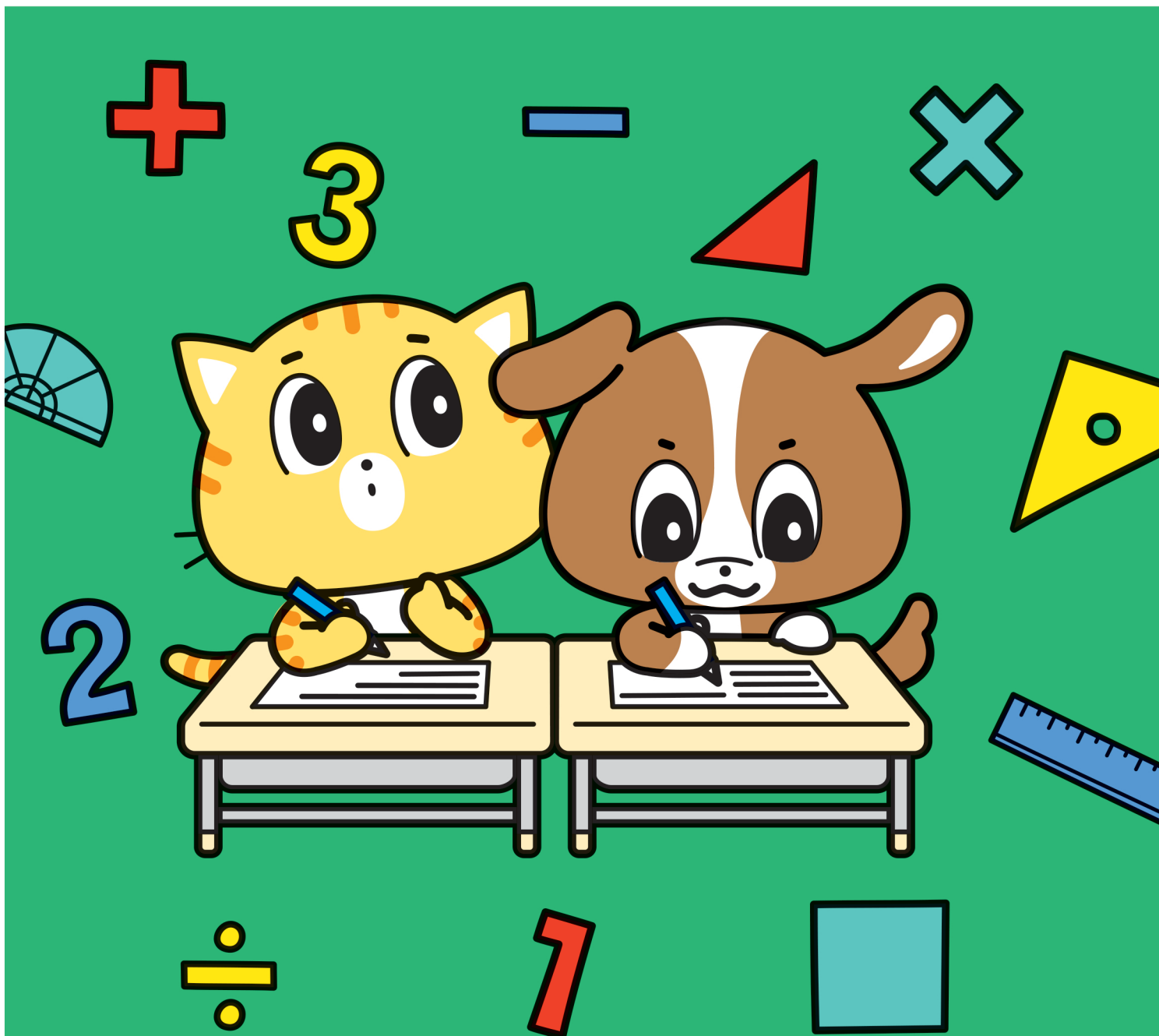




PRIMARY 1

MATHEMATICS

Term 1



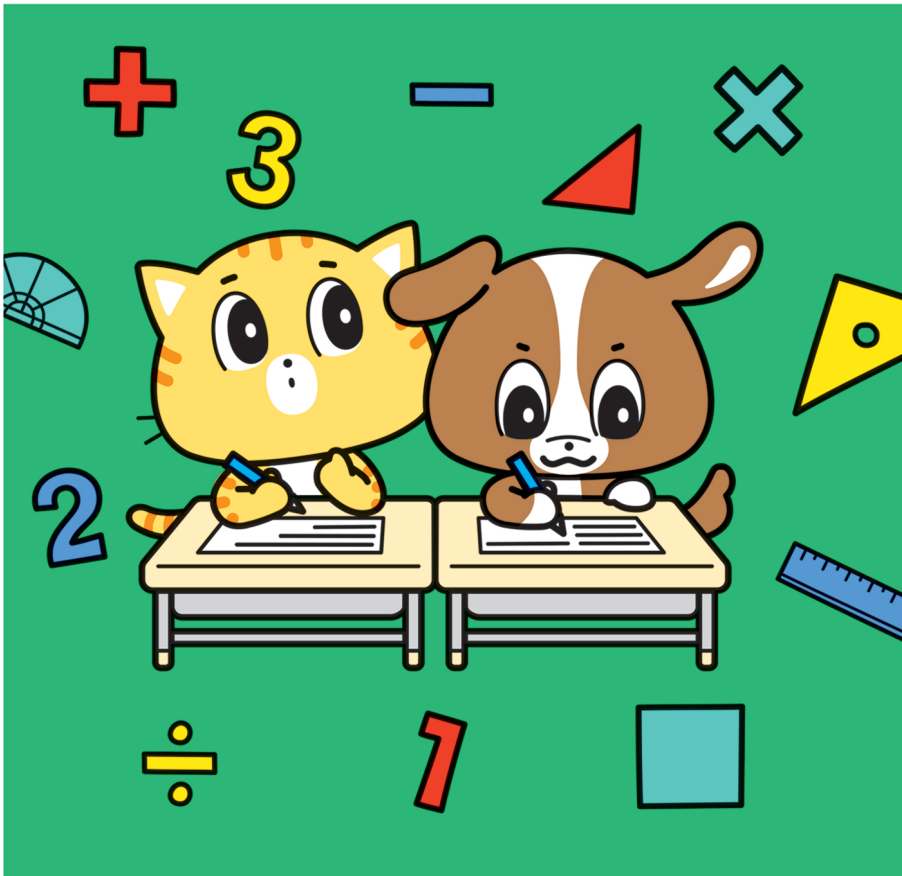


The Ministry of Education and Technical Education
dedicates this book, with love, to the students, teachers, and
families of the Arab Republic of Egypt

PRIMARY 1

MATHEMATICS

Term 1



All rights reserved to the Ministry of Education and
Technical Education

Name: _____

Class: _____

School: _____

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:

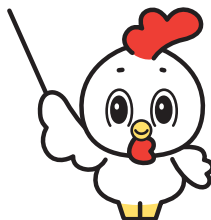
We are here to help you!



Brainy



Smarty



Genius

**Primary 1
Mathematics****CONTENTS**

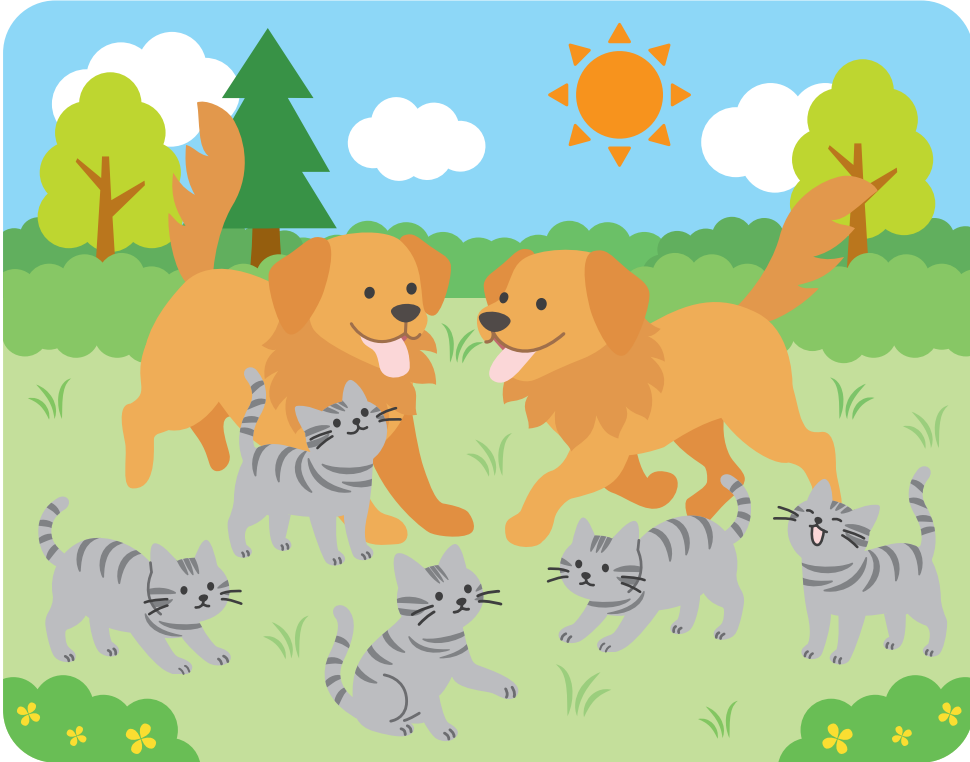
◆ Chapter 1	Numbers up to 10	6
◆ Chapter 2	What's the Position?	32
◆ Chapter 3	Addition	36
◆ Chapter 4	Subtraction	44
◆ Chapter 5	Comparing Lengths	54
◆ Chapter 6	Representing Data	60
◆ Chapter 7	Numbers Greater than 10	72
◆ Chapter 8	Reading the Clock	86
◆ Chapter 9	Operations with 3 Numbers	88



How Many?

Warm Up

Look at the picture. Color the same number of things.

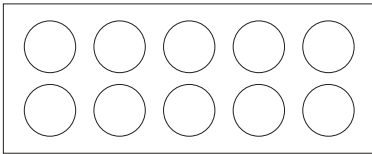
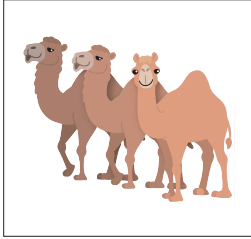


	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

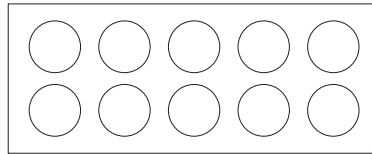
Try

Look at the picture. Color the same number of things.

(1)



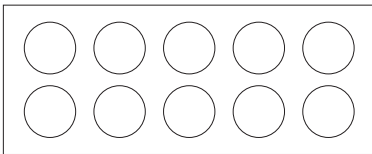
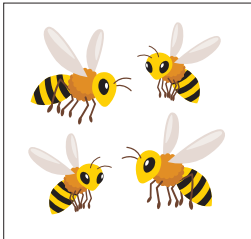
(2)



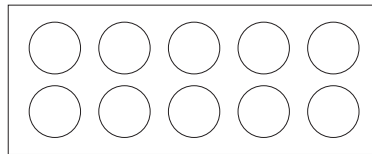
Exercise

Look at the picture. Color the same number of things.

(1)



(2)



1

2

3

4

5

6

7

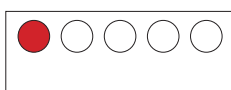
8

9



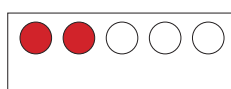
Point!

! Numbers from 1 to 5



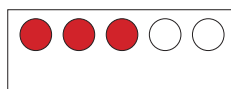
One

1	1			
---	---	--	--	--



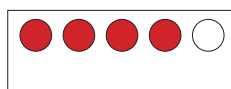
Two

2	2			
---	---	--	--	--



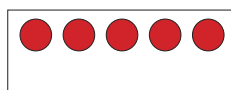
Three

3	3			
---	---	--	--	--



Four

4	4			
---	---	--	--	--



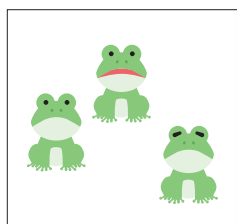
Five

5	5			
---	---	--	--	--



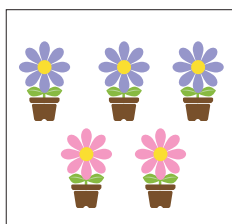
Warm Up

Match each picture to the correct number.



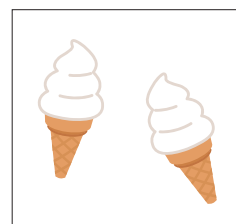
.

2



.

5



.

3

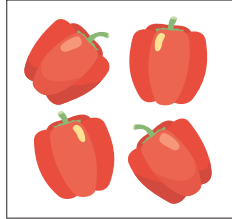
Try

Match each picture to the correct number.



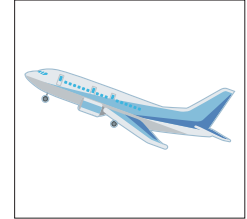
.

1



.

3



.

4

1

2

3

4

5

6

7

8

9

Exercise

(1) Let's practice.

1	1			
---	---	--	--	--

3	3			
---	---	--	--	--

5	5			
---	---	--	--	--

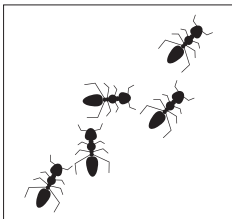
2	2			
---	---	--	--	--

4	4			
---	---	--	--	--

Write many times and remember!

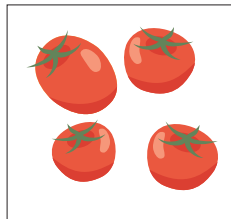


(2) Match each picture to the correct number.



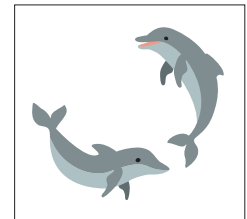
.

4



.

2



.

5



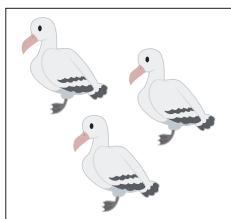
Let's Count! (from 1 to 5)

Point!

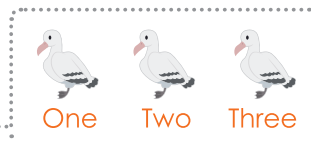
! When you count, point to each picture with your finger and say the numbers:

“One, two, three, four, five.”

Example



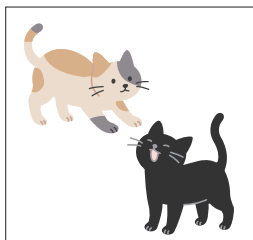
3



Warm Up

Write the number for how many you see.

(1)



(2)



How to Solve

Point to each picture with your finger and say the numbers:

“One, two, three, four, five.”

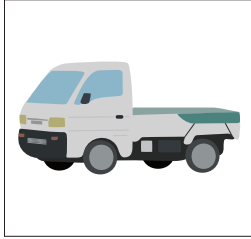
(1) 2

(2) 4

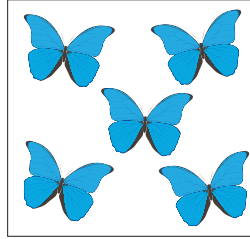
Try

Write the number for how many you see.

(1)



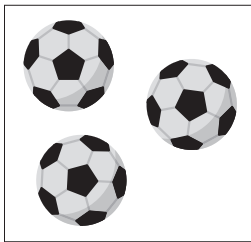
(2)



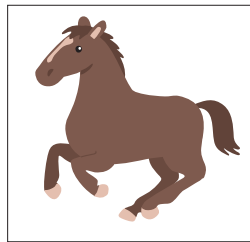
Exercise

Write the number for how many you see.

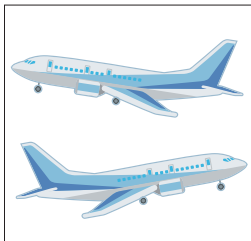
(1)



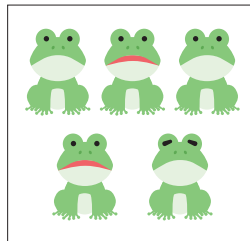
(2)



(3)



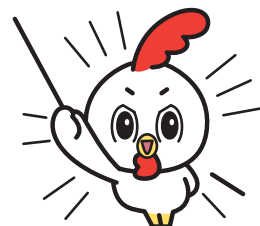
(4)



(5)



Point to each picture
with your finger and
say the numbers!



1

2

3

4

5

6

7

8

9



What Makes 5?

Point!

! What two numbers make 5?



● ... 1, ● ... 4

→ 1 and 4 make 5



● ... 2, ● ... 3

→ 2 and 3 make 5



● ... 3, ● ... 2

→ 3 and 2 make 5



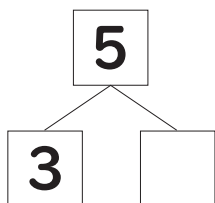
● ... 4, ● ... 1

→ 4 and 1 make 5

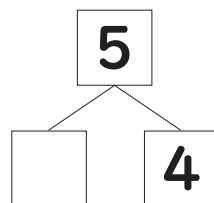
Warm Up

What two numbers make 5? Write the missing number in the box.

(1)



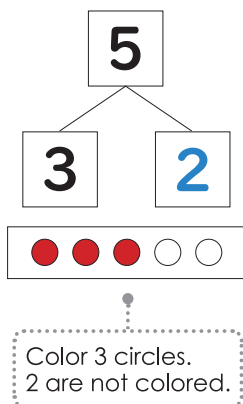
(2)



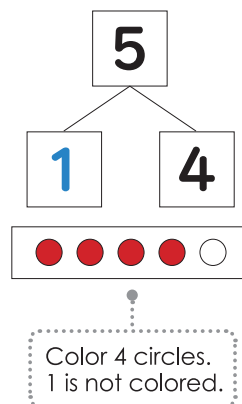
How to Solve

Draw 5 circles. Color the number you know, then count the rest.

(1)



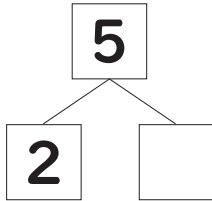
(2)



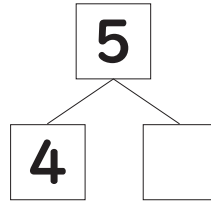
Try

What two numbers make 5? Write the missing number in the box.

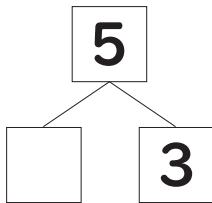
(1)



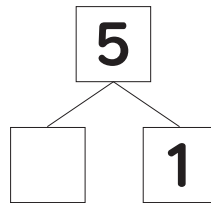
(2)



(3)



(4)



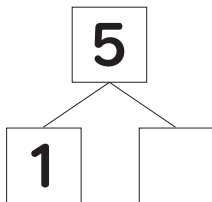
Draw 5 circles!
Think and find the answer!



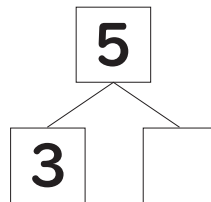
Exercise

What two numbers make 5? Write the missing number in the box.

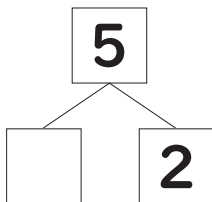
(1)



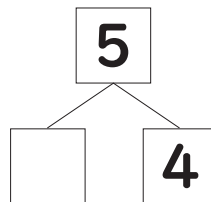
(2)



(3)



(4)



1

2

3

4

5

6

7

8

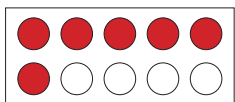
9



Numbers from 6 to 10

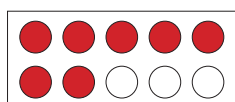
Point!

! Numbers from 6 to 10



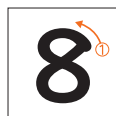
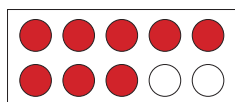
Six

6	6			
---	---	--	--	--



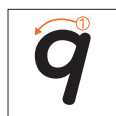
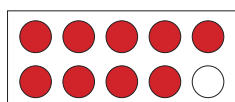
Seven

7	7			
---	---	--	--	--



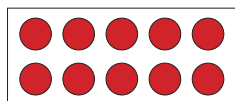
Eight

8	8			
---	---	--	--	--



Nine

9	9			
---	---	--	--	--



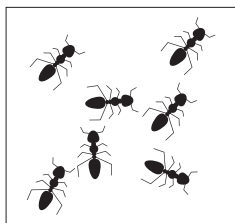
Ten

10	10			
----	----	--	--	--



Warm Up

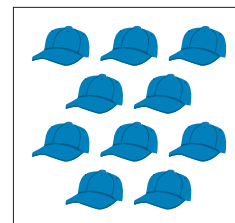
Match each picture to the correct number.



7



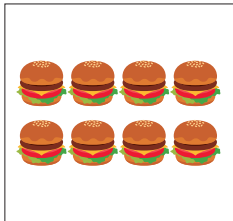
10



6

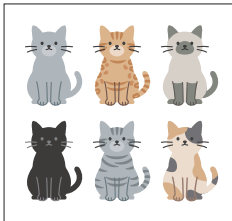
Try

Match each picture to the correct number.



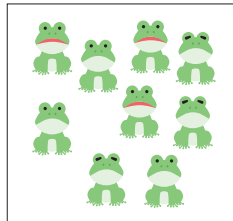
.

9



.

8



.

6

Exercise

(1) Let's practice.

6	6			
---	---	--	--	--

8	8			
---	---	--	--	--

10	10			
----	----	--	--	--

7	7			
---	---	--	--	--

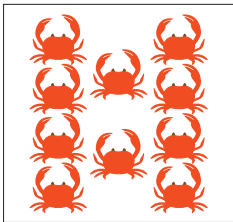
9	9			
---	---	--	--	--

Can you do it?



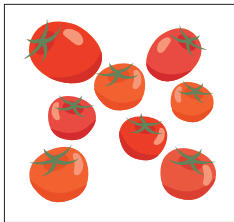
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

(2) Match each picture to the correct number.



.

7



.

8



.

10



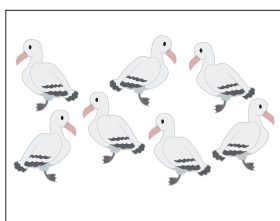
Let's Count! (from 6 to 10)

Point!

- ! When you count, point to each picture with your finger and say the numbers:

“One, two, three, four, five, six, seven, eight, nine, ten.”

Example



.....

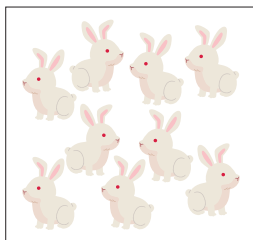
7



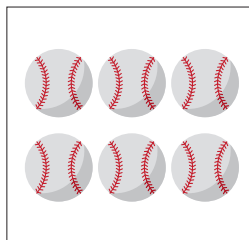
Warm Up

Write the number for how many you see.

(1)



(2)



How to Solve

Point to each picture with your finger and say the numbers:

“One, two, three, four, five, six, seven, eight, nine, ten.”

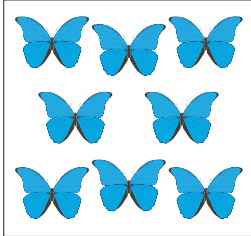
(1) 9

(2) 6

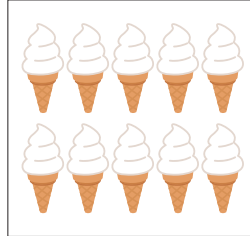
Try

Write the number for how many you see.

(1)



(2)



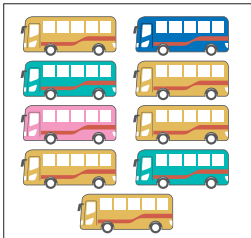
(3)



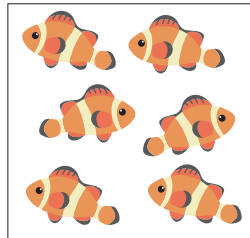
Exercise

Write the number for how many you see.

(1)



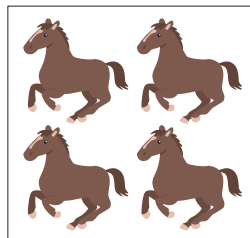
(2)



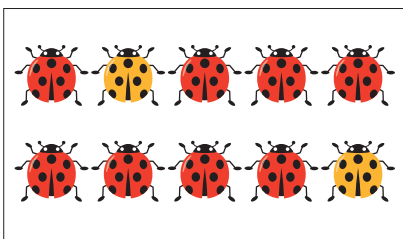
(3)



(4)



(5)



1

2

3

4

5

6

7

8

9



What Makes 6?

Point!

! What two numbers make 6?



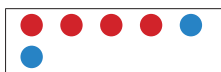
● ... 1, ● ... 5 → 1 and 5 make 6



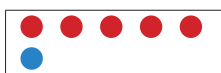
● ... 2, ● ... 4 → 2 and 4 make 6



● ... 3, ● ... 3 → 3 and 3 make 6



● ... 4, ● ... 2 → 4 and 2 make 6

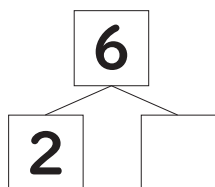


● ... 5, ● ... 1 → 5 and 1 make 6 🎧

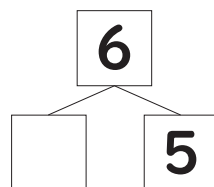
Warm Up

What two numbers make 6? Write the missing number in the box.

(1)



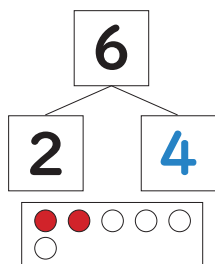
(2)



How to Solve

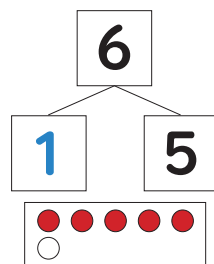
Draw 6 circles. Color the number you know, then count the rest.

(1)



Color 2 circles. 4 are not colored.

(2)

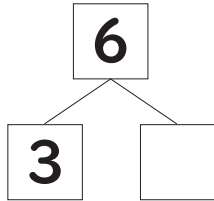


Color 5 circles. 1 is not colored.

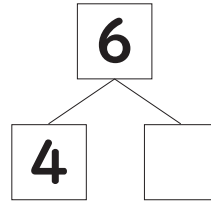
Try

What two numbers make 6? Write the missing number in the box.

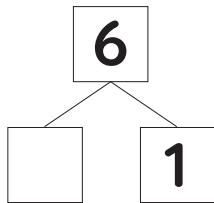
(1)



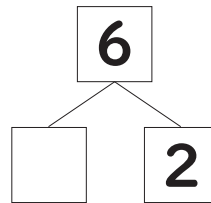
(2)



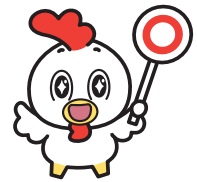
(3)



(4)



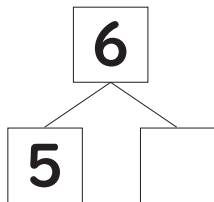
Draw 6 circles. Think,
and find the answer!



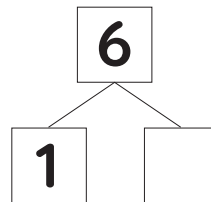
Exercise

What two numbers make 6? Write the missing number in the box.

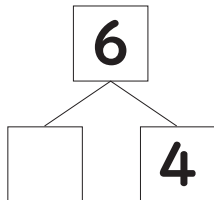
(1)



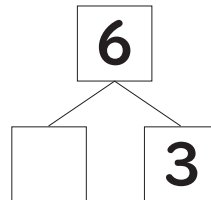
(2)



(3)



(4)



1

2

3

4

5

6

7

8

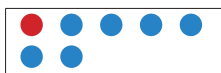
9



What Makes 7?

Point!

! What two numbers make 7?



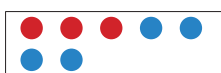
• ... 1, • ... 6

→ 1 and 6 make 7



• ... 2, • ... 5

→ 2 and 5 make 7



• ... 3, • ... 4

→ 3 and 4 make 7



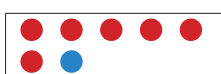
• ... 4, • ... 3

→ 4 and 3 make 7



• ... 5, • ... 2

→ 5 and 2 make 7



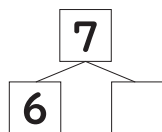
• ... 6, • ... 1

→ 6 and 1 make 7

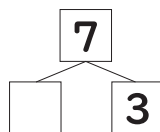
Warm Up

What two numbers make 7? Write the missing number in the box.

(1)



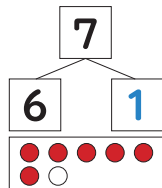
(2)



How to Solve

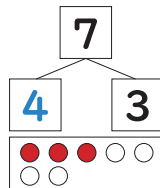
Draw 7 circles. Color the number you know, then count the rest.

(1)



Color 6 circles. 1 is not colored.

(2)

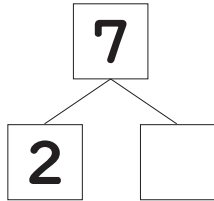


Color 3 circles. 4 are not colored.

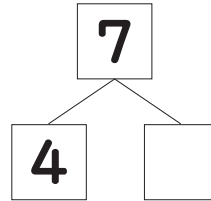
Try

What two numbers make 7? Write the missing number in the box.

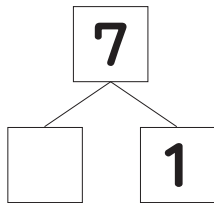
(1)



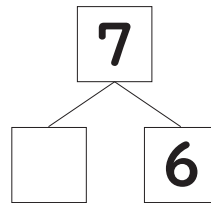
(2)



(3)



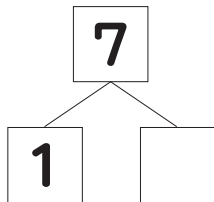
(4)



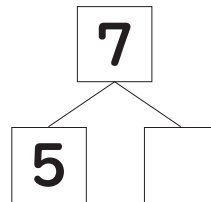
Exercise

What two numbers make 7? Write the missing number in the box.

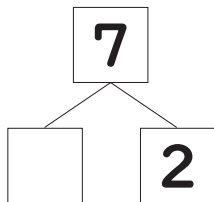
(1)



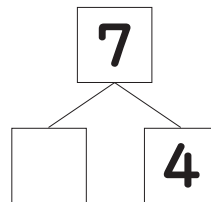
(2)



(3)



(4)



1

2

3

4

5

6

7

8

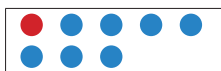
9



What Makes 8?

Point!

! What two numbers make 8?



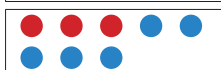
● ... 1, ● ... 7

→ 1 and 7 make 8



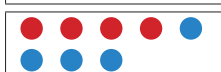
● ... 2, ● ... 6

→ 2 and 6 make 8



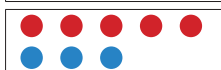
● ... 3, ● ... 5

→ 3 and 5 make 8



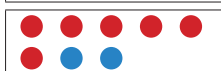
● ... 4, ● ... 4

→ 4 and 4 make 8



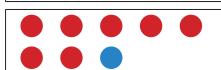
● ... 5, ● ... 3

→ 5 and 3 make 8



● ... 6, ● ... 2

→ 6 and 2 make 8



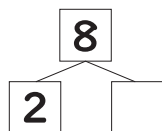
● ... 7, ● ... 1

→ 7 and 1 make 8

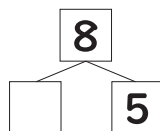
Warm Up

What two numbers make 8? Write the missing number in the box.

(1)



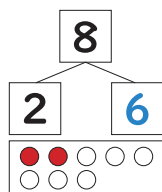
(2)



How to Solve

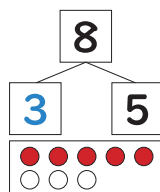
Draw 8 circles. Color the number you know, then count the rest.

(1)



Color 2 circles. 6 are not colored.

(2)

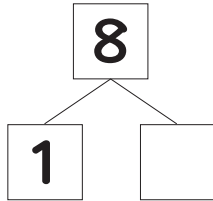


Color 5 circles. 3 are not colored.

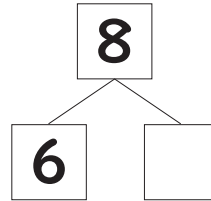
Try

What two numbers make 8? Write the missing number in the box.

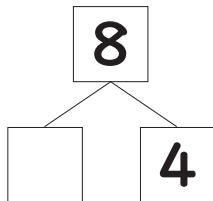
(1)



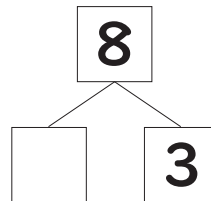
(2)



(3)



(4)



It's just like what we did in 6 and 7!



1

2

3

4

5

6

7

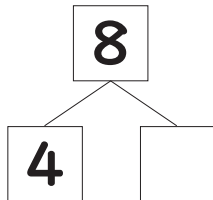
8

9

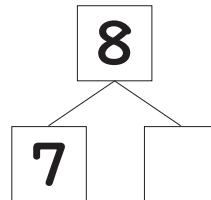
Exercise

What two numbers make 8? Write the missing number in the box.

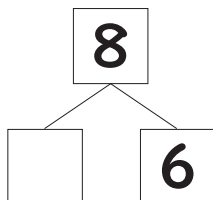
(1)



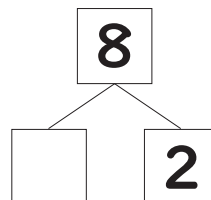
(2)



(3)



(4)

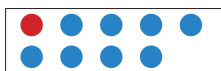




What Makes 9?

Point!

! What two numbers make 9?



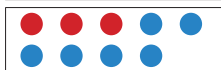
● ... 1, ● ... 8

→ 1 and 8 make 9



● ... 2, ● ... 7

→ 2 and 7 make 9



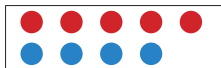
● ... 3, ● ... 6

→ 3 and 6 make 9



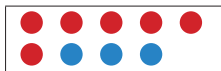
● ... 4, ● ... 5

→ 4 and 5 make 9



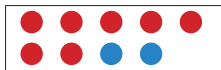
● ... 5, ● ... 4

→ 5 and 4 make 9



● ... 6, ● ... 3

→ 6 and 3 make 9



● ... 7, ● ... 2

→ 7 and 2 make 9



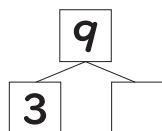
● ... 8, ● ... 1

→ 8 and 1 make 9

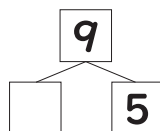
Warm Up

What two numbers make 9? Write the missing number in the box.

(1)



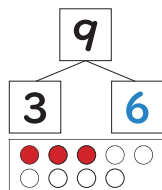
(2)



How to Solve

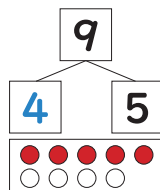
Draw 9 circles. Color the number you know, then count the rest.

(1)



Color 3 circles. 6 are not colored.

(2)

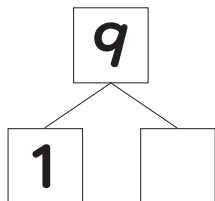


Color 5 circles. 4 are not colored.

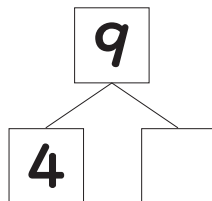
Try

What two numbers make 9? Write the missing number in the box.

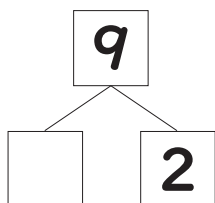
(1)



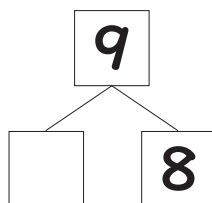
(2)



(3)



(4)



1

2

3

4

5

6

7

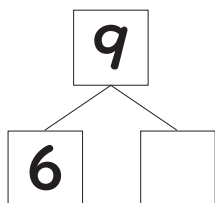
8

9

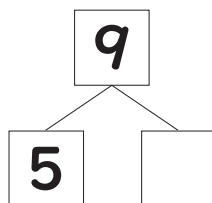
Exercise

What two numbers make 9? Write the missing number in the box.

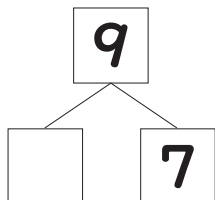
(1)



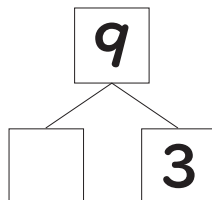
(2)



(3)



(4)

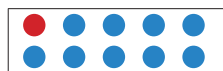




What Makes 10?

Point!

! What two numbers make 10?



● ...1, ● ...9 → 1 and 9 make 10



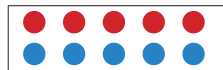
● ...2, ● ...8 → 2 and 8 make 10



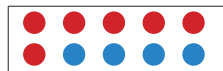
● ...3, ● ...7 → 3 and 7 make 10



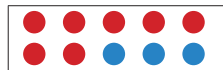
● ...4, ● ...6 → 4 and 6 make 10



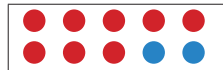
● ...5, ● ...5 → 5 and 5 make 10



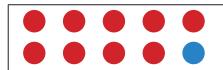
● ...6, ● ...4 → 6 and 4 make 10



● ...7, ● ...3 → 7 and 3 make 10



● ...8, ● ...2 → 8 and 2 make 10

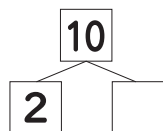


● ...9, ● ...1 → 9 and 1 make 10 🗣️

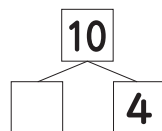
Warm Up

What two numbers make 10? Write the missing number in the box.

(1)



(2)



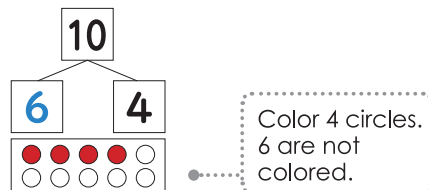
How to Solve

Draw 10 circles. Color the number you know, then count the rest.

(1)



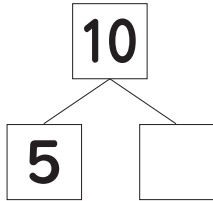
(2)



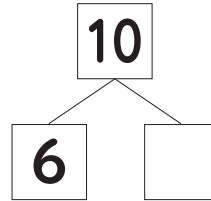
Try

What two numbers make 10? Write the missing number in the box.

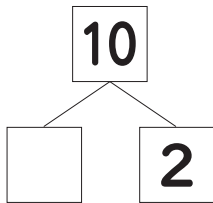
(1)



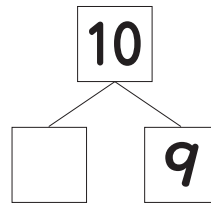
(2)



(3)



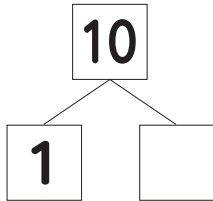
(4)



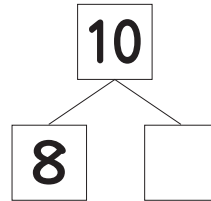
Exercise

What two numbers make 10? Write the missing number in the box.

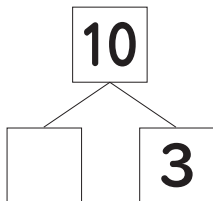
(1)



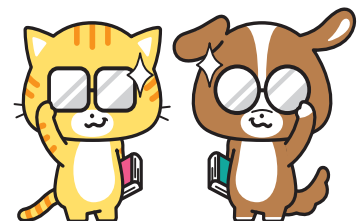
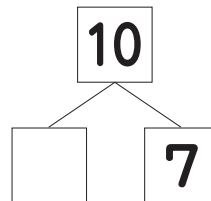
(2)



(3)



(4)



1

2

3

4

5

6

7

8

9



Let's Compare Numbers

Point!

! Review of numbers from 1 to 10

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

! Numbers get bigger as you go to the right.

1 2 3 4 5 6 7 8 9 10

Small



Big



Warm Up

Circle the bigger number.

6

7

Which is bigger?



How to Solve

Numbers get bigger as you go to the right.

1 2 3 4 5 6 7 8 9 10



6

7

Count in order from 1 and think!



Try

Circle the bigger number.

(1)

1

3

(2)

5

2

Circle the smaller number.

(1)

8

4

(2)

7

10

Exercise

Circle the bigger number.

(1)

2

10

(2)

7

5

(3)

4

3

(4)

9

6

Circle the smaller number.

(1)

8

1

(2)

3

5

(3)

5

9

(4)

8

6

1

2

3

4

5

6

7

8

9

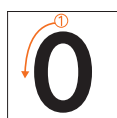
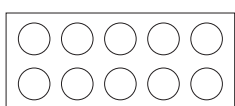
The Number Zero

Point!

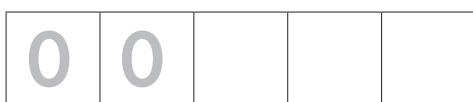
! The number 0 is called "zero"

Are there any colored circles ?!

There are no colored circles, and that means "zero"



Zero



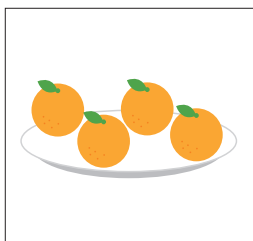
"Zero" means nothing is there!



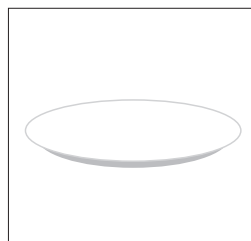
Warm Up

Write the number of oranges.

(1)



(2)



How to Solve

Point to the picture and count: "One, two, three, four, five."

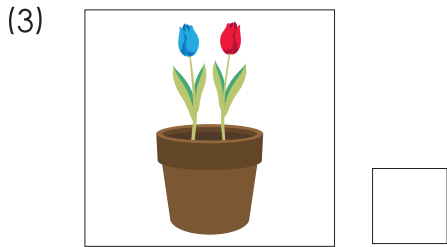
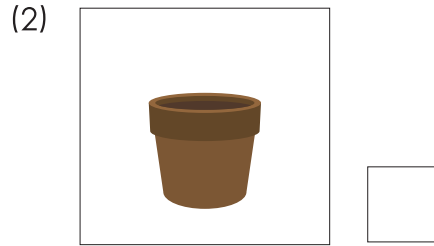
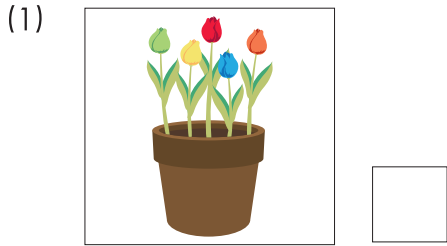
If there is nothing, write 0.

(1) 4

(2) 0

Try

Write the number of flowers.

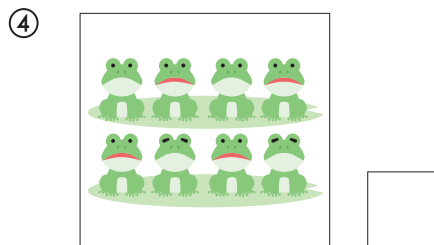
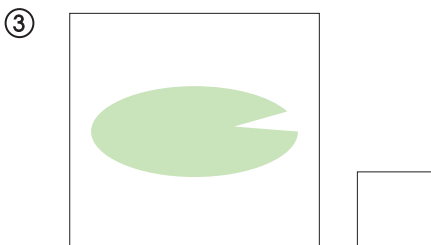
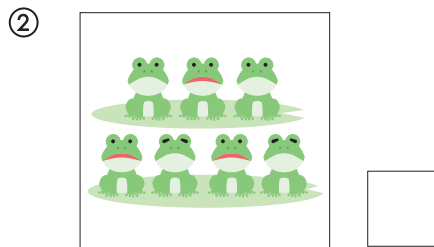
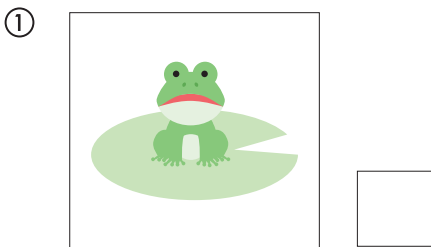


Exercise

(1) Let's practice.

0	0			
---	---	--	--	--

(2) Write the number of frogs.



1

2

3

4

5

6

7

8

9

What's the Position?

Point!

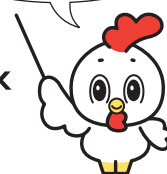
! 4 people from the front



! The 4th person from the front



The 4th from the front is this one person!



Warm Up

Circle the answer.

(1) 3 rabbits from the front

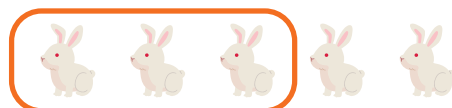


(2) The 4th person from the back



How to Solve

(1) Count from the front



(2) Count from the back



Try

Circle the answer.

(1) 2 horses from the front



(2) The 5th frog from the front



(3) The 6th person from the back



Exercise

Circle the answer.

(1) 4 cats from the front



(2) The 4th car from the front



(3) The 5th person from the back



1

2

3

4

5

6

7

8

9

2-2

Chapter 2 What's the Position?

Where Is It?

Point!

! When you answer "Where is it?", you also need to think about where to start counting from.

-  is the **3rd** from the top.
-  is the **2nd** from the bottom. 🗣️

Top



Bottom

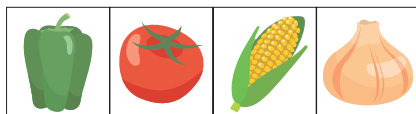
Warm Up

Look at the picture and answer.

(1)  is the from the top.

(2)  is the from the bottom.

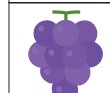
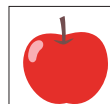
Left



Right

(3)  is the from the right.

Top



Bottom

How to Solve

Always check where to start counting from first.

(1) 2nd

(2) 1st

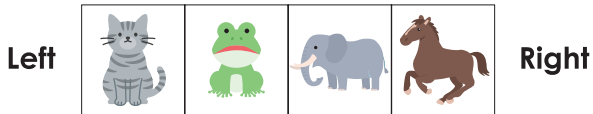
(3) 3rd

Try

Look at the picture and answer.

(1)  is the from the top.

(2)  is the from the bottom.



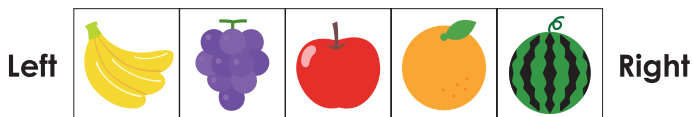
(3)  is the from the right.

Exercise

Look at the picture and answer.

(1)  is the from the bottom.

(2)  is the from the top.



(3)  is the from the left.

(4)  is the from the right.

Top



Bottom

1

2

3

4

5

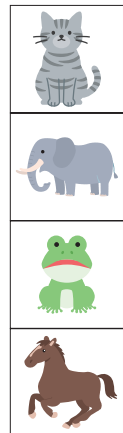
6

7

8

9

Top



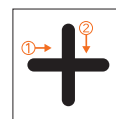
Bottom

Point!

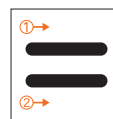
! When you put 2 and 3 together, you get 5. We can write it like this:

Addition sentence: $2 + 3 = 5$

We say: **"Two plus three is (equals) five."**



Addition
sign



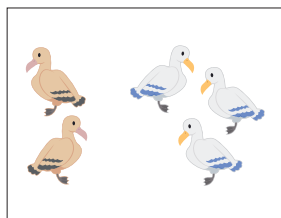
Equal
sign

! Sentences like $2 + 3$ or $5 + 1$ are called **addition**. 🗣️

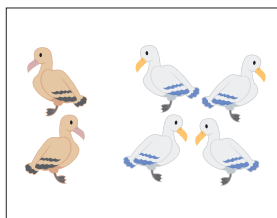
Warm Up

(1) Which picture shows $2 + 4$?

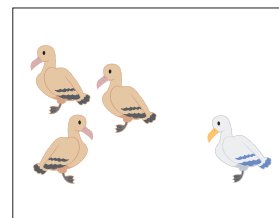
A



B



C



(2) Let's do addition.

① $3 + 1$

② $4 + 3$

③ $2 + 8$

How to Solve

(1) Choose the picture that shows 2 and 4 birds together.

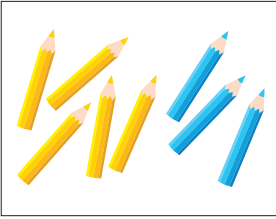
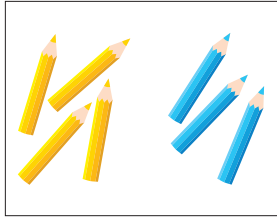
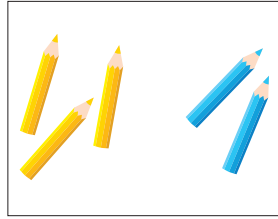
Answer: B

(2) ① $3 + 1 = 4$

② $4 + 3 = 7$

③ $2 + 8 = 10$

Try

(1) Which picture shows $5 + 3$?**A****B****C**

(2) Let's do addition.

① $1 + 7$

② $3 + 3$

③ $6 + 2$

④ $8 + 1$

⑤ $4 + 6$

⑥ $5 + 5$

1

2

3

4

5

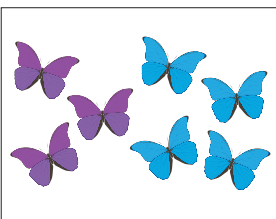
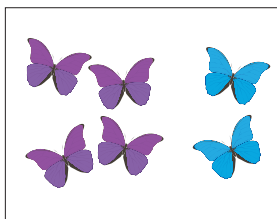
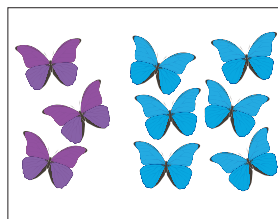
6

7

8

9

Exercise

(1) Which picture shows $3 + 6$?**A****B****C**

(2) Let's do addition.

① $1 + 4$

② $2 + 2$

③ $5 + 2$

④ $5 + 4$

⑤ $7 + 3$

⑥ $9 + 1$

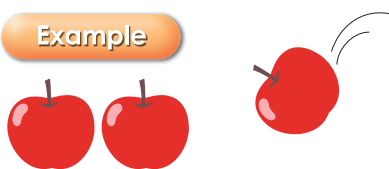
Point!

! Use **addition** when you want to find out:

"How many in total?"

"How many after adding more?"

Example



$$2 + 1 = 3$$

There are 2 apples. Then
1 more apple is added.
Now there are 3 apples!



! In a word problem, write both the **addition sentence** and the **answer**.

At the end of the answer, write a word like "pieces," "animals," or

"sticks." 🗣️

Warm Up

(1) You have 1 pencil and 4 more pencils.

How many pencils are there in total?



(2) There are 5 cats. Then 3 more cats come.

How many cats are there now?



How to Solve

When we ask "How many in total?" or "How many after adding more?" we use addition.

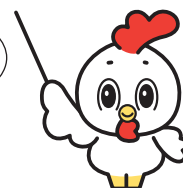
(1) Addition sentence: $1 + 4 = 5$

Answer: 5 pencils

(2) Addition sentence: $5 + 3 = 8$

Answer: 8 cats

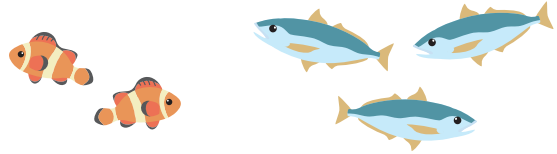
Don't forget to
write the answer!



Try

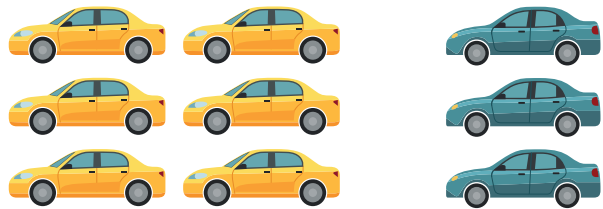
(1) There are 2 orange fish and 3 blue fish. How many fish are there in total?

Write the mathematical sentence and the answer.



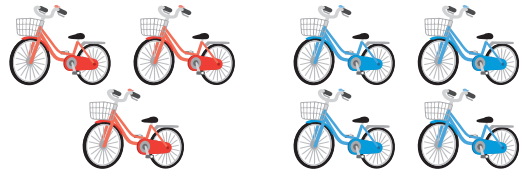
(2) There are 6 cars. Then 3 more cars come. How many cars are there in total?

Write the mathematical sentence and the answer.

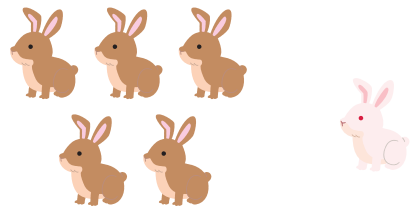


Exercise

(1) There are 3 red bicycles and 4 blue bicycles. How many bicycles are there in total? Write the mathematical sentence and the answer.



(2) There are 5 rabbits. Then 1 more rabbit comes. How many rabbits are there now? Write the mathematical sentence and the answer.



(3) There are 4 bottles of water and 6 bottles of orange juice. How many bottles are there in total? Write the mathematical sentence and the answer.



1

2

3

4

5

6

7

8

9



Point!

- ! You can add 0 just like any other number.
- ! When you add 0 to a number, the number stays the same.

Example

$$2 + 0 = 2$$



$2 + 0 = 2$.
In the same way,
 $0 + 2 = 2$.



Warm Up

(1) Let's do addition.

① $5 + 0$

② $0 + 8$

(2) You are putting oranges into baskets. You put 3 oranges in the first basket, and 0 in the second basket. How many oranges did you put in total? Write the addition sentence and the answer.



1st basket



2nd basket

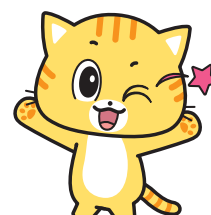
The question says "How many?", so write your answer with "oranges."

How to Solve

(1) ① $5 + 0 = 5$

② $0 + 8 = 8$

(2) Addition sentence: $3 + 0 = 3$

Answer: 3 oranges

Try

(1) Let's do addition.

① $1 + 0$

② $4 + 0$

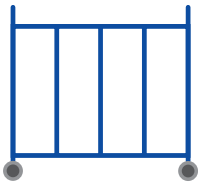
③ $6 + 1$

④ $0 + 7$

⑤ $0 + 9$

⑥ $3 + 7$

(2) You are putting balls into a basket. You put 0 balls the first time, and 5 balls the second time. How many balls did you put in total? Write the mathematical sentence and the answer.



1st time



2nd time

Exercise

(1) Let's do addition.

① $2 + 0$

② $6 + 0$

③ $7 + 2$

④ $0 + 1$

⑤ $0 + 5$

⑥ $4 + 4$

(2) You went fishing. Yesterday, you caught 4 fish. Today, you caught 0 fish. How many fish did you catch in total? Write the mathematical sentence and the answer.



Yesterday



Today

Don't forget to write the answer!



1

2

3

4

5

6

7

8

9

Making Addition Stories

Warm Up

Let's make a story that matches this addition:

$$2 + 3 = 5$$



There are 2 black fish and
3 red fish.
How many fish are there?



There are 2 orange birds
and 3 blue birds.
How many birds are there?



Try

Let's make a story that matches this addition:

$$4 + 1 = 5$$



1

2

3

4

5

6

7

8

9

Exercise

Let's make a story that matches this addition:

$$2 + 1 = 3$$





Point!

! When you take 3 away from 5, you get 2. We can write it like this:

Subtraction sentence: $5 - 3 = 2$

We say: **“Five minus three is (equals) two.”**



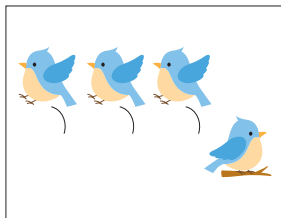
Subtraction
sign

! Sentences like $3 - 2$ or $4 - 1$ are called **subtraction**. 🗣️

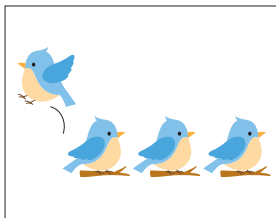
Warm Up

(1) Which picture shows $3 - 1$?

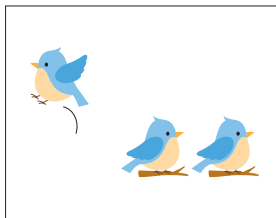
A



B



C



(2) Let's do subtraction.

① $4 - 3$

② $5 - 2$

③ $10 - 1$

How to Solve

(1) Choose the picture that shows 3 take away 1. → Answer: C

(2) ① $4 - 3 = 1$

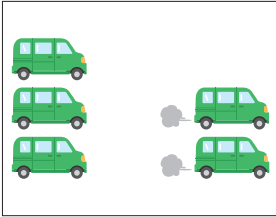
② $5 - 2 = 3$

③ $10 - 1 = 9$

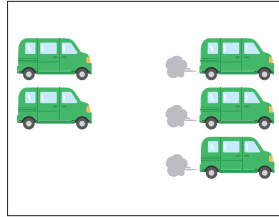
Try

(1) Which picture shows $5 - 3$?

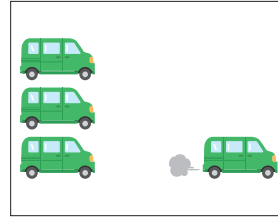
A



B



C



(2) Let's do subtraction.

① $2 - 1$

② $5 - 3$

③ $7 - 2$

④ $8 - 4$

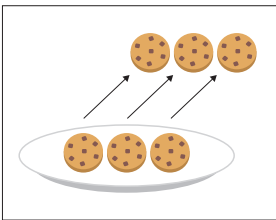
⑤ $10 - 2$

⑥ $10 - 8$

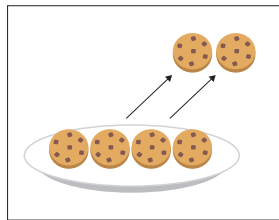
Exercise

(1) Which picture shows $6 - 4$?

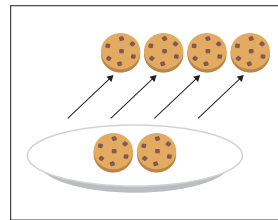
A



B



C



(2) Let's do subtraction.

① $4 - 2$

② $5 - 1$

③ $6 - 5$

④ $9 - 7$

⑤ $10 - 5$

⑥ $10 - 9$

1

2

3

4

5

6

7

8

9

4-2

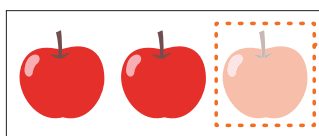
Chapter 4 Subtraction

Subtraction (Part 2)

Point!

❗ Use **subtraction** when you want to find out: "How many are left?"

Example



If you eat 1 apple:

$$3 - 1 = 2$$



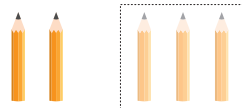
2 apples are left!



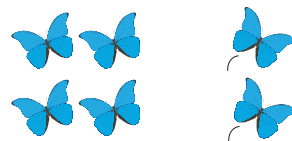
❗ In a word problem, write both the **subtraction sentence** and the **answer**. At the end of the answer, write a word like "pieces," "animals," or "sticks". 🗣️

Warm Up

(1) You have 5 pencils. You give away 3. How many are left?



(2) There are 6 butterflies. 2 fly away. How many are left?



How to Solve

To find "how many are left," use subtraction.

(1) Subtraction sentence: $5 - 3 = 2$

Answer: 2 pencils

(2) Subtraction sentence: $6 - 2 = 4$

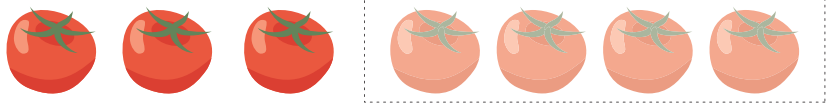
Answer: 4 butterflies

Don't forget to write the answer!

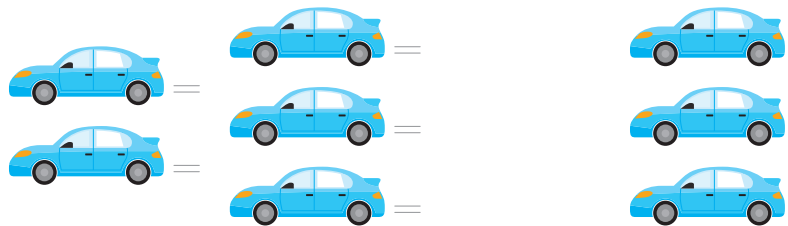


Try

(1) You have 7 tomatoes. You eat 4. How many are left? Write the mathematical sentence and the answer.

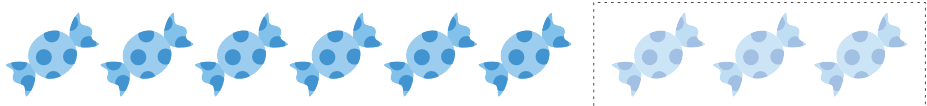


(2) There are 8 cars. 5 cars leave. How many are left? Write the mathematical sentence and the answer.

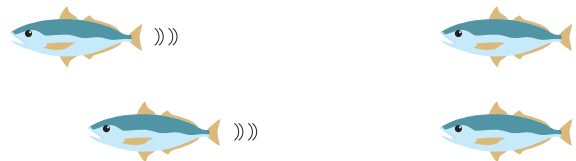


Exercise

(1) There are 9 candies. You eat 3. How many are left? Write the mathematical sentence and the answer.



(2) There are 4 fish. 2 swim away. How many are left? Write the mathematical sentence and the answer.



(3) There are 10 flowers. You give away 2. How many are left? Write the mathematical sentence and the answer.



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Subtraction with Zero "0"

Point!

- 1 ! You can subtract 0 just like any other number.
- 2 ! When you subtract 0 from a number, the number stays the same.

Example

$$2 - 0 = 2$$

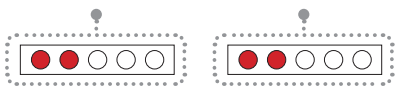


More examples: $4 - 0 = 4$ and $7 - 0 = 7$

- 3 ! When you subtract a number from itself, the answer is 0.

Example

$$2 - 2 = 0$$



More examples: $1 - 1 = 0$ and $8 - 8 = 0$

Warm Up

(1) Let's do subtraction.

① $2 - 0$

② $7 - 7$

(2) There are 3 oranges in a basket. You didn't eat any.

How many are left? Write the subtraction sentence and the answer.



When the question asks "How many?", answer with "- oranges."

How to Solve

(1) ① $2 - 0 = 2$

② $7 - 7 = 0$

(2) Subtraction sentence: $3 - 0 = 3$ Answer: 3 oranges



Try

(1) Let's do subtraction.

① $1 - 0$

② $9 - 0$

③ $6 - 1$

④ $4 - 4$

⑤ $5 - 5$

⑥ $7 - 3$

(2) There are 5 balls in the basket. You didn't take any.

How many balls are left in the basket? Write the mathematical sentence and the answer.



(3) There are 6 birds. All 6 flew away. How many birds are left? Write the mathematical sentence and the answer.



Exercise

(1) Let's do subtraction.

① $3 - 0$

② $5 - 0$

③ $8 - 2$

④ $6 - 6$

⑤ $3 - 3$

⑥ $4 - 3$

(2) There are 5 apples. You didn't eat any. How many apples are left? Write the mathematical sentence and the answer.



(3) There are 2 pieces of cake. You ate all 2. How many are left? Write the mathematical sentence and the answer.



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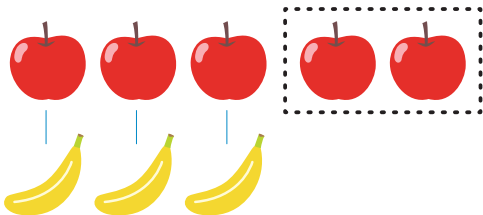


Point!

- ! Use **subtraction** when you want to find out: "What is the difference?" When you do that, you subtract the **smaller** number from the **bigger** number.

Example

What is the difference between the number of apples and bananas?



$$5 - 3 = 2$$

Write the bigger number first. Subtract the smaller number from the bigger number.



- ! In word problems, write both the **subtraction sentence** and the **answer**.

Warm Up

- (1) What is the difference between the number of potatoes and tomatoes?



- (2) What is the difference between the number of butterflies and bees?



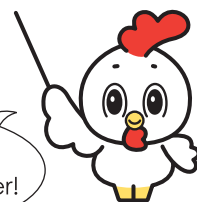
How to Solve

When we ask "What is the difference?" we use subtraction.

(1) Subtraction sentence: $7 - 4 = 3$ Answer: 3

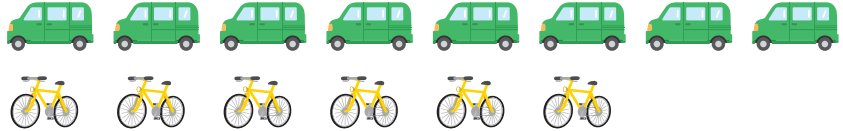
(2) Subtraction sentence: $6 - 5 = 1$ Answer: 1

Don't forget to write the answer!



Try

(1) What is the difference between the number of cars and bicycles? Write the mathematical sentence and the answer.

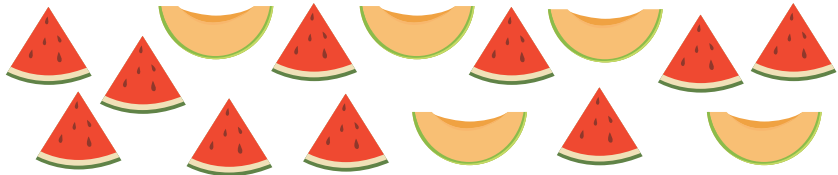


(2) There are 6 red flowers. There are also 4 white flowers. What is the difference between the number of red flowers and white flowers? Write the mathematical sentence and the answer.

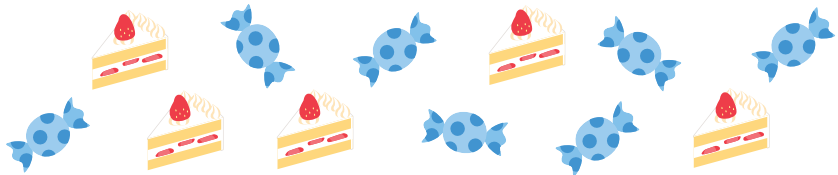


Exercise

(1) What is the difference between the number of watermelons and melons? Write the mathematical sentence and the answer.



(2) What is the difference between the number of candies and cakes? Write the mathematical sentence and the answer.



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Making Subtraction Stories

Warm Up

Let's make a story that matches this subtraction:

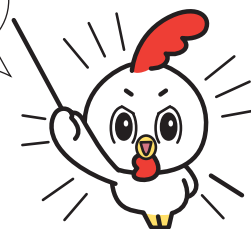
$$5 - 3 = 2$$



There are 5 cats.
3 run away.



Let's think:
"How many are left?"
or "What is the difference?"



Try

Let's make a story that matches this subtraction:

$$4 - 1 = 3$$



1

2

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Exercise

Let's make a story that matches this subtraction:

$$3 - 2 = 1$$





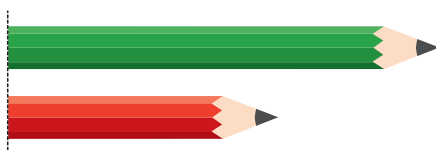
Which One Is Longer?

Point!

! When you compare lengths, line up one end.

Example

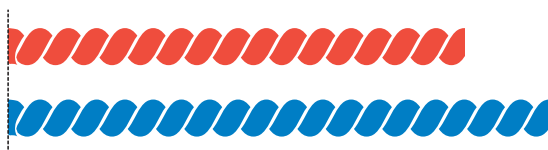
Let's compare the length of the green pencil and the red pencil.



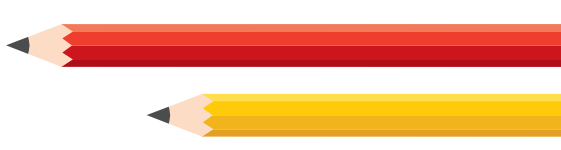
→ The green pencil is longer. 🗣️

Warm Up

(1) Compare the length of the red string and the blue string. When you line up one end, it looks like this: Which string is longer?



(2) Compare the length of the red pencil and the yellow pencil. When you line up one end, it looks like this: Which pencil is longer?

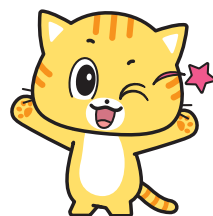


How to Solve

(1) Blue string

(2) Red pencil

Even if the place you line up changes, think about it in the same way!

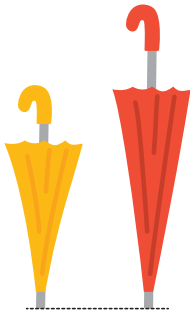


Try

- (1) Compare the length of the blue toothbrush and the green toothbrush. When you line up one end, it looks like this: Which toothbrush is longer?



- (2) Compare the length of the yellow umbrella and the red umbrella. When you line up one end, it looks like this: Which umbrella is longer?

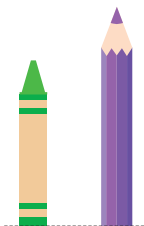


Exercise

- (1) Compare the length of the red ribbon and the green ribbon. When you line up one end, it looks like this: Which ribbon is longer?



- (2) Compare the length of the crayon and the pencil. When you line up one end, it looks like this: Which one is longer?



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Point!

- ! If you can't line up the ends, you can still compare lengths using objects.

Warm Up

- (1) Let's compare the length and width of a desk.

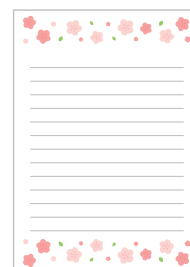


We can't line up the ends.
How should we measure?

You might be able to
use objects as: pencil,
your finger, or a tape!



- (2) Let's compare the length and width of this piece of paper.



How to Solve

- (1) Example

- Use a tape to measure the length.
- Use your finger to check how many finger spaces long it is.
- Use a pencil or something else to measure how many times it fits.

- (2) Example

- Fold the paper as in the picture, and stack it to compare the length and the width.

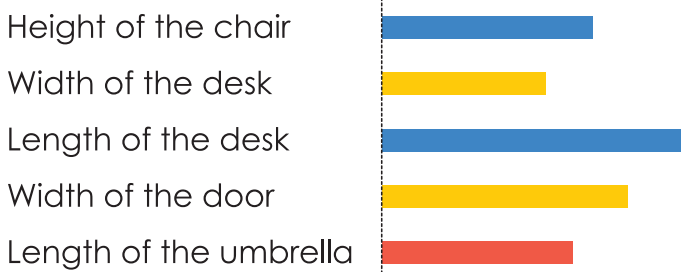


Try

- (1) Let's use a tape to measure the lengths of different things in the classroom.
- (2) Let's put tapes side by side and compare the lengths.

Example

We used the tape to measure, and found that:



Exercise

Try comparing the lengths of things at home!

Examples: Try to compare the height of a door, the length and width of a desk...
Let's check many other things at home!



1

2

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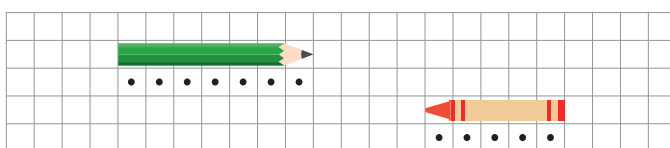
9

Let's Compare Lengths

Point!

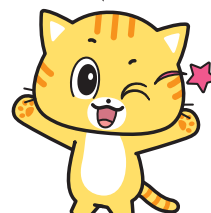
! You can compare lengths using "how many blocks long."

Example



- The pencil is 7 blocks long.
 - The crayon is 5 blocks long.
- The pencil is longer. 🗣️

Count the blocks to measure the length of the pencil and the crayon. Compare two numbers to know what is longer.

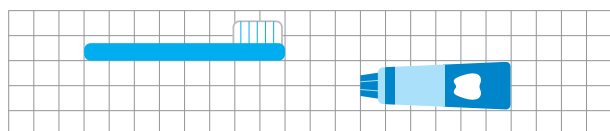


Warm Up

(1) Which is longer, the yellow train or the green train?



(2) Which is longer, the toothbrush or the toothpaste?



How to Solve

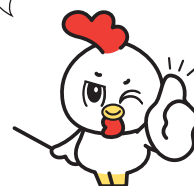
(1) The yellow train is 4 blocks long. The green train is 5 blocks long.

The green train is longer

(2) The toothbrush is 8 blocks long. The toothpaste is 6 blocks long.

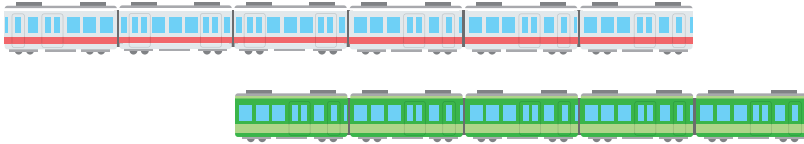
The toothbrush is longer

You can compare lengths even if the ends don't line up.



Try

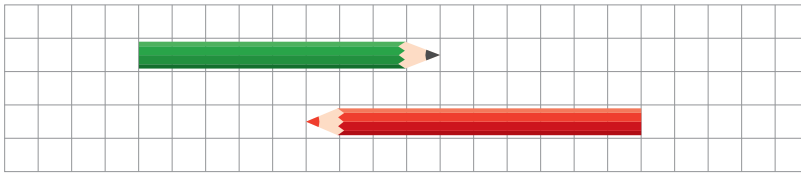
(1) Which is longer, the white train or the green train?



Which train has more carriages?



(2) Which is longer, the green pencil or the red pencil?

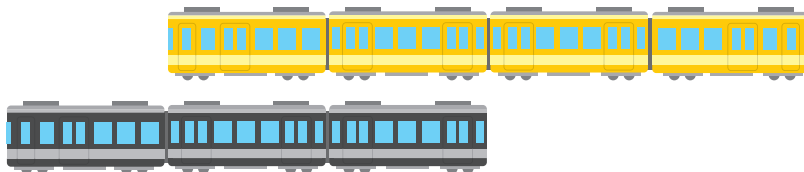


Don't forget to count the blocks to find out which one is longer.

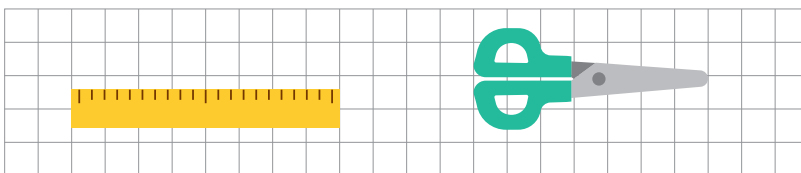


Exercise

(1) Which is longer, the yellow train or the black train?



(2) Let's compare the length of the scissors and the ruler.



- ① How many blocks long is the scissors?
- ② How many blocks long is the ruler?
- ③ Which is longer, the scissors or the ruler?



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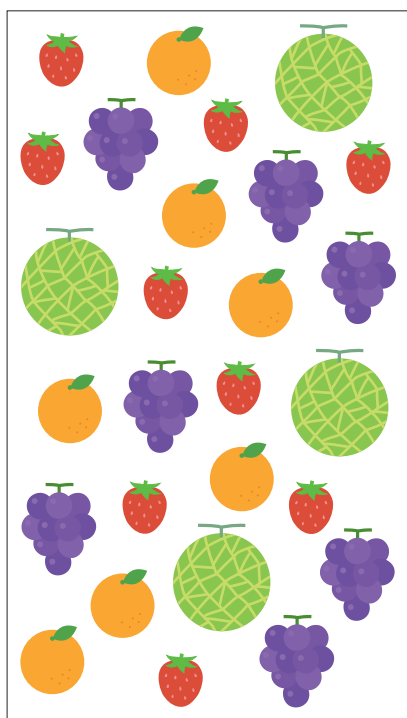
Representing Data with Pictures

Point!

- How to represent data with pictures:
- When you want to find out the number of scattered items, line them up and sort them. That makes it easier to understand.
 - When representing: ① **Mark** each one. ② Color from the **bottom up**.

Warm Up

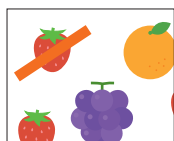
Count each type of the fruit and color them.



STRAWBERRIES	MELONS	ORANGES	GRAPES

How to Solve

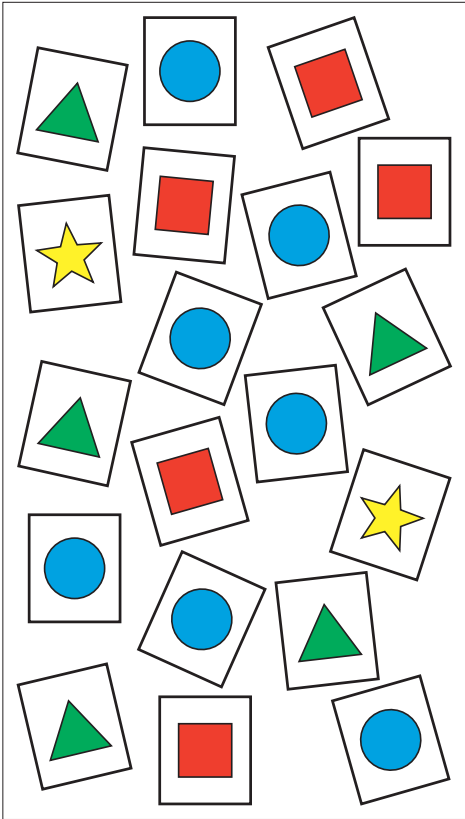
Put a mark on each picture and color from the bottom up.



STRAWBERRIES	MELONS	ORANGES

Try

Count the cards that have the same picture, and color them.



CIRCLES	TRIANGLES	SQUARES	STARS

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

Exercise

(1) Count each type of the vegetables and color them.



			
			
			
			
			
			
			
			
			
			
TOMATOES	ONIONS	CUCUMBERS	EGGPLANTS

(2) Count each type of animal cards and color them.



			
			
			
			
			
			
			
			
			
			
LIONS	GIRAFFES	BIRDS	CAMELS

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

What We Learn from Results

Point!

- ! When we represent data, we can see what has the most and what has the least.

Warm Up

We counted each type of the colored fruit. Let's answer the questions.

- (1) Which has the most?
- (2) Which has the least?
- (3) Which fruits have the same number?
- (4) How many grapes are there?

			
			
			
			
			
			
			
			
			
			
STRAWBERRIES	MELONS	ORANGES	GRAPES

How to Solve

- (1) The most: strawberries
- (2) The least: melons
- (3) The same number: oranges and grapes
- (4) 7

Sorting into a chart helps us see which is more or less!



Try

We counted each type of the colored shapes. Let's answer the questions.

- (1) Which has the most?
- (2) Which has the least?
- (3) Which shapes have the same number?
- (4) How many triangles are there?

			
			
			
			
			
			
			
			
			
			
			
CIRCLES	TRIANGLES	SQUARES	STARS

1

2

3

4

5

6

7

8

9

Exercise

(1) We counted each type of the colored vegetables. Let's answer the questions.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- ① Which has the most?
- ② Which has the least?
- ③ How many tomatoes are there?
- ④ How many cucumbers are there?

			
			
			
			
			
			
			
			
			
			
TOMATOES	ONIONS	CUCUMBERS	EGGPLANTS

(2) We counted each type of the colored animals. Let's answer the questions.

- ① Which has the most?
- ② Which has the least?
- ③ Which animals have the same number?
- ④ How many camels are there?

			
			
			
			
			
			
			
			
			
			
LIONS	GIRAFFES	BIRDS	CAMELS

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

Let's Compare Results

Point!

! When we compare two results, we can see the differences.

Warm Up

Class 1 and Class 2 sorted their favorite fruits. Let's answer the questions.

Class 1				Class 2			
							
							
							
							
							
							
							
							
							
							
STRAWBERRIES	MELONS	ORANGES	GRAPES	STRAWBERRIES	MELONS	ORANGES	GRAPES

- (1) Which class has more grapes?
- (2) Which class has more melons?
- (3) Which fruit has the same number in both classes?

How to Solve

(1) Compare the number of colored grapes: Class 1 has 8, Class 2 has 5.

Class 1 has more grapes.

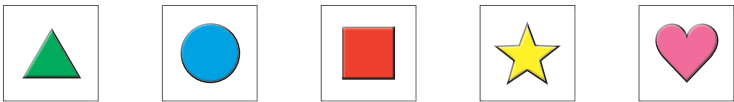
(2) Compare the number of colored melons: Class 1 has 5, Class 2 has 6.

Class 2 has more melons.

(3) The fruit that has the same number in both classes is oranges. (2 each)

Try

Two groups sorted shape cards. One of the five cards is the “winning card.” The group with more winning cards is the winner. Let’s answer the questions.

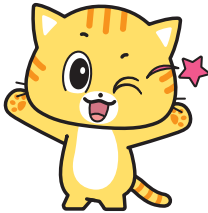


Group 1				
TRIANGLES	CIRCLES	SQUARES	STARS	HEARTS

Group 2				
TRIANGLES	CIRCLES	SQUARES	STARS	HEARTS

- (1) Which group has more stars?
- (2) Which card has the same number in both groups?
- (3) If the winning card is the heart, which group is the winner?
- (4) If the winning card is the triangle, which group is the winner?

Remember!
The winning group is
the group with more
winning cards!



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

Exercise

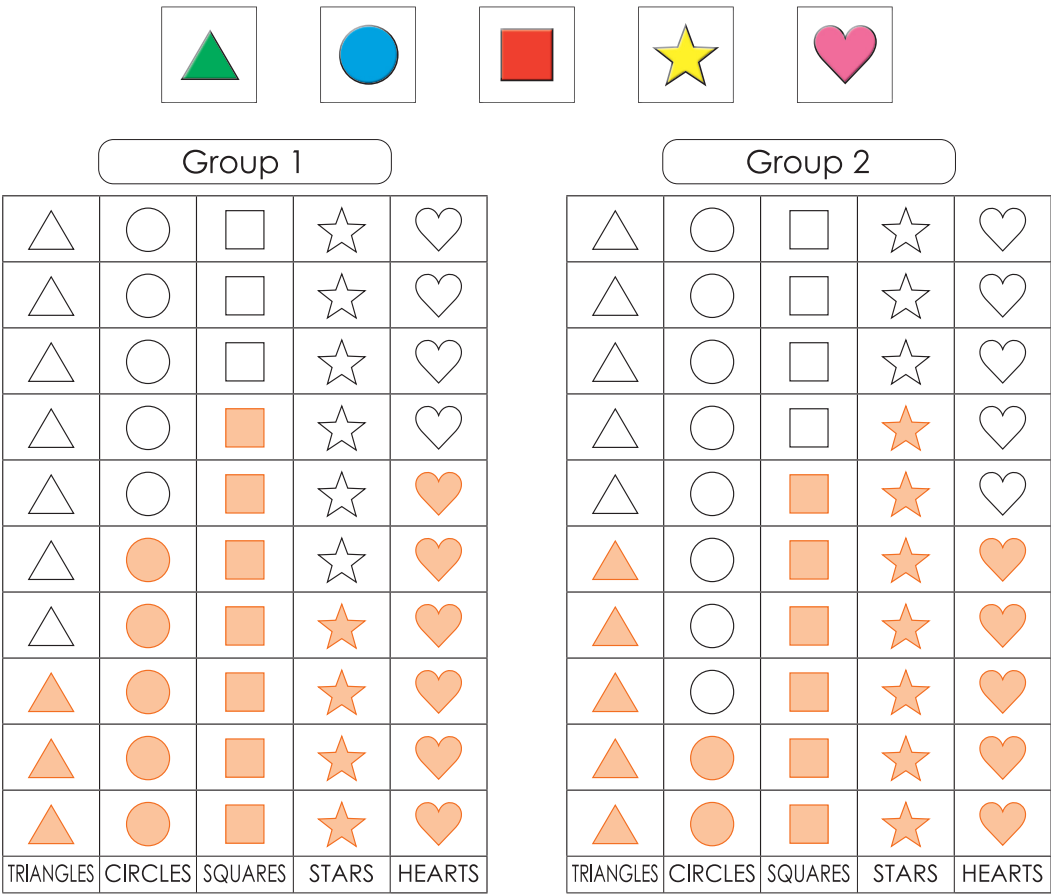
(1) Class 1 and Class 2 sorted their favorite animals. Let's answer the questions.

Class 1			
			
			
			
			
			
			
			
			
			
			
GIRAFFES	DOGS	CATS	CAMELS

Class 2			
			
			
			
			
			
			
			
			
			
			
GIRAFFES	DOGS	CATS	CAMELS

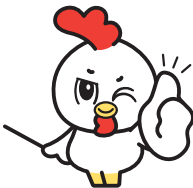
- ① Which class has more dogs?
- ② Which class has more camels?
- ③ Which animal is the most in Class 1?
- ④ Which animal has the same number in both classes?

(2) Two groups sorted shape cards. One of the five cards is the “winning card.”
The group with more winning cards is the winner. Let’s answer the questions.



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

- ① Which group has more hearts?
- ② Which card is the most in Group 1?
- ③ If the winning card is the circle, which group is the winner?
- ④ If the winning card is the triangle, which group is the winner?





Numbers up to 20

Point!

! Ten plus one is eleven.

Let's learn the numbers from 10 to 20.



Ten and one make eleven!

	10	<u>Ten</u>			
	11	<u>Eleven</u>		16	<u>Sixteen</u>
	12	<u>Twelve</u>		17	<u>Seventeen</u>
	13	<u>Thirteen</u>		18	<u>Eighteen</u>
	14	<u>Fourteen</u>		19	<u>Nineteen</u>
	15	<u>Fifteen</u>		20	<u>Twenty</u>

Warm Up

Write the number.

(1)

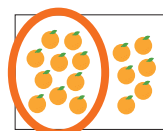
(2)

How to Solve

(1) 10 and 3 make 13

(2) Group into 10, then count 10 and 6 to make 16

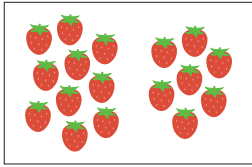
It's easier to count when we circle a group of ten!



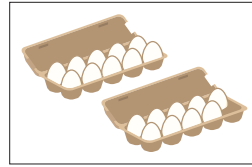
Try

(1) Write the number.

①



②



(2) Look at the picture and answer.



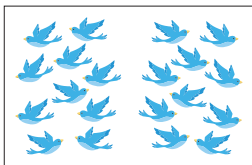
① How many children are standing in line?

② What position is HASSAN from the front?

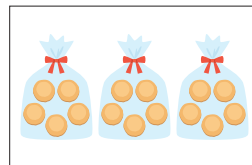
Exercise

(1) Write the number.

①



②



(2) Look at the picture and answer.



① How many children are standing in line?

② What position is SARA from the front?

1

2

3

4

5

6

7

8

9



Ten and Some Number (from 1 to 10)

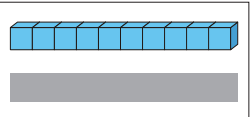
Point!

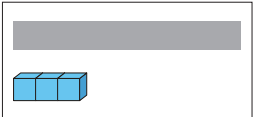
! Numbers greater than 10 can be split into 10 and some number.

11 10 and 116 10 and 612 10 and 217 10 and 713 10 and 318 10 and 814 10 and 419 10 and 915 10 and 520 10 and 10 🗣️

Warm Up

(1) Write the number of hidden blocks.

① 15 

② 13 

(2) What number goes in the box?

① 10 and 4 make

```
graph TD
    A[ ] --- B[10]
    A --- C[4]
```

② 19 is 10 and

```
graph TD
    A[19] --- B[10]
    A --- C[ ]
```

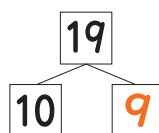
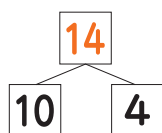
How to Solve

(1) ① You see 10 blocks. The number of hidden blocks is 5.

② You see 3 blocks. The number of hidden blocks is 10.

(2) ① 10 and 4 make

② 19 is 10 and



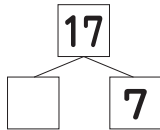
Try

What number goes in the box?

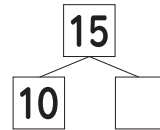
(1) 10 and 9 make

(2) 10 and 6 make

(3) 17 is and 7



(4) 15 is 10 and



(5) 12 is and 2

(6) 14 is 10 and

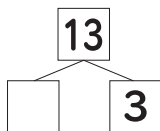
Exercise

What number goes in the box?

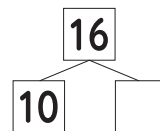
(1) 10 and 5 make

(2) 10 and 8 make

(3) 13 is and 3



(4) 16 is 10 and



(5) 15 is and 5

(6) 20 is 10 and

1

2

3

4

5

6

7

8

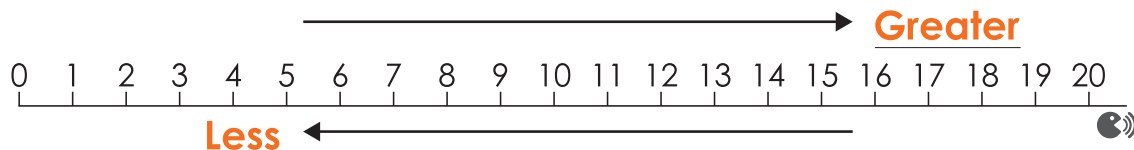
9



Number Line

Point!

! On a number line, numbers get greater as you go to the right.



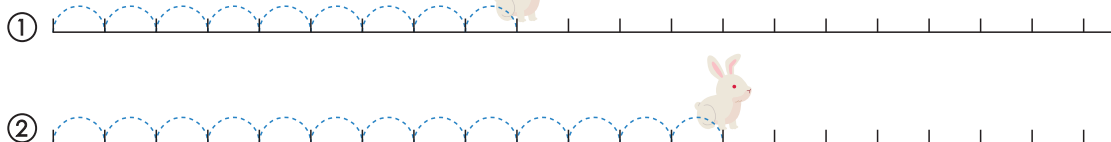
Warm Up

The number line starts at 0.

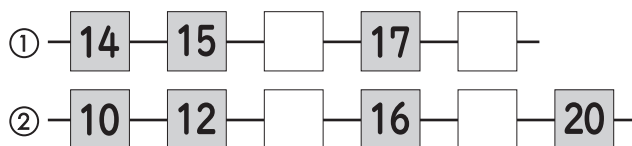


(1) Look at the number line. How far did the rabbit go? Write the number.

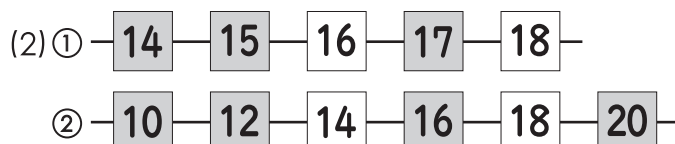
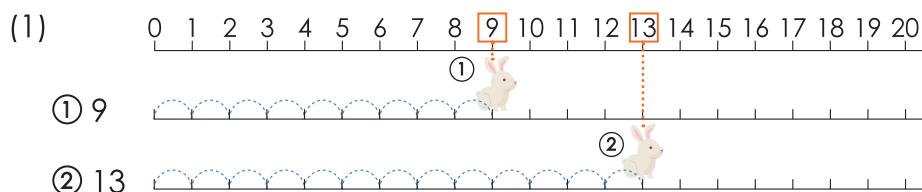
① ②



(2) Look at the number line in (1) and write the number that goes in the box.



How to Solve



Did you notice the numbers are going up by 2 from 10?



Try

(1) Circle the bigger number.

① 12 8

② 17 19

(2) Write the number that goes in the box.

① 12 — — 14 — — — 17 —

② 10 — — 14 — — 18 — 20 —

③ 18 — — 16 — 15 — — 13 —

(3) Use the number line and answer.



① What number is 4 more than 11?

② What number is 7 less than 18?

(4) Put the cards in order from least to greatest.



➔

➔

➔

1

2

3

4

5

6

7

8

9

Exercise

(1) Look at the number line. How far did the cat go? Write the number.

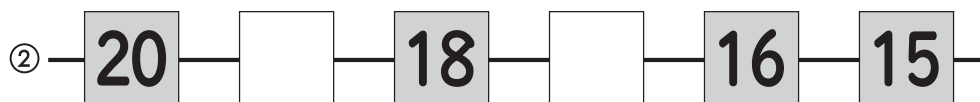
① ②



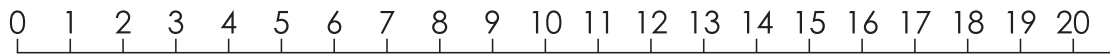
(2) Circle the bigger number.

① ②

(3) Write the number that goes in the box.



(4) Use the number line and answer.



① What number is 2 more than 10?

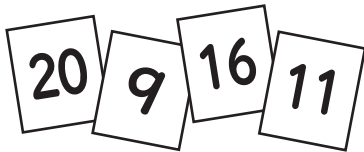
② What number is 8 more than 12?

③ What number is 3 less than 15?

④ What number is 7 less than 17?

(5) Put the cards in order from least to greatest.

①


 → → →

②


 → → →

1

2

3

4

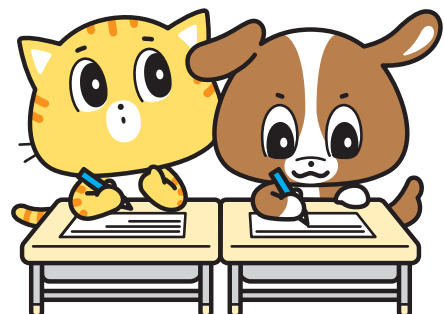
5

6

7

8

9





Adding and Subtracting Numbers (Part 1)

Point!

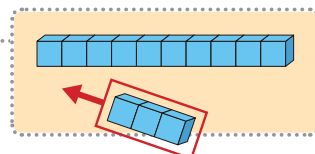
! "10 plus some number"

When you add some number (from 1 to 9) to 10, you get a number from 11 to 19.

Example

10 and 3 make 13.

Addition sentence: $10 + 3 = 13$



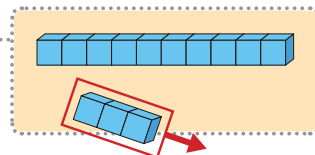
! "Numbers 11-19 minus some numbers"

When you subtract the numbers (from 1 to 9) from the numbers (from 11 to 19) in order, you get 10.

Example

13 minus 3 makes 10.

Subtraction sentence: $13 - 3 = 10$



Warm Up

(1) Solve the problems.

① $10 + 2$

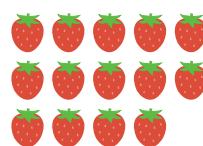
② $10 + 8$

③ $12 - 2$

④ $17 - 7$

(2) There are 14 strawberries. You eat 4. How many are left?

Write the mathematical sentence and the answer.



How to Solve

(1) ① $10 + 2 = 12$

② $10 + 8 = 18$

③ $12 - 2 = 10$

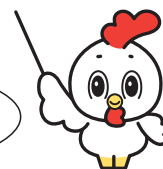
④ $17 - 7 = 10$

(2) You are finding how many are left. Use subtraction.

Subtraction sentence: $14 - 4 = 10$

Answer: 10 strawberries

Be sure to write 'pieces' after the number!



Try

(1) Solve the problems.

① $10 + 1$

② $10 + 9$

③ $10 + 4$

④ $15 - 5$

⑤ $18 - 8$

⑥ $19 - 9$

(2) There are 10 cats. Then 6 more come. How many cats are there now in total?

Write the mathematical sentence and the answer.

(3) There are 17 balloons. 7 fly away. How many are left? Write the mathematical sentence and the answer.

Exercise

(1) Write the number.

① What is 10 plus 4?

$10 + 4 = \square$

② What is 18 minus 8?

$18 - 8 = \square$

(2) Solve the problems.

① $10 + 3$

② $10 + 7$

③ $10 + 6$

④ $13 - 3$

⑤ $14 - 4$

⑥ $11 - 1$

(3) There are 10 children. 5 more join. How many children are there now in total?

Write the mathematical sentence and the answer.

(4) There are 12 cats. 2 go out. How many are left? Write the mathematical sentence and the answer.

1

2

3

4

5

6

7

8

9

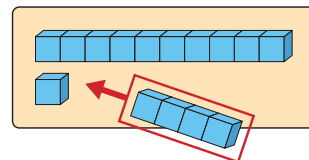
Point!

! "A number more than 10, plus some number"

Example

$$\begin{array}{r} 11 + 4 = 15 \\ \begin{array}{l} 10 \\ 1 \end{array} \end{array}$$

Keep 10, then add 1 and 4

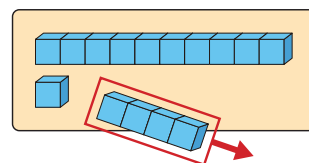


! "A number more than 10, minus some number"

Example

$$\begin{array}{r} 15 - 4 = 11 \\ \begin{array}{l} 10 \\ 5 \end{array} \end{array}$$

Keep 10, then subtract 4 from 5



Warm Up

(1) Solve the problems.

① $12 + 2$

② $15 + 4$

③ $16 - 1$

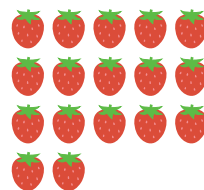
④ $19 - 7$

Keep 10, and do the math!



(2) You have 17 strawberries. If you eat 3, how many are left?

Write the mathematical sentence and the answer.



How to Solve

(1) ① $12 + 2 = 14$

$$\begin{array}{r} 12 + 2 = 14 \\ \begin{array}{l} 10 \\ 2 \end{array} \end{array}$$

Keep 10, then add 2 and 2

② $15 + 4 = 19$

$$\begin{array}{r} 15 + 4 = 19 \\ \begin{array}{l} 10 \\ 5 \end{array} \end{array}$$

Keep 10, then add 5 and 4

③ $16 - 1 = 15$

$$\begin{array}{r} 16 - 1 = 15 \\ \begin{array}{l} 10 \\ 6 \end{array} \end{array}$$

Keep 10, then subtract 1 from 6

④ $19 - 7 = 12$

$$\begin{array}{r} 19 - 7 = 12 \\ \begin{array}{l} 10 \\ 9 \end{array} \end{array}$$

Keep 10, then subtract 7 from 9

(2) Since we take 3 away from 17:

Subtraction sentence: $17 - 3 = 14$

Answer: 14 strawberries

Try

(1) Solve the problems.

① $14 + 3$

② $16 + 2$

③ $18 + 1$

④ $12 - 1$

⑤ $14 - 2$

⑥ $19 - 4$

(2) There are 12 children. Then 5 more come. How many children are there now in total? Write the mathematical sentence and the answer.

(3) You have 16 candies. You give away 4. How many are left? Write the mathematical sentence and the answer.

Exercise

(1) Write the number.

① What is 14 plus 2?

$14 + 2 = \square$

② What is 17 minus 4?

$17 - 4 = \square$

(2) Solve the problems.

① $13 + 6$

② $15 + 3$

③ $11 + 3$

④ $16 - 3$

⑤ $19 - 5$

⑥ $15 - 4$

(3) There are 14 cats. Then 4 more come. How many cats are there now in total? Write the mathematical sentence and the answer.

(4) You have 18 notebooks. You used 6 of them. How many notebooks are not used? Write the mathematical sentence and the answer.

1

2

3

4

5

6

7

8

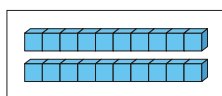
9



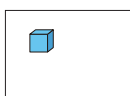
Point!

! Numbers greater than 20

Example



20



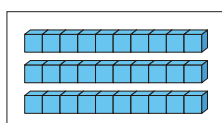
1



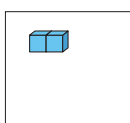
20 and 1 make

21

Twenty-one



30



2



3 groups of 10 make

30

Thirty

30 and 2 make

32

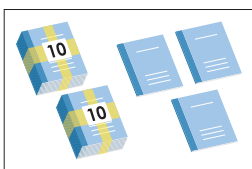
Thirty-two



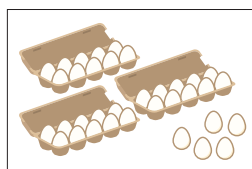
Warm Up

(1) Count and write the number.

①



②



(2) Write the number.

① Twenty-six

② Thirty-eight

How to Solve

(1) ① 10 and 10 make 20. Add 3 more to 20, and that makes 23.

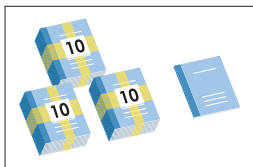
② 10, 10, and 10 make 30. Add 5 more to 30, and that makes 35.

(2) ① Twenty (20) and six (6) make 26. ② Thirty (30) and eight (8) make 38.

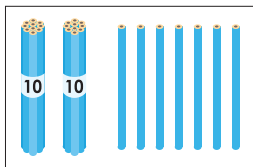
Try

(1) Count and write the number.

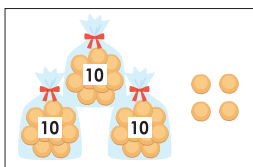
①



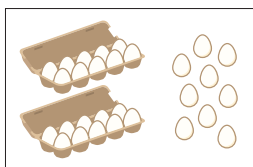
②



③



④



(2) Write the number.

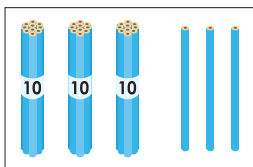
① Twenty-four

② Thirty-seven

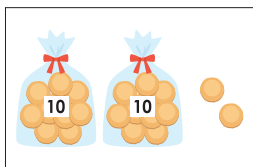
Exercise

(1) Count and write the number.

①

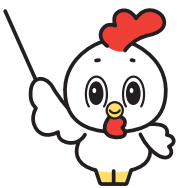


②



(2) Look at the calendar. Write the correct number for each of the blanks ① - ④.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	①
22	23	24	②	26	27	③
29	④	31				



1

2

3

4

5

6

7

8

9

8-1

Chapter 8 Reading the Clock

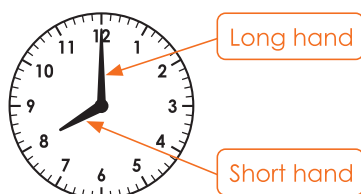
Telling Time on a Clock

Point!

- There are two hands on a clock.
- The short hand shows the hour. The long hand shows the minute.

Example 1

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



→ It is 8 o'clock

Example 2

The short hand is between 8 and 9, and the long hand is on 6.



When the short hand is between two numbers, read the smaller number.

→ It is half past 8

Warm Up

Let's read the clocks.

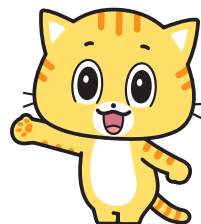
(1)



(2)



When the long hand is on 6, we say "half past".



How to Solve

(1) Short hand is on 1, long hand is on 12 → It is 1 o'clock

(2) Short hand is between 5 and 6, long hand is on 6 → It is half past 5

Try

(1) Read the clocks.

①



②



③



(2) Draw the long hand.

① 3 o'clock



② Half past 1



③ Half past 6



Exercise

(1) Read the clocks.

①



②



③



(2) Draw the long hand.

① 5 o'clock



② Half past 11



③ Half past 4



1

2

3

4

5

6

7

8

9

Adding Three Numbers

Point!

! To add three numbers, start **from left** to right.

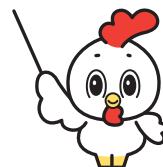
Example

$$3 + 4 + 1 = 8$$

7

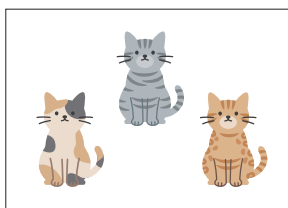


First, add 3 and 4.
Then, add 1 to the answer.

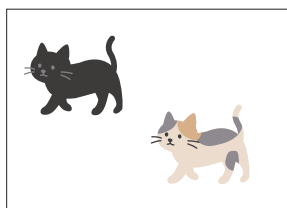


Warm Up

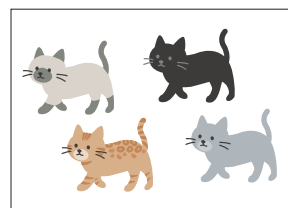
(1) How many cats are there in total? Write the number in the box.



There are 3 cats.



2 more come.



Then 4 more come.

Addition sentence: $3 + \square + \square = \square$

Answer: $\square$ cats

(2) Add the numbers.

① $5 + 1 + 3$

② $7 + 2 + 1$

③ $2 + 8 + 5$

How to Solve

(1) Add from the left: $3 + \square + \square = 9$ Answer: $\square$ cats



(2) ① $5 + 1 + 3 = 9$

6

② $7 + 2 + 1 = 10$

9

③ $2 + 8 + 5 = 15$

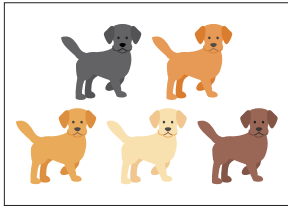
10

We always add from left to right!

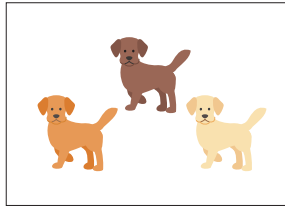


Try

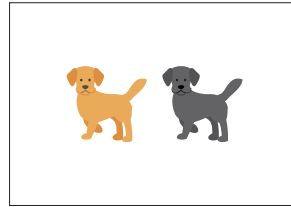
(1) There are 5 dogs. Then 3 more dogs come. Then 2 more dogs come. How many dogs are there in total? Write the mathematical sentence and the answer.



There are 5 dogs.



3 more come.



Then 2 more come.

(2) Add the numbers.

① $1 + 2 + 3$

② $2 + 2 + 4$

③ $4 + 5 + 1$

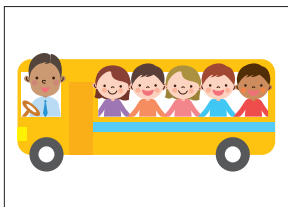
④ $7 + 3 + 2$

⑤ $8 + 2 + 4$

⑥ $5 + 7 + 6$

Exercise

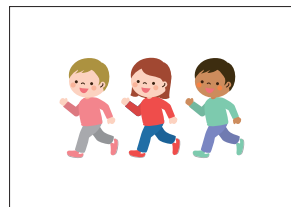
(1) There are 6 people on the bus. Then 4 more get on. Then 3 more get on. How many people are on the bus now? Write the mathematical sentence and the answer.



6 people are riding.



4 more get on.



3 more get on.

(2) Add the numbers.

① $2 + 1 + 5$

② $6 + 1 + 2$

③ $3 + 2 + 5$

④ $4 + 6 + 4$

⑤ $1 + 9 + 8$

⑥ $4 + 8 + 7$

1

2

3

4

5

6

7

8

9



Subtracting Three Numbers

Point!

❗ To subtract three numbers, start **from left** to right.

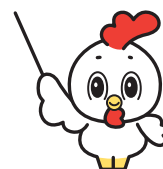
Example

$$8 - 1 - 2 = 5$$

$$\begin{array}{r} 8 - 1 - 2 = 5 \\ \downarrow \\ 7 \end{array}$$

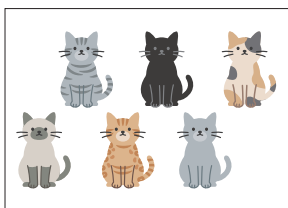


First, calculate $8 - 1$.
Then, subtract 2
from the answer.

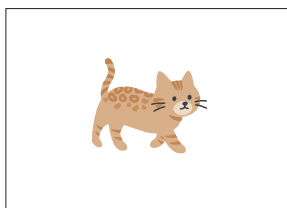


Warm Up

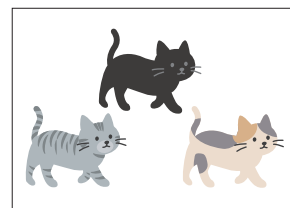
(1) How many cats are left? Write the number in the box.



There were 6 cats.



1 cat went home.



Then 3 more cats
went home.

Subtraction sentence: $6 - \square - \square = \square$

Answer: $\square$ cats

(2) Subtract the numbers.

① $7 - 4 - 2$

② $8 - 5 - 1$

③ $12 - 2 - 3$

How to Solve

(1) Subtract from left to right: $6 - \boxed{1} - \boxed{3} = \boxed{2}$

Answer: $\boxed{2}$ cats

(2) ① $7 - 4 - 2 = 1$

$$\begin{array}{r} 7 - 4 - 2 = 1 \\ \downarrow \\ 3 \end{array}$$

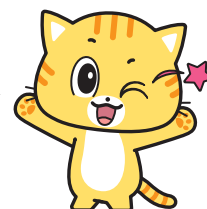
② $8 - 5 - 1 = 2$

$$\begin{array}{r} 8 - 5 - 1 = 2 \\ \downarrow \\ 3 \end{array}$$

③ $12 - 2 - 3 = 7$

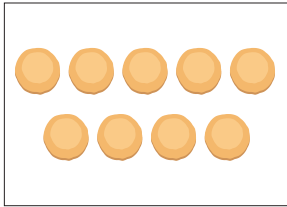
$$\begin{array}{r} 12 - 2 - 3 = 7 \\ \downarrow \\ 10 \end{array}$$

Remember: Subtract
from left to right!

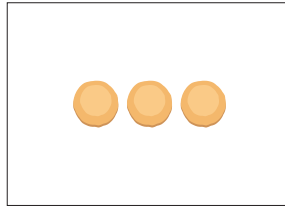


Try

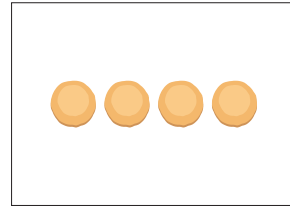
- (1) There were 9 cookies. You ate 3 cookies yesterday. You ate 4 cookies today. How many cookies are left? Write the mathematical sentence and the answer.



There were
9 cookies.



You ate 3.



You ate 4 more.

- (2) Subtract the numbers.

① $6 - 2 - 2$

② $9 - 1 - 5$

③ $7 - 2 - 1$

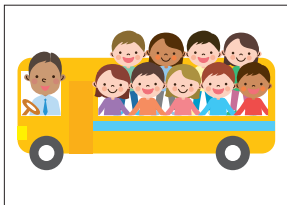
④ $14 - 4 - 5$

⑤ $11 - 1 - 6$

⑥ $13 - 3 - 4$

Exercise

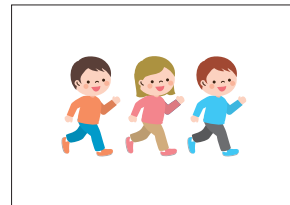
- (1) There were 10 people on the bus. 5 people got off. Then 3 more people got off. How many people are on the bus now? Write the mathematical sentence and the answer.



10 people were
riding.



5 got off.



3 more got off.

- (2) Subtract the numbers.

① $9 - 6 - 1$

② $8 - 2 - 3$

③ $7 - 1 - 5$

④ $18 - 8 - 7$

⑤ $16 - 6 - 9$

⑥ $17 - 7 - 6$

1

2

3

4

5

6

7

8

9



Calculating with Three Numbers

Point!

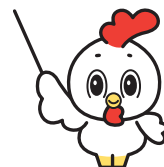
! When you have both addition and subtraction, do the calculation **from left** to right.

Example

$$8 - 3 + 2 = 7$$

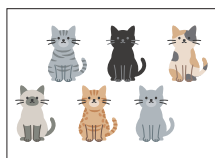


First, calculate $8 - 3$.
Then, add 2 to the answer.

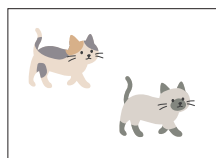


Warm Up

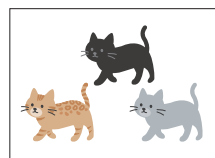
(1) How many cats are left? Write the number in the box.



There were
6 cats.



2 cats went
home.



3 new cats
came.

Mathematical sentence: $6 - \square + \square = \square$ Answer: $\square$ cats

(2) Solve the problems.

① $10 - 3 + 1$

② $3 + 5 - 7$

③ $1 + 1 + 1 + 1$

How to Solve

(1) Subtract and then add from left to right:

$$6 - \boxed{2} + \boxed{3} = \boxed{7}$$

Answer: $\boxed{7}$ cats

Even with four numbers,
just go left to right!



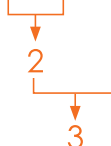
(2) ① $10 - 3 + 1 = 8$



② $3 + 5 - 7 = 1$

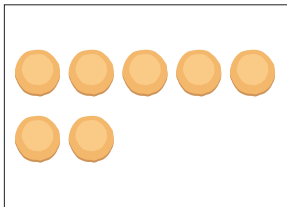


③ $1 + 1 + 1 + 1 = 4$

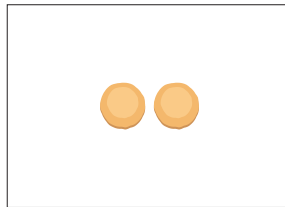


Try

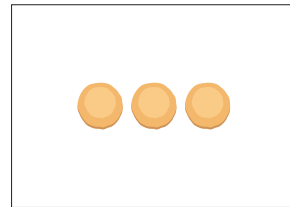
(1) There were 7 cookies. You got 2 more. Then you ate 3. How many cookies are left?



There were 7 cookies.



You got 2 more.



You ate 3.

(2) Solve the problems.

① $9 - 1 + 2$

② $10 - 7 + 2$

③ $1 + 8 - 4$

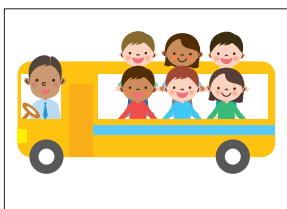
④ $5 + 5 - 3$

⑤ $6 + 4 - 5$

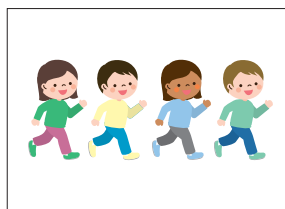
⑥ $8 - 2 - 2 - 2$

Exercise

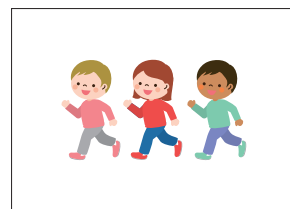
(1) There were 7 people on the bus. 4 people got off. Then 3 people got on. How many people are on the bus now?



7 people were riding.



4 got off.



3 got on.

(2) Solve the problems.

① $9 - 7 + 2$

② $10 - 4 + 1$

③ $5 + 3 - 6$

④ $3 + 7 - 1$

⑤ $4 + 6 - 6$

⑥ $2 + 2 + 2 + 2$

1

2

3

4

5

6

7

8

9

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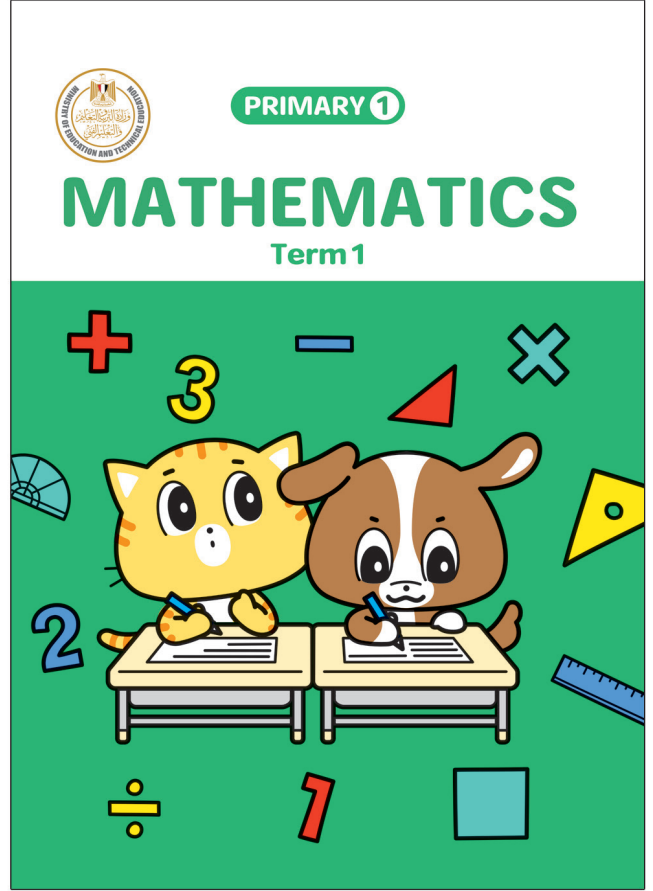
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شارك في مراجعة الكتاب: شركة GPS للطبع والنشر والتوزيع

مقاس الكتاب	ورق المتن	ورق الغلاف	ألوان الكتاب	عدد الصفحات بالغلاف	تاريخ الطبعة	كود الكتاب
٢٧ × ١٩ سم	٨٠ جراماً	٢٠٠ جراماً	٤ ألوان	١٠٠ صفحة	٢٠٢٦ - ٢٠٢٧	١٠/١/١١/١٥/ ٦١/١٠٣١

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جميع الحقوق محفوظة لوزارة التربية والتعليم والتعليم الفني



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