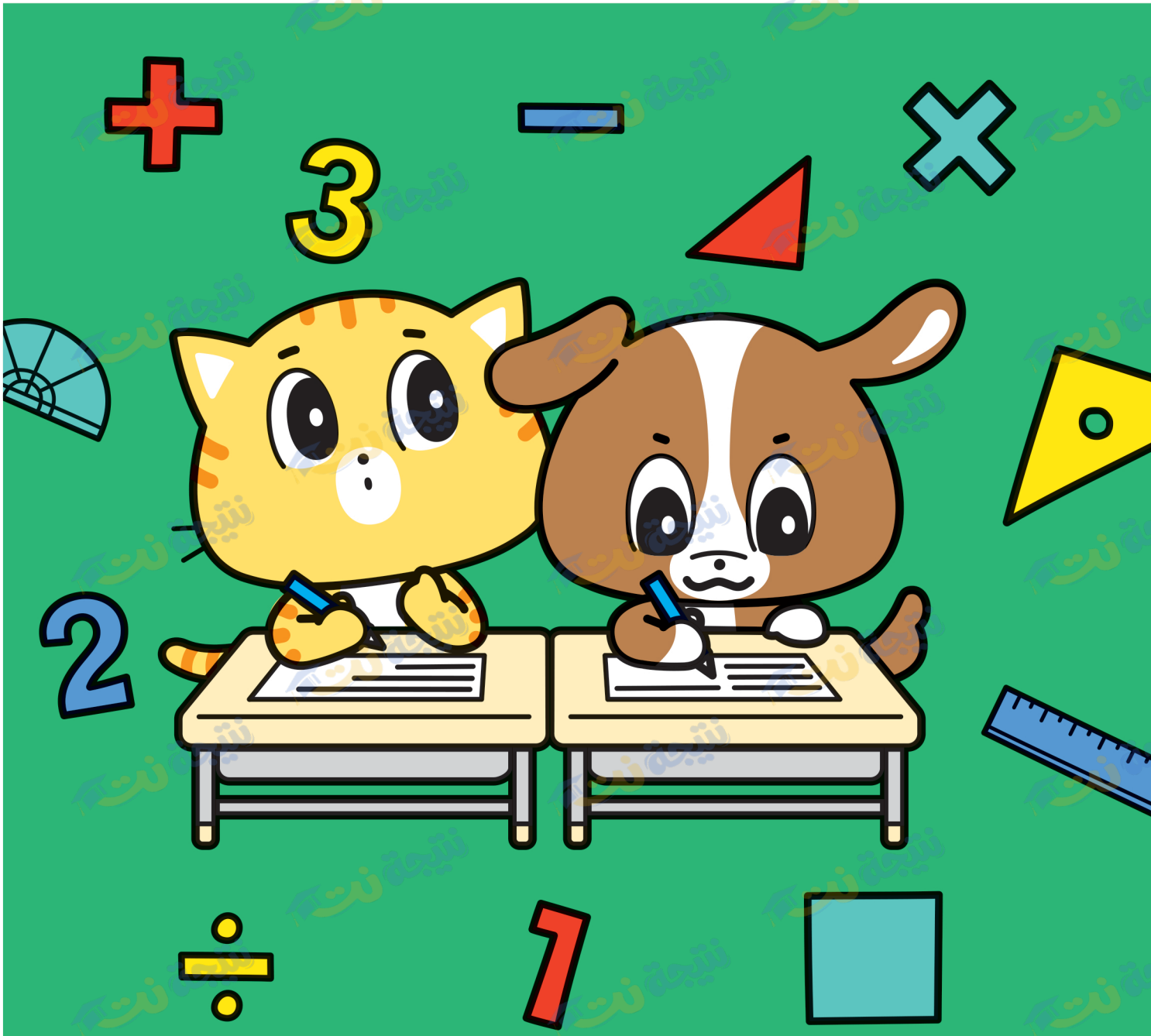
PRIMARY 1

MATHEMATICS

Term 1

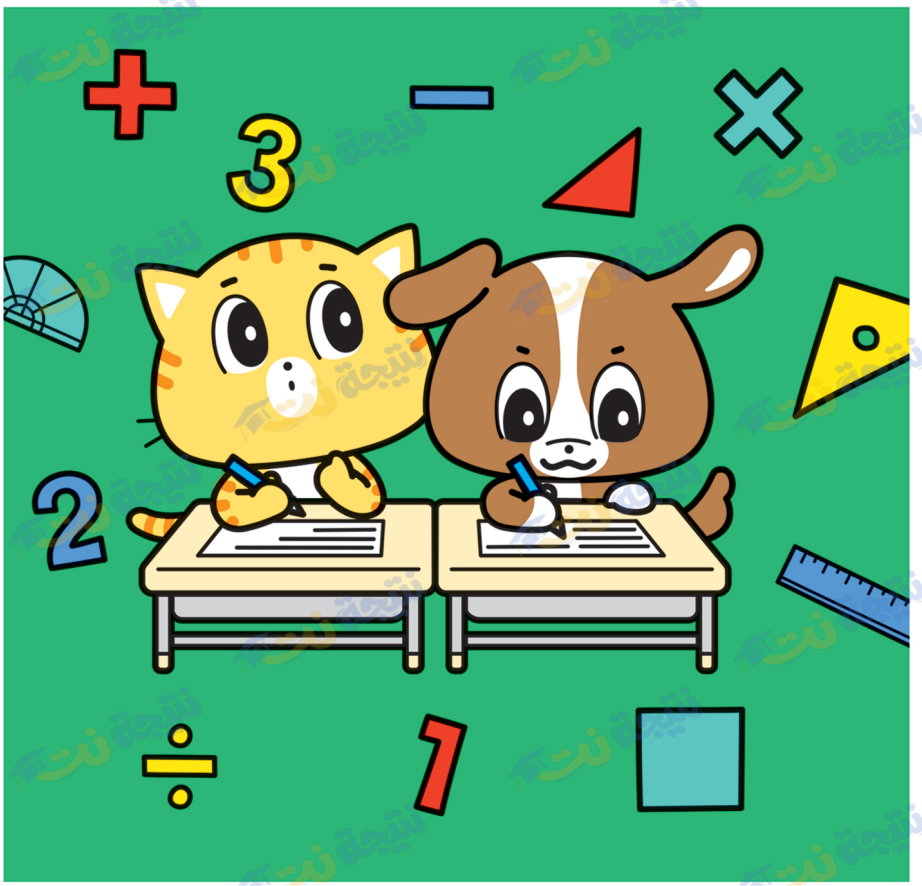


The Ministry of Education and Technical Education dedicates this book, with love, to the students, teachers, and families of the Arab Republic of Egypt

PRIMARY 1

MATHEMATICS

Term 1



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Name: .....

Class: .....

School: .....

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Introduction

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

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

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

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

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

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Let's Learn Together!

Characters:

We are here to help you!



Brainy



Smarty



Genius

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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

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1-1 How Many?

Warm Up

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



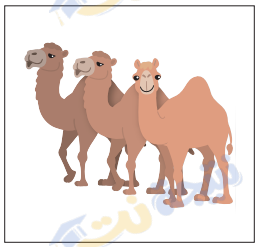
	○ ○ ○ ○ ○ ○ ○ ○ ○ ○
	○ ○ ○ ○ ○ ○ ○ ○ ○ ○

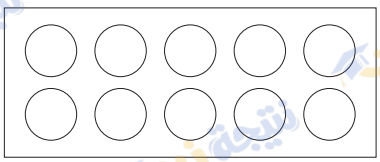
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Try

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

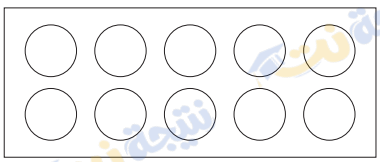
(1)





(2)

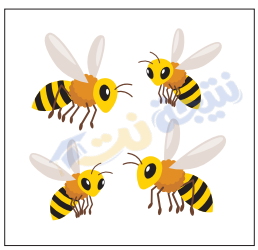


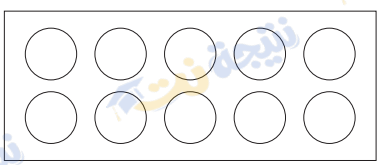


Exercise

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

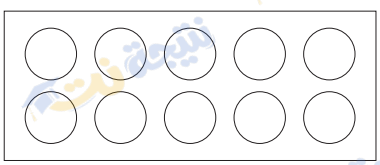
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(2)







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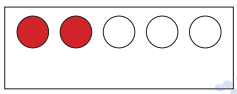
1-2 Numbers from 1 to 5

Point!

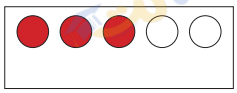
Numbers from 1 to 5



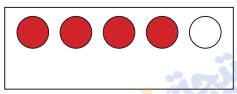
1 One



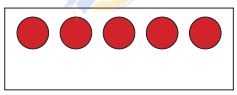
2 Two



3 Three



4 Four



5 Five

1 1

2 2

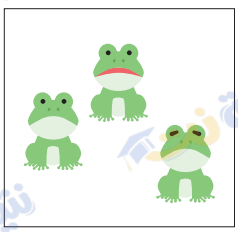
3 3

4 4

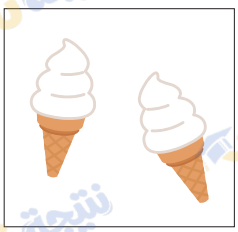
5 5

Warm Up

Match each picture to the correct number.







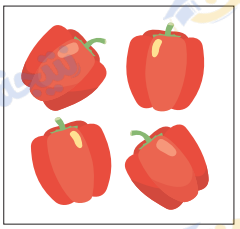
2 5 3

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Try

Match each picture to the correct number.







1 3 4

Exercise

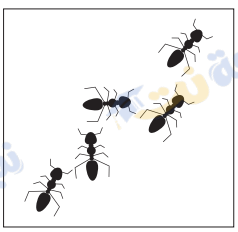
(1) Let's practice.

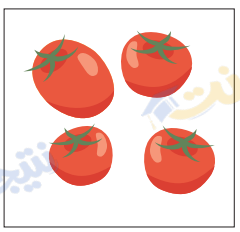
1	1			
3	3			
5	5			

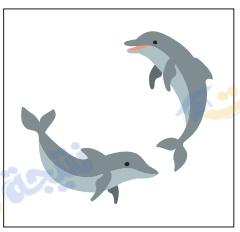
2	2			
4	4			



(2) Match each picture to the correct number.







4 2 5

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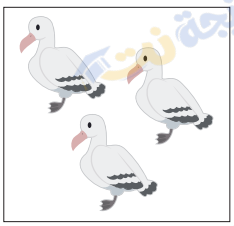
1-3 Let's Count! (from 1 to 5)

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

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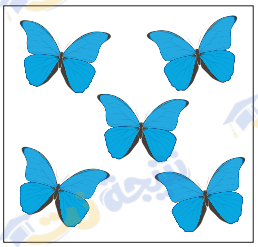
Try

Write the number for how many you see.

(1)



(2)



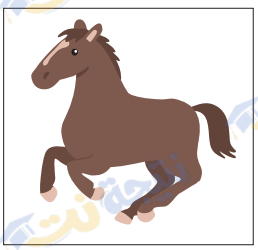
Exercise

Write the number for how many you see.

(1)



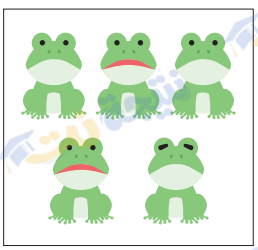
(2)



(3)



(4)



(5)



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



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1-4 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

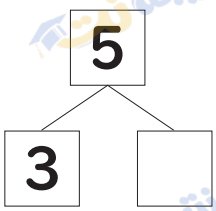


● ··· 4, ● ··· 1 → 4 and 1 make 5

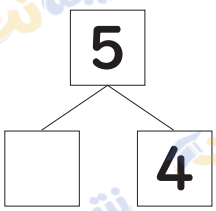
Warm Up

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

(1)



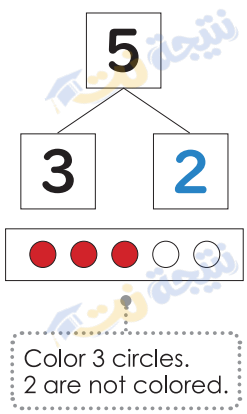
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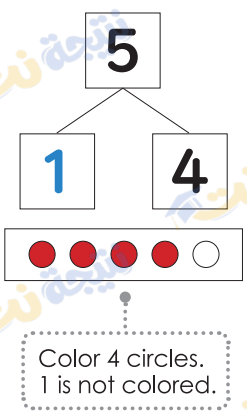
How to Solve

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

(1)



(2)

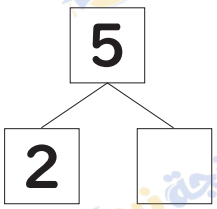


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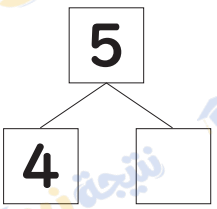
Try

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

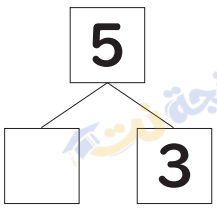
(1)



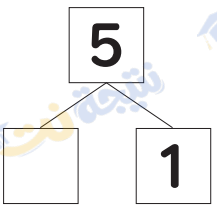
(2)



(3)



(4)

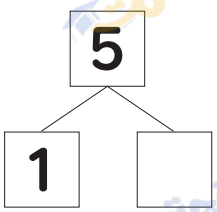




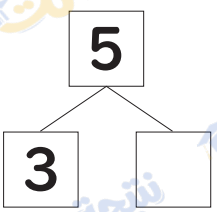
Exercise

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

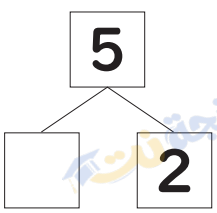
(1)



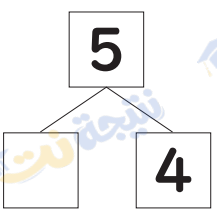
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(3)



(4)

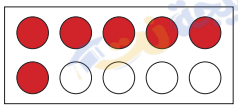
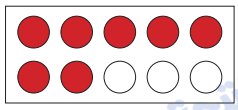
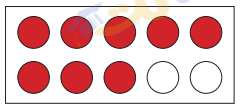
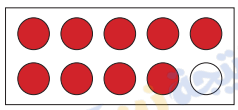
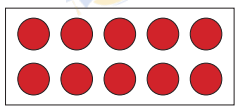


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1-5 Numbers from 6 to 10

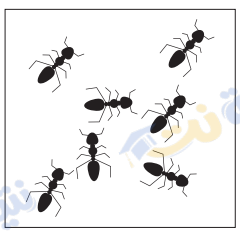
Point!

Numbers from 6 to 10

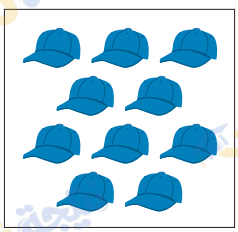
	6	Six	6 6
	7	Seven	7 7
	8	Eight	8 8
	9	Nine	9 9
	10	Ten	10 10

Warm Up

Match each picture to the correct number.





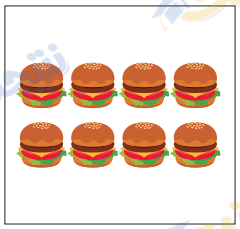


7 10 6

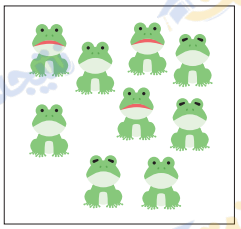
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Try

Match each picture to the correct number.







9

8

6

Exercise

Can you do it?

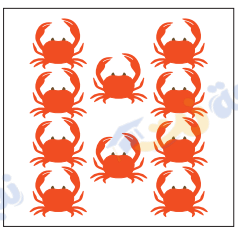


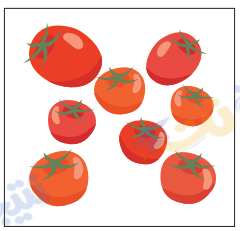
(1) Let's practice.

6	6			
8	8			
10	10			

7	7			
9	9			

(2) Match each picture to the correct number.







7

8

10

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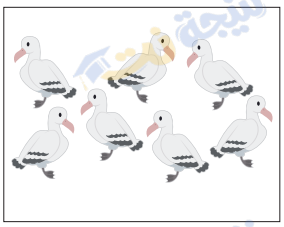
1-6 Let's Count! (from 6 to 10)

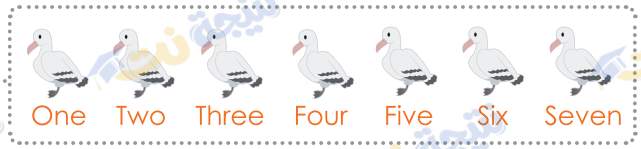
Point!

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



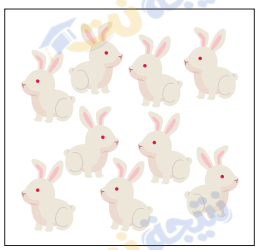


7

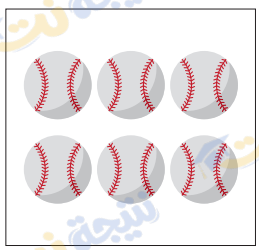
Warm Up

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

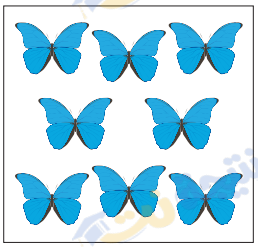
(2) 6

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Try

Write the number for how many you see.

(1)



(2)



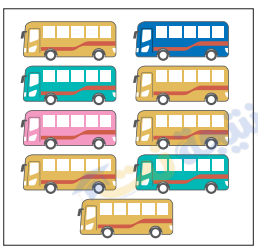
(3)



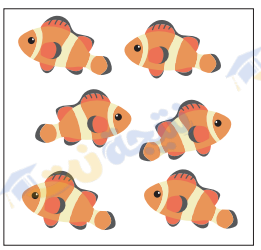
Exercise

Write the number for how many you see.

(1)



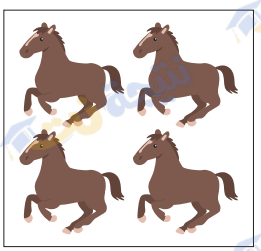
(2)



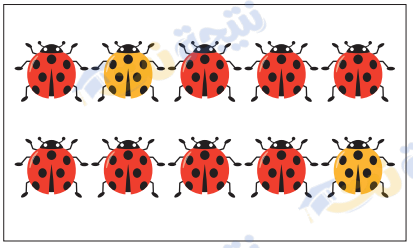
(3)



(4)



(5)



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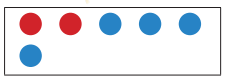
1-7 What Makes 6?

Point!

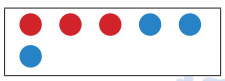
What two numbers make 6?



● ··· 1, ● ··· 5 → 1 and 5 make 6



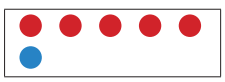
● ··· 2, ● ··· 4 → 2 and 4 make 6



● ··· 3, ● ··· 3 → 3 and 3 make 6



● ··· 4, ● ··· 2 → 4 and 2 make 6

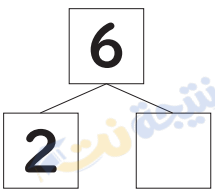


● ··· 5, ● ··· 1 → 5 and 1 make 6

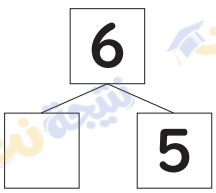
Warm Up

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

(1)



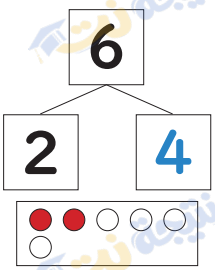
(2)



How to Solve

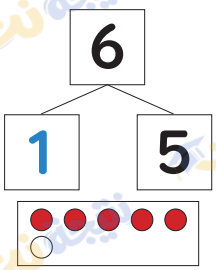
Draw 6 circles. Color the number you know, then count the rest.

(1)



Color 2 circles. 4 are not colored.

(2)



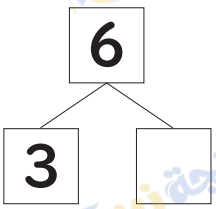
Color 5 circles. 1 is not colored.

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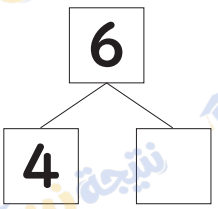
Try

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

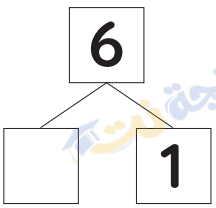
(1)



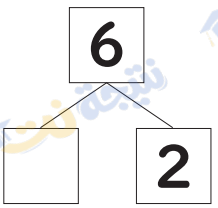
(2)



(3)



(4)

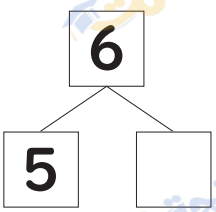




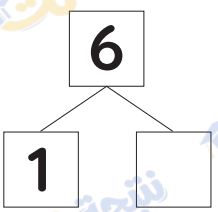
Exercise

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

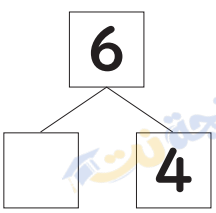
(1)



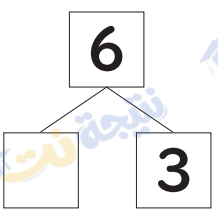
(2)



(3)



(4)

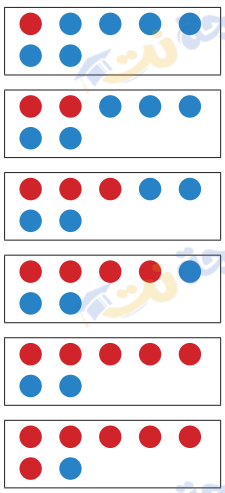


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1-8 What Makes 7?

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

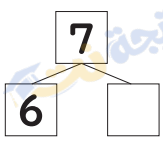
● ··· 5, ● ··· 2 → 5 and 2 make 7

● ··· 6, ● ··· 1 → 6 and 1 make 7

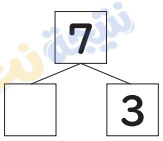
Warm Up

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

(1)



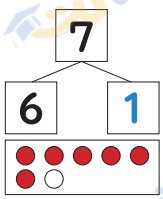
(2)



How to Solve

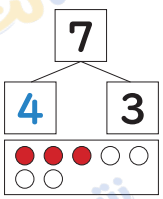
Draw 7 circles. Color the number you know, then count the rest.

(1)



Color 6 circles. 1 is not colored.

(2)



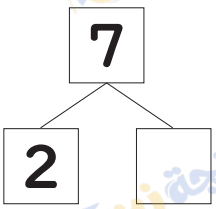
Color 3 circles. 4 are not colored.

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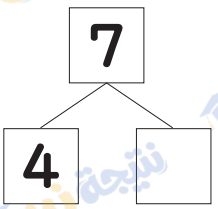
Try

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

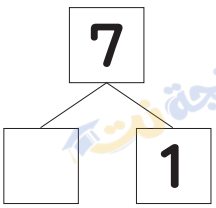
(1)



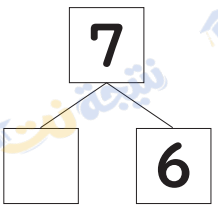
(2)



(3)



(4)

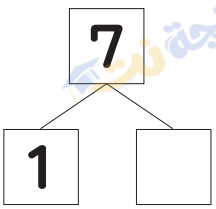




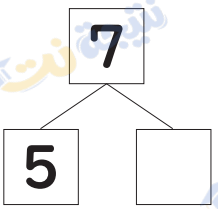
Exercise

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

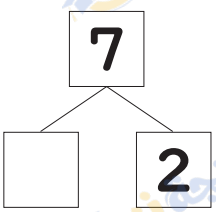
(1)



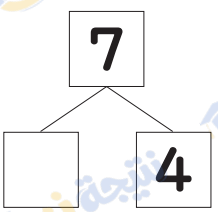
(2)



(3)



(4)

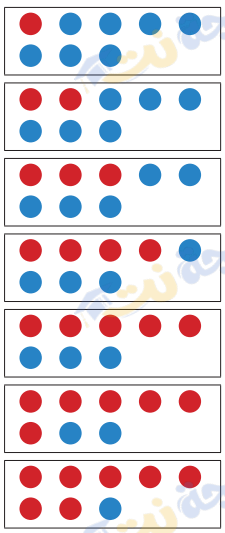


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1-9 What Makes 8?

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

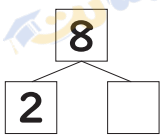
● ··· 6, ● ··· 2 → 6 and 2 make 8

● ··· 7, ● ··· 1 → 7 and 1 make 8

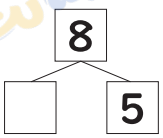
Warm Up

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

(1)



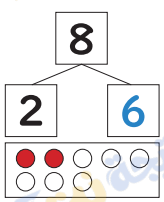
(2)



How to Solve

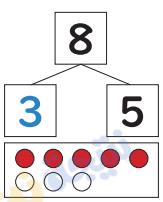
Draw 8 circles. Color the number you know, then count the rest.

(1)



Color 2 circles. 6 are not colored.

(2)



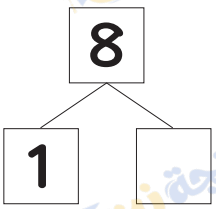
Color 5 circles. 3 are not colored.

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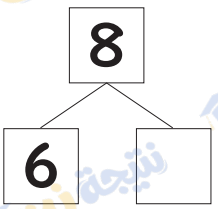
Try

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

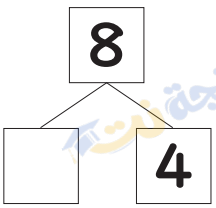
(1)



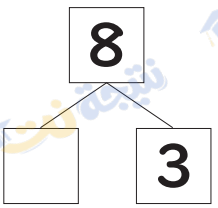
(2)



(3)



(4)

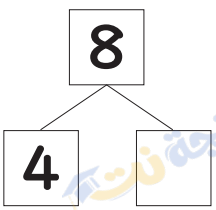




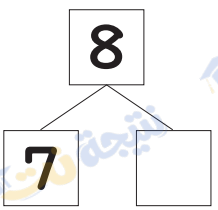
Exercise

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

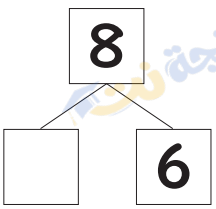
(1)



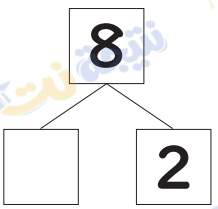
(2)



(3)



(4)

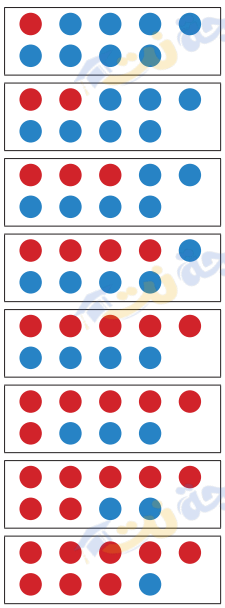


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1-10 What Makes 9?

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

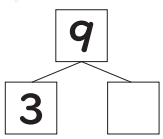
● ··· 7, ● ··· 2 → 7 and 2 make 9

● ··· 8, ● ··· 1 → 8 and 1 make 9

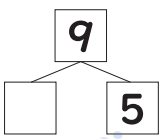
Warm Up

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

(1)



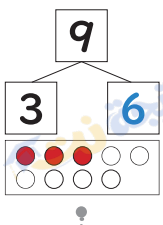
(2)



How to Solve

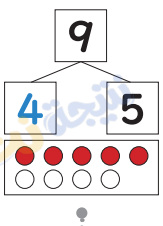
Draw 9 circles. Color the number you know, then count the rest.

(1)



Color 3 circles. 6 are not colored.

(2)



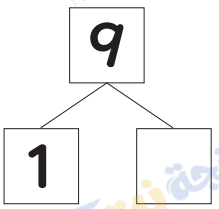
Color 5 circles. 4 are not colored.

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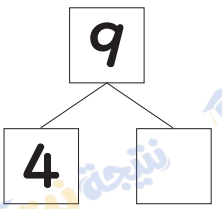
Try

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

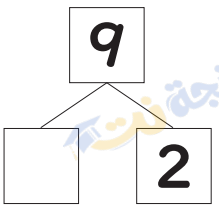
(1)



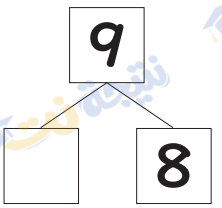
(2)



(3)



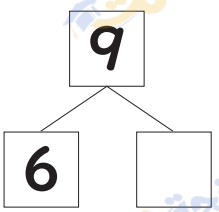
(4)



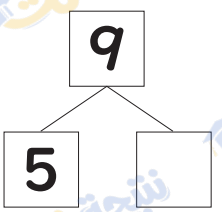
Exercise

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

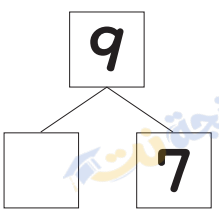
(1)



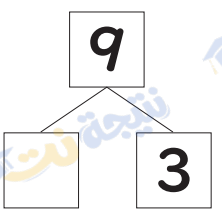
(2)

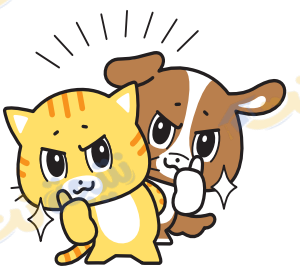


(3)



(4)



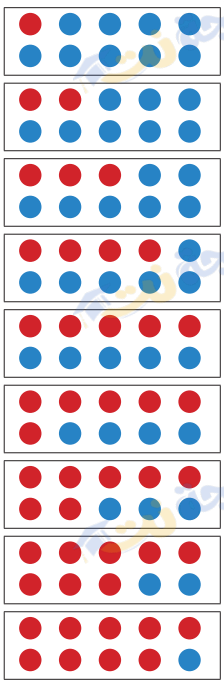


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1-11 What Makes 10?

Point!

What two numbers make 10?

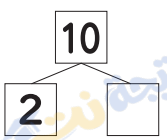


- ● ··· 1, ● ··· 9 → 1 and 9 make 10
- ● ··· 2, ● ··· 8 → 2 and 8 make 10
- ● ··· 3, ● ··· 7 → 3 and 7 make 10
- ● ··· 4, ● ··· 6 → 4 and 6 make 10
- ● ··· 5, ● ··· 5 → 5 and 5 make 10
- ● ··· 6, ● ··· 4 → 6 and 4 make 10
- ● ··· 7, ● ··· 3 → 7 and 3 make 10
- ● ··· 8, ● ··· 2 → 8 and 2 make 10
- ● ··· 9, ● ··· 1 → 9 and 1 make 10

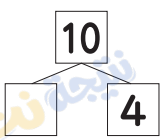
Warm Up

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

(1)



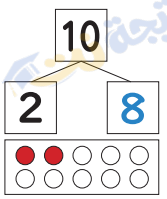
(2)



How to Solve

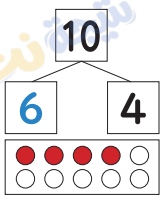
Draw 10 circles. Color the number you know, then count the rest.

(1)



Color 2 circles. 8 are not colored.

(2)



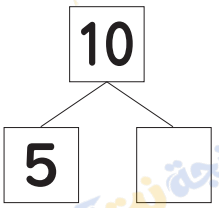
Color 4 circles. 6 are not colored.

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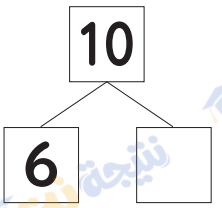
Try

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

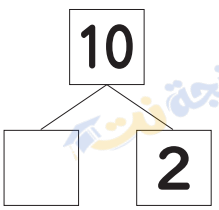
(1)



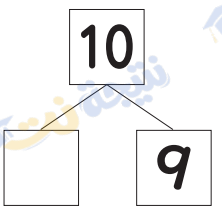
(2)



(3)



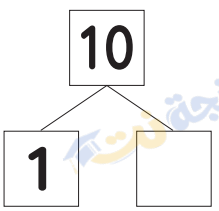
(4)



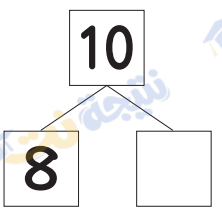
Exercise

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

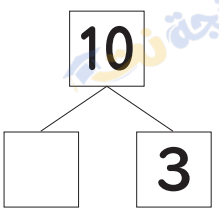
(1)



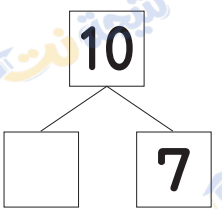
(2)



(3)



(4)





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1-12 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



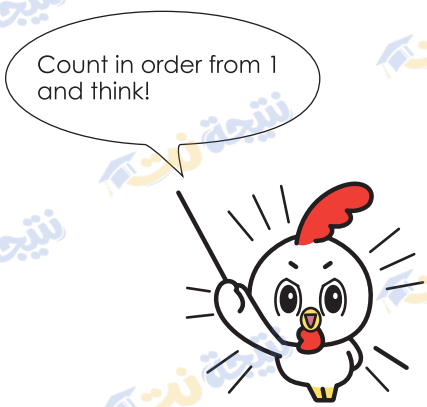
How to Solve

Numbers get bigger as you go to the right.

1 2 3 4 5 (6) (7) 8 9 10

Big ⟶

6	(7)



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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

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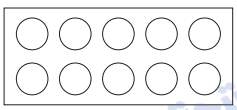
1-13 The Number Zero

Point!

The number 0 is called "zero"

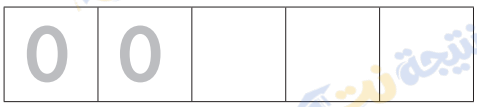
Are there any colored circles ?!

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





Zero



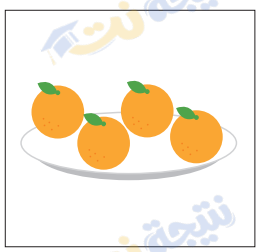
"Zero" means nothing is there!



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.

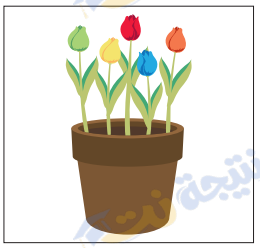
(1) 4

(2) 0

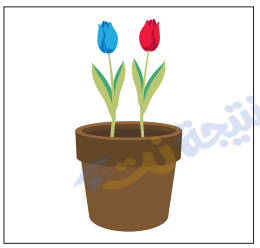
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Try

Write the number of flowers.

(1) 

(2) 

(3) 

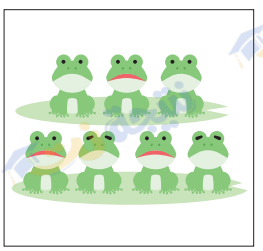
Exercise

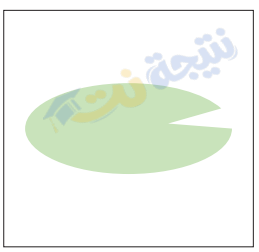
(1) Let's practice.

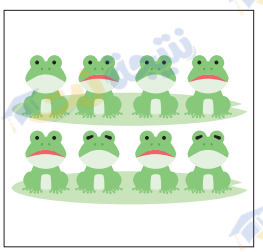
0	0			

(2) Write the number of frogs.

① 

② 

③ 

④ 

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2-1 What's the Position?

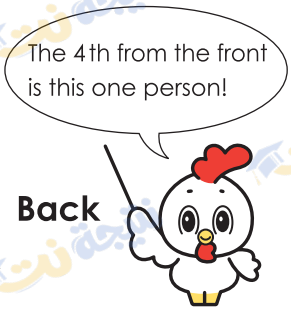
Point!

4 people from the front



The 4th person from the front





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



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Try

Circle the answer.

(1) 2 horses from the front

Front  Back

(2) The 5th frog from the front

Front  Back

(3) The 6th person from the back

Front  Back

Exercise

Circle the answer.

(1) 4 cats from the front

Front  Back

(2) The 4th car from the front

Front  Back

(3) The 5th person from the back

Front  Back

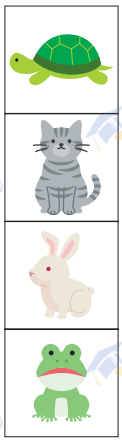
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2-2 Where Is It?

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.

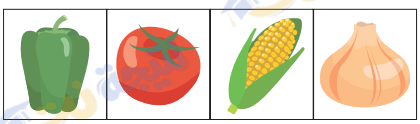


Warm Up

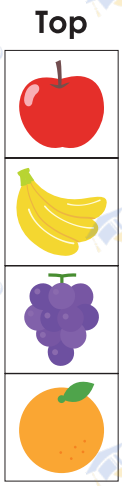
Look at the picture and answer.

(1)  is the ☐ from the top.

(2)  is the ☐ from the bottom.

Left  Right

(3)  is the ☐ from the right.



How to Solve

Always check where to start counting from first.

(1) 2nd (2) 1st (3) 3rd

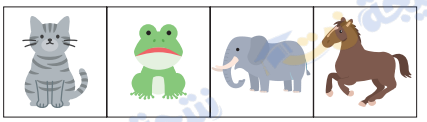
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Try

Look at the picture and answer.

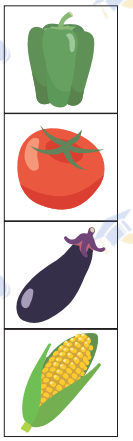
(1)  is the ☐ from the top.

(2)  is the ☐ from the bottom.

Left  Right

(3)  is the ☐ from the right.

Top



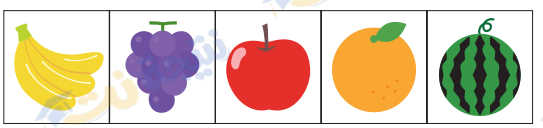
Bottom

Exercise

Look at the picture and answer.

(1)  is the ☐ from the bottom.

(2)  is the ☐ from the top.

Left  Right

(3)  is the ☐ from the left.

(4)  is the ☐ from the right.

Top



Bottom

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3-1 Addition (Part 1)

Point!

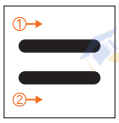
When you put 2 and 3 together, you get 5. We can write it like this:

Addition sentence: 2 + 3 = 5

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



Addition sign



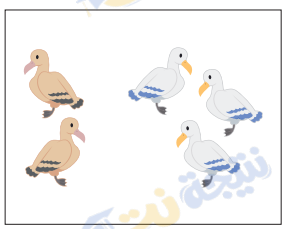
Equal sign

Sentences like 2 + 3 or 5 + 1 are called addition.

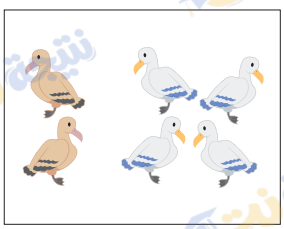
Warm Up

(1) Which picture shows 2 + 4?

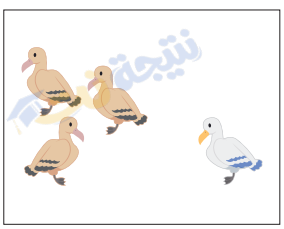
A



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

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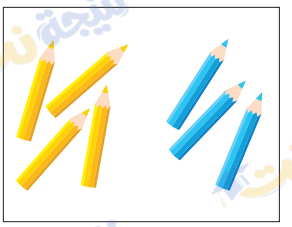
Try

(1) Which picture shows 5 + 3?

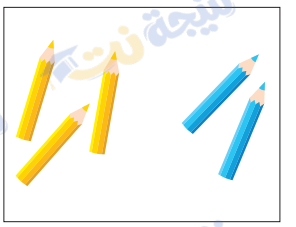
A



B



C



(2) Let's do addition.

① 1 + 7

② 3 + 3

③ 6 + 2

④ 8 + 1

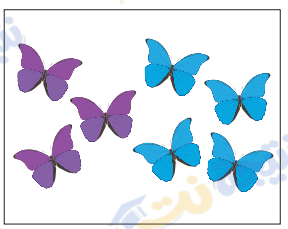
⑤ 4 + 6

⑥ 5 + 5

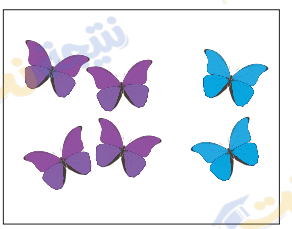
Exercise

(1) Which picture shows 3 + 6?

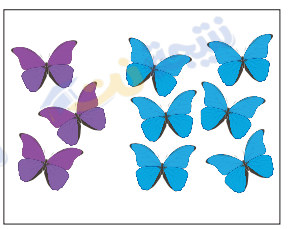
A



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

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3-2 Addition (Part 2)

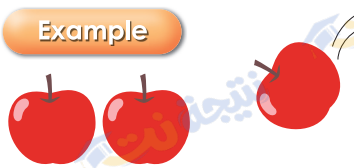
Point!

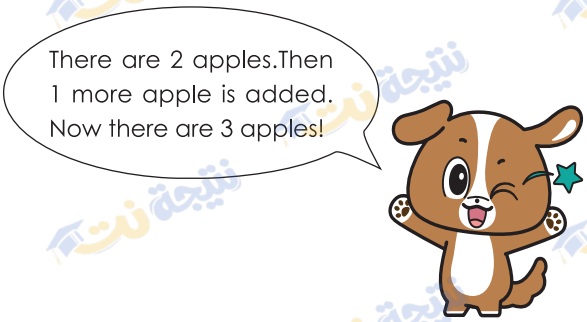
Use **addition** when you want to find out:

"How many in total?"

"How many after adding more?"

Example





2 + 1 = 3

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?



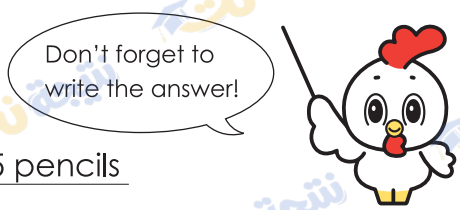
(2) There are 5 cats. Then 3 more cats come.

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.



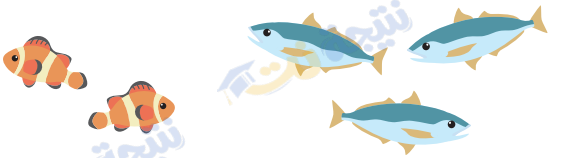
(1) Addition sentence: 1 + 4 = 5 Answer: 5 pencils

(2) Addition sentence: 5 + 3 = 8 Answer: 8 cats

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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.



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3-3 Addition with Zero "0"

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.



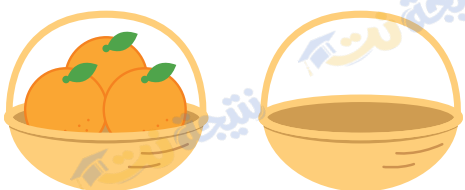
Warm Up

(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

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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

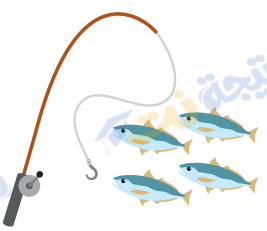
Exercise

(1) Let's do addition.
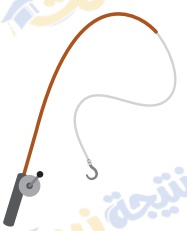
① 2 + 0 ② 6 + 0 ③ 7 + 2

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



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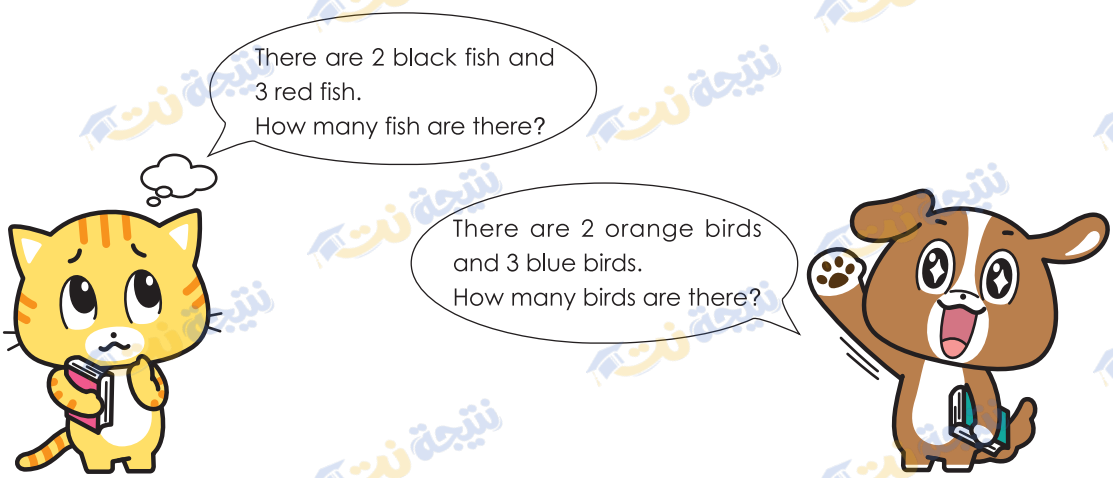
3-4 Making Addition Stories

Warm Up

Let's make a story that matches this addition:

2 + 3 = 5





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Try

Let's make a story that matches this addition:

4 + 1 = 5



Exercise

Let's make a story that matches this addition:

2 + 1 = 3



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4-1 Subtraction (Part 1)

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."



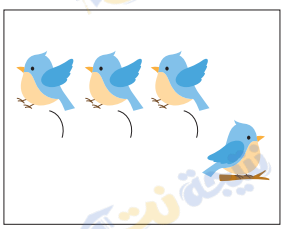
Subtraction sign

Sentences like 3 – 2 or 4 – 1 are called subtraction .

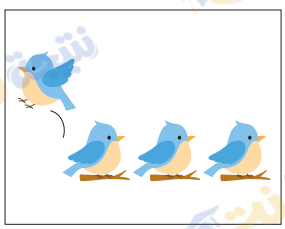
Warm Up

(1) Which picture shows 3 – 1?

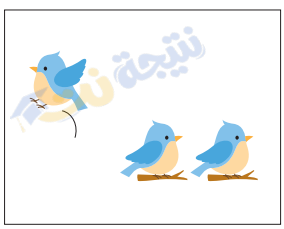
A



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

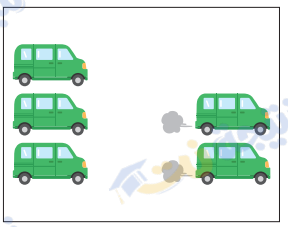
(2) ① 4 – 3 = 1 ② 5 – 2 = 3 ③ 10 – 1 = 9

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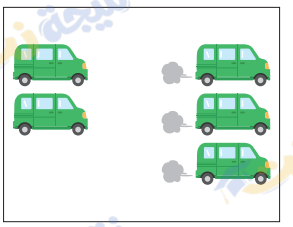
Try

(1) Which picture shows 5 − 3?

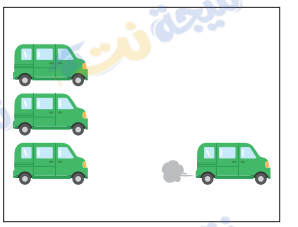
A



B



C



(2) Let's do subtraction.

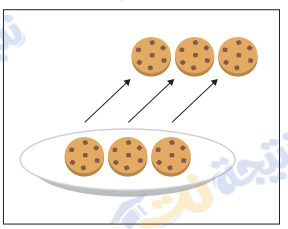
① 2 − 1　　② 5 − 3　　③ 7 − 2

④ 8 − 4　　⑤ 10 − 2　　⑥ 10 − 8

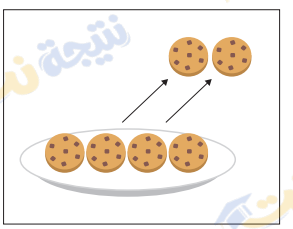
Exercise

(1) Which picture shows 6 − 4?

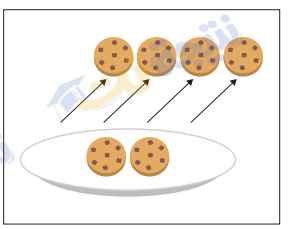
A



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

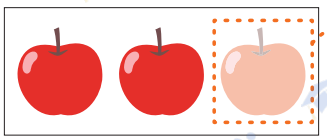
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4-2 Subtraction (Part 2)

Point!

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

Example





If you eat 1 apple:

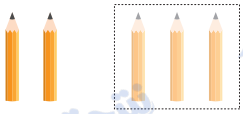
$$3 - 1 = 2$$



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



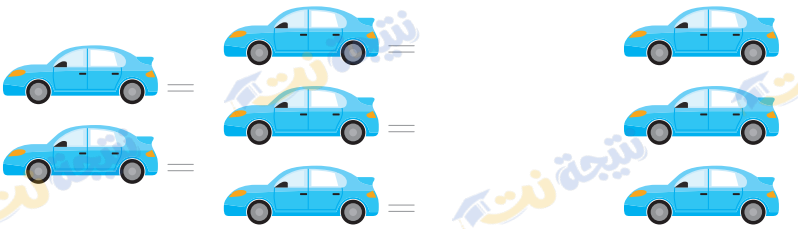
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Try

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

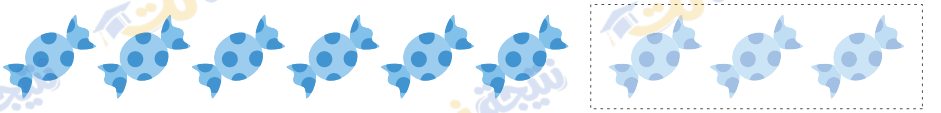


(2) There are 8 cars. 5 cars leave. How many are left? Write the mathematical sentence and the answer.

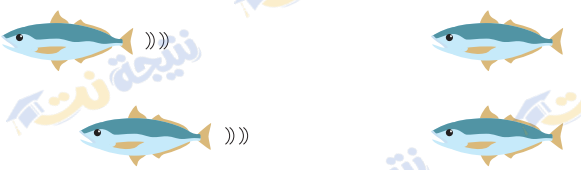


Exercise

(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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4-3 Subtraction with Zero "0"

Point!

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

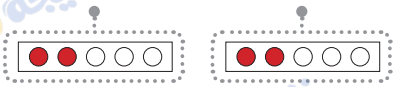
Example $2 - 0 = 2$



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

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

Example $2 - 2 = 0$



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

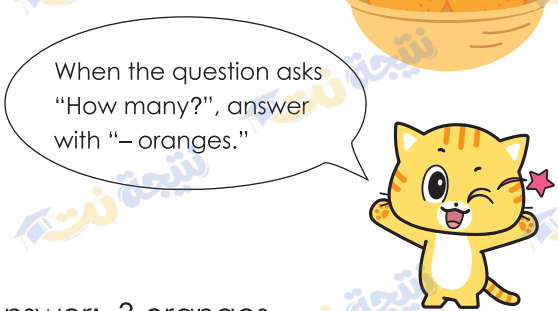
Warm Up

(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.





How to Solve

(1) ① $2 - 0 = 2$ ② $7 - 7 = 0$

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

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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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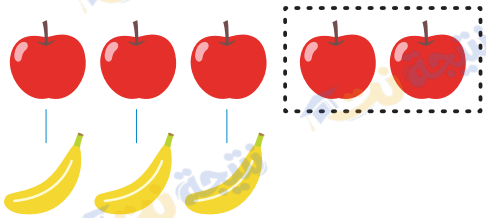
4-4 What Is the Difference?

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?



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



5 – 3 = 2

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?

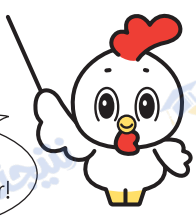


How to Solve

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

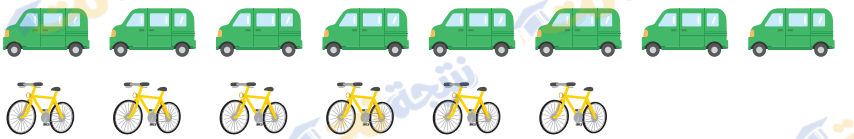


Don't forget to write the answer!

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Try

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

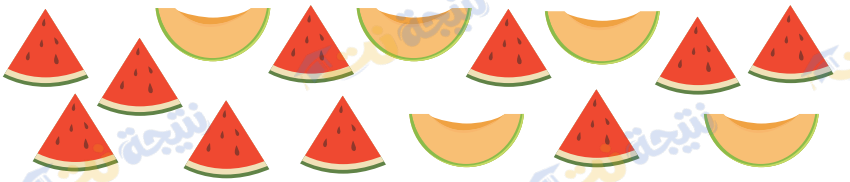


(2) There are 6 red flowers. There are also 4 white flowers. What is the difference between the number of red flowers and white flowers? Write the mathematical sentence and the answer.



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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4-5 Making Subtraction Stories

Warm Up

Let's make a story that matches this subtraction:

5 − 3 = 2







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Try

Let's make a story that matches this subtraction:

4 – 1 = 3



Exercise

Let's make a story that matches this subtraction:

3 – 2 = 1



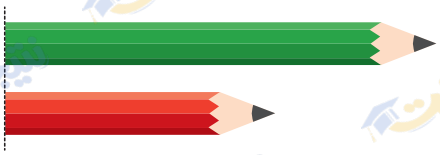
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5-1 Which One Is Longer?

Point!

When you compare lengths, line up one end.

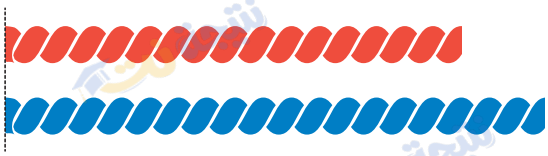
Example Let's compare the length of the green pencil and the red pencil.



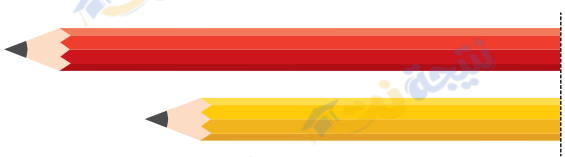
→ The green pencil is longer.

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!



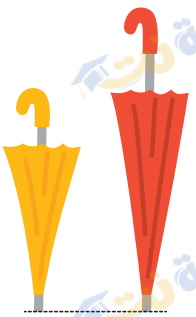
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Try

(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?

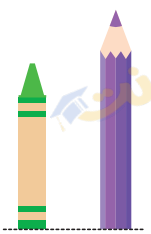


Exercise

(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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5-2 How Can We Measure?

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.



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



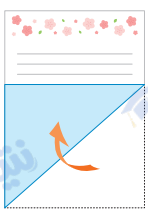
How to Solve

(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.



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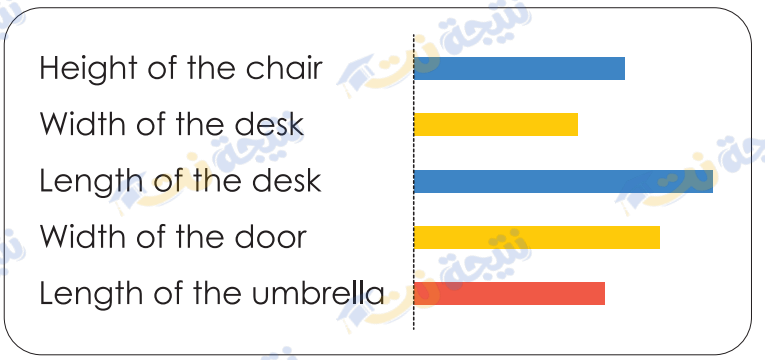
Try

(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.

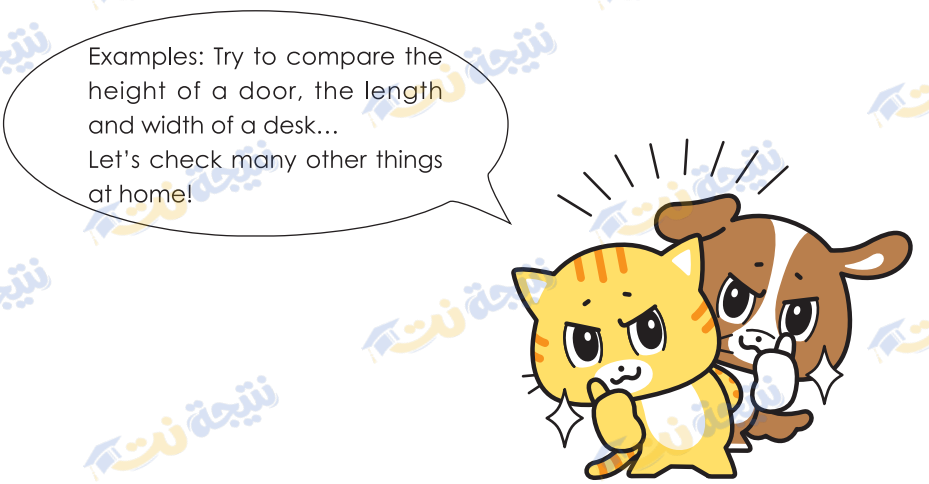
Example

We used the tape to measure, and found that:



Exercise

Try comparing the lengths of things at home!



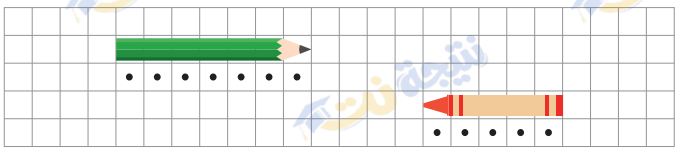
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5-3 Let's Compare Lengths

Point!

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

Example



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

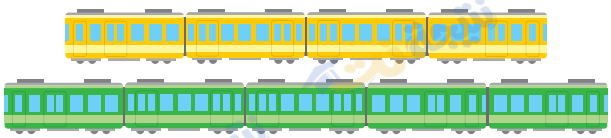


- The pencil is **7 blocks** long.
- The crayon is **5 blocks** long.

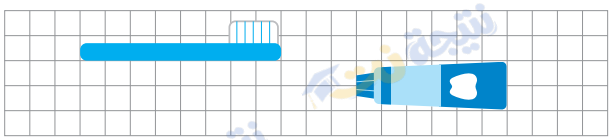
→ The **pencil** is longer.

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

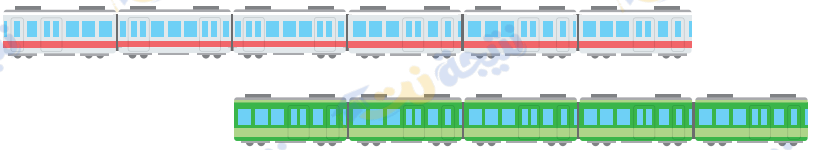
You can compare lengths even if the ends don't line up.

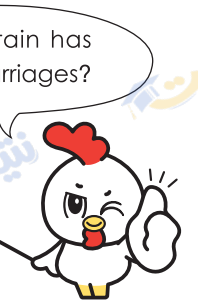


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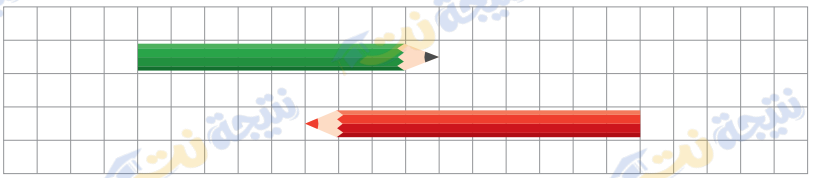
Try

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





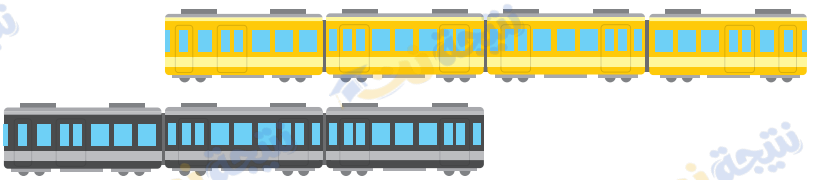
(2) Which is longer, the green pencil or the red pencil?





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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6-1 Representing Data with Pictures

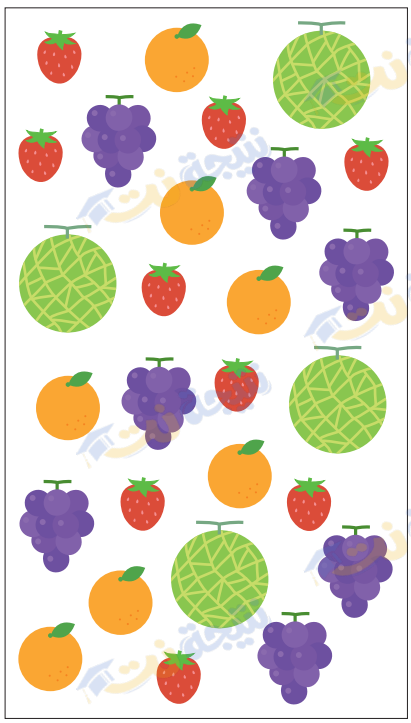
Point!

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

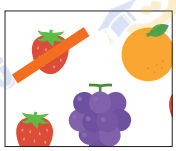
Count each type of the fruit and color them.

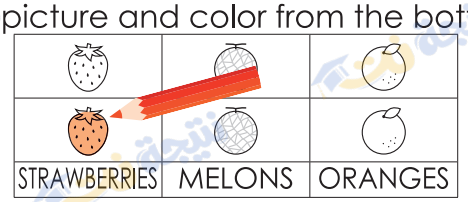


STRAWBERRIES	MELONS	ORANGES	GRAPES

How to Solve

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

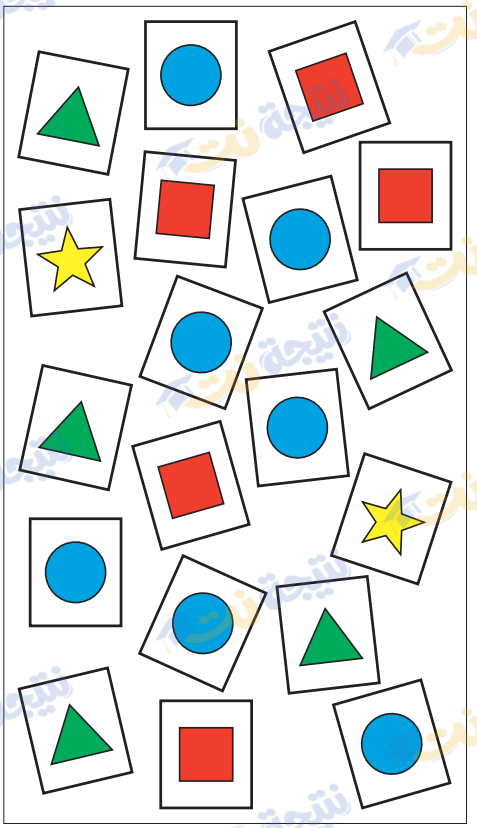




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Try

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



○	△	□	☆
○	△	□	☆
○	△	□	☆
○	△	□	☆
○	△	□	☆
○	△	□	☆
○	△	□	☆
○	△	□	☆
○	△	□	☆
○	△	□	☆
CIRCLES	TRIANGLES	SQUARES	STARS

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Exercise

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



TOMATOES	ONIONS	CUCUMBERS	EGGPLANTS

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



LIONS	GIRAFFES	BIRDS	CAMELS

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6-2 What We Learn from Results

Point!

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

Warm Up

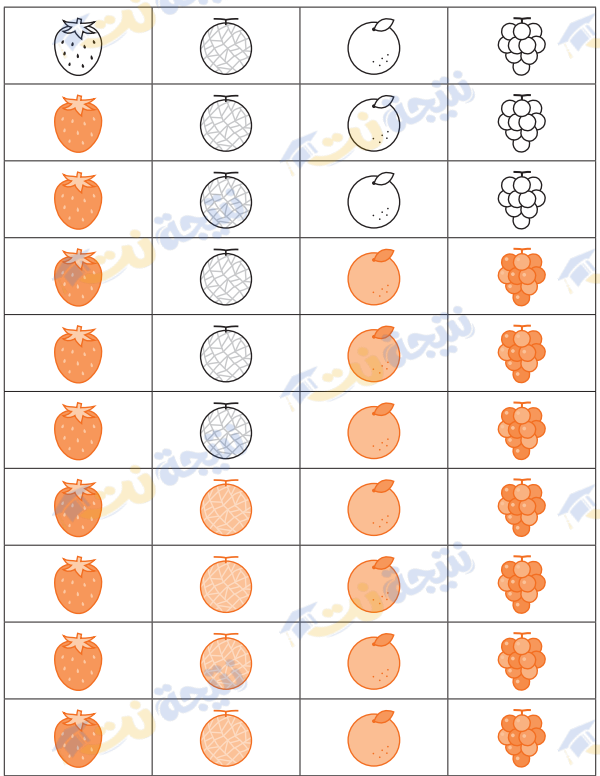
We counted each type of the colored fruit. Let's answer the questions.

(1) Which has the most?

(2) Which has the least?

(3) Which fruits have the same number?

(4) How many grapes are there?



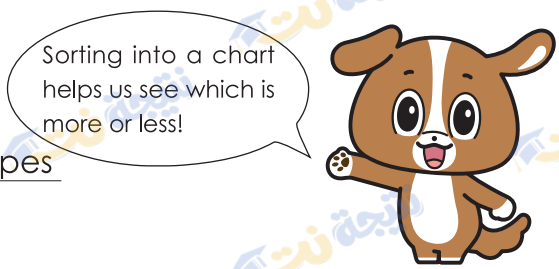
How to Solve

(1) The most: strawberries

(2) The least: melons

(3) The same number: oranges and grapes

(4) 7



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Try

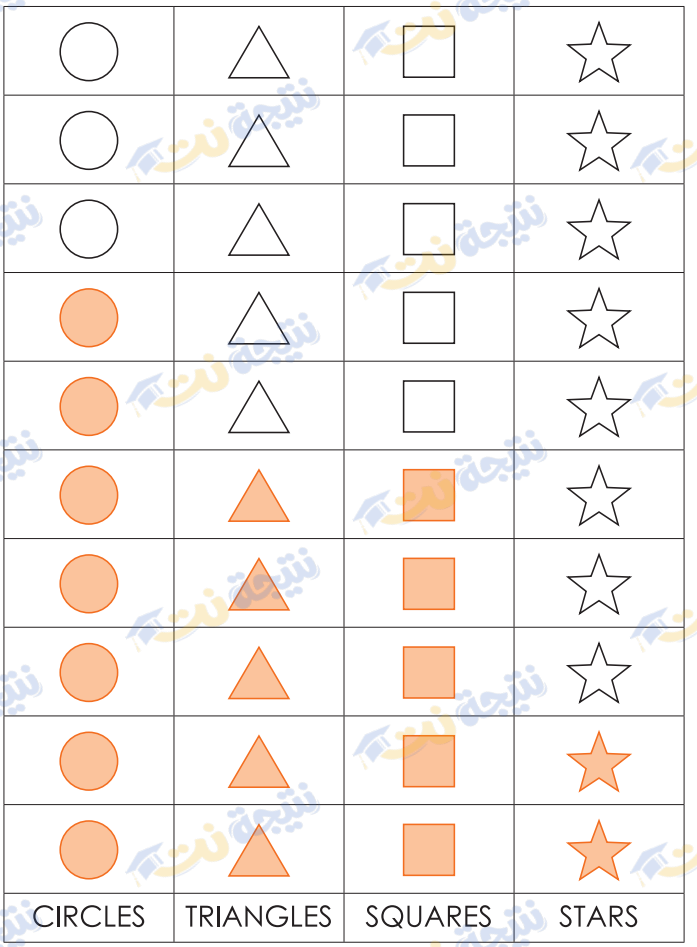
We counted each type of the colored shapes. Let's answer the questions.

(1) Which has the most?

(2) Which has the least?

(3) Which shapes have the same number?

(4) How many triangles are there?



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Exercise

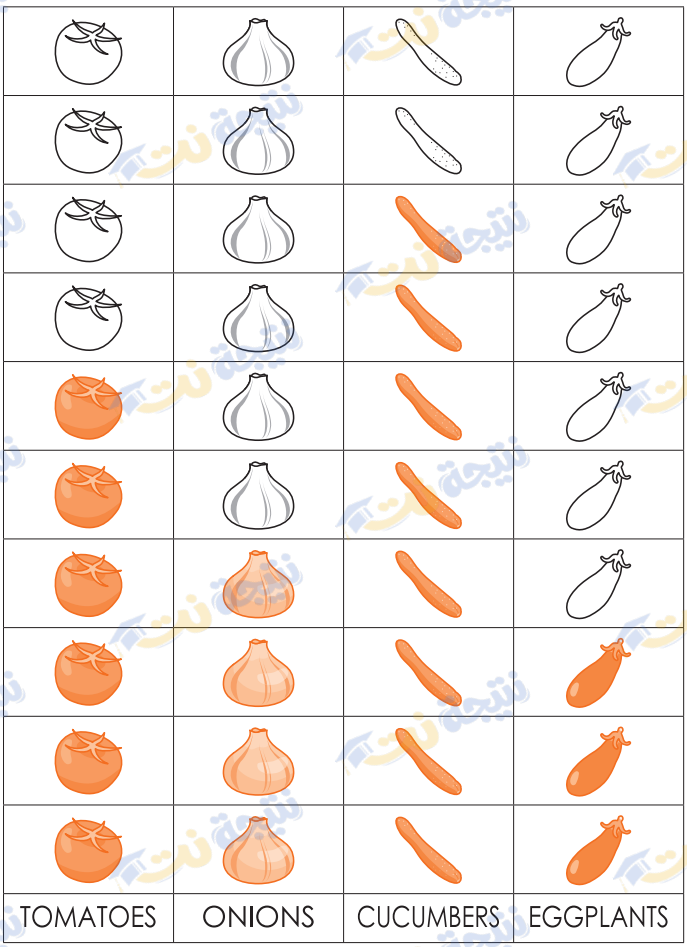
(1) We counted each type of the colored vegetables. Let's answer the questions.

① Which has the most?

② Which has the least?

③ How many tomatoes are there?

④ How many cucumbers are there?



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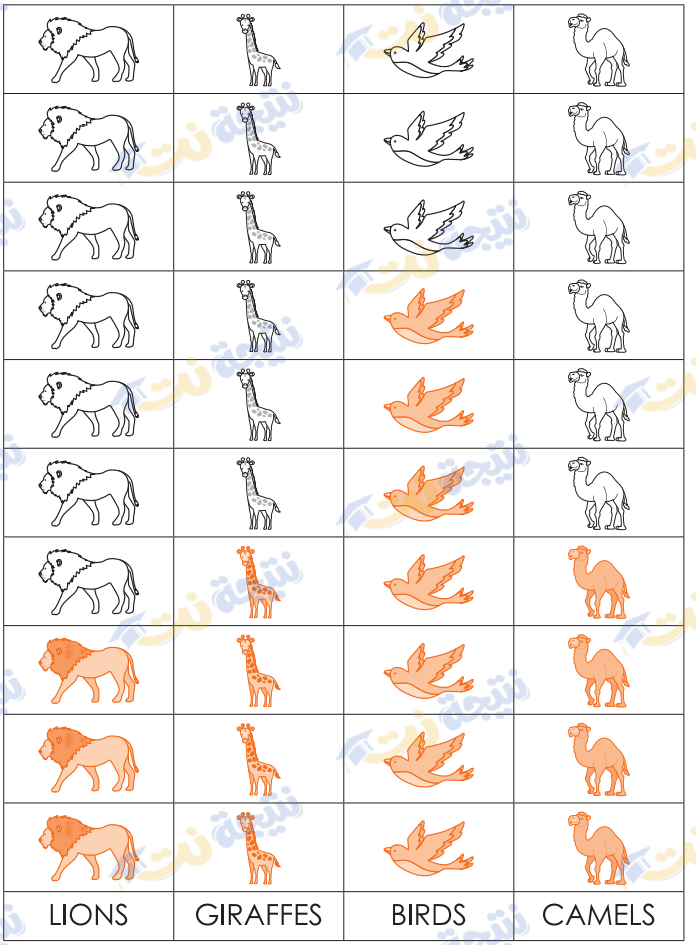
(2) We counted each type of the colored animals. Let's answer the questions.

① Which has the most?

② Which has the least?

③ Which animals have the same number?

④ How many camels are there?



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6-3 Let's Compare Results

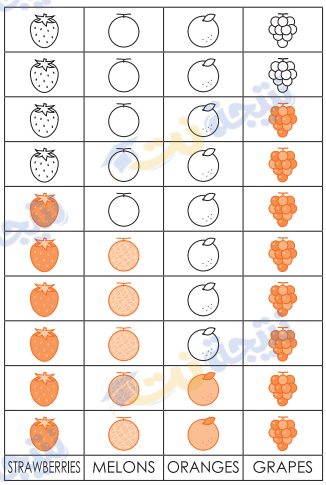
Point!

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

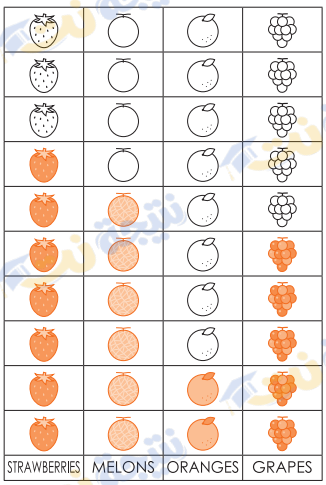
Warm Up

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

Class 1



Class 2



(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.

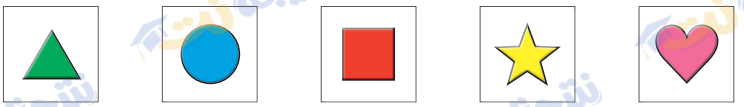
(3) The fruit that has the same number in both classes is oranges. (2 each)

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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
1	1	1	2	1
1	1	1	2	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1

Group 2

TRIANGLES	CIRCLES	SQUARES	STARS	HEARTS
1	1	1	2	1
1	1	1	2	1
1	1	1	2	1
1	1	1	2	1
1	1	1	2	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1

(1) Which group has more stars?

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

(2) Which card has the same number in both groups?



(3) If the winning card is the heart, which group is the winner?

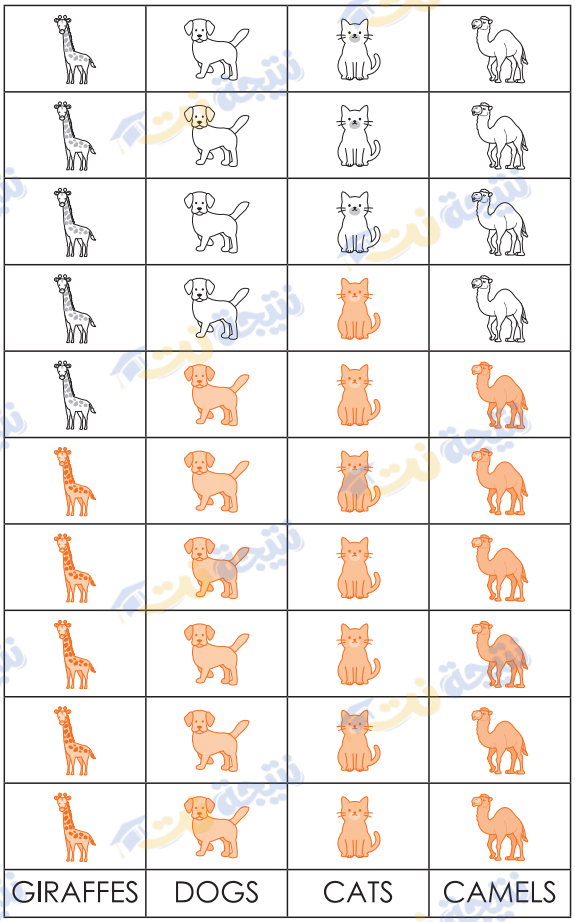
(4) If the winning card is the triangle, which group is the winner?

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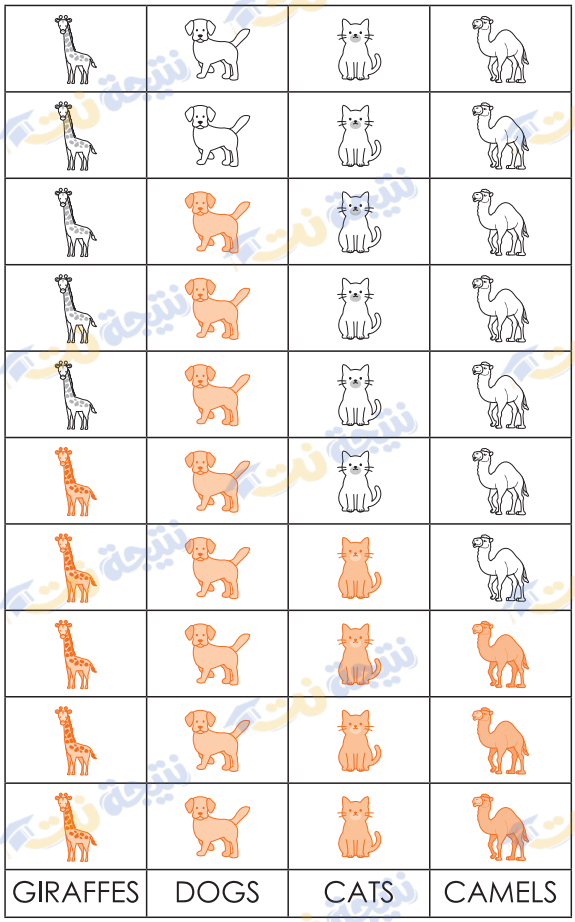
Exercise

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

Class 1



Class 2



① Which class has more dogs?

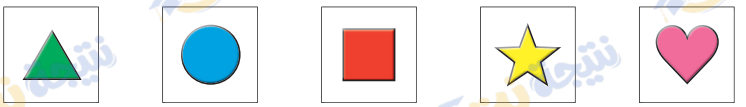
② Which class has more camels?

③ Which animal is the most in Class 1?

④ Which animal has the same number in both classes?

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(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.



Group 1

TRIANGLES	CIRCLES	SQUARES	STARS	HEARTS
10	2	3	5	10

Group 2

TRIANGLES	CIRCLES	SQUARES	STARS	HEARTS
3	2	4	6	10

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?



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7-1 Numbers up to 20

Point!

Ten plus one is eleven.

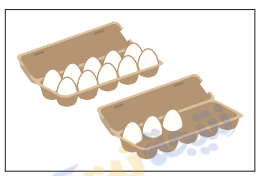
Let's learn the numbers from 10 to 20.

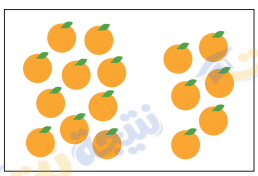


10	Ten				
11	Eleven			16	Sixteen
12	Twelve			17	Seventeen
13	Thirteen			18	Eighteen
14	Fourteen			19	Nineteen
15	Fifteen			20	Twenty

Warm Up

Write the number.

(1)  ☐

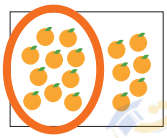
(2)  ☐

How to Solve

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

(1) 10 and 3 make 13

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

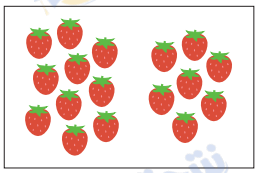


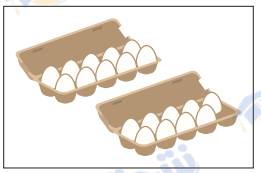


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Try

(1) Write the number.

①  ☐

②  ☐

(2) Look at the picture and answer.

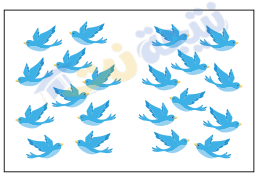


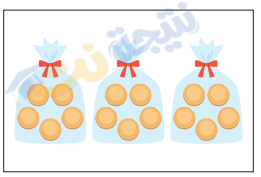
① How many children are standing in line?

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?

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7-2 Ten and Some Number (from 1 to 10)

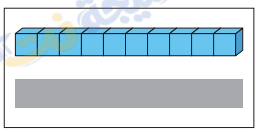
Point!

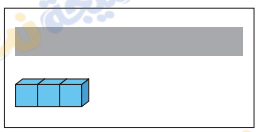
Numbers greater than 10 can be split into 10 and some number.

11	10 and 1	16	10 and 6
12	10 and 2	17	10 and 7
13	10 and 3	18	10 and 8
14	10 and 4	19	10 and 9
15	10 and 5	20	10 and 10

Warm Up

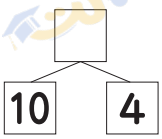
(1) Write the number of hidden blocks.

① 15  ☐

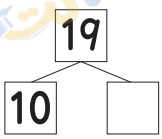
② 13  ☐

(2) What number goes in the box?

① 10 and 4 make ☐



② 19 is 10 and ☐

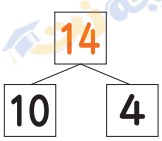


How to Solve

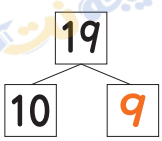
(1) ① You see 10 blocks. The number of hidden blocks is 5.

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

(2) ① 10 and 4 make 14



② 19 is 10 and 9



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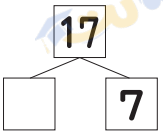
Try

What number goes in the box?

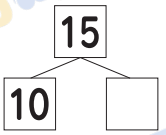
(1) 10 and 9 make ☐

(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 ☐

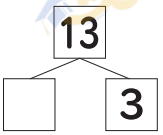
Exercise

What number goes in the box?

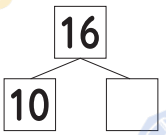
(1) 10 and 5 make ☐

(2) 10 and 8 make ☐

(3) 13 is ☐ and 3



(4) 16 is 10 and ☐



(5) 15 is ☐ and 5

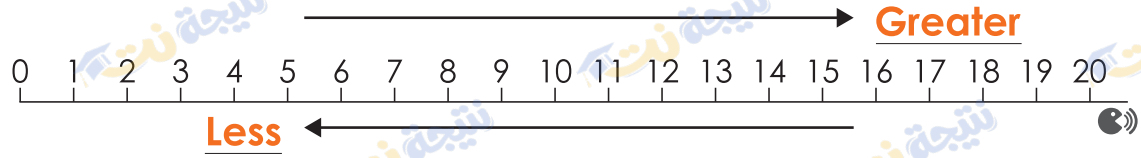
(6) 20 is 10 and ☐

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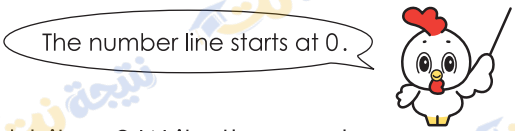
7-3 Number Line

Point!

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

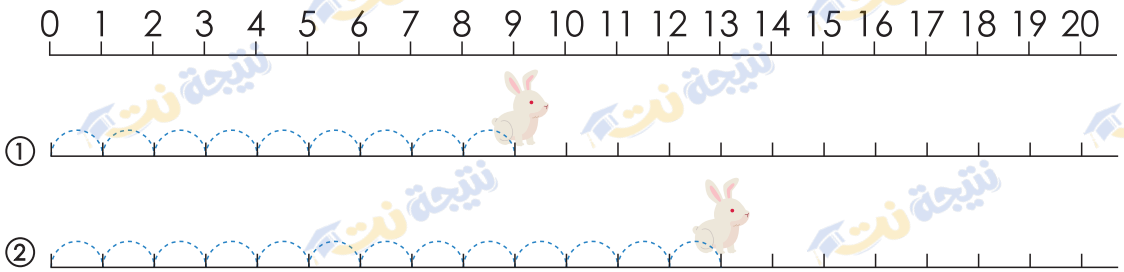


Warm Up



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

① ☐ ② ☐



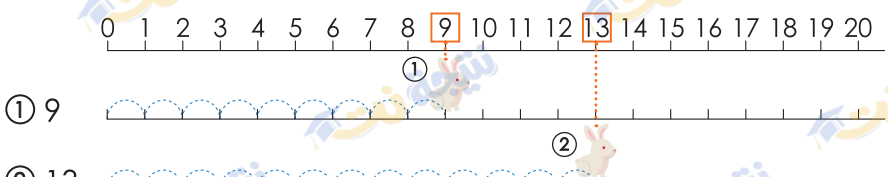
(2) Look at the number line in (1) and write the number that goes in the box.

① 14 — 15 — ☐ — 17 — ☐

② 10 — 12 — ☐ — 16 — ☐ — 20

How to Solve

(1)

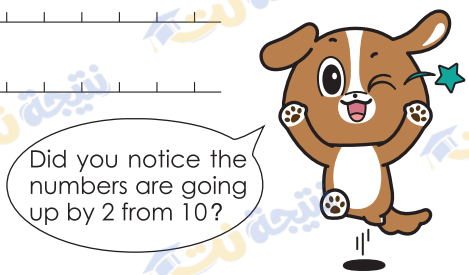


① 9

② 13

(2) ① 14 — 15 — 16 — 17 — 18

② 10 — 12 — 14 — 16 — 18 — 20



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Try

(1) Circle the bigger number.

① 12 8 ② 17 19

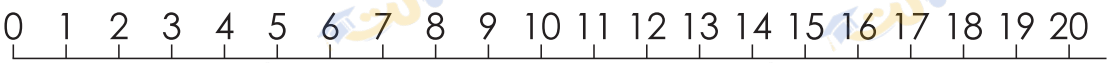
(2) Write the number that goes in the box.

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.



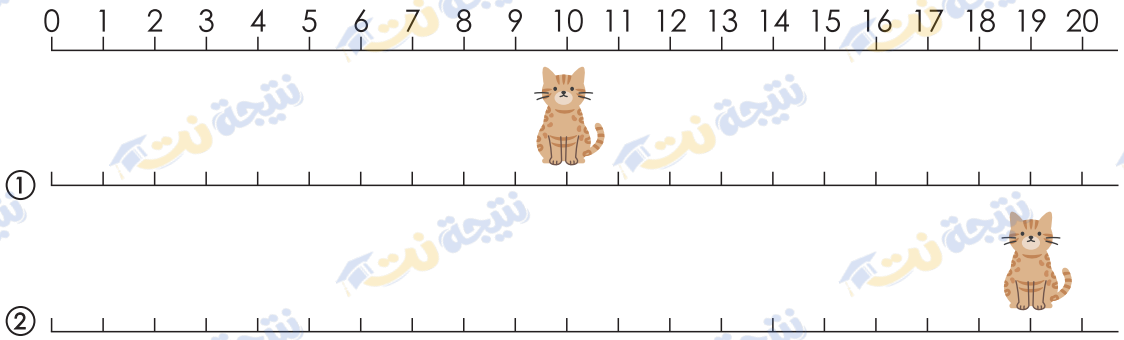
☐ → ☐ → ☐ → ☐

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Exercise

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

① ☐ ② ☐



(2) Circle the bigger number.

① 17 16 ② 15 20

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

① 13 — ☐ — 15 — ☐ — ☐ — 18

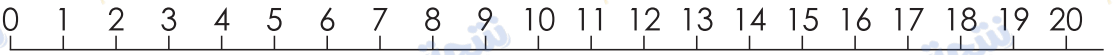
② 20 — ☐ — 18 — ☐ — 16 — 15

③ 8 — ☐ — 12 — ☐ — 16 — ☐ — 20

④ 0 — 5 — ☐ — 15 — 20

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(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

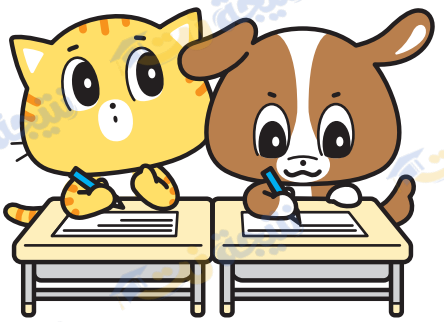


☐ → ☐ → ☐ → ☐

②



☐ → ☐ → ☐ → ☐



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7-4 Adding and Subtracting Numbers (Part 1)

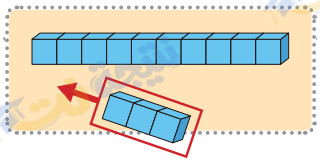
Point!

"10 plus some number"

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

Example 10 and 3 make **13**

Addition sentence: 10 + 3 = 13

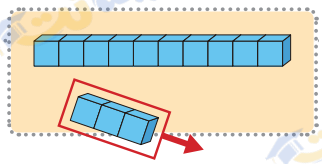


"Numbers 11-19 minus some numbers"

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

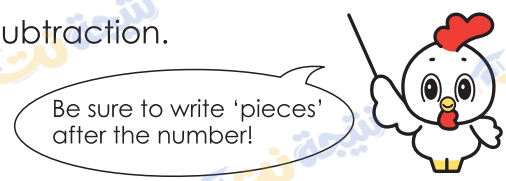
(1) ① 10 + 2 = 12 ② 10 + 8 = 18

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



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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 = ☐

② What is 18 minus 8?

18 − 8 = ☐

(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.

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7-5 Adding and Subtracting Numbers (Part 2)

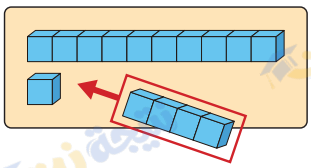
Point!

"A number more than 10, plus some number"

Example 11 + 4 = 15

11 → 10, 1; 4 → 1

Keep 10, then add 1 and 4

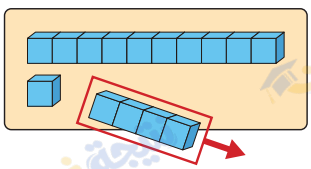


"A number more than 10, minus some number"

Example 15 − 4 = 11

15 → 10, 5; 4 → 5

Keep 10, then subtract 4 from 5



Warm Up

Keep 10, and do the math!



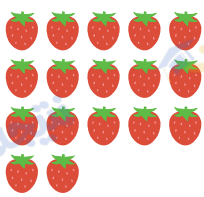
(1) Solve the problems.

① 12 + 2 ② 15 + 4

③ 16 − 1 ④ 19 − 7

(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

12 → 10, 2

Keep 10, then add 2 and 2

② 15 + 4 = 19

15 → 10, 5; 4 → 5

Keep 10, then add 5 and 4

③ 16 − 1 = 15

16 → 10, 6; 1 → 6

Keep 10, then subtract 1 from 6

④ 19 − 7 = 12

19 → 10, 9; 7 → 9

Keep 10, then subtract 7 from 9

(2) Since we take 3 away from 17:

Subtraction sentence: 17 − 3 = 14 Answer: 14 strawberries

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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 = ☐

② What is 17 minus 4?

17 − 4 = ☐

(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.

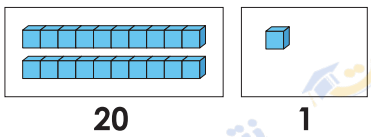
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7-6 Numbers Greater than 20

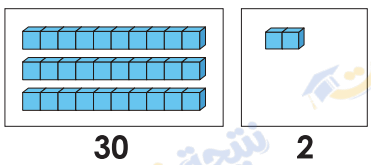
Point!

Numbers greater than 20

Example



20 and 1 make **21** Twenty-one

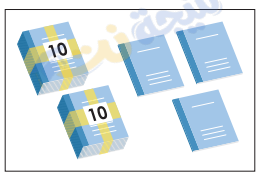


3 groups of 10 make **30** Thirty

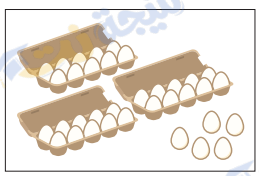
30 and 2 make **32** Thirty-two

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 .

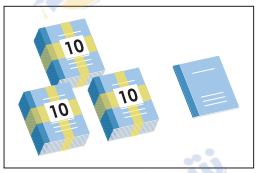
② 10, 10, and 10 make 30. Add 5 more to 30, and that makes 35 .

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

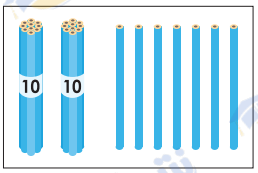
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Try

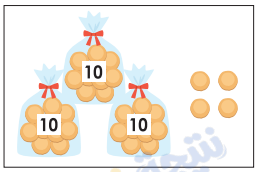
(1) Count and write the number.

① 

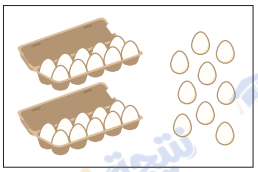
□

② 

□

③ 

□

④ 
□

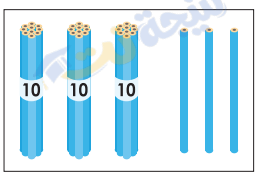
(2) Write the number.

① Twenty-four □

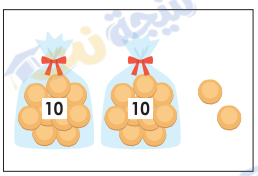
② Thirty-seven □

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				



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8-1 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.



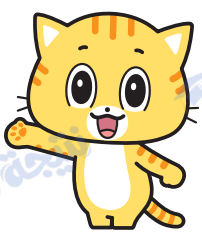
When the short hand is between two numbers, read the smaller number.

→ It is **half past 8**

Warm Up

Let's read the clocks.

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



(1) 

(2) 

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

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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 

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9-1 Adding Three Numbers

Point!

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

Example 3 + 4 + 1 = 8

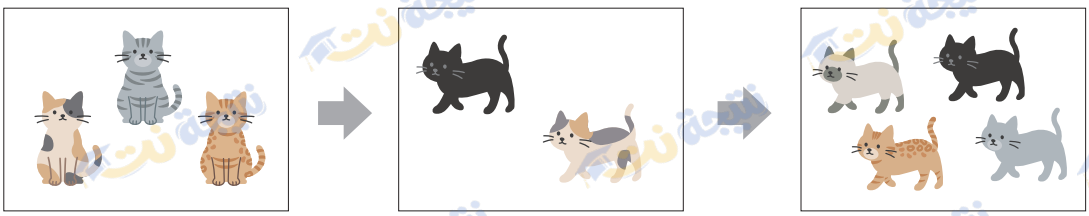
7

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 + ☐ + ☐ = ☐ Answer: ☐ 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 + 2 + 4 = 9 Answer: 9 cats

5

(2) ① 5 + 1 + 3 = 9

6

② 7 + 2 + 1 = 10

9

③ 2 + 8 + 5 = 15

10

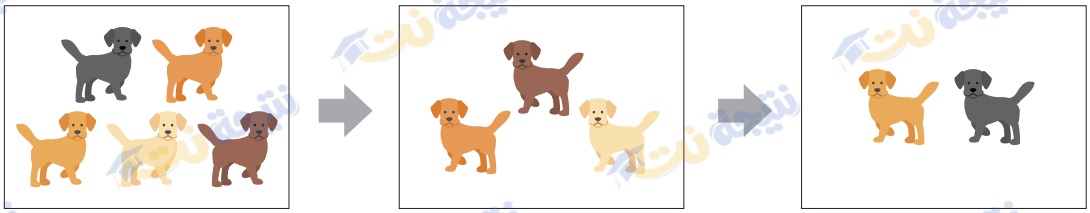
We always add from left to right!



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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

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9-2 Subtracting Three Numbers

Point!

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

Example $8 - 1 - 2 = 5$

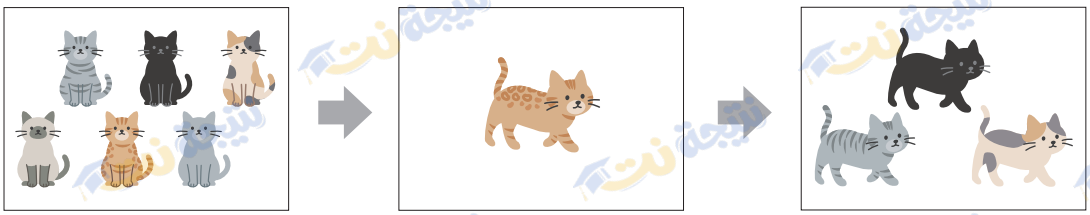
$8 - 1 = 7$

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

$6 - 1 = 5$

(2) ① $7 - 4 - 2 = 1$

$7 - 4 = 3$

② $8 - 5 - 1 = 2$

$8 - 5 = 3$

③ $12 - 2 - 3 = 7$

$12 - 2 = 10$

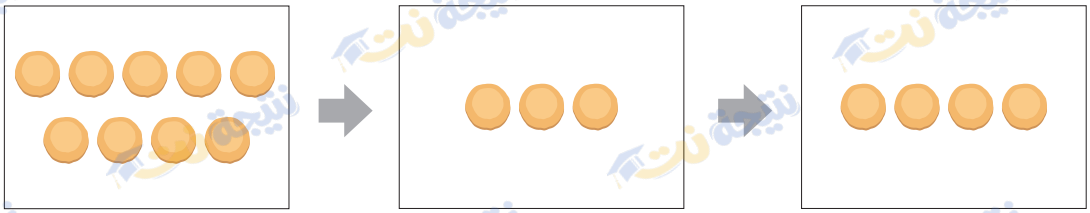
Remember: Subtract from left to right!



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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

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9-3 Calculating with Three Numbers

Point!

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

Example $8 - 3 + 2 = 7$

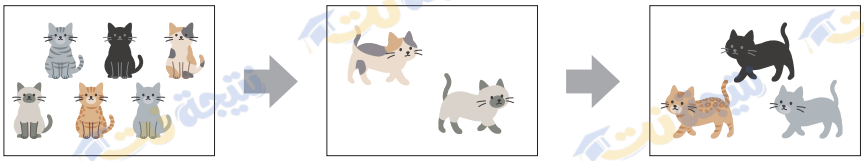
$8 - 3$ → 5

First,culculate 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

Even with four numbers, just go left to right!



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

$6 - \boxed{2} + \boxed{3} = \boxed{7}$ (6 − 2 → 4)

Answer: $\boxed{7}$ cats

(2) ① $10 - 3 + 1 = 8$ (10 − 3 → 7)

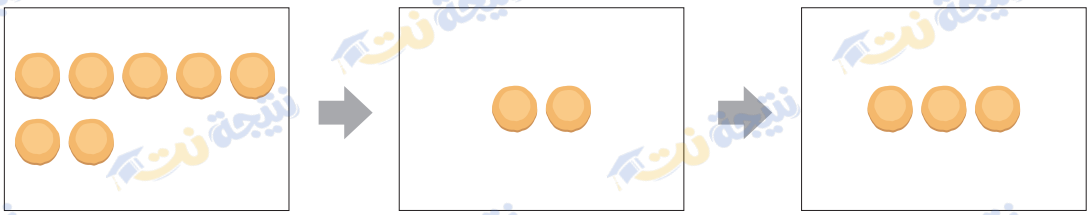
② $3 + 5 - 7 = 1$ (3 + 5 → 8)

③ $1 + 1 + 1 + 1 = 4$ (1 + 1 → 2, 2 + 1 → 3, 3 + 1 → 4)

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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

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Notes

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Prepared by

Maki Komizo

Miho Iga

Takayuki Kobayashi

Tomoaki Tsunoyama

Sayaka Higuchi

Shigeyuki Hatakeyama

Revised and Supervised by

Ms. Manal Abass Ahmed Azkool

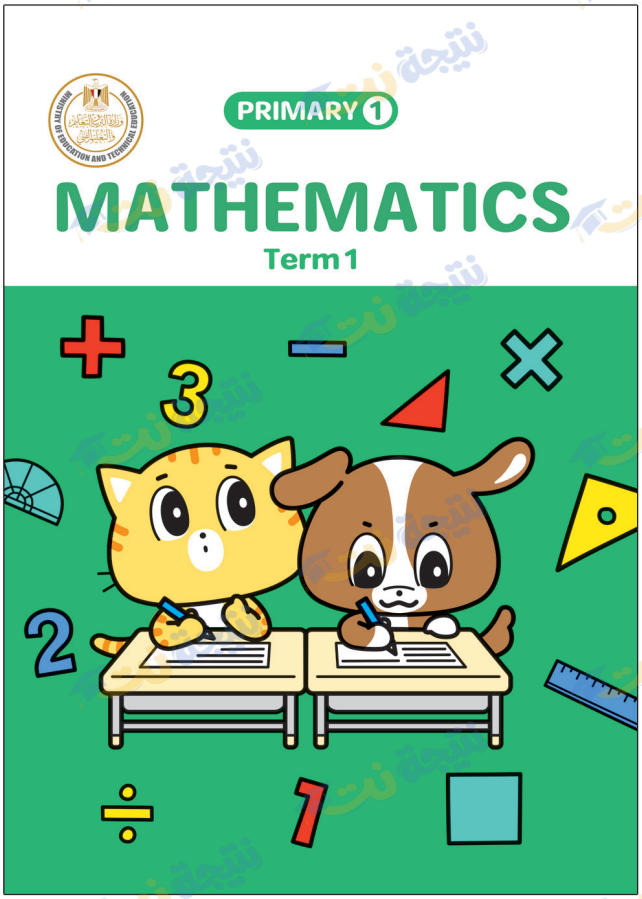
Dr. Mohamed Mohyeldin Abdesalam

Mr. Samir Mohamed Seedawy

Ms. Eman Sayed Ramadan Mohamed

Dr. Akram Hassan

Dr. Gebrel Anwer Hemeida



شارك فى مراجعة الكتاب: شركة GPS للطبع والنشر والتوزيع

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