

## Learning Outcomes


4.5.3	Complete numbers 40-50 in sequence
5.1.1	Use daily conversation to do addition
5.1.2	Combine 2 groups of item and count them one by one to get the total
5.1.3	Combine 2 objects and count forward with one adding number to get the total
5.1.4	Explain mathematical sentences
5.2.1	Use daily conversation to talk about condition of subtractions
5.2.2	Separate one group of items from the other and count the difference
5.2.3	Use mathematical sentence to talk about subtraction
5.2.4	Use symbol “-” and symbol “=” in mathematical sentence
7.1.1	Observe and record results of observation
7.1.2	Compare and differentiate results of observation
10.1.1	Say objects’ position a. in front, at the back b. up, down c. side, beside and in the middle d. outside, inside

# Mathematics 5

Page	Learning Outcomes	Objectives	Teaching steps and activities	Teaching aids
5	5.1.1 5.1.2 5.1.3 5.1.4	Pupils will be able to : <ul style="list-style-type: none"> <li>Find the total of two numbers.</li> <li>Write number sentences for addition</li> </ul>	<p><b>Step 1</b></p> <ol style="list-style-type: none"> <li>Teacher helps pupils with the first exercise in textbook pg 5.</li> <li>Pupils do the rest on their own.</li> </ol> <p><b>Step 2</b></p> <ol style="list-style-type: none"> <li>Recall pupils' skills on addition.           <ul style="list-style-type: none"> <li>write the numbers in vertical form.</li> <li>Add the ones .</li> <li>Continue to add the tens.</li> </ul> </li> <li>Teacher writes a number sentence on the board.  <math>25 + 11 =</math></li> <li>Ask a pupil to write the number in vertical form according to its place value.           <math display="block">\begin{array}{r} 25 \\ + 11 \\ \hline \end{array}</math> </li> <li>Teacher perform the operation. Add starting from the ones, then tens.</li> <li>Proceed with other examples.</li> </ol> <p><b>Step 3</b></p> <ol style="list-style-type: none"> <li>Discuss the questions in textbook page 6 and 7.</li> <li>Emphasize on checking the answers.</li> <li>Use the exercises in textbook page 8 , 9 and 10 to assess pupils.</li> </ol>	
11	5.1.1 5.1.2 5.1.3 5.1.4	Add three 1-digit numbers without regrouping.	<p><b>Step 1</b></p> <ol style="list-style-type: none"> <li>Refer to example 1 in the textbook on pg. 11.</li> <li>Teacher create a simple number story based on the number sentence given.            E.g. Lily has 2 balloons. Her mother gives her 2 balloons.            Her aunt gives her 1 balloon. Now, Lily has 5 balloons altogether.</li> <li>Teacher writes the numbers in vertical form.           <math display="block">\begin{array}{r} 2 \\ 2 \\ + 1 \\ \hline 5 \end{array}</math> </li> </ol> <p>Teacher: First, <math>2 + 2 = 4</math> Then, <math>4 + 1 = 5</math></p> <ol style="list-style-type: none"> <li>Teacher writes the number sentence on the board.  <math>2 + 2 + 1 = 5</math></li> <li>Discuss with pupils the exercise in textbook on pg. 11 and 12.</li> </ol>	

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14	5.2.1	Know by heart basic facts of subtraction	<p><b>Note:</b> Emphasize mental calculation to achieve rapid recall basic facts of subtraction.</p> <p><b>Step 1</b></p> <ol style="list-style-type: none"> <li>Paste basic facts of subtraction cards on the board.</li> <li>Ask pupils to read and give the answers.</li> </ol> $\boxed{11 - 5 =}$ <p><i>Eleven minus five equals six</i></p> <ol style="list-style-type: none"> <li>Repeat the activity with different cards.</li> </ol> <p><b>Step 2</b></p> <ol style="list-style-type: none"> <li>Teacher writes the number sentence on the board.</li> </ol> $\boxed{36 - 25 =}$ <ol style="list-style-type: none"> <li>Discuss with pupils; We always subtract the ones first. Then, subtract the tens. So, 6 ones - 5 ones = 1 ones , and 3 tens - 2 tens = 1 tens.</li> </ol> $\boxed{36 - 25 = 11}$ <ol style="list-style-type: none"> <li>Discuss the activities in textbook pg 14</li> </ol>	<ul style="list-style-type: none"> <li>Basic facts of subtraction table.</li> <li>Basic facts of subtraction cards.</li> <li>Number cards 0-18</li> </ul>								
15	5.2.2		<ol style="list-style-type: none"> <li>Discuss the questions in textbook pg 19.</li> <li>Ask pupils to count the objects.</li> <li>Pupils count and say the number of objects left.</li> <li>Guide pupil to write the answer.</li> <li>Activities in workbook pg 7, 8</li> </ol>									
16 17 18	5.2.1 5.2.3 5.2.4		<p><b>Step 1</b></p> <ol style="list-style-type: none"> <li>Teacher writes on the board:</li> </ol> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">- 1</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>Teacher : First, we subtract the ones.( Points to the ones) 2 ones are less than 4 ones. We need more ones to subtract.</li> </ol>	Tens	Ones	3	2	- 1	4			
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			<p>We regroup 1 ten into 10 ones</p> <table border="1" data-bbox="917 239 1074 365"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td><sup>2</sup> <del>3</del></td> <td><sup>12</sup> <del>2</del></td> </tr> <tr> <td>- 1</td> <td>4</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>3 tens 2 ones becomes 2 tens 12 ones. Now, we can subtract the ones. 12 ones - 4 ones = 8 ones</p> <table border="1" data-bbox="917 473 1074 599"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td><sup>2</sup> <del>3</del></td> <td><sup>12</sup> <del>2</del></td> </tr> <tr> <td>- 1</td> <td>4</td> </tr> <tr> <td></td> <td>8</td> </tr> </tbody> </table> <p>Then, subtract the tens. 2 tens - 1 tens = 1 tens.</p> <table border="1" data-bbox="917 673 1074 799"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td><sup>2</sup> <del>3</del></td> <td><sup>12</sup> <del>2</del></td> </tr> <tr> <td>- 1</td> <td>4</td> </tr> <tr> <td>1</td> <td>8</td> </tr> </tbody> </table> <p>So, <math>32 - 14 = 18</math></p> <p>2 Repeat the activity with other number sentences. 3 Activities in textbook 16, 17, 18 and workbook pg 9, 10, 11.</p>	Tens	Ones	<sup>2</sup> <del>3</del>	<sup>12</sup> <del>2</del>	- 1	4			Tens	Ones	<sup>2</sup> <del>3</del>	<sup>12</sup> <del>2</del>	- 1	4		8	Tens	Ones	<sup>2</sup> <del>3</del>	<sup>12</sup> <del>2</del>	- 1	4	1	8	
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19 20	5.1.4 5.2.4		<p><b>Step 1</b></p> <p>1 Refer to textbook pg 19. 2 Teacher tells a simple story. <i>Ali has 5 shells. He gives 2 shells to Lily. He gives 1 shell to Bakar.</i></p> <p>3 Guide pupils to write number sentence. <math>5 - 2 - 1 =</math></p> <p>4 Teacher : <math>5 - 2 = 3</math> Then , <math>3 - 1 = 2</math> Now, Ali has 2 shells. 5 Activities in textbook pg 19, 20 and activities in workbook pg 12.</p>																									

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21 22	4.5.3	Speak out and make sure digit value within 50.	<ol style="list-style-type: none"> <li>When teaching, teachers can do the same activities on the previous chapters, but must emphasize numbers from 41 – 50.</li> <li>Use pages 22 and 23 as materials to discuss with children about the formation of numbers 41 – 50.</li> <li>Use mathematical cards from 1 – 50 to do the following activities.               <ol style="list-style-type: none"> <li>Arrange numbers in sequence.</li> <li>Arrange numbers in backward sequence.</li> <li>Compare 2 numbers, which one is bigger and which one is smaller?</li> </ol> </li> </ol>	Mathematical cards
23	4.5.3	Use analysis of numbers to write out any numbers within 50.	<ol style="list-style-type: none"> <li>Use analysis of numbers to indicate the meaning for a certain number which is mean to form 1 ten and 1 one by using any two digit. For example: 45 <math>\longrightarrow</math> 40 and 5</li> <li>When teaching, teachers say one number (such as 42), then ask children to indicate by using objects and mathematical cards with place value of one and ten.           <div style="text-align: center;">    <math>\boxed{40}</math> and <math>\boxed{2}</math> = <math>\boxed{42}</math> </div> </li> <li>Children use mathematical cards with place value of ten and one to indicate a certain number.           <div style="text-align: center;"> <math>\boxed{45}</math> = <math>\boxed{40}</math> and <math>\boxed{5}</math> </div> </li> <li>Teachers make the following cards and let children do Q &amp; A session and answer in writing.           <div style="text-align: center;"> <math>\boxed{40 \text{ and } 2 = \boxed{\phantom{00}}}</math> </div> </li> </ol>	Objects Mathematical cards

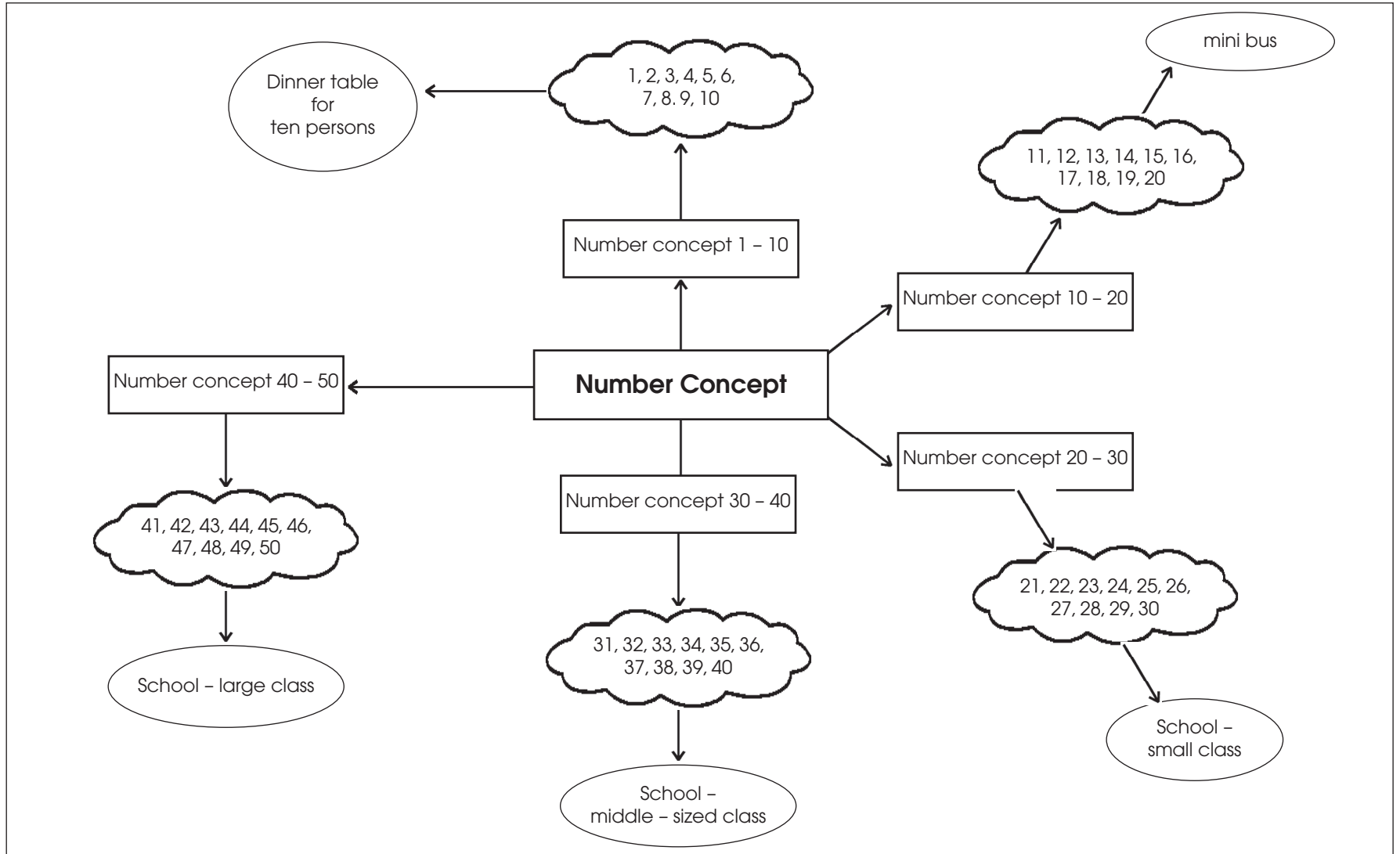
Page	Learning Outcomes	Objectives	Teaching steps and activities	Teaching aids																																						
			<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <input type="text"/> and 6 = 46         </div> <div style="border: 1px solid black; padding: 5px;">           40 and <input type="text"/> =         </div> <p>5. After activity, using pages 23, 24 and 25 in the textbook as material to discuss with children about the formation of numbers from 41 – 50.</p>																																							
24	4.5.3	Complete numbers 1 – 50 in sequence.	<p>1. Guide children to write on the blackboard and papers in order to do the following exercises:</p> <p>a. Write numbers 41 – 50</p> <p>b. Write numbers 1 – 50 in plain and backward sequences.</p> <p>2. Make several flashcards as follow, asking children to do Q &amp; A session and also fill in the blanks with numbers.</p> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <table border="1" style="border-collapse: collapse;"> <tr><td>16</td><td><input type="text"/></td><td>18</td></tr> <tr><td>31</td><td>32</td><td><input type="text"/></td></tr> <tr><td><input type="text"/></td><td>45</td><td>46</td></tr> </table> <table border="1" style="border-collapse: collapse;"> <tr><td><input type="text"/></td><td>40</td><td><input type="text"/></td></tr> <tr><td><input type="text"/></td><td>27</td><td><input type="text"/></td><td>29</td></tr> <tr><td><input type="text"/></td><td>34</td><td>35</td><td><input type="text"/></td></tr> </table> <table border="1" style="border-collapse: collapse;"> <tr><td>49</td><td>48</td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td>28</td><td>27</td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td>40</td><td>39</td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr> </table> </div> <p>3. Use page 24 in the textbook as material to discuss &amp; to do Q &amp; A session with children.</p>	16	<input type="text"/>	18	31	32	<input type="text"/>	<input type="text"/>	45	46	<input type="text"/>	40	<input type="text"/>	<input type="text"/>	27	<input type="text"/>	29	<input type="text"/>	34	35	<input type="text"/>	49	48	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	28	27	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	40	39	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Flashcards
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26	10.1.1	Learn to recognize both front and back	<p>Guide children to do the following activity of recognizing both front and back positions.</p> <p>Activity preparation Several small chairs / small benches each picture of cat, rabbit and monkey</p> <p>Process of activity</p> <p>1. Teachers show pictures of animal in proper sequence, pasting on the magnetic board to guide children to observe and explain: rabbits in front, cats sit next after it and monkeys line up at the back magnetic board.</p>																																							

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			<ol style="list-style-type: none"> <li>2. Ask children to help animals to change their line's position. For example: rabbits in front, cats next after it and monkeys line up last.</li> <li>3. Children can arrange at will but need to say the words "front" and "back" when arranging the line.</li> <li>4. After that, can do "travel by train" activity : Arrange small chairs on the straight line and children have a free choice to sit.</li> <li>5. Teachers ask randomly : "Who is sitting in front of Seow Hwa?" and "Who is sitting at the back?"</li> <li>6. Ask one child to say who is in front / at the back of him / her?</li> <li>7. Children are free to speak, saying who is in front of whom and who is at the back of whom.</li> <li>8. After activity, can use material in the textbook to do discussion and Q &amp; A session.</li> <li>9. Before discussing page 27, teachers can first draw pictures of fire engine, bus, one big balloon, one-wheeled bicycle and clown and then cut the pictures off. When discussing, putting these pictures on the blackboard to do direct showing. Let children see carefully about the correct answers.</li> <li>10. When discussing page 26, can guide children to put numbers from 1 – 10 beside animals which are on the side of a hill. This is to help them answer questions about in front or at the back.</li> </ol>	<p>Small chairs Small benches Animals' pictures Magnetic boards</p>
27	10.1.1	Learn to differentiate up and down.	<p>Guide children to do activity of differentiation as shown below.</p> <p>Activity preparation One small shelf (two layers which are up and down) several animal toys an apple-tree-hanging chart several apple trees</p> <p>Activity process</p> <ol style="list-style-type: none"> <li>1. Display small shelf and make sure up and down location.</li> <li>2. Ask children to put toys up and down to the appointed positions (e.g. ball and doll are put up, small bear and car are put down).</li> <li>3. Children are free to take toys, then explain where they have taken (up or down).</li> </ol>	

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Shapes 28	7.1.1	To understand and use the vocabulary related to 2-D shapes	<p>Notes:</p> <ul style="list-style-type: none"> <li>• Emphasize and repeat the new vocabulary to familiarize pupils.</li> <li>• Encourage pupils to compare 2-D shapes based on certain features.</li> </ul> <p style="margin-left: 40px;">Square - 4 equal sides and 4 corners  Triangle - 3 sides and 3 corners  Rectangle - 4 sides and 4 corners  Circle - no corners</p> <p><b>Step 1</b></p> <ol style="list-style-type: none"> <li>1 Teacher pastes large cut-out 2-D shapes on the board.</li> <li>2 Introduce 2-D shapes . Guide pupils to say the name of those shapes. <i>This is a circle.</i> <i>That is a square.</i></li> <li>3 Ask pupils to identify one shape at a time beginning with a square, rectangle, triangle, circle.</li> </ol> <p><b>Step 2</b></p> <ol style="list-style-type: none"> <li>1 Teacher shows the real objects which have 2-D shapes, such as handkerchief, plate, etc.</li> <li>2 Guide pupils to say the shape of the objects. <i>This is a plate.</i> <i>It has the shape of a circle.</i></li> <li>3 Workbook page 24.</li> </ol> <p><b>Step 3</b></p> <ol style="list-style-type: none"> <li>1 Paste 2-D shapes on the board.</li> <li>2 Teacher reads out the word triangle . Pupil pick out the shape.</li> <li>3 Repeat with other shapes.</li> </ol> <p><b>Step 4</b></p> <ol style="list-style-type: none"> <li>1 Refer to textbook pg 28. Introduce the words: Square , rectangle, circle , triangle.</li> <li>2 Show pupils a set of 2-D shapes and a set of word cards</li> <li>3 Ask pupils to match the word cards to the correct shapes.</li> </ol> <p><b>Step 5</b></p> <ol style="list-style-type: none"> <li>1 Place 2-D shapes in a box.</li> <li>2 Ask pupils to pick up and group the same shapes.</li> <li>3 Access activities in textbook pg 28</li> </ol>	<p>2-D shapes -: Circle, square , rectangle, triangle</p> <p>Word cards :- Circle, square, Rectangle, triangle</p> <p>Real objects with 2-D shapes</p>

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29	7.1.2		<ol style="list-style-type: none"> <li>1 Divide pupils in groups.</li> <li>2 Provide each group with large version of cut-out coloured 2-D shapes. (Each of the shapes have centered dotted line)</li> <li>3 Guide pupils to fold the shapes along the dotted line.</li> </ol> <p><b>Step 2</b></p> <ol style="list-style-type: none"> <li>1 Activities : Textbook pg 29. Workbook pg 25</li> </ol>	Cut-out 2-D shapes
30	7.1.2		<p><b>Step 1</b></p> <ol style="list-style-type: none"> <li>1 Refer to the combination 2-D shapes in textbook pg 30.</li> <li>2 Teacher draws and cut-out the shapes in 2 similar sides.</li> <li>3 Shows pupils up side down.</li> <li>4 Explains to pupils about the shadow.</li> <li>5 Repeat with other combination of shapes.</li> </ol> <p><b>Step 2</b></p> <ol style="list-style-type: none"> <li>1 Activities : Textbook pg 30 Workbook pg 26 , 27, 28</li> </ol>	

# Thematic Approach - Mathematics 5



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