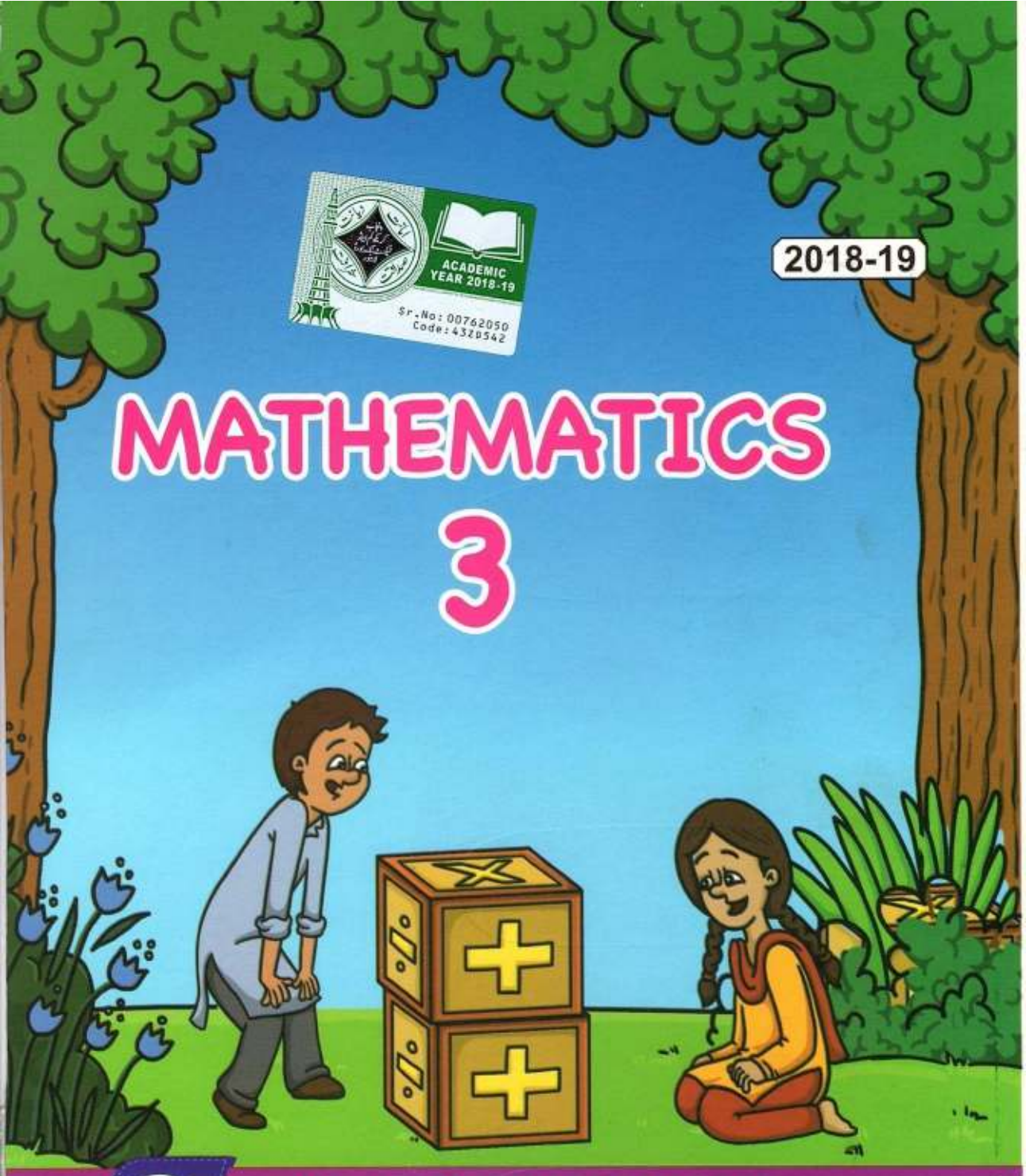
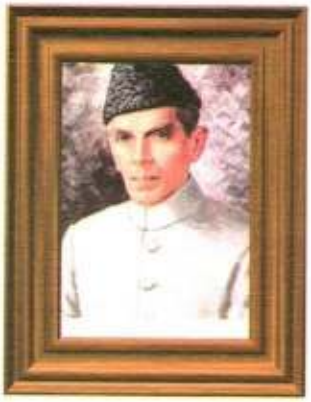


PUNJAB CURRICULUM AND
TEXTBOOK BOARD, LAHORE



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

(September 26, 1947, Karachi)

Quaid-e-Azam
Muhammad Ali Jinnah
Founder of Pakistan

قومی ترانہ

پاک سَرزمین شاد باد کِشورِ حسین شاد باد
تُو نِشانِ عزمِ عالی شان ارضِ پاکستان
مرکزِ یقین شاد باد
پاک سَرزمین کا نِظام قُوّتِ اُخوّتِ عوام
قوم ، مُلک ، سلطنت پایندہ تابندہ باد
شاد باد منزلِ مُراد
پَرچمِ ستارہ و ہِلال رہبرِ ترقّی و کمال
ترجمانِ ماضی، شانِ حال جانِ اِستِقبال
سایۂ خدائے ذُوالجلال

Developed and Sent by:	Education Reforms and Textbook Development Wing of School Education Department, Govt. of the Punjab
Approved by:	Punjab Curriculum and Textbook Board, Lahore

All textbooks of the Punjab Curriculum and Textbook Board carry a rectangular shaped security sticker on the title page. The sticker exhibits a unique colour shift due to change of angle (orange to green) in the logo of Punjab Curriculum and Textbook Board, Lahore. Moreover, if you scratch protective coating on the white space below the monogram with a coin, it will reveal the registered trade name "PCTB". For further verification, send given code in the security label as an SMS (e.g. PCTB (Space) Code No.) on "8070" and participate in the prize scheme. If reply is according to given serial number then it is original. Look for the security sticker while purchasing the textbooks. If there is no sticker on the title page or it has been tampered with, do not buy such a book.

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

MATHEMATICS

for

Class 3

PUNJAB CURRICULUM AND
TEXTBOOK BOARD, LAHORE

All Rights reserved with the Punjab Curriculum and Textbook Board, Lahore.
No part of this book can be copied, translated, reproduced or used for preparation of test papers, guide books, key notes and help books.

Contents

Topic	Page	Topic	Page
Numbers	1 - 33	Measurement	114 - 124
Addition	34 - 53	Fractions	125 - 142
Subtraction	54 - 71	Time	143 - 152
Repeated Addition & Multiplication	72 - 99	Shapes	153 - 159
Repeated Subtraction & Division	100 - 113	Picture graphs	160 - 162

Authors: **Saima Khalid** (M. Ed, Education Consultant, Plan International, Chairperson, Early Years Learning Association)
Syed Tasadduq Hussain Bokhari (M. Phil, Education Consultant)

Reviewed by: **Muhammad Shakoor** (Ex-Principal, Crescent Model Higher Secondary School, Lahore)
Rahila Maheen (Senior Mathematics Coordinator)

Review Committee For NOC
- **Prof. Dr. Abdul Rauf Shakoori**
  Director School of Biological Scicences
  University of the Punjab, Lahore
- **Muhammad Shakoor**
  Principal (Rtd.) Crescent Model Higher Secondary School
  Shadman, Lahore
- **Zafar Mehdi Zafar**
  Senior Science Teacher (Rtd.)
  DPS and Inter College Model Town, Lahore

Designing: **Habiba Malik**
Batool Hussain

Artist: **Mrs. Aisha Waheed**

DIRECTOR (MANUSCRIPT)
DR. MOBEEN AKHTAR

PUBLISHED BY: HAMDARD KUTAB KHANA, LAHORE
PRINTED BY: QUDRAT ULLAH PRINTERS, LAHORE

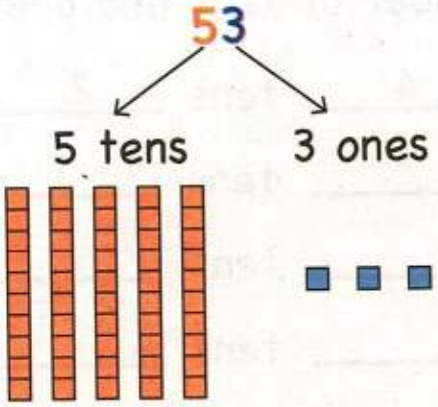
DATE OF PRINTING	EDITION	IMPRESSION	NO OF COPIES	PRICE
MARCH 2018	1ST	3RD	18,000	78/-

Numbers to 100,000

1 block = 1 one

Group of 10 blocks = 1 ten

How many tens and ones are in 53?



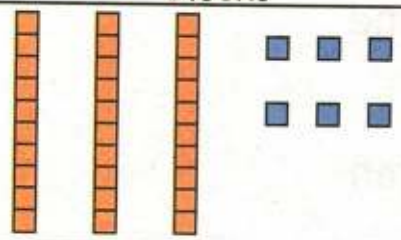
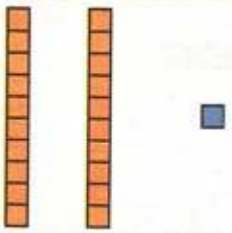
There are 5 tens. They represent 50 blocks.

There are 3 ones. They represent 3 blocks.

53 = 5 tens 3 ones

53 = 50 + 3

Count the blocks. Write tens and ones.

Blocks	Tens	Ones
		
		

Write the number of tens and ones.

42 = 4 tens 2 ones

84 = _____ tens _____ ones

30 = _____ tens _____ ones

35 = _____ tens _____ ones

Write tens and ones.

63 = 60 + 3

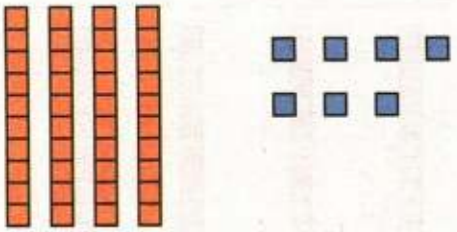
21 = _____ + _____

78 = _____ + _____

57 = _____ + _____

84 = _____ + _____

Look at this example.



4 tens 7 ones

47

4 tens 7 ones = 47

Read tens and ones. Write the number.

5 tens 3 ones = 53

6 tens 2 ones = _____

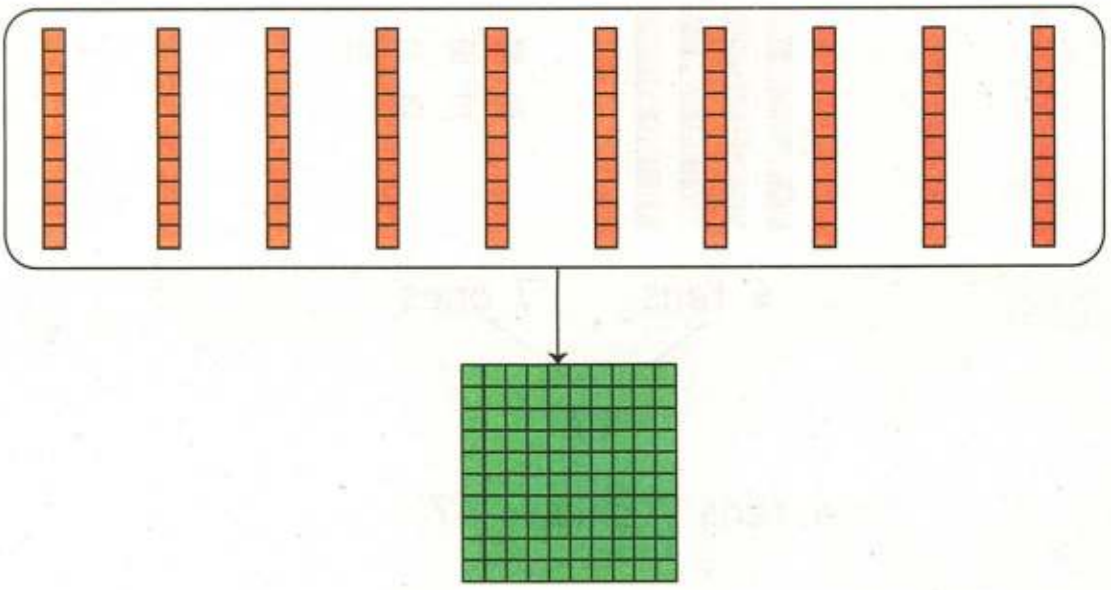
7 tens 4 ones = _____

4 tens 9 ones = _____

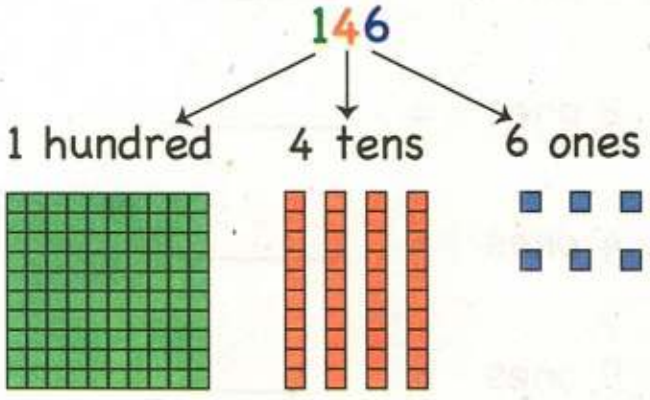
8 tens 5 ones = _____

2 tens 7 ones = _____

10 tens joined together make a hundred.



How many hundreds, tens and ones are in 146?



There is 1 hundred, 4 tens and 6 ones in 146.

146 = 1 hundred 4 tens and 6 ones

Write the number of hundreds, tens and ones.

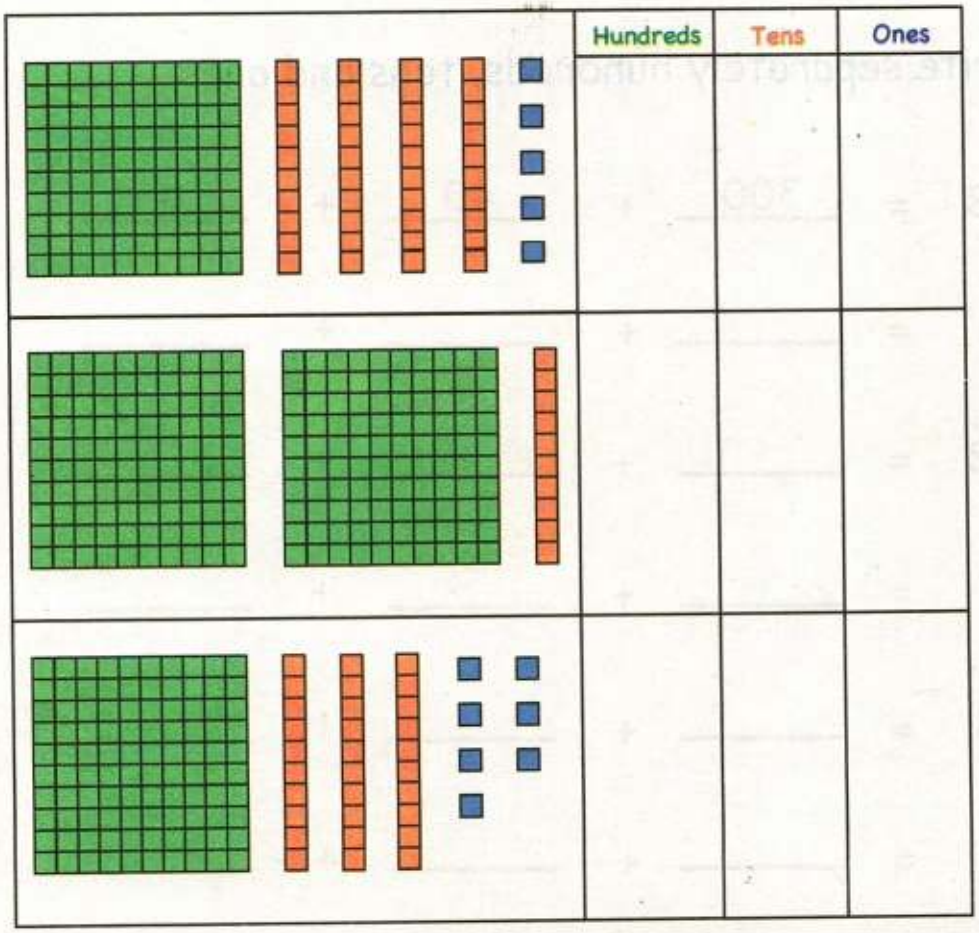
186 = 1 hundred 8 tens 6 ones

519 = ____ hundreds ____ tens ____ ones

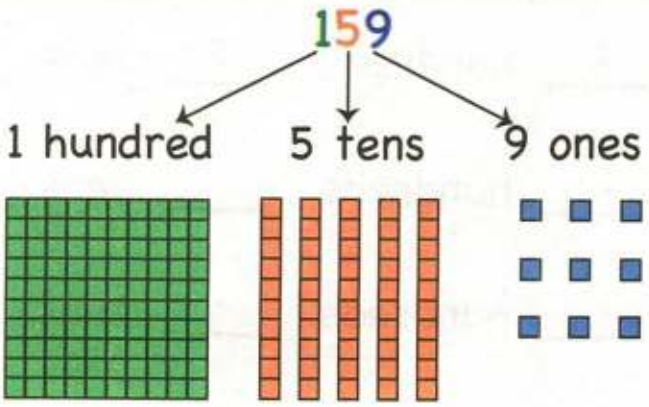
365 = ____ hundreds ____ tens ____ ones

430 = ____ hundreds ____ tens ____ ones

Count and write hundreds, tens and ones.



How many hundreds, tens and ones are in 159?



There is 1 hundred, 5 tens and 9 ones in 159.

$$159 = 100 + 50 + 9$$

Write separately hundreds, tens and ones.

348 = 300 + 40 + 8

491 = _____ + _____ + _____

582 = _____ + _____ + _____

197 = _____ + _____ + _____

395 = _____ + _____ + _____

485 = _____ + _____ + _____

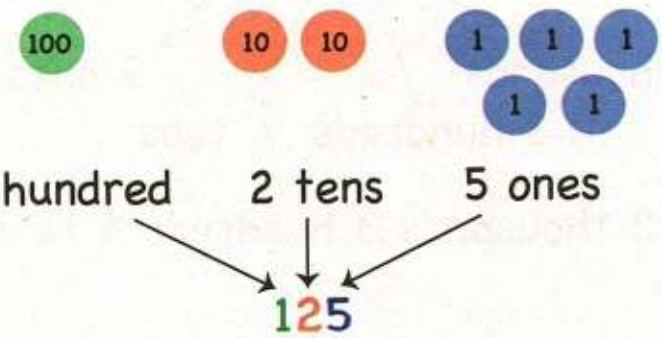
Ali has 3 coins. The number on the coin shows it's face value.

One

Ten

Hundred

Look at this example.



1 hundred 2 tens 5 ones = 125

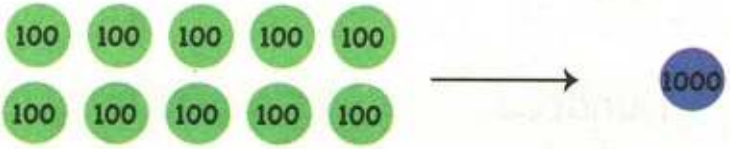
Count hundreds, tens and ones. Write the number.

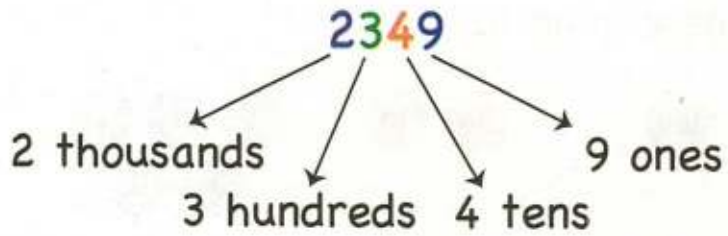
	Hundreds	Tens	Ones	Number
	3	2	1	321

Ali has 10 coins of one hundred each.

= 1 hundred

Group of 10 hundreds = 1 thousand

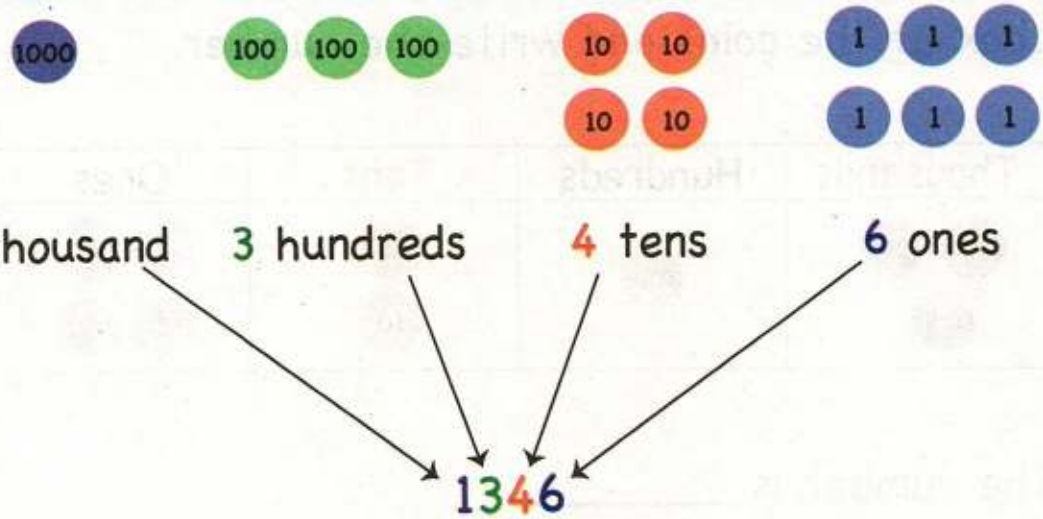




2349 = 2 thousands 3 hundreds 4 tens 9 ones

Write the number of thousands, hundreds, tens and ones.

	Thousands	Hundreds	Tens	Ones
2917	2	9	1	7
4625				
5834				
6831				
8743				



1 thousand 3 hundreds 4 tens 6 ones = 1346

Read thousands, hundreds, tens and ones. Write the number.

2 thousands 5 hundreds 7 tens 9 ones = 2579

3 thousands 6 hundreds 5 tens 2 ones = _____

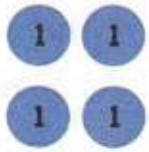
5 thousands 7 hundreds 8 tens 1 one = _____

4 thousands 9 hundreds 2 tens 3 ones = _____

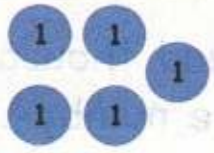
6 thousands 2 hundreds 3 tens 9 ones = _____

5 thousands 4 hundreds 2 tens 8 ones = _____

Look at the coins and write the number.

Thousands	Hundreds	Tens	Ones
			

The number is _____.

Thousands	Hundreds	Tens	Ones
			

The number is _____.

Thousands	Hundreds	Tens	Ones

The number is _____.

Sana has 10 coins of one thousand each.

= 1000

Group of 10 thousands = 10, 000

13 475

1 = Ten thousand

3 = Thousands

4 = Hundreds

7 = Tens

5 = Ones

Look at the number and complete the table.

	Ten thousands	Thousands	Hundreds	Tens	Ones
14, 357					
21, 795					
45, 678					
19, 276					

Remember how many tens make a hundred?

10 tens = 1 hundred

How many thousands make a hundred thousand?

10 ten thousands = 1 hundred thousand

125, 386

1 = Hundred thousand

2 = Ten thousands

5 = Thousands

3 = Hundreds

8 = Tens

6 = Ones

Look at this number and fill in the blanks.

573, 942

Hundred thousands = _____

Ten thousands = _____

Thousands = _____

Hundreds = _____

Tens = _____

Ones = _____

We use place value to read and write numbers in words.

8, 931	Eight thousand, nine hundred and thirty one.

21, 573	Twenty one thousand, five hundred and seventy three.

138, 801	One hundred and thirty eight thousand, eight hundred and one.

Read the number and write the word.

10, 583 _____

4, 192 _____

120, 367 _____

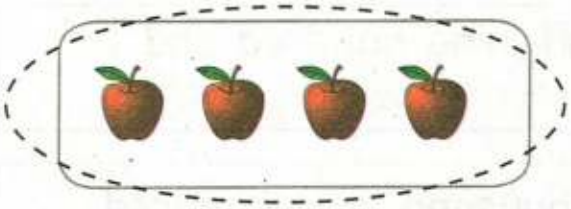
908, 561 _____

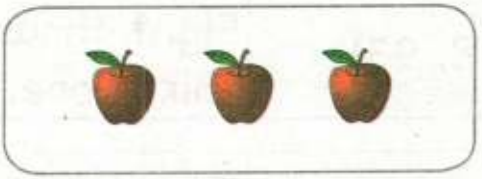
13, 741 _____

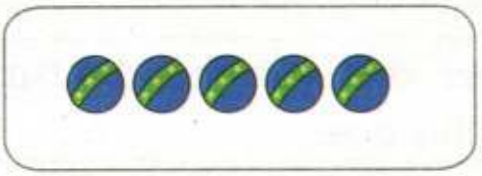
2, 642 _____

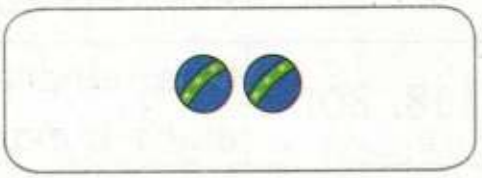
Comparing numbers

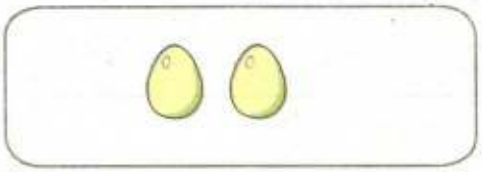
Encircle the box with the greater number of objects.

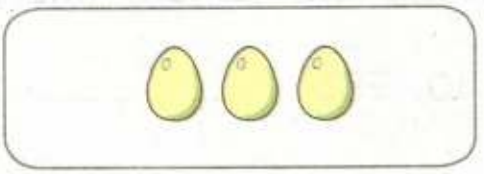


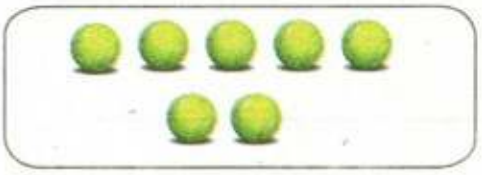


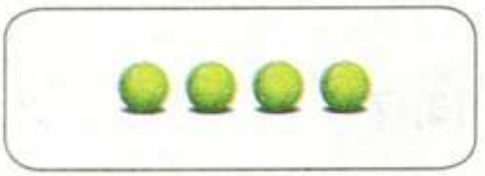




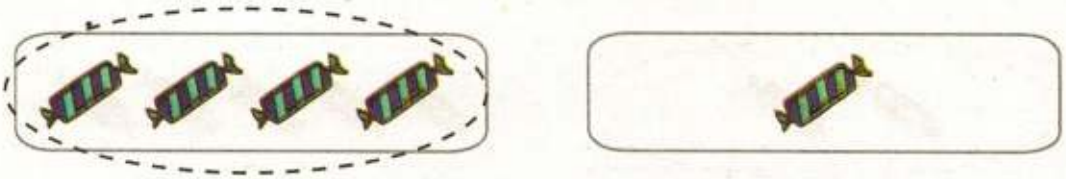






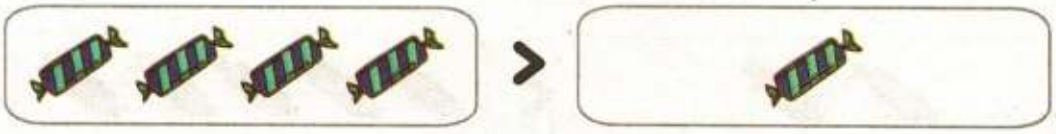


Which box has more sweets?



The box on the left has more sweets.

We can show this as:



greater than >

lesser than <

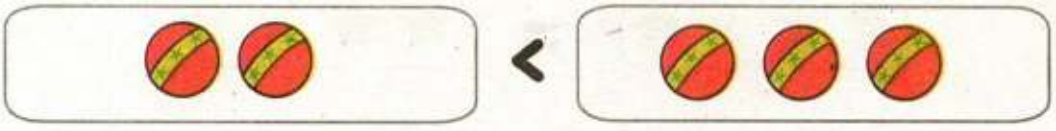
The > sign has an open side and a close side.

open side | > | close side

The open side faces the box that has more objects.

The close side faces the box that has lesser objects

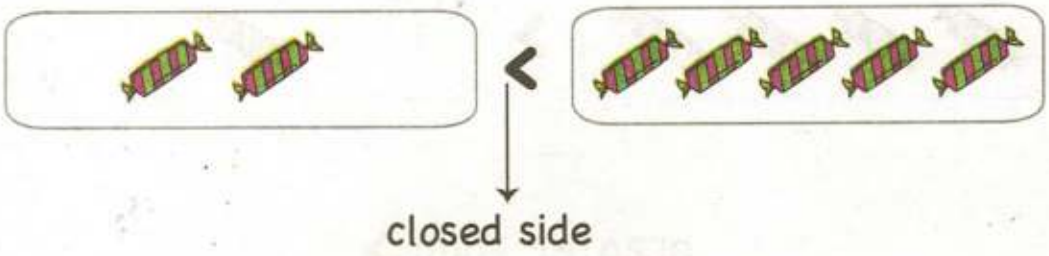
Let's look at another example.



Which box has lesser sweets?

The box on the left has lesser sweets.

We will put the sign as:



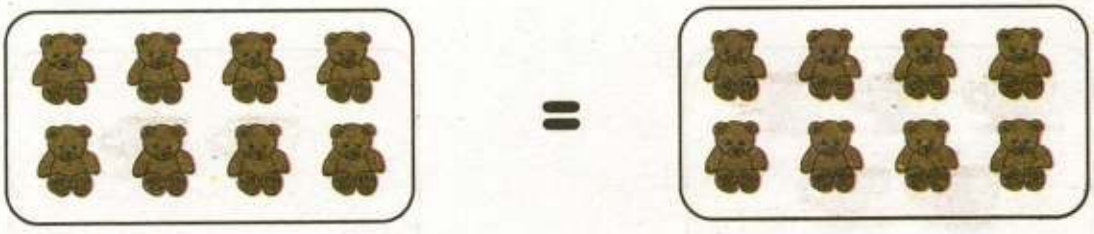
Which box has greater number of stars?

Both boxes have 4 stars.

We use = sign when both sides have equal objects

Let's look at a few examples.

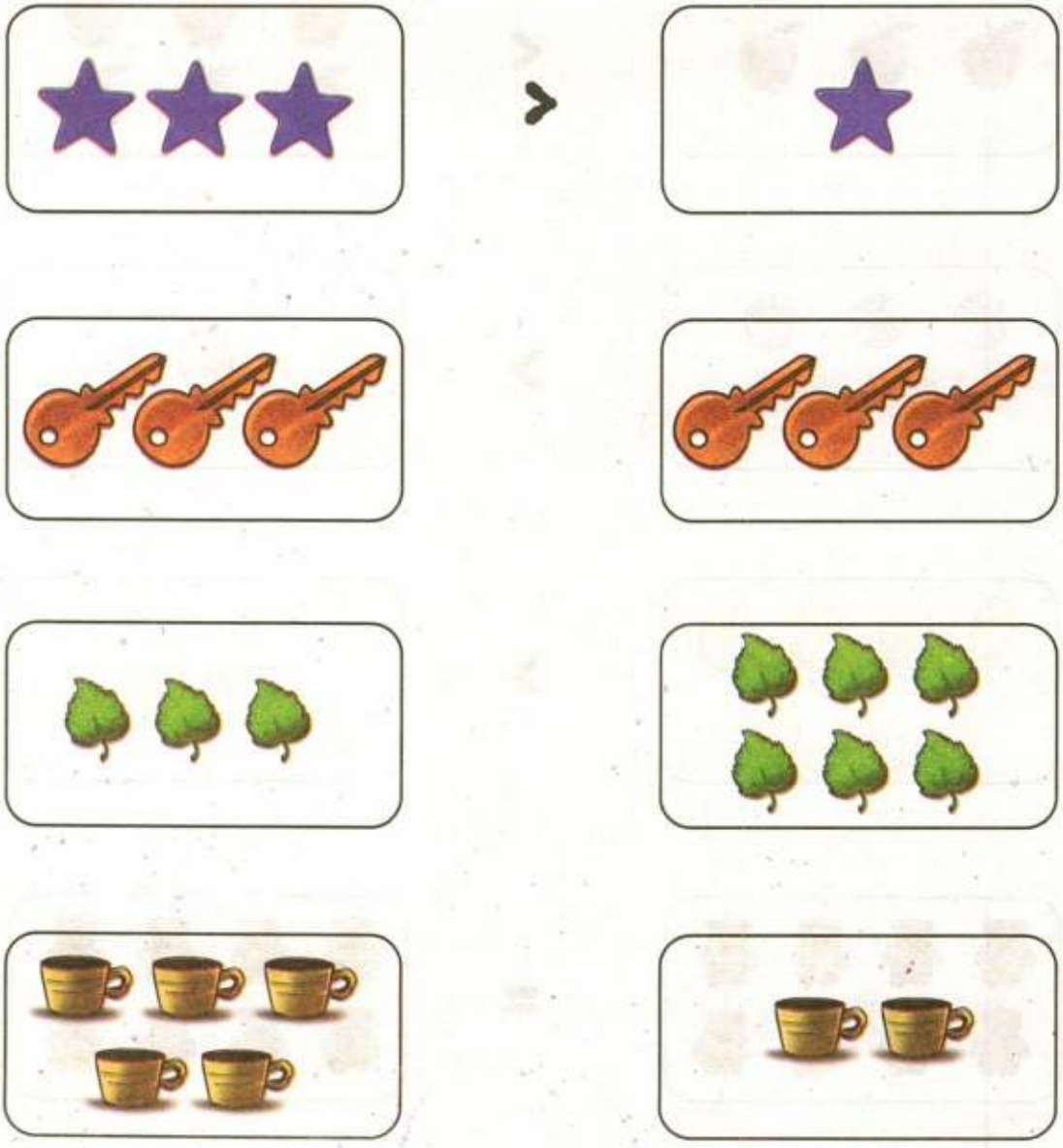
Remember:
open side >
closed side <
= equal



Compare the objects and write the correct sign in the middle.

> = <

Remember:
open side ⟩
closed side ⟨
= equal



Which is the bigger number?

5 8

8 is bigger than 5. We can show this as:

8 > 5

open side

The open side faces 8.

Which is the smaller number?

3 7

3 is smaller than 7. We can show this as:

3 < 7

closed side

The closed side faces 3.

Which is the smaller number?

6 6

There is **no** smaller number. Both numbers are **equal**

6 = 6

We use = sign for equal numbers

Compare the numbers and write the correct sign in the middle.

> = <

6 [>] 3	8 [ ] 9	1 [ ] 7
4 [ ] 4	3 [ ] 5	5 [ ] 6
7 [ ] 4	2 [ ] 6	8 [ ] 1
6 [ ] 6	8 [ ] 3	2 [ ] 0
5 [ ] 7	9 [ ] 2	3 [ ] 4
4 [ ] 1	7 [ ] 7	3 [ ] 1
5 [ ] 8	7 [ ] 3	3 [ ] 2

Which is the bigger number?

15 28

28 is bigger than 25. We can show this as:

28 > 15

open side

The open side faces 28.

Which is the smaller number?

13 47

13 is smaller than 47. We can show this as:

13 < 47

closed side

The closed side faces 13.

Which is the smaller number?

56 56

There is **no** smaller number. Both numbers are **equ**

56 = 56

We use = sign for equal numbers

Compare the numbers and write the correct sign in the middle.

$>$ $=$ $<$

45 < 63	29 ☐ 13	51 ☐ 85
40 ☐ 40	75 ☐ 91	97 ☐ 15
24 ☐ 38	86 ☐ 59	43 ☐ 11
72 ☐ 23	45 ☐ 53	97 ☐ 97
98 ☐ 47	50 ☐ 62	79 ☐ 28
35 ☐ 52	63 ☐ 18	37 ☐ 18
42 ☐ 68	15 ☐ 30	21 ☐ 16

Which is the bigger number?

328 160

328 is bigger than 160. We can show this as:

328 > 160

open side

The open side faces 328.

Which is the smaller number?

430 597

430 is smaller than 597. We can show this as:

430 < 597

closed side

The closed side faces 430.

Which is the smaller number?

250 250

There is **no** smaller number. Both numbers are **equal**.

250 = 250

We use = sign for equal numbers

Compare the numbers and write the correct sign in the middle.

$>$ $=$ $<$

112 [<] 680	550 [ ] 286	312 [ ] 317
583 [ ] 583	740 [ ] 728	394 [ ] 971
680 [ ] 870	800 [ ] 900	130 [ ] 481
597 [ ] 338	210 [ ] 210	483 [ ] 971
682 [ ] 890	302 [ ] 308	597 [ ] 524
378 [ ] 709	542 [ ] 410	260 [ ] 800
456 [ ] 456	632 [ ] 794	870 [ ] 835

Ascending and Descending Order

Look at these numbers.

43 65 81 92

Which is the smallest number?

(43) 65 81 92

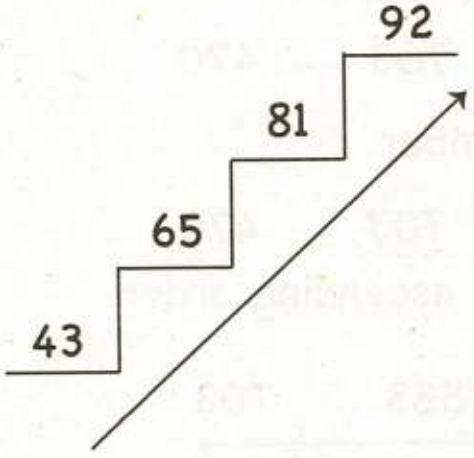
Which is the biggest number?

43 65 81 (92)

The smallest number is written **first.**

The biggest number is written **at the end.**

We say that the numbers have been arranged from the smallest to the biggest.



This is called arranging in **ascending order**

Let's arrange these numbers in ascending order.

570 935 632 209

Step 1 Encircle the smallest number.

570 935 632 209

Step 2 Encircle the biggest number.

570 935 632 209

Step 3 Arrange the numbers in ascending order.

209 570 632 935

smallest → biggest

Let's arrange these numbers in ascending order.

356 583 703 470

Step 1 Encircle the smallest number.

356 583 703 470

Step 2 Encircle the biggest number.

356 583 703 470

Step 3 Arrange the numbers in ascending order.

356 470 583 703

smallest → biggest

Arrange the numbers in ascending order.

72	27	83	35	27	35	72	83
93	48	65	28				
32	18	24	67				
46	89	36	22				
18	10	89	65				
150	330	482	650				
793	456	670	205				
382	504	312	480				
512	228	309	945				
650	124	435	560				

Look at these numbers.

92 78 35 24

Which is the biggest number?

(92) 78 35 24

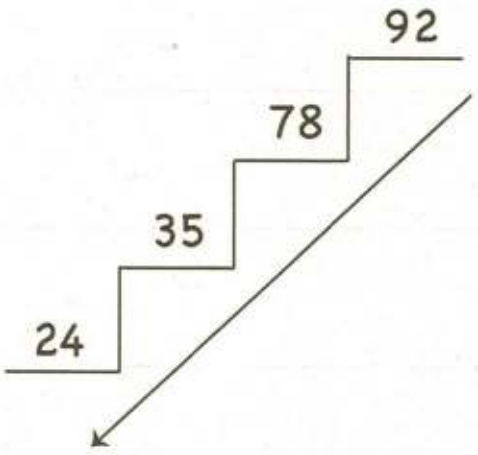
Which is the smallest number?

92 78 35 (24)

The biggest number is written **first**.

The smallest number is written **at the end**.

We say that the numbers have been arranged from the biggest to the smallest.



This is called arranging in **descending order**

Let's arrange these numbers in descending order.

456 600 154 209

Step 1 Encircle the smallest number.

456 600 (154) 209

Step 2 Encircle the biggest number.

456 (600) 154 209

Step 3 Arrange the numbers in descending order.

600 456 209 154

biggest → smallest

Let's arrange these numbers in descending order.

850 963 208 452

Step 1 Encircle the smallest number.

850 963 (208) 452

Step 2 Encircle the biggest number.

850 (963) 208 452

Step 3 Arrange the numbers in descending order.

963 850 452 208

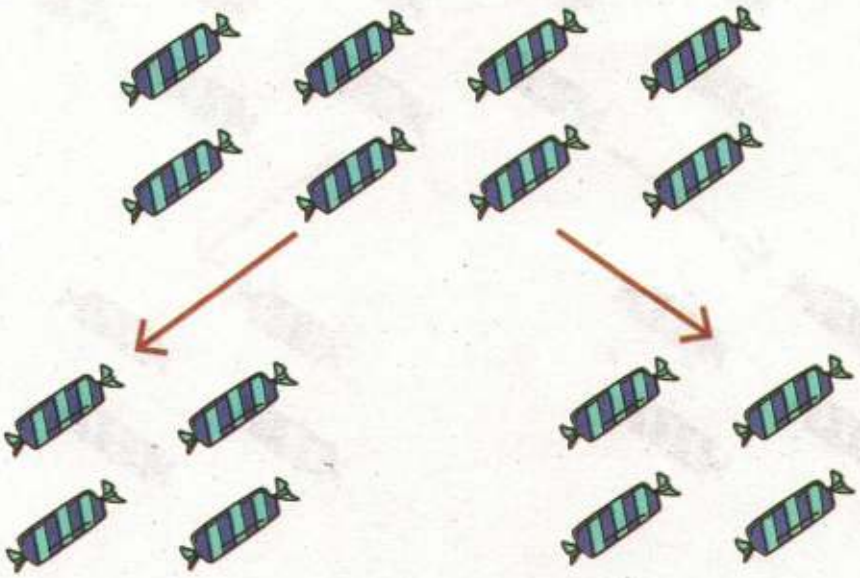
biggest → smallest

Arrange the numbers in descending order.

83	20	75	49	83	75	49	20
65	44	28	35				
56	12	90	35				
42	18	67	12				
13	45	58	60				
200	315	680	798				
653	844	312	145				
703	950	265	140				
356	578	809	124				
794	813	124	685				

Even and odd numbers

Ali has 8 sweets. He shares them equally into 2 groups.

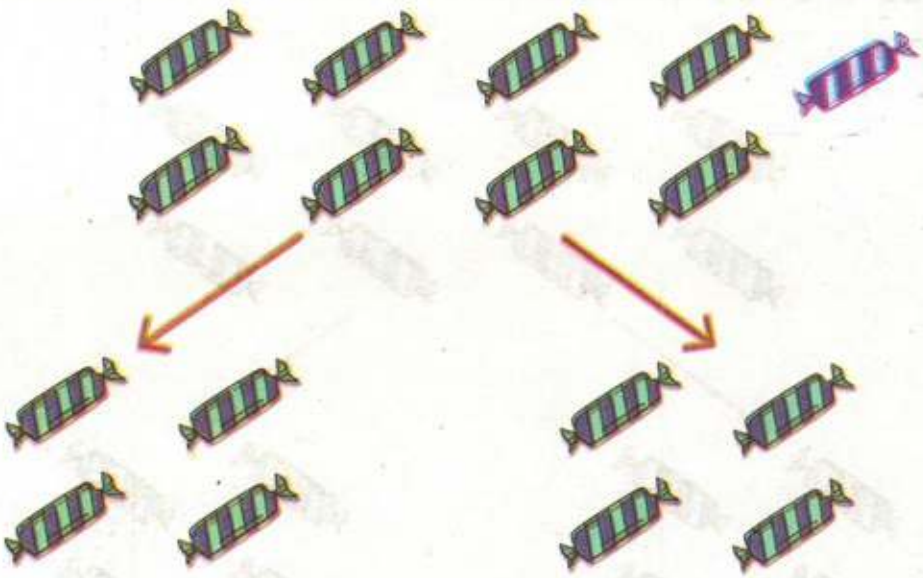


There are no sweets left. So, we can say that 8 is an **even number**.

A number is **even** if that number of objects can be shared **equally** into 2 groups without any left over.

Even numbers have **2, 4, 6, 8 or 0** in the ones place.

Sana has 9 sweets. She shares them equally into 2 groups.



There is 1 sweet left over. So, we can say that 9 is an **odd number**.

A number is **odd** if there is **1 left over** after sharing that number of objects equally into 2 groups.

Odd numbers have **1, 3, 5, 7 or 9** in the ones place.

Count the objects and tell whether they are even or odd.

	even	odd
	even	odd
	even	odd
	even	odd
	even	odd

Encircle the even numbers.

20	51	43	38	97
66	18	4	93	80

Encircle the odd numbers.

17	19	24	31	47
65	20	42	78	94

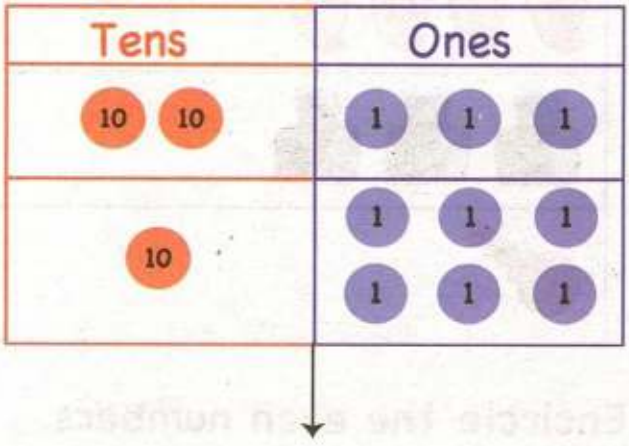
Addition

Find the sum of 23 and 16.

	Tens	Ones
	2	3
+	1	6

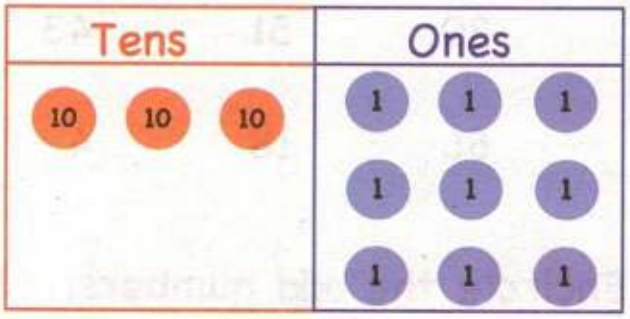
Step 1:
Add ones

	Tens	Ones
	2	3
+	1	6
		9



Step 2:
Add tens

	Tens	Ones
	2	3
+	1	6
	3	9



The sum of 23 and 16 is 39.

Add the following numbers.

Tens	Ones
6	1
+ 1	3

Tens	Ones
8	3
+ 1	5

Tens	Ones
2	4
+ 3	5

Tens	Ones
6	2
+ 3	4

Tens	Ones
5	4
+ 1	4

Tens	Ones
5	1
+ 3	3

Tens	Ones
7	3
+ 1	4

Tens	Ones
5	1
+ 2	2

Tens	Ones
2	4
+ 3	3

Tens	Ones
5	3
+ 2	1

Tens	Ones
3	8
+ 2	1

Tens	Ones
7	1
+ 2	0

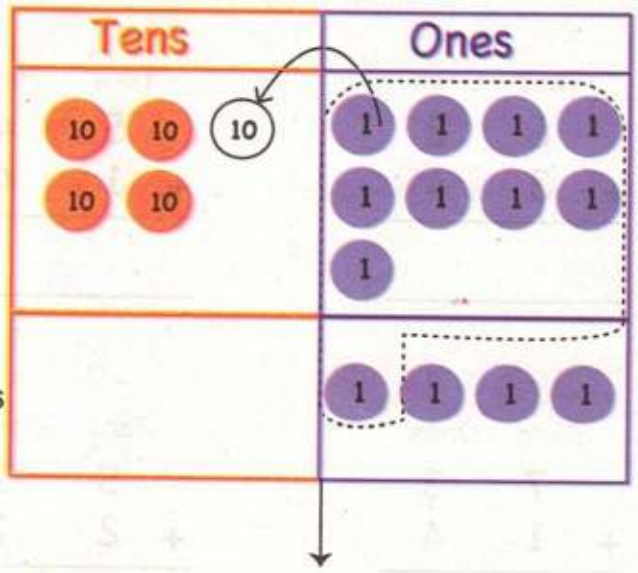
Find the sum of 49 and 4.

	Tens	Ones
	4	9
+		4

Step 1:
Add ones

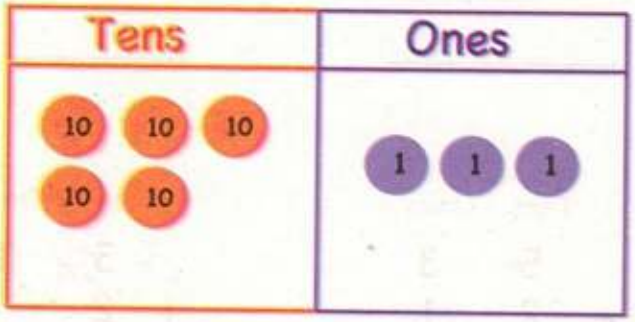
	Tens	Ones
	$^{1}4$	9
+		4
		3

13 ones = 1 ten 3 ones
We carry 1 ten
to the tens side



Step 2:
Add tens

	Tens	Ones
	$^{1}4$	9
+		4
	5	3



Add the following numbers.

Tens	Ones
2	4
+	8

Tens	Ones
1	6
+	5

Tens	Ones
3	4
+	7

Tens	Ones
4	2
+	8

Tens	Ones
1	6
+	7

Tens	Ones
7	5
+	6

Tens	Ones
6	4
+	9

Tens	Ones
3	2
+	9

Tens	Ones
4	2
+	3

Tens	Ones
3	4
+	6

Tens	Ones
4	3
+	7

Tens	Ones
5	9
+	8

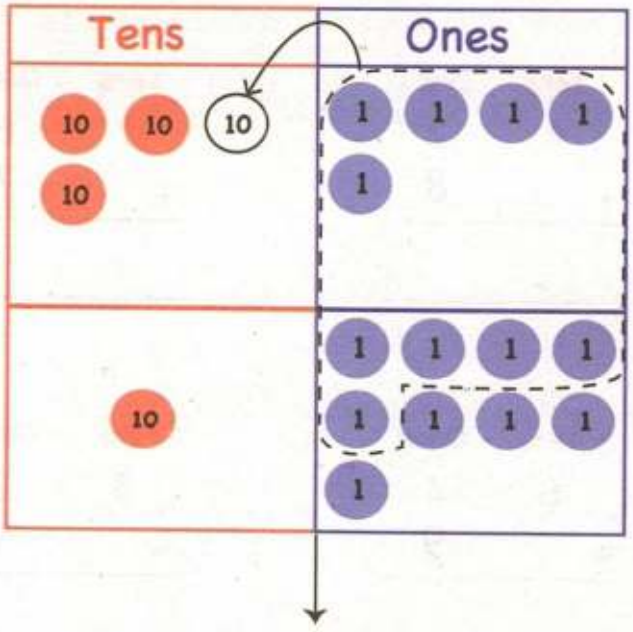
Find the sum of 35 and 19.

Tens	Ones
3	5
+ 1	9

Step 1:
Add ones

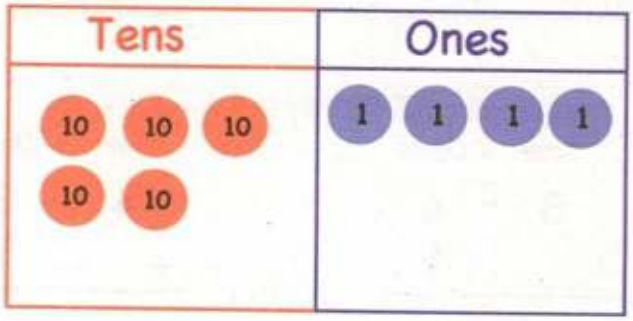
Tens	Ones
^{1}3	5
+ 1	9
	4

14 ones = 1 ten 4 ones
We carry 1 ten
to the tens side.



Step 2:
Add tens

Tens	Ones
^{1}3	5
+ 1	9
5	4



Add the following numbers.

Tens	Ones
4	8
+ 1	2

Tens	Ones
5	9
+ 2	2

Tens	Ones
7	6
+ 1	6

Tens	Ones
3	5
+ 2	6

Tens	Ones
2	7
+ 1	8

Tens	Ones
3	2
+ 2	9

Tens	Ones
4	6
+ 2	7

Tens	Ones
6	9
+ 2	3

Tens	Ones
2	5
+ 1	9

Tens	Ones
5	6
+ 1	4

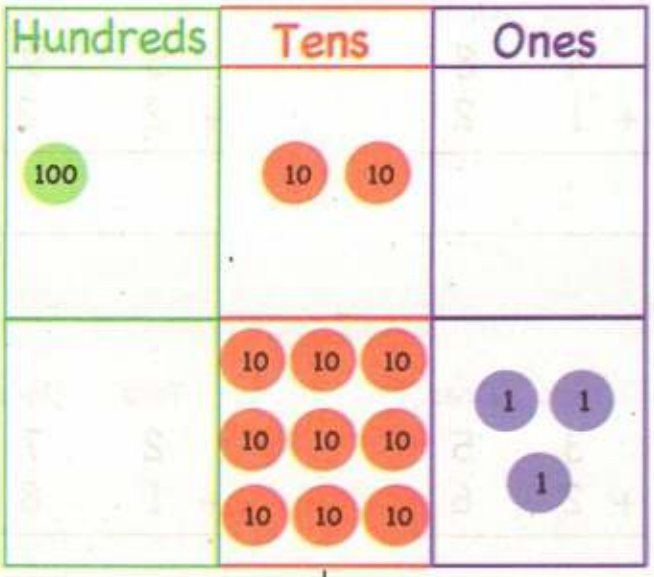
Tens	Ones
6	5
+ 1	8

Tens	Ones
3	3
+ 1	8

Find the sum of 120 and 93.

Step 1:
Add ones

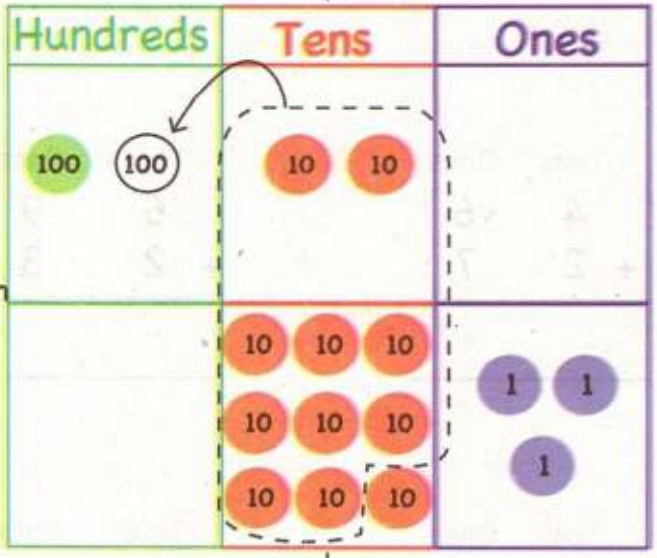
	H	T	O
	1	2	0
+		9	3
			3



Step 2:
Add tens

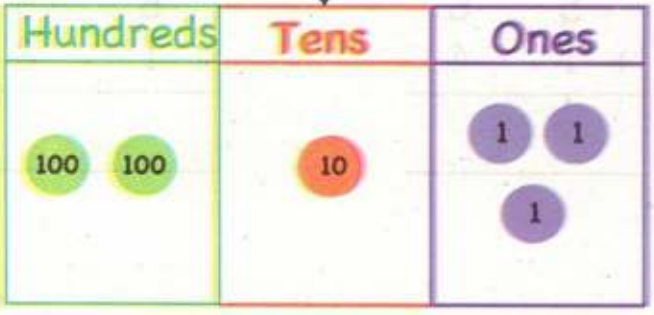
	H	T	O
	^{1}1	2	0
+		9	3
		1	3

11 tens = 1 hundred 1 ten
We carry 1 hundred
to the hundreds side



Step 3:
Add hundreds

	H	T	O
	^{1}1	2	0
+		9	3
	2	1	3



Add these numbers. Remember that H stands for hundreds, T for tens and O for ones.

H	T	O
2	4	5
+	7	2

H	T	O
6	8	5
+	2	3

H	T	O
3	6	4
+	4	3

H	T	O
3	1	8
+	5	3

H	T	O
4	0	9
+	9	7

H	T	O
5	1	8
+	6	4

H	T	O
6	1	8
+	5	7

H	T	O
8	5	3
+	7	1

H	T	O
6	7	3
+	7	9

H	T	O
4	2	0
+	8	9

H	T	O
9	2	3
+	4	8

H	T	O
5	4	0
+	6	8

Find the sum of 257 and 364.

Step 1:
Add ones

	H	T	O
	2	$^{1}5$	7
+	3	6	4
			1

7 + 4 = 11
11 ones = 1 ten 1 one
We carry 1 ten to the tens side.

Step 2:
Add tens

	H	T	O
	$^{1}2$	$^{1}5$	7
+	3	6	4
		2	1

5 + 6 + 1 = 12
12 tens = 1 hundred 2 tens
We carry 1 hundred to the hundreds side.

Step 3:
Add hundreds

	H	T	O
	$^{1}2$	$^{1}5$	7
+	3	6	4
	6	2	1

Add the following numbers.

	H	T	O
	3	7	5
+	4	5	2

	H	T	O
	4	9	3
+	1	8	4

	H	T	O
	2	8	5
+	3	5	2

	H	T	O
	8	6	2
+	1	3	6

	H	T	O
	2	9	5
+	3	1	4

	H	T	O
	6	9	5
+	2	4	2

	H	T	O
	3	6	1
+	4	5	8

	H	T	O
	3	8	1
+	3	9	6

	H	T	O
	4	3	5
+	2	7	8

	H	T	O
	6	9	7
+	1	2	6

	H	T	O
	3	6	4
+	2	5	8

	H	T	O
	3	9	8
+	4	1	5

Find the sum of 1023 and 1564.

Step 1:
Add ones

	Th	H	T	O
	1	0	2	3
+	1	5	6	4
				7

Step 2:
Add tens

	Th	H	T	O
	1	0	2	3
+	1	5	6	4
			8	7

Step 3:
Add hundreds

	Th	H	T	O
	1	0	2	3
+	1	5	6	4
		5	8	7

Step 4:
Add thousands

	Th	H	T	O
	1	0	2	3
+	1	5	6	4
	2	5	8	7

Add the following numbers. We can write Th for thousands, H for hundreds, T for tens, O for ones.

Th	H	T	O
1	2	8	3
+ 2	5	1	3

Th	H	T	O
5	4	7	1
+ 4	3	2	5

Th	H	T	O
3	0	5	7
+ 2	8	3	1

Th	H	T	O
8	6	9	0
+ 1	3	0	7

Th	H	T	O
5	8	4	6
+ 1	1	3	2

Th	H	T	O
4	3	1	0
+ 3	6	8	5

Th	H	T	O
4	5	3	1
+ 2	3	4	9

Th	H	T	O
6	1	5	4
+ 2	4	3	0

Th	H	T	O
3	1	9	3
+ 1	5	6	4

Th	H	T	O
2	7	4	6
+ 1	5	6	4

Find the sum of 1253 and 4936.

Step 1:
Add ones

	Th	H	T	O
	1	2	5	3
+	4	9	3	6
				9

Step 2:
Add tens

	Th	H	T	O
	1	2	5	3
+	4	9	3	6
			8	9

Step 3:
Add hundreds

	Th	H	T	O
	$^{1}1$	2	5	3
+	4	9	3	6
		1	8	9

11 hundreds = 1 thousand 1 hundred
We will carry 1 thousand to the thousands side.

Step 4:
Add thousands

	Th	H	T	O
	$^{1}1$	2	5	3
+	4	9	3	6
	6	1	8	9

Add the following numbers. Remember that Th stands for thousands, H for hundreds, T for tens, O for ones.

Th	H	T	O
3	8	2	5
+ 2	5	6	4

Th	H	T	O
5	7	3	1
+ 1	5	6	4

Th	H	T	O
2	4	6	9
+ 5	3	2	7

Th	H	T	O
3	8	5	2
+ 1	3	4	4

Th	H	T	O
2	8	7	6
+ 4	3	5	2

Th	H	T	O
5	8	3	1
+ 2	7	0	4

Th	H	T	O
7	6	0	3
+ 1	2	6	7

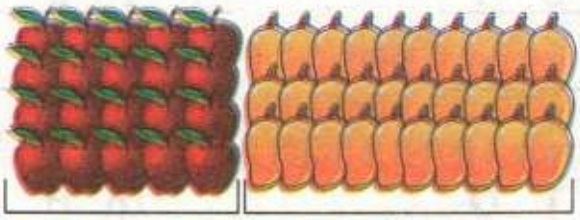
Th	H	T	O
2	9	6	5
+ 3	7	5	1

Th	H	T	O
4	3	1	5
+ 1	5	6	4

Th	H	T	O
1	9	7	3
+ 2	5	2	4

Addition problems in daily life

There are 20 apples and 30 mangoes on Ahmed's cart. How many fruits are there altogether?



20 + 30

$$\begin{array}{r} 2\ 0 \\ +\ 3\ 0 \\ \hline 5\ 0 \end{array}$$

There are 50 fruits altogether.

Sana had 427 beads. Her mother gave her another 258 beads. How many beads did Sana have altogether?

427 + 258

$$\begin{array}{r} 4\ {}^{1}2\ 7 \\ +\ 2\ 5\ 8 \\ \hline 6\ 8\ 5 \end{array}$$

Sana had 685 beads altogether.

1 There are 29 boys and 13 girls in Class 3. How many students are there altogether?

2 Ahmed got 180 marks in his Math test and 215 marks in his English test. How many marks did he get altogether?

3 Pakistan scored 320 runs in a cricket match. India scored 285 runs. How many total runs were scored in the match?

4 Bashir sold 68 oranges on Monday and 103 oranges on Tuesday. How many oranges did he sell altogether?

5 Ali got Rs. 132 on Eid. Hamza got Rs. 95 on Eid. How much money did both Ali and Hamza get on Eid?

More about addition

Ali bought 3 red balloons and 2 blue balloons.

How many balloons does Ali have?

Ali has 5 balloons.

3 2 5

Sana bought 2 red balloons and 3 blue balloons.

How many balloons does Sana have?

Sana has 5 balloons.

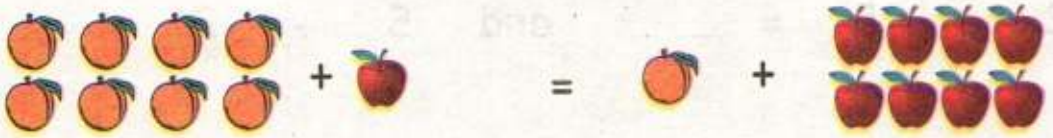
2 3 5

$3 + 2 = 5$ $2 + 3 = 5$

$3 + 2 = 2 + 3$

We can write 3 + 2 or 2 + 3.
The answer remains 5.

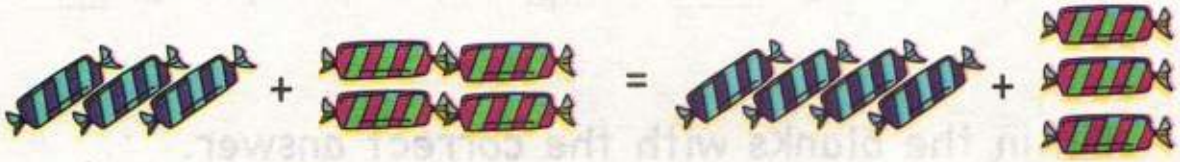
How many fruits are there?



8 oranges and 1 apple make 9.

1 orange and 8 apples make 9.

How many sweets are there?



3 blue sweets and 4 pink sweets make 7.

4 blue sweets and 3 pink sweets make 7.

How many balls are there?

2 pink balls and 4 blue balls make 6.

4 pink balls and 2 blue balls make 6.

Fill in the blanks with the correct answer.

2 + 5 = ____ and 5 + 2 = ____

6 + 3 = ____ and 3 + 6 = ____

8 + 1 = ____ and 1 + 8 = ____

7 + 9 = ____ and 9 + 7 = ____

Fill in the blanks with the correct answer.

9 + 1 = ___ + 9

8 + 3 = 3 + ___

4 + 2 = 2 + ___

5 + 7 = ___ + 5

3 + 7 = ___ + 3

6 + 5 = ___ + 6

Mental addition

Find the sum of 12 and 26.

$$12 + 26 = ?$$

$12 = 10 + 2$

$26 = 20 + 6$

Add the tens

$10 + 20 = 30$

Add the ones

$2 + 6 = 8$

Add both answers

$30 + 8 = 38$

$$12 + 26 = 38$$

Do mental math and add the following numbers.

$15 + 10 =$

$18 + 11 =$

$26 + 13 =$

$9 + 10 =$

$32 + 12 =$

$30 + 16 =$

$17 + 21 =$

$24 + 5 =$

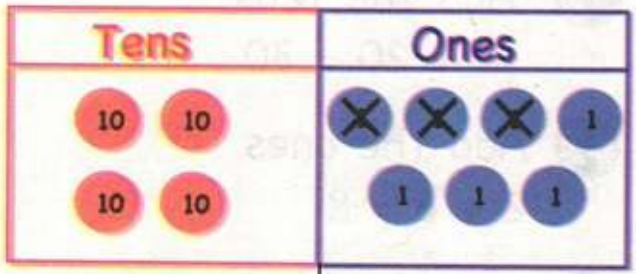
Subtraction

Find the difference between 47 and 13.

	Tens	Ones
	4	7
-	1	3

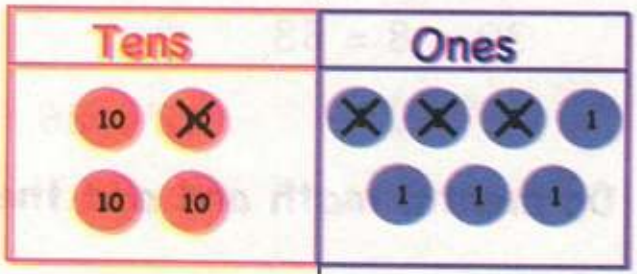
Step 1:
Subtract ones.

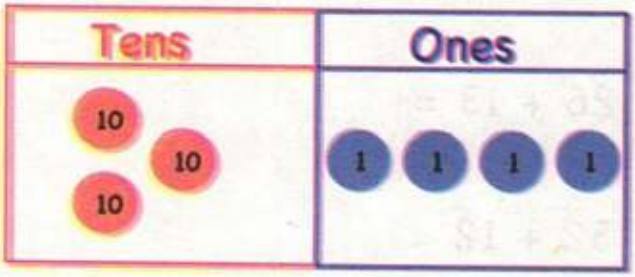
	Tens	Ones
	4	7
-	1	3
		4



Step 2:
Subtract tens.

	Tens	Ones
	4	7
-	1	3
	3	4





Subtract the following numbers.

Tens	Ones
4	8
- 2	6

Tens	Ones
6	7
- 1	3

Tens	Ones
5	9
- 2	3

Tens	Ones
5	4
- 3	1

Tens	Ones
3	6
- 2	4

Tens	Ones
8	5
- 6	1

Tens	Ones
6	8
- 2	7

Tens	Ones
4	8
- 3	2

Tens	Ones
7	9
- 5	2

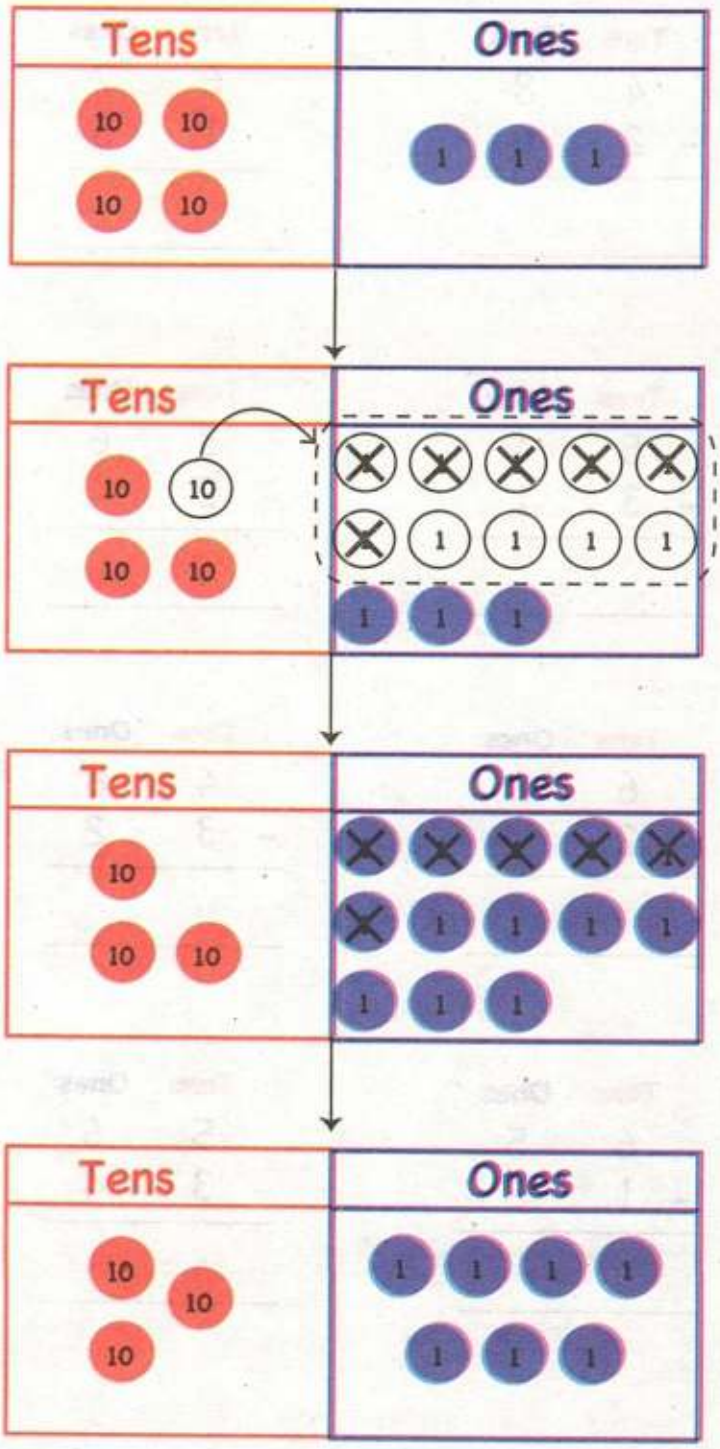
Tens	Ones
6	5
- 1	3

Tens	Ones
5	6
- 3	4

Tens	Ones
8	3
- 4	2

Find the difference between 43 and 6.

Tens	Ones
4	3
−	6



Step 1:
Subtract ones

Tens	Ones
~~4~~ 3	13
−	6
	7

We cannot subtract 6 from 3. We will borrow 1 ten from the tens side.

Step 2:
Subtract tens

Tens	Ones
~~4~~ 3	13
−	6
3	7

Subtract the following numbers.

Tens	Ones
3	2
−	7

Tens	Ones
4	1
−	8

Tens	Ones
6	4
−	5

Tens	Ones
1	4
−	8

Tens	Ones
5	4
−	7

Tens	Ones
7	3
−	8

Tens	Ones
6	2
−	8

Tens	Ones
8	5
−	7

Tens	Ones
1	3
−	5

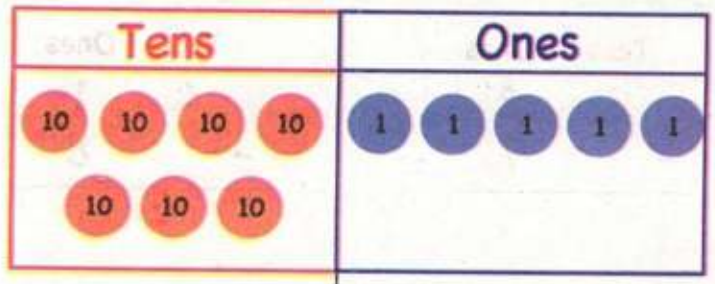
Tens	Ones
2	2
−	6

Tens	Ones
3	1
−	8

Tens	Ones
4	5
−	6

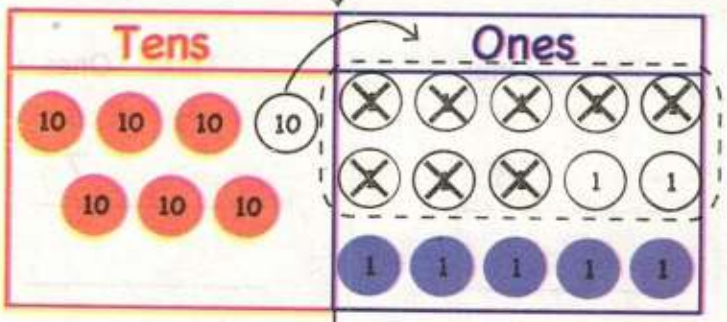
Find the difference between 75 and 28.

Tens	Ones
7	5
- 2	8



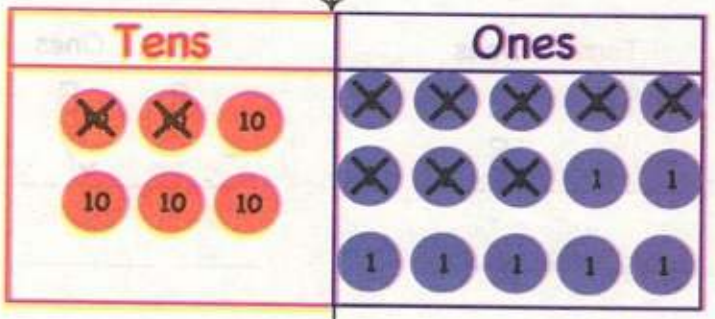
Step 1:
Subtract ones.

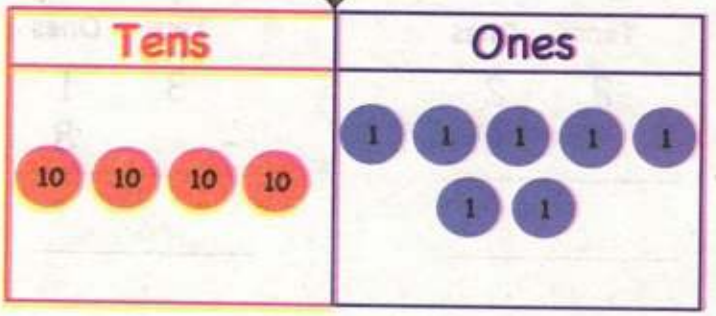
Tens	Ones
~~7~~ 6	15
- 2	8
	7



Step 2:
Subtract tens.

Tens	Ones
~~7~~ 6	15
- 2	8
4	7





Subtract the following numbers.

Tens	Ones
5	7
- 2	9

Tens	Ones
4	3
- 2	6

Tens	Ones
8	1
- 5	3

Tens	Ones
6	2
- 2	7

Tens	Ones
3	5
- 1	7

Tens	Ones
7	2
- 4	8

Tens	Ones
9	1
- 4	3

Tens	Ones
6	8
- 1	9

Tens	Ones
6	2
- 3	7

Tens	Ones
8	4
- 2	7

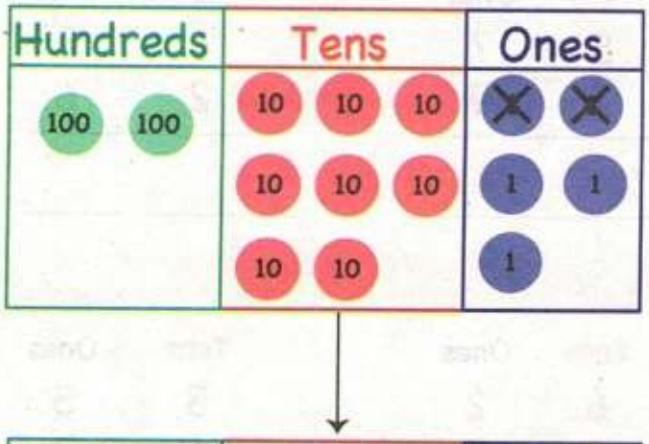
Tens	Ones
7	1
- 4	5

Tens	Ones
9	3
- 2	6

Find the difference between 285 and 162.

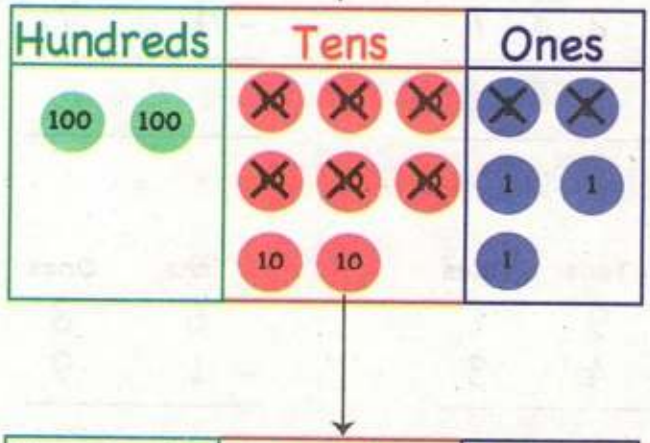
Step 1:
Subtract ones.

	H	T	O
	2	8	5
-	1	6	2
			3



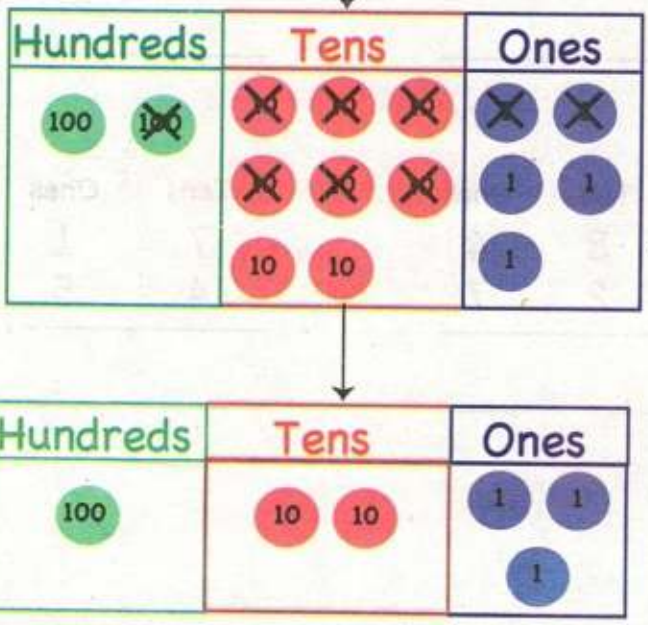
Step 2:
Subtract tens.

	H	T	O
	2	8	5
-	1	6	2
		2	3



Step 3:
Subtract hundreds.

	H	T	O
	2	8	5
-	1	6	2
	1	2	3



Subtract the following numbers. Remember that H stands for hundreds, T for tens and O for ones.

H	T	O
6	4	5
- 3	2	1

H	T	O
8	3	4
- 5	1	2

H	T	O
4	8	7
- 1	6	2

H	T	O
7	5	4
- 3	2	1

H	T	O
5	6	3
- 2	1	0

H	T	O
9	4	7
- 5	3	6

H	T	O
8	4	9
- 4	1	6

H	T	O
3	6	5
- 1	4	2

H	T	O
7	8	4
- 2	5	1

H	T	O
5	6	9
- 2	4	7

H	T	O
3	8	5
- 1	5	2

H	T	O
6	9	5
- 2	7	3

Find the difference between 292 and 65.

	H	T	O
	2	9	2
−		6	5
			7

Step 1:
Subtract ones.

	H	T	O
	2	$^{8}\cancel{9}$	$^{1}2$
−		6	5
			7

We cannot subtract 5 from 2. We will borrow 1 ten from the tens side.

Step 2:
Subtract tens.

	H	T	O
	2	$^{8}\cancel{9}$	$^{1}2$
−		6	5
		2	7

We are left with 8 tens, so we will subtract 6 from 8.

Step 3:
Subtract hundreds.

	H	T	O
	2	$^{8}\cancel{9}$	$^{1}2$
−		6	5
	2	2	7

Subtract the following numbers. Remember that H stands for hundreds, T for tens and O for ones.

H	T	O
1	6	3
−	8	1

H	T	O
1	8	5
−	4	7

H	T	O
3	9	1
−	5	6

H	T	O
5	1	7
−	8	5

H	T	O
6	5	3
−	2	8

H	T	O
8	3	1
−	7	8

H	T	O
7	6	5
−	8	6

H	T	O
3	4	0
−	5	9

H	T	O
5	7	8
−	9	3

H	T	O
4	6	1
−	3	5

H	T	O
8	3	6
−	1	7

H	T	O
5	0	1
−	1	4

H	T	O
5	3	2
−	1	4

H	T	O
6	5	0
−	6	5

H	T	O
4	0	9
−	6	5

Find the difference between 312 and 158.

Step 1:
Subtract ones

	H	T	O
	3	$^{0}\cancel{1}$	$^{1}2$
-	1	5	8
			4

We cannot subtract 8 from 2. We will borrow 1 ten from the tens side.

Step 2:
Subtract tens

	H	T	O
	$^{2}\cancel{3}$	$^{10}\cancel{1}$	$^{1}2$
-	1	5	8
		5	4

We are left with 0 tens. We will borrow 1 hundred from the hundreds side.

Step 3:
Subtract hundreds

	H	T	O
	$^{2}\cancel{3}$	$^{10}\cancel{1}$	$^{1}2$
-	1	5	8
	1	5	4

We are left with 2 hundreds so we will subtract 1 from 2

Subtract the following numbers.

H	T	O
3	8	1
- 1	9	7

H	T	O
4	6	4
- 3	5	2

H	T	O
3	1	7
- 1	6	3

H	T	O
4	7	8
- 2	9	5

H	T	O
5	6	3
- 1	8	6

H	T	O
3	0	7
- 1	5	5

H	T	O
8	0	5
- 2	3	4

H	T	O
4	3	7
- 1	6	5

H	T	O
8	6	5
- 4	8	3

H	T	O
4	0	0
- 2	6	4

H	T	O
2	1	5
- 1	0	8

H	T	O
8	0	9
- 5	6	0

H	T	O
7	8	0
- 6	6	5

H	T	O
8	1	5
- 6	6	5

H	T	O
7	3	0
- 6	6	5

Find the difference between 3784 and 2362.

Step 1:
Subtract ones.

	Th	H	T	O
	3	7	8	4
-	2	3	6	2
				2

Step 2:
Subtract tens.

	Th	H	T	O
	3	7	8	4
-	2	3	6	2
			2	2

Step 3:
Subtract hundreds.

	Th	H	T	O
	3	7	8	4
-	2	3	6	2
		4	2	2

Step 4:
Subtract thousands.

	Th	H	T	O
	3	7	8	4
-	2	3	6	2
	1	4	2	2

Subtract the following numbers.

Th	H	T	O
5	3	2	4
- 3	1	1	1

Th	H	T	O
5	9	4	4
- 4	8	1	0

Th	H	T	O
2	3	5	3
- 1	1	4	2

Th	H	T	O
3	6	8	7
- 2	1	5	6

Th	H	T	O
3	6	4	7
- 1	2	2	0

Th	H	T	O
9	2	8	8
- 2	1	3	1

Th	H	T	O
5	4	7	2
- 2	1	6	1

Th	H	T	O
2	5	8	4
- 1	3	1	0

Th	H	T	O
4	2	7	5
- 1	1	4	4

Th	H	T	O
5	9	4	3
- 2	3	2	0

Find the difference between 4381 and 1658.

Step 1:
Subtract ones.

	Th	H	T	O
	4	3	$^{7}\cancel{8}$	$^{1}1$
-	1	6	5	8
				3

We cannot subtract 8 from 1. We will borrow 1 ten from the tens side.

Step 2:
Subtract tens.

	Th	H	T	O
	4	3	$^{7}\cancel{8}$	$^{1}1$
-	1	6	5	8
			2	3

We are left with 7 tens. We will subtract 5 from 7.

Step 3:
Subtract hundreds.

	Th	H	T	O
	$^{3}\cancel{4}$	$^{1}3$	$^{7}\cancel{8}$	$^{1}1$
-	1	6	5	8
		7	2	3

We cannot subtract 6 hundreds from 3 hundreds. We will borrow 1 thousand.

Step 4:
Subtract thousands.

	Th	H	T	O
	$^{3}\cancel{4}$	$^{1}3$	$^{7}\cancel{8}$	$^{1}1$
-	1	6	5	8
	2	7	2	3

We are left with 3 thousands. We will subtract 1 thousand from 3 thousand.

Subtract the following numbers.

Th	H	T	O
5	3	2	2
- 4	0	5	1

Th	H	T	O
4	2	4	2
- 1	0	2	3

Th	H	T	O
9	2	5	3
- 3	5	1	2

Th	H	T	O
5	5	5	4
- 1	3	2	5

Th	H	T	O
9	5	3	1
- 8	0	0	4

Th	H	T	O
5	1	3	7
- 2	5	1	5

Th	H	T	O
7	8	1	3
- 1	3	6	2

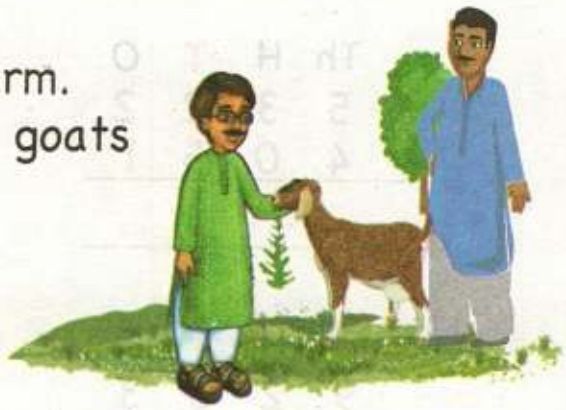
Th	H	T	O
7	4	2	2
- 2	3	6	2

Th	H	T	O
5	4	3	8
- 3	6	2	7

Th	H	T	O
6	8	6	9
- 4	3	7	7

Subtraction in daily life

Abid has 16 goats in his farm. He sold 5 goats. How many goats were left on his farm?



Abid has 16 goats

He sold 5 goats.

Number of goats left

$$\begin{array}{r} 1\ 6 \\ -\ \ 5 \\ \hline 1\ 1 \end{array}$$

Abid has 11 goats left in his farm.

Sana had 148 sweets. She gave away 35 sweets to her friends. How many sweets were left?

Sana had 148 sweets

She gave away 35 sweets

Number of sweets left

$$\begin{array}{r} 1\ 4\ 8 \\ -\ \ 3\ 5 \\ \hline 1\ 1\ 3 \end{array}$$

There were 113 sweets left.

1. Ahmed had 15 biscuits. He ate 9 biscuits. How many biscuits were left?

2. There were 29 birds on a tree. 13 birds flew away. How many birds were left?

3. There were 43 apples on a tree. 12 apples fell down. How many apples were left on the tree?

4. Haris had 153 coins. He gave away 32 coins to his brother. How many coins were left with Haris?

5. Sana had 377 candles. She used 240 of them. How many candles were left with Sana?

6. There are 345 people in a hall. 132 go out. How many people are left inside the hall?

7. Irfan had 175 eggs. He sold 38 eggs. How many eggs were left?

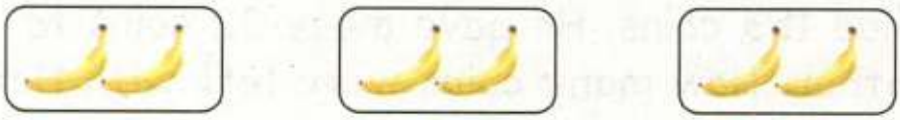
Repeated Addition & Multiplication

Look at these examples.

4 + 4 = 8

There are 2 groups.

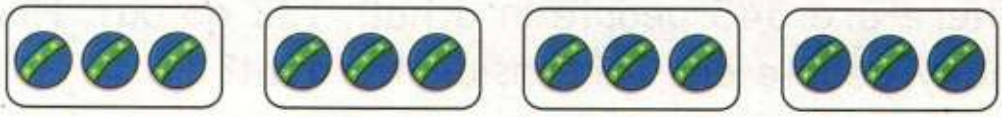
Each group has 4 oranges.



2 + 2 + 2 = 6

There are 3 groups.

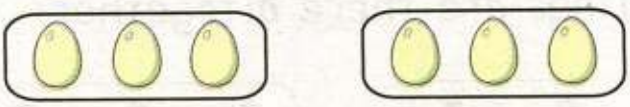
Each group has 2 bananas.



3 + 3 + 3 + 3 = 12

There are 4 groups.
Each group has 3 balls.

Count the total number of groups. Count the number of objects in each group. Write the total number.



There are _____ groups.

Each group has _____ eggs.

3 + 3 = _____

There are _____ groups.

Each group has _____ biscuits.

2 + 2 + 2 + 2 = _____

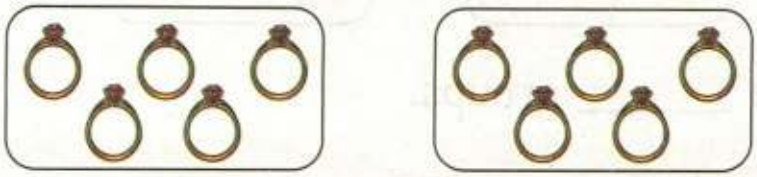
There are _____ groups.

Each group has _____ carrots.

4 + 4 + 4 = _____

Multiplication

How many rings are there altogether?



5 + 5 = 10

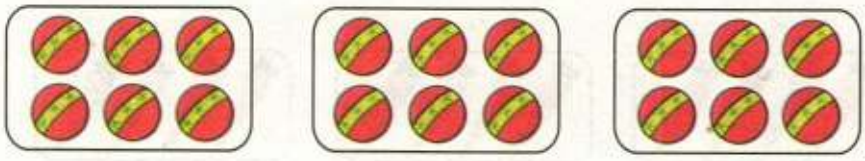
There are 2 groups. Each group has 5 rings.

2 x 5 = 10

We say 2 times 5 equals 10.

x is read as **times**.
It means to **multiply**.

How many balls are there altogether?



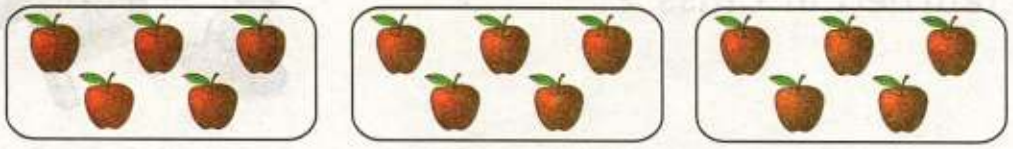
6 + 6 + 6 = 18

There are 3 groups. Each group has 6 balls .

3 x 6 = 18

We say 3 times 6 equals 18.

Multiply the numbers.

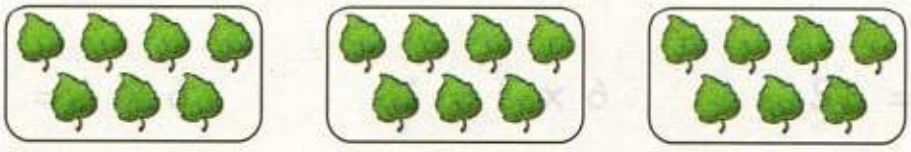


3 x 5 = _____

We say 3 times 5 equals _____.

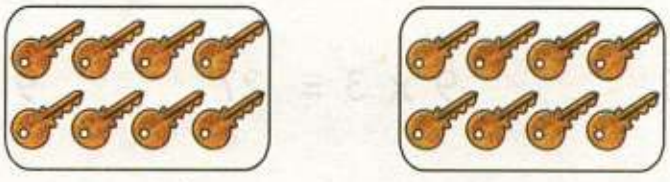
2 x 4 = _____

We say 2 times 4 equals _____.



3 x 7 = _____

We say 3 times 7 equals _____.



2 x 8 = _____

We say 2 times 8 equals _____.

Let's quickly revise the tables we learned in Class 2.

Table of 2	Table of 3	Table of 4
1 x 2 = 2	1 x 3 = 3	1 x 4 = 4
2 x 2 = 4	2 x 3 = 6	2 x 4 = 8
3 x 2 = 6	3 x 3 = 9	3 x 4 = 12
4 x 2 = 8	4 x 3 = 12	4 x 4 = 16
5 x 2 = 10	5 x 3 = 15	5 x 4 = 20
6 x 2 = 12	6 x 3 = 18	6 x 4 = 24
7 x 2 = 14	7 x 3 = 21	7 x 4 = 28
8 x 2 = 16	8 x 3 = 24	8 x 4 = 32
9 x 2 = 18	9 x 3 = 27	9 x 4 = 36
10 x 2 = 20	10 x 3 = 30	10 x 4 = 40

Read the table of 2 and write the answer.

2 x 2 = ____ 3 x 2 = ____ 6 x 2 = ____

9 x 2 = ____ 1 x 2 = ____ 5 x 2 = ____

Complete the table of 3.

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

How many triangles are there altogether?

4 x ____ = ____

4 times ____ equals ____

There are ____ triangles altogether.

Complete the table of 4.

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

Let's revise the tables of 5 and 10.

Table of 5	Table of 10
1 x 5 = 5	1 x 10 = 10
2 x 5 = 10	2 x 10 = 20
3 x 5 = 15	3 x 10 = 30
4 x 5 = 20	4 x 10 = 40
5 x 5 = 25	5 x 10 = 50
6 x 5 = 30	6 x 10 = 60
7 x 5 = 35	7 x 10 = 70
8 x 5 = 40	8 x 10 = 80
9 x 5 = 45	9 x 10 = 90
10 x 5 = 50	10 x 10 = 100

Read the table of 5 and write the answer.

2 x 5 = ____ 5 x 5 = ____ 7 x 5 = ____

8 x 5 = ____ 3 x 5 = ____ 6 x 5 = ____

Complete the table of 5.

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

How many butterflies are there altogether?

2 x ____ = ____

2 times ____ equals ____

There are ____ butterflies altogether.

Complete the table of 10.

x	1	2	3	4	5	6	7	8	9	10
10	10	20								

Multiplication Table of 6

1 x 6 = 6

1 times 6 equals 6

2 x 6 = 12

2 times 6 equals 12

3 x 6 = 18

3 times 6 equals 18

4 x 6 = 24

4 times 6 equals 24

5 x 6 = 30

5 times 6 equals 30

6 x 6 = 36

6 times 6 equals 36

7 x 6 = 42

7 times 6 equals 42

8 x 6 = 48

8 times 6 equals 48

9 x 6 = 54

9 times 6 equals 54

10 x 6 = 60

10 times 6 equals 60

Multiplication Table of 7

1 x 7 = 7

1 times 7 equals 7

2 x 7 = 14

2 times 7 equals 14

3 x 7 = 21

3 times 7 equals 21

4 x 7 = 28

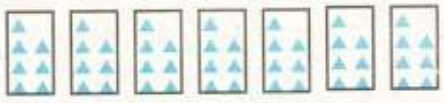
4 times 7 equals 28

5 x 7 = 35

5 times 7 equals 35

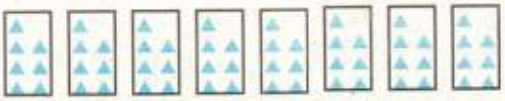
6 x 7 = 42

6 times 7 equals 42



7 x 7 = 49

7 times 7 equals 49



8 x 7 = 56

8 times 7 equals 56

9 x 7 = 63

9 times 7 equals 63

10 x 7 = 70

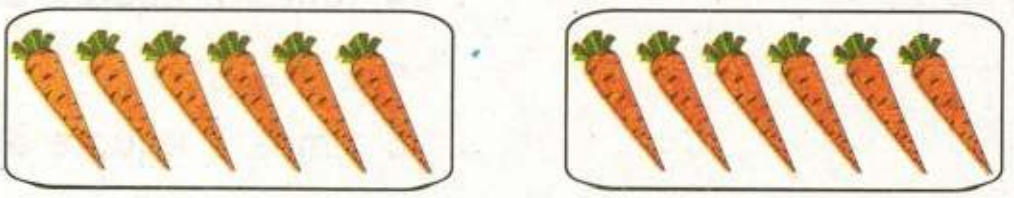
10 times 7 equals 70

Write the total number of objects.

There are 4 groups. Each group has 7 stars.

$4 \times 7 =$ _____

4 times 7 equals _____.



There are 2 groups. Each group has _____ carrots.

$2 \times 6 =$ _____

2 times 6 equals _____.

Complete the table of 7.

x	1	2	3	4	5	6	7	8	9	10
7	7	14								

Multiplication Table of 8

1 x 8 = 8

1 times 8 equals 8

2 x 8 = 16

2 times 8 equals 16

3 x 8 = 24

3 times 7 equals 21

4 x 8 = 32

4 times 7 equals 28

5 x 8 = 40

5 times 8 equals 40

6 x 8 = 48

6 times 8 equals 42

7 x 8 = 56

7 times 8 equals 56

8 x 8 = 64

8 times 8 equals 64

9 x 8 = 72

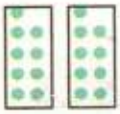
9 times 8 equals 72

10 x 8 = 80

10 times 8 equals 80

Multiplication Table of 9

1 x 9 = 9
1 times 9 equals 9



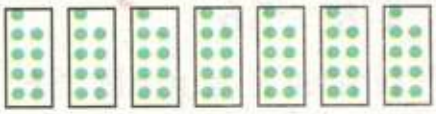
2 x 9 = 18
2 times 9 equals 18

3 x 9 = 27
3 times 9 equals 27

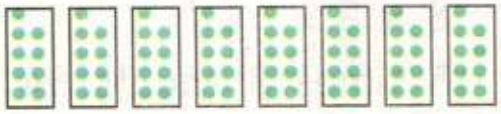
4 x 9 = 36
4 times 9 equals 36

5 x 9 = 45
5 times 9 equals 45

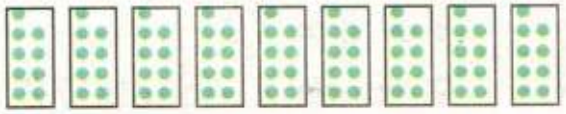
6 x 9 = 54
6 times 9 equals 54



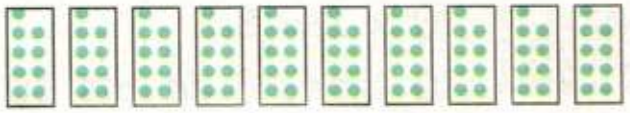
7 x 9 = 63
7 times 9 equals 63



8 x 9 = 72
8 times 9 equals 72



9 x 9 = 81
9 times 9 equals 81



10 x 9 = 90
10 times 9 equals 90

Read the table of 8 and write the answer.

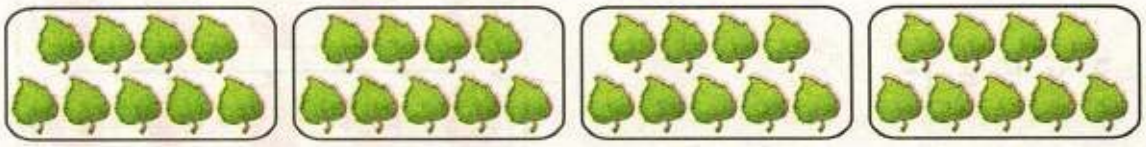
2 x 8 = ____ 5 x 8 = ____ 7 x 8 = ____

8 x 8 = ____ 3 x 8 = ____ 6 x 8 = ____

Complete the table of 8.

x	1	2	3	4	5	6	7	8	9	10
8	8	16								

How many leaves are there altogether?



There are 4 groups. Each groups has _____ leaves.

4 x 9 = _____

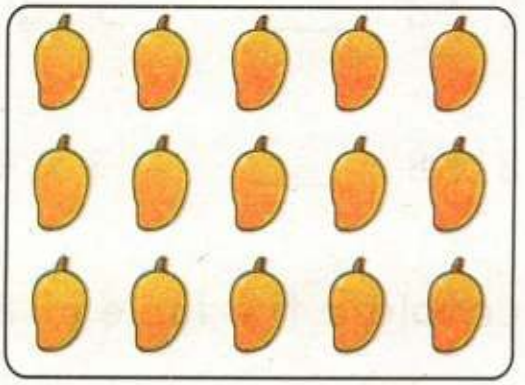
4 times 9 equals _____.

Complete the table of 9.

x	1	2	3	4	5	6	7	8	9	10
9	9	18								

More about Multiplication

Look at this picture.

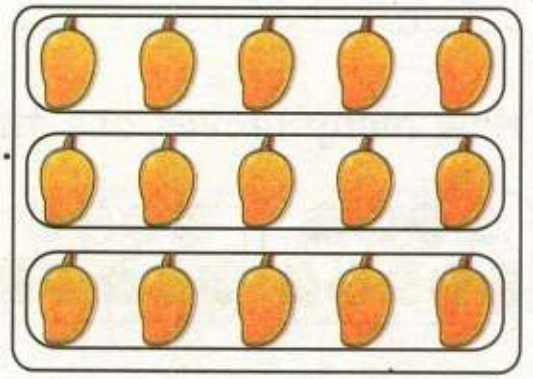


We can describe this picture in 2 ways.

There are 3 groups.

Each group has 5 mangoes.

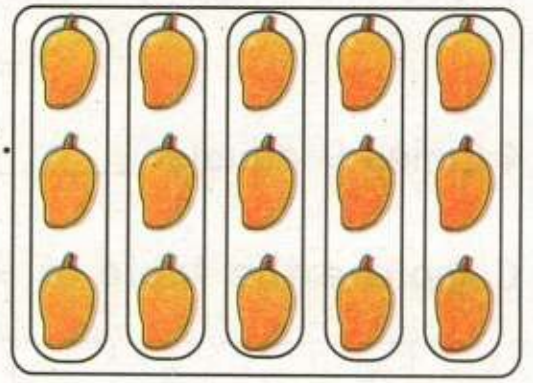
$3 \times 5 = 15$



There are 5 groups.

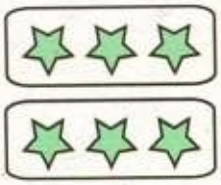
Each group has 3 mangoes.

$5 \times 3 = 15$



$5 \times 3 = 3 \times 5$

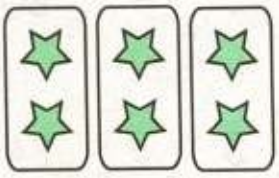
Let's look at some other examples.



There are 2 groups.

Each group has 3 stars.

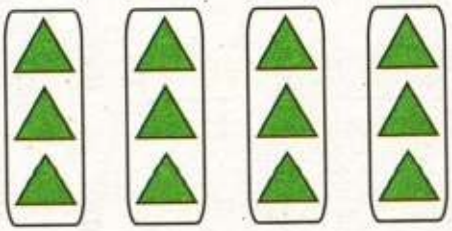
2 x 3 = 6



There are 3 groups.

Each group has 2 stars.

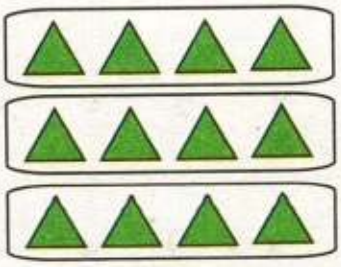
3 x 2 = 6



There are 4 groups.

Each group has 3 triangles.

4 x 3 = 12



There are 3 groups.

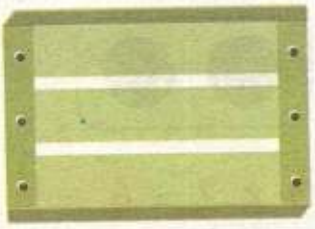
Each group has 4 triangles.

3 x 4 = 12

Complete the blanks.

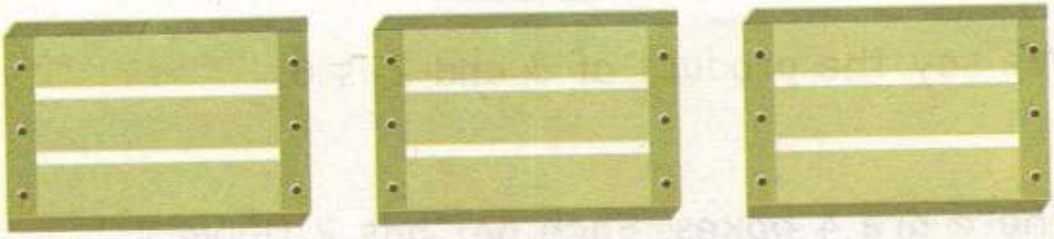
4	x	5	=	20	so	5	x	4	=	20
3	x	8	=	24	so	___	x	___	=	24
6	x	3	=	18	so	___	x	___	=	18
4	x	6	=	24	so	___	x	___	=	24
7	x	2	=	14	so	___	x	___	=	14
8	x	5	=	40	so	___	x	___	=	40
1	x	9	=	9	so	___	x	___	=	9
2	x	4	=	8	so	___	x	___	=	8
9	x	6	=	54	so	___	x	___	=	54
10	x	3	=	30	so	___	x	___	=	30

Look at this box. Are there any apples?



There are 0 apples.

What if we have three such boxes? How many apples do we have then?



0 + 0 + 0

We still have 0 apples.

$$3 \times 0 = 0$$

If we multiply anything by 0, the answer is still 0.

$$5 \times 0 = 0$$

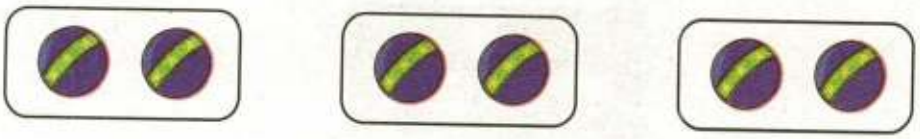
Complete the following.

$$4 \times 0 = _____$$

$$0 \times 6 = _____$$

$$9 \times _____ = 0$$

There are 3 boxes. Each box has 2 balls.



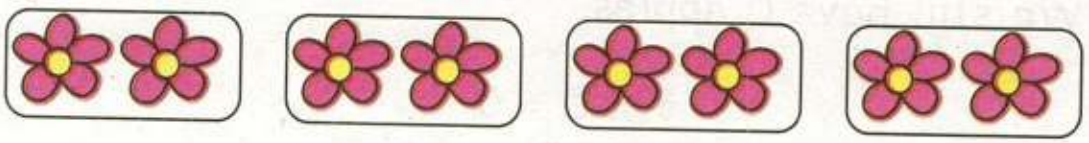
$3 \times 2 = 6$

We can also write this as:

$$\begin{array}{r} 2 \\ \times\ 3 \\ \hline 6 \\ \hline \end{array}$$

We say the product of 3 and 2 is 6.

There are 4 boxes. Each pot has 2 flowers.
How many total flowers are there?



$4 \times 2 = 8$

We can also write this as:

$$\begin{array}{r} 2 \\ \times\ 4 \\ \hline 8 \\ \hline \end{array}$$

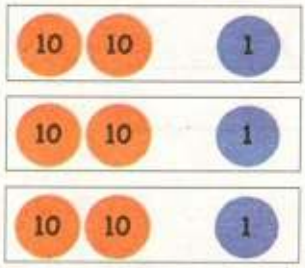
We say the product of 4 and 2 is 8.

Multiply the numbers and write the correct answer.

2 × 1 =	2 × 2 =	2 × 3 =
2 × 4 =	2 × 0 =	7 × 1 =
3 × 1 =	3 × 2 =	3 × 3 =
4 × 1 =	4 × 2 =	4 × 0 =
5 × 1 =	0 × 5 =	6 × 1 =

Anwar has 3 boxes. Each box has 21 coins.
How many coins are there altogether?

Tens	Ones
2	1
x	3



Step 1:

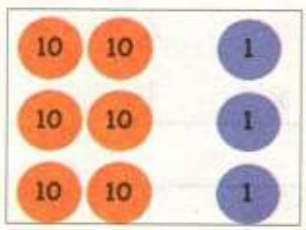
Multiply 1 one by 3.

Tens	Ones	
2	1	→ 1 x 3 = 3
x	3	
	3	

Step 2:

Multiply 2 tens by 3.

	Tens	Ones
2 x 3 = 6 ←	2	1
x		3
	6	3



We say the product of 21 and 3 is 63.

Multiply the numbers and write the correct answer.

Tens	Ones
1	2
×	4

Tens	Ones
2	3
×	2

Tens	Ones
4	2
×	2

Tens	Ones
3	3
×	3

Tens	Ones
4	0
×	2

Tens	Ones
2	4
×	2

Tens	Ones
1	8
×	1

Tens	Ones
2	1
×	4

Tens	Ones
1	1
×	6

Tens	Ones
1	0
×	5

Tens	Ones
1	2
×	3

Tens	Ones
2	0
×	4

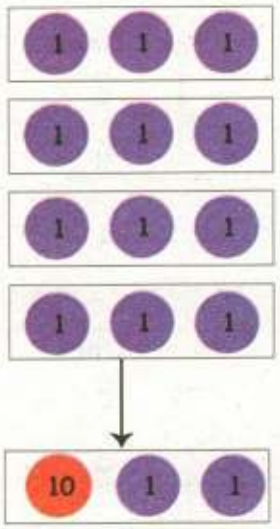
Tens	Ones
3	0
×	3

Tens	Ones
3	4
×	2

Tens	Ones
1	5
×	0

There are 4 boxes. Each box has 3 coins.

Tens	Ones
	4
x	3

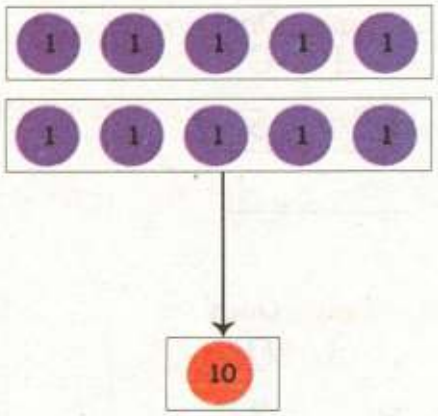


Tens	Ones
	4
x	3
1	2

The product of 4 and 3 is 12.

Find the product of 2 and 5.

Tens	Ones
	2
x	5



Tens	Ones
	2
x	5
1	0

The product of 2 and 5 is 10.

Multiply the numbers and write the correct answer.

Tens	Ones
	7
x	4

Tens	Ones
	3
x	5

Tens	Ones
	6
x	8

Tens	Ones
	4
x	9

Tens	Ones
	6
x	7

Tens	Ones
	9
x	3

Tens	Ones
	6
x	2

Tens	Ones
	4
x	5

Tens	Ones
	6
x	4

Tens	Ones
	2
x	5

Tens	Ones
	3
x	5

Tens	Ones
	9
x	2

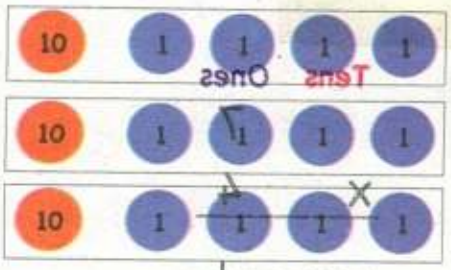
Tens	Ones
	4
x	3

Tens	Ones
	9
x	5

Tens	Ones
	7
x	2

Find the product of 14 and 3.

Tens	Ones
1	4
x	3

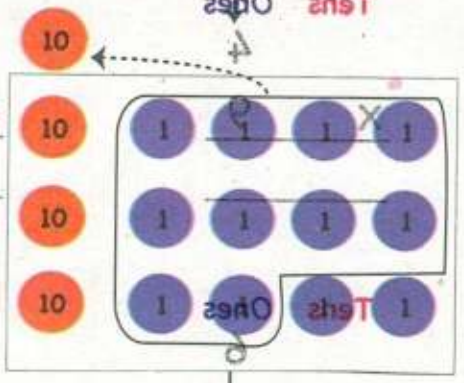


Step 1:

Multiply 4 ones by 3.

Tens	Ones
1	4
x	3
	2

3 x 4 = 12
Carry 1 ten to the tens side.

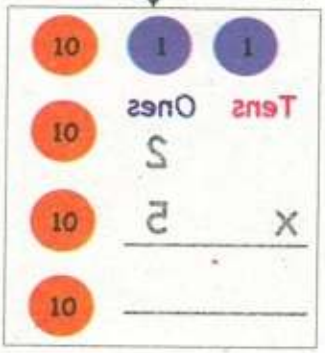


Step 2:

Multiply 1 ten by 3.

Tens	Ones
1	4
x	3
4	2

1 x 3 = 3
Add 1 ten that you carried over in Step 1.
3 + 1 = 4



The product of 14 and 3 is 42.

Multiply the numbers and write the correct answer.

Tens	Ones
2	4
x	4

Tens	Ones
1	3
x	6

Tens	Ones
1	2
x	8

Tens	Ones
2	6
x	3

Tens	Ones
3	5
x	2

Tens	Ones
2	4
x	3

Tens	Ones
1	8
x	2

Tens	Ones
1	6
x	5

Tens	Ones
2	3
x	4

Hassan, Ali and Zara have 10 balls each. How many balls are there altogether?

Tens	Ones
2	9
x	2

10

Tens	Ones
1	5
x	3

10

Tens	Ones
1	3
x	7

10

There are 3 children. Each child has 10 balls.

Tens	Ones
1	8
x	5

Tens	Ones
1	4
x	5

Tens	Ones
3	7
x	2

Multiplication problems in daily life

Ahmed has 6 sweets. Sana has also 6 sweets. How many sweets do they have in total?

Ahmed has 6 sweets.

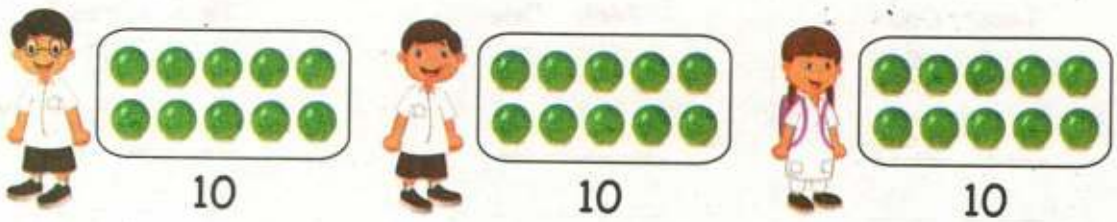
Sana has 6 sweets.

There are 2 children. Each child has 6 sweets.

$$2 \times 6 = 12$$

Ahmed and Sana have 12 sweets in total.

Hassan, Ali and Zara have 10 balls each. How many balls are there altogether?

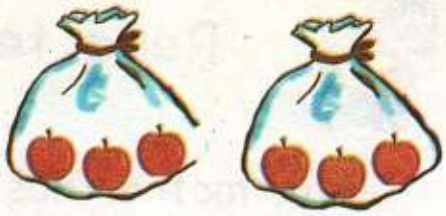


There are 3 children. Each child has 10 balls.

$$3 \times 10 = 30$$

There are 30 balls altogether.

1 Ali has 2 bags. Each bag has 3 apples How many apples does he have altogether?

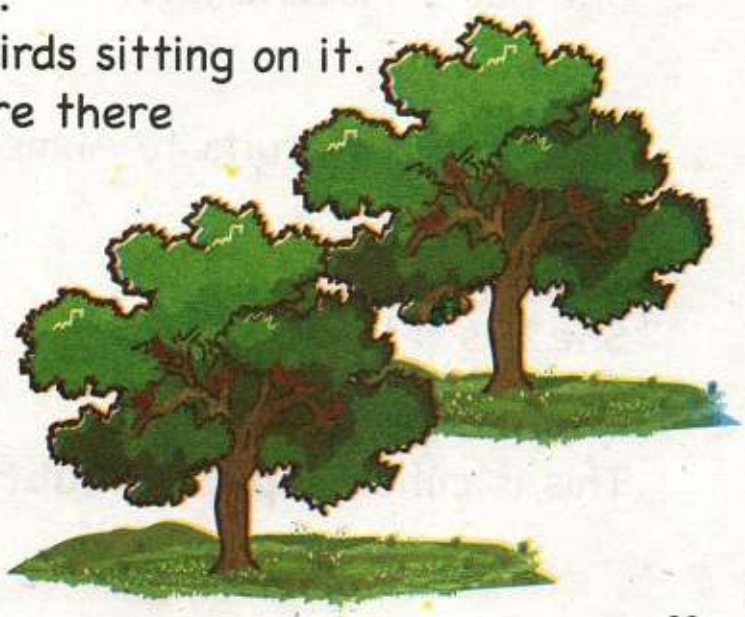


2 Sana drinks 2 glasses of milk everyday. How many glasses does she drink in 4 days?

3 The price of a pencil is Rs. 5. Hamza buys 8 pencils. What is the total cost that he pays?

4 Ahmed has 8 books. Sana has 8 books. How many books do they have altogether?

5 There are 2 trees.
Each tree has 5 birds sitting on it.
How many birds are there altogether?



Repeated Subtraction & Division

Ali's mother has 9 biscuits.

She gives 3 biscuits to Ali.

$9 - 3 = 6$

She has 6 biscuits left.

She gives 3 biscuits to Sana.

$6 - 3 = 3$

She has 3 biscuits left.

She gives 3 biscuits to Ahmed.

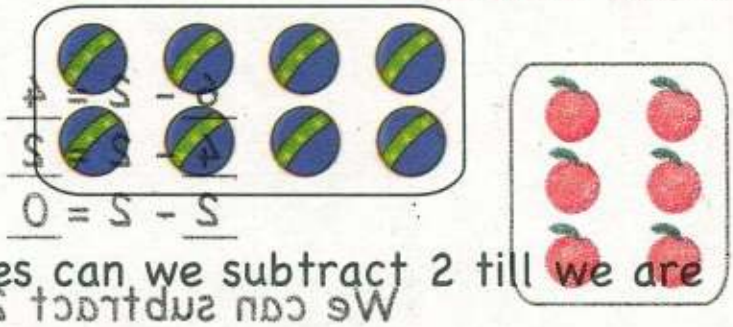
$3 - 3 = 0$

She has 0 biscuit left.

This is called **repeated subtraction.**

Count the objects. Subtract 2 from them till you are left with 0.

There are 8 balls in the box.

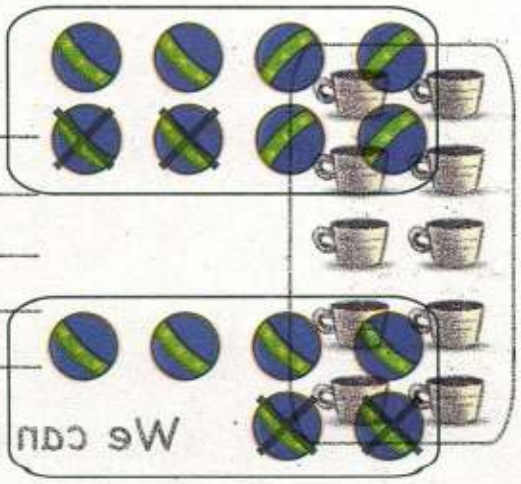


How many times can we subtract 2 till we are left with 0?

8 - 2 = 6

6 - 2 = 4

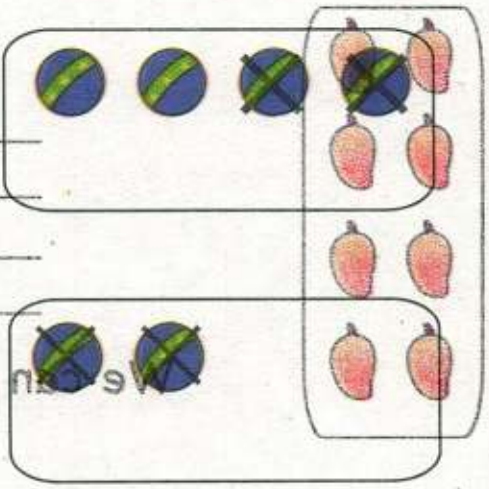
We can subtract 2 ____ times.



4 - 2 = 2

2 - 2 = 0

We can subtract 2 ____ times.



We can subtract 2 four times.

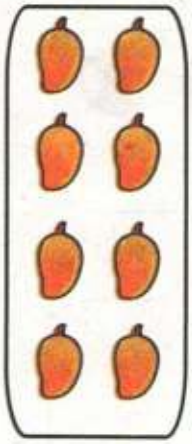
Count the objects. Subtract 2 from them till you are left with 0.

6 - 2 = 4
4 - 2 = 2
2 - 2 = 0

We can subtract 2 _____ times.

____ - 2 = ____
____ - 2 = ____
____ - 2 = ____
____ - 2 = ____
____ - 2 = ____

We can subtract 2 _____ times.



____ - 2 = ____
____ - 2 = ____
____ - 2 = ____
____ - 2 = ____

We can subtract 2 _____ times.

Division

Ali has 6 balls.

He puts them equally into 2 boxes.

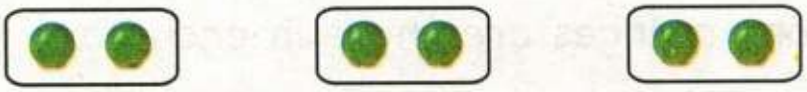
$6 \div 2 = 3$

6 divided by 2 is equal to 3.

There are 3 balls in each box.

÷ is read as **divided by**.
÷ stands for **division.**

Now, Ali puts the balls equally into 3 boxes.



$6 \div 3 = 2$

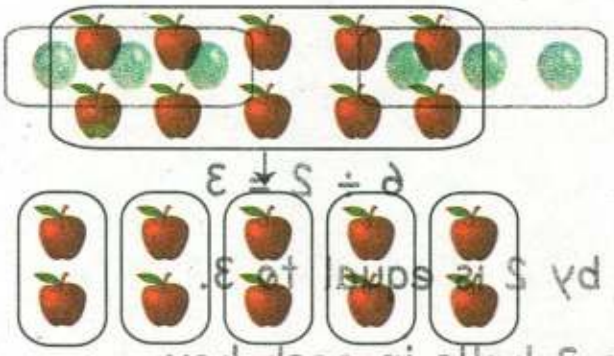
6 divided by 3 is equal to 2.

There are 2 balls in each box.

There are 10 apples in a box.

We want to divide them equally in 5 boxes.

How many apples can we put in each box?



$10 \div 5 = 2$

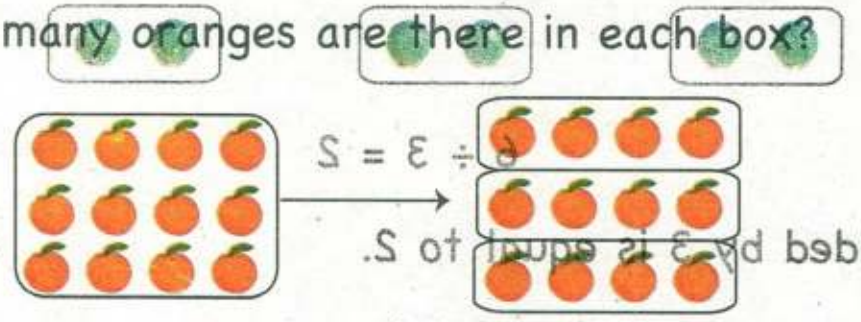
10 divided by 5 is equal to 2.

÷ stands for **division**.

We can put 2 apples in a box.

There are 12 oranges in a box.

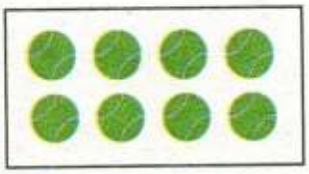
How many oranges are there in each box?

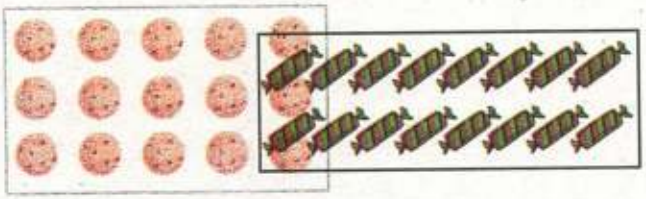


$12 \div 3 = 4$

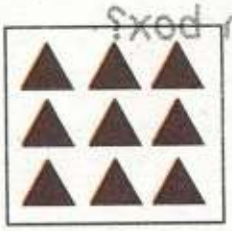
12 divided by 3 is equal to 4. We can put 4 oranges in each box.

Divide the objects and write the correct answer.



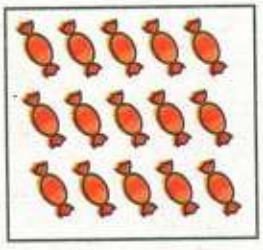


8 ÷ 4 = ____



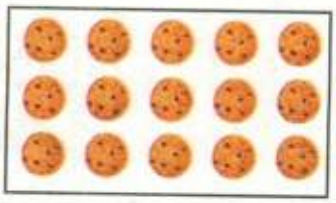
9 ÷ 3 = ____

12 ÷ 6 = ____



15 ÷ 5 = ____

Anum made 15 biscuits.



She wants to put them equally in 3 boxes.

How many biscuits will she put in each box?

$$15 \div 3 = ?$$

Recall the table of 3.

$$1 \times 3 = 3$$

$$2 \times 3 = 6$$

$$3 \times 3 = 9$$

$$4 \times 3 = 12$$

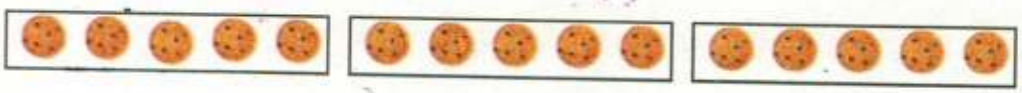
$$5 \times 3 = 15$$

5 times 3 is equal to 15.

So, 15 divided by 3 is equal to 5.

$$15 \div 3 = 5$$

Anum can put 5 biscuits in each box.



Divide these numbers.

4 ÷ 2 = ____	6 ÷ 2 = ____	9 ÷ 3 = ____
8 ÷ 4 = ____	10 ÷ 5 = ____	25 ÷ 5 = ____
16 ÷ 4 = ____	18 ÷ 9 = ____	21 ÷ 3 = ____
56 ÷ 8 = ____	42 ÷ 7 = ____	30 ÷ 6 = ____
6 ÷ 3 = ____	15 ÷ 3 = ____	28 ÷ 4 = ____
35 ÷ 7 = ____	64 ÷ 8 = ____	90 ÷ 9 = ____
72 ÷ 8 = ____	16 ÷ 2 = ____	18 ÷ 6 = ____
20 ÷ 4 = ____	10 ÷ 2 = ____	40 ÷ 10 = ____

Divide 28 by 2.

Divide these numbers.

4 ÷ 2 = ____ 28 ÷ 2 = ____ 6 ÷ 2 = ____ 9 ÷ 3 = ____

Step 1:

Write the division sum like this.

8 ÷ 4 = ____ 10 ÷ 5 = ____ 25 ÷ 5 = ____

$$2\overline{)28}$$

16 ÷ 4 = ____ 18 ÷ 9 = ____ 21 ÷ 3 = ____

Step 2:

Start from the left side. Divide 2 by 2.

56 ÷ 8 = ____ 42 ÷ 7 = ____ 30 ÷ 6 = ____

$$\begin{array}{r} 1 \\ 2\overline{)28} \\ -2 \\ \hline 0 \end{array}$$

6 ÷ 3 = ____ 15 ÷ 3 = ____ 28 ÷ 4 = ____

2 x 1 = 2 **so,**
2 ÷ 2 = 1

Step 3:

Divide 8 by 2.

35 ÷ 7 = ____ 64 ÷ 8 = ____ 90 ÷ 9 = ____

$$\begin{array}{r} 14 \\ 2\overline{)28} \\ -2\downarrow \\ \hline 08 \\ -8 \\ \hline 0 \end{array}$$

72 ÷ 8 = ____ 16 ÷ 2 = ____ 18 ÷ 6 = ____

2 x 4 = 8 **so,**
8 ÷ 2 = 4

20 ÷ 4 = ____ 10 ÷ 2 = ____ 40 ÷ 10 = ____

28 ÷ 2 = 14

Divide these numbers.

$$3\overline{)39}$$

$$2\overline{)26}$$

$$5\overline{)50}$$

$$6\overline{)66}$$

$$3\overline{)36}$$

$$5\overline{)50}$$

$$4\overline{)84}$$

$$3\overline{)63}$$

$$4\overline{)84}$$

We cannot divide 7 equally by 5. We will be left with 2.

$$2\overline{)62}$$

$$5\overline{)75}$$

$$2\overline{)46}$$

$$3\overline{)96}$$

$$2\overline{)62}$$

$5 \times 5 = 25$ so, $25 \div 5 = 5$

$$75 \div 5 = 15$$

Divide 75 by 5.

$$75 \div 5$$

Step 1:
Write the division sum like this.

$$5\overline{)75}$$

Step 2:
Start from the left side. Divide 7 by 5.

$$\begin{array}{r} 1 \\ 5\overline{)75} \\ -5 \\ \hline 2 \end{array}$$

We cannot divide 7 equally by 5. We will be left with 2.

Step 3:
Divide 25 by 5.

$$\begin{array}{r} 15 \\ 5\overline{)75} \\ -5\downarrow \\ \hline 25 \\ -25 \\ \hline 0 \end{array}$$

5 x 5 = 25 **so,**
25 ÷ 5 = 5

$$75 \div 5 = 15$$

Divide these numbers

$4\overline{)72}$ $2\overline{)34}$ $3\overline{)45}$

$7\overline{)84}$ $5\overline{)65}$ $8\overline{)96}$

$6\overline{)90}$ $5\overline{)85}$ $2\overline{)46}$

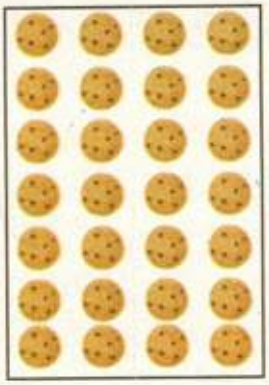
$4\overline{)52}$ $5\overline{)90}$ $3\overline{)72}$

Division problems in daily life

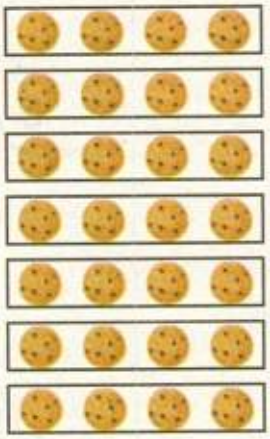
There are 28 biscuits. The biscuits are put equally in 7 boxes. How many biscuits are put in each box?

$$28 \div 7 = ?$$

There are 28 biscuits.



The biscuits are put equally into 7 boxes.



There are 4 biscuits in each box.

$$28 \div 7 = 4$$

1 Miss Amna has 14 sweets.
She divides them equally between Ali and Sana. How many sweets do each Ali and Sana get?

2 Ahmed has 18 balls. He puts the balls equally into 2 boxes. How many balls does he put in each box?

3 There are 30 pencils. Each student gets 3 pencils. How many students are in the class?

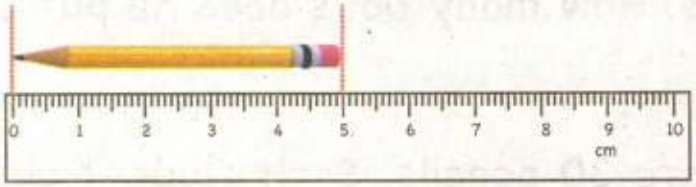
4 There are 24 balloons.
Each child gets 8 balloons.
How many children are there?

5 There are 48 toffees in a pack. They are divided equally among 8 children. How many toffees does each child get?

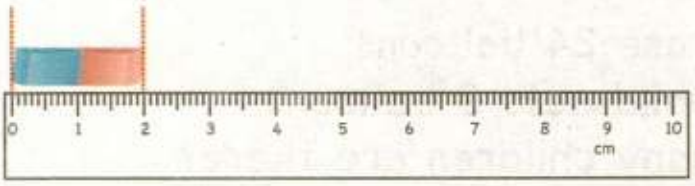
Measuring length

Ahmed and Sana want to measure the length of different objects.

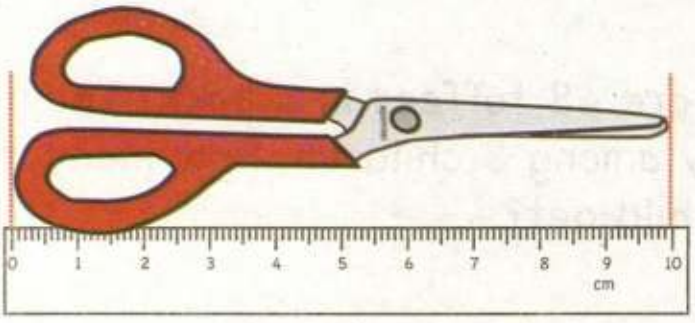
They can use a ruler and measure the length in **centimetres**. We can write centimetres as **cm**.



The pencil is **5 cm** long.



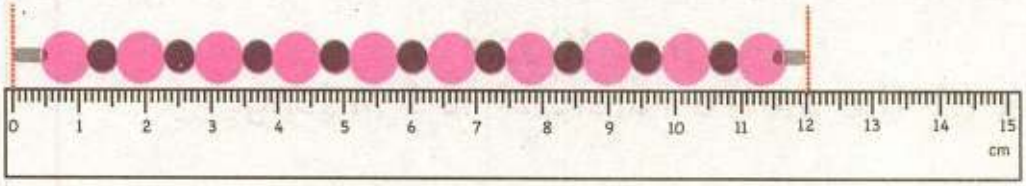
The eraser is **2 cm** long.



The scissors are **10 cm** long.

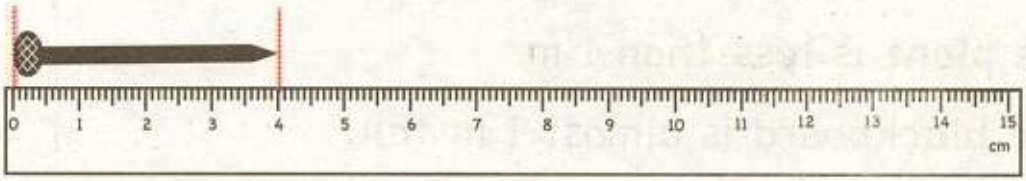
We use centimetres for shorter objects.

Measure the length of the following objects.

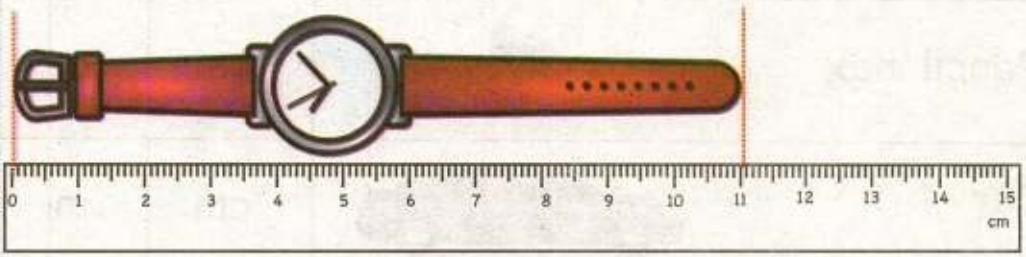


The length of the necklace is _____ cm.

The length of the pencil is _____ cm.



The length of the nail is _____ cm.

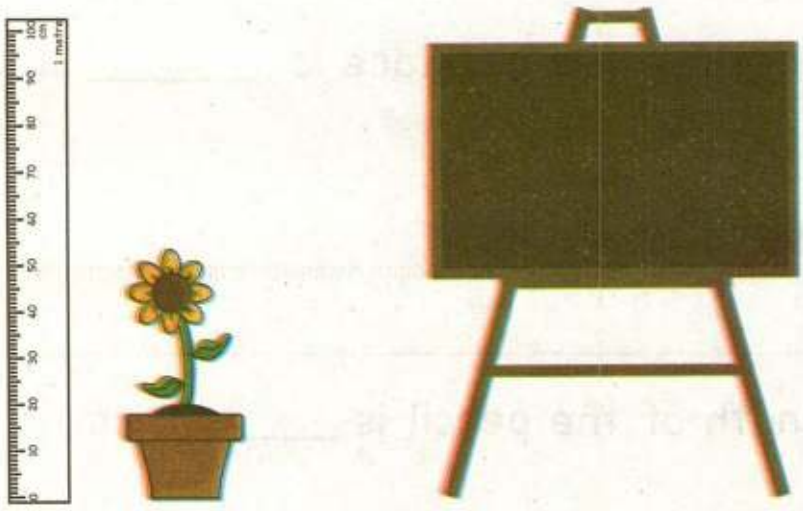


The length of the watch is _____ cm.

We can also measure length in metres. We can write metres as m. We use metres for longer objects.

1m = 100cm

Look at the metre ruler. It is 1 m long.



The plant is less than 1 m.

The blackboard is almost 1 m tall.

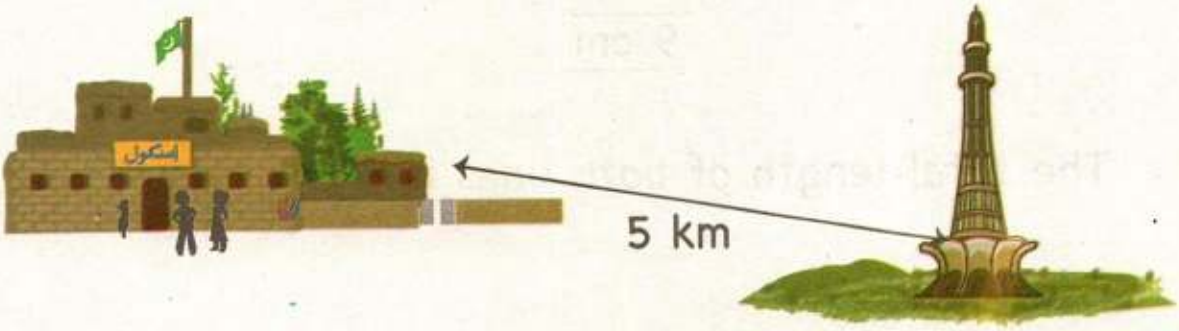
Look at the objects. Tell whether you will use metres or centimetres to measure them.

Pencil box	cm	m
Car	cm	m

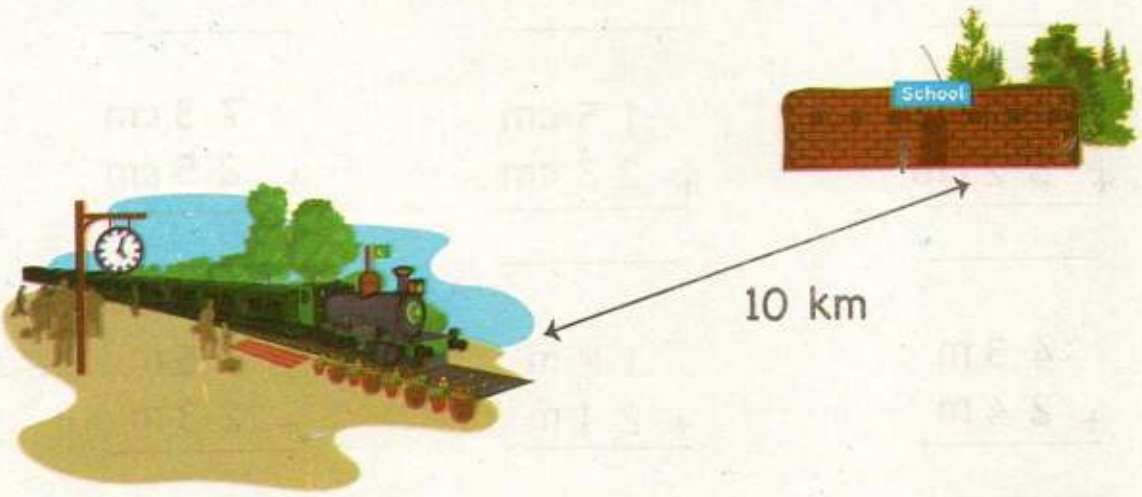
Kilometres is another unit of length. We can write kilometres as km.

1km = 1000m

Kilometres is used to measure distances from one place to another.



The distance between Ali's school and Minar-e-Pakistan is 5 km.



The distance between Sana's school and the railwa station is 10 km.

Ahmed draws a line. It is 4 cm long.
Hamza draws a line. It is 5 cm long.
What is the total length of both lines?

$$\begin{array}{r} 4\text{ cm} \\ +\ 5\text{ cm} \\ \hline 9\text{ cm} \end{array}$$

The total length of both lines is 9 cm.

Add the lengths.

$$\begin{array}{r} 4\text{ cm} \\ +\ 4\text{ cm} \\ \hline \end{array} \qquad \begin{array}{r} 8\text{ cm} \\ +\ 3\text{ cm} \\ \hline \end{array} \qquad \begin{array}{r} 12\text{ cm} \\ +\ 20\text{ cm} \\ \hline \end{array}$$

$$\begin{array}{r} 13\text{ cm} \\ +\ 52\text{ cm} \\ \hline \end{array} \qquad \begin{array}{r} 15\text{ cm} \\ +\ 23\text{ cm} \\ \hline \end{array} \qquad \begin{array}{r} 73\text{ cm} \\ +\ 25\text{ cm} \\ \hline \end{array}$$

$$\begin{array}{r} 43\text{ m} \\ +\ 24\text{ m} \\ \hline \end{array} \qquad \begin{array}{r} 18\text{ m} \\ +\ 21\text{ m} \\ \hline \end{array} \qquad \begin{array}{r} 35\text{ m} \\ +\ 23\text{ m} \\ \hline \end{array}$$

$$\begin{array}{r} 80\text{ km} \\ +\ 43\text{ km} \\ \hline \end{array} \qquad \begin{array}{r} 65\text{ km} \\ +\ 70\text{ km} \\ \hline \end{array} \qquad \begin{array}{r} 12\text{ km} \\ +\ 27\text{ km} \\ \hline \end{array}$$

Measuring Mass

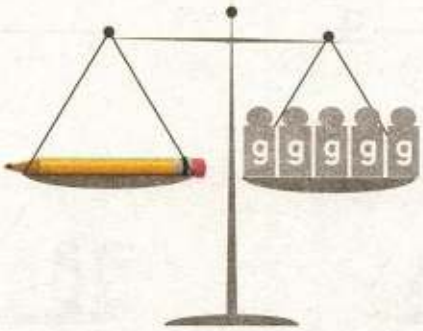
Remember the units we used to measure mass.

= 1 gram

= 1 kilogram

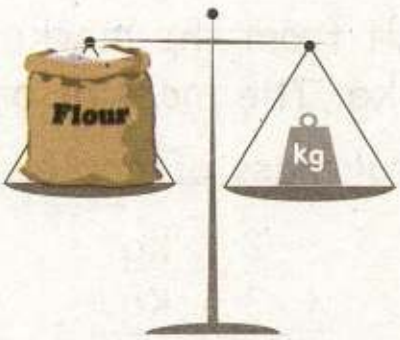
1kg = 1000g

Zara wants to find the mass of the pencil.



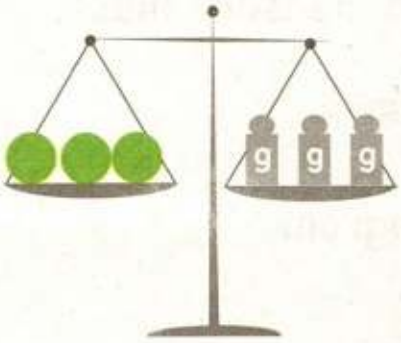
The mass of the pencil is 5 grams.

Ahmed wants to find the mass of the bag of flour.

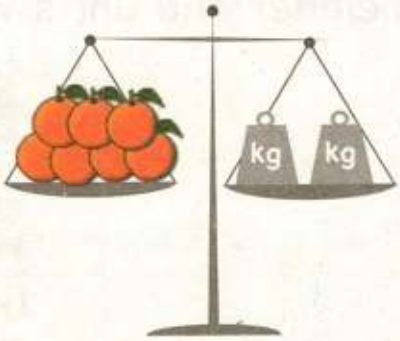


The mass of a bag of flour is 1 kilogram.

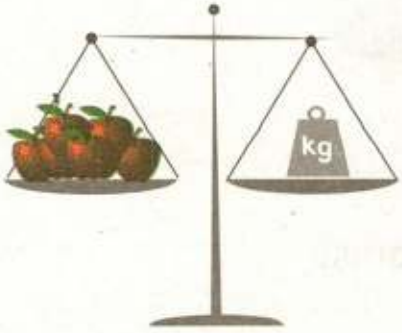
Look at the pictures. Write the mass of each object.



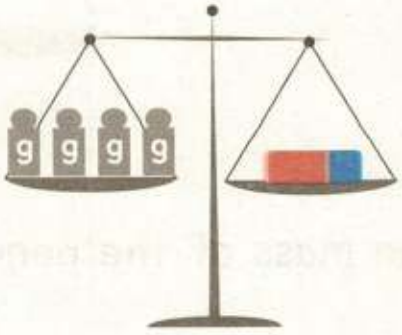
_____ g



_____ kg



_____ kg



_____ g

Ahmed buys fruit from the market. The mass of the apples is 2 kg. The mass of oranges is 3 kg.

What is the total mass of apples and oranges?

$$\begin{array}{rr} 2 & \text{kg} \\ + \ 3 & \text{kg} \\ \hline 5 & \text{kg} \end{array}$$

The total mass of the apples and oranges is 5 kg.

Add the mass of objects.

43 g + 29 g _____	64 g + 13 g _____	45 g + 13 g _____
18 g + 21 g _____	33 g + 46 g _____	46 g + 21 g _____
78 kg + 23 kg _____	42 kg + 53 kg _____	26 kg + 13 kg _____

Subtract the mass of objects.

65 g - 13 g _____	48 g - 32 g _____	56 g - 12 g _____
67 g - 32 g _____	49 g - 18 g _____	97 g - 86 g _____
35 kg - 19 kg _____	63 kg - 24 kg _____	74 kg - 28 kg _____

Measuring Capacity

Look at the pot. How many glasses of water can it hold?

This pot can hold 5 glasses of water.

We can also use a standard unit of measurement to measure capacity.

Litre is the standard unit of measurement used to measure **capacity**. We can write it as **L**.

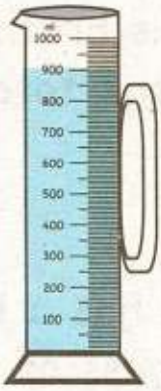
Millilitres is also a standard unit of measurement used to measure capacity. We can write it as **mL**.

1L = 1000ml

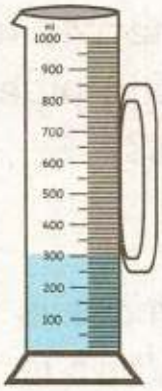
Look at this jug.

This has 800 mL of water.

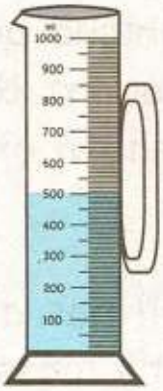
Look at the measuring jug. Write the amount of water in the jug.



_____ mL



_____ mL



_____ mL

Add the mass of objects.

6 1mL + 2 8mL _____	3 5 mL + 1 2 mL _____	4 2 mL + 3 7 mL _____
5 0L + 4 5L _____	3 2 L + 4 8 L _____	1 6 L + 2 4 L _____

Subtract the mass of objects.

6 7mL - 4 3mL _____	8 2 mL - 6 5 mL _____	4 3 L - 1 8 L _____

Measurement Problems in Daily Life

1. Ahmed bought 57 metres long pipe. His brother bought 18 metres long pipe. What is the total length of both pipes?

2. Ali has a ball. It's mass is 40 g. Sana has a ball. It's mass is 35 g. What is the total mass of both balls?

3. Ali drank 2 litres of water. Sana drank 3 litres of water. How many litres did they drink altogether?

4. The distance from Ali's house to the hospital is 20 km. The distance from the hospital to the park is 35 km. What is the sum of both distances?

5. My father bought 10 kg flour and 5 kg sugar. What is the total mass of both flour and sugar?

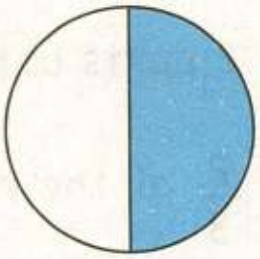
Fractions

Look at the circle.

It is divided into 2 equal parts.

1 part out of 2 is coloured

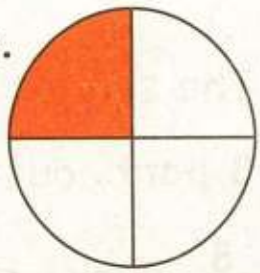
$\frac{1}{2}$ of the circle is coloured.



The circle is divided into 4 equal parts.

1 part out of 4 is coloured.

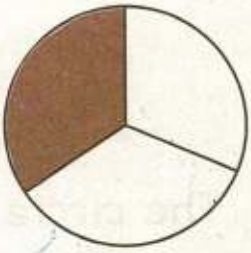
$\frac{1}{4}$ of the circle is coloured.



The circle divided into 3 equal parts.

1 part out of 3 is coloured.

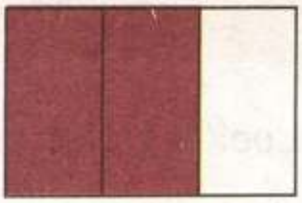
$\frac{1}{3}$ of the circle is coloured.



$\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ are examples of **fractions**.

A **fraction** shows a part of a whole that is cut into **equal parts**.

Look at the rectangle.

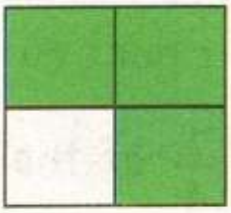


It is divided into 3 equal parts

2 parts out of 3 are coloured.

$\frac{2}{3}$ of the rectangle is coloured.

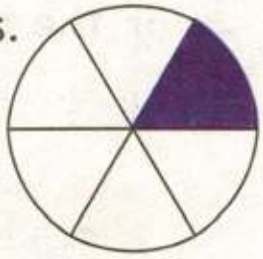
The square is divided into 4 equal parts.



3 parts out of 4 are coloured.

$\frac{3}{4}$ of the square is coloured.

The circle is divided into 6 equal parts.

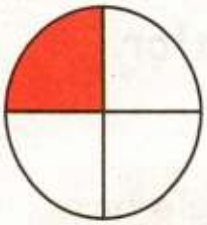


1 part out of 6 is coloured.

$\frac{1}{6}$ of the square is coloured.

A fraction has 2 parts.

A numerator shows the number of equal parts of a whole that are coloured.

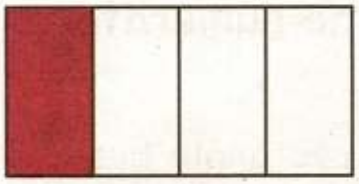


numerator

$\frac{1}{4}$

denominator

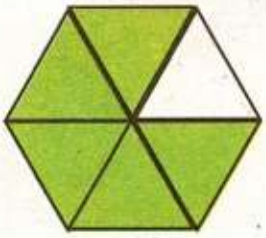
A denominator shows the number of equal parts the whole is divided into.



numerator

$\frac{1}{4}$

denominator



numerator

$\frac{5}{6}$

denominator

Look at the rectangle. What fraction of the rectangle is coloured?

Step 1 Count the total number of parts. Write them under the line. This is the **denominator.**

$$\frac{}{5}$$

The rectangle has 5 parts so we will write 5 under the line.

Step 2 Count the number of coloured parts. Write them above the line. This is the **numerator.**

$$\frac{1}{5}$$

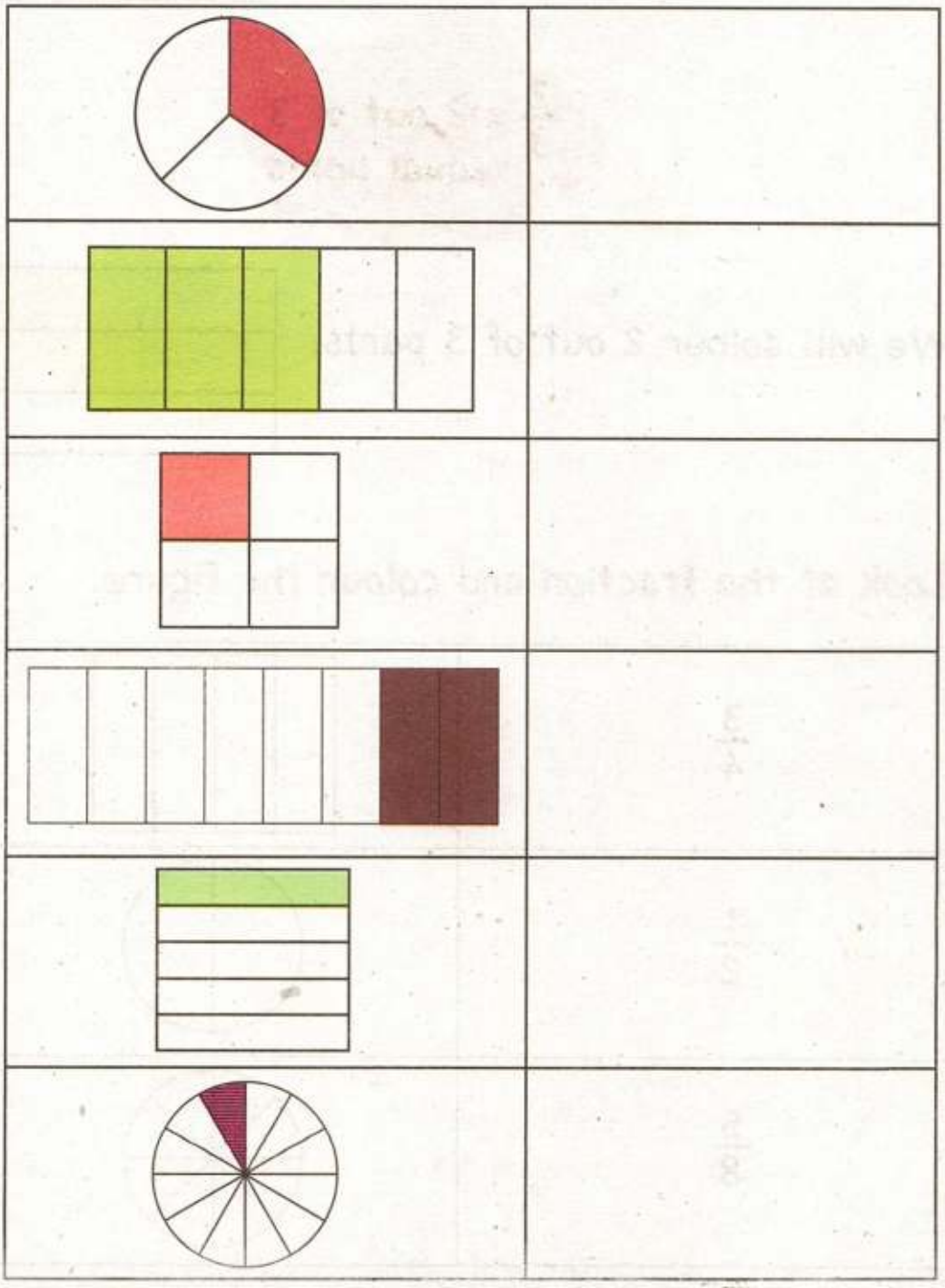
The rectangle has 1 coloured part so we will write 1 above the line.

$\frac{1}{5}$ of the rectangle is coloured.

$\frac{1}{5}$ numerator

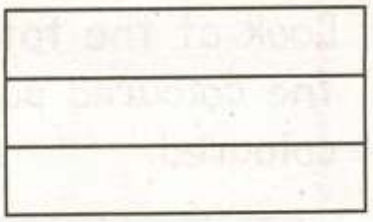
$\frac{1}{5}$ denominator

Look at the total number of parts. Then look at the coloured part. Write the fraction that is coloured.



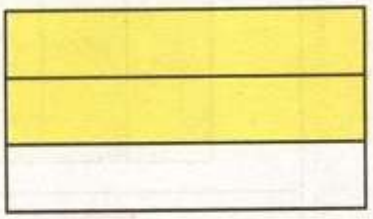
Look at the rectangle.

Colour $\frac{2}{3}$ of the rectangle.

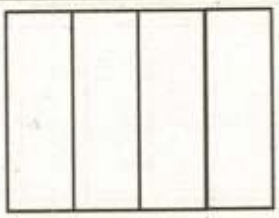
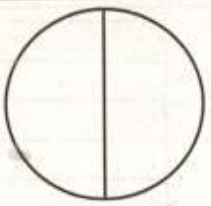


$\frac{2}{3}$ = 2 out of 3 equal parts

We will colour 2 out of 3 parts.

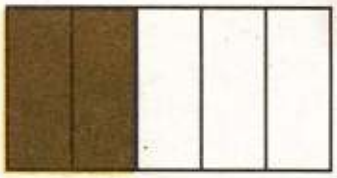


Look at the fraction and colour the figure.

$\frac{3}{4}$	
$\frac{1}{2}$	
$\frac{5}{8}$	

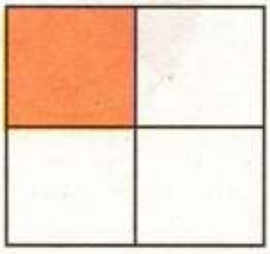
Match the fraction with the correct figure.

$\frac{1}{3}$

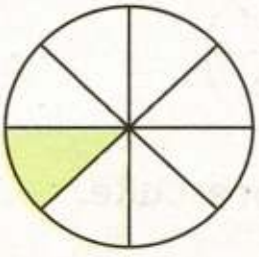


$\frac{5}{12}$

$\frac{1}{4}$



$\frac{1}{8}$

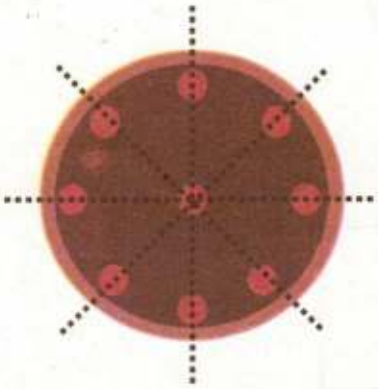


$\frac{2}{5}$

Comparing Fractions

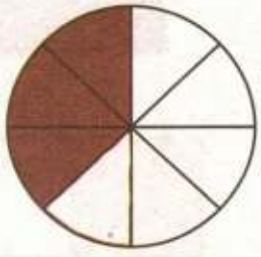
It is Ali's birthday.

Ali's mother cut the cake into 8 equal pieces.

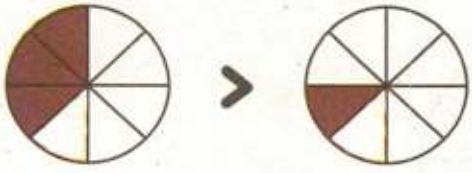


Sana ate 1 piece. We can say that she ate $\frac{1}{8}$ of the cake.

Ali ate 3 pieces. We can say that he ate $\frac{3}{8}$ of the cake.



Who ate more cake?

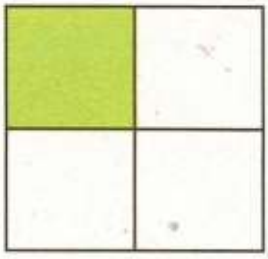


$\frac{3}{8}$ is greater than $\frac{1}{8}$ so Ali ate more cake.

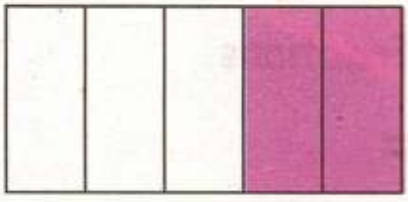
Compare the fractions and write the correct sign in the middle.

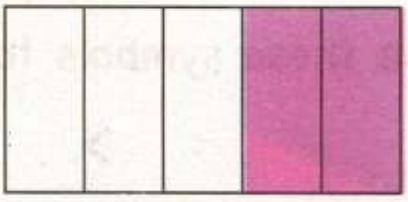
> = <

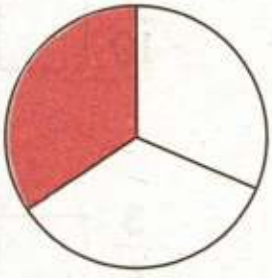
Remember:
open side ⟩
closed side ⟨
= equal

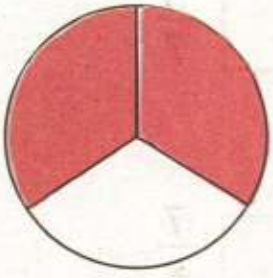


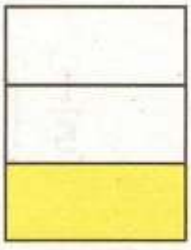
<

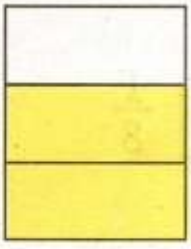












Which fraction is greater?

$\frac{5}{8}$ $\frac{2}{8}$

Compare the numerators.

$\frac{5}{8} > \frac{2}{8}$

5 is greater than 2.

$\frac{5}{8}$ is greater than $\frac{2}{8}$

Use these symbols to compare fractions.

$>$ $<$ $=$

$\frac{3}{7} \square \frac{5}{7}$ $\frac{2}{5} \square \frac{1}{5}$ $\frac{3}{10} \square \frac{7}{10}$

$\frac{3}{8} \square \frac{7}{8}$ $\frac{5}{12} \square \frac{7}{12}$ $\frac{3}{4} \square \frac{3}{4}$

$\frac{5}{8} \square \frac{1}{8}$ $\frac{1}{9} \square \frac{8}{9}$ $\frac{1}{5} \square \frac{3}{5}$

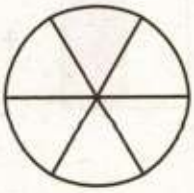
Addition and Subtraction of Fractions

Ali's mother makes a pizza.

She divides the pizza into 6 parts.

Sana eats $\frac{1}{6}$ of pizza.

Ali eats $\frac{1}{6}$ of pizza.



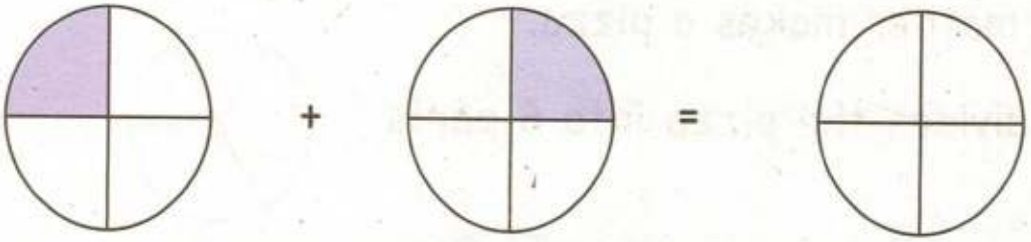
$$\frac{1}{6} + \frac{1}{6} = \frac{2}{6}$$

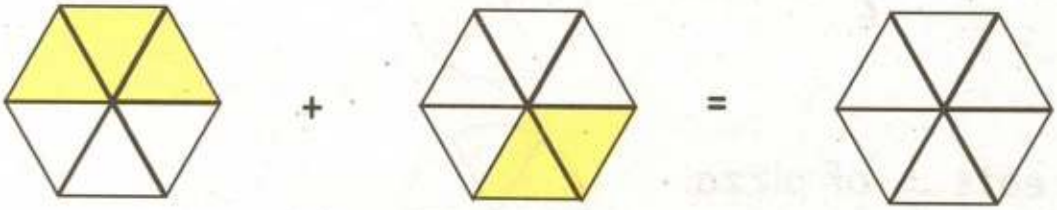
Together, Ali and Sana eat $\frac{2}{6}$ of pizza.

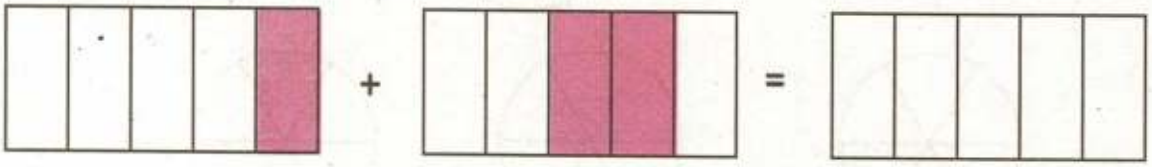
To add fractions, add the numerators.

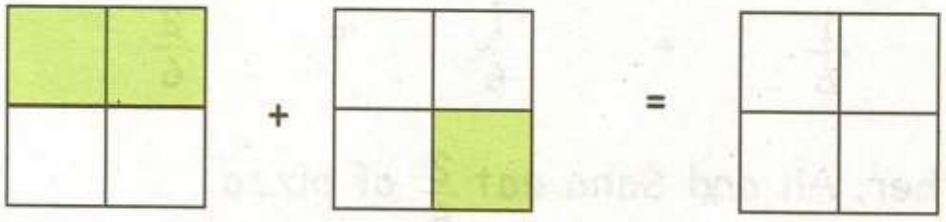
$$\frac{1}{5} + \frac{3}{5} = \frac{4}{5}$$

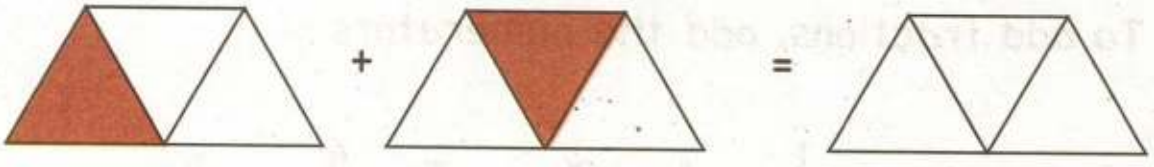
Look at the figures. Add the fraction and colour the figure.











Add the fraction and write the correct answer.

$\frac{2}{5} + \frac{1}{5} =$ $\frac{1}{6} + \frac{3}{6} =$

$\frac{7}{12} + \frac{3}{12} =$ $\frac{4}{10} + \frac{2}{10} =$

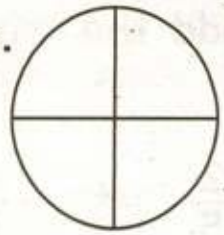
$\frac{7}{11} + \frac{1}{11} =$ $\frac{4}{9} + \frac{2}{9} =$

$\frac{3}{8} + \frac{1}{8} =$ $\frac{2}{10} + \frac{7}{10} =$

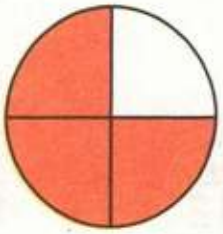
$\frac{2}{7} + \frac{4}{7} =$ $\frac{3}{7} + \frac{1}{7} =$

$\frac{11}{20} + \frac{7}{20} =$ $\frac{10}{17} + \frac{2}{17} =$

Look at the circle. It has 4 equal parts.

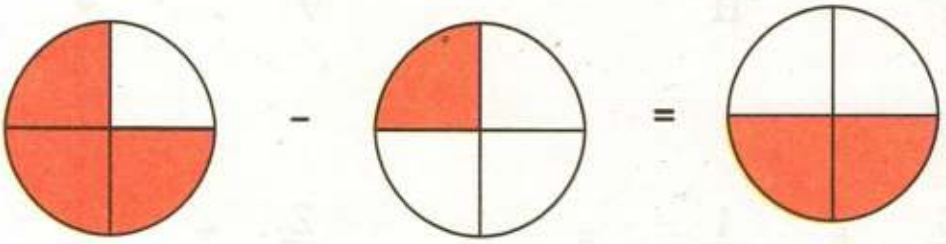


Ali colours $\frac{3}{4}$ of the circle.



He then erases colour from $\frac{1}{4}$ of the circle.

What fraction is left coloured?



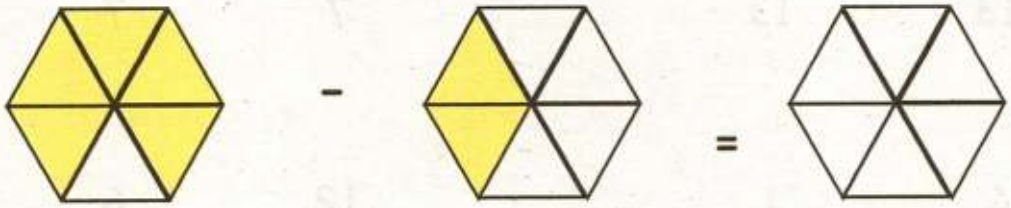
$\frac{3}{4} - \frac{1}{4} = \frac{2}{4}$

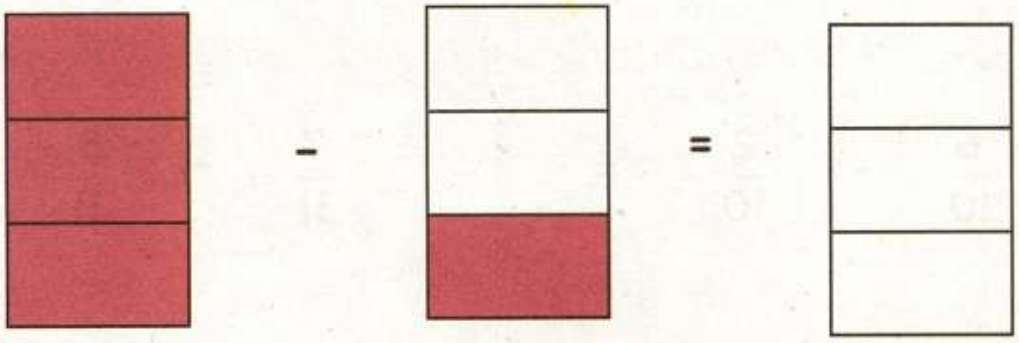
$\frac{2}{4}$ of the circle is left coloured.

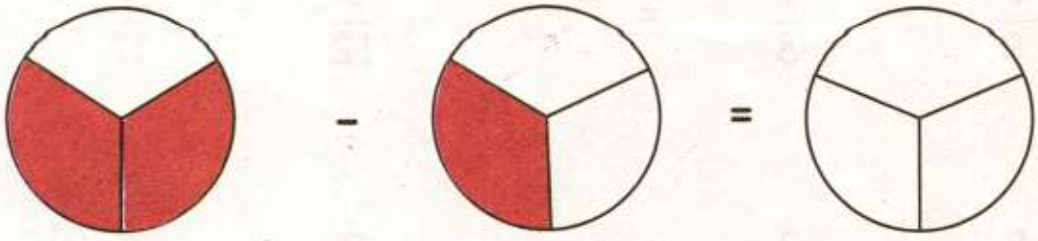
To subtract fractions, subtract the numerators.

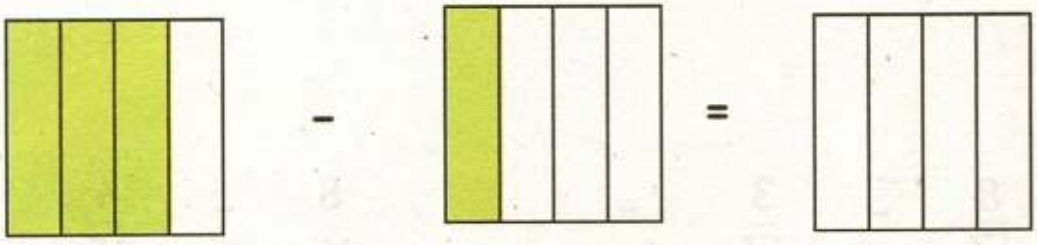
$$\frac{5}{7} - \frac{1}{7} = \frac{4}{7}$$

Look at the figures. Subtract the fraction and colour the remaining figure.









Subtract the fraction and write the correct answer.

$\frac{8}{13} - \frac{4}{13} =$

$\frac{4}{7} - \frac{2}{7} =$

$\frac{4}{9} - \frac{1}{9} =$

$\frac{12}{19} - \frac{6}{19} =$

$\frac{6}{10} - \frac{2}{10} =$

$\frac{7}{11} - \frac{5}{11} =$

$\frac{3}{8} - \frac{1}{8} =$

$\frac{5}{12} - \frac{1}{12} =$

$\frac{5}{9} - \frac{3}{9} =$

$\frac{9}{13} - \frac{5}{13} =$

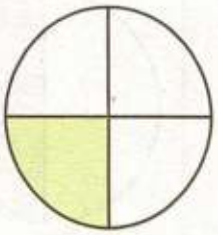
$\frac{8}{17} - \frac{3}{17} =$

$\frac{8}{15} - \frac{4}{15} =$

Equivalent Fractions

Ali makes a circle.

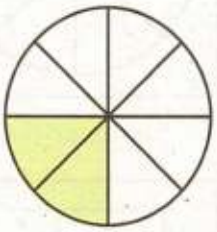
He divides the circle into 4 parts.



He colours $\frac{1}{4}$ of the circle.

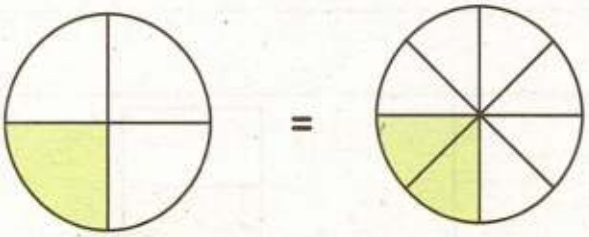
Sana makes a circle.

She divides the circle into 8 parts.



She colours $\frac{2}{8}$ of the circle.

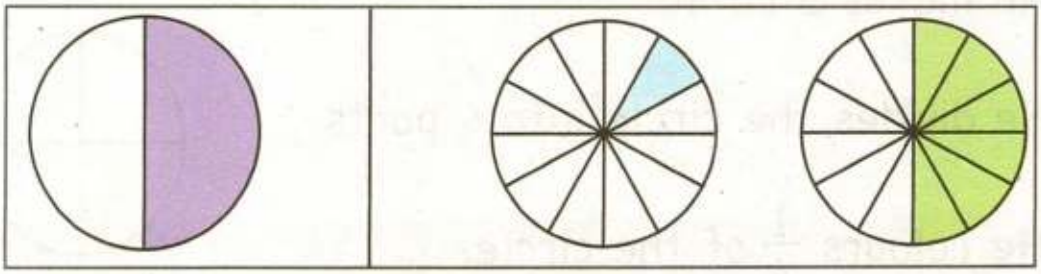
The shaded area remains the same.

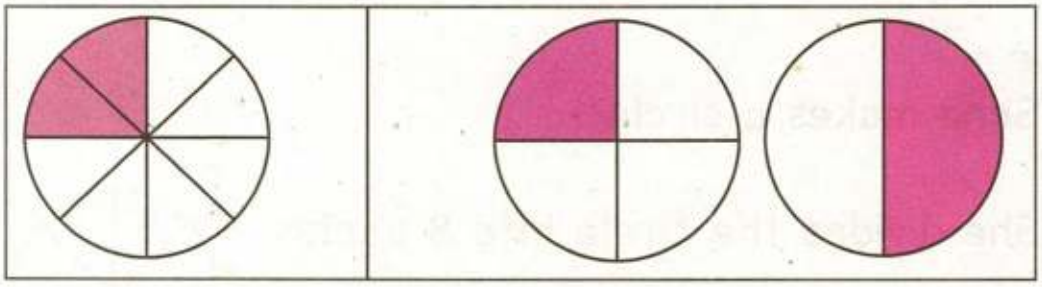


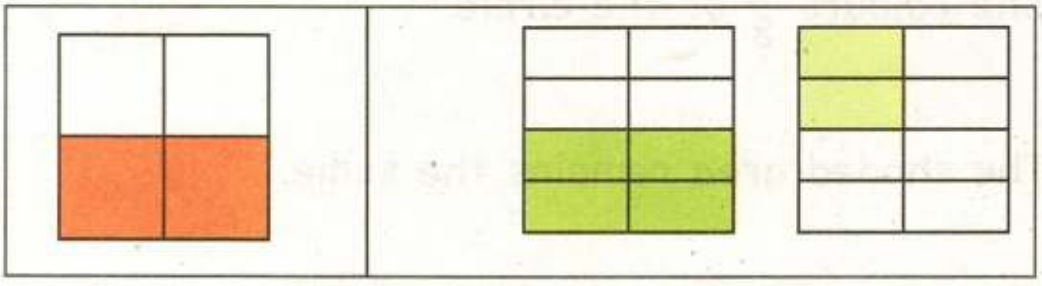
$\frac{1}{4} = \frac{2}{8}$

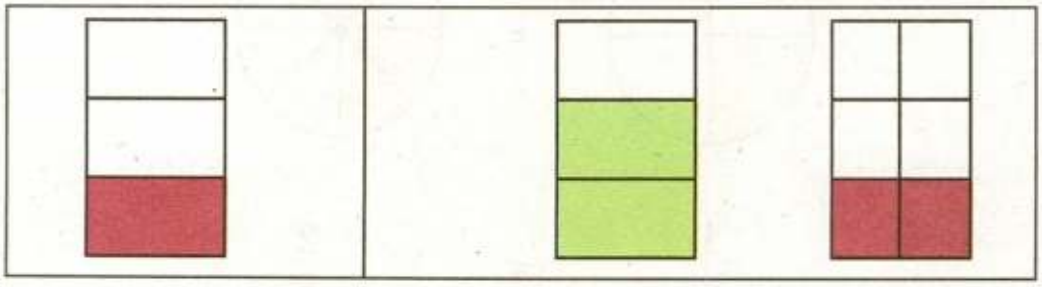
These are known as **equivalent fractions**.

Look at the fraction. Look at the options. Tick the equivalent fraction.









Time

A clock tells us the time.

It has a **minute hand** and an **hour hand**.

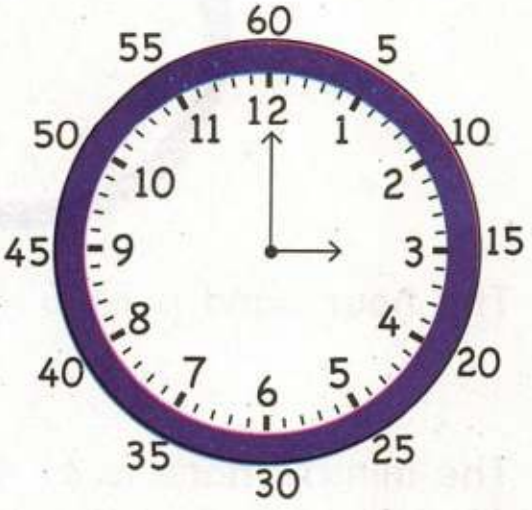
The longer hand is the minute hand. It shows us the minutes.

The shorter hand is the hour hand. It shows us the hours.

Each small marking on the clock stands for **1 minute.**

There are **60 markings** on the clock.

There are **60 minutes** in **1 hour**.



Look at this clock.

The **hour hand** is at 5.

The **minute hand** is at 3.

This means it is 15 minutes after 5 o'clock.

Look at this clock.

The hour hand is at 6. We write 6 on the left side.

6 :

The minute hand is at 4. This means it is 20 minutes after 6 o'clock. We write 20 on the right hand side.

6 : 20

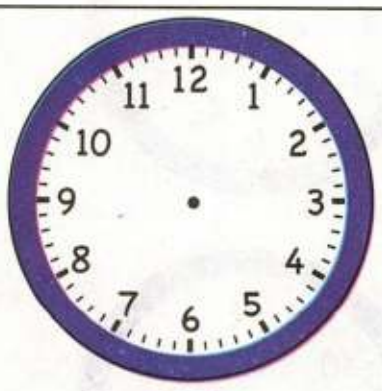
We read this as six twenty.

Read the time. Make hands on the clock.

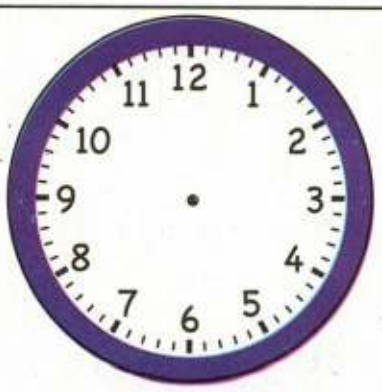
10 : 15

11 : 30

4 : 35



5 : 20



1 : 10

3 : 50

Match the time with the correct clock.

8 : 50

12 : 05

2 : 00

11 : 20

Hamza and Sana are at the school.

The time is **8 a m.**

We use **a.m.** to talk about time just after 12 at night to just before 12 in the morning.

Hamza and Sana are eating dinner.

The time is **8 p m.**

We use **p.m.** to talk about time just after 12 in the morning to just before 12 at night.

Read the sentence and encircle the right option.

We go to school at 7 ____.

Sana eats her breakfast at 9 ____.

I go to sleep at 11 ____.

a m.	p m.
a m.	p m.
a m.	p m.

Look at the clock. Read the time of the day.
Write the time under each clock with a m. and p m.

Morning

Night

Night

Morning

Night

Morning

Look at the time.

It is 3 : 00.

We say it is 3 o'clock.

What will be the time after 2 hours?

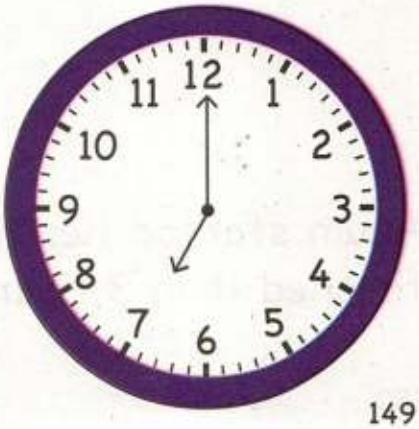
$$\begin{array}{r} 3 \\ +\ 2 \\ \hline 5 \end{array}$$

It will be 5 o'clock after 2 hours.

What will be the time after 2 more hours?

$$\begin{array}{r} 5 \\ +\ 2 \\ \hline 7 \end{array}$$

It will be 7 o'clock after 2 more hours.



Look at the time.

It is 1 o'clock.

What will be the time after 3 hours?

Look at the time.

It is 5 o'clock.

What will be the time after 1 hour?

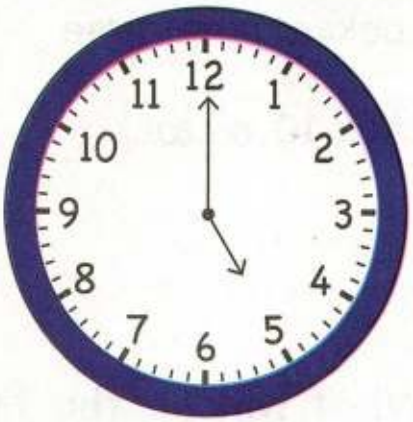
Ali left the house at 6 o'clock. He reached Islamabad after 5 hours. What was the time?

Anum started her homework at 2 o'clock. She finished it in 3 hours. What was the time then?

Look at the time.

It is 5 : 00.

We say it is 5 o'clock.



What will be the time 2 hours before?

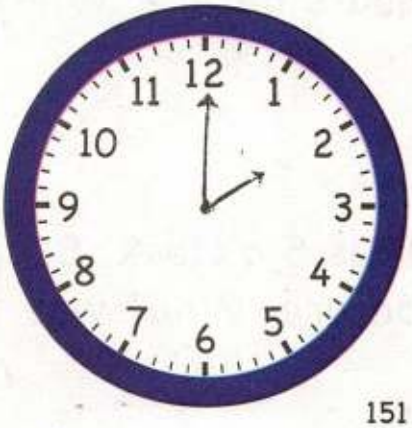
$$\begin{array}{r} 5 \\ -\ 2 \\ \hline 3 \end{array}$$

It will be 3 o'clock
2 hours before.

What will be the time 1 hour before 3 o'clock?

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

It will be 2 o'clock
1 hour before 3 o'clock.



Look at the time.

It is 10 o'clock.

What will be the time 3 hours before?

Look at the time.

It is 8 o'clock.

What will be the time 4 hours before?

It is 3 o'clock. Hassan started his homework 2 hours before. What was the time then?

It is 5 o'clock. Sana went to the market 3 hours before. What was the time then?

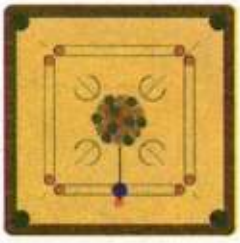
Shapes

This is a triangle. A triangle has three sides.

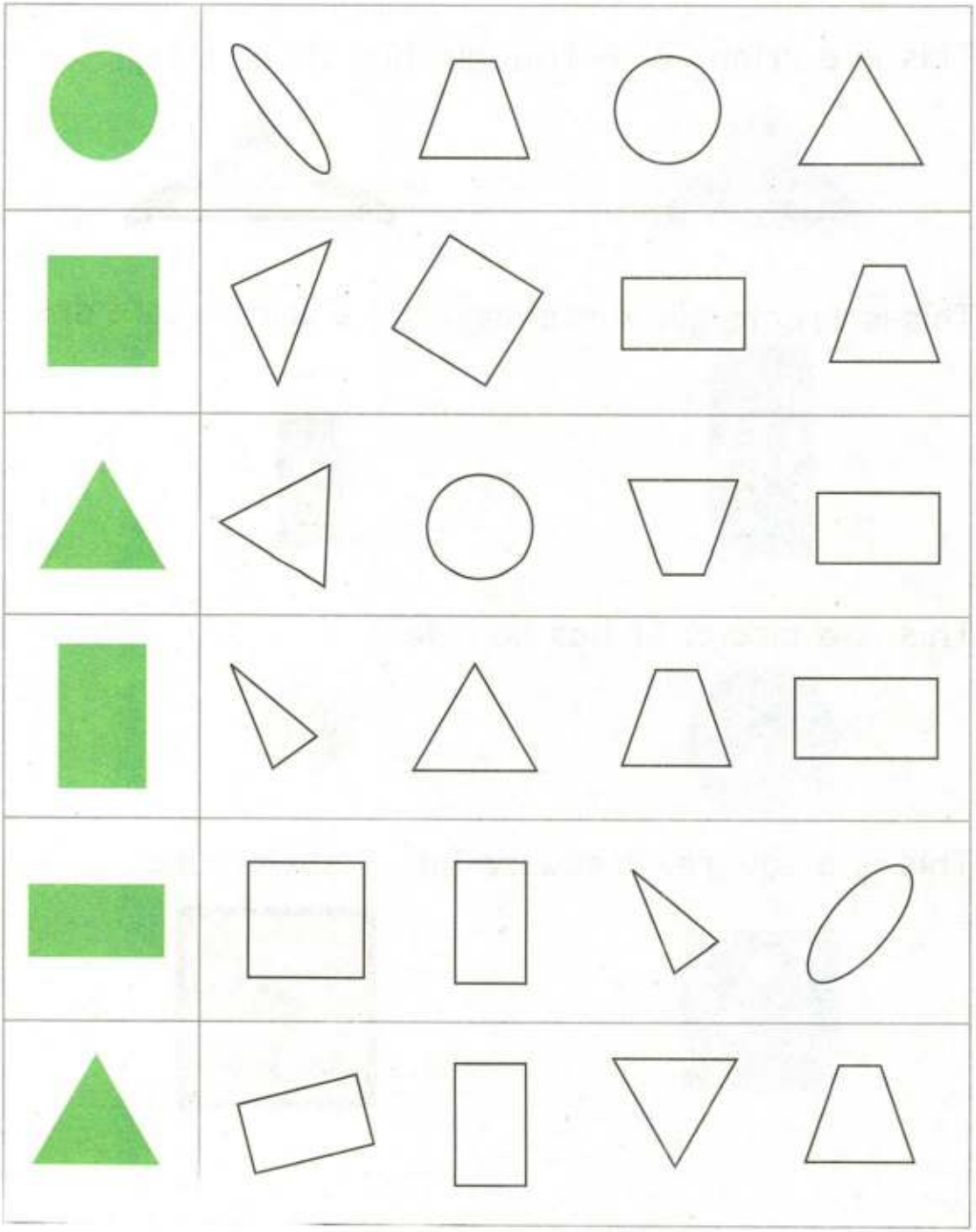
This is a rectangle. A rectangle has 2 pairs equal sides.

This is a circle. It has no side.

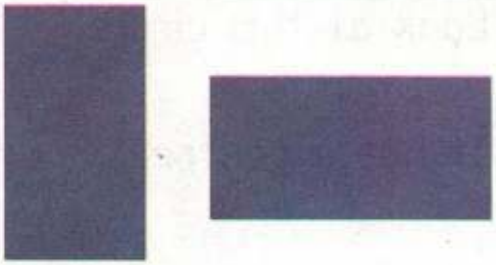
This is a square. A square has 4 equal sides.



Colour the shape that is like the one in the first column.



A rectangle has 4 sides.

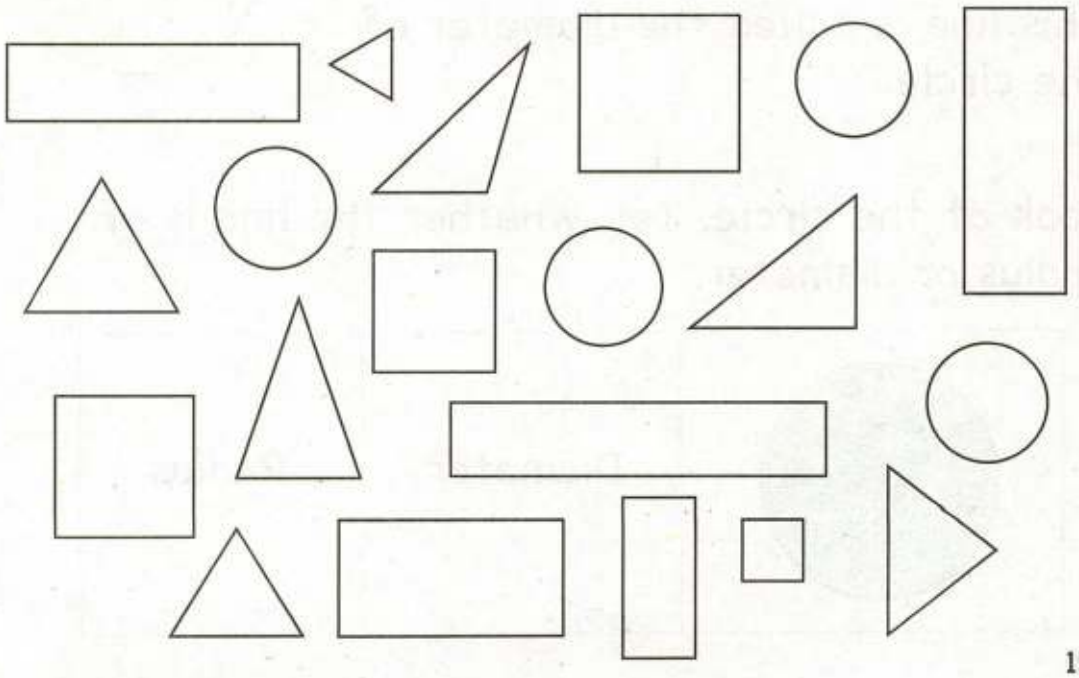


A square has 4 sides.

Both square and rectangle are **quadrilaterals**.

All quadrilaterals have **4 sides**.

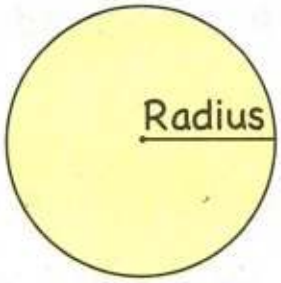
Write 1 in all quadrilaterals, 2 in all triangles and 3 in all circles.



Look at this circle.

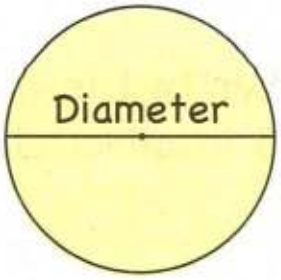
It has a centre.

We can draw a line from the centre to a point on the circle.



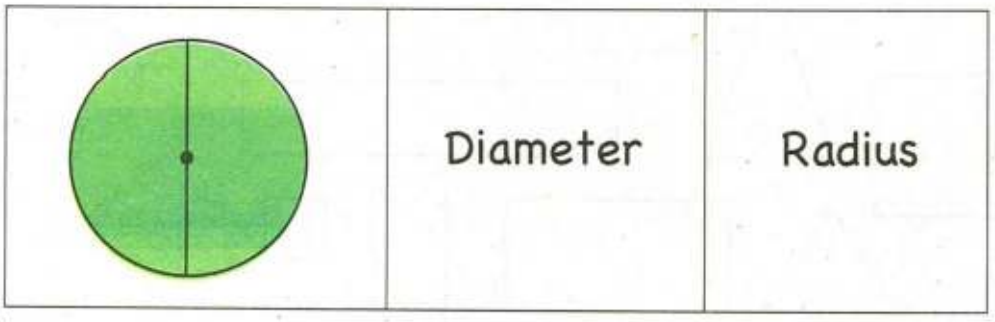
This line is called the radius of the circle.

We can draw a line from one point on the circle to another point, through the centre.

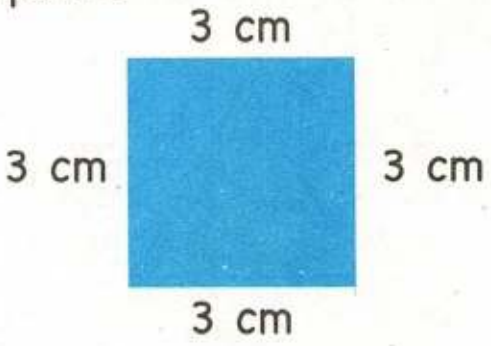


This line is called the diameter of the circle.

Look at the circle. Tell whether the line is of radius or diameter.



Look at this square.



Each side is 3 cm long.

What is the total length of the square?

3 cm + 3 cm + 3 cm + 3 cm = 12 cm

The total length of the square is 12 cm.

This is called the **perimeter** of the square.

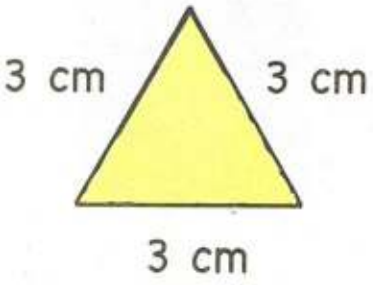
> The **perimeter** of a figure is the total distance around all sides of the figure.

To find the perimeter:

Step 1 Look at the length of each side of the figure.

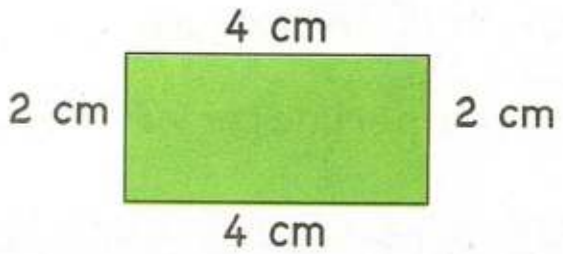
Step 2 Add all the lengths.

Find the perimeter of the triangle.



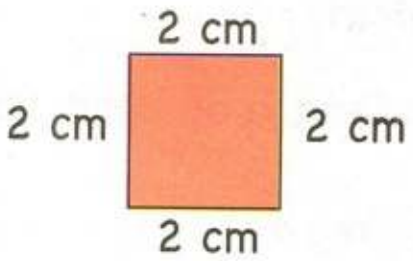
3 cm + 3 cm + 3 cm = 9 cm

Find the perimeter of the rectangle.



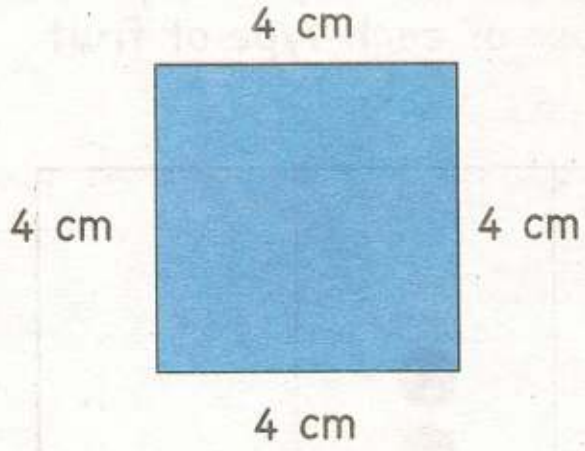
2 cm + 2 cm + 4 cm + 4 cm = 12 cm

Find the perimeter of the square.

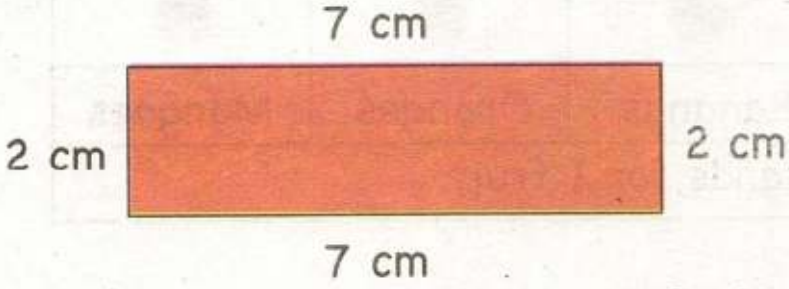


2 cm + 2 cm + 2 cm + 2 cm = 8 cm

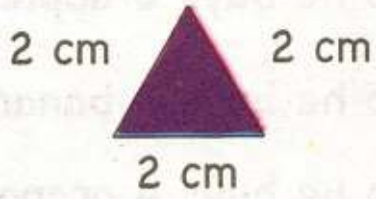
Read the length of each side of the figure. Find the perimeter.



Perimeter = _____



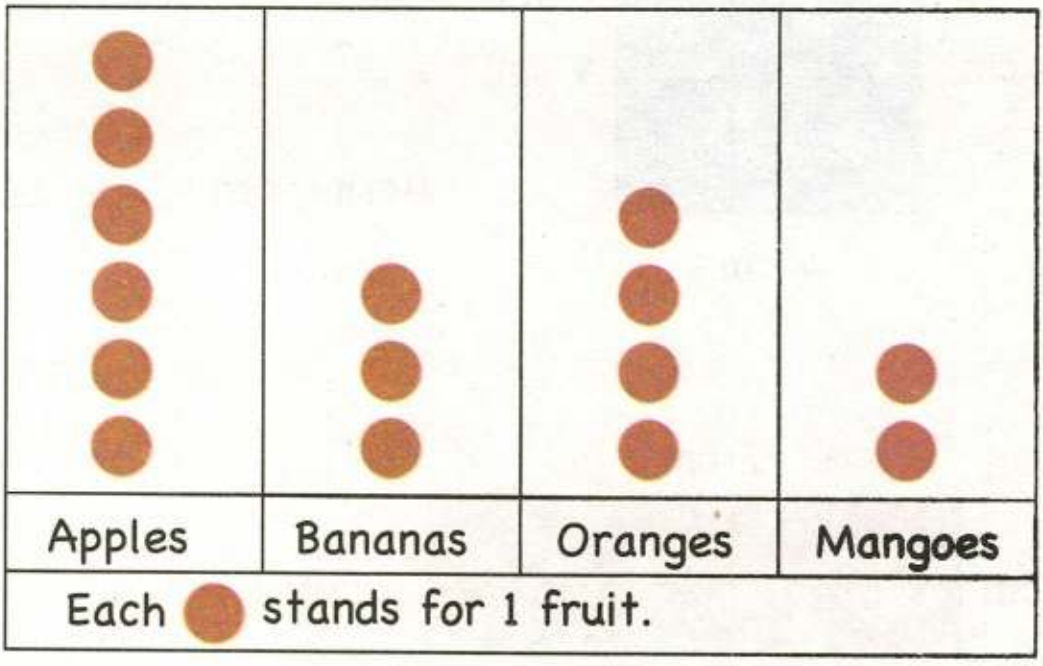
Perimeter = _____



Perimeter = _____

Picture graphs

Imran buys four types of fruits. He uses a picture graph to show the number of each type of fruit he has bought.



We can read the picture graph by counting the ●

Apples: There are 6 ● so he buys **6 apples.**

Bananas: There are 3 ● so he buys **3 bananas.**

Oranges: There are 4 ● so he buys **4 oranges.**

Mangoes: There are 2 ● so he buys **2 mangoes.**

The picture graph below shows the number of books that each child has.

Ahmed	Haris	Sana	Anum
Each ● stands for 1 book.			

Read the picture graph by counting ●. Write the number of books that each child has.

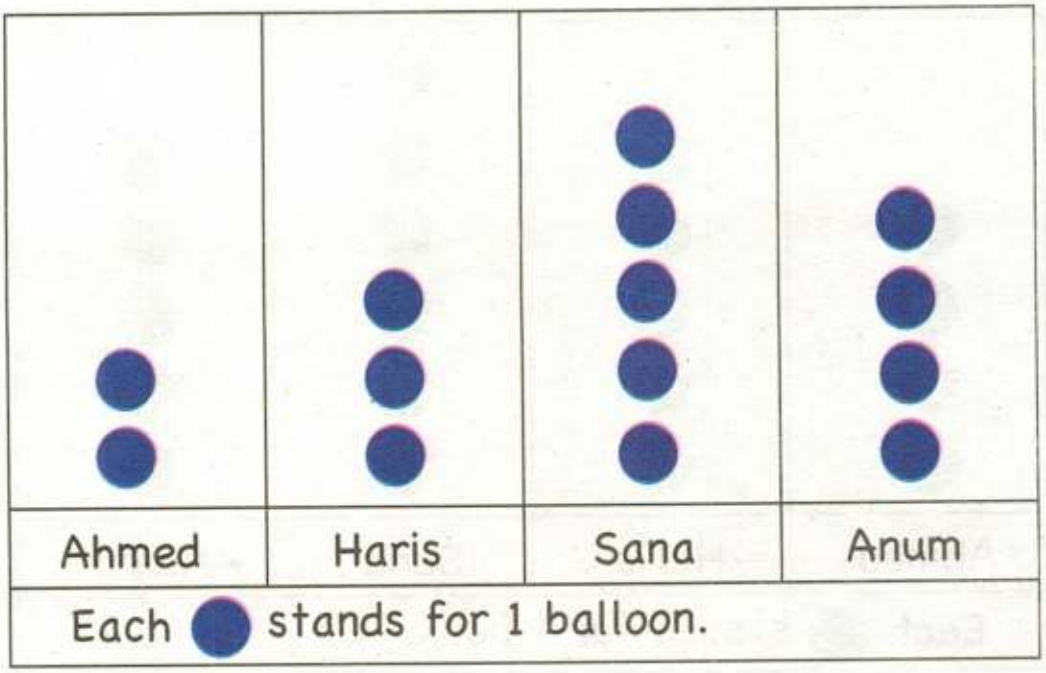
Ahmed: _____

Haris: _____

Sana: _____

Anum: _____

The picture graph below shows the number of balloons each child has.



Read the picture graph by counting ●. Write the number of balloons that each child has.

Ahmed: _____

Haris: _____

Sana: _____

Anum: _____

DENGUE FEVER

This fever is caused due to the bite of a specific kind of mosquito. What's special about this mosquito is that it has white stripes on its body and it bites from sunrise to sunset.

Identification of the disease

The presence of virus of this disease in the body can be assured through blood test in the laboratory.

Indications

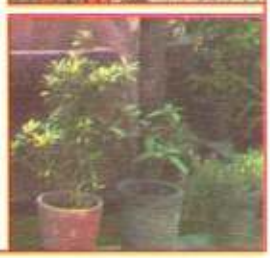
The specific indications of this disease include fever with:

- Severe headache, cold and flu.
- Pain in body, back and joints.
- Pain behind the eyes.
- Presence of red spots on the body.
- In case of serious illness, bleeding starts from different parts of body i.e. mouth, nose, etc.

If there are above indications, take the patient to nearest health centre and give him the liquids as prescribed by the doctor.

Dengue Mosquito

Dengue breeding places



Precautionary Measures

- Keep your houses and work places protected against mosquitoes.
- Keep houses and work places airy, bright and moisture-free.
- Fix nets on doors and windows.
- Wear full sleeve clothes.
- Use mosquito nets while sleeping.
- Keep the overhead water tanks covered.
- Empty water containers after a week, let them dry and then fill again.
- Water should not fall from the overhead water tanks to accumulate permanently, instead dry it.
- Water should not accumulate in any case both inside or outside the house.
- Keep your houses and mohallah's clean.
- Keep the fence and hedge boundaries duly trimmed both inside and outside the house and spray over them with insecticides, particularly in the evening.
- Water should not stay all the time in the flower pots, flower beds, etc. Instead water them only in the morning every alternate day.

Punjab Curriculum and Textbook Board provides standard textbooks at low price according to the approved curricula. Suggestions are requested for improvement of these books by pointing out any error in spellings, contents, etc.

Fax No: 042-99230679
E-mail: chairman@ptb.gop.pk
Website: www.ptb.gop.pk

Managing Director
Punjab Curriculum and Textbook Board
21-E-II, Gulberg-III, Lahore.

Printed by: Maryah Printers Islamabad
sales@maryahprinters.com

Designed By : ART CELL PCTB

PUNJAB CURRICULUM AND TEXTBOOK BOARD, LAHORE

This textbook is available online at http://elearn.punjab.gov.pk/