

MAJOR MATH



TEACHER'S GUIDE





CONTENT

TOUR OF A UNIT.....	1
UNIT 1: WELCOME BACK.....	4
Lesson 1.....	4
Lesson 2.....	6
UNIT 2: COUNTING TO 15.....	8
Lesson 1.....	8
Lesson 2.....	10
UNIT 3: COUNTING TO 20.....	13
Lesson 1.....	12
Lesson 2.....	14
REVIEW 1.....	18
UNIT 4: JUST BEFORE AND RIGHT AFTER NUMBERS.....	19
Lesson 1.....	17
Lesson 2.....	18
UNIT 5: ADDITION WITHIN 20.....	23
Lesson 1.....	20
Lesson 2.....	21
UNIT 6: SUBTRACTION WITHIN 20.....	27
Lesson 1.....	23
Lesson 2.....	24
REVIEW 2.....	31
UNIT 7: TELLING THE TIME.....	33
Lesson 1.....	28
Lesson 2.....	29
UNIT 8: KILOMETER.....	36
Lesson 1.....	31
Lesson 2.....	32
UNIT 9: KILOGRAM.....	38
Lesson 1.....	33
Lesson 2.....	34
REVIEW 3.....	40
UNIT 10: QUADRILATERAL.....	42
Lesson 1.....	36
Lesson 2.....	37
UNIT 11: MULTIPLIED BY 2.....	45
Lesson 1.....	39
Lesson 2.....	40
UNIT 12: DIVISION BY 2.....	48
Lesson 1.....	42
Lesson 2.....	43
REVIEW 4.....	52



TOUR OF A UNIT

LESSON 1

WE LEARN

In The first part of “We Learn” teaches and practices the new vocabulary of the Unit. It also provides pictures to demonstrate the new knowledge in math.

This provides the new vocabulary for the unit. The teacher can reinforce it with

A simple exercise of the new vocabulary. It helps students to visualize and remember it easily.

Lesson 1 Counting to 15

UNIT 2 COUNTING TO 15

WE LEARN

1. Listen, point and repeat.

11 eleven 12 twelve 13 thirteen 14 fourteen 15 fifteen

2. Count, write and trace. Then say. There are eleven birds.

	11	eleven
		twelve
		thirteen
		fourteen
		fifteen

10

WE PRACTICE

In this part, there are exercises in different English skills (Listening, Reading, Writing) to practice the new knowledge in We Learn.

Exercises to practice the new vocabulary.

WE PRACTICE

3. Count and color the correct number. Then say. There are 12 kites.

a. How many kites are there?

b. How many cars are there?

c. How many teddy bears are there?

d. How many balls are there?

4. Circle the missing letter.

a.	10	_en	r	b	m	t	b
b.	11	ele_en	v	h	l	p	m
c.	12	twe_ve	w	t	m	s	l
d.	13	thir_ee	r	h	t	m	l
e.	14	fou_teen	h	r	n	l	s
f.	15	f_teen	a	e	i	u	o

11



LESSON 2

WE PRACTICE

In this part, there is an exercise to practice and review the new knowledge in We Learn.

An exercise to review and recognize the shapes (circle, square, triangle).

Lesson 2 Practice

5. Connect and color the numbers from 10 to 15. Then say.

6. Match.

a. 11

b. 12

c. 13

d. 14

e. 15

f. fifteen

g. thirteen

h. twelve

i. eleven

j. fourteen

12

WE DO

There is a game or activity as the work needed to create an outcome. The students can do it individually or in groups.

A fun game or activity for young student.

WE DO

7. Count and stick the correct numbers.

13

WE READ


This part provides a short story that includes the vocabulary and the application of the knowledge in the unit to real-life situations. Students have a chance to act it out.

Students listen to the recording of the story.

The story with real-life characters and situations. Students can follow the story and act it out.


Values are the moral message of the story

STORY

8. Listen and repeat.  2


THE NUMBER GAME

1




Let's play the number game!

2




Okay. Let's get started!

3



Number twelve?

4



Here. No. It's number thirteen.

Values: Know how to count to 15

14

UNIT 1: WELCOME BACK

Lesson 1: Numbers 0-10

OBJECTIVES

Students will be able to

- review counting and writing numbers from 0-10
- review about Addition and Subtraction within 10
- review comparing within 10 (*Greater than – Less than – Equal to.*)

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios,

WARMER

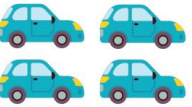
- Greeting: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms X. I'm good/ great.
- Warm up with a song in the software, e.g., counting from 1 to 10.

LEAD IN


- Use flashcards about the numbers and ask students "What number is it?"

MAIN CONTENT

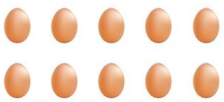
1. Count and write the number in the box. Then say.

a. 


There are cars.

b. 

There are chickens.

c. 

There are eggs.

d. 

There are balls.

- Ask students to look at the pictures and count the objects.
 - Ask students to count the cars, chickens, eggs, balls
- Question them:
- + How many cars are there?
 - + How many chickens are there?
 - + How many eggs are there?

+ How many balls are there?

- Confirm the correct answer and correct pronunciation if necessary
- Ask the class to repeat the answers several times

Answer

a) 4 b) 7 c) 10 d) 9

2. Circle the correct answer.

a. eight				
b. five				
c. zero				
d. nine				

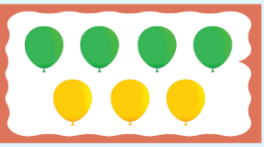
- Ask students to say the number *eight/five/zero/nine*
- Ask students to choose the number and circle
- Confirm the correct answer and correct pronunciation if necessary

Answer

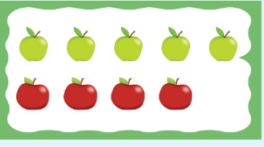
a) 8 b) 5 c) 0 d) 9

3. Look and write the numbers. Then say.

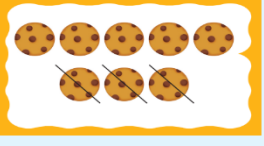
Four plus three equals seven.

a. 


+ =

b. 

+ =

c. 

- =

d. 

- =



- Ask students to look at the pictures
- Ask students “How many yellow balloons?” and “How many green balloons?”
- Ask some students to answer and correct it if necessary
- Ask students to fill in the squares and do the math
- Ask students to say the math in word “Four plus three equals seven”
- Do the same procedure with the other questions

Answer key

1. $4 + 3 = 7$
2. $5 + 4 = 9$
3. $5 - 3 = 2$
4. $2 - 2 = 0$











4. Match.

a. $1 + 2 = 3$	Ten minus two equals eight.
b. $10 - 2 = 8$	Two plus seven equals nine.
c. $2 + 7 = 9$	One plus two equals three.
d. $9 - 5 = 4$	Six minus four equals two.
e. $6 - 4 = 2$	Nine minus five equals four.

Do an example for students

- Point to the math “a. $1+2=3$ ” and match with “One plus two equals three”. Then ask students to say it.
- Invite volunteers to come up to the board and do this activity. Encourage students to raise their hands.

5. Fill in the box $>$ or $<$. Then write: greater than, less than or equal to

a.  <input type="text"/> 	One is three.
b.  <input type="text"/> 	Nine is five.
c.  <input type="text"/> 	Two is two.
d.  <input type="text"/> 	Seven is eight.
e.  <input type="text"/> 	Six is four.

- Do an example for students
- Point to question a. and give example “ $1 < 3$ ” and “One is less than three”
- Ask some students to read out loud it.
- Point to b) and ask some students give the answer. Remember to ask students to read out loud it.
- Confirm the correct answer and correct pronunciation if necessary
- Invite volunteers this activity. Encourage students to raise their hands.
- Do the same procedure with b), c), d), e).

Answer

- $1 > 3$: One is greater than three.
- $9 > 5$: Nine is greater than five.
- $2 = 2$: Two is equal to two.
- $7 < 8$: Seven is less than eight.
- $6 > 4$: Six is greater than four.

EXTRA ACTIVITIES

1. Game: “Slap the board”

- Stick the flashcards of numbers 0-10 on the board and have students call out the number while placing them on the board
- Pick one student from each team to come to the board, students then need to hit the flashcard and say the numbers that the teacher calls out
- The fastest student wins points for the team.

2. Game: Mini-boards

- Ask students to take out their mini-boards
- Explain to the students how to play the game
- Teacher will ask about what students have learned; students need to write the answers on their mini-boards. The students who answers correctly and quickly is the winner.
- Example:
Ask students:
+ Write the number four/ six/ seven, etc.
+ Compare number 4 & 6, 5 & 5, 7 & 3, etc.
+ Five minus two, eight minus three, six plus one, etc.



Lesson 2: Shapes, length

OBJECTIVES

Students will be able to

- review and recognize the shapes (circle, square, triangle).
- review and practice about *How long is it?*

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios,

WARMER

- Greeting: Have all class students stand up and greet together. Instruct students how to respond by saying: Hello, Ms X. I'm good/ great.

- Warm up with the game "Find Objects"

- Explain to the students how to play a game










- Divide the class into 3 teams
- Ask students to find objects that have a shape like triangle, square, or circle
- The first team to find an object and bring it to the teacher wins a point.
- The team with the most points at the end of the game is the winner.

LEAD IN

Use flashcards about the shapes and ask students "What shape is it?"

MAIN CONTENT

1. Count and write the number in the box. Then say.

 flag	 cookie	 gift
 clock	 window	 ruler
circle 	triangle 	square 
clock

- Ask students to work in group in 3 minutes
- Ask some groups write their answers on the board.
- Go around the class and see other groups' answers.
- Ask some students give feedback with the answers on the board.
- Give marks for the group(s) with the most correct answers.

Answer

circle: clock, cookie

Triangle: pizza, ruler

Square: gift, window

7. Tick (✓) the correct answer.

a. Which one is longer?



A. The red pencil

☐


B. The blue pencil

☐

b. Which one is shorter?



A. The blue car

☐


B. The yellow bus

☐

c. Which one is longer?



A. The green ruler

☐


B. The orange ruler

☐

- Point at picture a and ask students "which one is longer?"
- Ask some students to answer
- Invite volunteers to come up to the board and do this activity. Encourage students to raise their hands.
- Confirm the correct answer and correct pronunciation if necessary
- Do the same procedure with the other questions.

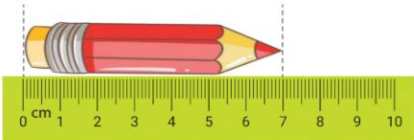
Answer


a. A

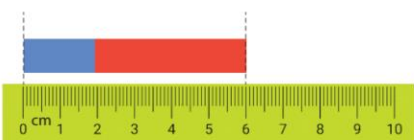
b. A


c. B




a.  The pencil is cm long.

b.  The comb is cm long.

c.  The eraser is cm long.

d.  The fish is cm long.

e.  The scissors are cm long.

Answer key

- a. The pencil is 7 cm long
- b. The comb is 8 cm long
- c. The eraser is 6 cm long
- d. The fish is 7 cm long
- e. The scissors are 10 cm long

EXTRA ACTIVITIES

1. Shape Art

- Provide students with a variety of shapes cut out of colored paper, such as circles, squares, triangles.
- Ask students to use these shapes to create a picture or design of their choice, such as a flower, house, or animal.
- Encourage students to experiment with different combinations of shapes and colors to create interesting and unique designs.

2. Shape Charades

- Write the names of various shapes on slips of paper and put them into a hat or bowl.
- Have one student come up to the front of the class and draw a slip of paper from the hat.
- The student must then act out the shape without speaking, while the rest of the class tries to guess what it is.
- The first student to correctly guess the shape gets to come up and act out the next one.

3. Length Comparison Game

- Show students two objects of different lengths, such as a pencil and a ruler, and ask them to guess which one is longer.
- Once the class has made their guesses, use a ruler to measure the actual length of each object and reveal the correct answer.
- Repeat this activity with other pairs of objects, gradually increasing the difficulty level.

4. Length Sorting

- Provide students with a set of objects of different lengths, such as pencils, books, markers, and rulers.
- Ask students to sort these objects into groups based on their lengths.
- For an extra challenge, ask students to order the objects within each group from shortest to longest. And make sentences comparing two objects in each group.

UNIT 2: COUNTING TO 15

Lesson 1

OBJECTIVES

Knowledge: Students will be able to

- count and write numbers from 11 to 15

Vocabulary: eleven, twelve, thirteen, fourteen, fifteen

Listening: Listen to the numbers and repeat

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios,

WARMER

- Write the vocabulary in the previous unit on the board
- Have students read it out loud.
- Warm up with "Hangman Game" to review the vocabulary in the previous unit.

LEAD IN

Show students flashcards of new words and ask them "What number is it?"

MAIN CONTENT

WE LEARN



- Tell students to look at the pictures. Play the audio 1, while you point to the pictures in time with the audio.
- Play the audio again for children to listen and point to the pictures with you.
- Play the audio while you say the new words in time with the audio. Play this part again for children to repeat the words.
- Ask some students to repeat individually.

Listening 1

1. Listen, point and repeat.

Eleven, eleven, eleven. (Wait for 3 seconds.)

Twelve, twelve, twelve. (Wait for 3 seconds.)

Thirteen, thirteen, thirteen. (Wait for 3 seconds.)

Fourteen, fourteen, fourteen. (Wait for 3 seconds.)

Fifteen, fifteen, fifteen. (Wait for 3 seconds.)

2. Count and trace. Then say.

- Have students some time to count and trace.
- Point at picture of birds and ask "How many birds are there?"
- Have some students answer with the full sentence "There are 11 birds."
- Do the same procedure for the other questions.
- Correct pronunciation if necessary.

There are **eleven** birds.



	11	eleven
		twelve
		thirteen
		fourteen
		fifteen

FAST FINISHER

The teacher asks students who complete the exercise quickly to find some utensils around the class contain numbers from 11-15. Then write their names.

EXTRA ACTIVITY

Number scavenger hunt

The teacher divides the class into several groups. Then ask each group to write the numbers 11-15 on note cards, and hide them around the class. Then they choose a member in their team to find 5 numbers from 11-15. When the students finds out 5 numbers, return to the group and put them in order. Then raise hand to count them out loud.

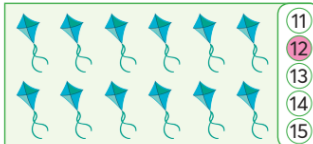


WE PRACTICE

3. Count and color the correct number. Then say.



a. How many kites are there?



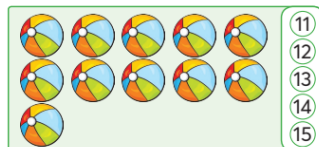
b. How many cars are there?



c. How many teddy bears are there?



d. How many balls are there?



- Point to picture b) and ask students "How many cars are there?"
- Have some students answer and correct if necessary.
- Have them color the number.
- Do the same procedure with the other questions.

Answer key

a. 12 b. 15 c. 13 d. 11

MIXED ABILITY

With a weaker class, the teacher asks students if they know what the objects are. This let students get to know the names in order to answer the questions and count the items easier.

With a stronger class, the teacher asks students to look up some utensils around the class. Then work in groups or pairs to practice by asking and answering questions using "How many ... ?"

4. Circle the missing letter.

- Have the students spell the number 11 then circle the letter V.
- Do the same procedure with the other questions.

a.	10	_en	r b m <u>t</u> b
b.	11	ele_en	v h l p m
c.	12	twe_ve	w t m s l
d.	13	thir_een	r h t m l
e.	14	fou_teen	h r n l s
f.	15	f_teen	a e i u o

Answer key

a. t b. v c. l
d. t e. R f. i

FAST FINISHER

The teacher asks students who finish the exercise quickly to make a sentence using the numbers from 11-15. Students can start a sentence with "I have ..." or "There are..." Then talk to their friends.

EXTRA ACTIVITY

Form a word

The teacher prepares notes with a letter on each note. The teacher asks students to form 5 words from 11-15 by sticking it onto the board. The group that completes 5 words raises their hands to show their answers.

Quick math

The teacher invites 2 students A and B to make examples using "A has (*number of objects*), B has (*number of objects*)". Then give a question to do an easy calculation (within 15). The teacher uses addition and subtraction.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to

- count and write numbers from 11 to 15

Vocabulary: eleven, twelve, thirteen, fourteen, fifteen

Listening: Listen to a story about the number game

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios,

WARMER

- Write the vocabulary in the previous unit on the board.
- Have students read it out loud.
- Warm up with "Find the same words/pictures game" to review the vocabulary.

LEAD IN

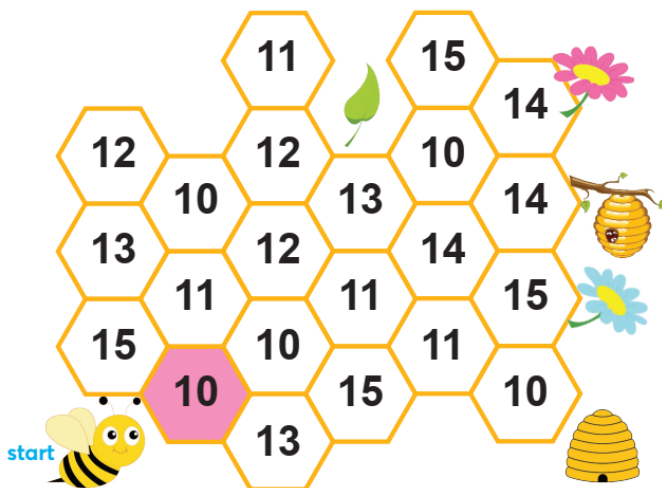
Use the flashcards to review vocabulary about animals.

MAIN CONTENT

WE PRACTICE

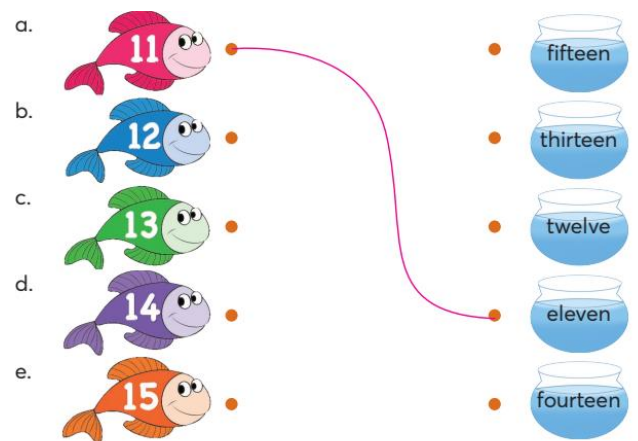
5. Color the numbers from 10 to 15.

- Have some students count from 10 to 15.

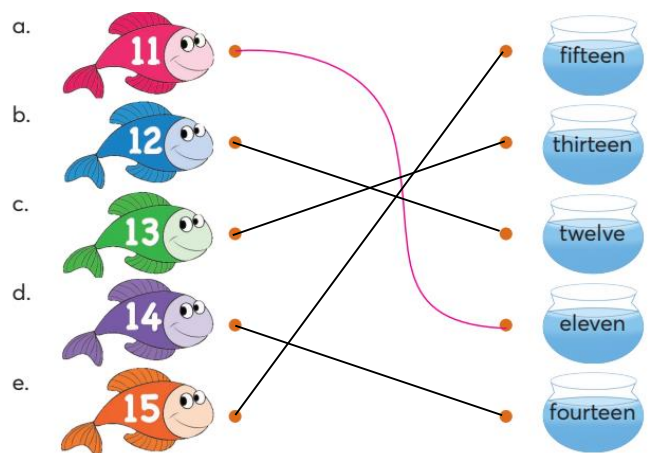


6. Match.

- Have the students work in groups.
- Point to the fish and have students read out loud the numbers.
- Give them 5 minutes to match.
- Have some students show their answers and correct if necessary.
- Correct pronunciation if necessary.



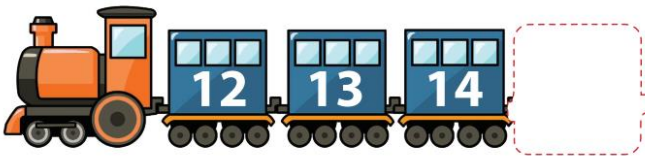
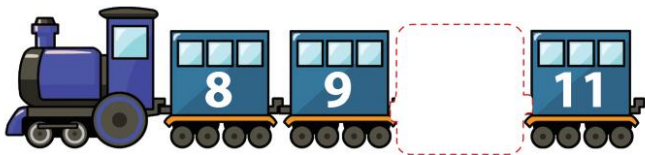
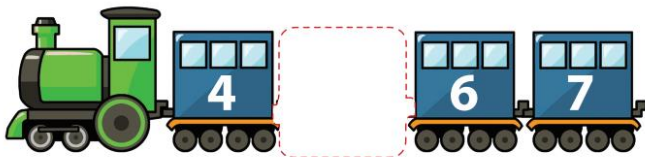
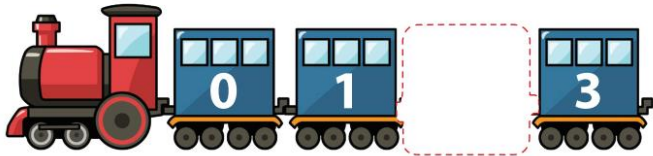
Answer key



WE DO

7. Count and stick the correct.

- Have students go to sticker page and give them 10 minutes to finish the exercise.
- Have some students show their answer and correct if necessary.



MIXED ABILITY

With a weaker class, the teacher asks students if they know what the objects are. This lets students get to know the names in order to answer the questions and count the items easier.

With a stronger class, the teacher asks students to look up some utensils around the class. Then work in groups or pairs to practice by asking and answering questions using "How many ... ?"

8. Listen and repeat.

- Have students look at the story. Point to the characters in the story and ask: "Who's this?"
- Have students listen and read along.
- Play the audio and pause after every sentence and have students repeat.
- Have students practice in pair then present in front of the class.



Values: Know how to count to 15

Listening 2

8. Listen and repeat.

Mia: Let's play the number game.
 Tim: Okay. Let's get started!
 Mia: Number twelve?
 Tim: Here.
 Mia: No, it's number thirteen.



UNIT 3: COUNTING TO 20

Lesson 1

OBJECTIVES

Knowledge: Students will be able to:

- count and write numbers from 0 to 20
- recognize numbers in words within 0

Vocabulary: sixteen, seventeen, eighteen, nineteen, twenty

Listening: Listen to the numbers from 16 to 20

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

- Write the vocabulary in the previous unit on the board.
- Have students read it out loud.
- Warm up with "Spelling contest Game" to review the vocabulary in the previous unit.

LEAD IN

Show students flashcards of new words and ask them "What number is it?"

MAIN CONTENT

WE LEARN

1. Listen, point and repeat.

- Tell your students to look at the pictures. Play the recording, while you point to the pictures in time with the audio.
- Play the audio again for children to listen and point to the pictures with you.
- Play the audio while you say the sentences in time with the audio. Play this part again for children to repeat the sentences.
- Ask some students to repeat individually.



Listening 3

1. Listen, point and repeat.

Sixteen, sixteen, sixteen. (Wait for 3 seconds.)

Seventeen, seventeen, seventeen. (Wait for 3 seconds.)

Eighteen, eighteen, eighteen. (Wait for 3 seconds.)

- Have students some time to trace.
- Ask students what the objects are using "What are they?", and have students answer "They are ..."
- Then point to each number and have them say full sentences, for example, when you point at 17, students say "There are 17 candies."

There are sixteen eggs.

	16	sixteen
		seventeen
		eighteen
		nineteen
		twenty

FAST FINISHER

With students who complete the task quicker, have them find some utensils around the class which contain the numbers from 16 to 20, or 16 to 20 objects. Then share with their friends.



WE PRACTICE

3. Count and write. Then say.

- Point at picture b, have some students say the number. Confirm the correct answer and correct pronunciation if necessary.
- Have some students say the whole sentence and the class repeat several times.
- Do the same procedure for other questions.

a. I have 17 cupcakes.

b. I have _____ eggs.

c. I have _____ lollipops.

d. I have _____ cookies.

e. I have _____ sandwiches.

Answer key

- a. 17 b. 19 c. 16
- d. 20 e. 18

Extra activity

Unscramble letters

T prepares some letters at home (to form words from 16 to 20). T divides the class into several groups (7-9 students per group) and gives groups the letters. T speaks out a number and has Ss form a correct letter by holding the letters (1 student for 1 letter). The group that forms the words quickest in the right order gains 1 point. At the end of the game, the group with the highest scores wins.

4. Listen and circle the correct numbers.

- Play the recording and have students circle the numbers they hear. Give them an example with a question first.
- Play the recording twice.
- Have students give answers and play the recording and pause to show them the answer.
- Have students repeat when they hear the answer

- | | | |
|-------------------|--------------|--------------|
| a. | b. | c. |
| A. twenty | A. nineteen | A. sixteen |
| B. sixteen | B. sixteen | B. seventeen |
| C. seventeen | C. twenty | C. eighteen |
| d. | e. | f. |
| A. seventeen | A. nineteen | A. fourteen |
| B. thirteen | B. seventeen | B. fifteen |
| C. sixteen | C. twelve | C. eighteen |

Listening 4

4. Listen and circle the correct numbers.

- I have sixteen cookies.
- There are twenty girls in my class.
- There are seventeen flowers in my garden.
- I have sixteen books.
- There are nineteen boys in my class.
- I can see eighteen apples on the trees.

Answer key

- a. B b. C c. B
- d. C e. A f. C

Mixed ability

With a stronger class, T asks Ss to listen carefully and write down what they can hear. T should encourage Ss to write a full sentence that they heard from the audio.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to:

- count and write numbers from 0 to 20
- recognize numbers in words within 0

Vocabulary: sixteen, seventeen, eighteen, nineteen, twenty

Listening: Listen to a story about counting

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

- Write the vocabulary in the previous unit on the board.
- Have students read it out loud.
- Warm up with "Phrases Monster Game" to review vocabulary.

LEAD IN

Use the flashcards to review vocabulary.

MAIN CONTENT

WE PRACTICE

5. Read and match.

- Have students read the text and ask them "How many elephants?"
- Have some students answer and confirm the correct answer. Correct pronunciation if necessary.
- Give students some time to match and correct if necessary.

The zoo

I like going to the zoo with my family. There are many big animals at the zoo. I can see 20 crocodiles in the water. There are also 18 elephants and 16 tigers.

There are small animals, too.
There are 19 birds in the trees.
And 17 parrots are eating.

a.		16	nineteen
b.		17	twenty
c.		18	seventeen
d.		19	sixteen
e.		20	eighteen

Answer key

- | | | |
|-------|-------|-------|
| a. 20 | b. 18 | c. 16 |
| d. 19 | e. 17 | |

Mixed ability

With a stronger class, T asks Ss look and describe the picture using their own words. T can let Ss work in groups or pairs to discuss the picture easier. After discussing, have Ss share their ideas with others and read the passage to see if there are any similarities with their ideas.

With a weaker class, T should give Ss some questions before heading to the reading. For example: "Do you like to visit a zoo?", "Who do you often go to the zoo with?", "What animals can you see in the zoo?"

Extra activity

Let's draw the zoo!

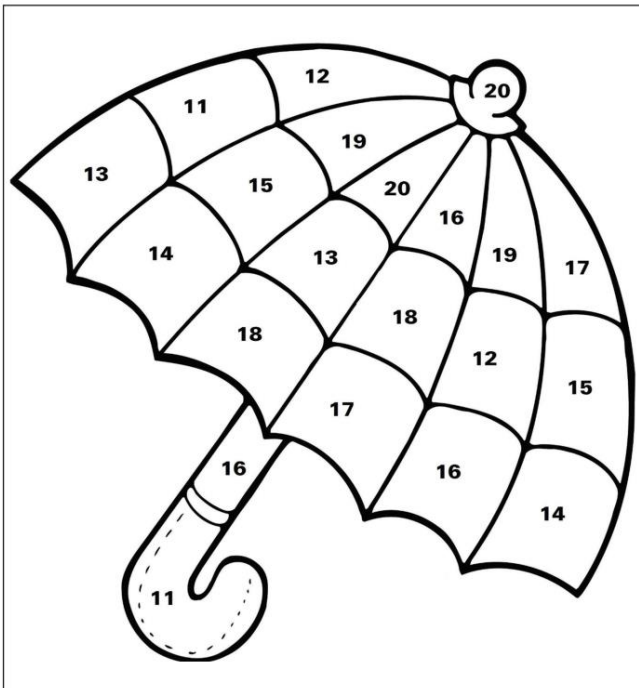
Divide the class into several groups and let Ss draw the zoos. Ask Ss to draw the exact number of animals (16 to 20). (Remind Ss that they have to draw at least 3 kinds of animals). Ss work in team to discuss and complete the picture. Then share with other groups.

WE DO

6. Color the picture.

- Ask Ss to say what color can they see.
- Have Ss read all the numbers attached in the umbrella.
- Give Ss some time to finish the umbrella then check their answers.

eleven twelve thirteen fourteen fifteen
 sixteen seventeen eighteen nineteen twenty



Answer key:



7. Listen and repeat.

- Have students look at the story. Point to the characters in the story and ask: "Who's this?"
- Have students listen and read along.
- Play the audio and pause after every sentence and have students repeat.
- Have students practice in pair and then present in front of the class.



Values: Share with friends

Listening 5

7. Listen and repeat.

Mia and Tim: We have lots of cookies. Let's count.

Mia: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Tim: 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

Mia: 20 cookies

Tim: Wow!

Tim and Mia: Let's share them with our friends!

REVIEW 1

OBJECTIVES

Knowledge: Students will be able to:

- review vocabulary in Unit 1, 2, 3
- review and consolidate language introduced in Unit 1, 2, 3

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

- Play "What's the word Game" to review vocabulary.

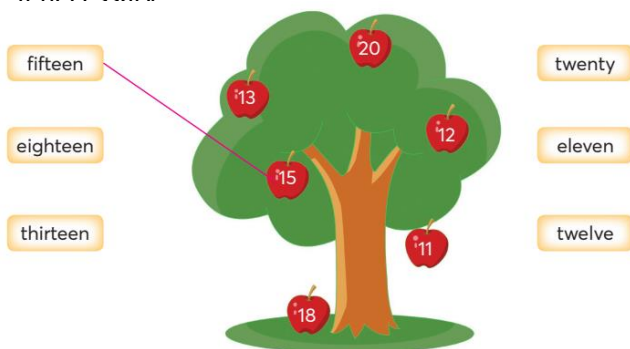
LEAD IN

Review vocabulary of Unit 1, 2, 3 with flashcards.

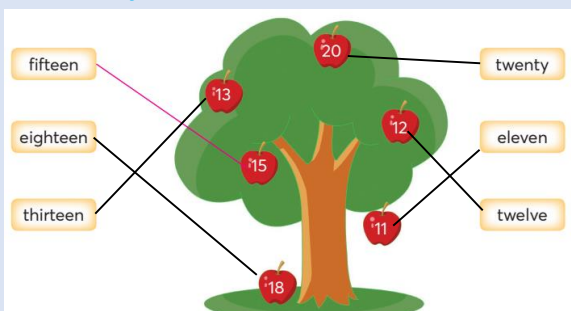
MAIN CONTENT

1. Match.

- Point at the apples and have students say the numbers.
- Have students some time to match the numbers and the spellings.
- Have some students show their answers and correct if necessary.



Answer key



2. Read and circle the correct answer.

- Point at the pictures and ask "How many eggs/ bananas/ lemons are there?"
- Have students answer and correct if necessary.

- a.
☒ A. There are twelve eggs.
☐ B. There are twenty eggs.
- b.
☐ A. There are fifteen bananas.
☐ B. There are sixteen bananas.
- c.
☐ A. There are sixteen lemons.
☐ B. There are seventeen lemons.

Answer key

- a. A b. B c. B

3. Look, count and write the answer.

- Have students work in groups.
- Have them some time to finish the exercise.
- Then point at the picture and ask questions, have some students answer and correct if necessary.



- a. How many bees are there? There are fourteen bees.
- b. How many cherries are there? There are cherries.
- c. How many birds are there? There are birds.

Answer key

- b. twenty c. seventeen c. eleven



UNIT 4: JUST BEFORE AND RIGHT AFTER NUMBERS

Lesson 1

OBJECTIVES

Knowledge: Students will be able to:

- compare numbers within 20

Vocabulary: comes just before, comes right after

Listening: Listen to sentences with numbers that come just before and right after a number

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards,

WARMER

- Write the vocabulary in the previous unit on the board.
- Have students read it out loud.

LEAD IN

Write 2 numbers on the board and have students compare them.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat.

- Tell your students to look at the pictures. Play the recording, while you point to the pictures in time with the audio.
- Play the audio again for children to listen and point to the pictures with you.
- Play the audio while you say the new words in time with the audio.
- Play this part again for children to repeat the words. Point to the pictures to practice the words.



Number 17 comes just before number 18.

Number 19 comes right after number 18.



Listening 6

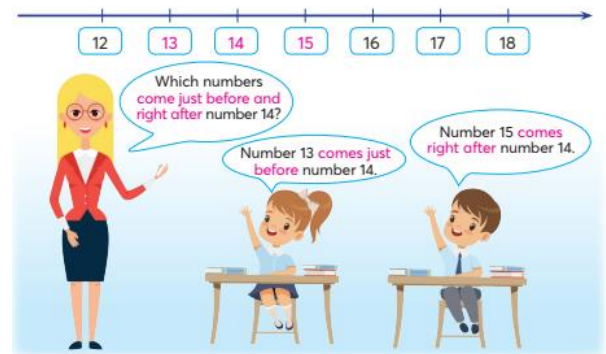
1. Listen, point and repeat.

Number 17 comes before number 18.

Number 19 comes after number 18

2. Look and say.

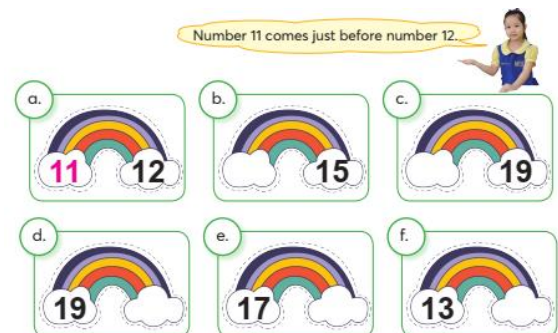
- Have students look at the pictures and practice saying the questions and answers.
- Now make similar questions for students "What number comes before and after number 17?"
- Have some students answer and correct.
- Have students some time to practice making questions and answering in pair. Then have some pair present in class.



WE PRACTICE

3. Write the number that comes before and after. Then say.

- Point at picture b and ask "what number comes before number fifteen?"
- Have some students answer and correct if necessary.
- Do the same procedure for the other pictures.



Answer key:

b. 14 c. 18 d. 20 e. 18 f. 14

4. Color the correct answer.

- Demonstrate question number 1.
- Give students some time to finish the exercise.
- Have some students give their answers.
- Correct if necessary.

a. Which number comes just before number 19 ?

17 18 20

b. Which number comes right after number 11 ?

12 10 13

c. Which number comes just before number 15 ?

13 16 14

Answer key

b. 12 c. 14

Lesson 2

OBJECTIVES

Knowledge: Students will be able to:

- compare numbers within 20

Vocabulary: comes just before, comes right after

Listening: Listen to a story about numbers that come just before and right after a number

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards,

WARMER

- Write the vocabulary in the previous unit on the board.
- Have students read it out loud.
- Play "Simon Says Game" to review vocabulary.

LEAD IN

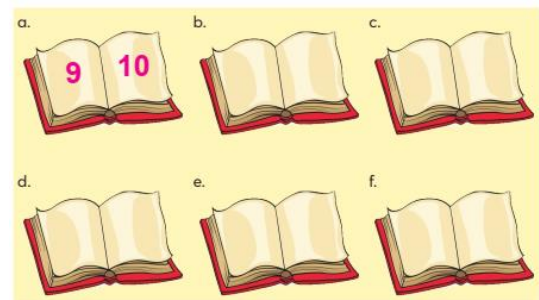
Use the flashcards to review the previous lesson.

MAIN CONTENT

WE PRACTICE

5. Listen and write the number.

- Have students look at picture 1 and give an example of "play soccer".
- Have some students spell "play soccer".
- Give students some time to finish the exercise.
- Have some students say their answers and spell the words they do.



Listening 7

5. Listen and write the number.

- Number nine comes before number ten.
- Number twelve comes before number thirteen.
- Number fifteen comes before number sixteen.
- Number twenty comes after number nineteen.
- Number eighteen comes after number seventeen.
- Number twelve comes after number eleven.

Answer key

b. 12 – 13 c. 15 – 16 d. 19 – 20
e. 17 – 18 f. 11 – 12

Mixed ability

(after completing the exercise)

With a stronger class, T asks Ss to repeat what they heard from the audio.

With a weaker class, T have Ss listen again while writing a sentence on the board. Then ask Ss to read.



4. Look at the number line and fill in the blanks: comes before, comes after..

- Have Ss read the numbers from 11 – 20.
- Have Ss some time to do this exercise.
- Have some students answer and give feedback.
- Invite some students to read the whole sentences.



- Number 13 comes just before number 14.
- Number 16 _____ number 17.
- Number 20 _____ number 19.
- Number 12 _____ number 11.
- Number 16 _____ number 15.

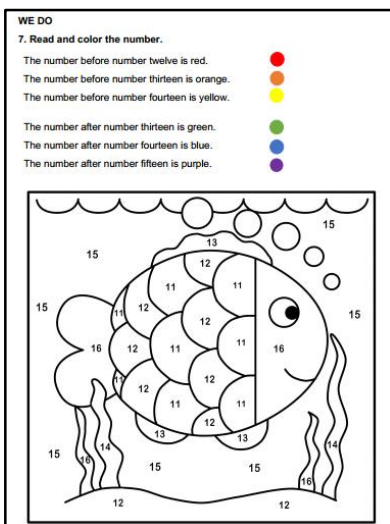
Answer key

- comes before
- comes after
- comes after
- comes after
- comes after

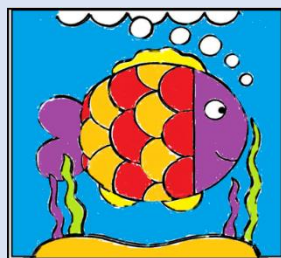
WE DO

7. Read and color the number.

- Ask students what number comes before twelve.
- And have them color that number red.
- Do the same procedure for other colors.

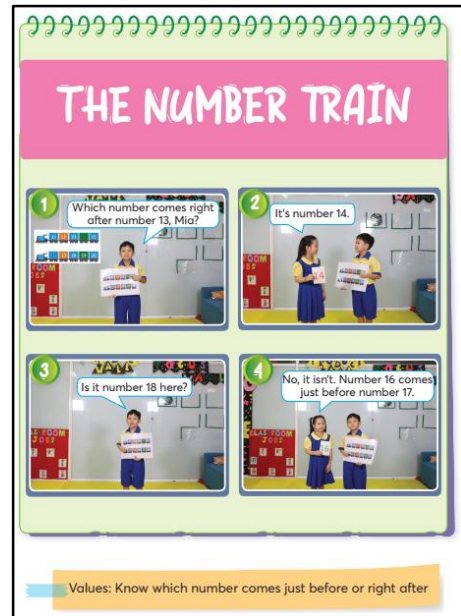


Answer key



8. Listen and repeat.

- Have students look at the story. Point to the characters in the story and ask: "Who's this?"
- Have students listen and read along. Play the audio and pause after every sentence and have students repeat.
- Have students practice in pair and then present in front of the class.



Listening 8

8. Listen and repeat.

Tim: Which number comes after number 13, Mia?
Mia: It's number 14.
Tim: Is it number 18 here?
Mia: No, it isn't. Number 16 comes just before number 17.

Extra activity

Have Ss to sit in a group of 4. Then ask Ss to draw a train with 4 carriages containing 4 consecutive numbers. For example: 12 – 13 – 14 – 15. Then Ss have to say a sentence using "come right before / just after" with 4 numbers.

T reminds Ss to use numbers from 11 – 20.

UNIT 5: ADDITION WITHIN 20

Lesson 1

OBJECTIVES

Knowledge: Students will be able to:

- say addition within 20

Vocabulary: plus, equal

Listening: Listen to the additions

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

- Write the vocabulary in the previous unit on the board.
- Have students read it out loud.

LEAD IN

Use the flashcards to review the previous lesson.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat.

- Have your students look at the pictures and ask them "How many red kites?" and "How many blue kites?"
- Play the recording, while you point to the pictures in time with the audio.
- Play the audio again for children to listen and point to the pictures with you.
- Play the audio while you say the new words in time with the audio. Play this part again for children to repeat the words.
- Ask some students to repeat individually.



How many red kites?

How many blue kites?

How many kites are there altogether?

8

Eight

+

plus

3

three

=

equals

11

eleven.

Listening 9

1. Listen, point and repeat.

There are eight red kites.

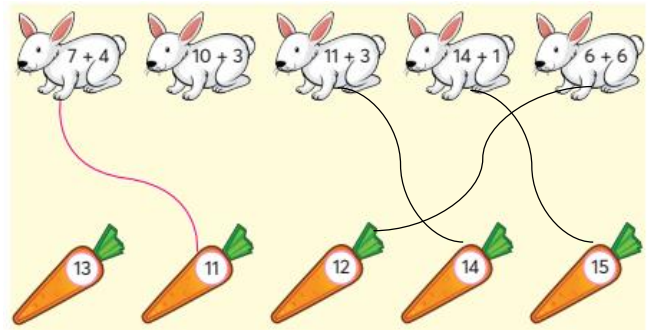
There are three blue kites.

Eight plus three equals eleven.

There are eleven kites.

2. Connect.

- Show students example 1 and give them some time to finish the exercise.
- Have some students give their answers.



3. Listen and color the addition you hear.

- Demonstrate question number 1.
- Play the recording and have students choose their answers.
- Have some students give their answers.
- Correct if necessary.

a.	$17 + 1 = 18$	$17 + 2 = 19$	$17 + 3 = 20$
b.	$9 + 9 = 18$	$9 + 4 = 13$	$9 + 7 = 16$
c.	$8 + 8 = 16$	$8 + 4 = 12$	$8 + 9 = 17$
d.	$11 + 4 = 15$	$11 + 2 = 13$	$11 + 1 = 12$

Answer key:

b. $9 + 7 = 16$

c. $8 + 4 = 12$

d. $11 + 4 = 15$



Listening 10

3. Listen and color the addition you hear.

a) Seventeen plus one equals eighteen. *(wait for 30 seconds)* Can you see the red color. This is an example. Now, you listen and color.

b) Nine plus seven equals sixteen. *(wait for 30 seconds)*

c) Eight plus four equals twelve. *(wait for 30 seconds)*

d) Eleven plus four equals fifteen. *(wait for 30 seconds)*

Listen again

b) Nine plus seven equals sixteen. *(wait for 30 seconds)*

c) Eight plus four equals twelve. *(wait for 30 seconds)*

d) Eleven plus four equals fifteen. *(wait for 30 seconds)*

- Give Ss some time to finish the exercise.
- Have some Ss answer and correct if they make mistakes.

Ten plus nine equals nineteen.



- a. $10 + 9 = 19$ Ten plus nine equals nineteen.
- b. $12 + 8 = 20$
- c. $13 + 5 = 18$
- d. $9 + 5 = 14$
- e. $6 + 7 = 13$

Answer key:

- b. Twelve plus eight equals twenty.
c. Thirteenth plus five equals eighteen.
d. Nine plus five equals fourteen.
e. Six plus seven equals thirteen.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to:

- say and practice addition within 20

Vocabulary: plus, equal

Listening: Listen to a story about addition

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

- Write the vocabulary in the previous unit on the board.
- Have students read it out loud.
- Play "Hot potato Game" to review vocabulary.

LEAD IN

Use the flashcards to review the previous lesson.

MAIN CONTENT

WE LEARN

4. Look and write. Then say.

- Demonstrate question 1.

5. Solve the problems.

- Demonstrate question 1.
- Give Ss some time to finish the exercise.
- Have some Ss answer and correct if they make mistakes.

a. Jill has 13 balloons. Alice has 4 balloons. How many balloons do Jill and Alice have altogether?

$$\boxed{13} + \boxed{4} = \boxed{17}$$

b. Sam has 14 robots. Ben has 5 robots. How many robots do Sam and Ben have altogether?

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

c. Tom has 12 puppets. Jack has 6 puppets. How many puppets do Tom and Jack have altogether?

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

d. Tim has 18 green kites. Mia has 2 orange kites. How many kites do Tim and Mia have altogether?

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

Answer key:

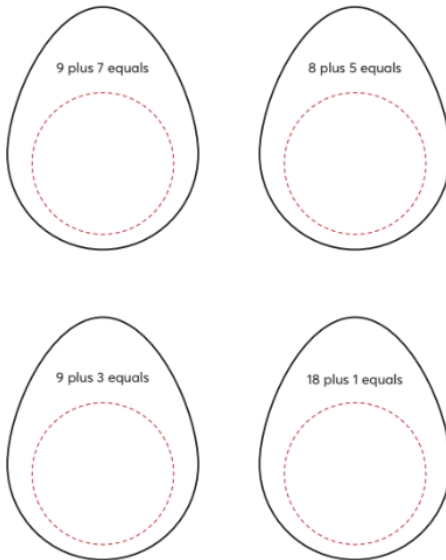
- b. $14 + 5 = 19$ c. $12 + 6 = 18$ d. $18 + 2 = 20$



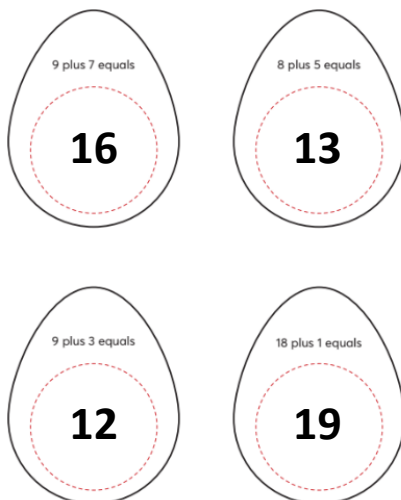
WE DO

6. Stick.

- Have students go to the sticker page.
- Give them some time to count and stick.
- Have some Ss show their answers and give feedback.



Answer key:



Mixed ability

With a stronger class, have Ss work in pairs asking and answering questions about the exercises. For example: "What is ... plus ...?", "It's ..."

7. Listen and repeat.

- Have students look at the story. Point to the characters in the story and ask: "Who's this?"
- Have students listen and read along.
- Play the audio and pause after every sentence and have students repeat.
- Have students practice in pair then present in front of the class.



Listening 11 – STORY

7. Listen and repeat.

Mia: Today's Tom's birthday. Let's make him surprised.

Tim: I have 7 balloons.

Mia: I have 6 balloons.

Tim: 7 plus 6 equals 13. So, we have 13 balloons.

UNIT 6: SUBTRACTION WITHIN 20

Lesson 1

OBJECTIVES

Knowledge: Students will be able to:

- say subtraction within 20

Vocabulary: minus, equal

Listening: Listen to the subtractions

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

- Write the vocabulary in the previous unit on the board.
- Have students read it out loud.

LEAD IN

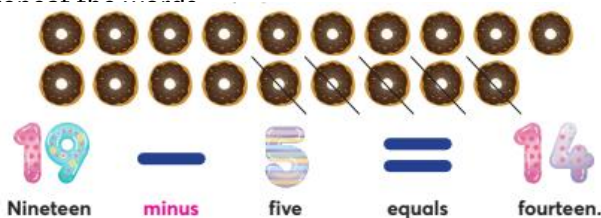
Use the flashcards to review the previous lesson.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat.

- Have your students look at the pictures. Play the recording, while you point to the pictures in time with the audio.
- Play the audio again for children to listen and point to the pictures with you.
- Play the audio while you say the new words in time with the audio. Play this part again for children to repeat the words.



Listening 12

1. Listen, point and repeat.

Nineteen minus five equals fourteen.

Nineteen minus five equals fourteen.

2. Count, write and say.

- Demonstrate a picture.
- Give students some time to do the subtraction.
- Ask students the questions.
- Have some students give their answer and give feedback.

a.

b. There are ____ bananas left.

c. There are ____ coconuts left.

Answer key

$20 - 7 = 13$ → Twenty minus seven equals thirteen.
There are 13 bananas left.

$13 - 2 = 11$ → Thirteen minus two equals eleven.
There are 11 coconuts left.

Fast finisher

Ask Ss who complete the task quickly to work in pairs asking and answering again the questions. T reminds Ss to say a full sentence when giving answers.

Extra activity

Have Ss do the task in pairs. T gives each pair few minutes to prepare some sentences to ask and answer using a subtraction. For example. "I have 15 apples, I give my friends 6 apples. How many apples are left?" – "There are 9 apples left."

3. Circle the correct answer. Then say.

- Demonstrate picture a.
- Give students some time to do the math and circle their answers.
- Invite some Ss to do the subtraction (*remind Ss to say a full sentence with "... minus ... equals ..."*)
- Have some students give their answer and give feedback.

Fifteen minus five equals ten.



a.  $15 - 5 =$ 7 9 10

b.  $12 - 7 =$ 9 5 11

c.  $20 - 6 =$ 12 13 14

d.  $19 - 9 =$ 12 11 10

e.  $16 - 4 =$ 12 13 14

OBJECTIVES

Knowledge: Students will be able to:

- say and practice addition within 20

Vocabulary: minus, equal

Listening: Listen to a story about subtraction

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

- Write the vocabulary in the previous unit on the board.
- Have students read it out loud. Play "Simon Says Game" to review vocabulary

MAIN CONTENT

WE LEARN

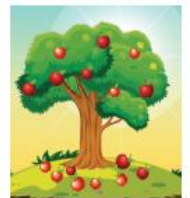
4. Read and fill in the blanks.

- Demonstrate question number 1 by asking "How many apples on the tree?" and "How many apples fell down?" and point at the numbers in the square.
- Give students some time to do the math.
- Have some students give their answers.
- Correct if necessary.

- a. There are 16 apples in the tree. 8 apples fall down.
How many apples are left?

$$\boxed{16} - \boxed{8} = \boxed{8}$$

There are _____ apples left.



- b. There are 14 crayons on the table. 8 crayons fall down.
How many crayons are left?

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

There are _____ crayons left.



- c. There are 11 birds in the tree. 5 birds fly away.
How many birds are left?

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

There are _____ birds left.



- d. Tom has 13 balloons. 7 balloons fly away.
How many balloons are left?

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

There are _____ balloons left.



b. $14 - 8 = 6$

c. $11 - 5 = 6$

d. $13 - 7 = 6$



WE DO

5. Stick the right numbers.

- Give Ss time to do the subtraction and write their answers before moving to the sticker page.
- Ask Ss to share the answers with their friends if necessary. (*ask and answer the questions using "What is ... minus ...?" – "It's ...".*)
- Check the answers and ask Ss to attach the correct stickers.

$11 - 5$	$14 - 7$	$15 - 1$
$16 - 7$	$18 - 3$	$12 - 4$
$19 - 9$	$10 - 5$	$13 - 9$

Answer key



6. Listen and repeat.

- Have students listen and read along.
- Play the audio and pause after every sentence and have students repeat.
- Have students practice in pairs.
- Invite some pairs to act out the story.

HOW MANY CANDIES ARE LEFT?

1

2

There are 20 candies.

3

Now, I take 4 candies away. How many candies are left?

4

20 minus 4 equals 16. 16 candies are left.

Values: How to take away within 20

Listening 13 – STORY

6. Listen and repeat.

Tim: These are 20 candies.

Mia: Now, I take 4 candies. How many candies are left?

Tim: 20 minus 4 equals 16. 16 candies left!

Extra activity

Subtraction War

Divide the class into pairs or small groups. Give each group a deck of cards with the face cards removed. Students should take turns drawing two cards and subtracting the smaller number from the larger number. The player with the highest difference wins the round.

REVIEW 2

OBJECTIVES

Knowledge: Students will be able to:

- review vocabulary in Unit 4, 5, 6
- review and consolidate language introduced in Unit 4, 5, 6

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

Play "Guessing game" to review vocabulary in Units 4, 5, 6.

LEAD IN

Review vocabulary of Units 4, 5, 6 with flashcards.

MAIN CONTENT

1. Fill in the missing numbers.

- Show the picture and ask Ss what the correct direction is.
- Give an example with number "2" then spend a few minutes for Ss to complete the numbers.
- Check Ss' answers and have Ss repeat the line from 1 – 20.



Answer key



2. Read and choose the correct answer.

- Ask students questions to form the math.
- How many blue fish?
- How many orange fish? - " $8 + 7 = 15$ "
- Do the same procedure for question b.

a. There are 8 blue fish. There are 7 orange fish.

How many fish are there altogether?

- A. 15 fish B. 16 fish C. 17 fish D. 18 fish

b. There are 15 eggs. Mom takes 4 eggs away.

How many eggs are left?

- A. 10 eggs B. 11 eggs C. 19 eggs D. 9 eggs

Answer key

b. 15

c. 19

Fast finisher

Ask Ss who finish the exercise quickly to work in pairs asking and answering the 2 questions. Ask them to think about some other circumstances if there is still time.

3. Match.

- Ask Ss to read the numbers on the cone and the addition on the ice cream.
- Have students some time to do the math.
- Point at a picture and have students give the answer. Correct if necessary.
- Do the same procedure with the other pictures.
- Invite some Ss to read again the addition using: "... plus ... equals ...". For example, "Eight plus three equals eleven."



Answer key



Mixed ability

With a weaker class, T does the exercise with Ss. T writes the addition on the board and asks "What is ... plus ...?". Have volunteers answer the questions and the whole class repeats.

4. Read and circle the correct answers.

- Have students some time to do the math.
- Say the sentences and have students write their answers on the board. Correct if necessary.

a. Eight plus seven equals fifteen.

A.

$$9 + 7 = 16$$

C.

$$8 + 7 = 15$$

B.

$$8 + 6 = 14$$

D.

$$11 + 2 = 13$$

b. Seventeen minus seven equals ten.

A.

$$17 - 7 = 10$$

C.

$$17 + 2 = 19$$

B.

$$7 + 7 = 14$$

D.

$$17 - 1 = 16$$

c. Nineteen plus one equals twenty.

A.

$$9 - 1 = 8$$

C.

$$9 + 1 = 10$$

B.

$$19 + 1 = 20$$

D.

$$19 - 1 = 18$$

d. Fourteen minus six equals eight.

A.

$$4 + 6 = 10$$

C.

$$16 - 4 = 12$$

B.

$$14 + 6 = 20$$

D.

$$14 - 6 = 8$$

Answer key

a. A

b. B

c. B

Mixed ability

With a stronger class, have Ss do the exercise with book closed. T writes the sentence of the addition on the board and asks Ss to write down the correct sum. When finishing 4 sentences, T asks Ss open the book and do the exercise. If there is still time, ask Ss to write sentences of each addition from sentence a to d. For example: $9 + 7 = 16$ (Nine plus seven equals sixteen)

UNIT 7: TELLING THE TIME

Lesson 1

OBJECTIVES

Knowledge: Students will be able to:

- tell the time

Vocabulary: o'clock, a quarter, half, past

Listening: Listen to the time on the clock

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

- Write the vocabulary in the previous unit on the board.
- Have students read it out loud.

LEAD IN

Use the flashcards to review the previous lesson.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat.

- Have your students look at the pictures. Play the recording, while you point to the pictures in time with the audio.
- Play the audio again for children to listen and point to the pictures with you.
 - Play the audio while you say the new words in time with the audio. Play this part again for children to repeat the words.
- Ask some students to repeat individually



It's seven o'clock.



It's a quarter past seven.



It's half past seven.

Listening 14

1. Listen, point and repeat.

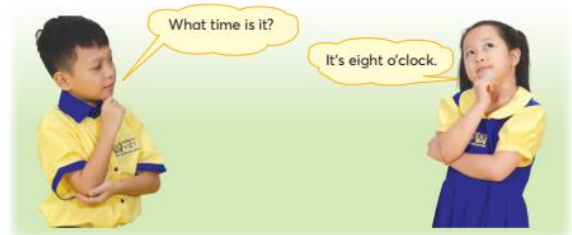
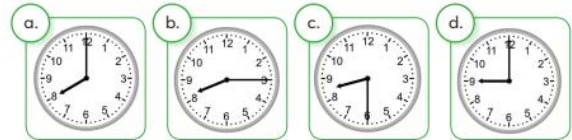
It's seven o'clock.

It's a quarter past seven.

It's half past seven.

2. Listen and repeat. Then, ask and answer.

- Demonstrate for picture a.
- Do the same procedure for other pictures.
- Have students practice in pair.
- Have some pairs present in front of class.



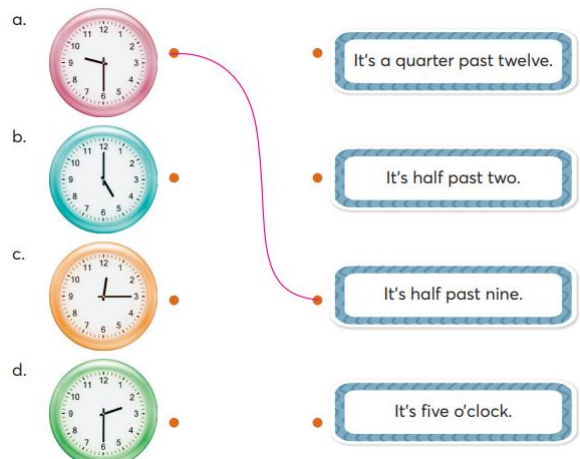
Listening 15

2. Listen and repeat. Then, ask and answer.

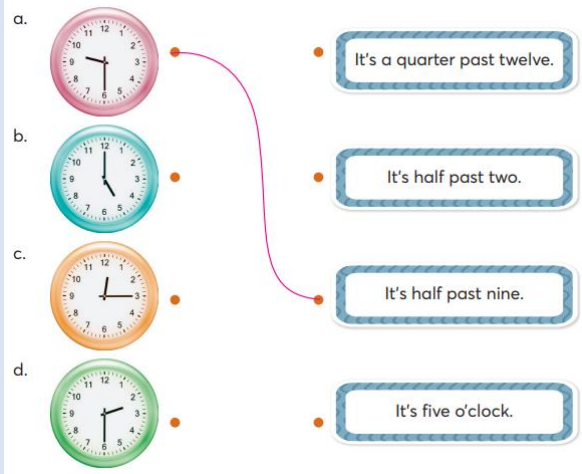
- It's eight o'clock.
- It's a quarter past eight.
- It's half past eight.
- It's nine o'clock.

3. LOOK and match. Then tell the time.

- Point at picture b and ask students "What time is it?"
- Have some students give their answers and correct if necessary.
- Do the same procedure for other pictures.

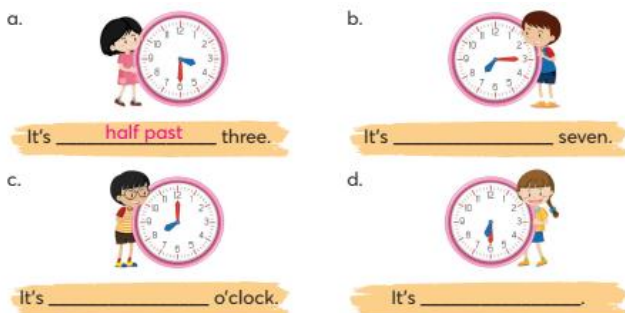


Answer key



4. Fill in the blanks.

- Demonstrate for a picture.
- Ask Ss "What time is it?", and have Ss answer before write down.
- Do the same procedure for other pictures.
- Have students practice in pair.
- Have some pairs present in front of the class.



Answer key

- b. a quarter past
- c. eight
- d. half past six

Extra activity

T uses a clock and change the time on the clock. Then ask Ss to say what time on the clock is. T can invites some Ss to change and ask other about the time.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to:

- tell an action with the time

Vocabulary: o'clock, a quarter, half, past

Listening: Listen to a story about subtraction

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

- Write the vocabulary in the previous unit on the board.
- Have students read it out loud.
- Play "Sleeping Penguins Game" to review vocabulary.

MAIN CONTENT

WE PRACTICE

5. Read and stick.

- Have students go to the sticker page and have them some time to finish the exercise.
- Have some students show their answers in front of the class and correct if necessary.





Answer key

a) I get up at half past six.



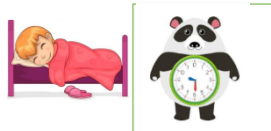
b) I do exercises at eight o'clock.



c) I read books at a quarter past two.



d) I go to bed at half past nine.



6. Listen and write the numbers.

- Teacher point at pictures and ask students what time it is. And have some students answer before listening.
- Teacher plays the recording and have students write their answers.
- Have some students give their answers and correct if ne



Answer key



Listening 16

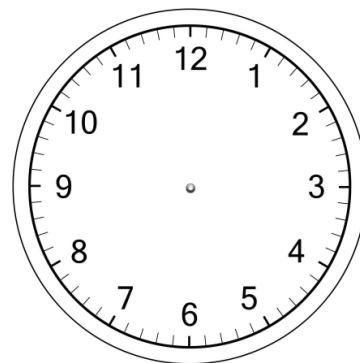
6. Listen and write the numbers.

1. I do exercises at a quarter past nine.

2. I have lunch at half past eleven.
3. I read books at two o'clock.
4. I have dinner at a quarter past six.
5. I watch TV at half past seven.
6. I go to bed at ten o'clock.

7. Draw and color the clock.

Have students draw the clock the way they want and have some students show their product as well as fill in the blank about the time.



What time is it?
It's _____.

7. Listen and repeat.



- Have students listen and read along.
- Play the audio and pause after every sentence and have students repeat.
- Have students practice in pair then present in front of the class..

Listening 17 - STORY

8. Listen and repeat.

Mia: What time is it, Tim?

Tim: It's half past ten.

Mia: I'm hungry. What time do we have lunch?

Tim: At 11 o'clock.

UNIT 8: KILOMETER

Lesson 1

OBJECTIVES

Knowledge: Students will be able to:

- ask and answer about distance

Vocabulary: how far, kilometer

Listening: Listen to the distance in kilometer with questions of "How long...?"

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

- Write the vocabulary in the previous unit on the board.
- Have students read it out loud.

LEAD IN

Use the flashcards to review the previous lesson.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat.

- Have your students look at the pictures. Play the recording, while you point to the pictures in time with the audio.
- Play the audio again for children to listen and point to the pictures with you.
- Play the audio while you say the new words in time with the audio. Play this part again for children to repeat the words.
- Ask some students to repeat individually.



Listening 18

1. Listen, point and repeat.


How far is it from your house to your school?
It's about 5km from my house to my school.

WE PRACTICE

2. Read and write your answer.

- Show how to do this exercise through example a.
- Give students some time to finish exercise b then have some student give their answer.
- Correct if necessary.

a.



house bus stop school

It's about **6 km** from the house to the bus stop.


It's about **3 km** from the bus stop to the school.

How far is it from the house to the school?

6 km + 3 km = 9 km

Answer:**9**..... km

b.



playground zoo bookstore

It's about from the playground to the zoo.


It's about from the zoo to the bookstore.

How far is it from the playground to the bookstore?

Answer: km

Answer key

b.



playground zoo bookstore

It's about **2 km** from the playground to the zoo.

It's about **6 km** from the zoo to the bookstore.

How far is it from the playground to the bookstore?

2 km + 6 km = 8 km

Answer:**8**..... km

Lesson 2

OBJECTIVES

Knowledge: Students will be able to:

- talk about distance and practice

Vocabulary: how far, kilometer

Listening: Listen to a story about distance

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

- Write the vocabulary in the previous unit on the board.
- Have students read it out loud.
- Play "Ballseye Games" to review vocabulary.

LEAD IN

Use the flashcards to review the previous lesson.

MAIN CONTENT

WE PRACTICE



Questions	How far is it ...	Distance (km)
a.	from the bookstore to the toy shop?	7 km
b.	from the toy shop to the supermarket?
c.	from the bookstore to the supermarket?



te the answer. Then say.

- Give them some time to work together.
- Have some pairs give their answers and correct if necessary.
- Have students practice asking and answering following the table.

WE DO

4. Look, ask and answer.

- Demonstrate question a by asking the class and have them answer the questions.
- Have students practice in pair.
- Have some pairs present in front of the class



- How far is it from Tim's house / Mia's house to the bus stop?
- How far is it from Tim's house / Mia's house to the school?
- How far is it from Tim's house / Mia's house to the bookstore?
- How far is it from Tim's house / Mia's house to the park?

Answer key

From Tim's house

- It's about 3 km.
- It's about 7 km.
- It's about 10 km.
- It's about 2 km.

From Mia's house

- It's about 1 km.
- It's about 5 km.
- It's about 2 km.
- It's about 7 km.

5. Listen and repeat.

- Have students listen and read along.
- Play the audio and pause after every sentence and have students repeat.
- Have students practice in pair and then present in front of the class.
- Have students listen and read along.
- Play the audio and pause after every sentence and have students repeat.
- Have students practice in pair and then present in front of the class.



Values: Know the distance from home to school

Listening 19 - STORY

5. Listen and repeat.

Tim: Mia, How far is it from your house to your school?

Mia: About 1 km.

Mia: Tim, how far is it from your house to your school?

Tim: It's 5 km.

Mia: It's so far.

UNIT 9: KILOGRAM

Lesson 1

OBJECTIVES

Knowledge: Students will be able to:

- talk about weights

Vocabulary: kilogram, weigh

Listening: Listen to the weight in kilogram with questions of “How much...?”

MATERIALS

Textbook, teacher’s guide, lesson plan, flashcards, audios, ...

WARMER

- Write the vocabulary in the previous unit on the board.
- Have students read it out loud.

LEAD IN

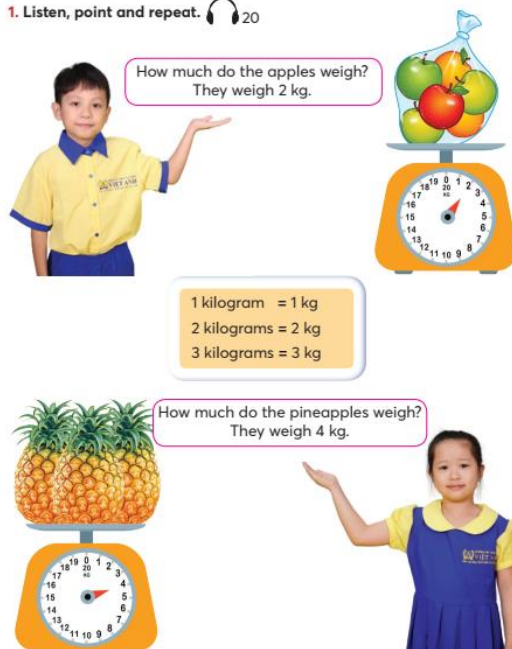
Use the flashcards to review the previous lesson.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat.

- Have your students look at the pictures.
- Play the audio for children to listen and point to the pictures with you.
- Play the audio while you say the new words in time with the audio. Play this part again for children to repeat the words.
- Ask students to repeat individually.



Listening 20

1. Listen, point and repeat.

How much do the apples weigh?

They weigh 2 kg.

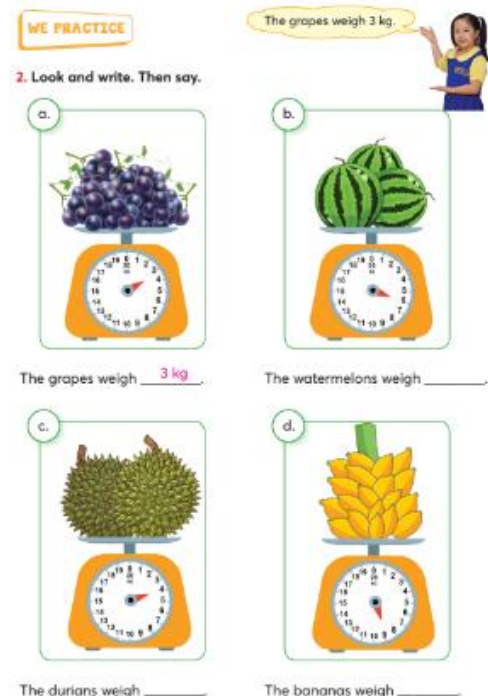
How much do the pineapples weigh?

They weigh 4 kg

WE PRACTICE

2. Look and write. Then say.

- Have students fill in the blanks.
- Ask students “How much do the watermelons weigh?”
- Have some students answer.
- Have students practice asking and answering in pairs then have some pairs present in front of the class.



Answer key

b. 6 kg c. 4 kg d. 9 kg

Lesson 2

OBJECTIVES

Knowledge: Students will be able to:

- talk about distance and practice

Vocabulary: how far, kilometer

Listening: Listen to a story about measuring weight

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER


- Write the vocabulary in the previous unit on the board.
- Have students read it out loud.


LEAD IN


Use the flashcards to review the previous lesson.


MAIN CONTENT





WE PRACTICE

a. 

b. 

c. 

d. 

- Play the recording and have student match.
- Then ask students questions "How much do oranges weigh?" and have some answer.
- Have students practice asking and answering in pairs then have some pairs present in front of class.

Listening 21

3. Listen and match.

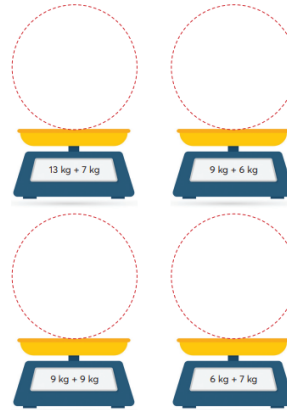
- a) The oranges weigh 12 kg.
Can you see the line? This is an example.
Now, you listen and match.

WE DO

4. Stick the fruits.

- Have Ss look and read the addition.
- Move to the stickers page and have Ss complete the exercise.

- Check Ss's answer and correct by inviting some Ss.



Answer key



5. Listen and repeat.

- Have students listen and read along.
- Play the audio and pause after every sentence and have students repeat.
- Have students practice in pair then present in front of the class.

HOW FAR IS IT?

1 Mia, how far is it from your house to school?

2 About 1 km.

3 Tim, how far is it from your house to school?

4 It's 5 km. It's so far.

Values: Know the distance from home to school

Listening 21 - STORY

5. Listen and repeat.

Mia: I have lots of bananas.

Tim: How much do the bananas weigh?

Mia: 2 kilograms.

REVIEW 3

OBJECTIVES

Knowledge: Students will be able to:

- review vocabulary in Unit 7, 8, 9
- review and consolidate language introduced in Units 7, 8, 9

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

Play "Guessing game" to review vocabulary in Units 7, 8, 9.

LEAD IN

Review vocabulary of Units 7, 8, 9 with flashcards.

MAIN CONTENT

1. Look, read and match.

- Demonstrate picture a.
- Give students some time to match.
- Have some students give their answer and correct if necessary.

a.		He has breakfast at eight o'clock.
b.		He gets up at half past six.
c.		He brushes his teeth at seven o'clock.
d.		He does his homework at nine o'clock.
e.		He takes a shower at a quarter past seven.

Answer key

- b. They weigh 5 kg.
c. They weigh 8 kg.
d. They weigh 2 kg.

2. Read and write the answer.

- Have students work in pair.
- Give them some time to write their answer and compare them with their partner.
- Have some pairs give their answer.
- Correct if necessary.

a. How much do the apples weigh?

b. How much do the oranges weigh?

c. How much do the grapes weigh?

d. How much do the pears weigh?

3. Solve the problems.

- Ask students "How far is it from the house to the bus stop?" and "How far is it from the bus stop to the school? Then let them do the math."
- Do the same procedure for b.

a. How far is it from the house to the school?

house $\xrightarrow{2 \text{ km}}$ bus stop $\xrightarrow{5 \text{ km}}$ school

\bigcirc =

It's from the house to the school.

b. How far is it from the house to the beach?

house $\xrightarrow{1 \text{ km}}$ zoo $\xrightarrow{7 \text{ km}}$ beach

\bigcirc =

It's from the house to the beach.

Answer key

- a. $2 \text{ km} + 5 \text{ km} = 7 \text{ km}$
b. $1 \text{ km} + 7 \text{ km} = 8 \text{ km}$

Extra activity

Have Ss think about a distance from their house to another place (such as school, park, supermarket, etc.). Then say using "It's about ...km from my house to ..."



UNIT 10: QUADRILATERAL

Lesson 1

OBJECTIVES

Knowledge: Students will be able to:

- identify and say several shapes

Vocabulary: kilogram, weigh

Listening: Listen to the weight in kilogram with questions of "How much...?"

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

- Write the vocabulary in the previous unit on the board.
- Have students read it out loud.

LEAD IN

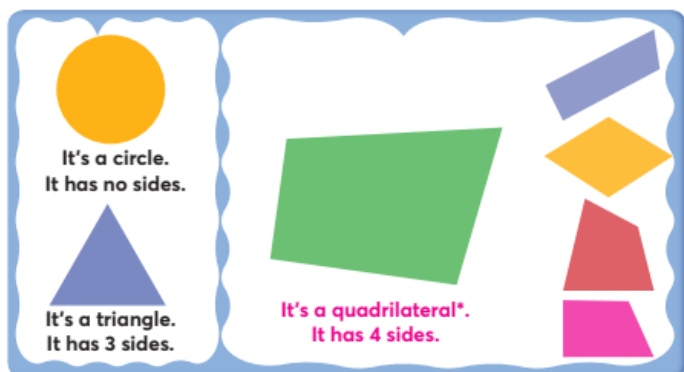
Use the flashcards to review the previous lesson.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat.

- Have your students look at the pictures. Play the recording, while you point to the pictures in time with the audio.
- Play the audio again for children to listen and point to the pictures with you.
- Play the audio while you say the new words in time with the audio. Play this part again for children to repeat the words.



Listening 23

1. Listen, point and repeat.

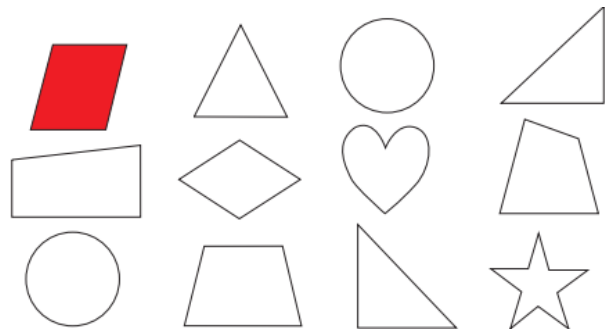
It's a circle. It has no sides.

It's a triangle. It has three sides.

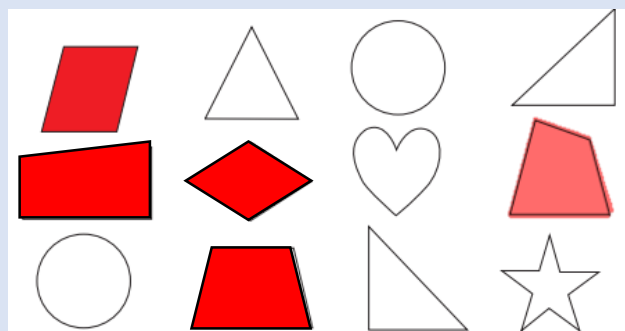
They're quadrilaterals. They have four sides.

2. Color the quadrilaterals red.

- Have students some time to color then have some show their results.
- Correct if necessary.



Answer key

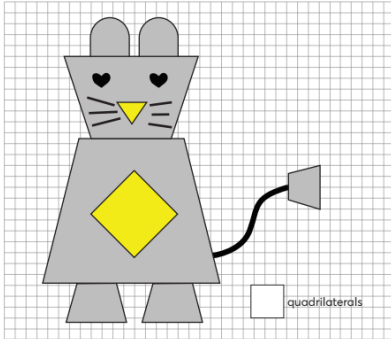


Extra activity

Have Ss think about a distance from their house to another place (such as school, park, supermarket, etc.). Then say using "It's about ...km from my house to ..."

3. Color the quadrilaterals red.

- Have students work in pairs to count the quadrilaterals.
- Have some pairs give their answers and correct if necessary.

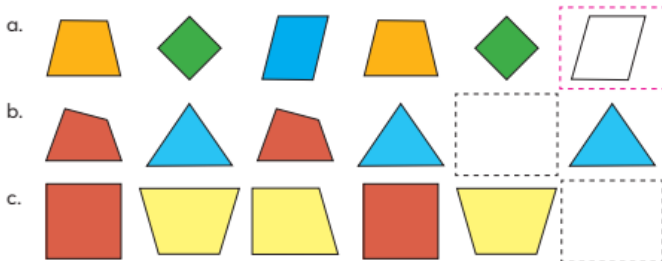


Answer key:

6

4. Draw the shapes in the box.

- Have students some time to draw the shapes and correct if necessary.
- Ask them about the reason why they draw the shapes that they draw.



Lesson 2

OBJECTIVES

Knowledge: Students will be able to:

- identify and say shapes

Vocabulary: how far, kilometer

Listening: Listen to a story about quadrilaterals

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

- Write the vocabulary in the previous unit on the board.
- Have students read it out loud.

LEAD IN

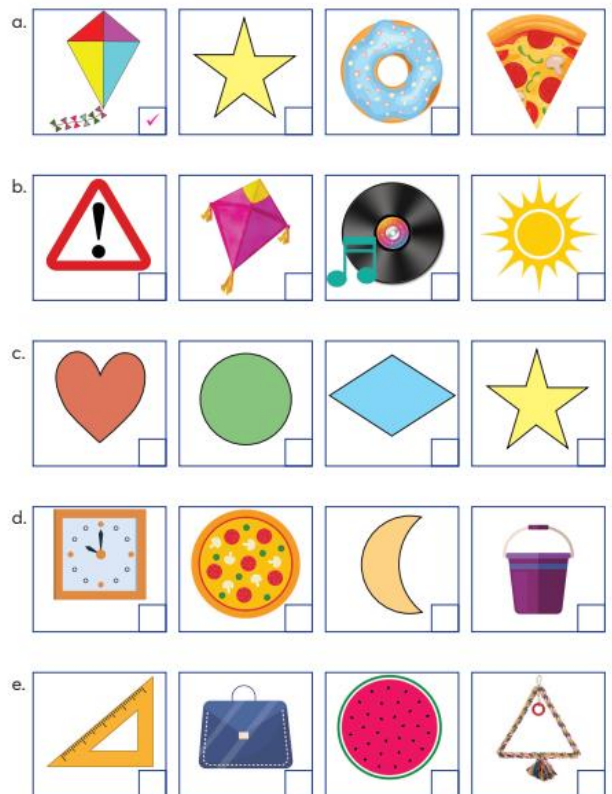
Use the flashcards to review the previous lesson.

MAIN CONTENT

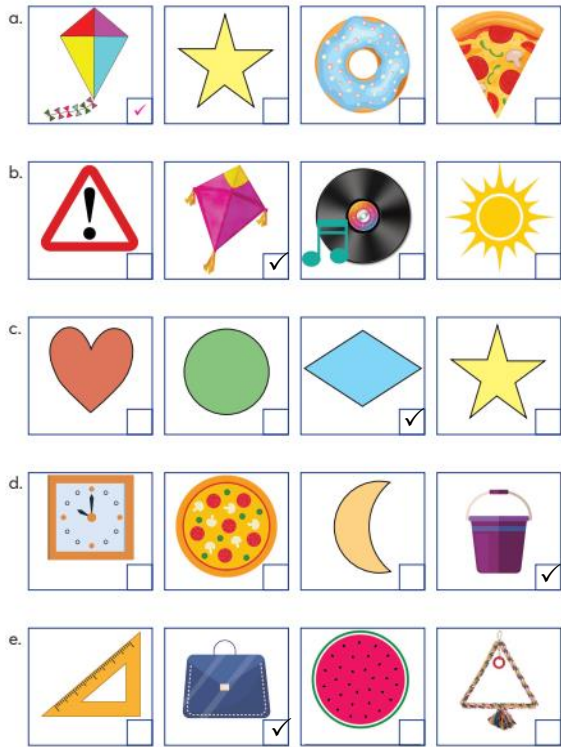
WE PRACTICE

5. Tick (✓) the quadrilateral.

- Demonstrate with question b by asking students "which is a quadrilateral?" Have them answer and correct if necessary.
- Have students some time to finish the exercise and compare their answers with their partner.
- Have some students give their answer and correct if necessary.



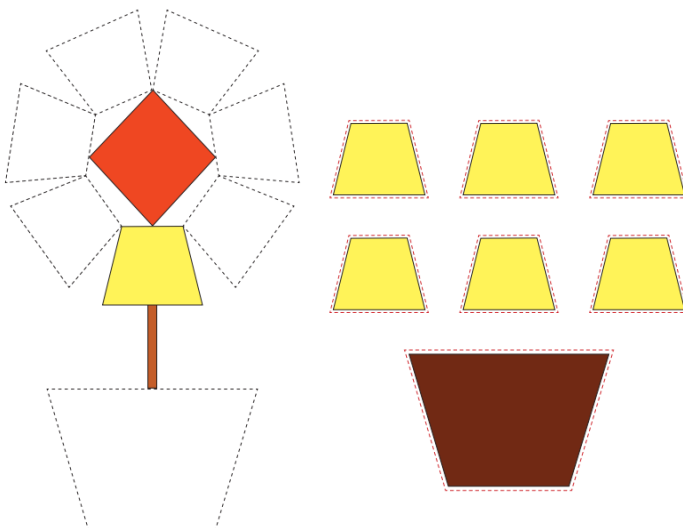
Answer key



WE DO

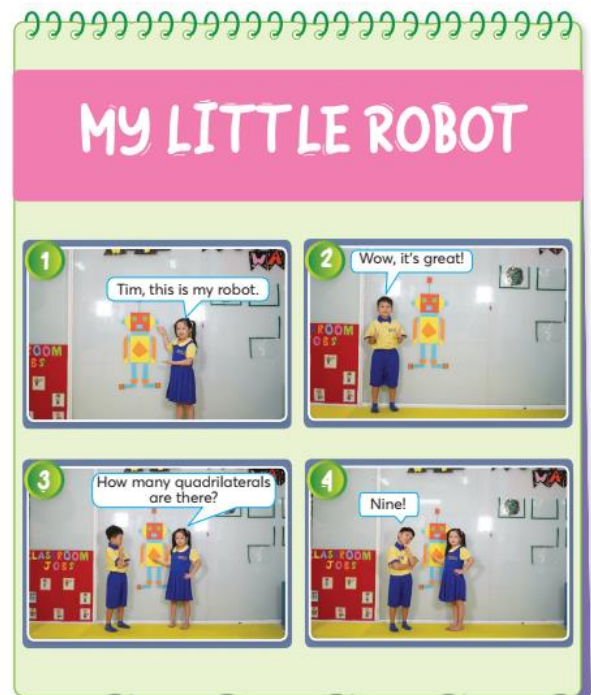
6. Make your flower with stickers.

- Have students go to the sticker page and give them some time to stick.



7. Listen and repeat.

- Have students listen and read along.
- Play the audio and pause after every sentence and have students repeat.
- Have students practice in pair then present in front of the class.



Values: Recognize quadrilaterals around us

Listening 24 - STORY

7. Listen, point and repeat.

Mia: Tim, this is my robot!.

Tim: Wow, it's great!

Mia: How many quadrilaterals are there?

Tim: Seven. Mia: Yes. Rainy and dry seasons.

Extra activity

Have Ss look at the picture in the story again. Then have them draw or use papers to make a robot with quadrilaterals.

UNIT 11: MULTIPLIED BY 2

Lesson 1

OBJECTIVES

Knowledge: Students will be able to:

- do and say multiples of 2

Vocabulary: two times, equal

Listening: Listen to multiplied by 2

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

- Write the vocabulary in the previous unit on the board.
- Have students read it out loud.

LEAD IN

Use the flashcards to review the previous lesson.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat.

- Have your students look at the pictures. Play the recording, while you point to the pictures in time with the audio.
- Play the audio again for children to listen and point to the pictures with you.
- Play the audio while you say the new words in time with the audio. Play this part again for children to repeat the words.
- Ask some students to repeat individually.



$2 + 2 + 2 = 6$
 $2 \times 3 = 6$
 Two times three equals six.



$2 + 2 + 2 + 2 = 8$
 $2 \times 4 = 8$
 Two times four equals eight.

Listening 25

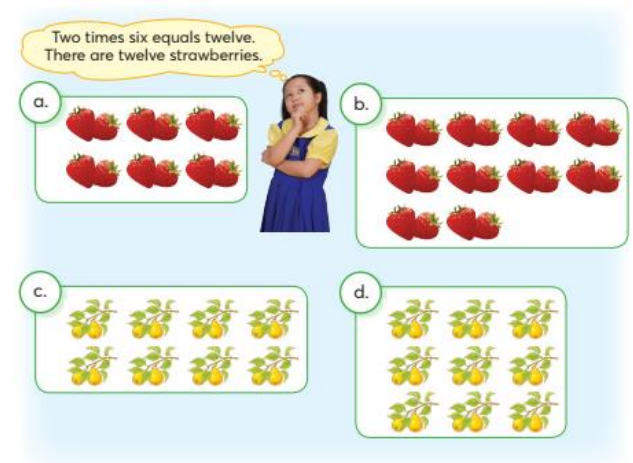
1. Listen, point and repeat.

Two times three equals six.

Two times four equals eight.

2. Look and say.

- Demonstrate picture a and pick some students say picture b and c.
- Then write all the sentence all the board and have students practice for a while.
- Have some students read out loud.



Answer key

b. Two times ten equals twenty.

There are twenty strawberries.

c. Two times nine equals eighteen.

There are eighteen pears.

Extra ability

Multiplication Memory Game

Create a set of matching cards with multiplication equations and their corresponding answers, focusing on the numbers multiplied by 2 (e.g., 2×1 , 2×2 , 2×3 , etc.). Shuffle the cards and place them face down on a table or the floor. Have students take turns flipping over two cards at a time, trying to find a matching pair of a multiplication equation and its answer. If a player makes a match, they keep the cards. If not, they flip them back over, and it's the next player's turn. The game continues until all the matches have been found. The player with the most matches at the end wins.

WE PRACTICE

3. Read.

- Have students work in pairs to practice reading.
- Have some pairs read out loud in front of class.

A PAIR OF SHOES

A pair of shoes is two.
I put on my shoes every day.
Then I go to school.
I really love my shoes.



Two pairs of shoes are four.
We put on our shoes every day.
Then we go to the park.
We really love our shoes.

Three pairs of shoes are six.
We put on our shoes every day.
Then we go to the zoo.
We really love our shoes.



Two times one equals two.
Two times two equals four.
Two times three equals six.
We are learning the multiplication of two.

LEAD IN

Use the flashcards to review the previous lesson.

MAIN CONTENT

WE PRACTICE

4. Look at the pictures and circle the correct answer.

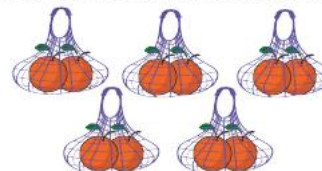
- Have students work in pair. One asks, one answers.
- Have some students answer and correct if necessary.
- Do the same procedure for other places.
- Have some students read out loud both sentences.

a. Each person has 2 eyes. How many eyes do 4 people have?



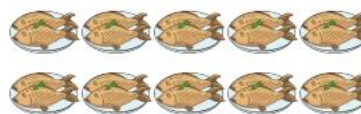
- ☒ A. 8 eyes
B. 7 eyes
C. 10 eyes

b. There are 2 oranges in each bag. How many oranges are there in 5 bags?



- A. 14 oranges
B. 20 oranges
C. 10 oranges

c. Each plate has 2 fish. How many fish are there in 10 plates?



- A. 10 fish
B. 20 fish
C. 18 fish

d. There are 2 books on each table. How many books are there on 7 tables?



- A. 14 books
B. 7 books
C. 9 books

Answer key

- b. C
c. B
d. A

Lesson

OBJECTIVES

Knowledge: Students will be able to:

- do and say multiples of 2

Vocabulary: two times, equal

Listening: Listen to a story about quadrilaterals

MATERIALS

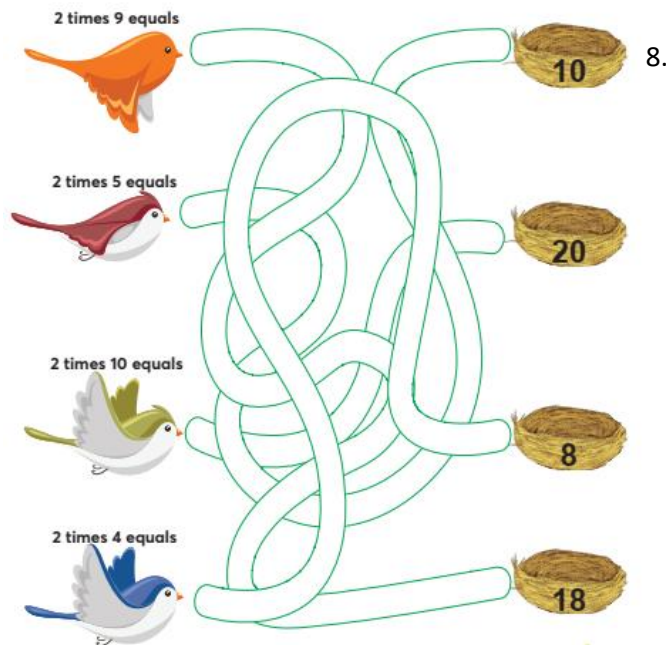
Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

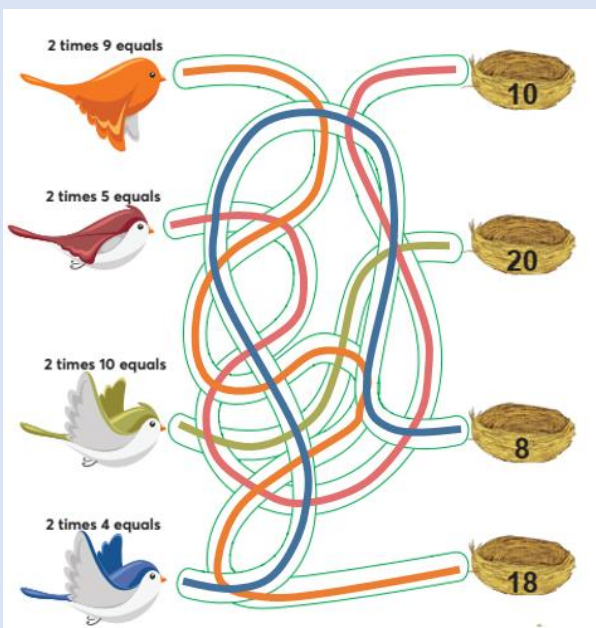


- Write the vocabulary in the previous unit on the board.
- Have students read it out loud.
- Play "Memory Games" to review vocabulary.

WE DO



Answer key



6. Listen, point and repeat.

- Have students listen and read along.
- Play the audio and pause after every sentence and have students repeat.
- Have students practice in pair then present in front of the class.



Values: How to multiply numbers

Listening 26 - STORY

6. Listen, point and repeat.

Tim: Look! There are 3 birds on the tree.
Mia: A bird has 2 wings. How many wings do 3 birds have?
Tim: Two times three equals six. 6 wings!
Mia: That's right!

Mixed ability

With a stronger class, have Ss make a dialogue like the example. T reminds Ss to use different numbers for their dialogue (*can add some more information*)

UNIT 12: DIVISION BY 2

Lesson 1

OBJECTIVES

Knowledge: Students will be able to:

- do and say division of 2

Vocabulary: divided by, equal

Listening: Listen to division by 2

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

- Write the vocabulary in the previous unit on the board.
- Have students read it out loud.

LEAD IN

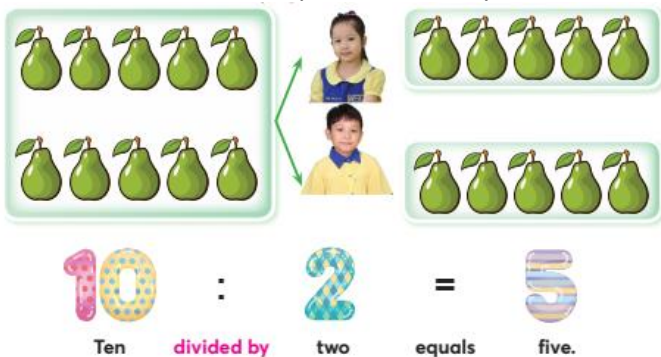
Use the flashcards to review the previous lesson.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat.

- Have your students look at the pictures.
- Play the audio for children to listen and point to the pictures with you.
- Play the audio while you say the new words in time with the audio. Play this part again for children to repeat the words.
- Ask some students to repeat individually.



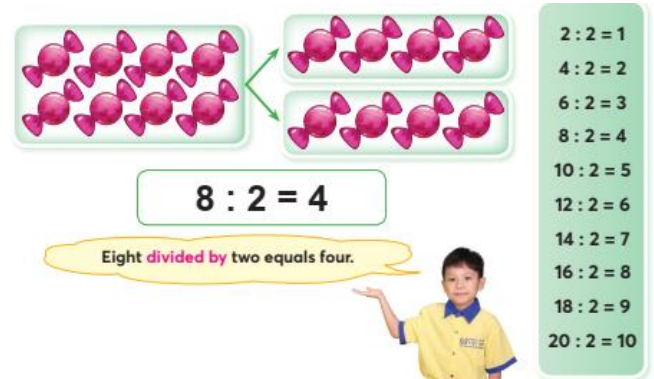
Listening 27

1. Listen, point and repeat.

Ten divided by two equals five.

2. Look, write and say.

- Demonstrate $2:2=1$.
- Have students say all the math and write on the board.
- Have them practice for a while.
- Erase all the sentences and have students practice by looking at the math.



3. Read and write.

- Point to picture b and demonstrate.
- Give them some time to finish the exercise in pairs.
- Have some students write the answers on the board and correct them if necessary.

Answer key

Two divided by two equals one.
Four divided by two equals two.
Six divided by two equals three
Eight divided by two equals four.
Ten divided by two equals five.
Twelve divided by two equals six.
Fourteen divided by two equals seven.
Sixteen divided by two equals eight.
Eighteen divided by two equals nine.
Twenty divided by two equals ten.

4. Read.

- Have students work in pairs to practice reading.
- Have some pairs read out loud in front of class.

DIVISION!

Division is like sharing.
You have to share between friends.
One friend, two friends, both of them.
Sharing is very kind.



$$10 : 2 = 5$$

Now, let's share the apples!
Ten divided by two equals five.
Each friend gets five apples.
They are so happy.

- a. There are 20 students in Tim's class.
Divide the class into 2 groups.
How many students are there in each group?

$$20 : 2 = 10$$

- b. Mom has 8 candies. Mom shares them to Tim and Mia equally. How many candies does each kid get?

- c. Divide 16 crayons into 2 boxes equally. How many crayons are there in each box?

- d. Mia shares 12 apples to her two brothers equally. How many apples does each brother get?

- e. Tom has 18 cards. He shares them to Anna and Mark equally. How many cards does each kid get?

Answer key

$$b. 8 : 2 = 4$$

$$d. 12 : 2 = 6$$

$$c. 16 : 2 = 8$$

$$e. 18 : 2 = 9$$

Lesson 2

OBJECTIVES

Knowledge: Students will be able to:

- do and say division by 2

Vocabulary: divided by, equal

Listening: Listen to a story about sharing pies

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

- Write the vocabulary in the previous unit on the board.
- Have students read it out loud.
- Play "Feeling and Expressing Game".

LEAD IN

Use the flashcards to review the previous lesson.

MAIN CONTENT

WE PRACTICE

5. Solve the problem.

- Read example a to show Ss how to do.
- Point to problem b and demonstrate.
- Give them some time to finish the exercise in pairs.
- Have some students write the answers on the board and correct them if necessary.

Mixed ability

With a weaker class, T asks Ss to read each problem and solve it with them. T can underline some keywords in the sentence to help under the problem easier. Then show Ss how to form an equation.

With a stronger class, have Ss think of some more questions to ask their friends after completing the exercise. T can ask Ss to work in groups to make a question and then ask other groups to answer.

Extra activity

Division Relay Race with Manipulatives

Divide the class into teams. Provide each team with manipulatives such as counters, cubes, or small objects. Set up a relay race where each team member has to solve a division problem involving division by 2 using the manipulatives before passing the objects to the next team member. The team that completes the relay race in the fastest time with all correct answers wins.



6. Write the sentences. Then say.

- Have students work in pair. One asks, and one Point to b and demonstrate.
- Give them some time to finish the exercise in pairs.
- Have some students write the answers on the board and correct them if necessary.

- a. $14 : 2 = 7$ Fourteen divided by two equals seven.
- b. $10 : 2 = 5$
- c. $20 : 2 = 10$
- d. $18 : 2 = 9$
- e. $12 : 2 = 6$

Answer key

- b. Ten divided by two equals five.
- c. Twenty divided by two equals ten.
- d. Eighteen divided by two equals nine.
- e. Twelve divided by two equals six.

WE DO

7. Help the birds find their nests.

- The teacher prepares a list of divisions and say them out loud.
- Have some students write on the board and correct if necessary.

HOW TO PLAY

1. Children by themselves randomly write down 9 division expressions (divided by 2) in the Bingo Board.
2. The teacher will call out any division expressions.
3. Children cross out the division if they have in the board.
4. If the children get 3 division expressions in a row, they win.

Two divided by two equals one.

BINGO		
$2 : 2 = 1$		

8. Listen, point and repeat.

- Have students listen and read along.
- Play the audio and pause after every sentence and have students repeat.
- Have students practice in pair then present in front of the class.

SHARING PIES

1 Tim, Let's share the pies!

2 We have 8 pies and there are 2 people here.

3 So, how many pies do we have each?

4 8 divided by 2 equals 4. I have 4 pies.

And I have 4 pies.

Values: Sharing food

Listening 28 - STORY

8. Listen and repeat.

Mia: Tim, Let's share the pies!.

Tim: There are 8 pies and we have 2 people.

Mia: So, how many pies do we have each?

Tim: 8 divided by 2 equals 4. Tim has 4 pies.

Mia: And Mia has 4 pies.

REVIEW 4

OBJECTIVES

Knowledge: Students will be able to:

- review vocabulary in Units 10, 11, 12
- review and consolidate language introduced in Units 10, 11, 12

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

Play "Simon Says Game" to review vocabulary in Units 10, 11, 12.

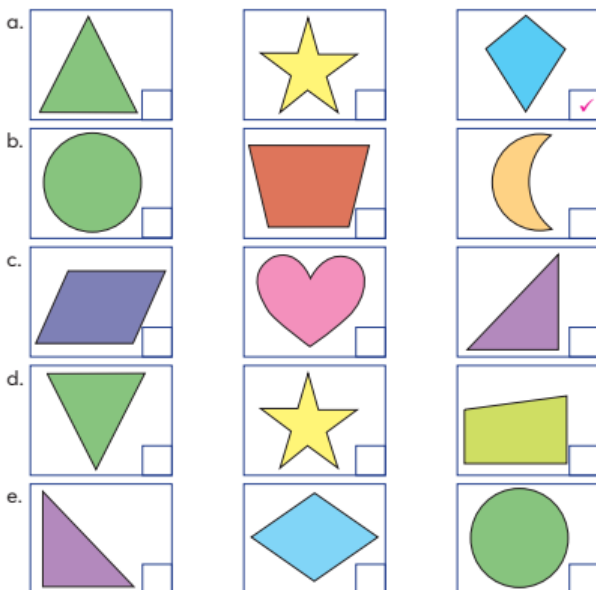
LEAD IN

Review vocabulary of Units 10, 11, 12 with flashcards.

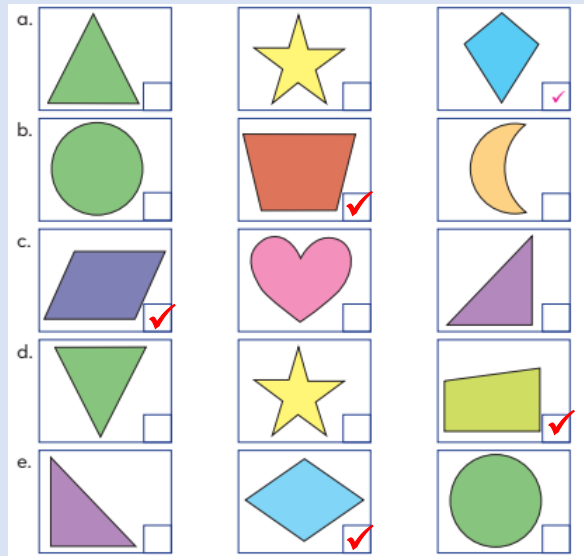
MAIN CONTENT

1. Look (✓) the quadrilateral.

- Point to pictures in a, and ask students "what is a quadrilateral?" Have them answer and correct if necessary.
- Have students some time to finish the exercise and compare their answers with their partner.
- Have some students give their answer and correct if necessary.

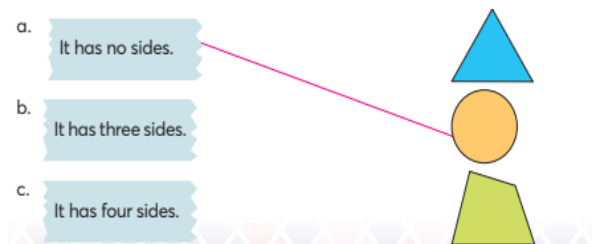


Answer key



2. Match.

- Have some students answer and confirm the correct answer.
- Give students some time to finish the exercise.
- Have some students answer and confirm the correct answer.



Answer key



3. Fill in the missing numbers.

- Have students work in groups.
- Give students some time to finish the exercise.
- Have some groups write their answers on the board and give feedback.

- a. $2 \times 5 = 10$ Two times five equals ten.
- b. $2 \times 8 = \dots$ Two times eight equals _____.
- c. $2 \times 10 = \dots$ Two times ten equals _____.
- d. $2 \times 7 = \dots$ Two times seven equals _____.
- e. $2 \times 6 = \dots$ Two times six equals _____.

Answer key



- b. sixteen
c. twenty
d. fourteen
e. twelve


Fast finisher

Ask Ss who complete the exercise to practice with friends the equations in the exercise by hiding one side. For example, the first S hides the equation column, and the second S reads the second column and vice versa.

4. Complete.

- Have students work in pairs.
- Give students some time to finish the exercise.
- Have some groups write their answers on the board and give feedback.

- a. Ben has 20 oranges. Ben shares these oranges between 2 friends equally.
Each friend gets 10 oranges. 
- b. Mom has 6 apples. She shares them between 2 children equally.
Each child gets _____ apples. 

- c. Mrs Brown has 14 pencils. She shares them between 2 boys equally.
Each boy gets _____ pencils. 

- d. Tom has 8 donuts. Tom shares them between 2 friends equally.
Each friend gets _____ donuts. 

Answer key

- b. 3 c. 7 d. 4

Mixed ability

With a weaker class, have Ss work in pairs to solve the problem together. Let them discuss to write correct equations and then check with other groups if necessary.

With a stronger class, let Ss work in groups to think about some more questions. Write down the questions and then ask other groups to answer. This can be played as a game to let Ss compete with each other.

Extra activity

Multiplication and Division Relay Race

Divide the class into teams. Set up a relay race where each team member has to solve a multiplication or division problem involving either multiplying by 2 or dividing by 2 before passing the baton or object to the next team member. Each team member must solve a different problem during their turn. The team that completes the relay race in the fastest time with all correct answers wins.