MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

وزارة التربية والتعليم والتعليم الفني

Primary 1

Mathematics

Performances and Assessments



First Term

Primary 1

Mathematics

Performances and Assessments

Name: .....

Class: .....

School: .....



First Term

2026 - 2027

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Introduction

The Ministry of Education and Technical Education recognizes the importance of empowering teachers with effective tools that elevate classroom performance, enhance the quality of education, and improve its outcomes. This is a real response to the voices of teachers, interacting with the feedback channels from the educational field, and meeting the needs of teachers for flexible and comprehensive educational tools that assist them in fulfilling their noble educational mission.

This book has been designed to serve as an integrated educational support for teachers, helping them in planning and executing their teaching tasks efficiently. It also facilitates continuous assessment processes. The content has been designed to offer diverse models of effective classroom performance and educational activities created based on an interactive methodology that enhances active learning. It contributes to a qualitative shift in teaching practices, clearly focusing on the student as the core of the educational process.

The book includes formative and diagnostic questions, as well as purposeful learning tasks that students can complete as homework, enhancing the integration of learning inside and outside the classroom and contributing to the sustainable construction of learning for students. These tools help develop critical and creative thinking, deepen understanding, and support and enhance student motivation, giving them a sense of achievement and excellence.

It also includes short weekly tests and periodic assessments, allowing teachers to measure the extent of learning outcomes and address learning gaps early, providing feedback on the initial results. The performances at the end of each month are concluded with immediate training sessions that help improve student performance. These assessments are gradual, taking into account individual differences and targeting various levels of cognitive development, within a framework of diversity, depth, and integration, preparing students for monthly tests efficiently.

This book is a true translation of the Ministry's directions to ease the burdens on parents, provide supporting educational content that enriches the classroom environment, and allow teachers more time for educational innovation and productive interaction with their students. It also forms an effective tool in supporting the Ministry's direction to enhance learning outcomes, achieving a real transformation in the learning environment—from memorization to understanding, from rote learning to application, and from passive reception to active participation.

When we place this work in the hands of teachers and students, we hope it will be a valuable contribution to improving academic performance, enhancing the quality of education, and becoming an additional cornerstone in building a generation that is aware and knowledgeable, equipped with the skills and competencies needed for success in a world that demands creativity and innovation. It aims to have a tangible impact in realizing an ambitious educational vision for the future of education in our beloved country.

Allah is the one sought for help, and He guides to the right path...

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Chapter (I)

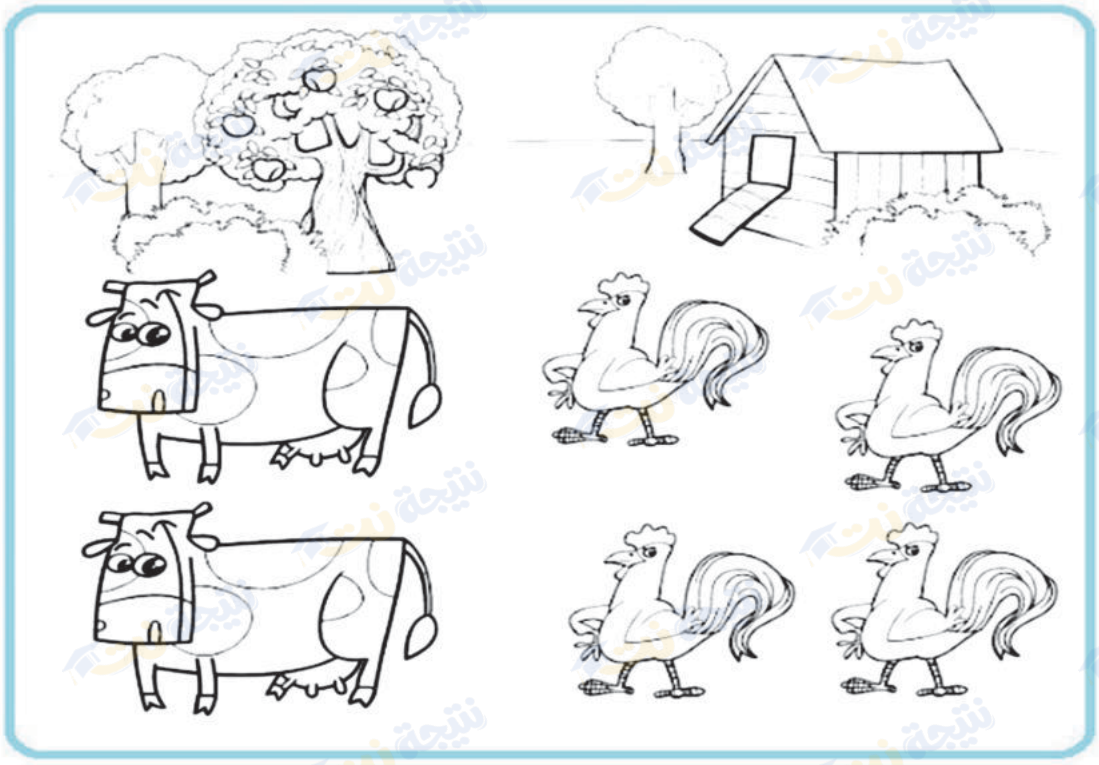
Numbers up to 10

Week ..... Lesson (I): How many ? Date: / /

Classroom Performance:

Activity (1): My friends and I

Cooperate with your classmates, then color using suitable colors:



Color the same number of things:

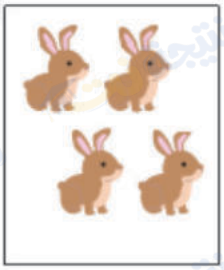
	○ ○ ○ ○ ○ ○ ○ ○ ○ ○
	○ ○ ○ ○ ○ ○ ○ ○ ○ ○
	○ ○ ○ ○ ○ ○ ○ ○ ○ ○
	○ ○ ○ ○ ○ ○ ○ ○ ○ ○

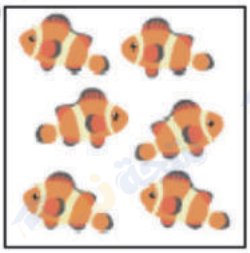
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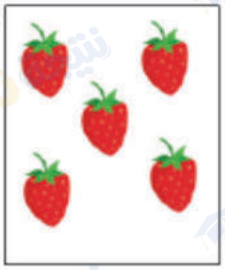
Activity (2):Let's color

Cooperate with your classmates, then color the same number of things:

(1) 

(2) 

(3) 

(4) 

Homework:

Color the same number of things:

(1) 

(2) 

(3) 

(4) 

(5) 

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Week ..... Lesson (2): Numbers from I to 5 Date: / /

Classroom Performance:

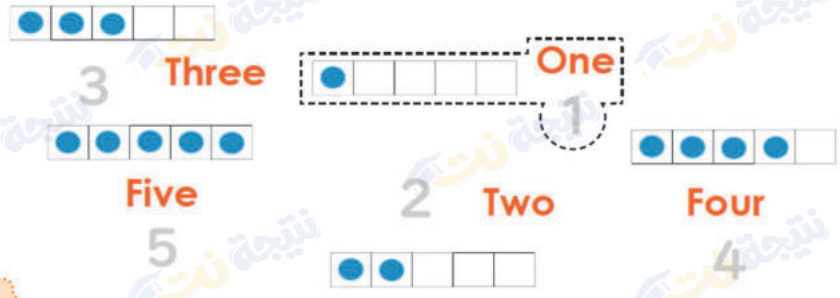
Activity (1): The five boxes

Cooperate with your classmates to make groups of beads, then place them in the boxes according to the number written in each box.



Activity (2): Name, Symbol and Meaning

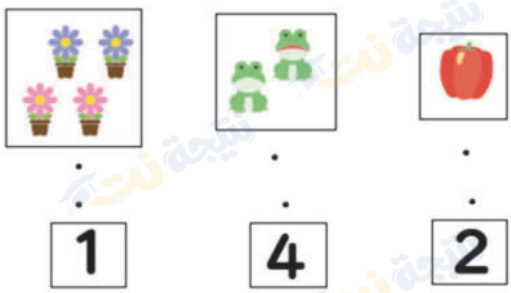
Work with your classmates, form groups for the same number as the example:



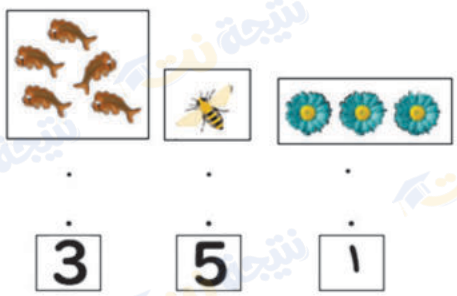
Homework:

Match each image to its correct number:

(1)



(2)



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Practice and write the number:

(3)

1 1

2 2

(4)

4 4

5 5

(5)

3 3

Weekly Assessment

Week .....

Model (A)

First: Choose the correct answer:



1) The number of butterflies in the oposite picture is .....

a) 1 **b) 2** **c) 3** **d) 4**

Second: Answer the following:



2) What is the number of flowers in the opposite picture ?

3) Color the same number of things:





4) Match each image to its correct number:







4 1 2

5) Write the number:

2 2

Model (B)

First: Choose the correct answer:



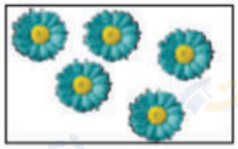
1) The number of Cars in the oposite picture is .....

a) 1 **b) 2** **c) 3** **d) 4**

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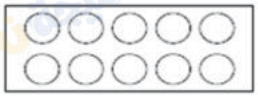
Second: Answer the following:

2) What is the number of flowers in the opposite picture ?



3) color the same number of things:





4) Match each image to its correct number:







4 2 3

5) Write the number:

3 3

Model (C)

First: Choose the correct answer:

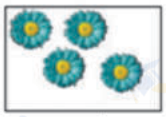
1) The number of stars in the oposite picture is .....

a) 2 **b) 3** **c) 4** **d) 5**

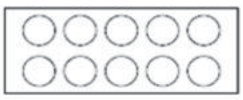


Second: Answer the following:

2) What is the number of flowers in the opposite picture ?



3) color the same number of things





4) Match each image to its correct number:







3 1 5

5) Write the number:

4 4

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Week ..... | Lesson (3): Let's Count! (from I to 5) | Date: / /

Classroom Performance:

Activity (1): The colored balloons



- Blow up 5 balloons of different colors.
- Write a number from 1 to 5 on each balloon.
- Place the balloons on the floor or hang them in an easily reachable spot.
- Ask a student to choose one balloon.
- When the student holds the balloon, ask him to say the number out loud, based on the number written on the balloon.
- If the student says the numbers correctly, clap and encourage him.

Activity (2): The naughty number cards



- Cut 5 small cards from cardboard.
- Write a number from 1 to 5 on each card.
- You can color each card in a different color to make it more attractive.
- Place the number cards on the board or fix them in a spot where all the students can see them.
- Ask a student to choose one card
- When the student choose the card, ask him to say the number out loud, based on the number written on the balloon.
- If the student says the numbers correctly, clap and encourage him.

Homework:

Write the number of things you see.

(you can point with your finger to each picture)

1)  ☐

2)  ☐

3)  ☐

4)  ☐

5)  ☐

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Week ..... Lesson (4): What Makes 5? Date: / /

Classroom Performance:

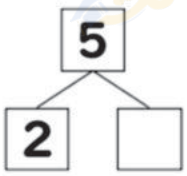
Activity (1): The story of number 5

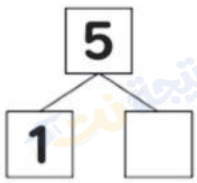
- Tell a story about our friend (Bear- rabbit or any puppet) who loves numbers a lot.
- There are 5 pieces of a candy on the table.
- Our friend decided to take one piece of a candy.
- Move the game character to take another piece and place it in one of the two cups.
- How many pieces of candy are still on the table.
- Ask the students to count the candy on the table: one , two , three , four.
- But our friend is still hungry and decided to eat another piece.
- Move the game character to take another piece and place it in the same cup.
- How many pieces of candy did our friend eat? How many pieces are on the table: one, two, three.
- Repeat the previous steps with (3,2) , (4,1) each time ask: How many pieces are in each cup?

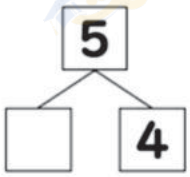


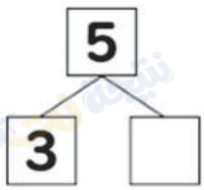
Homework:

1) What two numbers make 5 ? Write the missing number in the square.

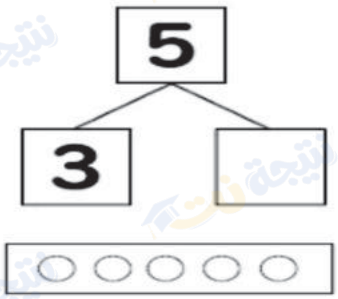
1) 

2) 

3) 

4) 

5) Color the given number, then count the remaining uncolored circles and write the number inside the box:



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Week ..... Lesson (5): Numbers from 6 to 10 Date: / /

Classroom Performance:

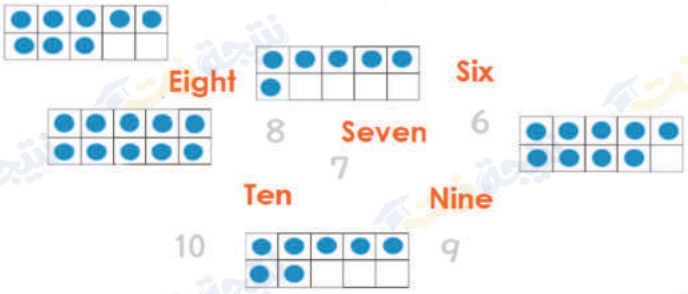
Activity (1): The naughty boxes:

Share with your classmates, make groups of beads, then put them in the boxes according to the number written in each box.



Activity (2): Name, Symbol and Meaning

Cooperate with your classmates; make groups for the same number:



Homework:

1) Match each image to its correct number:



6 8 7

Practice and write the number:

2) 6 6 6

3) 8 8

4) 9 9

5) 10 10

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Weekly Assessment

Week .....

Model (A)

First: Choose the correct answer:



1) The number of balloons in the oposite picture is .....

a) 7 b) 8 c) 9 d) 10

Second: Answer the following:



2) What is the number of pears in the opposite picture ?

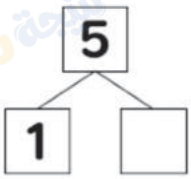


3) Write the number of things you see

(you can point with your finger to each picture)



4) What two numbers make 5 ? Write the missing number in the square.



5) Write the number:



Model (B)

First: Choose the correct answer:

1) The number of cars in the oposite picture is .....

a) 7 b) 8 c) 9 d) 10



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Second: Answer the following:

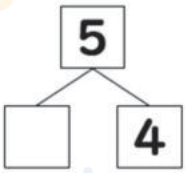
2) What is the number of pencils in the opposite picture?



3) Write the number of things you see
(you can point with your finger to each picture)



4) What two numbers make 5? Write the missing number in the square.



5) Write the number:



Model (C)

First: Choose the correct answer:



1) The number of stars in the oposite picture is .....
a) 7 b) 8 c) 9 d) 10

Second: Answer the following:

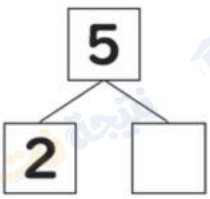
2) What is the number of pencils in the opposite picture ?



3) Write the number of things you see
(you can point with your finger to each picture)



4) What two numbers make 5 ? Write the missing number in the square.



5) Write the number:



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Week ..... Lesson (7): Let's Count! (from 6 to 10) Date: / /

Classroom Performance:

Activity (1): The story of number 10



- Tell a story about our friend (Bear- rabbit or any puppet) who loves numbers a lot.
- There are 10 pieces of a candy on the table.
- Our friend decided to take one piece of a candy.
- Move the game character to take another piece and place it in one of the two cups.
- How many pieces of candy are still on the table.
- Ask the students to count the candy on the table: one , two ,three , four, five, six , seven ,eight, nine.
- But our friend is still hungry and decided to eat another piece.
- Move the game character to take another piece and place it in the same cup.
- How many pieces of candy did our friend eat? How many pieces are on the table: one, two, three, four, five, six, seven, eight.
- Repeat the previous steps with (3,7) , (4,6) , (5,5) ,(7 ,3) ,(7,4) , (9,1) , (8,2) each time ask: How many pieces are in each cup?

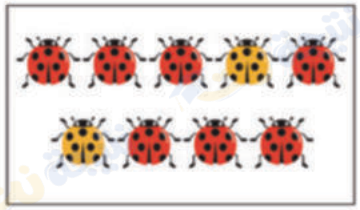
Homework:

Write the number of things you see (you can point with your finger to each picture)

1)



2)



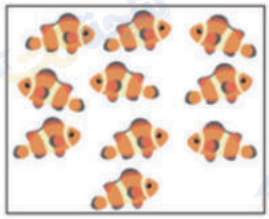
3)



4)



5)



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Week ..... Lesson (7): What Makes 6 ? Date: / /

Classroom Performance:

Activity (1): The story of number 6



- Tell a story about our friend (Bear- rabbit or any puppet) who loves numbers a lot.
- There are 6 pieces of a candy on the table.
- Our friend decided to take one piece of a candy.
- Move the game character to take another piece and place it in one of the two cups.
- How many pieces of candy are still on the table.
- Ask the students to count the candy on the table: one , two ,three , four, five.
- But our friend is still hungry and decided to eat another piece.
- Move the game character to take another piece and place it in the same cup.
- How many pieces of candy did our friend eat? How many pieces are on the table: one, two, three, four.
- Repeat the previous steps with (3,3) , (4,2) , (5,1) each time ask: How many pieces are in each cup?

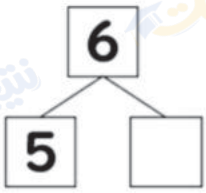
Homework:

What two numbers make 6? Write the missing numbers in the box:

1)



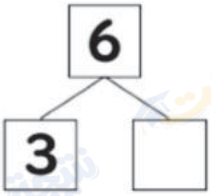
2)



3)



4)



5)



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Weekly Assessment

Week .....

Model (A)

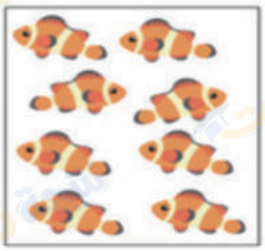
First: Choose the correct answer:



1) The number of butterflies in the oposite picture is .....

a) 7 b) 8 c) 9 d) 10

Second: Answer the following:

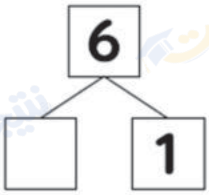


2) What is the number of fish in the opposite picture ?

3) Write the number of things you see
(you can point with your finger to each picture)



4) What two numbers make 6 ? Write the missing number in the square.



5) Match each image to its correct number:







9 10 7

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Model (B)

First: Choose the correct answer:



1) The number of cars in the oposite picture is .....

a) 7 b) 8 c) 9 d) 10

Second: Answer the following:

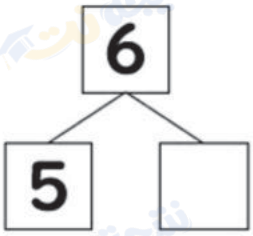
2) What is the number of pencils in the opposite picture ?



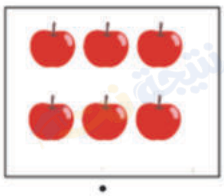
3) Write the number of things you see
(you can point with your finger to each picture)



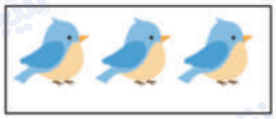
4) What two numbers make 6 ? Write the missing number in the square.



5) Match each image to its correct number:







3 8 6

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Model (C)

First: Choose the correct answer:

1) The number of stars in the oposite picture is .....

a) 7 b) 8 c) 9 d) 10



Second: Answer the following:

2) What is the number of pencils in the opposite picture ?



3) Write the number of things you see

(you can point with your finger to each picture)

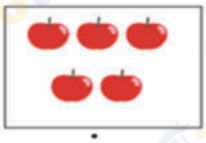




4) What two numbers make 6 ? Write the missing number in the square.



5) Match each image to its correct number:







6 5 9

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Week ..... Lesson (8): What Makes 7 ? Date: / /

Classroom Performance:

Activity (1): The story of number 7



- Tell a story about our friend (Bear- rabbit or any puppet) who loves numbers a lot.
- There are 7 pieces of a candy on the table.
- Our friend decided to take one piece of a candy.
- Move the game character to take another piece and place it in one of the two cups.
- How many pieces of candy are still on the table.
- Ask the students to count the candy on the table: one , two ,three , four, five, six.
- But our friend is still hungry and decided to eat another piece.
- Move the game character to take another piece and place it in the same cup.
- How many pieces of candy did our friend eat? How many pieces are on the table: one, two, three, four, five.
- Repeat the previous steps with (2,5) , (3,4) , (6,1) ,(0,7) each time ask: How many pieces are in each cup?

Homework:

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

1) 7 — ☐ 2

2) 7 — ☐ 4

3) 7 — 1 ☐

4) 7 — ☐ 6

5) 7 — 5 ☐

Week ..... Lesson (9): What Makes 8 ? Date: / /

Classroom Performance:

Activity (1): The eight friends

Cooperate with your classmate, draw to make 8 friends, then complete:



..... and ..... make 8



..... and ..... make 8

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Activity (2): My friend and I

Cooperate with your classmate, complete to make 8:

1) 8 — 3

2) 8 — 1

3) 8 — 2

4) 8 — 4

Homework:

Complete to make 8:

1) 7 and ….. make 8

2) 6 and ….. make 8

3) 5 and ….. make 8

4) ….. and 4 make 8

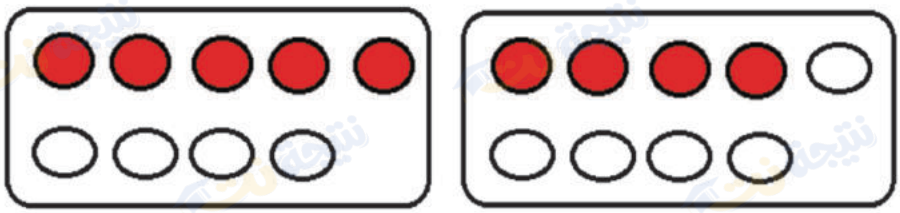
5) …… and 6 make 8

Week ..... | **Lesson (10): What Makes 9 ?** | **Date: / /**

Classroom Performance:

Activity (1): Play and color

Cooperate with your classmate and color to make 9, then complete:



…… and ….. make 9

…… and ….. make 9

Activity (2):With my friends

Cooperate with your classmates to make 9 :

1) 9 — 8

2) 9 — 4

3) 9 — 7

4) 9 — 4

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Homework:

Complete to make 9:

1) 6 and ….. make 9
2) 7 and ….. make 9
3) 3 and ….. make 9
4) 1 and ….. make 9
5) …… and 5 make 9

Weekly Assessment

Week .....

Model (A)

First: Choose the correct answer:

1) The number 3 and the number….. make 8
   a) 5 b) 3 c) 8 d) 6

Second: Answer the following:

2) The number 7 and the number….. make 9
3) Write two numbers that make 7 , one of them is 2
4) Write two numbers that make 9 , one of them is 3
5) Write two numbers that make 7 , one of them is 3

Model (B)

First: Choose the correct answer:

1) The number 4 and the number….. make 8
   a) 4 b) 5 c) 8 d) 2

Second: Answer the following:

2) The number 6 and the number….. make 9
3) Write two numbers that make 7 , one of them is 1
4) Write two numbers that make 9 , one of them is 2
5) Write two numbers that make 7 , one of them is 4

Model (C)

First: Choose the correct answer:

1) The number 1 and the number….. make 8
   a) 5 b) 6 c) 7 d) 4

Second: Answer the following:

2) The number 6 and the number….. make 9
3) Write two numbers that make 7 , one of them is 6
4) Write two numbers that make 9 , one of them is 1
5) Write two numbers that make 9 , one of them is 8

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Week ..... Lesson (II): What Makes 10 ? Date: / /

Classroom Performance:

Activity (1): The same colors

Cooperate with your classmate, color each two cards that make 10 with the same color

5	6	7	8	9
1	2	3	4	5

Activity 2: Let's work together

Share with your classmate, complete to make the number 10

1) 10 — 4

2) 10 — 2

3) 10 — 7

4) 10 — 1

Homework:

Complete to make the number 10:

1) 7 and …….. make 10
2) 8 and ……. make 10
3) 5 and …….. make 10
4) ……. and 4 make 10
5) ……. and 9 make 10

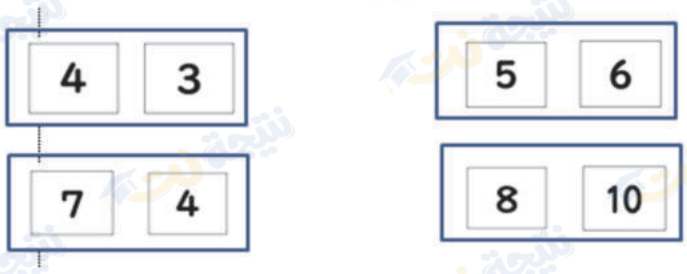
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Week ..... Lesson (12): Let's compare Numbers Date: / /

Classroom Performance:

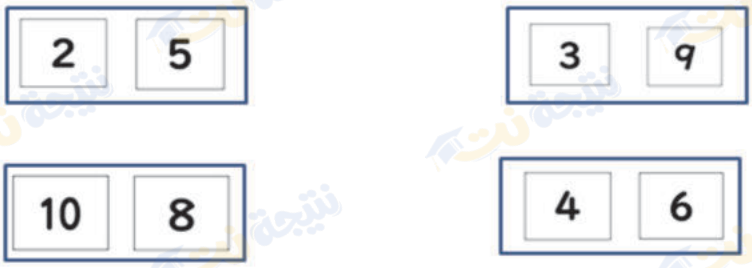
Activity (1): Comparing and coloring

Cooperate with your classmate and color the bigger number:



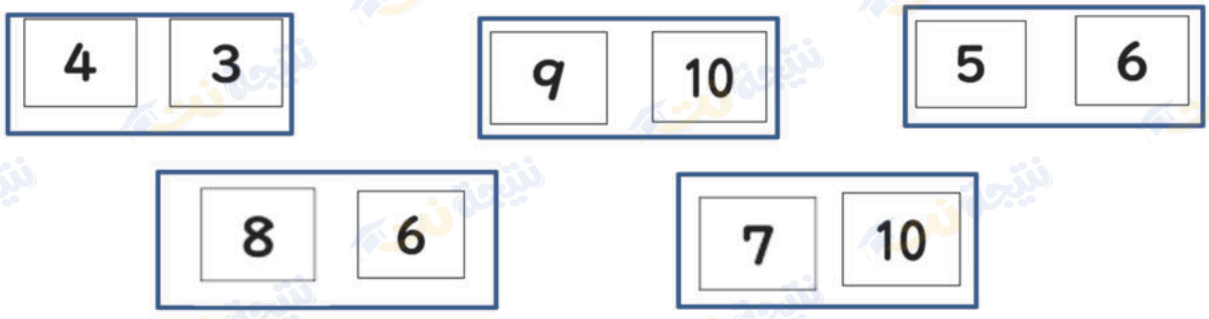
Activity 2: The smaller number

Cooperate with your classmate and color the smaller number:



Homework:

Color the bigger number:



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Week ..... Lesson (13): The number zero Date: / /

Classroom Performance:

Activity 1: Fruit plates

Share with your classmate, write the number of oranges:

1) 

2) 

3) 

Activity 2: Bouquet of flowers

Share with your classmate, write the number of flowers:

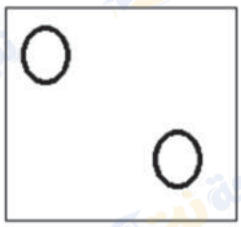
1) 

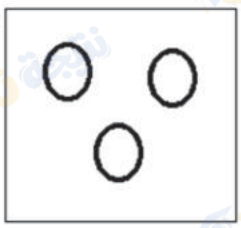
2) 

3) 

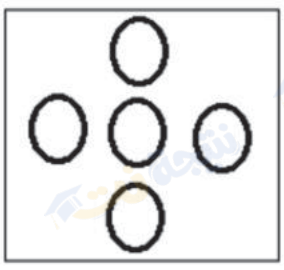
Homework:

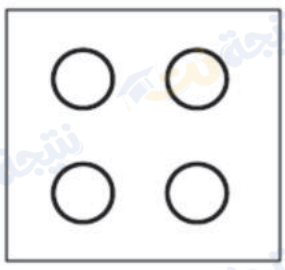
Complete by writing the number of circles:

(1) 

(2) 

(3) 

(4) 

(5) 

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Weekly Assessment

Week .....

Model (A)

First: Choose the correct answer:

1) The number 7 and the number….. make 10

a) 1 b) 2 c) 3 d) 4

Second: Answer the following:

2) The number 8 is bigger than.....

3) Write a number bigger than 0

4) Write two numbers that make 10 and one of them is 2

5) Write a number smaller than 5

Model (B)

First: Choose the correct answer:

1) The number 4 and the number….. make 10

a) 5 b) 6 c) 7 d) 4

Second: Answer the following:

2) The number 7 is smaller than.....

3) Write a number smaller than 1

4) Write two numbers that make 10 and one of them is 7

5) Write a number bigger than 4

Model (C)

First: Choose the correct answer:

1) The number ……. is smaller than 1

a) zero b) 1 c) 2 d) 3

Second: Answer the following:

2) The number 7 is bigger than.....

3) Write a number bigger than 5

4) Write two numbers that make 10 and one of them is 1

5) Write two numbers that make 10 and one of them is 3

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Chapter (2)

What's the position?

Week ..... | Lesson (I): What's the position? | Date: / /

Classroom Performance:

Activity 1: Arrange from the front

Cooperate with your classmates and circle the fourth student from the front:

Front  Back

Activity 2: Arrange from the back

Cooperate with your classmates and circle the third student from the back:

Front  Back

Homework:

Circle the correct answer:

1) The third cat from the front:

Front  Back

2) The second cat from the back:

Front  Back

3) The fifth car from the front:

Front  Back

4) The fourth car from the back:

Front  Back

5) The first car from the back:

Front  Back

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Week ..... Lesson (2): Where Is It ? Date: / /

Classroom Performance:

Activity 1: Top and bottom

Share with your classmates and complete the following:



Is the ... first ....from the top



Is the .....from the top



Is the .....from the bottom



Is the .....from the bottom



Activity2: Right and Left

Share with your classmates and complete the following:





Is the .....from the right



Is the .....from the right



Is the .....from the left

Homework:

Look at the picture and answer:



Is the .....from the top



Is the .....from the top



Is the .....from the bottom



Is the .....from the bottom



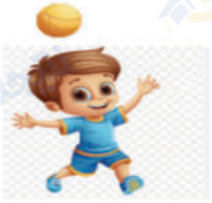
Is the .....from the bottom



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Weekly Assessment
Week .....

Model (A)



First: Choose the correct answer:

1)The position of the ball is to ..... of the student
a) right b) Left c) back d) top



2)The bird is on.....the branch
a) top b) bottom c) front d) bottom

Second: Observe the picture then answer:



3) Circle the fourth student from the back
4) Circle the second student from the front
5) Circle the fifth student from the back

Model (B)

First: Choose the correct answer:

1) The cat is sitting ..... the chair
a) at the top of b) at the bottom of c) in the back of d) in front of



2) The ball is at the ..... of the table leg
a) top b) bottom c) right d) Left



Second: Observe the picture then answer:



3) Circle the sixth student from the front
4) Circle the seventh student from the back
5) Circle the third student from the front

Model (C)

First: Choose the correct answer:

1) The cat is sitting ..... the chair
a) at the top of b) at the bottom of
c) in the back of d) in front of



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2)The bird is on the ..... of the branch

a) top b) bottom c) right d) left



Second: Observe the picture then answer:

Front  Back

3) Circle the fifth car from the front

4) Circle the third car from the back

5) Circle the first car from the back

Chapter (3)

Addition

Week ..... | Lesson (I): Addition (part I) | Date: / /

Classroom Performance:

Activity 1: The beautiful birds

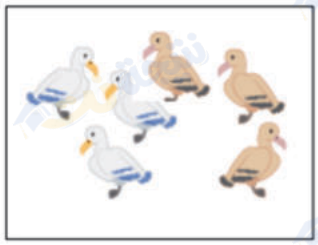
Cooperate with your classmate, observe the picture then complete:



.....+.....=.....



.....+.....=.....



.....+.....=.....

Activity (2): Draw and create

Share with your classmates, create and draw shapes as required, then find the result:

7 + 3 =.....

2 + 5 =.....

3 + 4 =.....

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Homework:

Add:

1) $7 + 3$ 2) $1 + 3$ 3) $5 + 2$

4) $1 + 8$ 5) $4 + 5$

Week ..... Lesson (2): Addition (part 2) Date: / /

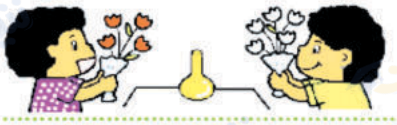
Classroom Performance:

Activity (1): The World of Flowers

Basem has 5 white flowers and his classmate has 4 red flowers.

Choose the suitable picture represent the total number of flowers:

1



2



3



Activity (2): Form Cubes

Match each of the following cubes to its suitable addition sentence, then write the answer:









- $4 + 3 =$ ☐
- $5 + 2 =$ ☐
- $7 + 2 =$ ☐
- $3 + 1 =$ ☐

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Homework:

Write the mathematical sentence, then find the total number for each of the following:

1) 

2) 

3) 

4) 

5) 

□ + 1 = □

□ + 4 = □

□ + 3 = □

□ + 2 = □

□ + 1 = □

Week ..... | **Lesson (3): Addition with zero** | **Date: / /**

Classroom Performance:

Activity (1): Counting blocks

Mariam placed a set of counting blocks in bags, write the mathematical sentence and the total number for each of the following:





□ + □ = □ □ + □ = □

Activity (2): Draw and find the result

Help your classmates with the drawings to express the following mathematical sentences and find the total result:

0+ 7 = ...

2+ 4 = ...

6 + 0 =.....

2+ 8 = ...

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Homework:

1) Find the result of the addition:

1) 0 + 7 = …….. 2) 3 + 4 = …… 3) 8 + 0 = …….

4) I have 5 pieces of candy, and my brother has " 0" pieces of candy. What is the total number of candies?

5) I have four hats at home, and I haven't bought any additional hats. What is the total number of hats?

Weekly Assessment

Week ……

Model (A)

First: Choose the correct answer:

1) 5 + 0 = ……

a) zero b) 5 c) 6 d) 10

Second: Write the mathematical sentence then find the total number for each of the following:

2) 6 + 3 = ……

3) 

□ + □ = □

4) 

□ + □ = □

5) Rana picked 6 red flowers and 3 yellow flowers. How many flowers did Rana pick?

Model (B)

First: Choose the correct answer:

1) 7 + 0 = ……

a) zero b) 7 c) 8 d) 10

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Second: Write the mathematical sentence then find the total number for each of the following:

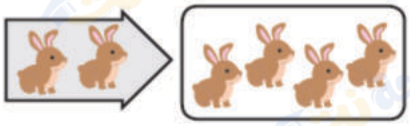
2) 6 + 2 = ...

3)



□ + □ = □

4)



□ + □ = □

5) Rahaf bought 5 pieces of cake, then bought 2 more pieces. How many pieces did Rahaf buy?

Model (C)

First: Choose the correct answer:

1) 7 + 1 = ...

a) zero **b) 7** **c) 8** **d) 10**

Second: Write the mathematical sentence then find the total number for each of the following:

2) 6 + 0 = ...

3)



□ + □ = □

4)



□ + □ = □

5) Habiba bought 5 pieces of candy, then bought 3 more pieces. How many pieces did she buy?

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Week ..... Lesson (4): Making addition stories Date: / /

Classroom Performance:

Activity (1): Let's tell a story

Tell a story about the addition operation:



2 + 4 = 6

Activity (2): Trip to the park

Share with your classmates more than one story about the addition operation



3 + 2= 5

1 + 1 = 2

Homework:

1) 3 + 5 = 8

2) 1 + 2 = 3

3) 9 + 0 = 9

4) 4 + 5 = 9

5) 4 + 2 = 6

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Chapter (4)

Subtraction

Week ..... Lesson (I): Subtraction (part I) Date: / /

Classroom Performance:

Activity (1): My Cat

Which image represents

6 - 3?



Activity (2): Subtraction Champions

Share your classmates to find the results of the subtraction, then match the equal results:

8– 1=.....	7– 2=.....	8– 5=.....
8– 3=.....	5– 2=.....	9– 2=.....

Homework:

Find the results of subtracting:

1) 6 – 5 = ...

2) 4 – 2 = ...

3) 9 – 3 = ...

4) 10 – 5 = ...

5) 8 – 2 = ...

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Week ..... Lesson (2): Subtraction (part 2) Date: / /

Classroom Performance:

Activity (1): What is the remainder?

Observe the following pictures and write the mathematical sentence, then find the remainder



□ - □ = □



□ - □ = □

Activity (2) : The Adventures of Subtraction

Share your classmates find the answer:

1) 6 birds on a tree, 3 birds flew away. How many birds are left on the tree?



2) There are 7 pieces of candy. You ate 3 of them. How many do you have left?



Homework:

Find the result of subtracting:

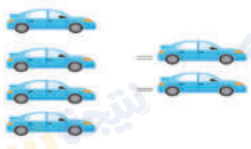
1) 8 – 1 = ...

2) 6 – 2 = ...

3) 9 – 5 = ...

4) 10 – 7 = ...

5) There are 6 cars. 2 cars left. How many cars are left?



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Weekly Assessment

Week .....

Model (A)

First: Choose the correct answer:

1) 5 - 1 = ...

a) 3 b) 6 c) 4 d) 10

Second: Write the mathematical sentence then find the total number for each of the following:

2) 6 - 3 = ...

3) There are five balloons. Three of them flew away.

How many balloons are left?

4) There are four cars. One of them moved.

How many cars are left?

5) Rana picked 6 red flowers and gave her sister 2 flowers.

How many flowers does she have left?



Model (B)

First: Choose the correct answer:

1) 6 - 2 = ...

a) 4 b) 6 c) 8 d) 10

Second: Write the mathematical sentence then find the total number for each of the following:

2) 10 - 3 = ...

3) There are three. I ate one.

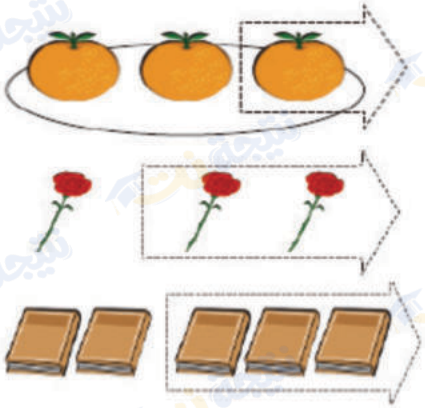
How many oranges oranges are left?

4) I have 3 flowers. I gave 2 flowers to my friend.

How many flowers do I have left?

5) There are 5 books. 3 of them were sold.

How many books are remaining?



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Model (C)

First: Choose the correct answer:

1) 8 - 2 = ...

a) 1 b) 6 c) 8 d) 10

Second: Write the mathematical sentence then find the total number for each of the following:

2) 10 - 4 = ...

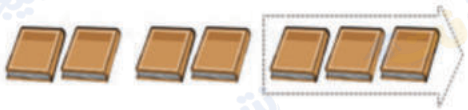
3) There are 4 birds. 3 of them flew away.
How many birds are left?



4) I have three pieces of candy. My brother ate two pieces. How many pieces of candy are left?



5) There are 7 books. 4 of them were sold.
How many books are left?



Week ..... **Lesson (3): Subtraction with zero** **Date: / /**

Classroom Performance:

Put a check mark (×) on the items you took, then write the subtraction sentence:

I took 0 chickens



□ − □ = □

I took 6 lions



□ − □ = □

I took 4 tigers



□ − □ = □

I took 0 foxes



□ − □ = □

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Activity (2): How to find the answer?

Share your classmates participate in drawing circles and then erasing them to find the result of the subtraction as per the example:

2 − 0 = 2 	5 − 5=	7 − 0= .....
3 − 3=	8 − 0=	10 − 10=

Homework:

Find the result of subtracting:

1) 7 −7 = ...

2) 5 − 0 = ...

3) 4− 2 = ...

4) 9 − 9 = ...

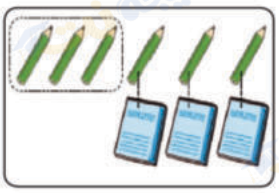
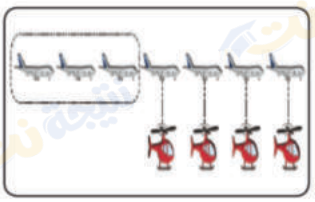
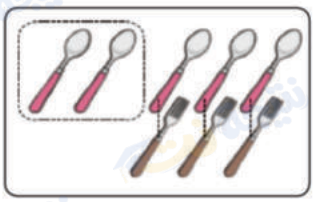
5) There are 3 bananas in my basket and none of them have been eaten. How many are left? Write the subtraction sentence and the answer.

Week ..... | Lesson (4): What's the difference? | Date: / /

Classroom Performance:

Activity(1) : Find the difference

Observe the following pictures and write the appropriate mathematical sentence, then find the difference:

□ - □ = □ □ - □ = □ □ - □ = □

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Activity (2): Discover the mathematical sentence

Share your classmates to identify the mathematical sentence that represents the difference.

1) **Samira has 7 flowers, and Mariam has 6 flowers. What is the mathematical sentence that represents the difference between the number of flowers they have?**



6 + 1 = 7	7 + 1 = 8	7 - 6 = 1	7 - 7 = 0

2) **Mahmoud has 8 tennis balls, and Tariq has 6 tennis balls. What is the mathematical sentence that represents the difference between the number of balls each has?**



8 - 6 = 2	6 - 0 = 2	8 - 3 = 5	6 + 2 = 8

Homework:

Note the following pictures and write the appropriate mathematical sentence, then find the difference:

1) 

2) 

3) 

4) 

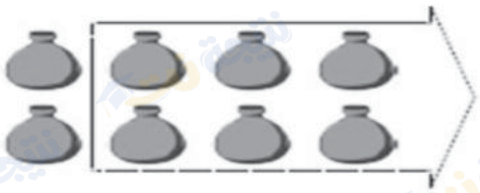
Week ..... **Lesson (5): Making subtraction Stories** **Date: / /**

Classroom Performance:

Activity (1): My story

Make a story about subtraction:

8 – 6 = 2



Activity (2): My friends' stories

Share with your classmates more than one story about the subtraction process:

5 – 2 = 3 **2 – 0 = 2**



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Homework:

Make a story that expresses each of the following subtraction operations:

1) 8 – 4 = 4
2) 3 – 2 = 1
3) 9 – 0 = 9
4) 6 – 5 = 1
5) 5 - 2 = 3

Weekly Assessment
Week .....

Model (A)

First: Choose the correct answer:

1) 5 – 5 = ...
   a) 5 b) zero c) 9 d) 10

Second: Find the result:

2) 6 – 0 = ……..

3) 9 – 5 = ...



4) 8 – 3 = ...



5) Make a story about subtraction:
   5 – 1 = 4

Model (B)

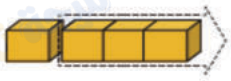
First: Choose the correct answer:

1) 6 – 6 = ...
   a) zero b) 6 c) 8 d) 10

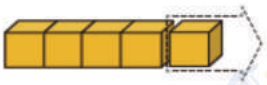
Second: Answer the following:

2) 10 – 0 = ……..

3) 4 – 3 = ...



4) 5 – 1 = ...



5) Make a story about subtraction:
   7 – 5 = 2

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Model (C)

First: Choose the correct answer:

1) 2 – 0 = ...

a) 8 b) zero c) 2 d) 10

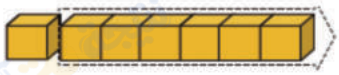
Second: Answer the following:

2) 4 – 4 = ...

3) 6 – 1 = ...



4) 7 – 6 = ...



5) Make a story about subtraction:

8 – 3 = 5

Chapter (5)

Comparing Lengths

Week ..... Lesson (I): Which One Is Longer? Date: / /

Classroom Performance:

Activity (1) Long and Short Things Race

Work with your group, then answer:

Which of the two palm trees is longer?



Who is longer, the father or the son?



Activity (2) Long and Short Things Race

Work with your group, then answer:

Which of the two spoons is longer?



Which of the two pens is longer?



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Homework:

Note the picture of the room, then answer:



1) Which is longer, the closet or the bed ? .....
2) Which is longer, the robot picture or the car picture ? .....
3) Which is longer, the toy box or the closet ? .....
4) Which is longer, a fish tank or a vase? .....
5) Which is longer, the robot picture or the kite picture? .....

Week ..... **Lesson (2): How Can We Measure?** **Date: / /**

Classroom Performance:

Activity (1) Measurements by Hand and foot

Work with your classmate and measure the seat in the classroom by hand or foot, then record:



Measure by hand = ...

Measure by foot = ...

Activity (2) Measurements by pencil

Use a pencil to measure your classmate's arm length:



My classmate's arm length = ...

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Homework:

Look inside your home (your bed – your closet – dining table –prayer rug – window), Measure each one by hand:

1) Measurement = ……..



2) Measurement = ……..



3) Measurement = ……..



4) Measurement = ……..



5) Measurement = ……..



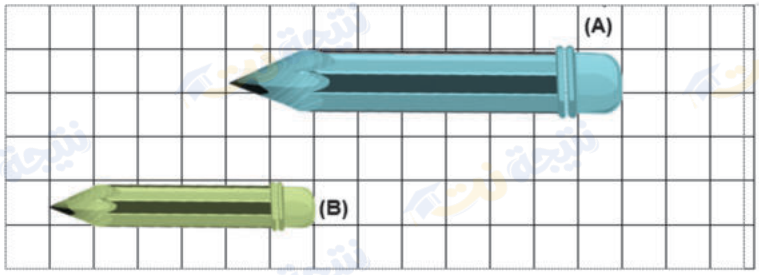
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Week ..... Lesson (3): Let's Compare Lengths Date: / /

Classroom Performance:

Activity (1) which pencil is longer?

Work with your Classmate to count the blocks to find the longest:



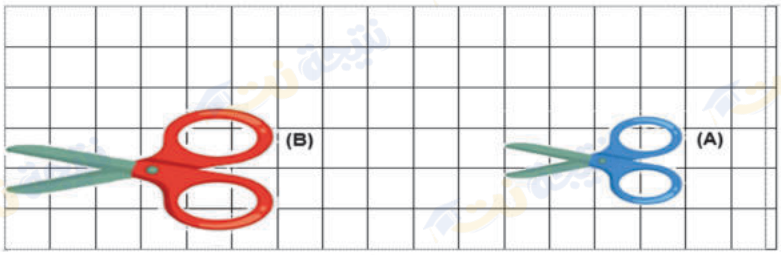
Pencil (A) = ... Blocks

Pencil (B) = ... blocks

The longest Pencil is .....

Activity (2) longer scissors

Share with your classmate to find the longest:



Scissor (A) = ... Blocks

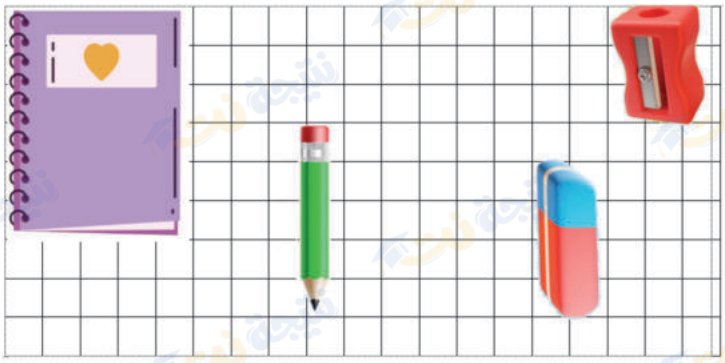
Scissor (B) = ... blocks

The longest scissors is .....

Homework:

Note and complete:

1) **Notebook = ... Blocks**
2) **Pencil = ... Blocks**
3) **Eraser = ... Blocks**
4) **Sharpener = ... Blocks**
5) **The longest is .....**



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Weekly Assessment

Week .....

Model (A)

1) Which of the two palm trees is longer?



2) Note the unit of measurement used and then compare the lengths of the cars:





Answer the following:

3) Who is longer, the teacher or you?

4) Which is longer, the closet or the chair?

5) Which is longer  or  ?

Model (B)

1) Which of the two spoons is longer?



2) Note the unit of measurement used and then compare the lengths of the objects:





Answer the following:

3) Which is longer, the teacher or the child?

4) Which is longer, the bus or the bicycle?

5) Which is longer  or  ?

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Model (C)

1) Which pen is longer?



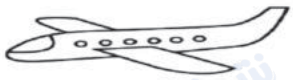
2) Note the unit of measurement used and then compare the lengths of the objects:



Answer the following:

3) Which is longer, the mother or her baby?

4) Which is longer, a car or a bike?

5) Which is longer  or  ?

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Chapter (6)

Representing Data

Week ..... | Lesson (I): Representing Data with Pictures | Date: / /

Classroom Performance:

Activity (1) Favorite animal

Work with your classmate and count the animals and then color them:

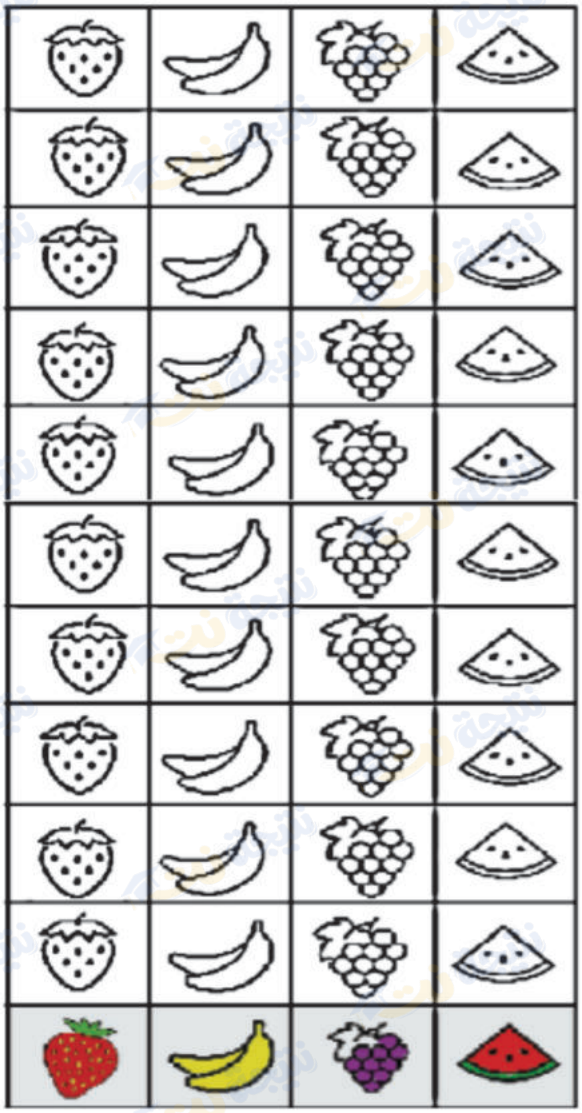


frog	turtle	dog	rabbit

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Activity (2): I Like Fruits

Collaborate with your classmate to find the number of fruits, then color according to the number:





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Homework:

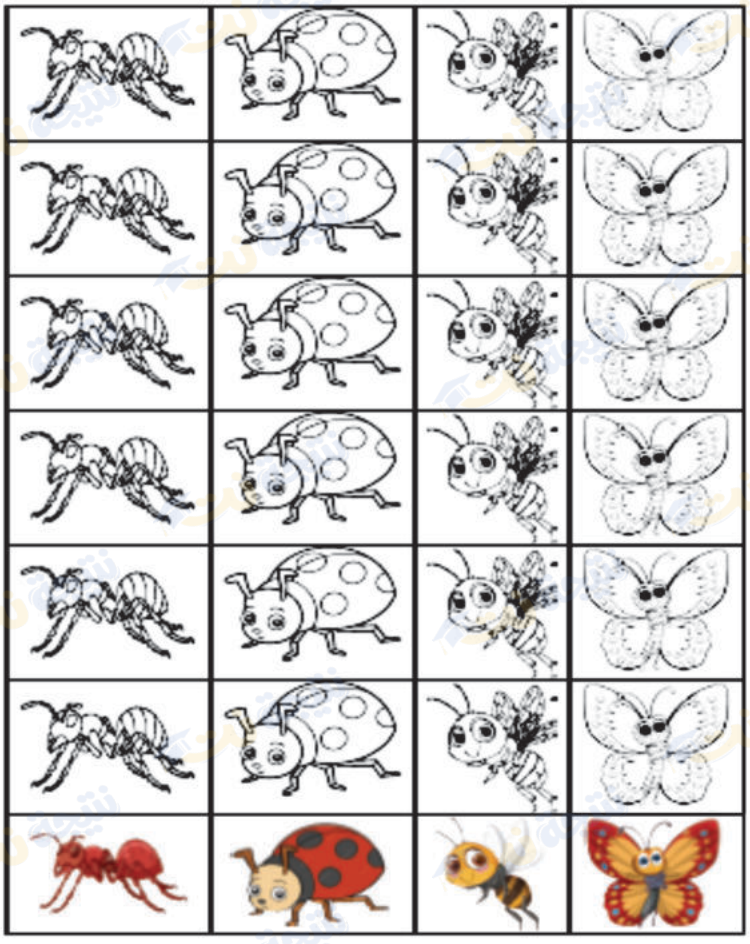
Notice, then count the number of insects:



(1) Number of  **= .....** **(2) Number of**  **= ....**

(3) Number of  **= .....** **(4) Number of**  **= .....**

(5) Color according to the number:



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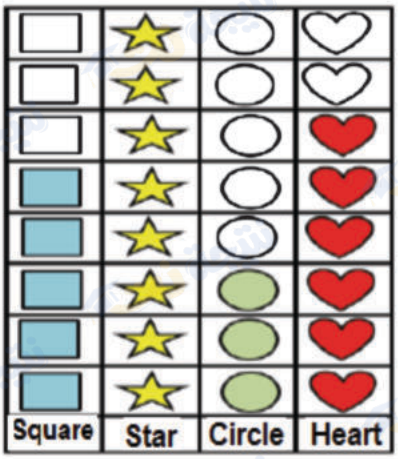
Week ..... | Lesson (2): What We Learn From Results | Date: / /

Classroom Performance:

Activity (1): Our Results in a Picture

Collaborate with your group to know the favorite shapes, then complete:

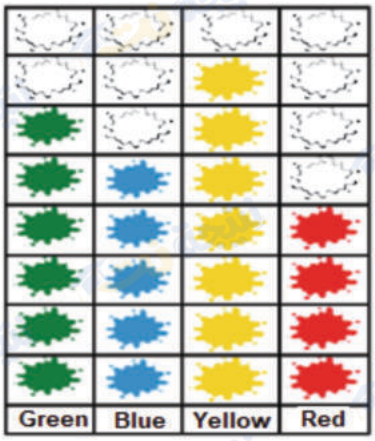
- Which of the shapes is the most?
- Which of the shapes is the least?
- How many students like the circle?
- How many students like the square?
- How many students like the star?



Activity (2): My Favorite Color

Discover your classmates favorite color, then answer:

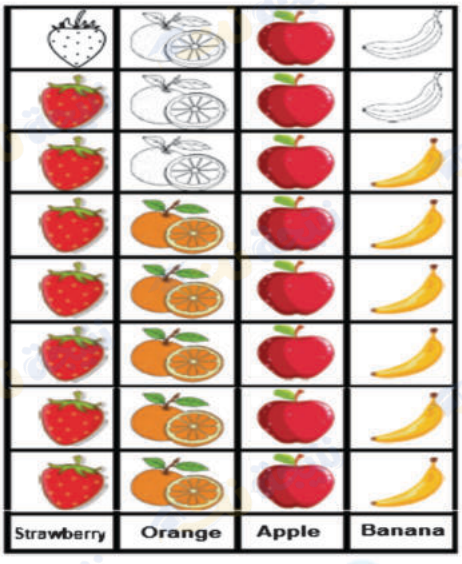
- Which color is the most?
- Which color is the least?
- How many students like yellow?
- How many students like blue?
- How many students like green?



Homework:

Notice the fruits, then answer:

- Which of the fruits is the most?
- Which of the fruits is the least?
- How many students like bananas?
- How many students like apples?
- How many students like strawberries?



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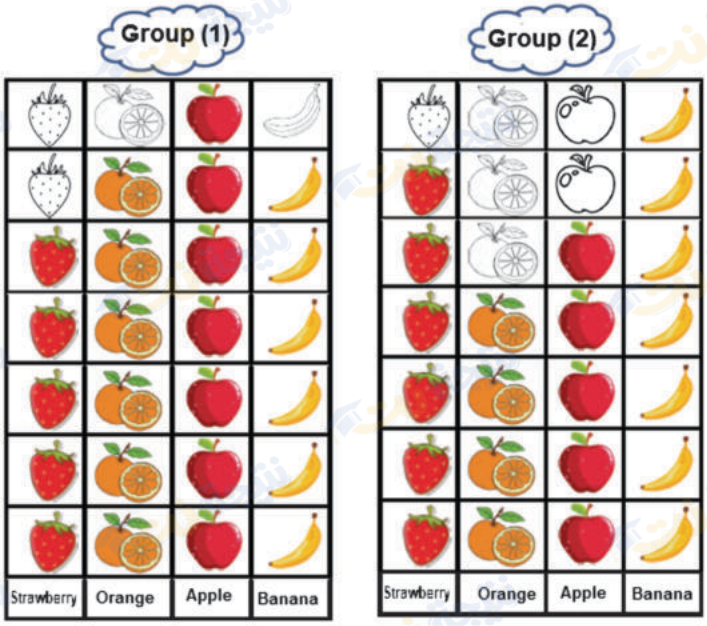
Week ..... Lesson (3): Let's Compare Results Date: / /

Classroom Performance:

Activity (1): The favorite Fruit

Cooperate with your group members and determine your favorite fruit and the favorite fruit of another group in the class, then complete:

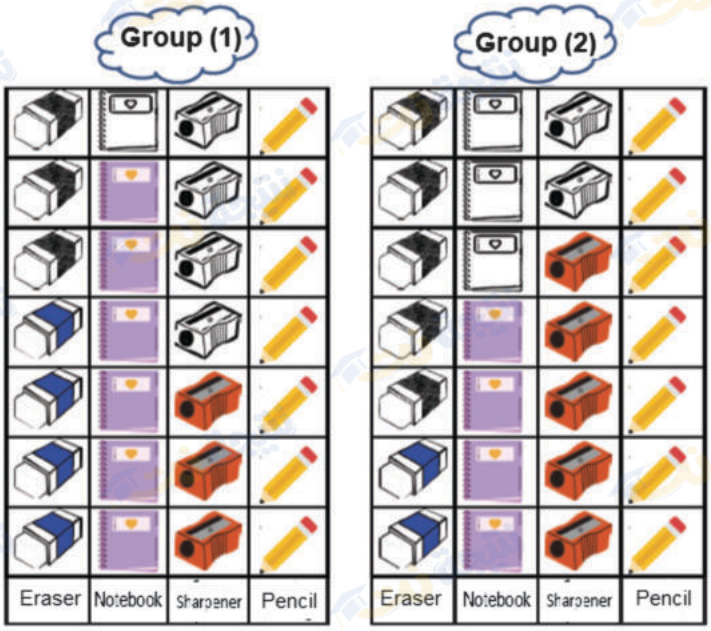
- Which group like oranges most?
- Which group like strawberries most?



Activity (1): School Tools

In the classroom, group (1) and group (2) counted their tools to determine which group has more. Answer the following:

- Which group has more notebooks?
- Which group has more sharpeners?



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Homework:

Notice the favorite professions, then answer the following questions:

CLASS 1



CLASS 2



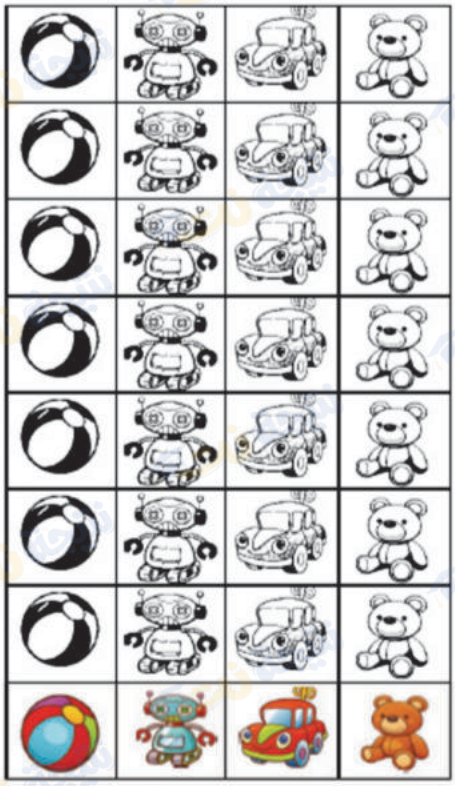
- **Which class prefers Teacher Profession the most?**
- **Which class prefers Engineer Profession the most?**
- **Which class prefers Officer Profession the most?**
- **Which class prefers Doctor Profession the most?**
- **Which profession do you prefer?**

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Weekly Assessment
Week .....

Model (A)

Count the favorite games for Ahmed and his friends, then color:





Choose the correct answer:

1) Which game is more favorable?

a) Bear **b) Car** **c) Robot** **d) Ball**

2) Which game is less favorable?

a) Bear **b) Car** **c) Robot** **d) Ball**

Answer the following:

3) The number of balls = ...

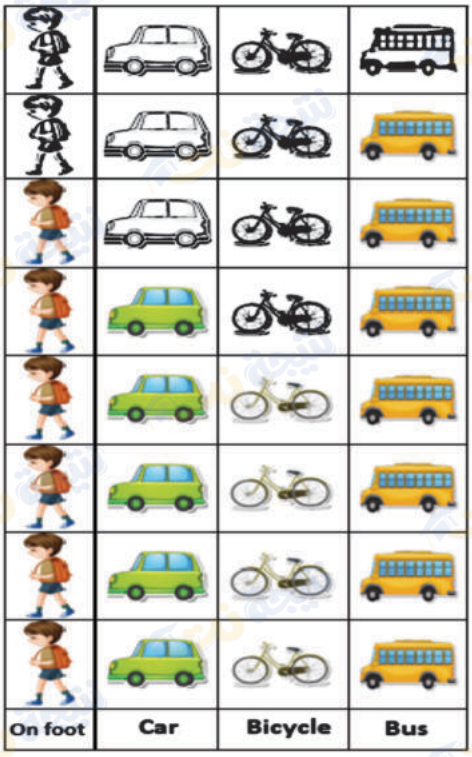
4) The number of cars = ...

5) Which is greater, the number of balls or the number of cars?

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Group (B)

The graph shows the means of transportation used to get to school. Observe and answer.



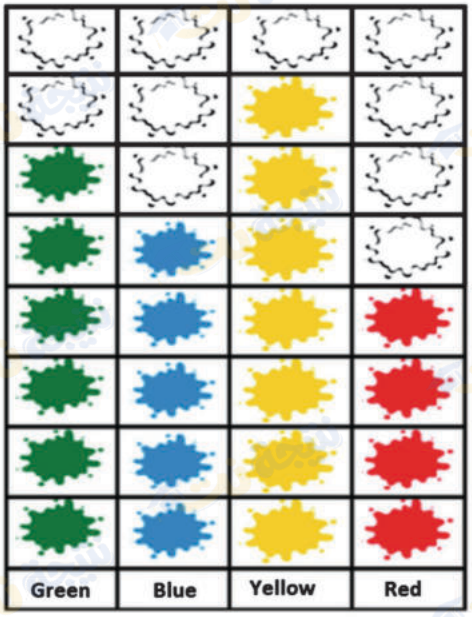
First- Choose the correct answer:

1- Which transportation is commonly used?
   a) Bus b) Bicycle
   c) Car d) On foot
2- Which transportation is less used?
   a) Bus b) Bicycle
   c) Car d) On foot

Second- Answer the following:

1- How many students go to school on foot?
2- Which is more go to school on foot or by Car?
3- How many students go to school by Bicycle?

Group (C)



First- Choose the correct answer:

1- Which colors are most preferred?
   a) Red b) Yellow
   c) Blue d) Green
2- Which colors are least preferred?
   a) Red b) Yellow
   c) Blue d) Green

Second- Answer the following:

1- Number of yellow colors =…..
2- Number of green colors =…..
3- Which is more green colors or yellow colors?

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Chapter (7)

Number Greater than ten

Week ..... Lesson (I): Numbers up to 20 Date: / /

Classroom Performance:

Activity (1): Balloons, stars and apples

Collaborate with your classmate to count and write the number:



Activity (2): Amusement Park

The friends went to the amusement park and stood in a line as shown in the picture. Observe and answer.



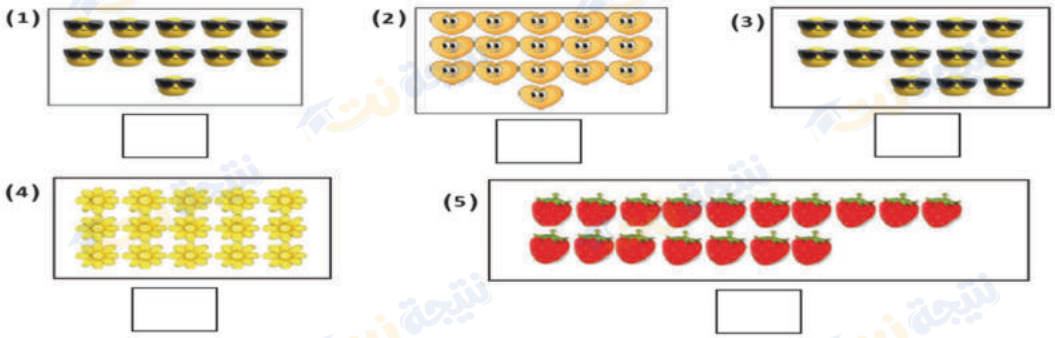
The total number of children in the row?

The position of Nabil from the back?

The position of Amer from the front?

Homework:

Count, then write the number.



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Week ..... Lesson (2): Ten and some Numbers (from 1 to 10) Date: / /

Classroom Performance:

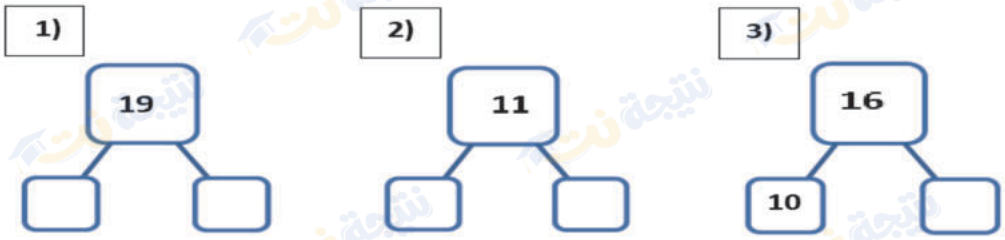
Activity (1): Ten and its friends

Collaborate with your classmate and write the number:



Activity (2): Every number has ten and a friend

Collaborate with your classmate and complete:



Homework:

Complete the following:

1) 13 = … and ….
2) 11 = … and ….
3) 10 and 5 make ….
4) 10 and 7 make ….
5) Count, then write the number :



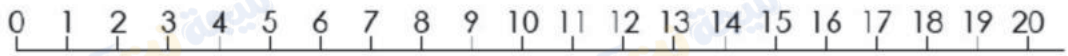
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Week ..... Lesson (3): Number line Date: / /

Classroom Performance:

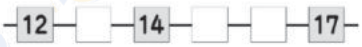
Activity (1): Race of numbers

- **Prepare a set of cards with numbers from 1 to 20.**
- **Shuffle them randomly, then divide them into two groups, face down.**
- **Draw two number lines on the floor, then select four students, with each pair representing a team.**
- **A student from each team draws a random card and reads the number aloud. Then, their partner standing on the number line, begins jumping until they reach the target number. The first team to reach it wins.**



Activity (2): Choose your place

- Divide the class into groups of three students, then give each student a blank card and a pen. Write numbers on the board like the problem in front of you.



- Choose two groups, then ask the students from each group to cooperate and write the missing numbers on the card.
- The group that finishes first will be asked to place each student with the card in the correct place.
- The winning group is the one that places the cards in the correct place.

Activity (3): I want to grow up

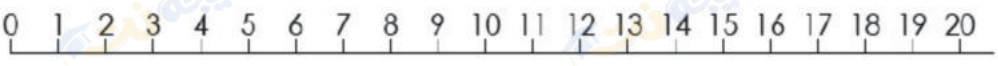
- Prepare a set of cards with numbers from 1 to 20, then divide them randomly into two groups.
- Draw a circle on the board, then ask two students to draw one card each and place it in the correct place, with the large number inside the circle and the small number outside it.

Homework:

Answer the following:

1) Put the numbers 10, 18, 12, and 11 in order from greatest to smallest …, … , … , …
2) Write the number that should replace the dots:13, … , 15 , …, … , 18
3) Circle the smaller number: 13, 16

Use number line and answer:



1) What number is 7 more than 12?
2) What number is 6 less than 17?



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Weekly Assessment

Week .....

Group (A)

Answer the following:



1- What is Sarah's position from the front?

2- Write the number that goes in the box.



3- 16 is formed from …. and 6

4- put the cards in order from the least to the greatest



5- 10 and 9 make ….

Group (B)

Answer the following:



1- What is Sarah's position from the front?

2- Write the number that goes in the box.



3- 13 is formed from …. and 3

4- put the cards in order from the least to the greatest



5- 10 and 4 make ….

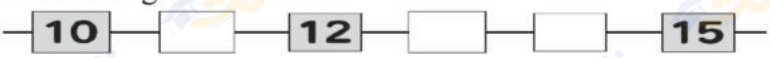
Group (C)

Answer the following:



1- What is Sarah's position from the back?

2- Write the number that goes in the box.



3- 15 is formed from …. and 5

4- put the cards in order from the least to the greatest.



5- 10 and 7 make ….

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Week ..... **Lesson (4): Adding and Subtracting Numbers (partI)** **Date: / /**

Classroom Performance:

Activity (1): Guess the total

- Choose a number card from 1 to 9.
- Guess the sum of this number and 10.
- If your guess is correct, you win. If it's incorrect, find the correct answer.

10 + ☐ = ...

Activity (2): You are the winner

- Place a number card from 11 to 19 in the box.
- The first student to place the correct number in the dot is the winner.

☐ – ..... = 10

Homework:

Answer the following:

1) Sameh saved 10 pounds and plans to save 2 pounds from his daily expenses. How many pounds will Sameh save?
2) What is 10 plus 5?
3) What is 19 minus 9?
4) Add: 6 + 10 = …..
5) Subtract: 14 -4 = …..

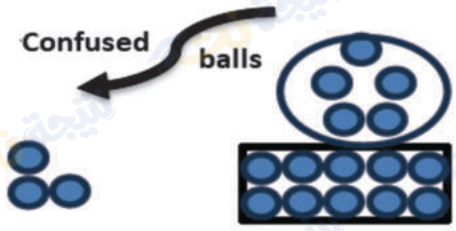
Week ..... **Lesson (5): Adding and Subtracting Numbers (part2)** **Date: / /**

Classroom Performance:

Activity (1): Confused balls

15 + 3 = ……

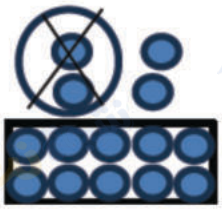
Collaborate with your classmate to find the number of confused balls that are greater than 10, then perform the addition operation.



Activity (2): Kicking balls

14 - 2 = ……

Collaborate with your classmate to find the number of confused balls that are greater than 10, then perform the subtraction operation.



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Homework:

Answer the following:

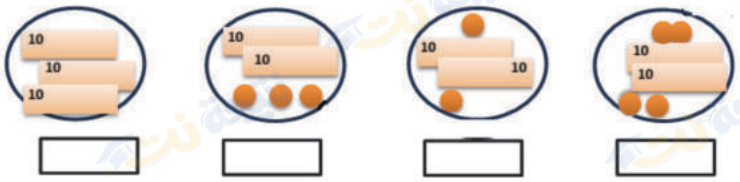
1) Osama has 12 pounds. He gave his sister 2 pounds. How much does Osama have left? Write the mathematical sentence and the answer.
2) What is the result of 14 plus 5?
3) What is the result of 19 minus 2?
4) Add: 6 + 11 = …..
5) Subtract: 18 -4 = …..

Week ..... **Lesson (6): Numbers Greater than 20** **Date: / /**

Classroom Performance:

Activity (1): I have money

How much?



Activity (2): Write the numbers

Write the number.

Twenty six ☐ thirty eight ☐

Thirty three ☐ twenty five ☐

Homework:

Answer the following:

1) Twenty one ☐ 2) Three Tenes ☐

3) 30 and 1 forming the number ☐ 4)20 and 6 forming the number ☐

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Weekly Assessment

Week .....

Group (A)

Answer the following:

1) Write the number

Twenty four ☐



☐

2) What is the result of 17 plus 2?

3) What is the result of 19 minus 8?

4) Add: 12 + 5 = ...

5) Subtract: 18 – 5 = ...

Group (B)

Answer the following:

1) Write the number

Twenty seven ☐



☐

2) What is 14 plus 3?

3) What is 19 minus 7?

4) Add: 18 + 1 = ...

5) Subtract: 19 – 3 = ...

Group (C)

Answer the following:

1) Write the number

Twenty nine ☐



☐

2) What is 12 plus 5?

3) What is 19 minus 6?

4) Add: 13 + 5 = ...

5) Subtract: 18 – 6 = ...

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Chapter (8)

Reading the Clock

Week ..... Lesson (I) : Telling Time on a Clock Date: / /

Classroom Performance:

Activity (1): It's o'clock

Draw the outline of a clock on the ground without hands, then ask a student to stand in the center of the clock and use their hands to represent the requested time, such as '8 o'clock'. The student should point their right hand to 12 and their left hand to 8.



Activity (2): What time is it?

You and your colleague should swap roles so that one of you represents the clock while the other reads it.



Example:

You represent the time on the clock by pointing with your right hand between 6 and 7, and your colleague reads the time as half past six.

Homework:

Draw the long hand .

1) 3 o'clock



2) half Past 1



3) half Past 6



Write the time:

4)



5)



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Weekly Assessment

Week .....

Group (A)

Draw the hour and minute hands:

1) half Past 6



2) 7 o'clock



3) half Past 9



Write the time:

4)



5)



Group (B)

Draw the hour and minute hands:

1) half Past 3



2) 4 o'clock



3) half Past 2



Write the time:

4)



5)



Group (C)

Draw the hour and minute hands:

1) half Past 10



2) 5 o'clock



3) half Past 12



Write the time:

4)



5)



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Chapter (9)

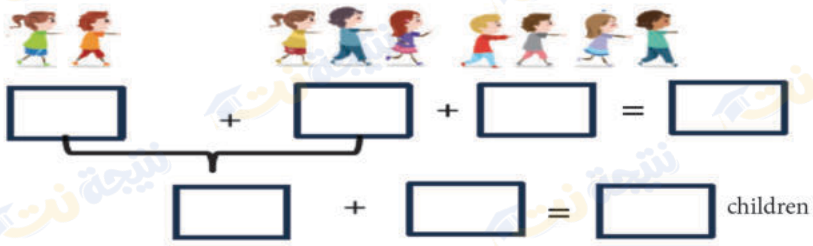
Operation with 3 numbers

Week ..... | **Lesson (1): Adding three numbers** | **Date: / /**

Classroom Performance:

Activity (1): Number Race

Haw many children are there in total?



Activity (2): Playing with Numbers

Work with a classmate, choose three numbers, and find the total



Homework:

1) Hazem has 3 pounds, Ashraf has 4 pounds and Amira has 5 pounds. what is the total they have? Write the mathematical sentence and the answer

2) There are 4 people on the car. Then 3 more get on, then 5 more get on. What is the number of people are on the car now? Write the mathematical sentence and the answer.

Add the numbers:

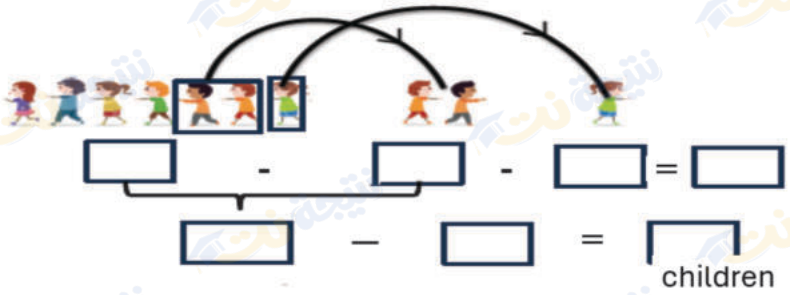
3) 2 + 4 + 3 = 4) 6 + 2 + 1 = 5) 4 + 8 + 7 =

Week ..... | **Lesson (2): Subtracting Three Numbers** | **Date: / /**

Classroom Performance:

Activity 1: Number Race

How many children are left?



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Activity 2: Playing with Numbers

Work with a classmate, choose two numbers, and find the difference. **9 - ……=……**



Homework:

Answer the following

(1) Tarek had 14 pounds, he spent 4 pounds, then spent 5 more pounds.
How much money does he have left? Write the mathematical sentence and the answer.

(2) There are 9 people on the car, l people got off, then 5 more people got off.
How many people are on the car now? Write the mathematical sentence and the answer.

Find the result: 3) 12 – 4 – 3 = ... 4) 16 – 2 - 6 = ... 5) 14 – 8 – 3 = ...

Week ..... **Lesson (3): Calculating with Three Numbers** **Date: / /**

Classroom Performance:

Activity 1: Number Race

How many children are left?



Activity 2: Playing with Number

Work with a classmate, choose two numbers, and find the result.

9 - ……..+ ……=……

…….+ 5 - …….=…….



Homework:

Answer the following:

1) Tarek had 14 pounds, he spent 4 pounds, then spent 3 more pounds. How much money does he have left? Write the mathematical sentence and the answer.

2) There are 9 people on the car, 3 people got off, then 4 more people got off. How many people are on the car now? Write the mathematical sentence and the answer.

Find the result:

3) 15 + 4 – 3 = …… 4) 16 – 2 + 6 = …….. 5) 6 + 4 – 2 = ……



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Weekly Assessment
Week .....

Group (A)

First: Choose the correct answer:

1) There are 5 people on the car, 3 people got off, then 3 got in. The mathematical sentence that expresses this situation is:
   a) 5 + 3 + 3 b) 3 + 5 + 3 c) 3 + 3 +5 d) 5 – 3 + 3

Second: Find the result:

2) 5 – 3 + 3 = ...
3) 12 – 4 – 3 = ...
4) 4 + 3 + 1 = ...
5) 15 – 10 + 2 = ...

Group (B)

First: Choose the correct answer:

1) There are 7 people on the car, 4 people got off, then 4 people got in. The mathematical sentence that expresses this situation is:
   a) 7 + 4 + 4 b) 4 + 7 + 4 c) 7 - 4 +4 d) 4 + 4 + 7

Second: Find the result:

2) 7 – 4 + 4 = ...
3) 15 – 10 – 3 = ...
4) 6 + 3 + 7 = ...
5) 19 – 10 + 2 = ...

Group (C)

First: Choose the correct answer:

1) There are 9 people on the car, 5 people got off, then 5 people got in. The mathematical sentence that expresses this situation is:
   a) 9 + 3 + 3 b) 3 + 9 + 3 c) 9 - 3 +3 d) 3 + 3 + 9

Second: Find the result:

2) 9 – 3 + 3 = ...
3) 13 – 5 – 3 = ...
4) 14 + 3 + 1 = ...
5) 14 – 10 + 2 = ...

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General Exercises

Choose the correct answer:

1. The shape that represents the number 3.
   a) ○○○○● b) ○○●●● c) ●●●● d) ○○○●●
2. 1, 2, 3, ……., 5. a) 1 b) 2 c) 3 d) 4
3. The number that the shape  represent is…….
   a) 6 b) 7 c) 8 d) 9
4. Which of the following statements is true?
   a) 2 is less than 5 b) 4 is greater than 6
   c) 5 is greater than 7 d) 3 is greater than 4



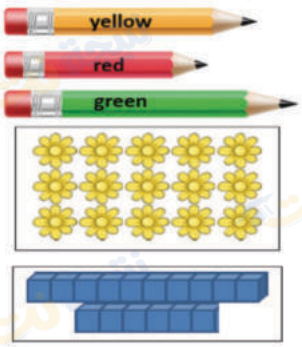
5. Where is the house in relation to the boy?
   a) in front b) in the back c) to the right d) to the left
6. Where is the ball in relation to the box?
   a) to the left b) to the right c) below d) above



7. The result of adding: 4 + 5 = ……..
   a) 8 b) 9 c) 1 d) 10
8. Which addition sentence matches the picture shown?
   a) 3 + 0 = 3 b) 2 + 2 = 4
   c) 2 + 1 = 3 d) 3 + 2 = 5



9. What is the result of subtracting 0 from 7? a) 0 b) 7 c) 6 d) 1
10. There are 5 birds on the tree: two fly away. How many birds remain on the tree?
    a) 2 b) 3 c) 5 d) 7
11. The result of this subtraction sentence: 8 – 2 = …….. a) 10 b) 2 c) 6 d) 8
12. Which mathematical sentence gives a result of 6?
    a) 6 – 0 = __ b) 6 – 6 = __
    c) 9 – 4 = __ d) 5 + 2 = __
13. 10 – 4 = ……. a) 5 b) 2 c) 6 d) 3



14. Which pencil is the longest?
    a) red b) green c) yellow
15. 10 and 9 make ……
    a) 9 b) 19 c) 10 d) 91
16. 4 + 7 + 8 = …….. a) 9 b) 11 c) 19 d) 3
17. The time is …….
    a) two b) ten c) twelve d) one



Answer the following:

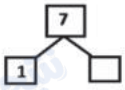
1. What number represents the shape ●●●●● ?
2. The two numbers 3 and ……. make the number 5.
3. One, two, three, four, five, six, …….
4. Which two numbers make 7?

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5. If you have 3 balls, how many more do you need to have 7 balls?
6. What number must you add to 5 to get 8?
7. If you have 4 butterflies, how many more do you need to have 9 butterflies?
8. What number must you add to 6 to get 10?
9. Number of flowers =……..
10. The number is ……..
11. The number that is 3 more than 14 is …….
12. 16 + 3 – 5 = ……
13. The result of 19 minus 7 is ……..
14. Twenty-three is written as …….
15. What number can be formed from 5 and 1?
16. How many cats are there?



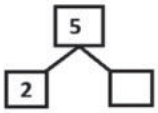
17. **2,4** forming the number……..
18. Write the missing number.



19. What number can be formed from1 and 3?
20. How many buses are there?



21. **2,7** forming the number ……..
22. Write the missing number in the box.



23. Look at the picture and color the same number.

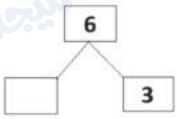


Match each picture to the correct number.



7 10 6

24. What number can be formed from 1 and 6?
25. What number can be formed from 2 and 2?
26. Write the missing number in the box.



27. If you have an empty fruit plate, which number represents how many fruits are on the plate?
28. What number can be formed from 5 and 2?
29. What number can be formed from 6 and 3?
30. Which is smaller, 4 or 5?
31. What number can be formed from 7 and 3?
32. Which is larger, 9 or 8?
33. Which is larger, 10 or 9?
34. What number can be formed from 9 and 1?

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35. There were 4 birds in the nest, then all flew away. Which number represents how many birds remain in the nest?
36. Add: 5 + 4 = __
37. Find:6 + 3?
38. What is the sum of 7 and 3 ?
39. Look at the picture, then circle the sixth person from the back.

back  front

40. You have 7 red flowers and 3 yellow flowers. What is the total number of flowers? Write the addition sentence and the answer.
41. You had 10 candies and ate 4. How many candies are left? Write the subtraction sentence and the answer.
42. There are 9 books on the shelf. You add 3 more. How many books do you have now? Write the addition sentence and the answer.
43. There are 6 cars in the parking lot. 4 leave. How many cars remain? Write the subtraction sentence and the answer.
44. Ahmed bought 5 pencils. His friend gave him 2 more. What is the total number of pencils Ahmed has? Write the addition sentence and the answer.
45. You have 8 balls. You lose 3. How many balls do you have left? Write the subtraction sentence and the answer.
46. What is the difference between 9 and 5? Write the subtraction sentence and the answer.
47. Match the equal results:



48. Sara has 15 grapes. She ate 7. How many grapes remain?
49. What is the difference between the two blocks in front of you? Write the subtraction sentence and the answer.



50. How many horses are there? Write the addition sentence and the answer.

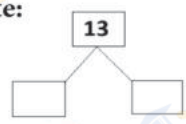


51. If you plant three more flowers in the garden, how many flowers will you have in total?

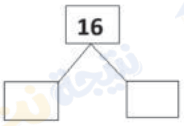


52. Find the results of each:
    a) 6 + 2 b) 9 – 3 c) 4 – 4 d) 7 + 3
53. 12 = ... and .....
54. 11 = ... and .....
55. 10 and 7 make .....
56. 15 consists of ..... and 5.
57. **Complete:**

1)

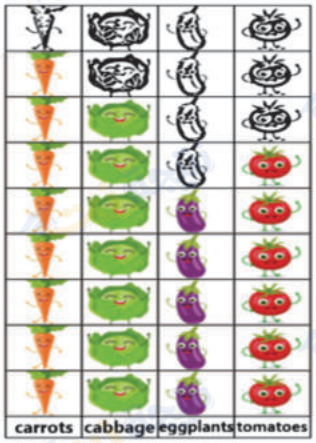


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2) 

58. .From the following pictograph:

- Which vegetable is most preferred?
- Which vegetable is least preferred?
- How many people prefer cabbage?
- How many people prefer tomatoes?



59. Look at the picture then answer:

front  back

- How many animals are there?
- What is the turtle's position from the front?

Count the stars and write the number.



60. Count the strawberries and write the number.



61. What number is 7 more than 11?

62. What number is 6 less than 18?

63. Arrange the numbers 18, 10, 12, 11 from largest to smallest: ……., ……., ……., ……...

64. complete: 11, ……, 15, ……, ……, 21.

65. 10 and 4 make the number ?

66. Which is larger, 13 or 19?

67. Yusuf has 16 pounds. He gives his sister 2 pounds. How many pounds does he have left?

68. Write the time.





69. Draw the hands:

Half past five.

70. Hazem has 4 pounds, Ashraf has 5 pounds, and Amira has 3 pounds. What is the total amount they have together? Write the mathematical sentence and the answer.

71. 12 – 4 – 3 = …….

72. 9 + 6 + 3 = ……..

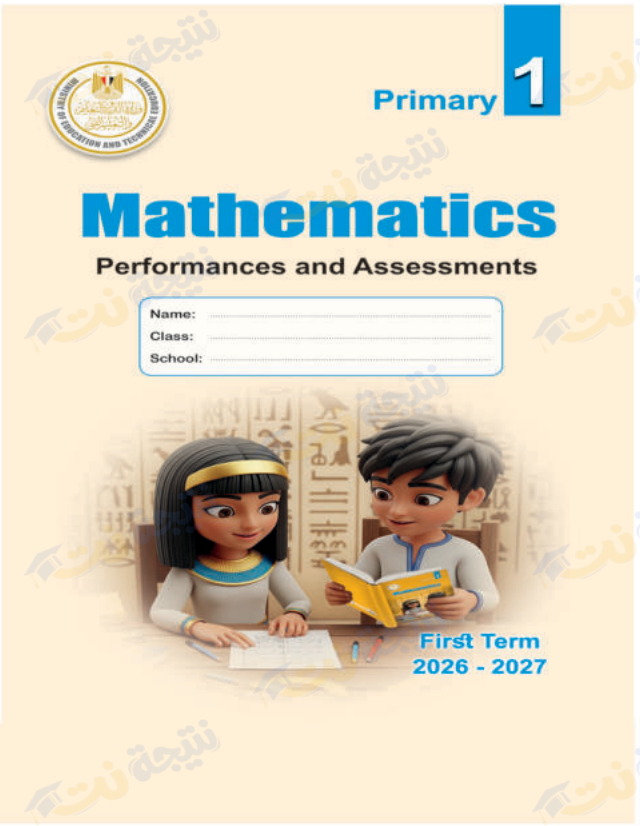
73. There are 9 people in the car. Three get out, then five more get out. How many people remain in the car now? Write the mathematical sentence and the answer.

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