

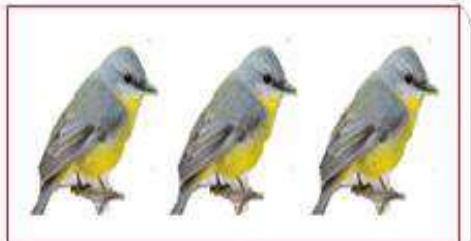
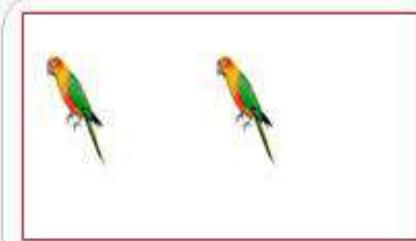
ምዕራፍ	1	2	3	4	5
	6	7	8	9	10
	11	12	13	14	15
	16	17	18	19	20

እስከ 20 ያለ ቁጥር

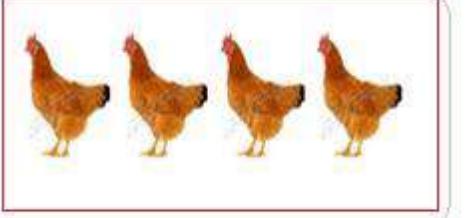
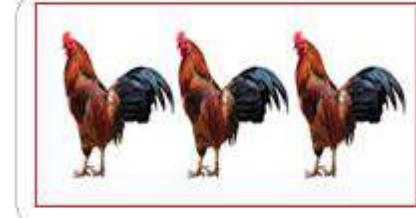
1.1 ከ1 እስከ 5 ያለ መቆጠሪያ ቁጥር

ትንበራ 1: ከን ለትን ያለ-ትን ምስልሎች በዚ ወይም ጥሩት በማለት
ለይ/የሸ:::

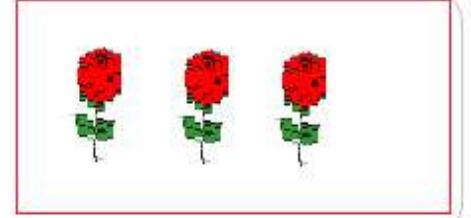
v.



ii.

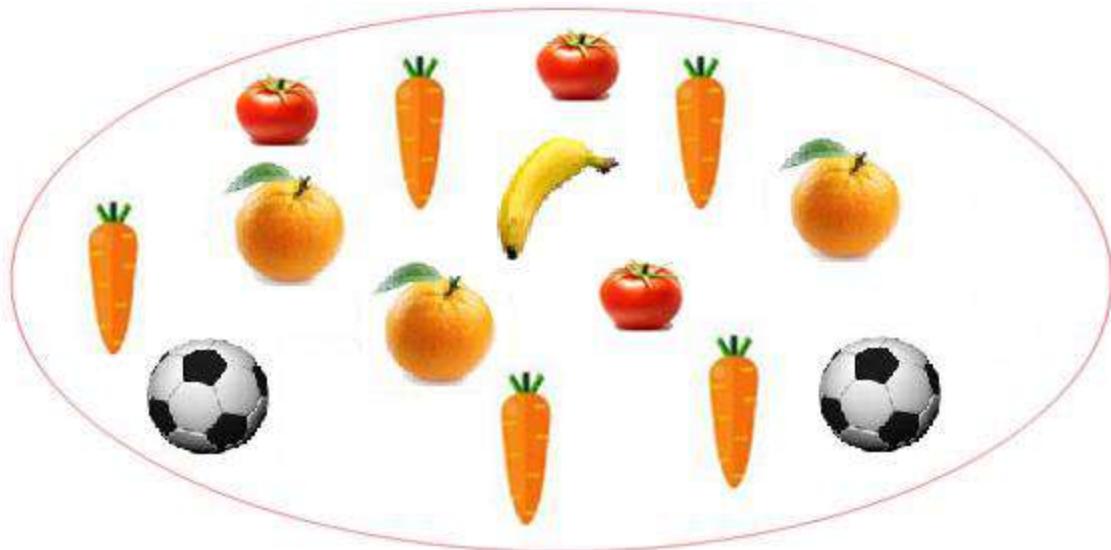


iii.



ቻጋራ 2 : “እንደ እንደ ጥሩ” የሚለውን ማዋታ በመጨመር ቁጥርናን በቻል ተናገሩ/ሸ፡፡

የበድን ስራ : በበድን በመሆኑ ተመሳሳይ የሆነትን ነገሮች በመለያት
ቁጥርናዎች፡፡

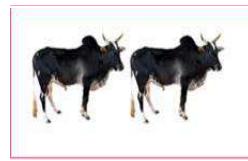


መልመክ 1 : በማጥኑ ወሰጥ ያለትን ምስልዕና በመቀመር በማታቸውን
ለይ/የሸ፡፡

v.



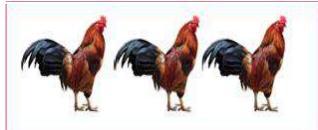
ለ.



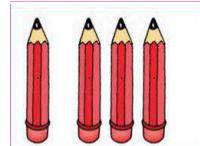
ሐ.



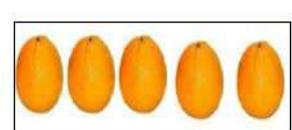
መ



ው.



፲.



ቻጋራ 3

v. ከ 1 እስከ 5 ያለትን የጥርና ድምግሁን/ሽን ከፍ በማድረግ ቁጥር/ሸ፡፡

ለ. ለእያንዳንዳ ከ 0-ወ ያለ ሰዕሉና በዘት በመቀመር በቀጥርና እጠንብ
የለትን የቀጥርናን ቁርጓ እንደማውሰድ ተገኘዣብ/ሸ፡፡

v.



1

ለ.



2

ሐ.



3

መ.



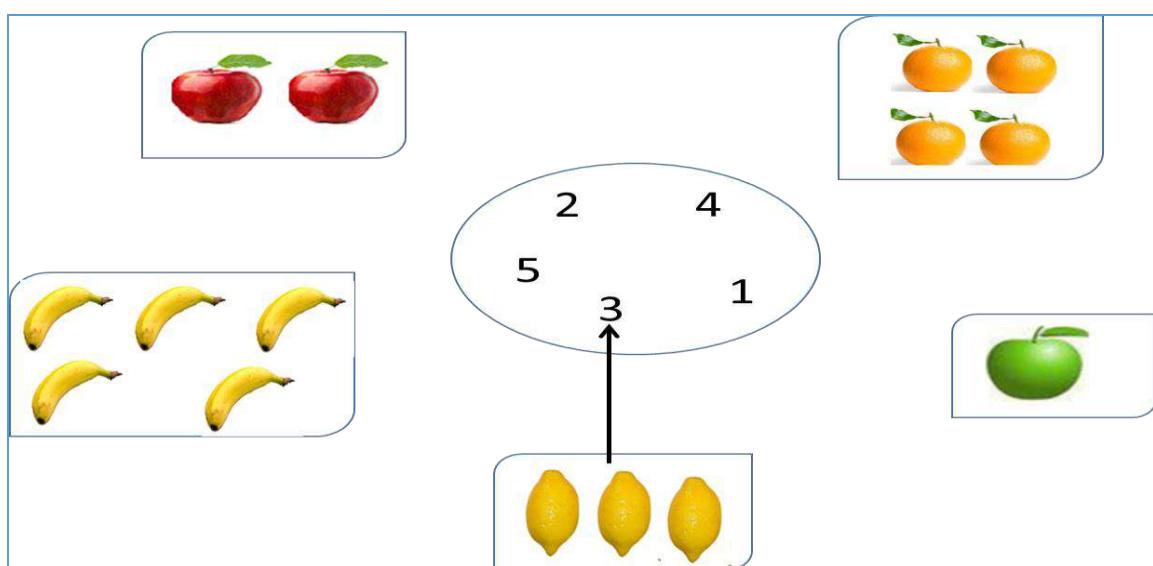
4

ወ.

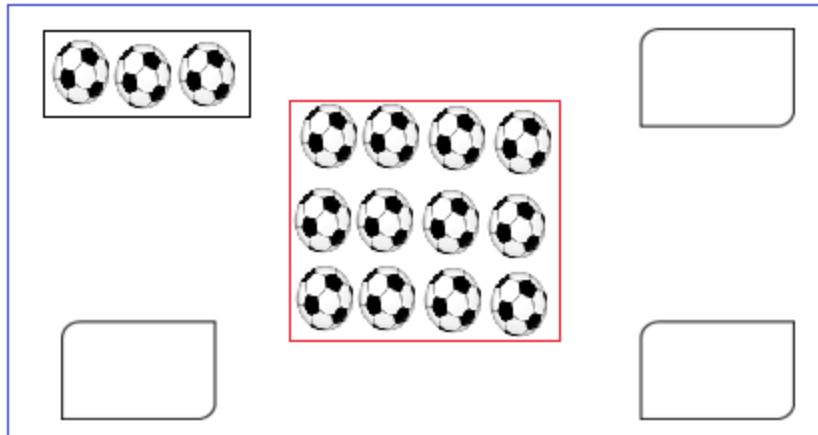


5

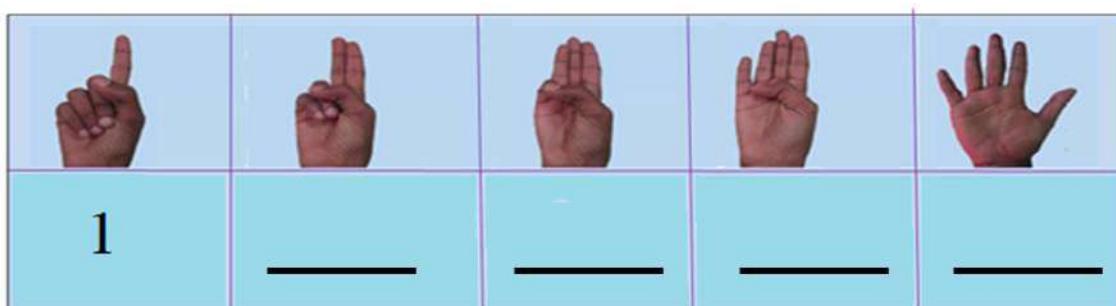
የበድን ስራ: ከዚህ በታች የተሰጠትን የልቦኝ በሃት በመቀመር
ከቀጥረዋቸው ጋር እያምዶ::



መልመድ 2: በሳጥኑ ወሰጥ ያለትን ክልቶ እንደ፣ ሁሉት፣ ለሰት በማለት በመቀመር በሰሰት በሰሰት በተቀመጠው ማረጋገጫ ወሰጥ እስቀምጥ/ሙ.::

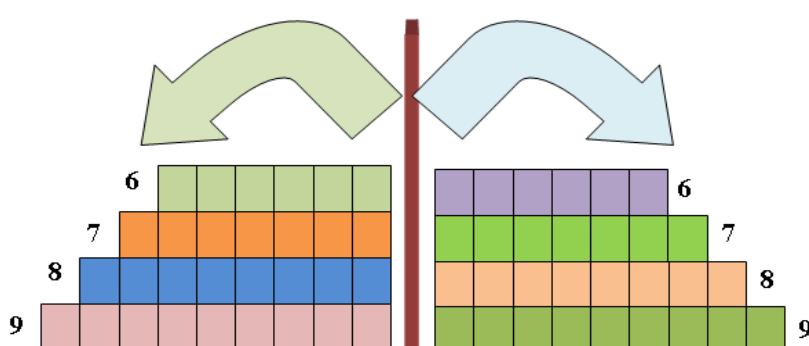


መልመድ 3: ወደ ሌይ የጠቀመትን የጠት ምልሎች የሚመከላቸትን ቁጥርዎች በሆታዎች በመቀመር በተሰጠው ማረጋገጫ በታ ሌይ ዓይነ/ቤ.::



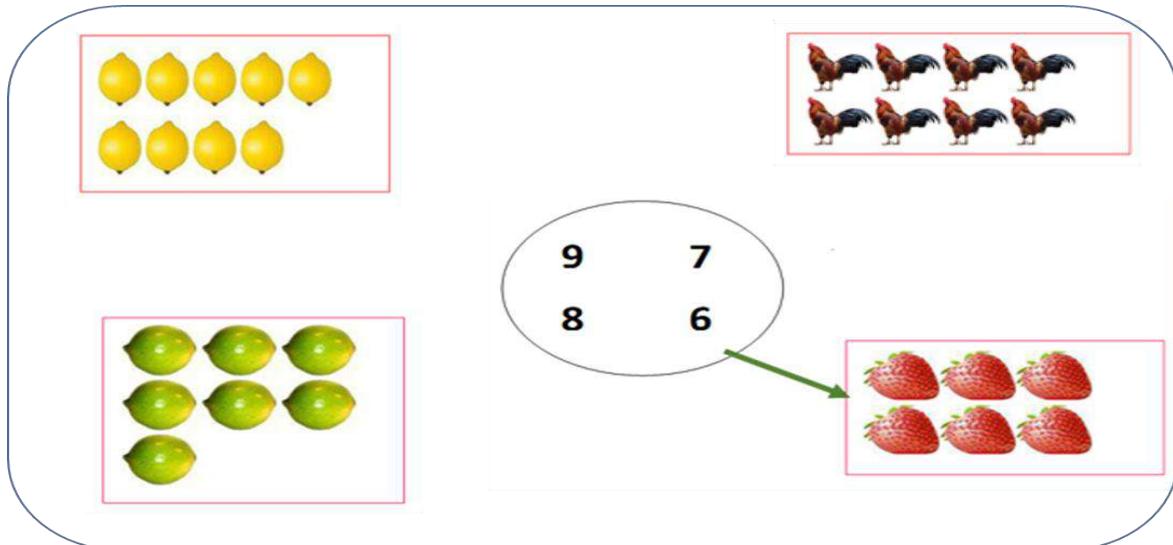
1.2 ከ6 እስከ 9 ያለ መቀመሪያ ቁጥርዎች

ተግበራ 4: ደምዕን ከፌ በማድረግ የሣጥጥቱን በሆታ በመቀመር ከተቀመጠት ቁጥርዎች የሱ በማሃመድ ከ6 እስከ 9 ያለትን ቁጥርዎች በመፈጸም እንብብ/ቤ.::



መልመድ 4

የሰዕለም ቤት ስምምነት በመቀመር ከተሰጠ ተ ቅጥረዋቸው የሆኑን አካላም ይ/ፈ::



መልመድ 5

- ከ6 እስከ 9 ያለትን ቅጥረዋቸውን ከፌ በማድረግ በመደርግም እንብብ/በ:::
- ከ6 እስከ 9 ያለትን ቅጥረዋቸውን በደብትሬሁ/ሽ ላይ በመደርግም ባኩ/ራ:::

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

መልመድ 6

በኋላ በታች በትክክልኝው ቅጥር መ.ሳ/ያ.:::

ሀ. ከስድስት ቅጥሎ ያለው ቅጥር _____ ነው:::

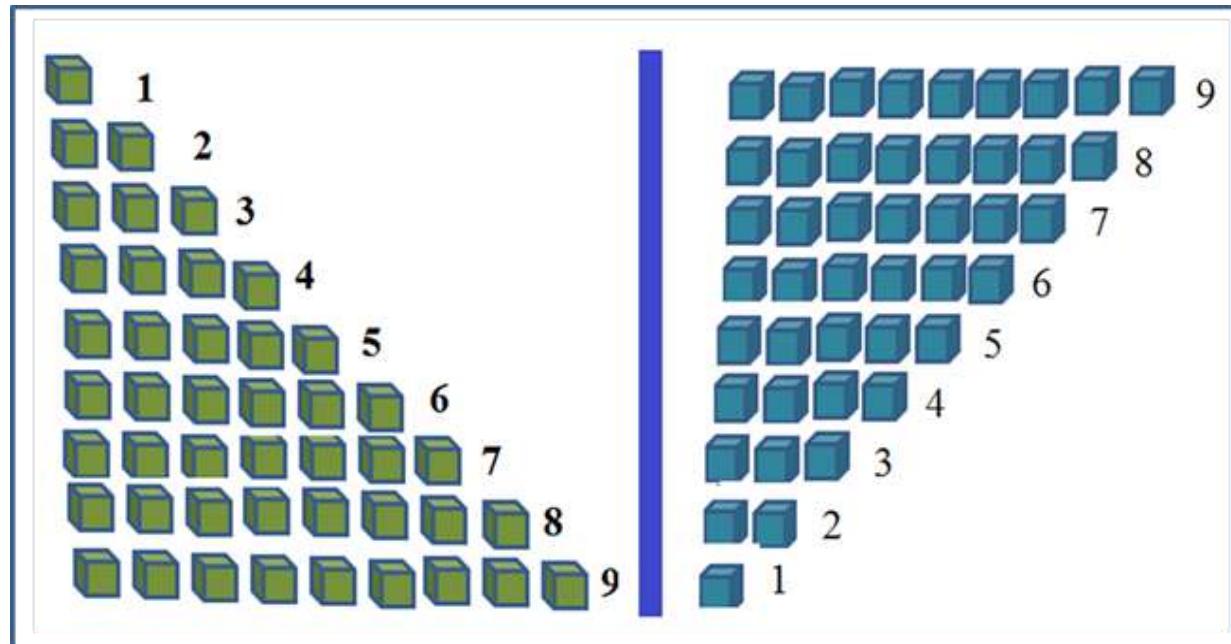
ለ. ከስምንት ቅጥሎ ያለው ቅጥር _____ ነው:::

ሐ. ከስባት ቅድመ ያለው ቅጥር _____ ነው:::

መ. ከዘመኝ ቅድመ ያለው ቅጥር _____ ነው:::

ቍበራ 5

ቀጥረታት ከ 9 ፕሮግ ወደ ጉዳ በመፈጻሚያ እንዲብለቤ::



መልመድ 7

የከከለታት ማሸት በመቀመር ቁጥሩን በማጥኑ ወሰኔ የኩ/ፏ::

v.



6

ለ.



ሐ.



ሙ.

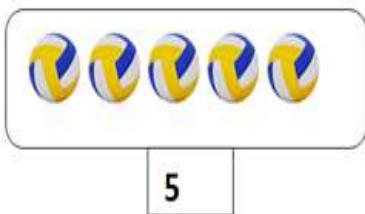


1.3 የዘር ትንሰ ሁሳብ

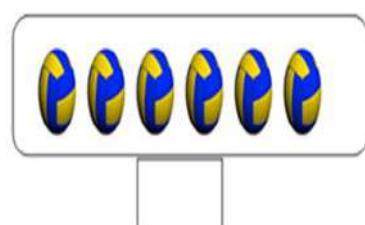
ቻጭበር 6

የተሰጠትን ካልታ በመቀመር በሁታታውን በማጥነት ውስጥ ቅጽ/፲፡፡

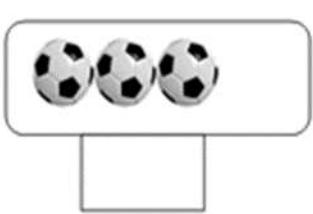
ሀ.



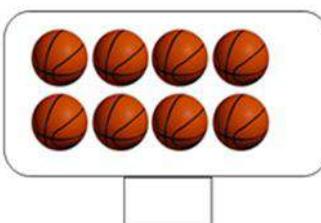
ለ.



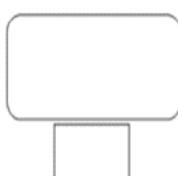
ሐ.



መ.



ወ.



የቦድን ሥራ፡ መዋቅ መመወት

ከመምህራኝ/ሁ/ርታኝ/ሁ የዚ በመሆን የተሰጠውን መዋቅ መመወት

መምህር/ት፡ እራት እግር ያለው ሰው እለ?

ተማሪዎች፡ የለም፡፡

መምህር/ት፡ እራት ዓይን ያለው ሰው እለን?

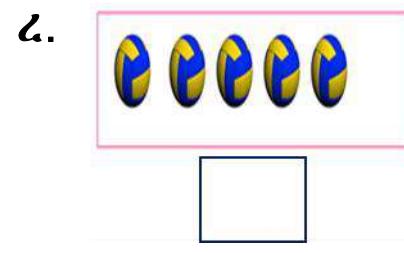
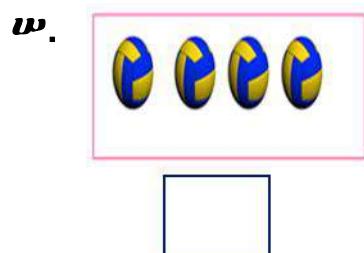
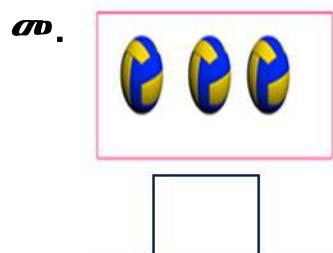
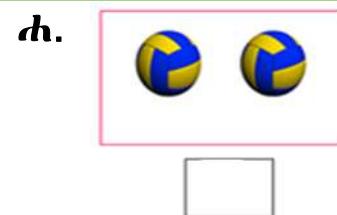
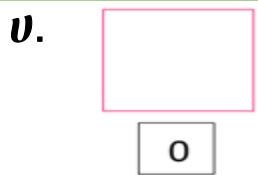
ተማሪዎች፡ የለም፡፡

ማስረጃ

- የነገሩት መጠን ያለመናር በቀጥር ሰንሰዱ “0” ያሆናል፡፡

መልመክ 8፡ በሳታዊ ውስጥ የተሰጠትን የኩልታን በሁታታውን በማጥነት በመቀመር ካልኝ

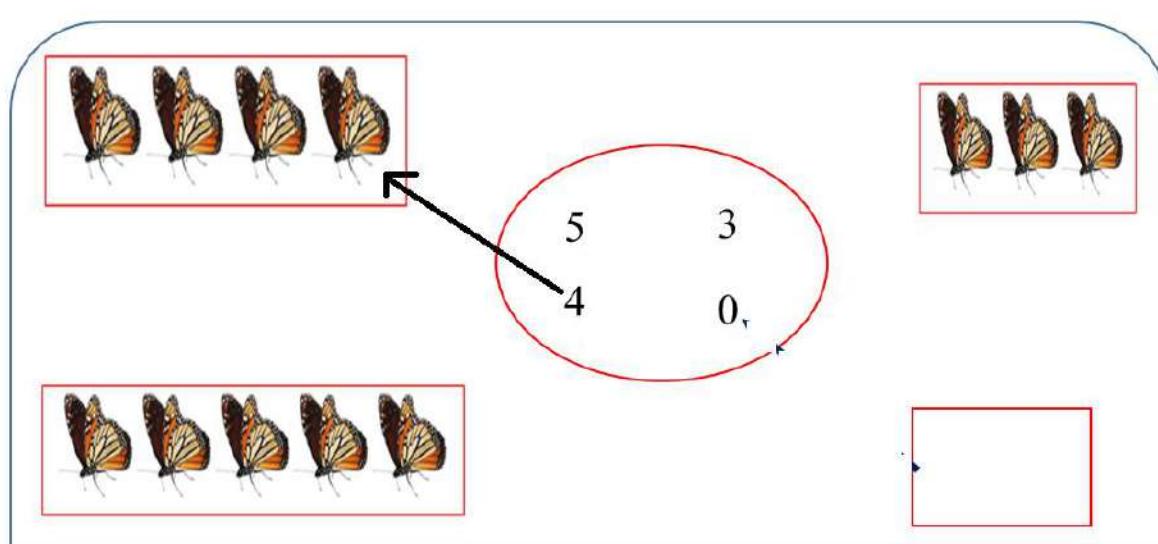
የተሰጠው ባዶ በታ ላይ መሳሪያ፡፡



ԹԱՐԾՈՒՅԹ 9: ԽԵՇ ԳՐԱԿԱՆ ՈՄՔԵՐԻ ՊԱՏՄՈՒՅԹ ՊԱ/Ճ.:

0	0	0	0	0					
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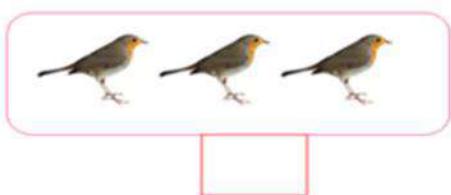
ԹԱՐԾՈՒՅԹ 10: ՔԱՂԱՔԱԿԱՆ ՈՒՍՏ ՈՄՔՈՒՅԹ ԻՎՐԵՐԻ ՀԸՆ



1.4 እስከ 20 ዘል መቆጠሪያ ቁጥር

ቍበር 8: የተሰጠትን ሥልሎች በመቆጠር ካሉና በተሰጠው ማጥን ወሰኑ
መልሳትን መሳይ/ይ.::

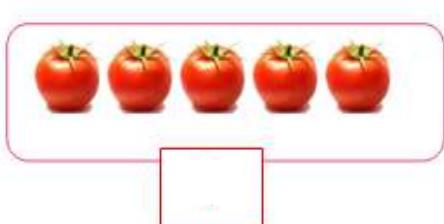
ሀ.



ሐ.



ለ.



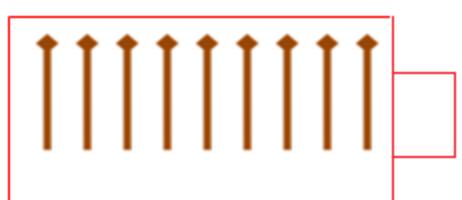
መ.



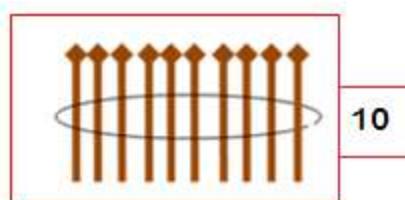
የቦታን ሥራ: በተሰጠው ምሳሌ መጨረሻ የተቀናትን የቀጥሮች ምልክት

በባድ በታ ሌይ ሌይ/ይ.::

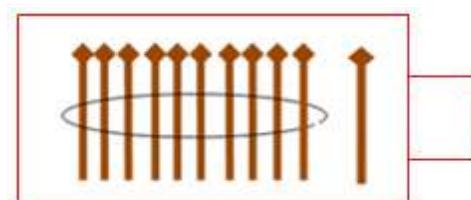
ሀ.



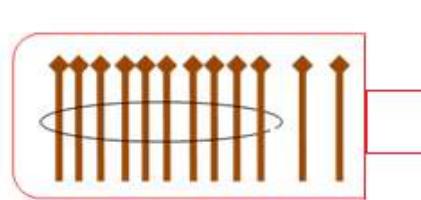
ለ.



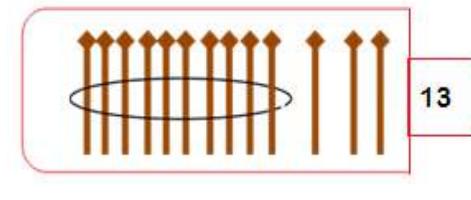
ሐ.



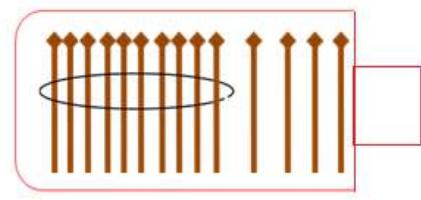
መ.



ወ.



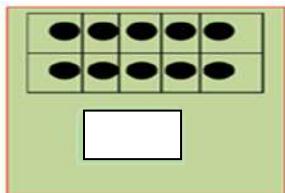
ዘ.



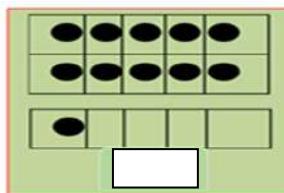
ԹՃԱՄՑ 11

ԿՐՈՒՇՆ ԱԽՎՈՅ ՊՃ ԱՐՄԵՆ ԴԻՀԻԼՀ ԱՄՆ ՓՄԸ ՄՋ.Դ/Բ.։։

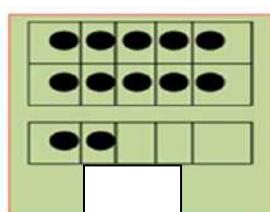
Ա.



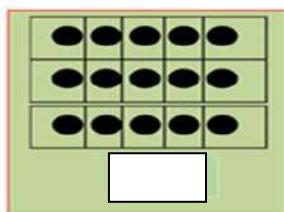
Ա.



Ճ.



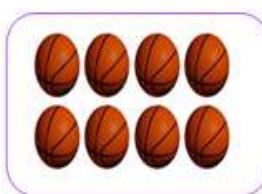
Թ.



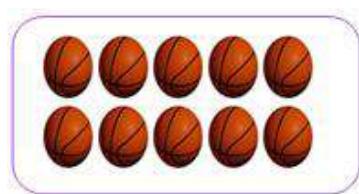
ՔՐԵՑ ԱՃ.: ԱԿՐԵՇ ՄՋԻ ՔՆԻ ՔՆԻ ԴՐԱ ՄՃՐԴ. ՄՃՐԴ.՝



6



8



10

ԱՒՋՈՎ ՄՋԻ ՀՐԱՄԱ ՄՋԻ ՀՐԱՄԱ ԱՄՆ ԱՄՄԱՆ ՓՄԸ
ՔՐԵՑ ԱՃ. ԴՐԱ ՄՃՐԴ. ՄՃՐԴ.՝

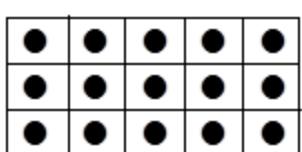
Ա. 8 Ո ՄՃՐԴ. 6Ն ՔՈՃՊՃ.։։ Ա. 10 Ո _____ 8Ն ՔՈՃՊՃ.։։

Ճ. 6 Ո _____ հ8 ՔՆԴՃ.։։ Թ. 8 Ո _____ հ10 ՔՆԴՃ.։։

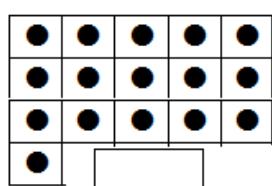
ԴՊՈՒ 9

1. ԱՒՋՈՎ ՄՋԻ ՄՃՐԴ. ՔՐԵՑ ԱՃ. ԴՐԱ ՔՆԴՃ. ՓՄԸ ԴԳՂԸ/Ճ.։։

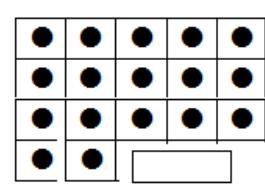
Ա.



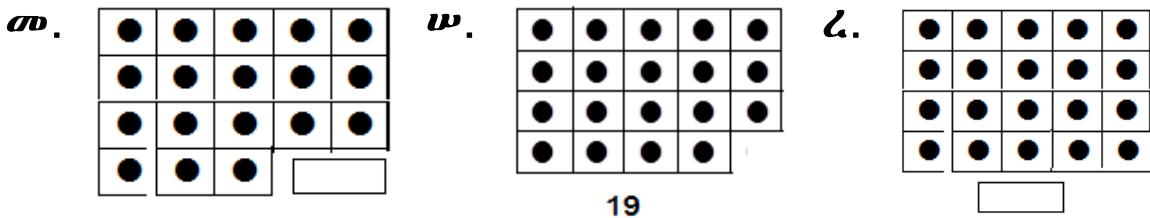
Ա.



Ճ.



15



2. አስከ 20 ያለትን ቁጥር ጥልካት በመገኘበበ እንዲሰጠ:::

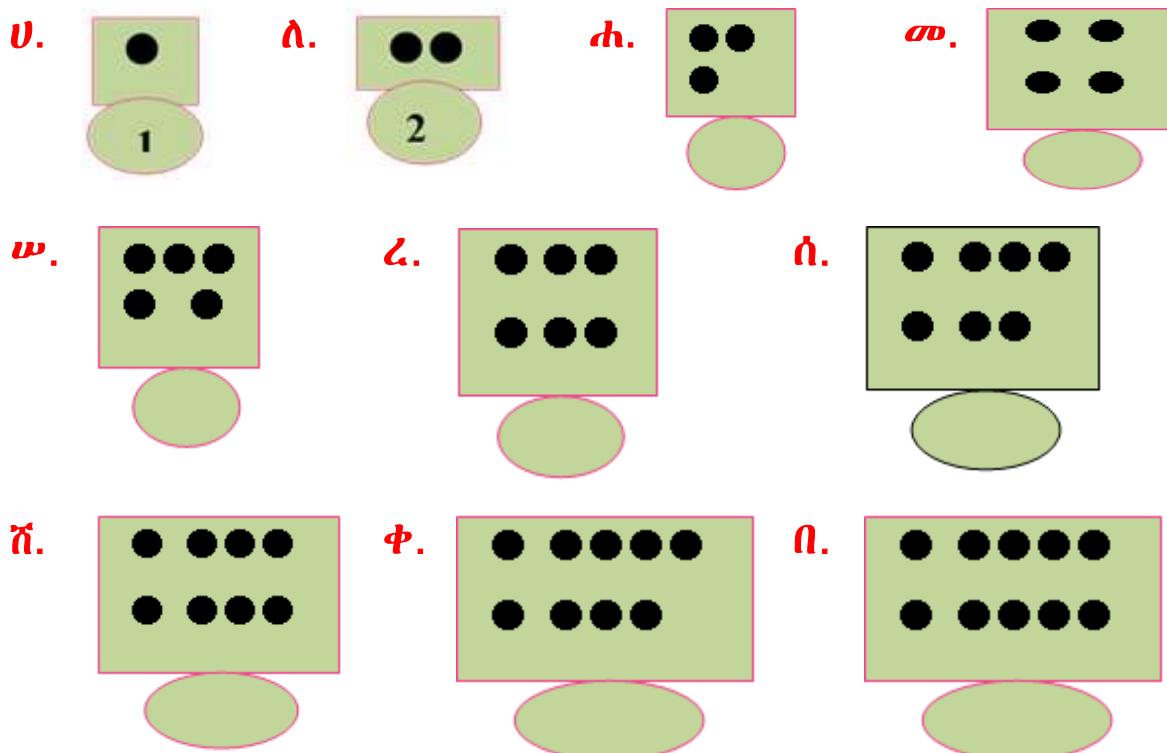
11	12	13	14	15	16	17	18	19	20
----	----	----	----	----	----	----	----	----	----

መልመክ 12: የተሰጠውን ቁደም ተከተል በመከተል የገደለትን ቁጥር
በሆነ ወሰኑ መሳሌ/ይ:::



1.5 አስከ 20 ያለትን ቁጥር ማንበብና መግኘፍ

ቻጋቢ 10: ንጥቦችን በመቀመር በዘጋጀዎች የሚያሳይ ቁጥር በመግኘፍ
እንዲሰጠ:::

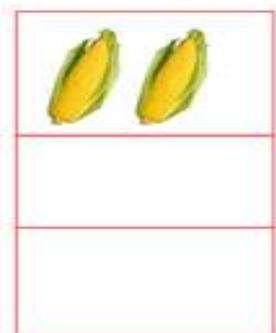


መልመድ 13: የተሰጠውን ምሳሌ መሰረት በማድረግ የሚከለውን በዘት
በአቃቤና በፈልጊዜ ቁጥር/፲::

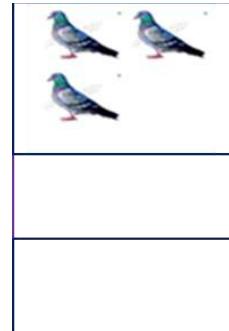
ሀ.



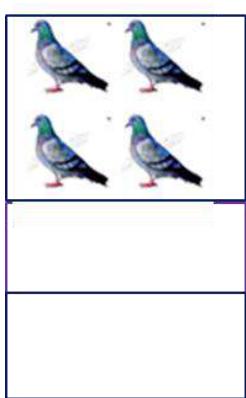
ለ.



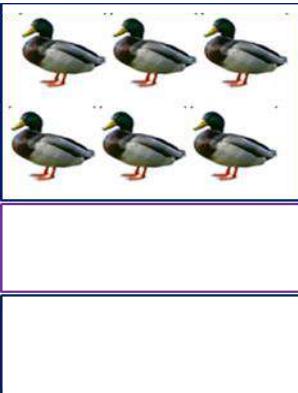
ሐ.



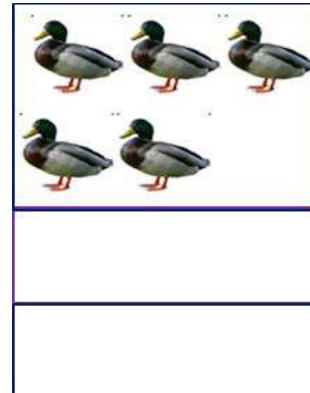
መ.



ወ.



ደ.



መልመድ 14: የተሰጠውን ምሳሌ መሰረት በማድረግ በአቃቤ የተሰጠውን
ቀጥር በመደጋገም በፈልጊዜ ቁጥር/፲::

ሀ. 4: አራት፡ አራት፡ አራት፡ አራት፡ **ለ.** 5: ___, ___, ___, ___

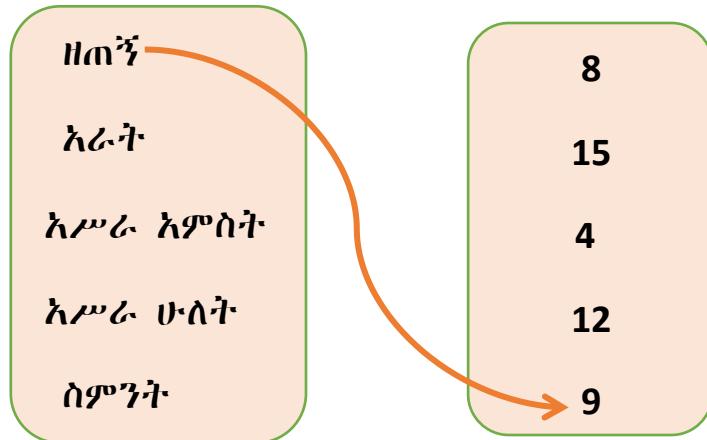
ሐ. 9: ___, ___, ___, ___ **ወ.** 8: ___, ___, ___, ___

መልመድ 15: የተሰጠውን ምሳሌ መሰረት በማድረግ በፈልጊዜ የተሰጠውን
ቀጥር በመደጋገም በአቃቤ ቁጥር/፲::

ሀ. ስባት፡ 7, 7, 7, 7 **ለ.** አምስት፡ ___, ___, ___, ___

ሐ. አምር፡ ___, ___, ___, ___ **ወ.** አምር አንድ፡ ___, ___, ___;

**መልመክ 16፡፡ በፊደል ተከራው የተሰጠትን ቁጥርና ካላቸውቻቸው ጋር
አሁም ደንብ፡፡**



መልመክ 17፡፡ በፊደል የተቀኑትን ቁጥርና በአታነ ዓይነቶች፡፡

አንድ	ሁለት	ስስት	እራት	አምስት	አምስት	ስድስት
	2			4		

ስሳት	ስምንት	ዘጋጀ	አሥራ	አሥራ አንድ	አሥራ ሁለት

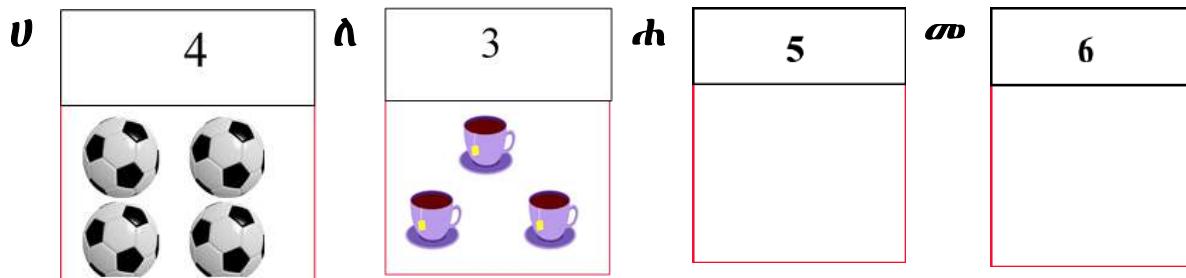
አሥራ ስስት	አሥራ እራት	አሥራ አምስት	አሥራ ስድስት	አሥራ ስሳት	አሥራ ስምንት

1.6 የቅጥርና ትርጓሜ

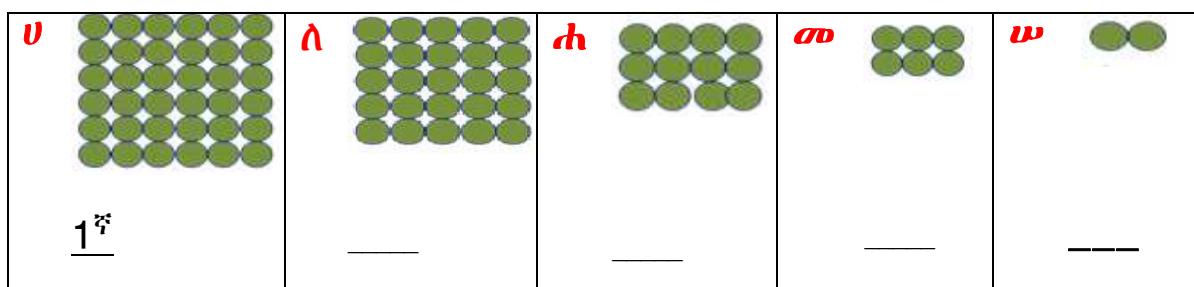
**የበኩሉ ሲሆን ሲቀጥሩ በመቀመር በዘጋጀዎች በአታነ እና በፊደል
ዓይነቶች፡፡**

1	2	3	4	5	6
አንድ					

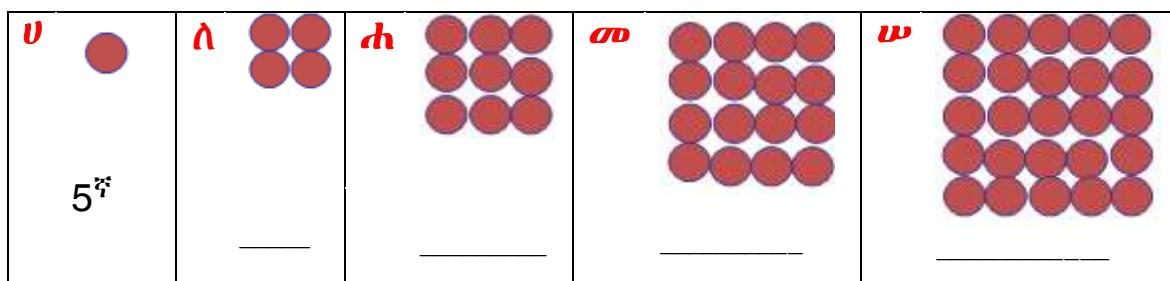
መልመክ 18፡ የተሰጠትን ቁጥርና በተለያየ ፍይይልዎች ገለፅ/ይለ፡፡



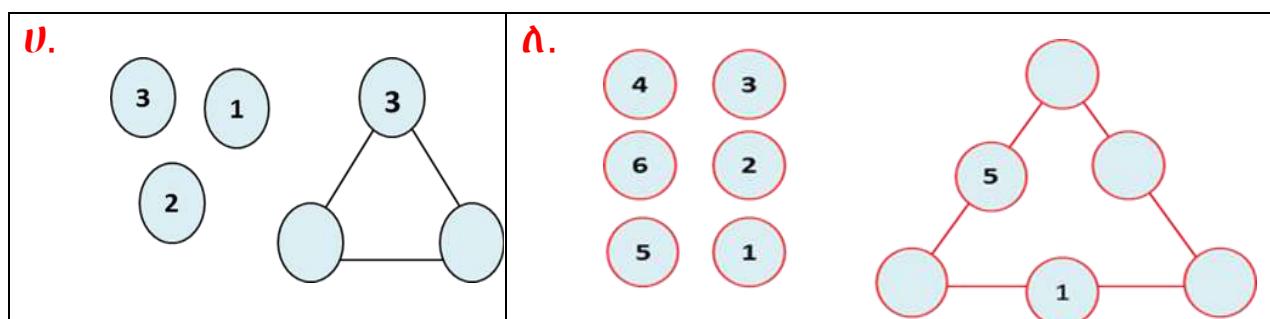
መልመክ 19፡ የተሰጠውን ፍይይል በመከተል ማረጋገጫ በታችነት መሳሪያ፡፡



መልመክ 20፡ የተሰጠውን ፍይይል በመከተል ማረጋገጫ በታችነት መሳሪያ፡፡

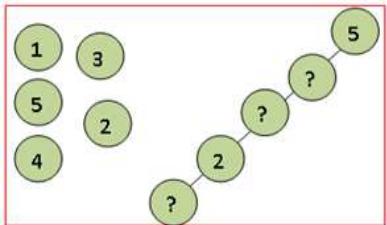


መልመክ 21፡ የተሰጠትን የቀጥር ክርድዎች በምድቦች ማረጋገጫ በታችነት አቀፍያ/ይ/እ፡፡

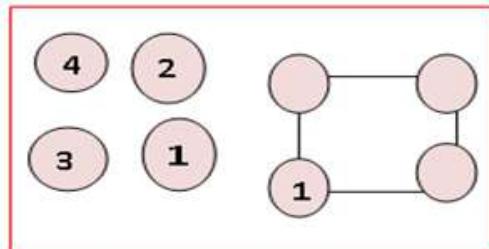


አዲስ ከፍል የተማሪ መጽሐፍ

፪.



፫.



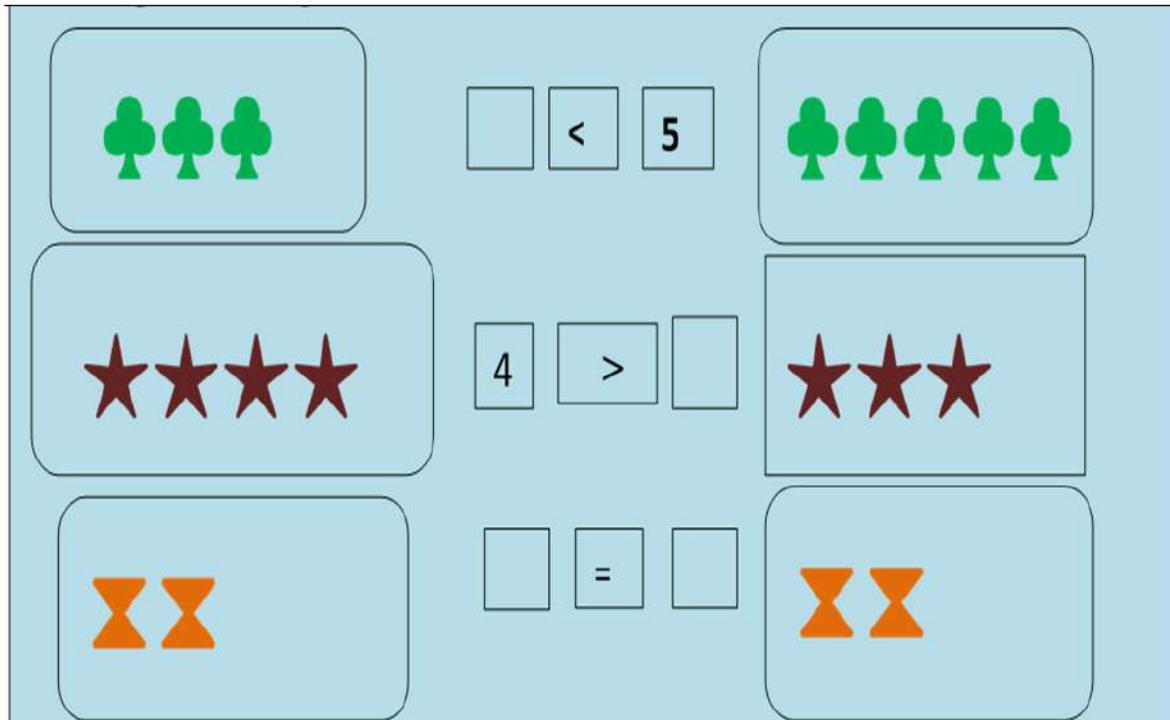
ምዕራፍ	0:1:2:...:20
2	$1 < 6$ $15 > 13$ $4 = 4$

ቁጥርና ማኅበርና በቅደም ተከተል ማስቀመጥ

2.1 ሁለት ቁጥርና ማኅበር

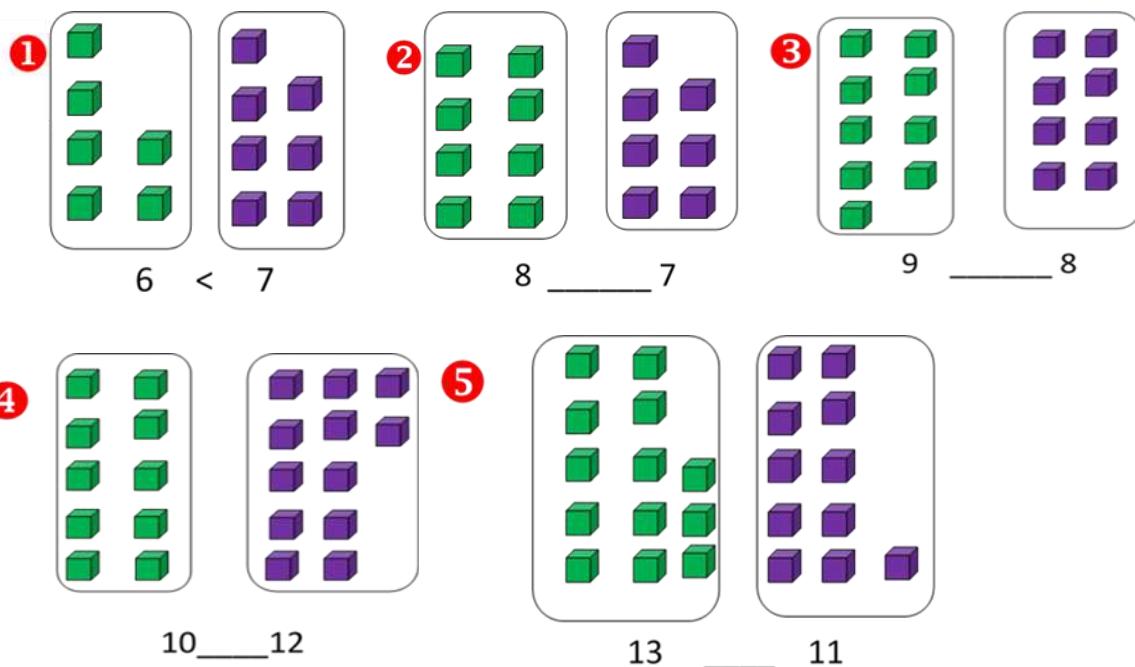
ተግበሩ 1:

የን ለትን ያለ ጥስስሎችን በሁታቸውን በማውካድር ባደ ማጥነትን መሳሌ/የፋ::

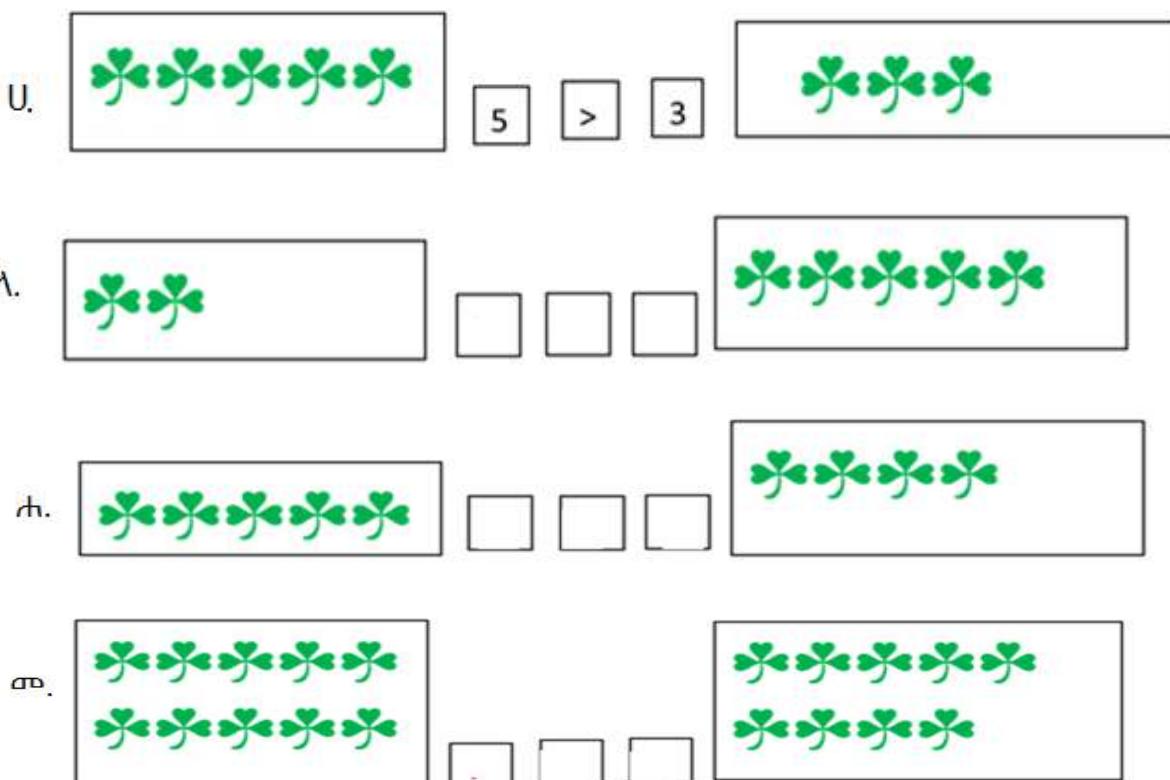


መልመድ 1: የ “<”, “>” ወይም “=” ጥልካቶችን በመጠቀም

የተሰጠውን/ሽን/ ቁጥርና አዎቃደር/ራ::



መልመድ 2: የአበባዋኑን በሆት በመቀመር ማለትን ቁጥርና አዎቃደር/ራ::



መልመክ 3: የ “<”, “>” ወይም “=” መልካምና በመጠቀም
የተሰጠሁን/ሽን/ ቁጥርና አውዳሪር/ራ::

a. $8 > 7$

b. $3 < 8$

c. $14 < 11$

d. $5 < 10$

e. $9 > 2$

f. $20 = 20$

g. $2 < 7$

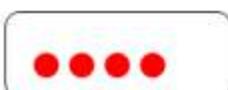
h. $13 < 18$

i. $19 > 17$

2.2 ማስታ ቁጥርና በቅድም-ትከተል ማስቀምጥ

ትግበር 2: በሚሳለ መሠረት ከታች የተሰጠትን ነገሮች በፋይታውን
ከተንሽ ወደ ተለዋ በቅድም-ትከተል እስቀምጥ/ሙ::

ምሳሌ



መልስ



3



4



5

ሀ.



ለ.

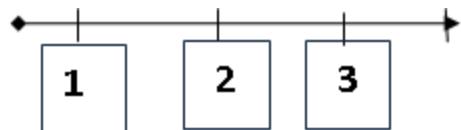


ԹԱՐՅԱԿ 4

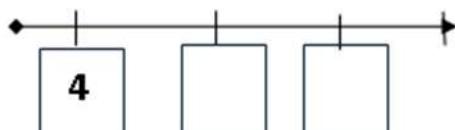
ՄԱԴՐԱՏ ԲԻՆԱՐ ԳՐԱԿԱՆ ԻՆԴԻԿԱՏՈՐ ՄԱՏԱԿԱՐԱ

ՀԱՌՎՄԱԹ/ԸՆ:

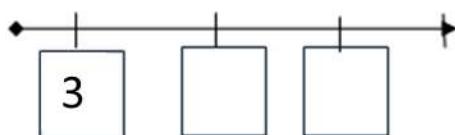
Ա. 3, 2, 1 : $1 < 2 < 3$



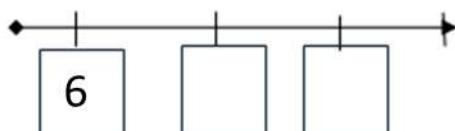
Ա. 4, 6, 5 : $4 < \underline{\quad} < \underline{\quad}$



Ճ. 5, 4, 3 : $3 < \underline{\quad} < \underline{\quad}$



Թ. 8, 7, 6 : $8 \underline{\quad} < \underline{\quad}$



ԹԱՐՅԱԿ 5: ԲՐԱՋԱՐԱՆ ԱԽՏ ՈԽՎՈՒՅՑ ԴԻՀՄԱՆ ԳՐԱԿԱՆ ԲԱՐՁՐ/ԲԵՐ:



2.3 እስከ 20 ዘለ ቁጥርና በቅደም ተከተል ማስቀመጥ

ቻንጻ 3: የተሰጠውን ቁደም-ትከተል በመከተል ባድሙን በታ መ.ሳ/ቤ.::

v.	2	3	4	5	6
----	---	---	---	---	---

a.	9	10			
----	---	----	--	--	--

b.	7	8			
----	---	---	--	--	--

c.	1	3		7	
----	---	---	--	---	--

መልመክ 6: ከታች ለተሰጠው ቁጥርና ቁጥርና ወይም ተከታታለ ቁጥር
ግኝ/ሸ.::

ሀ.	15 → 16
	13 → ____
	7 → ____
	14 → ____

ለ.	9 → ____
	11 → ____
	19 → ____
	4 → ____

ሐ.	10 ← 11
	____ ← 14
	____ ← 19
	____ ← 12

መ.	____ ← 5
	____ ← 3
	____ ← 7
	____ ← 4

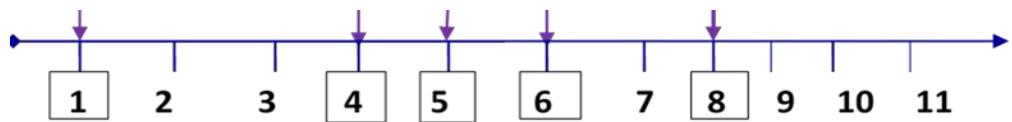
የቦታና ሲሆን: በተሰጠው ሁሉት መቆጠሪያ ቁጥርና መካከል
የለውን/የለትን/ ቁጥር/ይቶ ግኝ/ሸ.::

v. $6: \underline{7} : 8$ ለ. $10: \underline{\quad} : 12$ ካ. $15: \underline{\quad} : 17$

መ. $9: \underline{\quad} : \underline{\quad} : 12$ ወ. $13: \underline{\quad} : \underline{\quad} : 16$

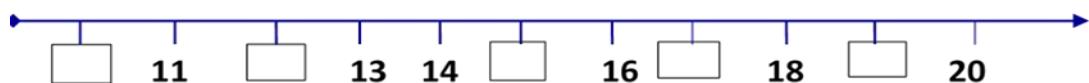
መልመክ 7: የተጨማሪውን ምሳሌ በመጠቀም ቁጥርና በቅደም-ትከተል
እስቀመጥ/ሸ.::

ሀ. 1: 5: 8: 4: 6



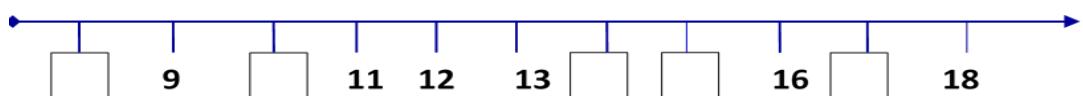
$$1 < 4 < 5 < 6 < 8$$

ለ. 10: 19: 12: 17: 15



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

ሐ. 8: 10: 15: 17: 14

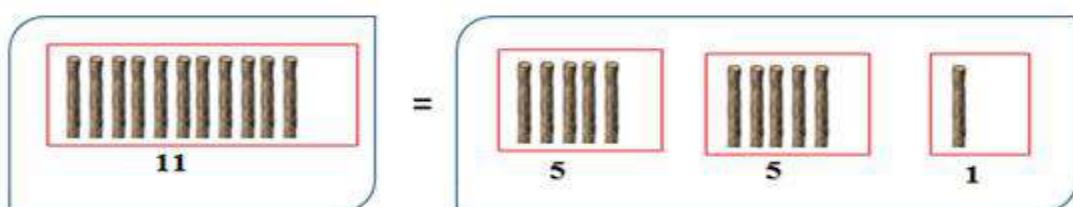


$$\underline{\quad} < \underline{\quad} < \underline{\quad} < \underline{\quad} < \underline{\quad}$$

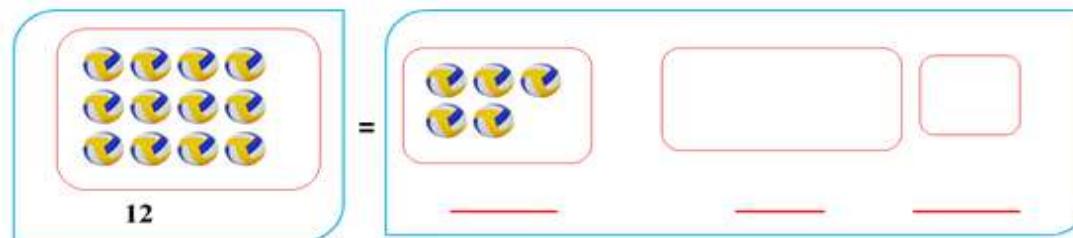
2.4 ቁጥርና በአሁን በአሁን መመሪያ

ታግበራ 4: የተሰጠትን ነገሮች(ቅልቶ) በአምስት በአምስት በመመሪያ
እስቀምጥ/ጠረ::

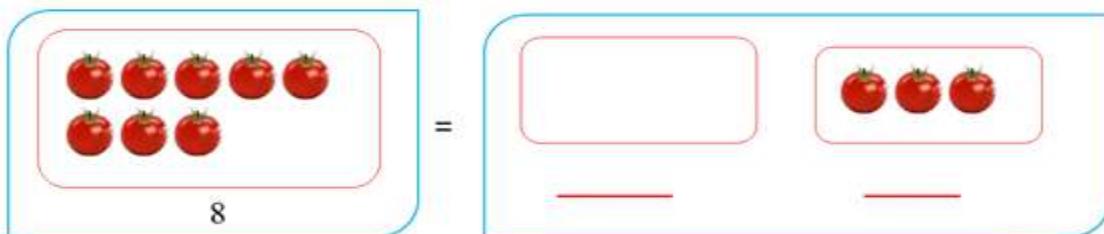
ሀ.



ለ.

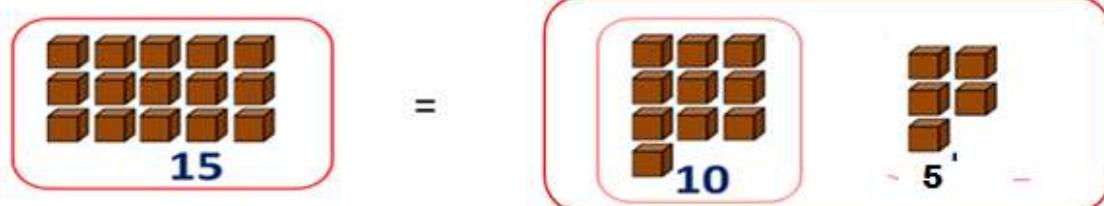


አ.

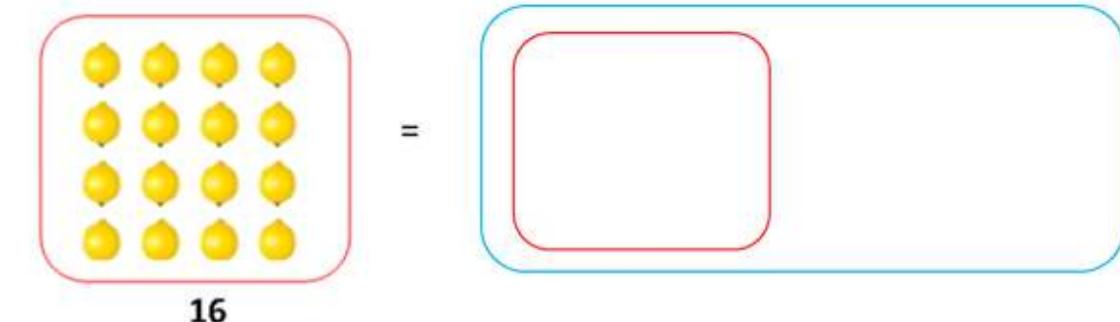


**መልመክ 8፡ የተሰጠትን ነገሮች(ቅልቶ) በእውጭ በእውጭ በመመለያ
አሳቀምጥ/ሙሉ፡**

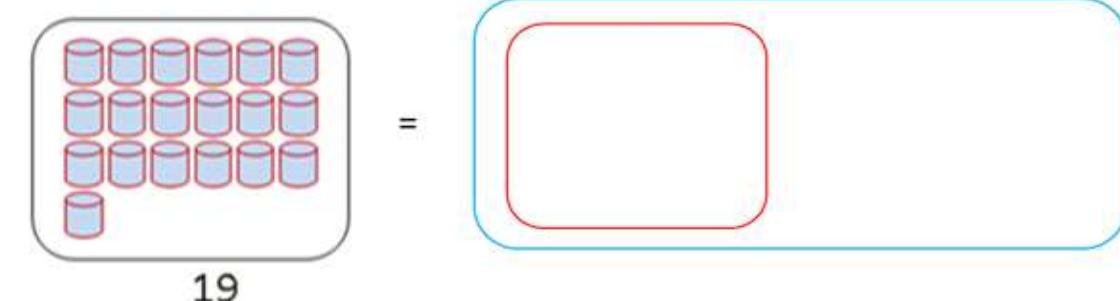
ሀ.



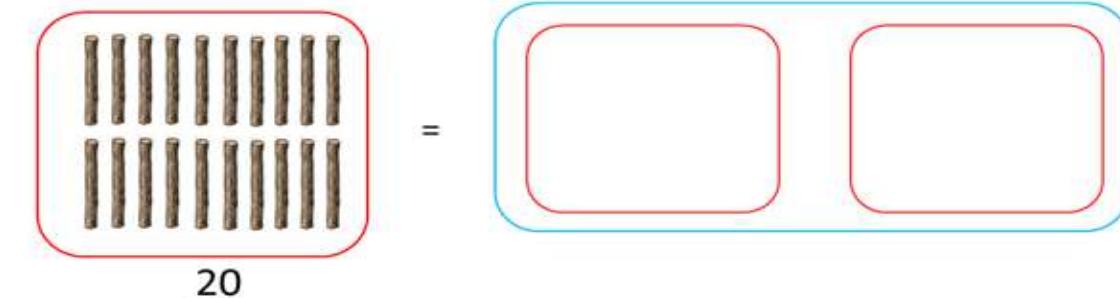
ለ.



ሐ.



መ.



ምዕራፍ

3

$$2 + 5 = 7$$

$$2 + 2 = 4$$

$$1 + 13 = 14$$

መጽመር

3.1 የመጽመር ዓረፍተ-ካይዬች

ትንበራ 1: የመጽመር በመቀመር በተሰጠው ስጥን ወሰጥ ቁጥሩን የኩ/ሸ::

ሀ.



7

ለ.



ሐ.

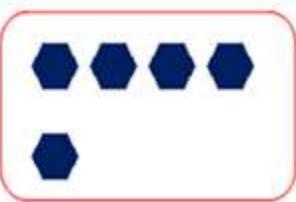


ሙ.

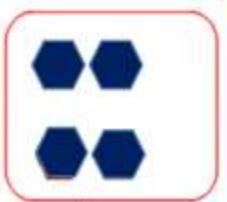


መልመክ 1: ነን ለነን ያለ የመጽመር እንደ ሌይ በመቀለቀል ቁጥር/ሸ::

ሀ.



5



4



9

አ.



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—

—

ብ.



—

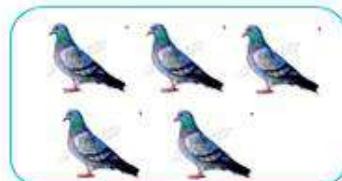
—

—

መልመድ 2: ከን ለነን ያለ ብዕለውንን አንድ ላይ በመቀላቀል ህለ-ንም

ቁጥር/ራ:

ሀ.



3

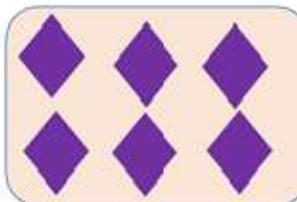
+

2

=

5

ለ.

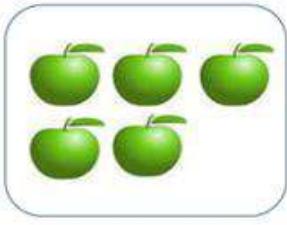
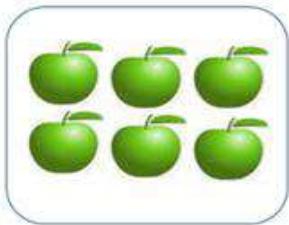


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ብ.



—

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—

እስተውል፤ ቤ. “+” የመያወር ምልክት ነው::

ለ. “=” የእኩል ይሆናል ምልክት ይግላል::

3.2 በተከታታይ መቁጥርና እያለፈ መቁጥር

ተግበሩ 2፤ ከተሰጠሁ/ሽ ቁጥር ተነስተሱ/ሽ ሁሉት ተከታታይ ቁጥርዎችን

ቀጠር/ሮ::

7	8	9
6	7	
8		

መልመድ 3፤ ከተሰጠሁ/ሽ ቁጥር ተነስተሱ/ሽ አምስት ቁጥርዎችን ተከታታይ ቁጥርዎችን

ቀጠር/ሮ::

5	6	7	8	9	10
8					
11					
9					
10					

ተግበሩ 3፤ ከተሰጠሁ/ሽ ቁጥር ተነስተሱ/ሽ ሁሉት ሁሉት እያለፈኩ/ሽ እስከ

10 ያለ ቁጥርዎችን ቀጠር/ሮ::

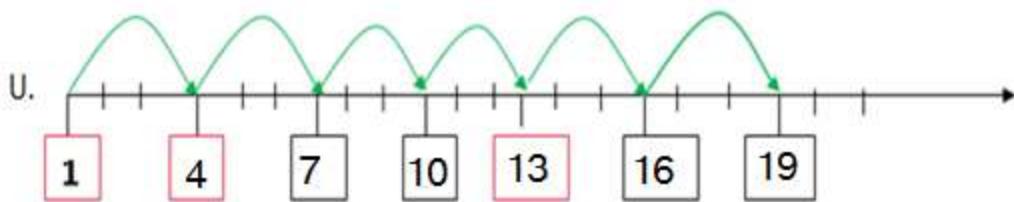
1	3	5	7	9
2				10

መልመድ 4፤ ከተሰጠሁ/ሽ ቁጥር ተነስተሱ/ሽ ወደንገኘ ሁሉት ሁሉት

እያለፈኩ/ሽ እስከ 20 ያለ ቁጥርዎች ባድ በታወሻን መሳሌ/የሬ::

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

**መልመድ 5፡ ከተሰጠሁ/ሽ ቁጥር ተነስተሱ/ሽ ወሰት ወሰት እያለፋክ/ሽ
በመቀመር ባደረግ በታወቂን መፈለግ/የሆኑ፡፡**



A.

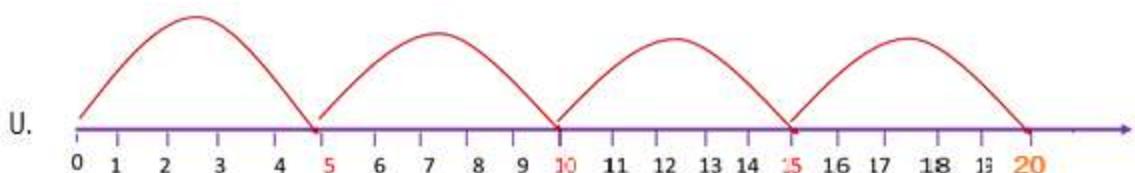
B.

C.

D.

E.

**መልመድ 6፡ ከተሰጠሁ/ሽ ቁጥር ተነስተሱ/ሽ አምስት አምስት እያለፋክ/ሽ
በመቀመር ባደረግ በታወቂን ማጥን መፈለግ/የሆኑ፡፡**



A.

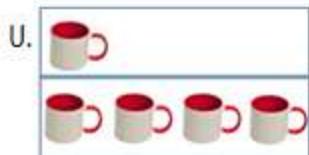
B.

C.

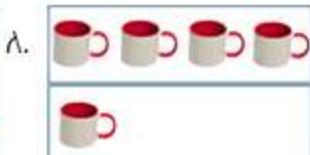
3.3 የ5፣ 6፣ 7፣ 8፣ 9 እና የ10 ተደግኞች

ትንበራ 4: ከአምስት የሚያጠስ ድምርቶችው አምስት የሚሰጠ ሁሉት

ቀጥር ፊልግ/ቤ::



$$1+4=5$$



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



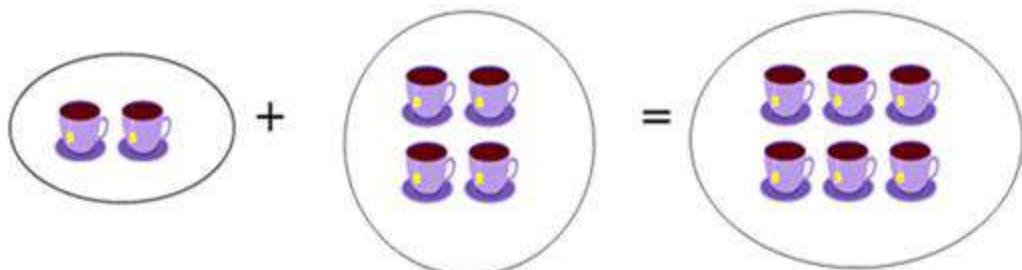
$$\underline{\quad} + 3 = 5$$



$$3 + \underline{\quad} = 5$$

መልመክ 7: ከስድስት የሚያጠስ ድምርቶችው ሲደስት የሚሰጠ ሁሉት

ቀጥር ፊልግ/ቤ::



$$2 + 4 = 6$$

የ 6 ተደግኞች		
3	+	3
4	+	
1	+	
5	+	

መልመክ 8: ከስባት የሚያጠስ ድምርቶችው ማስተካከለ የሚሰጠ ሁሉት

ቀጥር ፊልግ/ቤ::



$$5 + 2 = 7$$

ሀ. $6 + \underline{\quad} = 7$

ለ. $\underline{\quad} + 3 = 7$

ሐ. $1 + \underline{\quad} = 7$

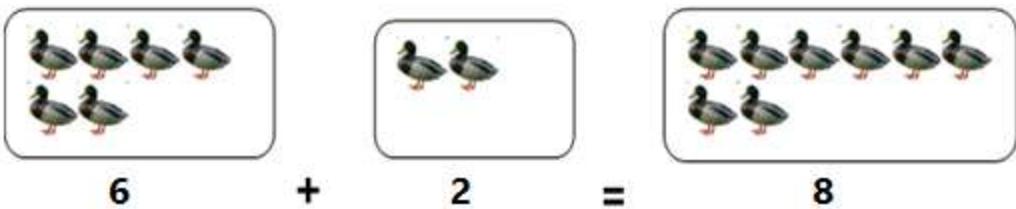
መ. $\underline{\quad} + 4 = 7$

ወ. $2 + \underline{\quad} = 7$

እ. $\underline{\quad} + 5 = 7$

መ•ል• ቅ. 9: ከስምንት የሚያንስ ድምርታው ስምንት የሚሰጠ ሁሉት

ቁጥርና ፊልግ/ረ::



$$6 + 2 = 8$$

ሀ. $7 + \underline{\quad} = 8$

ለ. $2 + \underline{\quad} = 8$

ሐ. $5 + \underline{\quad} = 8$

መ. $3 + \underline{\quad} = 8$

መ•ል• ቅ. 10: ከዘመና የሚያንስ ድምርታው ሙመና የሚሰጠ ሁሉት

ቁጥርና ፊልግ/ረ::



$$4 + 5 = 9$$

ሀ. $\boxed{\quad} + 1 = 9$

ለ. $5 + \boxed{\quad} = 9$

ሐ. $\boxed{\quad} + 7 = 9$

መ. $\boxed{\quad} + 8 = 9$

ወ. $6 + \boxed{\quad} = 9$

እ. $\boxed{\quad} + 2 = 9$

መልመድ 11፡ ከእስር የሚያገኘው ድምርታዊ እስር የሚሰጠው ማለት

ቁጥርናን ፌላግ/ገ::

$$\boxed{\begin{array}{ccccc} \bullet & \bullet & \bullet & \bullet & \bullet \end{array}} + \boxed{\begin{array}{ccccc} \bullet & \bullet & \bullet & \bullet & \bullet \end{array}} = \boxed{\begin{array}{|c|c|c|c|c|} \hline \bullet & \bullet & \bullet & \bullet & \bullet \\ \hline \bullet & \bullet & \bullet & \bullet & \bullet \\ \hline \end{array}}$$

$$5 + 5 = 10$$

v. $5 + 5 = 10$

ለ. $3 + \underline{\quad} = 10$

ሐ. $4 + \underline{\quad} = 10$

መ. $7 + \underline{\quad} = 10$

ወ. $2 + \underline{\quad} = 10$

ረ. $1 + \underline{\quad} = 10$

3.4 ቁጥርናን በተደማሪውታዊ መግለፅ

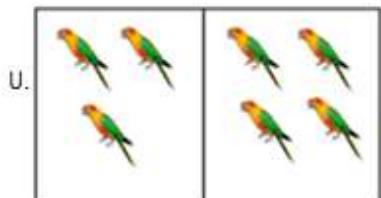
መልመድ 12፡ የሚለውን መጨረሻ በማድረግ ባድ ማጥኑን መሳሪያ::

ሀ. $\rightarrow 3+2=5$

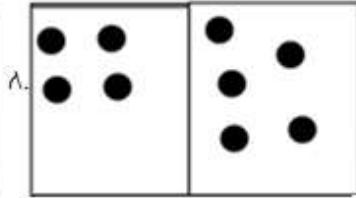
ለ. $\rightarrow 2+3=5$

ሐ. መ. ወ.

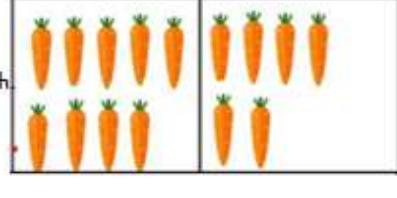
መልመድ 13፡ ጥናለውን መሠረት በማድረግ ማረጋገጫ በታወችን መሳሪያ፡፡



ሁ. እራትና እራት ለቦት ይሆናል፡፡
 $3 + 4 = 7$

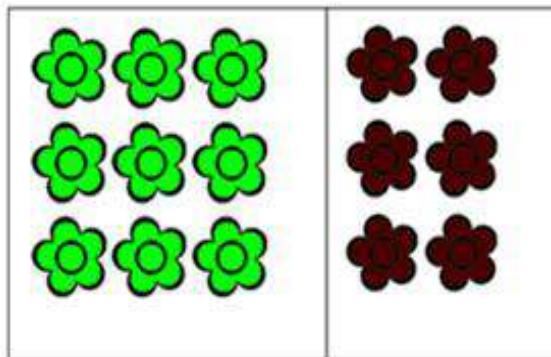


ለ. እራትና እምሰት ምርጥ ይሆናል፡፡
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$



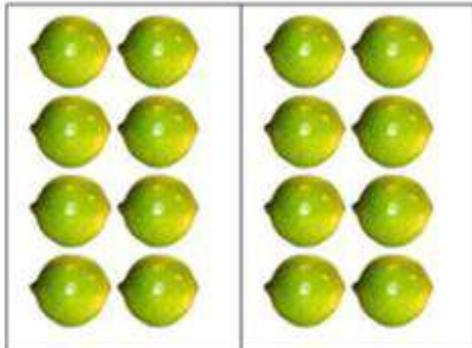
ሐ. እያራ እምሰት ይሆናል፡፡
 $\underline{\quad} + \underline{\quad} = 15$

መ.



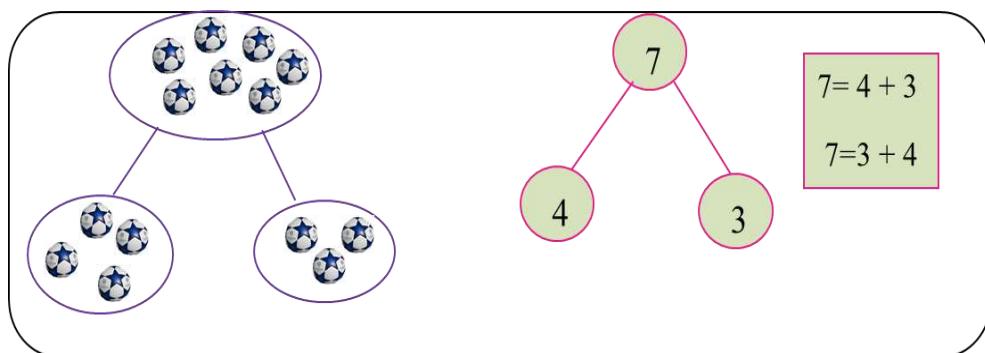
$\underline{\quad} + \underline{\quad} = \underline{\quad}$ እያራ እምሰት
ይሆናል፡፡

ወ.



$\underline{\quad} + \underline{\quad} = \underline{\quad}$ ስምንት ይሆናል፡፡
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

መልመድ 14፡ ቁጥርና በተደማሪው አረባበ፡፡



ሀ. $6 = 1 + \square$

ለ. $5 = \square + 4$

ሐ. $7 = 3 + \square$

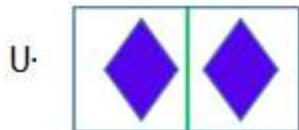
መ. $8 = 6 + \square$

ወ. $9 = \square + 4$

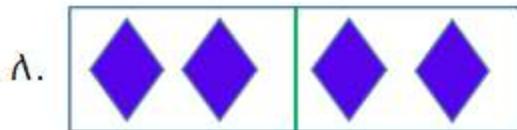
ፈ. $3 = 1 + \square$

3.5 እጥፎና ወደ እጥፎ የሚጠች

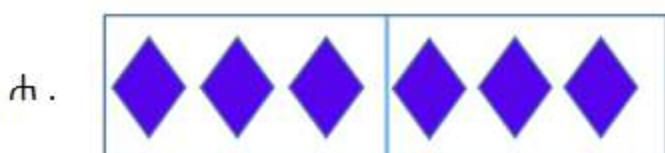
ቻንብ 5፡ የተሰጠ ምሳሌዎችን በመቀመር ቁጥርዎችን እጥፎ አድርግ/ለ፡፡



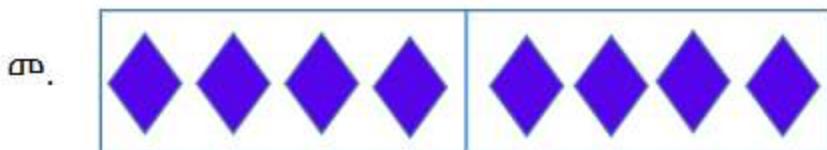
$$1 + 1 = 2$$



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



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



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

መልመክ 15፡ ከታት ለተሰጠ ቁጥርዎችን እጥፎችውን የፋ/ፈ፡፡

ሀ. 5

$$5 + 5 = 10$$

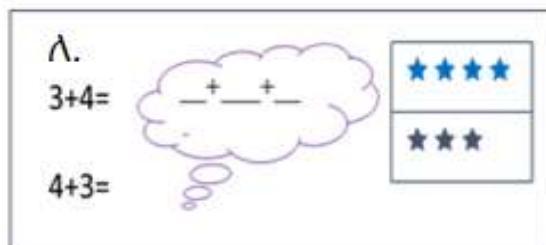
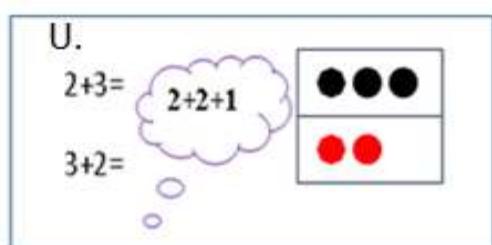
ለ. 6

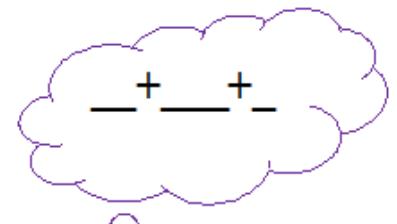
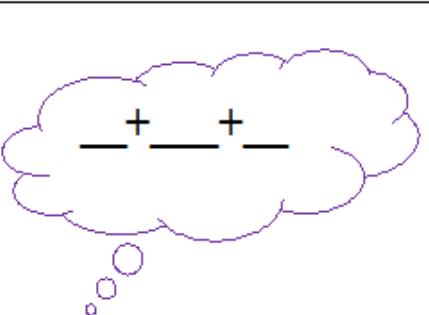
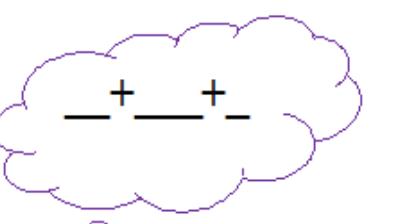
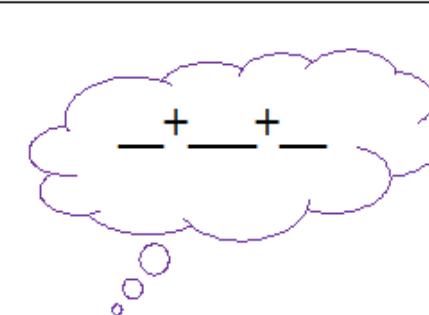
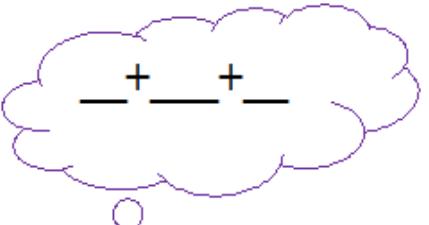
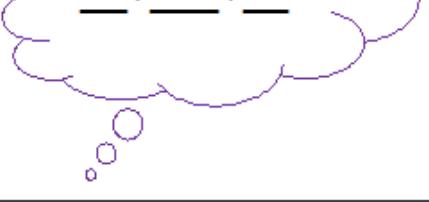
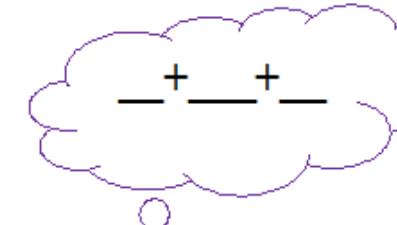
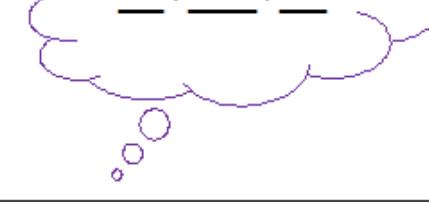
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

ሐ. 9

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

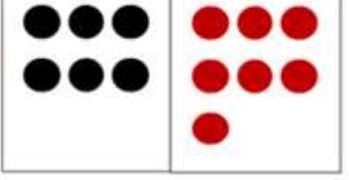
መልመክ 16፡ በምሳሌው መመረት ባድ በታወሻን መሳሌ/የሁ፡፡



አ. $4+5=$  $5+4=$ 	ሙ. $5+6=$  $6+5=$ 
ወ. $6+7=$  $7+6=$ 	ፈ. $7+8=$  $8+7=$ 

3.6 ባለቤንድ ደቂት ቁጥርናን መጽመር

ተግበራ 6: ጥልሎችን በመቀመር ባደ ማጥን ወሰጥ መግኘ ያለበትን ቁጥር
ቅና/ሸ.::

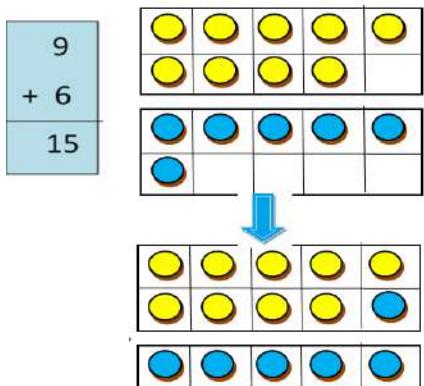
ቤ.  $4 \text{ እና } 5$	ለ.  $— \text{እና } —$	አ.  $— \text{እና } —$
 $4+5=9$	$—+— = 7$	$—+— =$

መልመክ 17: ወደ ነገ ያምር/ሸ.::

ሀ. $9+4=13$ 

ለ. $3+3=$ _____	ሙ. $2+9=$ _____	ፌ. $3+6=$ _____
ሐ. $6+5=$ _____	ወ. $8+4=$ _____	ሻ. $7+7=$ _____

መልመድ 18፡ ቁልቁል ደምር/ሮ፡

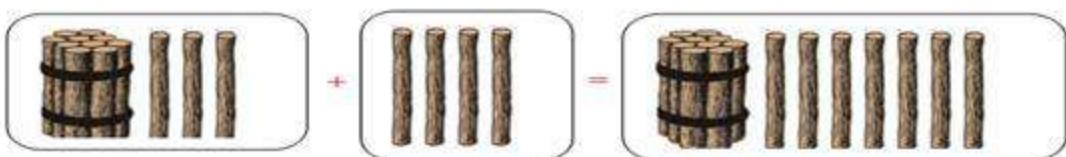


v.	2	ለ.	7	ሐ.	7	ወ.	5
	+ 3		+ 6		+ 8		+ 9

**3.7 በለኩንድ ዓይነት ቁጥር እና በለሁሉት ዓይነት
ቀጥረቃትን መደመር**

ተግበሩ 7፡ ምሳሌዎችን በመታገበ ካታት የተሰጠውን/ሽን ደምር/ሮ፡

$$\text{v. } 13 + 4 = 17$$



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

$$\text{ሐ. } 12 + 6 = \underline{\hspace{2cm}}$$

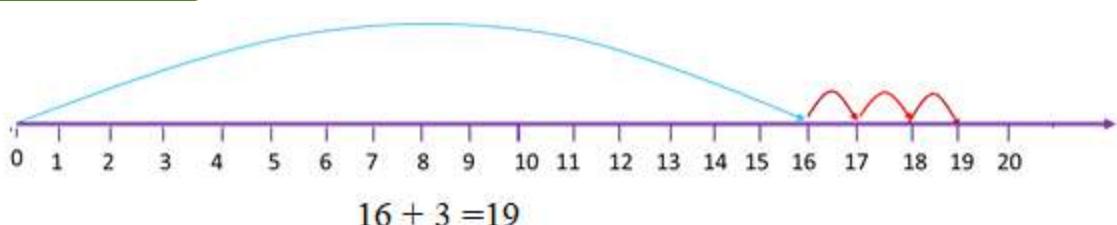
$$\text{ወ. } 3 + 17 = \underline{\hspace{2cm}}$$

$$\text{ው. } 13 + 6 = \underline{\hspace{2cm}}$$

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

$$\text{ሐ. } 4 + 16 = \underline{\hspace{2cm}}$$

መልመድ 19፡ የቀጥር መረጃን በመጣቀም ቁጥረቃትን ደምር/ሮ፡



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

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

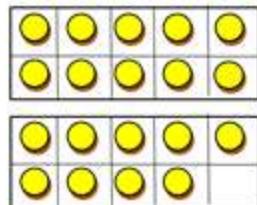
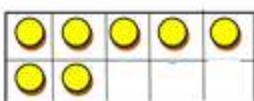
ሐ. $0 + 16 = \underline{\hspace{2cm}}$

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

ው. $12 + \underline{\hspace{2cm}} = 18$

መልዕክ 20: በምሳሌዎች መጨረሻ ያያዝ/ር/ሮ::

ምሳሌ



12

+

7

=

19

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

ለ. $13+4=\underline{\hspace{2cm}}$

ሐ. $11+5=\underline{\hspace{2cm}}$

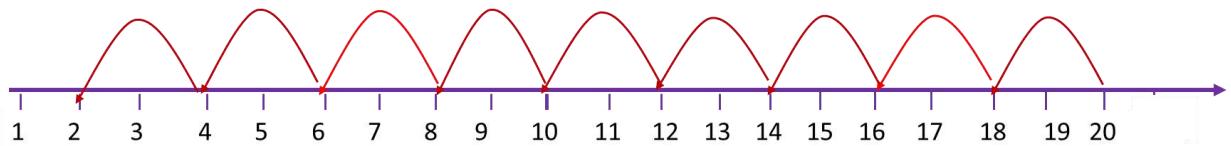
መ. $2+3=\underline{\hspace{2cm}}$

ው. $14+5=\underline{\hspace{2cm}}$

ምዕራፍ	$20 - 4 = \underline{\hspace{2cm}}$
4	$19 - 11 = \underline{\hspace{2cm}}$
መቀነስ	

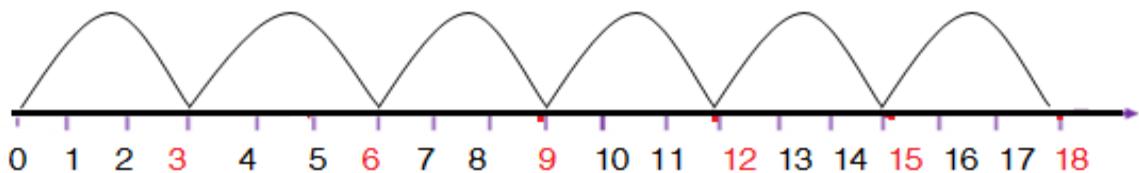
4.1 በሁለት በሁለት እና በስሳት በስሳት ወደ ጊዜ መቁጥር

ይርሃንት 1: ከተሰጠው ቁጥር በሁለት በሁለት ወደ ጊዜ ቁጥር/ር::



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

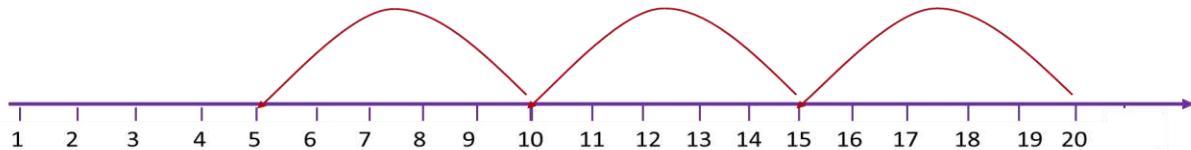
መልመድ 1: በስሳት በስሳት ወደ ጊዜ በመቀጥር ከፍት በታን መሳሪያ::



አዲስ ከፍል የተማሪ መጽሐፍ

5	8	11	14	17	20
					17
					18
					16

መልመድ 2፡ በእምሰት በእምሰት ወደ ጥለ ቁጥር/ር፡፡



5	10	15	20
			19
			18
			17
			16

4.2 የመቀነስ ዓረፍተ-ኞጭ

ይርጋታ 2፡ ሥዕለዋናን በመቀመር የመቀነስ ዓረፍተ-ኞጭን መሰረት/ሸ፡፡

1. $7 - 0 = 7$

2. $7 - 1 = 6$

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

4.  $7 - 3 = \underline{\hspace{2cm}}$

5.  $7 - 4 = \underline{\hspace{2cm}}$

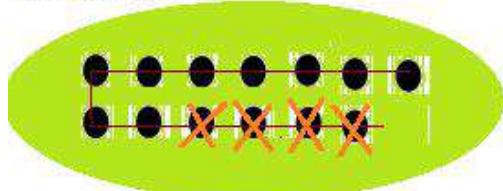
6.  $7 - 5 = \underline{\hspace{2cm}}$

ተግኞቸው/በ : ፦ “ - ” የመቀነስ ምልከት ነው::

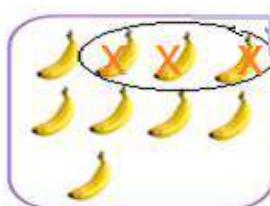
ለ. “ = ” የእከላ ይህናል ምልከት ይሳላ::

መልመክ 3፡ ሥልጠኞን በመቀመር ቅዱስ/ሽ::

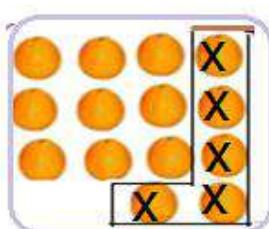
ሀ. $13 - 4 = 9$



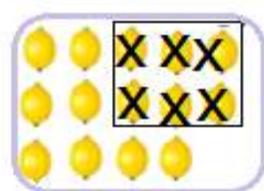
ለ. $9 - 3 = \underline{\hspace{2cm}}$



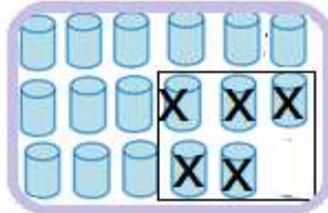
ሐ. $14 - 5 = \underline{\hspace{2cm}}$



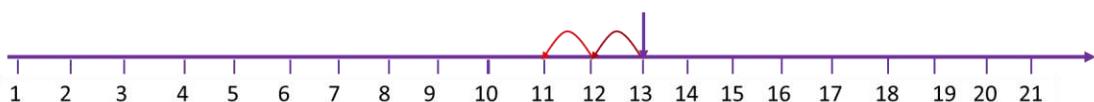
መ. $14 - 6 = \underline{\hspace{2cm}}$



ወ. $17 - 5 = \underline{\hspace{2cm}}$



መልመክ 4፡ ከተሰጠው ቁጥር ሁሉት ወደ ጊዜ በመቀመር የመቀነስ ዘረፍተ-ነገር መልሆት/ሽ::



ቻ. $11, 12, 13$

ለ. $\underline{\hspace{2cm}}, \underline{\hspace{2cm}} 16$

$13 - 2 = 11$

$16 - 2 = \underline{\hspace{2cm}}$

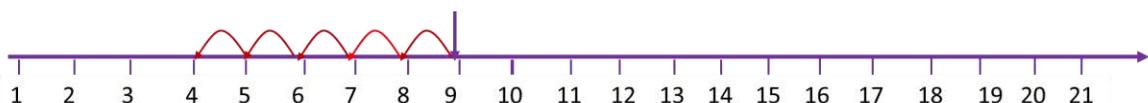
ධ. ____, ____ , 9

ሙ. ____ , ____ , 17

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

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

መልመድ 5: ከተሰጠው ቁጥር እያወለት ወደ ጋዜጣ በመቀመር የመዋኑስ
የረዳታ-ነገር መሰረት/ቻ፡-



ሀ. 4, 5, 6, 7, 8, 9

ለ. ____ , ____ , ____ , ____ , ____ , ____ 11

$$9 - 5 = 4$$

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

ধ. ____ , ____ , ____ , ____ , ____ 17

ሙ. ____ , ____ , ____ , ____ , ____ 20

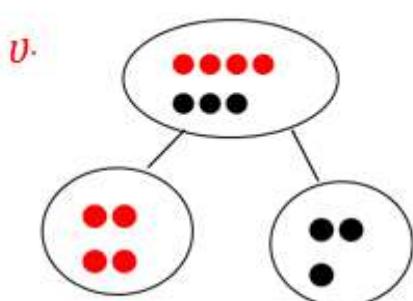
$$17 - 5 = \underline{\quad}$$

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

4.3 ቁጥርናን መከተል

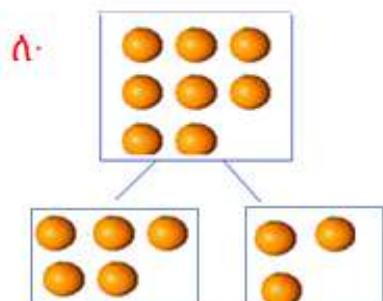
መልመድ 6: በተሰጠው ምሳሌ መሰረት በመሰራት ክፍት በታወን

መ.ለ/የ፡፡



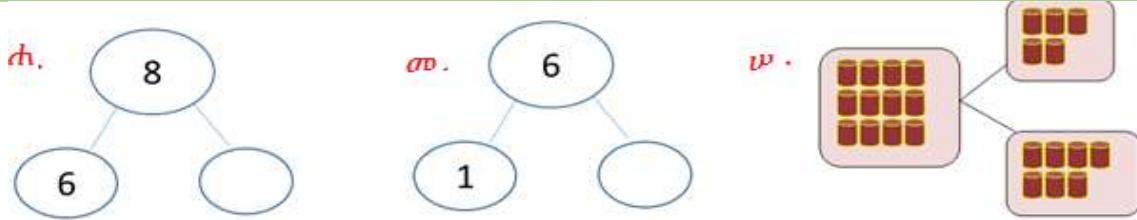
$$7 - 3 = 4$$

$$\text{7-4=3}$$



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

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



$$8 - 6 = \underline{\quad}$$

$$6 - 1 = \underline{\quad}$$

$$12 - 7 = \underline{\quad}$$

ተግበር 3፡ የተሰጠትን ቁጥርና ካኩናለችው/ያናወች፡፡

ሀ. 5: 02 እና 03 ይከራከላል፡፡ ለ. 9: 06 እና _____

ሐ. 10: 05 እና _____ ሙ. 15: 08 እና _____

ወ. 13: 010 እና _____ ጥ. 17: 0_____ እና _____

4.4 ባለካንድ ደረጃ ቁጥርና ማቀናነስ

ተግበር 4፡ ወደ ነገሮች ቁጥር/ስር፡፡

ሀ. $9 - 4 = 5$

ለ. $8 - 5 = 3$

አ. $8 - 6 = \underline{\quad}$	ሙ. $4 - 3 = \underline{\quad}$	ወ. $8 - 0 = \underline{\quad}$
ጋ. $9 - 2 = \underline{\quad}$	ሳ. $9 - 8 = \underline{\quad}$	፩. $7 - 2 = \underline{\quad}$

መልመክ 7፡ ቁልቁል ቁጥር/ስር፡፡

ሀ. ለ. ቀ. ሙ.

ሀ. ለ. ቀ.

ሀ. ለ.

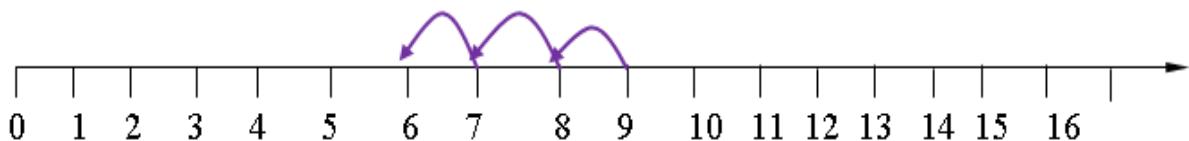
$$\begin{array}{r} \text{v. } 7 \\ - 5 \\ \hline \end{array}$$

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

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

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

መልመክ 8፡ ወደ እነ በሙቀጠር ቅንሳ/በ፡፡



$$\text{ምሳሌ: } 9 - 3 = 6$$

$$\text{v. } 7 - 1 = \boxed{}$$

$$\text{a. } 9 - 1 = \boxed{}$$

$$\text{d. } 5 - 3 = \boxed{}$$

$$\text{m. } 8 - 5 = \boxed{}$$

$$\text{w. } 7 - 6 = \boxed{}$$

$$\text{z. } 4 - 2 = \boxed{}$$

4.5 ባለቤት ደረጃ ቁጥሮችን ማቀናነስ

መልመክ 9፡ በተሰጠው ምሳሌ መሰረት ክፍት በታወች በቀጥር መ.ለ/የ.፡፡

$$\begin{array}{r} \text{v. } 12 \\ - 9 \\ \hline 3 \end{array}$$

$$\begin{array}{r} \text{a. } 11 \\ - 9 \\ \hline 2 \end{array}$$

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

$$\begin{array}{r} \text{m. } 19 \\ - 7 \\ \hline \boxed{} \end{array}$$

$$\begin{array}{r} \text{w. } 12 \\ - 1 \\ \hline \boxed{} \end{array}$$

$$\begin{array}{r} \text{z. } 17 \\ - 2 \\ \hline \boxed{} \end{array}$$

$$\begin{array}{r} \text{h. } 8 \\ - 8 \\ \hline \boxed{} \end{array}$$

$$\begin{array}{r} \text{g. } 11 \\ - 1 \\ \hline \boxed{} \end{array}$$

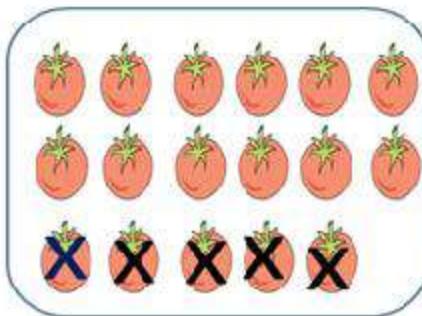
$$\begin{array}{r} \text{f. } 14 \\ - 3 \\ \hline \boxed{} \end{array}$$

$$\begin{array}{r} \text{n. } 12 \\ - 4 \\ \hline \boxed{} \end{array}$$

መልመድ 10፡ ቅንስ/ሽ.፡፡

v.

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



a. $12 - 9 = \square$

d. $12 - 9 = \square$

o. $15 - 7 = \square$

w. $18 - 7 = \square$

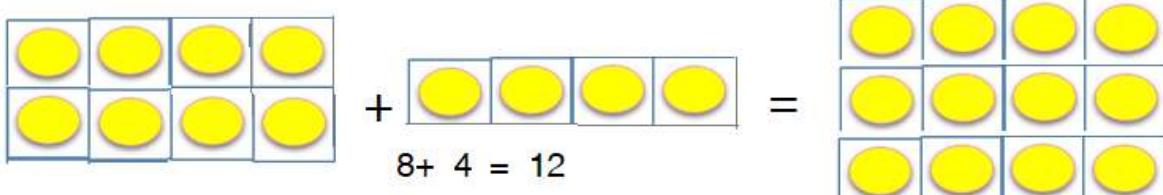
z. $11 - 8 = \square$

h. $13 - 2 = \square$

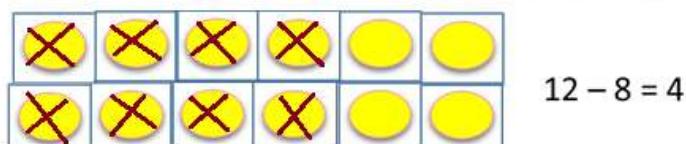
4.6 የመዶመር እና የመቀነስ ግንኝነት

ታገበ 5፡ የመዶመርና የመቀነስ ግንኝነትን ለይ/የ.፡፡

ምሳሌ፡



8 ላይ 4 ሲያመር 12 ይሆናል፡፡ ከ 12 ላይ 8ን ካለን 4ን እናገኛለን፡፡



v. $6 + 7 = \underline{\hspace{2cm}}$

a. $\underline{\hspace{2cm}} + 6 = 14$

13 - 6 =

14 - 8 =

መልመክ 11: ዓይነት ነገሮችን እውን የሚያደርጉትን ቁጥር ማረጋገጫ

ለይ ቀና/ራ፡፡ የመጀመር እና የመቀነስ ግንኝነትን መግኘለ

U.

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

+

$$\begin{array}{r}
 9 \\
 - 5 \\
 \hline
 4
 \end{array}$$

ከ9 ለይ 5 ስንቀበስ 4 እንደሆለ::

ከላይ በምሳሌ እንደተገለዥ ቅ 8 ለይ 4 ስንደምር 9 ይሆናል::

አ.

$$\begin{array}{cccc}
 9 & 5 & 14 & 14 \\
 + 5 & + 9 & - 5 & - 9 \\
 \hline
 - & - & - & -
 \end{array}$$

ክ.

$$\begin{array}{cccc}
 7 & 6 & 13 & 13 \\
 + 6 & + 7 & - 7 & - 6 \\
 \hline
 - & - & - & -
 \end{array}$$

ወ.

$$\begin{array}{cccc}
 9 & 7 & 16 & 16 \\
 + 7 & + 9 & - 7 & - 9 \\
 \hline
 - & - & - & -
 \end{array}$$

ወ.

$$\begin{array}{cccc}
 4 & 8 & 12 & 12 \\
 + 8 & + 4 & - 8 & - 4 \\
 \hline
 - & - & - & -
 \end{array}$$

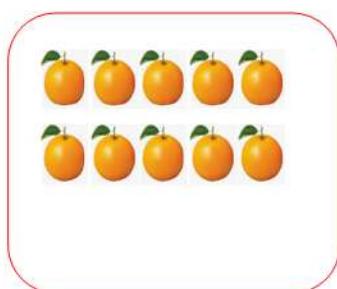
$$\begin{array}{cccc}
 6 & 8 & 14 & 14 \\
 +8 & +6 & -6 & -8 \\
 \hline
 - & - & - & -
 \end{array}$$

$$\begin{array}{cccc}
 8 & 3 & 11 & 11 \\
 +3 & +8 & -3 & -8 \\
 \hline
 - & - & - & -
 \end{array}$$

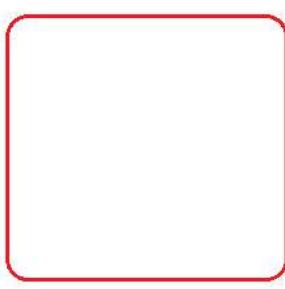
4.7 የቍነት ተደብረዋኝን ማስላት

መልዕክ 12 : የቍነት ተደብረዋኝን አሰላም ::

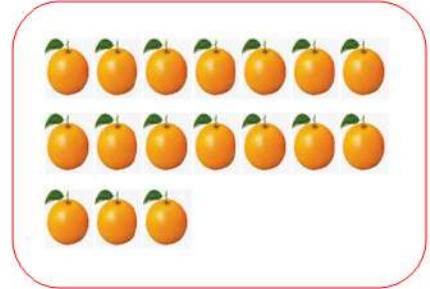
1. የገኘ 10 በርካካናቸ አለት::: ባለው ሌይ ስንት በገኘ 17 ይሆናል?



10

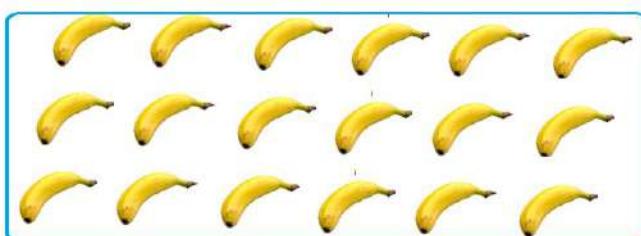


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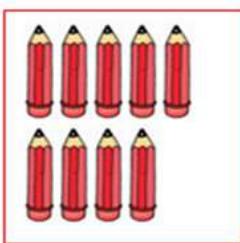


17

2. ከ18 መሆኑ ወሰጥ 6-ን በንቀሳሽ ስንት መሆኑ ይፈጸል?



3. መሠረቱ 9 እርዳሰት አለት::: የገኘ 7 እርዳሰት አለው::: መሠረቱ እና የገኘ በጠቅላላው ስንት እርዳሰት አልተው?



9

+

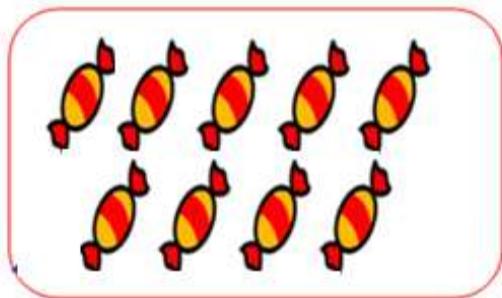


7

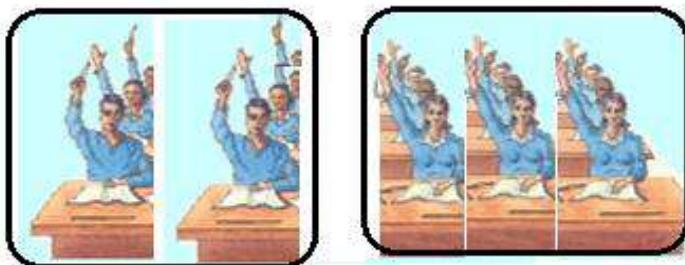


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4. የከ-ለኝ እናት ሲጠኑ ካረሚያዎችን ክገበያ ገዢ ግዢ:: እሱ-ቱን ካረሚያ
ለመለ ክሰውች ስንት ካረሚያዎች ይቀናሳታል?



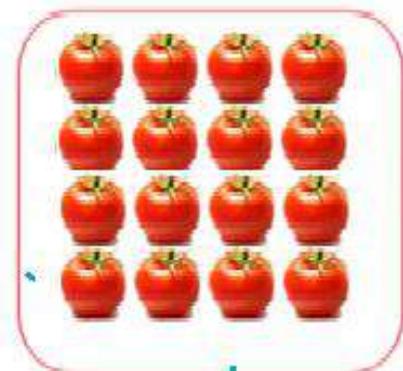
5. በአንድ መማሪያ ከፍል ወሰጥ 7 ወንድ ተማሪዎች እና 13 ስት
ተማሪዎች አሉ::: በእውቅለው በከፍል ወሰጥ ስንት ተማሪዎች አሉ?



6. ወላ 4 ንድች አሉት::: እሁት 3 ንድችን ከጨመረቻለት በጥቅለ ወላ
ስንት ንድች አሉት?

$$\begin{array}{c} \text{Four blue and yellow balls} \\ + \\ \text{Three blue and yellow balls} \end{array} = \boxed{\quad}$$

7. ክለት 16 ተማሪዎች 8ቱ በሽጂ ስንት ይፈጸል?



$$16 - 8 = \underline{\quad}$$

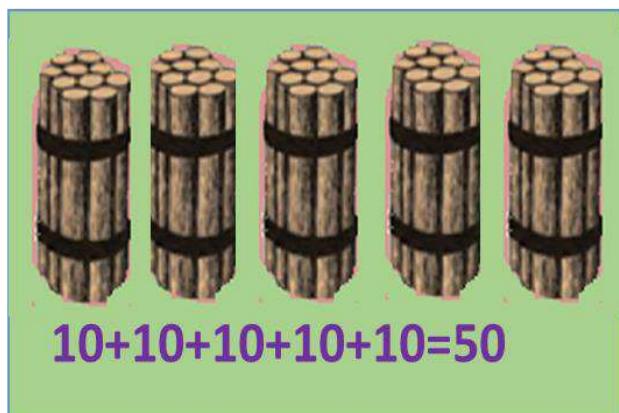
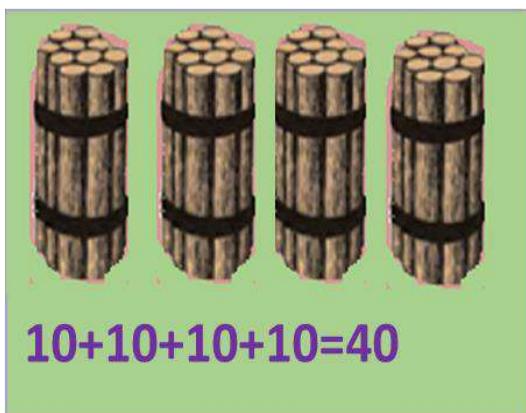
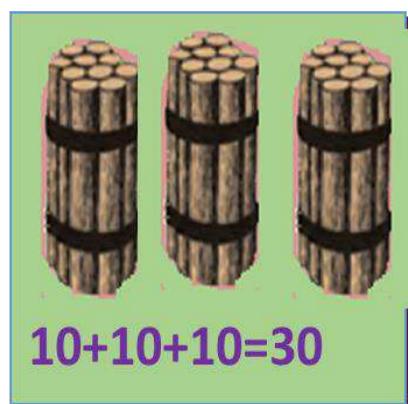
ምዕራፍ	0	1	2	3	4
	5	6	7	8	9
	10	20	30	40	50
	60	70	80	90	100

5

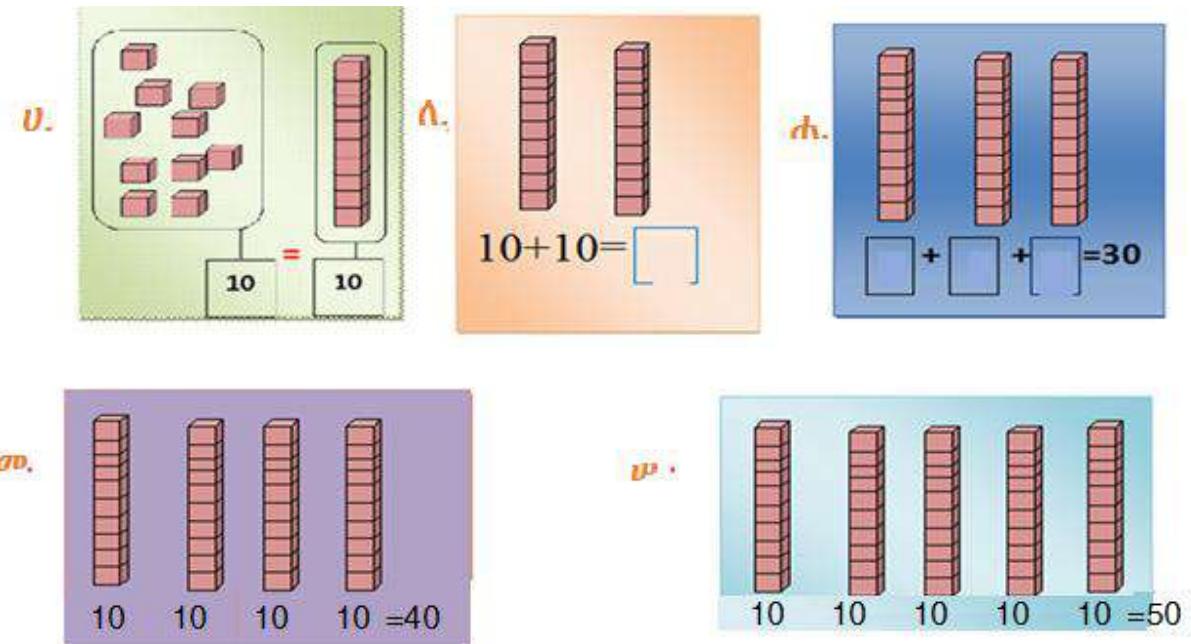
እስከ 100 የለት ቁጥሮች

5.1 የ10 በዘዋኑ

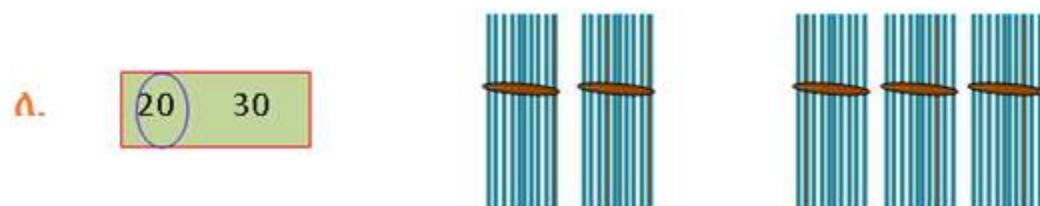
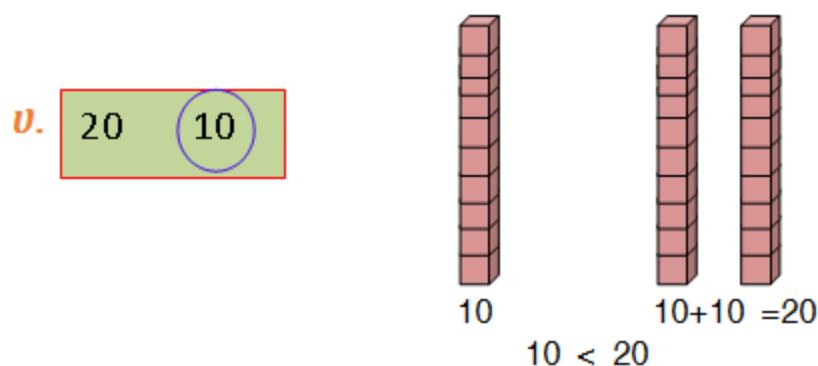
ተግበራ 1: በእውጭ በእውጭ የታሰሩትን እንዲያቀርቡ በመቀመር የ10
በዘዋኑን ሌይ/ይ::



መልመድ 1፡ የተነሳበኩ ማጥፊቃትን በመቀመር ማረጋገጫ በታውኑ በ10 በኋላ ተከራክር መፈጸም፡፡



መልመድ 2፡ ከህላቱ ቁጥርዎች መካከል ትንሽና ክብበዎች/ክብበዎች፡፡



$$20 < 30$$

- ሐ.** $40 > 30$
- መ.** $50 > 10$
- ወ.** $20 < 40$
- ረ.** $20 < 50$

ቻጠራ 2 : የ10 በኬቶች የሆነትን ቁጥርዎች ይጠቀሙ/ሽ እንዲበ/በ::

	60
	70
	80
	90
	100

መልመድ 3 : የ10 በኬቶችን ቁደም ተከተሉ በመጠበቅ ማረጋገጫ በታችዎች

መ.ለ/የ.::

10				50
60		80		

ቻጠራ 3 : ከ10 እስከ 100 የለ. የ10 በኬቶችን እንዲበ/በ::

በኢትዮ	በፈረሰ
10	አሥር
20	ሂያ
30	ስላሳ
40	አርባ
50	ሂምሳ
60	ስልሳ
70	ስባ
80	ስማንያ
90	ዘጋጀ
100	መቶ

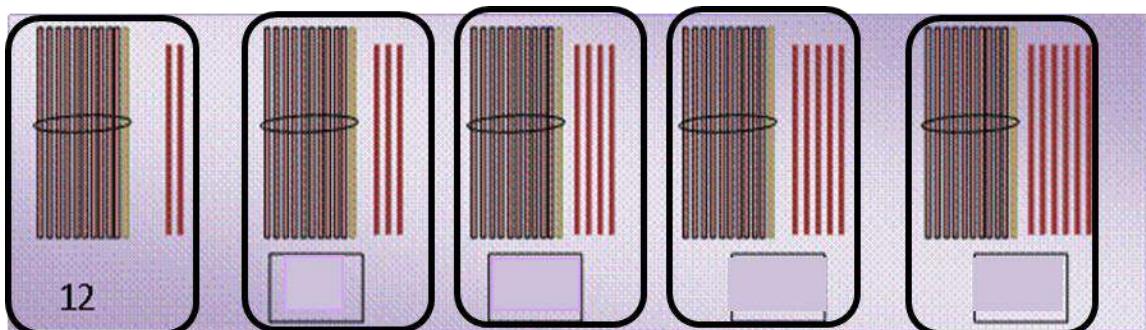
መልመክ 4፡ በፊደል የተቀኑትን ቁጥርና በእቻን ጥሩትው/ፉራይቶ፡፡

አመር	የያ	ሰላም	አርብ	የምሳ
			40	

5.2 እስከ 100 ዘለ ቁጥርና ማንበብ እና መግኑ

ተግበሩ 4፡ በ10 የታሰሩትን በተደሸነና ያለታሰሩትን በተደሸነ በእንደ ገዢ

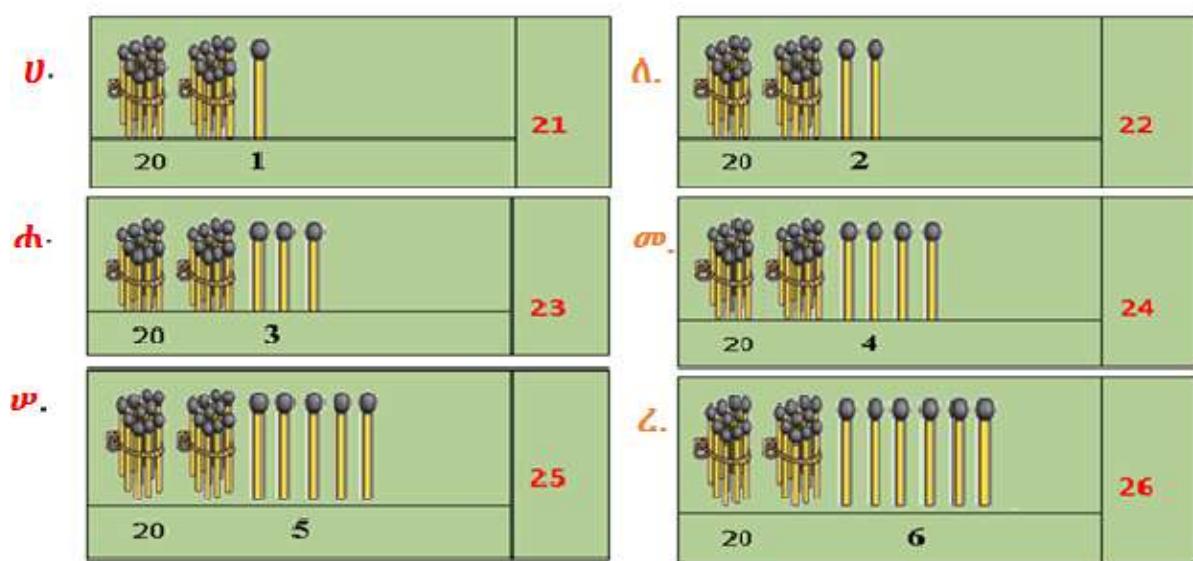
በመቀመር በዘጋጀውን ባድ በታ ሌይ መ.አ/የር፡፡

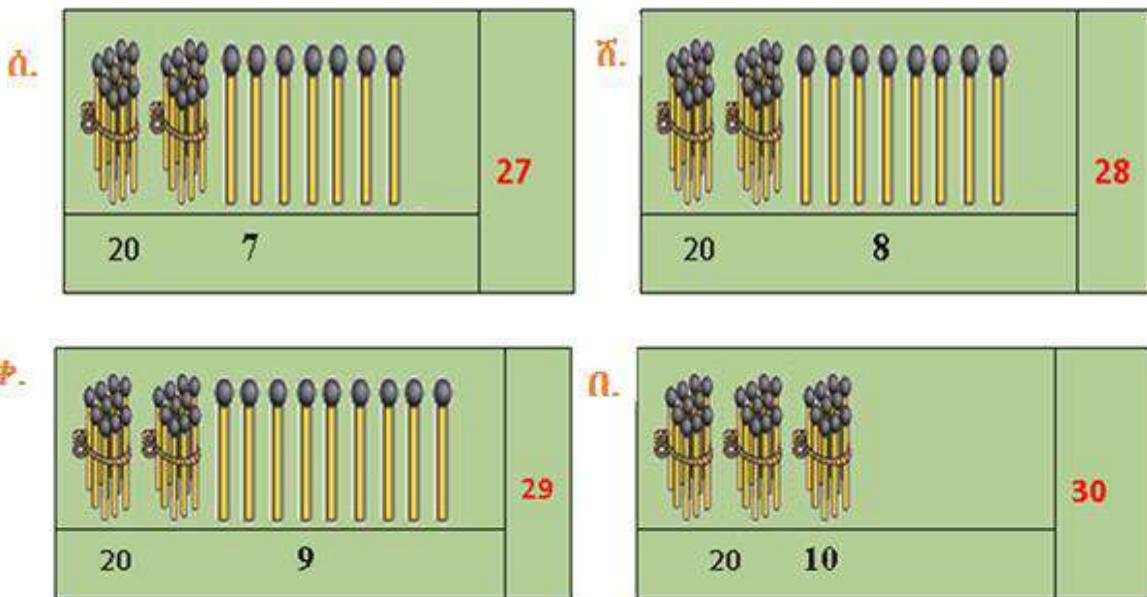


መልመክ 5፡ h21 እስከ 30 ዘለትን ቁጥርና በማንበብ

ጥሩትው/ፉራይቶ፡፡

የቅጥርና ምልክት ሌይ/፡፡

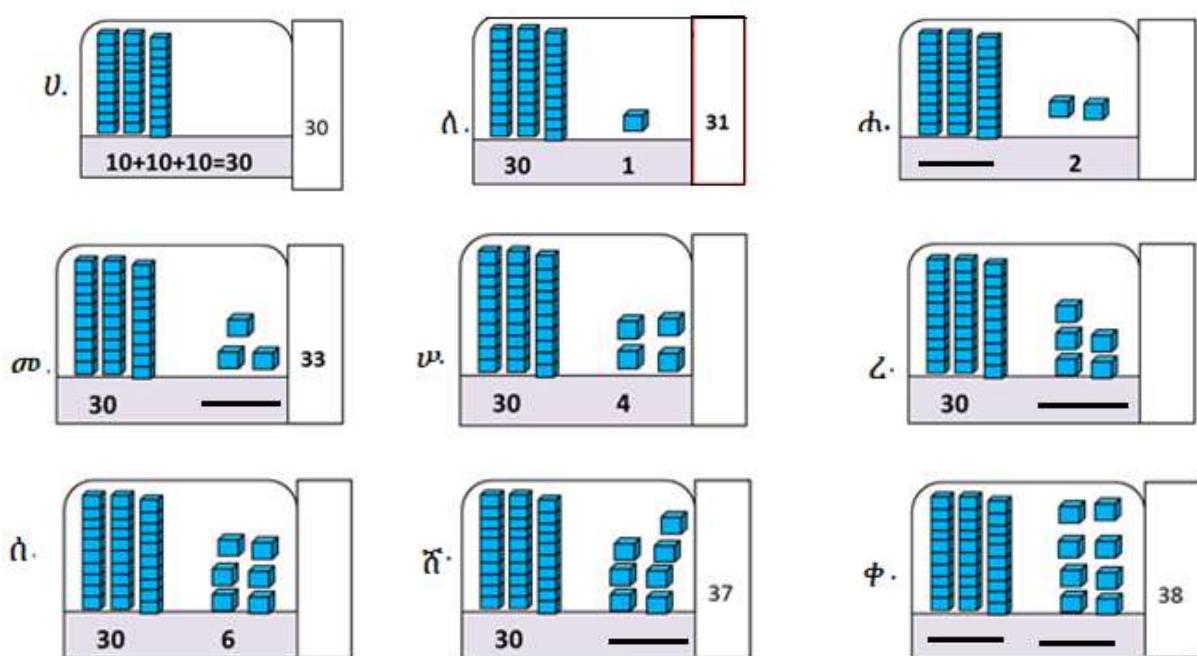




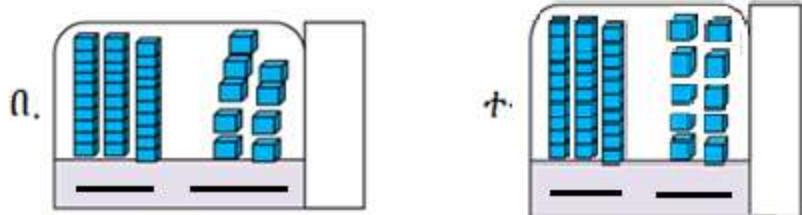
መልመክ 6: የተሰጠውን ቁደም ተከተል በመከተል በፊጥናቸው ወሰጥ የለት
በኩሉ በታወች ሌይ ቁጥርናን የኩ/ፏ:::

20		22		24		26		28		30
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መልመክ 7: ከ31 እስከ 40 የለትን ቁጥር በማንኛበት የኩ/ፏ:::



አዲስ ከናድ የተማሪ መጽሐፍ

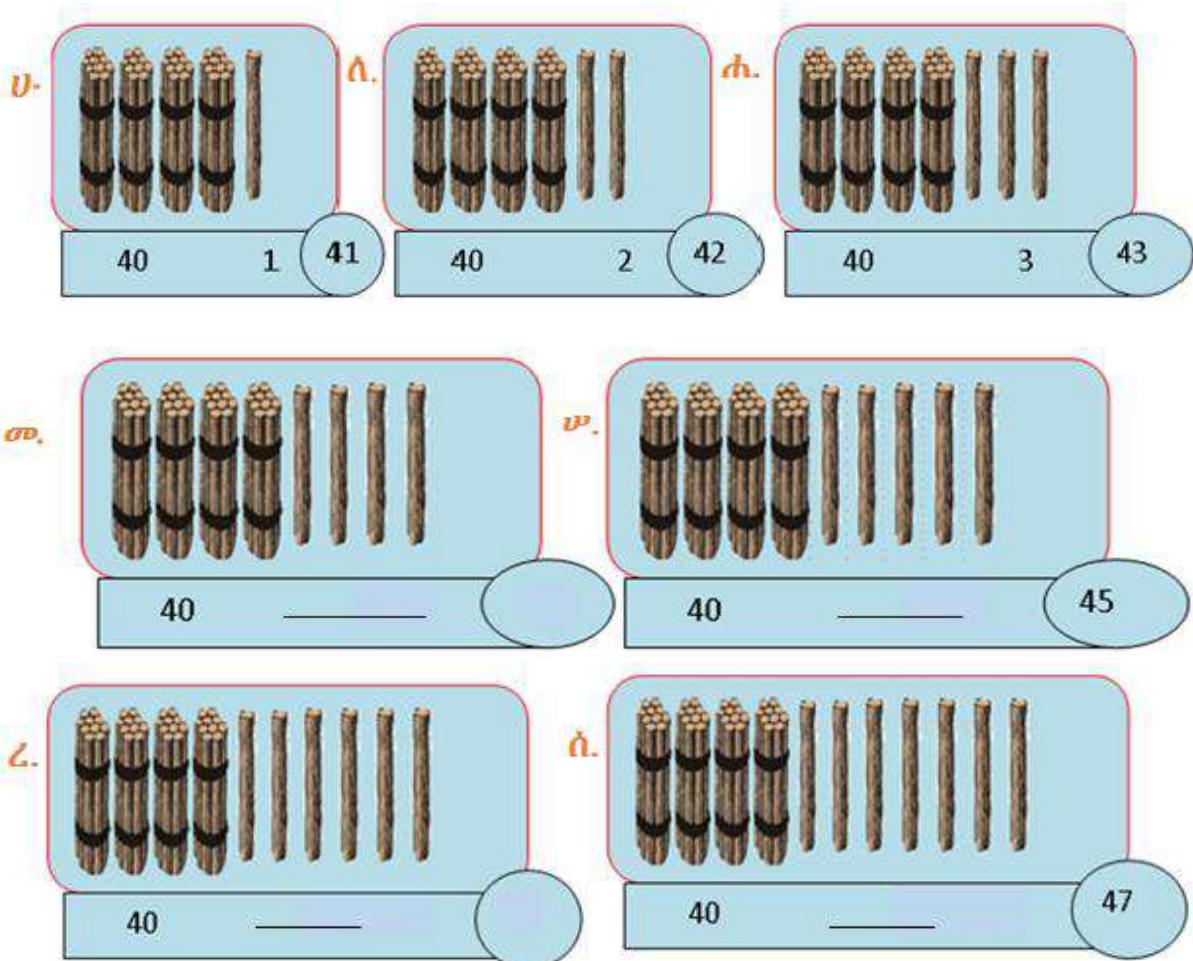


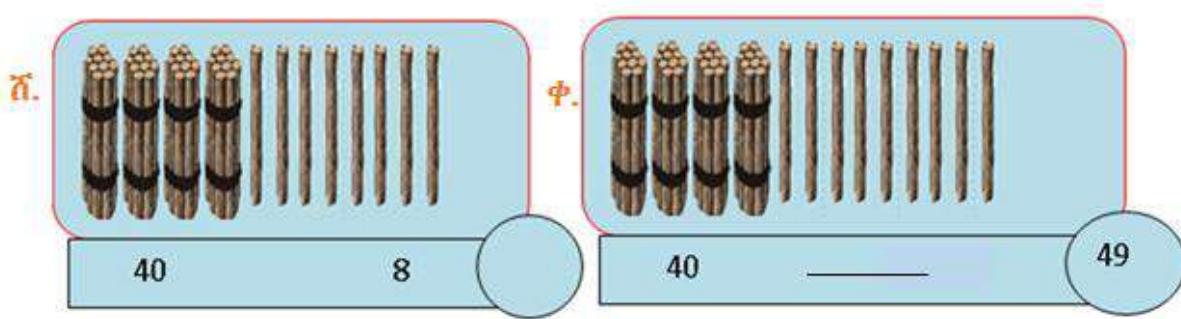
መልመክ 8: የተሰጠውን ቁደም ተከተል በመከተል በሳጥናዊ ወሰት

በለት ቀዳ በታወች ላይ ቁጥርናን የገኘለውን ቁጥር የፋይ/ቤ:::

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

መልመክ 9: የተሰጠትን እንዲቀጥታ በመቆጠር ቀዳ በታ ላይ ቁጥርናውን መ.አ/ቤ:::

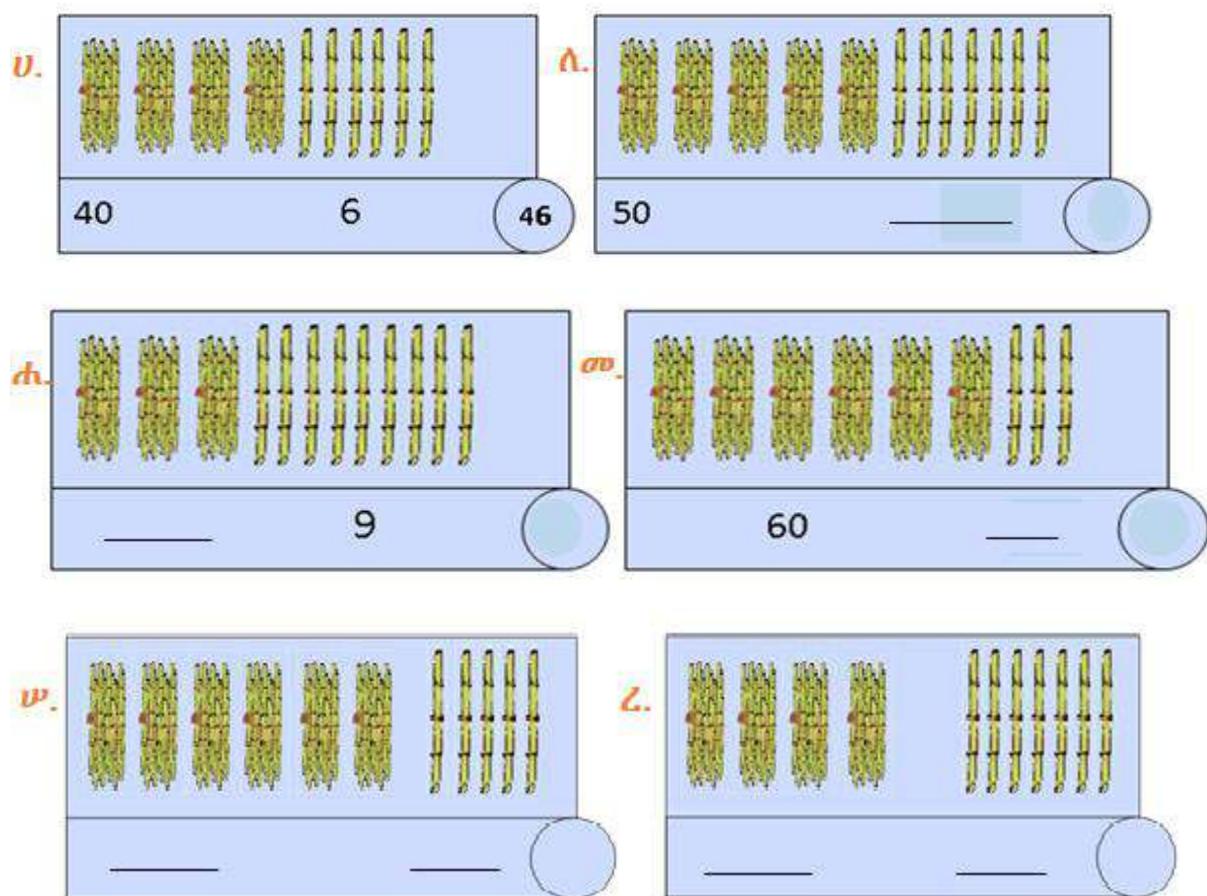




መልመክ 10: የተሰጠውን ቁደም ተከተል በመከተል ማረጋገጫ
መመልት:::

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

መልመክ 11: የተሰጠትን እንዲታወች በመቀመር ማረጋገጫ
ቀጥረታዊን መሳሌ



ቻጋራ 5: እስከ 100 የለውን የቀጥር ስንጠረዥ አንብብ/ቤ::

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

መልመድ 12: በተከታታይ በመቀበር ወይም ወደ ጽላ በመቀበር ባድ
ቦታን መፈሳት::

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

5.3 የቀጥሮች ቁልጭ-ተከተል

ቻጋራ 6 : የቀጥሮች ቁልጭ ተከተል እኔ በመመስረት ባድ በታችችን
መመሳት::

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

መልመድ 13፡ ከተሰጠት ቁጥርና ወሰጥ ትንሽን ቁጥር እኩበብ/በ፡፡

ሀ. 23 13 19	ለ. 32 45 50
ሐ. 69 68 67	ወ. 43 48 44

**መልመድ 14፡ ከተሰጠት ቁጥርና ወሰጥ ትልቅን ቁጥር
እኩበብበት/በበት፡፡**

ሀ. 27 22 34	ለ. 24 26 22
ሐ. 31 40 50	ወ. 96 85 84

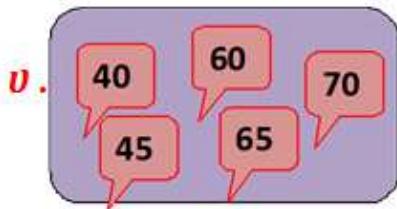
**ትግበራ 7፡ የቀጥርናን ቁደም ተከተል በመጠበቅ ማረጋገጫ
በመመላቸው እኩበብ/በ፡፡**

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		

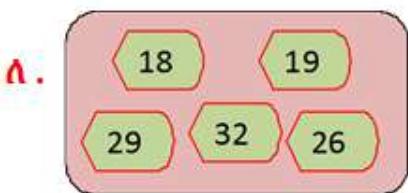
የበድን ስራ፡ በተሰጠት ቁጥርና መካከል የሚገኘውን ቁጥር የፋ፡፡

የወሳኑ፡ 14፣ 15, 16 የሀ. 41፣ _____፣ 43	ለ. 64፣ _____፣ 66
ሐ. 52፣ _____፣ 54 የወ. 70፣ _____፣ 72	ወ. 75፣ _____፣ 77

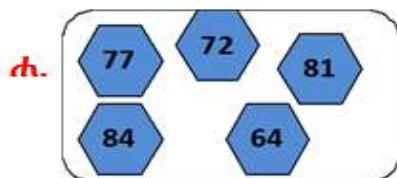
መልመክ 15 : በሳጥኑ ወሰኑን ያለትንን የተለያየ የቀጥር ክርድታን በከርድ
አይ ባለው ቅጥር ክትንኩን ወደ ትልቅ በቁድም ተከተል
እስቀምጥ/ሙሉ:::



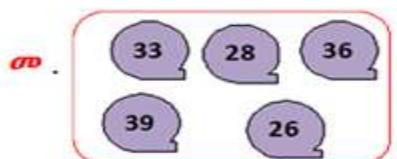
$$40 < 45 < 60 < 65 < 70$$



$$18 < \text{ } < \text{ } < \text{ } < \text{ } < \text{ }$$



$$\text{ } < \text{ } < 77 < \text{ } < \text{ }$$



$$\text{ } < \text{ } < \text{ } < 36 < \text{ }$$

መልመክ 16 : በተሰጠው ምሳሌ እያ በመመርከን በቁድም ተከተል
እስቀምጥ/ሙሉ:::

v. 65፣ 62፣ 68፣ 86
 $62 < 65 < 68 < 86$

a. 21፣ 3፣ 52፣ 17

b. 28፣ 36፣ 29፣ 39

c. 85፣ 92፣ 99፣ 70

ቻጠራ 8: የተሰጠትን ምሳሌዎች በእቅምጣማችው መሰረት በቀድሞ

ተከተለዋቸው ያረዳቸውን ባኩ/ፊር፡፡

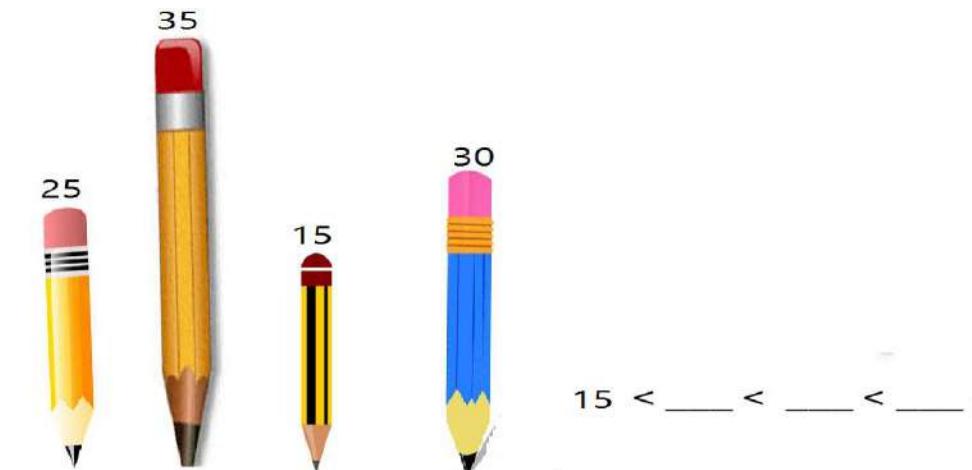


ሀ. ዘመ: 5ኛ ሌ. የከበ: _____ ፊ. በግ: _____

መ. ግመል: _____ ወ. ስንጋ: _____ ሲ. ፍረሰ: _____

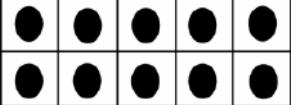
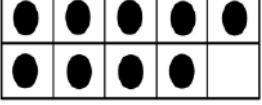
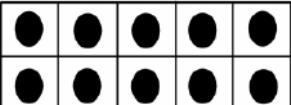
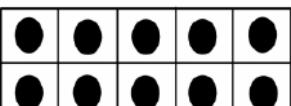
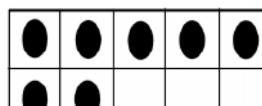
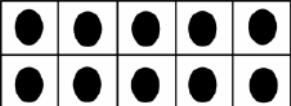
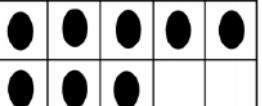
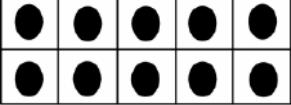
መልመክ 17: የእርዳሰዎች ቁመት ተስተካክል፡፡ ከተንሽ በመጀመር በቀድሞ

ተከተለ እስቀምጥ/ፊር፡፡

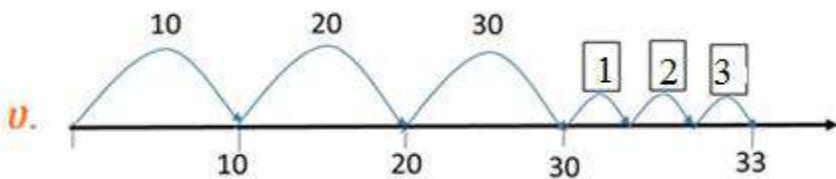


5.4 የእንደ ቤት እና የእውሮ ቤት ወጪ

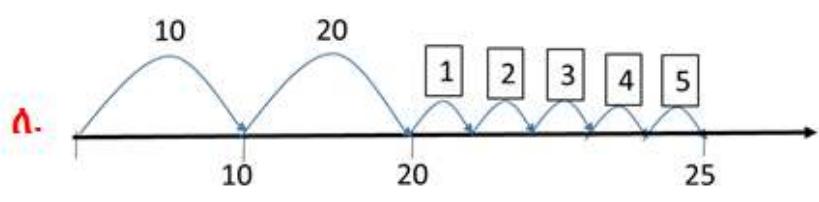
ቁጥር 9: የተሰጠትን ካገድዎች በእውሮ ቤቱ መቀመር በዘመታዎች የፌ/ሽ::

		ቁጥር
		$\lambda\mu\mathcal{C}\tilde{\tau} = 2$ $\lambda\mathcal{Z}\tilde{\tau} = 9$
		
		$\lambda\mu\mathcal{C}\tilde{\tau} = \underline{\hspace{2cm}}$ $\lambda\mathcal{Z}\tilde{\tau} = \underline{\hspace{2cm}}$
		$\lambda\mu\mathcal{C}\tilde{\tau} = \underline{\hspace{2cm}}$ $\lambda\mathcal{Z}\tilde{\tau} = \underline{\hspace{2cm}}$
		

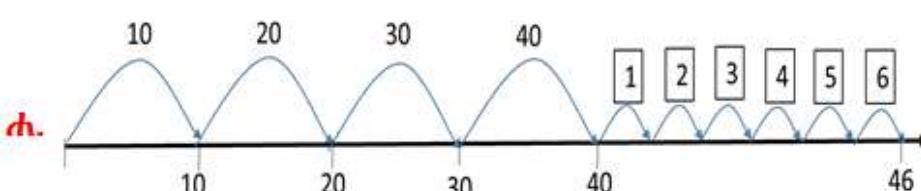
መልመክ 18: ቤተሰጠው ምሳሌ መስረት ሲሆ/ሽ::



$$\begin{aligned}\lambda\mu\mathcal{C}\tilde{\tau} &= 3 \\ \lambda\mathcal{Z}\tilde{\tau} &= 3 \\ \Phi\mathcal{T}\mathcal{C} &= 33\end{aligned}$$

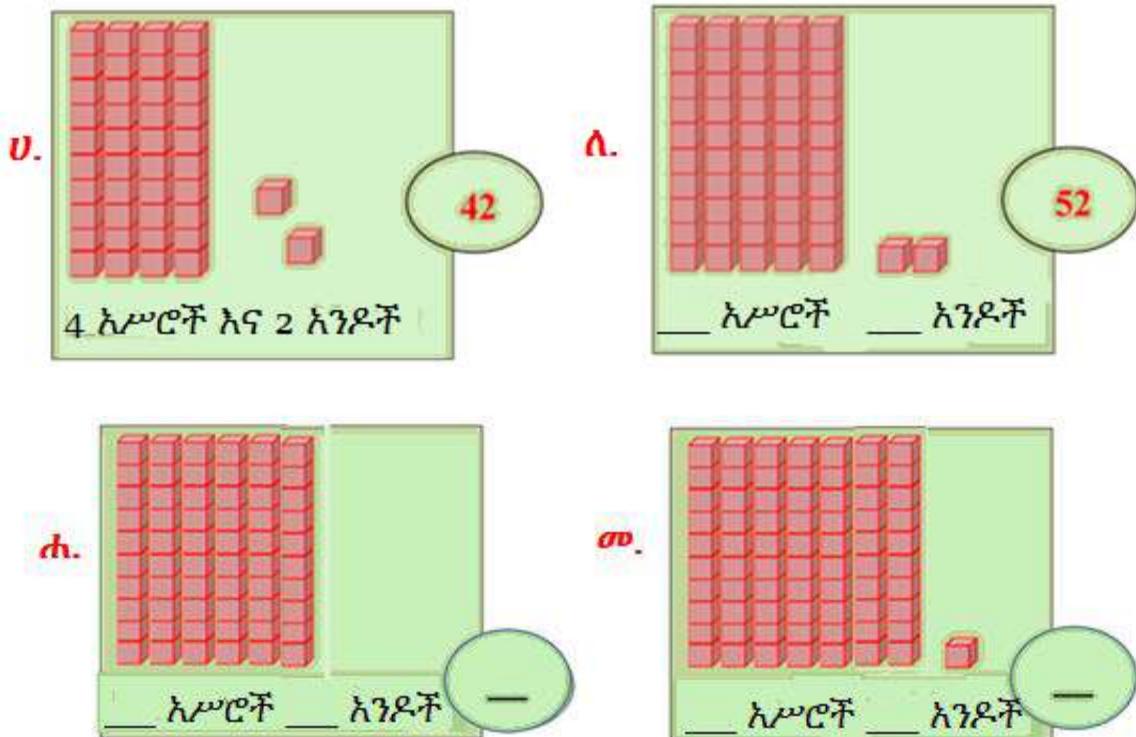


$$\begin{aligned}\lambda\mu\mathcal{C}\tilde{\tau} &= \underline{\hspace{2cm}} \\ \lambda\mathcal{Z}\tilde{\tau} &= \underline{\hspace{2cm}} \\ \Phi\mathcal{T}\mathcal{C} &= \underline{\hspace{2cm}}\end{aligned}$$

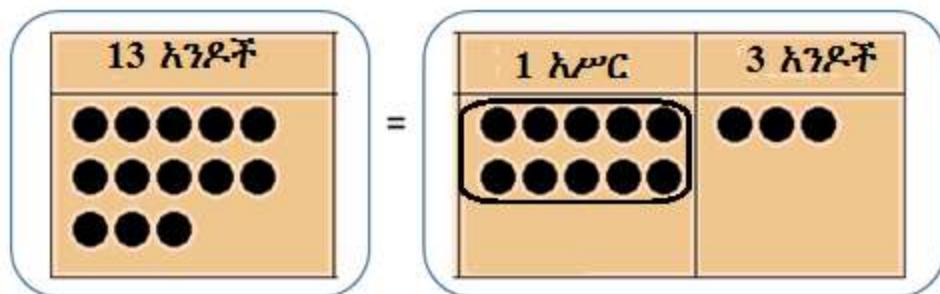


$$\begin{aligned}\lambda\mu\mathcal{C}\tilde{\tau} &= \underline{\hspace{2cm}} \\ \lambda\mathcal{Z}\tilde{\tau} &= \underline{\hspace{2cm}} \\ \Phi\mathcal{T}\mathcal{C} &= \underline{\hspace{2cm}}\end{aligned}$$

መልመክ 19: የአመርቻና የአንድቻ በታ ወጪዎችን ለይ/የ::



መልመክ 20: የተሰጠትን ነጥቦች አመርቻ እና አንድቻን ለይ/የ::



ሀ. 13 አንድቻ = 1 አመርቻ/ርቻ + 3 አንድቻ

ለ. 17 አንድቻ = 1 አመርቻ/ርቻ + 7 አንድቻ

ሐ. 23 አንድቻ = 2 አመርቻ/ርቻ + 3 አንድቻ

መ. 19 አንድቻ = 1 አመርቻ/ርቻ + 9 አንድቻ

መልመድ 21: የተሰጠውን ምሳሌ በመከተል ባለ ማጥኑ ወሰኑ የ “<, >” ወይም “=” ምልክቶችን የኩ/፳::

v.

45	የአሁር ቤት ቅ.ቁ	የአንድ ቤት ቅ.ቁ
	4	5

$$4 > 3$$

4 አሁር > 3 አንድ

$$45 > 36$$

36	የአሁር ቤት ቅ.ቁ	የአንድ ቤት ቅ.ቁ
	3	6

$$3 < 4$$

3 አሁር < 4 አንድ

$$36 < 45$$

a. 42 56

b. 40 40

c. 39 41

d. 26 33

e. 78 58

f. 96 40

ምዕራፍ

6

$$12 + 88 = \underline{\quad}$$

$$42 - 17 = \underline{\quad}$$

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

እስከ 100 ቁጥርና መድመርና መቀነስ

6.1 በለካንድ ደረጃ እና በለሁለት ደረጃዎችን ቁጥርና መድመር

ተግበሩ 1፡ ይምር/ሮ፡

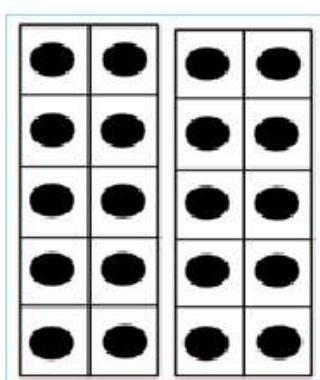
$$\begin{array}{r} \text{ሀ. } 4 \\ + 5 \\ \hline \end{array}$$

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

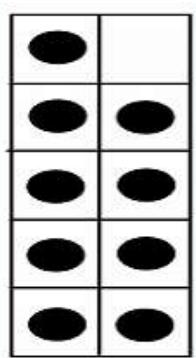
$$\begin{array}{r} \text{ሐ. } 6 \\ + 4 \\ \hline \end{array}$$

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

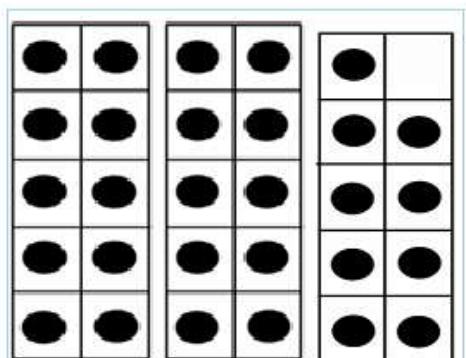
መልመክ 1፡ በምሳሌው መወረት የአጠቃላይ በዚያወንጀት ገዢ በለካንድ ደረጃ
ቁጥርና በመድመር ባድሙን በታ መ.ሳ/የር፡፡



ምሳሌ
20



+ 9



= 29

v. $30 + 5 = \underline{\hspace{2cm}}$

ለ. $90 + 2 = \underline{\hspace{2cm}}$

ሐ. $60 + 1 = \underline{\hspace{2cm}}$

መ. $40 + 6 = \underline{\hspace{2cm}}$

ወ. $20 + 8 = \underline{\hspace{2cm}}$

ረ. $50 + 4 = \underline{\hspace{2cm}}$

ሳ. $50 + 7 = \underline{\hspace{2cm}}$

ሽ. $70 + 3 = \underline{\hspace{2cm}}$

ቁ. $80 + 9 = \underline{\hspace{2cm}}$

መልመድ 2፡ በተከታታይ መቀበርን በመጠቀም ይሞር/ሸ፡፡

$16 + 5 = \underline{\hspace{2cm}}$



ከ16 ተነስተና በተከታታይ እያወሰኑ መቀበር፡ 17, 18, 19, 20, 21

$16 + 5 = 21$

v. $73 + 4 = \underline{\hspace{2cm}}$

ለ. $44 + 5 = \underline{\hspace{2cm}}$

ሐ. $21 + 6 = \underline{\hspace{2cm}}$

መ. $63 + 6 = \underline{\hspace{2cm}}$

ወ. $81 + 8 = \underline{\hspace{2cm}}$

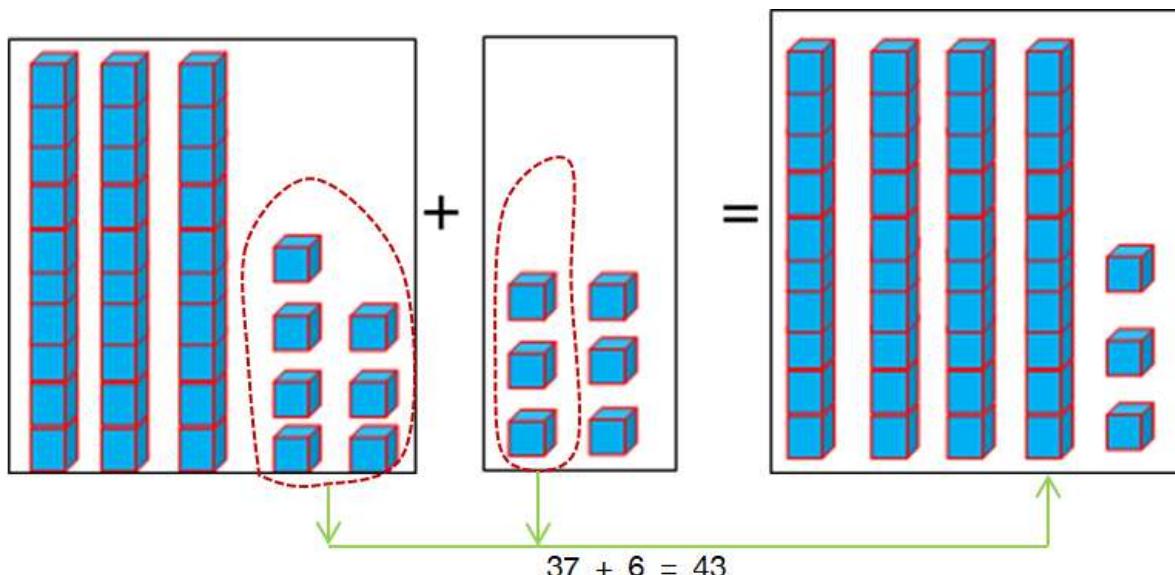
ረ. $53 + 2 = \underline{\hspace{2cm}}$

ሳ. $34 + 2 = \underline{\hspace{2cm}}$

ሽ. $78 + 2 = \underline{\hspace{2cm}}$

ቁ. $65 + 4 = \underline{\hspace{2cm}}$

**መልመድ 3፡ እንደ እለትን ተጠቃሚሁ/ሽ በመደመር ባዶውን በታ
መልክቶ፡፡**



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

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

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

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

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

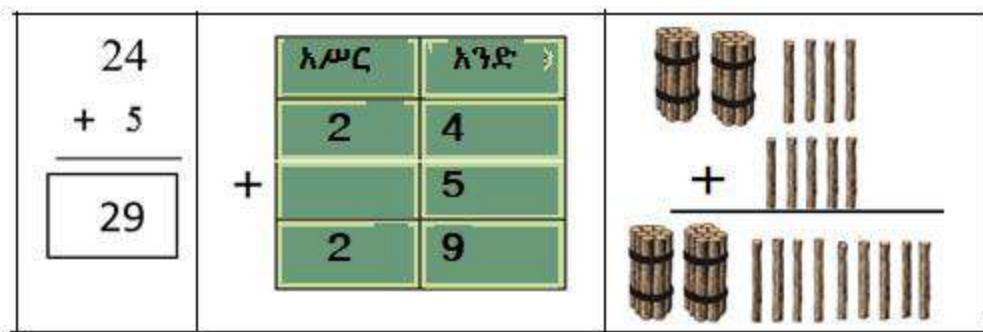
ጋ. $83 + 8 = \underline{\hspace{2cm}}$

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

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

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

መልመክ 4፡ ቁልቁል ደምር/ራ፡፡



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

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

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

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

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

መልመክ 5፡ ባሪ በታ መሳሪያ/ቤ፡፡

ሀ. $17 + \boxed{2} = 19$

ለ. $34 + \boxed{} = 38$

ሐ. $20 + \boxed{} = 26$

መ. $\boxed{9} + 30 = 39$

ወ. $\boxed{} + 35 = 40$

ጋ. $65 + \boxed{} = 69$

6.2 በለካንድ ደቻት ቁጥርናን ካብረለት ደቻት

ቁጥርናን ማቀኑስ

ቁጥር 2: የቅጥርናን ለየነት እስከ/ይ.

v. $9 - 4 = \boxed{}$

ለ. $11 - 6 = \boxed{}$

ሐ. $5 - 1 = \boxed{}$

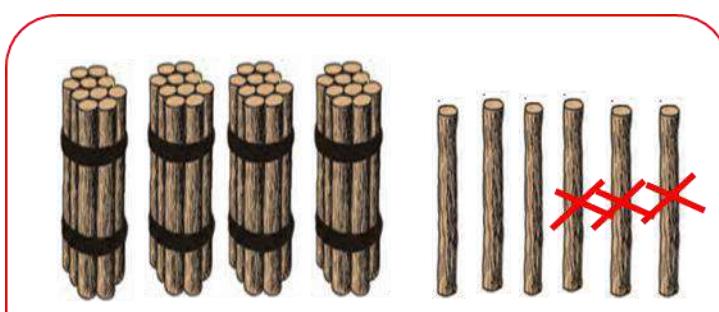
መ. $17 - 6 = \boxed{}$

ወ. $6 - 3 = \boxed{}$

ረ. $19 - 9 = \boxed{}$

መልመክ 6: በምሳሌው መመረት የጋብታ መሳሌ/ይ.

ምሳሌ



$$46 - 3 = 43$$

v. $28 - 8 = \underline{\hspace{2cm}}$ ሌ. $45 - 4 = \underline{\hspace{2cm}}$ ፖ. $66 - 5 = \underline{\hspace{2cm}}$

መ. $39 - 7 = \underline{\hspace{2cm}}$ ወ. $47 - 7 = \underline{\hspace{2cm}}$ ዲ. $29 - 6 = \underline{\hspace{2cm}}$

መልመክ 7: የአንድ በት ወጪና የአሁር በት ወጪን በመጠቀም
ቅጥርናን ቅንስ/ሽ.

ምሳሌ

የአሁር በት	የአንድ በት
7	8
- 5	
7 3	

የአሁር በት	የአንድ በት
5	6
- 1	
5 5	

U. 69
— 5

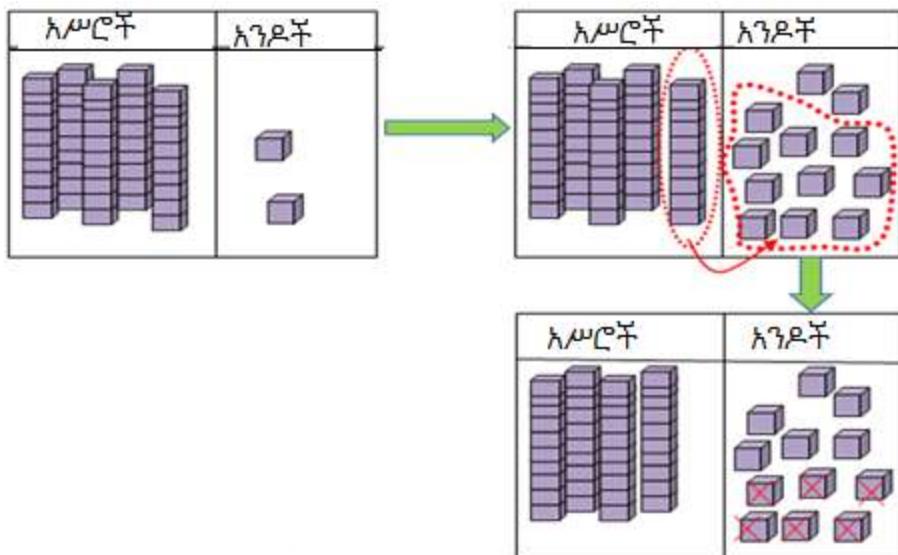
A. 86
— 3

H. 28
— 3

መልመድ 8፡ በምሳሌው መመረት ማጭ ማጥኑን መሳሪያ፡፡

U. $52 - 6 = \underline{\hspace{2cm}}$

አንድታ፡ 2 - 6 እያዥልም $1 \text{ አመር} + 2 \text{ አንድታ} = 12 \text{ አንድታ}$



$12 - 6 = 6$

U.

አመር	አንድታ
4	12
5	2
—	
6	
46	

A.

አመር	አንድታ
3	8
—	
9	

H.

አመር	አንድታ
6	3
—	
7	

አመልች	አንቀጽ
3	6
-	8

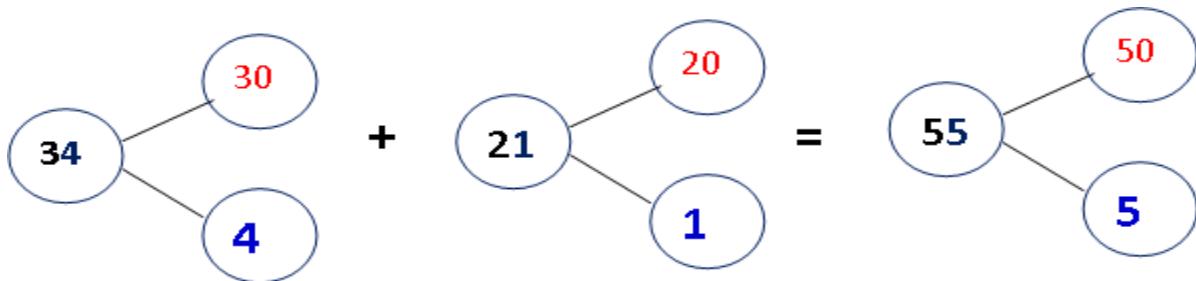
አመልች	አንቀጽ
7	2
-	6

አመልች	አንቀጽ
8	1
-	3

6.3 በለሁለት ደረጃ ቁጥርናን በመጠቀም ደምር/ራ::

- ሀ. $10 + 20 = 30$ ፃ. $40 + 30 = \underline{\hspace{2cm}}$ ወ. $30 + 20 = \underline{\hspace{2cm}}$
 ሌ. $50 + 10 = \underline{\hspace{2cm}}$ መ. $70 + 20 = \underline{\hspace{2cm}}$ ፈ. $20 + 20 = \underline{\hspace{2cm}}$

መልመክ 9: ወደ ነገር ደምር/ራ::



- ሀ. $34 + 21 = 55$ ሌ. $23 + 43 = \underline{\hspace{2cm}}$ ፃ. $72 + 23 = \underline{\hspace{2cm}}$
 መ. $35 + 22 = \underline{\hspace{2cm}}$ ወ. $19 + 40 = \underline{\hspace{2cm}}$ ፈ. $82 + 15 = \underline{\hspace{2cm}}$

መልመክ 10: እንደ አለንኝ ማትመዳለሁ/ማ. ቁጥርናን በመጠቀም በኋላ በታ
መ-ሳ/የ::

አመልች	አንቀጽ
2	3
1	4
3	7

አመልች	አንቀጽ
4	6
5	3

አመልች	አንቀጽ
4	3
3	5

አመልች	አንቀጽ
8	1
+	
1	4

አመልች	አንቀጽ
1	7
+	
1	2

አመልች	አንቀጽ
3	5
+	
2	3

መልመድ 11፡ በጥቅምት መመረት ያያዘ/ሸ፡

ጥቅምት

አመልች	አንቀጽ
+	
1	7

2

አመልች	አንቀጽ



አመልች	አንቀጽ



አመልች	አንቀጽ

አመልች	አንቀጽ
1	
+	
1	7
2	8
4	5

አመልች	አንቀጽ
+	
6	4
1	6

አመልች	አንቀጽ
+	
2	8
6	4

አመልች	አንድች
<input type="text"/>	
+ 1 4	
4 8	

አመልች	አንድች
<input type="text"/>	
+ 5 3	
3 9	

አመልች	አንድች
<input type="text"/>	
+ 5 4	
1 8	

መልመድ 12: በጥቅምት መመረት ያዋጊ/ር::

ጥምክ

$$\begin{array}{r}
 \boxed{1} \\
 4 \ 5 \\
 + 2 \ 6
 \end{array}$$

7 1

ሀ.

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

ለ.

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

ሐ.

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

መ.

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

ወ.

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

ሮ.

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

ነ.

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

6.4 በለሁለት ደረጃ ቁጥርናንጻ ማቀኑስ

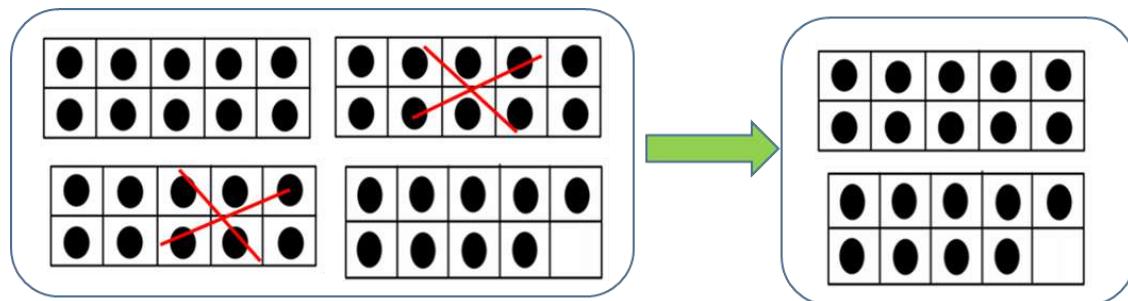
ቍበር 4: የአሁኑ በነት ለረንትን ዲልግ/ነ::

v. $80 - 40 = 40$ w. $90 - 70 = \underline{\hspace{2cm}}$ x. $70 - 30 = \underline{\hspace{2cm}}$

y. $80 - 20 = \underline{\hspace{2cm}}$ z. $20 - 10 = \underline{\hspace{2cm}}$ a. $70 - 40 = \underline{\hspace{2cm}}$

መልመድ 13: ከተሰጠው ቁጥር ገዢ የአሁኑ በነትን ቁንስ/ነ::

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



$$39 - 20 = 19$$

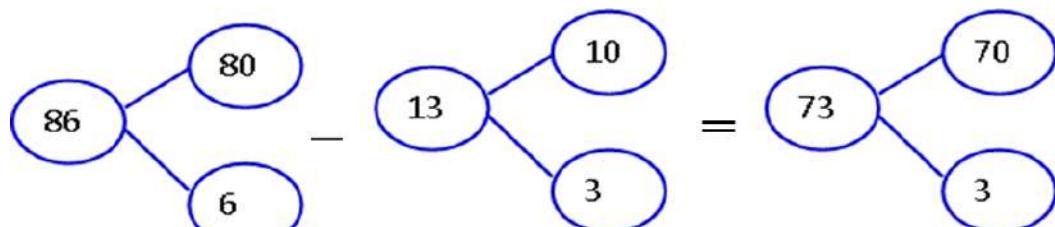
v. $89 - 20 = \underline{\hspace{2cm}}$ w. $66 - 30 = \underline{\hspace{2cm}}$ x. $99 - 30 = \underline{\hspace{2cm}}$

y. $14 - 10 = \underline{\hspace{2cm}}$ z. $42 - 20 = \underline{\hspace{2cm}}$ a. $54 - 40 = \underline{\hspace{2cm}}$

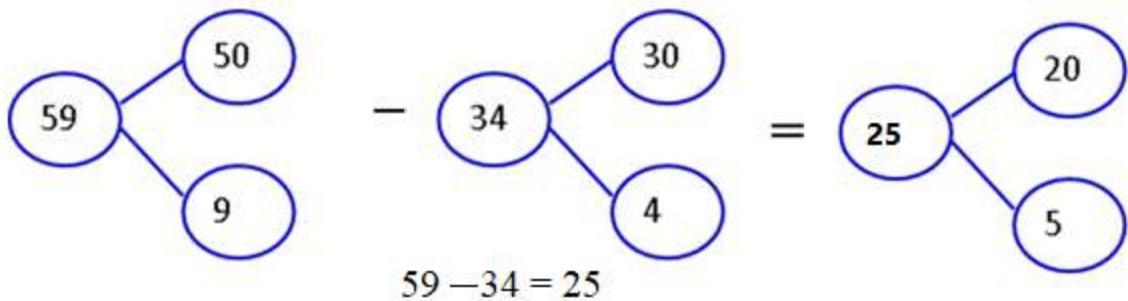
መልመድ 14 : በምሳሌው መሠረት በሙያራት ባደውን በታ መሳሳይ::

ምሳሌ

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



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

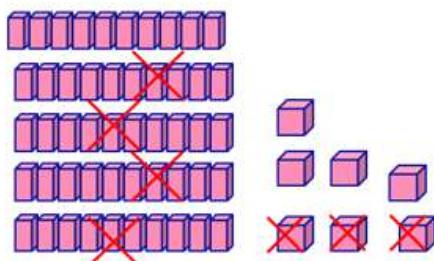


ሀ. 29 — 15 = _____ ለ. 86 — 42 = _____ ፊ. 52 — 31 = _____
 መ. 75 — 29 = _____ ሙ. 59 — 55 = _____ ፋ. 68 — 33 = _____

መልመድ 15: የሚለውን መመረት አድርጋው/ሽ/ ቅንስ/ሽ/::

የሚለ

አመልች	አንቀጽ
5	7
4	3
1	4



ሀ.

አመልች	አንቀጽ
3	3
2	2

ለ.

አመልች	አንቀጽ
5	9
3	1

ሐ.

አመልች	አንቀጽ
3	7
1	4

—

አመልች	አንቀጽ
8	7
4	3

—

አመልች	አንቀጽ
6	8
2	7

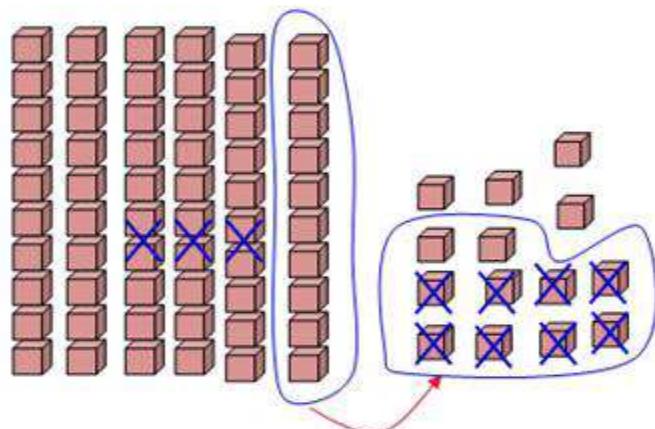
—

አመልች	አንቀጽ
9	2
7	1

መልመክ 16፡ በሙሉደር ቅንስ/ሽ፡

ታቦላ

	አመራች	አንቀች
U.	5 6 3 2	14 4 8 6
-		



	አመራች	አንቀች
U.	□ 6 4	□ 2 8
-		

	አመራች	አንቀች
A.	□ 8 1	□ 6 7
-		

	አመራች	አንቀች
B.	□ 7 1	□ 1 8
-		

	አመራች	አንቀች
ው.	□ 8 6	□ 0 5
-		

	አመራች	አንቀች
ው.	□ 3 2	□ 4 7
-		

	አመራች	አንቀች
C.	□ 3 1	□ 6 9
-		

መልመክ 17፡ ቁልቁል ቅንስ/ሽ፡

$$\begin{array}{r} \boxed{5} \quad \boxed{15} \\ \cancel{6} \quad \cancel{5} \\ - 3 \quad 6 \\ \hline 29 \end{array}$$

$$\begin{array}{r} \boxed{} \quad \boxed{} \\ 5 \quad 2 \\ - 4 \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} \boxed{} \quad \boxed{} \\ 8 \quad 5 \\ - 5 \quad 8 \\ \hline \end{array}$$

መ. $\begin{array}{r} \boxed{} \\ 3 \quad 3 \\ - 1 \quad 8 \\ \hline \boxed{} \end{array}$

ወ. $\begin{array}{r} \boxed{} \\ 6 \quad 6 \\ - 4 \quad 7 \\ \hline \boxed{} \end{array}$

፪. $\begin{array}{r} \boxed{} \\ 6 \quad 7 \\ - 3 \quad 8 \\ \hline \boxed{} \end{array}$

ሻ. $\begin{array}{r} \boxed{} \\ 7 \quad 8 \\ - 4 \quad 9 \\ \hline \boxed{} \end{array}$

ሻ. $\begin{array}{r} \boxed{} \\ 2 \quad 3 \\ - 1 \quad 7 \\ \hline \boxed{} \end{array}$

ቁ. $\begin{array}{r} \boxed{} \\ 6 \quad 3 \\ - 2 \quad 6 \\ \hline \boxed{} \end{array}$

መልመድ 18: በተሰጠው ጥሳለ መጨረሻ በማስላት ማረጋገጫ በታችነን መሳሪያ::

7 16
ሀ. $\begin{array}{r} 8 \quad 6 \\ - 1 \quad 7 \\ \hline 6 \quad 9 \end{array}$

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

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

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

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

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

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

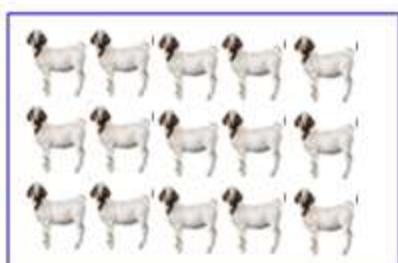
ሻ. $\begin{array}{r} 37 \\ - 28 \\ \hline \end{array}$

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

6.5 እስከ 100 ድልትን ቅጥርች የያዘ የቃሳት ጥርጻለዋች

መልመድ 19

- አቶ ታሉሳ 15 በንት አጋምው:: ክልቷው ወሰጥ 8ቱን በሽጂ ሰንት በንት ይቀርብዋል?



2. ወ/ሮ መልቱ 48 መ.ሆኑ አልተ:: አልተ ወሰጥ 28-ን በትስት ስንት መ.ሆኑ ይቀርብታል?
3. እኔ ቁጥር 75:: በእኔ ላይ 50 በመመር 85 እምነልሁ:: እኔ ስንት ሻነድ?

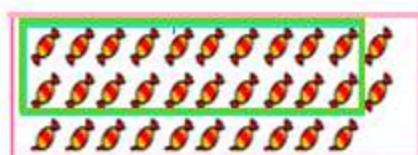
$$\boxed{?} + \boxed{50} = \boxed{85}$$

4. ወይዘዴ አያዝ-ቱ መ.ሆን 65 በር በርቱካንን 28 በር ስጠ:: በአጠቃላይ በስንት በር ስጠ?

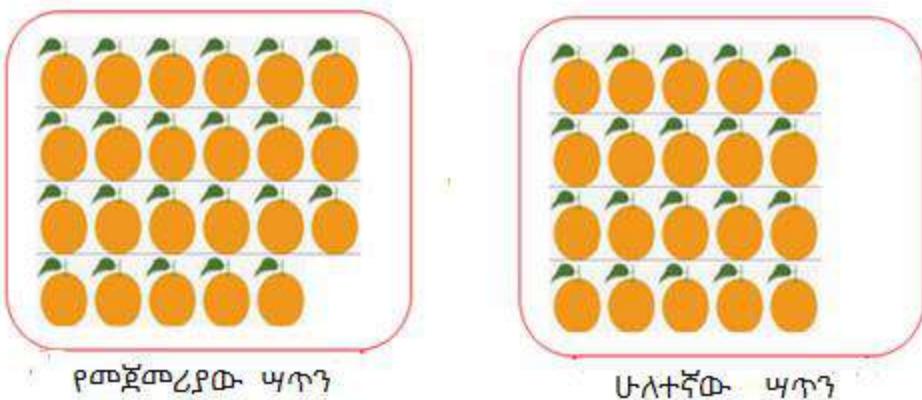
$$\boxed{\text{6 bananas}} + \boxed{\text{4 oranges}} = \underline{\hspace{2cm}} \text{ብር}$$

65 በር 28 በር = _____ በር

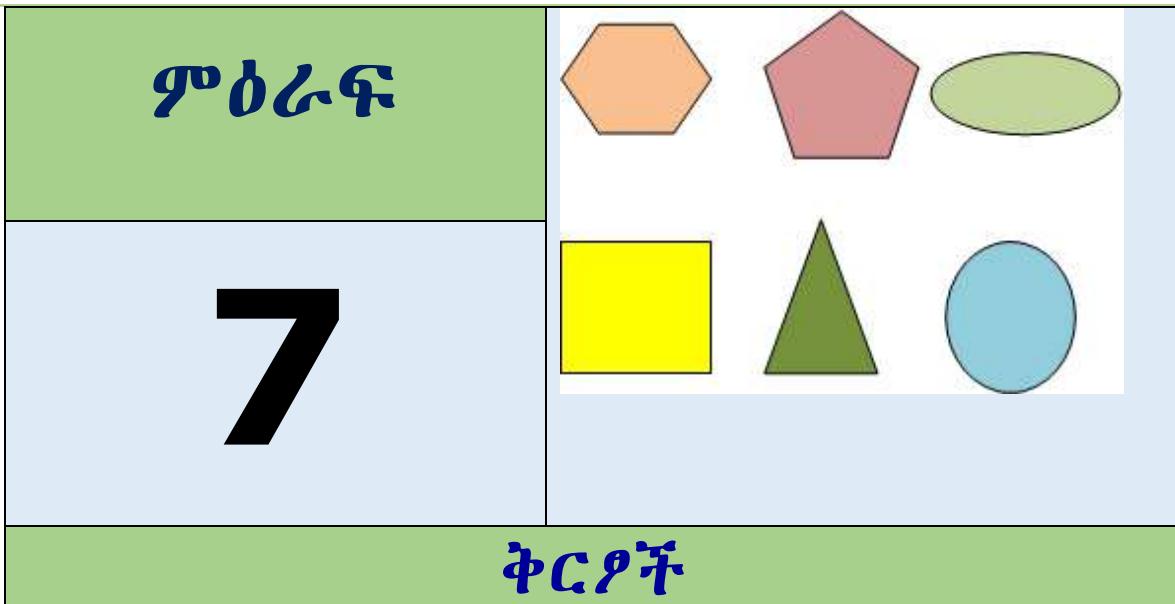
5. ወይዘዴ መልቱ ለመንገድ 32 ካሬማለዋኑን ጉባ:: ከገዢ-ት ወሰጥ 20 ካሬማለዋኑን በሽጠ ስንት ካሬማለዋኑ ይቀርብቷል?



6. የመጀመሪው ማጥን 23 በርቱካቶችን ይይዛል:: ሆለተኛው ማጥን ደግሞ 20 በርቱካቶችን ይይዛል:: በአጠቃላይ ሆለቱ ማጥናቸው ስንት በርቱካቶችን ይይዛል?



7. እያ እብዳ 70 በር አለው:: 012 በር መብት በንት በር ይቀርቡታል?
8. በአንድ ከፍል ወሰጥ 40 ተማሪዎች አሉ:: ከእነዚህ ወሰጥ 17-ቱ ወገኖች በሆነ የስተዋና በዘት ስንት ፍቃው?



7.1 ባለቤት ደያምንና ቅርቃቶችን መለያት

ተግበሩ 1: በአካባቢያዎች ከሚገኘት እቁዎች ወይም ነገዱት ወሰጥ ከታች
ደለውን ቅርቃውን ያያዘውንን በርዝር::

1.



መልስ 1: ጥቀር ስለዚህ በርቱ መስከት፣ የጠረቂያዎች ወልደ እና ይጠተራችሁ::

2.



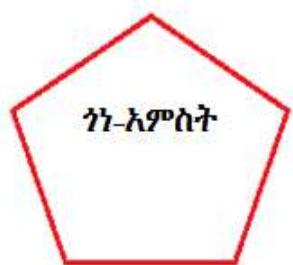
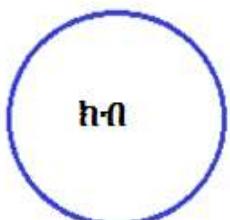
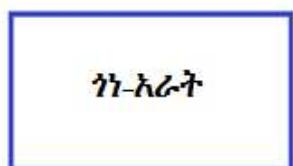
3.



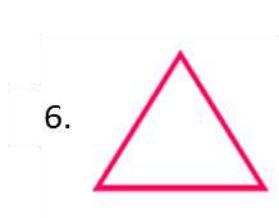
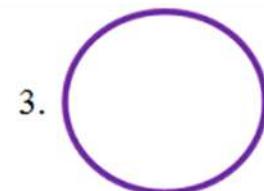
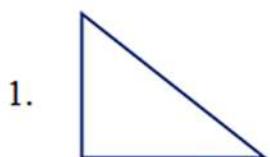
4.



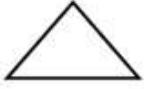
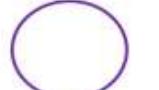
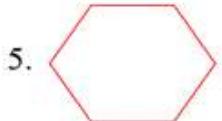
ከፊልግና ቁርጥር ወር መተዋወች



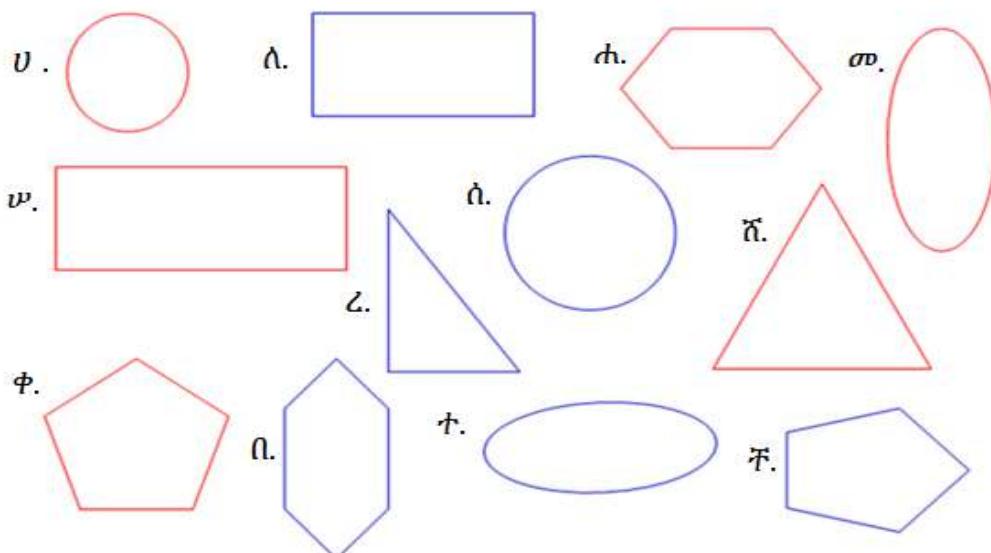
መልመክ 1 : ከዚህ ቁጥሮች የተሰጠትን ምሳሌዎች ቁርጥቶው ላይ
ቦመመርካን ስያሜ ሰጥ/ሙ:::



**መልመድ 2፡ ከዚህ በታች የተሰጠትን ምሳሌዎች ከስያሜያዊ ገዢ
እባጭና/ይ:: :**

1.  ከ-ሰለት
2.  ከ-አራት
3.  ከ-ቡ
4.  ከ-አምስት
5.  ከ-ሰድስት

**መልመድ 3፡ ተመሳሳይ ቁርቆ ያለውን ምሳሌዎች በመምረጥ ፈደላቶች
በመጠቀም በበኩነት መደብቅዎ/መደበያዎ:: :**



ምድብ 1 _____

ምድብ 2 _____

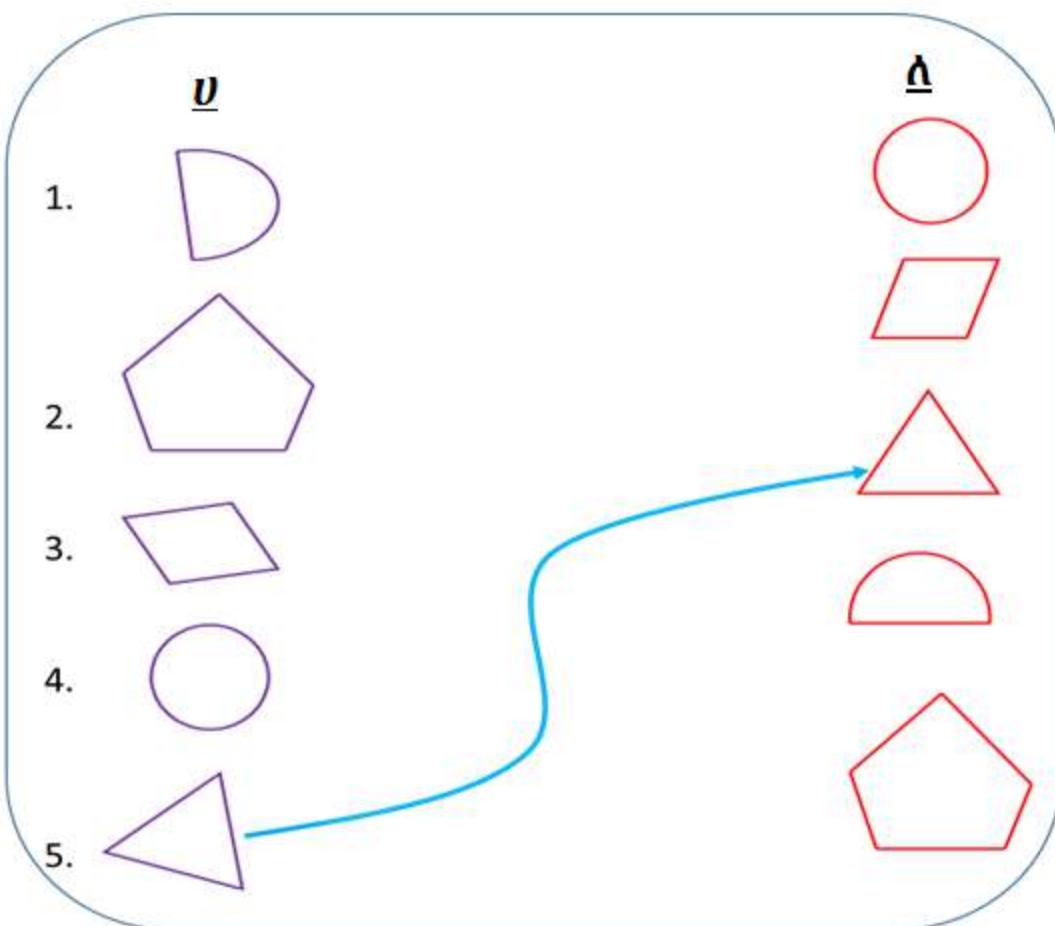
ምድብ 3 _____

ምድብ 4 _____

ምድብ 5 _____

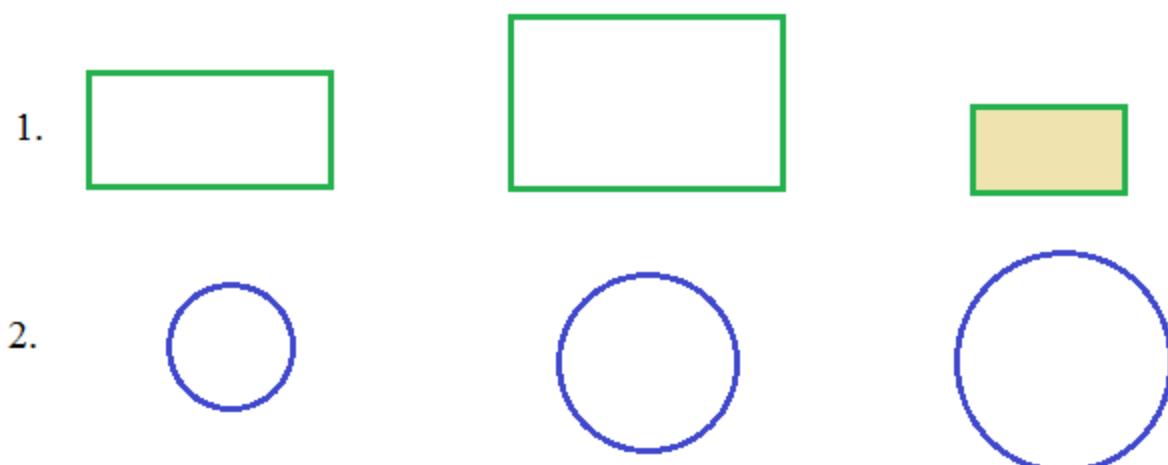
ምድብ 6 _____

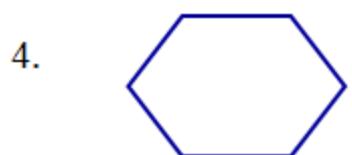
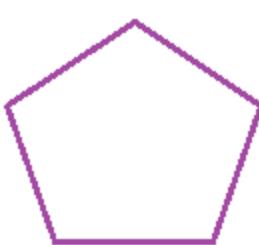
መልመድ 4፡ ተመሳሳይ ቁርቃ ያለውንን አካምና/ቋ፡፡



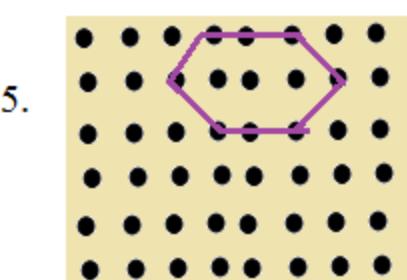
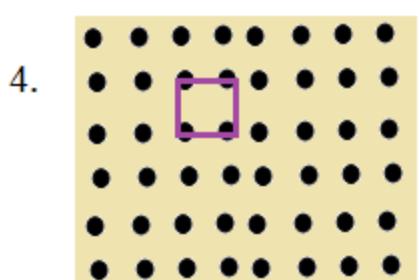
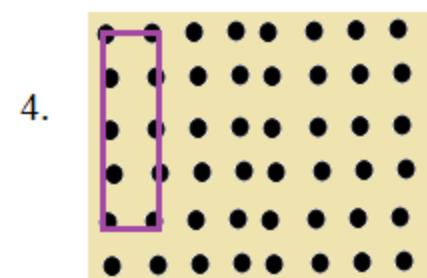
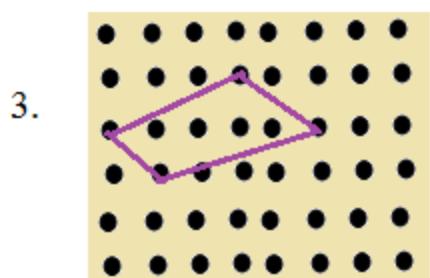
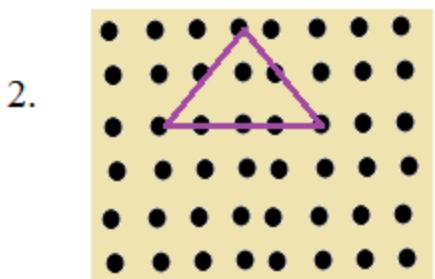
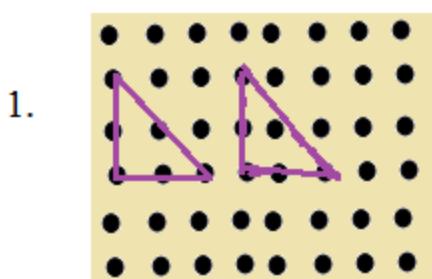
7.2 ባለቤት ደያጻንሽን ምስልክና መሆኑ

ቋጋራ 2፡ ከተሰጠት ቁርቃዎች ውስጥ ትንሽን ቅልም ቅባ/በ፡፡





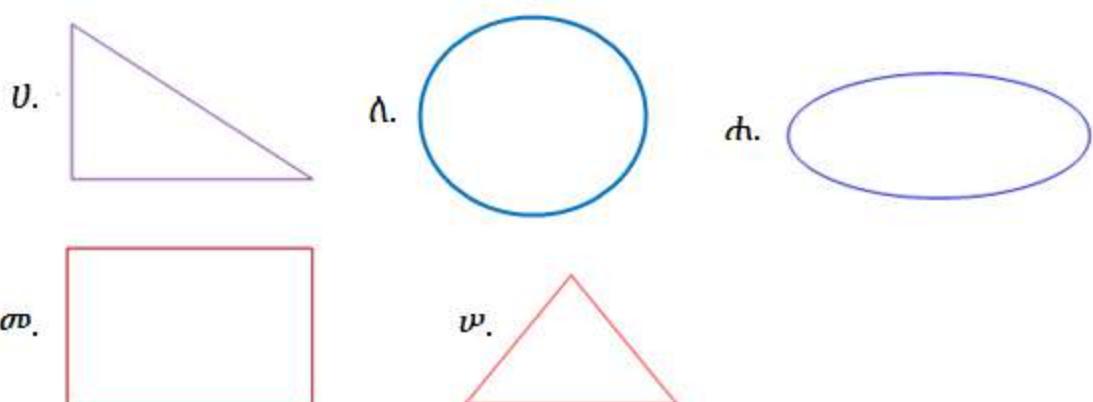
መልመክ 5: ካጥበቃን በማያዣና ለተሰጠው ቁርቆ እምሳያ ስል/ይ.::



መልመድ 6፡ የተሰጠትን ነጠብጣብ በማያያዝ ምስለመጀትን ስራ/ር፡፡



ቻግበር 3፡ የተሰጠውን ምስል በመሳል ለንደቀኞችሁ አሳይ፡፡

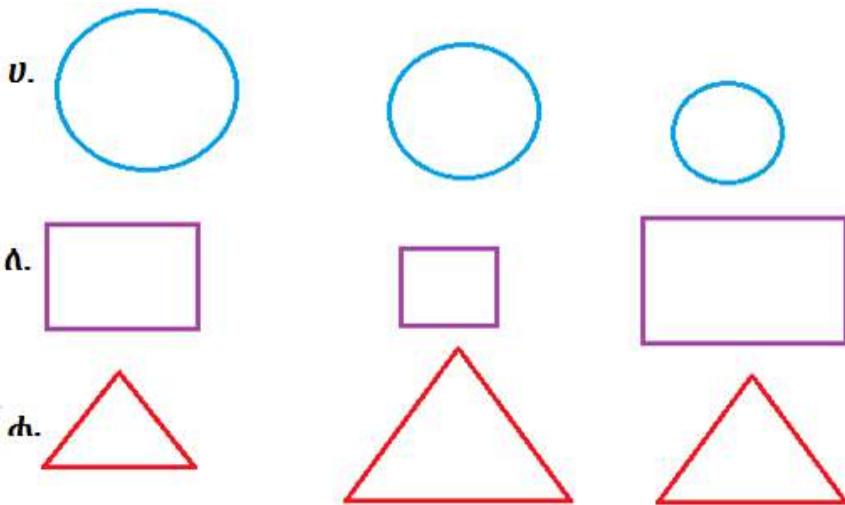


መልመድ 7

1. መሳል እንደ የምስል መለል እየታለ፡፡ የገዢናው ቁርዕስ ተማሪውን የሚከተሉት መረጃዎች ይመስላል፡፡ መሳል የየታለውን ቁርዕስ ስል/የ.፡፡
2. በኩቱ እንደ የመመወች ዕቃ እሳት፡፡ ስሳኔ ክብ ንው፡፡ ዕቃው የጠስ የሰረናው አካል ወይም መስረት ይመስላል፡፡ በኩቱ የምትመወትበትን ዕቃ ማል/የ.፡፡

መልመድ 8፡ ከዚህ በታች ያለትን ስልሎች ተመሳሳይ የሆነትን ክትንን

ወደ ትልቅ ዥርጋጭ/ሽ፡፡



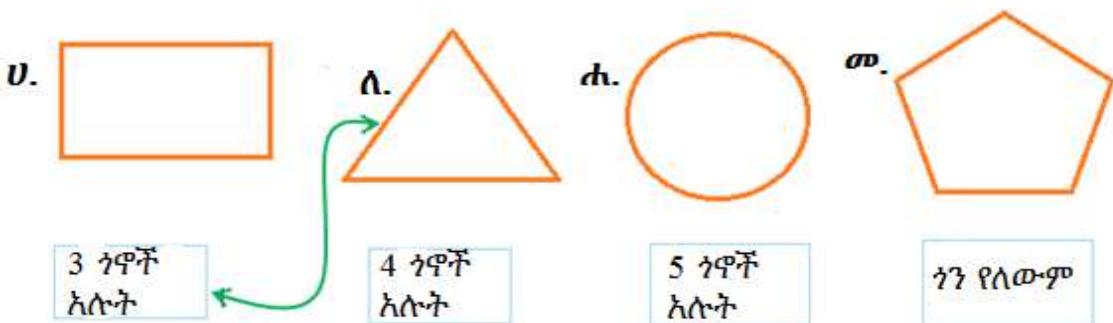
7.3 የፌላማዎች ምስሎችን መለያት

ትግበራ 4፡ ከዚህ በታች ያለው ምስል ላይ ማቅረብ የሚያመለከት በታ

ቀጥር 1 ምን ይሞላል? ቀጥር 2ስ?

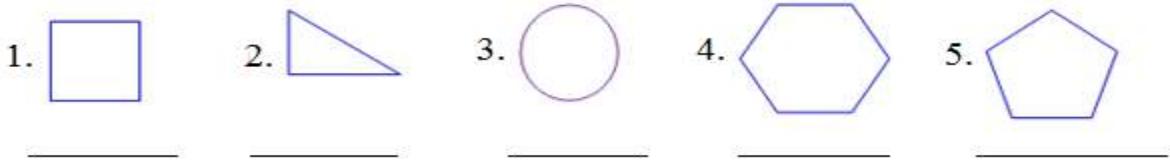


መልመድ 9፡ የተሰጠትን ምስሎች ባልቸው ነገሮች በዛት አካምና/ክ፡፡



ቅንጂ 5: ከዚህ በታች ለለት ቁርቃቹ የነፃጠናውን በሆነ በተሰጠው ማረጋገጫ

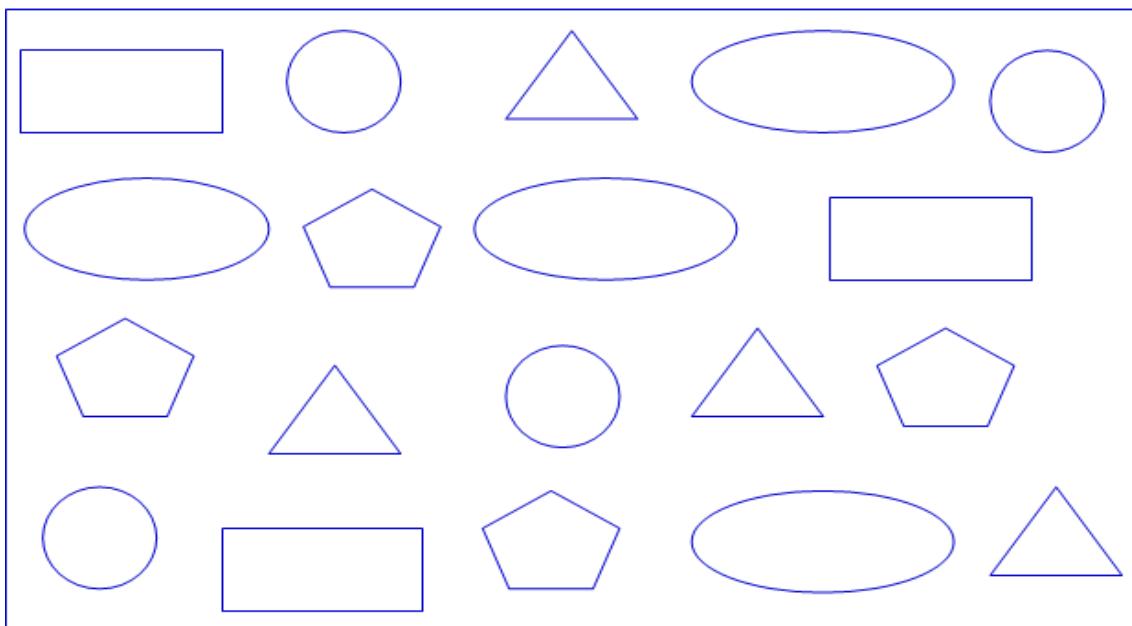
በታች መፈጸም/የደረጃ::



መልመድ 10: ከዚህ በታች በሳጥኗ ወሰኑ የተሰጠትን ምስልሎች

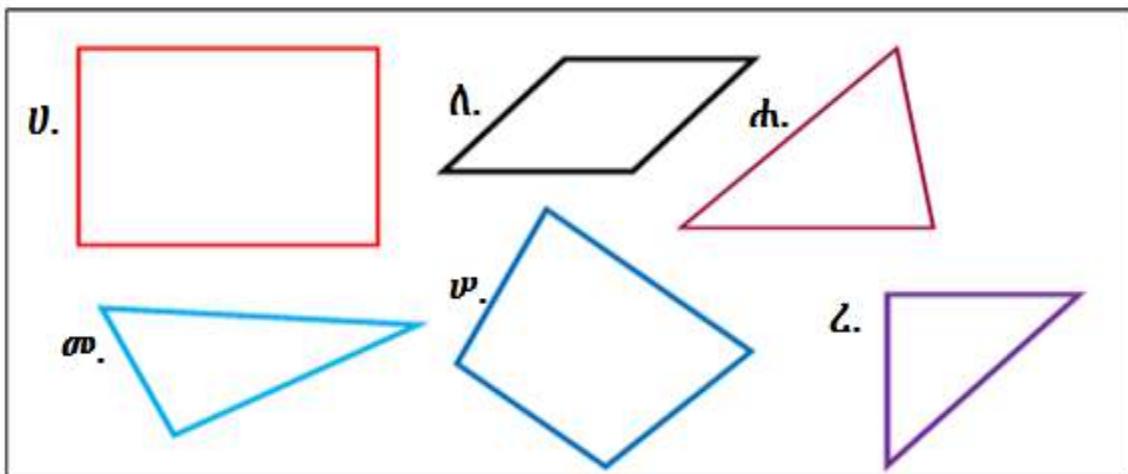
የተመቀሰውን የቀለም ዓይነት በመቀበት ሌይ/የደረጃ::

ከብ	ትኩ-ያስት	ትኩ-እራት	ዋላላ	ትኩ-እምስት
አረንጋዶ	በሙ	ቀይ	ጥቃር	ሰማያዊ

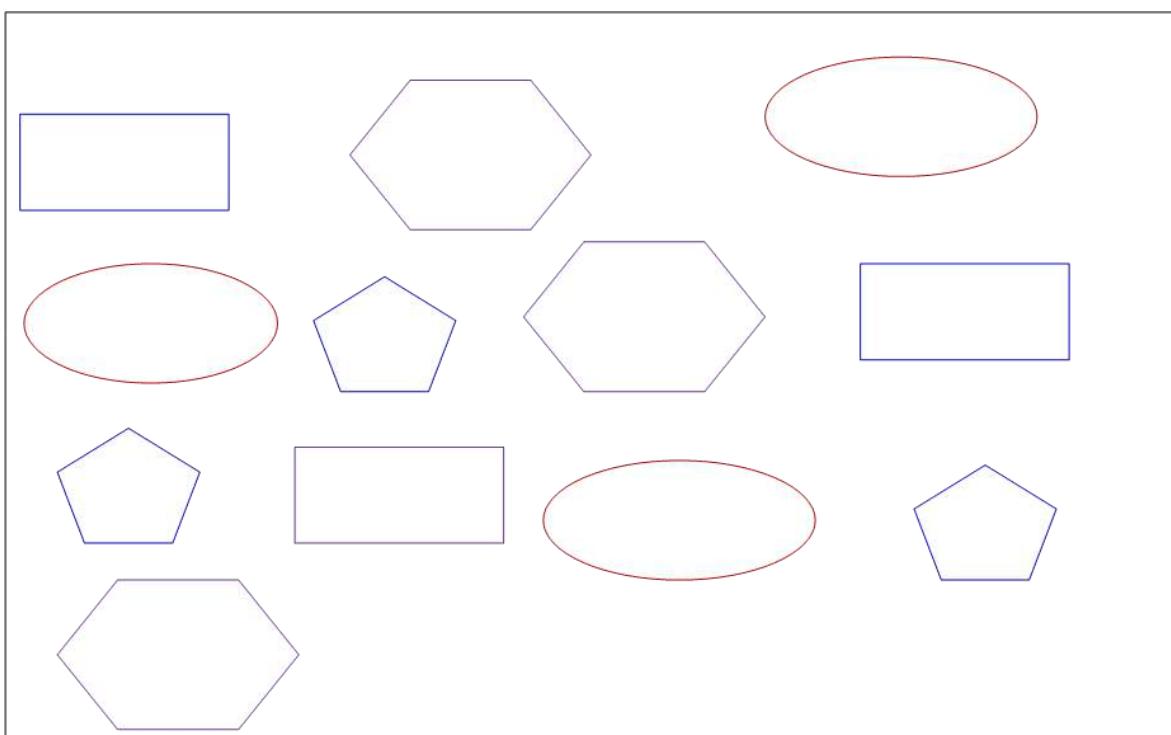


መልመድ 11

1. ከዚህ በታች ያለትን ምሳሌዎች በሁለት በድንጂ ክልተኩው/ክልያቻው:::
የከራልከበትን/ሽበትን ምክንያት እቅርቦ/በ:::

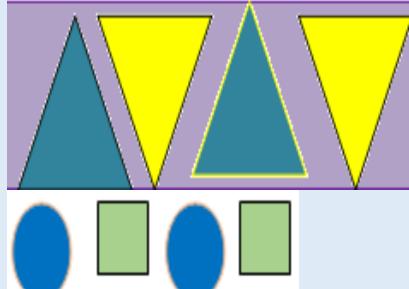
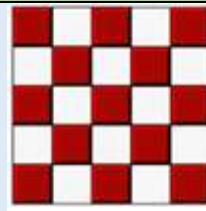


2. እነዚህን ምሳሌዎች ተመሳሳይ ቁርቃ ባለቤው እሱት በድንጂ
- ክልተኩው/ያቻው:::



ምዕራፍ

8



____, _____, _____

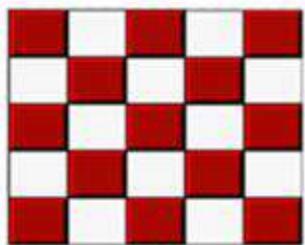
ጥተርች

8.1 ፌተርችን መደረግም

ትግበሩ 1

1. በእከባቢሁ/ሽ ከሚገኘት ነገሮች ወሰጥ ተሸ. በተሸ. የሚደጋገጫው ቅለም
ይለው ነገር ለመፈጸም/ሽ ገናር/ሸ::

ሀ.



ለ.



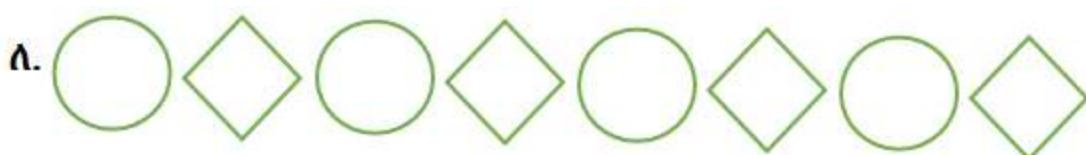
ሐ.



2. የሚዳ አሁያን የሰውነት ቅለምችን አቀማመጥ ተመልከቱ::
የተፈጸም/ሸ ነገር ተነዋግኝ::

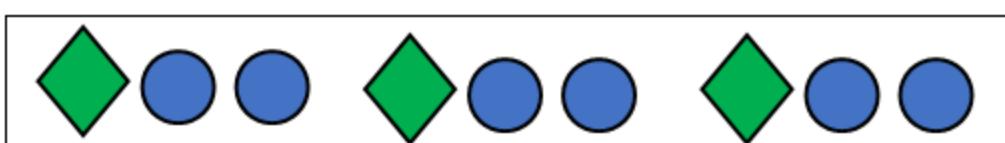
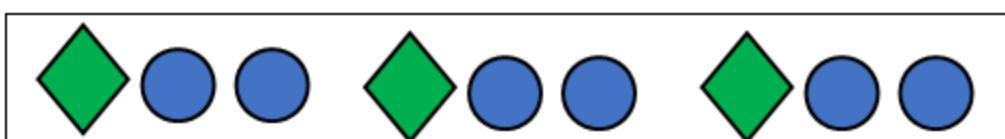


**መልመክ 1፡ በጥናት መሠረት ምስለምናን በተሰጠሁ/ሽ ማረጋገጫ
ደግማሁ/ሽ ስል/የር፡፡**



**መልመክ 2፡ ከታኑ ያለትን ቁርጋቶች በተሰጠሁ/ሽ ወንጠረዥ ወሰጥ
ደግማሁ/ሽ ስል/የር፡፡**

v.



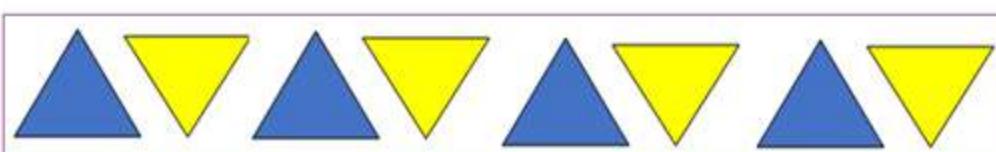
ለ.



ሐ.



መ.



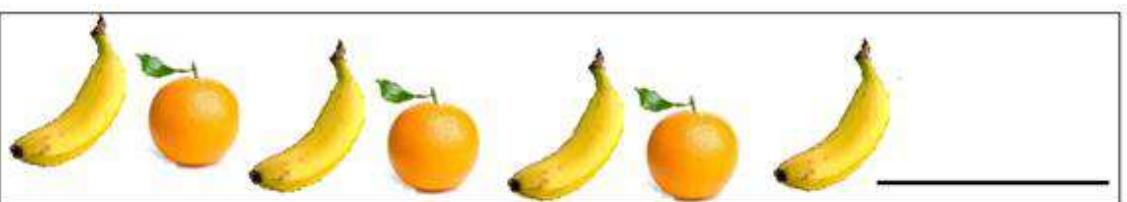
8.2 ፖተርኖችን ማስቀመል

ቍበራ 2: የሰዕለችን አቀማመጥ በማየት ቅዱያን ስዕል ተናገሩ/ራ::

1.



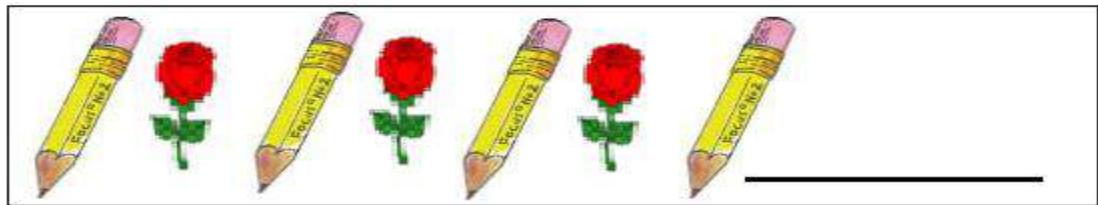
2.



3.



4.



**መልመድ 3፡ ከተማው አቀማው ወሰን የዋጋውን ቁርቆ ባደ ማጥን
ውሰን ሰል/የር፡፡**

ሀ.



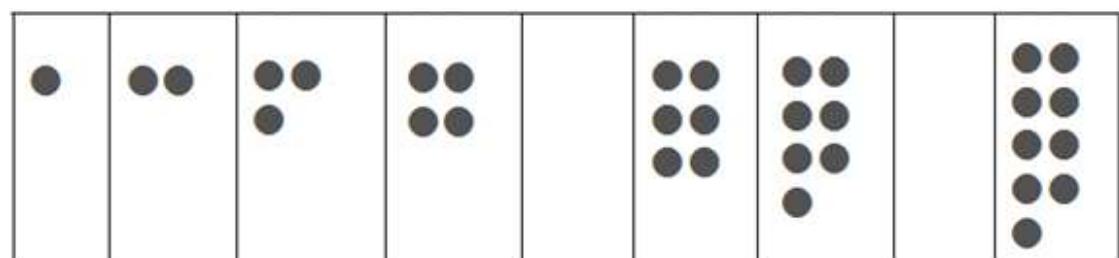
ለ.



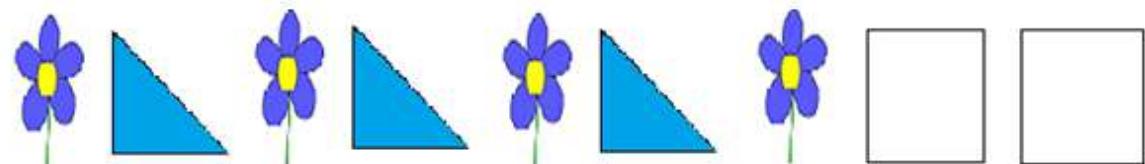
ሐ.

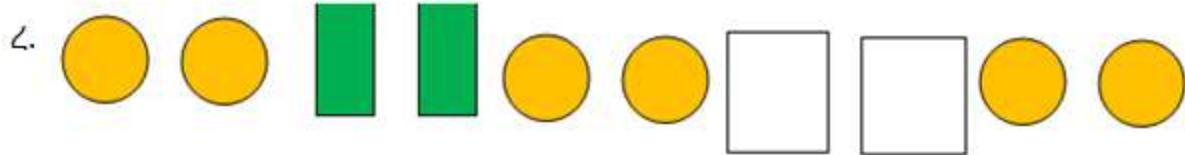


መ.

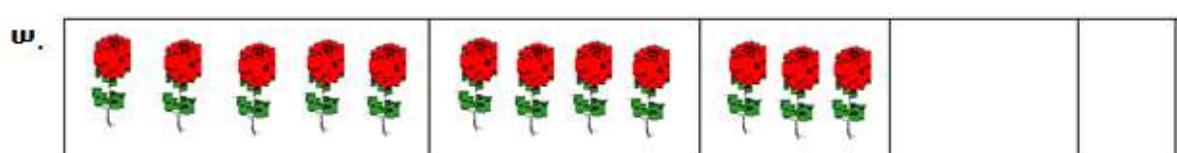
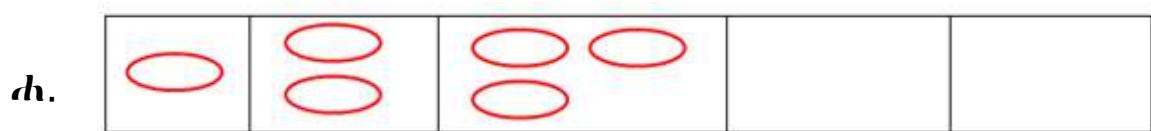
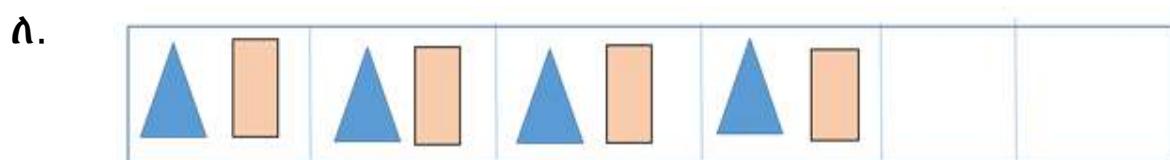
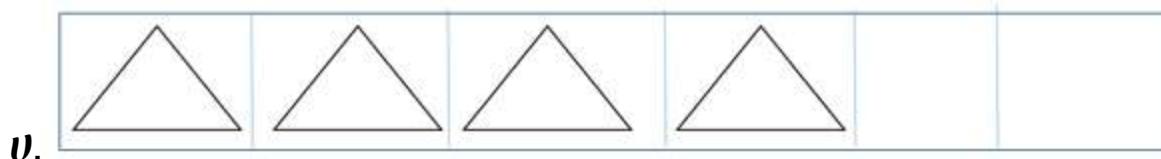


ወ.



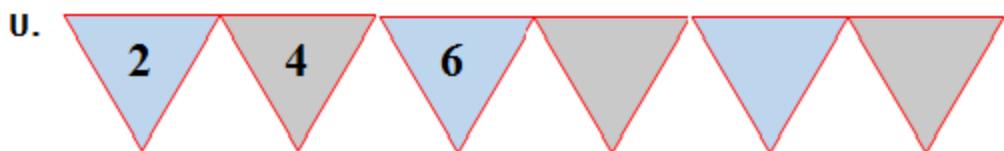


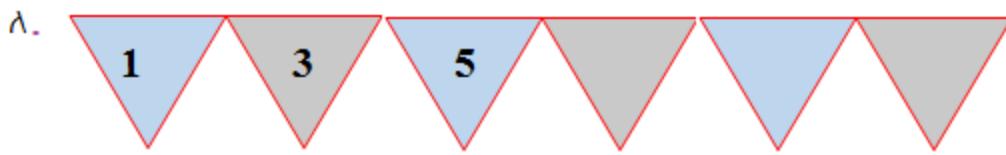
መልመክ 4: የተሰጠውን/ሽን አቀማመጥ በመከተል የቀኑትን ቅርጋች ባደ
ማጥን ወሰጥ ስለ/የ::



መልመክ 5: የተሰጠትን የቀጥሪትን ፖተርን በማየት ባደ በታ የሚገባውን

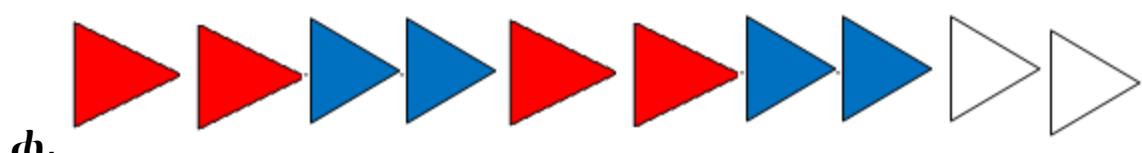
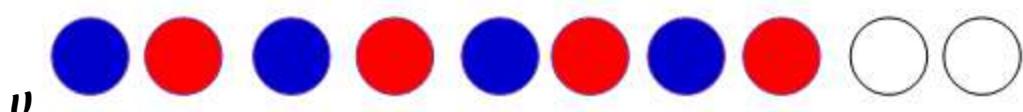
ቁጥር ጥሩ/፪::



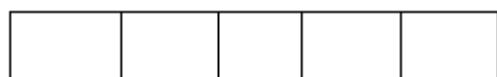


8.3 ፖተርንግ መመሰረት

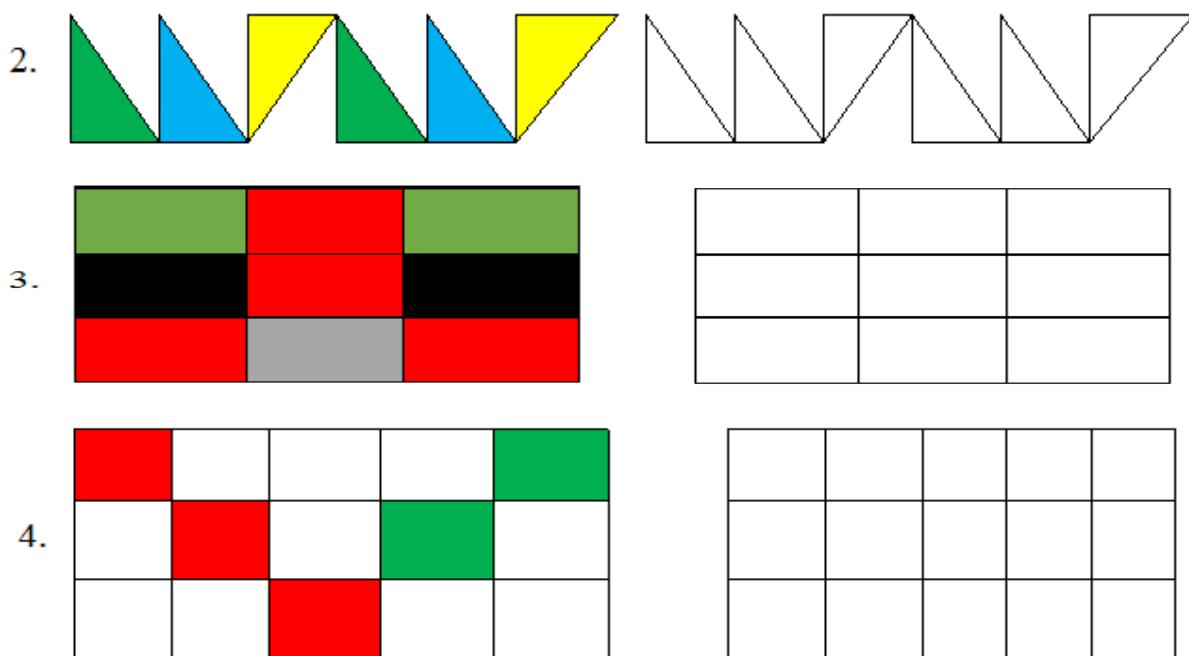
ቁጥር 3: የተሰጠትን የቅርቡ ቅለምን በመከተል ቅለም የለላቸውን
ቅርቡ ቅበሌ::



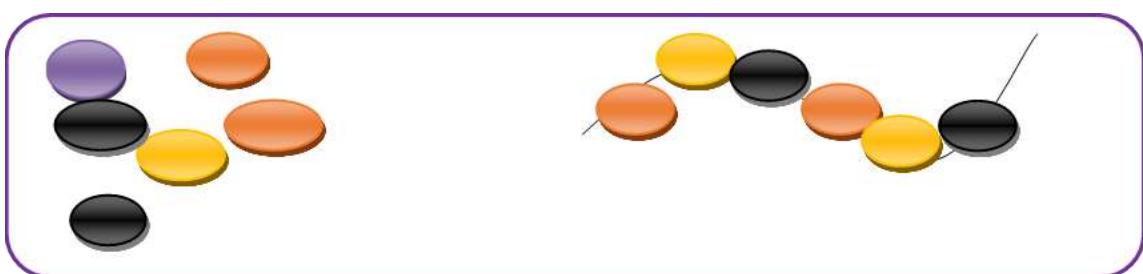
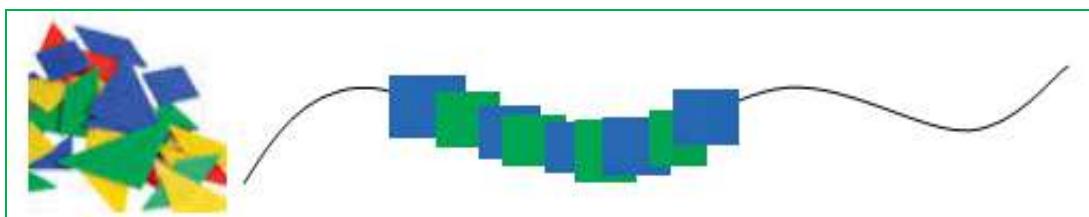
መልዕክ 6: ያልተቀበ ቅርቡን በግራ በከል የተሰጠሁን/ሽን በተመሳሳይ
ቅለም ቅበሌ::



አዲስ ከናል የተማሪ መጽሐፍ

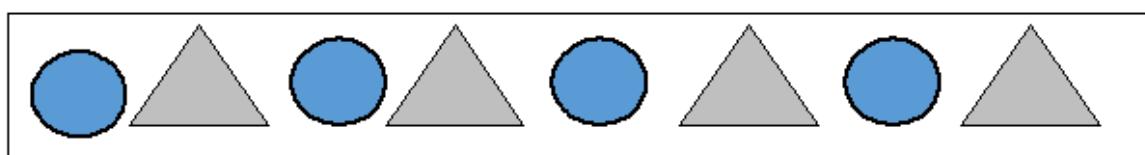


የበድን ሥራ፣ በአካባቢያችሁ ያለ ነገሮችን በመጠቀም ፖተርንን
መሰረቱ::



መልመክ 7፡ የተለያዩ ቁልማት ያላቸውን ክርቶች ወይም ቁልጥ
በመቀባት ትንተኛ ገንዘብ፣ ገን-እራትና ከዚ ክዋሉሁ/ሽ በኋላ
በመቆራረጥ ፖተርንን መሰረቱ::

- 1.
-



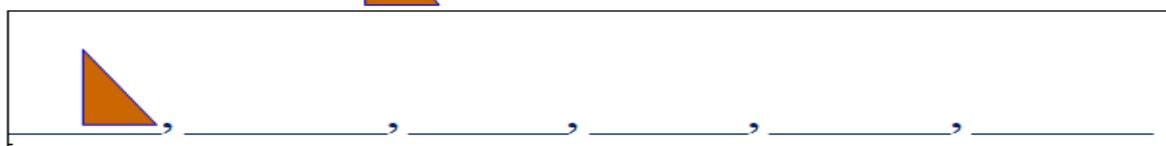
- 2.
-



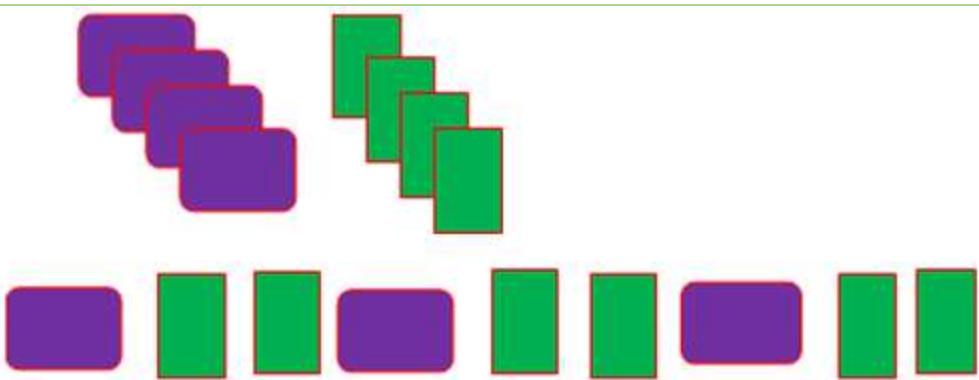
- 3.
-



- 4.
-



መልመድ 8 የተቀለመ ካርድ ተንሸቷ ወይም የተለያየ ቅዱም ያሳታሙን
ከላይደንት በተለያየ ቅርቡ በመቆረጋጥ ፖተርንን መሰረት/ቤ::



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

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

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

ምዕራፍ

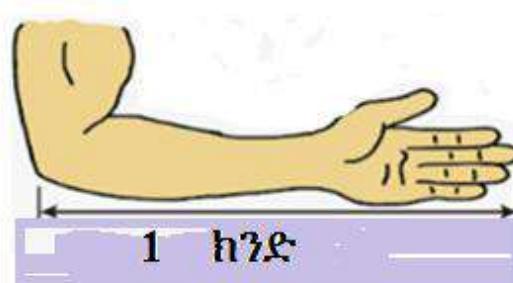
9

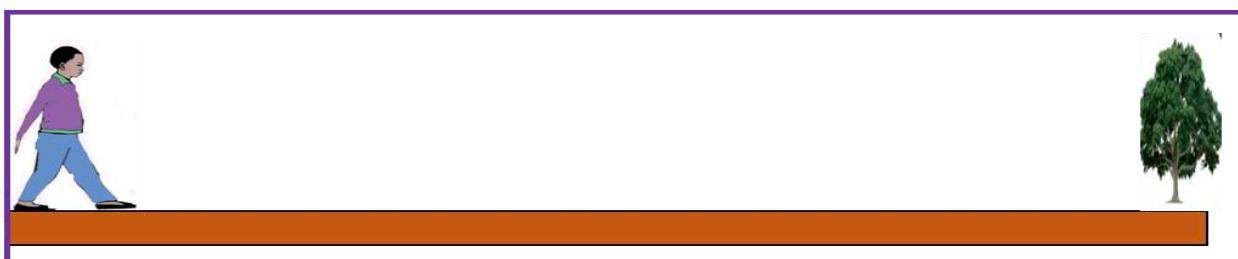
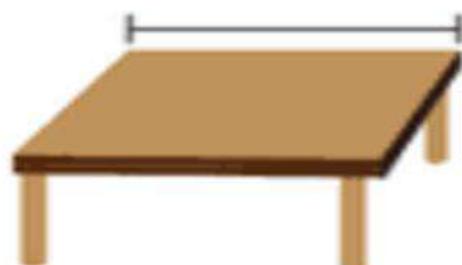


አካላት: የርዝሃዎች፣ የመጠኑ-ቁሉ፣ የደብት

9.1 ስንመት በእትጥቅም ማሳቀል ላይ ለአካላትና አመናዊ ላይ

ተግበሩ 1: እርምጃና ክንድና በመጠቀም መለከትና ተለማጠፊያ/ይ:





መልመድ 1፡ በእከባቢያትን የሚገኘትን ነገሮች በስንጻርና በጣም

መለካትን ተለማማውያ/ድ፡፡

b.



c.



d.



e.



መልመክ 2፡ የተሰጠትን የእርዳሳች ስገመት እንብብ/በ፡፡

v.



5 ስሜ

ለ.



— ስሜ

ሐ.



— ስሜ

ወ.



— ስሜ

መልመክ 3፡ የተሰጠውን ምሳሌ በመከተል ያያጋር/ራ፡፡

ምሳሌ



55.0 ስሜ

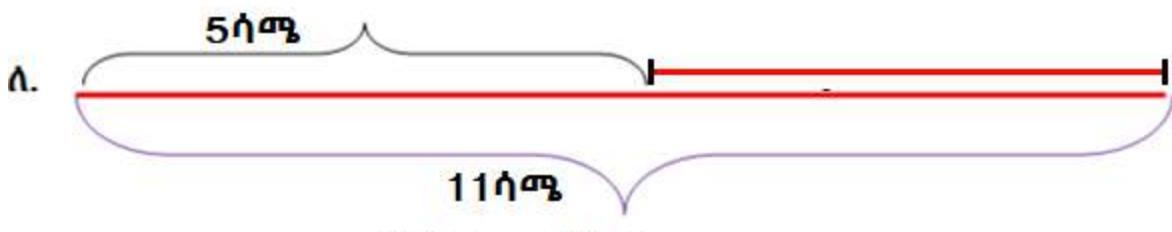


45.0 ስሜ

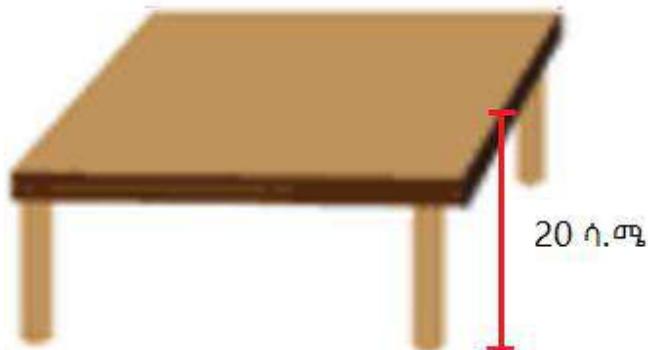
$$55\text{ሰሜ} + 45\text{ሰሜ} = 100\text{ሰሜ}$$



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



$$11ሰም - 5ሰም = \underline{\hspace{2cm}}$$



$$20ሰ.መ + 60ሰ.መ = \underline{\hspace{2cm}}$$



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

9.2 ፈጌመትን ማነቀዱ

ቁጥር 2: ስዕለታዊን በማየት እውጭ ወይም ሲደም በማለት ለይ/ይ::

v.



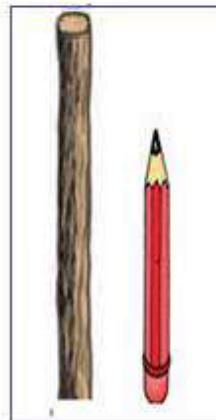
ለ.



ክ.



መ.



ወ.



ሮ.



መልመድ 4፡ የተሰጠትን የርጊመት ለእኔ አመባገን/ኩ፡፡

ሀ.



5ሰሜ



3ሰሜ

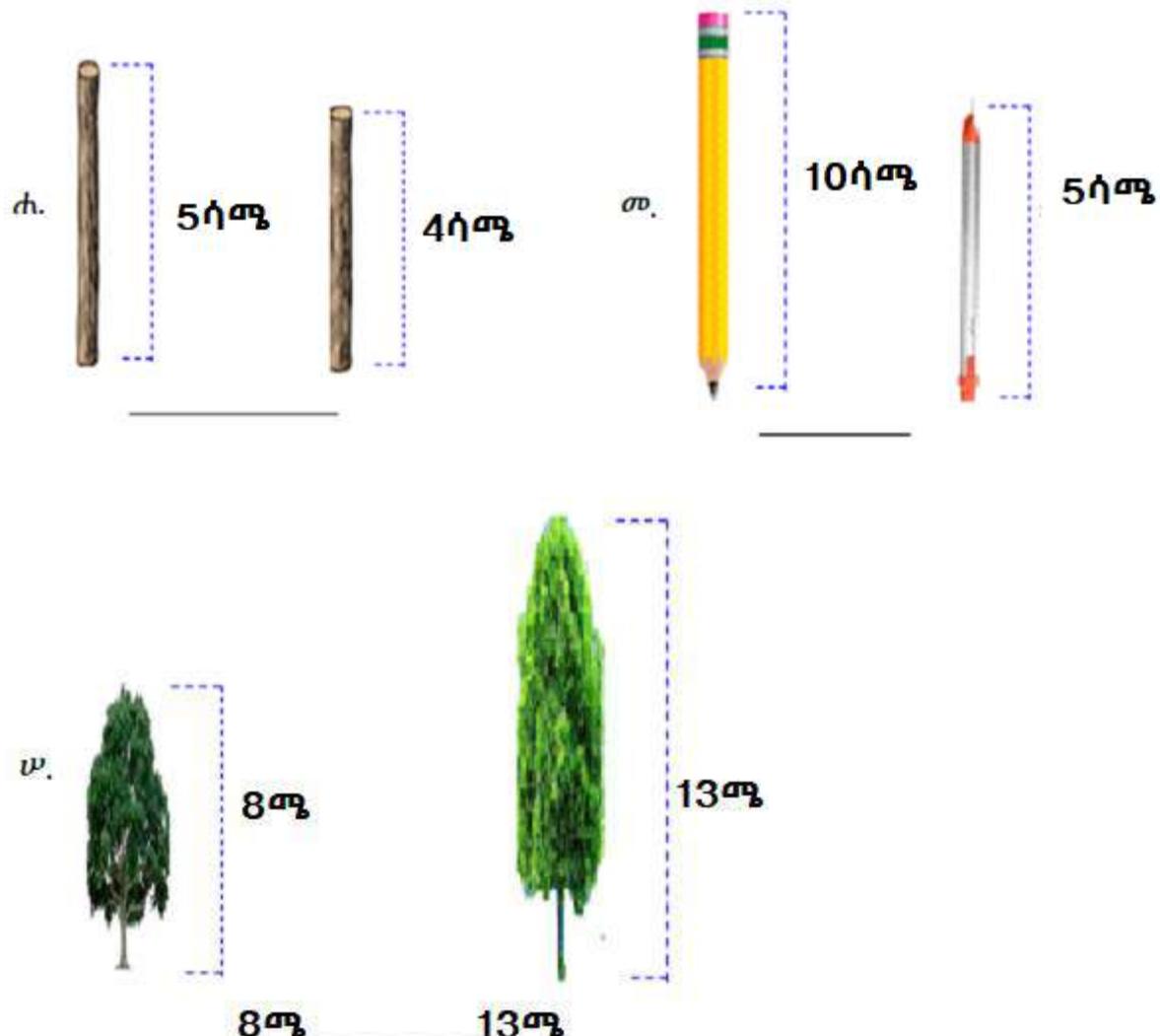
ለ.



2ሰሜ



5ሰሜ



9.3 በሁሉም መጠኑ-ቁል ለከት

ተግበራ 3: በኢትዮጵያን የሚገኘ ነገሮችን መጠኑ-ቁል በቀና: በጀትና
በጣሪ መለካትን ተለማማሪ/ይ::



የወያ



ሰላም



በና



እርዳ



የቀደ ሂጥ ብቻት



የሰንድ ብቻት



በረበራ



የልተፈለፈ በና



አጠቃ

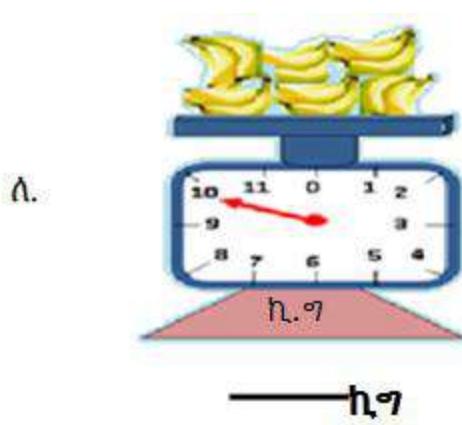
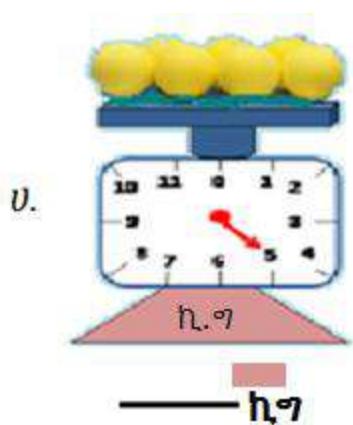


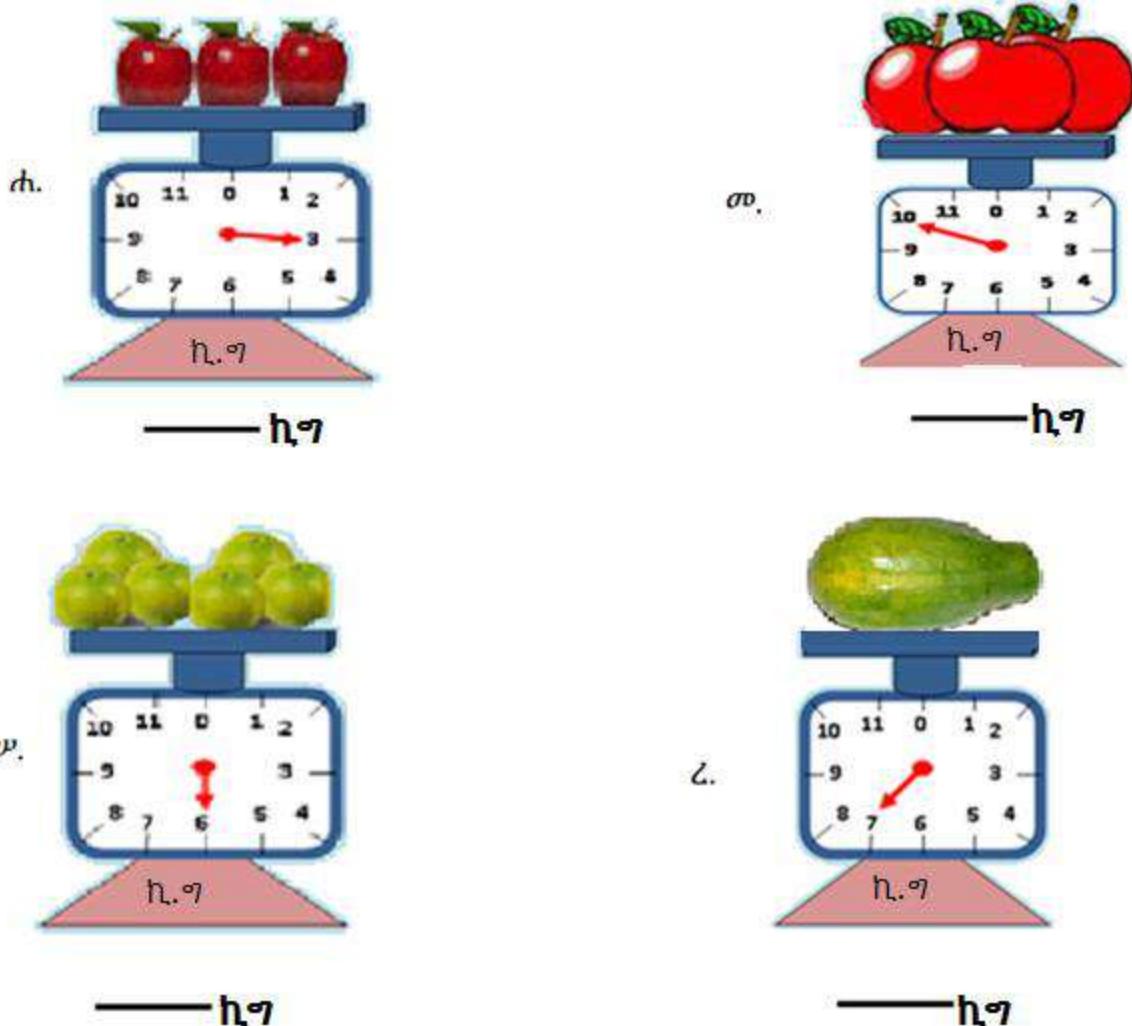
የገብበ ቅላ



ገብበ

**መልመዕ 5፡ ከሚሱ በታች ያለ ነገሮችን ግዢሸት ከሚሆን በማንበሳ የሆነ
በታወቂ ስራ የኩ/፩፡፡**





9.4 መጠኑ-ቅልን ማኅዥ

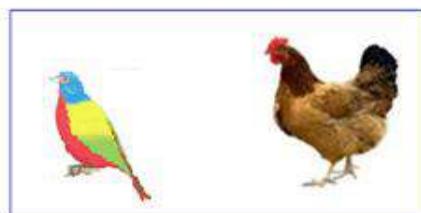
ተግበራ 4: ተንድ ተንድ ሆኖ የተሰጠትን በማመሬን የየት-ኩዎች መጠኑ-ቅል እንደማለጥ በግምት ለይ/ይ::



ክ.



መ.



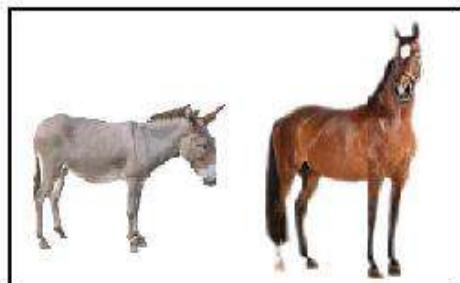
ቍበር 5፡ ብንድ ብንድ ሆኖው የተሰጠትን በማመሬን የየትኩዎች መጠኑ-

ቀስ እንደማለጥ ሌይ/ይ.፡፡

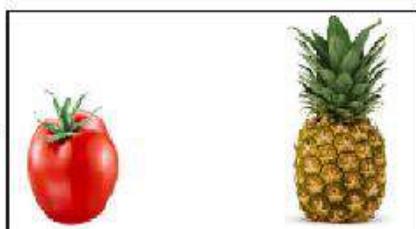
ሀ.



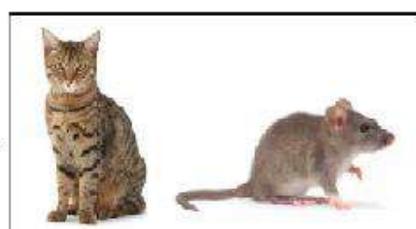
ለ.



ክ.



መ.



መልመክ 6፡ የተሰጠውን ምሳሌ በማየት ባዶ በታወችን መ.ሳ/ይ.፡፡

ሀ.



ለ.



$$2\text{ክግ} < 3\text{ክግ}$$

$$75\text{ክግ} > 25\text{ክግ}$$

ክ. $3\text{ዓ} \underline{\quad} 4\text{ዓ}$ መ. $92\text{ከ}\text{ን} \underline{\quad} 50\text{ከ}\text{ን}$ ወ. $22\text{ከ}\text{ን} \underline{\quad} 45\text{ከ}\text{ን}$

ፋ. $62\text{ዓ} \underline{\quad} 40\text{ዓ}$ ስ. $23\text{ዓ} \underline{\quad} 40\text{ዓ}$ ገ. $24\text{ከ}\text{ን} \underline{\quad} 24\text{ከ}\text{ን}$

መልመድ 7፡ ክትንሽ ወደ ትልቅ በቀድሞ ተከተለ እስቀምጥ/ይ.፡፡

ሀ. 3ክግ፡ 5ክግ፡ 2ክግ

2ክግ < 3ክግ < 5ክግ

ለ. 7ክግ፡ 3ክግ፡ 10ክግ

_____ < _____ < _____

ሐ. 3ክግ፡ 5ክግ፡ 2ክግ

_____ < _____ < _____

መ. 30ግ፡ 20ግ፡ 50ግ

_____ < _____ < _____

9.5 ደካት በባህላዊ ልብ

ታገበር 6፡ የተሰጠትን ስບሰዕና በመመልከት መ.ለ.፡ ነጋለው ወይም ባድ

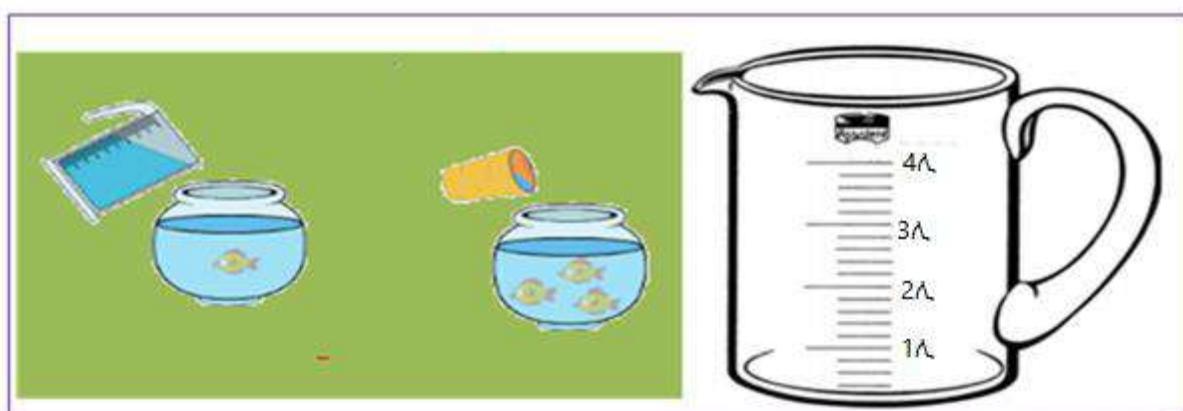
ቦማለት ግለዕ/ይ.፡፡

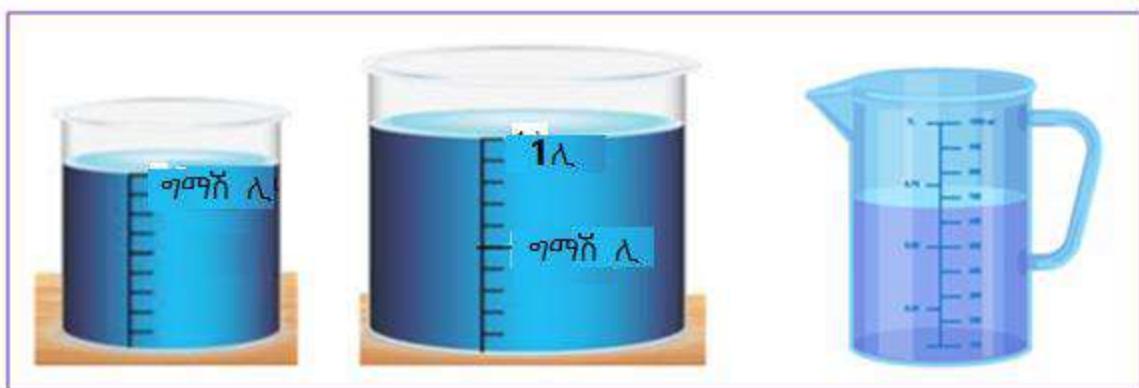


ቻጋቢ 7 : በእከባቢያዎችን የሚገኘውን ልሳሽ ይዘት በትብያ፡ በጀክ፡
በባለቤና በጣጥ መለከትን ተለማግመሪ/ይ፡፡



ሙሉሙክ 8 : በእከባቢያዎችን የሚገኘውን የፌሳሽ ይዘት በሌላር መለከትን
ተለማግመሪ/ይ፡፡





መልመክ 9፡ የተሰጠውን ችሎት በመከተል ስራ/ር፡፡

v.



$$4ል. + 3ል. = 7ል.$$

ለ.



$$3ል. + 1ል. = \underline{\hspace{2cm}}$$

ሐ.



$$6ል. + 5ል. = \underline{\hspace{2cm}}$$

መ.



$$7ል. + 5ል. = \underline{\hspace{2cm}}$$

w.



$$10ም.ል. - 6ም.ል. = \underline{\hspace{2cm}}$$

ሸ.



$$15ም.ል. - 2ም.ል. = \underline{\hspace{2cm}}$$

9.6 ደብቅና ማኅጋዥ

ቍበር 8፡ ጥንድ ጥንድ ሆኖው ካትሰውት ዕቃዎች የትኩሙ የበለጠ ፌሳሽ

መያዝ እንደሸጥቷል ገምት/ቤት፡፡

v.



እ.



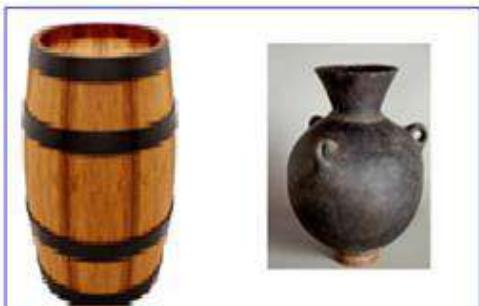
እ.



መ.



w.



እ.



መልመክ 10፡ የተሰውነት ምሳሌ በመመልከት ባለ በታወሻ መሳይ/ቤት፡፡

v.



$1L < 7L$

እ.



$10\text{ml} \quad 20\text{ml}$

ክ.



15ምላ _____ 35ምላ

መ.



45ምላ _____ 45ምላ

ወ.



16ል _____ 13ል



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

10.1 የኢትዮጵያ ደናደቃና የቶክ

ተግበሩ 1: የተሰጠውን ምሳሌ በመመልከት የኢትዮጵያ የደናደቃናን ሥም

ለ,ሪ/ሪ.::

					
አንድ ብንተም	አምስት ብንተም	አስር ብንተም	፭፻ አምስት ብንተም	፭፻ዦ ብንተም	ሙቀ ብንተም

መልመክ 1፡ በምሳሌው መሠረት አካም ደንብ::

አንድ ሰንትም	አምስት ሰንትም	አሁር ሰንትም	የቶ አምስት ሰንትም	የምሳሌ ሰንትም	መቶ ሰንትም

ቻጋራ 2፡ የሚታቀትን የኢትዮጵያ የብር ዓቶች ማለያ ተወያዙ::

የኢትዮጵያ ዓቶች



መልመክ 2፡ በምሳሌው መሠረት አካም ይ/ች፡

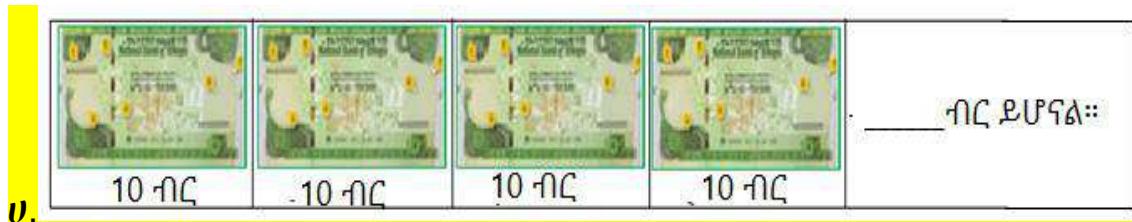
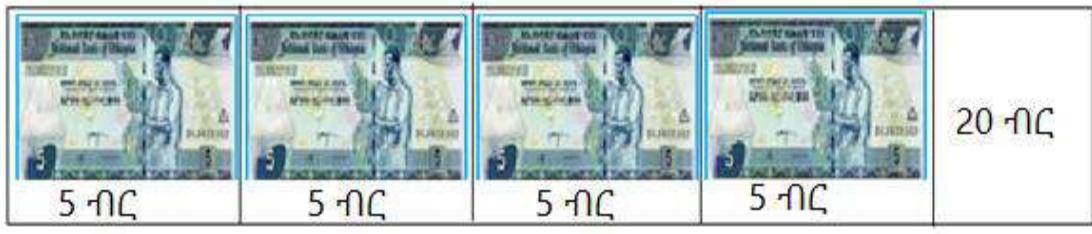


በለላምስት ብር	በለላው ብር	በለሁዋስ ብር	በለሙያ ብር
--------------	------------	-------------	------------

ቻግበር 3፡ የናይሮን በመቀበር ስንት ስንደሸም እንደማሆነ ተናገሩ?

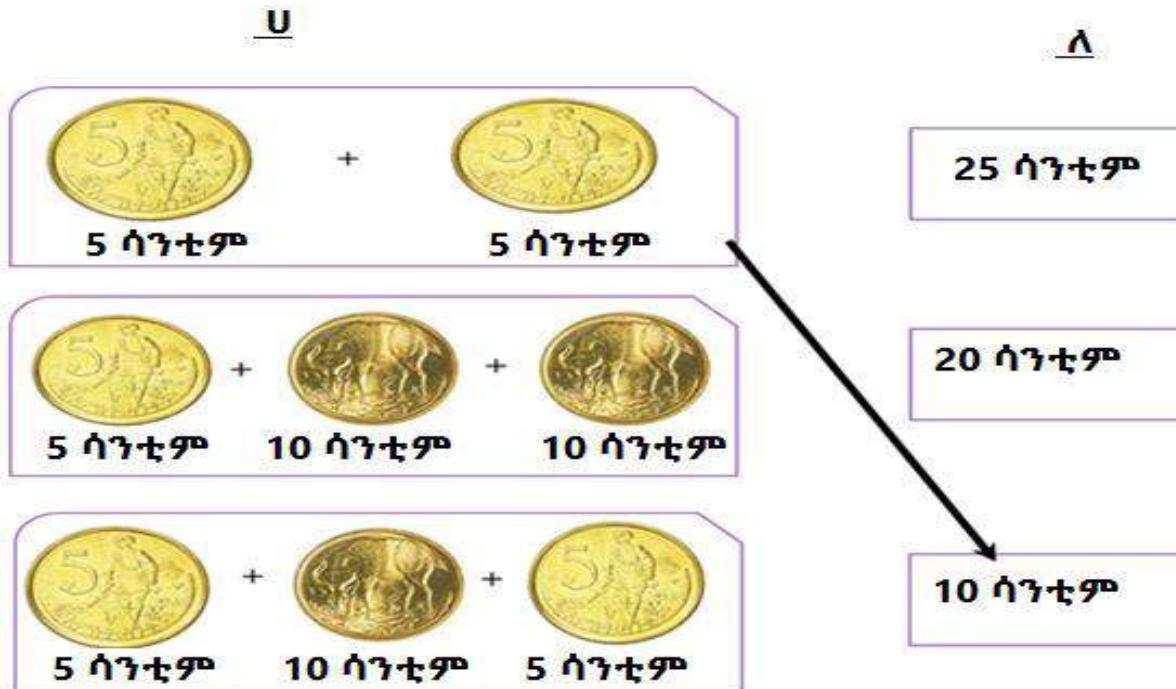


መልመክ 3፡ የየትን በመቀመር ስንት በር እንደጠየሱት ተነገር/ራ፡፡



10.2 የዶናርሻና የኖጥች አጥቃና

ቻንበራ 4: በ "ለ" ሥር ያለትን በ "ሁ" ሥር ክለት ጋር አያምድ/ይ::



እስተውል:

- ☞ 1 በር = 100 ስንተኞ
- ☞ 1 በር = 20 ባለቤምሰት ስንተኞ ፌርር
- ☞ 1 በር = 10 ባለቤመር ስንተኞ ፌርር
- ☞ 1 በር = 4 ባለሃያ አምሰት ስንተኞ ፌርር
- ☞ 1 በር = 2 ባለሃምሳት ስንተኞ ፌርር

መልመክ 4፡ ስንትፌኑን ደምር

የማለ

$$50 + 25 = 30 \text{ ስንተም}$$

ሀ. = ____ ስንተም ይሆናል፡፡ ለ. = ____ ስንተም ይሆናል፡፡

ሐ. = ____ ስንተም ይሆናል፡፡ መ. = ____ ስንተም ይሆናል፡፡

ወ. = ____ ስንተም ይሆናል፡፡

ቻገበ 5፡ በ”ለ” ሥር ያለትና በ”ሁ” ሥር ካለት ስር አዘጋጅቶ/ች፡፡

ሀ

ለ



65 ብር



60 ብር



20 ብር

መልመክ 5፡ የተማሪ ደምር/ች፡፡

1.



10 ብር

+



5 ብር

= 15 ብር

2.



+



= _____

3.



+



= _____

4.



+



= _____

5.



+



= _____

10.3 የቍት ተሸጠዋችን ማስተካከል

ተግበራ 6: የቀነታ የቅርቡ በመድሙር ባለ ቤት ሌቦ ዓይነቶች



10 አር

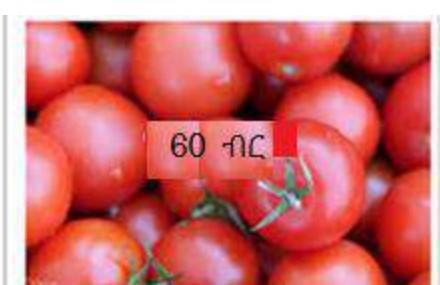


15 አር

25 አር



40 አር



60 አር



መልመክ 6፡ የሚከተሉትን የቃሳት ጥርጉለዋኝ አስገባብ፡፡

- በዚህ ሁሉት የለ አምስት በር የቆኝና አንድ የለ አስር በር ያት
አሳት፡፡ በጥቅም ስንት በር አሳት?



20 በር አለት

2. ለሌሎ አንድ ባለሃምና በር ጥናና ሁሉት ባለከመር በር የቆኑ አላት::
ቦጥቃለ ስንት በር አላት? 70 በር አላት



70 በር አላት

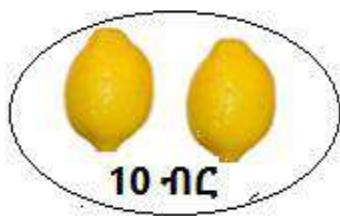
3. ቅልቱ ክላት 100 በር ወሰጥ በ30 በር መጠገኗል፡፡ በጥቃለ ስንት በር
ይቀርብታል?



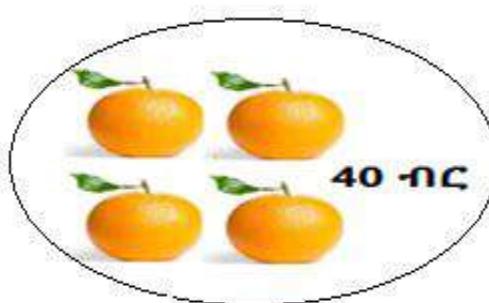
30 በር

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

4. ቅኑ 10 በር ለማኑ 40 በር ያግሞ በርቱካን ገዢ:: በጥቃለ ለማኑ
ውርቱካን በስንት በር ገዢ?



10 በር

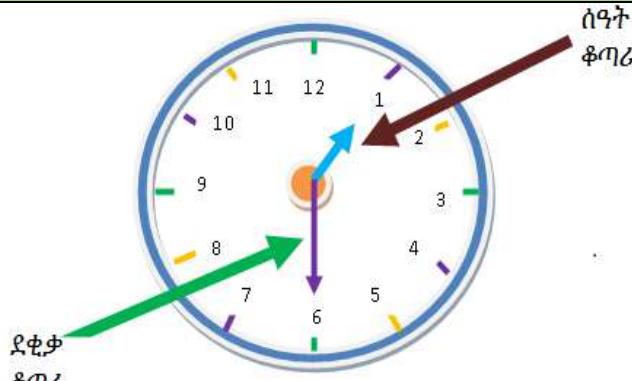


40 በር

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

ምዕራፍ

11



የኢትዮጵያ የጤኑ አቀማበር

11.1 የኢትዮጵያ የቀን ክፍፍል

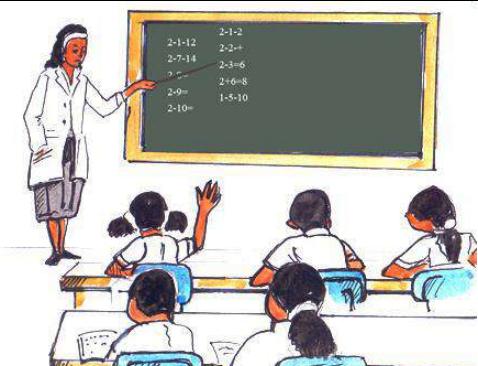
ተግበራ 1: ከዚህ በታች ያለውን ሥልጠና ሥልጠና በደንብ ከተመለከታቸው በታላ

ፊርማ: የሚፈለገውን ተንተና ግል::



ይታቸውን የጥቅምት-መብት መቻ ነው?

መዋት



ትምህር የጥቅምት-መብት

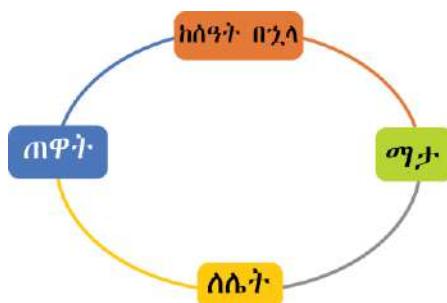


ከእሱት በታላ በተሰበ እብረ የሚመለውታው
መቻቸ ነው? _____



አዎች የሚተገኘት መቻቸ ነው?

ምሳሌ፣ የእትክያም የእንደሆነ ቅን ከፍቀል ካርካር/ራ::



መልመድ 1፣ ስሜታዊ የሚያሳይትን ገኬ ኃገር/ራ::



11:00 ሰዓት



3:00 ሰዓት



5:00 ሰዓት



ሰዓት



ሰዓት

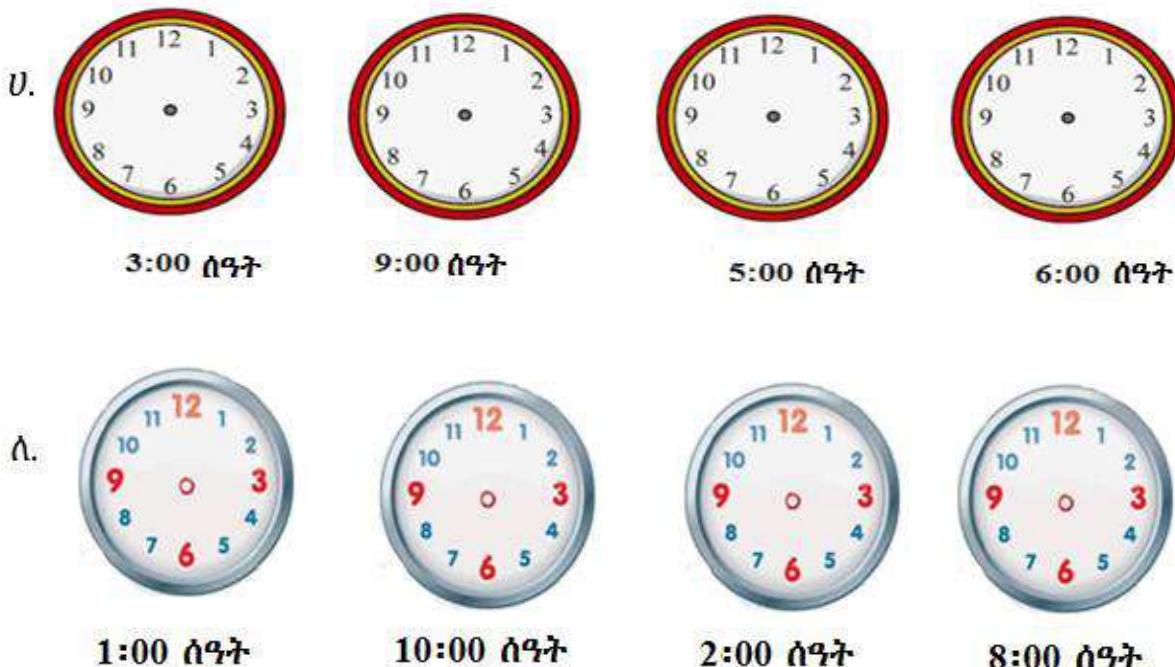


ሰዓት



ሰዓት

መልመክ 2፡ ስዓቱን በመሳሌ የተሰጠውን ጊዜ እመልከት/ቁ፡፡



**መልመክ 3፡ የአንድ ቅን ክፍፍልን በመጠቀም ባለ በታወሻ በትክክለኛው
መልስ መሳሌ/ቁ፡፡**

ሀ. ከጠዋት በመቀመል የሚመጣው ጊዜ _____ ነው፡፡

ለ. ከማታ ቅጥሎ የሚመጣው ጊዜ _____ ነው፡፡

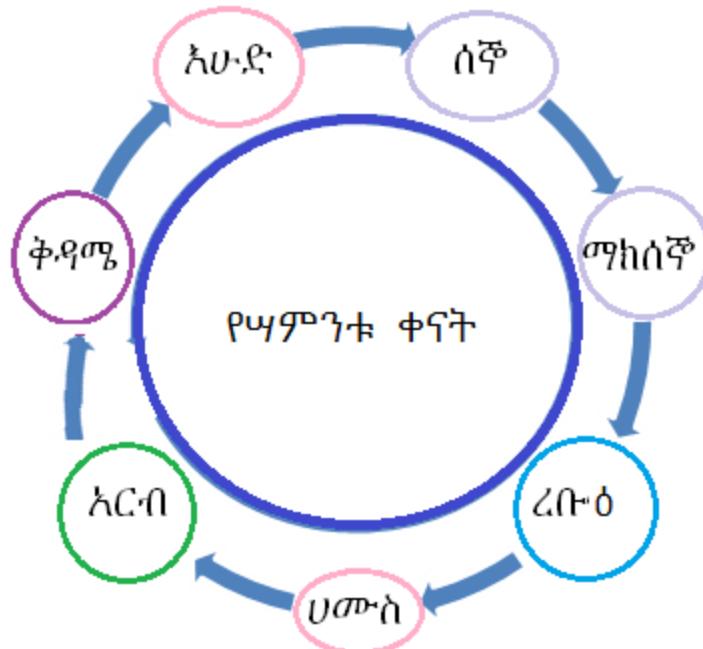
ሐ. ማታን እስቀድሞ የሚመጣው ጊዜ _____ ነው፡፡

መ. ከሰዓት በእሳን እስቀድሞ የሚመጣው ጊዜ _____ ነው፡፡

11.2 የሰነድ ቅድት

**ተግበሩ 2፡ በከፍተት ወሰን የሰነድ ቅድት በመገለጫ ተሸ በተሸ
ተናገሩ፡፡ ዕ**

ምሳሌ፡ የሰነድ ቅድት አርብ/ሮ፡፡



መልመክ 4፡ የሰምምነቱን ከፍፍል በመተቀም ማረጋገጫዎች መለያ/ይ::

- ሀ. ከስምምነት የሚመጣው ዕለት _____ ነው::
- ለ. ከእሁድ የሚመጣው ዕለት _____ ነው::
- ሐ. ዓይነት የሚመጣው ዕለት _____ ነው::
- መ. አመልካን የሚመጣው ዕለት _____ ነው::
- ወ. የከራይ ዕለት እሁድ ከሆነ ከነገዱያያዥ _____ ነው::

11.3 የጊዜ ልብት የቃላት ተሸጠለዋቸን ማስላት

ጥግበር 3፡ እሁድ ዕለት ክመጥት እስከ ማታ ምን ትልሬለሁ/ሽ?

ምሳሌ፡ ከዚህ በታች በስዕል የቅረቡት ክንውጥና ሌሎች ዕለት የተከናወነ
ና ተስፋ፡፡ ከዚህ ክንውጥና ወሰጥ የቱ ያቀድማል? የቱ ያከተላል?
በቅደም ተከተሉ እስቀምጥ/ሙ፡፡



ሀ.ተለለ መዋት 2 ስዓት ላይ ትምህርት
በት ነው፡፡



ለ. ይከናወነ ወጪ፡፡



ሐ. የልሏክ መዋት 1 ስዓት ላይ ቅርቡ
በለቻ፡፡



መ. በንገት ከሰዓት በንገት 7 ስዓት ላይ ትምህርት
በት ነው፡፡

**መልስ፡ ከዚህ በላይ ያለትን ክንውጥና በቅደም ተከተሉ ለኖስቀምጣቸው
እንደሚከተሉው ይሆናል፡፡**



1ኛ. ወከደ ትወጣለች::



2ኛ. የልቀ መዋጥ እና ማቅረብ በለች::



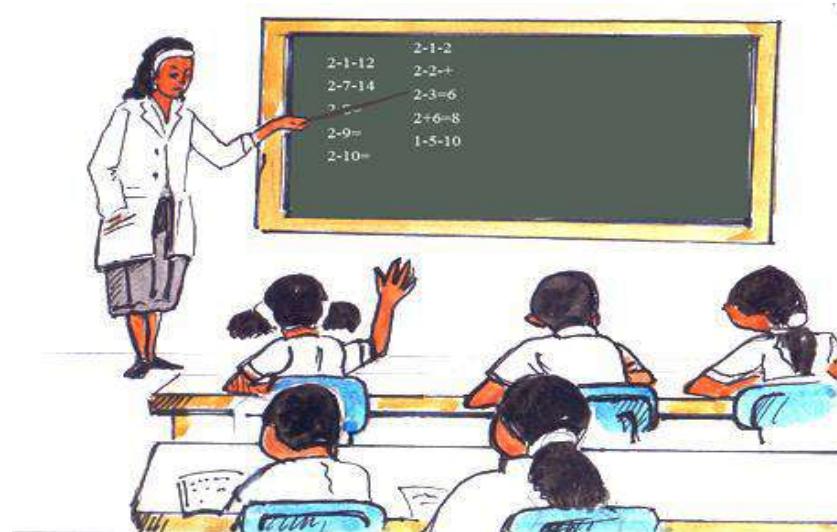
3ኛ. ተለለ መዋጥ 2 ስሜት ላይ ትምህርት በት ፍድች::



4ኛ. ጥሩ ካስቀት በታላ 7 ስሜት ላይ ትምህርት በት ፍድ::

መልመክ 5

- መምህርት የዳሰ ተማሪዎችን ከ 8:00 ስሜት እስከ 10:00 ስሜት አስጠናቸዋው:: ስንት ስሜት ወሰደባት?



2. ተማሪ ካለኝ ክሰከ እስከ ዓርብ ለመማገር ትምህርት በት ትሃክለዋ፡፡
በአምንት ስንት ቅናትን ትምህርት በት ትሃክለዋ?
3. እያ መሳሪያውን በትራክተር ለማረዳ መዋጥ 3:00 ሲኖት
እኔባቸው፡፡ ክሰዓት በኋላ ይግባኝ 2:00 ሲኖት በመስራቅቸው ባጠቃላይ
መራታቸውን ለማረዳ ስንት ሲኖት ይፈጸሙታል?

