



KEMENTERIAN PENDIDIKAN MALAYSIA

Bahagian Pembangunan Kurikulum

MODUL ASAS NUMERASI

Versi Bahasa Inggeris



EDISI 2



KEMENTERIAN PENDIDIKAN MALAYSIA
Bahagian Pembangunan Kurikulum

MODUL ASAS NUMERASI

Versi Bahasa Inggeris



EDISI 2

Cetakan Pertama Julai 2021 Cetakan Kedua November 2021

© Kementerian Pendidikan Malaysia Hak Cipta Terpelihara. Tidak dibenarkan mengeluarkan ulang mana-mana bahagian artikel, ilustrasi dan isi kandungan buku ini dalam sebarang bentuk dan dengan cara apa-apa jua sama ada secara elektronik, fotokopi, mekanik, rakaman atau cara lain sebelum mendapat kebenaran bertulis daripada Pengarah Bahagian Pembangunan Kurikulum, Kementerian Pendidikan Malaysia, Aras 4, 6-8, Blok E9, Kompleks Kerajaan Parcel E, Pusat Pentadbiran Kerajaan Persekutuan, 62604 Putrajaya, MALAYSIA.

Perpustakaan Negara Malaysia

Data Pengkatalogan Dalam Penerbitan

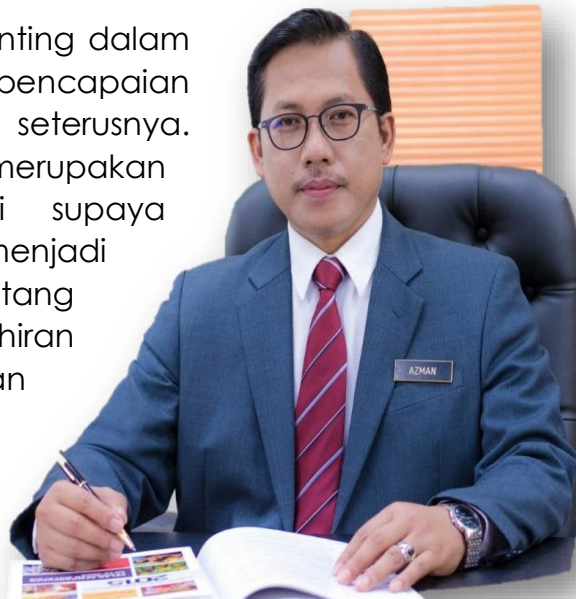
ISBN: 978-967-420-633-8

Terbitan:

Kementerian Pendidikan Malaysia
Bahagian Pembangunan Kurikulum
Aras 4, 6-8 Blok E9
Kompleks Kerajaan Parcel E
Pusat Pentadbiran Kerajaan Persekutuan
62604 Putrajaya.

Prakata

Kemahiran literasi dan numerasi penting dalam membantu murid meningkatkan pencapaian pembelajaran pada peringkat seterusnya. Kemahiran literasi dan numerasi merupakan satu keperluan untuk dikuasai supaya pembelajaran di sekolah rendah menjadi lebih mudah. Malah, kesedaran tentang kepentingan penguasaan kemahiran literasi dan numerasi murid akan membolehkan kita mewujudkan negara yang celik ilmu dan seterusnya mampu bersaing dalam era globalisasi.



Landskap pendidikan negara berubah akibat Perintah Kawalan Pergerakan (PKP) apabila sesi pengajaran dan pembelajaran (PdP) secara bersemuka terpaksa dihentikan. Bagi menyokong usaha membantu murid Tahap 1 yang masih belum menguasai literasi dan numerasi serta terkesan akibat PKP, Kementerian Pendidikan Malaysia (KPM) memperkenalkan Program Pemugaran Literasi dan Numerasi. Program ini merupakan satu strategi untuk memperkukuhkan kemahiran asas literasi dan numerasi dalam kalangan murid. Melalui Kit Pemugaran Literasi dan Numerasi, guru dapat membantu murid memaksimumkan tahap penguasaan literasi dan numerasi secara berterusan serta membolehkan guru melakukan tindakan susulan bagi mempertingkatkan keupayaan murid. Penghasilan Kit Pemugaran Literasi dan Numerasi ini diharapkan dapat memberi impak yang positif terhadap penguasaan murid.

Saya ingin merakamkan setinggi-tinggi penghargaan dan ucapan terima kasih kepada semua pihak yang terlibat dalam penyediaan Kit Pemugaran Literasi dan Numerasi ini. Semoga hasrat murni KPM tercapai dengan jayanya ke arah peningkatan kualiti sistem pendidikan kebangsaan.

Haji Azman bin Haji Adnan
Pengarah
Bahagian Pembangunan Kurikulum
Kementerian Pendidikan Malaysia

Content

No.	Title	Page
1.	Implementation Guide	1 - 3
2.	Unit I: Numbers Concept	5 - 8
3.	Unit 2: Whole Numbers Up To 10	9 - 16
4.	Unit 3: Whole Numbers Up To 20	17 - 24
5.	Unit 4: Whole Numbers Up To 100	25 - 32
6.	Unit 5: Addition Up To 10	33 - 36
7.	Unit 6: Addition Up To 18	37 - 40
8.	Unit 7: Addition Up To 100	41 - 46
9.	Unit 8: Subtraction within 10	47 - 50
10.	Unit 9: Subtraction within 18	51 - 54
11.	Unit 10: Subtraction within 100	55 - 60
12.	Unit II: Multiplication	61 - 68
13.	Unit 12: Division	69 - 74
14.	Unit 13: Money	75 - 82
15.	Unit 14: Time	83 - 88
16.	Acknowledgement	89

IMPLEMENTATION GUIDE FOR BASIC NUMERACY MODULE

I. INTRODUCTION

This basic Numeracy Module is a support material that embarked to reinforce the basic numeracy skills among level I students.

2. OBJECTIVES

Students of level I will be able to:

- i. perform basic mathematical operations as well as understand simple ideas and concepts of mathematics;
- ii. apply mathematical knowledge and skills in daily life; and
- iii. strengthen numeracy skills in further learning

3. TARGET GROUPS

Level I students who have not yet mastered basic numeracy skills.

4. BASIC NUMERACY MODULE

- 4.1 It is moduled as a supportive learning material for level I students during classroom learning (PdP) or teaching and learning at home (PdPR).
- 4.2 It is able to use according to the willingness and mental development of the student. Students can solve the the given activities depending on their progress and perfomancing status.
- 4.3 The content of Basic Numeracy Module:
 - i. Instructions for students to complete the given activities or tasks.
 - ii. Guideliness or notes for parents to guide their children to accomplish the given activities or tasks.
 - iii. Features such as QR codes, videos and audio links.

5. ROLES AND RESPONSIBILITIES

5.1 School Administrators

- i. Inform the teachers and parents or guardians of the students involved in this module.
- ii. Plan and align the implementation of this module.
- iii. Plan and execute observation and at the same time support the teachers by giving guidance continuously.
- iv. Ensure that teachers are doing PdP or PDPR as well as assessment to identify the students ability to follow the content of subjects as usual.
- v. Channel the information of the implementation of this module and students progress to the stakeholders periodically.
- vi. Collaborate with the Parents and Teachers Association (PIBG), Members of the governing board (Lembaga Pengelola), Parents and Local Community Association (PIBKS), or other related private agencies to bring up the restoration of this module.

5.2 Teachers

- i. Plan and implement PdP or PDPR by referring to this Basic Numeracy Module.
- ii. Establish a good collaboration with parents for the betterment of students learning.
- iii. Perform assesments frequently to identify and gather information about the students development.
- iv. Ensure the students materials are adequate.
- v. Monitor students progress from time to time.
- vi. Identify the achieved students and transform them to mainstream to follow the subjects in PdP or PDPR.
- vii. Report the students progress to the stakeholders.

5.3 Parents or Guardians

- i. Establish a good cooperation with school management and teachers to help the students in their learning. (Pdp or PDPR)
- ii. Assist children's learning during PdP or PDPR such as knowing their tasks or learning materials, learning schedules, learning aids and so on.
- iii. Hold a two way of interaction with the school management and teachers to follow their children's learning progress or development from time to time.
- iv. Observe children's learning and provide information based on their development to respective teachers from time to time to help them evaluate the students.

- v. Guide their children continuously to encourage and maintain the spirit of learning within themselves.

6. CLOSURE

This Basic Numeracy Module is expected to assist teachers and parents to guide the students or children to understand and master the skills of numeracy.

UNIT I : NUMBER CONCEPT



GUIDELINES FOR TEACHERS AND PARENTS

1

LEARNING OBJECTIVE

By the end of this unit, pupils will be able to:

State the quantity by comparing using **the most** or **the least**, **many** or **a few**, **equal** or **not equal**, and **more** or **less**.

2

TIPS FOR PARENTS

- i. Gather surrounding objects such as:
 - a) Pencils
 - b) Pebbles/stones
 - c) Leaves
 - d) Popsicle/craft sticks
- ii. Ask pupils to use the gathered objects to form:
 - a) Groups with **many objects** and **few objects**.
 - b) Groups with **equal number** of objects
 - c) Groups with **more objects** and **less objects**.
- iii. Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion in the provided space.

3

SUGGESTION OF COMMUNICATION

- i. What do you see?
- ii. Which group has more objects?
- iii. Which group has less objects?
- iv. How do you know that this group has less objects?

4

VOCABULARY

- Many
- Few
- Equal
- Less
- More

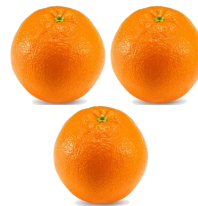
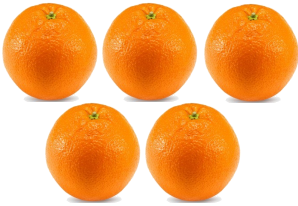
EXERCISE A

Tick (✓) to the group that has **more** objects.

EXAMPLE:



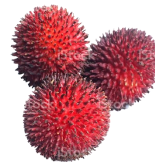
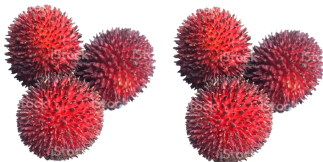
1.



2.



3.

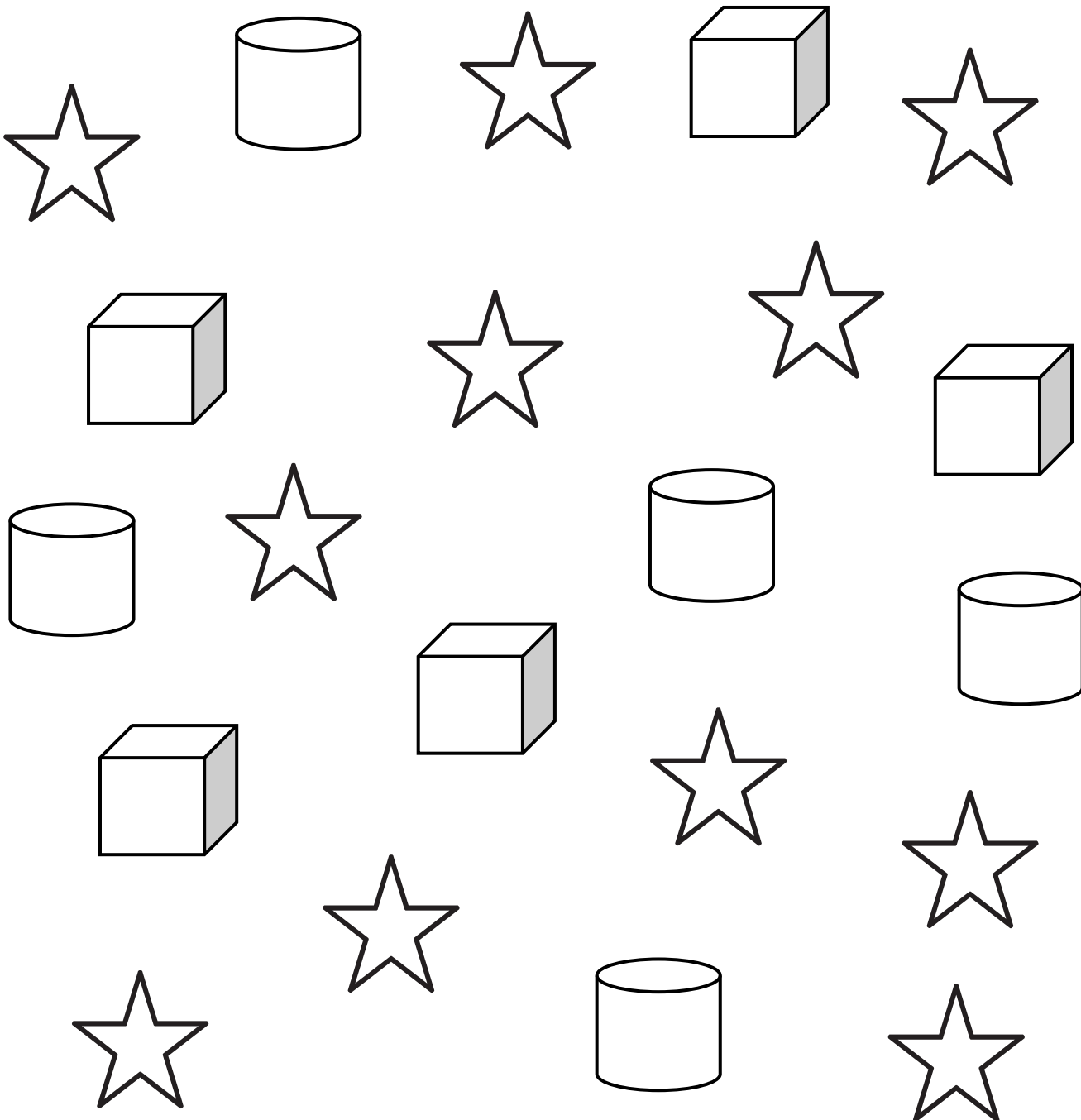


EXERCISE A: NUMBER CONCEPT

DATE OF COMPLETION

EXERCISE B

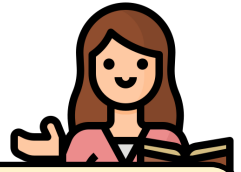
Colour **the most** number of objects in **RED** and **equal** number of objects in **BLUE**.



EXERCISE B: NUMBER CONCEPT

DATE OF COMPLETION

EXERCISE C



Complete the diagram by drawing the number of objects as required.

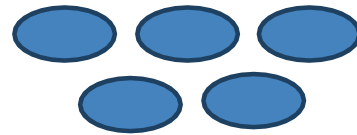
NOTES FOR PARENTS:

Draw objects in the empty boxes according to the quantity stated in words

EXAMPLE:

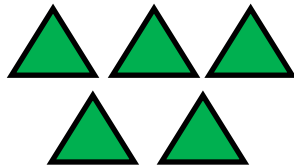


Less



More

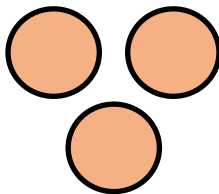
1.



More

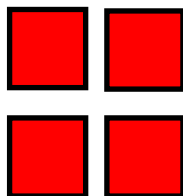
Less

2.



Equal

3.



Equal

EXERCISE C: NUMBER CONCEPT

DATE OF COMPLETION

UNIT 2: WHOLE NUMBERS UP TO 10



GUIDELINES FOR TEACHERS AND PARENTS

1

LEARNING OBJECTIVES

By the end of this unit, pupils will be able to:

- i. Say numbers from 1 to 9.
- ii. Identify numbers from 1 to 9.
- iii. Count objects from 1 to 9.
- iv. Write numbers from 1 to 9.
- v. Read numbers from 'one' to 'nine' in words.
- vi. Write numbers from 'one' to 'nine' in words.
- vii. Arrange numbers from 1 to 9 in ascending and descending order.
- viii. Identify, say, read and write number words and write 'zero' and 'ten' in words.

3

SUGGESTIONS OF COMMUNICATION

- i. What number is this?
- ii. Point to number 8.
- iii. Count up to 10.
- iv. How do you write 0?
- v. Give me 3 pencils.
- vi. Arrange 4, 3, 7, 1 in ascending order.
- vii. Write the number 5 in words.

2

TIPS FOR PARENTS

- i. Gather some surrounding objects that have numbers from 1 to 10 and 0 and objects for counters such as:
 - a) Watch/clock
 - b) Newspaper/magazine/book
 - c) Pencils
 - d) Pebbles/stones/flowers/leaves
- ii. Ask pupils to:
 - a) Say the numbers that they see.
 - b) Point to the correct numbers mentioned by parents.
 - c) Count objects based on the quantity mentioned by parents.
 - d) Write numbers mentioned by parents in numerals and word form.
- iii. Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion in the space provided.

4

VOCABULARY

- Numbers
- Quantity
- One
- Two
- Three
- Four
- Five
- Six
- Seven
- Eight
- Nine
- Zero
- Ten

EXERCISE A

Pupils need to do this activity in front of their teachers or parents.

Say aloud.

1 2 3 4 5 6 7 8 9

9 8 7 6 5 4 3 2 1

7 5 1 4 3 9 2 6 8

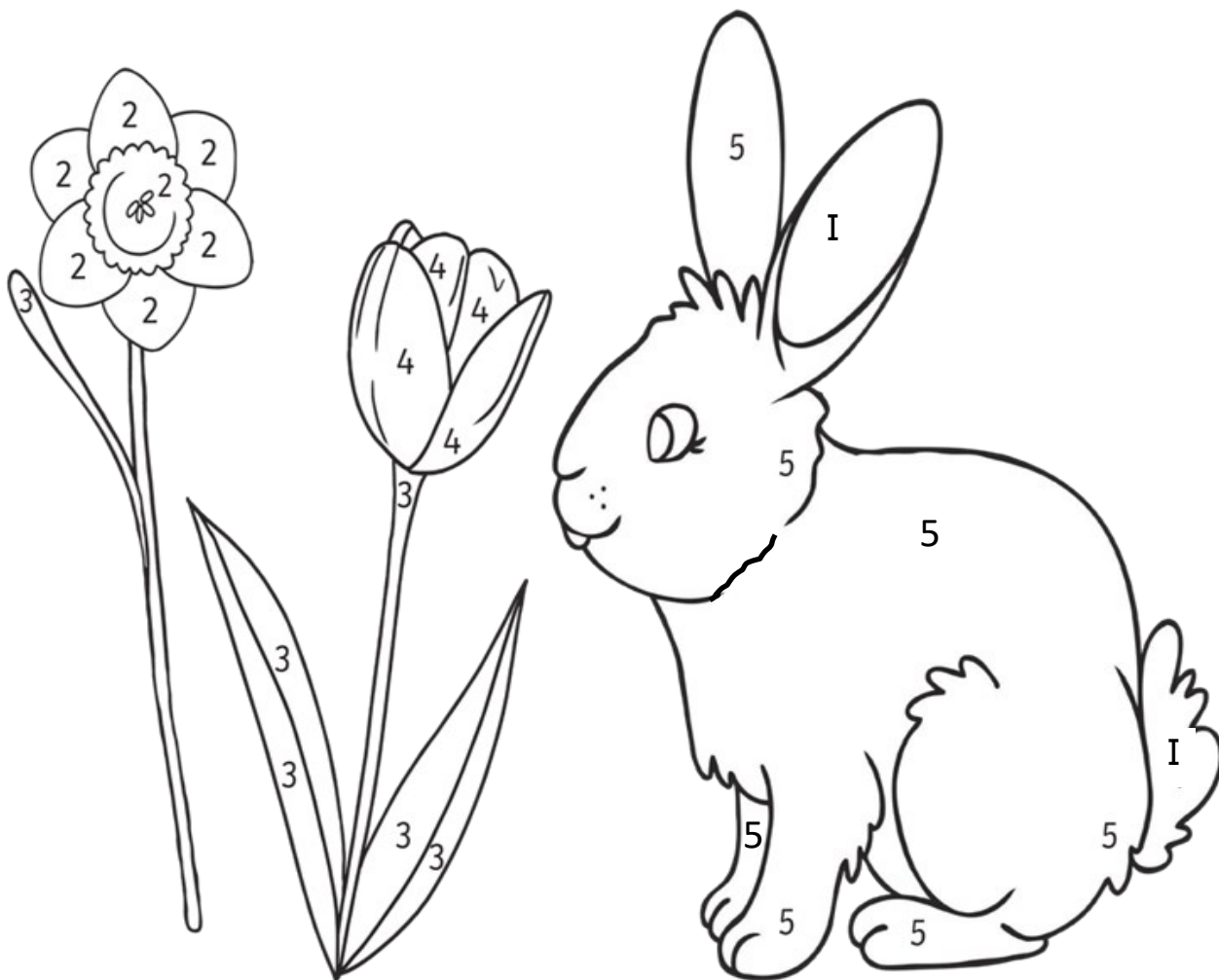
3 5 8
4 6 2

EXERCISE A:
WHOLE NUMBERS UP TO 10

DATE OF COMPLETION

EXERCISE B

Colour these pictures according to the colour codes given.



Colour codes :



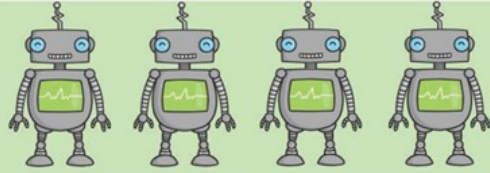
EXERCISE B:
WHOLE NUMBERS UP TO 10

DATE OF COMPLETION

EXERCISE C

Count and write the number of objects.

EXAMPLE:



4

1.



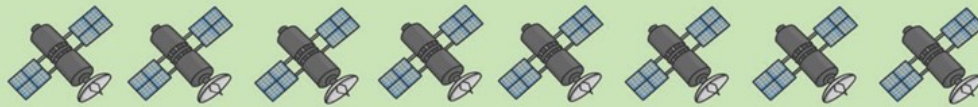
2.



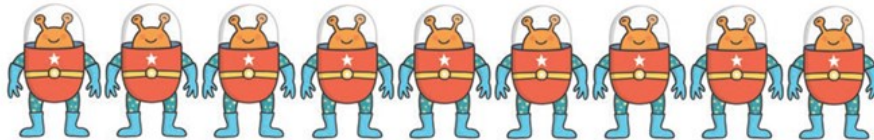
3.



4.



5.



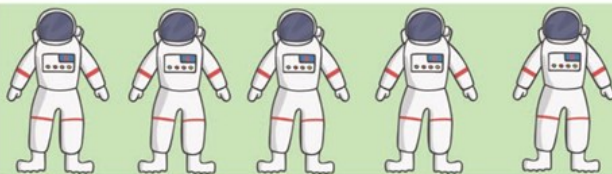
6.



7.



8.



EXERCISE C:

WHOLE NUMBERS UP TO 10

DATE OF COMPLETION

EXERCISE D



Colour the correct pairs.

NOTES FOR PARENTS:

Colour the correct pairs of numerals and number words.

EXAMPLE:

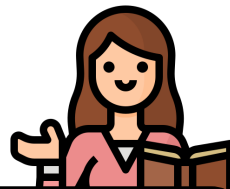
8	3	6
eight	one	five
1	4	2
one	six	three
9	3	5
six	three	two
4	7	6
eight	seven	nine

EXERCISE D:

WHOLE NUMBERS UP TO 10

DATE OF COMPLETION

EXERCISE E

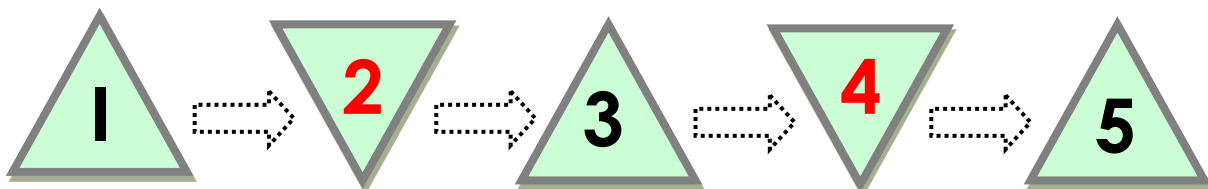


Write the numbers in ASCENDING order.

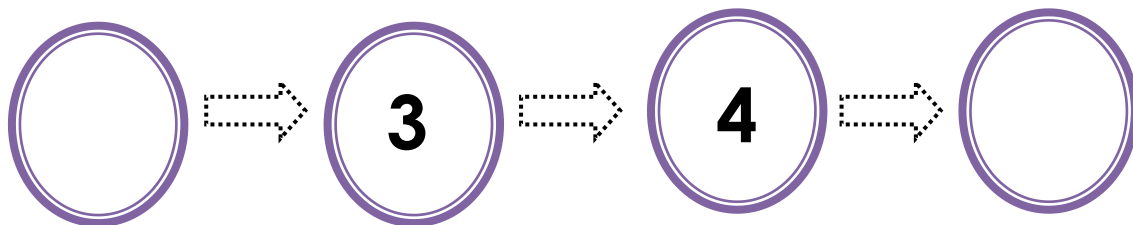
NOTES FOR PARENTS:

Ascending order is an arrangement from smallest to largest value

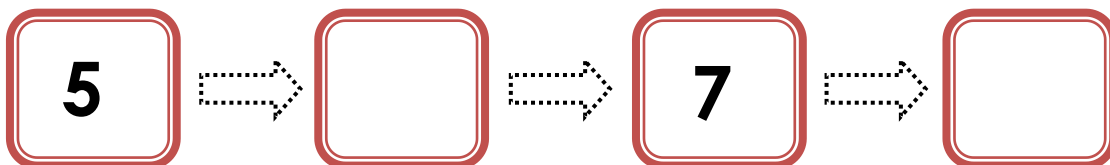
EXAMPLE:



1.



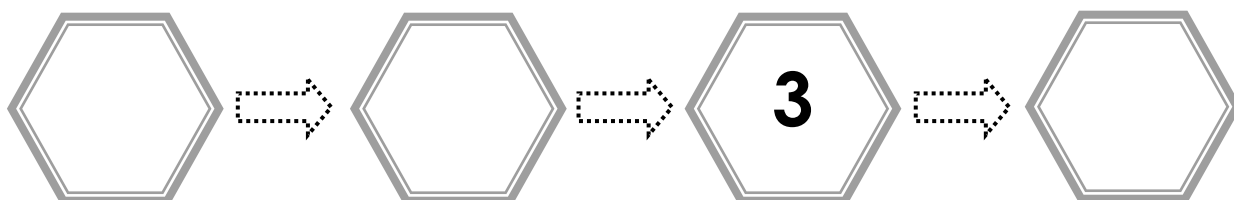
2.



3.



4.

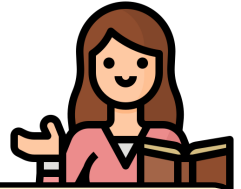


EXERCISE E:

WHOLE NUMBERS UP TO 10

DATE OF COMPLETION

EXERCISE F

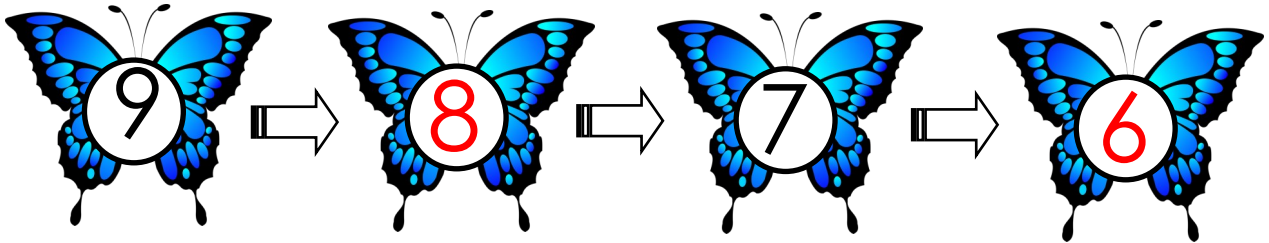


Write the numbers in DESCENDING order.

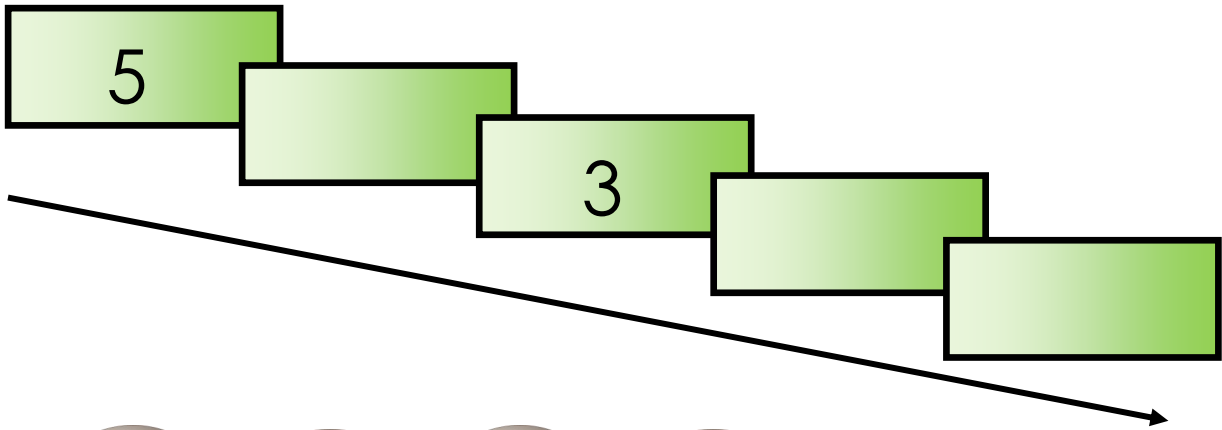
NOTES FOR PARENTS:

Descending order is an arrangement from largest to smallest

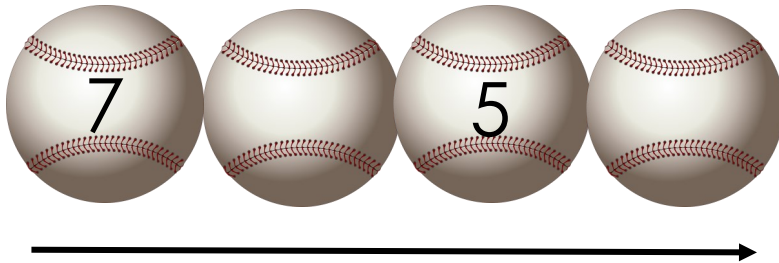
EXAMPLE:



1.



2.



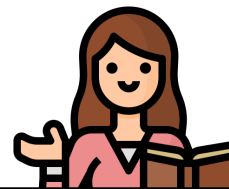
3.



EXERCISE F:
WHOLE NUMBERS UP TO 10

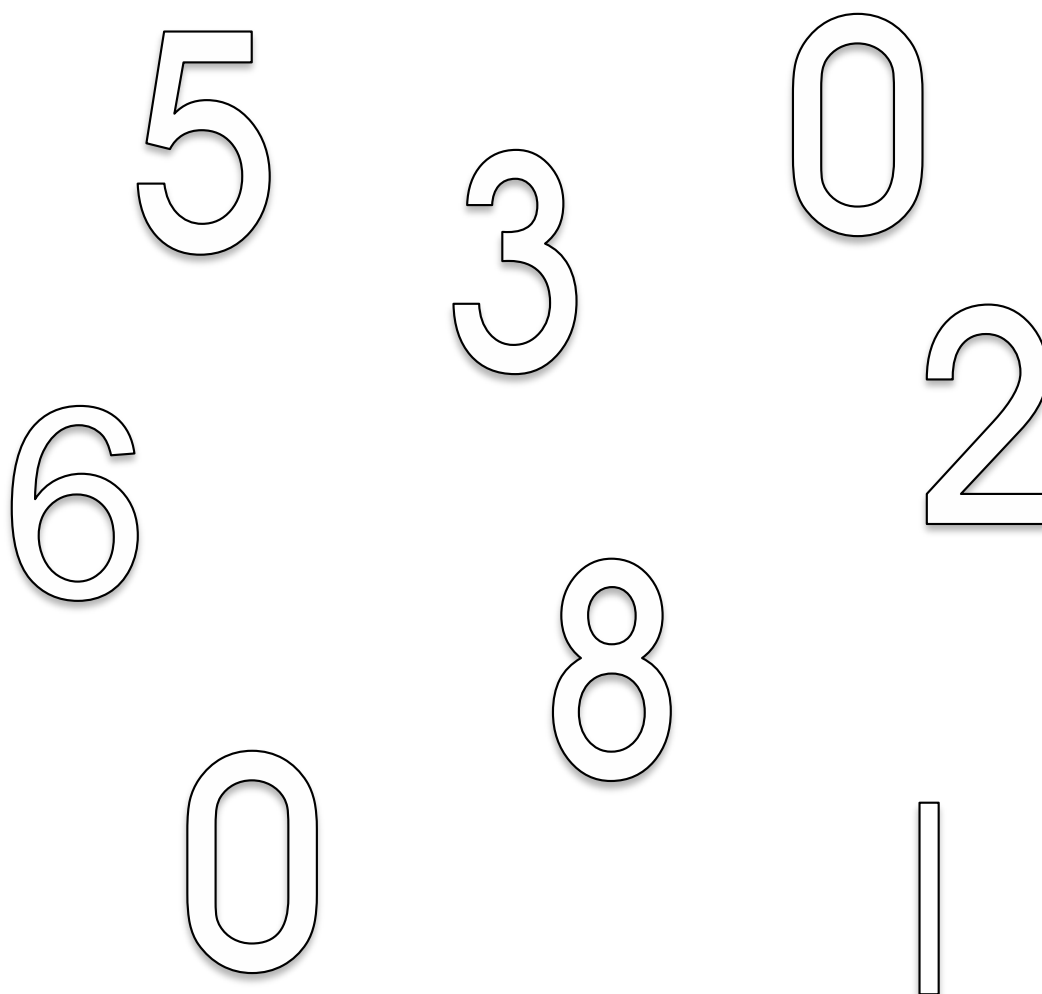
DATE OF COMPLETION

EXERCISE G



Colour the numbers.

NOTES FOR PARENTS: Colour number Zero only. Zero is 0.



EXERCISE G:

WHOLE NUMBERS UP TO 10

DATE OF COMPLETION

UNIT 3: WHOLE NUMBERS UP TO 20



GUIDELINES FOR TEACHERS AND PARENTS

1

LEARNING OBJECTIVES

By the end of this unit, pupils will be able to:

- i. Say numbers from 11 to 20.
- ii. Identify numbers from 11 to 20.
- iii. Count groups of objects from 11 to 20.
- iv. Write numbers from 11 to 20.
- v. Read numbers in words from 'eleven' to 'twenty'.
- vi. Write numbers in words from 'eleven' to 'twenty'.
- vii. Arrange numbers from 11 to 20 in ascending and descending order.

2

TIPS FOR PARENTS

- i. Gather surrounding objects that contain numbers from 11 to 20 which can be used as counters like:
 - a) Newspaper/magazine/book
 - b) Pencils
 - c) Pebbles/stones
 - d) Flowers/leaves
- ii. Ask pupils to:
 - a) Say numbers that they see.
 - b) Point to the correct numbers mentioned by parents.
 - c) Count objects based on the quantity mentioned by parents.
 - d) Write numbers mentioned by parents in numeral and word form.
- iii. Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion.

3

SUGGESTIONS OF COMMUNICATION

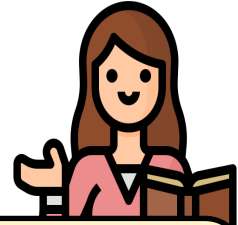
- i. What is this number?
- ii. Point to number 13.
- iii. Count up to 18.
- iv. How do you write the number 16?
- v. Give me 11 pebbles.
- vi. Arrange 12, 13, 19, 15 in ascending order.
- vii. Write 14 in words.

4

VOCABULARY

- Eleven
- Twelve
- Thirteen
- Fourteen
- Fifteen
- Sixteen
- Seventeen
- Eighteen
- Nineteen
- Twenty

EXERCISE A



Pupils need to do this activity with teachers or parents.
Listen and circle the correct number.

NOTES FOR PARENTS:

Say aloud any of the numbers from 11 to 20 and ask the pupils to circle the respective numbers. Repeat the activity up to question 7 by saying out different numbers.

1.

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

2.

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

3.

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

4.

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

5.

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

6.

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

7.

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

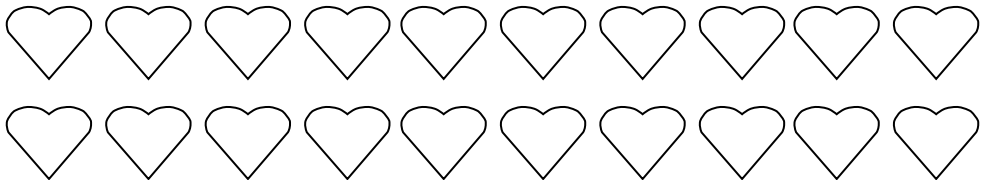
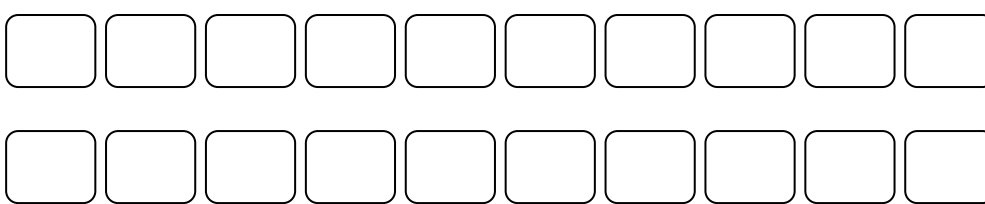
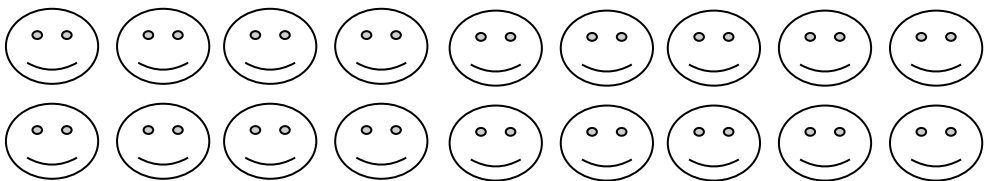
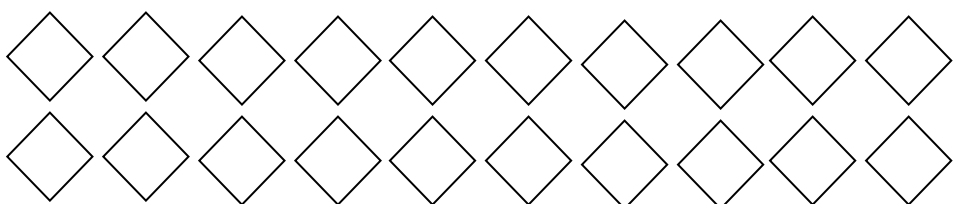
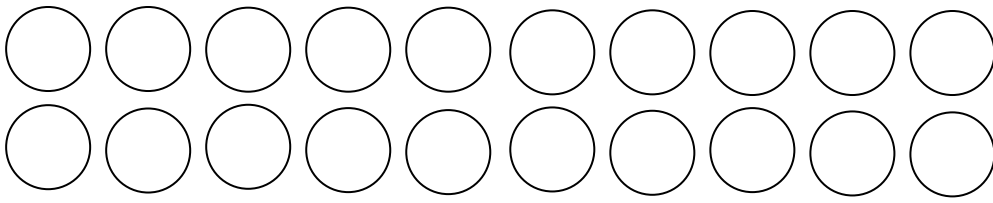
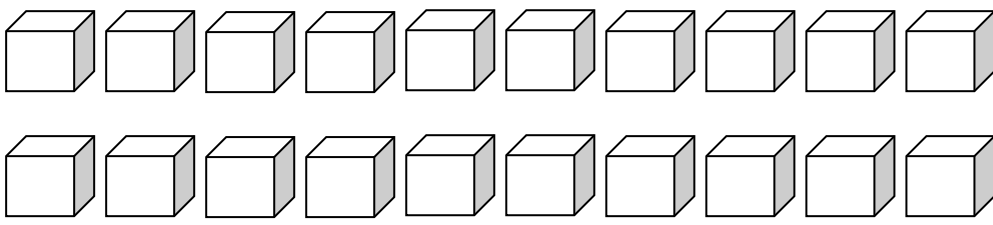
EXERCISE A:

WHOLE NUMBERS UP TO 20

DATE OF COMPLETION

EXERCISE B

Colour the objects according to the numbers.

1.	19	
2.	15	
3.	11	
4.	14	
5.	12	
6.	20	

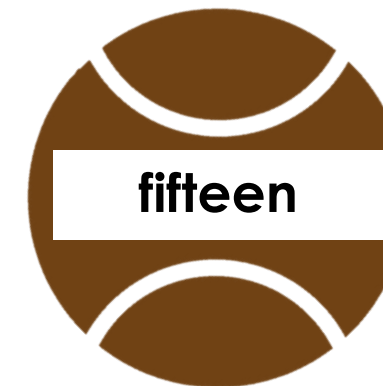
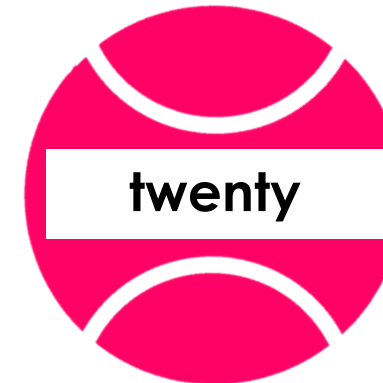
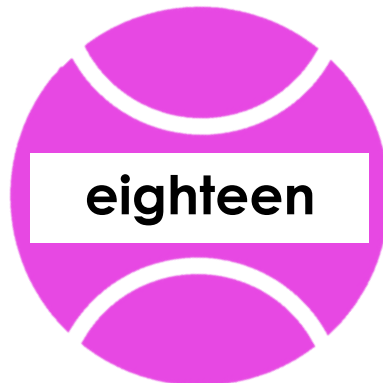
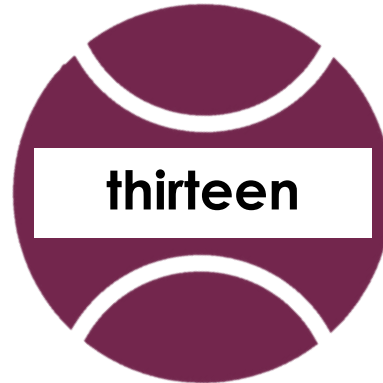
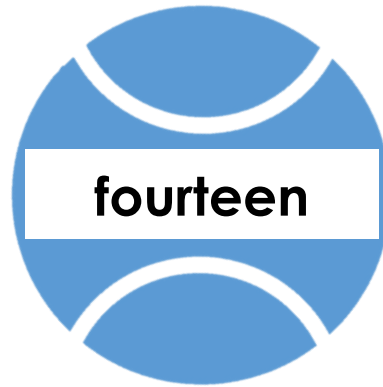
EXERCISE B:

WHOLE NUMBERS UP TO 20

DATE OF COMPLETION

EXERCISE C

Read.



EXERCISE C:

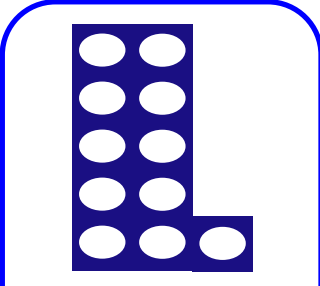
WHOLE NUMBERS UP TO 20

DATE OF COMPLETION

EXERCISE D

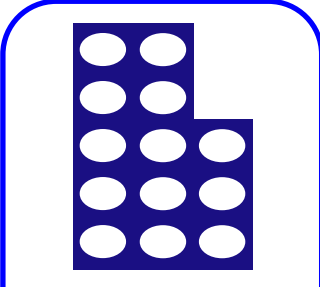
Count and circle the correct answer.

EXAMPLE:



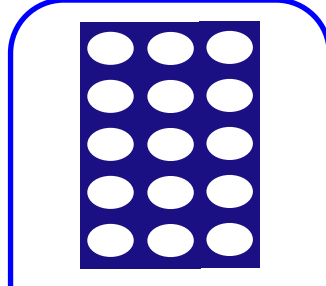
11 14 15

2.



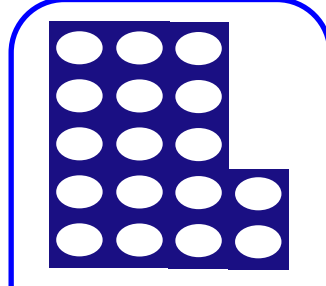
14 17 13

4.



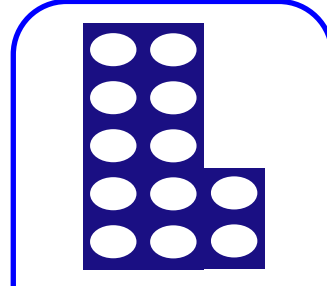
20 11 15

6.



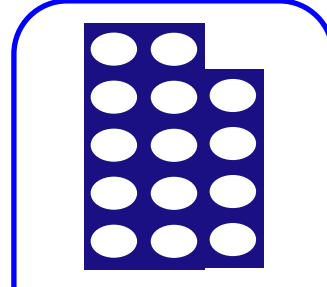
12 17 19

1.



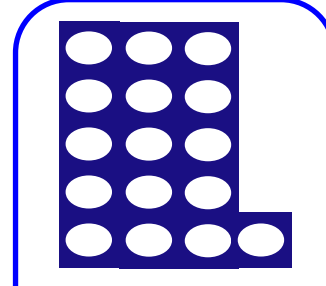
10 12 16

3.



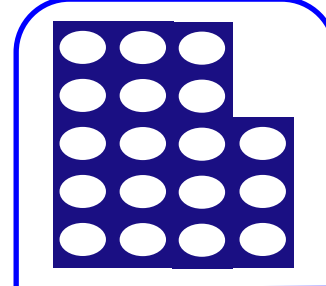
19 14 11

5.



13 19 16

7.



18 20 11

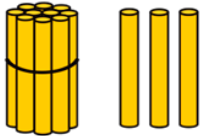

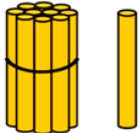
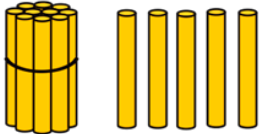


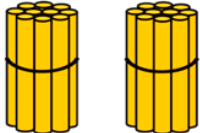
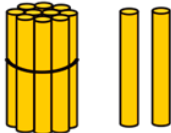
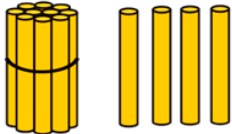

EXERCISE D:

WHOLE NUMBERS UP TO 20

DATE OF COMPLETION

EXERCISE E

Fill in the blanks.

EXAMPLE: 	13	<input type="text" value="13"/> = <input type="text" value="1"/> tens <input type="text" value="3"/> ones
1. 		<input type="text"/> = <input type="text"/> tens <input type="text"/> ones
2. 		<input type="text"/> = <input type="text"/> tens <input type="text"/> ones
3. 		<input type="text"/> = <input type="text"/> tens <input type="text"/> ones
4. 		<input type="text"/> = <input type="text"/> tens <input type="text"/> ones
5. 		<input type="text"/> = <input type="text"/> tens <input type="text"/> ones
6. 		<input type="text"/> = <input type="text"/> tens <input type="text"/> ones
7. 		<input type="text"/> = <input type="text"/> tens <input type="text"/> ones
8. 		<input type="text"/> = <input type="text"/> tens <input type="text"/> ones
9. 		<input type="text"/> = <input type="text"/> tens <input type="text"/> ones

EXERCISE E:
WHOLE NUMBERS UP TO 20

DATE OF COMPLETION

EXERCISE F



Write the numbers in **ASCENDING** order.

NOTES FOR PARENTS:

Ascending order is an arrangement from smallest to largest value.

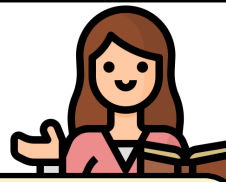
The maze consists of several paths of Easter eggs. The starting point is an egg labeled '10' with a pink arrow pointing to it from the word 'Start'. The path continues through eggs labeled 12, 14, 16, 18, and 20. Another path starts at an egg labeled '5' with a pink arrow pointing to it from the word 'Start'. This path goes through eggs labeled 7, 9, 11, and 13. A third path starts at an egg labeled '9' and goes through an egg labeled '15'. There are two chickens and a basket of eggs scattered throughout the maze. Grass tufts are also present.

EXERCISE F:

WHOLE NUMBERS UP TO 20

DATE OF COMPLETION

EXERCISE G



Write the numbers in **DESCENDING** order.

NOTES FOR PARENTS:

Descending order is an arrangement from largest to smallest .

Start →

20 ○

18 ○

16 ○

14 ○

10 ○

12 ○

Start →

15 ○

13 ○

11 ○

9 ○

7 ○

5 ○

EXERCISE G:
WHOLE NUMBERS UP TO 20

DATE OF COMPLETION

UNIT 4: WHOLE NUMBERS UP TO 100



GUIDELINES FOR TEACHERS AND PARENTS

1

LEARNING OBJECTIVES

By the end of this unit, pupils will be able to:

- i. Say numbers up to 100.
- ii. Identify numbers up to 100.
- iii. Count objects up to 100 in groups of tens, fives, twos and ones.
- iv. Write numbers up to 100.
- v. Read number in words up to 'one hundred'.
- vi. Write numbers in words up to 'one hundred'.
- vii. Find the place value and digit value for numbers up to 'one hundred'.
- viii. Arrange numbers up to 100 in ascending and descending order.

2

TIPS FOR PARENTS

- i. Gather surrounding objects which can be used as counters such as:
 - a) Sticks
 - b) Drinking straws
 - c) Popsicle/craft sticks
- ii. Tie the objects into bundles of tens and ask pupils to count them.
- iii. Write numbers up to 100 on a piece of paper and ask pupils to:
 - a) Say the numbers they see.
 - b) Write those numbers in words.
- iv. Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion in the provided space.

3

SUGGESTIONS OF COMMUNICATION

- i. What number is this?
- ii. How do you write 45?
- iii. Give me 40 sticks.
- iv. Arrange 45, 32, 70, 68 in ascending order.
- v. Write the number 30 in words.

4

VOCABULARY

- Numbers
- Numerals
- Ten
- Twenty
- Thirty
- Forty
- Fifteen
- Sixty
- Seventy
- Eighty
- Ninety
- One hundred

EXERCISE A

Pupils need to do this activity in front of their teachers or parents.

Say aloud.

21 34 67 89 26

93 78 30 43 52

75 43 92 68 100

35 54 48

44 26 92

EXERCISE A:

WHOLE NUMBERS UP TO 100

DATE OF COMPLETION

EXERCISE B

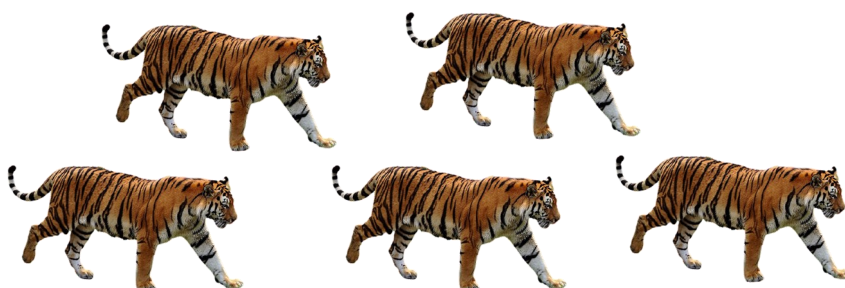
Count the objects and write the numbers.

EXAMPLE:



3

1.



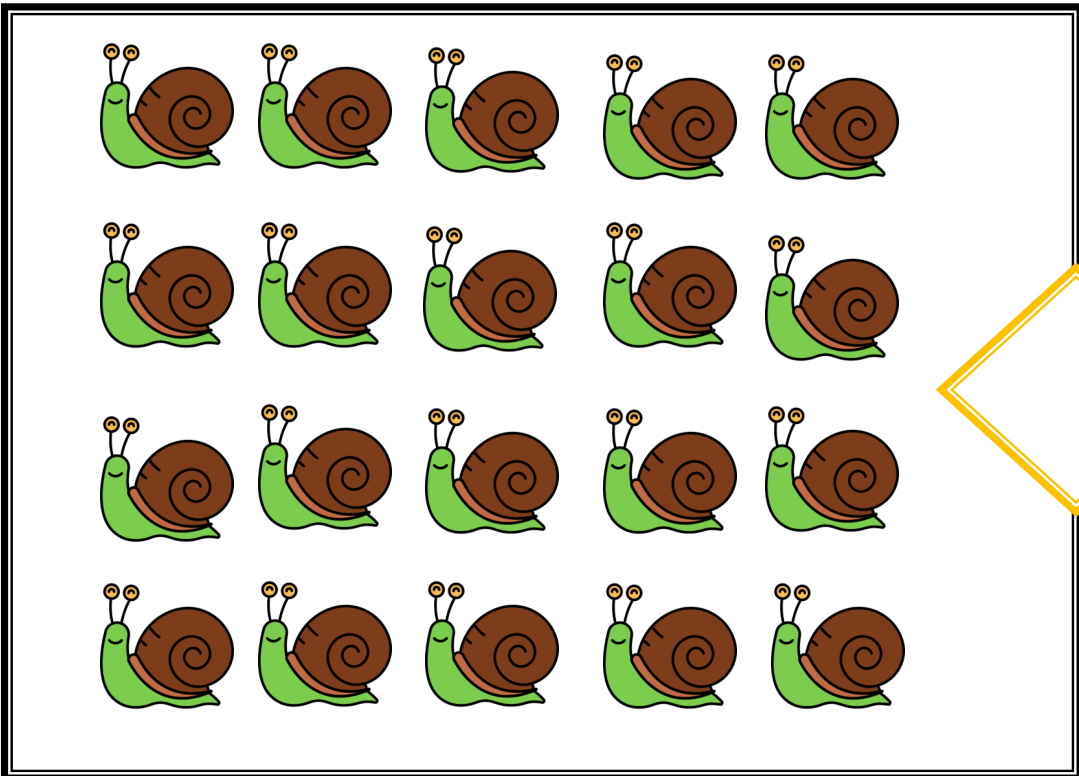
2.



3.



4.



EXERCISE B:

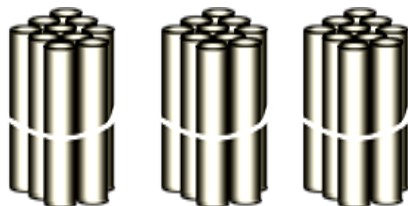
WHOLE NUMBERS UP TO 100

DATE OF COMPLETION

EXERCISE C

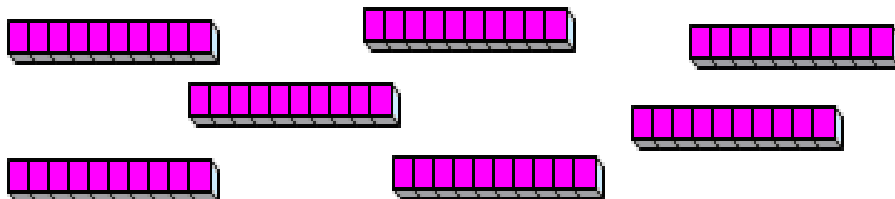
Count and write the answer.

EXAMPLE:

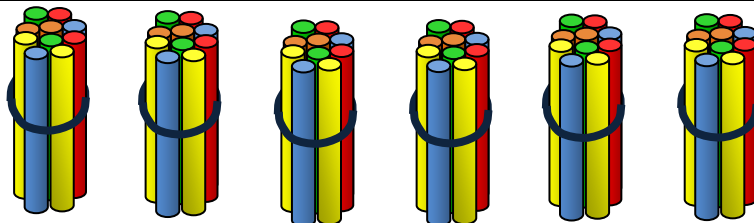


30

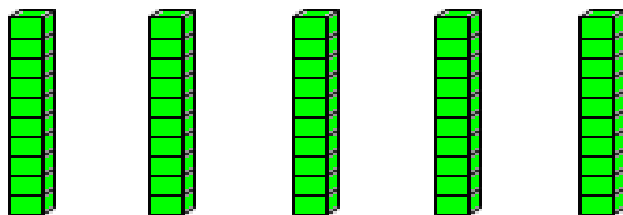
1.



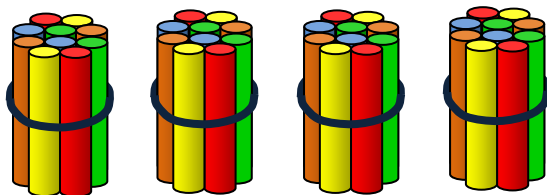
2.



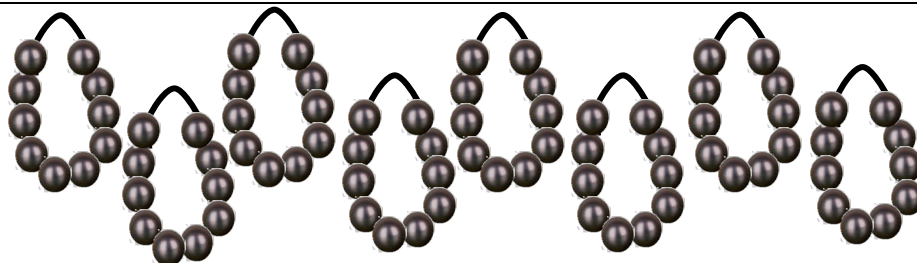
3.



4.



5.



EXERCISE C:
WHOLE NUMBERS UP TO 100

DATE OF COMPLETION

EXERCISE D

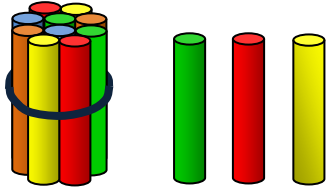
Fill in the blanks.



NOTES FOR PARENTS:

1 bundle = 10

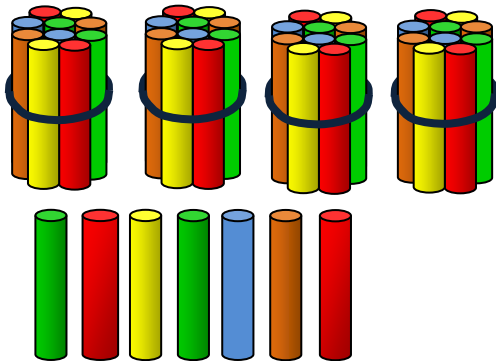
EXAMPLE:



13

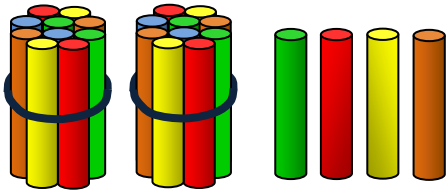
tens ones

1.



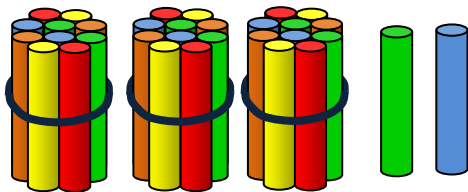
tens ones

2.



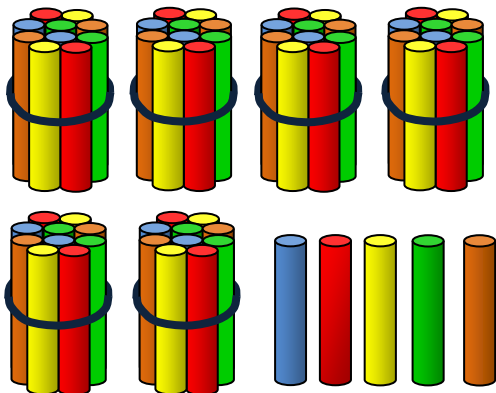
tens ones

3.



tens ones

4.



tens ones

EXERCISE D:

WHOLE NUMBERS UP TO 100

DATE OF COMPLETION

EXERCISE E



Count by fives in **ASCENDING** order and write the numbers.

NOTES FOR PARENTS:

Ascending order is an arrangement of numbers from smallest to largest value

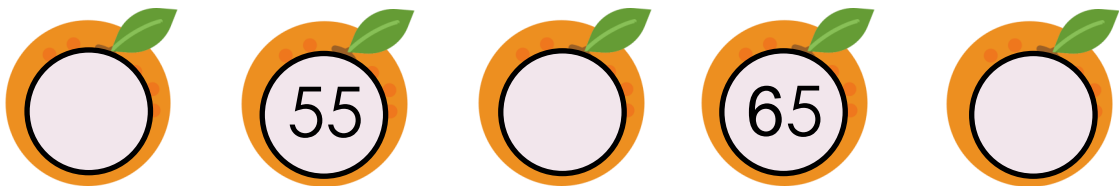
EXAMPLE :



1.



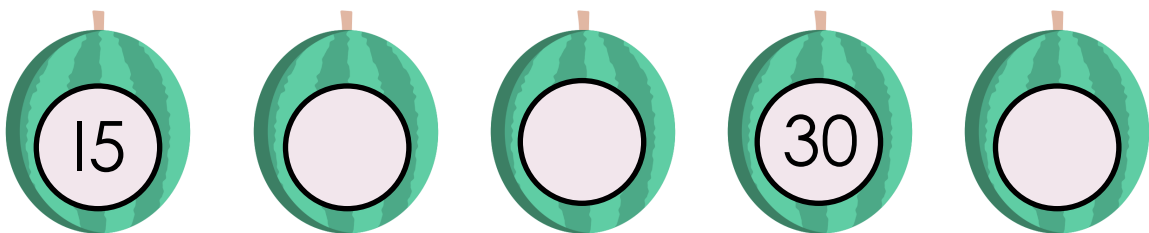
2.



3.



4.



EXERCISE E:

WHOLE NUMBERS UP TO 100

DATE OF COMPLETION

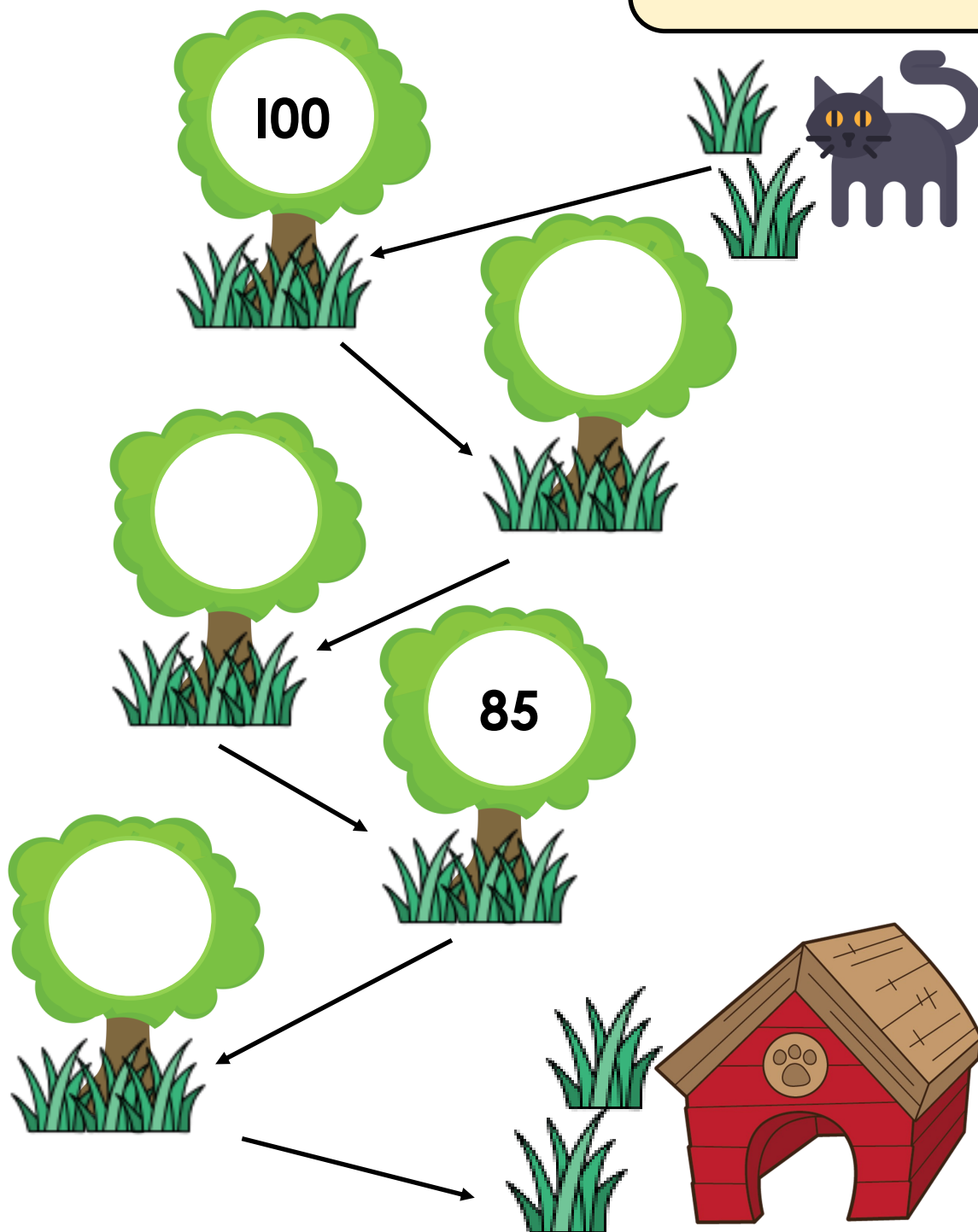
EXERCISE F



Count by fives in **DESCENDING** order and write the numbers.

NOTES FOR PARENTS:

Descending order is an arrangement of numbers from largest to smallest value.



EXERCISE F:
WHOLE NUMBERS UP TO 100

DATE OF COMPLETION

UNIT 5: ADDITION UP TO 10



GUIDELINES FOR TEACHERS AND PARENTS

1

LEARNING OBJECTIVES

By the end of this unit, pupils will be able to:

- i. Determine the value of adding 1 to a number.
- ii. State the sum of two numbers.
- iii. Write addition sentences.
- iv. State pairs of numbers with the same values.
- v. State spontaneously the total of two numbers.
- vi. Solve simple routine problems

3

SUGGESTIONS OF COMMUNICATION

- i. How many objects are there in this container?
- ii. Find the sum of all.
- iii. Add 6 to 3.
- iv. Write addition sentence for 3 plus 2.
- v. $4 + 3$ equal to?

2

TIPS FOR PARENTS

- i. Gather some counters (sweets, drinking straws, popsicle sticks, toys, etc).
- ii. Prepare 2 containers (plates/cups/ baskets).
- iii. Put the objects into the containers.
- iv. Ask pupils to count the objects altogether.
- v. Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion in the provided spaces.

4

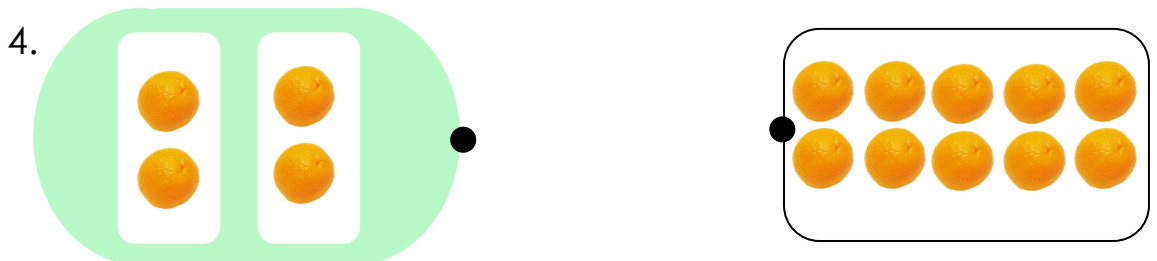
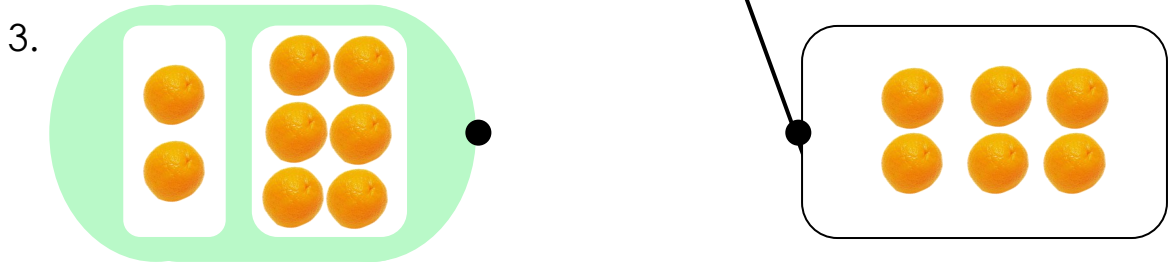
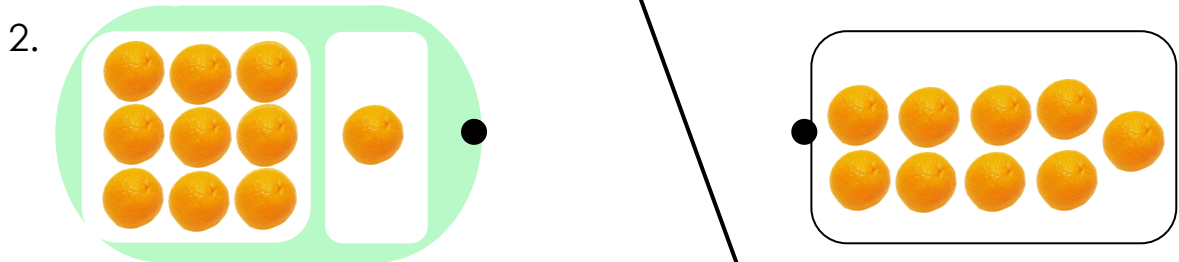
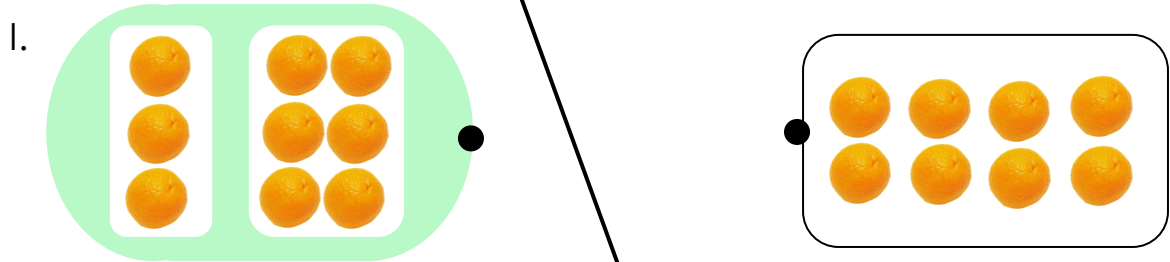
VOCABULARY

- Add
- Total
- Altogether
- Place value
- Digit value
- Standard form

EXERCISE A

Count and match objects that have equal numbers.

EXAMPLE:



EXERCISE A: ADDITION UP TO 10	DATE OF COMPLETION

EXERCISE B

Count and write the answers.

EXAMPLE:

$$6 + 3 = \boxed{9}$$

1.

$$4 + 2 = \boxed{}$$

2.

$$2 + 1 = \boxed{}$$

3.

$$3 + 3 = \boxed{}$$

4.

$$2 + 2 = \boxed{}$$

5.

$$6 + 4 = \boxed{}$$

EXERCISE B: ADDITION UP TO 10

DATE OF COMPLETION

EXERCISE C

Complete the tables.

EXAMPLE:

Across

4	+	2	=	6
+		+		+
1	+	0	=	1
=		=		=
5	+	2	=	7

Down

NOTES FOR PARENTS:

Addition is done from left to right "Across" and top to bottom "Down"

1.

2	+		=	4
+		+		+
0	+	1	=	
=		=		=
	+	3	=	5

2.

	+	3	=	7
+		+		+
1	+		=	
=		=		=
	+	4	=	

3.

2	+		=	7
+		+		+
	+		=	
=		=		=
3	+		=	9

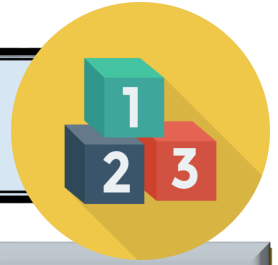
4.

	+		=	4
+		+		+
	+	3	=	
=		=		=
3	+	5	=	

EXERCISE C: ADDITION UP TO 10

DATE OF COMPLETION

UNIT 6: ADDITION UP TO 18



GUIDELINES FOR TEACHERS AND PARENTS

1

LEARNING OBJECTIVES

By the end of this unit, pupils will be able to:

- i. Determine the value of adding 1 to a number.
- ii. State the sum of two numbers.
- iii. Write addition sentences.
- iv. State pairs of numbers with the same values.
- v. State spontaneously the total of two numbers.
- vi. Solve simple routine problems

3

SUGGESTIONS OF COMMUNICATION

- i. How many objects are in this container?
- ii. Count the sum of all.
- iii. Add 5 to 8.
- iv. Write addition sentence for 7 plus 6.
- v. $9 + 4$ equals to?

2

TIPS FOR PARENTS

- i. Gather some counters (sweets, drinking straws, popsicle sticks, toys, etc).
- ii. Prepare 2 containers (plates/cups/baskets).
- iii. Put the objects into the containers.
- iv. Ask pupils to count the objects altogether.
- iv. Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion in the provided spaces.

4

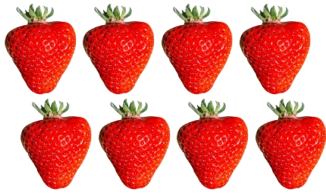
VOCABULARY

- Add
- Total
- Altogether
- Place value

EXERCISE A

Count the objects and write the total.

EXAMPLE:



8

+

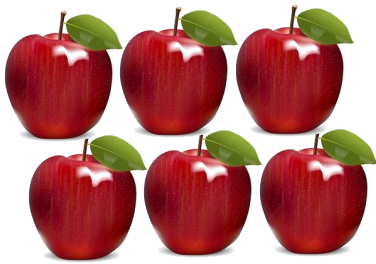


4

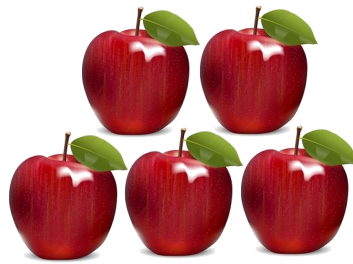
=

12

1.



+



=

2.



+



=

3.



+



=

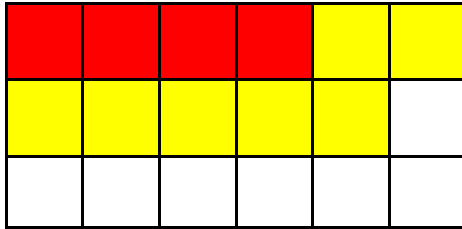
EXERCISE A:
ADDITION UP TO 18

DATE OF COMPLETION

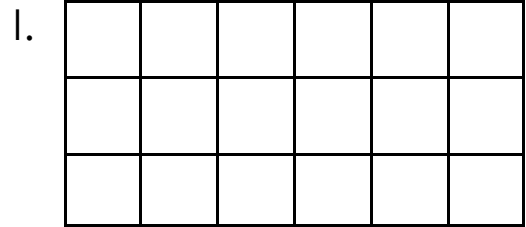
EXERCISE B

Colour the boxes according to the addition sentences below. Then, write the total.

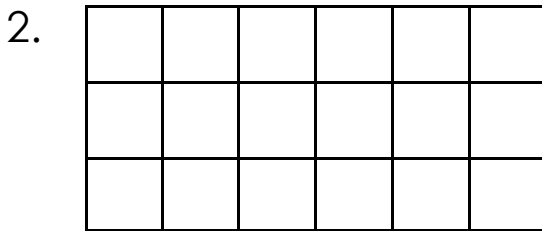
EXAMPLE:



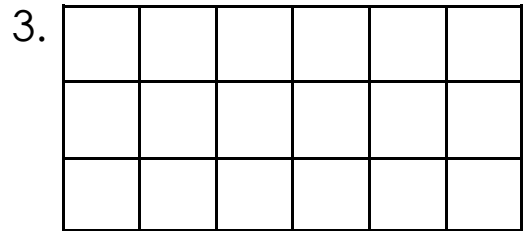
$$\boxed{4} + \boxed{7} = \boxed{11}$$



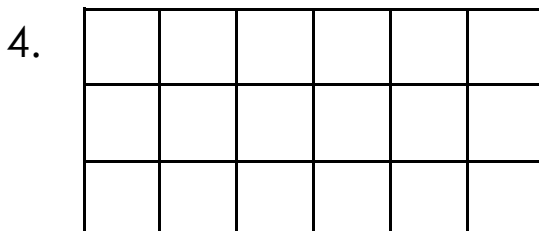
$$\boxed{6} + \boxed{6} = \boxed{}$$



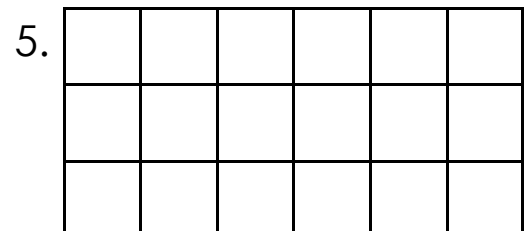
$$\boxed{8} + \boxed{5} = \boxed{}$$



$$\boxed{9} + \boxed{7} = \boxed{}$$



$$\boxed{8} + \boxed{8} = \boxed{}$$



$$\boxed{6} + \boxed{9} = \boxed{}$$

EXERCISE B:
ADDITION UP TO 18

DATE OF COMPLETION

EXERCISE C

Colour according to the correct sum.

12 → Blue

14 → Green

16 → Yellow

19 → Red

EXAMPLE:

$9 + 7$

$8 + 4$

$6 + 8$

$12 + 7$

$11 + 8$

$13 + 3$

EXERCISE C:

ADDITION UP TO 18

DATE OF COMPLETION

UNIT 7: ADDITION UP TO 100



GUIDELINES FOR TEACHERS AND PARENTS

1

LEARNING OBJECTIVES

By the end of this unit, pupils will be able to:

- i. Add two numbers without regrouping:
 - a. One-digit numbers together.
 - b. Two-digit numbers with one-digit numbers.
 - c. Two-digit numbers together.
- ii. Add two numbers with regrouping:
 - a. One-digit numbers together.
 - b. Two-digit numbers with one-digit numbers.
 - c. Two-digit numbers together.
- iii. Complete addition number sentence of two numbers.

3

SUGGESTIONS OF COMMUNICATION

- i. How many objects are there in this group?
- ii. Count the total.
- iii. Add 26 to 75.
- iv. Carry out this addition in standard form.

4

VOCABULARY

- Add
- Total
- Altogether
- Place value
- Digit value
- Standard form

2

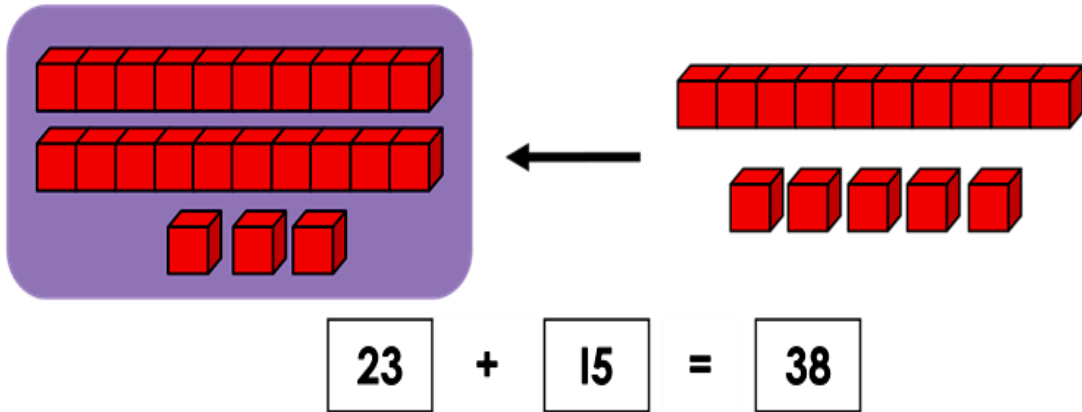
TIPS FOR PARENTS

- i. Write a number sentence on a piece of paper.
- ii. Ask pupils to write the number sentence in standard form.
- iii. Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion in the provided spaces.

EXERCISE A

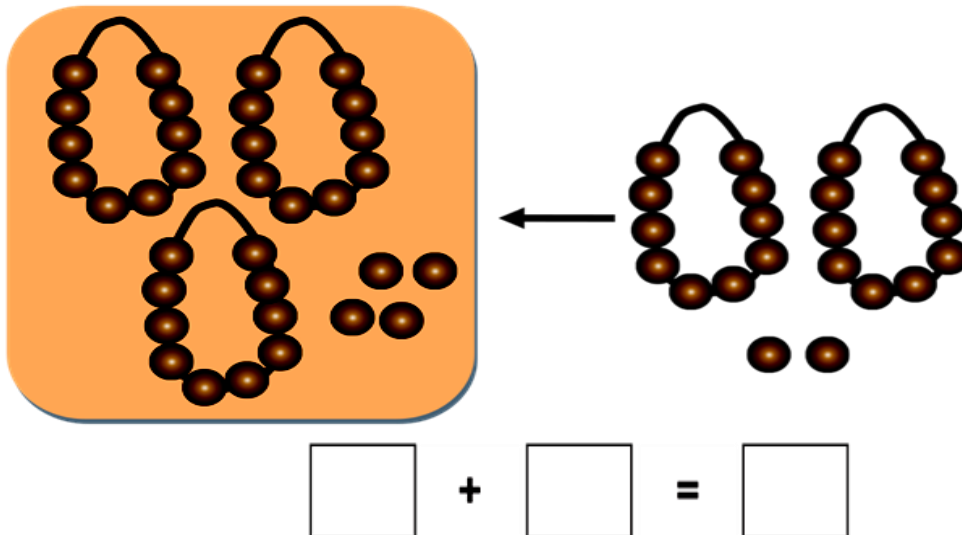
Write complete number sentences.

EXAMPLE:



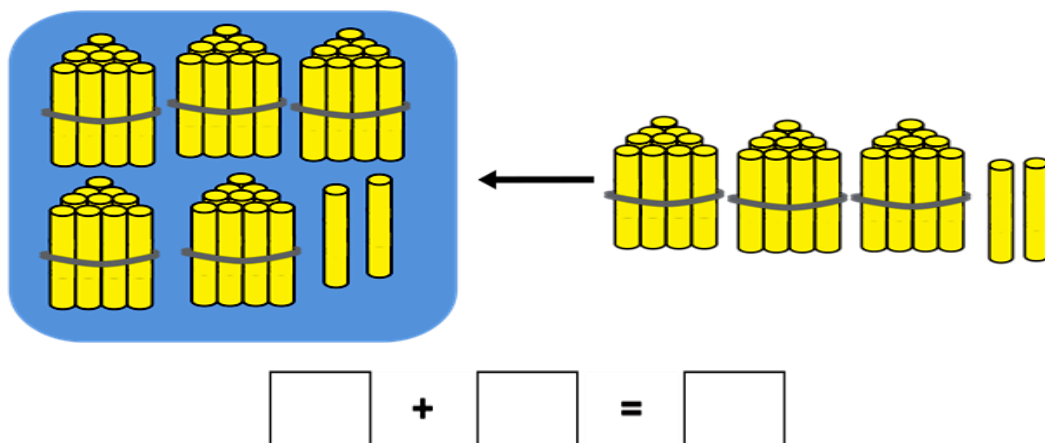
The example shows a purple rounded rectangle containing 23 red blocks (two tens rods and three ones units). To its right, an arrow points from 15 red blocks (one ten rod and five ones units) to the purple box. Below the blocks is the number sentence: $23 + 15 = 38$.

1.



The first problem shows an orange rounded rectangle containing 30 brown beads (three necklaces of 10 beads each) and 5 loose beads. To its right, an arrow points from 25 brown beads (two necklaces of 10 beads each and five loose beads) to the orange box. Below the beads is a blank number sentence: $\square + \square = \square$.

2.



The second problem shows a blue rounded rectangle containing 53 yellow blocks (five tens rods and three ones units). To its right, an arrow points from 35 yellow blocks (three tens rods and five ones units) to the blue box. Below the blocks is a blank number sentence: $\square + \square = \square$.

EXERCISE A:
ADDITION UP TO 100

DATE OF COMPLETION

EXERCISE B



Complete the following.

EXAMPLE:

$$25 + 43 = \boxed{68}$$

	Tens	Ones
	2	5
+	4	3
	6	8

NOTES FOR PARENTS:

Arrange the numbers according to place value.

1. $12 + 24 = \boxed{}$

	Tens	Ones
+		

2. $34 + 22 = \boxed{}$

	Tens	Ones
+		

3. $53 + 33 = \boxed{}$

	Tens	Ones
+		

4. $28 + 31 = \boxed{}$

	Tens	Ones
+		

EXERCISE B:

ADDITION UP TO 100

DATE OF COMPLETION

EXERCISE C

Solve these number sentences.

EXAMPLE:

$$45 + 38 = \square \longrightarrow$$

Tens	Ones
4	5
3	8
8	3

1. $54 + 27 = \square$

2. $24 + 66 = \square$

3. $15 + 48 = \square$

4. $35 + 28 = \square$

5. $13 + 39 = \square$

6. $47 + 19 = \square$

EXERCISE C:
ADDITION UP TO 100

DATE OF COMPLETION

EXERCISE D

Solve the problems.

EXAMPLE:

There are 6 boys and 2 girls in a bus. How many children are there in the bus?

$$\begin{array}{r} 6 \\ + 2 \\ \hline 8 \end{array}$$

Number sentence:

$$6 + 2 = 8$$

1. Olivia bought 14 books. Diana bought 23 books. How many books are there altogether?

Number sentence:

2. Mei Lin had 10 sweets. She bought 15 more sweets. How many sweets does she have now?

Number sentence:

3. Shima had 27 balls. Her mother gave 32 balls more. How many balls does Shima have now?

Number sentence:

EXERCISE D:

ADDITION UP TO 100

DATE OF COMPLETION

EXERCISE E

Solve the problems.

EXAMPLE:

There are 6 boys and 2 girls in a bus. How many children are there in the bus?

$$\begin{array}{r} 6 \quad 9 \\ + \quad 1 \quad 8 \\ \hline 8 \quad 7 \end{array}$$

Number sentence:

$$69 + 18 = 87$$

1. Kumar had 35 marbles. He bought 8 more marbles. How many marbles does he have now?

Number sentence:

2. There are 27 pupils in a group. Then 16 more pupils come and join them. How many pupils are there in the group now?

Number sentence:

3. There are 2 jars on the table. 1 jar contains 36 sweets and another one has 55 sweets. How many sweets are there altogether?

Number sentence:

EXERCISE E:

ADDITION UP TO 100

DATE OF COMPLETION

UNIT 8: SUBTRACTION WITHIN 10



GUIDELINES FOR TEACHERS AND PARENTS

1

LEARNING OBJECTIVES

By the end of this unit, pupils will be able to:

- i. Find the value of subtracting 1 from a number.
- ii. Write number sentences for subtraction.
- iii. Solve simple routine problems.

3

SUGGESTION OF COMMUNICATION

- i. How many objects are there in this container?
- ii. Count the remainder.
- iii. Less one from eight is seven.
- iv. $8 - 3$ equal to?

2

TIPS FOR PARENTS

- i. Prepare some counters (sweets, drinking straws, popsicles/craft sticks, toys, etc.).
- ii. Prepare 2 containers (plates/cups/baskets).
- iii. Put some objects into the a container.
- iv. Ask pupils to take out a few objects from the container.
- v. Ask pupils to count the remainders in the container.
- vi. Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion in the provided spaces.

4


VOCABULARY

- Subtract
- Cross out
- Put aside
- Take out
- Reduce
- Difference
- Comparison

EXERCISE A

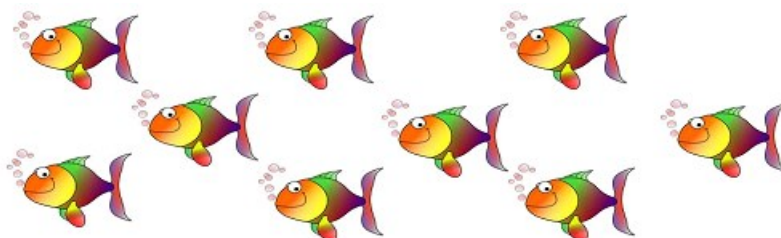
Cross out **one** object and write the correct answer.

EXAMPLE:



One less than 7 is

1.



One less than 9 is

2.



One less than 6 is

3.



One less than 5 is

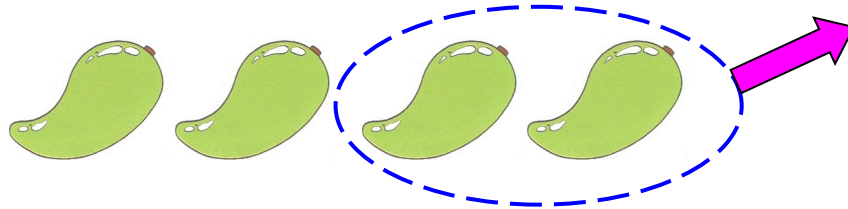
EXERCISE A:
SUBTRACTION WITHIN 10

DATE OF COMPLETION

EXERCISE B

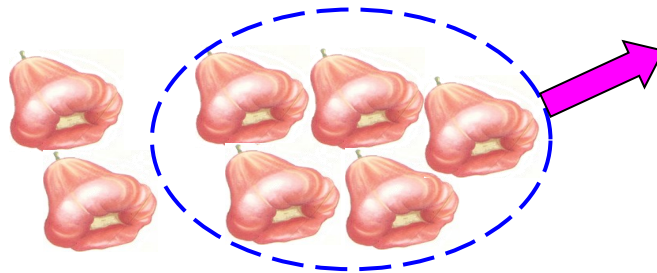
Fill in the blanks.

EXAMPLE:



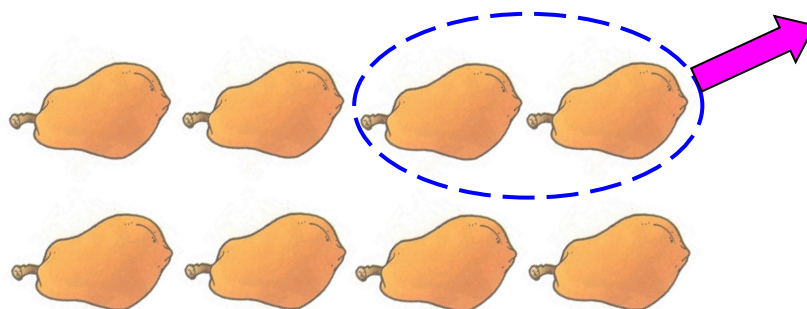
$$\boxed{4} - \boxed{2} = \boxed{2}$$

1.



$$\boxed{} - \boxed{} = \boxed{}$$

2.



$$\boxed{} - \boxed{} = \boxed{}$$

EXERCISE B:
SUBTRACTION WITHIN 10

DATE OF COMPLETION

EXERCISE C

Solve these number sentences.

EXAMPLE: $8 - 4$ =

1.

$7 - 3 =$

2.

$6 - 5 =$

3.

$8 - 2 =$

4.

$9 - 7 =$

EXERCISE C:
SUBTRACTION WITHIN 10

DATE OF COMPLETION

UNIT 9: SUBTRACTION WITHIN 18



GUIDELINES FOR TEACHERS AND PARENTS

1 LEARNING OBJECTIVES

By the end of the unit, pupils will be able to:

- i. Determine the value of subtracting 1 from a number.
- ii. Find the difference between two numbers.
- iii. Write number sentences for subtraction.
- iv. State spontaneously basic facts of subtraction.
- v. State number pairs that give the same remainders after subtract.
- vi. State spontaneously the difference between two numbers.
- vii. Solve simple routine problems.

3 SUGGESTIONS OF COMMUNICATION

- i. How many objects in this container ?
- ii. How much is left ?
- iii. One less than twelve is eleven.
- iv. $14 - 8 = 6$, what are the other two numbers that give the remainder of 6 after subtraction?

2 TIPS FOR PARENTS

- i. Prepare some counters (sweets, drinking straws, popsicles/craft sticks, toys, etc.).
- ii. Put the objects in a container.
- iii. Ask pupils to take out a few objects from the container and count the remainder.
- iv. Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion in the provided spaces.

4 VOCABULARY

- Cross out
- Set aside
- Take out
- Reduce
- Difference
- Comparison

EXERCISE A

Fill in the blanks.

EXAMPLE:

Take out 7 from 12 makes 5.

$$\begin{array}{|c|} \hline 12 \\ \hline \end{array} - \begin{array}{|c|} \hline 7 \\ \hline \end{array} = \begin{array}{|c|} \hline 5 \\ \hline \end{array}$$

1. 16 subtract 9 equals _____.

$$\begin{array}{|c|} \hline \\ \hline \end{array} - \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

2. Take out eight from seventeen makes _____

$$\begin{array}{|c|} \hline \\ \hline \end{array} - \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

3. 11 decreased by 4 equals _____.

$$\begin{array}{|c|} \hline \\ \hline \end{array} - \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

4. Set aside nine from eighteen makes _____.

$$\begin{array}{|c|} \hline \\ \hline \end{array} - \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

EXERCISE A:

SUBTRACTION WITHIN 18

DATE OF COMPLETION

EXERCISE B

Complete the following.

EXAMPLE:

Tens	Ones
1	6
-	7
	9

1.

Tens	Ones
1	2
-	6

2.

Tens	Ones
1	1
-	5

3.

Tens	Ones
1	5
-	8

4.

Tens	Ones
1	3
-	9

5.

Tens	Ones
1	4
-	7

EXERCISE B:
SUBTRACTION WITHIN 18

DATE OF COMPLETION

EXERCISE C

Solve the problems.

EXAMPLE:

Take out 6 from 12. How much is left ?

$$\boxed{12} - \boxed{6} = \boxed{6}$$

1. There are 15 mangosteens in a basket. 9 mangosteens are taken out from the basket. How many mangosteens are left in the basket?

$$\boxed{} - \boxed{} = \boxed{}$$

2. There are 12 pupils in a classroom. 8 of them are boys. How many are girls in the classroom?

$$\boxed{} - \boxed{} = \boxed{}$$

3. Ali collects 14 eggs. Then, he sells 5 of them. How many eggs are left?

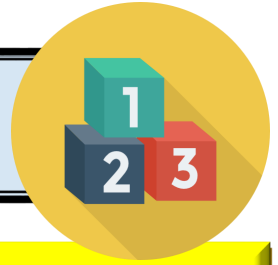
$$\boxed{} - \boxed{} = \boxed{}$$

EXERCISE C:

SUBTRACTION WITHIN 18

DATE OF COMPLETION

UNIT 10: SUBTRACTION WITHIN 100



GUIDELINES FOR TEACHERS AND PARENTS

1

LEARNING OBJECTIVES

By the end of this unit, pupils will be able to:

- i. Subtract any two numbers without regrouping:
 - a) One-digit numbers only.
 - b) One-digit number from two-digit numbers.
 - c) Two-digit numbers only.
- ii. Subtract any two numbers with regrouping involving two-digit numbers only.
- iii. Complete number sentences for subtraction.
- iv. Solve simple routine problems.

2

TIPS FOR PARENTS

- i. Write a subtraction number sentence on a piece of paper.
- ii. Ask pupils to write the number sentence in standard form.
- lii. Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion in the provided spaces.

3

SUGGESTIONS OF COMMUNICATION

- i. Eight minus four equals?
- ii. Three minus zero equal to?
- iii. Which do we subtract first, tens or ones?
- iv. Can three minus eight?
- v. Carry out the following subtraction in the standard form: 46 minus 32
- vi. 46 minus 23 equal to?

4

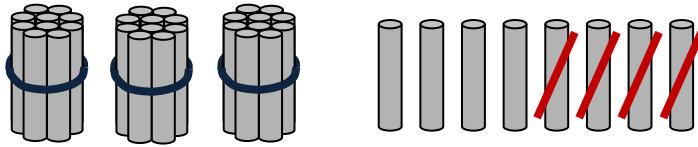
PERBENDAHARAAN KATA

- Cross out
- Set aside
- Take out
- Reduce
- Difference
- Comparison

EXERCISE A

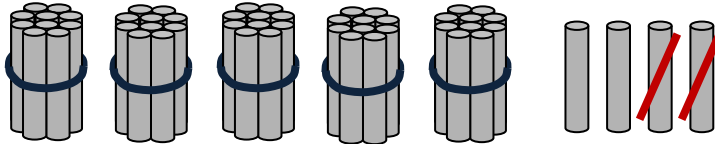
Write complete number sentence.

EXAMPLE:



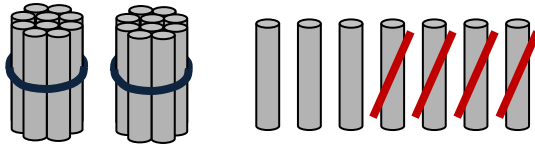
$$\boxed{38} - \boxed{4} = \boxed{34}$$

1.



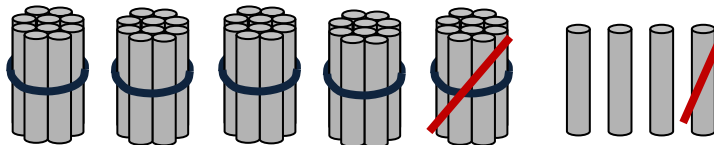
$$\boxed{} - \boxed{} = \boxed{}$$

2.



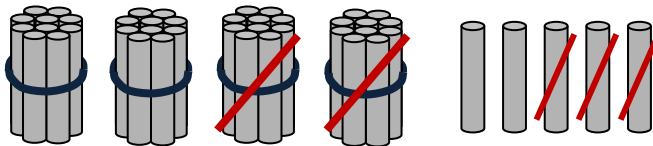
$$\boxed{} - \boxed{} = \boxed{}$$

3.



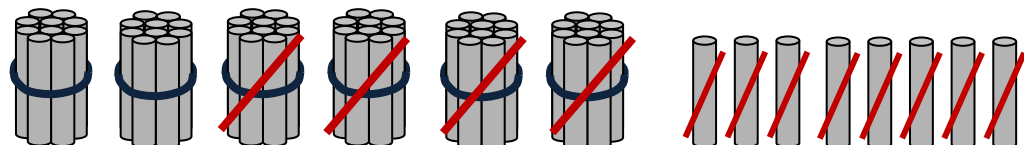
$$\boxed{} - \boxed{} = \boxed{}$$

4.



$$\boxed{} - \boxed{} = \boxed{}$$

5.



$$\boxed{} - \boxed{} = \boxed{}$$

EXERCISE A:
SUBTRACTION WITHIN 100

DATE OF COMPLETION

EXERCISE B

Complete the following.

EXAMPLE:

$23 - 12 = 11$

	Tens	Ones
	2	3
-	1	2
	1	1

1. $45 - 23 =$

	Tens	Ones
-		

2. $37 - 15 =$

	Tens	Ones
-		

3. $55 - 33 =$

	Tens	Ones
-		

4. $86 - 61 =$

	Tens	Ones
-		

EXERCISE B:
SUBTRACTION WITHIN 100

DATE OF COMPLETION

EXERCISE C

Complete the following.

EXAMPLE: $45 - 28 = 17$

	Tens	Ones
	4 ³	¹ 5
-	2	8
	1	7

1. $82 - 73 =$

	Tens	Ones
-		

2. $56 - 28 =$

	Tens	Ones
-		

3. $43 - 18 =$

	Tens	Ones
-		

4. $61 - 34 =$

	Tens	Ones
-		

EXERCISE C:
SUBTRACTION WITHIN 100

DATE OF COMPLETION

EXERCISE D

Solve the problem.

EXAMPLE:

There are 38 rambutans in a basket. 13 of them are rotten. How many rambutans are still fresh?

$$\begin{array}{r} 38 \\ - 13 \\ \hline 25 \end{array}$$

Number sentence :

1. Cikgu Azmi had 25 rulers. 17 of them are broken. How many unbroken rulers are still with Cikgu Azmi?

Number sentence:

2. There are 40 goats in a pen. 22 of them are males. How many female goats are there?

Number sentence:

3. Amin went to shop to buy 16 eggs. On his way back home 8 eggs were broken. How many eggs left ?

Number sentence:

4. Pak Abu had 16 cats. He gave 6 cats to Muthu. How many cats does Pak Abu own now ?

Number sentence:

-
5. Usha had 14 pebbles. She gave 5 pebbles to her sister. How many pebbles does she have now ?

Number sentence:

-
6. Ah Ming had 69 chickens. 20 of the chickens were sold. How many chickens does he have now ?

Number sentence:

-
7. There are 45 sweets in a container. 20 of the sweets were eaten by Zara. How many sweets are left in the container ?

Number sentence:

EXERCISE D:

SUBTRACTION WITHIN 100

DATE OF COMPLETION

UNIT II: MULTIPLICATION



GUIDELINES FOR TEACHERS AND PARENTS

1

LEARNING OBJECTIVES

By the end of this unit, pupils will be able to:

- i. Create groups of equal numbers.
- ii. Write number sentences for repeated addition.
- iii. Recognise, write and use the multiplication symbol.
- iv. Write multiplication number sentences.
- v. Construct multiplication table of two, five, ten and four.
- vi. Determine the value of multiples of 1 and multiples of 0.
- vii. Complete multiplication sentences.

2

TIPS FOR PARENTS

- i. Prepare these materials:
 - a) Counters (sweets, drinking straw, popsicle sticks, etc.).
 - b) Blank paper/plate/cup
 - c) Marker pen/pencil/coloured pencil
- ii. Put equal number of objects in a few containers e.g. 2 pencils in each cup.
- iii. Elicit from pupils the number of groups, the number of objects in each group and the total number of objects altogether.
- iv. Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion in the provided spaces.

3

SUGGESTIONS OF COMMUNICATION

- i. Does each group have equal number of objects?
- ii. How many groups of objects are there?
- iii. How many pencils are in each cup?
- iv. How do you write a multiplication symbol?
- v. What is answer for 5 times 2?

4

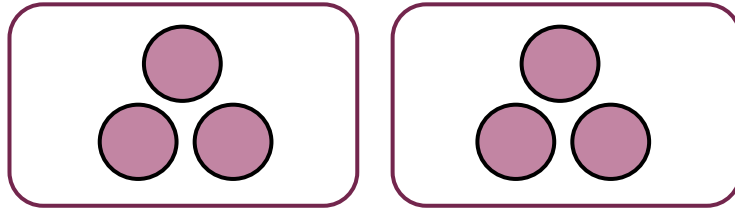
VOCABULARY

- Multiplication
- Times
- Multiples
- Product
- Groups
- Objects
- Multiplication table
- Repeated Addition

EXERCISE A

Complete the following.

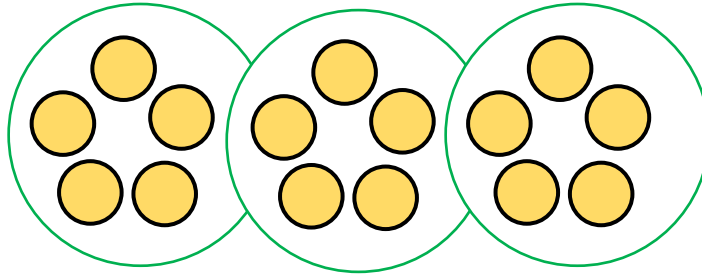
EXAMPLE:



$$\boxed{3} + \boxed{3} = \boxed{6}$$

$$\boxed{2} \times \boxed{3} = \boxed{6}$$

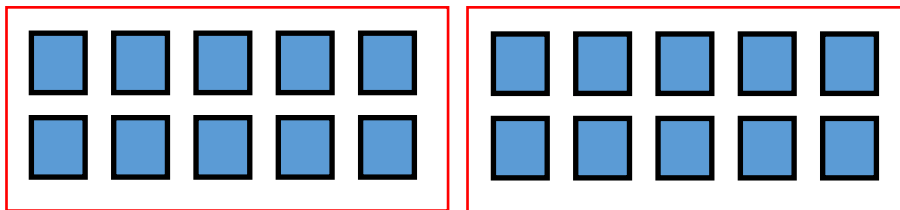
1.



$$\boxed{5} + \boxed{5} + \boxed{5} = \boxed{}$$

$$\boxed{3} \times \boxed{5} = \boxed{}$$

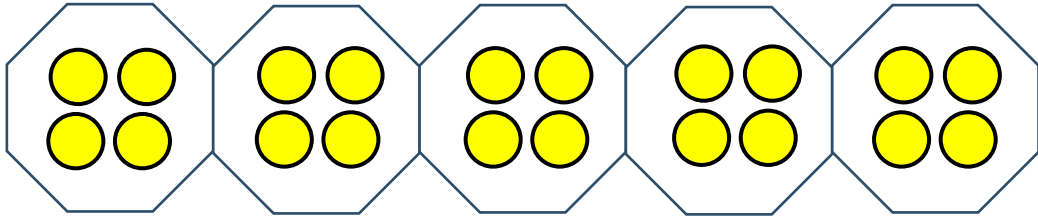
2.



$$\boxed{10} + \boxed{10} = \boxed{20}$$

$$\boxed{2} \times \boxed{10} = \boxed{}$$

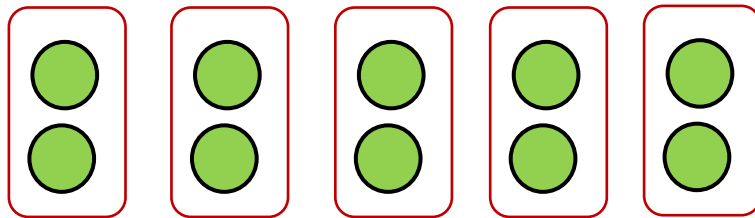
3.



$$\boxed{4} + \boxed{4} + \boxed{4} + \boxed{4} + \boxed{4} = \boxed{20}$$

$$\boxed{5} \times \boxed{4} = \boxed{}$$

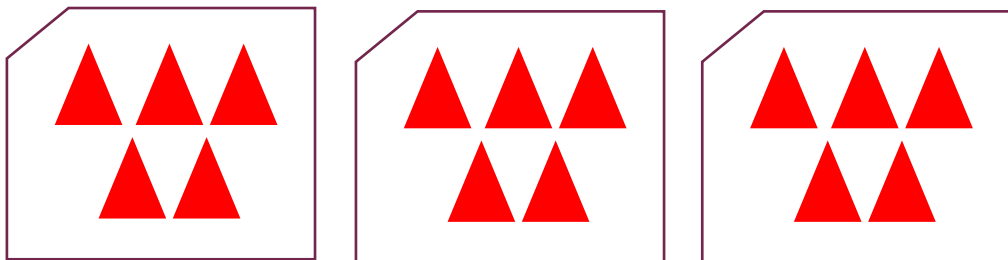
4.



$$\boxed{2} + \boxed{2} + \boxed{2} + \boxed{2} + \boxed{2} = \boxed{}$$

$$\boxed{5} \times \boxed{2} = \boxed{}$$

5.



$$\boxed{5} + \boxed{5} + \boxed{5} = \boxed{}$$

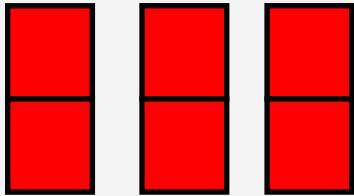
$$\boxed{3} \times \boxed{5} = \boxed{}$$

EXERCISE A: MULTIPLICATION	DATE OF COMPLETION

EXERCISE B

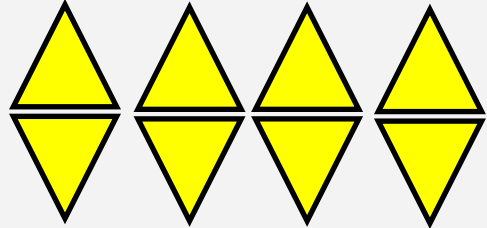
Fill in the blanks correctly with the symbols (\times) and ($=$).

EXAMPLE:



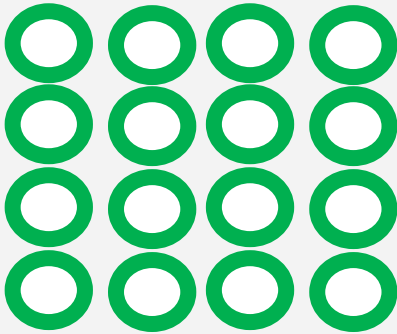
$$3 \times 2 = 6$$

1.



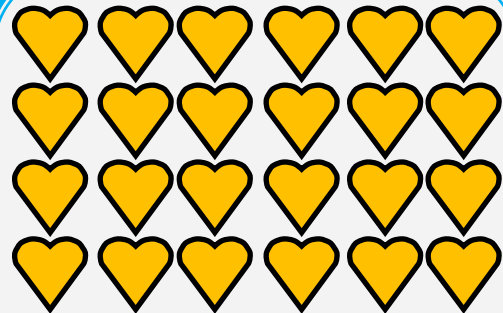
$$4 \square 2 \square 8$$

2.



$$4 \square 4 \square 16$$

3.



$$6 \square 4 \square 24$$

4.



$$7 \square 5 \square 35$$

EXERCISE B: MULTIPLICATION

DATE OF COMPLETION

EXERCISE C

Match

EXAMPLE:

$$4 + 4 + 4 + 4 + 4$$

$$5 \times 2$$

1.

$$10 + 10 + 10$$

$$5 \times 4$$

2.

$$5 + 5 + 5$$

$$3 \times 10$$

3.

$$2 + 2 + 2 + 2 + 2$$

$$2 \times 5$$

4.

$$5 + 5$$

$$4 \times 9$$

5.

$$9 + 9 + 9 + 9$$

$$3 \times 5$$

EXERCISE C: MULTIPLICATION

DATE OF COMPLETION

EXERCISE D

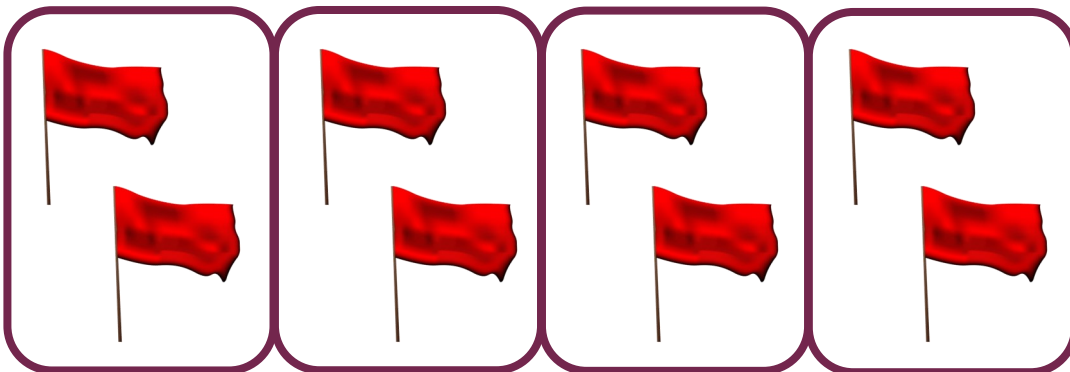
Write complete number sentence.

EXAMPLE:



$$2 \times 3 = 6$$

1.



2.



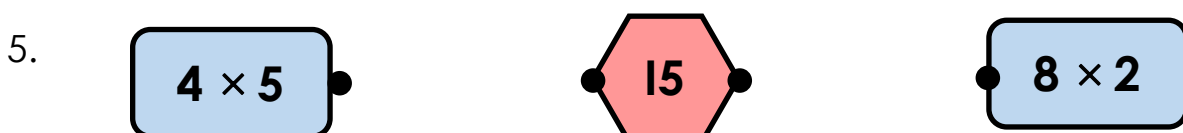
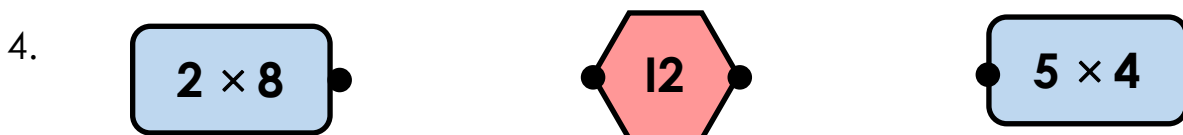
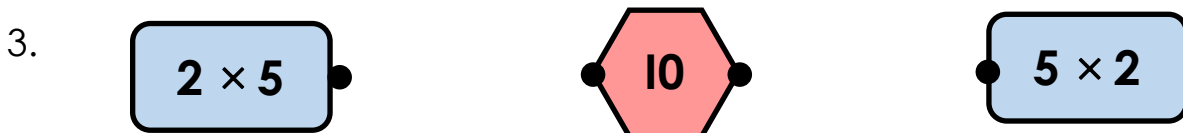
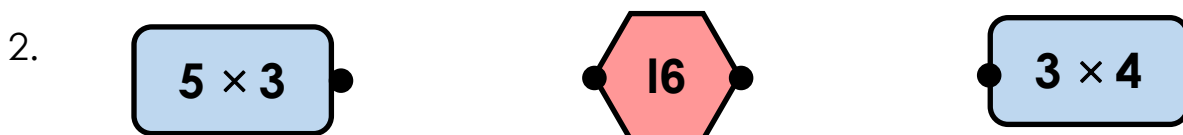
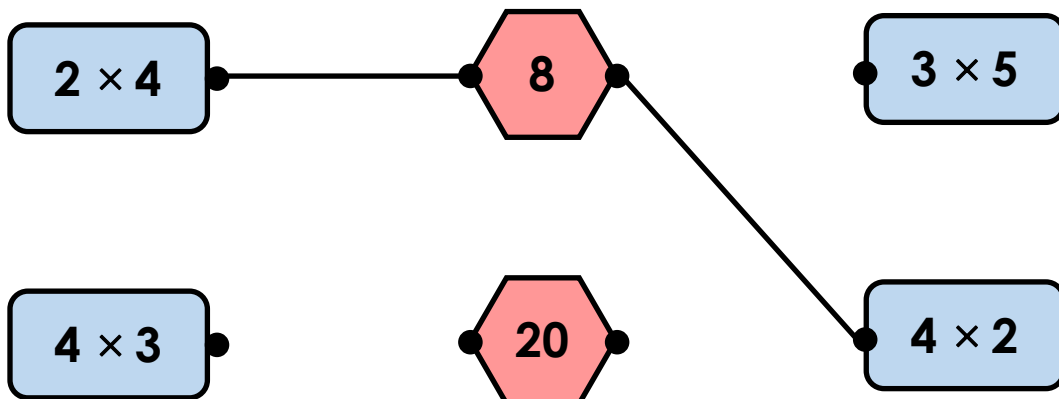
EXERCISE D: MULTIPLICATION

DATE OF COMPLETION

EXERCISE E

Match.

EXAMPLE:



EXERCISE E: MULTIPLICATION

DATE OF COMPLETION

EXERCISE F

Complete the following multiplication tables.

Multiples of 2	Multiples of 5	Multiples of 10	Multiples of 4
$1 \times 2 =$	$1 \times 5 =$	$1 \times 10 =$	$1 \times 4 =$
$2 \times 2 =$	$2 \times 5 =$	$2 \times 10 =$	$2 \times 4 =$
$3 \times 2 =$	$3 \times 5 =$	$3 \times 10 =$	$3 \times 4 =$
$4 \times 2 =$	$4 \times 5 =$	$4 \times 10 =$	$4 \times 4 =$
$5 \times 2 =$	$5 \times 5 =$	$5 \times 10 =$	$5 \times 4 =$
$6 \times 2 =$	$6 \times 5 =$	$6 \times 10 =$	$6 \times 4 =$
$7 \times 2 =$	$7 \times 5 =$	$7 \times 10 =$	$7 \times 4 =$
$8 \times 2 =$	$8 \times 5 =$	$8 \times 10 =$	$8 \times 4 =$
$9 \times 2 =$	$9 \times 5 =$	$9 \times 10 =$	$9 \times 4 =$

EXERCISE F: MULTIPLICATION**DATE OF COMPLETION**

UNIT 12: DIVISION



GUIDELINES FOR TEACHERS AND PARENTS

1

LEARNING OBJECTIVES

- By the end of this unit, pupils will be able to:
- Classify into groups of twos, fives and tens and state the group by using:
 - objects
 - pictures
 - number lines
 - Introduce the symbol of division.
 - Write number sentences for division.

3

SUGGESTIONS OF COMMUNICATION

- How many counters do you have?
- How many groups of fives do you see?
- How do you write the symbol of division?

2

TIPS FOR PARENTS

- Prepare these materials:
 - Counters (sweets, drinking straws, popsicle sticks, toys, etc).
 - Plain papers/plate/cup
 - Marker pen/coloured pencil
- Take 10 counters and ask pupils to divide them equally into 5 containers.
- Repeat the activity by changing the number of counters and different containers.
- Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion in the provided spaces.

4

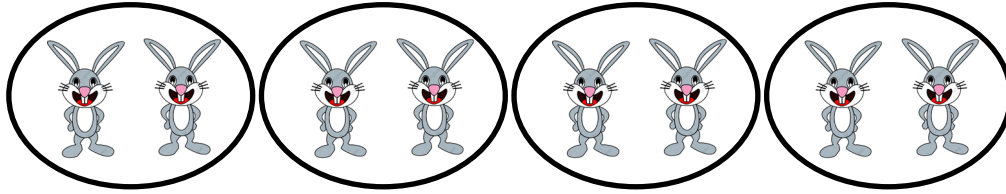
VOCABULARY

- Division
- Equal
- Classify
- Groups
- Share
- Distribute
- Objects
- Subtract subsequently

EXERCISE A

Each group has **2** objects. Circle the groups accordingly and fill in the number of groups.

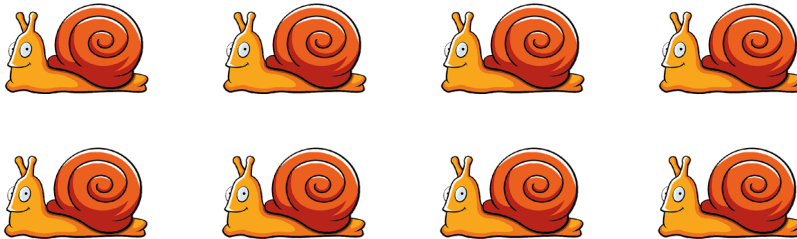
EXAMPLE:



4

Groups of rabbits

1.



Groups of snails

2.



Groups of chicks

3.



Groups of ladybirds

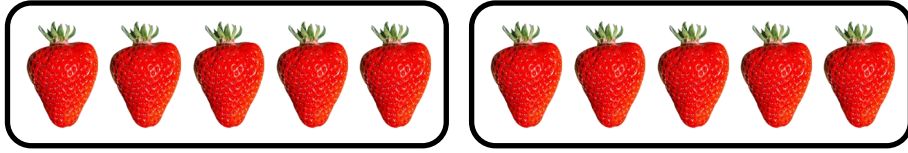
EXERCISE A: DIVISION

DATE OF COMPLETION

EXERCISE B

Each group has **5** objects. Circle the groups accordingly and fill in the number of groups.

EXAMPLE:



2

Groups of strawberries

1.



Groups of watermelons

2.



Groups of carrots

3.



Groups of chillies

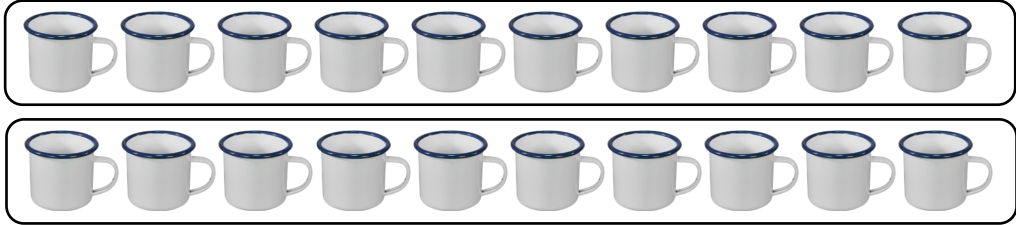
EXERCISE B: DIVISION

DATE OF COMPLETION

EXERCISE C

Each group has **10** objects. Circle the groups accordingly and fill in the number of groups.

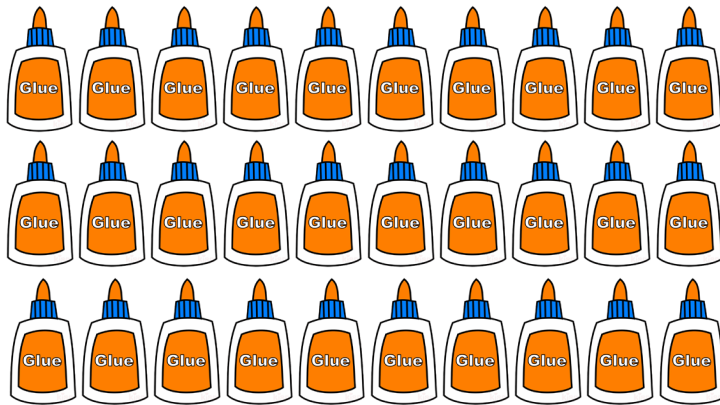
EXAMPLE:



2

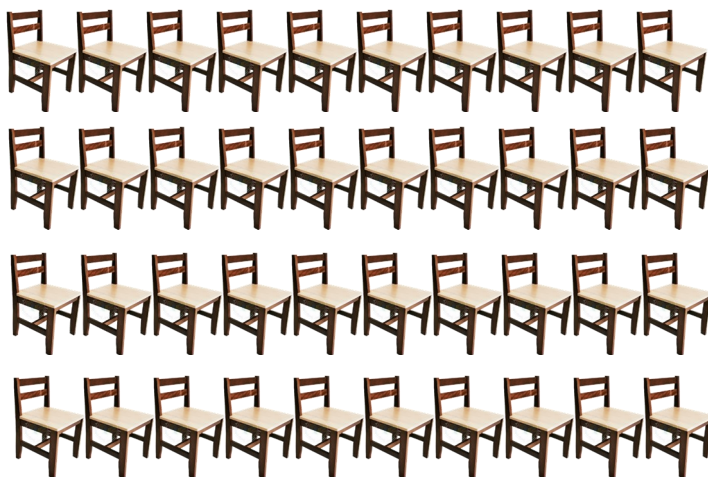
Groups of mugs

1.



Groups of glues

2.



Groups of chairs

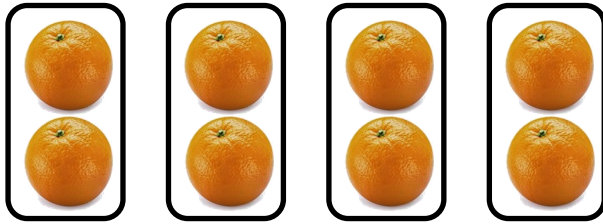
EXERCISE C: DIVISION

DATE OF COMPLETION

EXERCISE D

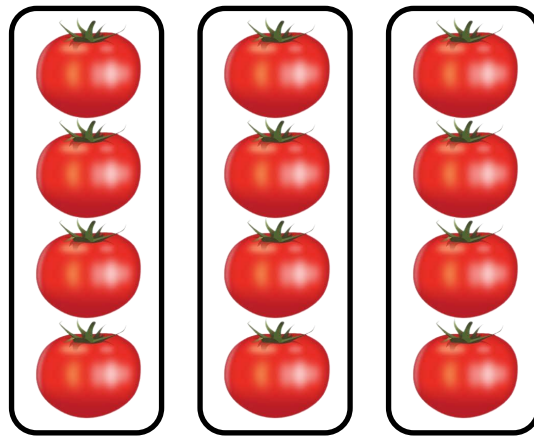
Fill in the blanks correctly with the symbols (\div) and ($=$).

EXAMPLE:



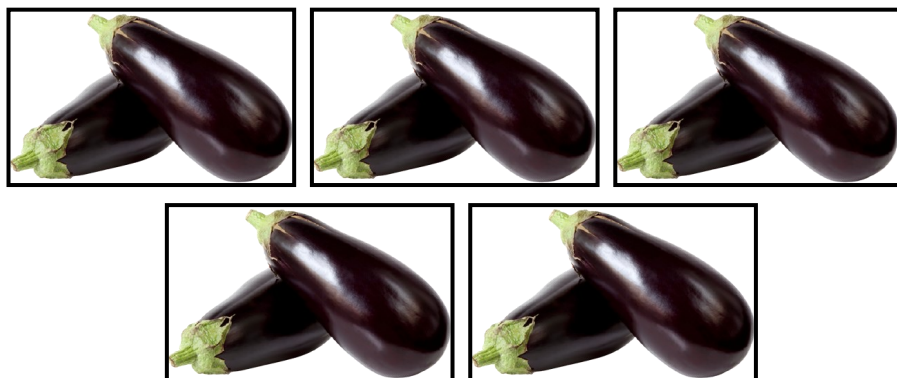
$$8 \square \div 2 \square = 4$$

1.



$$12 \square 4 \square 3$$

2.



$$10 \square 2 \square 5$$

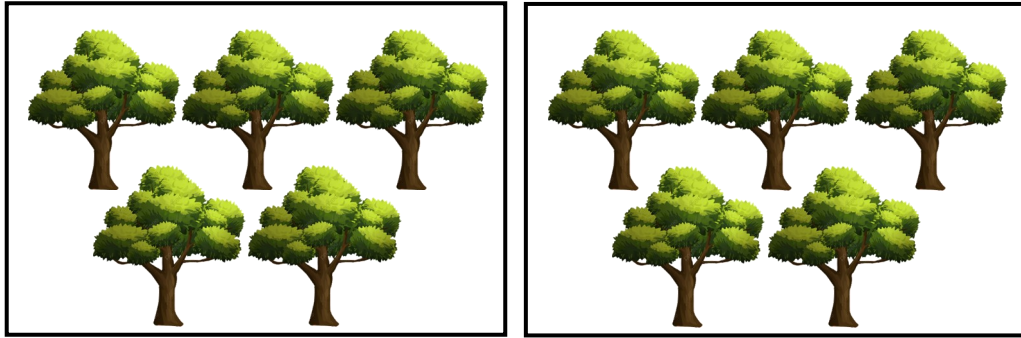
EXERCISE D: DIVISION

DATE OF COMPLETION

EXERCISE E

Write the complete number sentence.

EXAMPLE:

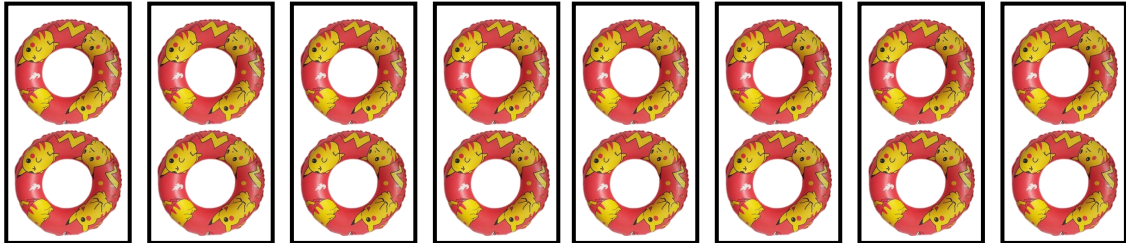


$$10 \div 2 = 5$$

1.



2.



3.



EXERCISE E: DIVISION

DATE OF COMPLETION

UNIT 13: MONEY



GUIDELINES FOR TEACHERS AND PARENTS

1

LEARNING OBJECTIVES

- By the end of this unit, pupils will be able to:
- Identify Malaysian currency.
 - State the value of money in 'RM' and 'sen'.
 - Write the value of money in words.
 - Add the value of money.
 - Subtract the value of money.

3

SUGGESTIONS OF COMMUNICATION

- Show a 50 sen coin.
- What is the colour of a RM5 note?
- If I give you RM2 and father gives you RM1, how much money do you have now?
- What is the picture on a 10 sen coin?
- You have RM7. Then, you spend RM3 for a book. How much money do you still have?

2

TIPS FOR PARENTS

- Prepare some real currency notes and coins (RM10, RM5, RM1, 50 sen, 20 sen, 10 sen and 5 sen).
- Ask pupils to identify characteristics each note and coin of Malaysian currency in terms of:
 - Colour
 - Size
 - Picture/design
- Ask pupils to act out a situation of buying and selling.
- Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion in the provided spaces.

4

VOCABULARY

- Sen
- Coins
- Currency notes
- Ringgit
- Size
- Picture

EXERCISE A

Write the currency value in words.

EXAMPLE:



Five sen

1.



2.



3.



4.



5.



6.



EXERCISE A: MONEY

DATE OF COMPLETION

EXERCISE B

Match.

EXAMPLE:



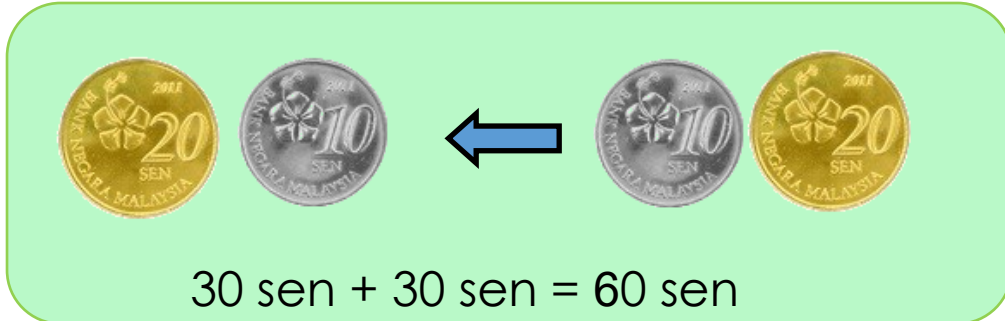
EXERCISE B: MONEY

DATE OF COMPLETION

EXERCISE C

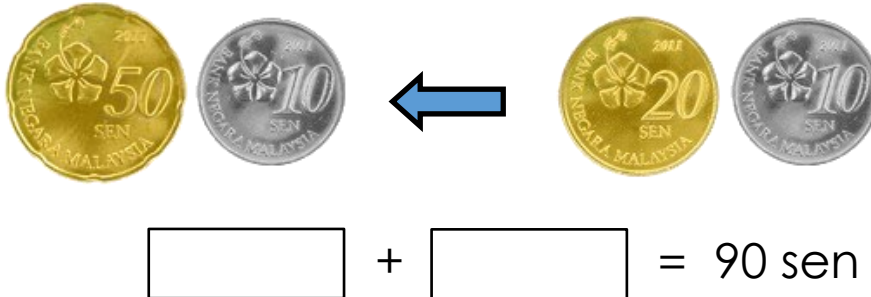
Fill in the blanks.

EXAMPLE:



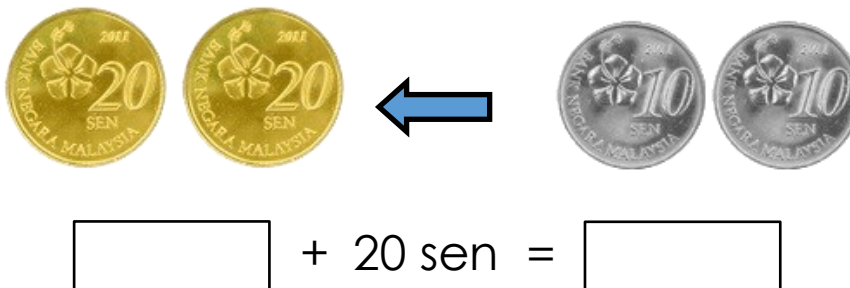
30 sen + 30 sen = 60 sen

1.



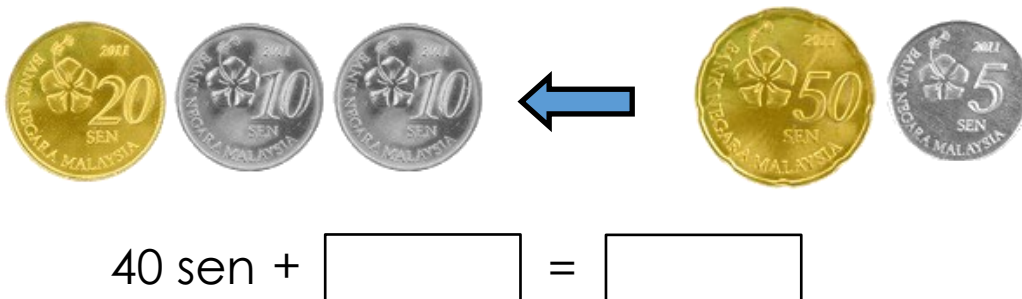
+ = 90 sen

2.



+ 20 sen =

3.



40 sen + =

EXERCISE C: MONEY

MENGUASAI

EXERCISE D

Fill in the blanks.

EXAMPLE:



60 sen – 10 sen = 50 sen

1.



$$40 \text{ sen} - 10 \text{ sen} = \underline{\hspace{2cm}}$$

2.



$$60 \text{ sen} - 20 \text{ sen} = \underline{\hspace{2cm}}$$

3.



$$90 \text{ sen} - 20 \text{ sen} = \underline{\hspace{2cm}}$$

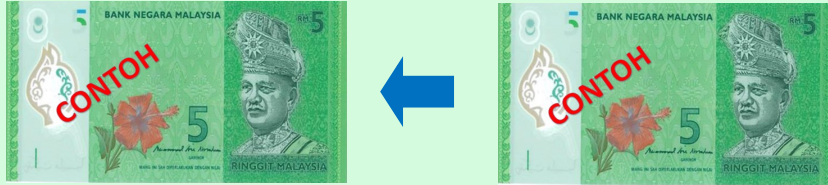
EXERCISE D: MONEY

DATE OF COMPLETION

EXERCISE E

Fill in the blanks.

EXAMPLE:



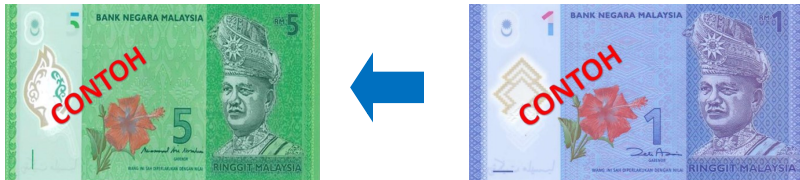
$$\text{RM5} + \text{RM5} = \text{RM10}$$

1.



$$\text{RM1} + \text{RM6} =$$

2.



$$\text{RM5} + \text{RM1} =$$

3.



$$\text{RM10} + \text{RM2} =$$

EXERCISE E: MONEY

DATE OF COMPLETION

EXERCISE F

Fill in the blanks.

EXAMPLE:



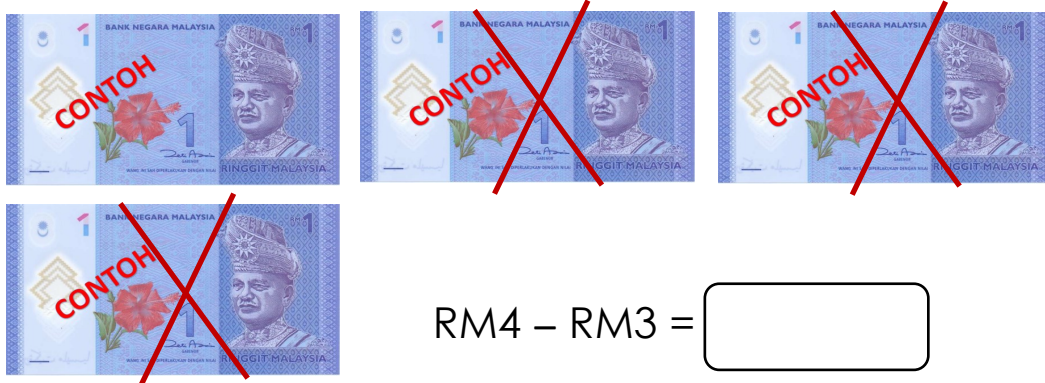
$$\text{RM}3 - \text{RM}1 = \text{RM}2$$

1.



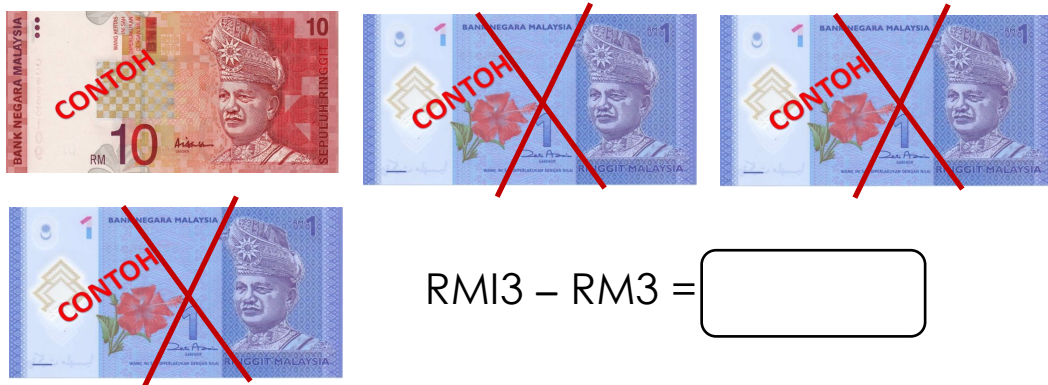
$$\text{RM}7 - \text{RM}1 = \boxed{}$$

2.



$$\text{RM}4 - \text{RM}3 = \boxed{}$$

3.



$$\text{RM}13 - \text{RM}3 = \boxed{}$$

EXERCISE F: MONEY

DATE OF COMPLETION

EXERCISE G

Tick (✓) at the correct answer.

EXAMPLE:

$RM30 + RM20$	RM50	✓
	RM10	

1.

$RM15 + RM45$	RM60	
	RM90	

2.

$RM25 + RM12$	RM37	
	RM47	

3.

$RM20 - RM5$	RM15	
	RM25	

4.

$RM50 - RM15$	RM65	
	RM35	

5.

$RM35 - RM12$	RM23	
	RM47	

EXERCISE G: MONEY	DATE OF COMPLETION

UNIT 14: TIME



GUIDELINES FOR TEACHERS AND PARENTS

1

LEARNING OBJECTIVES

By the end of this unit, pupils will be able to:

- i. State time in a day.
- ii. State the sequence of events in a day.
- iii. Name the days of a week in order.
- iii. Name the months of a year in order.

3

SUGGESTIONS OF COMMUNICATION

- i. What time do you sleep?
- ii. How many days are there in a week?
- iii. What day is before Tuesday?
- iv. What day is after Friday?
- v. How many months are there in a year?
- vi. What is the month before July?
- vii. In which month is Independence Day of Malaysia?

2

TIPS FOR PARENTS

- i. Prepare these teaching aids:
 - a) Pictures of activities
 - b) Calendar
 - c) Cards/Blank papers with days in a week.
- ii. Ask pupils to sort out the activity pictures according to the sequence in a day
- iii. Ask pupils to arrange in order the cards of days in a week
- iv. Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion in the provided spaces.

4

VOCABULARY

- Morning
- Afternoon
- Evening
- Night
- Midnight
- Activities
- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

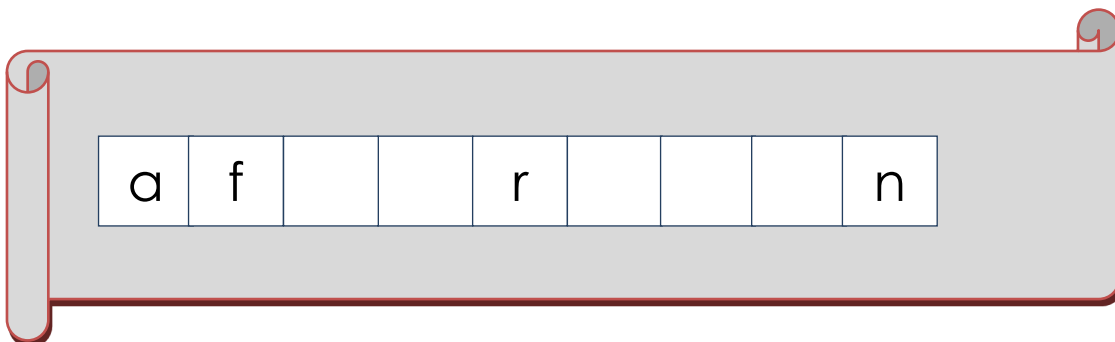
EXERCISE A

Fill in the blanks.

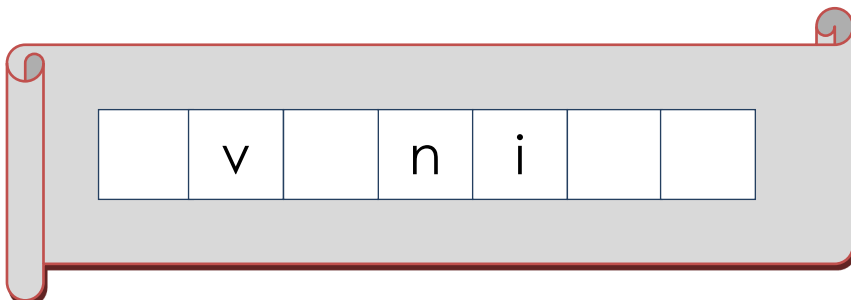
EXAMPLE:



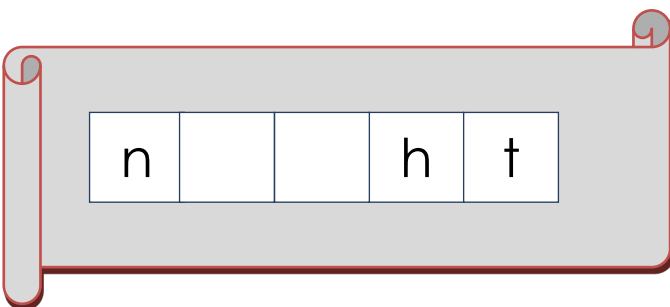
1.



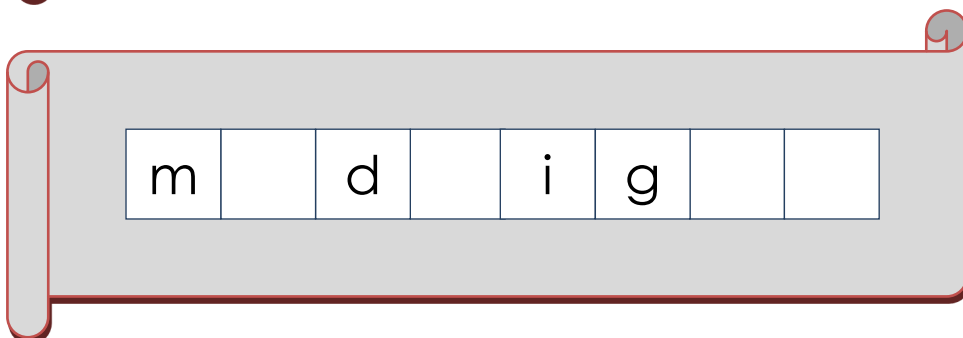
2.



3.



4.



EXERCISE A: TIME	DATE OF COMPLETION

EXERCISE B

Write a suitable time for the activities.

EXAMPLE:

Morning



1.



2.



3.



EXERCISE B: TIME

DATE OF COMPLETION

EXERCISE C

Re-arrange the letters to form days of the week.

EXAMPLE:

d y n u S a Sunday

1. **o n a d y M**

2. **a T d y s u e**

3. **y d e s n e W d a**

4. **s r u a y T h d**

5. **r a y F i d**

6. **S d t a y u r a**

EXERCISE C: TIME

DATE OF COMPLETION

EXERCISE D

Colour the correct answer.

EXAMPLE:

Today is Wednesday. Yesterday was _____ .

Tuesday

Sunday

1. Today is Sunday. Tomorrow will be _____ .

Monday

Tuesday

2. The day before Friday is _____ .

Wednesday

Thursday

3. Two days after Monday will be _____ .

Tuesday

Wednesday

4. Three days after Wednesday will be _____ .

Saturday

Sunday

5. Two days before Sunday is _____ .

Friday

Saturday

EXERCISE D: TIME

TIME OF COMPLETION

EXERCISE E

Write names of the months in correct order

1.

January

2.

3.

4.

5.

May

6.

7.

8.

9.

September

10.

11.

12.

December

EXERCISE E: TIME

DATE OF COMPLETION

ACKNOWLEDGEMENT

MODULE WRITERS

1. Rabiatul Nazuha binti Mohd Bahagian Pembangunan Kurikulum
2. Mohd Syazwan bin Jonit Bahagian Pembangunan Kurikulum

EDITORIAL ADVISORS

1. Nooraini binti Kamaruddin Timbalan Pengarah, BPK
2. Faridah binti Mohamad Zain Timbalan Pengarah, BPK
3. Dr. Kashry bin Ab. Rani Timbalan Pengarah, BPK
4. Mohamed Salim bin Taufix Rashidi Timbalan Pengarah, BPK
5. Hajah Norashikin bin Hashim Timbalan Pengarah, BPK
6. Fazlinah binti Said Timbalan Pengarah, BPK
7. Hajah Nor'aidah binti Nordin Timbalan Pengarah, BPK

CONTRIBUTORS

1. Mazlan bin Awi Bahagian Pembangunan Kurikulum
2. Kumaresan a/l M. Subramaniam Bahagian Pembangunan Kurikulum
3. Eileen Jessie Ah Guan Bahagian Pembangunan Kurikulum
4. Mohd Shazlan bin Shahudin Bahagian Pembangunan Kurikulum
5. Bakhtiar bin Mohd Salleh Bahagian Pembangunan Kurikulum
6. Nur Faeza binti Abd Ghafar Bahagian Pembangunan Kurikulum
7. Siti Zulikha binti Zelkepli Bahagian Pembangunan Kurikulum
8. Hasdhatul Nor Faezah binti Md Said SK Balik Pulau, Pulau Pinang
9. Mazurina binti Mansor SK Jalan Gurney 2, Kuala Lumpur
10. Kamaruzaman bin Kamarudin SK Segambut, Kuala Lumpur
11. Siti Zubaidah binti Musa SK Bandar Maharani, Muar, Johor
12. Nur Shafiqah Nadhira Ahmad Puad SK Tampulan, Sabah
13. Muhammad Faiz bin Muhamad SK Putrajaya Presint 17(I), Putrajaya
14. Noraini Asra binti A Rahim SK Lembah Keramat, Selangor
15. Kalaivaani a/p Suppiah SJKT Rawang, Rawang, Selangor

ISBN 978-967-420-633-8



9 789674 206338

BAHAGIAN PEMBANGUNAN KURIKULUM
KEMENTERIAN PENDIDIKAN MALAYSIA
Aras 4, 6-8 Blok E9, Kompleks Parcel E
62604 Putrajaya
Tel: 03 8884 2000 Faks: 03 8888 9917
<http://bpk.moe.gov.my>