

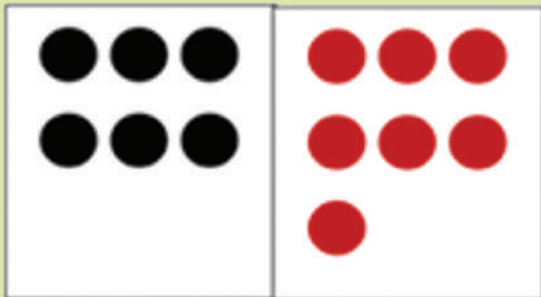
ሐሳብ

የተማሪ መጽሐፍ

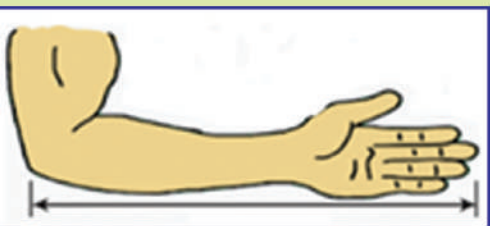
1ኛ ክፍል

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

$$95 - 74 = 21$$



$$10 < 20 < 30 < 40$$





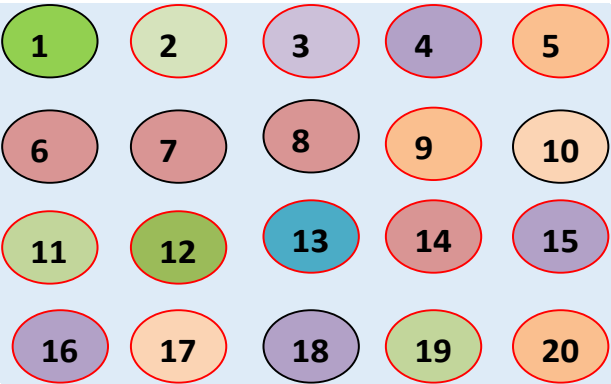
ይህንን መጽሐፍ በጥንቃቄ በመያዝ ተጠቀምበት/ሚበት



ይህ መጽሐፍ የትምህርት ቤትህ/ሽንግ ንብረት ነው። ጉዳት እንዳታደርስበት/ሽበት ወይም ጉዳት እንዳይደርስበት ጠብቅ/ጠብቁ።

ይህን መጽሐፍ በጥንቃቄ በመያዝ መከተል ያለበትን መመሪያዎች ተጠቀም/ሚ።

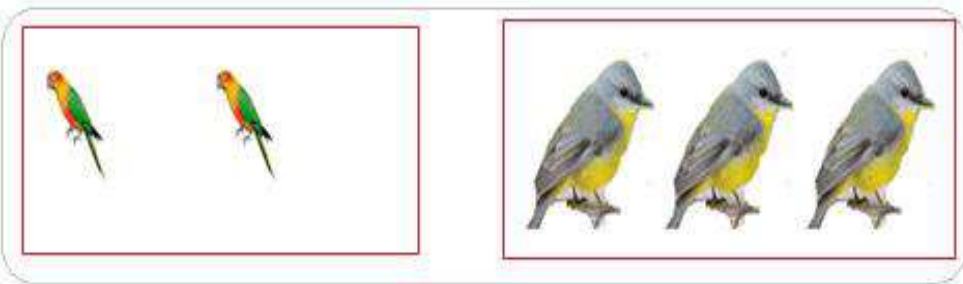
1. መጽሐፉን በጋዜጣ፣ በፕሊስቲክ ወይም በተገኘው ወረቀት ሸፍን/ኚ።
2. መጽሐፉን ሁሌጊዜ ደረቅ እና ንፁህ በሆነ ቦታ አስቀምጥ/ጩ።
3. መጽሐፉን ሁሌጊዜ በንፁህ እጅ ያዝ/ገር።
4. መጽሐፉን ላይ ምንም አይነት ፅሁፍ አትጻፍ/ፊ።
5. የምትፈልገውን/ጊውን ቦታ በመክፈት ካርድ ወይም ብጣሽ ወረቀት እንደ ምልክት በማስቀመጥ ተጠቀም/ሚ።
6. አንድም ገፅ ወይም አንድም ስዕል ከውስጡ ለመቅደድ አትሞክር/ሪ።
7. የተቀደደ ገፅ ካለ በማስትሽ ወይም በፕሊስቲክ አያይዝ/ገር።
8. በመንገድ ላይም መጽሐፍ በማይጎዳ ሁኔታ ያዝ/ገር።
9. መጽሐፉን ለሌላ ሰው ስታውስ/ሽ በጥንቃቄ ይሁን።
10. በአዲስ መጽሐፍ ለመጀመሪያ ጊዜ ስትጠቀም/ሚ፣ መጽሐፉን በጀርባ በማስቀመጥ በአንድ ጊዜ ጥቂት ገጾችን ብቻ ገልብጥ/ጩ። ቀስ ብለህ/ሽ የመጽሐፉን መሃል በእጅህ/ሽ ጫን በል/ይ። ይህም ዘዴ የመጽሐፉን ሽፋን እንዳይጎዳ ይረዳል።

ምዕራፍ	
1	
እስከ 20 ያሉ ቁጥሮች	

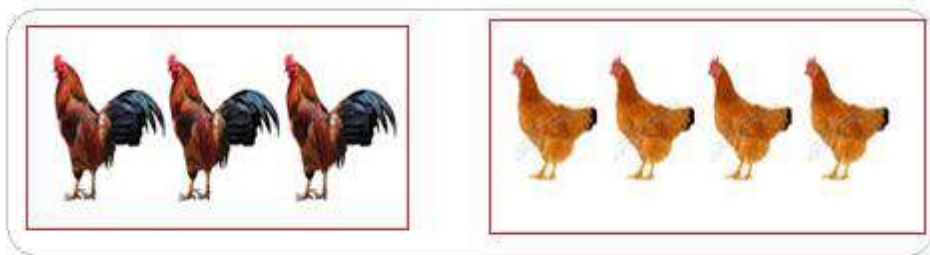
1.1 ከ1 እስከ 5 ያሉ መቁጠሪያ ቁጥሮች

ትግበራ 1: ጎን ለጎን ያሉትን ምስሎች ብዙ ወይም ጥቂት በማለት ለይ/ዩ.፡፡

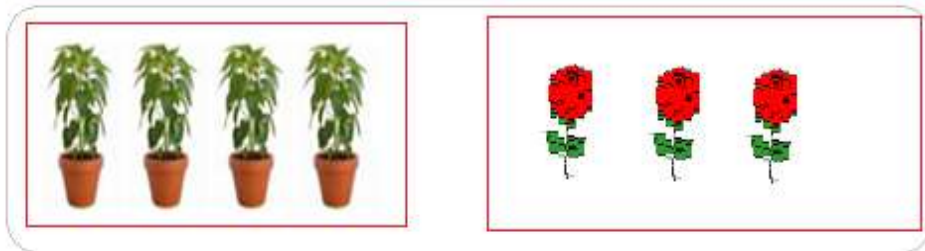
ሀ.



ለ.

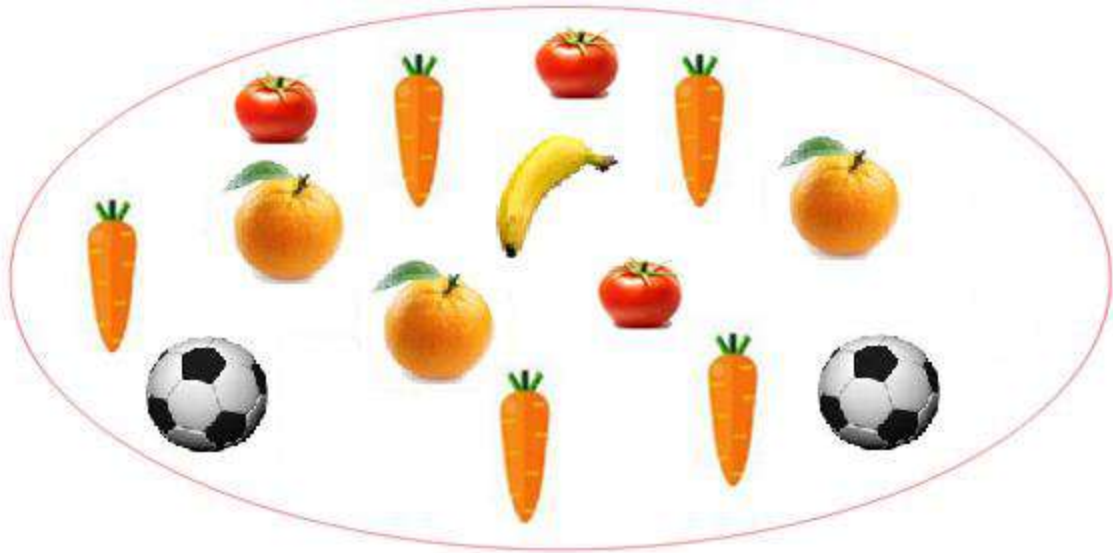


ሐ.



ትግበራ 2 ፣ “አንድ አንድ ናት” የሚለውን ጨዋታ በመጨወት ቁጥሮችን በቃል ተናገር/ሪ።

የቡድን ስራ ፣ በቡድን በመሆን ተመሳሳይ የሆኑትን ነገሮች በመለየት ቁጠሯቸው።



መልመጃ 1 ፣ በሃጥኑ ውስጥ ያሉትን ምስሎች በመቁጠር ብዛታቸውን ለይ/ዩ።

ሀ.



ለ.



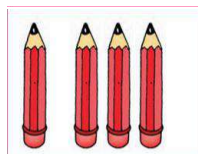
ሐ



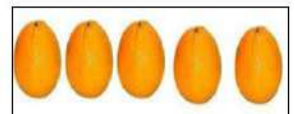
መ



ሠ.



ረ.



ትግበራ 3

ሀ. ከ 1 እስከ 5 ያሉትን ቁጥሮች ድምጽህን/ሽን ከፍ በማድረግ ቁጠር/ሪ።

ለ. ለእያንዳንዱ ከ ሀ-ሠ ያሉ ስዕሎች ብዛት በመቁጠር በቁጥሮቹ አጠገብ ያሉትን የቁጥሮቹን ቅርጽ እንደሚወክሉ ተገንዝብ/ሊ።

ሀ.



ለ.



ሐ.



መ.



ሠ.



የቡድን ስራ : ከዚህ በታች የተሰጡትን የስዕሎች ብዛት በመቁጠር ከቁጥሮቹ ጋር አዛምዱ።

2 4
5 1
3

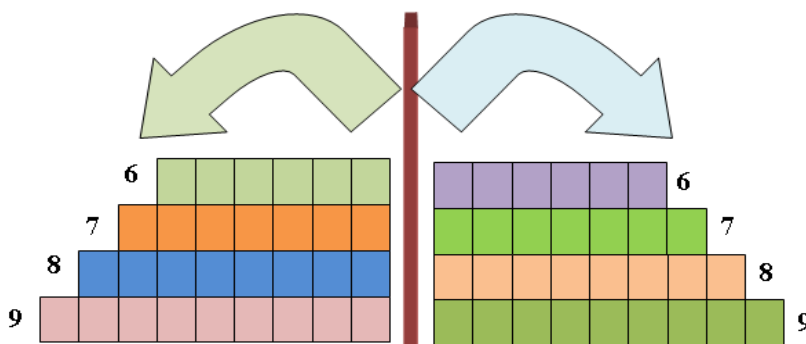
መልመጃ 2: በሳጥኑ ውስጥ ያሉትን ኳሶች አንድ፣ ሁለት፣ ሶስት በማለት በመቁጠር በሶስት በሶስት በተቀመጠው ባዶ ሣጥን ውስጥ አስቀምጥ/ጨ።

መልመጃ 3: ወደ ላይ የጠቆሙትን የጣት ምስሎች የሚወክሉትን ቁጥሮች ብዛታቸውን በመቁጠር በተሰጠው ባዶ ቦታ ላይ ጻፍ/ፊ።

1	_____	_____	_____	_____

1.2 ከ6 እስከ 9 ያሉ መቁጠሪያ ቁጥሮች

ትግበራ 4: ድምፅን ከፍ በማድረግ የሣጥኖቹን ብዛት በመቁጠር ከተቀመጡት ቁጥሮች ጋር በማዛመድ ከ6 እስከ 9 ያሉትን ቁጥሮች በመደጋገም አንብብ/ሊ።



መልመጃ 4

የስዕሎችን ብዛት በመቁጠር ከተሰጡት ቁጥሮች ጋር አዛምድ/ጂ።

መልመጃ 5

1. ከ6 እስከ 9 ያሉትን ቁጥሮች ድምፅን ከፍ በማድረግ በመደጋገም አንብብ/ሊ።
2. ከ6 እስከ 9 ያሉትን ቁጥሮች በደብተሪቅ/ሽ ላይ በመደጋገም ፃፍ/ፊ።

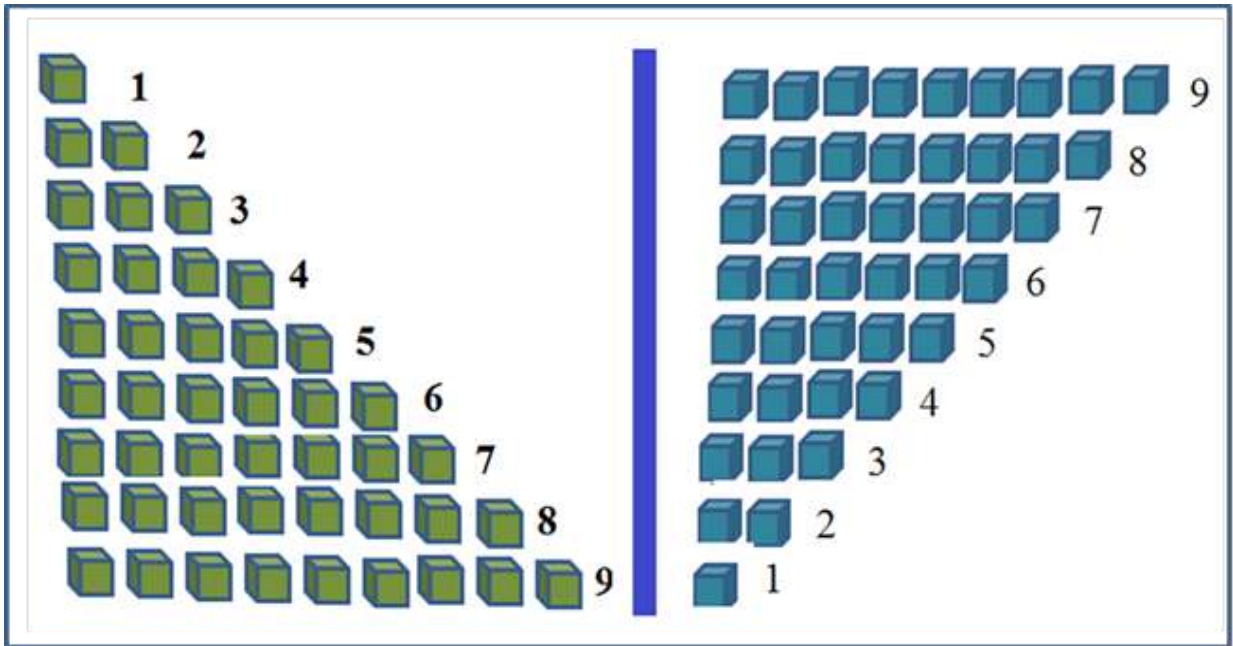
6	6	6	6				
7	7	7	7				
8	8	8	8				
9	9	9	9				

መልመጃ 6

- ባዶ ቦታውን በትክክለኛው ቁጥር መላ/ዪ።
- ሀ. ከስድስት ቀጥሎ ያለው ቁጥር _____ ነው።
 - ለ. ከስምንት ቀጥሎ ያለው ቁጥር ____ ነው።
 - ሐ. ከሰባት ቀድሞ ያለው ቁጥር _____ ነው።
 - መ. ከዘጠኝ ቀድሞ ያለው ቁጥር ____ ነው።

ትግበራ 5

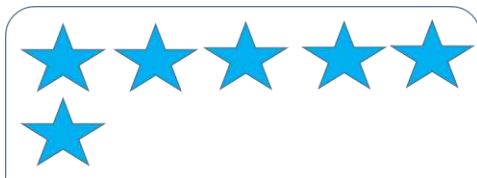
ቁጥሮችን ከ 9 ጀምሮ ወደ ኋላ በመደጋገም አንብብ/ሊ።፡፡



መልመጃ 7

የኮከቦችን ብዛት በመቁጠር ቁጥሩን በሣጥኑ ውስጥ ያፍ/ፊ።፡፡

ሀ.



ለ.



ሐ.



መ.

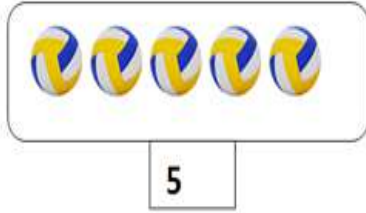


1.3 የኬሮ ፅንሰ ሀሳብ

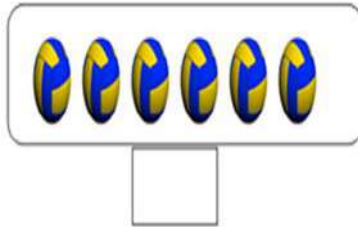
ትግበራ 6

የተሰጡትን ኳሶች በመቁጠር ብዛታቸውን በሣጥኑ ውስጥ ያፍ/ፊ፡፡

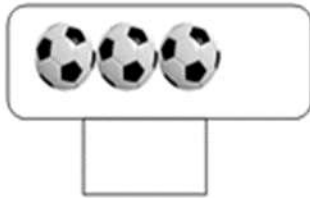
ሀ.



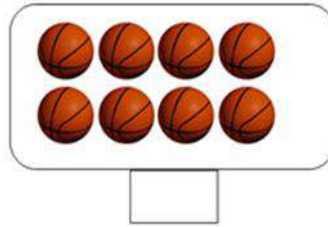
ለ.



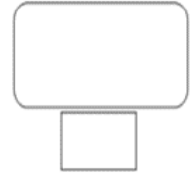
ሐ.



መ.



ሠ.



የቡድን ሥራ፡፡ ጨዋታ መጫወት

ከመምህራችሁ/ርታችሁ ጋር በመሆን የተሰጠውን ጨዋታ መጫወት መምህር/ት፡ አራት እግር ያለው ሰው አለ?

ተማሪዎች፡ የለም፡፡

መምህር/ት፡ አራት ዓይን ያለው ሰውስ አለን?

ተማሪዎች፡ የለም፡፡

ማሳሰቢያ

- የነገሮች መጠን ያለመኖር በቁጥር ሲገለፅ “ 0 ” ይሆናል፡፡

መልመጃ 8፡፡ በሣጥን ውስጥ የተሰጡትን የኳሶችን ብዛት በመቁጠር ከስሩ በተሰጠው ባዶ ቦታ ላይ ሙላ/ዩ፡፡

ሀ.



0

ለ.



ሐ.



መ.



ሠ.



ረ.



መልመጃ 9: ዜሮ ቁጥርን በመደጋገም ዓፍ/ፊ::

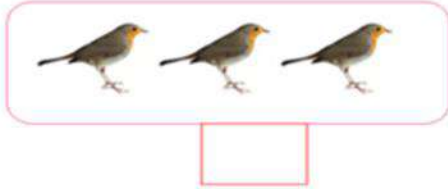
0	0	0	0	0					
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መልመጃ 10: የቢራቢሮዎችን ብዛት በመቁጠር ከቁጥሮቹ ጋር አዛምድ/ጂ::

1.4 እስከ 20 ያሉ መቁጠሪያ ቁጥሮች

ትግበራ 8: የተሰጡትን ሥዕሎች በመቁጠር ከስሩ በተሰጠው ሣጥን ውስጥ መልሱን መላ/ዪ.።

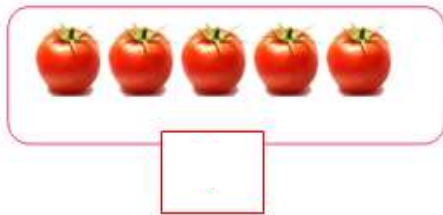
ሀ.



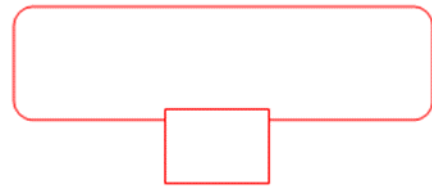
ሐ.



ለ.

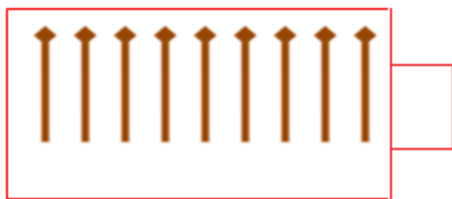


መ.

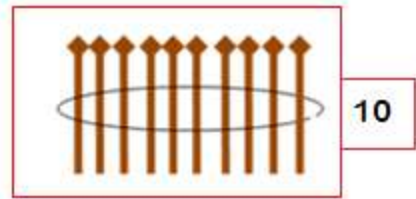


የቡድን ሥራ: በተሰጠው ምሳሌ መሠረት የተቀሩትን የቁጥሮች ምልክት በባዶ ቦታ ላይ ለይ/ዪ.።

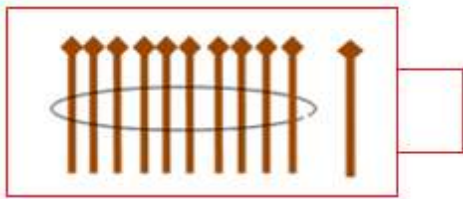
ሀ.



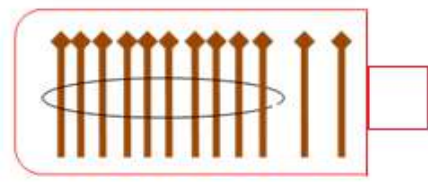
ለ.



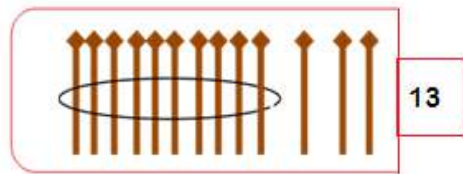
ሐ.



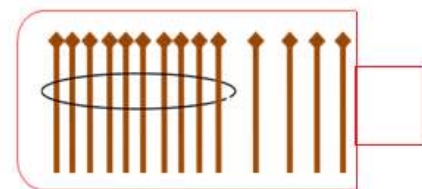
መ.



ሠ.



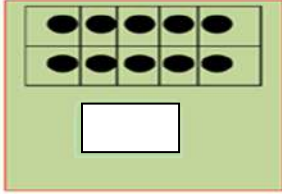
ረ.



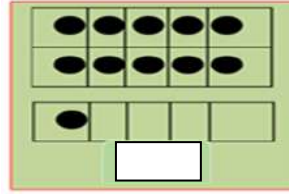
መልመጃ 11

ነጥቦችን በመቁጠር ባዶ ቦታውን ትክክለኛ በሆነ ቁጥር መላ/ዪ.።

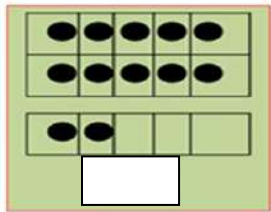
ሀ.



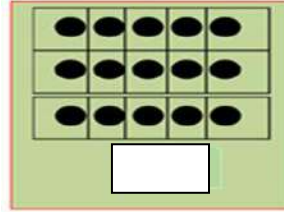
ለ.



ሐ.



መ.



የቡድን ሥራ፡ በቁጥሮች መካከል ያለውን ግንኙነት መለየት



6



8



10

በተሰጡት ሦስት ሳጥኖች ውስጥ ባሉት የኳሶች ብዛት ላይ በመመስረት ቀጥሎ የተሰጡትን ጥያቄዎች መልስ/ሺ.።

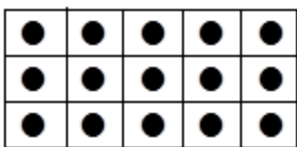
ሀ. 8 በ ሁለት 6ን ይበልጣል። ለ. 10 በ _____ 8ን ይበልጣል።

ሐ. 6 በ _____ ከ8 ያንሳል። መ. 8 በ _____ ከ10 ያንሳል።

ትግበራ 9

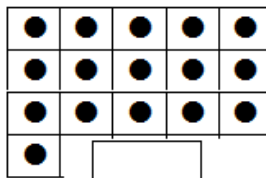
1. በተሰጠው ምሳሌ መሰረት የነጥቦችን ብዛት የሚያሳይ ቁጥር ተናገር/ሪ.።

ሀ.

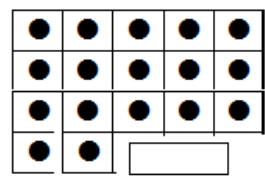


15

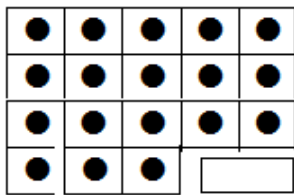
ለ.



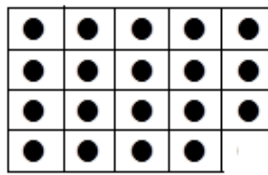
ሐ



መ.

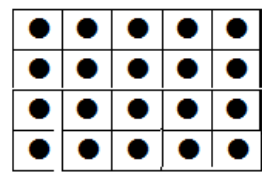


ሠ.



19

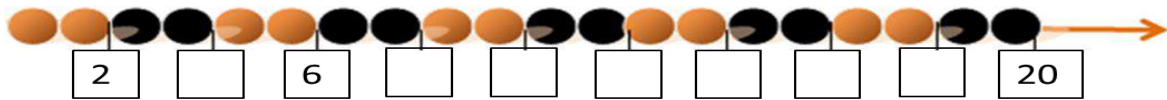
ረ.



2. ከ11 እስከ 20 ያሉትን ቁጥሮች ምልክት በመገንዘብ አንብብ/ሊ.።



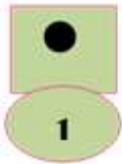
መልመጃ 12: የተሰጠውን ቅደም ተከተል በመከተል የጎደሉትን ቁጥሮች በሣጥኑ ውስጥ መላ/ዩ.።



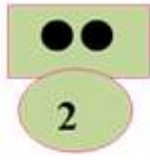
1.5 እስከ 20 ያሉትን ቁጥሮች ማንበብና መፃፍ

ትግበራ 10: ነጥቦችን በመቁጠር ብዛታቸውን የሚያሳይ ቁጥር በመፃፍ አንብብ/ሊ.።

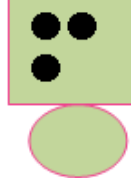
ሀ.



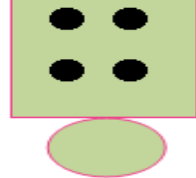
ለ.



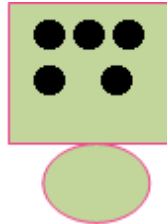
ሐ.



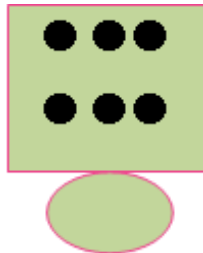
መ.



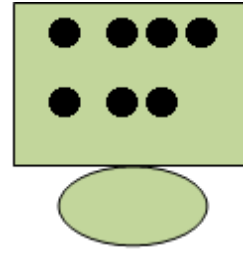
ሠ.



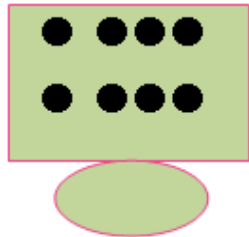
ረ.



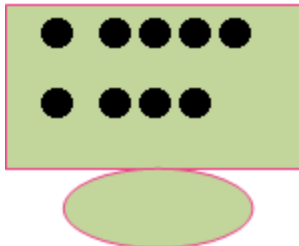
ሰ.



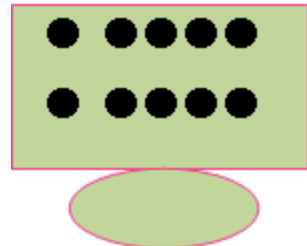
ሸ.



ፈ.



በ.




መልመጃ 13: የተሰጠውን ምሳሌ መሰረት በማድረግ የሥዕሎቹን ብዛት በአኃዝና በፊደል ጻፍ/ፊ::

ሀ.


1
አንድ

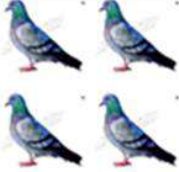
ለ.



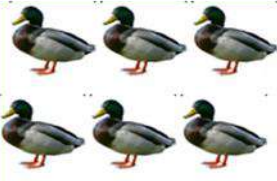
ሐ.



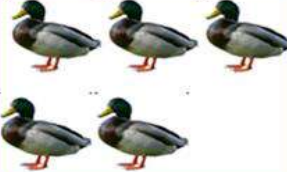
መ.



ሠ.



ረ.



መልመጃ 14: የተሰጠውን ምሳሌ መሰረት በማድረግ በአኃዝ የተሰጠውን ቁጥር በመደጋገም በፊደል ጻፍ/ፊ::

ሀ. 4: አራት፣ አራት፣ አራት፣ አራት፣ **ለ.** 5: _____, _____, _____, _____

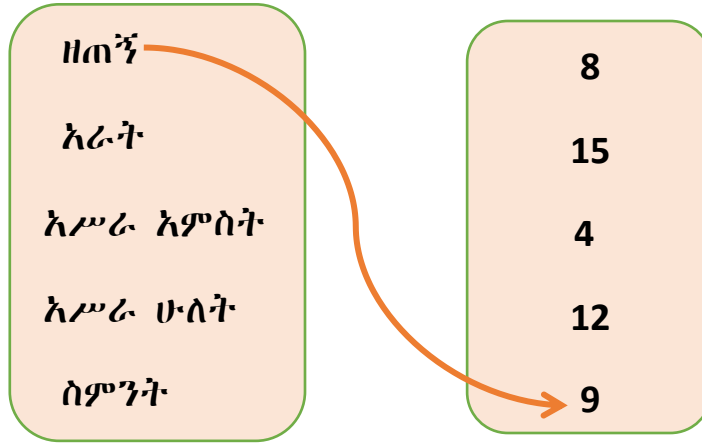
ሐ. 9: _____, _____, _____, _____ **መ.** 8: _____, _____, _____, _____

መልመጃ 15: የተሰጠውን ምሳሌ መሰረት በማድረግ በፊደል የተሰጠውን ቁጥር በመደጋገም በአኃዝ ጻፍ/ፊ::

ሀ. ሰባት: 7, 7, 7, 7 **ለ.** አምስት: _____, _____, _____, _____

ሐ. አሥር: _____, _____, _____, _____ **መ.** አሥራ አንድ: _____, _____, _____, _____

መልመጃ 16: በፊደል ተፅፎው የተሰጡትን ቁጥሮች ከአኃዞቻቸው ጋር አዛምድ/ጂ::



መልመጃ 17: በፊደል የተፃፉትን ቁጥሮች በአኃዝ ፃፍ/ፊ::

አንድ	ሁለት	ሶስት	አራት	አምስት	ስድስት
	2		4		

ሰባት	ስምንት	ዘጠኝ	አሥር	አሥራ አንድ	አሥራ ሁለት



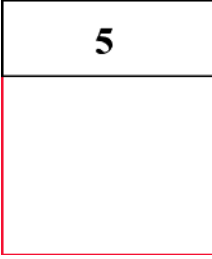
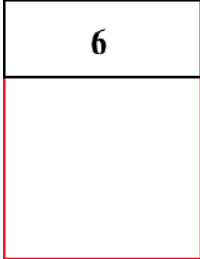
አሥራ ሶስት	አሥራ አራት	አሥራ አምስት	አሥራ ስድስት	አሥራ ሰባት	አሥራ ስምንት

1.6 የቁጥሮች ትርጓሜ

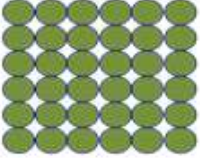
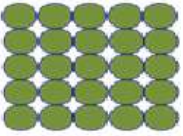



የቡድን ሥራ: ሥዕሎችን በመቁጠር ብዛታቸውን በአኃዝ እና በፊደል ፃፍ/ፊ::

□	□□	□□□	□□□□	□□□□□	□□□□□□
1					
አንድ					





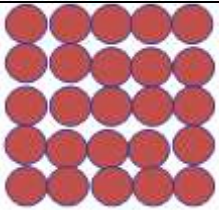
መልመጃ 18: የተሰጡትን ቁጥሮች በተለያዩ ሞዴሎች ግለፅ/ጨ.::

ሀ	ለ	ሐ	መ
4	3	5	6
			

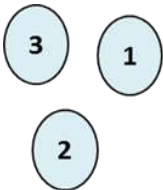
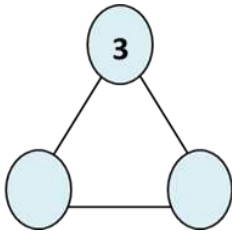
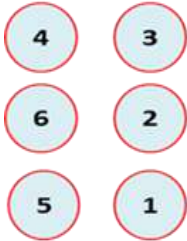
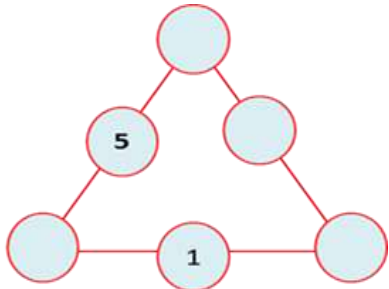
መልመጃ 19: የተሰጠውን ምሳሌ በመከተል ባዶ ቦታውን መላ/ዩ.::

ሀ	ለ	ሐ	መ	ሠ
				
1ኛ	_____	_____	_____	_____

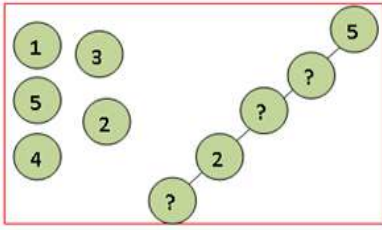
መልመጃ 20: የተሰጠውን ምሳሌ በመከተል ባዶ ቦታውን መላ/ዩ.::

ሀ	ለ	ሐ	መ	ሠ
				
5ኛ	_____	_____	_____	_____

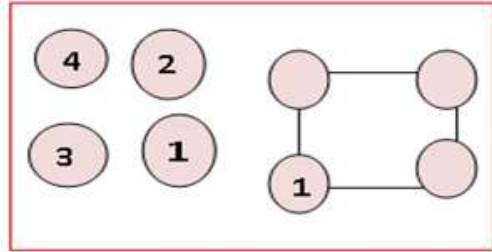
መልመጃ 21: የተሰጡትን የቁጥር ካርዶች በሞዴሎቹ ባዶ ቦታ በመመላት አቀናጅ/ጂ.::

<p>ሀ.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>	<p>ለ.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>
--	--

ሐ.



መ.









ምዕራፍ	0፣ 1፣ 2፣ ...፣ 20
2	$1 < 6$ $15 > 13$ $4 = 4$
ቁጥሮችን ማነፃፀርና በቅደም ተከተል ማስቀመጥ	

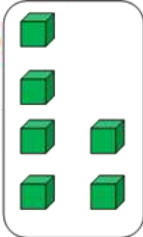
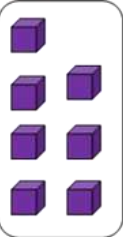
2.1 ሁለት ቁጥሮችን ማነፃፀር

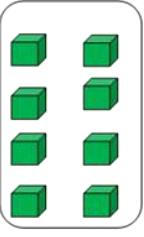
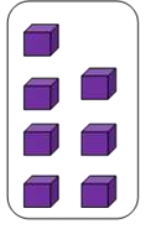
ትግበራ 1፡

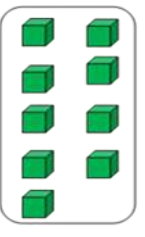
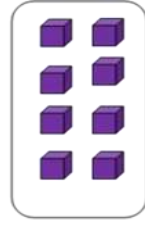
ጎን ለጎን ያሉ ምስሎችን ብዛታቸውን በማወዳደር ባዶ ሣጥኑን ሙላ/ዩ።

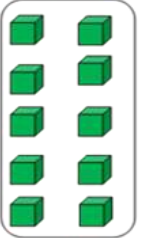
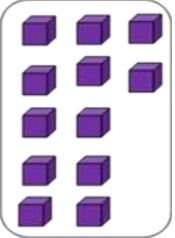
	<input type="text"/> < 5	
	4 > <input type="text"/>	
	<input type="text"/> = <input type="text"/>	

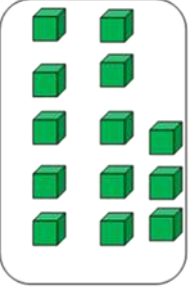
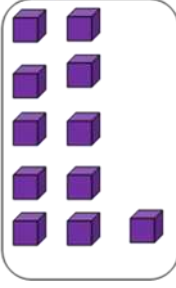
መልመጃ 1: የ “<”, “>” ወይም “=” ምልክቶችን በመጠቀም የተሰጡህን/ሽን/ ቁጥሮች አወዳድር/ሪ።

1   6 < 7



2   8 _____ 7



3   9 _____ 8



4   10 _____ 12



5   13 _____ 11

መልመጃ 2: የአባባዎችን ብዛት በመቁጠር ሁለቱን ቁጥሮች አወዳድር/ሪ።

ሀ.  5 > 3 

ለ.  

ሐ.  

መ.  

መልመጃ 3፤ የ “<”, “>” ወይም “=” ምልክቶችን በመጠቀም የተሰጡህን/ሽን/ ቁጥሮች አወዳድር/ሪ።

ሀ. 8 > 7	ለ. 5 _____ 10	ሐ. 2 _____ 7
መ. 3 _____ 8	ሠ. 9 _____ 2	ረ. 13 _____ 18
ሰ. 14 _____ 11	ሸ. 20 _____ 20	ቀ. 19 _____ 17

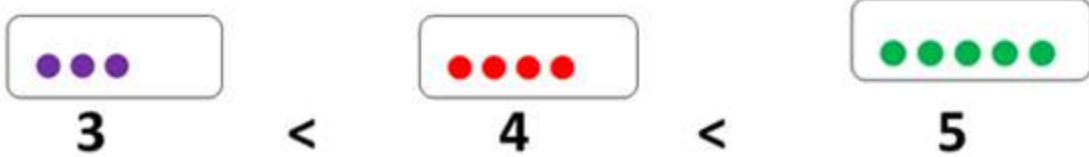
2.2 ሦስት ቁጥሮችን በቅደም-ተከተል ማስቀምጥ

ትግበራ 2፤ በምሳሌ መሠረት ከታች የተሰጡትን ነገሮች ብዛታቸውን ከትንሽ ወደ ትልቅ በቅደም-ተከተል አስቀምጥ/ጪ።

ምሳሌ



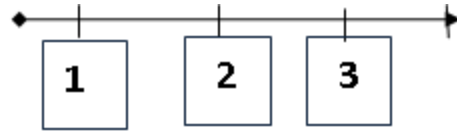
መልስ



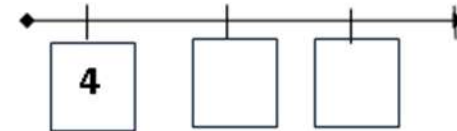
መልምኛ 4

ሦስት የተሰጡ ቁጥሮችን ከትንሽ ወደ ትልቅ በቅደም-ተከተል አስቀምጥ/ጩ።

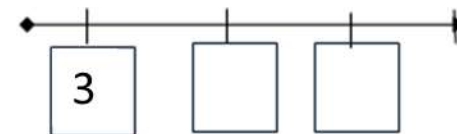
ሀ. 3, 2, 1 ፣ $1 < 2 < 3$



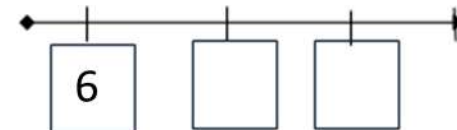
ለ. 4, 6, 5 ፣ $4 < ___ < ___$



ሐ. 5, 4, 3 ፣ $3 < ___ < ___$



መ. 8, 7, 6 ፣ $8 ___ < ___$



መልመኛ 5

የምስሎችን ብዛት በመቁጠር ተከታዩን ቁጥር ገምት/ቺ።

ሀ. \longrightarrow 6

ለ. \longrightarrow

ሐ. \longrightarrow

2.3 እስከ 20 ያሉ ቁጥሮችን በቅደም ተከተል ማስቀመጥ

ትግበራ 3፤ የተሰጠውን ቅደም-ተከተል በመከተል ባደውን ቦታ መላ/ዩ።

ሀ.

2	3	4	5	6
---	---	---	---	---

ለ.

9	10			
---	----	--	--	--

ሐ.

7	8			
---	---	--	--	--

መ.

1	3		7	
---	---	--	---	--

መልመጃ 6፤ ከታች ለተሰጡት ቁጥሮች ቀዳሚውን ወይም ተከታዩን ቁጥር ግፍ/ፊ።

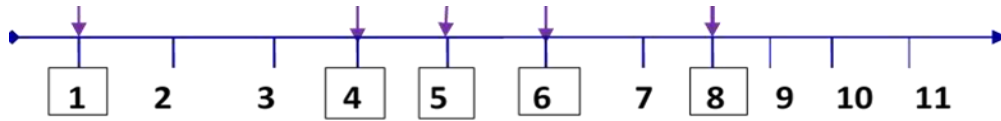
<p>ሀ.</p> <table border="1"> <tr><td>15</td><td>→</td><td><u>16</u></td></tr> <tr><td>13</td><td>→</td><td>___</td></tr> <tr><td>7</td><td>→</td><td>___</td></tr> <tr><td>14</td><td>→</td><td>___</td></tr> </table>	15	→	<u>16</u>	13	→	___	7	→	___	14	→	___	<p>ለ.</p> <table border="1"> <tr><td>9</td><td>→</td><td>___</td></tr> <tr><td>11</td><td>→</td><td>___</td></tr> <tr><td>19</td><td>→</td><td>___</td></tr> <tr><td>4</td><td>→</td><td>___</td></tr> </table>	9	→	___	11	→	___	19	→	___	4	→	___	<p>ሐ.</p> <table border="1"> <tr><td><u>10</u></td><td>←</td><td>11</td></tr> <tr><td>___</td><td>←</td><td>14</td></tr> <tr><td>___</td><td>←</td><td>19</td></tr> <tr><td>___</td><td>←</td><td>12</td></tr> </table>	<u>10</u>	←	11	___	←	14	___	←	19	___	←	12	<p>መ.</p> <table border="1"> <tr><td>___</td><td>←</td><td>5</td></tr> <tr><td>___</td><td>←</td><td>3</td></tr> <tr><td>___</td><td>←</td><td>7</td></tr> <tr><td>___</td><td>←</td><td>4</td></tr> </table>	___	←	5	___	←	3	___	←	7	___	←	4
15	→	<u>16</u>																																																	
13	→	___																																																	
7	→	___																																																	
14	→	___																																																	
9	→	___																																																	
11	→	___																																																	
19	→	___																																																	
4	→	___																																																	
<u>10</u>	←	11																																																	
___	←	14																																																	
___	←	19																																																	
___	←	12																																																	
___	←	5																																																	
___	←	3																																																	
___	←	7																																																	
___	←	4																																																	

የቡድን ሥራ፤ በተሰጡት ሁለት መቁጠሪያ ቁጥሮች መካከል ያለውን/ያሉትን/ ቁጥር/ሮች ግፍ/ፊ።

- ሀ. 6፣ 7 ፣ 8 ለ. 10፣ ___ ፣ 12 ሐ. 15፣ ___ ፣ 17
- መ. 9፣ ___ ፣ ___ ፣ 12 ሠ. 13፣ ___ ፣ ___ ፣ 16

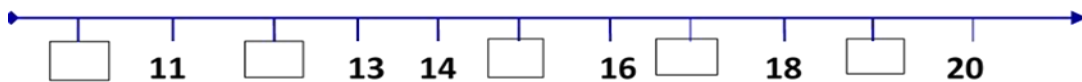
መልመጃ 7፤ የተሠራውን ምሳሌ በመጠቀም ቁጥሮችን በቅደም-ተከተል አስቀምጥ/ጩ።

ሀ. 1፣ 5፣ 8፣ 4፣ 6



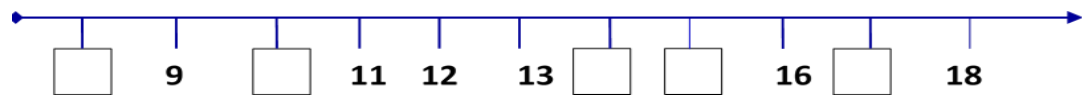
$$1 < 4 < 5 < 6 < 8$$

ለ. 10፣ 19፣ 12፣ 17፣ 15



$$\underline{\quad} < \underline{\quad} < \underline{\quad} < \underline{\quad} < \underline{\quad}$$

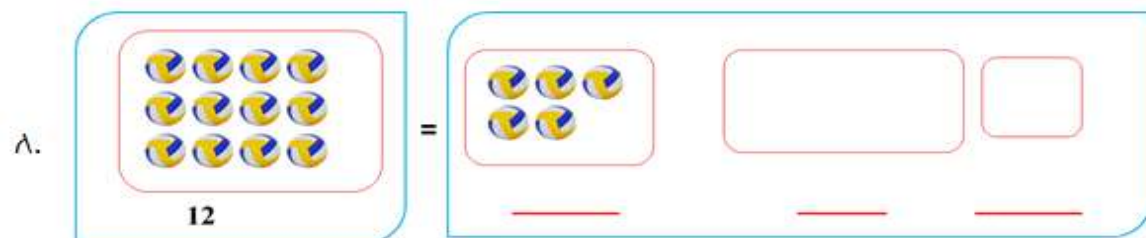
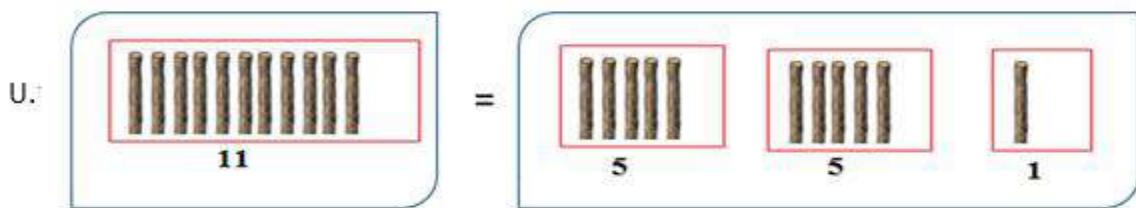
ሐ. 8፣ 10፣ 15፣ 17፣ 14

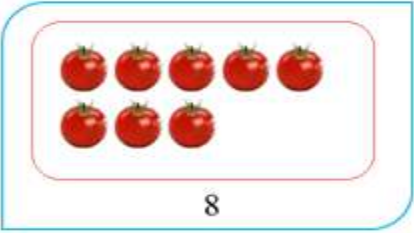
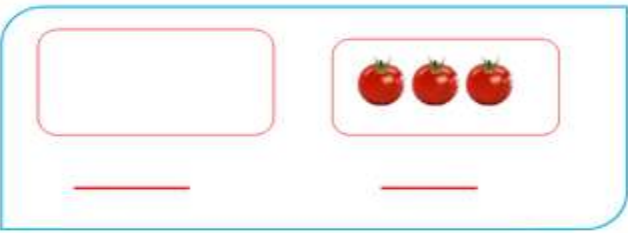


$$\underline{\quad} < \underline{\quad} < \underline{\quad} < \underline{\quad} < \underline{\quad}$$

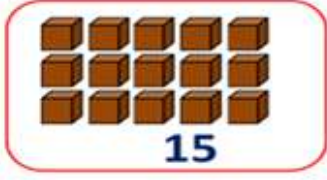
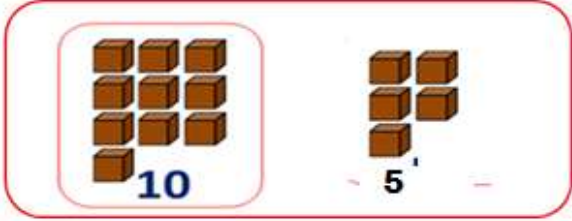
2.4 ቁጥሮችን በአሥር በአሥር መመደብ

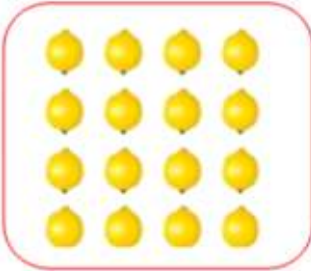
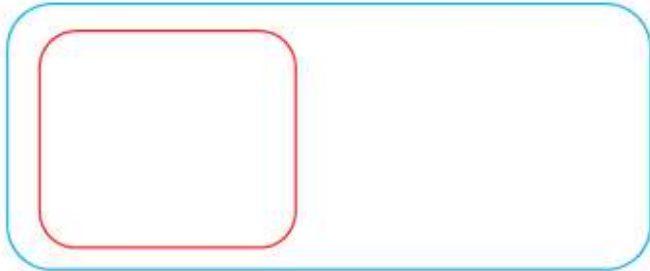
ትግበራ 4፡ የተሰጡትን ነገሮች (ቁሶች) በአምስት በአምስት በመመደብ አስቀምጥ/ጨ።

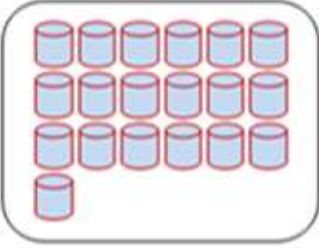
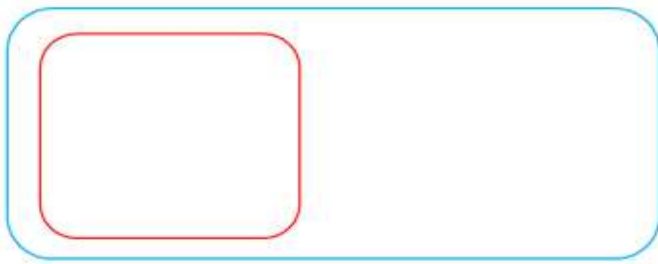



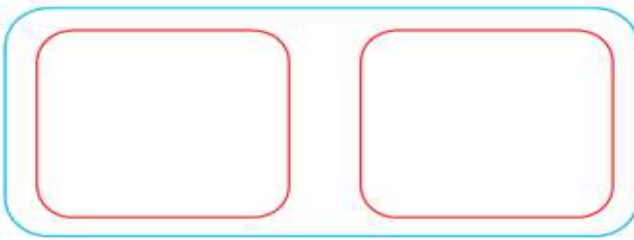
ሐ.  = 

መልመጃ 8፤ የተሰጡትን ነገሮች (ቁሶች) በአሥር በአሥር በመመደብ አስቀምጥ/ጨ.።

ሀ.  = 

ለ.  = 



ሐ.  = 



መ.  = 

ምዕራፍ	$2 + 5 = 7$ $2 + 2 = 4$ $1 + 13 = 14$
3	
መደመር	

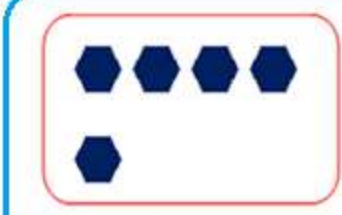
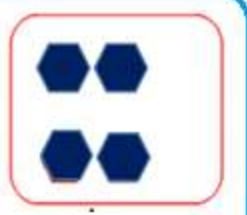

3.1 የመደመር ዓረፍተ-ነገሮች

ትግበራ 1 ፤ ምስሎችን በመቁጠር በተሰጠው ሳጥን ውስጥ ቁጥሩን ያፍ/ፊ።

ሀ.  ለ. 

ሐ.  መ. 

መልመጃ 1 ፤ ጎን ለጎን ያሉ ምስሎችን አንድ ላይ በመቀላቀል ቁጠር/ሪ።

ሀ.   

ለ.

ሐ.

መልመጃ 2፤ ጎን ለጎን ያሉ ምስሎችን አንድ ላይ በመቀላቀል ሁሉንም

ቁጠር/ሪ።

ሀ.

3 + 2 = 5

ለ.

_____ + _____ = _____

ሐ.

_____ + _____ = _____

አስተውል፤ ሀ. “+” የመደመር ምልክት ነው።

ለ. “=” የእኩል ይሆናል ምልክት ይባላል።

3.2 በተከታታይ መቁጠርና እያለፉ መቁጠር

ትግበራ 2፤ ከተሰጠህ/ሽ ቁጥር ተነስተህ/ሽ ሁለት ተከታታይ ቁጥሮችን ቁጠር/ሪ።

7	8	9
6	7	
8		

መልመጃ 3፤ ከተሰጠህ/ሽ ቁጥር ተነስተህ/ሽ አምስት ተከታታይ ቁጥሮችን ቁጠር/ሪ።

5	6	7	8	9	10
8					
11					
9					
10					

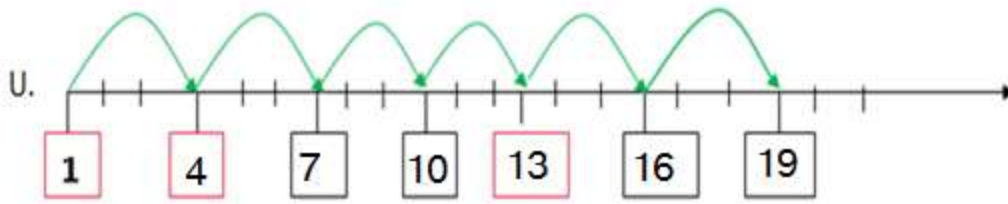
ትግበራ 3፤ ከተሰጠህ/ሽ ቁጥር ተነስተህ/ሽ ሁለት ሁለት እያለፍክ/ሽ እስከ 10 ያሉ ቁጥሮችን ቁጠር/ሪ።

1	3	5	7	9
2				10

መልመጃ 4፤ ከተሰጠህ/ሽ ቁጥር ተነስተህ/ሽ ወደጎን ሁለት ሁለት እያለፍክ/ሽ እስከ 20 ያሉ ቁጥሮች ባዶ ቦታውን መላ/ዩ።

5	7	9	11	13	15
6					16
7					
9			13		19
3	5				

መልመጃ 5፤ ከተሰጠህ/ሽ ቁጥር ተነስተህ/ሽ ሦስት ሦስት እያለፍክ/ሽ በመቁጠር ባዶ ቦታውን መላ/ዩ።



ለ.

4			
---	--	--	--

ሐ.

5			
---	--	--	--

መ.

7			
---	--	--	--

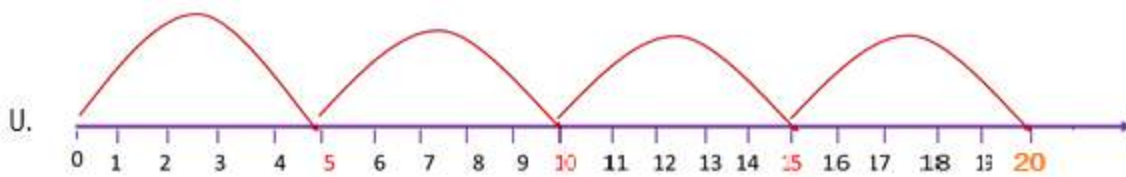
ሠ.

8			
---	--	--	--

ረ.

10			
----	--	--	--

መልመጃ 6፤ ከተሰጠህ/ሽ ቁጥር ተነስተህ/ሽ አምስት አምስት እያለፍክ/ሽ በመቁጠር ባዶውን ሣጥን መላ/ዩ።



ለ.

5	10	15	20
---	----	----	----

ሐ.


3	8		
---	---	--	--


መ.


2		12	
---	--	----	--


3.3 የ5፣ 6፣ 7፣ 8፣ 9 እና የ10 ተደማሪዎች

ትግበራ 4፤ ከአምስት የሚያንሱ ድምራቸው አምስት የሚሰጡ ሁለት ቁጥሮች ፈልግ/ጊ።

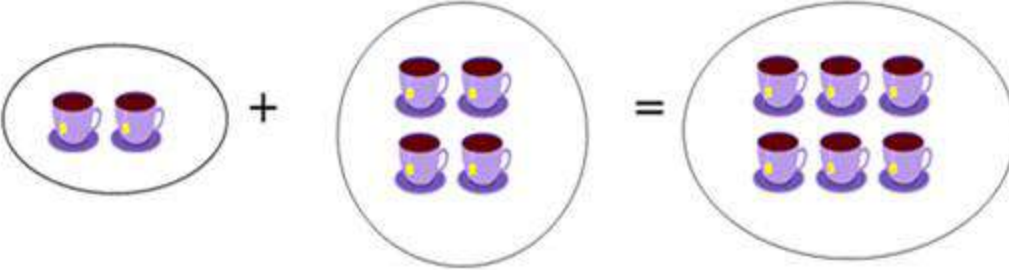
ሀ.  $1+4=5$

ለ.  $___ + ___ = 5$

ሐ.  $___ + 3 = 5$

መ.  $3 + ___ = 5$

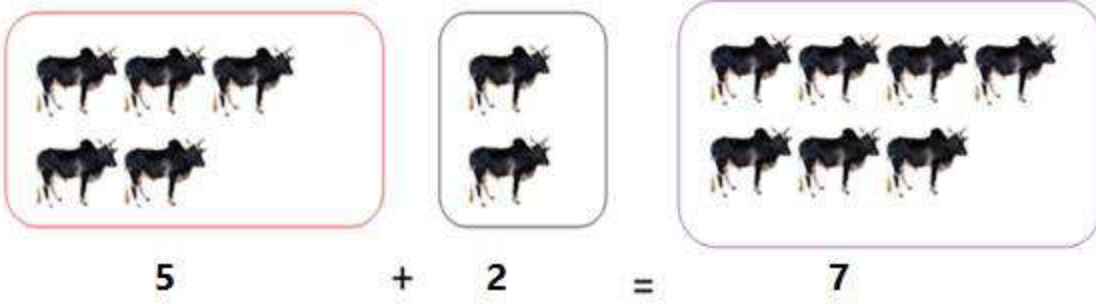
መልመጃ 7፤ ከስድስት የሚያንሱ ድምራቸው ስድስት የሚሰጡ ሁለት ቁጥሮች ፈልግ/ጊ።



$2 + 4 = 6$

የ 6 ተደማሪዎች		
3	+	3
4	+	
1	+	
5	+	

መልመጃ 8፤ ከሰባት የሚያንሱ ድምራቸው ሰባት የሚሰጡ ሁለት ቁጥሮች ፈልግ/ጊ።



ሀ. $6 + \underline{\quad} = 7$

ለ. $\underline{\quad} + 3 = 7$

ሐ. $1 + \underline{\quad} = 7$

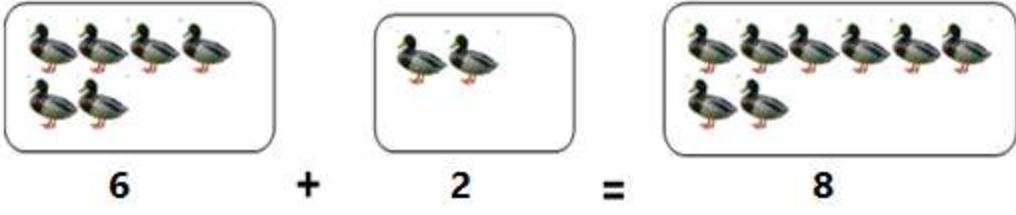
መ. $\underline{\quad} + 4 = 7$

ሠ. $2 + \underline{\quad} = 7$

ረ. $\underline{\quad} + 5 = 7$

መልመጃ 9፤ ከስምንት የሚያንሱ ድምራቸው ስምንት የሚሰጡ ሁለት

ቁጥሮች ፈልግ/ጊ።



ሀ. $7 + \underline{\quad} = 8$

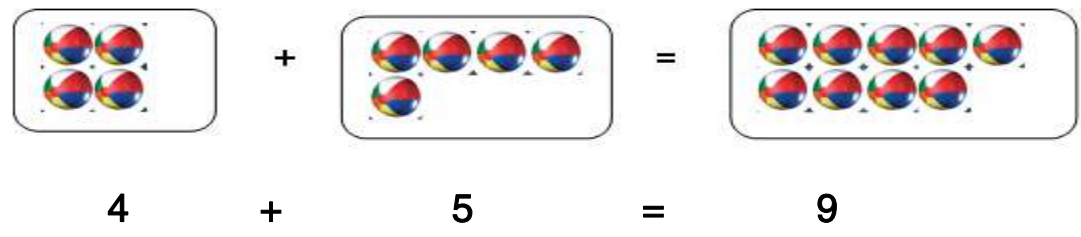
ለ. $2 + \underline{\quad} = 8$

ሐ. $5 + \underline{\quad} = 8$

መ. $3 + \underline{\quad} = 8$

መልመጃ 10፤ ከዘጠኝ የሚያንሱ ድምራቸው ዘጠኝ የሚሰጡ ሁለት

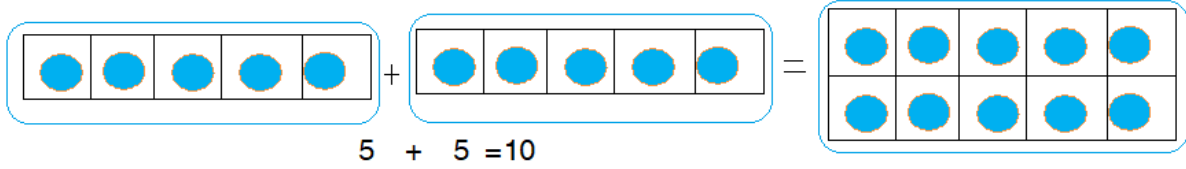
ቁጥሮች ፈልግ/ጊ።



- | | | |
|----------------------|----------------------|----------------------|
| ሀ. $\square + 1 = 9$ | ለ. $5 + \square = 9$ | ሐ. $\square + 7 = 9$ |
| መ. $\square + 8 = 9$ | ሠ. $6 + \square = 9$ | ረ. $\square + 2 = 9$ |

መልመጃ 11፤ ከአስር የሚያንሱ ድምራቸው አስር የሚሰጡ ሁለት

ቁጥሮችን ፈልግ/ሊ።



ሀ. $5 + 5 = 10$

ለ. $3 + \underline{\quad} = 10$

ሐ. $4 + \underline{\quad} = 10$

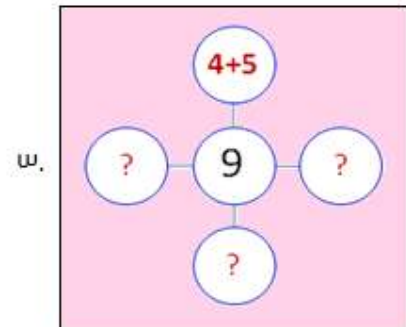
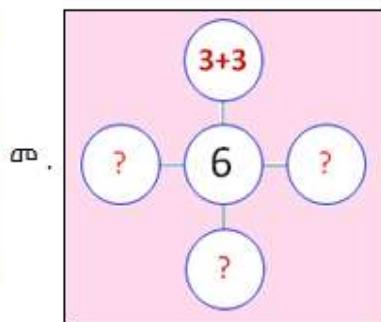
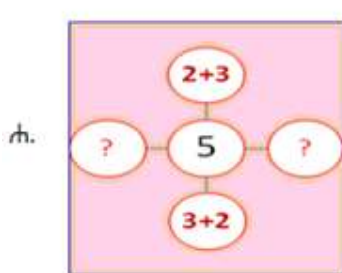
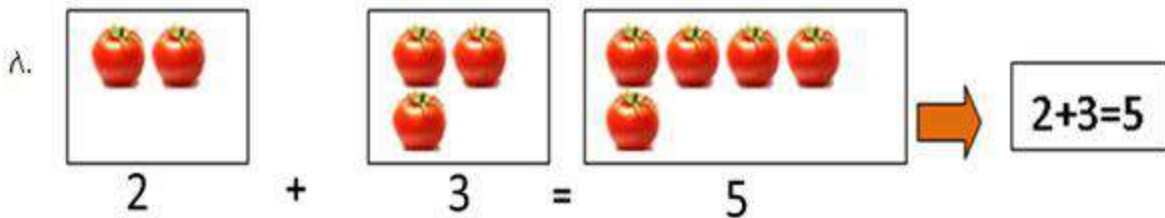
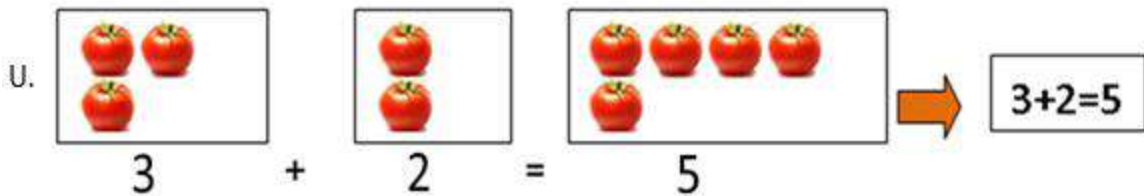
መ. $7 + \underline{\quad} = 10$

ሠ. $2 + \underline{\quad} = 10$

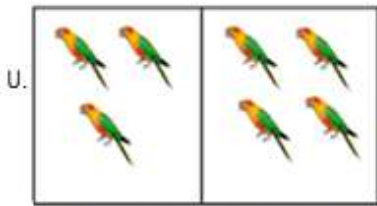
ረ. $1 + \underline{\quad} = 10$

3.4 ቁጥሮችን በተደማሪዎቻቸው መግለፅ

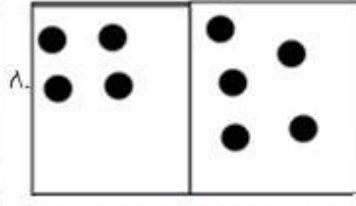
መልመጃ 12፤ ምሳሌውን መሠረት በማድረግ ባዶ ሣጥኑን መሙላ/ዩ።



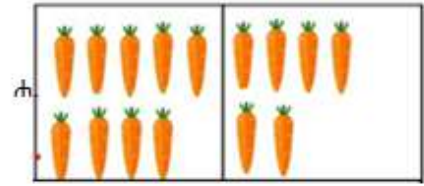
መልመጃ 13: ምሳሌውን መሠረት በማድረግ ባዶ ቦታውን መላ/ዪ።



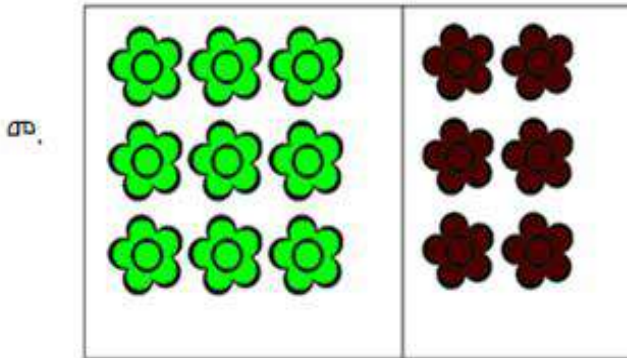
ሦስትና አራት ሰባት ይሆናል።
 $3 + 4 = 7$



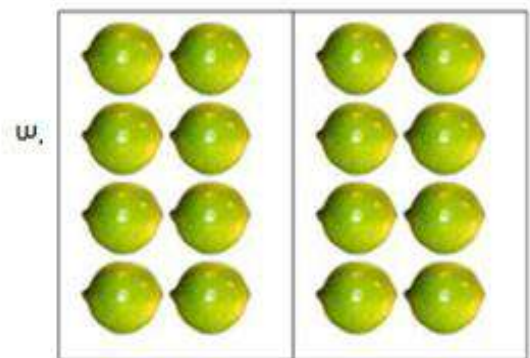
አራትና አምስት ዘጠኝ ይሆናል።
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$



_____ ና _____ አሥራ አምስት ይሆናሉ።
 $\underline{\quad} + \underline{\quad} = 15$

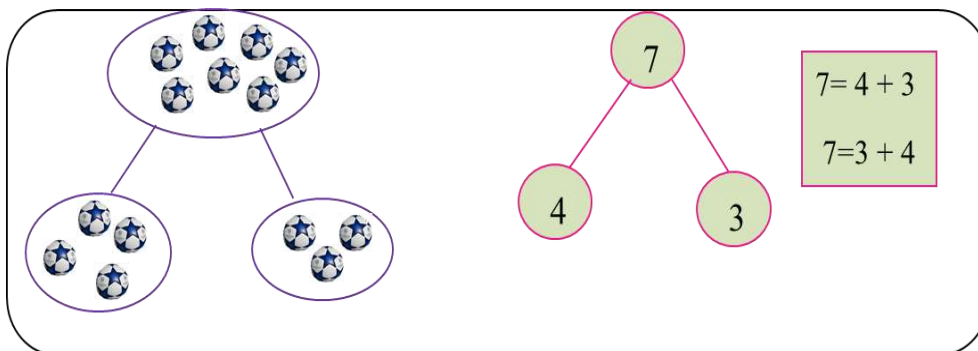


_____ ና _____ አሥራ አምስት ይሆናሉ።
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$



_____ ና ስምንት _____ ይሆናሉ።
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

መልመጃ 14: ቁጥሮችን በተደማሪዎቻቸው አራባ/ቢ።



ሀ. $6 = 1 + \square$

ለ. $5 = \square + 4$

ሐ. $7 = 3 + \square$



መ. $8 = 6 + \square$

ሠ. $9 = \square + 4$

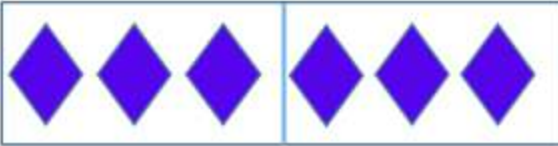
ረ. $3 = 1 + \square$

3.5 እጥፍና ወደ እጥፍ የሚጠጋ

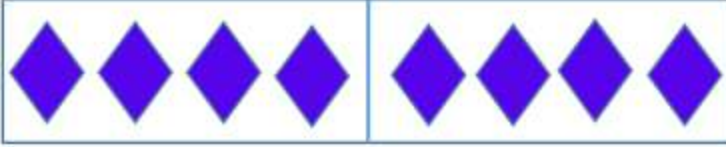
ትግበራ 5፤ የተሰጡ ምስሎችን በመቁጠር ቁጥሮቹን እጥፍ አድርግ/ጊ።

ሀ.  ለ. 

$1 + 1 = 2$ $2 + 2 = \underline{\quad}$

ሐ. 

$3 + 3 = \underline{\quad}$

መ. 

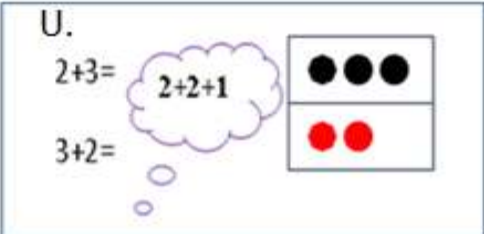
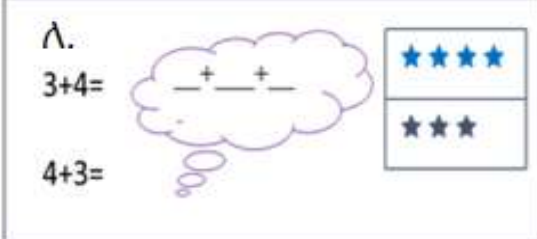
$4 + 4 = \underline{\quad}$

መልመጃ 15፤ ከታች ለተሰጡ ቁጥሮች እጥፋቸውን ያፍ/ፊ።

ሀ. 5 ለ. 6 ሐ. 9

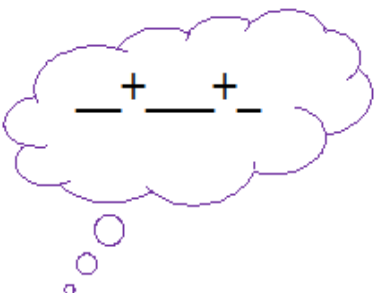
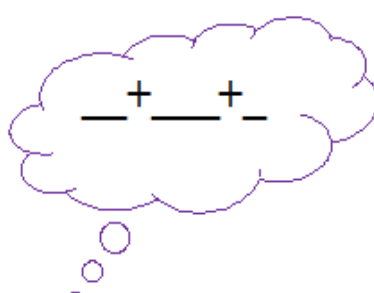
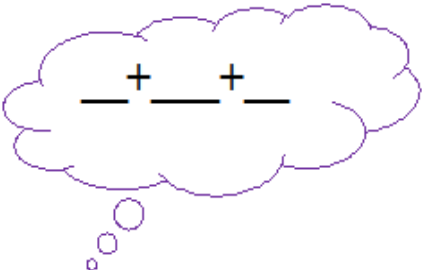
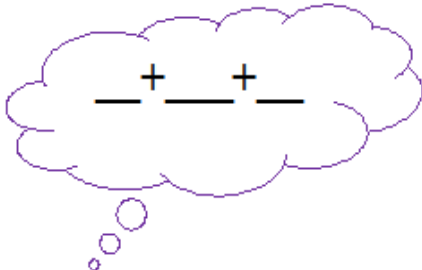
$5 + 5 = 10$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$

መልመጃ 16፤ በምሳሌው መሠረት ባዶ ቦታውን መላ/ዩ።

ሀ.  ለ. 

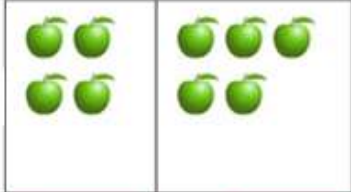

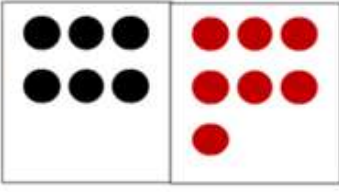
$2+3=$ $3+4=$

$3+2=$ $4+3=$


<p>ሐ.</p> <p>4+5=</p> <p>5+4=</p> 	<p>መ.</p> <p>5+6=</p> <p>6+5=</p> 
<p>ሠ.</p> <p>6+7=</p> <p>7+6=</p> 	<p>ረ.</p> <p>7+8=</p> <p>8+7=</p> 

3.6 ባለአንድ ዲጅት ቁጥሮችን መደመር

ትግበራ 6፤ ምስሎችን በመቁጠር ባዶ ሣጥን ውስጥ መፃፍ ያለበትን ቁጥር ፃፍ/ራ።

<p>ሀ.</p>  <p>4 እና 5</p>	<p>ለ.</p>  <p>___ እና ___</p>	<p>ሐ.</p>  <p>___ እና ___</p>
<p>4+5=9</p>	<p>___+___=7</p>	<p>___+___=___</p>

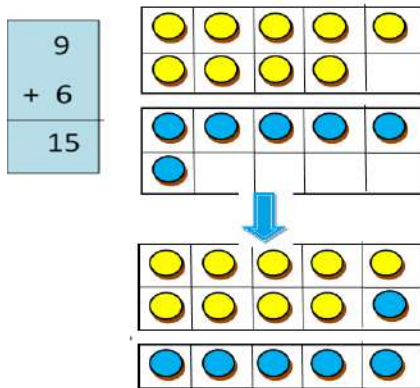
መልመጃ 17፤ ወደ ጎን ደምር/ራ።

ሀ. 9+4=13 

ለ. 3+3=___ መ. 2+9=___ ረ. 3+6=___

ሐ. 6+5=___ ሠ. 8+4=___ ሰ. 7+7=___

መልመጃ 18፣ ቁልቁል ደምር/ሪ።



ሀ.	2	ለ.	7	ሐ.	7	መ.	5
	+ 3		+ 6		+ 8		+ 9

3.7 ባለአንድ ዲጅት ቁጥር እና ባለሁለት ዲጅት ቁጥሮችን መደመር

ትግበራ 7፤ ምስሎችን በመታገዝ ከታች የተሰጡህን/ሽን ደምር/ሪ።

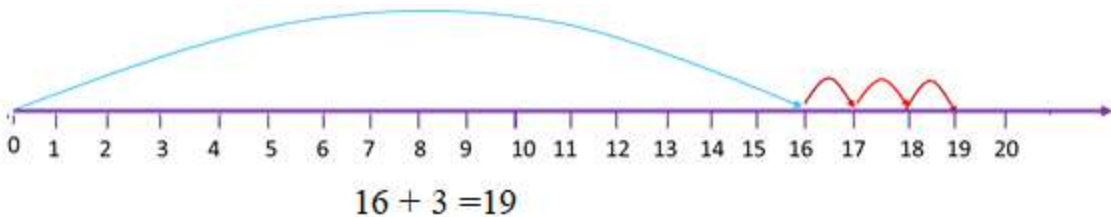
ሀ. $13 + 4 = 17$



ለ. $11 + 5 = \underline{\quad}$ ሐ. $12 + 6 = \underline{\quad}$ መ. $3 + 17 = \underline{\quad}$

ሠ. $13 + 6 = \underline{\quad}$ ረ. $19 + 1 = \underline{\quad}$ ሰ. $4 + 16 = \underline{\quad}$

መልመጃ 19፤ የቁጥር ጨረርን በመጠቀም ቁጥሮችን ደምር/ሪ።



ሀ. $19 + 1 = \underline{\hspace{2cm}}$

ለ. $15 + 5 = \underline{\hspace{2cm}}$

ሐ. $0 + 16 = \underline{\hspace{2cm}}$

መ. $13 + 4 = \underline{\hspace{2cm}}$

ሠ. $12 + \underline{\hspace{1cm}} = 18$

መልመኝ 20፤ በምሳሌው መሠረት ደምር/ሪ።

ምሳሌ



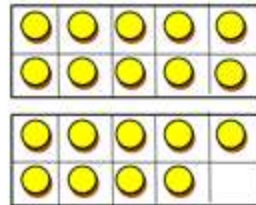
12

+



7

=



19

ሀ. $0 + 13 = \underline{\hspace{2cm}}$

ለ. $13 + 4 = \underline{\hspace{2cm}}$

ሐ. $11 + 5 = \underline{\hspace{2cm}}$

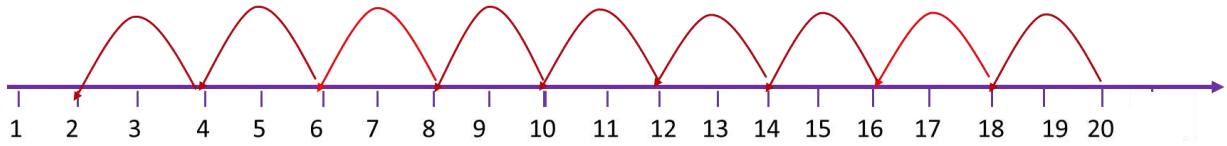
መ. $2 + 3 = \underline{\hspace{2cm}}$

ሠ. $14 + 5 = \underline{\hspace{2cm}}$

ምዕራፍ	$20 - 4 = \underline{\quad}$
4	$19 - 11 = \underline{\quad}$
መቀነስ	

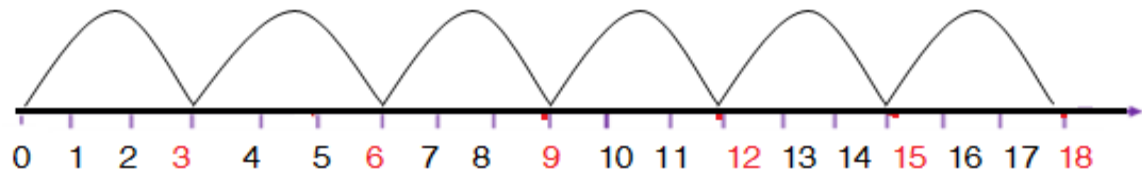
4.1 በሁለት በሁለት እና በሶስት በሶስት ወደ ኋላ መቁጠር

ድርጊት 1: ከተሰጠው ቁጥር በሁለት በሁለት ወደ ኋላ ቁጠር/ሪ::



8	10	12	14	16	18	20
					17	19
				14		18
					11	13

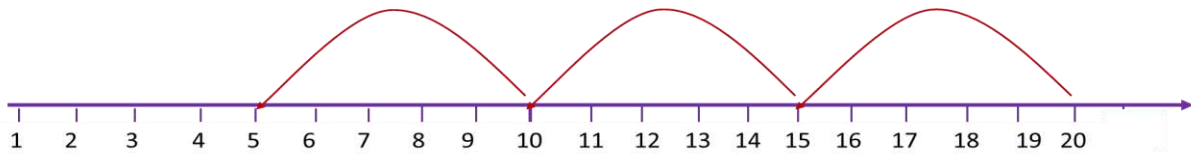
መልመጃ 1: በሶስት በሶስት ወደ ኋላ በመቁጠር ክፍት ቦታን ሙሉ/ዩ::



ሒሳብ 1ኛ ክፍል የተማሪ መጽሐፍ

5	8	11	14	17	20
					17
					18
					16

መልመኛ 2፤ በአምስት በአምስት ወደ ኋላ ቁጠር/ሪ።



5	10	15	20
			19
			18
			17
			16


4.2 የመቀነስ ዓረፍተ-ነገሮች


ድርጊት 2፤ ሥዕሎችን በመቁጠር የመቀነስ ዓረፍተ-ነገሮችን መስርት/ቺ።


1. $7 - 0 = 7$

2. $7 - 1 = 6$

3. $7 - 2 = \underline{\hspace{2cm}}$

4.  $7 - 3 = \underline{\quad}$

5.  $7 - 4 = \underline{\quad}$

6.  $7 - 5 = \underline{\quad}$

ተገንዘብ/ቢ. ሀ. “ - ” የመቀነስ ምልክት ነው።

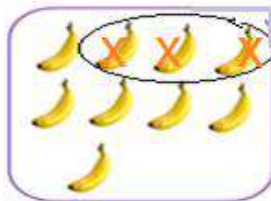
ለ. “ = ” የእኩል ይሆናል ምልክት ይባላል።

መልመኞች 3፤ ሥዕሎችን በመቁጠር ቀንስ/ሽ።

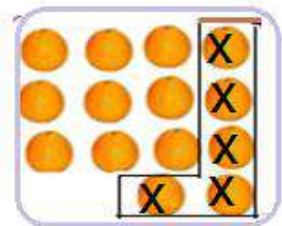
ሀ. $13 - 4 = 9$



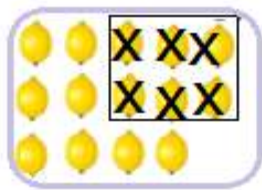
ለ. $9 - 3 = \underline{\quad}$



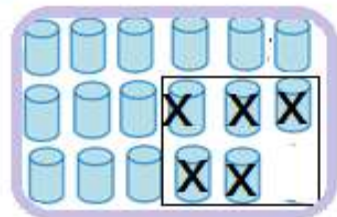
ሐ. $14 - 5 = \underline{\quad}$



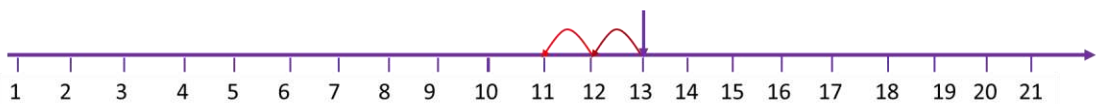
መ. $14 - 6 = \underline{\quad}$



ሠ. $17 - 5 = \underline{\quad}$



መልመኞች 4፤ ከተሰጠው ቁጥር ሁለት ወደ ኋላ በመቁጠር የመቀነስ ዓረፍተ-ነገር መስርት/ቺ።



ሀ. 11, 12, 13

$13 - 2 = 11$

ለ. $\underline{\quad}, \underline{\quad} 16$

$16 - 2 = \underline{\quad}$

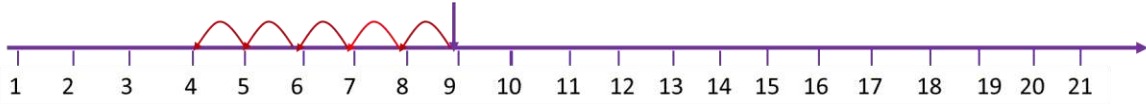
ሐ. __, __, 9

$9 - 2 = \underline{\quad}$

መ. __, __, 17

$17 - 2 = \underline{\quad}$

መልመጃ 5፤ ከተሰጠው ቁጥር አምስት ወደ ኋላ በመቁጠር የመቀነስ ዓረፍተ-ነገር መስርት/ቺ።



ሀ. 4, 5, 6, 7, 8, 9

$9 - 5 = 4$

ለ. __, __, __, __, __, 11

$11 - 5 = \underline{\quad}$

ሐ. __, __, __, __, __, 17

$17 - 5 = \underline{\quad}$

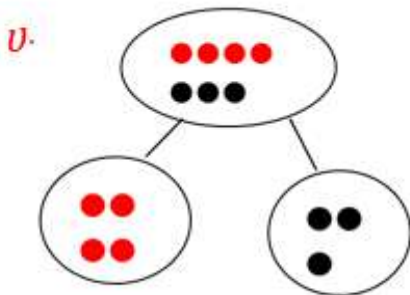
መ. __, __, __, __, __, 20

$20 - 5 = \underline{\quad}$

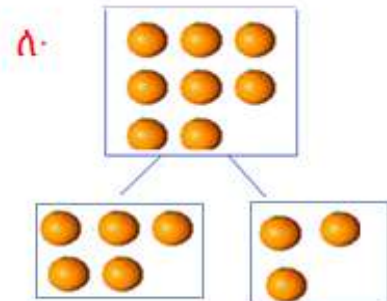
4.3 ቁጥሮችን መከፋፈል

መልመጃ 6፤ በተሰጠው ምሳሌ መሰረት በመስራት ክፍት ቦታውን

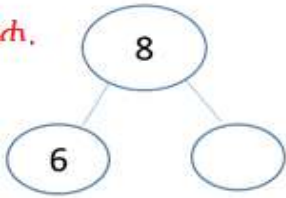
መሳ/ዩ.።

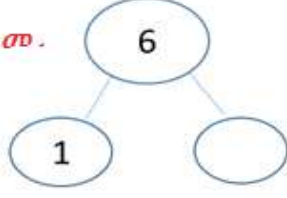


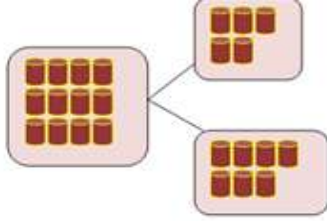
$7-3=4$
 $7-4=3$



$8-3 = \underline{\quad}$
 $8-5 = \underline{\quad}$

ሐ.  $8 - 6 = \underline{\quad}$

መ.  $6 - 1 = \underline{\quad}$


ሠ.  $12 - 7 = \underline{\quad}$


ትግበራ 3 የተሰጡትን ቁጥሮች ከፋፍላቸው/ያቸው::

- ሀ. 5: በ2 እና በ3 ይከፈላል:: ለ. 9: በ6 እና _____
- ሐ. 10: በ5 እና _____ መ. 15: በ8 እና _____
- ሠ. 13: በ10 እና _____ ረ. 17: በ_____ እና _____

4.4 ባለአንድ ዲጅት ቁጥሮችን ማቀናነስ

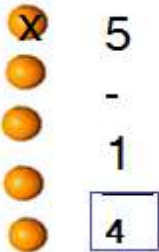
ትግበራ 4 ወደ ጎን ቀንስ/ሺ::

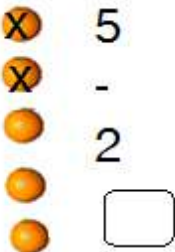
ሀ.  $9 - 4 = 5$

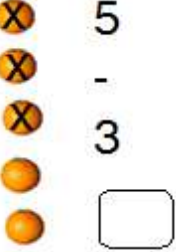
ለ.  $8 - 5 = 3$

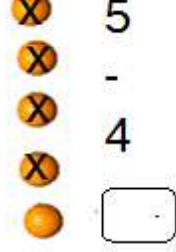
ሐ. $8 - 6 = \underline{\quad}$	መ. $4 - 3 = \underline{\quad}$	ሠ. $8 - 0 = \underline{\quad}$
ረ. $9 - 2 = \underline{\quad}$	ሰ. $9 - 8 = \underline{\quad}$	ሸ. $7 - 2 = \underline{\quad}$

መልመጃ 7: ቁልቁል ቀንስ/ሺ::

ሀ.  $5 - 1 = \underline{4}$

ለ.  $5 - 2 = \underline{\quad}$

ሐ.  $5 - 3 = \underline{\quad}$

መ.  $5 - 4 = \underline{\quad}$

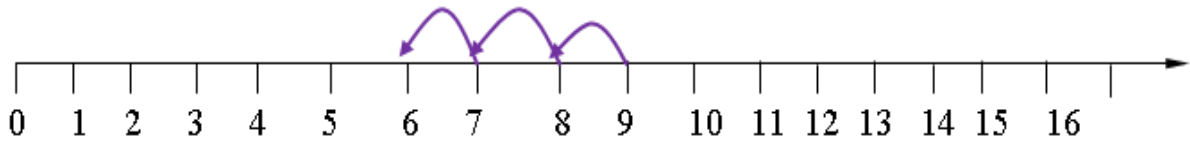
$$\begin{array}{r} \text{ሠ. } 7 \\ - 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{ረ. } 9 \\ - 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{ሰ. } 8 \\ - 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{ሸ. } 3 \\ - 1 \\ \hline \\ \hline \end{array}$$

መልመጃ 8፤ ወደ ኋላ በመቁጠር ቀንስ/ሺ።



ምሳሌ፤ $9 - 3 = 6$

$$\text{ሀ. } 7 - 1 = \square$$

$$\text{ለ. } 9 - 1 = \square$$

$$\text{ሐ. } 5 - 3 = \square$$

$$\text{መ. } 8 - 5 = \square$$

$$\text{ሠ. } 7 - 6 = \square$$

$$\text{ረ. } 4 - 2 = \square$$

4.5 ባለሁለት ዲጅት ቁጥሮችን ማቀናነስ

መልመጃ 9፤ በተሰጠው ምሳሌ መሰረት ክፍት ቦታውን በቁጥር መላ/ዩ።

$\begin{array}{r} \text{ሀ. } 12 \\ - 9 \\ \hline 3 \end{array}$		$\begin{array}{r} \text{ለ. } 11 \\ - 9 \\ \hline 2 \end{array}$	
---	--	---	--

$$\begin{array}{r} \text{ሐ. } 15 \\ - 4 \\ \hline \boxed{11} \end{array}$$

$$\begin{array}{r} \text{መ. } 19 \\ - 7 \\ \hline \square \end{array}$$

$$\begin{array}{r} \text{ሠ. } 12 \\ - 1 \\ \hline \square \end{array}$$

$$\begin{array}{r} \text{ረ. } 17 \\ - 2 \\ \hline \square \end{array}$$

$$\begin{array}{r} \text{ሰ. } 8 \\ - 8 \\ \hline \square \end{array}$$

$$\begin{array}{r} \text{ሸ. } 11 \\ - 1 \\ \hline \square \end{array}$$

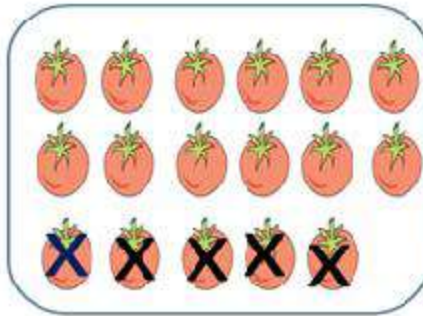
$$\begin{array}{r} \text{ቀ. } 14 \\ - 3 \\ \hline \square \end{array}$$

$$\begin{array}{r} \text{በ. } 12 \\ - 4 \\ \hline \square \end{array}$$

መልመኝ 10፤ ቀንስ/ሺ.።

ሀ.

$$\begin{array}{r} 17 \\ -5 \\ \hline 12 \end{array}$$



ለ. $12 - 9 = \square$

ሐ. $12 - 9 = \square$

መ. $15 - 7 = \square$

ሠ. $18 - 7 = \square$

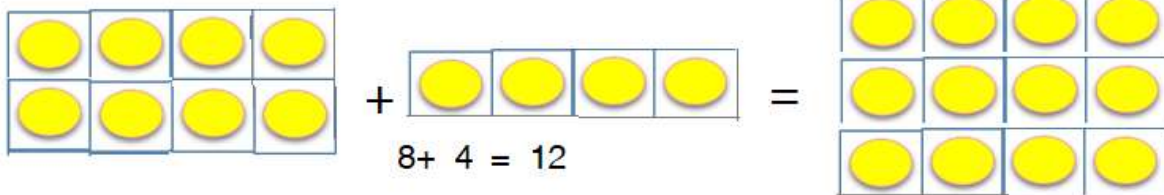
ረ. $11 - 8 = \square$

ሰ. $13 - 2 = \square$

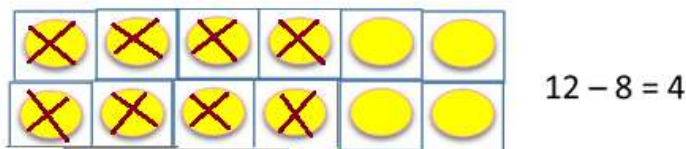
4.6 የመደመር እና የመቀነስ ግንኙነት

ትግበራ 5፤ የመደመርና የመቀነስ ግንኙነትን ለይ/ዪ.።

ምሳሌ፡



8 ላይ 4 ሲደመር 12 ይሆናል። ክ 12 ላይ 8ን ካነሳን 4ን እናገኛለን።



ሀ. $6 + 7 = \underline{\quad}$

ለ. $\underline{\quad} + 6 = 14$

$13 - 6 = \underline{\quad}$

$14 - 8 = \underline{\quad}$

መልመኝ 11: ዓረፍተ ነገሮቹን እውን የሚያደርገውን ቁጥር ባዶ ቦታው

ላይ ዓፍ/ፊ:: የመደመር እና የመቀነስ ግንኙነትን መገንዘብ

ሀ.

5
+4
9

+

9
-5
4

ከ9 ላይ 5 ስንቀንስ 4 እናገኛለን።

ከላይ በምስሉ እንደተገለጸው 5 ላይ 4 ስንደምር 9 ይሆናል።

ለ.

9	5	14	14
+5	+9	-5	-9
—	—	—	—

ሐ.

7	6	13	13
+6	+7	-7	-6
—	—	—	—

መ.

9	7	16	16
+7	+9	-7	-9
—	—	—	—

ሠ.

4	8	12	12
+8	+4	-8	-4
—	—	—	—

ረ

6	8	14	14
+8	+6	-6	-8
—	—	—	—
—	—	—	—

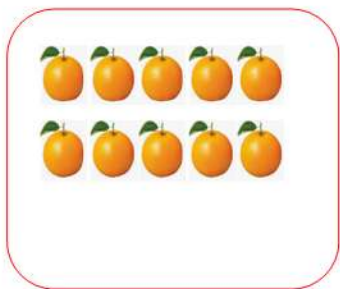
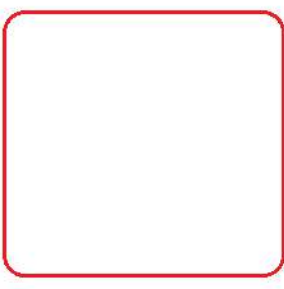
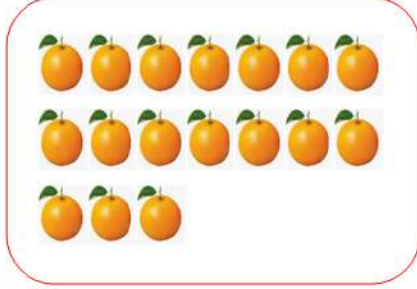
ሰ

8	3	11	11
+3	+8	-3	-8
—	—	—	—
—	—	—	—

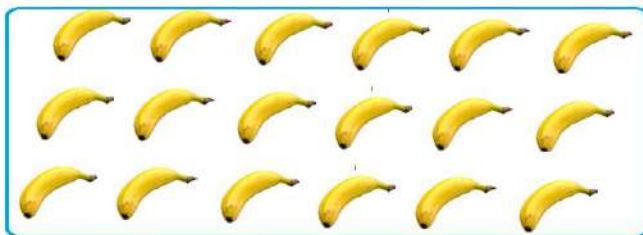
4.7 የቃላት ፕሮብሌሞችን ማስላት

መልመጃ 12 ፤ የቃላት ፕሮብሌሞችን አስላ/ዩ ።

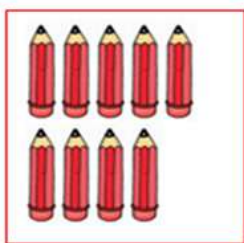
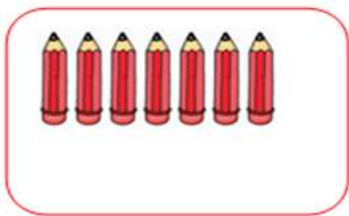

1. ቶላ 10 ብርቱኳኖች አሉት። ባለው ላይ ስንት ቢገዛ 17 ይሆንለታል?

		=	
10	_____	=	17

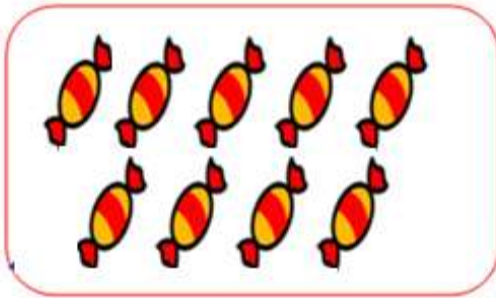
2. ከ18 ሙዞች ውስጥ 6ቱን ብንቀንስ ስንት ሙዞች ይቀራሉ?



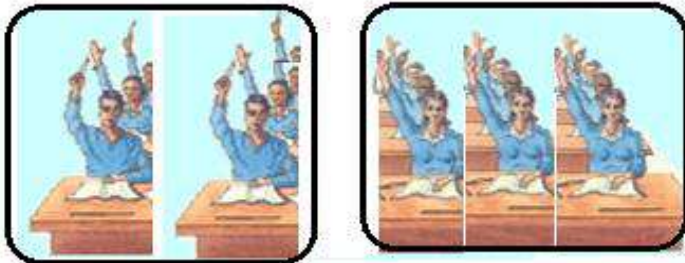
3. ጫልቱ 9 እርሳሶች አላት። ቶላ 7 እርሳሶች አለው። ጫልቱ እና ቶላ በጠቅላላው ስንት እርሳሶች አሏቸው?

	+		=	
9	+	7	=	_____

4. የኩለኒ እናት ዘጠኝ ከረሜላዎችን ከገበያ ገዝታ ገባች። አራቱን ከረሜላ ለሜላ ከሰጠች ስንት ከረሜላዎች ይቀሩላታል?



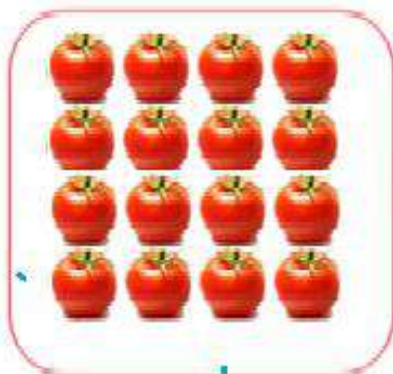
5. በአንድ መማሪያ ክፍል ውስጥ 7 ወንድ ተማሪዎች እና 13 ሴት ተማሪዎች አሉ። በአጠቃላይ በክፍሉ ውስጥ ስንት ተማሪዎች አሉ?



6. ቶላ 4 ኳሶች አሉት። እህቱ 3 ኳሶችን ከጨመረችለት በጥቅሉ ቶላ ስንት ኳሶች አሉት?



7. ካሉት 16 ቲማቲሞች 8ቱ ቢሸጡ ስንት ይቀራሉ?



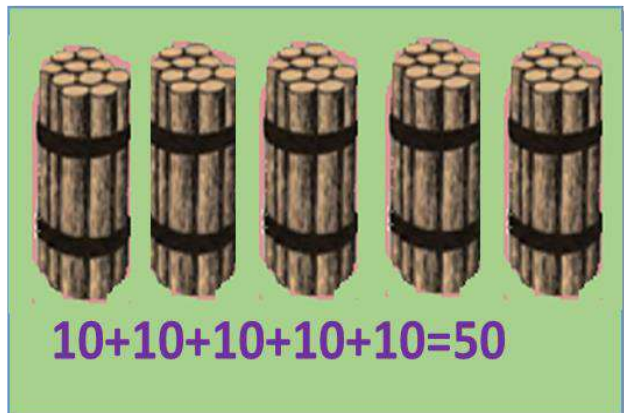
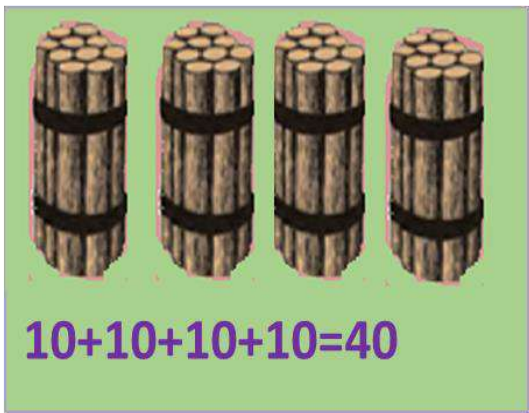
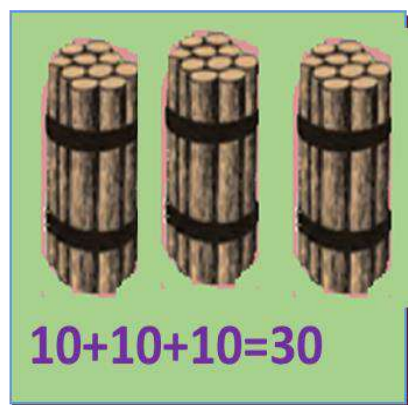
16-8=_____

ምዕራፍ	0	1	2	3	4
5	5	6	7	8	9
	10	20	30	40	50
	60	70	80	90	100

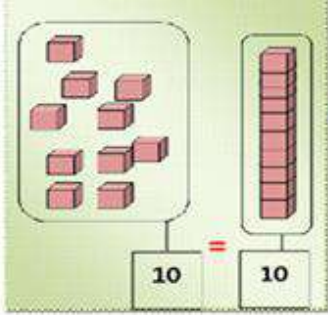
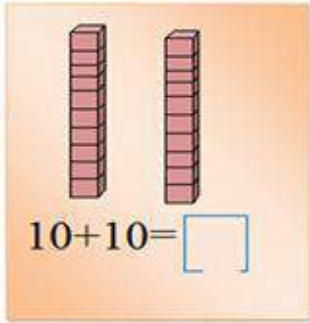
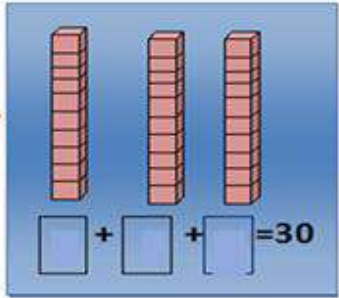
እስከ 100 ያሉት ቁጥሮች

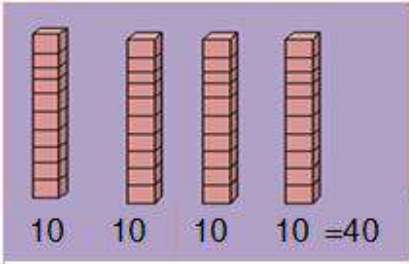
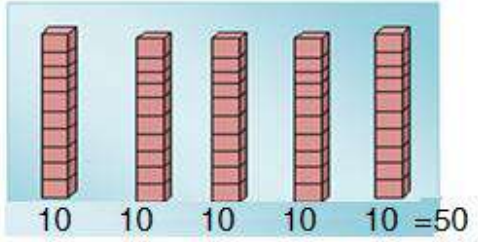
5.1 የ10 ብዜቶች

ትግበራ 1: በአሥር በአሥር የታሰሩትን እንጨቶች በመቁጠር የ10 ብዜቶችን ለይ/ዪ.።

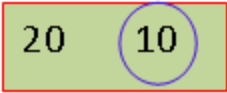
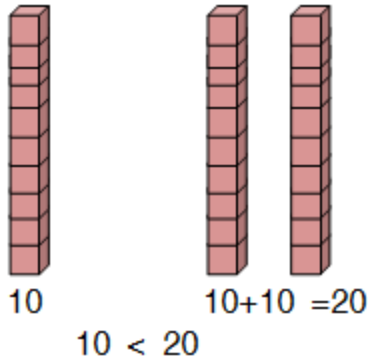


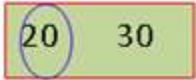
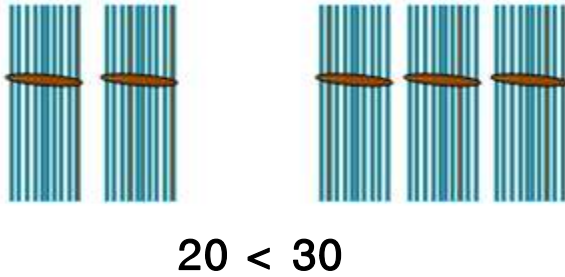
መልመጃ 1፤ የተነሳበሩ ሣጥኖችን በመቁጠር ባዶ ቦታውን በ10 ብዜቶች መላ/ዩ.።

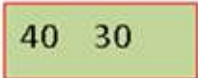
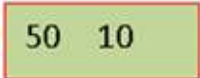
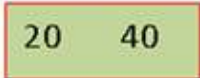
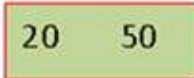
ሀ.  **ለ.**  **ሐ.** 

መ.  **ሠ.** 






መልመጃ 2፤ ከሁለቱ ቁጥሮች መካከል ትንሹን ክብ-ብብት/ክብቢብት።

ሀ.  
 $10 < 20$

ለ.  
 $20 < 30$

ሐ.  **መ.**  **ሠ.**  **ረ.** 

ትግበራ 2 ፤ የ10 ብዜቶች የሆኑትን ቁጥሮች ደጋግመህ/ሽ አንብብ/ሊ.።

ሀ.		60
ለ.		70
ሐ.		80
መ.		90
ሠ.		100

መልመጃ 3 ፤ የ10 ብዜቶችን ቅደም ተከተል በመጠበቅ ባዶ ቦታዎችን መሙላት/ዩ.።

10				50
60		80		

ትግበራ 3 ፤ ከ10 እስከ 100 ያሉ የ10 ብዜቶችን አንብብ/ሊ.።

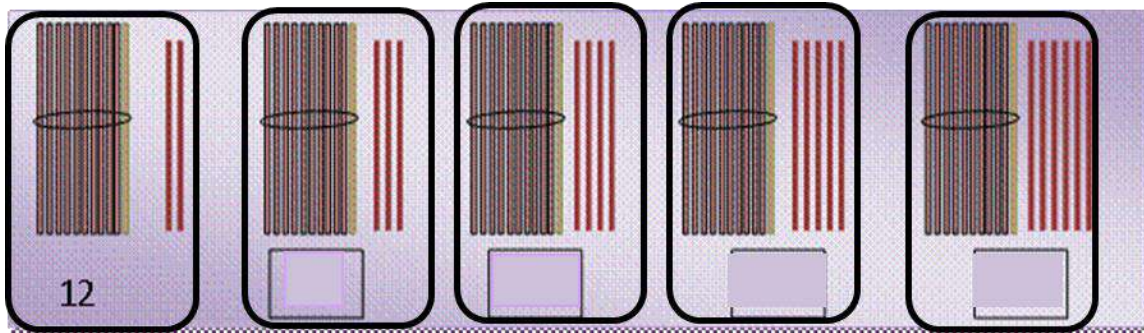
በአኃዝ	በፊደል
10	አሥር
20	ሃያ
30	ሰላሳ
40	አርባ
50	ሃምሳ
60	ስልሳ
70	ሰባ
80	ሰማኒያ
90	ዘጠና
100	መቶ

መልመጃ 4፤ በፊደል የተጻፉትን ቁጥሮች በአኃዝ ጻፋቸው/ጻፏቸው፡፡

አሥር	ሃያ	ሰላሳ	አርባ	ሃምሳ
			40	

5.2 እስከ 100 ያሉ ቁጥሮችን ማንበብ እና መጻፍ

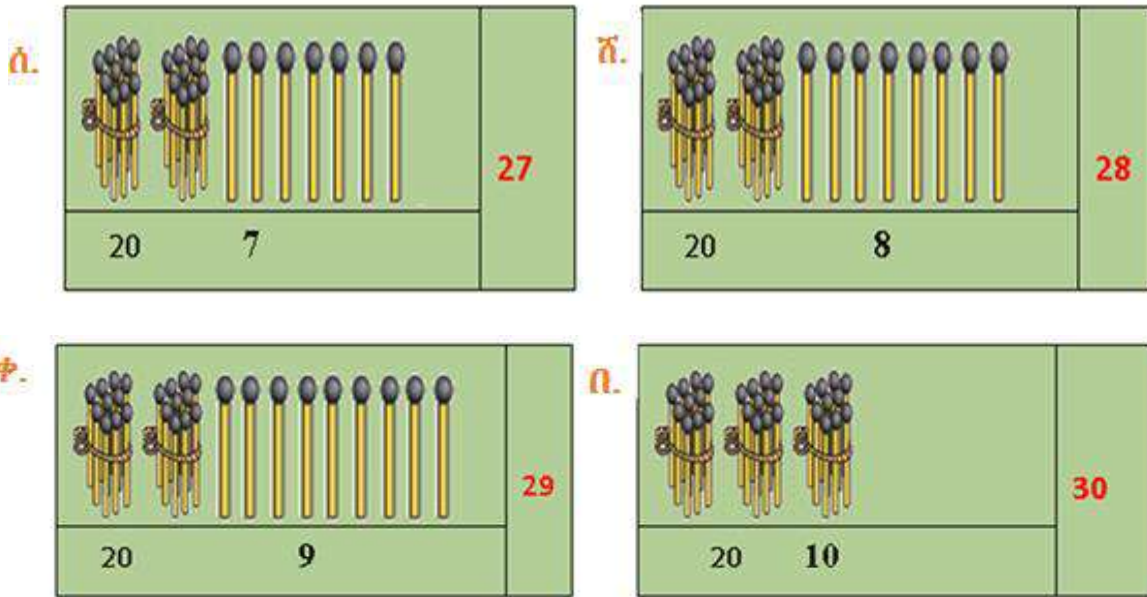
ትግበራ 4፤ በ10 የታሰሩትን ብትሮችና ያልታሰሩትን ብትሮች በአንድ ላይ በመቁጠር ብዛታቸውን ባዶ ቦታ ላይ ሙላ/ዩ፡፡



መልመጃ 5፤ ከ21 እስከ 30 ያሉትን ቁጥሮች በማንበብ ጻፋቸው/ጻፏቸው፡፡

የቁጥሮችን ምልክት ለይ/፡፡

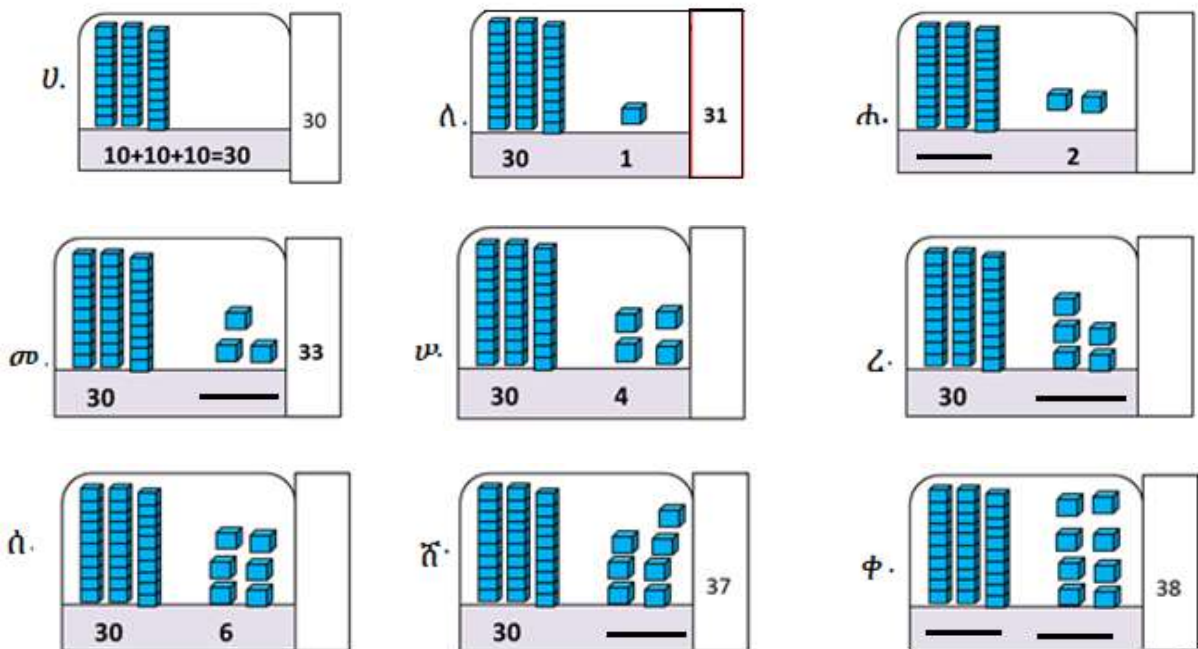
ሀ.		21
ለ.		22
ሐ.		23
መ.		24
ሠ.		25
ረ.		26

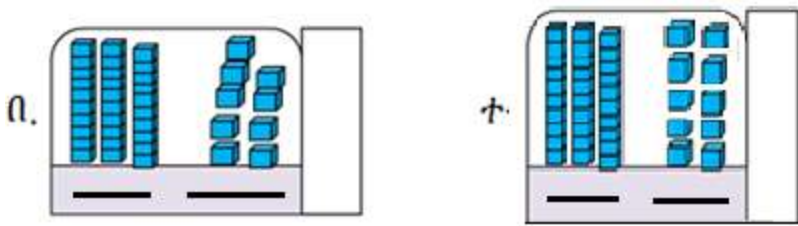


መልመጃ 6፤ የተሰጠውን ቅደም ተከተል በመከተል በሳጥኖቹ ውስጥ ባሉት ባዶ ቦታዎች ላይ ቁጥሮችን ጻፍ/ፈ::

20	22	24	26	28	30
----	----	----	----	----	----

መልመጃ 7፤ ከ31 እስከ 40 ያሉትን ቁጥሮች በማንበብ ጻፍ/ፈ::





መልመጃ 8: የተሰጠውን ቅደም ተከተል በመከተል በሳጥኖቹ ውስጥ

ባለት ባዶ ቦታዎች ላይ ቁጥሮችን የጎደለውን ቁጥር ግፍ/ፊ.፡፡

30		32		34		36		38		40
----	--	----	--	----	--	----	--	----	--	----

መልመጃ 9: የተሰጡትን እንጨቶች በመቁጠር ባዶ ቦታ ላይ ቁጥራቸውን መላ/ዪ.፡፡

ሀ. **ሰ.** **ሐ.**


40 1 41 40 2 42 40 3 43


መ. **ሠ.**

40 _____ 40 _____ 45

ረ. **ሰ.**

40 _____ 40 _____ 47

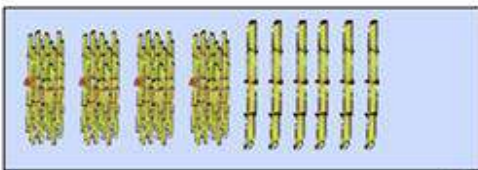
ሸ.  40 8

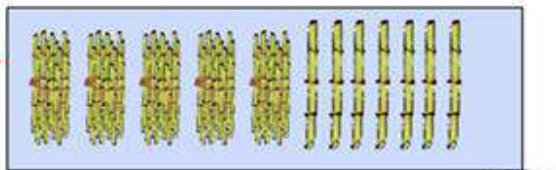
ቀ.  40 _____ 49

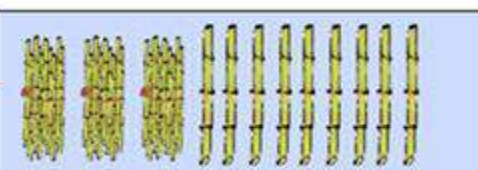
መልመጃ 10: የተሰጠውን ቅደም ተከተል በመከተል ባዶ ቦታዎቹን መሙላት::

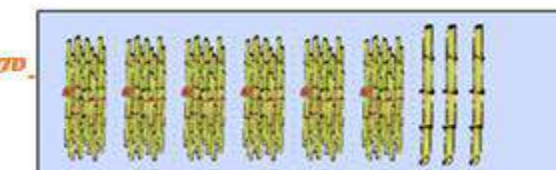
ሀ.	40		42		44		46		48		50
ለ.		61	62			65		67		69	


መልመጃ 11: የተሰጡትን እንጨቶች በመቁጠር ባዶ ቦታ ላይ ቁጥራቸውን መሙላት


ሀ.  40 6 46

ለ.  50 _____

ሐ.  _____ 9

መ.  60 _____

ሠ.  _____ _____

ረ.  _____ _____

ትግበራ 5: እስከ 100 ያለውን የቁጥር ሰንጠረዥ አንብብ/ቢ::

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

መልመጃ 12: በተከታታይ በመቁጠር ወይም ወደ ኋላ በመቁጠር ባዶ ቦታን መላ/ዩ::

90	80	70	60	50	40	30	20
22	32						
9	19						
85	75	65					
77	67	57					
10	20						
79	69						

5.3 የቁጥሮች ቅደም-ተከተል

ትግበራ 6: የቁጥሮች ቅደም ተከተል ላይ በመመስረት ባዶ ቦታዎችን መሙላት::

51	52	53	54	55	56	57	58	59	60
	62							69	
		73							80

መልመጃ 13፤ ከተሰጡት ቁጥሮች ውስጥ ትንሹን ቁጥር አክብብ/ሊ።።

ሀ. 23 13 19

ለ. 32 45 50

ሐ. 69 68 67

መ. 43 48 44

መልመጃ 14፤ ከተሰጡት ቁጥሮች ውስጥ ትልቁን ቁጥር አክብብበት/ሊበት።።

ሀ. 27 22 34

ለ. 24 26 22

ሐ. 31 40 50

መ. 96 85 84

ትግበራ 7፤ የቁጥሮችን ቅደም ተከተል በመጠበቅ ባዶ ቦታዎችን በመሙላት አንብብ/ሊ።።

1	2	3	4	5	6	7	8	9	10
11			14				18	19	20
21	22	23					28		
		33			36	37			40
41	42	43	44	45	46			49	50
51	52			55	56	57	58		
61	62	63	64			67	68		
71			74	75	76			79	80
81	82	83	84	85	86	87	88	89	90
91	92			95	96	97	98		

የቡድን ስራ፤ በተሰጡት ቁጥሮች መካከል የሚገኘውን ቁጥር ያፉ።።

ምሳሌ፡ 14፣ 15, 16 ሀ. 41፣ _____ ፣43 ለ. 64፣ _____ ፣66
 ሐ. 52፣ _____ ፣54 መ. 70፣ _____ ፣72 ሠ. 75፣ _____ ፣77

መልመጃ 15፤ በሳጥኑ ውስጥ ያሉትን የተለያዩ የቁጥር ካርዶችን በካርዱ ላይ ባለው ቁጥር ከትንሽ ወደ ትልቅ በቅደም ተከተል አስቀምጥ/ጩ።

ሀ.

$$40 < 45 < 60 < 65 < 70$$

ለ.

$$18 < \square < \square < \square < \square$$

ሐ.

$$\square < \square < 77 < \square < \square$$

መ.

$$\square < \square < \square < 36 < \square$$

መልመጃ 16፤ በተሰጠው ምሳሌ ላይ በመመርኮዝ በቅደም ተከተል አስቀምጥ/ጩ።

ሀ. 65፣ 62፣ 68፣ 86
62 < 65 < 68 < 86

ለ. 21፣ 3፣ 52፣ 17

ሐ. 28፣ 36፣ 29፣ 39

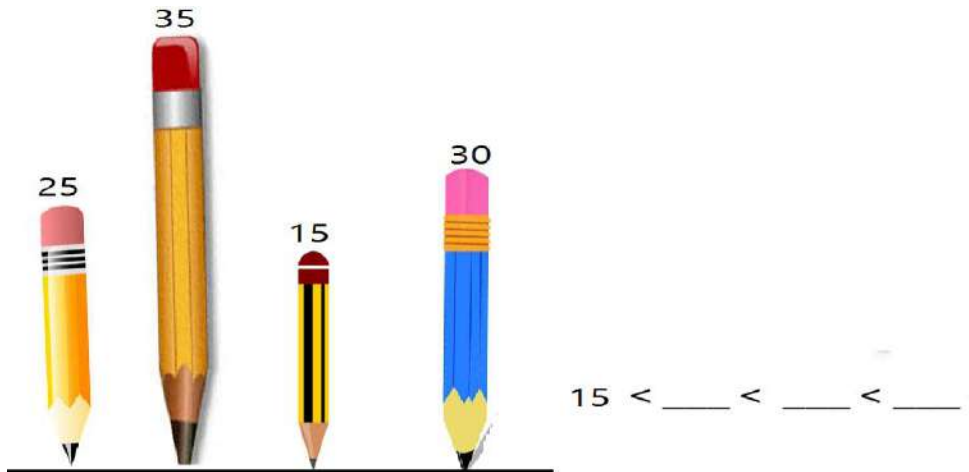
መ. 85፣ 92፣ 99፣ 70

ትግበራ 8: የተሰጡትን ምስሎች በአቀማመጣቸው መሰረት በቅደም ተከተላቸው ደረጃቸውን ዓፍ/ፊ.፡፡



ሀ. ደሮ: 5ኛ ለ. ዳክዬ: _____ ሐ. በግ: _____
 መ. ግመል: _____ ሠ. ሰንጋ: _____ ረ. ፈረስ: _____

መልመጃ 17: የእርሳሶች ቁመት ተሰጥቷል.፡፡ከትንሽ በመጀመር በቅደም ተከተል አስቀምጥ/ጪ.፡፡

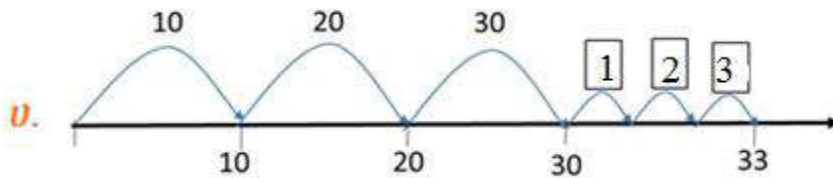


5.4 የአንድ ቤት እና የአሥር ቤት ዋጋ

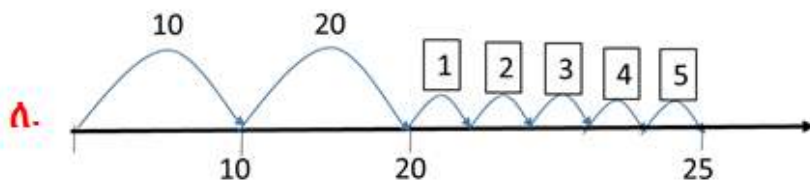
ትግበራ 9: የተሰጡትን ነገሮች በአሥር በመቁጠር ብዛታቸውን ያፍ/ፊ.፡፡

		<p>አሥሮች = 2</p> <p>አንዶች = 9</p>	<p>ቁጥር</p> <p>29</p>
		<p>አሥሮች = ____</p> <p>አንዶች = ____</p>	
		<p>አሥሮች = ____</p> <p>አንዶች = ____</p>	

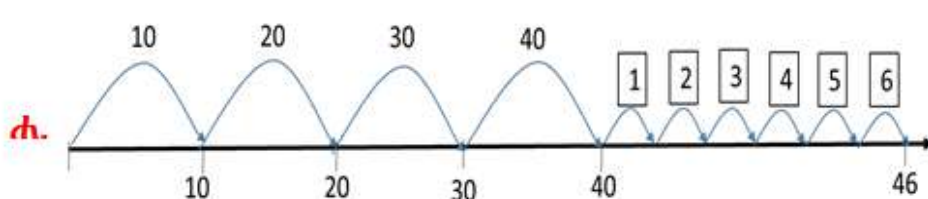
መልመጃ 18: በተሰጠው ምሳሌ መሰረት ስራ/ሪ.፡፡



አሥሮች = 3
አንዶች = 3
ቁጥር = 33

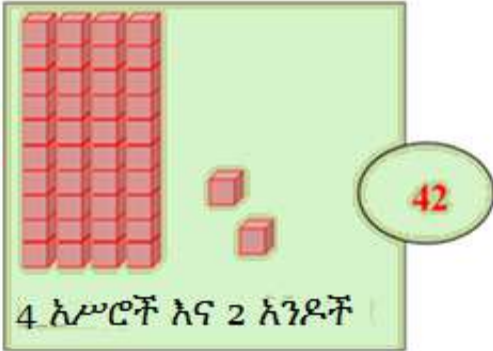


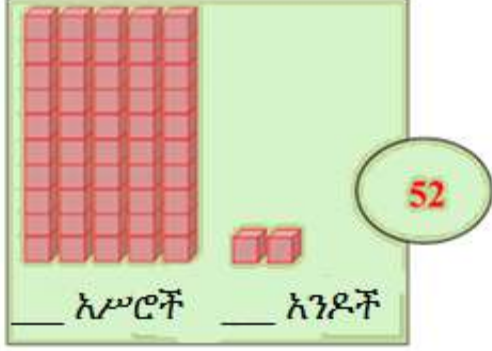
አሥሮች = ____
አንዶች = ____
ቁጥር = ____

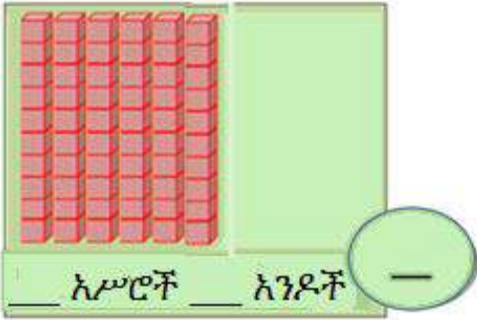


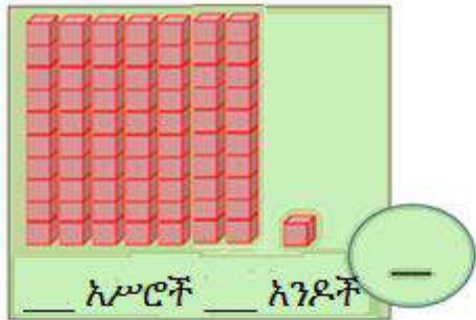
አሥሮች = ____
አንዶች = ____
ቁጥር = ____

መልመጃ 19: የአሥሮችና የአንዶች ቦታ ዋጋዎችን ለይ/ዪ.።

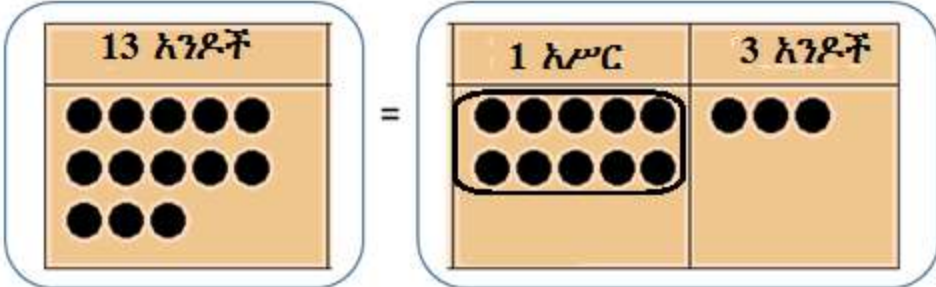
ሀ.  **42**
4 አሥሮች እና 2 አንዶች

ለ.  **52**
___ አሥሮች ___ አንዶች

ሐ.  ___ አሥሮች ___ አንዶች **—**

መ.  ___ አሥሮች ___ አንዶች **—**

መልመጃ 20: የተሰጡትን ነጥቦች አሥሮች እና አንዶችን ለይ/ዪ.።



13 አንዶች = 1 አሥር / 3 አንዶች

- ሀ.** 13 አንዶች = ___ 1 አሥር/ሮች ___ 3 አንዶች
- ለ.** 17 አንዶች = ___ አሥር/ሮች ___ አንዶች
- ሐ.** 23 አንዶች = ___ አሥር/ሮች ___ አንዶች
- መ.** 19 አንዶች = ___ አሥር/ሮች ___ አንዶች

መልመኝ 21: የተሰጠውን ምሳሌ በመከተል ባዶ ሣጥኑ ውስጥ የ “<, >” ወይም “=” ምልክቶችን ጻፍ/ፊ::

ሀ.	45	የአሥር ቤት ዋጋ	የአንድ ቤት ዋጋ	36	የአሥር ቤት ዋጋ	የአንድ ቤት ዋጋ
		4	5		3	6

4 > 3
4 አሥሮች > 3 አሥሮች
45 > 36

3 < 4
3 አሥሮች < 4 አሥሮች
36 < 45

- ለ.** 42 56
- ሐ.** 40 40
- መ.** 39 41
- ሠ.** 26 33
- ረ.** 78 58
- ሰ.** 96 40

ምዕራፍ	$12 + 88 = \underline{\quad}$ $42 - 17 = \underline{\quad}$																								
6	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td></td> </tr> <tr> <td>20</td><td>30</td><td>40</td><td>50</td><td>60</td><td></td> </tr> <tr> <td>70</td><td>80</td><td>90</td><td>100</td><td></td><td></td> </tr> </table>	0	1	2	3	4	5	6	7	8	9	10		20	30	40	50	60		70	80	90	100		
0	1	2	3	4	5																				
6	7	8	9	10																					
20	30	40	50	60																					
70	80	90	100																						
እስከ 100 ቁጥሮችን መደመርና መቀነስ																									

6.1 ባለአንድ ዲጅት እና ባለሁለት ዲጅቶችን ቁጥሮችን መደመር

ትግበራ 1፤ ደምር/ሪ።

ሀ. $\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$

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

ሐ. $\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$

መ. $\begin{array}{r} 12 \\ +3 \\ \hline \end{array}$

መልመጃ 1፤ በምሳሌው መሠረት የአሥር ብዬቶች ላይ ባለአንድ ዲጅት ቁጥርን በመደመር ባደውን ቦታ መላ/ዩ።

<table border="1" style="border-collapse: collapse;"> <tr><td>●</td><td>●</td><td>●</td><td>●</td></tr> <tr><td>●</td><td>●</td><td>●</td><td>●</td></tr> <tr><td>●</td><td>●</td><td>●</td><td>●</td></tr> <tr><td>●</td><td>●</td><td>●</td><td>●</td></tr> <tr><td>●</td><td>●</td><td>●</td><td>●</td></tr> </table>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	+	<table border="1" style="border-collapse: collapse;"> <tr><td>●</td><td></td></tr> <tr><td>●</td><td>●</td></tr> <tr><td>●</td><td>●</td></tr> <tr><td>●</td><td>●</td></tr> <tr><td>●</td><td>●</td></tr> </table>	●		●	●	●	●	●	●	●	●	=	<table border="1" style="border-collapse: collapse;"> <tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td></td></tr> <tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr> <tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr> <tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr> <tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr> <tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr> </table>	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
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ምሳሌ፤ 20		9		29																																																																		

- ሀ. $30 + 5 = \underline{\quad}$ ለ. $90 + 2 = \underline{\quad}$ ሐ. $60 + 1 = \underline{\quad}$
 መ. $40 + 6 = \underline{\quad}$ ሠ. $20 + 8 = \underline{\quad}$ ረ. $50 + 4 = \underline{\quad}$
 ሰ. $50 + 7 = \underline{\quad}$ ሸ. $70 + 3 = \underline{\quad}$ ቀ. $80 + 9 = \underline{\quad}$

መልመጃ 2፤ በተከታታይ መቁጠርን በመጠቀም ደምር/ሪ።

$16 + 5 = \underline{\quad}$

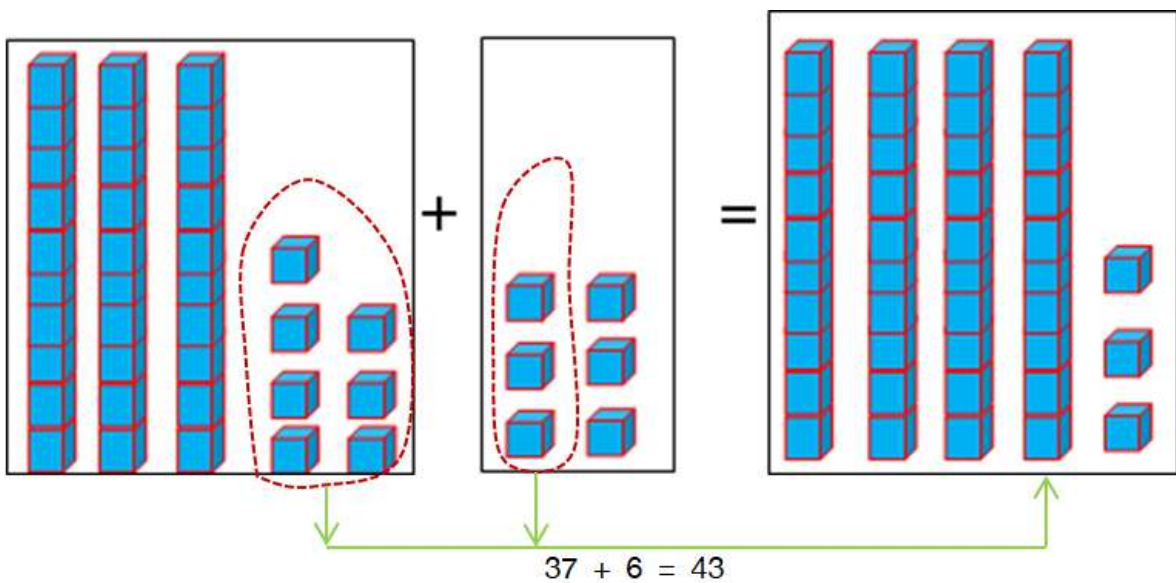


ከ16 ተነስተን በተከታታይ አምስቱ መቁጠር: 17, 18, 19, 20, 21

$16 + 5 = 21$

- ሀ. $73 + 4 = \underline{\quad}$ ለ. $44 + 5 = \underline{\quad}$ ሐ. $21 + 6 = \underline{\quad}$
 መ. $63 + 6 = \underline{\quad}$ ሠ. $81 + 8 = \underline{\quad}$ ረ. $53 + 2 = \underline{\quad}$
 ሰ. $34 + 2 = \underline{\quad}$ ሸ. $78 + 2 = \underline{\quad}$ ቀ. $65 + 4 = \underline{\quad}$

መልመጃ 3፤ አንድ አለኝን ተጠቅመህ/ሽ በመደመር ባደውን ቦታ መሳ/ዩ።



ሀ. $47 + 5 = \underline{\hspace{2cm}}$

ለ. $22 + 9 = \underline{\hspace{2cm}}$

ሐ. $79 + 7 = \underline{\hspace{2cm}}$

መ. $36 + 6 = \underline{\hspace{2cm}}$

ሠ. $69 + 4 = \underline{\hspace{2cm}}$

ረ. $83 + 8 = \underline{\hspace{2cm}}$

ሰ. $51 + 9 = \underline{\hspace{2cm}}$

ሸ. $68 + 5 = \underline{\hspace{2cm}}$

ቀ. $29 + 3 = \underline{\hspace{2cm}}$

መልመጃ 4: ቁልቁል ደምር/ሪ።

$\begin{array}{r} 24 \\ + 5 \\ \hline \boxed{29} \end{array}$	<table border="1" style="border-collapse: collapse; margin: auto;"> <tr> <td style="padding: 5px;">አሥር</td> <td style="padding: 5px;">አንድ</td> </tr> <tr> <td style="text-align: center; padding: 5px;">2</td> <td style="text-align: center; padding: 5px;">4</td> </tr> <tr> <td style="text-align: center; padding: 5px;">2</td> <td style="text-align: center; padding: 5px;">9</td> </tr> </table>	አሥር	አንድ	2	4	2	9	
አሥር	አንድ							
2	4							
2	9							

ሀ. $\begin{array}{r} 33 \\ + 6 \\ \hline \end{array}$

ለ. $\begin{array}{r} 77 \\ + 2 \\ \hline \end{array}$

ሐ. $\begin{array}{r} 42 \\ + 8 \\ \hline \end{array}$

መ. $\begin{array}{r} 56 \\ + 4 \\ \hline \end{array}$

ሠ. $\begin{array}{r} 23 \\ + 6 \\ \hline \end{array}$

ረ. $\begin{array}{r} 95 \\ + 3 \\ \hline \end{array}$

ሰ. $\begin{array}{r} 73 \\ + 7 \\ \hline \end{array}$

ሸ. $\begin{array}{r} 93 \\ + 6 \\ \hline \end{array}$

መልመጃ 5: ባዶ ቦታ መሙላት ።

ሀ. $17 + \boxed{2} = 19$

ለ. $34 + \boxed{} = 38$

ሐ. $20 + \boxed{} = 26$

መ. $\boxed{9} + 30 = 39$

ሠ. $\boxed{} + 35 = 40$

ረ. $65 + \boxed{} = 69$

6.2 ባለአንድ ዲጅት ቁጥሮችን ከባለሁለት ዲጅት ቁጥሮችን ማቀናነስ

ትግበራ 2: የቁጥሮችን ልዩነት አስላ/ዩ።

ሀ. $9 - 4 = \square$

ለ. $11 - 6 = \square$

ሐ. $5 - 1 = \square$

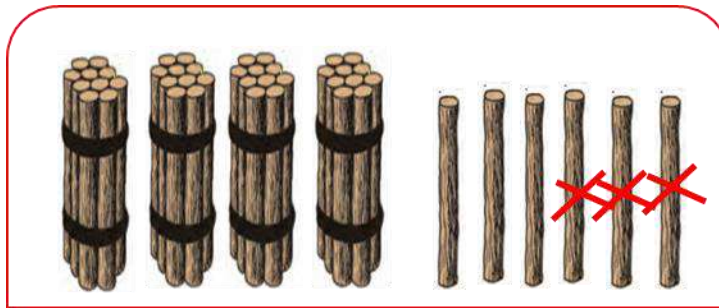
መ. $17 - 6 = \square$

ሠ. $6 - 3 = \square$

ረ. $19 - 9 = \square$

መልመጃ 6: በምሳሌው መሠረት ባዶ ቦታ መላ/ዩ።

ምሳሌ



$46 - 3 = 43$

ሀ. $28 - 8 = \underline{\quad}$

ለ. $45 - 4 = \underline{\quad}$

ሐ. $66 - 5 = \underline{\quad}$

መ. $39 - 7 = \underline{\quad}$

ሠ. $47 - 7 = \underline{\quad}$

ረ. $29 - 6 = \underline{\quad}$

መልመጃ 7: የአንድ ቤት ዋጋንና የአሥር ቤት ዋጋን በመጠቀም ቁጥሮችን ቀንስ/ሺ።

ምሳሌ

78	የአሥር ቤት	የአንድ ቤት	56
$\begin{array}{r} -5 \\ 73 \end{array}$	7 8	- 5	$\begin{array}{r} -1 \\ 55 \end{array}$
	7 3		

የአሥር ቤት	የአንድ ቤት
5 6	- 1
5 5	

ሀ.
$$\begin{array}{r} 69 \\ - 5 \\ \hline \square \end{array}$$

ለ.
$$\begin{array}{r} 86 \\ - 3 \\ \hline \square \end{array}$$

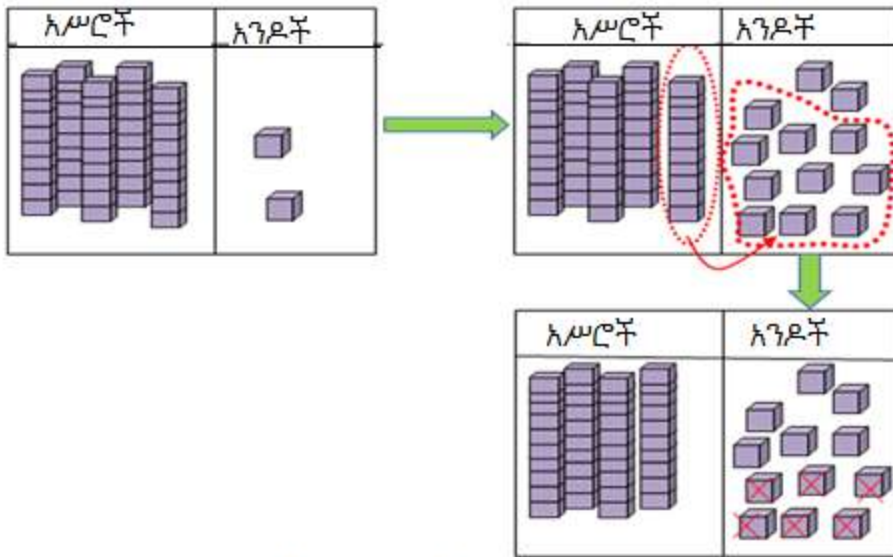
ሐ.
$$\begin{array}{r} 28 \\ - 3 \\ \hline \square \end{array}$$

መልመጃ 8: በምሳሌው መሠረት ባዶ ሣጥኑን መሙላ/ዩ።

ሀ. $52 - 6 = \underline{\quad}$

አንዶች: 2 - 6 አይቻልም

1 አሥር + 2 አንዶች = 12 አንዶች



$12 - 6 = 6$

ሀ.

አሥሮች	አንዶች
4	12
5	2
-	6
46	

ለ.

አሥሮች	አንዶች
	
3	8
-	9

ሐ.

አሥሮች	አንዶች
	
6	3
-	7

መ.

አሥሮች	አንዶች
<input type="text"/>	<input type="text"/>
3	6
-	8
<input type="text"/>	

ሠ.

አሥሮች	አንዶች
<input type="text"/>	<input type="text"/>
7	2
-	6
<input type="text"/>	

ረ.

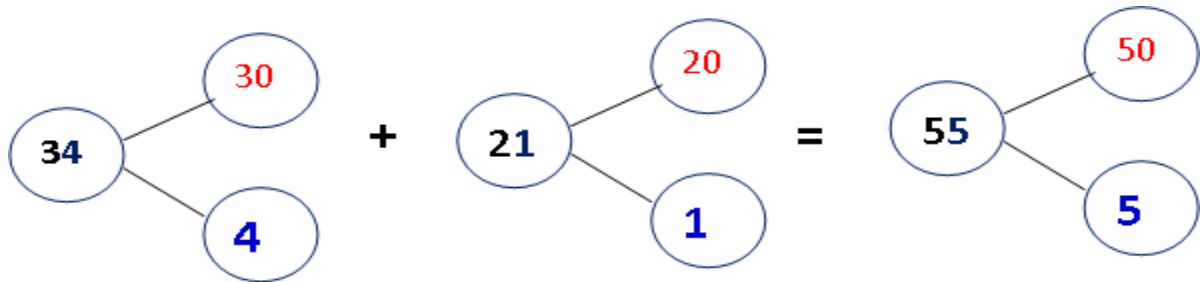
አሥሮች	አንዶች
<input type="text"/>	<input type="text"/>
8	1
-	3
<input type="text"/>	

6.3 ባለሁለት ዲጅት ቁጥሮችን መደመር

ትግበራ 3፤ የአሥር ብዜቶችን በመጠቀም ደምር/ሪ።

- ሀ. $10 + 20 = 30$ ሐ. $40 + 30 = \underline{\quad}$ ሠ. $30 + 20 = \underline{\quad}$
 ለ. $50 + 10 = \underline{\quad}$ መ. $70 + 20 = \underline{\quad}$ ረ. $20 + 20 = \underline{\quad}$

መልመጃ 9፤ ወደ ጎን ደምር/ሪ።



- ሀ. $34 + 21 = 55$ ለ. $23 + 43 = \underline{\quad}$ ሐ. $72 + 23 = \underline{\quad}$
 መ. $35 + 22 = \underline{\quad}$ ሠ. $19 + 40 = \underline{\quad}$ ረ. $82 + 15 = \underline{\quad}$

መልመጃ 10፤ አንድ አለኝን ሳትጠቀም/ሚ ቁጥሮችን በመደመር ባዶ ቦታ መሙላት።

ሀ.

አሥሮች	አንዶች
2	3
+	1
1	4
<hr/>	
3	7

ለ.

አሥሮች	አንዶች
4	6
+	5
5	3
<hr/>	
<input type="text"/>	<input type="text"/>

ሐ.

አሥሮች	አንዶች
4	3
+	3
3	5
<hr/>	
<input type="text"/>	<input type="text"/>

	አሥሮች	አንዶች
መ.	8	1
+	1	4

	አሥሮች	አንዶች
ሠ.	1	7
+	1	2

	አሥሮች	አንዶች
ረ.	3	5
+	2	3

መልመጃ 11፤ በምሳሌው መሠረት ደምር/ሪ።

ምሳሌ

	አሥሮች	አንዶች
	1	7
+	2	8

አሥሮች	አንዶች

➔

አሥሮች	አንዶች

➔

አሥሮች	አንዶች

	አሥሮች	አንዶች
ሀ.	1	
+	1	7
	2	8
	4	5

	አሥሮች	አንዶች
ለ.		
+	6	4
	1	6

	አሥሮች	አንዶች
ሐ.		
+	2	8
	6	4

	አሠሮች	አንዶች
መ.	<input type="text"/>	<input type="text"/>
+	1	4
	4	8

	አሠሮች	አንዶች
ሠ.	<input type="text"/>	<input type="text"/>
+	5	3
	3	9

	አሠሮች	አንዶች
ረ.	<input type="text"/>	<input type="text"/>
+	5	4
	1	8

መልመጃ 12: በምሳሌው መሠረት ደምር/ሪ።

ምሳሌ

<input type="text" value="1"/>	
4	5
+	2 6
<input type="text" value="71"/>	

ሀ.

<input type="text"/>	
2	3
+	4 8
<input type="text"/>	

ለ.

<input type="text"/>	
6	4
+	1 9
<input type="text"/>	

ሐ.

<input type="text"/>	
4	7
+	3 8
<input type="text"/>	

መ.

<input type="text"/>	
6	0
+	3 6
<input type="text"/>	

ሠ.

<input type="text"/>	
3	9
+	2 9
<input type="text"/>	

ረ.

<input type="text"/>	
5	4
+	3 7
<input type="text"/>	

ሰ.

<input type="text"/>	
8	5
+	1 6
<input type="text"/>	

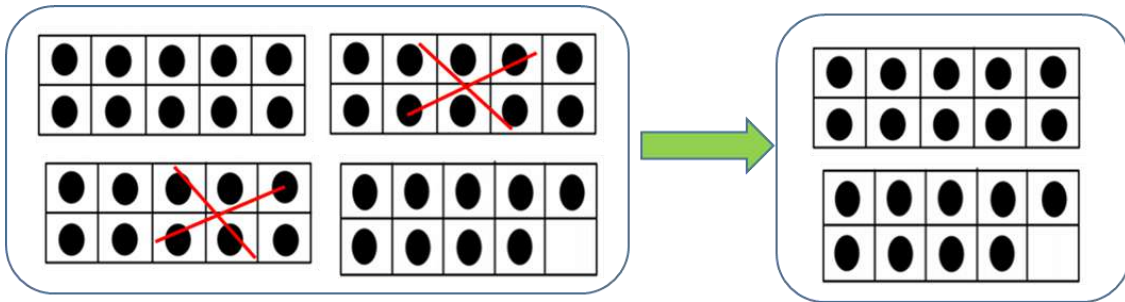
6.4 ባለሁለት ዲጅት ቁጥሮችን ማቀናነስ

ትግበራ 4: የአሥር ብዜት ልዩነትን ፈልግ/ጊ።

- ሀ. $80 - 40 = 40$ ለ. $90 - 70 = \underline{\hspace{2cm}}$ ሐ. $70 - 30 = \underline{\hspace{2cm}}$
 መ. $80 - 20 = \underline{\hspace{2cm}}$ ሠ. $20 - 10 = \underline{\hspace{2cm}}$ ረ. $70 - 40 = \underline{\hspace{2cm}}$

መልመጃ 13: ከተሰጠው ቁጥር ላይ የአሥር ብዜትን ቀንስ/ሺ።

$39 - 20 = \underline{\hspace{2cm}}$



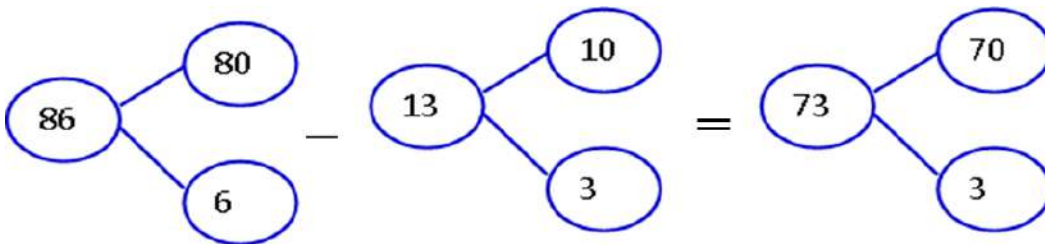
$39 - 20 = 19$

- ሀ. $89 - 20 = \underline{\hspace{2cm}}$ ለ. $66 - 30 = \underline{\hspace{2cm}}$ ሐ. $99 - 30 = \underline{\hspace{2cm}}$
 መ. $14 - 10 = \underline{\hspace{2cm}}$ ሠ. $42 - 20 = \underline{\hspace{2cm}}$ ረ. $54 - 40 = \underline{\hspace{2cm}}$

መልመጃ 14: በምሳሌው መሠረት በመሥራት ባዶውን ቦታ ሙላ/ዩ።

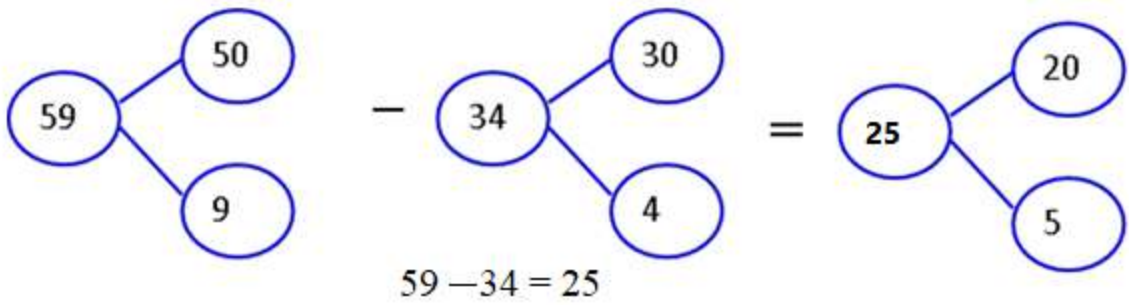
ምሳሌ

1. $86 - 13 = \underline{\hspace{2cm}}$



$86 - 13 = 73$

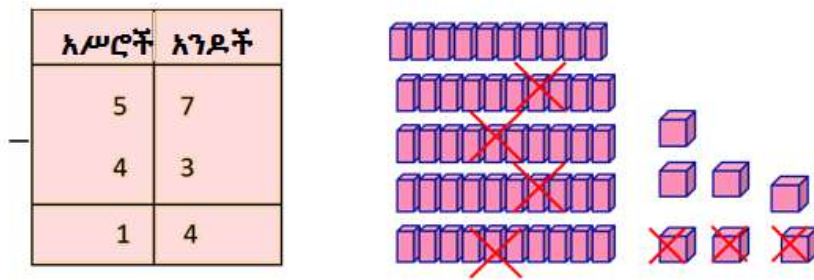
2. $59 - 34 = \underline{\hspace{2cm}}$



- ሀ. $29 - 15 = \underline{\quad}$ ለ. $86 - 42 = \underline{\quad}$ ሐ. $52 - 31 = \underline{\quad}$
 መ. $75 - 29 = \underline{\quad}$ ሠ. $59 - 55 = \underline{\quad}$ ረ. $68 - 33 = \underline{\quad}$

መልመጃ 15: ምሳሌውን መሠረት አድርገህ/ሽ ቀንስ/ሺ።

ምሳሌ



ሀ.

አሥሮች	አንዶች
3	3
2	2

ለ.

አሥሮች	አንዶች
5	9
3	1

ሐ.

አሥሮች	አንዶች
3	7
1	4

—

አሥሮች	አንዶች
8	7
4	3

—

አሥሮች	አንዶች
6	8
2	7

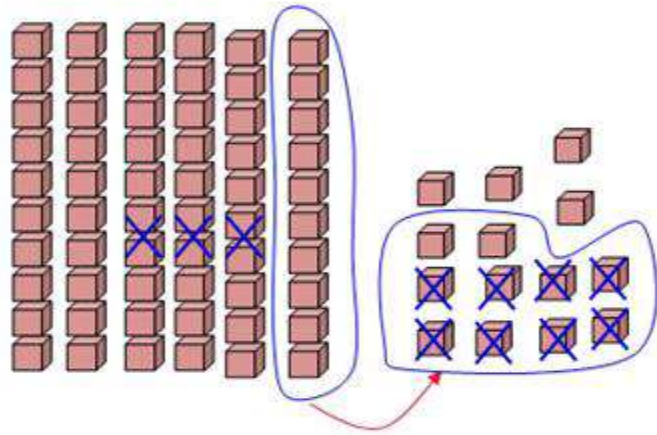
—

አሥሮች	አንዶች
9	2
7	1

መልመጃ 16፤ በመበደር ቀንስ/ሺ።

ምሳሌ

	አሥሮች	አንዶች
ሀ.	5	14
	6	4
-	3	8
	2	6



	አሥሮች	አንዶች
ሀ.	<input type="text"/>	<input type="text"/>
	6	2
-	4	8
	<input type="text"/>	<input type="text"/>

	አሥሮች	አንዶች
ለ.	<input type="text"/>	<input type="text"/>
	8	6
-	1	7
	<input type="text"/>	<input type="text"/>

	አሥሮች	አንዶች
ሐ.	<input type="text"/>	<input type="text"/>
	7	1
-	1	8
	<input type="text"/>	<input type="text"/>

	አሥሮች	አንዶች
መ.	<input type="text"/>	<input type="text"/>
	8	0
-	6	5
	<input type="text"/>	<input type="text"/>

	አሥሮች	አንዶች
ሠ.	<input type="text"/>	<input type="text"/>
	3	4
-	2	7
	<input type="text"/>	<input type="text"/>

	አሥሮች	አንዶች
ረ.	<input type="text"/>	<input type="text"/>
	3	6
-	1	9
	<input type="text"/>	<input type="text"/>

መልመጃ 17፤ ቁልቁል ቀንስ/ሺ።

ሀ.	<input type="text"/>	<input type="text"/>
	5	15
	3	6
-	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>

ለ.	<input type="text"/>	<input type="text"/>
	5	2
	4	5
-	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>

ሐ.	<input type="text"/>	<input type="text"/>
	8	5
	5	8
-	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>

ጫ. $\begin{array}{r} \square \square \\ 33 \\ - 18 \\ \hline \square \end{array}$

ሠ. $\begin{array}{r} \square \square \\ 66 \\ - 47 \\ \hline \square \end{array}$

ረ. $\begin{array}{r} \square \square \\ 67 \\ - 38 \\ \hline \square \end{array}$

ሰ. $\begin{array}{r} \square \square \\ 78 \\ - 49 \\ \hline \square \end{array}$

ሸ. $\begin{array}{r} \square \square \\ 23 \\ - 17 \\ \hline \square \end{array}$

ቀ. $\begin{array}{r} \square \square \\ 63 \\ - 26 \\ \hline \square \end{array}$

መልመጃ 18: በተሰጠው ምሳሌ መሠረት በማስላት ባዶ ቦታውን መሙላ/ዩ።

716
ሀ. $\begin{array}{r} 86 \\ - 17 \\ \hline 69 \end{array}$

ለ. $\begin{array}{r} 67 \\ - 46 \\ \hline \end{array}$

ሐ. $\begin{array}{r} 44 \\ - 39 \\ \hline \end{array}$

መ. $\begin{array}{r} 60 \\ - 48 \\ \hline \end{array}$

ሠ. $\begin{array}{r} 30 \\ - 17 \\ \hline \end{array}$

ረ. $\begin{array}{r} 51 \\ - 26 \\ \hline \end{array}$

ሰ. $\begin{array}{r} 45 \\ - 23 \\ \hline \end{array}$

ሸ. $\begin{array}{r} 37 \\ - 28 \\ \hline \end{array}$

ቀ. $\begin{array}{r} 87 \\ - 46 \\ \hline \end{array}$

6.5 እስከ 100 ያሉትን ቁጥሮች የያዙ የቃላት ፕሮብሌሞች

መልመጃ 19

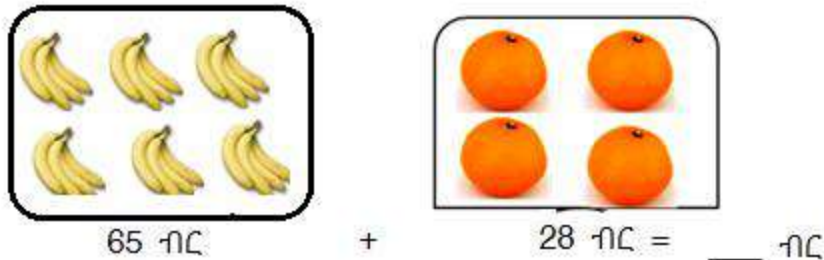
- አቶ ቶሎሳ 15 በጎች አሏቸው። ካሏቸው ውስጥ 8ቱን ቢሸጡ ስንት በጎች ይቀርላቸዋል?



- ወ/ሮ ጫልቱ 48 መቶ አሏት። ካሏት ውስጥ 28ቱን ብትሸጥ ስንት መቶ ይቀርላታል?
- እኔ ቁጥር ነኝ። በእኔ ላይ 50 ቢጨመር 85 እሆናለሁ። እኔ ስንት ነኝ?

$$\boxed{} + \boxed{50} = \boxed{85}$$

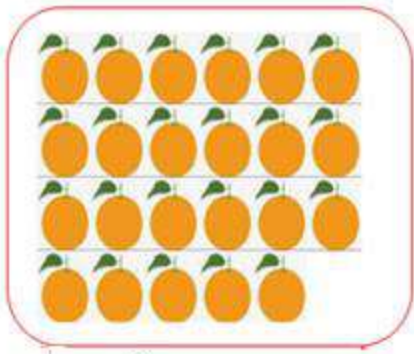
- ወይዘሮ አያንቱ መዝን በ65 ብር ብርቱኳንን በ28 ብር ሸጠ። በአጠቃላይ በስንት ብር ሸጠ?



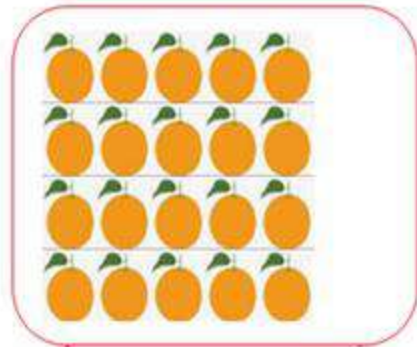
- ወይዘሮ ጫልቱ ለመነገድ 32 ከረሜላዎችን ገዛ። ከገዙት ውስጥ 20 ከረሜላዎችን ቢሸጡ ስንት ከረሜላዎች ይቀርላቸዋል?



- የመጀመሪያው ሣጥን 23 ብርቱኳኖችን ይይዛል። ሁለተኛው ሣጥን ደግሞ 20 ብርቱኳኖችን ይይዛል። በአጠቃላይ ሁለቱ ሣጥኖች ስንት ብርቱኳኖችን ይይዛሉ?





የመጀመሪያው ሣጥን



ሁለተኛው ሣጥን

7. አቶ አብሳ 70 ብር አለው። በ12 ብር መዝብ ቢገዛ ስንት ብር ይቀርላታል?

8. በአንድ ክፍል ውስጥ 40 ተማሪዎች አሉ። ከእነዚህ ውስጥ 17ቱ ወንዶች ቢሆኑ የሴቶቹ ብዛት ስንት ናቸው?

ምዕራፍ	
7	
ቅርፆች	


7.1 ባለሁለት ዲያሜትር ስፋት ቅርፆችን መለየት

ትግበራ 1፤ በአካባቢያችሁ ከሚገኙት እቃዎች ወይም ነገሮች ውስጥ ከታች ያለውን ቅርፅ ያያዙትን ዘርዝር፡፡

1. 

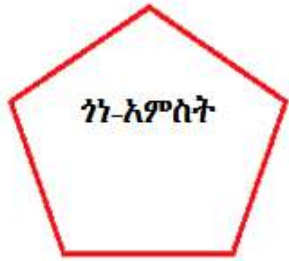
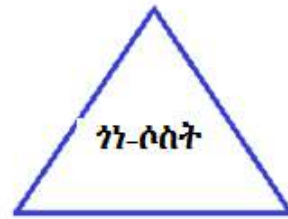
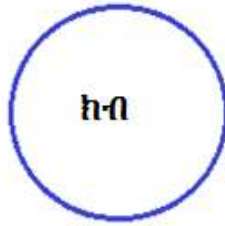
መልስ፤ ጥቁር ሰሌዳ፣ በር፣ መስኮት፣ የጠረጴዛ ወለል እና ደብተራችሁ፡፡

2. 
 _____ ፣ _____ ፣ _____ ፣ _____

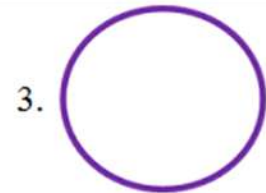
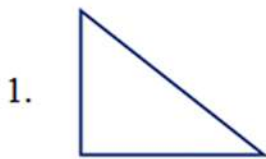
3. 
 _____ ፣ _____ ፣ _____ ፣ _____

4. 
 _____ ፣ _____ ፣ _____ ፣ _____

ከጂኦሜትሪ ቅርፆች ጋር መተዋወቅ








መልመጃ 1 ፤ ከዚህ በታች የተሰጡትን ምስሎች ቅርፃቸው ላይ በመመርኮዝ ስያሜ ስጥ/ጨ.፡፡

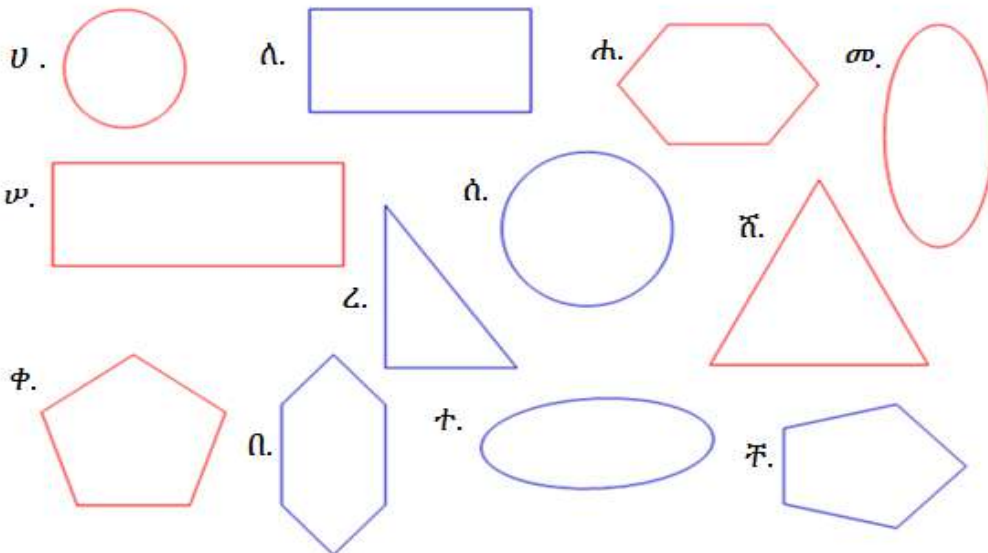


መልመጃ 2፤ ከዚህ በታች የተሰጡትን ምስሎች ከስያሜያቸው ጋር

አዛምድ/ጂ፡፡

1.  ገነ-ሶስት
2.  ገነ-አራት
3.  ክብ
4.  ገነ-አምስት
5.  ገነ-ስድስት

መልመጃ 3፤ ተመሳሳይ ቅርፅ ያላቸውን ምስሎች በመምረጥ ፊደላቸውን በመጠቀም በቡድን መድባቸው/መድብያቸው፡፡



- ምድብ 1 _____ ምድብ 2 _____
- ምድብ 3 _____ ምድብ 4 _____
- ምድብ 5 _____ ምድብ 6 _____

መልመጃ 4፤ ተመሳሳይ ቅርፅ ያላቸውን አዛም ድ/ጂ።

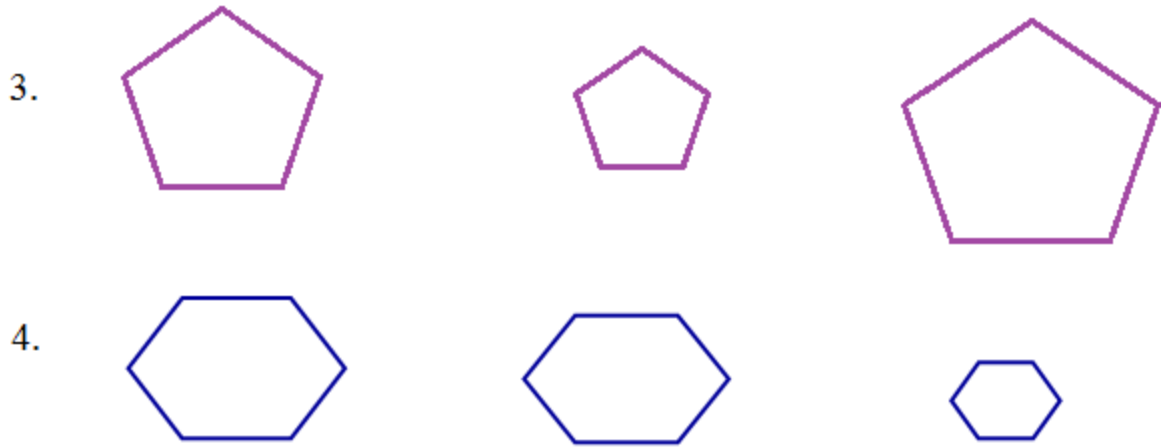
	<u>ሀ</u>	<u>ለ</u>
1.		
2.		
3.		
4.		
5.		

A blue arrow points from the purple triangle in row 5 to the red triangle in row 3.

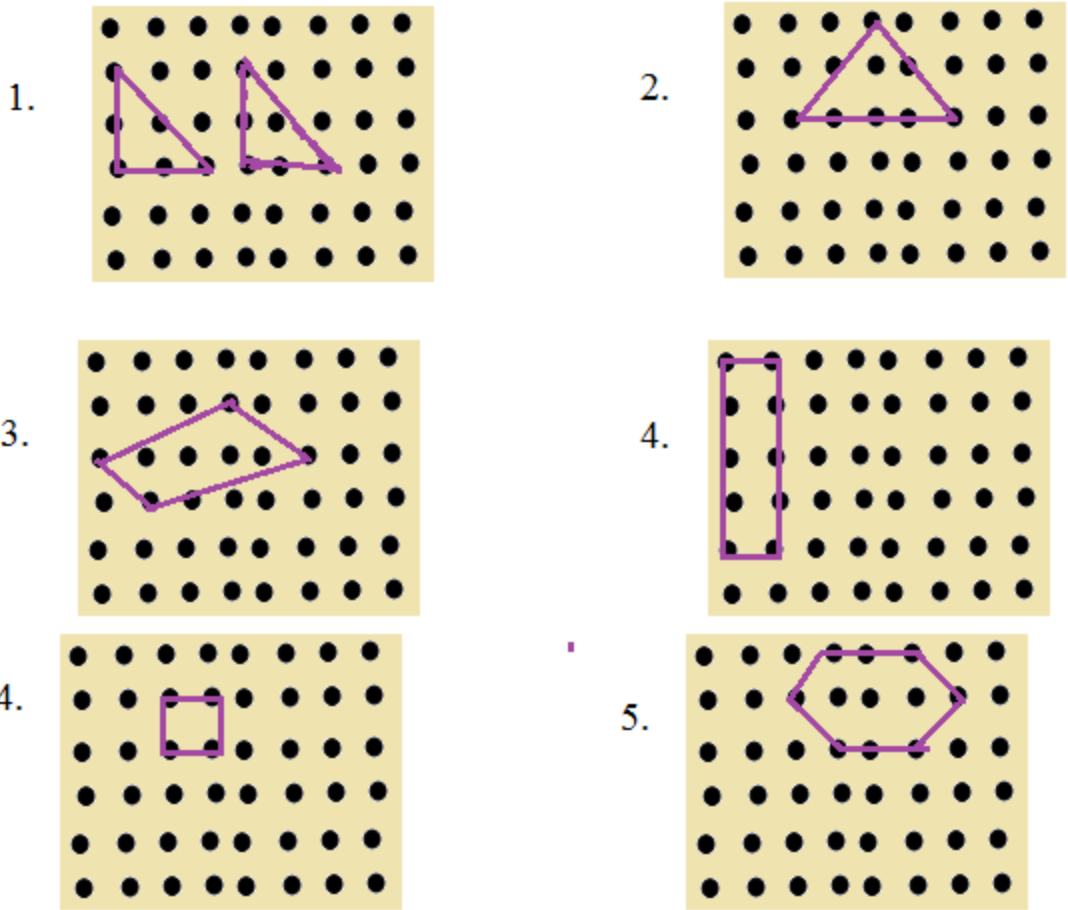
7.2 ባለሁለት ዲያሜትር ምስሎችን መሣል

ትግበራ 2፤ ከተሰጡት ቅርፆች ውስጥ ትንሹን ቀለም ቀባ/ቢ።

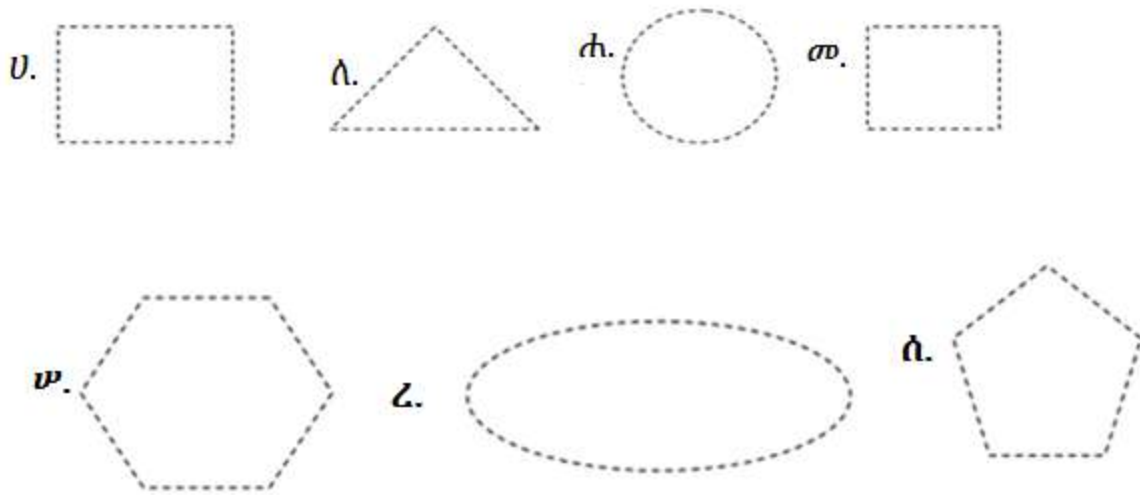
1.			
2.			



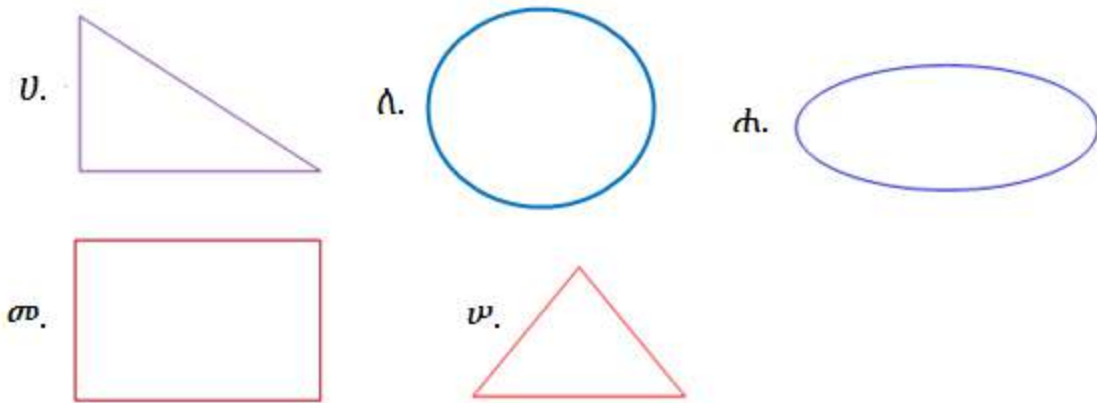
መልመጃ 5፤ ነጥቦችን በማያያዝ ለተሰጠው ቅርፅ አምሳያ ሳል/ዩ.፡፡



መልመጃ 6 የተሰጡትን ነጠብጣብ በማያያዝ ምስሎችን ስራ/ሪ::



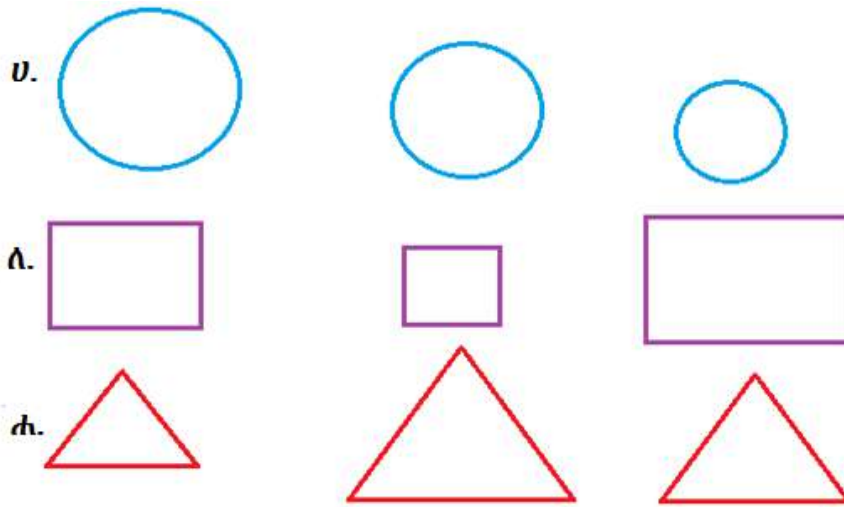
ትግበራ 3 የተሰጠውን ምስል በመሳል ለንደኞቻችሁ አሳዩ::



መልመጃ 7

1. ጫሊ አንድ የምስል ጠለል አየች:: የላይኛው ቅርፅ ተማሪዎች የሚፅፉበት ጠረጴዛ ይመስላል:: ጫሊ ያየችውን ቅርፅ ሳል/ዩ::
2. ቤክቱ አንድ የመጫወቻ ዕቃ አላት:: ስስና ክብ ነው:: ዕቃው የጣሳ የስረኛው አካል ወይም መሰረት ይመስላል:: ቤክቱ የምትጫወትበትን ዕቃ ሳል/ዩ::

መልመጃ 8፤ ከዚህ በታች ያሉትን ስዕሎች ተመሳሳይ የሆኑትን ከትንሽ ወደ ትልቅ ደርድር/ሪ።

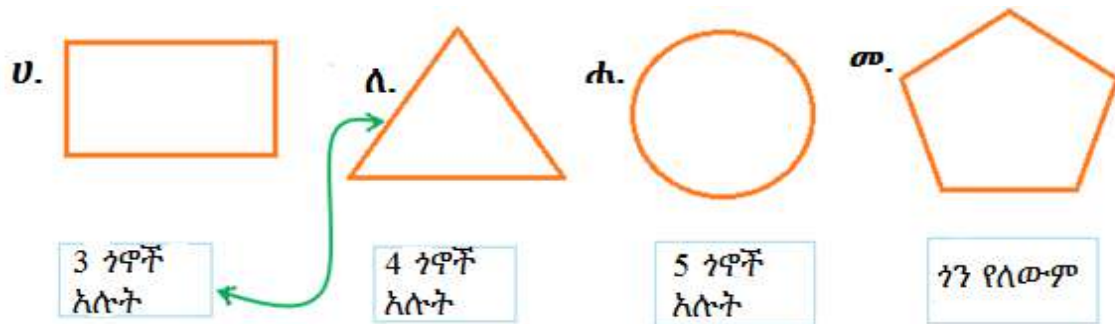


7.3 የጂኦሜትሪ ምስሎችን መለየት


ትግበራ 4፤ ከዚህ በታች ያለው ምስል ላይ ጣቶች የሚያመለክቱት ቦታ ቁጥር 1 ምን ይባላል? ቁጥር 2ስ?

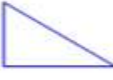



መልመጃ 9፤ የተሰጡትን ምስሎች ባሏቸው ጎኖች ብዛት አዛምድ/ጂ።

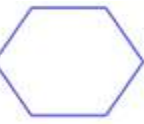


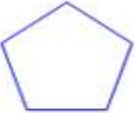
ትግበራ 5፤ ከዚህ በታች ላሉት ቅርፆች የነቁጣቸውን ብዛት በተሰጠው ባዶ ቦታ መላ/ዪ.፡፡

- 1. 

- 2. 

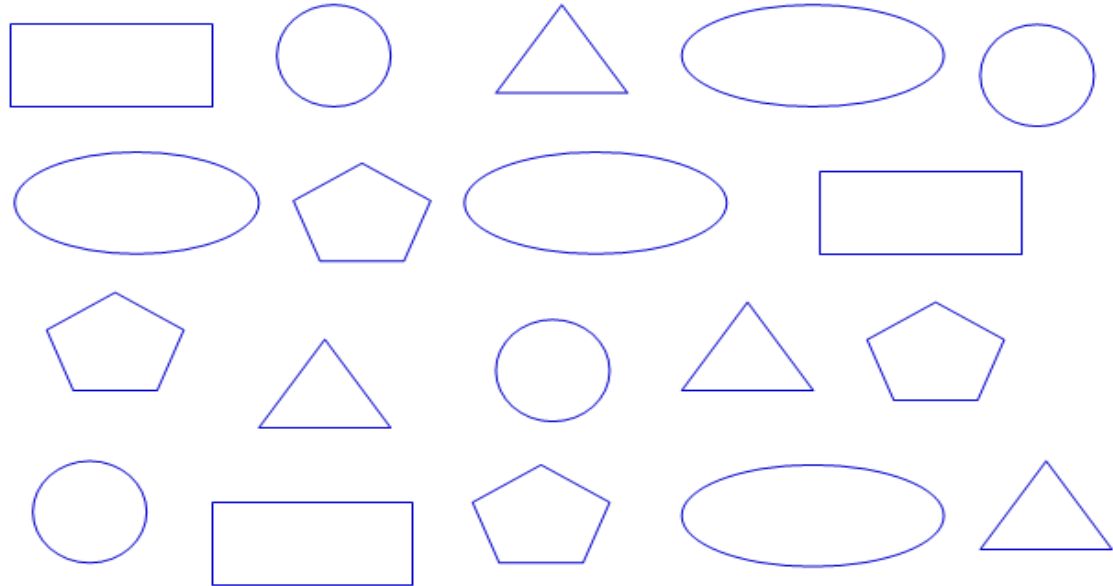
- 3. 

- 4. 

- 5. 

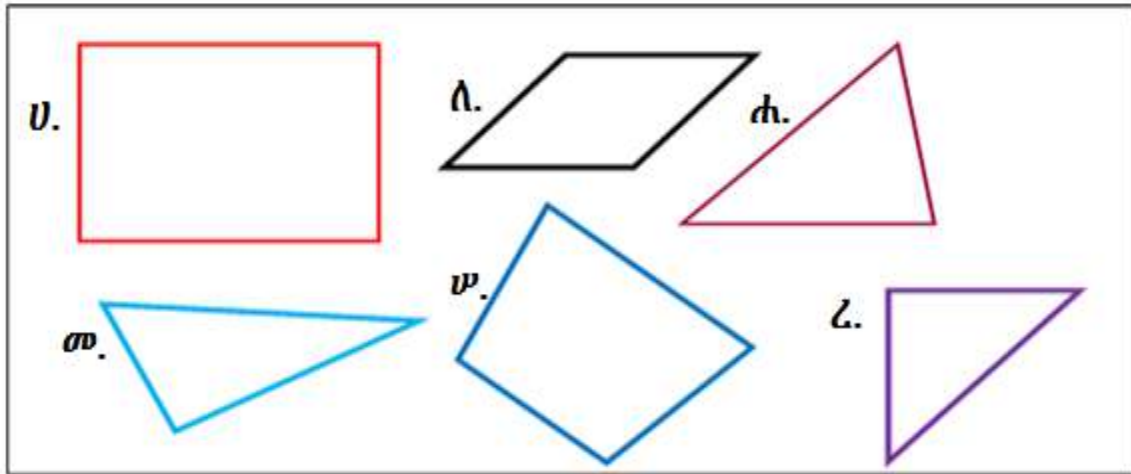
መልመጃ 10፤ ከዚህ በታች በሰጥን ውስጥ የተሰጡትን ምስሎች የተጠቀሰውን የቀለም ዓይነት በመቀባት ለይ/ዪ.፡፡

ክብ	ጎነ-ሦስት	ጎነ-አራት	ሞላላ	ጎነ-አምስት
አረንጓዴ	ቢጫ	ቀይ	ጥቁር	ሰማያዊ

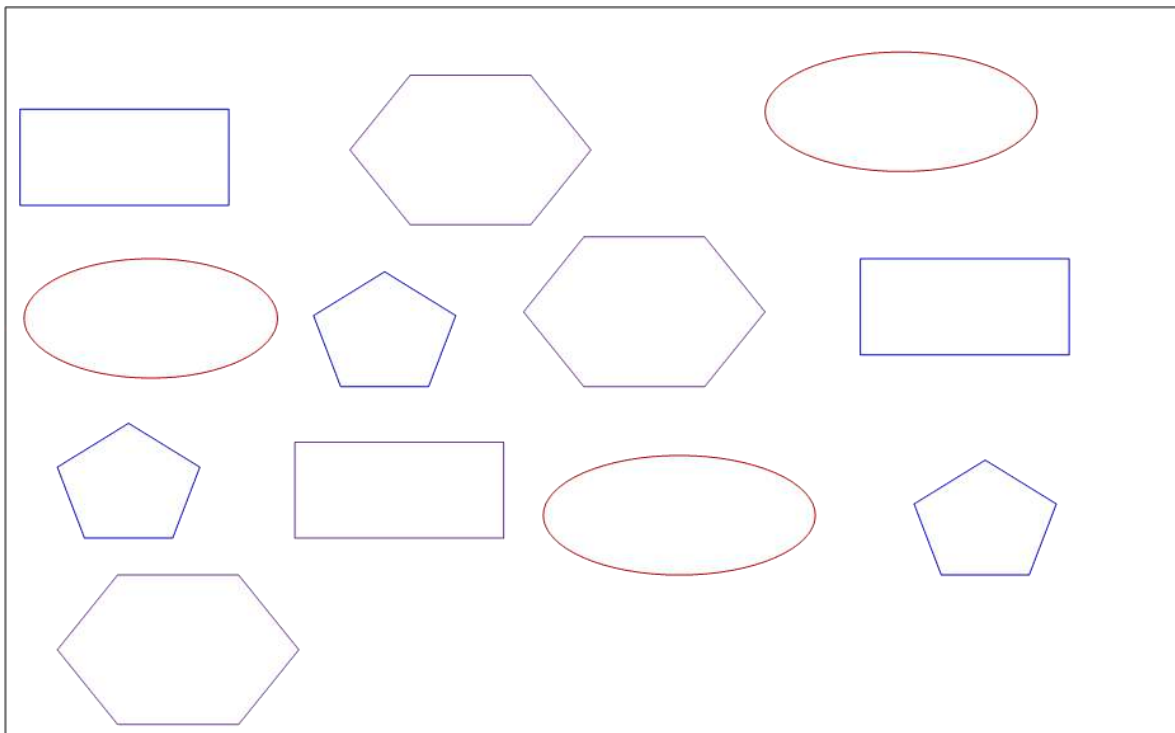


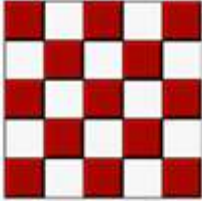


መልመጃ 11

- ከዚህ በታች ያሉትን ምስሎች በሁለት ቡድን ክፈላቸው/ክፈያቸው፡፡ የከፈልክበትን/ሸበትን ምክንያት አቅርብ/ሊ፡፡



- እነዚህን ምስሎች ተመሳሳይ ቅርፅ ባላቸው አራት ቡድኖች ክፈላቸው/ያቸው፡፡



ምዕራፍ	
8	 
ፓተርኖች	

8.1 ፓተርኖችን መደጋገም

ትግበራ 1

1. በአከባቢህ/ሽ ከሚገኙት ነገሮች ውስጥ ተራ በተራ የሚደጋገም ቀለም ያለው ነገር ለንደኛህ/ሽ ንገር/ሪ።



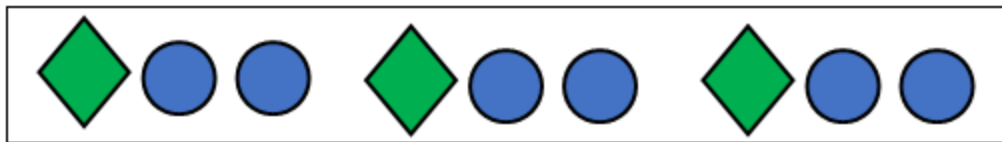
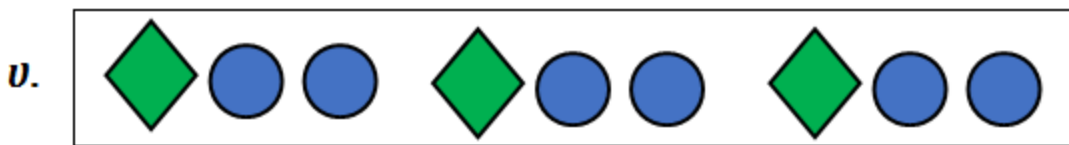
2. የሜዳ አህያን የሰውነት ቀለሞችን አቀማመጥ ተመልከቱ። የተረዳችሁትን ነገር ተነጋግሩ።



መልመኝ 1፤ በምሳሌው መሠረት ምስሎቹን በተሰጠህ/ሽ ባዶ ቦታ ላይ ደግመህ/ሽ ሳል/ዱ።



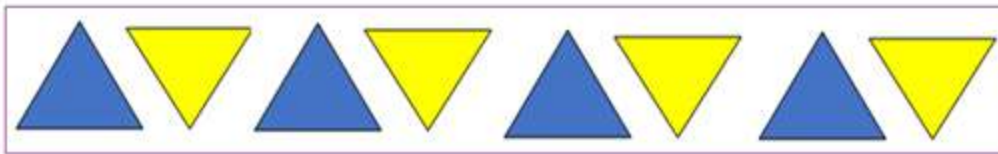
መልመኝ 2፤ ከታች ያሉትን ቅርጾች በተሰጠህ/ሽ ሠንጠረዥ ውስጥ ደግመህ/ሽ ሳል/ዱ።



ሲ.



ሐ.



መ.

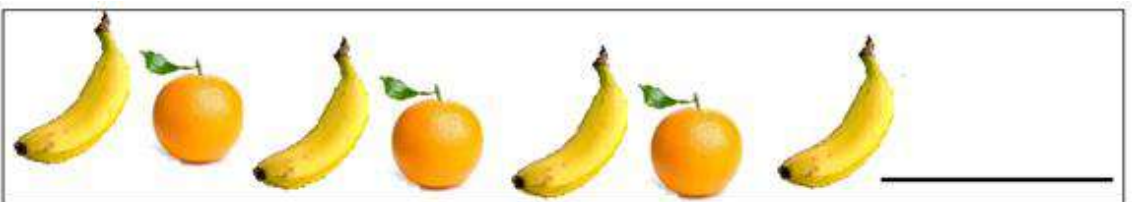
8.2 ፓተርኖችን ማስቀጠል

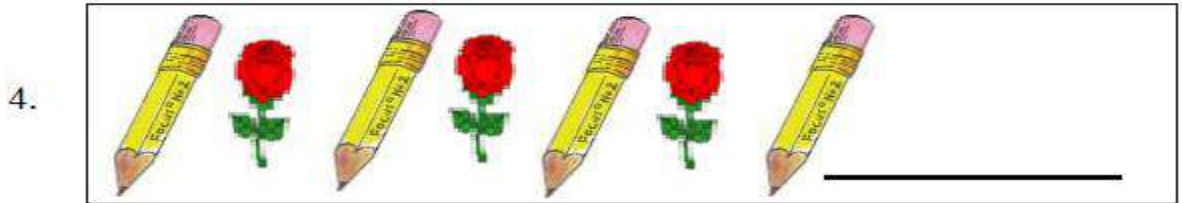
ትግበራ 2፤ የስዕሎችን አቀማመጥ በማየት ቀጣዩን ስዕል ተናገር/ሪ።

1.

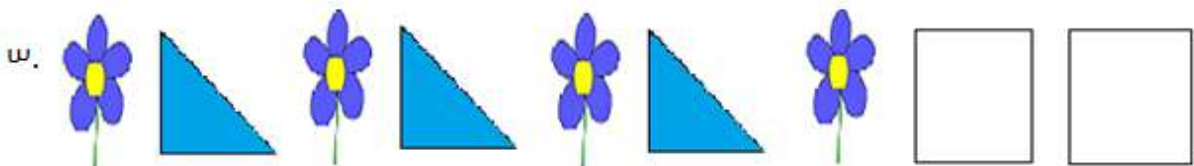
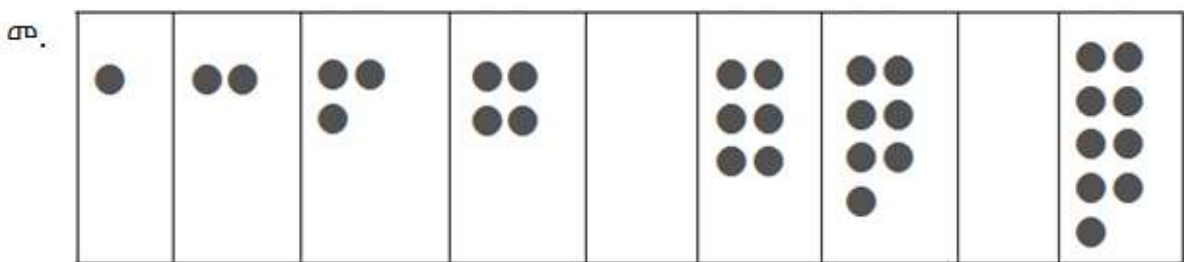
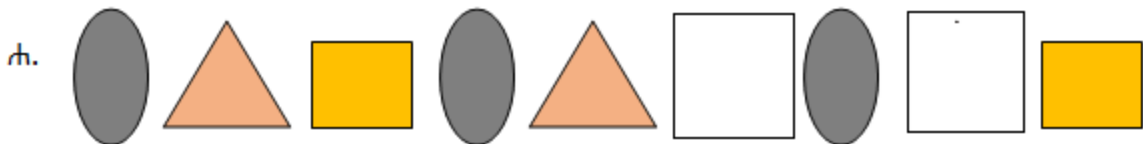


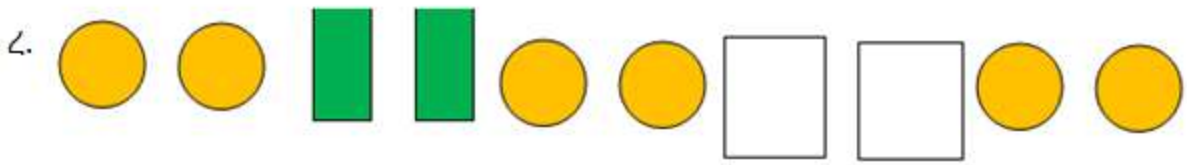
2.



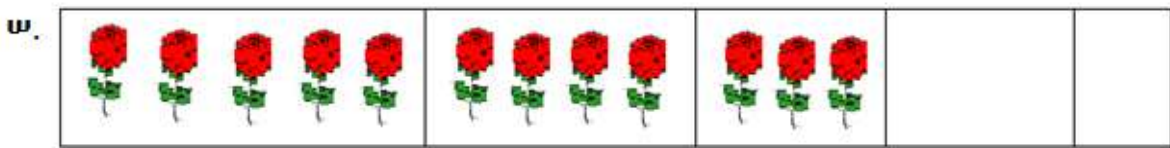
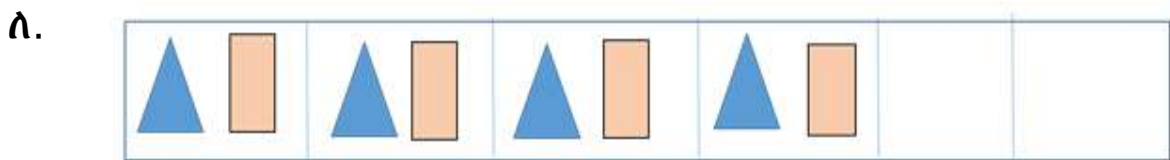
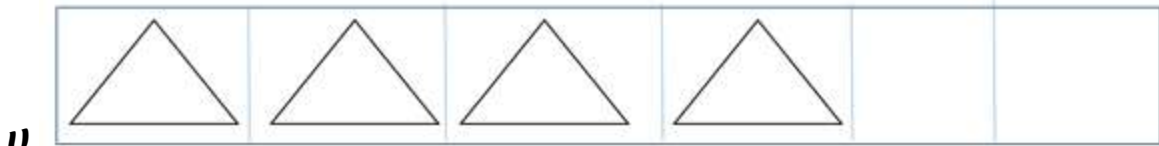


መልመጃ 3፤ ከተቀመጠው አቀማመጥ ውስጥ የቀረውን ቅርፅ ባዶ ሣጥን ውስጥ ሳል/ዩ።

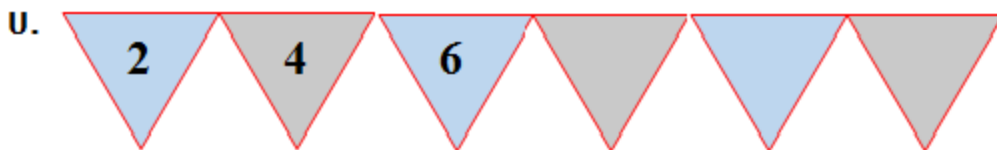






መልመጃ 4፤ የተሰጠህን/ሽን አቀማመጥ በመከተል የቀሩትን ቅርፆች ባደራህ ማን ውስጥ ሳል/ዩ።




መልመጃ 5፤ የተሰጡትን የቁጥሮችን ፓተርን በማየት ባደራ ቦታ የሚገባውን ቁጥር ግፍ/ፊ።



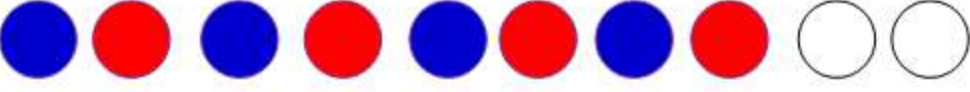
ለ. 

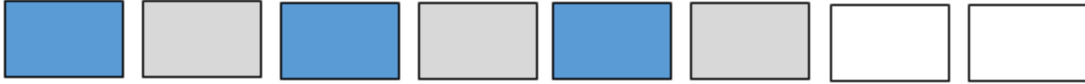
ሐ. 

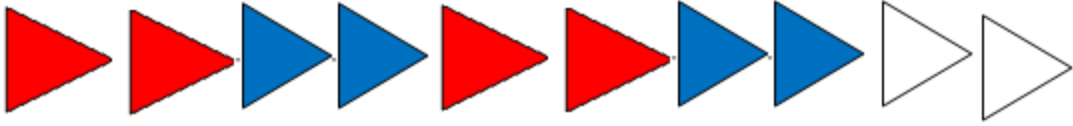
መ. 


8.3 ፓተርንን መመስረት

ትግበራ 3፤ የተሰጡትን የቅርፆች ቀለምን በመከተል ቀለም የሌላቸውን ቅርፆች ቀጣ/ቢ።

ሀ. 

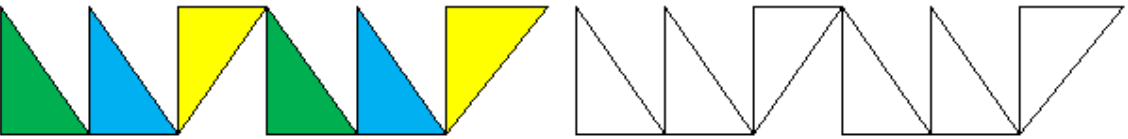
ለ. 

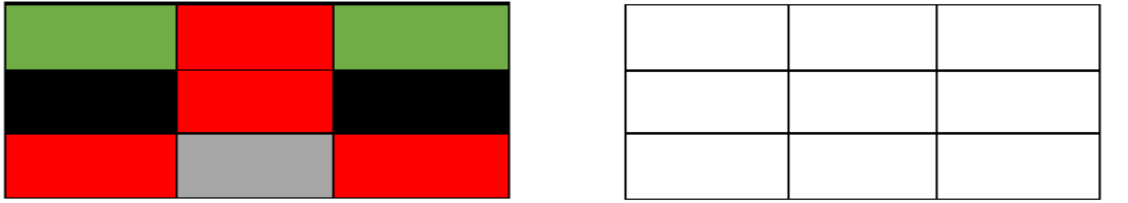
ሐ. 

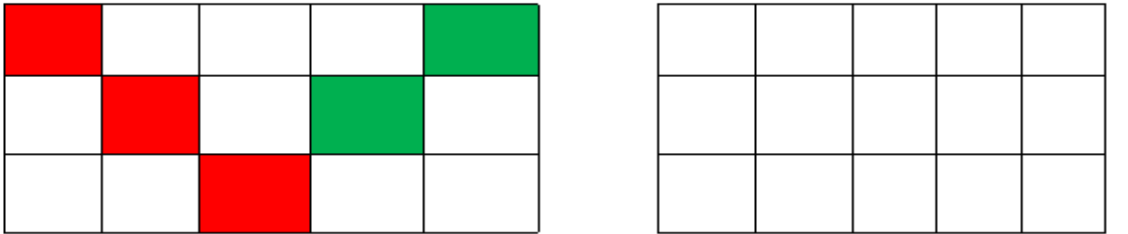
መ. 

መልመጃ 6፤ ያልተቀቡ ቅርፆችን በግራ በኩል የተሰጡህን/ሽን በተመሳሳይ ቀለም ቀጣ/ቢ።

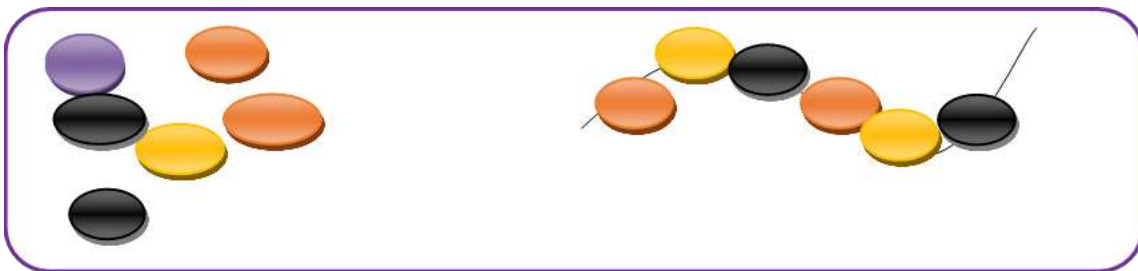
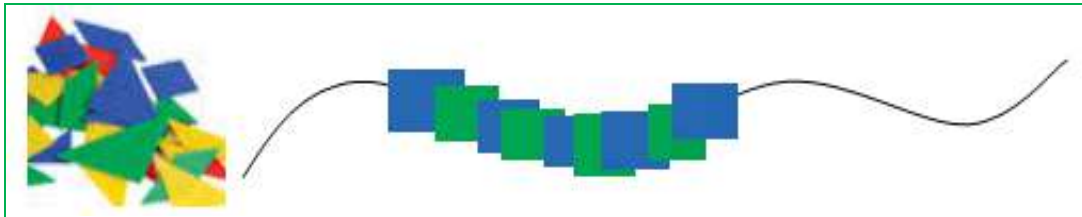
1.  

2. 


3. 

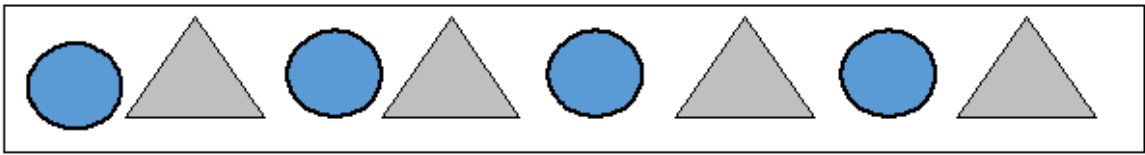
4. 

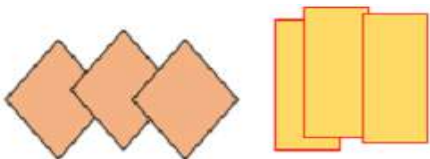
የቡድን ሥራ፤ በአከባቢያችሁ ያሉ ነገሮችን በመጠቀም ፓተርንን መስርቱ።




መልመጃ 7፤ የተለያዩ ቀለማት ያላቸውን ካርቶኖች ወይም ቀለም በመቀባት ትንንሽ ጎነ-ሦስት፣ ጎነ-አራትና ክብ ከሠራህ/ሽ በኋላ በመቆራረጥ ፓተርንን መስርቱ።

1. 

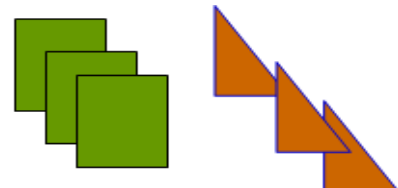



2. 



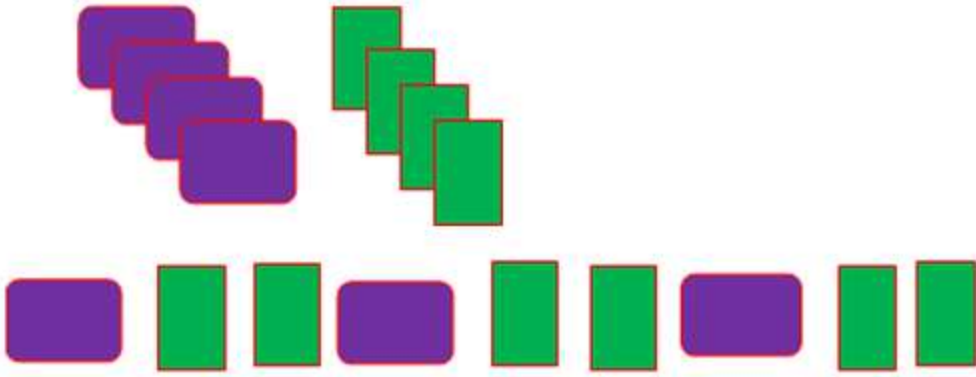
3. 



4. 



መልመጃ 8፤ የተቀለሙ ካርዶችን ወይም የተለያዩ ቀለም ያላቸውን ክላሴሮች በተለያዩ ቅርፅ በመቆራረጥ ፓተርንን መስርት/ቺ።



ሀ. _____, _____, _____, _____, _____, _____, _____

ለ. _____, _____, _____, _____, _____, _____, _____

ሐ. _____, _____, _____, _____, _____, _____, _____

ምዕራፍ

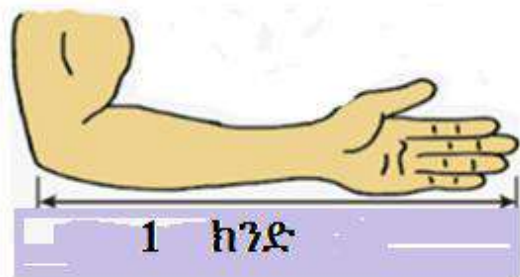
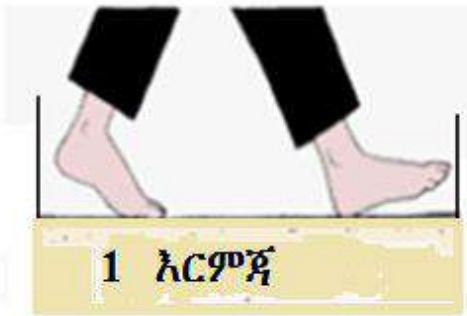
9

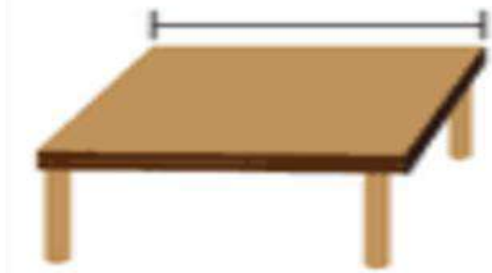


ልኬት፣ የርዝመት፣ የመጠነ-ቁስ፣ የይዘት

9.1 ርዝመት በኢትዮጵያ ባህላዊ ልኬትና ዘመናዊ ልኬት

ትግበራ 1: እርምጃና ክንድን በመጠቀም መለካትን ተለማመድ/ጅ።





መልመጃ 1፤ በአካባቢያችን የሚገኙትን ነገሮች በስንዝርና በጫማ መለካትን ተለማመድ/ጅ።



መልመጃ 2፤ የተሰጡትን የእርሳሶች ርዝመት አንብብ/ሉ፡፡



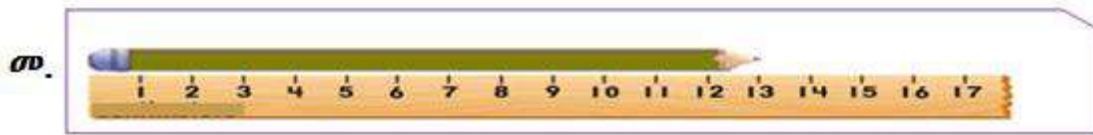
5ሳ.ሜ



10ሳ.ሜ



14ሳ.ሜ



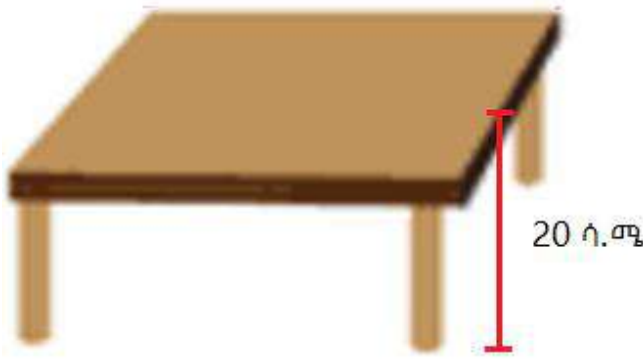
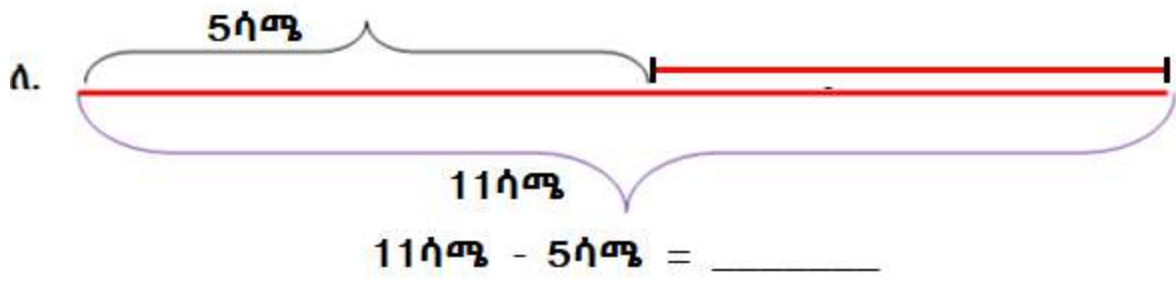
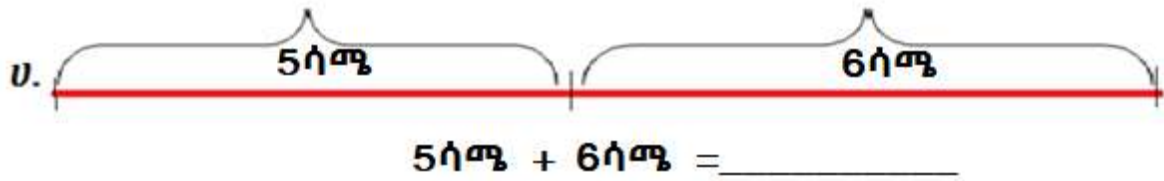
13ሳ.ሜ

መልመጃ 3፤ የተሰጠውን ምሳሌ በመከተል ደምር/ሪ፡፡

ምሳሌ



$$55ሳ.ሜ + 45ሳ.ሜ = 100ሳ.ሜ$$

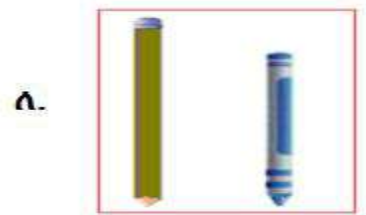


$20ሳ.ሜ + 60ሳ.ሜ = \underline{\hspace{2cm}}$



9.2 ርዝመትን ማነፃፀር

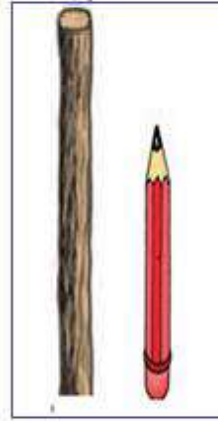
ትግበራ 2፤ ስዕሎቹን በማየት አጭር ወይም ረጅም በማለት ለይ/ዩ.፡፡



ሐ.



መ.



ሠ.

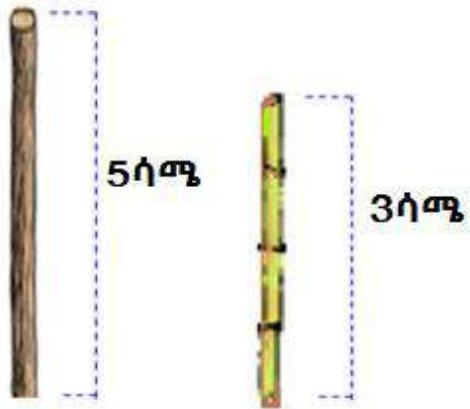


ረ.

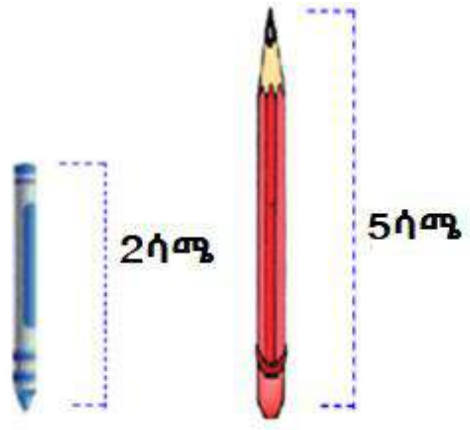


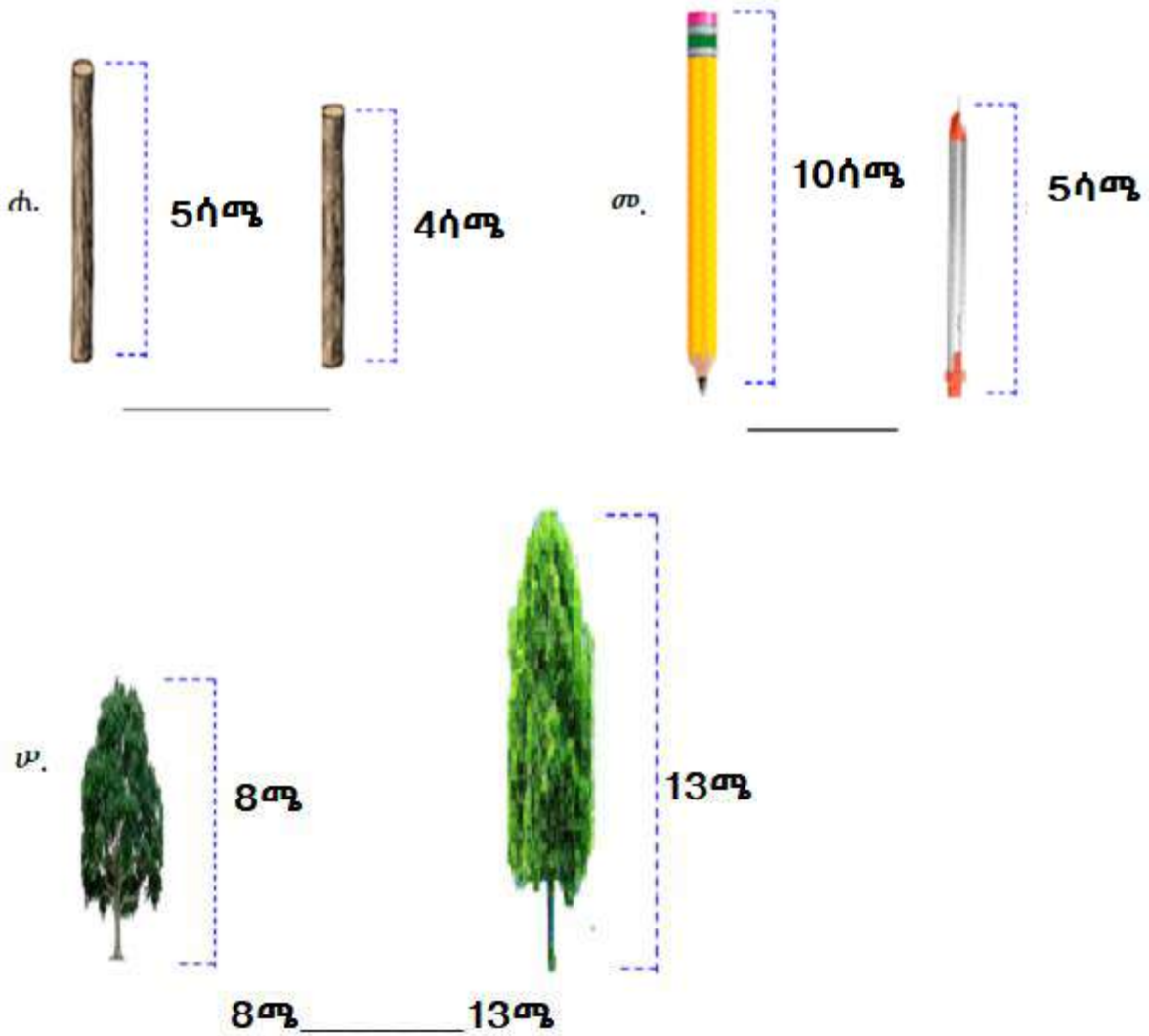
መልመጃ 4፣ የተሰጡትን የርዝመት ልክ አመዛዝን/ኛ፡፡

ሀ.



ለ.





9.3 ባህላዊ መጠን-ቁስ ልኬት

ትግበራ 3፤ በአካባቢያችን የሚገኙ ነገሮችን መጠን-ቁስ በቁና፣ በጀክና በጣሳ መለካትን ተለማመድ/ጅ።



ገበያ



ሰቅ

ሒሳብ 1ኛ ክፍል የተማሪ መጽሐፍ



ቡና



እርድ



የቀይ ጤፍ ዳቂት



የስንዴ ዳቂት



ቦርቦሬ



ያልተፈለፈለ ቡና



አብሽ

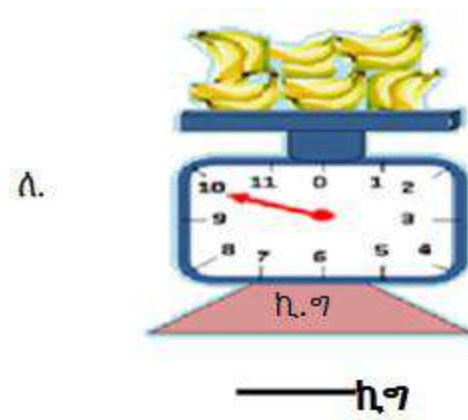
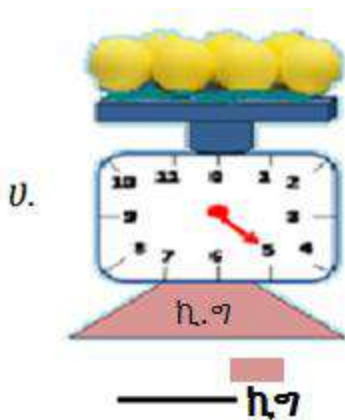


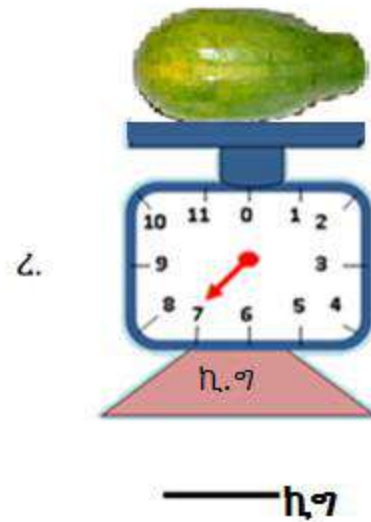
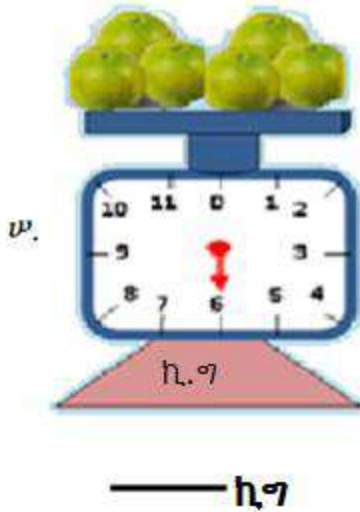
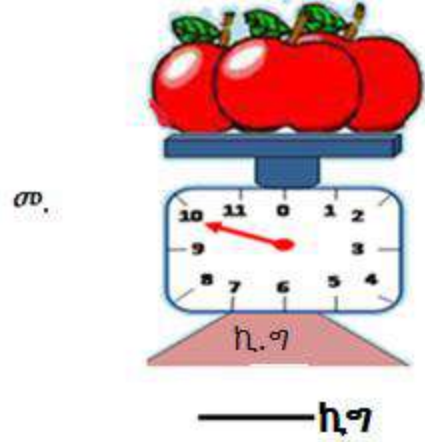
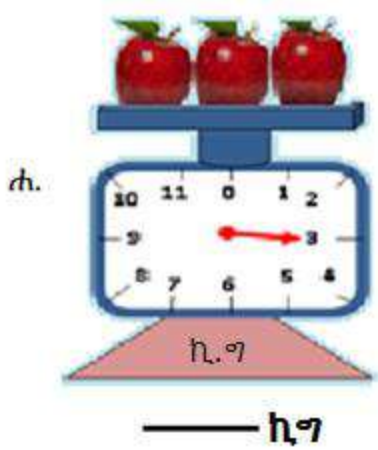
የገብስ ቆሎ



ገብስ

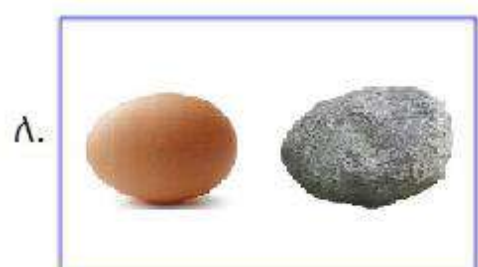
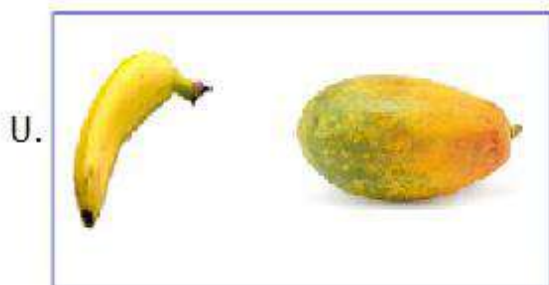
መልመጃ 5: ከዚህ በታች ያሉ ነገሮችን ግዝፈት ከሚሳኑ በማንበብ ባዶ በታው ላይ ያፍ/ፊ::





9.4 መጠነ-ቁስን ማነፃፀር

ትግበራ 4፤ ጥንድ ጥንድ ሆነው የተሰጡትን በማመዛዘን የየትኛው መጠነ-ቁስ እንደሚበልጥ በግምት ለይ/ዩ.።



ሐ.



መ.

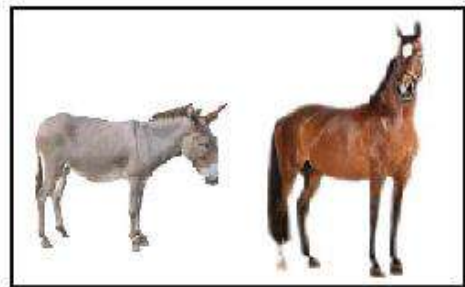


ትግበራ 5፤ ጥንድ ጥንድ ሆነው የተሰጡትን በማመዛዘን የየትኛው መጠነ-ቁስ እንደሚበልጥ ለይ/ዩ.።

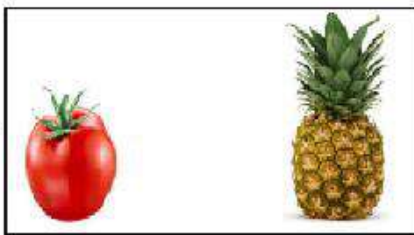
ሀ.



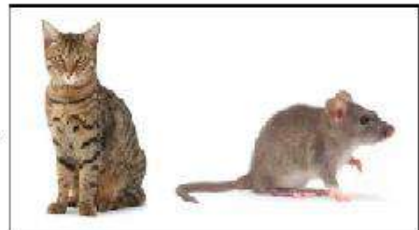
ለ.



ሐ.



መ.



መልመጃ 6፤ የተሰጠውን ምሳሌ በማየት ባዶ ቦታውን ሙሉ/ዩ.።

ሀ.



$2\text{ኪግ} < 3\text{ኪግ}$

ለ.



$75\text{ኪግ} > 25\text{ኪግ}$

- ሐ. 3ግ _____ 4ግ መ. 92ኪግ _____ 50ኪግ ሠ. 22ኪግ _____ 45ኪግ
 ረ. 62ግ _____ 40ግ ሰ. 23ግ _____ 40ግ ሸ. 24ኪግ _____ 24ኪግ

መልመጃ 7፤ ከትንሽ ወደ ትልቅ በቅደም ተከተል አስቀምጥ/ጩ።

ሀ. 3ኪግ፣ 5ኪግ ፣ 2ኪግ

$2ኪግ < 3ኪግ < 5ኪግ$

ለ. 7ኪግ ፣ 3ኪግ ፣ 10ኪግ

_____ < _____ < _____

ሐ. 3ኪግ ፣ 5ኪግ ፣ 2ኪግ

_____ < _____ < _____

መ. 30ግ ፣ 20ግ ፣ 50ግ

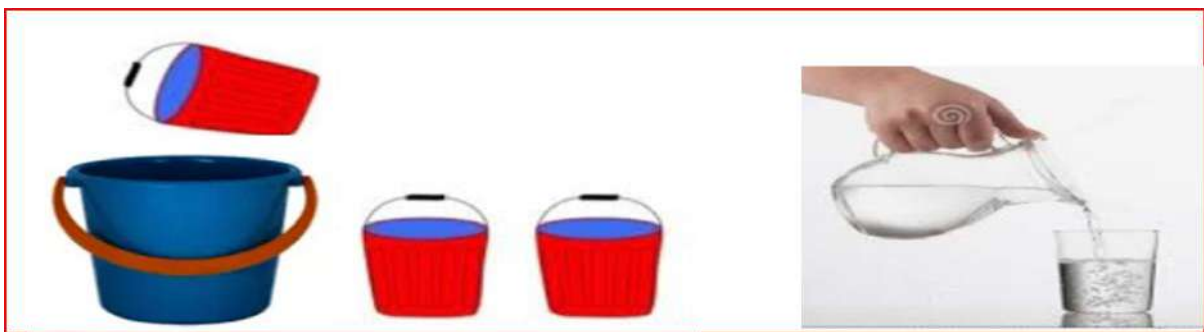
_____ < _____ < _____

9.5 ይዘት በባህላዊ ልኬት

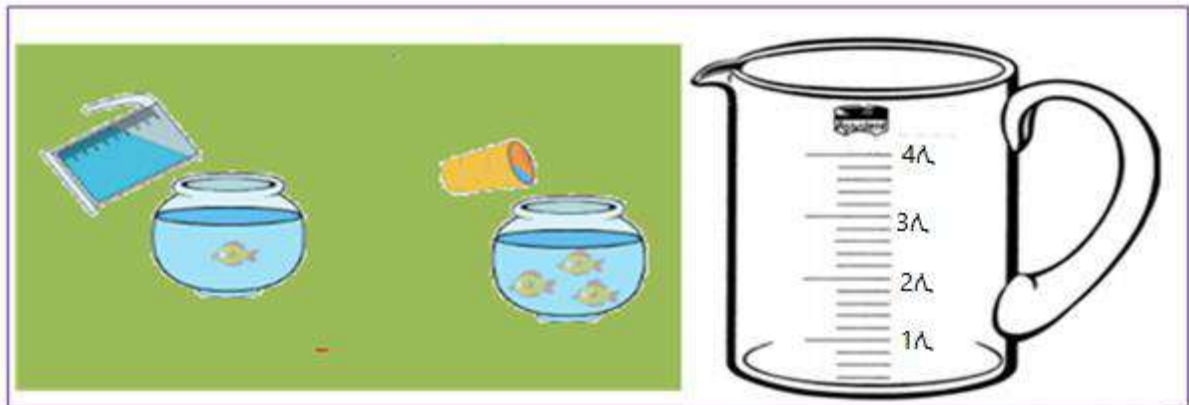
ትግበራ 6፤ የተሰጡትን ስዕሎች በመመልከት ሙሉ፣ ኅድሎ ወይም ባዶ በማለት ግለፅ/ጩ።

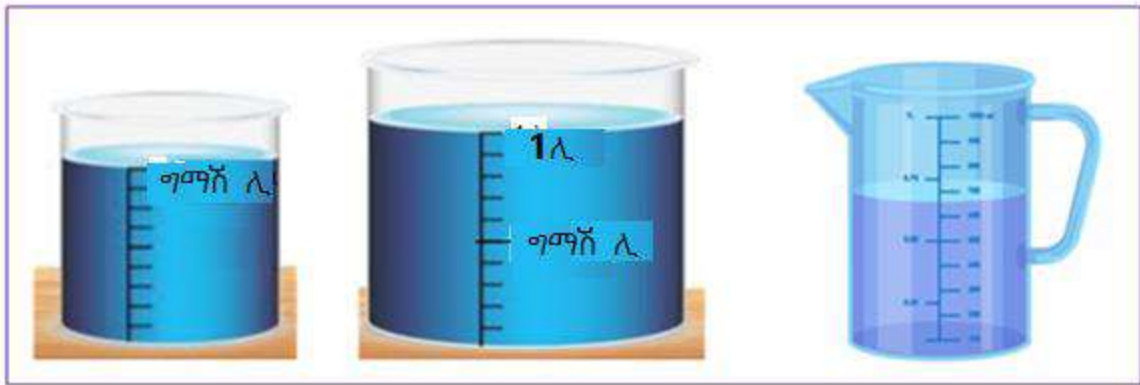


ትግበራ 7፤ በአከባቢያችን የሚገኘውን ፈሳሽ ይዘት በኩባያ፣ በጆክ፣ በባልዲና በጣሳ መለካትን ተለማመድ/ጅ።



መልመጃ 8፤ በአከባቢያችን የሚገኘውን የፈሳሽ ይዘት በሊትር መለካትን ተለማመድ/ጅ።

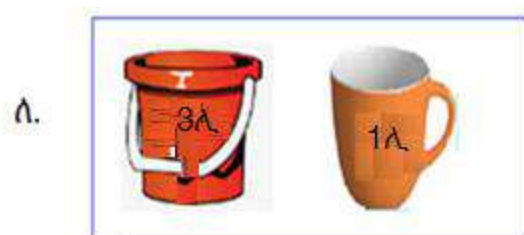




መልመጃ 9፤ የተሰጠውን ምሳሌ በመከተል ስራ/ሪ፡፡



$$4\text{L} + 3\text{L} = 7\text{L}$$



$$3\text{L} + 1\text{L} = \underline{\hspace{2cm}}$$



$$6\text{L} + 5\text{L} = \underline{\hspace{2cm}}$$



$$7\text{L} + 5\text{L} = \underline{\hspace{2cm}}$$



$$10ጣ.ሊ - 6ጣ.ሊ = \underline{\hspace{2cm}}$$



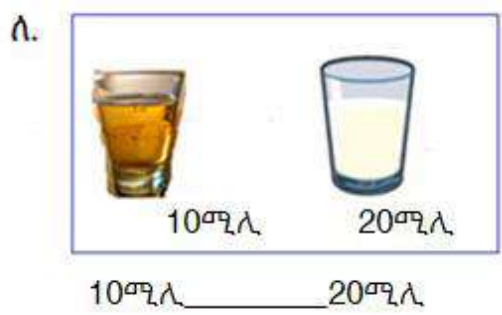
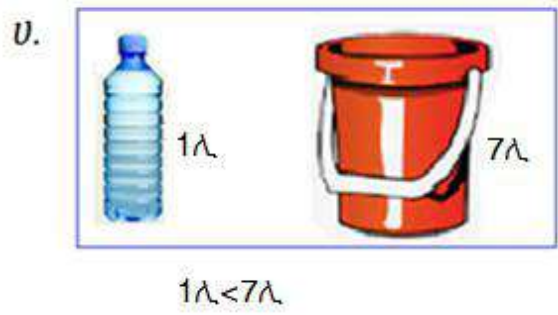
$$15ጣ.ሊ - 2ጣ.ሊ = \underline{\hspace{2cm}}$$

9.6 ይዘትን ማነፃፀር

ትግበራ 8፤ ጥንድ ጥንድ ሆነው ከተሰጡት ዕቃዎች የትኛው የበለጠ ፈሳሽ መያዝ እንደሚችል ገምት/ቺ።

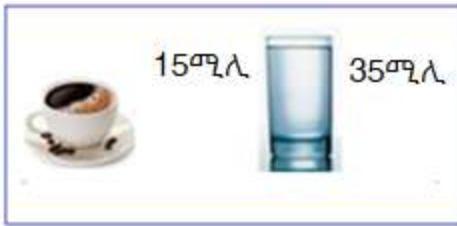


መልመጃ 10፤ የተሰጠውን ምሳሌ በመመልከት ባዶ ቦታውን መሙላ/ዩ።



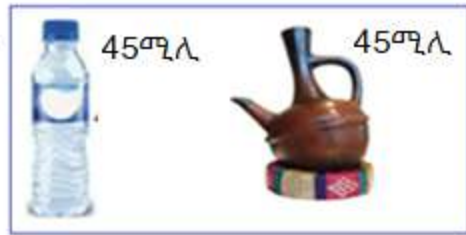
ገ.ሰብ 1ኛ ክፍል የተማሪ መጽሐፍ

ሐ.



15ሚሊ _____ 35ሚሊ

መ.



45ሚሊ _____ 45ሚሊ

ሠ.



16ሊ _____ 13ሊ



<h1>ምዕራፍ</h1>	
<h1>10</h1>	
<h2>የኢትዮጵያ ገንዘብ</h2>	

10.1 የኢትዮጵያ ዲናሮችና ኖቶች

ትግበራ 1: የተሰጠውን ምስል በመመልከት የኢትዮጵያ የዲናሮችን ሥም

ለይ/ዩ ።

					
አንድ	አምስት	አስር	ሃያ አምስት	ሃምሳ	መቶ
ሳንቲም	ሳንቲም	ሳንቲም	ሳንቲም	ሳንቲም	ሳንቲም

መልመጃ 1፤ በምሳሌው መሠረት አዛም ድ/ጂ።

					
አንድ ሰንቴም	አምስት ሰንቴም	አሥር ሰንቴም	ሃያ አምስት ሰንቴም	ሃምሳ ሰንቴም	መቶ ሰንቴም

ትግበራ 2፤ የሚታቁትን የኢትዮጵያ የብር ናቶች ላይ ተወያዩ።
የኢትዮጵያ ናቶች

  ባለአምስት ብር	  ባለአሥር ብር
---	--

  ባለሃምሳ ብር	  ባለመቶ ብር
---	--

መልመጃ 2፤ በምሳሌው መሠረት አዛም ድ/ጂ።

			
ባለአምስት ብር	ባለአሥር ብር	ባለሃምሳ ብር	ባለመቶ ብር

ትግበራ 3፤ ዲናሮቹን በመቁጠር ስንት ሳንቲም እንደሚሆኑ ተናገሩ?

ሀ.

			40 ሳንቲም
--	--	--	---------

ለ.

			_____
---	---	---	-------

ሐ.

			_____
---	---	---	-------

መ.

			_____
---	---	---	-------

መልመጃ 3፤ ሞቶቹን በመቁጠር ስንት ብር እንደሚሆኑ ተነገር/ሪ።

				20 ብር
5 ብር	5 ብር	5 ብር	5 ብር	

ሀ.

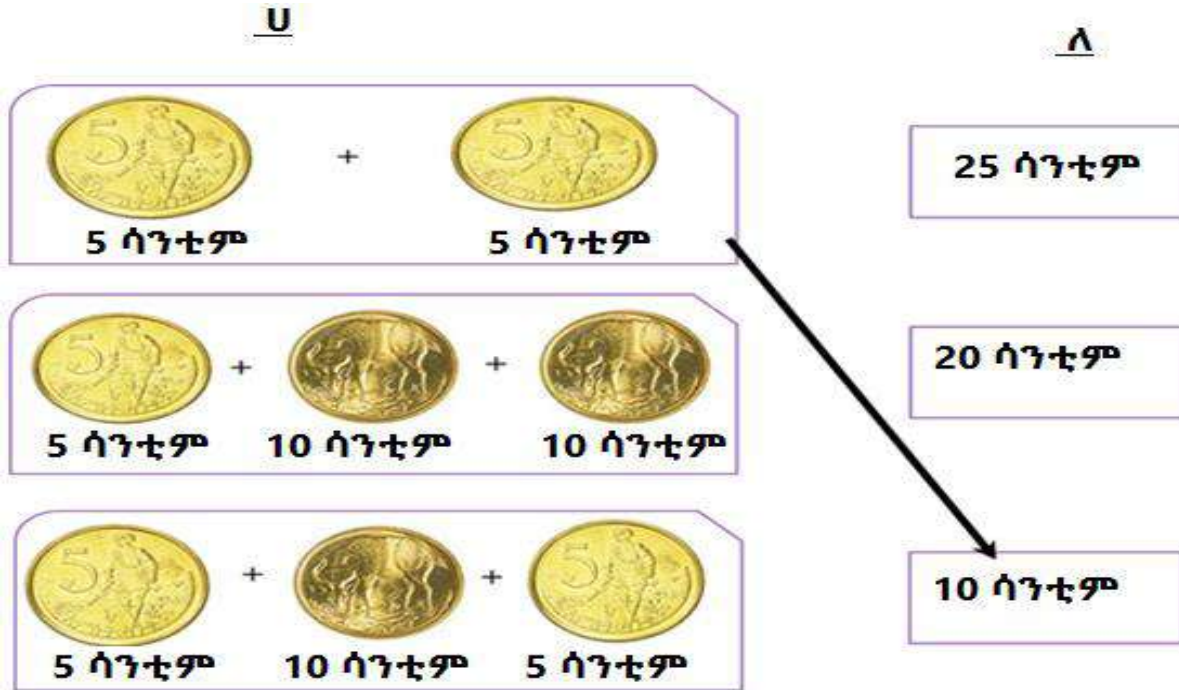
				_____ ብር ይሆናል።
10 ብር	10 ብር	10 ብር	10 ብር	

ለ.

				_____ ብር ይሆናል።
10 ብር	50 ብር	5 ብር	5 ብር	

10.2 የዲናሮችና የኖቶች ዝምድና

ትግበራ 4፤ በ "ሀ" ሥር ያሉትን በ "ሀ" ሥር ካሉት ጋር አዛምድ/ጂ።



አስተውል:





- ☞ 1 ብር = 100 ሳንቲም
- ☞ 1 ብር = 20 ባለአምስት ሳንቲም ዲናር
- ☞ 1 ብር = 10 ባለአሥር ሳንቲም ዲናር
- ☞ 1 ብር = 4 ባለሃያ አምስት ሳንቲም ዲናር
- ☞ 1 ብር = 2 ባለሃምሳ ሳንቲም ዲናር

መልመጃ 4፤ ሰንጠረዥን ደምር

ምሳሌ

 +  = 30 ሰንጠረዥ

ሀ.  +  = ___ ሰንጠረዥ ይሆናል። ለ.  +  = ___ ሰንጠረዥ ይሆናል።

ሐ.  +  = ___ ሰንጠረዥ ይሆናል። መ.  +  = ___ ሰንጠረዥ ይሆናል።

ሠ.  +  = ___ ሰንጠረዥ ይሆናል።

ትግበራ 5፤ በ"ለ" ሥር ያሉትን በ "ሀ" ሥር ካሉት ጋር አዛምድ/ጂ።

ሀ

ለ

 
10-ብር 10 ብር

65 ብር

  
50 ብር 10 ብር 5 ብር

60 ብር

  
5 ብር 5 ብር 50 ብር

20 ብር

መልመጃ 5፤ ኖቶችን ደምር/ሪ።



10 ብር



+

5 ብር

= 15 ብር

2.  +  = _____


3.  +  = _____


4.  +  = _____

5.  +  = _____

10.3 የቃላት ፕሮብሌሞችን ማስላት

ትግበራ 6፤ የቁሶችን ዋጋ በመደመር ባዶ ቦታ ላይ ጻፍ/ፊ።

 10 ብር	 15 ብር	25 ብር
--	---	-------

 40 ብር	 60 ብር	_____
--	---	-------

 <p>20 ብር</p>	 <p>50 ብር</p>	<hr/>
--	---	-------

 <p>20 ብር</p>	 <p>50 ብር</p>	<hr/>
--	--	-------

 <p>10 ብር</p>	 <p>33 ብር</p>	<hr/>
--	--	-------

መልመጃ 6፤ የሚከተሉትን የቃላት ፕሮብሌሞች አስላ/ዩ።

1. ቦንቱ ሁለት ባለ አምስት ብር ሞቶችና አንድ ባለ አስር ብር ሞት አላት። በጥቅሉ ስንት ብር አላት?



20 ብር አላት

2. ለሊሴ አንድ ባለሃምሳ ብር ኖትና ሁለት ባለአሥር ብር ኖቶች አላት። በጥቅሉ ስንት ብር አላት? 70 ብር አላት



70 ብር አላት

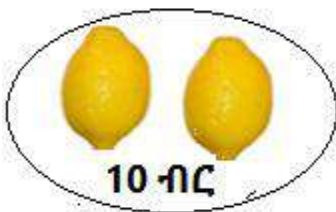
3. ቶልቱ ካላት 100 ብር ውስጥ በ30 ብር ሙዝ ብትገዛበት ስንት ብር ይቀርሳታል?



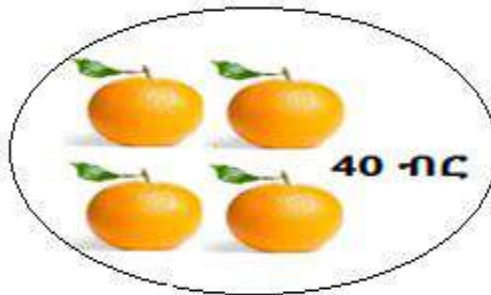
30 ብር

$$100 \text{ ብር} - 30 \text{ ብር} = \underline{\hspace{2cm}}$$

4. ቱፋ በ10 ብር ሎሚ በ40 ብር ደግሞ ብርቱኳን ገዛ። በጥቅሉ ሎሚና ብርቱኳኑን በስንት ብር ገዛ?



10 ብር

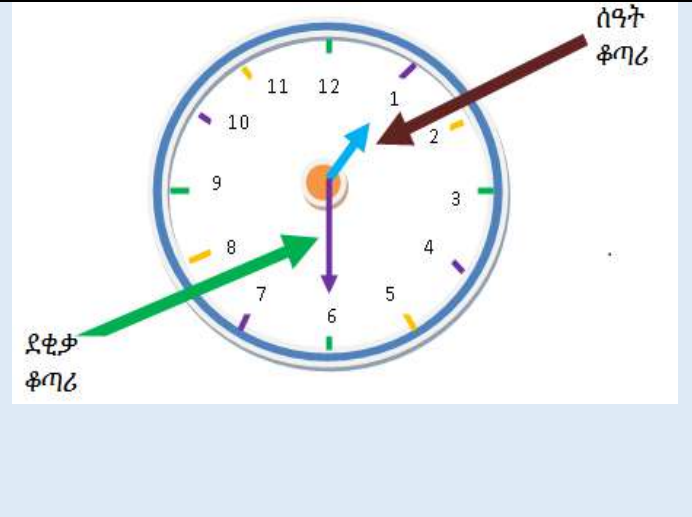


40 ብር

$$10 \text{ ብር} + 40 \text{ ብር} = \underline{\hspace{2cm}}$$

ምዕራፍ

11



የኢትዮጵያ የጊዜ አቆጣጠር

11.1 የኢትዮጵያ የቀን ክፍፍል

ትግበራ 1፤ ከዚህ በታች ያለውን ሥዕል በደንብ ከተመለከታችሁ በኋላ ድርጊቱ የሚፈጸምበትን ጊዜ ተነጋግሩ።

ፊታችሁን የምትታጠቡት መቼ ነው?
ጠዋት

ትምህርት የምትማሩት መቼ

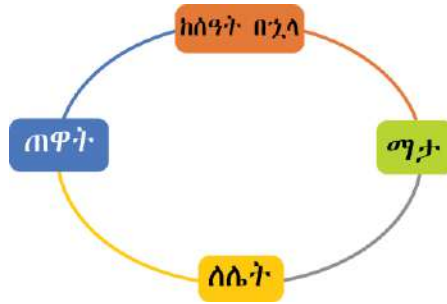


ከእራት በኋላ ቤተሰብ አብሮ የሚጫወተው መቼ ነው? _____



ሰዎች የሚተኙት መቼ ነው?

ምሳሌ፤ የኢትዲያ የአንድ ቀን ክፍፍል ዘርዘር/ሪ፡፡



መልመጃ 1፤ ሰዓቶቹ የሚያሳዩትን ጊዜ ንገር/ሪ፡፡



11:00 ሰዓት



3:00 ሰዓት



5:00 ሰዓት



_____ ሰዓት



_____ ሰዓት

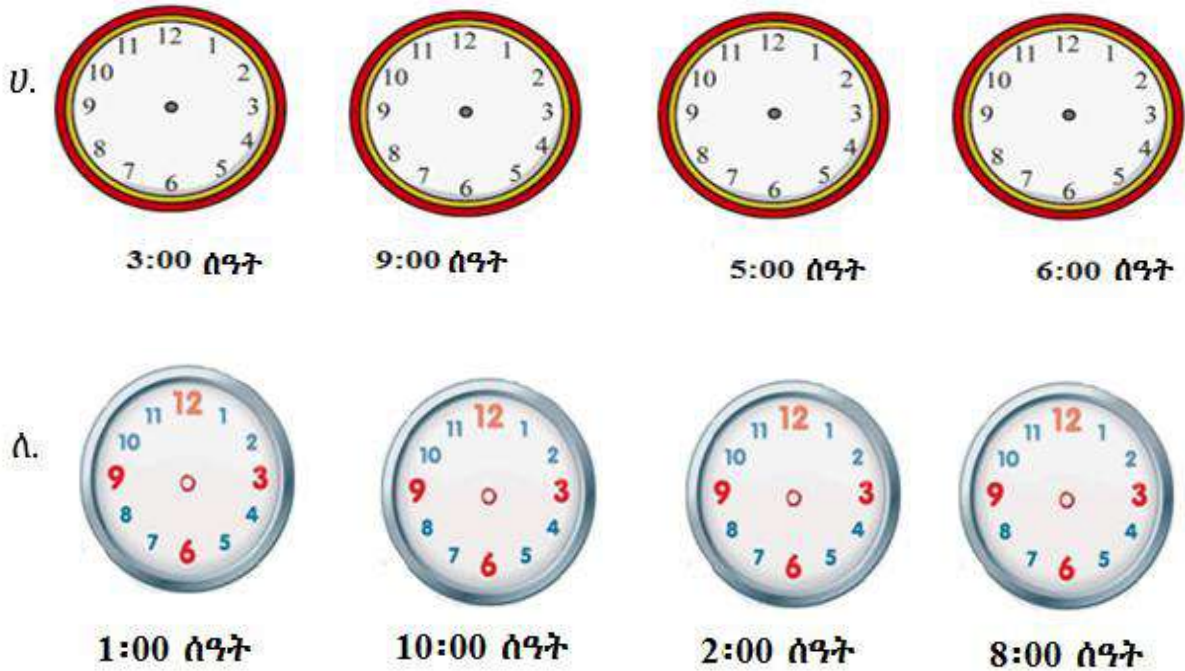


_____ ሰዓት



_____ ሰዓት

መልመጃ 2፤ ሰዓቱን በመሳል የተሰጠውን ጊዜ አመልክት/ጅ።



መልመጃ 3፤ የአንድ ቀን ክፍፍልን በመጠቀም ባዶ ቦታውን በትክክለኛው መልስ መላ/ዩ።

ሀ. ከጠዋት በመቀጠል የሚመጣው ጊዜ _____ ነው።

ለ. ከማታ ቀጥሎ የሚመጣው ጊዜ _____ ነው።

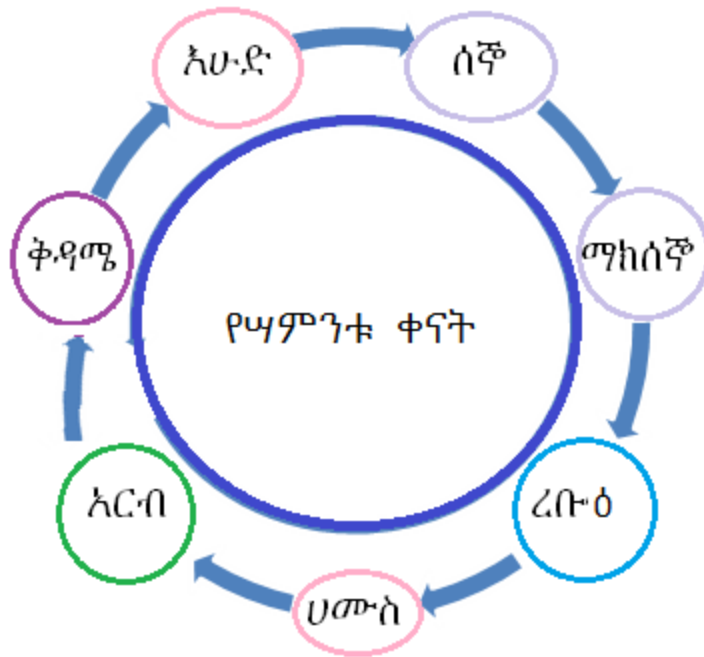
ሐ. ማታን አስቀድሞ የሚመጣው ጊዜ _____ ነው።

መ. ከሰዓት በኋላን አስቀድሞ የሚመጣው ጊዜ _____ ነው።

11.2 የሳምንቱ ቀናት

ትግበራ 2፤ በክፍላችሁ ውስጥ የሳምንቱን ቀናት በመዝሙር ተራ በተራ ተናገሩ። ፅ

ምሳሌ፤ የሳምንቱን ቀናት ዘርዘር/ሪ።



መልመጃ 4 የሳምንቱን ክፍፍል በመጠቀም ባዶ ቦታውን ሙሉ/ዩ::

- ሀ. ከሰኞ ቀጥሎ የሚመጣው ዕለት _____ ነው::
- ለ. ከእሁድ ቀጥሎ የሚመጣው ዕለት _____ ነው::
- ሐ. ዓርብን ቀድሞ የሚመጣው ዕለት _____ ነው::
- መ. ሐሙስን ቀድሞ የሚመጣው ዕለት _____ ነው::
- ሠ. የዛሬው ዕለት እሁድ ከሆነ ከነገወዲያ _____ ነው::

11.3 የጊዜ ልኬት የቃላት ፕሮብሌሞችን ማስላት

ትግበራ 3፤ እሁድ ዕለት ከጠዋት እስከ ማታ ምን ትሰራለህ/ሽ?

ምሳሌ፤ ከዚህ በታች በስዕል የቀረቡት ክንውኖች ሰኞ ዕለት የተከናወኑ ናቸው። ከነዚህ ክንውኖች ውስጥ የቱ ይቀድማል? የቱስ ይከተላል? በቅደም ተከተል አስቀምጥ/ጩ።

 <p>ሀ. ተላሌ ጠዋት 2 ሰዓት ላይ ትምህርት ቤት ሄደች።</p>	 <p>ለ. ፀሐይ ወጣች።</p>
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 <p>ሐ. ቶልቱ ጠዋት 1 ሰዓት ላይ ቁርሷን በላች።</p>	 <p>መ. በንሳ ከሰዓት በኋላ 7 ሰዓት ላይ ትምህርት ቤት ሄደ።</p>
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መልስ፤ ከዚህ በላይ ያሉትን ክንውኖች በቅደም ተከተል ስናስቀምጣቸው እንደሚከተለው ይሆናል።



1ኛ. ፀሐይ ትወጣለች።



2ኛ. ቶልቱ ጠዋት 1 ሰዓት ላይ ቁርሷን በላች።



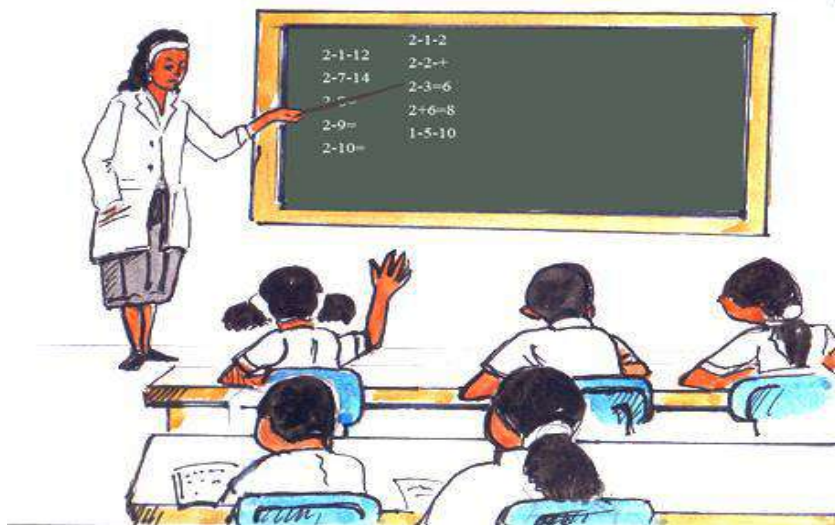
3ኛ. ተሊሌ ጠዋት 2 ሰዓት ላይ ትምህርት ቤት ሄደች።



4ኛ. ጦንሳ ከሰዓት በኋላ 7 ሰዓት ላይ ትምህርት ቤት ሄደ።

መልመጃ 5

1. መምህርት ኃዲሴ ተማሪዎቿን ከ 8:00 ሰዓት እስከ 10:00 ሰዓት አስጠናቻቸው። ስንት ሰዓት ወሰደባት?



2. ተማሪ ኩለኒ ከሰኞ እስከ ዓርብ ለመማር ትምህርት ቤት ትሄዳለች። በሳምንት ስንት ቀናትን ትምህርት ቤት ትሄዳለች?
3. አቶ ጫላ መሬታቸውን በትራክተር ለማረስ ጠዋት 3:00 ሰዓት ፈጀባቸው። ከሰዓት በኋላ ደግሞ 2:00 ሰዓት ቢወስዱባቸው ባጠቃላይ መሬታቸውን ለማረስ ስንት ሰዓት ይፈጅበታል?





አሮሚያ ትምህርት ቤ.ሮ 2014/2022

ሒሳብ

የመምህራን መምሪያ

1ኛ ክፍል

ዋጋ _____