




Kids' Time



Maths

Teacher's Guide

3&4



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 3 and Activity Book 3

Topic	Unit 1: Things to Wear – Let's revise numbers 1 to 20
Content Standards	<ul style="list-style-type: none">• Understand the numbers 1 to 10.• Understand the numbers 11 to 20.
Learning Standards	<ul style="list-style-type: none">• Say the numbers 1 to 10 in order.• Count on from 11 to 20.• Write the numbers 11 to 20.
Teaching Materials	Book 3, Activity Book 3, marker board/chalkboard, a card
Suggested Activities Book <ul style="list-style-type: none">• Draw a large hat on the board. Let children take turns coming up to the board to draw a flower on the hat, until there are 20 altogether.• Then, use a card to cover a few flowers at a time. Ask children, "How many flowers do you see now?" Let them count the flowers on the hat that they can see.• Repeat with other items of clothing, like a sock (with stripes) and coat (with buttons).• Guide children in doing the activities on Page 2 of Book 3. Activity Book <ul style="list-style-type: none">• Guide children in doing the activities on Page 2.	

Topic	Unit 1: Things to Wear – Ordinal numbers 1st to 10th
Content Standard	<ul style="list-style-type: none">• Know about the position of an object in the space it is in.
Learning Standard	<ul style="list-style-type: none">• State the position of an object in a space.
Teaching Materials	Book 3, Activity Book 3, number cards 1 (one) to 10 (ten), ordinal number cards 1st (first) to 10th (tenth), plasticine, pointer, 10 picture cards of different coloured shirts
Suggested Activities Book <ul style="list-style-type: none">• Stick 10 picture cards of different coloured shirts in a line on the board. Let children stick number cards 1 (one) to 10 (ten) below the pictures in the correct order (using some plasticine).• Now, stick on ordinal number cards 1st (first) to 10th (tenth). Say, "We use ordinal numbers to talk about things in a line." Let children practise naming the ordinal numbers.• Using a pointer, tap on the first picture card and ask, "What colour is the first shirt?" Let children observe and answer.• Repeat with other picture cards in the line. Children can also practise asking each other questions: "What colour is the third shirt?", "Is the fifth shirt red in colour?", etc.• Guide children in doing the activities on Page 3 of Book 3. Activity Book <ul style="list-style-type: none">• Guide children in doing the activities on Page 3.	

Topic	Unit 1: Things to Wear – Numbers 21 and 22
Content Standards	<ul style="list-style-type: none">• Understand the numbers 1 to 10.• Understand the numbers 11 to 20.
Learning Standards	<ul style="list-style-type: none">• Use shapes such as dots to represent the number of objects.• Compare:<ul style="list-style-type: none">(i) 11 and 12 (12 is one more than 11)(ii) 12 and 13 (13 is one more than 12), so on.
Teaching Materials	Book 3, Activity Book 3, pieces of paper and cupcake liners in various colours, clear plastic container with lid, cards, marker pen
Suggested Activities Book <ul style="list-style-type: none">• Crush some coloured paper to make paper balls. Put 20 into a clear plastic container and cover it.• Let children shake the container to mix the colours up. See how many colours they can spot inside.• Open the lid and get children to count how many paper balls are inside (i.e. '20').• Add 1 more ball into the container. Write '20 + 1' and '= 21' on two cards with a marker pen. Have children take turns putting both cards together and reading the number sentence: '20 + 1 = 21'.• Switch counters (e.g. cupcake liners) and repeat for 22 (adding 2 instead of 1 to 20).• Guide children in doing the activities on Page 4 of Book 3. Activity Book <ul style="list-style-type: none">• Guide children in doing the activities on Page 4.	

Topic	Unit 1: Things to Wear – Numbers 23 and 24
Content Standards	<ul style="list-style-type: none">• Understand the numbers 1 to 10.• Understand the numbers 11 to 20.
Learning Standards	<ul style="list-style-type: none">• Use shapes such as dots to represent the number of objects.• Compare:<ul style="list-style-type: none">(i) 11 and 12 (12 is one more than 11)(ii) 12 and 13 (13 is one more than 12), so on.
Teaching Materials	Book 3, Activity Book 3, colourful paper strips, stickers, paper stars, glue, boxes, marker pens
Suggested Activities Book <ul style="list-style-type: none">• Decorate a box with 20 colourful paper strips.• Add 4 more paper strips and count on to 24, "...21, 22, 23, 24".• Let children practise counting to 24 by decorating more boxes/presents with other items, like 24 stickers, 24 flowers (drawn with marker pens), 24 paper stars.• Guide children in doing the activities on Page 5 of Book 3. Activity Book <ul style="list-style-type: none">• Guide children in doing the activities on Page 5.	

Topic	Unit 2: My Birthday – Numbers 25 and 26
Content Standards	<ul style="list-style-type: none"> • Understand the numbers 1 to 10. • Understand the numbers 11 to 20.
Learning Standards	<ul style="list-style-type: none"> • Use shapes such as dots to represent the number of objects. • Compare: <ul style="list-style-type: none"> (i) 11 and 12 (12 is one more than 11) (ii) 12 and 13 (13 is one more than 12), so on.
Teaching Materials	Book 3, Activity Book 3, ink pads and stamps, some paper, tape
Suggested Activities Book <ul style="list-style-type: none"> • Show children how to make pictures using an ink pad and stamp. Have each child stamp 20 pictures on a piece of paper. • Now, ask the children to stamp 6 more pictures on their paper. Count on from 20 to 26, “...21, 22, 23, 24, 25, 26”. • Let children join some of their sheets of paper together with tape to make a fun pattern, or fold simple paper hats with the pieces of paper. • Guide children in doing the activities on Page 6 of Book 3. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on Page 6. 	

Topic	Unit 2: My Birthday – Numbers 27 and 28
Content Standards	<ul style="list-style-type: none"> • Understand the numbers 1 to 10. • Understand the numbers 11 to 20.
Learning Standards	<ul style="list-style-type: none"> • Use shapes such as dots to represent the number of objects. • Compare: <ul style="list-style-type: none"> (i) 11 and 12 (12 is one more than 11) (ii) 12 and 13 (13 is one more than 12), so on.
Teaching Materials	Book 3, Activity Book 3, large colouring sheets
Suggested Activities Book <ul style="list-style-type: none"> • Give each child a large colouring sheet of 20 birthday candles (with space to draw some more). Have the children count and colour all the candles on the sheet. • Then, ask the children to draw 7 more candles. • Count all the candles together. Say, “27 is 20 and 7. 27 is 7 more than 20.” • Write ‘20 + 7’ on the board. Let children complete the sentence: ‘20 + 7 = 27’. • Have children draw 1 more candle on the sheet. Count up to 27, then 1 more to 28. • Write ‘= 28’ on the board. Let children complete the number sentence ‘27 + 1 = 28’. • Guide children in doing the activities on Page 7 of Book 3. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on Page 7. 	

Topic	Unit 2: My Birthday – Numbers 29 and 30
Content Standards	<ul style="list-style-type: none"> • Understand the numbers 1 to 10. • Understand the numbers 11 to 20.
Learning Standards	<ul style="list-style-type: none"> • Use shapes such as dots to represent the number of objects. • Compare: <ul style="list-style-type: none"> (i) 11 and 12 (12 is one more than 11) (ii) 12 and 13 (13 is one more than 12), so on.
Teaching Materials	Book 3, Activity Book 3, plasticine (in various colours), rollers, plastic templates
Suggested Activities Book <ul style="list-style-type: none"> • Randomly assign children to small groups. Give each group plasticine (in different colours), rollers, and templates of a shape (e.g. of stars, of hearts). • Ask each group to share their tools to make 20 of the shape. • Then, ask them to make 9 more of the shape. Count all the shapes together. Say, “29 is 20 and 9. 29 is more than 20.” • Now, get the groups to switch their templates and make 30 of the shape (adding 10 instead of 9 to 20). • Guide children in cleaning up (e.g. sorting rollers from templates, washing hands). • Guide children in doing the activities on Page 8 of Book 3. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on Page 8. 	

Topic	Unit 2: My Birthday – Let’s revise numbers 21 to 30
Content Standard	<ul style="list-style-type: none"> • Understand the numbers 1 to 10.
Learning Standard	<ul style="list-style-type: none"> • Count objects.
Teaching Materials	Book 3, Activity Book 3, objects in the classroom
Suggested Activities Book <ul style="list-style-type: none"> • Mix up different counters/objects for counting (e.g. items in the classroom, such as crayons, pencils, rulers). Call out a number from 21 to 30 (e.g. “25”) and have children take turns finding 25 of the same counters from the large pile. • Then, have children take turns making their own piles (e.g. of 24 crayons) and asking their classmates to guess how many things are in it. • Play a number game. Say a number (e.g. “22”) and ask children to name the numbers before and after (21 and 23). • Guide children in doing the activities on Page 9 of Book 3. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on Page 9. 	

Topic	Unit 2: My Birthday – 3D shapes
Content Standards	<ul style="list-style-type: none"> • Recognise and construct patterns. • Construct based on shapes that are commonly found in the surroundings.
Learning Standards	<ul style="list-style-type: none"> • Complete the patterns given. • Identify cuboids, cubes, pyramids and spheres.
Teaching Materials	Book 3, Activity Book 3, shape cards (of triangles, squares, and rectangles), toy building blocks, common three-dimensional items (e.g. boxes, books, balls, biscuits, plastic Christmas tree ornaments, pyramid-shaped gifts), timer
Suggested Activities Book <ul style="list-style-type: none"> • Get children to observe the shapes (e.g. triangle) and sides (e.g. 6 sides) on three-dimensional items and toy blocks. Name each three-dimensional shape (i.e. a ‘sphere’, ‘pyramid’, ‘cube’, or ‘cuboid’) and write its name on the board for children to see. • Let children sort items into different groups according to their three-dimensional shapes. • Now, give each child a shape card (of a triangle/square/rectangle). Ask the children to find a three-dimensional item with that shape and sides. Then, switch shape cards and repeat. For an additional challenge, set the timer for about 1 minute and get children to try gathering the correct three-dimensional items before it rings. • Guide children in doing the activities on Pages 10 and 11 of Book 3. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on Pages 10 and 11. 	

Topic	Unit 3: On the Farm – Addition within 20
Content Standard	<ul style="list-style-type: none"> • Solve addition operation problems within a range of 18.
Learning Standards	<ul style="list-style-type: none"> • State the sum of two sets of objects. • Add in the range of basic facts.
Teaching Materials	Book 3, Activity Book 3
Suggested Activities Book <ul style="list-style-type: none"> • Draw 8 eggs in a line on the board. Get children to number each egg (1 to 8). • Then, draw 4 more eggs in the line. Count them out together, “1, 2, 3, 4”. • Ask, “How many is 8 and 4?” Let children count on from 8 by writing in the 4 eggs, “...9, 10, 11, 12”. • Now, write and read the number sentence: “8 + 4 = 12”. Add other numbers this way. • Guide children in doing the activities on Pages 12 and 13 of Book 3. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on Pages 12 and 13. 	

Topic	Unit 3: On the Farm – Subtraction within 20
Content Standard	<ul style="list-style-type: none"> • Solve subtraction operation problems within a range of 18.
Learning Standards	<ul style="list-style-type: none"> • Take out objects from a set and count the balance. • Subtract in the range of basic facts.
Teaching Materials	Book 3, Activity Book 3, plastic bin, ping-pong balls

Suggested Activities Book <ul style="list-style-type: none"> • Make a fun sensory bin: Call out a number (e.g. “12”) and have children fill the bin with that number of ping-pong balls. Let them rock the bin to hear the sound it makes. • Take 2 balls out of the bin. Ask the children, “How many is 12 minus 2?”. Let them count all the balls left inside the bin and say how many (“10”). • Then, write and read the number sentence together: “12 - 2 = 10”. Subtract other numbers this way. • Guide children in doing the activities on Pages 14 and 15 of Book 3. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on Pages 14 and 15. 	
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Topic	Unit 4: To the Beach – Are they the same? (conservation)
Content Standard	<ul style="list-style-type: none"> • Understand the concept of consistency.
Learning Standard	<ul style="list-style-type: none"> • Explain conservation of: <ul style="list-style-type: none"> (i) length (ii) mass (iii) volume.
Teaching Materials	Book 3, Activity Book 3, plasticine, 2 baskets of the same size, pan balance/scale
Suggested Activities Book <ul style="list-style-type: none"> • Knead 11 plasticine balls of the same size. Fill one basket with 3 balls (Basket A) and another basket with 8 balls (Basket B). Have children count the items in each basket and write. • Let them lift the baskets up to compare their weights. Ask, “Do the baskets weigh the same? Which basket is heavier? Which basket is lighter?” • Guide children in observing and comparing the weight of both baskets on a pan balance/scale. • Now, combine all the balls of plasticine in each basket into 1 ball (e.g. The 3 balls of plasticine in Basket A into 1 ball, the 8 balls of plasticine in Basket B into 1 ball). Again, have children compare their weights by (a) lifting each basket up and (b) weighing them on a pan balance/scale. • Then ask the children, “Does Basket A still weigh the same? What about Basket B?” • Guide children in doing the activities on Pages 16 and 17 of Book 3. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on Pages 16 and 17. 	

Topic	Unit 4: To the Beach – Addition within 30
Content Standard	<ul style="list-style-type: none"> • Solve addition operation problems within a range of 18.
Learning Standard	<ul style="list-style-type: none"> • State the sum of two sets of objects.
Teaching Materials	Book 3, Activity Book 3, 2 sets of dot cards (numbers 1 to 10, numbers 1 to 20)

Suggested Activities Book <ul style="list-style-type: none"> • Show children a dot card for the number 15 (with 15 dots). Ask children to count the dots on the card. Then, write the answer on the board (‘15’). • Show another dot card (e.g. for the number 7) and do the same thing. • Now, hold both dot cards up, and ask the children, “How many is 15 plus 7?”. Let them count all the dots on the cards. Then, complete the number sentence on the board with their answer, ‘15 + 7 = 22’, and read it out together. • Add other numbers this way (up to 30). Children practise writing number sentences. • Guide children in doing the activities on Pages 18 and 19 of Book 3. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on Pages 18 and 19.

Topic	Unit 4: To the Beach – Subtraction within 30
Content Standard	• Solve subtraction operation problems within a range of 18.
Learning Standard	• Take out objects from a set and count the balance.
Teaching Materials	Book 3, Activity Book 3, cut-outs of sea animals (e.g. fish, clams, crabs)
Suggested Activities Book <ul style="list-style-type: none"> • Draw a big net on the board. Call out a number from 1 to 30 (e.g. “21”), and let children take turns sticking a ‘fish’ on the board until there are ‘21 fish in the net’. • Then, remove 5 fish from the net. Write ‘21 - 5’ on the board. Ask the children, “How many is 21 minus 5?”. Let them count all the fish left in the net. • Complete the number sentence with their answer, ‘21 - 5 = 16’. • Subtract other numbers this way, with cut-outs of other things, like clams and crabs. • Guide children in doing the activities on Pages 20 and 21 of Book 3. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on Pages 20 and 21. 	

Topic	Unit 4: To the Beach – Let’s revise
Content Standards	<ul style="list-style-type: none"> • Solve addition operation problems within a range of 18. • Solve subtraction operation problems within a range of 18.
Learning Standards	<ul style="list-style-type: none"> • State the sum of two sets of objects. • Take out objects from a set and count the balance.
Teaching Materials	Book 3, Activity Book 3, plasticine, plastic seashell moulds, small pail
Suggested Activities Book <ul style="list-style-type: none"> • Let children make colourful ‘seashells’ using plasticine and plastic moulds. • Then, have them take turns writing an addition or subtraction sum on the board to solve (19 + 8, 29 – 17, etc.). They can add/subtract using the seashells that they made by adding more into a small pail and counting the number inside, or removing some from the pail and counting the number left. • Guide children in doing the activities on Page 22 of Book 3. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on Page 22. 	

Topic	Unit 5: At a Fruit Farm – Counting in twos
Content Standard	• Understand the numbers 1 to 10.
Learning Standard	• Count objects.
Teaching Materials	Book 3, Activity Book 3, toy fruits for counting, cards, marker pens
Suggested Activities Book <ul style="list-style-type: none"> • Have children make pairs (sets of 2) from a bigger pile (e.g. a pile of 10 toy fruits): <ul style="list-style-type: none"> - Count the first pair, “1, 2” (write ‘2’ on a card). - Count the second pair, “...3, 4” (write ‘4’ on another card). - Count on, until all the pairs/sets of 2 have been labelled (‘2, 4, 6, 8, 10’). • Read out the cards and say how many fruits there are in the pile. • Repeat with other piles of toy fruits (up to 30 in a pile). Let children write on the cards as they count in 2’s. • Guide children in doing the activities on Page 23 of Book 3. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on Page 23. 	

Topic	Unit 5: At a Fruit Farm – Counting in fives
Content Standard	• Understand the numbers 1 to 10.
Learning Standard	• Count objects.
Teaching Materials	Book 3, Activity Book 3, toy fruits, baskets
Suggested Activities Book <ul style="list-style-type: none"> • Place some toy fruits (e.g. 20 bananas) around an area of the classroom. Give children some baskets. Ask them to count in 5’s by gathering all the toy fruits in 5’s. • Repeat with other numbers and toy fruits for gathering (e.g. 30 toy apples). • Guide children in doing the activities on Page 24 of Book 3. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on Page 24. 	

Topic	Unit 5: At a Fruit Farm – Time (o’clock, half past)
Content Standard	• Understand time in the context of daily living.
Learning Standards	<ul style="list-style-type: none"> • State the time of day. • Say the time in hours by using an analogue clock.
Teaching Materials	Book 3, Activity Book 3, 12 cards labelled ‘1’ to ‘12’, 2 large cardboard arrows (one longer)

Suggested Activities**Book**

- Let the children take turns being the numbers around a clock face: 12 children stand in a circle, the same distance apart, holding number cards 1 to 12.
- Stand in the middle of the circle and place 2 large cardboard arrows (i.e. the minute and hour hands of the clock) on the ground. Point the minute hand at 12 and the hour hand at any number. Get children to say what time it is. The first child who says the correct time wins. (e.g. “It is 7 o’clock!”).
- Then, say a time (e.g. “Half past 1”) and have children try pointing the clock hands to the correct positions on the clock.
- Let children move the minute and hour hands around to show a time you call out.
- Guide children in doing the activities on Pages 25 and 26 of Book 3.

Activity Book

- Guide children in doing the activities on Pages 25 and 26.

Topic	Unit 5: At a Fruit Farm – Sequence of events
Content Standard	• Understand time in the context of daily living.
Learning Standard	• Arrange events according to time sequence.
Teaching Materials	Book 3, Activity Book 3, clock face for telling time, picture cards
Suggested Activities Book <ul style="list-style-type: none">• Talk about some things we do throughout the day (e.g. wake up in the morning, have lunch in the afternoon, play games in the evening, go to sleep at night).• Have the children show the times they do these activities on a clock face.• Now, show them a set of 4 picture cards of things they do in the morning to get ready for school (e.g. brush their teeth, comb their hair, have breakfast, put on their shoes). Jumble up the cards, and ask children to put them in the correct sequence.• Switch the picture cards to a different set of activities (e.g. things they do to get ready for bed at night), and repeat.• Guide children in doing the activities on Page 27 of Book 3. Activity Book <ul style="list-style-type: none">• Guide children in doing the activities on Page 27.	

Topic	Unit 5: At a Fruit Farm – Let’s revise
Content Standard	• Understand time in the context of daily living.
Learning Standards	<ul style="list-style-type: none">• State the time of day.• Arrange events according to time sequence.• Say the time in hours by using an analogue clock.
Teaching Materials	Book 3, Activity Book 3, alarm clocks with square and circle faces, cardboard squares and circles, art paper, pictures of daily activities

Suggested Activities**Book**

- Show children alarm clocks with square and circle faces.
- Let them trace around cardboard squares/circles to draw a clock face on some paper.
- Show pictures of things people do throughout the day (e.g. children riding a bus to school, a mother drying some clothes in the sun). Let children take turns guessing the times of the day (e.g. 8 o’clock in the morning) when these activities are carried out. Guide them in drawing the correct times on their clock faces.
- Guide children in doing the activities on Page 28 of Book 3.

Activity Book

- Guide children in doing the activities on Page 28.

Topic	Unit 6: Let’s Go! – Addition problems within 10
Content Standard	• Solve addition operation problems within a range of 18.
Learning Standard	• Solve addition problems.
Teaching Materials	Book 3, Activity Book 3, toy vehicles
Suggested Activities Book <ul style="list-style-type: none">• Let children add two numbers of toy vehicles up. Say, e.g. “There are 5 vehicles on the road. Then, 3 more vehicles join them. How many vehicles are there on the road now?”.• Let the children count all the vehicles and say how many there are (e.g. “8”). Guide them in completing the addition sentence with their answer (e.g. $5 + 3 = 8$).• Guide children in doing the activities on Pages 29 and 30 of Book 3. Activity Book <ul style="list-style-type: none">• Guide children in doing the activities on Pages 29 and 30.	

Topic	Unit 6: Let’s Go! – Subtraction problems within 10
Content Standard	• Solve subtraction operation problems within a range of 18.
Learning Standard	• Solve subtraction problems.
Teaching Materials	Book 3, Activity Book 3, some paper
Suggested Activities Book <ul style="list-style-type: none">• Let children take turns role-playing on the field/in the school hall:<ul style="list-style-type: none">- Say, e.g. “There are 10 big ships at the port.” Have 10 children pretend that they are big ships in a busy port.- Next, say something like, “Then, 6 ships sail away.” and have 6 of them pretend to be ships sailing away, one by one, from the port.- Now, ask the class, “How many ships are left in the port?” Have them count and write the correct number sentence, ‘$10 - 6 = 4$’, on a piece of paper.- Guide them in answering your question (e.g. “There are 4 ships left in the port.”).• Role-play other types of vehicles (e.g. trains at the train station) and subtract. Guide children in doing the activities on Pages 31 and 32 of Book 3. Activity Book <ul style="list-style-type: none">• Guide children in doing the activities on Pages 31 and 32.	

Teaching Suggestions for Kids' Time Maths Book 4 and Activity Book 4

Topic	Unit 1: Around Town – Let's revise numbers 1 to 30
Content Standard	• Understand the numbers 1 to 10.
Learning Standards	• Count in ascending and descending order. • Write numbers in the correct way.
Teaching Materials	Book 4, Activity Book 4, shape cards, some plasticine
Suggested Activities Book <ul style="list-style-type: none"> • Call out a number from 1 to 30 (e.g. "19", "23", "25"). Children draw the same number of shape cards (19 circles, 23 triangles, etc.) from a stack of 30 and stick them on the board (using plasticine). • Put all 30 shape cards up on the board. Have children take down extra cards to make a number you call out. • Guide children in doing the activities on Page 2 of Book 4. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on Page 2. 	

Topic	Unit 1: Around Town – Numbers 31 to 35
Content Standard	• Understand the numbers 1 to 10.
Learning Standard	• Use shapes such as dots to represent the number of objects.
Teaching Materials	Book 4, Activity Book 4, building blocks (in 2 different colours)
Suggested Activities Book <ul style="list-style-type: none"> • Count out 30 building blocks of the same colour (e.g. green) and make a building. • Add 1 block of another colour (e.g. blue) to the building. Count up to 31. • Continue adding a blue block to the building and counting on to 35. • Guide children in doing the activities on Page 3 of Book 4. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on Page 3. 	

Topic	Unit 1: Around Town – Numbers 36 to 40
Content Standard	• Understand the numbers 1 to 10.
Learning Standard	• Use shapes such as dots to represent the number of objects.
Teaching Materials	Book 4, Activity Book 4, plastic tray, cotton buds, plasticine
Suggested Activities Book <ul style="list-style-type: none"> • Count out 30 cotton buds onto a plastic tray together. Then, knead a plasticine ball (the size of your fist). • Stick the cotton buds into the plasticine ball to make "quills all over a porcupine". • Add 10 more cotton buds or "quills on the porcupine" and count up to 40. • Finally, add 2 eyes and a nose for the porcupine (using more plasticine). • Guide children in doing the activities on Page 4 of Book 4. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on Page 4. 	

Topic	Unit 1: Around Town – Let's revise numbers 1 to 40
Content Standard	• Understand the numbers 1 to 10.
Learning Standard	• Count objects.
Teaching Materials	Book 4, Activity Book 4, cut-outs of flowers, tape, straws, baskets
Suggested Activities Book <ul style="list-style-type: none"> • Tape cut-outs of flowers onto straws to make 40 'flowers on stems'. • Role-play shopping for flowers at a flower shop: Call out a number from 1 to 40 (e.g. "34", "29", "16") and let children count the correct number of flowers into their baskets. • Guide children in doing the activities on Page 5 of Book 4. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on Page 5. 	

Topic	Unit 2: Going Shopping – Addition within 40
Content Standard	• Solve addition operation problems within a range of 18.
Learning Standards	• State the sum of two sets of objects. • Add in the range of basic facts.
Teaching Materials	Book 4, Activity Book 4, stickers, colour paper (in various sizes)
Suggested Activities Book <ul style="list-style-type: none"> • Let children fold paper fans of different sizes (using colour paper in various sizes). • Then, decorate a fan with a number of stickers (e.g. 20 stickers). • Ask the children, "How many is 20 plus 13?" and let them stick on 13 more stickers. • Count all the stickers on the fan and complete the number sentence with the answer: $20 + 13 = 33$. • Repeat, until children are confident with adding different numbers. • Guide children in doing the activities on Pages 6 and 7 of Book 4. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on Pages 6 and 7. 	

Topic	Unit 2: Going Shopping – Subtraction within 40
Content Standard	• Solve subtraction operation problems within a range of 18.
Learning Standard	• Solve subtraction problems.
Teaching Materials	Book 4, Activity Book 4, shopping basket, items for counting

Suggested Activities Book <ul style="list-style-type: none"> Set an empty shopping basket on the table. Write ‘32’ on the board and have children count 32 items (from a larger pile of 40) into the basket. Then, take 8 items out of the basket. Write ‘- 8’ on the board so that the phrase now reads, ‘32 – 8’. Ask, “How many is 32 minus 8?” and let children count the items left inside the basket. Complete the number sentence with their answer, ‘32 - 8 = 24’. Repeat with other numbers for subtracting (e.g. 36 - 17, 29 - 8, 16 - 11). Guide children in doing the activities on Pages 8 and 9 of Book 4. Activity Book <ul style="list-style-type: none"> Guide children in doing the activities on Pages 8 and 9.
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Topic	Unit 3: To the Zoo – Numbers 41 to 45
Content Standard	• Understand the numbers 1 to 10.
Learning Standard	• Use shapes such as dots to represent the number of objects.
Teaching Materials	Book 4, Activity Book 4, purple and green colour paper, art paper, glue sticks
Suggested Activities Book <ul style="list-style-type: none"> Make 40 colour paper balls: Have children crush purple and green colour paper into balls using their hands. Then, guide the children in gluing the paper balls onto art paper (using glue sticks) to form ‘a bunch of 40 grapes’. Make 5 more paper balls and add them to the bunch. Count on from 40 to 45. Guide children in doing the activities on Page 10 of Book 4. Activity Book <ul style="list-style-type: none"> Guide children in doing the activities on Page 10. 	

Topic	Unit 3: To the Zoo – Numbers 46 to 50
Content Standard	• Understand the numbers 1 to 10.
Learning Standard	• Use shapes such as dots to represent the number of objects.
Teaching Materials	Book 4, Activity Book 4, colourful paper stars, chalk, box
Suggested Activities Book <ul style="list-style-type: none"> Count 45 colourful paper stars into an empty box. Mark different shapes (circle, square, etc.) on the ground (with chalk/tape) and play a fun game: Let children take turns emptying the stars from the box into a shape that you call out (e.g. “Please fill a square with stars.”). Then, add 5 more paper stars into the box, counting on from 46 to 50. Widen the shapes on the ground and play again. Guide children in doing the activities on Page 11 of Book 4. Activity Book <ul style="list-style-type: none"> Guide children in doing the activities on Page 11. 	

Topic	Unit 3: To the Zoo – Let’ revise numbers 1 to 50
Content Standard	• Understand the numbers 1 to 10.
Learning Standard	• Count in ascending and descending order.
Teaching Materials	Book 4, Activity Book 4, picture cards of animals
Suggested Activities Book <ul style="list-style-type: none"> Prepare picture cards of animals (1 animal on each card). In class, call out a number within 50 (e.g. “26”) and have children take turns drawing two cards from the stack, counting the animals in twos (2, 4, 6, 8, etc.), until they get to 26. Children can also take turns drawing 5 cards each, counting the animals in fives (5, 10, 15, etc.), until they reach a number that you say (e.g. “35”). Guide children in doing the activities on Page 12 of Book 4. Activity Book <ul style="list-style-type: none"> Guide children in doing the activities on Page 12. 	

Topic	Unit 3: To the Zoo – Counting in tens
Content Standard	• Understand the numbers 10 to 100 in series.
Learning Standard	• Count in tens in ascending order and in descending order.
Teaching Materials	Book 4, Activity Book 4, paper, crayons
Suggested Activities Book <ul style="list-style-type: none"> Draw 50 butterflies on the whiteboard. Ask the children to count the butterflies in tens. Then, draw 10 caterpillars’ heads on the whiteboard. Ask the children to take turns adding the bodies of the caterpillars and writing the numbers in tens on the caterpillars’ bodies (e.g. 10, 20, 30, 40, 50). Guide children in doing the activities on Page 13 of Book 4. Activity Book <ul style="list-style-type: none"> Guide children in doing the activities on Page 13. 	

Topic	Unit 3: To the Zoo – Addition within 50
Content Standard	• Solve addition operation problems within a range of 18.
Learning Standard	• State the sum of two sets of objects.
Teaching Materials	Book 4, Activity Book 4, paper
Suggested Activities Book <ul style="list-style-type: none"> Give each child a paper with a different number from ‘1’ to ‘50’ on one side (7/15/26/33, etc.) and 50 pictures of animals on the other side. Ask the children to cross out (X) the same number of animals as the number written on their paper. Gather the paper up. Draw two sheets of paper from the stack and ask the children to count the animals that have been crossed out on each paper (e.g. ‘26’ and ‘15’). Ask, “How many is 26 plus 15?” and let them count on both sheets of paper. Have children practise writing the correct addition sentences on the board, ‘26 + 15 = 41’. Guide children in doing the activities on Page 14 of Book 4. Activity Book <ul style="list-style-type: none"> Guide children in doing the activities on Page 14. 	

Topic	Unit 3: To the Zoo – Subtraction within 50
Content Standard	• Solve subtraction operation problems within a range of 18.
Learning Standard	• Take out objects from a set and count the balance.
Teaching Materials	Book 4, Activity Book 4, hoops, paper cups, animal stickers, pencils, paper
Suggested Activities Book <ul style="list-style-type: none"> • Give each child some paper cups and animal stickers. Have children stick an animal sticker on each paper cup. • Gather the cups. Arrange some hoops around an area of the classroom/field. Fill each hoop with some of the cups (the number in each hoop should not exceed 50). • Randomly assign children to small groups. Let each group subtract a number of ‘animals’ from a hoop: Say, e.g. “There are 46 animals in this circle. Then, 18 animals move out of the circle.” Let the group remove paper cups from the hoop and count the number remaining. • Have children complete the subtraction sentence with the answer, ‘46 - 18 = 28’, on a sheet of paper. • Repeat with other numbers of animals for subtracting (e.g. 50 - 30, 43 - 24, 31 - 6). • Guide children in doing the activities on Page 15 of Book 4. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on Page 15. 	

Topic	Unit 4: People at Work – Addition involving three numbers
Content Standard	• Solve addition operation problems within a range of 18.
Learning Standard	• Add in the range of basic facts.
Teaching Materials	Book 4, Activity Book 4, toy blocks, crayons, pencils, plastic containers with lids
Suggested Activities Book <ul style="list-style-type: none"> • Line up 3 plastic containers with lids (each filled with different types of counters: e.g. 2 toy blocks in the first, 3 crayons in the second, 1 pencil in the third). • Have children guess the items in each container by shaking it. Then, let them open the lids and count the items inside each one. Guide them in writing, ‘2 + 3 + 1’. • Ask, “How many is 2 plus 3 plus 1?” and let children count all the items they took out. • Have them complete the number sentence with their answer: ‘2 + 3 + 1 = 6’. • Repeat with other sets of numbers for adding (up to a total of 10). • Guide children in doing the activities on Page 16 of Book 4. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on Page 16. 	

Topic	Unit 4: People at Work – Subtraction involving three numbers
Content Standard	• Solve subtraction operation problems within a range of 18.
Learning Standard	• Subtract in the range of basic facts.
Teaching Materials	Book 4, Activity Book 4, picture cards, cardboard squares marked with X’s

Suggested Activities Book <ul style="list-style-type: none"> • Let children take turns subtracting: <ul style="list-style-type: none"> - Show the child a picture card of a postman with letters/mailbags. Ask, e.g. “How many letters does the postman have to deliver?”. Let the child count the things on the card and state how many (e.g. “9 letters”). - Then, say, “The postman has 9 letters to deliver. First, he delivers 5 letters to the baker...”. Guide the child in covering 5 letters with cardboard squares (marked with X’s) and counting the letters left uncovered (i.e. “4”). - Then, say, “Next, he delivers 3 letters to the carpenter.” Have the child cover 3 more letters in the picture and count the letters left uncovered (i.e. “1”). - Guide the child in writing the correct number sentence, “9 - 5 - 3 = 1”. - Ask, “How many letters does the postman have left?” and say together, “The postman has 1 letter left.” • Guide children in doing the activities on Page 17 of Book 4. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on Page 17. 	
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Topic	Unit 4: People at Work – Half and quarter
Content Standard	• Recognise and construct patterns.
Learning Standards	<ul style="list-style-type: none"> • Recognise and state the patterns around us. • Complete the patterns given.
Teaching Materials	Book 4, Activity Book 4, paper napkins
Suggested Activities Book <ul style="list-style-type: none"> • Give the children some paper napkins. • Show the children how to fold paper napkins into one half, then into one quarter. • Then, let them work together to make repeating patterns with the halves and quarters using the paper napkins. • Guide children in doing the activities on Pages 18 and 19 of Book 4. Activity Book <ul style="list-style-type: none"> • Guide children in doing the activities on Pages 18 and 19. 	

Topic	Unit 5: Time to Celebrate – Numbers to 100
Content Standard	• Understand the numbers 10 to 100 in series.
Learning Standard	• Count in tens in ascending order and in descending order.
Teaching Materials	Book 4, Activity Book 4, rectangular boxes, paper dolls

Suggested Activities Book <ul style="list-style-type: none"> Line up 10 rectangular boxes to make ‘a long train’. Ask children to count 10 ‘passengers’ (paper dolls) into each box. Show them how to write numbers 51 to 100 on the board when they are counting passengers number 51 to 100. Then, remove some paper dolls (say, “Some passengers get off the train.”). Ask the children to count the number of passengers still on the train and circle the correct number on the board (e.g. 92). Remove some more paper dolls and have children count and circle the correct numbers as you go along (85, 76, 68, 59, etc.). Guide children in doing the activities on Pages 20 and 21 of Book 4. Activity Book <ul style="list-style-type: none"> Guide children in doing the activities on Pages 20 and 21. 	
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Topic	Unit 5: Time to Celebrate – Money
Content Standard	<ul style="list-style-type: none"> Recognise and use money in different denominations.
Learning Standards	<ul style="list-style-type: none"> Recognise Thai currency in the form of coins and notes. Arrange the value of money in sequence. Use money in various activities.
Teaching Materials	Book 4, Activity Book 4, coins and notes of different values, tracing paper, plastic cups
Suggested Activities Book <ul style="list-style-type: none"> Show children how to put tracing paper on coins and shade with a pencil. Get them to observe and shade coins of different values: 25 satang; 50 satang; 1 baht; 2 baht; 5 baht; 10 baht. Guide children in comparing the value of different coins: <ul style="list-style-type: none"> Stack two 5 baht coins to make 10 baht; Stack five 10 baht coins to make 50 baht. Now, show children some notes (THB 20; THB 50; THB 100; THB 500; THB 1,000). Likewise, have them compare the value of different notes: <ul style="list-style-type: none"> Stack two 50 baht notes to make THB 100; Stack three 20 baht notes to make THB 60. Label some plastic cups with different prices (e.g. ‘20 baht’, ‘65 baht’, ‘90 baht’). Let children role-play shopping for cups at a store. Guide them in counting the correct amount of money for each cup. Explore different ways to make the same amount. Guide children in doing the activities on Pages 22 to 26 of Book 4. Activity Book <ul style="list-style-type: none"> Guide children in doing the activities on Pages 22 to 26. 	

Topic	Unit 6: Our World – Time (days of the week)
Content Standard	<ul style="list-style-type: none"> Understand time in the context of daily living.
Learning Standard	<ul style="list-style-type: none"> State the days in a week according to sequence.
Teaching Materials	Book 4, Activity Book 4, calendar, cardboard, pre-cut pictures, glue sticks, marker pens

Suggested Activities Book <ul style="list-style-type: none"> Guide children in naming the different days of the week using a calendar. Get children to talk about some of the things they do on different days, for example, play the piano on Monday or go to the playground on Saturday. Make a timetable of class activities throughout the week: Get children to help stick pre-cut pictures of these activities onto the cardboard (using glue sticks) under the correct labels/days. Guide them in cleaning up afterwards (e.g. putting caps back on glue sticks, washing hands properly). Guide children in naming today, yesterday, and tomorrow: <ul style="list-style-type: none"> Use the activities they mentioned earlier to describe these days in simple sentences. Describe today and yesterday in terms of the weather: e.g. “It is sunny today, but it was cloudy yesterday.” Guide children in doing the activities on Page 27 of Book 4. Activity Book <ul style="list-style-type: none"> Guide children in doing the activities on Page 27. 	
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Topic	Unit 6: Our World – Time (months of the year)
Content Standard	<ul style="list-style-type: none"> Understand time in the context of daily living.
Learning Standard	<ul style="list-style-type: none"> Say the months in a year.
Teaching Materials	Book 4, Activity Book 4, calendar, marker pens, cardboard bands (in the outline of a crown), stickers, tape
Suggested Activities Book <ul style="list-style-type: none"> Guide children in naming the different months of the year using a calendar. Talk about some days and festivals we celebrate in different months of the year (Mother’s Day in August, Father’s Day in December, Songkran Day in April, etc.). Get children to share their experiences on these days. Then, let children mark their birthdays on the calendar with a marker pen. Make simple birthday crowns: Give each child a cardboard band (in the outline of a crown) to decorate with stickers. Guide them in writing the names of their birthday months on the bands and taping one end of the band to the other to form a crown. Now, play a fun birthday game: Ask, e.g. “Whose birthday is in January?” and have all those whose birthdays are in that month wear their crowns and wave their hands. Guide children in doing the activities on Page 28 of Book 4. Activity Book <ul style="list-style-type: none"> Guide children in doing the activities on Page 28. 	

Topic	Unit 6: Our World – Addition problems within 18
Content Standard	<ul style="list-style-type: none"> Solve addition operation problems within a range of 18.
Learning Standard	<ul style="list-style-type: none"> Solve addition problems.
Teaching Materials	Book 4, Activity Book 4, cut-outs (of clouds, stars, etc.), some plasticine

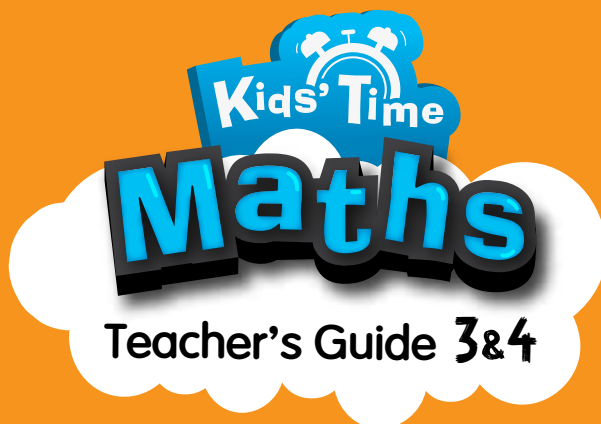
Suggested Activities
Book

- Let children take turns putting ‘a cloud in the sky’ by sticking cut-outs of clouds onto the board (with some plasticine) until there are 9 clouds.
- Then, add 7 more clouds: Say, “There are 9 clouds in the sky. Then, 7 more clouds float by. How many clouds do you see in the sky now?”
- Let the children count all the clouds that are on the board (“16”) and complete the addition sentence on the board with the answer, ‘9 + 7 = 16’.
- Now, guide them in answering your question: “I see 16 clouds in the sky now.”
- Repeat with other numbers (e.g. 3 + 12, 6 + 8) and items (e.g. stars) for adding.
- Guide children in doing the activities on Pages 29 and 30 of Book 4.

Activity Book

- Guide children in doing the activities on Pages 29 and 30.

Topic	Unit 6: Our World – Subtraction problems within 18
Content Standard	• Solve subtraction operation problems within a range of 18.
Learning Standard	• Solve subtraction problems.
Teaching Materials	Book 4, Activity Book 4, plastic tray, cut-outs (of cupcakes, biscuits, buns, etc.), boxes
Suggested Activities Book <ul style="list-style-type: none">• Have children work in pairs to subtract a number from another number:<ul style="list-style-type: none">- Let one child pretend to be the baker and the other, a customer at a bakery. Say, e.g. “The baker baked 17 cupcakes. He sells 4 cupcakes to Mindy.” Guide the children in acting this out: Count 17 cupcake cut-outs onto a tray together. Then, have the baker count 4 ‘cupcakes’ into a box and give it to the customer.- Ask, “How many cupcakes does the baker have left?”. Let the children count the ‘cupcakes’ still left on the tray (e.g. “13”) and complete the subtraction sentence with the answer, “17 - 4 = 13”.- Now, guide them in answering your question: “The baker has 13 cupcakes left.”• Repeat with other numbers (e.g. 14 - 5, 10 - 2) and items (e.g. cut-outs of biscuits or buns) for subtracting.• Guide children in doing the activities on Pages 31 and 32 of Book 4. Activity Book <ul style="list-style-type: none">• Guide children in doing the activities on Pages 31 and 32.	

The logo features a blue alarm clock with the words "Kids' Time" in white. Below it, the word "Maths" is written in large, bold, blue letters with a black outline. Underneath "Maths", the text "Teacher's Guide 3&4" is written in black. The entire logo is set against a white cloud-like shape on an orange background.

Kids' Time Maths Teacher's Guide 3&4

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