KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

MODUL BIMBINGAN

MOBIM

MATEMATIK

Tahun 1

VERSI BAHASA INGGERIS

KEMENTERIAN PENDIDIKAN
BAHAGIAN PEMBANGUNAN KURIKULUM

MODUL BIMBINGAN
(MOBIM)
MATHEMATICS
YEAR 1

Terbitan 2023

MODUL BIMBINGAN (MOBIM) MATEMATIK TAHUN 1 VERSI BAHASA INGGERIS

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MEASUREMENT

SPACE

DATA MANAGEMENT

RUKUN NEGARA

BAHAWASANYA Negara kita Malaysia mendukung cita-cita hendak;

Mencapai perpaduan yang lebih erat dalam kalangan seluruh masyarakatnya;

Memelihara satu cara hidup demokratik;

Mencipta satu masyarakat yang adil di mana kemakmuran negara

akan dapat dinikmati bersama secara adil dan saksama;

Menjamin satu cara yang liberal terhadap tradisi-tradisi

kebudayaan yang kaya dan pelbagai corak;

Membina satu masyarakat progresif yang akan menggunakan
sains dan teknologi moden;

MAKA KAMI, rakyat Malaysia, berikrar akan menumpukan seluruh tenaga dan usaha kami untuk mencapai cita-cita tersebut berdasarkan atas prinsip-prinsip berikut:

KEPERCAYAAN KEPADA TUHAN

KESETIAAN KEPADA RAJA DAN NEGARA

KELUHURAN PERLEMBAGAAN

KEDAULATAN UNDANG-UNDANG

KESOPANAN DAN KESUSILAAN

FALSAFAH PENDIDIKAN KEBANGSAAN

“Pendidikan di Malaysia adalah suatu usaha berterusan ke arah lebih memperkembangkan potensi individu secara menyeluruh dan bersepadu untuk melahirkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani, berdasarkan kepercayaan dan kepatuhan kepada Tuhan. Usaha ini adalah bertujuan untuk melahirkan warganegara Malaysia yang berilmu pengetahuan, berketerampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberikan sumbangan terhadap keharmonian dan kemakmuran keluarga, masyarakat dan negara.”

Sumber: Akta Pendidikan 1996 (Akta 550)

DEFINISI KURIKULUM KEBANGSAAN

3. Kurikulum Kebangsaan

(1) Kurikulum Kebangsaan ialah satu program pendidikan yang termasuk kurikulum dan kegiatan kokurikulum yang merangkumi semua pengetahuan, kemahiran, norma, nilai, unsur kebudayaan dan kepercayaan untuk membantu perkembangan seseorang murid dengan sepenuhnya dari segi jasmani, rohani, mental dan emosi serta untuk menanam dan mempertingkatkan nilai moral yang diingini dan untuk menyampaikan pengetahuan.

Sumber: Peraturan-Peraturan Pendidikan (Kurikulum Kebangsaan) 1997 [PU(A)531/97.]

KATA ALU-ALUAN

Assalamualaikum dan Salam Sejahtera

Alhamdulillah dengan izin dan limpah kurnia-Nya, Bahagian Pembangunan Kurikulum (BPK) telah berjaya menghasilkan Modul Bimbingan (MOBIM) Matematik Tahun 1 sebagai panduan pelaksanaan pengajaran dan pembelajaran (PdP) berdasarkan peruntukan waktu yang telah ditetapkan. Modul ini diharap dapat digunakan sebagai panduan dan pencetus idea kepada guru dalam merancang dan melaksanakan aktiviti PdP yang menarik dan berkesan bagi mata pelajaran Matematik Tahun 1, khususnya dalam mengintegrasikan beberapa Standard Kandungan atau Standard Pembelajaran dalam satu sesi pengajaran.

Contoh PdP dalam modul ini menggunakan pendekatan pengajaran dengan bahan maujud, bergambar dan abstrak atau Concrete, Pictorial, Abstract (CPA) dalam pembelajaran matematik. Kajian telah menunjukkan pendekatan CPA ini sangat berkesan dalam membina kefahaman dan membantu penguasaan murid dalam matematik.

MOBIM Matematik Tahun 1 ini diharap dapat menjadi panduan kepada guru dalam mempelbagaikan strategi dan kaedah PdP dengan berkesan dan mewujudkan suasana pembelajaran yang menyeronokkan kepada murid. Selain itu, modul ini diharap dapat membantu guru dalam mengintegrasikan pengetahuan dan mengukuhkan kemahiran asas matematik murid dengan berkesan.

BPK merakamkan setinggi-tinggi penghargaan dan terima kasih kepada semua pihak yang terlibat secara langsung atau tidak langsung dalam penyediaan modul ini, khususnya kepada mantan Pengarah BPK, Tuan Haji Azman yang telah menerajui usaha ini. Semoga modul yang dihasilkan ini dapat memberi manfaat kepada semua pihak, khususnya guru dan murid dalam usaha meningkatkan kualiti pendidikan negara.

Sekian, terima kasih

DR. RUSMINI BINTI KU AHMAD
Pengarah
Bahagian Pembangunan Kurikulum
Kementerian Pendidikan Malaysia

INTRODUCTION

Modul Bimbingan (MOBIM) Mathematics Year 1 focuses on meaningful learning through the teaching and learning (PdP) strategies and approaches using Concrete, Pictorial and Abstract (CPA) method in learning mathematics.

Module Objectives

This module is to guide teachers to:

1. implement the curriculum with the existing allocated time;
2. understand the curriculum and interpret the Dokumen Standard Kurikulum dan Pentaksiran (DSKP) effectively;
3. use the CPA approach to strengthen pupils' mathematical knowledge and skills; and
4. plan a structured lesson through the integration of several appropriate learning standards.

Organisation of MOBIM Mathematics

The guidelines provided in MOBIM Mathematics Year 1 are based on Content Standard (CS) and Learning Standards (LS) in the Dokumen Standard Kurikulum dan Pentaksiran (DSKP) Mathematics Year 1 KSSR (Revised 2017).

This module is in line with the DSKP as a supporting material to the textbook which that are developed based on several approaches through organised content and integration of several topics.

Each topic in this module comprises sample lesson plan, suggested activities, notes to and resources for teacher's references and worksheets for pupils.

The compilation of the content in this module has taken into account the time allocation for Mathematics Year 1 as stated in the *Surat Pekeliling Ikhtisas KPM Bilangan 8 Tahun 2016* which is a minimum of 96 hours per year. The suggested PdP duration the for the learning standard covered are also specified in this module.

How To Use MOBIM

This module is a guide and suggestions to assist teachers in achieving goals with allocation of time and available resources while implementing Year 1 Mathematics curriculum. Therefore, teachers are advised to teach according to the topics and curriculum's content that has been compiled in this module. The suggested activities may be modified based on the needs and readiness of the pupils, and the facilities in the schools.

Teachers are encouraged to apply the following approaches in PdP:

1. **Mastery Learning Approach**

   Teachers need to ensure pupils had mastered the required basic knowledge before introducing to the new skills. Re-teaching or follow up actions need to be given to the pupils who have not mastered certain skills. However, the re-teaching or follow up actions should be taken using different strategies from the previous lesson.

2. **Progressive Learning Approach**

   Teachers need to introduce mathematical concept from basic to complex, form concrete (objects or pictures) to abstract, and from contextual to constructive.

3. **Fun Learning Approach**

   Teachers need to instill the learning interest among the pupils. Interesting activities approches, such as hands-on and exploration should be implement through effective teaching. Teachers are encouraged to apply the element of fun learning through the singing, gaming and using interesting materials in teaching.

4. **Integrating Skills Approach**

   Teachers need to integrate other skills according suitability. For example, when teaching 'addition', teachers should apply count on method.

Suggested organised Topic, Content Standard and Learning Standard in DSKP.

Estimated suggested time for PdP session.

Topic	: **4. Money**	Suggested Time	: 60 minutes
Content Standard	: 4.1 Notes and coins		
Learning Standard	: 4.1.2 Represent the value of money		
Lesson Description	: Organised content: 1. Sen up to RM 1. 2. Ringgit up to RM10 The lesson starts with telling the value of money according to the coins and notes shown. During the lesson, teacher emphasises the skills such as identifying the value of money in 'RM' and 'sen' and telling the total for combination of notes and coins (up to RM10). Teacher integrates fun learning elements to create an enjoyable learning environment. Ensure pupils can identify coins and notes of Malaysian currency before teaching the value of money.		

Suggested Activities	Notes
1. Pupils tell the value of money according to the coins and notes shown. 2. Pupils arrange the coins and notes according to their value (from small to large). Example:   RM1 RM5 RM10 3. Introduce how to represent value of money by using abacus 4:1'. 4. Pupils tell the total for combination of notes and coins (up to RM10) with guidance.	• Use real money. • Carry out simulation activity (combination of money) • Encourage pupils to show the value of a combination of money on the abacus. Notes: • Concrete materials: real mon sample money. • Abacus 4:1 can be used to show value of money. • Video link: Didik TV KPM: Oh… My Money https://www.youtube.com/watch?v=G5uTPRaAuVs
Refer Textbook (Part 2): page 14 and 15.	
Refer Activity Book (Part 2): page 15 and 16.	

Brief description about the content, concepts and things that need to be emphasised.

Suggested activities are flexible and can be adapted based on suitability.

Information that needs the teacher's attention.

References to the teachers on the available resources.

Suggested Activity

Suggested activity in this module is based on the CPA (Concrete, Pictorial, Abstract) approach to help the pupils to understanding and mastering mathematical concept before introducing to the mathematical sentences or abstract statement. The suggested activity is flexible and can be adapted by teacher to suit with pupils' abilities, school's facilities and availability of teaching aids in school. Teacher may also modify the activity based on teacher's creativity and innovation.

Notes

This part contains notes or guidance related to suggestion of teaching aids, limitation of content, explanation for term or terminology and other notes that can help to achieve Learning Standard.

Worksheet

Every topic is attached with pictorial worksheet to help pupils to apply their understanding and mastering the mathematical concepts. Exercise in the worksheet also attached with sample solution which is arranged in progressive order from low to high level. Teacher can use the questions as sample and set their own questions as additional exercises for the pupils. Answers for the worksheets are provided.

Assessment

Assessment process takes place throughout the PdP session. Teacher needs to plan and assess pupils holistically by observing all aspects during PdP session. Determination the mastery level of the pupils should refer to the Learning Standard in DSKP Mathematics Year 1 and reporting it accordingly the specification of Classroom Assessment (PBD) existing regulations in effect.

Topic	:	**1.0 Whole Numbers Up To 100**	Suggested time	:	60 minutes
Content Standard	:	1.1 Quantity intuitively 1.7 Estimate			
Learning Standard	:	1.1.1 State the quantity by comparing. 1.7.1 Give reasonable estimation for the quantity of objects.			
Lesson Explanation	:	Organised content: 1. Compare the quantity of two groups of objects. 2. Give reasonable estimation for the quantity of objects. The lesson starts by comparing the quantity of two groups of objects using the words many or few, equal or not equal and more or less. During the lesson, the teacher focuses on the reasonable estimation of the quantity of objects. Teacher emphasises on the relationship between the word less than, more than, equal with the quantity. Teacher integrates fun learning elements during the lesson involving the use of few, more or less, less than, more than and equal.			

Suggested Activities:	**Notes:**
1. Pupils are guided to understand the words less, more, less than, more than, equal and not equal. 2. Pupils compare the quantity of two groups of concrete materials. 3. Pupils compare the quantity of two groups in various form (Example.: pictorial): i. less or more, ii. equal or not equal. 4. Pupils repeat the second activity by estimating the quantity of objects either: i. less or more, ii. equal or not equal. 5. Pupils complete the worksheets and activity book. 6. Discuss pupils' answers.	• Activity (based on situation) by using fingers, compare between the numbers of fingers on the right hand and left hand, one finger and three fingers – for reinforcement on more or less. • Compare less or more between two groups of objects (same categories) to understand the concept of less and more. • Integrated and enriched LS: 1.1.1 and 1.7.1 • Concrete materials: beads, marbles, ice-cream sticks, sweets/candy etc. • Pictures of objects (same and different categories). • Games, songs or puzzles. • Sample worksheet: Worksheet 1

Refer Textbook (Part 1): page 2 to 4.

Refer Activity Book (Part 1): page 1 to 5.

ACTIVITY I

INTRODUCTION OF CONCEPT MORE AND LESS.
(many, few, less, more and equal or not equal)

Use the situation in the classroom.
Compare the quantity verbally.

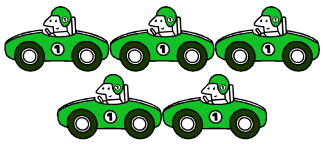
i. Between the number of teacher's table and the number of pupils' tables.
ii. Between the number of teacher's chair and the number of pupils' chairs.
iii. Between the group of teachers and the group of pupils.
iv. Between the group of boys and the group of girls.
v. Between the number of doors and the number of windows.
vi. Between the number of pencils and the number of erasers (say less, more and equal).

Worksheet I

Name: _____ Class: _____

A. State verbally which is more and less (A or B).

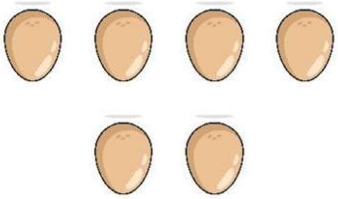
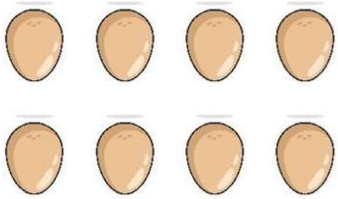
a)

	
A	B

b)

	
A	B

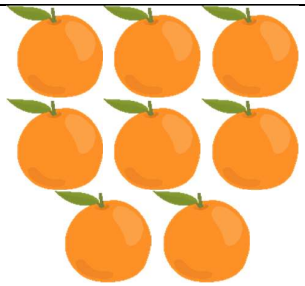
c)

	
A	B

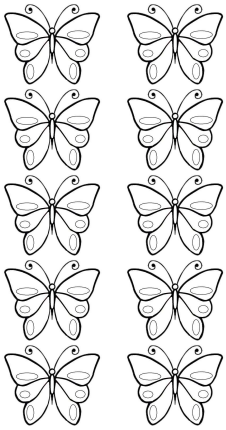
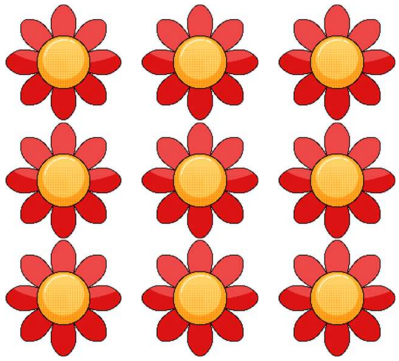
d)

	
A	B

e)

	
A	B

f)

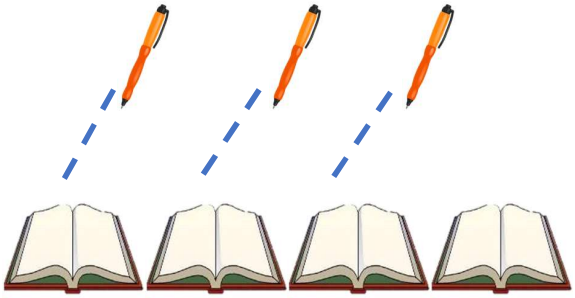
	
A	B

g)

 	 
A	B

B. Match and colour.

Example:



equal	not equal

a)

equal	not equal

b)

equal	not equal

Topic	:	**1.0 Whole Numbers Up To 100** Suggested time : 60 minutes
Content Standard	:	1.2 Number value
Learning Standard	:	1.2.1 Name the numbers up to 100. 1.2.2 Determine the number values up to 100.
Lesson Explanation	:	Organised content: 1. Name and determine the value of numbers up to 10. 2. Show the quantity of the given number. 3. Match group of objects with its number. 4. Compare the value of two numbers. Lesson starts with pupils' prior knowledge of numbers. During the teaching and learning session, teacher needs to focus on the counting skills and naming the number of objects. Teacher integrates fun learning elements. Ensure that pupils have mastered counting, naming the number of objects, and comparing the value of two numbers.

Suggested Activities:	**Notes:**
Introduction: 1. Pupils show pencils/fingers or any surrounding objects according to the number mentioned by the teacher. **Activity 1:** 1. Prepare straws (any suitable materials). 2. Pupils count the number of straws shown by the teacher. 3. Paste the straws on the whiteboard. 4. Paste the number and word cards according to the number of straws. 5. Repeat the activity until number 10. **Activity 2 (in pairs):** 1. Distribute marbles, plastic bags and marker pens to pupils. Pupils count the marbles. 2. Pupils write numbers from 1 to 10 on plastic bags. 3. Pupils put the marbles into the plastic bag according to the number on the plastic bag. 4. Pupils show plastic bags based on the number mentioned by the teacher. 5. Pupils compare the quantity for two groups of marbles. 6. Repeat the activity by comparing other numbers.	Notes: ● Concrete materials: number cards, word cards, plastic bags, marker pens, Dienes blocks, building blocks, straws, balls, marbles, ice-cream sticks, leaves, candies, aquarium stones and others. ● Abacus 4:1 can be used to count. ● Teacher can choose appropriate suggested activities. ● Activity can be varied based on pupils' abilities.

Activity 3:

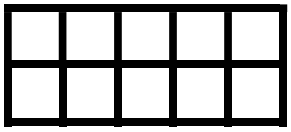
1. Prepare the building blocks.
2. Take a number card / word card.
3. Pupils arrange the building blocks based on the number shown.

Activity 4:

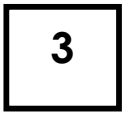
1. Distribute a piece of blank paper.
2. Pick the number / word card.
3. Pupils draw objects / shapes based on the number shown.
4. Repeat the activity for other numbers.
5. Pupils compare two groups of drawn objects.

Activity 5:

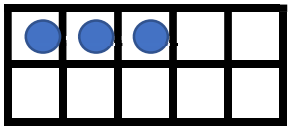
1. Distribute 10 square grids and stickers.



2. Pick a number card.
3.



4. Pupils paste the stickers on the 10 square grid.



5. Repeat the activity using other numbers.
6. Pupils pick two pieces of 10 square grid.
7. Pupils compare the value of two numbers.

Activity 6:

1. Prepare number cards.
2. Pick up two number cards.
3. Pupils compare the value of two numbers.

Refer Textbook (Part 1): page 5 to 7.

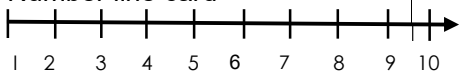
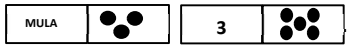
Refer Activity Book (Part 1): page 6 to 9.

Topic	:	**1.0 Whole Numbers Up To 100**	Suggested time	:	120 minutes
Content Standard	:	1.3 Write numbers			
Learning Standard	:	1.3.1 Write numbers in numerals and words.			
Lesson Explanation	:	Organised content: 1. Write numbers in numerals and words up to 10. Lesson starts with pupils' prior knowledge on numbers. During the lesson, the teacher focuses on writing numbers in numerals and words up to 10. Teacher integrates fun learning elements. Ensure that pupils have mastered the skill of writing numbers in numerals and words.			

Suggested activities:	**Notes**
Introduction: 1. Pupils stand up and count based on: i. birth month; ii. favourite colour (Example: red); and iii. pupils with spectacles. **Activity 1:** 1. Show the correct technique and writing numbers 2. Pupils write 0 in numerals in the air using the correct technique. 3. Repeat activity until number 10. **Activity 2 (in pairs):** 1. Pupils A writes a number on the back of pupil B. 2. Pupil B says and writes the number on a piece of paper. 3. Pupils take turns to repeat the activity. **Activity 3:** 1. Prepare number cards and word cards. 2. Pupils match the number card with the word card on the board. 3. Teachers and pupils read and spell the numbers together. 4. Repeat the activity with other numbers.	• Concrete materials: counters (bottle caps, ice scream stick), number cards and word cards. • Abacus 4:1 can be used to count. • Explain that numeral is a symbol for a number or quantity of objects. • Teacher can choose appropriate suggested activities. • Activity can be varied based on pupils' abilities.

Activity 4: 1. Prepare counters. 2. Show a group of counters and pupils write the number of counters in numerals and words. 3. Repeat the activity with different quantities.	
Refer Textbook (Part 1): page 8 to 10.	
Refer Activity Book (Part 1): page 10 to 21.	

Topic	:	**1.0 Whole Numbers Up To 100**	Suggested time : 120 minutes
Content Standard	:	1.2 Number value 1.5 Number sequence 1.9 Number patterns	
Learning Standard	:	1.2.1 Name the numbers up to 100. 1.2.2 Determine the number values up to 100. 1.5.1 Count numbers. 1.5.2 Complete any number sequence. 1.9.1 Identify pattern for a given number series. 1.9.2 Complete various simple number patterns.	
Lesson Explanation	:	Organised content: 1. Count numbers up to 10. 2. Complete any number sequence up to 10. 3. Arrange a group of objects in ascending and descending order. Lesson starts with counting numbers from 1 to 10. During the session, the teacher needs to focus on counting numbers in sequence (1 to 10). Teacher integrates fun learning elements. Ensure that pupils recognise numbers 1 to 10 before they complete the number sequence.	

Suggested Activities	**Notes**
1. Pupils sing 1, 2, 3 song with their teacher. 2. Pupils are shown a number line card. Pupils follow the teacher to say the number in order. 3. Pupils place counters (as appropriate) according to the number found on the cup. 4. Pupils count the number of the objects on the picture cards. 5. Pupils match objects with their number on the domino cards. 6. Pupils arrange the number cards in ascending and descending order.	• Use the activity of counting objects and writing numbers. Number line card  Domino Card  • Counters, object cards, domino cards, number cards • Sample worksheet: Worksheet 2 to 4

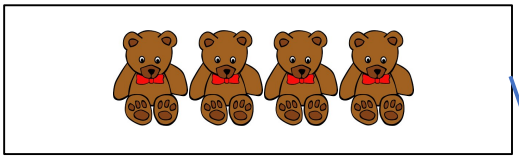
Refer Textbook (Part 1): page 5 to 6.

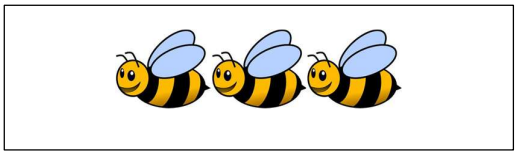
Refer Activity Book (Part 1): page 6 to 8.

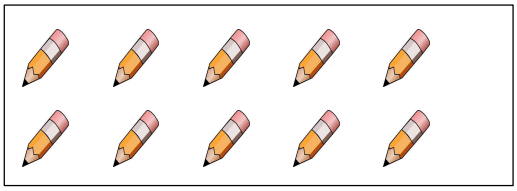
Worksheet 2

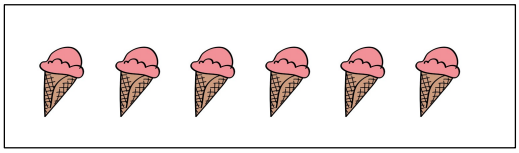
Name: _____ Class: _____

Count and match.

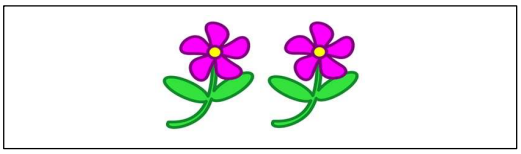
1. 

2. 

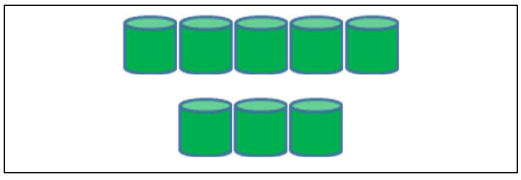
3. 

4. 

5. 

6. 

7. 

8. 

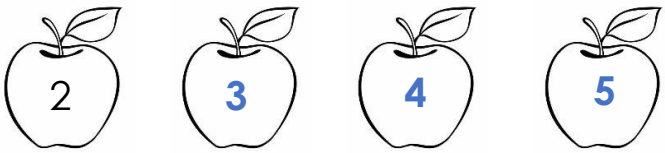
3
1
5
8
10
6
4
2

Worksheet 3

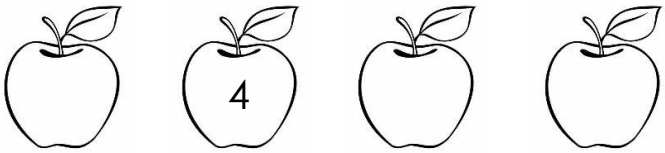
Name: _____ Class: _____

Count and write the numbers in ascending order.

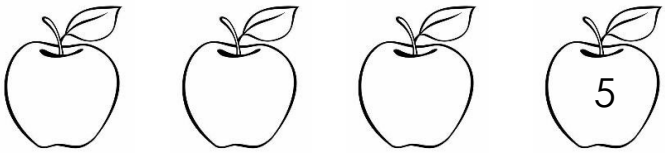
Example :



I)



2)



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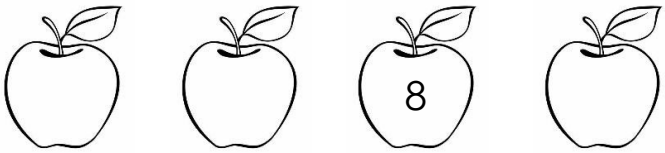

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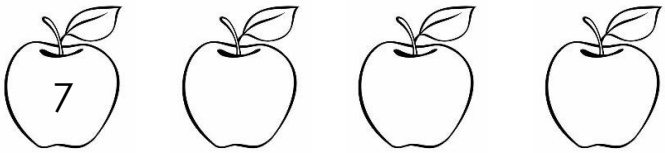

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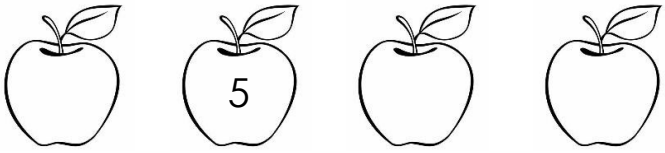
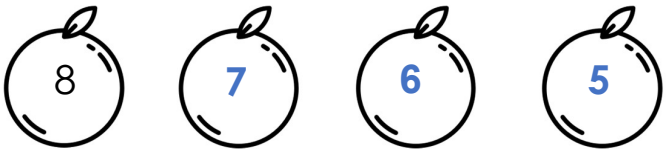


Worksheet 4

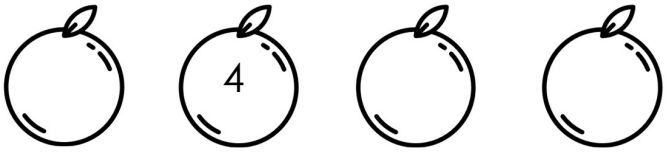
Name: _____ Class: _____

Count and write the numbers in descending order.

Example :



1)



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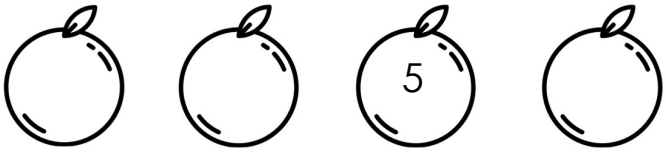

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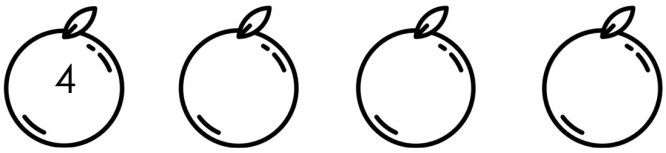

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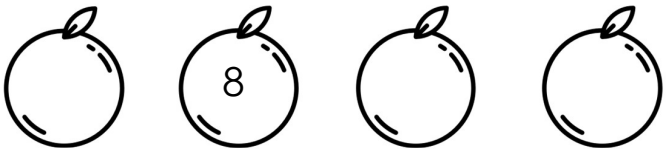

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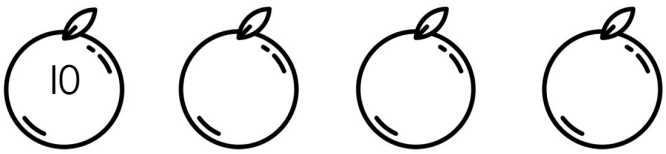


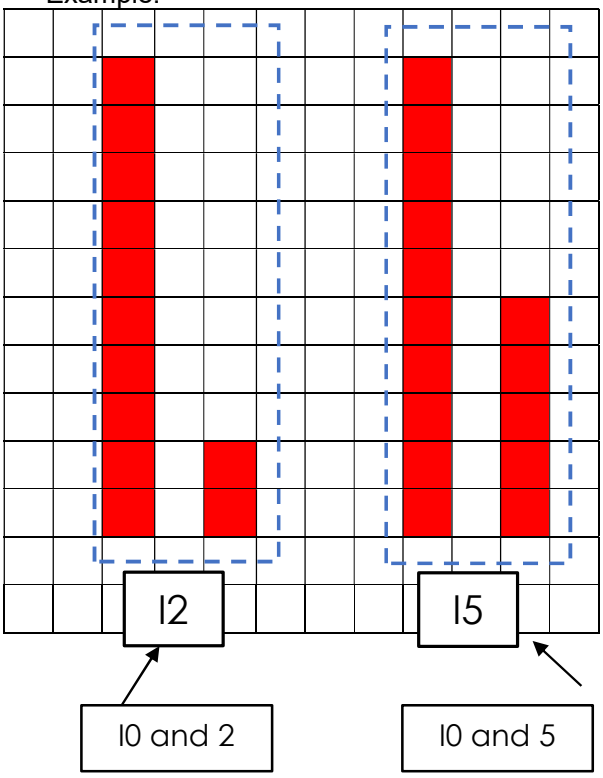
Topic	:	**1.0 Whole Numbers Up to 100**	Suggested Time	:	120 minutes
Content Standard	:	1.2 Number value			
Learning Standard	:	1.2.1 Name the numbers up to 100. 1.2.2 Determine the number values up to 100.			
Lesson Explanation	:	Organised content: 1. Name the numbers up to 20. 2. Show the quantity of a given number. 3. Match group of objects with its numbers. 4. Compare the value of two numbers. Lesson starts with pupils' prior knowledge, numbers up to 10. During the lesson, teacher emphasises on counting, naming and writing numbers in numerals and words up to 20. Teacher integrates fun learning elements. Ensure pupils have mastered counting and quantifying objects, showing the quantity of the given number, comparing the value of two numbers and writing numbers in numerals and words.			

Suggested Activities	**Notes:**
Introduction: 1. Recall numbers 1 until 10. 2. Prepare straws and paper cups. 3. Pupils are called randomly. 4. Pupils put straws according to the number written on the paper cup. **Activity 1:** 1. Prepare some pictures or objects. 2. Paste the pictures or objects on the board. 3. Pupils count the pictures or objects. 4. Pupils state the quantity of the objects. 5. Paste/write numbers according to the quantity of objects. 6. Pupils compare two groups of objects/pictures. **Activity 2:** 1. Prepare paper cups. 2. Show how to count by making groups of 10. Example: 11 Count the paper cups up to 10 and arrange the cups vertically in groups of 10. Explain 10 and 1 is 11. 3. Repeat the activities, numbers up to 20.	• Concrete materials: paper cups, straws, building blocks, balls, marbles, ice cream sticks, candies etc. • Abacus 4:1 can be used to count. • Teachers can choose appropriate suggested activities. • Activities can be varied according to the pupils' abilities.

Activity 3:

1. Prepare 50 square grid cards on the board.
2. Colour the 50 square grids according to the number given.
3. Pupils count the coloured squares together with teacher's guidance. Example: 10 and 2, 10 and 5.
4. Repeat the activities with different numbers.
5. Pupils compare the value of two numbers shown by the teacher.
6. Pupils repeat the activity using the square grid in the exercise book.

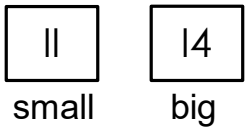
Example:



Activity 4:

1. Prepare number cards from number 11 to 20.
2. Teacher holds up two number cards.
3. Pupils compare the value of two numbers showed by teacher.

Example:

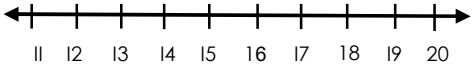


4. Repeat the activity by comparing other numbers.

Refer Textbook (Part 1): page 17 to 19.

Refer Activity Book (Part 1): page 25 to 27.

Topic	:	**1.0 Whole Numbers Up to 100**	Suggested Time	:	120 minutes
Content Standard	:	1.2 Number value 1.5 Number sequence 1.9 Number patterns			
Learning Standard	:	1.2.1 Name the numbers up to 100. 1.2.2 Determine the number values up to 100. 1.5.1 Count numbers. 1.5.2 Complete any number sequences. 1.9.1 Identify pattern for a given number series. 1.9.2 Complete various simple number patterns.			
Lesson explanation	:	Organised content: 1. Count numbers up to 20. 2. Complete any number sequences up to 20. 3. Identify number patterns up to 20. Lesson starts with counting numbers from 11 to 12 based on the number line card. During teaching and learning sessions, teacher should focus on counting numbers in sequence from 1 to 20. Teacher must also teach number patterns while counting the numbers. Ensure pupils know the number from 1 to 20 before completing the number sequence. Teacher integrates fun learning elements.			

Suggested Activities	**Notes**
1. Pupils hold number cards 11 to 20 in front of the class. 2. Class state the number pointed by the teacher. This activity will be repeated with another pupil. Example: Teacher points to pupils with card number 12. Class will say the number 12 out loud. 3. Pupils stand in sequence from 11 to 20. 4. Pupils stand in descending order. 5. Pupils complete the missing numbers in ascending or descending order (Worksheet 6). 6. Pupils arrange numbered bottle caps according to the patterns requested by the teacher (count in ones, twos, fours and fives).	Number line  ● Concrete materials: number line cards, number cards, numbered bottle caps. ● Sample worksheet: Worksheet 5 to 7

Refer Textbook (Part 1): page 17 to 19.

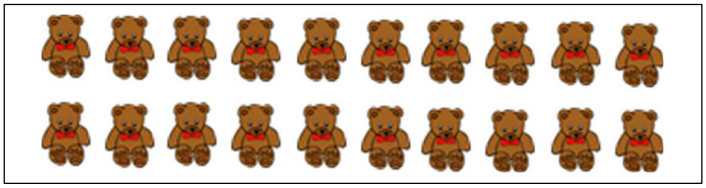
Refer Activity Book (Part 1): page 25 to 27.

Worksheet 5

Name: _____ Class: _____

Count and write the answer.

Example:



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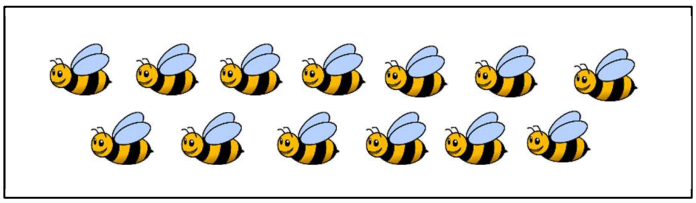
I.



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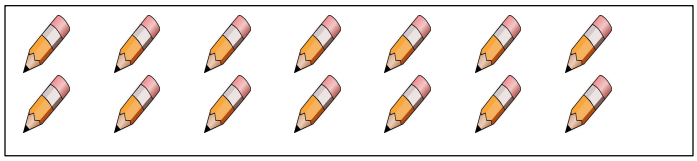

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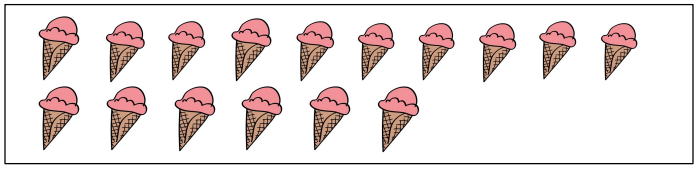

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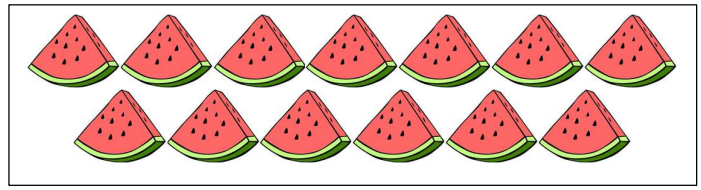

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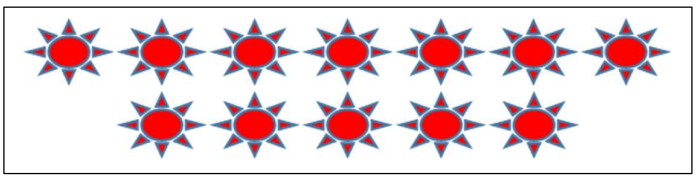
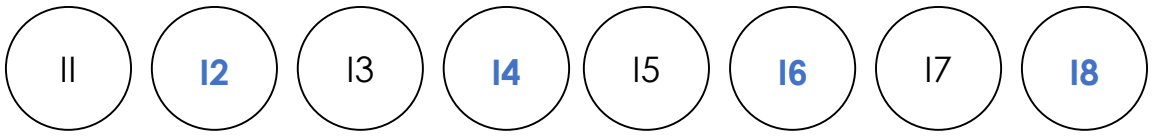


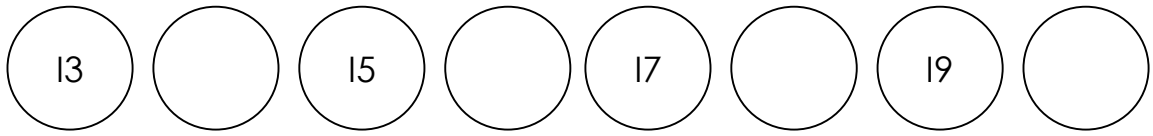
Worksheet 6

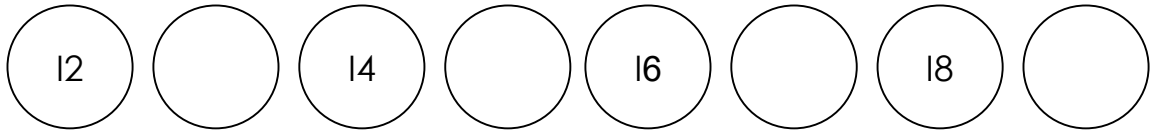
Name: _____ Class: _____

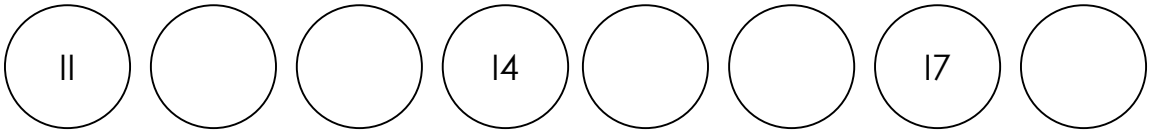
A. Complete the number sequences.

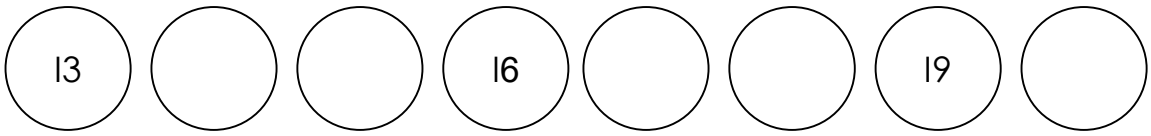
Example:



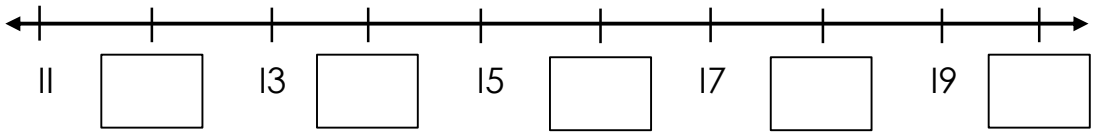
1) 

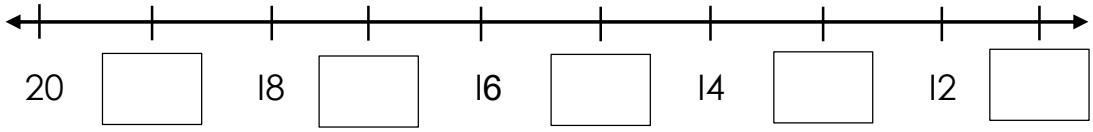
2) 

3) 

4) 

B. Complete the missing numbers in ascending or descending order.

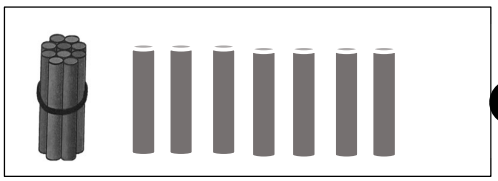
1) 

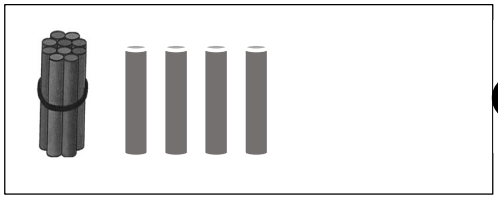
2) 

Worksheet 7

Name: _____ Class: _____

Count and match the number.

1. 

2. 

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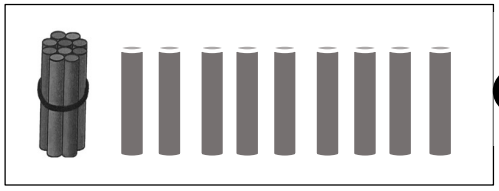
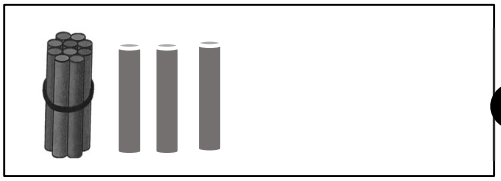
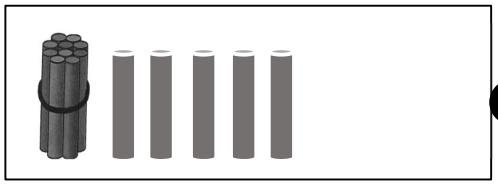
4. 

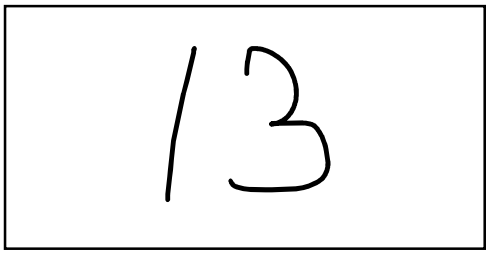
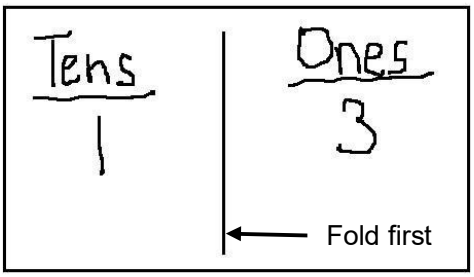
5. 

6. 

7. 

19 I9 II I7 I4 I5 I2 I3

Topic	:	**1.0 Whole Numbers Up to 100**	Suggested Time	:	60 minutes
Content Standard	:	1.6 Place value			
Learning Standard	:	1.6.1 State the place value and digit value of any number.			
Lesson Explanation	:	Organised content: 1. State the place value and digit value up to 20. 2. State the place value and digit value up to 50. 3. State the place value and digit value up to 100. Lesson starts with pupils' prior knowledge on whole numbers. During teaching and learning sessions, teacher should emphasise on the method of writing place value and digit value up to 20. Place value should be written in word either ones or tens while digit value should be written in numerals. Teacher integrates fun learning elements. Ensure pupils have mastered counting and writing numbers in numerals up to 20.			

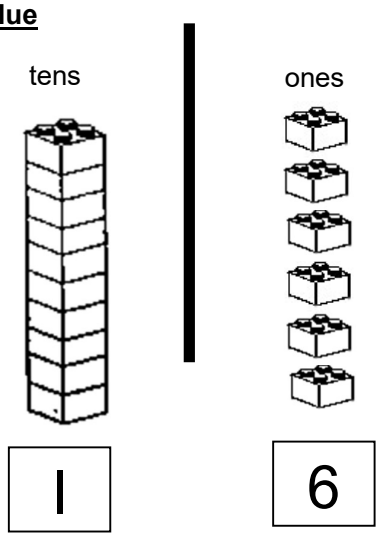
Suggested Activities	**Notes**
Introduction: 1. Pupils write and show the number of objects according to the number stated by the teacher. **Activity 1 (in pairs):** 1. In pairs, pupils arrange and write the number of paper cups on a paper. Example:  2. Pupils draw a symmetry line on paper and write ones and tens (place value). Example: 	• Concrete materials: building blocks, ice-cream sticks, straws, rubber bands, counting frames. • Abacus 4:1 used to count and state the value. • Affirmation: i. Only ones and tens are written in words. ii. Place value must be determined from the right (ones). iii. Write tens and ones on the number. iv. Digit value must be written in numerals. v. The number for tens must be in two digits and ones must be in one digit. • Sample worksheet: Worksheet 8

Activity 2 (in groups):

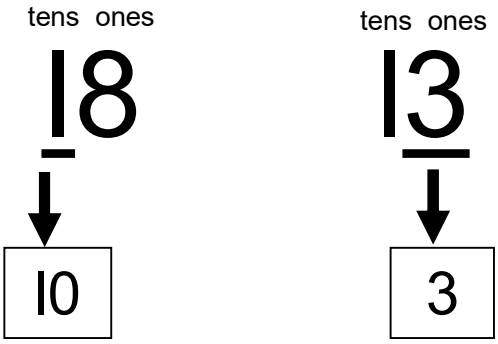
1. Prepare building blocks (any suitable materials).
2. Pupils arrange the building blocks according to the given numbers.
3. Pupils must create a new block combination after completing 10 blocks.
4. Put the building blocks on a manila card provided. Then, put the number card.

   Example: 16

Place value



5. Emphasis to pupils the place value of each digit in 16 is:
   i. tens for digit 1.
   ii. ones for digit 6.
6. Write a number on a paper. Then, write the digit value.



Activity 3 (individually):

1. Write the given number in the exercise book. Draw a middle line and write the place value.

Tens	Ones
1	9

2. Write the given number. Then, write the digit value.

Tens	Ones
1	9

10 9

Digit value of 1 is 10.
Digit value of 9 is 9.

3. Pupils complete the given activity in their exercise book.

Refer Textbook (Part 1): page 25 and 26.

Refer Activity book (Part 1): page 44 to 45.

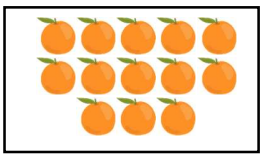
Worksheet 8

Name: _____ Class: _____

Write the place value and the digit value of the underlined digits.

	1<u>3</u>	Place value	**Ones**
		Digit value	**3**
1)	1<u>5</u>	Place value	
		Digit value	
2)	1<u>7</u>	Place value	
		Digit value	
3)	1<u>9</u>	Place value	
		Digit value	
4)	1<u>2</u>	Place value	
		Digit value	
5)	2<u>0</u>	Place value	
		Digit value	

Topic	:	**1.0 Whole Numbers Up to 100**	Suggested Time	:	120 minutes
Content Standard	:	1.3 Write numbers			
Learning Standard	:	1.3.1 Write numbers in numerals and words.			
Lesson Explanation	:	Organised content: 1. Write numbers in words and numerals within 20. Lesson starts with pupils' prior knowledge on numbers in the range of 10. During teaching and learning sessions, teacher needs to emphasis the skill of writing numbers in numerals and words. Teacher integrates fun learning elements. Ensure pupils have mastered writing numbers in numerals and words.			

Suggested Activities	**Notes**
Introduction: 1. Write the numbers 11 to 20 in the air. **Activity 1:** 1. Introduce the number words eleven to twenty and spell them. 2. Show how to write the numbers 11 to 20 using the correct technique. **Activity 2 (in pairs):** 1. Prepare a piece of blank paper. 2. A pupil says and another pupil writes in numerals and words. 3. Pupils take turn in repeating the activity. **Activity 3:** 1. Prepare flash cards. 2. Show the flash cards to the pupils. 3. Pupils write numbers and words based on the quantity of objects on the flash card. **Activity 4 (in groups):** 1. Prepare the number word cards eleven to twenty, number cards 11 to 20 and manila cards. 2. Pupils work in groups. 3. Pupils choose a number and place the word card based on the chosen number. 4. Paste on the manila cards. 5. Check each group's answers.	• Concrete materials: flash cards, blank paper, number word card, number card and manila card. • Abacus 4:1 can be used to count. • Explain that numbers are symbols for numbers or numbers of objects. • Teachers can choose appropriate suggested activities. • Example of Activity 3:  13 | thirteen

Refer Textbook (Part 1): page 20.

Refer Activity Book (Part 1): page 28 to 37.

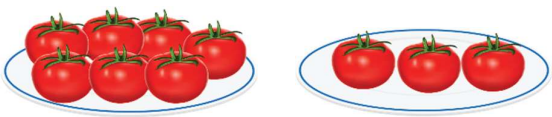
Topic	:	**2.0 Basic Operations**	Suggested Time :	120 minutes
Content Standard	:	2.1 Concepts of addition and subtraction		
Learning Standard	:	2.1.1 Use and vary the relevant vocabulary in context of addition and subtraction. 2.1.2 Introduce the symbol of addition, subtraction and 'equal to'. 2.1.3 Use the symbol of addition, subtraction and 'equal to', to write number sentence based on the given situation.		
Lesson Explanation	:	Organised content: 1. Varying vocabulary that involves addition operations. 2. Introduce the symbol of addition and 'equal to'. 3. Use the symbol of addition and 'equal to'. Lesson starts with a simulation and Q&A on activities involving the progression of addition and activities using concrete materials. During teaching and learning session, teacher emphasises on mastering the vocabulary of addition operations. Teacher integrates fun learning elements. Ensure pupils have understood and mastered the concept of addition.		

Suggested Activities	**Notes**
1. Teacher talks about daily routine situations and relates with the vocabulays of addition such as combine, group, altogether, total, etc. Example: There are 6 oranges in the basket. 3 more oranges are added to the basket. 6 oranges and 3 oranges make 9 oranges altogether. 2. Pupils recognise the vocabulary related to the addition operation through the given situation. 3. Pupils create a story using vocabulary related to the addition operations. 4. Pupils are introduced to addition and 'equal to' symbols to write number sentences.	• Use daily routine situations and relate with the combination of objects or numbers to understand the concept of addition. • Integrated and enriched Learning Standard: 2.4.1 • Concrete materials: counters/ oranges. • Sample worksheet: Worksheet 9 and 10
Refer Textbook (Part 1): page 56 and 57.	
Refer Activity Book (Part 1): page 69 to 71.	

Worksheet 9

Name: _____ Class: _____

Write 'add' or 'equal to'.

1.	**Example:**  4 and 2 is 6. 4 [add] 2 [equal to] 6
2.	 4 and 4 is 8. 4 [ ] 4 [ ] 8
3.	 5 and 1 make 6. 5 [ ] 1 [ ] 6
4.	 1 more than 6 is 7. 6 [ ] 1 [ ] 7
5.	 The sum of 7 and 3 is 10. 7 [ ] 3 [ ] 10

Worksheet I0

Name: _____ Class: _____

Write the symbols '+' and '='.

I. **Example:**

7 and 2 is 9.

7 (+) 2 (=) 9

2. 2 more than 4 is 6.

4 ( ) 2 ( ) 6

3. Total of 5 and 3 is 8.

5 ( ) 3 ( ) 8

4. 6 add I is 7.

6 ( ) I ( ) 7

5. 6 add 3 is equal to 9.

6 ( ) 3 ( ) 9

6. 4 and 3 is 7.

4 ( ) 3 ( ) 7

Topic	:	**2.0 Basic Operations**	Suggested Time	:	120 minutes
Content Standard	:	2.1 Concepts of addition and subtraction			
Learning Standard	:	2.1.1 Use and vary the relevant vocabulary in context of addition and subtraction. 2.1.2 Introduce the symbol of addition and 'equal to'. 2.1.3 Use the symbol of addition, subtraction and 'equal to', to write number sentence based on the given situation.			
Lesson Explanation	:	Organised content: 1. Varying vocabulary that involves subtraction operations. 2. Introduce the symbol of subtraction and "equal to'. 3. Use the symbol of subtraction and 'equal to'. Lesson starts with a simulation and Q&A on activities involving the progression of subtraction and activities using concrete materials. During teaching and learning session, teacher emphasises on mastering the vocabulary of subtraction operations. Teacher integrates fun learning elements. Ensure pupils have understood and mastered the concept of subtraction.			

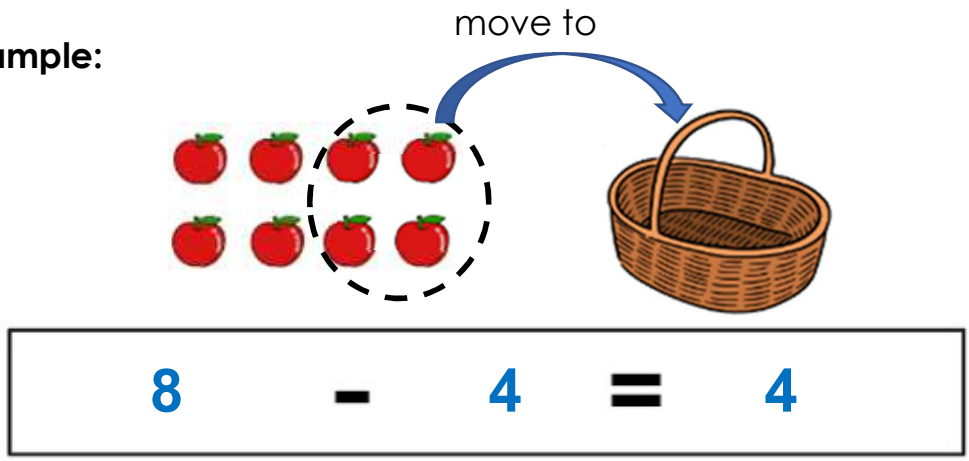
Suggested Activities	**Notes**
1. Teacher talks about daily routine situations and relates with the vocabulary of subtraction such as take out, move to, separate, reduce, compare, subtract, balance, left, etc. Example: There are 9 oranges in the basket. 3 oranges were taken out from the basket. There are 6 oranges left now. 2. Pupils recognise the vocabulary related to the subtraction operation through the given situation. 3. Pupils create a story using vocabulary related to the subtraction operations. 4. Pupils are introduced to subtraction and 'equal to' symbols to write number sentences.	• Use a story by taking out some objects from the same group to understand the concept of subtraction. • Integrated and enriched LS: 2.4.1 • Concrete materials: counters, oranges. • Sample worksheet: Worksheet 11
Refer Textbook (Part 1): page 74 and 75.	
Refer Activity Book (Part 1): page 88 to 93.	

Worksheet II

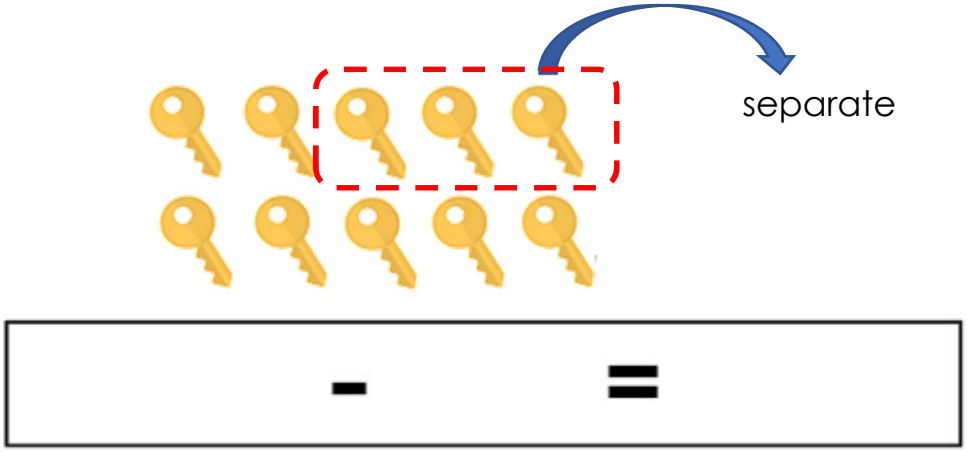
Name: _____ Class: _____

Solve it.

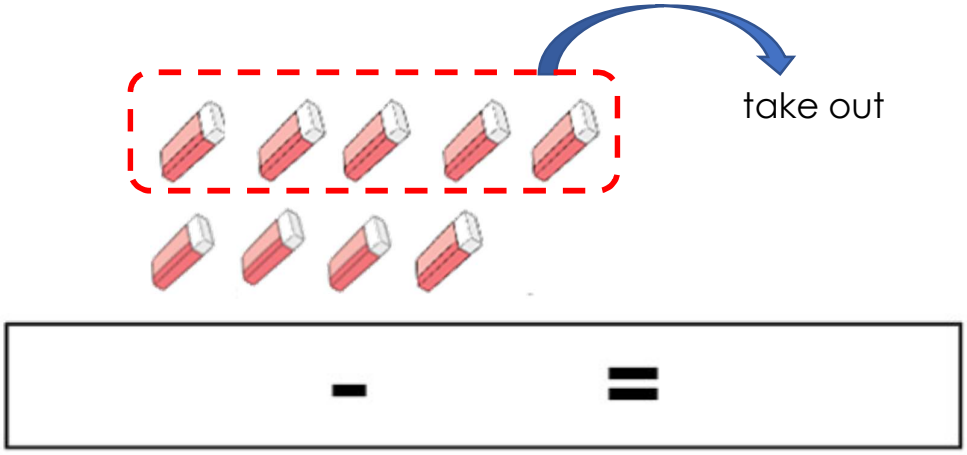
Example:



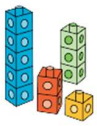
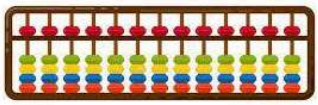
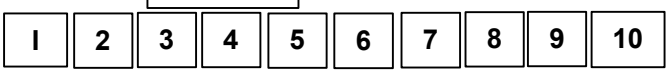
I.



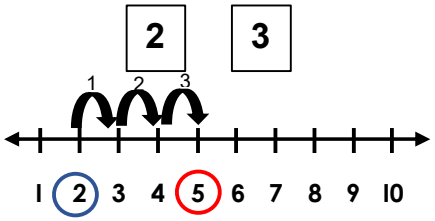
2.



Topic	:	**2.0 Basic Operation**	Suggested Time	: 120 minutes
Content Standard	:	2.2 Add within 100		
Learning Standard	:	2.2.2 Add two numbers with the sum within 100.		
Lesson Explanation	:	Organised content: 1. Add within 10. 2. Add within 18. Lesson starts with the sum within 10 and followed by 18. During the lesson, teacher emphasises the mathematical process of counting, writing and adding numbers. Teacher integrates fun. Ensure pupils have mastered addition within 18 before teaching addition within 50 and 100.		

Suggested Activities	**Notes**
1. Pupils count objects based on the number cards using concrete materials (Dienes blocks and straws).  straw  Dienes Blocks  abacus 2. Pupils count the sum for two groups of concrete materials (the sum within 10). 3. A pupil stands in one of the number boxes. Then, the pupil jumps out to the left while counting the number shown. The pupil tells the number of the box that he/she stands in. Note: Teacher states the total steps that the pupil needs to move. For example, 3 steps to the left.   	• Combine two groups of the same objects to count and find the sum. • Integrated and enriched LS: 1.2.1, 1.4.1 and 2.1.3 • Concrete materials: Dienes block, beads, marbles, ice-cream sticks, sweets, etc. • Number line and abacus 4:1 can be used to add. • Vocabulary: group, combine, altogether, total • Sample worksheet: • Worksheet 12 to 17 • Teacher explains the term 'jump-out' to the right. • Count two numbers to make a bigger sum. • Teacher can use hoops. • Video link: Fun with addition https://www.youtube.com/watch?v=uhHcHXFnNKw

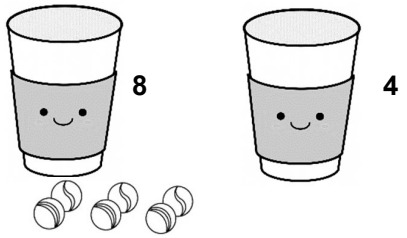
4. In groups, pupils are given 2 number cards.
   Pupils count the number using the number line.
   Example: Number line



5. Introduce the method of writing a number sentence for addition. Pupils are given a card to write the number sentence.

2 + 3 = 5

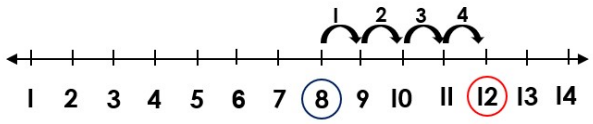
6. Pupils find the sum for two groups of concrete materials up to 18. Pupils will be given 2 cups and some marbles. Pupils put the marbles into the cups based on the numbers given. Pupils count the number of marbles from both cups.



7. In group, pupils are given two number cards. Pupils count the number using the number line (up to 18).

8 **4**

Example: Number line



8. Introduce the method of writing a number sentence for addition. Pupils are given cards to write number sentence.

8 + 4 = 12

9. Pupils repeat the above activity to find the sum within 18.

Refer Textbook (Part 1): page 56 to 62

Refer Activity Book (Part 1): page 72 to 77

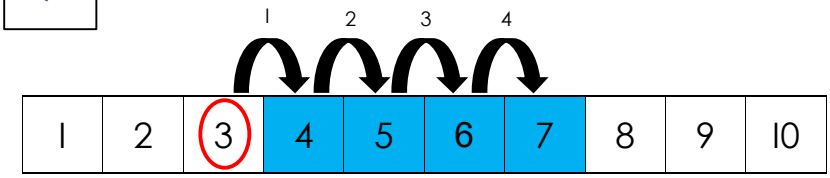
Worksheet I2

Name: _____ Class: _____

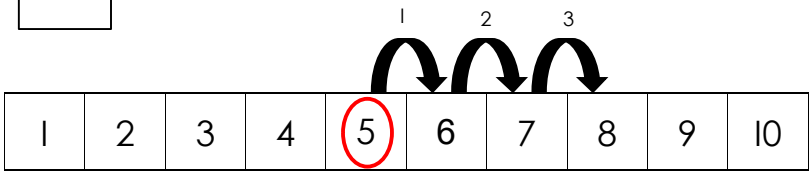
Colour and find the answers.

Example:

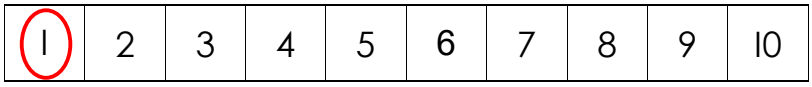
3 + 4 = **7**



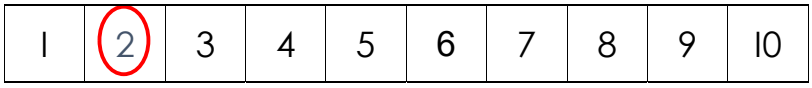
1) 5 + 3 = ☐



2) 1 + 6 = ☐



3) 2 + 4 = ☐



4) 5 + ☐ = 10

1	2	3	4	5	6	7	8	9	10

5) 2 + ☐ = 5

1	2	3	4	5	6	7	8	9	10

6) 6 + ☐ = 10

1	2	3	4	5	6	7	8	9	10

7) ☐ + 4 = 6

1	2	3	4	5	6	7	8	9	10

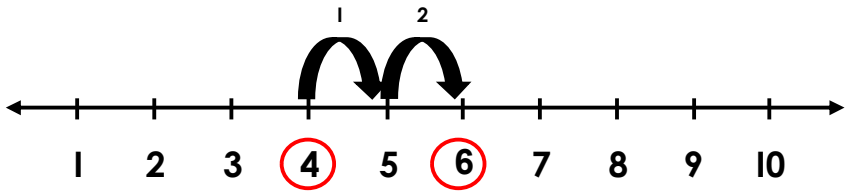
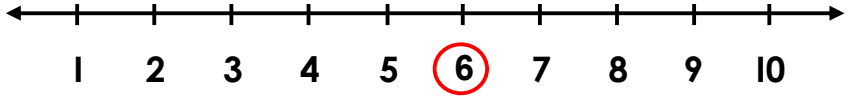
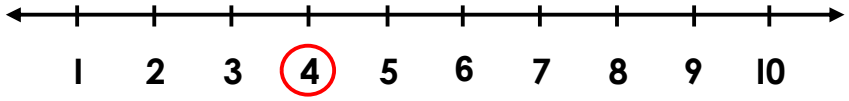
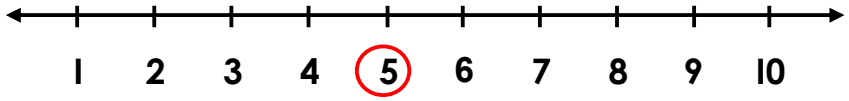
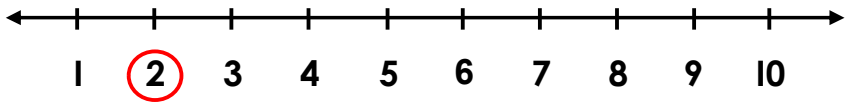
8) ☐ + 3 = 9

1	2	3	4	5	6	7	8	9	10

Worksheet I3

Name: _____ Class: _____

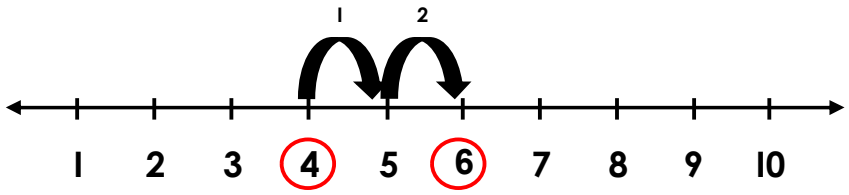
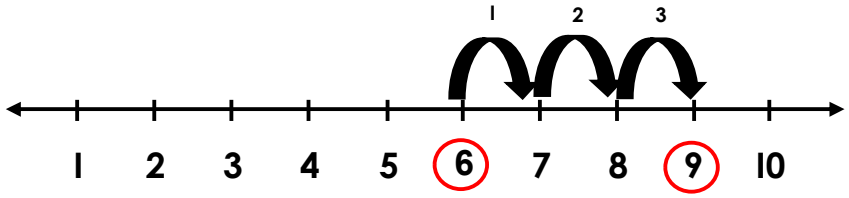
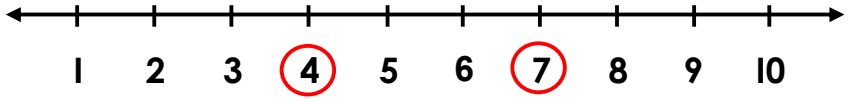
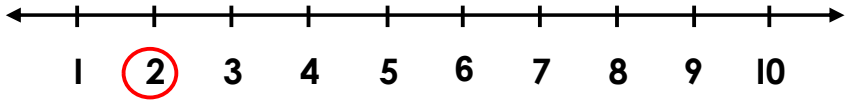
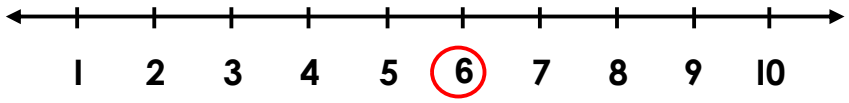
Draw the arrows and find the answers.

Example: 4 + 2 = 6	
1) 6 + 3 =	
2) 4 + 3 =	
3) 5 + 4 =	
4) 2 + 6 =	

Worksheet I4

Name: _____ Class: _____

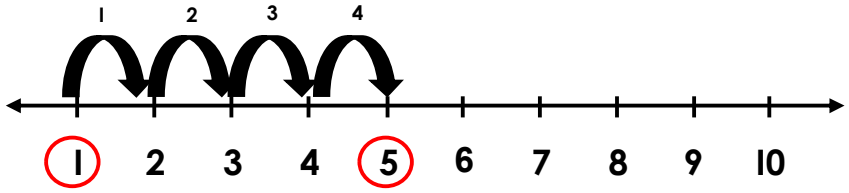
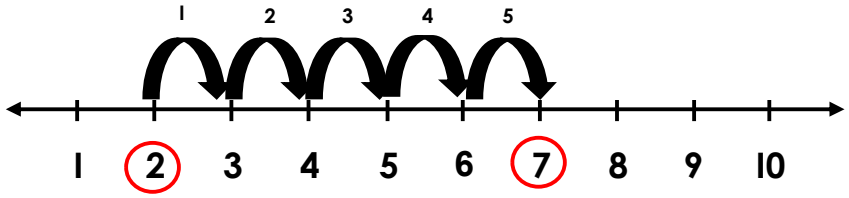
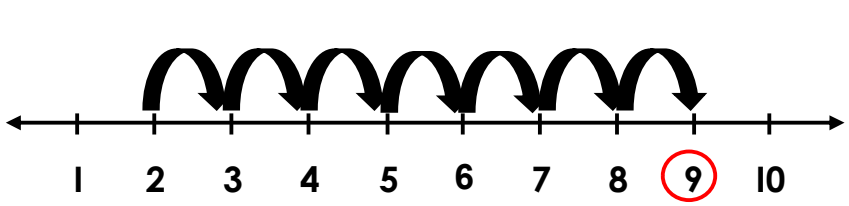
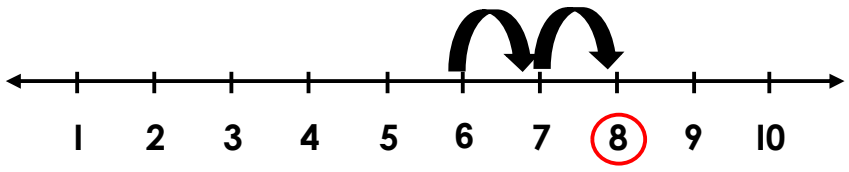
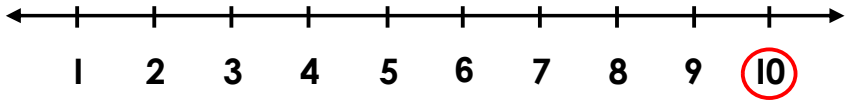
Draw the arrows and find the answers.

Example: 4 + 2 = 6	
1) 6 + ☐ = 9	
2) 4 + ☐ = 7	
3) 2 + ☐ = 8	
4) 6 + ☐ = 10	

Worksheet I5

Name: _____ Class: _____

Draw the arrows and find the answers.

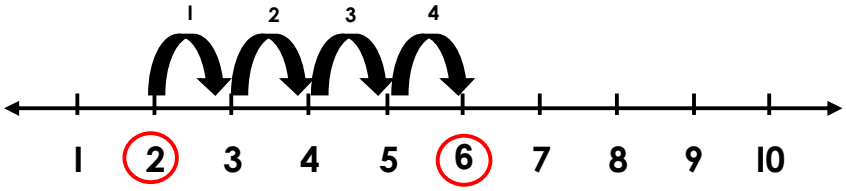
Example: 1 + 4 = 5	
1) ☐ + 5 = 7	
2) ☐ + 7 = 9	
3) ☐ + 2 = 8	
4) ☐ + 3 = 10	

Worksheet I6

Name: _____ Class: _____

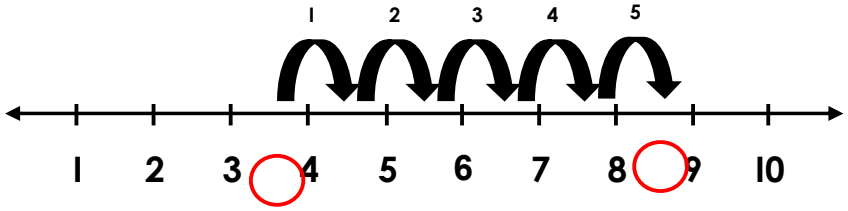
Write the number sentence based on the number line.

Example:



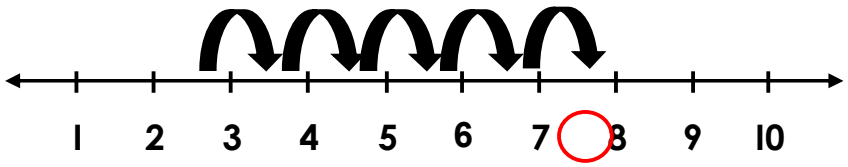
2 + 4 = 6

1)



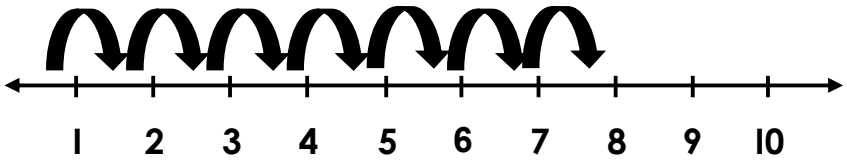
4 + ☐ = 9

2)



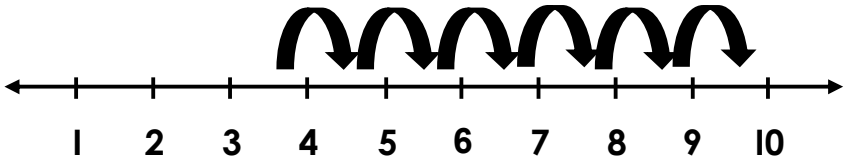
☐ + 5 = 8

3)



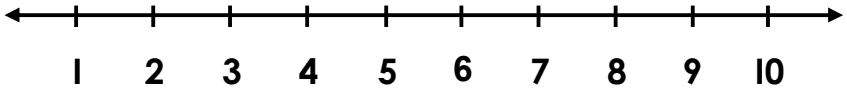
☐ + ☐ = 8

4)



☐ + ☐ = ☐

5) Draw the arrow and solve it.



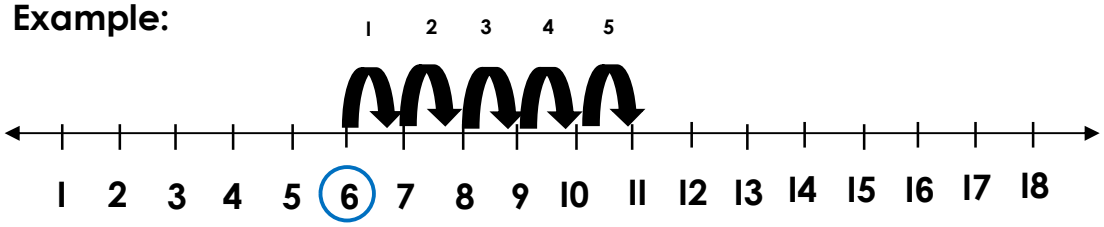
2 + 7 = ☐

Worksheet 17

Name: _____ Class: _____

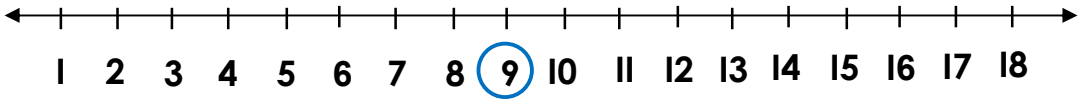
Write the number sentence based on the number line.

Example:



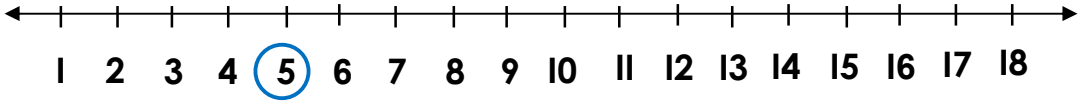
$6 + \boxed{5} = 11$

1)



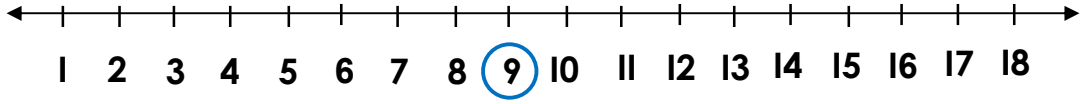
$9 + \square = 16$

2)



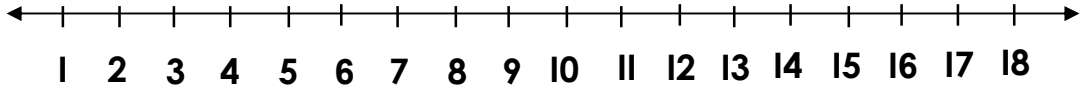
$5 + \square = 13$

3)



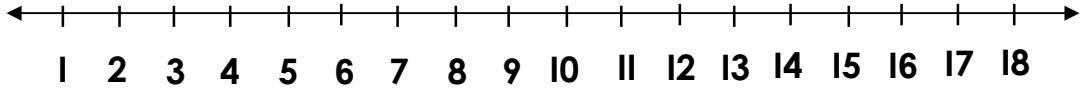
$9 + \square = 17$

4)



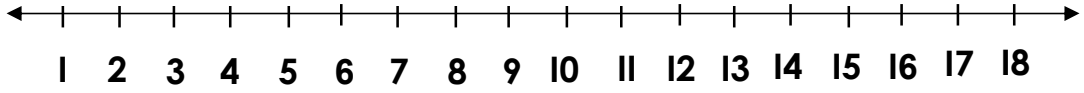
$\square + 9 = 14$

5)



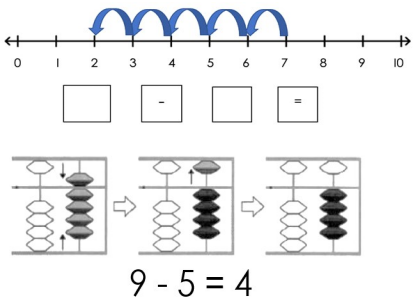
$\square + 8 = 12$

6)



$\square + 5 = 16$

Topic	:	**2.0 Basic Operations**	Suggested Time	:	180 minutes
Content standard	:	2.3 Subtract within 100			
Learning Standard	:	2.3.1 Subtract in the range of basic facts.			
Lesson Explanation	:	Organised content: 1.Subtract within 10. 2.Subtract within 18. Lesson starts with subtracting within 10, then followed by subtracting within 18. During teaching and learning sessions, teacher emphasises on mathematical processes and skills such as counting numbers, writing numbers and subtracting numbers. Teacher integrates fun learning elements. Ensure pupils have mastered subtraction within 18 before teaching subtraction within 50 and 100.			

Suggested activities:	**Notes**
1. Teacher starts with the addition activity and followed by the subtraction activity by relating pupils' prior knowledge. 2. Pupils look at and count the number of objects up to 10 on the picture cards shown by the teacher. 3. Pupils state the number of objects up to 10 on the picture cards shown by teachers. 4. Pupils state the number of objects taken out by the teacher up to 10 on the picture cards. 5. Pupils state the subtraction shown by the teacher using the number line. 6. Pupils who are unable to master the subtraction up to 10 will repeat the steps 2 until 5. 7. Introduce the subtraction within 18 (the basic facts of subtraction) without regrouping. 8. Pupils are encouraged to state spontaneously the basic facts of subtraction. 9. Pupils who have mastered the subtraction skills will be introduced to writing the subtraction number sentences. 10. Pupils find the balance of the concrete materials or objects on the picture cards. 11. Pupils who are unable to subtract will repeat step 10.	• Use the activity of separating or taking out objects for the counting process and find the difference. • Teacher relates the addition with the subtraction operation. Example: 4 + 5 = 9 9 – 5 = 4 Notes: • Concrete materials: Dienes blocks, beads, marbles, ice cream sticks, candies, erasers, rulers, pebbles, etc. • A number line and abacus can be used for subtraction.  9 - 5 = 4 Calculating with an abacus is encouraged.

	• Sample worksheet: Worksheet 18 to 22 • The teacher needs to scan the QR code before guiding the pupils to complete the activity on Worksheet 21. • QR code for Worksheet 21:
Refer Textbook (Part 1): page 74 to 81.	
Refer Activity Book (Part 1): page 88 to 96.	

Worksheet I8

Name: _____ Class: _____

Subtract within 10

Example:

9 – 4 = **5**

10 – 6 =

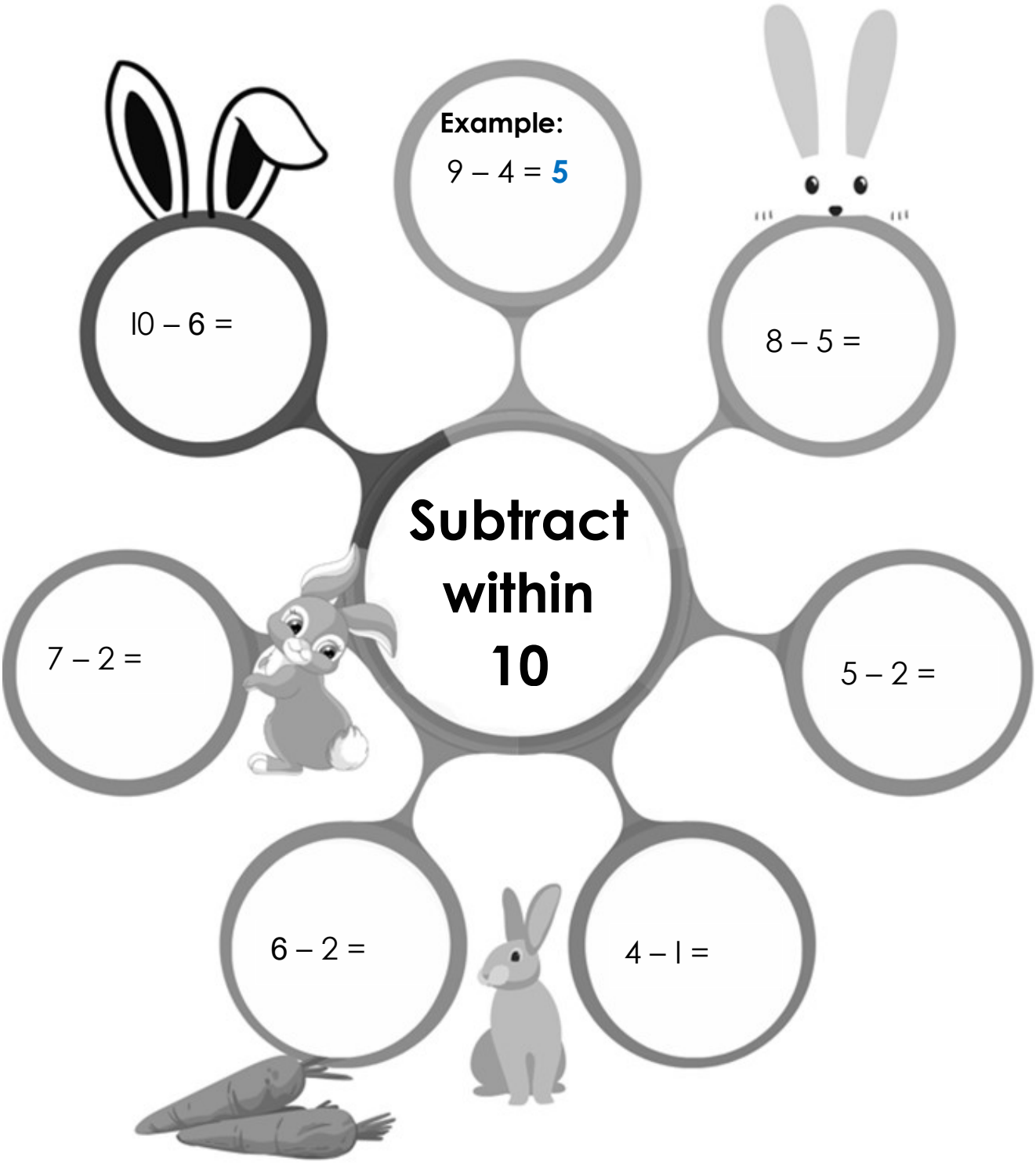
8 – 5 =

7 – 2 =

5 – 2 =

6 – 2 =

4 – 1 =

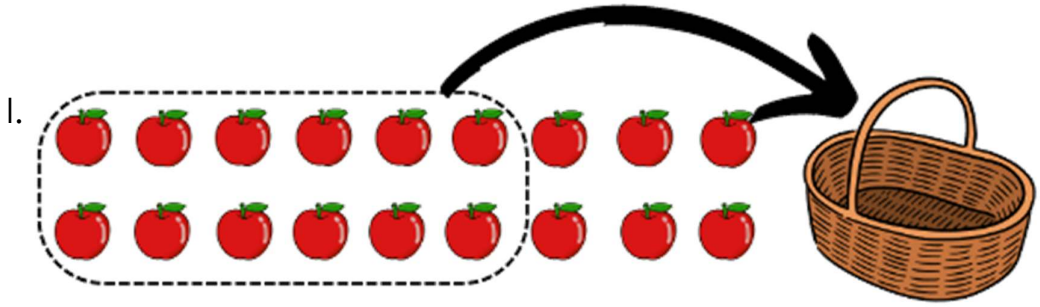


Worksheet I9

Name: _____ Class: _____

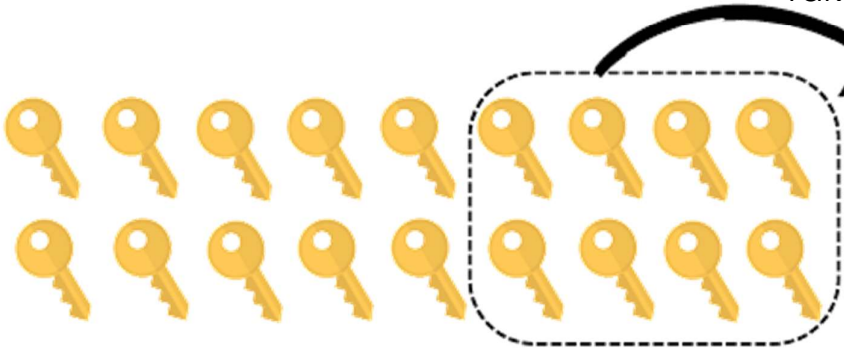
Solve it.

1. Move to



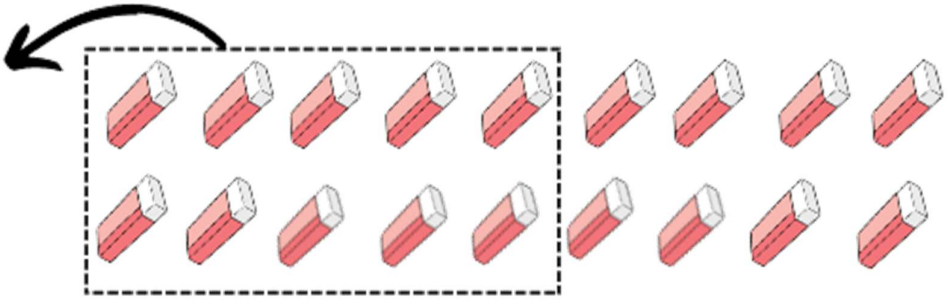
- =

2. Take out



- =

3. Sold



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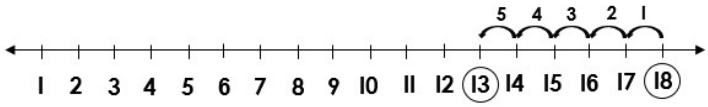
Worksheet 20

Name: _____ Class: _____

Solve it.



18 – 5 = **13**

15 – 4 =

12 – 9 =

14 – 7 =

13 – 8 =

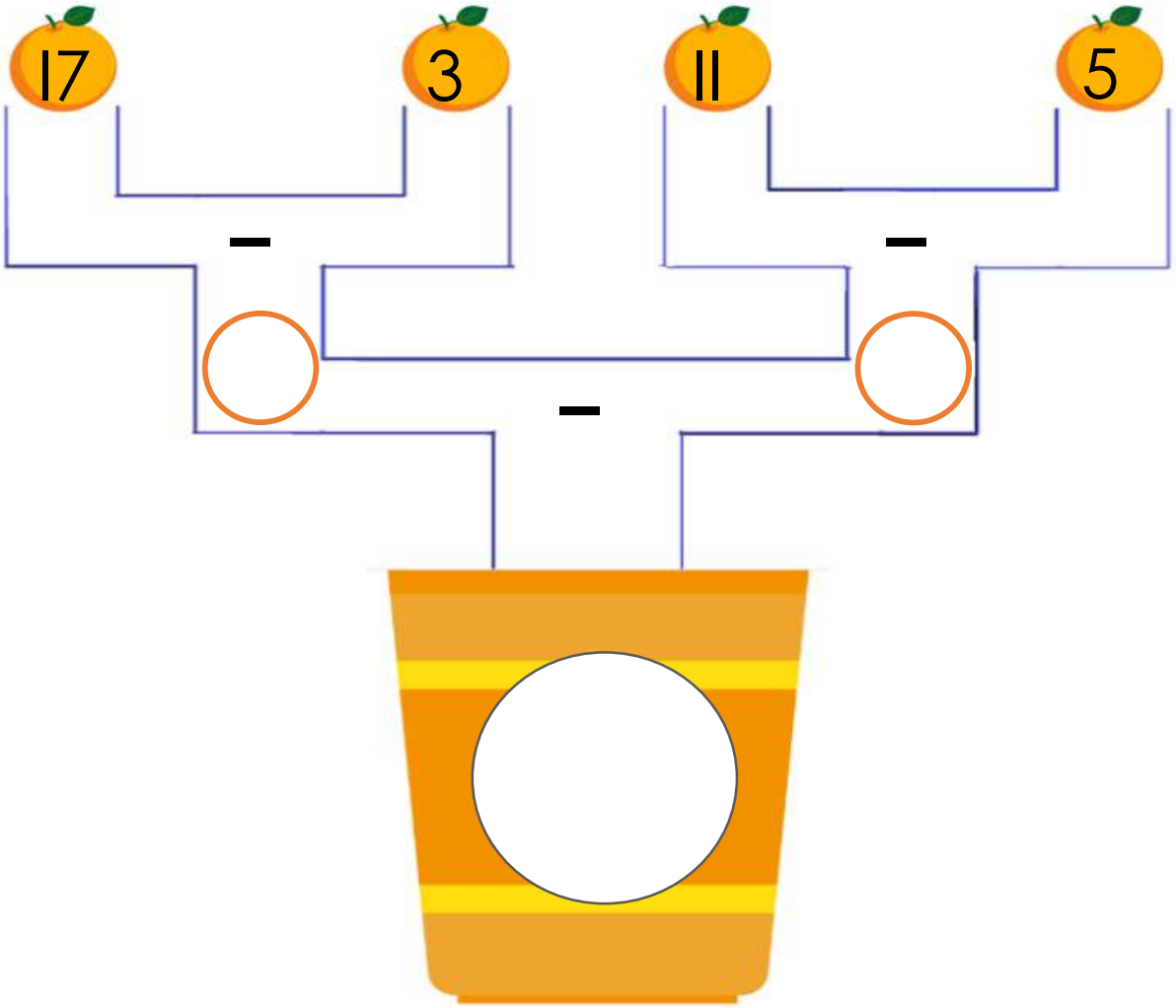
12 – 6 =

Worksheet 21

Name: _____ Class: _____

Find the difference.

SCAN HERE

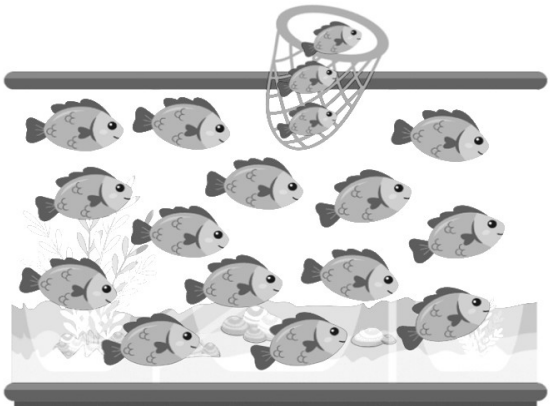


Worksheet 22

Name: _____ Class: _____

Complete the number sentences.

I.



There are ☐ fish in an aquarium. ☐ fish were taken out.

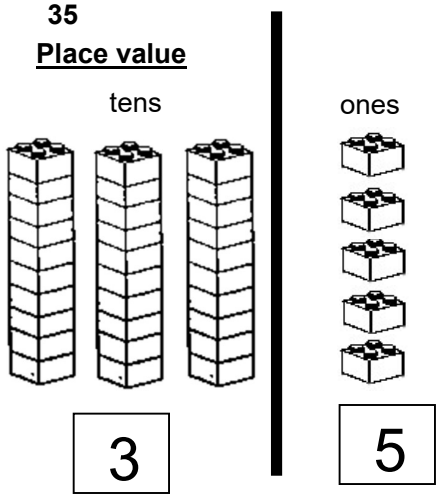
There are ☐ fish left in the aquarium.

2.

There are ☐ cups. ☐ cups were broken.

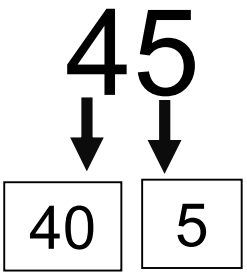
There are ☐ cups not broken.

Topic	:	**1.0 Whole Numbers Up to 100**	Suggested time	:	120 minutes
Content Standard	:	1.6 Place value			
Learning Standard	:	1.6.1 State the place value and digit value of any number.			
Lesson Explanation	:	Organised content: 1. State the place value and digit value of any number within 50. 2. State the place value and digit value of any number within 100. Lesson starts with pupils' prior knowledge on numbers. During teaching and learning session, teacher emphasises the skills of counting, naming and writing numbers in numerals. Teacher integrates fun learning elements. Ensure pupils have mastered counting and writing numbers in numerals.			

Suggested Activities	**Notes**
Introduction: 1. Pupils write the number and show the number of objects based on the number mentioned by the teacher. **Activity 1 (in pairs):** 1. Pupils in pairs, tie some ice cream sticks and write the total number on a piece of paper. 2. Pupils draw a vertical line in the middle of the number and write the words "**ones"** and **"tens"** (place value). **Activity 2 (in groups):** 1. Prepare building blocks. 2. Pupils arrange building blocks based on the number given. Create a new block combination when it reaches 10. 3. Place the building blocks on the manila card. Then, place the number card. **Example:** **35** **Place value** tens ones  3 5	• Concrete materials: Dienes blocks, ice cream sticks, cups, straws, rubber bands, counting frames. • Abacus 4:1 can be used to count and identify the place value. • Assertion: Finding the place value must be determined from the right (ones).

4. Write the number on a piece of paper. Then, write the value of the digits.

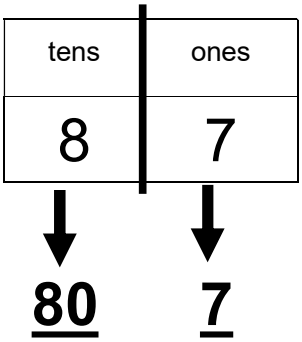
Digit value



Activity 3 (individually):

1. Use an exercise book.
2. Write the number given. Then draw a vertical line in the middle and write the place value of each digit.

3. Write the digit value of each digit.



4. Pupils complete the activity in the exercise book.

Refer Textbook (Part 1): page 25 and 27.

Refer Activity Book (Part 1): page 45.

Topic	:	**1.0 Whole numbers up to 100**	Suggested Time	:	120 minutes
Content Standard	:	1.2 Number value			
Learning Standard	:	1.2.1 Name the numbers up to 100. 1.2.2 Determine the number values up to 100. 1.3.1 Write numbers in numerals and words.			
Lesson Explanation	:	Organised content: 1. Name the number up to 50. 2. Show the quantity of the given numbers. 3. Match group of objects with its numbers. 4. Compare the value of two numbers. 5. Write numbers in numerals and words. Lesson starts with pupils' prior knowledge on numbers within 20. During the teaching and learning lesson, teacher emphasises the counting of the objects, naming and writing numbers in numerals and words within 50. Teacher integrates fun learning elements. Ensure pupils have mastered counting skills and stating the quantity based on objects, showing the quantity of the given number, comparing the value of two numbers, writing numbers in numerals and words within 50.			

Suggested Activities	**Notes**
Introduction: 1. Sing "number song" together (Textbook page 11). **Activity 1:** 1. Pupils count the straws provided by the teacher. 2. Guide pupils to count the straws in groups of 10. 3. Pupils paste the picture cards (same quantity of straws) on the board. 4. Pupils count the objects on the picture cards. 5. Show the method of writing numbers in numerals and words. 6. Repeat the activities with other picture cards. **Activity 2:** 1. Prepare 50 square grid papers. 2. Pupils say the number based on the shaded squares. 3. Guide pupils to count in groups of 10. 4. Repeat the activity with other numbers. 5. Compare the two numbers. 6. Distribute 50 square grid papers. 7. Pupils colour the squares according to the number mentioned by the teacher. 8. Repeat the activities with other numbers	• Concrete materials: straws, picture cards, 50 square grid papers, number cards, jars, • Abacus 4:1 can be used to count. • Teacher can choose appropriate suggested activities. • Activities and worksheets can be varied based on pupils' abilities. • Sample worksheet: Worksheet 23 to 26

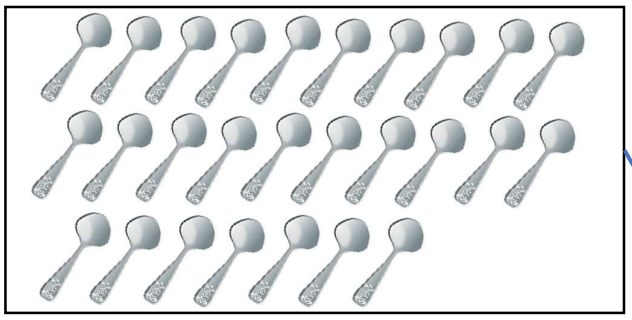
Activity 3 (Lucky Draw Game): 1. Prepare number cards in a jar. 2. Distribute some blank papers to pupils. 3. Pupils are called randomly to take a number from the jar. Pupils say the number taken in numerals and words. **Activity 4:** 1. Prepare number cards in a box. 2. Pupils are called randomly to take two number cards from the box. 3. Other pupils compare the two numbers. 4. Repeat the activities with other numbers.	
Refer Textbook (Part 1): page 21 to 23.	
Refer Activity Book (Part 1): -	

Worksheet 23

Name: _____ Class: _____

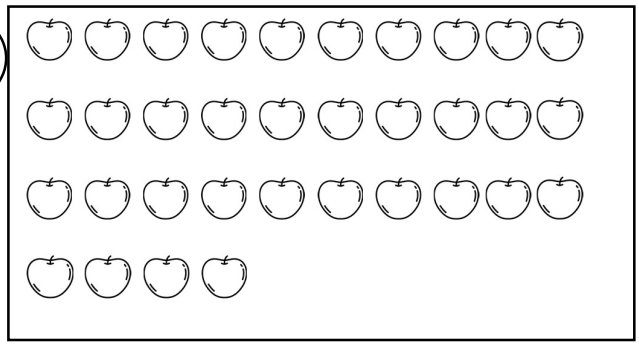
Match.

Example:



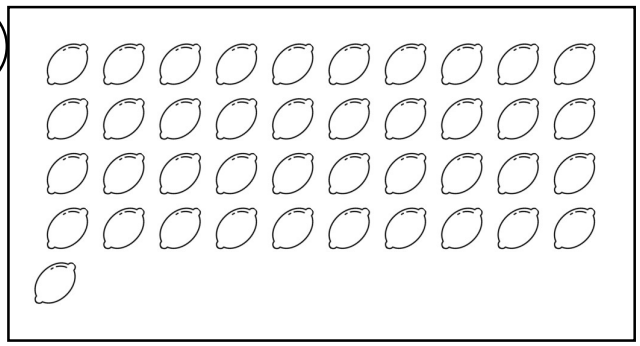
34

1



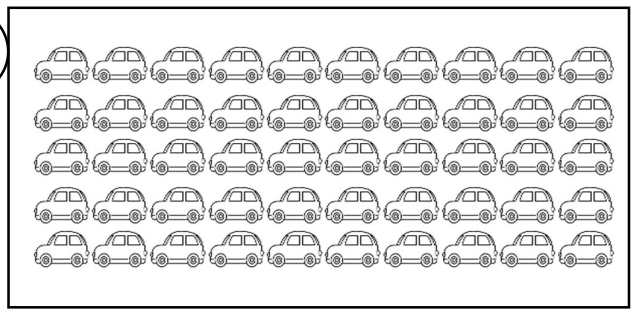
27

2



41

3



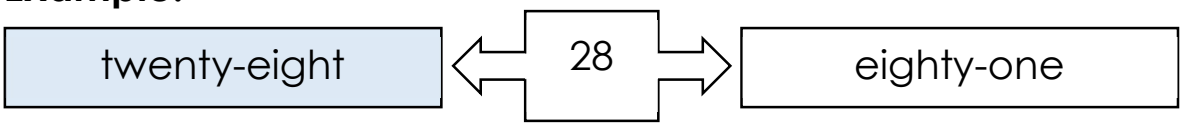
50

Worksheet 24

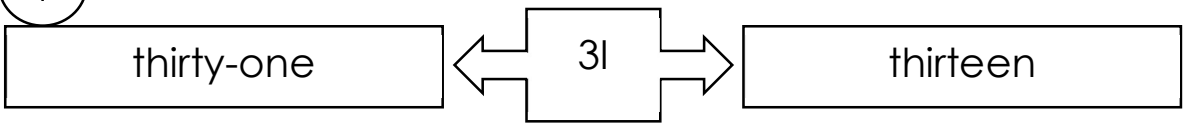
Name: _____ Class: _____

Colour the correct answer.

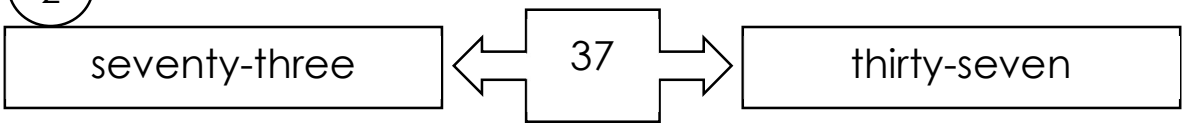
Example:



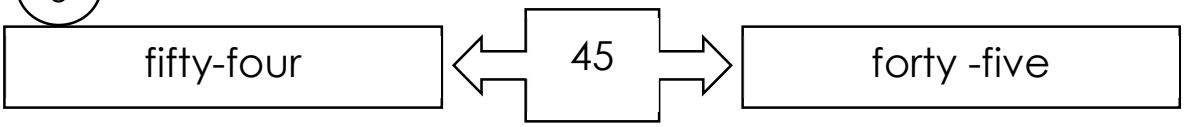
1



2



3



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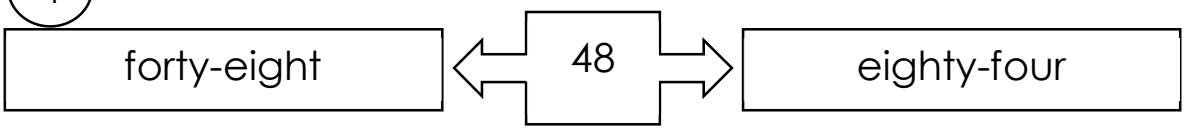

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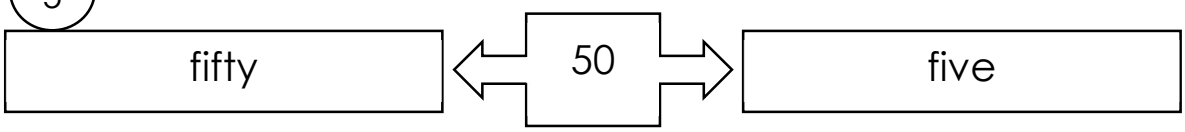


Worksheet 25

Name: _____ Class: _____

Write the numbers in words.

Example:  twenty-four	1  twenty- _____
2  thirty- _____	3  thirty- _____
4  _____	5  _____

Worksheet 26

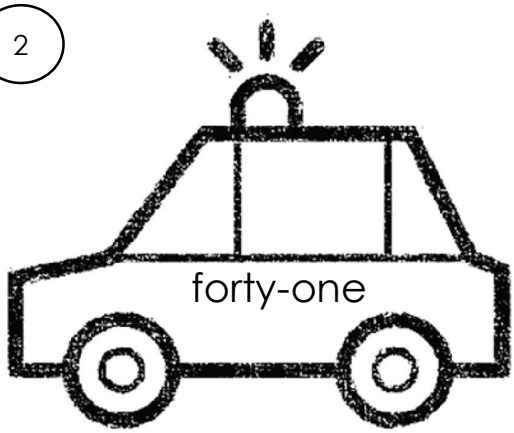
Name: _____ Class: _____

Write in numerals or in words.

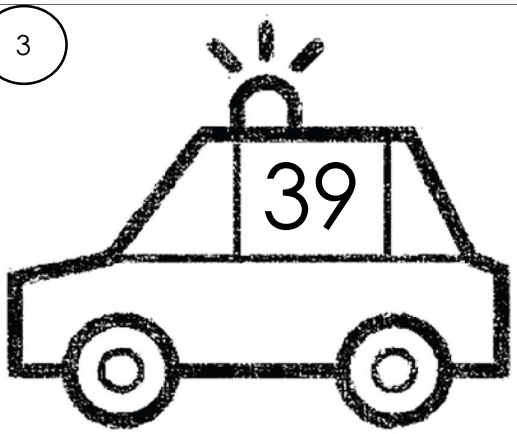
Example:

1

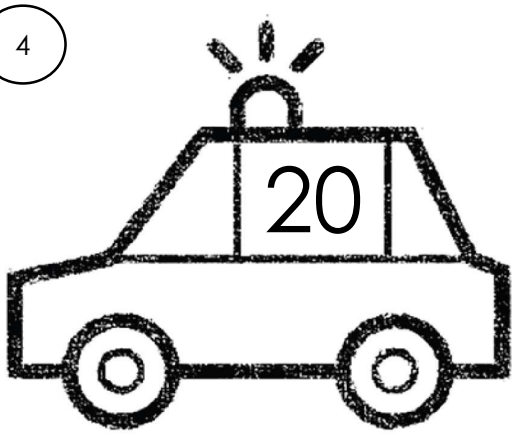
2



3



4



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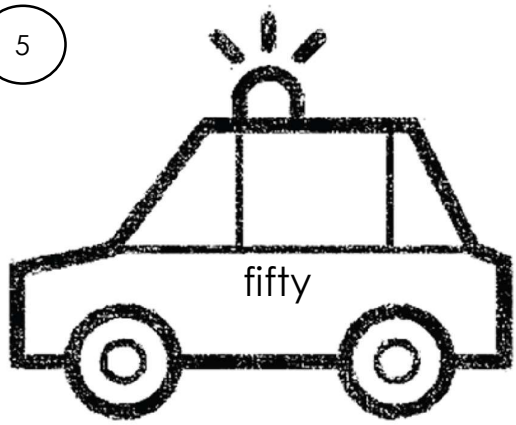
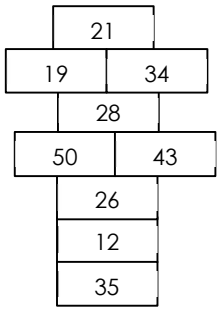


Topic	:	**1.0 Whole Numbers Up To 100**	Suggested Time	:	120 minutes
Content Standard	:	1.2 Number value 1.5 Number sequence 1.9 Number patterns			
Learning Standard	:	1.2.1 Name the numbers up to 100. 1.2.2 Determine the number values up to 100. 1.5.1 Count numbers. 1.5.2 Compare any number sequence. 1.9.1 Identify pattern for a given number series. 1.9.2 Complete various simple number patterns.			
Lesson Explanation	:	Organised content: 1. Count numbers up to 50. 2. Complete any number sequence. 3. Identify number patterns within 50. 4. Arrange various objects in ascending and descending order. Lesson starts with counting in tens until 50. During the lesson, the teacher will emphasis counting numbers in sequence 1 to 50. Teacher teaches number patterns of twos, fours, fives, and tens up to 50. Teacher integrates fun learning elements. Ensure pupils recognise numbers up to 50 before they complete the number sequence.			

Suggested Activities	**Notes**
1. Pupils sit in groups. 2. Teacher places the 'Hopscotch' game mat written with some numbers up to 50 on the floor. 3. Pupils play the 'Hopscotch' game. 4. Pupils jump on the mat and say the numbers. 5. Pupils throw the bean bag three times on the mat and write down the numbers on a piece of paper. 6. Pupils arrange the numbers written in ascending and descending order. 7. Teacher prepares number pattern cards (refer Activity Sheet 1). 8. Pupils identify the number patterns on the cards given (twos, fours, fives or tens).	• 'Hopscotch' game  • Teacher can use any suitable materials. • Example of number pattern card in Activity Sheet 1 • Example worksheet: Worksheet 27 - 30

Refer Textbook (Part 1): page 21 to 34.

Refer Activity Book (Part 1): page 38, 39, 43, 44, 49, 50, 51 and 53 to 58.

Activity Sheet I

Example of number pattern cards.

10	12	14	16

28	32	36	40

25	30	35	40

20	30	40	50

Worksheet 27

Name: _____ Class:_____

Fill in the blanks.

Example:

21, **22** , 23, **24** , 25, **26** , 27, **28** , 29, **30**

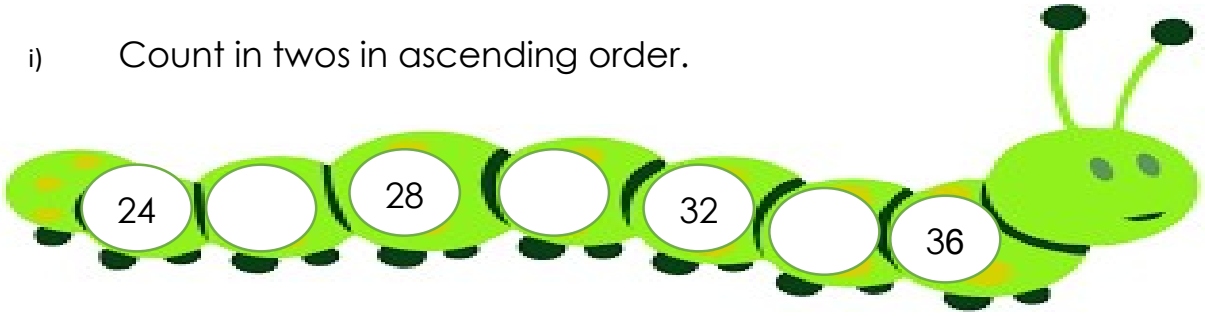
1. 11, ____, 13, ____, 15, ____, 17, ____, 19, ____
2. 20, ____, 22, ____, 24, ____, 26, ____, 28, ____
3. 42, ____, 44, ____, 46, ____, 48, ____, 50, ____
4. 3, ____, 5, ____, 7, ____, 9, ____, 11, ____
5. 35, ____, 37, ____, 39, ____, 41, ____, 43, ____
6. 40, ____, 42, ____, 44, ____, 46, ____, 48 ____
7. 10, ____, 12, ____, 14, ____, 16, ____, 18, ____
8. 30, ____, 32, ____, ____, 35, ____, 37, ____, _____
9. 16, ____, 18, ____, 20, ____, 22, ____, 24, ____
10. 24, ____, 26, ____, ____, 29, ____, 31, ____, _____

Worksheet 28

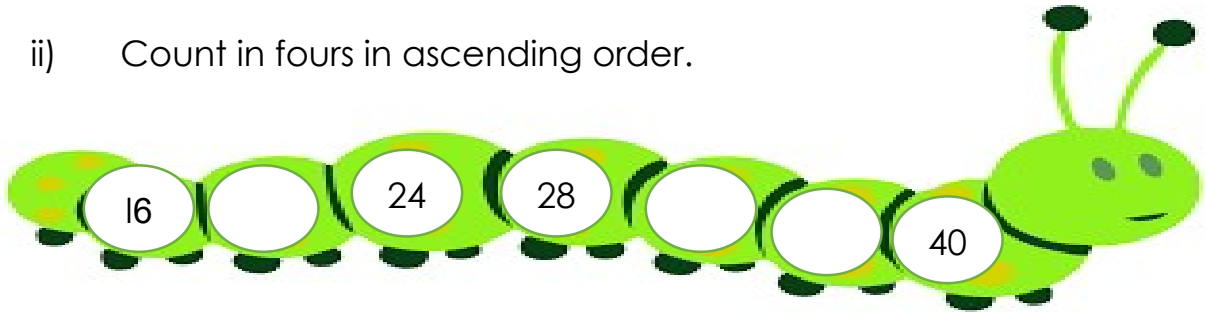
Name: _____ Class: _____

Complete the number patterns with correct numbers.

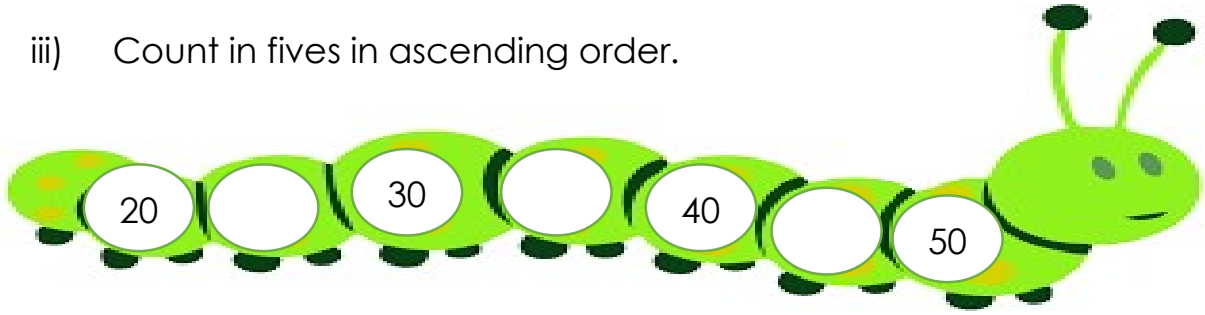
i) Count in twos in ascending order.



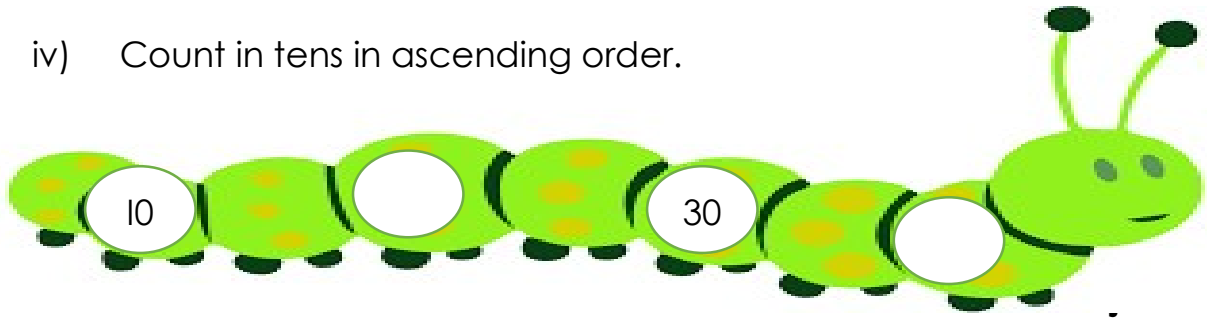
ii) Count in fours in ascending order.



iii) Count in fives in ascending order.



iv) Count in tens in ascending order.

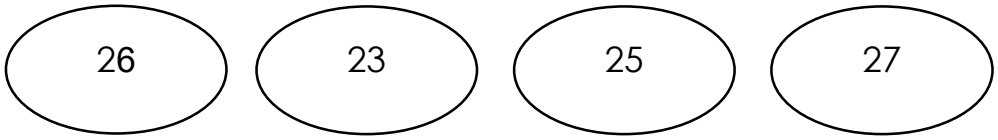


Worksheet 29

Name: _____ Class: _____

Arrange the numbers in ascending or descending order.

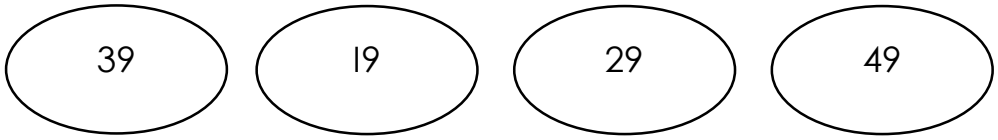
I)



i. Ascending order

ii. Descending order

2)



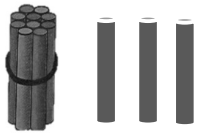
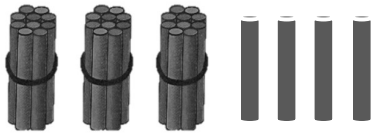
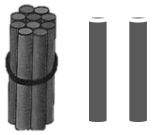
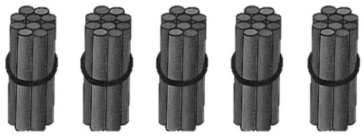
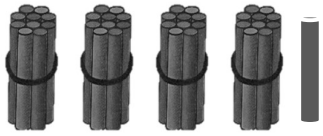
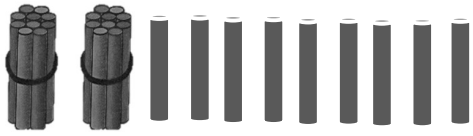
i. Ascending order

ii. Descending order

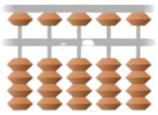
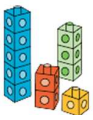
Worksheet 30

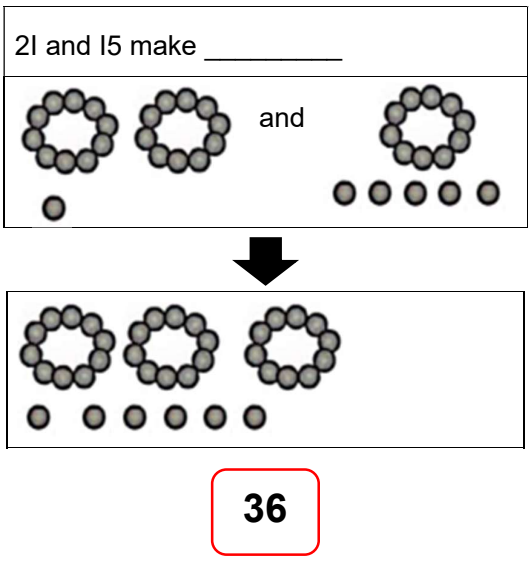
Name: _____ Class: _____

Count and colour the correct numbers.

Example		13 31
1)		34 53
2)		21 12
3)		36 45
4)		50 40
5)		41 25
6)		25 29

Topic	:	**2.0 Basic Operations**	Suggested Time :	180 minutes
Content Standard	:	2.2 Add within 100.		
Learning Standard	:	2.2.2 Add two numbers with the sum within 100.		
Lesson Explanation	:	Organised content: 1. Addition without regrouping within 50. 2. Addition by regrouping within 50. Lesson starts with addition without regrouping within 50 (2-digit numbers with 1-digit number and 2-digit numbers with 2-digit numbers) and followed by addition with regrouping within 50 (2-digit numbers with 1-digit number and 2-digit numbers). During the lesson, teacher emphasizes on mathematical skills such as counting and writing numbers based on its place value for addition. Teacher integrates fun learning elements. Ensure pupils have mastered addition without regrouping within 50 before teaching addition by regrouping within 50.		

Suggested Activities	**Notes**
1. Teacher starts the lesson with basic facts in addition. 2. Pupils count the concrete materials (counters, Dienes blocks, abacus, counting frame or any suitable counters).  counting frame  abacus  counters  Dienes blocks 3. In groups, pupils count the total of two groups of objects and show their answers (addition without regrouping with the sum up to 50).	• Use the combination of numbers for addition without regrouping (within 50). (Example: 21st Century Learning-*Showdown*) • Integrated and enriched Learning Standard: 1.2.1, 1.4.1 and 2.1.3 • Concrete materials: Dienes blocks, ice-cream sticks, counting frame, etc. • Abacus 4:1 can be used for addition. • Sample worksheet: Worksheet 31 to 33



36

4. Pupils write the number sentence on the card given with guidance.

2I add I5 equals to 36

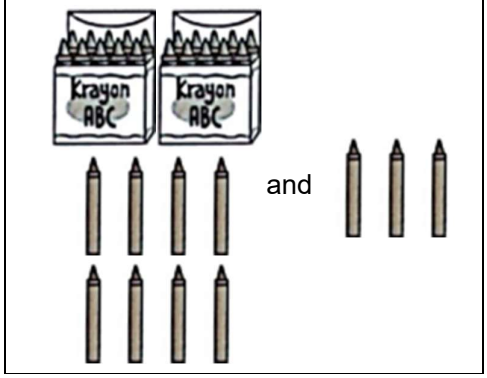
2I + I5 = 36

5. Pupils are guided to use the standard written method. Pupils write the answers on the cards given.

	tens	ones
	2	I
+	I	5
	3	6

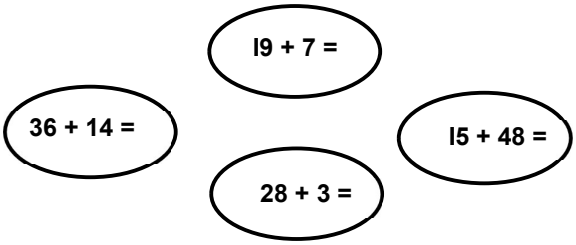
6. In groups, pupils add any two numbers using objects. Pupils write and show the answers on the card (addition within 50 by regrouping).

28 and 3 make _____



3I

7. Pupils are provided with cards to write the number sentence followed by the standard written method. Pupils will move from one station to another station to complete the given number sentences.



	tens	ones
	1 2	8
+		3
	3	1

Refer Textbook (Part 1): page 63 to 67.

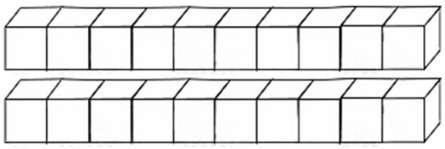
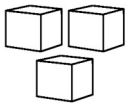
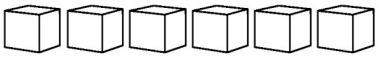
Refer Activity Book (Part 1): page 78 to 87.

Worksheet 31

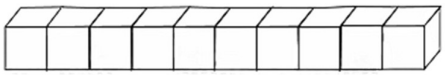
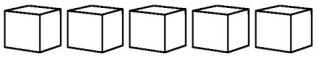
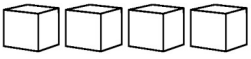
Name: _____ Class: _____

Add.

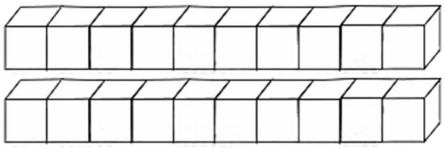
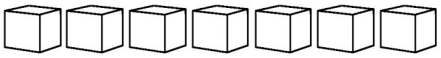
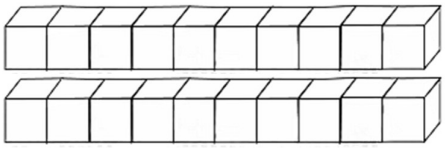
Example: 23 + 6 = **29**

tens	ones
	
	
2	**9**

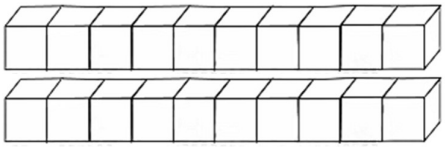
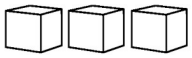
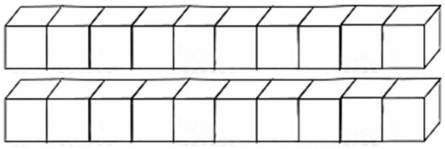
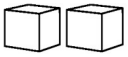
I) 15 + 4 =

tens	ones
	
	

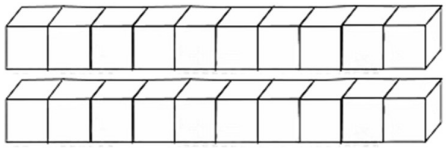
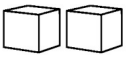
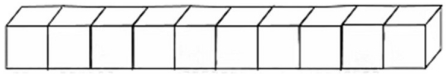
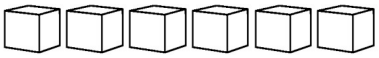
2) 27 + 2l =

tens	ones
	
	

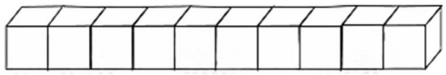
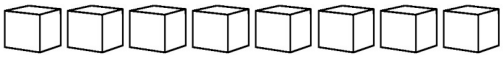
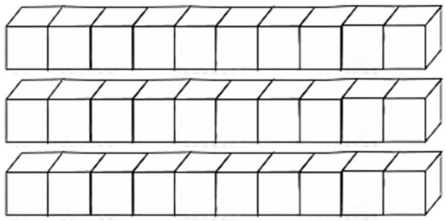
3) 23 + 22 =

tens	ones
	
	

4) 22 + 16 =

tens	ones
	
	

5) 18 + 30 =

tens	ones
	
	

Worksheet 32

Name: _____ Class: _____

Add.

Example:

13 + 4 = **17**

	tens	ones
	1	3
+		4
	1	**7**

1) 41 + 8 =

	tens	ones
	◯	◯
+	◯	◯

2) 34 + 5 =

	tens	ones
	◯	◯
+	◯	◯

3) 14 + 23 =

	tens	ones
	◯	◯
+	◯	◯

4) 19+ 25 =

	tens	ones
	◯	◯
+	◯	◯

5) 24 + 18 =

	tens	ones
	◯	◯
+	◯	◯

Worksheet 33

Name: _____ Class: _____

Add.

Example:

15 + 6 = **21**

tens	ones
	
	
2	**1**

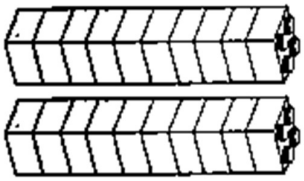
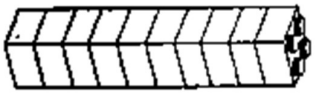
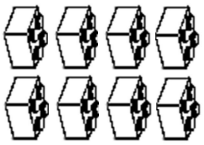
I) 27 + 8 =

tens	ones
	
	

2) 26 + 17 =

tens	ones
	
	

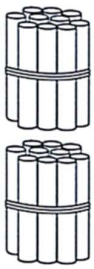
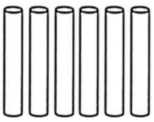
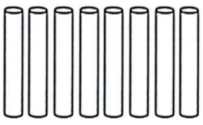
3) 24 + 18 =

tens	ones
	
	

4) 13 + 29 =

tens	ones
	
	

5) 26 + 18 =

tens	ones
	
	

Topic	:	**2.0 Basic Operations**	Suggested Time :	120 minutes
Content Standard	:	2.3 Subtract within 100		
Learning Standard	:	2.3.2 Subtract two numbers within 100.		
Lesson Explanation	:	Organised content: 1. Subtract within 50 (without regrouping and with regrouping). Lesson starts with subtraction within 50. In the learning session, teacher needs to emphasise the mastery on mathematical processes and skills such as counting, writing numbers and subtracting. Teacher can also integrates fun learning elements. Ensure pupils have mastered subtraction within 50 without regrouping before teaching subtraction within 50 with regrouping.		

Suggested Activities	**Notes**
Paired Activity: 1. Each pupil writes numbers within 50 on the 5 blank cards given. 2. Pupils carry out activity in pairs using the written number cards. 3. Pupils do the subtraction activity using the number cards. 4. Pupils show two number cards simultaneously and subtract the numbers quickly and correctly. 5. Pupils who cannot answer correctly will repeat the activity until they successfully completed the subtraction within 50. 6. Pupils who have mastered the subtraction skills will be introduced with the ways of writing number sentence for the subtraction. 7. The activity will be continued with other pupils.	• Pupils who can state the answer for the subtraction quickly and correctly will take the card from their partner. • Pupils will continue the game until one of them has no more cards left. • The winner of the game is the pupil with the most cards or the pupil with the highest score. • Concrete materials: number cards within 50.
Refer Textbook (Part 1): page 88 to 92.	
Refer Activity Book (Part 1): page 97.	

Topic	:	**1.0 Whole Numbers Up To 100**	Suggested Time :	120 minutes
Content Standard	:	1.2 Number value		
Learning Standard	:	1.2.1 Name the numbers up to 100. 1.2.2 Determine the number values up to 100. 1.3.1 Write numbers in numerals and words.		
Lesson Explanation	:	Organised content: 1. Name the numbers up to 100. 2. Show the quantity of the given number. 3. Match groups of objects with its number. 4. Compare the value of two numbers. 5. Write numbers in numerals and words. Lesson starts with the pupils' prior knowledge on numbers within 50. In the learning session, teacher needs to emphasise the skills of counting objects, naming and writing numbers in numerals and words within 100. Teacher can also apply fun learning elements. Ensure pupils have mastered the skills of counting and naming the numbers for a group of objects to represent its quantity, showing the quantity of the given number, comparing the value of two numbers and writing numbers in numerals and words within 100.		

Suggested Activities	**Notes**
Introduction: 1. A pupil is called randomly to write a number in the air with their fingers (writing in the air). 2. Other pupils guess the number written. **Activity 1:** 1. Prepare some straws and count them together with pupils. 2. Guide pupils to count in tens. 3. Prepare picture cards that show quantity of objects and paste them on the board. 4. Pupils count the objects on the picture cards. 5. Show how to write numbers in numerals and words according to the number of objects shown on the picture cards. 6. Repeat the activity with other picture cards. **Activity 2:** 1. Prepare a 100 square grid card. 2. Pupils say the number based on the coloured squares. 3. Guide pupils to count in tens. 4. Distribute the 100 square grid cards each pupil. 5. Pupils colour the 100 square grid cards based on the number mentioned by the teacher.	Notes: ● Concrete materials: straw, picture cards, 100 square grid card, number cards and word cards. ● Abacus 4:1 can be used to count. ● Teacher can choose any suitable activities. ● Activities can be varied according to the pupils' abilities.

6. Pupils write numbers based on the coloured squares in numerals and words. **Activity 3:** 1. Prepare number cards 0 to 9. 2. Pupils take two number cards randomly and paste them on the board. 3. Other pupils write the numbers in words. 4. Repeat the activity for other numbers. 5. Prepare number word cards. 6. Pupils are called randomly to take the number word cards and paste them on the board. 7. Other pupils write the numbers in numerals. **Activity 4:** 1. Prepare picture cards/number cards. 2. Pupils are called randomly and take two picture cards and show them to other pupils. 3. Pupils compare the quantity and the value of two groups of objects shown in the picture cards.	
Refer Textbook (Part 1): page 21 to 24.	
Refer Activity Book (Part 1): page 39 to 43.	

Topic	:	**1. Whole Numbers Up To 100**	Suggested Time	:	120 minutes
Content Standard	:	1.2 Number value 1.5 Number sequence 1.9 Number patterns			
Learning Standard	:	1.2.1 Name the numbers up to 100. 1.2.2 Determine the number values up to 100. 1.5.1 Count numbers. 1.5.2 Complete any number sequence. 1.9.1 Identify pattern for a given number series. 1.9.2 Complete various simple number patterns.			
Lesson Explanation	:	Organised content: 1. Count numbers up to 100. 2. Complete various number patterns. 3. Identify patterns for a given number series up to 100. Lesson starts with pupils counting numbers in tens up to 100. During the lesson, teacher emphasises counting numbers in sequence up to 100. Teacher also teaches the number patterns of twos, fours, fives and tens up to 100. Teacher integrates fun learning elements. Ensure the pupils have recognised numbers up to 100 before completing the number sequence.			

Suggested Activities	**Notes**
1. Distribute 100 square grid cards. Pupils write numbers in sequence up to 100. 2. Pupils fill in the blanks and complete the 100 square grid cards by writing the missing numbers. Pupils check the answers. 3. Pupils are given chopsticks, rubber bands and number cards in groups. Pupils do the activity by counting the chopsticks based on the number cards given. 4. Pupils are shown a number card and asked to read the number patterns of twos, fours, fives and tens while counting with their fingers.	● Concrete materials: 100 square grid cards, chopsticks, number cards. ● Teacher guides pupils to count in tens. ● Sample worksheet: Worksheet 34

Refer Textbook (Part 1): page 23, 32 to 42.

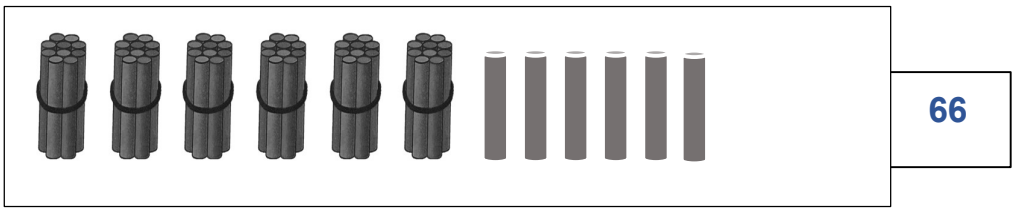
Refer Activity Book (Part 1): page 38, 39, 49, 50 to 58.

Worksheet 34

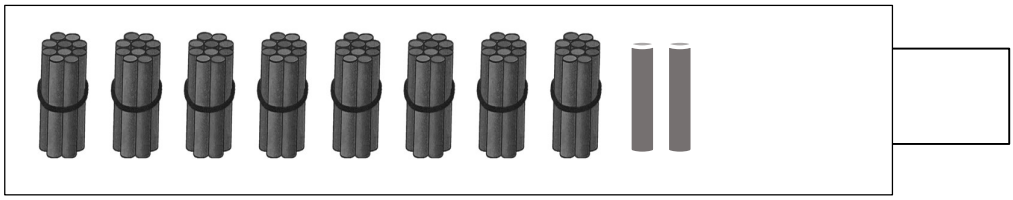
Name: _____ Class: _____

Count numbers up to I00.

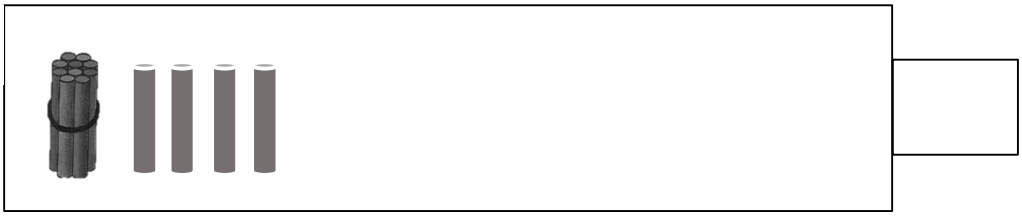
Example:



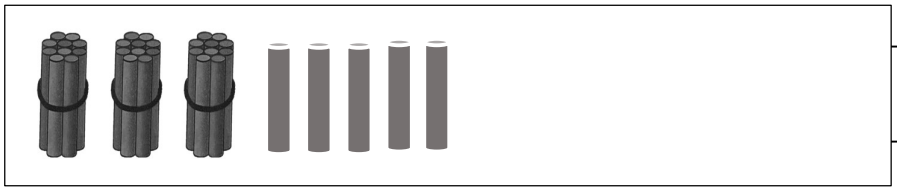
I)



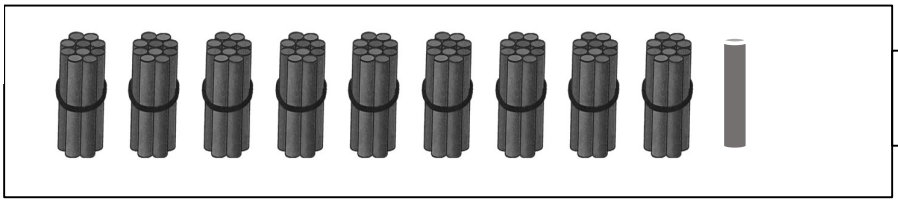
2)



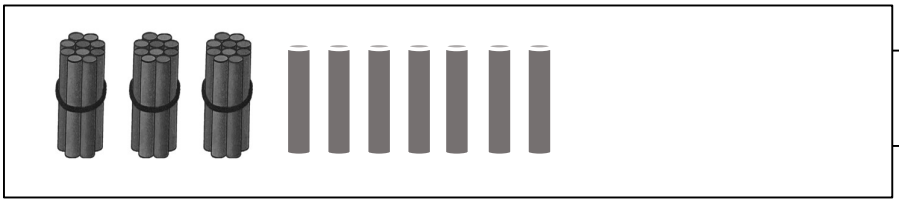
3)



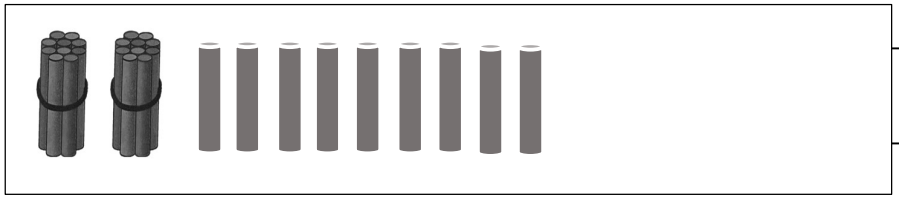
4)



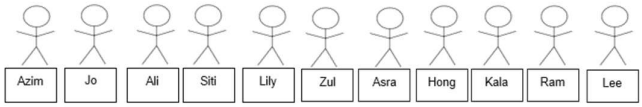
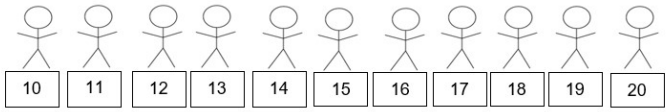
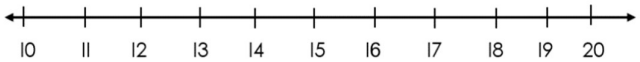
5)



6)



Topic	:	**1.0 Whole Numbers Up to 100**	Suggested Time	:	120 minutes
Content Standard	:	1.8 Round off numbers			
Learning Standard	:	1.8.1 Round off whole numbers to the nearest tens.			
Lesson explanation	:	Organised content: i. Round off numbers to the nearest tens within 20. ii. Round off numbers to the nearest tens within 50. iii. Round off numbers to the nearest tens within 100. Lesson starts with round off numbers to the nearest ten within 20. Teacher introduces the 'round off' concept. Continue the activity with number line. Ensure the pupils have mastered the number line and able to identify numbers up to 100 before teaching round off.			

Suggested Activity	**Notes**
1. 11 pupils stand in front of the class. Pupils will be asked the following questions: i. Is Siti standing near Azim or Lee? ii. Is Hong standing near Azim or Lee? iii. Zul standing near Azim or Lee? iv. Who is nearer to Lee, Ali or Kala? Example:  The rest of the pupils answer the questions. Teacher explains the concept of "nearest" according to the arrangement. 2. The same pupils are given the number cards 10 to 20 (number line also can be used). Pupils will be asked: i. What is the middle number? ii. What are the numbers near to 10? iii. What are the numbers near to 20? Example 1:  Example 2:  3. In pairs, pupils write and find the answer on the number line card. 4. Pupils present their works.	• Emphasise on the concept of "nearest". • Concrete materials: number cards and number line cards. • Sample worksheet: Worksheet 35 and 36

Refer Textbook (Part 1): page 45 to 48.

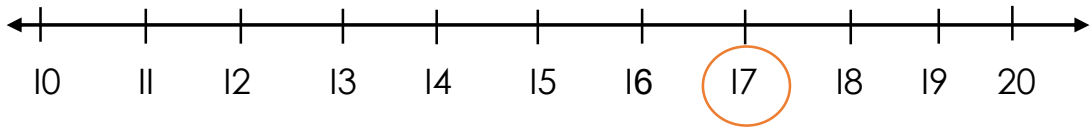
Refer Activity Book (Part 1): page 60 to 62.

Worksheet 35

Name: _____ Class: _____

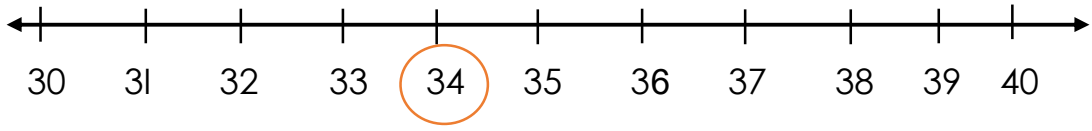
Colour the correct answer.

Example:



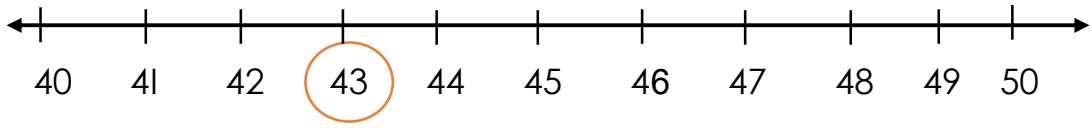
17 is near to [10] or [20]

1)



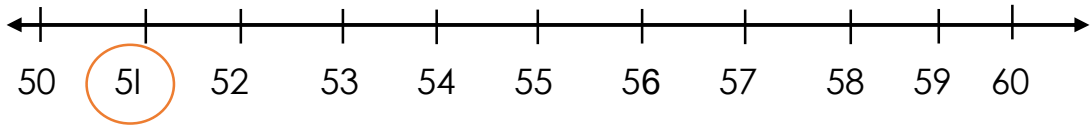
34 is near to [30] or [40]

2)



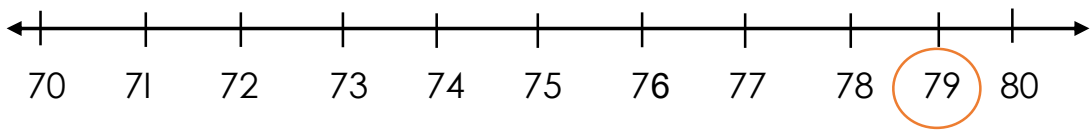
43 is near to [40] or [50]

3)



51 is near to [50] or [60]

4)



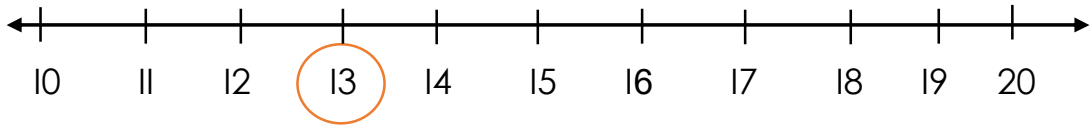
79 is near to [70] or [80]

Worksheet 36

Name: _____ Class: _____

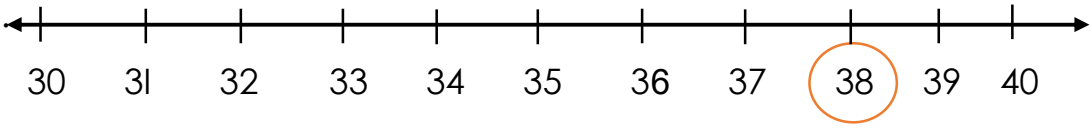
Round off the circled number to the nearest tens. Colour the answer.

Example:



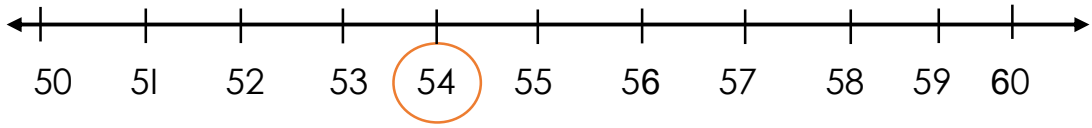
10 or 20

1)



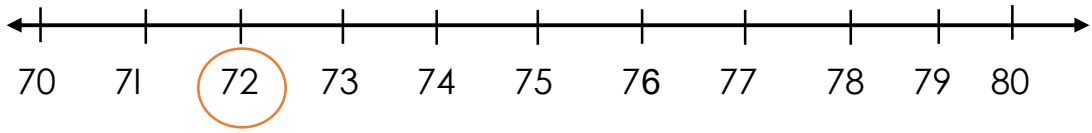
30 or 40

2)



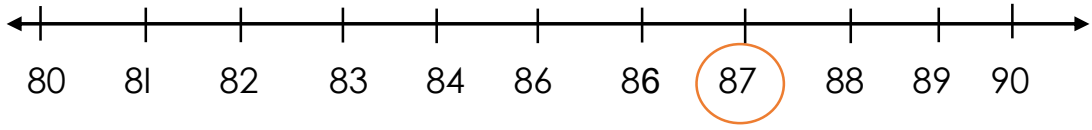
50 or 60

3)



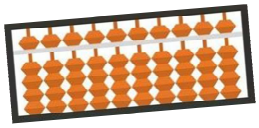
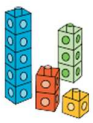
70 or 80

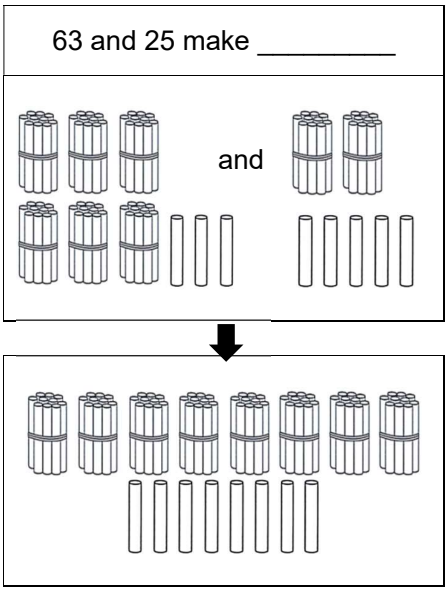
4)



80 or 90

Topic	:	**2.0 Basic Operations**	Suggested Time	: 120 minutes
Content Standard	:	2.2 Add within 100		
Learning Standard	:	2.2.2 Add two numbers with the sum within 100		
Lesson Explanation	:	Organised content: 1. Addition without regrouping within 100. 2. Addition by regrouping within 100. Lesson starts with addition without regrouping within 100 (2-digit with 1-digit numbers and 2-digit numbers). Then followed by addition by regrouping within 100 (2-digit with 1-digit number and 2-digit numbers). During the lesson, teacher emphasises mathematical skills such as counting, writing numbers based on their place value and addition. Teacher integrates fun learning elements. Ensure pupils have mastered addition without regrouping within 100 before teaching addition by regrouping within 100.		

Suggested Activities	**Notes**
1. Pupils counting using concrete materials (counters, Dienes blocks, abacus, counting frame or any suitable counters).  counting frame  abacus  counting sticks  Dienes block 2. In groups, pupils count the total of two groups of objects. Pupils write the answer on a card and show it to the class (additional without regrouping with the sum within 100).	• Use combination of numbers for addition without regrouping (within 50). • Example: 21st Century Learning-*Showdown*. • Integrated and enriched LS: 1.2.1, 1.4.1, 2.1.3 • Concrete materials: Dienes blocks, counting sticks, counting frame,etc. • Abacus 4:1 can be used for addition. • Sample worksheet: Worksheet 37 • Ensure pupils have mastered addition with regrouping.



88

3. Pupils create the number sentence using number cards given with guidance. Pupils write the number sentence on the board.

63 add 25 equal to 88

63 + 25 = 88

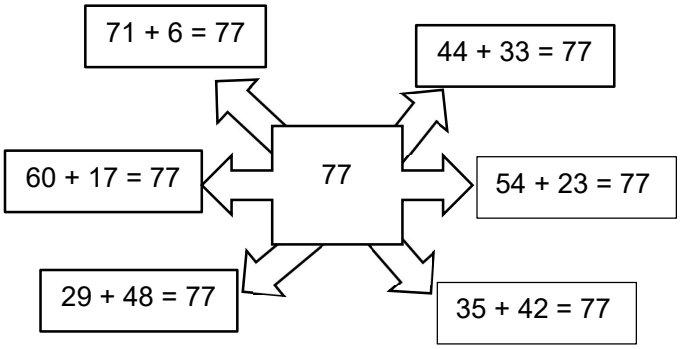
4. Pupils are guided to use standard written method (write numbers according to the place values).

	tens	ones
	6	3
+	2	5
	8	8

5. Pupils use standard written method to solve number sentence (addition with regrouping).

48 + 25 = 73

	tens	ones
	1 4	8
+	2	5
	7	3

6. Teacher emphasises on other number sentences that give the same total amount. Example:  	
Refer Textbook (Part 1): page 65 to 67.	
Refer Activity Book (Part 1): page 79 to 87.	

Worksheet 37

Name: _____ Class: _____

Solve it.

Example:

24 + 3 = **27**

tens	ones
2	**4**
+	**3**
2	**7**

I) 31 + 25 = ☐

tens	ones

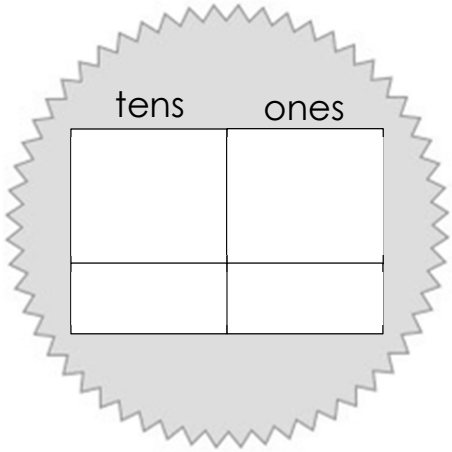
2) 46 + 4 = ☐

tens	ones

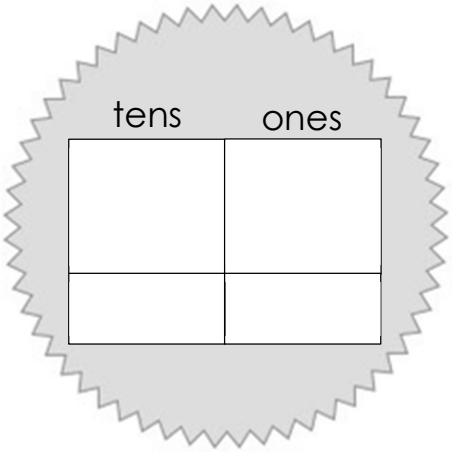
3) 36 + 29 = ☐

tens	ones

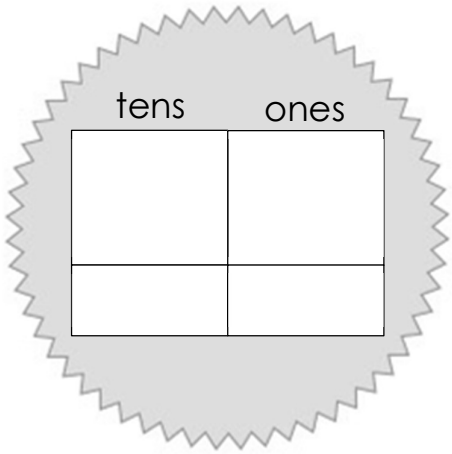
4) 43 + ☐ = 48



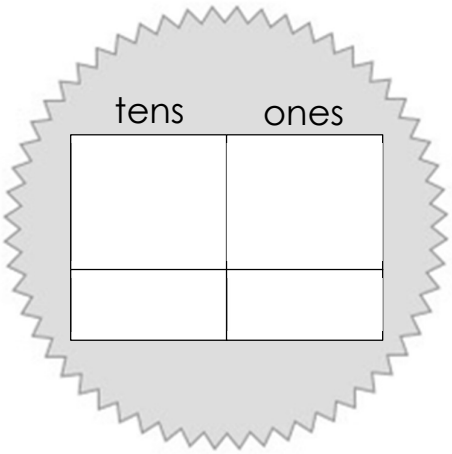
5) 64 + ☐ = 7I



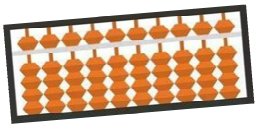
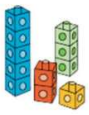
6) ☐ + 46 = 73

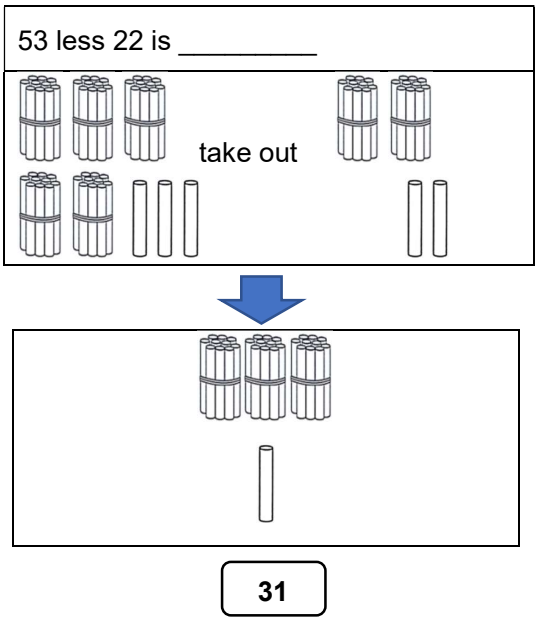


7) ☐ + 38 = 64



Topic	:	**2. Basic Operations**	Suggested Time	:	120 minutes
Content Standard	:	2.3 Subtract within 100			
Learning Standard	:	2.3.2 Subtract two numbers within 100.			
Lesson Explanation	:	Organised content: 1. Subtract without regrouping within 100. 2. Subtract by regrouping within 100. Lesson starts by subtracting without regrouping within 100 (starting by subtracting 2-digit numbers with 1-digit numbers and 2-digit with numbers 2-digit numbers). Then, followed by subtracting by regrouping (2-digit numbers with 1-digit numbers and 2-digit numbers with 2-digit numbers) within 100. During the lesson, teacher emphasises on the mathematical skills such as counting, writing numbers based on their place values and subtraction. Teacher ensures that the pupils able to write numbers according to the correct place values. Teacher integrates fun learning elements. Ensure the pupils have mastered the subtraction without regrouping within 100 before teaching subtraction with regrouping within 100.			

Suggested Activities	**Notes**
1. Pupils count the numbers shown using concrete materials (ice cream sticks, counting sticks, Dienes blocks, abacus, counting frame and other suitable counting tools).  counting frames  abacus  counting sticks  Dienes block 2. In groups, pupils solve subtraction of two groups of objects using concrete materials. Write and show answer on the cards. (Subtraction is within 50 without regrouping).	• Use the subtraction of two groups of objects to introduce the process of subtraction without regrouping within 50. • Example: 21st Century Learning – *Showdown*. • Integrated and enriched LS: 1.2.1, 2.1.3. • Concrete materials: Dienes block, counting sticks, abacus, counting frame, etc. • Abacus 4:1 can be used for subtractions. • Sample worksheet: Worksheet 38 • Teacher ensures that pupils have mastered the skill of subtraction with regrouping. • Teacher ensures pupils can subtract according to the correct place values in the standard written method.



31

3. Pupils who have mastered the subtraction skills are introduced on how to write number sentence for subtraction. Step 2 will be repeated with the pupils who are still unable to subtract correctly.

53 minus 22 is equal to 3l

53 − 22 = 31

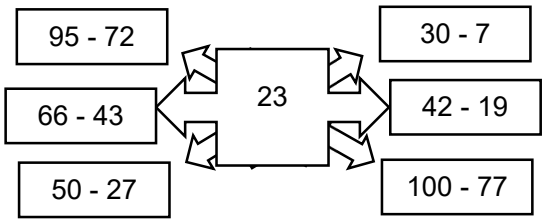
4. Pupils are introduced to standard written method by using place values. Write numbers according to the correct place values in the standard written method.

	tens	ones
	5	3
−	2	2
	3	1

5. Pupils solve subtraction by regrouping in standard written method by writing numbers according to the correct place values.

85 − 48 = 37

	tens	ones
	7	+10
	~~8~~	5
−	4	8
	3	7

6. Teacher introduces other combination of numbers for the same subtraction. Example:  	
Refer Textbook (Part 1): page 95 to107.	
Refer Activity Book (Part 1): page 98 to 106.	

Worksheet 38

Name: _____ Class:_____

Solve it.

Example:

77 – 23 = **54**

tens	ones
7 **– 2**	**7** **3**
5	**4**

I) 88 – 52 = ☐

tens	ones

2) 99 – 47 = ☐

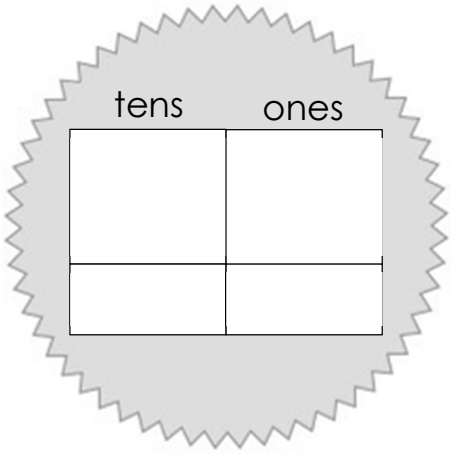
tens	ones

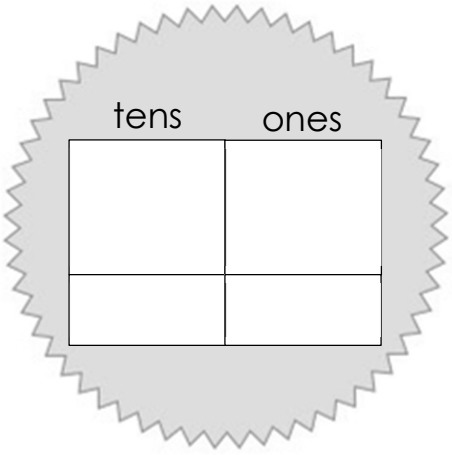
3) 76 – 28 = ☐

tens	ones

4) 76 – ☐ = 28

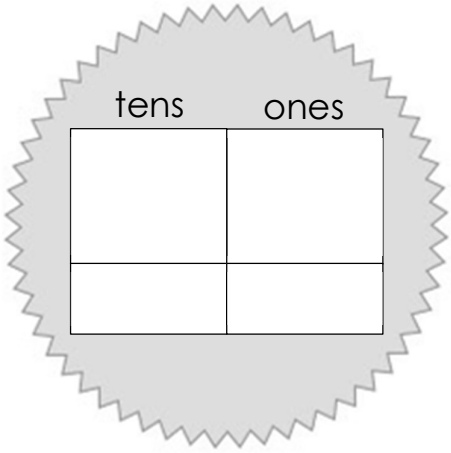
5) 81 – ☐ = 24

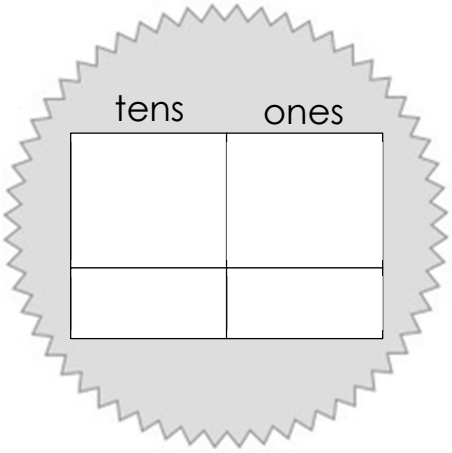




6) ☐ – 38 = 15

7) ☐ – 26 = 64

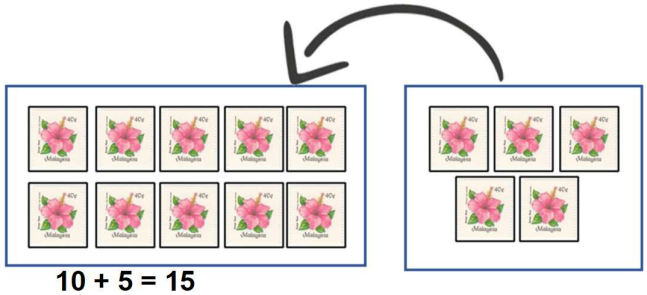




Topic	:	**2.0 Basic Operations**	Suggested time	: 120 minutes
Content Standard	:	2.4 Problem solving		
Learning Standard	:	2.4.1 Create stories involving addition and subtraction within 100.		
Lesson explanation	:	Organised content: 1. Create stories involving addition within 10. 2. Create stories involving addition within 18. 3. Create stories involving addition within 50. 4. Create stories involving addition within 100. The lesson starts with the simulation of create story based on daily life situations for addition. During the lesson, teacher focuses on the concept and the process of addition. Teacher integrates fun learning elements. Ensure pupils able to create stories based on simple daily situation.		

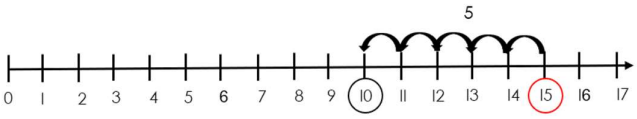
Suggested activities:	**Notes**
1. Pupils tell a story based on the number sentence shown. Example: **4 + 3 = 7** Ali has [4] marbles   Siva has [3] marbles There are [7] marbles.  2. Pupils create stories with guidance. 3. Pupils write the story.	• Integrated and enriched LS: 2.1.1, 2.1.3, 2.2.1 and 2.2.2. • Encourage pupils who have not mastered in writing, create stories verbally. • Use picture. • Apply CPA (concrete-pictorial-abstract) approach. • Focus on the terms of addition. Example: add, total, altogether.
Refer Textbook (Part 1): page 93 and 106.	
Refer Activity Book (Part 1): page 109 to 116.	

Topic	:	**2.0 Basic operations**	Suggested time	: 120 minutes
Content Standard	:	2.4 Problem Solving		
Learning Standard	:	2.4.2 Solve problems involving addition and subtraction in daily life situations.		
Lesson Explanation	:	Organised content: 1. Solve problems involving addition in daily life situations. The lesson starts with the simulation of solving problems involving addition in daily situation. During the lesson, teacher emphasises the concept and process of addition. Teacher integrates fun learning elements. Pupils focus the problem solving process.		

Suggested activities	**Notes**
1. Teacher shows a number sentence and a situation. Pupils relate the number sentence with the situation. 2. Pupils solve the problem. Example: Rahim has 10 stamps. Amin has 5 stamps. How many stamps altogether? Step 1: Understand and interpret the problem. Rahim: 10 stamps Amin: 5 stamps Find **the total of stamps.** Step 2: Plan a solving strategy. Operation: Addition Number sentence: 10 + 5 = ☐ Step 3: Carry out the strategy.  **10 + 5 = 15** **There are 15 stamps altogether.** 10 + 5 15	• Integrated and enriched Learning Standard: 2.1.1, 2.1.3, 2.2.1 and 2.2.2. • Start with simple daily life situation. Notes: • Use a diagram. • Apply CPA (concrete-pictorial-abstract) approach. • Focus on the terms of addition. Example: add, total, altogether. • Polya Model steps: I. Understand and interpret the problem; II. Plan a solving strategy; III. Carry out the strategy; and IV. Check the answer.

Step 4: Check the answer.

Counting backwards using number line.

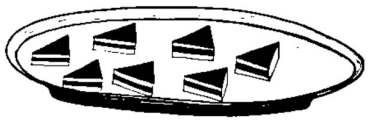
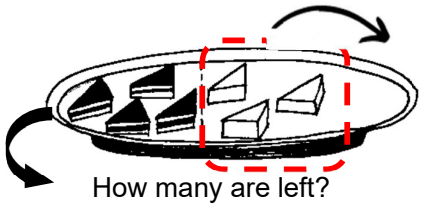


3. Pupils solve problems using Polya Model.

Refer Textbook (Part 1): page 93 and 106.

Refer Activity Book (Part 1): page 109 to 116.

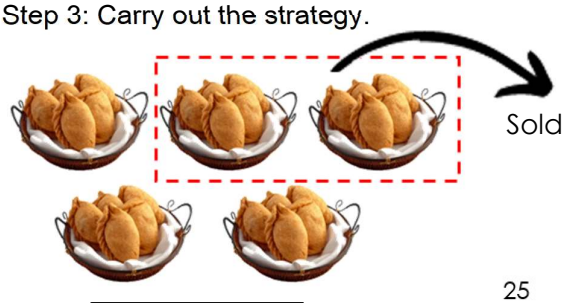
Topic	:	**2.0 Basic Operations**	Suggested time :	120 minutes
Content Standard	:	2.4 Problem Solving		
Learning Standard	:	2.4.1 Create stories involving addition and subtraction within 100.		
Lesson explanation	:	Organised content: 1. Create stories involving subtraction within 10. 2. Create stories involving subtraction within 18. 3. Create stories involving subtraction within 50. 4. Create stories involving subtraction within 100. The lesson starts with the simulations of create stories based on daily situations involving subtraction within 10 and more. During the lesson, teacher focuses on the concept and the process of subtraction. Teacher integrates fun learning elements. Ensure pupils able to create stories based on simple daily situation.		

Suggested activities:	**Notes**
1. Start the activity by creating stories on addition based on prior knowledge. Followed by creating stories for subtraction. 2. Pupils create a story verbally based on the number sentence given. Example: **7 - 3 = 4** There are 7 slices of cake.  3 slices have been eaten.  Had been eaten How many are left? There are 4 slices of cake left. 3. Pupils create stories verbally then write them down. 4. Pupils are provided with number sentences with bigger numbers.	• Integrated and enriched LS: 2.1.1, 2.1.3, 2.2.1 and 2.2.2. • Create stories verbally if pupils have not yet mastered writing skills. • Use a diagram. • Applied CPA (concrete-pictorial-abstract) approach. • Focus on the use of correct vocabulary related to the subtraction. Example: separate, balance, take out, take away, difference.

Refer Textbook (Part 1): page 93 and 106.

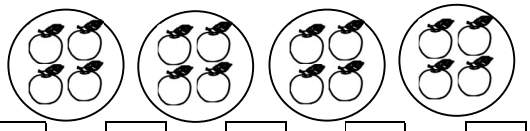
Refer Activity Book (Part 1): page 109 to 116.

Topic	:	**2.0 Basic Operations**	Suggested time	:	120 minutes
Content Standard	:	2.4 Problem Solving			
Learning Standard	:	2.4.2 Solve problems involving addition and subtraction in daily life situations.			
Lesson Explanation	:	Organised content: 1. Solve problems involving subtraction in daily life situations. The lesson starts with simulation of solving problems involving subtraction in daily life situations. During the lesson, teacher emphasises the concept, process and terms of subtraction. Teacher integrates fun learning elements. Pupils focus the problem solving process and relate with their daily life situations.			

Suggested activities	**Notes**
1. Teacher shows a number sentence and a situation. Pupils relate the number sentence with the situation. 2. Pupils solve the problem given. Example: Ali had 25 curry puffs. 10 curry puffs were sold. How many curry puffs were left? Step 1: Understand and interpret the problem. There are: 25 curry puffs. Sold: 10 curry puffs were sold. How many curry puff were left? Step 2: Plan a solving strategy. Operation: Subtraction Number sentence: 25 - 10 = ☐ Step 3: Carry out the strategy.  **25 - 10 = 15** 25 - 10 15 **There were 15 curry puff left.**	• Integrated and enriched LS: 2.1.1, 2.1.3, 2.2.1 and 2.2.2. • Use a picture. • Apply CPA (concrete-pictorial-abstract) approach. • Focus the term of subtraction. Example: left, balance, take out, take away, difference. • Polya Model steps: i. Understand and interpret the problem; ii. Plan a solving strategy; iii. Carry out the strategy; and iv. Check the answer.

Step 4: Check the answer. Use addition operation to check. **15 + 10 = 25** 15 + 10 25 3. Pupils continue the activity with larger numbers. 4. Pupils solve problems using Polya Model with guidance.	
Refer Textbook (Part 1): page 93 and 106.	
Refer Activity Book (Part 1): page 109 to 116.	

Topic	:	**2.0 Basic Operations**	Suggested Time :	120 minutes
Content Standard	:	2.5 Repeated addition.		
Learning Standard	:	2.5.1 Write number sentence of repeated addition in twos, fives, tens and fours.		
Lesson Explanation	:	Organised content: Write number sentence of repeated addition in: i. twos ii. fives iii. tens iv. fours Lesson starts with a simulation and Q&A session about repeated addition by using counters and pictures. During teaching and learning session, teacher needs to focus on how to write number sentences of repeated addition. Teacher integrates fun learning elements.		

Suggested Activities	**Notes**
1. Pupils carry out simulation activity related to repeated addition. 2. Get three pupils and provide two counters to each of them. 3. Pupils write number sentence of repeated addition.  **2 + 2 + 2 = 6** 4. Pupils write number sentence from the picture provided, with teacher's guidance.  **4 + 4 + 4 + 4 = 16** 5. Repeat Activity 4 for repeated addition in fives, tens and fours.	• Integrated and enriched LS: 2.2.1. • Concrete materials: counters, pictures, and number lines. • Relate repeated addition as multiplication. • Sample worksheet: Worksheet 39

Refer Textbook (Part 1): page 108 to 110.

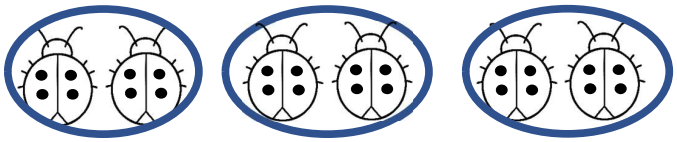
Refer Activity Book (Part 1): page 117 to 119.

Worksheet 39

Name: _____ Class: _____

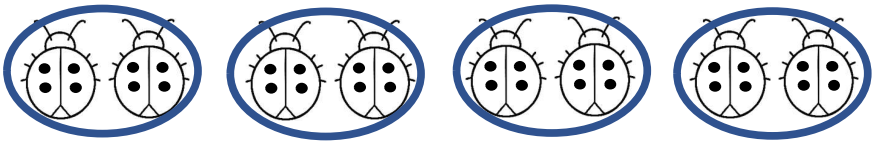
Write the number sentence.

Example:

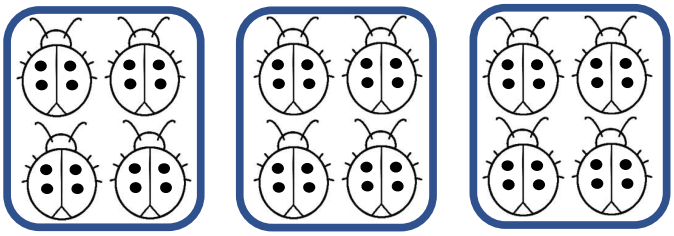


2 + 2 + 2 = 6

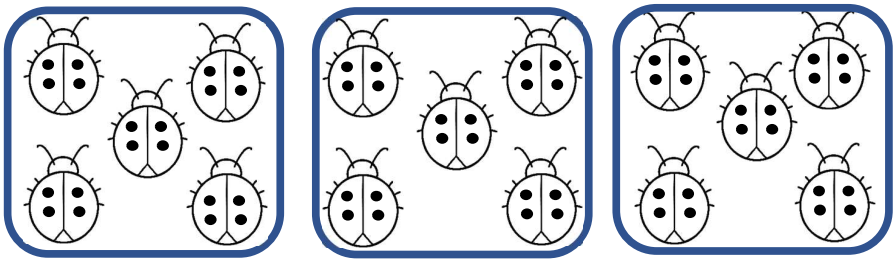
1)



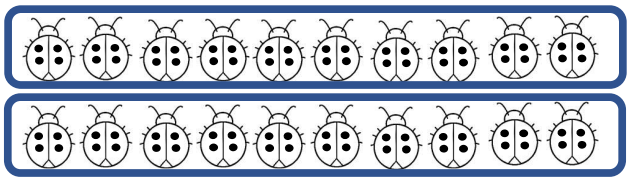
2)



3)



4)



Topic	:	**2.0 Basic Operations**	Suggested Time :	120 minutes
Content Standard	:	2.6 Repeated subtraction		
Learning Standard	:	2.6.1 Write a number sentence of repeated subtraction in twos, fives tens, and fours.		
Lesson Explanation	:	Lesson starts by showing simulation on subtraction in: i. twos ii. fives iii. tens iv. fours During lesson, teacher needs to focus on number lines. Teacher integrates fun learning elements. Ensure that pupils have mastered subtraction up to 100.		

Suggested Activities	**Notes**
1. Pupils carry out simulation activity on repeated subtraction using counters. 2. Distribute number line cards (up to 20) with question cards (refer Worksheet 40). 3. In groups, pupils solve the problems and write the answers. 4. Conduct discussion.	• Teacher may use any suitable materials. • Sample worksheet: Worksheet 40

Refer Textbook (Part 1): page 111 to 113.

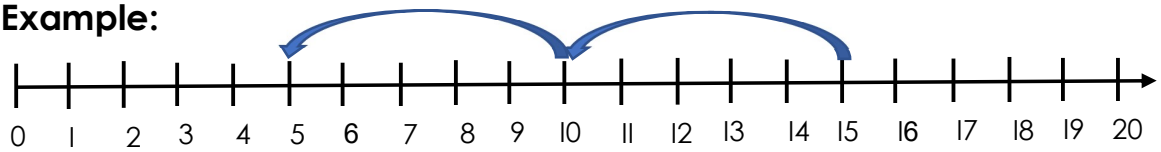
Refer Activity Book (Part 1): page 121 to 123.

Worksheet 40

Name: _____ Class:_____

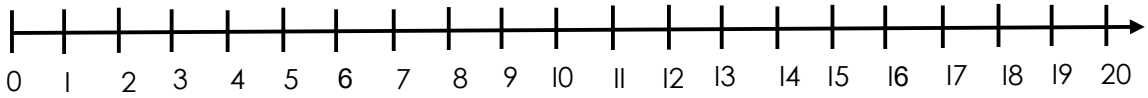
Write the answers.

Example:



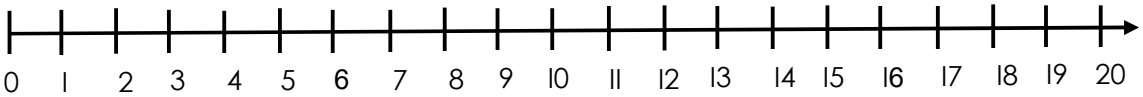
15 - 5 - 5 = **5**

1)



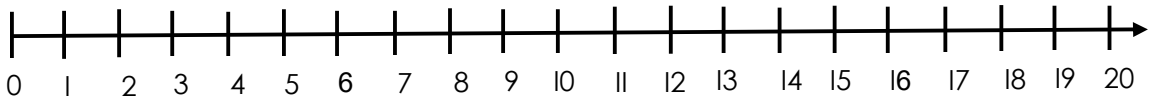
16 - 4 - 4 = ☐

2)



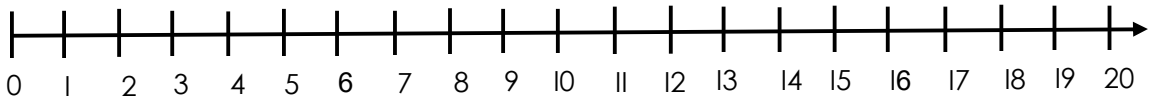
10 - 2 - 2 = ☐

3)



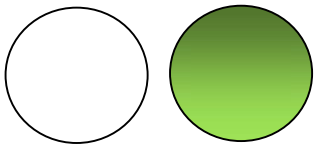
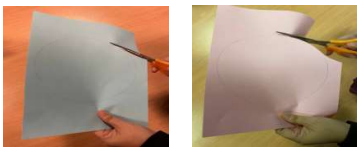
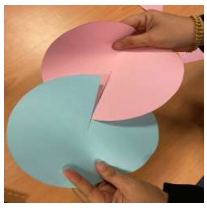
10 - 5 - 5 = ☐

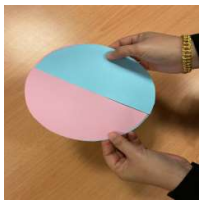
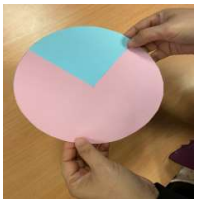
4)



20 - 10 - 10 = ☐

Topic	:	**3.0 Fractions**	Suggested Time :	120 minutes
Content Standard	:	3.1 Concept of one over two and one over four in proper fractions.		
Learning Standard	:	3.1.1 Identify one over two, one over four, two over four and three over four.		
Lesson Explanation	:	Identify ‘one over two’, ‘half’, ‘one over four’ and ‘three over four’. The lesson starts with hands-on activity by identifying 'one over two', 'half', 'one over four’ and ’three over four’ (make a fraction card using concrete materials). During the lesson, teacher emphasises that one over two equal to half, one over four equal to a quarter and three over four equal to three quarters.		

Suggested Activities	**Notes**
1. Give two different coloured papers to pupils. 2. Pupils draw two circles on the paper. Example:  3. Pupils make fraction card step by step: Step 1:  Step 2:  Step 3: 	• Use a fraction card to identify ‘one over two’, ‘half’, ‘one over four’, ‘quarter’, ‘three over four’ and ‘three quarters’. • Concrete materials: coloured paper, ruler and scissors. • Sample worksheet: Worksheets 41 to 43.

Step 4:   4. Pupils spell and write 'one over two', 'half', 'one over four', 'quarter', 'three over four' and 'three quarters' in words.	
Refer Textbook (Part 2): page 2 to 4.	
Refer Activity Book (Part 2): page 1 to 5.	

Worksheet 4I

Name: _____ Class: _____

Cut and paste.

Half

One over two

Worksheet 42

Name: _____ Class: _____

Cut and paste.

Quarter

One over four

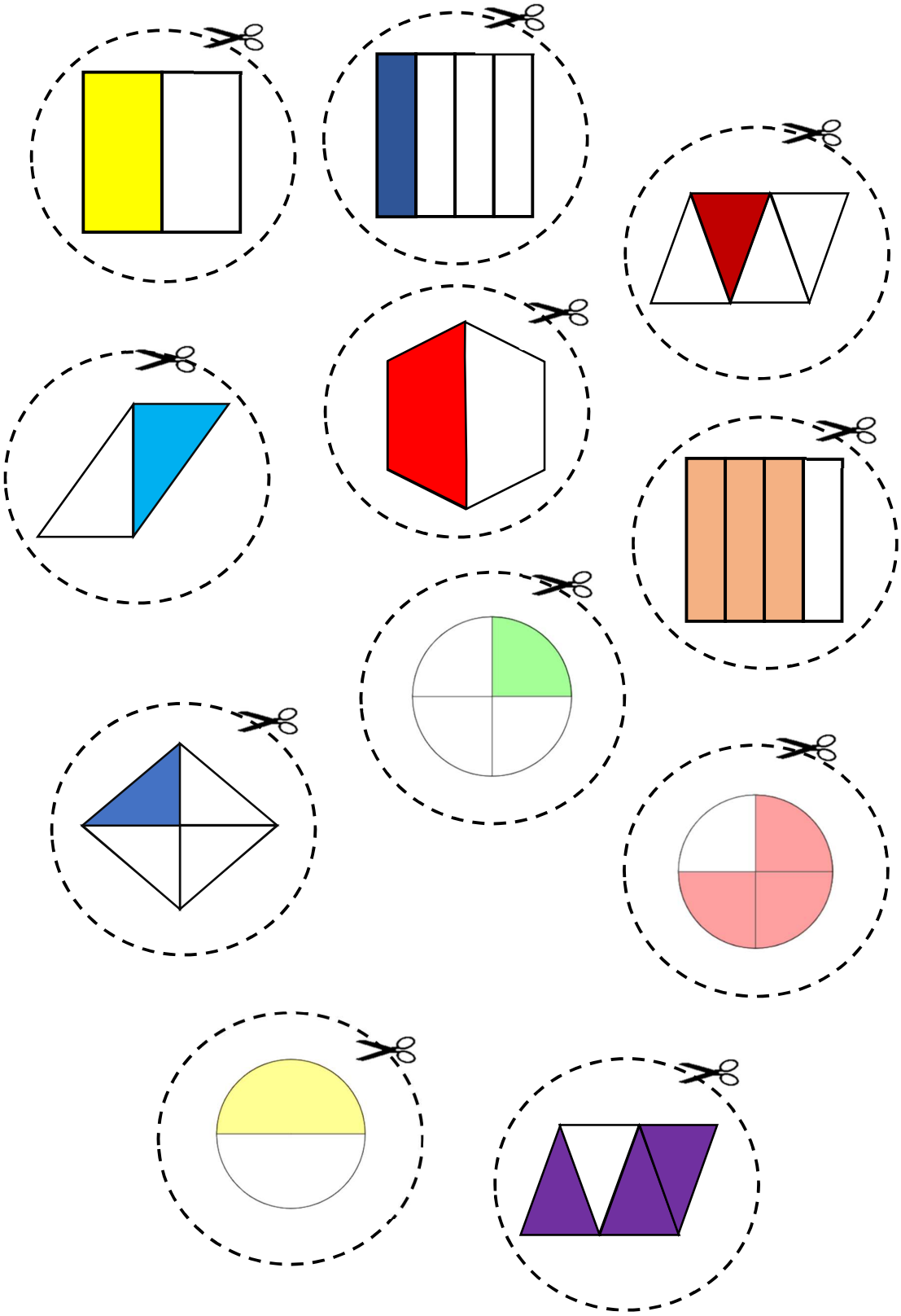
Worksheet 43

Name: _____ Class: _____

Cut and paste.

Three quarters

Three over four



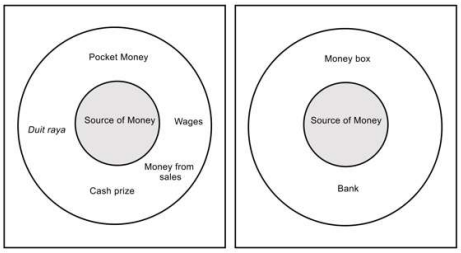
Topic	:	**4.0 Money**	Suggested Time :	60 minutes
Content Standard	:	4.1 Notes and coins		
Learning Standard	:	4.1.2 Represent the value of money.		
Lesson Explanation	:	Organised content: 1. Sen up to RM 1. 2. Ringgit up to RM10. The lesson starts by telling the value of money according to the coins and notes shown. During lesson, teacher emphasises the skills such as identifying the value of money in 'RM' and 'sen' and telling the total for combination of notes and coins (up to RM10). Teacher integrates fun learning elements. Ensure pupils can identify coins and notes of Malaysian currency before teaching the value of money.		

Suggested Activities	**Notes**
1. Pupils tell the value according to the coins and notes shown. 2. Pupils arrange the coins and notes according to their value (from small to big). Example:   RM1 RM5 RM10 3. Introduce how to represent value of money using abacus 4:1. 4. Pupils tell the total for combination of notes and coins (up to RM10) with guidance.	• Use real money. • Carry out simulation activity (combination of money). • Encourage pupils to show the combination value of money on the abacus. • Concrete materials: real money, sample money. • Abacus 4:1 can be used to show the value of money.
Refer Textbook (Part 2): page 14 and 15.	
Refer Activity Book (Part 2): page 15 and 16.	

Topic	:	**4.0 Money**	Suggested Time	: 60 minutes
Content Standard	:	4.1 Notes and coins		
Learning Standard	:	4.1.3 Convert money.		
Lesson Explanation	:	Organised content: 1. Coins up to RM1. 2. Notes up to RM10. Lesson starts by asking pupils to show the sample coins which have the same value as the money shown at the board. During lesson, teacher emphasises the skill of converting coins (up to RM 1) and notes (up to RM10) using combination of money. Teacher integrates fun learning elements. Ensure pupils can represent the value of money in 'RM' and 'sen' before teaching conversion of money.		

Suggested Activities	**Notes**
1. Pupils sit in pairs. 2. Distribute sample coins to pupils. 3. Pupils show sample coins which have the same value as the money shown/ written on the board. 4. Pupils paste the sample coins on the board. Example:  5. Repeat the activities with other conversion of money (up to RM10). 6. Pupils convert money in coins and notes using combination of money.	• Convert money using various combination of money. • The value of money must be the same during conversion of money. • Concrete material: sample coins / notes, printed coins/ notes.
Refer Textbook (Part 2): pages 16 to 19.	
Refer Activity Book (Part 2): pages 17 to 19.	

Topic	:	**4.0 Money**	Suggested Time :	120 minutes
Content Standard	:	4.2 Financial resources and savings		
Learning Standard	:	4.2.1 Identify financial resources and savings.		
Lesson Explanation	:	Organised content: 1. Identify value of money up to RM10. 2. Identify and record savings and expenses from the financial resources. Lesson starts by asking questions about pocket money and expenses to pupils. Then, teacher relates to financial resources and savings. During lesson, teacher needs to emphasise on mathematical processes and skills such as counting money, writing money, adding, and subtracting money. Teacher can apply project-based learning to create a more interesting and effective learning environment.		

Suggested Activities	**Notes**
1. Teacher asks pupils about pocket money. i. How much is your pocket money? ii. What can you buy using the pocket money? iii. How much do you spend? 2. Teacher asks pupils: What other source of money do you have? (Example: Hari Raya money) 3. Teacher explains about savings. 4. Teacher guides pupils to relate the topic with financial resources, savings, and expenses *(*use situations that are related to the pupils daily life*)*. 5. Pupils state the financial resources and savings on the given Circular Map. Example:  6. Pupils are given a few situation cards. Example: Father gave pocket money to Ali. Ali kept the money in the coin box. 7. Pupils are asked to match the situation cards in the table at the board.	• Project-based learning (mini project) to evaluate the pupils' performance level. • Integrated and enriched LS: 4.1.1, 4.1.2, 4.1.3 and 4.2.2 **Financial Resources:** Money earned from various sources. Example: Pocket money, raya/*angpau* money, reward money/gifts and sales money. **Savings:** Part of the financial resources that are set aside for savings or use in the future. Example: Set aside certain amount of daily pocket money and keep it in a bank. **Expenses:** Extra money from savings to be spent. Example: Money more than savings spent on buying things. Notes: • I-think map/Mind Map: Circular Map and Mind Map and table to collect and record information. • Using records to monitor savings and expenses. • Video link

Example:

Source of Money	Savings

8. Discuss the answers.
9. Pupils are divided into a few groups and teacher gives suitable mini projects.

   Project suggestion: Pupils prepare a mind map on the source of money and savings.

   Example: (Refer Textbook: Part 2, page 20)

10. Pupils explain with examples: savings and expenses record.
    Example:

SAVINGS AND EXPENSES RECORD

Date	Financial Resources (Income)		Savings	Expenses	
10.1.2023	Pocket Money	RM3	RM2	Nasi Lemak	RM1
	Baby Sitting	RM2		Syrup Drink	RM1
				Watermelon	RM1

11. Pupils explain about financial resources, daily savings and expenses.
12. Each pupil is given a suitable mini project.

    Project suggestion: pupils prepare daily record of savings and expenses.
13. Pupils present and discuss the completed project.

Didik TV KPM: Year 1 Money Resources

https://www.youtube.com/watch?v=eSux1iVURv8

Refer Textbook (Part 2): page 20 to 22.

Refer Activity Book (Part 2): page 20 and 21.

Topic	:	**4.0 Money**	Suggested Time	: 120 minutes
Content Standard	:	4.3 Problem Solving		
Learning Standard	:	4.3.1 Solve daily life problems involving addition and subtraction of money.		
Lesson Explanation	:	Organised content: 1. Represent the value of money up to RM10. 2. Solve daily problems involving subtraction up to RM10. Lesson starts by representing the value of money up to RM10 and followed by subtraction up to RM10. During lesson, teacher emphasises on mathematical processes and skills such as counting money, writing the value of money and subtracting money. Teacher applies problem-based learning in the lesson. Ensure pupils have mastered subtraction operations within 10, 18, 50 and 100 before teaching solving daily problems involving subtraction of money.		

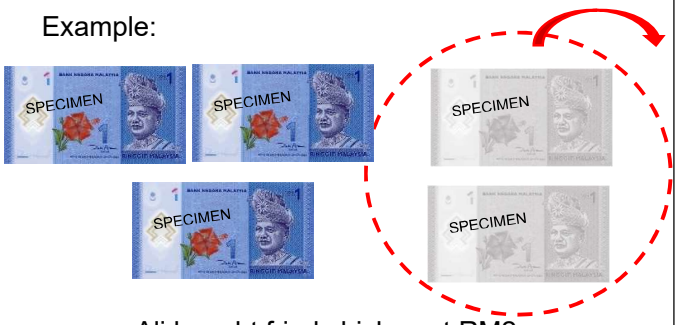
Suggested Activities	**Notes**
1. Pupils are given a daily life situation involving money by the teacher. Example: Ali has RM5 pocket money. 2. Pupils represent the value of money using coins or notes provided. Example:  Pupils represent the value of RM5 with five pieces of RM1 notes 3. Pupils are able to represent the value of money using coins or notes accurately and correctly. 4. Pupils are given pictures and daily situations involving money. Example: (Refer Textbook Part 2, page 29)  	• Using activity represent the value of money in the process of counting and finding the balance. • Integrated and enriched LS: 4.1.2, 4.1.3, 4.2.1 and 4.2.2. • Concrete materials: samples of coins and notes • Number line and abacus 4:1 can be used for subtraction

Example:

Ali buys fried chicken.

5. Pupils count the balance of pocket money and state the amount.

   Example:



Ali bought fried chicken at RM2.

Ali's pocket money balance is RM3.

6. Pupils are guided to write number sentence for subtraction.

   Example:

RM5 – RM2 = RM3

7. Pupils are guided to write in standard written method.

   Example:

$$\begin{array}{r} \text{RM5} \\ -\ \text{RM2} \\ \hline \text{RM3} \end{array}$$

8. Pupils are asked to solve subtraction using standard written method.
9. Pupils work in groups for the activity given.

   Example: Teacher prepares different daily life situation cards that involve subtraction.

Mimi has RM3. Mimi bought a cupcake.

Sani has RM2. Sani bought a burger.

11. Pupils solve problems in number sentence and standard written method.
12. Teacher discusses pupils' work.

Refer Textbook (Part 2): page 23 to 29.

Refer Activity Book (Part 2): page 22 to 30.

Topic	:	**5.0 Time**	Suggested time	: 120 minutes
Content Satndard	:	5.1 Days and months		
Learning standard	:	5.1.1 State time in a day. 5.1.2 State the sequence of events in a day.		
Lesson Explanation	:	Organised content: 1. Introduce the pictures of activity. 2. Introduce the vocabulary of time for each activity. 3. Introduce time cards. Lesson starts by showing pictures of activity in the morning, afternoon, evening and night. Then, followed by introducing the vocabulary of time and suitable time for each activity. Teacher integrates fun learning elements.		

Suggested Activities	**Notes**
1. Pupils sing 'Good Morning Song' with music and lyrics. 2. Pupils state the time based on the picture (activity) shown. 3. Pupils complete the spelling of the word (time). Example: **m __r n __ __ g** 4. In pairs, pupils match the picture of activity with time. Example:   5. Pupils match the activity with other time cards. Example: 8:30 at night 6. In groups, pupils arrange all the activities based on the sequence of time.	• Concrete materials: pictures of activities, word cards, time cards, envelopes. • Sample worksheets: Worksheets 44 and 45.

Refer Textbook (Part 2): page 31 and 32.

Refer Activity Book (Part 2): page 31 to 33.

Worksheet 44

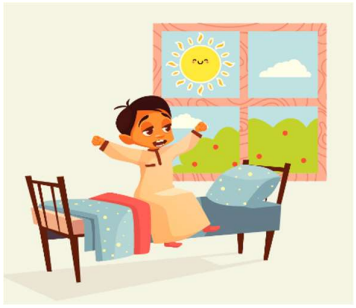
Name:_____ Class:_____

Match the picture of activities with the suitable time.

night

evening

afternoon

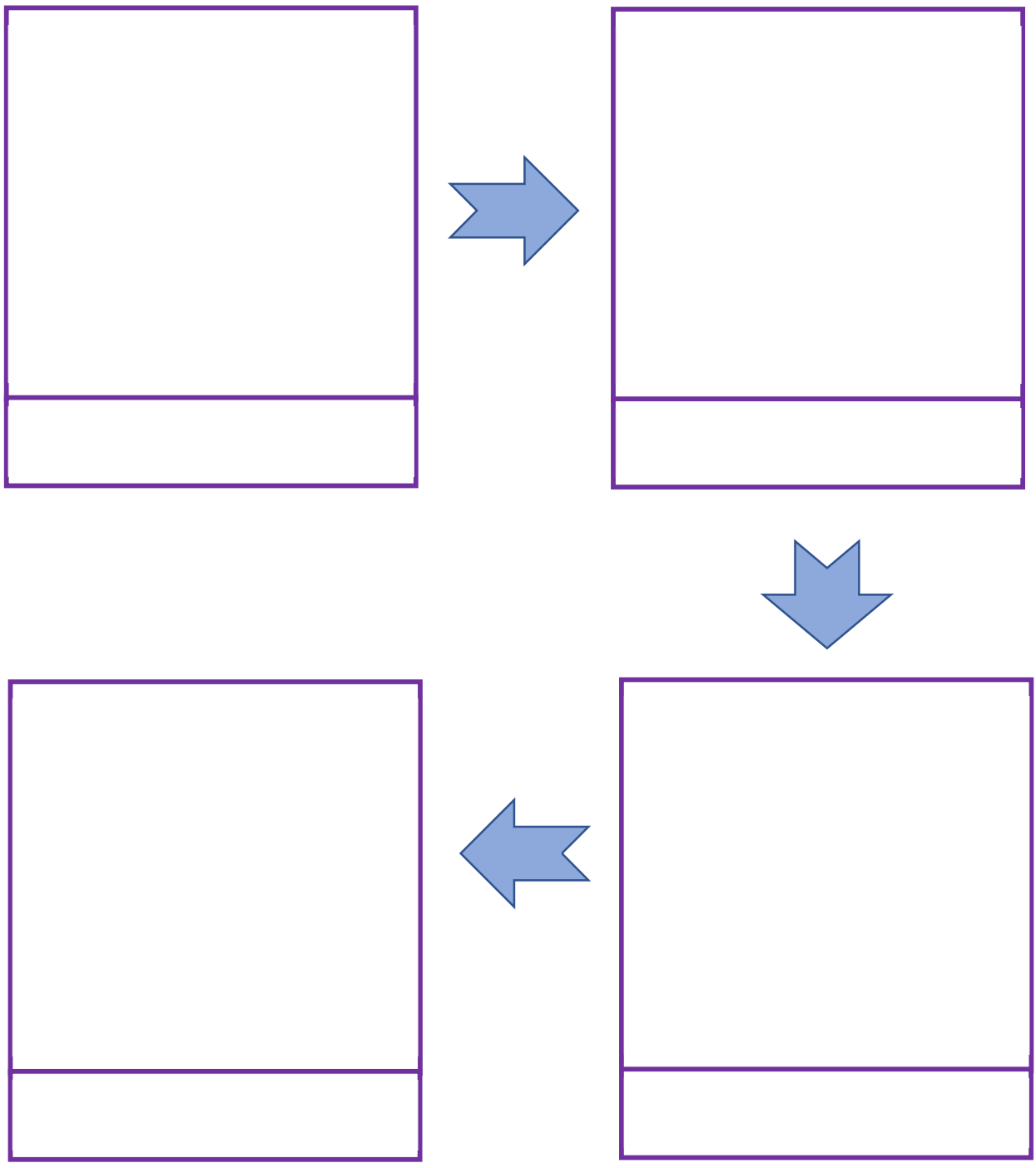


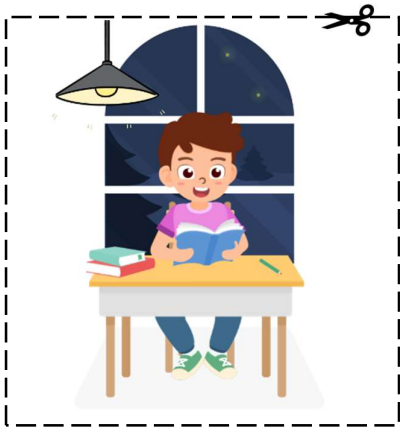
morning

Worksheet 45

Name: _____ Class: _____

Cut and paste the pictures in the correct order.





8:00 night

6:00 evening

I2:30 afternoon

7:00 morning

Topic	:	**5.0 Time**	Suggested Time :	60 minutes
Content Standard	:	5.1 Days and months		
Learning Standard	:	5.1.3 Name the days of a week.		
Lesson Explanation	:	Organised content: 1.Say in sequence the name of days. 2.Write the name of the days of a week in words. 3.Identify the day before and after. The lesson starts with state the sequence of days of a week and write the days correctly. The teacher emphasises that the name of the day is written starting with a capital letter. Then, teacher introduces the terms “a day before”, “a day after”, “yesterday”, “tomorrow” and “the day after tomorrow”. Teacher integrates fun elements.		

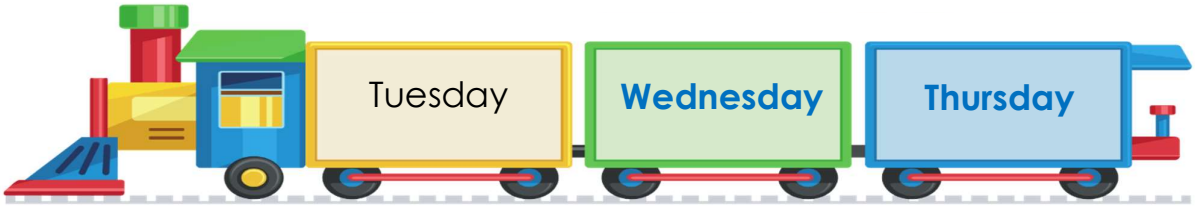
Suggested Activity	**Notes**
1. Seven pupils are given day cards and they line up based on the sequence of days in a week. 2. In groups, pupils arrange day cards in sequence. 3. Pupils answer questions asked by the teacher. Example: When do we have school assembly? 4. Pupils answer the questions asked by the teacher. Example: What day is today? What day is tomorrow? What day was yesterday? Name the day after Saturday.	● The beginning of the day of the week starts with Sunday. ● Teacher can use variety of activities based on the pupils' capability. ● Concrete materials: paper plates, marker pens, day cards, envelope ● Sample worksheet: Worksheet 46 and 47
Refer Textbook (Part 2): page 38.	
Refer Activity Book (Part 2): page 38.	

Worksheet 46

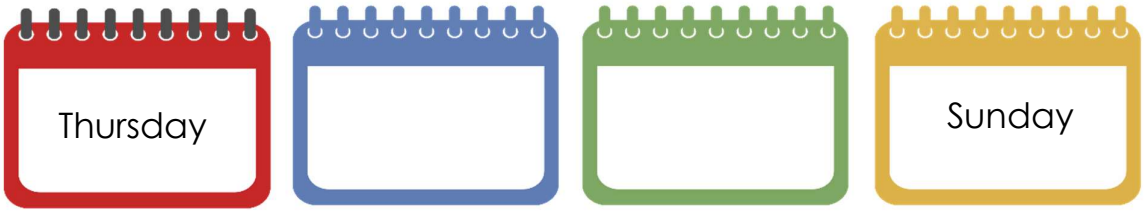
Name: _____ Class: _____

Complete the days in correct sequence.

Example:

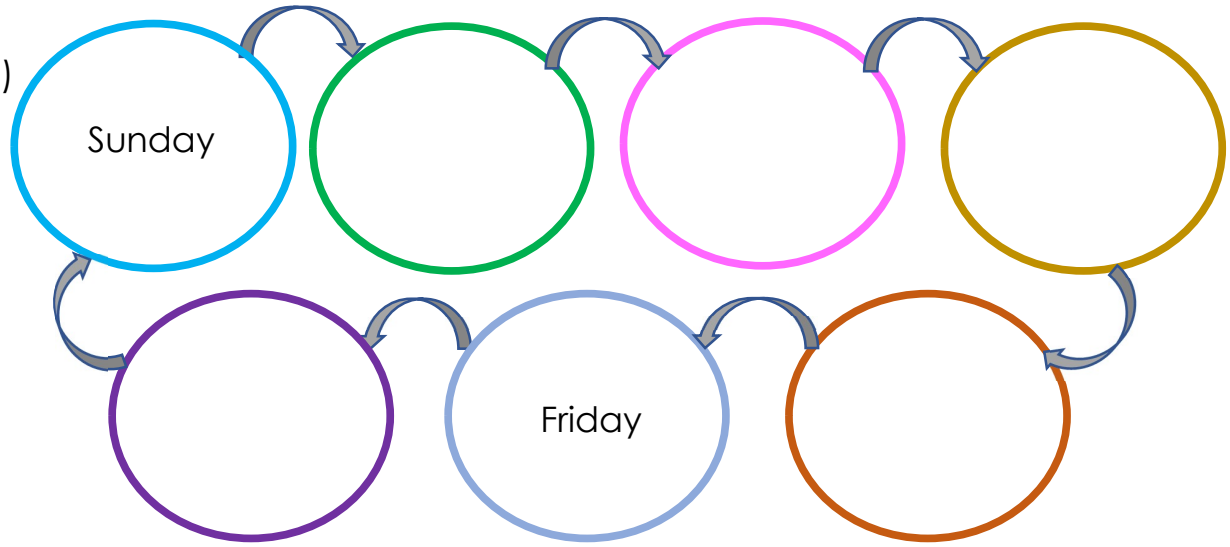


I)



2)

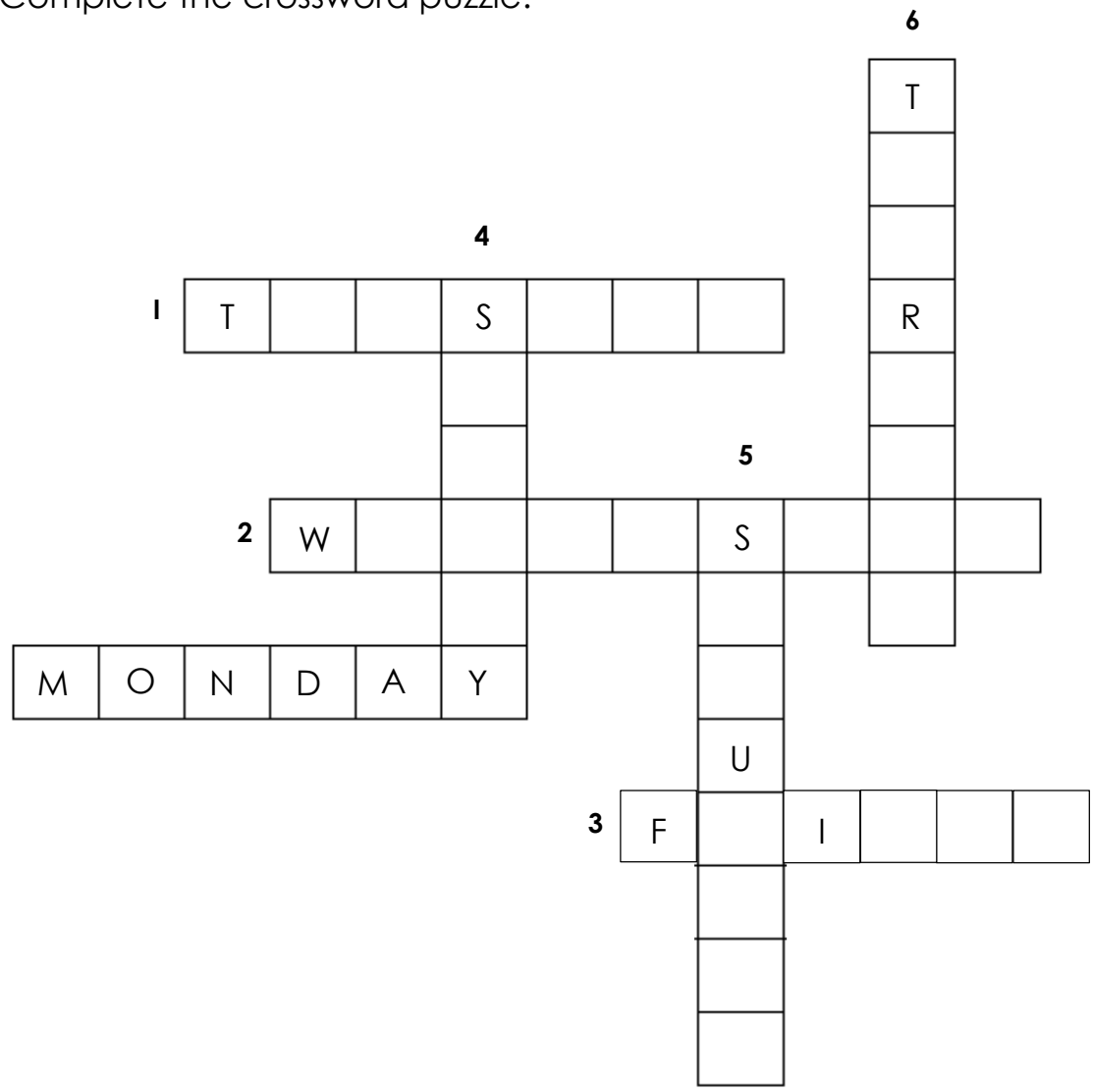
3)



Worksheet 47

Name: _____ Class: _____

Complete the crossword puzzle.



Horizontal

1) Before Wednesday is _____.

2) Today is Thursday. Yesterday was _____.

3) Two days after Wednesday is _____.

Vertical

4) The day after Saturday.

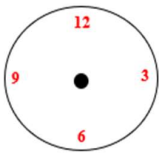
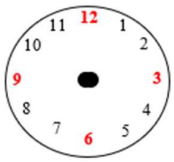
5) Today is Thursday. The day after tomorrow is _____.

6) Before Friday is _____.

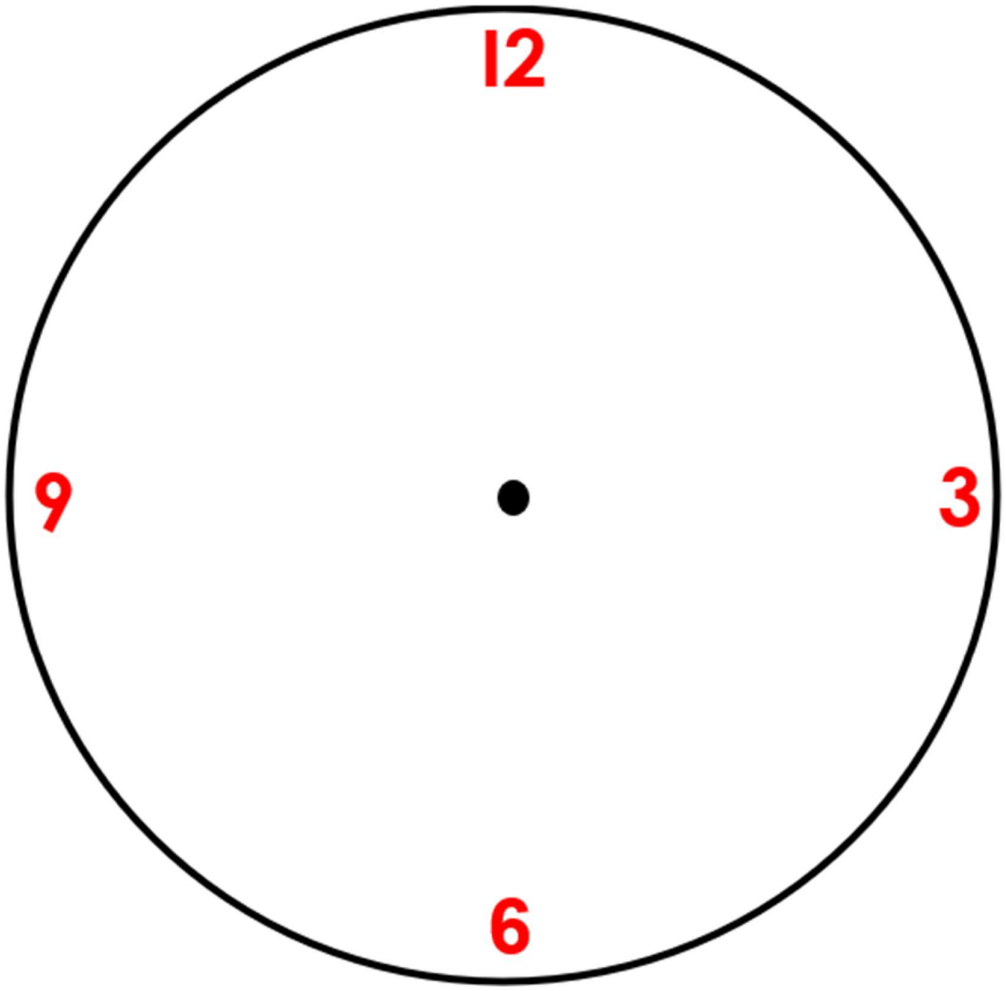
Topic	:	**5.0 Time**	Suggested Time :	60 minutes
Content Standard	:	5.1 Days and months		
Learning Standard	:	5.1.4 Name the months of a year.		
Lesson Explanation	:	Organised content: 1. Name the months in correct sequence. 2. Write the name of the month in words. 3. Identify the month before and after. Lesson starts with pupils mention the months in sequence and write the name of the month correctly. During the lesson, teacher needs to emphasise that the name of the months should start with the capital letters. Then, teacher identify important events in the month. Teacher integrates fun learning elements.		

Suggested Activities	**Notes**
1. Pupils sing a song on months. 2. Pupils are given month cards. Pupils stand in front based on the months in correct sequence. 3. In groups, pupils arrange the months in correct sequence. 4. Pupils write the month stated by the teacher in words. 5. Pupils complete sentense. Example: The second month is ____. The sixth month is ____. After the month of July is ____.	• Concrete materials: month cards, envelopes. • Teacher can use various activities based on the pupils' capabilities.
Refer Textbook (Part 2): page 39.	
Refer Activity Book (Part 2): page 39 and 40.	

Topic	:	**5.0 Time**	Suggested Time	:	120 minutes
Content Standard	:	5.2 Clock face			
Learning Standard	:	5.2.1 Identify the clock hands on the clock face.			
Lesson Explanation	:	The lesson starts with hands-on activity by identifying the clock hands on the clock face (build clock face using concrete materials). During lesson, teacher needs to focus on the number value according to the minute hand and hour hand.			

Suggested Activities	**Notes**
1. Distribute paper plates (labelled number 3, 6, 9, 12) and number cards 1,2,4,5,7, 8,10 and 11. Example:  2. Pupils complete the number on the paper plates using the number cards given. Example:  3. Pupils state the numbers on the clock face verbally. 4. Pupils are given two clock hands (minute hand and hour hand). 5. Pupils identify the minute hand and hour hand verbally. 6. Pupils assemble the minute hand and hour hand according to the time stated by the teacher. Example:  3:00 p.m.	• Identify the clock hands by building a clock face. • Concrete materials: paper plates, number cards and clock hands. • Emphasize that the minute hand must touch the number.  • Sample worksheet: • Activity Sheet 2 • Sample worksheet: Worksheet 48
Refer Textbook (Part 2): page 2 to 4, page 33 and 34.	
Refer Activity Book (Part 2): page 34.	

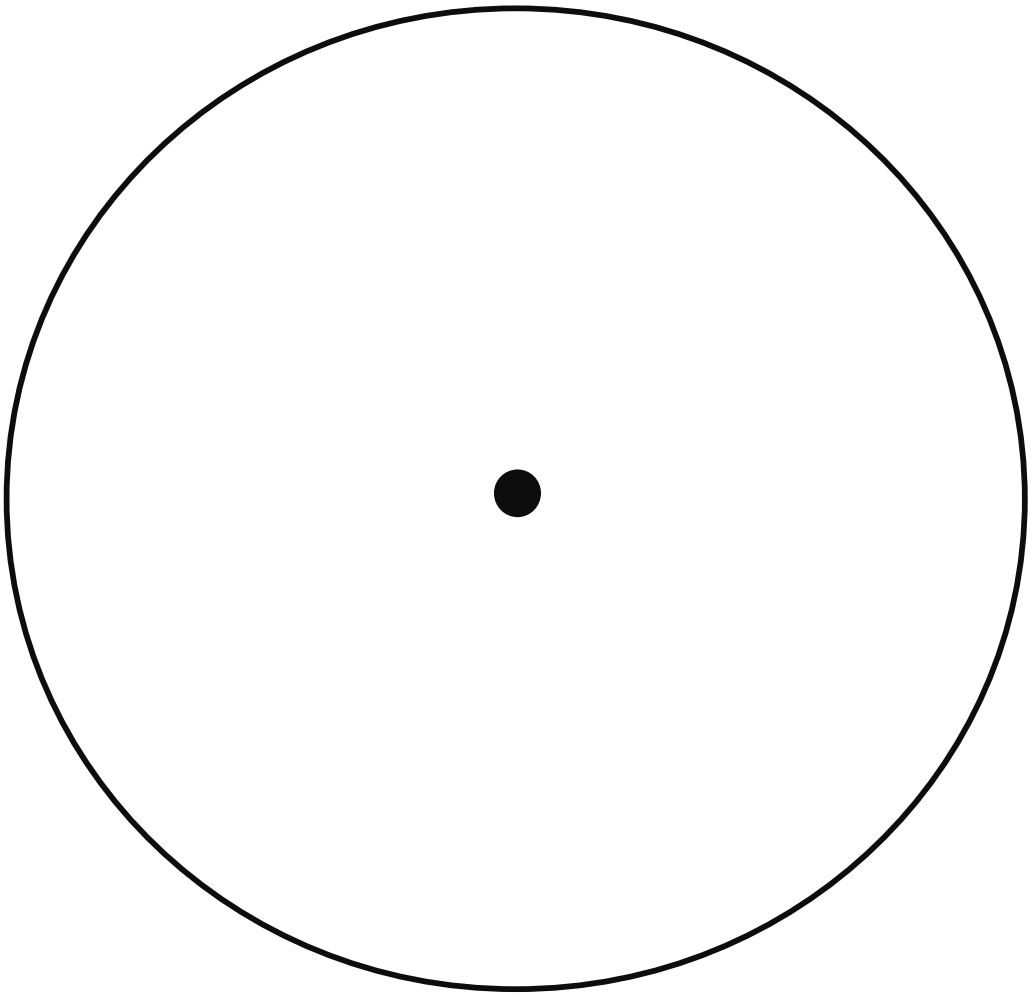
Activity Sheet 2

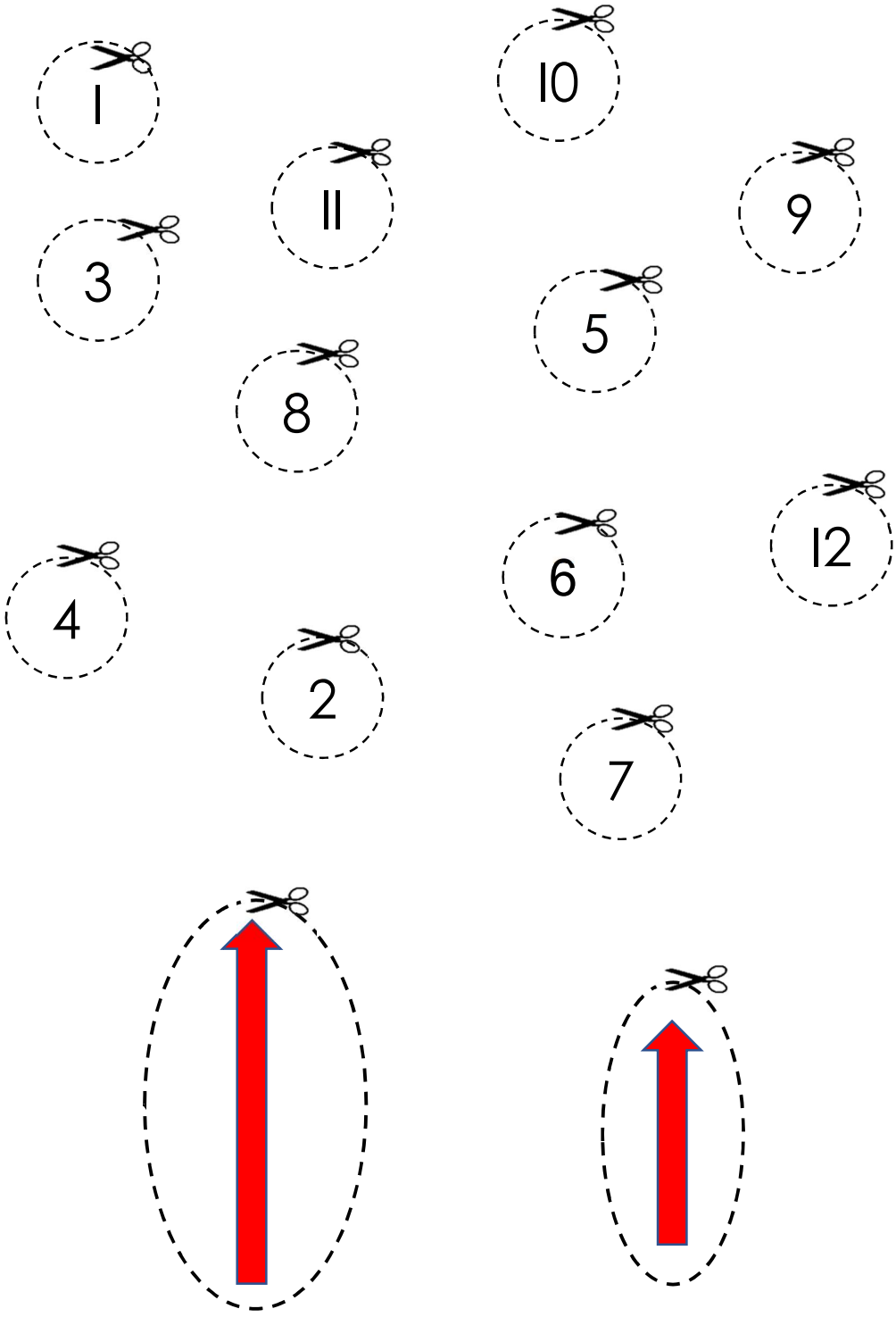


Worksheet 48

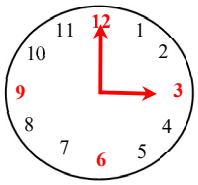
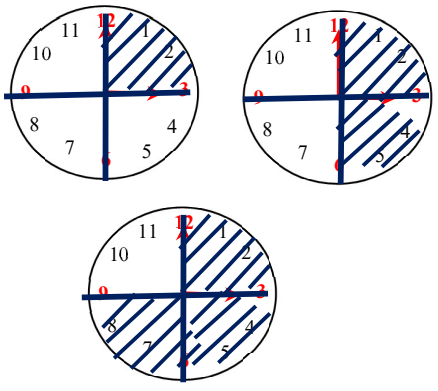
Name:_____ Class:_____

Complete the clock face.




1
10
11
9
3
5
8
12
6
4
2
7

Topic	:	**5.0 Time**	Suggested Time	: 60 minutes
Content Standard	:	5.2 Clock face 3.1 Concept of one over two and one over four in proper fractions.		
Learning Standard	:	5.2.2 Identify and state “half”, “quarter” and “three quarters” based on the clock face. 3.1.1 Identify one over two, one over four, two over four and three over four.		
Lesson Explanation	:	Identify and state ‘half’ equal to ‘one over two’, ‘quarter’ equal ‘one over two’ and ‘three quarters’ equal to ‘three over four’ based on the clock face. The lesson starts by identifying ‘half’ equal to ‘one over two’, ‘quarter’ equal ‘one over two’ and ‘three quarters’ equal to ‘three over four’ based on the clock face. During lesson, teacher needs to relate the concepts of fractions about ‘half’, ‘quarter’ and ‘three quarters’ with half of an hour, a quarter of an hour and three quarters of an hour.		

Suggested Activities	**Notes**
1. Pupils identify “half”, “quarter” and “three quarters” based on the clock face from the previous lesson.  2. Pupils shade “half”, “quarter” and “three quarters” on the clock face with guidance. Example:  3. Pupils spell and write “half of an hour”, “quarter of an hour”, “three quarters of an hour”, “one over four of an hour” and “three over four of an hour.”	• Identify “half”, “quarter” and “three quarters” based on the clock face pupils built. • Integrated and enriched LS: 5.2.3. • Concrete materials: clock face, ruler and colour pencil. • Sample worksheet: Worksheet 49

Refer Textbook (Part 2): page 33 to 34.

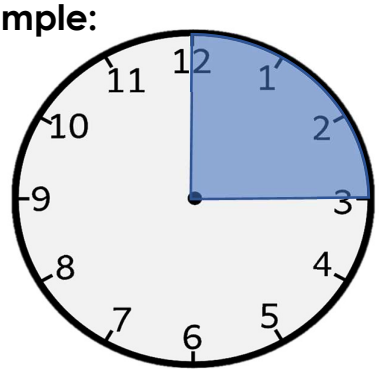
Refer Activity Book (Part 2): page 34 to 35.

Worksheet 49

Name: _____ Class:_____

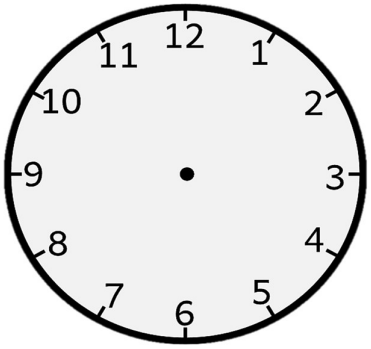
Shade or write the time on the clock face.

Example:



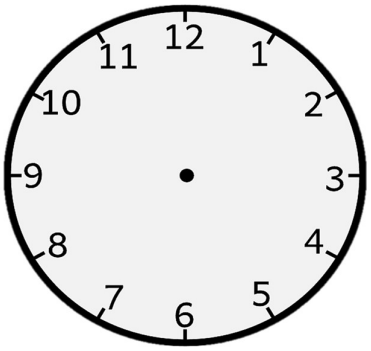
quarter of an hour

1)



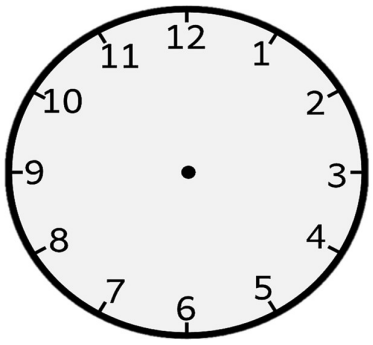
half of an hour

2)



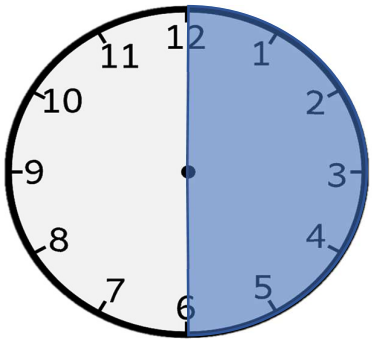
three quarters of an hour

3)

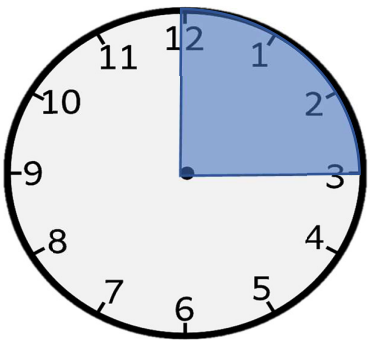


one over four of an hour

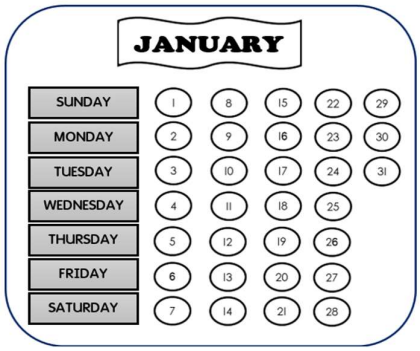
4)



5)



Topic	:	**5.0 Time**	Suggested Time :	120 minutes
Content Standard	:	5.3. Problem solving		
Learning Standard	:	5.3.1 Solve problems involving daily life situations.		
Lesson Explanation	:	Organised content: 1. Days and months. 2. Clock face. The lesson starts with problem solving involving days and months and clock face through hands-on activity. During the teaching and learning session, teacher emphasise the days, weeks, months and write the time based on the clock face. Teacher integrates fun learning elements.		

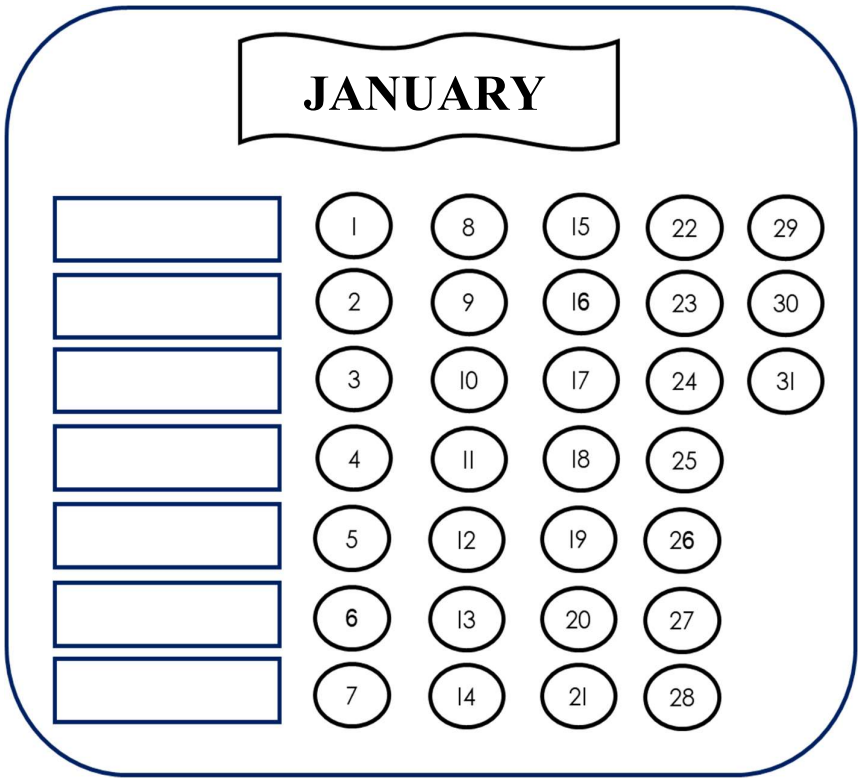
Suggested Activities	**Notes**
1. Pupils are divided into six groups. 2. Distribute two calendar cards and word cards to each group (Activity Sheet 3).  Example: January 2023 3. Pupils complete the calendar cards with guidance. 4. Pupils answer the questions based on the calendar cards. Example: a) State the day after Monday. b) What is the day the 9th of January falls on? 5. Show a clock face to the pupils. 6. Pupils answer the questions based on the clock face. Example: a) What is the time now? b) What number is the minute hand pointing to?	• Questioning technique various based on the pupils' capability. • Concrete materials: calendar cards, word cards and stickers. • Sample activity sheet: Activity Sheet 3 • Sample worksheet: Worksheet 50 • Complete the calendar card based on the current year. .

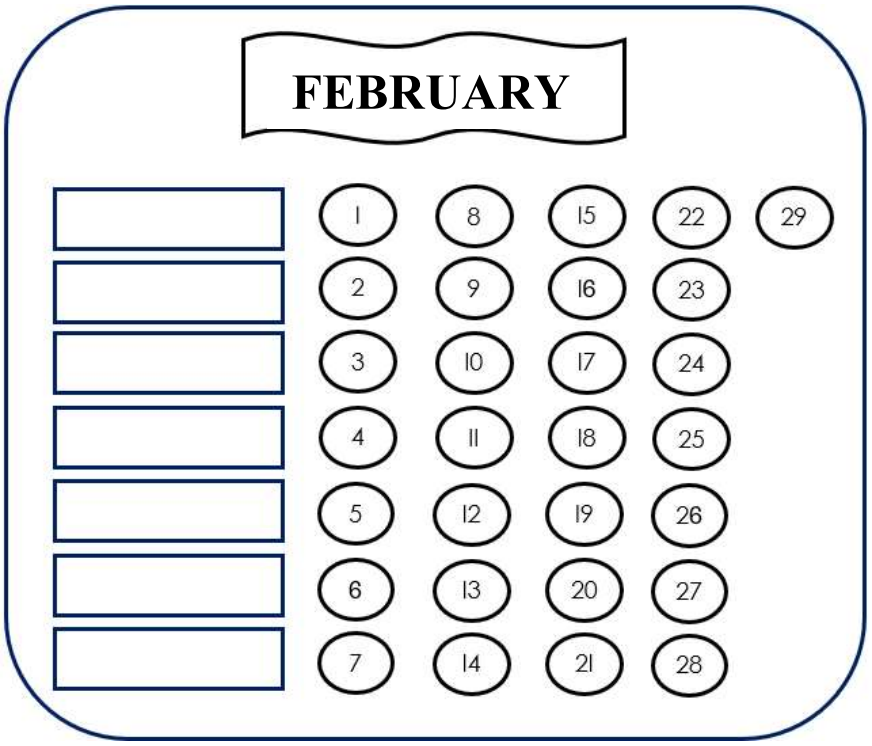
Refer Textbook (Part 2): page 41 to 43.

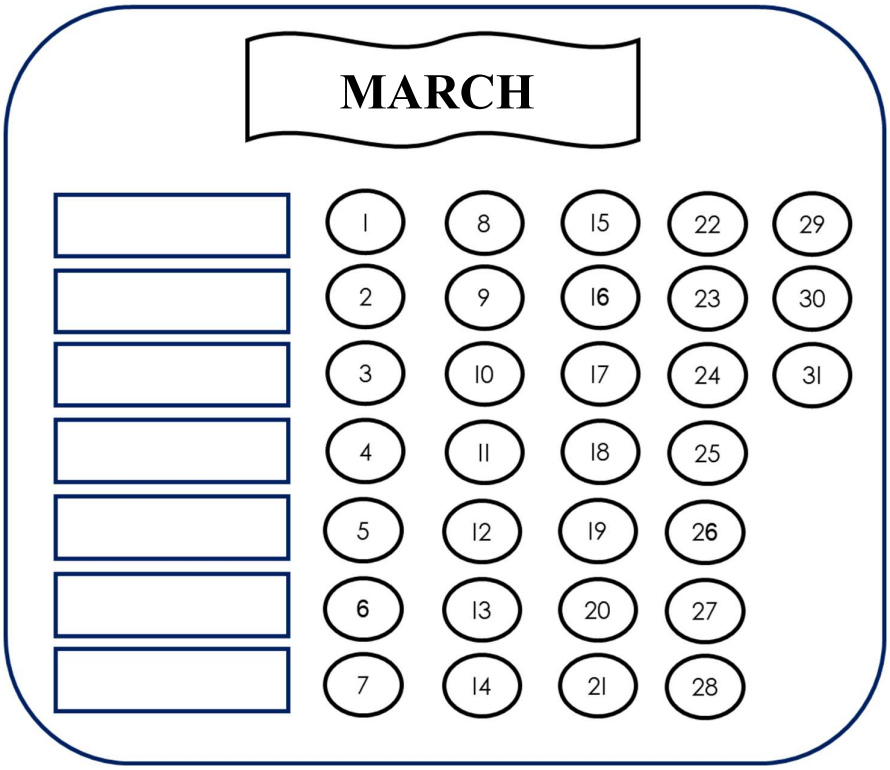
Refer Activity Book (Part 2): page 41 and 42.

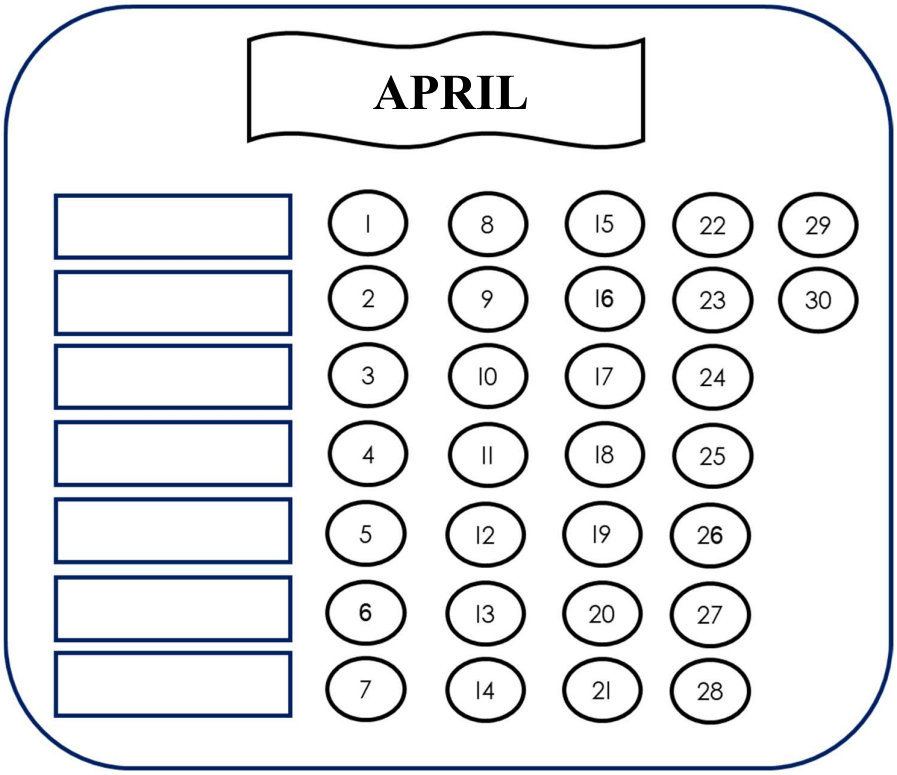
Activity Sheet 3

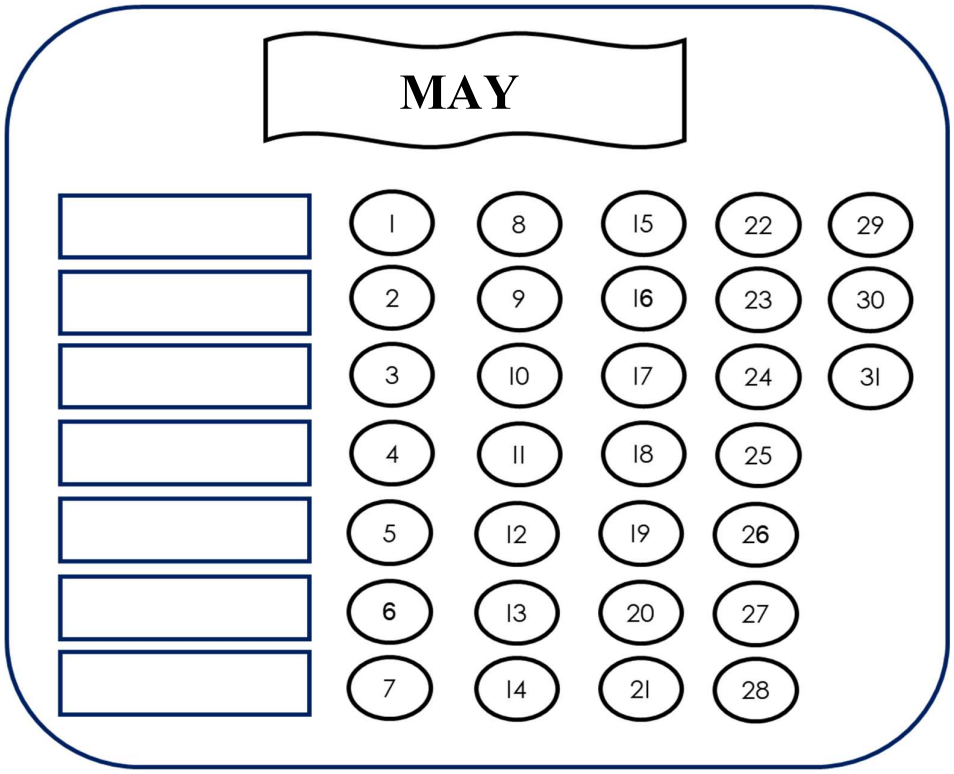
CALENDAR CARDS

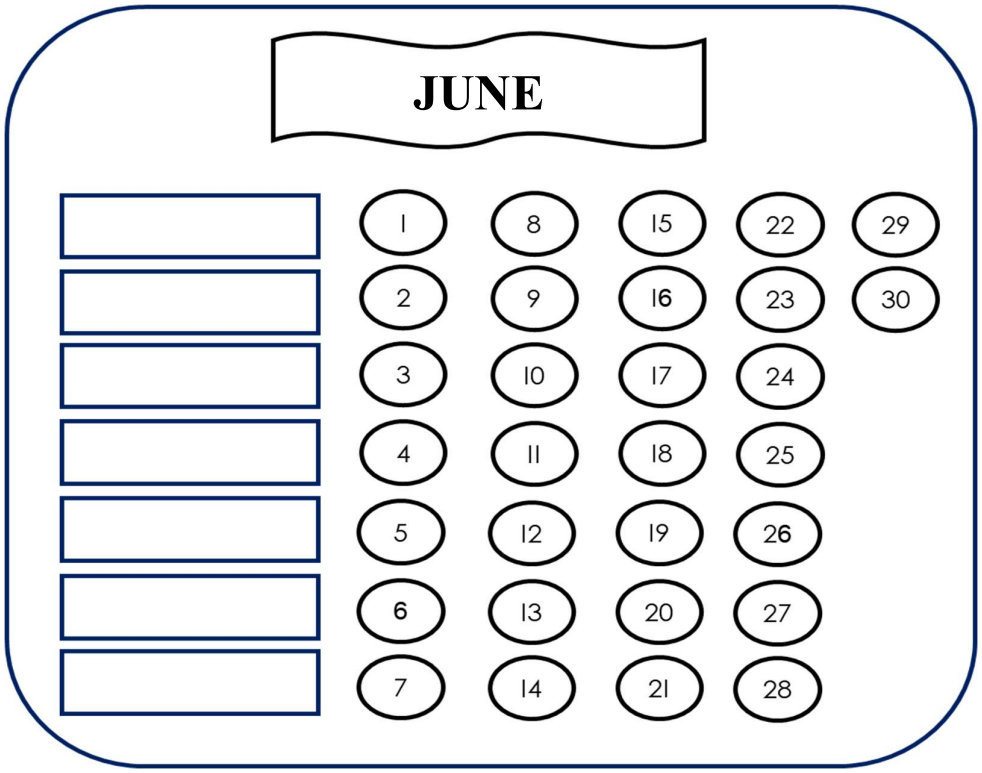


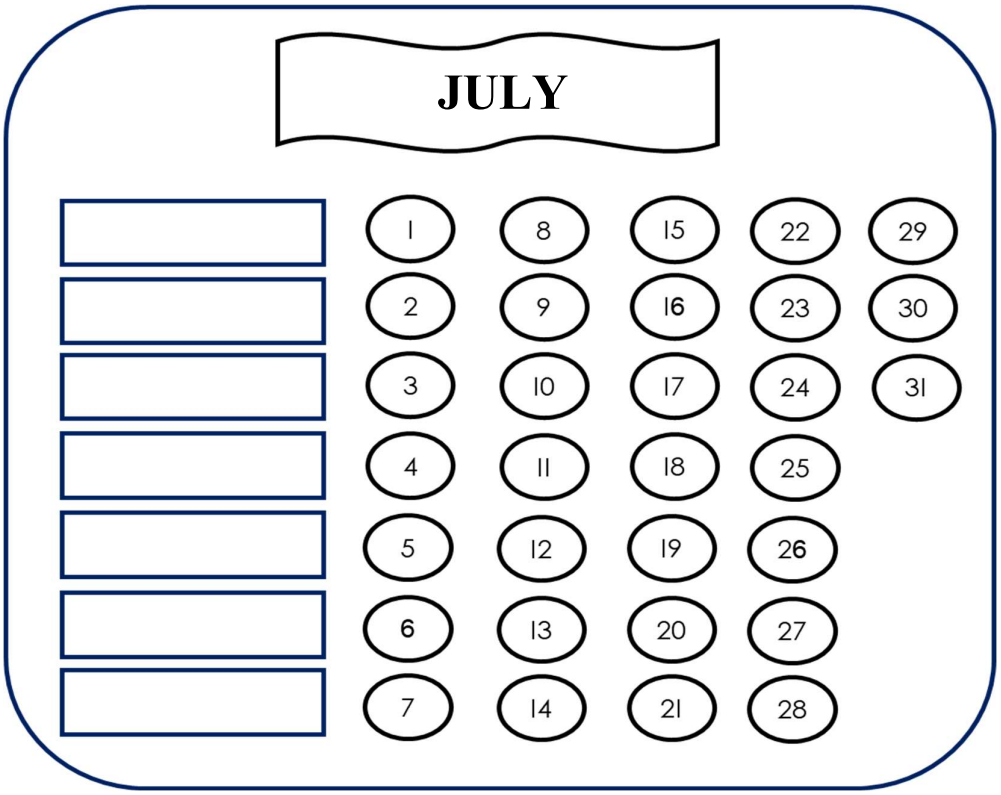


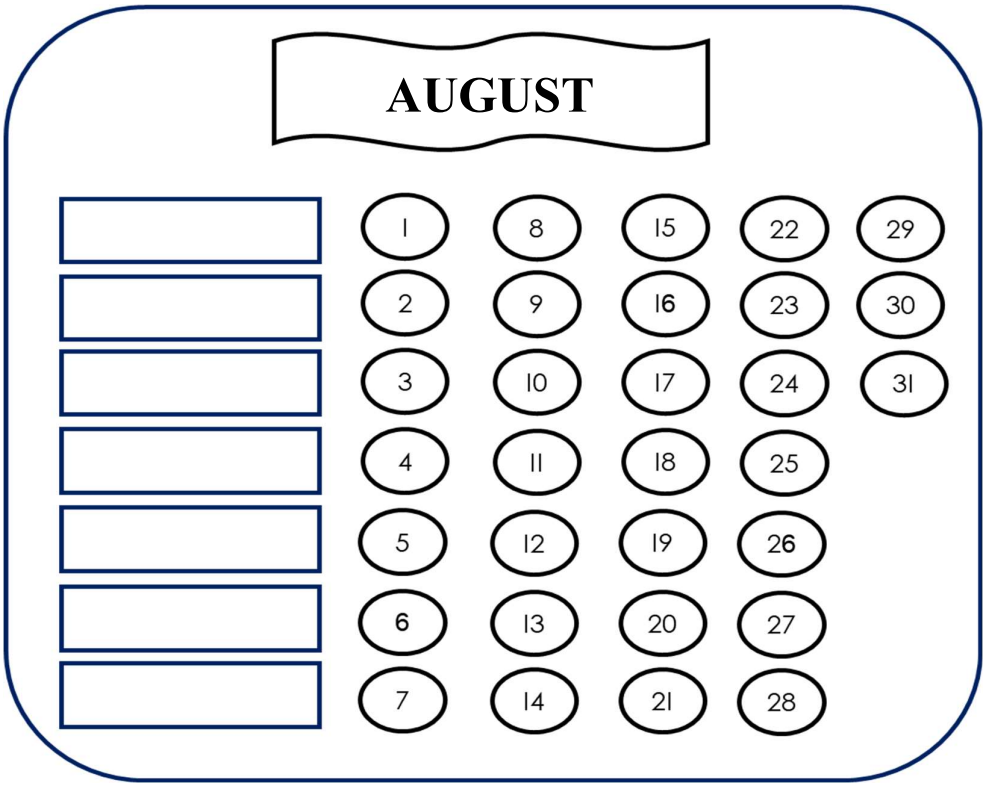

MARCH
1 8 15 22 29
2 9 16 23 30
3 10 17 24 31
4 11 18 25
5 12 19 26
6 13 20 27
7 14 21 28

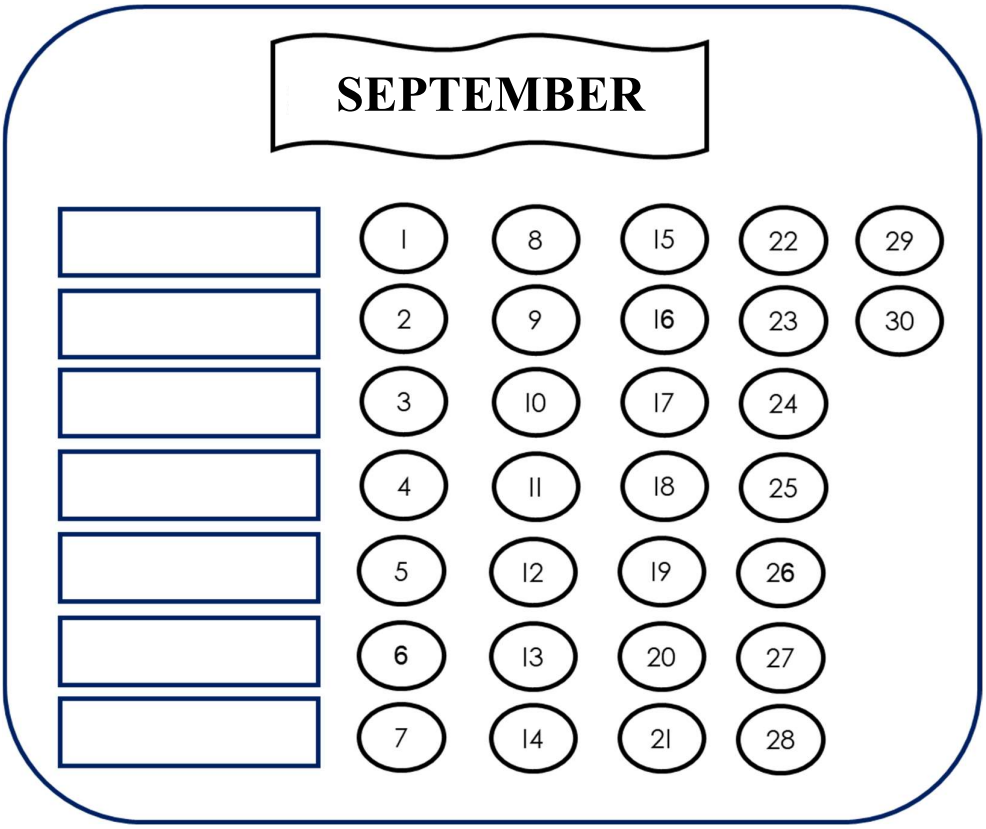

APRIL
1 8 15 22 29
2 9 16 23 30
3 10 17 24
4 11 18 25
5 12 19 26
6 13 20 27
7 14 21 28

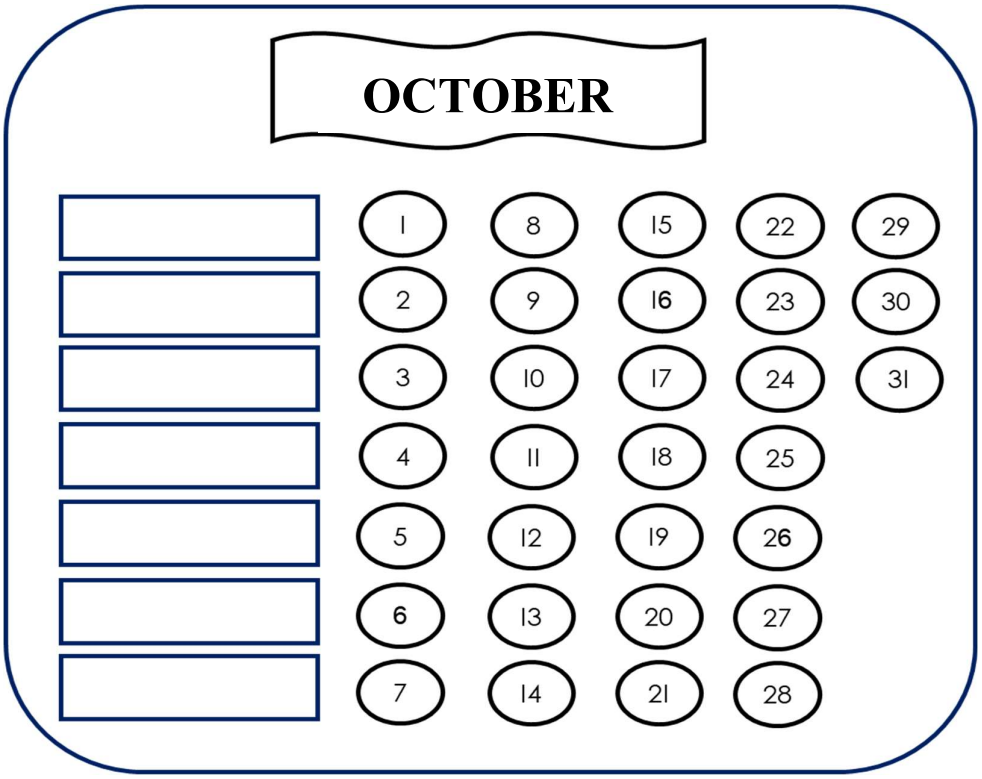

MAY
1 8 15 22 29
2 9 16 23 30
3 10 17 24 31
4 11 18 25
5 12 19 26
6 13 20 27
7 14 21 28

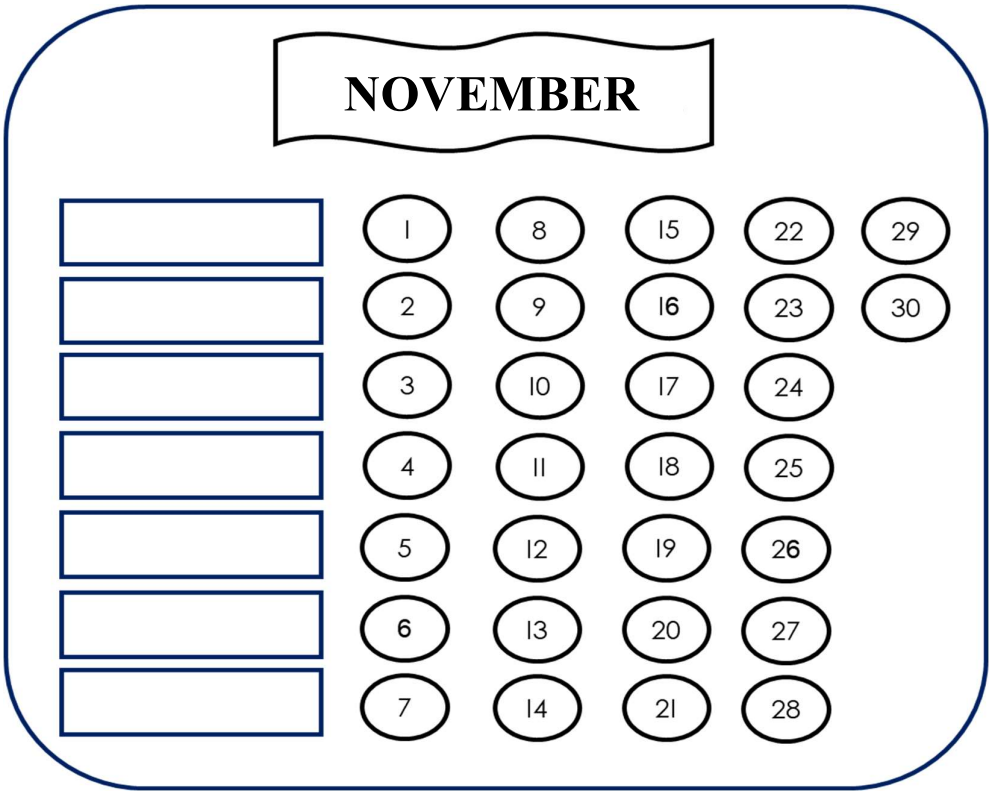

JUNE
1 8 15 22 29
2 9 16 23 30
3 10 17 24
4 11 18 25
5 12 19 26
6 13 20 27
7 14 21 28

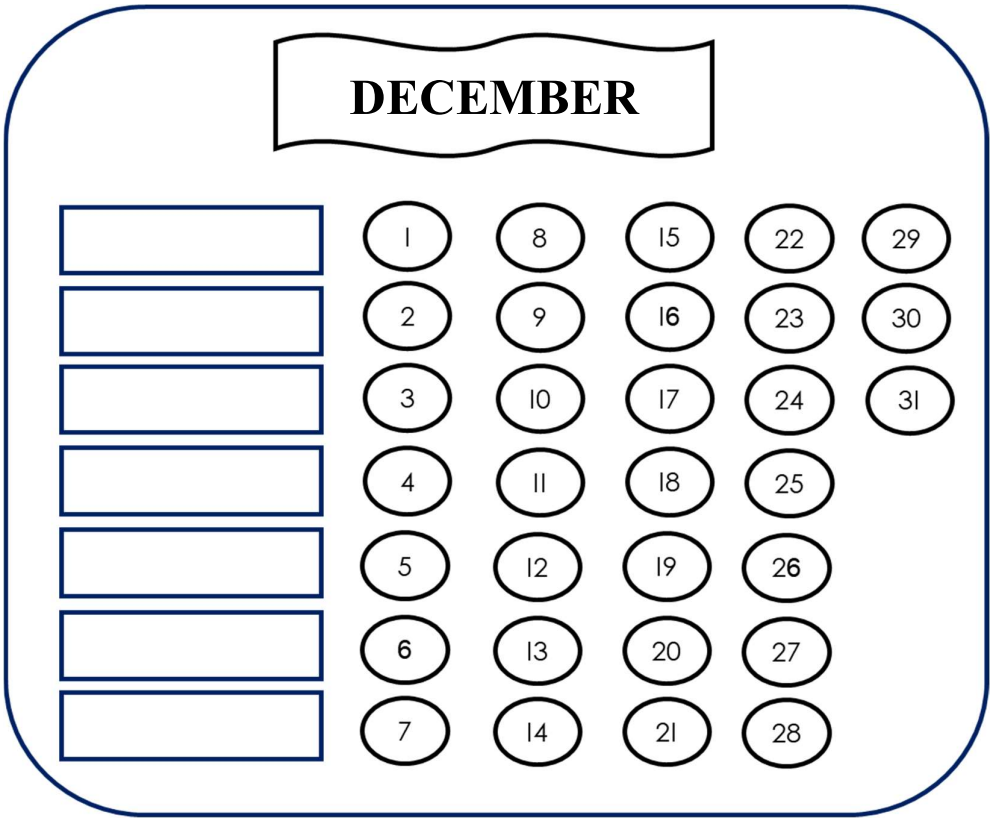

JULY
1 8 15 22 29
2 9 16 23 30
3 10 17 24 31
4 11 18 25
5 12 19 26
6 13 20 27
7 14 21 28


AUGUST
1 8 15 22 29
2 9 16 23 30
3 10 17 24 31
4 11 18 25
5 12 19 26
6 13 20 27
7 14 21 28


SEPTEMBER
1 8 15 22 29
2 9 16 23 30
3 10 17 24
4 11 18 25
5 12 19 26
6 13 20 27
7 14 21 28


OCTOBER
1 8 15 22 29
2 9 16 23 30
3 10 17 24 31
4 11 18 25
5 12 19 26
6 13 20 27
7 14 21 28

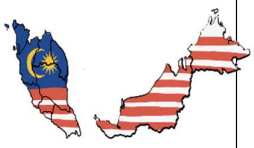

NOVEMBER
1 8 15 22 29
2 9 16 23 30
3 10 17 24
4 11 18 25
5 12 19 26
6 13 20 27
7 14 21 28


DECEMBER
1 8 15 22 29
2 9 16 23 30
3 10 17 24 31
4 11 18 25
5 12 19 26
6 13 20 27
7 14 21 28

Worksheet 50

Name: _____ Class: _____

Answer the questions based on the table.

January	February	March	April
May 	June 	July	August 
September 	October	November	December 

I. When is Malaysia Merdeka Day?

_____.

2. When do we celebrate Teachers' Day?

_____.

3. When is Malaysia Day?

_____.

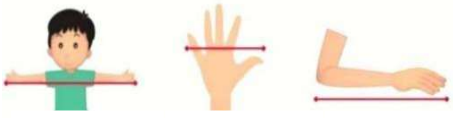
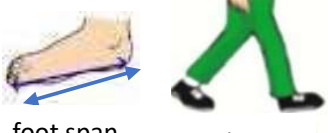
4. Which month is Christmas celebrated?

_____.

5. Which month you were born?

_____.

Topic	:	**6.0 Measurement**	Suggested Time :	120 minutes
Content Standard	:	6.1 Relative units to measure length, mass and volume of liquids.		
Learning Standard	:	6.1.1 Use and vary the vocabulary in the context of length, mass and volume of liquids.		
Lesson Explanation	:	Organised content: Use and vary the vocabulary of length (hand span, cubit, step and arm span). The lesson starts with pupils compare the length of two objects in the classroom (any suitable) such as pencil, ruler, sides of a table (length and width), height of tree, door and window, exercise book and textbook. Teachers need to emphasise the comparison between long/short, high/low, tall/short and far/near. Carry out the comparing the length of two objects using non-standard units (hand span, cubit, step and arm span). (Pupils need to emphasise that the measurement start from one end of the object to another) Example:  Teacher integrates fun learning elements.		

Suggested Activities	**Notes**
1. Pupils give a statement based on the picture shown. Example:  2. Introduce non-standard unit of length based on the picture.  arm span hand span cubit  foot span step	• Name types of non-standard unit based on pictures. • Carry out by comparing the length of two objects using non-standard units • Integrated and enriched LS: 6.1.2 and 6.1.3. • Measurement using non-standard unit may differ compared to others. • Concrete materials: pens, pencils, erasers, rulers, notebooks, textbooks, chairs, tables, windows, doors, pictures of trees, paper clips, clothes peg, etc.

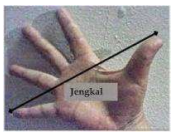
3. Pupils measure and compare two or more objects (according to the situations). Pupils state which object is short/long or high/short.
4. Pupils use object to compare one with another.
   Example:
   1. Compare pencil versus paper clips.
   2. Compare book versus eraser.
5. Pupils arrange the objects based on the length/ height.
6. Pupils measure the length/ height/distance using non-standard units (hand span, cubit, step and arm span).
   Example:
   i. Measure the distance from pupil's seat to board, etc.
   ii. Measure the length of a window, a door, a table, etc.
   iii. Measure the height of a table, a chair, etc.
7. Pupils complete the table (refer notes).

objects	hand span
length of the table	8
length of the book	2

- Example for table:

Object	Hand span	Cubit
Pen		
Book		
Chair		

- Example measurement of length:

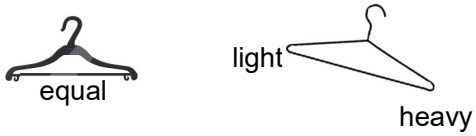


Shorter

Longer

Refer Textbook (Part 2): page 46 to 50.

Refer Activity Book (Part 2): page 45 to 51.

Topic	:	**6.0 Measurement**	Suggested Time :	60 minutes
Content Standard	:	6.1 Relative units to measure length, mass and volume of liquids		
Learning Standard	:	6.1.1 Use and vary the vocabulary in the context of length, mass and volume of liquids.		
Lesson Explanation	:	Organised content: Use and vary the vocabulary of mass (heavy, light, equal to, less than or more than). Lesson starts with pupils compare the mass of two objects in classroom (any suitable) such as exercise book and textbook, bag and chair, eraser and pencil. Teacher needs to emphasise on comparing the mass of two objects by using non-standard unit. Build a weighing tool using clothes hanger or suitable objects to weigh and compare mass of objects in the classroom. Example:  Teacher integrates fun learning elements.		

Suggested Activities	**Notes**
1. Pupils discuss the picture shown. Example:  Verbal discussion on heavy/ light/ equal 2. Introduce non-standard unit for weight (heavy, light, equal).  (a)	• Name types of non-standard unit based on pictures (heavy, light, equal, less than). • Carry out comparing the mass of two objects using non-standard units. • Integrated and enriched LS: 6.1.2 and 6.1.3. • Concrete materials: fruits, pencils, erasers, exercise books, textbooks, school bags, etc. • Use hanger, plastic bags, clothes pegs, paper clips to weigh the mass. .

(b)

(c)

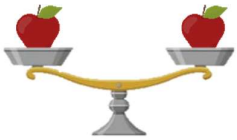
3. Pupils compare and identify the mass of two different objects (heavy/ light) and state verbally their answers.
4. In group, pupils carry out comparison activity (mass of the objects).
5. Pupils arrange the objects based on mass.
6. Pupils compare mass of two objects using non-standard unit.
6. Pupils complete the table with non-standard unit for weight.

objects	heavy	light
exercise book		
textbook		
eraser		
pencil		

- Example for table

Object		Measurement
		equal

- Example:
  Use hanger, plastic bag and weighing scale.



A

equal

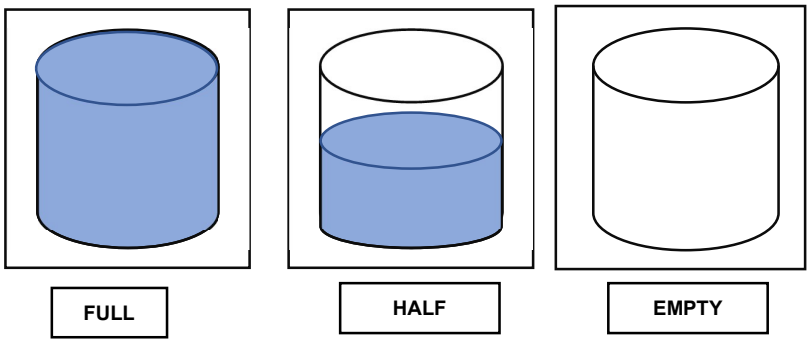
B

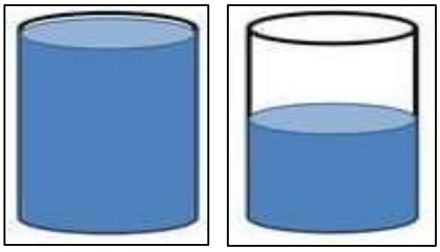
heavy or light

(Object in A is lighter than object in B)

Refer Textbook (Part 2): page 51 to 53.

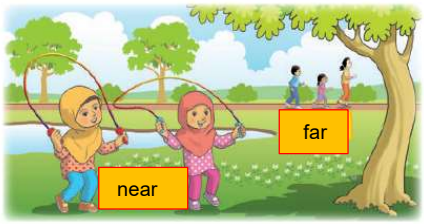
Refer Activity Book (Part 2): page 52 to 56.

Topic	:	**6.0 Measurement**	Suggested Time :	120 minutes
Content Standard	:	6.1 Relative units to measure length, mass and volume of liquids.		
Learning Standard	:	6.1.1 Use and vary the vocabulary in the context of length, mass and volume of liquid.		
Lesson Explanation	:	Organised content: 1. Measuring the volume of liquids in terms of full, half or empty. Lesson starts by showing comparison on the volume of liquid between various sizes of bottles. Determine the volume of liquid using the term full, half or empty. Teacher needs to emphasise the comparing the volume of liquid of two objects using non-standard unit. Identify the volume of liquid in a container is full, half or empty or compare it. Example:  Teacher integrates fun learning elements.		

Suggested Activities	**Notes**
1. Pupils look at the picture shown. Example:  Pupils compare using the term “full” and “half”. 2. Introduced non-standard unit (full, half and empty) based on the picture/ real objects.	• Name and use the term full, half or empty. • Use two containers with different coloured of water to compare the volume of liquids (use non-standard measurement). • Integrated and enriched LS: 6.1.2 and 6.1.3. • Concrete materials: water containers, pencils, cups, plates, balloons, plastic bags, etc. • Example: Use cups to compare.

3. Pupils compare the volume of liquids in two same containers (same size and same shape). Pupils determine which container contains more or less volume of liquids. 4. Pupils fill water into two same sized containers according to the terms full, half or empty (group activity with teacher's guidance). 5. Each group moves from one station to another (station by station) to explore the volume of liquids. Pupils record the measurement in the notebook/ exercise book.	
Refer Textbook (Part 2): page 54 to 56.	
Refer Activity Book (Part 2): page 57 to 61.	

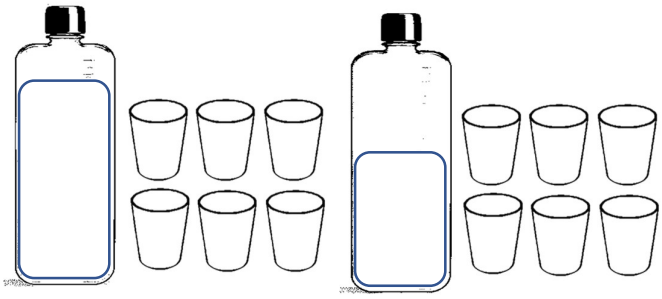
Topic	:	**6.0 Measurement**	Suggested Time	:	120 minutes
Content Standard	:	6.2 Problem Solving			
Learning Standard	:	6.2.1 Solve problems involving daily life situations.			
Lesson Explanation	:	Organised content: Solve the problem involving daily situations using objects and pictures with non-standard unit measurements and compare it. Lesson starts with pupils' prior knowledge about non-standard unit measurement through mini games in group or any suitable activities. During the lesson, teacher emphasises the skill on measuring by using appropriate objects or tools. Teacher integrates fun learning elements. Ensure pupils are ready with the appropriate objects or tools (non-standard unit) for the measurement activities.			

Suggested Activities	**Notes**
Introduction: 1. Carry out the activities in group according to the suitability (each single group represent one type of measurement). **Activity 1: (Length)** 1. Two pupils will be chosen randomly. 2. Two pupils walk to the teacher's desk from the same starting point (compare the number of steps taken). 3. The two pupils will move to another place (according to the situation) to compare far or near. 4. Pupils use picture cards to show far and near (refer textbook Part 2 page 47).  5. Carry out activities to compare tall and short or long and short. **Activity 2 (Mass)** 1. Guide pupils to compare two objects with different weights and introduce the word "heavy" and "light". 2. Pupils compare the weight of two objects (notebook with a textbook).	• Concrete materials: glasses, bottles of the same size and containing different volumes of liquids. • Teacher emphasises on non-standard unit. • Teacher guides pupils to compare distance using non-standard unit (far/near). • Activities can be carried out outdoor.

3. Compare weight through exploratory activities (teacher provide non-standard unit measuring tools and pupils learn through self-discovery).

Activity 3: (Volume of liquid)

1. Prepare same sized glasses/cups and two same sized bottles with different volume of water.



2. Pour water from the bottle into the glasses/cups until they are full.
3. Pupils count the glasses/cups which contain the water.
4. State the number of glasses to compare the volume of liquid using the term “full”, “half” or “empty”.

Refer Textbook (Part 2): page 57 to 59

Refer Activity Book (Part 2): page 62 to 66

Topic	:	**7.0 Space**	Suggested Time :	60 minutes
Content Standard	:	7.1 Three-dimensional shapes		
Learning Standard	:	7.1.1 Name the shape of cuboid, cube, cone, square-based pyramid, cylinder and sphere.		
Lesson Explanation	:	Organised content: 1. Identify three-dimensional shapes. 2. Relate real objects with three-dimensional shapes in diagrams. Lesson starts with observing three-dimensional objects on the table. During lesson, teacher emphasises on three-dimensional shapes. Ensure pupils to name the three-dimensional shapes correctly. Relate real objects with three-dimensional shapes in diagrams for the next lesson.		

Suggested Activities	**Note**
1. Pupils observe the real objects on the table. Example: pencil case, tumbler, dice and small cone. 2. Discuss the name of shapes, conduct questions and answering sessions on concrete materials around. 3. Teacher shows a three-dimensional shapes and relates it with step 1. 4. Pupils categorise the real objects according to the three-dimensional shapes. 5. Pupils name the three-dimensional shapes according to the picture shown by teacher.	• Concrete materials: pencil case, tumbler, dice, small cone, ball and other suitable items.

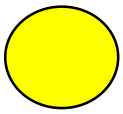
Refer Textbook (Part 2): page 61 to 63.

Refer Activity Book (Part 2): page 67

Topic	:	**7.0 Space**	Suggested Time :	60 minutes
Content Standard	:	7.1 Three-dimensional shapes		
Learning Standard	:	7.1.2 Describe face, edge and vertex of three-dimensional shapes.		
Lesson Explanation	:	Organised content: 1. Describe face, edge and vertex of three-dimensional shapes. 2. Determine the numbers of face, edge and vertex for each of the three-dimensional shapes. During lesson, teacher emphasises on understanding face, edge and vertex for three-dimensional shapes. Ensure pupils able to determine the number of face, edge and vertex for the three-dimensional shapes.		

Suggested Activities	**Notes**
1. Determine face, edge and vertex of three-dimensional shapes with teacher's guidance. 2. Pupils are divided into six groups. Each group will be provided with one three-dimensional shape. 3. Pupils determine the number of face, edge and vertex of the three-dimensional shapes and record its characteristics/properties. 4. Pupils present their results in front of the class. 5. Pupils complete their assessments in activity book and discuss with their friends.	• Concrete materials: three-dimensional blocks • Integrated and enriched LS: 7.1.1.
Refer Textbook (Part 2): page 64 and 65.	
Refer Activity Book (Part 2): page 68 and 69.	

Topic	:	**7.0 Space**	Suggested Time :	60 minutes
Content Standard	:	7.2 Two-dimensional shapes		
Learning Standard	:	7.2.1 Name the shapes square, rectangle, triangle and circle.		
Lesson Explanation	:	Organised content: 1. Identify two-dimensional shapes. 2. Name the shape square, rectangle, triangle and circle. Lesson starts with pupils observing two-dimensional objects shown. During the lesson, teacher emphasises the understanding of two-dimensional shapes. Pupils able to understand the shape of square, rectangle, triangle and circle.		

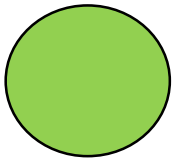
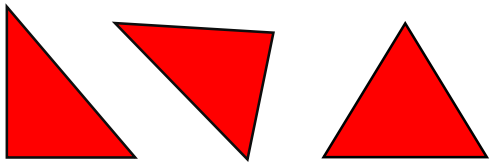
Suggested Activities	**Notes**
1. Pupils name the shape of the objects shown. Example: face of a table and face of a clock. 2. Pupils observe the picture shown. Example: circle  i. Name the shape above. ii. Name an object with the same shape above. 3. Repeat step 2 with square, rectangle and triangle. 4. Pupils draw and name two-dimensional shapes. 5. Pupils complete worksheet 51.	• Concrete objects: Two-dimensional cards and three-dimensional objects. • Triangle: any triangle shapes • Sample worksheet: Worksheet 51
Refer Textbook (Part 2): page 68.	
Refer Activity Book (Part 2): page 72 and 73.	

Worksheet 5I

Name: _____ Class: _____

A. Name the two-dimensional shapes below.

triangle	circle	square	rectangle

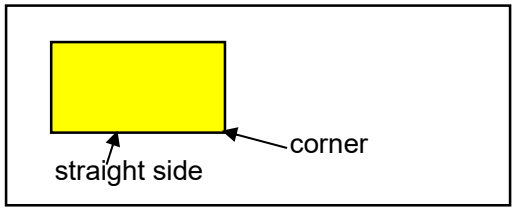
	
square	
	

B. Draw an object for each two-dimensional shape below.

triangle	rectangle

circle	square

Topic	:	**7.0 Space**	Suggested Time :	120 minutes
Content Standard	:	7.2 Two-dimensional shapes		
Learning Standard	:	7.2.2 Describe straight line, side, corner and curved line of two-dimensional shapes.		
Lesson Explanation	:	Organised content: 1. Describe straight side, corner and curved side of two-dimensional shapes. 2. Determine the number of corner, straight side and curved side for two-dimensional shapes. Lesson starts with pupils understanding the meaning of straight side, corner and curved side. Teacher emphasises the characteristics of two-dimensional shapes.		

Suggested Activities	**Notes**
1. Pupils observe a two-dimensional shaped card. Pupils will be given explanation on the meaning of straight side, corner and curved side of two-dimensional shapes. Example:  2. Pupils are divided into a few groups. Each group is provided with a two-dimensional sketch. 3. Pupils identify and record the characteristics/ properties of two-dimensional shapes. 4. Pupils present and discuss their results. 5. Pupils complete Worksheets 52 to 54.	• Concrete materials: two-dimensional cards. • Sample worksheet: Worksheets 52 to 54.

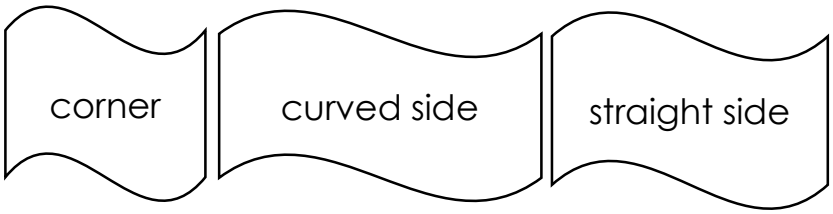
Refer Textbook (Part 2): page 69.

Refer Activity Book (Part 2): page 73 and 74.

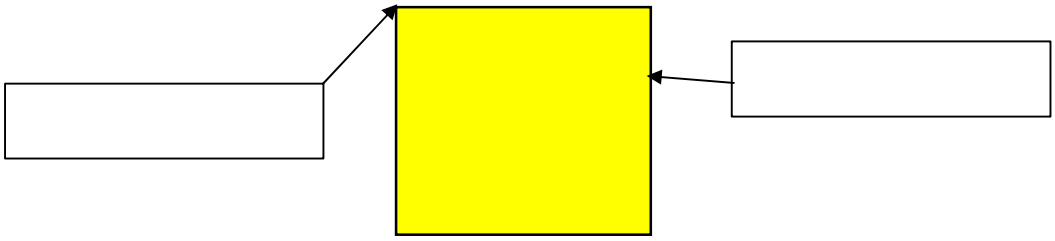
Worksheet 52

Name: _____ Class: _____

Label the shape with the correct words.



1)



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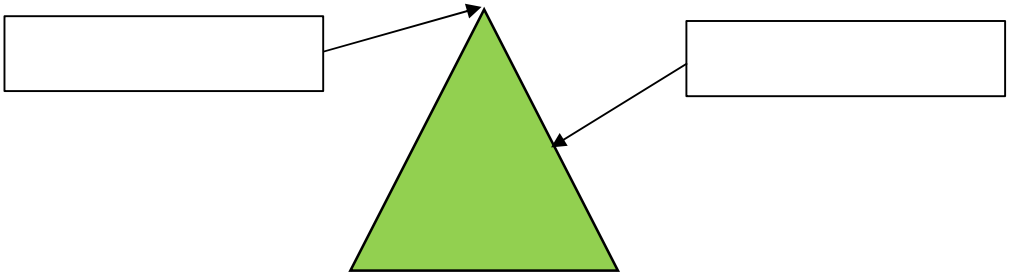

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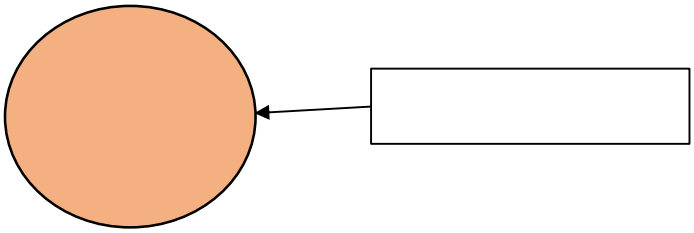
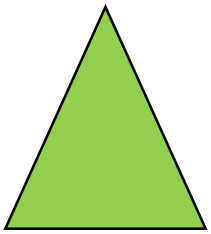
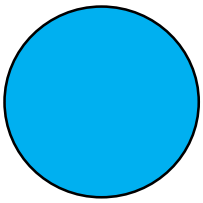


Worksheet 53

Name: _____ Class: _____

Write the number of characteristics/properties of two-dimensional shapes.

shape	corner	straight side	curved side
1.  square			
2.  rectangle			
3.  triangle			
4.  circle			

Worksheet 54

Name:_____ Class:_____

A. What am I?

1. I have 4 corners and 4 same straight sides.

2. I have curved side.

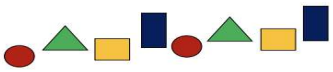
3. I have 3 straight sides and 3 corners.

4. I am a door with 4 corners and 4 straight sides.

5. I am a hoop.

B. State two-dimensional shapes without curved side.

Topic	:	**7.0 Space**	Suggested time	: 120 minutes
Content Standard	:	7.3 Problem Solving		
Learning Standard	:	7.3.1 Solve problems involving daily situations.		
Lesson Explanation	:	Organised content: 1. Recognize three-dimensional shapes and two-dimensional shapes. 2. Identify three-dimensional shapes and two-dimensional shapes according to the patterns. The lesson starts with prior knowledge about three-dimensional shapes and two-dimensional shapes. Ensure pupils are able to naming the three-dimensional shapes and two-dimensional shapes correctly. Ensure pupils solve problems according to the two-dimensional shapes and three-dimensional shapes patterns.		

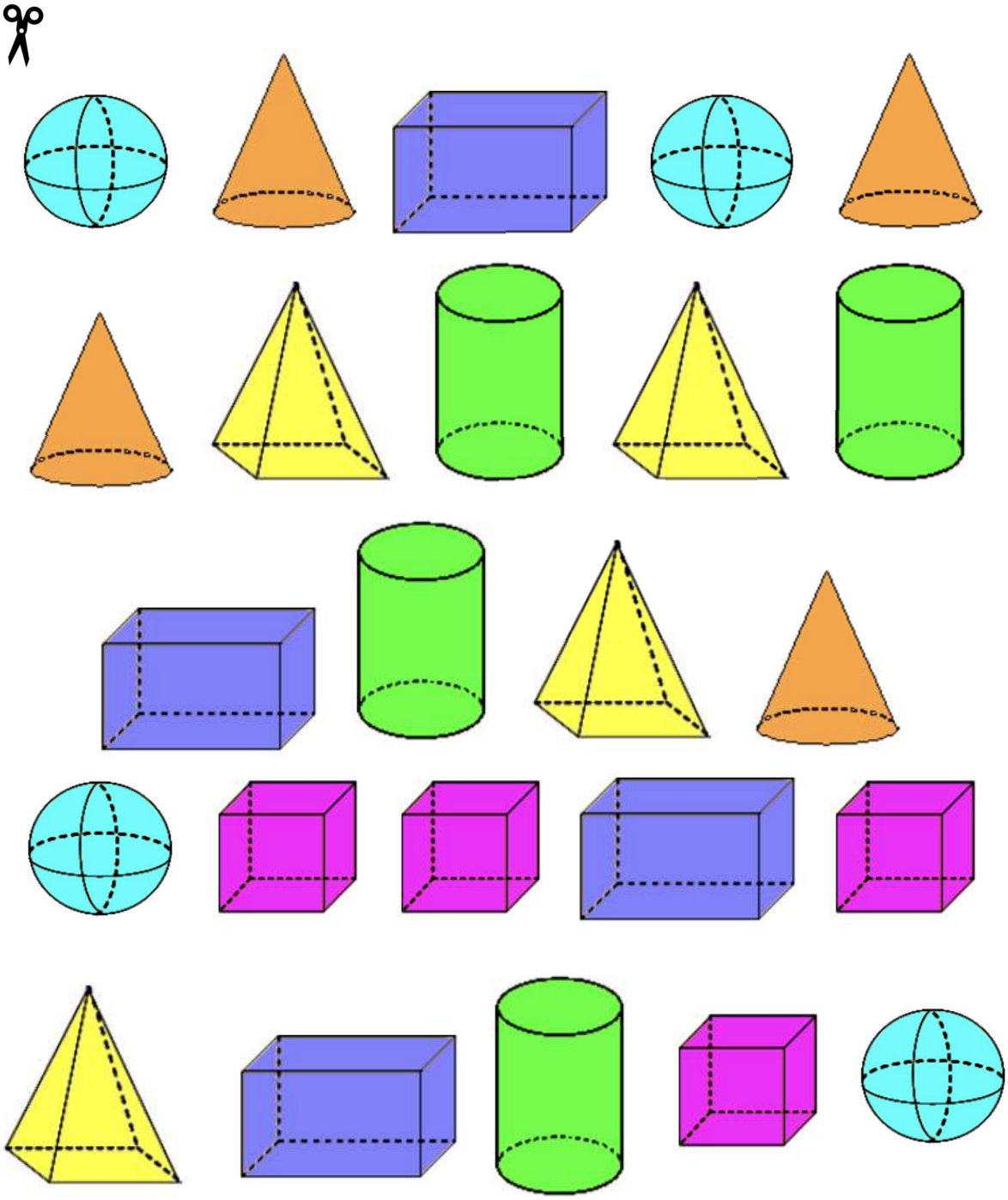
Suggested activities	**Notes**
Activity for three-dimensional shapes: 1. Pupils observe three-dimensional shapes shown and followed by Q&A session. 2. Pupils are called randomly to arrange three-dimensional shapes to build a model. 3. Explain about the pattern. 4. Pupils are divided into groups. Distribute pictures of three-dimensional shapes to each group. 5. Pupils cut the pictures of the thee-dimensional shapes dan paste it on the paper to form a pattern (Activity Sheet 4). **6.** Pupils present and discuss their group work. **Activity for two-dimensional shapes:** **Activity 1:** 1. Pupils observe a few arranged two-dimensional shapes cards. 2. Pupils observe the arranged two-dimensional shapes arranged on the board and followed by Q&A session.  3. Pupils repeat the activity in step 2 and arrange different patterns by using arranged two-dimensional shapes. **Activity 2:** 1. Pupils are divided into groups. 2. Distribute a few arranged two-dimensional shapes sketch to each group (Activity Sheet 5). 3. Cut the arranged two-dimensional shapes and create patterns.	• Integrated and enriched LS 7.1.3, 7.2.3 • Teacher could use real objects to identify and name three-dimensional and two-dimensional shapes. • Begin the group activity with two different patterns. • Concrete materials: papers, stickers, glues and other appropriate concrete materials. • Sample activities Activity Sheet 4 and 5.

4. Pupils present their group work and followed by Q&A session.	
Refer Textbook (Part 2): page 66, 70 and 72.	
Refer Activity Book (Part 2): page 70, 75 and 78.	

Activity Sheet 4

Name: _____ Class: _____

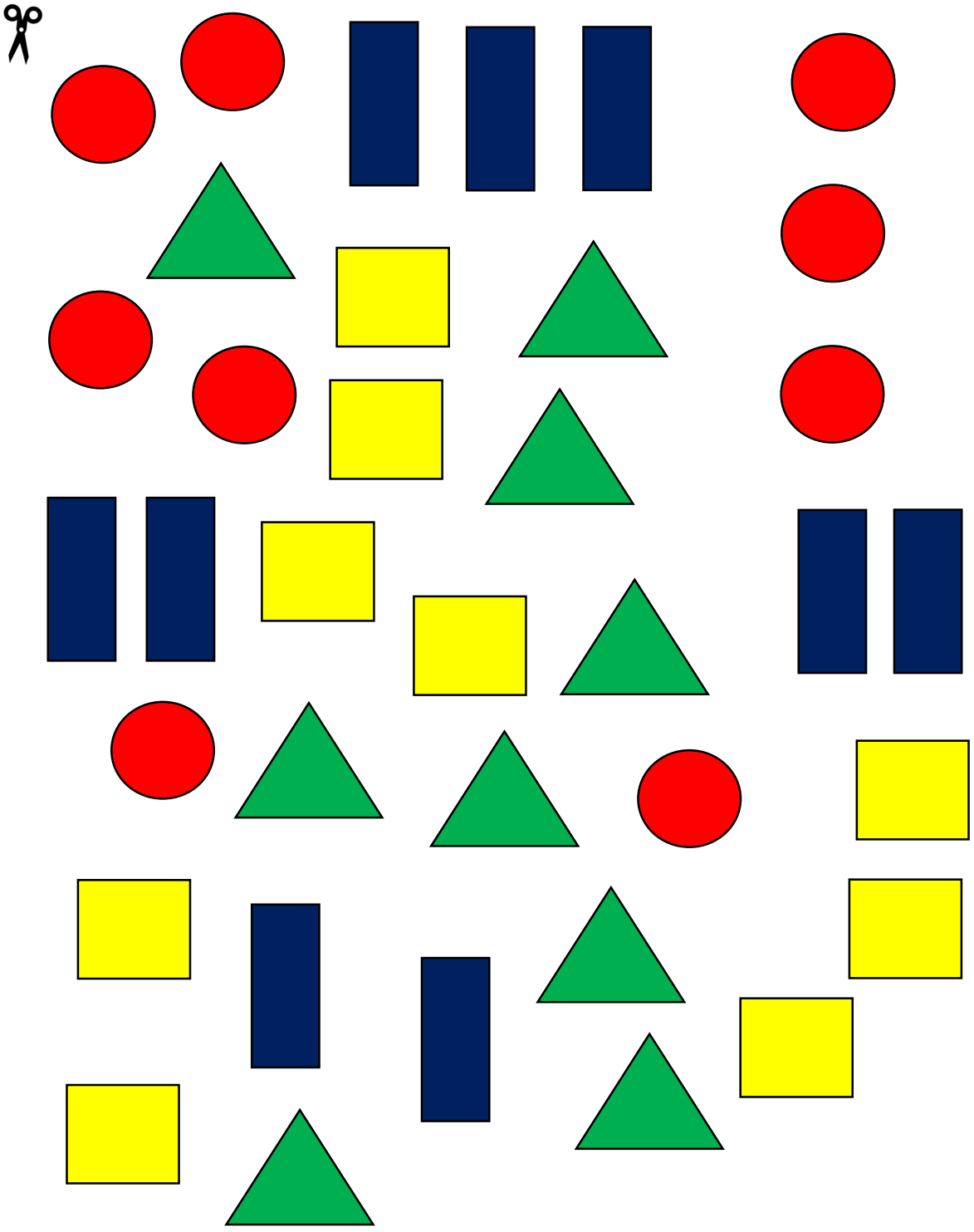
Cut and create patterns.



Activity Sheet 5

Name: _____ Class: _____

Cut and create patterns.



Topic	:	**7.0 Space**	Suggested time :	120 minutes
Content Standard	:	7.3 Problem solving		
Learning Standard	:	7.3.1 Solve problems involving daily situations.		
Lesson Explanation	:	Organised content: 1. Recognise three-dimensional shapes. 2. Create new models from a combination of three-dimensional shapes. Lesson starts with pupils observing picture of the three-dimensional model shown. At the beginning of the lesson, teacher emphasises on the pupils' understanding about three-dimensional shapes. Ensure pupils naming the three-dimensional shapes correctly. Then, pupils create models based on three-dimensional shapes.		

Suggested Activities	**Notes**
1. Pupils name the three-dimensional shapes based on the real objects shown by the teacher. 2. Pupils are divided into groups. Pupils create models from several three-dimensional shapes. 3. Pupils present the models.	• Concrete material: three-dimensional shapes objects. • Integrated and enriched LS 7.1.4.
Refer Textbook (Part 2): page 67.	
Refer Activity Book (Part 2): page 71.	

Topic	:	**7.0 Space**	Suggested time	: 120 minutes
Content Standard	:	7.3 Problem solving		
Learning Standard	:	7.3.1 Solve problems involving daily situations.		
Lesson Explanation	:	Organised content: 1. Recognise two-dimensional shapes. 2. Create patterns based on two-dimensional shapes. Lesson starts with pupils naming two-dimensional shapes shown by the teacher. Ensure pupils naming the shapes correctly. Then, pupils create patterns based on two-dimensional shapes.		

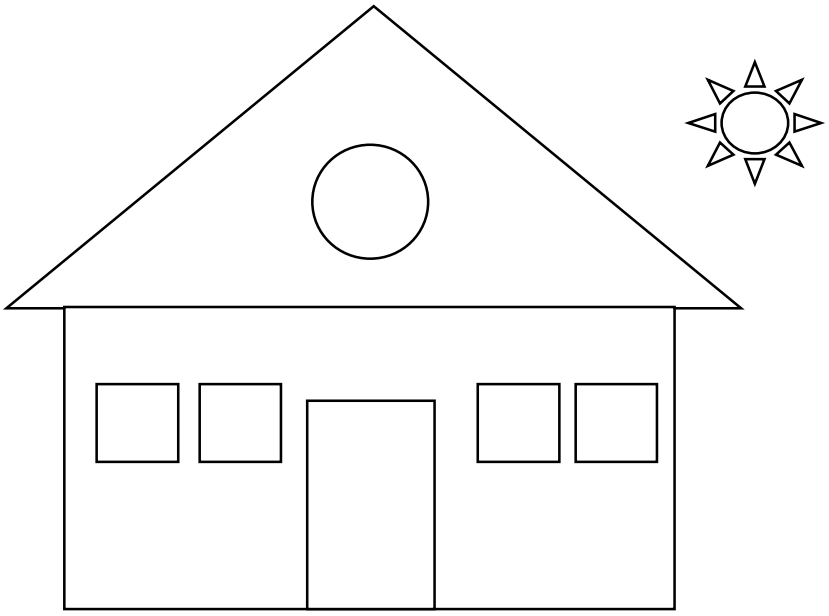
Suggested Activities	**Notes**
1. Pupils name the shapes of the two-dimensional shape cards. 2. Pupils complete Worksheet 55. 3. Pupils create patterns using several two-dimensional shapes. 4. Pupils present the patterns.	• Concrete material: two-dimensional shape cards. • Integrated and enriched LS 7.2.4. • Example worksheet: Worksheet 55
Refer Textbook (Part 2): page 67.	
Refer Activity Book (Part 2): page 72.	

Worksheet 55

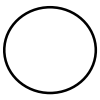
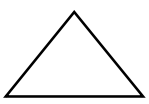
Name: _____ Class:_____

A. Colour the shapes.

square	red	Triangle	green
rectangle	blue	Circle	yellow



B. Look at the sketch above. Count the number of shapes used. Write the number of two-dimensional shapes in the table below.

shapes	number of shapes
	
	
	
	

Topic	:	**8.0 Data Management**	Suggested Time	:	120 minutes
Content Standard	:	8.1 Collect, classify and arrange data			
Learning Standard	:	8.1.1 Data collection based on real life situations.			
Lesson Explanation	:	Organised content: 1. Data collection within 10. 2. Data collection within 18. Lesson starts by explaining the meaning of data management. Teacher ensures that pupils know how to make a tally of five, especially when it reached five. In this session, teacher conducting an activity using table for pupils to make tally and counting numbers. Ensure pupils make tally and counting correctly. Conduct activities on data collection using concrete materials surrounding such as teachers' cars, color of bags, water bottles, balls, etc.			

Suggested Activities	**Notes**
1. Pupils use multi-colour balls for data collection (at least three colour). 2. Pupils are given a table to complete activities on data collection. 3. Pupils count each ball according to the colours and record it in the table. Tally and count within 10. 4. Pupils discuss the correct answers with their friends and teacher's guidance. 5. Repeat activity on data collection by making a tally and counting within 18. 6. Pupils can also paste coloured cards on the board and perform data collection activity.	• Emphasis on how to make a tally • Integrated and enriched LS 1.2.1. • Concrete materials: balls, coloured cards, stickers, water bottles, bags, teachers' cars and other appropriate materials.

Refer Textbook (Part 2): page 75 – 77.

Refer Activity Book (Part 2): page 81 – 83.

Topic	:	**8.0 Data Management**	Suggested Time :	120 minutes
Content Standard	:	8.2 Pictograph		
Learning Standard	:	8.2.1 Read and obtain information from a pictograph.		
Lesson Explanation	:	Organised content: 1. Recognise pictograph. 2. Read and obtain information from a pictograph. Lesson starts by explaining the meaning of pictographs (pictured figures or symbols). Teacher emphasises that each picture or symbol represents one. Pupils need counting skills so that pupils would be able to read and get information from pictographs correctly.		

Suggested Activities	**Notes**
1. Pupils look at an example of pictograph in the textbook page 78. 2. Teacher guides pupils to read and get information from the pictograph. 3. Q&A session between teacher and pupils regarding information of the pictograph. 4. Pupils paste coloured cards on the pictograph on the board. 5. Pupils are guided by the teacher to obtain the information from the pictograph.	• Emphasis pupils that each picture or symbol represent 'one'. • Concrete materials: coloured cards, stickers and manila cards.
Refer Textbook (Part 2): page 78 - 80	
Refer Activity Book (Part 2): page 84 - 85	

Topic	:	**8.0 Data Management**	Suggested Time	:	120 minutes
Content Standard	:	8.3 Problem solving			
Learning Standard	:	8.3.1 Solve problems involving daily situation.			
Lesson Explanation	:	Organised content: 1. Count and make a tally. 2. Read and obtain information from the pictograph. Lesson starts by reviewing the topics that have been learned related to data management. Pupils are guided to read data (tally and pictograph). Pupils need counting skills to solve problems. Teacher integrates fun learning elements.			

Suggested Activities	**Notes**
1. Pupils observe the examples in the textbook on pages 81 and 82.  Page 81 Textbook (Part 2)  Page 82 Textbook (Part 2) 2. Pupils read the data in the table and pictograph with teacher's guidance. 3. Q&A session for tally and pictograph between teacher and pupils. 4. Problem solving activity involving tally: i. Distribute a piece of paper to the pupils. ii. Pupils write their favourite food (example: fried chicken, doughnut and ice cream). iii. Pupils paste their paper on the white board. iv. Pupils collect data with teacher's guidance. 5. Problem solving activity involving pictograph: i. Pupils are given random picture stickers by the teacher. ii. Pupils stick their favourite picture stickers on the pictograph given.	• Emphasise the technique for making tally and how to read pictographs. • The quantity of each item in the pictograph should not exceed 10 numbers. • Concrete materials: papers, pictured stickers and other suitable concrete materials.

6. Pupils are guided by the teacher to get information on the pictograph.	
Refer Textbook (Part 2): page 81 – 84.	
Refer Activity Book (Part 2): page 86 – 90.	

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