



Mayari MATHS

For Class Two

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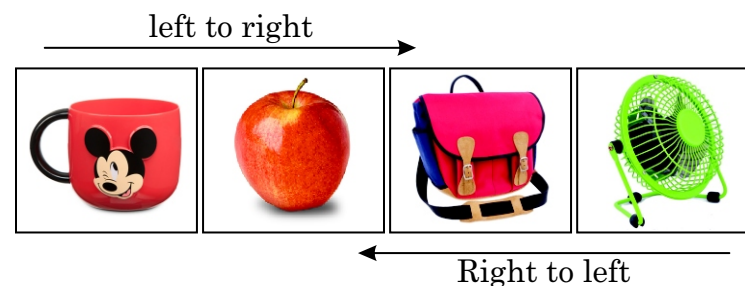


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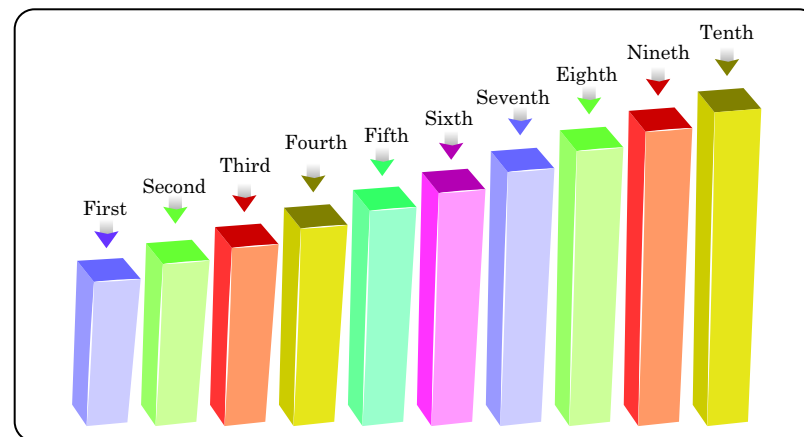
Chapter-1

NUMBER SYSTEM

Dear students! we can classify the things in the order of right to left, left to right, up to down and down to up and we can count also.



In the above pictures, from left to right cup is in first, apple is in second, bag is in third and fan is in fourth number, while from right to left fan is in first, bag is in second. Apple is in third and cup is in fourth place.



EXERCISE: 1.1

Q: 1. According to the example given. Arrange the numbers in order.

FirstSecondThirdFourthFifth

Q: 1. Write the numbers 1 to 100 in the given boxes.

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	100

Q:1. Convert the descriptive forms of dates into figures.

Hazrat Muhammad peace be upon him was born on Rabi-ul-Awwal.	12
The age of Hazrat Muhammad (peace be upon him) was 63 years.	63
There are 30 paraahs in the Holy Quran.	30
The incident of Mairaj happened on 27th Rajab.	27
Shab-e-barat is held on 15th shaban.	15
Pakistan came into being on 14th August.	14
Quaid-e-Azam Muhammad Ali Jinnah was born 25th December.	25
Allama Iqbal was died on 21st April.	21
There are 24 hours in day and night.	24
There are 60 minutes in an hour.	60
There are 52 weeks in a year.	52
There are 96 pages of this book.	96
Hazrat Muhammad (peace be upon him) got the prophethood at the age of 40 years in the world.	40

Q:4: Match the Coloumn

Seven	1	Nineteen	11
Ten	2	Seventeen	12
Four	3	Twenty	13
Six	4	Eleven	14
One	5	Eighteen	15
Eight	6	Thirteen	16
Two	7	Fifteen	17
Nine	8	Twelve	18
Five	9	Fourteen	19
Three	10	Sixteen	20

CONCEPT OF HUNDRED:

As you know that from the right side first digit is called unit and second is called Tens, so as from right to left the third digit is called hundred.

$$9 \text{ Units} + 1 \text{ Unit} = \text{Ten } 10$$

$$99 \text{ Units} + 1 \text{ Unit} = 100 \text{ Units}$$

$$100 \text{ Units} = \text{Ten } 10$$

$$100 \text{ Units} = \text{Tens } 10 = \text{Hundred}$$

Exercise: 1.2

Q: 1. The total amount of 10 coins of 5 rupees become:



Q: 2. The total amount of 7 notes of 10 Rupees become:



Hundred	Tens	Unit
1	0	0
1	0	0

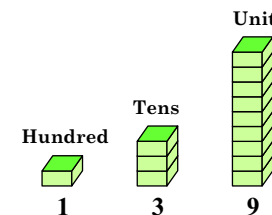
Q:3. How many units. Tens and hundred in 250.

Hundred	Tens	Unit
2	5	0

BALL FRAME:

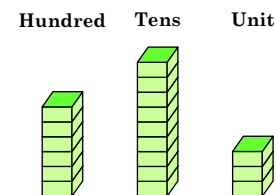
Ball frames is used to teach counting to children. Many holes are drawn in wooden or plastic frames. These holes are filled in the nine, nine thick pearls. From right to left first rod shows unit second rod show tens and third rod shows hundreds.

If one pearl is added to first nine pearls than it will be ten, which shows tens. So that the rod of a unit Nine pearls will add them it increase in Hundred. Such That we draw a part from rod of unit and a pearl from rod of tens and add with rod of hundreds it become hundred.



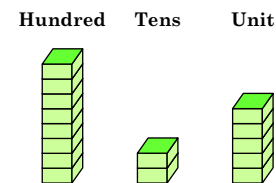
Hundred	Tens	Unit
6	9	3
6	9	3

693 = Six hundred Ninty three.



Hundred	Tens	Unit
8	2	5
8	2	5

825 = Eight hundred twenty five.



Exercise: 1.3**Q: 1.** Complete the counting from 101 to 200.

101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	127	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

Q: 2 Write the numbers in the figures.

One hundred eighteen	118	Four hundred sixty eight	468	Three hundred fifty two	352
One hundred ninety nine	199	Five hundred twenty one	521	Three hundred Sixty nine	369
One hundred fourty one	141	Six hundred fifty two	652	Three hundred Ninty Nine	399
One hundred sixty six	166	Seven hundred and seven	777	Four hundred sixty	460

Q: 3. Find into the hundreds.Into One hundred 100 Into Four hundred 400 Into Seven hundred 700Into Two hundred 200 Into Five hundred 500 Into Eight hundred 800Into Three hundred 300 Into Six hundred 600 Into Nine hundred 900**Q: 4.** Write the place value of the given numbers.

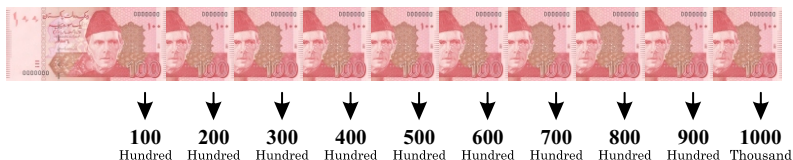
	Number	Hundred	Tens	Unit		Number	Hundred	Tens	Unit
1	999	9	9	9	2	999	9	9	9
3	117	1	1	7	4	117	1	1	7
5	310	3	1	0	6	310	3	1	0
7	333	3	3	3	8	333	3	3	3
9	380	3	8	0	10	380	3	8	0
11	237	2	3	7	12	237	2	3	7
13	399	3	9	9	14	399	3	9	9
15	489	4	8	9	16	489	4	8	9
17	500	5	0	0	18	500	5	0	0
19	439	4	3	9	20	439	4	3	9

Q: 5. Write the place value of circled digits.

1	5 <u>0</u> 0	0 tens	2	3 5 <u>7</u>	7 units
3	3 4 <u>8</u>	8 unit	4	7 <u>5</u> 3	5 tens
5	6 <u>2</u> 5	2 tens	6	8 <u>4</u> 1	4 tens
7	<u>8</u> 5 5	8 hundred	8	1 3 <u>2</u>	2 units
9	<u>1</u> 1 9	1 hundred	10	<u>6</u> 2 0	6 hundred
11	9 9 <u>9</u>	9 units	12	4 <u>6</u> 0	6 tens
13	<u>7</u> 4 4	7 hundred	14	7 2 <u>6</u>	6 units

CONCEPT OF 1000 (In the form of 10):

What value will be formed from 10 notes of 100 rupees.



$$1000 = 10 \times 100 = 10 \text{ notes of Hundred}$$

Thousand is four digit number which can be written like this in order to place value.

Exercise: 1.4

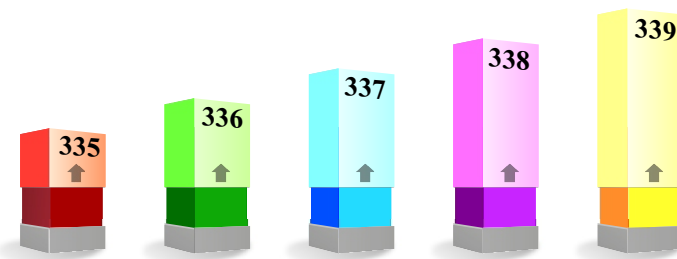
Thousand	Hundred	Tens	Unit
1	0	0	0
1	0	0	0

Q: 1. Make the greatest number from each of the following number.

	Thousand	Hundred	Tens	Unit	
One thousand one hundred five	1	1	0	5	= 5110
Two thousand seven hundred twenty five	2	7	2	5	= 7522
Four thousand five hundred seven	4	5	0	7	= 754
Six thousand six hundred eighty eight	6	6	8	8	= 8866
Five thousand and twenty five	5	0	2	5	= 5520
Seven thousand seven hundred ninety seven	7	7	9	7	= 9777
Eight thousand two hundred eighty two	8	2	8	2	= 8822
Nine thousand and fifty	9	0	5	0	= 9500

CONCEPT OF ORDER OF NUMBERS:**Ascending Order:**

From smallest to greatest number order is called ascending order.



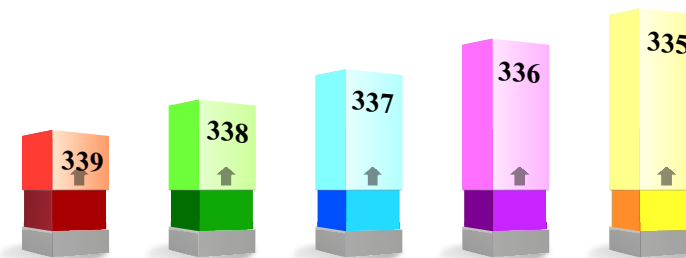
So that ascending order is 335, 336, 337, 338, 339.

Example: 250, 470, 140, 512, 302

Rearrange in ascending order: 140, 250, 302, 470, 512

Descending Order:

From greatest to smallest number order is called descending order.



Descending order is 339, 338, 337, 336, 335.

Example: 512, 413, 619, 330, 250

Re-arrange in descending order: 619, 512, 413, 330, 250

Exercise: 1.5**Q:1.** Write down the numbers in descending order:

415	325	235	135	135	235	415	325
316	145	127	125	145	125	316	127
815	719	715	705	715	719	705	815
435	416	405	402	405	402	435	416
915	821	125	117	821	125	915	111
102	101	99	97	102	97	99	101
835	735	635	525	735	835	635	525
712	315	125	151	712	125	315	151

Q:1. Write down the numbers in ascending order:

265	300	714	951	714	265	300	951
305	425	905	995	425	905	305	995
145	235	275	335	335	145	275	235
105	109	291	812	105	812	291	109
125	209	211	215	215	125	209	211
417	496	576	975	576	975	417	496
111	119	215	219	219	119	215	111
115	205	215	929	929	205	115	215

Chapter-2**ALGEBRAIC FUNCTIONS**

Algebraic functions mean addition, subtraction, multiplication and division function in natural numbers. All functions are under with symbols.

Addition	+	Subtraction	-
Multiplication	×	Division	÷

Addition of Numbers:

Counting of two or more things show in number. The functions is called addition. A number is added to an other number or second number is added with first number in both condition result will become same. This is also called commutative property of addition.

$2 + 5 = 7$	Or	$5 + 2 = 7$
$6 + 3 = 9$	Or	$3 + 6 = 9$
$2 + 4 = 6$	Or	$4 + 2 = 6$

Exercise: 2.1**Q:1.** Put the result in the box given below.

$2 + 3 =$	<input type="text" value="5"/>	$3 + 4 =$	<input type="text" value="7"/>	$4 + 5 =$	<input type="text" value="9"/>
$6 + 3 =$	<input type="text" value="9"/>	$7 + 2 =$	<input type="text" value="9"/>	$3 + 5 =$	<input type="text" value="8"/>
$5 + 4 =$	<input type="text" value="9"/>	$2 + 5 =$	<input type="text" value="7"/>	$6 + 2 =$	<input type="text" value="8"/>

ADDING TWO DIGIT NUMBERS:

Dear children! You have read that the first number in unit and second number is ten, from the right side digits i.e: in number 35, 5 called unit and 3 unit and left sided number is called tens addition of two numbers, Unit is added with unit and tens is added with tens.

For Example:

Tens	Unit
4	6
+ 2	3
6	9

Or

$$\begin{array}{r} 46 \\ + 23 \\ \hline 69 \end{array}$$

In the above example, if we add 3 units into the 6 units then result will be 9, same as we add 2 tens into the 4 tens then result will be 6.

Exercise: 2.2

Q:1. Add the followings:

① $\begin{array}{r} 82 \\ + 16 \\ \hline 98 \end{array}$	② $\begin{array}{r} 34 \\ + 15 \\ \hline 49 \end{array}$	③ $\begin{array}{r} 56 \\ + 32 \\ \hline 88 \end{array}$	④ $\begin{array}{r} 42 \\ + 53 \\ \hline 95 \end{array}$	⑤ $\begin{array}{r} 65 \\ + 31 \\ \hline 96 \end{array}$
⑥ $\begin{array}{r} 44 \\ + 44 \\ \hline 88 \end{array}$	⑦ $\begin{array}{r} 72 \\ + 25 \\ \hline 97 \end{array}$	⑧ $\begin{array}{r} 65 \\ + 14 \\ \hline 79 \end{array}$	⑨ $\begin{array}{r} 61 \\ + 32 \\ \hline 93 \end{array}$	⑩ $\begin{array}{r} 18 \\ + 21 \\ \hline 39 \end{array}$
⑪ $\begin{array}{r} 25 \\ + 22 \\ \hline 47 \end{array}$	⑫ $\begin{array}{r} 15 \\ + 12 \\ \hline 27 \end{array}$	⑬ $\begin{array}{r} 64 \\ + 22 \\ \hline 86 \end{array}$	⑭ $\begin{array}{r} 55 \\ + 33 \\ \hline 88 \end{array}$	⑮ $\begin{array}{r} 71 \\ + 27 \\ \hline 98 \end{array}$
⑯ $\begin{array}{r} 62 \\ + 37 \\ \hline 99 \end{array}$	⑰ $\begin{array}{r} 23 \\ + 42 \\ \hline 65 \end{array}$	⑱ $\begin{array}{r} 74 \\ + 21 \\ \hline 95 \end{array}$	⑲ $\begin{array}{r} 25 \\ + 44 \\ \hline 69 \end{array}$	⑳ $\begin{array}{r} 33 \\ + 36 \\ \hline 69 \end{array}$

ADD THREE DIGIT NUMBER:

In three digit numbers, from the right first digit is unit, second is tens and left side is hundred. In three digit numbers unit with unit tens with tens and hundred with hundred is added.

$$2 \text{ Units} + 6 \text{ Units} = 8 \text{ Units}$$

$$3 \text{ Tens} + 1 \text{ ten} = 4 \text{ tens}$$

$$5 \text{ Hundreds} + 3 \text{ Hundred} \\ = 8 \text{ Hundreds}$$

Hundred	Tens	Unit	
5	3	2	5 3 2
+ 3	1	6	+ 3 1 6
8	4	8	OR 8 4 8

Exercise: 2.3

Activity: Add the followings:

① $\begin{array}{r} 567 \\ + 231 \\ \hline 798 \end{array}$	② $\begin{array}{r} 786 \\ + 213 \\ \hline 999 \end{array}$	③ $\begin{array}{r} 333 \\ + 445 \\ \hline 778 \end{array}$	④ $\begin{array}{r} 574 \\ + 421 \\ \hline 995 \end{array}$	⑤ $\begin{array}{r} 225 \\ + 551 \\ \hline 776 \end{array}$
⑥ $\begin{array}{r} 487 \\ + 212 \\ \hline 699 \end{array}$	⑦ $\begin{array}{r} 345 \\ + 321 \\ \hline 666 \end{array}$	⑧ $\begin{array}{r} 678 \\ + 321 \\ \hline 999 \end{array}$	⑨ $\begin{array}{r} 463 \\ + 415 \\ \hline 878 \end{array}$	⑩ $\begin{array}{r} 412 \\ + 365 \\ \hline 777 \end{array}$
⑪ $\begin{array}{r} 255 \\ + 322 \\ \hline 577 \end{array}$	⑫ $\begin{array}{r} 335 \\ + 424 \\ \hline 759 \end{array}$	⑬ $\begin{array}{r} 532 \\ + 222 \\ \hline 754 \end{array}$	⑭ $\begin{array}{r} 564 \\ + 323 \\ \hline 887 \end{array}$	⑮ $\begin{array}{r} 365 \\ + 421 \\ \hline 786 \end{array}$
⑯ $\begin{array}{r} 144 \\ + 232 \\ \hline 376 \end{array}$	⑰ $\begin{array}{r} 176 \\ + 621 \\ \hline 797 \end{array}$	⑱ $\begin{array}{r} 546 \\ + 321 \\ \hline 867 \end{array}$	⑲ $\begin{array}{r} 144 \\ + 322 \\ \hline 466 \end{array}$	⑳ $\begin{array}{r} 432 \\ + 325 \\ \hline 757 \end{array}$

ADDITION OF TWO DIGIT NUMBERS:

In addition of two digit numbers, unit are used to add with units and tens with tens also. If the result of adding units is 10 or more than 10, then the having written units, tens are added into tens. Same as if the result of tens is 10 or more than 10, then 1 is written in the place value of hundred.

For Example: Sum of 29 and 45 becomes:

Tens	Unit	
2	9	2 9
+ 4	5	+ 4 5
7	4	7 4

Or

In number 29, here 9 is unit and 2 is tens, same as in number 45, here 5 is unit and 4 is tens. When we add 5 units in 9 units, result will be 14 units. We place 4 in the place value of units and remaining ten means 1 tens will be kept in tens place value, and if we add them, the result will be 7 tens means the result of

So as: $45 + 29 = 74$

Example: Add 87 and 65.

Hundred	Tens	Unit	
	8	7	8 7
	+ 6	5	+ 6 5
1	5	2	1 5 2

Or

In number 87, here 7 is unit and 8 is tens, same as in number 65, here 5 is unit and 6 is tens. When we add 5 units in 7 units, then result will be 12 units. We place 2 in the place value of units and remaining ten means 1 tens will be kept in tens place value and if we add them, the result 15 tens. We will write 5 in the place value of tens and remaining ten tens means 1 hundred will be written in the place value of hundred means the result of $65+87$ is 152

Exercise: 2.4

Q:1. Solve the followings:

1	3 6 + 2 7 6 3	2	3 9 + 3 5 7 4	3	4 5 + 2 9 7 4	4	4 8 + 3 7 8 5	5	5 9 + 2 6 8 5
6	5 5 + 3 6 9 1	7	5 8 + 3 5 9 3	8	6 2 + 1 9 8 1	9	6 9 + 1 8 8 7	10	4 7 + 2 9 7 6
11	5 8 + 4 4 1 0 2	12	7 5 + 7 8 1 5 3	13	8 8 + 4 4 1 3 2	14	7 3 + 4 4 1 1 7	15	7 5 + 3 9 1 1 4
16	8 7 + 6 6 1 5 3	17	7 5 + 4 9 1 2 4	18	6 5 + 6 9 1 3 4	19	5 9 + 6 4 1 2 3	20	7 8 + 8 7 1 6 5
21	8 9 + 7 2 1 6 1	22	4 6 + 7 5 1 2 1	23	6 2 + 6 9 1 3 1	24	9 3 + 6 9 1 6 2	25	6 2 + 7 8 1 4 0

ADDITION OF THREE DIGIT NUMBERS

In addition of three digit number the units are added in the units, tens in tens and hundred in hundred. If the addition of units will be 10 or more than 10, then 1 tens is added with the tens. If the addition of tens will be 10 or more than 10, then 1 hundred is written in the place value of hundred. If the addition of tens is 10 or more than 10, then 1 hundred is added with hundred.

Exercise: 2.5

Q:1. Solve the followings:

$$\begin{array}{r} \textcircled{1} \quad 555 \\ + 229 \\ \hline 784 \end{array} \quad \begin{array}{r} \textcircled{2} \quad 527 \\ + 347 \\ \hline 874 \end{array} \quad \begin{array}{r} \textcircled{3} \quad 444 \\ + 127 \\ \hline 571 \end{array} \quad \begin{array}{r} \textcircled{4} \quad 408 \\ + 353 \\ \hline 761 \end{array} \quad \begin{array}{r} \textcircled{5} \quad 676 \\ + 116 \\ \hline 792 \end{array}$$

$$\begin{array}{r} \textcircled{6} \quad 625 \\ + 228 \\ \hline 853 \end{array} \quad \begin{array}{r} \textcircled{7} \quad 358 \\ + 436 \\ \hline 794 \end{array} \quad \begin{array}{r} \textcircled{8} \quad 382 \\ + 209 \\ \hline 591 \end{array} \quad \begin{array}{r} \textcircled{9} \quad 434 \\ + 347 \\ \hline 781 \end{array} \quad \begin{array}{r} \textcircled{10} \quad 573 \\ + 719 \\ \hline 1292 \end{array}$$

$$\begin{array}{r} \textcircled{11} \quad 745 \\ + 238 \\ \hline 983 \end{array} \quad \begin{array}{r} \textcircled{12} \quad 737 \\ + 148 \\ \hline 885 \end{array} \quad \begin{array}{r} \textcircled{13} \quad 768 \\ + 228 \\ \hline 996 \end{array} \quad \begin{array}{r} \textcircled{14} \quad 827 \\ + 156 \\ \hline 983 \end{array} \quad \begin{array}{r} \textcircled{15} \quad 835 \\ + 129 \\ \hline 964 \end{array}$$

$$\begin{array}{r} \textcircled{16} \quad 779 \\ + 217 \\ \hline 996 \end{array} \quad \begin{array}{r} \textcircled{17} \quad 823 \\ + 167 \\ \hline 990 \end{array} \quad \begin{array}{r} \textcircled{18} \quad 645 \\ + 309 \\ \hline 954 \end{array} \quad \begin{array}{r} \textcircled{19} \quad 282 \\ + 649 \\ \hline 931 \end{array} \quad \begin{array}{r} \textcircled{20} \quad 477 \\ + 287 \\ \hline 764 \end{array}$$

$$\begin{array}{r} \textcircled{21} \quad 555 \\ + 265 \\ \hline 820 \end{array} \quad \begin{array}{r} \textcircled{22} \quad 666 \\ + 275 \\ \hline 941 \end{array} \quad \begin{array}{r} \textcircled{23} \quad 765 \\ + 135 \\ \hline 900 \end{array} \quad \begin{array}{r} \textcircled{24} \quad 453 \\ + 383 \\ \hline 836 \end{array} \quad \begin{array}{r} \textcircled{25} \quad 157 \\ + 266 \\ \hline 423 \end{array}$$

Exercise: 2.6

Q:1. SOLVE:

- $\textcircled{1}$ There are 75 students in class two, while 29 students in class three. Tell the total number of students in both classes.
- $\textcircled{2}$ There were 34 bananas in the basket. More 15 bananas were kept there. Tell the total number there.

$$\begin{array}{r} 75 \\ + 29 \\ \hline 104 \end{array}$$

$$\begin{array}{r} 34 \\ + 15 \\ \hline 49 \end{array}$$

- $\textcircled{3}$ Usman bought a book of Rs: 45 and, Pen of Rs: 25. How many rupees did spend?
- $\textcircled{4}$ Grand father gave the 75 Eidi to Maryam and grandmother gave 37 Eidi. Tell the amount of Eidi she had.

$$\begin{array}{r} 45 \\ + 25 \\ \hline 70 \end{array}$$

$$\begin{array}{r} 75 \\ + 37 \\ \hline 112 \end{array}$$

- $\textcircled{5}$ The age of Imran is 25 years his father's age is 45 years, How many years the age of both is?
- $\textcircled{6}$ There is a price of a book is 237 and the other one's price is 765. Tell the price of books.

$$\begin{array}{r} 25 \\ + 45 \\ \hline 70 \end{array}$$

$$\begin{array}{r} 237 \\ + 765 \\ \hline 1002 \end{array}$$

- $\textcircled{7}$ Rizwan has purchased the rice of Rs. 340 and flour of Rs.635. Tell by adding that how many rupees did he spend?
- $\textcircled{8}$ There are 45 mongo trees and 25 rose, apple trees in an orchard. How many trees are there in an orchard?

$$\begin{array}{r} 340 \\ + 635 \\ \hline 975 \end{array}$$

$$\begin{array}{r} 45 \\ + 25 \\ \hline 70 \end{array}$$

- 9 Aslam has Rs. 447. His mother gave him Rs. 950. How many rupees Aslam have now?

$$\begin{array}{r} 447 \\ + 950 \\ \hline 1397 \end{array}$$

- 10 A factory made 87 bicycles on first day and 68 bicycles on second day. Tell how many bicycles it made on both days.

$$\begin{array}{r} 87 \\ + 68 \\ \hline 155 \end{array}$$

- 11 There are 457 letters on a page of book and 379 letters on other page. Tell the total number of both pages.

$$\begin{array}{r} 457 \\ + 379 \\ \hline 836 \end{array}$$

- 12 Ansar drove a car 39 kilo meters on Saturday and he drove a car 76 km. Tell how many kilometers car did he drive?

$$\begin{array}{r} 39 \\ + 76 \\ \hline 115 \end{array}$$

- 13 The price of a Pant is Rs. 325, while the price of a Shirt is Rs. 265. Tell the price of both.

$$\begin{array}{r} 325 \\ + 265 \\ \hline 590 \end{array}$$

- 14 There are 76 books in a wardrobe, while the 79 books are in another wardrobe. How many books are there in the both wardrobes.

$$\begin{array}{r} 76 \\ + 79 \\ \hline 155 \end{array}$$

- 15 There are 125 passengers in a cabin of train and 199 passengers in other cabin. Tell how many passengers are there in the both cabin?

$$\begin{array}{r} 125 \\ + 199 \\ \hline 324 \end{array}$$

CONCEPT OF ASSOCIATIVE PROPERTY ON ACCOUNT OF ADDITION:

Bracket (): To add the three numbers, firstly two numbers are added together. Then in its result the third number is also added. For this process a boundary is given round the firstly two added numbers, which is called Bracket. Its symbol is ().

$$\begin{array}{lcl} 5 + 7 + 9 = 5 + (7 + 9) & \text{and} & 5 + 7 + 9 = (5 + 7) + 9 \\ & & = 5 + 16 \\ & & = 21 \end{array}$$

$$\begin{array}{lcl} & & = 12 + 9 \\ & & = 21 \end{array}$$

Same as:

$$3 + (4 + 5) = (3 + 4) + 5$$

$$3 + 4 = 7 + 5$$

$$12 = 12$$

Q: 1. Fill in the Blanks.

<p>1 $(1 + 2) + 3$ $1 + (2 + 3)$ $3 + 3 = \textcircled{6}$ $1 + 5 = \textcircled{6}$</p> <p>$(1 + 2) + 3 = 1 + (2 + 3)$ $3 + 3 = 1 + 5$ $6 = 6$</p>	<p>2 $3 + (5 + 1)$ $(3 + 5) + 1$ $3 + 6 = \textcircled{9}$ $8 + 1 = \textcircled{9}$</p> <p>$3 + (5 + 1) = (3 + 5) + 1$ $3 + 6 = 8 + 1$ $9 = 9$</p>
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<p>3 $(4 + 2) + 3$ $4 + (2 + 3)$ $6 + 3 = \textcircled{9}$ $4 + 5 = \textcircled{9}$</p> <p>$(4 + 2) + 3 = 4 + (2 + 3)$ $6 + 3 = 4 + 5$ $9 = 9$</p>	<p>4 $8 + (3 + 4)$ $(8 + 3) + 4$ $8 + 7 = \textcircled{15}$ $11 + 4 = \textcircled{15}$</p> <p>$8 + (3 + 4) = (8 + 3) + 4$ $8 + 7 = 11 + 4$ $15 = 15$</p>
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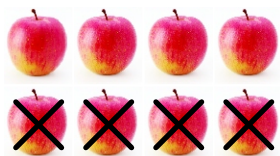
Chapter-3

SUBTRACTION (-)

The process of decreasing of things from another same kind thing is called subtraction. In the process of decreasing the big number is written up and small number is written down. In this process the units are subtracted from units, tens from tens and the hundreds from hundreds.

For example:

4 cups subtract from 8 cups, how much will be remaining?



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

$$8 - 4 = 4$$

Q: 1. Fill in the Blanks, follow the example.

- | | | |
|-----------------------|-----------------------|-----------------------|
| ① $4 - 0 = \boxed{4}$ | ② $5 - 2 = \boxed{3}$ | ③ $5 - 3 = \boxed{2}$ |
| ④ $6 - 6 = \boxed{0}$ | ⑤ $6 - 4 = \boxed{2}$ | ⑥ $6 - 2 = \boxed{4}$ |
| ⑦ $7 - 5 = \boxed{2}$ | ⑧ $7 - 0 = \boxed{7}$ | ⑨ $8 - 3 = \boxed{5}$ |
| ⑩ $6 - 5 = \boxed{1}$ | ⑪ $7 - 1 = \boxed{6}$ | ⑫ $7 - 3 = \boxed{4}$ |
| ⑬ $3 - 2 = \boxed{1}$ | ⑭ $3 - 1 = \boxed{2}$ | ⑮ $4 - 3 = \boxed{1}$ |
| ⑯ $8 - 5 = \boxed{3}$ | ⑰ $8 - 8 = \boxed{0}$ | ⑱ $9 - 2 = \boxed{7}$ |

SUBTRACT OF TWO DIGIT NUMBERS:

In the process of subtraction of numbers without borrowing, the units are subtracted from units and tens from tens, Example:

$\begin{array}{r} 22 \\ - 11 \\ \hline 11 \end{array}$	$22 - 11 = 11$	$\begin{array}{r} 25 \\ - 12 \\ \hline 13 \end{array}$	$25 - 12 = 13$
--	----------------	--	----------------

Exercise: 3.1

Q: 1. Subtract the numbers given below.

① $\begin{array}{r} 72 \\ - 41 \\ \hline 31 \end{array}$	② $\begin{array}{r} 88 \\ - 23 \\ \hline 65 \end{array}$	③ $\begin{array}{r} 69 \\ - 58 \\ \hline 11 \end{array}$	④ $\begin{array}{r} 64 \\ - 23 \\ \hline 41 \end{array}$	⑤ $\begin{array}{r} 45 \\ - 21 \\ \hline 24 \end{array}$
--	--	--	--	--

⑥ $\begin{array}{r} 29 \\ - 14 \\ \hline 15 \end{array}$	⑦ $\begin{array}{r} 48 \\ - 23 \\ \hline 25 \end{array}$	⑧ $\begin{array}{r} 75 \\ - 52 \\ \hline 23 \end{array}$	⑨ $\begin{array}{r} 36 \\ - 24 \\ \hline 12 \end{array}$	⑩ $\begin{array}{r} 15 \\ - 12 \\ \hline 03 \end{array}$
--	--	--	--	--

⑪ $\begin{array}{r} 96 \\ - 60 \\ \hline 36 \end{array}$	⑫ $\begin{array}{r} 79 \\ - 55 \\ \hline 24 \end{array}$	⑬ $\begin{array}{r} 69 \\ - 65 \\ \hline 04 \end{array}$	⑭ $\begin{array}{r} 70 \\ - 30 \\ \hline 40 \end{array}$	⑮ $\begin{array}{r} 77 \\ - 26 \\ \hline 51 \end{array}$
--	--	--	--	--

⑯ $\begin{array}{r} 43 \\ - 43 \\ \hline 00 \end{array}$	⑰ $\begin{array}{r} 52 \\ - 41 \\ \hline 11 \end{array}$	⑱ $\begin{array}{r} 85 \\ - 25 \\ \hline 60 \end{array}$	⑲ $\begin{array}{r} 52 \\ - 30 \\ \hline 22 \end{array}$	⑳ $\begin{array}{r} 63 \\ - 28 \\ \hline 35 \end{array}$
--	--	--	--	--

㉑ $\begin{array}{r} 25 \\ - 11 \\ \hline 14 \end{array}$	㉒ $\begin{array}{r} 20 \\ - 10 \\ \hline 10 \end{array}$	㉓ $\begin{array}{r} 45 \\ - 34 \\ \hline 11 \end{array}$	㉔ $\begin{array}{r} 54 \\ - 42 \\ \hline 12 \end{array}$	㉕ $\begin{array}{r} 40 \\ - 20 \\ \hline 20 \end{array}$
--	--	--	--	--

㉖ $\begin{array}{r} 46 \\ - 35 \\ \hline 11 \end{array}$	㉗ $\begin{array}{r} 56 \\ - 24 \\ \hline 32 \end{array}$	㉘ $\begin{array}{r} 21 \\ - 11 \\ \hline 10 \end{array}$	㉙ $\begin{array}{r} 57 \\ - 22 \\ \hline 35 \end{array}$	㉚ $\begin{array}{r} 77 \\ - 24 \\ \hline 53 \end{array}$
--	--	--	--	--

SUBTRACTION OF THREE DIGIT NUMBERS:

The subtraction of three digit numbers is played as in two digit numbers, In three digit numbers subtractions. Unit from units, tens from tens and hundred from hundreds are subtracted.

$\begin{array}{r} 786 \\ - 453 \\ \hline 333 \end{array}$	$786 - 453 = 333$
$\begin{array}{r} 580 \\ - 260 \\ \hline 320 \end{array}$	$580 - 260 = 320$

Exercise: 3.2

Q: 1. Solve the followings:

$\begin{array}{r} 599 \\ - 157 \\ \hline 442 \end{array}$	$\begin{array}{r} 581 \\ - 310 \\ \hline 271 \end{array}$	$\begin{array}{r} 588 \\ - 271 \\ \hline 317 \end{array}$	$\begin{array}{r} 691 \\ - 570 \\ \hline 121 \end{array}$	$\begin{array}{r} 574 \\ - 321 \\ \hline 253 \end{array}$
$\begin{array}{r} 298 \\ - 113 \\ \hline 185 \end{array}$	$\begin{array}{r} 459 \\ - 127 \\ \hline 332 \end{array}$	$\begin{array}{r} 256 \\ - 142 \\ \hline 114 \end{array}$	$\begin{array}{r} 743 \\ - 423 \\ \hline 320 \end{array}$	$\begin{array}{r} 674 \\ - 512 \\ \hline 162 \end{array}$
$\begin{array}{r} 756 \\ - 215 \\ \hline 541 \end{array}$	$\begin{array}{r} 559 \\ - 234 \\ \hline 325 \end{array}$	$\begin{array}{r} 296 \\ - 284 \\ \hline 012 \end{array}$	$\begin{array}{r} 927 \\ - 617 \\ \hline 310 \end{array}$	$\begin{array}{r} 968 \\ - 864 \\ \hline 104 \end{array}$
$\begin{array}{r} 565 \\ - 365 \\ \hline 200 \end{array}$	$\begin{array}{r} 640 \\ - 330 \\ \hline 310 \end{array}$	$\begin{array}{r} 988 \\ - 817 \\ \hline 171 \end{array}$	$\begin{array}{r} 657 \\ - 442 \\ \hline 215 \end{array}$	$\begin{array}{r} 867 \\ - 413 \\ \hline 454 \end{array}$

SUBTRACTION OF TWO NUMBERS:

In the process of subtraction of two numbers, if the number to be subtracted are greater than other numbers that we get one tens and add it in units to continue this process. While the unit is subtracted from the units.

For Example:

$$\begin{array}{r} 23 \\ - 8 \\ \hline 15 \end{array}$$

Tens	Units
2	3
-	8
1	5

Exercise: 3.3

Q: 1. Solve the followings:

$\begin{array}{r} 84 \\ - 29 \\ \hline 55 \end{array}$	$\begin{array}{r} 43 \\ - 27 \\ \hline 16 \end{array}$	$\begin{array}{r} 44 \\ - 38 \\ \hline 06 \end{array}$	$\begin{array}{r} 54 \\ - 29 \\ \hline 25 \end{array}$	$\begin{array}{r} 75 \\ - 43 \\ \hline 32 \end{array}$
$\begin{array}{r} 87 \\ - 35 \\ \hline 52 \end{array}$	$\begin{array}{r} 55 \\ - 46 \\ \hline 09 \end{array}$	$\begin{array}{r} 83 \\ - 41 \\ \hline 42 \end{array}$	$\begin{array}{r} 85 \\ - 66 \\ \hline 19 \end{array}$	$\begin{array}{r} 43 \\ - 29 \\ \hline 14 \end{array}$
$\begin{array}{r} 93 \\ - 82 \\ \hline 11 \end{array}$	$\begin{array}{r} 75 \\ - 42 \\ \hline 33 \end{array}$	$\begin{array}{r} 65 \\ - 29 \\ \hline 36 \end{array}$	$\begin{array}{r} 84 \\ - 52 \\ \hline 32 \end{array}$	$\begin{array}{r} 52 \\ - 39 \\ \hline 13 \end{array}$

$$\begin{array}{r} 16 \quad 94 \\ - 55 \\ \hline 39 \end{array} \quad \begin{array}{r} 17 \quad 54 \\ - 21 \\ \hline 33 \end{array} \quad \begin{array}{r} 18 \quad 71 \\ - 59 \\ \hline 12 \end{array} \quad \begin{array}{r} 19 \quad 48 \\ - 19 \\ \hline 29 \end{array} \quad \begin{array}{r} 20 \quad 54 \\ - 25 \\ \hline 29 \end{array}$$

$$\begin{array}{r} 21 \quad 61 \\ - 22 \\ \hline 39 \end{array} \quad \begin{array}{r} 22 \quad 65 \\ - 19 \\ \hline 46 \end{array} \quad \begin{array}{r} 23 \quad 67 \\ - 38 \\ \hline 29 \end{array} \quad \begin{array}{r} 24 \quad 70 \\ - 41 \\ \hline 29 \end{array} \quad \begin{array}{r} 25 \quad 76 \\ - 58 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 26 \quad 56 \\ - 19 \\ \hline 37 \end{array} \quad \begin{array}{r} 27 \quad 66 \\ - 49 \\ \hline 17 \end{array} \quad \begin{array}{r} 28 \quad 81 \\ - 63 \\ \hline 18 \end{array} \quad \begin{array}{r} 29 \quad 85 \\ - 17 \\ \hline 68 \end{array} \quad \begin{array}{r} 30 \quad 96 \\ - 87 \\ \hline 09 \end{array}$$

SUBTRACTION OF THREE NUMBERS:

In the process of subtraction of three digit numbers, the units are subtracted from units, tens from tens and hundreds from hundreds. If the number of units is greater than the other number that we get one tens and add it to the unit to continue this process. If the tens to be subtracted are greater than other tens that one hundred is taken from hundreds and add it in tens.

For example: Subtract 232 from 521

Hundred	Tens	Units
5	2	1
- 2	3	2
2	8	9

$$\begin{array}{r} 521 \\ - 232 \\ \hline 289 \end{array}$$

Exercise: 3.4

Q: 1. Solve the following sums:

$$\begin{array}{r} 1 \quad 292 \\ - 134 \\ \hline 158 \end{array} \quad \begin{array}{r} 2 \quad 547 \\ - 328 \\ \hline 219 \end{array} \quad \begin{array}{r} 3 \quad 530 \\ - 315 \\ \hline 215 \end{array} \quad \begin{array}{r} 4 \quad 335 \\ - 217 \\ \hline 118 \end{array} \quad \begin{array}{r} 5 \quad 786 \\ - 457 \\ \hline 329 \end{array}$$

$$\begin{array}{r} 6 \quad 752 \\ - 426 \\ \hline 326 \end{array} \quad \begin{array}{r} 7 \quad 434 \\ - 318 \\ \hline 116 \end{array} \quad \begin{array}{r} 8 \quad 534 \\ - 429 \\ \hline 105 \end{array} \quad \begin{array}{r} 9 \quad 267 \\ - 158 \\ \hline 109 \end{array} \quad \begin{array}{r} 10 \quad 864 \\ - 246 \\ \hline 618 \end{array}$$

$$\begin{array}{r} 11 \quad 491 \\ - 268 \\ \hline 223 \end{array} \quad \begin{array}{r} 12 \quad 756 \\ - 349 \\ \hline 407 \end{array} \quad \begin{array}{r} 13 \quad 845 \\ - 418 \\ \hline 427 \end{array} \quad \begin{array}{r} 14 \quad 542 \\ - 434 \\ \hline 108 \end{array} \quad \begin{array}{r} 15 \quad 532 \\ - 319 \\ \hline 213 \end{array}$$

$$\begin{array}{r} 16 \quad 537 \\ - 219 \\ \hline 318 \end{array} \quad \begin{array}{r} 17 \quad 476 \\ - 149 \\ \hline 327 \end{array} \quad \begin{array}{r} 18 \quad 878 \\ - 659 \\ \hline 219 \end{array} \quad \begin{array}{r} 19 \quad 385 \\ - 267 \\ \hline 118 \end{array} \quad \begin{array}{r} 20 \quad 697 \\ - 399 \\ \hline 298 \end{array}$$

$$\begin{array}{r} 21 \quad 230 \\ - 115 \\ \hline 115 \end{array} \quad \begin{array}{r} 22 \quad 546 \\ - 328 \\ \hline 218 \end{array} \quad \begin{array}{r} 23 \quad 640 \\ - 329 \\ \hline 311 \end{array} \quad \begin{array}{r} 24 \quad 857 \\ - 449 \\ \hline 408 \end{array} \quad \begin{array}{r} 25 \quad 756 \\ - 428 \\ \hline 328 \end{array}$$

$$\begin{array}{r} 26 \quad 749 \\ - 552 \\ \hline 197 \end{array} \quad \begin{array}{r} 27 \quad 624 \\ - 342 \\ \hline 282 \end{array} \quad \begin{array}{r} 28 \quad 667 \\ - 495 \\ \hline 172 \end{array} \quad \begin{array}{r} 29 \quad 532 \\ - 241 \\ \hline 291 \end{array} \quad \begin{array}{r} 30 \quad 347 \\ - 285 \\ \hline 062 \end{array}$$

Exercise: 3.5**Q: 1.** Solve the followings:

- ① There are 589 liters of water in the pond. Out of them 487 liters have been drawn. How much water will be remaining?
- ② There is 385 liters patrol in a vehicle out of them 198 have been spent. How much patrol will be remaining?

$$\begin{array}{r} 589 \\ - 487 \\ \hline 102 \end{array}$$

$$\begin{array}{r} 385 \\ - 198 \\ \hline 187 \end{array}$$

- ③ A milkman had 295 liters milk. He sold the 199 liters of milk. How much milk he had?
- ④ There are 47 liters of water in a bowl. How much water should be taken that 13 liters of water will remain?

$$\begin{array}{r} 295 \\ - 199 \\ \hline 096 \end{array}$$

$$\begin{array}{r} 47 \\ - 13 \\ \hline 34 \end{array}$$

- ⑤ A milkman had 57 liters of milk on Saturday and he sold 46 liters on Sunday. Tell how much milk had left?
- ⑥ There are 96 liters of milk in a tank, 13 liters of water had been drawn. Tell, how much water will remain?

$$\begin{array}{r} 57 \\ - 46 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 96 \\ - 13 \\ \hline 83 \end{array}$$

- ⑦ There are 73 liters of patrol already a vehicle. 14 liters of patrol had consumed. How much patrol had left?
- ⑧ Shahid had 145 pencils. He gave 108 pencils to his brother. How much pencils does he have?

$$\begin{array}{r} 73 \\ - 14 \\ \hline 59 \end{array}$$

$$\begin{array}{r} 145 \\ - 108 \\ \hline 039 \end{array}$$

- ⑨ There are 204 boys in class one and 137 boys in class two of a school. Tell, how much boys are more in class one.
- ⑩ Aftab had Rs: 637. He purchased books and copies for Rs: 540. How many rupees does he have?

$$\begin{array}{r} 204 \\ - 137 \\ \hline 067 \end{array}$$

$$\begin{array}{r} 637 \\ - 540 \\ \hline 097 \end{array}$$

- ⑪ The price of a fan is Rs: 960 and price of a watch is Rs: 585. Tell, how much price of fan is more than watch?
- ⑫ There are 956 trees of date palms and mangoes in orchard. The number of mango trees is 598. Tell the total number of date palms.

$$\begin{array}{r} 960 \\ - 585 \\ \hline 375 \end{array}$$

$$\begin{array}{r} 956 \\ - 598 \\ \hline 358 \end{array}$$

- ⑬ Ahmed had 925 rupees. He gave 688 to his younger brother. How many rupees did he left?
- ⑭ Maryam bought 36 kg onions. Out of them 15 kg Onion were useless. How much onions she had?

$$\begin{array}{r} 925 \\ - 688 \\ \hline 237 \end{array}$$

$$\begin{array}{r} 36 \\ - 15 \\ \hline 21 \end{array}$$

- ⑮ Imran bought 30 kg millet. Out of them he gave the 18 kg of millet to the birds. How much millet he had?

$$\begin{array}{r} 30 \\ - 18 \\ \hline 12 \end{array}$$

TABLES

Table Of 2

2 × 1 = 2
2 × 2 = 4
2 × 3 = 6
2 × 4 = 8
2 × 5 = 10
2 × 6 = 12
2 × 7 = 14
2 × 8 = 16
2 × 9 = 18
2 × 10 = 20

Table Of 3

3 × 1 = 3
3 × 2 = 6
3 × 3 = 9
3 × 4 = 12
3 × 5 = 15
3 × 6 = 18
3 × 7 = 21
3 × 8 = 24
3 × 9 = 27
3 × 10 = 30

Table Of 4

4 × 1 = 4
4 × 2 = 8
4 × 3 = 12
4 × 4 = 16
4 × 5 = 20
4 × 6 = 24
4 × 7 = 28
4 × 8 = 32
4 × 9 = 36
4 × 10 = 40

Table Of 5

5 × 1 = 5
5 × 2 = 10
5 × 3 = 15
5 × 4 = 20
5 × 5 = 25
5 × 6 = 30
5 × 7 = 35
5 × 8 = 40
5 × 9 = 45
5 × 10 = 50

Table Of 6

6 × 1 = 6
6 × 2 = 12
6 × 3 = 18
6 × 4 = 24
6 × 5 = 30
6 × 6 = 36
6 × 7 = 42
6 × 8 = 48
6 × 9 = 54
6 × 10 = 60

Table Of 7

7 × 1 = 7
7 × 2 = 14
7 × 3 = 21
7 × 4 = 28
7 × 5 = 35
7 × 6 = 42
7 × 7 = 49
7 × 8 = 56
7 × 9 = 63
7 × 10 = 70

Table Of 8

8 × 1 = 8
8 × 2 = 16
8 × 3 = 24
8 × 4 = 32
8 × 5 = 40
8 × 6 = 48
8 × 7 = 56
8 × 8 = 64
8 × 9 = 72
8 × 10 = 80

Table Of 9

9 × 1 = 9
9 × 2 = 18
9 × 3 = 27
9 × 4 = 36
9 × 5 = 45
9 × 6 = 54
9 × 7 = 63
9 × 8 = 72
9 × 9 = 81
9 × 10 = 90

Table Of 10

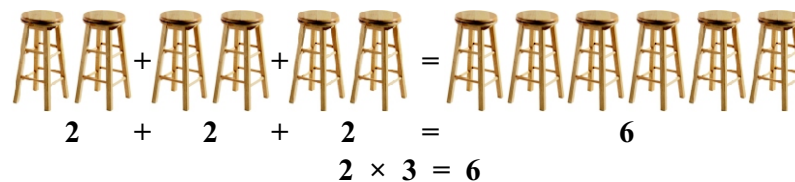
10 × 1 = 10
10 × 2 = 20
10 × 3 = 30
10 × 4 = 40
10 × 5 = 50
10 × 6 = 60
10 × 7 = 70
10 × 8 = 80
10 × 9 = 90
10 × 10 = 100

Chapter-4

MULTIPLICATION

Concept Of Multiplication:

The process of addition again and again is called multiplication. The function of multiplication is much shorter and easier than the addition. The symbol of multiplication is (x). Its detail is given below by the examples.



Exercise: 4.1

Activity: Solve the followings:

① $\begin{array}{r} 42 \\ \times 4 \\ \hline 168 \end{array}$	② $\begin{array}{r} 23 \\ \times 6 \\ \hline 138 \end{array}$	③ $\begin{array}{r} 54 \\ \times 6 \\ \hline 324 \end{array}$	④ $\begin{array}{r} 39 \\ \times 7 \\ \hline 273 \end{array}$	⑤ $\begin{array}{r} 44 \\ \times 2 \\ \hline 88 \end{array}$
---	---	---	---	--

⑥ $\begin{array}{r} 24 \\ \times 12 \\ \hline 48 \\ + 24 \times \\ \hline 288 \end{array}$	⑦ $\begin{array}{r} 52 \\ \times 34 \\ \hline 208 \\ + 156 \times \\ \hline 1768 \end{array}$	⑧ $\begin{array}{r} 32 \\ \times 13 \\ \hline 96 \\ + 32 \times \\ \hline 416 \end{array}$	⑨ $\begin{array}{r} 62 \\ \times 21 \\ \hline 62 \\ + 124 \times \\ \hline 1302 \end{array}$	⑩ $\begin{array}{r} 38 \\ \times 17 \\ \hline 266 \\ + 38 \times \\ \hline 646 \end{array}$
--	---	--	--	---

⑪ $\begin{array}{r} 75 \\ \times 64 \\ \hline 300 \\ + 450 \times \\ \hline 4800 \end{array}$	⑫ $\begin{array}{r} 95 \\ \times 42 \\ \hline 190 \\ + 380 \times \\ \hline 3990 \end{array}$	⑬ $\begin{array}{r} 38 \\ \times 62 \\ \hline 76 \\ + 228 \times \\ \hline 2356 \end{array}$	⑭ $\begin{array}{r} 72 \\ \times 39 \\ \hline 648 \\ + 216 \times \\ \hline 2808 \end{array}$	⑮ $\begin{array}{r} 83 \\ \times 26 \\ \hline 498 \\ + 166 \times \\ \hline 2158 \end{array}$
---	---	--	---	---

Chapter-5

DIVISION

FUNCTION OF DIVISION:

The function of subtraction again and again is called Division. It is the opposite action of multiplication. Its symbol is (\div)

Exercise: 5.1

Q: 1. Solve the followings:

$$\textcircled{1} \quad 30 \div 3 = \boxed{10} \quad \textcircled{2} \quad 24 \div 4 = \boxed{6} \quad \textcircled{3} \quad 21 \div 7 = \boxed{3}$$

$$\textcircled{4} \quad 16 \div 2 = \boxed{8} \quad \textcircled{5} \quad 12 \div 2 = \boxed{6} \quad \textcircled{6} \quad 28 \div 7 = \boxed{4}$$

$$\textcircled{7} \quad 64 \div 8 = \boxed{8} \quad \textcircled{8} \quad 56 \div 7 = \boxed{8} \quad \textcircled{9} \quad 72 \div 8 = \boxed{9}$$

$$\textcircled{10} \quad 96 \div 6 = \boxed{16} \quad \textcircled{11} \quad 48 \div 6 = \boxed{8} \quad \textcircled{12} \quad 35 \div 5 = \boxed{7}$$

$$\textcircled{13} \quad 36 \div 9 = \boxed{4} \quad \textcircled{14} \quad 32 \div 8 = \boxed{4} \quad \textcircled{15} \quad 48 \div 6 = \boxed{8}$$

$$\textcircled{16} \quad 20 \div 5 = \boxed{4} \quad \textcircled{17} \quad 16 \div 8 = \boxed{2} \quad \textcircled{18} \quad 72 \div 9 = \boxed{8}$$

$$\textcircled{19} \quad 64 \div 8 = \boxed{8} \quad \textcircled{20} \quad 84 \div 7 = \boxed{12} \quad \textcircled{21} \quad 40 \div 5 = \boxed{8}$$

$$\textcircled{22} \quad 56 \div 8 = \boxed{7} \quad \textcircled{23} \quad 81 \div 9 = \boxed{9} \quad \textcircled{24} \quad 90 \div 9 = \boxed{10}$$

Chapter-6

MEASUREMENT

DIFFERENT METHODS OF MEASUREMENT:

Measurement has great importance in our life. In olden days people used to measure with hands, feet and other different things. By the time passing it changed, now there are different instruments invented to measure the things. Meter is used to measure the length of anything. While the little things are measure by centimeters. One meter consists of 100 centimeters. Commonly we write M for Meter and CM for Centimeter.

For Example:

We write 6 meter as 6M and 15 meters as 15CM

Q: 1. Measure the following things and write their measurement in the blank spaces.

- | | | | |
|--|------|--|------|
| $\textcircled{1}$ Length of copy | 15cm | $\textcircled{2}$ Length of black board | 40cm |
| $\textcircled{3}$ Width of black board | 15cm | $\textcircled{4}$ Length of Science book | 20cm |
| $\textcircled{5}$ Length of your scale in centimeter | 15cm | $\textcircled{6}$ Width of Table | 20cm |

ADDITION AND SUBTRACTION OF UNITS OF LENGTH:

The same method is used for addition and subtraction of units of length, which is used in algebraic functions. For example, if we add 12 meters and 15 centimeters, then result will come 27 meters.

$$12\text{M} + 15\text{M} = 27\text{M}$$

Same as if we add 25 centimeters into 13 centimeters, then result will come 38 centimeters.

$$25\text{cm} + 13\text{cm} = 38\text{cm}$$

Such length in which both meters and centimeters are given, so meters are added into meters and centimeters into centimeters.

Activity: How many meters will become?

- ① 7 meters and 9 meters ② 15 meters and 23 meters ③ 19 meters and 21 meters
 ④ 20 meters and 50 meters ⑤ 39 meters and 49 meters ⑥ 48 meters and 42 meters

Activity: How many centimeters will become?

- ① 5 centimeters and 4 centimeters. ② 12 centimeters and 14 centimeters.
 ③ 56 centimeters and 26 centimeters. ④ 31 centimeters and 45 centimeters.

Example:

$$\begin{array}{r} \text{meter} \quad \text{c.m} \\ 20 \quad 15 \\ + 35 \quad 75 \\ \hline 55 \quad 90 \end{array}$$

$$\begin{array}{r} \text{meter} \quad \text{c.m} \\ 47 \quad 63 \\ + 10 \quad 32 \\ \hline 57 \quad 95 \end{array}$$

Exercise: 6.1

Q: 1. Add the following.

$$\begin{array}{r} \text{① meter} \quad \text{c.m} \\ 28 \quad 38 \\ + 15 \quad 84 \\ \hline 4 \quad 22 \end{array}$$

$$\begin{array}{r} \text{② meter} \quad \text{c.m} \\ 20 \quad 15 \\ + 18 \quad 15 \\ \hline 38 \quad 30 \end{array}$$

$$\begin{array}{r} \text{③ meter} \quad \text{c.m} \\ 38 \quad 22 \\ + 16 \quad 61 \\ \hline 54 \quad 83 \end{array}$$

$$\begin{array}{r} \text{④ meter} \quad \text{c.m} \\ 43 \quad 36 \\ + 12 \quad 81 \\ \hline 56 \quad 17 \end{array}$$

$$\begin{array}{r} \text{⑤ meter} \quad \text{c.m} \\ 65 \quad 58 \\ + 11 \quad 45 \\ \hline 77 \quad 03 \end{array}$$

$$\begin{array}{r} \text{⑥ meter} \quad \text{c.m} \\ 42 \quad 39 \\ + 29 \quad 21 \\ \hline 71 \quad 60 \end{array}$$

SUBTRACTION OF UNITS OF LENGTH:

The subtraction of units of length can be done also. The time of subtraction of units of length meters are subtracted from meters. If any unit has the both meters and centimeters, than meters are subtracted from meters and centimeters from centimeters.

Subtract 42 meters from 90 meters = $90\text{m} - 42\text{m} = 48\text{m}$

Example:

$$\begin{array}{r} \text{meter} \quad \text{c.m} \\ 55 \quad 88 \\ - 31 \quad 47 \\ \hline 24 \quad 41 \end{array}$$

$$\begin{array}{r} \text{meter} \quad \text{c.m} \\ 9 \quad 45 \\ - 4 \quad 15 \\ \hline 5 \quad 30 \end{array}$$

Exercise: 6.2

Q: 1. Subtract

$$\begin{array}{r} \text{① meter} \quad \text{c.m} \\ 14 \quad 85 \\ - 9 \quad 62 \\ \hline 5 \quad 23 \end{array}$$

$$\begin{array}{r} \text{② meter} \quad \text{c.m} \\ 61 \quad 10 \\ - 45 \quad 15 \\ \hline 15 \quad 95 \end{array}$$

$$\begin{array}{r} \text{③ meter} \quad \text{c.m} \\ 38 \quad 75 \\ - 21 \quad 12 \\ \hline 17 \quad 63 \end{array}$$

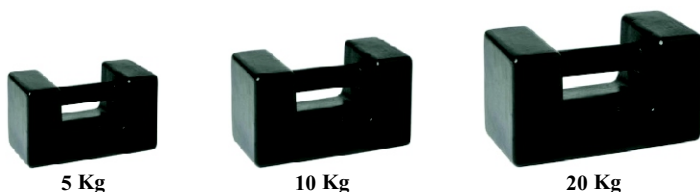
$$\begin{array}{r} \text{④ meter} \quad \text{c.m} \\ 84 \quad 36 \\ - 49 \quad 29 \\ \hline 35 \quad 7 \end{array}$$

$$\begin{array}{r} \text{⑤ meter} \quad \text{c.m} \\ 47 \quad 29 \\ - 26 \quad 22 \\ \hline 21 \quad 7 \end{array}$$

$$\begin{array}{r} \text{⑥ meter} \quad \text{c.m} \\ 25 \quad 12 \\ - 14 \quad 67 \\ \hline 10 \quad 45 \end{array}$$

SCALE OF WEIGHT:

Gram is the basic unit of weighing to the value of anything. If we have to measure the weight of anything, we use the scales of gram and kilogram. One kilogram consists of 1000 grams. We use shortly word kg for kilogram. We commonly use the weight of 25 grams, 50 grams, 100 grams, 200 grams, 500 grams, 1 kilogram, 2 kilogram and 5 kilogram to know the weight of things. Except the balance electrical machine is also used to weigh the things.

**ADDITION AND SUBTRACTION OF VOLUME OF WEIGHT:**

The volume of weight can be add and subtract, for example:

6 kilogram and 5 kilogram equal to 11 kilogram.

Same as if we subtract 2 kilogram of weight out of 10 kilogram, than 8 kilogram shall remain.

Exercise: 6.3

Q: 1. Add the numbers

① $\begin{array}{r} 45 \text{ kg} \\ + 91 \text{ kg} \\ \hline 136 \end{array}$	② $\begin{array}{r} 10 \text{ kg} \\ + 41 \text{ kg} \\ \hline 51 \end{array}$	③ $\begin{array}{r} 44 \text{ kg} \\ + 29 \text{ kg} \\ \hline 73 \end{array}$	④ $\begin{array}{r} 90 \text{ kg} \\ + 47 \text{ kg} \\ \hline 137 \end{array}$
---	--	--	---

⑤ $\begin{array}{r} 64 \text{ kg} \\ + 32 \text{ kg} \\ \hline 96 \end{array}$	⑥ $\begin{array}{r} 62 \text{ kg} \\ + 37 \text{ kg} \\ \hline 99 \end{array}$	⑦ $\begin{array}{r} 38 \text{ kg} \\ + 16 \text{ kg} \\ \hline 54 \end{array}$	⑧ $\begin{array}{r} 52 \text{ kg} \\ + 42 \text{ kg} \\ \hline 94 \end{array}$
--	--	--	--

WORD PROBLEMS:

- ① Amjad bought 15kg flour from a shop and 25kg flour from another shop. How many kilogram flour did he bought?
- ② A shopkeeper has 105 kg sugar and another shopkeeper has 83 kg sugar. How many kilogram sugar both shops?

$$\begin{array}{r} 15 \text{ kg} \\ + 25 \text{ kg} \\ \hline 40 \end{array}$$

$$\begin{array}{r} 105 \text{ kg} \\ + 83 \text{ kg} \\ \hline 188 \end{array}$$

- ③ A bag is filled with 50kg millet and another bag is filled 47 kg millet. How many kilograms of millet both bags have?
- ④ Aslam bought 38 kg rice from a shop and 37 kg rice bought from another shop. How many kilogram of rice did he bought?

$$\begin{array}{r} 50 \text{ kg} \\ + 47 \text{ kg} \\ \hline 97 \end{array}$$

$$\begin{array}{r} 38 \text{ kg} \\ + 37 \text{ kg} \\ \hline 75 \end{array}$$

Exercise: 6.4

Q: 1. Subtract the followings.

① $\begin{array}{r} 53 \text{ kg} \\ - 11 \text{ kg} \\ \hline 42 \end{array}$	② $\begin{array}{r} 35 \text{ kg} \\ - 18 \text{ kg} \\ \hline 17 \end{array}$	③ $\begin{array}{r} 20 \text{ kg} \\ - 10 \text{ kg} \\ \hline 10 \end{array}$	④ $\begin{array}{r} 25 \text{ kg} \\ - 21 \text{ kg} \\ \hline 04 \end{array}$
--	--	--	--

⑤ $\begin{array}{r} 54 \text{ kg} \\ - 50 \text{ kg} \\ \hline 04 \end{array}$	⑥ $\begin{array}{r} 99 \text{ kg} \\ - 95 \text{ kg} \\ \hline 04 \end{array}$	⑦ $\begin{array}{r} 20 \text{ kg} \\ - 14 \text{ kg} \\ \hline 16 \end{array}$	⑧ $\begin{array}{r} 75 \text{ kg} \\ - 74 \text{ kg} \\ \hline 01 \end{array}$
--	--	--	--

⑨ $\begin{array}{r} 38 \text{ kg} \\ - 16 \text{ kg} \\ \hline 22 \end{array}$	⑩ $\begin{array}{r} 52 \text{ kg} \\ - 42 \text{ kg} \\ \hline 10 \end{array}$	⑪ $\begin{array}{r} 82 \text{ kg} \\ - 17 \text{ kg} \\ \hline 65 \end{array}$	⑫ $\begin{array}{r} 64 \text{ kg} \\ - 32 \text{ kg} \\ \hline 32 \end{array}$
--	--	--	--

SCALES OF MEASUREMENT OF LIQUID:

The basic unit of measurement to any liquid like milk, water, oil, petrol etc, is called a liter. Liquid things can be measured by liter. For this purpose we commonly use L, for example: 5 liters can be written as 5L. The units of length and weight can be add or subtract.

One shopkeeper has 35 liters oil. He bought more 18 liters oil. Now he has total 53 liters oil.

Example:

25 liters petrol is filled in a vehicle. Out of them 12 liters oil used. Now remained 13 liters oil.

Exercise: 6.5

Q: 1. Add the following.

① $\begin{array}{r} 75 \text{ L} \\ + 55 \text{ L} \\ \hline 130 \end{array}$	② $\begin{array}{r} 33 \text{ L} \\ + 49 \text{ L} \\ \hline 82 \end{array}$	③ $\begin{array}{r} 44 \text{ L} \\ + 49 \text{ L} \\ \hline 93 \end{array}$	④ $\begin{array}{r} 97 \text{ L} \\ + 15 \text{ L} \\ \hline 112 \end{array}$
⑤ $\begin{array}{r} 59 \text{ L} \\ + 75 \text{ L} \\ \hline 134 \end{array}$	⑥ $\begin{array}{r} 37 \text{ L} \\ + 59 \text{ L} \\ \hline 96 \end{array}$	⑦ $\begin{array}{r} 66 \text{ L} \\ + 87 \text{ L} \\ \hline 153 \end{array}$	⑧ $\begin{array}{r} 39 \text{ L} \\ + 59 \text{ L} \\ \hline 98 \end{array}$
⑨ $\begin{array}{r} 66 \text{ L} \\ + 88 \text{ L} \\ \hline 154 \end{array}$	⑩ $\begin{array}{r} 49 \text{ L} \\ + 45 \text{ L} \\ \hline 94 \end{array}$	⑪ $\begin{array}{r} 28 \text{ L} \\ + 86 \text{ L} \\ \hline 114 \end{array}$	⑫ $\begin{array}{r} 49 \text{ L} \\ + 66 \text{ L} \\ \hline 115 \end{array}$

Exercise: 6.6

Activity: Subtract the following:

① $\begin{array}{r} 35 \text{ L} \\ - 15 \text{ L} \\ \hline 20 \end{array}$	② $\begin{array}{r} 52 \text{ L} \\ - 49 \text{ L} \\ \hline 03 \end{array}$	③ $\begin{array}{r} 65 \text{ L} \\ - 39 \text{ L} \\ \hline 26 \end{array}$	④ $\begin{array}{r} 61 \text{ L} \\ - 21 \text{ L} \\ \hline 40 \end{array}$
⑤ $\begin{array}{r} 44 \text{ L} \\ - 38 \text{ L} \\ \hline 06 \end{array}$	⑥ $\begin{array}{r} 94 \text{ L} \\ - 55 \text{ L} \\ \hline 49 \end{array}$	⑦ $\begin{array}{r} 43 \text{ L} \\ - 27 \text{ L} \\ \hline 16 \end{array}$	⑧ $\begin{array}{r} 84 \text{ L} \\ - 29 \text{ L} \\ \hline 55 \end{array}$
⑨ $\begin{array}{r} 65 \text{ L} \\ - 29 \text{ L} \\ \hline 36 \end{array}$	⑩ $\begin{array}{r} 71 \text{ L} \\ - 59 \text{ L} \\ \hline 12 \end{array}$	⑪ $\begin{array}{r} 75 \text{ L} \\ - 42 \text{ L} \\ \hline 33 \end{array}$	⑫ $\begin{array}{r} 93 \text{ L} \\ - 82 \text{ L} \\ \hline 11 \end{array}$

WORD PROBLEMS

- Q.1 There is 589 liters water in a pond. 487 liters had drawn. How much water remained?
- Q.2 There is 385 liters oil. 198 liters oil is used. How much oil remained?

$$\begin{array}{r} 589 \text{ Liters} \\ - 487 \text{ Liters} \\ \hline 102 \text{ Liters} \end{array}$$

$$\begin{array}{r} 385 \text{ Liters} \\ - 198 \text{ Liters} \\ \hline 187 \text{ Liters} \end{array}$$

- Q.3 A milkman had 295 liters milk. He sold 199 liters of milk. How much milk he had?
- Q.4 There is 47 liters water in a vessel., How much water will draw out of it that 13 liters water will remain?

$$\begin{array}{r} 295 \text{ Liters} \\ - 199 \text{ Liters} \\ \hline 096 \text{ Liters} \end{array}$$

$$\begin{array}{r} 47 \text{ Liters} \\ - 13 \text{ Liters} \\ \hline 34 \text{ Liters} \end{array}$$

- Q.5 A milkman sold 57 liters on Saturday and 46 liters on Sunday. Tell that how much milk he sold on both days?
- Q.6 There was 96 liters water in a tank, 13 liters water was drawn. Tell that how much water remained?

$$\begin{array}{r} 57 \text{ Liters} \\ - 46 \text{ Liters} \\ \hline 103 \text{ Liters} \end{array}$$

$$\begin{array}{r} 96 \text{ Liters} \\ - 13 \text{ Liters} \\ \hline 83 \text{ Liters} \end{array}$$

Chapter

CURRENCY

Coins and notes of any country that are accepted commonly is called a currency. In this era the smallest note of Pakistan is Rs: 10 and the biggest note is Rs: 5000. Nowadays commonly useable coins are of 1 rupee, 2 rupees and 5 rupees.



One Rupee



Two Rupee

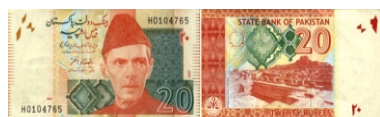


Five Rupee

Activity: According to the example recognize the value of notes write it in the blanks.



20



40



100



200



1000



2000



10000

Adding Currency:

Example:

$$\begin{array}{r} \text{Rupee} \quad \text{Paisha} \\ 5 \quad \text{---} \quad 30 \\ + 3 \quad \text{---} \quad 20 \\ \hline 8 \quad \text{---} \quad 50 \end{array}$$

$$\begin{array}{r} \text{Rupee} \quad \text{Paisha} \\ 25 \quad \text{---} \quad 60 \\ + 35 \quad \text{---} \quad 30 \\ \hline 60 \quad \text{---} \quad 90 \end{array}$$

Exercise: 7.1

Q:1 Addition of Currency.

$$\begin{array}{r} \text{1} \quad \text{Rupee} \quad \text{Paisha} \\ 30 \quad \text{---} \quad 60 \\ + 15 \quad \text{---} \quad 20 \\ \hline 45 \quad \text{---} \quad 80 \end{array}$$

$$\begin{array}{r} \text{2} \quad \text{Rupee} \quad \text{Paisha} \\ 9 \quad \text{---} \quad 90 \\ + 7 \quad \text{---} \quad 30 \\ \hline 17 \quad \text{---} \quad 20 \end{array}$$

$$\begin{array}{r} \text{3} \quad \text{Rupee} \quad \text{Paisha} \\ 55 \quad \text{---} \quad 70 \\ + 35 \quad \text{---} \quad 10 \\ \hline 90 \quad \text{---} \quad 80 \end{array}$$

$$\begin{array}{r} \text{4} \quad \text{Rupee} \quad \text{Paisha} \\ 60 \quad \text{---} \quad 10 \\ + 10 \quad \text{---} \quad 10 \\ \hline 70 \quad \text{---} \quad 20 \end{array}$$

$$\begin{array}{r} \text{5} \quad \text{Rupee} \quad \text{Paisha} \\ 40 \quad \text{---} \quad 55 \\ + 35 \quad \text{---} \quad 20 \\ \hline 75 \quad \text{---} \quad 75 \end{array}$$

$$\begin{array}{r} \text{6} \quad \text{Rupee} \quad \text{Paisha} \\ 80 \quad \text{---} \quad 30 \\ + 15 \quad \text{---} \quad 10 \\ \hline 95 \quad \text{---} \quad 40 \end{array}$$

$$\begin{array}{r} \text{7} \quad \text{Rupee} \quad \text{Paisha} \\ 65 \quad \text{---} \quad 36 \\ + 20 \quad \text{---} \quad 14 \\ \hline 85 \quad \text{---} \quad 50 \end{array}$$

$$\begin{array}{r} \text{8} \quad \text{Rupee} \quad \text{Paisha} \\ 12 \quad \text{---} \quad 30 \\ + 10 \quad \text{---} \quad 10 \\ \hline 22 \quad \text{---} \quad 40 \end{array}$$

$$\begin{array}{r} \text{9} \quad \text{Rupee} \quad \text{Paisha} \\ 65 \quad \text{---} \quad 35 \\ + 25 \quad \text{---} \quad 15 \\ \hline 90 \quad \text{---} \quad 50 \end{array}$$

$$\begin{array}{r} \text{10} \quad \text{Rupee} \quad \text{Paisha} \\ 22 \quad \text{---} \quad 40 \\ + 11 \quad \text{---} \quad 40 \\ \hline 33 \quad \text{---} \quad 80 \end{array}$$

$$\begin{array}{r} \text{11} \quad \text{Rupee} \quad \text{Paisha} \\ 80 \quad \text{---} \quad 12 \\ + 10 \quad \text{---} \quad 10 \\ \hline 90 \quad \text{---} \quad 22 \end{array}$$

$$\begin{array}{r} \text{12} \quad \text{Rupee} \quad \text{Paisha} \\ 64 \quad \text{---} \quad 70 \\ + 22 \quad \text{---} \quad 25 \\ \hline 86 \quad \text{---} \quad 95 \end{array}$$

Activity: Substraction of Currency:

Rupee	_____	Paisa
9	—	80
— 5	—	20
4	—	60

Rupee	_____	Paisa
50	—	45
— 10	—	10
40	—	35

Exercise: 7.2

Q:1. Substraction of Currency.

1 Rupee _____ Paisa

8	—	15
— 5	—	10
3		25

2 Rupee _____ Paisa

8	—	25
— 4	—	50
3		75

3 Rupee _____ Paisa

8	—	75
— 4	—	50
4		25

4 Rupee _____ Paisa

9	—	15
— 3	—	10
6		05

5 Rupee _____ Paisa

75	—	30
— 20	—	10
55		20

6 Rupee _____ Paisa

95	—	85
— 60	—	40
35		45

7 Rupee _____ Paisa

88	—	40
— 45	—	30
40		10

8 Rupee _____ Paisa

97	—	40
— 60	—	10
37		30

9 Rupee _____ Paisa

90	—	70
— 35	—	40
55		30

10 Rupee _____ Paisa

75	—	80
— 25	—	40
50		40

11 Rupee _____ Paisa

55	—	65
— 50	—	45
05		20

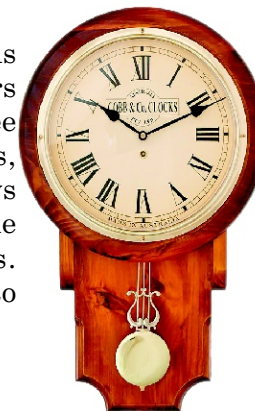
12 Rupee _____ Paisa

85	—	88
— 30	—	44
55		44

Chapter-8

TIME

The instrument is used to measure time is called watch. There are 1 to 12 numbers written in the circle. There are three handles, which show the seconds, minutes and hours. Small handle shows hours, big handle shows minutes, while third handle tells about seconds. Remember the following method to measure the time



Time can be known by this way.

60 seconds = 1 minute

60 minutes = 1 hour

24 hours = 1 day and night

To show the time in complete hours

In the figure, the bigger handle is On 12 and smaller handle is one 4. In this time there is 4'0 clock.



Concept of quarter

We say the quarter means 15 minutes. When the bigger handle is on 3, it is called Quarter, Example:



Concept of half hour.

The bigger handle tells about minutes, when it is on 6, it show the half hour, Example:



4:30

Concept of three four

When larger needle is on 9, it means three fourth of an hour, Example:



3:45

The distance between to numbers on the dial of watch is equal to 5 minutes. The handle of minutes moves 12 to 1 means that time is equal to 5 minutes, while the hour handle reaches one numbers to another number, it is equal to one hour.

When bigger handle completes its one circle, than smaller handle reaches from one number to another. It means bigger handle completes its one round in 60 minutes, while smaller handle reaches from one number to another in one hour.

According to example:

Fill in the blanks by the time shown on the watches.



A quarter less three



7'O clock



A to quarter 3



10'O clock



6 : 20



8'O clock



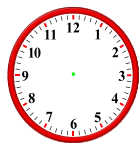
2 : 30



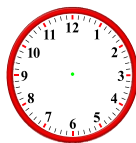
5 : 35

According to example:

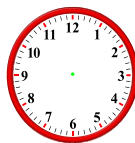
Make the handle in watches according to the given time below.



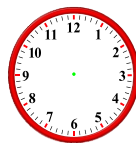
A quarter less three



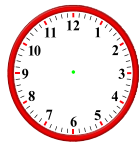
A quarter to five



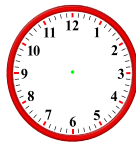
four and ten minutes



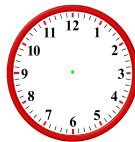
half and seven



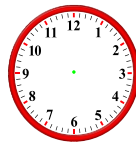
One quarter less twelve



One quarter less eleven



12 'o clock twelve hour



two and half

Chapter-9

CALENDAR

SOLAR CALENDAR

Solar calendar is according to the circular motion around the sun. Our earth rotates around the sun. Our Earth takes how much time to complete its rotation, is called Solar year. There are 12 months in a Solar year. There are 30 or 31 days in a month of Solar year. There are 28 or 29 days in February month.



Q: 1. Answer the questions by watching the calendar.

- ① What day will be on 7th of January. Sunday
- ② On which date the month of August will end? Firday
- ③ On which date the independence day of Pakistan is celebrated? 14th August
- ④ What is date on third week of January. 21 January
- ⑤ What is the date of birth of Allama Iqbal? 9th November
- ⑥ On which dates of July will be Thursday? 3,10,17,24,31
- ⑦ What is date of birth of Quaid-e-Azam Muhammad Ali Jinnah. 25 December

LUNAR CALENDAR

Lunar calendar has also 12 months like solar calendar. The moon rotates around the earth continuously. A lunar month is that time, in which the moon completes its one round. A lunar month consists of 29 or 30 days. Muslims celebrate their all festivals according to Lunar Year. It is called Hijir Calendar also and lunar months are called Islamic months also.

Muhram

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				

Safar

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

Rabial-Awal

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						

Rabi-al-Sani

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				

Jamad-al-Awal

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			

Jamad-al-Sani

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	

Rajib

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

Shaban

S	M	T	W	T	F	S
30	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					

Ramadhan

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			

Shawal

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	

Dhul-Qad

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

Dhul-Haj

S	M	T	W	T	F	S
30	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					

Q:1. Give the answers by watching calendar.

Answer the questions by watching the calendar.

- On which date is Eid-al-Fitter celebrated? 1st Shawal
- In which month, Muslim offer fasts? Ramzan
- On which date is Eid-Milad-ul-Nabi celebrated? 12-Rabi-ul-Awal
- On which date is shab-e-bar'at celebrated? 14th Shaban
- When is Eid-ul-Azha celebrated? 10 Zil-Haj
- When does Shab-e-Mairaj come? 27th Rajab
- In which month Muslims pay Zakat? Ramzan

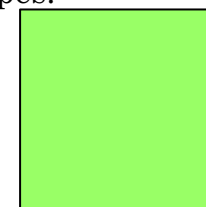
Chapter-10

GEOMETRY

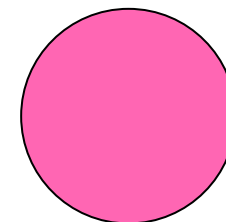
Recognize the shapes.



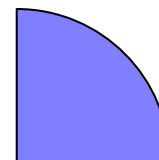
Rectangle



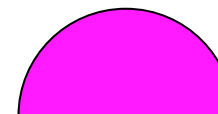
Square



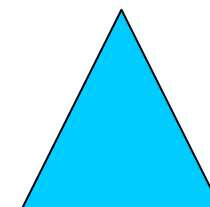
Circle



Quarter of Circle



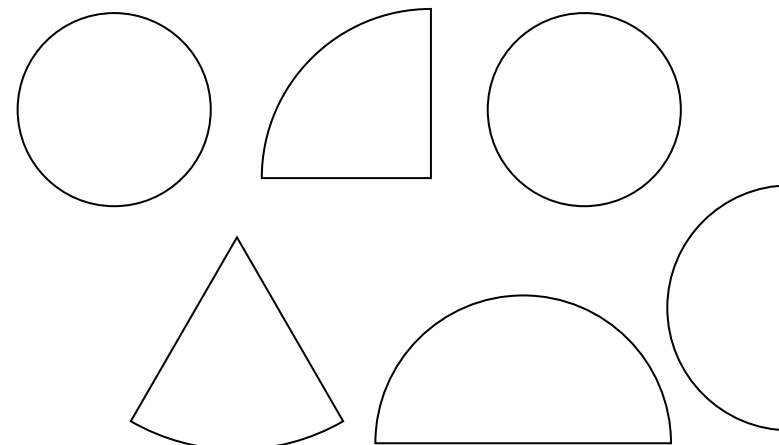
Half of Circle



Triangle

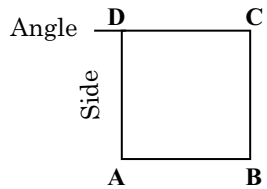
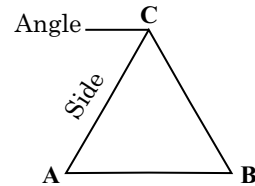
Exercise: 10.1

Q:1. Colour the yellow in the circle, green in half circle and blue in quarter.

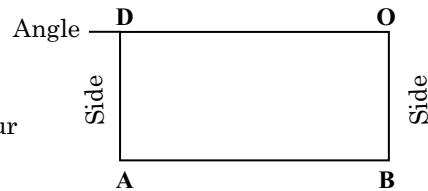


ANGLE AND SIDE:**Definitions:****TRIANGLE:**

That is triangle, it has three sides and three angles.

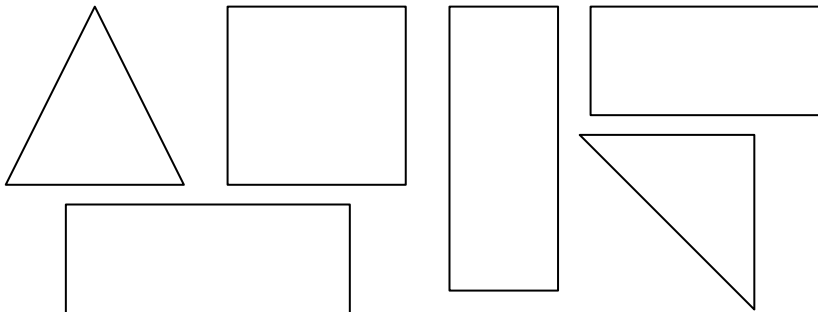
**SQUARE:**

That is square it has four sides and four angles.

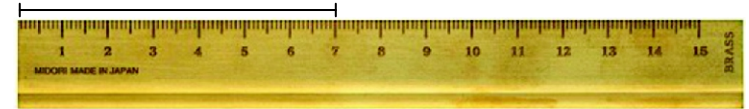
**RECTANGLE:**

That is rectangle. It has four side and four angles.

Activity: Shade triangle with Blue, Yellow in square and Red in rectangle.

**STRAIGHT LINE AND CROOKED LINE:****Straight Line:**

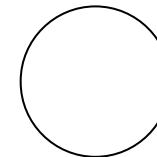
The group of points that lay on same and straight path is called straight line.

**Crooked Line:**

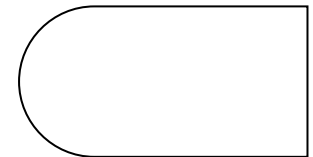
The group of points that lay on different and irregular path is called crooked line.



How many straight lines and crooked lines are required to make following diagrams.



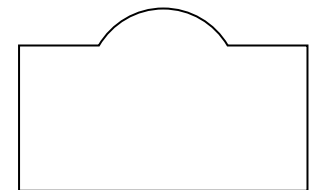
Straight line
Crooked line



Straight line
Crooked line



Straight line
Crooked line

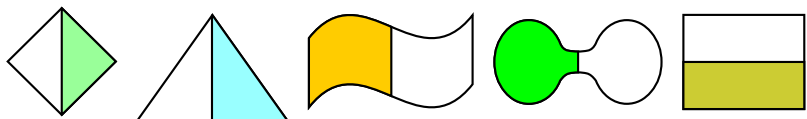


Straight line
Crooked line

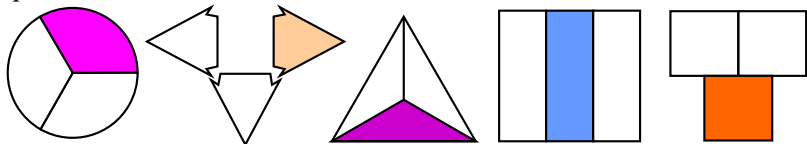
Chapter-11

FRACTIONS

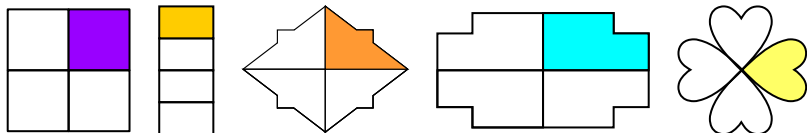
Half: If any thing is divided into two equal parts that each part is called Half.



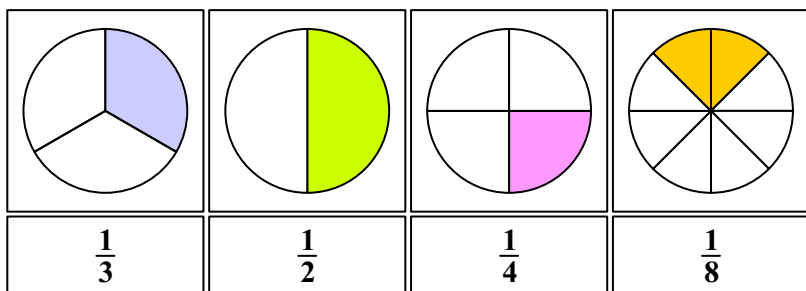
Third: If any thing is divided into three equal parts that each part is called **third**.



Quadrant: If any thing is divided into four equal parts that each part is called **Quadrant**.

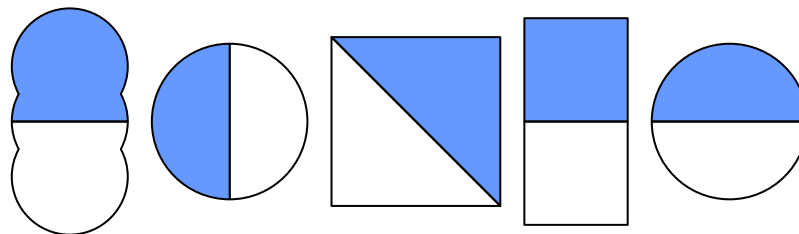


Activity: Write the fractional value of coloured part.

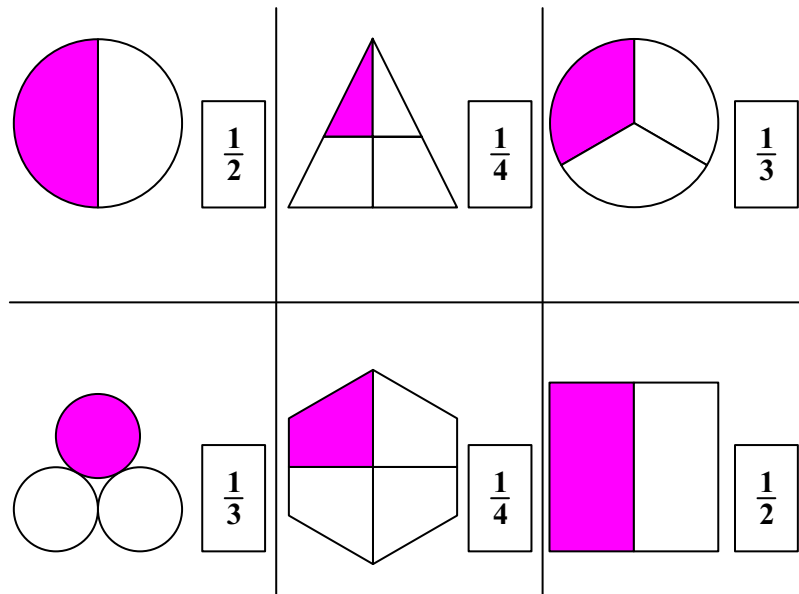


Exercise: 11.1

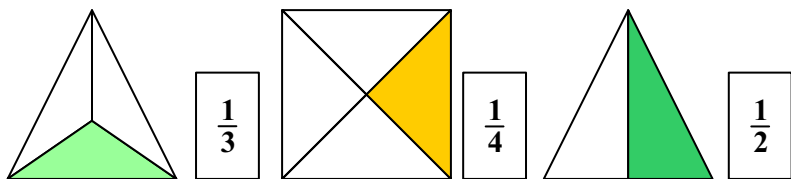
Q:1. Recognize the half and colour it.



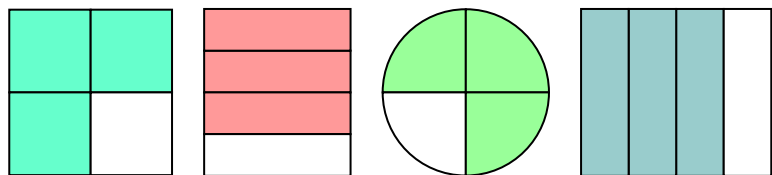
Colour the $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ in the given figures.



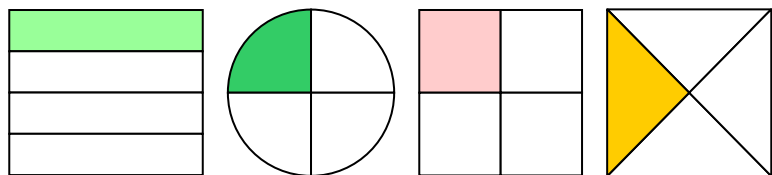
Q:2. Recognize the coloured part of the given figures and write the fractions in the blanks.



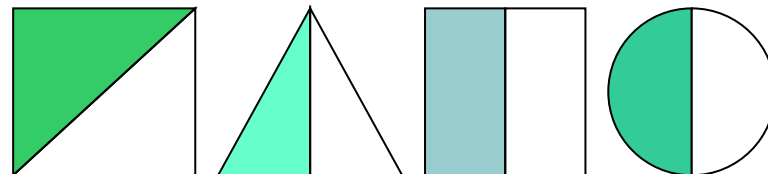
Q:3. Colour in $\frac{3}{4}$ part.



Q:4. Colour in $\frac{1}{4}$ part.



Q:5. Colour in $\frac{1}{2}$ part.



Q:6. Colour in $\frac{1}{2}$ part.

