


بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ  
شروع اللہ تعالیٰ کے نام سے جو بڑا مہربان نہایت رحم والا ہے

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## PRIMER-II (MATHEMATICS)


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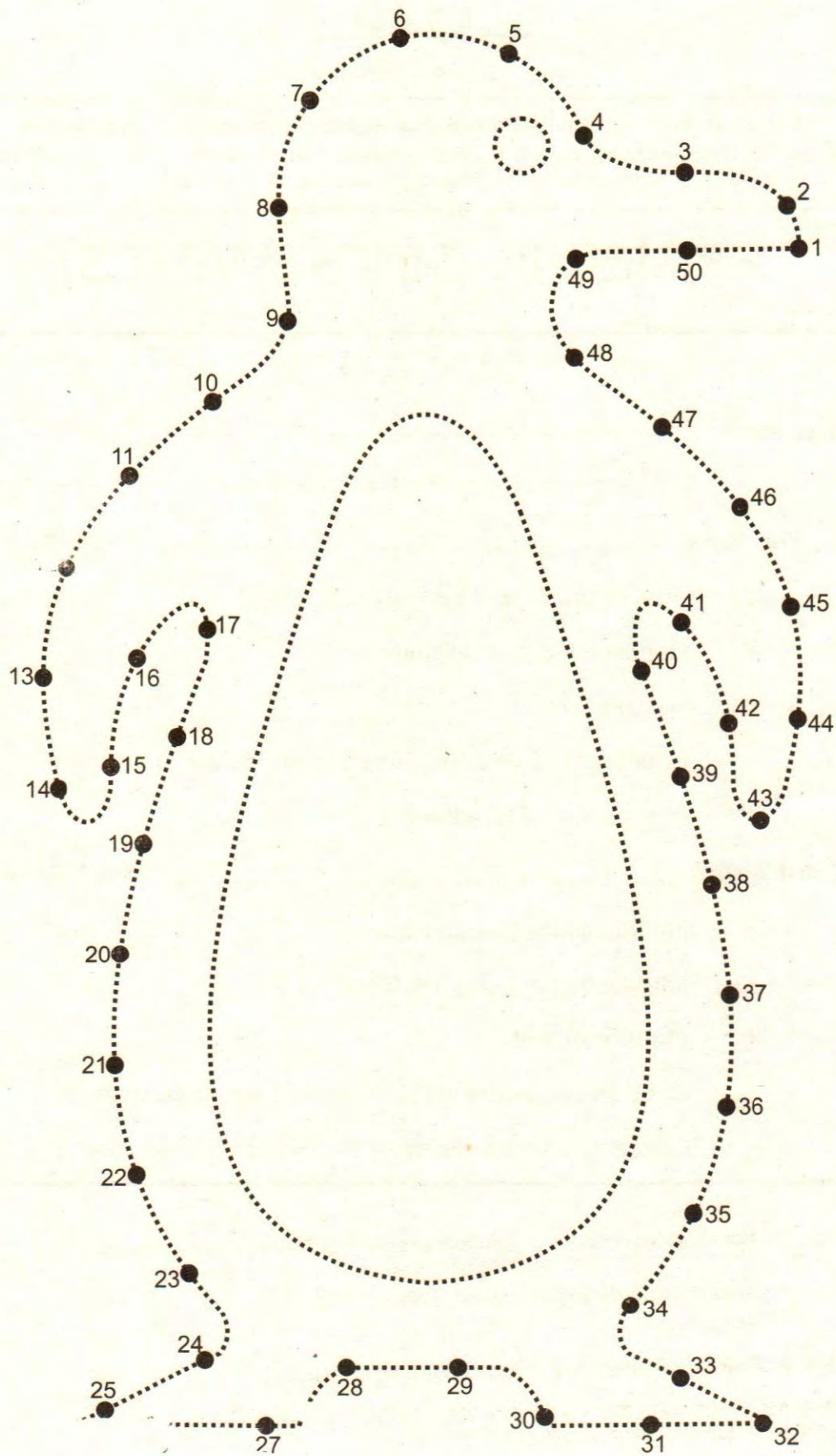
Artist / Dy Dir. Graphics: Aisha Waheed

Published by: Punjab Curriculum & Textbook Board, Lahore.

Printed by: Al-Fakhra Publisher & Book Seller's, Lahore.

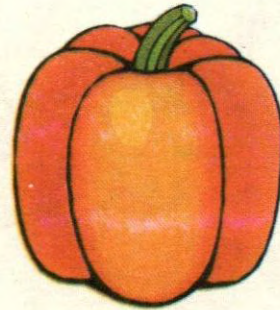
PMIU = 1,609,415 + PEF = 473,222 + PEIMA = 255,428 + MLWC = 103 | Total Quantity  
BECS GILGIT = 11,600 + GOVT.EDU.GILGIT = 39,330 | 2,389,098

Date of Printing  
January 2019





# Introduction of number '1'



Trace and write the number

1	1	1	1	1	1	1	1
1	1	1	1				

**Instructions:**

Write number '1' object on the blackboard and show one object. Ask students to write number '1' and Practice on slates / notebooks.





# Introduction of number '2'



Trace and write the number


**Instructions:**

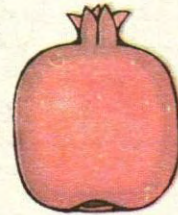
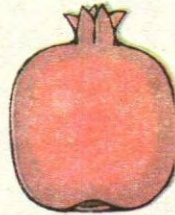
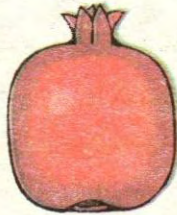
Teacher should draw '2' objects on the blackboard and ask students to repeat the same. Then trace and write '2'. Practice on slates / notebooks.





## Introduction of number '3'

# 3



Trace and write the number

3	3	3	3	3	3	3	3
3	3	3	3				

### Instructions:

Teacher should draw '3' objects on the blackboard and ask students to repeat the same. Then trace and write '3'.



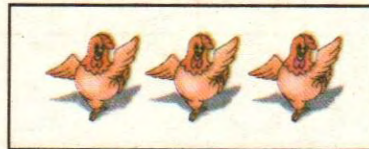


Read and write.

3	3	3	3	3	3	3	3	3
3	3	.	.	.	.	.	.	.
.	.	.	.	.	.	.	.	.
.	.	.	.	.	.	.	.	.
.	.	.	.	.	.	.	.	.

Count and match.

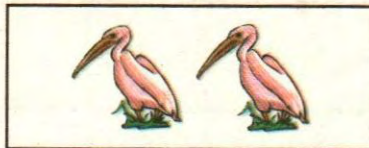
1



2



3



Instructions:

Teacher should ask the students to count and write '3'. Next match the numbers with the correct picture.





## Nursery Rhyme

Hot cross bun  
One a penny  
Two a penny  
Hot cross bun



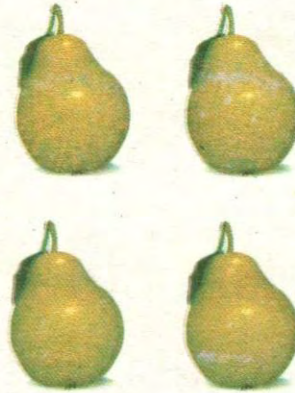
If you have no daughter  
Give them to your sons



One a penny  
Two a penny  
Hot cross bun



## Introduction of number '4'



Trace and write the number

4	4	4	4	4	4	4	4
4	4	4	4				

### Instructions:

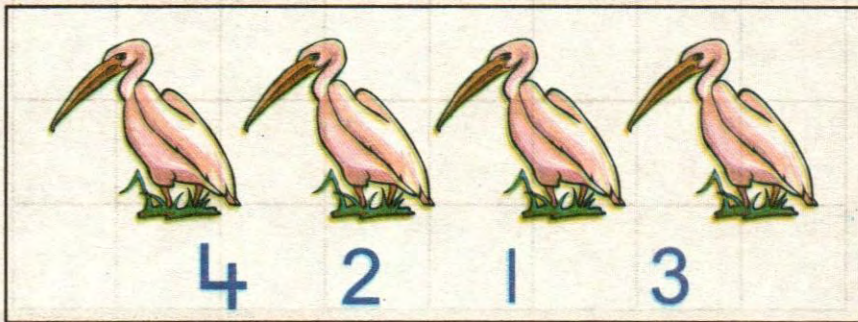
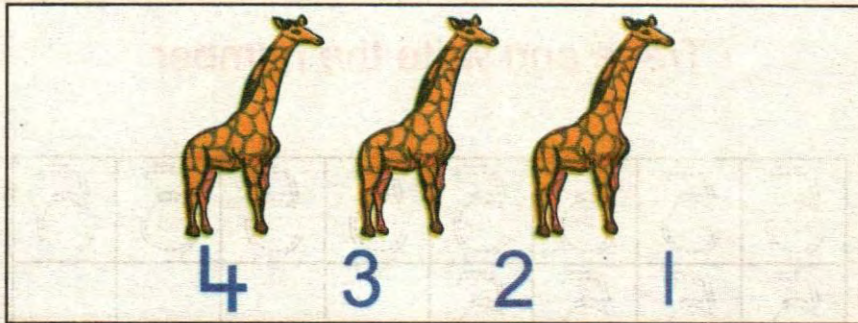
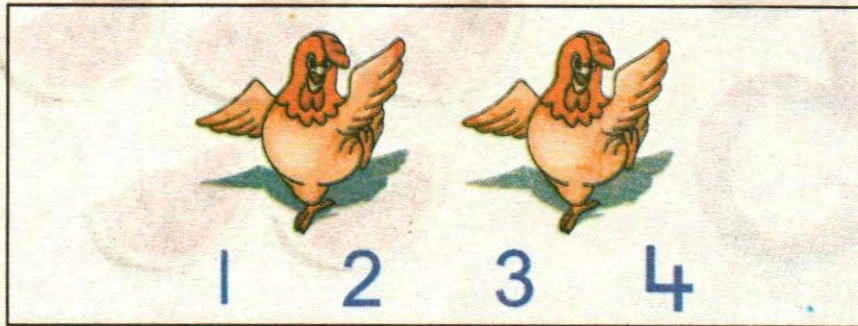
Teacher should draw '4' objects on the blackboard and ask students to repeat the same. Then trace and write '4'. Practice on slates / notebooks.







Count and circle the correct number.



**Instructions:**

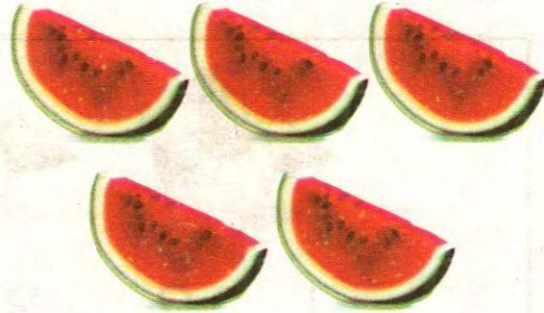
Teacher should draw different objects on the blackboard and ask students to count and circle the correct number. Practice similar exercises on plates / note books.





# Introduction of number '5'

5



Trace and write the number

5	5	5	5	5	5	5	5
5	5	5	5				

**Instructions:**

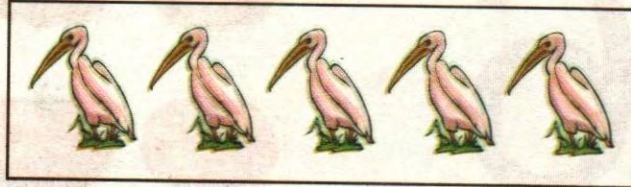
Teacher should draw '5' objects on the blackboard and ask students to repeat the same. Then trace and write '5'. Practice on slates / notebooks.



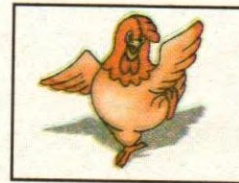


Count the objects and match with the number.

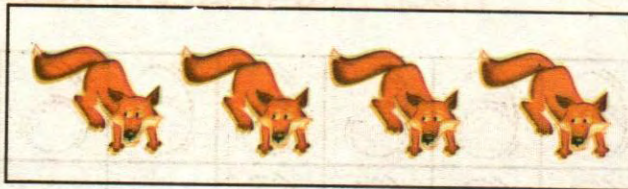
1



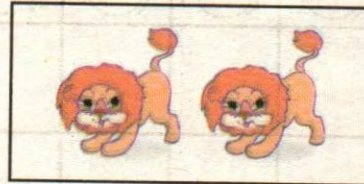
2



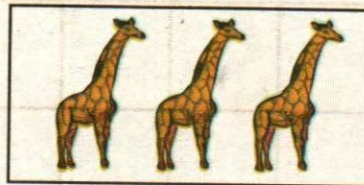
3



4



5



Instructions:

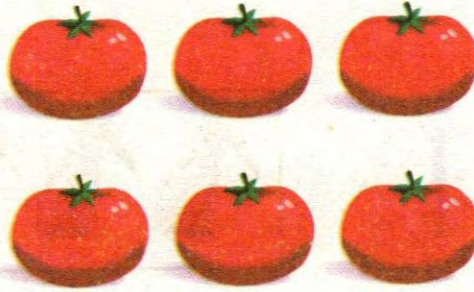
Teacher should match the numbers with the objects on the blackboard. Ask the students to count and match the correct number with the objects.





## Introduction of number '6'

6



Trace and write the number

6	6	6	6	6	6	6	6
6	6	6	6				

### Instructions:

Teacher should draw '6' objects on the blackboard and ask students to repeat the same. Then trace and write '6'. Practice on slates / notebooks.





## Matching of numbers.

1

5

2

4

3

2

4

3

5

6

6

1


### Instructions:

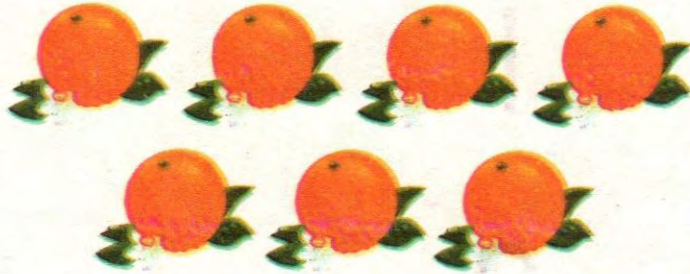
Teacher should write the numbers on the blackboard and show them how to match number to number. This exercise will help them to identify numbers.





## Introduction of number '7'

7



## Trace and write the number

7	7	7	7	7	7	7	7
7	7	7	7				

### Instructions:

Teacher should draw '7' objects on the blackboard and ask students to repeat the same. Then trace and write '7'. Practice on slates / notebooks.





# Count and match.

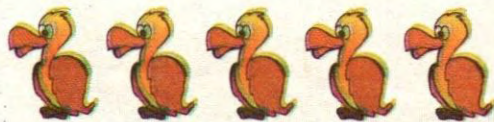
1



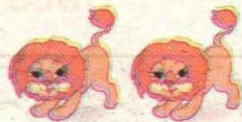
2



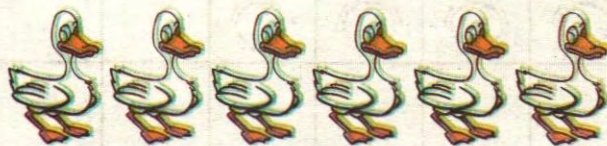
3



4



5



6



7



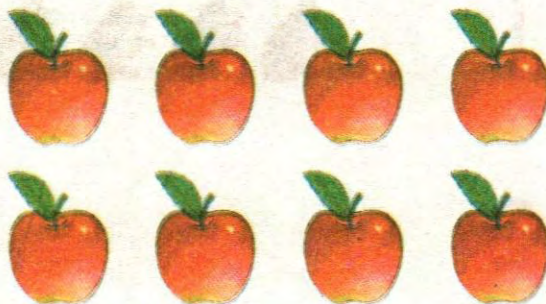
### Instructions:

Teacher should draw different pictures on the blackboard and show students how to match them with the related number. Ask them to do this exercise independently.





## Introduction of number '8'



### Trace and write the number


#### Instructions:

Teacher should draw '8' objects on the blackboard and ask students to repeat the same. Then trace and write '8'. Practice on slates / notebooks.







## Introduction of number '9'



Trace and write the number

9	9	9	9	9	9	9	9
9	9	9	9				

### Instructions:

Teacher should draw '9' objects on the blackboard and ask students to repeat the same. Then trace and write '9'. Practice on slates / notebooks.



Count, colour and match with the numbers.

1	
2	
3	
4	
5	
6	
7	
8	
9	

**Instructions:**

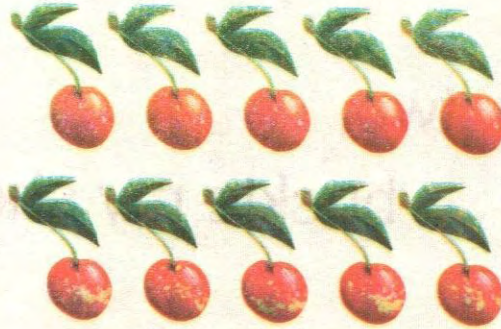
Teacher should draw the objects and match them to the number on the blackboard. Students will be instructed to do the same in books.





## Introduction of number '10'

10



Trace and write the number

10	10	10	10	10	10	10	10
10	10	10	10				

### Instructions:

Teacher should draw '10' objects on the blackboard and ask students to repeat the same. Then trace and write '10'. Practice on slates / notebooks.





## Nursery Rhyme

One, two,  
buckle my shoe.



Three, four,  
shut the door.

Five, six,  
pick up sticks.

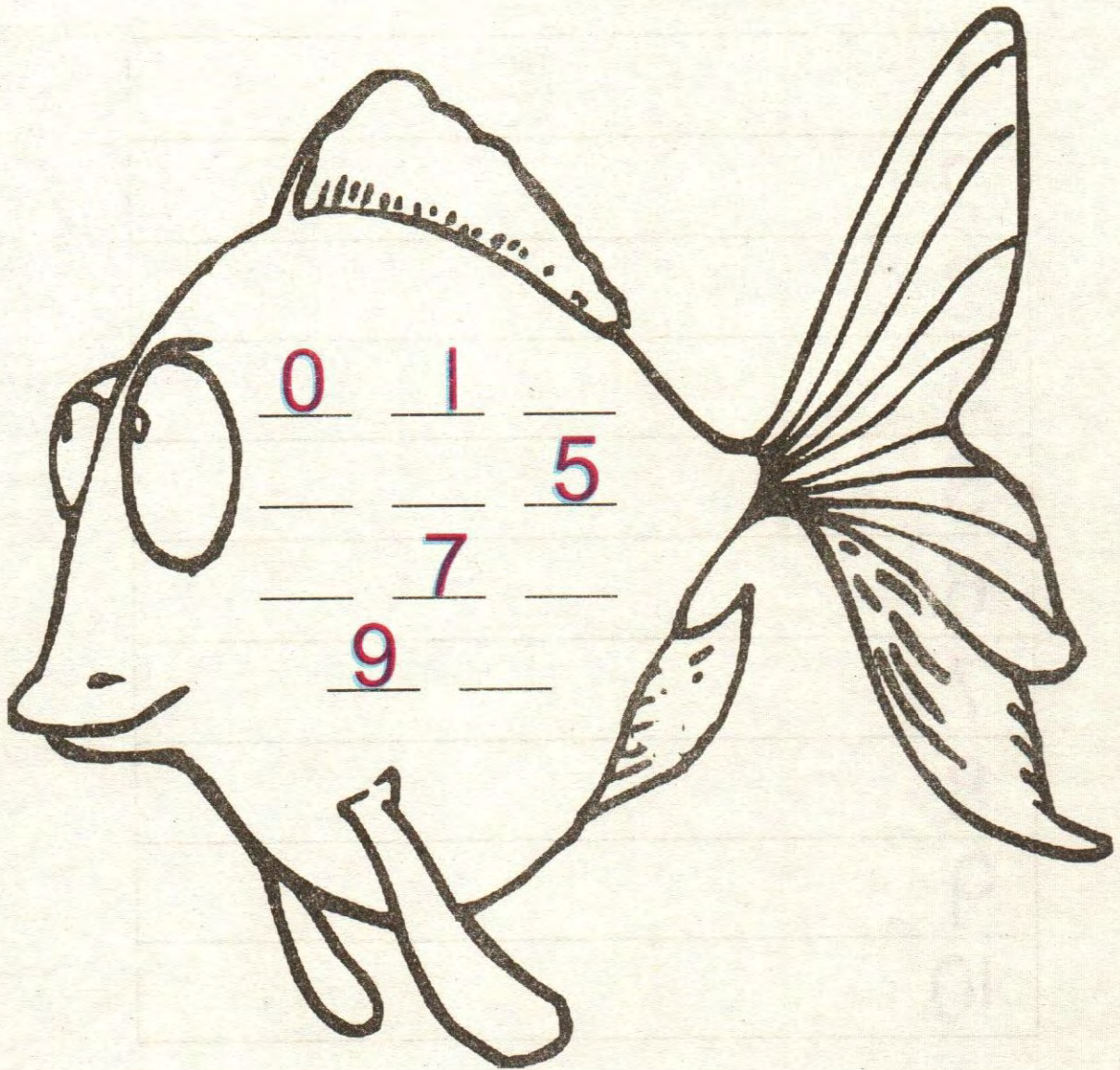
Seven, eight,  
lay them straight.

Nine, Ten,  
a big fat hen.





Write the missing numbers 0 - 10.




**Instructions:**

Students will write the missing numbers from 0-10, after practicing a lot on blackboard and slates / notebooks.





Write numbers from 1 - 10 and draw  
10 apples. Colour them red.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

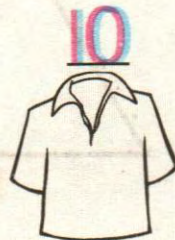
**Instructions:**

Teacher should write numbers from 1 - 10 on the blackboard and count with students.  
Ask students to write numbers from 1 - 10 on this page, draw and colour 10 apples.

# Class test



Fill in the blanks.



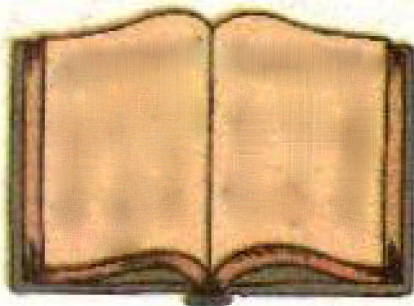
# Big and Small



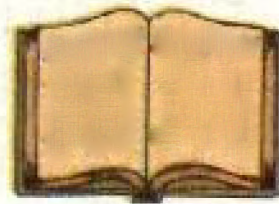
big



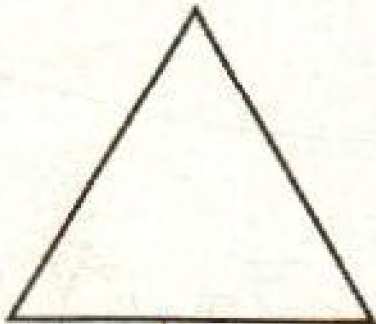
small



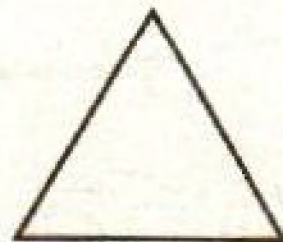
big



small



big



small

## Instructions:

Draw big and small objects on blackboard and explain the concept. Show them some real big and small objects e.g. big and small leaves, bats, trees etc. Ask them to draw some big and small objects on stones / notebooks.





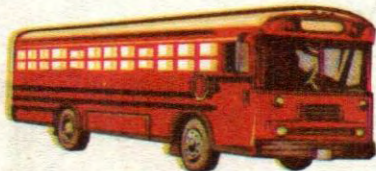
# Big and Small



big



big



big



small



small



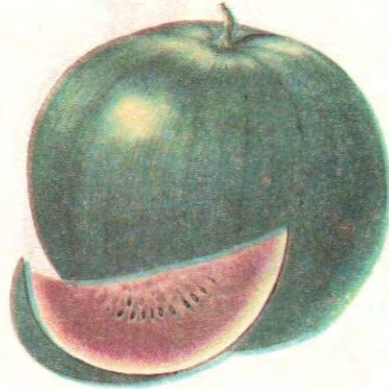
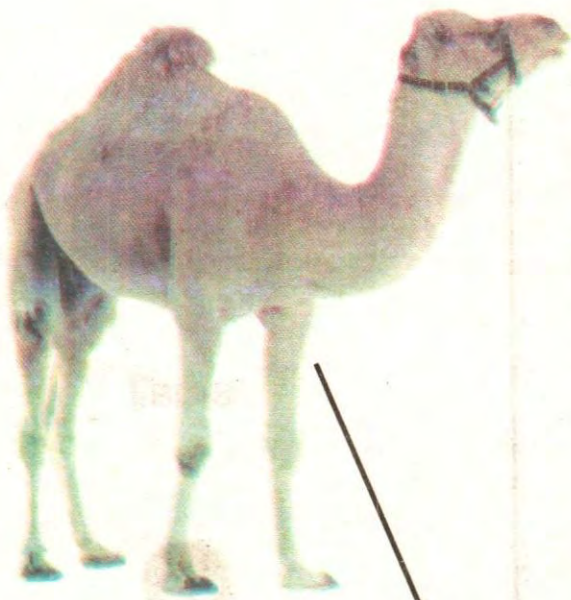
small

## Instructions:

Reinforce the concept of big and small on blackboard. Ask them to collect some big and small stones and note the difference.



# Big and Small



Instructions.

Match big objects with small objects. One is done for students.

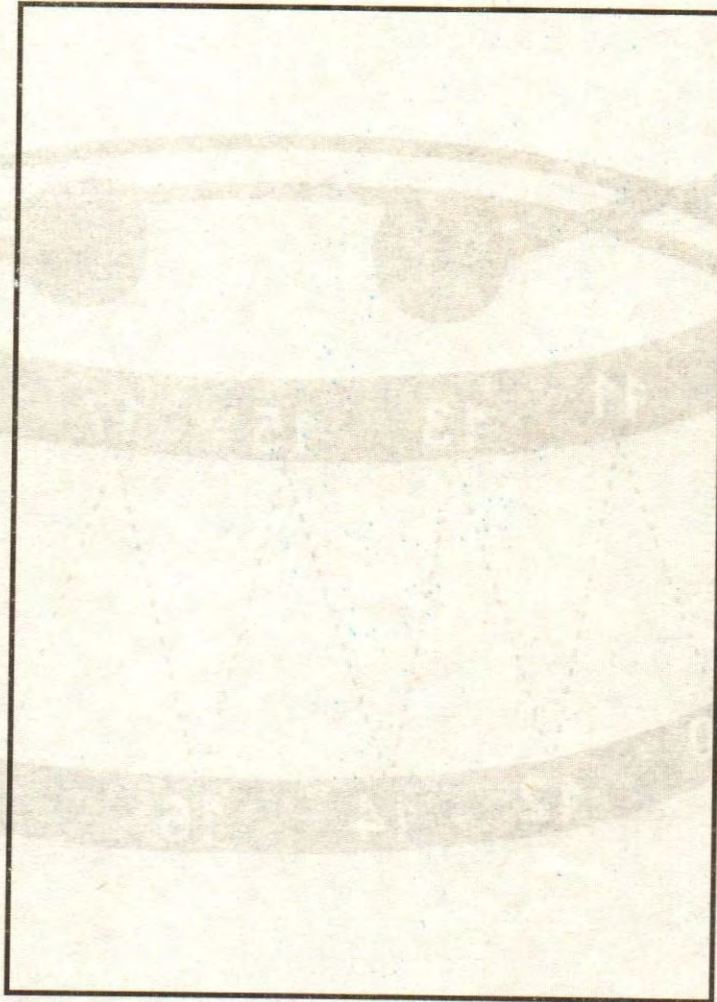




# Numbers 0 - 20

0	10	20
1	11	
2	12	
3	13	
4	14	
5	15	
6	16	
7	17	
8	18	
9	19	

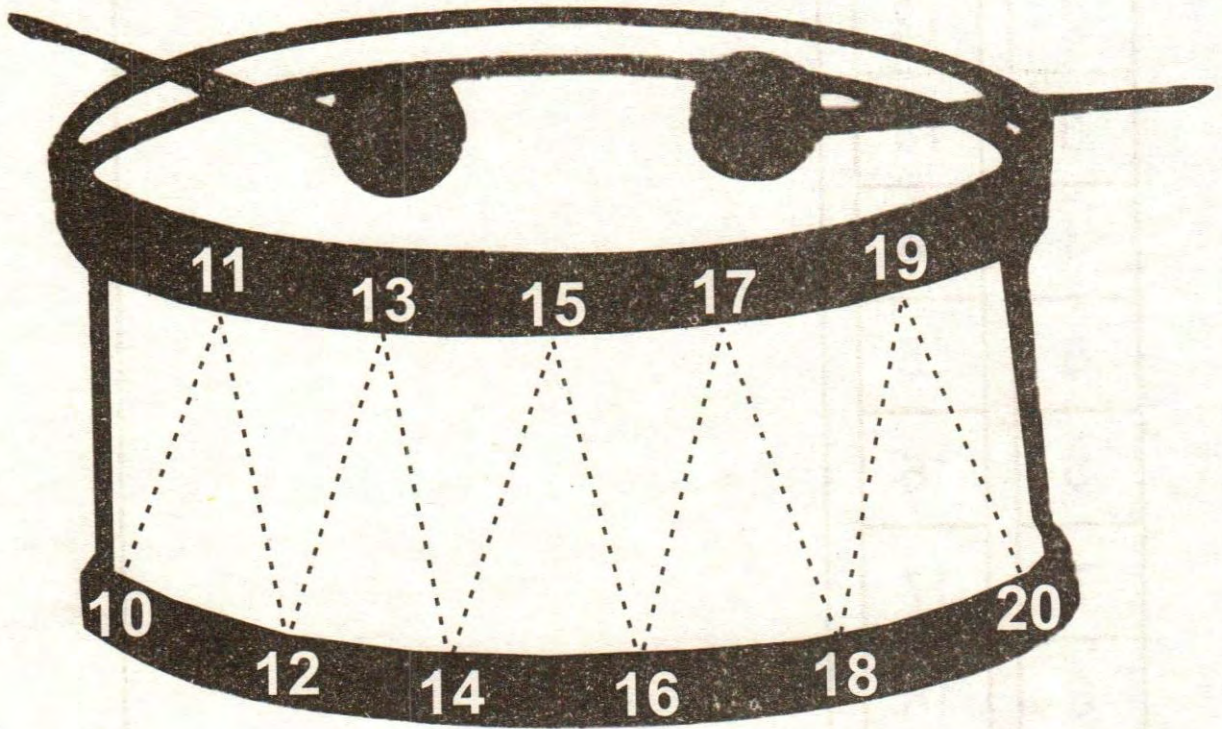
draw 20 balls



### Instructions:

Help students to count numbers from 0 - 20 on blackboard and slates / notebooks. Keep practicing till they are able to write 0 - 20 independently. Ask them to count orally from 0 - 20.

## Join the dots



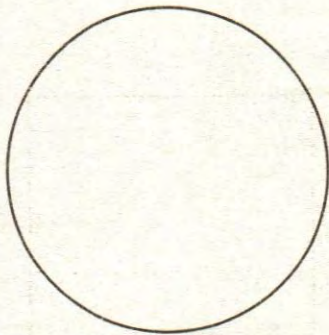
### Instructions:

Ask students to count orally from 10 - 20 and join dots from 10 - 20.





## Introduction of shapes



Circle



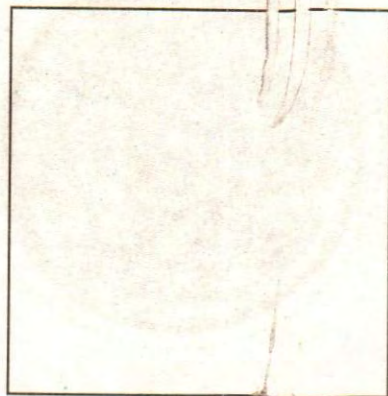
### Instructions:

Teacher should draw circular objects to give the concept of circle to the students and then ask students to trace and draw circles.

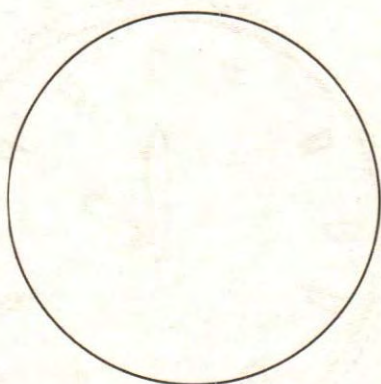
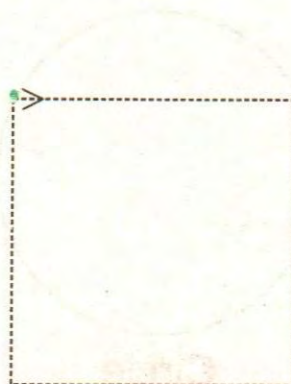




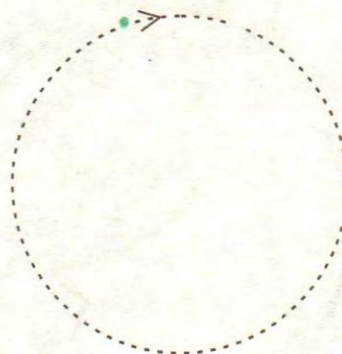
# Shapes



Square



Circle



Instructions:

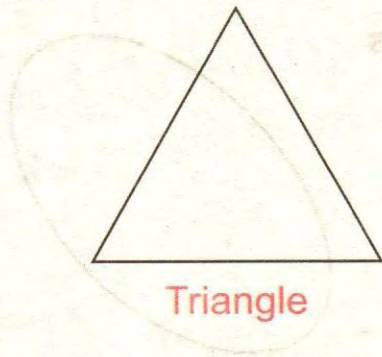
Teacher should ask students to trace square and circle. Then colour the shapes.



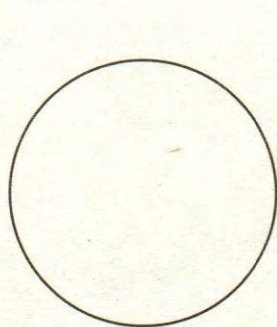
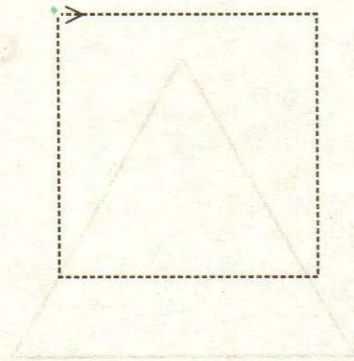


# Shapes

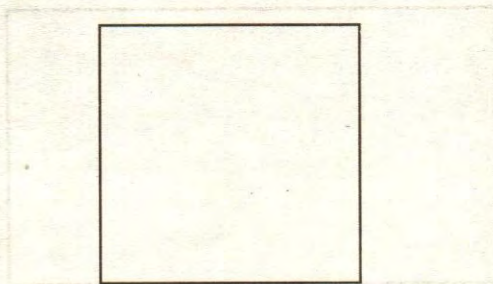
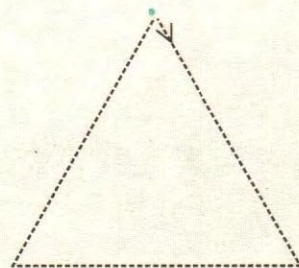
Trace the shapes, match and colour them.



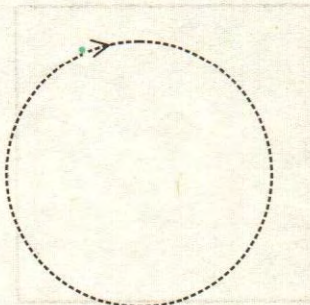
Triangle



Circle



Square



### Instructions:

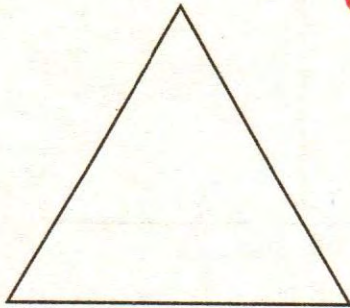
Teacher should instruct the students to trace the shapes, then match and colour them.



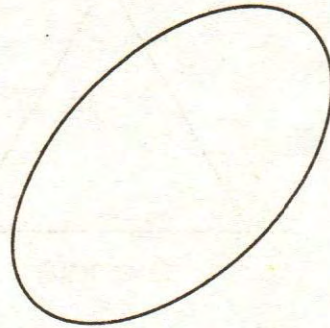


# Shapes

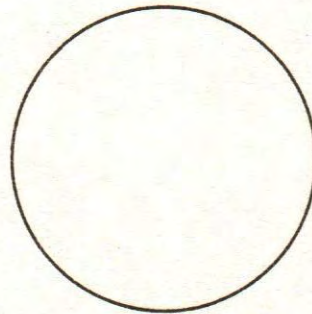
Colour the shapes



triangle



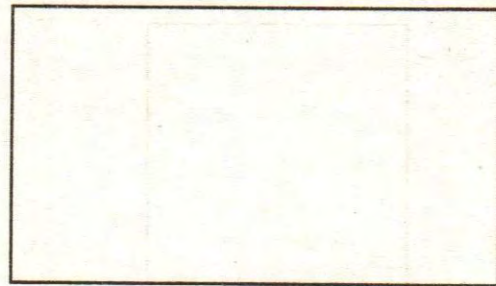
oval



circle



square



rectangle

Instructions:

Draw the shapes on the blackboard. Ask children to name the shapes and colour them.

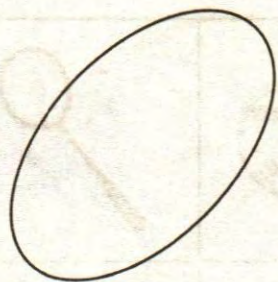




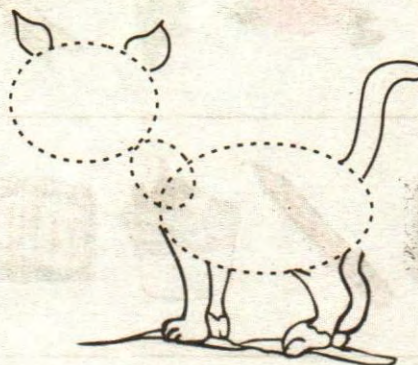


# Shapes

Trace and colour the shapes



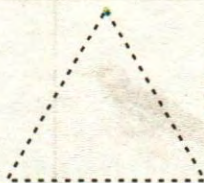
oval



Introduction of oval  
Reinforcement of previous shapes.



square



triangle



circle



oval



rectangle

Instructions:

Teacher should draw oval shape and ask the children to trace and colour the shapes.





# Sequence

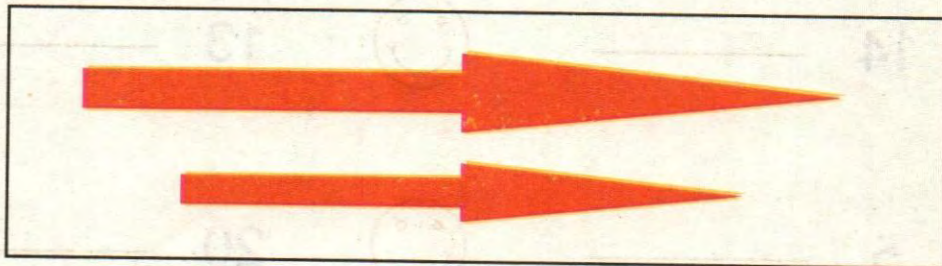
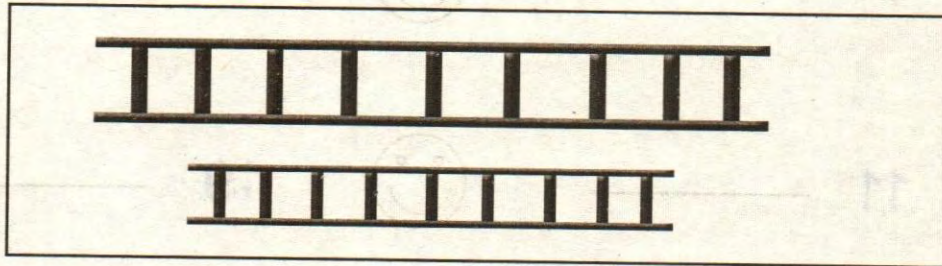
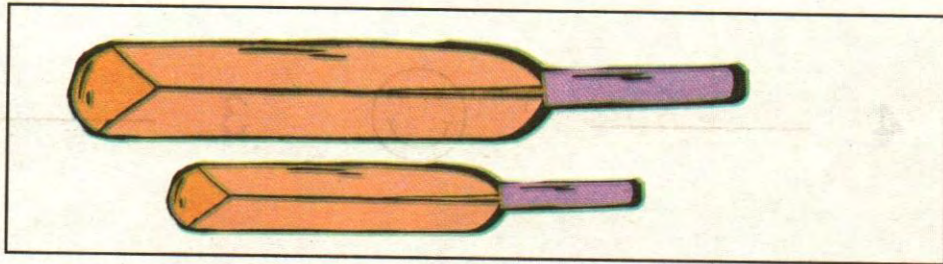
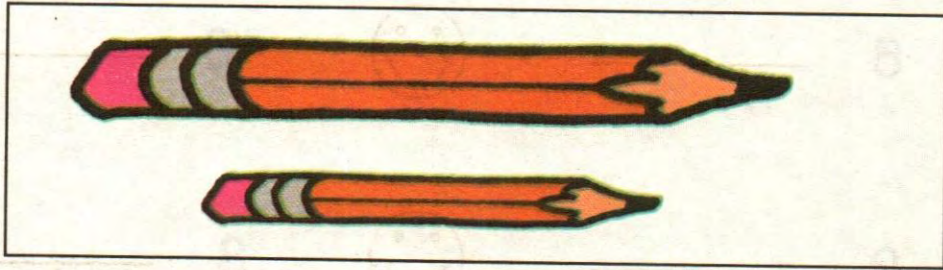

### Instructions:

Help students to draw what comes next. Practice similar exercise on blackboard and slates / notebooks. Ask them to make their own sequencing patterns on floor using real life objects. For example stones, leaves, sticks, pencils, books etc.





# Long and short



## Instructions:

Introduce the concept of 'long and short' by showing a few real life objects. Draw some 'long' and 'short' pictures on blackboard. Explain the difference between 'long' and 'short'. Colour long objects on this page 'red' 'circle' short objects.



# What comes after

6 \_\_\_\_\_  18 \_\_\_\_\_

9 \_\_\_\_\_  8 \_\_\_\_\_

4 \_\_\_\_\_  3 \_\_\_\_\_

7 \_\_\_\_\_  17 \_\_\_\_\_

11 \_\_\_\_\_  19 \_\_\_\_\_

14 \_\_\_\_\_  13 \_\_\_\_\_

5 \_\_\_\_\_  20 \_\_\_\_\_

## Instructions:

Introduce the number which comes next. Write some numbers on blackboard. Explain and write what comes after these numbers.



## What comes before

\_\_\_\_\_ 2



\_\_\_\_\_ 6

\_\_\_\_\_ 5



\_\_\_\_\_ 12

\_\_\_\_\_ 7



\_\_\_\_\_ 9

\_\_\_\_\_ 10



\_\_\_\_\_ 16

\_\_\_\_\_ 15



\_\_\_\_\_ 11

\_\_\_\_\_ 19



\_\_\_\_\_ 13

\_\_\_\_\_ 8



\_\_\_\_\_ 20

### Instructions:

Introduce the concept. Write a few numbers on blackboard and explain what comes before those numbers using backward counting. Help them to write what comes before the given numbers.



## What comes before and after

\_\_\_\_\_ 4 \_\_\_\_\_  \_\_\_\_\_ 10 \_\_\_\_\_

\_\_\_\_\_ 7 \_\_\_\_\_  \_\_\_\_\_ 18 \_\_\_\_\_

\_\_\_\_\_ 9 \_\_\_\_\_  \_\_\_\_\_ 17 \_\_\_\_\_

\_\_\_\_\_ 5 \_\_\_\_\_  \_\_\_\_\_ 19 \_\_\_\_\_

\_\_\_\_\_ 11 \_\_\_\_\_  \_\_\_\_\_ 6 \_\_\_\_\_

\_\_\_\_\_ 16 \_\_\_\_\_  \_\_\_\_\_ 15 \_\_\_\_\_

\_\_\_\_\_ 2 \_\_\_\_\_  \_\_\_\_\_ 12 \_\_\_\_\_

### Instructions:

Ask students to tell what comes before and after the given numbers. Help them to write what comes before and after. Reinforce the concept by doing similar exercise on blackboard and slates / notebooks.



# Class test

What comes before or after

7 \_\_\_\_\_

\_\_\_\_\_ 6

\_\_\_\_\_ 5

3 \_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_ 17

\_\_\_\_\_ 8

\_\_\_\_\_ 9

13 \_\_\_\_\_

\_\_\_\_\_ 12

9 \_\_\_\_\_

\_\_\_\_\_ 10 \_\_\_\_\_

11 \_\_\_\_\_

\_\_\_\_\_ 19 \_\_\_\_\_

\_\_\_\_\_ 15 \_\_\_\_\_

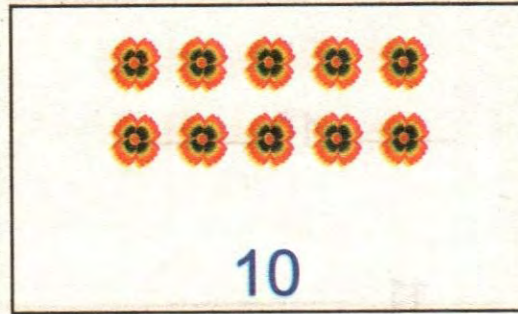
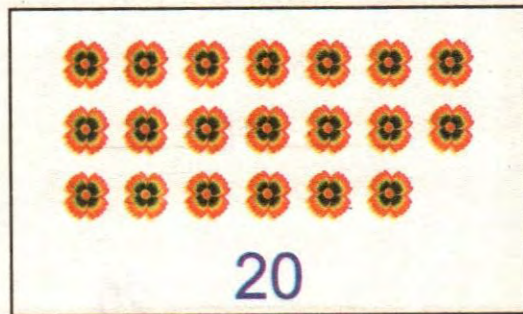
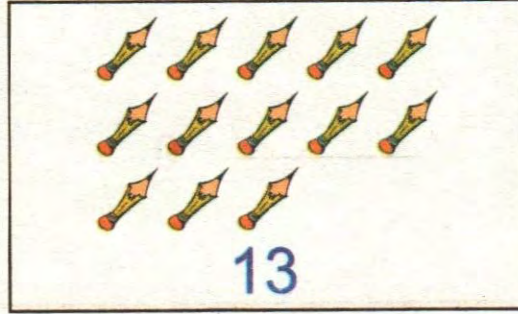
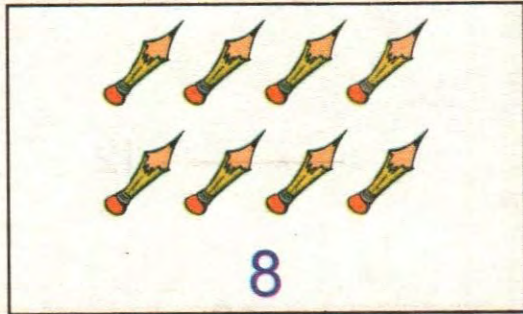
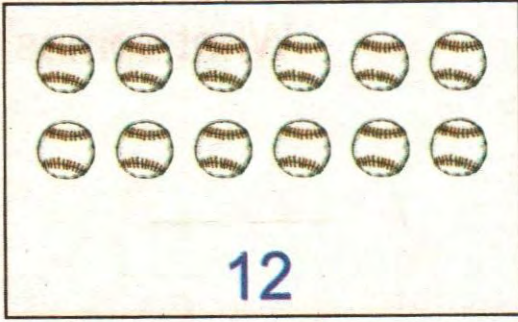
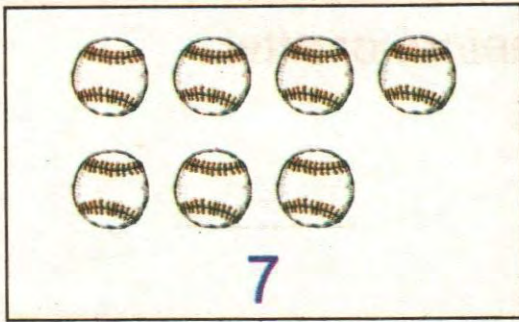
\_\_\_\_\_ 20

Instructions:

Independent work.



# Greater than, Less than



Instructions:

Reinforce greater than and less than. Circle the greater numbers.





## Circle the greater number

2 , 4	7 , 9
16 , 8	9 , 19
10 , 11	15 , 5
19 , 18	13 , 8
17 , 19	20 , 11

### Instructions:

Help students to identify lesser and greater numbers. Circle the greater numbers. Practice similar exercise on blackboard and slates / notebooks.





## Ordinal Numbers



1<sup>st</sup> First

2<sup>nd</sup> Second

3<sup>rd</sup> Third

### Instructions:

Introduce ordinal numbers. Start with days of the week e.g 'Monday is 1<sup>st</sup> day of the week'. 'Tuesday is 2<sup>nd</sup> day of the week'. 'Wednesday is the 3<sup>rd</sup> day of the week' and so on. Similar practice can be done with months of the year.





# Ordinal Numbers



First = 1<sup>st</sup>      \_\_\_\_\_

Second = 2<sup>nd</sup>      \_\_\_\_\_

Third = 3<sup>rd</sup>      \_\_\_\_\_

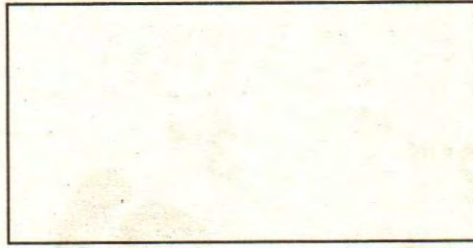
### Instructions:

Reinforce ordinal numbers. Ask them to practice writing 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>.

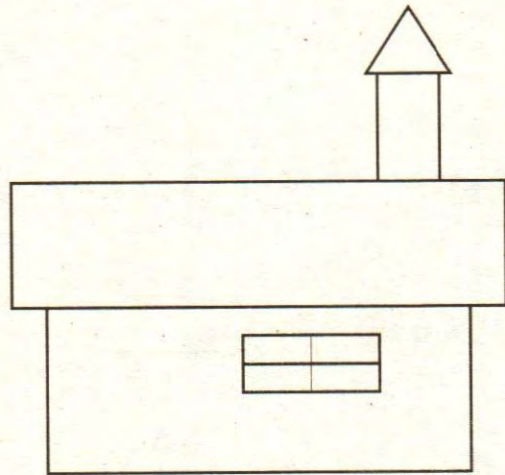
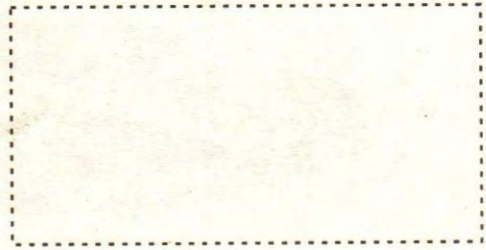




# Shapes



Rectangle



**Instructions:**

Teacher should draw a rectangle on the blackboard and give a few examples like a door, book, ruler. Students will trace the rectangle and colour them.

# Numbers 0 - 30



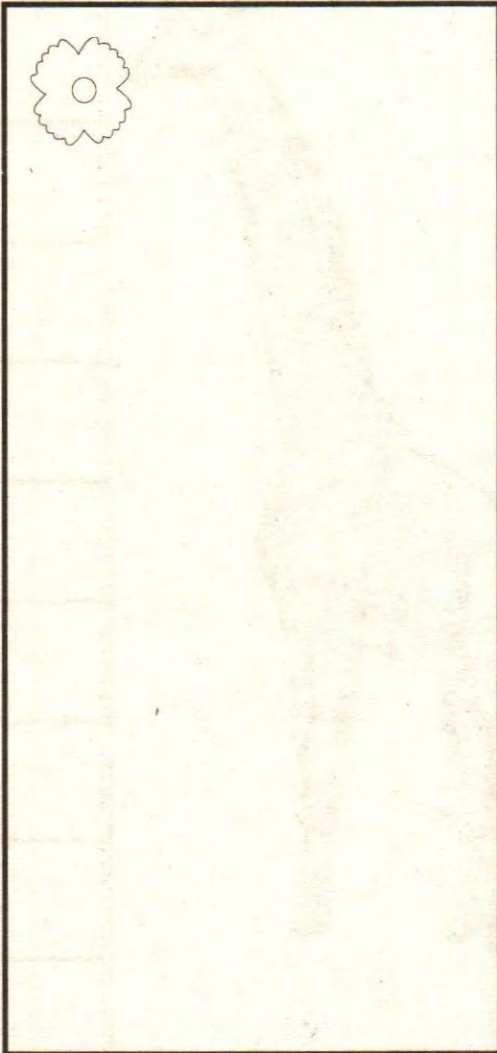
0	10	20	30

### Instructions:

Write numbers from 0 - 30 on the blackboard. Ask students to count and write numbers from 0 - 30. Practice writing 0 - 30 on slates / notebooks. By the end of 2nd term students should be able to write 0 - 30.



# Write 0 - 30 and draw 30 flowers

0	10	20	30
			<p>draw 30 flowers</p> 

**Instructions:**

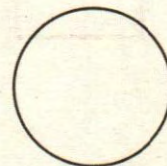
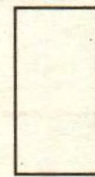
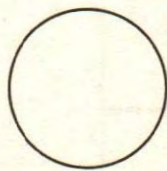
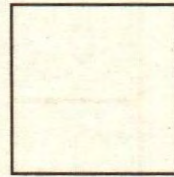
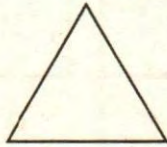
Ask students to count orally 0 - 30. Ask them to write 0 - 30 and draw 30 flowers.





# Class test

Match



**Instructions:**

Draw similar shapes on blackboard first. Do matching exercises. Reinforce on slates / notebooks. Then do this exercise.





## Write numbers 0 - 50

0	10	20	30	40	50
1					
2					
3					
4					
5					
6					
7					
8					
9					

### Instructions:

Draw the numbers grid on the blackboard, write numbers from 0 - 50. Ask students to count and write the numbers. Read aloud in class. Practice writing counting 0 - 50 on slates / notebooks.

