

Learning Mathematics

Class 1

Term -1





Excerpts from National Curriculum Framework 2005

An overall summary of the National Curriculum Framework 2005

The fact that learning has become a source of burden and stress on children and their parents is an evidence of a deep distortion in educational aims and quality. To correct this distortion, the present NCF proposes five guiding principles for curriculum development

- (i) connecting knowledge to life outside the school;
- (ii) ensuring that learning shifts away from rote methods;
- (iii) enriching the curriculum so that it goes beyond textbooks;
- (iv) making examinations more flexible and integrating them with classroom life; and
- (v) nurturing an over-riding identity informed by caring concerns within the democratic polity of the country

National Curriculum Framework 2005 on the perspective of education

Education must be able to promote values that foster peace, humaneness and tolerance in a multicultural society.

The National Curriculum Framework document seeks to provide a framework within which teachers and schools can choose and plan experiences that they think children should have. In order to realize educational objectives, the curriculum should be conceptualized as a structure that articulates required experiences. For this, it should address some basic questions:

- (i) What educational purposes should the schools seek to achieve?
- (ii) What educational experiences can be provided that are likely to achieve these purposes?
- (iii) How can these educational experiences be meaningfully organized?
- (iv) How do we ensure that these educational purposes are indeed being accomplished?

National Curriculum Framework 2005 on the Guiding Principles of education

Children acquire varied skills naturally while growing up in their environment. They also observe life and the world around them. When imported into classrooms, their questions and queries can enrich the curriculum and make it more creative. Such reforms will also facilitate the practice of the widely acknowledged curricular principles of moving from 'known to unknown', from 'concrete to abstract', and from 'local to global'.

The MFERD books are designed to adhere to the guiding principles laid down in the National Curriculum Framework 2005. We want the followers/students to abide and fulfill the educational objectives framed by the NCF so that they not only become honest and faithful citizens but also to be a part of the ever growing global world and economy. We sincerely believe that by following this curriculum the students will develop their personality which will be a beacon of light for others to reflect and ponder and be like one.

For MFERD's approach to address these perspectives please refer to the back cover page.





Preface

Praise be to Allah who created the man and taught him which he knew not. Peace and blessings of Allah be upon the last Prophet Muhammed (ﷺ) who abolished all the darkneses of ignorance and set human being on the track which leads to paradise, the eternal abode of the believer.

MFERD prepares a series of the books for children which could ingrain in them best and blessed teachings of Quran and Hadees which guarantee the entry in Jannat if obeyed with sincerity of intention.

Learning Mathematics has been written keeping in mind the intention of making math easy to understand and practise for the young learners.

Mathematics is a challenge for many of all ages. This is not unusual phenomenon that even a literate can have a specific phobia when it comes to discussing any mathematical problem. The obvious reason is mathematics was not introduced and explained to them in an easy and desired manner.

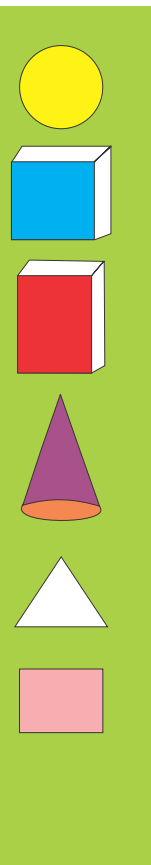
Learning Mathematics focuses on explaining and introducing all mathematical concepts in an easy language using different examples to make the concept clear for young learners.

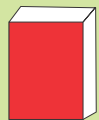
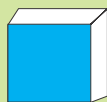
In order to generate interest in the subject multiple intelligence techniques have been used for students with different aptitudes, wherein the exercises are based upon the interest of the young learners.

Every chapter starts with the explanation of the concept that has been introduced in the chapter in a way that generates curiosity in the young minds.

Math swift at the end of the chapter helps the young learner to apply the knowledge gained in the chapter and form the concept learnt.

At places, some very basic Islamic concepts have also been given in mathematical perspective and explained at the child's cozy level. This is to show the fact that Islamic teachings have left no field of knowledge where some clear or exploring idea has not been given. We hope that experts would find the book to be an appreciable endeavour. Suggestions from all sides for improvement of the book are always welcome. We pray to Allah that this book becomes highly beneficial for every learner of mathematics. **Ameen.**





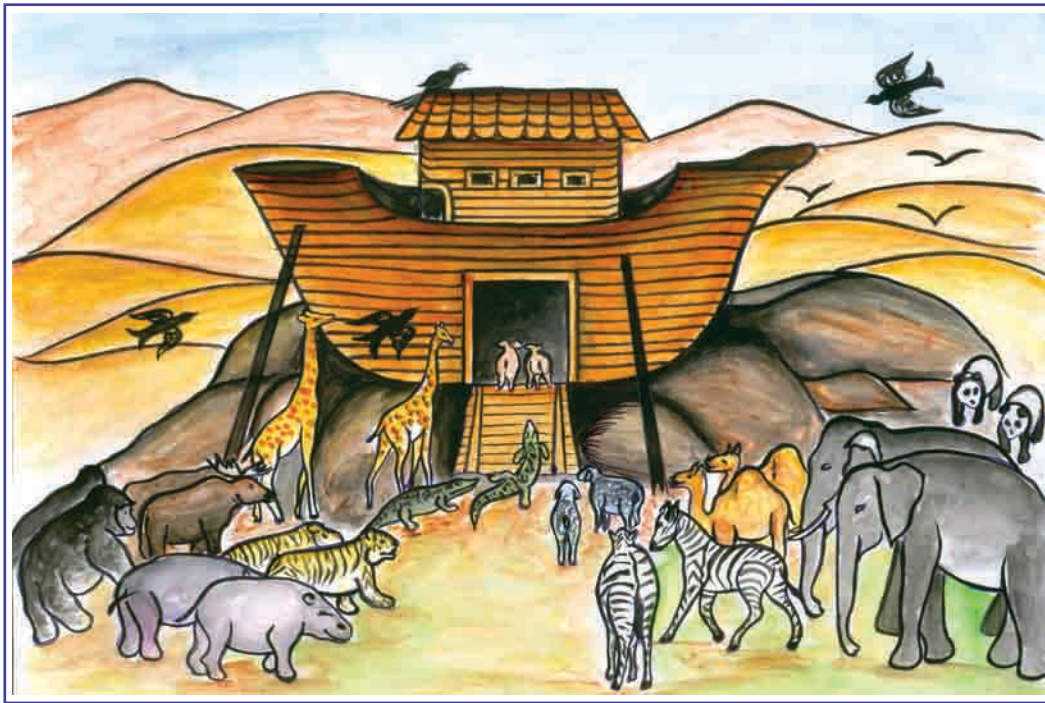
1st Class

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1 Pre-Math concepts



Allah choose Prophet Nuh (ﷺ) to spread the message 'Allah is One'. The people did not listen to Prophet Nuh (ﷺ). Allah decided to punish all the bad people.

Allah commanded Prophet Nuh (ﷺ) to build a big ark (ship) **near** his house. Prophet Nuh (ﷺ) collected **big** and **small**, **long** and **short** pieces of wood to build a huge ark (ship). A lot of people laughed at him because he built the ark on **top** of a hill **far** away from the water.

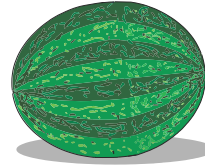
Prophet Nuh (ﷺ) did not bother as Allah had commanded him to do that. When he finished building the ark, he put lots of food and gathered the good people on the ark. Prophet Nuh (ﷺ) also took all the animals, a pair of each kind on the ark. Some of the animals were **tall**, some **short**, some **small** and some **big**.

One day it started raining heavily. Everything was submerged in water. All the bad people were drowned. Only those people and animals on the ark with Prophet Nuh (ﷺ) were saved.

Bigger and smaller



The fig is small.

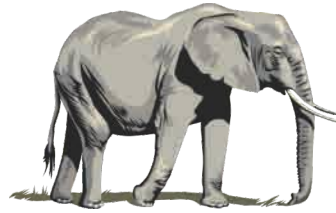


The watermelon is big.

The watermelon is bigger than the fig.



The mouse is small.



The elephant is big.

The elephant is bigger than the mouse.

2



* Prophet Muhammed (ﷺ) said, 'Eating fig cures many diseases'.

Write **B** for bigger and **S** for smaller.

a.



b.



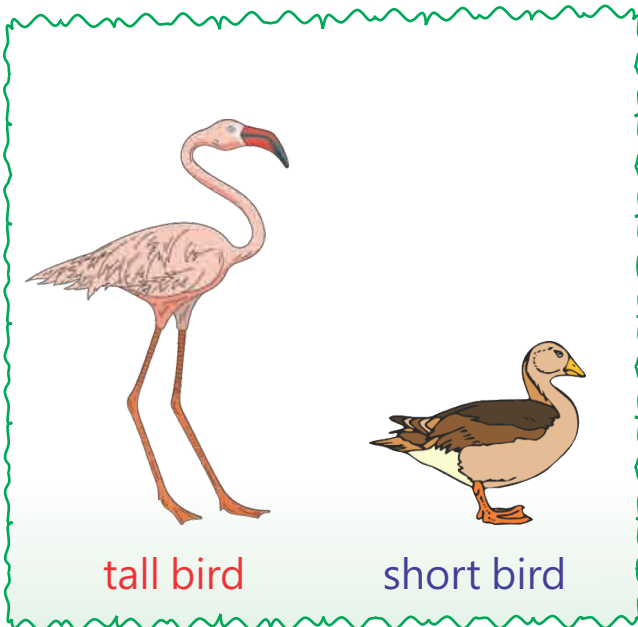
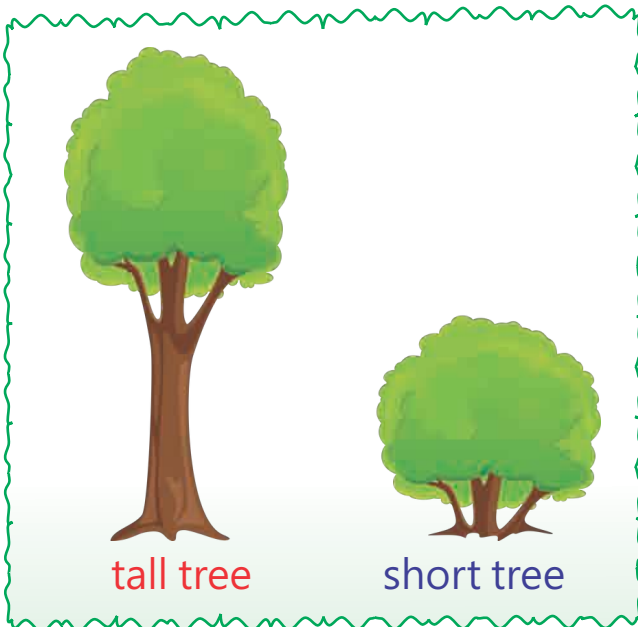
c.



d.

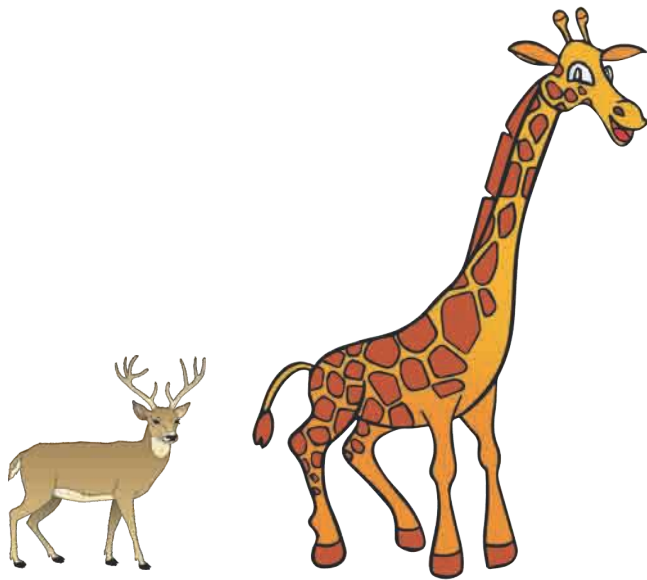


Taller and shorter

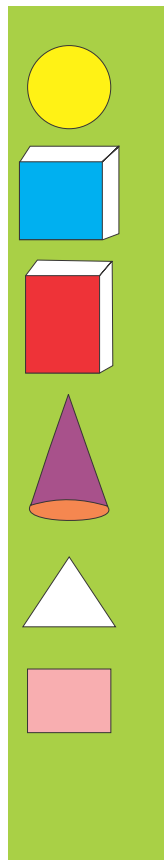
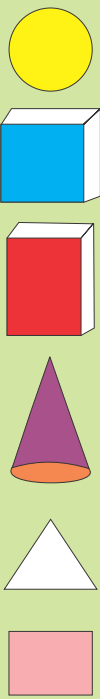
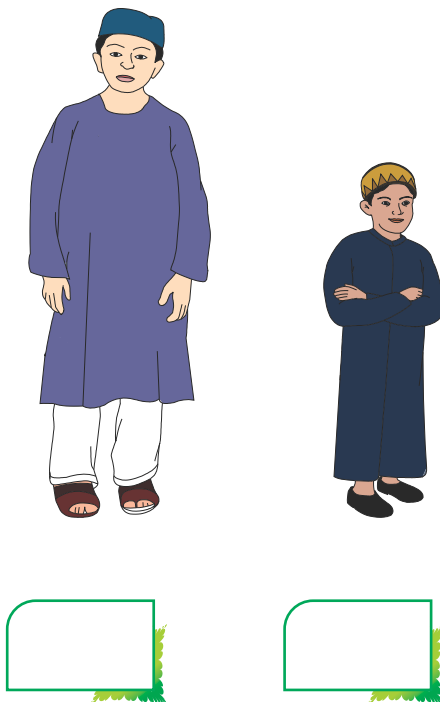


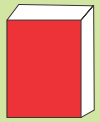
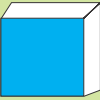
Write **T** for taller and **S** for shorter.

a.




b.




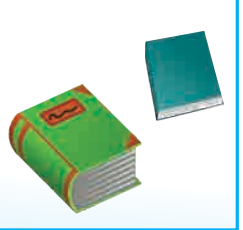



Thicker and thinner

Circle the thicker object with red and the thinner object with blue.

a. 

b. 

c. 

d. 



* Our Prophet Muhammed (ﷺ) liked bottle gourd.

Longer and shorter



long pencil



short pencil





long leaf





short leaf

Write L for longer and S for shorter.

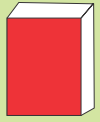
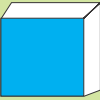
a. 

b. 

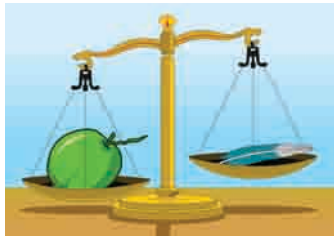
c. 

d. 





Heavier and lighter



Coconut is heavier than feather



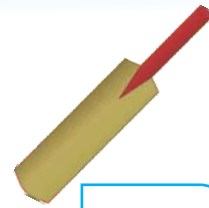
Elephant is heavier than mouse

Write **H** for heavier and **L** for lighter.

a.



b.



c.



d.



Same and different

Write **S** for same and **D** for different.

a.



b.



c.



d.



Left and right



left



right



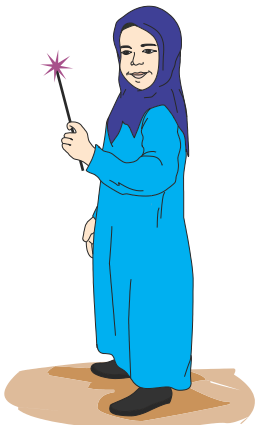
a. Anees is holding the glass in his _____ hand.



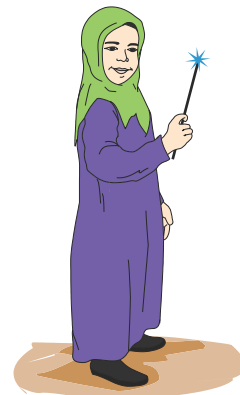
b. Ali is holding the glass in his _____ hand.



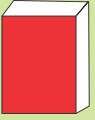
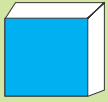
** Prophet Muhammed (ﷺ) said, 'Sit and drink water with the right hand'.*



c. The stick is in Neha's _____ hand.



d. The stick is in Nida's _____ hand.



Near and far

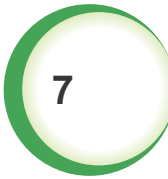
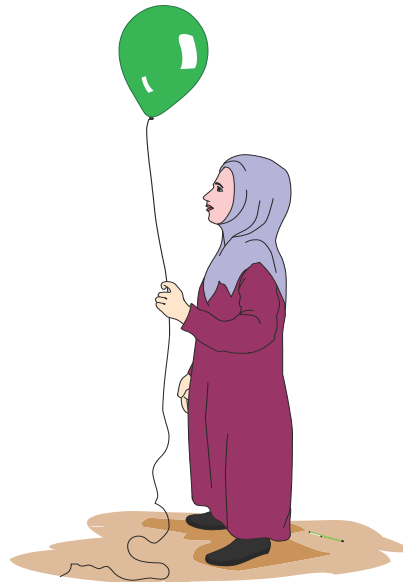
Anees' s house is **near** the Masjid.



Ali's house is **far** from the Masjid.

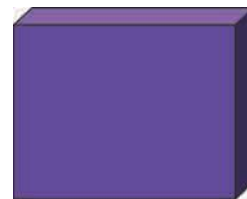


Draw one more balloon near the girl and two far from her.



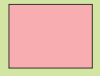
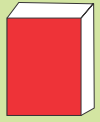
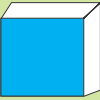
Above and below

Above

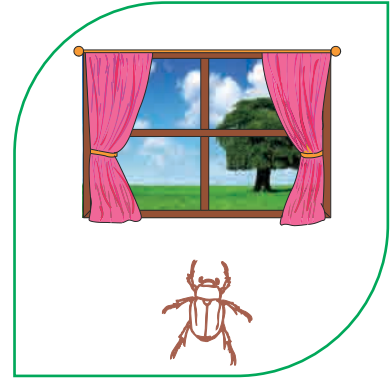
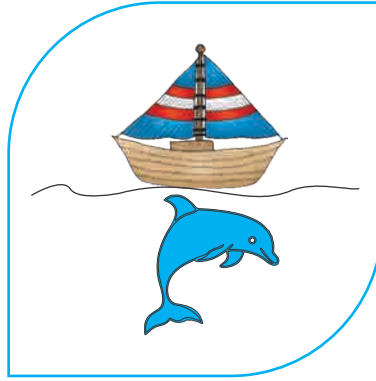


Below





Cross out the pictures that are above and circle the pictures that are below.



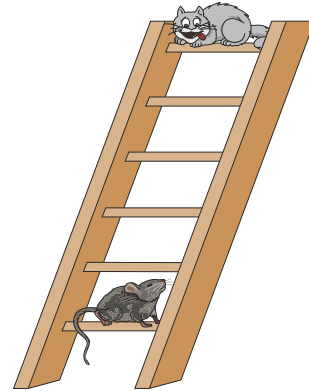
Inside and outside

- The dog is _____ the kennel.
- The lion is _____ the cage.
- The books are _____ the bag.



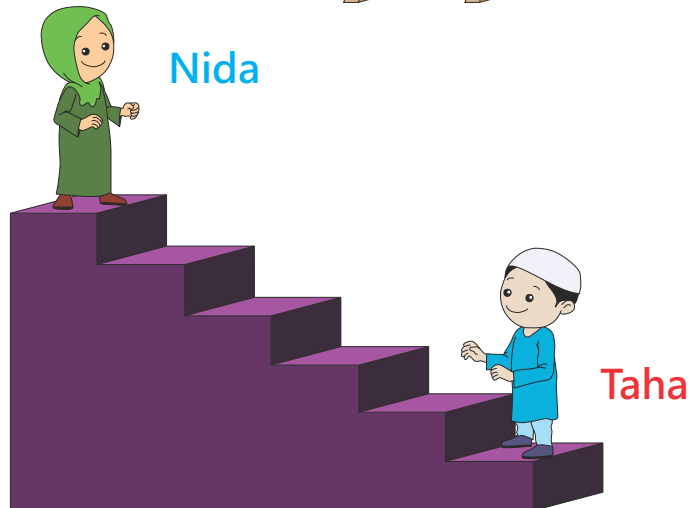
Top and bottom

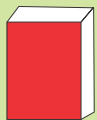
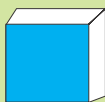
There is a cat at the top of the ladder and a mouse at the bottom of the ladder.



Write **T** for top and **B** for bottom.

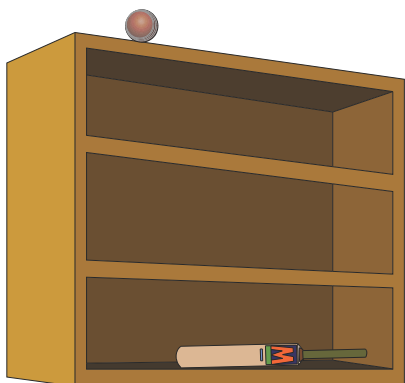
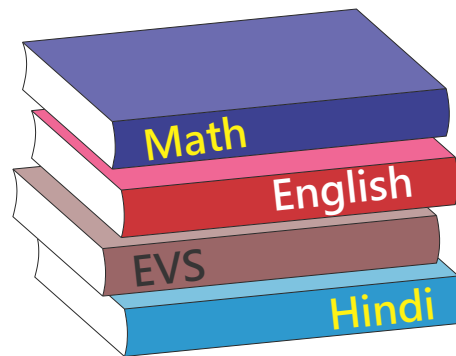
- Nida is at the of the stairs.
- Taha is at the of the stairs.





c. Math book is at the .

d. Hindi book is at the bottom .



e. The ball is at the of the rack.

f. The bat is at the of the rack.

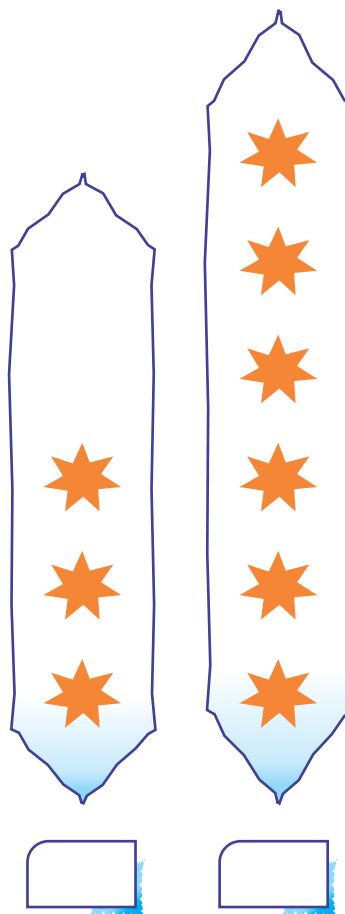
More and less

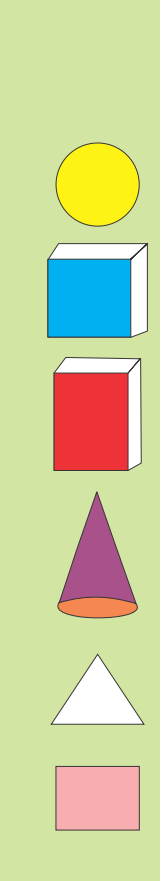
Write **M** for more and **L** for less.

a.

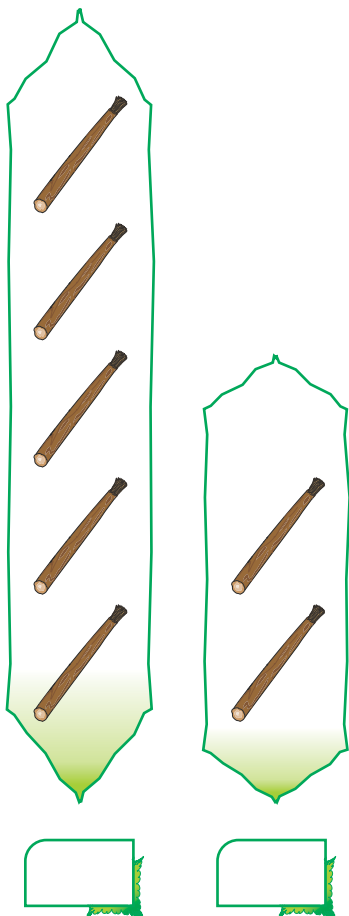


b.

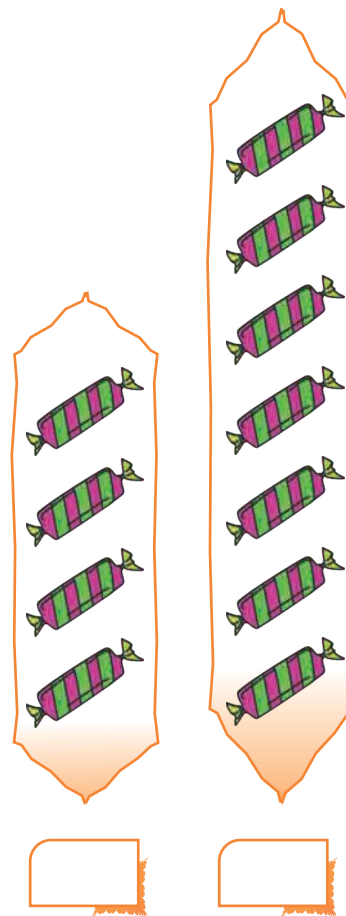




c.



d.



Math Swift



cce

Draw or paste objects with the help of easily available materials like thread, cereals etc., to show the following in the notebook.

Bigger and smaller.

Taller and shorter.

More and less.

Longer and shorter.

Heavier and lighter.

