Scheme of Work

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

Week		Objectives	Text book	Work book	Guide
Unit 11: Comparing Numbers					
		Chapter 1: Comparing numbers			1
1	1	♦ Compare two numbers. ♦ Find the number that is 1 more or 1 less than a given number within 10. ♦ Use "more than" and "less than".	8-11	7-10	2-3
		Extra Practice, Unit 11, Exercise 1A, pp. 99-100			
		Tests, Unit 11, 1A and 1B, pp. 1-6			
		Chapter 2: Comparison by Subtraction			4-5
	1	♦ Compare two sets of objects to find how many more or less one set is than the other.	13-15	11-12	6
		Extra Practice, Unit 1, Exercise 1B, pp. 101-102			
	2	♦ Compare two sets with subtraction.	12-15	13-16	7-8
		Extra Practice, Unit 11, Exercise 2, pp. 103-104			
	3	♦ Compare two numbers with subtraction. ♦ Review addition and subtraction facts within 10.		17-18	9
		Tests, Unit 11, 2A and 12B, pp. 7-10			
		Tests, Unit 11 Cumulative Tests A and B, pp. 11-17			
Unit 12: Graphs					
		Chapter 1: Picture Graphs			10
2	1	♦ Read and interpret data in a simple picture graph.	16-18	19-23	11-12
	2	♦ Understand tally charts and bar graphs. ♦ Interpret simple bar graphs.	19-21	24-29	13-14
		Extra Practice, Unit 12, Exercise 1A and 1B, pp. 109-114			
	3	♦ Gather data and construct simple bar graphs.			15
		Tests, Unit 12, 1A and 1B, pp. 19-24			
		Tests, Unit 12 Cumulative Tests A and B, pp. 25-31			

(2) Understand tally charts and bar graphs

Teaching Activities

Refer to the picture graph on p. 18 of the textbook. Ask your student for suggestions about how the children kept track of how many books they read. They could have kept a stack of the books, and then counted them at the end of the week. But perhaps some of the books had to go back to the library before the end of the week. Tell your student that one way to keep track of the books is to make a mark for each book, perhaps on a calendar, and then count the marks at the end of the week. Draw a chart, and draw tally marks as you discuss this. For example, say, "Ali read a book on Monday," and make a mark for that. "Then he read a book on Wednesday," and make a mark for that. And so on. As you make the marks for Dave's books, tell your student that usually, when we make the fifth mark, we draw it across the previous four. This makes it easier to count the marks since we know that they are in groups of 5. Count the marks for Dave by pointing at the set of 5 marks, saying "5", and counting on from that.

Ali	///
Dave	ﾊﾞ //
Rosni	ﾊﾞ

Knock on the table slowly and ask your student to keep track of how many times you are making a noise by drawing a tally mark for each knock. Continue for about 18 knocks, making sure she puts every 5th tally mark across the previous four. Then have her tell you how many times you knocked. Point out that although she could have simply counted, sometimes when we are collecting information to put into a table, the things we are counting are not always one right after another, and it is easy to lose track, or forget the last number counted. Knock again and have her tally the knocks, but this time stop part way through and talk briefly about something else. Then ask him how many knocks you made so far. Then knock a few more times to continue the tallying.

Refer to problems 2 and 3 in workbook exercise 1. Ask your student how he answered 2(c). Point out that since the

Textbook

Tasks 2-4, pp. 19-31

3. (a) Strawberries
   (b) 4
   (c) 3
   (d) 20

Workbook

Exercise 2, pp. 24-25

1. check graph
   Ali: 5
   Sally: 4
   Peter: 2
2. check graph
   Bears: 3   Cars: 3
   Bats: 6   Jump ropes: 7
   Drums: 4

Exercise 3

1. Circle: ﾊﾞ
   Square: ////
   Triangle: ﾊﾞ /
   (a) 5   (b) 4
   (c) 6   (d) triangle
   Big: ﾊﾞ ﾊﾞ
   Small: ﾊﾞ
   (a) 10   (b) 5
   (c) 5
2. (a) 4   (b) dogs
   (c) bird
3. Dog: ﾊﾞ ///
   Bird: ///
   Rabbit: ////
   Cat: ﾊﾞ /
   (a) 3   (b) birds

Unit 14 – Multiplication

Chapter 1 – Adding Equal Groups

Addition and subtraction can be interpreted in terms of part and whole. When a whole is made up of two parts, we add to find the whole given the two parts. We subtract to find one part given the whole and the other part.

The part-whole concepts of addition and subtraction can be extended to multiplication and division when the whole is made up of multiple equal parts. We multiply to find the whole given the number of parts and the number in each part. We divide to find the number in each part given the whole and the number of parts. We also divide to find the number of parts given the whole and the number in each part.

Multiplication means putting together equal groups. In this section, students will learn to recognize equal groups. They will count the number of groups and the number in each group. Then they will find the total number in the groups by repeated addition. In this unit, multiplication and division will be within 40. Students should use mental math to do the repeated addition, not simply count on. For example, they should be able to add 4 + 4 + 4 + 4 by thinking "4 and 4 is 8, 8 and 4 is 12, 12 and 4 is 16" or simply "4, 8, 12, 16" adding 4 mentally each time.

$$4 + 3 = 7 \quad 3 + 4 = 7$$
$$7 - 3 = 4 \quad 7 - 4 = 3$$

$$4 \times 3 = 12 \quad 3 \times 4 = 12$$
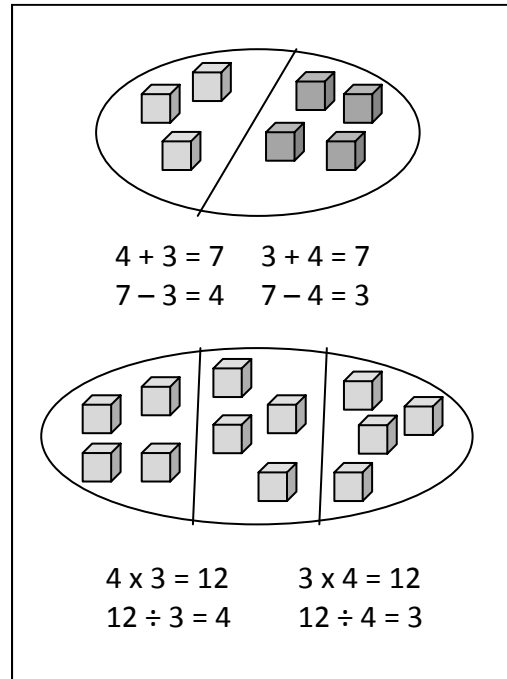$$12 \div 3 = 4 \quad 12 \div 4 = 3$$

Students will not be memorizing multiplication facts until *Primary Mathematics 2*. They learned "skip counting" by 2's in the last chapter. If you want to teach them "skip counting" by 3 and 4 through memorization, you can, but that will be taught in *Primary Mathematics 2*, and continued practice in mental math through repeated addition is beneficial at this stage. Skip counting by 5 is easy to learn, though, and will be covered in unit 19 since it is helpful in counting coins.

Material

Counters
Multilink cubes
Paper plates or bowls (for groups)