

Wizz

Mathematics

Book + Workbook

SRM

Aligned with SNC 2022-23

NEW EDITION

Grade PRE-1

p r e p



Mathematics

Pre-1**P r e p**

PREFACE

Wizz Workbook Series has been designed by a team of professional authors and educators having more than two decades of teaching experience to their credit. It is aligned with the Single National Curriculum, 2020 and aims at sharpening the holistic development of children through learner-centered approach. The series:

- ★ Guides students in a very simple way how to solve the cognitive tasks by creating a comfortable zone.
- ★ Encourages students to practice concepts with maximum practice space.
- ★ Involves students in interactive exercises and activities.
- ★ Helps students create a natural space for thinking through well-planned activities.

WHY WIZZ WORKBOOK SERIES?

Wizz Workbook Series is the best choice for students because it is:

- ★ Backed by practical experience and critical analysis of over 25 years.
- ★ Developed, designed and printed with the latest and modern techniques.
- ★ Available at economical prices keeping in view the post Covid-19 economic crisis.
- ★ Based on well-planned activities and systematically developed exercises.
- ★ Helpful for students to develop the 21st century life skills for a bright future.

PROJECT DIRECTOR	·	Muhammad Ahmad
PROJECT CO-ORDINATOR	:	Jawad Tahir
AUTHOR	:	MUJAHID IQBAL
CO-AUTHORS	:	Nasreen Iqbal, Nazia Usman
EDITED & DESIGNED BY	:	Shahid Ahmad
GRAPHICS	:	Wizz Arts
PRINTED BY	:	Wizz Printer

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More and Less



More



Less

Forward counting (1-10)

● Let's count the objects.

One



01

Two



02

Three



03

Four



04

Five



05

Six



06

Seven



07

Eight



08

Nine



09

Ten



10

Forward counting (21-30)



Twenty-one

2 tens
and 1
one make

21



Twenty-two

2 tens
and 2
ones make

22



Twenty-three

2 tens
and 3
ones make

23



Twenty-four

2 tens
and 4
ones make

24



Twenty-five

2 tens
and 5
ones make

25



Twenty-six

2 tens
and 6
ones make

26



Twenty-seven

2 tens
and 7
ones make

27



Twenty-eight

2 tens
and 8
ones make

28



Twenty-nine

2 tens
and 9
ones make

29



Thirty

3 tens
and 0
ones make

30

Activity Time

● What comes after.

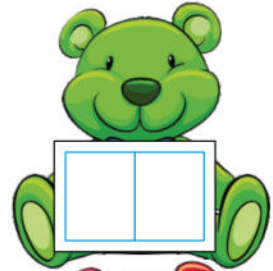
13



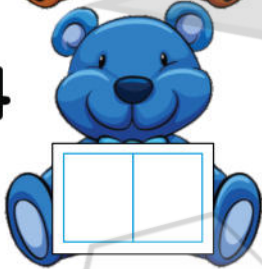
19



21



24



29



05



● What comes between.

11

13

26

28

19

21

07

09

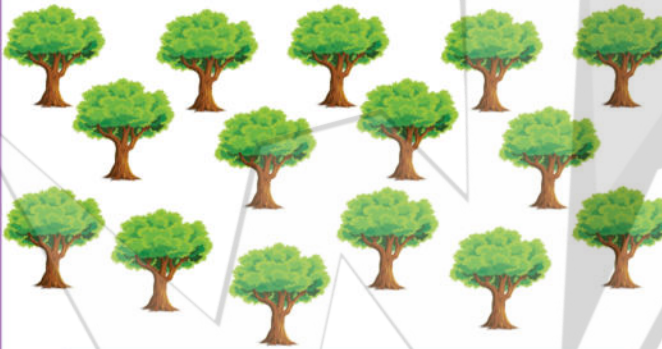
● Count and circle the correct number.



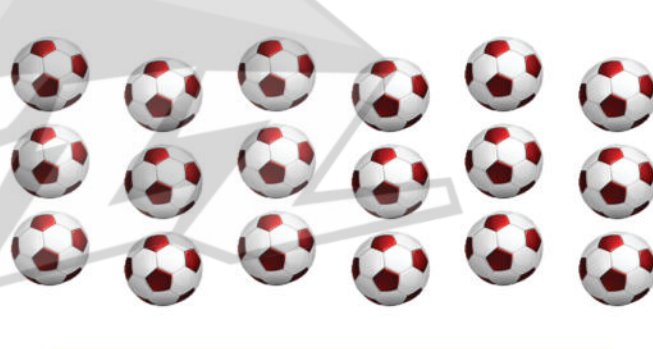
20 10 14



18 25 11

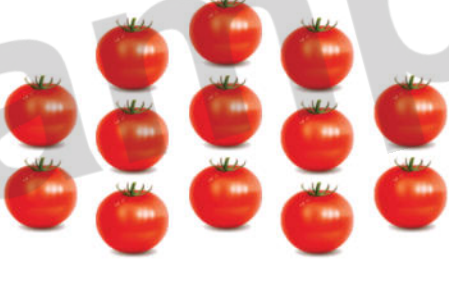
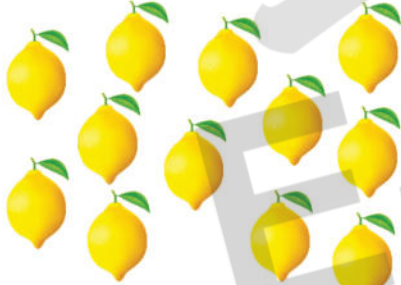
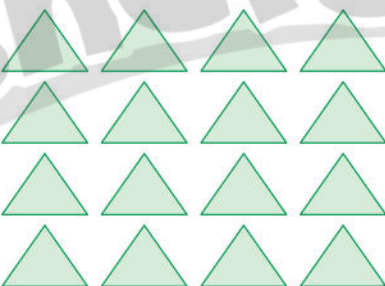


22 15 11



19 10 18

● Count and write the numbers.



○ Complete the missing numbers.





Shape Rhyme "Circle"

A circle is like a ball
A circle is like a ball
round and round
It never stops
A circle is like a ball



Teacher's Corner:

◆ Read the rhyme aloud and encourage the children to repeat after you.

- Join the dots from (21-30) and colour the picture.



Forward counting (31-40)



Thirty
one

3 tens
and 1
one make

31



Thirty
two

3 tens
and 2
ones make

32



Thirty
three

3 tens
and 3
ones make

33



Thirty
four

3 tens
and 4
ones make

34



Thirty
five

3 tens
and 5
ones make

35



Thirty
six

3 tens
and 6
ones make

36



Thirty
seven

3 tens
and 7
ones make

37



Thirty
eight

3 tens
and 8
ones make

38



Thirty
nine

3 tens
and 9
ones make

39



Forty

4 tens
and 0
ones make

40

Fun Time

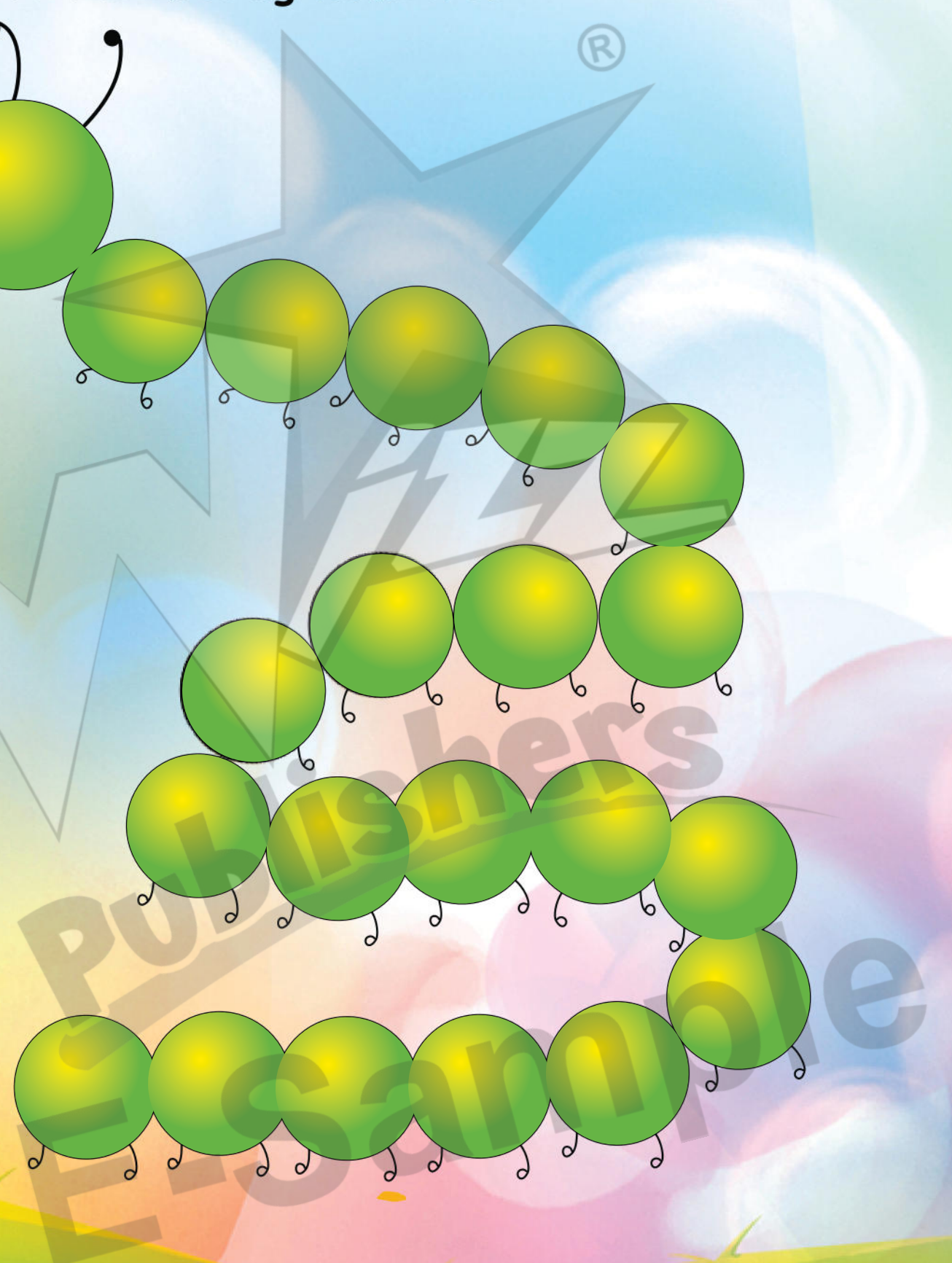
● Guess the missing number and write in the box.

1	2		4	5	6	7		9	10
	12	13	14		16	17	18	19	
21	22		24	25	26	27		29	30
31		33	34	35		37	38	39	40
	42		44	45	46	47	48	49	

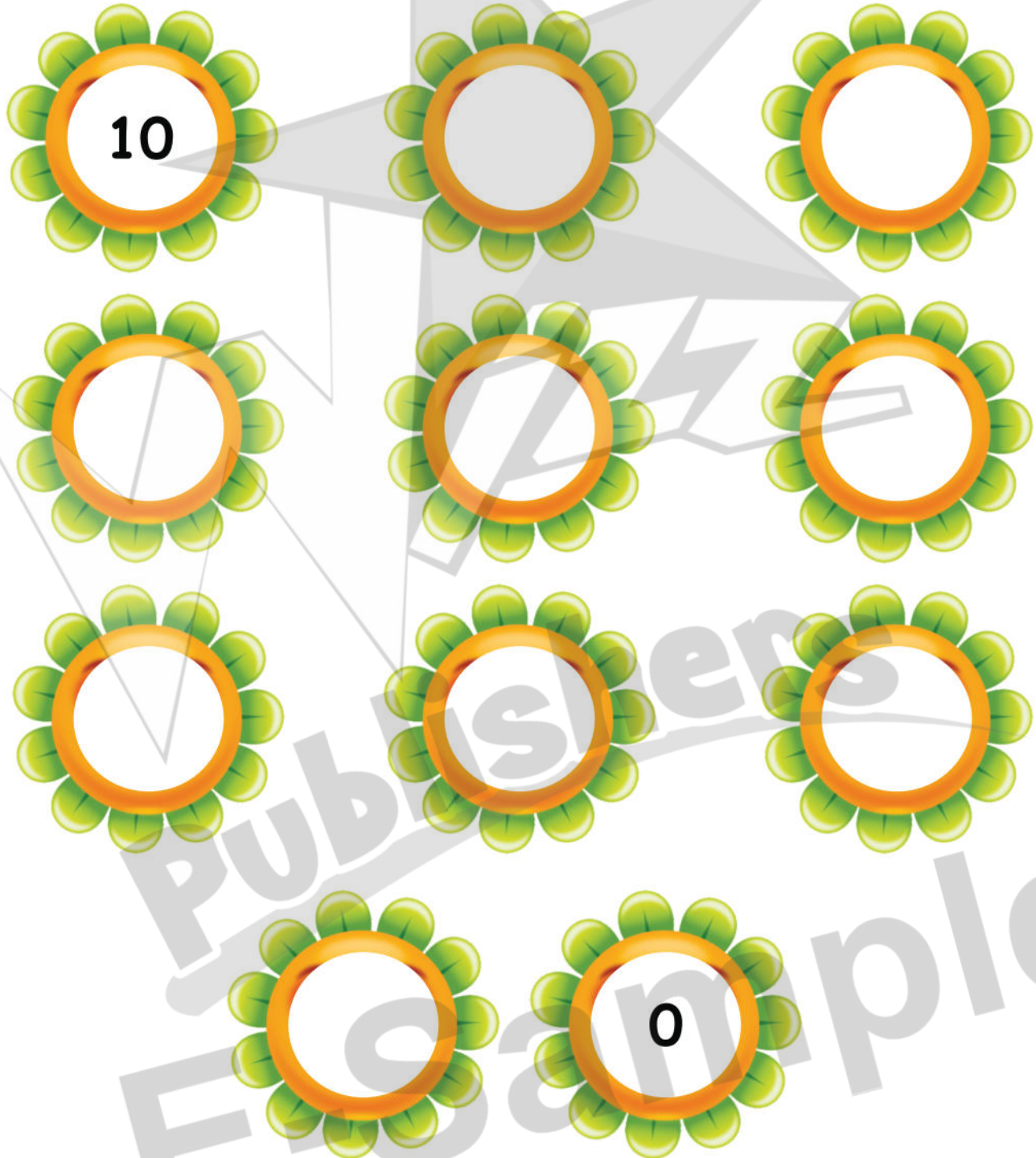


Write the



Backward Counting

- Write the counting in reverse order from (10-0).



Backward counting

- Write the counting in reverse order from (20-11)



● What comes before.

09

20

11

17

19

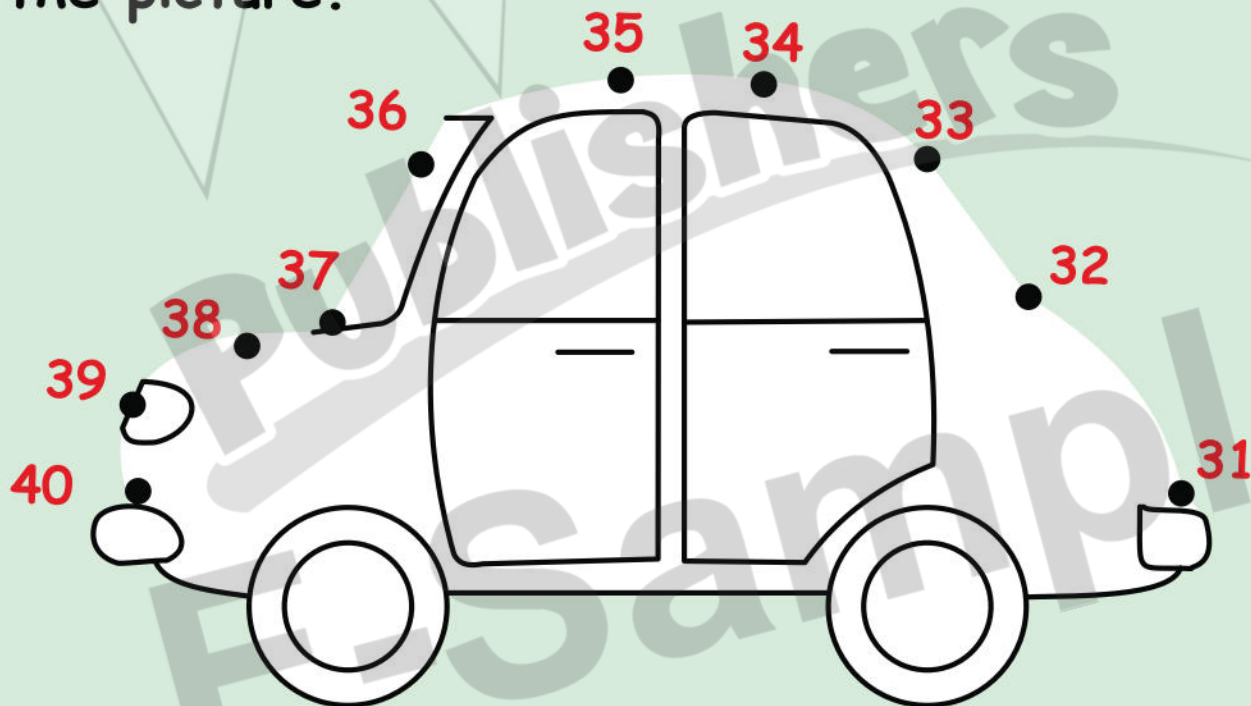
04

10

08



● Join the dots from (40-31) and then colour the picture.



Addition

- Look at the given situation.

It is a garden. Birds live in the nests on the tree.

3 Sparrows live in one nest.

Remember

Addition means putting together the objects or the numbers.

2 Sparrows live in another nest.

How many sparrows are there altogether?

$$3+2=5$$

Teacher's Corner:

- Introduce the students with term addition and explain them the above given example for better clarity.

Add '1' more

- One more than any number means, to add '1' to that number.

Example



+



$3 + 1 =$

4



+



$5 + 1 =$



+



$2 + 1 =$



+



$4 + 1 =$



+



$6 + 1 =$

Horizontal Addition

- Add the numbers and write in box.

$4 + 1 =$

$1 + 5 =$

$3 + 1 =$

$1 + 1 =$

$7 + 1 =$

$8 + 1 =$

$6 + 1 =$

$2 + 1 =$

$9 + 1 =$

Vertical Addition

- Solve these.

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

$$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

Add '3' more

- Three more than any number, means to add "3" to that number.

Example



+



$3 + 3 =$

6



+



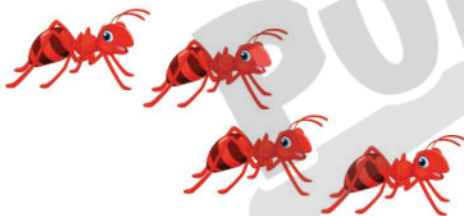
$6 + 3 =$



+



$5 + 3 =$



+



$4 + 3 =$



+



$2 + 3 =$

Vertical Addition

- Solve these.

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

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

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

$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

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

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

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

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

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

Horizontal Addition

- Add the numbers and write in box.

$$4 + 3 = \boxed{}$$

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

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

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

$$1 + 3 = \boxed{}$$

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

$$3 + 4 = \boxed{}$$

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

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

Addition

● Add **2** more.

2	
6	
4	
7	

● Add **1** more.

3	
5	
4	
6	

● Add **3** more.

4	
5	
3	
2	

Shape Rhyme

"Square" [®]



A square is like a box
A square is like a box
It has four sides
They are the same
A square is like a box



Teacher's Corner:

- ◆ Read the rhyme aloud and encourage the children to repeat after you.

Add '4' more

- Four more than any number means to add "4" to that number.

Example



+



$$3 + 4 =$$

7



+



$$4 + 4 =$$



+



$$5 + 4 =$$



+



$$2 + 4 =$$

Horizontal Addition

- Add the numbers and write in box.

$3 + 4 =$

$5 + 4 =$

$2 + 4 =$

$4 + 2 =$

$4 + 4 =$

$4 + 5 =$

Vertical Addition

- Solve these.

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

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

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

$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

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

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

Subtraction

- Subtraction means to take away from a group or a number of things.

When we subtract, the number of things in the group becomes less.

Fun Fact

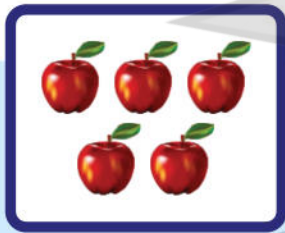
Subtraction is
just the opposite
of addition



Subtract "1"

- Subtract "1" means to take away "1" from a group of things or a number.

Example



-



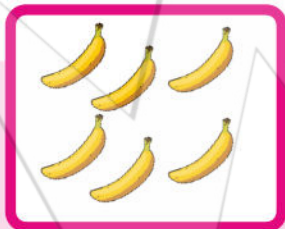
5

-

1

=

4



-

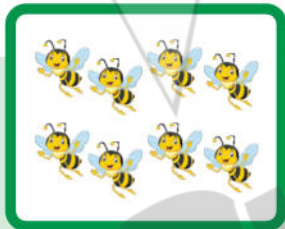


6

-

1

=



-

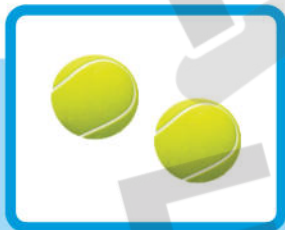


8

-

1

=



-



2

-

1

=

Horizontal Subtraction

- Subtract the numbers and write in box.

$2 - 1 =$

$9 - 1 =$

$1 - 1 =$

$4 - 1 =$

$8 - 1 =$

$5 - 1 =$

$7 - 1 =$

$6 - 1 =$

$3 - 1 =$

Vertical Subtraction

- Solve these.

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$$

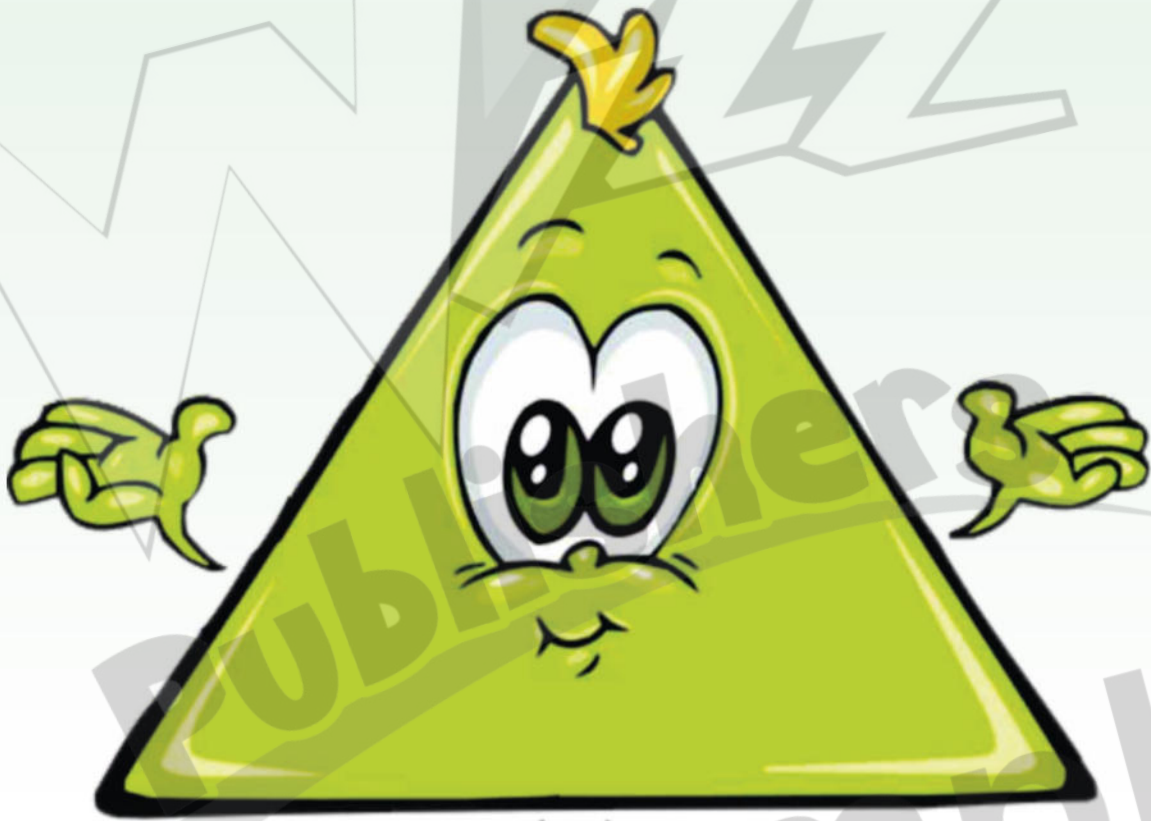
$$\begin{array}{r} 6 \\ -0 \\ \hline \end{array}$$



Shape Rhyme

Triangle

A triangle has 3 sides
A triangle has 3 sides
Up the mountain
Down and back
A triangle has 3 sides

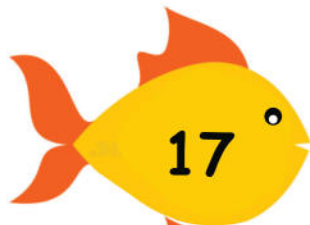


Teacher's Corner:

- ◆ Read the rhyme aloud and encourage the children to repeat after you.

Revision

- What comes after.





















- Tick (✓) the more quantity.



--



--

● Circle the smaller numbers.

28

43

11[®]

17

52

31

19

24

76

29

82

76

● Circle the smallest numbers.

23

81

11

92

47

10

56

24

25

37

18

27

27

14

51

44

50

13

Long and Short

(Comparison)



Short



Long



Long



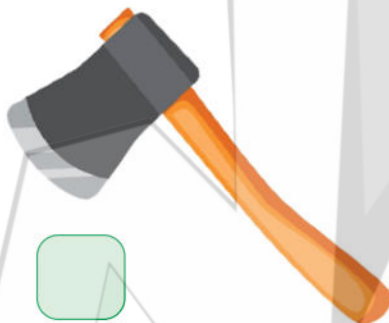
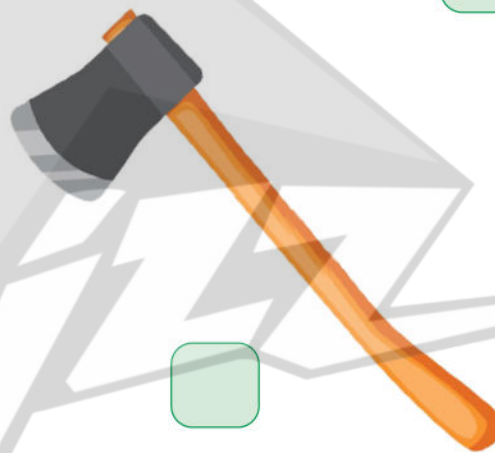
Short

Teacher's Corner:

- ◆ Ask the children to identify the long and short objects given in the pictures. Let them compare long and short objects in the classroom. Ask them to draw long and short objects on paper.

Comparison

- Tick (✓) the long object in the box.

☐☐☐☐

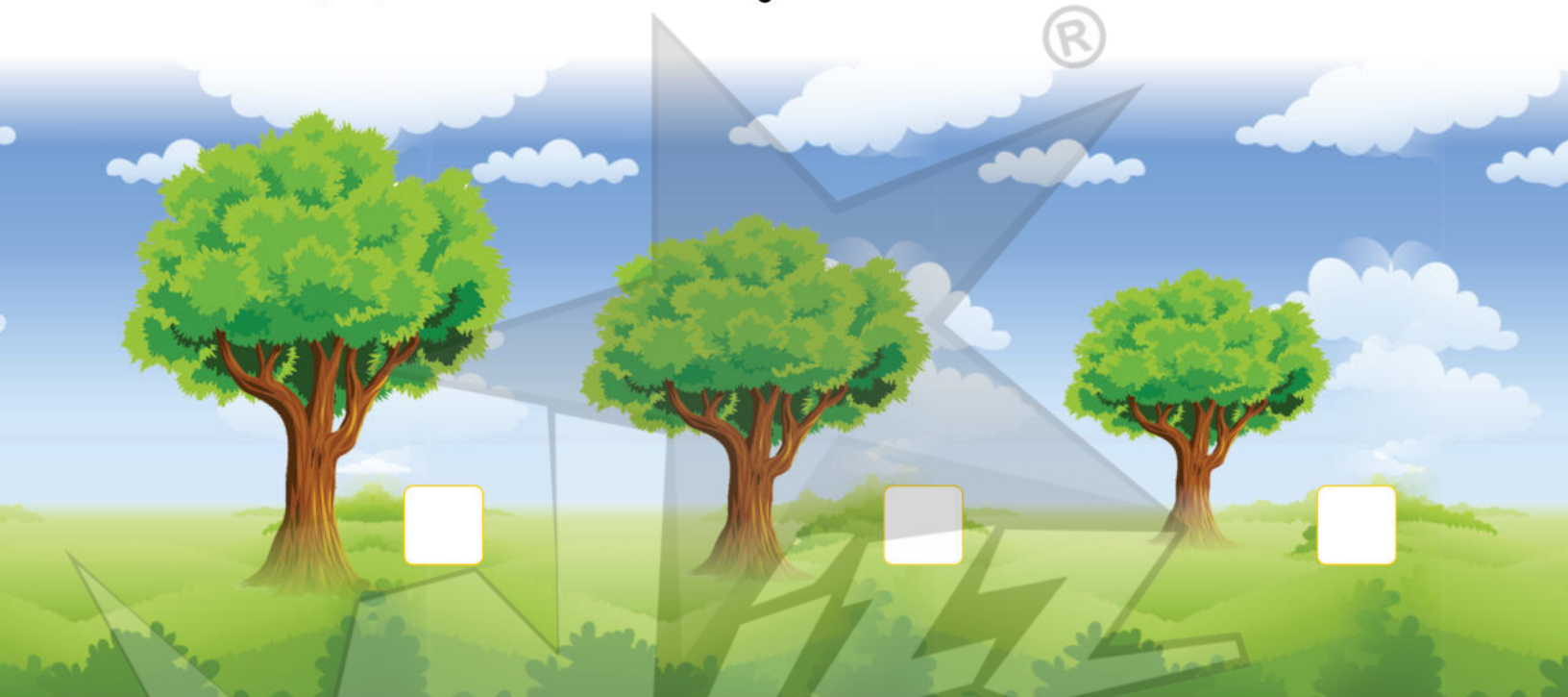
- Tick (✓) the short object in the box.

☐☐

Teacher's Corner:

- ◆ Guide children understand the concept of "comparison" with the help of different objects in the classroom.

- Tick (✓) the tallest object in the box.



- Tick (✓) the shortest object in the box.

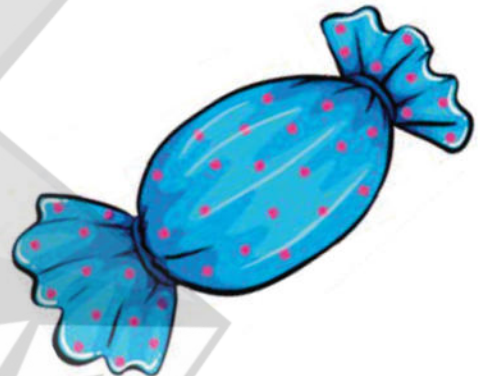
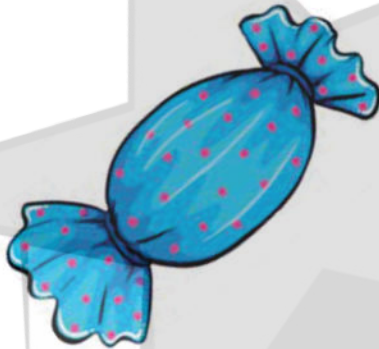
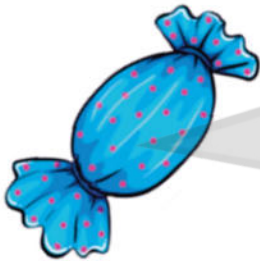


Big, Bigger, Biggest

Big

Bigger

Biggest



● Tick (✓) the biggest object in the box.

☐☐☐☐☐☐

Shapes

What shape am I?



I am a



I am a



I am a



I am a



I am an

Mental Maths

● Dodging table.

$0 \times 1 = \square \square$

$5 \times 1 = \square \square$

$1 \times 7 = \square \square$

$2 \times 2 = \square \square$

$2 \times 6 = \square \square$

$6 \times 1 = \square \square$

$1 \times 9 = \square \square$

$3 \times 1 = \square \square$

$2 \times 5 = \square \square$

$4 \times 0 = \square \square$

● Match the correct answer.

2×5

1×3

2×7

1×8

0×4

2×9

2×6

03

14

10

12

18

08

00

Activity

- Colour the basic 2d shapes.



circle



square



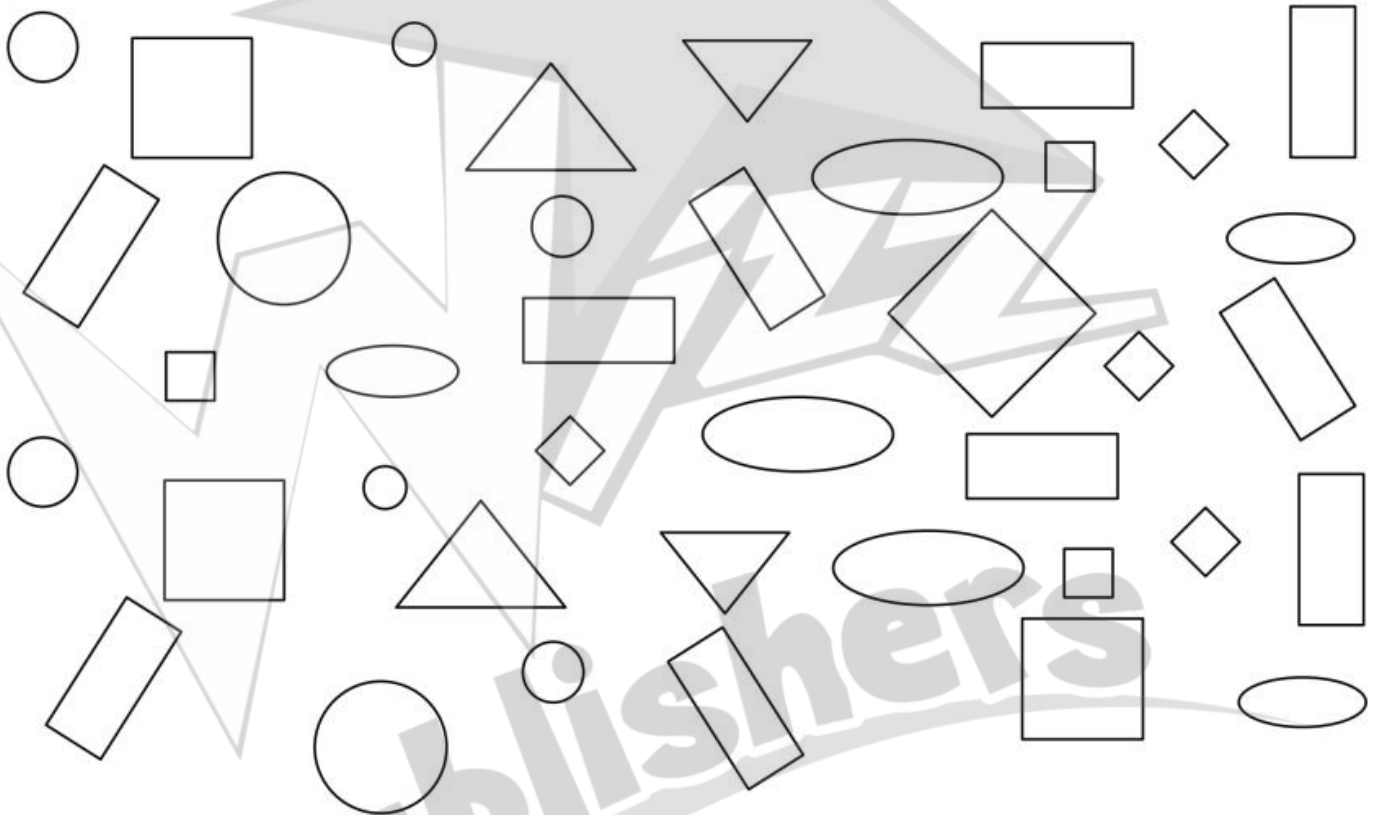
triangle



rectangle



oval



- Count the number of each shape coloured above and write correct number in the given space.



=



=



=



=



=

Forward Counting (61-70)



Sixty
one

6 tens
and 1
one make

61



Sixty
two

6 tens
and 2
ones make

62



Sixty
three

6 tens
and 3
ones make

63



Sixty
four

6 tens
and 4
ones make

64



Sixty
five

6 tens
and 5
ones make

65



Sixty
six

6 tens
and 6
ones make

66



Sixty
seven

6 tens
and 7
ones make

67



Sixty
eight

6 tens
and 8
ones make

68



Sixty
nine

6 tens
and 9
ones make

69



Seventy

7 tens
and 0
ones make

70

Forward Counting (81-90)



Eighty
one

8 tens
and 1
one make

81



Eighty
two

8 tens
and 2
ones make

82



Eighty
three

8 tens
and 3
ones make

83



Eighty
four

8 tens
and 4
ones make

84



Eighty
five

8 tens
and 5
ones make

85



Eighty
six

8 tens
and 6
ones make

86



Eighty
seven

8 tens
and 7
ones make

87



Eighty
eight

8 tens
and 8
ones make

88



Eighty
nine

8 tens
and 9
ones make

89



Ninety

9 tens
and 0
ones make

90

Left and Right

Left

Right

Teacher's Corner:

- ◆ Explain the children the difference between "left and right" directions with examples from daily life.
- ◆ Guide children to look left and right before crossing the road.
- ◆ Ask them to raise their right hand and then left hand to clear the concept of left and right.

Half and Full



Teacher's Corner:

- ◆ Let the children pour water from a jug into half glass to understand the concept of half and full. Show a half and a full bottle to the children and give them similar examples from daily life.

Counting in Tens

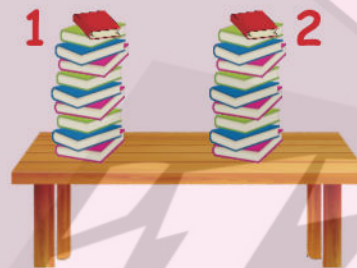
Group of 10 parrots



1 Ten

Ten

Pile of 10 books



2 Tens

Twenty

Basket of 10 eggs



3 Tens

Thirty

Bunch of 10 balloons



4 Tens

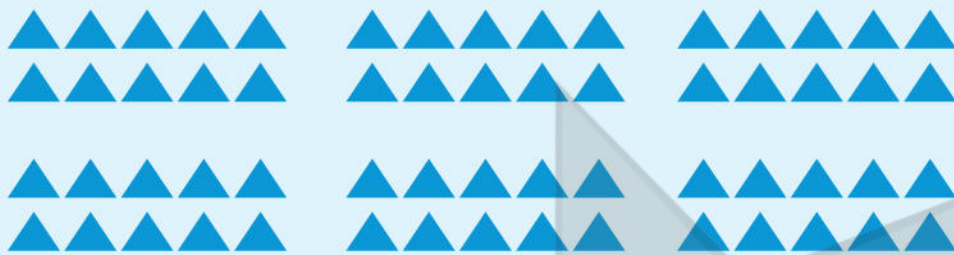
Forty

Bundle of 10 pencils



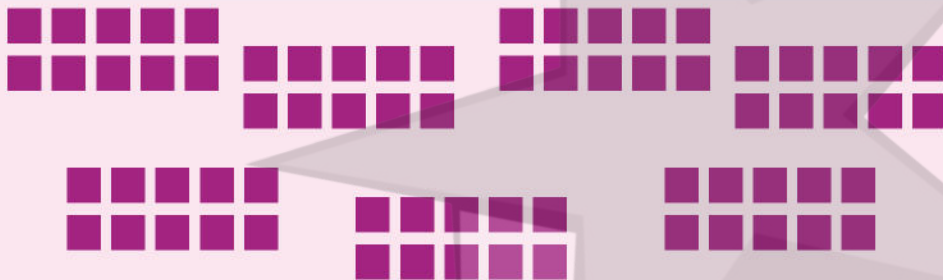
5 Tens

Fifty



6 Tens

Sixty



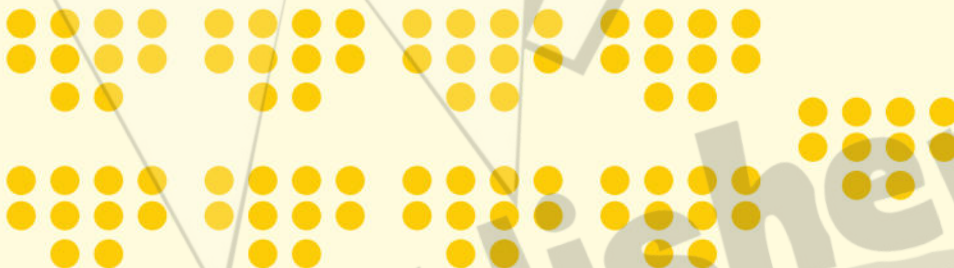
7 Tens

Seventy



8 Tens

Eighty



9 Tens

Ninety



10 Tens

One hundred



Place Value

- Look! Number 8, 10 and 50 are playing in the ground. They all seem happy.

" I am made of 1 digit. I have 1 place"

I am made of 2 digits.
I have 2 places.

I am made of 2 digits. I have 2 places too".

In 2-digit numbers
we put the number
at left at Ten's place and
the other number
at One's place.

DID YOU KNOW?

1 to 9 all numbers are 1 digit numbers.
1 digit numbers have only Ones in them.
They all have 1 place. 10 to 99 all numbers
are 2 digit numbers. 2 digit numbers have
Tens and Ones in them. They have two places.

Remember



Teacher's Corner:

- ◆ Introduce the students with 1-digit and 2 digit numbers.

Revision

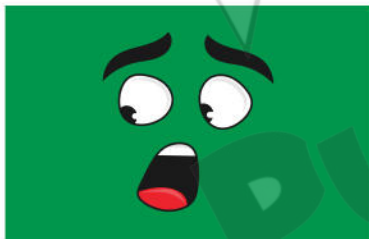
- Write the missing numbers.

61				65		
			71			
75				79		

- Write the name of these given shapes and how many sides and corners they have?



has _____ sides _____ corners.



has _____ sides _____ corners.



has _____ sides _____ corners.

- Write these numbers in tens and ones.

13

Tens

Ones

35

Tens

Ones

89

Tens

Ones

26

Tens

Ones

09

Tens

Ones

72

Tens

Ones

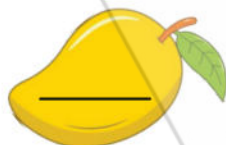
99

Tens

Ones



- What comes before and after.



49



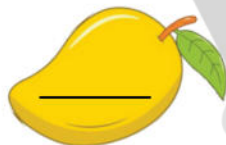
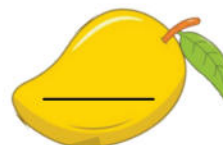
97



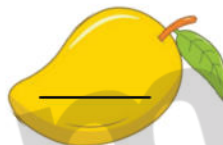
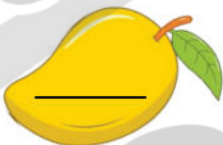
37



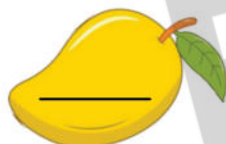
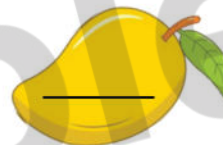
14



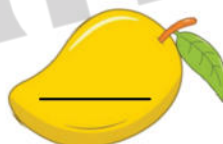
53



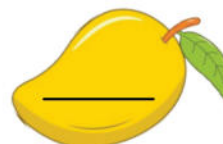
62



24



80



Subtract "4"

- Subtract "4" means to take away "4" from a group of things or a number.

Example



-



5

-

4

=

1



-

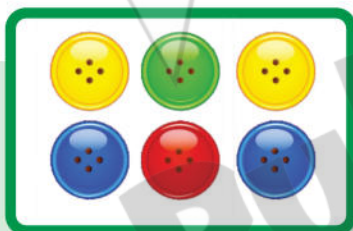


7

-

4

=



-

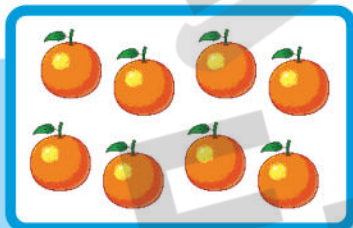


6

-

4

=



-



8

-

4

=

Vertical Subtraction

- Solve these.

$$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$$

Horizontal Subtraction

- Subtract the numbers and write in box.

$$9 - 4 = \boxed{}$$

$$3 - 2 = \boxed{}$$

$$8 - 4 = \boxed{}$$

$$1 - 0 = \boxed{}$$

$$6 - 4 = \boxed{}$$

$$3 - 3 = \boxed{}$$

$$5 - 4 = \boxed{}$$

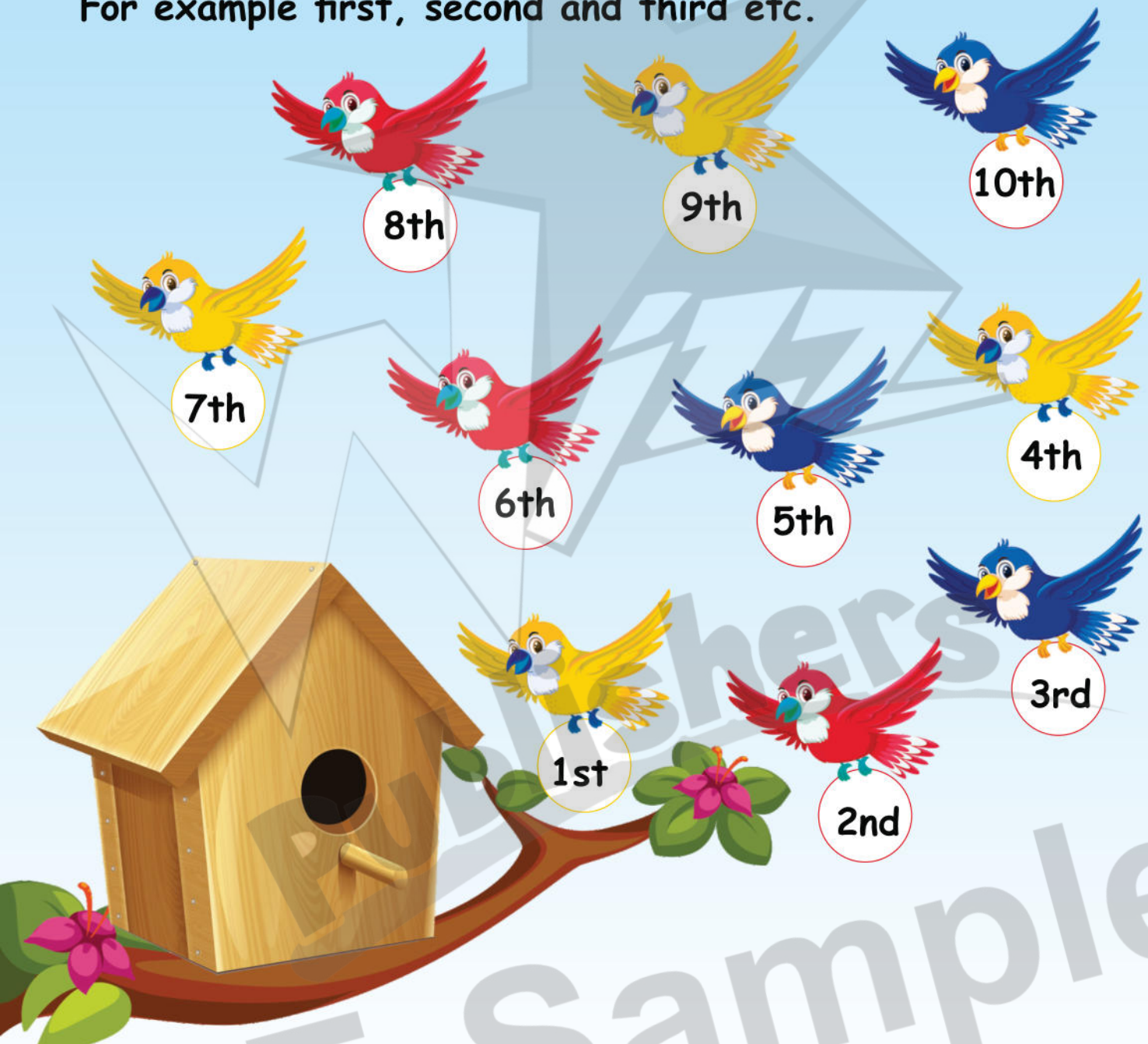
$$4 - 4 = \boxed{}$$

$$7 - 4 = \boxed{}$$

Ordinal Numbers

A number defining the position of something in a series is called ordinal number.

For example first, second and third etc.



Teacher's Corner:

◆ Teacher explain the concept of "Ordinal Numbers" with examples.

Activity Time



- Write the ordinal numbers.

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

● Join the bicycles to their correct positions.

9th

10th

7th

8th

6th



2nd

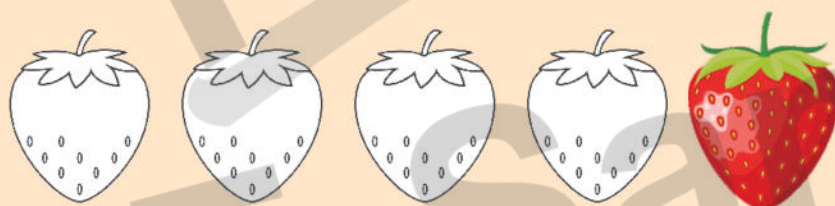
1st

3rd

5th

4th

- Write the ordinal number indicated by the coloured object.



Mental Maths

- Tick (✓) the right option.

What place is 9 in 29 ? ☐ Ones ☐ Tens

What place is 1 in 18 ? ☐ Ones ☐ Tens

What place is 4 in 94 ? ☐ Ones ☐ Tens

What place is 6 in 63 ? ☐ Ones ☐ Tens

What place is 4 in 54? ☐ Ones ☐ Tens

What place is 8 in 68? ☐ Ones ☐ Tens

What place is 2 in 21? ☐ Ones ☐ Tens

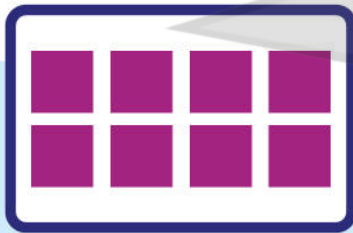
Teacher's Corner:

- ◆ Mental maths is calculating the numbers with the help of human brain. Explain the concept to children and help them to solve the above activity.

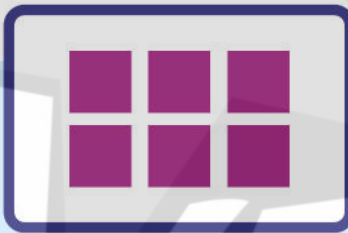
Subtract "6"

- Subtract "6" means to take away "6" from a group of things or a number.

Example



-



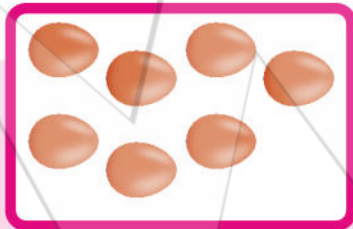
8

-

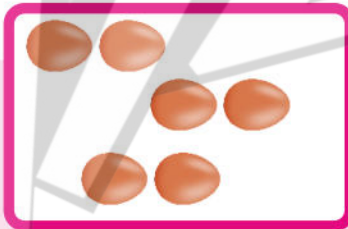
6

=

2



-

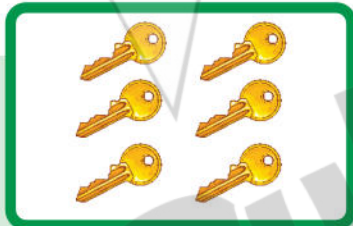


7

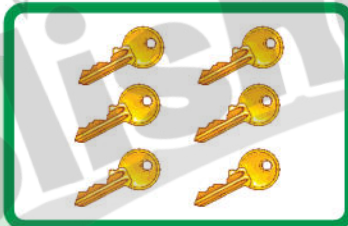
-

6

=



-

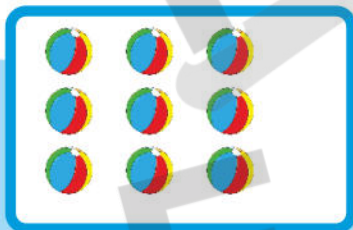


6

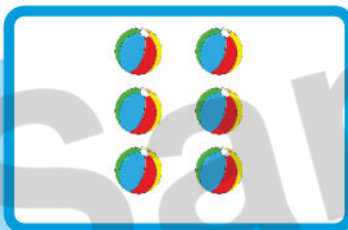
-

6

=



-



9

-

6

=

Vertical Subtraction

● Solve these.

$$\begin{array}{r} 7 \\ -6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -6 \\ \hline \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 4 \\ -3 \\ \hline \\ \hline \end{array}$$

Horizontal Subtraction

● Subtract the numbers and write in box.

$9 - 6 =$

$8 - 4 =$

$2 - 1 =$

$8 - 2 =$

$8 - 6 =$

$7 - 3 =$

$7 - 6 =$

$6 - 6 =$

$3 - 2 =$

Word Problems

I have 9



I ate 6



How many  are left?

_____ are left.

9

6

I saw 7



3



flew away.

How many  are left?

_____ are left.

7

3

Ali has 8



He gave 5  to Ahmad.

How many  are left?

_____ are left.

8

5

Mental Maths

● Dodging tables.

$4 \times 3 =$

$3 \times 3 =$

$0 \times 3 =$

$2 \times 4 =$

$0 \times 4 =$

$2 \times 8 =$

$5 \times 3 =$

$2 \times 2 =$

$1 \times 9 =$

$3 \times 8 =$

$1 \times 1 =$

$4 \times 9 =$

$2 \times 7 =$

$1 \times 6 =$

$4 \times 4 =$

$2 \times 9 =$

$3 \times 9 =$

$2 \times 10 =$

$0 \times 9 =$

$2 \times 6 =$

Teacher's Corner:

- ◆ Dodging table is an important aspect of mental maths. It means asking students randomly from different Table of numbers. Explain the concept and help students complete the above exercise.

Exercise

● Solve these.

$$\begin{array}{r} 7 \\ \times 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 4 \\ \hline \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 1 \\ \hline \\ \hline \end{array}$$

Revision

- Identify the correct shape and write its name.

I have 4 equal sides.
Who am I?



I have no side.
Who am I?



I have three sides.
Who am I?



I have no side.
Who am I?



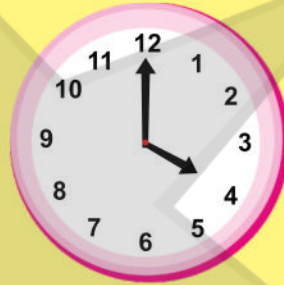
I have 2 opposite sides
of same length.
Who am I?



Activity Time

- Encircle the clocks that show the given time.

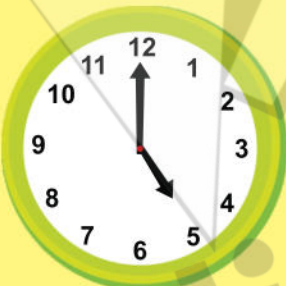
12:00



8:00



3:00



1:00



10:00

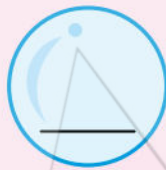
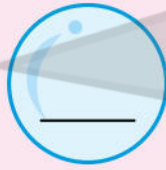
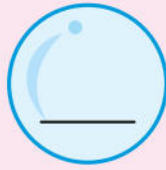


● Look at the clock and write the correct time.



Activity Time

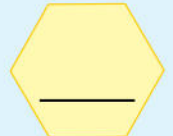
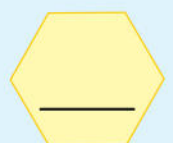
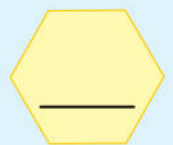
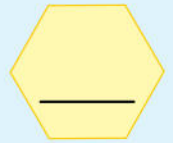
Subtract 2



Subtract 4



Subtract 1



Subtract 6



Subtract 5



Subtract 3



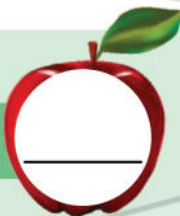
Odd or Even

Odd numbers end with these digits **1,3,5,7,9**.

Even numbers end with these digits **0,2,4,6,8**.

Write "E" or "O" for even or odd numbers.

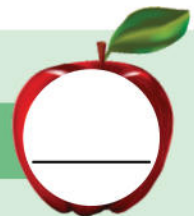
6



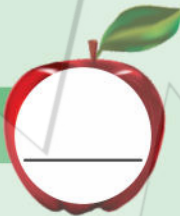
11



9



8



4



12



15



29



19



13



17



20



Teacher's Corner:

◆ Explain the concept of "Odd or Even" and help students complete the above exercise.

Fun Time

● Guess the missing number and write in the box.

51	52		54	55	56		58	59	
61	62	63		65	66	67	68		70
71		73	74	75		77	78	79	80
	82	83	84		86	87	88	89	
91	92		94	95	96	97		99	100

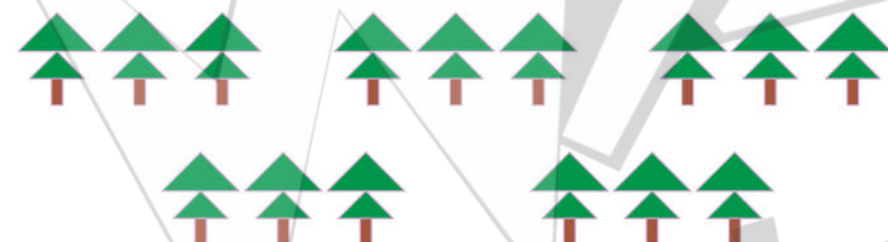
			
			
			

Activity Time

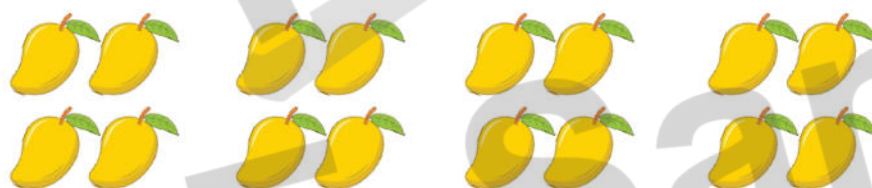
- Fill in the missing numbers and complete the sums. **First one is done for you.**

 = 3 × 2 = 6

 = 2 × =

 = 3 × =

 = 5 × =

 = 4 × =

- Find out the shapes name in word search and write them.

[®]

r	a	t	a	a	s	g	t
e	b	u	i	o	b	t	r
c	s	e	e	v	k	f	i
t	s	q	u	a	r	e	a
a	i	m	h	l	o	n	n
n	n	e	l	k	v	e	g
g	r	g	k	i	a	s	l
l	o	n	a	s	l	i	e
e	u	z	f	t	g	l	f
c	i	r	c	l	e	t	n
d	n	x	p	o	f	z	e









● Colour according to the flower's position.

1st red		2nd green		3rd blue	
4th yellow		5th purple		6th orange	
7th pink		8th golden		9th light blue	
		10th grey			



Revision

● Write in words.

70		80	
50		60	
100		90	

● Write (E) for even numbers and (O) for odd numbers.

17

11

36

12

28

33

1

20

25

38

19

40