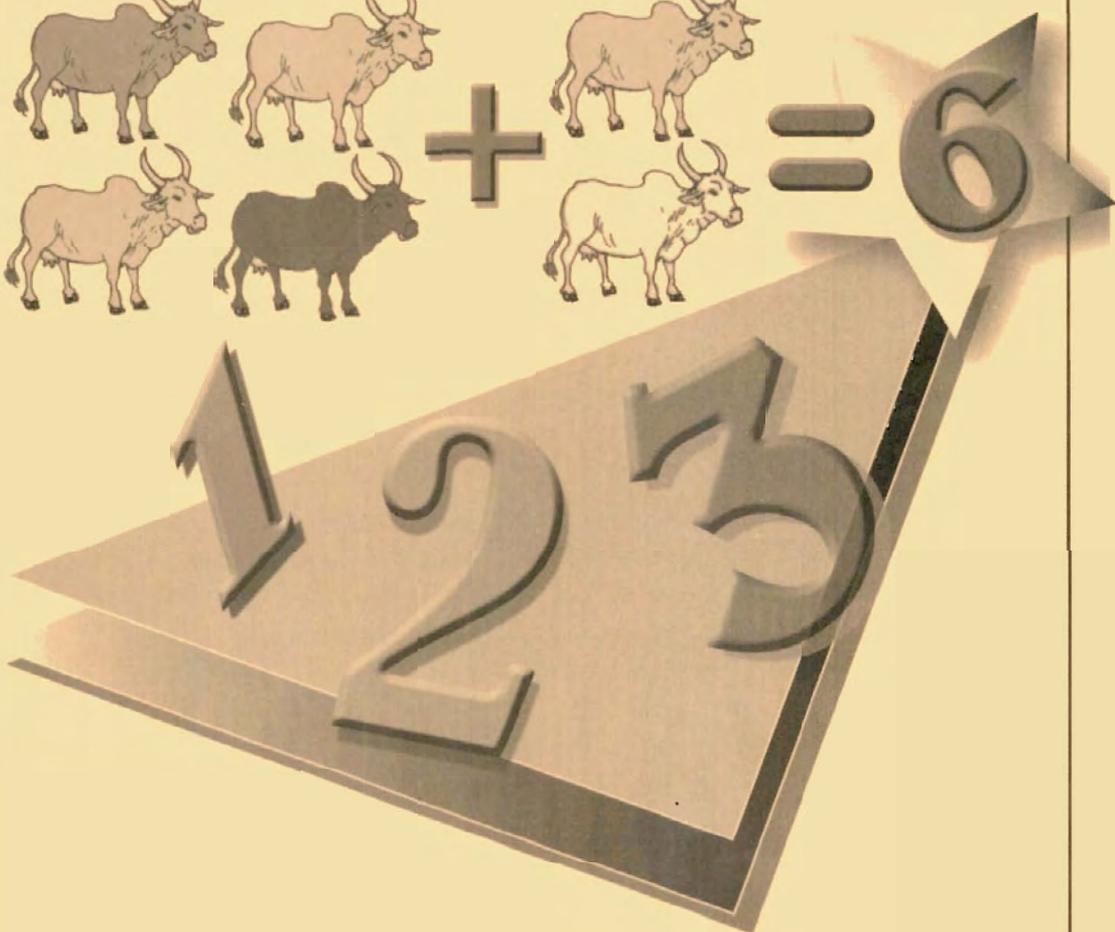
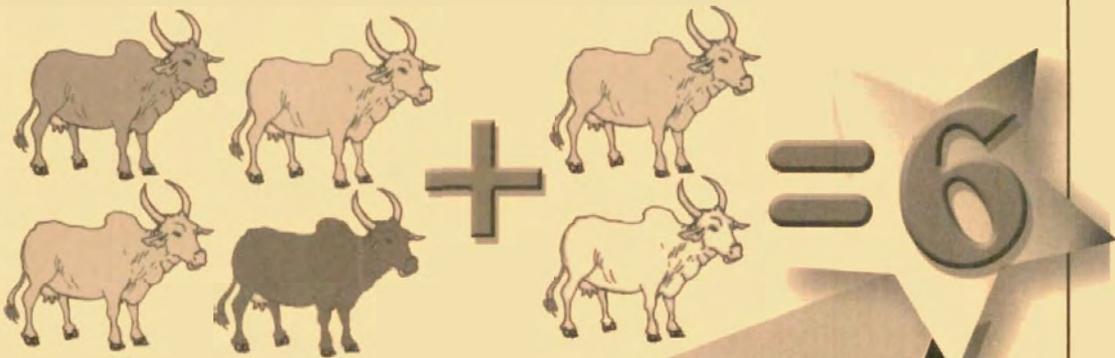


ACCELERATED LEARNING PROGRAM

# MATHEMATICS

LEVEL 1



SECRETARIAT OF EDUCATION  
NEW SUDAN

ACCELERATED LEARNING PROGRAM

# **MATHEMATICS**

LEVEL 1

Secretariat of Education

New Sudan

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SUDAN BASIC EDUCATION PROGRAM

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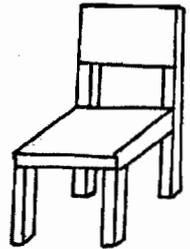
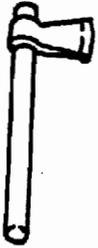
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# UNIT 1

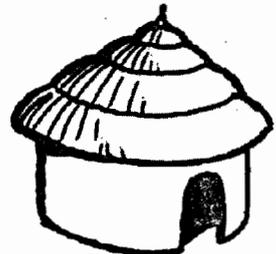
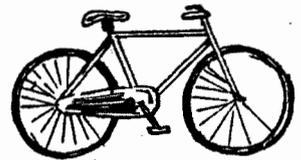
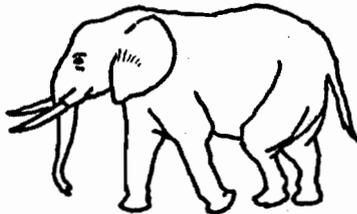
## Whole Numbers

### Counting, Reading and Writing Numbers From 0 to 99

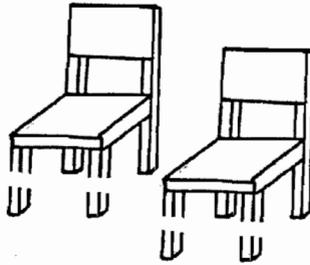
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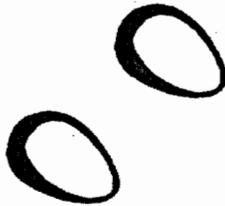
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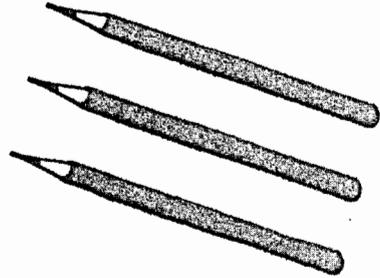
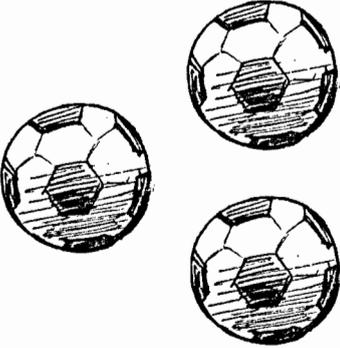
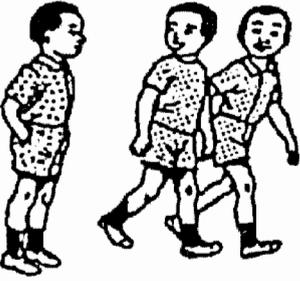
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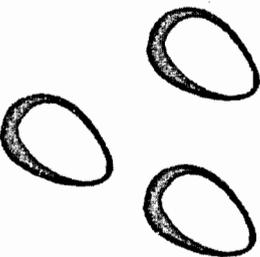
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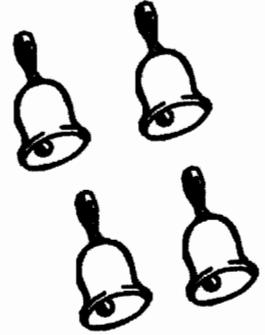
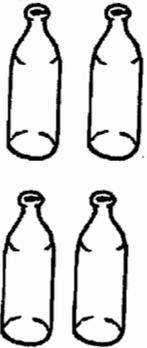
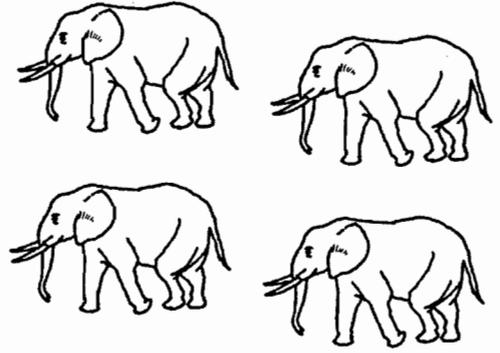
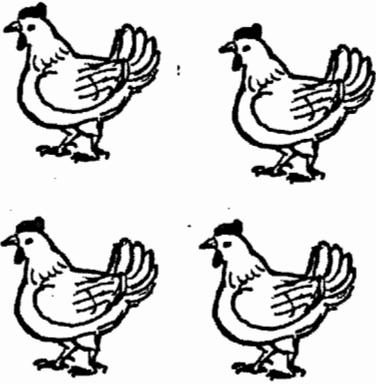
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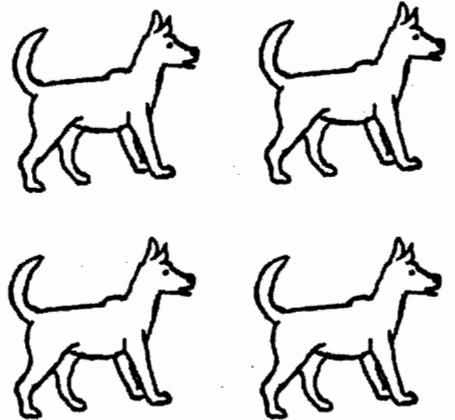
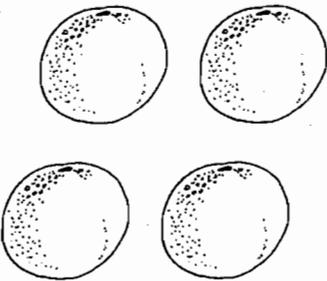
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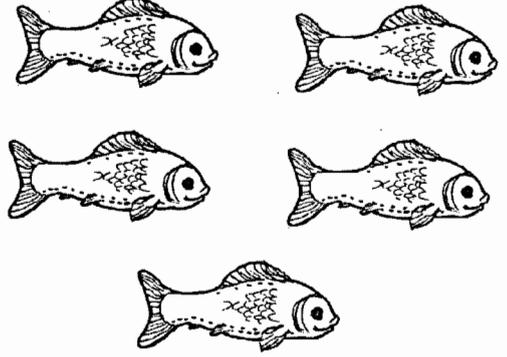
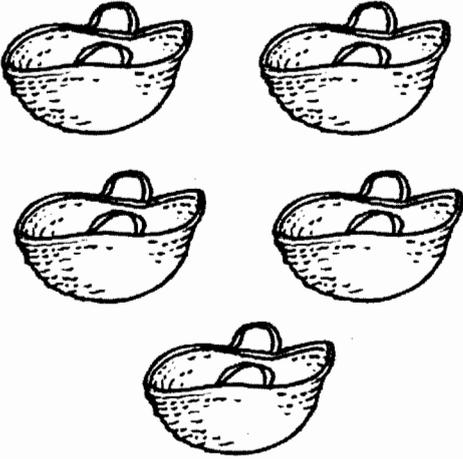
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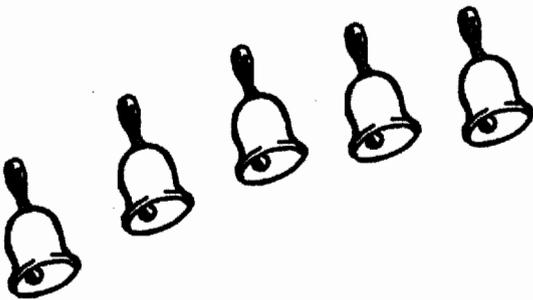
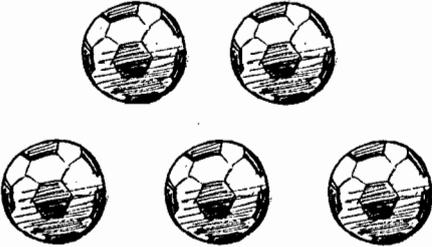
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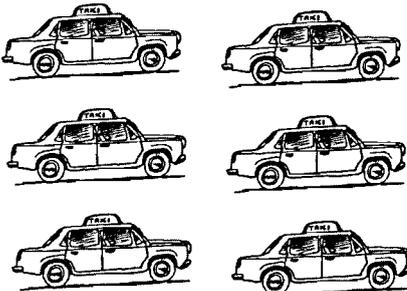
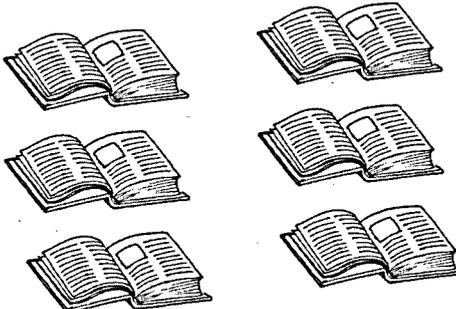
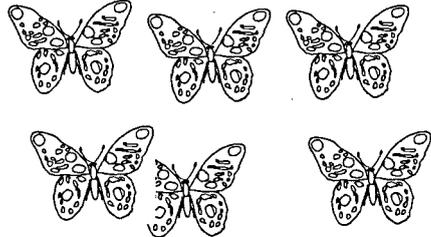
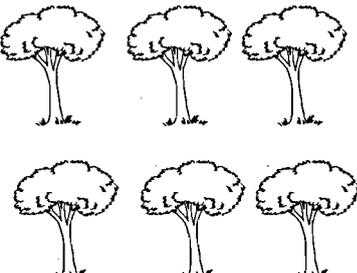
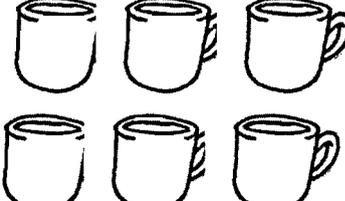
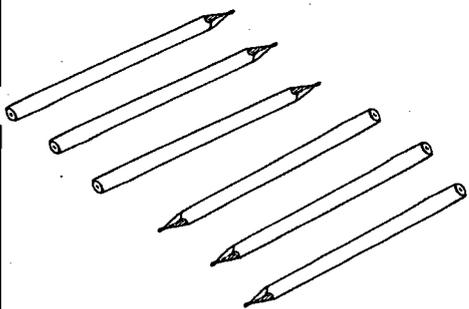
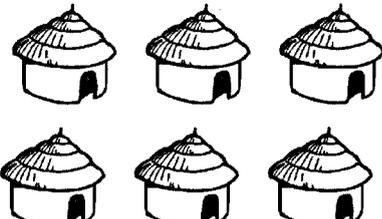
# Count and Read



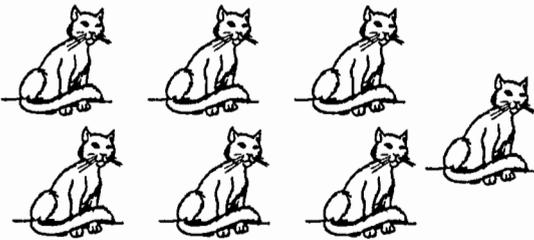
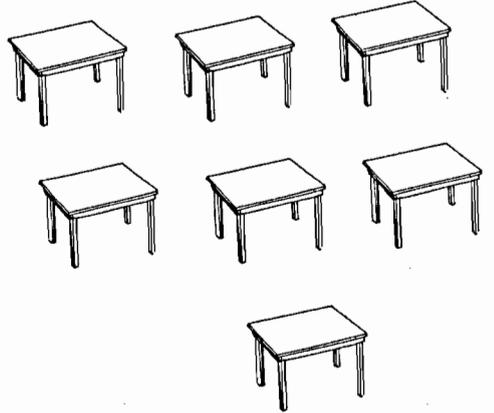
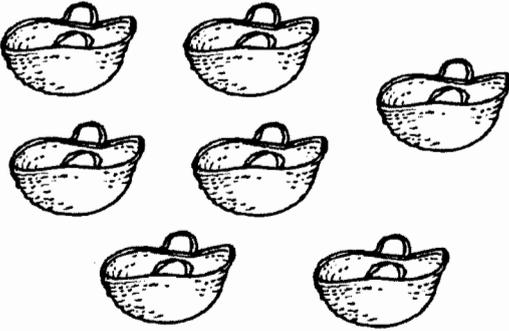
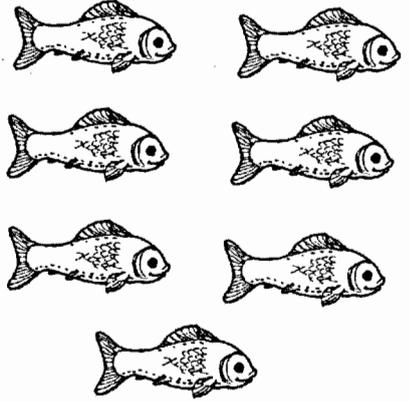
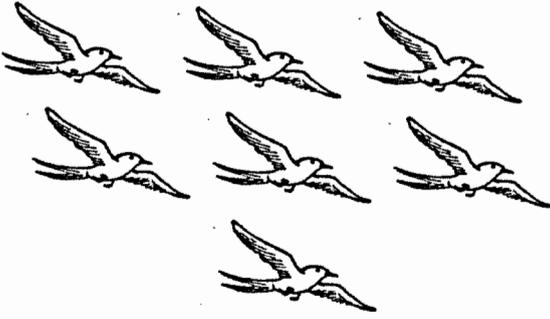
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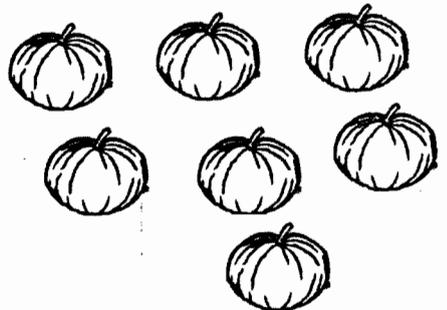
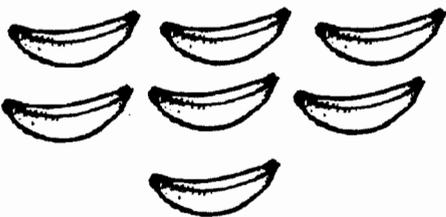
# Count and Read

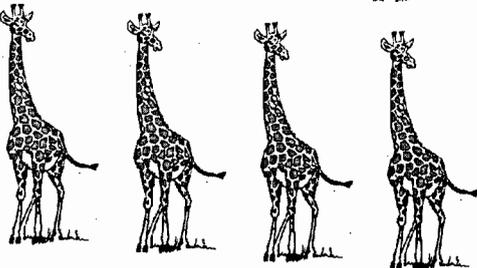
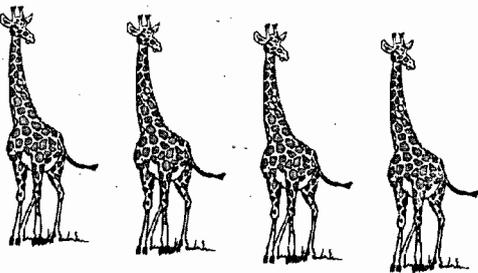
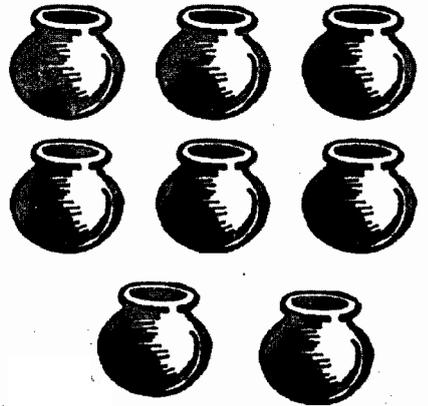
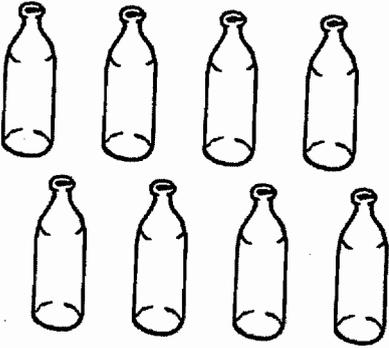
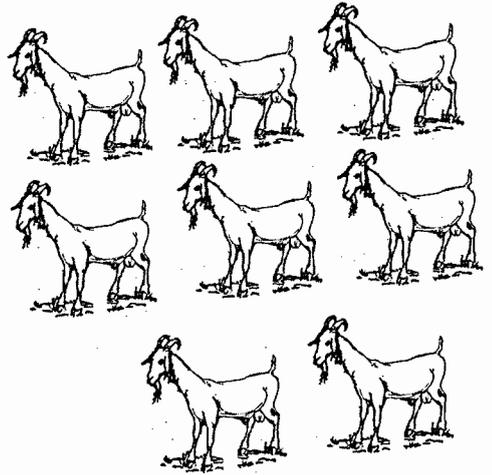
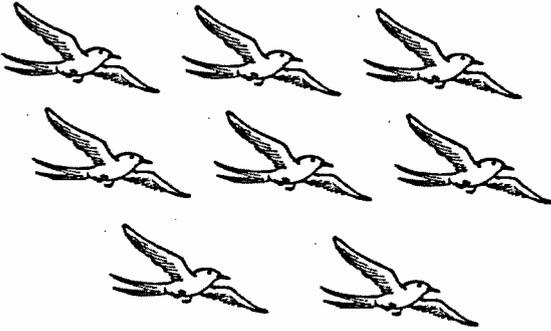
# Count and Read



7

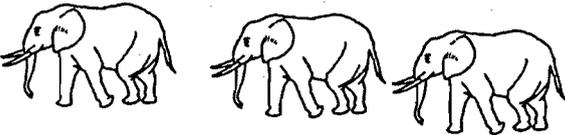
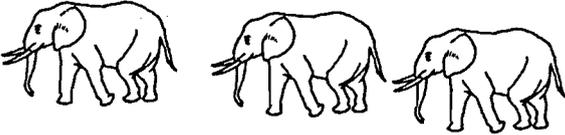
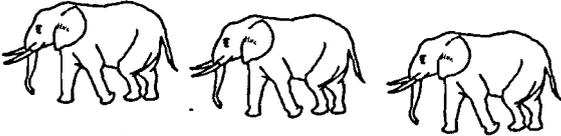


# Count and Read



8

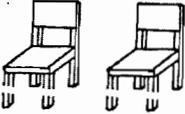
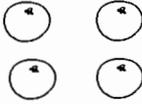
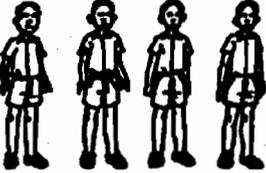
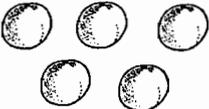
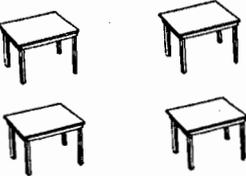
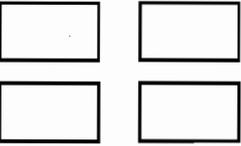
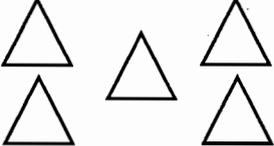
# Count and Read



9

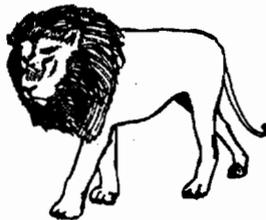
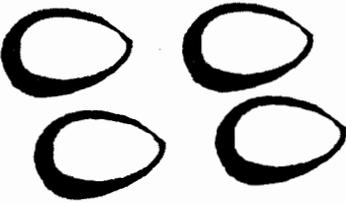
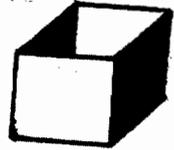
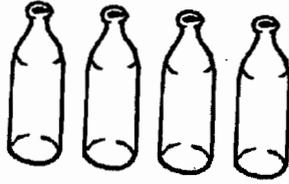
# Exercise 1

Look at the objects in the boxes below.  
How many objects are there in each box?

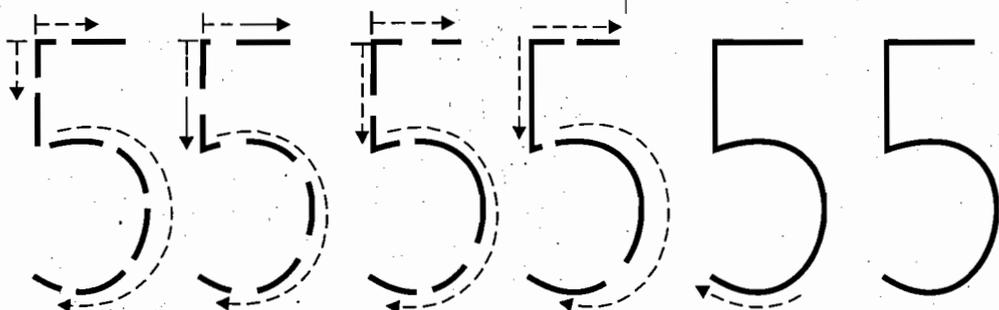
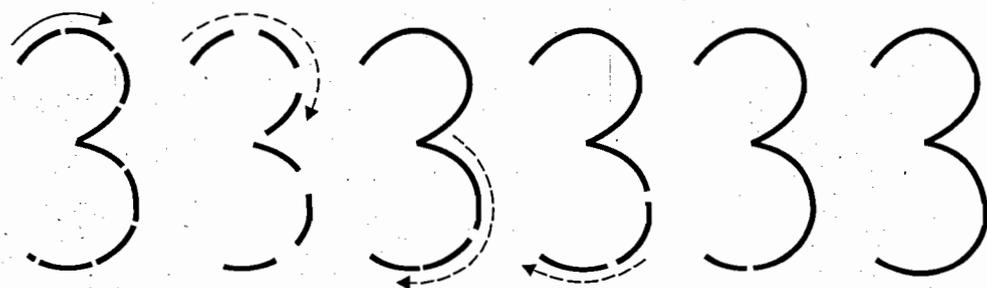
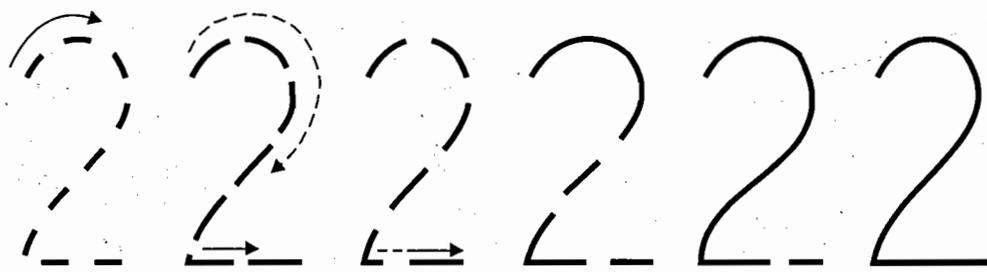
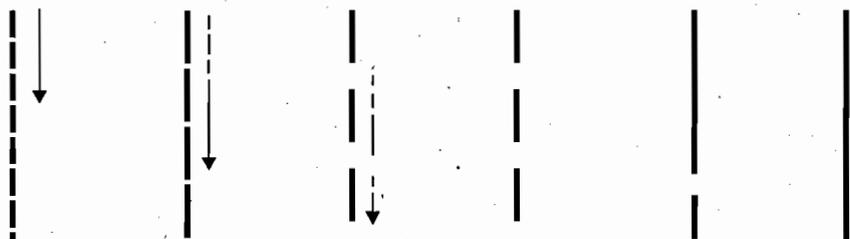
		
		
		
		
		
		
		

## Exercise 2

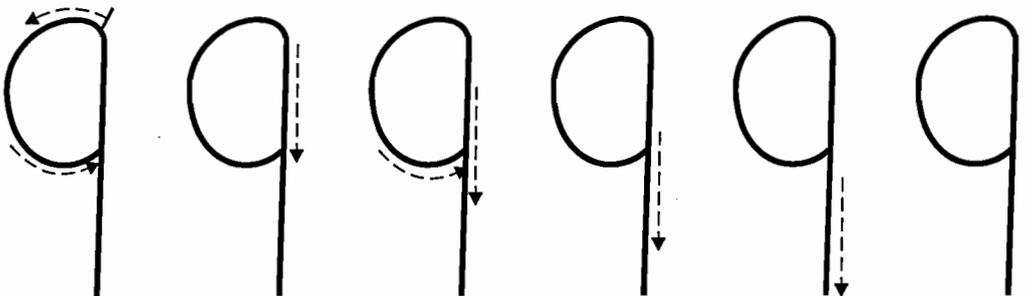
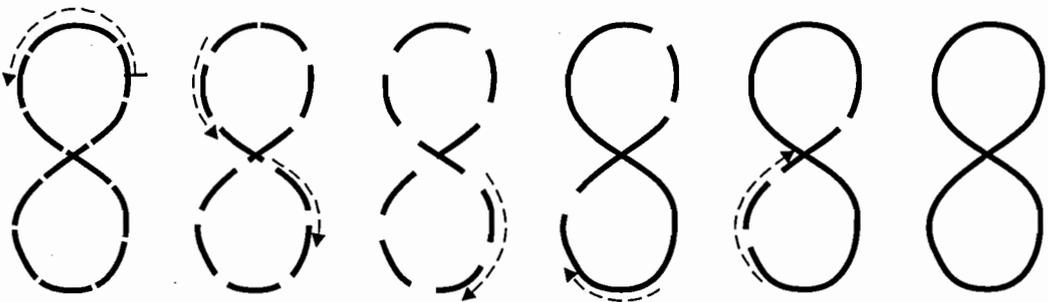
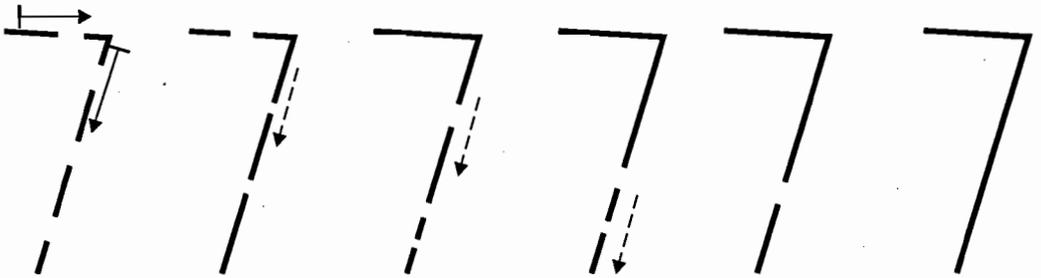
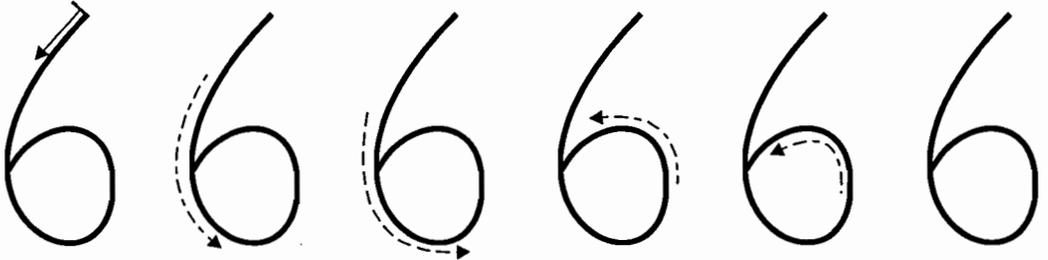
Look at the objects below. How many objects are there of each type?



# Read and Write the Numbers



# Read and Write the Numbers



Exercise 1: Match the Numbers with Symbols



4

1

5

3

4

5

2

3

2

1

Exercise 2: Match Numbers with Symbols



6



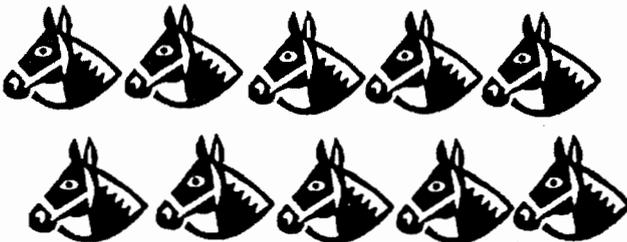
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8



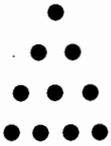
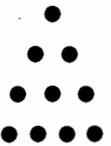
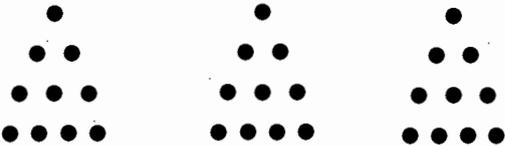
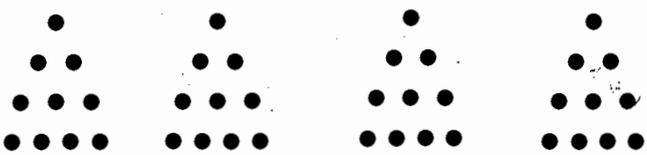
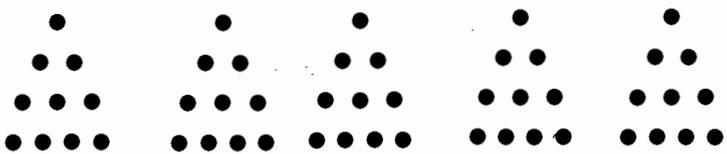
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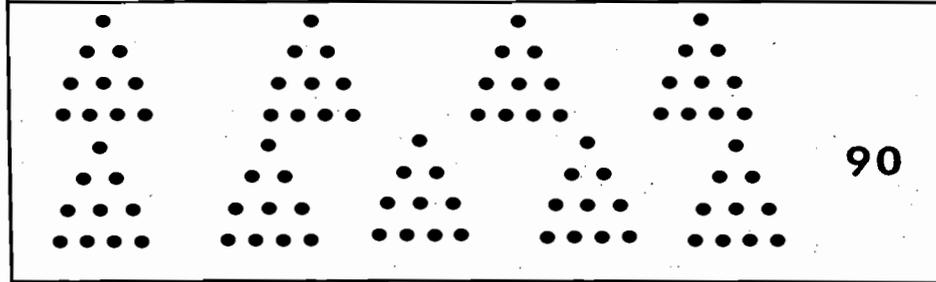
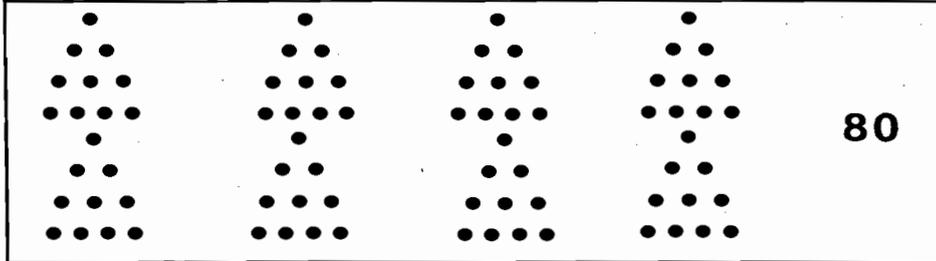
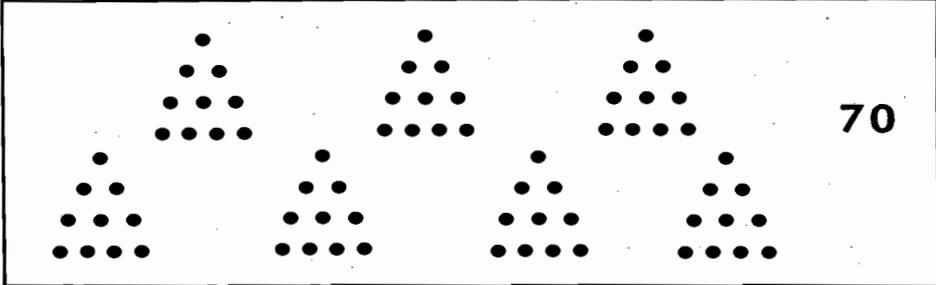
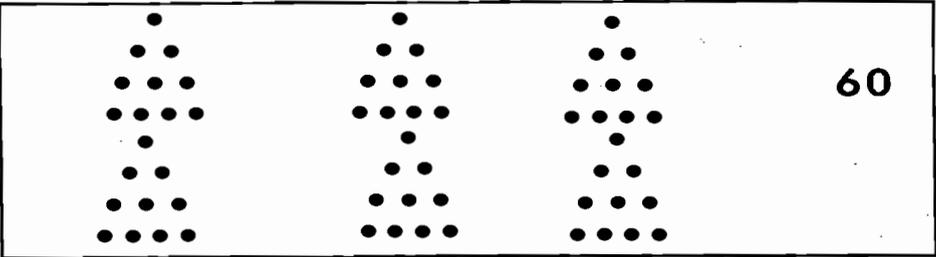


10

1.1 (b)

Grouping, reading and writing multiples of 10 to 90

	<div style="border: 1px solid black; padding: 5px; display: inline-block;"><b>10</b></div>	
		<b>10</b>
		<b>20</b>
		<b>30</b>
		<b>40</b>
		<b>50</b>



### 1.1 (c) Reading and writing whole numbers from 0 - 99

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

### Exercise 4: What are the missing numbers?

1	2	3	4	5	6	7	8	9	10
	12		14			17			20
21		23			26			29	30
31	32			35			38		40
41			44			47		49	
51		53			56		58		60
	62			65				69	70
71			74			77			80
	82			85			88		
91			94		96				

### 1.1 (d) Determining the order of two or more numbers

#### Example

- (a) find the missing numbers in:  
16, 17, 18, ..... 20 ....., .....

Solution: the missing numbers are:  
19, 21, 22.

## Exercise

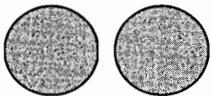
1. 4, ..... 6 ..... , ..... 9, 10.
2. 30, 40 ..... 60 .....80, 90 .....

### 1.1 (e) Identifying Place Value Tens and Ones

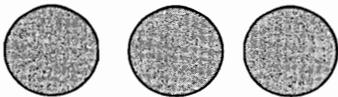
Tens



10 Ten



20 twenty



30 thirty



40 forty

## Tens and ones



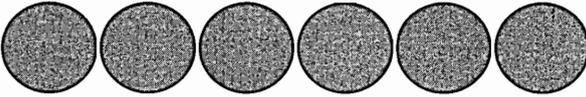
$$1 \text{ ten and } 2 \text{ ones} = 12$$



$$1 \text{ tens and } 7 \text{ ones} = 17$$



$$2 \text{ tens and } 3 \text{ ones} = 23$$



$$6 \text{ tens and } 4 \text{ ones} = 64$$

### Exercise 1: Identify the following:

1. 56 = \_\_\_\_\_ tens and \_\_\_\_\_ ones
2. 95 = \_\_\_\_\_ tens and \_\_\_\_\_ ones
3. 7 tens and 9 ones = \_\_\_\_\_
4. 4 tens and 8 ones = \_\_\_\_\_
5. 8 tens and 3 ones = \_\_\_\_\_

**Exercise 2: Write the place value**

Tens and Ones			
TENS	ONES	TENS	ONES
#####	//	1	2
#####	#####	///	2
			3

Fill in the missing numbers.

<p>57 = 5 tens 7 ones 80 = 8 tens 0 ones</p>
--

12 = 1 ten    \_\_\_ ones

89 = \_\_\_ tens    \_\_\_ ones

23 = \_\_\_ tens    \_\_\_ ones

60 = \_\_\_ tens    \_\_\_ ones

35 = \_\_\_ tens    \_\_\_ ones

37 = \_\_\_ tens    \_\_\_ ones

51 = \_\_\_ tens    \_\_\_ ones

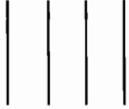
**Exercise 3: Fill in the blank spaces**

4 tens	2 ones	= 42
6 tens	3 ones	= 63
9 tens	9 ones	= 99

- 1 Ten      2 ones      = \_\_\_\_\_
- 2 Tens     3 ones      = \_\_\_\_\_
- 3 Tens     5 ones      = \_\_\_\_\_
- 5 Tens     1 ones      = \_\_\_\_\_
- 3 Tens     7 ones      = \_\_\_\_\_
- 6 Tens     5 ones      = \_\_\_\_\_
- 8 Tens     9 ones      = \_\_\_\_\_

**1.1 (f) Identifying Place value of Hundreds, Tens, and Ones**

**Example 1**

- |    | Hundreds  | Tens  | Ones  |       |
|----|---|---|---|-------|
| 1. |  | 0 tens  | 0 ones  | = 100 |
| 2. |  |  | 0 ones  | = 110 |
| 3. |  |  |  | = 234 |

4. 3 hundreds          5 tens          9 ones          = 359

5. 4 hundreds          6 tens          7 ones          = 467

**Exercise 1: Write the numbers**

1. 5 hundreds 4 tens 3 ones = \_\_\_\_\_

2. 1 hundred 7 tens 0 ones = \_\_\_\_\_

3. 8 hundreds 4 tens 0 ones = \_\_\_\_\_

4. 0 hundreds 0 tens 5 ones = \_\_\_\_\_

5. 673 = \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

6. 999 = \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

**Example 2**

Show the hundreds, tens and ones in:

	H	T	O
1. 348 =	3	4	8
2. 490 =	4	9	0

H	T	O	
2	8	3	= 283
4	0	1	= 401
5	9	8	= 598

**Exercise 2: Write the numbers and digits**

1. 

H	T	O
4	0	5

 = -----

2. 

H	T	O
0	0	4

 = -----

4.  $500 =$ 

H	T	O

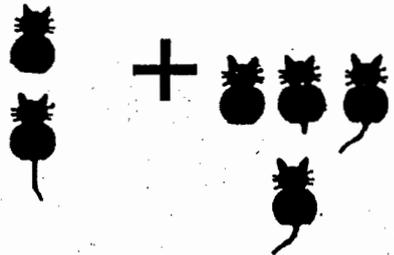
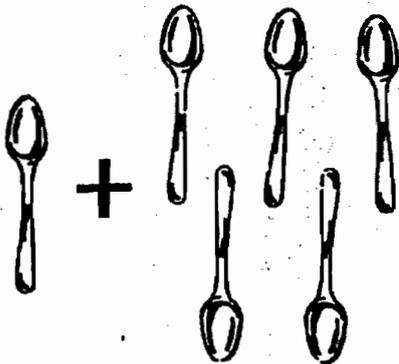
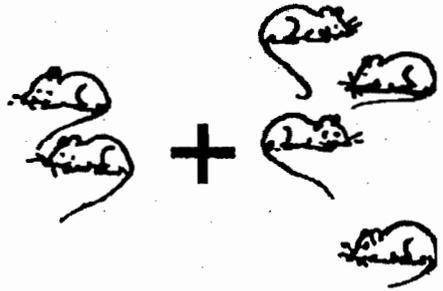
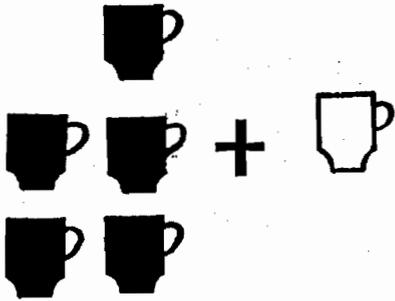
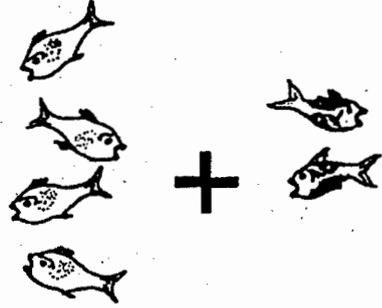
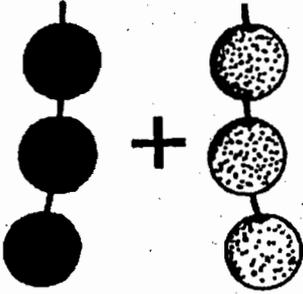
5.  $791 =$ 

H	T	O

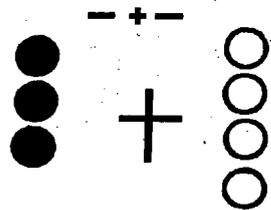
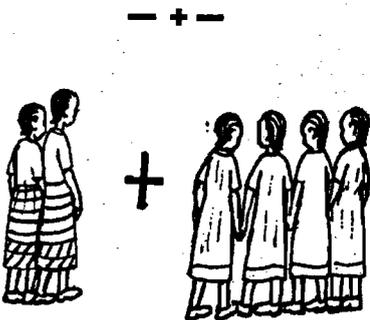
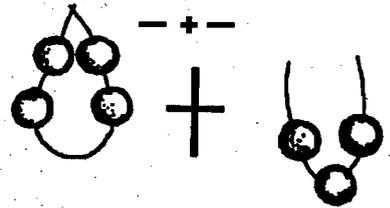
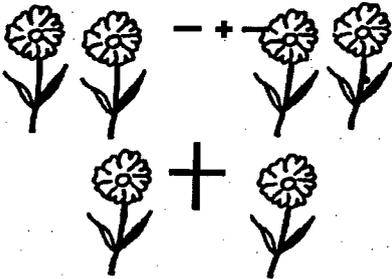
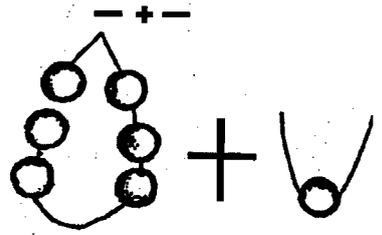
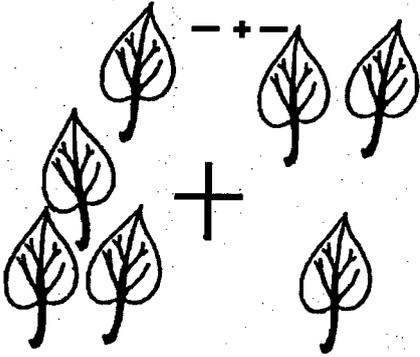
# ADDITION

## 1.2 (a) Addition of 2 single digit numbers

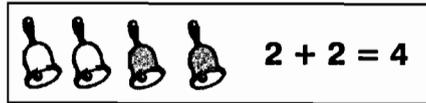
Put Together (Add)



Put together (Add)



**Exercise 1: Add these numbers**



1 + 3 =

2 + 1 =

3 + 1 =

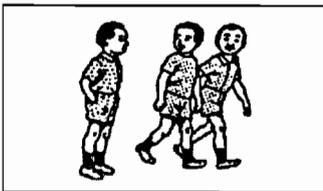
4 + 1 =

2 + 2 =

1 + 4 =

1 + 2 =

2 + 3 =



1 + 2 = 3

2 + 2 =

3 + 2 =

4 + 1 =

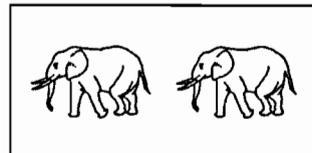
1 + 1 =

3 + 2 =

1 + 1 =

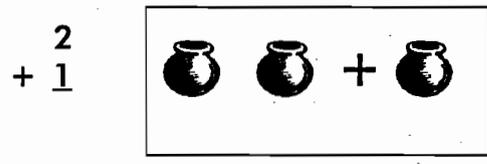
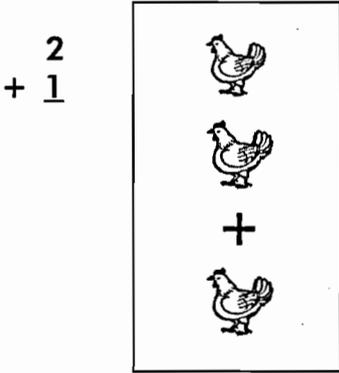
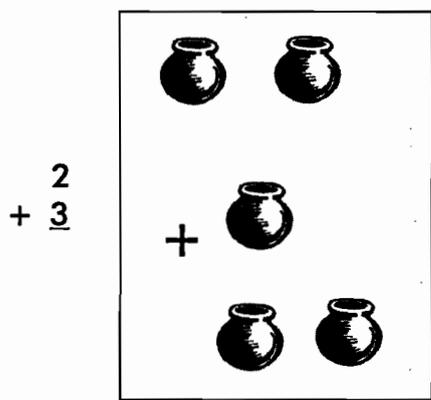
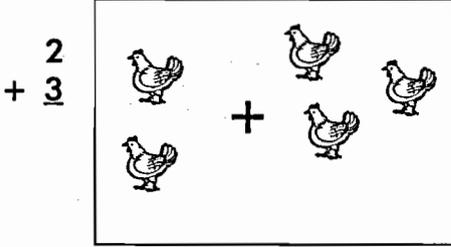
2 + 2 =

1 + 4 =



1 + 1 = 2

**Exercise 2: Add in columns**



$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$
$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$

## 1.2 (b) Addition of 3 single-digit numbers.

### Examples

$$1. 2 + 1 + 3 = 6$$

$$2. 5 + 2 + 7 = 14$$

### Exercise 3: Add these numbers

$$1) 4 + 3 + 1 = \quad 2) 5 + 4 + 6 = \quad 3) 6 + 8 + 1 = \quad 4) 7 + 2 + 8 =$$

$$5) \begin{array}{r} 6 \\ 1 \\ + 2 \\ \hline \end{array}$$

$$6) \begin{array}{r} 8 \\ 7 \\ + 2 \\ \hline \end{array}$$

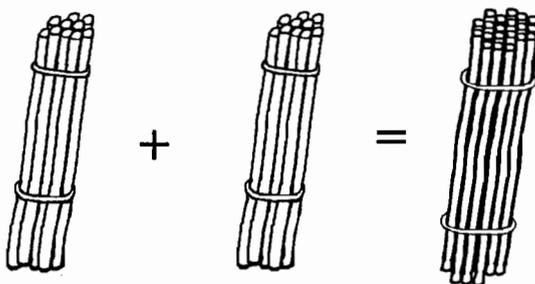
$$7) \begin{array}{r} 9 \\ 1 \\ + 3 \\ \hline \end{array}$$

$$8) \begin{array}{r} 4 \\ 6 \\ + 2 \\ \hline \end{array}$$

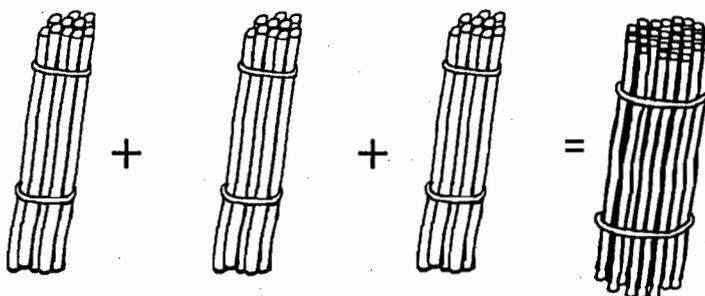
## 1.2 (c) Addition of Multiples of Tens

Add in tens  $10 + 0 = 10$

$$\mathbf{1111111111 + 1111111111 \quad 10 + 10 = 20}$$



$$\mathbf{1111111111 + 1111111111 + 1111111111 \quad 10 + 10 + 10 = 30}$$



$$50+10 = 60$$

$$30+10 = 40$$

$$60+10 = 70$$

$$40+10 = 50$$

$$70+10 = 80$$

$$80+10 = 90$$

#### Exercise 4

A.       $10+20 =$                        $40+10 =$                        $40+20 =$   
              $30+20 =$                        $60+30 =$                        $10+10 =$

B.             $\begin{array}{r} 10 \\ +20 \\ \hline \end{array}$        $\begin{array}{r} 30 \\ +40 \\ \hline \end{array}$        $\begin{array}{r} 60 \\ +20 \\ \hline \end{array}$        $\begin{array}{r} 50 \\ +30 \\ \hline \end{array}$        $\begin{array}{r} 40 \\ +50 \\ \hline \end{array}$

C.             $\begin{array}{r} 60 \\ +30 \\ \hline \end{array}$        $\begin{array}{r} 40 \\ +20 \\ \hline \end{array}$        $\begin{array}{r} 10 \\ +30 \\ \hline \end{array}$        $\begin{array}{r} 50 \\ +10 \\ \hline \end{array}$        $\begin{array}{r} 80 \\ +1 \\ \hline \end{array}$

#### 1.2 (d) Adding Tens and Ones

##### Examples

$$20 + 3 = 23$$

$$7 + 60 = 67$$

$$80 + 7 = 87$$

$$5 + 30 = 35$$

#### Exercise 5

$$60 + 3 =$$

$$6 + 70 =$$

$$70 + 2 =$$

$$80 + 1 =$$

$$40 + 9 =$$

$$70 + 5 =$$

$$90 + 8 =$$

$$20 + 6 =$$

$\begin{array}{r} 50 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 30 \\ \hline \end{array}$	$\begin{array}{r} 20 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 60 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 60 \\ + 7 \\ \hline \end{array}$
$\begin{array}{r} 40 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 80 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 30 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 70 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 60 \\ \hline \end{array}$
$\begin{array}{r} 40 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 30 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 50 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 20 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 20 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 40 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ + 80 \\ \hline \end{array}$	$\begin{array}{r} 50 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 50 \\ \hline \end{array}$	$\begin{array}{r} 80 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 40 \\ \hline \end{array}$	

## 1.2 (e) Addition of 2 digit numbers to 2 digit numbers without carrying over

**Exercise 6:** Add these numbers

Example	
$\begin{array}{r} 26 \\ + 21 \\ \hline 47 \end{array}$	$\begin{array}{r} 35 \\ + 94 \\ \hline 129 \end{array}$

1.  $\begin{array}{r} 24 \\ + 34 \\ \hline \end{array}$

2.  $\begin{array}{r} 70 \\ + 14 \\ \hline \end{array}$

3.  $\begin{array}{r} 81 \\ + 10 \\ \hline \end{array}$

4.  $\begin{array}{r} 24 \\ + 53 \\ \hline \end{array}$

5.  $\begin{array}{r} 40 \\ + 19 \\ \hline \end{array}$

6.  $\begin{array}{r} 38 \\ + 31 \\ \hline \end{array}$

7.  $\begin{array}{r} 93 \\ + 46 \\ \hline \end{array}$

8.  $47 + 20 =$

9.  $66 + 10 =$

10.  $44 + 33 =$

**Exercise 7: Add these numbers**

$$\begin{array}{r} 26 \\ +21 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ +34 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ +14 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ +10 \\ \hline \end{array}$$

$47 + 20 =$

$66 + 10 =$

$44 + 33 =$

$24 + 53 =$

$40 + 19 =$

$38 + 31 =$

**1.2 (f) Addition of 2 digit number to 2 digit number with carrying over**

**Example**

Tens	Ones
+	
	Tens    ones
Carry over 1 →	1
	3    4
	+1    7
	<u>5    1</u>

**Exercise 8: Add these numbers**

$$\begin{array}{r} 58 \\ +23 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ +58 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ +12 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ +13 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ +19 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ +18 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ +26 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ +27 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ +29 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ +39 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ +31 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ +32 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ +42 \\ \hline \end{array}$$

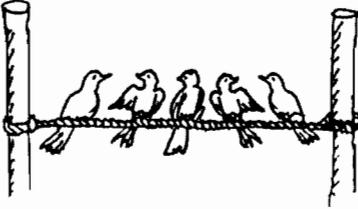
$$\begin{array}{r} 73 \\ +19 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ +27 \\ \hline \end{array}$$

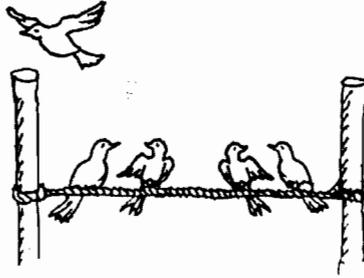
$$\begin{array}{r} 17 \\ +57 \\ \hline \end{array}$$

# SUBTRACTION

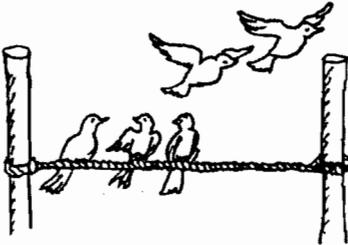
## 1.2 (a) Subtraction of single digit numbers vertically and horizontally



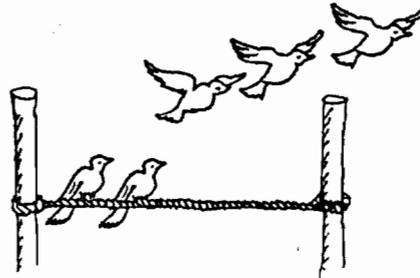
5 birds



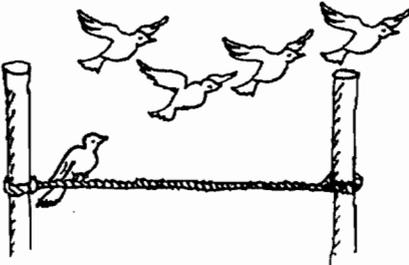
5 birds - 1 bird = 4 birds



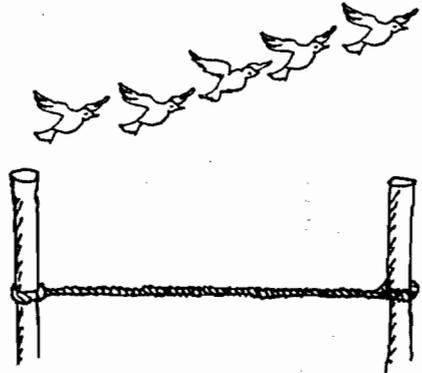
5 birds - 2 birds = 3 birds



5 birds - 3 birds = 2 birds



5 birds - 4 birds = 1



5 birds - 5 birds = 0

### 1.3 (b) Subtraction of one digit from two digit numbers

#### Examples

$\begin{array}{r} 47 \\ - 5 \\ \hline 42 \end{array}$	$\begin{array}{r} 58 \\ - 2 \\ \hline 56 \end{array}$	$\begin{array}{r} 69 \\ - 3 \\ \hline 66 \end{array}$	$\begin{array}{r} 19 \\ - 7 \\ \hline 12 \end{array}$
---	---	---	---

#### Exercise 1

$13 - 4 =$	$15 - 6 =$	$12 - 6 =$
$12 - 5 =$	$17 - 7 =$	$14 - 7 =$
$14 - 3 =$	$14 - 8 =$	$16 - 0 =$
$11 - 2 =$	$17 - 6 =$	$17 - 9 =$
$15 - 4 =$	$18 - 9 =$	$19 - 5 =$
$16 - 5 =$	$19 - 4 =$	$18 - 7 =$
$18 - 6 =$	$15 - 9 =$	$15 - 0 =$
$17 - 7 =$	$16 - 8 =$	$13 - 9 =$
$19 - 3 =$	$12 - 9 =$	$11 - 8 =$
$14 - 5 =$	$18 - 3 =$	$17 - 8 =$

$\begin{array}{r} 36 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 49 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 68 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 79 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 85 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 72 \\ - 1 \\ \hline \end{array}$
$\begin{array}{r} 45 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 47 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 99 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 86 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 28 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 98 \\ - 8 \\ \hline \end{array}$
$\begin{array}{r} 33 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 27 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 77 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 48 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 64 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 45 \\ - 4 \\ \hline \end{array}$
$\begin{array}{r} 37 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 26 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 2 \\ \hline \end{array}$			

### 1.3 (c) Subtraction of multiples

#### Examples

$1111111111-0$

$10 - 0 = 10$

$20 - 10 = 10$

$30 - 20 = 10$

$40 - 30 = 10$

$50 - 20 = 30$

$60 - 40 = 20$

$70 - 50 = 20$

$80 - 30 = 50$

$90 - 50 = 40$



#### Exercise

50	20	70	80	30
<u>-10</u>	<u>-10</u>	<u>-60</u>	<u>-30</u>	<u>-10</u>
20	80	70	50	40
<u>-10</u>	<u>-60</u>	<u>-40</u>	<u>-10</u>	<u>-20</u>

### 1.3 (d) Subtraction of Two Digits Numbers from Two Digit Numbers without borrowing

#### Examples

67	24	76	54
<u>-36</u>	<u>-12</u>	<u>-35</u>	<u>-31</u>
31	12	41	23

#### Exercise

26	59	47	77	58	37
<u>-13</u>	<u>-18</u>	<u>-26</u>	<u>-33</u>	<u>-36</u>	<u>-17</u>
54	88	48	99	73	64
<u>-32</u>	<u>-61</u>	<u>-24</u>	<u>-54</u>	<u>-32</u>	<u>-42</u>

### 1.3 (e) Subtraction with borrowing

#### Examples

$$\begin{array}{r} 1. \quad 62 \\ \quad \underline{7} \\ \quad \quad \quad \end{array}$$

Method:

$$\begin{array}{r} 5 \quad 12 \\ - \quad \underline{7} \\ \underline{5 \quad 5} \end{array}$$

- Subtract ones but  $2 - 7$  is not possible  
b. Borrow 1 from tens and add to 2 ones to have 12 ones  
c.  $12 - 7$  (ones) = 5 ones  
d. 5 tens are remaining after 1 was borrowed

$$\begin{array}{r} 2. \quad 83 \\ \quad \underline{-45} \\ \quad \quad 7 \quad 13 \\ - \quad \underline{4 \quad 5} \\ \quad \underline{2 \quad 8} \end{array}$$

$$\begin{array}{r} 3. \quad 92 \\ \quad \underline{-9} \\ \quad \quad 8 \quad 12 \\ - \quad \underline{6 \quad 8} \\ \quad \underline{2 \quad 4} \end{array}$$

#### Exercise

$$\begin{array}{r} 1. \quad 94 \\ \quad \underline{-8} \end{array}$$

$$\begin{array}{r} 2. \quad 87 \\ \quad \underline{-59} \end{array}$$

$$\begin{array}{r} 3. \quad 80 \\ \quad \underline{-4} \end{array}$$

$$\begin{array}{r} 4. \quad 75 \\ \quad \underline{-47} \end{array}$$

$$\begin{array}{r} 5. \quad 63 \\ \quad \underline{-9} \end{array}$$

$$\begin{array}{r} 6. \quad 64 \\ \quad \underline{-38} \end{array}$$

### 1.3 (f) Identifying the Missing Numbers in Addition and Subtraction

A.	$12 + 8 = \boxed{20}$ $12 + \boxed{\phantom{00}} = 20$ $8 + \boxed{\phantom{00}} = 20$ $\boxed{\phantom{00}} + 12 = 20$	$20 - 12 = \boxed{\phantom{00}}$ $20 - \boxed{\phantom{00}} = 8$ $\boxed{\phantom{00}} - 8 = 12$ $\boxed{\phantom{00}} - 12 = 8$ $20 - \boxed{\phantom{00}} = 12$ $50 - \boxed{\phantom{00}} = 15$
B.	$8 + 6 = \boxed{\phantom{00}}$ $6 + 8 = \boxed{\phantom{00}}$ $8 + \boxed{\phantom{00}} =$	1) $14 - 8 = \boxed{\phantom{00}}$ 2) $14 - 6 = \boxed{\phantom{00}}$ 3) $14 - \boxed{\phantom{00}} = \boxed{\phantom{00}}$
C.	$9 + 6 = \boxed{\phantom{00}}$ $7 + 9 = \boxed{\phantom{00}}$ $9 + \boxed{\phantom{00}} = 16$ $7 + \boxed{\phantom{00}} = 16$ $\boxed{\phantom{00}} + 9 = 16$	$16 - 9 = \boxed{\phantom{00}}$ $16 - 7 = \boxed{\phantom{00}}$ $16 - \boxed{\phantom{00}} = 7$ $16 - \boxed{\phantom{00}} = 9$ $\boxed{\phantom{00}} - 9 = 7$

# MULTIPLICATION

## 1.4 Multiplication of numbers up to 10 by numbers not exceeding 10

### 1.4 (a) Multiply by 2

$$\begin{array}{ccccccc} \bigcirc & \bigcirc & + & \bigcirc & \bigcirc & = & \bigcirc & \bigcirc & \bigcirc & \bigcirc \\ 2 & & + & & 2 & = & 4 \\ 2 & \times & & 2 & = & 4 \end{array}$$

$$\begin{array}{ccccccc} \bigcirc & \bigcirc & + & \bigcirc & \bigcirc & + & \bigcirc & \bigcirc & = & \begin{array}{c} \bigcirc \\ \bigcirc & \bigcirc & \bigcirc \\ & \bigcirc & \bigcirc \end{array} \\ 2 & + & & 2 & + & & 2 & = & 6 \\ 2 & \times & & 3 & = & 6 \end{array}$$

$$\begin{array}{ccccccc} \bigcirc & \bigcirc & + & \bigcirc & \bigcirc & = & \bigcirc \\ 2 & + & 2 & + & 2 & + & 2 & = & 8 \\ 2 & \times & & 4 & = & 8 \end{array}$$

### Exercise 1

$2 \times 1 =$

$2 \times 2 =$

$2 \times 3 =$

$2 \times 4 =$

$2 \times 5 =$

$2 \times 6 =$

$2 \times 7 =$

$2 \times 8 =$

$2 \times 9 =$

$2 \times 10 =$

### 1.4 (b) Multiply by 3

### ###	$3 + 3 =$ $2 \times 3 =$
### ### ###	$3 + 3 + 3 =$ $3 \times 3 =$
$\begin{array}{cccccc} & \# & & & & \# \\ \# & \# & \# \# \# & \# \# \# & \# & \# \end{array}$	$3 + 3 + 3 + 3 =$ $4 \times 3 =$
$\begin{array}{cccccc} \# & \# & \# & \# & \# & \# & \# & \# \\ \# & \# & \# & \# & \# & \# & \# & \# \end{array}$	$3 + 3 + 3 + 3 + 3 =$ $5 \times 3 =$
$\begin{array}{cccccc} \# & \# & \# & \# & \# & \# \\ \# & \# & \# & \# & \# & \# \\ \# & \# & \# & \# & \# & \# \end{array}$	$3 + 3 + 3 + 3 + 3 + 3 =$ $6 \times 3 =$

### Exercise 2

$3 \times 1 =$

$3 \times 2 =$

$3 \times 3 =$

$3 \times 4 =$

$3 \times 5 =$

$3 \times 6 =$

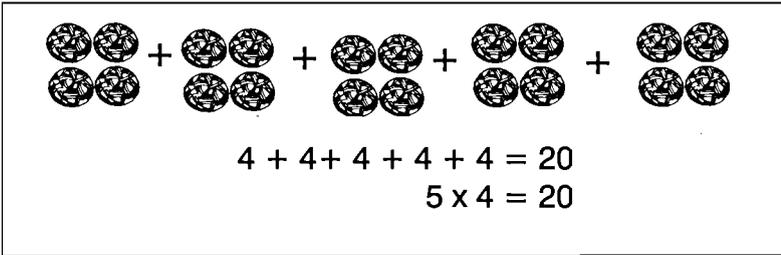
$3 \times 7 =$

$3 \times 8 =$

$3 \times 9 =$

$3 \times 10 =$

### 1.4 (c) Multiply by 4



$4 + 4 + 4 + 4 + 4 = 20$   
 $5 \times 4 = 20$

\*\* \*\*

\*\* \*\* \*\*

\*\* \*\*

\*\* \*\* \*\*

$4 + 4 =$

$4 + 4 + 4 =$

$2 \times 4 =$

$3 \times 4 =$

\*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\* \*\*

\*\* \*\* \*\* \*\* -

$4 + 4 + 4 + 4 + 4 + 4 + 4 =$

$7 \times 4 =$

### Exercise 3

$4 \times 1 =$

$4 \times 2 =$

$4 \times 3 =$

$4 \times 4 =$

$4 \times 5 =$

$4 \times 6 =$

$4 \times 7 =$

$4 \times 8 =$

$4 \times 9 =$

$4 \times 10 =$

### Exercise 4

$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$

### 1.4 (d) Multiply by 5

$$\begin{array}{r} * \\ * * * \\ * \end{array} 1 \times 5 =$$

$$\begin{array}{r} * \\ * * * \\ * \end{array} \begin{array}{r} * \\ * * * \\ * \end{array} 2 \times 5 =$$

$$\begin{array}{r} * \\ * * * \\ * \end{array} \begin{array}{r} * \\ * * * \\ * \end{array} \begin{array}{r} * \\ * * * \\ * \end{array} 3 \times 5 =$$

$$\begin{array}{r} * \\ * * * \\ * \end{array} \begin{array}{r} * \\ * * * \\ * \end{array} \begin{array}{r} * \\ * * * \\ * \end{array} \begin{array}{r} * \\ * * * \\ * \end{array} 4 \times 5 =$$

$$\begin{array}{r} * \\ * * * \\ * \end{array} \begin{array}{r} * \\ * * * \\ * \end{array} \begin{array}{r} * \\ * * * \\ * \end{array} \begin{array}{r} * \\ * * * \\ * \end{array} \begin{array}{r} * \\ * * * \\ * \end{array} 5 \times 5 =$$

### Exercise 5

$5 \times 1 =$

$5 \times 6 =$

$5 \times 2 =$

$5 \times 7 =$

$5 \times 3 =$

$5 \times 8 =$

$5 \times 4 =$

$5 \times 9 =$

$5 \times 5 =$

$5 \times 10 =$

### 1.4 (e) Multiply by 6

<p>##### ##### ##### ##### ##### #####</p> <p>__ x __ =</p>	<p>##### ##### ##### ##### ##### #####</p> <p>__ x __ =</p>	<p>##### ##### __ x __ =  ##### ##### ##### #####</p> <p>__ x __ =</p>
---	---	--

#### Exercise 6

- 2 x 6 = \_\_\_\_
- 3 x 6 = \_\_\_\_
- 5 x 6 = \_\_\_\_
- 7 x 6 = \_\_\_\_
- 4 x 6 = \_\_\_\_
- 6 x 6 = \_\_\_\_
- 1 x 6 = \_\_\_\_

3  
x6  
—

6  
x4  
—

10  
x6  
—

4  
x6  
—

6  
x1  
—

9  
x6  
—

7  
x6  
—

7  
x6  
—

8  
x6  
—

6  
x5  
—

6  
x8  
—

5  
x6  
—



### 1.4 (g) Multiply by 8

#####  
#####  
#####

$8 \times 3 = 24$

\*\*\*\*\*  
\*\*\*\*\*  
\*\*\*\*\*  
\*\*\*\*\*

$8 \times 4 = 32$

### Exercise 9

$8 \times 2 = \underline{\quad}$

$8 \times 5 = \underline{\quad}$

$8 \times 6 = \underline{\quad}$

$8 \times 7 = \underline{\quad}$

8

x 4

—

8

x 8

—

8

x 9

—

8

x 3

—

### 1.4 (h) Multiply by 9

000000000  
00 0000000  
000000000  
 $9 \times 3 = 27$

000000000  
000000000  
 $9 \times 2 = 18$

### Exercise 10

$9 \times 3 =$

$9 \times 5 =$

$9 \times 7 =$

$9 \times 9 =$

9  
x 2

—

9  
x 4

—

9  
x 6

—

9  
x 8

—

## 1.4 (i) Multiply by 10

		$1 \times 10 = 10$	
		$2 \times 10 = 20$	
			$3 \times 10 = 30$

### Exercise 11

$3 \times 10 =$

$2 \times 10 =$

$4 \times 10 =$

$6 \times 10 =$

$7 \times 10 =$

$7 \times 10 =$

$1 \times 10 =$

$10 \times 4 =$

$10 \times 2 =$

$10 \times 7 =$

$$\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 1 \\ \hline \end{array}$$

## 1.4 (j) Multiplication of two digit numbers by a 1 digit number with carrying

### Example

$$\begin{array}{r} 1) \quad 36 \\ \quad \times 2 \\ \hline \quad 72 \end{array}$$

Method:

1. Multiply the lower ones by the upper ones =  $2 \times 6 = 12$

2. Write 2 carry forward 1

3. Multiply the lower ones by the upper tens =  $2 \times 3 = 6$

4. Add the one ten to the 6 =  $1 + 6 = 7$

### Exercise12

58	24	40	49	73	65
<u>x3</u>	<u>x5</u>	<u>x8</u>	<u>x6</u>	<u>x9</u>	<u>x5</u>

48	36	15	16	45	80
<u>x2</u>	<u>x4</u>	<u>x7</u>	<u>x5</u>	<u>x5</u>	<u>x4</u>

# DIVISION

## 1.5 Division of numbers up to 100 by numbers not exceeding 10

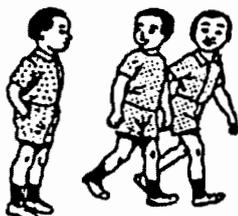
### 1.5 (a) Division by 2 and 3

	<p>Here are 3 girls. They share 6 oranges. How many oranges does each girl get?</p>
	<p>They take 1 orange each.</p>
	<p>They take 1 more orange each. Now they have 2 oranges each.</p>
<p>6 oranges shared by 3 girls = 2 each 6 divided by 3 = 2</p> <p><math>6 \div 3 = 2</math></p>	

15 mangoes are shared among 3 boys.

They share the mangoes equally.

How many mangoes does each boy get?

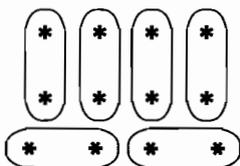


$$15 \div 3 =$$



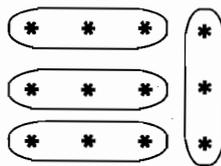
### Examples

1.



$$12 \div 2 = 6$$

2.



$$12 \div 3 = 4$$

### Exercise 1

$$4 \div 2 =$$

$$6 \div 3 =$$

$$8 \div 2 =$$

$$9 \div 3 =$$

$$6 \div 2 =$$

$$15 \div 3 =$$

$$10 \div 2 =$$

$$18 \div 3 =$$

$$16 \div 2 =$$

$$12 \div 2 =$$

$$18 \div 2 =$$

$$24 \div 3 =$$

$$12 \div 3 =$$

$$21 \div 3 =$$

$$24 \div 2 =$$

$$2 \div 2 =$$

$$14 \div 2 =$$

$$20 \div 2 =$$

$$3 \div 3 =$$

$$27 \div 3 =$$

$$30 \div 3 =$$

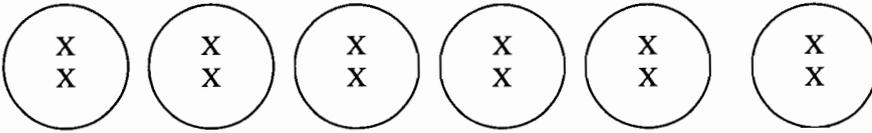
## 1.5 (b) Division of 12 into groups

There are twelve crosses

**X X X X X X**

**X X X X X X**

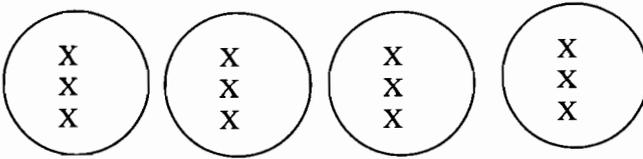
Group in twos



6 groups of twos

$$12 \div 2 = 6 \text{ groups}$$

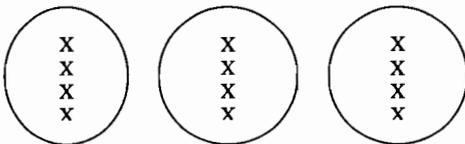
Group in threes



4 groups of threes

$$12 \div 3 = 4 \text{ groups}$$

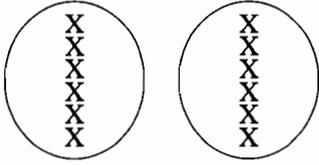
Group in fours



3 groups of fours

$$12 \div 4 = 3 \text{ groups}$$

## Group in sixes



2 groups of sixes

$$12 \div 6 = 2 \text{ groups}$$

Here are 12 legs.  
How many children are there?



12 put into groups of 2 = 6 groups

12 divided into 2s = 6

$$12 \div 2 = 6$$

## 1.5 (c) Dividing other numbers

### Grouping in 3

**x x x   x x x**  
**x x x   x x x**  
**x x x   x x x**  
**x x x   x x x**

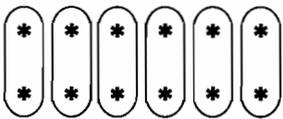
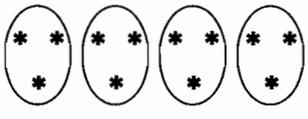
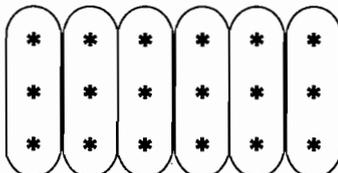
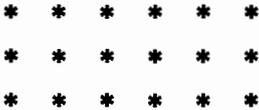
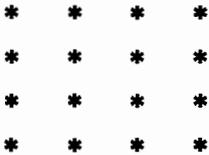
$$24 \div 3 =$$

### Grouping in 12

**x x x x x x**  
**x x x x x x**  
**x x x x x x**  
**x x x x x x**

$$24 \div 12 =$$

## Examples

 $12 \div 2 = 6$	 $12 \div 3 = 4$	 $18 \div 3 =$
 $18 \div 6 =$	 $16 \div 4 =$	 $15 \div 5 =$
 $14 \div 2 =$	 $9 \div 3 =$	

### Exercise 2

  
 $10 \div 2 =$

  
 $9 \div 3 =$

  
 $12 \div 2 =$

  
 $8 \div 2 =$

  
 $12 \div 3 =$

  
 $6 \div 3 =$

### Exercise 3

1)  $12 \div 2 =$

2)  $6 \div 3 =$

3)  $15 \div 3 =$

4)  $18 \div 9 =$

5)  $20 \div 4 =$

6)  $16 \div 8 =$

7)  $21 \div 7 =$

8)  $10 \div 5 =$

9)  $9 \div 3 =$

10)  $4 \div 2 =$

## Revision Exercises

### Addition

$$\begin{array}{r} 50 \\ +94 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ +25 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ +16 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ +46 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ +26 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ +33 \\ \hline \end{array}$$

### Subtraction

$$\begin{array}{r} 24 \\ -13 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ -33 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ -16 \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ -54 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ -19 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ -26 \\ \hline \end{array}$$

### Multiplication

$$\begin{array}{r} 20 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ \times 4 \\ \hline \end{array}$$

### Division

$12 \div 4 =$

$18 \div 2 =$

$18 \div 3 =$

$3 \div 3 =$

$26 \div 2 =$

$93 \div 3 =$

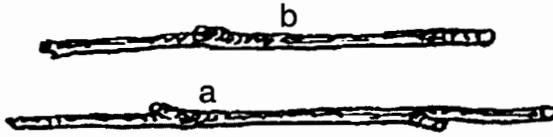
$30 \div 3 =$

$18 \div 9 =$

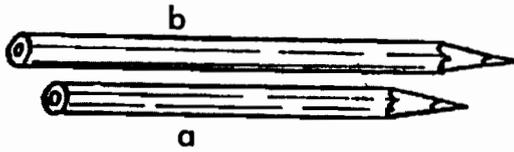
$15 \div 5 =$

## 2.1 (a) Comparison of length and height

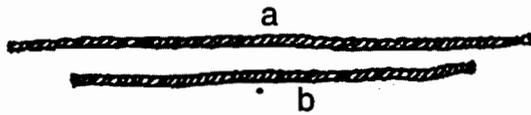
### Length



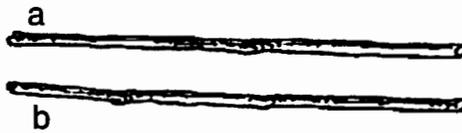
Stick a is longer than stick b.



Pencil a is shorter than pencil b.

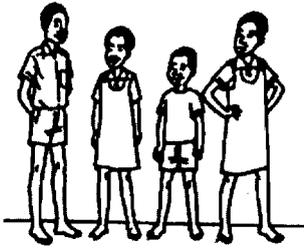


Rope a is longer than rope b.

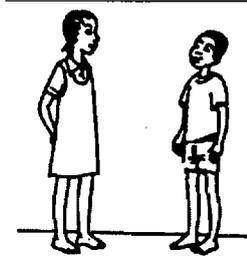


Stick a is the same length as b.

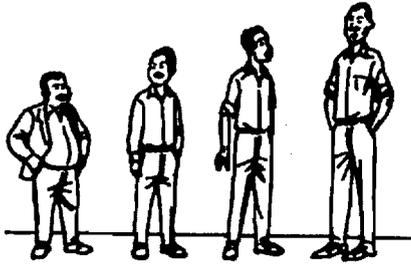
# Height



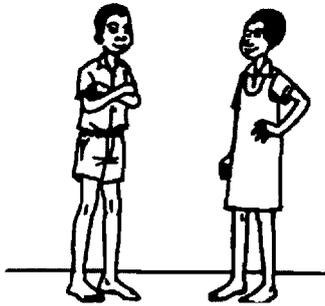
Who is the tallest?



Who is shorter?



Who is the shortest? Who is the tallest?



They are the same height

## Exercise 1

Make sentences about the learners in your class comparing their height.

\_\_\_\_\_ is shorter than \_\_\_\_\_.

\_\_\_\_\_ is taller than \_\_\_\_\_.

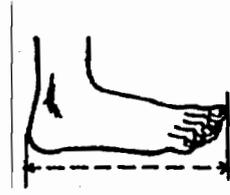
\_\_\_\_\_ and \_\_\_\_\_ are the same height.

## 2.1 (b) Measuring lengths using fixed arbitrary unit parts

There are many ways to measure things. If you don't need an exact measure you can use your palm, foot or arm. For distances you can count the number of paces.



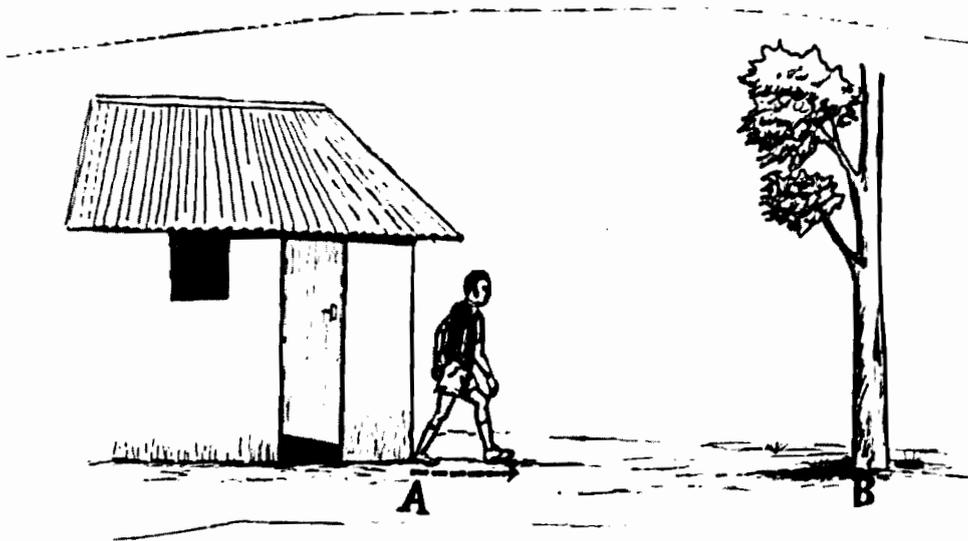
palm measure



foot measure



arms length measure

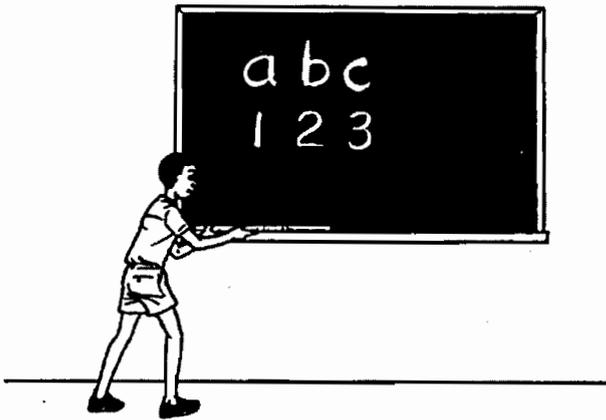
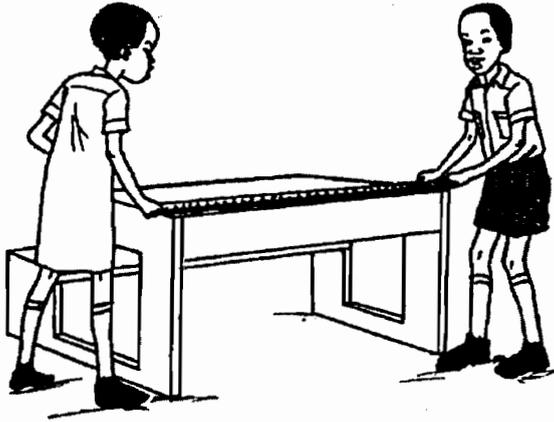


Pace measure.

### Exercise 2

1. Measure the length of a table with your palm. Have several students try it and compare the results.
2. Measure a piece of rope with your arm. Compare the results.
3. Measure distances in your school compound using paces. Compare the results.

2.1 (c) Measuring length with a meter rule.



These learners are using a meter rule to measure things in the classroom. We measure in meters and centimeters.

1 meter = 100 centimeters

1m = 100 cm

**Activity** - Measure things in your classroom to find the number of meters and centimeters.

## 2.2 (c) Using arbitrary objects to measure weight

### Weight

You need a scale to measure the exact weight of things. If you don't have a scale you can only guess the weight or compare the weights of two things. These learners are making sentences about weight.



The stone is heavy.



The book is light.



It is too heavy.



It is very light.



The books are the same weight.



The stone is heavier than the book

### Exercise 3

1. Find objects that are heavy in your classroom

The \_\_\_\_\_ is heavy.

2. Find things that are light.

The \_\_\_\_\_ is light.

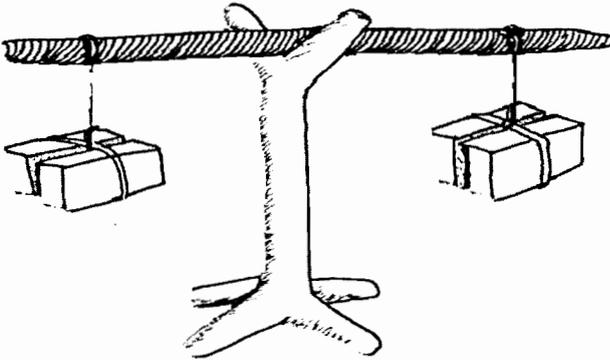
3. Which learner weighs the most?

4. Which learner weighs the least?

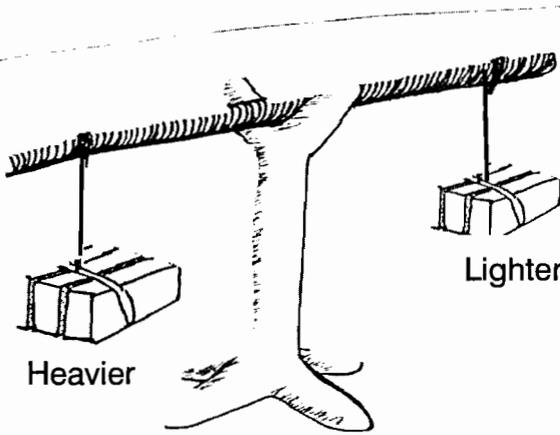
5. Which learners weigh about the same?

6. Find things that are heavier and lighter.

## 2.2 (d) Comparison of weight using a beam balance



They are the same weight



### Exercise 4

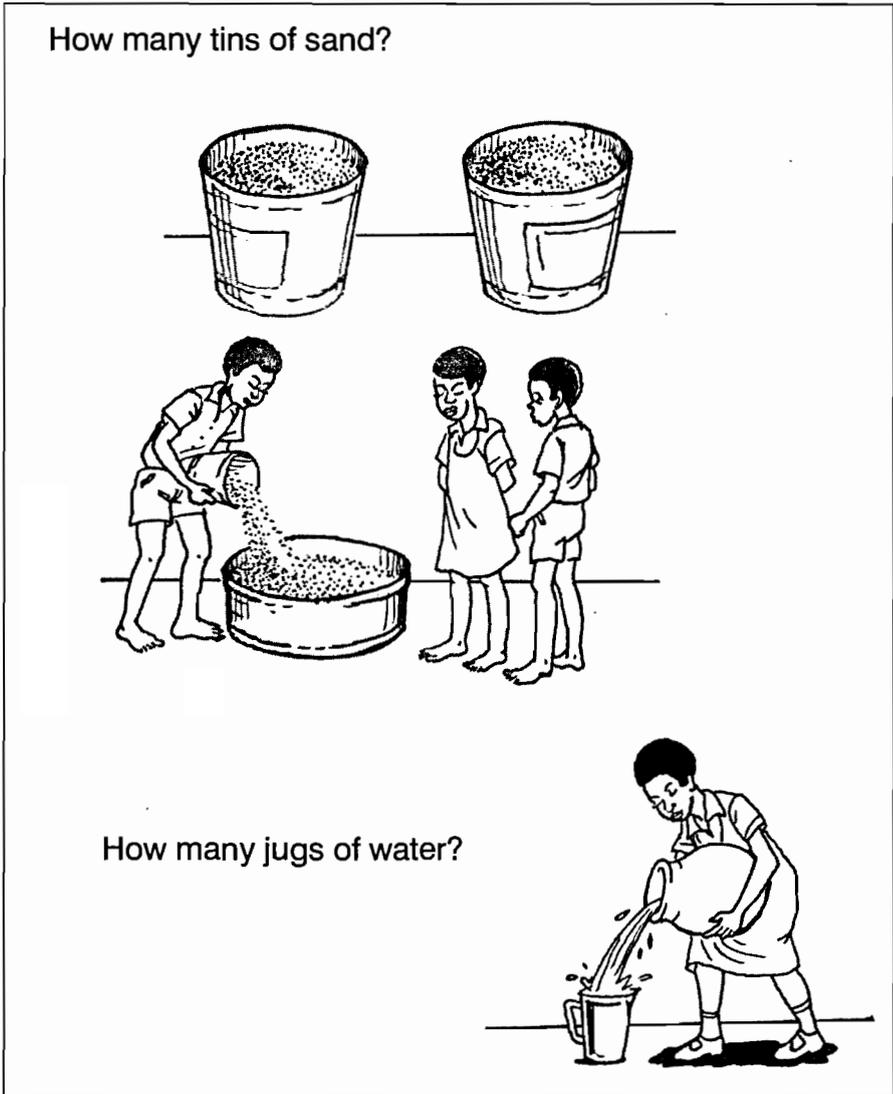
1. Which do you think is heavier?

- (a) a book or a desk
- (b) a pencil or a ruler
- (c) a jerrican of water or a bottle of water

2. Make a beam balance and compare the weight of different objects.

## 2.2 (e) Measuring the capacity of different containers

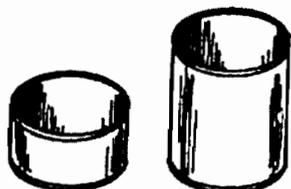
### Capacity



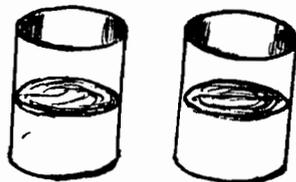
The amount a container can hold is called its capacity. We have many kinds of containers at home. We can use containers to measure amounts of things like water and sand.

#### Exercise 5

1. Name all the containers you have at school and at home.
2. Name all the things you can measure by container.



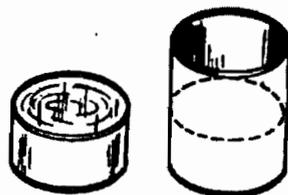
Containers of different capacities.



Containers of the same capacity.



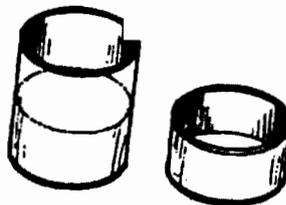
A learner pouring water from a big tin into a small tin.



The bigger container has twice the capacity of the smaller container.



A learner pouring sand from the smaller container into the bigger container.



The big tin is filled halfway with sand by the smaller container.

### Exercise 6

Find two containers of different sizes. Use water or sand to measure and compare the capacities of the containers.

### 2.3 (a) Time of day

What do you do every morning?

1



The cock crows.

2



I wake up.

3



I wash my face.

4



I brush my teeth.

5



I get dressed and comb my hair.

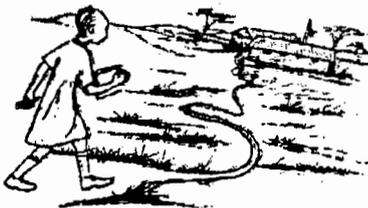
6



I take breakfast.

What do you do at midday?

7



I go to school.

8



I eat lunch.

What do you do in the evening and at night?

9



I eat dinner.

10



I do my homework.

11



I go to sleep.

12



In the morning the cock crows.

### Exercise 7

1. List all the things you do between lunch and dinner.
2. Ask each other about activities.

When do you \_\_\_\_\_?

In the morning

At midday

In the afternoon

In the evening

At night

## 2.3 (b) Telling time

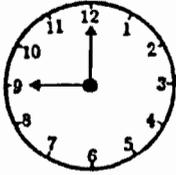
What time is it?



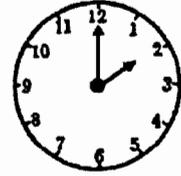
4 o'clock



12 o'clock



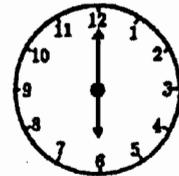
\_\_\_\_\_ o'clock



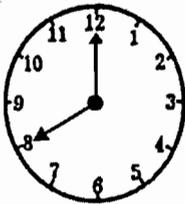
\_\_\_\_\_ o'clock



\_\_\_\_\_ o'clock



\_\_\_\_\_ o'clock



\_\_\_\_\_ o'clock



\_\_\_\_\_ o'clock

### Exercise 8

Answer these questions about time.

- What time do you wake up?
- What time do you come to school?
- What time do you eat dinner?
- What time do you go to sleep?

### 2.3 (c) Measurement of time

24 hours = 1 day

7 days = 1 week

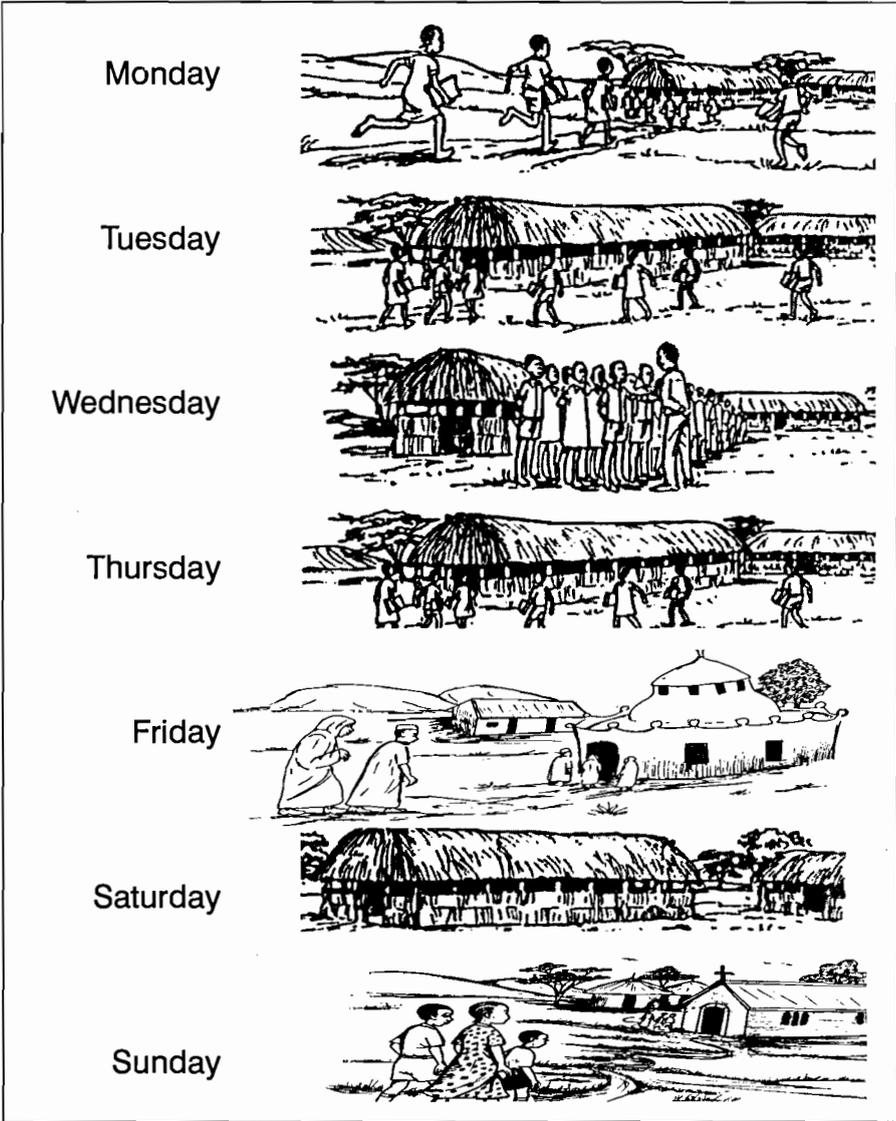
4 weeks = 1 month

12 months = 1 year

#### Exercise 9

1. How many months are there in a year?
2. How many months are there in two years?
3. How many days are there in two weeks?
4. How many hours are there in two days?
5. How many hours are there in half a day?
6. How many hours are there in three days?

**2.3 (d) Days of the week.**



**Exercise 10**

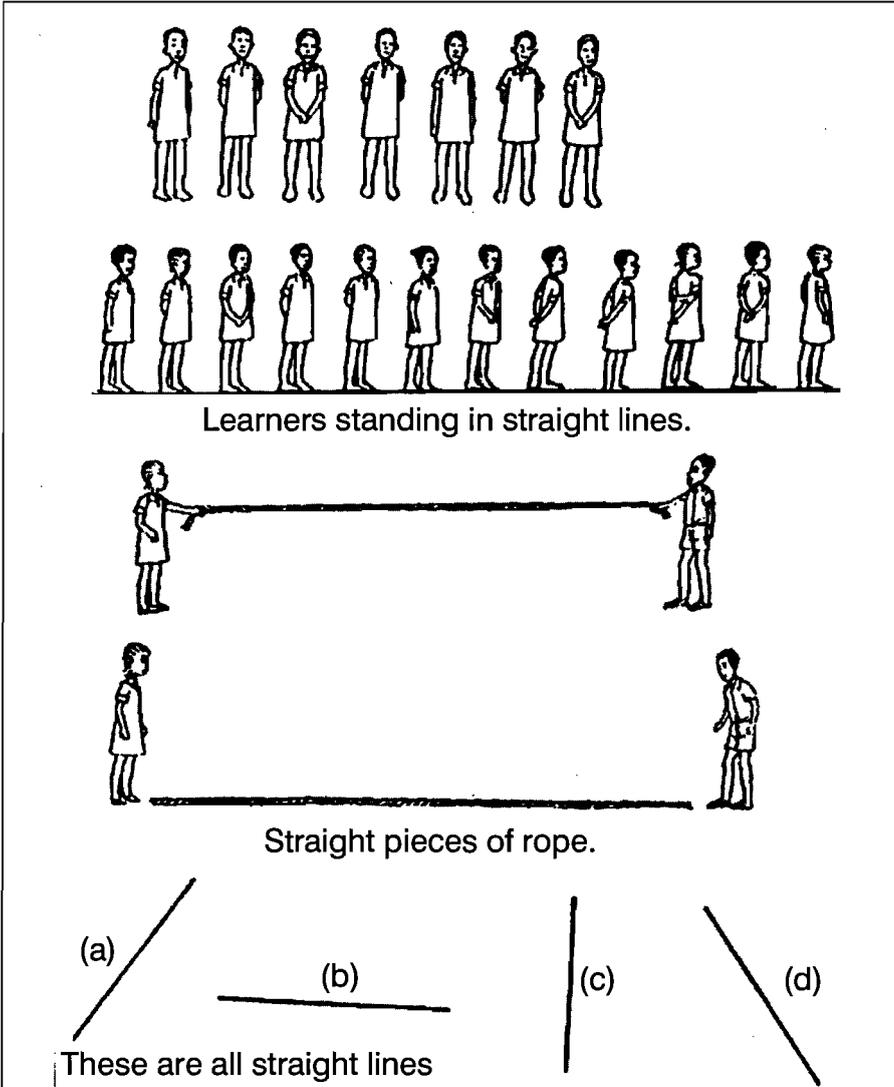
1. What are they doing in the picture for each day of the week
2. Ask each other questions about each day:

What do you do on \_\_\_\_\_ ?

# UNIT 3

## Geometry

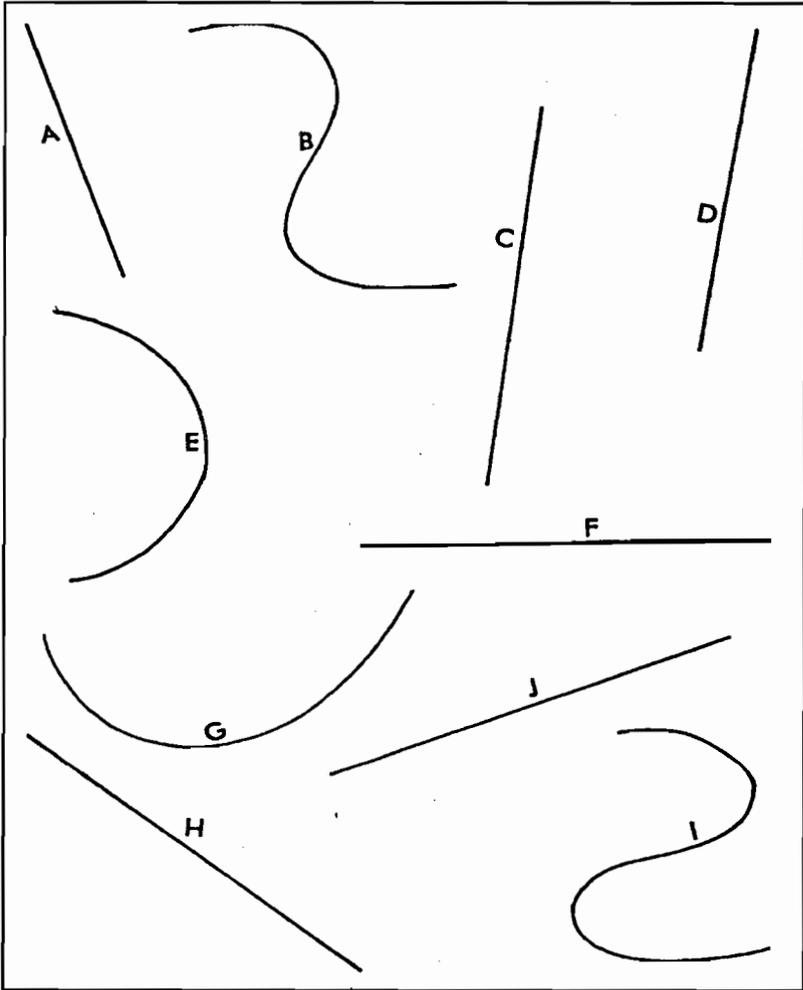
### 3.1 Straight Lines



#### Exercise 1

1. Find things in your classroom that are straight.
2. Try to walk in a straight line.

### 3.2 Curved Lines

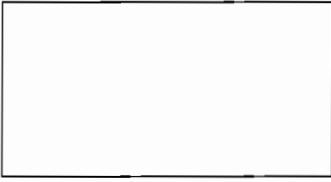


#### Exercise 2

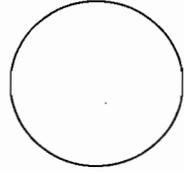
1. Look at the lines. Which lines are curved and which are straight?
2. Ask about each line:  
Is line A curved or straight?
3. Name things in your community that are curved.

### 3.3 Shapes

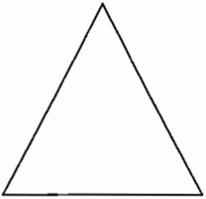
Look at the following shapes



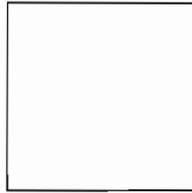
rectangle



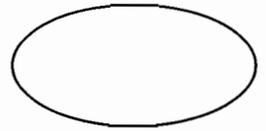
circle



Triangle

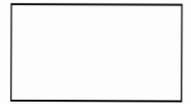
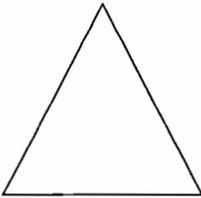
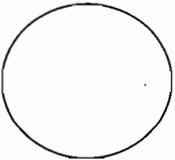


square



oval

Draw and name these shapes:

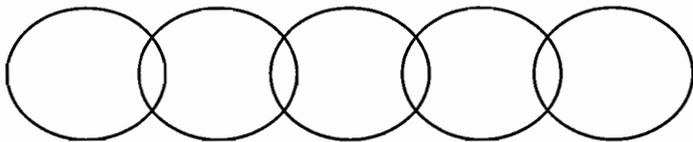
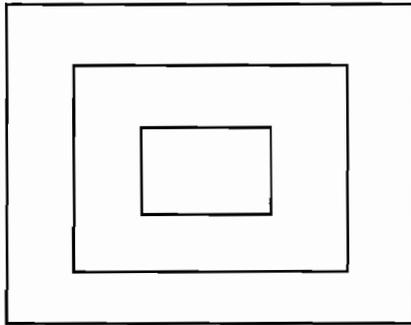
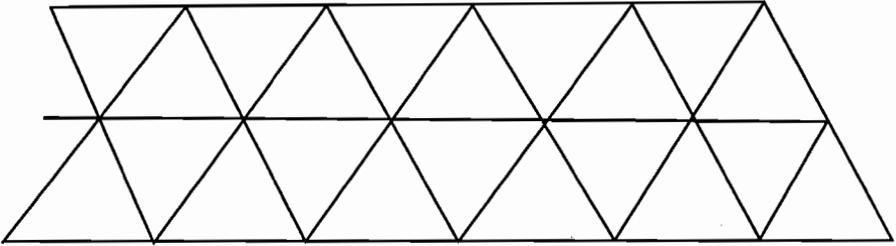


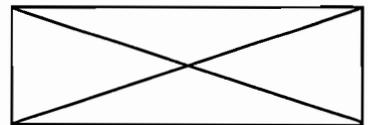
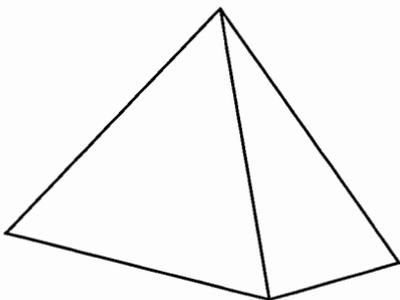
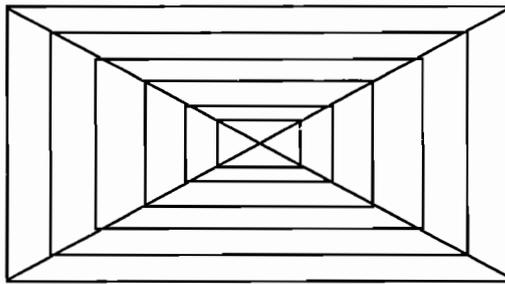
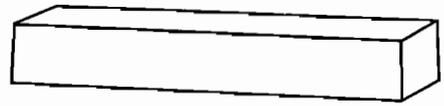
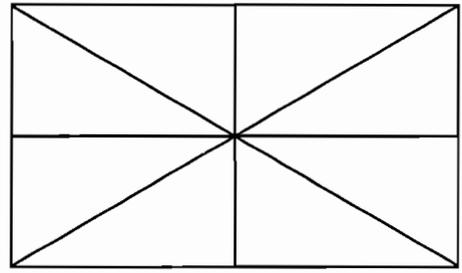
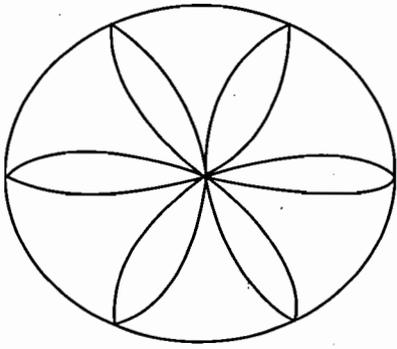
#### Exercise 3

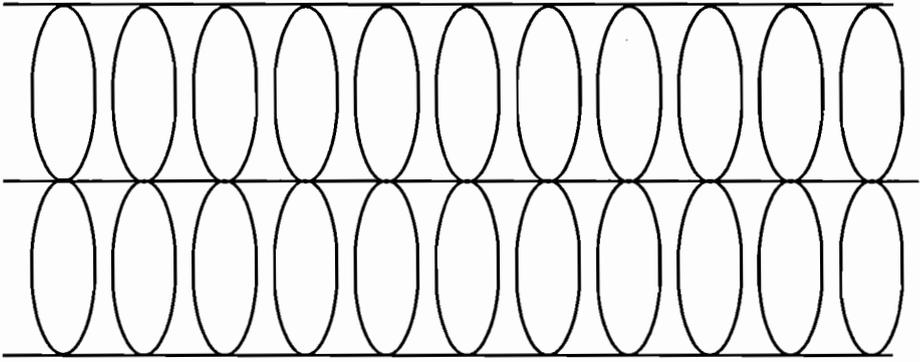
1. Find rectangles and squares in your classroom.
  - the classroom door
  - the windows
  - the shape of the room
2. Find things in your school compound that are shaped like a triangle.

### 3.3 Patterns

What shapes make these patterns?





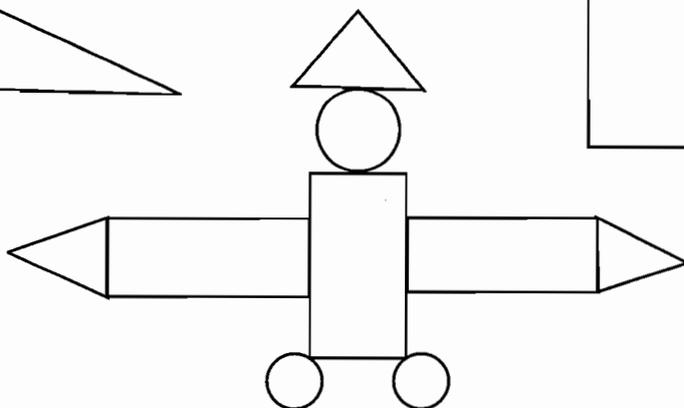
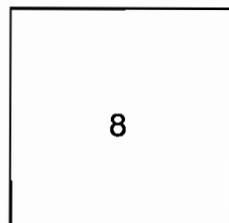
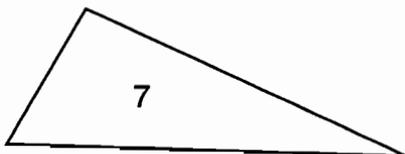
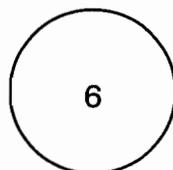
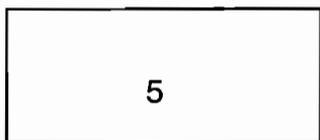
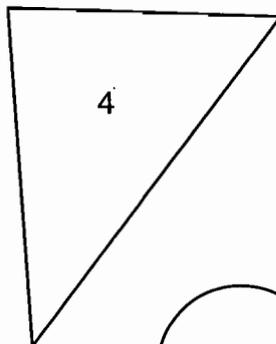
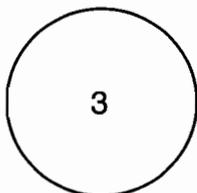
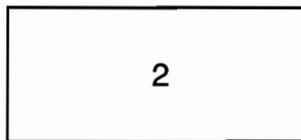
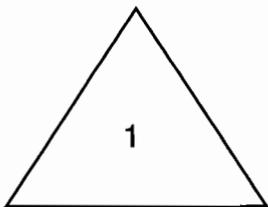


#### **Exercise 4**

1. Draw a pattern with circles.
2. Draw any pattern you like with squares, triangles, etc.

### Exercise 5

Name the shapes marked with numbers.



What does this shape look like?

### Exercise 6

Draw a house and name the shapes. Compare the shapes in a traditional and modern house.

## MULTIPLICATION TABLES

TWO TIMES	THREE TIMES	FOUR TIMES
$2 \times 1 = 2$	$3 \times 1 = 3$	$4 \times 1 = 4$
$2 \times 2 = 4$	$3 \times 2 = 6$	$4 \times 2 = 8$
$2 \times 3 = 6$	$3 \times 3 = 9$	$4 \times 3 = 12$
$2 \times 4 = 8$	$3 \times 4 = 12$	$4 \times 4 = 16$
$2 \times 5 = 10$	$3 \times 5 = 15$	$4 \times 5 = 20$
$2 \times 6 = 12$	$3 \times 6 = 18$	$4 \times 6 = 24$
$2 \times 7 = 14$	$3 \times 7 = 21$	$4 \times 7 = 28$
$2 \times 8 = 16$	$3 \times 8 = 24$	$4 \times 8 = 32$
$2 \times 9 = 18$	$3 \times 9 = 27$	$4 \times 9 = 36$
$2 \times 10 = 20$	$3 \times 10 = 30$	$4 \times 10 = 40$
$2 \times 11 = 22$	$3 \times 11 = 33$	$4 \times 11 = 44$
$2 \times 12 = 24$	$3 \times 12 = 36$	$4 \times 12 = 48$

## MULTIPLICATION TABLES

<b>FIVE TIMES</b>	<b>SIX TIMES</b>	<b>SEVEN TIMES</b>
$5 \times 1 = 5$	$6 \times 1 = 6$	$7 \times 1 = 7$
$5 \times 2 = 10$	$6 \times 2 = 12$	$7 \times 2 = 14$
$5 \times 3 = 15$	$6 \times 3 = 18$	$7 \times 3 = 21$
$5 \times 4 = 20$	$6 \times 4 = 24$	$7 \times 4 = 28$
$5 \times 5 = 25$	$6 \times 5 = 30$	$7 \times 5 = 35$
$5 \times 6 = 30$	$6 \times 6 = 36$	$7 \times 6 = 42$
$5 \times 7 = 35$	$6 \times 7 = 42$	$7 \times 7 = 49$
$5 \times 8 = 40$	$6 \times 8 = 48$	$7 \times 8 = 56$
$5 \times 9 = 45$	$6 \times 9 = 54$	$7 \times 9 = 63$
$5 \times 10 = 50$	$6 \times 10 = 60$	$7 \times 10 = 70$
$5 \times 11 = 55$	$6 \times 11 = 66$	$7 \times 11 = 77$
$5 \times 12 = 60$	$6 \times 12 = 72$	$7 \times 12 = 84$

## MULTIPLICATION TABLES

<b>EIGHT TIMES</b>	<b>NINE TIMES</b>	<b>TEN TIMES</b>
$8 \times 1 = 8$	$9 \times 1 = 9$	$10 \times 1 = 10$
$8 \times 2 = 16$	$9 \times 2 = 18$	$10 \times 2 = 20$
$8 \times 3 = 24$	$9 \times 3 = 27$	$10 \times 3 = 30$
$8 \times 4 = 32$	$9 \times 4 = 36$	$10 \times 4 = 40$
$8 \times 5 = 40$	$9 \times 5 = 45$	$10 \times 5 = 50$
$8 \times 6 = 48$	$9 \times 6 = 54$	$10 \times 6 = 60$
$8 \times 7 = 56$	$9 \times 7 = 63$	$10 \times 7 = 70$
$8 \times 8 = 64$	$9 \times 8 = 72$	$10 \times 8 = 80$
$8 \times 9 = 72$	$9 \times 9 = 81$	$10 \times 9 = 90$
$8 \times 10 = 80$	$9 \times 10 = 90$	$10 \times 10 = 100$
$8 \times 11 = 88$	$9 \times 11 = 99$	$10 \times 11 = 110$
$8 \times 12 = 96$	$9 \times 12 = 108$	$10 \times 12 = 120$



**NEW SUDAN**

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