



Kids' Time



Maths

Teacher's Guide

1&2



# Introduction

This Teacher's Guide is written in tandem with Kids' Time Maths Books and Kids' Time Maths Activity Books to help children develop numerical concepts and cognitive skills.

Integrating familiar situations, systematic themes, and dynamic illustrations injects fun into children's learning.

This Teacher's Guide provides varied activities that enable children to play and learn. Not only does the Guide help to enrich the teaching and learning process, but it also deepens children's interest in developing their mathematical skills.

## Teaching Suggestions for Kids' Time Maths Book 1 and Activity Book 1

<b>Topic</b>	Unit 1: About Me – Same and not the same
<b>Content Standard</b>	• Match objects.
<b>Learning Standard</b>	• Match objects based on: (i) colour (ii) shape.
<b>Teaching Materials</b>	Book 1, Activity Book 1, plasticine in two colours, 3 paper cups
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Knead 2 plasticine balls of the same size and colour. Have children compare them.</li> <li>• Knead a third ball, but this time, using more than one colour. Compare it with the first two balls.</li> <li>• Place each plasticine ball under an overturned paper cup and shuffle them around. Ask children to take turns guessing which of the 3 cups holds the plasticine ball that is not the same as the other two.</li> <li>• Guide children in doing the activities on Page 2 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 2.</li> </ul>	

<b>Topic</b>	Unit 1: About Me – Things that go together
<b>Content Standard</b>	• Match objects.
<b>Learning Standard</b>	• Match different objects that go together.
<b>Teaching Materials</b>	Book 1, Activity Book 1, things with lids/covers, everyday utensils (plastic teacups and saucers, forks and spoons, straws and glasses)
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Show children different things with lids/covers. Then, have them match lids/covers to their correct containers.</li> <li>• Show children other things that usually go together (e.g. plastic teacups and saucers, forks and spoons, straws and glasses). Mix up the items and randomly pick 2 from the pile. Ask children if they go together. Get them to find the correct matching items.</li> <li>• Guide children in doing the activities on Page 3 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 3.</li> </ul>	

<b>Topic</b>	Unit 1: About Me – Number 1
<b>Content Standard</b>	• Understand the numbers 1 to 10.
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Say the numbers 1 to 10 in order.</li> <li>• Count objects.</li> <li>• Use shapes such as dots to represent the number of objects.</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1, sandpaper, plastic tray, straws, toy blocks, objects in the classroom (e.g. crayons, pencils, erasers)

### Suggested Activities

#### Book

- Let children finger-trace the number 1 on sandpaper.
- Place a few straws in a plastic tray. Ask (each child), “Please take 1 straw from the tray.” Repeat with other items, like toy blocks, or crayons and pencils in the classroom.
- Guide children in doing the activities on Page 4 of Book 1.

#### Activity Book

- Guide children in doing the activities on Page 4.

<b>Topic</b>	Unit 1: About Me – Number 2
<b>Content Standard</b>	• Understand the numbers 1 to 10.
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Say the numbers 1 to 10 in order.</li> <li>• Count objects.</li> <li>• Use shapes such as dots to represent the number of objects.</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1, sandpaper
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Let children finger-trace the number 2 on sandpaper.</li> <li>• Randomly assign children to be 1's or 2's. Get all 1's to clap their hands once whenever you say '1' and 2's to clap their hands twice whenever you say '2'.</li> <li>• Repeat with other simple actions (e.g. hopping, jumping in place).</li> <li>• Guide children in doing the activities on Page 5 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 5.</li> </ul>	

<b>Topic</b>	Unit 1: About Me – Let's revise
<b>Content Standard</b>	• Understand the numbers 1 to 10.
<b>Learning Standard</b>	• Count objects.
<b>Teaching Materials</b>	Book 1, Activity Book 1, a large spoon, plastic bowl and tray, ping-pong balls, picture cards
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Hold up a plastic tray labelled either '1' or '2'. Children take turns counting out the correct number of ping-pong balls (1 or 2) from a plastic bowl, and then walking over to the tray while carrying the balls in a large spoon.</li> <li>• Have children match up picture cards of things that go together in sports we play (e.g. shuttlecock and racquet).</li> <li>• Guide children in doing the activities on Page 6 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 6.</li> </ul>	

<b>Topic</b>	Unit 2: My Family and I – Size
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Match objects.</li> <li>• Arrange in series.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Match objects based on: (iii) size.</li> <li>• Arrange objects according to the following criteria: (i) small to big and vice versa.</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1, small and big items (hoops, spoons, plastic plates and bowls, balls, boxes), the story of <i>Goldilocks and the Three Bears</i>
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Let children observe pairs of small and big items (e.g. small and big hoops, plastic plates, bowls and spoons). Then, mix all the items up and have them find the big hoop and the small hoop, etc.</li> <li>• Randomly assign children to groups of 4 or 5. Mix up a pile of small and big balls and place it in the middle of each group. Have them sort the small balls into a small box and the big balls into a big box.</li> <li>• Read the story of <i>Goldilocks and the Three Bears</i>. Act out the story with simple props (plastic bowls and spoons of 3 different sizes). One group can play the small bear. Another group as the bigger bear, and the third group as the biggest bear.</li> <li>• Guide children in doing the activities on Pages 7 and 8 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Pages 7 and 8.</li> </ul>	

<b>Topic</b>	Unit 2: My Family and I – Height
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Arrange in series.</li> </ul>
<b>Learning Standard</b>	<ul style="list-style-type: none"> <li>• Arrange objects according to the following criteria: (iii) short to tall / low to high and vice versa.</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1, toy blocks, plastic bottle caps, paper cups, plasticine
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Let children work together to build ‘short’ and ‘tall’ towers with toy blocks.</li> <li>• Repeat with other fun stacking materials like plastic bottle caps and paper cups. Observe differences between ‘short’ and ‘tall’.</li> <li>• Give each child some plasticine. Begin making a ‘hill’ with some plasticine, and ask children to take turns adding their plasticine to make it taller and taller. Pause after every 10th child to measure its height by stacking (a) toy blocks and (b) paper cups up to the top.</li> <li>• Observe short and tall things in the school compound. Ask children to state which is the shortest, which is the tallest, and so on.</li> <li>• Guide children in doing the activities on Pages 9 and 10 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Pages 9 and 10.</li> </ul>	

<b>Topic</b>	Unit 2: My Family and I – Number 3
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Understand the numbers 1 to 10.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Say the numbers 1 to 10 in order.</li> <li>• Count objects.</li> <li>• Use shapes such as dots to represent the number of objects.</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1, sandpaper, paper
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Let children finger-trace the number 3 on sandpaper.</li> <li>• Give each child a sheet of paper. Ask the children to draw 3 stars, 3 moons, and 3 suns (in 3 different rows).</li> <li>• Then, play a game: See who can finish colouring 3 things in a line (from top to bottom/left to right) first and call out, “Bingo!”.</li> <li>• Guide children in doing the activities on Page 11 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 11.</li> </ul>	

<b>Topic</b>	Unit 2: My Family and I – Number 4
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Understand the numbers 1 to 10.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Say the numbers 1 to 10 in order.</li> <li>• Count objects.</li> <li>• Use shapes such as dots to represent the number of objects.</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1, sandpaper, bubble makers, a bowl of soapy water, sheets of plastic bubble wrap, clean rag/towel
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Let children finger-trace the number 4 on sandpaper.</li> <li>• Get each child to press and pop 4 bubbles on a sheet of plastic bubble wrap.</li> <li>• Then, let children take turns making 4 bubbles with soapy water in a bowl and bubble makers. Get the rest to count along, “1, 2, 3, 4”.</li> <li>• Remind children to walk/move carefully around any wet spots. Guide them in cleaning up (e.g. wiping up any spills with a clean rag/towel, washing their hands afterwards).</li> <li>• Guide children in doing the activities on Page 12 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 12.</li> </ul>	

<b>Topic</b>	Unit 2: My Family and I – Let’s revise
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Understand the numbers 1 to 10.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Count objects.</li> <li>• Use shapes such as dots to represent the number of objects.</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1, plasticine, plastic tray, plastic rollers and templates of numbers 1 – 4, paper, colour pencils

<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Show the children how to flatten some plasticine with a roller. Cut out numbers 1 to 4 on a tray using plastic templates, and ask children to point and say their names in the correct order. Mix the numbers up on the tray and repeat.</li> <li>• Then, let the children trace around the templates on some paper and colour inside the shapes, so that they are familiar with numbers 1, 2, 3 and 4.</li> <li>• Guide children in doing the activities on Page 13 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 13.</li> </ul>
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<b>Topic</b>	Unit 3: My House – Length
<b>Content Standard</b>	• Arrange in series.
<b>Learning Standard</b>	• Arrange objects according to the following criteria: (ii) short to long and vice versa.
<b>Teaching Materials</b>	Book 1, Activity Book 1, long and short items (ribbons, straws, rulers, etc.), boxes, chalk/tape for marking lines, pencils and paper for recording observations
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Compare the lengths of different ribbons (short vs. long) by placing 2 side by side.</li> <li>• Now, get children to guess which ribbon will be long enough to wrap around a box and which one will be too short to do so.</li> <li>• Have children sort other short and long items (straws, rulers, etc.) into two boxes.</li> <li>• Mark 3 straight lines (of different lengths) on the floor/ground. Label them ‘A’, ‘B’, and ‘C’. Ask children to measure each line by counting the number of steps they take to walk from one end of the line to the other (i.e. up to a maximum of 4 steps).</li> <li>• Guide them in recording their answers for each line on a sheet of paper.</li> <li>• Now, ask them to put the lines in order from the shortest to the longest by comparing their answers for each line.</li> <li>• Guide children in doing the activities on Pages 14 and 15 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Pages 14 and 15.</li> </ul>	

<b>Topic</b>	Unit 3: My House – Things that come in pairs
<b>Content Standard</b>	• Match objects.
<b>Learning Standard</b>	• Match objects that come in pairs.
<b>Teaching Materials</b>	Book 1, Activity Book 1, picture cards of pairs of items (socks, shoes, gloves), cut-outs of each item in these pairs
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Play a game of “Simon says”: Jumble up cut-outs of items that make a pair. Hold up a picture card and say, for example, “Simon says, ‘Find the shoes in this pair!’”. Children take turns looking through the pile for cut-outs of both shoes.</li> <li>• Guide children in doing the activities on Page 16 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 16.</li> </ul>	

<b>Topic</b>	Unit 3: My House – Number 5
<b>Content Standard</b>	• Understand the numbers 1 to 10.
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Say the numbers 1 to 10 in order.</li> <li>• Count objects.</li> <li>• Use shapes such as dots to represent the number of objects.</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1, sandpaper
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Let children finger-trace the number 5 on sandpaper.</li> <li>• Have children all stand in a big circle and count out 1 to 5 going around the circle. Every 5th child then leaves the circle. The game continues until only 4 are left.</li> <li>• Guide children in doing the activities on Page 17 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 17.</li> </ul>	

<b>Topic</b>	Unit 3: My House – Let’s revise
<b>Content Standard</b>	• Understand the numbers 1 to 10.
<b>Learning Standard</b>	• Count objects.
<b>Teaching Materials</b>	Book 1, Activity Book 1, long and short socks
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Jumble up all the socks in a heap. Randomly assign children to groups of 5. Have each group take turns finding ‘5 short socks’ or ‘5 long socks’ from the heap.</li> <li>• Switch the numbers (e.g. ‘3 short socks’ or ‘4 long socks’) and repeat.</li> <li>• Guide children in doing the activities on Page 18 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 18.</li> </ul>	

<b>Topic</b>	Unit 4: My School – Thickness
<b>Content Standard</b>	• Arrange in series.
<b>Learning Standard</b>	• Arrange objects according to the following criteria: (iv) thin to thick and vice versa.
<b>Teaching Materials</b>	Book 1, Activity Book 1, thick and thin objects (e.g. towels, mats, books), objects for stacking (plastic bottle caps, toy blocks, erasers of the same size)



<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Compare thick and thin objects (thick and thin towels, mats, books, etc.).</li> <li>• Set 5 books on the table. Have children observe and measure the thickness of each book by stacking up plastic bottle caps of the same size to the top cover. Guide them in recording the number of bottle caps they stacked for each book on the board.</li> <li>• Stack other common objects up (toy blocks, erasers) to measure the thickness of each book. Then, compare the answers for (a) each book and (b) the 5 books.</li> <li>• Now, put the books in the correct order from the thinnest to the thickest, and vice versa.</li> <li>• Guide children in doing the activities on Pages 19 and 20 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Pages 19 and 20.</li> </ul>
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Topic	Unit 4: My School – Number 6
Content Standard	<ul style="list-style-type: none"> <li>• Understand the numbers 1 to 10.</li> </ul>
Learning Standards	<ul style="list-style-type: none"> <li>• Say the numbers 1 to 10 in order.</li> <li>• Count objects.</li> <li>• Use shapes such as dots to represent the number of objects.</li> </ul>
Teaching Materials	Book 1, Activity Book 1, sandpaper, pictures of insects
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Let children finger-trace the number 6 on sandpaper.</li> <li>• Show children pictures of insects. Let them count the number of legs on each insect.</li> <li>• Draw a big aquarium on the board. Have children draw and colour 6 fish inside.</li> <li>• Guide children in doing the activities on Page 21 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 21.</li> </ul>	

Topic	Unit 4: My School – Number 7
Content Standard	<ul style="list-style-type: none"> <li>• Understand the numbers 1 to 10.</li> </ul>
Learning Standards	<ul style="list-style-type: none"> <li>• Say the numbers 1 to 10 in order.</li> <li>• Count objects.</li> <li>• Use shapes such as dots to represent the number of objects.</li> </ul>
Teaching Materials	Book 1, Activity Book 1, sandpaper, picture of a rainbow with 7 stripes/colours, art paper
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Let children finger-trace the number 7 on sandpaper.</li> <li>• Show children a picture of a rainbow with 7 stripes/colours. Ask them, “How many stripes are there in the rainbow? How many colours?”</li> <li>• Ask children to draw a rainbow with 7 stripes on some paper and colour it.</li> <li>• Guide children in doing the activities on Page 22 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 22.</li> </ul>	

Topic	Unit 4: My School – Let’s revise
Content Standard	<ul style="list-style-type: none"> <li>• Understand the numbers 1 to 10.</li> </ul>
Learning Standard	<ul style="list-style-type: none"> <li>• Count in ascending and descending order.</li> </ul>
Teaching Materials	Book 1, Activity Book 1, ping-pong balls, basin, pail, spoons, thick and thin sponges
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Call out a number from 1 to 7, and have children take turns scooping the correct number of ping-pong balls with the spoons from a basin into an empty pail.</li> <li>• Mix up a pile of thin and thick sponges. Get one group of children to find and stack only thin sponges, and another group to find and stack thick sponges.</li> <li>• Guide children in doing the activities on Page 23 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 23.</li> </ul>	

Topic	Unit 5: My Friends – Shapes
Content Standard	<ul style="list-style-type: none"> <li>• Construct based on shapes that are commonly found in the surroundings.</li> </ul>
Learning Standard	<ul style="list-style-type: none"> <li>• Identify squares, rectangles, triangles and circles.</li> </ul>
Teaching Materials	Book 1, Activity Book 1, various shaped blocks (square, rectangle, circle, triangle), some paper, colour pencils
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Show children different shaped blocks (i.e. square, triangle, circle, rectangle). Name and compare their shapes together.</li> <li>• Let them work in groups to make a house with their building blocks. Ask, “What shape makes the walls? What shape makes the roof?”</li> <li>• Let children trace around the blocks to make different shapes on their paper. Get them to colour inside the shapes, too.</li> <li>• Guide children in doing the activities on Page 24 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 24.</li> </ul>	

Topic	Unit 5: My Friends – Number 8
Content Standard	<ul style="list-style-type: none"> <li>• Understand the numbers 1 to 10.</li> </ul>
Learning Standards	<ul style="list-style-type: none"> <li>• Say the numbers 1 to 10 in order.</li> <li>• Count objects.</li> <li>• Use shapes such as dots to represent the number of objects.</li> </ul>
Teaching Materials	Book 1, Activity Book 1, sandpaper, colouring sheets, long paper strips/streamers

<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Let children finger-trace the number 8 on sandpaper.</li> <li>• Let children colour pictures of octopuses with 8 tentacles.</li> <li>• Draw an octopus’ body on the board. Have children take turns sticking 8 long ‘tentacles’ (paper strips/ streamers) to complete the picture.</li> <li>• Guide children in doing the activities on Page 25 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 25.</li> </ul>	
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<b>Topic</b>	Unit 5: My Friends – Number 9
<b>Content Standard</b>	• Understand the numbers 1 to 10.
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Say the numbers 1 to 10 in order.</li> <li>• Count objects.</li> <li>• Use shapes such as dots to represent the number of objects.</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1, sandpaper, objects in the classroom
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Let children finger-trace the number 9 on sandpaper.</li> <li>• Have children work in groups to make lines using 9 objects found in the classroom (e.g. 9 erasers, 9 rulers).</li> <li>• Guide children in doing the activities on Page 26 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 26.</li> </ul>	

<b>Topic</b>	Unit 5: My Friends – Let’s revise
<b>Content Standard</b>	• Understand the numbers 1 to 10.
<b>Learning Standard</b>	• Count objects.
<b>Teaching Materials</b>	Book 1, Activity Book 1, plastic cones and rings/hoops
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Have children stand in 2 lines on the field. The first child in each line skips to a plastic cone (placed some distance away) and counts out 9 plastic rings/hoops stacked on it. The child then skips back and tags the next child in line.</li> <li>• Switch the number of rings/hoops for counting (e.g. 3, 5, or 8).</li> <li>• Guide children in doing the activities on Page 27 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 27.</li> </ul>	

<b>Topic</b>	Unit 6: Playtime – Equal and not equal
<b>Content Standard</b>	• Match objects.
<b>Learning Standard</b>	• Match two groups of objects that have an equal number of things.
<b>Teaching Materials</b>	Book 1, Activity Book 1, objects for 1-to-1 matching (e.g. large paper clips, plastic bottle caps, jigsaw puzzle pieces)

<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Pair two sets of paper clips with equal amount one to one.</li> <li>• Then, pair another two sets of paper clips with different amount one to one. Tell the children that the last paper clip in one of the sets cannot be paired up. So, the amount of paper clips in both sets are not equal.</li> <li>• Let the children repeat the same activities using different things and let them tell whether the sets of things are equal or not equal.</li> <li>• Guide children in doing the activities on Page 28 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 28.</li> </ul>	
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<b>Topic</b>	Unit 6: Playtime – More and less
<b>Content Standard</b>	• Compare quantities of objects.
<b>Learning Standard</b>	• Compare two groups of objects to state: (iii) more or less.
<b>Teaching Materials</b>	Book 1, Activity Book 1, paper plates and bowls, spoons, napkins
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Play a game of ‘Set the Table’: <ul style="list-style-type: none"> <li>- Place an equal number of paper plates and napkins on the table. Get children to match them 1 to 1 and state if the items are ‘equal’ or ‘not equal’.</li> <li>- Now, place an unequal number of paper bowls and spoons on the table. Likewise, get children to match them 1 to 1 and state ‘equal’ or ‘not equal’.</li> <li>- Then, guide the children in saying which is more and which is less.</li> </ul> </li> <li>• Guide children in doing the activities on Page 29 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 29.</li> </ul>	

<b>Topic</b>	Unit 6: Playtime – Number 10
<b>Content Standard</b>	• Understand the numbers 1 to 10.
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Say the numbers 1 to 10 in order.</li> <li>• Count objects.</li> <li>• Use shapes such as dots to represent the number of objects.</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1, sandpaper, envelopes, pictures of common vegetables and fruits
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Let children finger-trace the number 10 on sandpaper.</li> <li>• Give each child a rectangular envelope with a picture of a vegetable (e.g. a carrot, an aubergine, a cucumber, or a broccoli) cut into 10 square jigsaw puzzle pieces.</li> <li>• Have children count out the number of puzzle pieces and say how many there are.</li> <li>• Let children solve their jigsaw puzzles, moving the pieces around to make a picture.</li> <li>• Repeat with simple jigsaw puzzles of fruits cut into 10 triangular puzzle pieces.</li> <li>• Guide children in doing the activities on Page 30 of Book 1.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 30.</li> </ul>	

Topic	Unit 6: Playtime – Number 0
Content Standard	• Know about the number zero.
Learning Standards	• Say the number zero. • Write the number zero. • Know the meaning of zero.
Teaching Materials	Book 1, Activity Book 1, sandpaper, toy fishing rods and fish (with magnets attached), small pails
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"><li>• Let children finger-trace the number 0 on sandpaper.</li><li>• Line up 5 small pails. Label them ‘1’, ‘2’, ‘3’, ‘4’, and ‘5’ respectively.</li><li>• Play a fishing game. Spread some toy fish on the floor. Let children try catching the fish (with a magnetic toy fishing rod) and filling each pail with the correct number.</li><li>• Then, place an empty pail before the pail labelled ‘1’. Ask the children, “Are there any fish in the pail?” and let them observe.</li><li>• Then, say together, “There are no fish inside. There are zero fish in the pail.”</li><li>• Guide children in doing the activities on Page 31 of Book 1.</li></ul> <b>Activity Book</b> <ul style="list-style-type: none"><li>• Guide children in doing the activities on Page 31.</li></ul>	

Topic	Unit 6: Playtime – Let’s revise
Content Standard	• Understand the numbers 1 to 10.
Learning Standards	• Count objects. • Trace numbers.
Teaching Materials	Book 1, Activity Book 1, chairs, background music (on a radio)
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"><li>• Play a game of ‘Musical Chairs’:<ul style="list-style-type: none"><li>- Arrange 9 chairs in a circle (backs facing inwards and seats facing outwards).</li><li>- Put some music on and ask 10 children to march around the chairs.</li><li>- Pause the music, and ask the children to find a chair to sit on.</li><li>- When 1 child cannot find a seat, ask, “Which is more?” and let children count to answer. Then, ask them, “Which is less?” and have them count and answer, too.</li></ul></li><li>• Play this game with other numbers for counting and comparing (e.g. 7 children to 5 chairs, 4 children to 8 chairs).</li><li>• Remind children not to push and shove when finding a chair to sit on.</li><li>• Guide children in doing the activities on Page 32 of Book 1.</li></ul> <b>Activity Book</b> <ul style="list-style-type: none"><li>• Guide children in doing the activities on Page 32.</li></ul>	

Teaching Suggestions for Kids’ Time Maths Book 2 and Activity Book 2

Topic	Unit 1: At Home – Let’s revise numbers 1 to 10
Content Standard	• Understand the numbers 1 to 10.
Learning Standards	• Say the numbers 1 to 10 in order. • Trace numbers.
Teaching Materials	Book 2, Activity Book 2, circles cut from gift paper, sheets of paper with 10 circles drawn on them
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"><li>• Give each child a sheet of paper with 10 circles.</li><li>• Then, give each child a stack of 10 circles made of patterned/gift paper. Call out a number from 1 to 10 (e.g. “3”) and have children fill the same number of circles on their paper with the circles drawn from the stack.</li><li>• Ask the children to remove the circles. Call out another number within 10 (e.g. “5”) and repeat. Let children practise counting and covering the correct number of circles on the paper.</li><li>• Guide children in doing the activities on Page 2 of Book 2</li></ul> <b>Activity Book</b> <ul style="list-style-type: none"><li>• Guide children in doing the activities on Page 2.</li></ul>	

Topic	Unit 1: At Home – Numbers in ascending and descending order
Content Standard	• Understand the numbers 1 to 10.
Learning Standards	• Say the numbers 1 to 10 in order. • Count in ascending and descending order.
Teaching Materials	Book 2, Activity Book 2, 10 paper fans (labelled ‘1’ to ‘10’)
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"><li>• Shuffle 5 paper fans (each labelled with a different number from 1 to 5). Ask children to line up with the fans in correct ascending order from ‘1’ to ‘5’.</li><li>• Repeat with different number ranges (e.g. from ‘2’ to ‘6’, ‘4’ to ‘8’, ‘5’ to ‘9’).</li><li>• Let children also line up with the fans in correct descending order (e.g. from ‘5’ to ‘1’).</li><li>• Increase the number of fans (with 6 fans/7 fans/8 fans, etc.) and repeat.</li><li>• Guide children in doing the activities on Pages 3 and 4 of Book 2.</li></ul> <b>Activity Book</b> <ul style="list-style-type: none"><li>• Guide children in doing the activities on Pages 3 and 4.</li></ul>	

Topic	Unit 1: At Home – Number bonds
Content Standard	• Understand the numbers 1 to 10.
Learning Standard	• Count objects.
Teaching Materials	Book 2, Activity Book 2



<b>Suggested Activities</b>	
<b>Book</b>	
<ul style="list-style-type: none"> <li>• Draw 2 green lamps and 1 yellow lamp. Write ‘2’ and ‘1’ on the board.</li> <li>• Ask children to count all the lamps and write the correct number (i.e. 3).</li> <li>• Say, “2 and 1 make 3.”</li> <li>• Do this activity with other numbers up to 5 (e.g. “How can we make 4?”).</li> <li>• Guide children in doing the activities on Pages 5 and 6 of Book 2.</li> </ul>	
<b>Activity Book</b>	
<ul style="list-style-type: none"> <li>• Guide children in doing the activities on Pages 5 and 6.</li> </ul>	

<b>Topic</b>	Unit 2: Mealtimes – Addition within 5
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Solve addition operation problems within a range of 18.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• State the sum of two sets of objects.</li> <li>• Write and express mathematical sentences by using the ‘addition’ symbol (+) and the ‘equals’ symbol (=).</li> <li>• Add in the range of basic facts.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, building blocks
<b>Suggested Activities</b>	
<b>Book</b>	
<ul style="list-style-type: none"> <li>• Place 1 block on the table. Count out with the children, “1.”</li> <li>• Place another block on the table. Count out with the children, “1.”</li> <li>• Stack the second block on the first one. Ask, “1 and 1 make how many?”</li> <li>• Have children count the blocks in the stack and say how many (Answer: 2). Say, together, “1 and 1 make 2.”</li> <li>• Add other numbers of blocks in this way (e.g. “2 and 2 make 4”; “2 and 3 make 5”).</li> <li>• Then, replace the word “and” with the plus sign and the word “make” with the equals sign. Say, e.g. “To write a number sentence, we use the plus and equals signs. We write, ‘1 + 1 = 2’.” Let children practise writing the number sentences on the board.</li> <li>• Guide children in doing the activities on Pages 7–10 of Book 2.</li> </ul>	
<b>Activity Book</b>	
<ul style="list-style-type: none"> <li>• Guide children in doing the activities on Pages 7–10.</li> </ul>	

<b>Topic</b>	Unit 2: Mealtimes – Subtraction within 5
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Solve subtraction operation problems within a range of 18.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Take out objects from a set and count the balance.</li> <li>• Write and express mathematical sentences by using the ‘subtraction’ symbol (-) and the ‘equals’ symbol (=).</li> <li>• Subtract in the range of basic facts.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2

<b>Suggested Activities</b>	
<b>Book</b>	
<ul style="list-style-type: none"> <li>• Act out the rhyme ‘Five Little Monkeys’ in groups of 5: “Five little monkeys jumping on the bed; One fell off and bumped his head; Mama called the doctor and the doctor said, ‘No more monkeys jumping on the bed!’”</li> <li>• Write ‘5 take away 1’ on the board. Ask children to count the number of little monkeys still left on the bed (answer: “4”). Write ‘equals 4’ on the board so that the sentence now reads, ‘5 take away 1 equals 4.’</li> <li>• Try this activity with other numbers of little monkeys that fell off and bumped their heads (e.g. ‘5 take away 3 equals 2.’).</li> <li>• Then, say, “To write a number sentence, we use the minus and equals signs. We write, ‘5 - 1 = 4’.” Let children practise writing the number sentences on the board.</li> <li>• Guide children in doing the activities on Pages 11–14 of Book 2.</li> </ul>	
<b>Activity Book</b>	
<ul style="list-style-type: none"> <li>• Guide children in doing the activities on Pages 11–14.</li> </ul>	

<b>Topic</b>	Unit 3: A Walk in the Park – Number 11
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Understand the numbers 11 to 20.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Count on from 11 to 20.</li> <li>• Compare: (i) 11 and 12 (12 is one more than 11).</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, ping-pong balls, empty egg carton, pointer, marker pens and toy blocks

<b>Suggested Activities</b>	
<b>Book</b>	
<ul style="list-style-type: none"> <li>• Show children an egg carton with 10 ping-pong balls. Ask them to count out the balls.</li> <li>• Add another ping-pong ball to the egg carton. Write the number sentence ‘10 + 1 = 11’ on the board. Have children take turns reading out the sentence, using a pointer to tap on each component.</li> <li>• Now, mix up various objects for counting (ping-pong balls, marker pens, toy blocks). Let children take turns finding 11 of the same type and counting them out in the egg carton.</li> <li>• Guide children in doing the activities on Page 15 of Book 2.</li> </ul>	
<b>Activity Book</b>	
<ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 15.</li> </ul>	

<b>Topic</b>	Unit 3: A Walk in the Park – Number 12
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Understand the numbers 11 to 20.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Count on from 11 to 20.</li> <li>• Compare: (i) 11 and 12 (12 is one more than 11).</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, ice-cube trays, kids’ plastic pitchers, some pieces of star shaped paper, pointer

<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>Let children try filling 10 boxes/compartments in an ice-cube tray by pouring water from a kids’ plastic pitcher.</li> <li>Then, ask them to fill another 2 boxes/compartments in the tray.</li> <li>Write the number sentence ‘10 + 2 = 12’ on the board. Have children take turns reading out the sentence, using a pointer to tap on each component.</li> <li>Have children count out 12 pieces of star shaped paper of the same colour from a larger pile.</li> <li>Guide children in doing the activities on Page 16 of Book 2.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>Guide children in doing the activities on Page 16.</li> </ul>
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<b>Topic</b>	Unit 3: A Walk in the Park – Number 13
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>Understand the numbers 11 to 20.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>Count on from 11 to 20.</li> <li>Compare: (i) 11 and 12 (12 is one more than 11).</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, album, various dried leaves, water colours, paintbrushes, palettes, kids’ painting aprons, art paper, clean towels/rags
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>Show children an album of 13 dried leaves. Have them count the leaves out.</li> <li>Show children how to make leaf prints with the dried leaves using water colours and a paintbrush. Have children make 13 prints on their paper and number them ‘1’ to ‘13’.</li> <li>Guide children in cleaning up (e.g. wiping up spills; washing hands, paintbrushes, and palettes; folding and keeping painting aprons neatly).</li> <li>Guide children in doing the activities on Page 17 of Book 2.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>Guide children in doing the activities on Page 17.</li> </ul>	

<b>Topic</b>	Unit 3: A Walk in the Park – Number 14
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>Understand the numbers 11 to 20.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>Count on from 11 to 20.</li> <li>Compare: (i) 11 and 12 (12 is one more than 11).</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, plastic vase, cloth flowers, art paper, colour pencils
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>Show children a plastic vase with 14 cloth flowers. Have them count all the flowers.</li> <li>Show children how to draw flowers on art paper by tracing around a flower and colouring inside the shape. Have children draw 14 flowers on their paper and number them ‘1’ to ‘14’.</li> <li>Guide children in doing the activities on Page 18 of Book 2.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>Guide children in doing the activities on Page 18.</li> </ul>	

<b>Topic</b>	Unit 3: A Walk in the Park – Number 15
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>Understand the numbers 11 to 20.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>Count on from 11 to 20.</li> <li>Compare: (i) 11 and 12 (12 is one more than 11).</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, paper in various colours, basket, cut-outs of birds
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>Give children some paper in various colours for tearing freely with their hands. Then, make a simple nest in a basket together using the strips of paper (e.g. by tucking).</li> <li>Give children 15 cut-outs of birds. Let them arrange the cut-outs round the nest. Have children count the birds inside the nest when they are done.</li> <li>Guide children in doing the activities on Page 19 of Book 2.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>Guide children in doing the activities on Page 19.</li> </ul>	

<b>Topic</b>	Unit 4: At the Pet Shop – Let’s revise numbers 11 to 15
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>Understand the numbers 1 to 10.</li> <li>Understand the numbers 11 to 20.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>Count objects.</li> <li>Count on from 11 to 20.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, rectangular container, yarn in various colours, tying bands, cut-outs of common aquarium fish
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>Give each child some threads of yarn (each about 5 cm long). Show the children how to tie the threads together with a tying band on one end to make a bundle.</li> <li>Place a rectangular container on the table/floor. Tell the children to imagine that it is an ‘aquarium’. Together, decorate the base with ‘seaweeds’ (that they made earlier using the threads of yarn).</li> <li>Then, call out a number from 11 to 15, and have children take turns putting the correct number of ‘pet fish’ (cut-outs of common aquarium fish) into the ‘aquarium’.</li> <li>Guide children in doing the activities on Page 20 of Book 2.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>Guide children in doing the activities on Page 20.</li> </ul>	

<b>Topic</b>	Unit 4: At the Pet Shop – Number 16
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>Understand the numbers 11 to 20.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>Count on from 11 to 20.</li> <li>Compare: (i) 11 and 12 (12 is one more than 11).</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, 4x4 bingo colouring sheets, square cards

<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Give each child a 4x4 bingo colouring sheet with 16 squares (each square has a picture of a common pet/ animal) and 16 square cards labelled ‘1’ to ‘16’.</li> <li>• Ask the children to cover 16 squares on their sheets with the number cards, in correct ascending order.</li> <li>• Then, have children remove the cards, counting in correct descending order.</li> <li>• Now, ask them to colour 16 pictures on the paper.</li> <li>• Guide children in doing the activities on Page 21 of Book 2.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 21.</li> </ul>	
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<b>Topic</b>	Unit 4: At the Pet Shop – Number 17
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Understand the numbers 11 to 20.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Count on from 11 to 20.</li> <li>• Compare: (i) 11 and 12 (12 is one more than 11).</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, threading laces, threading items (threading blocks, large straws, elastic bands)
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Give each child threading laces and sets of 17 objects for threading (17 large threading blocks, 17 large straws, 17 elastic bands).</li> <li>• Ask them to thread 10 objects, then 7 more. Write the number sentence ‘10 + 7 = 17’ on the board and read it out together.</li> <li>• Now, mix up the objects and have children thread 17 of the same type.</li> <li>• Guide children in doing the activities on Page 22 of Book 2.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 22.</li> </ul>	

<b>Topic</b>	Unit 4: At the Pet Shop – Number 18
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Understand the numbers 11 to 20.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Count on from 11 to 20.</li> <li>• Compare: (i) 11 and 12 (12 is one more than 11).</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, pet picture cards, cut-outs of pet food (e.g. carrots, fish)
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Ask children to find 18 cut-outs of the same pet food (e.g. 18 carrots) from a big jumbled up pile.</li> <li>• Then, have them match the cut-outs to the picture card that shows the correct number of pets (e.g. 18 rabbits).</li> <li>• Switch the type of pet food for finding and matching (e.g. 18 fish for 18 cats).</li> <li>• Guide children in doing the activities on Page 23 of Book 2.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 23.</li> </ul>	

<b>Topic</b>	Unit 5: In the Garden – Number 19
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Understand the numbers 11 to 20.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Count on from 11 to 20.</li> <li>• Compare: (i) 11 and 12 (12 is one more than 11).</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, caterpillar cut-outs, plasticine
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Draw a big bush on the board. Let children stick on caterpillars of different colour (cut-outs), using plasticine, to make 19 on the bush.</li> <li>• Then, ask them to find and stick 19 caterpillars of the same colour on the bush from a jumbled up pile of cut-outs.</li> <li>• Guide children in doing the activities on Page 24 of Book 2.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 24.</li> </ul>	

<b>Topic</b>	Unit 5: In the Garden – Number 20
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Understand the numbers 11 to 20.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Count on from 11 to 20.</li> <li>• Compare: (i) 11 and 12 (12 is one more than 11).</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, plastic container, colourful sponge cubes, gummy worms, toy spade
<b>Suggested Activities</b> <b>Book</b> <ul style="list-style-type: none"> <li>• Let a child use a toy spade to dig around a container filled with colourful sponge cubes for 10 ‘worms’ (gummy worms). Then, ask another child to find 10 more worms in the same way.</li> <li>• Count out all the worms together. Complete the number sentence: 10 + 10 = 20.</li> <li>• Have children return the dug up worms back into the container to count to 20.</li> <li>• Guide children in doing the activities on Page 25 of Book 2.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide children in doing the activities on Page 25.</li> </ul>	

<b>Topic</b>	Unit 5: In the Garden – Let’s revise numbers 11 to 20
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Understand the numbers 11 to 20.</li> </ul>
<b>Learning Standard</b>	<ul style="list-style-type: none"> <li>• Write the numbers 11 to 20.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, picture cards and cut-outs of garden vegetables (see below)

<b>Suggested Activities</b>	
<b>Book</b>	
<ul style="list-style-type: none"> <li>Randomly assign children to small groups. Give each group 20 cut-outs of a different vegetable (20 pumpkins, 20 turnips, etc.).</li> <li>Line up picture cards of the different vegetables on the floor/field (pumpkin, turnip, carrot, etc.), with enough room for children to walk in between. Call out a number from 11 to 20. Have children placing the correct number of cut-outs in the row having the picture card of their vegetable.</li> <li>Guide children in doing the activities on Page 26 of Book 2.</li> </ul>	
<b>Activity Book</b>	
<ul style="list-style-type: none"> <li>Guide children in doing the activities on Page 26.</li> </ul>	

<b>Topic</b>	Unit 5: In the Garden – Addition within 10
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>Solve addition operation problems within a range of 18.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>State the sum of two sets of objects.</li> <li>Add in the range of basic facts.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, bean bags, hoops, paper, pencils
<b>Suggested Activities</b>	
<b>Book</b>	
<ul style="list-style-type: none"> <li>Let children work in pairs to toss bean bags into a hoop placed some distance away: <ul style="list-style-type: none"> <li>Get the first child to toss a number of bean bags into the hoop (e.g. 3).</li> <li>Get the second child to toss another number of bean bags into the hoop (e.g. 4).</li> </ul> </li> <li>Ask, “3 plus 4 equals how many?” and let the class count all the bean bags in the hoop. Guide the children in completing the number sentence: <math>3 + 4 = 7</math>.</li> <li>Change numbers for adding (<math>6 + 4 = 10</math>, <math>2 + 3 = 5</math>, <math>3 + 3 = 6</math>, etc.) and let different pairs of children toss the bean bags into the hoop.</li> <li>Guide children in doing the activities on Page 27 of Book 2.</li> </ul>	
<b>Activity Book</b>	
<ul style="list-style-type: none"> <li>Guide children in doing the activities on Page 27.</li> </ul>	

<b>Topic</b>	Unit 5: In the Garden – Adding by counting on
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>Solve addition operation problems within a range of 18.</li> </ul>
<b>Learning Standard</b>	<ul style="list-style-type: none"> <li>State the answer for addition by counting on from a number.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, pail, toy shovels
<b>Suggested Activities</b>	
<b>Book</b>	
<ul style="list-style-type: none"> <li>Put 2 toy shovels in a pail. Get the children to count them.</li> <li>Ask, “How many is 2 plus 3?” and let the children count on from 2 with their fingers to find the answer (“...3, 4, 5”).</li> <li>Complete the number sentence on the board with their answer: <math>2 + 3 = 5</math>.</li> <li>Let the children add 3 more toy shovels to the pail and count to check the answer.</li> <li>Add other numbers of toy shovels (<math>6 + 2 = 8</math>, <math>1 + 4 = 5</math>, etc.) by counting on.</li> <li>Guide children in doing the activities on Page 28 of Book 2.</li> </ul>	
<b>Activity Book</b>	
<ul style="list-style-type: none"> <li>Guide children in doing the activities on Page 28.</li> </ul>	

<b>Topic</b>	Unit 6: At the Market – Subtraction within 10
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>Solve subtraction operation problems within a range of 18.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>Take out objects from a set and count the balance.</li> <li>Subtract in the range of basic facts.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, balls, 2 baskets (one larger), paper, pencils
<b>Suggested Activities</b>	
<b>Book</b>	
<ul style="list-style-type: none"> <li>On the field, have children transfer a number of balls from a larger basket (Basket A) to a smaller one (Basket B). For example, ask them to move 5 balls (out of 10) from Basket A to Basket B.</li> <li>Ask the children, “10 minus 5 equals how many?” and let them count the balls left in Basket A. Complete the number sentence with their answer: <math>10 - 5 = 5</math>.</li> <li>Then, take out some balls from Basket B (e.g. 3) and toss them to the children one by one. Get the children to catch with both hands.</li> <li>Now, ask, “5 minus 3 equals how many?” and let them count the balls left in Basket B. Complete the number sentence with their answer: <math>5 - 3 = 2</math>.</li> <li>Guide children in doing the activities on Page 29 of Book 2.</li> </ul>	
<b>Activity Book</b>	
<ul style="list-style-type: none"> <li>Guide children in doing the activities on Page 29.</li> </ul>	

<b>Topic</b>	Unit 6: At the Market – Subtracting by counting back
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>Solve subtraction operation problems within a range of 18.</li> </ul>
<b>Learning Standard</b>	<ul style="list-style-type: none"> <li>Subtract in the range of basic facts.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, basket, toy vegetables
<b>Suggested Activities</b>	
<b>Book</b>	
<ul style="list-style-type: none"> <li>Count 6 toy tomatoes (or other vegetables) into a marketing basket together, and draw a number line from 1 to 6 on the board.</li> <li>Take 2 tomatoes out and count back 2 spaces on the number line (6 to 5, 5 to 4).</li> <li>Complete the number sentence on the board: <math>6 - 2 = 4</math>.</li> <li>Let children also count the remaining tomatoes in the basket to check their answers.</li> <li>Subtract other numbers of tomatoes by counting back on the number line. Have children take turns counting back and completing the number sentences.</li> <li>Guide children in doing the activities on Page 30 of Book 2.</li> </ul>	
<b>Activity Book</b>	
<ul style="list-style-type: none"> <li>Guide children in doing the activities on Page 30.</li> </ul>	

<b>Topic</b>	Unit 6: At the Market – Position
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>Know about the position of an object in the space it is in.</li> </ul>
<b>Learning Standard</b>	<ul style="list-style-type: none"> <li>State the position of an object in a space.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, book, box

**Suggested Activities**

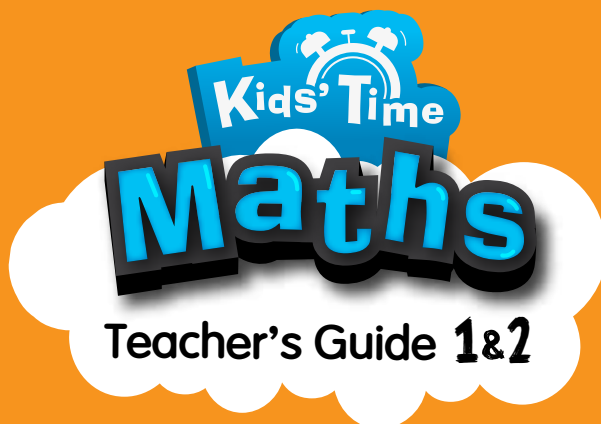
**Book**

- Get children to say the position of a book in relation to a box: Ask, “Where is the book?” and point out, “It is outside the box.”/“It is inside the box.”
- Set the box on the floor and get children to notice the position of the box in relation to you: Ask, “Where is the box?” and point out, “It is in front of/behind me.”
- Put the box up on the table. Get children to say the position of the box in relation to the table: Ask, “Where is the box?” and point out, “It is on/under the table.”
- Let children practise placing a book in different positions: inside/outside/in front of/behind/on/under a box.
- Guide children in doing the activities on Pages 31 and 32 of Book 2.

**Activity Book**

- Guide children in doing the activities on Pages 31 and 32.



The logo features a blue alarm clock with two bells at the top. Below the clock, the words "Kids' Time" are written in white on a blue background. Underneath that, the word "Maths" is written in large, bold, blue letters with a black outline. At the bottom, "Teacher's Guide 1&2" is written in black text. The entire logo is set against a white cloud-like shape on an orange background.

# Kids' Time Maths Teacher's Guide 1&2

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