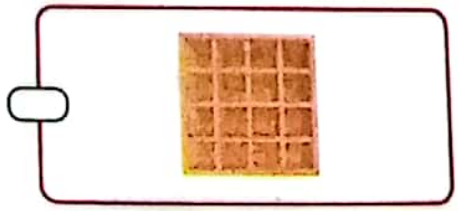
Draw and write the number of corners and sides of each shape.

Name	Shapes	Sides	Corners
Rectangle			
Square			
Circle			
Triangle			

Match the objects having the same shape.

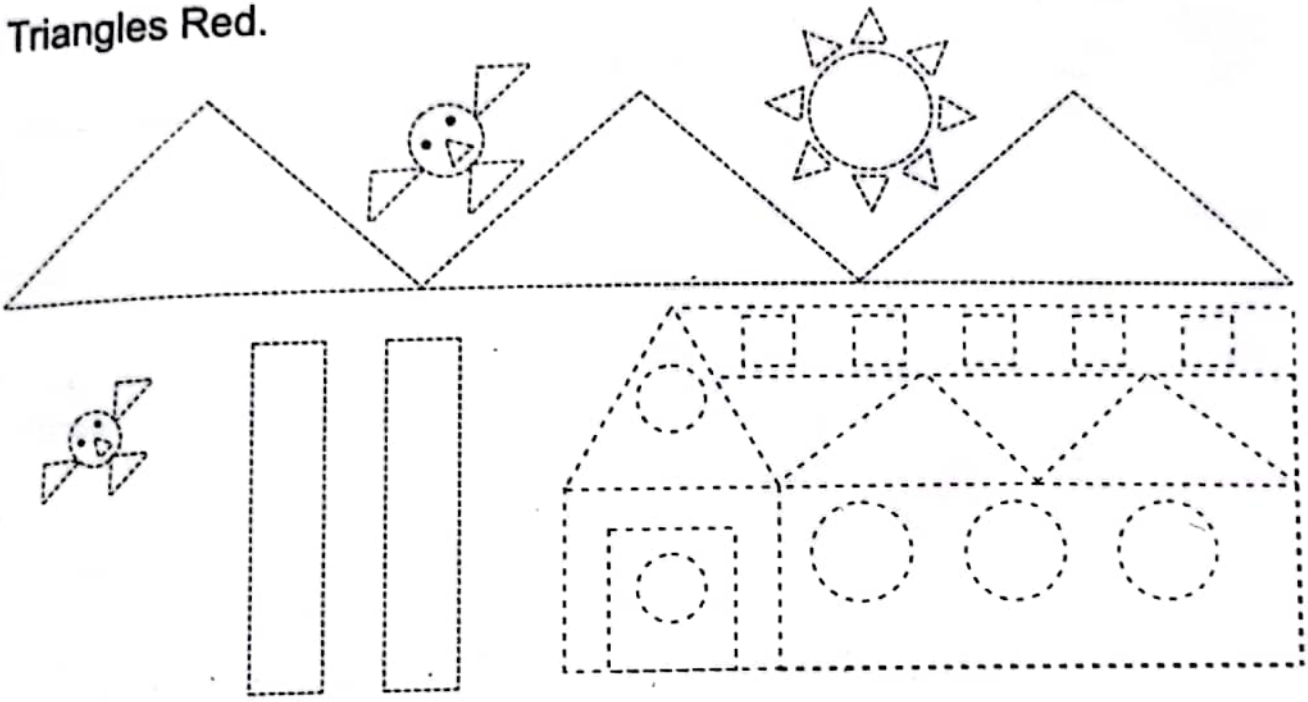




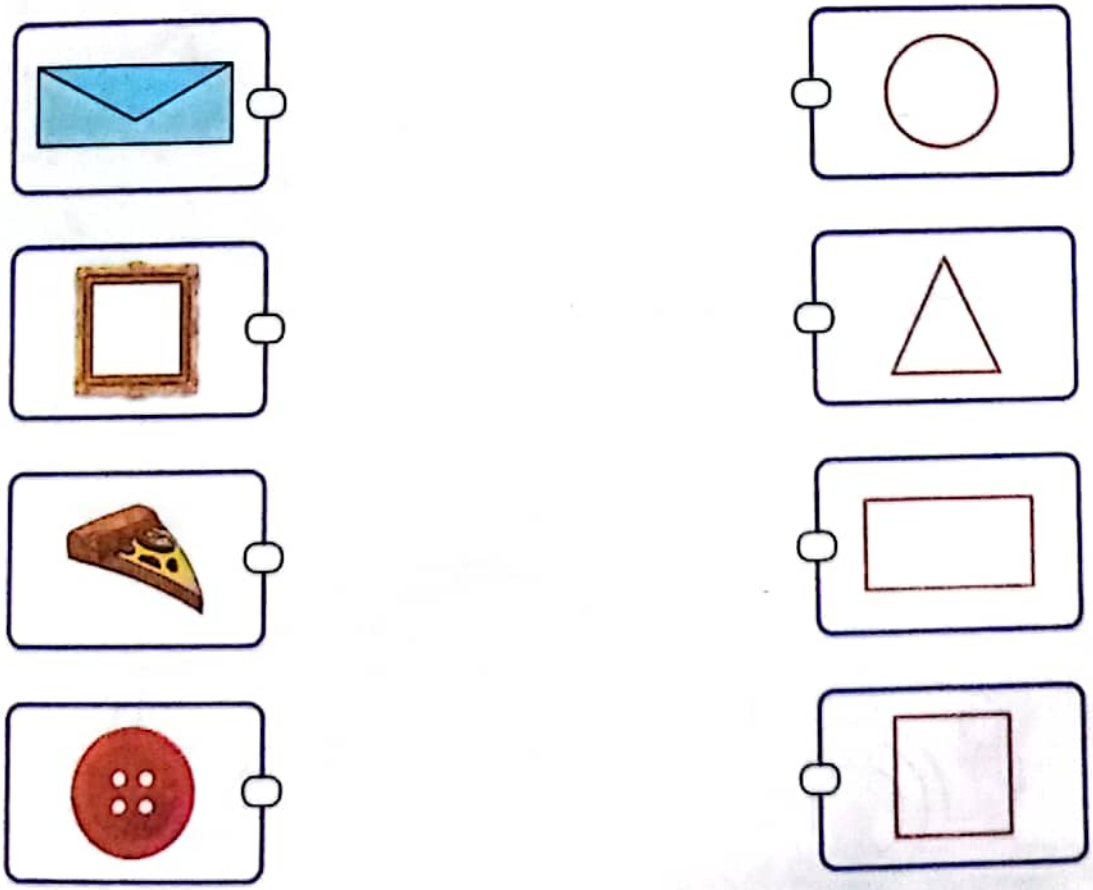





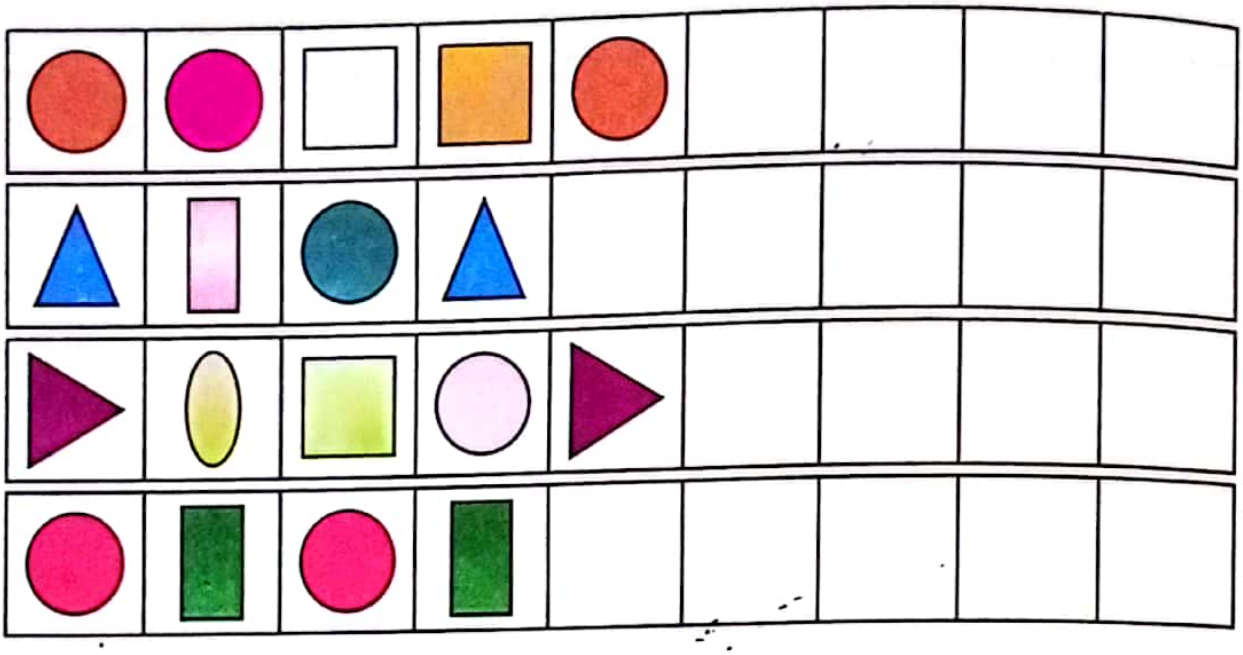
Colour the Circles Yellow, Squares Green, Rectangles Blue and Triangles Red.



Match the objects with the similar shapes.



Draw and colour the shapes to complete each pattern.



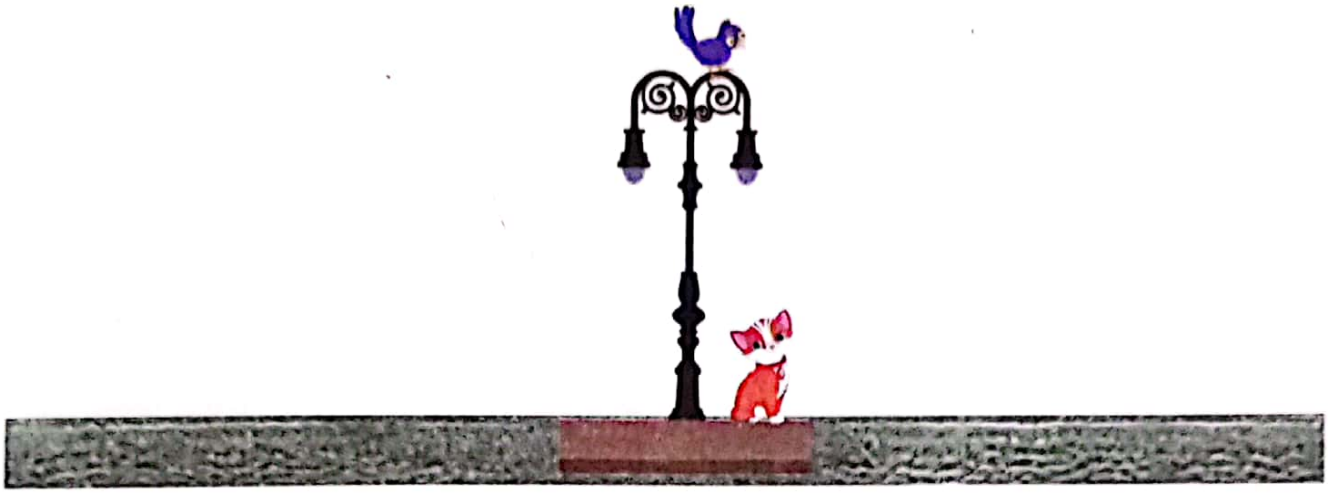
Look at that picture and tick (✓) the correct answer.

Where is Ahmed? outside ○ inside ○

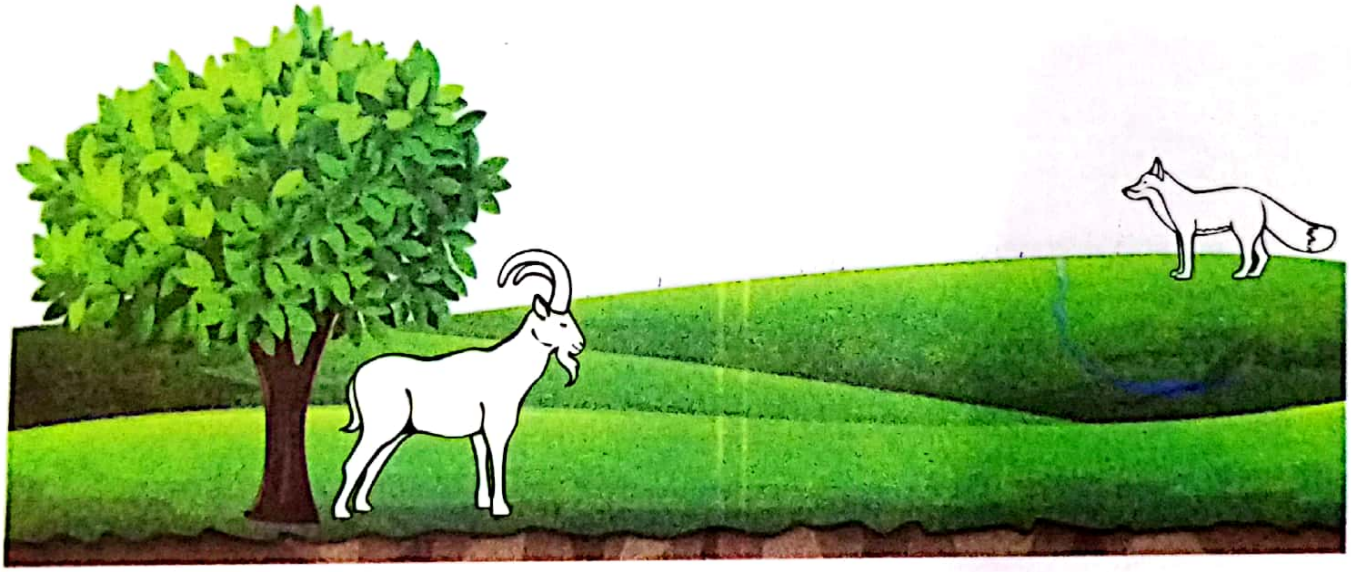
Where is Zara? outside ○ inside ○

Colour the object that is under the car.

Encircle the object over the lamp.



Colour the animal which is near the tree.

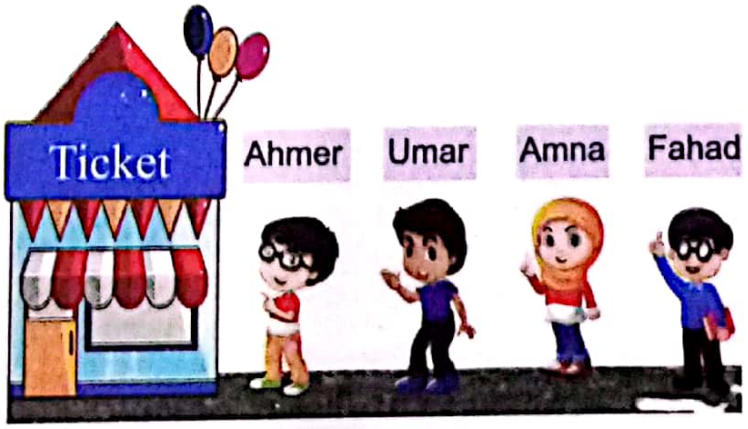


Some kids are queuing up to get tickets.

Who is standing just after Amna? _____

Who is standing just before Umer? _____

Who is standing just after Ahmer? _____



Approved by the Provincial Education Department the Secondary Education Department, Government of Balochistan letter No. SO (Acad:) 2-1/2021/2289-93, Dated October 4th, 2021

According to the National Curriculum SNC, 2020. N.O C No 240-43/CB . dated 17/12/2021 Office of the Director Bureau of Curriculum & Extension Centre Balochistan, Quetta. This textbook has been published by Balochistan Textbook Board for free/sale distribution in all government / private Schools and madans in Balochistan. No part of this book can be copied in any from especially guides, help books etc.

- رشوت لینے اور دینے والا دونوں جہنمی ہیں۔
- بدعنوانی اور رشوت ستانی ضمیر کی موت ہے۔
- بدعنوانی ملکی ترقی کی راہ میں سب سے بڑی رکاوٹ ہے۔
- بدعنوانی اخلاقی دیوالیہ پن کو جنم دیتی ہے۔
- بدعنوانی سے خود بھی بچیں اور دوسروں کو بھی روکیں۔

قومی احتساب بیورو بلوچستان

قومی ترانہ

پاک سَرزمین شادباد کِشورِ حَسین شادباد
تُو نِشانِ عَزمِ عالی شان اَرضِ پاکِستان
مرکزِ یقین شادباد
پاک سَرزمین کا نِظام قُوّتِ اُخُوّتِ عوام
قوم، مُلک، سَلطنت پائِندہ تابِندہ باد
شادباد منزِلِ مُراد
پَرچَمِ سِتارہ و ہِلال رَہبرِ تَرَقّی و کمال
ترجمانِ ماضی، شانِ حال جانِ اِستِقبال
سایۂ خدائے ذُوالجلال

Code No: M I=480/SNC.2020.(2022)

Year	Edition	Copies	Price
2025	First	266000	Free