



PRE-I

Mathematics

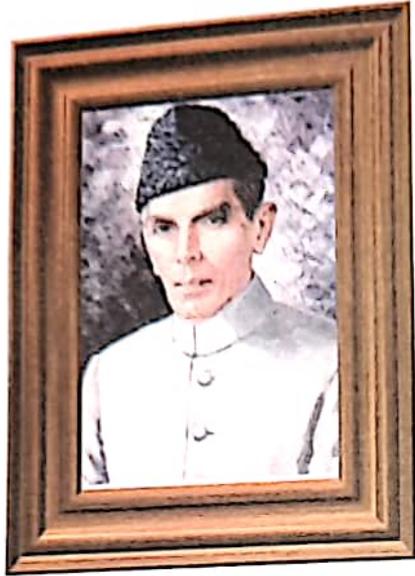
PRIMER

2021-22

Based on Single National Curriculum 2020



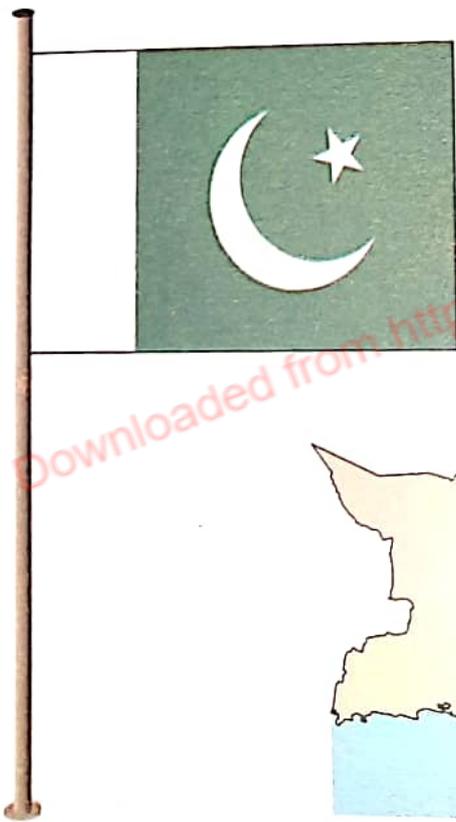
Punjab Curriculum and Textbook Board, Lahore



"Education is a matter of life and death for Pakistan. The world is progressing so rapidly that without requisite advance in education, not only shall we be left behind others but may be wiped out altogether."

(September 26, 1947, Karachi)

Quaid-e-Azam
Muhammad Ali Jinnah مولانا محمد علی جناح
Founder of Pakistan



115321



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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

(In the Name of Allah, the Most Compassionate, the Most Merciful.)

Mathematics

Primer

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Based on Single National Curriculum 2020
One Nation, One Curriculum



**PUNJAB CURRICULUM AND
TEXTBOOK BOARD, LAHORE**



Symbols



Manners



**Teacher
Notes**



Patriotism



Safety



Activity



**Critical
Thinking**



Concept



**Parents
Notes**



Technology



Poem



Story



Shapes



Contents



Sr. No.	Topics	Page No.
1.	First day at school	1.
2.	My Belongings	2.
3.	How Can We be Kind to Others?	3.
4.	I Take Initiatives!	4.
5.	My Protection	5.
6.	Problem Solving	6.
7.	Equality and Inclusion	7.
8.	Trace and Colour	8.
9.	Red Colour	9.
10.	Blue Colour	10.
11.	Yellow Colour	11.
12.	Complete the shape	12.
13.	Poem	13.
14.	Green Colour	14.
15.	Make a Tree	15.
16.	Purple Colour, Orange Colour	16.
17.	Black Colour, Pink Colour	17.
18.	Big and Small	18-19.
19.	Big, Bigger, Biggest	20.
20.	Small, Smaller, Smallest	21.
21.	Biggest and Smallest	22.
22.	Odd One Out	23.
23.	Patterns	24.
24.	Thick and Thin	25-26.
25.	Find the Way	27.
26.	Long and Short	28-29.
27.	Tall, Taller, Tallest	30.

Sr. No.	Topics	Page No.
28.	Heavy and Light	31-32.
29.	Heaviest and Lightest	33.
30.	Shape (Circle)	34-35.
31.	Number "1"	36-38.
32.	Number "2"	39-41.
33.	Number "3"	42-44.
34.	Shape (Triangle)	45-46.
35.	Find the Way	47.
36.	Shape "Square"	48-49.
37.	Number "4"	50-52.
38.	Wide and Narrow	53.
39.	Number "5"	54-56.
40.	Match the animal with halves	57.
41.	Numbers Revision	58.
42.	Backward Counting 5-1	59.
43.	Count and Match	60.
44.	Number "6"	61-63.
45.	Shape "Oval"	64-65.
46.	Hard and Soft	66-67.
47.	Number "7"	68-70.
48.	Shape (Rectangle)	71-72.
49.	Number "8"	73-75.
50.	Half and Full	76-77.
51.	Number "9"	78-80.
52.	Number "0"	81-83.
53.	Number "10"	84-86.
54.	Reinforcement of Shapes	87.

Sr. No.	Topics	Page No.
55.	Numbers Revision	88.
56.	Fill in the blanks (1-10)	89.
57.	Poem	90.
58.	Friends of 10	91.
59.	Counting from 1 to 10	92.
60.	Number "11"	93.
61.	Number "12"	94.
62.	Number "13"	95.
63.	Number "14"	96.
64.	Number "15"	97.
65.	Numbers Revision	98.
66.	Fill in the blanks 1 to 15	99.
67.	Count and Match	100.
68.	Number "16"	101.
69.	Number "17"	102.
70.	Number "18"	103.
71.	Number "19"	104.
72.	Number "20"	105.
73.	Numbers Revision	106.
74.	Join the dots from 1 to 20	107.
75.	Fill in the boxes 0 to 20	108.
76.	Numbers "21, 22, 23"	109.
77.	Numbers "24, 25, 26"	110.
78.	Measurement	111-112.
79.	What comes before	113.
80.	Numbers "27, 28, 29"	114.
81.	Number "30"	115.



Contents



Sr. No.	Topics	Page No.	Sr. No.	Topics	Page No.	Sr. No.	Topics	Page No.
82.	Count and Write the Numbers	116.	94.	Numbers "47, 48, 49"	128.	106.	Quantity	144.
83.	Numbers "31, 32, 33"	117.	95.	Number "50"	129.	107.	Join the dots from 1-50	145.
84.	Numbers "34, 35, 36"	118.	96.	Fill in the boxes 21-50	130.	108.	Ordinal Numbers	146.
85.	Few and Many	119.	97.	What comes between	131.	109.	Day and Night	147.
86.	Few, Many, Equal	120.	98.	More and Less	132-133.	110.	Time	148.
87.	Numbers "37, 38, 39"	121.	99.	Add one more	134.	111.	Tell the Time	149.
88.	Number "40"	122.	100.	Addition	135-136.	112.	Some and all	150.
89.	Numbers Revision	123.	101.	Take one away	137.	113.	Word Problems	151.
90.	3-D Shapes	124.	102.	Subtraction	138-139.	114.	Numbers Revision	152.
91.	Numbers "41, 42, 43"	125.	103.	Money	140-141	115.	Calendar	153.
92.	Numbers "44, 45, 46"	126.	104.	Left and Right	142.			
93.	What Comes After	127.	105.	Position	143.			

Experimental Edition

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Guidelines for Teachers



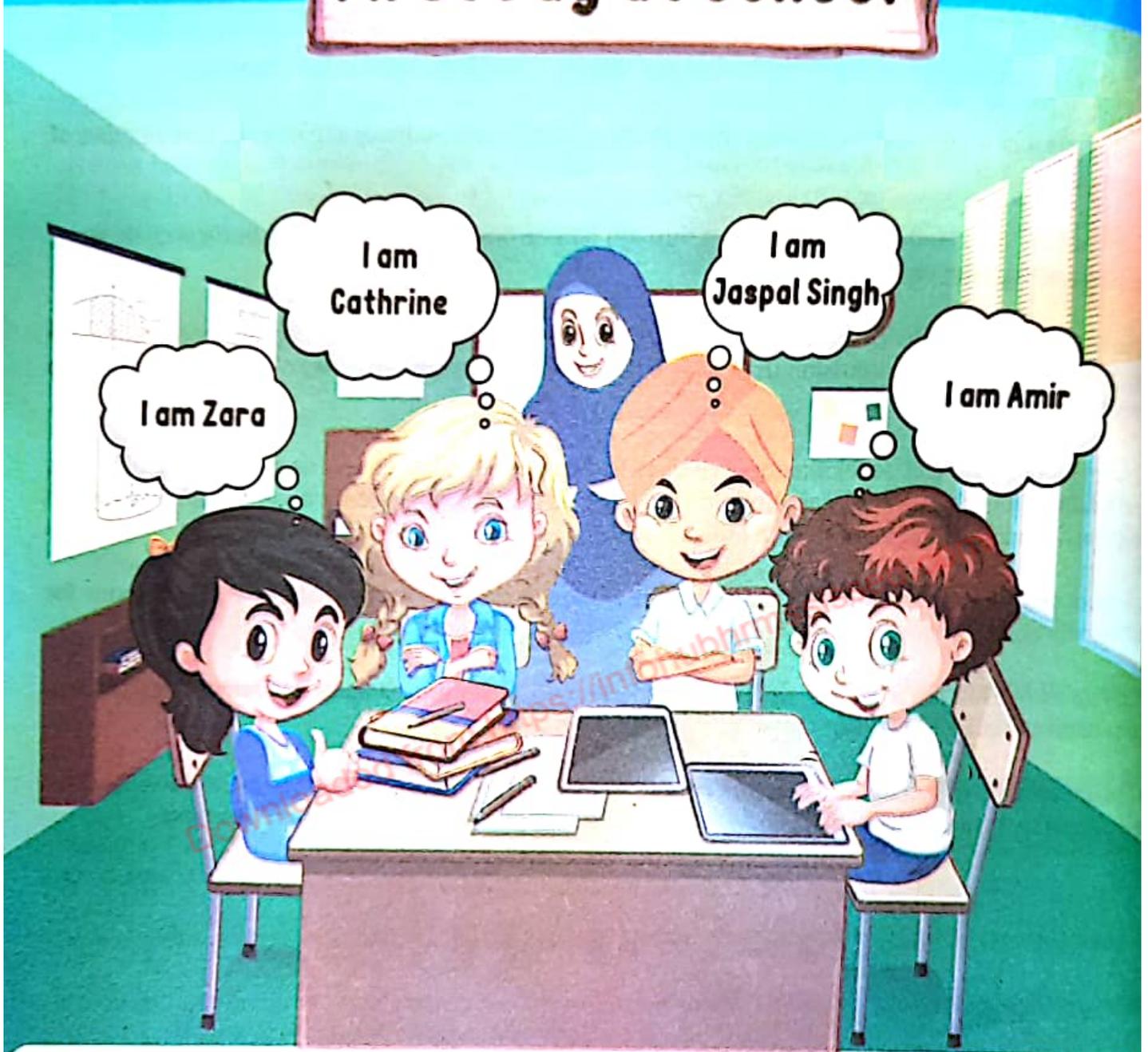
The Mathematics primer has been carefully designed for children of age 4 to 5 years, keeping in view their immense learning tendencies at this stage. It is the combined responsibility of the parents and teachers to facilitate children in maximizing their abilities and lay a strong foundational basis for further learning in the time ahead. For optimum utilization of this primer, teachers are advised to consider not only the academic but also the social, emotional and psychological needs of children in order to develop their intellectual abilities and overall personality. With this goal in view, teachers must focus on the following key points:

- Greet children warmly every morning, begin the day with a warm-up activity, give equal opportunity of learning to all the children, listen to them carefully, respect their views and encourage questions.
- Prepare a welcoming, safe (emotionally as well as physically) and joyful learning classroom environment for them.
- Ensure that every child is actively involved in cognitively appropriate playful learning activities.
- While designing activities, consider learners' individual and collective capabilities and their learning pace.
- Encourage children's imagination, creativity, logical, critical thinking and their ability to express themselves.
- Appreciate, recognize and encourage children's initiatives and proactive responses.
- Develop classroom norms and culture in consultation with children e.g. (be responsible, take care of their personal and classroom belongings, help and support each other, share, put things back at their place etc.)
- Every ECCE (Early Childhood Care and Education) classroom should have a Mathematic learning corner equipped with low cost and no-cost learning aids for example, pocket charts, sand boxes, colourful flash cards of numbers, blocks, geometrical shapes, big beads, big buttons, utensils, big and small story books etc.
- Use mathematical language while interacting with children such as addition, subtraction, take away, add more or less etc.
- Introduce concepts with warm-up activities, brainstorming games, stories, riddles and poems. Circle time is one of the suggested time to introduce new concepts. Concepts and activities are meant to provide foundation for language and Mathematical development so every concept should be practiced sufficiently.
- Develop listening and speaking skills through drills, individualized activities, pair work, group interaction, role plays and number games.
- Use "concrete to abstract" approach to teach Mathematics. Help children to learn the numbers and their corresponding quantity through demonstration and practice.

- Introduce each number with a poem or a story, and same learning activity.
- Develop a Mathematics library corner in the classroom by handmade small Mathematics books (shape, colour, size books etc.) Encourage children, to read books after they have finished their work. Guide children on how to take care of books and turn their pages carefully.
- Utilize the content on each page of the book to optimum level in context of Mathematical concepts.
- Use the content provided in the book as illustrations and text for character building, moral education, civic education, giving awareness about hygiene, child safety, climate change, and efficient use of natural and man-made resources in an integrated manner.
- Introduce numbers through:
 - Naming (Introduction) "1" (flashcard)
 - Recognition (Identification) show me the "1"
 - Remembering (Cognition) what is this? Answer: "1"
 - Tracing and writing
- Prepare and display picture vocabulary wall according to the number being introduced,
- Use sand tray, sandpaper numbers, number rods, play dough, white/green/black board and slate/takhti etc.
- Use a variety of low cost & no-cost materials like newspaper, carton, empty bottles, and empty boxes etc.
- Display children's work in the classroom at the eye level of the children. This also includes any visual aids (mentioned above).
- Develop portfolio for every child to keep their art and Mathematics work demonstrating their learning.
- Design and carry out assessment activities according to each topic/lesson and use formative assessment and methodologies to enrich and enhance learning.
- Ensure that every child is actively involved in developmentally appropriate playful learning activities.
- Teacher should design new activities while considering learners' individual and collective capabilities and their learning pace.
- Design mental Mathematics activities daily for 3 – 5 minutes, e.g., what is more or what is less.
- Encourage children to compare different objects with reference to colour, weight, measurement, size, length, width, height, structure, thickness, etc.
- Develop their categorization skills by asking them to classify/order different objects like small, medium, large, wide, narrow, thick, thin, tall, short, big, bigger, biggest etc.

- Encourage children to do informal measurement through their hand span and footsteps.
- Develop observation skills by helping children to critically observe the environment and identify the colours and shapes around them.
- Ensure maximum repetition of a new concept and display relevant material in the classroom.
- Design activities to introduce a concept through visual, tactile and auditory activities so that all types of learners are catered.
- Help children learn Mathematical concepts through games, like passing the parcel, musical chair, races, jumping and skipping etc.
- Use symbols given in the book for different topics such as patriotism, stranger danger, moral education etc., as queues to further discussion to provide children with more opportunities of learning and getting information.
- Ensure moral /character development of children through developing sense of empathy, sympathy, care, and kindness for others, e.g., speak gently, do not fight, no bullying, obey elders, don't make fun of anyone help each other, and share things with others.
- School administration and teachers need to ensure provision of materials in the classroom for differently-abled children and take care of them.
- School administration and teachers need to work on how to ensure facilities for differently-abled children (disabilities/minor disabilities).
- Ensure active involvement of the parents wherever parental guidance is mentioned in the book. Teachers also need to be in regular contact with the parents to engage them in their children's learning.

First Day at School



Guide the children to be friends with one another. Help the children to make a story with the given picture and ask questions to develop their interest in the lesson.



Introduce yourself and then ask the children to introduce themselves one by one. Greet one another and say welcome.



Ask the children to tell their parents about their first day at the school.



Take the children to visit different areas of the school. Make their groups and encourage them to play together.
Help the children to prepare hand printing cards or welcome headbands.

My Belongings



Introduce the concept of sharing in the morning meeting.

Share schedule of the day with the children.

Ask questions about the given picture.



Guide the children how to take care of their belongings.



Give the children different toys to play with and encourage them to share toys with others.

How Can We Be Kind to Others?

- 
- Being happy for others
 - Using good manners
 - Listening to others
 - Working together
 - Offering help
 - Saying nice things to others
 - Smiling
 - Encouraging others
 - Taking care of others



Discuss the picture with the children and ask them questions about it, like how can we treat others kindly?



Organize a role-play in the classroom where children show kindness and good behaviour through different characters.

I Take Initiatives!

I try to do my own work

It is fine to make mistakes

My efforts make a difference

I always try to learn

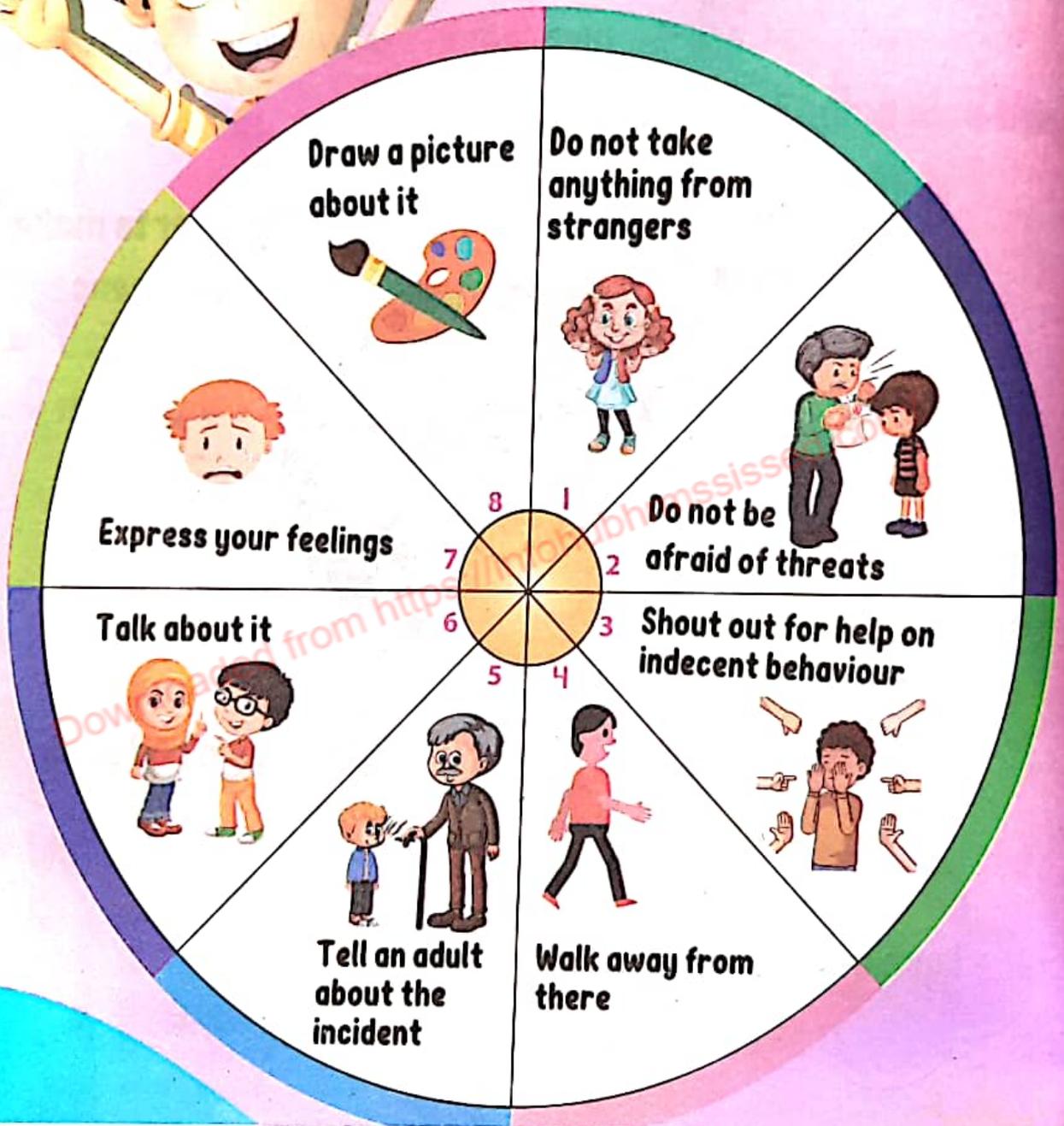
I try again and again

I can do better



Have a detailed discussion with the children about the points given in the picture. Explain to them that it is fine if they are unable to do something or if they do not understand something, they should ask for adult help and guidance till they understand the concept.

My Protection



Discuss the given picture with the children and ask them questions about it.



Reinforce the key message given on the page throughout the year.



Problem Solving

If you have a problem:



Take a nap



Pray

Talk about happy things



Take exercise

Count till ten



Tell an elder about the problem you are facing



Play with toys



Read a book



Discuss the given picture with the children and ask them questions about it. Give them different examples on how to solve problems like, what we use if it rains, we use an umbrella, wear raincoat, and rubber shoes.



Tell children that we can resolve conflicts by discussing / talking about them and saying sorry to each other.

Equality and Inclusion

1

Do not discriminate on the basis of colour and religion.

Take care of all your friends and do not forget to include special friends (differently-abled) in all activities.

2

The rich and the poor are equal.

Respect everyone.

Give respect to all elders and children.

Boys and girls should have equal learning opportunities.

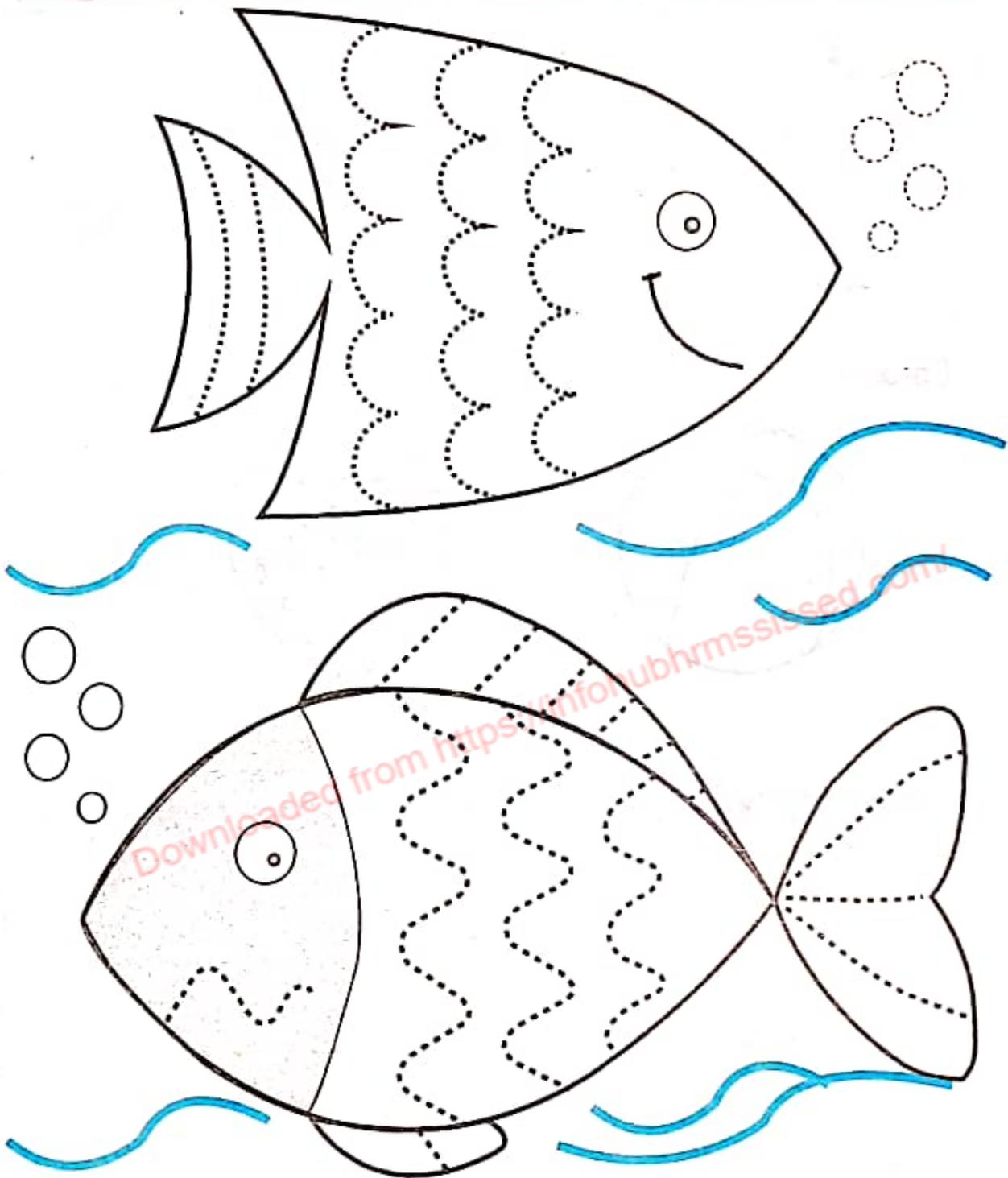
3

Show respect to the people who are serving you/working for you.



Discuss the given picture with the children and ask them questions about it. Give examples from daily life to clarify the concepts of equality and inclusion.

Trace and Colour

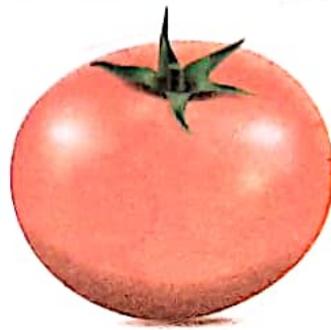


Arrange a video session on aquatic life for the children. Share the names of different types of fish, e.g. whale, shark, dolphin, goldfish etc.

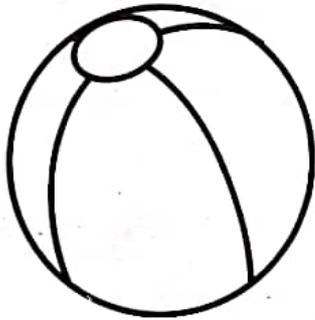


Discuss the benefits of eating fish with the children.
Sing the poem "1, 2, 3, 4, 5, once I caught a fish alive" along with the children loudly.

Red Colour



Colour



Draw any red object



Discuss red-coloured objects with the children to check their previous knowledge and ask them to identify red objects in the classroom. Show flash cards of red colour to the children.



Show a red rose to the children and talk about its fragrance.

Blue Colour



Trace and Colour



Draw any blue object

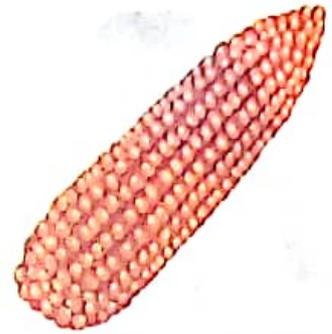


Teacher will develop a learning corner of blue objects. Show blue-coloured objects and/or flash cards to the children.

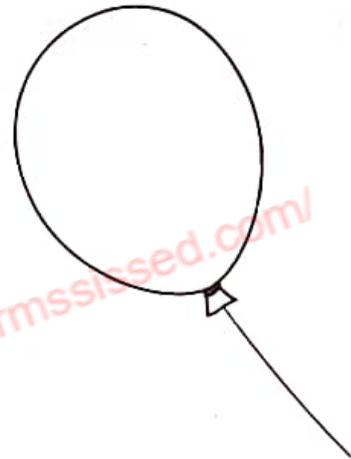


Ask the children to identify blue colour in the classroom environment.

Yellow Colour



Colour



Draw any yellow object

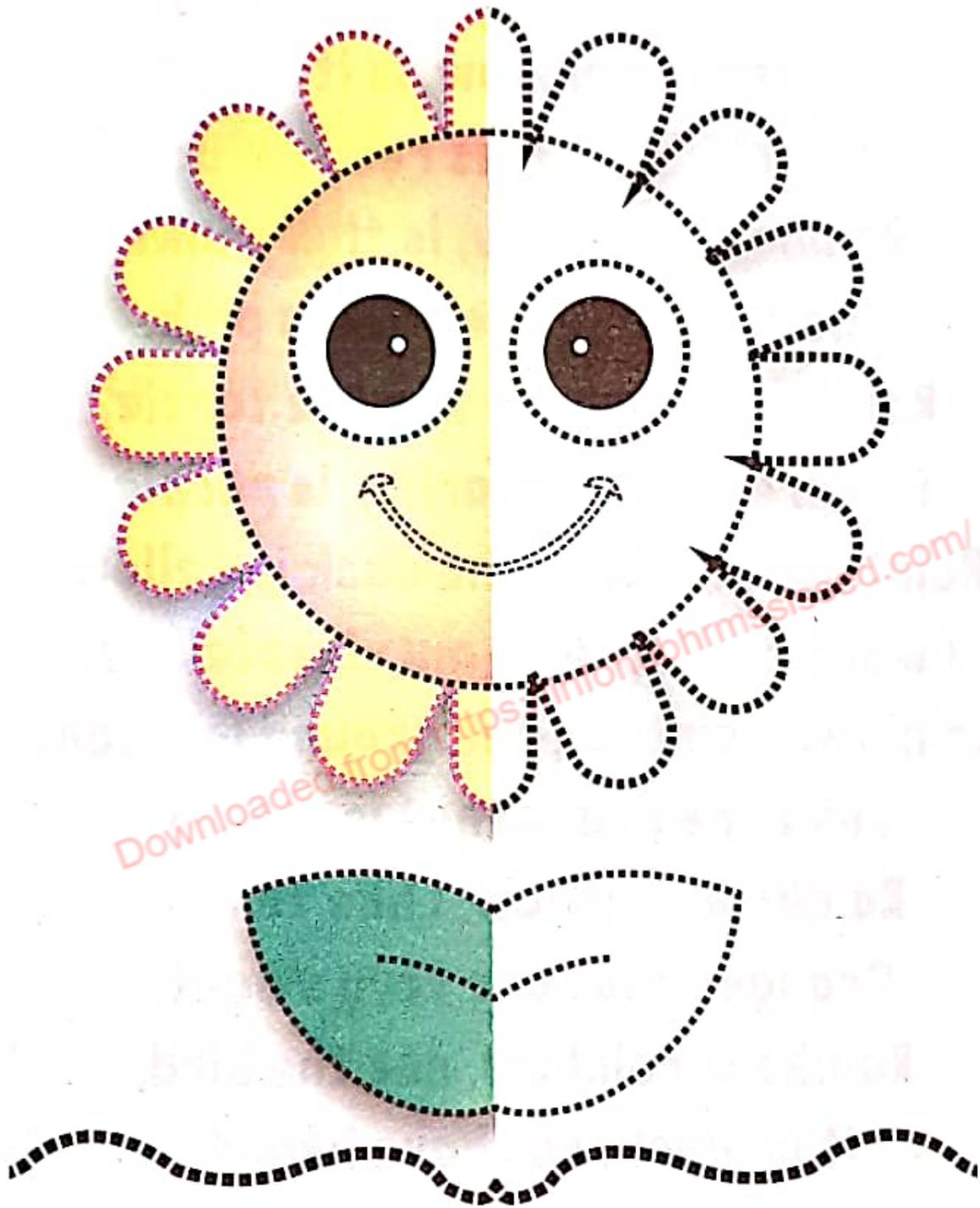


Teacher will guide the children about the correct way of holding a pencil.



Make lemonade with the help of children in the classroom and tell them about the health benefits of lemon.

Complete the Shape



Help children to make different objects with clay/play dough to develop their pre-writing skills.

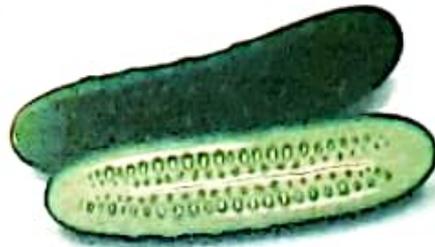
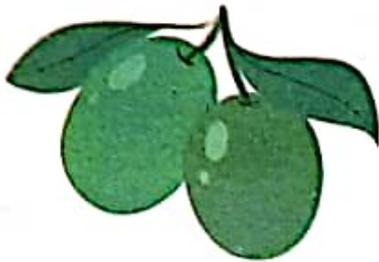


Children will make sunflower by pasting moong dal on paper plate.

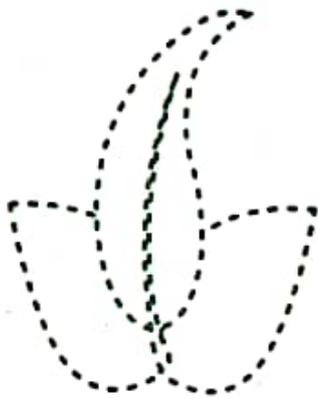
Rainbow, rainbow, on my way,
The red apple is on the tray,
Rainbow, rainbow, is it true?
The sky we see is really blue,
Rainbow, rainbow, is there ink?
The flower in the vase is pink.
Rainbow, rainbow, see the turtle,
The dress I am wearing is purple.
Rainbow, rainbow, the duck is yellow,
I want to play with my classfellow.
Rainbow, rainbow, the ground is clean,
I like the grass that is green.
Rainbow, rainbow, I like to eat,
Oranges that are very sweet.
Rainbow, rainbow, see the bird,
It is black, so I have heard.



Green Colour



Trace and Colour

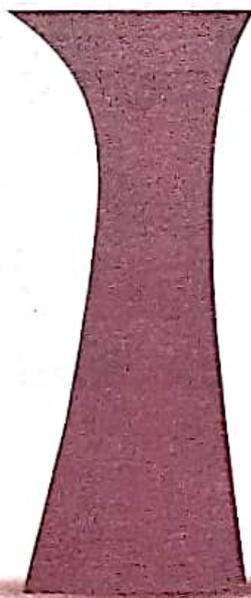


Draw any green object

-  Tell the children about different green objects like spinach, trees, plants, coriander, mint, cucumber, olives, etc. Show different shades of green to the children (dark, light).
-  Tell the children about the colour of Pakistani flag.
-  Let the children explore how to make green colour by mixing blue and yellow colours together. Ask the children to wash their hands with soap after this activity for at least 20 seconds.

Make a Tree

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Tell the children the advantages of planting trees. Help them to do hand printing with green colour. Ask the children to wash their hands with soap after this activity.

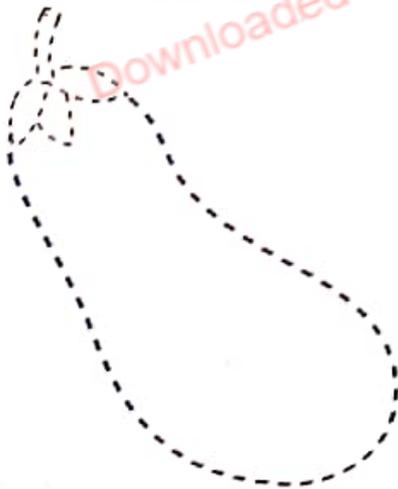


Conduct tree plantation activity in the school.

Purple Colour



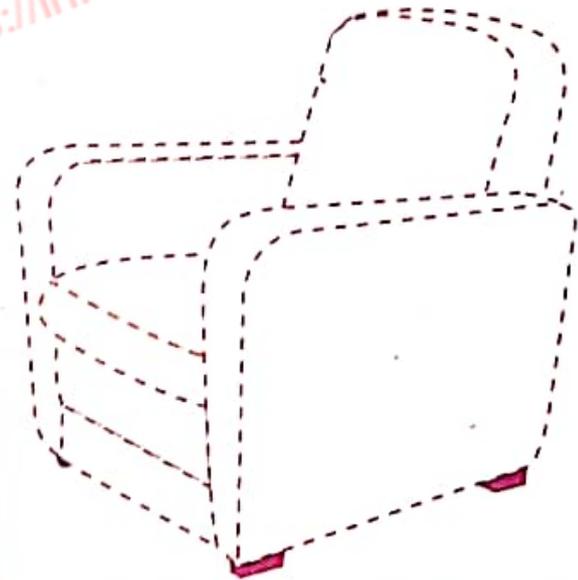
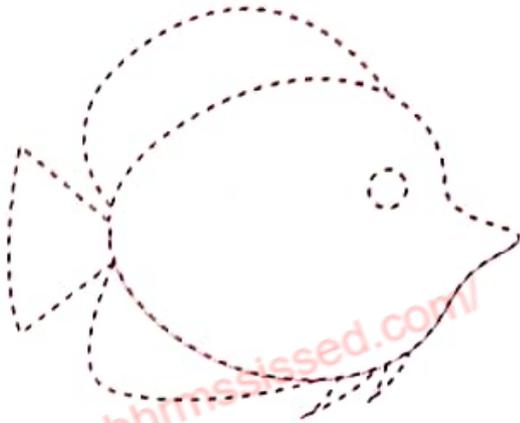
Trace and Colour



Orange Colour



Trace and Colour



Tell the children to bring orange objects in the classroom and talk about them. Ask them to eat oranges and tell them the health benefits of eating oranges.

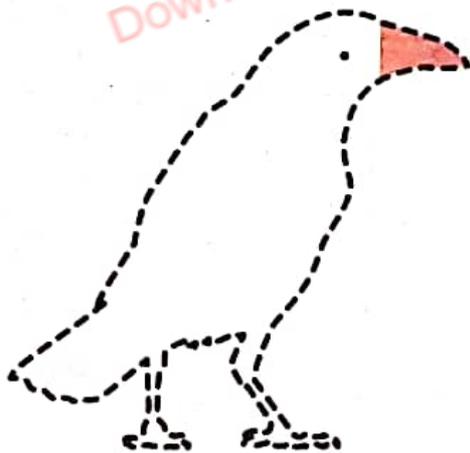
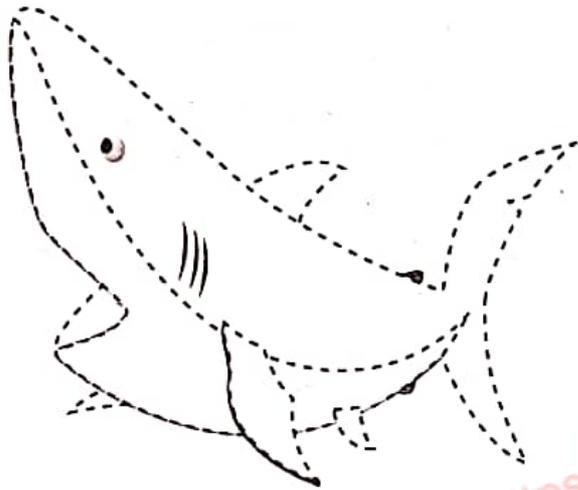


Ask children to draw purple things on plain paper and display their work in the classroom.

Black Colour



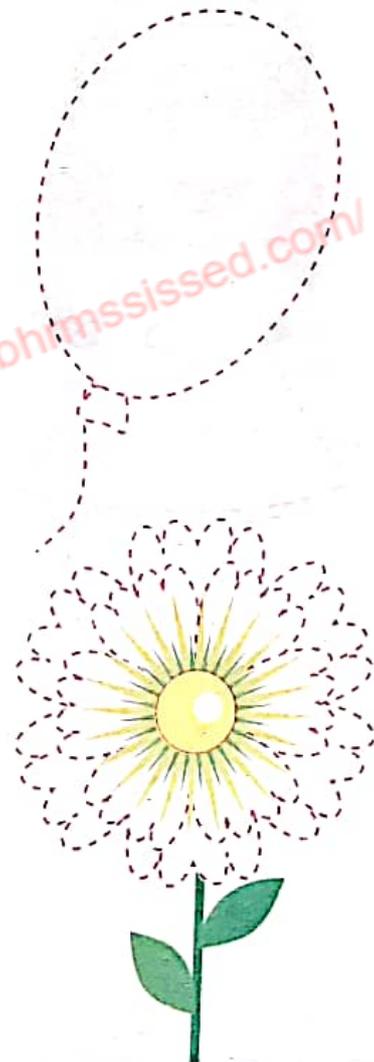
Trace and Colour



Pink Colour



Trace and Colour



Develop a learning corner with pink-coloured objects with the help of children. Let the children make a pink greeting card (Eid, Happy Birthday).



Guide them to clean their shoes in the classroom. Ask them to keep their shoes and uniform clean. Ask the children to wash their hands with soap after the activity for at least 20 seconds.



Big and Small



Tell the story of "The Lion and The Mouse" and discuss its moral with the children. Ask the children, what did they learn from the story, and in what ways can they help each other?



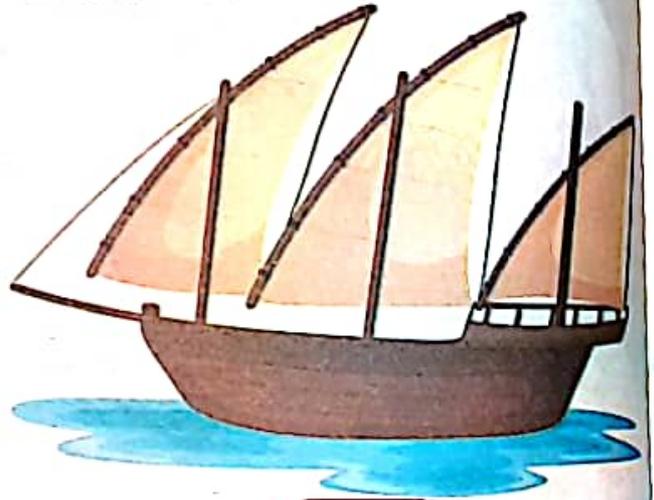
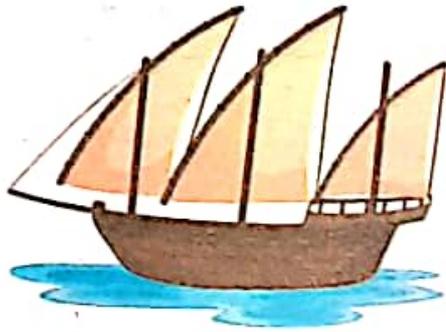
Tell children the difference between big and small. Show comparison of big and small by giving example from daily life such as by placing a lemon and a ball together. Ask them to identify the objects of different weight and sizes.



Help the children to make booklets with plain paper or chart paper. Ask them to bring big and small cut-outs of old newspapers/ magazines and paste them in the booklet.

Big and Small

Tick (✓) for the small boat in the box



Tick (✓) for the big car in the box

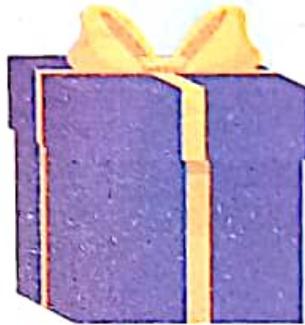


Guide the children to conduct critical analysis of the picture and put a tick in the correct box.



Big, Bigger, Biggest

Encircle the biggest object



Ask children to identify the difference in the pictures. Help them to sort out different objects like bottle, lunch box, bag, and classify them according to their sizes from the smallest to the biggest.



Clarify the concept of medium size by comparison of the given pictures.



Small, Smaller, Smallest

Encircle the smallest object



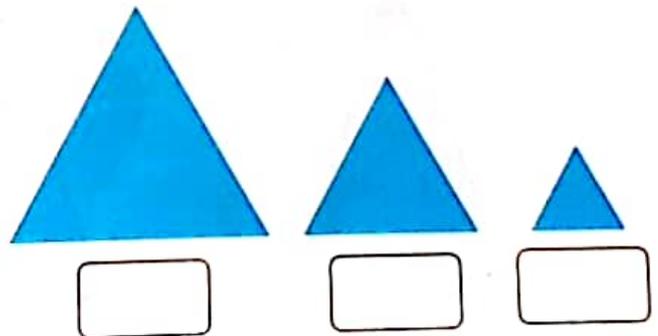
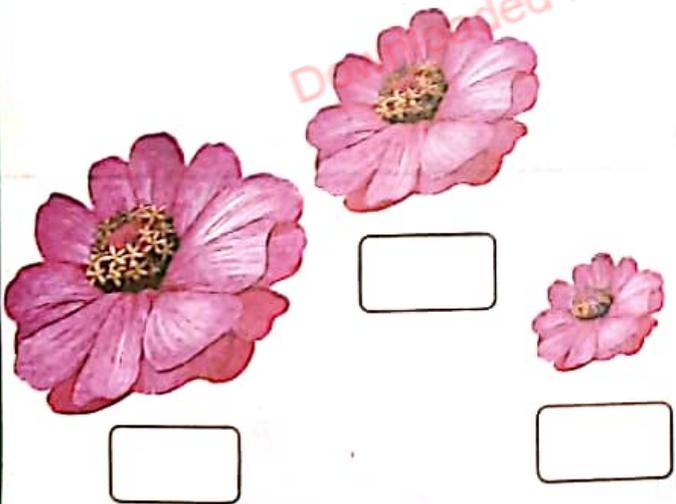
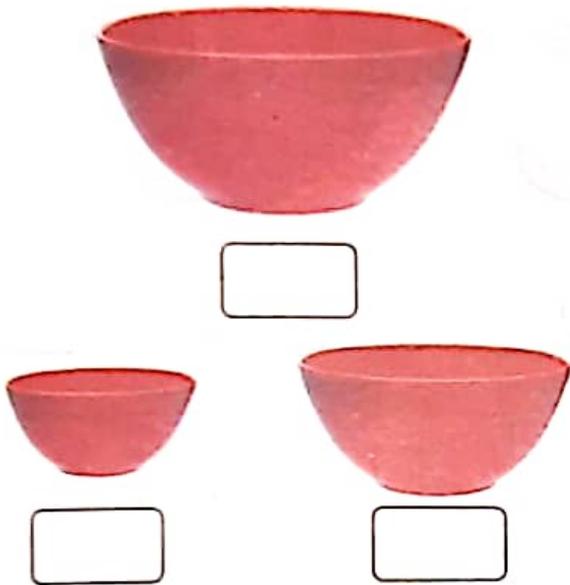
Ask the children to identify the difference in the picture and tell which object is small, smaller, or smallest. Help them practice sorting and classifying with the help of objects from daily life e.g. big and small stones, buttons, different pulses (red beans, grams, lentils).



The same activity can be done by sorting stones and pulses on the basis of colour and size.

Biggest and Smallest

Tick (✓) for the biggest and cross (✗) for the smallest objects



Provide different blocks to the children and ask them to sort them out according to their size, big, bigger and biggest. Help the children to organize books in the library according to their size (small, medium, large).



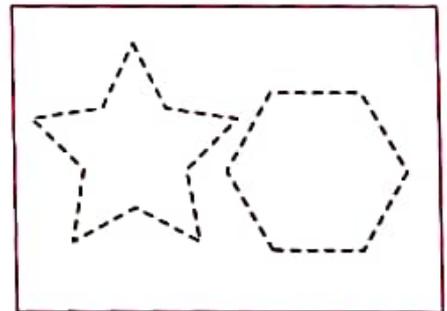
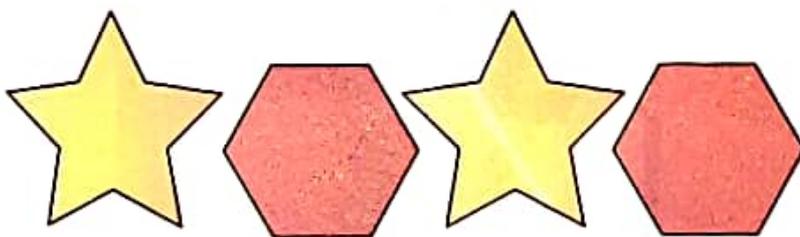
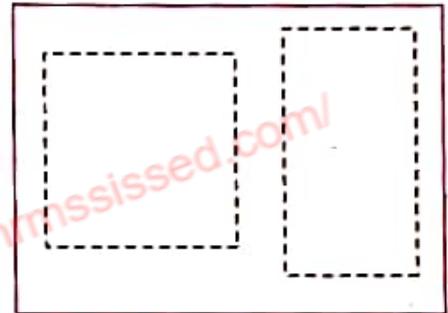
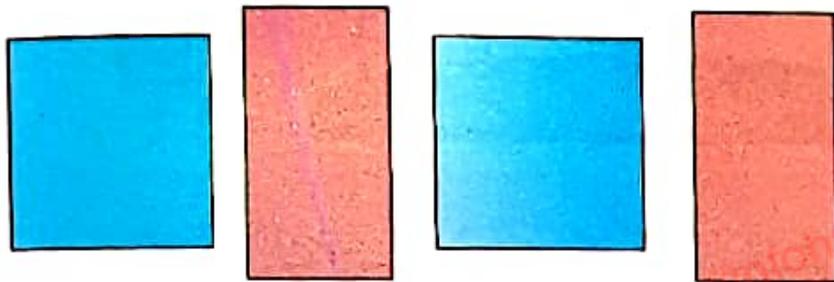
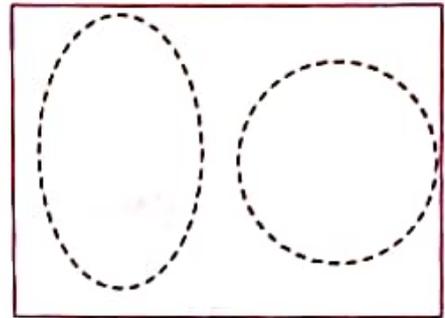
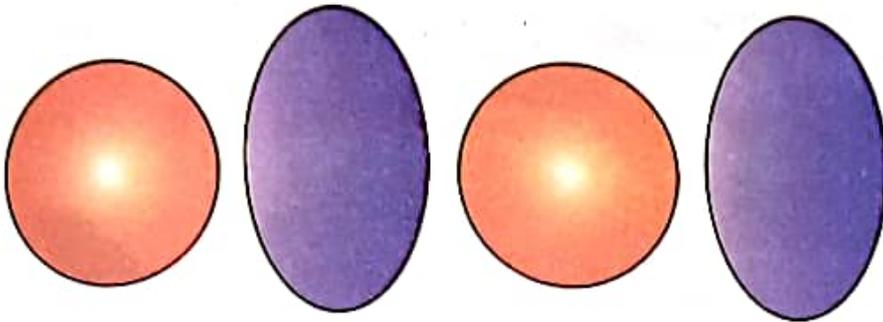
Odd One Out

Encircle the odd one out



Show different objects to the children and explain their difference on the basis of shape, size, height, colour, width, weight and structure. Let them compare different objects.

Patterns



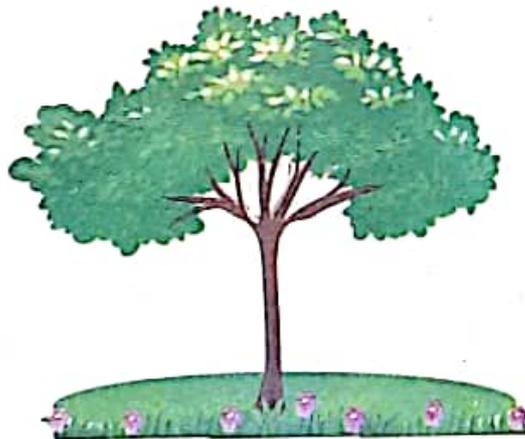
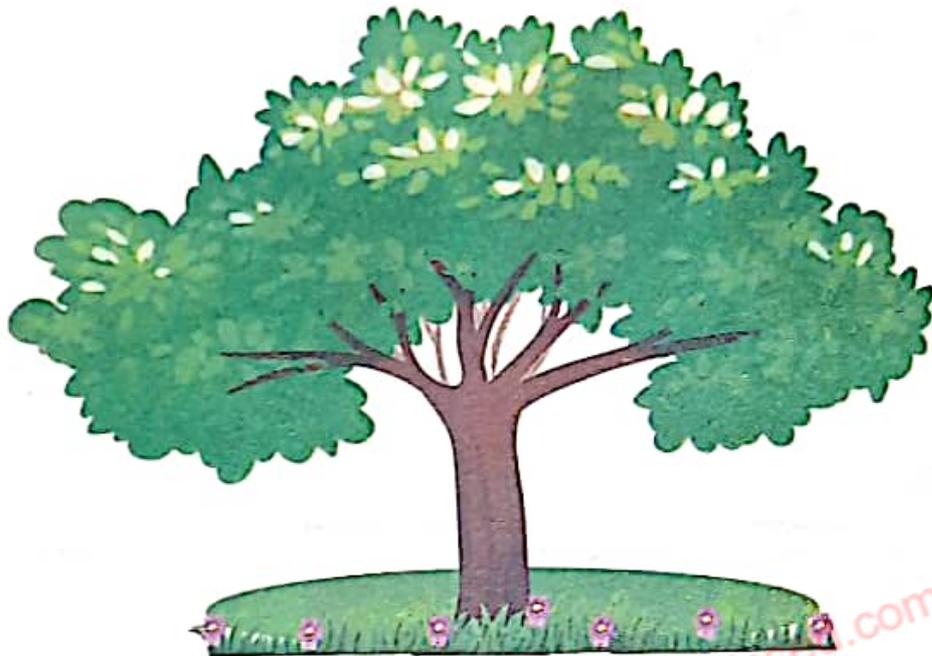
Children will choose, trace and colour the next recurring shape in the box by using patterns



Help the children to practice making different patterns from the objects in the classroom.



Thick and Thin



Downloaded from <https://infohubhrmssissr.com/>



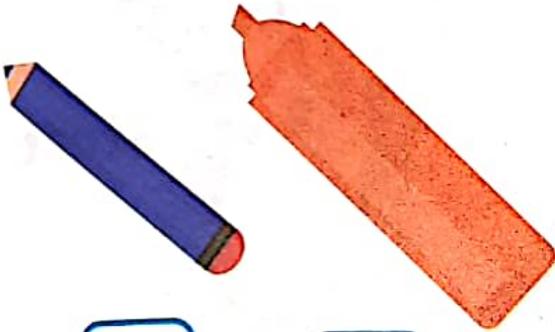
Give examples of thick and thin objects from daily life to explain the concept to children.



Provide different thick and thin objects to the children and ask them to sort them out accordingly.

Thick and Thin

Tick (✓) for the thick objects in the boxes.

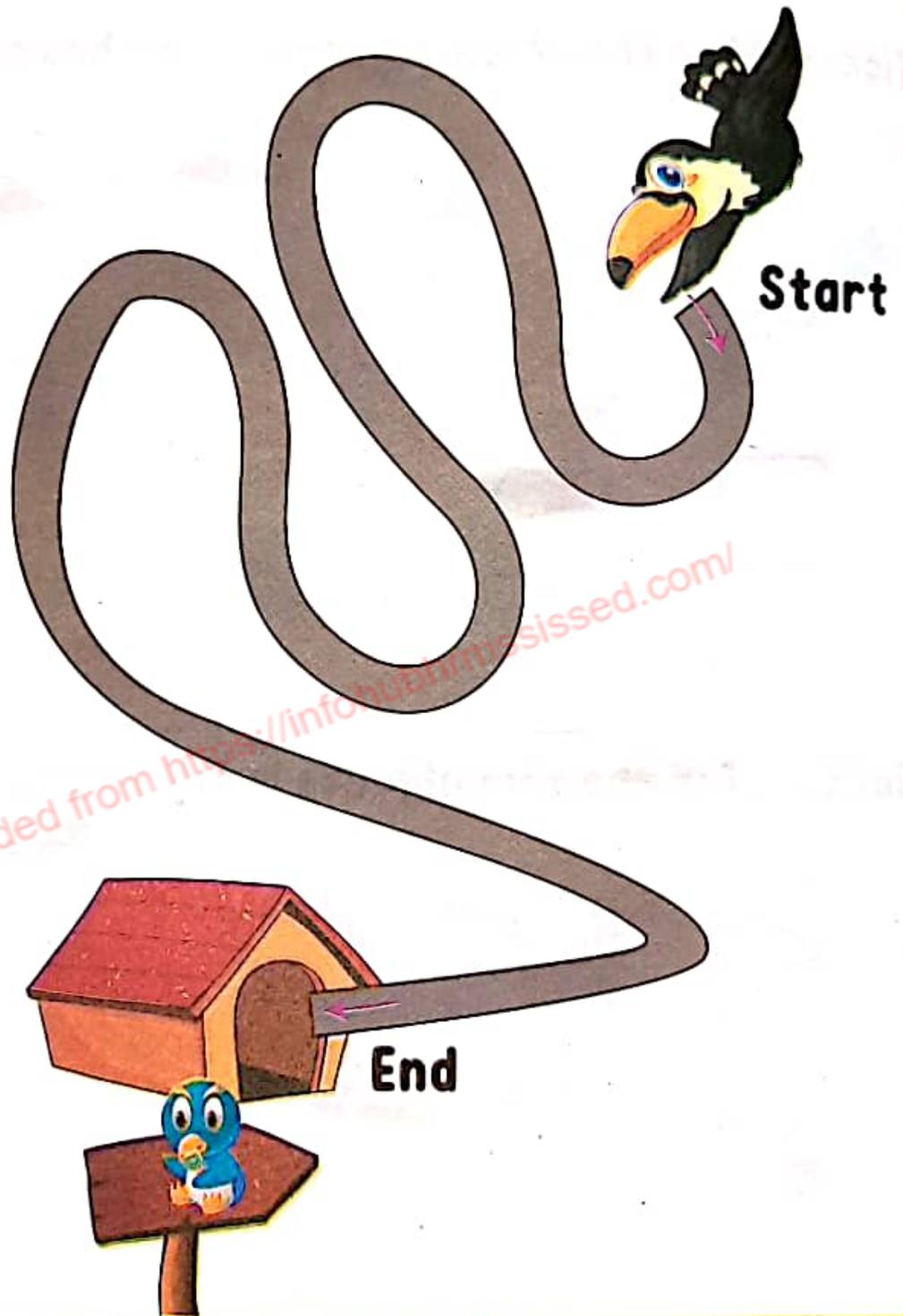


Tick (✓) for the thin objects in the boxes.



Guide the children to conduct critical analysis of the given pictures and put a tick in the correct box.

Find the Way



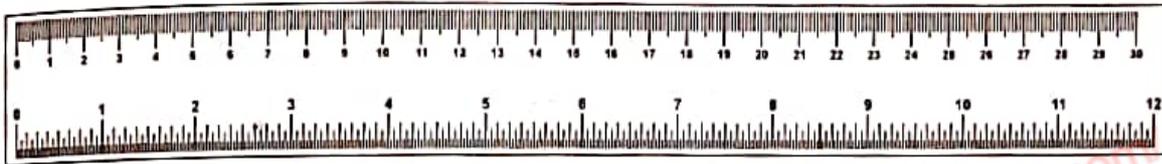
Guide the children to find the way for the bird to reach its home.



Help the children to find their way from the classroom to the school library/computer room or playground.



Long and Short



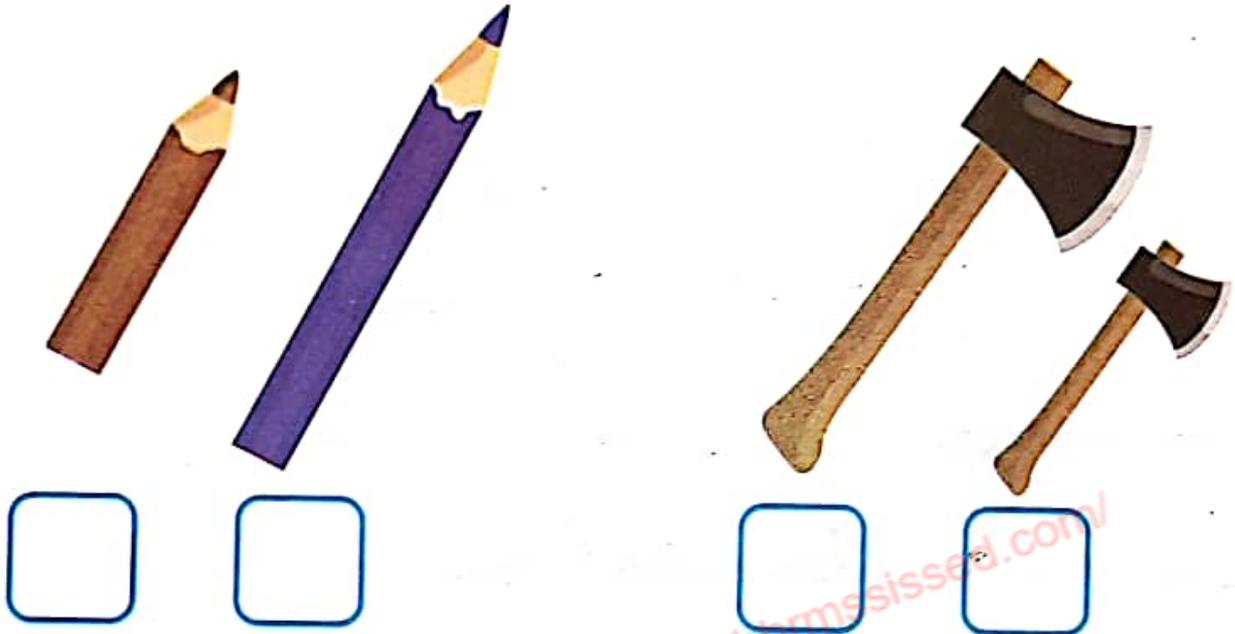
Ask the children to identify the long and short objects given in the pictures. Let them compare long and short objects in the classroom. Ask them to draw long and short objects on paper.



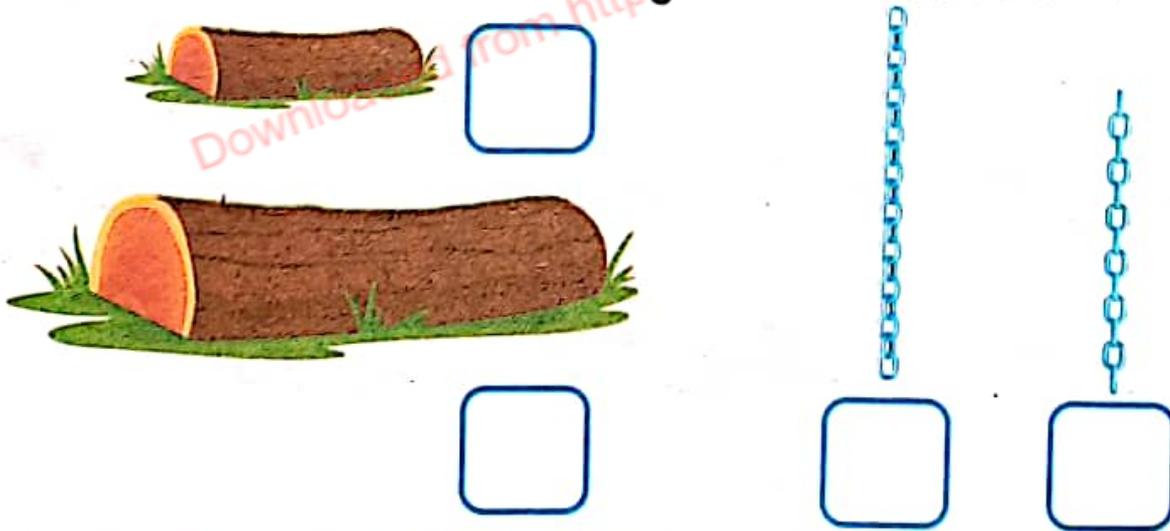
Provide thread of different size / length to the children and ask them to arrange it as longest or shortest. Ask them to observe their fingers and tell which finger is longest and which is shortest.

Long and Short

Tick (✓) for the long objects in the boxes.



Tick (✓) for the short objects in the boxes.



Give straws to the children of different lengths. Ask them to compare their length and sort them accordingly.



Measure the height of children in the classroom and tell them that tall and short is also used for measurement.



Tallest and Shortest

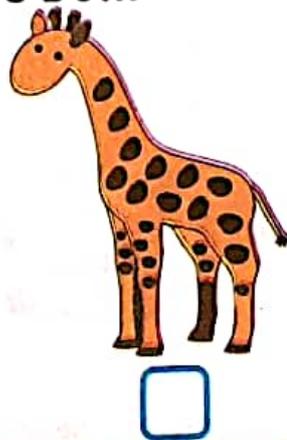
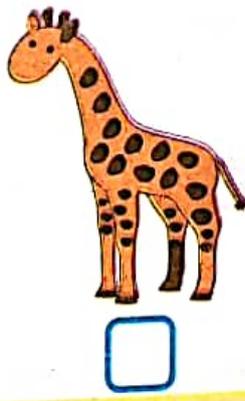
Tick (✓) for the tallest object in the box.



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



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



Let the children critically compare the pictures given on the page. Use examples of long and short objects from daily life to explain the concept further. Ask the children to compare long and short objects around them.



Heavy and Light



Introduce the concept of heavy and light with the help of the given picture.
Help children to explore heavy and light objects in the classroom such as school bag, lunchbox etc.



Give examples of heavy and light objects from daily life (car, cupboard, clothes etc).

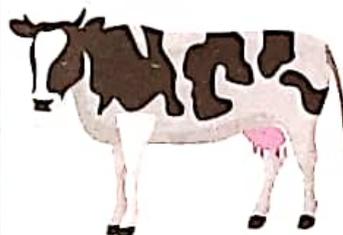


Heavy and Light

Tick (✓) for the light object. Tick (✓) for the heavy object.



Tick (✓) for the light object. Tick (✓) for the heavy object.



Teacher to tell children about different objects, their shape, size, colour, weight, width, height and structure.

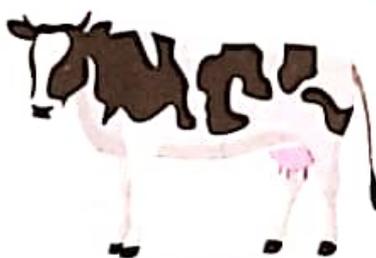


Make the children draw comparisons of different objects on the basis of their weight and size.



Heaviest and Lightest

Tick (✓) for the heaviest and cross (X) for the lightest objects



Arrange a weighing scale/balance in the classroom for the children to experiment weighing heavy and light objects.

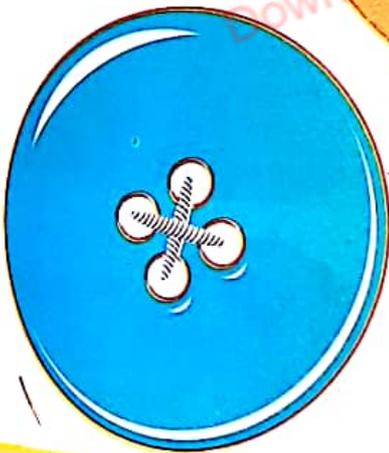
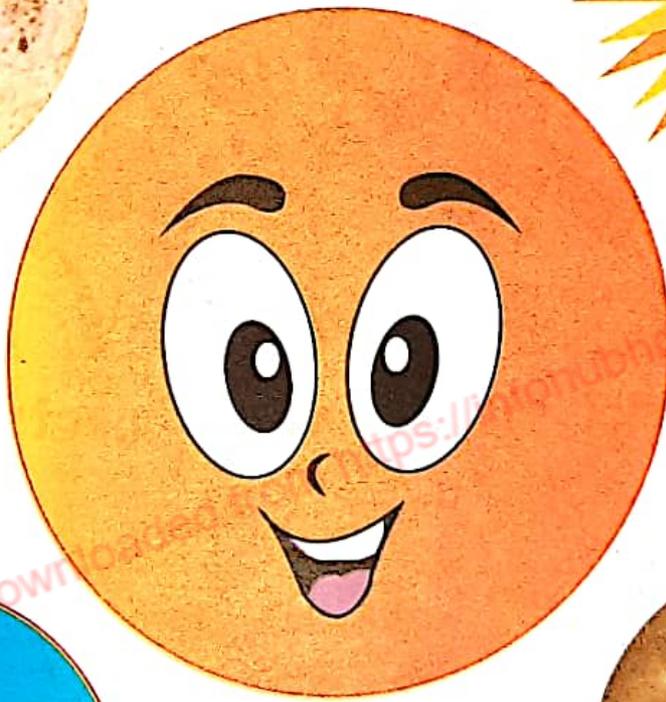


Use low cost/no-cost material for making a balance/weighing scale.



Shape

Circle



-  Ask the children to name the things given in the picture. Tell them that circle has no corners. Give examples of circular objects from daily life.
-  Cut pairs of different shapes from paper, mix them and give them to the children in a basket. Ask them to find a pair of circles.

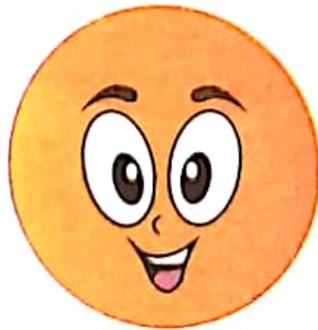


Circle Shape

Trace and colour



Tick (✓) the circular objects.



Let the children to trace and colour the picture.



Take the children out for a walk and ask them to identify the circle-shaped objects.

Once there was one furry cat
Had blue eyes and was a bit fat
Drank milk and sat on the mat
Oh! how she loved chasing a rat



Cat is a pet animal

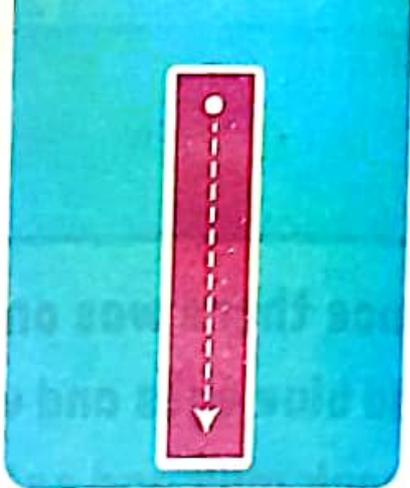


 Discuss the given picture with the children and ask them these questions about it; what is the colour of the cat? How many cats are in the picture? What pet animal do you have? Introduce digit "1" with a poem.

 Draw different objects on the writing board (1 pen, 1 sun, 1 book). Help the children recognize digit "1" by tracing with fingers on the sand, number card and by writing it on the notebook.

**Tell the name of
your favourite
toy.**

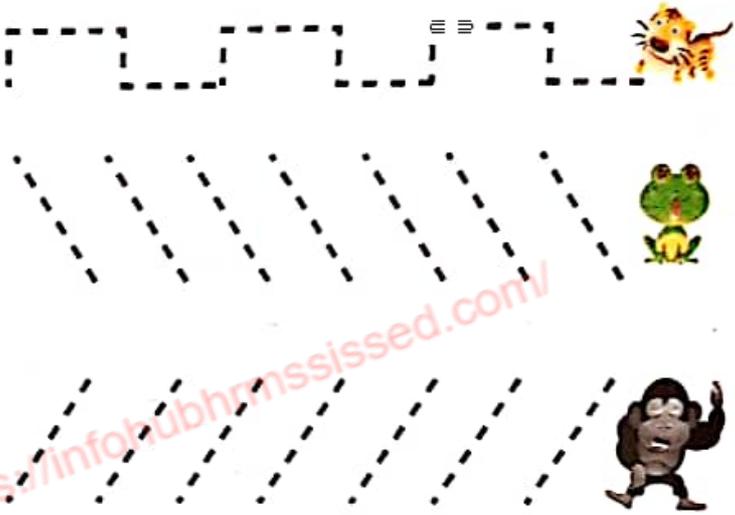
Number Game



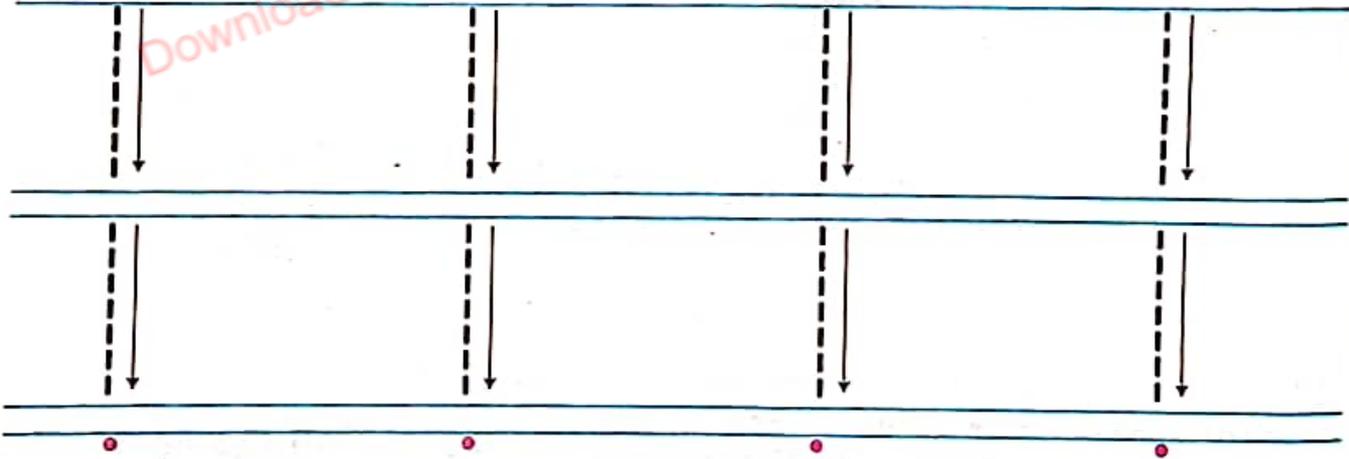
Trace

Encircle "1"

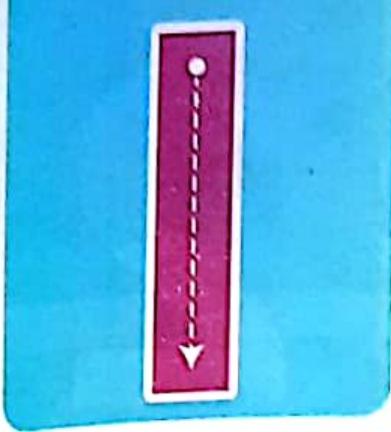
1	3	0
1	2	1
0	1	2



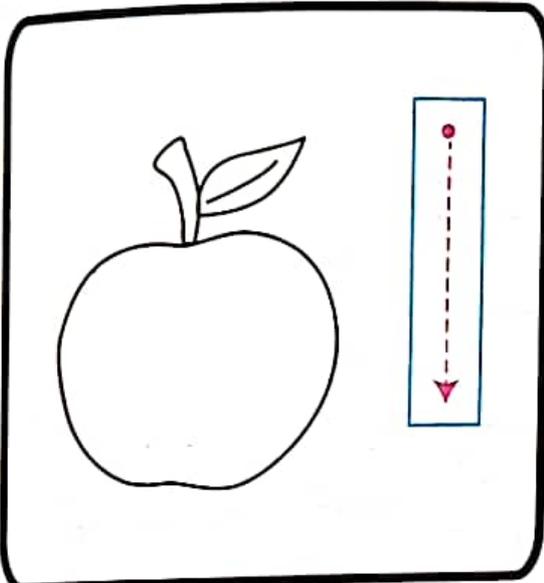
Trace and write



Help the children to recognize and practice digit "1" by writing on their slate / takhti / notebook.

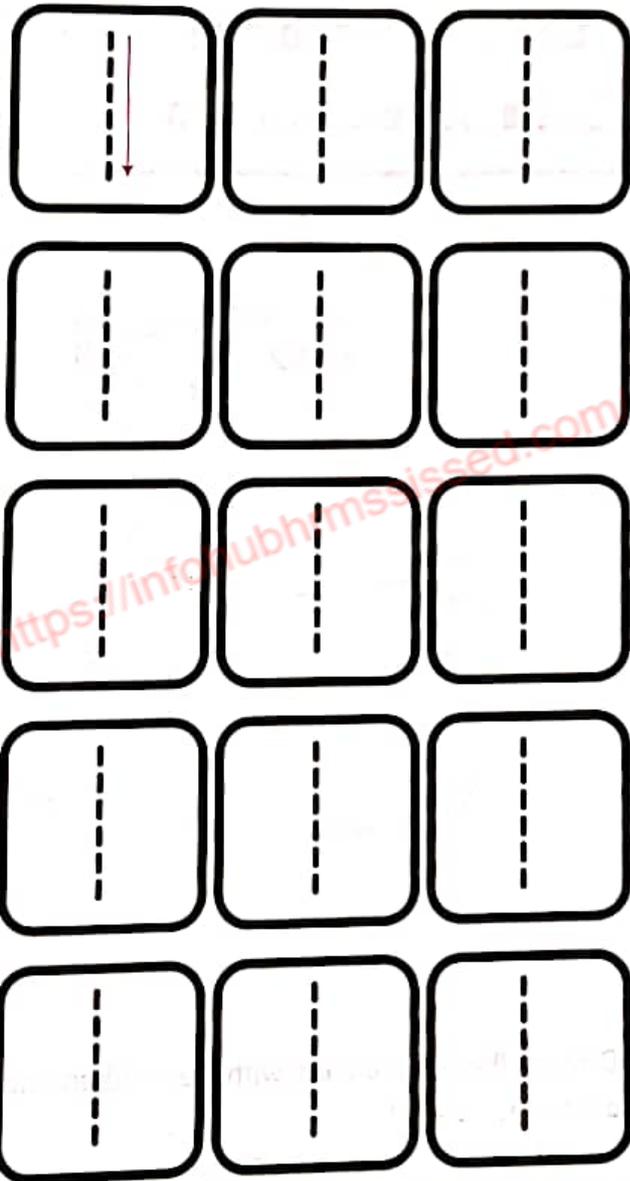


Write and Colour



Draw 1 object

Trace



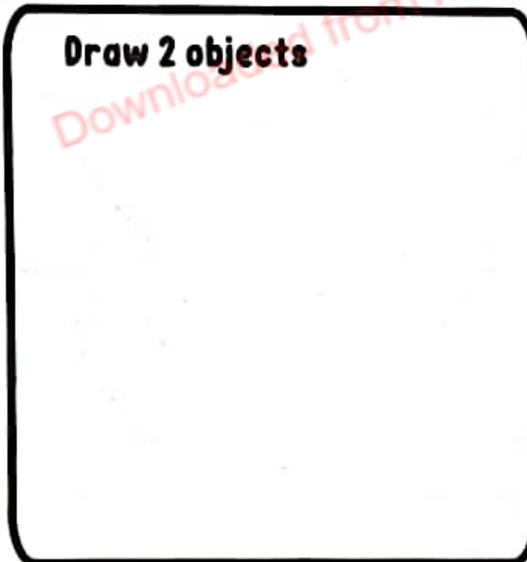
Write digit "1" on the writing board and help the children to trace it with their finger in the air.



Teach digit recognition / formation with the help of sand tray or by molding clay / play dough. Ask the children to colour the given picture.



Write and Colour



Trace



Write digit "2" on the writing board and help the children to trace it with their finger in the air.



Teach digit recognition / formation with the help of sand tray or by molding clay/play dough. Ask the children to colour the given picture.



3

Horse, horse, horse, what do you say?
Three people riding to go away
Fast, fast, fast they all ran
Leaving behind all the clan

A horse is a faithful animal



Introduce digit "3" with a poem.



Write digit "3" on the board and help the children to trace it with their finger in the air.



How many riders are there in the picture?

Number Game



Encircle "3"

2	3	0
5	2	4
4	0	3

Trace 



Trace and write

Two rows of handwriting practice. Each row contains four dashed number 3s on a set of three horizontal lines. Below each row are four red dots indicating starting points for independent writing.

 Help the children to recognize and practice digit "3" by writing on their slate / takhti / notebook.

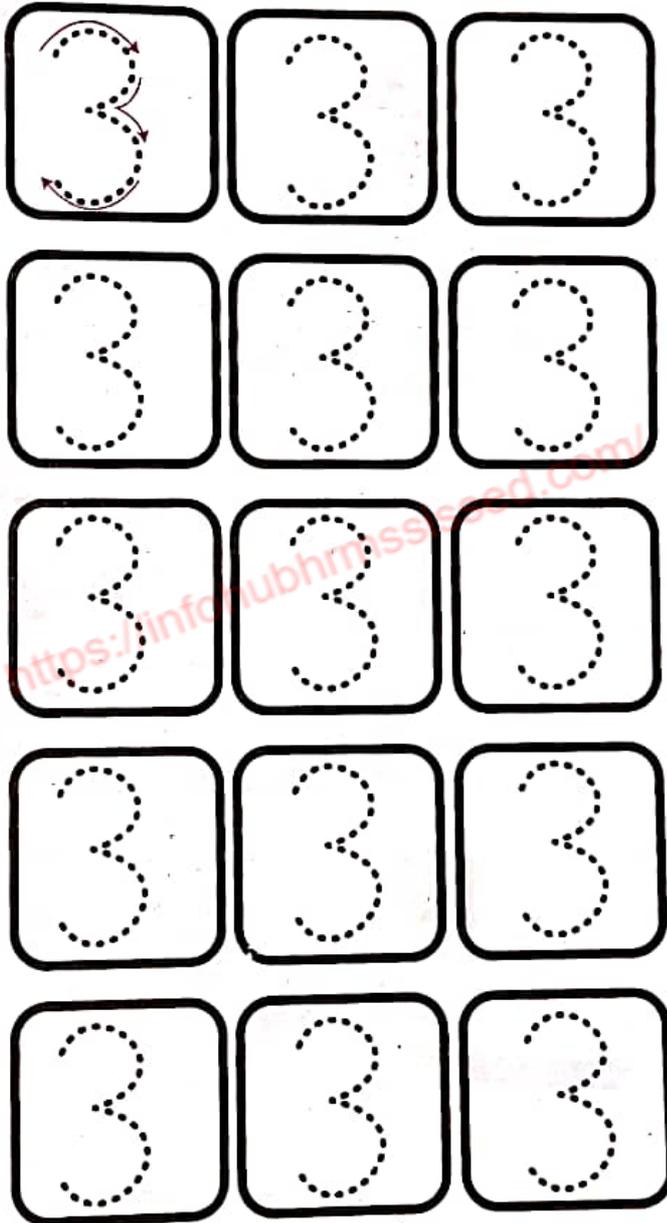


Write and Colour



Draw 3 objects

Trace

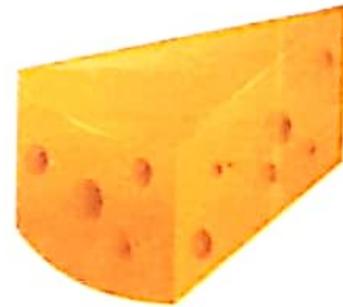


-  Write digit "3" on the writing board and help the children to trace it with their finger in the air.
-  Teach digit recognition / formation with the help of sand tray or by molding clay/play dough. Ask the children to colour the given picture.



Shape

Triangle



Introduce triangular shape with examples from daily life like mountains, pizza slice etc. Draw and cut a big triangle on chart paper. Ask the children to count the corners of the triangle. Help the children to make triangular shape by joining ice cream sticks, straws, or pencils.



Tell them the difference between circular and triangular shape. The circle has no corners, whereas the triangle has 3 corners and 3 sides.



Shape

Trace and Colour

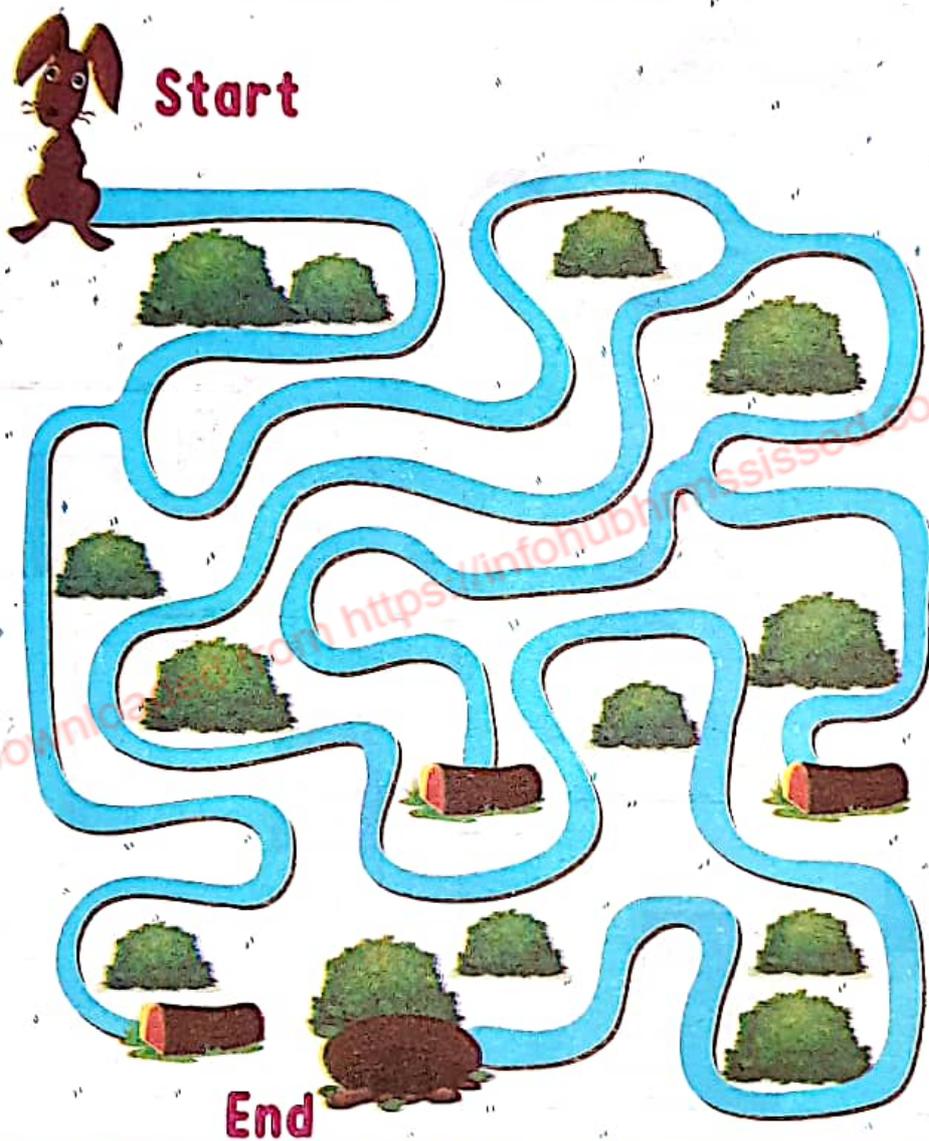


Guide the children to trace the triangles in the picture and colour them. Ask them to identify the triangular objects in the classroom (sandwich, triangular box, etc).



Make a circle and a triangle shape on the floor by using tape/chalk/cut-outs and ask the children to jump on triangular shapes.

Find the way



Ask the children to observe the path critically and let them find the way.



Take the children outside to the playground for a race. Introduce the concept of starting and finishing points.

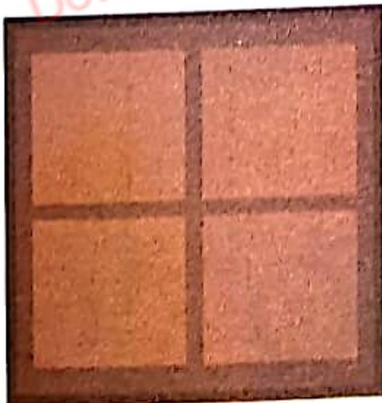


Ask the parents to help the children memorize their phone number and home address.



Shape

Square



Introduce square shape with everyday life examples like table, slice of bread, window etc. Tell the children that a square has 4 equal sides. Draw a square shape on the writing board and ask the children to come forward one by one and count the corners of the square.

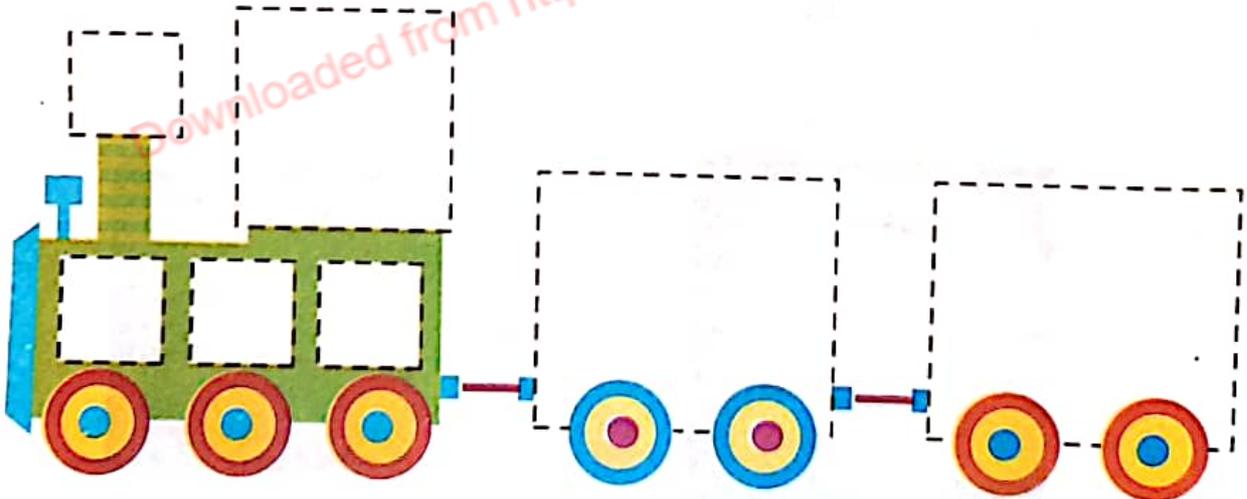
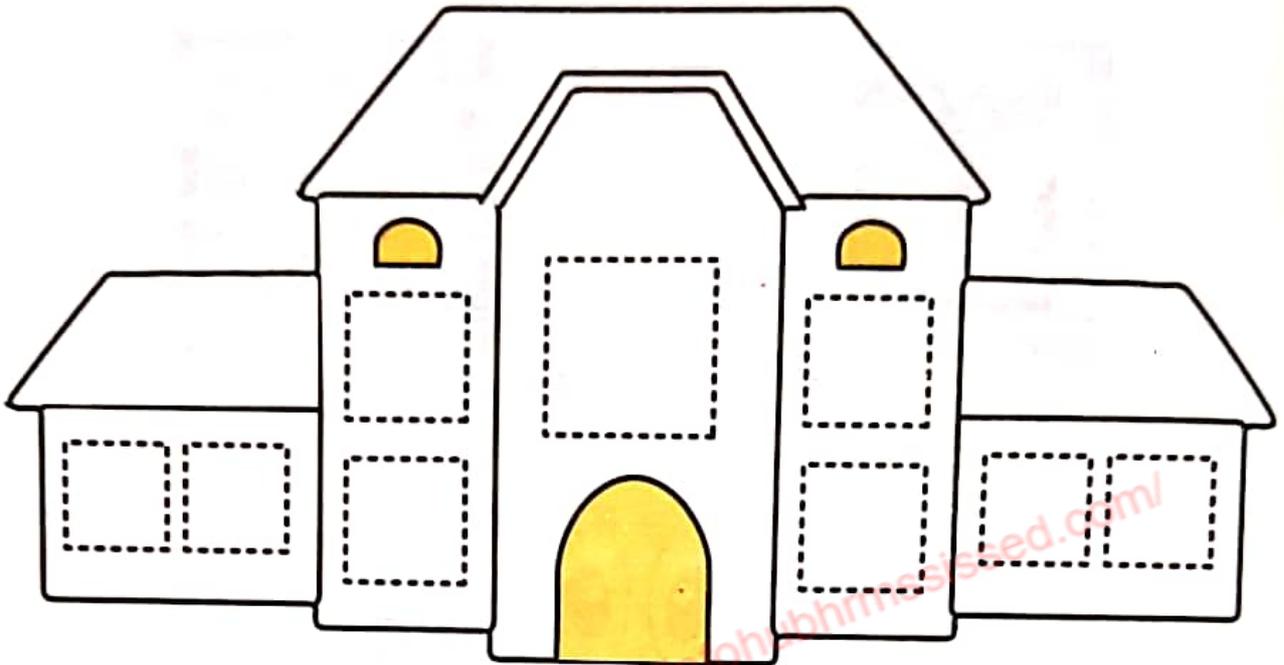


Help the children to make a square shape with the help of 4 pencils of equal lengths.



Shape

Trace and Colour



Help the children to count and tell how many squares are there in each picture. Ask the children to identify the circles on the page and count them.



Ask the children to bring an empty square shaped box and guide them on how to gift wrap it.



4

Four friends who are very tall
Together they achieve it all
Day and night they worked hard
Success of Pakistan is their yard



Discuss the given picture with the children and ask them questions about it. Introduce digit "4" with a poem.



Show the children a video about provinces of the Pakistan and provide information related to that.



Encourage patriotism in children. Ask them to sing Pakistan's national anthem.

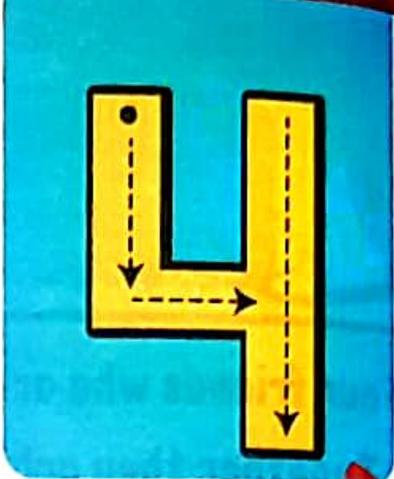


Make the children paste 4 wheels on a paper car cut-out.



How many wheels does a car have?

Number Game



Trace



Encircle "4"

2	4	0
5	2	4
4	3	1

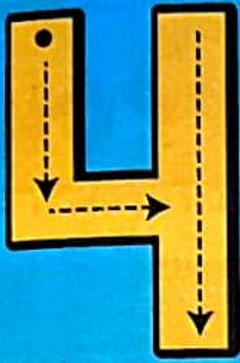


Trace and write

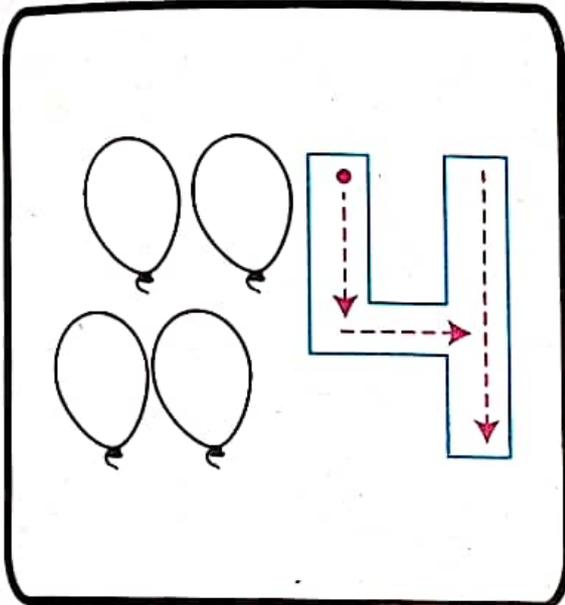
Tracing practice lines for the digit 4. Each line contains four dashed 4s with arrows indicating stroke order. Below the lines are four red dots for starting points.



Help the children to recognize and practice digit "4" by writing on their slate / takhti / notebook.

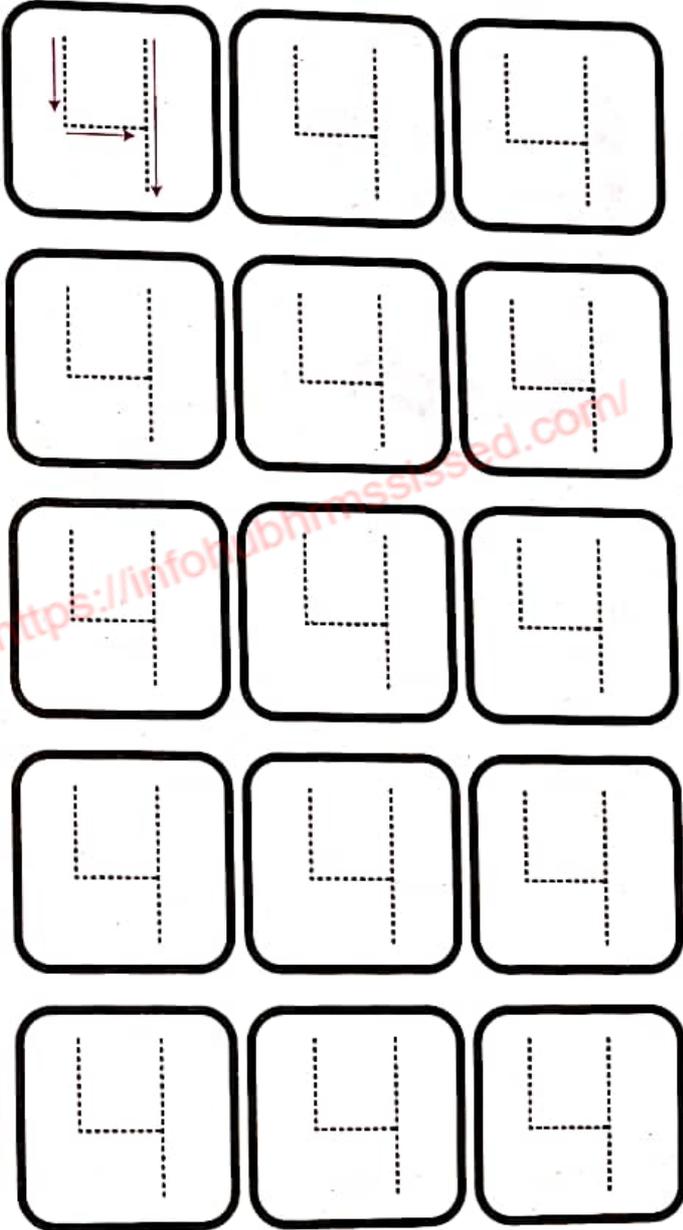


Write and Colour



Draw 4 objects

Trace



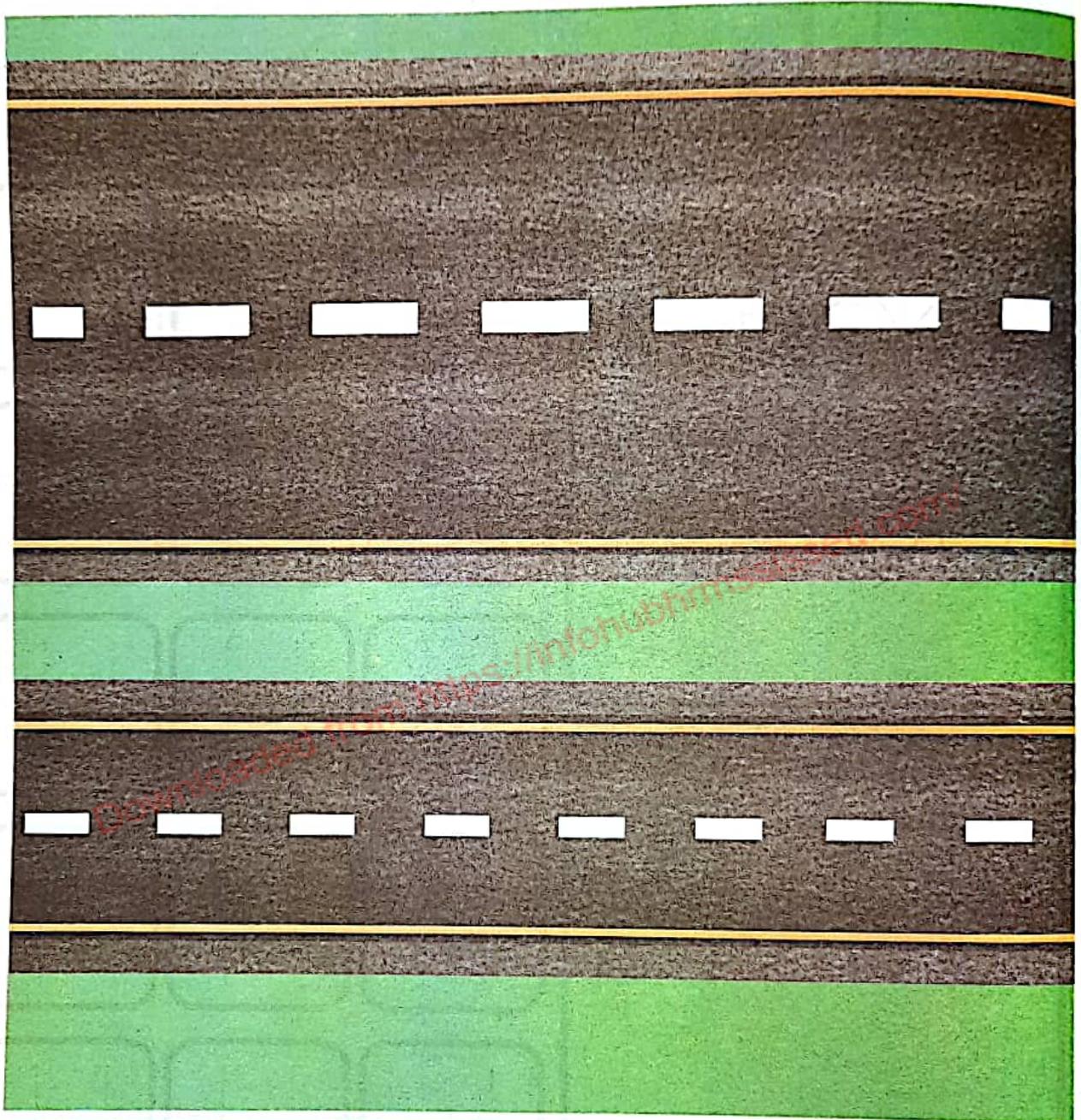
Write digit "4" on the writing board and help the children to trace it with their finger in the air.



Teach digit recognition / formation with the help of sand tray or by molding clay/play dough. Ask the children to colour the given picture.



Wide and Narrow



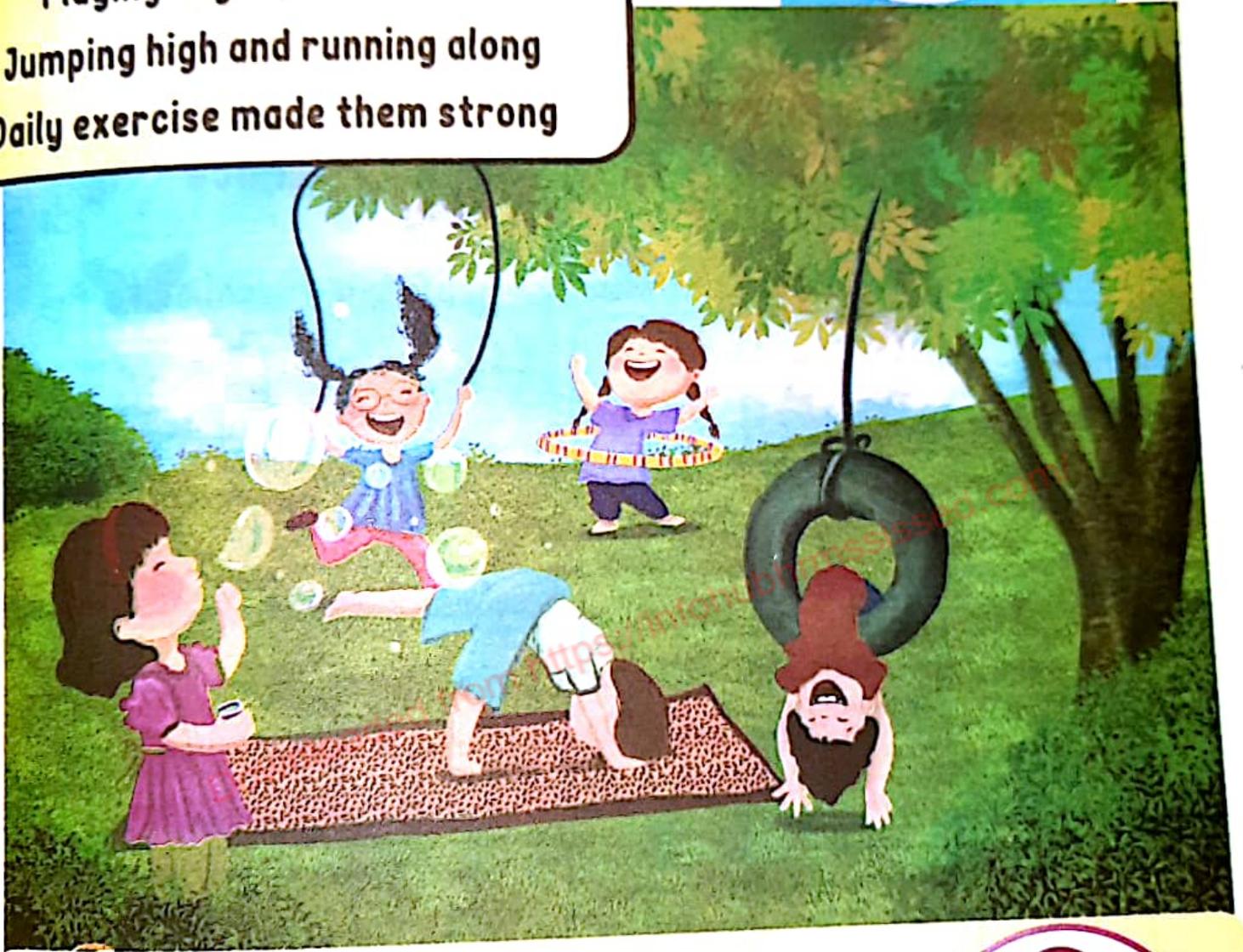
Help children to compare the classroom door and window to explain the difference between wide and narrow objects. Put a pencil box, lunch box, and a water bottle in front of children and ask them to open them one by one. Ask the children to identify which object has narrow mouth and which has wide mouth. Introduce the concept of wide, wider, widest and narrow, narrower, narrowest with example from daily life, for example asking them to arrange boxes / objects according



Ask the children to draw wide and narrow objects on plain paper and display them in the classroom.

5

Five friends had a plan
Playing together as a clan
Jumping high and running along
Daily exercise made them strong



Discuss the given picture with the children and ask them questions about it. Introduce digit "5" with a poem.



Discuss and give information to the children about various indoor and outdoor games like ludo, cricket, hide and seek, go go, basketball, etc.



How many children are there in the picture?

Number Game



Encircle "5"

2 3 0

5 2 6

4 6 3

Trace



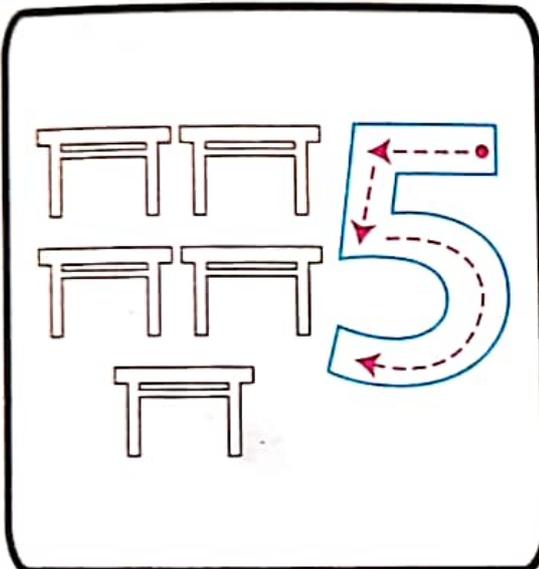
Trace and write



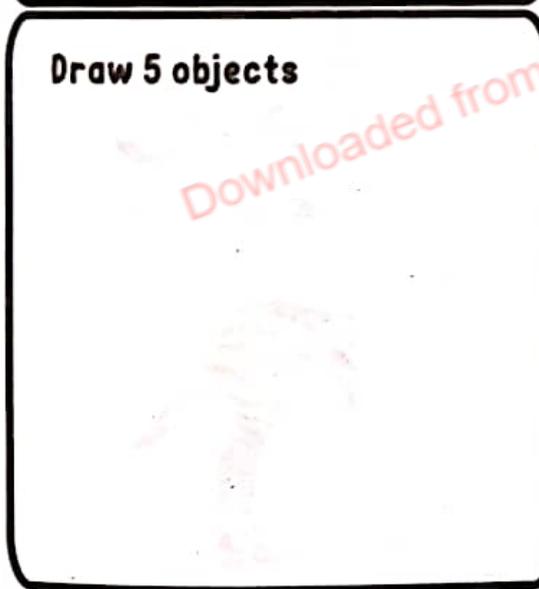
Help the children to recognize and practice digit "5" by writing on their slate / takhti / notebook.



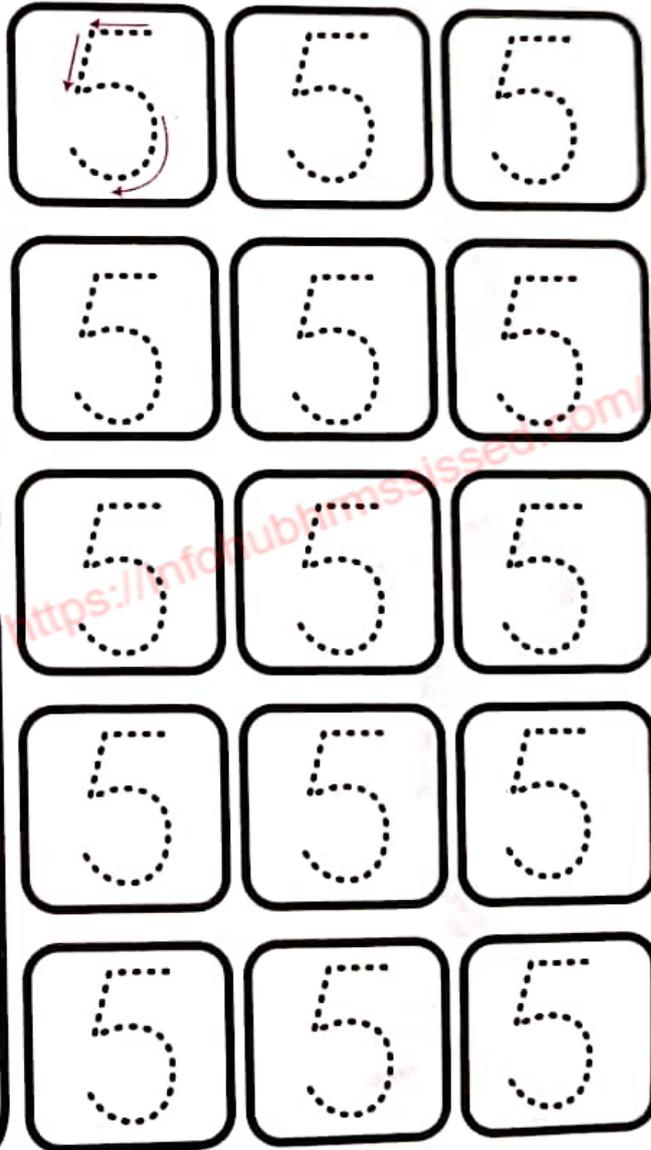
Write and Colour



Draw 5 objects



Trace

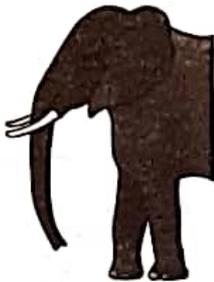


Write digit "5" on the writing board and help the children to trace it with their finger in the air.



Teach digit recognition / formation with the help of sand tray or by molding clay/play dough. Ask the children to colour the given picture.

Match the animals with their correct body halves



Show any cartoon/animal video to the children or take them to visit a zoo. Ask the children to critically analyze the given pictures to match the animals with their correct body halves.



Help the children to make different animal sounds. Ask the children questions to encourage them to discuss the patterns and colours on the animals' skin.

Numbers Revision

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
.
.
.



Ask the children to trace and write the given numbers. Make the children associate quantity with numbers by placing relevant number card with the exact number of ice-cream sticks / pencils by counting them.

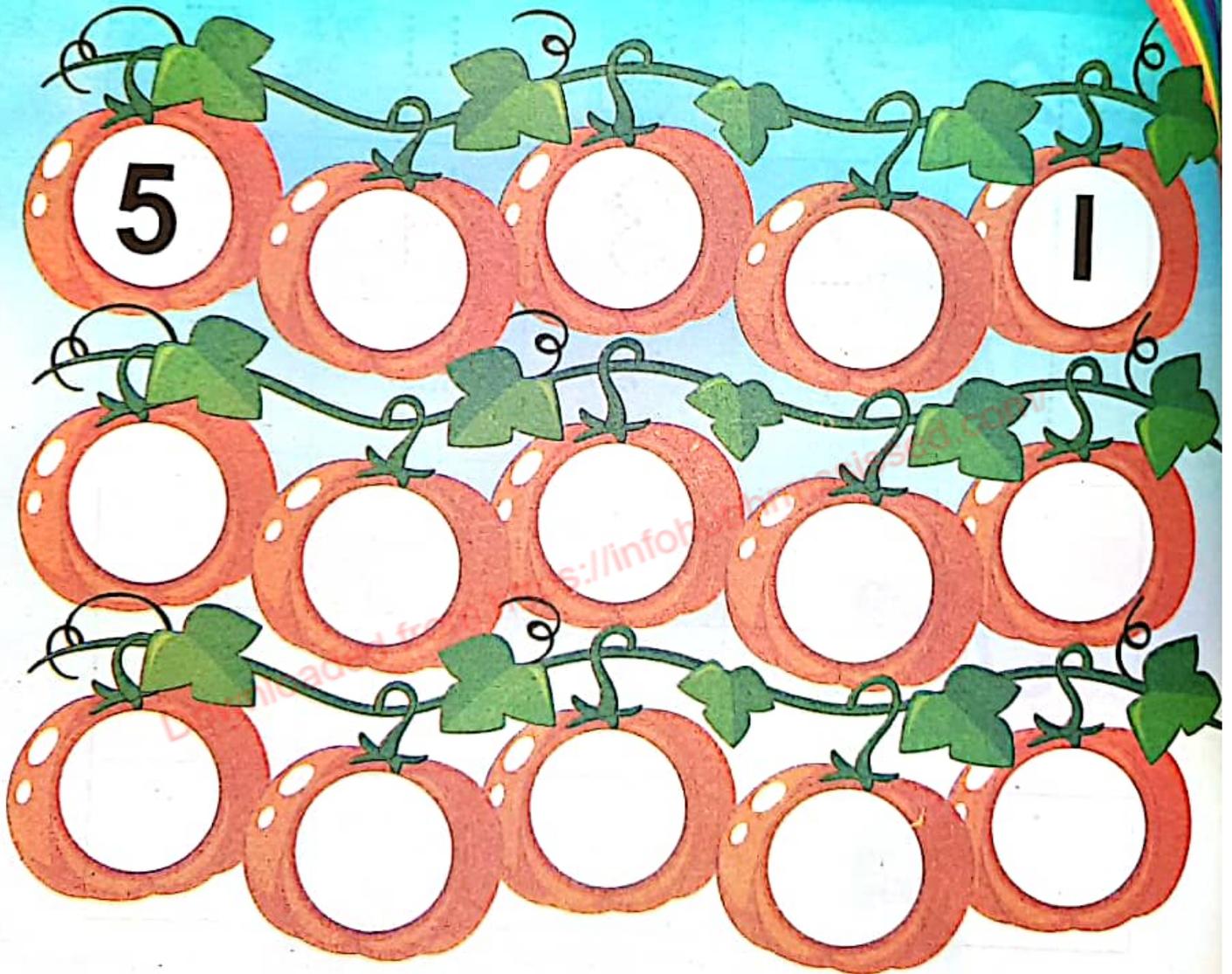


Put the card of digit "5" on the table. Ask the children to count "5" erasers and put them parallel to the card. Explain the concept of number and its corresponding quantity to the children.



Backward Counting

5-1



Ask the children to count backwards from (5-1) loudly. Make the children write backward counting on board one by one for practice.



Guide the children to fill in the blanks with backward counting.

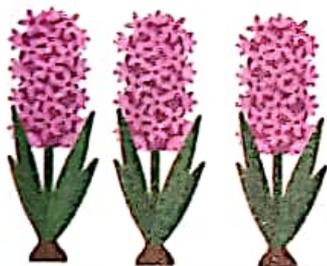
Count and Match



1



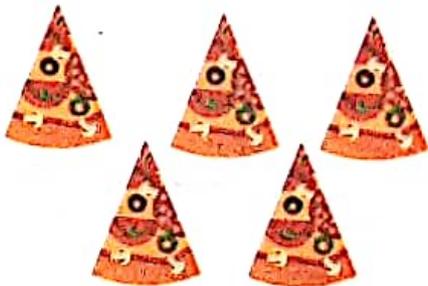
2



4



5



3



Explain the concept of quantity and number association to the children with the help of the given pictures.



Help the children do "pegging a basket" activity by pegging the same numbers of pegs shown on the number flash cards.



Six kids decided to study hard
They played games in their backyard
When they needed a book
Library was the place to look



Discuss the given picture with the children and ask them questions about it. How many books are there in the picture?

Introduce digit "6" with a poem.



Ask the children to count the books in their bags.



Take the children for a library visit and read them a story book.



What do we learn from books?

Number Game



Encircle "6"

2	3	0
5	2	6
4	6	3

Trace



Tracing practice area with dashed lines for the number 6 and a vertical column of dashed circles.

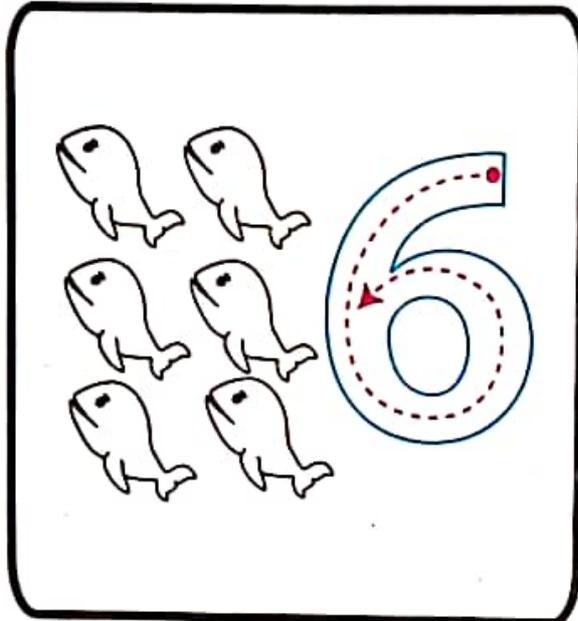
Trace and write

Two rows of handwriting practice lines. Each row contains four dotted number 6s with arrows showing the stroke direction, followed by blank space for independent writing. Red dots are placed at the bottom of the lines to indicate starting points.

Help the children to recognize and practice digit "6" by writing on their slate/takhti/notebook.

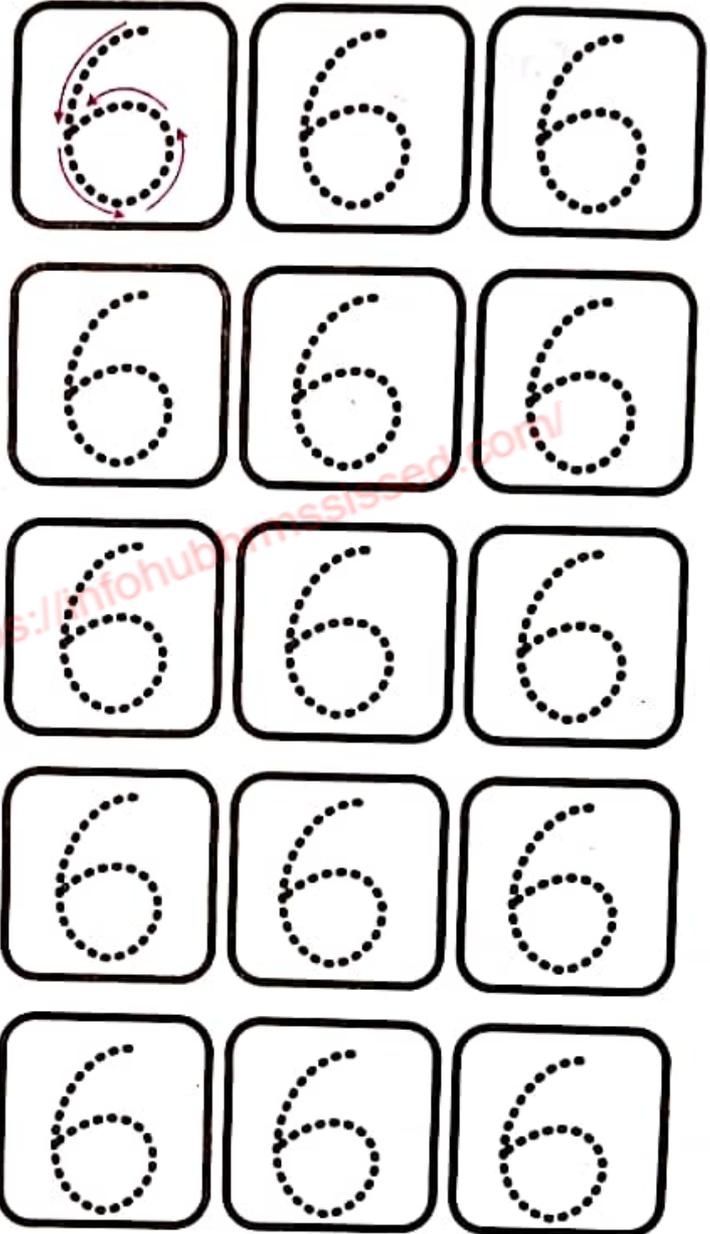


Write and Colour



Draw 6 objects

Trace



Write digit "6" on the writing board and help the children to trace it with their finger in the air.

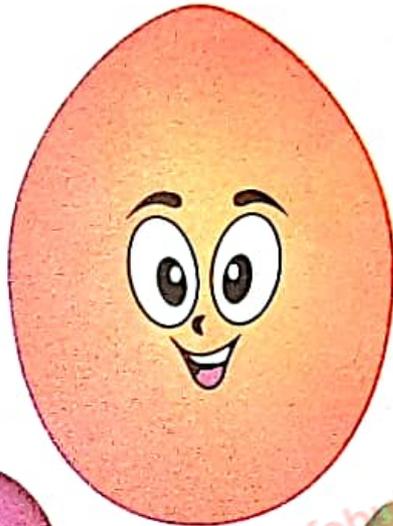


Teach digit recognition/formation with the help of sand tray or by molding clay / play dough. Ask the children to colour the given picture.



Shape

Oval



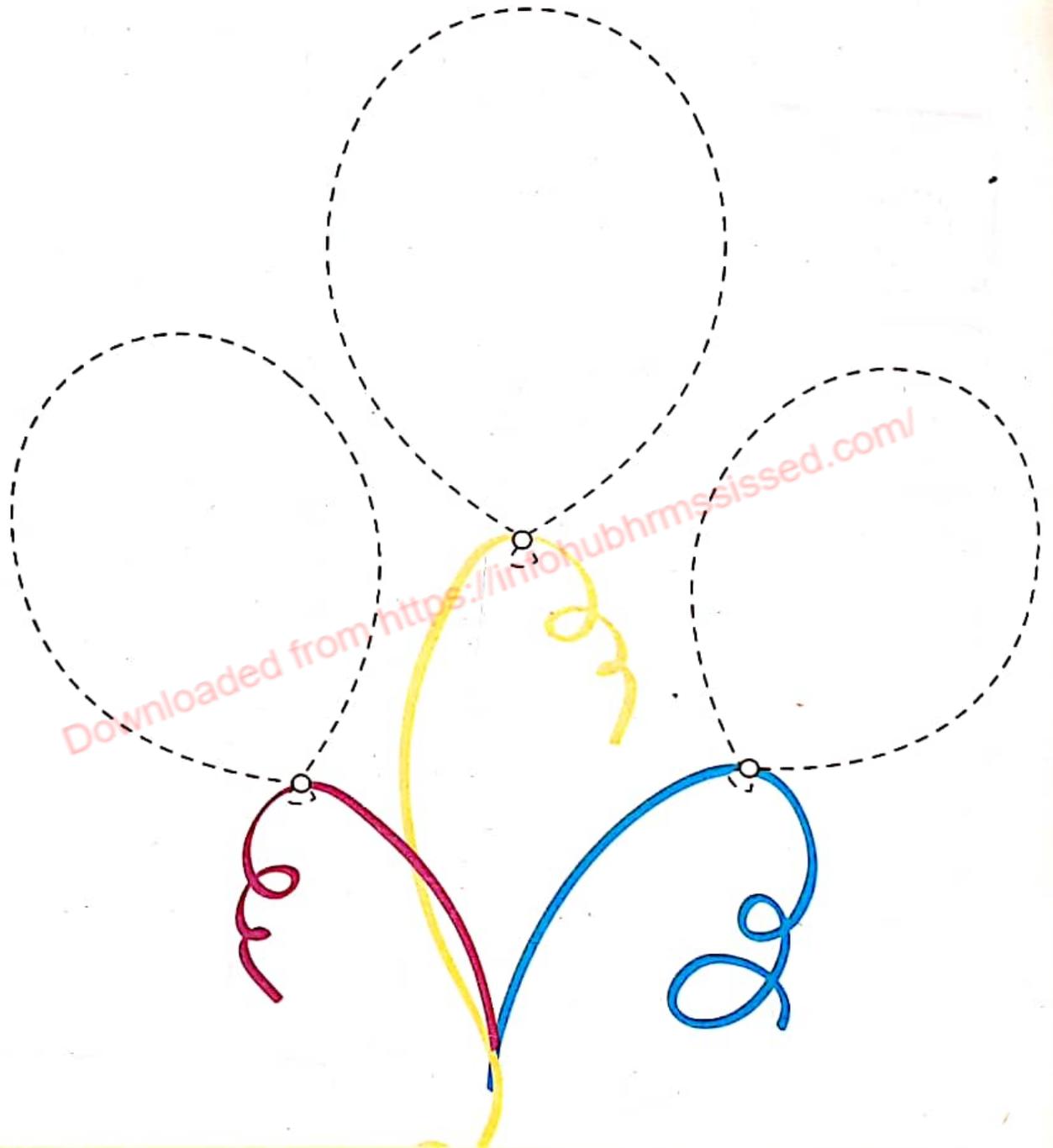
Ask the children the names of the oval objects given in the picture and give examples of oval shape from daily life.



Ask the children to bring a boiled egg for lunch and help them to peel it before eating. Tell them the health benefits of eating an egg.



Shape



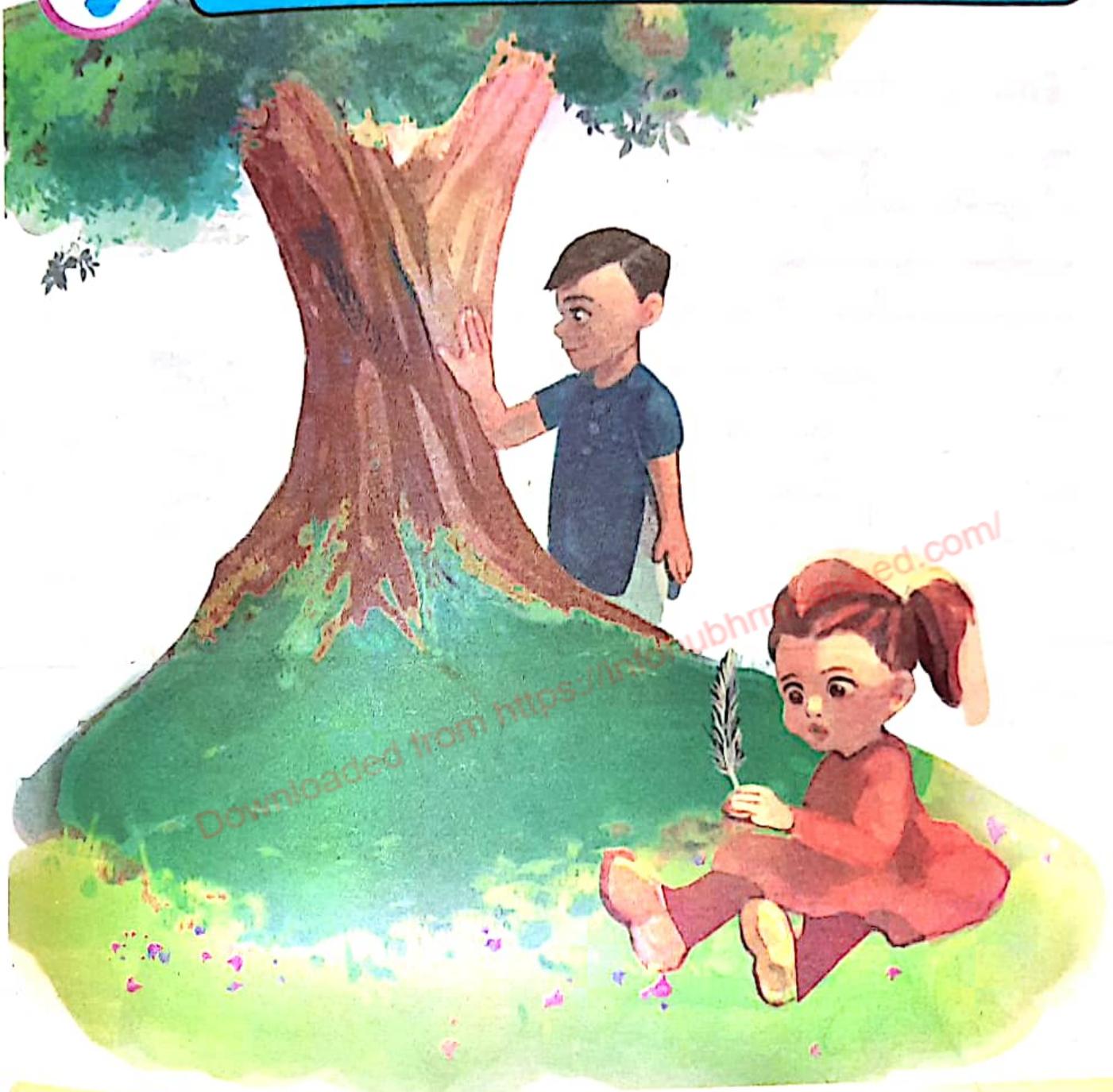
Ask the children to blow balloons in classroom and show them their oval shape.



Ask the children to do collage work on plain paper with different low cost/ no-cost materials.



Hard and Soft



Put different objects on table and ask the children to feel their surface with their hands to know the difference between hard and soft. For example, sack cloth is rough and a bit hard, velvet cloth is smooth and soft, stone is hard whereas cotton is soft.

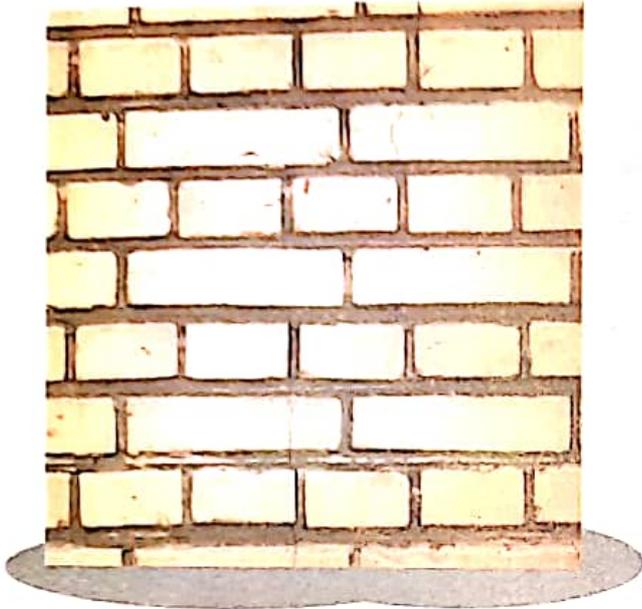


Play mystery bag game with the children. Put different hard and soft material objects in a bag like stone, rubber, cotton, flower, foam, wood piece etc, and ask the children to close their eyes and find out hard and soft objects by touch.



Hard and Soft

Encircle the hard object



Encircle the soft object



Ask the children to identify the hard and the soft object in the given pictures.



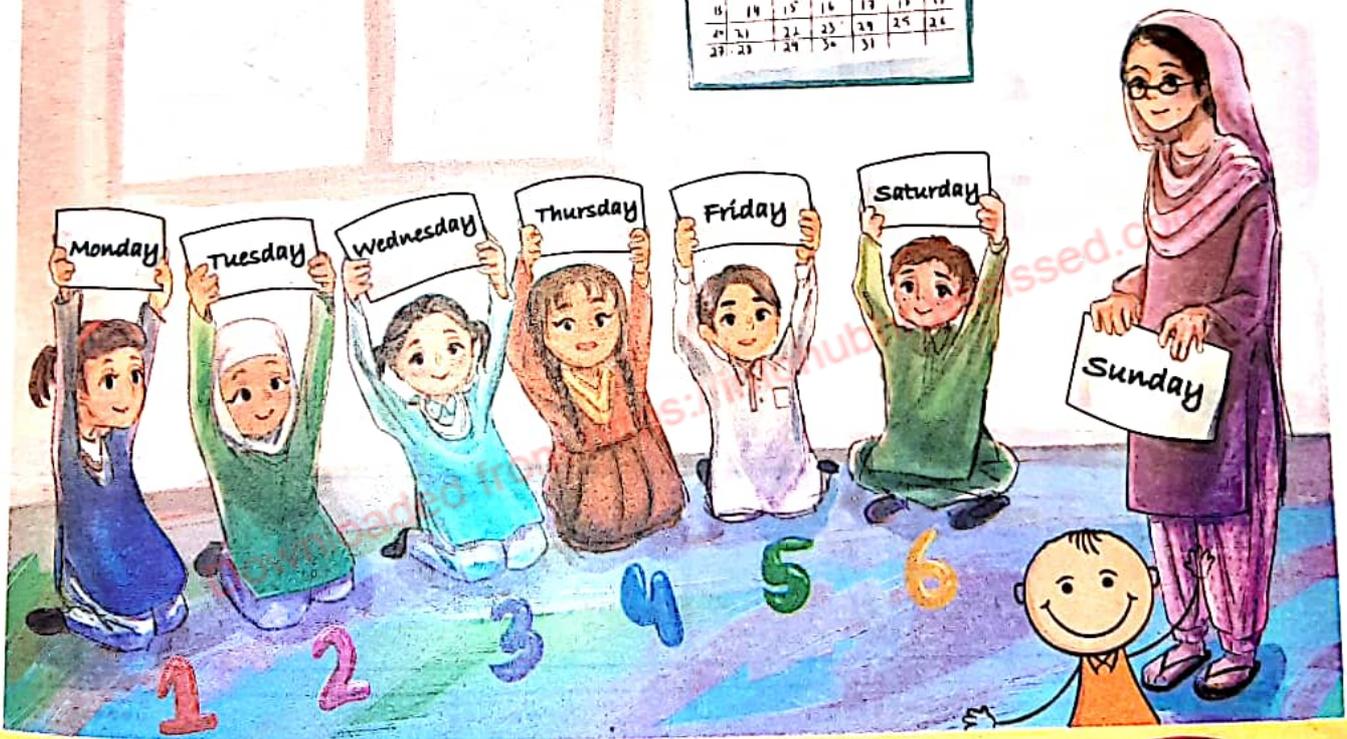
7

There are seven days in a week
Monday, Tuesday, Wednesday, Thursday,
Friday, Saturday, Sunday
I love every day of the week



October

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		



Discuss the given picture with the children and ask them questions about it. Introduce digit "7" and help the children learn names of the days of week with the help of the poem.



Help the children to draw digit "7" on plain paper and cut them with the help of safety scissors. Use no-cost/low-cost material.



Ask the children what do they do on weekends?

Number Game



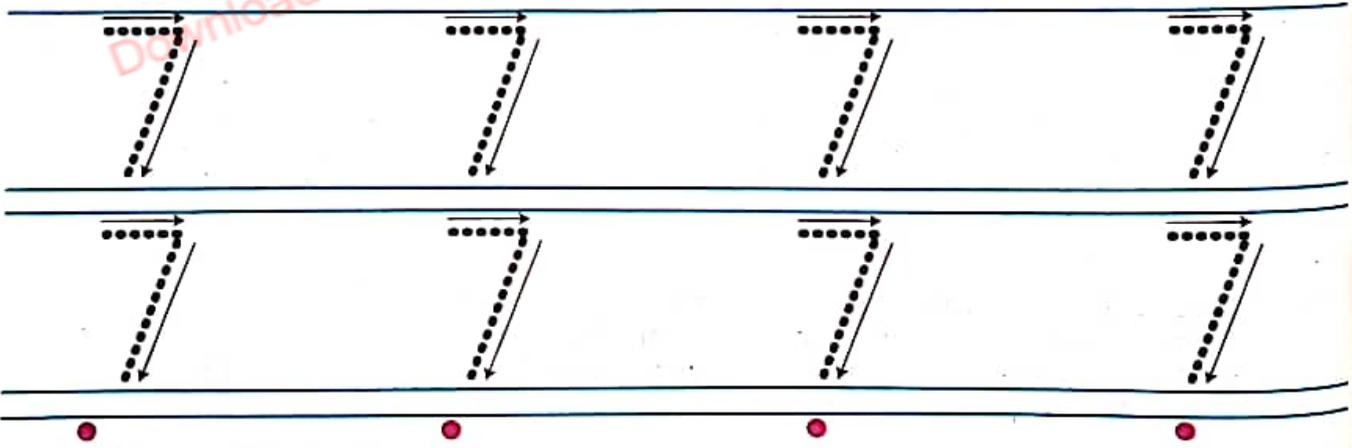
Encircle "7"

1	3	0
7	2	7
4	7	3

Trace



Trace and write



Help the children to recognize and practice digit "7" by writing on their slate/takhti/notebook



Write and Colour

A box containing seven triangles for coloring and a large number 7 with stroke order arrows.

Draw 7 objects

A large empty box for drawing seven objects.

Trace

A 4x3 grid of boxes for tracing the digit 7. The first box shows stroke order, followed by 11 dotted 7s for tracing.



Write digit "7" on the writing board and help the children to trace it with their finger in the air.

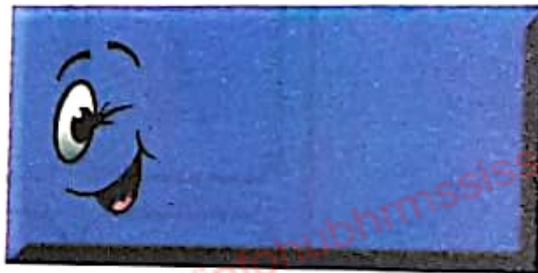
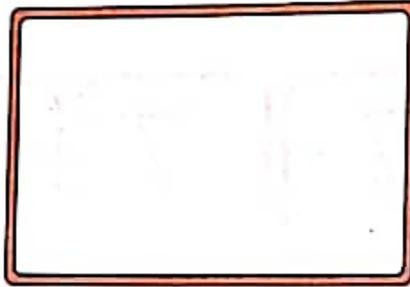


Teach digit recognition / formation with the help of sand tray or by molding clay / play dough. Ask the children to colour the given picture.

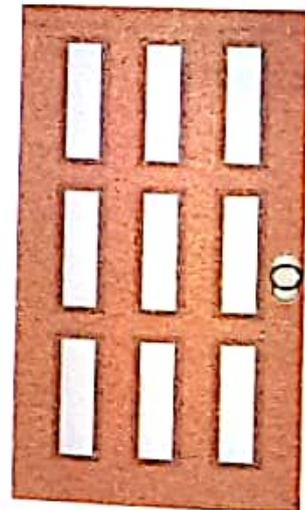


Shape

Rectangle



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Help the children to identify the rectangle shape in their surroundings. Giving them examples of rectangle shaped objects from daily life like door, window, blackboard etc.

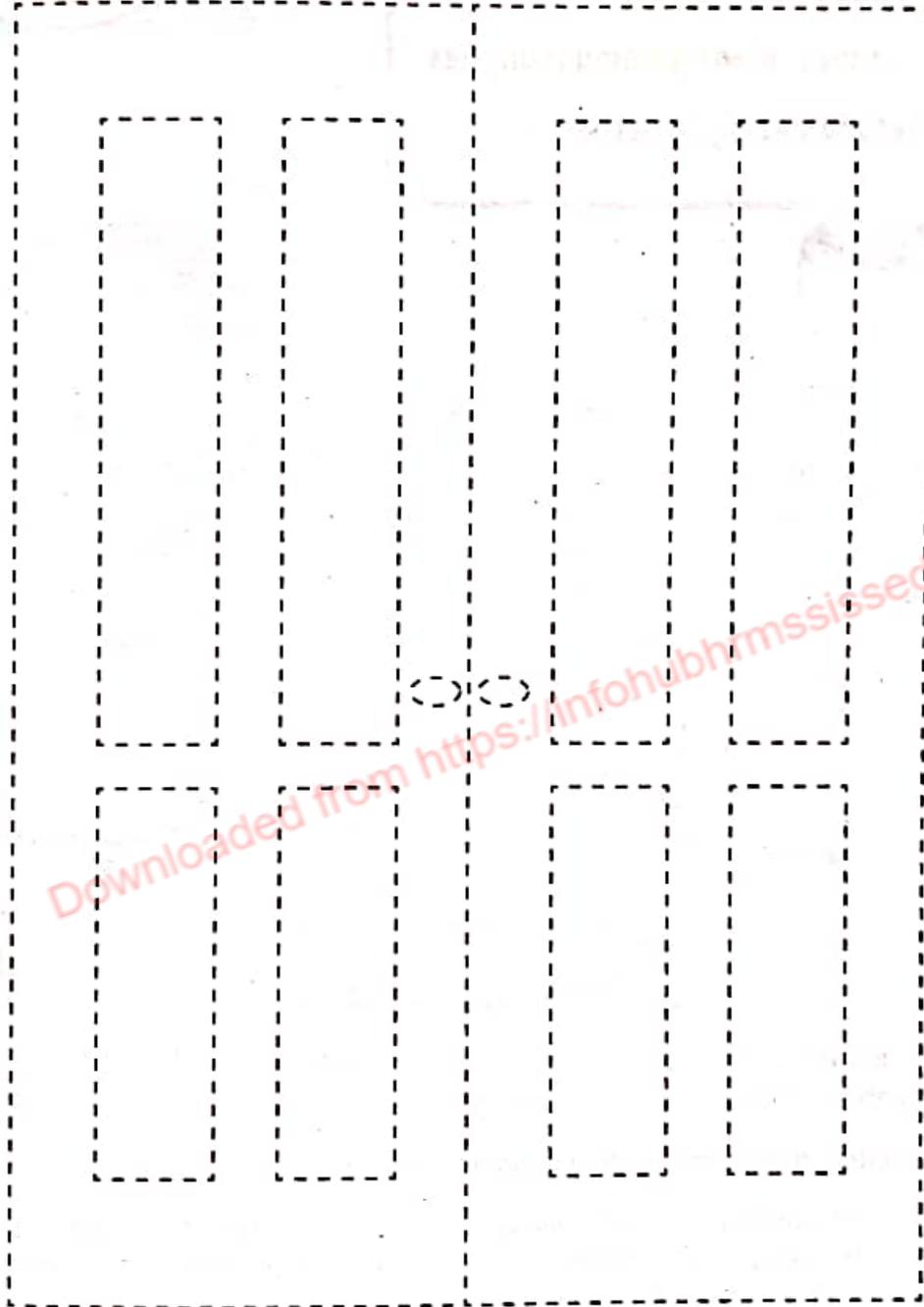


Help the children to paste a rectangular door on a house cut-out. Ask them to wash their hands with soap after the activity.



Shape

Trace and Colour



Help the children to identify rectangular shape in the classroom e.g. door, board etc.

8

Eight yummy mangoes, eight yummy mangoes
Oh my Dad! help us gather
Eight yummy mangoes, eight yummy mangoes
wash before eating together



Discuss the given picture with the children and ask them questions about it. Introduce digit "8" with a poem.



Tell the children that mango is the national fruit of Pakistan.



Arrange mango party in the classroom. Encourage the children to eat fruit and tell them the health benefits of fruit. Ask the children to wash fruit before eating. Tell them about hot and cold weather. Let the children to conduct an experiment in the classroom to experience hot, cold, and normal temperature. Take ice water, room temperature water, and hot water in different glasses to explain the temperature variation to the children.

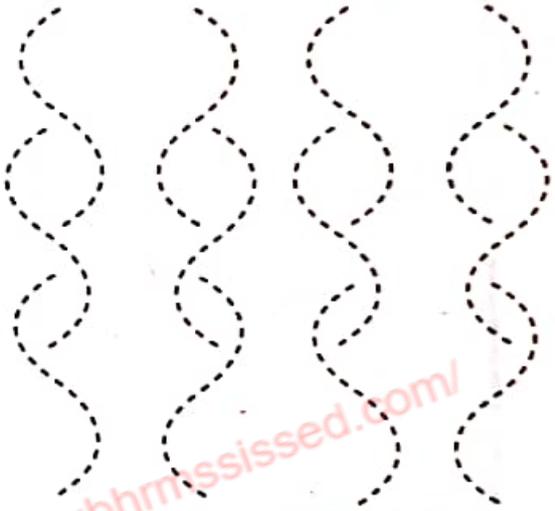


Which fruit is called the king of fruits?

Number Game



Trace



Encircle "8"

2	8	0
8	2	8
4	6	8

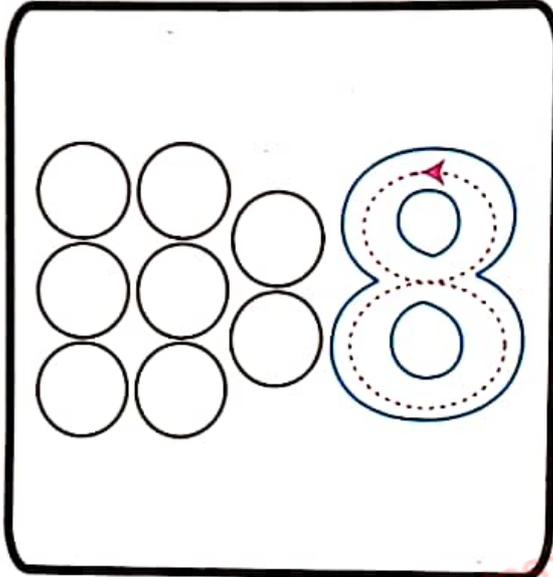
Trace and write

Two rows of handwriting practice. Each row contains four dashed number 8s with arrows indicating stroke direction. Below each row are four red dots on a baseline for starting points.

Help the children to recognize and practice digit "8" by writing on their slate / takhti / notebook.



Write and Colour



Draw 8 objects



Trace



Write digit "8" on the writing board and help the children to trace it with their finger in the air.



Teach digit recognition / formation with the help of sand tray or by molding clay/play dough. Ask the children to colour the given picture.



Half and Full



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

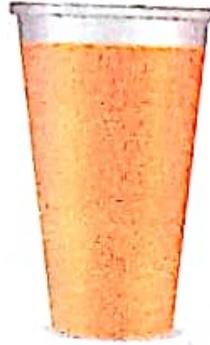


Conduct pouring activity with the children. Help the children to pour water from jug to a glass, glass to glass, and glass to cup. Let them have the experience of informal measurement by finding out that how many glasses will fill a jug. Tell the children to save natural resources e.g., (not to waste water).



Half and Full

Put a tick (✓) for the half glass in the box



Put a tick (✓) for the full bucket in the box



Help the children to draw a half and a full jug and colour it.



Nine people are on the boat
The boatman will make it float
They will row it far away
Everyone will say, hurray !



Discuss the given picture with the children and ask them questions about it. Introduce digit "9" with a poem.



Let the children practice digit "9" by using an abacus. Show the flash card of number "9" and ask the children to collect "9" objects from the classroom.



Why should we not stand in a moving boat?

Number Game



Encircle "9"

2	1	0
8	7	9
9	6	3

Trace



Tracing practice area with four rows of five dashed circles on a dotted line, intended for tracing the top part of the number 9.

Trace and write

Tracing and writing practice area with two rows of four dashed number 9s on a three-line grid. The bottom row has red dots on the baseline for starting points.



Help the children to recognize and practice digit "9" by writing on their notebook



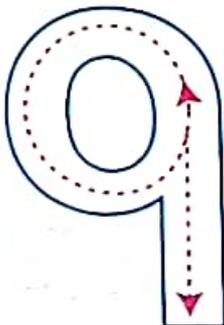
Provide a variety of objects to the children and let them make a group of "9" things and then separate them. Help the children to count till "9" with number cards and match them with number rods.



Write and Colour

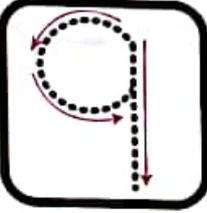
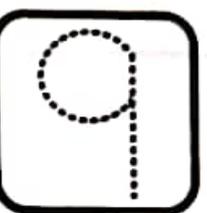
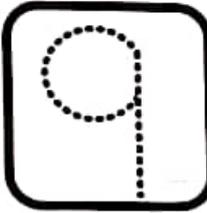
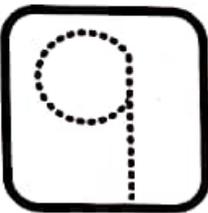
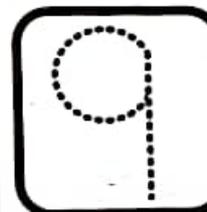
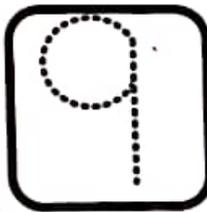
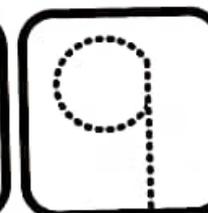
Write and Colour

□ □ □
□ □ □
□ □ □



Trace

Trace

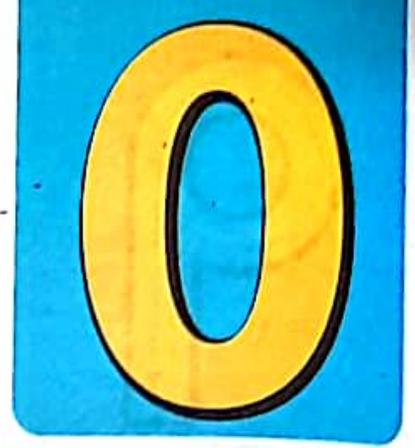
		
		
		
		
		

Draw 9 objects

Draw 9 objects



-  Write digit "9" on the writing board and help the children to trace it with their finger in the air.
-  Teach digit recognition / formation with the help of sand-tray or by molding clay / play dough. Ask the children to colour the given picture.



**Zero means nothing at all,
That's why, zero it's called,**



Discuss the given picture with the children and ask question about it. Tell them that zero "0" means nothing.

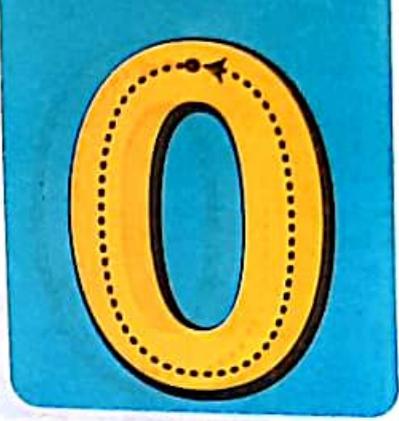


Place 4 baskets and 3 pencils on the table. Then put a pencil in each basket. Ask the students how many baskets have balls and how many baskets are empty. Let them know that 3 baskets have pencils and 1 is empty. The empty basket shows that there is no ball in it, it means that there are zero "0" balls.



**What does
digit zero
"0" mean?**

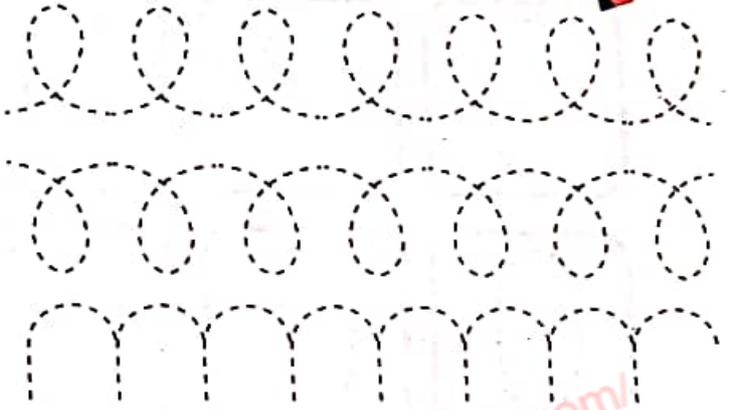
Number Game



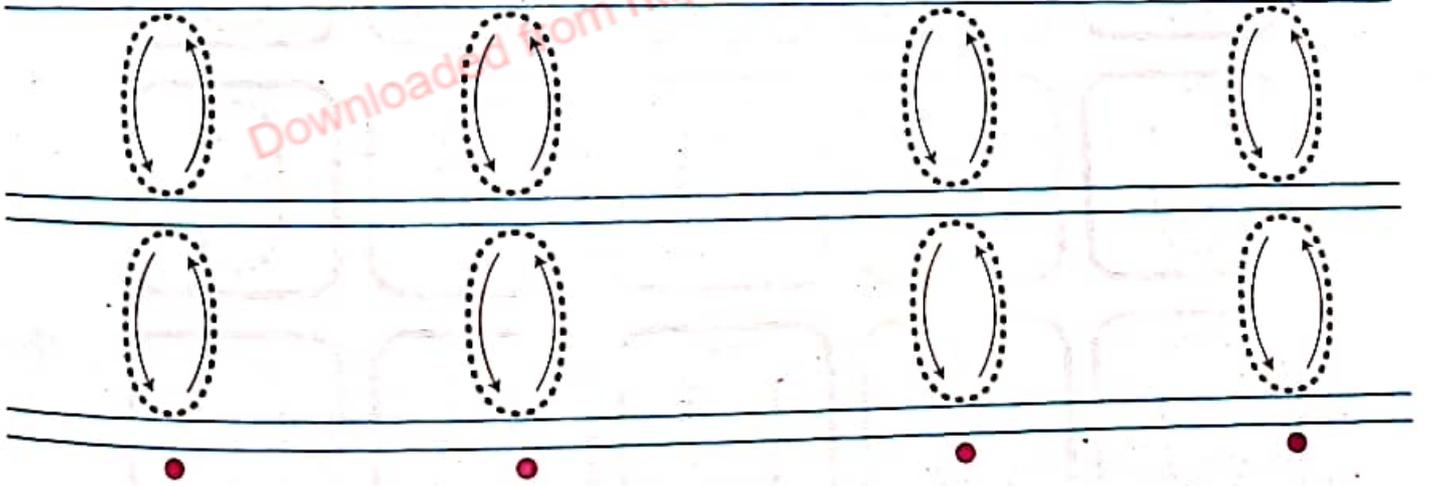
Encircle "0"

10	5	0
0	2	1
8	0	3

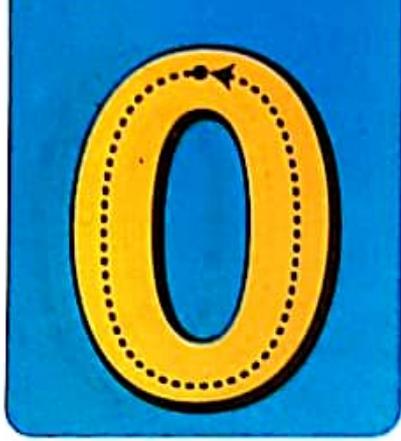
Trace 



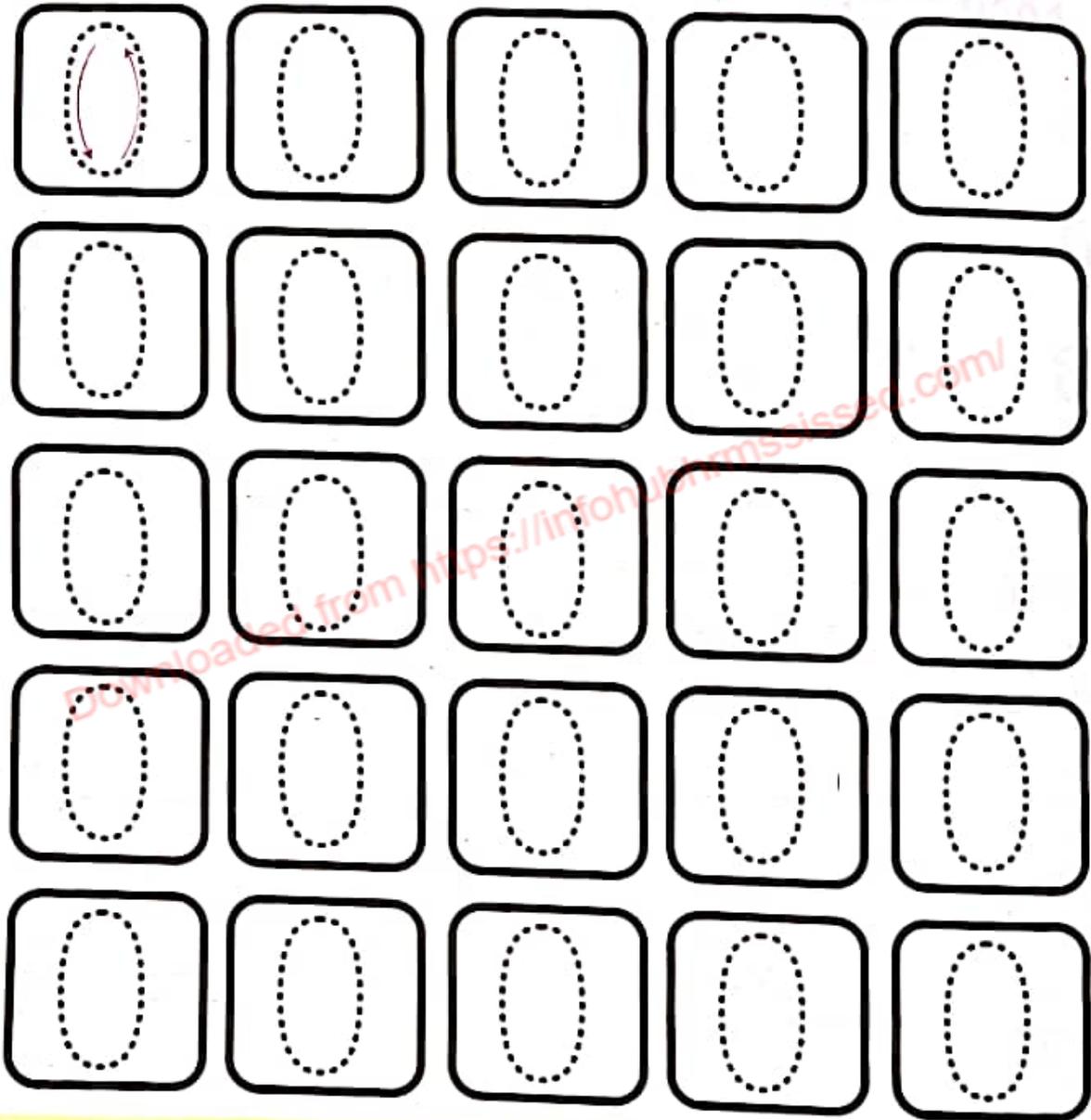
Trace and write



Help the children to recognize and practice digit "0" by writing on their slate / takhti / notebook.



Trace



Write digit "0" on the writing board and help the children to trace it with their finger in the air.



Teach digit recognition / formation with the help of sand tray or by molding clay/play dough. Ask the children to colour the given picture.



10

**Nadia and Sana saved a lot
Ten rupees pocket money in the pot
Helping others they don't mind
Everyone knew they were kind**



Discuss the given picture with the children and ask questions about it e.g., What are the names of the characters? How is a money box used? Introduce digit "10" with a poem.



Ask the children to count from 1 to 10 with the help of number cards. Ask the children to collect 10 objects with the help of their parents (leaves, stones, wrappers etc).



**Why is saving
money
important?**

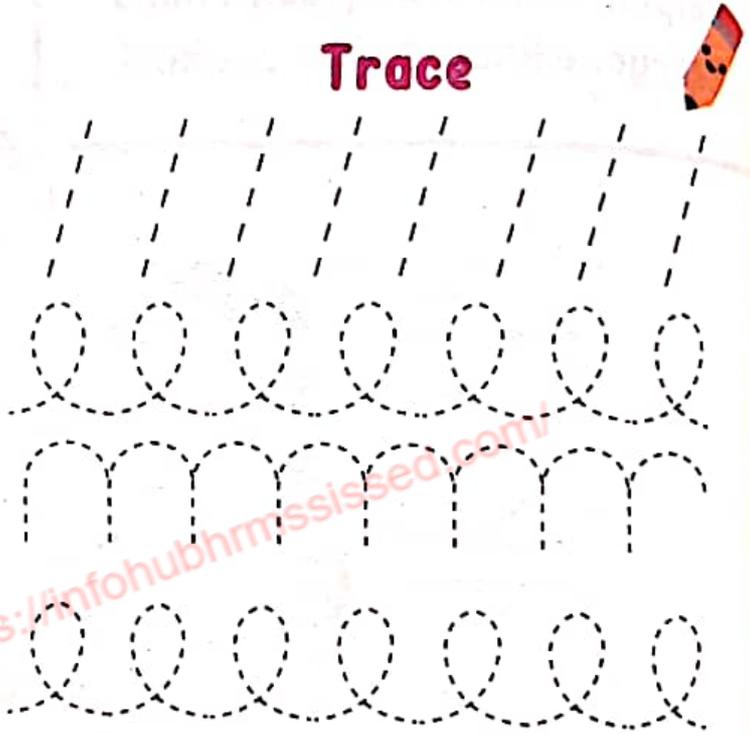
Number Game



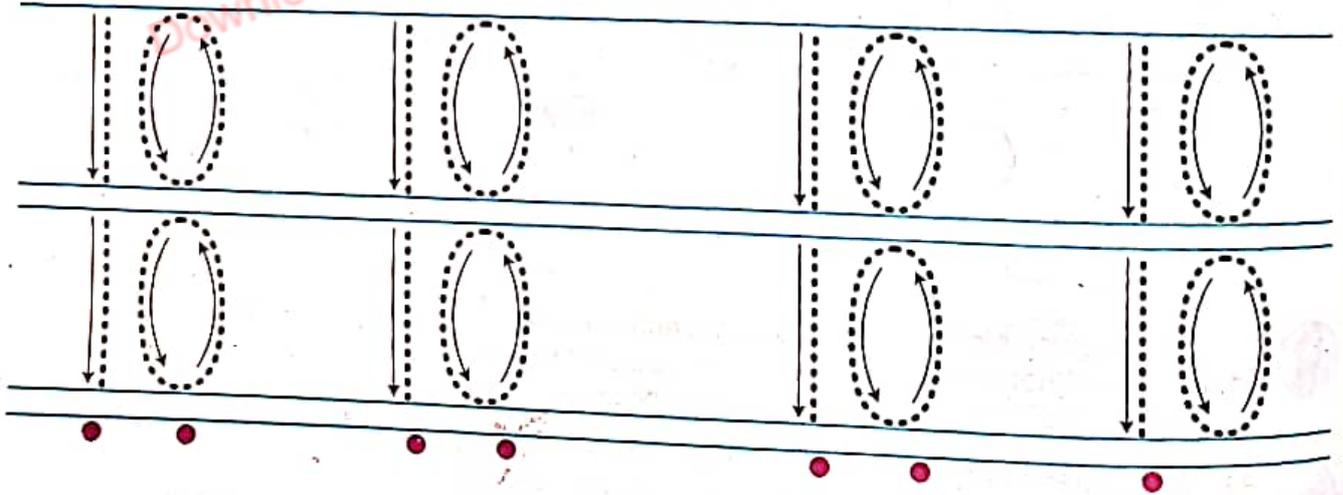
Encircle "10"

10	5	0
7	2	10
8	6	3

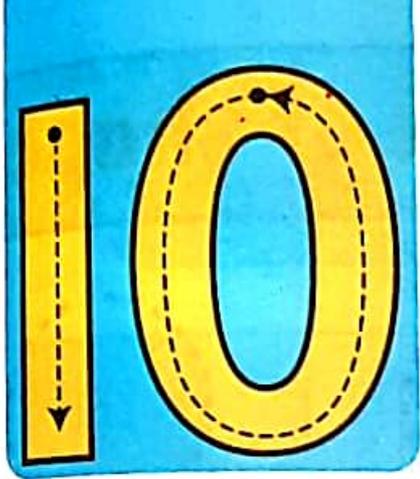
Trace



Trace and write



Help the children to recognize and practice digit "10" by writing on their slate / takhti / notebook



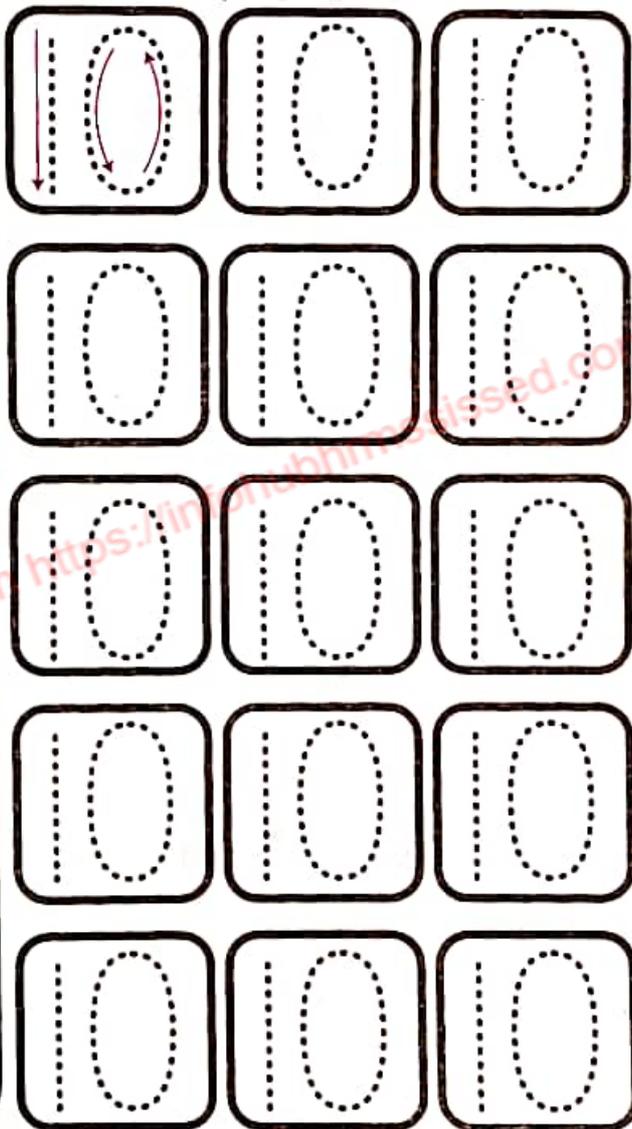
Write and Colour



Draw 10 objects



Trace



Write digit "10" on the writing board and help children to trace it with their finger in the air.



Teach digit recognition/formation with the help of sand-tray or by molding clay / play dough. Ask the children to colour the given picture.

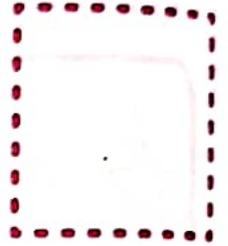


Reinforcement of shapes

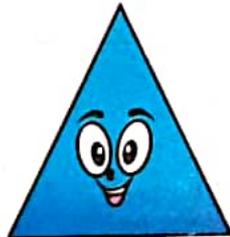
Circle



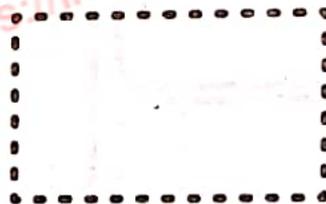
Square



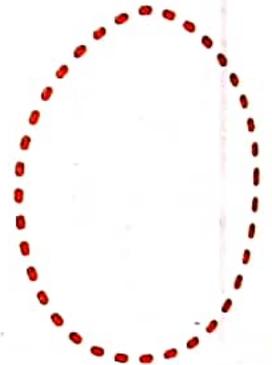
Triangle



Rectangle



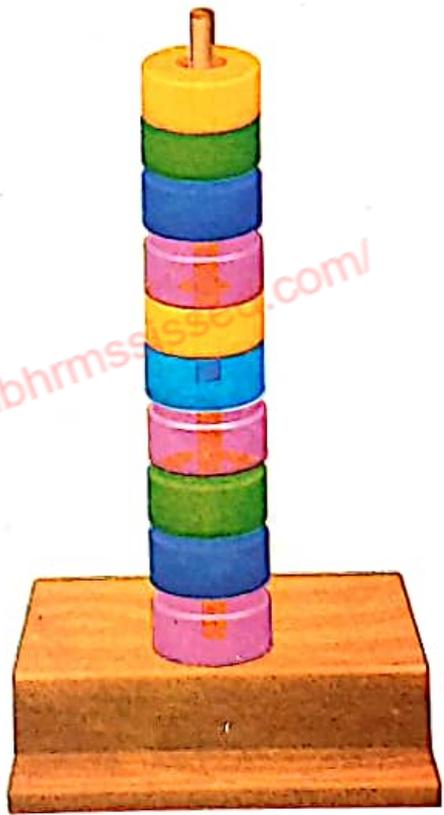
Oval



Cut different shapes of a paper (circle, triangle, square, rectangle and oval) and put them in the box. Make different shapes on the floor with the help of children. Ask them to pick a shape from the box and match it with the similar shape on the floor. Group shapes on the basis of the number of their sides or colour.

Numbers Revision

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

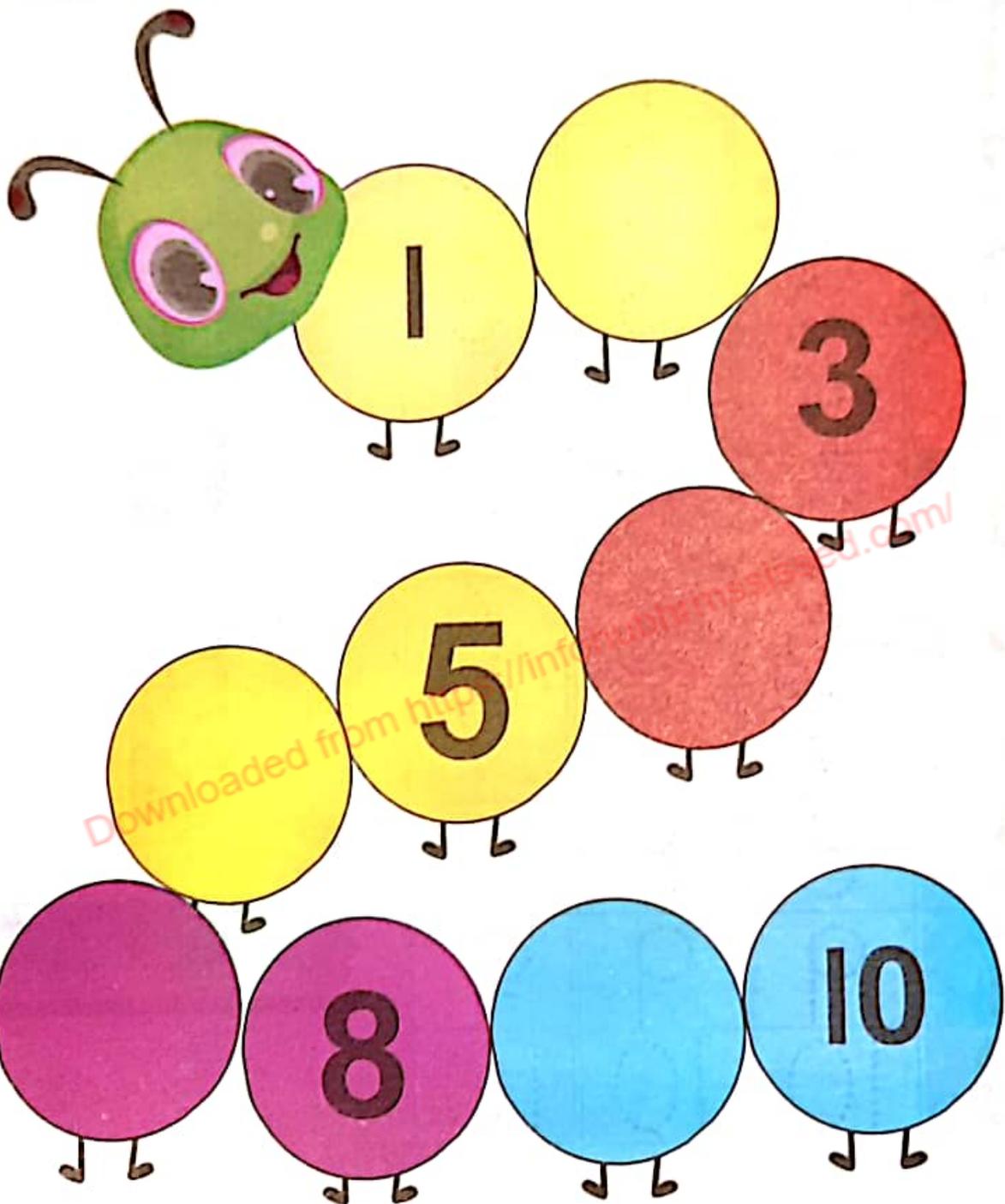


Help the children to trace the above given numbers.



Help the children to collect various items and count them such as ice-cream sticks, pencils, straws and buttons, etc.

Fill in the blanks (1-10)



Ask the children to read aloud numbers from 1 to 10. Help them to write the missing numbers.



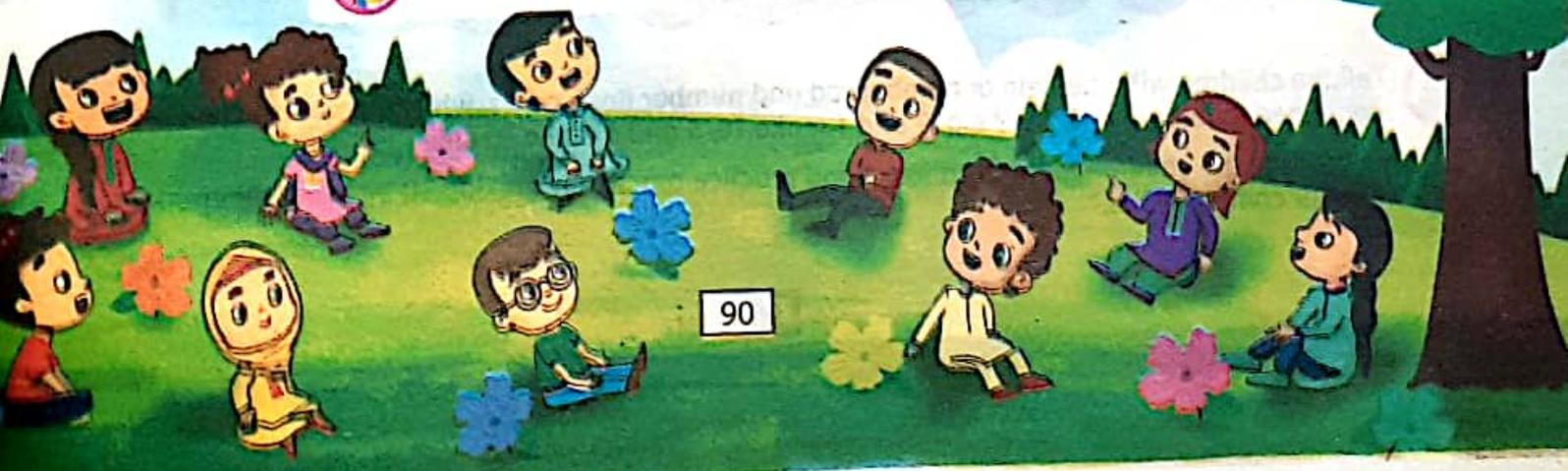
Ask the children to frog jump or clap their hands ten times.

Poem

One, two, one, two
Birds are in a queue
Three, four, three, four
They are many more
Five, six, five, six
They know lot of tricks
Seven, eight, seven, eight
They are flying straight
Nine, ten, nine, ten
Let's count them



Sing the poem aloud with the children.



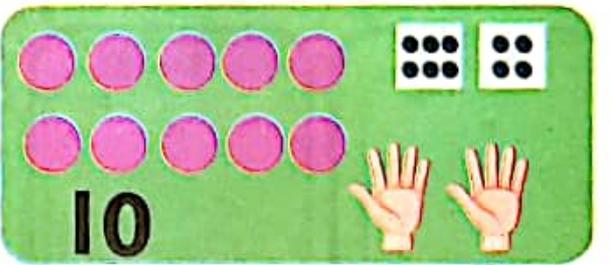
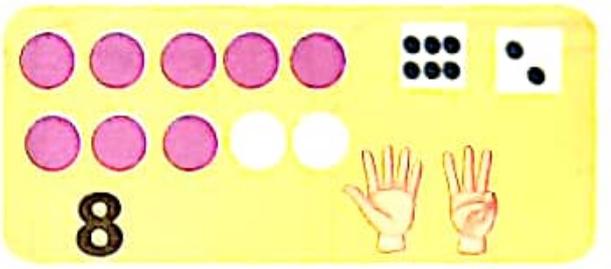
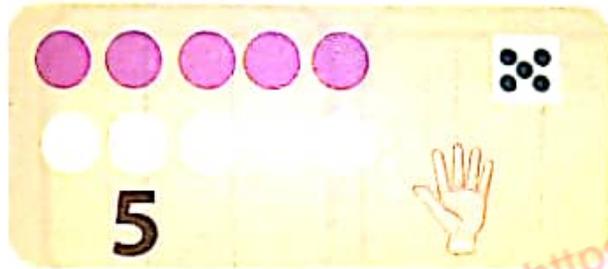
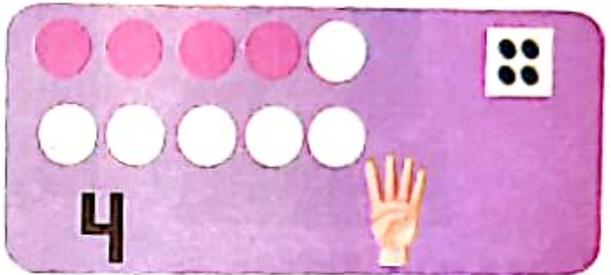
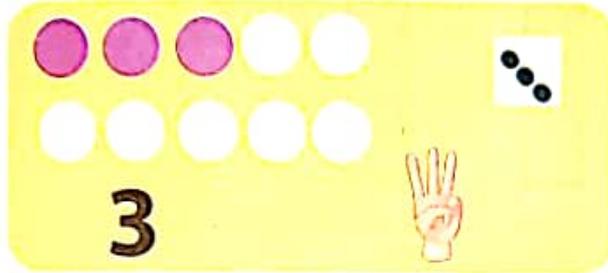
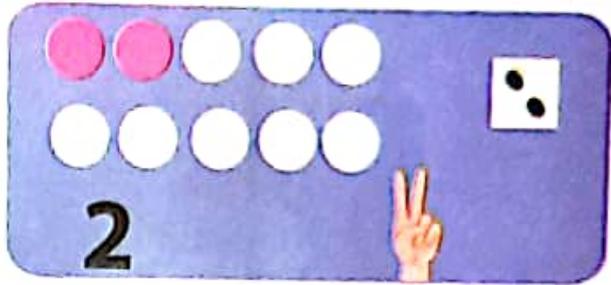
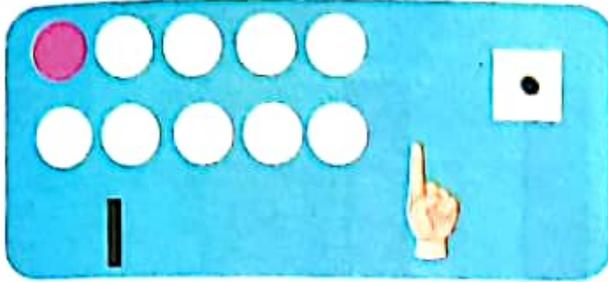
Friends of 10

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

Tell the children with the help of number rod and number flash cards, which numbers when combined together make ten? e.g. 9 and 1 make 10, 5 and 5 make 10 etc.

Encourage the children to think critically and practice practically making 10 by trying different number combinations.

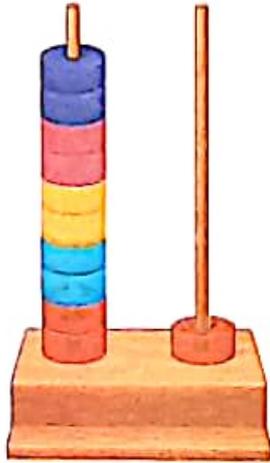
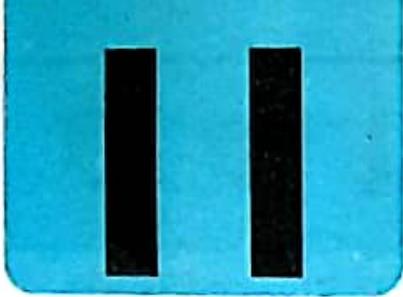
Counting from 1 to 10



Play roll dice game with the children and ask them to count the numbers on the dice and put the same number card with it.



Help the children to recognize numbers 1 to 10 via number flash cards and by practicing on the board.



Trace and Write

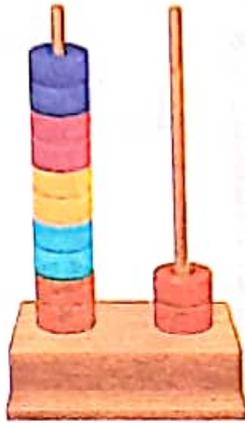


Help the children to count "11" beads of abacus and encourage them to write number 11.



Ask the children to count 11 objects from the classroom.

12

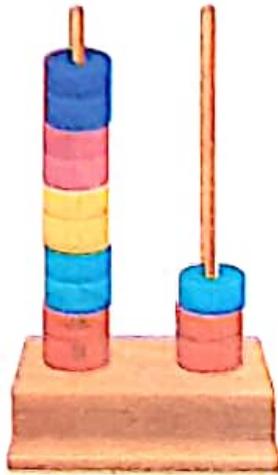


Trace and write



Play mat game with the children. Make paper mats of numbers from 1 to 12. Ask the children to name the numbers loudly from 1 to 12, make them pick the corresponding number mat and ask them to sit in number sequence.

13



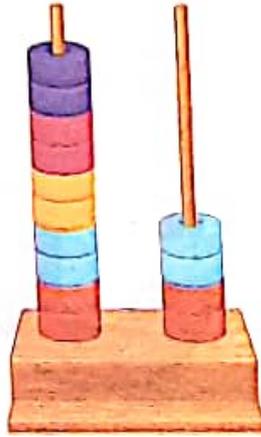
Trace and write



Make a butterfly cut-out or worksheet for each child . Let them finger print it 13 times.



Ask the children to count 13 objects from the classroom.

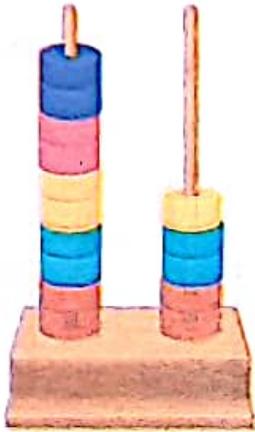


Trace and write



Help the children to count "14" beads of abacus and encourage them to write digit 14.

15



Trace and write



Explain number "15" and its corresponding quantity association with the help of objects / teen boards.

Numbers Revision

11	12	13	14	15
11	12	13	14	15
.



Guide the children to trace and write the numbers in the given boxes.



Ask the children to collect and count different items such as books, lunch boxes, and plastic bottle caps, etc.

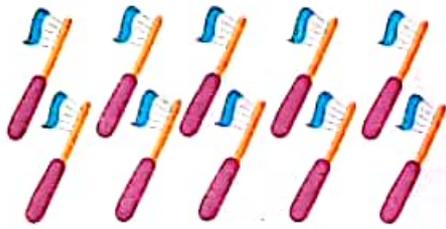
Fill in the blanks 1 to 15

1	6	11
3		13
	9	



Encourage the children to fill in the blanks by themselves.

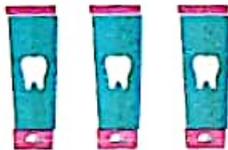
Count and Match



3



11



8



14



2



10

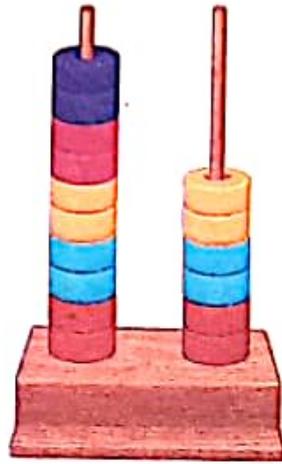


Explain the digits and their corresponding quantity association with the help of the given pictures.



Give the children pegging a basket activity with the help of number flash cards and pegs. Ask the children to read the number card and peg the same number of pegs around the flash card or basket. Discuss the given personal hygiene items (pictures) with the children and give them information about it.

16



Trace and write

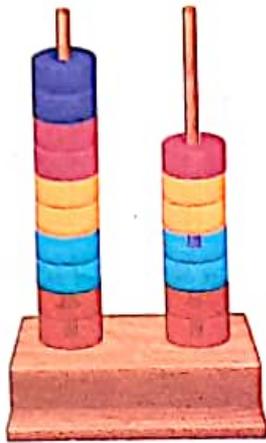


Help the children to draw sixteen straight lines on a piece of paper.



Ask the children to count 16 objects from the classroom.

17



Trace and write



Divide the children into small groups and ask them to name 17 things in a group.



Take the children to the playground and make them jump 17 times one by one.

18



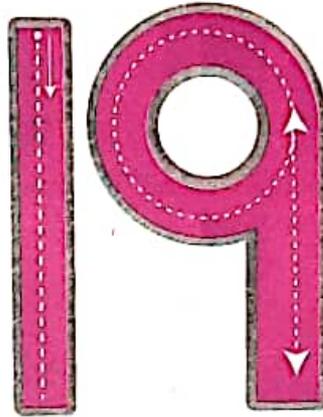
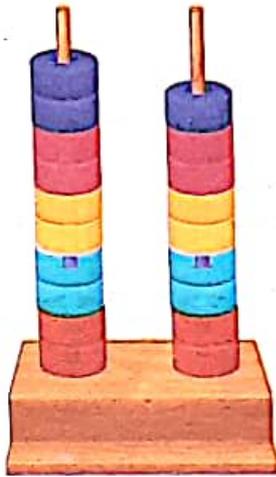
Trace and write



Ask the children to draw eighteen circles on their notebooks.



Ask the children to snap their fingers 18 times.

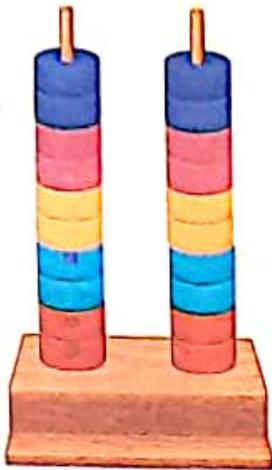


Trace and write



Show the children the flash card of number 19 and ask them to collect 19 objects.

20



Trace and write



Explain to the children that two tens make twenty.

Numbers Revision

16	17	18	19	20
16	17	18	19	20

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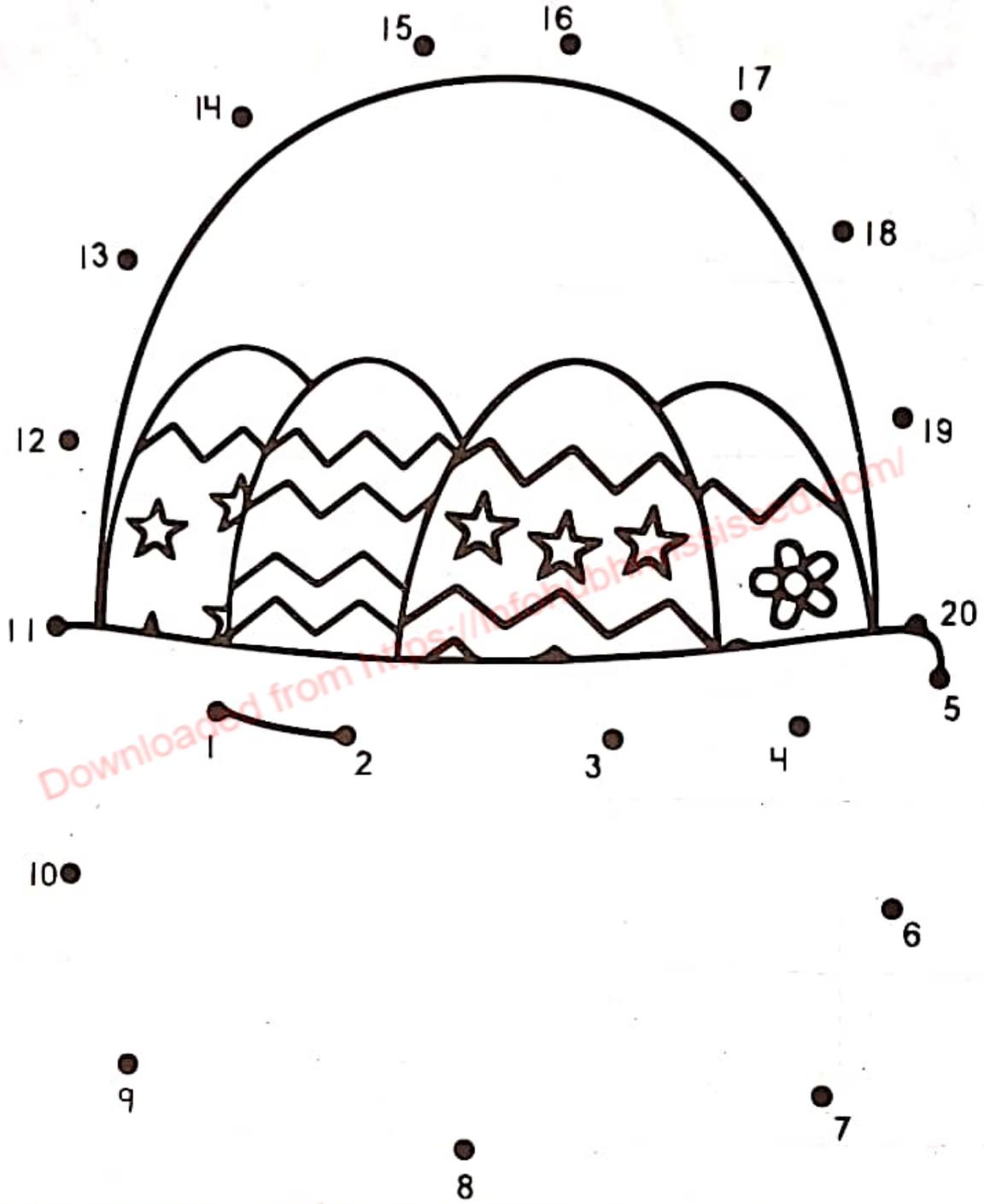
Guide the children to trace and write the numbers in the above given boxes.



Ask the children to collect and count different items such as ice-cream sticks, pencils etc.



Join the dots from 1 to 20



Help the children to join the dots from 1 to 20 and colour the given picture.

Fill in the boxes (0-20)

0	6		18
1		13	
	8		20
4			
	11	17	

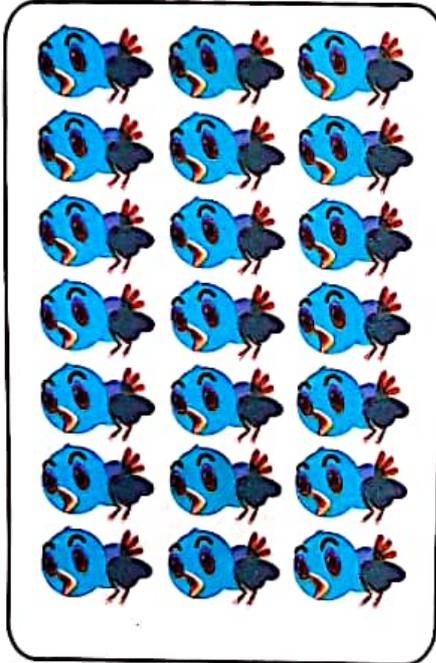


Encourage the children to fill in the boxes by themselves.

Numbers



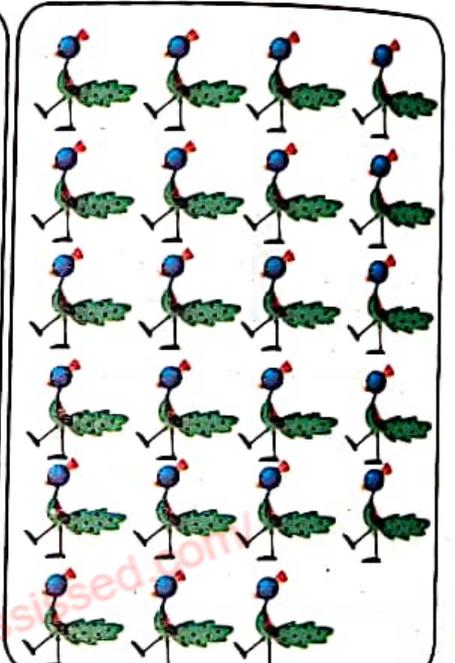
21



22



23



21	21
.	.
.	.
.	.

22	22
.	.
.	.
.	.

23	23
.	.
.	.
.	.

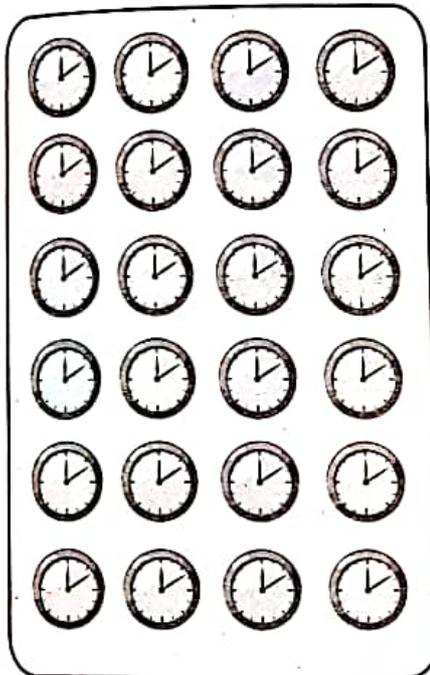


Ask the children to trace and write the numbers.

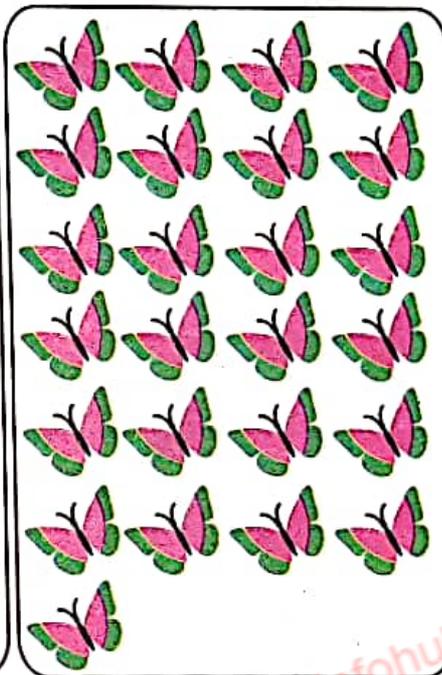
Numbers



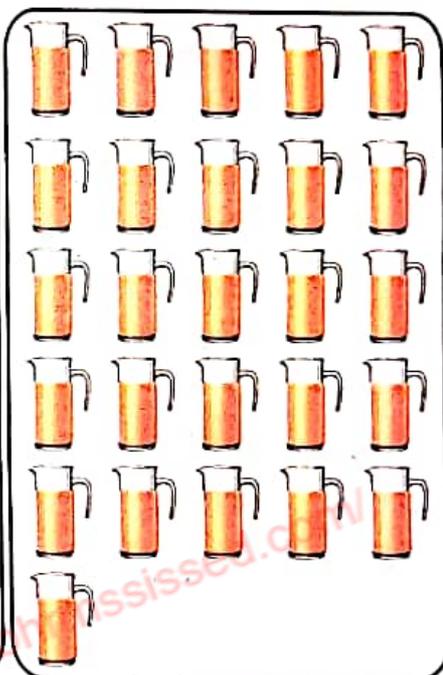
24



25



26



24	24
.	.
.	.
.	.

25	25
.	.
.	.
.	.

26	26
.	.
.	.
.	.



Ask the children to trace and write the numbers.



Measurement

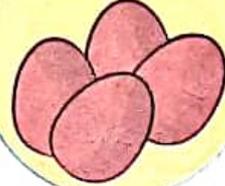
milk



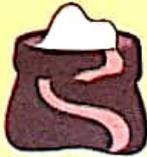
sugar



eggs



flour



oil



Give the children the concept of measurement by giving examples from daily life. Explain it to the children that whenever we make or cook something, a certain quantity of things are measured and mixed together. Explain the process of cake making to the children and explain how different ingredients are measured to make a cake.



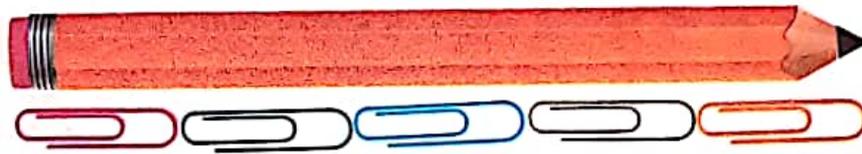
Help the children to measure in different informal ways like hand span, ropes, nets, blocks, rubber and pencils, etc (length, weight). Ask the parents to bake cookies / cake by involving the children.



Measurement



Measure the objects and write the answer in the boxes



The length of a pencil is paper clips



The length of the spoon is paper clips



The length of the key is paper clips



Introduce the concept of measurement to the children through informal ways. Help them to measure the given objects by counting the paper clips.



Help the children to walk on a line while maintaining their balance. Ask them to count their steps to measure the distance from one wall to the other.



What Comes Before

2	3
	9
	11
	8
	19
	20

	24
	2
	26
	17
	5
	9



Ask the children to count and fill in the blanks. Help children to write the number that comes before the given number in the empty box.

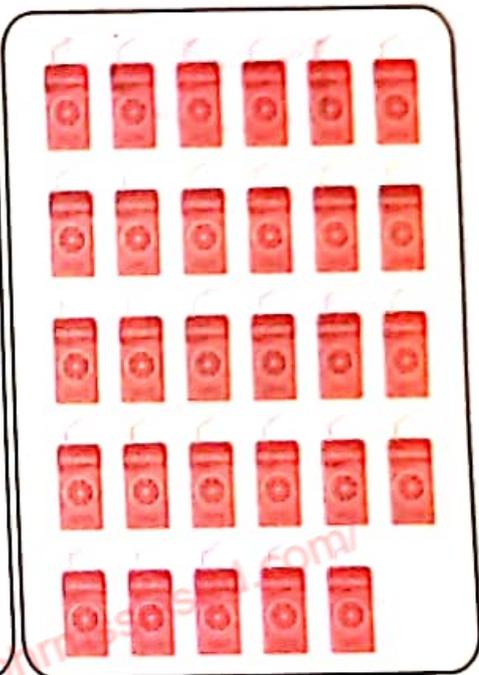
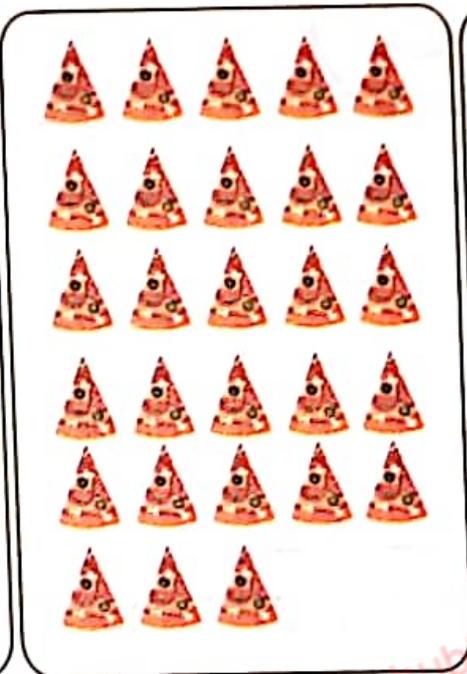
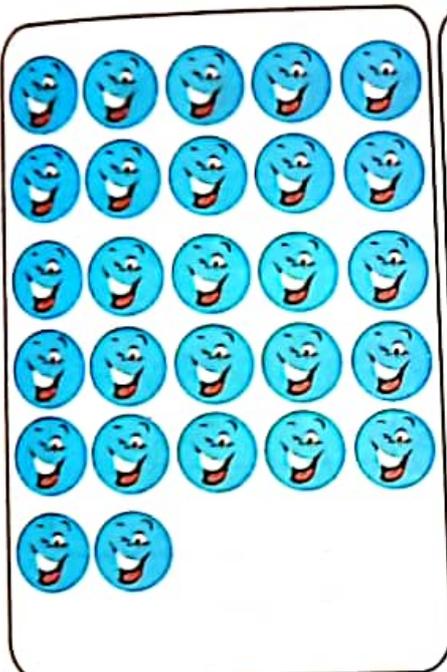
Numbers



27

28

29



27	27
.	.
.	.
.	.

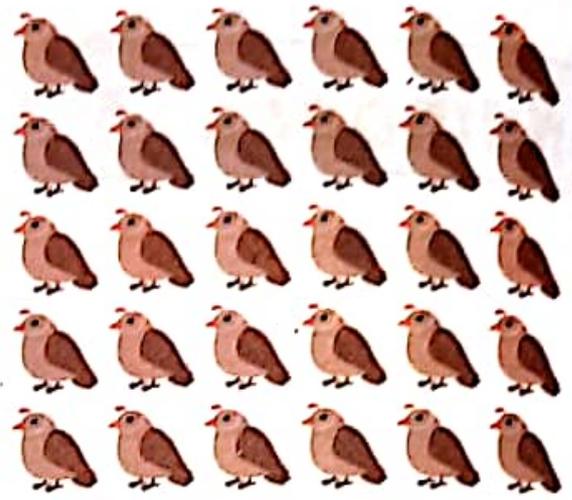
28	28
.	.
.	.
.	.

29	29
.	.
.	.
.	.



Ask the children to trace and write the numbers.

Number 30



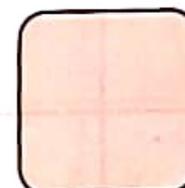
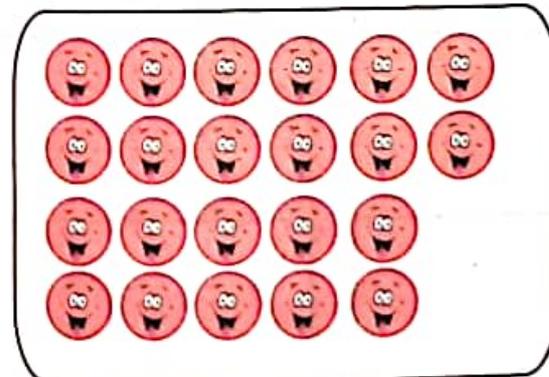
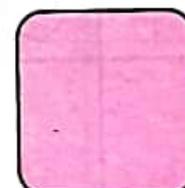
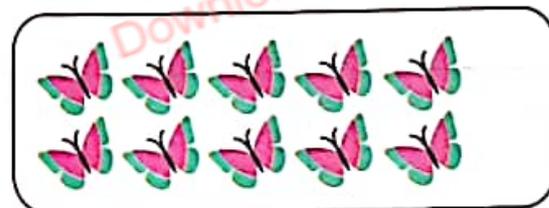
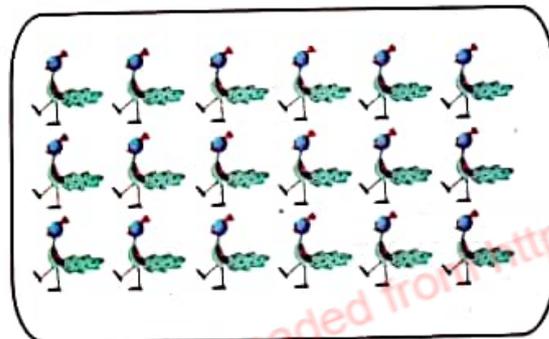
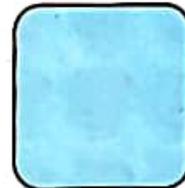
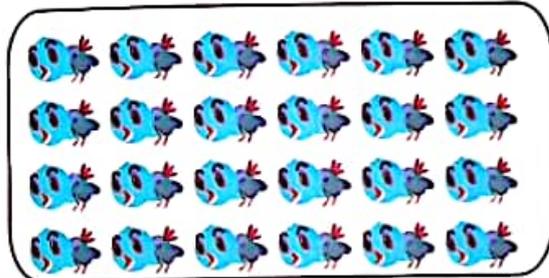
30	30	30	30	30
.
.
.



Help the children to do hand printing on a plain chart paper one by one and make a children name tree. Display it in the classroom with their names on it.



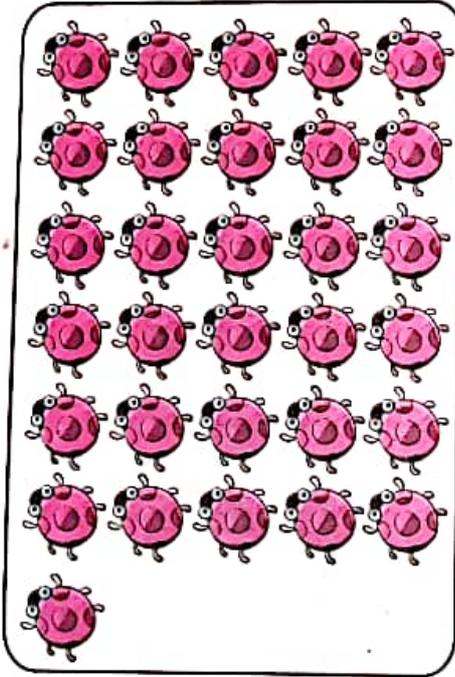
Count and Write the Numbers



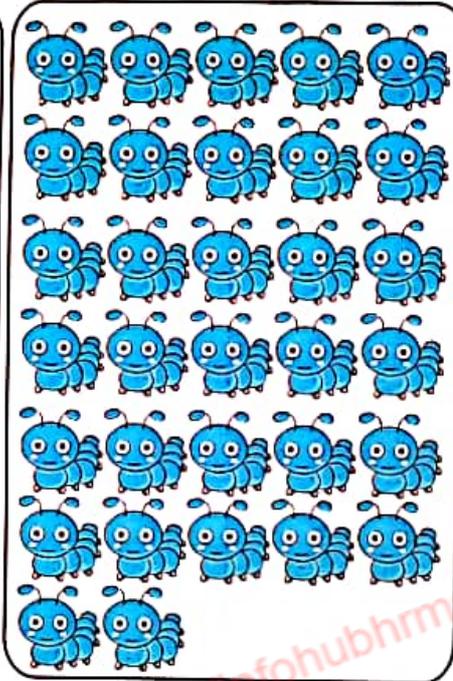
Ask the children to count the pictures and write the relevant number in the given box.

Numbers

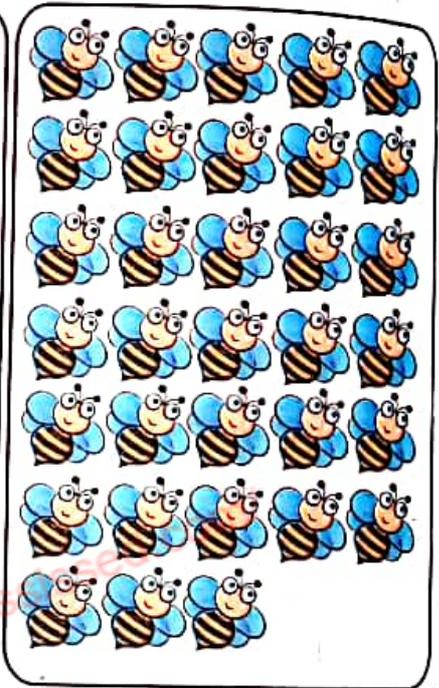
31



32



33



31	31
.	.
.	.
.	.

32	32
.	.
.	.
.	.

33	33
.	.
.	.
.	.



Ask the children to trace and write the numbers.

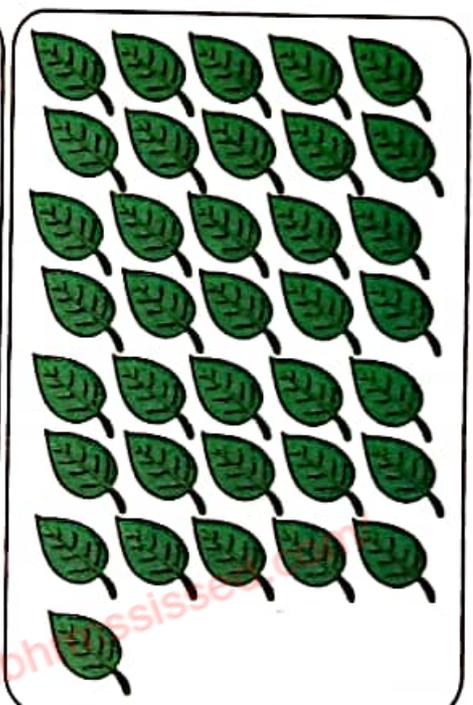
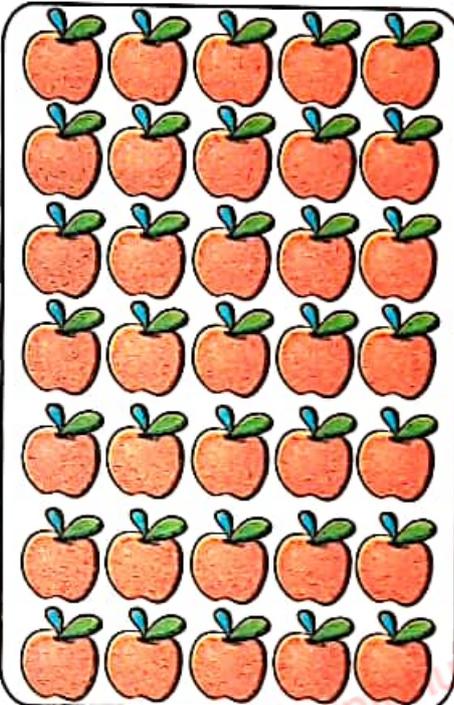
Numbers



34

35

36



34	34
.	.
.	.
.	.

35	35
.	.
.	.
.	.

36	36
.	.
.	.
.	.



Ask the children to trace and write the numbers.



Few and Many



Ask the children to guess if there are many hens or chicks in the given picture.



Explain to them the concept of many and few with the help of different things e.g; by placing pencils, rubbers, sharpeners, straws etc; on table.



Few, Many and Equal

Tick (✓) few pencils



Tick (✓) many baskets



Tick (✓) the equal mugs



Explain to the children that when things are the same in both parts, they will be called equal. Help them understand the concept of equal with the given pictures.

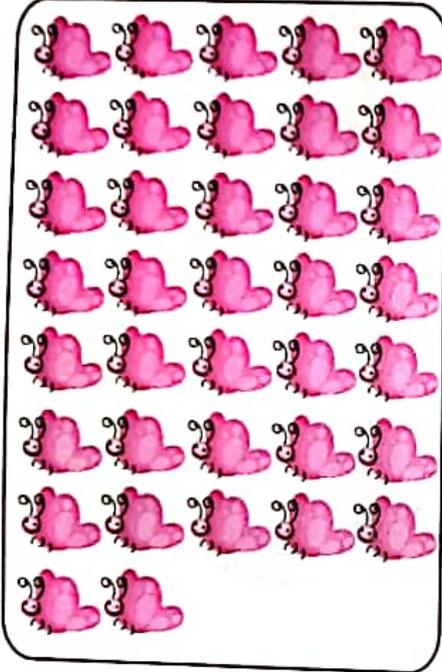


Put objects in different quantity on the table such as few in one part, many in the other part and equal quantity of two objects in the third part to clarify the concept of many, few and equal.

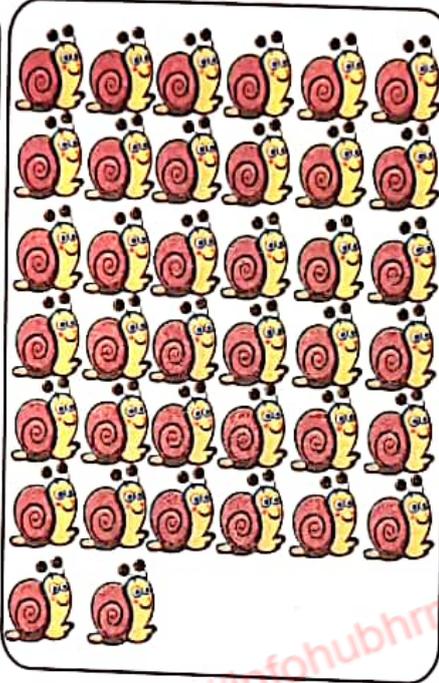
Numbers



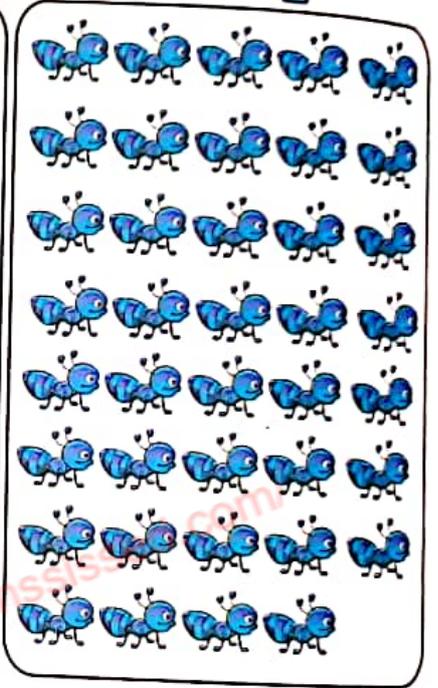
37



38



39



37	37
.	.
.	.
.	.

38	38
.	.
.	.
.	.

39	39
.	.
.	.
.	.



Ask the children to trace and write the numbers.

Number

40



40	40	40	40	40



Ask the children to trace and write the number.



Ask the children to come forward and write each number from 1 to 40 on the writing board.

Numbers Revision



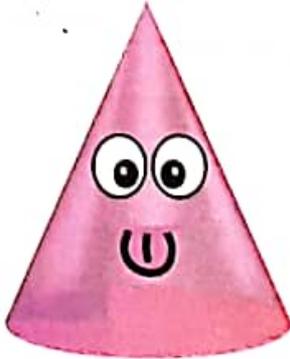
11				
				40

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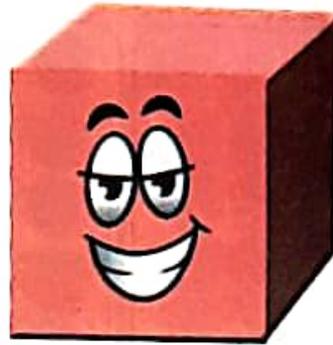
 Ask the children to count and fill the boxes from 11-40.



3-D Shapes



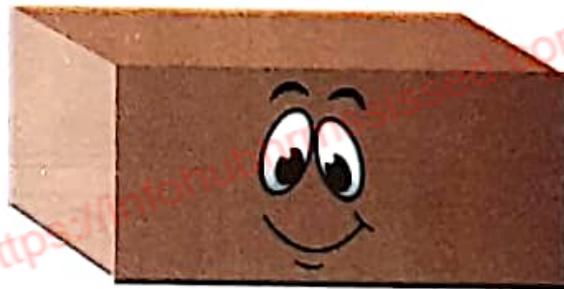
Cone



Cube



Cylinder



Cuboid



Sphere



Introduce the concept of 3-D shapes by showing them geometrical solids. Explain the concept of 3-D shapes with the help of examples from daily life such as empty tea box, ball, carton of juice etc.

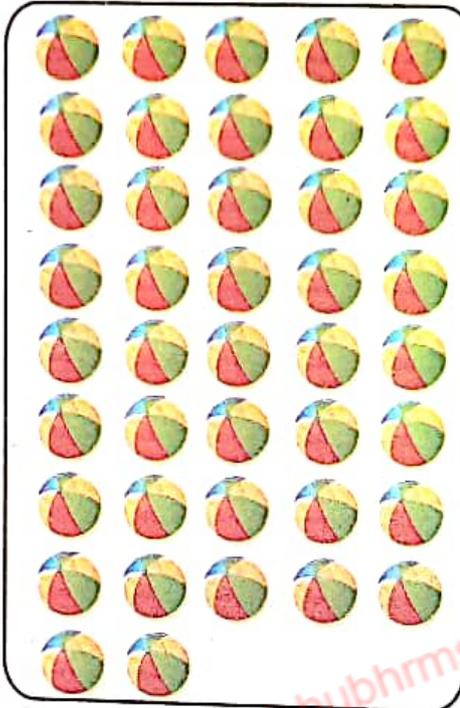
Numbers



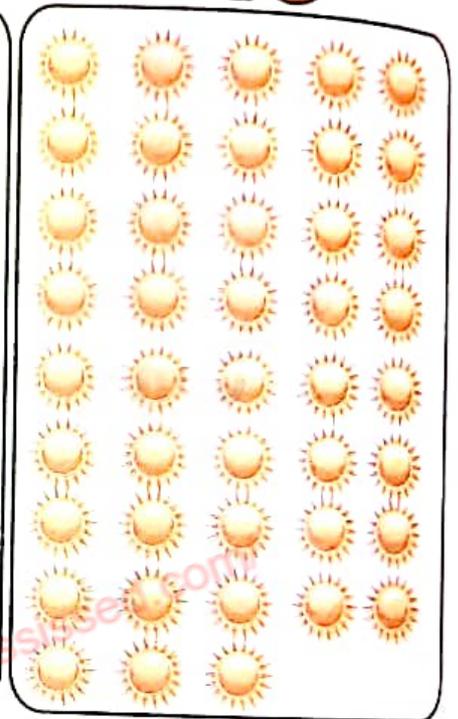
41



42



43



41	41
.	.
.	.
.	.

42	42
.	.
.	.
.	.

43	43
.	.
.	.
.	.



Ask the children to trace and write the numbers.

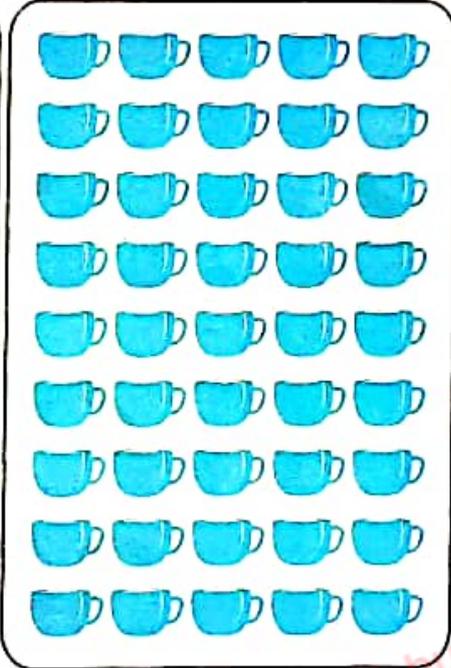
Numbers



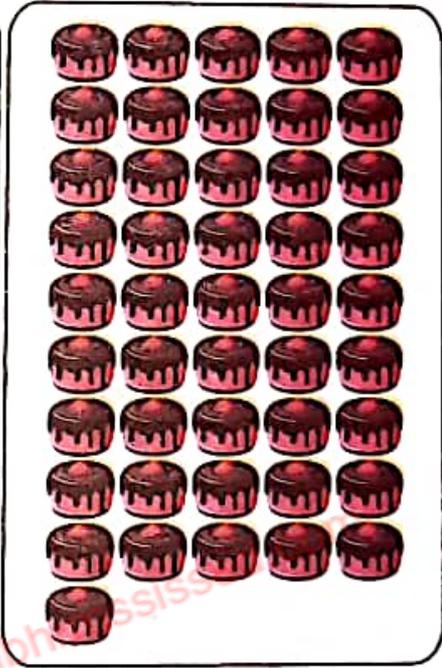
44



45



46



44	44
.	.
.	.
.	.

45	45
.	.
.	.
.	.

46	46
.	.
.	.
.	.



Ask the children to trace and write the numbers.

What Comes After



1	2
6	
4	
8	
4	
20	

15	
26	
30	
37	
1	
45	



Help the children to write the number that comes after the given number in the empty box.

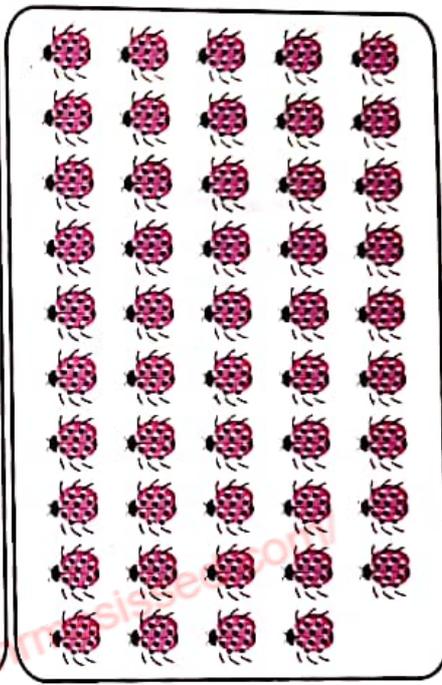
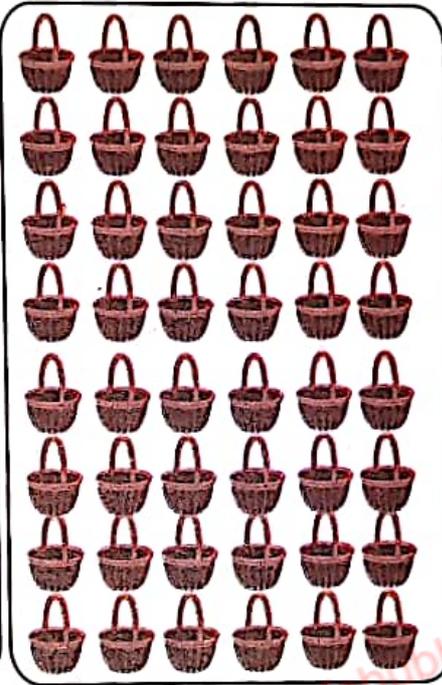
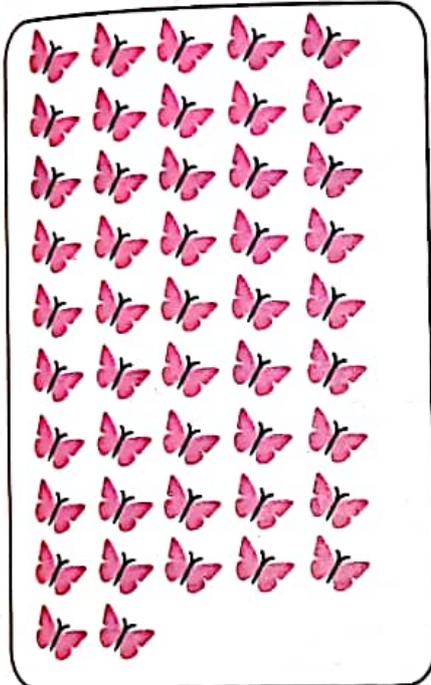
Numbers



47

48

49



47	47
.	.
.	.
.	.

48	48
.	.
.	.
.	.

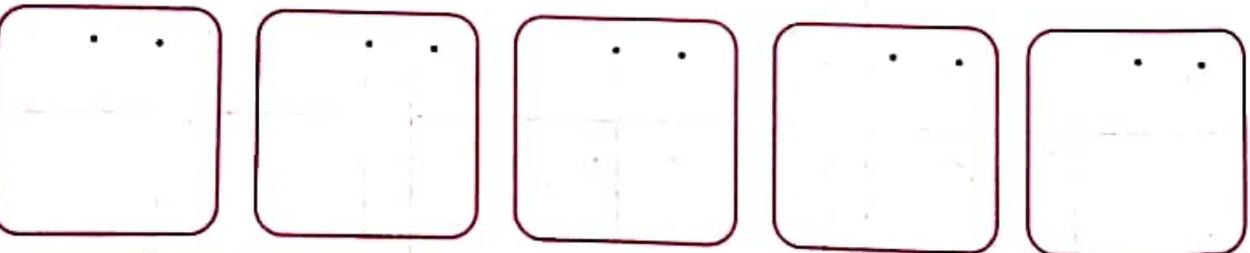
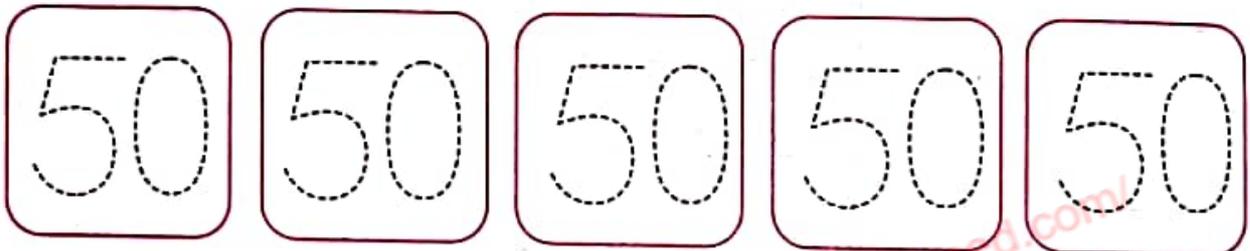
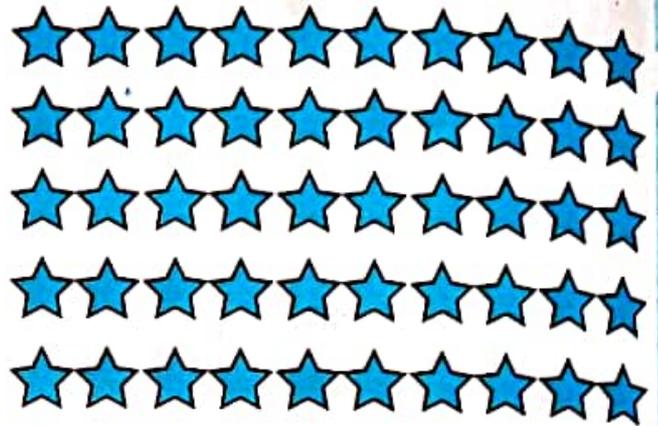
49	49
.	.
.	.
.	.



Ask the children to trace and write the numbers.

Number

50



Ask the children to count numbers from 1 to 50 loudly.

Fill the Boxes (21-50)

21		37	
			46
23	31		
	32		48
25		41	
			50
	35		
28		44	



Ask the children to count aloud and fill the boxes.



What Comes Between

1	2	3
8		10
17		19
24		26
39		41
47		49



Ask the children to count and fill in the blanks. Help the children to write the number that comes between the given numbers in the empty box.



More and Less



Help the children to observe the quantity of things in the given picture and ask them about the difference that they observed.



Practice the concept of more and less by showing different items in different quantities to the children. Ask them to identify what items are more and what items are less.



More and Less

Tick (✓) the less quantity



Tick (✓) the more quantity



Help the children to tick the right quantity in the given boxes.



Add One More



$$2 + 1 = 3$$



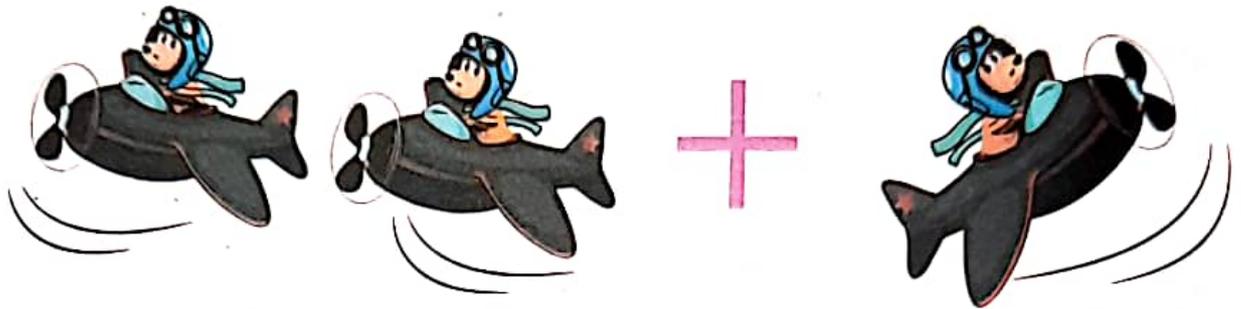
Introduce the concept of addition by drawing pictures on the board. Tell the children that the plus "+" sign is a symbol of addition. Give Example: Aliya has 3 toffees. Naeem gives her 1 more toffee. How many toffees does Aliya have altogether?



Use different concrete materials to practice the concept of addition.



Addition



$$2 + 1 = \square$$



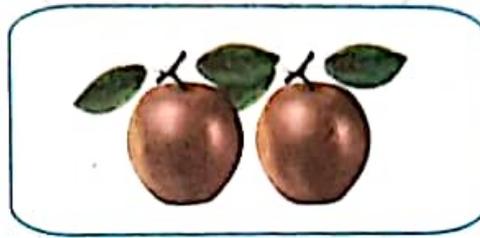
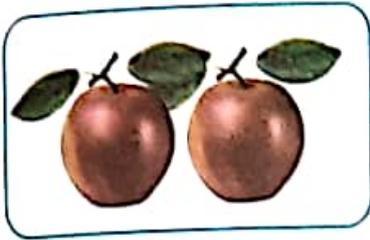
$$2 + 2 = \square$$



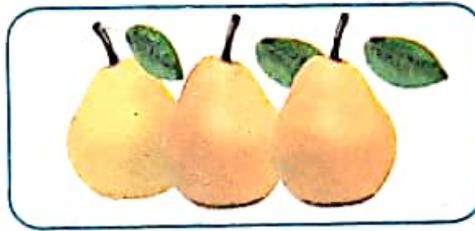
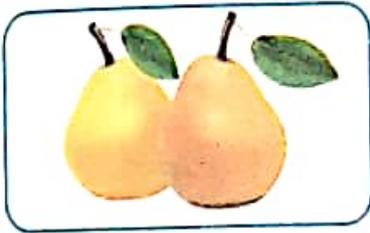
Add the objects in the given pictures and write the correct answer in numbers in the above given boxes.



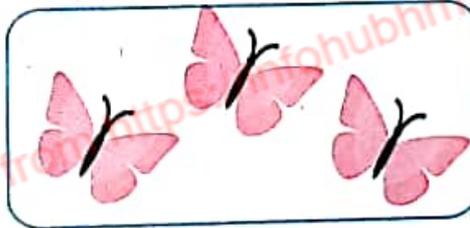
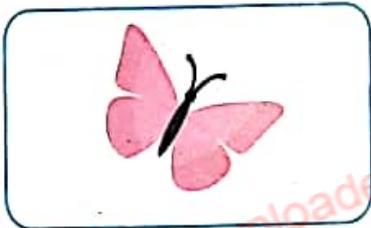
Addition



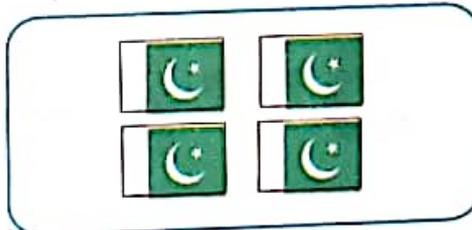
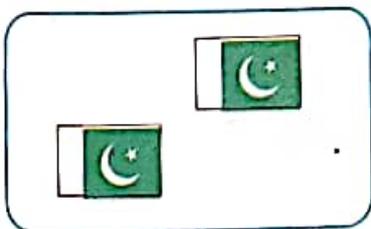
$$2 + 2 = \square$$



$$2 + 3 = \square$$



$$1 + 3 = \square$$



$$2 + 4 = \square$$



Add the objects in the given pictures and write the answer in the given box.



Help the children to practice addition with different objects.



Take One Away



$$3 - 1 = 2$$



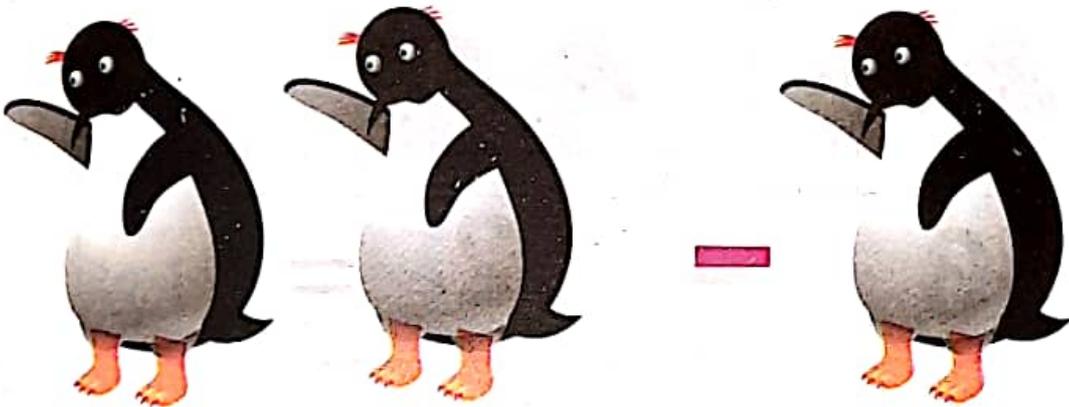
Introduce/ explain the concept of "taking away" by drawing pictures on the board. Tell the children that minus "-" sign is a symbol of subtraction or take away.



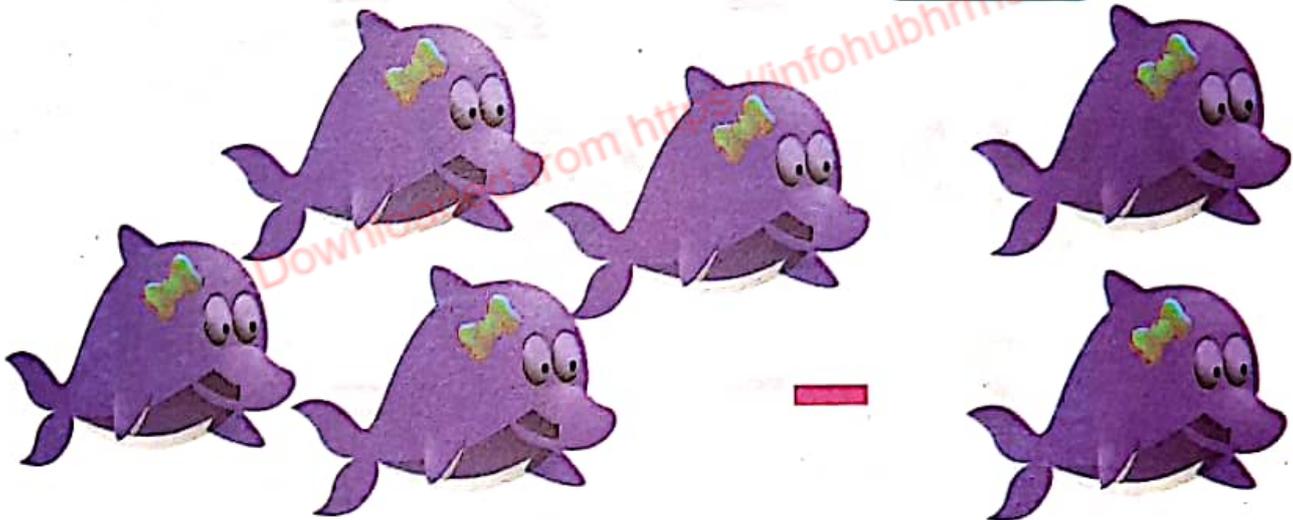
Help the children to practice subtraction by giving examples from daily life. Ask them how many ducks would remain behind if one is taken away in the given picture.



Subtraction



$$2 - 1 = \square$$



$$4 - 2 = \square$$



Subtract the objects in the given pictures and write the answer in the given box.



Subtraction

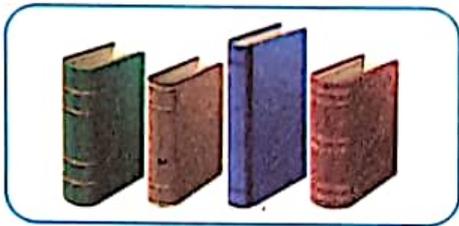


3

-

2

=



4

-

2

=

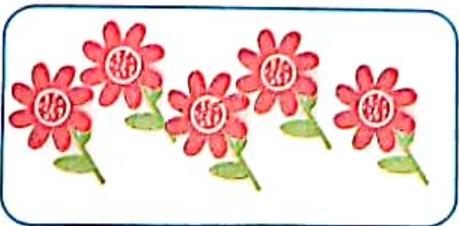


2

-

1

=



5

-

4

=



Subtract the objects in the given pictures and write the answer in the given box.



Money



Rs. 1



Rs. 2



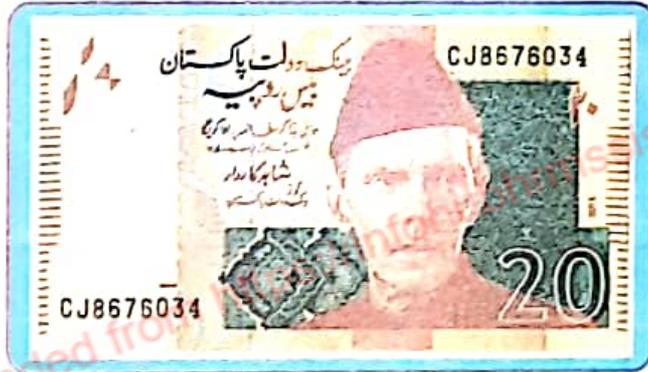
Rs. 5



Rs. 10



Rs. 10



Rs. 20



Rs. 50



Show Pakistani currency to the children e.g coin of Re.1 & Rs.5 and note of 20 rupee and 50 rupee.



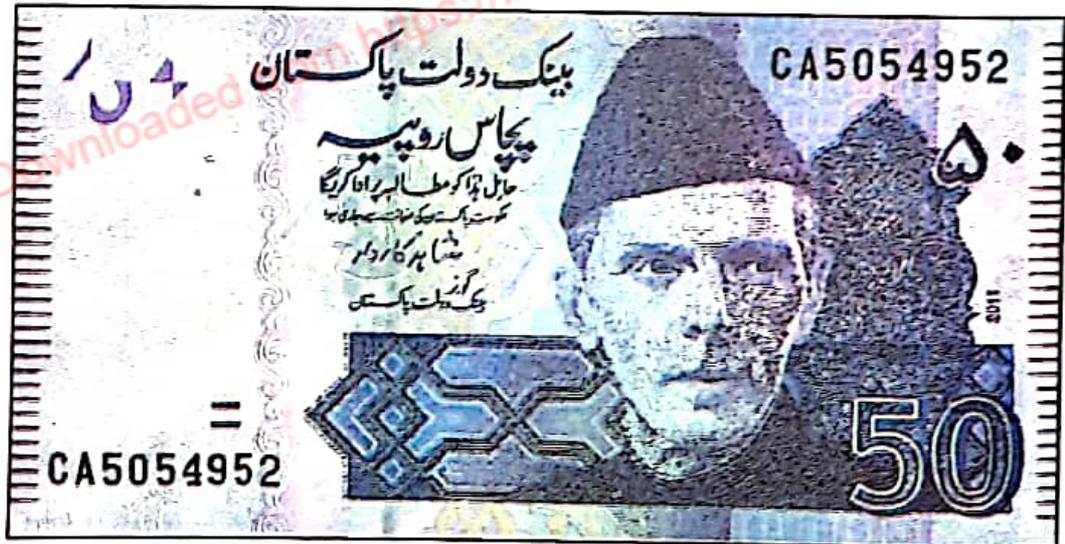
Money

Encircle the correct amount

Re. 1



Rs. 5



Rs. 50

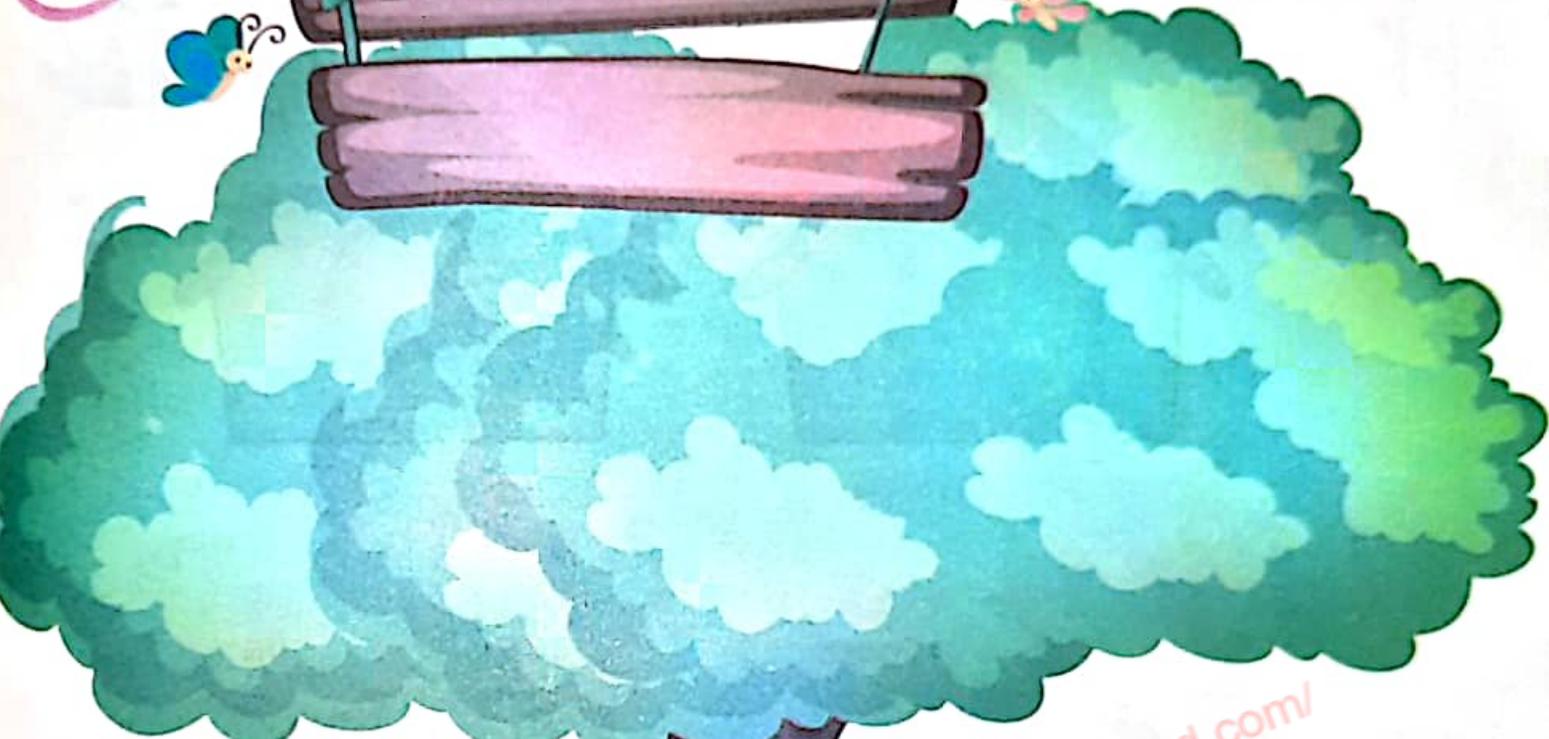
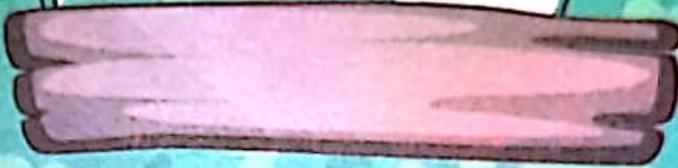
Rs. 20



Help the children to encircle the right amount.



Left and Right



Explain to the children the difference between "left and right" direction with the examples from daily life.



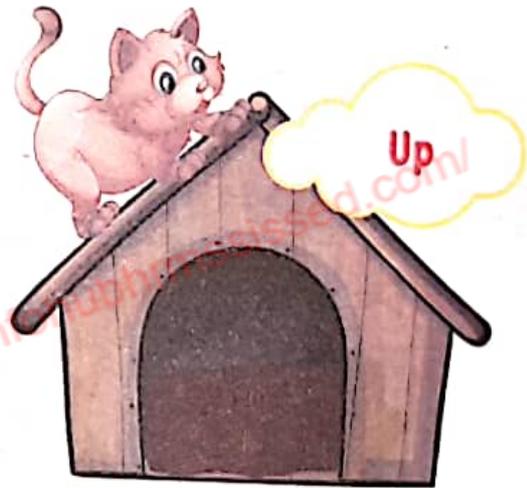
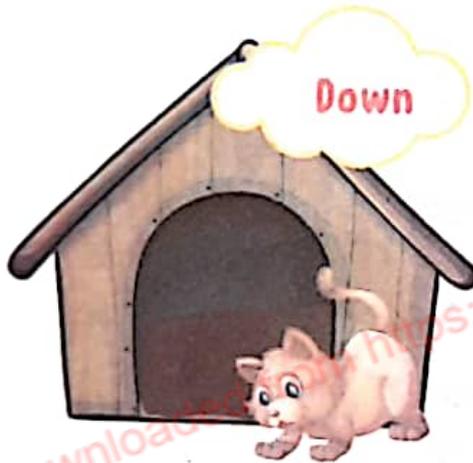
Guide children to look left and right before crossing the road.



Ask them to raise their right hand and then left hand to clear the concept of left and right.



Position



Explain the concept of position through the given pictures.



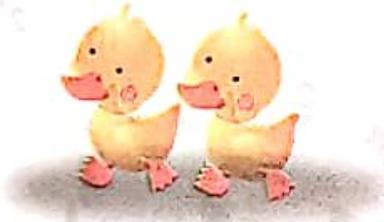
Let children to practice the concept by keeping objects at different positions on the table (up, down, in, out, front, back).



Quantity



Encircle the bigger number

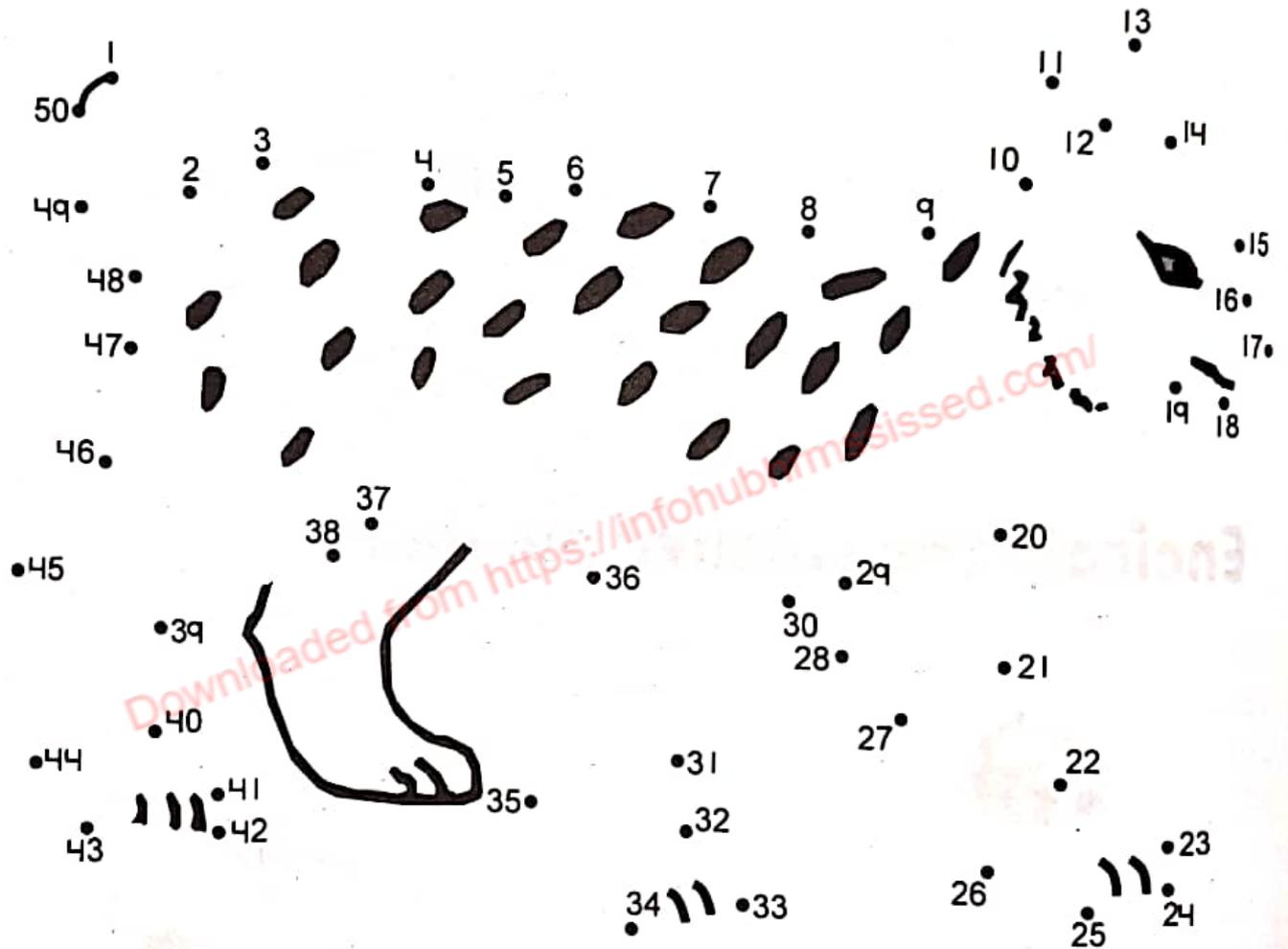


Encircle the smaller number



Explain the concept of representing quantity in numbers to the children. Help them to identify which number represents bigger or lesser quantity in the given picture.

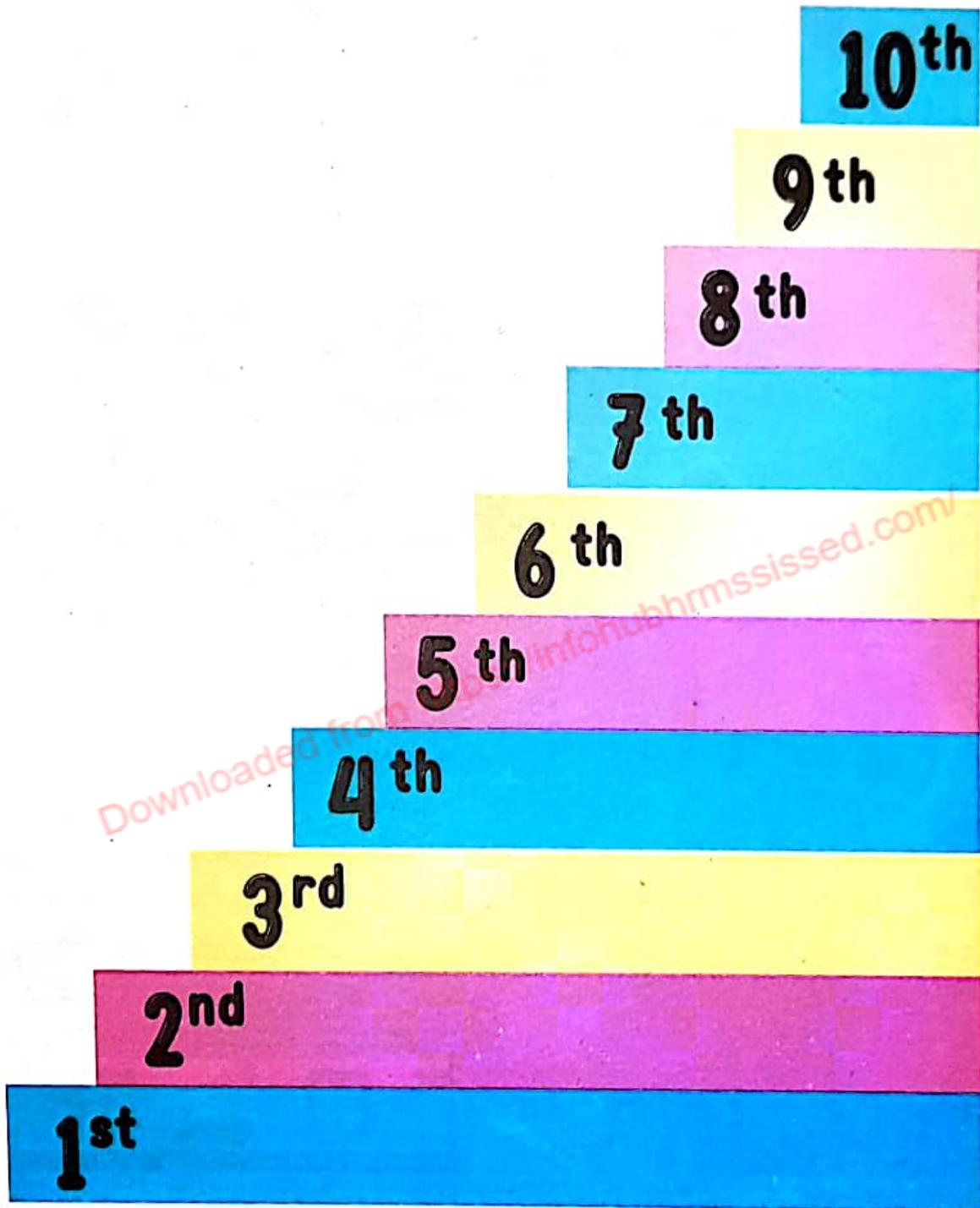
Join the Dots from 1 to 50



Help the children to connect the dots and complete the picture.



Ordinal Numbers



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Tell the children that we use ordinal numbers to show the position of a place, person or thing for example first, second or third.



Practice ordinal numbers by arranging the children in different positions and calling them out accordingly.



Day and Night



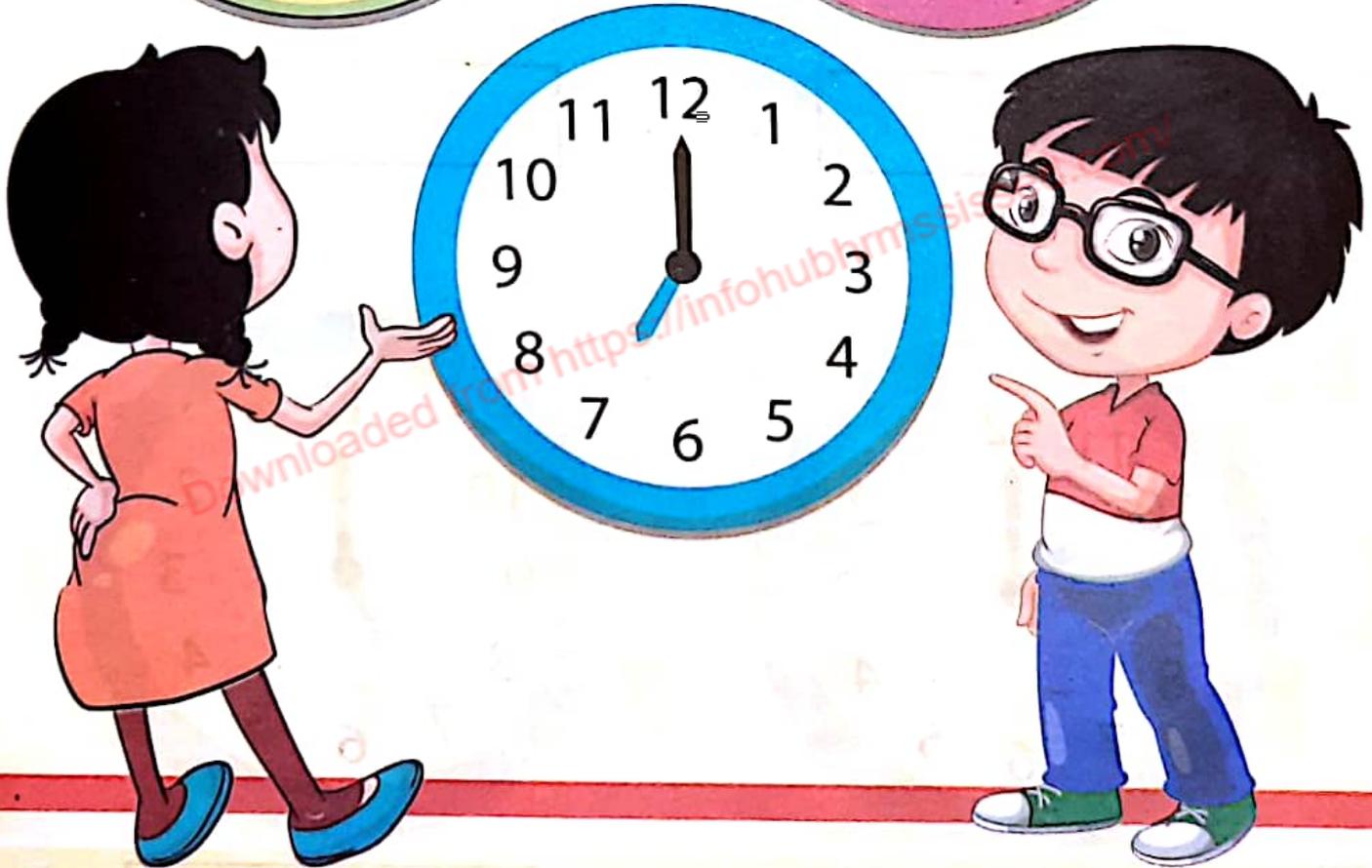
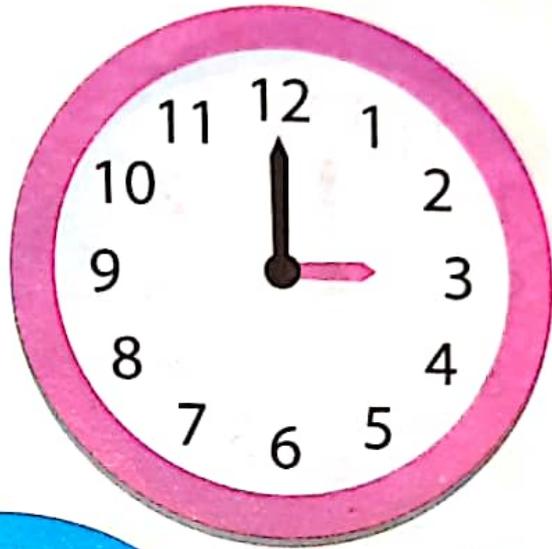
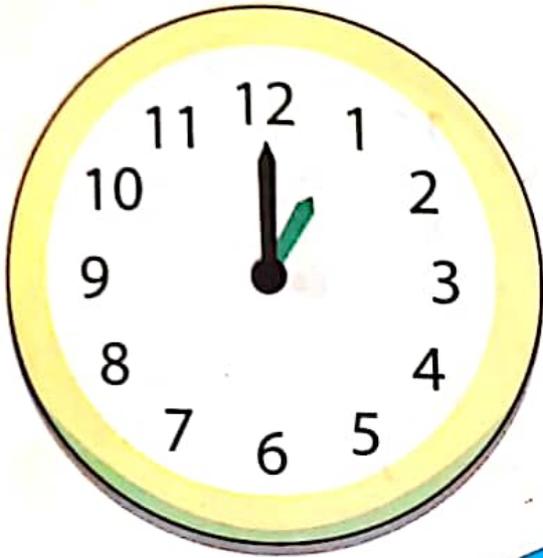
Help the children to understand the concept of day and night by giving example from the daily life e.g. during the day we brush our teeth, take bath, go out to play, go to school and during the night time we take rest and sleep.



Ask the children what they see in the sky during day and night e.g. at day time we see the sun, birds and clouds etc.



Time



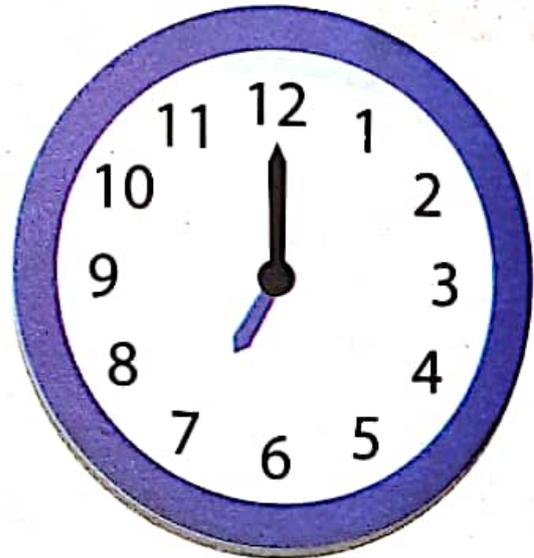
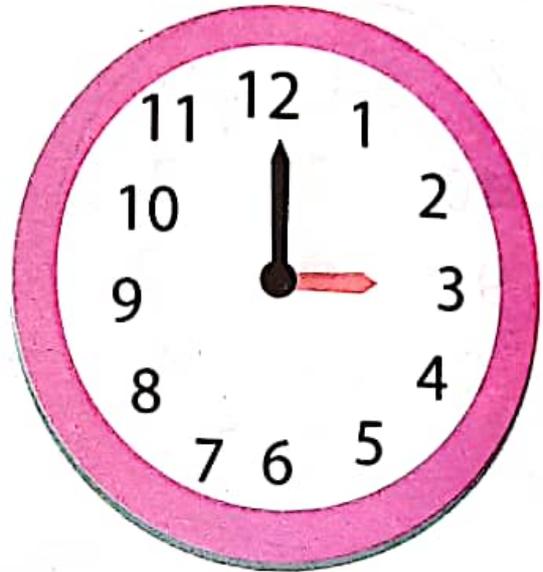
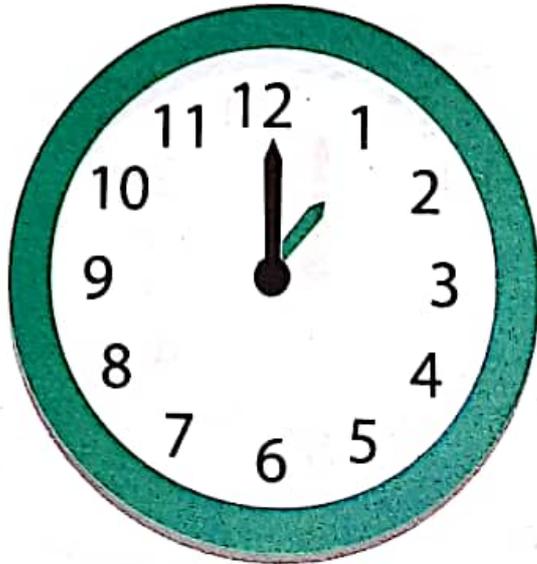
Explain to the children about how to tell time using the hands of a clock. Give the concept of "o'clock" with the example of how 7 o'clock has the hour hand at 7 and minute hand at 12.



Divide the children in small groups and help them make a clock by using no-cost / low cost material (paper plate, empty carton). Display their work in the classroom. Encourage them to cooperate with one another and work as a team.



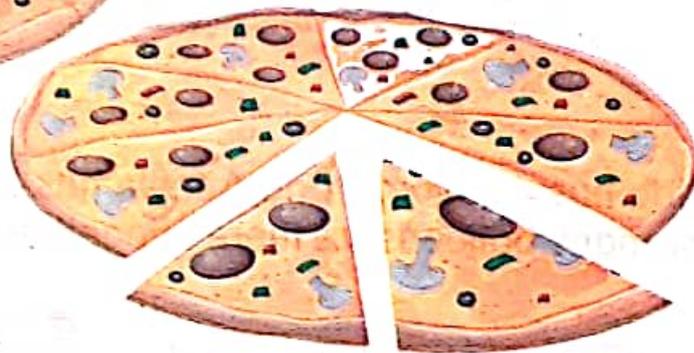
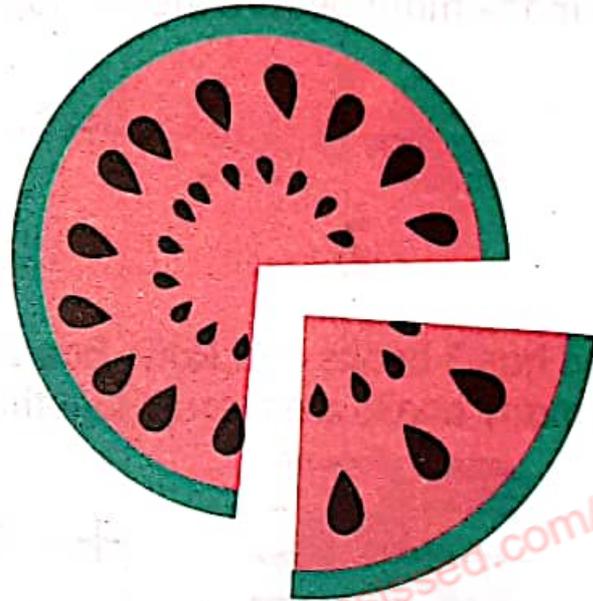
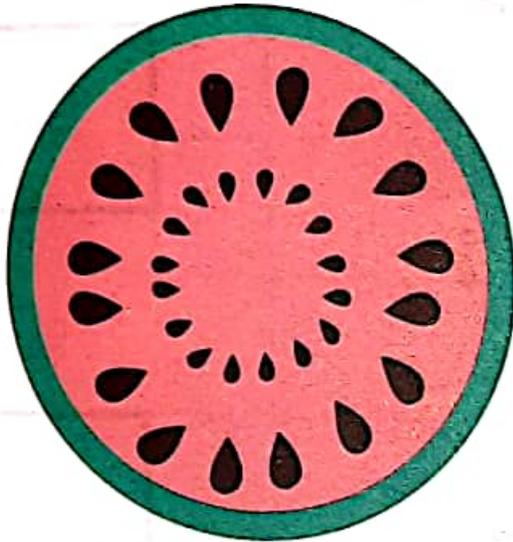
Tell the Time



Help the children to write the correct time in the given boxes.



Some & All



Explain the concept of some and all to the children with the help of the given picture.

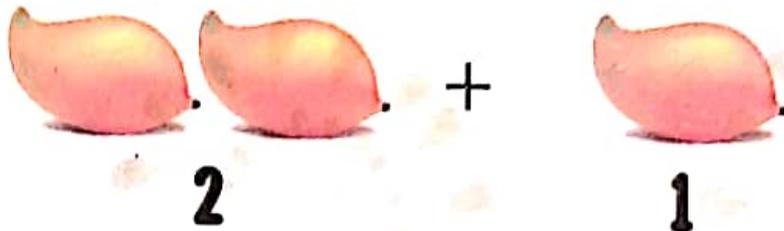


Practice the concept through different objects.



Word Problems

Ayaan has 2 mangoes and Samina has 1 mango.
How many mangoes are there altogether?



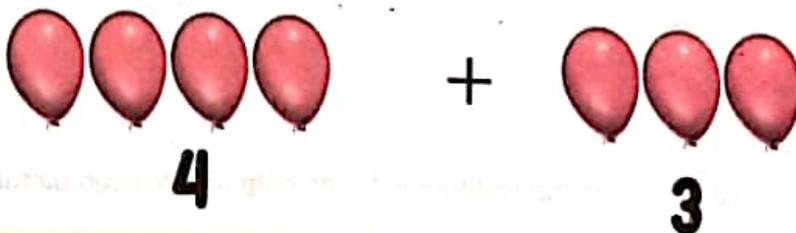
Amina has 3 books and Rafia has 1 book.
How many books are there altogether?



Asim has 4 cows and Noshaba has 2 cows.
How many cows are there altogether?



Farida has 4 balloons and Adeela has 3 balloons.
How many balloons are there altogether?



Talk to the children about where we use addition in our daily lives. Explain with examples.



Calendar

January

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



1 2 3 4 5 6

January February March April May June

7 8 9 10 11 12

July August September October November December



Explain to the children about the names and the number of months in a year. Help them to count the days of the current month and mark the date on a calendar.



Tell children that one week has seven days, one month has four weeks and one year has 12 months. With the help of a calendar, introduce the concept of today, tomorrow, yesterday and day before yesterday, and other terms related to dates.

Child Protection Bureau Helpline 1121



Cleanliness of our locality is our collective responsibility.



Early to bed and early to rise is a good habit.

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