LÊ QUÝ MAI HUYÊN
HUỲNH THỊ VÂN ANH – LÊ BÁ CƯỜNG

MAJOR MATH 3

TEACHER'S GUIDE

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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TOUR OF A UNIT

LESSON 1

1. WE LEARN

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 flashcards.

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

2. WE PRACTICE

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

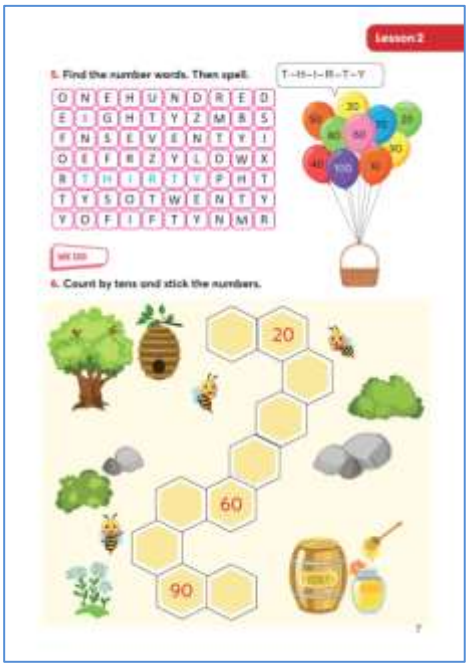
Exercises to practice the new vocabulary.

LESSON 2

1. WE PRACTICE

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

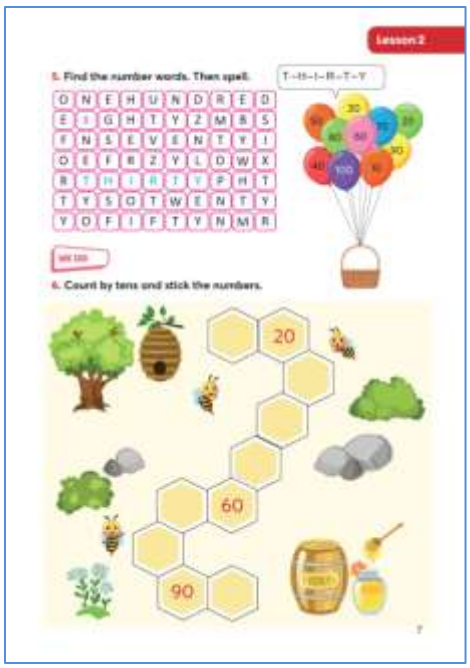
An exercise to practice and review the new knowledge.



2. 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.



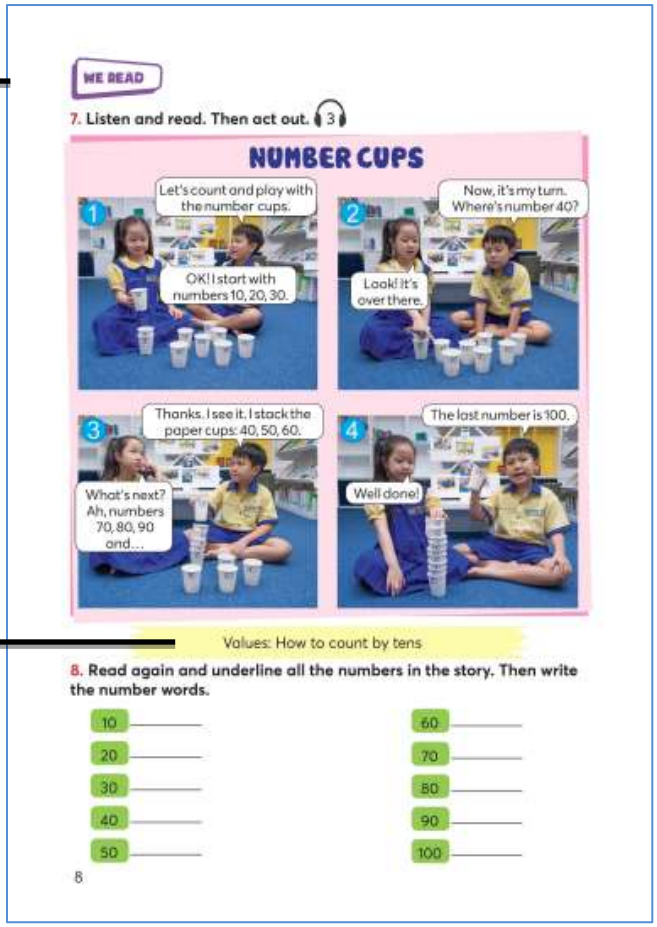
3. WE READ

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



WE READ

7. Listen and read. Then act out. 3

NUMBER CUPS

1 Let's count and play with the number cups. OK! I start with numbers 10, 20, 30.

2 Now, it's my turn. Where's number 40? Look! It's over there.

3 Thanks. I see it. I stack the paper cups: 40, 50, 60. What's next? Ah, numbers 70, 80, 90 and...

4 The last number is 100. Well done!

Values: How to count by tens

8. Read again and underline all the numbers in the story. Then write the number words.

10 _____ 60 _____
20 _____ 70 _____
30 _____ 80 _____
40 _____ 90 _____
50 _____ 100 _____

8

UNIT 1: COUNTING BY TENS (10-100)

Lesson 1

OBJECTIVES

Knowledge: Students will be able to

- count by tens
- recognize, read and write numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Vocabulary: *ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred, eggs, color pencils, cupcakes, paper cups.*

Listening: Listen to the new words, and choose the word heard in the audio

MATERIALS

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

WARMER

Bingo game: Teacher and students write down three numbers from 1 to 20 on a note. The students have the same choice as the teacher will win.

LEAD IN

- Match words with numbers from 1 to 20 to help students review the previous lessons.

MAIN CONTENT

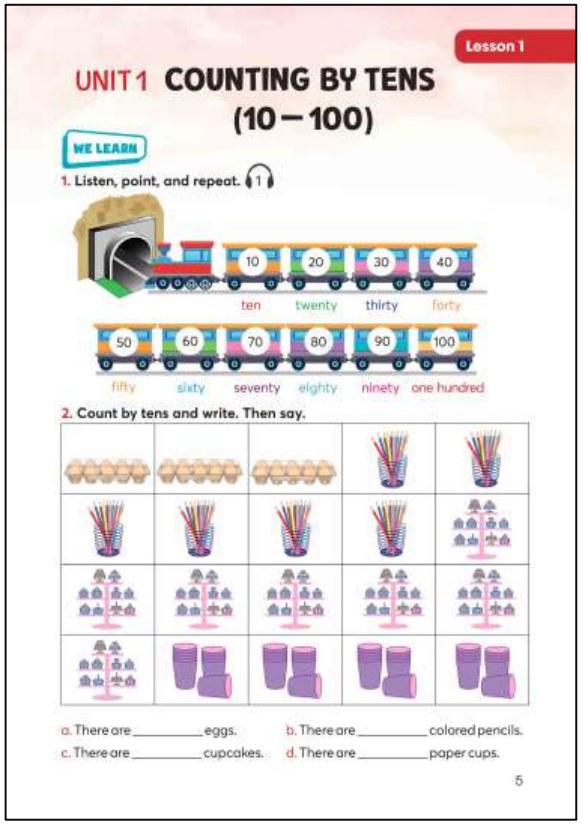
WE LEARN

1. Listen, point and repeat.

- Teach new vocabulary: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred.
- Play the audio
- Point to each number, and pronounce them clearly and slowly.
- Ask the whole class to drill the pronunciation of each number.
- Invite some students individually to repeat. Checking for correct pronunciation.
- Have the class open the books to Unit 1, page 4.
- Playing the audio track 1, having the class listen again, point, and say.

Track 1

Ten – Twenty – Thirty – Forty – Fifty – Sixty – Seventy – Eighty – Ninenty – One hundred



2. Count by tens and write. Then say.

- Show the picture or ask students to look at the picture in their books, and ask them what those items are.
- Ask them questions: How many pencils/ paper cups/ eggs/ cupcakes are there?
- Check their answers and pronunciation.
- Invite some students individually to answer the question again.
- Correct their answer and check pronunciation. Give compliments if students do well.

Answer

a. 30 b. 60 c. 70 d. 40

Mixed ability

In case weaker students answer wrongly or do not understand, show some pencils / cups and let them count those pencils / cups themselves. Ask them again.

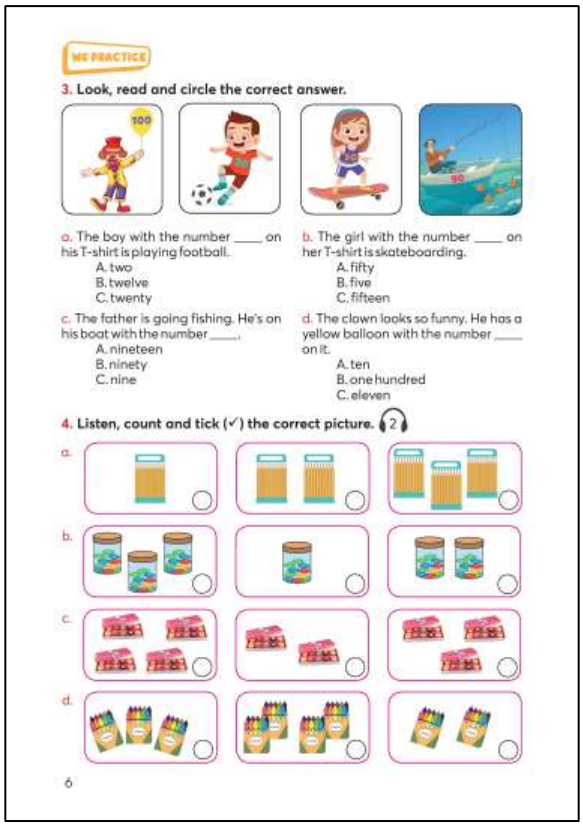
WE PRACTICE

3. Look, read and circle the correct answer.

- Show the picture on the board or ask students to look at their books.
- Request them to look at the numbers in the pictures.
- Ask them to read the sentences.
- Point to the numbers and ask "What number is it?"
- Invite some students to answer the question.
- Have them choose and circle the correct number.
- Ask the whole class to repeat.
- Check their pronunciation.

Answer

a. twenty b. fifty c. ninety d. one hundred



Fast finishers

Ask students that which objects have numbers on them using questions: "What is it?", "What is that number?", and then share with friends.

4. Listen, correct and tick (✓) the correct picture.

- Ask students to look at the pictures in each ite
- Ask students to count the things in the pictures.
- Play the audio.
- Have them choose the correct option.

Answer

a. thirty pencils b. thirty candies
c. twenty cupcakes d. forty crayons

Track 2

a. The man buys 30 pencils for his daughters.

b. On Halloween, we will buy 30 candies for children. They can come to our house and go trick or treat.

c. My mom loves eating cupcakes. Today, she wants to make 20 cupcakes for our family.

d. It's art time, we need 40 crayons for our students.

Mixed ability

In case weaker students don't understand the audio, the teacher should play each part separately, and repeat slowly if necessary. Then ask students again what items and numbers they heard.

Extra activity

Pictionary

Prepare some words about objects mentioned in the lesson, and put them in a bag. Split the class into teams of 2 and draw a line down the middle of the board. Give one team member from each team a pen and ask them to choose a word from the bag. Tell the students to draw the word as a picture on the board and encourage their team to guess the word. The first team to shout the correct answer gets a point. The student who has completed drawing should then nominate someone else to draw for their team. Repeat this until all the words are gone - make sure you have enough words that each student gets to draw at least once!

UNIT 1: COUNTING BY TENS (10-100)

Lesson 2

OBJECTIVES

Knowledge: Students will be able to

• count by tens

• recognize, read and write numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Vocabulary: *ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred, eggs, color pencils, cupcakes, paper cups.*

Listening: Listen to the story and act out.

MATERIALS

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

WARMER

Hangman: The teacher writes down a word with missing letters (numbers counting by tens from 10-100), then asks students to give a letter. One line is drawn for a wrong answer. Students lose when the human is formed completely.

LEAD IN

- Match words with numbers counting by tens from 10-100 to help students review the previous lessons.

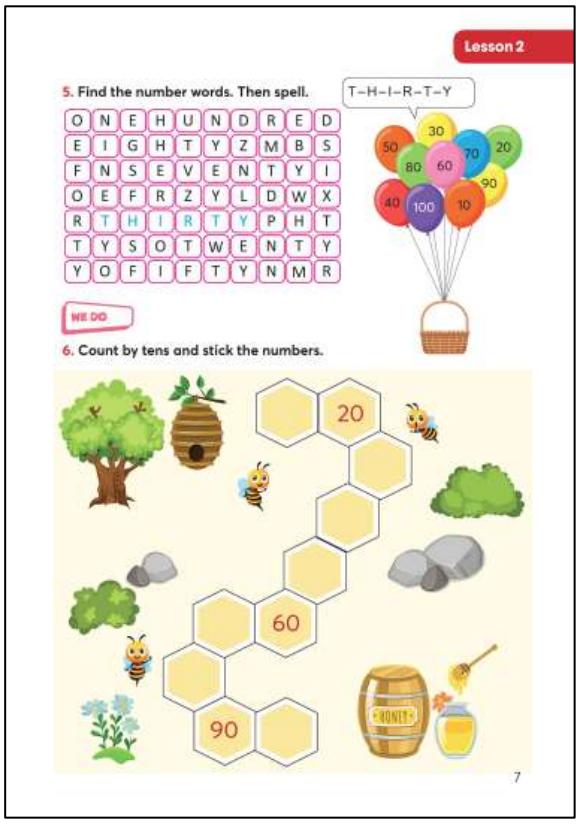
MAIN CONTENT

WE PRACTICE

5. Find the number words. Then spell.

- Asking students to count by tens.
- Asking them to look at the table and find out all the tens.
- Having them spell all the tens.
- Checking their pronunciation

Answer



WE DO

6. Count by tens and stick the numbers.

- Asking students to look at pictures.
- Asking them to count by tens.
- Having them stick numbers.
- Giving them compliment if they do well.

Answer

WE READ

7. Look, read and circle the correct answer.

- Ask students to count by tens. 3
- Play the audio.
- Have students look at the cups and count by tens.
- Check their pronunciation.
- Ask them to act out.

Track 3

a. Boy: Let's count and play with the number cups.
Girl: OK! Start with numbers 10, 20, 30.

b. Boy: Now, it's my turn. Where's number 40?
Girl: Look! It's over there.

c. Boy: Thanks, I see it. I stack the paper cups: 40, 50, 60.
Girl: What's next? Ah, numbers 70, 80, 90 and ...

d. Boy: The last number is 100.
Girl: Well done!

8. Read again and underline all the numbers in the story. Then write the number words.

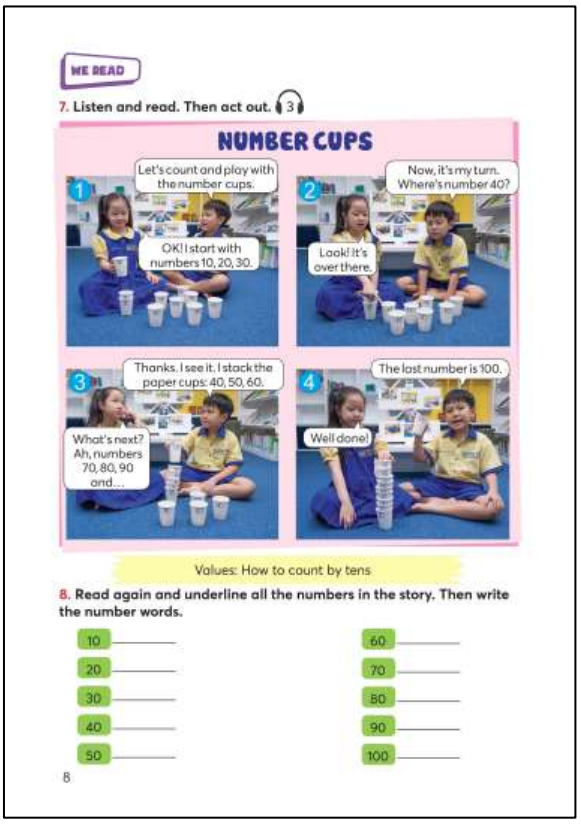
- Ask students to read the story and act out.
- Ask them to look at the numbers and read.
- Check students' pronunciation carefully.
- Remind students to review the lesson when they are at home.
- Have all students stand up and say goodbye together.

Answer

10. ten
20. twenty
30. thirty
40. forty
50. fifty
60. sixty
70. seventy
80. eighty
90. ninety
100. one hundred

Mixed ability

If weaker students don't know how to write the words, the teacher can change it into "Unscramble words". Write letters of a word (ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred) disorderly. Ask students to re-arrange the letters to form correct words. Then have students match them with a correct number.



Extra activity

Where is that number?

Students play individually in this game. The teacher speaks out a number counting by tens (from 10-100), then students have to find an object in the class with that number on it. The fastest student who points a suitable object is the winner.

Complete the words

The teacher should divide the class into groups of 2 or 3 to play this game, and each group forms a line. The teacher says a word from the lesson and has students come to the board one by one to complete the word. One student writes a letter of the word, and then the next student's turn. The first team that completes the word first is the winning team.

UNIT 2: HUNDREDS – THOUSANDS

LESSON 1

OBJECTIVES

Knowledge: Students will be able to
- read numbers in hundreds and thousands.
- question and answer the prices of items.
- read the value of money up to 100 000 VND.

Vocabulary: hundreds (100, 200, …, 900), thousands (1 000, …, 100 000), currency: VND

Listening: Students listen to the price of items.

Speaking: Students practice saying the numbers.

Reading and Writing: multiple-choice options, gap fill

MATERIALS

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

WARMER

Mixed ability

Low ability learners: Give out number line cards to learners. Working in pairs, have them count backwards, starting from 40 to 1. They can start from any number and count backwards.

High ablity learners: Give out 100-number charts to learners. Have them work in pairs. Ask them to do reverse counting from 60 to 1 as thye skip from right to left. Have them start from diffferent numbers. ***(Critical thinking, attention to precision)***

LEAD IN

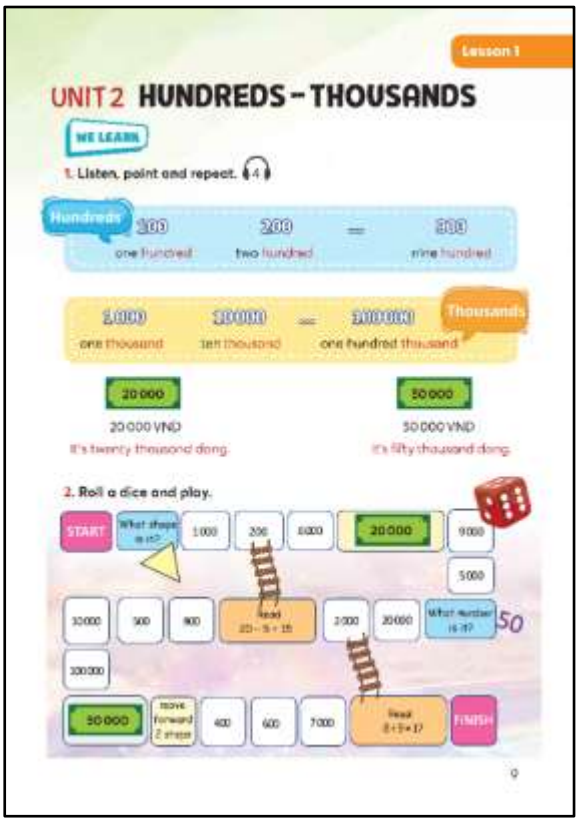
Writing some numbers within hundred and thousands on the board and eliciting students if they know what they are learning.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 4

- Teaching new vocabulary: Hundreds (one hundred, two hundred, …, nine hundred), thousands (one thousand, two thousand, …, ten thousand, …, one hundred thousand), Vietnamese currency: VND (dong).
- Having the whole class open the book to Unit 2, page 9.
- Pointing to numbers within hundreds (100, 200, …, 900) and thousands (1 000, 10 000, …, 100 000).
- Playing Track 04 twice. Students listen only at the first time, at the second time pausing the record and having all students repeat the numbers.
- Inviting some students to drill prounciation and correct spelling.
- Showing the value of money in Vietnamese dong: 20 000 VND, 50 000 VND and helping students learn to read them.
- Giving more examples of these numbers and having students try to realize and read: 200, 300, 400, 500, 600, 700, 800; 1 000, 2 000, 3 000, 4 000, …, 12 000, 15 000, …, 20 000, …, 90 000.



Track 4
- one hundred, two hundred, nine hundred
- one thousand, ten thousand, one hundred thousand
- It's twenty thousand Vietnam dong.
- It's fifty thousand Vietnam dong.

2. Roll a dice and play.

- Having students work in pairs and using a dice with 6 sides. Teachers need to preprare dices.

- Each players choose one color and place it right at "START".
- Exlaining that students take turns to roll their dice and begin the game with "START" and end the game with "FINISH".
- Moving their color of the corresponding dice and answering questions or saying numbers at the squares which they stop.
- The winner is the first person who reach the "FINISH".

WE PRACTICE

3. Look at the value of money and say the sentence.

- Having students work in pairs, pointing and saying the value of money by using the full sentence *"It's … thousand dong"*.
- Giving out the value of money randomly and inviting students to answer quickly and immdiately **(Reflex ability)**.
- Drilling pronunciation for the whole class.

Answer

a. It's one thousand dong.
b. It's two thousand dong.
c. It's five thousand dong.
d. It's ten thousand dong.
e. It's fifty thousand đon.
f. It's one hundred thousand dong.

Fast finisher

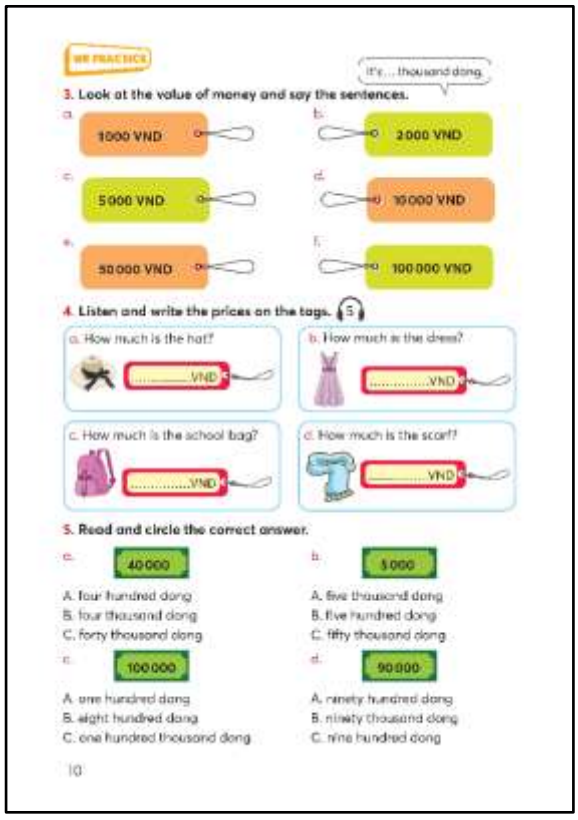
Providing students more values of money with a bit challenge, such as: 101 000 VND, 200 000 VND, 95 000 VND, 58 000 VND, 120 000 VND, 131 000 VND and many more. Or reading out loud the numbers and asking them to write on the paper.

4. Listen and write the prices on the tags. 5

- Having students some minutes read the questions together.
- Emphasizing recycled vocabulary such as: hat, dress, school bag, scarf.
- Explaining that students have to listen to the numbers (or price of these items) and fill the numbers in the blanks.
- Playing Track 5 twice and pausing if needed.
- Encouraging students to give out the answers and correcting.
- Repeating all the numbers in the whole class.

Answer

a. 40 000 b. 200 000 c. 100 000 d. 80 000



Track 5

a. How much is the hat? – It's forty thousand Vietnam dong.
b. How much is the dress? – It's two hundred thousand Vietnam dong.
c. How much is the school bag? – It's one hundred thousand Vietnam dong.
d. How much is the scarf? – It's eighty thousand Vietnam dong.

5. Read and circle the correct answer.

- Having students read through the given information together.
- Looking at the value of money and deciding the correct answer for multiple-choice options.
- Asking students to circle the correct one.
- Having students say and give their own answer, then correct errors.

Answer

a. C b. A c. C d. B

Extra activity

Seeking the numbers: Deviding class into 2 teams and having numbers on the board. Teachers say out loud a number and students circle them. The team with more numbers will be the winner.

LESSON 2

OBJECTIVES

Knowledge: Students will be able to
- solve the addition problems within thousands.
- say prices of items fluently.
- apply words in communication.

Vocabulary: lollipop, a box of crayons, pen, math book, pencil case, laptop, cheap, greater than

Speaking: Students practice saying the numbers.

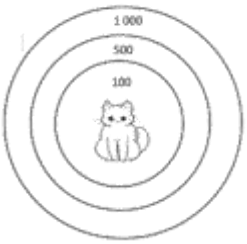
Reading and Writing: matching and using stickers, reading the story

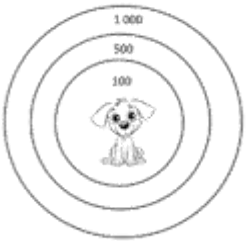
MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, 2 sleep masks

WARMER

Blindfold: Divide the students into two teams, and get one student from each team to draw animals on the board. Then draw a target around each animal with each circle of the targets. Give one child from each team a blindfold and a piece of chalk or board marker. The other children on each student's team call out instructions such as *left*, *right*, and, *go straight*, to get their team member to the board and touch the target with the talk or board marker. We can also add obstacles between the children and the target. This creates a need for language such as: *walk slowly, stop*!





LEAD IN

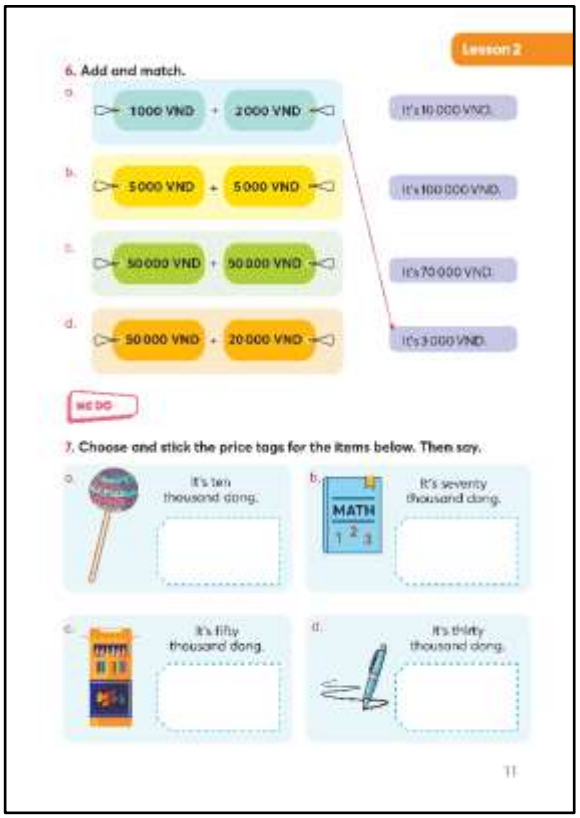
Drawing the math sign "+" on the board and asking students if they know how to say the word "plus". Spelling the word and telling to them about adding numbers in the next.

MAIN CONTENT

WE PRACTICE

6. Add and match.

- Going through all the addition problems from a to d.
- Using math skills to add numbers a nd match the correct answer on the right.
- Having students read out loud the problems and show



their answers:

One thousand dong plus two thousand dong
Five thousand dong plus five thousand dong
Fifty thousand dong plus fifty thousand dong
Fifty thousand dong plus twenty thousand dong

Answer

a. It's 3 000 VND. b. It's 10 000 VND.
c. It's 100 000 VND. d. It's 70 000 VND.

WE DO

7. Choose and stick the price tags for the items below. Then say.

- Showing pictures of the items: lollipop, math book, a box of crayon, and a pen and questioning students if they know how to call the items.
- Making questions "How much is the lollipop/ math book/ a box of crayons/ a pen?" and having students hand up to answer.
- Having students work in pairs and practice, one student asks, one student answers.
- Telling students to take out the stickers and stick them in the correct position.

Answer

Fast finisher

Asking the price of food

Picking up 2 students in class. Questioning and answering about the price of food which they usually eat. Using "How much is …? to ask and "It's … VND" to answer.

Using some food below

a pack of potato chips *a candy bar*
a bottle of water *a cup of lemon tea*
a cup of cocacola *a carton of milk*

WE READ

8. Listen and read. Then act out. 6

- Telling to students that Mia and Tim are talking about buying a pencil case online. Students are going to look at their textbook, listen to the record and follow the story's content.
- Having students practice in pairs and act out the dialogue again. One student plays as Mia, one student plays as Tim.
- Calling some pairs to come in front of class and practice again. Correct students' spelling and intonation if needed.
- Questioning students what the values of the story is.

Track 6

Mia: Look at this! What a beautiful pencil case!
Tim: How much is it?
Mia: Can you guess?
Tim: About 100 000 VND (one hundred thousand Vietnam dong)
Mia. No. It's cheaper. Try again.
Tim: It's 50 000 VND. (fifty thousand Vietnam dong)
Mia: Sorry. It's greater than that.
Tim: 80 000 VND (Eighty thousand Vietnam dong)
Mia: Correct!

9. Read the story again and answer the questions.

- Taking some minutes to read out loud all the questions from a to d.
- Having students work in pairs and discuss how to answer.
- Encouraging students to raise their hand and give the answer. It doesn't need to ask students to answer full sentences.
- Correcting students' answer and underline the information in the story to help students understand.

Answer

a. Mia sees a beautiful pencil case on her laptop.
b. No, it isn't.

c. Tim guesses the pencil case is about 100 000 VND for the first time.
d. It's 80 000 VND.

Mixed ability

Low ability learners: Students just need to give the short answers. The lesson outcome for low abilty learners is to understand the story and be able to give short and correct answers.

High ability learners: It's better for excellent students if they can give full answers. Besides that, help them write their own answers in their book and correct mistakes in the sentences.

Extra activity

Let's shopping

Writing the value of money on small pieces of paper such as: 1 000 VND, 2 000 VND, 5 000 VND, 20 000 VND, 50 000 VND, 100 000 VND, then giving out the money to 4 students. Dividing students into 4 groups of pencils, pencil cases, erasers, books. Teachers can collect these items from students in class. Students with money go to each stall, choose and buy the items they want. Remember to use the sentences in this lesson.

UNIT 3: ASCENDING – DESCENDING
THE BIGGEST – THE SMALLEST

LESSON 1

OBJECTIVES

Knowledge: Students will be able to

• arrange groups of numbers in ascending and descending order.

• identify the biggest and smallest number in a group of 4 numbers.

Vocabulary: ascending, descending, biggest, smallest, order, arrange

Speaking: Students practice saying the biggest and smallest number.

Reading and Writing: multiple-choice options, gap fill

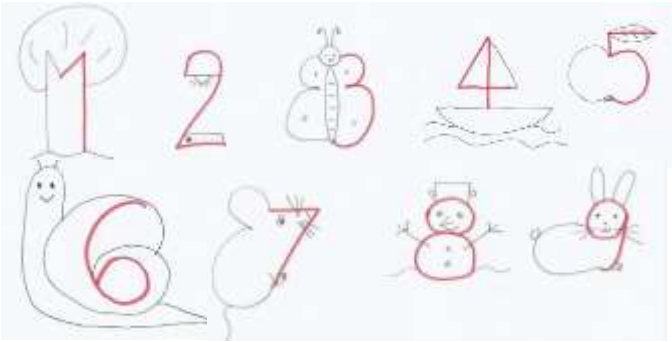
MATERIALS

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

WARMER

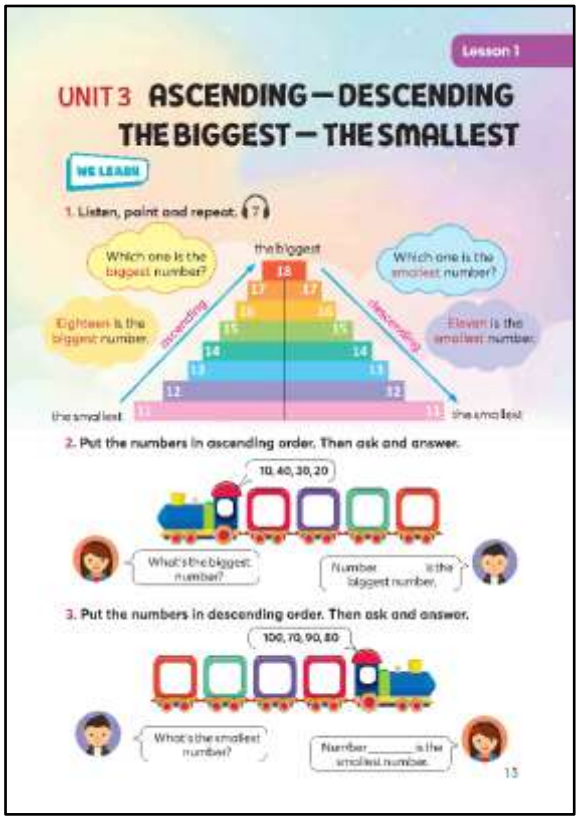
Using numbers 1 to 9 to draw pictures

Write numbers 1 to 9 on the board. Follow the basic steps and draw these pictures. While drawing, ask students to guess if they know what the pictures is. Beside math concepts, students know tips to draw simple pictures by using numbers 1 to 9 and learn related english words. Try to ask students if they know to use these numbers and draw other pictures. ***(Creativity ability)***



Answer

1 – tree, 2 – lamp, 3 – butterfly, 4 – boat, 5 – apple, 6 – snail, 7 – mouse, 8 – snowman, 9 - rabbit



LEAD IN

Students count 1 to 20 forward and backward and clap their hands at the same time. Students work in groups to determine the biggest and the smallest number. ***(Critical thinking, collaborative learning)***

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 07

- Refer to the student's book page 13. Before students listen, have students count the numbers from 11 to 18 forward and backward.
- On the board, write "ascending" with the upward arrow and "descending" with the downward arrow.
- Play the recording 7 twice and ask students how the speakers arrange numbers in ascending and descending order. Then decide the biggest and the smallest numbers among them.
- Have students come up the board and fill the numbers in ascending and descending order.

- Have all students pay attention and correct the answers.
- Have student repeat new words "ascending" and "descending". Give them some tips to remember: ascending (up), descending (down).
- Ask students which the biggest and the smallest number are.

Track 7
Girl: Now, I put numbers in ascending order: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen.
Boy: I put numbes in descending order: eighteen, seventeen, sixteen, fifteen, fourteen, thirteen, twelve, eleven.
Girl: Which one is the biggest number?
Boy: Eighteen is the biggest number.
Girl: Which one is the smallest number?
Boy: Eleven is the smallest number.

2. Put the numbers in ascending order. Then ask and answer.

- Asking students to look at the train in their books/ page 13, asking them to read the numbers: 10, 40, 30, 20.
- Explain that students have to arrange these numbers in ascending and give them a short period of time to complete. Students fill the numbers in the the train carriages.
- Students work in pair to ask and answer the question: "What's the biggest number?".

Answer: 10, 20, 30, 40. Number forty is the biggest number.

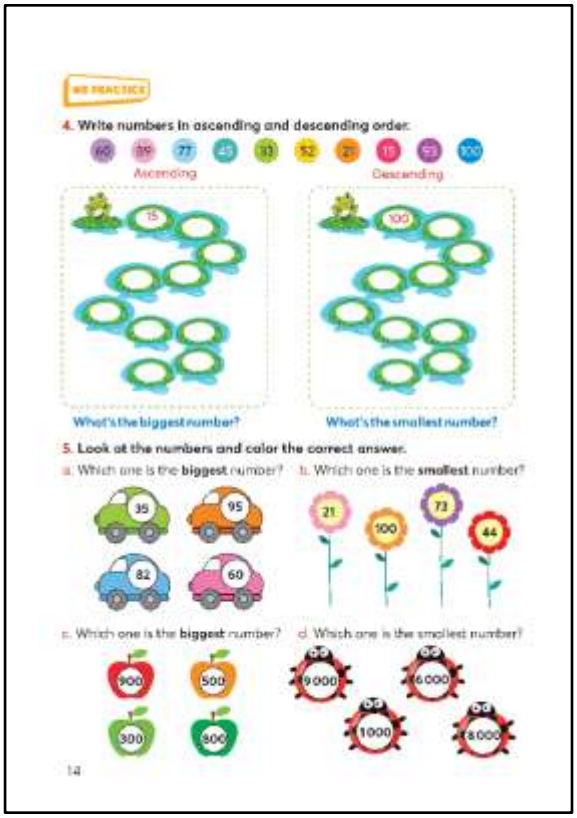
3. Put the numbers in descending order. Then ask and answer.

- Asking students to look at the train in their books/ page 13, asking them to read the numbers: 100, 70, 90, 80.
- Explain that students have to arrange these numbers in descending and give them a short period of time to complete. Students fill the numbers in the the train carriages.
- Students work in pair to ask and answer the question: "What's the smallest number?".

Answer: 100, 90, 80, 70. Number seventy is the smallest number.

WE PRACTICE

4. Write numbers in ascending and descending order.



- Explain that there are numbers: 60, 89, 77, 45, 33, 52, 21, 15, 93, 100. Students arrange these numbers in ascending on the left and descending on the right. The given number starts with 15 and 100.
- Have students' answer and correct mistakes.
- Ask students to discuss and determine the biggest and the smallest number.

Answer:

Ascending: 15 21 33 45 52 60 77 89 93 100 => The biggest number is 100.

Descending: 100 93 89 77 60 52 45 33 21 15 => The smallest number is 15.

5. Look at the numbers and color the correct answer.

- Have students read out loud all the questions a, b, c, d and give them time to color the correct answer. It's allowed to use the pencils for coloring.
- After a few minutes, invite one student asks and one student answers. Remember to correct their spelling and how they read the numbers.
- Read through all the numbers in this task.

Answer:

a. 95 is the biggest number.
b. 21 is the smallest number.
c. 900 is the biggest number.
d. 1 000 is the smallest number.

LESSON 2

OBJECTIVES

Knowledge: Students will be able to

- arrange groups of numbers in ascending and descending order.
- identify the biggest and smallest number in a group of 4 numbers.

Vocabulary: ascending, descending, biggest, smallest, order, arrange

Speaking: Students practice saying the biggest and smallest number.

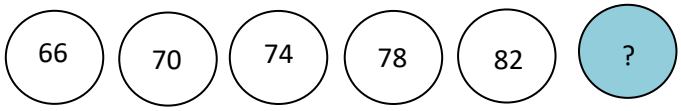
Reading and Writing: tick (✓) or cross (×), Story – Flower number puzzle

MATERIALS

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

WARMER

Find the correct number in a sequence *(Mental math)*



Show these numbers in a sequence and ask students to use logical thinking and answet the missing number in the blue circle. As they give the correct answer, ask them to identify these numbers are ordered in ascending or descending.

Answer:

86. These numbers are arranged in ascending order.

LEAD IN

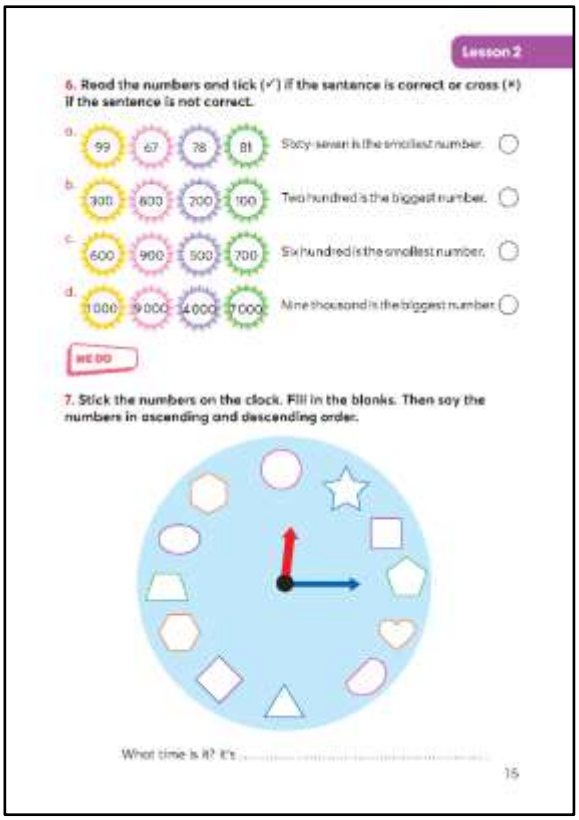
Identify the signals (✓) and (×) for students before students start doing the exericse 6. Explain that (✓) symbolizes for correct sentences and (×) symbolizes for incorrect sentences.

MAIN CONTENT

WE PRACTICE

6. Read the numbers and tick (✓) if the sentence is correct and cross (×) if the sentence is not correct.

- Have students read all numbers in a, b, c, d. Then, students read the sentences and decide the sentence is correct or not correct.
- Help them focus on the biggest and the smallest number.
- Have students' answers by reading out loud the sentences and say it's tick or cross. If it's not correct, ask them to correct to make sure that students understand the lesson well.



Answer

a. ✓ b. x c. x d. ✓

Fash finisher

Ask students to arrange numbers in a, b, c, d in ascending and descending order.

WE DO

7. Stick the numbers on the clock. Fill in the blanks. Then say the numbers in ascending and descending order.

- Introduce to students it's a clock but it has missing numbers. Students have to take out the stickers and put the numbers from 1 to 12 on it.
- Let them a few minutes to complete the clock.
- Go around the class to help students if needed.
- When students finish, have students look at the clock and ask what time it is now.
- Encourage them to answer and write in the blank. Teachers show the answer on the board.
- Finally, ask them to count numbers 1 to 12 forward and backward.

Answer: It's twelve fiften or it's a quarter past twelve.

Mixed ability

Low abilty: Students with this level just need to be able to put the correct number on the clock. In case they don't know to tell the time, it might be accepted.

High ability: Expand the exercise by asking students some basic 2D shapes in the clock such as: circle, triangle, square, heart, star, rhombus, oval. Or teachers provide them parts of the clock as: face, minute hand, hour hand.

Extra activity

Have students write down the age of their family members on a piece of paper. *Example: Dad – 45, Mom – 40, sister – 14, brother – 12, me – 9.* Then ask the arrange the ages in ascending and descending. Determine who is the oldest/ youngest in the family.

WE READ

8. Listen and read. Then act out. 8

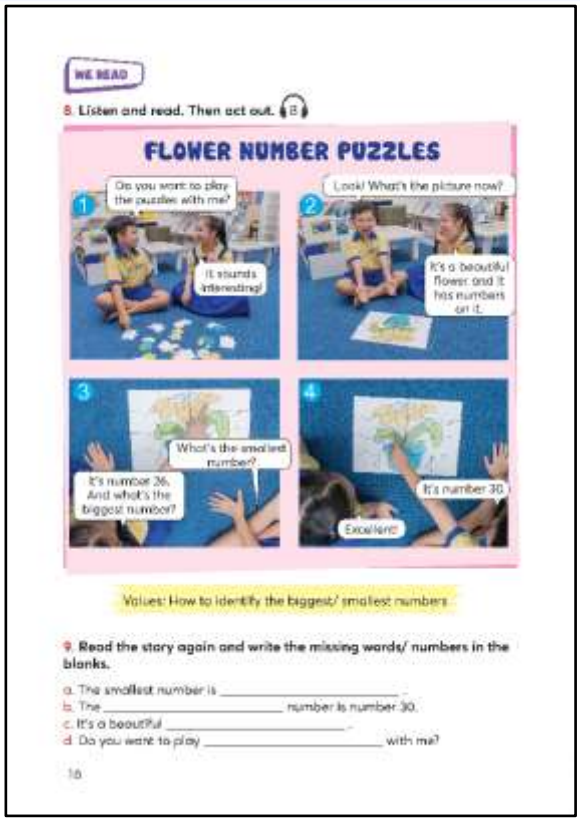
- Have students read the name of the story "Flower number puzzles" and tell to students that they are going to listen a dialogue between Tim and Mia.
- Play the recording 8 and ask students to focus on each picture frame 1,2,3,4/ page 16. In the first time, students keep listening only, in the second time teachers pause the recording and have the whole class repeat.
- Have students work in pairs and act out the dialogue again. Go around the class to see how students practice together.
- Invite some pairs to come to the front and have a role-play. During this time, correct their spelling and pronunciation.
- Let students know the value of this story "Identify the biggest/ smallest number"

Track 8

Tim: Do you want to play the puzzles with me?
Mia: It sounds interesting!
Tim: Look! What's the picture now?
Mia: It's a beautiful flower and it has numbers on it.
Tim: What's the smallest number?
Mia: It's number 26. And What's the biggest number?
Tim: It's number 30.
Mia: Excellent!

9. Read the story again and write the missing words/ numbers in the blanks.

- Have students work individually and read the sentences a, b, c, d. Students read and find the answer in the story in exercise 8, then complete the sentences.
- Invite students to read out the whole sentenes with the answers.



Answer

a. 26 b. biggest c. flower d. the puzzles

Mixed ability

Low ability: In case studens are unable to find the answer, teachers underline and highlight the key information in the story.

High ability: Ask students to tell the story again if they can or answer these questions below.

a. What are Tim and Mia playing?
b. What number is Tim pointing?
c. What number is Mia pointing?

Fast finisher

Expand the story by asking them what number they see in the flowers. Then ask them to arrange these numbers in ascending and descending order.

Answer

Numbers in ascending order: 26, 27, 28, 29, 30
Numbers in descending order: 30, 29, 28, 27, 26

Extra activity

Line it up: Make students arrange themselves in the ascending order of their heights.

The magic chest: Make it into a fun story or a game. Have some kind of object with numbers on them. Also, have a magic chest or box that is closed. Get the numbers in order, and we can open the magic chest, and there will be something exciting inside!

EXPANSION - MATH STORY: THE OFFICE ATTACK
(ASCENDING AND DESCENDING ORDER OF NUMBERS UP TO 10)

"Go destroy the government office of Samper town. We need to show our power to them. Haha! I am Atriho Boss! The smartest villain you will ever come across!" says a strange voice. "Yes, boss! Long live Atriho Boss!" says the Atriho gang. They are ready to follow their boss's orders.

Soon Atriho gang reaches the town. They start attacking the government office building. Triho and Squarho who were passing by, are shocked to see this. "We need to stop them", says Triho. Both of them decide to fight them back.

Bang! Boom! Crash! Both of them fight Atriho and his gang bravely. The bad robots run away to save themselves. "Look at the steps, Triho. They damaged them completely. The government officers will find it difficult to reach the second floor now", says Squarho. They are disappointed.

“There must be some way to rebuild the steps”, says Triho. As he looks around, he finds something and immediately starts smiling. “I think I know how we can rebuild the steps Squarho!” he says. Squarho immediately lightens up.

“Do you see those bricks over there? We can easily build steps using them. Being flat objects they will provide good support and will be easy to climb. What do you think?” says Triho. Squarho loves the idea and is all excited.

First, they remove the old steps. Then one by one, they get the bricks close to the office to make the new steps.

“Alright! Here I place 1 brick to form the first step”, says Triho. “And, here I place another brick next to it to form the next step”, says Squarho.

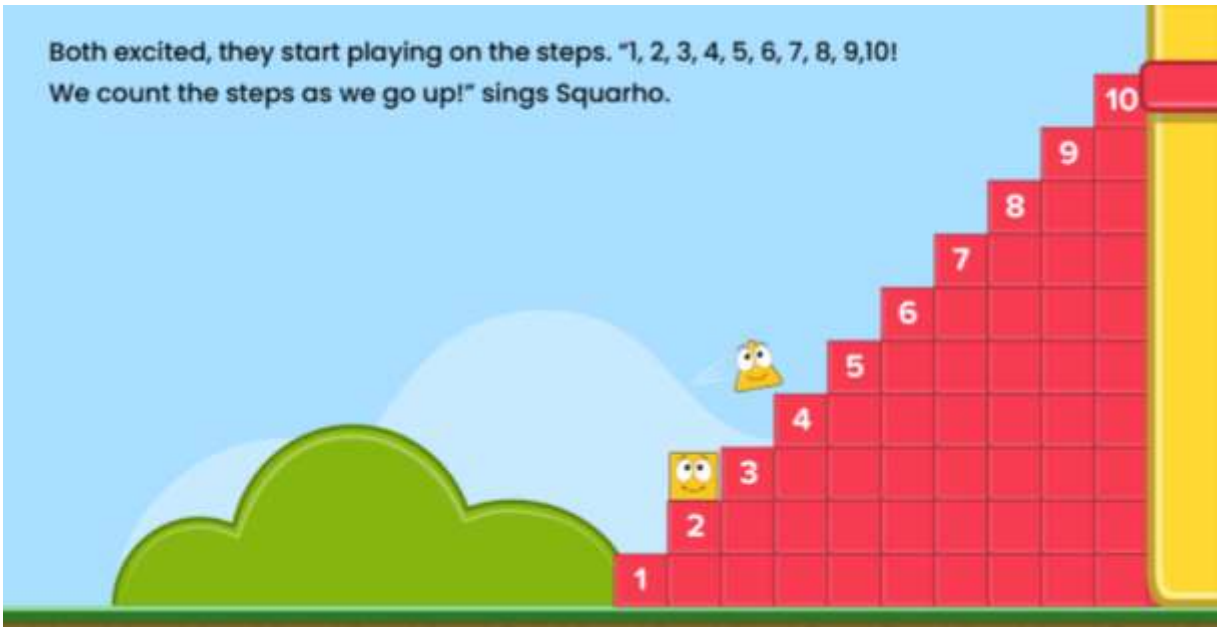
“Squarho, if you place the bricks at the same level, how will you reach the top floor? We will have to increase the height of the steps”, says Triho. He picks a new brick and places it over Squarho’s brick to form the second step.

“That means every time we make the next step, we can just increase the number of bricks by 1. Right?” says Squarho. Triho agrees with him. Soon they build the third step using 3 bricks, the fourth step using 4 bricks, the fifth step using 5 bricks, and the sixth step using 6 bricks.

“Oh No! We cannot reach the top floor roof yet. We will need more steps”, says Triho.

They build the seventh step using 7 bricks, the eighth step using 8 bricks, the ninth step using 9 bricks and finally the tenth step using 10 bricks. “Hurray! I can reach the top floor now”, says Squarho.

Both excited, they start playing on the steps. “1, 2, 3, 4, 5, 6, 7, 8, 9,10! We count the steps as we go up!” sings Squarho.



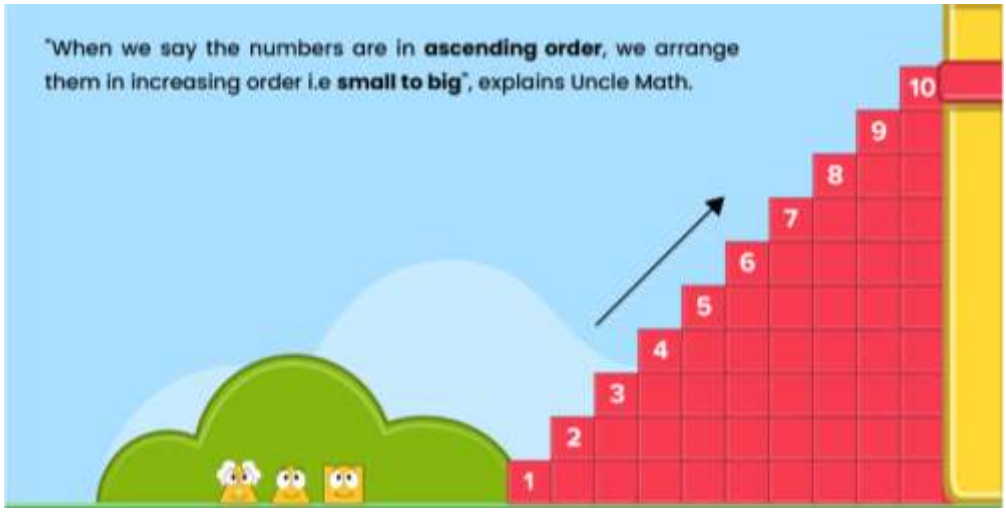
"10, 9, 8, 7, 6, 5, 4, 3, 2, 1! We count the steps as we come down!" sings Triho. Together, they sing, dance and hop on the steps.

"Uncle Math who was passing by gets shocked to see the new steps. "Oh no! What happened to the steps?" he asks. Quickly Triho and Squarho narrate the entire story of the attack and how they decided to build new steps.

"Oh! Good job kids! But did you notice something while you were counting and hopping on the steps?" says Uncle Math. Both the kids are puzzled. "The number of bricks increased while moving up and it decreased while coming down", he explains.

"Oh yes!" says Triho. "Unconsciously, you arranged the stones in ascending and descending order", says Uncle Math.

"When we say the numbers are in ascending order, we arrange them in increasing order i.e small to big", explains Uncle Math.



"When we say the numbers are in descending order, we arrange them in decreasing order i.e big to small," adds Uncle Math. Triho and Squarho look at the steps and make connections.

The kids are elated. They could build the steps all by themselves without being aware of ascending and descending order. Sometimes we solve complex problems without even knowing the concepts and the solutions turn out to be magical. Remember, every problem has a solution, all we need is to be creative and problem solvers.

We Learnt That…

When we say the numbers are in ascending order, we arrange them in increasing order i.e small to big.
When we say the numbers are in descending order, we arrange them in decreasing order i.e big to small.
Every problem has a solution, all we need is to be creative.

Let's Discuss

1. Who attacked the government office? Why?
2. How did they build the new steps?
3. What is ascending and descending order? Explain.
4. Do you like problem-solving? Give one example where you solved some problem.

Answer

1. Atriho gang attacked the government office because they wanted to show their power.
2. They got the bricks to make new steps.
3. When we say the numbers are in ascending order, we arrange them in increasing order i.e small to big.
   When we say the numbers are in descending order, we arrange them in decreasing order i.e big to small.
4. Students' answers. For example: I was at the supermarket. I bought the fruit bag and suddenly the bag broke, all the fruits fell to the ground. I came up with an idea that I took my hat and put them into the hat.

REVIEW 1

OBJECTIVES

Knowledge: Students will be able to

- review numbers in hundreds and thousands.
- count by tens and order numbers in ascensing and descending.
- count up and count down the numbers.
- ask and answer the price of items and the value of money

Reading and Writing: matching, gap fill

Speaking: count and say, talk about the price

MATERIALS

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

WARMER

There were ten cards with the digits 0 to 9 on them.

0	1	2	3	4	5	6	7	8	9

These cards were put into a bag and players took out four cards and made a number out of them. At first they made the highest number they could.

Example:

3	8	2	5	and made	8	5	3	2

Then they made the lowest number they could.

5	0	4	7	and made	0	4	5	7

Players can't put zero at the beginning of a number.

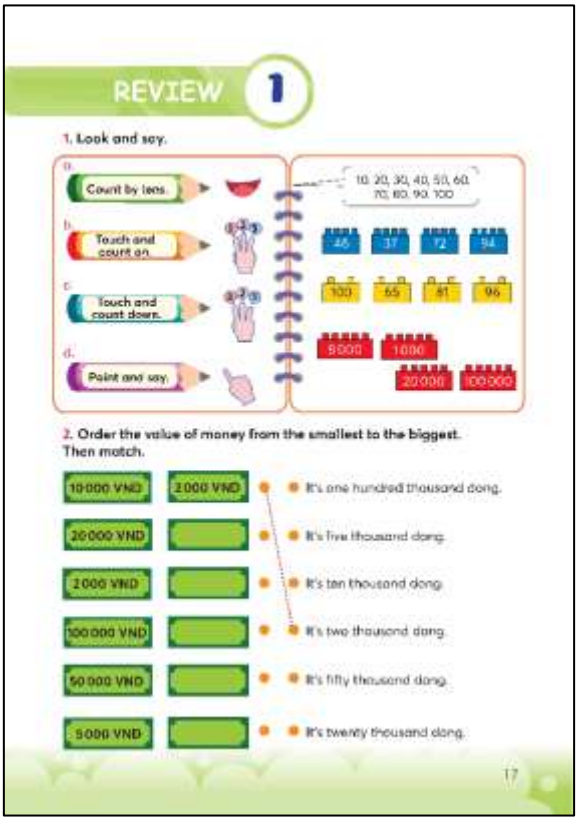
LEAD IN

Repeat students some new words/ phrases which they learned in unit 1 to unit 3 such as: *count by tens (10, 20, 30, …100), hundreds (100, 101,…), thousands (1 000, 2 000, …), VND (dong), ascending (→) and descending (←) order, the biggest and the smallest number.* Teachers can use some symbols to review the words.

MAIN CONTENT

1. Look and say.

Refer to student's book page 17 and have students look at exercise 1.



- Have students look on the left with a, b, c, d and numbers on the right. Make sure that students know what they have to do.
- Students work in pairs and practice together.
- Have students to answer and assess how well they did. Remember to correct mistakes and spelling.

Answer

a. ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety.

b. thirty-seven, forty-six, seventy-two, ninety-four

c. one hundred, ninety-six, eighty-one, sixty-five

d. eight thousand, one thousand, twenty thousand, one hundred thousand

2. Order the value of money from the smallest to the biggest. Then match.

- Have students look and read all the given value of money on the left. Then arrange them in descending order by writing these numbers in the box on the right.
- Read the sentences and match them with the correct value of money.

Answer

Fast finisher

Ask students who finish faster than others if they arrange the value of money in descending oreder (from the biggest to the smallest).

3. Work in pairs. Ask and answer.

- Have students look at a, b, c, d, e, f, g, h and students identify these items before they practice. Ask them "What is it?". The expected answer is "It's an umbrella/ a hat/ a book/ a crayon box/ a pencil case/ a pen/ a lollipop/ a cup.
- Explain that the numbers under these items show the price. Students work in pair, ask and answer how much it is. Model the question and answer for students.

a. "How much is the umbrella?" – It's seventy thousand dong.

- Have some pairs of students to answer loudly.

Answer

b. How much is the hat? - It's forty thousand dong.
c. How much is the book? – It's one hundred thousand dong.
d. How much is the crayon box? – It's fifty thousand dong.
e. How much is the pencil case? – It's thirty thousand dong.
f. How much is the pen? – It's sixty thousand dong.
g. How much is the lollipop? – It's ten thousand dong.
h. How much is the cup? – It's twenty thousand dong.

Extra activity

The price is right (guessing the price of products) -

- Prepare a set of products (food, furniture etc.) that you can present to the class, along with their prices. As well as the product name, you will need the brand name and quantity if appropriate. You could find the prices online, or at a local supermarket.
- If possible, project images of the products, but if not, you can also just write them on the board.
- Divide the class into small teams of two or three students.

1. Present the products one at a time. **2.** Give the teams about thirty seconds to think about how much it costs. Each team then gives you a price, which you write on the board. **3.** Reveal the real price, and award points for the closest guess(es). **4.** Repeat this with all the products, and the team with the most points at the end wins.

4. Put the numbers in the correct columns: hundreds or thousands. Then say.

- Have all students read through the numbers in this exercise before they arrange in the right column. By this way, students review how to read hundreds and thousands. While reading, correct mistakes if needed.
- Ask them to fill the given numbers in the correct column: hundreds or thousands. Students write numbers in standard, don't need to write them in word form.

Answer

UNIT 4: CUBE - CUBOID

LESSON 1

OBJECTIVES

Knowledge: Students will be able to

- recognize the 3D shapes: cube and cuboid.
- describe things/ objects in a shape of cube or cuboid.
- ask and answer about the shapes

Reading and Writing: gap fill, circle the answers

Speaking: It's like a …

MATERIALS

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

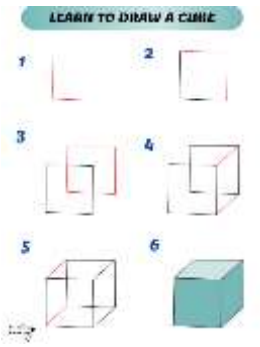
WARMER

Group shape making: Divide the class into a boys and a girls team. Have them sit on opposite side of the room. Shuffle the FC and yell out, "make a star" etc. The teams then have to stand up and, as a group holding hands, try and make the shape you call as best they can. Do a count down from 10 to 1. After time is up give a point to the team that has done the best job of making the shape.

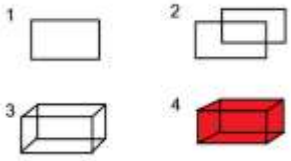
LEAD IN

Teachers follow these steps and make a drawing of a cube and a cuboid on the board. Ask students if they know what you are drawing.

Steps to draw a cube



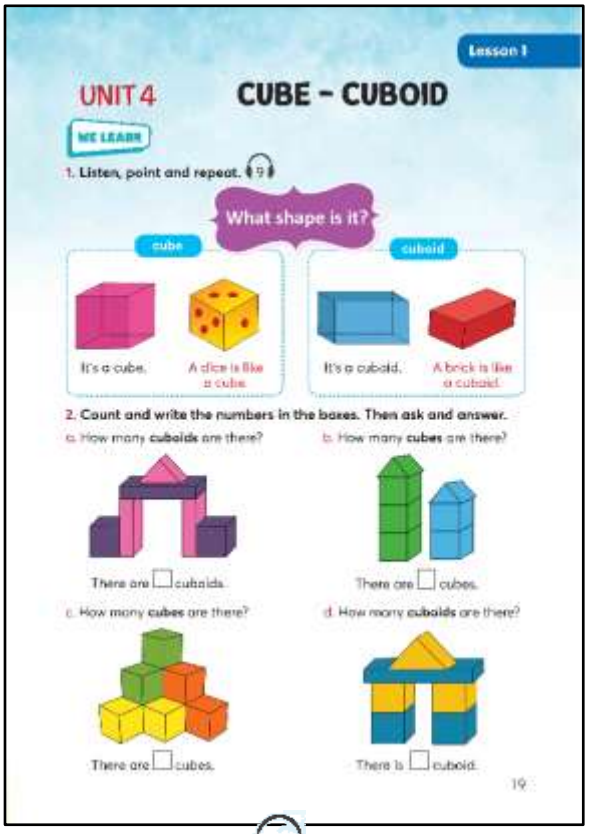
Steps to draw a cuboid



When finishing, introduce to students that they're a cube and a cuboid. Help students recognize these types of shape before they go to exercise 1.

MAIN CONTENT

WE LEARN



1. Listen, point and repeat. 9

- Keep the cube and the cuboid on the board. Have students repeat these words and invite students to check again.
- Show the pictures of a dice and a brick in sequence and ask them what shape the dice or the brick is like. Make sure that students understand and be able to identify these shapes before listening.
- Play the recording 9 twice and have students look at the sentences in their book and repeat.

Language focus: a cube, a cuboid, a dice and a brick.

Structures of sentences: What shape is it? – It's a …. and a dice/ a brick is like a……

Mixed ability

Low ability: To help students get well these shapes, give some more examples of things/ objects on slideshow which is shaped like a cube and a cuboid. Things like a cube are ice cubes, rubik, etc. Things like a cuboid are books, a match box, etc. Always remember to use the images to show these objects.

High ability: Ask them to come up more ideas with things shape like a cube and a cuboid.

2. Count and write the numbers in the boxes. Then ask and answer.

- Have students look at the pictures a to d and read the questions loudly.
- In sequence from a to d, ask students to count the number of cubes and the number of cuboids.
- Encourage students to come and point at the cubes/ cuboids which are relevant to a, b, c, d. Then ask them to give the numbers of these shapes.
- Repeat all the questions and answer that they had in a, b, c and d.

Answer

a. 3 b. 5 c. 6 d. 1

WE PRACTICE

3. Read and circle the correct answer.

- Show the images of a brown box, a lunch box, an eraser, a birthday gift on slideshow and introduce these new words in advance. Drill pronunciation and make sure they recognize and pronounce the vocabulary well.
- Have students repeat the sentences: This is a brown box, This is an eraser, This is a lunchbox, This is a birthday gift.
- Ask them to look the two options "cube/ cuboid" and determine the correct one based on the pictures in the book.
- Have students' answer and make corrections.

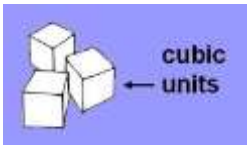
Answer

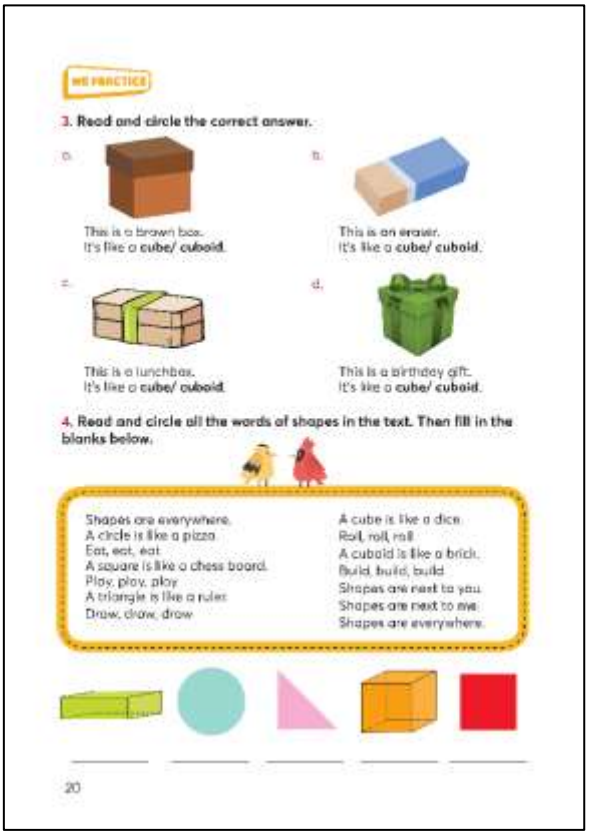
a. cube b. cuboid c. cuboid d. cube

Extra activity

Whole Class Activity

1. Show students examples of cubes and cuboids. Review with students that the faces of a cube are all squares and those of a cuboid are rectangles or rectangles and squares.
2. Relate the terms length, breadth and height to the relevant edges of the cuboid.
3. Introduce the term unit cube, that is, a single cube. Show the students a small box and some 1-cm cubes. Ask them to estimate how many 1-cm cubes will fit in the box.
4. Record the estimations on the board.

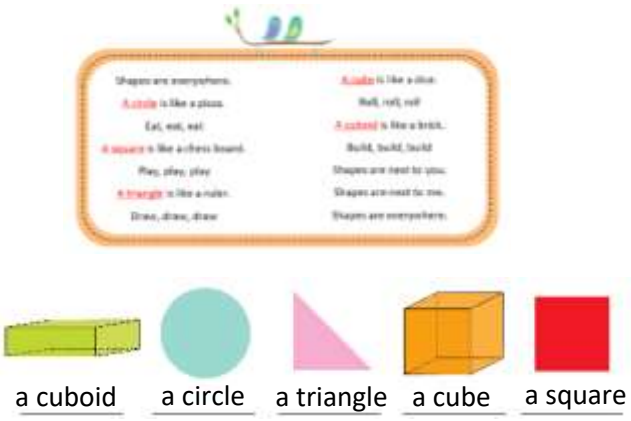




4. Read and circle all the words of shapes in the text. Then fill in the blanks below.

- Have students read the text loudly in the same time. Focus on the intonation and new words in the text, especially words about shapes and relevant objects (pizza, chess board, ruler, dice, brick), verbs (eat, play, draw, roll, build).
- Students underline all words of shapes and read out loud.
- Look at the shapes below and write the correct word under the picture.

Answer



LESSON 2

OBJECTIVES

Knowledge: Students will be able to
- recognize the 3D shapes: cube and cuboid.
- identify things/ objects in a shape of cube or cuboid.
- ask and answer about the shapes

Reading and Writing: gap fill, circle the answers
Speaking: It's like a …
Listening: Listen to 4 students

MATERIALS

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

WARMER

Gradual pictures: Draw part of a shape (cube, cuboid, circle, triangle, square, rectangle), and invite the children to guess what it is. They should guess using whole questions or statements (*e.g. Is it a cube? I think it's a cube*). Each student or team can have one guess each time you stop drawing. Continue drawing and pausing for questions until the students have guessed what the shape is. The students then do the same activity among themselves.

LEAD IN

Review words about a brick, a dice, a ruler, and a pizza in exercise/ page 21. Invite students to answer what shape these items are like. Students shoule use statements:
The brick is like a cuboid.
The ruler is like a triangle.
The pizza is like a circle.
The dice is like a cube.

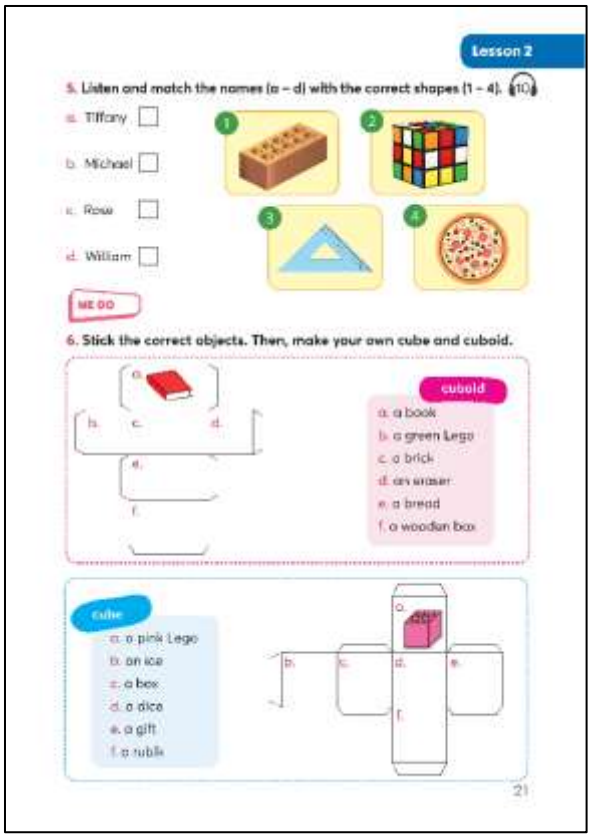
MAIN CONTENT

WE PRACTICE

5. Listen and match the names (a-d) with the correct shapes (1-4). 10

- Characterize the names: Tiffany, Michael, Rose, William and help students say these names.
- Explain that students are going to listen to 4 students talking about shapes. Students listen and write the correct number (1-4) on each name.
- Play the recording 10 twice and pause the audio if students can't follow the scripts.
- Invite students to check their answers.

Answer



Track 10

a. I'm Tiffany, 10 years old. I have a brother and he loves playing with a Rubik. The Rubik is like a cube.
b. I'm Michael, 6 years old. I'm drawing a pizza on my paper, then I color it. It's like a circle.
c. The girl has a new ruler. The ruler is like a triangle. Her name is Rose.
d. Look over there! He's my father. The man's putting a brick on the ground and the brick is like a cuboid. His name is William.

Mixed ability

Low ability: Have these students try to repeat the statements from a to d which they hear from the recording 10. This makes sure if they are be able to have a good listening.
High ability: Ask them more related information in the recording.
a. How old is Tiffany? Does Tiffany's brother like playing with a Rubik?
b. How old is Michael? What's he drawing?
c. Who has a new ruler?
d. What's the man putting on the ground?

a. 2 b. 4 c. 3 d. 1

WE DO

6. Stick the correct objects. Then make your own cube and cuboid.

- Remind students to prepare a bottle of glue and scissors before doing this craft.
- Read through all the words from a to f. It should be shown as images or stickers to help students understand easily.

Instruct students to take out the stickers and glue them on the correct position on the cube and the cuboid.

How to make a cube or cuboid

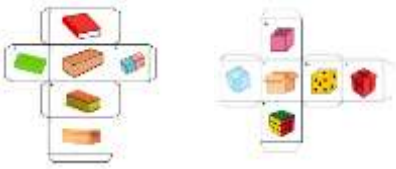
Instructions:

1. Follow the letters from a to f on page 21 (Exercise 6) and ask students to stick the right stickers.

2. Students will take out this shape and glue it on his/ her paper.

3. Cut the outline of this shape and start making a cube.

Answer



Extra activity

Read my lips: Show a student a sentence. One student mouths silently and other students try to guess what he or she is saying. This game works in pairs, groups, or with one student standing in front of the whole class.

Using sample sentences:

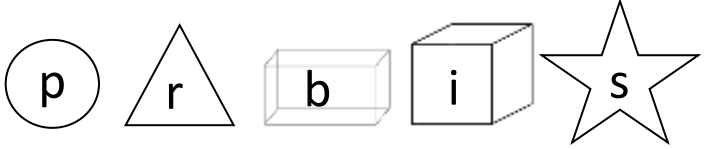
The Lego is like a cube.

This is a cuboid.

I am drawing a circle.

They're making a cube and a cuboid.

Shooting letters and words: Letters and words are written on the board either by the teacher or the student. Draw shapes around each letter or word and put the point in each shape. The students are in teams and take turns to throw or shoot something that sticks to the board. If letters are being used, they write down each letter they hit and try to make words, getting points for each letter in a completed word. If words are being used, they write down each word and try to make sentences, getting point for each word in the sentence. There can be bonus points if the students make longer words or sentences.



WE READ

7. Listen and read. Then act out.

MY ART TIME

1 Now, we're making a cube and a cuboid together.
Yeah!
Yeah!
2 I want to make a cube.
And I want to make a cuboid.
3 Done! Here's my cuboid.
One minute!
4 I'm done. This is my cube.
Good job, Tim and Mia!

Values: Learn how to make a cube and a cuboid

8. Read the story again, then ask and answer.

a. What does Tim want to make?
b. What does Mia want to make?
c. Who finishes first?
d. What are the values of the story?

22

Track 11

Teacher: Now, we're making a cube and a cuboid together.
Tim and Mia: Yeah!
Mia: I want to make a cube.
Tim: And I want to make a cuboid.
Tim: Done! Here's my cuboid.
Mia: One minute!
Mia: I'm done. This is my cube.
Teacher: Good job, Tim and Mia!

WE READ

7. Listen and read. Then act out. 11

- Have students read through the story once before they listen to the audio 11.
- Play the recording 11 and ask students to follow the story in their textbook.
- Make a role-play between students.

9. Read the story again, then ask and answer.

- Ask students to read the questions a, b, c, d and find the answer in the story above.
- Have students work in pairs, then invite them to give the answer. Students don't need to write down their answer. It should be spoken answes.

UNIT 5: SPHERE - CYLINDER

LESSON 1

OBJECTIVES

Knowledge: Students will be able to

- recognize the 3D shapes: sphere and cylinder.
- identify things/ objects in a shape of sphere or cylinder.
- ask and answer about the shapes

Reading and Writing: unscramble words

Speaking: It's like a …

MATERIALS

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

WARMER

The teacher reads out the questions and the multiple-choice options. Students focus on what the teacher is saying and determine the correct answer. Use points system to encourage students.

1. How many faces does a cube have?

a. 4 b. 6 c. 5 d. None of them

2. Fill in the blank: Each face of a cube is a …… .

a. rectangle b. triangle c. square d. circle

3. How many faces does a cuboid have?

a. 6 b. 5 c. 4 d. 3

4. Fill in the blank: Each face of a cuboid is a …… .

a. square b. triangle c. rectangle d. circle

5. How many sides does a triangle have?

a. 3 sides b. 2 sides c. 4 sides d. 1 side

6. Which following one is correct?

a. All faces of a cube are square.

b. All faces of a cuboid are rectangle.

c. The sides of a square are equal in length.

d. a, b and c are correct.

Answer

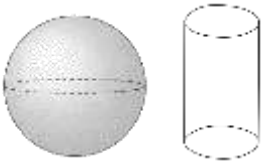
1. b 2. c 3. a 4. c 5. a 6. D

LEAD IN

Activate the lesson by drawing a picture of a sphere and a cylinder on the board. For each picture, ask students to guess what it looks like.

A sphere: This picture shaped like a round ball. It's called a sphere.

A cylinder: This picture ends with rounds and long straight.



Write the words "sphere" and "cylinder" under the pictures and teach them how to read.

- Use the whole questions to ask them "What shape is it?" It's like a sphere / It's like a cylinder. Have
- Show the pictures of the Earth and the soda can on slideshow. Ask students to answer what shape these objects are like.

WE LEARN

1. Listen, point and repeat. 12

- Turn to page 23, have students look at exercise 1 and play the recording 12. Ask students to listen and repeat. Pause the audio for students to repeat every sentence. Introduce some new words and help with pronuciation: the Earth, the soda can, sphere, cylinder.

Track 12

What shape is it? It's a sphere. The Earth is like a sphere.
What shape is it? It's a cylinder. A soda can is like a cylinder.

2. Look and order the letters to make a complet word. Then say.

Have students look at the shapes in a, b, c, d and the given letters. Ask students to orders these letters to make a correct word and fill in the blanks.

When finishing, invite them to read out loud the complete words and spell them.

Answer

a. cylinder b. cuboid c. sphere d. cube

Fast Finisher

Ask students to use their favorite color and color the shape. Then say, for example "*The sphere is blue / color*."

WE PRACTICE

3. Work in pairs. Write the odd objects in the box. Then explain.

- Students have to look at a group of 4 objects and identify which object has a different shape among them.
- Students are required to say the names of the objects in English language. Then give their own answers and explain their choice.
- Using the sentence to ask students "Which one is different?"

Answer

a. tangerine, ball, orange, cup. It's a cup. It's like a cylinder.

b. Rubik, Earth, box, dice. It's the Earth. It's lik e a sphere.

c. gift, can, brick, book. It's a can. It's like a cylinder.

d. drum, basket, gift, candle. It's a gift. It's like a cuboid.

Mixed ability

Low ability: Explain clearly for students in this level why it's different among them. For example: a. a tangerine, a ball and an orange are like a sphere but a cup is like a cylinder. Do the same with b, c, d.

High ability: Have students name things or objects shaped like a sphere or a cylinder. Give bonus points or cute logos to encourage students.

Fast finisher - Where do we use 3D shapes? Here are some examples of spheres in daily life: planets, Sun, moon, stars, marbles, eyeball, christmas tree decoration. Here are some examples of spheres in daily life: pipes, battery, gas cylinder.

4. Read and write the answers from a to f.

- Have students read the sentences a, b, c, d loudly. Look at the picures on the right and write the correct letter on the pictures.
- Invite students to give the answers.
- Have the whole class repeat all the sentences once.

Answer

Extra activity

What am I?

Teachers give some clues about the shapes and students guess what shape it is.

A cube: I have 6 square faces and I am a shape of dices.

A cuboid: I have 6 rectangle faces and I am a shape of bricks.

A sphere: I am a shape of balls, the earth.

A cylinder: I have 2 circular faces and I am a shape of a candle.

2D shapes and 3D shapes

Shapes: circle, cylinder, triangle, cube, square, rectangle, sphere, cuboid. The teacher writes 2 columns on the board: 2D Shapes and 3D Shapes Work in teams and ask students to arrange the shapes in the correct column.

LESSON 2

OBJECTIVES

Knowledge: Students will be able to

- recognize the 3D shapes: sphere and cylinder.
- identify things/ objects in a shape of sphere or cylinder.
- ask and answer about the shapes

Reading and Writing: unscramble words

Speaking: It's like a …

Listening: Listen to students talking about shapes

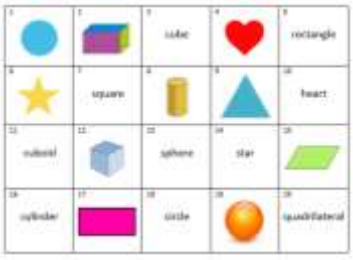
MATERIALS

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

WARM UP

Memory shape game

Teachers prepare in advance. Draw a grid 5x4 on the board and mark the numbers 1 to 20 on each square. Have students work in 2 teams. Each team opens a pair of numbers for one turn. Teachers use the given pictures and words that were prepared and write or draw on the numbers which students chose. If they match together, the team will get points. Play until students open up all the numbers on the grid.



Remember to go through all the shapes on the grid before erase them. It takes less time if teachers prepare this game on slideshow.

LEAD IN

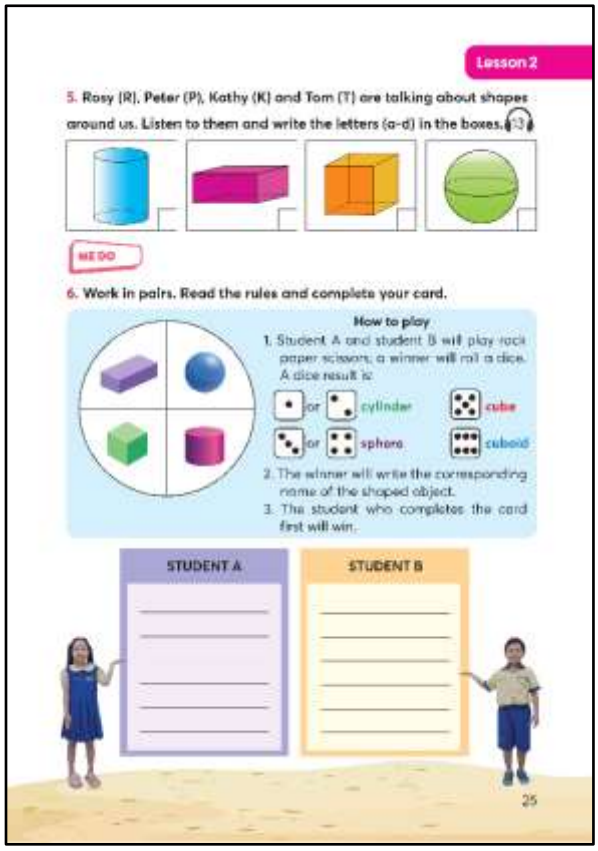
Write the names on the board and their abbreviation: Rosy (R), Peter (P), Kathy (K) and Tom (T). Show students how to call these names. Have the whole class say the names loudly.

MAIN CONTENT

WE PRACTICE

5. Rosy (R), Peter (P), Kathy (K) and Tom (T) are talking about shapes aorund us. Listen to them and write the letters (a-d) in the boxes. 13

- Explain that students are going to listen these 4 people and write the correct letter in the boxes.
- Play the recording 13 twice. Invite students to give answer, teachers repeat the audio and pause if the answer is incorrect.



Track 13

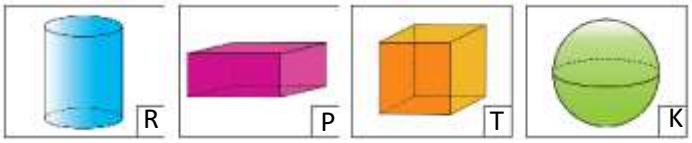
a. My name's Tom. This is a dice. I usually use it to play board game. It's like a cube.

b. My name's Kathy. I love studying about the Earth. Look! It's like a sphere.

c. Hi! I'm Rosy. I'm drawing a candle. It's like a cylinder.

d. I'm Peter. This is my new pencil case. It's like a cuboid.

Answer



WE DO

6. Work in pairs. Read the rules and complete your card.

Students are going to make rock paper scissor to determine who will roll the dice. If a dice stops at 1 or 2 dots, the student has to write a thing which shaped like a cylinder, 3 dots or 4 dots – a thing shaped like a sphere, 5 dots – a thing shaped like a cube, 6 dots – a thing shaped like a cuboid. The winner is the student who completes their card first. To make it more interesting, the winner can ask the loser to sing a song/ dance.

Mixed ability

Low ability: Give students to take turns to roll a dice and write the corresponding name of the shaped object. Then repeat all the words they had in the card.

High ability: Ask students to say the sentence "It's like a …" (Name of the objects).

WE READ

7. Listen and read. Then act out. 14

- Have students read the name of the story "Things in shapes" and ask them to read through the scene 1, scene 2, scene 3, scene 4.
- Play the recording 14 twice and students listen to a conversation between Tim and Mia. In the second time, pause the audio and ask them to repeat.
- Have students work in pairs and practice the dialogue. Invite students to come front to the class and practice. Check the spelling.
- Ask students to provide the value of the story.

8. Read the story again. Work in pairs. Ask and answer.

- Ask students to read the questions a, b, c, and d in the book and give the answer. Have students work in pairs.
- Have students' answers and correct mistakes. Students should use the whole statements.

Answer

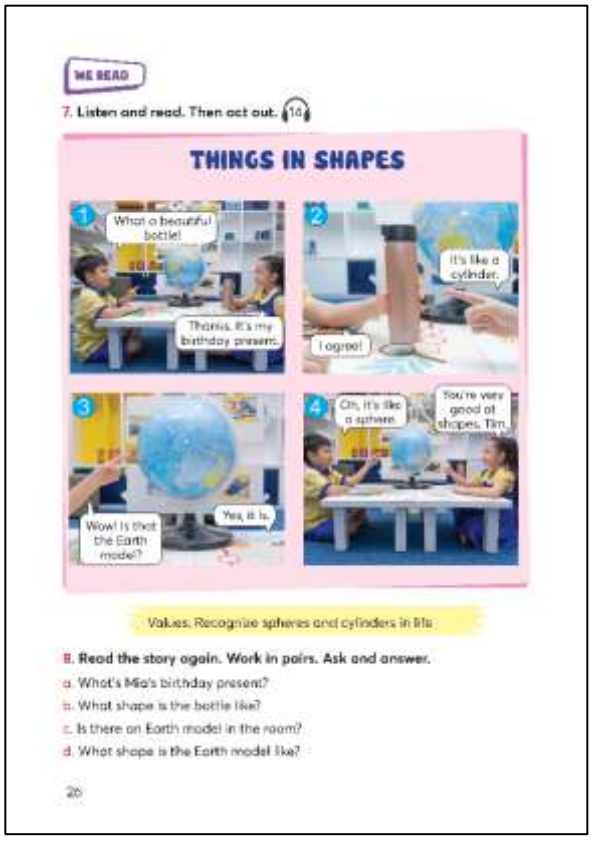
a. Mia's birthday present is a bottle.
b. The bottle is like a cylinder.
c. Yes, there is.
d. The Earth model is like a sphere.

Fast finisher

Ask students to write down the whole answers in their textbook. The teacher helps them correct if they have any mistakes in the sentence such as: subjects and form of the verbs.

Extra activity

Pictures on the board: Divide all the students in class into 2 teams. One student stands in front of the class, call out a word that is given by the teacher, and a student from each team races to the board to draw a picture of that word on the board. The teams go at their own pace although the student who calls out the words may need to repeat some words for the slower team. The winning team gets points, but are also awarded points for the amount of detail in the pictures. This gives us good opportunity to help teams that have less points.


WE READ

7. Listen and read. Then act out. 14

THINGS IN SHAPES

1 What a beautiful bottle! Thanks. It's my birthday present.
2 It's like a cylinder. I agree!
3 Wow! Is that the Earth model? Yes, it is.
4 Oh, it's like a sphere. You're very good at shapes, Tim.

Values: Recognise spheres and cylinders in life

8. Read the story again. Work in pairs. Ask and answer.
a. What's Mia's birthday present?
b. What shape is the bottle like?
c. Is there an Earth model in the room?
d. What shape is the Earth model like?

26

Track 14
Tim: What a beautiful bottle!
Mia: It's my birthday present.
Tim: It's like a cylinder.
Mia: I agree!
Tim: Wow, is that the Earth model?
Mia: Yes, it is.
Tim: Oh, it's like a sphere.
Mia: You're very good at shapes, Tim.

Extra activity

Throw: The students take turns to make a sentence from a shape flashcard prompt, or read a word or sentence and throw an object into a box, hat or basket. They can get points each time they make a successful throw. If a dice is used, the students can get the points on the dice if they miss the box.

Target: The students draw pictures of 2D shapes and 3D shapes on the board. They then take turns, either individually or in teams, to throw or shoot at the targets and get points. Before throwing or shooting, each student turns over the flashcard and say what it is. The students can throw a bean bag, a stikcy ball or a soft toy.

UNIT 6: FRACTIONS

LESSON 1

OBJECTIVES

Knowledge: Students will be able to

- describe equal parts of whole objects.
- describe fractional parts of a given picture in word and fraction forms.
- recognize that a unit fraction has a numerator equal to 1 (fractions less than 1)

Reading and Writing: multiple-choice options

Speaking: say the fractions less than 1

Listening: Listen and write fractions

MATERIALS

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

WARMER

Guess your position: Choose 7 students with different months of their birth. Tell students how you are going to ask them to line up in a couple of minutes (e.g month of birth - from January to July), and ask each student to guess where they will be in that line (first 1st , second 2nd , third 3rd, fourth 4th, fifth 5th, sixth 6th, seventh 7th). Write these ordinal numbers on the board and introduce them to students.

LEAD IN

- [ ] Write the form of a fraction on the board and ask if they guess what it is. Introduce the topic lesson: FRACTIONS.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 15

Use sentences to introduce fractions to students. Follow these instructions to help you.

I have a whole pizza.

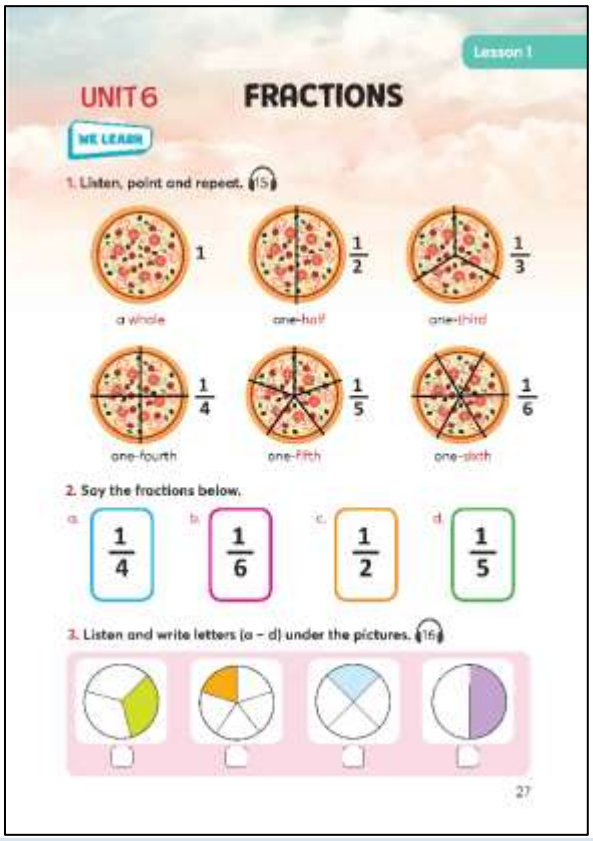
I cut the pizza into 2 pieces equally. I call each piece is one-half of the pizza.

I cut the pizza into 3 pieces equally. I call each piece is one-third of the pizza.

I cut the pizza into 4 pieces equally. I call each piece is one-fourth of the pizza.

I cut the pizza into 5 pieces equally. I call each piece is one-fifth of the pizza.

I cut the pizza into 6 pieces equally. I call each piece is one-sixth of the pizza.



Track 15

a whole, one-half, one-third, one-fourth, one-fifth, one-sixth

2. Say the fractions below.

Have students work individually and look at the fractions, then say the fractions.

Invite students to say out loud the answers and check their spelling.

Answer

a. one-fourth b. one-sixth c. one-half d. one-fifth

Fast finisher

Ask students to write down the fractions in word form to make sure that they are be able to understand the denominator with ordinal numbers.

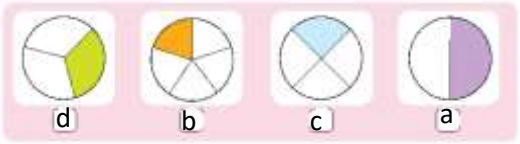
3. Listen and write the letters (a-d) under the picture. 16

- Have students look at the pictures and guess the fractions before listening.
- Explain that students are going to listen to a person talking about fractions and students write the correct letter in the boxes.
- Have students' answer and correct mistakes.

Track 16

a. It's one-half of a circle. b. It's one-fifth of a circle.
c. It's one-fourth of a circle. d. It's one-third of a circle.

Answer



WE PRACTICE

4. Read and circle the correct answer.

Have students read the fraction problems (a, b, c, d). Help them understand by underlining or highlighting the information which get involved with fractions. Ask students to read the questions carefully and dertermine the correct answer.

Answer

a. B b. A c. A d. B

Mixed ability

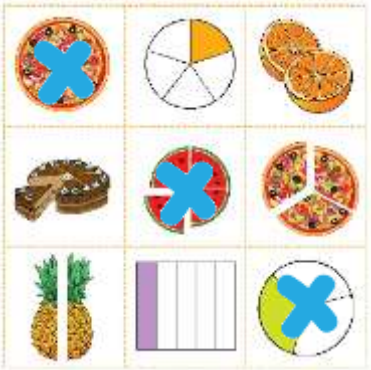
Low ability: The teacher reads every single sentence and and illustrate the concepts by images. *For example a, the teacher can draw a circle as a pizza on the board and divide the pizza into 6 pieces equally. Then erase 1 piece for Dad.*

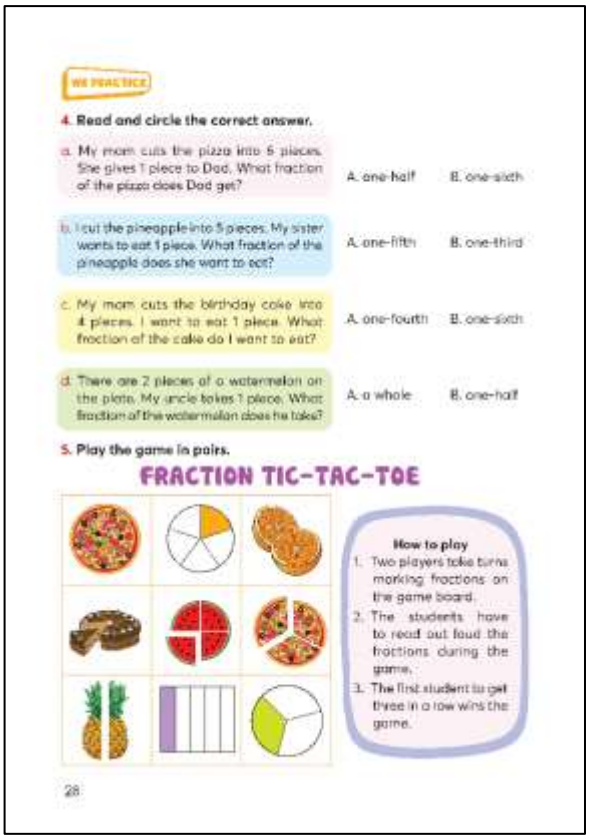
High ability: As they finish, the teacher asks them to use the whole statements to answer.

a. Dad gets one-sixth of the pizza.
b. She wants to eat one-fifth of the pizza.
c. I want to eat one-fourth of the cake.
d. He takes one-half of the watermelon.

5. Play the game in pairs.

Refer to page 28. Have students work in pairs. Each player chooses a different color pen, pencil, crayon, or marker. Player takes turn to choose a space on the Fraction Tic-Tac-Toe and recording their response in the corresponding space. While recording, they must say out loud the fractions of the pictures. Be the first player to fill 3 spaces in a row, column, or on the diagonal to win the game.





WE PRACTICE

4. Read and circle the correct answer.

a. My mom cuts the pizza into 6 pieces. She gives 1 piece to Dad. What fraction of the pizza does Dad get? A. one-half B. one-sixth

b. I cut the pineapple into 5 pieces. My sister wants to eat 1 piece. What fraction of the pineapple does she want to eat? A. one-fifth B. one-third

c. My mom cuts the birthday cake into 4 pieces. I want to eat 1 piece. What fraction of the cake do I want to eat? A. one-fourth B. one-sixth

d. There are 2 pieces of a watermelon on the plate. My uncle takes 1 piece. What fraction of the watermelon does he take? A. a whole B. one-half

5. Play the game in pairs.

FRACTION TIC-TAC-TOE

How to play
1. Two players take turns marking fractions on the game board.
2. The students have to read out loud the fractions during the game.
3. The first student to get three in a row wins the game.

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Extra acitivity

Fraction Pictionary

Can you draw a fraction—without using any numbers? That's the challenge of this fractions game. Students can draw single objects divided to represent fractions. They can try more creative approaches too – for example, they might draw three apples and two oranges to represent three-fifths, or a pizza cut into fifths.

Fraction picnic

Get a group of students to each plan a picnic and choose the food they want to bring along. Then the picnic has to be shared fairly amongst everyone. Is everything easy to share everything in the basket?

Fold paper

Simply give students several pieces of blank paper and have them fold them into equal parts. Once folded, your students can label each section to visually represent each fraction. Make it even more fun by assigning a different color of paper to each fraction so your students have another way of visually recognizing and identifying fractions.

LESSON 2

OBJECTIVES

Knowledge: Students will be able to

- describe equal parts of whole objects.
- describe fractional parts of a given picture in word and fraction forms.
- recognize that a unit fraction has a numerator equal to 1 (fractions less than 1)

Reading and Writing: multiple-choice options

Speaking: say the fractions less than 1

Listening: Listen and write fractions

MATERIALS

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

WARMER

Circle fractions: Invite 6 students on the board and ask each of them to draw a circle. In sequence, the teacher gives a fraction less than 1 and ask them to divide the circle as the given fraction. The first student divides the circle in one-half, the second student – one-third, the third student – one-fourth, the fourth student – one-fifth, the fifth student – one-sixth, the sixth student – one-seventh. The teacher can be flexible with these fractions. Remember to ask them to say the fractions before they go back to their seats.

LEAD IN

Ask students if they know the pictures in exercise 6 on page 29. The objective of this is to introduce or remind them the words: pizza, kiwi, watermelon and cake.

MAIN CONTENT

WE PRACTICE

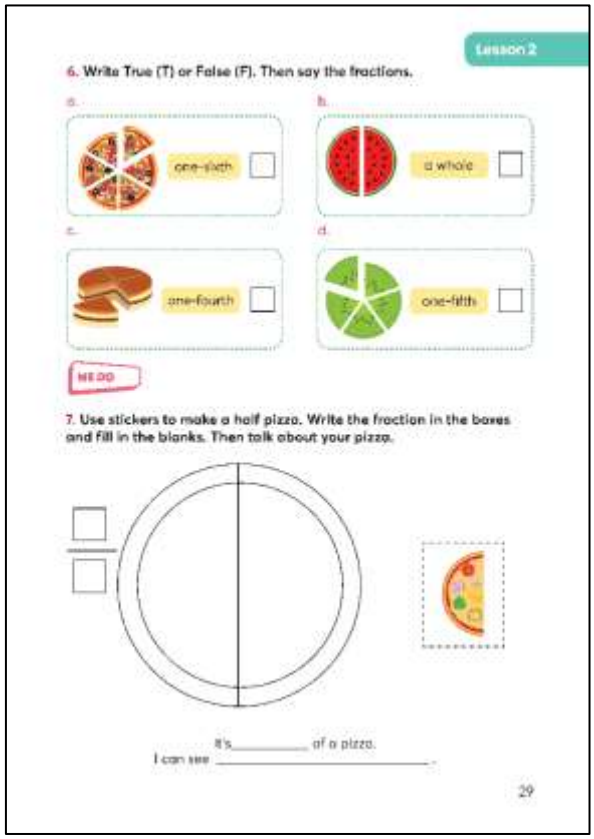
5. Write True (T) or False (F). Then say the fractions.

- Write 2 words True and False and in abbreviation on the board. Explain that True is *right/ correct/ OK* (thumbs up), False (F) is *not right/ correct/ OK* (thumbs down).
- Have students look at the picture a, b, c, d. Understand the picture and write T or F in the boxes.
- Have students's answers and correct mistakes.

Mixed ability

Low ability: For each picture, the teacher uses languages to explain the fractions and help them solve problems. For example: *a. How many pieces of the pizza was cut? If I take 1 piece of the pizza, what fraction of the pizza will I get?* Do the same with b, c, d.

High ability: For these students in this level, invite them



to explain the pictures as the teacher's model answer.

Answer

a. T b. F c. T d. T

WE DO

7. Use stickers to make a half pizza. Write the fraction in the boxes and fill in the blanks. Then talk about your pizza.

- The teacher elicits the circle as they've seen in the book is a pizza but no toppings on it. Guide students to take out the stickers and complete the half of the pizza with the toppings.
- Show toppings on slideshow and introduce them new words: a slice of onion, a slice of tomatoe, a slice of cheese, mushroom, vegetable.
- Give students a short time to complete the task.
- When they stick all the stickers, ask students to fill the fractions in the boxes.
- Have students read the sentences below the picture and complete it.
- Invite students to show their one-half piece of the pizza and present about it.

Answer

It's one-half of the pizza. I can see a slice of onion, a slice of tomatoe, a slice of cheese, mushroom, vegetable.

Extra activity

Solve the Fraction of the Day

Fractions are one of those math concepts we actually use quite a bit in everyday life. Make them part of routine practice by posing a new Fraction of the Day question each morning, like "What fraction of the class is wearing shorts today?"

WE READ

8. Listen and read. Then act out. 17

- Have students read the name of the story "Spin the wheel" and ask them to read through the scene 1, scene 2, scene 3, scene 4.
- Play the recording 17 twice and students listen to a conversation between the teacher, Tim, and Mia. In the second time, pause the audio and ask them to repeat.
- Have students work in pairs and practice the dialogue. Invite students to come front to the class and practice. Check the spelling.
- Ask students to provide the value of the story.

Track 17

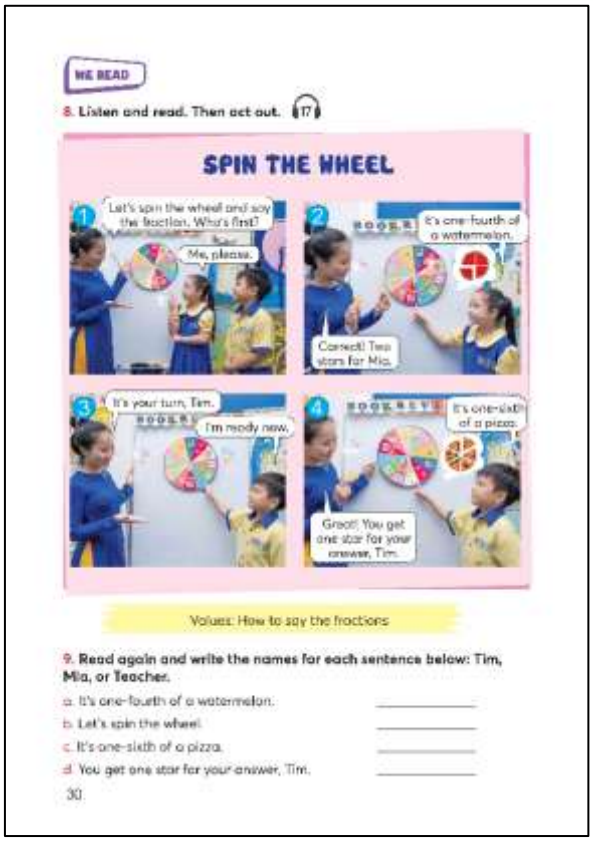
Teacher: Let's spin the wheel and say the fraction. Who's first?
Mia: Me, please.
Mia: It's one-fourth of a watermelon.
Teacher: Correct! Two stars for Mia!
Teacher: It's your turn, Tim.
Tim: I'm ready now.
Tim: It's one-sixth of a pizza.
Teacher: Great! You get one star for your answer, Tim.

9. Read again and write the names for each sentence below: Tim, Mia or Teacher.

- Explain that students have to read the sentences a, b, c, d and decide who said those sentences in the story: Tim, Mia, or Teacher. Model an answer for students.
- A tip is to show the speech bubble for students to help them.
- Have students work in pairs and say out the answers.

Answer

a. Mia b. Teacher c. Tim d. Teacher


WE READ

8. Listen and read. Then act out. 17

SPIN THE WHEEL

1 Let's spin the wheel and say the fraction. Who's first? Me, please.

2 It's one-fourth of a watermelon. Correct! Two stars for Mia.

3 It's your turn, Tim. I'm ready now.

4 It's one-sixth of a pizza. Great! You get one star for your answer, Tim.

Values: How to say the fractions

9. Read again and write the names for each sentence below: Tim, Mia, or Teacher.

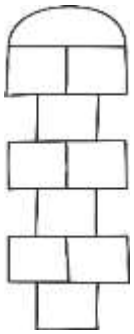
a. It's one-fourth of a watermelon. _____
b. Let's spin the wheel. _____
c. It's one-sixth of a pizza. _____
d. You get one star for your answer, Tim. _____

30

Extra activity

Fractions Hopscotch

- Draw your hopscotch boxes and place fractions inside the boxes. We have given you examples to start with.
- One foot goes in each box as you move down the line. When there is one box, you hop on one foot. When two boxes are together, place 1 foot in each.
- Say the fractions as you hop into each box.



Extra information of the unit

The top number of a fraction is called the numerator. This is the number of 'parts' of an item that you have. The bottom number of a fraction is called the denominator (think "d" for down). This is the total number of 'parts' an item is divided into.

REVIEW 2

OBJECTIVES

Knowledge: Students will be able to

• review 3D shapes and recognize these shapes in real life.

• describe fractional parts of a given picture in word and fraction forms.

Language focus: Earth, present/ gift, dice, soda can, pizza, orange, birthday cake, watermelon, pineapple. *Words about shapes*: cube, cuboid, sphere, cylinder. *Words about fractions*: a whole, one-half, one-third, one-fourth, one-fifth, one-sixth

MATERIALS

Textbook, teacher's guide, lesson plan, a dice, flashcards.

WARMER

Telephone game – Students get in a line., a student at the end says (or acts out) a word, phrase, or tongue twister, and each student quietly says it to the person next to them until the phrase reaches the end of the line, at that point the last person in line tells (or acts out) the whole group what he/she heard. The teacher refers these sample sentences to play this activity.

a. A soda can is like a sphere.

b. I can use fractions in life.

c. My dad takes one-sixth of the pizza.

d. A candle is like a cylinder.

e. My mom cut the birthday cake into 6 pieces.

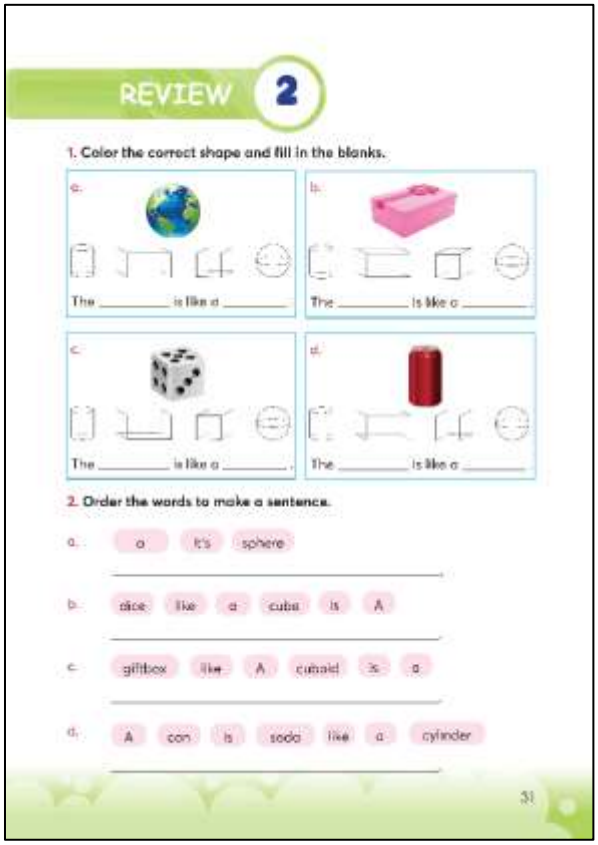
LEAD IN

Pictionary: Show the words to students and ask students to draw pictures of those words on the board. Other students guess the word. Give points to encourage students. *(Earth, present/ gift, dice, soda can, pizza, orange, birthday cake, watermelon, pineapple, cube, cuboid, sphere, cylinder)*

MAIN CONTENT

1. Color the correct shape and fill in the blank.

- Have students look at the pictures a, b, c, d. They must identify the words before doing this exercise. The teacher asks them to make sure if they remember or not.
- Explain that they have to color the correct shape which matches with the picture. Then fill in the blanks.
- Model an answer for the students if they are still not clear to do this exercise.



- Have students work in pairs and invite them to answer.

Answer

a. The Earth is like a sphere.

b. The giftbox is like a cuboid.

c. The dice is like a cube.

d. The soda can is like a cylinder.

2. Order the words to make a sentence.

- Have students arrange the given words to make complete sentences. Remind students to give a full stop when they end the sentence.
- Invite students to give the answers and correct mistakes if needed.

Answer

a. It's like a sphere.

b. A dice is like a cube.

c. A giftbox is like a cuboid.

d. A soda can is like a cylinder.

Extra activity

Boogie down with newspaper fractions

Turn the music up! Start out with a full newspaper as each student's dance floor, then fold down to one-half. Continue folding the paper into smaller and smaller dance floors and watch students get creative as they try to stay on the paper.

3. Circle the correct answer.

Have students read questions and then look at the pictures with 3 multiple-choice options. Students are going to circle the pictures which match the fractions.

Mixed ability

Low ability: Read out loud every single question, ask them to underline the fractions in each question. Go though each picture and ask them if it shows the correct fractions based on the question. The teacher can even explain the fractional parts of each picture if students still get trouble with this exercise.

High ability: Have students identify the fraction of each picture in this exerise. It will be better if they can help the students with low ability.

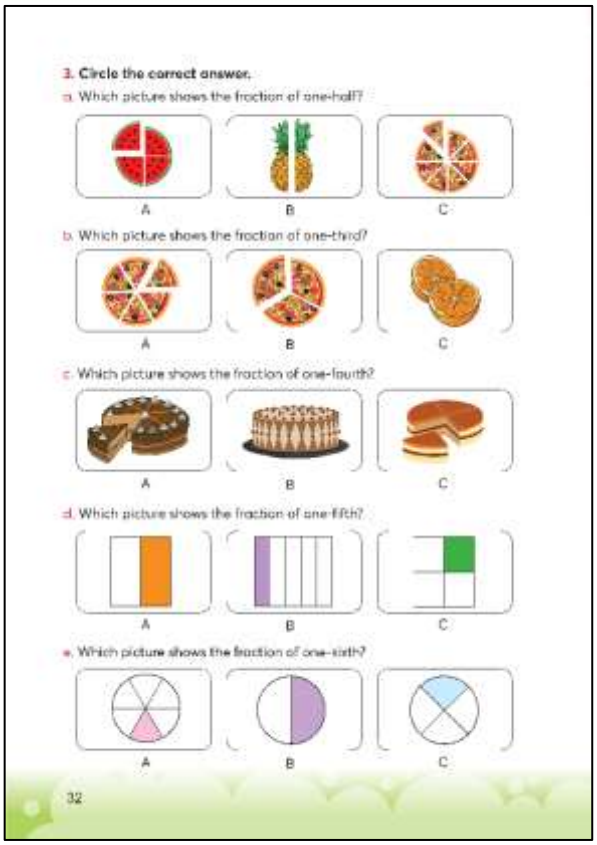
Annswer

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

Fast finisher

Fraction Charades: To play Fraction Charades, students should be in groups. Each group will be given a fraction, and **they then have to figure out how to act out that fraction (without talking).** Here's an example of how my students one year acted out the word "fourths":

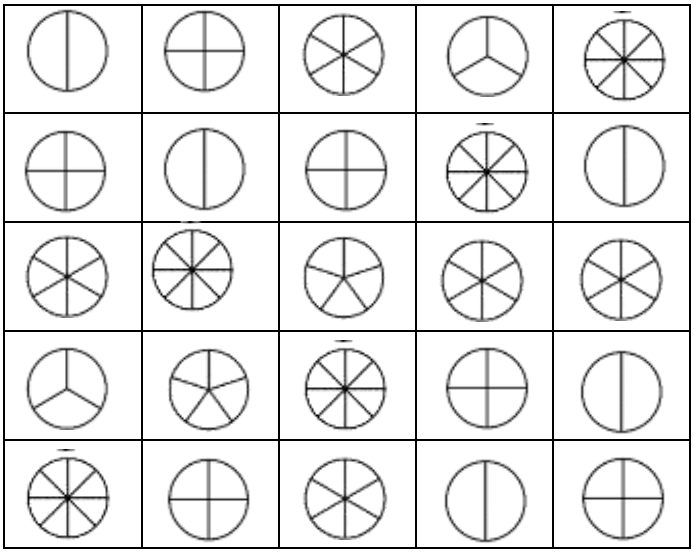
They stood in a circle and joined their arms together in a way to show four different sections! For example, if students' fraction is "one fifth" and there are (conveniently) 5 students in the group, **they can all stand together and then one can step to the side.**



Extra activity

Color your way to fraction bingo

Students color in portions of the circles in an effort to get five in a row, based on the fractions the teacher calls out. Of course, the best part is getting to shout "Bingo!"



UNIT 7: ADDITION AND SUBTRACTION WITHIN 1 000

LESSON 1

OBJECTIVES

Knowledge: Students will be able to
- add and subtract numbers within 1 000
- recognize when make an addition or subtraction.
- reinforce addition and subtraction skills in real life.

Reading and Writing: Solving problems

MATERIALS

Textbook, teacher's guide, lesson plan, a dice, flashcards, powerpoint lessons.

WARMER

Addition and Subtraction Bingo

To play this game, create bingo cards with the answers to simple addition and/or subtraction problems. Then, instead of reading out numbers, read out problems such as "20 + 30" or "50 – 20". Students must then mark the correct answers to win the bingo game.

LEAD IN

Play: "100 more than". Call out a number and learners add 100 to it and call out the number.

E.g. 1) 50 → 150 2) 30 → 130
3) 60 → 160

MAIN CONTENT

WE LEARN

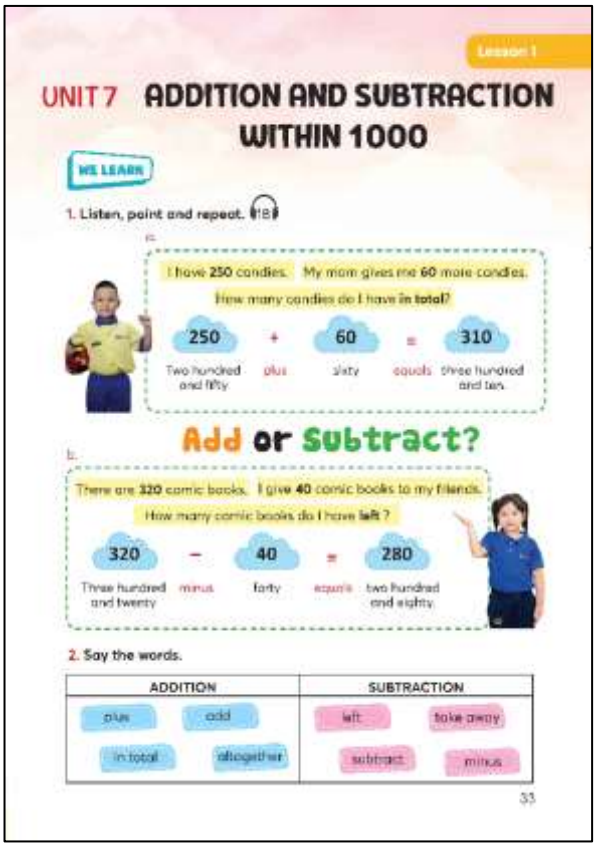
1. Listen, point and repeat. 18

- Have students read the problems before listening. The teacher goes through a and b at first.
- Play the recording 18 and have students repeat the numbers and say the equations.

Mixed ability

Low ability: Have students read sentences by sentences to make sure that students understand the math problems. Underline key words or highlight/ explain new words for students. (*give more, in total, give to, left*). These are words which help students distinguish addition and subtraction.

High ability: Instead of listening only, create an information gap for students in this level, students listen and fill in the blank.



Track 18

a. I have 250 candies. My mom gives me more 60 candies. How many candies do I have in total?
Two hundred and fifty plus sixty equals three hundred and ten.
I have 310 candies in total.
b. There are 320 comic books. I give 40 comic books to my friends. How many comic books do I have left?
Three hundred and twenty minus forty equals two hundred and eighty.
I have 280 comic books left.

2. Say the words.

- Prepare cards for this exericise. On each card, write a word in exercise 2 and mix them togther. Give the cards to students and ask them to arrange these words in the correct column: Addition or Subtraction. The teacher should ask students to close their book when doing this activity.
- When students finish, let them pronouce the words loudly.

WE PRACTICE

3. Read and cross out the mistake. Then correct it.

- Have students read the math equations by themselves and start to read the given sentences. Explain that there is always a mistake in the sentence. Check and cross out the mistake and write the correct word in the blank.
- Have students' answer and say the correct sentence.

Mixed ability

Low ability: The teacher explains words by words in the sentence, even write in the form of numbers to make it clearly.

High ability: Students give more additions and subtractions to practice with.

4. Read and solve the problems.

- Have students read the problems a, b, c, d. Underline the main information and recognize addition signals *(altogether)* or subtraction signals *(left)*.
- Fill addition or subtraction equations in the boxes. Then write the whole sentences in the blanks.
- Have students answer and correct if needed. Remember to ask them to read the equations and use whole statements.

Mixed ability

Low ability: Hep students in this level steps by steps. Read sentences slowly and make sure that they undertand. Show an example for these students.

High ability: Show the equations: additions or subtractions and ask students to use their knowledge and creat the math concepts for those.

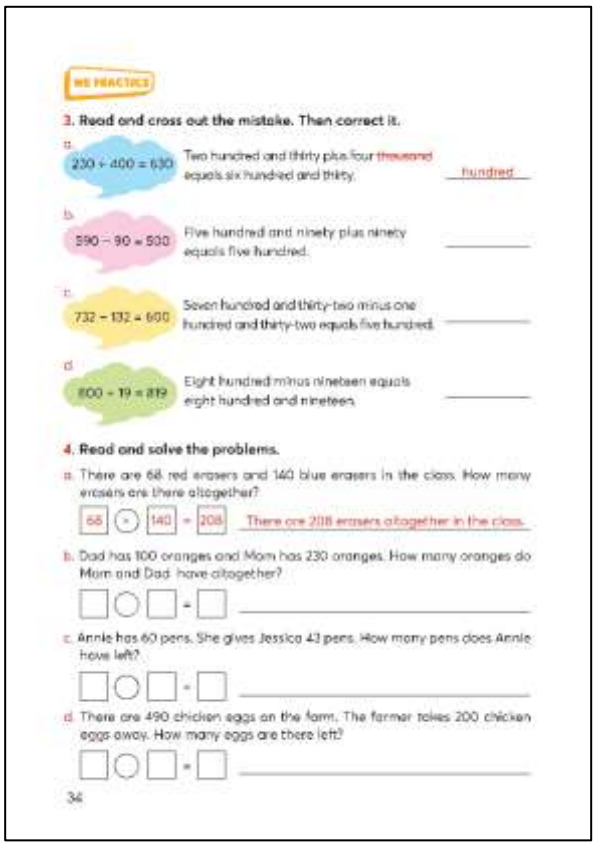
Extra activity

Target 1 000 - Object of the Game: For each round, players choose 6 cards to make two 3-digit numbers that have a sum (a total when added) as close to 1 000 as possible. The score for each round is the difference between a player's sum and 1 000. The player with the lower total score after 3 rounds wins the game.

Materials

• Deck of cards containing four each of the numbers 1 to 9 Print a set of number cards, use the 2–9 cards and aces as 1s from a deck of playing cards, or make your own cards. • Pencil or pen • Paper to keep track of the game as shown, or print a Target 1 000 Record Sheet

How to play 1. Mix up the cards. Players take turns drawing cards until each has 8 cards. 2. Each player chooses 6 of their cards to make two 3-digit numbers. The goal is to make numbers that will have a sum (a total when added) as close to 1 000 (over or under) as possible



WE PRACTICE

3. Read and cross out the mistake. Then correct it.

a. 230 + 400 = 630 — Two hundred and thirty plus four thousand equals six hundred and thirty. — hundred

b. 590 − 90 = 500 — Five hundred and ninety plus ninety equals five hundred.

c. 732 − 132 = 600 — Seven hundred and thirty-two minus one hundred and thirty-two equals five hundred.

d. 800 − 19 = 819 — Eight hundred minus nineteen equals eight hundred and nineteen.

4. Read and solve the problems.

a. There are 68 red erasers and 140 blue erasers in the class. How many erasers are there altogether?

68 ○ 140 = 208 — There are 208 erasers altogether in the class.

b. Dad has 100 oranges and Mom has 230 oranges. How many oranges do Mom and Dad have altogether?

□ ○ □ = □

c. Annie has 60 pens. She gives Jessica 43 pens. How many pens does Annie have left?

□ ○ □ = □

d. There are 490 chicken eggs on the farm. The farmer takes 200 chicken eggs away. How many eggs are there left?

□ ○ □ = □

34

3. Players add their numbers. 4. The difference between a player's total and 1 000 is their score for the first round. 5. After three rounds, players add their three scores. 6. The player with the lesser total wins.

Tips for Players

• Before you play, talk about numbers that add to 1 000. What are some pairs of numbers you can think of that have a sum of 1 000? • Talk about how you're choosing your numbers. There is a lot of strategy involved! • Students may have addition strategies not familiar to you, like making jumps on a number line, or breaking apart numbers by place value. Ask questions if you don't understand a strategy. It's always interesting to learn something new.

LESSON 2

OBJECTIVES

Knowledge: Students will be able to

- add and subtract numbers within 1 000
- recognize when make an addition or subtraction.
- reinforce addition and subtraction skills in real life.

Reading and Writing: Solving problems

Listening: Gap fill

MATERIALS

Textbook, teacher's guide, lesson plan, a dice, flashcards, powerpoint lessons.

WARMER

Play addition catch

Using a beach ball, write simple addition number sentences on the ball (within 1 000). Students throw the ball to each other and pick a number sentence close to one of their hands to answer. As a fun alternative, play a class game of catch, time how long it takes for every student to catch and answer a problem.

Ringing bell

Divide the class into 2 or 4 teams. Each student from the team takes turns as a reprentative. For each turn, the teacher reads simple addtion and subtraction problems within 1 000. Students try to listen and do mental math, they must ring the bell to take the right. Then give the answer. Use points to encourage them.

LEAD IN

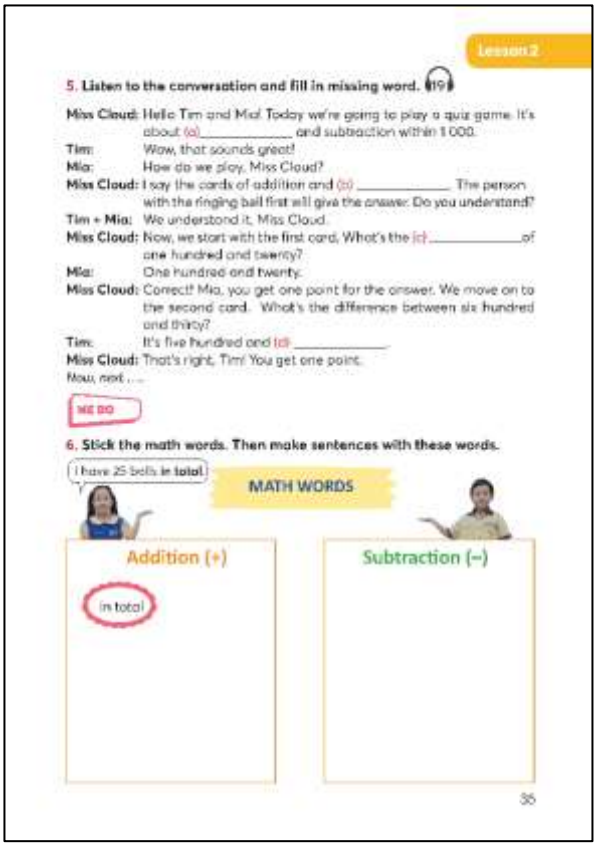
Draw a bell on the whiteboard and ask them what it is. Write the equation with missing numbers: 100 + 20 = …. or 600 - …. = 570. Explain this is a quiz game of the listening in exercise page 5/ page 35.

MAIN CONTENT

WE PRACTICE

5. Listen to the conversation and fill in missing words. 19

- Have the whole class read the scripts each other in the book. Ask them to guess the answers in the blanks. It's not a must if they can't guess. The focus is to help them understand the main content before listening and identify the topic they are going to listen.
- Explain that the listening is about a quiz game between Miss Jessica, Tim and Mia. They're going to play addtion and subtraction game. Students follow the scripts and fill the misssing words in the blanks.



Lesson 2

5. Listen to the conversation and fill in missing word. 19

Miss Cloud: Hello Tim and Mia! Today we're going to play a quiz game. It's about (a)_____ and subtraction within 1 000.
Tim: Wow, that sounds great!
Mia: How do we play, Miss Cloud?
Miss Cloud: I say the cards of addition and (b) _____. The person with the ringing bell first will give the answer. Do you understand?
Tim + Mia: We understand it, Miss Cloud.
Miss Cloud: Now, we start with the first card. What's the (c)_____of one hundred and twenty?
Mia: One hundred and twenty.
Miss Cloud: Correct! Mia, you get one point for the answer. We move on to the second card. What's the difference between six hundred and thirty?
Tim: It's five hundred and (d) _____
Miss Cloud: That's right, Tim! You get one point.
Now, next ...

WE DO

6. Stick the math words. Then make sentences with these words.

I have 25 balls in total.

MATH WORDS

Addition (+) | Subtraction (–)

in total

35

- Play the recoring 19 once to help them get the main idea, play it on the second time to get the specific information. Pause the track if students get trouble with it.
- Invite students to have the answers.
- Have students role-play: one student is Miss Jessica, one student is Tim, one student is Mia and repeat the conversation.

Mixed ability

Low ability: Ask students to practice the conversation only and correct their spelling and pronunciation.

High ability: After listening, based on the given information of the listening piece, ask them more extra questions:

- What are they playing?
- What do Tim and Mia do before they give the answer?
- How many points do they get for the correct answer?
- What's the sum of …?
- What's the difference between ….?
- Who's the winner?

Answer

a. addition
b. subtraction
c. sum
d. seventy

Track 19

Miss Cloud:	Hello Tim and Mia! Today we're going to play a quiz game. It's about addition and subtraction within 1000.
Tim:	Wow, that sounds great!
Mia:	How do we play, Miss Cloud?
Miss Cloud:	I say the cards of addition and subtraction. The person with the ringing bell first will give the answer. Do you understand?
Tim & Mia:	We understand it, Miss Cloud.
Miss Cloud:	Now, we start with the first card. What's the total of one hundred and twenty?
Mia:	It's one hundred and twenty.
Miss Cloud:	Correct! Mia, you get one point for the answer. We move on the second card. What's the difference between six hundred and thirty?
Tim:	It's five hundred and seventy.
Miss Cloud:	That's right, Tim! You get one point.

WE DO

6. Stick the math words. Then make sentences with these words.

- Ask students to look at 2 columns: Add and subtract and refer to the stickers page with the addition and subtraction words.

- Ask them to distinguish and take out the stickers, then stick them into the correct columns.
- When students finish, ask them to say the words again.
- Ask students work in groups: Group Addtion and group subtraction to make sentences with those words.
- Have each team to say the sentences or even write them on the board.

Answer:

Addtition: altogther, in total, add, plus

Subtraction: minus, subtract, left, take away

WE READ

7. Listen and read. Then act out. 20

- Have students read the name of the story "Count the books" and ask them to read through the scene 1, scene 2, scene 3, scene 4.
- Play the recording 20 twice and students listen to a conversation between the teacher, Tim, and Mia. In the second time, pause the audio and ask them to repeat.
- Have students work in pairs and practice the dialogue. Invite students to come front to the class and practice. Check the spelling.
- Ask students to provide the value of the story.

8. Read the story again and write True (T) and False (F).

Have students read the statements a, b, c, and d and decide it's true of false.

When they decide, ask students to show which sentence in the text help them give the answer.

Read out loud the statements and say TRUE or FALSE.

Answer

a. True b. True c. True

d. False (Tim and Mia need more 3 books)

UNIT 8: MULTIPLICATION TABLE 3 - 9

LESSON 1

OBJECTIVES

Knowledge: Students will be able to

- understand multiplication and the usages of it.
- understand the relationship between multiplication and addtition

Reading and Writing: Solving problems

Listening: Gap fill

MATERIALS

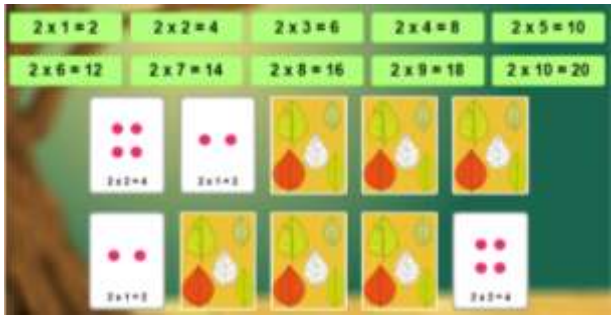
Textbook, teacher's guide, lesson plan, flashcards, powerpoint lessons.

WARMER

Turn over the 2 cards and memorize the multiplication equation on the card.

Match the cards which have the same equation.

If two equations do not match, the cards will be covered back again.



LEAD IN

Play "Making doubles". Mention a number and learners multiply the number by 2 and call out the number.

E.g.

1) 5 →10 2) 10 → 20

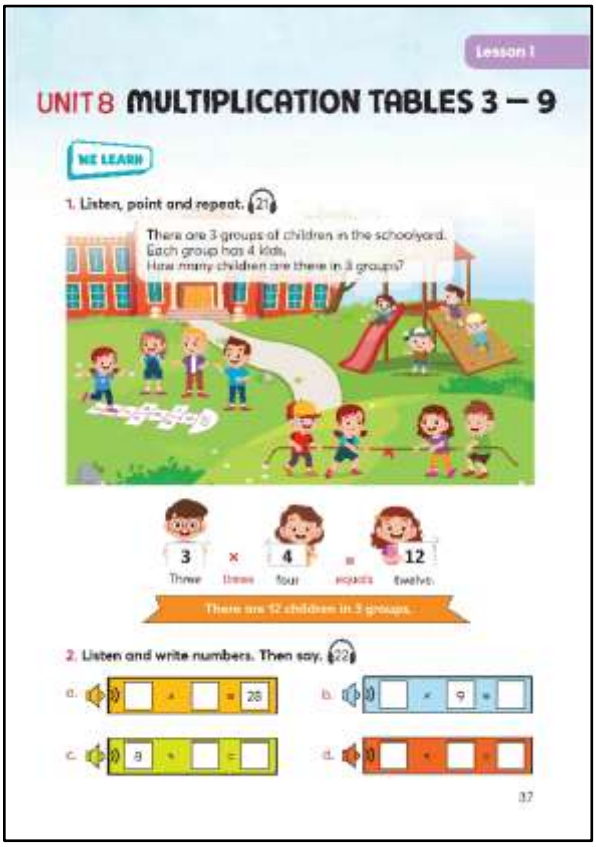
3) 15→30 4) 50 → 100

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 21

- Show a picture of students that are playing in the schoolyard, then help them describe or talk about the picture before they learn about multiplication. Using these questions to ask students: How many groups of students do you see? What are they doing? How many students are there in each group? Cirlce the groups of students: play hopscotch, slides, tug of war to identify the groups.



- Have students' answers and remember to write the multiplication equations on the board: 3x4=12
- Play the recording 21 and have students repeat.

Track 21

Boy: There are 3 groups of children in the schoolyard. Each group has 4 kids. How many children are there in 3 groups?

Girl: Three times four equals twelve. There are 12 children in 3 groups.

2. Listen and write numbers. Then say. 22

- Have students look through the multiplication equations in a, b, c, and d. Explain that students have to listen and write numbers in the boxes.
- Play the recording 22 twice and get their concerntration on the listening piece.
- Have students' answers and say the equations.

Answer

a. 7 x 4 = 28 b. 100 x 9 = 900
c. 8 x 7 = 56 d. 7 x 9 = 63

Track 22

a. Seven times four equals twenty-eight.
b. One hundred times nine equals nine hundred.
c. Eight times seven equals fifty-six.
d. Seven times nine equals sixty-three.

WE PRACTICE

3. Read and color the correct answer.

- Have students read the problems a, b, c, d. Underline the numbers and solve by multiply them.
- Use pencils or crayons to color the correct answer.
- Check students' answer and use whole statements to say out loud their answers, for example "There are ninety crayons in 9 boxes." Do the same with others.

Answer

a. 90 b. 200 c. 240 d. 150

Mixed ability

Low ability: Ask them how to solve the problems and say the equations which make sure that students do by themselves.

High ability: Students in this level close their books and just listen to the teacher read the problems and 4 multiple-choice options. Students then give the correct answers quickly.

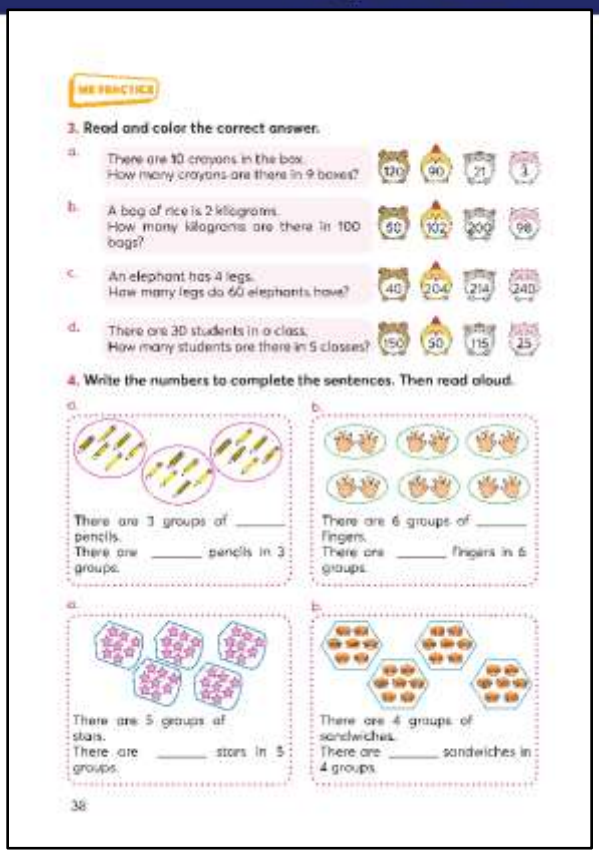
Extra activity

Multiplication dice game - How to play

- Roll the dice
- Multiply your two numbers
- Color your answer on the grid
- The first person to color four in a row w ins.

Multiplication Dice Game

18	12	24	8	10	24	6	15
36	30	12	9	2	5	4	18
4	24	4	8	6	8	15	3
10	12	25	15	20	6	16	8
36	12	12	30	5	12	5	30
10	25	1	9	5	6	10	20
18	20	9	10	16	15	4	3
1	30	4	20	2	3	6	15



WE PRACTICE

3. Read and color the correct answer.

a. There are 10 crayons in the box. How many crayons are there in 9 boxes? 120 90 21 1

b. A bag of rice is 2 kilograms. How many kilograms are there in 100 bags? 50 102 200 98

c. An elephant has 4 legs. How many legs do 60 elephants have? 40 204 214 240

d. There are 30 students in a class. How many students are there in 5 classes? 150 50 115 25

4. Write the numbers to complete the sentences. Then read aloud.

a. There are 3 groups of _____ pencils. There are _____ pencils in 3 groups.

b. There are 6 groups of _____ fingers. There are _____ fingers in 6 groups.

a. There are 5 groups of stars. There are _____ stars in 5 groups.

b. There are 4 groups of sandwiches. There are _____ sandwiches in 4 groups.

38

4. Write the numbers to complete the sentences. Then read aloud.

- Have students look at the pictures and read the descriptions below. Students have to write the missing numbers in the blanks. This activity is to test students' reading ability and their understandings about multiplication.
- Model an example for students in case students don't understand how to do. Use notes, drawings to help them.

Answer

a. 6, 18 b. 2, 12 c. 8, 40 d. 7, 28

Extra activity

I have, Who has: Distribute the cards randomly to students. Select a student to begin by reading their card aloud (Example: I have 8, Who has 3x3). The student who has the card with the correct answer to the previous student's "Who has…" questions reads their cars aloud. Students must listen to their turn and try not to break the chain. When the chain circles around to the first student, the game is over.

LESSON 2

OBJECTIVES

Knowledge: Students will be able to

- understand multiplication and the usages of it.
- understand the relationship between multiplication and addtition

Reading and Writing: Solving problems

Listening: Gap fill

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, powerpoint lessons.

WARMER

Back to back

Students take turns polishing their math skills with a friendly competition at the front of the classroom. This multiplication game may need some extra brain power, since it requires finding a multiplier instead of a product.

Materials: Chalkboard or whiteboard (plus chalk or markers)

Steps:

1. Choose two students to stand in front of the board facing away from each other.
2. At your "go" signal, each student writes a number between 1-10 (or whatever range is appropriate for your class) on the board.
3. Choose another student to announce the product of the two numbers (make sure to verify that it's correct).
4. The first player to guess the other person's number wins the round.
5. The "winner" of the round stays at the board, and the "loser" is replaced with another student.
6. The person with the highest streak (most rounds won in a row) is the winner.

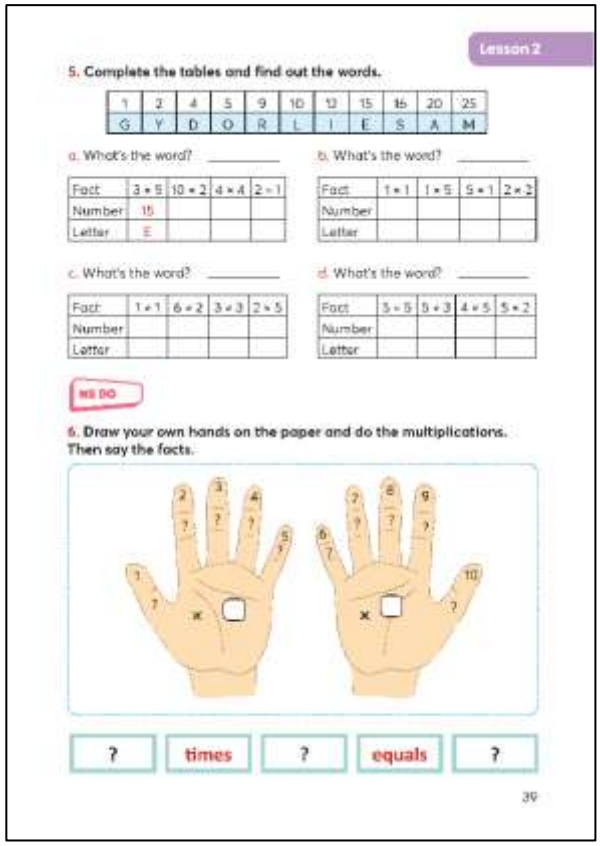
Tip: If students are struggling, encourage them to write the equation on the board to help them find the answer.

LEAD IN

Unscramble words fron letters

One of the players selects and presents the selected scrambled version of the word to the other player or players who then attempt to unscramble the letters to form the correct word within the given time limit. Points are awarded to the player who is the first to form a word.

1. IRGL – GIRL
2. EMAL – MEAL
3. ESAY – EASY
4. DOOG – GOOD


Lesson 2

5. Complete the tables and find out the words.

1	2	4	5	9	10	12	15	16	20	25
G	Y	D	O	R	L	I	E	S	A	M

a. What's the word? _____

Fact	3 × 5	10 × 2	4 × 4	2 × 1
Number	15			
Letter	E			

b. What's the word? _____

Fact	1 × 1	1 × 5	5 × 1	2 × 2
Number				
Letter				

c. What's the word? _____

Fact	1 × 1	6 × 2	3 × 3	2 × 5
Number				
Letter				

d. What's the word? _____

Fact	5 × 5	5 × 3	4 × 5	5 × 2
Number				
Letter				

WE DO

6. Draw your own hands on the paper and do the multiplications. Then say the facts.

? times ? equals ?

39

MAIN CONTENT

WE PRACTICE

5. Complete the tables and find out the words.

Show this table for students and explain the relationship between the letters and the numbers on multiplication problems below.

1	2	4	5	9	10	12	15	16	20	25
G	Y	D	O	R	L	I	E	S	A	M

Example:

a. What's the word? _____

Fact	3 × 5	10 × 2	4 × 4	2 × 1
Number	15			
Letter	E			

- The fact is 3 x 5, so the result will be 15. Write number 15 in the table. Find the number 15 with the relevant letter which is given above, that will be letter E, write E in the table at the "Letter" row. Find out all numbers and letters for each a, b, c, and d, then they will get a meaningful word. Write that word in the blank and say it aloud.
- Have students work in pair and exhange the answers.

Answer

a. easy b. good c. girl d. meal

WE DO

6. Draw your own hands on the paper and do the multiplications. Then say the facts.

- Each student takes out a piece of white paper. They put their left hand and right hand on the paper, then draw the outline of hands. Finally they get the shape of their hands.
- Use the given information in the book and write them again on their paper. Students can choose a multiplication randomly to complete. Example: They choose the multiplication table 3 for their left hand, write number 3 in the box and write the result on the questions marks.
- When they have the results, ask them to work in pairs and read aloud the facts.

WE READ

7. Listen and read. Then act out. 23

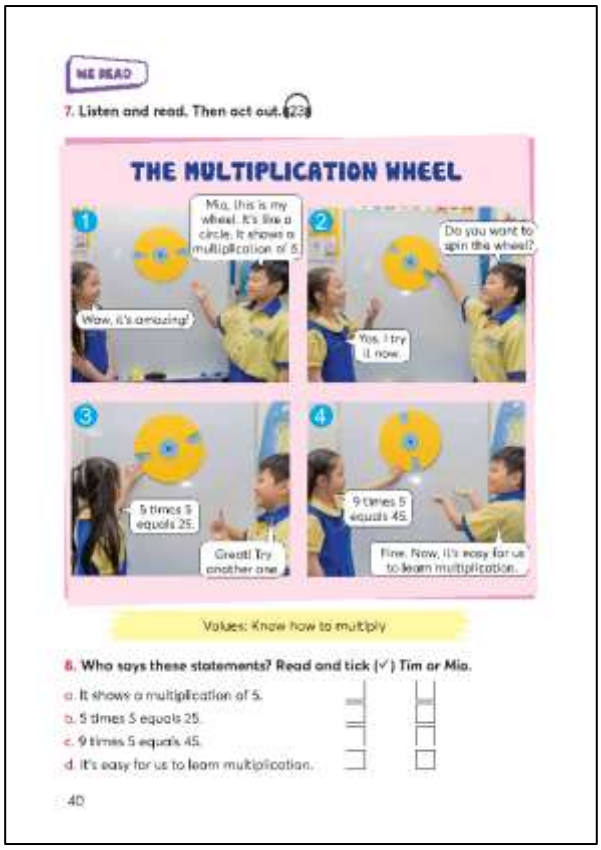
- Have students read the name of the story "The multiplication wheel" and ask them to read through the scene 1, scene 2, scene 3, scene 4.
- Play the recording 23 twice and students listen to a conversation between Tim, and Mia. In the second time, pause the audio and ask them to repeat.
- Have students work in pairs and practice the dialogue. Invite students to come front to the class and practice. Check the spelling.
- Ask students to provide the value of the story.

Track 23

Tim: Mia, this is my wheel. It's like a circle. It shows a multiplication of 5.
Mia: Wow, it's amazing!
Tim: Do you want to spin the wheel?
Mia: Yes. I try it now.
Mia: 5 times 5 equals 25.
Tim: Great! Try another one.
Mia: 9 times 5 equals 45.
Tim: Fine. Now, it's easy for us to learn multiplications.

8. Who says these statements? Read and tick (✓) Tim or Mia.

- Have students read the statements a, b, c, and d and decide it's Tim or Mia.
- Help students show the bublle speech if they can't decide.


WE READ

7. Listen and read. Then act out. 23

THE MULTIPLICATION WHEEL

Values: Know how to multiply

8. Who says these statements? Read and tick (✓) Tim or Mia.

	Tim	Mia
a. It shows a multiplication of 5.	☐	☐
b. 5 times 5 equals 25.	☐	☐
c. 9 times 5 equals 45.	☐	☐
d. It's easy for us to learn multiplication.	☐	☐

40

Answer

a. Tim b. Mia c. Mia d. Tim

Extra activity – True or Fasle?

Materials: Double-sided True or False cards

- Split the class into teams and give each team a true or false card.
- Write a multiplication sentence that's either true or false on the board (or display one on the projector).
- Give the teams one minute to discuss their answer.
- On your signal, each team holds up their cards at the same time to reveal their "true" or "false" response. Every correct team gets a point.
- The team with the most points after 10 questions (or as many as you want) wins.

Stand Up or Sit Down

Keep students' brains awake with this jumping game. When you read a problem and the answer is correct, students must stand up. If the answer is incorrect, they must stay sitting. Make it interesting by pitting the teacher against the class. When the whole class is correct, award them a point. When the class is wrong, award the teacher a point.

UNIT 9: DIVISON TABLE S 3 – 9

LESSON 1

OBJECTIVES

Knowledge: Students will be able to

- Understand divisions in real situations
- Know division table 3-9
- how to solve the division problems
- understand the relationship between division and multiplication

Reading and Writing: Solving problems

Listening: Gap fill

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, powerpoint lessons.

WARMER

Boom! Students draw cards with divisions written on them and must give the correct result to keep the cards. If they draw a "boom" card, they lose their cards. The game is good for school use as **"boom" cards give players more or less equal chances to win**. All division facts 1-9 are included, which is nice too.

LEAD IN

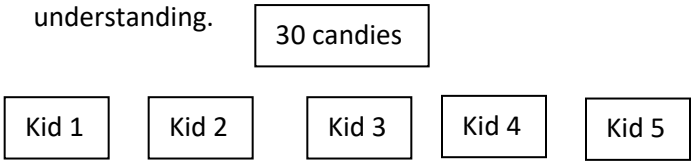
Write the division signal (:) on the whiteboard and ask students if they know how to read "DIVISION". Spell the words and drill pronunciation three times. Introduce the topic lesson for students.

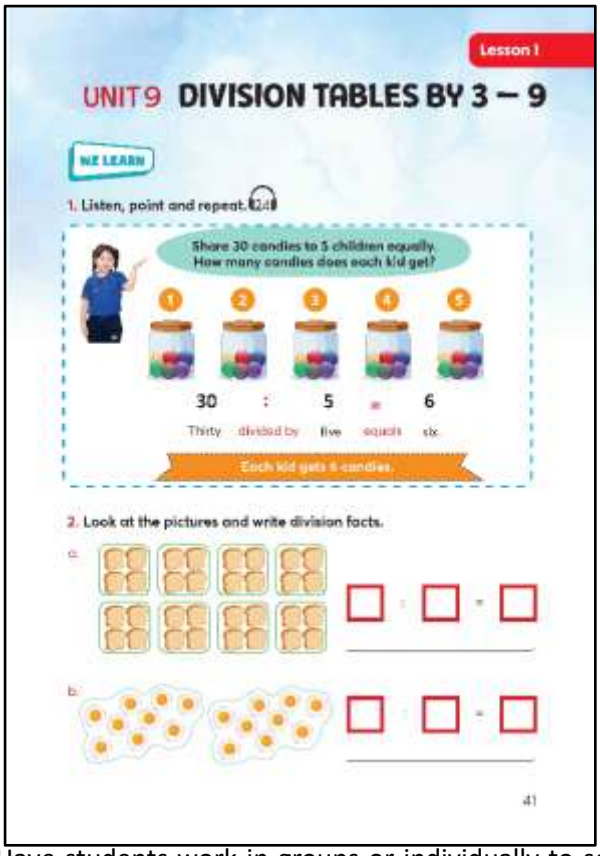
MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 24

- Help students understand a division problem by providing some data in exercise 1 before they go to the listening piece. *"I have 30 candies and 5 children. Now I share 30 candies to 5 children equally. So how many candies does each kid get?"*
- The teacher can draw a divison equation on the whiteboard that helps students have a good understanding.





- Have students work in groups or individually to solve the problem.
- Ask students to listen and play the recording 24 to check their answer without a book.
- Ask them to open the book and run the track 24 again and repeat.

2. Look at the pictures and write division facts.

Ask students to work in pairs and solve the division problems in a limited time.

Mixed ability

Low ability: For the studens in this level, explain and help them steps by steps before they do this exercise. Elicit by giving these questions:

a. *How many sandwiches are there in total? How many sandwiches are there in each group?*
b. *How many fried eggs are there in total? How many fried eggs are there in each group?*

High ability: Ask students to say the word problems. *Example: There are 32 sanwiches in total. Share 32 sandwiches to 8 groups. So each group gets 4 sandwiches.*

Extra activity

Division circle

Have your students sit in a large circle, and invite someone to start the fun by standing behind another student. Break out your division flashcards and challenge these two students to quickly shout out the equation's answer. The winner moves around the circle until they make it all the way around or are defeated. Who can complete the circle?

Multiplication and Division Bingo

To play this version of bingo, create bingo sheets with the answers to multiplication or division questions. Then, read out equations such as "6 x 9" or "81÷9". Students must find the answer on their bingo sheet. The first person to get a whole row or column wins.

WE PRACTICE

3. Read and color the correct answer.

- Have students read and understand the division problem. Underline all the words which are related to division such as: *divide...into, share …among, put …into*.
- Have students work in group and discuss the answer, then correct mistakes.

Answer

a. 5 b. 3 c. 6 d. 5

4. Listen and tick (✓) the division fact you hear. 25

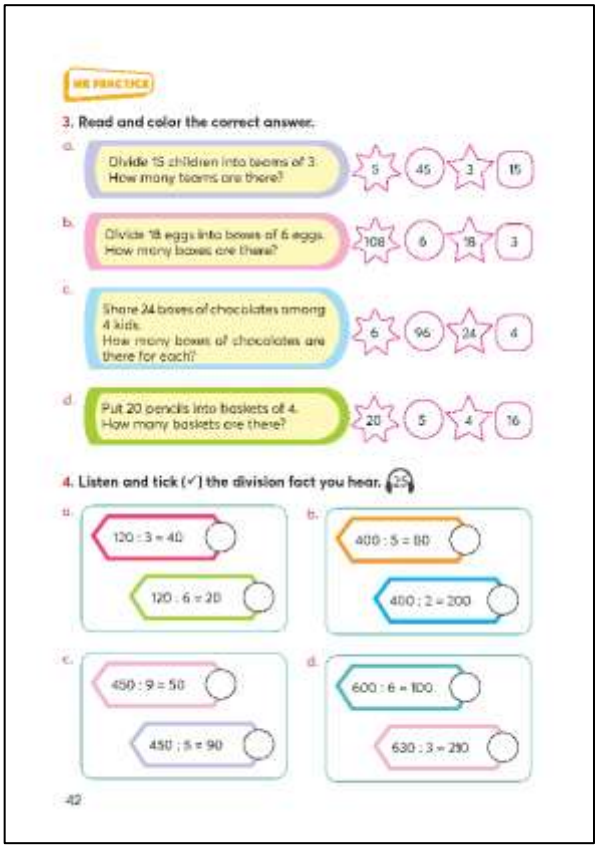
- Have students read the divison facts in a, b, c, and d before they listen.
- Play the recording 25 and ask them to tick the fact they hear in a, b, c, and d.
- Play the recording the second time and pause the audio, invite students to give the answer and check.

Answer

a. 120 : 6 = 20 b. 400 : 5 = 80
c. 450 : 9 = 50 d. 630 : 3 = 210

Track 25

a. One hundred and twenty divided by six equals twenty.
b. Four hundred divided by five equals eighty.
c. Four hundred and fifty divided by nine equals fifty.
d. Six hundred and thirty divided by three equals two hundred and ten.


WE PRACTICE

3. Read and color the correct answer.

a. Divide 15 children into teams of 3. How many teams are there? 5 45 3 15

b. Divide 18 eggs into boxes of 6 eggs. How many boxes are there? 108 6 18 3

c. Share 24 boxes of chocolates among 4 kids. How many boxes of chocolates are there for each? 6 96 24 4

d. Put 20 pencils into baskets of 4. How many baskets are there? 20 5 4 16

4. Listen and tick (✓) the division fact you hear. 25

a. 120 : 3 = 40 / 120 : 6 = 20

b. 400 : 5 = 80 / 400 : 2 = 200

c. 450 : 9 = 50 / 450 : 5 = 90

d. 600 : 6 = 100 / 630 : 3 = 210

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Extra activity

Sharing the straws

- Put learners into groups of five. Give out 12 straws to each group. Ask learners to group them into 2 equal groupings. Have learners count the number of straws in each group and write the division sentence. In writing the division sentence, consider the total number of objects to be shared (dividend). The number of objects in each group (divisor)then the number of equal groupings (answer/quotient).
- Increase the number of straws to 20 and ask learners to put them into 4 equal groupings. They discuss among themselves the number of objects in each group. The total number before sharing and write the division sentence 20 ÷ 5=4 (critical thinking, collaborative learning, attention to precision, problems solving skills)

Equal sharing

Play: "Half of a number". Call out a number and learners give an answer which is half of the number called.

e.g. 1) 4→2 2) 2→1
3) 6→3 4) 20→10

LESSON 2

OBJECTIVES

Knowledge: Students will be able to

- Understand divisions in real situations
- Know division table 3-9
- how to solve the division problems
- understand the relationship between division and multiplication

Reading and Writing: Solving problems

Listening: Gap fill

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, powerpoint lessons.

WARMER

Farm animals pictionary

- Two students as a representative from each team draw the picture of the farm animals which is given by the teacher. The other students in the team can guess the animals by saying aloud their answer. Give points to the correct answer.
- *Language focus*: pig, cow, rabbit, chicken + extra words: duck, horse, goat, etc.

Farm animals sounds

- The teacher downloads sound of farm animals.
- Run the sound and students guess what the animal is.
- Remember to write down those animals on the whiteboard and have hall students repeat once.

LEAD IN

Show the picture of "CAGE" and introduce this new word for students. Help them pronounce the word and explain more if need.

MAIN CONTENT

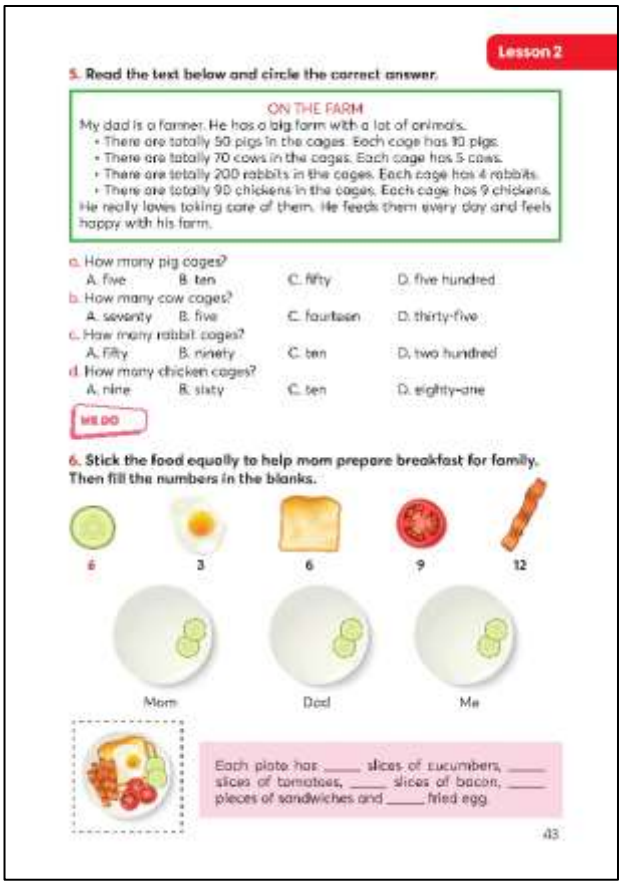
WE PRACTICE

5. Read the text below and circle the correct answer.

- Have students read the text "On the farm". Remember to underline the numbers in th text such as: 50, 10, 70, 5, 200, 4, 90, 9. Emphasize main ideas for students.
- Have students work in pairs and choose the correct answer below.

Answer

a. A b. 14 c. 50 d. 10


Lesson 2

5. Read the text below and circle the correct answer.

ON THE FARM

My dad is a farmer. He has a big farm with a lot of animals.
- There are totally 50 pigs in the cages. Each cage has 10 pigs.
- There are totally 70 cows in the cages. Each cage has 5 cows.
- There are totally 200 rabbits in the cages. Each cage has 4 rabbits.
- There are totally 90 chickens in the cages. Each cage has 9 chickens.

He really loves taking care of them. He feeds them every day and feels happy with his farm.

a. How many pig cages?
A. five B. ten C. fifty D. five hundred

b. How many cow cages?
A. seventy B. five C. fourteen D. thirty-five

c. How many rabbit cages?
A. fifty B. ninety C. ten D. two hundred

d. How many chicken cages?
A. nine B. sixty C. ten D. eighty-one

WE DO

6. Stick the food equally to help mom prepare breakfast for family. Then fill the numbers in the blanks.

6 3 6 9 12

Mom Dad Me

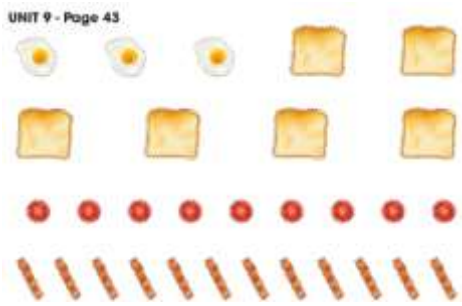
Each plate has ____ slices of cucumbers, ____ slices of tomatoes, ____ slices of bacon, ____ pieces of sandwiches and ____ fried egg.

43

WE DO

6. Stick the food equally to help mom prepare breakfast for family. Then fill the numbers in the blanks.

- Show the pictures of fried eggs, sanswiches, slides of tomatoes and slices of bacon. Ask them if they know and drill pronunciation.
- Refer to sticker page. Explain that they have to share food equally to make breakfast. There's an expample in the book. A plate for mom, a plate for dad, a plate for me. Ask students to use their divison skills to share the food in each plate.
- When students finish, ask them to describe the plate. Follow the prompts in the book to help them.



Fast finisher

Have students create division fact family flowers, trees, or windmills. Just like in multiplication, having a quick recall of basic math facts is helpful for later division lessons. Help your students quiz themselves in creative ways by creating division fact family activities using flip-up flower petals, leaves on trees, or windmill blades.

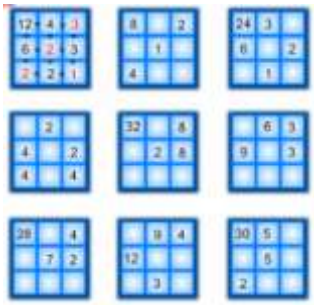
Extra activity

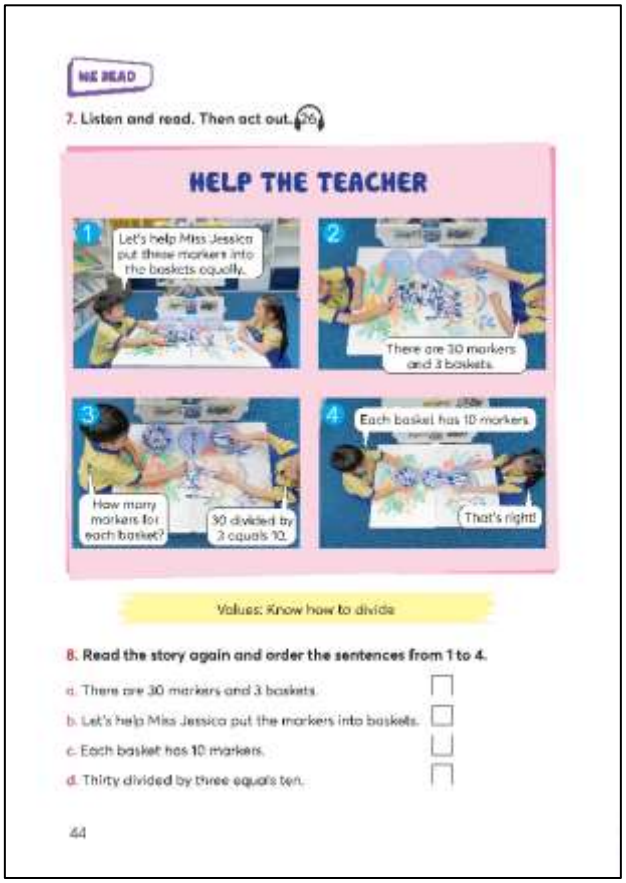
Division Squares

Each row and column is a division problem that students need to solve in order to fill their entire square with numbers. Here are some ways to use this game:

– it could be used as a morning exercise.

– it could be used as a way to get students to mark each other's work.





WE DO

7. Listen and read. Then act out. 26

- Have students read the name of the story "Help the teacher" and ask them to read through the scene 1, scene 2, scene 3, scene 4.
- Play the recording 26 twice and students listen to a conversation between Tim, and Mia. In the second time, pause the audio and ask them to repeat.
- Have students work in pairs and practice the dialogue. Invite students to come front to the class and practice. Check the spelling.
- Ask students to provide the value of the story.

Track 26

Tim: Let's help Miss Jessica put these markers into the baskets equally.
Mia: There are 30 markers and 3 baskets.
Tim: How many markers for each basket?
Mia: Thirty divided by three equals ten.
Tim: Each basket has 10 markers.
Mia: That's right!

8. Read the story again and order the sentences from 1 to 4.

- Have students read the statements from a to d, then read the story again and order them by marking numbers from 1 to 4.
- Have students work in pairs and exchange answers.

Answer

1b, 2a, 3d, 4c

Extra activities

Math revolution

Create "dance revolution" pads made out of poster board for each student. Each board should have the numbers 0-9. Then, name multiplication problems such as "3 x 9". Students must then place their left foot on the tens and their right foot on the units. In this case, "2" and "7." Speed up and see how fast they can dance!

REVIEW 3

OBJECTIVES

Knowledge: Students will be able to

- review addition, subtraction, multiplication, division
- understand the relationship between addition, subtraction, multiplication, division

Reading and Writing: Word problem

Listening:

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, powerpoint lessons.

WARMER

Hot potato

Tape math questions to a plastic ball using masking tape. Play hot potato, passing the ball around until the music stops. Whoever has the ball when the music stops must pick one of the math questions, peel it off the ball, and answer it.

Math questions

1. For division fact 14 ÷ 2 = 7, find two multiplication facts.
2. For multiplication fact 9 × 5 = 45, find two division facts.
3. What's 5 x 9?
4. Paul had 100 000 VND. He spent half of that money on buying a rubik. How much does he have now?
5. True or False? Nine times nine equals eighty-one.
6. If we minus 200 from 490. How much do we get?
7. What is the sum of the following? 238 + 21
8. What's the difference between 90 and 45?

LEAD IN

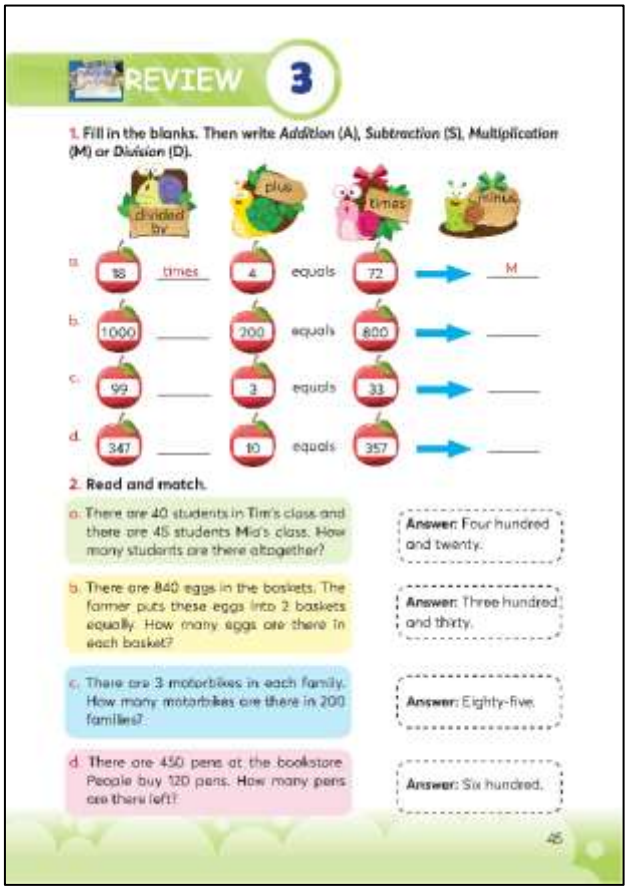
Draw the math signals on the whiteboard +, –, ×, : and ask students if they remember how to read. Confirm the correct answer for students.

MAIN CONTENT

1. Fill in the blanks. Then write Addition (A), Subtraction (S), Multiplication (M) or Dvision (D).

Allow students to read the math words: divided by, plus, times, minus and go through a as an example.

Write the equation on the board: 18 ____4 equals 72.



- Ask students to choose the right word to have correct equation and identiy it's an Addition (A), Subtraction (S), Multiplication (M) or Dvision (D). Write the correct letters in the blank.
- Have students repeat the fact once.

Answer

b. 1 000 – 200 = 800 (S) c. 99 : 3 = 33 (D)

d. 347 + 10 = 357 (A)

2. Read and match.

- Have students read through the data in a, b, c, and d. Work in pairs, discuss and find out the answer for these problems.

Mixed ability

Low ability: Teachers should help them clarify some specific words to identify the correct equations. Then ask them to write down how they solve the problems.

High ability: Ask students to use the whole statements to answer "There are … ."

Answer

a. Eighty-five (40 + 45)
b. Four hundred and twenty (840 :2)
c. Six hundred (200 x 3)
d. Three hundred and thirty (450 -120)

Extra activity

Guess the letters

Put up a simple table on the whiteboard with a different category in each column, for example: Shapes, Addition, Subtraction, Multiplication, Division. Randomly select a letter of the alphabet. Now, within a time limit groups or pairs of students must identify one example per category. The first group to correctly do so wins.

*Shapes: **C**uboid, **C**ube, **S**phere, **C**ylinder*
*Addition: **p**lus, **a**ltogether, **i**n **t**otal*
*Subtraction: **m**inus, **s**ubtract, **l**eft, **t**ake **a**way*
*Multiplication: **t**imes, **m**ultiply*
*Division: **s**hare, **p**ut **i**nto, **e**qually*

3. Use multiplication and division to fill in the missing number. Then write sentences.

- Draw the chart as in the textbook and explain them how to do this exercise. a is an example. Writenumber 120 and number 20, and missing number. Students have to think they should make a division or multiplication to have the result. The answer here is 6. 20 times 6 equals 120 or 120 divided by 6 equals twenty. They'll see the relationship between division and multiplication.
- Have students work in pairs or individually to sovle the problems.

Answer

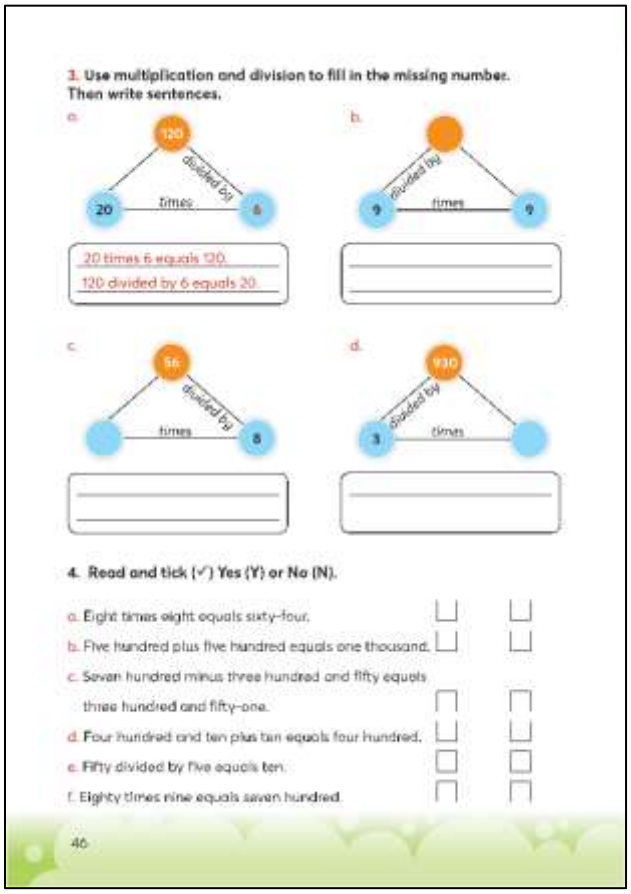
b. 81. 9 times 9 equals 81 or 81 divided 9 equals 9.
c. 7. 7 times 8 equals 56 or 56 divided by 8 equals 7.
d. 310. 3 times 310 equals 930 or 930 divided 3 equals 310.

4. Read and tick (✓) Yes (Y) or No (N).

- Have students read slowly and carefully for each a, b, c, and d. Identify the statements if it's Yes or No. Explain more Yes is correct and No is incorrect in case students haven't understood how to do the task.
- Have students work in pairs and exchange the answers.

Answer

a. Yes b. No c. No
d. No e. No d. No



Extra activity

Tap into your students' competitive sides with this game. Students take turns shading in squares, and the objective is to create a line that is a division fact. The first student to shade 3 lines correctly, wins

UNIT 10: KILOGRAM - GRAM

LESSON 1

OBJECTIVES

Knowledge: Students will be able to

- know how to read weigh of things
- exchange kilograms and grams
- categorizing items in their appropriate units gram or kilogram

Language Focus: kilogram, gram, measuring weight

Sentences: How much does the pumpkin weigh?

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, powerpoint lessons.

WARMER

Fruit pictionary

The objective of it is to provide students types of fruit in this unit. The teacher draws on the board the picture of fruits and ask them to try to guess, give them the answer in case they don't know. Types of fruit are papaya, pumpkin, mango, watermelon, durian, potato, tomato, carrot, corn, grapes, banana, orange. Remember to write these words and drill pronunciation.

LEAD IN

Ask students how much they weigh. Give a model answer to help them understand the question. Example "*I weigh 50 kilograms.*" Introduce the topic lesson is about mass of objects. Or the teacher draws a scale on the board and ask to guess what it is. It's necessary to teach them the word "SCALE".

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 27

- When students understand what the scale is used for.
- Write the units of weigh on the whiteboard: kilograms, grams.
- Show a picture of an apple and a watermelon and ask them to estimate the weights of these fruits: *kilograms or grams?*
- Continue to ask them to guess how much they weigh in kilograms or grams.
- Write the formular and show them how to convert from kilograms to grams.

- Allow them to listen to a conversation between a salesman and a customer. Students listena and check their answers.
- Ask them to listen to understand and get main ideas on the first listening, they will repeat on the 2nd.
- After listening, ask them to practice together. Then, invite them to say in front of class.
- Emphasize the students the difference between grams and kilograms: A gram is a small unit of measurement, a kilogram is a larger unit of measurement.

Track 27

Salesman:	May I help you, sir?
Customer:	How much does the apple weigh?
Salesman:	It's 300 grams.
Customer:	How much does the pumpkin weigh?
Salesman:	It's 1000 grams or 1 kilogram.
Customer:	OK, I take both of them.

One kilogram is equal to one thousand grams.

WE PRACTICE

2. Read and answer the questions.

- Before doing this exercise, the teacher reviews words about fruits for students: papaya, mango, watermelon.
- Have students work indivi dually, read the questions a, b, and c, then write the full answers.
- The teacher gives them a model answer" "It weighs …. kilograms/ grams." Remind them to add "s" to kilogram/ gram if plural.
- Invite students to say their answer and correct.
- Check and correct when they read the numbers 900, 500, 2 000.

Answer

a. It weighs 900g.
b. It weighs 500g.
c. It weighs 2 000g or 2kg.

3. Look, read and tick (✓) the correct answer.

- Remind them the words about carrots, potatoes, corns, tomatos.
- Have students look at the scale and identy the weights of these fruits.
- Read the questions with 2 options and decide the correct answer by giving a tick in the box.
- Convert kilograms to grams: 1kg = 1 000g, 3kg = 3000g, 2kg = 2 000g, 5kg = 5 000g.

Answer

a. They're 1 000 grams.
b. They're 3 000 grams.
c. They're 2 000 grams.
d. They're 5 000 grams.

Mixed ability

Low ability: Explain how to convert kilograms to grams or grams to kilograms.

High ability: Ask students to answer the questions in 2 ways: kilograms or grams.

Fast finisher

Convert kilograms to grams or grams to kilograms

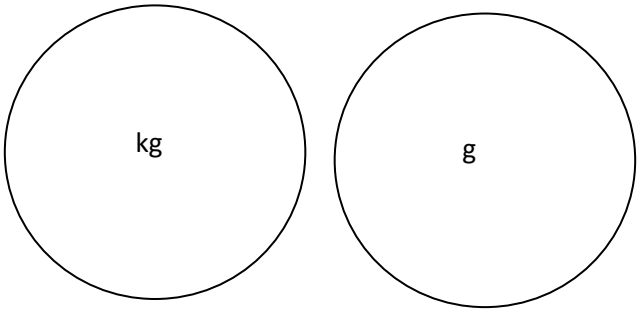
Give them more extra worksheet and convert the weights in kilograms to grams.

How many grams are 2 kilograms equal to?
How many grams are 5 kilograms equal to?
How many grams are 9 kilograms equal to?
How many kilograms are 3000 grams equal to?
How many kilograms are 4000 grams equal to?

Extra activity

Sort out Grams and kilograms

Have students work in groups and estimate all the objects/ items have weigh in kilograms and grams. Then present to the class.



Mass of a Meal

If possible, challenge your child to measure the mass of everything he or she eats in a day. You may need to show your child how to tare (or zero) the scale so that he or she doesn't measure the plate's mass along with the food. Have your child record what she or he eats and the mass of each item. Then use a calculator to find the total mass of a day's worth of food.

LESSON 2

OBJECTIVES

Knowledge: Students will be able to

- know how to read weigh of things
- exchange kilograms and grams
- categorizing items in their appropriate units gram or kilogram

Language Focus: kilogram, gram, measuring weight

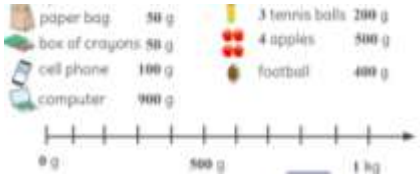
Sentences: How much does the pumpkin weigh?

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, powerpoint lessons.

WARMER

Which objects will weigh exactly 1 kilogram when put together in a paper bag? Use the number line to help.



LEAD IN

Review the previous lesson on measuring mass. Explain (We use grams for items that do not weigh much. Like a small bag of rice. We measure a bag of cement in Kilograms) and demonstrate with examples the relationship between grams and kilograms.

• Brainstorm and discuss the relationship between grams and kilograms. Explain that 1000g = 1kg

• Put students into groups and assign them some examples to work out.

MAIN CONTENT

WE PRACTICE

4. Read and fill in the blanks. Then say.

- Have students look at the balance scale and read the sentences a, b, c, and d. Look at the total weight of the dumbbells and fill the answer in the blanks.
- When students finish, they will ask and answer about weights by using whole questions "How much does the …. weigh?".
- *Example: How much does the orange weigh?*

Answer

a. The orange is 300g.

b. The bananas are 1 700g.

c. The grapes are 1000g. / The grapes are 1kg.

d. The durian is 2000g. / The durian is 2kg.

WE DO

5. Stick the right food to help mom cook dinner.

- Have student read the weights and turn to sticker page, then find the right weight of those and stick on the box. Say the weights again.

Fast finisher

As Big As A Whale

Have students pair up to research the mass of different animals. Encourage them to choose different types of animals, both large and small. Then have them find equivalent masses to help put the measurements in perspective. For example, a lion has a mass of about 200 kilograms. Have students work together to come up with facts and share them with the whole class.

Extra activity

Gram challenges

Present students with the 100g, 500g and 1kg items. Tell them we would need 10 of an item weighing 10 grams to make the same mass as the 100 g item, and 100 of them to make the 1 kg item. You might explore this using diagrams, arrays, and/or expressions (e.g. 1 eraser = 10 g. 100 erasers = 1000 g or 1 kg).

Challenge students to find objects in the classroom that they estimate, when combined, have a mass of 100 g, 500 g, or 1 kg. Students should put them them into a Ziplock bag, and swap their bag with a partner. Together, pairs of students should weigh their bags and record the findings.

WE READ

6. Listen and read. Then act out. 28

- Have students read the name of the story "Packing clothes" and ask them to read through the scene 1, scene 2, scene 3, scene 4.
- Play the recording 28 twice and students listen to a conversation between Tim, and Mia. In the second time, pause the audio and ask them to repeat.
- Have students work in pairs and practice the dialogue. Invite students to come front to the class and practice. Check the spelling.
- Ask students to provide the value of the story.

Track 28

Mia: What are you doing, tim?
Tim: I'm packing my clothes for traveling with my family this weekend.
Mia: How do you travel?
Tim: I travel by plane.
Tim: I'm done. Do you think how much it weighs?
Mia: I think it's about 3kg.
Tim: I don't think so. I think it's about 4kg.
Mia: Or I can say it's 4 000g.

7. Read the story again. Circle True or False.

Have students read the statements a, b, c, and d. Then they decide if the statement is true or false.

Answer

a. True b. False c. False d. True

WE READ

6. Listen and read. Then act out. 28

PACKING CLOTHES

1 What are you doing, Tim? I'm packing my clothes for traveling with my family this weekend.

2 How will you travel? I travel by plane.

3 I'm done. How much do you think it weighs? I think it's about 3kg.

4 I don't think so. I think it's about 4kg. Or I can say it's 4 000g.

Values: Know how to talk about weight

7. Read the story again. Circle True or False.

a. Tim is packing his clothes. True False
b. Tim travels by train. True False
c. Tim travels with friends. True False
d. Tim's backpack is 4 000g. True False

50

Extra activity

I Spy

Play a game of "I Spy" with your students, but focus on masses. For example, you might say "I spy with my eye an object that has a mass of two grams" or "I spy with my eye an object that is greater than a kilogram." Then have your students predict which object you've chosen using estimation and check the prediction with a scale. Have your child write down the objects and their measurements. Then, switch roles!

Discussion

Is 250 grams of water the same as 250 milliliters of water? Explain

Answer

No because a gram is a unit for measuring mass while a milliliter is a unit for measuring capacity or volume.

Challenge: Make a list of 25 different things that could be measured in liters or milliliters.

UNIT 11: MILLILITER - LITER

LESSON 1

OBJECTIVES

Knowledge: Students will be able to

- understand liters and milliliters as units used to measure capacity,
- identify common objects that have a capacity of about liters or milliliters
- convert liters to milliliters

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, powerpoint lessons.

WARMER

Quiz

Which of the following should not be measured in liters or milliliters? (Circle one.)

gasoline orange juice potatoes dish soap

Why wouldn't you use liters or milliliters to measure this item?

LEAD IN

Identify milliliter and liter to help them recognize the capacity of these units. Show them a bottle of 500ml water and a bottle of 1l water (or you can use 2 bottles of 500ml water for illustrations). Ask students which bottle has more water. 500ml or 1l. As they distinguish the capactity of these units and decide which one is larger, introduce them the topic lesson is about milliliters and liters. Help them realize that 500ml water is a small anmount compared to 1 liter.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 29

- The teacher shows a picture of 1 liter of a banana milk carton, asks students to look at the carton and ask them the question "How much banana milk is there in the box?"
- The teacher writes 1l on the whiteboard in words and numbers: liter (l) and tell them 1 liter (l) = 1 000 millilters (ml)
- Refer to page 51, ask students to look at the book and play the recording 29, ask them to repeat the sentences.
- Drill pronunciation for students.

Track 29

Saleswoman: May I help you, madam?
Customer: I need some milk. How much banana milk is there in the box?
Saleswoman: It's 1 liter or 1000 milliliters.
Customer: OK, give me that one.

2. Read and practice the conversation.

- Have students work in pairs and practice the conversation between Tim and Mia in a limited time.
- Invite some pairs of students to double check.

Mixed ability

Low ability: Focus on these students in class and make sure that they understand and estimate millilter or lilter.

High ability: Ask students more questions about milliliters/ liters: *How much water do you eat everyday? How much milk do you drink in the morning? How much soda do your drink for each time?* Try to elicit and ask them to estimate by using milliliters and liters.

WE PRACTICE

3. Listen and tick (✓) the correct answer. 31

- Have students read the instructions and look at the images in a, b, c, and d. Require them to identify the names and the capacity of these objects such as: a carton of a liter lemon juice, 2 liters of watermelon juice, 1 liter of apple juice, 1 lilter of banana milk, 3 liters of strawberry juice, 4 liters of kiwi juice, 2 liters of milk, and 2 liters of yogurt.
- Play the recording and explain that students will listen to 4 conversations between a boy and a girl, then tick the answer they hear.
- Have students exhange the answers and show the answer key.

Track 30

a. Boy: May I help you?
Girl: I want to buy some juice for my kids. What kind of juice do you have?
Boy: I have lemon juice and watermelon juice. Which one do you like?
Girl: My kids don't like lemons. So, I'll take 2l of watermelon juice.
Boy: Okay. Here you are.
Girl: Thanks.

b. Boy: What would you like to drink? Apple juice or banana milk?
Girl: Uhm… Let me think. I've got 1l of apple juice at home.
Boy: So, you should try banana milk.
Girl: That's okay. I take 1l of banana milk.
Boy: Here you are.

c. Boy: Excuse me, do you have fruit juice?
Girl: Yes, we have strawberry and kiwi juice. Which one do you like?
Boy: Hmm… 3l of strawberry juice, please.
Girl: OK, here you are.
Boy: Thanks.

d. Boy: Excuse me, can I have 1l of yogurt?
Girl: Oh sorry. Our yogurt box is 2l.
Boy: How about milk? Can I buy 2l of milk?
Girl: Yes, sure. Here you are.

Answer

a. watermelon juice b. banana milk
c. strawberry juice d. milk

4. Play the board game.

- Prepare a dice. Have students work in pairs and take turns to roll the dice. When you stop at a number, follow the instructions and answer questions.
- Or the teacher can prepare this game on PPT and ask students to choose the questions randomly and answer.

Extra activity

Questions

1. How many liters are there in 4 000ml?
2. Rio and Jenny sold 5 liters of juice in the morning. They sold 3 liters more in the afternoon. How many liters of juice did they sell altogether?
3. Container A has 500 ml of water while Container B has 800 ml of water. How many more water does Container B has than Container A?
4. Anne sells 5 liters of orange juice. She sold 3, 000 ml in the morning. How many liters of orange juice is left in the afternoon?

LESSON 2

OBJECTIVES

Knowledge: Students will be able to

- understand liters and milliliters as units used to measure capacity,
- identify common objects that have a capacity of about liters or milliliters
- convert liters to milliliters

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, powerpoint lessons.

WARMER

Comparing Volume

Have your students bring in different empty containers from home, such as water bottles, large and small milk cartons, shampoo containers, medicine bottles, soda cans, soda bottles, etc. Then have students identify the volume of each container. Have students order the containers from smallest to largest volumes. If the container has is over a liter, you can challenge students to convert the volume to milliliters.

LEAD IN

Identify the images in exercise 6: soda, tomato ketchup, honey jar, fish sauce. Ask them to guess the capacity of those before listening.

MAIN CONTENT

WE PRACTICE

6. Listen and stick the right liter label on each bottle. 31

- Have students turn to sticker page and play the recording 31, pause and wait for students to take out the stickers for each a, b, c, d.
- Ask students to repeat the sentences which they hear.

Answer

a. b. c. d.

Track 31

a. The coke bottle is 5000ml.
b. The ketchup bottle is 1000ml.
c. There are 3000ml of honey in the jar.
d. There are 6000ml of fish sauce in the bottle.

WE DO

- Have students work individually or in groups and discuss to find capacity of 5 bottles in ml or l. Then students exchange the information.
- Have students say aloud their answers.

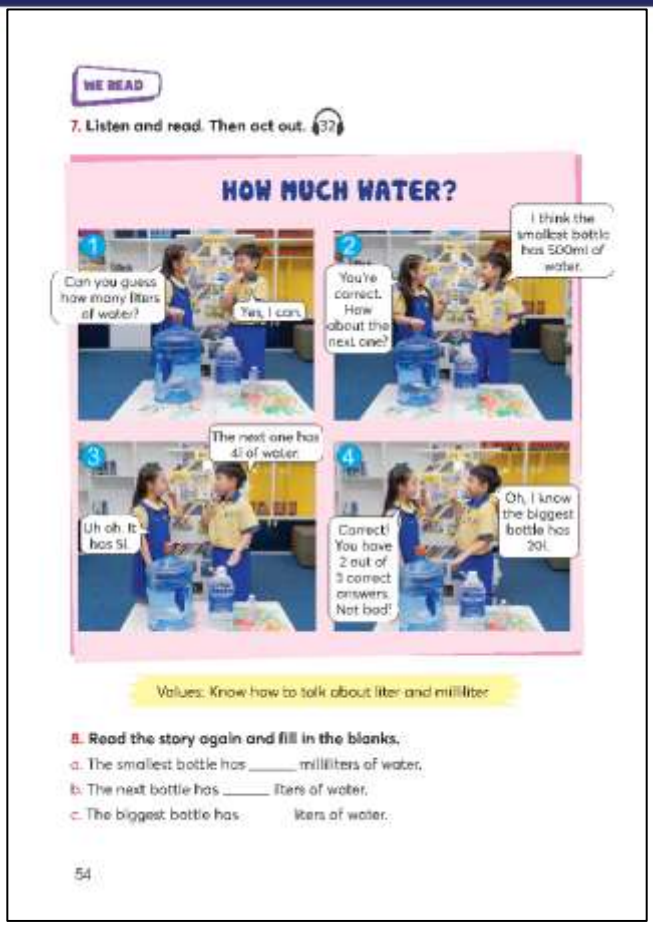
Answer

a.	A bottle of water	1l
b.	A bottle of orange juice	500ml
c.	A bottle of milk	2l
d.	A bottle of honey	1l
e.	A bottle of oil	1l

Extra activity

Volume Match-Up

Bring in a variety of containers such as a shampoo container, soda bottle, soup can, milk carton, etc. On separate pieces of paper, write the liter or milliliter information for each container. Keep a key for yourself. Then remove the labels or cover the volume information. Now have students try and match the volume with the container!


WE READ

7. Listen and read. Then act out. 32

HOW MUCH WATER?

1 Can you guess how many liters of water? Yes, I can.

2 You're correct. How about the next one? I think the smallest bottle has 500ml of water.

3 The next one has 4l of water. Uh oh. It has 5l.

4 Oh, I know the biggest bottle has 20l. Correct! You have 2 out of 3 correct answers. Not bad!

Values: Know how to talk about liter and milliliter

8. Read the story again and fill in the blanks.

a. The smallest bottle has _____ milliliters of water.

b. The next bottle has _____ liters of water.

c. The biggest bottle has _____ liters of water.

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WE READ

7. Listen and read. Then act out. 32

- Have students read the name of the story "How muc water" and ask them to read through the scene 1, scene 2, scene 3, scene 4.
- Play the recording 32 twice and students listen to a conversation between Tim, and Mia. In the second time, pause the audio and ask them to repeat.
- Have students work in pairs and practice the dialogue. Invite students to come front to the class and practice. Check the spelling.
- Ask students to provide the value of the story.

Track 32

Mia: Can you guess how many liters of water?
Tim: Yes, I can.
Tim: I think the smallest bottle has 500ml of water.
Mia: You're correct! How about the next one?
Tim: The next one has 4l of water.
Mia: Uh oh. It has 5l.
Tim: Oh. I know the biggest bottle has 20l.
Mia: Correct! You have 2 out of 3 correct answers. Not bad!

8. Read the story again and fill in the blanks.

- Have students read the statements and fill the missing word in the blank.
- While reading, underline the key words to help students well understood.

Answer

a. 500 b. 5 c. 20

Extra activity

Station 1: Chocolate Bubble Cakes

In this station we use the scales to measure and make Chocolate Bubble Cakes. We suggest that you carry out this station as a whole class (as it involves cooking over heat and the use of edible ingredients). Alternatively, this could be done in small groups if you have a lot of available adult or very responsible student helpers available. Print off the instructions below for each group. If you feel the food context is not appropriate for your classroom, you could make a different, non-food item (e.g. slime or play dough).

Station 2: As Light as a Feather

In this station we use kitchen scales and 10 gram weights to figure out the mass of very light objects.

Ask the students to find objects in the class they think will weigh about 10 grams and compare these to the weights. Then they need to weigh the object on the kitchen scales and record the working done to get the answer. Students ready for extension could be asked to find, measure, and record different combinations of classroom objects that have a mass of 10g, 20g, 30g etc. (i.e. different multiples of 10).

Station 3: Light Challenges

In this station we use the "feel" of 10 grams to make some guesses about light objects. We are not allowed to use any measuring scales to help with our guesses.

Present students with a variety of light objects in different, closed containers (e.g. paper clips, counters, drawing pins, cm cubes). Make memo pad paper and pencils available to students. Pass around the objects, or arrange them in the middle of a class circle. Have students feel the objects, and write their name and an estimate of the mass of each object on a piece of paper. reveal, as the teacher, the mass of each item.

Station 4: Gram Challenges

Present students with the 100 g, 500 g and 1 kg items. Tell them we would need 10 of an item weighing 10 grams to make the same mass as the 100 g item, and 100 of them to make the 1 kg item.

UNIT 12: AREA OF A RECTANGLE OR A SQUARE

LESSON 1

OBJECTIVES

Knowledge: Students will be able to

- know how to find the area of a rectangle and a square
- know how to measure the length and width of objects and find the area of real objects

Reading and Writing: Multiple-choice answers

Math skills: making calculations of the area (cm^2)

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, powerpoint lessons.

WARMER

How to Play the Equivalent Fractions Game

- This is a two-player game and each student will need a colored pencil.
- Students take turns drawing a card from the pile. As they draw a card, they then color in the given fraction on the game board.
- If no shape is available to create the fraction, the turn is skipped.
- The first player to get four in a row is a winner.

LEAD IN

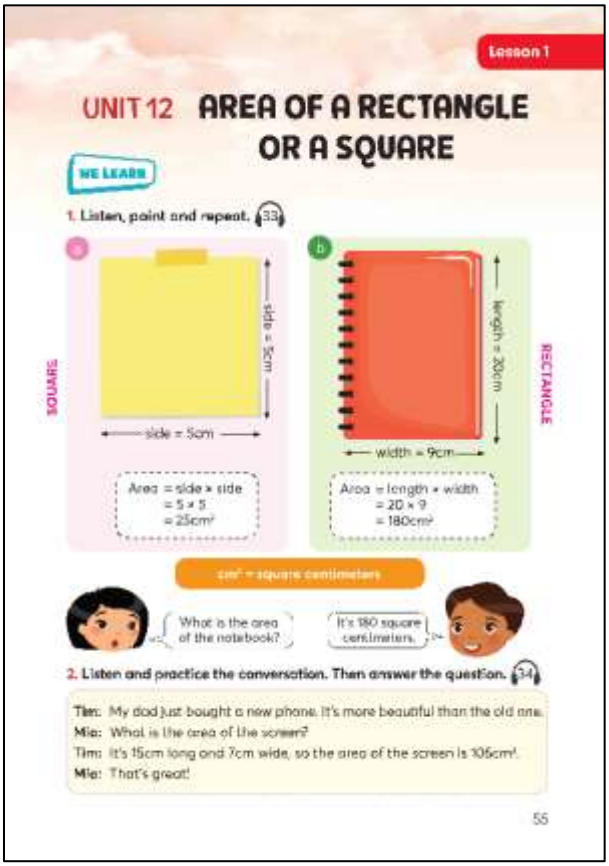
Show the picture of a note and a notebook. Ask students what shape it is like "a square or a rectangle". Show students the length and the width.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 33

- Explain or show them the area of these shapes and how to calculate.
- A note is like a square. To find the area of a square, we multiply the length and the width. The length and the width are equal. They're 5cm. So we solve the problem: The area of the note is to multiple the 2 sides: 5 x 5 = 25cm^2. Drill pronunciation cm^2 and show students how to read.
- A notebook is like a rectangle. To find the area of a rectangle, we multiply the length and the width. Ask students how long/ wide the notebook is. Show them how to multiply and show the result.
- Make sure students to get well and understand how to find the area of a rectangle or a square.



Mixed ability

Low ability: The teacher can change the length and width of a rectangle or a square, then ask students in this level to find the area.

High ability: Ask them to find the small objects in the classroom like: their notebooks, rulers, etc and find the area of these objects.

2. Listen and practice the conversation. Then answer the question. 34

- Show a picture of a phone and ask them what it is.
- Introduce students to listen a conversation between Tim and Mia about buying a new phone. Students listen without opening the textbook.
- Show these questions for students to answer while listening:

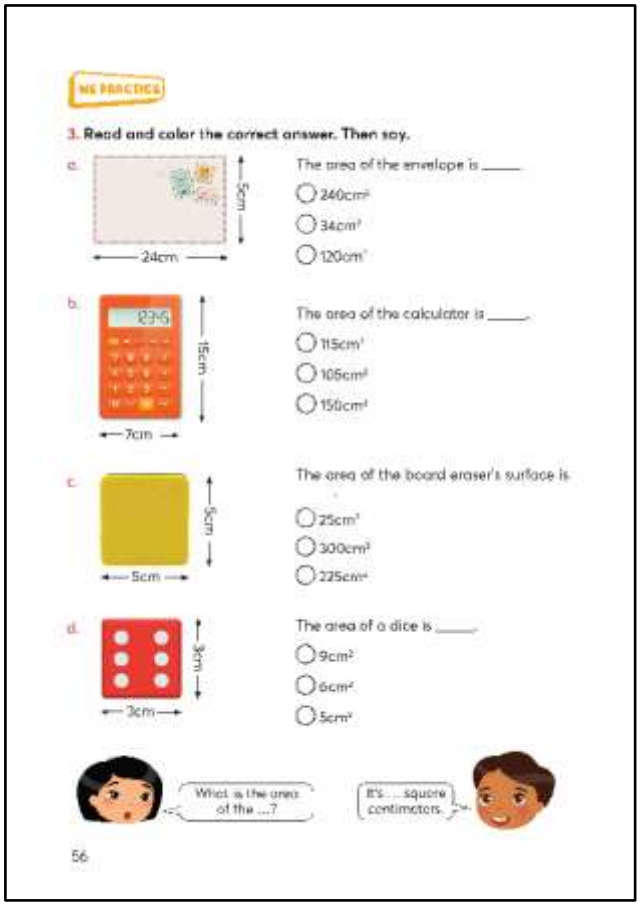
a. Who got a new phone? Tim or Mia?
b. Who bought the phone for him/her?
c. How long/ wide is the phone?
d. What's the area of the screen?

- Now asks students to open their book, see the scripts and confirm the correct answer.
- Allow students to practice the conversation together.

WE PRACTICE

3. Read and color the correct answer. Then say.

- Have students look at the measurement of the objects, identify the objects as an envelope, a calculator, a board eraser, and a dice.
- Ask students to read the statements and the multiple-choice options.
- Have students slove the problems and provide the correct answer by coloring.
- Always correct students' spelling and pronunciation, especially the english words, numbers, and square centimeters.
- Have students practice, Student A: What's the area of the envelop/ a calculator/ a board eraser/ a dice?, student B: It's … square centimeters.



Answer

a. 120cm^2 b. 105cm^2 c. 25cm^2 d. 9cm^2

Extra activity

Multiple-choice questions

Following quiz provides Multiple Choice Questions. The teacher will have to read all the given answers and students say the correct answer.

Q1: If the side of a square is 7 m, then find its area.

A - 49 square meter
B - 48 square meter
C - 45 square meter
D - 42 square meter

Q2: If the length and width of a rectangle are 10 m and 8 m, then find its area.

A - 80 square cm
B - 86 square meter
C - 80 square meter
D - 84 square meter

Q3: If the side of a square is 11 cm, then find its area.

A - 110 square cm
B - 132 square cm
C - 120 square cm
D - 121 square cm

Q4: If the length and width of a rectangle are 8 cm and 6 cm, then find its area.

A - 48 square cm
B - 48 square mm
C - 46 square cm
D - 42 square cm

Q5: If the side of a square is 14 m, then find its area.

A - 192 square meter
B - 198 square meter
C - 196 square meter
D - 196 square units

Q6: If the length and width of a rectangle are 15 cm and 13 cm, then find its area.

A - 192 square cm
B - 195 square m
C - 196 square cm
D - 195 square cm

Bits and Pieces

Students work with a partner to use two or three cardboard templates of different rectangles and squares to make a composite shape. Students trace around the outline of the composite shape and mark and label the lengths of all sides on 1cm grid paper. Students swap their drawing with another pair of students, who must find the area of the composite shape from the given dimensions. Students check their answer by comparing with the areas of the cardboard templates.

LESSON 2

OBJECTIVES

Knowledge: Students will be able to

- know how to find the area of a rectangle and a square
- know how to measure the length and width of objects and find the area of real objects

Reading and Writing: Multiple-choice answers

Math skills: making calculations of the area (cm^2)

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, powerpoint lessons.

WARMER

Yes/No Class game.

One student chooses and measures a surface in the classroom, and calculates the area in square centimetres. The class is told the area measurement and has to guess which object or surface was chosen. Students selected to be "in" may have to measure their area during a break when the class is not in the room.

LEAD IN

Introduce some english words in exercise 4 such as: *the bookstore, the crayons and the pencil case*. Explain that students will find the area of the crayon box and the pencil case.

MAIN CONTENT

WE PRACTICE

4. Read and solve the problems.

- Refer to page 57. Have students read the given data and try to understand the problems.
- Ask students to solve the problems and provide the answer.

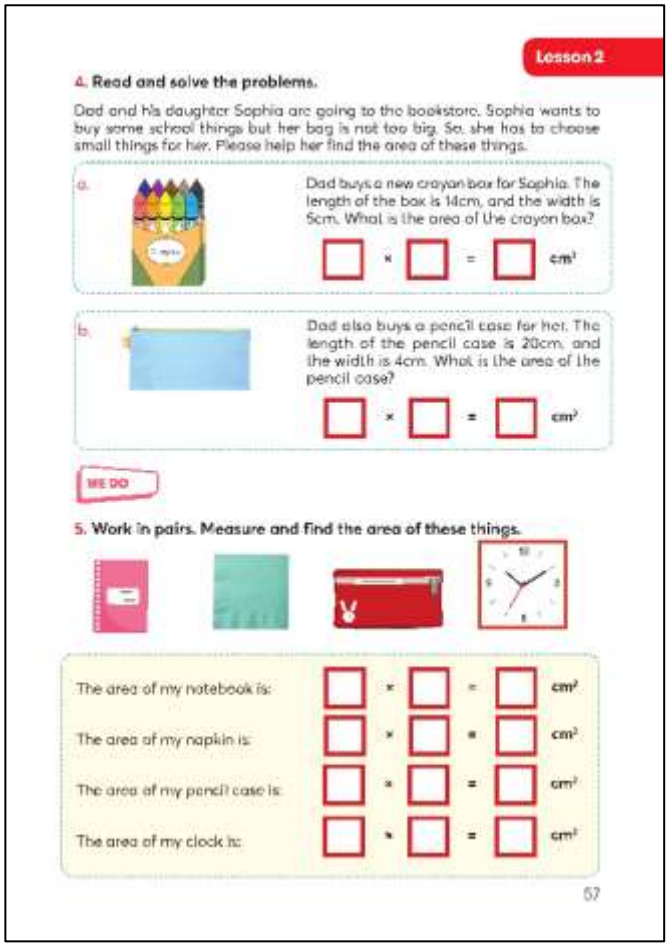
Answer

a. $70cm^2$ b. $80cm^2$

Fast finisher

Answer the questions

1. Where are Sophia and her dad going to?
2. What does Sophia's dad buy for her?
3. What's the length and the width of the crayon box?
4. What's the length and the width of the pencil case?


Lesson 2

4. Read and solve the problems.

Dad and his daughter Sophia are going to the bookstore. Sophia wants to buy some school things but her bag is not too big. So, she has to choose small things for her. Please help her find the area of these things.

a. Dad buys a new crayon box for Sophia. The length of the box is 14cm, and the width is 5cm. What is the area of the crayon box?

b. Dad also buys a pencil case for her. The length of the pencil case is 20cm, and the width is 4cm. What is the area of the pencil case?

WE DO

5. Work in pairs. Measure and find the area of these things.

The area of my notebook is:
The area of my napkin is:
The area of my pencil case is:
The area of my clock is:

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WE DO

5. Work in pairs. Measure and find the area of these things.

- Show the images of a notebook, a napkin, a pencil case, and a clock. Drill pronunciation for students.
- Ask students to measure their own things and find the area of these items.
- Present their answer to the class. Use whole statements to present.

Example:

This is my notebook. It's like a rectangle. The length is … and the width is …. . So the area of my notebook is ….

This is my napkin. It's like a square. The sides are….. . So the area of my napkin is ….

This is my pencil case. It's like a rectangle. The length is … and the width is …. . So the area of my pencil case is ….

This is my clock. It's like a square. The length is … and the width is …. . So the area of my clock is ….

WE READ

6. Listen and read. Then act out. 35

- Have students read the name of the story "Planting vegetables" and ask them to read through the scene 1, scene 2, scene 3, scene 4.
- Play the recording 35 twice and students listen to a conversation between Tim, and Mia. In the second time, pause the audio and ask them to repeat.
- Have students work in pairs and practice the dialogue. Invite students to come front to the class and practice. Check the spelling.
- Ask students to provide the value of the story.

Track 35

Mia: Tim, my mom wants to plant vegetables at home.
Tim: But your house doesn't have a yard. How can she do that?
Mia: My mom buys some trays to plant them.
Tim: Oh. That's a good idea. But how big is a tray?
Mia: A tray is like a rectangle but there are many squares in it.
Mia: It's about 2 000cm^2.
Tim: Okay. Then your family has green and clean vegetables.

WE READ

6. Listen and read. Then act out. 35

PLANTING VEGETABLES

Values: Know how to talk about the area of the tray

7. Read the story again. Underline and correct the mistake in each sentence.

a. Mia's mom wants to plant flowers. _____
b. Mia's house has a yard. _____
c. Mia's mom plants vegetables in some boxes. _____
d. The area of the tray is about 200cm². _____

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7. Read the story again. Underline and correct the mistake in each sentence.

- Have students read the sentences and find the mistake in each sentence, underline and correct the mistakes.
- Do an example for students.

Answer

a. Mia's Mom want to plant flowers. (vegetables)
b. Mia's house has a yard. (doesn't have)
c. Mia's mom plants vegetables in some boxes. (trays)
d. The area of the tray is about 200cm^2. (2000 cm^2)

Fast finisher

Ask them to work in pair and answer these questions below.

1. What does Mia's mom want to plant?
2. Does Mia's house have a yard?
3. What does Mia's mom use to plant vegetables?
4. What shape is a tray like?
5. What's the area of the tray?

Extra activity

Area Dice Game

- A game for 2 or 3 players.
- Each player chooses a colour pencil or texta they will use in the game.
- Players take turns rolling the dice, using the numbers that they rolled to draw the perimeter of a rectangle or square & writing the area in the middle of the shape.
- Game ends when players run out of room to draw.
- Winner is the player who has used the largest area/most squares.

A couple of tips:

Have the students add up their areas as they go so that it is easier for them to work out the winner in the end!

I always take with me a class set of dice, just in case I can't locate any in the classroom that I'm in. You can usually find cheap dice in discount stores or on eBay.

I also take with me a book of 1cm grid paper. I buy this from a newsagency. Grid paper is handy to have for games like this one, maths, graphing, and creating word searches & crosswords.

REVIEW 4

OBJECTIVES

Knowledge: Students will be able to

- review and practice the units of weight (Kilogram – gram) and units of mass (milliliter – liter)
- review how to measure the length and width of objects and find the area of real objects

Reading and Writing: True/ False, crossword, gap fill

Math skills: making calculations of weight, capacity and the area of a rectangle or a square

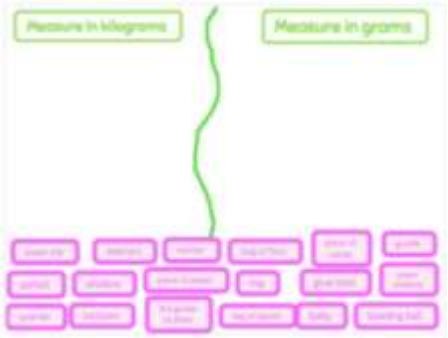
MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, powerpoint lessons.

WARMER

Mass Sort (grams and kilograms)

Choose the **T** tool and sort each item into the correct category (would you measure it's mass using grams or kilograms as your unit of measure). For example, if the item was a quarter you would put it under measure in grams!



LEAD IN

Introduce students to practice the exercise about kilograms, grams, milliliter, liter and find the area of a rectangle and a square.

MAIN CONTENT

1. Look, read and tick (✓) True of False. If False, then write the correct answer.

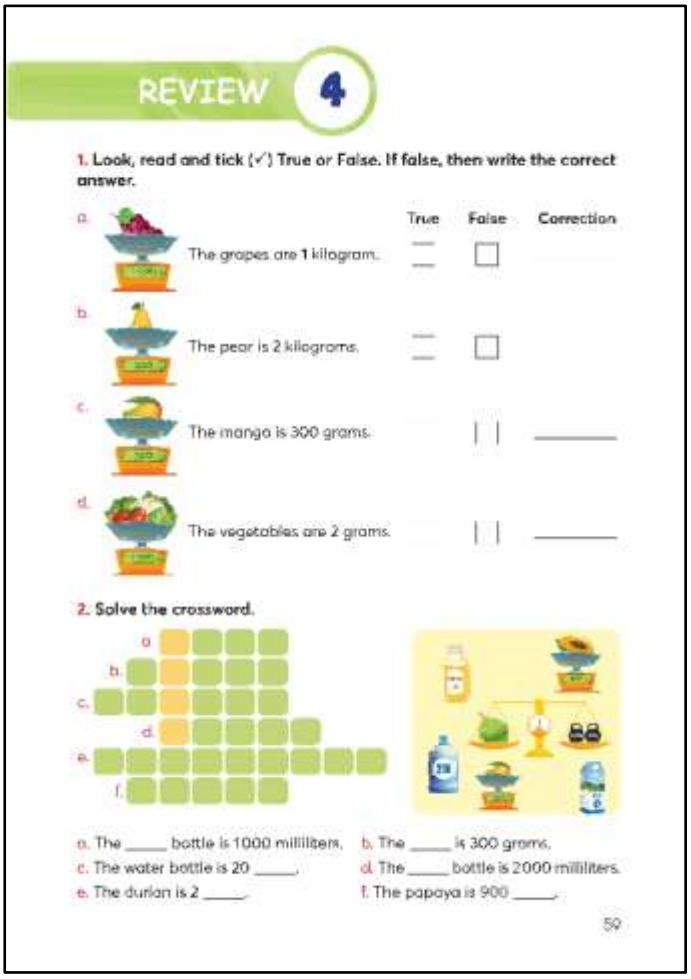
Have students look at the scale and the weight of fruits on it. Then read the statements and identify if it's True or False.

In case the statement is false, find and cross out the mistakes in the sentence and write the correct one.

Have students say aloud full sentences and their answers.

Answer

a. True b. False (The pear is 200 grams.)
c. True d. False (The vegetables are 2000 grams.)



2. Solve the crossword.

- Explain that students have to solve the crossword.
- Ask students look at the pictures in the box and identify the objects in advance (honey 2l, water 20l, milk 1l, papaya 900g, durian 2000g or 2kg, mango 300g).
- Start with each statement a, b, c and d. Ask students to read and choose the missing word. Then write the correct letters in the boxes.

Answer

a. milk b. mango c. liters
d. honey e. kilograms f. grams

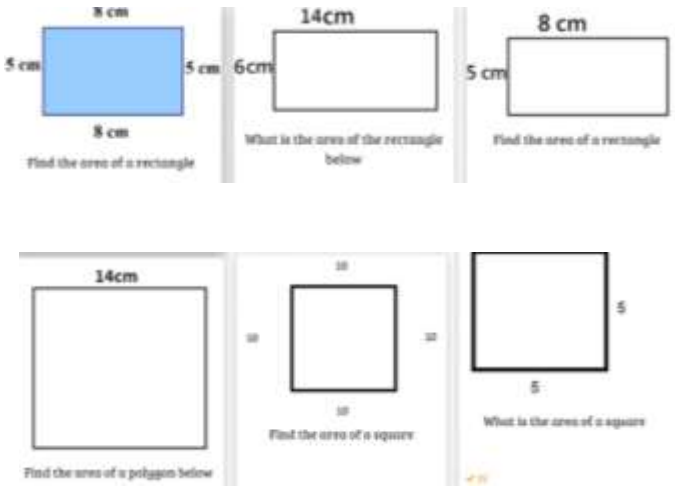
Fast finisher

Ask students who finish ealier, give spelling of those words to help weak students or the teacher can even call them to write the words on the whiteboard.

Extra activity

Game preview – Area of a rectangle or a square

What is the formular for area of a square or a rectangle?



3. Listen, fill in the blanks and tick (✓) the correct answer. 36

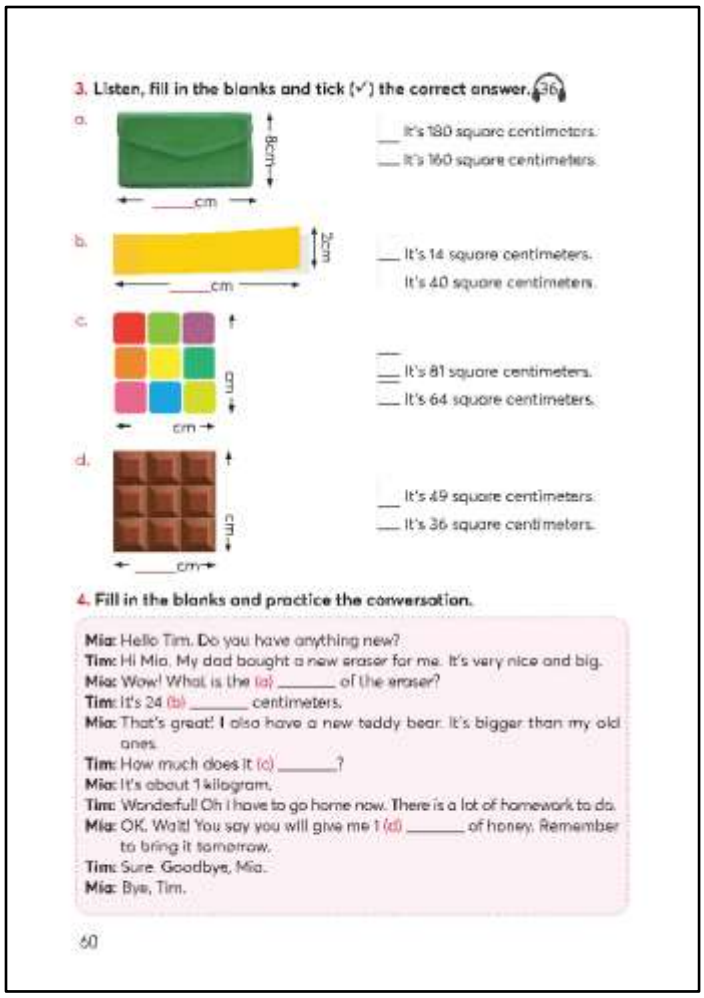
- Have students pay attention on the blanks on each picture.
- Picture a: listen and write the length of the wallet, then listen and tick the correct area of it.
- Picture b: Listen and write the length of the sticker note and the area.
- Picture c: Listen and write the 2 sides of the rubik and the area.
- Picture d: Listen and write the 2 sides of the chocolate and the area.
- Run the recording 36 and pause if needed.

Answer

a. 20. Its area is 160cm^2.
b. 7 cm long and 2 cm wide. Its area is 14cm^2.
c. 9 cm. Its area is 81cm^2.
d. 6 cm. Its area is 36cm^2.

Track 36

a. The wallet is 20 centimeters long and 8 centimeters wide. Its area is 160cm^2.
b. The sticker note is 7 centimeters long and 2 centimeters wide. Its area is 14cm^2.
c. All sides of the rubik's surface are 9 centimeters. Its area is 81cm^2.
d. All sides of the chocolate are 6 centimeters. Its area is 36cm^2.



3. Listen, fill in the blanks and tick (✓) the correct answer. 36

a. 8cm ____cm
___ It's 180 square centimeters.
___ It's 160 square centimeters.

b. 2cm ____cm
___ It's 14 square centimeters.
___ It's 40 square centimeters.

c. ____cm ____cm
___ It's 81 square centimeters.
___ It's 64 square centimeters.

d. ____cm ____cm
___ It's 49 square centimeters.
___ It's 36 square centimeters.

4. Fill in the blanks and practice the conversation.

Mia: Hello Tim. Do you have anything new?
Tim: Hi Mia. My dad bought a new eraser for me. It's very nice and big.
Mia: Wow! What is the (a) _____ of the eraser?
Tim: It's 24 (b) _____ centimeters.
Mia: That's great! I also have a new teddy bear. It's bigger than my old ones.
Tim: How much does it (c) _____?
Mia: It's about 1 kilogram.
Tim: Wonderful! Oh I have to go home now. There is a lot of homework to do.
Mia: OK. Wait! You say you will give me 1 (d) _____ of honey. Remember to bring it tomorrow.
Tim: Sure. Goodbye, Mia.
Mia: Bye, Tim.

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4. Fill in the blanks and practice the conversation.

- Ask students work in groups to read the conversation between Tim and Mia. Guess the missing information and fill in the blanks.
- Then have students' answer and correct mistakes.
- Work in pairs and practice the conversation.

Answer

a. area b. square c. weigh d. liter

Mixed ability

Low ability: Ask students some basic questions about the dialogue. *Who bought a new eraser for Tim? What's the area of the eraser? What does Mia have? How much does it weigh?*

High abilty: Ask students to create their own and choose their own items. The teacher gives a model conversation with the blanks and ask students in this level to come up with a new dialogue.