Scheme of Work

Textbook: Primary Mathematics, Standards Edition, 1A Textbook
Workbook: Primary Mathematics, Standards Edition, 1A Workbook
Guide: Primary Mathematics 2A, Standards Edition, Home Instructor's Guide (this book)
Extra Practice: Primary Mathematics, Standards Edition, 1
Tests: Primary Mathematics, Standards Edition, 1A Tests

Week		*Objectives*	*Text book*	*Work book*	*Guide*
Unit 1: Numbers 0 to 10					
	Chapter 1: Counting				1
1	1	▪ Count to 10, read and write numerals and number words. ▪ Recognize 0 as an empty set.	8-13	7-10	2-3
		Extra Practice, Unit 1, Exercises 1A-1B, pp. 3-6			
	2	▪ Compare numbers within 10. ▪ Understand "more" and "less".	14-15	11-12	4-5
	3	▪ Count on from some number to 10. ▪ Count backward from 10 to 1. ▪ Find one more or one less than a number within 10. ▪ Arrange the numbers 1-10 in order. ▪ Determine missing numbers in a sequence.	16-17	13-14	6
		Tests, Unit 1, 1A and 1B, pp. 1-6			
Unit 2: Number Bonds					
	Chapter 1: Making Number Stories				7-9
2	1	▪ Make up number stories to illustrate number bonds. ▪ Associate number bonds with part-whole. ▪ Divide groups up in different ways. ▪ Find and memorize number pairs that make 2, 3, 4, 5, and 6.	18-20	15	10-11
	2	▪ Find number pairs that make 7. ▪ Find number pairs that make 8. ▪ Find number pairs that make 9. ▪ Find number pairs that make 10.	21-23	16-19	12-14
3	3	▪ Find the missing part of a number bond.	24	20-22	15-16
	4	▪ Review ways to make 10.	25	23-24	17-18
		Extra Practice, Unit 2, Exercise 1, pp. 9-12			
		Tests, Unit 2, 1A and 1B, pp. 7-10			
		Tests, Cumulative Test Units 1-2 A and B, pp. 11-16			

(4) Compare and order numbers within 20

Textbook

Tasks 7-11, pp. 68-69

7. B
8. A
9. (a) B (b) C
10. (a) 17 (b) 12
11. (a) 20 (b) 8
    (c) 8, 12, 16, 20

Workbook

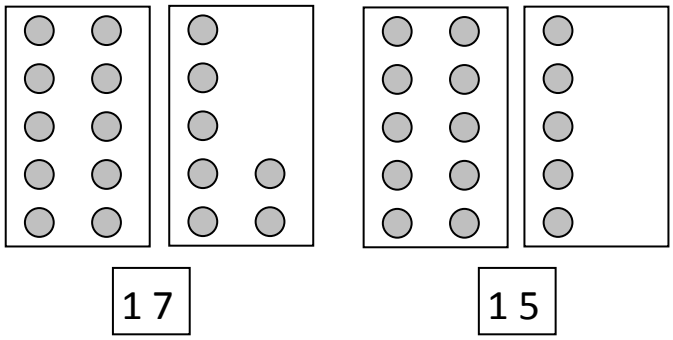
Exercise 5, pp. 98-100

1. (a) 8 (b) 9 (c) 4
   (d) 14 (e) 19 (f) 15
2. (a) 9 (b) 5 (c) 2
   (d) 9 (e) 8 (f) 18
3. (a) 7
   (b) 18
4. (a) 6
   (b) 14
   (c) 9
5. (a) 2, 3, 4, 5, 6 , 7, 8
   (b) 20, 19, 18, 17, 16, 15, 14, 13
6. (a) 10, 12, 13, 15, 20
   (b) 18, 15, 14, 11, 9

Teaching activities

Set out two sets of counters with between 11 and 20 in each set. Ask your student to arrange them in tens and ones, write the number for each set, and tell you which one of the sets has the greater number and which has the smaller number.

Give your student two sets of dot cards representing two numbers between 11 and 20, such as 17 and 15, and ask your student to write the numbers for them and tell you which is the greater number and which is the smaller number. Lead her to see that if both numbers have tens, she just needs to compare the ones.



Repeat with three sets (3 numbers). Ask your student which is the greatest number and which is the smallest number. Do another example with 3 sets of dot cards, but this time include a 1-digit number.

Give your student 4 to 5 numeral cards, such as 9, 16, 20, and 11 and ask her to put them in order.

(3) Identify patterns

Textbook

Tasks 6-7, pp. 87-88

3. (a) same shape, different size
   (b) different shape, different size
   (c) same shape and size
   (d) same shape and size
4. (a) triangle
   (b) small red triangle
   (c) a rectangle on its side
   (d) blue upside triangle pointing down

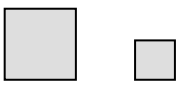
Workbook

Exercise 6, pp. 147-148

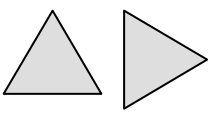
1. (a) circle
   (b) rectangle
   (c) smaller square
   (d) rectangle
   (e) triangle
2. row 2: square, rectangle
   row 3: rectangle, circle, triangle, square
   row 4: triangle, rectangle

Teaching activities

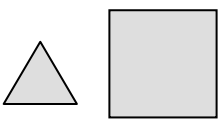
Draw or use cut-out shapes to show two shapes that have the same shape and color but different size. Ask your student to identify similarities and differences between them.



Repeat with other pairs of shapes that differ by one attribute, such as same shape and size but different color. Include examples where the pair only differs in orientation.



Now show pairs of shapes where two of the attributes are different, such as size and shape.



Discuss task 6, textbook p. 87.

Draw or use cut-out shapes or pattern blocks to display a sequence of shapes. Ask your student to read the pattern out loud to determine what comes next in the pattern. For example:

Triangle, triangle, square, triangle, triangle, square…

Ask your student to draw boxes or circles around the repeated patterns.