PRIMARY 1

MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

MATHEMATICS

Term 2 —————————————— 2025 - 2026

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Introduction

In light of Egypt's Vision 2030 and the state's ongoing efforts to develop education, the Ministry of Education and Technical Education places great emphasis on updating school curriculums — particularly in mathematics—due to its vital role in fostering critical thinking skills, problem-solving abilities, and a focus on building a deep understanding of fundamental concepts, moving away from rote memorization, especially in the early stages. The content is organized in a gradual and systematic manner that enables students to progress smoothly from simple to complex concepts, linking mathematical concepts to real-life situations, and relying on interactive methods that include teamwork and discussion, making learning more enjoyable.

In this context, the Ministry has been keen to benefit from successful international experiences. This has led to collaboration between the Egyptian and Japanese sides in developing mathematics curriculums, given Japan's global excellence in this field, as evidenced by its notable achievements in international competitions, which reflect the strength of its curriculums and teaching methods.

From this concern, this book is the result of the contribution between the Ministry of Education and Technical Education and the Japanese side.

This book represents a first step within a comprehensive plan to develop mathematics curriculums across all grade levels, with the aim of building an integrated educational system that combines the best international practices with Egypt's authentic identity.

The Ministry of Education and Technical Education firmly believes that developing education is a true investment in the nation's future, and that updating curriculums is not an end in itself, but rather a means to build an aware, creative generation, capable of keeping pace with scientific and technological changes in today's world.

Let's Learn Together!

Characters:

We are here to help you!

**Brainy**

Smarty
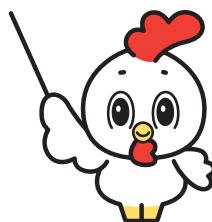
Genius

Primary 1 Mathematics

# CONTENTS

10-1 Different Shapes (Part 1)

Point!

⚠️ Different Shapes
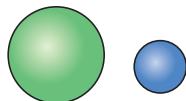
- Ball Shape

- Cylinder Shape
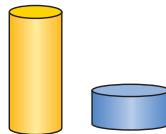
- Cuboid Shape

- Cube Shape
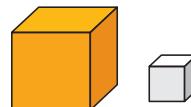
Warm Up

(1) We made the opposite shape using some shapes.

Which shapes did we use? Choose all that apply.
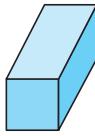
A   B   C   D

(2) Which shape looks like ▯ ?

A   B   C   D

How to Solve

Some shapes look the same even when you turn them!
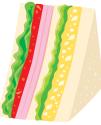
(1) It uses a ball shape and a cuboid shape.

A and C

(2) Choose the cylinder shape.

D

Try

(1) We made the opposite shape using some shapes.

Which shapes did we use? Choose all that apply.

A

B

C

D

(2) Which shape looks like [cube] ?

A

B

C

D
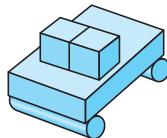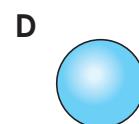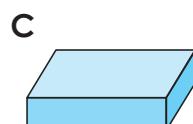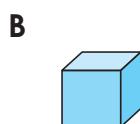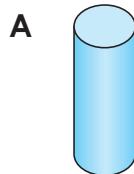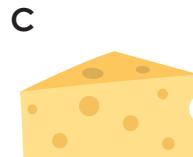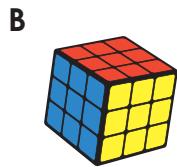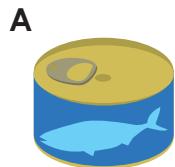
Exercise

(1) We made the opposite shape using some shapes.

Which shapes did we use? Choose all that apply.

A

B

C

D
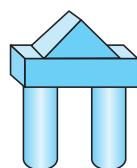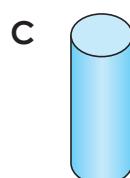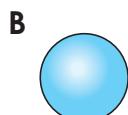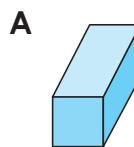
(2) We made the opposite shape using some shapes.

Which shapes did we use? Choose all that apply.

A

B

C

D
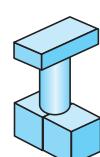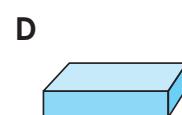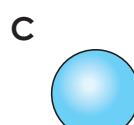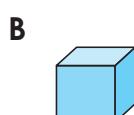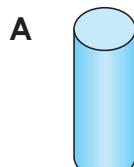
(3) Which shape looks like [box] ?

A

B

C

D
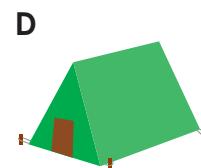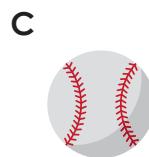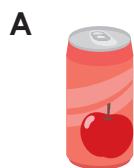
10-2 Different Shapes (Part 2)

Point!

⚠ When you trace shapes, you can find new shapes.

Example   Cylinder Shape
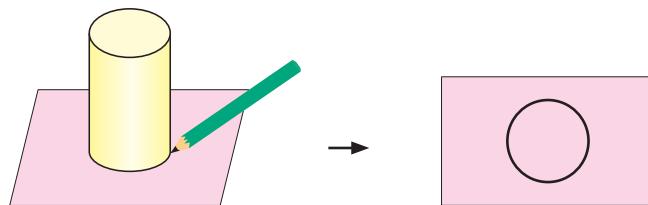
A cylinder shape has **circles**.

Warm Up

(1) Let's trace different shapes and draw a picture.

(2) We traced a shape onto paper, and it looks like the opposite shape. Which shape did we trace?
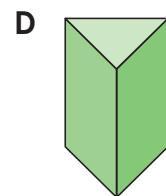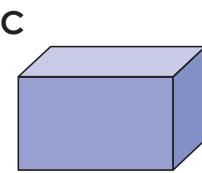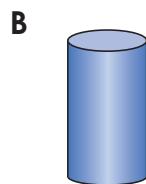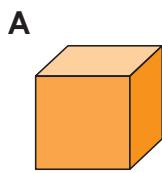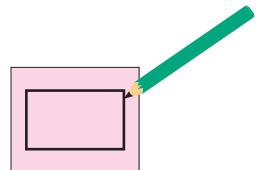
A   **B**   **C**   **D**

How to Solve

(1) **Example**
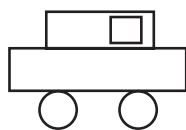
You can draw different shapes when you turn ⬛.

(2) C

Try

We traced different shapes onto paper. Which shape did we trace? Match each shape with the appropriate shape.
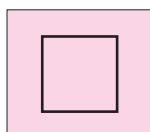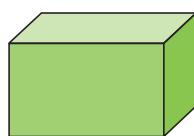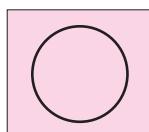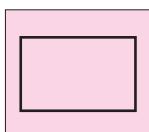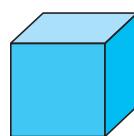
A   B   C   D
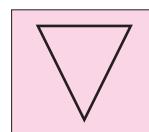
Exercise

(1) We traced a shape onto paper, and it looks like the opposite shape. Which shape did we trace?


A   B   C   D
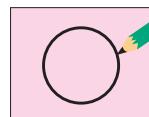
(2) We traced different shapes onto paper. Which shape did we trace? Match each shape with the appropriate shape.

A   B   C

Which Has More? (Part 1)
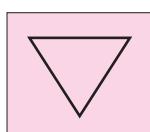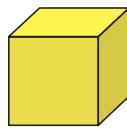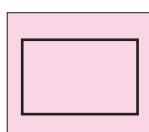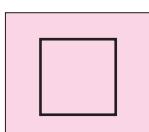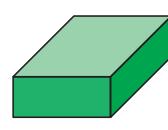
Point!

⚠️ When water is in indentical containers, we compare the amount by the height of the water.

A **B**

⟶ The amount of water is more in **A** . 🔊

⚠️ When water is in different containers, you can compare the amount by pouring the water into identical containers.

Warm Up

(1) Circle the one that has more water.
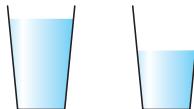
① ②

(2) Which glass holds more water?

A **B**
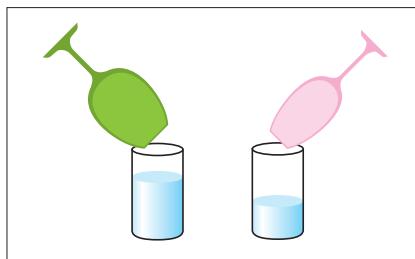
How to Solve
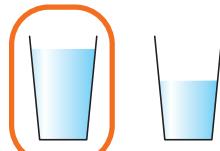
(1) ① ②
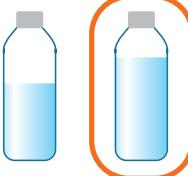
(2) We compare the height of water in each of the indentical containers.

A

Try

(1) Which container has more water in it?
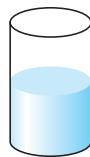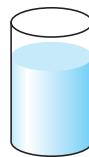
① **A**   **B**   ② **A**   **B**

(2) Which water bottle holds less water?

A   **B**
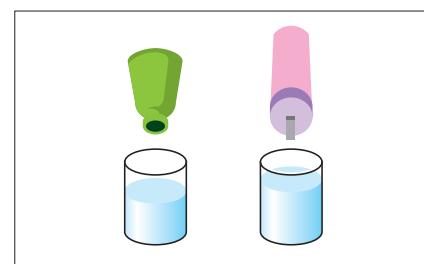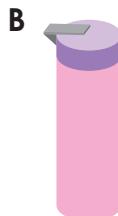
Exercise

(1) Arrange them in order from most to least water.
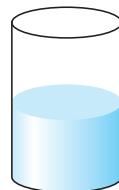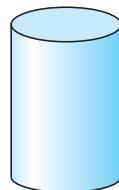
A   **B**   **C**
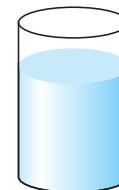
(2) Which container holds less water?

A   **B**

11-2 Which Has More? (Part 2)
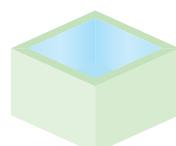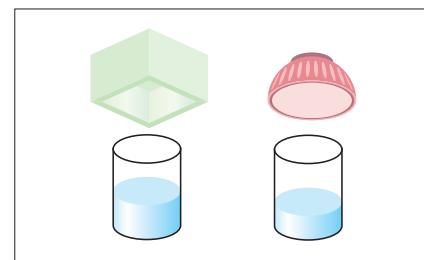
Point!

⚠️ You can compare the amount of water by using "how many units".

Example
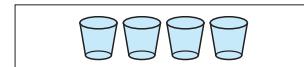
- The kettle holds **5 cups** .
- The water bottle holds **4 cups** .

→ **The kettle** holds **1 more cup** . 🔊

$5 - 4 = 1$

Warm Up

Look at the next picture and answer the questions.

A

B
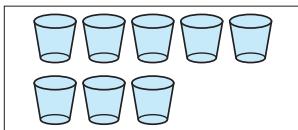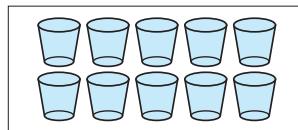
(1) How many cups can A hold?

(2) How many cups can B hold?

(3) Which one holds more, A or B, and by how much?

How to Solve

(1) 8 cups   (2) 10 cups

(3) B holds 2 more cups

Try

Look at the next picture and answer the questions.

A

B
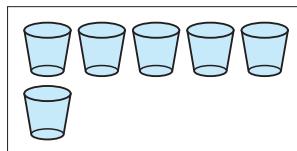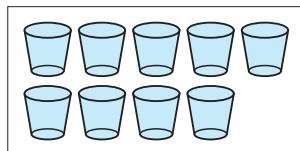
(1) How many cups can A hold?

(2) How many cups can B hold?

(3) Which one holds more, A or B, and by how much?

Exercise

Look at the next picture and answer the questions.

A

B
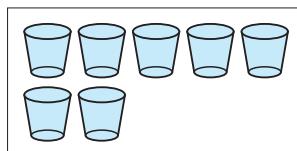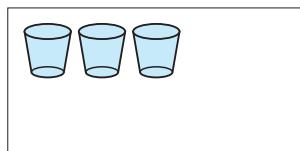
(1) How many cups can A hold?

(2) How many cups can B hold?

(3) Which one holds more, A or B, and by how much?

11-3 Which Is Larger? (Part 1)

Point!

⚠ When comparing areas, line up the edges and put them on top of each other.

Example   Compare the area of the notebook and the handkerchief.

> When you stack them, the one that sticks out is larger in area.
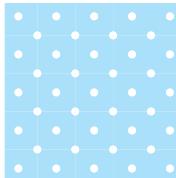
⟶ **The handkerchief** is larger in area. 🔊

Warm Up

(1) Which is larger in area, the red paper or the blue paper?

(2) Arrange from the largest area to the smallest area.

A   B   C
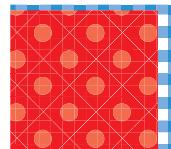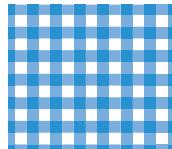
How to Solve

When you stack them, the one that sticks out is larger in area.

(1) Blue paper

(2) B, A, C

Try

(1) Which is larger in area, the yellow paper or the green paper?

(2) Arrange from the largest area to the smallest area.

A　　　　**B**　　　　**C**
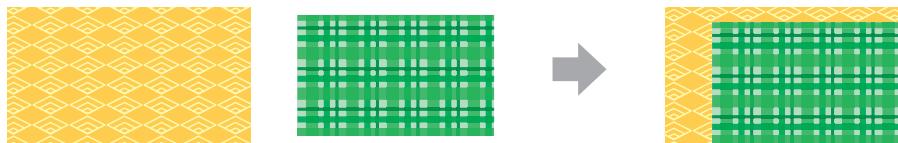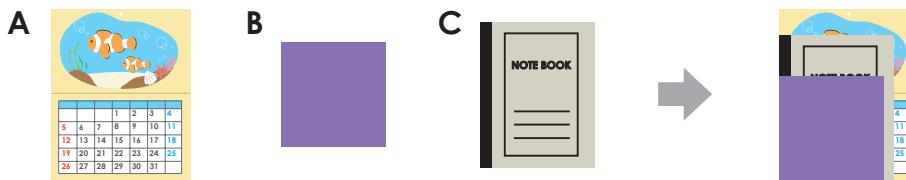
Exercise

(1) Which is larger in area, the blue paper or the green paper?

(2) Which is larger in area, the yellow circle or the pink circle?
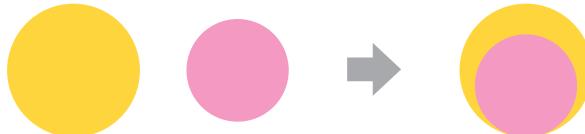
(3) Arrange from the largest area to the smallest area.

A　　　　**B**　　　　**C**
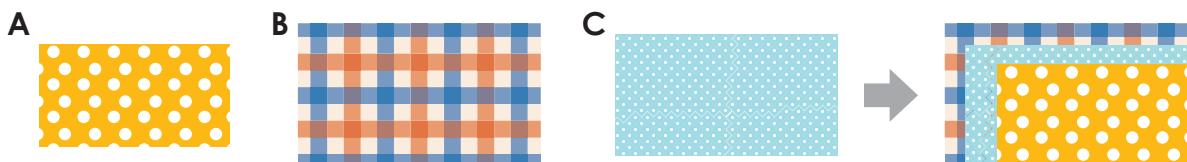
Which Is Larger? (Part 2)

Point!

⚠️ You can compare the areas by using "how many units".
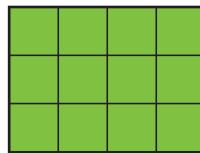
Example　A　　　　　　　　B
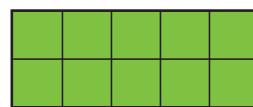
- The area of A is **12** 　.
- The area of B is **10** 　.

⟶　**A** is larger in area. 🔊

When we show the area in "how many units", we can compare the areas using numbers!

Warm Up

Reem and Sami colored the shape, and this

is what it looked like on the right.

(1) How many units did Reem color?

(2) How many units did Sami color?

(3) The one with the larger area wins. Which one wins?
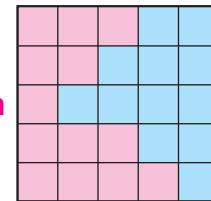
Reem　　　　　　　**Sami**

How to Solve

(1) Count the number of 　.

　　13 units

(2) Count the number of 　.

　　12 units

(3) Since more units mean a larger area,

　　Reem

Try

(1) Which colored part is larger?

① A   B   ② A   B
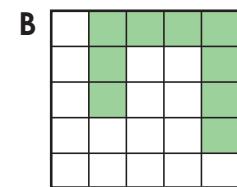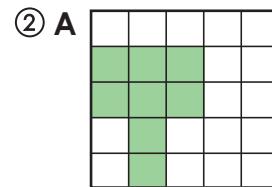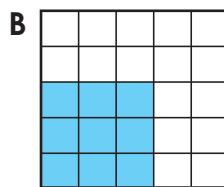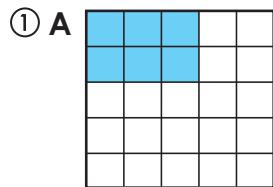
(2) Dina and Ahmed colored the shape, and this is what it looked like on

the right.

① How many units did Dina color?

② How many units did Ahmed color?

③ The one with the larger area wins.

Which one wins?

Dina   **Ahmed**
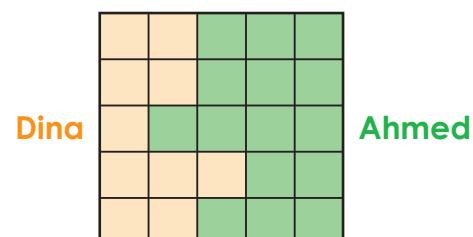
Exercise

(1) Which colored part is larger?

① A   B   ② A   B
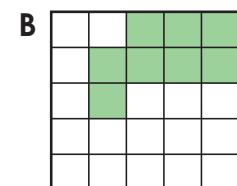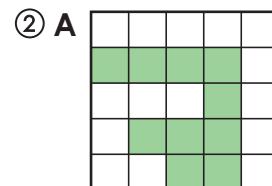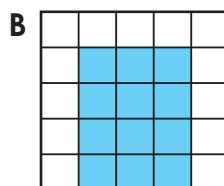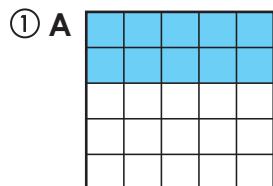
(2) Heba and Gamal colored the shape, and this is what it looked like on

the right.

① How many units did Heba color?

② How many units did Gamal color?

③ The one with the larger area wins.
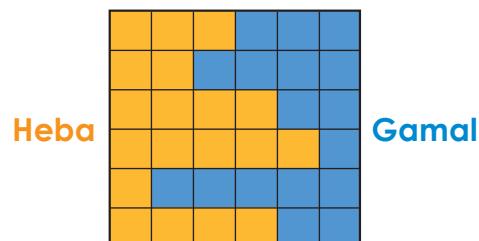
Heba   **Gamal**

Which one wins?

12-1

Chapter 12   Addition by Making 10

Addition (Part 1)

Point!

⚠ Which numbers add together to make teen numbers (from 11 to 19)?
When we do addition to make teen numbers, we think by making

a group of __10__ .

Example   **9   +   3   =**   **12**

❶ 9 needs 1 more to make 10   ❷ split 3 into 1 and 2

❸ Add 1 to 9 to make 10

10 **+** **2** **=** **12**
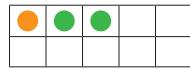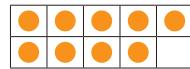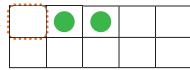
❹ 10 and 2 make 12

Let's make a group
of 10 and calculate

Warm Up

(1) Let's do addition.

① 7 + 4   ② 6 + 6

(2) There are 8 red flowers and 6 white flowers. How many flowers are there
in all? Write the mathematical sentence and the answer.

How to Solve

(1) ① 7 + 4 = __11__
     ⑩ 3   1

Split 4 into 3 and 1.
Add 3 to 7 to make 10.
10 and 1 make 11.

② 6 + 6 = __12__
   ⑩ 4   2

Split 6 into 4 and 2.
Add 4 to 6 to make 10.
10 and 2 make 12.

(2) Mathematical sentence : 8 + 6 = 14

Answer: 14 flowers

8 + 6 = 14
⑩ 2   4

Split 6 into 2 and 4.
Add 2 to 8 to make 10.
10 and 4 make 14.

Try

(1) Let's do addition.

　① 7 + 5　　　　　　② 6 + 5　　　　　　③ 9 + 6

　④ 8 + 8　　　　　　⑤ 9 + 7　　　　　　⑥ 7 + 7

(2) There are 9 children. If 4 more children come, how many children will there be in total? Write the mathematical sentence and the answer.

(3) You have 8 cookies. You got 6 more cookies. How many cookies do you have in all? Write the mathematical sentence and the answer.

Exercise

(1) Let's do addition.

　① 7 + 6　　　　　　② 8 + 3　　　　　　③ 9 + 5

　④ 8 + 7　　　　　　⑤ 9 + 8　　　　　　⑥ 9 + 9

(2) There are 9 dogs. 2 more dogs came. How many dogs are there in all? Write the mathematical sentence and the answer.

(3) How many potatoes and tomatoes are there in total? Write the mathematical sentence and the answer.
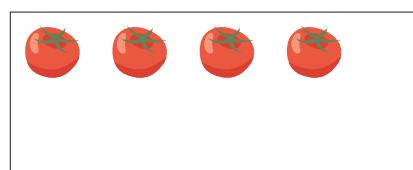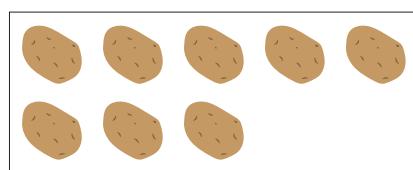
12-2 Addition (Part 2)

Point!

⚠ Which numbers add together to make teen numbers (from 11 to 19)? When we do addition to make teen numbers, we think by making a group of **10**.

⚠ Split one of the numbers to make 10 and a leftover.

Example

$$3 + 9 = \underline{12}$$

$$\underline{10} \quad 7 \quad 2$$

Both ways of thinking make 10 and 2!

3 needs 7 more to make 10, so...

$$3 + 9 = \underline{12}$$

$$2 \quad 1 \quad \underline{10}$$

You can split either number to make it easier for you to calculate!

9 needs 1 more to make 10, so...
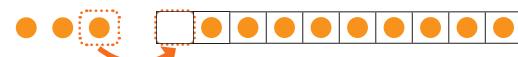
Warm Up

Let's do addition.

(1) 2 + 9

(2) 3 + 8

(3) 5 + 7

(4) 8 + 9

How to Solve

(1) 2 + 9 = 11

1   1   (10)

Split 2 into 1 and 1.
Add 1 to 9 to make 10.
10 and 1 make 11.

(2) 3 + 8 = 11

1   2   (10)

Split 3 into 1 and 2.
Add 2 to 8 to make 10.
10 and 1 make 11.

(3) 5 + 7 = 12

2   3   (10)

Split 5 into 2 and 3.
Add 3 to 7 to make 10.
10 and 2 make 12.

(4) 8 + 9 = 17

7   1   (10)

Split 8 into 7 and 1.
Add 1 to 9 to make 10.
10 and 7 make 17.

Try

(1) Let's look at two ways to calculate 4 + 9.

Tell us what numbers go in the ☐ .

❶ 4 needs ☐ more to make 10.
❷ Split 9 into ☐ and ☐ .
❸ Add ☐ to 4 to make 10.
❹ 10 and ☐ make ☐ .

❶ 9 needs ☐ more to make 10.
❷ Split 4 into ☐ and ☐ .
❸ Add ☐ to 9 to make 10.
❹ 10 and ☐ make ☐ .

(2) Let's do addition.

① 6 + 9　　　　② 4 + 8　　　　③ 5 + 6

④ 7 + 4　　　　⑤ 8 + 8　　　　⑥ 5 + 9

(3) There are 7 adults. There are 8 children. How many people are there in all?

Write the mathematical sentence and the answer.

Exercise

(1) Let's look at two ways to calculate 5 + 8.

Tell us what numbers go in the ☐ .

❶ 5 needs ☐ more to make 10.
❷ Split 8 into ☐ and ☐ .
❸ Add ☐ to 5 to make 10.
❹ 10 and ☐ make ☐ .

❶ 8 needs ☐ more to make 10.
❷ Split 5 into ☐ and ☐ .
❸ Add ☐ to 8 to make 10.
❹ 10 and ☐ make ☐ .

(2) Let's do addition.

① 4 + 7　　　　② 6 + 8　　　　③ 8 + 7

④ 6 + 5　　　　⑤ 7 + 7　　　　⑥ 7 + 9

(3) How many tennis balls and footballs are there in total? Write the mathematical

sentence and the answer.

10
11
12
13
14
15
16
17

13-1 Subtraction (Part 1)

Point!

⚠ How many are left when you subtract from a teen number (from 11 to 19)?

When we do subtraction like $15 - 9$, we split 15 into **10** and **5**, and then subtract from **10**. 🔊

Example **$15 - 9$**

❶ You cannot subtract 9 from 5.
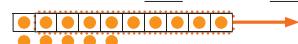
❷ Split **15** into **10** and **5**.

$$15 - 9$$
$$10 \quad 5$$

❸ Subtract **9** from **10** to get **1**.

$$15 - 9$$
$$10 \quad 5$$
$$1$$

❹ **1** and **5** make **6**.

$$15 - 9 = 6$$
$$10 \quad 5$$
$$1$$

$15 - 9 = 6$ 🔊

You can't subtract 9 from 5, so let's subtract 9 from 10!

Warm Up

Let's do substraction.

(1) $13 - 9$ (2) $12 - 7$

How to Solve

(1) $13 - 9 = 4$
$\quad 10 \quad 3$
$\quad\quad 1$
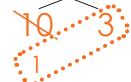
❶ You cannot subtract 9 from 3.
❷ Split 13 into 10 and 3.
❸ Subtract 9 from 10 to get 1.
❹ 1 and 3 make 4.

(2) $12 - 7 = 5$
$\quad 10 \quad 2$
$\quad\quad 3$
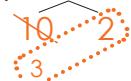
❶ You cannot subtract 7 from 2.
❷ Split 12 into 10 and 2.
❸ Subtract 7 from 10 to get 3.
❹ 3 and 2 make 5.

Try

(1) Let's look at how to calculate 11 − 5.

Tell us what numbers go in the ☐ .
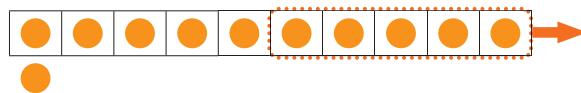
❶ You cannot subtract 5 from 1.
❷ Split 11 into ☐ and ☐ .
❸ Subtract ☐ from 10 to get ☐ .
❹ ☐ and ☐ make ☐ .

(2) Let's do substraction.

① 17 − 9   ② 13 − 7   ③ 15 − 8

④ 12 − 5   ⑤ 11 − 7   ⑥ 14 − 9

(3) You have 11 oranges. If you eat 4 oranges, how many are left? Write the mathematical sentence and the answer.

Exercise

(1) Let's look at how to calculate 14 − 7.

Tell us what numbers go in the ☐ .
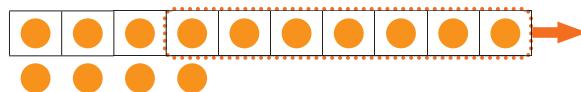
❶ You cannot subtract 7 from 4.
❷ Split 14 into ☐ and ☐ .
❸ Subtract ☐ from 10 to get ☐ .
❹ ☐ and ☐ make ☐ .

(2) Let's do substraction.

① 14 − 8   ② 11 − 6   ③ 12 − 9

④ 16 − 9   ⑤ 12 − 8   ⑥ 13 − 8

(3) There are 13 dogs and 6 cats. Which one has more, and by how many? Write the mathematical sentence and the answer.

10
11
12
13
14
15
16
17

13-2 Subtraction (Part 2)

Point!

⚠ How many are left when you subtract from a teen number (from 11 to 19)?

Example   **13 − 4**

There are two ways to calculate 13 − 4. 🔊

❶ You cannot subtract 4 from 3.

Ⓐ

❷ Split 13 into **10** and **3**.

13 − 4
10   3

❸ Subtract **4** from **10** to get **6**.
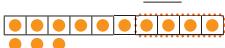
13 − 4
10   3
6

❹ **6** and **3** make **9**.

13 − 4 = 9
10   3
6

Ⓑ

❷ Split 4 into **3** and **1**.

13 − 4
3   1
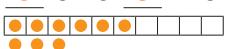
❸ Subtract **3** from **13** to get **10**.

13 − 4
10 3   1

❹ Subtract **1** from **10** to get **9**.

13 − 4 = 9
10 3   1
9

13 − 4 = 9 🔊

> You can think about it in any way that makes it easy for you to calculate!

Warm Up

Let's do subtract.

11 − 2

How to Solve

You can calculate using the way that is easiest for you,

out of the two ways.

11 − 2 = 9
10   1
8

❶ You cannot subtract 2 from 1.
❷ Split 11 into 10 and 1.
❸ Subtract 2 from 10 to get 8.
❹ 8 and 1 make 9.

11 − 2 = 9
10   1   1
9

❶ You cannot subtract 2 from 1.
❷ Split 2 into 1 and 1.
❸ Subtract 1 from 11 to get 10.
❹ Subtract 1 from 10 to get 9.

Try

(1) Let's look at two ways to calculate 12 − 4.

　　Tell us what numbers go in ☐ .
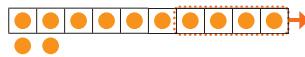
❶ You cannot subtract 4 from 2.
❷ Split 12 into ☐ and ☐ .
❸ Subtract ☐ from 10 to get ☐ .
❹ ☐ and ☐ make ☐ .
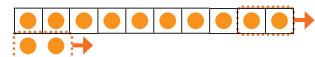
❶ You cannot subtract 4 from 2.
❷ Split 4 into ☐ and ☐ .
❸ Subtract ☐ from ☐ to get ☐ .
❹ Subtract ☐ from ☐ to get ☐ .

(2) Let's do subtract.

① 11 − 3　　　　　② 15 − 8　　　　　③ 14 − 6

④ 17 − 8　　　　　⑤ 12 − 5　　　　　⑥ 13 − 5

(3) You have 12 strawberries. If you eat 3 strawberries, how many are left? Write the mathematical sentence and the answer.

Exercise

(1) Let's look at two ways to calculate 18 − 9.

　　Tell us what numbers go in ☐ .
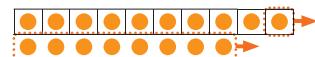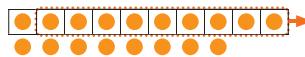
❶ You cannot subtract 9 from 8.
❷ Split 18 into ☐ and ☐ .
❸ Subtract ☐ from 10 to get ☐ .
❹ ☐ and ☐ make ☐ .

❶ You cannot subtract 9 from 8.
❷ Split 9 into ☐ and ☐ .
❸ Subtract ☐ from ☐ to get ☐ .
❹ Subtract ☐ from ☐ to get ☐ .

(2) Let's do subtract.

① 15 − 7　　　　　② 11 − 4　　　　　③ 16 − 7

④ 13 − 6　　　　　⑤ 16 − 8　　　　　⑥ 14 − 5

(3) You have 15 watermelons and 6 melons. Which one has more, and by how many? Write the mathematical sentence and the answer.

14-1   Making Groups of 10

Point!

⚠️ How to count (Review)

Example
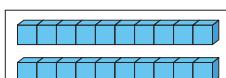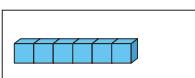
20 and 6 make **26** twenty-six

20   **6**
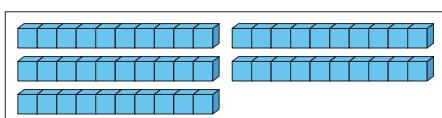
5 groups of 10 make **50** fifty 🔊

50

Warm Up

Count the numbers and write the numerals.

(1)
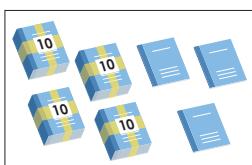
(2)
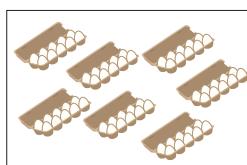
(3)
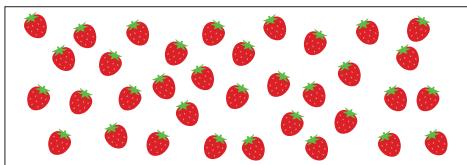
How to Solve

(1) 4 groups of 10 make 40. 40 and 3 make __43__ .

(2) 7 groups of 10 make __70__ .

(3) Think by making groups of 10.

3 groups of 10 make 30,

30 and 5 make __35__ .
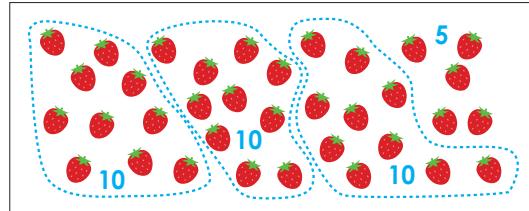
Try

Count the numbers and write the numerals.

(1)

(2)

(3)
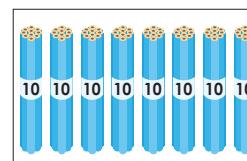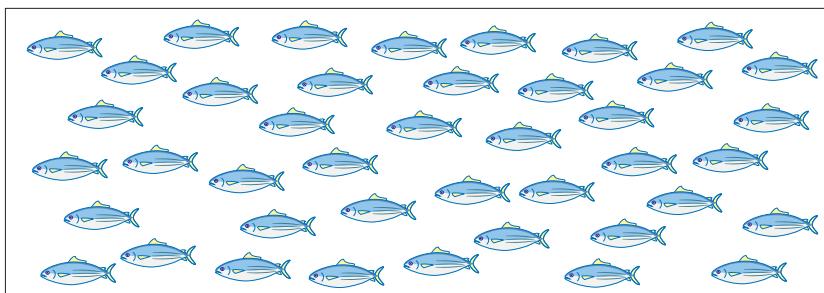
10
11
12
13
14
15
16
17

Exercise

Count the numbers and write the numerals.

(1)

(2)

(3)
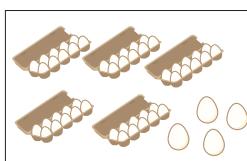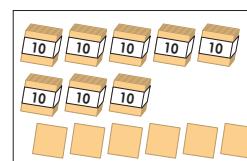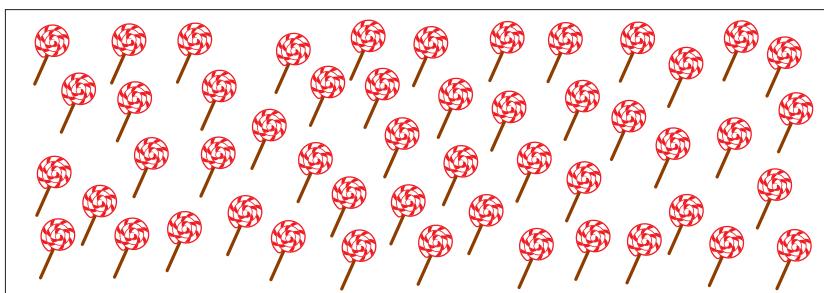
How Many 10s and How Many 1s

Point!

⚠️ Ones place and tens place

- The place that holds a group of 1s is called the **ones place**.
- The place that holds a group of 10s is called the **tens place**.
- The tens place is on the left side, and the ones place is on the right side.

Example **What is 63 like?**
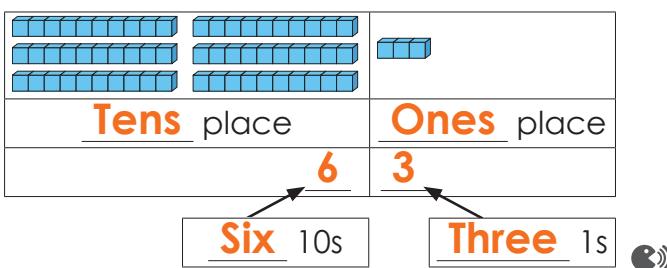
Let's think about how many groups of 10 and how many ones there are!

Tens place	**Ones** place
6	3

Six 10s   **Three** 1s

Warm Up

Let's write a number in ▢ .

(1) Seven 10s are ▢ , five 1s are ▢ , 70 and 5 make ▢ .

(2) Nine 10s are ▢ .

(3) The number that has 5 in the tens place and 3 in the ones place is ▢ .

(4) The digit in the tens place of 80 is ▢ , and the digit in the ones place

   is ▢ .

seven 10s | five 1s
70 | 5
75

How to Solve

nine 10s | zero 1s
90 | 0
90

(1) Seven 10s are 70 , five 1s are 5 , 70 and 5 make 75 .

(2) Nine 10s are 90 .

(3) The number that has 5 in the tens place and 3 in the ones place is 53 .

(4) The digit in the tens place of 80 is 8 , and the digit in the

   ones place is 0 .

tens place	ones place
8	0

tens place	ones place
5	3
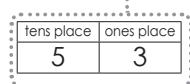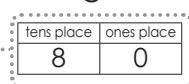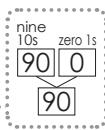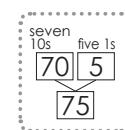
Try

Let's write a number in ☐.

(1) Six 10s are ☐, seven 1s are ☐, 60 and 7 make ☐.

(2) Eight 10s are ☐.

(3) 59 is ☐ tens and ☐ ones.

(4) The number that has 8 in the tens place and 7 in the ones place is ☐.

(5) The digit in the tens place of 90 is ☐, and the digit in the ones place is ☐.

Exercise

Let's write a number in ☐.

(1) Eight 10s are ☐, six 1s are ☐, 80 and 6 make ☐.

(2) Seven 10s are ☐.

(3) 43 is ☐ tens and ☐ ones.

(4) The number that has 5 in the tens place and 7 in the ones place is ☐.

(5) The digit in the tens place of 60 is ☐, and the digit in the ones place is ☐.

10
11
12
13
14
15
16
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10
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Point!

⚠️ Ten 10s

Ten 10s are called **one hundred** . We write one hundred as **100** .

100 is **1** more than 99.
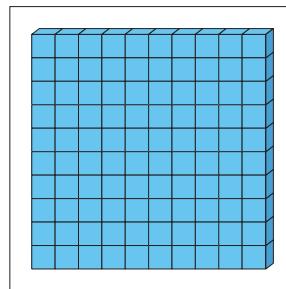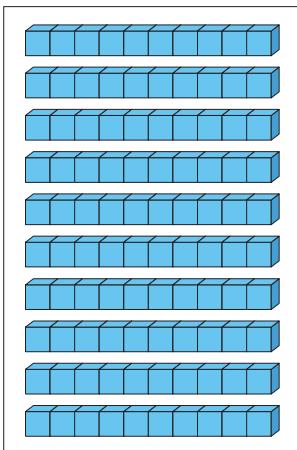
> There are ten groups of 10 cubes

There are **100** cubes in all. 🔊

Warm Up

(1) Write the number of pencils.
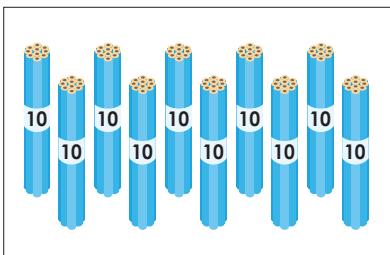
(2) Write the number of eggs.

10 10 10 10 10
10 10 10 10 10
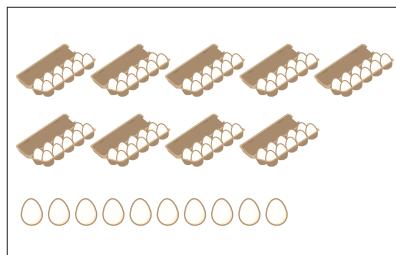
How to Solve

(1) Ten 10s are **100** .

(2) Nine 10s are 90. Ten 1s are 10.

   90 and 10 make **100** .

90

100

10

Try
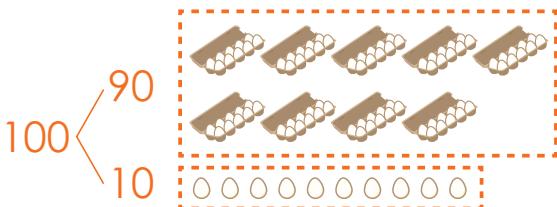
(1) Write the number of cubes.
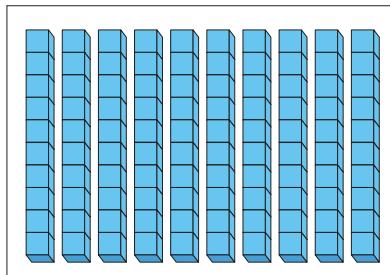
(2) Write the number of papers.
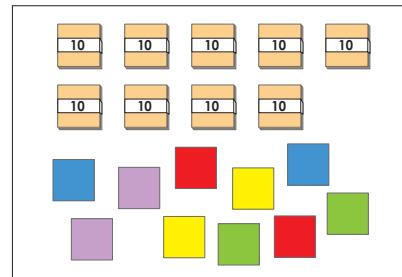
(3) Write the number of apples.

10
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16
17
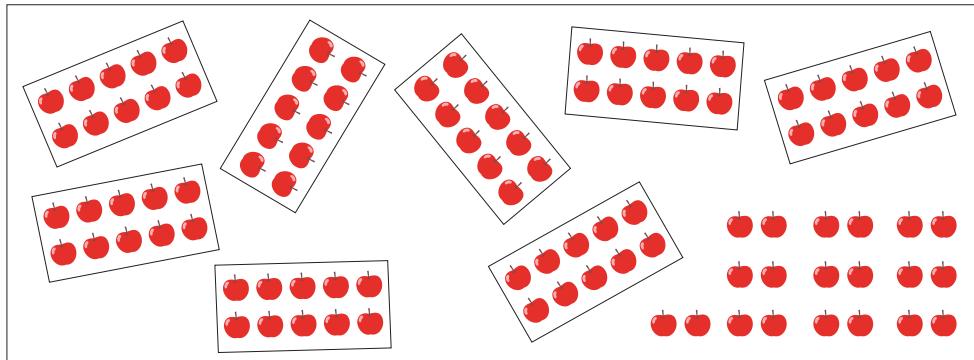
Exercise

(1) Write the number of yellow circles.
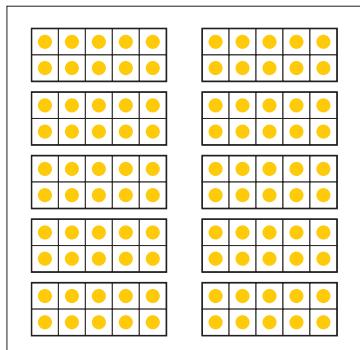
(2) Write the number of candies.
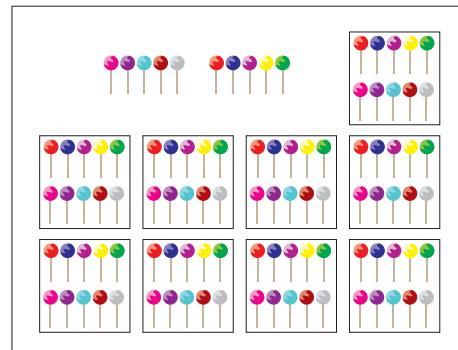
(3) Write the number of colored circles.
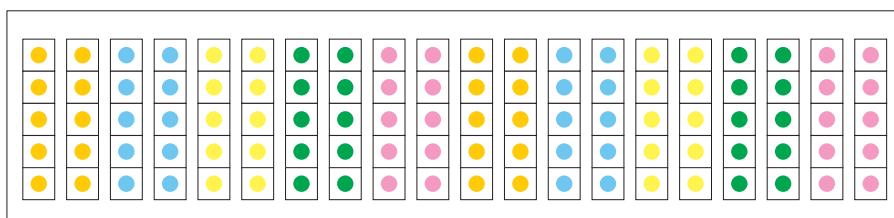
How Numbers are Arranged up to 100

Point!

⚠️ Rules for how numbers are arranged up to 100

Example

The number that has 5 in the ones place is...

- They are lined up **vertically** .

- The numbers in tens place go from 0, 1, 2, 3... to 9, the numbers increase by **10** as they go down.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99
100									

The number that has 7 in the tens place is...

- They are lined up **horizontally** .

- The numbers in ones place go from 0, 1, 2... to 9, the numbers increase by **1** as they go to the right. 🔊

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99
100									

Warm Up

(1) Look at the chart on the right and answer the questions.

① What is the rule for how the numbers that have 2 in the ones place are arranged?

② What is the rule for how the numbers that have 4 in the tens place are arranged?

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99
100									

(2) Look at the chart on the right and tell us what number goes in ■.

24	25	26	27	28
34	35		37	38
44				48
54	55		57	58
64	65	66	67	68

How to Solve

(1) ① They are lined up vertically, and they increase by 10 as they go down.

② They are lined up horizontally, and they increase by 1 as they go to the right.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99
100									

(2) The horizontal rule is 44, 45, **46** .
The vertical rule is 26, 36, **46** .
Answer: **46**

24	25	26	27	28
34	35	36	37	38
44	45	46	47	48
54	55	56	57	58
64	65	66	67	68

Try

(1) Look at the chart on the right and answer the questions.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99
100									

① What is the rule for how the numbers that have 8 in the ones place are arranged?

② What is the rule for how the numbers that have 3 in the tens place are arranged?

(2) Look at the chart on the right and tell us what number goes in ■.

40	41	42	43	44
50	51		53	54
60		■		64
70	71		73	74
80	81	82	83	84

Exercise

(1) Look at the chart on the right and answer the questions.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99
100									

① What is the rule for how the numbers that have 6 in the ones place are arranged?

② What is the rule for how the numbers that have 9 in the tens place are arranged?

(2) Look at the chart on the right and tell us what number goes in ■.

25	26	27	28	29
35	36		38	39
45		■		49
55	56		58	59
65	66	67	68	69

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Number Line up to 100

Point!

⚠ Number line up to 100

- We can compare the numbers by using a number line.

Example

70   80

72   **76**   **79**

70 and 2 marks : 75 and 1 mark : 1 mark before 80

56 is 4 more than 52

52   **56**

50   60
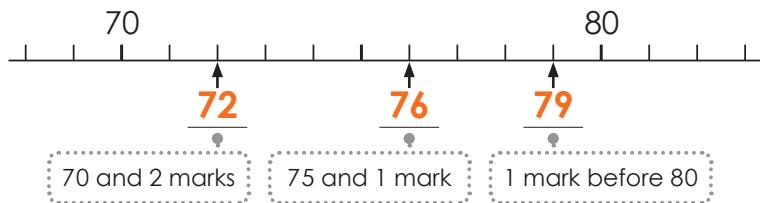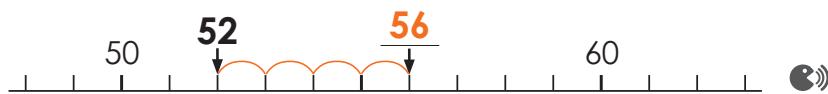
Warm Up

(1) Let's use the number line to answer the questions.

① Which number is 3 more than 80?

② Which number is 4 less than 90?

80   90

(2) Circle the bigger number.

| 74 | | 82 |

(3) Let's answer what number goes in ☐.

☐ ─ 60 ─ 70 ─ ☐ ─ 90 ─ ☐

> The numbers get bigger as you go to the right!

How to Solve

(1) ① 83   ② 86

80   83   86   90

(2) | 74 | (82)

70   74   80   82

→ Big

(3) 50 ─ 60 ─ 70 ─ 80 ─ 90 ─ 100

10   10   10   10   10
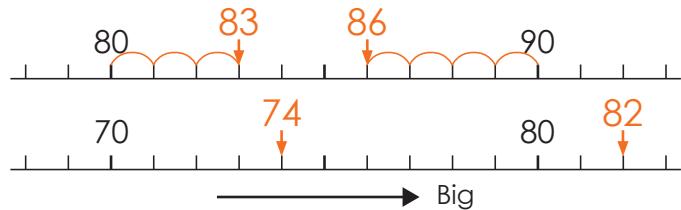
> The numbers are increasing by 10.

Try

(1) Let's use the number line to answer the questions.

① Which number is 4 more than 70?

② Which number is 2 less than 80?

③ Which number is 3 more than 75?

```
      70                          80
  ├─┼─┼─┼─┼─┼─┼─┼─┼─┼─┼─┼─┼─┼─┼─┤
```

(2) Circle the bigger number.

① **75** **83**   ② **56** **64**   ③ **91** **87**

(3) Let's answer what number goes in ☐.

① — **47** — **48** — ☐ — ☐ — **51** — **52** — ☐ —

② — **100** — ☐ — **98** — **97** — ☐ — **95** — ☐ —

Exercise

(1) Let's use the number line to answer the questions.

① Which number is 5 more than 60?

② Which number is 3 less than 70?

③ Which number is 4 less than 68?

```
      60                          70
  ├─┼─┼─┼─┼─┼─┼─┼─┼─┼─┼─┼─┼─┼─┼─┤
```

(2) Circle the bigger number.

① **54** **47**   ② **68** **75**   ③ **98** **89**

(3) Let's answer what number goes in ☐.

① — ☐ — **87** — **88** — ☐ — ☐ — **91** — **92** —

② — **50** — ☐ — **48** — **47** — **46** — ☐ — ☐ —

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14-6 Numbers Bigger than 100

Point!

⚠️ Numbers bigger than 100

When we arrange the numbers bigger than 100 in groups of ten, they look like the chart below.

90	91	92	93	94	95	96	97	98	99
100	101	102	103	104	105	106	107	108	109
110	111	112	113	114	115	116	117	118	119
120									

Example 100 and 2 make **one hundred two**.

We write one hundred two as **102**. 🔊

Warm Up

(1) Write the number of cubes.
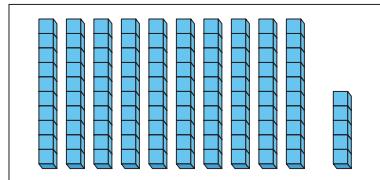
(2) Circle the bigger number.

102   99

(3) Let's answer what number goes in ☐.

97 — 98 — 99 — ☐ — ☐ — 102 — ☐

How to Solve

(1) 100 and 5 make **105**.

Ten 10s make 100.

Five ones.

(2) (102) 99

90 .... 99 100 102

→ Big

(3) 97 — 98 — 99 — 100 — 101 — 102 — 103

1   1   1   1   1 ..... The numbers are increasing by 1.

Try

(1) Write the number of papers.

100
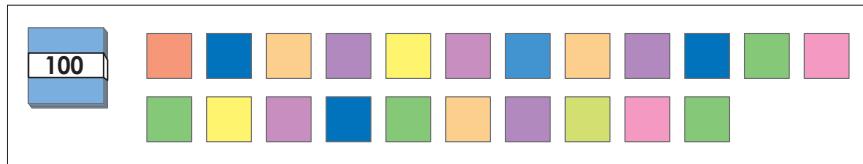
(2) Circle the bigger number.

① 100 110   ② 120 119   ③ 99 101

(3) Let's answer what number goes in ☐.

① 99 — ☐ — ☐ — 102 — 103 — 104 — ☐

② 115 — 116 — ☐ — 118 — 119 — ☐ — ☐

Exercise

(1) Write the number of pencils.

10 10 10 10 10 10 10 10 10 10 10 10
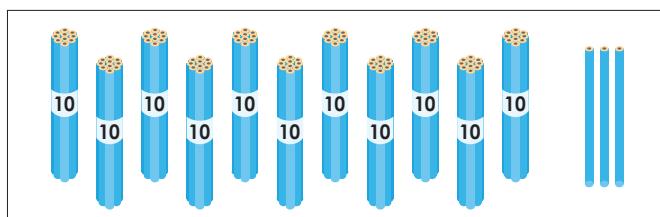
(2) Circle the bigger number.

① 101 97   ② 124 114   ③ 115 120

(3) Let's answer what number goes in ☐.

① 107 — ☐ — 109 — ☐ — 111 — 112 — ☐

② 119 — ☐ — ☐ — 122 — 123 — ☐ — 125

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Point!

⚠️ We can do addition and subtraction using "how many tens and how many ones".

Example 1 The number that is formed by combining 50 and 2.

Mathematical sentence: 50 + 2 = 52

$$52$$
$$50 \qquad 2$$
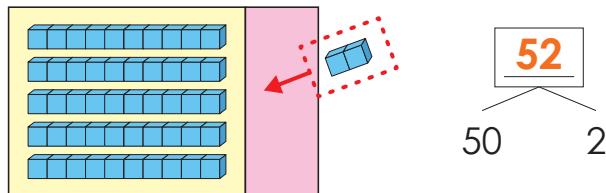
Example 2 The number that is formed by subtracting 2 from 52.

Mathematical sentence: 52 − 2 = 50

$$52$$
$$50 \qquad 2$$
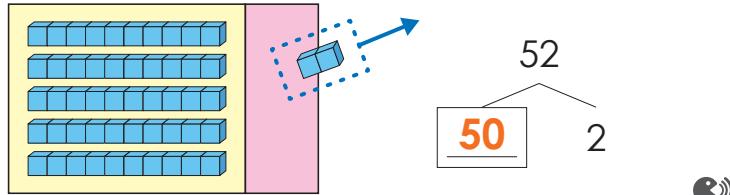
Warm Up

(1) Let's do the next calculation.

① 70 + 3   ② 49 − 9

(2) You have 24 candies. You ate 4 candies. How many candies are left?

Write the mathematical sentence and the answer.

How to Solve

(1) ① 70 + 3 = 73

$$73$$
$$70 \quad 3$$

② 49 − 9 = 40

$$49$$
$$40 \quad 9$$
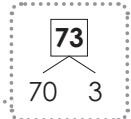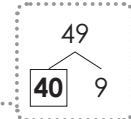
(2) Mathematical sentence：24 − 4 = 20

Answer：20 candies

Let's add "candies" to the answer.

Try
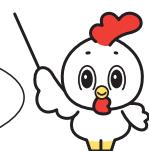
(1) Let's do the next calculation.

① 20 + 5　　　　　② 30 + 6　　　　　③ 70 + 1

④ 38 − 8　　　　　⑤ 46 − 6　　　　　⑥ 87 − 7

(2) You have 50 sheets of paper. You got 4 more sheets from a friend. How many sheets of paper do you have in all? Write the mathematical sentence and the answer.

(3) You have 76 pencils. You used 6 pencils. How many pencils are left? Write the mathematical sentence and the answer.

Exercise

(1) Let's write a number in ☐ .

① The number that combines 60 and 8 is ☐ .

Mathematical sentence: 60 + ☐ = ☐

② The number that takes away 7 from 97 is ☐ .

Mathematical sentence: 97 − ☐ = ☐

(2) Let's do the next calculation.

① 30 + 1　　　　　② 50 + 5　　　　　③ 80 + 4

④ 22 − 2　　　　　⑤ 63 − 3　　　　　⑥ 99 − 9

(3) There are 20 children. 5 more children came. How many children are there in all? Write the mathematical sentence and the answer.

(4) You have 43 oranges. You ate 3 oranges. How many oranges are left? Write the mathematical sentence and the answer.

14-8 Adding and Subtracting Ones (Part 2)

Point!

⚠ For addition and subtraction of "tens and ones" numbers, first, let's calculate the numbers in the **ones place** .

Example

① **23 + 4**

Tens place	Ones place

Keep   Do 3 + 4

❶ Split 23 into 20 and 3
❷ 3 + 4 = 7
❸ **20** and **7** make **27**
❹ 23 + 4 = **27**

② **27 − 3**

Tens place	Ones place

Keep   Do 7 − 3
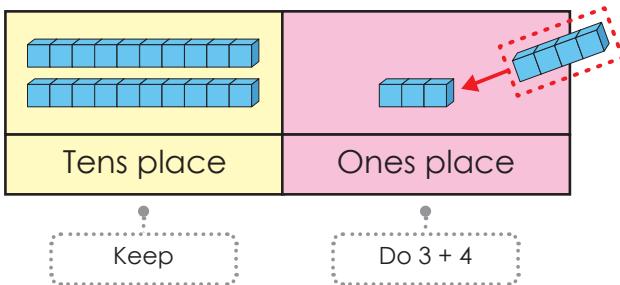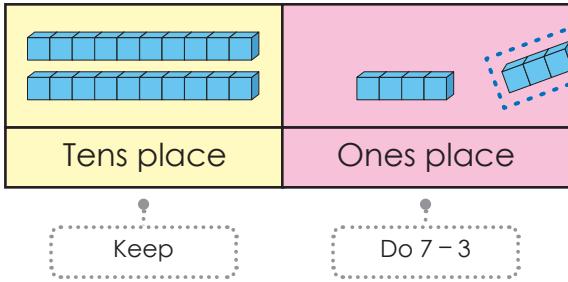
❶ Split 27 into 20 and 7
❷ 7 − 3 = 4
❸ **20** and **4** make **24**
❹ 27 − 3 = **24**

Warm Up

Let's do the next calculation.

(1) 35 + 2   (2) 56 − 4

How to Solve

(1) 35 + 2 = __37__
❶ Split 35 into 30 and 5
❷ 5 + 2 = 7
❸ 30 and 7 make 37
❹ 35 + 2 = 37

(2) 56 − 4 = __52__
❶ Split 56 into 50 and 6
❷ 6 − 4 = 2
❸ 50 and 2 make 52
❹ 56 − 4 = 52

Try

(1) Let's do the next calculation.

① 24 + 3   ② 45 + 4   ③ 83 + 5

④ 36 − 1   ⑤ 77 − 6   ⑥ 98 − 6

(2) There are 54 flowers in the flowerbed. We planted 4 more flowers there. How many flowers are there in all? Write the mathematical sentence and the answer.

(3) You have 88 sheets of paper. You used 7 sheets. How many sheets of paper are left? Write the mathematical sentence and the answer.

Exercise

(1) Let's do the next calculation.

① 33 + 2   ② 67 + 2   ③ 71 + 8

④ 29 − 8   ⑤ 44 − 1   ⑥ 86 − 5

(2) There are 26 children. 3 more children came. How many children are there in total? Write the mathematical sentence and the answer.

(3) You have 39 oranges. You have 8 apples. What is the difference between the number of oranges and the number of apples? Write the mathematical sentence and the answer.

14-9 Adding and Subtracting Tens

Point!

⚠ When we do the addition like 30 + 40, we think about how many **tens** there are.

Example 1 **30 + 40**
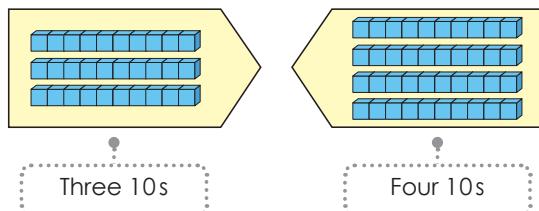
Three 10s   Four 10s

Three 10s and four 10s make **seven** 10s.   30 + 40 = **70**
                                              3 + 4

Example 2 **60 − 20**

Two tens

Four tens
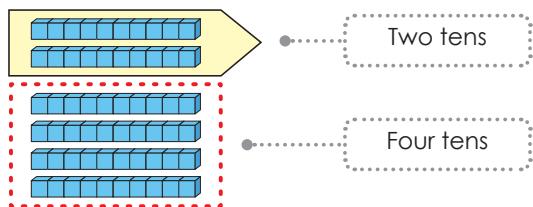
Six 10s minus two 10s make **four** 10s.   60 − 20 = **40** 🔊
                                            6 − 2

Warm Up

Let's do the next calculation.

(1) 70 + 30   (2) 100 − 40

How to Solve

(1) 70 + 30

Seven 10s and three 10s make ten 10s.

Ten 10s make 100. ⟶ 70 + 30 = _100_

(2) 100 − 40

Ten 10s minus four 10s make six 10s.

Six 10s make 60 ⟶ 100 − 40 = _60_

10
11
12
13
14
15
16
17

Try ▷

(1) Let's do the next calculation.

① 40 + 10   ② 20 + 70   ③ 80 + 20

④ 20 − 10   ⑤ 90 − 50   ⑥ 100 − 90

(2) You have 30 pencils. You bought 20 more pencils. How many pencils do you have in all? Write the mathematical sentence and the answer.

(3) There are 40 people on the bus. 20 people got off. How many people are on the bus? Write the mathematical sentence and the answer.

Exercise ▷

(1) Let's do the next calculation.

① 60 + 20   ② 10 + 80   ③ 40 + 60

④ 90 − 10   ⑤ 70 − 50   ⑥ 100 − 10

(2) You have 50 candies. You bought 20 more candies. How many candies do you have in all? Write the mathematical sentence and the answer.

(3) There are 100 boys and 70 girls. Which one has more people, and by how many? Write the mathematical sentence and the answer.

10
11
12
13
14
15
16
17

15-1 Making Shapes (Part 1)

Point!

⚠ We can make different shapes by arranging .
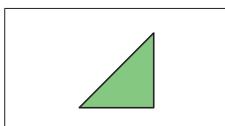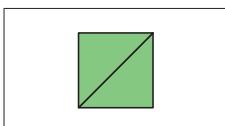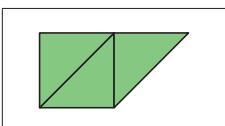
1 piece	**2 pieces**	**3 pieces**	**4 pieces**
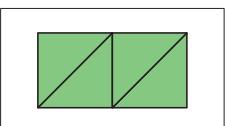
Warm Up

(1) How many pieces of colored paper were used for each shape below?

①
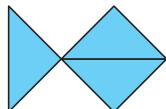
②
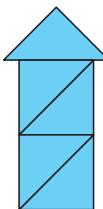
(2) How many pieces of colored paper **A** do you need to make each shape below?
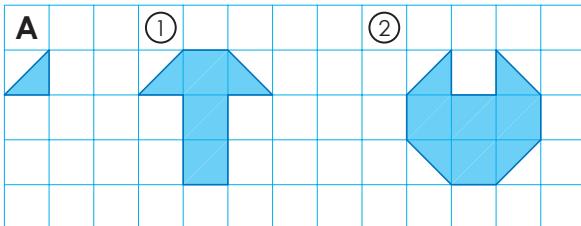
How to Solve

(1) ① 3 pieces ② 5 pieces

(2) Draw lines on the colored paper to think about the shapes.
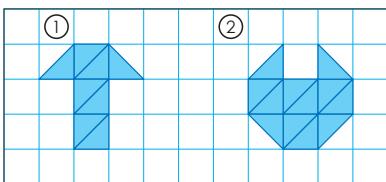
① 8 pieces ② 12 pieces

Try

(1) How many pieces of colored paper ◢ were used for each shape below?
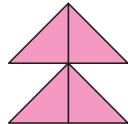
①   ②   ③

(2) How many pieces of colored paper **A** do you need to make each shape below?

A   ①   ②
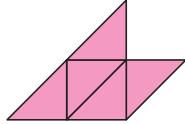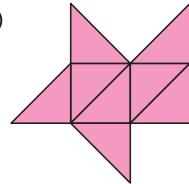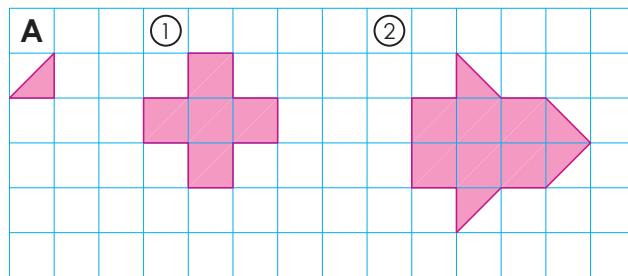
Exercise

(1) How many pieces of colored paper ◢ were used for each shape below?
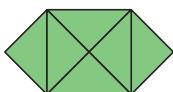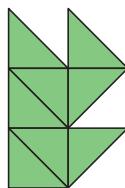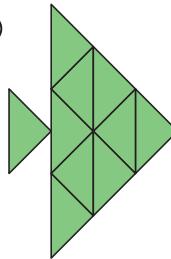
①   ②   ③

(2) How many pieces of colored paper **A** do you need to make each shape below?

A   ①   ②

15-2 Making Shapes (Part 2)
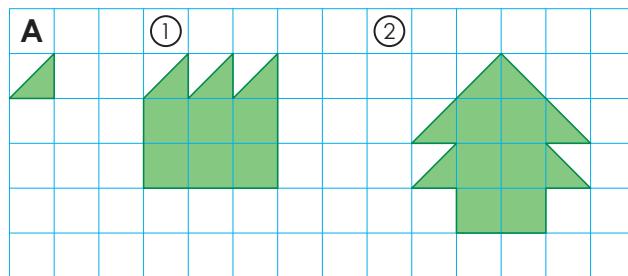
Point!

⚠️ We can make different shapes by arranging sticks (▬▬) as follow:
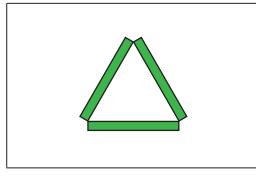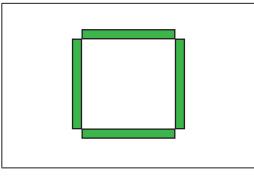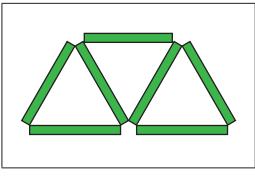
| **3 sticks** | **4 sticks** | **7 sticks** |

Warm Up

We made a shape using sticks (▬▬) as follow:
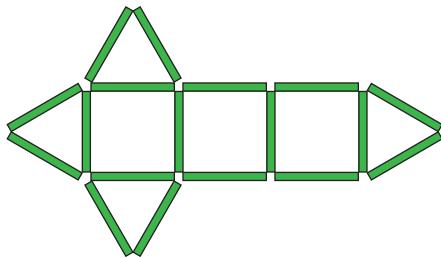
(1) How many △ shapes are there?

(2) How many ☐ shapes are there?

(3) How many sticks did you use?

You can make many shapes by combining ☐ and △!

How to Solve

(1) 4 triangles

(2) 3 squares

(3) 18 sticks

Try

We made a shape using sticks (▬▬) as follow:

(1) How many △ shapes are there?
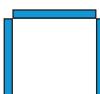
(2) How many ☐ shapes are there?

(3) How many sticks did you use?
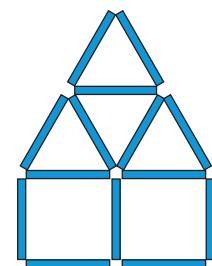
Exercise

(1) We made a shape using sticks (▬▬) as follow:

① How many △ shapes are there?

② How many ☐ shapes are there?

③ How many sticks did you use?
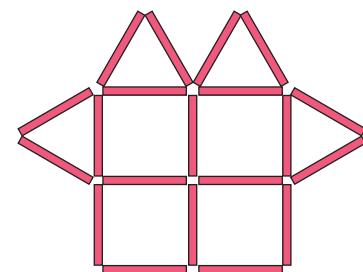
(2) How many sticks (▬▬) were used to make each shape below?

①

②
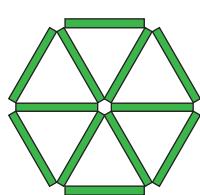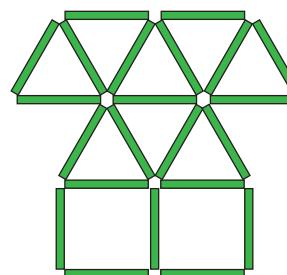
15-3 Making Shapes (Part 3)

Point!

⚠️ We can also make shapes by connecting dots with lines.

Example
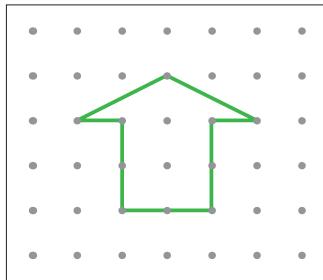
It looks like you can make many shapes.

Warm Up

(1) Draw the same shape.
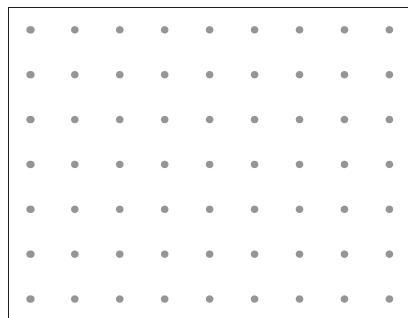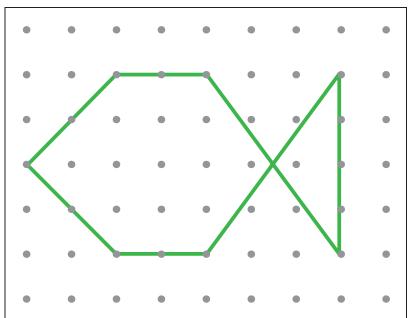
(2) Draw lots of your favorite shapes.
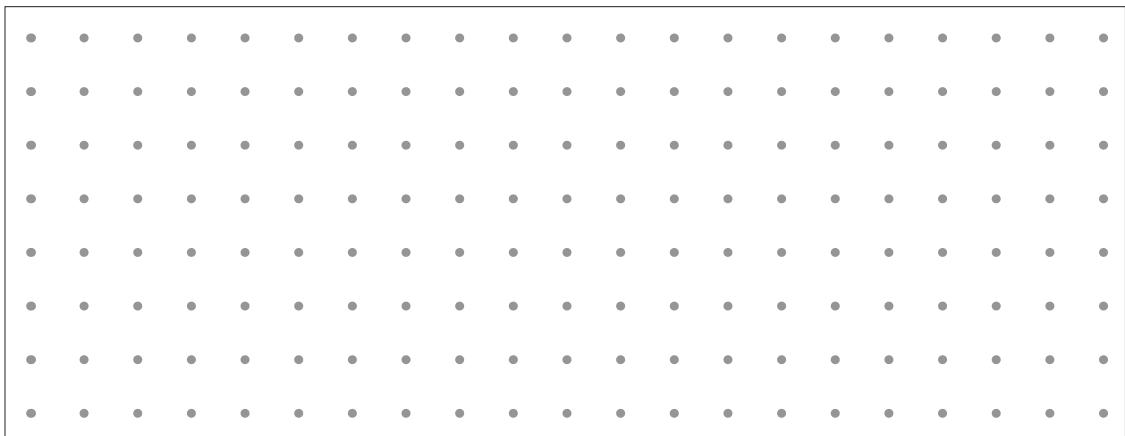
Try

Draw the same shape.

(1)

(2)
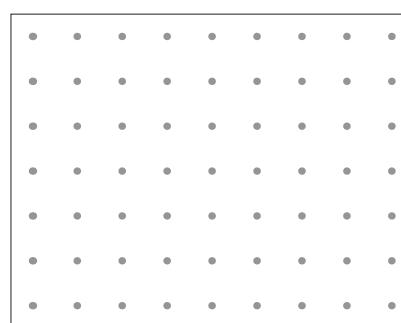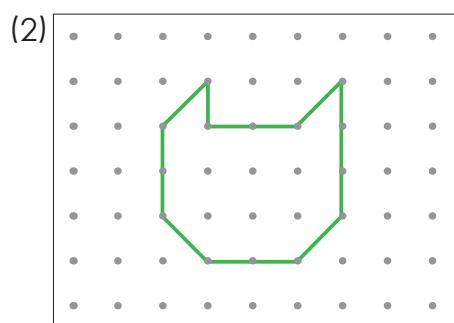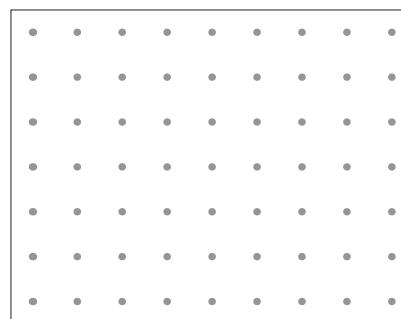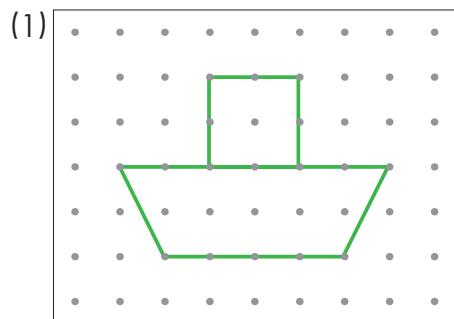
Exercise

Draw the same shape.

(1)

(2)

10
11
12
13
14
15
16
17

16-1   What Time Is It? (Part 1)
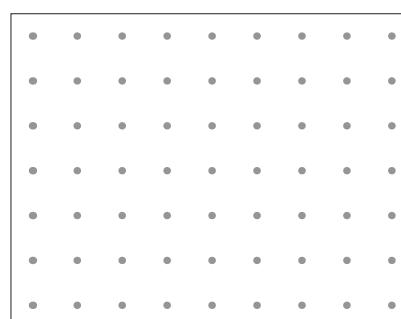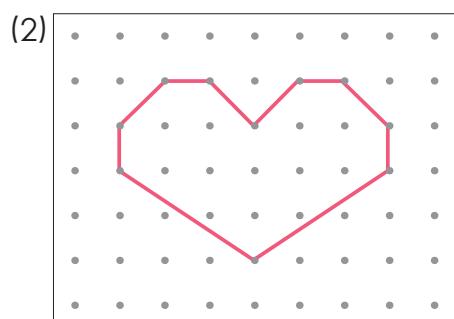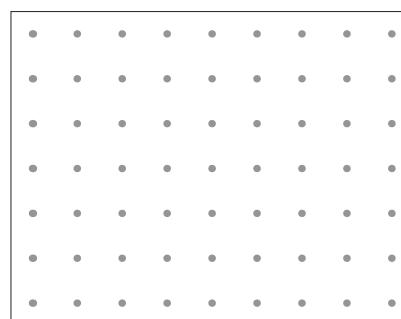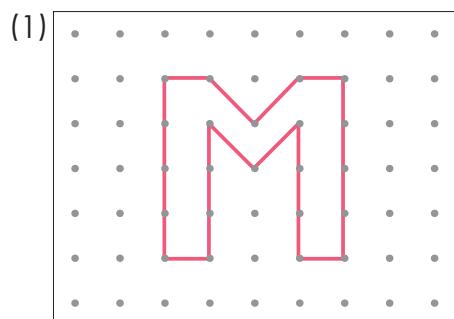
Point!

⚠ There are two hands on a clock.

The short hand shows the **hour** . (Review)

Example   The short hand is on 8, and the long hand is on 12.

Long hand
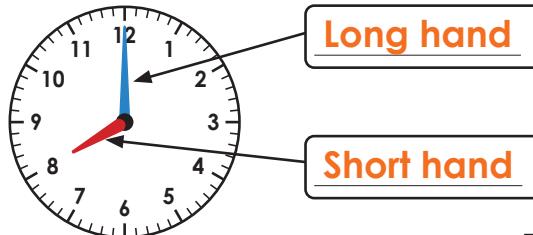
Short hand

→ It is **8 o'clock**

⚠ The long hand shows the **minutes** .

One mark on the long hand shows **1 minute** .

:55

5 minutes

:50

:45

:40

:35

:30

:25

:20

:15

:10

Eight-thirty is the same as half past 8
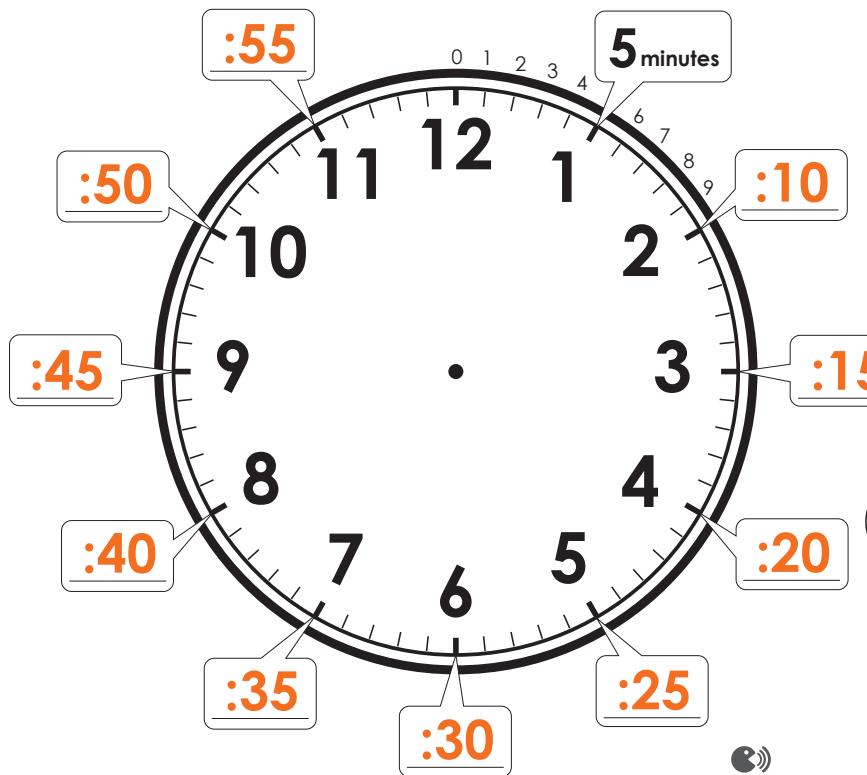
Warm Up

(1) Let's read the clocks.

①

②

(2) The long hand of a clock shows the minutes. Fill in the numbers for ① to ⑤.

⑤

0 1 2 3 4

5

11 12 1

10   2

9   3

8   4

7   6   5

①

②

③

④
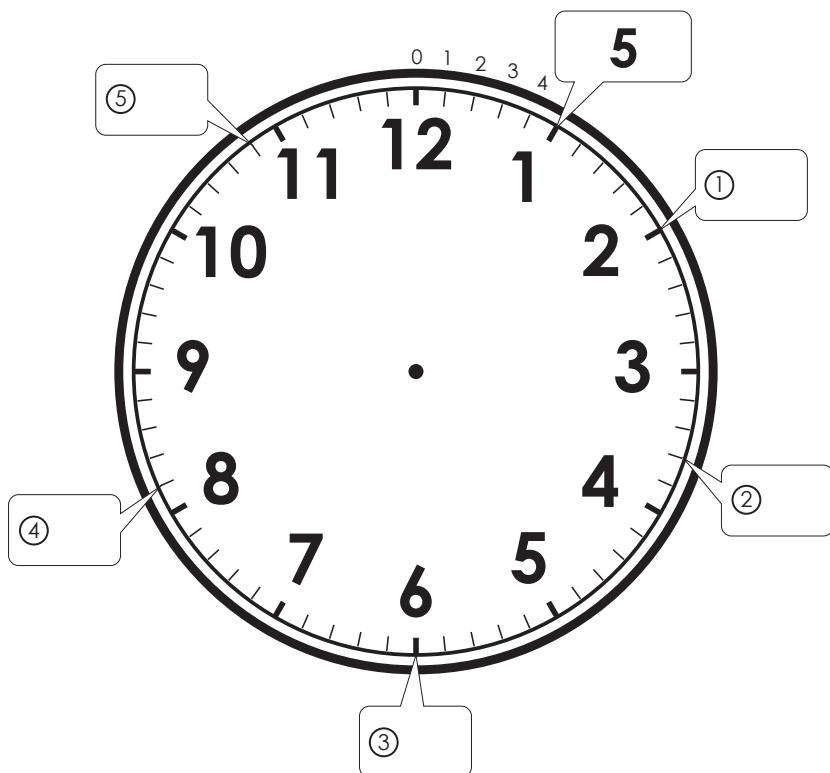
How to Solve

(1) ① The short hand is on 7, the long hand is on 12. $\longrightarrow$ <u>7 o'clock</u>

② The short hand is on 2, the long hand is on 12. $\longrightarrow$ <u>2 o'clock</u>

(2) One mark shows 1 minute.

①: 10　②: 18　③: 30　④: 41　⑤: 54

Try

(1) Let's read the clocks.

①

②

(2) The long hand of a clock shows the minutes. Fill in the numbers for ① to ⑤.

Exercise

(1) Let's read the clocks.

①

②

(2) The long hand of a clock shows the minutes. Fill in the numbers for ① to ⑧.

16-2 What Time Is It? (Part 2)
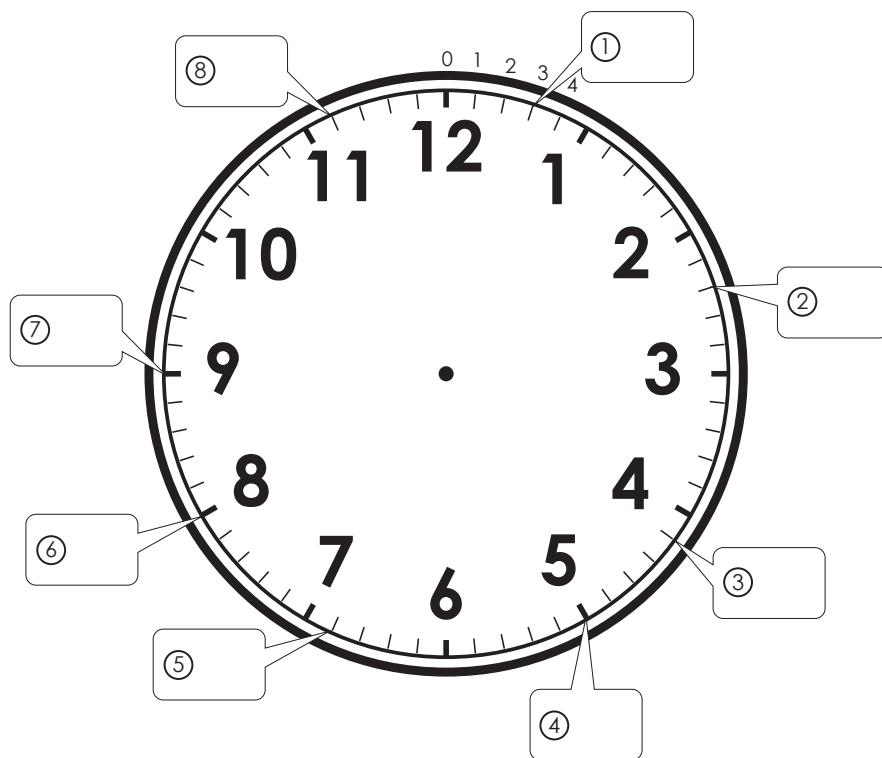
Point!

⚠️ The short hand shows the __hour__ , the long hand shows the __minutes__ .

One mark on the long hand shows __1 minute__ .

⚠️ When the short hand is between two numbers, read the __smaller number__ .

Example
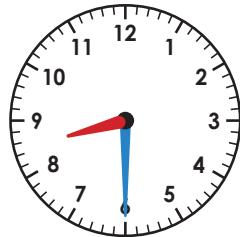
The short hand is between 8 and 9 .
➡️ Read the smaller number; the time is 8 o'clock and some minutes (e.g., 8:30).

⟶ It is __8:30__ 🔊

Warm Up

Let's read the clocks.

① ② ③

How to Solve

① The short hand is between 6 and 7. ⟶ 6 hours

Long hand is on 25 ⟶ 25 minutes

6:25

② The short hand is between 10 and 11. ⟶ 10 hours

Long hand is on 39 ⟶ 39 minutes

10:39

③ The short hand is between 2 and 3. ⟶ 2 hours

Long hand is on 7 ⟶ 7 minutes

2:07

> When we answer "what time it is", we should read the short hand first.

Try

(1) Let's read the clocks.

①

②

③

(2) Draw the long hand.

① 5:15

② 10:51

③ 11:08

Exercise

(1) Let's read the clocks.

①

②

③
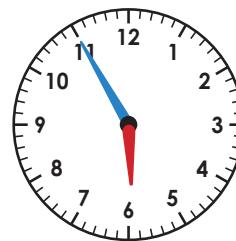
(2) Draw the long hand.

① 2:20

② 6:49

③ 9:11
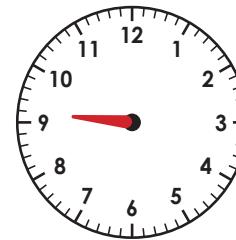
Point!

⚠️ When we know "what number in line" and the number of people behind, you can find the total number by using __addition__.

Example Sara is the 3rd in the line from the front. There are 7 people behind Sara in the line. How many people are there in all?

| **3** people | **7** people |

Front

↑
3rd   people
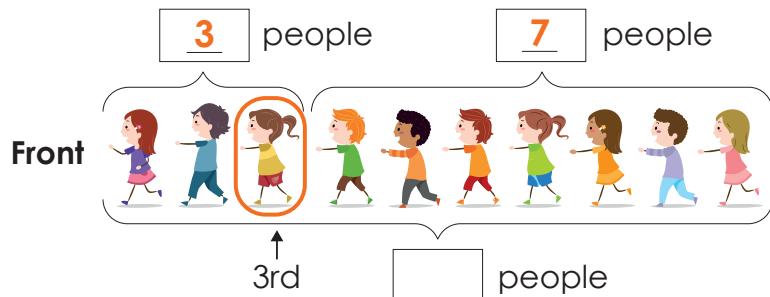
Mathematical sentence: **3 + 7 = 10**   Answer: **10 people** 🔊

⚠️ When you know the total number and "what number in line," you can find the number of people behind by using __subtraction__.

Example There are 13 children standing in a line. Hassan is the 4th from the front. How many children are behind Hassan?

4th   **13** children
↓

Front

4 children   children
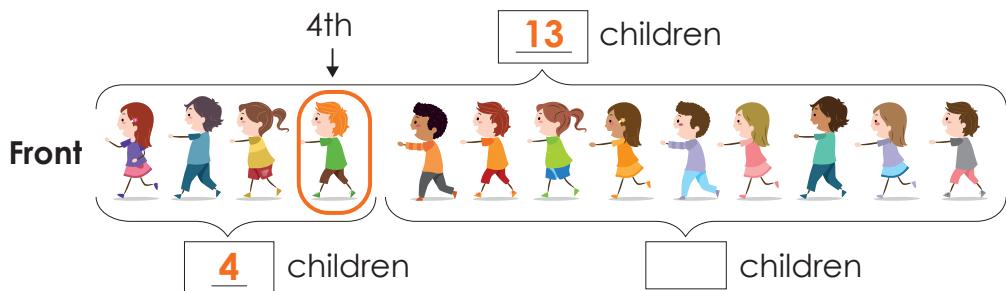
Mathematical sentence: **13 − 4 = 9**   Answer: **9 children** 🔊

Warm Up

(1) I went up to the 7th step of the stairs. There are still 5 more steps above. How many steps are there in total? Write the mathematical sentence and the answer.

(2) There are 12 books on the bookshelf. The animal book is the 4th book from the left. How many books are to the right of the animal book? Write the mathematical sentence and the answer.

How to Solve

(1) **Above**

5 steps

7th →　12 steps
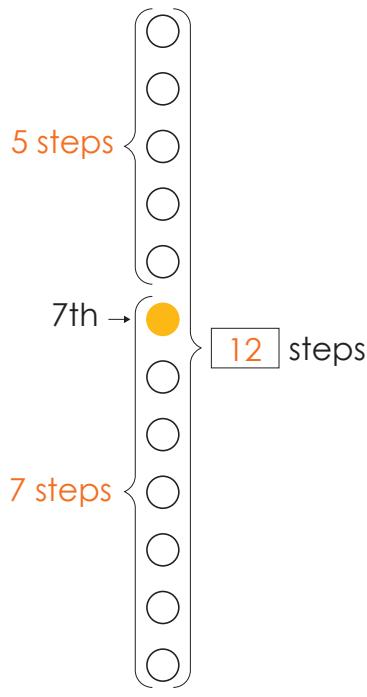
7 steps

Below

Mathematical sentence: 7 + 5 = 12

Answer: 12 steps

(2)　　　　　4th　　12 books

Left ○ ○ ○ ● ○ ○ ○ ○ ○ ○ ○ ○ **Right**

4 books　　　　　　8 books
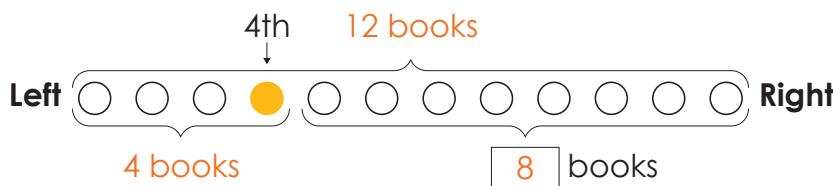
Mathematical sentence: 12 − 4 = 8

Answer: 8 books

Try

(1) Maryam is the 7th in the line from the front. There are 3 people behind Maryam in the line. How many people are there in total? Write the mathematical sentence and the answer.

7 people   7th   3 people
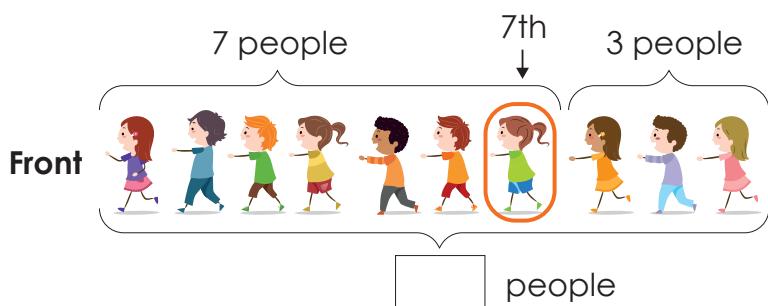
Front

☐ people

(2) A group of people are standing in a line at the bus stop. Mohammed is the 9th from the front. There are 5 people behind Mohammed in the line. How many people are there in total? Write the mathematical sentence and the answer.

9th

Front ○ ○ ○ ○ ○ ○ ○ ○ ● ○ ○ ○ ○ ○

(3) There are 17 steps in total. You went up to the 9th step. How many steps are left? Write the mathematical sentence and the answer.

Exercise

(1) Mahmoud is the 4th in the line from the front. There are 7 people behind Mahmoud in the line. How many people are there in total? Write the mathematical sentence and the answer.

4 people   4th   7 people

Front

☐ people
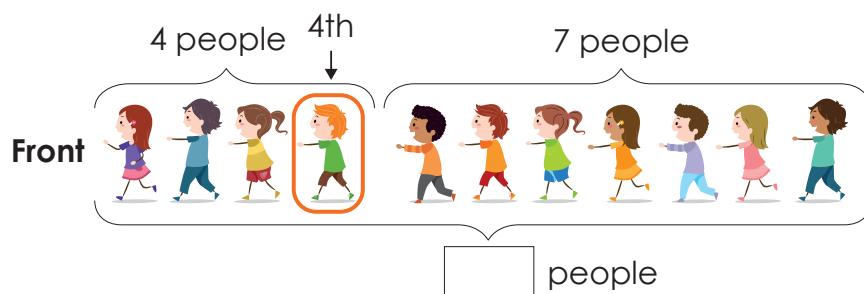
(2) You went up to the 8th step of the stairs. There are still 6 more steps above. How many steps are there in total? Write the mathematical sentence and the answer.

Above

8th →

Below

(3) There are 16 books on the bookshelf. The food book is the 7th book from the left. How many books are to the right of the food book? Write the mathematical sentence and the answer.

17-2 Addition and Subtraction (Part 2)

Point!

⚠ When we have things from different groups, we can still use addition and subtraction by replacing them with things from one of the groups.

⚠ When you use △ and ◯ to draw a diagram, it becomes easier to understand what the mathematical sentence will be.

Example There are 4 chairs, and one child is sitting on each chair. There are 3 children standing. How many children are there in total?
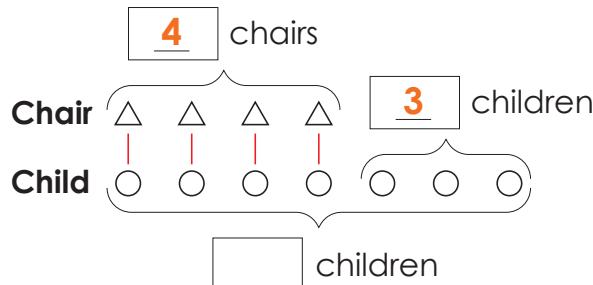
Mathematical sentence: **4 + 3 = 7** Answer: **7 children** 🔊

Let's use a triangle for a chair and a circle for a child, and draw lines to connect them!

Warm Up

(1) Six children are each drinking one juice box. There are 7 more juice boxes left. How many juice boxes are there in total? Write the mathematical sentence and the answer.

(2) You have 12 sheets of drawing paper. You give 1 sheet to each of the 9 children. How many sheets of drawing paper are left? Write the mathematical sentence and the answer.

How to Solve

(1) Use △ for a child and ○ for a juice box to draw a diagram.

6 children will drink 6 juice boxes!

6 children

Child　△　△　△　△　△　△　　7 juice boxes

Juice box　○　○　○　○　○　○　　○　○　○　○　○　○
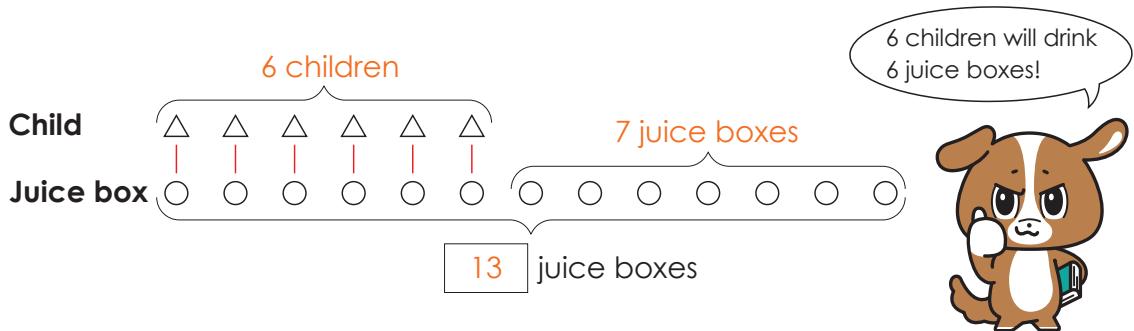
13　juice boxes

　Mathematical sentence:　6 + 7 = 13　　　Answer:　13 juice boxes

(2) Use △ for a drawing paper and ○ for a child to draw a diagram.

12 sheets

Drawing paper　△　△　△　△　△　△　△　△　△　△　△　△

Child　○　○　○　○　○　○　○　○　○　　3　sheets
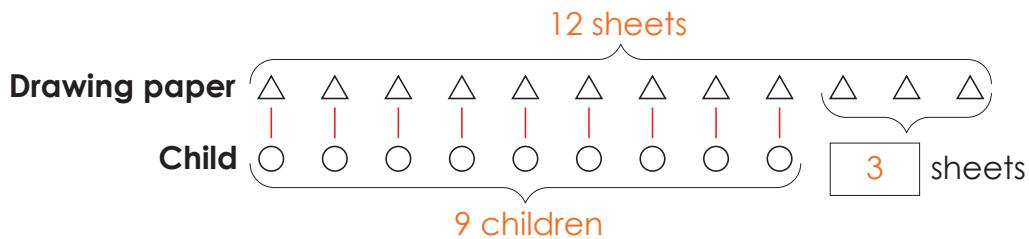
9 children

Mathematical sentence:　12 − 9 = 3　　　Answer:　3 sheets

Try

(1) 8 children are each eating one strawberry. There are 5 more strawberries left. How many strawberries are there in total? Write the mathematical sentence and the answer.

8 children

Child △ △ △ △ △ △ △ △   5 strawberries

Strawberry ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

[   ] strawberries
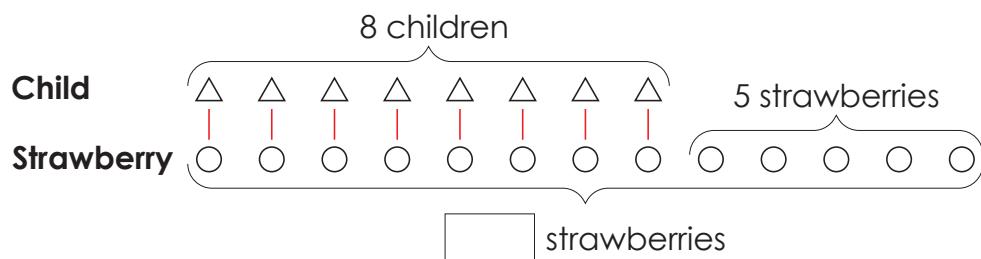
(2) There are 9 chairs, and one child is sitting on each chair. There are 3 children standing. How many children are there in total? Write the mathematical sentence and the answer.

Chair △ △ △ △ △ △ △ △ △

Child ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

(3) You have 18 sheets of drawing paper. You give 1 sheet to each of the 9 children. How many sheets of drawing paper are left? Write the mathematical sentence and the answer.

Exercise

(1) 7 chairs are available. 11 children will each sit on one chair. How many children will not be able to sit on a chair? Write the mathematical sentence and the answer.

7 chairs

Chair △ △ △ △ △ △ △ [ ] children
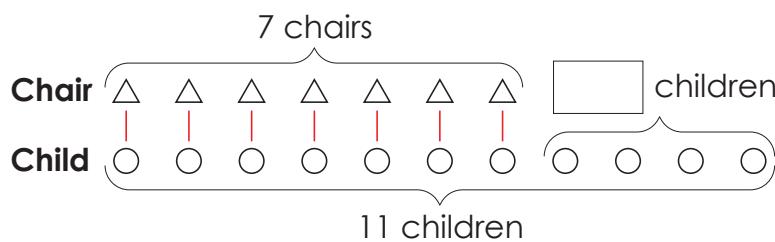
Child ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

11 children

(2) There are 13 cakes. 5 children each eat 1 cake. How many cakes are left? Write the mathematical sentence and the answer.

Cake △ △ △ △ △ △ △ △ △ △ △ △ △

Child ○ ○ ○ ○ ○

(3) You bought candy and gave it to 10 children. You still have 6 candies left. How many candies did you buy in total? Write the mathematical sentence and the answer.

17-3 Addition and Subtraction (Part 3)

Point!

⚠ When you use △ and ○ to draw a diagram, it becomes easier to understand what the mathematical sentence will be.

⚠ When you compare two numbers, you can find the bigger number by using addition.

Example   There are 6 red flowers blooming. It seems there are 5 more blue flowers than red flowers. How many blue flowers are blooming?

6 red flowers

Red flower △ △ △ △ △ △   **5** more blue flowers

Blue flower ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○
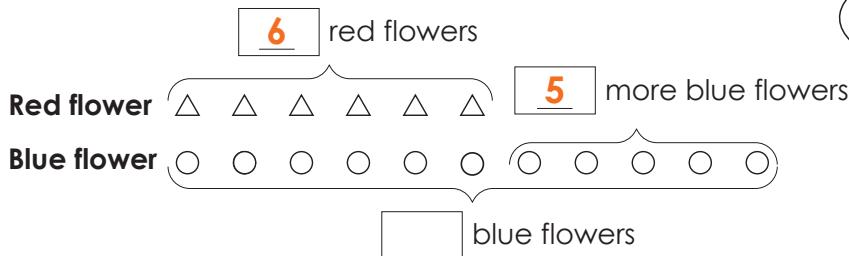
blue flowers

Where is the part that is more?

Mathematical sentence: **6 + 5 = 11**

Answer: **11 blue flowers** 🔊

Warm Up

You bought 8 apples. You bought 4 more oranges than apples. How many oranges did you buy? Write the mathematical sentence and the answer.

How to Solve

Use △ for an apple and ○ for an orange to draw a diagram.

8 apples

Apple △ △ △ △ △ △ △ △   4 more oranges
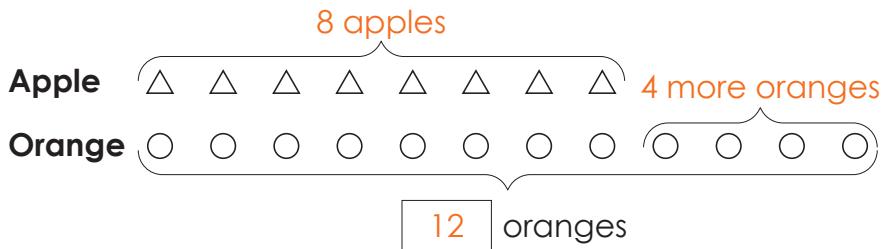
Orange ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

12 oranges

Mathematical sentence: 8 + 4 = 12   Answer: 12 oranges

Try

(1) There are 7 children. There are 5 more adults than children. How many adults are there? Write the mathematical sentence and the answer.

7 children

Child △ △ △ △ △ △ △   5 more adults

Adult ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

[   ] adults
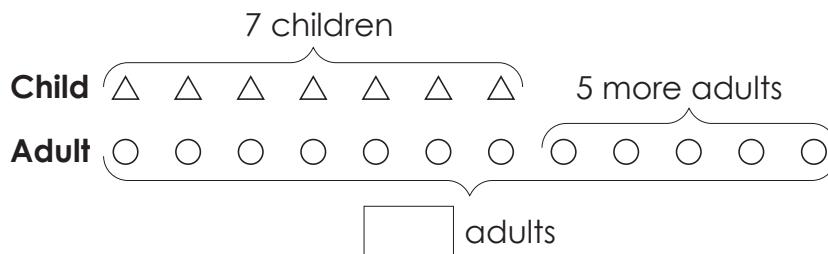
(2) There are 6 dogs. It seems there are 7 more cats than dogs. How many cats are there? Write the mathematical sentence and the answer.

(3) There are 9 blue pens. It seems there are 8 more red pens than blue pens. How many red pens are there? Write the mathematical sentence and the answer.

Exercise

(1) There are 4 boys. It seems there are 7 more girls than boys. How many girls are there? Write the mathematical sentence and the answer.

4 boys

Boy △ △ △ △   7 more girls

Girl ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

[   ] girls
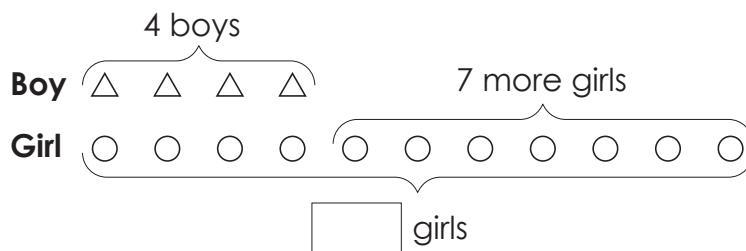
(2) You have 5 tomatoes. It seems you have 6 more potatoes than tomatoes. How many potatoes do you have? Write the mathematical sentence and the answer.

(3) You have 3 candies. It seems there are 9 more cookies than candies. How many cookies are there? Write the mathematical sentence and the answer.

Point!

⚠ When we have things from different groups, we can still use addition and subtraction by replacing them with things from one of the groups.

⚠ When you compare two numbers, you can find the smaller number by using subtraction.

Example   There are 13 cakes. It seems there are 4 fewer cookies than cakes. How many cookies are there?

Where is the smaller part?

13 cakes

Cake   △ △ △ △ △ △ △ △ △ △ △ △

Cookie   ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

☐ cookies   **4** fewer cookies
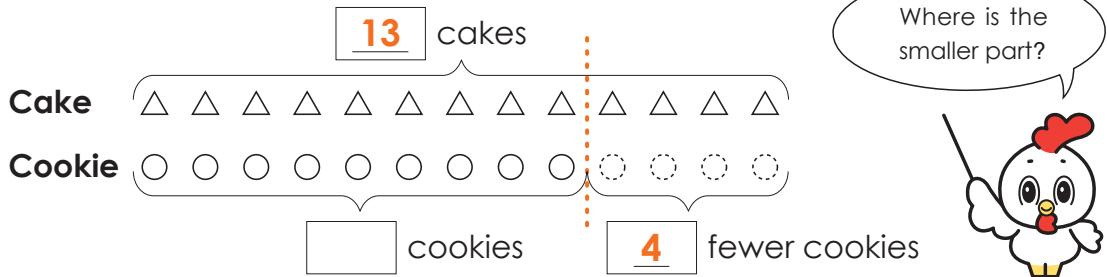
Mathematical sentence: **13 − 4 = 9**   Answer: **9 cookies** 🔊

Warm Up

There are 11 red balloons. It seems there are 3 fewer yellow balloons than red balloons. How many yellow balloons are there? Write the mathematical sentence and the answer.

How to Solve

Use △ for a red balloon and ○ for a yellow balloon to draw a diagram.

11 red balloons

Red balloon   △ △ △ △ △ △ △ △ △ △ △

Yellow balloon   ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

8 yellow balloons   3 fewer yellow balloons
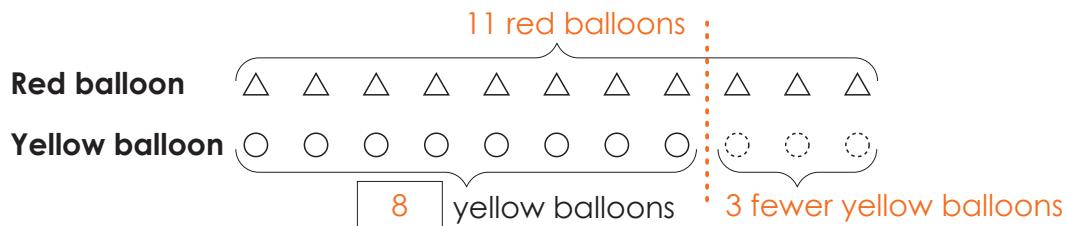
Mathematical sentence: 11 − 3 = 8   Answer: 8 yellow balloons

Try

(1) There are 12 melons. It seems there are 4 fewer watermelons than melons. How many watermelons are there? Write the mathematical sentence and the answer.

12 melons

Melon   △ △ △ △ △ △ △ △ ⦙ △ △ △ △

Watermelon ○ ○ ○ ○ ○ ○ ○ ○ ⦙ ◌ ◌ ◌ ◌

[　　] watermelons   ⦙ 4 fewer watermelons
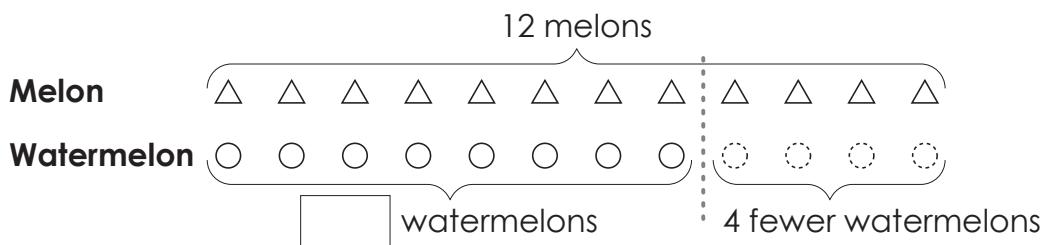
(2) There are 15 ducks. It seems there are 8 fewer chickens than ducks. How many chickens are there? Write the mathematical sentence and the answer.

(3) Hassan read 14 pages of a book. Sora read 5 fewer pages than Hassan. How many pages did Sora read? Write the mathematical sentence and the answer.

Exercise

(1) There are 13 bees. There are 6 fewer butterflies than bees. How many butterflies are there? Write the mathematical sentence and the answer.

13 bees

Bee   △ △ △ △ △ △ △ ⦙ △ △ △ △ △ △

Butterfly ○ ○ ○ ○ ○ ○ ○ ⦙ ◌ ◌ ◌ ◌ ◌ ◌

[　　] butterflies   ⦙ 6 fewer butterflies
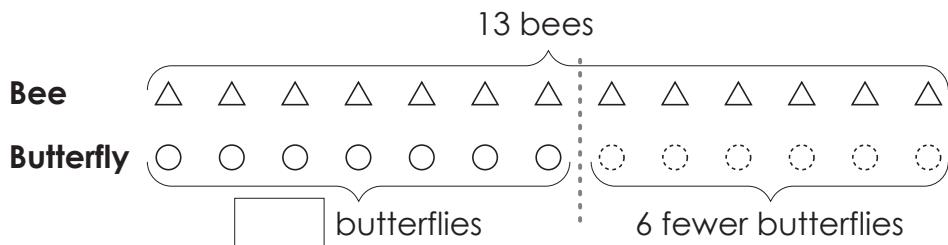
(2) There are 18 children. It seems there are 9 fewer teachers than children. How many teachers are there? Write the mathematical sentence and the answer.

(3) There are 17 camels. It seems there are 8 fewer lions than camels. How many lions are there? Write the mathematical sentence and the answer.

17-5 Addition and Subtraction (Part 5)

Point!

⚠ Drawing a diagram makes it easy to understand the mathematical sentence for situations like "how many in front? and how many behind?".

Example   The people are standing in a line. There are 3 people in front of Ahmad, and there are 5 people in back of him. How many people are there in the line in all?

The answer is the same for both equations!

| **3** | people | **Ahmad** | **5** | people |

Front ○ ○ ○ 🟡 ○ ○ ○ ○ ○ **Back**
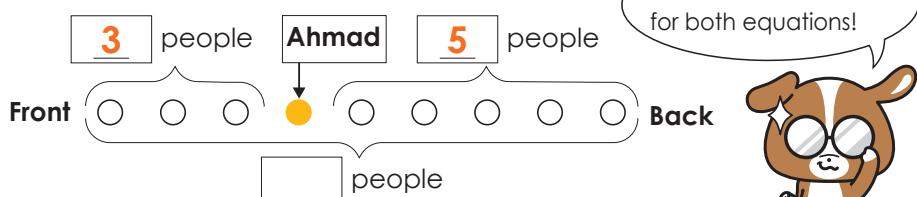
☐ people

Way of thinking ⟨1⟩

Mathematical sentence: **3 + 5 + 1 = 9**   Answer: **9 people** 🔊

The people in front (3) + The people in back (5) +Ahmad (1)

Way of thinking ⟨2⟩

Mathematical sentence: **3 + 1 + 5 = 9**   Answer: **9 people** 🔊

The people in front (3) + Ahmad (1) + The people in back (5)

Warm Up

There are books on a bookshelf. There are 3 books to the left of the Math book, and 4 books to the right. How many books are there in all? Write the mathematical sentence and the answer.

How to Solve

3 books   Math book   4 books

Left ○ ○ ○ 🟡 ○ ○ ○ ○ **Right**
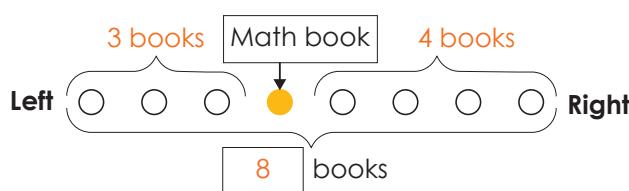
8 books

Mathematical sentence: 3 + 4 + 1 = 8 or 3 + 1 + 4 = 8   Answer: 8 books

Try

(1) There are people in a line at the bus stop. There are 5 people in front of Yara, and there are 3 people in back of her in the line. How many people are there in the line in all? Write the mathematical sentence and the answer.

```
        5 people      Yara   3 people
Front  ○  ○  ○  ○  ○   ●   ○  ○  ○   Back
              [      ] people
```
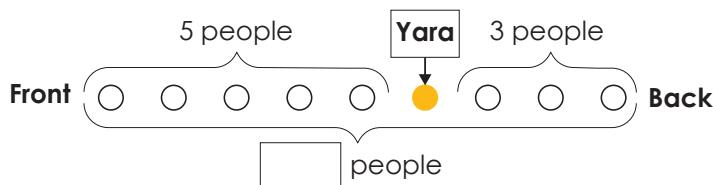
(2) There are different colored crayons in a line. There are 4 crayons to the left of the yellow crayon, and 2 crayons to the right. How many crayons are there in all? Write the mathematical sentence and the answer.

(3) Fatma is climbing the stairs. When she counted partway up, there were 6 steps below her and 6 steps above her. How many steps are there in all? Write the mathematical sentence and the answer.

Exercise

(1) Children are sitting in a row. Mariam is sitting and 6 children is sitting to the left, and there are 2 children to the right. How many children are sitting in all? Write the mathematical sentence and the answer.

```
        6 children    Mariam  2 children
Left  ○  ○  ○  ○  ○  ○   ●   ○  ○   Right
              [      ] children
```
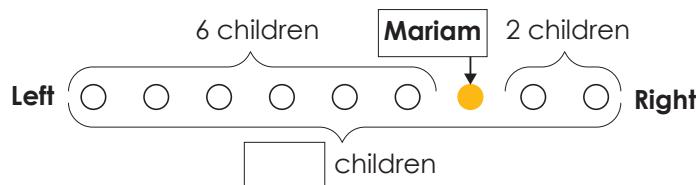
(2) There are people in a line in front of the store. There are 3 people in front of Ali, and there are 3 people in back of him in the line. How many people are there in the line in all? Write the mathematical sentence and the answer.

(3) Kareem is climbing the stairs. When he counted partway up, there were 8 steps below him and 5 steps above him. How many steps are there in all? Write the mathematical sentence and the answer.

Notes

Notes

MATHEMATICS

Primary 1

Term 2

2025 - 2026