

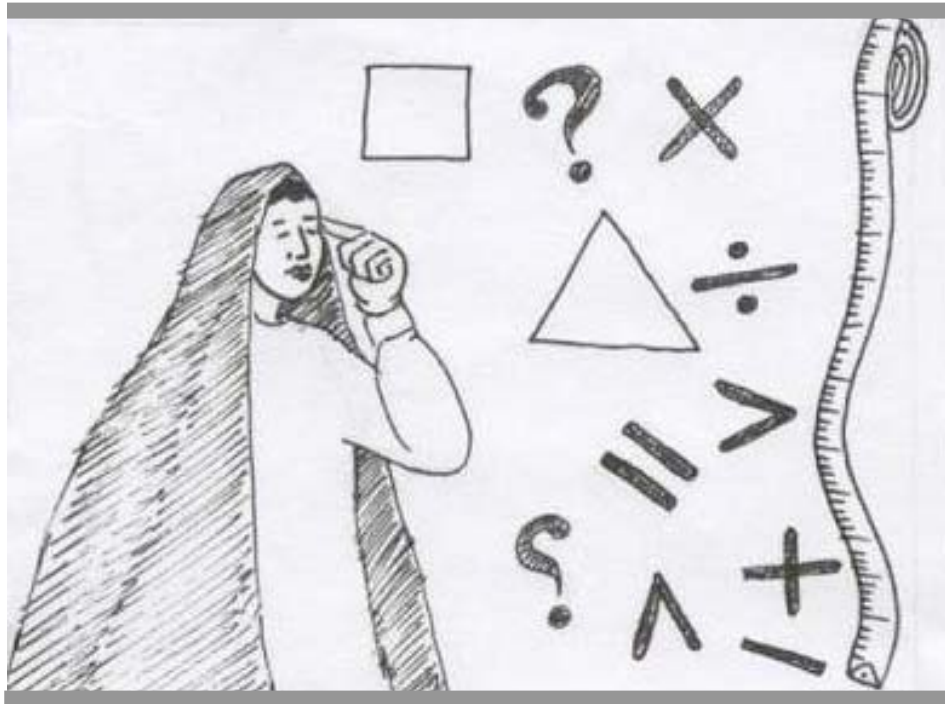


USAID | AFGHANISTAN
FROM THE AMERICAN PEOPLE

LEARNING FOR LIFE

DRAFT

Bridging Program



Mathematics
Milestones 1-8

English

Learner Book

2006

REACH is a USAID-funded program implemented by Management Sciences for Health (MSH) under contract EEE-C-00-03-00015-00. Partners include The Academy for Educational Development (AED); Health and Development Services (HANDS); JHPIEGO; Technical Assistance, Inc. (TAI); and the University of Massachusetts/Amherst.

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or contact cie@educ.umass.edu

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MILESTONE 1: LEARNING NUMBERS FROM 1000 TO 100 000

- Reading and writing of numbers up to 1000
- Counting of numbers from 10 000 to 90 000

Activity 1:

Write the following numbers.

- 1- One hundred forty nine thousand, six hundred and thirty six.

*

- 2- Five hundred eighty seven thousand and four hundred ninety.

*

- 3- One hundred five, thousand six hundred and forty three.

*

- 4- Two hundred thirty thousand, seven hundred and sixty five.

*

- 5- Three hundred sixty seven thousand, three hundred and twenty one.

*

- 6- Nine hundred eighty seven thousand, six hundred and fifty four.

*

- 7- Two hundred forty thousand, six hundred and fifty four.

*

- 8- Four hundred thirty two thousand, one hundred and thirty nine.

*

- 9- Nine thousand, eight hundred and seventy six.

*

- 10- Six hundred fifty five thousand, one hundred and thirty eight.

*



Milestone 1

Activity 2:

Write the following numbers in words.

1- 456789

*

2- 543210

*

3- 654002

*

4- 789035

*

5- 842964

*

6- 953210

*

7- 999999

*

8- 10000

*

9- 785000

*

11- 314492

*

Milestone 1

Activity 3:

Arrange the following numbers in order.

1. 1234, 1231, 1236, 1232, 1235, 12233, 1237,

- * _____
- * _____
- * _____
- * _____
- * _____
- * _____
- * _____

2- 985910, 379730, 864000, 102901, 102950, 988501

- * _____
- * _____
- * _____
- * _____
- * _____
- * _____

3- 267541, 267514, 27640, 229870, 274601, 22897

- * _____
- * _____
- * _____
- * _____
- * _____
- * _____

Milestone 1

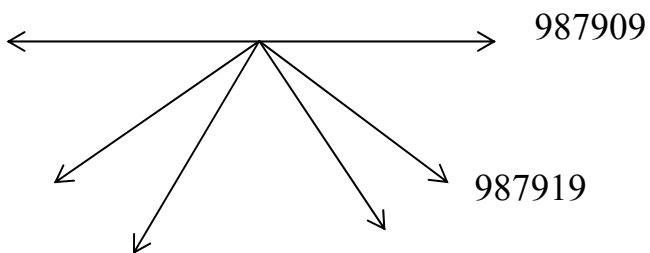
Activity 4:

Write the following smaller numbers in order.

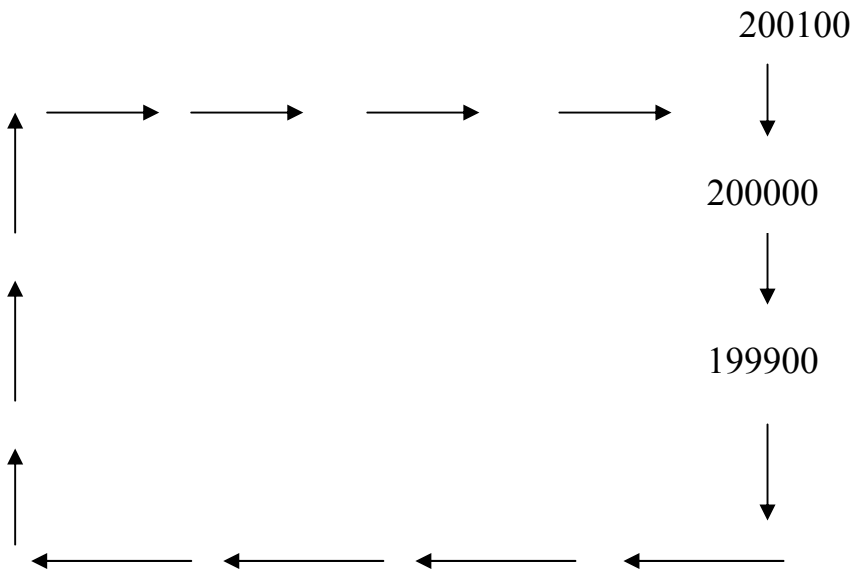
Note:

Write the numbers following the example, counting by tens.

Example:



2- Write the numbers following the example, getting smaller by 100's:



Milestone 1

Activity 5: Write the numbers smaller and bigger than the number shown.

				901874			
--	--	--	--	---------------	--	--	--

2- Write the numbers smaller and bigger than the number shown, counting by 10's.

				100201				
--	--	--	--	---------------	--	--	--	--

3- Find out the bigger and smaller of the following numbers, counting by 18.

				543234	543216			
--	--	--	--	---------------	---------------	--	--	--

Milestone 1

Activity 6:

Matching: Which word is related to which number?

- | | |
|----------------|---|
| 367321 | Seven hundred eighty-nine thousand and one |
| 888888- | Sixty seven thousand, three and twenty one Three hundred. |
| 789001 | Six hundred ninety two thousand, five hundred and forty one. |
| 90432 | five hundred forty three thousand, two hundred and ten. |
| 457863 | Two hundred fifty thousand, five hundred and forty. |
| 692541 | Eight hundred eighty eight thousand, eight hundred and eight eight. |
| 111222 | Nine thousand, four hundred and thirty two |
| 220000 | Four hundred fifty seven thousand, eight hundred and sixty three. |
| 250540 | Two hundred and twenty thousand. |
| 543210 | One hundred eleven thousand, two hundred and twenty-two |

Milestone 1

Activity 7:

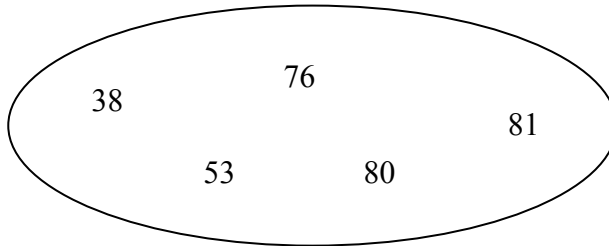
Join the following numbers then paint the picture which comes from the numbers.



Milestone 2: Activity 1:

1- Addition and subtraction of two digit numbers

2- Addition and subtraction of three digit numbers



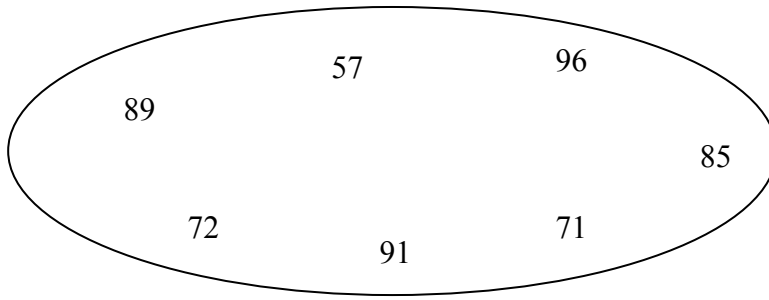
+	3	5
	4	1

+	1	6
	2	2

+	2	8
	2	5

+	1	2
	6	8

+	3	9
	4	2



+	6	5
	2	4

+	6	7
	2	4

+	5	9
	2	6

+	7	8
	1	8

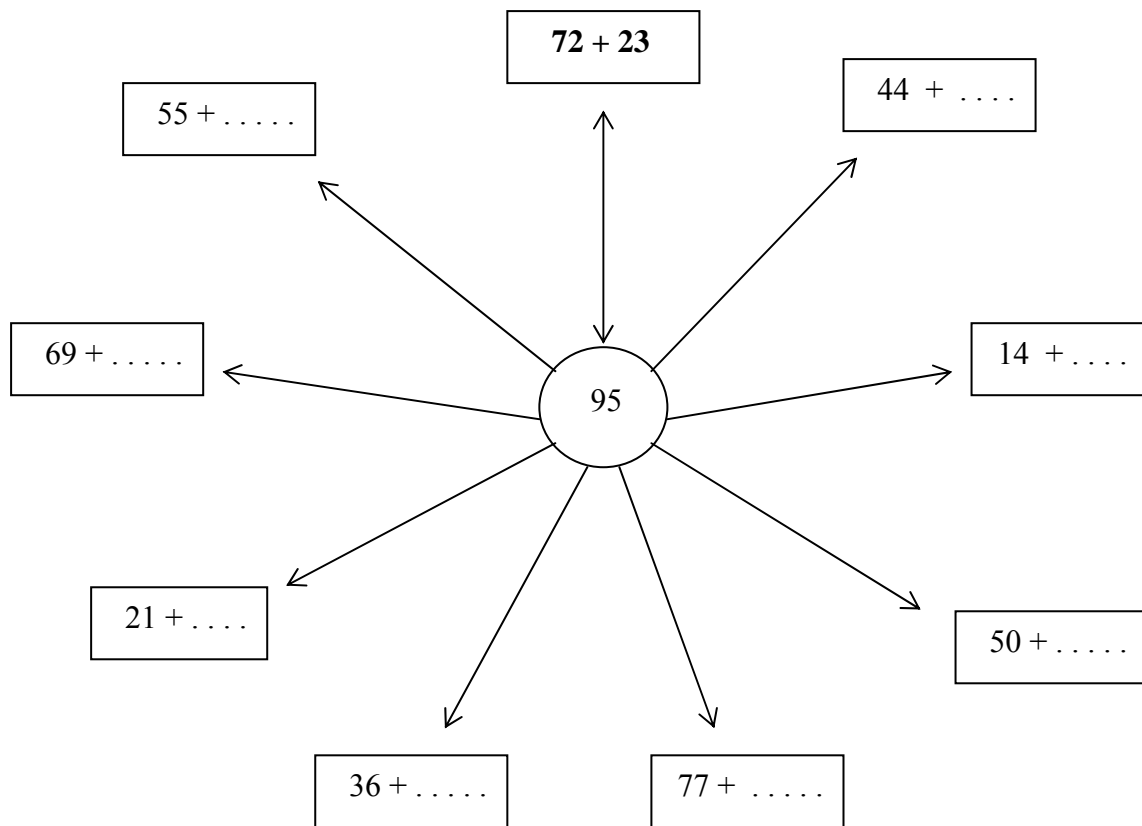
+	2	3
	4	8

+	2	9
	2	8

+	3	8
	3	4

Milestone 2, Activity 2:

Complete the boxes so that each sum adds to 95, as in the example:



milestone 2, Activity 3:

Fill in the correct numbers in the blanks. Follow the example:



98	-		=	30
75	-		=	42
	-	83	=	17
59	-		=	19
32	-		=	30
	-	80	=	25
	-	63	=	10
	-		=	99
	-		=	78

Milestone 2, Activity 3:

Hamida has given 500 afghani to her son to buy food for the family. When he bought things, he prepared the following list:

Cantaloupe	90
Potato	100
Seeds	75
Shoes color	25
Car rent	10
Salt	4
Sweets	17
Candy	33

How many Afghanis did her son give back?

_____	_____
_____	_____
_____	_____

Activity 5:

Work on the following sums:

+	7	4	9
	7	4	0

+	9	2	0
	8	7	5

+	8	3	2
	4	3	1

+	4	8	6
	3	7	6

+	5	8	9
	9	7	0

+	6	0	9
	8	0	7

+	1	2	6
	2	6	8

+	7	8	6
	5	4	3

+	9	0	1
	8	8	8

+	7	4	8
	5	6	9

**MILESTONE 3:
MULTIPLICATION AND DIVISION OF ONE AND TWO DIGIT NUMBERS**

Stages:

- definition of multiplication
- Multiplication from one up to 12
- Role of multiplication of 10,100 and 1000.
- multiplication of two digit with product and without product
- Division of one digit numbers

Activity 1:

Practice of multiplication

Multiplication chart													
12	11	10	9	8	7	6	5	4	3	2	1	0	X
													0
													1
													2
													3
													4
													5
													6
													7
													8
													9
													10
													11
													12

Milestone 3

Activity 2:

Divide these numbers, and write the remainder if there is one.

$36 \div 9 = \dots\dots\dots$

$24 \div 4 = \dots\dots\dots$

$20 \div 5 = \dots\dots\dots$

$132 \div 12 = \dots\dots\dots$

$54 \div 6 = \dots\dots\dots$

$60 \div 5 = \dots\dots\dots$

$8 \div 57 = \dots\dots\dots$

$17 \div 2 = \dots\dots\dots$

$31 \div 6 = \dots\dots\dots$

$13 \div 6 = \dots\dots\dots$

$34 \div 3 = \dots\dots\dots$

$26 \div 6 = \dots\dots\dots$

$50 \div 7 = \dots\dots\dots$

$71 \div 10 = \dots\dots\dots$

$37 \div 5 = \dots\dots\dots$

$44 \div 6 = \dots\dots\dots$

Activity 3:

Multiply these problems

$6 \times 10 = \dots\dots\dots$

$13 \times 10 = \dots\dots\dots$

$9 \times 10 = \dots\dots\dots$

$4 \times 10 = \dots\dots\dots$

$99 \times 10 = \dots\dots\dots$

$10 \times 56 = \dots\dots\dots$

$5 \times 30 = \dots\dots\dots$

$2 \times 40 = \dots\dots\dots$

$9 \times 40 = \dots\dots\dots$

$4 \times 70 = \dots\dots\dots$

$50 \times 3 = \dots\dots\dots$

$60 \times 2 = \dots\dots\dots$

Milestone 3

Activity 4:

Multiple these hundreds with the other numbers

$6 \times 100 = \dots\dots\dots$

$3 \times 100 = \dots\dots\dots$

$14 \times 100 = \dots\dots\dots$

$100 \times 22 = \dots\dots\dots$

$78 \times 100 = \dots\dots\dots$

$62 \times 100 = \dots\dots\dots$

$100 \times 37 = \dots\dots\dots$

$95 \times 100 = \dots\dots\dots$

$12 \times 400 = \dots\dots\dots$

$900 \times 3 = \dots\dots\dots$

Word Problems:

- 1- Somaira asked her friend Zahra to count the money which they collected for the women's association, and she gives to Zahra a bundle of 100 Afghani notes. If she counts 45 notes, how much afghani does she count?

- 2- Hafiza's religion studies tuition fee is 300 per month, so how much will it be for three months?

- 3- A newly born baby of Amina is sick, and a doctor told her that her son needs 6 months of vitamins to be healthy. The cost of these vitamins is 30 afghani per month, how much money does she need for three months?

Milestone 3

Activity 5: One-Digit Multiplication Without Carry-Over

$\begin{array}{r} 42 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 31 \\ \times 3 \\ \hline \end{array}$
$\begin{array}{r} 22 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 21 \\ \times 2 \\ \hline \end{array}$
$\begin{array}{r} 34 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ \times 3 \\ \hline \end{array}$

Milestone 3

Activity 6: One-Digit Multiplication With Carry- Over

$\begin{array}{r} 45 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 24 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 38 \\ \times 3 \\ \hline \end{array}$
$\begin{array}{r} 25 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 72 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 63 \\ \times 6 \\ \hline \end{array}$

Word Problems

1. Fatima daily sells her cow's milk; a quart of milk is 14 Afghanis, so if she sells 6 quarts every day, how many Afghanis will she receive?

2. Marzia wants to make new curtains for her home, and the cost of the cloth is 55 Afs, so how much will 7 meters of cloth?

3. Waheeda's father has been come home for celebrating the first day of the New Year, and he has 5 children, so if he gives 50 Afs to each of them, how much will be the total?

Activity 7: Multiplication Of Two-Digit Numbers

$\begin{array}{r} 27 \\ \times 21 \\ \hline \end{array}$	$\begin{array}{r} 33 \\ \times 22 \\ \hline \end{array}$	$\begin{array}{r} 24 \\ \times 31 \\ \hline \end{array}$
$\begin{array}{r} 26 \\ \times 14 \\ \hline \end{array}$	$\begin{array}{r} 73 \\ \times 25 \\ \hline \end{array}$	$\begin{array}{r} 63 \\ \times 21 \\ \hline \end{array}$

Word Problems

1- Saleha sells tomatoes in a bazaar, and the cost of the tomatoes is 18 Afghani. If she sells 21 kilos of tomatoes every day, how much money does she get every day?

2- Somaira is worried because her family members use so much water. She gets 23 buckets of water from the well per day and every bucket can contains 12 liters of water, so how much liter water does the family use daily? And do you think that this is too much water?

3- The Learning for Life organization wants to held a ceremony at the end of the course. There are 25 women participating in this ceremony. The cost is 30 Afghanis for one participant, so how much will the total expenses be for all participants?

Milestone 3

Activity 8: One-Digit Division Without Carry-Over

$684 \div 2 =$

$963 \div 3 =$

$426 \div 6 =$

$628 \div 2 =$

$739 \div 5 =$

$358 \div 4 =$

Word Problems

- 1- On the first day of the New Year, Javid's sister, Zahra, wants to give money to her 4 children. She has 528 rupees in her pocket and wants to divide them among her children. How much will each one get?

- 2- Six women who were in a group decided to arrange a training course for women who have new babies. They estimated 850 Afs total expenses for that course. How much did each one have to pay?

- 3 -Four women decided to make a group to help women. They worked together and prepared to sew and sell carpets. They received 985 afghani at the end of the week. Now they want to divide the money equally among themselves. How much will each one get, and how much will remain?

MILESTONE 4

- *Metric system and length of units*
- *Using of measuring tape*
- *Measurement and writing of length*
- *Estimation of lengths and distances*

Activity 1: Measurement with Tape Measure

Draw a tape measure:

Name something that has a length in centimeters

- 1.
- 2.
- 3.
- 4.
- 5.

Length of things which are in your classroom. (E.g. pen 12 cm)

- 1.
- 2.
- 3.
- 4.
- 5.

Five part of body:

E.g. finger 4 cm

- 1.
- 2.
- 3.
- 4.
- 5.

My height is..... cm

Activity 2: Meter

..... cm = a meter

Name things measured in meters:

- 1.
- 2.
- 3.
- 4.
- 5.

Length of our classroom: _____ m

Activity 3: Kilometer

_____ meter = kilometer

Some distances in Afghanistan:

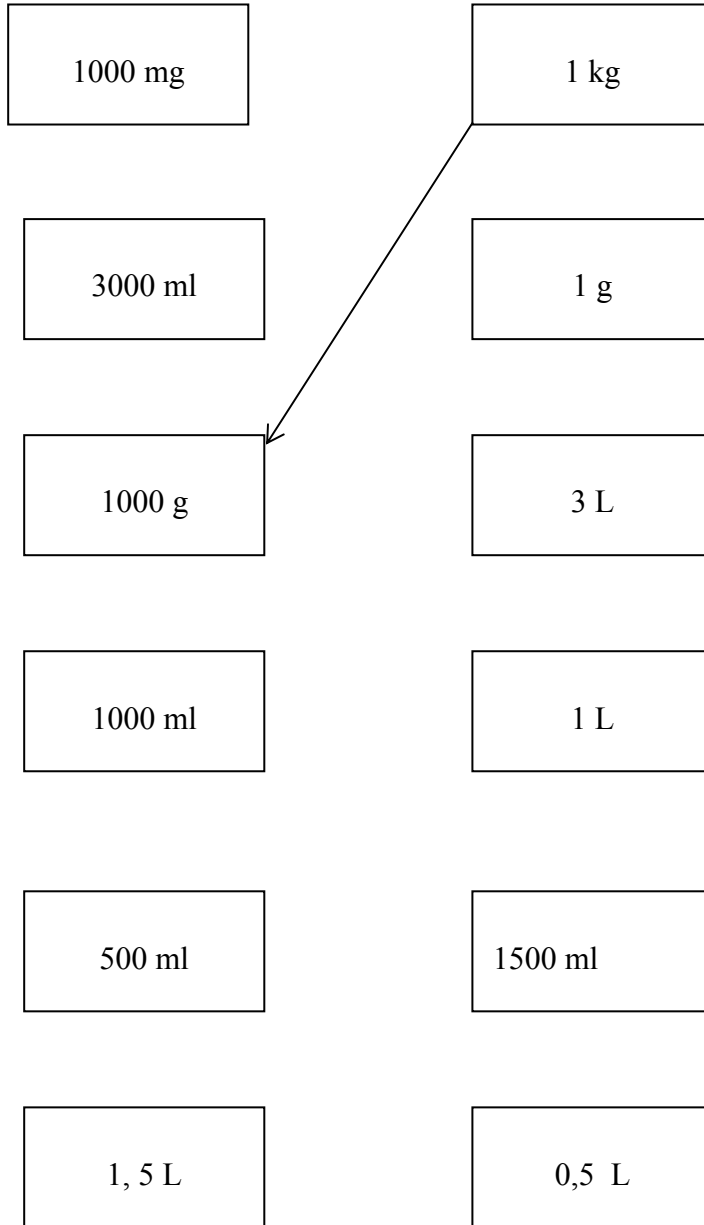
Example:

From Kabul to Jalalabad: _____

MILESTONE 5 : MEASUREMENT OF WEIGHT

Activity 1:

Connect the cards that are equal to each other with arrows.



Milestone 5, Activity 2:

Calculate the following quantities:

1. How many kilos are there in a *seer* (a unit of measuring mass in Afghanistan)?

.....

2. How many grams are there in a *seer* ?

.....

3. How many grams are there in $\frac{1}{2}$ *seer* ?

.....

4. In an invitation for two guests, you want to cook rice, meat and porridge. How much of each item should be bought?

.....
.....
.....

Milestone 5, Activity 3:

Put a (\surd) in front of a correct/true sentence and a (\times) in front of the false/incorrect one then write the correct answer.

1. 1 kg = 1000 m
2. 3 L = 3000 ml
3. Anessa bought 3 kg juice in summer
4. 1 g = 100 m
5. 1 kg = 100000 mg
6. 1 kg = 10000 mg
7. 2,50 = 2500 g
8. 3,50 = 3500 g
9. 4,50 = 400 ml
10. 1 L = 100 ml
11. 1 L = 1000 ml

Milestone 5, Activity 4:

Put a (\checkmark) in the column according to the unit of measurement used to measure each item.

Item	mg	gr	Kg
Paracetamol	\checkmark		
Cardamom			
Turmeric			
Pomegranate			
Tetracycline			
Vaseline			
Sugar			
Paper			
A banana			
A carton of apple			
A person			
A golden ring			

Milestone 5, Activity 5:

Find a correct answer for the following questions:

1. If 1 L is equal to 1000 ml, then find how many Liters 500 ml is:
2. How much of a Liter is 250 ml?
3. How many liters are equal to 3000 ml?
4. How can you measure 1 ml?
5. How can you measure 1 L water?
6. A bucket has the capacity of $4\frac{1}{2}$ lit of water. How many mL is this?

Milestone 5, Activity 6:

Answer the following questions:

1. A packet of flour weights 7000 g, how many kilograms is this?
2. A tablet is 500mg. How much of a gram is formed by 500mg?
3. A book is 500g, how many kg is it? Find its weight in kg.
4. Adela's golden ring is 3 g. Calculate her ring's weight in mg.

Fill in the blanks:

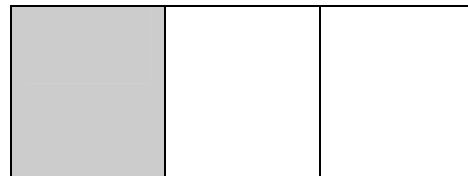
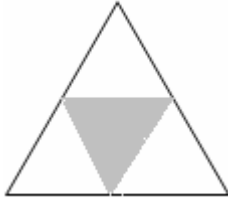
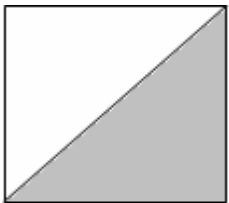
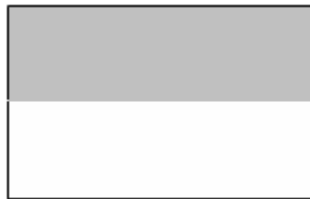
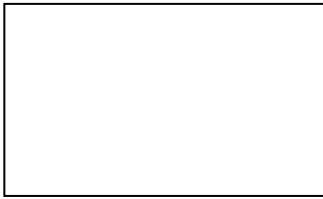
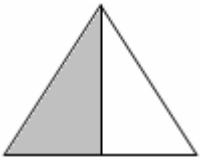
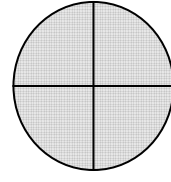
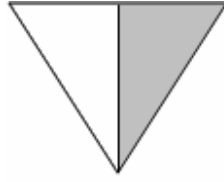
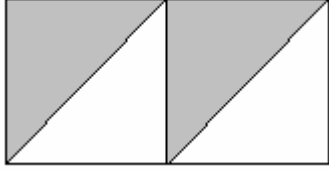
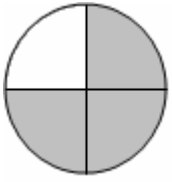
5. $250 \text{ g} =$ mg

6. $\text{ g} = 5 \text{ kg}$

7. $\text{ g} = 400 \text{ kg}$

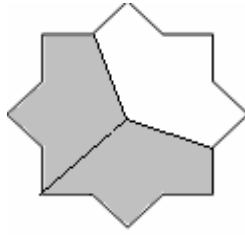
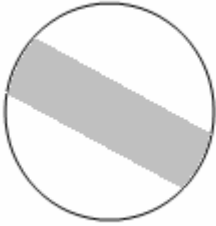
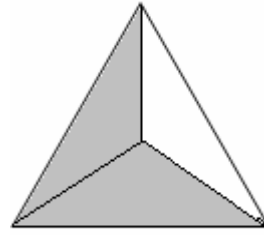
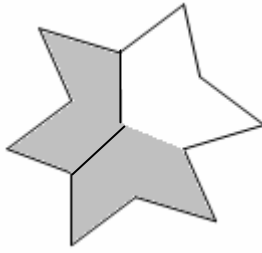
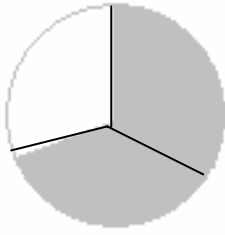
8. $10 \text{ g} =$ mg

**MILESTONE 6:
SIMPLE FRACTIONS: PURPOSE OF FRACTION, PRESENTATION OF
FRACTIONS, SEQUENCE OF FRACTIONS, ESTIMATION OF FRACTIONS,
EQUAL FRACTIONS.**

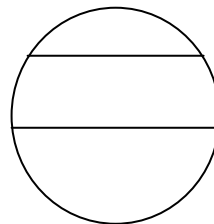
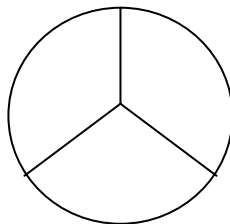
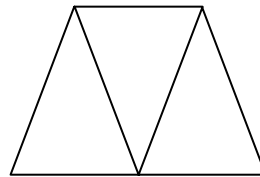
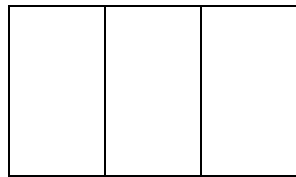
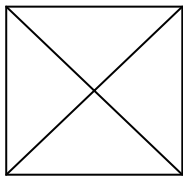


Milestone 6, Activity 1:

Which pictures show $\frac{2}{3}$?



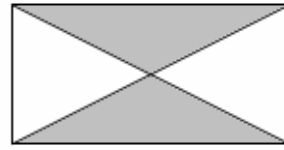
Color these pictures to show the fraction of $\frac{2}{3}$:



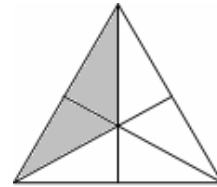
Milestone 6, Activity 2:

Look at these pictures and find its fraction then circle it.

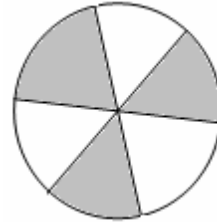
$\frac{3}{4}$ $\frac{4}{5}$ $\frac{2}{2}$ $\frac{2}{4}$



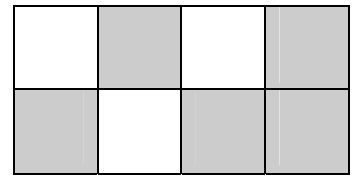
$\frac{6}{6}$ $\frac{2}{6}$ $\frac{3}{2}$ $\frac{5}{6}$



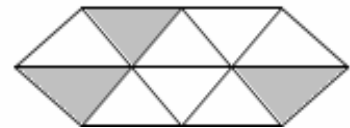
$\frac{5}{3}$ $\frac{1}{6}$ $\frac{6}{3}$ $\frac{3}{6}$



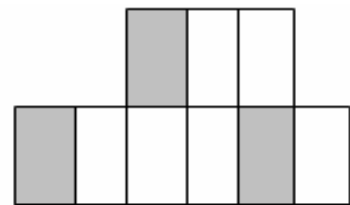
$\frac{6}{8}$ $\frac{5}{8}$ $\frac{4}{8}$ $\frac{3}{8}$



$\frac{7}{10}$ $\frac{5}{10}$ $\frac{3}{10}$ $\frac{4}{10}$



$\frac{3}{9}$ $\frac{6}{9}$ $\frac{1}{9}$ $\frac{9}{9}$



Milestone 6, Activity 3:

Write the following phrase/ sentence in fraction form:


1. Huma divided an apple into three equal parts. She ate one part of it. Write that in fractional form.
2. Hafifa divided her daughter's birthday cake into 20 equal parts. She kept 3 parts for the guests. Now write that in fraction form.
3. Fatima weaved 3 parts of a rug from its 5 parts. Now write it in fractional form.
4. Anisa divided a honeydew melon into 10 equal parts then she gave its 3 parts to her children. Now write it in fractional form.
5. One-third of a farm is cultivated with beans and one-third is cultivated with potatoes, so find out how many parts of the farm has been cultivated.

Milestone 6, Activity 4:

Write the quantity of the water inside the bottles in fractional forms:

Example:

1.  $\frac{2}{3}$

2. 

3. 

4. 

5. 

How many parts of the bottle are empty?

1. 

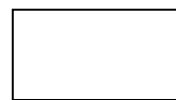
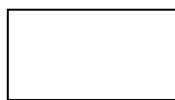
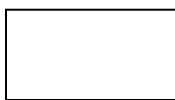
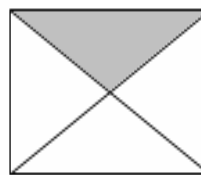
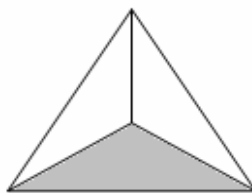
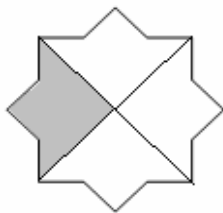
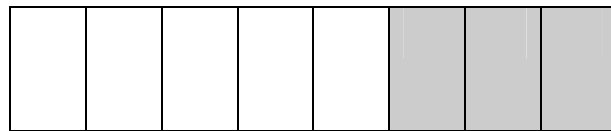
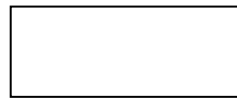
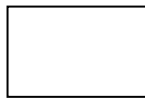
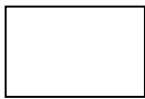
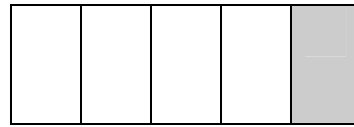
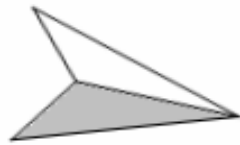
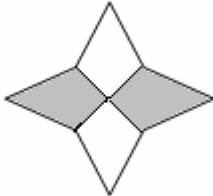
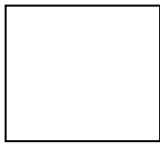
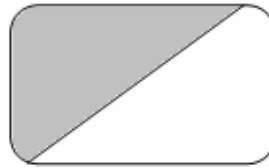
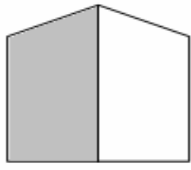
2. 

3. 

6. 

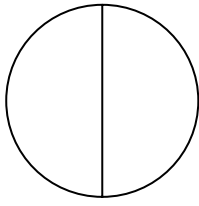
Milestone 6, Activity 5:

Look at the pictures below and write how many parts are colored.

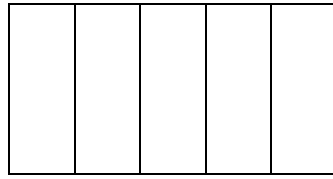


Milestone 6, Activity 6:

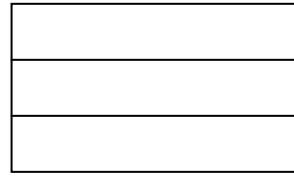
Color the following shapes according to the fractions given:



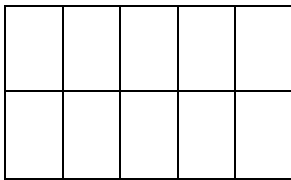
$\frac{1}{2}$



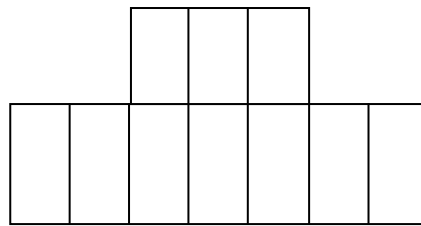
$\frac{2}{5}$



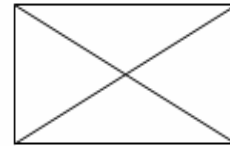
$\frac{2}{3}$



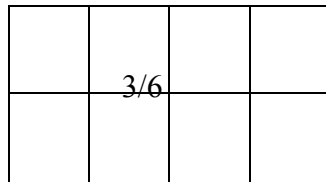
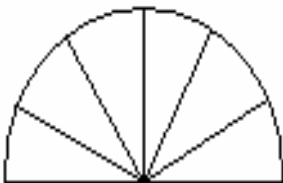
$\frac{3}{4}$



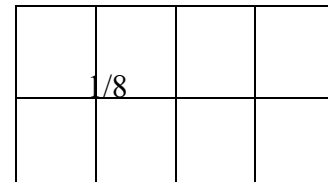
$\frac{4}{10}$



$\frac{7}{10}$



$\frac{3}{6}$



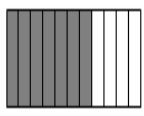
$\frac{1}{8}$

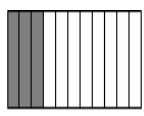
$\frac{6}{8}$

Milestone 6, Activity 7:

Compare the following fractions and fill in the blanks with the ($>$) and ($<$) symbols.

Example:

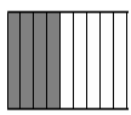


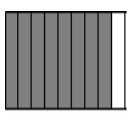


 $\frac{7}{11}$

 $>$

 $\frac{3}{11}$





 $\frac{4}{9}$

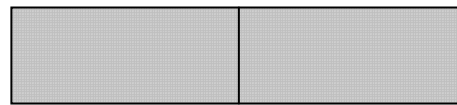
 $\frac{8}{9}$

Milestone 6, Activity 8:

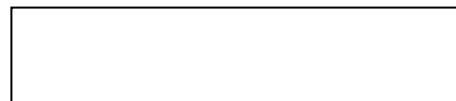
Draw the fractional numbers shapes:

Example:

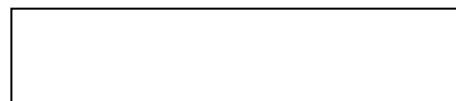
$$\frac{2}{2}$$



$$\frac{3}{3}$$



$$\frac{\quad}{\quad}$$



4

4

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

$$\frac{6}{6}$$

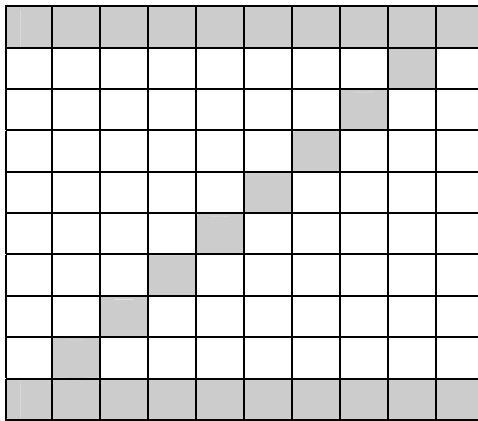
MILESTONE 7: BASIC PERCENTAGES

- *Learning Percentages*
- *Oral translation of the digits in percentage form*
- *Relationship of fractions and percentage*
- *Estimation of percentages*

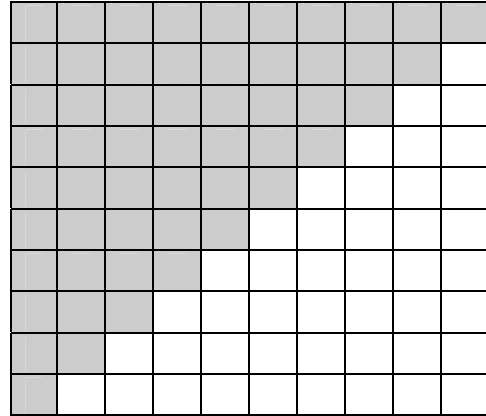
Activity 1:

Write the colored parts of the following shapes in percentage form:

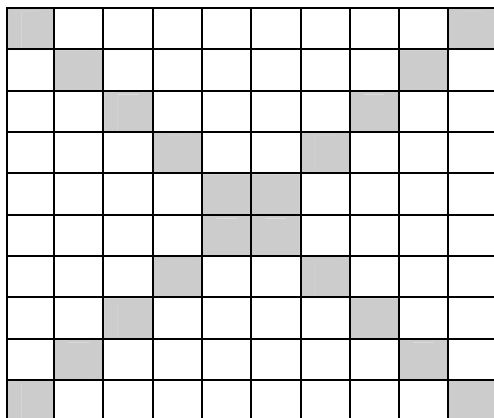
Example:



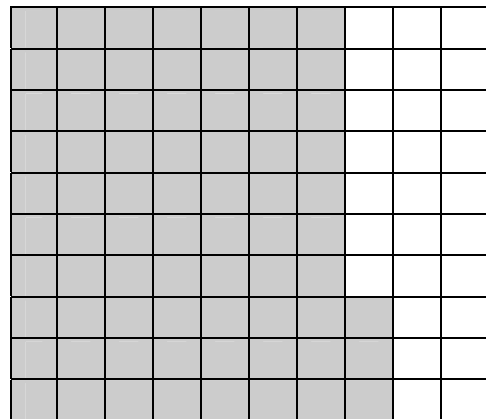
28 %



.....



.....



.....

Milestone 7, Activity 2:

Write the following questions in percentage form as shown in the example:

Example:

$$\frac{87}{100} \quad 87\%$$

.....

$$\frac{7}{100}$$

.....

$$\frac{1}{100}$$

.....

$$\frac{75}{100}$$

.....

$$\frac{65}{100}$$

.....

$$\frac{13}{20}$$

.....

Milestone 7, Activity 3:

The practical usage of percent:

1. There are 40 students in a class. 20 girls are studying in this class. Find the percentage of the girls in this class.

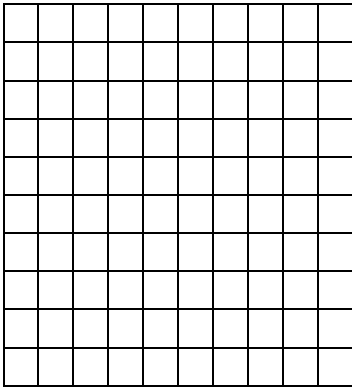
Milestone 7, Activity 4:

Find the percentage of the passed students in each school, as in the example:

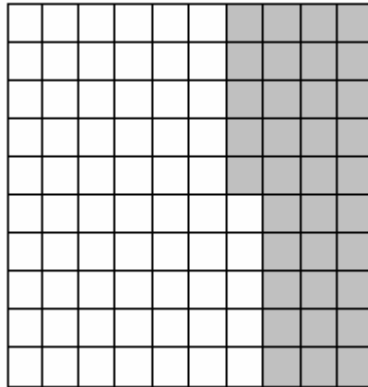
School	No#of learners	No # passed learners	Percentage of passed learners
Aisha Durani	500	400	$400 \div 500 = 0.80 \times 100 = 80\%$
Lycee Mariam	800	600	
Lycee Ariana	800	700	
Lycee Rabia Balkhi	950	775	
Lycee Soria	800	650	

Milestone 7, Activity 5:

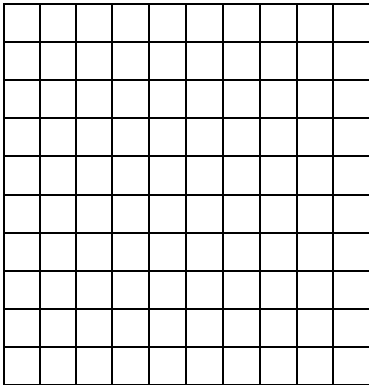
Color the following shapes according to their given percentage numbers:



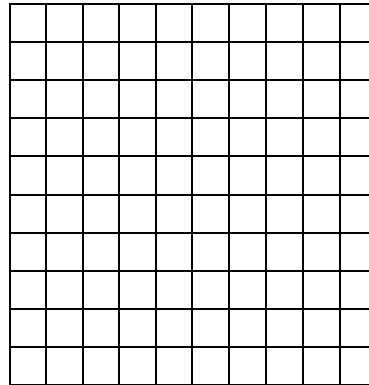
72 %



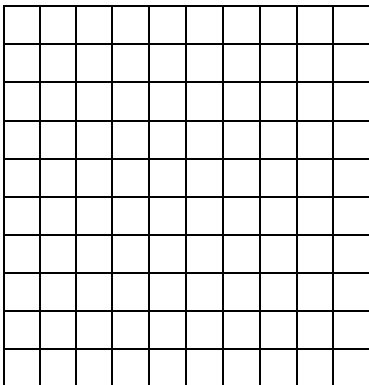
35 %



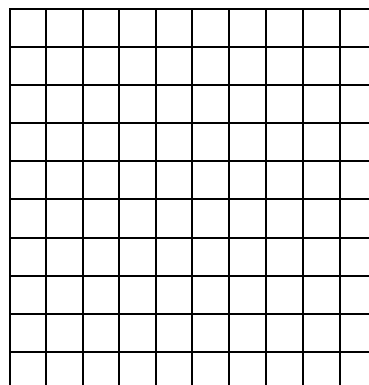
55 %



100 %



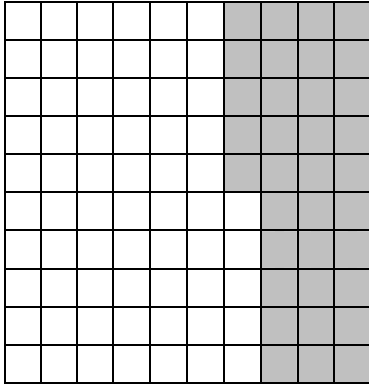
42 %



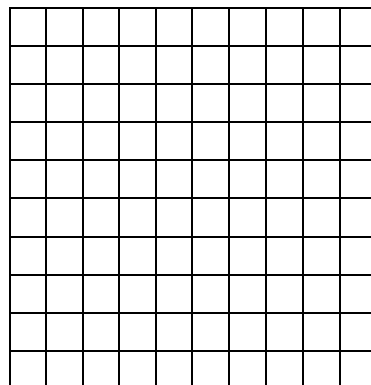
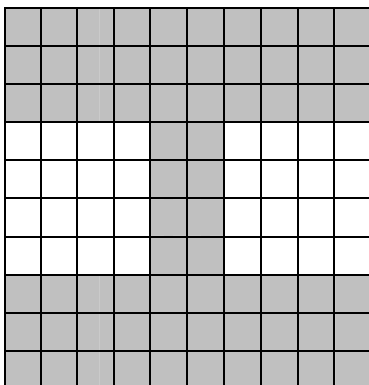
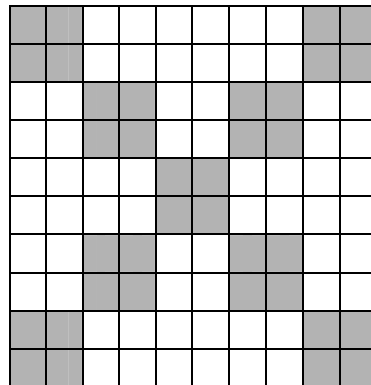
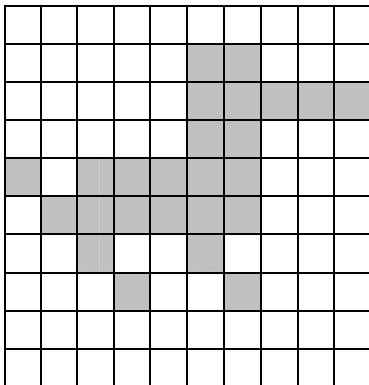
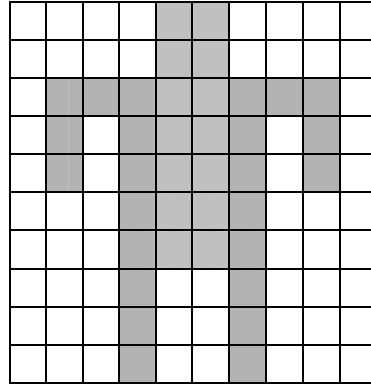
25 %

Milestone 7, Activity 6:

Look at the following shapes and write the percentages of colored cells of the each shape as the following example:



$$35/100 = 35\%$$



**MILESTONE 8: UNDERSTANDING MILLIONS, ONE AND TWO DIGITS
DIVISIONS, AVERAGING AND ROUND OFF.**

- *Numbers up to 10 000 000*
- *Calculation of average*
- *Integers numbers and approximate numbers*

Milestone 8, Activity 1:

Write the following numbers in words:

1.

2675431 _____

2.

9468265 _____

3.

7654321 _____

4.

3456789 _____

5.

1697317 _____

Milestone 8, Activity 2:

Write the following numbers in digits:

1. One million two hundred thousand five hundred and forty two

.....
.....

2. One million three hundred fifty four thousand one hundred and seventy eight

.....
.....

3. Two million one hundred thirty three thousand seven hundreds and ninety one

.....
.....

4. Three million four hundred thirty two thousand six hundred and seventy five

.....
.....

5. Eight million seven hundred sixty nine thousand five hundreds and thirty one

.....
.....

Milestone 7, Activity 3:

Solve the following problems:

$$\begin{array}{r|l} 1450 & 5 \\ \hline & \end{array}$$

$$\begin{array}{r|l} 8576 & 8 \\ \hline & \end{array}$$

$$\begin{array}{r|l} 7580 & 5 \\ \hline & \end{array}$$

$$\begin{array}{r|l} 2630 & 6 \\ \hline & \end{array}$$

Milestone 8, Activity 4:

Solve the following division problems:

$$\begin{array}{r} 88 \quad | \quad 10 \\ \hline \end{array}$$

$$\begin{array}{r} 682 \quad | \quad 11 \\ \hline \end{array}$$

$$\begin{array}{r} 1250 \quad | \quad 24 \\ \hline \end{array}$$

$$\begin{array}{r} 1235 \quad | \quad 12 \\ \hline \end{array}$$

Milestone 8, Activity 5:

Sharifa arrived in 100 minutes at Parwan from Khair Khana by bus, but if she takes a taxi she will arrive in 60 minutes. Parween said, “I arrived in 90 minutes by #303 bus.” Now find the average time it took them to arrive.

Find the average of the following numbers:

150, 200, 110, 300 and 350.

Milestone 8, Activity 6:

Round off the following numbers:

91

98

81

79

104.....

88

89

76

71

101

69

99

Milestone 8, Activity 7:

Calculate and round off the following numbers as shown in the example:

$$\begin{array}{r} 41 \\ \times 5 \\ \hline 200 \end{array}$$

$$\begin{array}{r} 38 \\ \times 5 \\ \hline 190 \end{array}$$

$$\begin{array}{r} 59 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} \dots\dots\dots \\ \times \dots\dots \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} \dots\dots\dots \\ \times \dots\dots \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} \dots\dots\dots \\ \times \dots\dots \\ \hline \end{array}$$

$$\begin{array}{r} 91 \\ + 94 \\ 99 \\ 98 \\ \hline \end{array}$$

$$\begin{array}{r} \dots\dots\dots \\ + \dots\dots\dots \\ \dots\dots\dots \\ \dots\dots\dots \\ \hline \end{array}$$

$$\begin{array}{r} 199 \\ 150 \\ + 110 \\ 105 \\ 104 \\ \hline \end{array}$$

$$\begin{array}{r} \dots\dots\dots \\ \dots\dots\dots \\ + \dots\dots\dots \\ \dots\dots\dots \\ \dots\dots\dots \\ \hline \end{array}$$