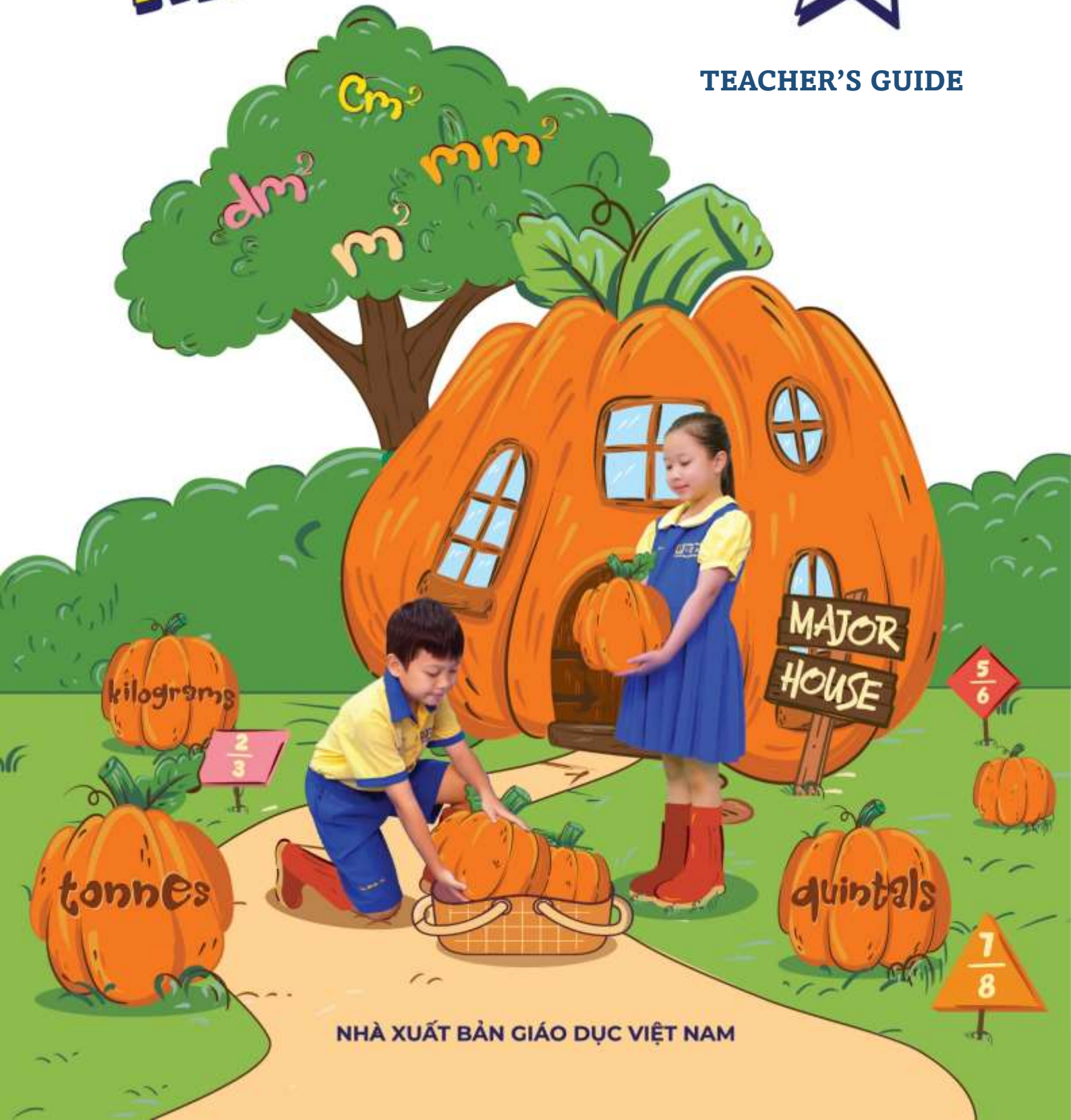
LÊ QUÝ MAI HUYÊN (Chủ biên) - TRƯƠNG VĂN ÁNH
NGUYỄN THỊ NGỌC BÍCH - LÊ BÁ CƯỜNG

MAJOR MATH 4

TEACHER'S GUIDE



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

TOUR OF A UNIT

LESSON 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.

The demonstration pictures of the new vocabulary. It helps students to visualize and remember it easily.

WE PRACTICE

In this part, there is a small game for students to practice the new vocabulary or practice speaking in a more enjoyable way with teachers and their classmates.

An exercise to practice the new vocabulary.

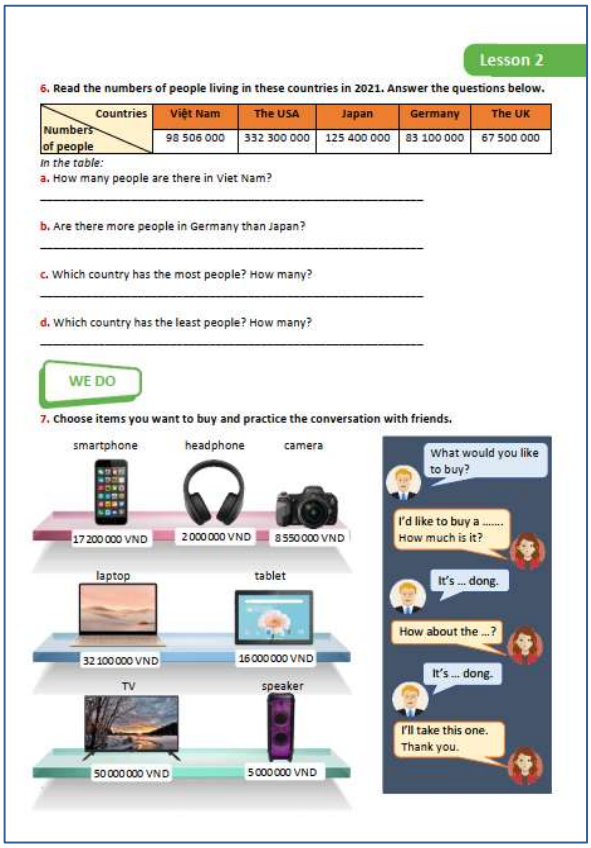
A fun game for young students.

LESSON 2

WE PRACTICE

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

An exercise to practices the new knowledge.


Lesson 2

6. Read the numbers of people living in these countries in 2021. Answer the questions below.

Countries / Numbers of people	Việt Nam	The USA	Japan	Germany	The UK
	98 506 000	332 300 000	125 400 000	83 100 000	67 500 000

In the table:

a. How many people are there in Viet Nam?

b. Are there more people in Germany than Japan?

c. Which country has the most people? How many?

d. Which country has the least people? How many?

WE DO

7. Choose items you want to buy and practice the conversation with friends.

WE DO

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

Students make their own conversation between a customer and a salesperson at a store. Ask and answer the price of the items.

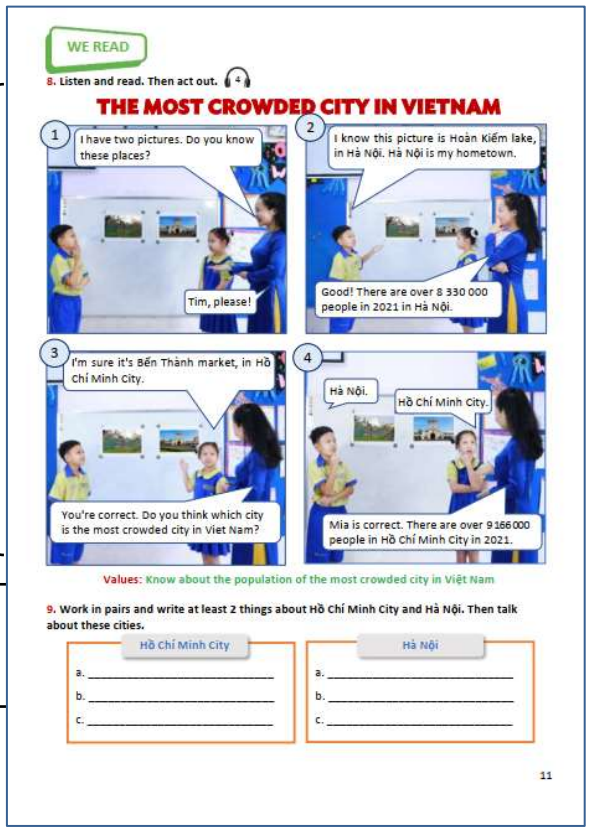
WE READ

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

Post-reading – help students summarize all the knowledge


WE READ

8. Listen and read. Then act out.

THE MOST CROWDED CITY IN VIETNAM

Values: Know about the population of the most crowded city in Việt Nam

9. Work in pairs and write at least 2 things about Hồ Chí Minh City and Hà Nội. Then talk about these cities.

Hồ Chí Minh City	Hà Nội
a.	a.
b.	b.
c.	c.

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UNIT 1: MILLIONS

OBJECTIVES

Knowledge: Students will be able to

• Learn how to recognize, read, write numbers up to hundred million in standard form and word form.

• Apply numbers in basic communication situations.

Vocabulary: *Numbers (three million, twenty-six million, seven hundred million), things (phone, watch, motorbike, tablet, car), cities (Cần Thơ, Đà Nẵng, Huế), rivers (Amazon, Mekong, Nile)*

Listening: Listen to the conversations with multiple choice questions.

Speaking: Ask and answer about the price of things, the length of rivers, the population of countries/ cities by using numbers.

MATERIALS

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

Lesson 1

WARMER

Memory

Divide the children into two teams and lay out sixteen cards on the table or floor and turn them face down. A pair of cards goes with numbers and words: *300 – three hundred; 550 – five hundred and fifty; 720 – seven hundred and twenty; 990 – nine hundred and ninety; 1 000 – one thousand; 10 000 – ten thousand; 50 000 – fifty thousand; 100 000 – one hundred thousand*. The players from the teams will turn over a pair of cards in sequence. If the two cards match together, then they keep the card, otherwise they turn the cards face down again. The winner is the team with the most cards when all the cards have been taken.

LEAD IN

- Remind students that they learned numbers within hundreds and thousands.
- Help students remember math vocabulary: *digits, hundred, thousand, comes right after, comes right before* by asking them some questions:
- *How many digits are there in this number?*
- *Which number comes right before/ after number 100?*
- Introduce the learners to learn about the numbers within millions.

MAIN CONTENT

WE LEARN

1. Listen and repeat.

Have the learners turn to the textbook page 8 and start there with a class activity. Read the instructions for the learners. Explain the numbers: 3 000 000, 26 000 000, 700 000 000 and ensure they firstly understand the concept and they know what to do. Work through each number carefully with the learners and ensure that they look, say and these numbers.

Run Track 1 and have all the learners listen how they pronounce and repeat. If you have a large class, always attract learners' attention before listening.

2. Listen and read.

Before running Track 2, elicits pictures and words: phone, people, Nile river. Have learners try ty guess the price of the phone, the population of Việt Nam in 2021, and the length of Nile river. Help learners repeat all these words.

Explain the concept of listening what they have to hear. The aim of this listening piece is to teach learners Wh-questions: How much, How many, How long and the way to response these questions.

Run Track 2 and have students repeat questions and answers. Work in pairs to practice again with the support of teachers and assistants.

3. Work in pairs. Use How much, How many, How long to ask. Then answer.

Allow learners to say the words in this exercise firstly: watch, motorbike, Cần Thơ, Đà Nẵng, Amazon river, Mekong river. With the given information and Wh-questions, learners discuss to question and answer. Inviting some pairs of learners to do examples after the limited time and correct the mistakes. By this way, teachers estimate how much the learners understand the lesson. Ensure that they can use the whole sentences to practice.

4. Look at the table, read and circle the correct answer.

Explain the concept of this exercise. Characterize Mr. Nam and Mrs. Trang and the four last months in a year. Show and explain the table of saving money from these two people. Have learners look at the table and choose the correct answers. Make sure that learners can read all the numbers and the months in the table. Learners can identify the amount of money which is relevant to the month.

Fast Finisher: The quick learners who finish earlier, let them time to practice speaking skills. By asking more questions which are related to the information in the table or read all the numbers again.

How much does Mr. Nam/ Mrs Trang save in August/ September/ November/ December?

How much does Mr. Nam/ Mrs. Trang save in 4 months?

5. Listen and circle the correct answer.

Guide learners to read over all the questions and answer to ensure that they understand them and focus on the key information before listening. Explain what they have to hear: numbers about price, length, population. Run the track 3 and repeat it 3 times in sequence. Pause if the learners get trouble or they can't catch the audio. Learns listen to all the questions on the first time, good students complete the answers if they are able to listen well, then learners have chances to listen again on the second time and fix the

questions/ answers they miss on the first time. Have a check how many of them can complete/ uncomplete. The last time for listening to help teachers and learners double check. In this step, pause the audio and have students give their own answers. If necessary, explain and show them some new words in the listening.

Answer

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

Track 3

a. How long is the Nile river?
Boy: Do you know the longest river in the world?
Girl: I know. It's the Nile river.
Boy: How long is it?
Girl: It's about 6 650 000 meters**.** *(six million six hundred and fifty thousand meters)*
b. How much is the tablet?
Girl: Is this your new tablet?
Boy: Yes. It's my birthday present. My dad bought it for me.
Girl: Wow! How much is the tablet?
Boy: It's about 8 500 000 dong. (*eight million five hundred thousand dong*)

c. How many people are there in Huế in 2021?
Girl: Hey, do you know how many people there are in Hue?
Boy: I learn from my teacher that there are over 1 133 000 people in 2020.
Girl: How about in 2021?
Boy: Let me check. *(Pause 2s)* Hmm… There are over 1 153 000 people in 2021.
Girl: Thank you.
d. How much is the car?
Boy: I'm so happy because my dad has a new car for him. He really loves the car.
Girl: Wow!
Boy: I like the color. It's so cute. How much is it?
Girl: It's nearly 950 000 000 dong. *(nine hundred and fifty million dong)*

Extra activity

Radom numbers

Preparing the number cards from 1 to 9. Fix the number in a form of 7-digit numbers as below. It can be written on the board.

?	?	?	?	0	0	0

The players pick up 4 number cards in sequence and fill the numbers in the blanks. Then they have own numbers. Players must say the numbers correctly, if not they have to ask friends for help and repeat.

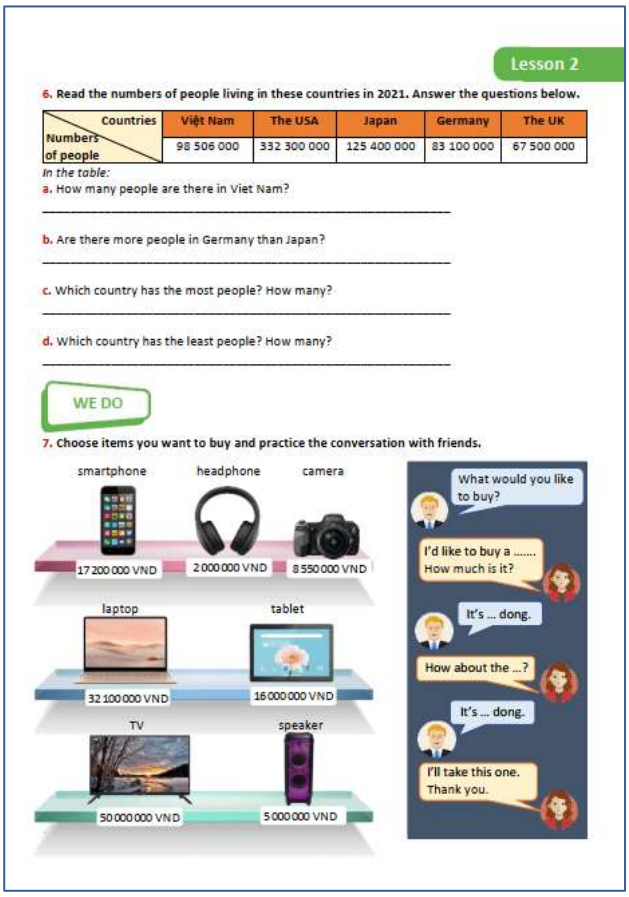
Pictionary

Preparing the word list which includes about 6-10 words: *tablet, laptop, smart TV, headphone, camera, speakers, motorbike, watch, bike, phone, river.*
Divide the class into 2-3 team depending on how large the class is.
One player from each team try to draw the picture to illustrate the word which is shown for him/ her. Another player in different team can guess and say out loud the word which has in their mind.

Read my lips

One child mouths a number silently and another child or other children try to guess what numbers she/he is saying. This game works in pairs, groups, or with one child standing in front of the whole class.

one million	one hundred million
twenty million	ten million five hundred thousand


Lesson 2

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In the table:
a. How many people are there in Viet Nam?
b. Are there more people in Germany than Japan?
c. Which country has the most people? How many?
d. Which country has the least people? How many?

WE DO

7. Choose items you want to buy and practice the conversation with friends.

Lesson 2

WARMER

Circle it

Put the number cluster on a board (numbers within millions are the priority, teachers can also mix with thousands or hundreds.) For example, circle any numbers that are less than 1 000 000. Circle all the odd/ even numbers. Ask the students to circle one, then call on somebody else to circle another until learners have found them all.

LEAD IN

Introduce students to practice exercises about numbers within millions.
Encourage students and give some compliments or explanation before starting the lesson.
Let students turn their books to page 10 and page 11.
Ensure all the students have their own books, if someone forgot the book, ask other students to share the books with him/ her.

6. Read the numbers of people living in these countries in 2021. Answer the questions below.

Explain data in the table: countries and its population. Give some minutes to look and read before asking questions. Ensure that students can say the name of all these countries: Việt Nam, The USA, Germany, The UK and Japan. To make the lesson more interesting, prepare some flashcards of these countries' flag. In sequence, ask the questions and have students to answer. Remember to help them with full sentences and numbers.

Answer

a. There are 98 506 000 people in Việt Nam in 2021.
b. No, there aren't.
c. The USA has the most people with 332 300 000 people.
d. The UK has the least people with 67 500 000 people.

7. Choose items you want to buy and practice the conversation with friends.

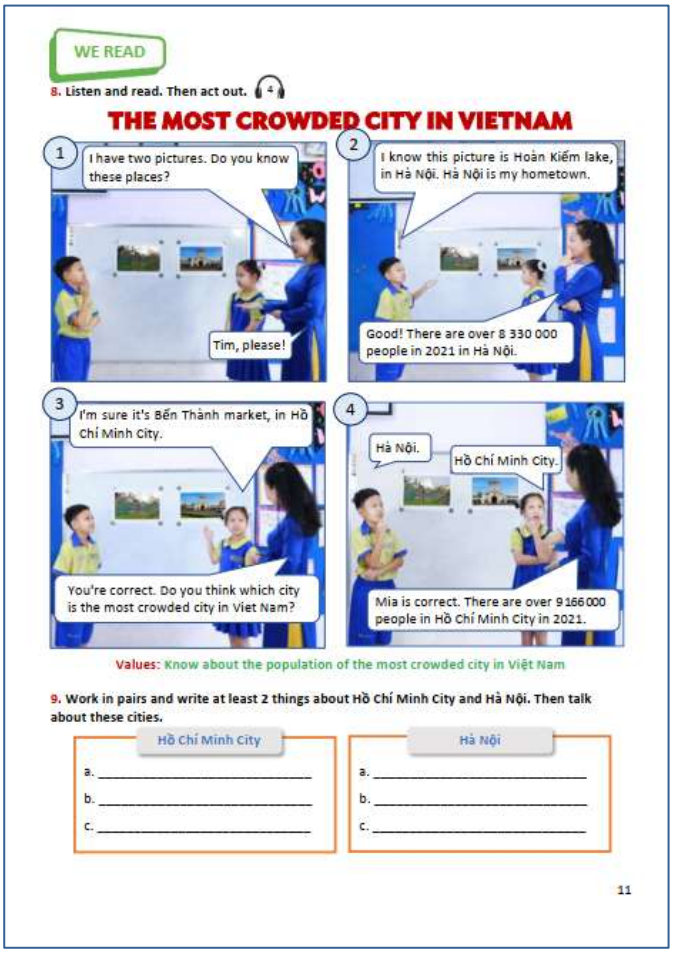
Explain that this is a store where people sell some products. Students identify the names of the items before they practice the conversation. Explain the concept of exercise 7: a conversation between a salesperson and a customer. Follow the sample conversation to practice with friends.

A: What would you like to buy?
B: I'd like to buy… (a name of a product). How much is it?
A: It's … dong. (say the price)
B: How about the …? (a name of another product)
A: It's … dong. (say the price)
B: I'll take this one. Thank you.

Make sure all the learners take time to practice in pairs with the supports of teachers or assistants.

8. Listen and read. Then act out.

Remind names of the characters in the story: Tim, Mia, and the teacher – Ms Jessica. Ask some information which are related to each picture.
Who are in the pictures?
What's Tim/ Mia pointing at?
Run Track 4 for twice, only listen for the 1st time, pause and repeat for the 2nd time. Give some minutes to practice in pairs. Invite some pairs of students to check pronunciation.


WE READ

8. Listen and read. Then act out.

THE MOST CROWDED CITY IN VIETNAM

1 I have two pictures. Do you know these places?
Tim, please!

2 I know this picture is Hoàn Kiếm lake, in Hà Nội. Hà Nội is my hometown.
Good! There are over 8 330 000 people in 2021 in Hà Nội.

3 I'm sure it's Bến Thành market, in Hồ Chí Minh City.
You're correct. Do you think which city is the most crowded city in Viet Nam?

4 Hà Nội. Hồ Chí Minh City.
Mia is correct. There are over 9 166 000 people in Hồ Chí Minh City in 2021.

Values: Know about the population of the most crowded city in Việt Nam

9. Work in pairs and write at least 2 things about Hồ Chí Minh City and Hà Nội. Then talk about these cities.

Hồ Chí Minh City
a. _____
b. _____
c. _____

Hà Nội
a. _____
b. _____
c. _____

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9. Work in pairs and write at least 2 things about Hồ Chí Minh City and Hà Nội. Then talk about these cities.

Have students some minutes to read the story again. Find and underline the relevant information with Hồ Chí Minh and Hà Nội. Write at least 2 sentences in the blanks and read out loud their answers.

Answer

Hồ Chí Minh City:
a. There's Bến Thành market in Hồ Chí Minh City.
b. There are over 9 166 000 people in 2021.
c. HCMC is the most crowded city in Việt Nam.
Hà Nội
a. There's Hoàn Kiếm lake in Hà Nội.
b. There are over 8 330 000 people in Hà Nội in 2021.
C. Hà Nội is the capital of Việt Nam.

Fast Finisher: Students have quick finish, ask them to think more sentences to mention Hồ Chí Minh City and Hà Nội. By this way, teachers can check how much knowledge the students know. Or ask them some questions after the text: How many people are there in Hồ Chí Minh City/ Hà Nội in 2021?

UNIT 2: UNITS OF LENGTH

(km, m, dm, cm, mm)

Lesson 1:

OBJECTIVES

Knowledge: Students will be able to

• recognize, read, and write the basic units of length (km, m, dm, cm, mm) in full form and short form.

• convert units of length.

Vocabulary: *kilometer, meter, decimeter, centimeter, millimeter.*

Recycled vocabulary: *pool, hospital, supermarket, tennis field, measure, stage.*

Listening: Listen to the new word and repeat.

MATERIALS

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

WARMER

Whisper Game:

- Ask students to play in teams of six. Each team will line up in front of the board.
- Whisper a number to the last student in the line. He/ she continues whispering the number to the student in front of them until the number reaches the first student.
- The first student then writes the numeral form on the board.
- The team with the fastest and correct number will get the point.

LEAD IN

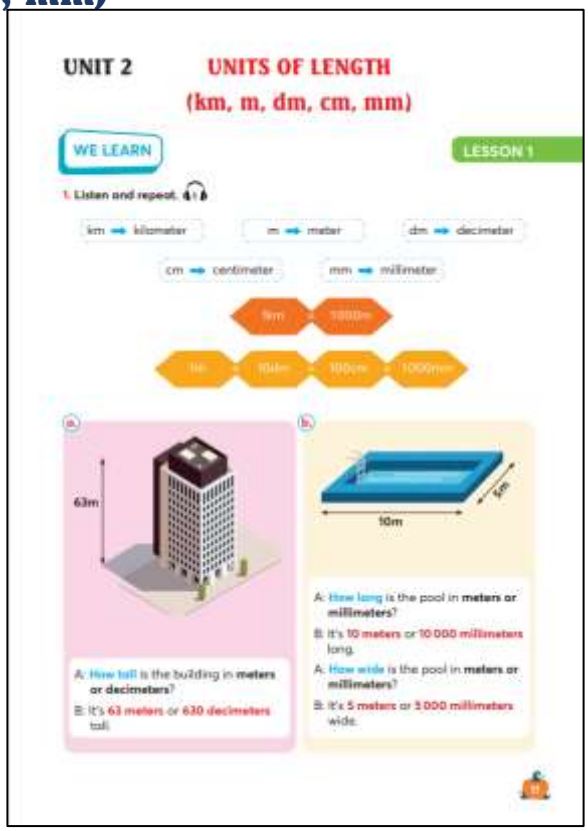
Ask students how tall they are. Give a model question to help them understand the question. Example: " I am 1 meter and sixty-two centimeters tall. Introduce the topic of the lesson, which is about units of length (km, m, dm, cm, mm).

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 5

- Teach new vocabulary: kilometer, meter, decimeter, centimeter.
- Help students to understand the relationship between the units.
- Point to each unit of length, pronouncing them clearly and slowly.
- Ask the whole class to drill the pronunciation with each unit of length.



- Then show pictures to the students and ask them to take a few minutes to look at them and read the questions together.
- Emphasize the use of wh-questions (How much, How long, How many) in the upcoming activity.
- Play track 5 twice, allowing students to listen and repeat the measurements. Pause the audio if needed.
- Ask the students to listen and repeat after each sentence.
- Divide the class into two teams.
- In turns, ask each team to ask and answer the questions based on the given measurements.
- Encourage students to check for correct pronunciation and accuracy in their responses.
- Provide feedback and corrections as necessary.

Track 5

kilometer – meter – decimeter – centimeter – millimeter

One kilometer is equal to one thousand meters.

One meter is equal to ten decimeters, or one hundred centimeters, or one thousand millimeters.

a.
Boy: How tall is the building in both meters and decimeters?
Girl: It's 63 meters or 630 decimeters tall.
b.
Boy: How long is the pool in both meters and millimeters?
Girl: It's 10 meters or 10000 millimeters long.
Boy: How wide is the pool in both meters and millimeters?
Girl: It's 5 meters or 5000 millimeters wide.

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 shapes they heard.

WE PRACTICE

2. Look at the picture and fill in the blanks. Then say.

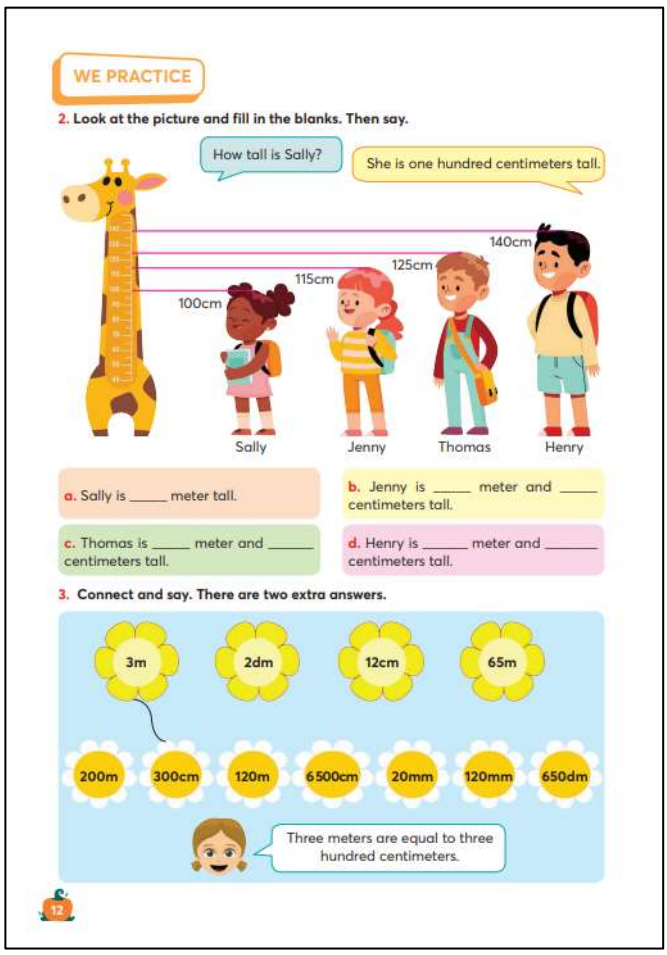
- Ask students to look the exercise 2 in the book at page 12.
- Invite some students to read the speech bubbles for the class.
- Point to Jenny, Thomas, Henry and ask *"How tall is Jenny/ Thomas/ Henry?"*
- Invite some students to answer.
- Ask students to fill in the blanks and allow them some minutes to finish the task individually.
- Walk around to see if any student needs support.
- Ask some students to come to the board and write the answer for the class.
- Check the answers.

Answer

a. Sally is 1 meter tall.
b. Jenny is 1 meter and 15 centimeters tall.
c. Thomas is 1 meter and 25 centimeters tall.
d. Henry is 1 meter and 40 centimeters tall.

3. Connect and say. There are two extra answers.

- Show the example of the exercise for students.
- Point at *3m* and ask one student to say the word, do the same with *300 cm.*
- Invite some students to read the bubble speech.
- Let students do the exercise individually.
- Call some Ss to give answers for the class and give corrections if needed.
- Praise Ss for cooperating.
- Show the answer keys and ask Ss to correct their answers.



Answer

2dm = 200 mm
12 cm = 120 mm
65m = 6 500cm or 650 dm

Extra activity

Unit Conversion Match

- Prepare a set of cards with measurements written in different units of length (km, m, dm, cm, mm).
- Shuffle the cards and distribute them among the students.
- Instruct the students to find a partner and take turns matching their measurement cards with the corresponding measurement in a different unit.
- Encourage the students to explain their reasoning for each match they make.

UNIT 2: UNITS OF LENGTH

(km, m, dm, cm, mm)

Lesson 2:

OBJECTIVES

Knowledge: Students will be able to:

• recognize, read, and write the basic units of length (km, m, dm, cm, mm) in full form and short form.

• convert units of length.

Vocabulary: *kilometer, meter, decimeter, centimeter, millimeter.*

Recycled vocabulary: *pool, hospital, supermarket, tennis field, measure, stage.*

Listening: Listen to the story and act out.

Speaking: Talk about body parts

MATERIALS

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

WARMER

Warm up with a song in the software. For example: *Metric System Conversions song.*

LEAD IN

Order the letters

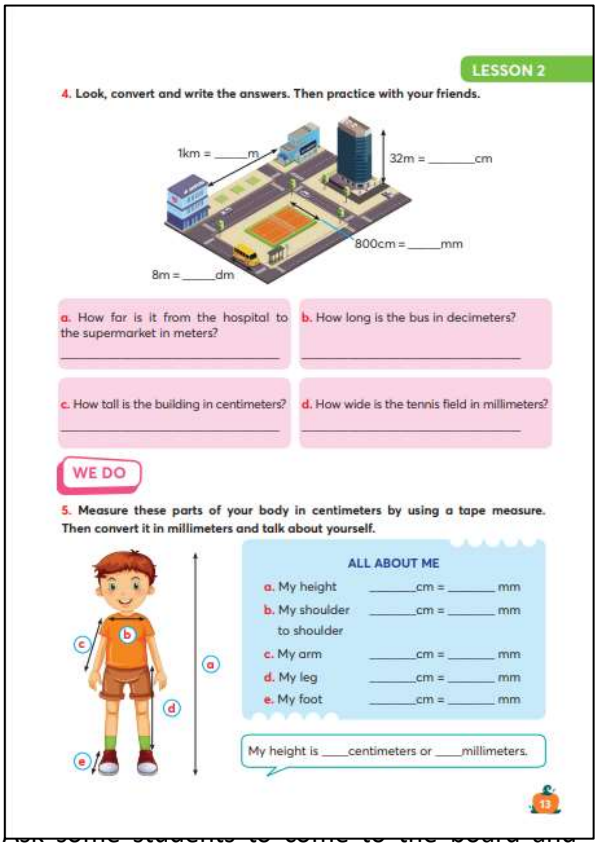
Flashcard used: *kilometer, meter, decimeter, centimeter, millimeter.* In this game, student are going to play in teams of six. Each team will line up in front of the board. The teacher will show them a flashcard and they will say the word. Then the word is jumbled-up. Students take turns to come to the board and write one letter at a time to complete the word. The first team to complete the word correctly will get points.

MAIN CONTENT

WE PRACTICE

4. Look, convert and write the answers. Then practice with your friends.

- Show the picture and ask: *"What can you see in the picture?"*
- Invite some students to answer what they see. Elicit hospital, supermarket, bus, building, tennis field.
- Ask students to do the conversions and fill in the blanks, then let them complete the task individually for some minutes.
- Walk around to see if any student needs support.



- [illegible] write the answer for the class.
- Check the answers.
- Then invite some pairs take turns to pracitce asking and answering.
- Provide feedback and correction if necessary.

Answer

a. It is 1 000 meters from the hospital to the supermarket.

b. The bus is 80 decimeters long.

c. The building is 3 200 centimeters tall.

d. The tennis field is 8 000 millimeters wide.

5. Measure these parts of your body in centimeters by using a tape measure. Then convert it in millimeters and talk about yourself.

- Draw students' attention to the picture. Point to *a, b, c, d, e* and respective say the phrase *my height, my shoulder to shoulder, my arm, my leg, my foot* and have Ss repeat each phrase twice.

- Take out a tape measure and instruct student how to use the tool.
- Check students' understanding by asking if they have understood.
- Divide the class into pairs and distribute the tape measures to every pair.
- Tell students to start measuring.
- Walk around to see if any S needs support.
- Then ask students to fill in the blank accordingly to their fingers
- Invites some students to talk about themselves.
- Check their pronunciation and use of language.

WE READ

6. Listen and read. Then act out. 6

- Show the picture and ask: *"What can you see in the picture?"*
- Have students read the name of the story "Measure the stage" and ask them to read through scene 1, scene 2, scene 3, scene 4.
- Play the recording 6 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 6
MEASURE THE STAGE

Miss Jessica: Your homework today is to measure the stage in meters and
decimeters.
Tim: Yes, Miss Jessica.
Mia: How long is the stage?
Tim: It's about 8 meters or 80 decimeters long.
Tim: How wide is the stage?
Mia: It's about 4 meters or 40 decimeters wide.
Mia: We are done, Miss Jessica.
Miss Jessica: Good job!
Values: Know how to measure the length and the width of a stage

7. Read the story again and answer the questions.

- Let Ss do the exercise individually, remind Ss to write full sentences when giving answers.
- Invite some students to give the answers.
- Check students' answers
- Show the answer key and asl student to correct their answers
- Praise the students for giving the answers.

Answer

a. Tim and Mia measure the stage.
b. The stage is 800 centimeters long.
c. The stage is 400 centimeters wide.
d. The area of the stage is 32 square meters.
e. I think the stage is a rectangle.

Extra activity

Unit Conversion Match

- Prepare a set of cards with measurements written in different units of length (km, m, dm, cm, mm).
- Shuffle the cards and distribute them among the students.
- Instruct the students to find a partner and take turns matching their measurement cards with the corresponding measurement in a different unit.
-

UNIT 3: UNITS OF WEIGHT (t, q, kg)

Lesson 1:

OBJECTIVES

Knowledge: Students will be able to

• Know the relationship and do a conversion between tonne, quintal, kilogram.

• Use tonne, quintal, kilogram to talk about the weight of animals and food.

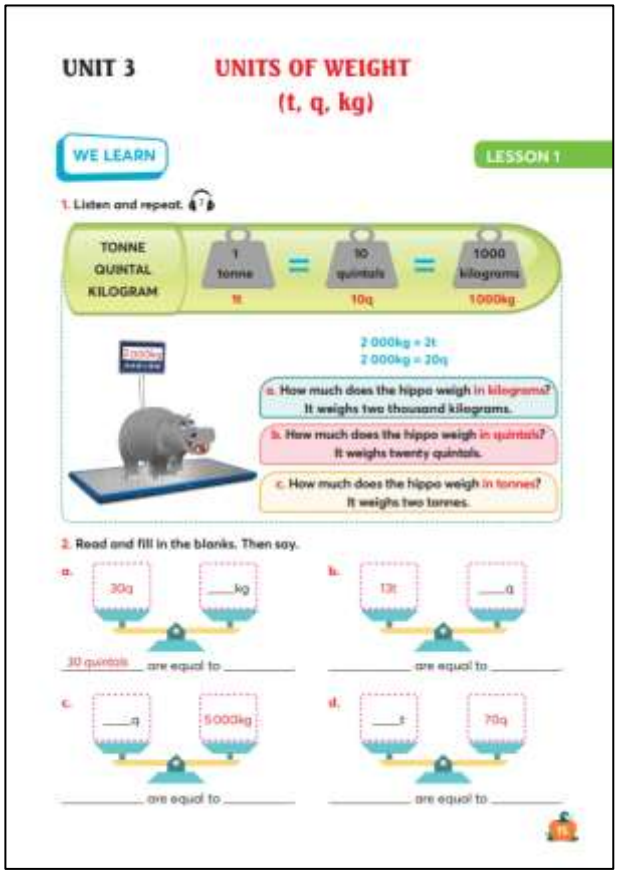
Vocabulary: tonne, quintal, kilogram, and their short forms (t, q, kg)

Recycled vocabulary: hippo, horse, cow, blue whale, African elephant, white rhino, giraffe, polar bear, ostrich, crocodile, buffalo, rice, salt, sugar, onion, yam, coffee, tomato

Listening: Listen to the new word and repeat.

MATERIALS

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



WARMER

What's missing?

- Flashcards used: hippo, horse, ostrich, crocodile, rice, salt, sugar, onion, yam.
- Ask Ss to line up horizontally in front of the board.
- Display eight flashcards on the board and have them say the words out loud.
- Then give them 20s to memorize the positions. Require them to close their eyes.
- Remove one of the flashcards. Tell them to open their eyes and ask What's missing?

LEAD IN

Ordering objects

- Choose five objects with different weights (e.g., a feather, an apple, a bottle of water, a pen, a backpack, and a dumbbell).
- Distribute picture cards or actual representations of these objects to each student or group.
- Instruct the students to arrange the objects in order from lightest to heaviest, using their estimation skills.
- After they complete the task, facilitate a class discussion to compare and validate their ordering.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 7

- Teach new vocabulary: tonne, quintal, kilogram
- Help students to understand the relationship between the units.
- Point to each unit of weight, pronouncing it clearly and slowly.
- Ask the whole class to drill the pronunciation with each unit of length.
- Then show a picture to the students and ask them: *What animal is it?* (hippo), then have students repeat the word two times.
- Play track 7 twice and have them repeat at the 2nd time after each line.
- Divide the class into two teams.
- In turns, ask each team to ask and answer the questions based on the given measurements.
- Encourage students to check for correct pronunciation and accuracy in their responses.
- Provide feedback and corrections as necessary.

Track 7

tonne – quintal – kilogram

1 tonne is equal to 10 quintals.

10 quintals are equal to 1000 kilograms.

1 tonne is equal to 1000 kilograms.

a. How much does the hippo weigh in kilograms?

It weighs two thousand kilograms.

b. How much does the hippo weigh in quintals?

It weighs twenty quintals.

c. How much does the hippo weigh in tonnes?

It weighs two tonnes.

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

- Ask Ss to fill in the blanks and allow them some minutes to finish the task individually.
- Walk around to see if any S needs support.
- Ask some Ss to come to the board and write the answer for the class.
- Check their answers
- Invite some students to say out loud the words to double-check and check student'd pronunciation.
- Praise the voluntary students after giving the
- answers.

Answer

a. 30q = 3 000 kg

30 quintals are equal to 3 000 kilograms

b. 13t = 130q

13 tonnes are equal to 130 quintals.

c. 50q = 5 000kg

50 quintals are equal to 5 000 kilograms.

d. 7t = 70q

7 tonnes are equal to 70 quintals

WE PRACTICE

3. Read and circle the correct answer.

- Draw Ss' attention to the pictures in the exercise.
- Point to the picture 1 (horse) and say the word, then have Ss repeat the word two times.
- Repeat the procedure with Picture 2, 3, and 4, with target words being horse, cow, rice, sugar respectively.
- Ask students to do the task individually and give them 2 minutes to finish the exercise.
- Invite some students to give answers, remind them to read the full sentences.
- Praise students who volunteer.
- Show the answer keys and ask students to check.
- Call some pairs to ask and answer.

Answer

a. quintals b. kilograms

c. quintal d. kilograms

4. Read and write numbers (1-6) in the table with the correct letters (a-f). Then answer the questions below.

- Draw Ss' attention to the pictures in the exercise.
- Ask students: *What animals can you see?*
- Point to each picture and say the word, then have students repeat the word two times.
- Ask studentsto finish the table and let them finish the task individually in 1 minute.
- Invite some Ss to give the answers.
- Show answer keys and ask them to correct their answers.
- Ask students to read the story again and give the answers next to the questions in the book.
- Let students do the exercise individually, remind them to write full sentences when giving
- Ask some students to give the answer. Then check it

Answer

a. Blue Whale is the heaviest on the list. It weighs 200 tonnes.

b. Yes, it does. It weighs 1 300 kilograms.

c. No, it can't. It weighs 140 kilograms.

d. A white rhino weighs 1 tonne and 700 kilograms.

Lesson 2:

OBJECTIVES

Knowledge: Students will be able to

• Know the relationship and do a conversion between tonne, quintal, kilogram.

• Use tonne, quintal, kilogram to talk about the weight of animals and food.

Vocabulary: tonne, quintal, kilogram, and their short forms (t, q, kg)

Recycled vocabulary: hippo, horse, cow, blue whale, African elephant, white rhino, giraffe, polar bear, ostrich, crocodile, buffalo, rice, salt, sugar, onion, yam, coffee, tomato

Listening: Listen to the story and act out.

MATERIALS

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

WARMER

Weight conversion Relay:

- Divide the class into teams for a relay race.
- Set up stations representing different weight units (tonne, quintals, kilograms).
- Provide objects or cards with weights written in one unit at each station.
- The first student from each team runs to a station, reads the weight, and converts it to the next unit.
- The next student continues the race by converting the weight to the next unit.
- The team that completes the relay race with correct conversions wins..

LEAD IN

- Prepare some flashcards depicting objects like blue whale, watermelon, bag of rice,...
- Ask students to discuss which units of weight (t, q, kg) can be used to weigh the objects.

MAIN CONTENT

WE PRACTICE

5. Listen and tick (✓) the correct answer.

- Draw students attention to the pictures of each question and ask What can you see?
- Invite some students to answer what they see. Remind them to use full sentences, whose structure shall be I can see…

- Point to each item and say the word and have Ss point their finger to the correct item in the picture and repeat twice.
- Play the track 8 for the students to listen to.
- After playing the audio, ask the students to compare their answers and discuss them with their peers.
- Facilitate a whole-class discussion by asking individual students to share their answers and reasoning.
- Provide feedback and clarification on any misunderstandings or difficult questions.

Answer

a. rhino
b. tomatoes
c. 1 200 kilograms
d. 3 quintals

Track 8

a. Which animal weighs 3 tonnes 400 kilograms?

Boy: What are you watching?

Girl: I'm watching videos about animals. Wild animals are so big. Did you know the rhino weighs about 3 tonnes 400 kilograms?

b. Which bag weighs 20 kilograms?

Boy: Why do you have so many bags here?

Girl: It's for the canteen. There's a bag of 10 kilograms of yam, a bag of 20 kilograms of tomatoes, and a bag of 12 kilograms of onions. We use them to cook for students.

Boy: Ah, I see.

c. How much does a female giraffe weigh up to?

Boy: Have you ever seen a giraffe?

Girl: Yes, I have. I've seen giraffes at the zoo. They're tall and they have a long neck.

Boy: Yeah! A male giraffe weighs up to 1900 kilograms and a female giraffe weighs up to 1 200 kilograms.

d. How much rice does the man need to help poor families?

Ring....ring...

Woman: Good morning. It's ABC rice store. How can I help you?

Man: Hello, I need to buy more rice to help poor families.

Woman: How much rice do you want to buy?

Man: Ahh....I need 2 quintals. Sorry, I need 3 quintals of rice.

Woman: Okay. I'll bring them to you in 30 minutes.

6. Guess the weight of these animals. Then share your ideas with your friends.

- Show the animals and point to each animal and ask students: *What animal is it?*
- Give the weight options (tonnes, quintals, kilograms) and ask students to guess the weight of the animals.
- Give the appearance options (big, small, strong, huge …) and students to describe what the animal looks like.
- Show an example and pick one student to practice it.
- Encourage the students to share their ideas with their friends.
- Provide feedback and clarification on the correct answers and encourage further discussion if needed.

7. Listen and read. Then act out.

- Have students read the name of the story "An animal program" and ask them to read through scene 1, scene 2, scene 3, scene 4.
- Play the track 9 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 the value of the story.

Track 9

AN ANIMAL PROGRAM

Tim: What are you watching, Mia?

Mia: I'm watching an animal program.

Mia: Tim, look at this! It's a huge blue whale.

Tim: Wow, amazing! It's the biggest animal in the world.

Mia: Really?

Tim: Yes. A blue whale can weigh up to 200 tonnes.

Mia: So, how much does it weigh in kilograms?

Tim: It's about 200000 kilograms.

Values: Know the weight of the biggest animal

8. Read the story again and answer the questions

- 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 is watching an animal program.

b. Yes, it is.

c. The blue whale weighs 200 tonnes.

d. The blue whale weighs 200 000 kilograms.

REVIEW 1

OBJECTIVES

Knowledge: Students will be able to

• be confident to use numbers in millions and units of length, weight.

• be able to develop the knowledge of the world through English.

• be able to ask and answer about the prices, length, weight of objects.

Recycled vocabulary: millions, wide, long, bus station, laptop, shark, cow, truck.

Listening: Listen to the new word and repeat.

MATERIALS

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

WARMER

- Greet the class.
- Sing the "Head, shoulders, knees and toes" song and dance along.

LEAD IN

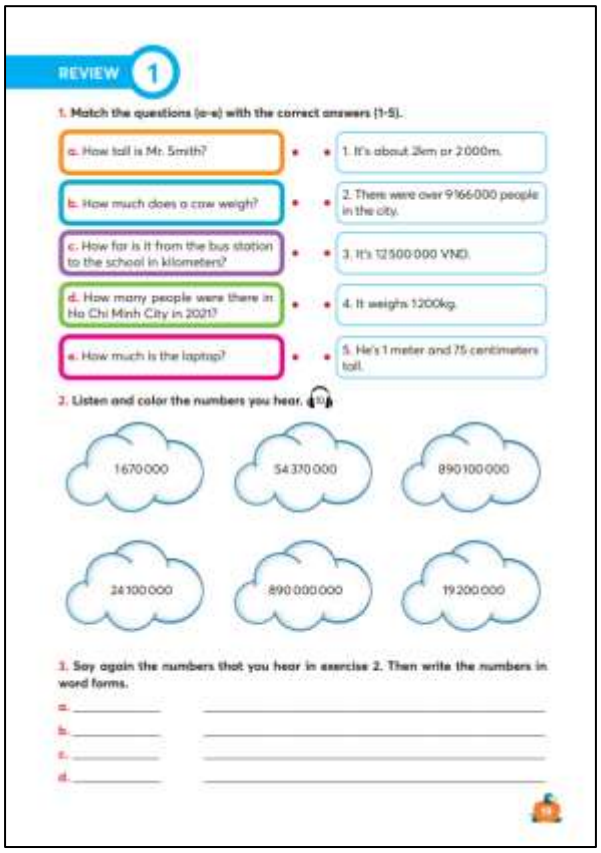
Write down the units of length and weight in abbreviated form and ask students if they remember how to read and the relationship between them.

MAIN CONTENT

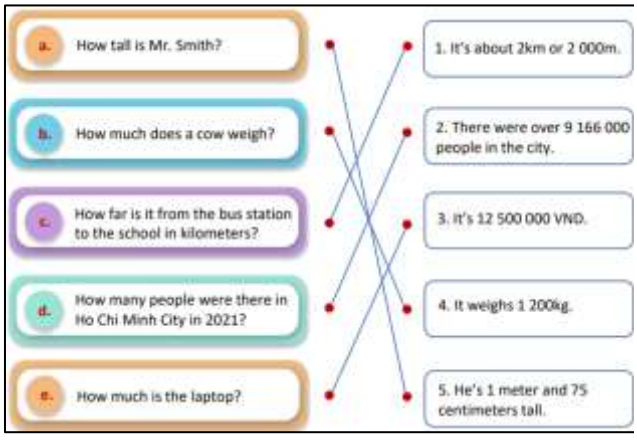
WE LEARN

1. Match the questions (a-e) with the correct answers (1-5).

- Introduce the activity to the students and explain that they will be matching questions with their corresponding answers.
- Model how to match the questions and answers by showing the example and inviting one student to ask and one to give the answer.
- Encourage Ss to think about the context and content of each question and answer to make the correct matches.
- Facilitate a class discussion to review the correct matches and provide explanations for any misconceptions.
- Invite some pairs to ask and answer.
- Check their pronunciation



Answer

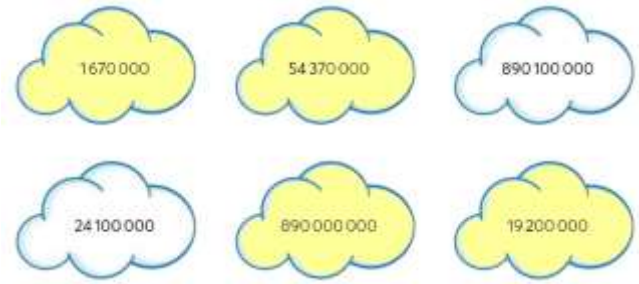


2. Listen and color the numbers you hear.

- Show the exercise to the students and explain the task: "We are going to listen to numbers. Your task is to listen carefully and color the correct numbers that matches what you hear."
- Point to each numbers and ask students to read it.
- Check their pronunciation. Provide feedback and correction if needed.

- Play the audio for the students and Ss to point the numbers as they listen.
- Play the audio again and ask Ss to color the correct numbers based on what they hear.
- Invite some Ss to give their answers.
- Check and praise the students for their work.

Answer



3. Say again the numbers that you hear in exercise 2. Then write the numbers in word forms.

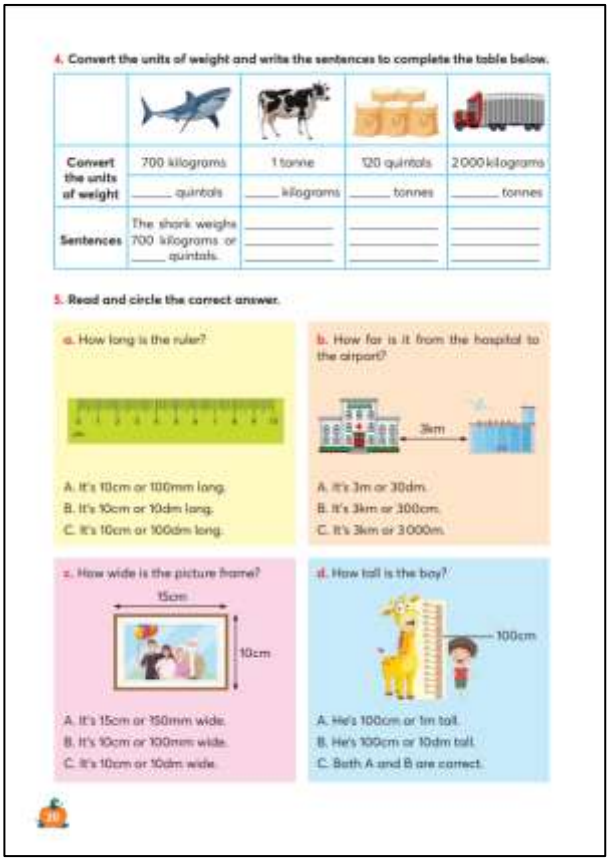
- Explain the task to the students: "Now, let's say the numbers again that you heard in Exercise 2. After that, you will write the numbers in word forms."
- Model saying the numbers aloud and writing them in word forms on the board.
- Encourage students to read out loud the numbers in Exercise 2 and then write them down in word forms.
- Provide assistance and guidance as needed.
- Invite some students to share their written word forms of the numbers.
- Check and provide feedback on the students' work.

Answer

a. 19 200 000
-> Nineteen million two hundred thousand
b. 54 370 000
-> Fifty-four million three hundred and seventy thousand
c. 890 000 000
-> Eight hundred and ninety million
d. 1 670 000
-> One million six hundred seventy thousand

4. Convert the units of weight and write the sentences to complete the table below.

- Ask students to look at the pictures.
- Point to each object and ask students :What is it?
- Ask students to use the given information to convert the weight and complete the sentence.
- Encourage students to ask questions if they need clarification on the conversions or the task.



- Monitor the students' progress, providing assistance and guidance as needed.
- Invite some students to share their completed sentences with the class.
- Check the answers and provide feedback and corrections as necessary.

Answer

Convert the units of weight	700 kilograms	1 tonne	120 quintals	2 000 kilograms
	7 quintals	1 000 kilograms	12 tonnes	2 tonnes
Sentences	The shark weighs 700 kilograms or 7 quintals.	The cow weighs 1 tonne or 1 000 kilograms	The bags of rice weigh 12 quintals or 12 tonnes	The truck weighs 2 000 kilograms or 2 tonnes

5. **Read and circle the correct answer.**

- Show the exercise to Ss.
- Ask students to read the question and the options carefully.
- Provide time for students to circle the correct answer.
- Invite some Ss to give the answers.
- Review the correct answers with the class and explain any confusing points.

Answer

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

UNIT 4:
ADDING AND SUBTRACTING WITH MULTI-DIGIT NUMBERS

Lesson 1:

OBJECTIVES

Knowledge: Students will be able to

- add and subtract numbers with multi-digit numbers
- recognize when make an addition or subtraction.
- reinforce addition and subtraction skills in real life.

Vocabulary: plus, minus, equals

Recycled vocabulary: lollipop, milk tea, giraffe, hamburger, donut, orange juice, chips, chocolate, ruler, pencil, eraser, backpack.

Listening: Listen to the new word and repeat.

MATERIALS

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

WARMER

Addition and Subtraction Bingo

Create bingo cards with the answers to simple addition and/or subtraction problems. Then, instead of reading out numbers, read out problems such as "220 + 80" or "100 – 35". Students must then mark the correct answers to win the bingo game.

LEAD IN

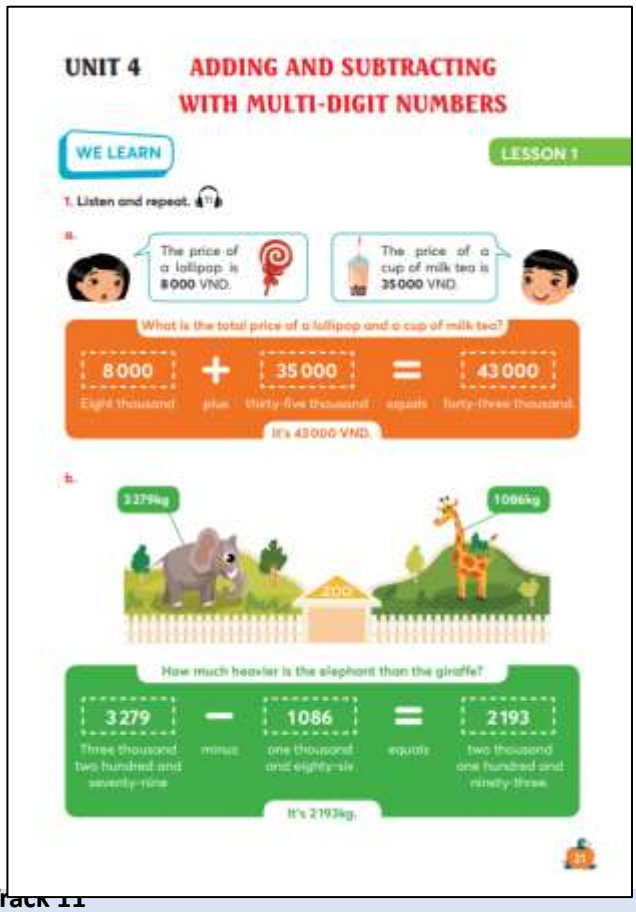
Write some numbers from 0 to 1 000 000 on the board and ask students to read the numbers out loud.

MAIN CONTENT

WE LEARN

1. Listen and repeat.

- Show the picture and have students look at it.
- Point at the picture and ask some questions: *"What is this?"*, *"What number is this?" "How do you read this sign?".* Then show them the answer.
- Play track 11 the whole way through while pointing to the number/sign in time with the audio.
- Play the audio again for students to listen and point to the number/sign with the teacher.
- Ask students to repeat the sentences at least 3 times and drill the pronunciation of addition and subtraction.
- Pick some students to repeat individually.
- Check their pronunciation and intonation.



Track 11

a. The price of a lollipop is 8000 VND. (eight thousand dong)
The price of a cup of milk tea is 35000 VND. (thirty-five thousand dong)
What is the total price of a lollipop and a cup of milk tea?
Eight thousand plus thirty-five thousand equals forty-three thousand.
It's 43000 VND. (forty-three thousand dong)

b. The elephant is 3 279 kilograms. (three thousand two hundred and seventy-nine)
The giraffe is 1086 kilograms. (one thousand and eighty-six)
How much heavier is the elephant than the giraffe?
Three thousand two hundred and seventy-nine minus one thousand and eighty-six equals two thousand one hundred and ninety-three.
It's 2 193 kilograms. (two thousand one hundred and ninety-three)

WE PRACTICE

2. Listen and color the addition or subtraction you hear. 12

- Ask students to look at the exercise in the book and explain the task: "We are going to listen to some addition and subtraction equations. Your task is to listen carefully and color the correct equation that matches what you hear."
- Point to each equation and ask students to read it.
- Check their pronunciation. Provide feedback and correction if needed.
- Play track 12 for the students and ask students to point the equations as they listen.
- Play the audio again and ask students to color the correct equations based on what they hear.
- Invite some Ss to give their answers.
- Check and praise the students for their work.

Answer

a. 1 457 + 1 091 = 2 548
b. 1 800 – 1 560 = 240
c. 2 775 – 1 070 = 1 705
d. 3 348 + 1471 = 4 819

Track 12

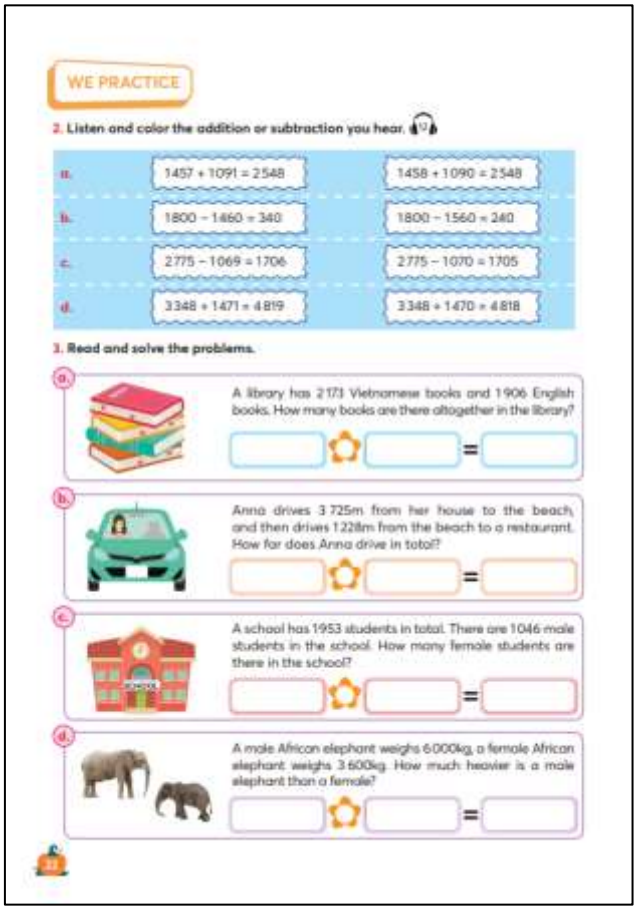
a. One thousand four hundred and fifty-seven plus one thousand and ninety-one equals two thousand five hundred and forty-eight.
b. One thousand and eight hundred minus one thousand five hundred and sixty equals two hundred and forty.
c. Two thousand seven hundred and seventy-five minus one thousand and seventy equals one thousand seven hundred and five.
d. Three thousand three hundred and forty-eight plus one thousand four hundred and seventy-one equals four thousand eight hundred and nineteen.

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 shapes they heard.

3. Read and solve the problems.

- Ask students to work in groups of 3.
- Explain the exercise and instruct students to write the correct calculations and answers.
- Allow some time for students to complete the task.
- Pick randomly a few groups and ask them to stand up. One reads, one writes the calculation on the board (without looking at the book) and the other gives the answer.
- Check their answers and pronunciation, correct them if necessary.
- Praise the students' work.
- Display the answer keys on the slide and ask Ss to correct their answers.
- Praise the Ss for giving the answers.



Answer

a. 2 173 + 1 906 = 4 079
b. 3 725 + 1 228 = 4 953
c. 1 953 – 1 046 = 907
d. 6 000 – 3 600 = 2 400

Mixed ability

For weaker students:

- Read the problems together with the students, ensuring they understand the information given.
- Encourage students to underline or highlight the key information in the problems.
- Provide assistance as needed.

  For example:

  a) Guide the students to add the number of Vietnamese books and the number of English books together.

  Then ask students to give the answers

UNIT 4:
ADDING AND SUBTRACTING WITH MULTI-DIGIT NUMBERS

Lesson 2:

OBJECTIVES

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

Vocabulary: plus, minus, equals

Recycled vocabulary: lollipop, milk tea, giraffe, hamburger, donut, orange juice, chips, chocolate, ruler, pencil, eraser, backpack.

Listening: Listen to the the story and act out.

MATERIALS

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

WARMER

Ringing bell

Divide the class into 2 or 4 teams. Each student from the team takes turns as a representative. For each turn, the teacher reads simple addition and subtraction problems with multi-digit numbers. 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

Math Replay

Write an addition or subtraction problem on the board

Ask Ss to rice the board and write the answer.

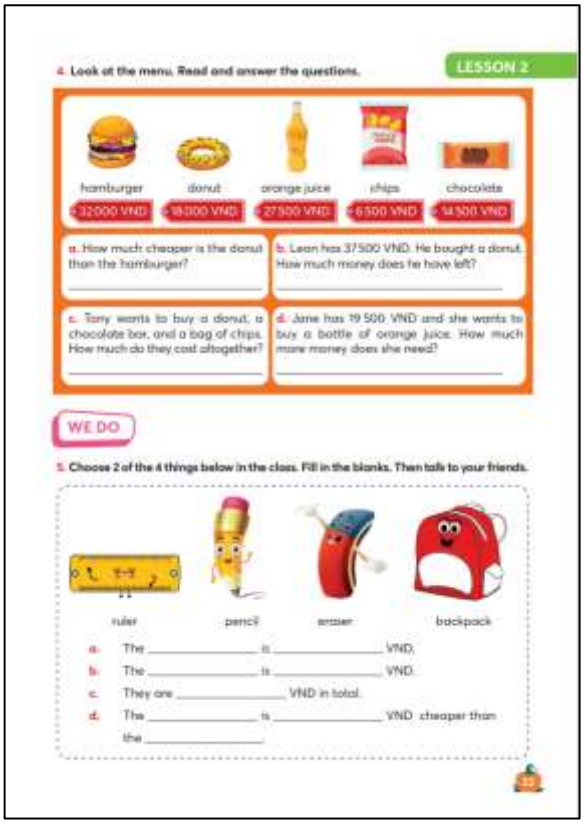
The student who answers fastest and correctly gets points.

MAIN CONTENT

WE PRACTICE

4. Look at the menu. Read and answer the questions.

- Ask students to look at the menu and explain that they will be reading and answering questions based on the prices of the items.
- Model how to read and analyze the information in the menu to answer the questions.
- Divide the students into pairs or small groups. Encourage them to discuss and collaborate to find the correct answers.



- Walk around the classroom, monitoring the students' progress, and offering assistance as needed.
- Invite some Ss to give the answer and ask them explain their anwers.
- Provide feedback and clarification.
- Ask students to take turns to ask and answer.
- Check their pronunciation.

Answer

a. The donut is 14 000 VND cheaper than the hamburger.
b. Leon has 19 500 VND left.
c. They cost 38 500 VND altogether.
d. She needs 8 000 VND.

Mixed ability

For weaker students:
- Read the problems together with the students, ensuring they understand the information given.
- Guide them through the necessary calculations.

5. Choose 2 of the 4 things below in the class. Fill in the blanks. Then talk to your friends.

- Introduce the activity: Explain to the students that they will be choosing two items from a list and filling in the blanks with the respective prices. They will then discuss their choices and prices with their friends.
- Ask students to fill in the blank with the chosen items and their corresponding prices.
- Then ask students to calculate the prices and write them down.
- Encourage students to talk to their friends and discuss their choices and answers.
- Walk around the classroom, monitoring the students' progress, and offering assistance as needed.
- Invite some students to show their answers.
- Provide feedback or further explanation if necessary.

6. Listen and read. Then act out. 13

- Have students read the name of the story "Which bridge is longer?" and ask them to read through scene 1, scene 2, scene 3, scene 4.
- Point to the characters and ask, *"Who's this? Where are they?"* Invite some Ss to answer the questions.
- Play the track 13 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 13

WHICH BRIDGE IS LONGER?

Tim: Hey Mia, do you know what the longest bridge in Ha Noi is?

Mia: I think it's Long Bien bridge. I remember the total length is 2290 meters long.

Tim: No, it's Nhat Tan bridge.

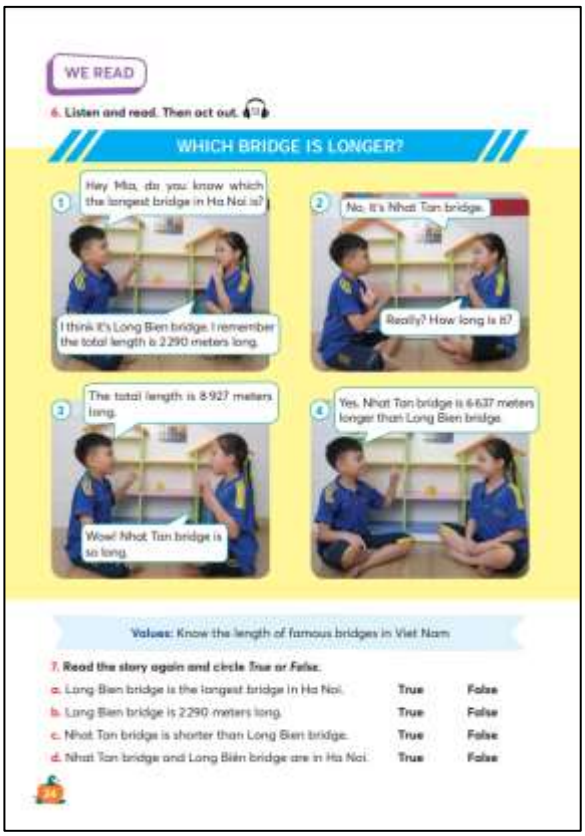
Mia: Really? How long is it?

Tim: The total length is 8927 meters long.

Mia: Wow! Nhat Tan bridge is so long.

Tim: Yes. Nhat Tan bridge is 6637 meters longer than Long Bien bridge.

Values: Know the length of famous bridges in Viet Nam



7. Read the story again and circle True or False.

- 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. False

b. True

c. False

d. True

Extra activity

Problem-Solving

Give students time to read and analyze each problem individually or in small groups.

a. Emily received 200 000 VND for her birthday. She spent 80 000 VND on a toy and 30 000 VND on a book. How much money does Emily have left?

b. There are 1 250 students in a school. If 325 students go on a field trip, how many students are left in the school?

UNIT 5: MULTIPLYING 2-DIGIT NUMBERS

Lesson 1

OBJECTIVES

Knowledge: Students will be able to

- understand multiplication 2 –digit numbers
- understand how multiplication 2 –digit numbers can be used in real-life context

Vocabulary: *times, equals, egg tray, cookie, basketball*

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

MATERIALS

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

Multiplication Bingo: Create bingo cards with numbers from the multiplication table. Call out multiplication problems (e.g., 4 x 6). Students should solve the problem and mark the corresponding product on their bingo cards. The first student to get five numbers marked in a row (horizontally, vertically, or diagonally) shouts "Bingo!".

LEAD IN

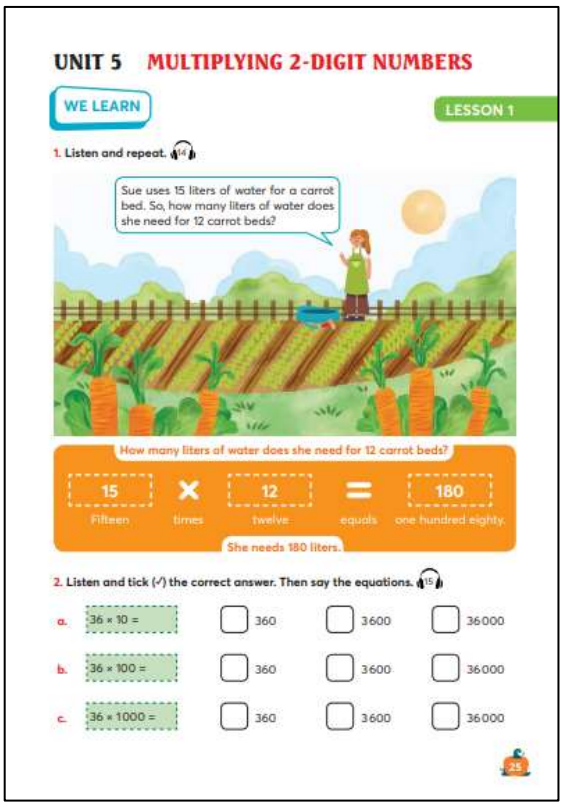
Divide the class into teams and assign each team a multiplication table (e.g., Team 1 has the 2 times table, Team 2 has the 3 times table, etc.). Provide each team with a large piece of chart paper and markers. Set a timer and have each team work together to write down as many multiplication problems from their assigned table as they can within a given time limit. When the time is up, the team with the most correctly written problems wins the race.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat.

- Show a picture and help students describe or talk about the picture before learning about multiplying 2-digit numbers.
- Have students listen to the first part of the audio, and then invite some students to read the question.
- Tell students to work in pairs or groups to discuss the questions, and then present the answers.
- Have students listen to the rest of the audio and repeat. Have some pairs to ask and answer the question.



Track 14

1. Listen and repeat.

Sue uses 15 liters of water for a carrot bed. So, how many liters of water does she need for 12 carrot beds? Fifteen times twelve equals one hundred and eighty. She needs one hundred and eighty liters.

2. Listen and tick (✓) the correct answer. Then say the equations.

- Tell student hink . Have students listen to the audio to check the correct answers.
- Ask students to say the equations again.

Answer

a. 360 b. 3600 c. 36000

Track 15

2. Listen and tick (✓) the correct answer. Then say the equations.

a. Thirty-six times ten equals three hundred and sixty.

b. Thirty-six times one hundred equals three thousand six hundred.

c. Thirty-six times one thousand equals thirty-six thousand.

WE PRACTICE

3. Do the equations and fill in the blanks. Then say.

- Ask students to look at the first example (the teacher may write it on the board for students to follow up easier).
- Explain the example clearly and slowly (write numbers in the box and words in the blanks).
- Tell students to complete the exercise one by one to keep track of the process better. This exercise is to help students remember how to say and write equations by multiplying 2-digit numbers.

Answer

b. 25 x 11 = **275**
Twenty-five times eleven **equals two hundred and five**.
c. 64 x 15 = **960**
Sixty-four **times fifteen** equals **nine hundred sixty**.
d. 78 x 10 = **780**
Seventy-eight times **ten** equals **seven hundred eighty**.

Fast finisher

Ask students who complete the task quickly to write down 2-4 equations on a piece of paper and fold them. Have students work in pairs to pick up a piece of paper from their partner and answer it. The teacher reminds students to write multiplications with 2-digit numbers.

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

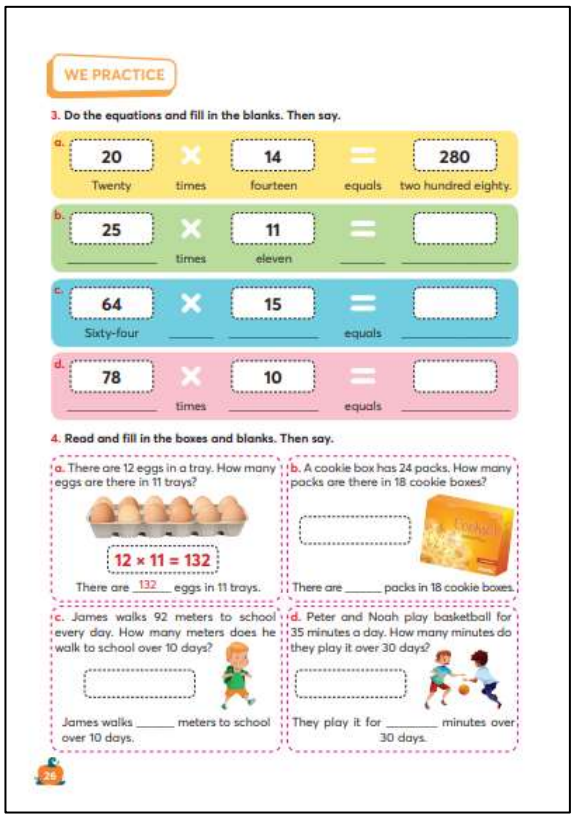
- Have a student read the sentence *a* and write the equation on the board. Ask a volunteer to read the equation in front of the class.
- Read again the sentence *a* with raising voice at the numbers for students to notice. Then read the equation.
- Invite a volunteer to read the answer to the question.
- Have students do the exercise individually.
- Ask some pairs to take turns asking and answering the questions.

Mixed ability

With a weaker class, the teacher can let the students work in pairs and discuss the math problem. Then have students take turns asking and answering the questions.

Answer

b. 24 x 18 = 432
There are **432** packs in 18 cookie boxes.



c. 92 x 10 = 920
James walks **920** meters to school over 10 days.
d. 35 x 30 = 1050
They play it for **1050** minutes over 30 days.

Extra activity

Multiplication Relay Challenge:

- Divide the class into two teams and set up a relay race scenario.
- Create a list of 2-digit multiplication problems that the students will need to solve.
- Set up a starting line and a table with the list of problems at the other end of the room.
- The first student from each team races to the table, grabs one problem, solves it correctly, and returns to their team.
- Once back, the next student in line repeats the process until all the problems have been solved.
- The team that finishes solving all the problems correctly first wins the challenge.

UNIT 5: MULTIPLYING 2-DIGIT NUMBERS

Lesson 2

OBJECTIVES

Knowledge: Students will be able to

- understand multiplication 2 –digit numbers
- understand of how multiplication 2 –digit numbers uses in real-life context

Vocabulary: *times, equals, egg tray, cookie, basketball*

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

MATERIALS

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

Multiplication Relay Race: Divide the class into two teams and form two lines at the front of the room. Place a multiplication table at the end of the room for reference. Each student takes turns running to the multiplication table, solving a multiplication problem written on a card, and returning to their team. Once they return, the next student runs and does the same. The team that finishes solving all the problems correctly first wins.

LEAD IN

Use flashcards to review the previous lesson.

MAIN CONTENT

WE PRACTICE

5. Listen and fill in the blanks. Then write the answer and say. 16

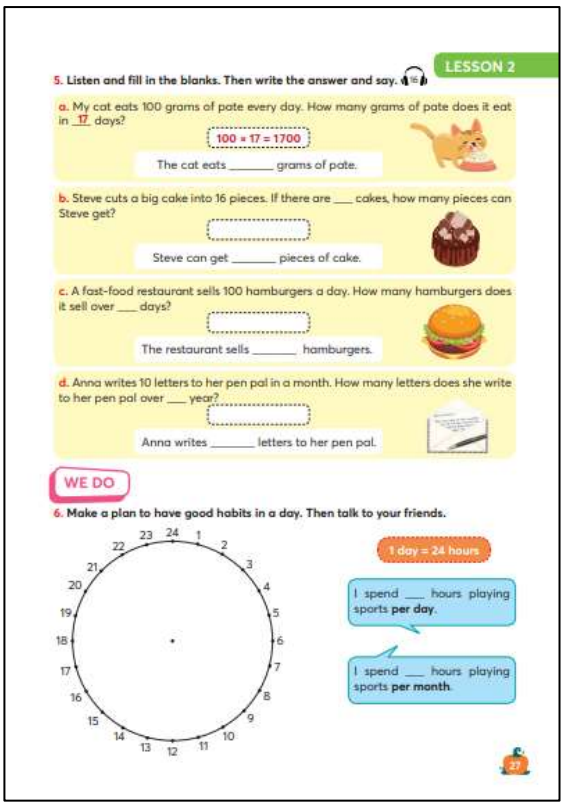
- Tell students to look at sentence *a* and ask them what number needs to be filled in.
- Have students read the question clearly before listening to the audio. Then fill in the box the equation and complete the sentence.
- Have students work in pairs asking and answering the question.

Answer

a. 13 / 16 x 13 = 208 / Steve can get 208 pieces of cake.

b. 45 / 100 x 45 = 4500 / The restaurant sales 4500 hamburgers.

c. a / 10 x 12 = 120 / Anna writes 120 letters to her pen pal.



Track 16

5. Listen and fill in the blanks. Then write the answer and say.

a. My cat eats 100 grams of pate every day. How many grams of pate does it eat over **17** days?

b. Steve cuts a big cake into 16 pieces. If there are **13** cakes, how many pieces can Steve get?

c. A fast-food restaurant sells 100 hamburgers a day. How many hamburgers does it sell over **45** days?

d. Anna writes 10 letters to her pen pal in a month. How many letters does she write to her pen pal over **a** year?

WE DO

6. Make a plan to have good habits in a day. Then talk to your friends.

- Ask students to list out some good habits that they usually do. Then ask them how many hours a day they spend doing that.
- Explain that the numbers in the circle are 24 hours, and they should draw lines to share with others about a good-habit schedule.
- After completing, tell students to complete the sentence using multiplication.

WE READ

7. Listen and read. Then act out.

- Have students read the name of the story "A school trip" and ask them to read through scene 1, scene 2, scene 3, scene 4.
- Play the recording 17 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 in front of the class and practice. Check the spelling.
- Ask students to provide the value of the story.

Track 17
7. Listen and read. Then act out.
A SCHOOL TRIP
Mia: Today we're going on a school trip.
Tim: And we're going by bus. I'm so excited.

Tim: Do you know how many buses there are?
Mia: Miss Jessica says that there are 11 buses.

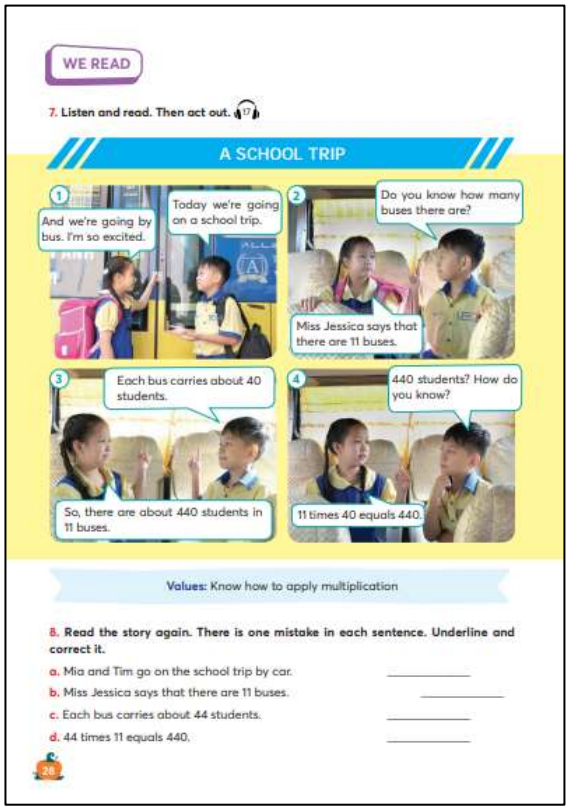
Tim: Each bus carries about 40 students.
Mia: So, there are about 440 students in 11 buses.

Tim: 440 students? How do you know?
Mia: 11 times 40 equals 440.

8. Read and fill in the boxes and blanks. Then say.

- Have a student read the sentence a, b, c, and d to let them gain some information. Then invites some pairs to read the story again.
- Ask students to do the exercise individually by underlining mistakes and correcting them.
- When the teacher corrects the exercise, ask students to explain their answers.

Answer
a. Mia and Tim go on the school trip by car. ⇨ bus
b. Miss Jessica says that there are 11 bus. ⇨ buses
c. Each bus carries about 44 students. ⇨ 40
d. 44 times 11 equals 440. ⇨ 40


WE READ

7. Listen and read. Then act out.

A SCHOOL TRIP

1 And we're going by bus. I'm so excited. Today we're going on a school trip.

2 Do you know how many buses there are? Miss Jessica says that there are 11 buses.

3 Each bus carries about 40 students. So, there are about 440 students in 11 buses.

4 440 students? How do you know? 11 times 40 equals 440.

Values: Know how to apply multiplication

8. Read the story again. There is one mistake in each sentence. Underline and correct it.

a. Mia and Tim go on the school trip by car. _____
b. Miss Jessica says that there are 11 buses. _____
c. Each bus carries about 44 students. _____
d. 44 times 11 equals 440. _____

28

Extra activity

Scavenger Hunt:

- Prepare a scavenger hunt by placing different multiplication problems around the classroom.
- Each problem should be a 2-digit number multiplied by a 2-digit number.
- Provide each student or pair of students with a list of the problems they need to find and solve.
- Students move around the classroom, locating the problems and solving them on a separate sheet of paper.
- The first student or pair to solve all the problems correctly wins the scavenger hunt.

Create Word Problems:

- Have students work individually or in pairs to create their own word problems involving 2-digit multiplication.
- After creating the word problems, students can exchange them with their classmates.
- Each student or pair then solves the word problems they received and writes down their solutions.
- Next, students can compare and discuss their answers with the original creators of the problems.

UNIT 6: DIVIDING 2-DIGIT NUMBERS

Lesson 1

OBJECTIVES

Knowledge: Students will be able to

- understand division 2 –digit numbers
- understand how division 2 –digit numbers can be used in real-life context

Vocabulary: *divided by, equals, basket, charity*.

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

MATERIALS

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

WARMER

Divide the class into 2-4 teams. The teacher shows a division, then students take turns writing the equation in words. For example, the teacher shows "18:2=9". The students take turns to write the sentence "Eighteen divided by two equals nine." (Note: Each student can just only write one word). The team that completes the sentences the quickest gets 1 point.

LEAD IN

Write a division in 2 forms, equations and words. Then ask students to connect the numbers with suitable words. Introduce that the lesson is about dividing 2-digit numbers.

MAIN CONTENT

WE LEARN

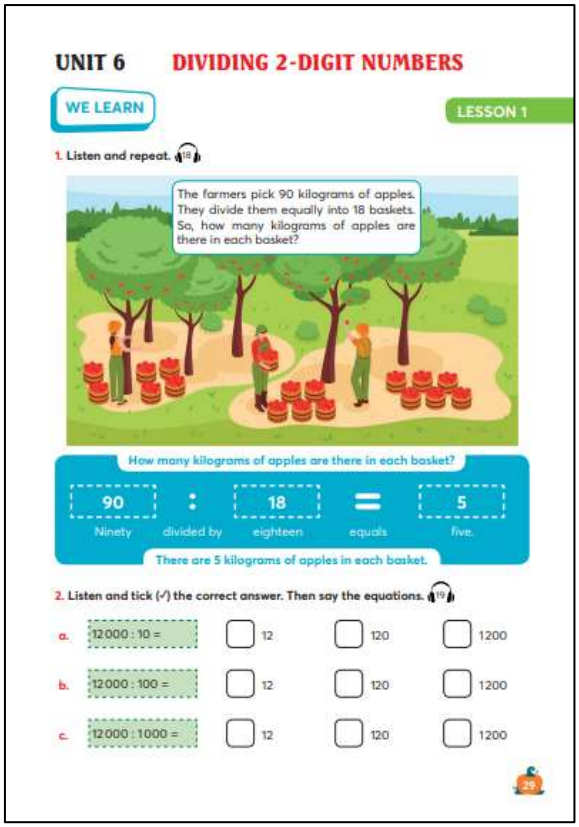
1. Listen, point and repeat.

- Show a picture and help students describe or talk about the picture before learning about dividing 2-digit numbers.
- Have students listen to the first part of the audio, and then invite some students to read the question.
- Tell students to work in pairs or groups to discuss the questions, and then present the answers.
- Have students listen to the rest of the audio and repeat. Have some pairs to ask and answer the question.

Track 18

1. Listen and repeat.

The farmers pick 90 kilograms of apples. They divide them equally into 18 baskets.



So, how many kilograms of apples are there in each basket? Ninety divided by eighteen equals five. There are 5 kilograms of apples in each basket.

2. Listen and tick (✓) the correct answer. Then say the equations.

- Tell students to think . Have students listen to the audio to check the correct answers.
- Ask students to say the equations again.

Answer

a. 1200 b. 120 c. 12

Track 19

2. Listen and tick (✓) the correct answer. Then say the equations.

a. Twelve thousand divided by ten equals one thousand two hundred.

b. Twelve thousand divided by one hundred equals one hundred and twenty.

c. Twelve thousand divided by one thousand equals twelve.

WE PRACTICE

3. Do the equations and fill in the blanks. Then say.

- Ask students to look at the first example (the teacher may write it on the board for students to follow up easier).
- Explain the example clearly and slowly (write numbers in the box and words in the blanks).
- Tell students to complete the exercise one by one in order to keep track of the process better. This exercise is to help students remember how to say and write equations by dividing 2-digit numbers.

Answer

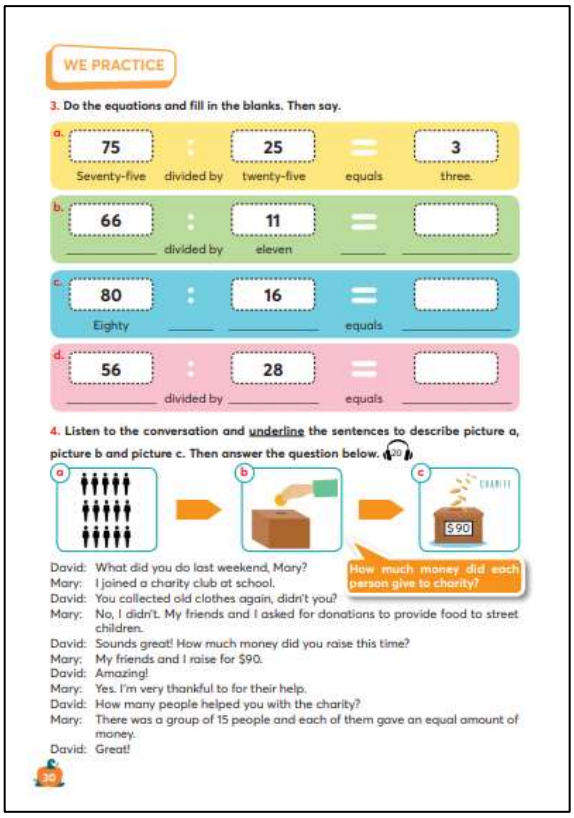
b. 66 : 11 = **6**
Sixty-six divided by eleven **equals six**.
c. 80 : 16 = **5**
Eighty **divided by sixteen** equals **five**.
d. 56 : 28 = 2
Fifty-six divided by **twenty-eight** equals **two**.

Fast finisher

Ask students who complete the task quickly to write down 2-4 equations on a piece of paper and fold them. Have students work in pairs to pick up a piece of paper from their partner and answer it. The teacher reminds students to write divisions with 2-digit numbers.

4. Listen to the conversation and underline the sentences to describe picture a, picture b and picture c. Then answer the question below.

- Have a student describe the pictures using their own words. The teacher can give some questions to help students: *What can you see in the picture a? How many people can you see? What do you think they are doing? What does the person hold in his/her hand? What is the money box in picture c?*
- Have students listen to the audio twice to underline the sentences that describe pictures a, b and c. Ask students if there are any similar to their ideas.
- Invite some pairs to read the conversation again, then ask a student to read out loud the question.
- Have students find the answers to the question individually or in groups. Then say to the teacher.
- The teacher checks the correct answer.



Answer

a. I joined a charity club at school.
b. My friend and I asked for donations to provide food to street children.
c. My friend and I raise for $90.
⇨ Each person gives $6 to the charity.

Extra activity

Divisions War:

- Divide the class into 4 groups. Then invite one representative to come to the front.
- Each student makes an equation by dividing 2-digit numbers, and 1 of 3 others have to answer.
- The student who gives the answer quickly gains one point.
- The round last 4 turns, and the student with the highest score gets one score for their team.
- Do the same with the rest students. In the end, the team with the most scores is the winning team.

UNIT 6: DIVIDING 2-DIGIT NUMBERS

Lesson 2

OBJECTIVES

Knowledge: Students will be able to
- understand division 2–digit numbers
- understand how division 2–digit numbers can be used in real-life context

Vocabulary: *divided by, equals, basket, charity*.

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

MATERIALS

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

WARMER

Division hunting: Divide the class into several groups. Each team choose a student to represent their team to come to the board. The teacher says a requirement to let students apply divisions. For example: "*Find me the object with the biggest number on it after dividing by 2.", "Find me the object that can be divided by 5."* The students find around the class to find suitable objects within a time limit. The student with the most correct object gets a point for their team. In the end, the team with the most points win the game.

LEAD IN

Use flashcards to review the previous lesson.

MAIN CONTENT

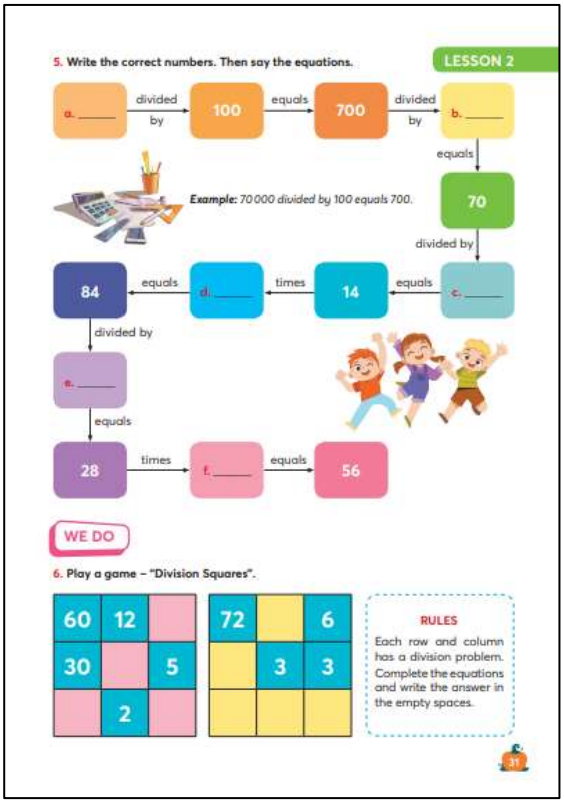
WE PRACTICE

5. Write the correct numbers. Then say.

- Have students look at the first equation, then the teacher writes on the board (_____ : 100 = 700).
- Ask students what number needs to be filled in the blank.
- Then write an answer for it.
- Tell students to continue with the other blanks. The teacher asks students to work in pairs and raise their hands when completeing the exercise. The teacher checks and say how many incorrect answers to let students re-check.

Answer

a. 7000 b. 10 c. 5
d. 6 e. 3 f. 2



WE DO

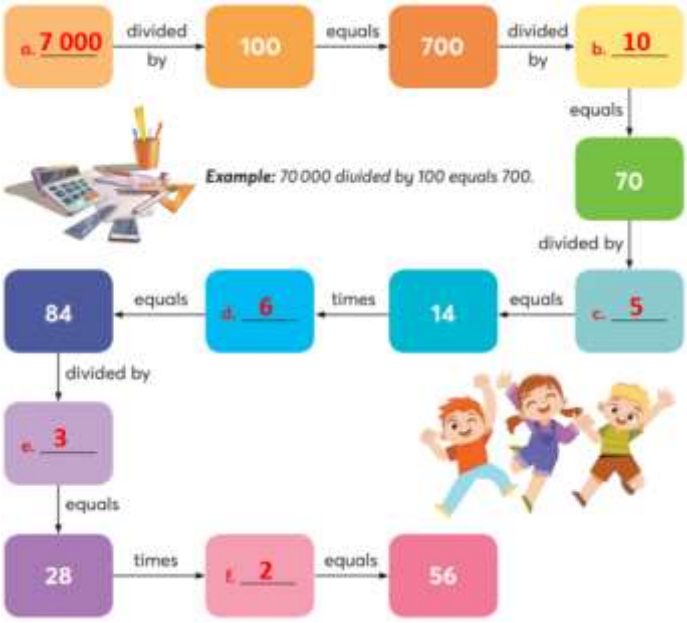
6. Play a game – "Division Squares".

- Invite a student to read the rules, then ask the whole class to look at the first square.
- The teacher does the first row (60:12=5) and the first column (60:3=2) for students to understand the exercise easier.
- Have students do the exercise individually and check with others if necessary.
- While students doing the exercise, the teacher can draw the squares on the board, and then invites some students to complete the squares.
- Have students give comments to their friends' answers and correct them.

Mixed ability

With a weaker class, the teacher can let students work in pairs to complete the squares. This helps them enhance team-work ability as well.

Answer



WE READ

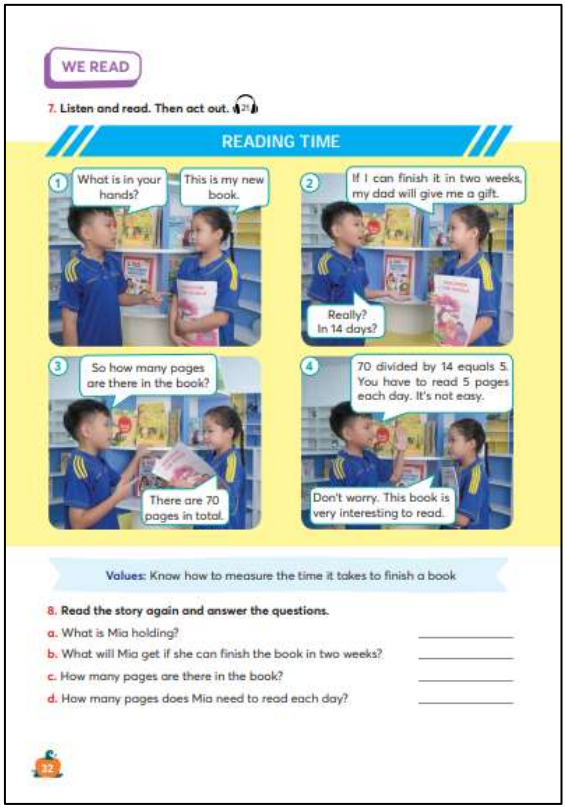
7. Listen and read. Then act out. 21

- Have students read the name of the story "Reading time" and ask them to read through the scene 1, scene 2, scene 3, scene 4.
- Play the recording 21 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 21
7. Listen and read. Then act out.
READING TIME
Tim: What is in your hands?
Mia: This is my new book.

Mia: If I can finish it in two weeks, my dad will give me a gift.
Tim: Really? In 14 days?

Tim: So how many pages are there in the book?
Mia: There are 70 pages in total.



Tim: 70 divided by 14 equals 5. You have to read 5 pages each day. It's not easy.
Mia: Don't worry. This book is very interesting to read.

8. Read the story again and answer the questions.

- Have a student read the questions a, b, c, and d to let them gain some information. Then invites some pairs to read the story again.
- Ask students to do the exercise individually by underlining key information and answering the questions.
- When the teacher corrects the exercise, ask students to explain their answers.

Answer
a. She is holding her new book.
b. She will get a gift if she can finish the book in two weeks.
c. There are 70 pages in the book.
d. She needs to read 5 pages each day.

REVIEW 2

OBJECTIVES

Knowledge: Students will be able to

- review addition, subtraction with multi-digit numbers and multiplication, division with 2-digit numbers
- understand the relationship between addition, subtraction, multiplication, division

Writing: Re-arrange the sentences.

Reading: Read and solve the math problems.

MATERIALS

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

WARMER

Math Fact Race: Divide students into different groups. Each group writes a series of addition, subtraction, multiplication, and division problems on the pieces of paper. Divide the class into teams or pairs. The groups exchange the papers and write the answers for each question. The fastest group with the most correct answers wins the game.

LEAD IN

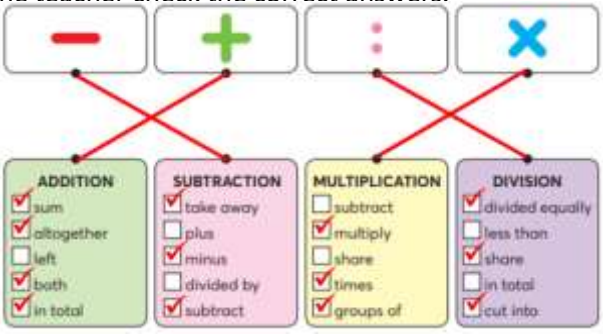
Use the flashcards from Units 4, 5, 6 to help students review the vocabulary.

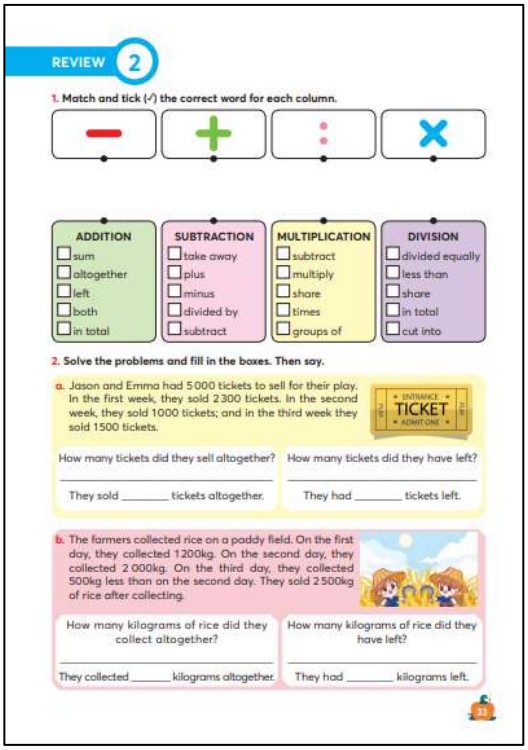
MAIN CONTENT

1. Match and tick (✓) the correct word for each column.

- Have students look at the signs and ask "What is this sign?" (expected answers: Addition, Subtraction, Multiplication, Division or Plus, Minus, Times, Divided by).
- Ask students to tick the words that are used for each sign.
- Spend time for students to complete the exercise, then the teacher check the correct answers.

Answer




REVIEW 2

1. Match and tick (✓) the correct word for each column.

ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION
sum	take away	subtract	divided equally
altogether	plus	multiply	less than
left	minus	share	share
both	divided by	times	in total
in total	subtract	groups of	cut into

2. Solve the problems and fill in the boxes. Then say.

a. Jason and Emma had 5000 tickets to sell for their play. In the first week, they sold 2300 tickets. In the second week, they sold 1000 tickets; and in the third week they sold 1500 tickets.

How many tickets did they sell altogether? They sold _____ tickets altogether.

How many tickets did they have left? They had _____ tickets left.

b. The farmers collected rice on a paddy field. On the first day, they collected 1200kg. On the second day, they collected 2000kg. On the third day, they collected 500kg less than on the second day. They sold 2500kg of rice after collecting.

How many kilograms of rice did they collect altogether? They collected _____ kilograms altogether.

How many kilograms of rice did they have left? They had _____ kilograms left.

2. Solve the problems and fill in the boxes. Then say.

- Invite 1-2 students to read the math problem.
- The teacher writes a summary of sentence a for students to follow easier. (Ask students while completing the summary "*How many tickets did they sell in the first week/second week/third week?*")
- Invite a student to read the question, then ask some volunteers to read the equation. Spend time for the class to do it.
- Invite some students to give a full answer to the question after having the result of the equation.
- The teacher checks the correct answer.
- Do the same with sentence b.

Answer

a. 2300 + 1000 + 1500 = 4800

⇨ They sold 4800 tickets altogether.

5000 – 4800 = 200

⇨ They had 200 tickets left.

b. 1200 + 2000 + 1500 = 4700

⇨ They collected 4700 kilograms altogether.

4700 – 2500 = 2200

⇨ They had 2200 kilograms left.

3. Order the words and numbers to make a correct sentence.

- Ask students to look at the first example (the teacher may write it on the board for students to follow up easier).
- Ask students to arrange the easy words first (divided by, equals), then the numbers later.
- Have students order the correct numbers (tell that they can change many times until it's correct)
- Write a full sentence after finish arranging.
- Spend time for students to complete the exercise, then the teacher checks the correct answers.

Answer

a. 12 000 divided by 1 000 equals 12.
b. 100 times 1 000 equals 100 000.
c. 80 000 divided by 10 equals 8 000.
d. 28 times 1 000 equals 28 000.

4. Read and circle the correct answer.

- Have a student read the question *a* and write the equation on the board. Ask a volunteer to read the equation in front of the class.
- Read again the sentence *a* with raising voice at the question for students to notice.
- Ask students which arithmetic can be used and why.
- Invite a volunteer to read the answer to the question.
- Have students do the exercise individually.
- Ask some pairs to take turns asking and answering the questions.

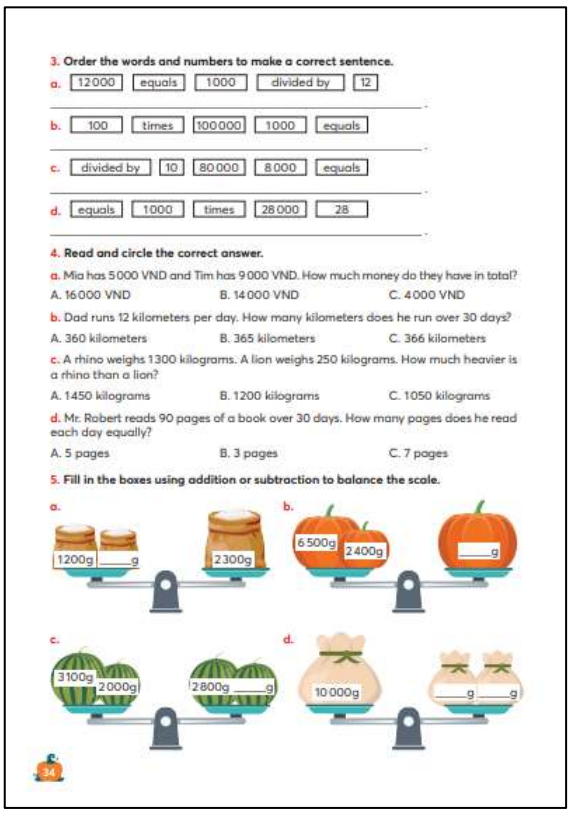
Answer

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

Extra activity

Math Scavenger Hunt

Divide the class into several groups. Each group writes 10 equations on pieces of paper, then hide them around the class (Remember to ask students write their group name at the bottom of the paper). When finish, 2 representatives of each group find the hidden papers around the class and bring to the team to solve. The team that solves 10 papers first is the winning team.


3. Order the words and numbers to make a correct sentence.

a. 12000 | equals | 1000 | divided by | 12

b. 100 | times | 100000 | 1000 | equals

c. divided by | 10 | 80000 | 8000 | equals

d. equals | 1000 | times | 28000 | 28

4. Read and circle the correct answer.

a. Mia has 5000 VND and Tim has 9000 VND. How much money do they have in total?
A. 16000 VND B. 14000 VND C. 4000 VND

b. Dad runs 12 kilometers per day. How many kilometers does he run over 30 days?
A. 360 kilometers B. 365 kilometers C. 366 kilometers

c. A rhino weighs 1300 kilograms. A lion weighs 250 kilograms. How much heavier is a rhino than a lion?
A. 1450 kilograms B. 1200 kilograms C. 1050 kilograms

d. Mr. Robert reads 90 pages of a book over 30 days. How many pages does he read each day equally?
A. 5 pages B. 3 pages C. 7 pages

5. Fill in the boxes using addition or subtraction to balance the scale.

a. 1200g ___g 2300g

b. 6500g 2400g ___g

c. 3100g 2000g 2800g ___g

d. 10000g ___g ___g

34

5. Fill in the boxes using addition or subtraction to balance the scale.

- Ask students to describe the picture about what they can see in the picture.
- Have students look at the first example, ask them which kind of arithmetic is used in each example and how would they know.
- Invite a volunteer to read the equation (1200 + ? = 2300)
- Have students think what number is need to filled in the blank. Then correct if necessary. (1100)
- Spend time for students to complete the exercise.
- The teacher checks the correct answers.

Answer

a. 1100
b. 8900
c. 2300
d. 500 - 500

UNIT 7: ANGLES

Lesson 1

OBJECTIVES

Knowledge: Students will be able to
- understand what angles are
- compare and recognize 4 types of angles

Vocabulary: *angle, acute angle, obtuse angle, right angle, straight angle, window, pizza, hanger, ruler.*

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

MATERIALS

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

WARMER

Who is faster?: Write 10-20 comparative words on the board. Then invite two students to come to the front of the class and give each student a board eraser. Ask the two students to stand with their backs to the board and tell them that when you call out one of the words, they should turn around and try to erase the word quickly. The first student to erase the word is the winner. Then, ask the rest of the class 'Who is faster?', and all students should answer using a comparative sentence (e.g. 'Sarah is faster than James.').

LEAD IN

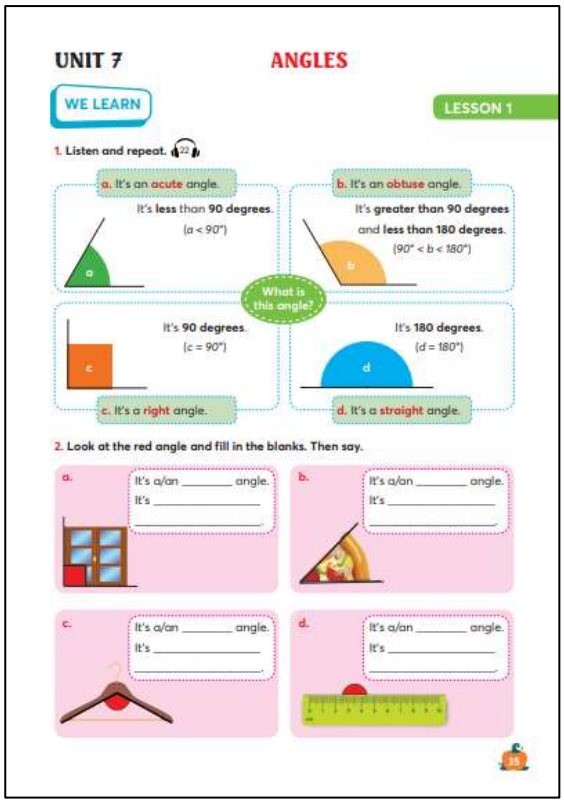
Draw 4 types of angles on the board. Ask students to arrange from the smallest to the biggest. Then tell the students that the lesson will be about "ANGLES."

MAIN CONTENT

WE LEARN

1. Listen and repeat. 22

- Play recording 22 twice and have students look at the sentences in their book and repeat. Language focus: acute angle, obtuse angle, right angle, straight angle. Structures of sentences: What is this angle? – It's a/an ....
- The teacher pause at each angle, then explains clearly and slowly the properties of each angle.
- After explaining all 4 angles, ask students to draw on a piece of paper the angle that was said by a teacher. For example, the teacher says: "An acute angle.", then the students have to draw an acute angle on the paper. They can share with friends their answers.



Track 22

1. Listen and repeat.

What is this angle?

a. It's an acute angle. It's less than 90 degrees.
b. It's an obtuse angle. It's greater than 90 degrees and less than 180 degrees.
c. It's a right angle. It's 90 degrees.
d. It's a straight angle. It's 180 degrees.

2. Look at the red angle and fill in the blanks. Then say.

- Ask students if they know what the pictures are. Then use the flashcards to have students practice reading.
- Have students complete the exercise individually, then the teacher checks the correct answers.

Answer

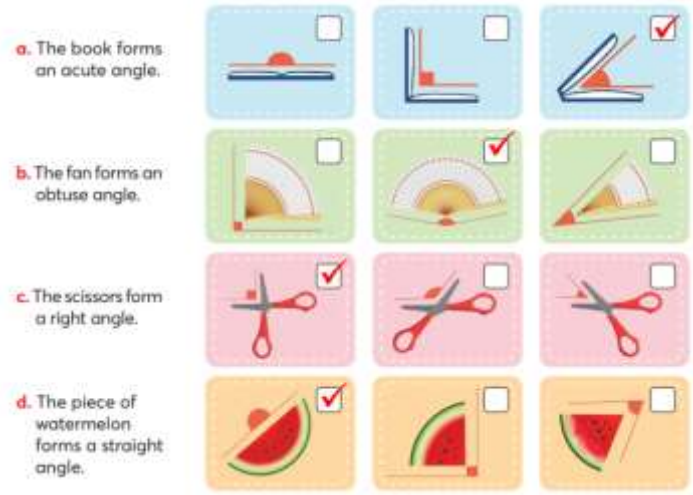
a. right / 90 degrees.
b. accute / less than 90 degrees.
c. obtuse / greater than 90 degrees and less than 180 degrees.
d. straight / 180 degrees.

WE PRACTICE

3. Read and tick (✓) the correct picture. Then say.

- Ask students again about the properties of 4 angles.
- Have students look at the first example, ask students "What is it?", then invite a student to read the sentence.
- Ask any volunteers to choose a correct answer. Then ask different students what the other 2 angles are.
- Spend time for students to do the exercise individually. Then the teacher checks the correct answers.

Answer



4. Find 4 different types of angles in the picture. Then say.

- Have a student read the sentence *a* and write the equation on the board. Ask a volunteer to read the equation in front of the class.
- Read again the sentence *a* with raising voice at the numbers for students to notice. Then read the equation.
- Invite a volunteer to read the answer to the question.
- Have students do the exercise individually.
- Ask some pairs to take turns asking and answering the questions.

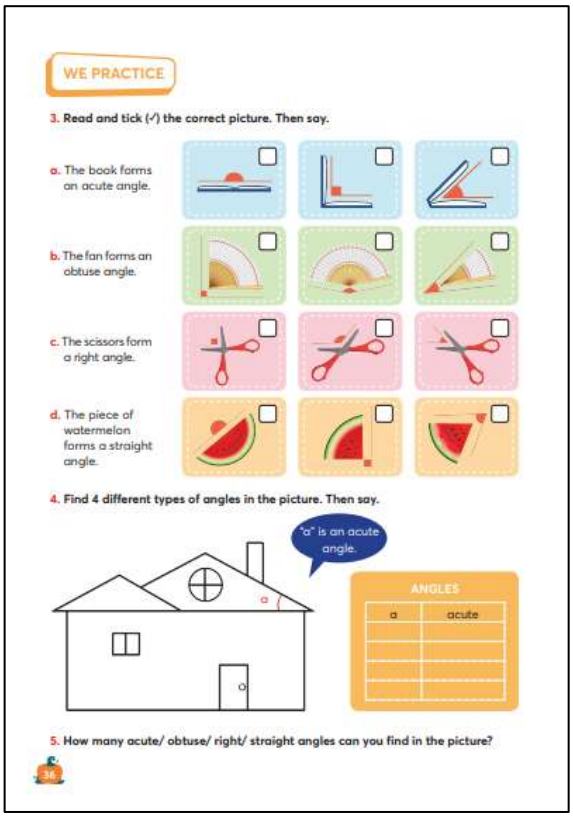
Answer

Students' answers

Extra activity

Angles Bingo:

- Have students draw their bingo cards with 4x4 bingo cards with 4 of each angle. They can choose where to draw the angles freely.



- Select a student to be the caller or take turns for each round.
- The caller randomly selects an angle calling card and describes or shows an angle.
- Students check their bingo cards for a matching angle and mark it off if they have one.
- The first student to get a complete line (horizontal, vertical, or diagonal) shouts "Bingo!" and is declared the winner for that round.
- Repeat the process with different angle calling cards for subsequent rounds.

5. How many acute/ obtuse/ right/ straight angles can you find in the picture?

- The teacher can let students do this exercise at home or class in groups.
- In class, have students do the exercise in groups of 3 or 4. Students try to count as many angles as possible in 3-5 minutes.
- In the end, the teacher invites one representative to share with the class what angles their groups found.
- The teacher checks and give givesents.

UNIT 7: ANGLES

Lesson 2

OBJECTIVES

Knowledge: Students will be able to
- understand what angles are
- compare and recognize 4 types of angles

Vocabulary: *angle, acute angle, obtuse angle, right angle, straight angle, window, pizza, hanger, ruler.*

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

MATERIALS

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

WARMER

Memory Game: Create a set of angle cards, each showing an angle and its corresponding type. Shuffle the cards and place them face down on a table. Students take turns flipping over two cards, trying to match an angle with its correct type. This game helps reinforce students' ability to associate angle measurements with their respective names.

LEAD IN

Use flashcards to review the previous lesson.

MAIN CONTENT

WE PRACTICE

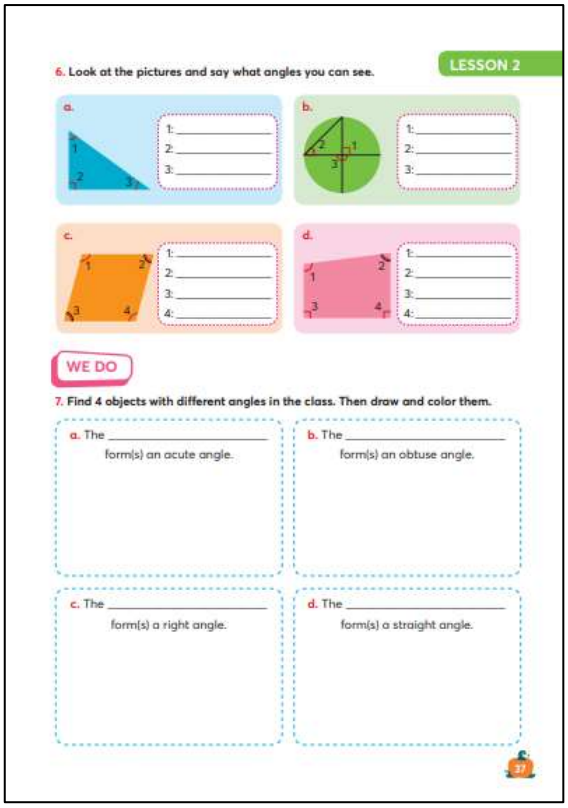
6. Look at the pictures and say what angles you can see.

- Tell students to look at the picture and say what the shapes are.
- Have students look at the triangle (picture a), point at each angle, and ask "What angle is this?"
- Invite some volunteers to say the names of the angles, and the teacher checks if it's correct or not.
- Spend time for students to complete the exercise, then the teacher checks the correct answers.

Answer

a. 1. Acute angle
2. Right angle
3. Acute

b. 1. Right angle
2. Acute angle
3. Straight angle



c. 1. Obtuse angle
2. Acute angle
3. Acute angle
4. Obtuse angle

d. 1. Obtuse angle
2. Acute angle
3. Right angle
4. Right angle

Mixed ability

With a weaker class, have students work in pairs to do the exercise. The two students discuss and write the correct answers. This helps students enhance teamwork ability.

WE DO

7. Find 4 objects with different angles in the class. Then draw and color them.

- Ask students to look again at exercise 3 of how an object forms an angle.
- Have students look around the class to find some objects and draw them corresponding to the requirements of exercisthe e.
- Have students work in groups to share their answers with others.

WE READ

8. Listen and read. Then act out. 23

- Have students read the name of the story "Hour hand – Minute hand" 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 in front of the class and practice. Check the spelling.
- Ask students to provide the value of the story.

Track 23

7. Listen and read. Then act out.

HOUR HAND - MINUTE HAND

Tim: Do you know the hour hand and minute hand can form an angle?

Tim: Look at this. It's 3 o'clock. This is a right angle. It's 90°.

Tim: Can you form an acute angle?

Mia: Sure, it's 2 o'clock. This is an acute angle. It's less than 90°.

Tim: When it's 5 o'clock, the hands make a straight angle.

Mia: No, they don't. That's an obtuse angle. It's greater than 90° and less than 180°.

Mia: Let me correct it. It's 6 o'clock. Now it's a straight angle.

Tim: I see.

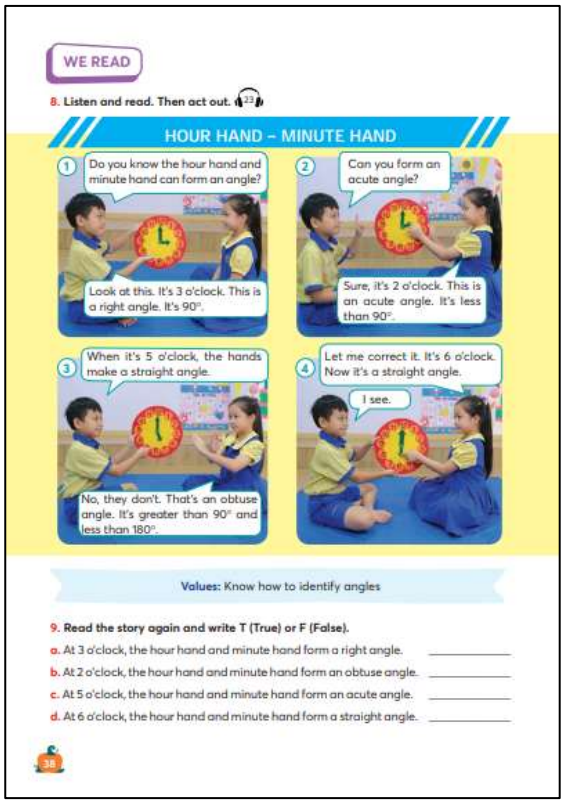
9. Read the story again and write T (True) or F (False).

- Have a student read the sentence a, b, c, and d to let them have some information. Then invites some pairs to read the story again.
- Ask students to do the exercise individually by deciding which sentence is True or False.
- When the teacher corrects the exercise, ask students to explain their answers.

Answer

a. T b. F

c. F d. T



Extra activity

Angle Art

Provide students with colored pencils, paper, and rulers. Ask them to create an artwork using only angles. They can use their knowledge of acute, obtuse, right, and straight angles to design geometric patterns or drawings. Encourage creativity and allow students to showcase their understanding of angle types through their artwork.

Extra activity

Angle Puzzle

Divide the class into different groups. Each group draws 15 – 20 angles on separated pieces of paper and fold them. The groups exchange the papers. When the teacher says "Start", groups open the papers and sort into 4 types of angles. The group that finishes raises their hands, and the teacher checks it. The fastest group with the most correct answers wins the game.

UNIT 8: PARALLELOGRAM - RHOMBUS

Lesson 1

OBJECTIVES

Knowledge: Students will be able to
- recognize a parallelogram and a rhombus.
- distinguish between a parallelogram and a rhombus.

Vocabulary: *parallelogram, rhombus, parallel, equal, kite, mat, earrings, button, cookie.*

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

MATERIALS

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

WARMER

Shape Memory Game: Create pairs of cards with different shapes, including parallelograms and rhombuses. Place the cards face-down on a table or floor and have students take turns flipping over two cards at a time to find matching shape pairs. As they flip each card, they should identify whether it is a parallelogram, rhombus, or another shape.

LEAD IN

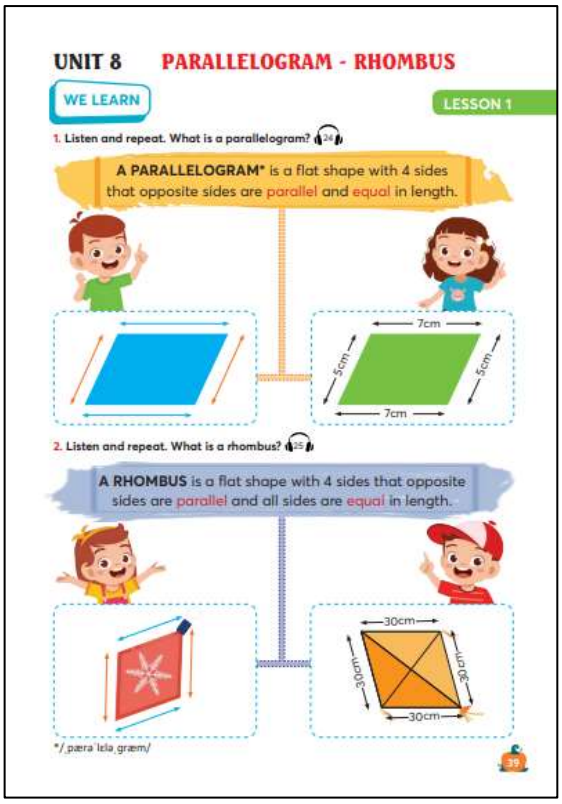
Tangram Challenge: Provide students with tangram puzzle pieces that can be arranged to form various shapes, including parallelograms and rhombuses. Challenge them to recreate specific shapes or create their unique designs using the given pieces. This hands-on activity can stimulate interest in geometric shapes and lead to discussions about their properties.

MAIN CONTENT

WE LEARN

1. Listen and repeat. What is a parallelogram? 24

- The teacher draws 2 parallel lines on the board to let Ss understand the term "parallel", then invites some students to come to the board to
- Have students look at the picture, and play track 24 2-3 times for students to listen.
- Invite some students to read the definition again.
- T explains the 2 properties of a parallelogram (opposite sides are parallel and equal in length)



Track 24

1. Listen and repeat. What is a parallelogram?

A parallelogram is a flat shape with 4 sides that opposite sides are parallel and equal in length.

2. Listen and repeat. What is a rhombus? 25

- Have students look at the picture, and play track 25 2-3 times for students to listen.
- Invite some students to read the definition again.
- T explains the 2 properties of a parallelogram (opposite sides are parallel and equal in length).

Track 25

2. Listen and repeat. What is a rhombus?

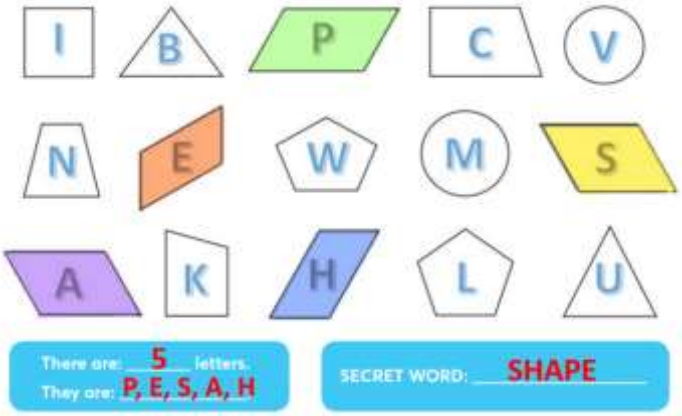
A rhombus is a flat shape with 4 sides that opposite sides are parallel and all sides are equal in length.

WE PRACTICE

3. Choose and color parallelograms. Then find the secret word.

- Have Ss look at the picture, then ask them to work individually to find the parallelograms.
- Have Ss work in pairs to share their answers and tell the name of the other shapes if they know.
- T asks Ss to discuss in pairs to find the secret word, then raise hands to give answers to T.

Answer



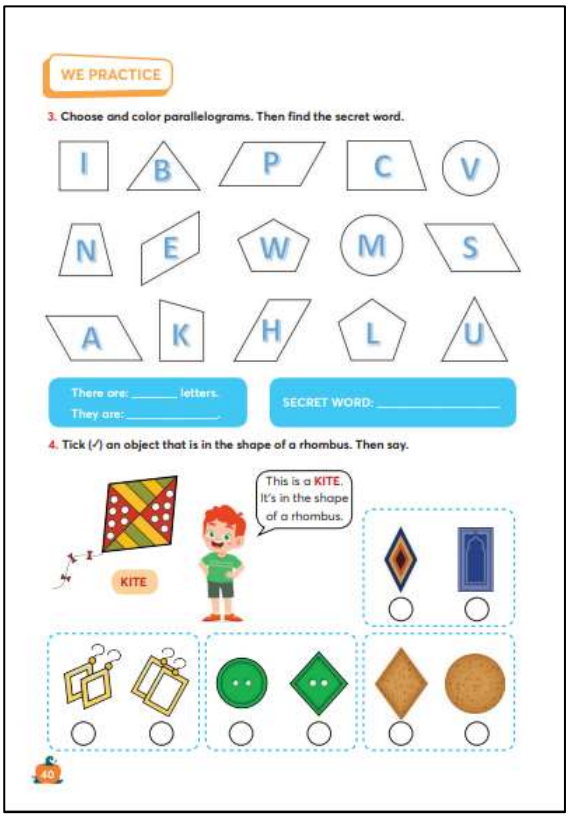
4

T

- Ask students to describe what they can see from the picture using “What objects are they?”, “Where can you see it?”
- Have students work individually to tick the correct shapes that are rhombus.
- Have students discuss with others their answers, then practice using the structure in the book.
- Invite some students to speak.

Mixed ability

With a stronger class, the teacher asks students to write the name of each shape in the pictures. Then share with friends to check. Remind students to raise hands to ask if needed.



Answer

This is a mat. It’s in the shape of a rhombus.
This is a earings. It’s in the shape of a rhombus.
This is a button. It’s in the shape of a rhombus.
This is a cookie. It’s in the shape of a rhombus.

UNIT 8: PARALLELOGRAM - RHOMBUS

Lesson 2

OBJECTIVES

Knowledge: Students will be able to

- recognize a parallelogram and a rhombus.
- distinguish between a parallelogram and a rhombus.

Vocabulary: *parallelogram, rhombus, parallel, equal, kite, mat, earrings, button, cookie.*

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

MATERIALS

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

WARMER

Shape Sort: Provide students with a set of cards or cut-outs containing different shapes. Ask them to sort the shapes into two groups: parallelograms and rhombuses. Encourage students to explain the reasoning behind their choices.

LEAD IN

Use flashcards to review the previous lesson.

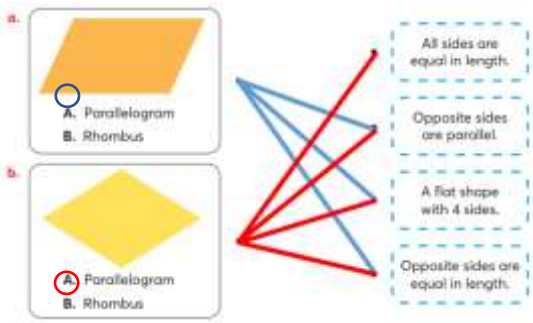
MAIN CONTENT

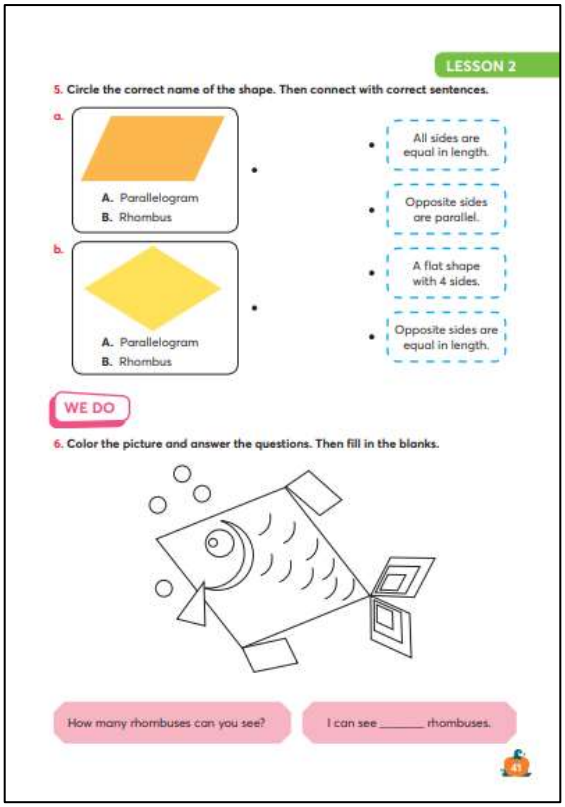
WE PRACTICE

5. Circle the correct name of the shape. Then connect with correct sentences.

- Asks students what they still remember about a parallelogram and a rhombus.
- Have students work individually to connect correct information about each shape.
- Ask students to work in pairs to share the answers with friends, then invites some students to give their answers.
- Check the correct answers.

Answer





WE DO

6. Color the picture and answer the questions. Then fill in the blanks.

- The teacher spends time for students to color the picture using their favorite colors.
- Have students discuss in groups to share their picture after coloring, then discuss how many rhombuses they can see.
- Invite some students to share their pictures and their group's answers.

Answer

I can see 7 rhombuses.

Fast finisher

Ask students who complete the exercise quickly to draw an animal using parallelograms and rhombuses. Then have students share with others about the picture (provide how many parallelograms and rhombuses there are)

WE READ

7. Listen and read. Then act out.

- Have students read the name of the story "An incredible building" 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 in front of the class and practice. Check the spelling.
- Ask students to provide the value of the story.

Track 26

7. Listen and read. Then act out.

AN INCREDIBLE BUILDING

Tim: Wow, this building is really cool. Look at the shape, Mia.
Mia: Wow, is it a rhombus?

Tim: No, it isn't.
Mia: Oh, I forgot. Rhombuses have all sides that are equal in length and opposite sides are parallel.

Tim: Yes, we can see that the opposite sides are parallel and equal in length.
Mia: So it's a parallelogram.

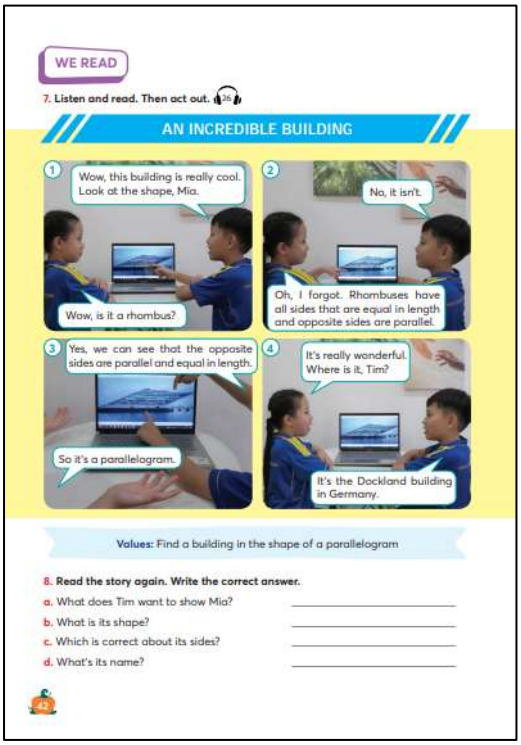
Mia: It's really wonderful. Where is it, Tim?
Tim: It's the Dockland building in Germany.

8. Read the story again. Write the correct answer.

- Have a student read the sentence a, b, c, and d to let them have some information. Then invites some pairs to read the story again.
- Ask students to do the exercise individually by answering the questions in full sentences.
- When the teacher corrects the exercise, ask students to explain their answers.
- Invite some pairs to ask and answer the questions.

Answer

a. He wants to show Mia a building.
b. It's a parallelogram.
c. The opposite sides are parallel and equal in length.
d. It's the Dockland building.



Extra activity

Design Challenge:

- Have students work in groups.
- Ask students to design a logo, symbol, or artwork using only rhombus and parallelogram shapes.
- Encourage creativity while ensuring that the properties of these shapes are incorporated into their designs.
- The teacher can students color and decorate their pictures.

Shape Hunt:

- Have students go on a "shape hunt" around the school or their surroundings, looking specifically for examples of rhombuses and parallelograms.
- They can take pictures or sketch the shapes they find and later discuss and analyze their properties as a class.

Error Analysis:

- Provide students with a set of rhombuses and parallelograms, some of which have mistakes in their properties (such as incorrect angles or unequal sides).
- Students must identify the errors and correct them, explaining why they made those changes.

UNIT 9: UNITS OF AREA
(m^2, dm^2, cm^2, mm^2)

Lesson 1

OBJECTIVES

Knowledge: Students will be able to

- recognize, read, and write the basic units of area (m^2, dm^2, cm^2, mm^2) in full form and short form.
- convert units of length.

Vocabulary: *square meter, square decimeter, square centimeter, square millimeter.*

Recycled vocabulary: swimming pool, chess board, bedroom, living room, playground, house

Listening: gap fill

MATERIALS

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

WARMER

Just a minute

- Write a bunch of general math categories on the board such as 2D shapes, 3D shapes, additions, subtractions, multiplications, divisions, millions.
- Put the students into groups of 4 and they can number themselves 1-2-3-4. Then, ask one of the students can stand up and throw a paper airplane at the board and whatever word it gets closest to is the topic for the first student.
- All the number ones must give 2 sentences for the topic in one minute without stopping and if they stop or have a long pause, they've lost the challenge.

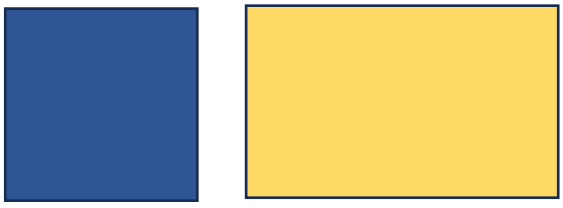
Mixed ability

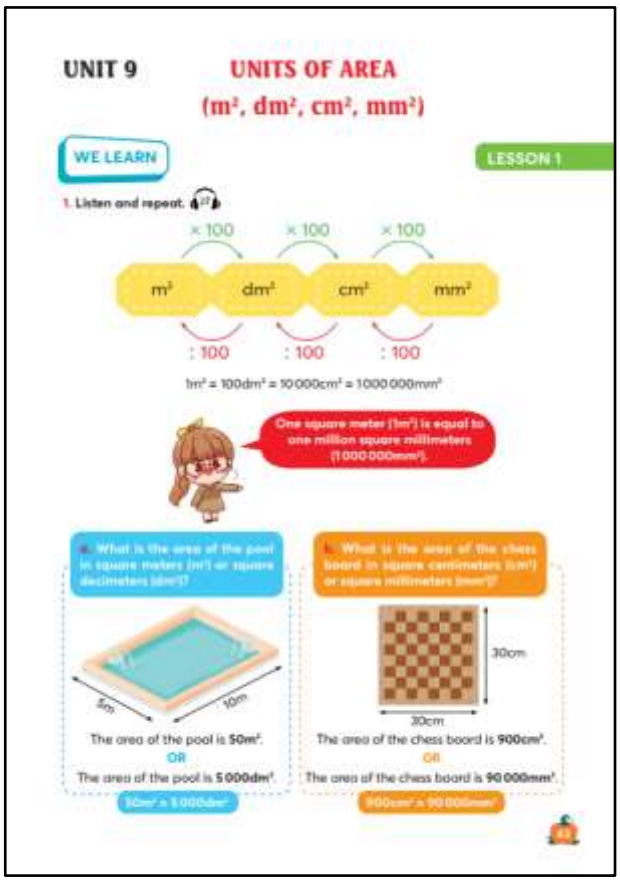
For higher-level students, you can require each group member to ask the speaker a follow-up question at the end of each round.

You can adjust the numbers of sentences to be higher or lower depending on the level of students (beginner = 2 sentences, advanced = 3 sentences).

LEAD IN

What is the area? – Draw a square and a rectangle on the board and explain what the area is. Area is a measurement of how much surface is covered.





Remind students how to find the area of a square and a rectangle. Find the area of a rectangle by mutiplying the lengths of two sides (width × length). The area of a square is equal to (side) × (side) square units.

MAIN CONTENT

WE LEARN

1. Listen and repeat. 27

- Introduce students the units of area by writing them on the board: m^2, dm^2, cm^2, mm^2.
- Teach them how to pronounce these units: square meter, square decimeter, square centimeter, square millimeter.
- Write $1m^2 = 100dm^2 = 10\ 000cm^2 = 1\ 000\ 000mm^2$ on the board and explain:
- By multiplying 100 to convert m^2 to dm^2, dm^2 to cm^2, cm^2 to mm^2
- By dividing 100 to convert mm^2 to cm^2, cm^2 to dm^2, dm^2 to m^2
- Give an example (a and b) to help students understand how to convert the units of length.

a. Show the picture of a swimming pool and ask students to identify the picture if it's in the shape of a square or a rectangle. Then ask them what the length/ width is.

Invite students to find out the area of the swimming pool in m^2 and convert to dm^2. Explain again how to convert from m^2 to dm^2 if students have difficulty with it.

b. Show the picture of a chess board and ask students to identify the picture if it's in the shape of a square or a rectangle. Then ask them what the side is.

Invite students to find out the area of the chess board in cm^2 and convert to mm^2. Explain again how to convert from cm^2 to mm^2 if students have difficulty with it.

Run the recording 27 and have students listen and repeat them. Invite students to drill pronunciation.

Track 27

One square meter is equal to one hundred square decimeters.

One hundred square decimeters are equal to ten thousand square centimeters.

Ten thousand square centimeters are equal to one million square millimeters.

"One square meter is equal to one million square millimeters."

a. What is the area of the pool in square meters (m2) or square decimeters (dm2)?

The area of the pool is 50m2 or the area of the pool is 5 000dm2.

b. What is the area of the chess board in square centimeters (cm2) or square millimeters (mm2)?

The area of the chess board is 900cm2 or the area of the chess board is 90 000mm2.

Extra activity

To help students understand the conversion, give them an activity of converting the units of length by fillig in the blanks:

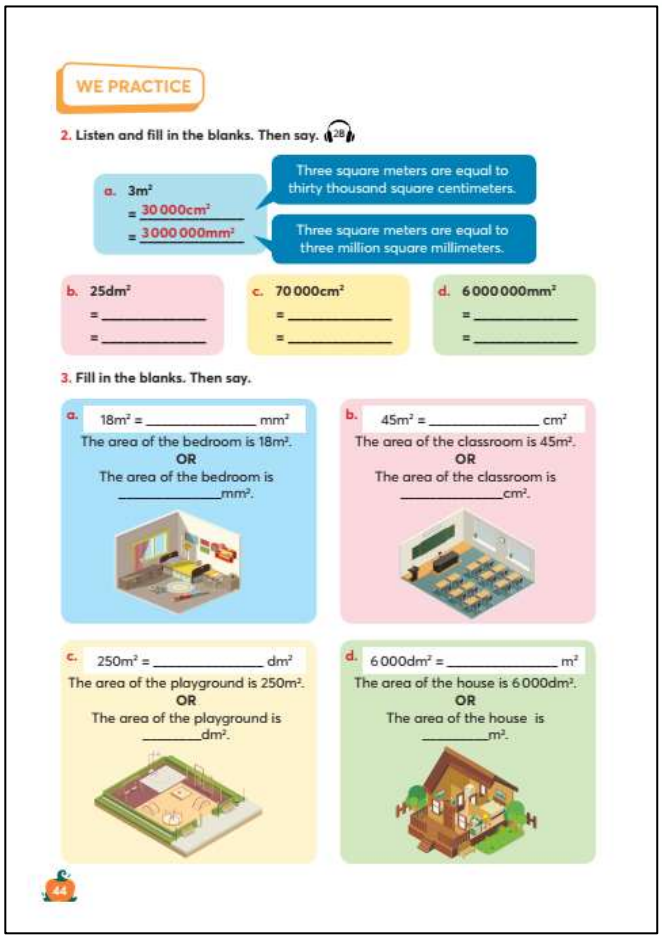
$1m^2$= ……..dm^2, 100dm^2 = ….cm^2, 1000 cm^2 = ….mm^2

Or 100mm^2 = ….cm^2, 10 000cm^2 = …dm^2, 100dm^2 = … m^2

WE PRACTICE

2. Listen and fill in the blanks. 28

Have students read the instructions and make sure that students understand what they have to do. Explain that the speaker will read the conversion of the units of area. Students listen and fill in the blanks.



Do "a" as an example. Run and pause the recording 28 and ask them if they can listen well $3m^2$ = 30 000cm^2, $3m^2$ = 3 000 000mm^2. Ask them to listen and complete b, c, d. Have students' answers and correct mistakes. The teacher plays the recording again if students can't still hear well.

Answer key

b. 25dm^2 = 250000mm^2
= 2500cm^2

c. 70 000cm^2 = 7m^2
= 700dm^2

d. 6 000000mm^2 = 600dm^2
= 6m^2

3. Fill in the blanks. Then say.

Ask students to convert the units of area, read the sentences and fill in the blanks. Teachers should model for students.

Answer key

a. 18m^2 = 18000000mm^2: The area of the bedroom is 18m^2 OR the area of the bedroom is 18 000 000mm^2.

b. 45m^2 = 450000cm^2: The area of the classroom is 45m^2 OR The area of the classroom is 450000cm^2.

c. 250m^2 = 25000dm^2: The area of the playground is 250m^2 OR The area of the playground is 25000dm^2.

d. 6 000dm^2 = 60m^2: The area of the house is 6 000dm^2 OR The area of the house is 60m^2.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to

- recognize, read, and write the basic units of area (m^2, dm^2, cm^2, mm^2) in full form and short form.
- convert units of length.

Vocabulary: *square meter, square decimeter, square centimeter, square millimeter.*

Recycled vocabulary: swimming pool, chess board, bedroom, living room, playground, house

Listening: gap fill

MATERIALS

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

WARMER

Area Name or Initials Activity

Directions

1. Outline your name with a pencil
2. Color each letter a different color
3. Find the area of each letter
4. Add the area of each letter to find the total area

**They can either draw their names or initials using their notebooks or any grid paper you may have.*

LEAD IN

Convert the following areas into mm^2:

(a) $2cm^2$ (b) $8cm^2$

(c) $35cm^2$ (d) $730cm^2$

Have students practice with the task.

MAIN CONTENT

WE PRACTICE

4. Convert into the same units of area. Then compare >, < or = and write the sentence.

- Have students convert into the same units of area by filling numbers in the blanks.
- Students compare 2 units of area and write >, <, or =. Then write the sentence in the blank.

Answer key

a. 3 000cm^2 < 30m^2 = 300 000cm^2: 3000cm^2 are smaller than 30m^2.

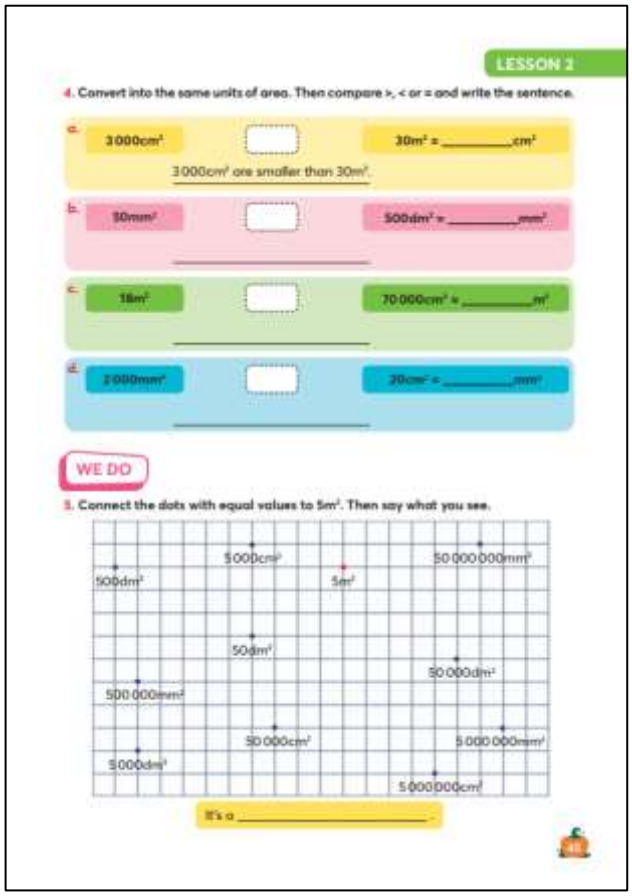
b. 50mm^2 < 500dm^2 = 5000000mm^2: 50mm^2 are sma smaller than 500dm^2.

c. 18m^2 > 70 000cm^2 = 7m^2: 18m^2 are greater than 70 000cm^2.

d. 2 000mm^2 = 20cm^2 = 2 000mm^2: 2 000mm^2 are equal to 20cm^2.

Lesson video: Converting and comparing area

https://www.nagwa.com/en/videos/846159837538/



WE DO

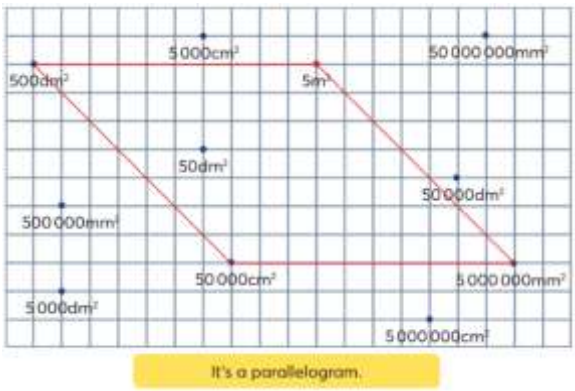
5. Connect the dots with equal values to 5m2. Then say what you see.

- Have students connect from 5m^2, students are going to find the values which are equal to 5m^2. Elicit students that they will have a shape if they connect the dots correctly.
- Ask students which shape it is when they finish.

Fast finisher

Ask students to say the sentences of converting the units of area, for example: 5m2 are equal to 500dm2. Do the same with other values.

Answer key



WE READ

6. Listen and read. Then act out. 29

- Have students read the name of the story "A puppy house" and tell to students that they are going to listen a dialogue between Tim and Mia.
- Play the recording 29 and ask students to focus on each picture frame 1,2,3,4/ page 46. 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 "Know how to measure a small area"

Track 29

A PUPPY HOUSE

Mia: My mom bought me a puppy for my birthday yesterday.
Tim: Wow! Do you have a house for your puppy, Mia?
Mia: Not yet, my father and I want to build a house for it.
Tim: How big of the house do you want?
Mia: I think the area of the house should be about 1m2.
Tim: Ah, that's equal to 100dm2, right?
Mia: Yes, it is. Do you want to meet my puppy, Tim?
Tim: Sure, I can't wait to see it, Mia.

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

- Ask students to read the sentences, then find the information in the story and correct mistakes.
- Invite students to correct sentences.

Answer key

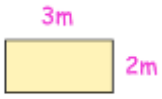
a. Mia's father gave her a puppy for her birthday. — mom
b. Mia and Tim want to build a house for the puppy. — Mia and her father
c. The area of the house will be 10dm². — 100dm²
d. Tim doesn't want to meet the puppy. — wants

Fast finisher

Ask students when they use the area in real situations, example: building houses, gardens, farms, etc. Or ask them convert 100dm² (in the story) to cm² and mm².

Extra activity

Question 1: Shown is a rectangle with length 3m and width 2m



(a) Find the area of the rectangle in m²
(b) What is the length of the rectangle in cm?
(c) What is the width of the rectangle in cm?
(d) Find the area of the rectangle in cm²
(e) Fill in the missing number using your answers to (a) and (d)

1m2 = ……cm2

Question 2: Tommy has been asked to changed 800cm² into m². He says: "since there are 100 centimetres in 1 meters, the answer is 8m²". Explain why Tommy is incorrect.

Question 3: Convert the following areas into m²
(a) 40,000cm² (b) 70,000cm² (c) 180,000cm²
(d) 600,000cm² (e) 3,830,000cm² (f) 2,500cm²
(g) 900cm² (h) 4,421cm² (i) 12cm²

Question 4: Convert 6m² to mm²

Question 5: Convert the following areas into cm²
(a) 500mm² (b) 400mm² (c) 2,200mm²

REVIEW 3

OBJECTIVES

Knowledge: Students will be able to

• memorize and review the properties of 4 angles, a parallelogram, a rhombus and units of areas.

• be confident to convert units of areas into daily activities.

Vocabulary: *angle, acute angle, obtuse angle, right angle, straight angle, parallelogram, rhombus, parallel, equal, area*

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

MATERIALS

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

WARMER

True or False Statements: Write several statements related to parallelograms and rhombuses on the board, such as "Opposite sides of a parallelogram are parallel." Students should indicate whether each statement is true or false, providing a brief explanation for the false statements.

LEAD IN

Use the flashcards to review the vocabulary of units 7, 8, and 9.

MAIN CONTENT

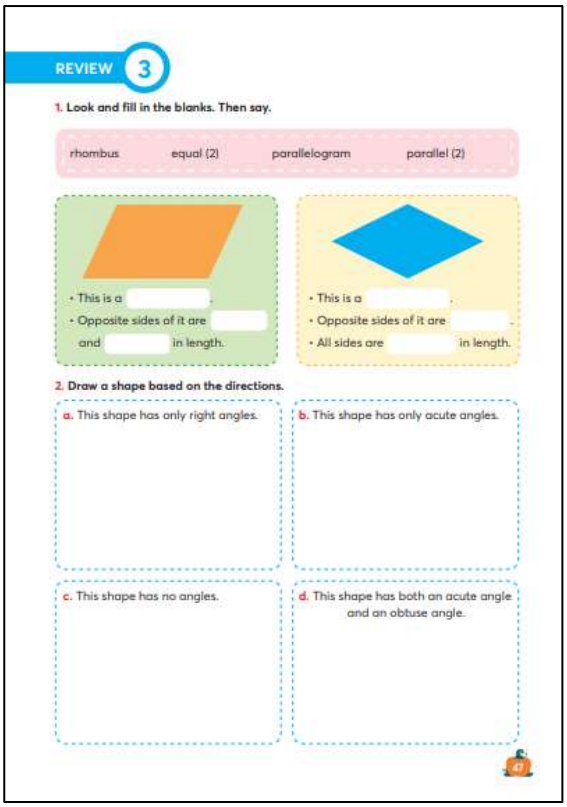
1. Look and fill in the blanks. Then say.

- Ask students what they remember about parallelograms and rhombuses, then write it on the board.
- Show the PP and have students look at it.
- Tell students to complete the exercise individually.
- T spends time for Ss to complete the exercise individually, then discuss it with others to check.
- T checks the correct answers.

Answer

a. This is a parallelogram. Opposite sides of it are parallel and equal in length.

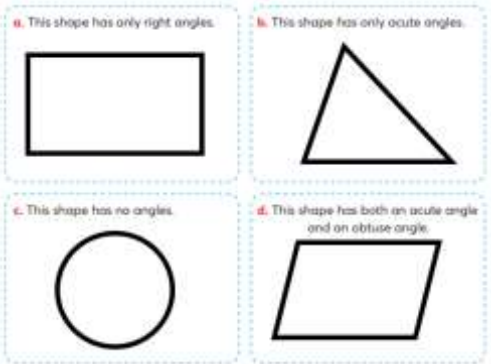
b. This is a rhombus. Opposite sides of it are parallel. All sides are equal in length.



2. Draw a shape based on the directions.

- Have students list some shapes that they know.
- Show the PP, point and invite students to read the requirements out loud.
- Have students work in pairs or groups to do the exercise, then ask students to raise their hands when completing the exercise.
- The teacher can invite some students to come to the board and draw their answers.
- T checks the correct answers.

Answer



3. Listen and fill in the blanks. Then answer the questions. 30

- Show the PP and have Ss describe the pictures before listening.
- Play the audio twice or three times for Ss to listen.
- Invite some Ss to give their answers (ask if any have different answers)
- After listening to 4 audios, give Ss time to answer the question by converting the units, then answer in a full sentence.
- Have Ss work in pairs to ask and answer the questions, and check if there are any differences.
- T check the correct answers.

Answer

a. 1 500m^2

The area of the garden in 15 000 000cm^2

b. 250m^2

The area of the restaurant is 25 000dm^2.

c. 96m^2

The area of the library is 96 000 000mm^2.

d. 4 500m^2

The area of the museum is 45 000 000cm^2.

Track 30

3. Listen and fill in the blanks. Then answer the questions.

a. The area of the garden is 1500m^2.

What is the area of the garden in cm^2?

b. The area of the restaurant is 250m^2.

What is the area of the restaurant in dm^2?

c. The area of the library is 96m^2.

What is the area of the library in mm^2?

d. The area of the museum is 4 500m^2.

What is the area of the museum in cm^2?

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

- Show the PP and have students look at the pictures, then tell what shapes the object is.
- After noticing the shape, tell students to find the lenght and width of each shape. Then ask students how to find the area of it.
- After find out the area of the shape, ask students to convert into the correct units corresponding to the requirement.
- Spend time for Ss to do the exercise.
- Check the correct answers.

Extra activity

Classroom Floor Plan:

- Divide the class into several groups.
- Have students measure the dimensions of the classroom or a designated area within it.
- The teacher gives each group a table to measure their objects (table, floor, desk, window, etc.)
- Tell students that they don't have to measure exactly, just approximatly.
- Have students to find the area of it, then convert into different units.
- Have students share with others their results.
- This activity allows them to apply their knowledge to a familiar environment.

UNIT 10: FRACTIONS

Lesson 1

OBJECTIVES

Knowledge: Students will be able to

- make equal parts of a whole and describe equal parts of whole objects.
- describe fractional parts of a given picture in word (two-thirds) and fraction forms (2/3)
- simplify fractions
- use fractions in the contexts

Vocabulary: in simplest form, ice tray, verbs in the past (ate, used)

Recycled vocabulary: pizza, chocolate bar, cupcake, biscuit, pineapple, coconut, cherry, strawberry,

Listening: gap fill

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, Number line task cards with different fractions written on them.

WARMER

Fractions on the number line

- Give each student a fraction card and ask them to find the student with the equivalent fraction.
- Tell students they will work with their partner to represent fractions on a number line.
- Give each partner pairing a fraction task card and instruct them to find their place on the number line. For example, if a pairing received the task card 1 2/3 they would stand between the 1 and 2; if the number is 1/3 they would stand between 0 and 1.
- Check as a class and discuss. Have students recreate in their notebooks.
- Repeat with varying number lines and fractions. For example, you could use a number line from 0-1.

LEAD IN

Show the picture of a pizza. Teachers divide the pizza into equal parts and introduce the topic lesson for students "Fractions".

MAIN CONTENT

WE LEARN

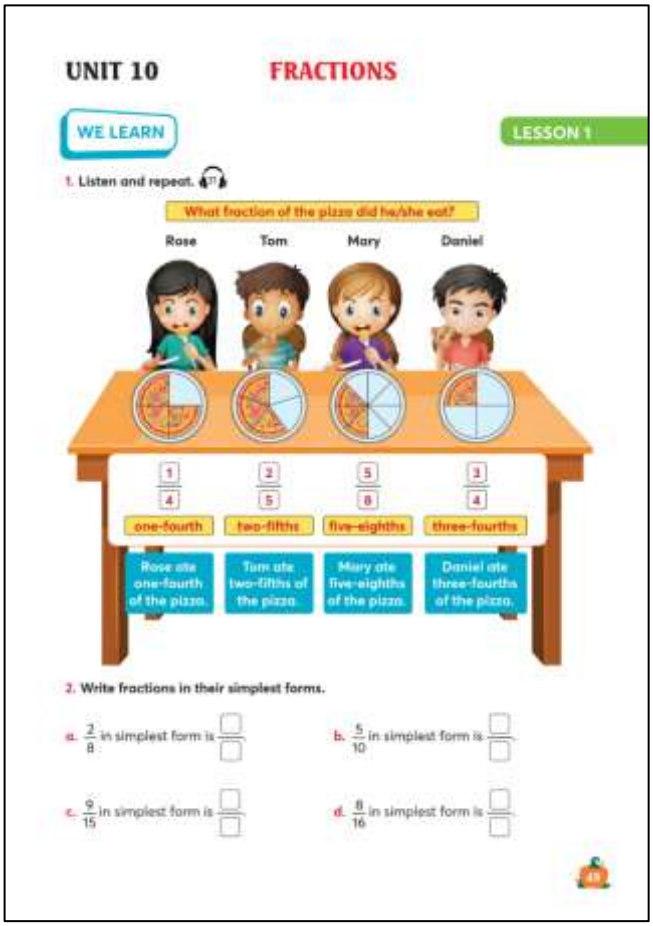
1. Listen and repeat. 31

Show the picture of four students that are eating the pizzas. Use pre-questions and ask students:

Tell the name of students who are eating their pizza.

How many pieces of the pizza did he/she eat?

What fraction of the pizza did he/she eat?



- Emphasize that students must use "ate" in their answer.
- Teach students how to identify the fraction of the pizza he/she ate. Tell them how to write fractions in numbers and words.
- Explain that they have to use ordinal numbers in plural for denominators when the numerators are greater than 1.

Track 31

What fraction of the pizza did he/she eat?

Rose ate one-fourth of the pizza.

Tom ate two-fifths of the pizza.

Mary ate five-eighths of the pizza.

Daniel ate three-fourths of the pizza.

Mixed ability

For low-ability students: Teachers give other example of fractions and ask students to read them.

For high-ability students: Students show pictures and ask them to identiy the correct fractions.

2. Write fraction in their simplest forms.

- Explain again how to simplify the fractions. This is an example: How to simplify the fraction 8/24?

Follow the steps given below to learn the shortest way.
Step 1: Write the factors of numerator and denominator.
The factors of 8 and 24 are
Factors of 8: 1, 2, 4, and 8
Factors of 24: 1, 2, 3, 4, 6, 8, 12, and 24
Step 2: Determine the common factors of numerator and denominator. The common factors of 8 and 24 are 1, 2, 4, and 8.
Step 3: Divide the numerator and denominator by the common factors until they have no common factor except 1. The fraction so obtained is in the simplest form. Let's start dividing by 2, then 8/24 = (8/2)/(24/2) = 4/12. We will continue to divide by 2 until we can't go any further. So, we have (4/2)/(12/2) = 2/6 = (2/2)/(6/2) = 1/3.
Thus, 1/3 is the simplest form of the fraction 8/24.
Ask students to complete the exercise 2 that students simplify the fractions. Encourage them to use the whole sentence "…in simplest form is …".

Answer key

a. $\frac{1}{4}$ b. $\frac{1}{2}$ c. $\frac{3}{5}$ d. $\frac{1}{2}$

WE PRACTICE

3. Look and write the fractions in numbers and words.

- Remind students vocabulary such as: chocolate bar, ice tray, cupcakes, biscuit.
- The fractions are the shaded parts of the objects. Ask students to look at the objects and identify the correct fraction.
- Have students read the sentences and fill the fractions as words in the blanks.

Answer key

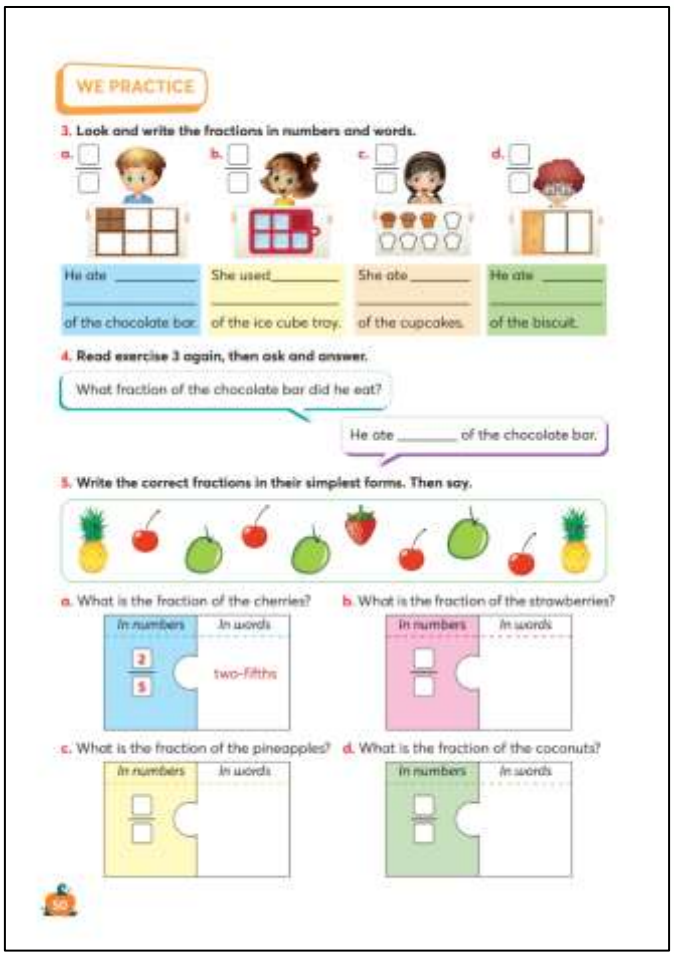
a. He ate five-sixths of the chocolate bar.
b. She used one-sixth of the ice cube tray.
c. She ate five-eighths of the cupcakes.
d. He ate two-thirds of the biscuit.

4. Read exericse 3 again, then ask and answer.

Have students read the answers in exercise 3, then make questions.

Answer key

a. What fraction of the chocolate bar did he eat? – He ate five-sixths of the chocolate bar.
b. What fraction of the ice cube tray did she use? – She used one-sixth of the ice cube tray.
c. What fraction of the cupcakes did she eat? – She ate five-eighths of the cupcakes.
d. What fraction of the biscuit did he eat? – He ate two-thirds of the biscuit.



5. Write the correct fractions in their simplest form. Then say.

- Have students read the total of the fruits and say the names of these fruits (cherries, strawberries, pineapples, coconuts)
- Explain a is an example for students. The result 2/5 is the simplest form of 4/10 which they counted.
- Ask students to do the same with b, c, and d.

Answer key

b. $\frac{1}{10}$ one-tenth c. $\frac{1}{5}$ one-fifth d. $\frac{3}{10}$ three-tenths

Extra activity

Matching Fractions – Give half the class cards with visual representations of fractions and the other half cards with the fractions in number form. Have the students "find their match" and stand side by side. Also, this can work as a matching game for each student to do individually.

Learn the terms – Teaching the terms numerator and the denominator is important to do upfront when working on fractions. Therefor, be sure to give many examples and write it out for the kids to see, as you teach them this.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to

- make equal parts of a whole and describe equal parts of whole objects.
- describe fractional parts of a given picture in word (two-thirds) and fraction forms (2/3)
- simplify fractions
- use fractions in the contexts

Vocabulary: in simplest form, ice tray, verbs in the past (ate, used)

Recycled vocabulary: pizza, chocolate bar**,** cupcake, biscuit, pineapple, coconut, cherry, strawberry,

Listening: gap fill

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, Number line task cards with different fractions written on them.

WARMER

Number rock video

Music has a power to help people remember things. Videos like this one can help students remember a process as long as they hear the music over and over. You can play the song as students come into the room or when they're working. The more that they hear it, the better they'll remember it. Students love music. And whenever the music might come across as cheesy, I just own the cheese and go with it. I've learned it's much more fun when you don't take yourself too seriously.

https://www.youtube.com/watch?v=U-1KjlJAA6M&t=1s

LEAD IN

Let students know the lesson they are going to learn for today: solve fraction problems and make a presentation.

MAIN CONTENT

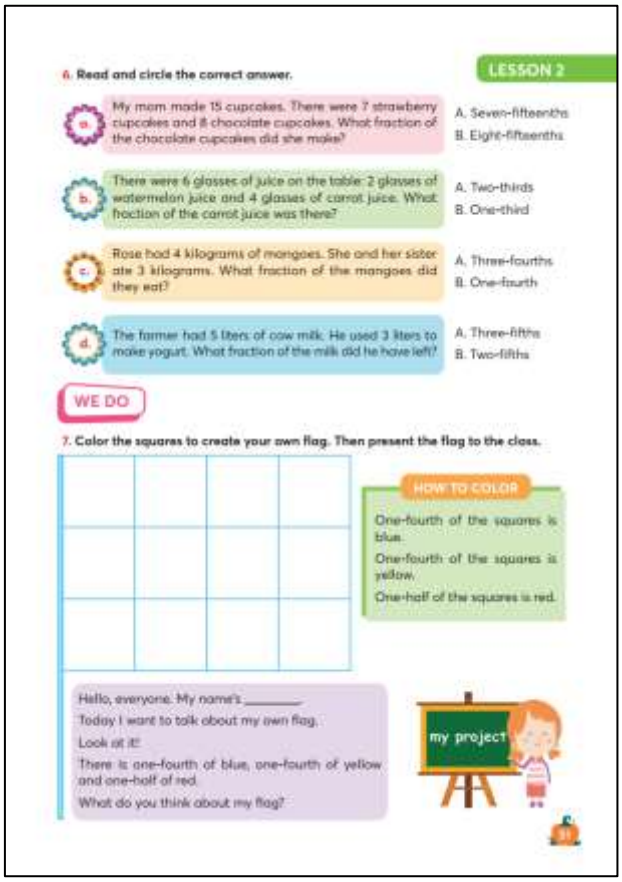
WE PRACTICE

6. Read and circle the correct answer.

- Have students read each problem and underline the key words which help them find out the answer.
- *Example: My mom made 15 cupcakes. There were 7 strawberry cupcakes and 8 chocolate cupcakes. What fraction of the chocolate cupcakes did she make?*
- Have students' answers and correct mistakes.
- Ask students to use whole sentences to answer.

Answer key

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

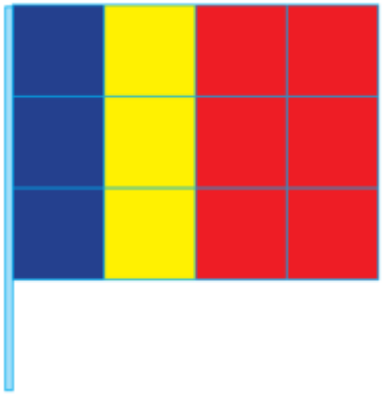


WE DO

7. Color the squares to create your own flag. Then present the flag to the class.

- Ask Ss to read the instructions, do the calculations and decide the fractions of the square and use the right color for it.
- Do an example for Ss with the blue.
- Go around the class and check if they do it right or wrong.
- When students finish, give them the sentences and model the presentation about the flag.
- Call out some students and encourage them to present their flags.

Answer key



Mixed ability

Low-ability students: Students use whole sentences to talk about the fraction colors of their flag by asking and answering questions. It doesn't need to ask them to make a presentation.

High-ability students: Instruct them how to make a short presentation about the flag by using fraction colors.

WE READ

- Have students read the name of the story "A paper fan" and tell to students that they are going to listen a dialogue between Tim and Mia.
- Play the recording 32 and ask students to focus on each picture frame 1,2,3,4/ page 52. 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 "Find out fractions of an object"

Track 32

A PAPER FAN

Tim: What are you doing, Mia?

Mia: I'm making a paper fan for my math project.

[1 hour later …]

Mia: Look at the fan! What do you think?

Tim: It's colorful, Mia. I like it.

Tim: Red is my favorite color. How many parts of the fan are red?

Mia: It takes up two parts or two-sevenths of the fan.

Tim: Yellow is so bright. What fraction of the yellow did you use to make it?

Mia: It's three-sevenths.

9. Read the story again and match (a – d) with (1 – 4).

- Have students read and match the correct information.
- Invite them to give the answers.

Answer key

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

Extra activity

Fractions about us

- Start this activity by doing a whole class lesson. Ask students different questions and we make fractions on our whiteboards based on the answers. For example, if there are 28 students and the teacher asks how many students like popcorn, we might get a fraction like 27/28 kids like popcorn. Or ask how many students have brothers, walk to school, play basketball, like broccoli, etc. We make fractions for each one.
- Then to switch it up a bit, I pull a group of four students to the front and only ask them a question, which changes the denominator. Then I have them sit down and pull a group of six kids to the front to do another question. Again, reinforcing that the total number in the group is the denominator. Once we've done that introduction, I put students into groups of about five and give them a large piece of construction paper or a piece of anchor chart paper.
- First, each child writes his/her name on the poster. Then, each child takes turns asking a question and recording the group's answers in fraction form. Once everyone has had a chance to survey their group once or twice, it's fun to let the kids do a Gallery Walk to see everyone else's posters.

UNIT 11: ADDING FRACTIONS

Lesson 1

OBJECTIVES

Knowledge: Students will be able to

- how to add fractions with like and unlike denominators
- identify an LCM between two fractions to create "like" denominators
- apply how to use fraction addtions in communication

Vocabulary: added, bitter, distance, words about adding fractions

MATERIALS

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

WARMER

Fraction war

- Students will each draw two cards at a time and arrange one on top of the other to make a fraction. In most situations, students will want to put the smaller number on top of the larger number. However, if you want to practice improper fractions, you can have them do the opposite. If desired, students can place a pencil between their two cards to represent a fraction bar.
- Students will then compare their fractions. The student with the larger fraction gets to keep all the cards. If it is a tie and the fractions are equivalent, students will play another round as a tiebreaker. Whoever wins the tiebreaker gets to keep all the cards.

LEAD IN

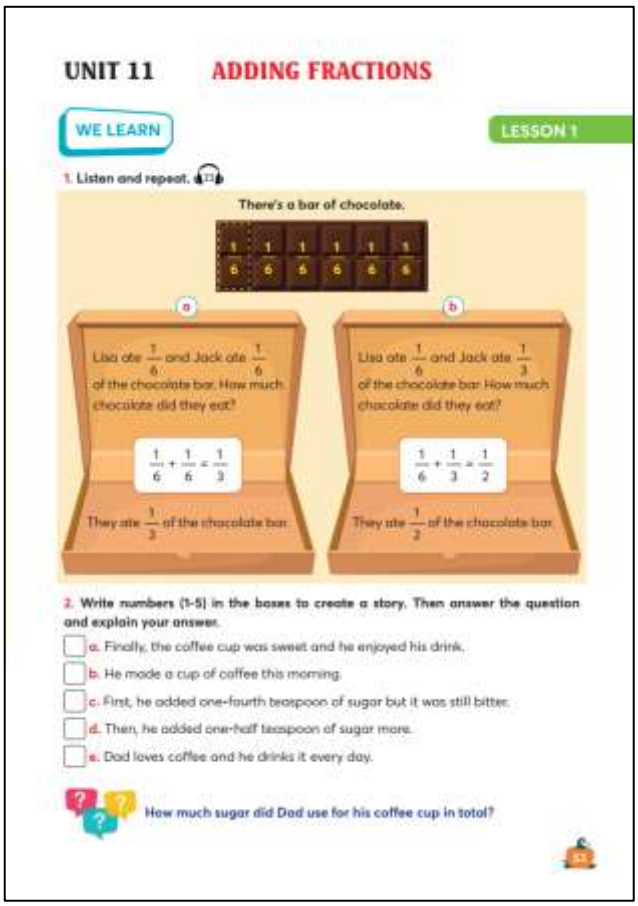
Introduce the topic lesson "Adding fraction for studens".

MAIN CONTENT

WE LEARN

1. Listen and repeat. 33

- Show the picture of a chocolate bar and introduce each equal parts of the chocolate bar is one-sixth.
- Have students read each problem and understand it. Emphasize the main ideas to help students find the answer.
- Ask students how to solve the problem and show them how to add fractions.
- Show them how to use whole sentences for their answer.



2. Write numbers (1-5) in the boxes to create a story. Then answer the question and explain your answer.

- Have students read the instructions and the sentences.
- Explain that students have to order the sentences to make a short story.
- Remember to ask students to read out loud the story again.
- Ask students to answer the question *"How much did Dad use for his coffee cup in total?"*and explain their answer.

Answer key

1e 2b 3c 4d 5a

Mixed ability

Low-ability students: Students doesn't need to explain the result.

High-abilty students: Students in this level can create a new story which use fraction additions.

WE PRACTICE

3. Listen to a phone call between two people and complete the note below. 34

- Have students read the instructions and read through the note completion.
- Explain that students are going ti listen a conversation between two friends: Nam and Thanh. Nam had a trip by motorbike from Ho Chi Minh to Hue.
- Ask students to listen and complete the note. Elicit each blank for students, example: For a, students listen to numbers, for b, c and d students listen to fractions, for e students listen to a word.
- Run the recording 34 twice without stopping.
- Have students' answers and correct mistakes.
- When students complete the note, students read the 3 questions which are next to the note and answer the question. Teachers should ask students to work in pairs to find out the answers.

Answer key

a. 4 b. three-tenths (3/10)
c. three-tenths (3/10) d. one-fifth (1/5) e. food

Questions and answers

1. Nam drove three-fifths on the 1st and 2nd days in total.
2. Nam drove two-fifths on the 3rd day and 4th days in total.
3. Because he wants to learn more about his country: food and beautiful places.

Track 34

Ring ... ring ...

Girl: Hi, Nam. This is Thanh. How are you?
Boy: Hi, Thanh. I'm feeling good after my wonderful trip.
Girl: Glad to hear that! So you drove you motorbike from Ho Chi Minh to Hue for a trip, didn't you?
Boy: Yes. It was the most amazing trip ever!
Girl: How many days did it take you to drive from Ho Chi Minh to Hue?
Boy: About 4 days. On the first day, I drove three-tenths of the distance, then I stayed in a hotel.
Girl: How about the other days?
Boy: On the second day, I also drove three-tenths of the distance. On the third and fourth days I drove one-fifth of the distance each day.
Girl: Why did you want to travel alone?
Boy: Well, I'm still young and want to learn more about our country: food and beautiful places.
Girl: Fantastic!

WE PRACTICE

3. Listen to a phone call between two people and complete the note below. 34

NAM'S DRIVING NOTE

Driving: from Ho Chi Minh City to Hue by motorbike
Numbers of days: (a) _____
On the 1st day: (b) _____ of the distance.
On the 2nd day: (c) _____ of the distance.
On the 3rd and 4th days: (d) _____ of the distance each day.
Reasons to travel alone:
Learn more about (e) _____ and beautiful places.

Use the information in the note and answer the questions.
1. How far did Nam drive on the 1st and 2nd days in total?
2. How far did Nam drive on the 3rd and 4th days in total?
3. Why did Nam want to travel alone?

4. Read and choose the correct answer.

a. Mia swam $\frac{1}{2}$ of the pool and Tim swam $\frac{3}{8}$ of the pool. How far did they swim altogether?
A. They swam seven-eighths of the pool.
B. They swam one-eighth of the pool.

b. Jessi ate $\frac{1}{4}$ of the pizza and Tom ate $\frac{3}{8}$ of the same pizza. How much of the pizza did they eat together?
A. They ate one-eighth of the pizza.
B. They ate five-eighths of the pizza.

c. My house has a big garden. My mom used $\frac{1}{5}$ of the garden to plant vegetables. Dad used $\frac{7}{10}$ for parking his car. How many parts of the garden did they use in total?
A. They used one-half of the garden.
B. They used nine-tenths of the garden.

d. A boy drank $\frac{2}{3}$ liter of milk. A girl drank $\frac{2}{9}$ liter of milk. How much milk did they drink altogether?
A. They drank eight-ninths liter of milk.
B. They drank four-ninths liter of milk.

54

4. Read and choose the correct answer.

- Have students read and understand each problem, help students underline main ideas to find the correct answer.
- The important thing in this task is that fractions and some verbs in the simple past. So while teaching, the teacher emphasize the regular and irregular verbs.

Answer key

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

Extra activity

Fraction craftivities

- You can have students practice identifying and writing about fractions with an easy craft. Students create something, and then identify the fractional parts that make up their creation. For example:
- Students decorate each slice of a pizza with toppings, and then write sentences about what fraction of the pizza each topping makes up. (3/8 of my pizza slices are pepperoni, 2/8 are pineapple and ham, and 3/8 are cheese.)
- Students put together an ice cream cone with scoops of different flavors, and write fractions about the flavors that make up their dessert. (2/5 of my ice cream cone is chocolate, and 3/5 are strawberry.)

Lesson 2

OBJECTIVES

Knowledge: Students will be able to

- how to add fractions with like and unlike denominators
- identify an LCM between two fractions to create "like" denominators
- apply how to use fraction addtions in communication

Vocabulary: added, bitter, distance, words about adding fractions

MATERIALS

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

WARMER

MIXING SNACK MIX

Try a hands-on approach to fractions of a set.

GOAL: Students use counters to create "snack mixes" that satisfy fraction rules.

MATERIALS: 18 counters (or other small objects) in each of 3 colors.

Provide each student or pair with counters or other small objects with which to work out these fraction challenges. If you wish to provide actual raisins, nuts, and chocolate chips, be sure that students wash their hands first and that they don't eat the spoils until the end!

LEAD IN

MAIN CONTENT

WE PRACTICE

5. The picture shows fraction of students with different beach activities. Look and circle the correct answer.

- Explain the pie chart of beach activities for students.

The yellow parts show the fraction of students like building sandcastles.

The green parts show the fraction of students like flying kites.

The red part shows the fraction of students like swimming.

The blue parts show the fraction of students like collecting shells.

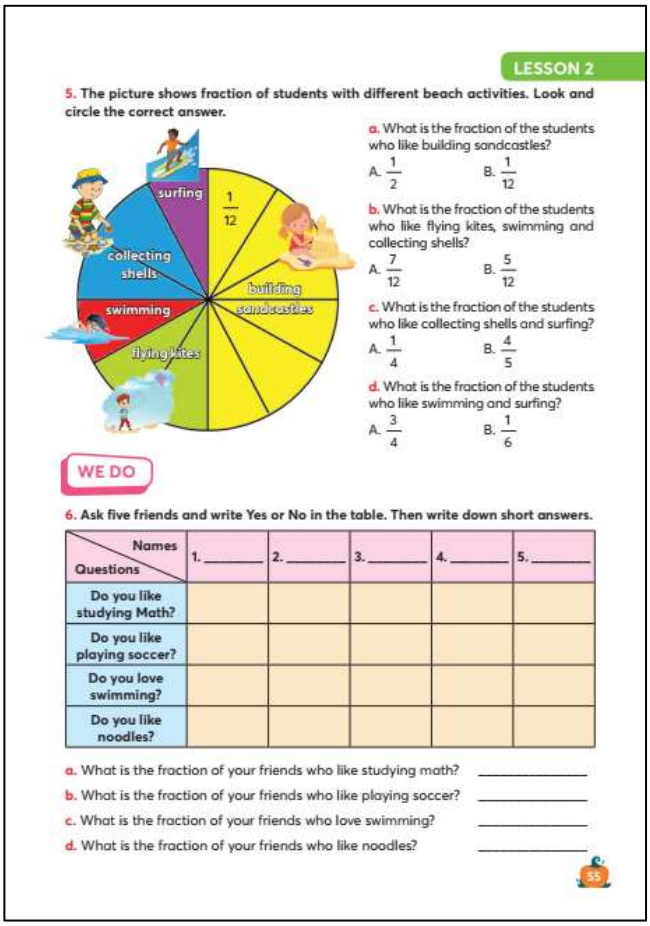
The purple part shows the fraction of students like surfing.

Have students read the questions and choose the correct answer.

- Have students' answer and correct mistakes.

Answer key

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



LESSON 2

5. The picture shows fraction of students with different beach activities. Look and circle the correct answer.

surfing $\frac{1}{12}$

collecting shells

building sandcastles

swimming

flying kites

a. What is the fraction of the students who like building sandcastles?
A. $\frac{1}{2}$ B. $\frac{1}{12}$

b. What is the fraction of the students who like flying kites, swimming and collecting shells?
A. $\frac{7}{12}$ B. $\frac{5}{12}$

c. What is the fraction of the students who like collecting shells and surfing?
A. $\frac{1}{4}$ B. $\frac{4}{5}$

d. What is the fraction of the students who like swimming and surfing?
A. $\frac{3}{4}$ B. $\frac{1}{6}$

WE DO

6. Ask five friends and write Yes or No in the table. Then write down short answers.

Names / Questions	1. _____	2. _____	3. _____	4. _____	5. _____
Do you like studying Math?					
Do you like playing soccer?					
Do you love swimming?					
Do you like noodles?					

a. What is the fraction of your friends who like studying math? _____
b. What is the fraction of your friends who like playing soccer? _____
c. What is the fraction of your friends who love swimming? _____
d. What is the fraction of your friends who like noodles? _____

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WE DO

6. Ask five friends and write Yes or No in the table. Then write down short answers.

- Have students read 4 questions in the table and ask them to do a survey with five of their friends. Set the time for this task.
- Let students know that they write a very short answer "Yes/No" in the blanks.
- As they finish, ask them to read each question a, b, c, and d, then do a calculation to find out the correct fraction of their friends.

Mixed ability

Low-ability students: Students just need to write short answer and practice the questions with their friends.

High-ability students: Invite some students in this level to make a presentation about their survey. The teacher gives a model first.

"Hello, every. I already asked five friends.
They are Lan, Mai, Hùng, Tuấn, Phương.
2/5 of my friends like studying math.
2/5 of my friends like playing soccer.
4/5 of my friends love swimming.
All 5 friends like eating noodles."

WE READ

7. Listen and read. Then act out. 35

- Have students read the name of the story "A homemade pizza" and tell to students that they are going to listen a dialogue between Tim and Mia.
- Play the recording 35 and ask students to focus on each picture frame 1,2,3,4/ page 46. 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 "Know how to add fractions"

Track 35

A HOMEMADE PIZZA

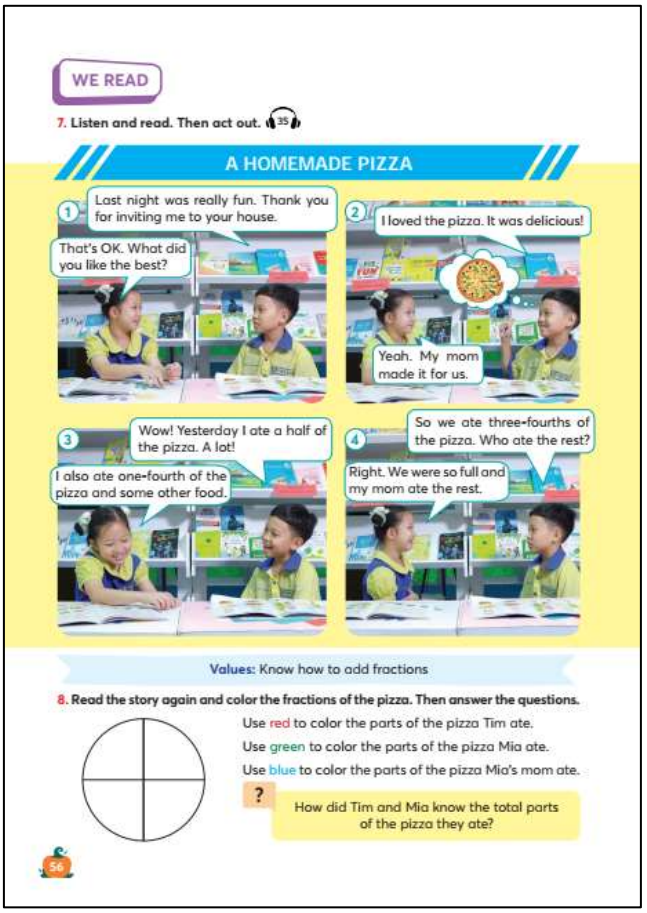
Tim: Last night was really fun. Thank you for inviting me to your house.
Mia: That's OK. What did you like the best?
Tim: I loved the pizza. It was delicious!
Mia: Yeah. My mom made it for us.
Tim: Wow! Yesterday I ate a half of the pizza. A lot!
Mia: I also ate one-fourth of the pizza and some other food.
Tim: So we ate three-fourths of the pizza. Who ate the rest?
Mia: Right. We were so full and my mom ate the rest.

8. Read the story again and color the fractions of the pizza. Then answer the questions.

- Have students read the statements and use their crayons to color the correct parts of the pizza for Tim, Mia and Mom.
- For students who don't bring the crayons, ask them to use their pencils to color the right parts and write as words "red, green or blue."
- Ask students to discuss and answer "How did Tim and Mia know the total parts of the pizza they ate?"

Answer key

Tim and Mia added fractions to know the total parts of the pizza they ate.



Extra activity

Adding fractions bump games

- Adding fractions bump games FREE contains 2 different adding fractions bump games to help students practice adding fractions with like and unlike denominators.
- These bump games are so simple to use, and take a minimal amount of prep. Simply print out the game sheet, get 2 dice, and 20 counters, and you'll be ready to go!

To play, students will roll the dice and find the corresponding adding fractions problem. Then, they have to find the correct sum on the game board and cover it with their counter. Students have to get all of the counters onto the game board without getting "bumped" off by the other player.

UNIT 12: SUBTRACTING FRACTIONS

Lesson 1

OBJECTIVES

Knowledge: Students will be able to

- how to subtract fractions with like and unlike denominators
- identify an LCM between two fractions to create "like" denominators
- apply how to use fraction subtractions in communication

Vocabulary: added, bitter, distance, words about adding fractions

MATERIALS

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

WARMER

Ask Students to Solve Name Fraction Questions

This can be a warm-up activity or a way to apply the concept of fractions to solve problems. Reagan Tunstall created a fraction worksheet where students write their names and then create fractions based on a series of questions asked. For example:

The fraction of total capital letters.

The fraction for the number of lower-case Is.

The fraction for the number of tall letters.

A student named Nicki would have 1/5 capital letters, 2/5 letters with lowercase Is, and 2/5 tall letters. To make this more advanced, ask students to repeat the activity with their middle and last names.

LEAD IN

Introduce the topic lesson "Subtracting fractions".

MAIN CONTENT

WE LEARN

1. Listen and repeat. 36

- Show the picture of the running race and use pre-question to help Ss know the topic.

a. How many runners are there? What are their names?

b. How far did Rosie/ James/ Jack run?

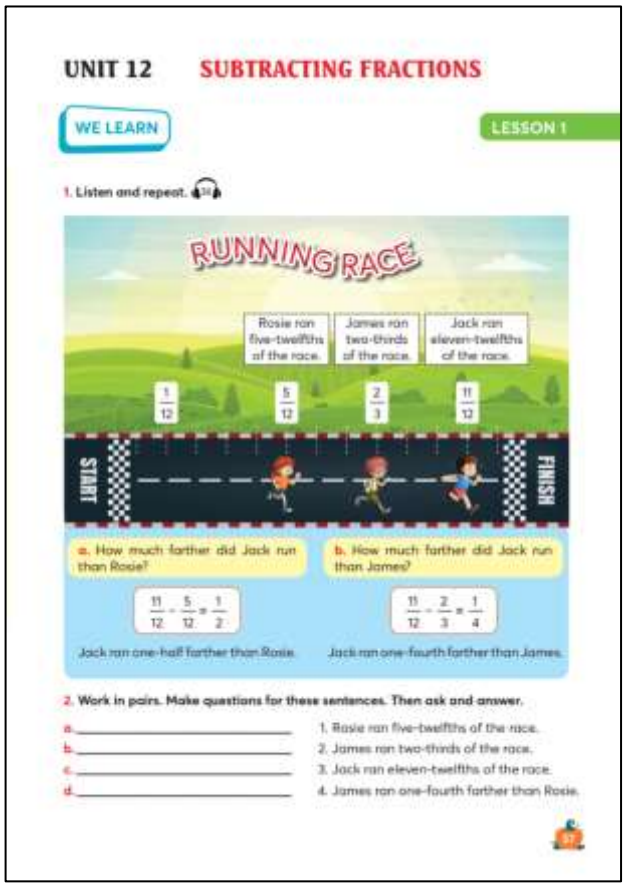
c. Did Jack/ James run faster than Rosie?

d. How much farther did Jack run than Rosie?

e. How much farther did Jack run than James?

Run the recording 36 for Ss to listen and repeat.

- Correct pronunciation and emphasize the common words which are often used in this lesson (how much farther, how far, ...)
- Run the recording 36 and have students listen and repeat.



Track 36

Rosie ran five-twelfths of the race.

James ran two-thirds of the race.

Jack ran eleven-twelfths of the race.

a. How much farther did Jack run than Rosie?

Eleven-twelfths minus five-twelfths equals one-half.

Jack ran one-half farther than Rosie.

b. How much farther did Jack run than James?

Eleven-twelfths minus two-thirds equals one-fourth.

Jack ran one-fourth farther than James.

2. Work in pairs. Make questions for these sentences. Then ask and answer.

- Have students read the sentences from 1 to 4. Underline the fractions in each sentence and ask students to use Wh-questions "How far" to make questions.
- Do an example for students and emphasize use "did and infinitive verb" when they make questions.
- Have students' answer and correct mistakes.

Answer key

a. How far did Rosie run?
b. How far did James run?
c. How far did Jack run?
d. How much farther did James run than Rosie?

WE PRACTICE

3. Describe the picture below. Then listen and match the name with the correct person. There are two extra names. 37

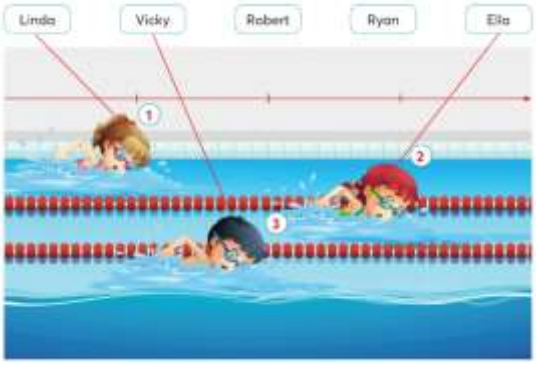
- Show the picture of the running race and use pre-question to help Ss know the topic.

a. What's the picture about?
b. How many students are there?
c. What fraction of the pool did the students (1, 2, 3) swim?
d. Do you think who is the winner?

- Introduce the names Linda, Vicky, Robert, Ryan, Ella and drill pronunciation.
- Let Ss know the fraction of pool with fraction numbers in the picture ¼, ½, ¾.
- Explain that SS listen to the statements and match the names with correct numbers (1-3).
- Have students' answer and correct mistakes.

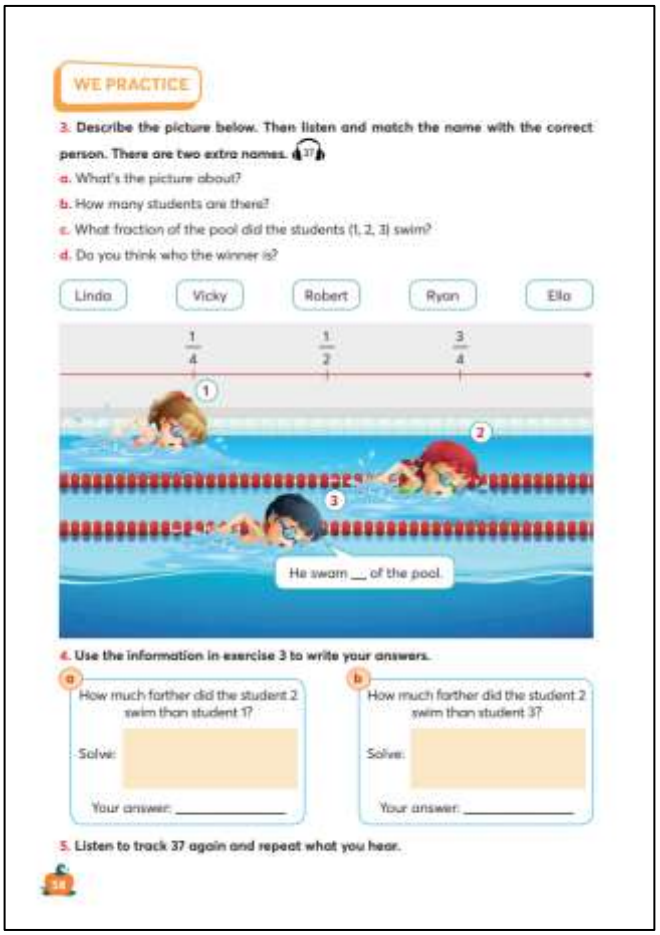
Answer key

a. The students are joining a swimming competition.
b. There are 3 students.
c. Student 1 swam one-fourth of the pool. Student 2 swam three-fourths of the
pool. Student 3 swam one-half of the pool.
d. I think student 3 will be the winner.



Track 37

Ella swam three-fourths of the pool. Ella really loves swimming and she can swim very fast.
• Linda is a bit slower. She just learned to swim 2 months ago. She swam onefourth of the pool.
• Vicky is the only boy on this team. He swam one-half of the pool. Swimming is also his favorite.



4. Use the information in exercise 3 to write your answers.

- Have students read the given information in exercise 3 again and do the calculations.
- Invite students to come up the board and write down the answers.
- Have students' attention and correct mistakes.

Answer key

a. Solve: $\frac{3}{4} - \frac{1}{4} = \frac{1}{2}$ Your answer: $\frac{1}{2}$

b. Solve: $\frac{3}{4} - \frac{1}{2} = \frac{1}{4}$ Your answer: $\frac{1}{4}$

Extra activity

FRACTION PATH PUZZLES

Write a + or – sign in each blank square to form a fraction path that ends at 0. Check your work on scrap paper.

START

$\frac{1}{4}$		$\frac{1}{2}$		$\frac{3}{4}$	=	0

Lesson 2

OBJECTIVES

Knowledge: Students will be able to

- how to subtract fractions with like and unlike denominators
- identify an LCM between two fractions to create "like" denominators
- apply how to use fraction subtractions in communication

Vocabulary: added, bitter, distance, words about adding fractions

MATERIALS

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

WARMER

Parts of parts

Use a 4 x 4 grid and two colors of counters to model these fractions.

Cover 1/2 of the grid with one color counter.

Cover 1/4 of that 1/2 with the other color counter.

What fraction of the whole grid is covered with two counters?

LEAD IN – Introduce topic lesson and turn to page 59.

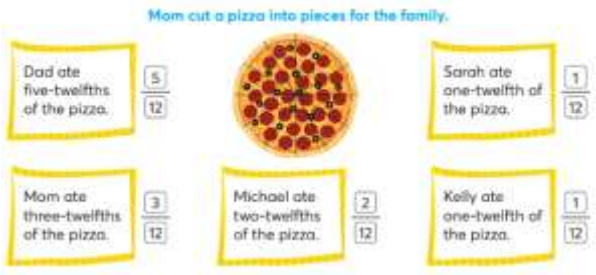
MAIN CONTENT

WE PRACTICE

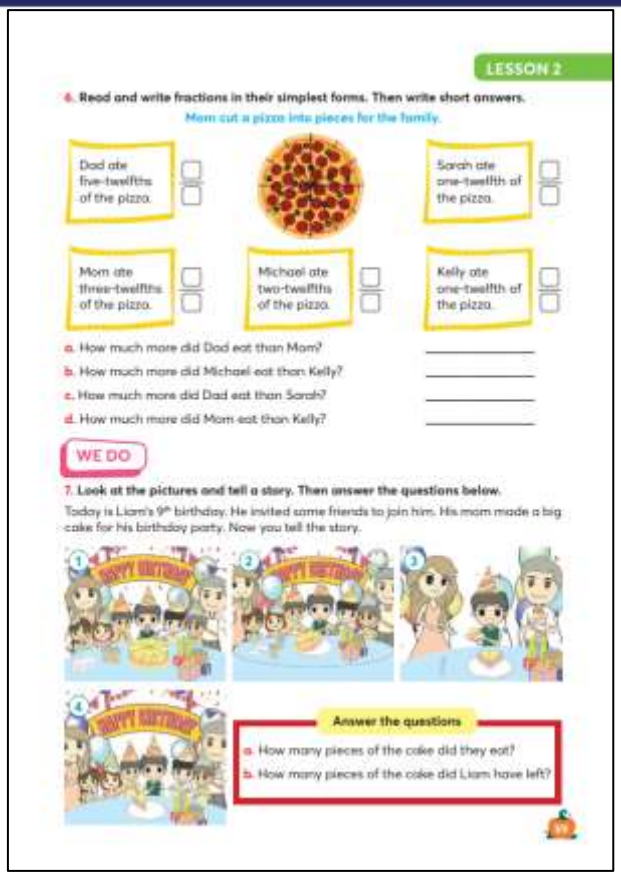
6. Read and write fractions in their simplest forms. Then write short answers.

- Show the pizza picture with equal parts and have students count how many pieces of the pizza are cut into.
- Let students read the sentences, find out the fractions and write them in the boxes.
- Next, have students read the questions a to d and give the short answers.

Answer key



a. Dad ate one-sixth of the pizza more than Mom.
b. Michael ate one-twelfth of the pizza more than Kelly.
c. Dad ate one-third of the pizza more than Sarah.
d. Mom ate one-sixth of the pizza more than Kelly.


LESSON 2

6. Read and write fractions in their simplest forms. Then write short answers.

Mom cut a pizza into pieces for the family.

Dad ate five-twelfths of the pizza. ☐/☐

Sarah ate one-twelfth of the pizza. ☐/☐

Mom ate three-twelfths of the pizza. ☐/☐

Michael ate two-twelfths of the pizza. ☐/☐

Kelly ate one-twelfth of the pizza. ☐/☐

a. How much more did Dad eat than Mom? _____

b. How much more did Michael eat than Kelly? _____

c. How much more did Dad eat than Sarah? _____

d. How much more did Mom eat than Kelly? _____

WE DO

7. Look at the pictures and tell a story. Then answer the questions below.

Today is Liam's 9th birthday. He invited some friends to join him. His mom made a big cake for his birthday party. Now you tell the story.

Answer the questions

a. How many pieces of the cake did they eat?

b. How many pieces of the cake did Liam have left?

WE DO

7. Look at the pictures and tell a story. Then answer the questions below.

- Read the introduction "Today is Liam's 9th birthday. He invited some friends to join him. His mom made a bigcake for his birthday party. Now you tell the story."
- Have students work in groups, each group discuss 4 pictures and use whole sentences to describe the pictures.
- If students don't know how to do, teachers can show them the details of the pictures, example: focus on the numbers of people, focus on the pieces of the cake in each picture.

Answer key

Picture 1: Liam and his friends were so happy on his 9th birthday. Liam cut a cake into 9 pieces.
Picture 2: He shared the pieces of the cake to 5 friends. So, the cake had 4 pieces left.
Picture 3: He shared 2 pieces of the cake to his parents. The cake had 2 pieces left.
Picture 4: He took 1 piece of the cake for him and enjoyed it. There was 1 piece of the cake left.

Answer questions

1. They ate 8 pieces of the cake in total.
2. There was 1 piece of the cake left.

WE READ

8. Listen and read. Then act out. 38

- Have students read the name of the story "The ice tray" and tell to students that they are going to listen a dialogue between Tim and Mia.
- Play the recording 38 and ask students to focus on each picture frame 1,2,3,4/ page 61. 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 "Invite your friends to have some drinks"

Track 38
THE ICE TRAY
Tim: Would you like some lemonade, Mia?
Mia: Yes, thanks. I'm so thirsty.
Mia: I want to add some ice. The tray has 14 ice cubes. I take 6.
Mia: That's three-sevenths of the ice tray.
Tim: Now, there is four-sevenths of the tray left. I need to fill it up.
Mia: I'll help you.
Mia: Wow! The lemonade is so good. Thank you, Tim.
Tim: You're welcome.

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

- Have students read the story again and fill the missing words in the blanks.
- Have students' answer and correct mistakes. Encourage students to read whole sentences.

Answer key

a. lemonade b. 14 c. 6 d. four-sevenths

Fast finisher

Once your students have a basic understanding of fractions, you can reinforce this concept throughout the year. Consider setting up a "fraction of the day" question where students use numbers to answer a question. Each question starts with "what fraction…" and you can either require students to write the lowest common denominator are create a unique fraction from their peers. A few examples include: What fraction of students is wearing skirts/ pants?

Extra activity

Find Your Fraction Partner

- This can be an activity that you turn into a game for teaching fractions or it can be another long-running tool to reinforce the concept with your students. Randomly hand out cards face-down to your students and then ask them to flip them over and find their fraction partners. You can ask students to form pairs (a 2/4 and 1/2 student can buddy up) or small groups to make a whole (1/3, 4/6, and 9/9).
- As a single activity, keep collecting cards and forming or breaking up groups during the class period. As a long-term activity, use this method to randomly assign students for pairings and group work.

Bring Food Into the Mix

Do an activity where students "trick or treat" with fractions. A student randomly draws a fraction out of a bag and it resembles the number of candy items they get. If each student could potentially receive 10 jelly beans, some will draw eight jelly beans (4/5) while others will only draw one (1/10). You can give your students that only received a few pieces of extra candy at the end of the lesson so they don't feel left out.

REVIEW 4

OBJECTIVES

Knowledge: Students will be able to

- Review all the math knowledge about units of length/ area/ weigh.
- Develop their English math words and use them in communication.

MATERIALS

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

WARMER

Quiz

Teacher provides mixed questions and ask students to answer, then give points for Ss.

Here are some given questions:

1. Read these numbers: 1 000 000, 2 500 000
2. How much do you weigh?
3. What's the area of a square/ a rectangle?
4. Tell me some units of weight you know
5. Tell me some units of area you know
6. 4. Tell me some units of length you know
7. Read the addition fact: 1200 + 3400 = 4600
8. Read the subtraction fact: 2000 – 1500 = 500
9. Tell me names of shapes you know (both 2D and 3D shapes)
10. Read this fraction: 5/7

LEAD IN

Let students know they will complete all the exercises to review all the knowledge from Unit 9 to Unit 12.

MAIN CONTENT

1. Put the words into the correct column.

- Have students read out loud all the units of area/ length/ weight in the box.

Kilometer	square	centimeter
kilogram	quintal	tonne
meter square meter		square millimeter
millimeter		square decimeter
decimeter		centimeter

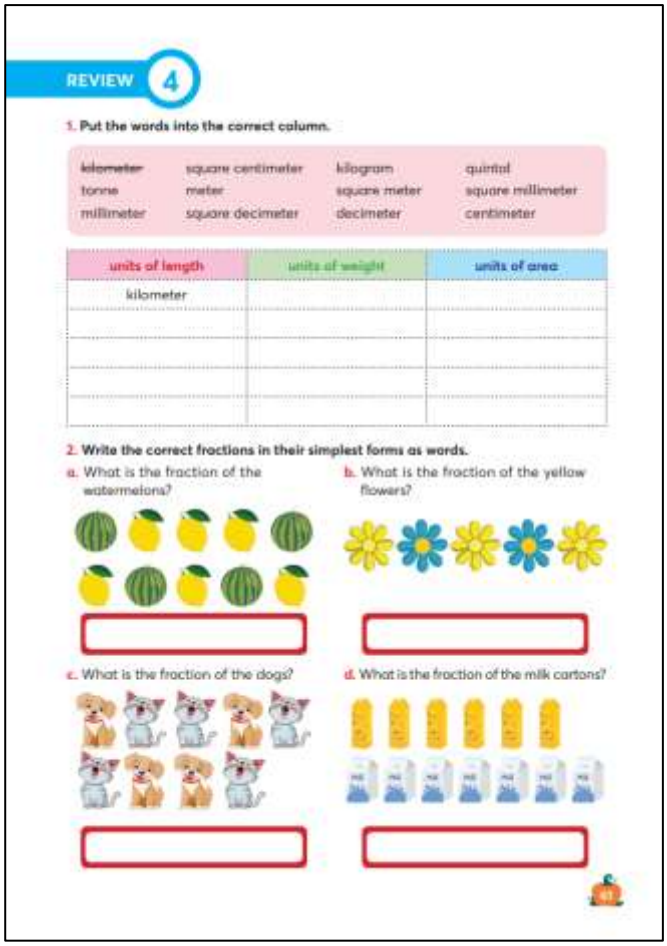
- Ask students to identify and put these units in the correct column of units of weights/ length/ area.
- Have students' answer and correct mistakes

Answer key

Units of length: kilometer, meter, decimeter, centimeter, millimeter

Units of weight: tonne, quintal, kilogram

Units of area: square meter, square decimeter, square centimeter, square millimeter


REVIEW 4

1. Put the words into the correct column.

~~kilometer~~	square centimeter	kilogram	quintal
tonne	meter	square meter	square millimeter
millimeter	square decimeter	decimeter	centimeter

units of length	units of weight	units of area
kilometer		

2. Write the correct fractions in their simplest forms as words.

a. What is the fraction of the watermelons?

b. What is the fraction of the yellow flowers?

c. What is the fraction of the dogs?

d. What is the fraction of the milk cartons?

2. Write the correct fractions in their simplest forms as words.

- Have students read the instructions and questions, understand what they have to do.
- Ask students write the answer as fractions in words in the box. Example a: two-fifths.
- Then ask Ss to use the whole sentence to say the answer "It's two-fifths."

Answer key

a. two-fifths b. three-fifths

c. four-ninths d. seven-thirteenths

Fast finisher

There is some juice left in each glass. About how full is each glass of juice? Write 1/6, 1/3, 2/3, or 5/6.

3. The picture shows how Tom spends his time during 24 hours. Look at the picture and fill the fractions in the blanks.

- Show the pie chart of how Tom spends his time during 24 hours.
- Explain that each part of the circle is one-twenty fourth.
- Explain each color shows different Tom's activities. The teachers make sure that students are able to understand the pie chart.

Yellow: study at school
Green: do homework
Purple: join a dance class
Orange: read books and watch TV
Blue: play sports
Brown: Do other activities
Red: Sleep

- Have students read sentences from a to d and do an example for students "a": He spends one-third of his time sleeping." Explain the result "one-third" is to add all the part of red, then simplify the fractions.
- Have students' answers and correct mistakes.

Answer key

a. $\frac{1}{3}$ b. $\frac{7}{24}$ c. $\frac{1}{8}$ d. $\frac{1}{12}$

4. Look at the pictures and write T (True) or F (False).

- Have students look at the pictures and read the sentences.
- Decide if the sentence is True or False.

Answer key

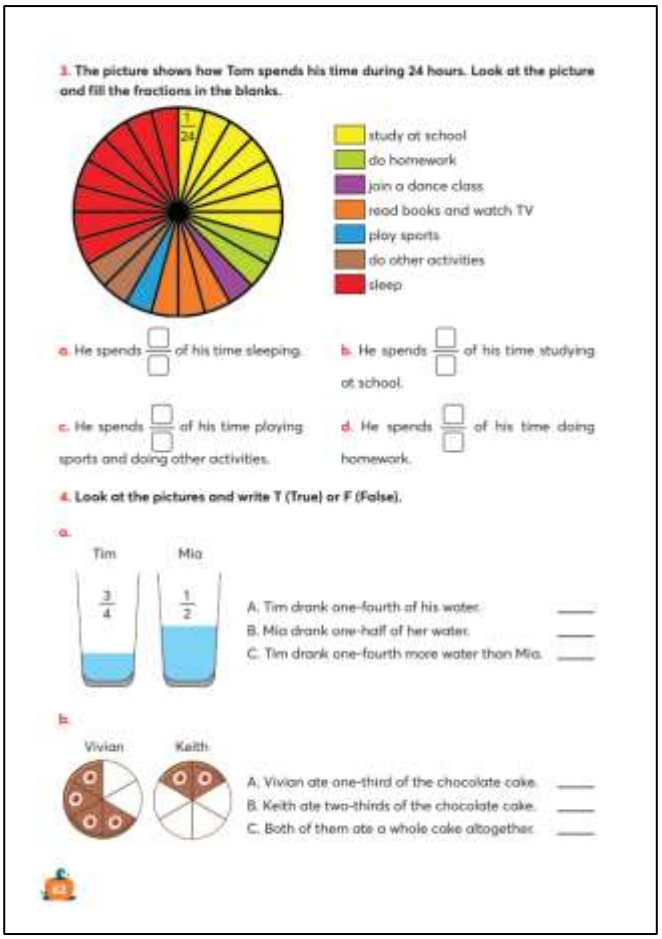
a.
A. Tim drank one-fourth of his water. F
B. Mia drank one-half of her water. T
C. Tim drank one-fourth more water than Mia. T

b.
A. Vivian ate one-third of the chocolate cake. T
B. Keith ate two-thirds of the chocolate cake. T
C. Both of them ate a whole cake altogether. T

Extra activity

Estimate to figure out about how much food is left.
Then write the fraction that is closest to that amount.
Norm didn't finish his sandwich.
About what fraction of it remains?
Write 14, 12, or 34.
2 Norm left about _____.

Norm's sandwich



Extra activity

Activity 1: Ask students to draw a pie chart, divide the fractions of their time during 24 hours. Then, present to the class.

- Teachers give a model before they present

Hello, my name's….I'm ….years old.
I'll you about my fraction time in a day.
I spend ….. of my time …..

Activity 2: Rolling a dice

- Students roll both dice, then they have to do calculations depending on the numbers they arrange.
- For example, if they get 1 (blue dice) and 1 (red dice) the caculation should sound like this: " Twelve-thirds plus or minus half is equal to... ."
- The plus or minus sign will be chosen by the teacher.
- After doing math, the teacher can ask students to answer in the form of a question.