Mathematics
Ages 5
to 6

Glen K. Dash

Today is my first day in School.

Today is my second year in School.

Preface

After teaching High School for twenty two years, I decided to write books. I taught High School Mathematics, Additional Mathematics, Biology, Human and Social Biology, Physics, Integrated Science, Geography, SAT Mathematics, SAT Physics and MCAT Physics in the past and I am capable of teaching subjects in the Social Sciences and Business fields.

A few years ago, the new Elementary School Curriculum was introduced in my country and there was a sudden need for Mathematics books to reflect this. That was when I decided to get copies of the new Elementary School Curriculum and I started to write. The new Elementary School Curriculum is integrated in nature and because I have experience in teaching different subjects, I was able to integrate the lessons in this book.

This is the first in a series of seven books that will cover the new curriculum for year one to the final year leading up to examination. This book can be used globally, because the core content for Mathematics is the same internationally.

There are many activities designed for students regardless of their intelligence level. Many colorful diagrams, photos and illustrations are used in the book to attract the attention of students. I would encourage parents to print this book when it is downloaded and work through all the exercises with their children.

It is my intention to improve this book regularly so that Teachers, parents and students benefit fully.

If you are a Publisher and would like to get in contact with me to distribute paperback copies of this book globally, my e-mail address is kishwardass@hotmail.com.

CONTENTS

NUMBER

Pre number

Groups 1
Same colour 1
Same size 2
Same shape 3
Same texture 4
Same names 5
Same shape with same colour 6
One to one correspondence: more than 7
One to one correspondence: equal to 8
As many as 9
Most and least 10
Count to 20 in ascending order 12
Count backwards from 20 to 0 13
Counting on from a given number
    From 10 to 20 14
    From 5 to 20 15
    From 13 to 20 16
    From 8 to 20 16
Counting back from a given number
    From 10 back to 0 17
    From 20 back to 5 18
    From 20 back to 10 19
    From 15 back to 0 20

Number concepts

Zero 21
One 22
Two 24
Three 26
Four 28
Five 30
Six 32
Seven 34
Eight 36
Nine 38
Ten 40

  Using 5 to make 6, 7, 8, 9 and 10 42
  Money: coins 43
  Equivalent coins 43
Money: dollars 45
  Equivalent dollars 45
  Buying fruits with coins 47
  At the grocery with dollars 48
  Ordinal numbers: first, second, third and last 49

Number patterns 50
  Two elements pattern 53
  Three elements pattern 55

Addition

  And 57
  How many altogether 58
  In all 59
  Equals 60
  Add 61
  Plus 62
  Total 63
  Sum 64
  + and = signs 65
  Addition with Zero 66
  Adding vertically 67
  Adding horizontally 69
  Addition with money 71
  Number stories 74

Subtraction

  Remove and remain 75
  Take away 77
  Leaves 79
  Minus and equals 81
  Subtract 83
  - and = signs 85
  Subtraction with zero 86
  Subtracting vertically 87
  Subtracting horizontally 89
  Subtraction with money 91
  Number stories 94

Mental Mathematics
- Using the number line 95
- Groups of five for easier addition 98

Vocabulary for numbers 100

GEOMETRY
- Plane shapes 106
- Properties of plane shapes 110
- Models with plane shapes 111
- Solids 113
- Special names for solids 114
- Properties of solids 117
- Models with solids 119
- 2-D and 3-D shapes 122
- Comparing plane shapes 124
- Comparing solids 125

Geometrical patterns
- Patterns with plane shapes 126
- 2 shapes pattern 126
- 3 shapes pattern 127
- Patterns with solids
  - 2 solids pattern 128
  - 3 solids pattern 129

Vocabulary for geometry 130

MEASUREMENT
- Length 137
- Long and short 139
- Longer and shorter 140
- Short and shorter 141
- Long and longer 142
- Tall and taller 143
- As long as (same length) 144
- Wide and narrow 145
- Thin and fat 146
- Deep and shallow 147
- High and low 148
- Near and far 149

Mass

Light and heavy 150
Heavy and heavier 152
Light and lighter 153
Easy to push and hard to push 154
Easy to pull and hard to pull 155

Weight

Same weight 156
Light and heavy, lighter and heavier 157

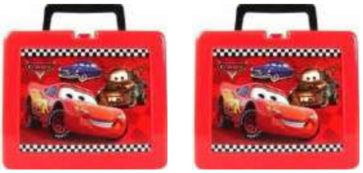
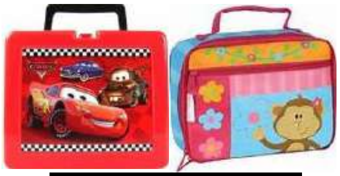
Time

Day and night 158
Time of day-sequence of activities 159
Early and earlier 160
Late and later 161
Short time and long time 162
Vocabulary for measurement 163

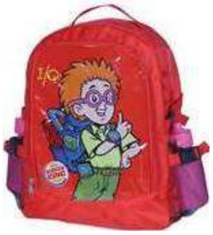
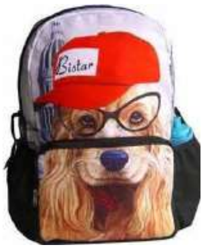
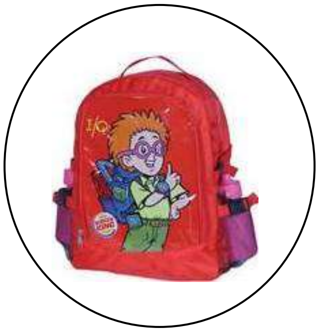
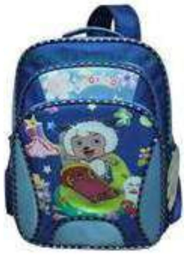
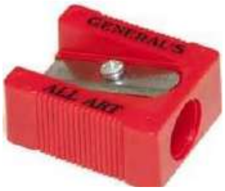
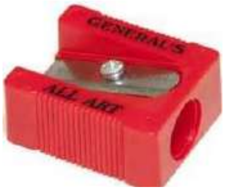
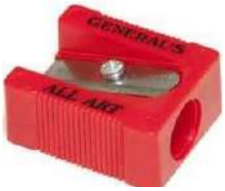
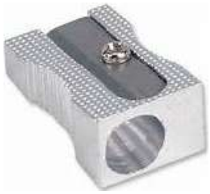
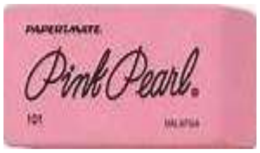
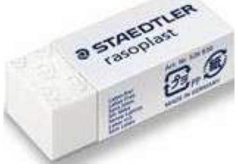
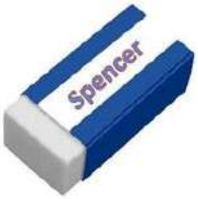
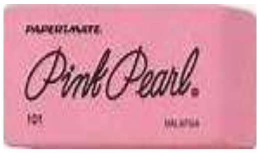
STATISTICS

Sorting and grouping 168
Count 168
Sort and group 169
Put them in a table 170
Object chart (horizontal with grids) 171
Object chart (vertical with grids) 172
Picture chart (horizontal with grids) 173
Picture chart (vertical with grids) 174
Object chart (horizontal without grids) 175
Object chart (vertical without grids) 176
Picture chart (horizontal without grids) 177
Picture chart (vertical without grids) 178
Activity 179
Activity 180
Vocabulary for statistics 181

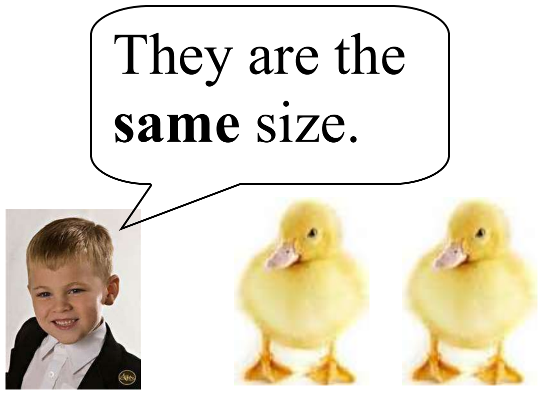
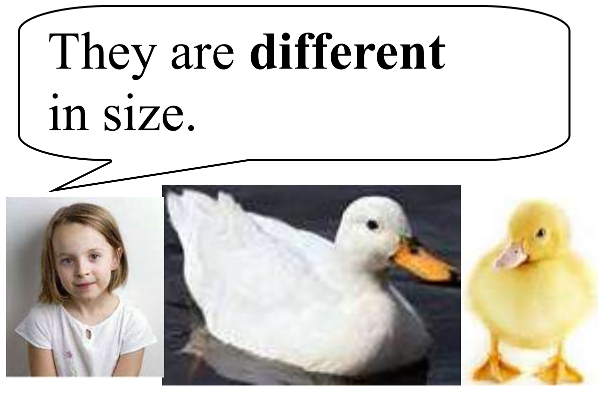
NUMBER
Pre-Number
Groups

They are the **same.**  same	They are **different.**  different

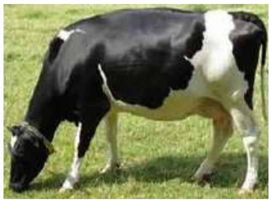
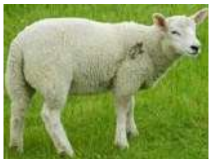
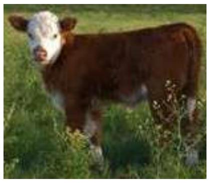
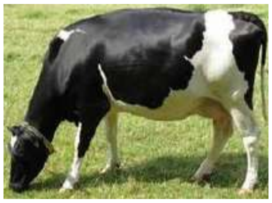
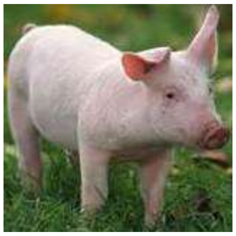
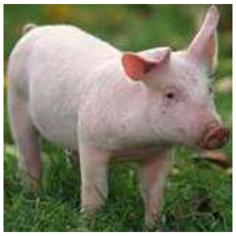
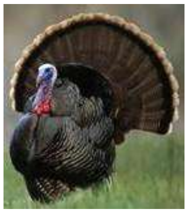
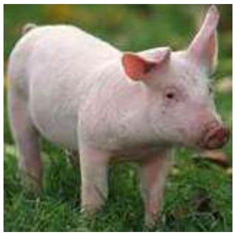
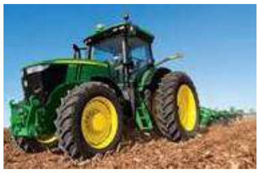
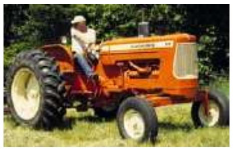
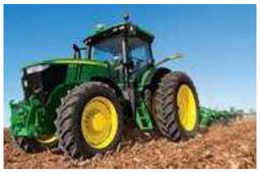
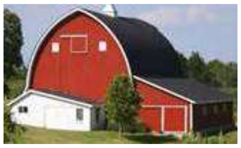
Circle the **same** colour.

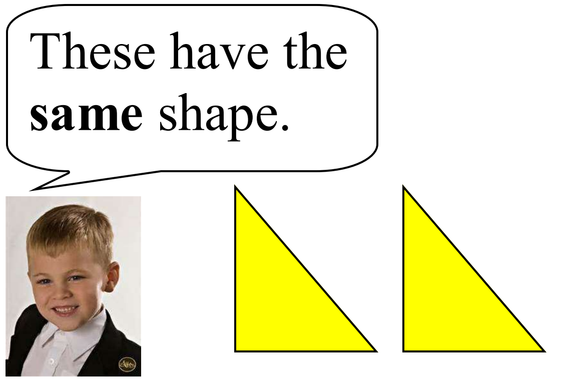
Same size

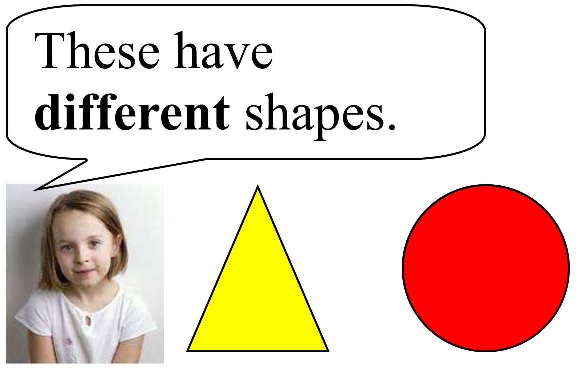
 They are the **same** size.	 They are **different** in size.

Circle the **same** size.

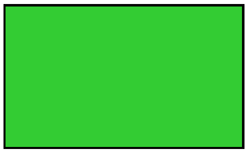
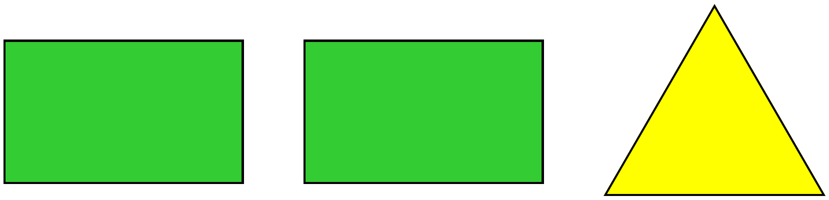
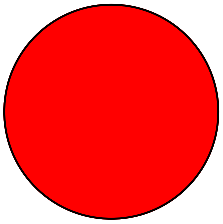
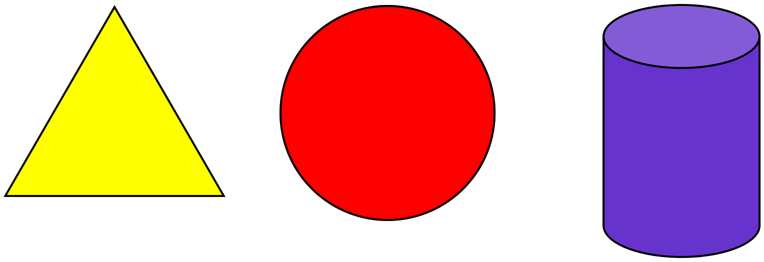
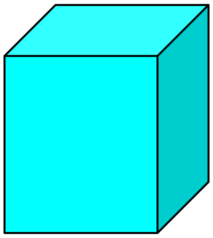
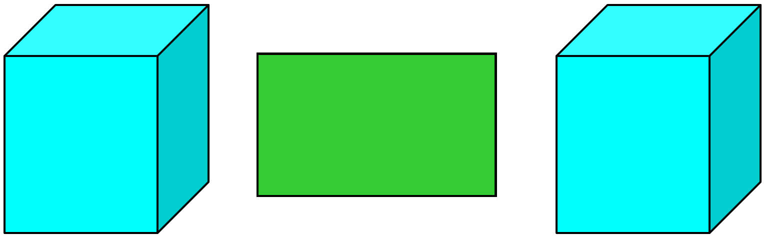
	  
	  
	  

Same shape

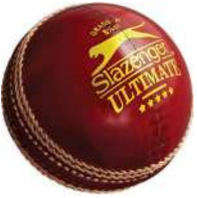
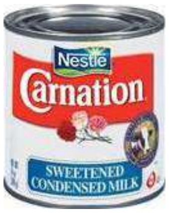
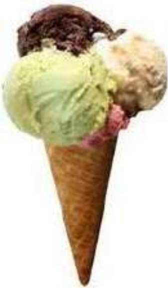
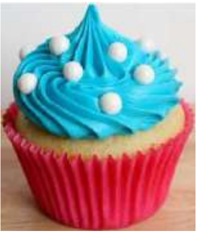

These have the **same** shape.


These have **different** shapes.

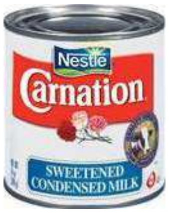
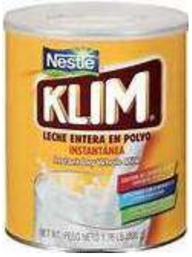
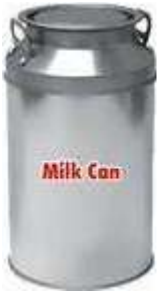
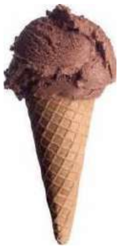
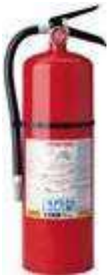
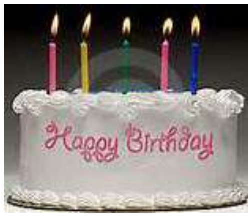
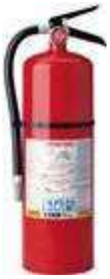
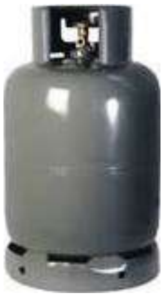
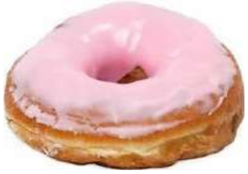
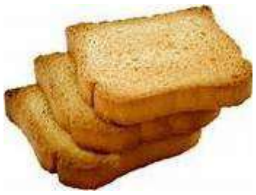
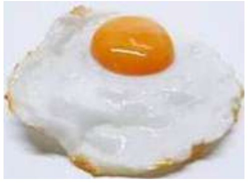
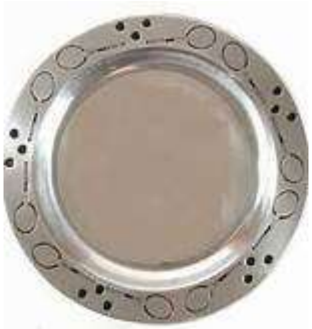
Circle the same shape.

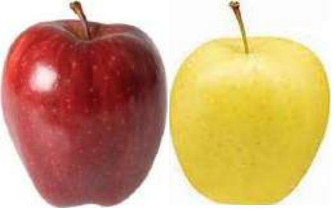
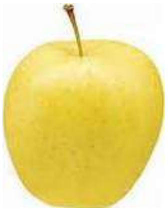
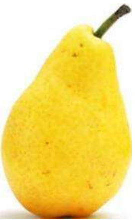
Same texture

These are **hard.**  	These are **soft.**  

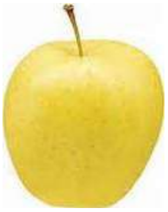
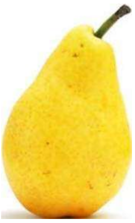
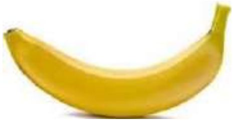
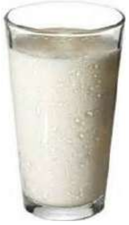
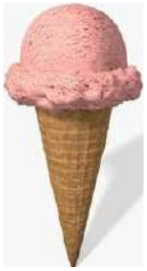
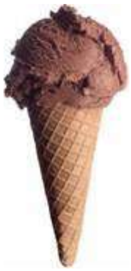
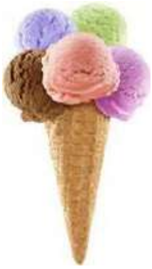
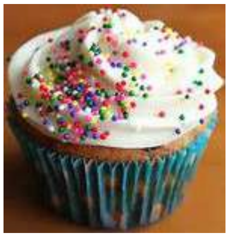
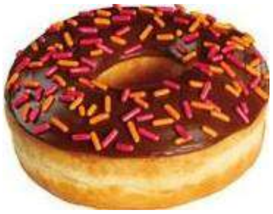
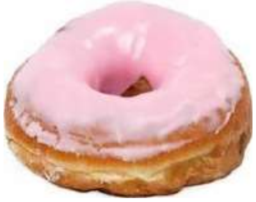
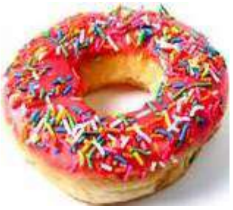
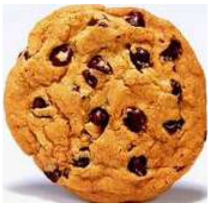
Circle the **hard** or **soft** ones.

hard 	  
hard 	  
soft 	  

Same names

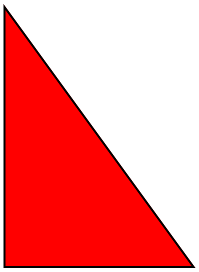
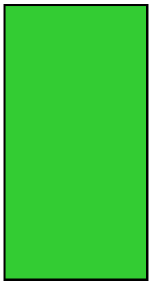
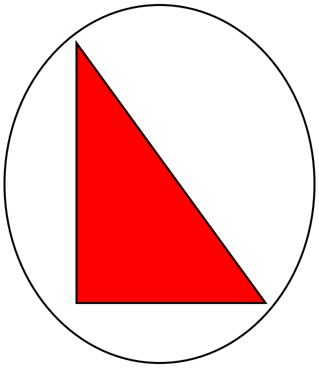
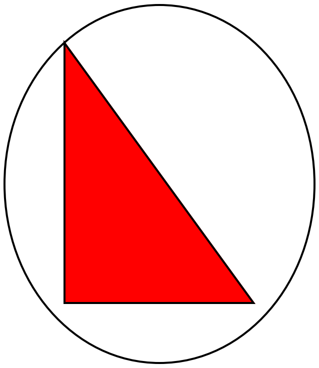
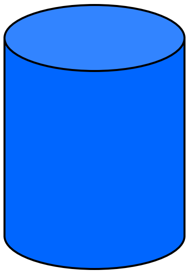
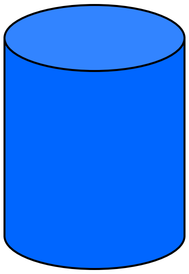
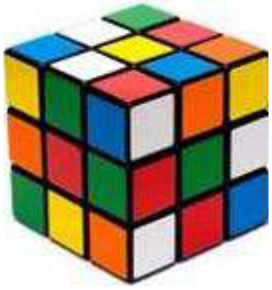
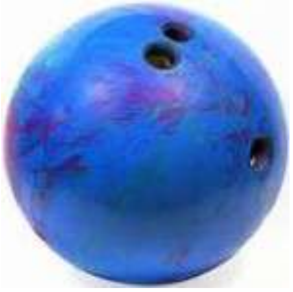
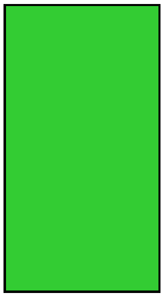
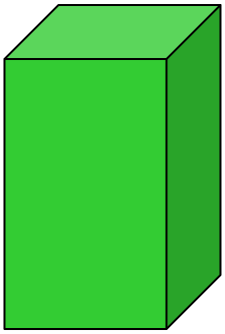
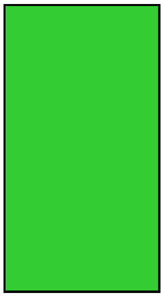
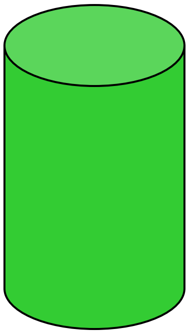
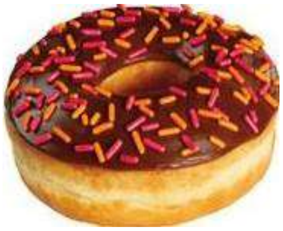
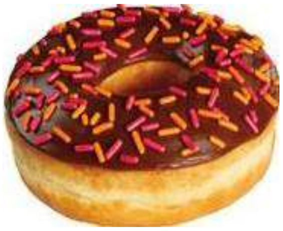
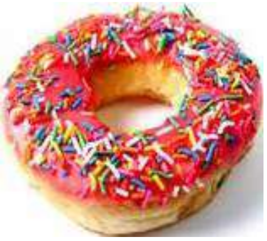
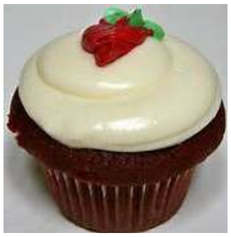
These have the **same** names. 	These have **different** names.  

Circle the ones with the **same** names.

fruit 	  
ice cream 	  
donut 	  

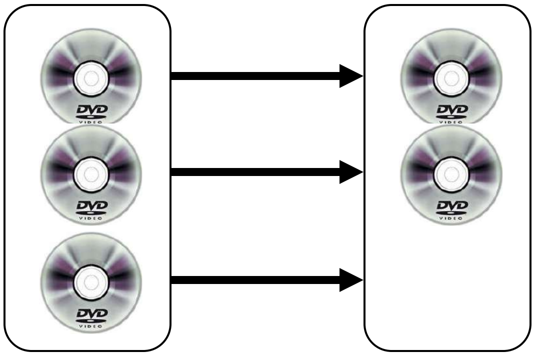
Same shape with same colour

Circle the same shape which has the same colour

One to one correspondence: more than

I have more than Faith.

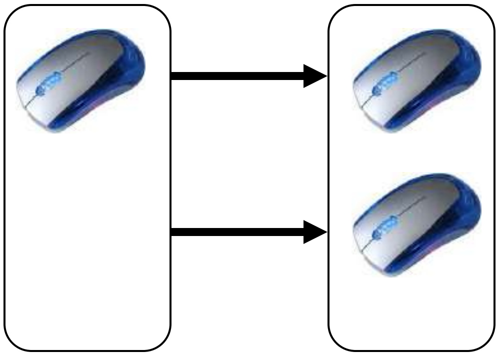


more than

less than

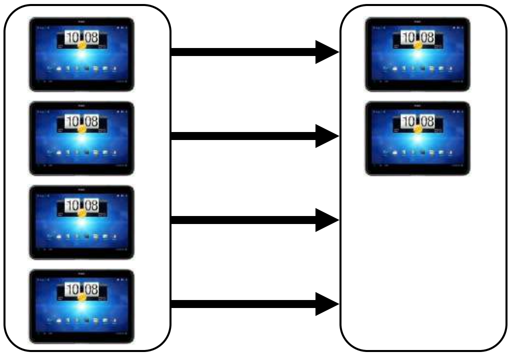
I have less than Joel.

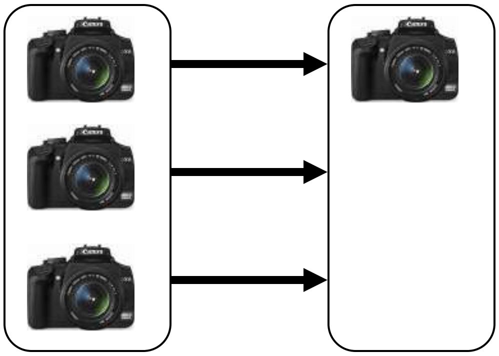
Write **m** for more than and **l** for less than.

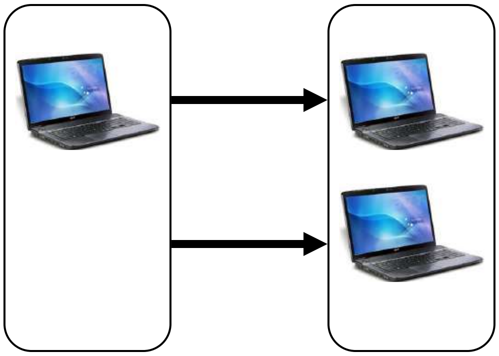


l

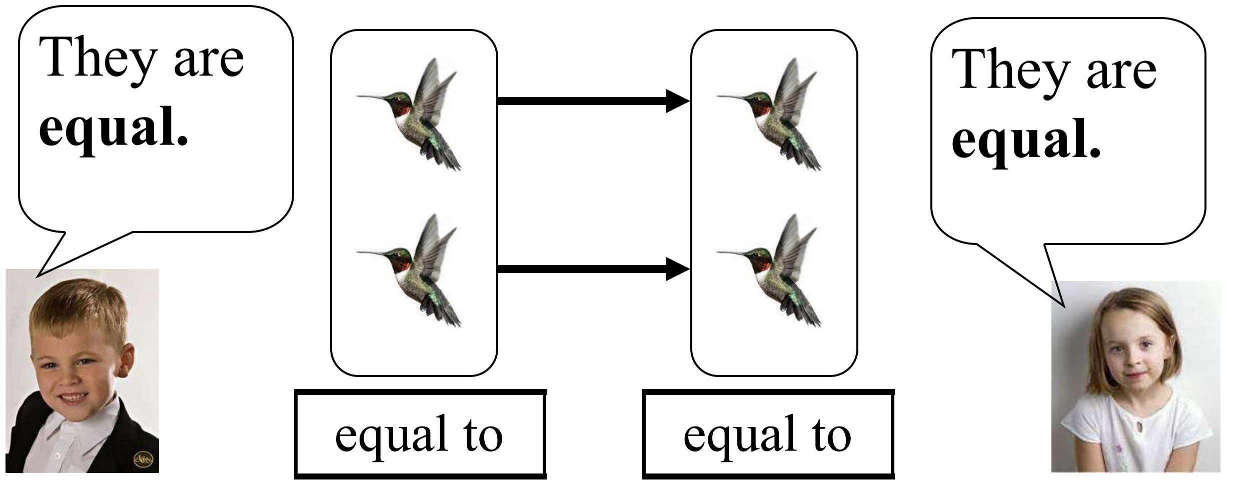
m



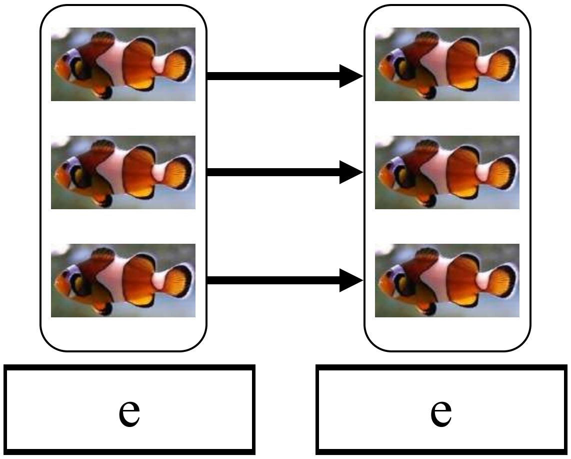


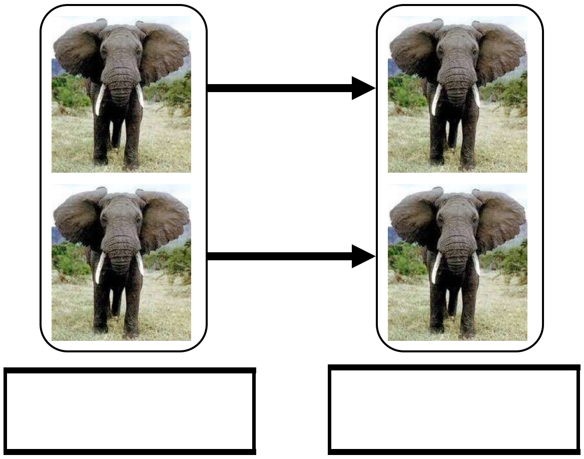


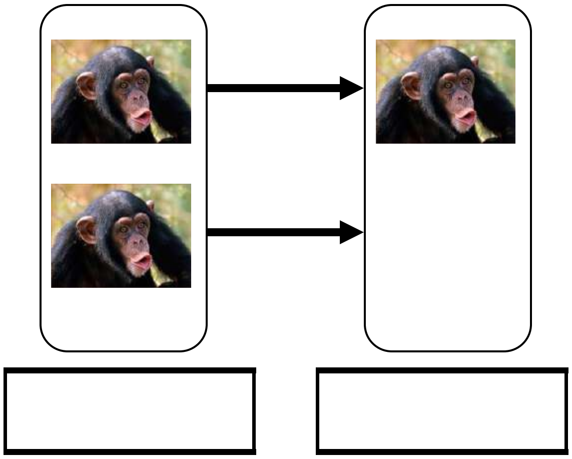
One to one correspondence: equal to

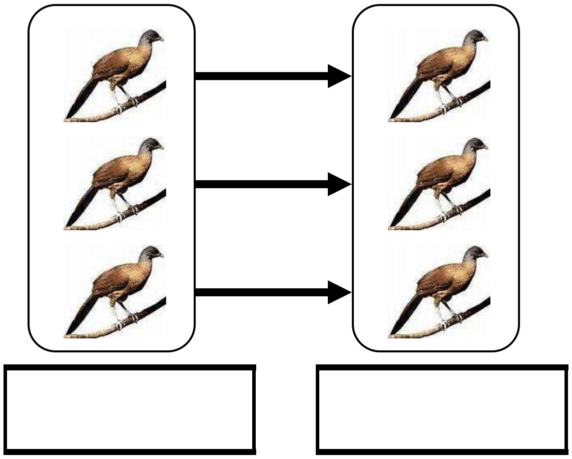

They are **equal.**
They are **equal.**
equal to
equal to

Write **e** for equal to and **n** for not equal to.



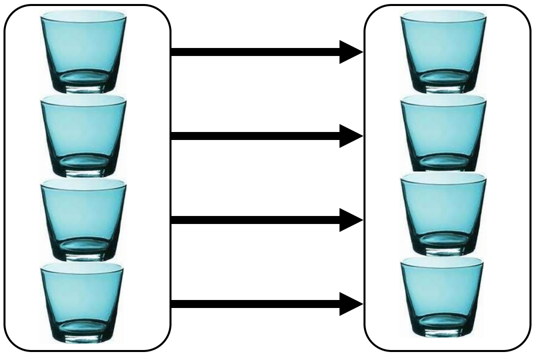






As many as means equal

I have **as many as** Faith.

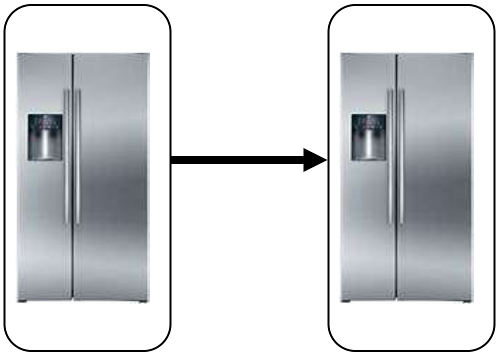


as many as

as many as

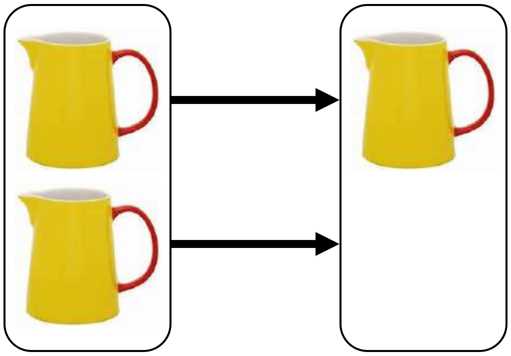
I have **as many as** Joel.

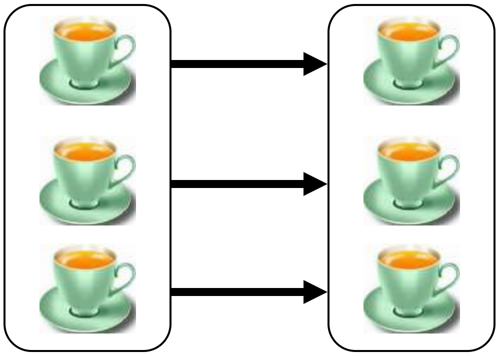
Write **a** next to as many as.

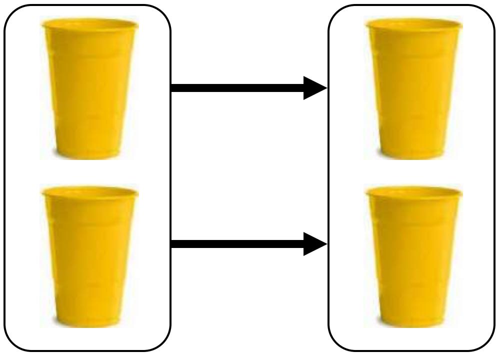


a

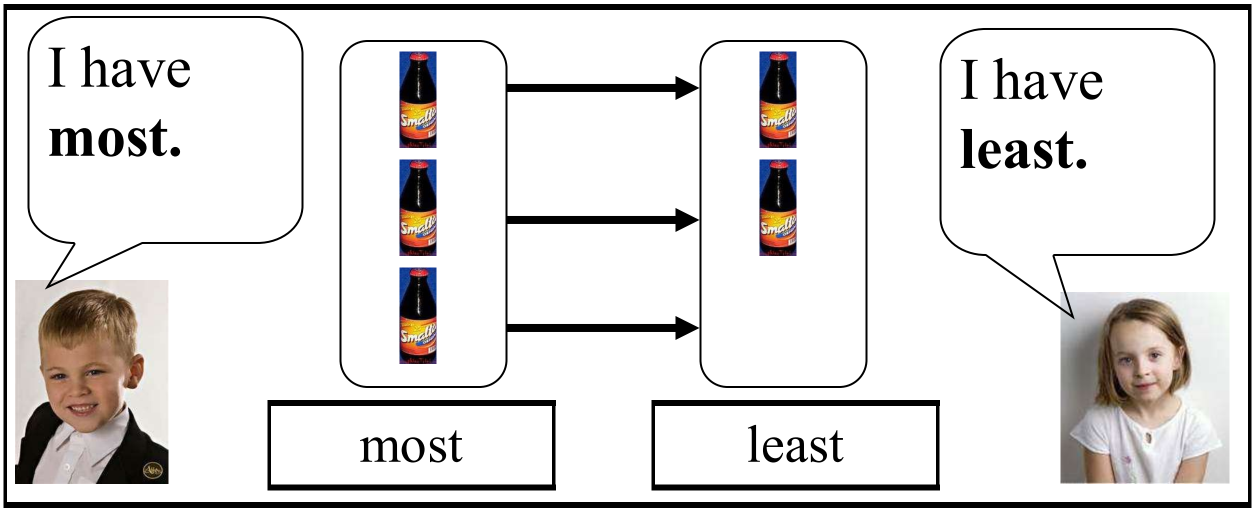
a



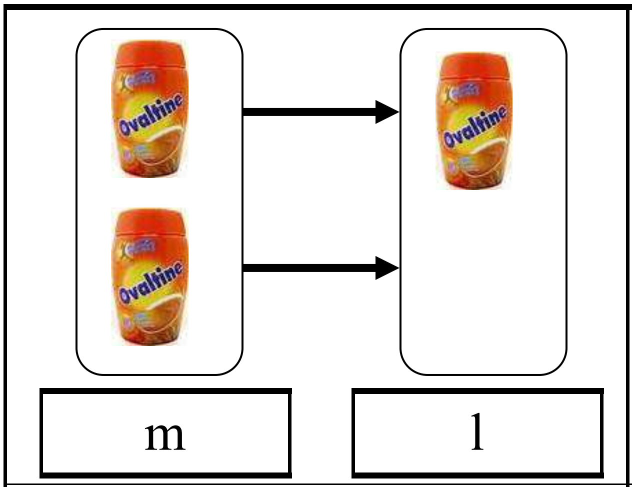


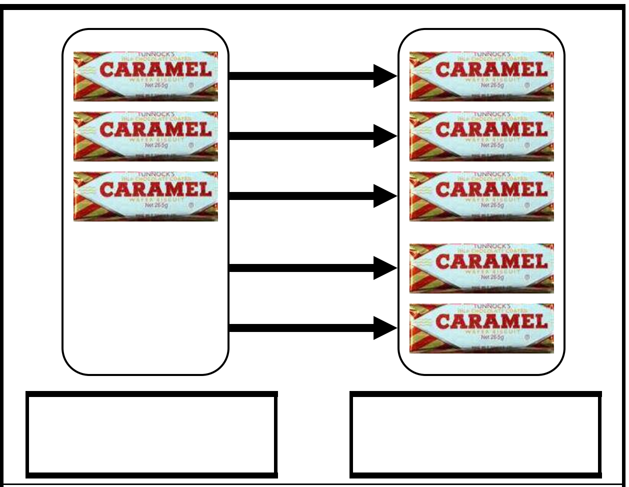


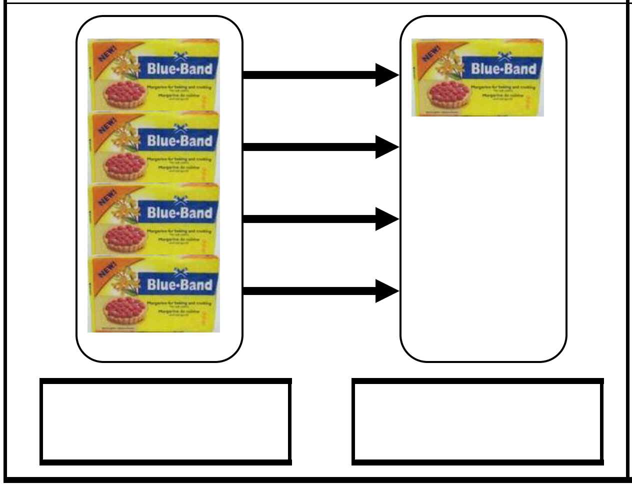
Most and least

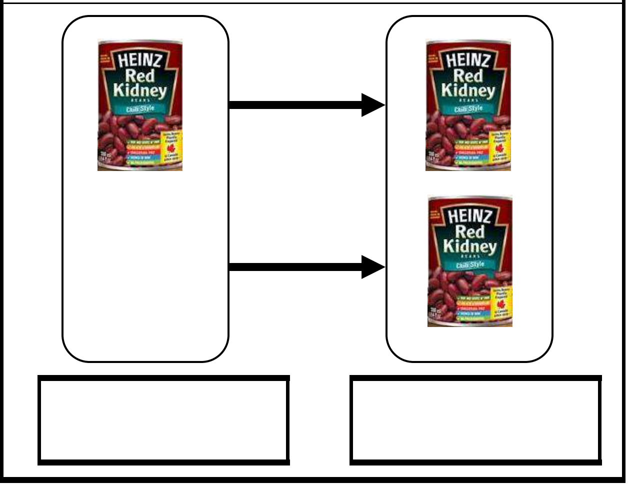

I have most.
most
least
I have least.

Write **m** for most and **l** for least.

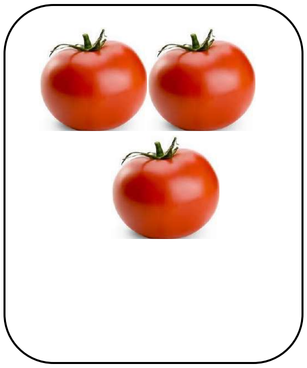


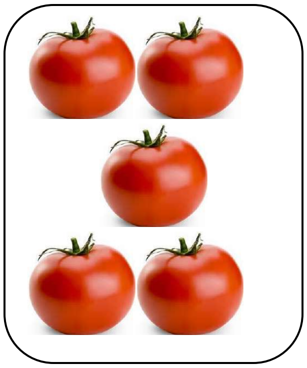




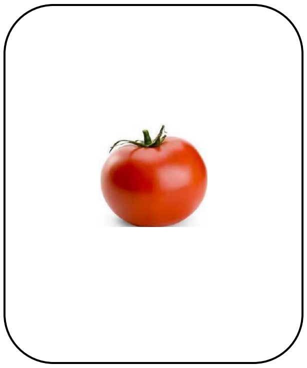


Most and least



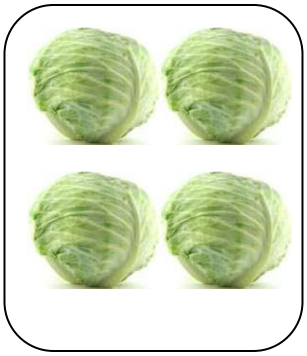


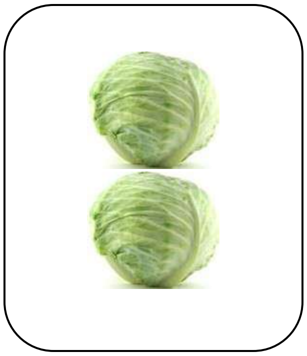
most

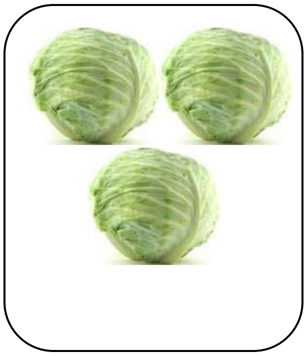


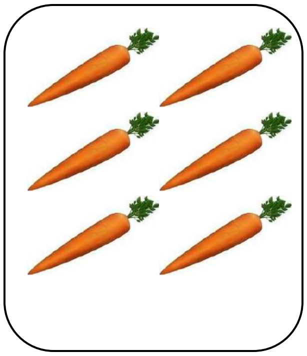
least

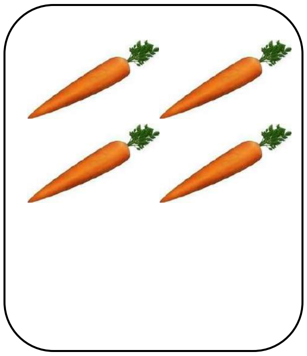
Write **m** next to most and **l** next to least.

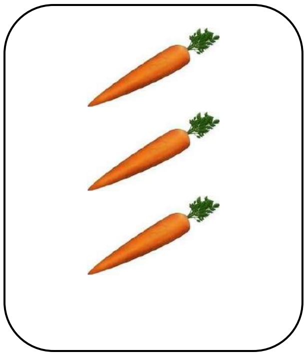












Count to 20 in ascending order

ACTIVITY: The teacher will use flashcards to help the students count.

0	**1**	**2**	**3**	**4**
5	**6**	**7**	**8**	**9**
10	**11**	**12**	**13**	**14**
15	**16**	**17**	**18**	**19**
20				

Count backwards from 20 to 0

ACTIVITY: The teacher will use flashcards to help the students count.

20	**19**	**18**	**17**	**16**
15	**14**	**13**	**12**	**11**
10	**9**	**8**	**7**	**6**
5	**4**	**3**	**2**	**1**
0				

Counting on from a given number

Start from 10 and count on to 20.
ACTIVITY: The teacher will use flashcards to help the students count.

10	**11**	**12**	**13**	**14**
15	**16**	**17**	**18**	**19**
20				

Start from 5 and count on to 20.
ACTIVITY: The teacher will use flashcards to help the students count.

5	**6**	**7**	**8**	**9**
10	**11**	**12**	**13**	**14**
15	**16**	**17**	**18**	**19**
20				

Start from 13 and count on to 20.

13	**14**	**15**	**16**	**17**
18	**19**	**20**		

Start from 8 and count on to 20.

8	**9**	**10**	**11**	**12**
13	**14**	**15**	**16**	**17**
18	**19**	**20**		

Counting back from a given number

Start from 10 and count back to 0.
ACTIVITY: The teacher will use flashcards to help the students count.

10	**9**	**8**	**7**	**6**
5	**4**	**3**	**2**	**1**
0				

Start from 20 and count back to 5.
ACTIVITY: The teacher will use flashcards to help the students count.

20	**19**	**18**	**17**	**16**
15	**14**	**13**	**12**	**11**
10	**9**	**8**	**7**	**6**
5				

Start from 20 and count back to 10.
ACTIVITY: The teacher will use flashcards to help the students count.

20	**19**	**18**	**17**	**16**
15	**14**	**13**	**12**	**11**
10				

Start from 15 and count back to 0.
ACTIVITY: The teacher will use flashcards to help the students count.

15	**14**	**13**	**12**	**11**
10	**9**	**8**	**7**	**6**
5	**4**	**3**	**2**	**1**
0				

NUMBER CONCEPTS

0 Zero

I just ate my last

Now I have **none**. We say **zero**.

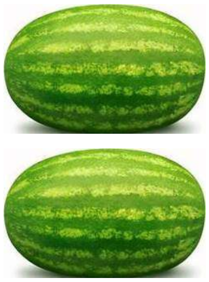
Mummy just used the last

Now she has **none**. We say **zero**.

Trace and write.

0	0	0	0	0	0
0					
zero					

Write 0 next to the sets with zero.



1 one
Joel goes to School

1 family

Today is my first day in School

one family

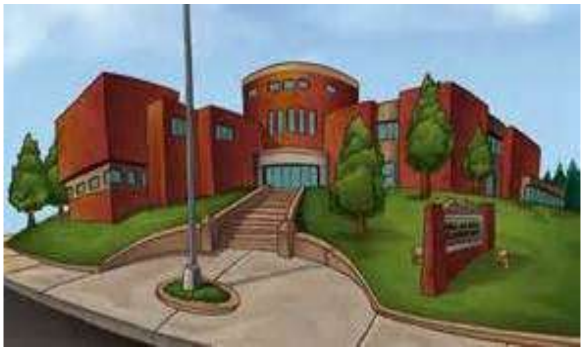
Joel

Faith

daddy

mummy

1 school one school



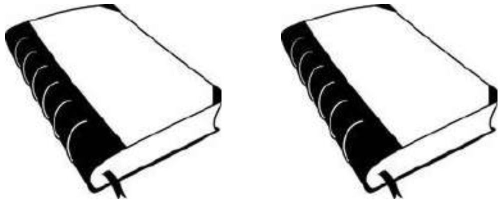
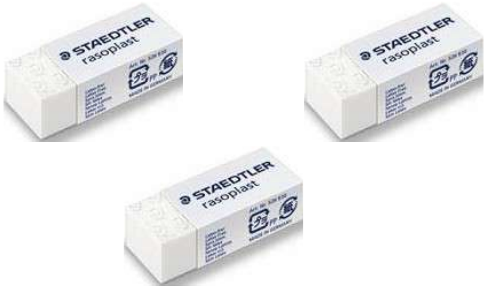
1 teacher one teacher

Ann is tall.
Is Ann tall?
Ann is tall!
Sit down.

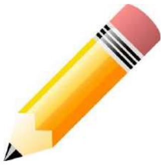
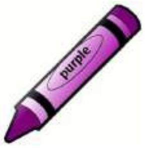
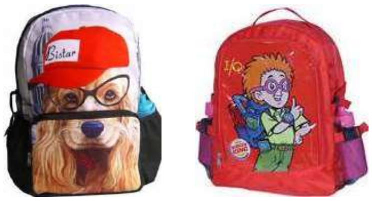
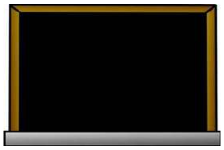
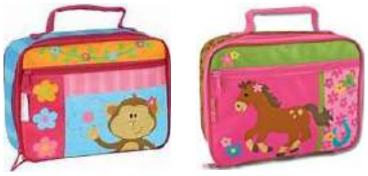
Trace and write.

1	1	1	1	1	1
1					
one					

Circle 1 object.

	 STAEDTLER rasoplast

Circle the sets with 1.

GENERAL'S ALL ART		
		

Write one and 1.

 one **1**		

2 two

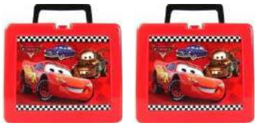
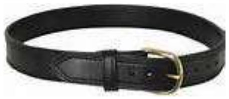
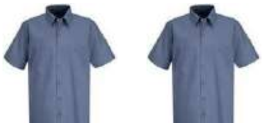
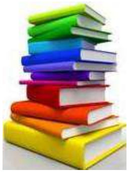
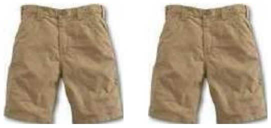
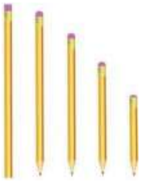
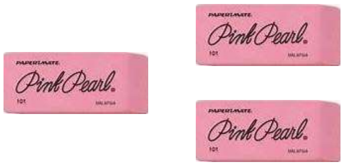
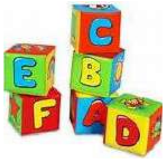
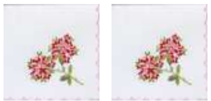
Joel and mummy go to the bookstore.

2 islands two islands PORT-OF-SPAIN Trinidad Gulf of Paria San Fernando ATLANTIC OCEAN CARIBBEAN SEA Columbus Channel	2 water taxis two water taxis
2 towers two towers 	2 flags two flags

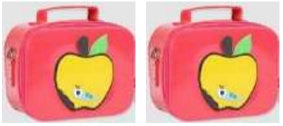
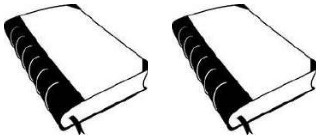
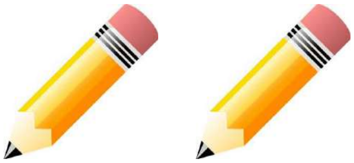
Trace and write.

2	2	2	2	2	2
2					
two					

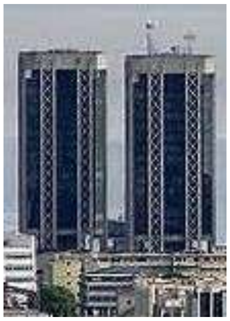
Circle the sets with 2.

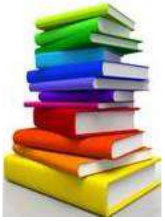
		
		
		

Write two and 2.

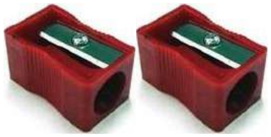
 **two** 2	 ______	 ______

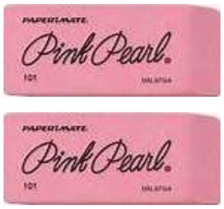
Draw lines from 2 to the correct sets.





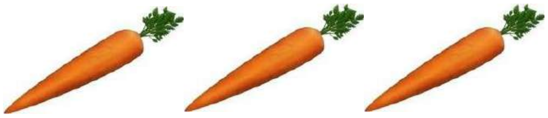
2





3 three

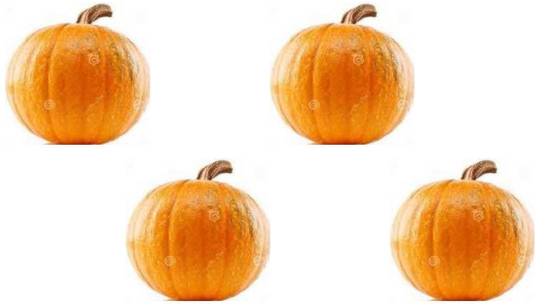
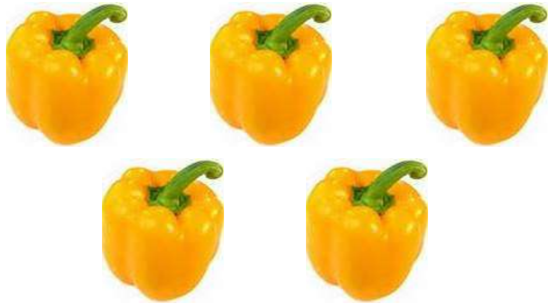
Joel and his class go to the garden at school.

3 tomatoes three tomatoes 	3 carrots three carrots 
3 bananas three bananas 	3 cabbages three cabbages

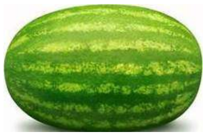
Trace and write.

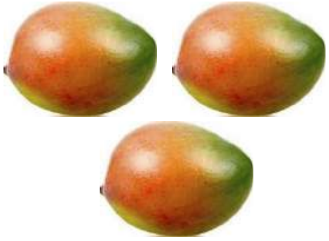
3	3	3	3	3	3
3					
three					

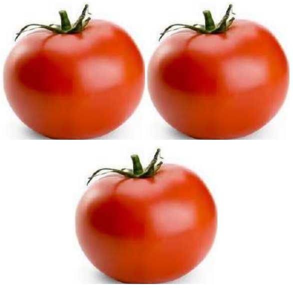
Circle 3 vegetables in each set.

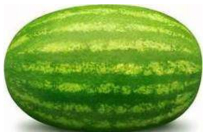
Circle the sets with 3.



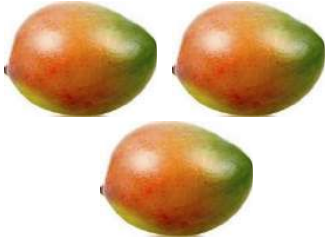




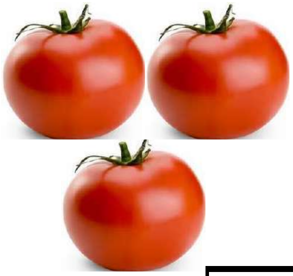
Write three and 3 in the correct box.



______ ☐



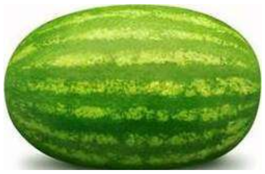
______ ☐



______ ☐

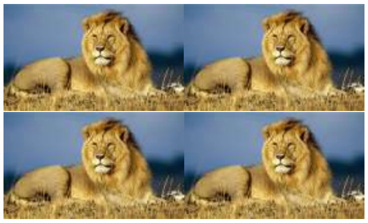
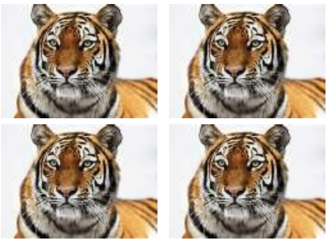
Draw lines from 3 to the correct sets.

3



4 four

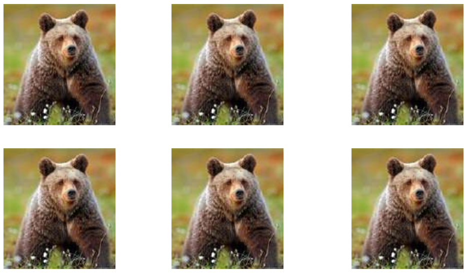
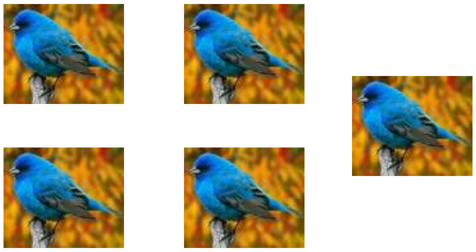
Joel and his family go to the zoo.

4 people four people	4 buses four buses
4 lions four lions 	4 tigers four tigers 

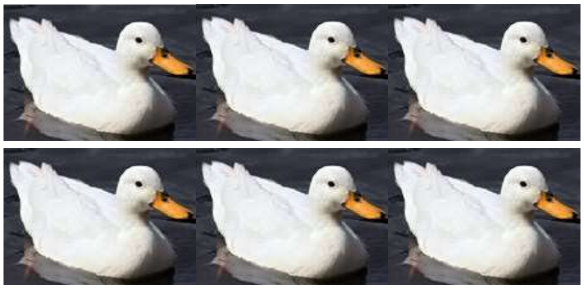
Trace and write.

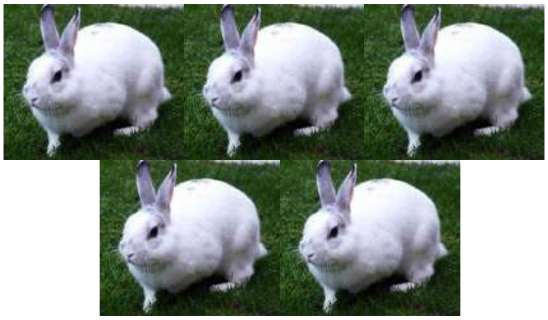
4	4	4	4	4	4
4					
four					

Circle 4 animals in each set.

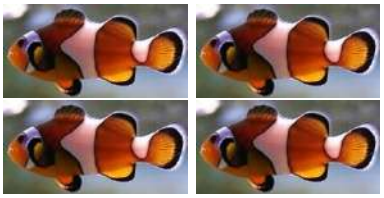
	

Colour 4 in each set.

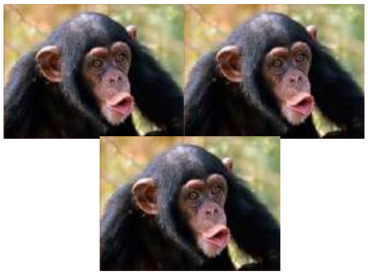




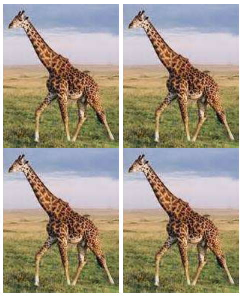
Write four and 4 next to the correct sets.



________ ☐

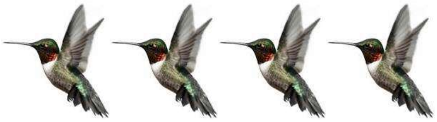


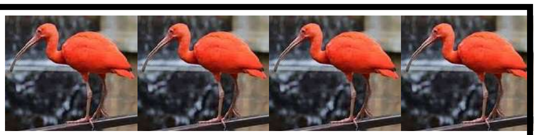
________ ☐



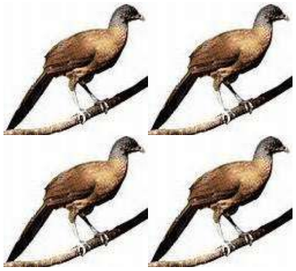
________ ☐

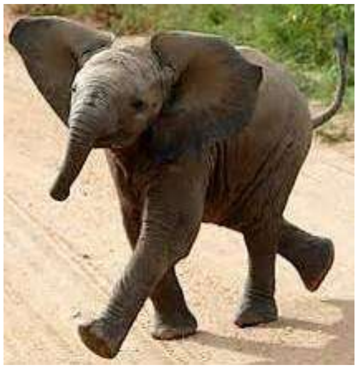
Draw lines from 4 to the correct sets.





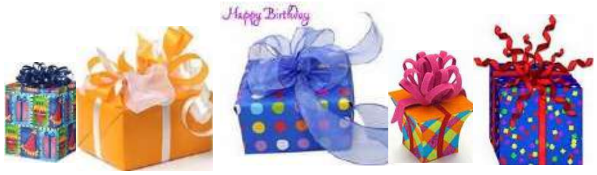
4





5 five

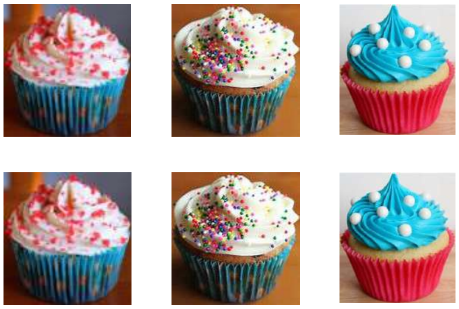
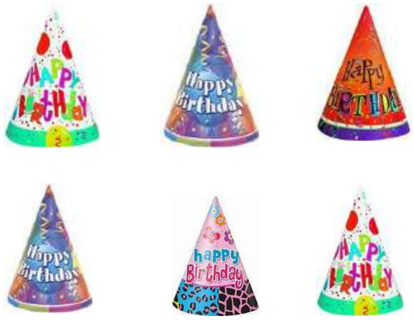
Happy birthday Joel.

5 years five years	5 friends five friends
5 presents five presents 	5 donuts five donuts

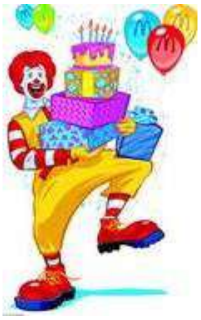
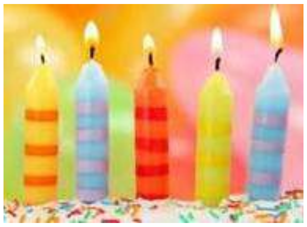
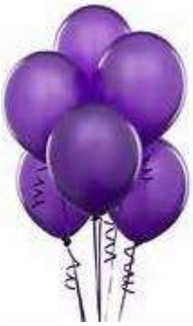
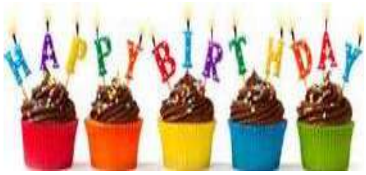
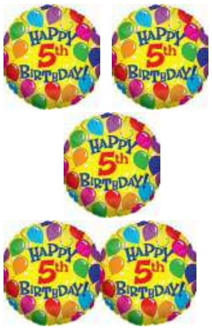
Trace and write.

5	5	5	5	5	5
5					
five					

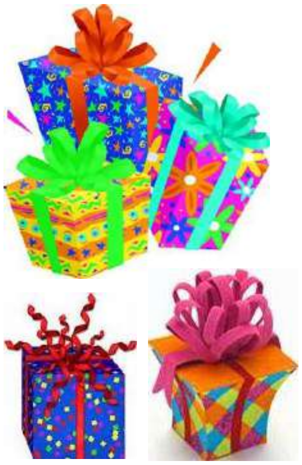
Circle 5 in each set.

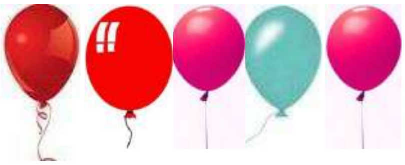
	

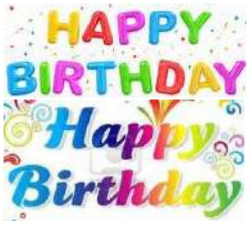
Circle the sets with 5.

		
Happy Birthday Happy Birthday	 HAPPY BIRTHDAY	 HAPPY 5th BIRTHDAY!

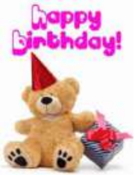
Draw lines from 5 to the correct sets.

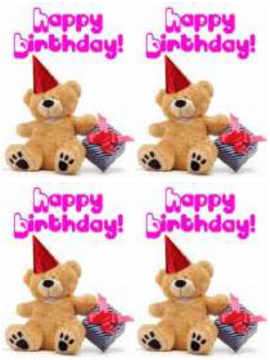


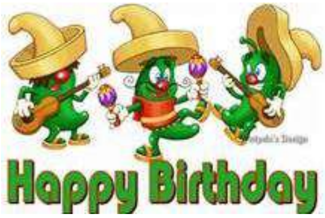



HAPPY BIRTHDAY
Happy Birthday

5

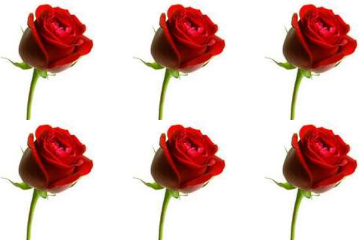
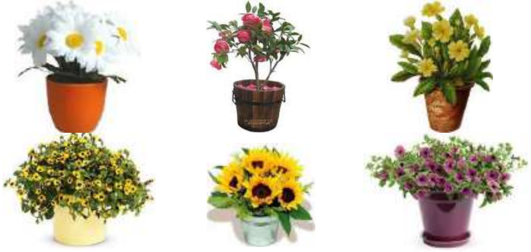
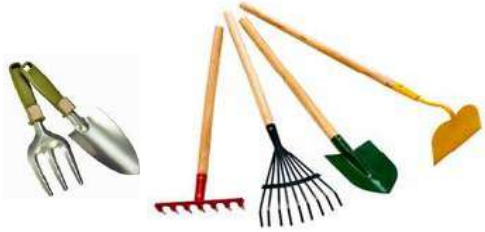

happy birthday!


happy birthday!
happy birthday!
happy birthday!
happy birthday!


Happy Birthday

6 six

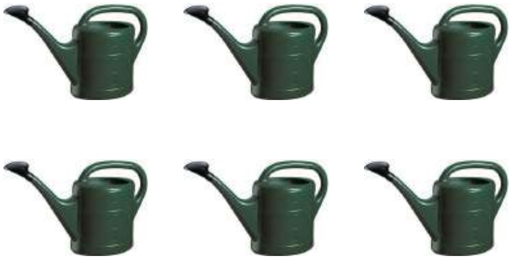
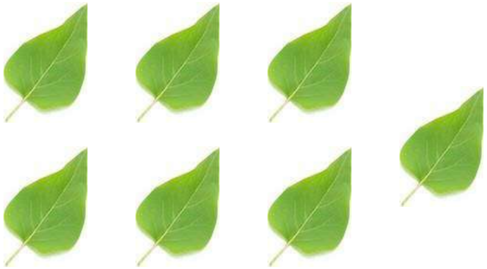
Joel and his daddy go to the flower shop.

6 roses six roses 	6 plants six plants 
6 petals six petals 	6 tools six tools 

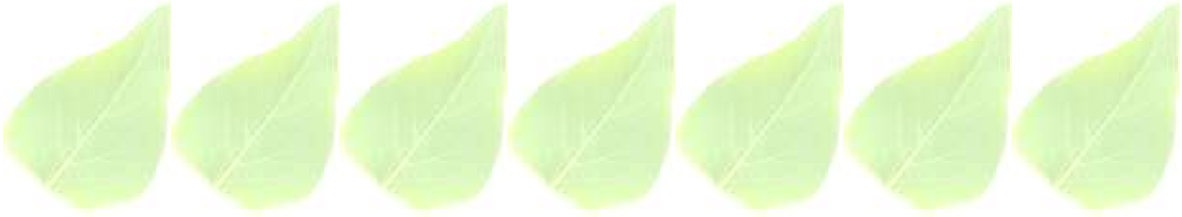
Trace and write.

6					
6					
six					

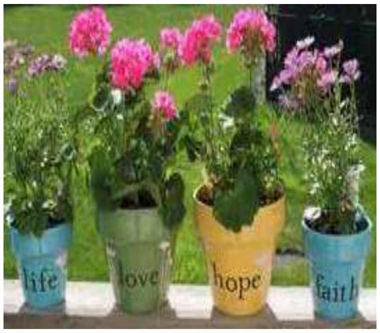
Circle 6 in each set.

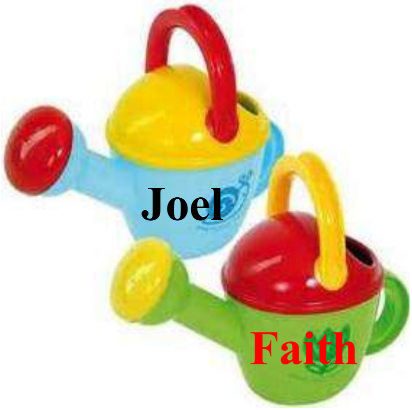
	

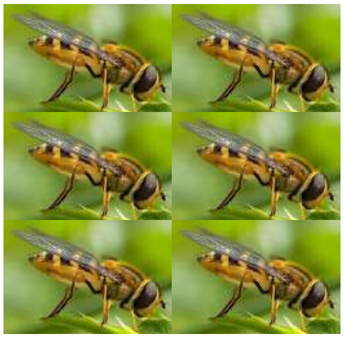
Colour 6 leaves.



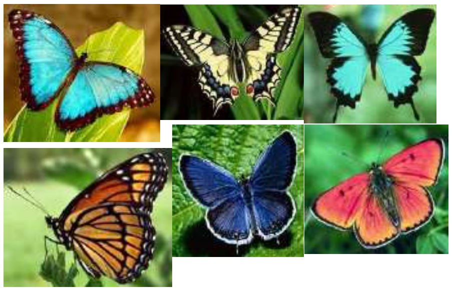
Circle the set with 6.

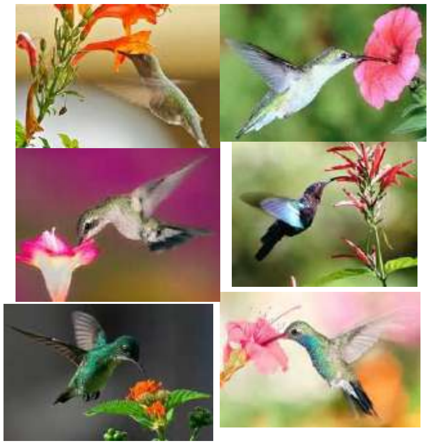

life
love
hope
faith



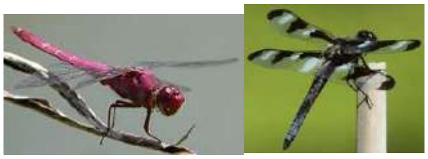


Draw lines from 6 to the correct sets.





6



7 seven

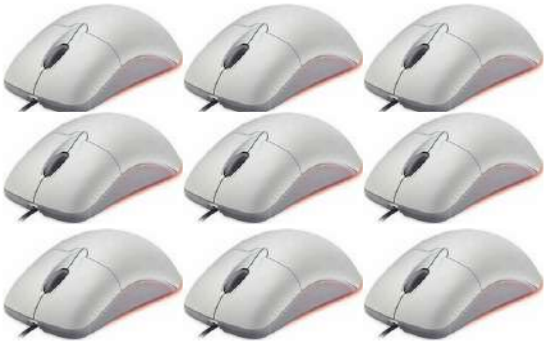
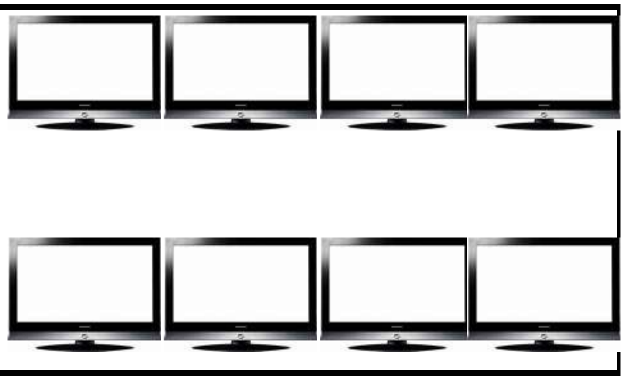
Joel, Faith and daddy go to the computer store.

7 laptops seven laptops	7 printers seven printers
7 mouse seven mouse	7 tablets seven tablets

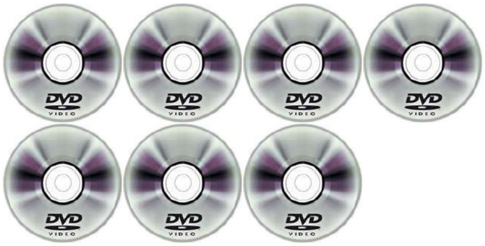
Trace and write.

7	7	7	7	7	7
7					
seven					

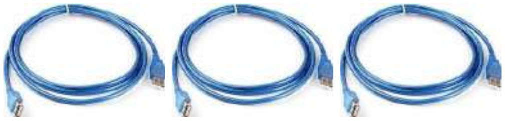
Colour 7 in each set.

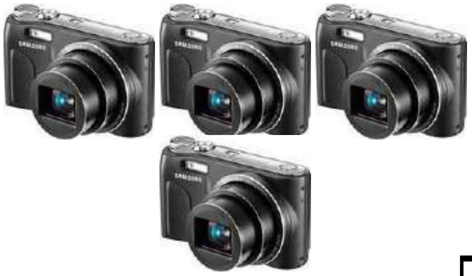
Write seven and 7 next to the correct set.



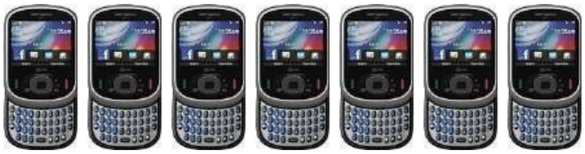
seven 7



________ ☐

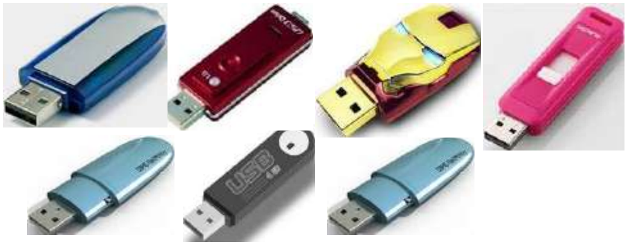


________ ☐

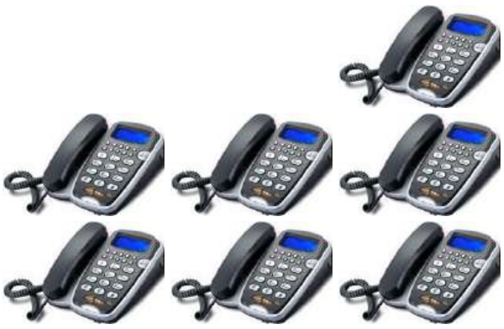


________ ☐

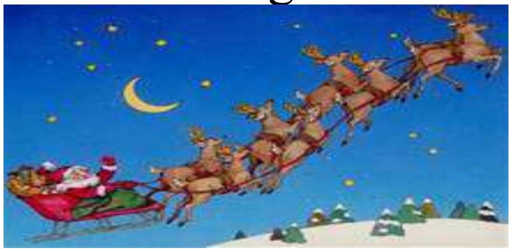
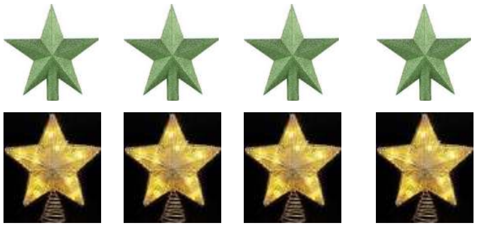
Draw lines from 7 to the correct sets.



7



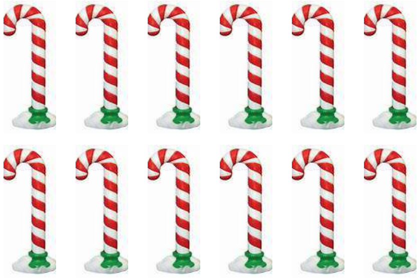
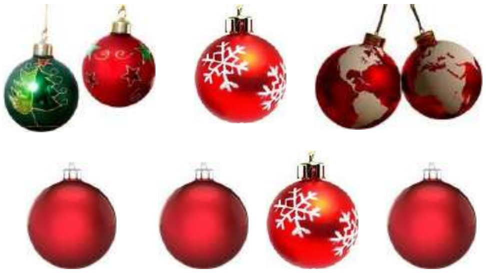
8 eight
Merry Christmas

8 reindeers eight reindeers 	8 presents eight presents
8 elves eight elves 	8 stars eight stars 

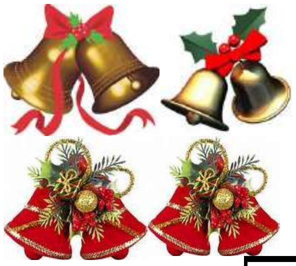
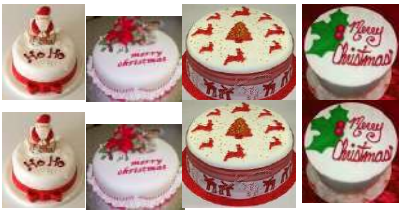
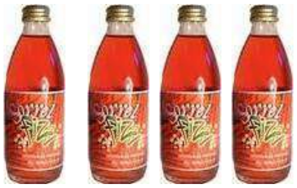
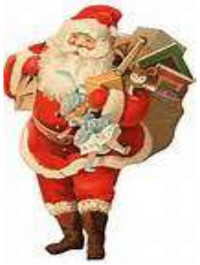
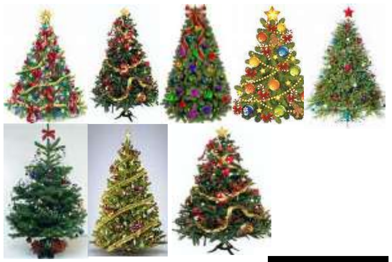
Trace and write.

8	8	8	8	8	8
8					
eight					

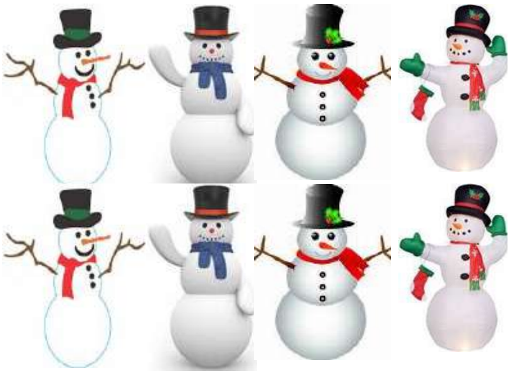
Circle 8 objects.

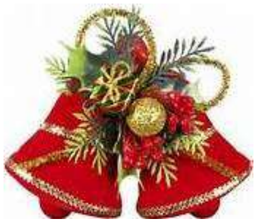
Write eight and 8 next to the correct sets.

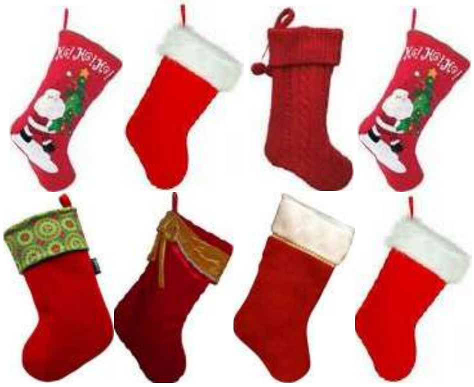
 eight **8**	 ________ ☐	 ________ ☐
 ________ ☐	 ________ ☐	 ________ ☐

Draw lines from 8 to the correct sets.



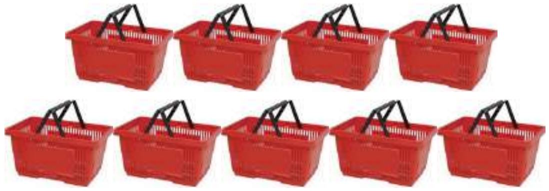
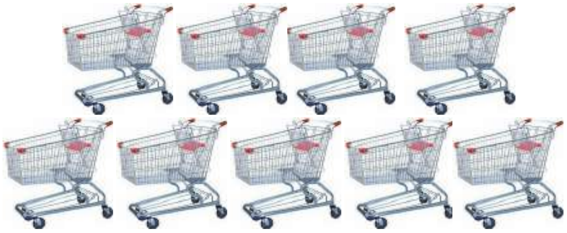
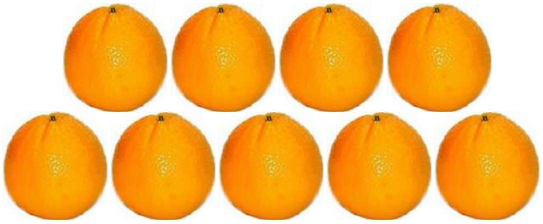
8





9 nine

Joel, Faith, mummy and daddy go to the grocery.

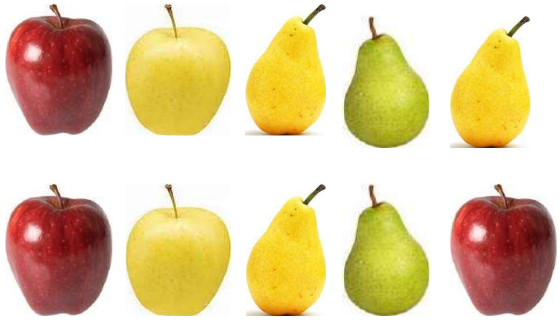
9 baskets nine baskets 	9 trolleys nine trolleys 
9 bags of sugar nine bags of sugar 	9 oranges nine oranges 

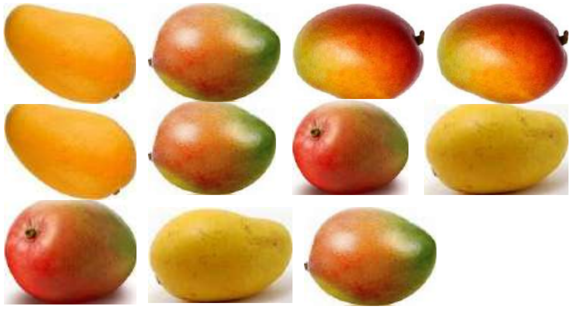
Trace and write.

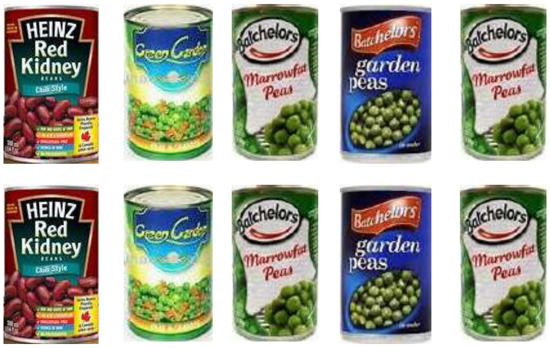
9	9	9	9	9	9
9					
nine					

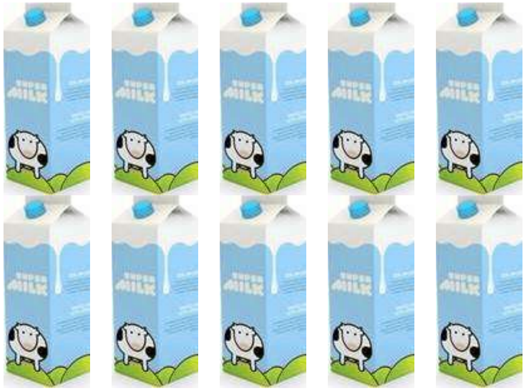
Help mummy get 9 smaltas. Circle 9 smaltas.

Circle 9 items in each group for mummy.

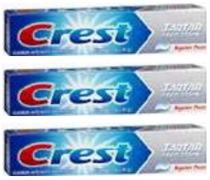


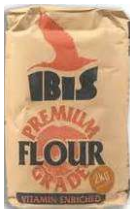


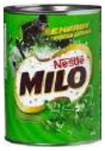


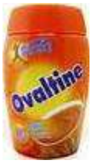


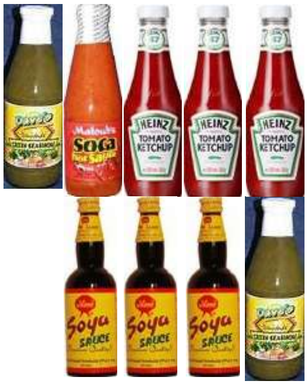
Draw lines from 9 to the correct sets.

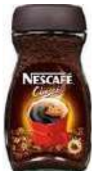




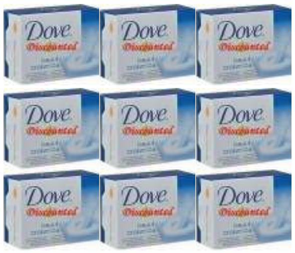


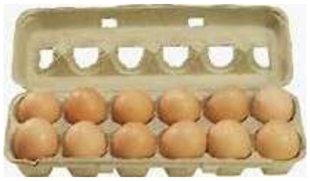


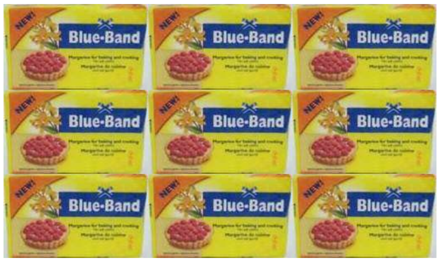




9

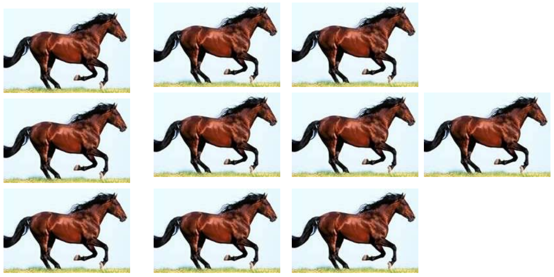
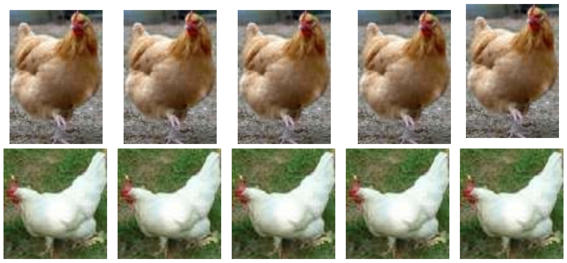
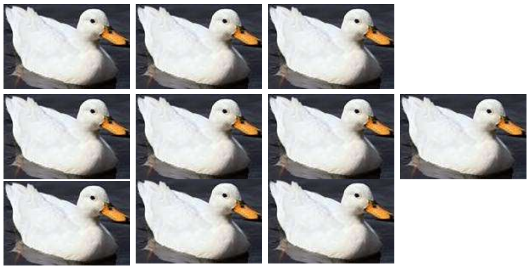






10 ten

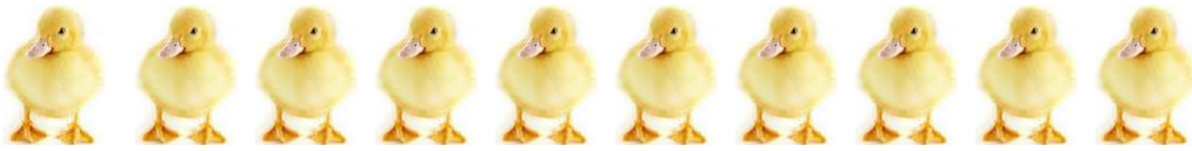
Joel's grandfather has a farm.

10 cows ten cows	10 horses ten horses 
10 chickens ten chickens 	10 ducks ten ducks 

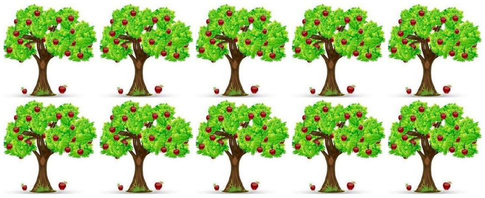
Trace and write.

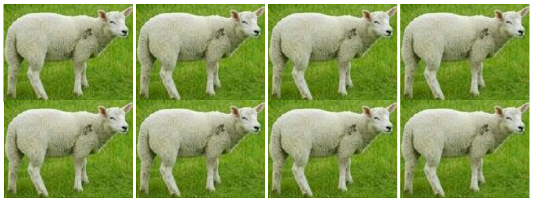
10	10	10	10	10	10
10					
ten					

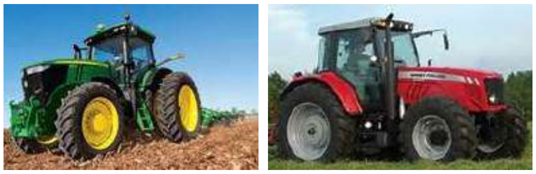
Circle 10 ducklings.

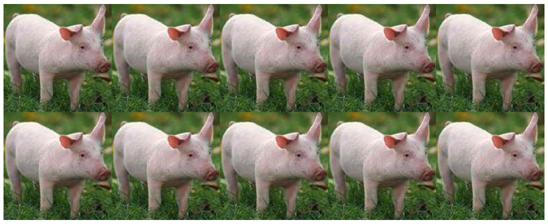


Write ten and 10 next to the correct sets.

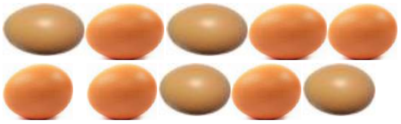


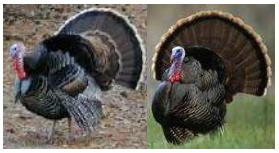


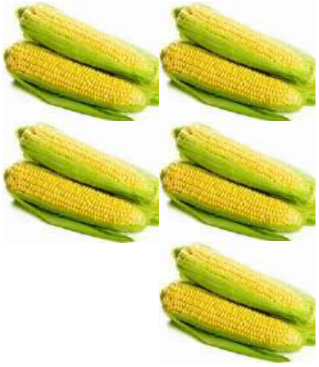


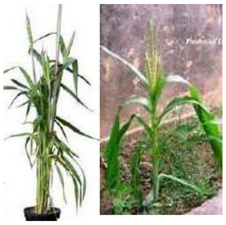


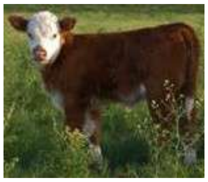
Circle the groups with 10.

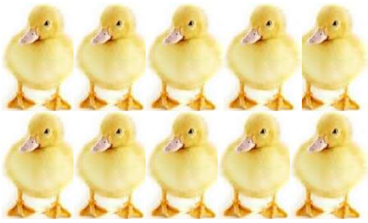


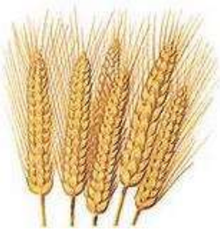


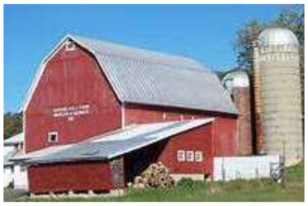






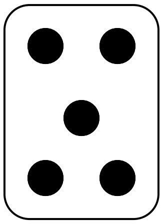






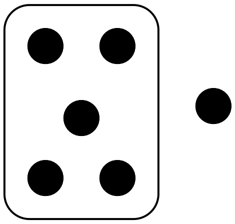
Using 5 to make 6, 7, 8, 9 and 10

I have 5.



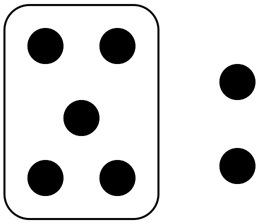
= 5

I have one more than 5.



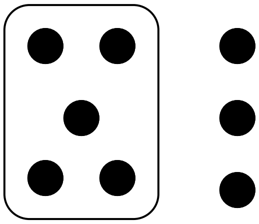
= 6

I have two more than 5.



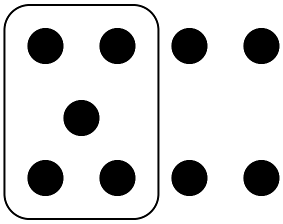
= 7

I have three more than 5.



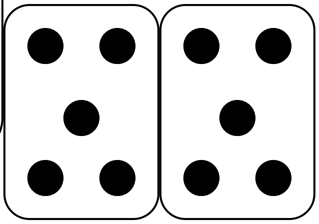
= 8

I have four more than 5.



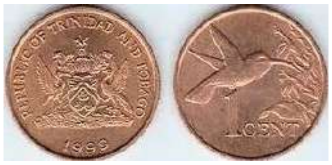
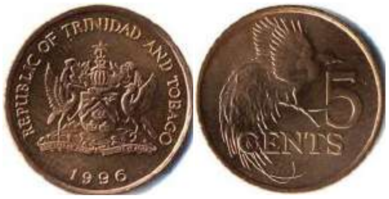
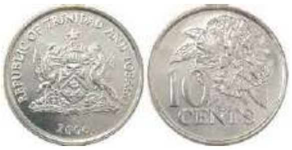
= 9

I have five more than 5.

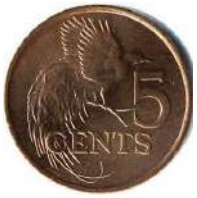
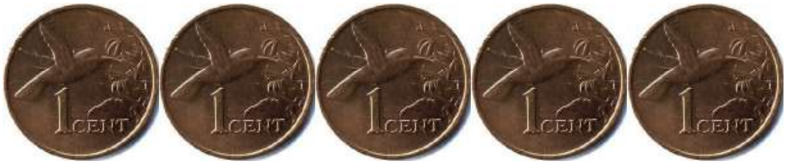
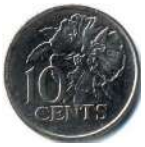
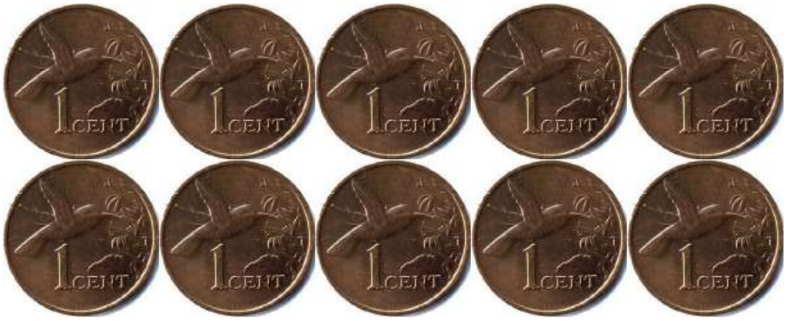


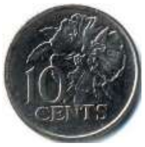
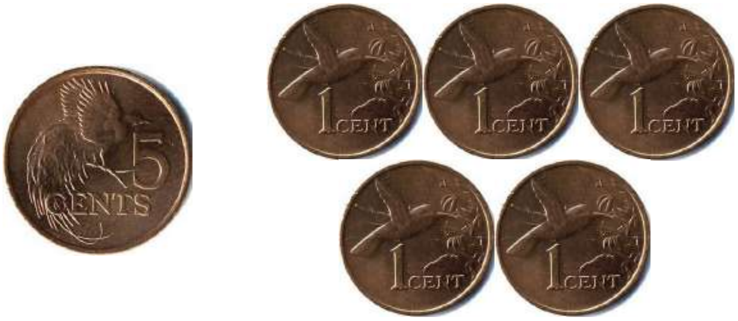
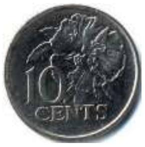
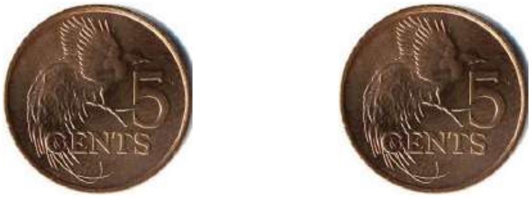
= 10

Money: coins

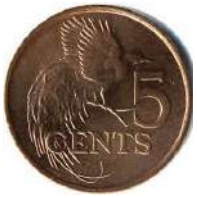
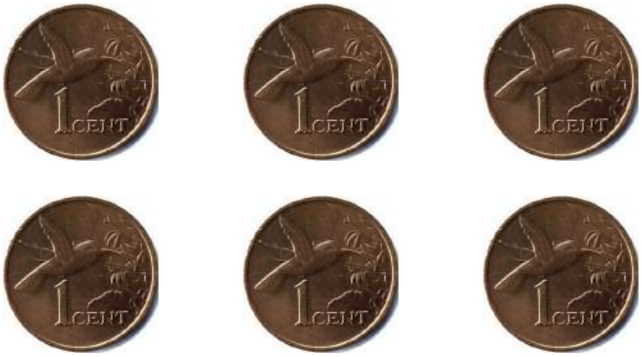
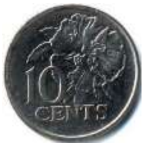
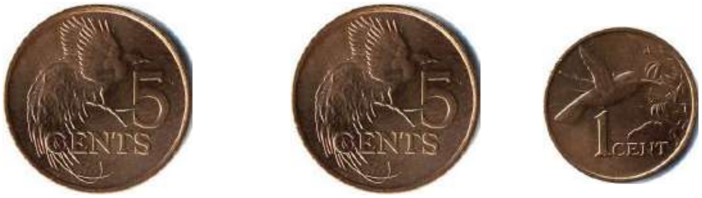
 1 cent 1 ¢	 5 cents 5 ¢	 10 cents 10 ¢

Equivalent coins

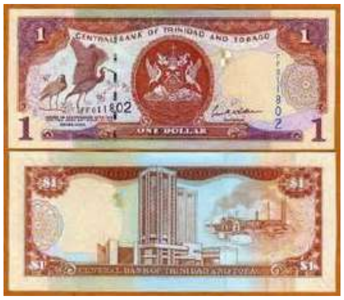
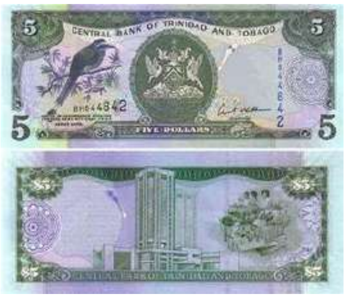
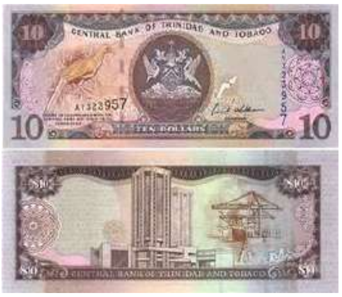
Coins	The same as
	
	

Coins	The same as
	
	

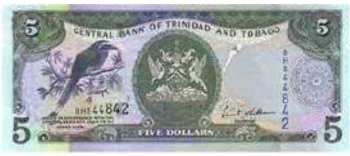
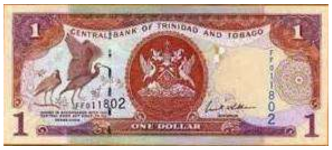
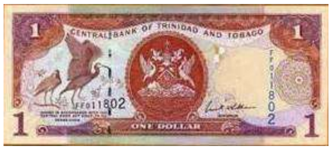
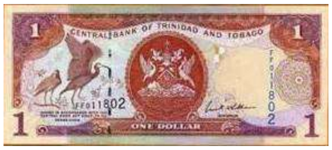
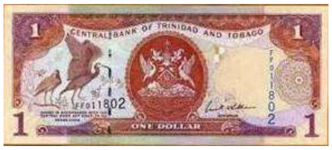
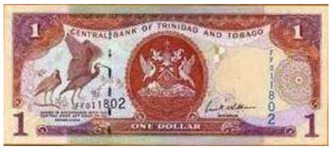
Circle the same as (same value).

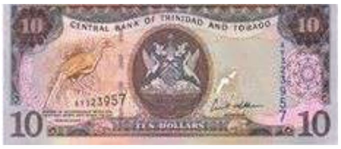
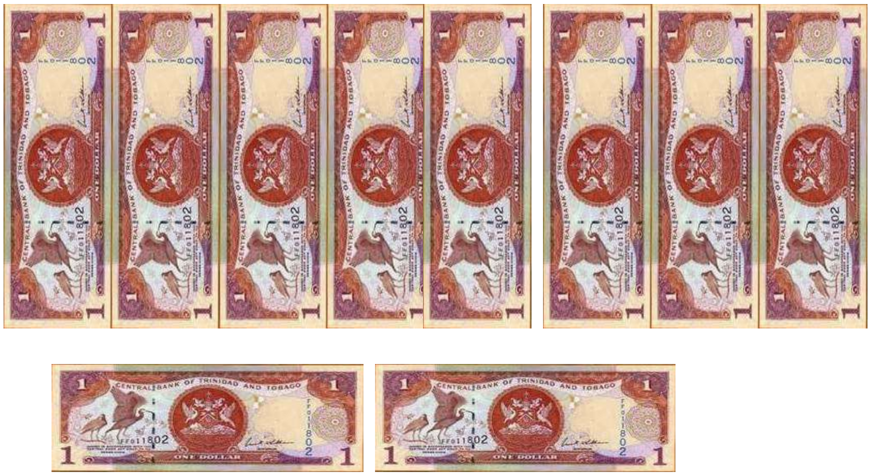
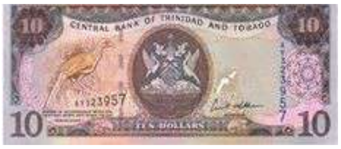
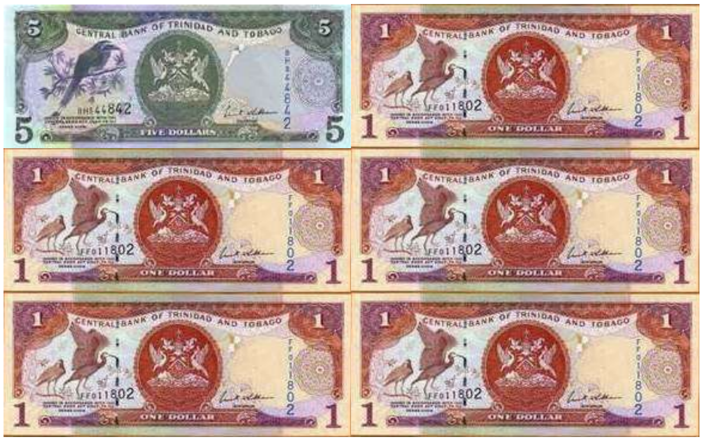
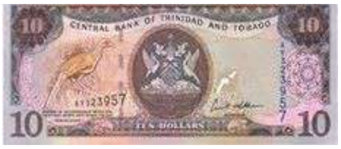
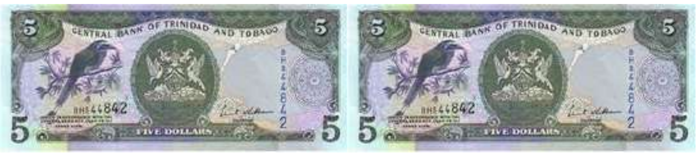
	
	

Money: dollars

 1 dollar $ 1	 5 dollars $ 5	 10 dollars $ 10

Equivalent dollars

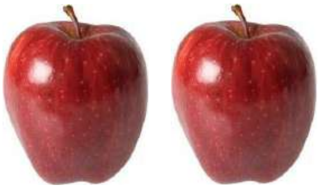
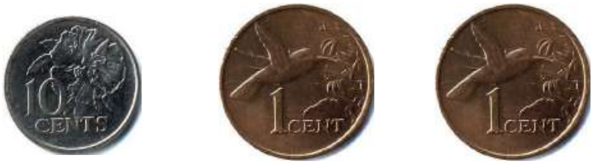
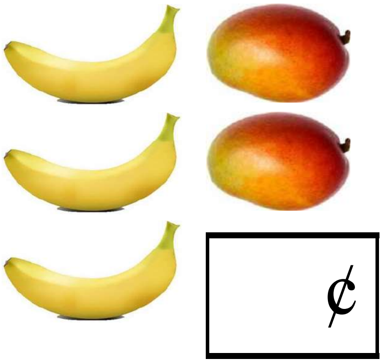
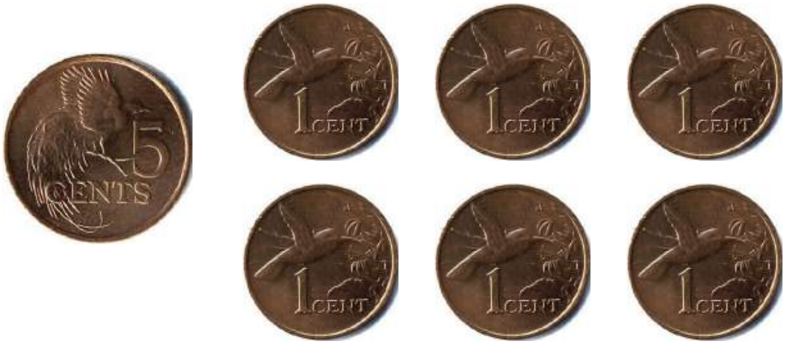
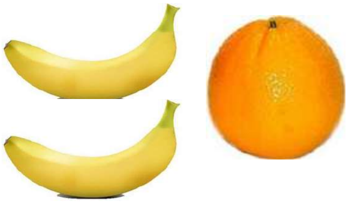
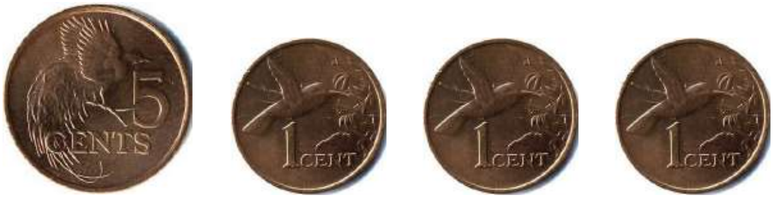
Dollars	The same as
	    

Dollars	The same as
	
	
	

Buying fruits

apple 5 ¢	banana 2 ¢	mango 2 ¢	orange 2 ¢

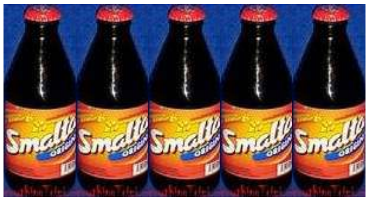
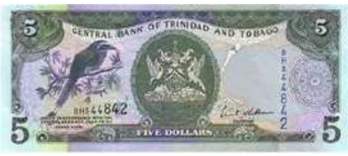
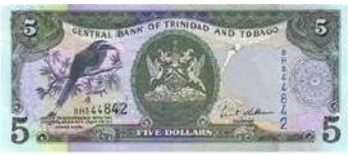
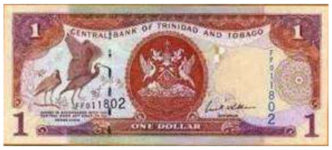
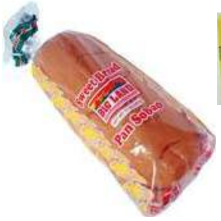
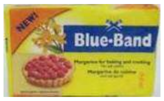
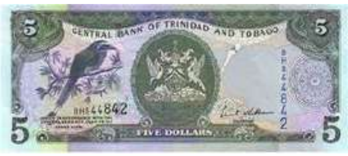
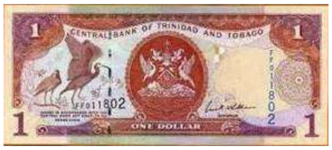
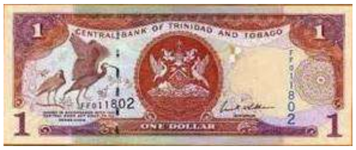
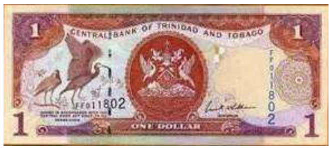
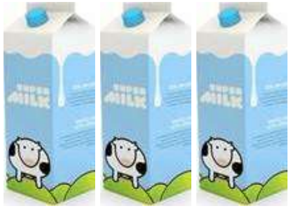
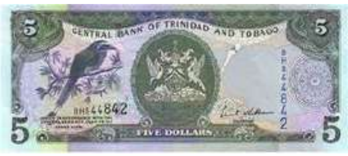
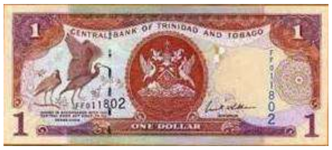
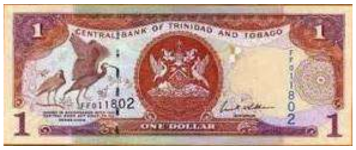
Write the cost in the box and circle the money.

 ¢	 10 CENTS 1 CENT 1 CENT
 ¢	 5 CENTS 1 CENT 1 CENT 1 CENT 1 CENT 1 CENT 1 CENT
 ¢	 5 CENTS 1 CENT 1 CENT 1 CENT

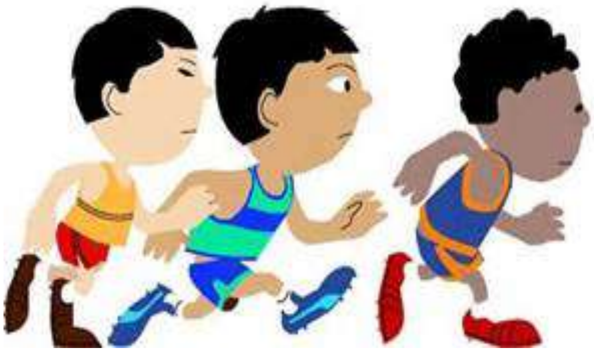
At the grocery

smalta $2	milk $2	butter $2	bread $5

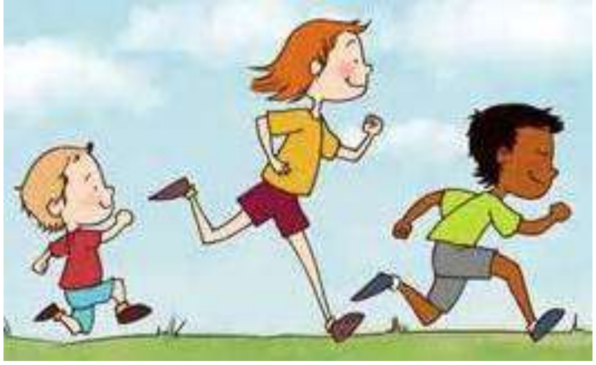
Write the cost in the box and circle the money.

 $	  
  $	   
 $	  

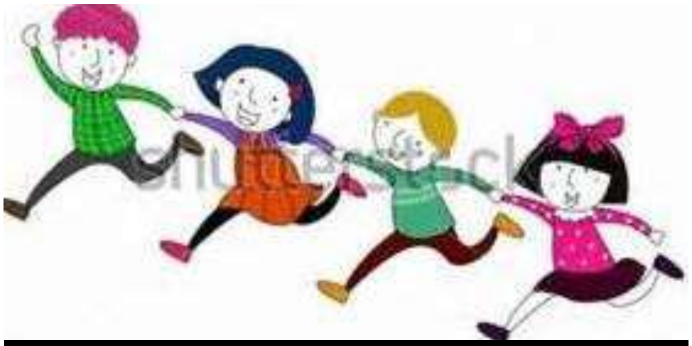
Ordinal Numbers
First, second, third and last



third second first



third second first



Joe	Jane	Tom	Mary
first	second	third	last

1. Joe is first.
2. Jane is second.
3. Tom is third.
4. Mary is last.

Ale	Arlena	Joel	Faith
first	second	third	last

1. Who is first?_______
2. Who is second?

   ____

3. Who is third?

   ____

4. Who is last?

   ____

Number Patterns

These are number patterns.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Add 1 to get the next number.

2, 4, 6, 8, 10

Add 2 to get the next number.

3, 6, 9

Add 3 to get the next number.

4, 8

Add 4 to get the next number.

Circle and write the 2 missing numbers.

2, 3, ____,____, 6	**4, 5** **4, 6**
3, ____,____	**7, 8** **6, 9**
2, ____,____, 8	**4, 6** **3, 4**
5, ____,____, 8, 9	**6, 7** **7, 8**

Circle and write the next 2 numbers.

1, 2, 3, 4, ____,____	**3, 4** **5, 6**
4, 5, 6, 7, ____,____	**8, 9** **7, 8**
1, 3, 5, ____,____	**7, 9** **6, 7**
2, 4, ____,____	**6, 8** **5, 6**

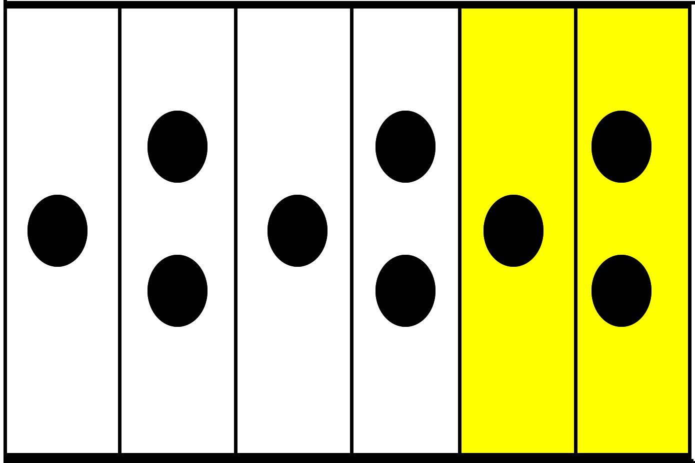
Two elements pattern

1, 2, 1, 2, 1, 2

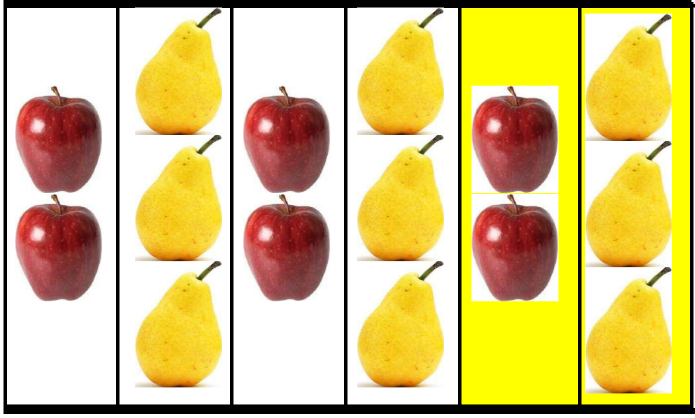
These are the next two numbers in the pattern.

3, 4, 3, 4, 3, 4

These are the next two numbers in the pattern.

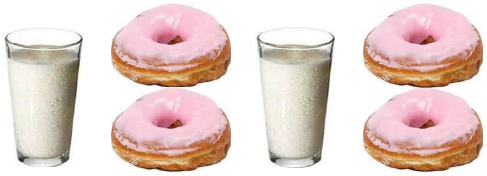
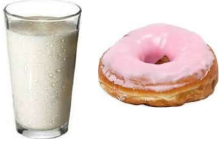
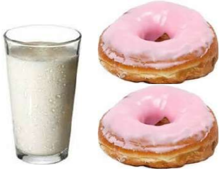
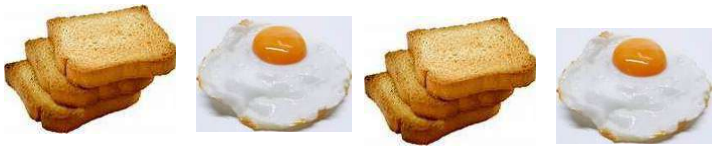
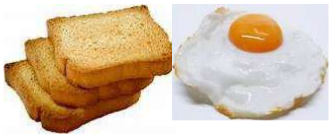
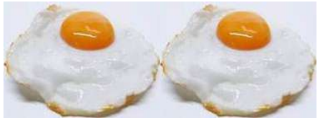


These are the next dots in the pattern.



These are the next objects in the pattern.

Circle the next 2 in each.

3, 2, 3, 2,___,___	**3, 2** **3, 4**
3, 3, 4, 4,___,___	**5, 5** **5, 6**
 ___ ___	 
 ____ ____	 

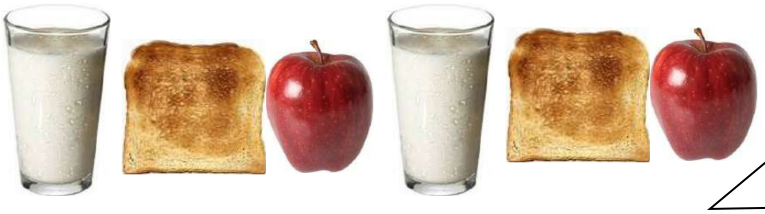
Three elements pattern

1, 2, 3, 1, 2, 3

These are the next 3 numbers in the pattern.

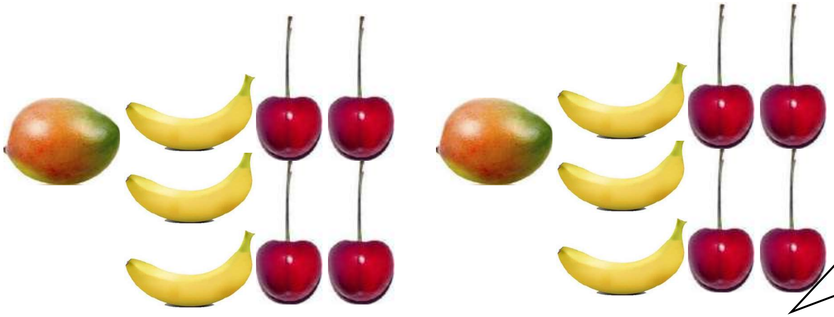
1, 1, 1, 2, 2, 2

These are the next 3 numbers in the pattern.



____

These are the next 3 objects in the pattern.



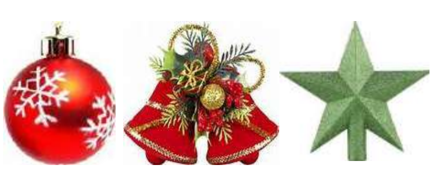
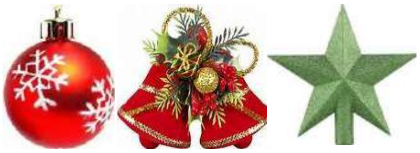
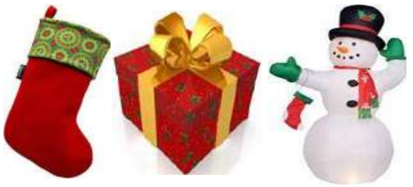
____

These are the next fruits in the pattern.

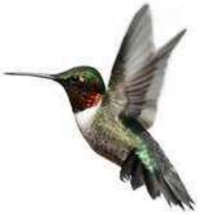
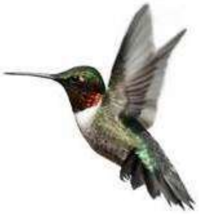
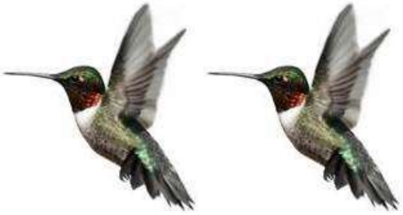
Circle the missing ones.

2, 3, 4, ___,___,___	**3, 4, 5**
	2, 3, 4
1, 2, 1, ___,___,___	**1, 2, 1**
	2, 3, 4

●	● ● ●	●● ●●				●	● ● ●	●● ●●
						● ●	● ● ●	●● ●●

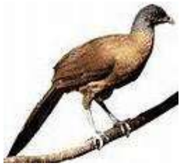
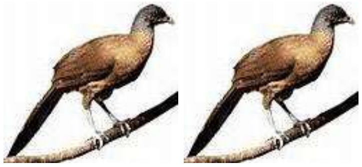
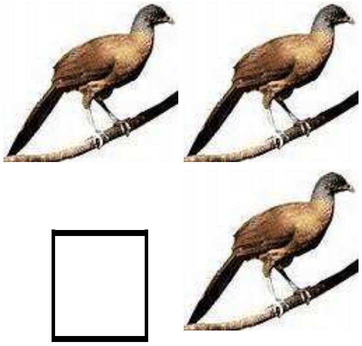
 ___ ___ ___	
	

Addition: and

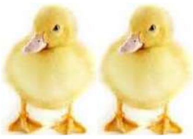
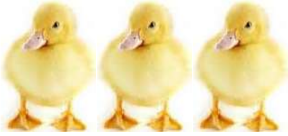
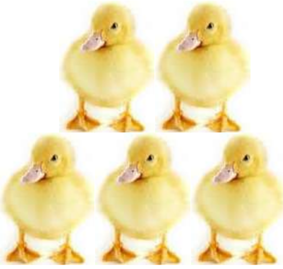




1 and **1** is **2**

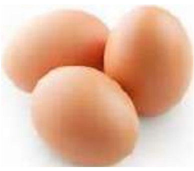
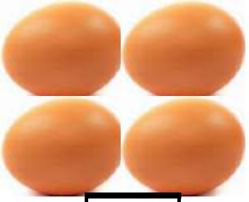
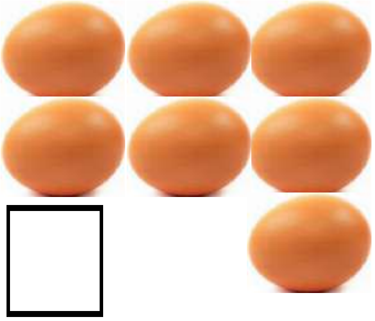
Write the numbers in the boxes.

☐ and ☐ is ☐

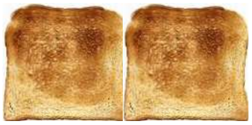
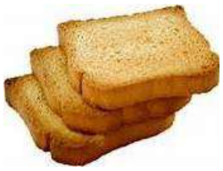
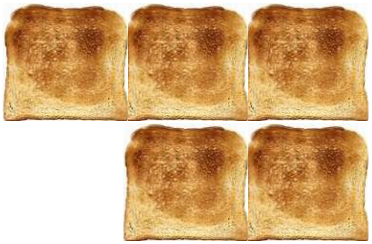




☐ and ☐ is ☐

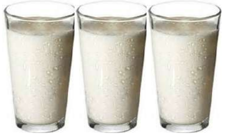
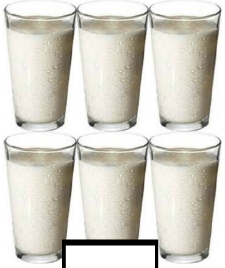
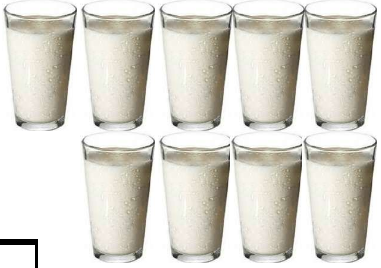
☐ and ☐ is ☐

How many altogether

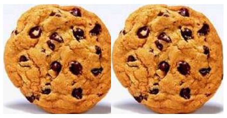
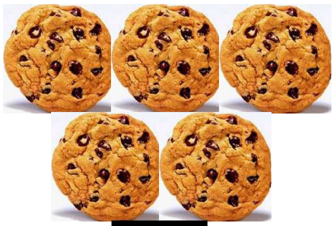
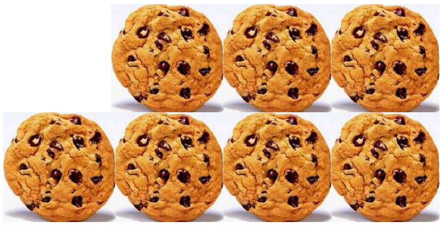




2 and **3** is **5** altogether

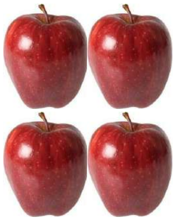
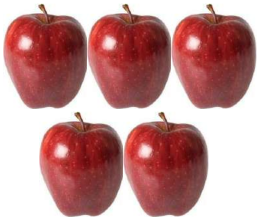
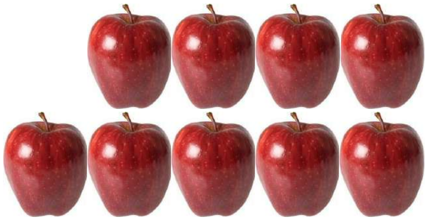
Write the numbers in the boxes.

☐ and ☐ is ☐ altogether

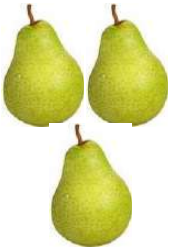




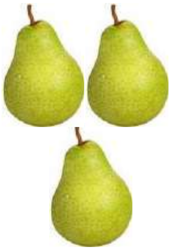
☐ and ☐ is ☐ altogether

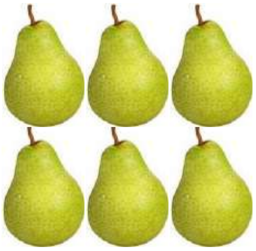




☐ and ☐ is ☐ altogether

In all

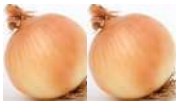


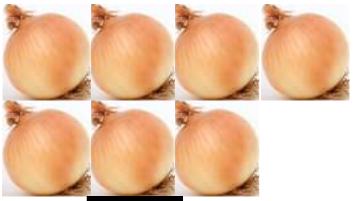


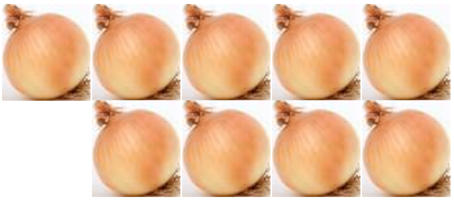


$\boxed{3}$ and $\boxed{3}$ is $\boxed{6}$ in all

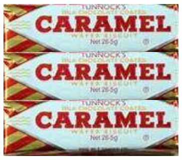
Write the numbers in the boxes.

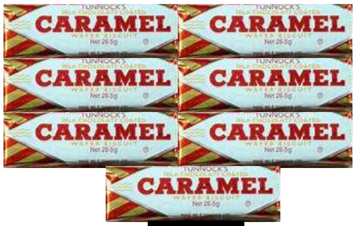


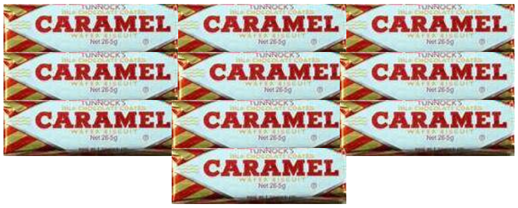




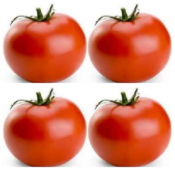
☐ and ☐ is ☐ in all

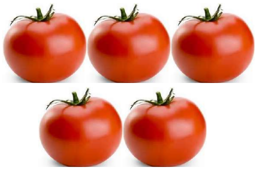


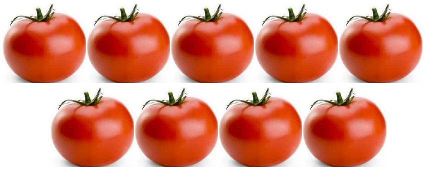




☐ and ☐ is ☐ in all

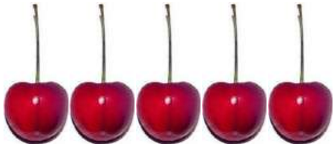
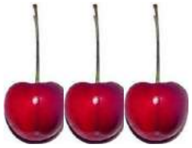
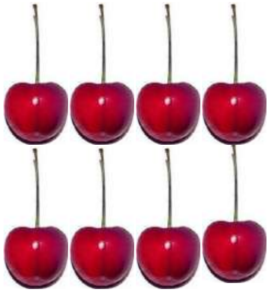






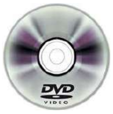
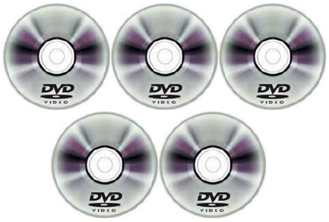
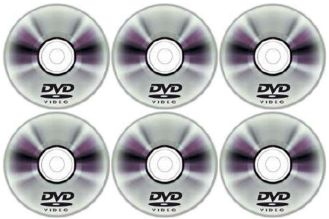
☐ and ☐ is ☐ in all

Equals

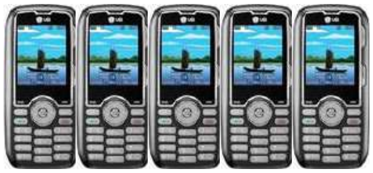
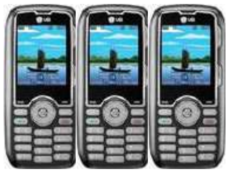
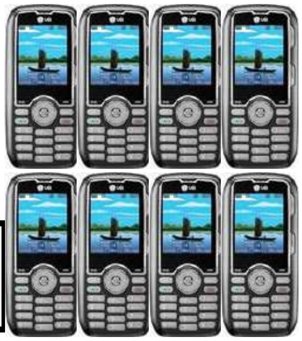




$\boxed{5}$ and $\boxed{3}$ equals $\boxed{8}$

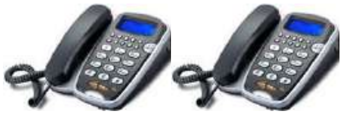
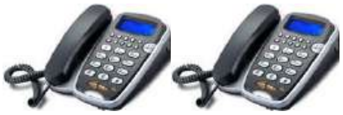
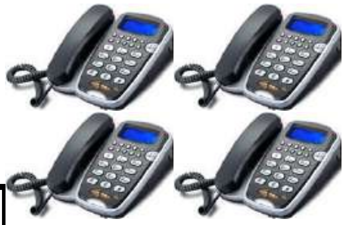
Write the numbers in the boxes.

☐ and ☐ equals ☐

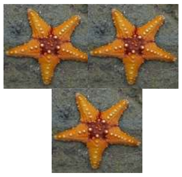
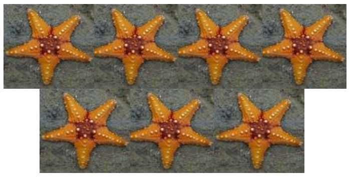
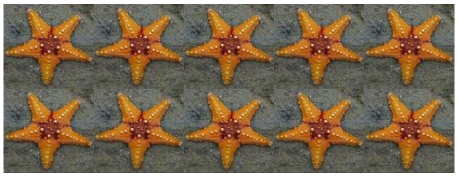




☐ and ☐ equals ☐

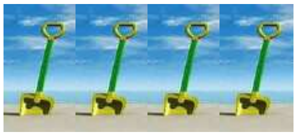
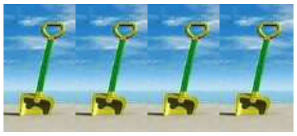
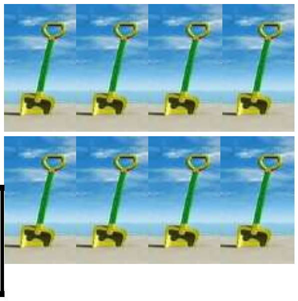
☐ and ☐ equals ☐

Add

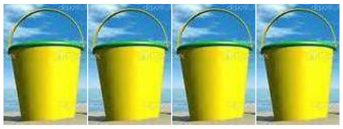
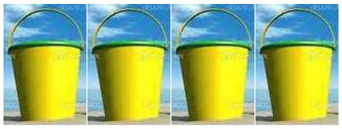
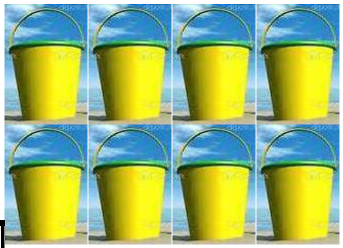




3 add **7** equals **10**

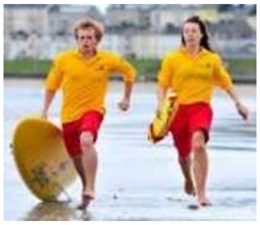
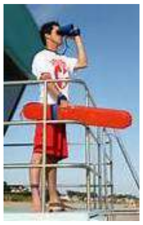
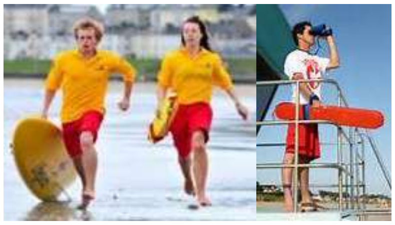
Write the numbers in the boxes.

☐ add ☐ equals ☐

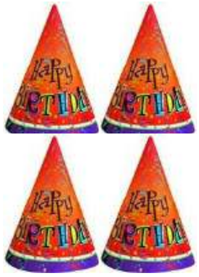
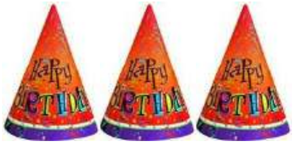
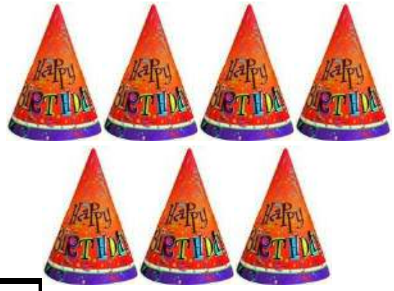




☐ add ☐ equals ☐

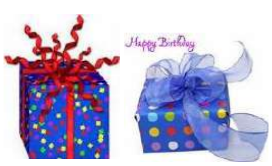
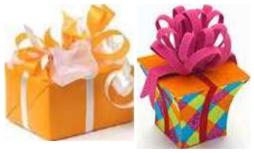
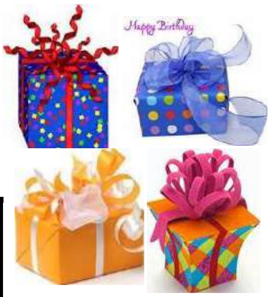
☐ add ☐ equals ☐

Plus

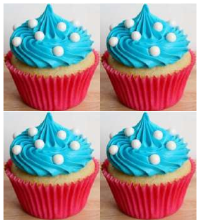
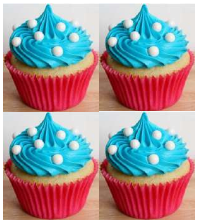
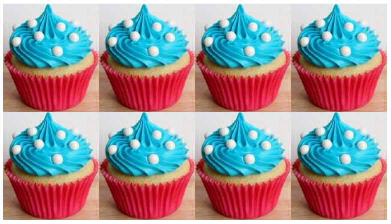




$\boxed{4}$ plus $\boxed{3}$ equals $\boxed{7}$

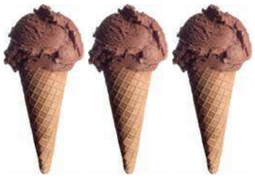
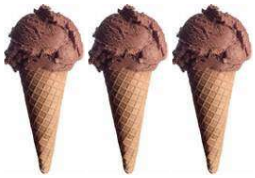
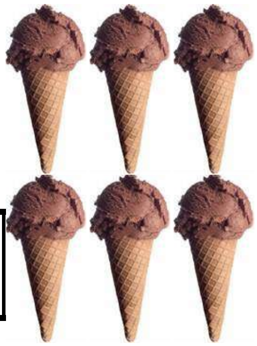
Write the numbers in the boxes.

☐ plus ☐ equals ☐

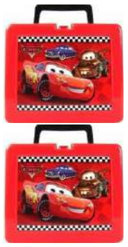
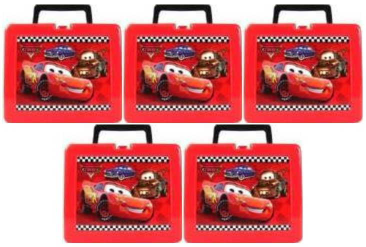
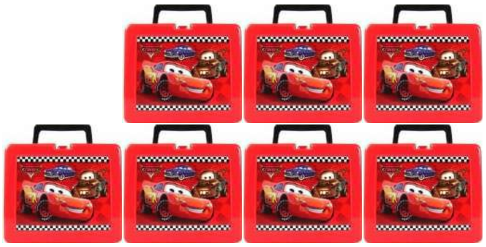




☐ plus ☐ equals ☐

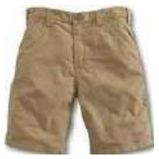
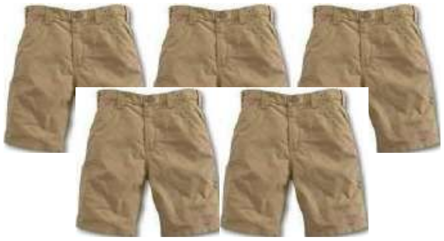
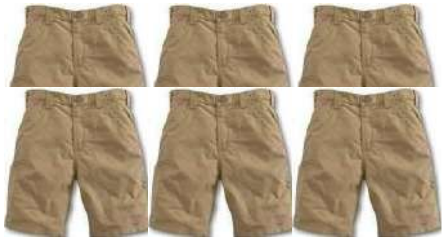
☐ plus ☐ equals ☐

Total

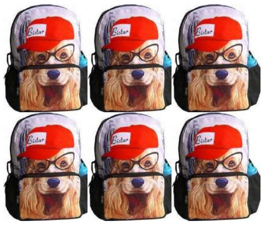
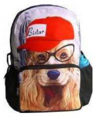
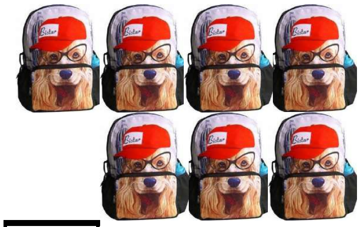




$\boxed{2}$ plus $\boxed{5}$ equals $\boxed{7}$ TOTAL

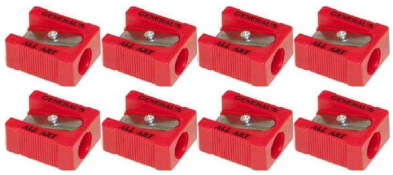
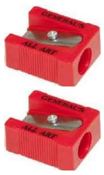
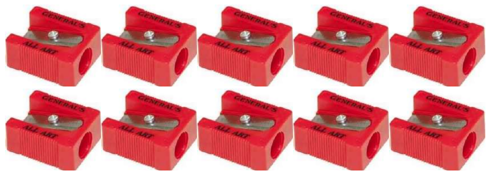
Write the numbers in the boxes.

☐ plus ☐ equals ☐ TOTAL

☐ plus ☐ equals ☐ TOTAL

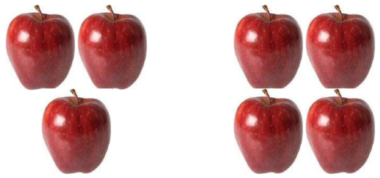




☐ plus ☐ equals ☐ TOTAL

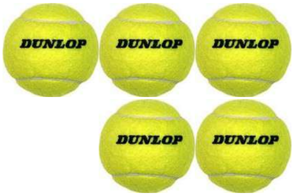
Sum

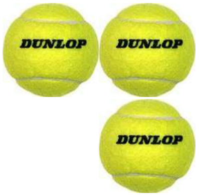
Find the sum of 3 and 4.

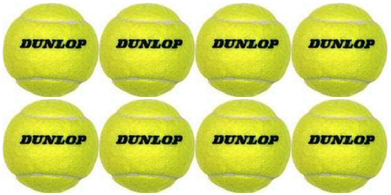
I have 3 apples **and** 4 apples.



1, 2, 3, 4, 5, 6, 7

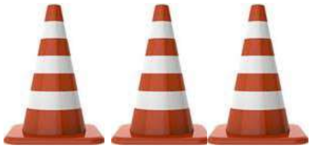


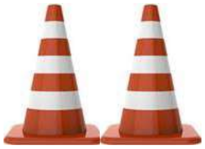


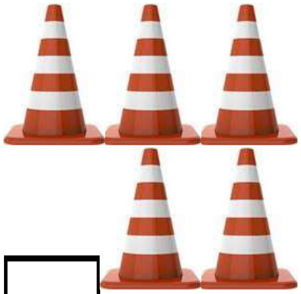


The sum of $\boxed{\mathbf{5}}$ and $\boxed{\mathbf{3}}$ is $\boxed{\mathbf{8}}$

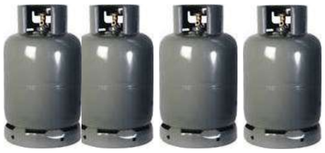
Write the numbers in the boxes.

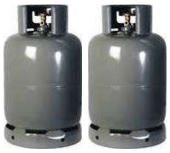


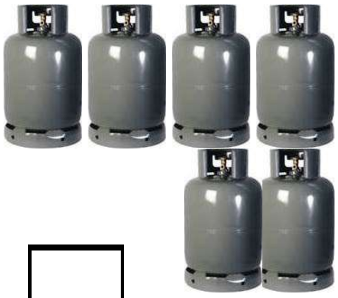




The sum of ☐ and ☐ is ☐







The sum of ☐ and ☐ is ☐

+ and = signs

4 plus 3 equals 7

$\boxed{4}$ $\boxed{+}$ $\boxed{3}$ $\boxed{=}$ $\boxed{7}$

Complete the boxes.

3 plus 2 equals 5

☐ ☐ ☐ ☐ ☐

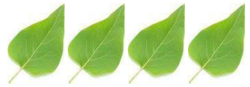
2 plus 3 equals 5

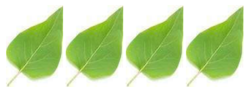
☐ ☐ ☐ ☐ ☐

3 plus 3 equals 6

☐ ☐ ☐ ☐ ☐

Addition with Zero

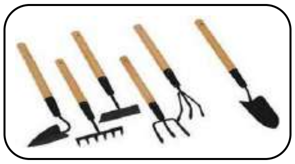


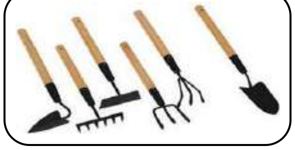


zero add 4 equals 4

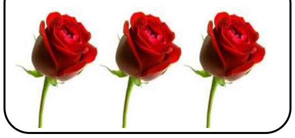
0 + 4 = 4

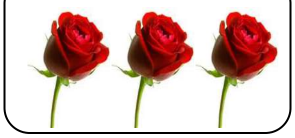
Complete the boxes.



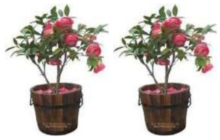


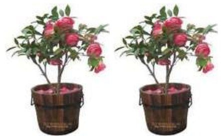
6 add zero equals 6





zero add 3 equals 3





2 add 0 equals 2

Adding vertically

We can do this with marbles or dots.

2 ●●

+ 3 ●●●

●●●●●

2 plus 3 equals 5.

Use dots or marbles to do these.

3

+ 7

2

+ 8

8

+ 2

0

+ 8 ●●●●●●●●

●●●●●●●●

5

+ 0

9

+ 0

1 + 9 ______ ______	6 + 4 ______ ______
3 + 7 ______ ______	2 + 8 ______ ______
7 + 3 ______ ______	5 + 5 ______ ______
5 + 2 ______ ______	10 + 0 ______ ______

Adding horizontally

We can do this with marbles or dots.

$2 + 3 = \boxed{5}$

●● ●●●

2 plus 3 equals 5.

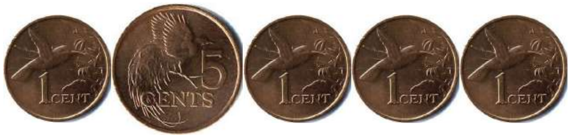
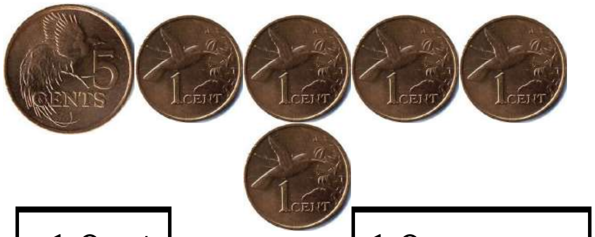
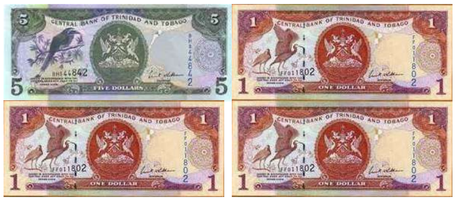
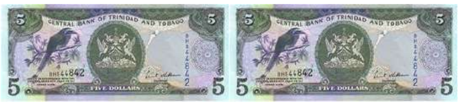
Use dots or marbles to do these.

3 + 4 = ☐	4 + 3 = ☐
5 + 5 = ☐	0 + 9 = ☐
4 + 5 = ☐	7 + 2 = ☐

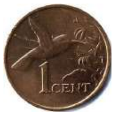
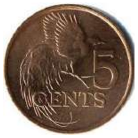
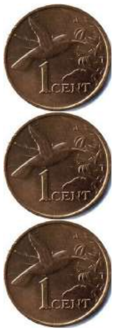
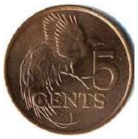
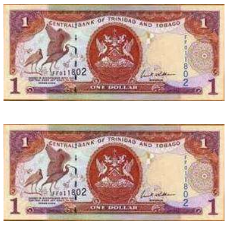
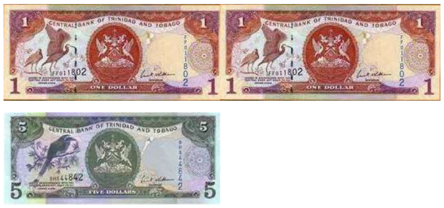
8 + 0 = ☐	6 + 4 = ☐
5 + 2 = ☐	5 + 4 = ☐
9 + 1 = ☐	8 + 0 = ☐
10 + 0 = ☐	1 + 7 = ☐

Addition with money

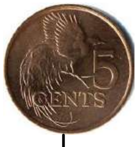
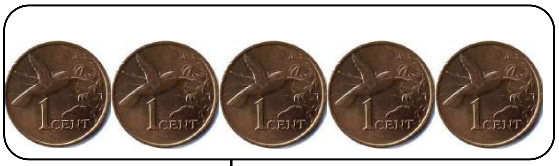
Complete the boxes.

 9 ¢ 9 cents	 10 ¢ 10 cents
 $8 8 dollars	 $10 10 dollars

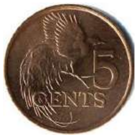
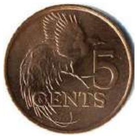
Add these

 +  = 6 ¢ 6 cents 1 cent add 5 cents is 6 cents	 +  = 8 ¢ 8 cents
+  $2 2 dollars	+  $7 7 dollars

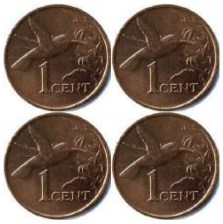
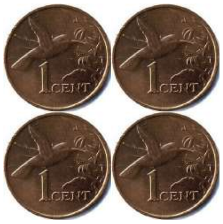
Complete the boxes.

 +  = ¢ cents

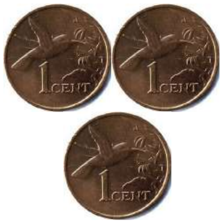
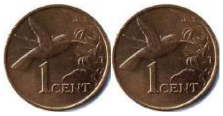
¢ ¢ ¢ cents

 +  = ¢ cents

¢ ¢ ¢ cents

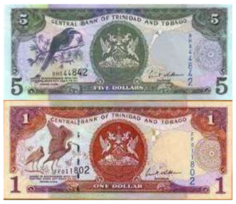
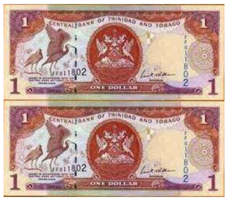
 +  = ¢ cents

¢ ¢ ¢ cents

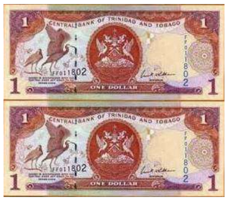
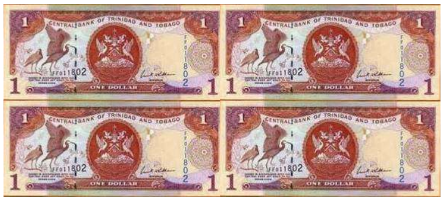
 +  = ¢ cents

¢ ¢ ¢ cents

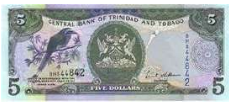
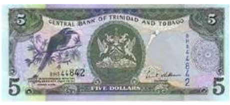
Complete the boxes.


+

= $ dollars

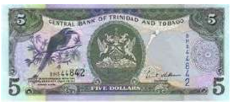
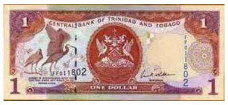
$ $ $ dollars


+

= $ dollars

$ $ $ dollars


+

= $ dollars

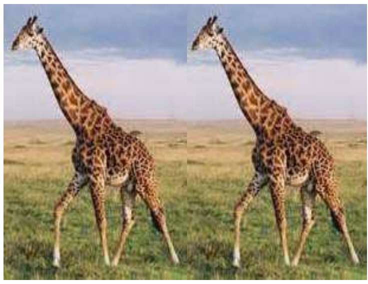
$ $ $ dollars


+

= $ dollars

$ $ $ dollars

Number stories

At the zoo



Our zoo had no giraffe.
Last year two giraffes came.
Now we have _____ giraffes.

At the farm

Joel collected four eggs.
Faith collected five eggs.
They have a **total** of _____eggs.

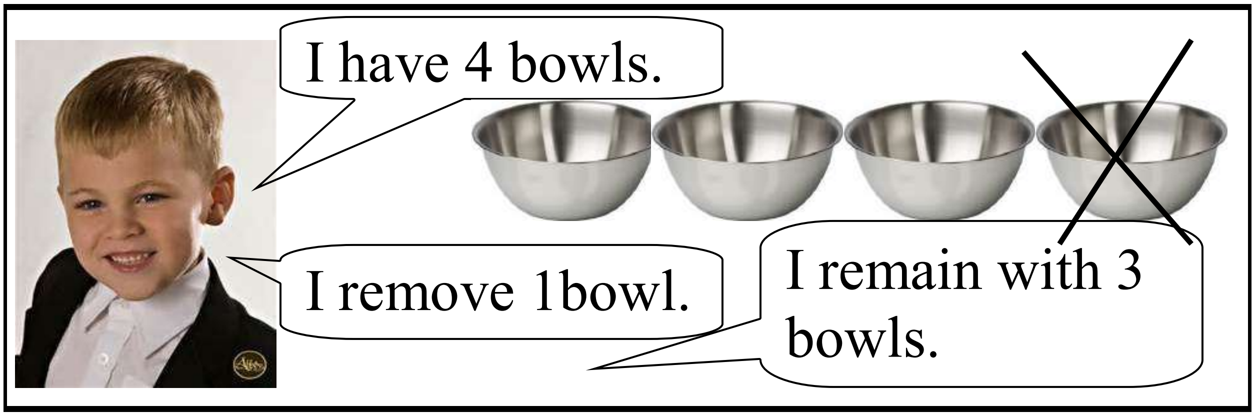
Money

Mummy gave Joel three dollars.
Daddy gave Faith three dollars.
They both have _____ dollars **in all**.

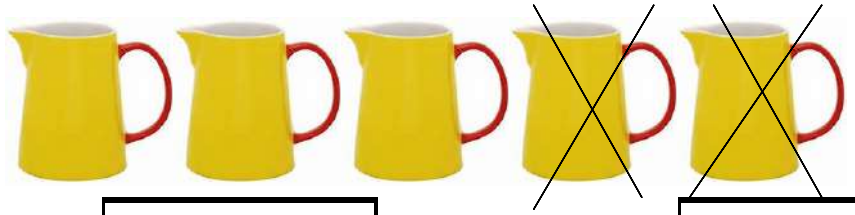
Christmas

Joel got four gifts.
Faith got four gifts.
They have equal number of gifts.

Subtraction: remove and remain

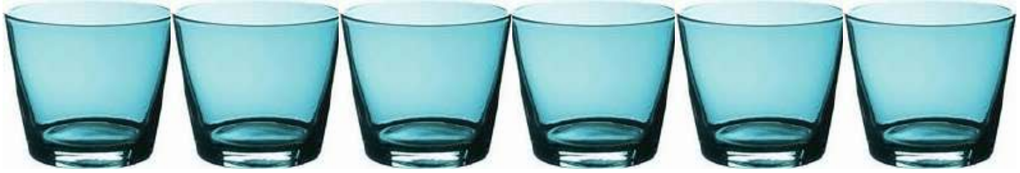

I have 4 bowls.
I remove 1bowl.
I remain with 3 bowls.

Write the number in the boxes.



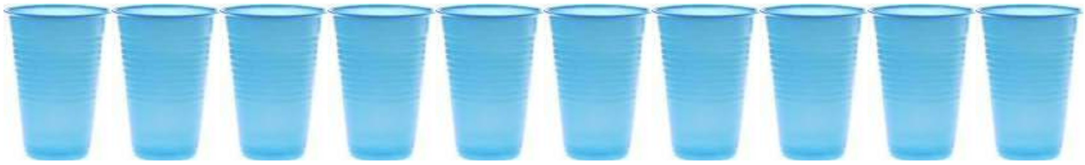
remove 2

remain with 3



remove 4

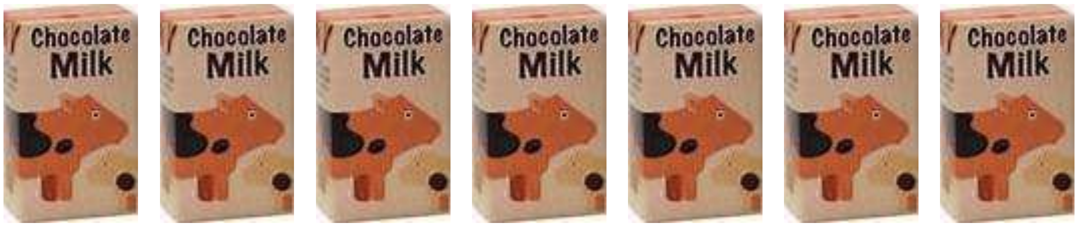
remain with



remove 8

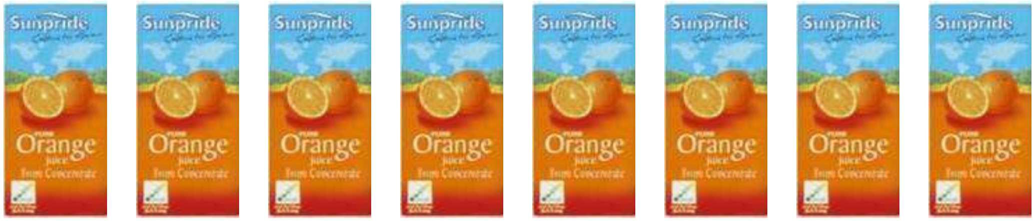
remain with

Write the number in the boxes


Chocolate Milk

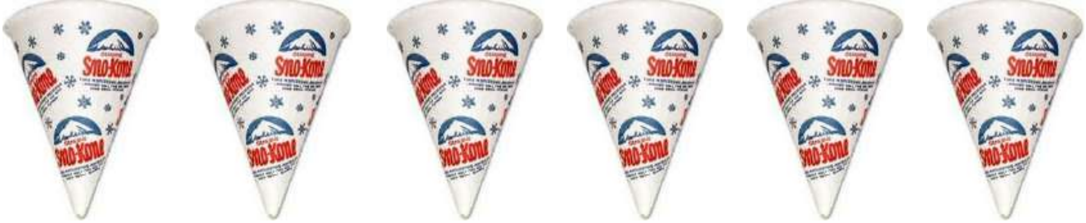
remove 4

remain with


Sunpride
Orange

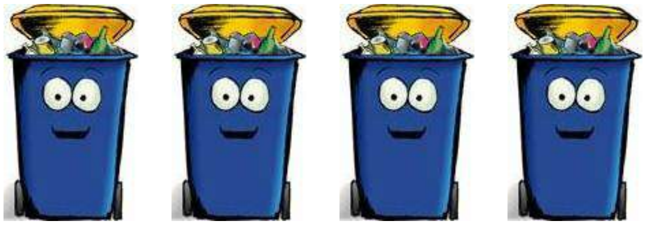
remove 7

remain with



remove 3

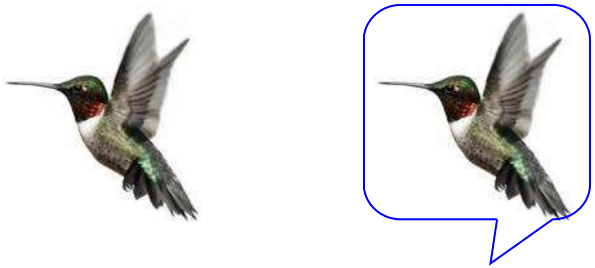
remain with



remove 4

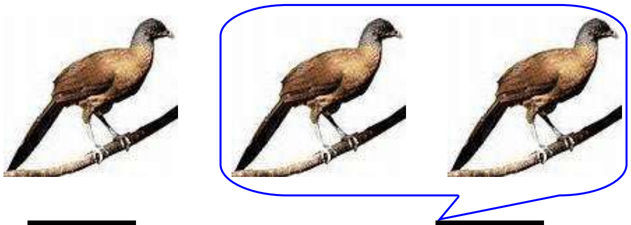
remain with

Take away

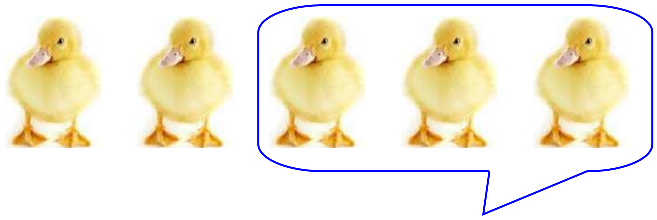


$\boxed{2}$ take away $\boxed{1}$ is $\boxed{1}$

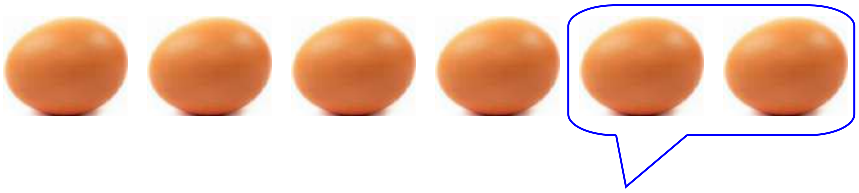
Write the numbers in the boxes.



$\boxed{3}$ take away $\boxed{2}$ is $\boxed{}$

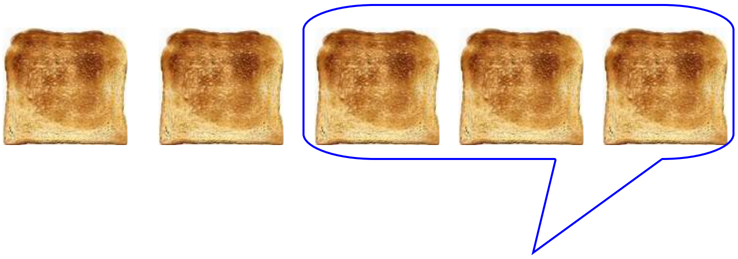


$\boxed{5}$ take away $\boxed{3}$ is $\boxed{}$

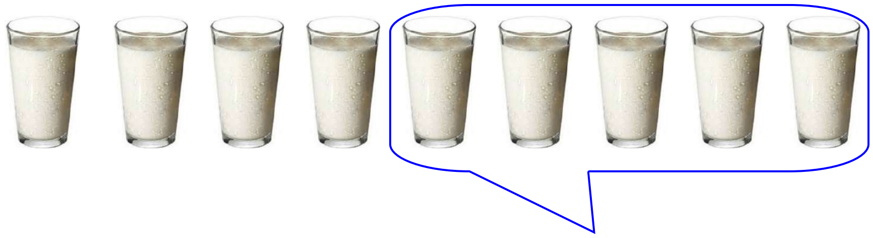


$\boxed{6}$ take away $\boxed{2}$ is $\boxed{}$

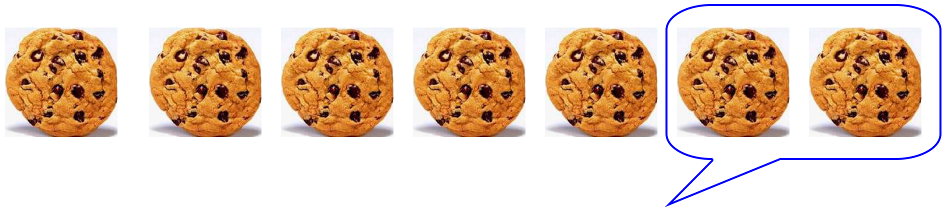
Take away



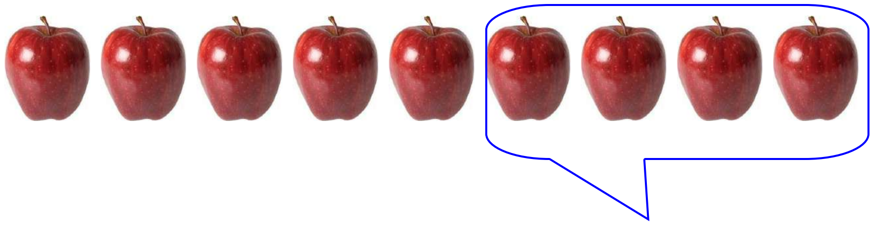
5 take away **3** is ☐



9 take away **5** is ☐

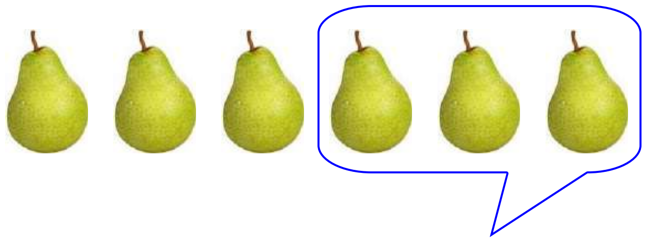


7 take away **2** is ☐



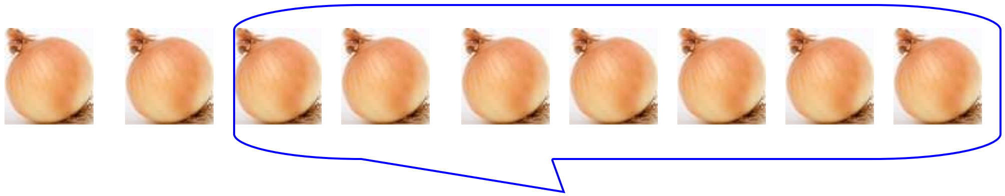
9 take away **4** is ☐

Leaves

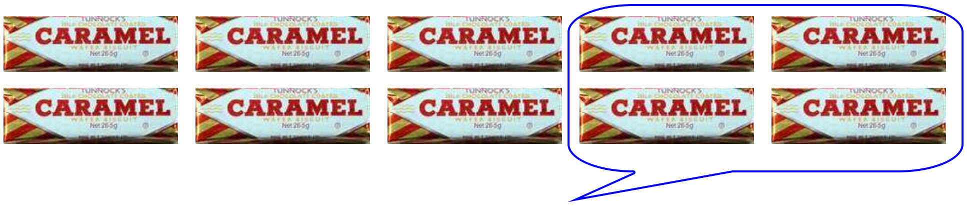


6 take away **3** leaves **3**

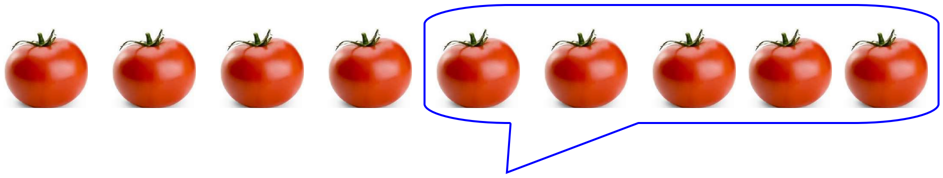
Write the numbers in the boxes.



☐ take away ☐ leaves ☐



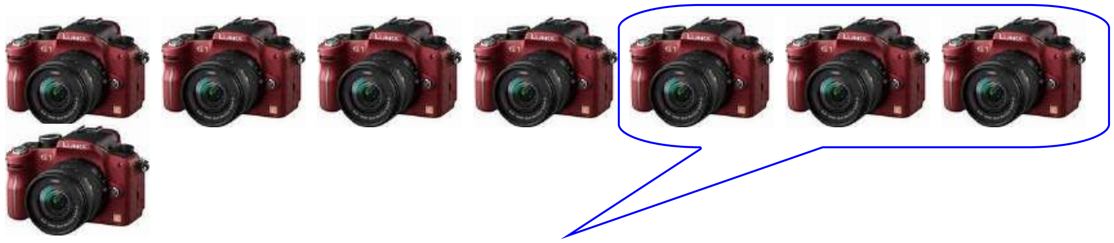
☐ take away ☐ leaves ☐



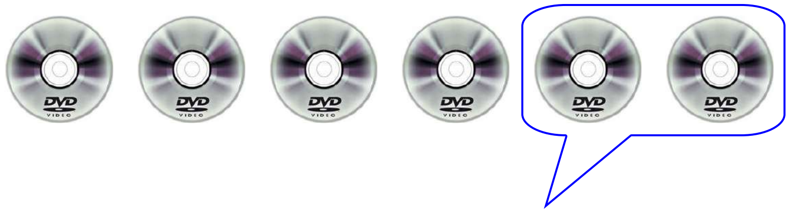
☐ take away ☐ leaves ☐

Leaves

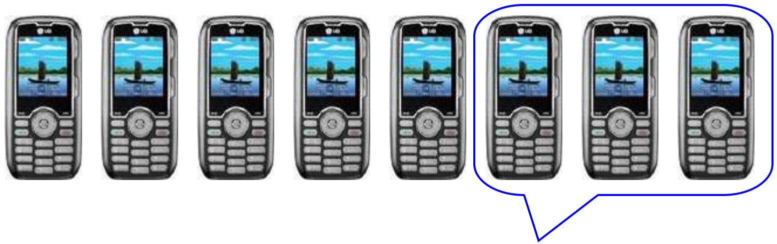
Write the numbers in the boxes.



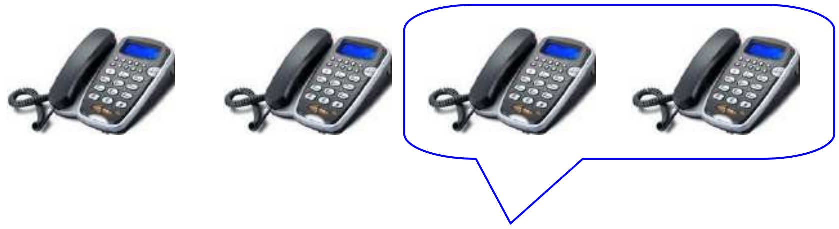
☐ take away ☐ leaves ☐



☐ take away ☐ leaves ☐

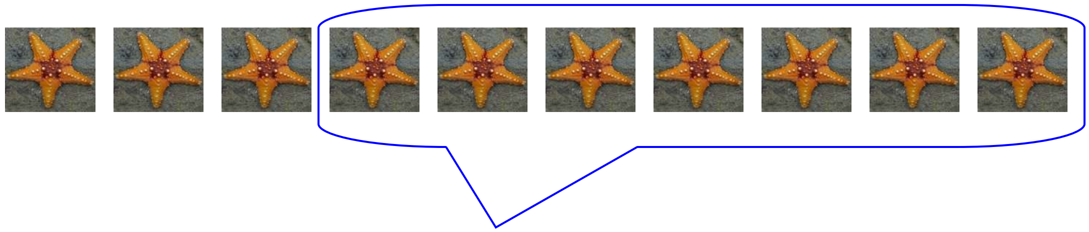


☐ take away ☐ leaves ☐



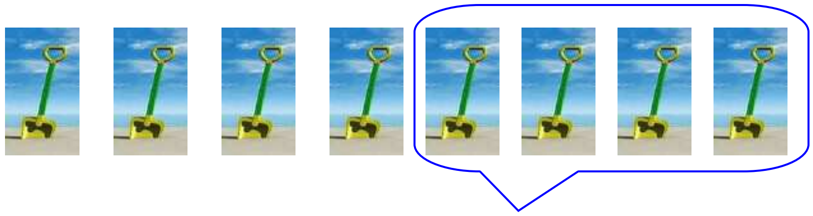
☐ take away ☐ leaves ☐

Minus and equals

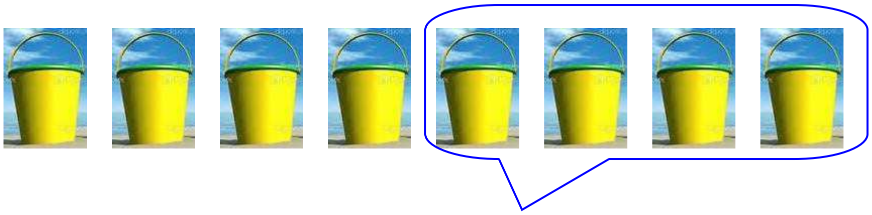


$\boxed{\mathbf{10}}$ minus $\boxed{\mathbf{7}}$ equals $\boxed{\mathbf{3}}$

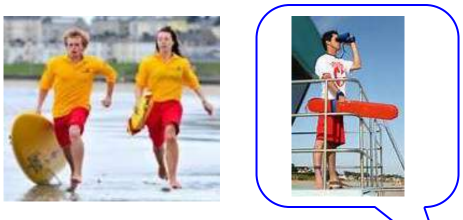
Write the numbers in the boxes.



☐ minus ☐ equals ☐

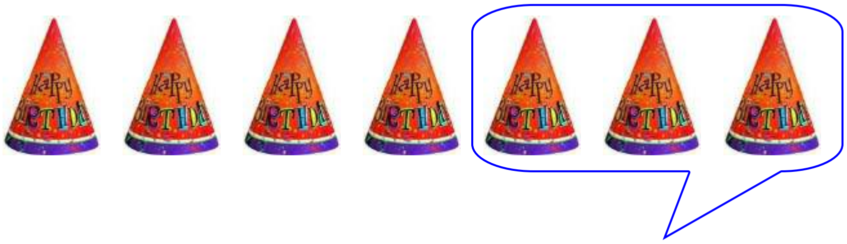


☐ minus ☐ equals ☐

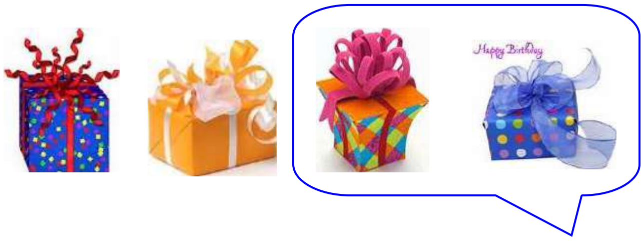


☐ minus ☐ equals ☐

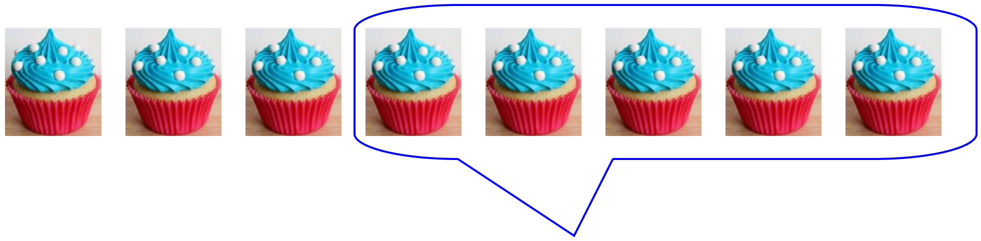
Minus and equals


Happy Birthday

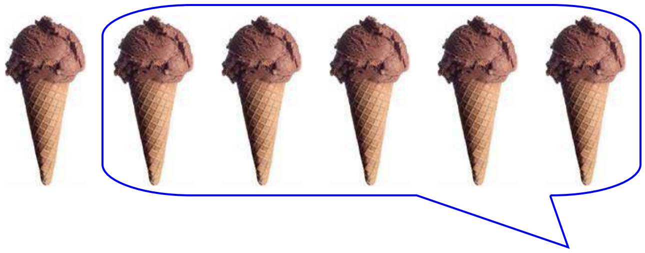
☐ minus ☐ equals ☐


Happy Birthday

☐ minus ☐ equals ☐

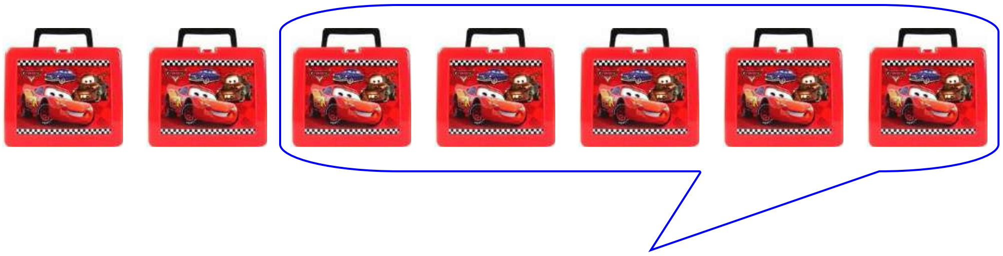


☐ minus ☐ equals ☐



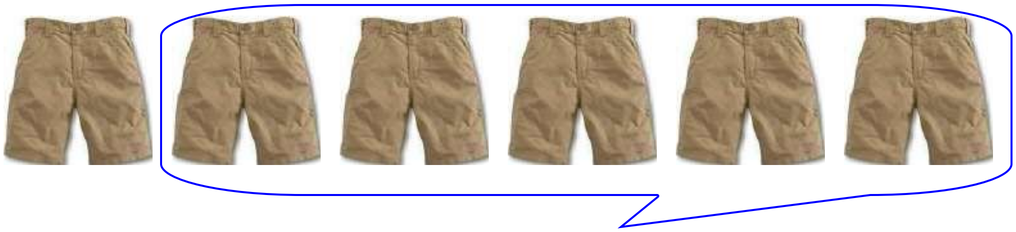
☐ minus ☐ equals ☐

Subtract

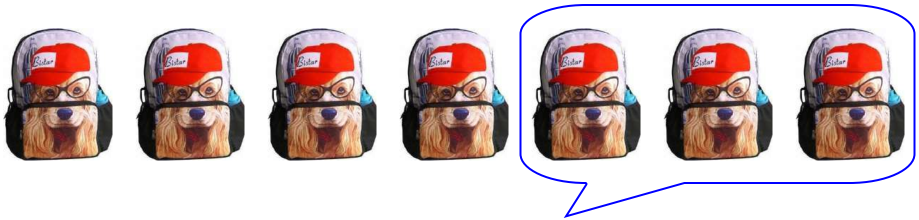


7 subtract **5** equals **2**

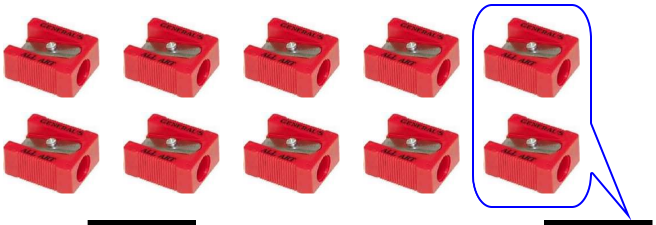
Write the numbers in the boxes.



☐ subtract ☐ equals ☐



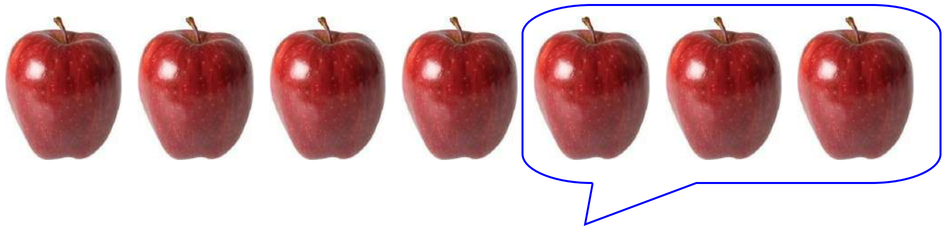
☐ subtract ☐ equals ☐



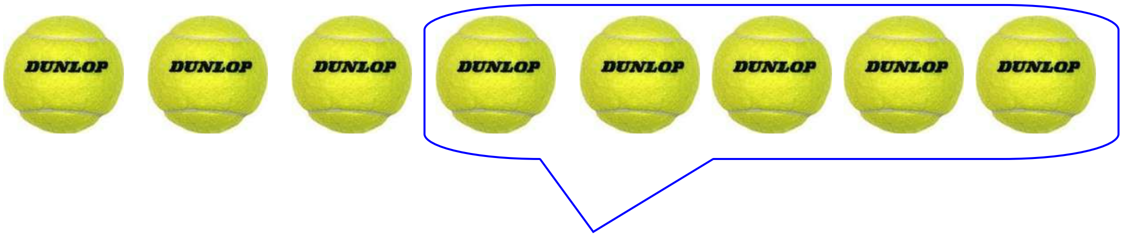
☐ subtract ☐ equals ☐

Subtract

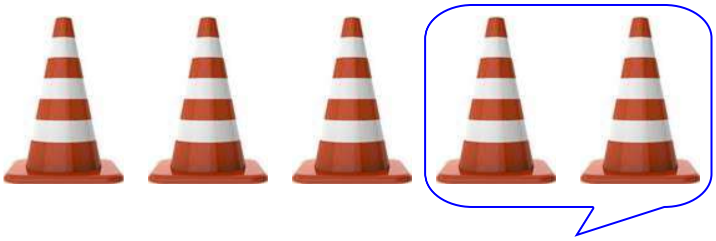
Write the numbers in the boxes.



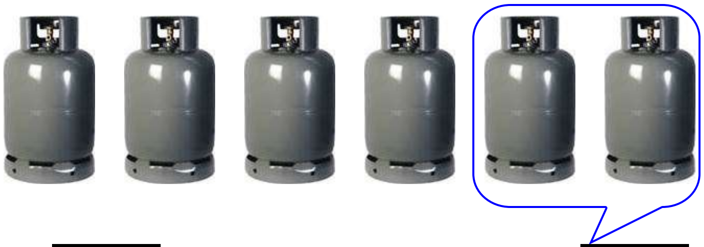
☐ subtract ☐ equals ☐


DUNLOP
DUNLOP
DUNLOP
DUNLOP
DUNLOP
DUNLOP
DUNLOP
DUNLOP

☐ subtract ☐ equals ☐

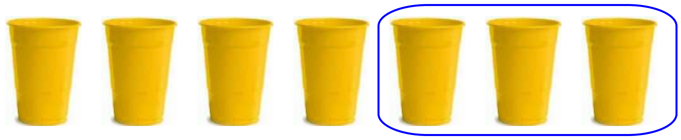


☐ subtract ☐ equals ☐



☐ subtract ☐ equals ☐

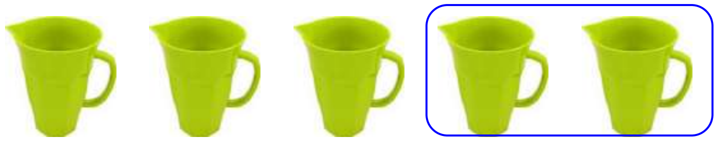
- and = signs



7 minus 3 equals 4

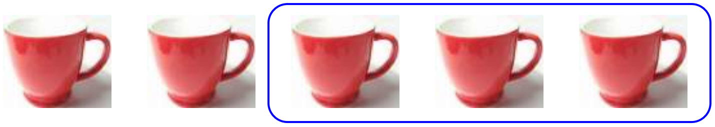
$\boxed{7}$ $\boxed{-}$ $\boxed{3}$ $\boxed{=}$ $\boxed{4}$

Complete the boxes.



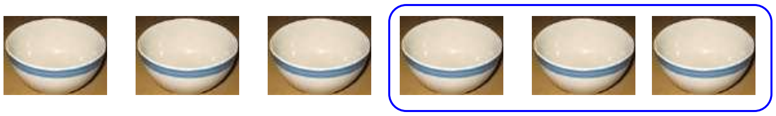
5 minus 2 equals 3

☐ ☐ ☐ ☐ ☐



5 minus 3 equals 2

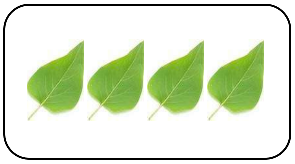
☐ ☐ ☐ ☐ ☐

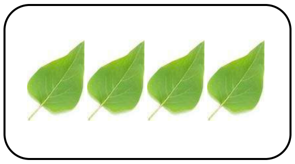


6 minus 3 equals 3

☐ ☐ ☐ ☐ ☐

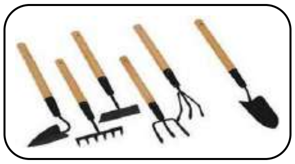
Subtraction with Zero: complete the boxes.

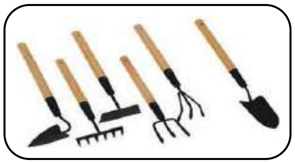




4 minus 0 equals 4

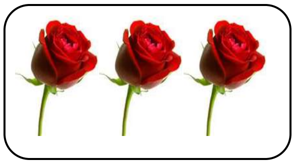
4 - 0 = 4

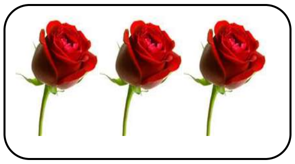




6 minus 6 equals 0

☐ ☐ ☐ ☐ ☐





3 minus 0 equals 3

☐ ☐ ☐ ☐ ☐

2 minus 2 equals 0

☐ ☐ ☐ ☐ ☐

Subtracting vertically

We can do this with marbles or dots.

$$\begin{array}{r} 3 \\ -\,2 \\ \hline 1 \\ \hline \end{array}$$

● ~~●~~ ~~●~~

Cross out 2 to subtract 2.

3 subtract 2 is 1

Cross out dots to do these.

$\begin{array}{r} 7 \\ -\,2 \\ \hline \\ \hline \end{array}$ ● ● ● ● ● ~~●~~ ~~●~~	$\begin{array}{r} 8 \\ -\,2 \\ \hline \\ \hline \end{array}$ ● ● ● ● ● ● ● ●
$\begin{array}{r} 6 \\ -\,3 \\ \hline \\ \hline \end{array}$ ● ● ● ● ● ●	$\begin{array}{r} 8 \\ -\,0 \\ \hline \\ \hline \end{array}$ ● ● ● ● ● ● ● ●
$\begin{array}{r} 5 \\ -\,1 \\ \hline \\ \hline \end{array}$ ● ● ● ● ●	$\begin{array}{r} 9 \\ -\,5 \\ \hline \\ \hline \end{array}$ ● ● ● ● ● ● ● ● ●

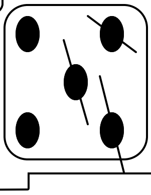
Draw dots and do these.

9 - 2 _____	6 - 4 _____
7 - 3 _____	8 - 1 _____
7 - 6 _____	5 - 5 _____
8 - 6 _____	7 - 0 _____

Subtracting horizontally

We can do this with marbles or dots.

5 - 3 = $\boxed{\mathbf{2}}$



Make 5 dots and cross out 3.

5 subtract 3 equals 2

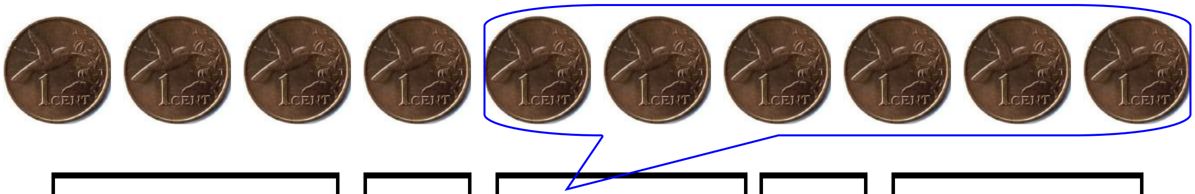
Cross out dots to do these.

4 - 1 = ☐ ● ● ● ●	3 - 2 = ☐ ● ● ●
7 - 3 = ☐ ● ● ● ● ● ● ●	8 - 4 = ☐ ● ● ● ● ● ● ● ●
10 - 6 = ☐ ● ● ● ● ● ● ● ● ● ●	9 - 5 = ☐ ● ● ● ● ● ● ● ● ●

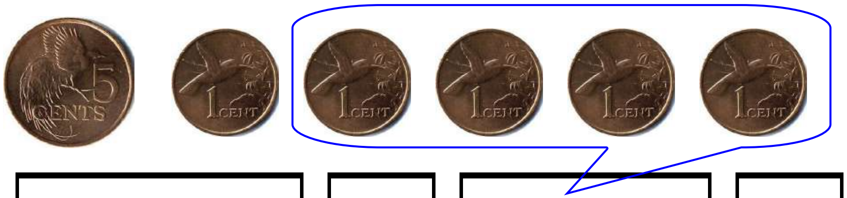
Draw dots and do these.

8 - 3 = ☐	6 - 4 = ☐
5 - 1 = ☐	5 - 4 = ☐
9 - 8 = ☐	8 - 8 = ☐
10 - 10 = ☐	6 - 3 = ☐

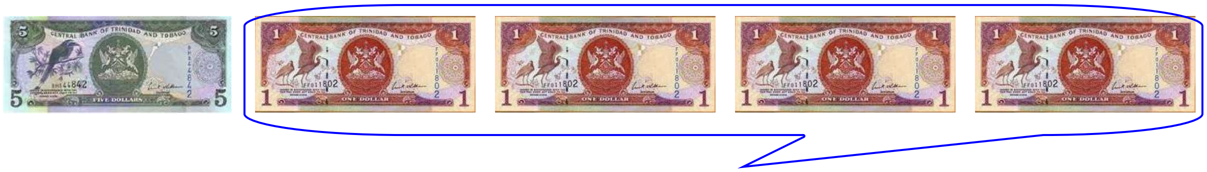
Subtraction with money



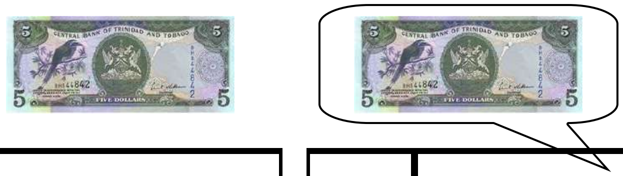
10 cents	-	6 cents	=	4 cents
10 ¢	-	6 ¢	=	4 ¢



10 cents	-	4 cents	=	6 cents
10 ¢	-	4 ¢	=	6 ¢

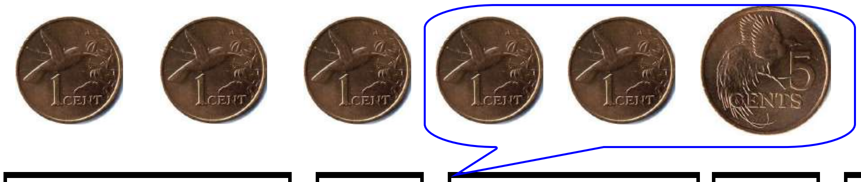


9 dollars	-	4 dollars	=	5 dollars
$ 9	-	$ 4	=	$ 5

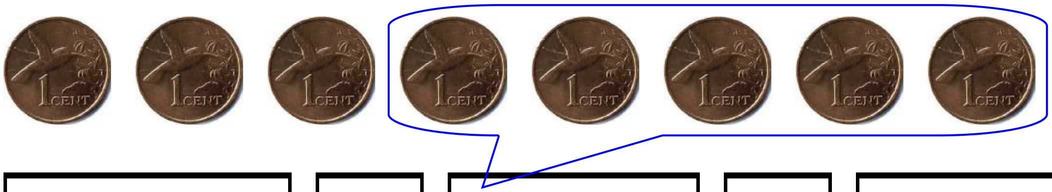


10 dollars	-	5 dollars	=	5 dollars
$ 10	-	$ 5	=	$ 5

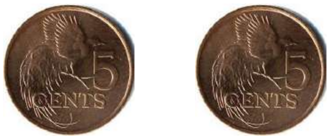
Complete the boxes.



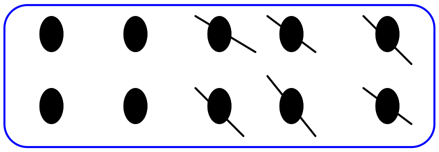
cents	-	cents	=	cents
¢	-	¢	=	¢



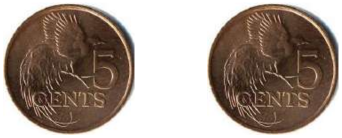
cents	-	cents	=	cents
¢	-	¢	=	¢



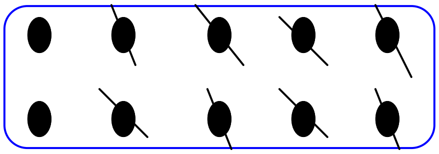
Use dots
for this one.



cents	-	6 cents	=	cents
¢	-	¢	=	¢

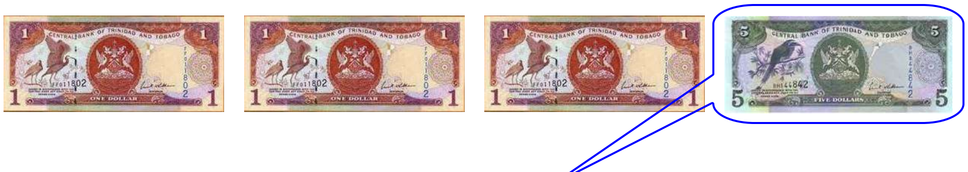


Use dots
for this one.

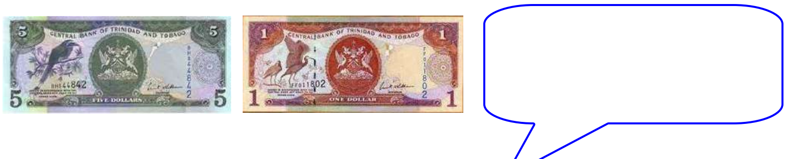


cents	-	8 cents	=	cents
cents	-	¢	=	¢

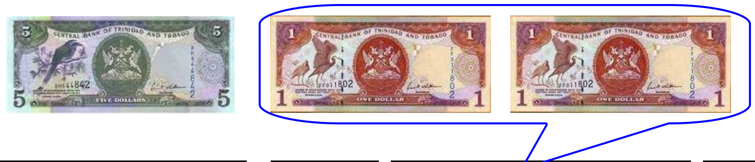
Complete the boxes.



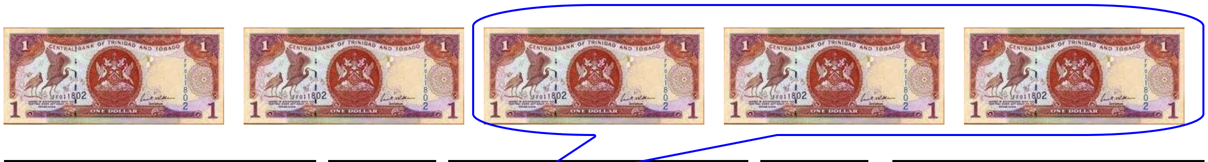
dollars	-	dollars	=	dollars
$	-	$	=	$



dollars	-	dollars	=	dollars
$	-	$	=	$



dollars	-	dollars	=	dollars
$	-	$	=	$

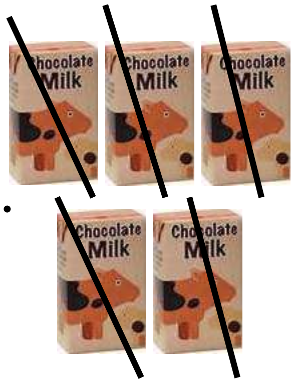


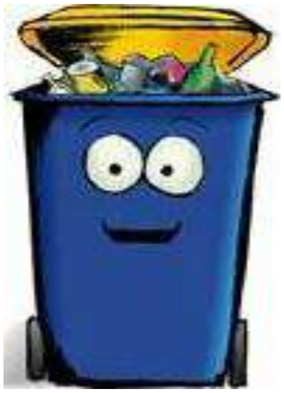
dollars	-	dollars	=	dollars
$	-	$	=	$

Number stories

Garbage

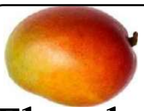
Five empty milk packs.
Joel puts them in the bin.
Now there is none.


Chocolate Milk
Chocolate Milk
Chocolate Milk
Chocolate Milk
Chocolate Milk

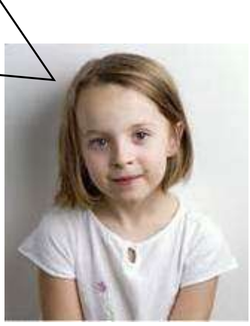


Sharing

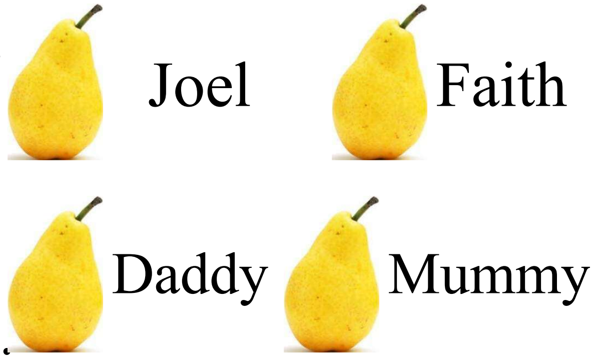
Joel has two mangoes.
He **gives** Faith one mango.
He is **left** with _____ mango.



Thank
you
Joel.



Mummy has four pears.
She **gives** Joel one.
She **gives** Faith one.
She **gives** daddy one.
She **remains** with _____.


Joel
Faith
Daddy
Mummy

Subtracting

I have $3

I **subtract** $2.
Now I have $1.

Mental Mathematics
Using the number line instead of dots and marbles

We can use the number line to add or subtract.

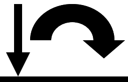
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

← backward

Add means to go **forward**.
Subtract means to go
backward.

forward →

3 + 1

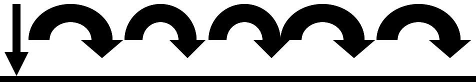


0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

Start by 3. Add 1 means to go 1 place **forward.**

= 4

2 + 5

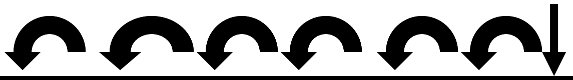


0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

Start by 2. Add 5 means to go 5 places **forward.**

= 7

9 - 6



0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

Start by 9. Subtract 6 means to go 6 places **backward.**

= 3

Do these.

2 + 8

		↓								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

Start by 2. Add 8 means to go 8 places **forward.**

=

8 - 2

								↓		
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

Start by 8. Subtract 2 means to go 2 places **backward.**

=

2 + 6

		↓								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

Start by 2. Add 6 means to go 6 places **forward.**

=

6 - 2

						↓				
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

Start by 6. Subtract 2 means to go 2 places **backward.**

=

Do these.

4 + 4

				↓						
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

=

4 - 4

				↓						
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

=

5 + 5

					↓					
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

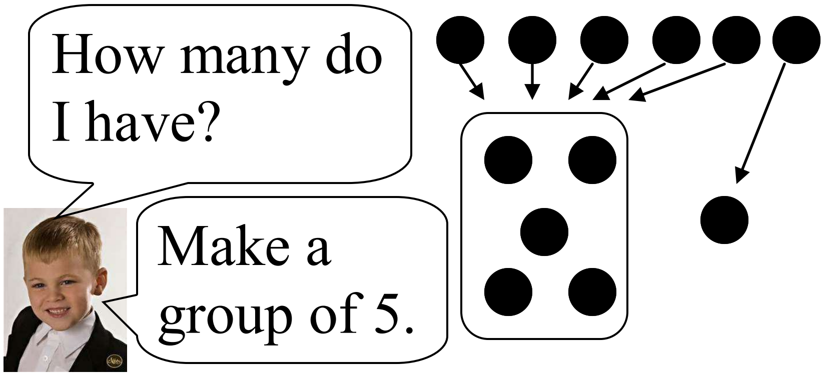
=

5 - 5

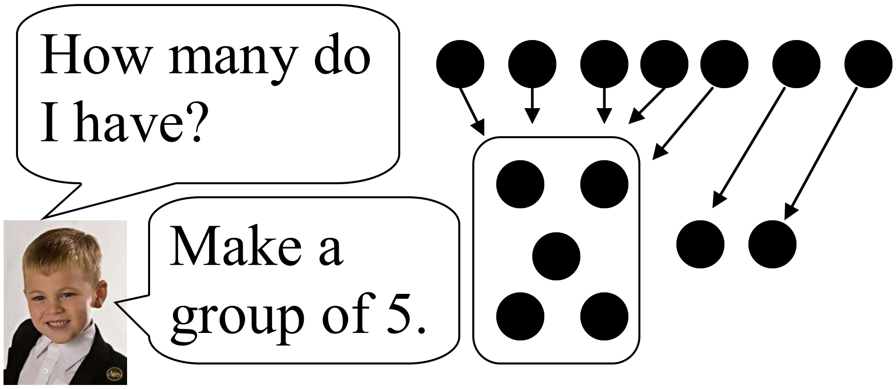
					↓					
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

=

Groups of five for easier addition

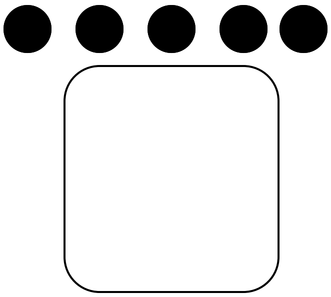

How many do I have?
Make a group of 5.

5 + 1 = 6

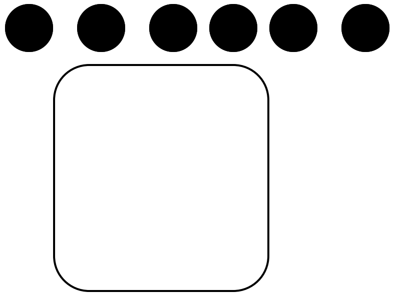

How many do I have?
Make a group of 5.

5 + 2 = 7

Do these.



+ =



+ =

Do these.

● ● ● ● ● ● ●

+ =

● ● ● ● ● ● ● ●

+ =

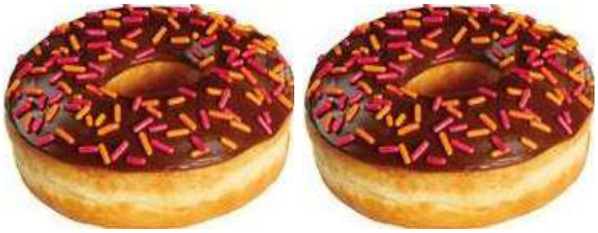
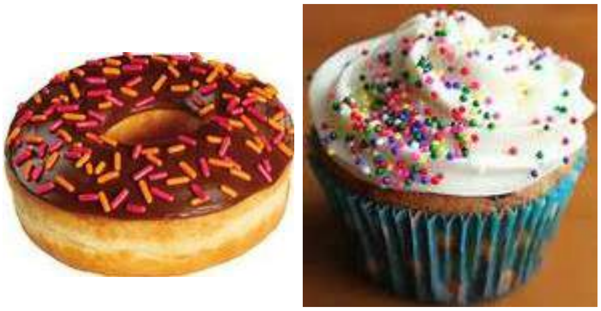
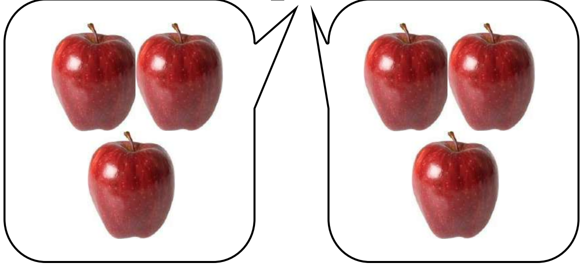
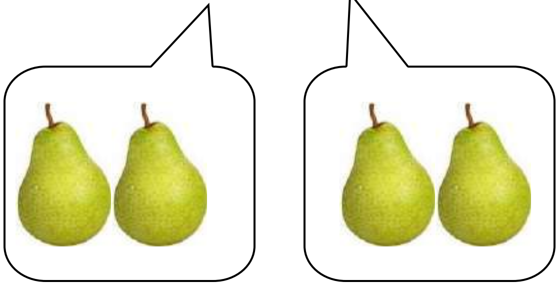
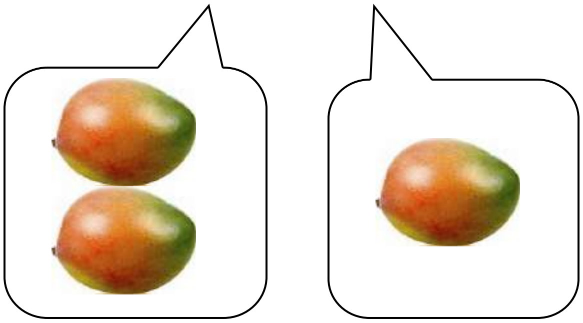
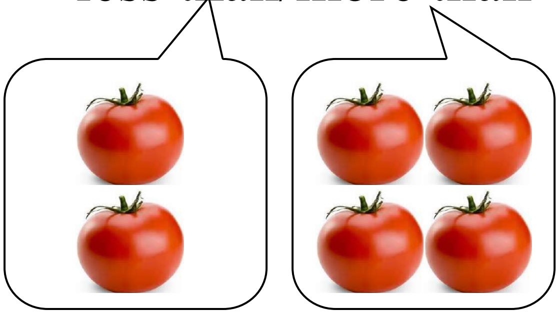
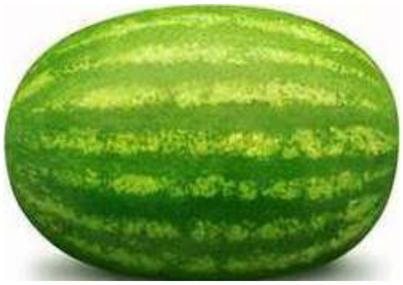
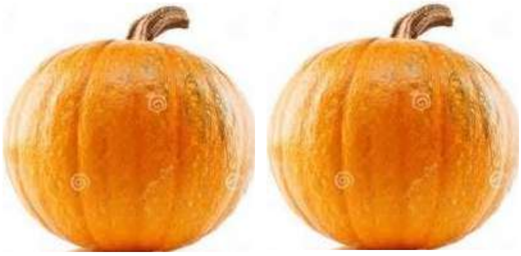
● ● ● ● ● ● ● ● ●

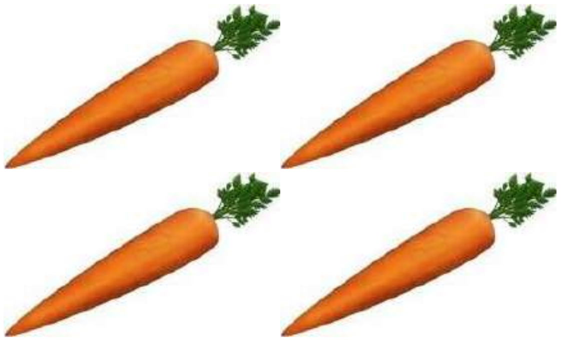
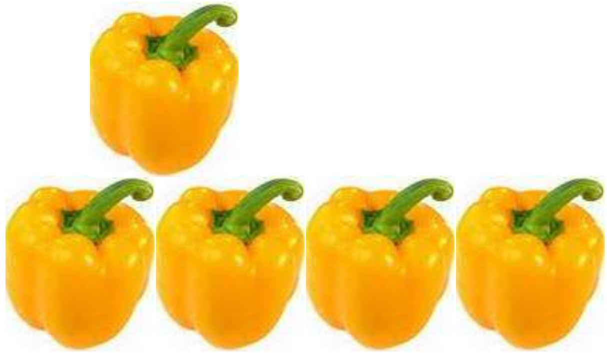
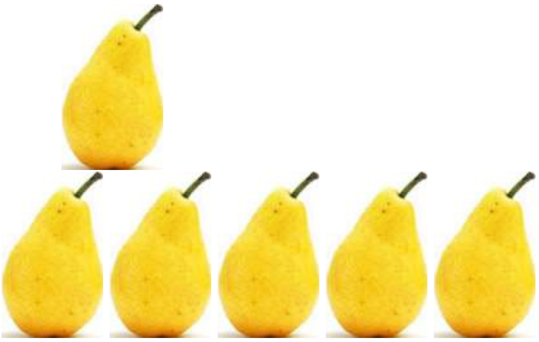
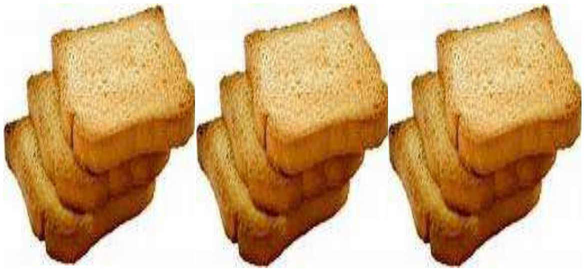
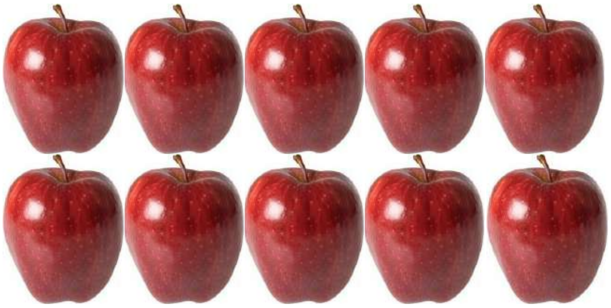
+ =

● ● ● ● ● ● ● ● ● ●

+ =

VOCABULARY FOR NUMBERS

same 	different 
equal 	as many as 
more than/less than 	less than/more than 
one 1 	two 2 

three 3 	four 4 
five 5 	six 6 
seven 7 	eight 8
nine 9 	ten 10 

join

Joel joins Faith to watch TV. Now there is 2.

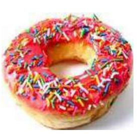
2

altogether

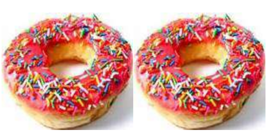
1 2 3 4

There is 4 **altogether.**

add



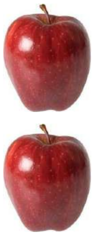
add



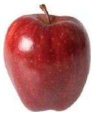
1 add **2**

1 add 2 is 3

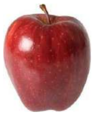
take away



take away



is

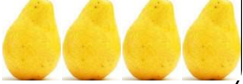


2 take away **1** is **1**

$\boxed{\mathbf{2 - 1 = 1}}$

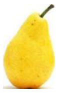
left

I have



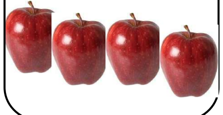
I shared with Faith, mummy and daddy.

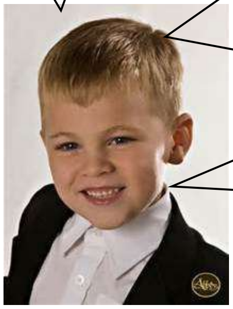
I am left with



remain

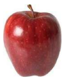
I have



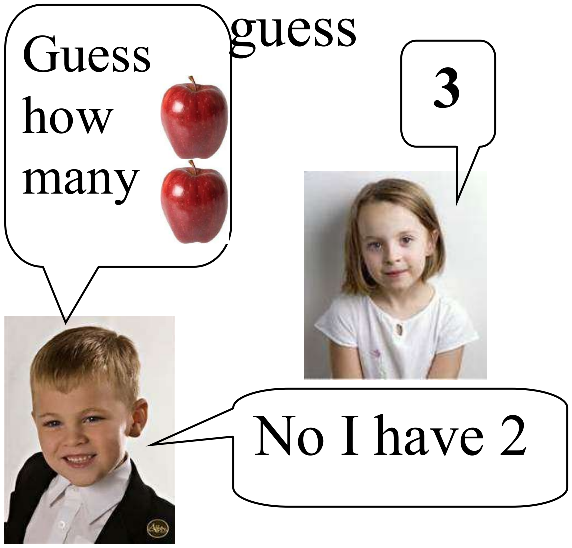


I shared with Faith, mummy and daddy.

I remain with



guess



before

1, 2

I am **before.**

I am **after.**

after

7, 8

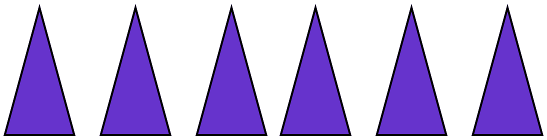
I am **before.**

I am **after.**

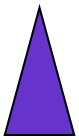
between

I am between Faith and mummy.

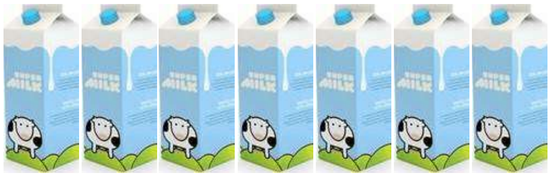
repeating unit



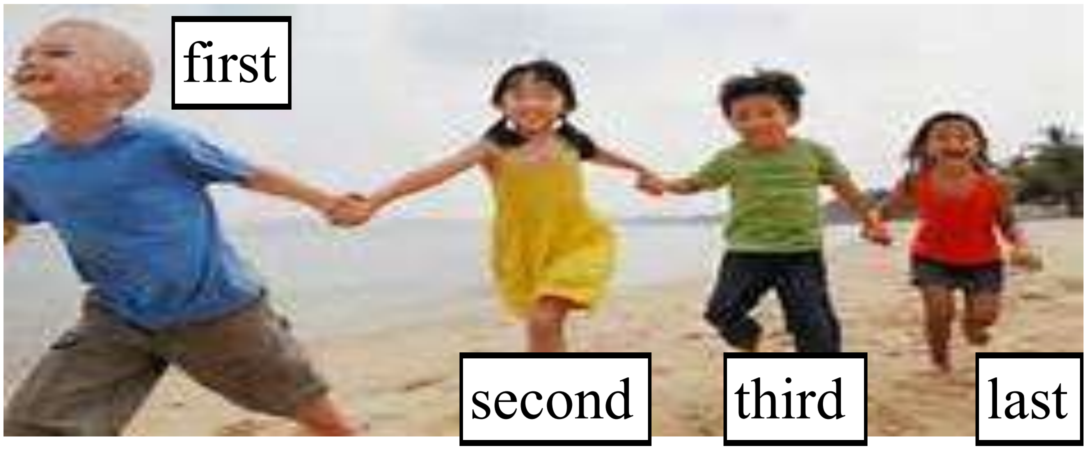
This is a pattern of triangles. The repeating unit is a triangle.



repeating unit



This is a pattern of milk boxes. The repeating unit is a box.


first
second
third
last

buy

Mummy buys fruits at the market.

sells

The lady sells carrots.

spends

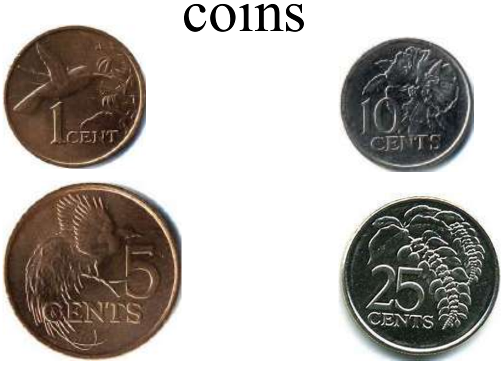
Mummy spends money at the grocery.

how much

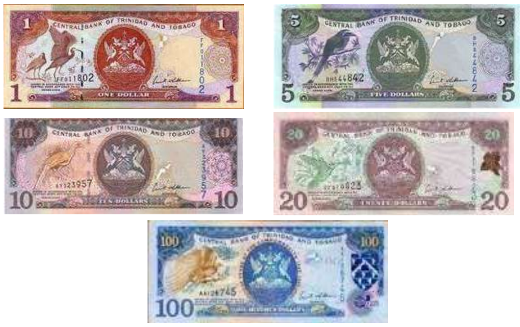
How much do I have?

More than me

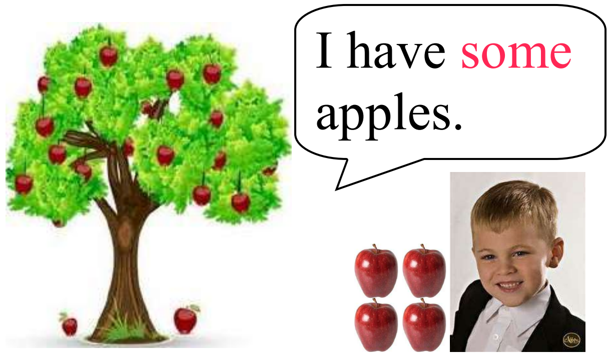
coins


1 CENT
10 CENTS
5 CENTS
25 CENTS

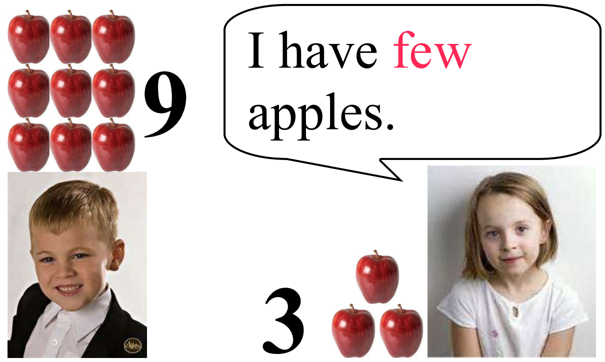
dollars



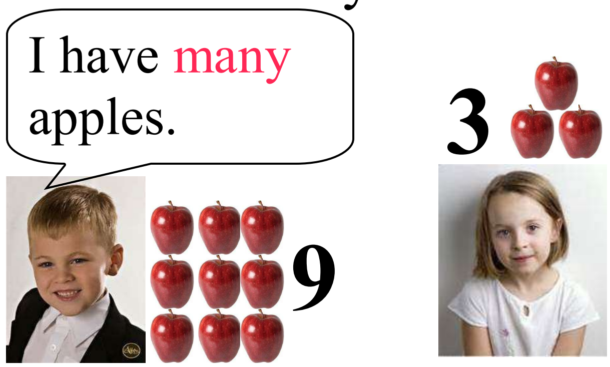
some


I have some apples.

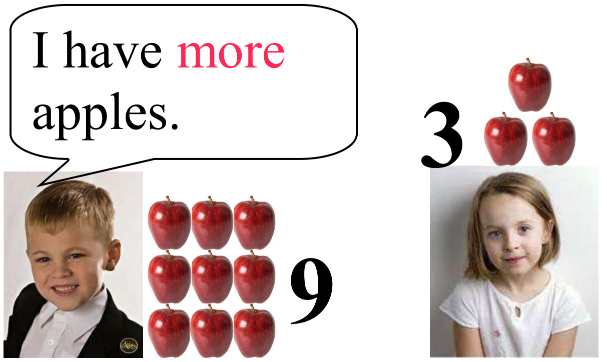
few


9
I have few apples.
3

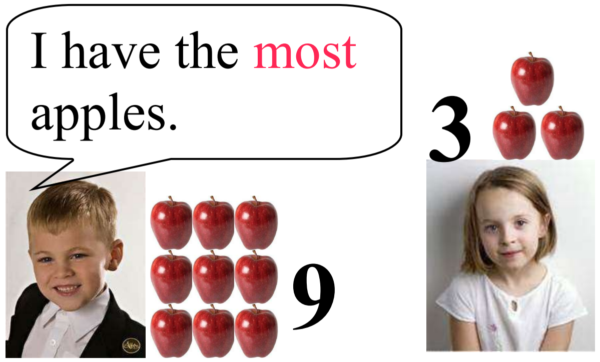
many


I have many apples.
3
9

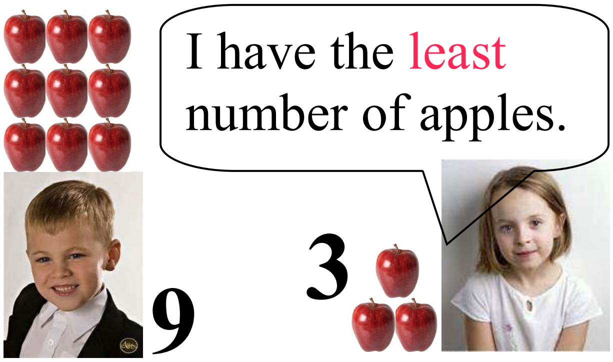
more


I have more apples.
3
9

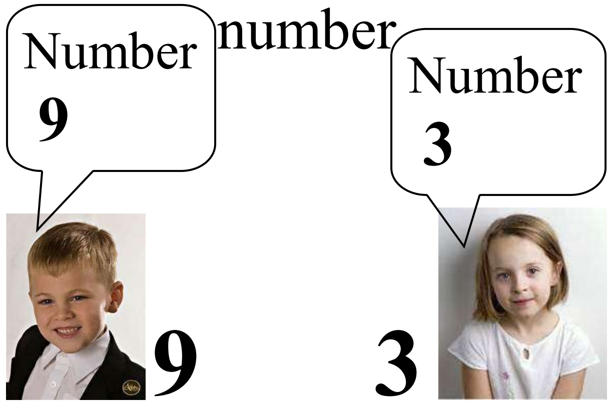
most


I have the most apples.
3
9

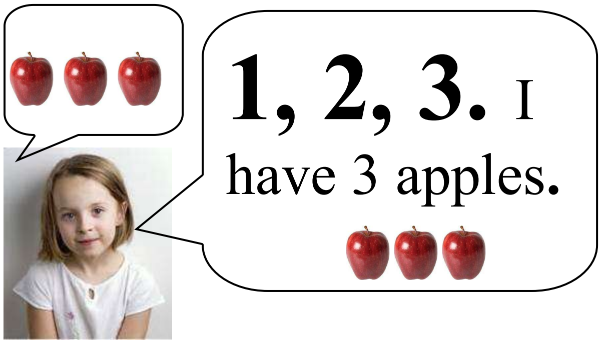
least


I have the least number of apples.
9
3

number


Number 9
Number 3
9
3

count


1, 2, 3. I have 3 apples.

GEOMETRY

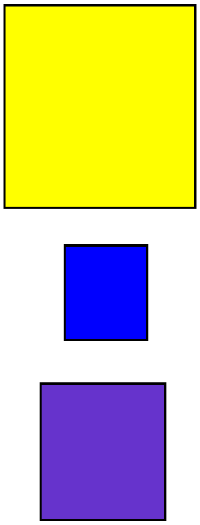
Plane shapes

Joel says a poem in class.

Plane is flat.
Flat is plane.
Plane means flat.
Flat means plane.

ACTIVITY: The teacher will show students plane shapes and say their names.

These are squares.

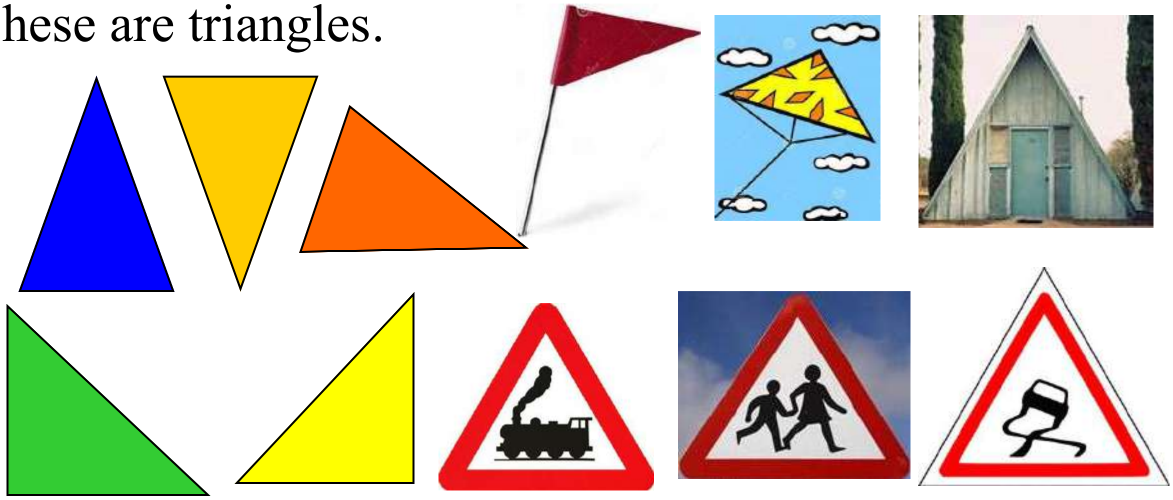


Joel's handkerchief

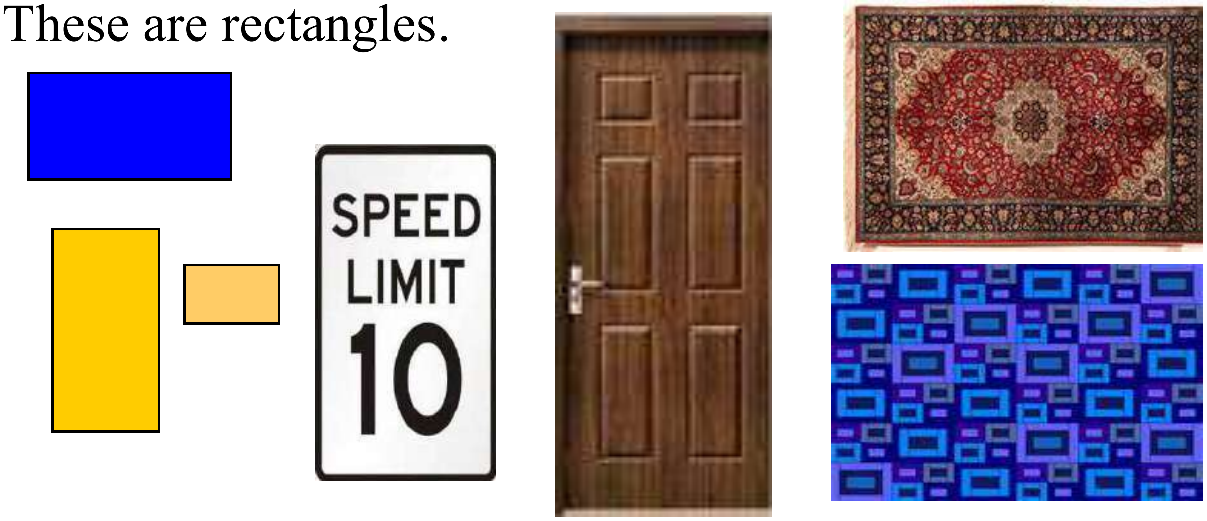
a wall

a tile

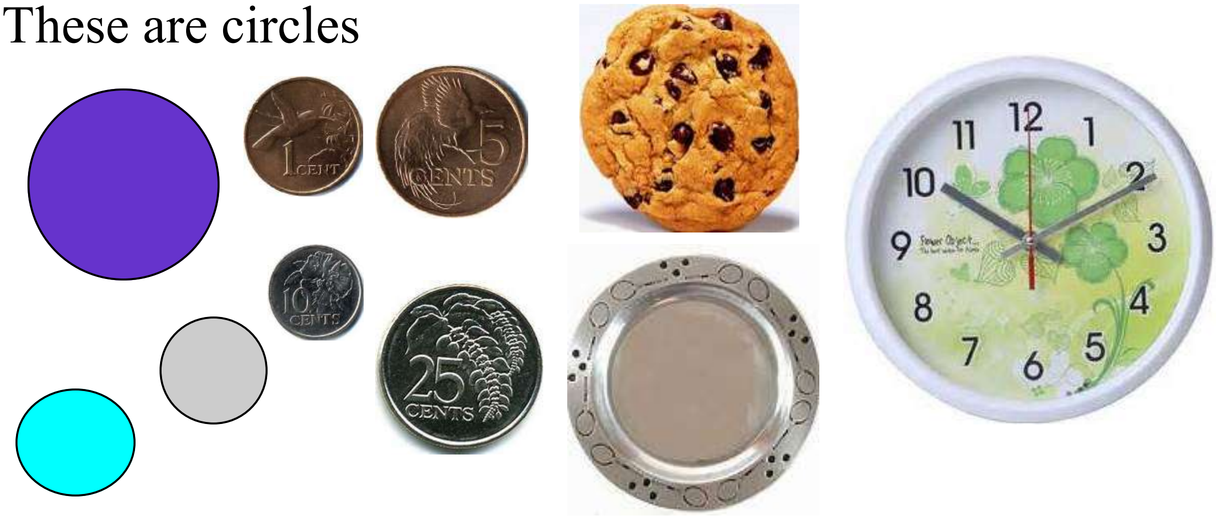
These are triangles.



These are rectangles.


SPEED
LIMIT
10

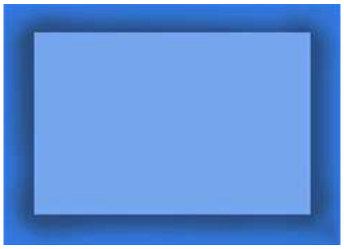
These are circles

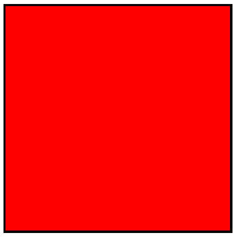

1 CENT
5 CENTS
10 CENTS
25 CENTS
12
1
2
3
4
5
6
7
8
9
10
11

Write s next to the squares

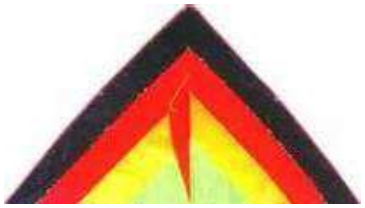
11
12
1
10
2
9
3
8
4
7
6
5
QUARTZ

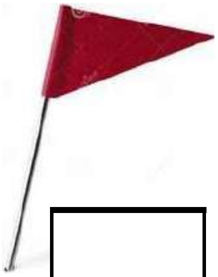
s

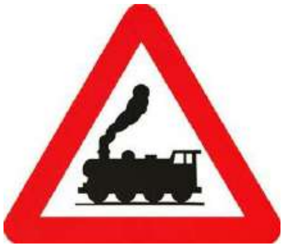




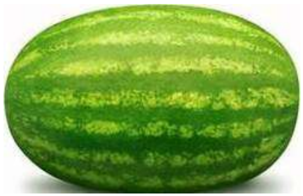
Write t next to the triangles.

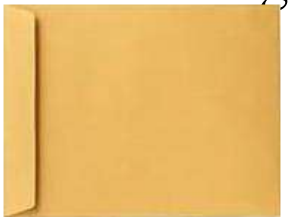


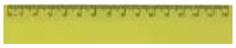


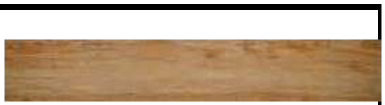


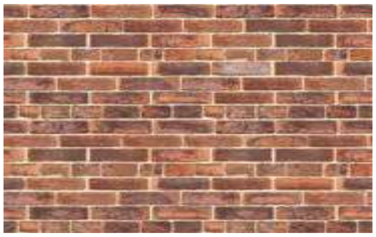
Write **r** next to the rectangles.

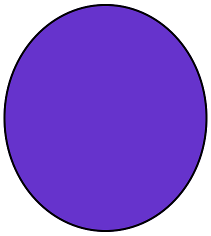

☐

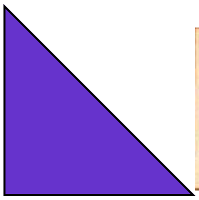

☐

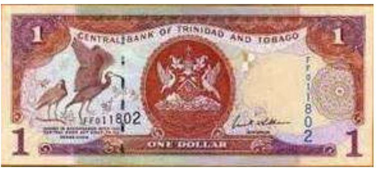

☐

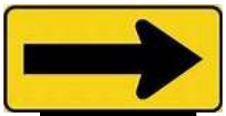

☐


☐

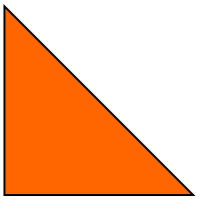

☐

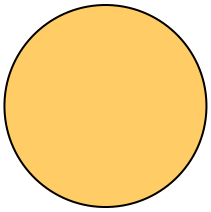

☐

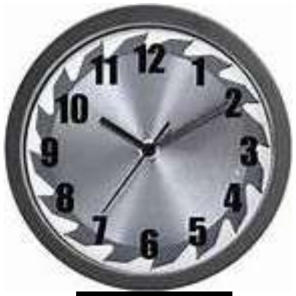

CENTRAL BANK OF TRINIDAD AND TOBAGO
1
FF011802
ONE DOLLAR
☐

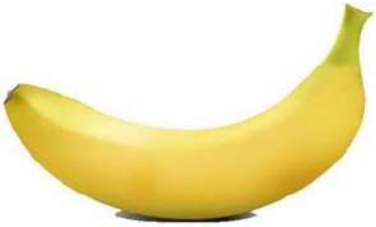

☐

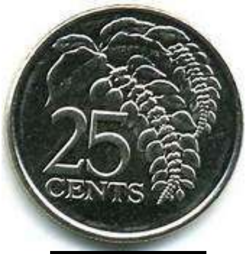
Write **c** next to the circles.


☐

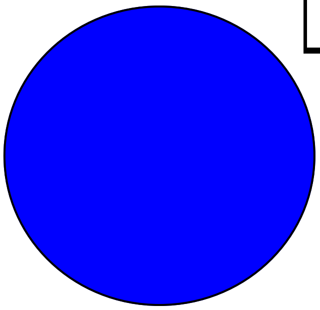

☐

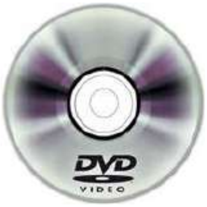

12
1
2
3
4
5
6
7
8
9
10
11
☐


☐

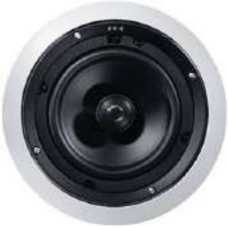


☐


☐

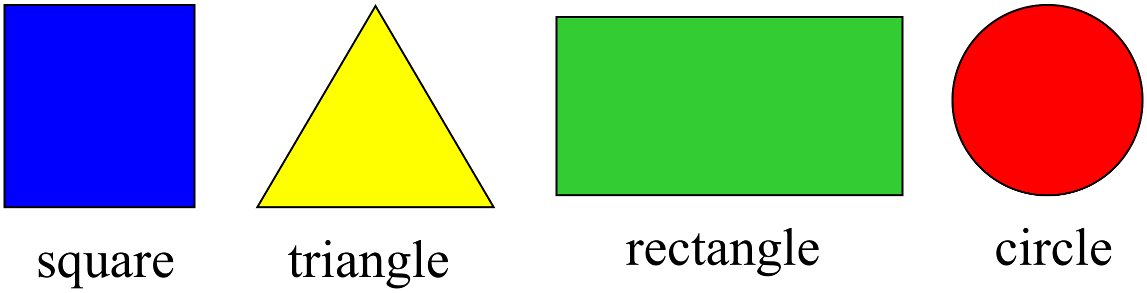


☐

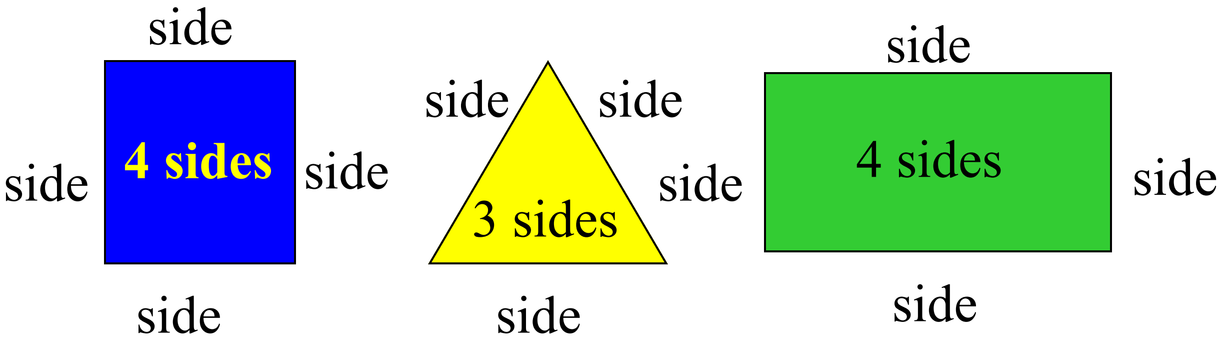

☐

Properties of plane shapes

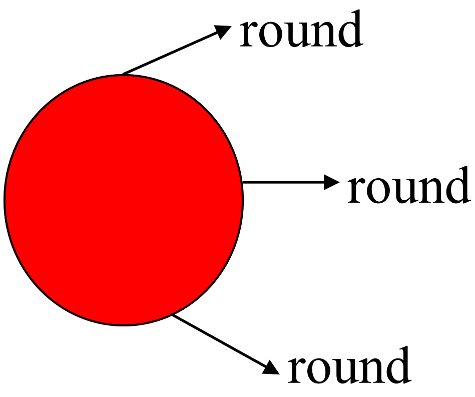
These shapes are flat (plane).

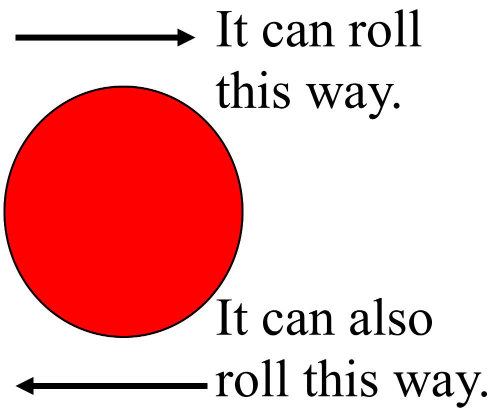

square
triangle
rectangle
circle

These shapes have straight sides.


side
side
4 sides
side
side
side
side
3 sides
side
side
side
4 sides
side
side

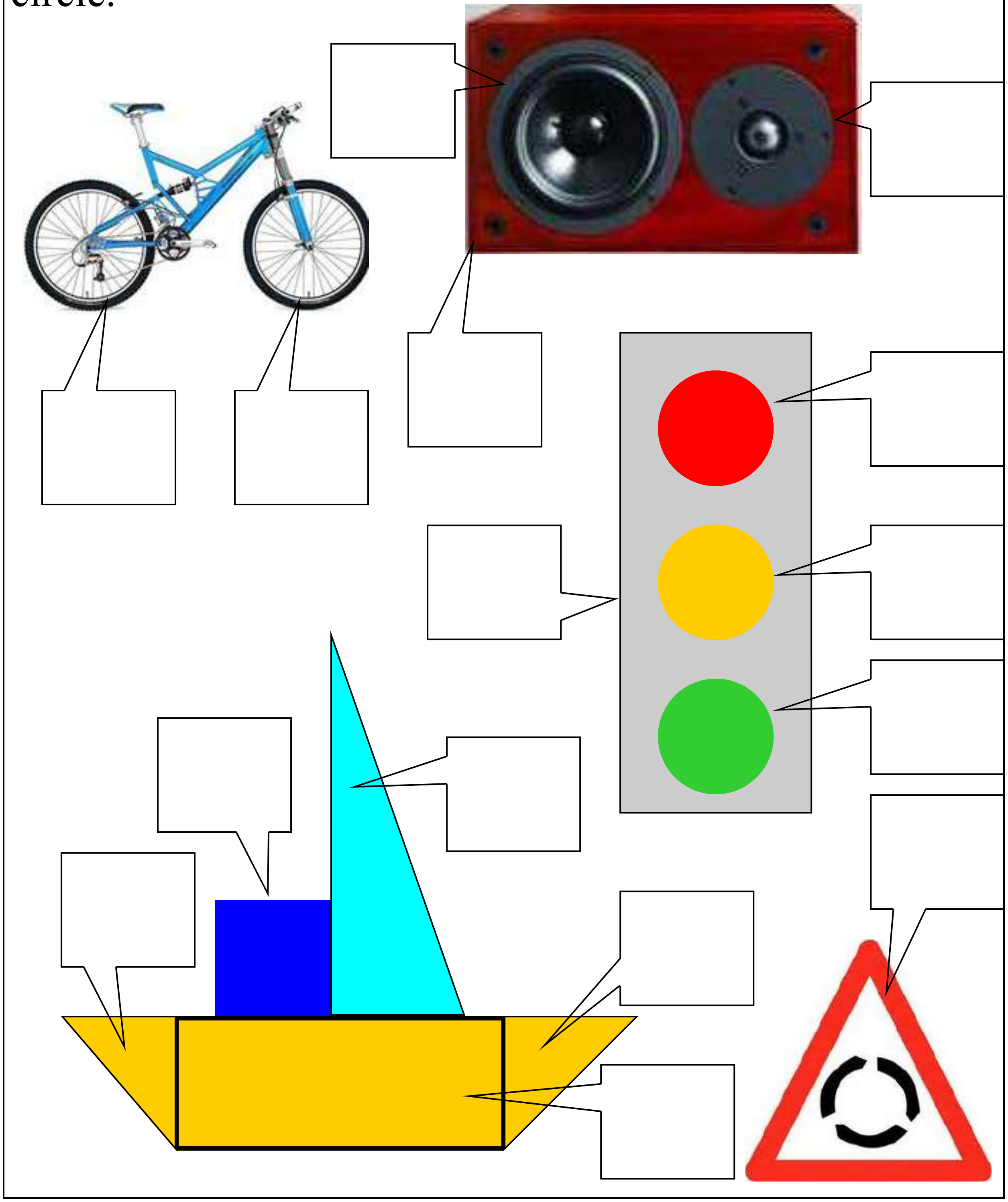
This shape is round. It can roll.


round
round
round

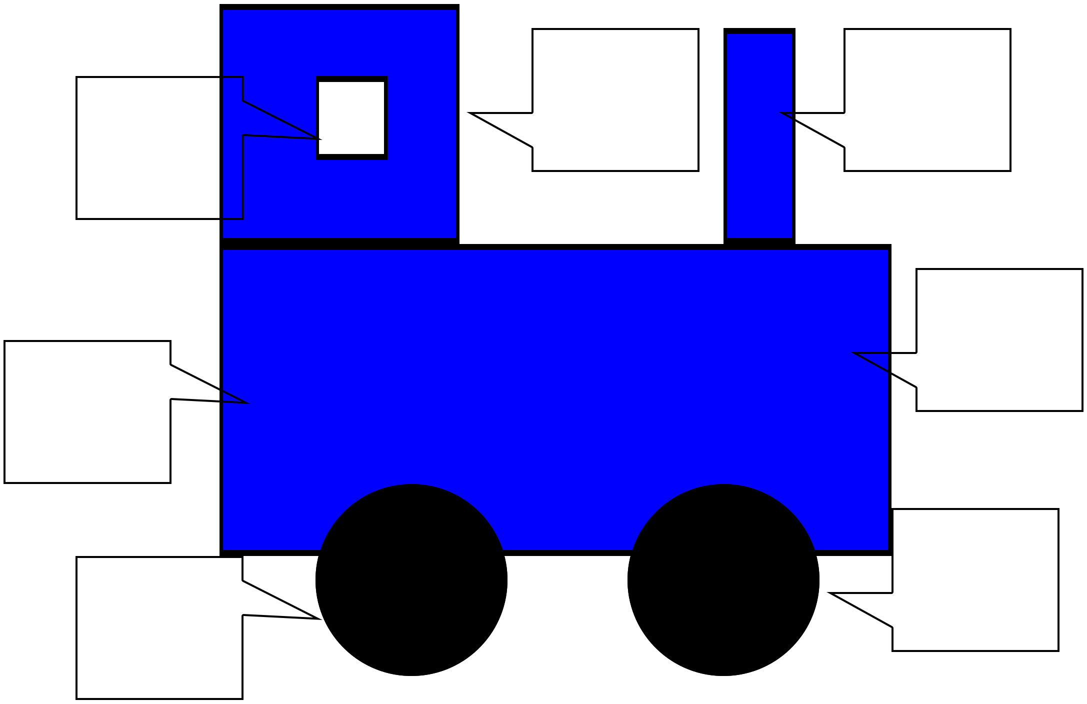

It can roll this way.
It can also roll this way.

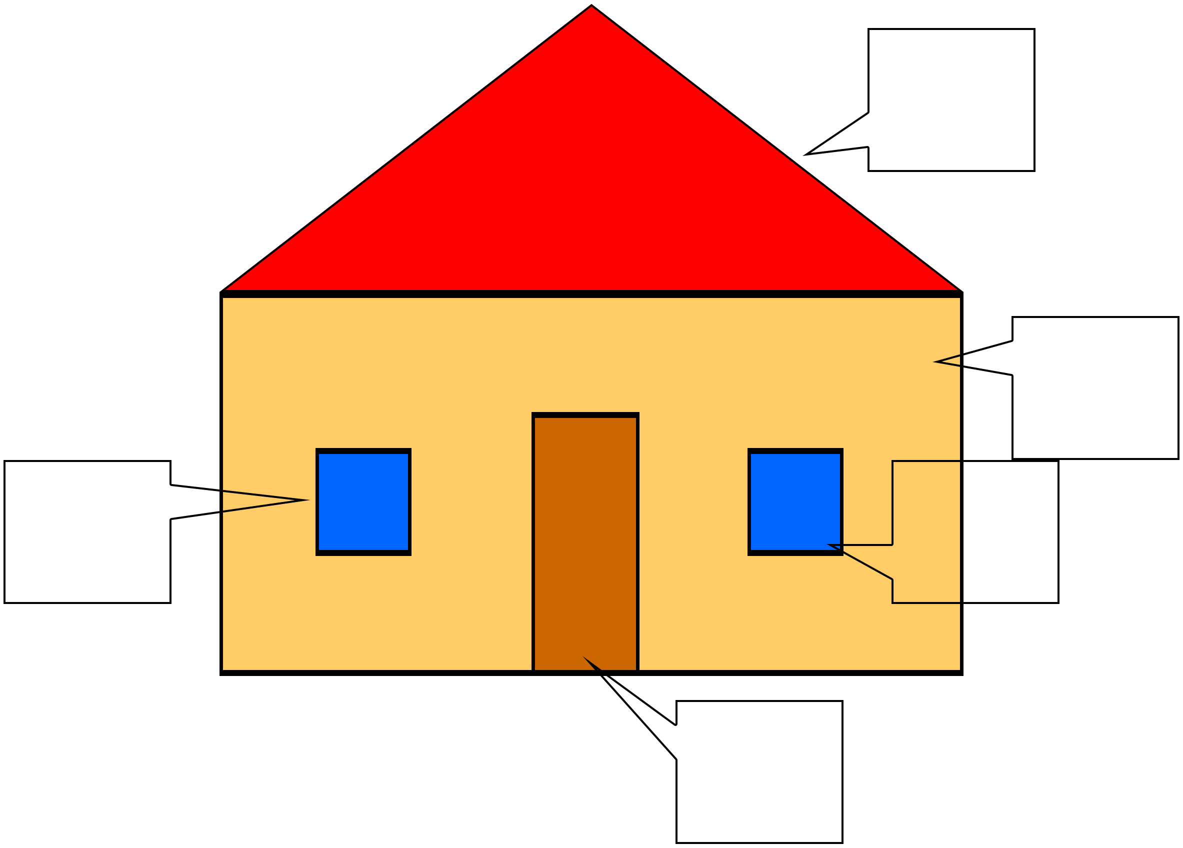
Models with plane shapes

Write **s** for square, **t** for triangle, **r** for rectangle and **c** for circle.



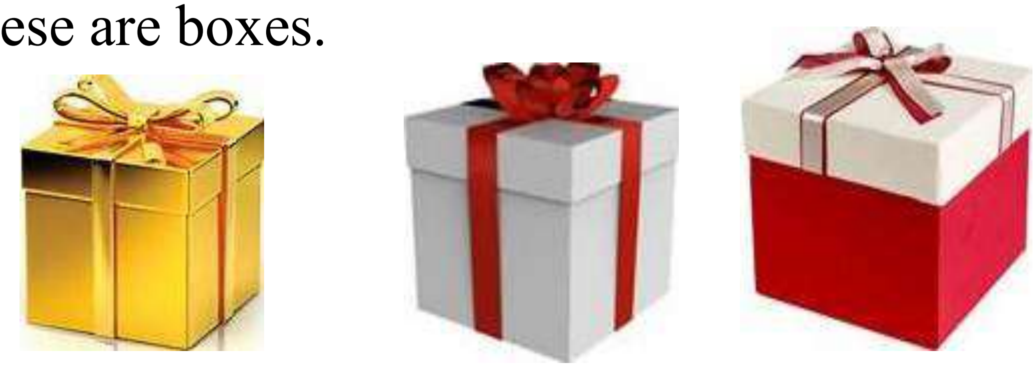
Write **s** for square, **t** for triangle, **r** for rectangle and **c** for circle.



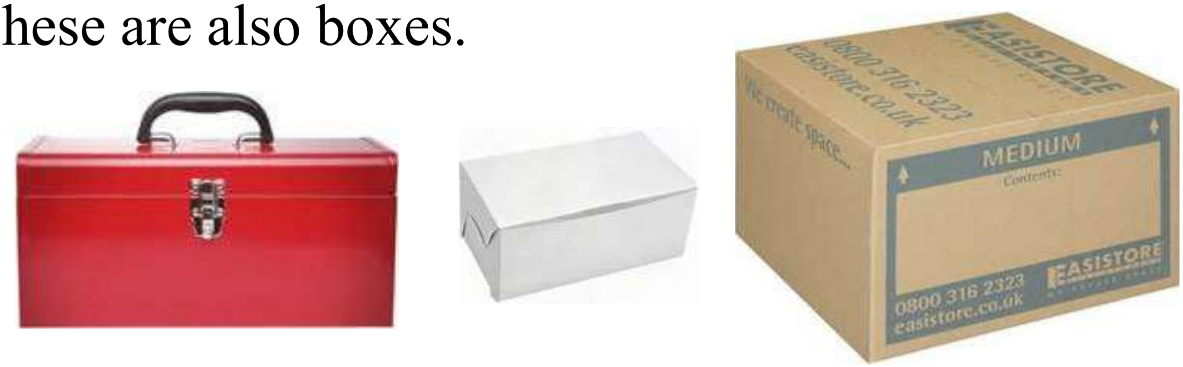


Solids

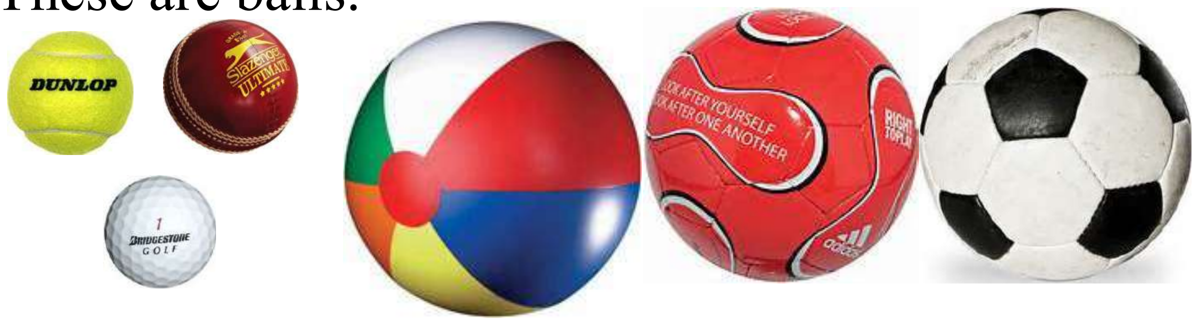
These are boxes.



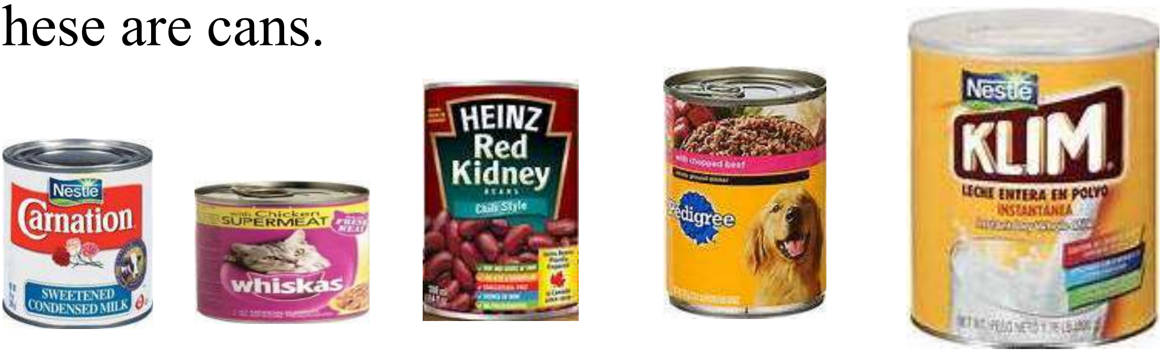
These are also boxes.


EASISTORE
0800 316 2323
easistore.co.uk
We create space...
MEDIUM
Contents:

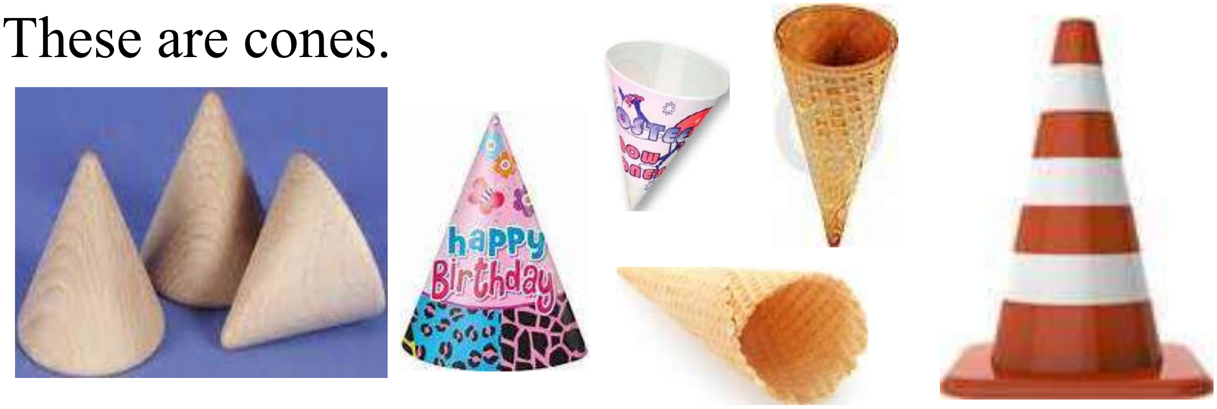
These are balls.


DUNLOP
Slazenger ULTIMATE
BRIDGESTONE GOLF
LOOK AFTER YOURSELF
LOOK AFTER ONE ANOTHER
adidas

These are cans.

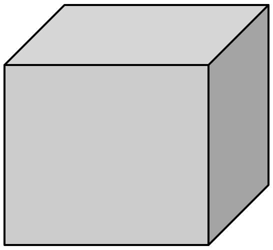

Nestlé Carnation
SWEETENED CONDENSED MILK
SUPERMEAT
whiskas
HEINZ Red Kidney
Pedigree
Nestlé KLIM
LECHE ENTERA EN POLVO
INSTANTANEA

These are cones.


happy
Birthday

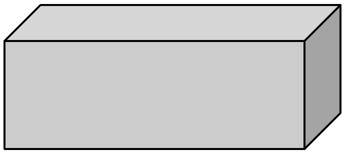
Special names for solids.

This is a cube.



These are cubes.

This is a cuboid.



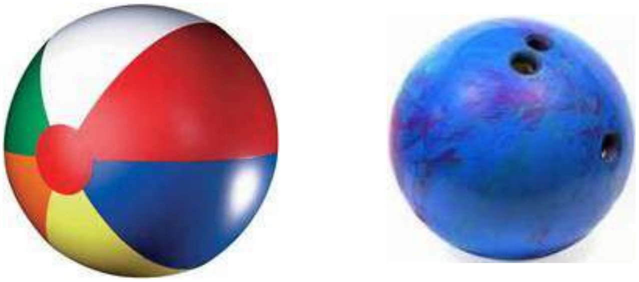
These are cuboids.

Milk&
Strawberry

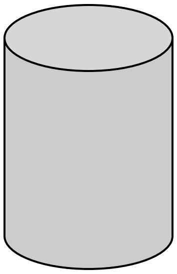
This is a sphere.

SUPER SURFACE
1WR
molten
OFFICIAL
WATERPOLO

These are spheres.



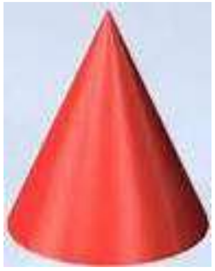
This is a cylinder.



These are cylinders.

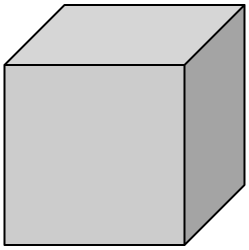
Nestlé
KLIM
1+
Prebio

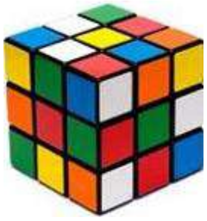
This is a cone.

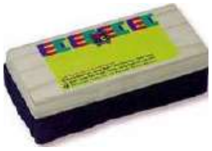


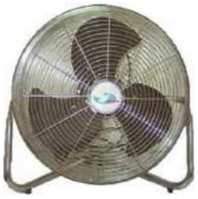
These are cones.

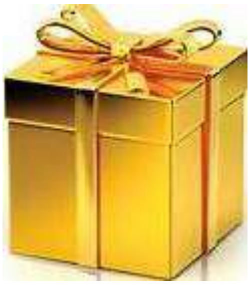
Write **c** next to the cubes.


☐

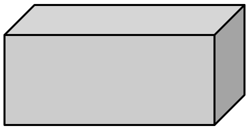

☐

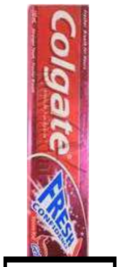

☐

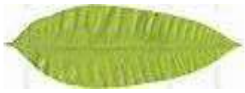

☐

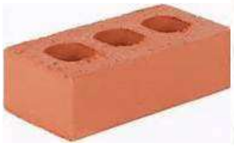

☐

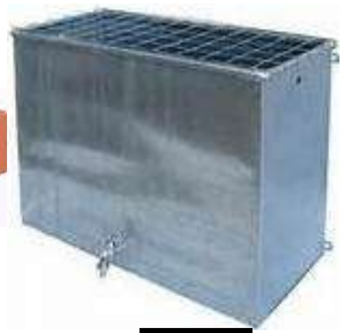
Write **c** next to the cuboids.


☐

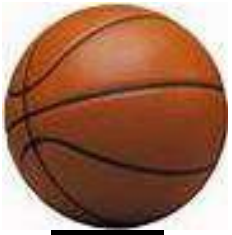

Colgate
FRESH
☐

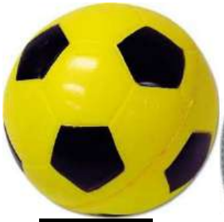

☐

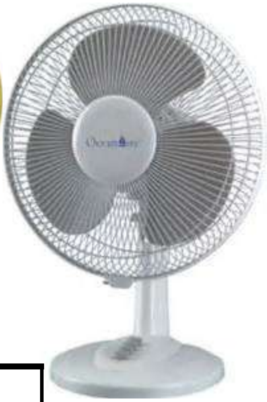

☐

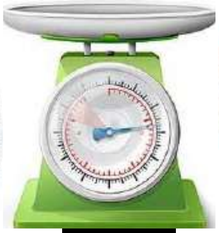

☐

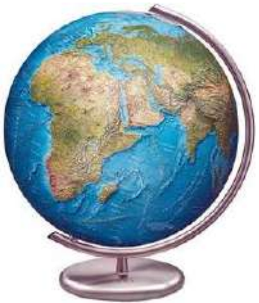
Write **s** next to the spheres.


☐

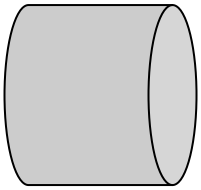

☐

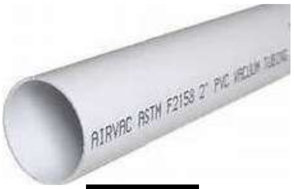

☐

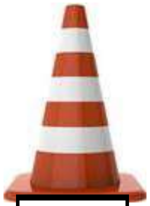

☐

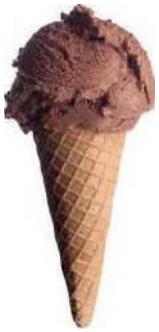

☐

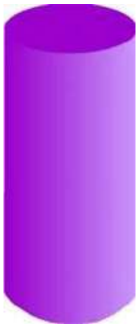
Write **c** next to the cylinders.

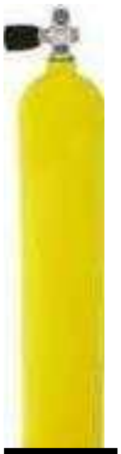

☐

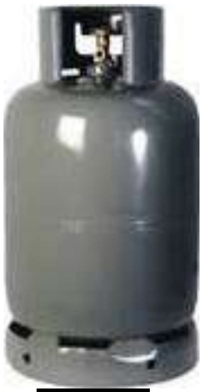

AIRVAC ASTM F2158 2" PVC VACUUM TUBING
☐


☐

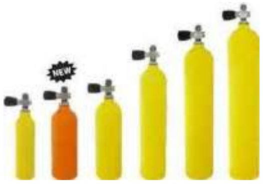

☐


☐

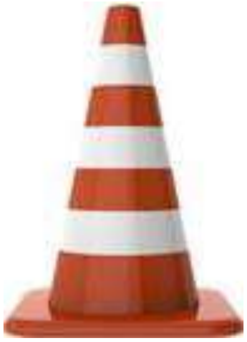

☐

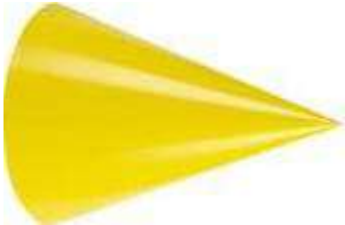

☐

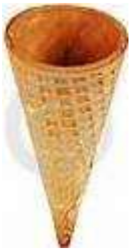
Write **c** next to the cones.

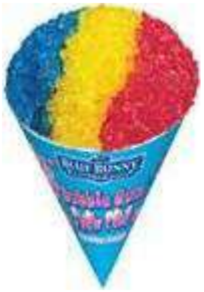


☐


☐


☐

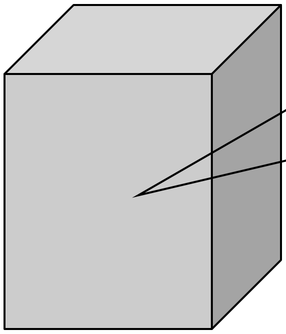

☐


☐

Properties of solids

ACTIVITY: The teacher will show students solids and talk about their properties.

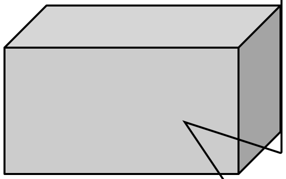
cube



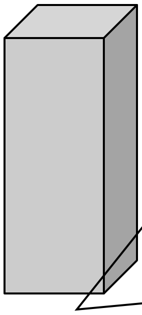
This is my face. It is flat.

I have 6 faces. All my faces are squares. They are the same size. My sides are straight. I am not round. I cannot roll.

cuboid



I have 6 faces. They are all flat. My sides are straight. I am not round. I cannot roll.



If I stand on this face, I still cannot roll.

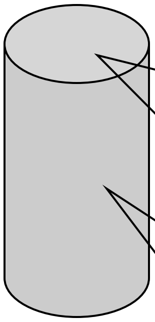
sphere

I am round, so I can roll. I am not flat. I am not pointed. I do not have straight sides.

Slazenger ULTIMATE
DUNLOP

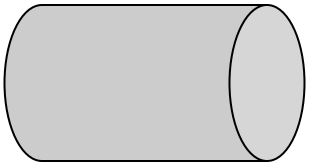
We are also round.

cylinder



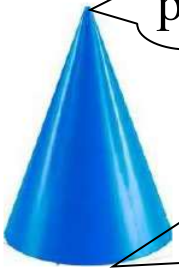
My top is flat and round. My top is a circle.

My side is round.



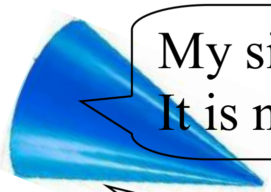
When I lie like this, I can roll.

cone



This side is pointed

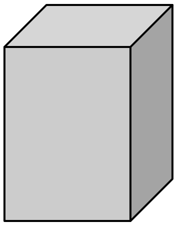
This side is flat. It is a circle.



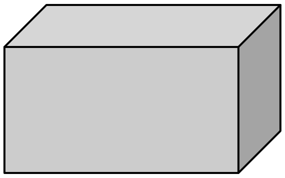
My side is round. It is not flat.

When I lie like this, I can roll.

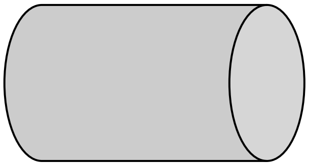
Write **r** next to the solids that can roll.



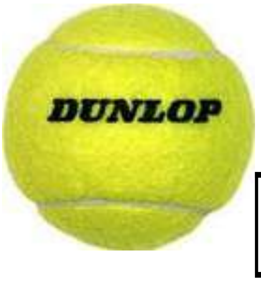
☐



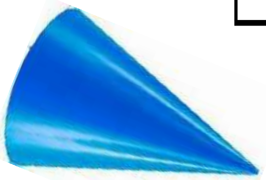
☐



☐



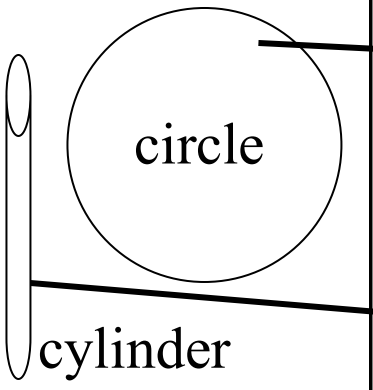
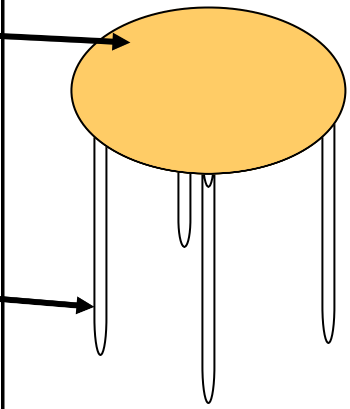
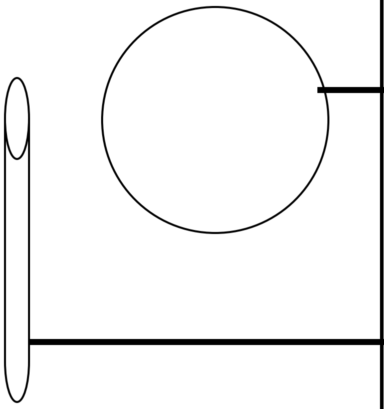
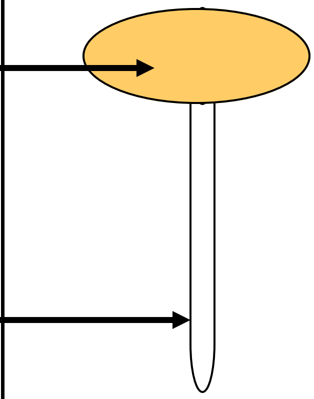
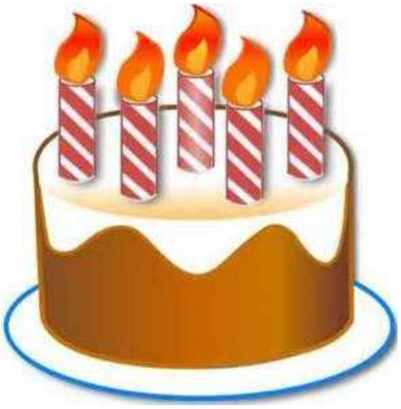
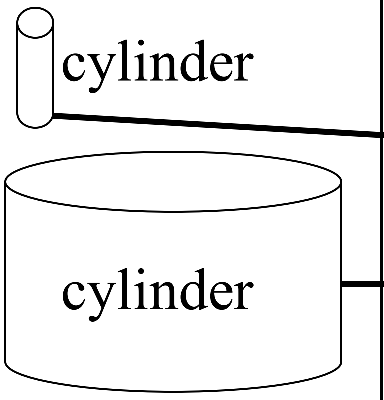
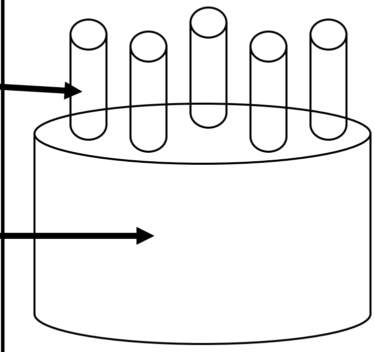
☐



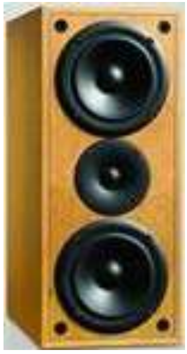
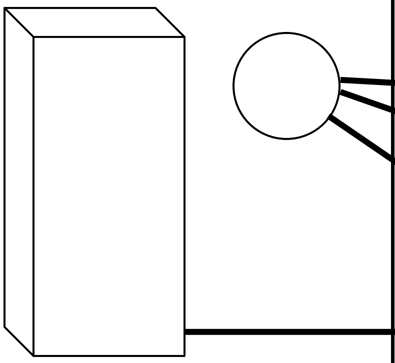
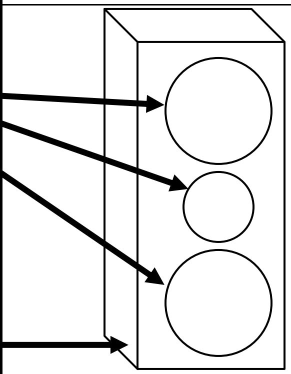
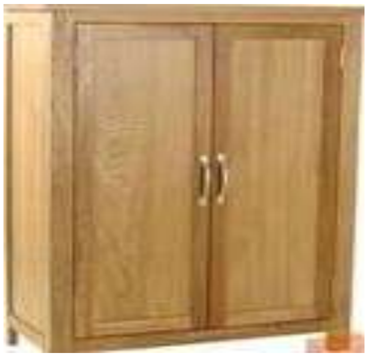
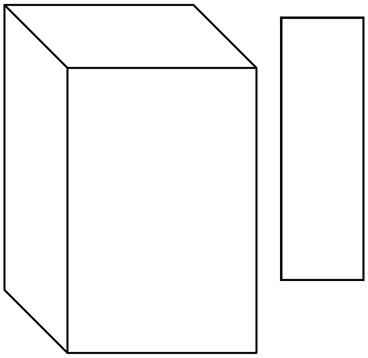
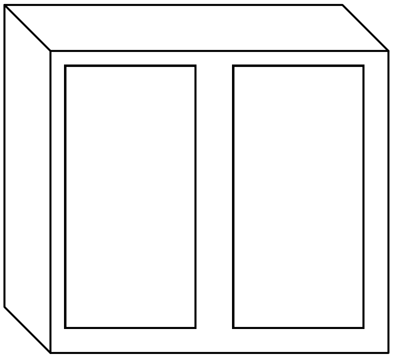
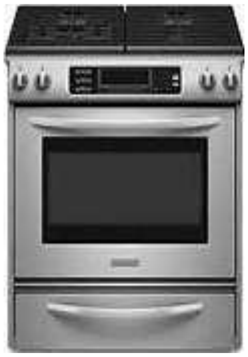
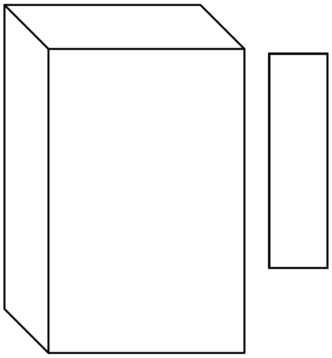
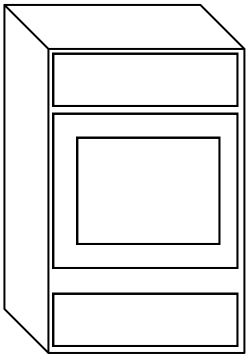
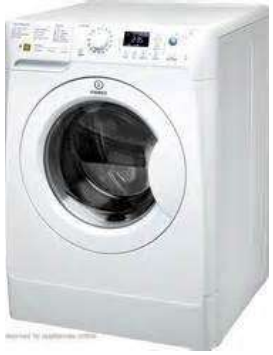
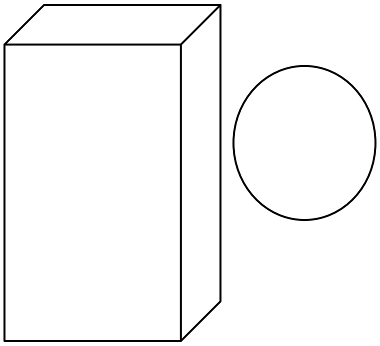
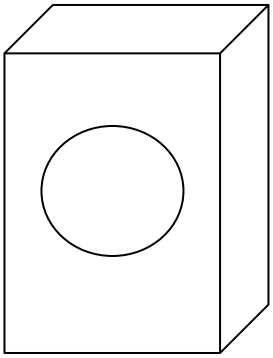
☐

Models with solids

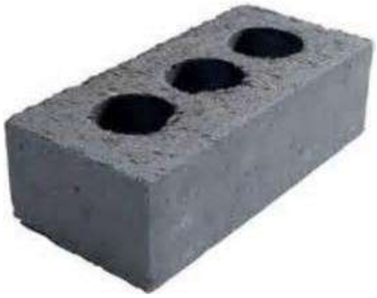
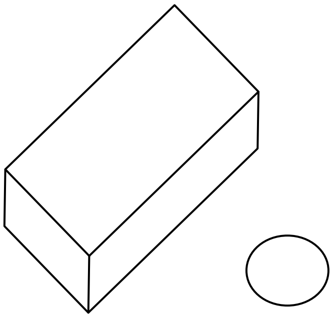
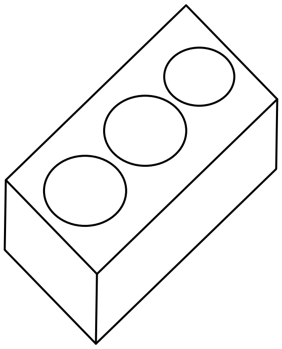
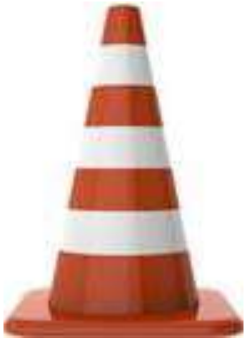
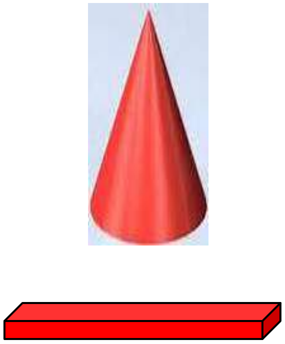
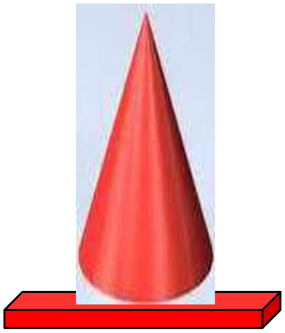
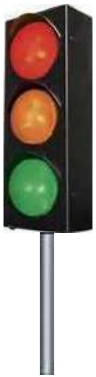
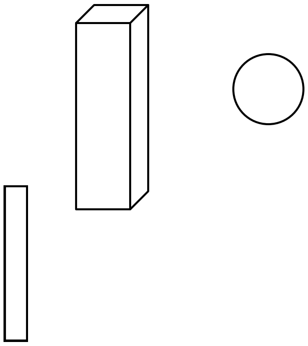
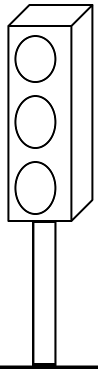
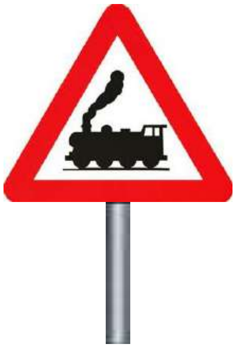
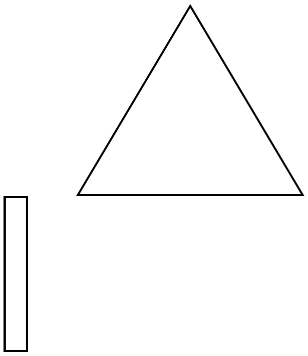
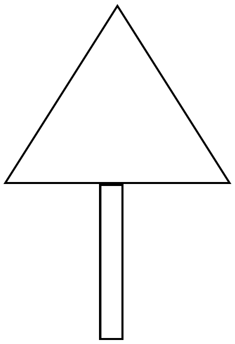
ACTIVITY: The teacher will show students solids and how to make models.

objects	**shapes**	**models**
	 circle cylinder	
		
	 cylinder cylinder	

Draw lines from the shapes to the model.

objects	shapes	models
		
		
		
		

Draw lines from the shapes to the model.

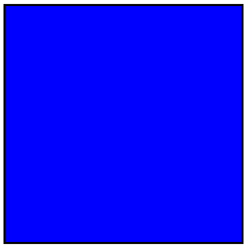
objects	shapes	models
		
		
		
		

2-D and 3-D shapes

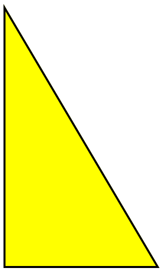
ACTIVITY: The teacher will show the class 2-D and 3-D shapes.

2-D shapes

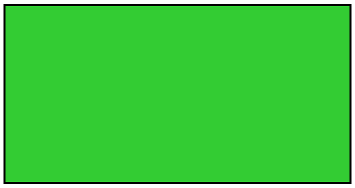
These shapes are flat. Remember Joel's poem.



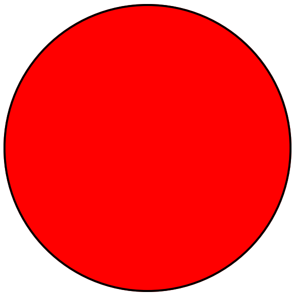
square



triangle



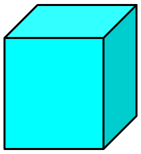
rectangle



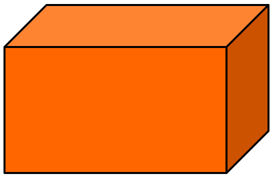
circle

3-D shapes

These shapes are solids.



cube



cuboid

These cannot roll. They are not round.

sphere

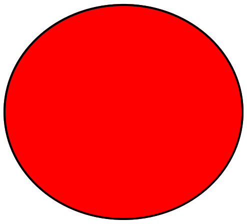
cone

These shapes can roll. The cone and cylinder can roll when they lie like this.

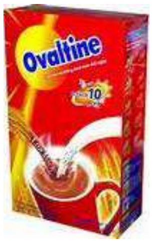
Carnation
Nestlé
Evaporated Milk

cylinder

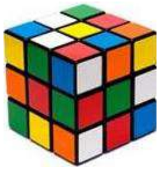
Write **2 D** next to the plane shapes and **3 D** next to the solids.



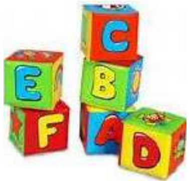
☐



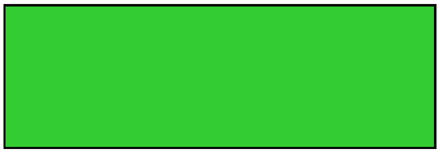
☐



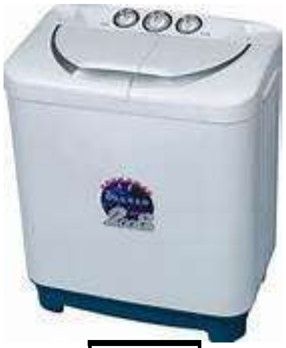
☐



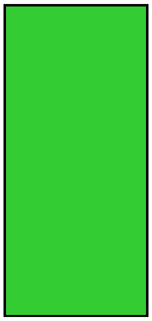
3-D



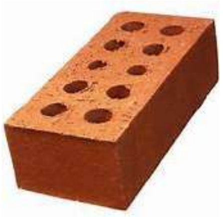
☐



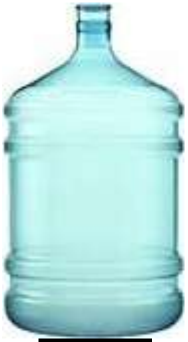
☐



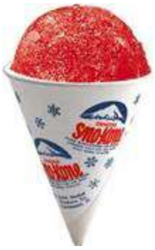
2-D



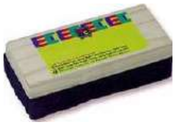
☐



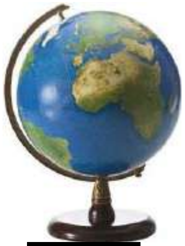
☐



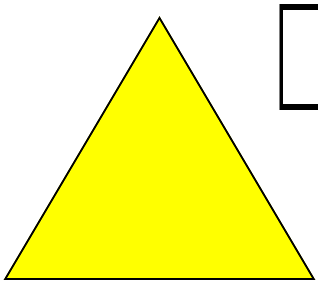
☐



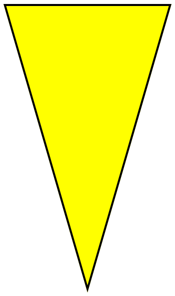
☐



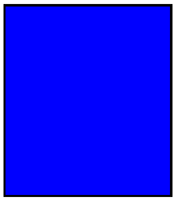
☐



☐



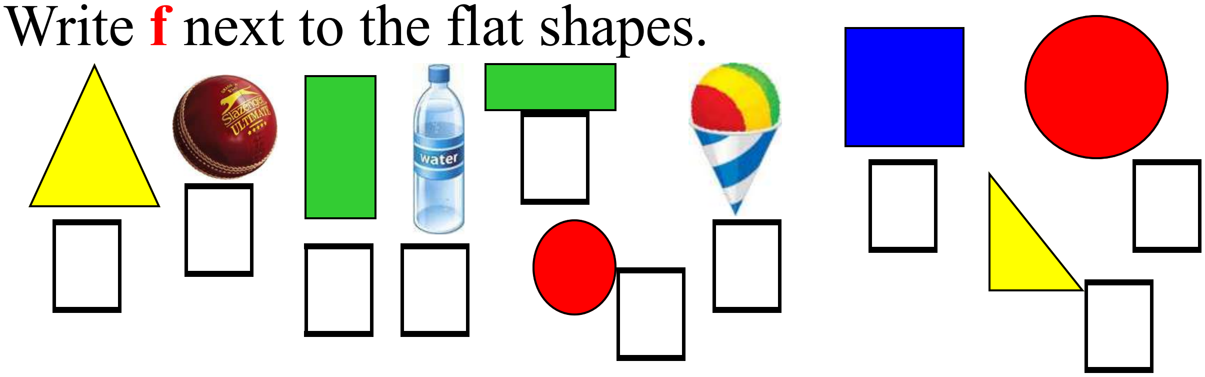
☐



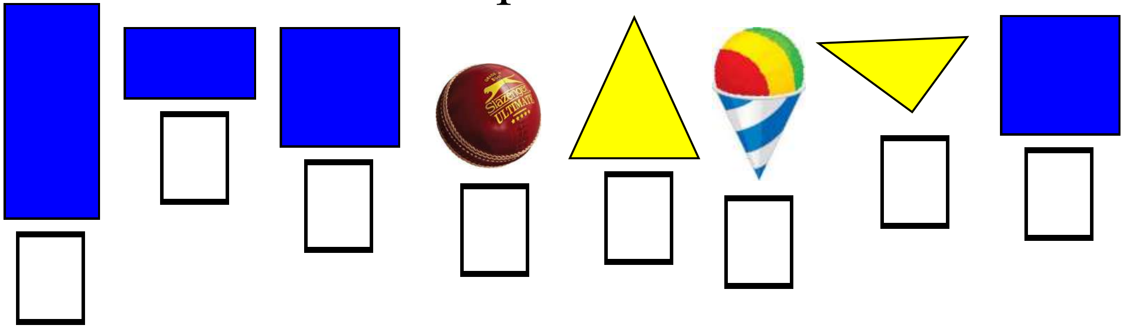
☐

Comparing plane shapes

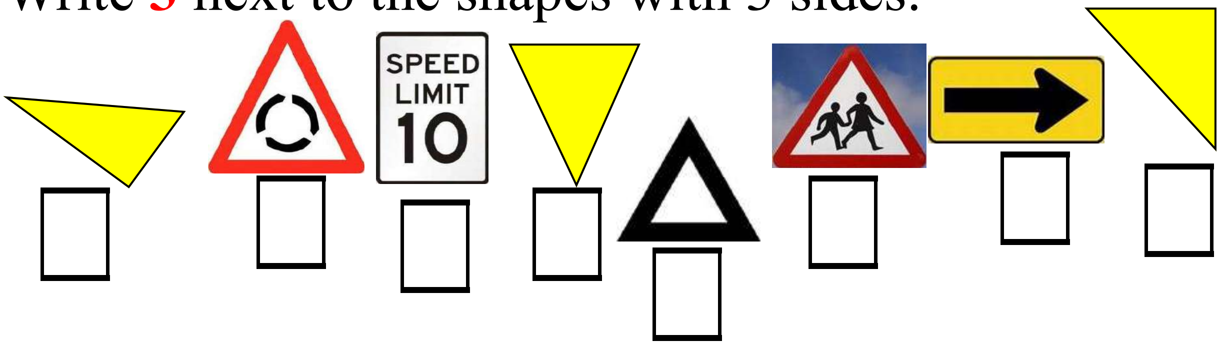
Write **f** next to the flat shapes.


water
Slazenger ULTIMATE

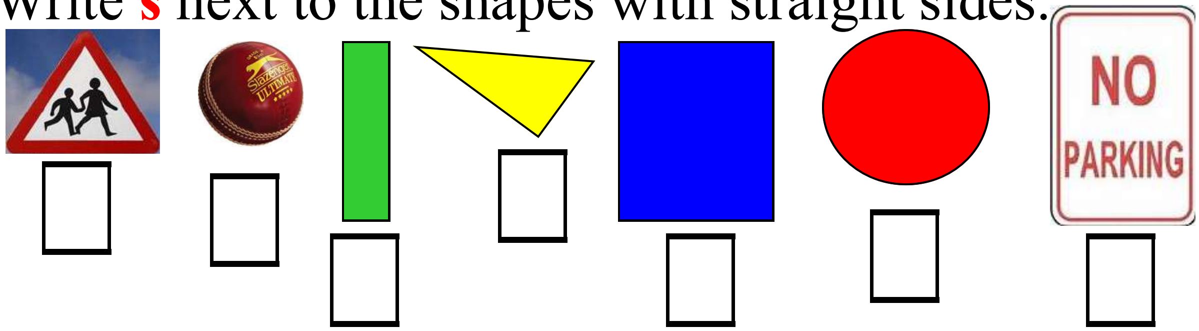
Write **4** next to the shapes with 4 sides


Slazenger ULTIMATE

Write **3** next to the shapes with 3 sides.

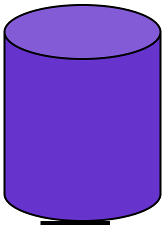

SPEED
LIMIT
10

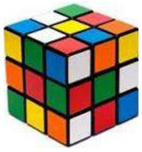
Write **s** next to the shapes with straight sides.

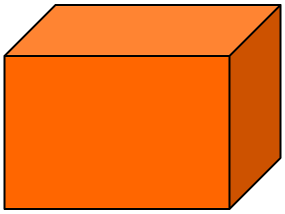

Slazenger ULTIMATE
NO
PARKING

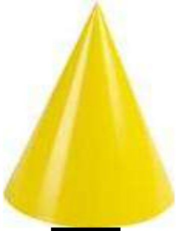
Comparing solids

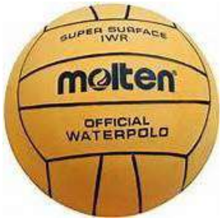
Write **f** next to the solids with a flat side.


☐

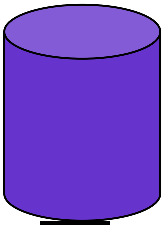

☐

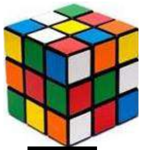

☐

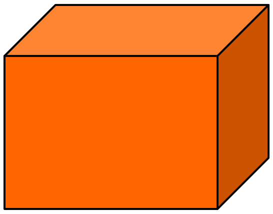

☐

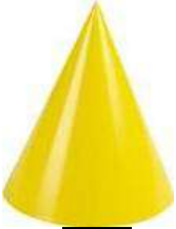

SUPER SURFACE
IWR
molten
OFFICIAL
WATERPOLO
☐

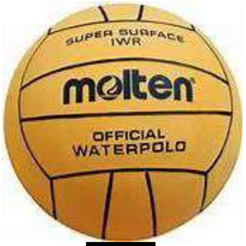
Write **r** next to the solids that are round.


☐

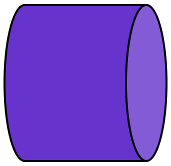

☐

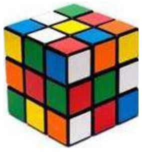

☐

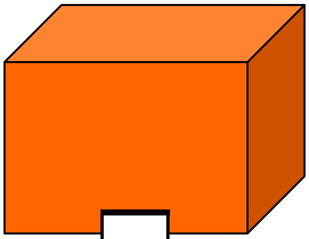

☐

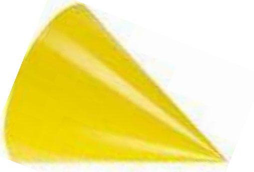

SUPER SURFACE
IWR
molten
OFFICIAL
WATERPOLO
☐

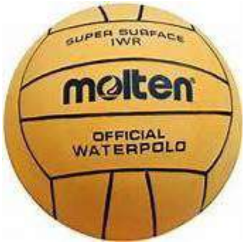
Write **r** next to the solids that can roll.


☐

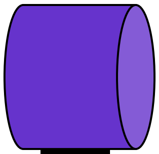

☐

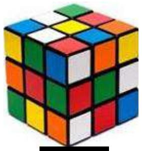

☐

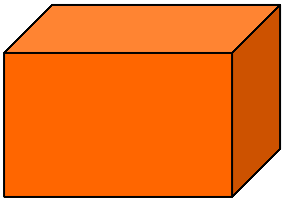

☐

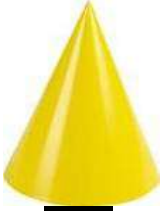

SUPER SURFACE
IWR
molten
OFFICIAL
WATERPOLO
☐

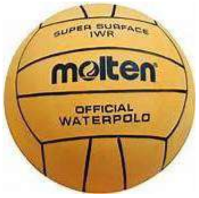
Write **s** next to the shapes where faces have straight sides.


☐


☐

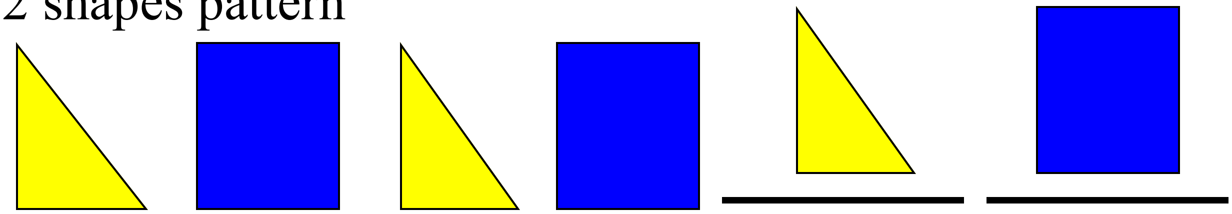

☐


☐


SUPER SURFACE
IWR
molten
OFFICIAL
WATERPOLO
☐

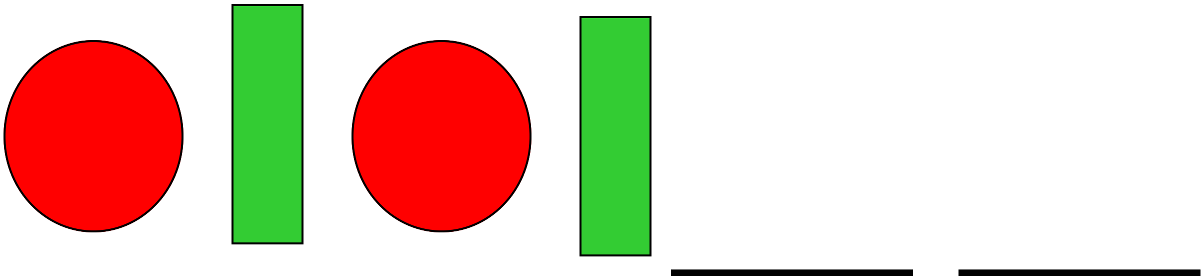
Geometrical patterns
Patterns with plane shapes

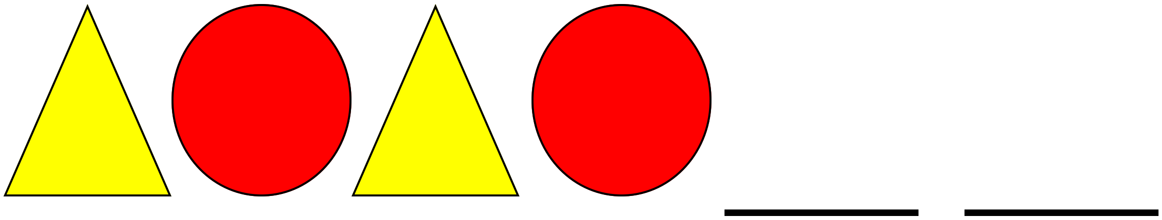
2 shapes pattern

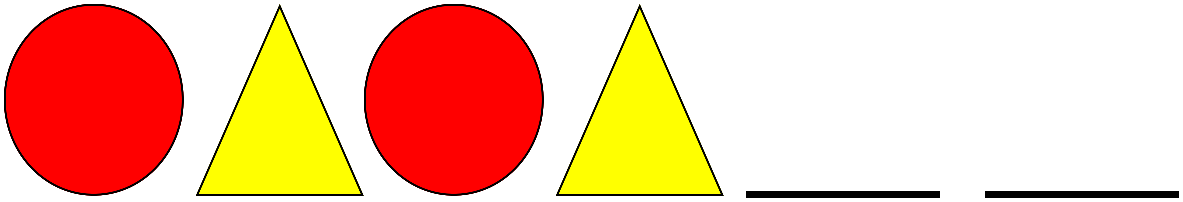


These are the next 2

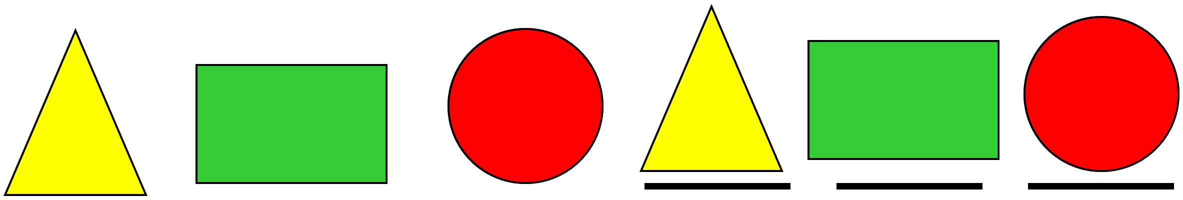
Draw the next 2 shapes.





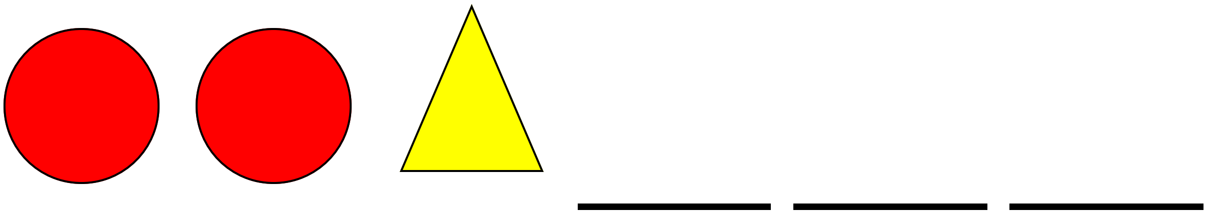


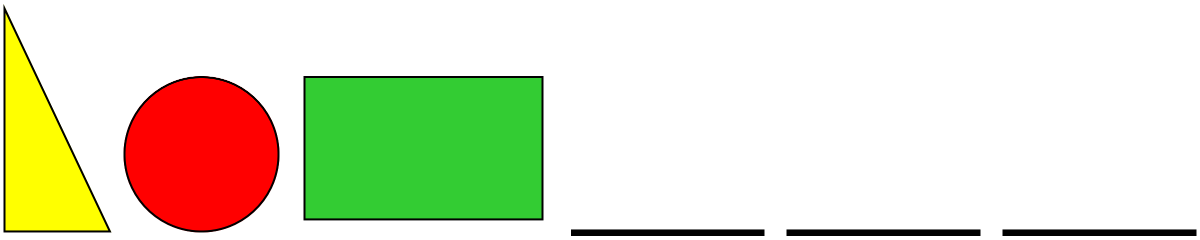
3 shapes pattern

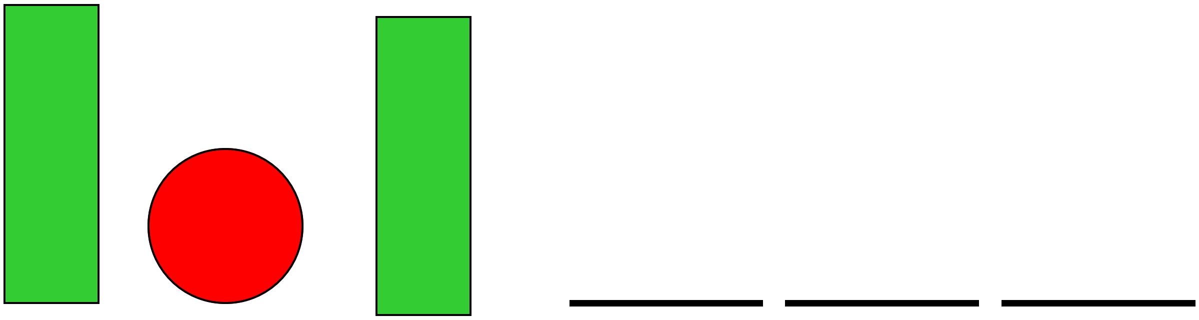


These are the next 3 shapes.

Draw the next 3shapes.

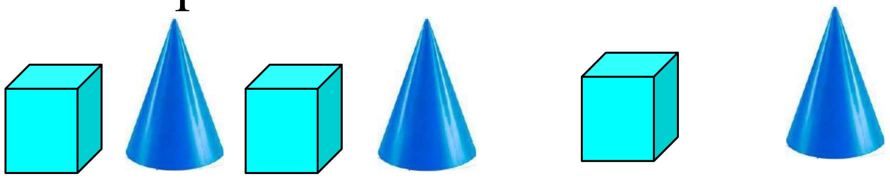






Patterns with solids

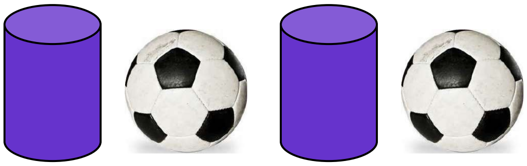
2 solids pattern



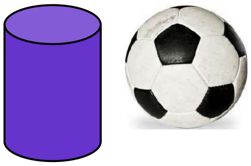
________ ________

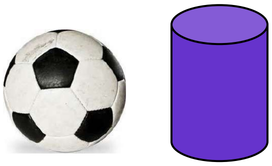
These are the next 2 solids

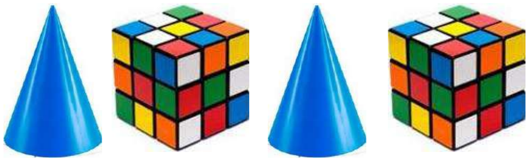
Circle the next two solids.



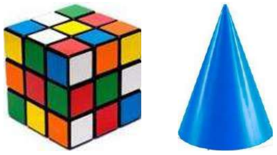
_____ _____

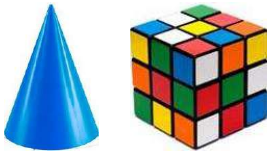


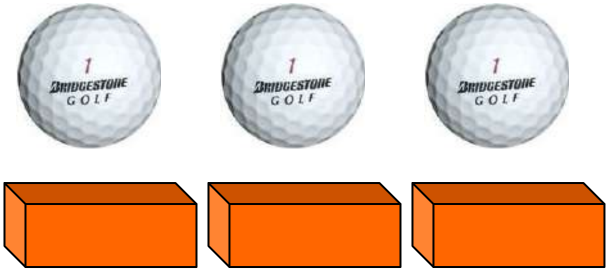




_____ _____

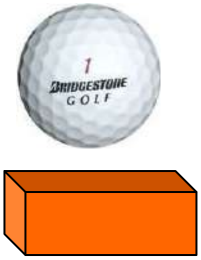




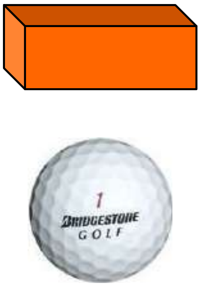


BRIDGESTONE GOLF
BRIDGESTONE GOLF
BRIDGESTONE GOLF

____

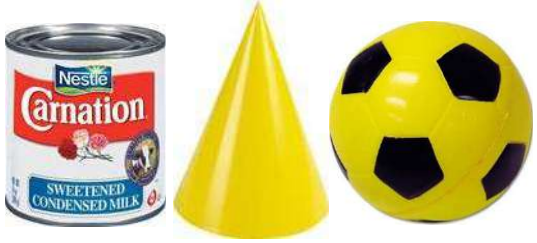


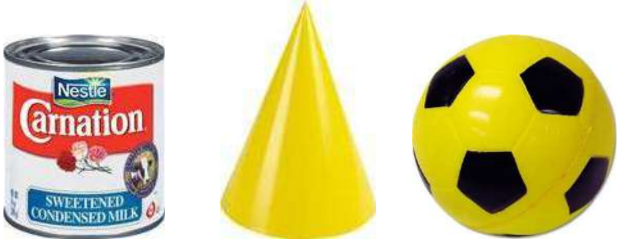
BRIDGESTONE GOLF



BRIDGESTONE GOLF

3 solids pattern

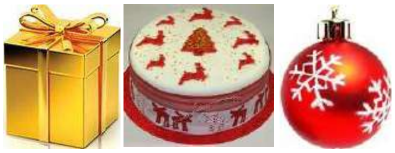

Nestle
Carnation
SWEETENED CONDENSED MILK


Nestle
Carnation
SWEETENED CONDENSED MILK

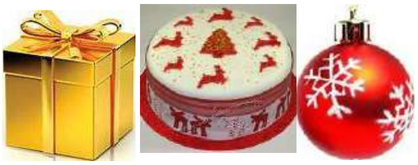
___ ___ ___

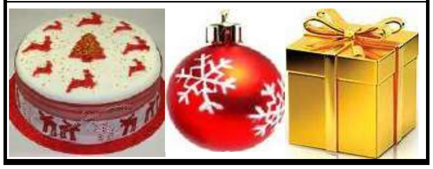
These are the next 3 solids

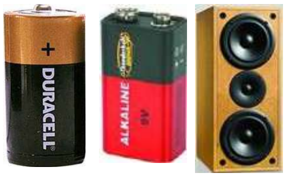
Circle the next 3 solids.



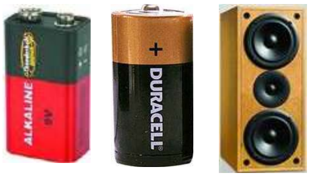
___ ___ ___

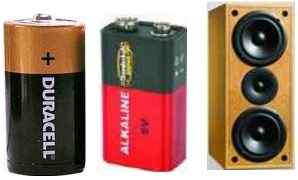


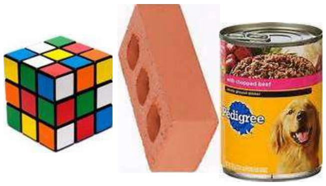



DURACELL
ALKALINE

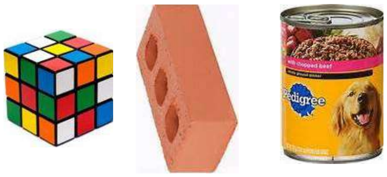
___ ___ ___

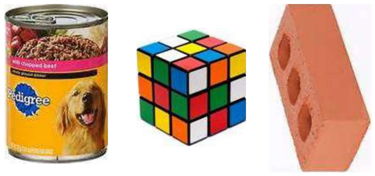

ALKALINE
DURACELL


DURACELL
ALKALINE



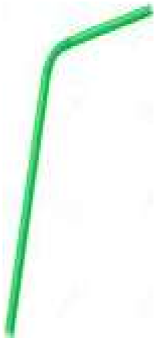
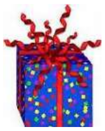
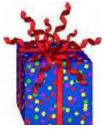
___ ___ ___

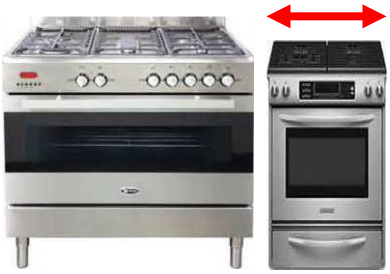
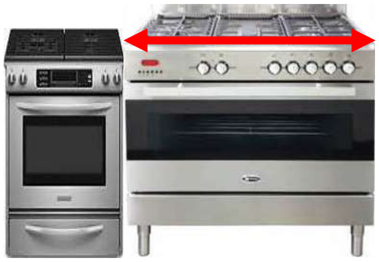
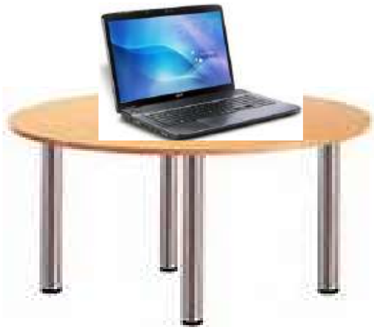
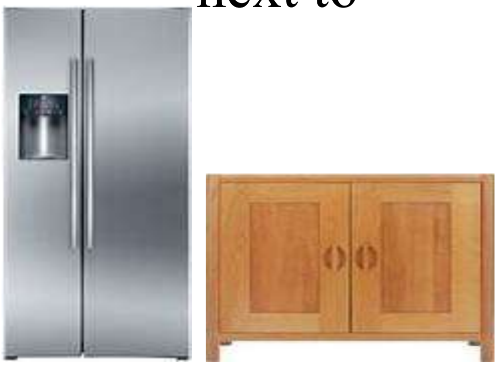
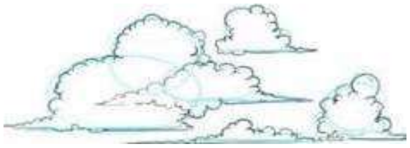
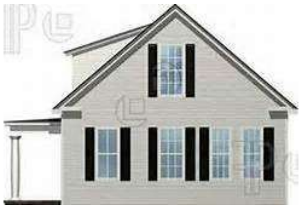
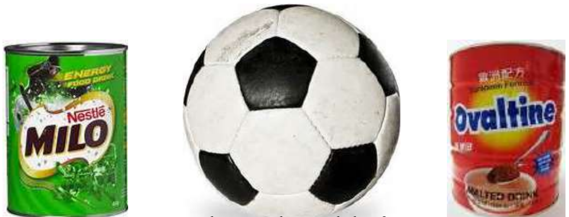
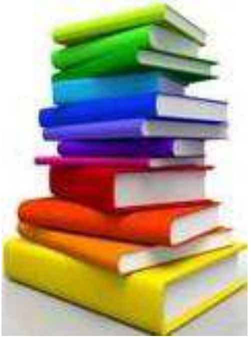
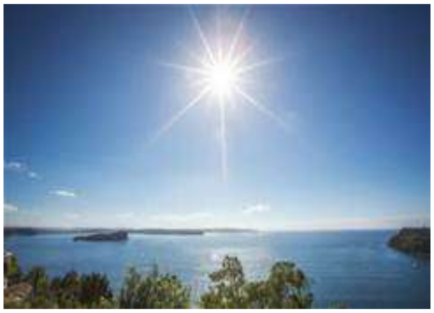




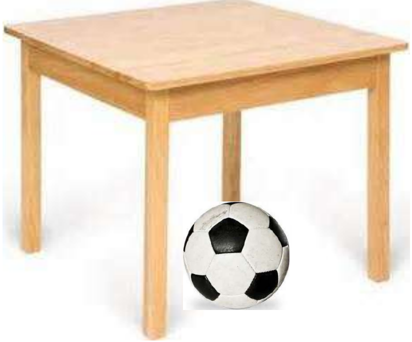
VOCABULARY FOR GEOMETRY

ball 	can Nestle Carnation Evaporated Milk
box MEDIUM EASISTORE 0800 316 2323 easistore.co.uk	block
cone 	flat These tiles are flat.
not flat The top of the snow cone is not flat.	round The ball is round, so it can roll.

size These do not have the same size.	tall This water tank is tall.
short The fridge is tall. The stove is short.	thin  Joel has a thin drinking straw.
thick The rope is thick.	broad This piece of wood is thin. This piece of wood is broad.
big  This gift is big.	small This gift is small. 

narrow  This stove has a narrow top.	wide  This stove has a wide top.
on top of 	next to 
over  The clouds are over the house. 	between  The ball is between.
underneath  The yellow book is underneath.	above The Sun is above. 

under



The ball is under the table.

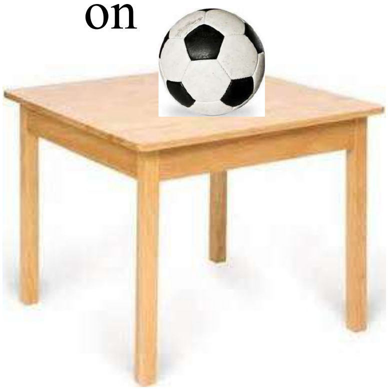
up

He is up.

down

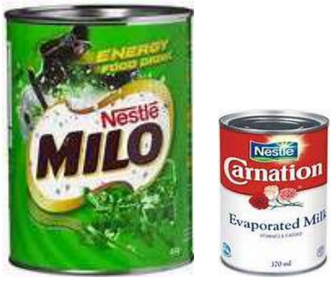
He is down.

on



Now the ball is on the table.

beside


ENERGY FOOD DRINK
Nestlé
MILO
Nestlé
Carnation
Evaporated Milk

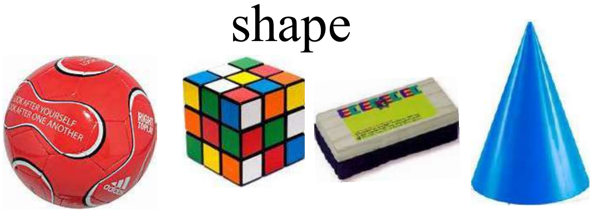
The milo is beside the milk.

The milk is beside the milo.

in

The ice cream is in the cone.

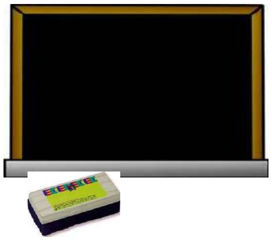
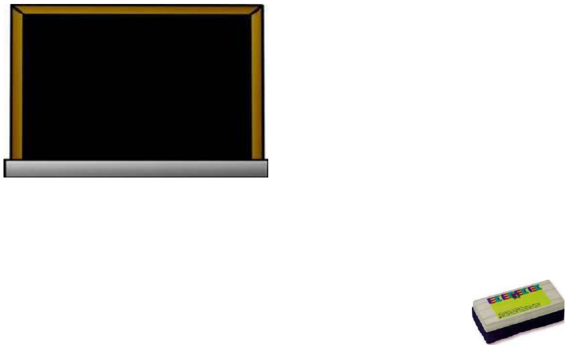
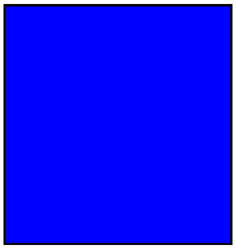
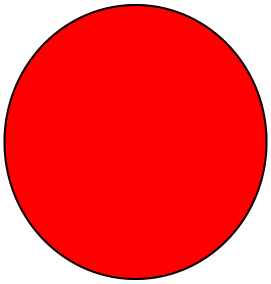
shape

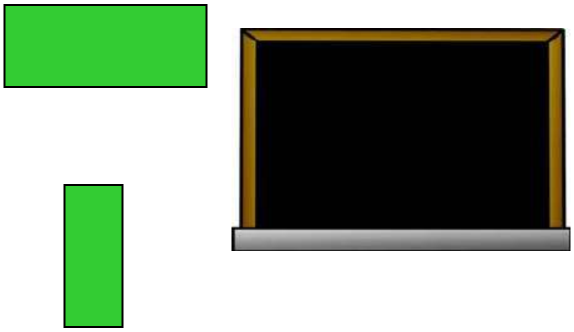
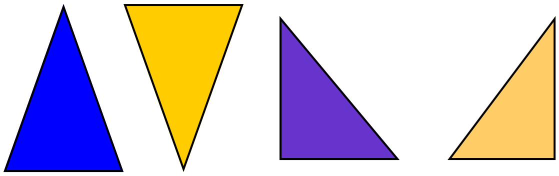
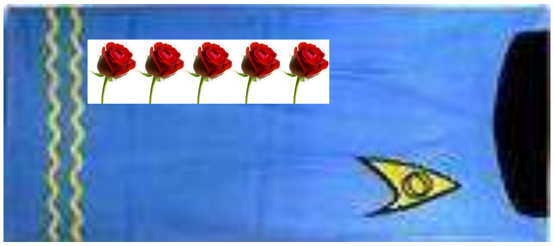
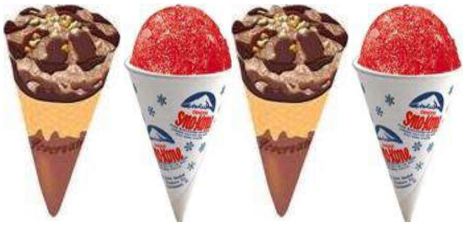


These solids have different shapes.

pointed

This side of the cone is pointed.

behind The ball is behind the duster.	in front of The duster is in front of the ball.
near 	far 
below It is in the below shelf.	same They are the same.
squares  	circles 

rectangles 	triangles 
bottom It is in the bottom shelf.	pattern  My towel has a pattern of roses.
repeat  This is a repeat pattern.	inside The food is inside the box.
outside The milo is outside the box.	in the middle The ice cream is in the middle.

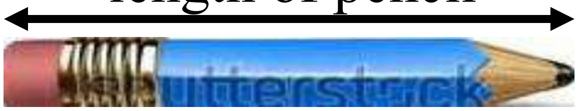
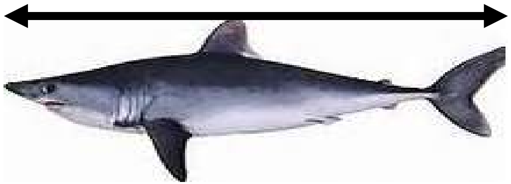
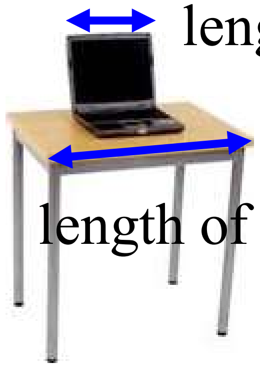
high 	higher Philippines
low 	lower
here I am **here**.	there The ship is **there**.
far from I am **far from** the ship.	close to I am **close to** the shore.

MEASUREMENT

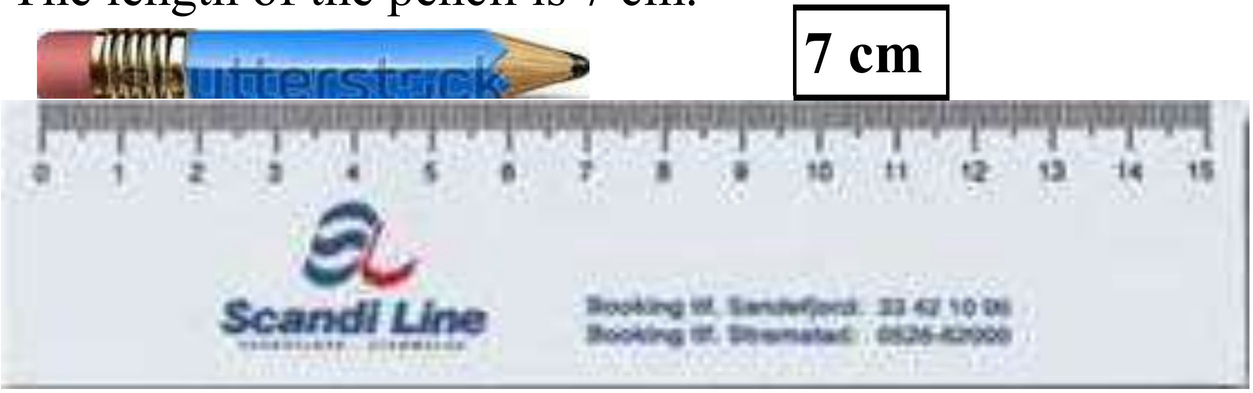
Length

Length is from one end to the other end.

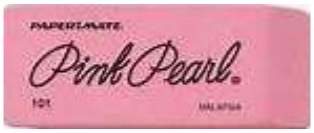
ACTIVITY: The teacher will show the class lengths of objects and how to measure these with a ruler.

length of pencil  length of eraser	length of caramel length of box
length of shark  length of dolphin	 length of laptop length of table

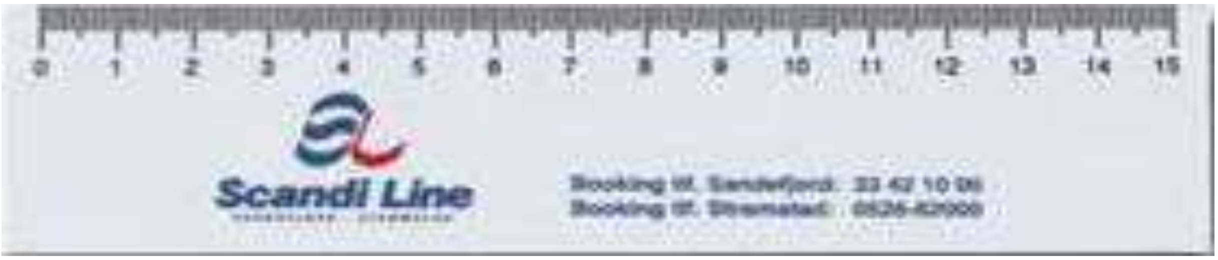
The length of the pencil is 7 cm.

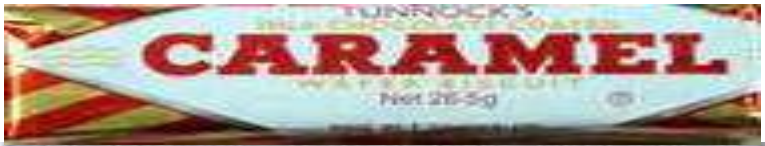

7 cm
0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
Scandi Line

Write the length of these.

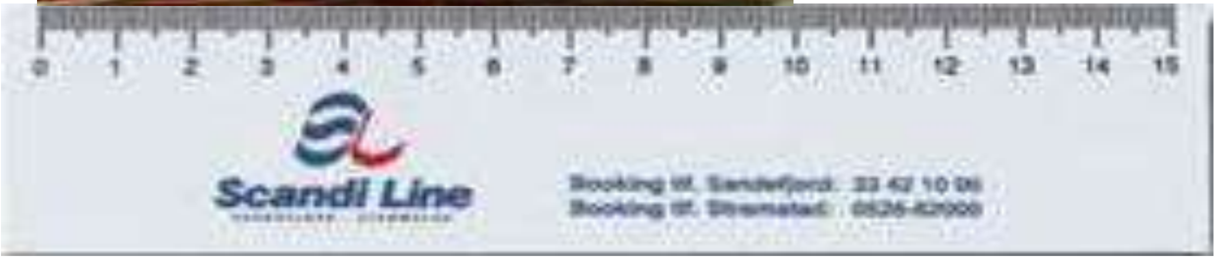

PAPERMATE
Pink Pearl
101
MALAYSIA

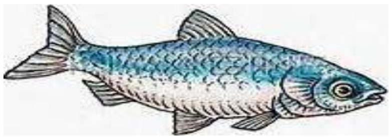
cm


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Scandi Line

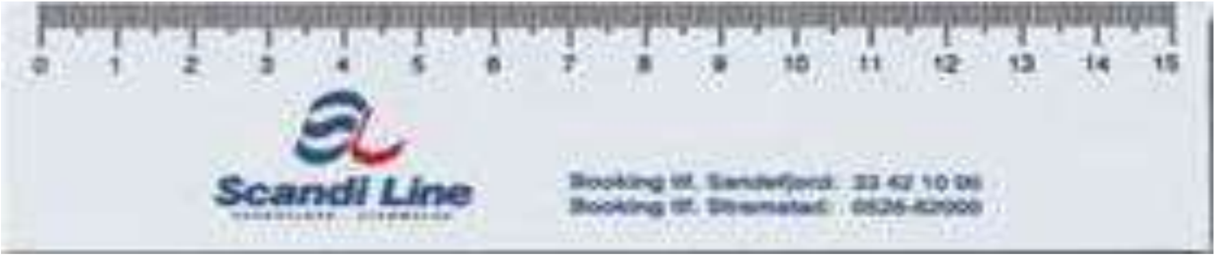

TUNNOCK'S
MILK CHOCOLATE COATED
CARAMEL
WAFER BISCUIT
Net 26·5g

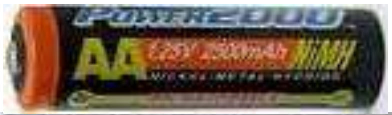
cm


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Scandi Line

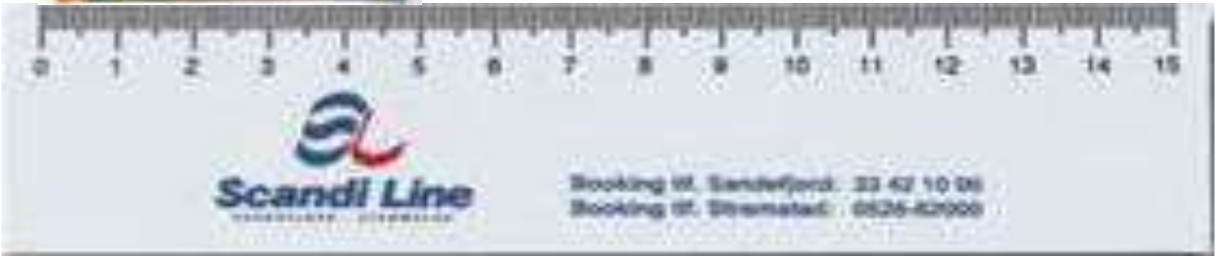


cm

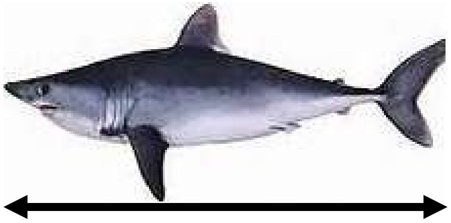

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Scandi Line


POWER2000
AA
1.25V 2500mAh NiMH

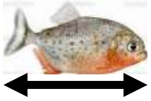
cm


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Scandi Line

Long and short



The shark is long.

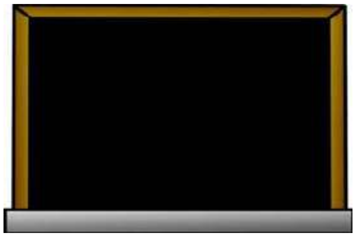


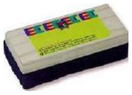
The fish is short.

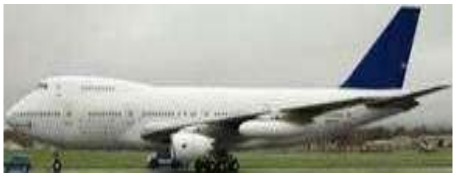
This umbrella is long.

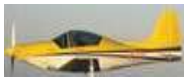
This umbrella is short.

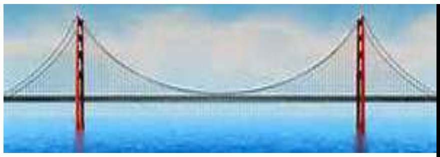
Write **l** for long and **s** for short.

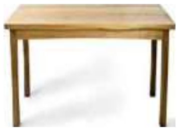

☐

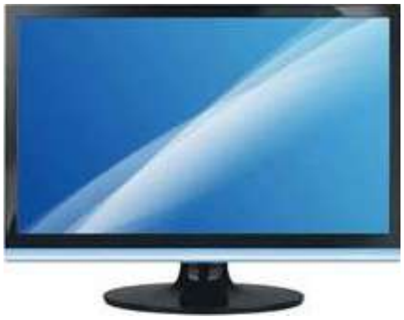

☐

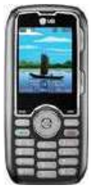

☐


☐

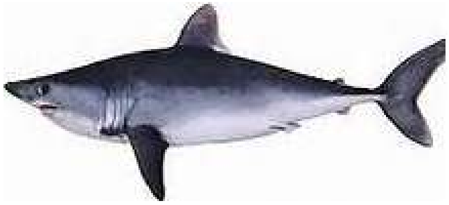

☐


☐

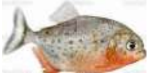

☐


☐

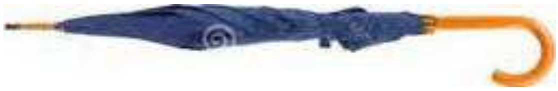
Longer and shorter



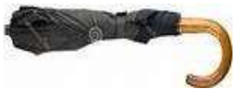
The shark is longer.



The fish is shorter.

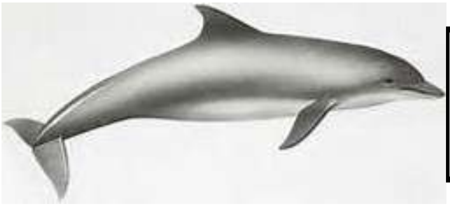


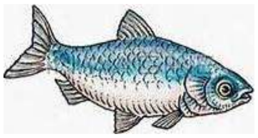
This umbrella is longer.

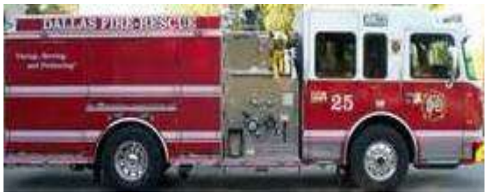


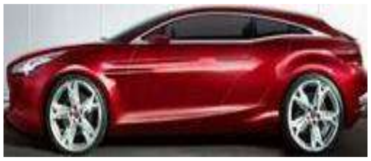
This umbrella is shorter.

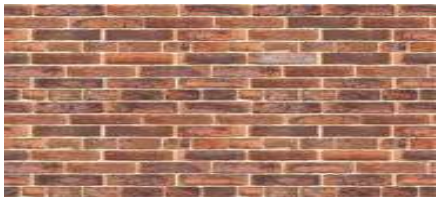
Write **l** for longer and **s** for shorter.

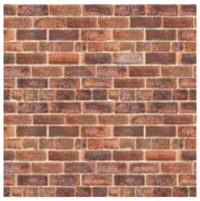
 ☐

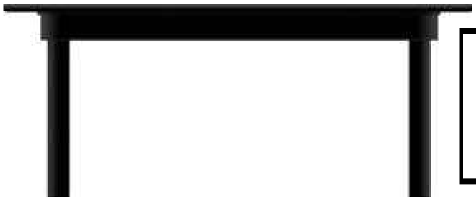
 ☐

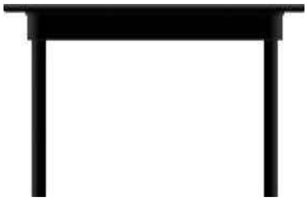

DALLAS FIRE-RESCUE
25
☐

 ☐

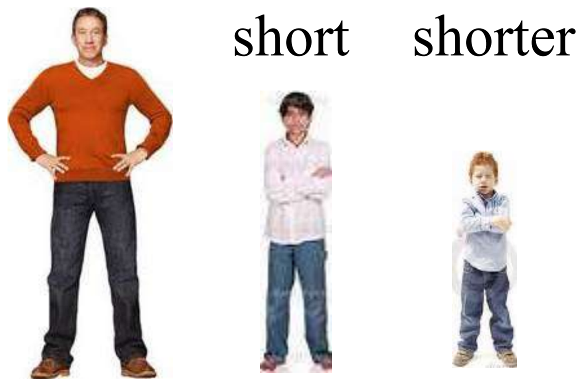
 ☐

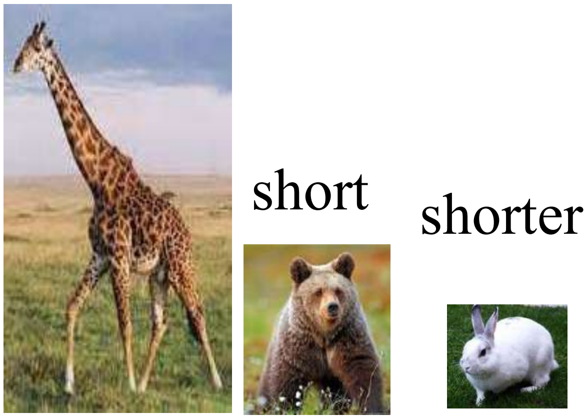
 ☐

 ☐

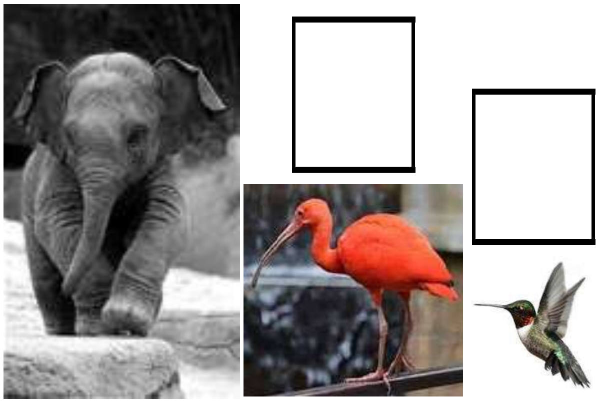
 ☐

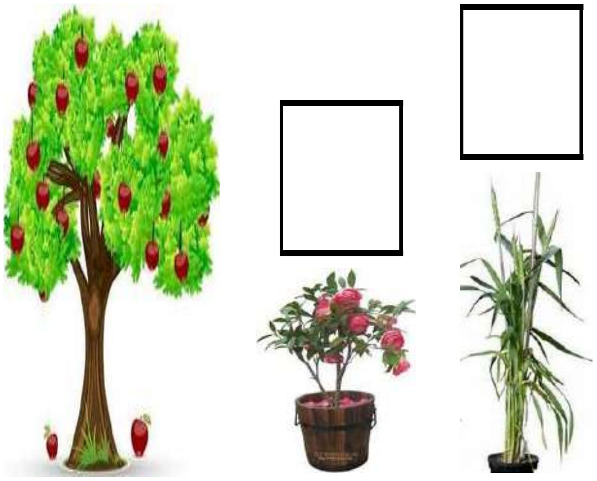
Short and shorter

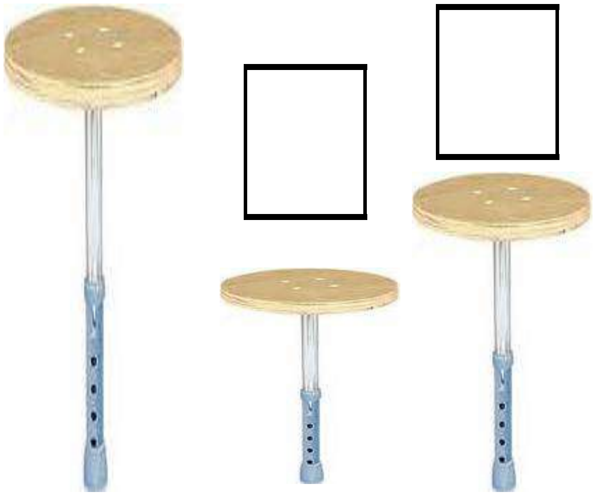

short
shorter

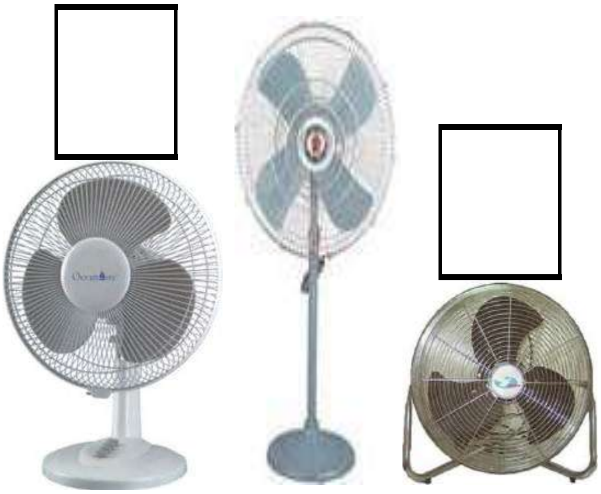

short
shorter

Write **s** for short and **r** for shorter.

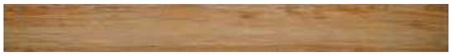




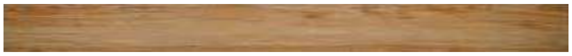




Long and longer



A long piece of wood.

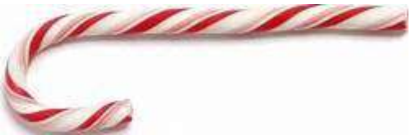


A longer piece of wood.

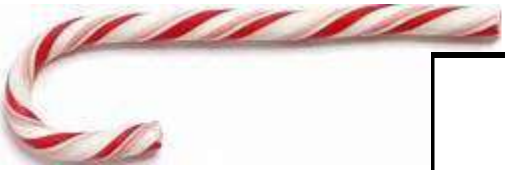
long

longer

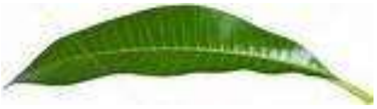
Write **l** for long and **r** for longer.



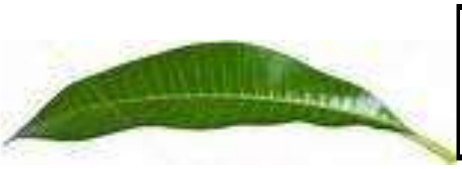
☐



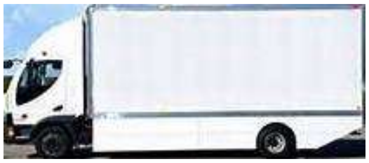
☐



☐

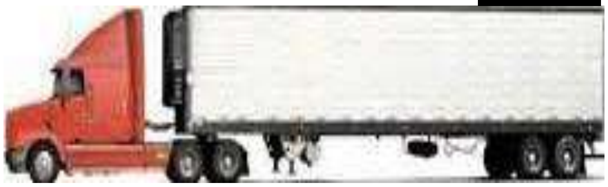


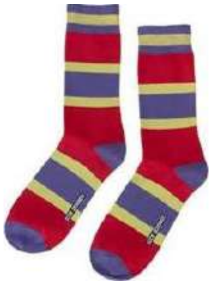
☐

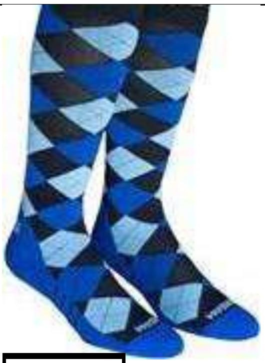


☐

☐

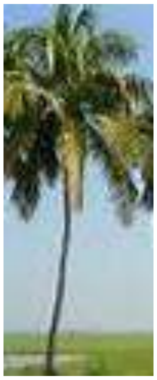
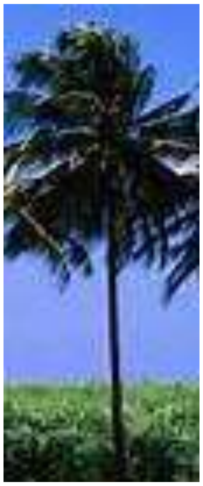
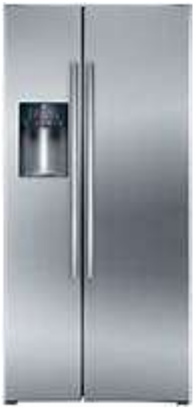
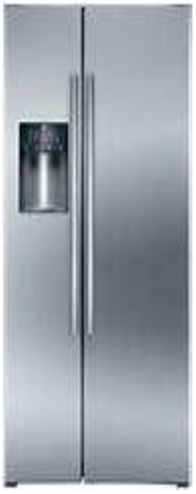




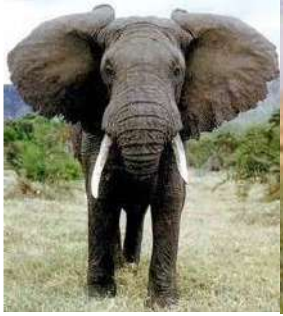
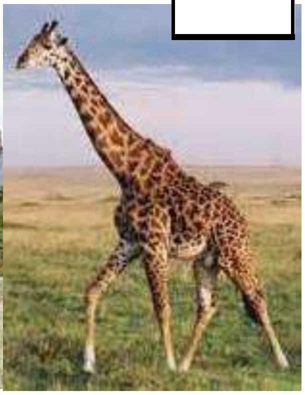
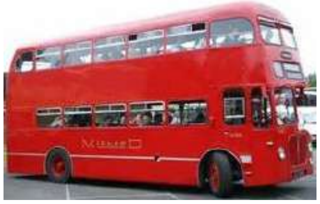
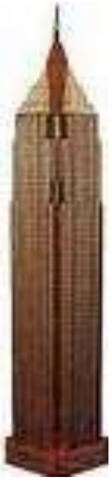
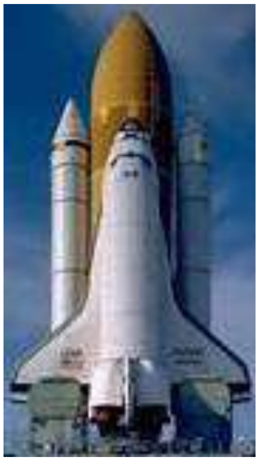
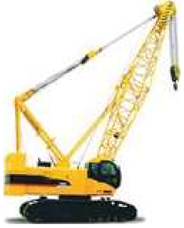
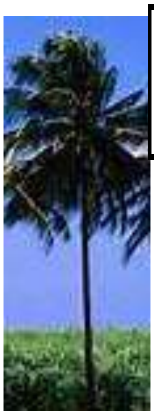
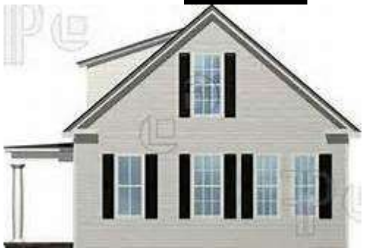


☐ ☐

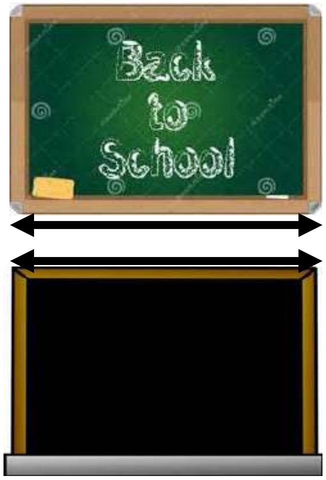
Tall and taller

tall   taller	tall   taller

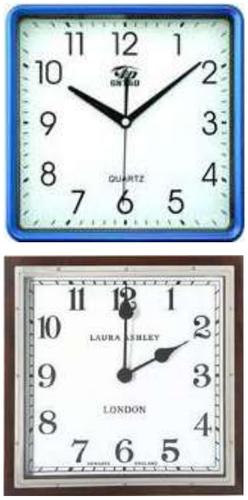
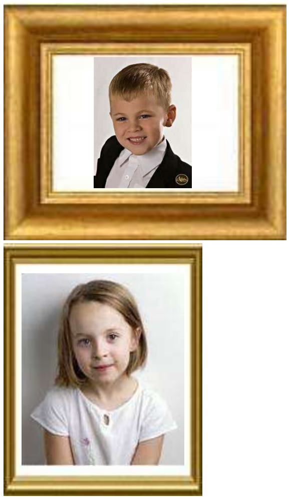
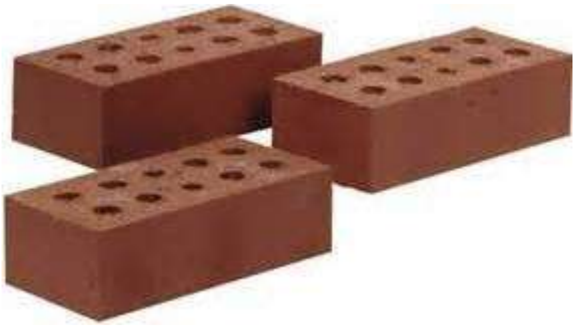
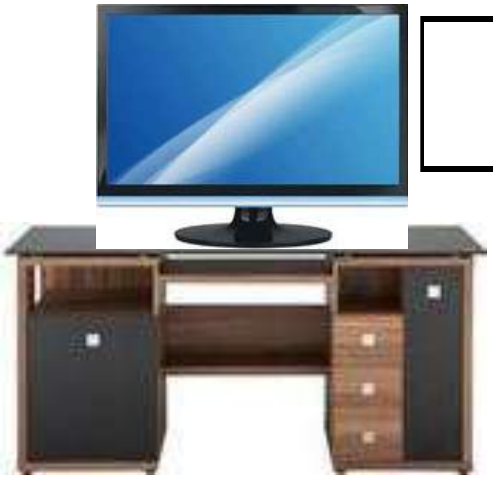
Write **t** for tall and **r** for taller.

☐  ☐ 	☐  ☐ 
 ☐ ☐ 	 ☐ ☐ 

As long as (same length)

 Back to School The green board is **as long as** the black board.	The keboard is **as long as** the tool box.

Write **yes** if one is **as long as** the other.

 QUARTZ LAURA ASHLEY LONDON ☐	 ☐
 ☐	 ☐

Wide and narrow

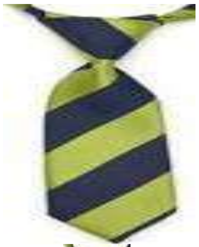
a wide bookcase

a narrow bookcase

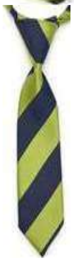
a wide floor

a narrow floor

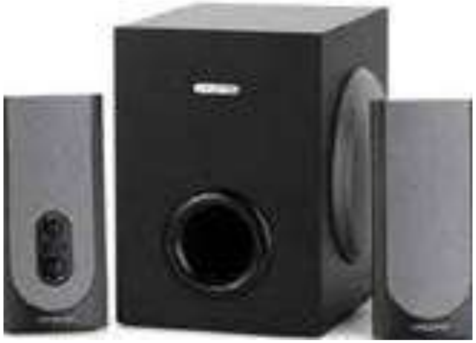
Write **w** for wide and **n** for narrow.



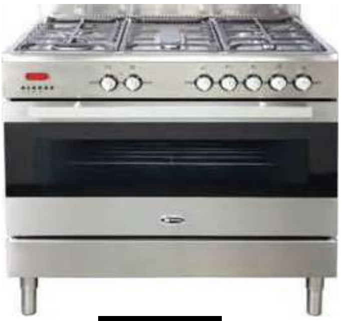
☐



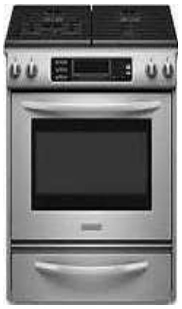
☐



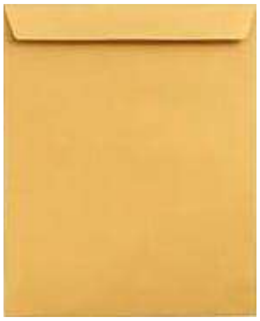
☐ ☐ ☐



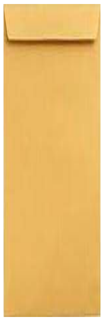
☐



☐

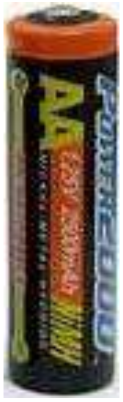


☐

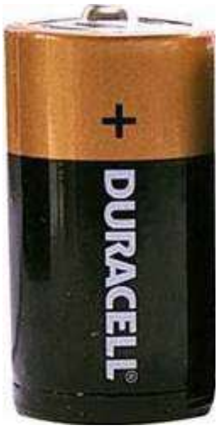


☐

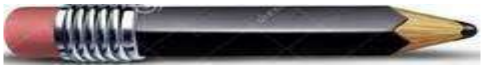
Thin and fat


AA
POWER2800

I am thin

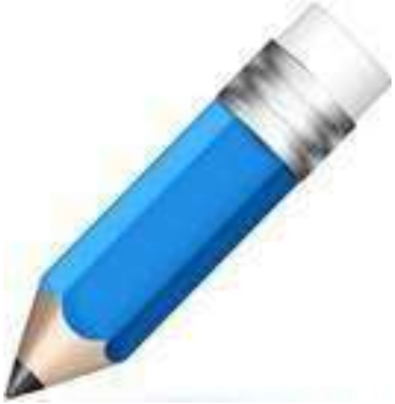


I am fat

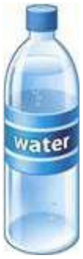


thin

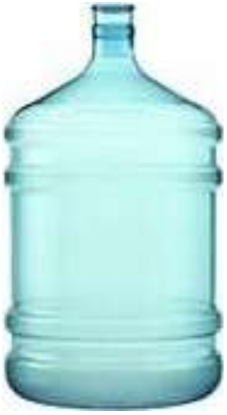
fat



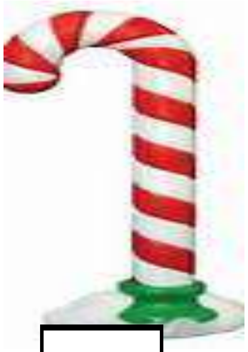
Write **t** for thin and **f** for fat.



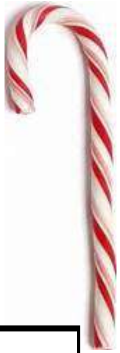
☐



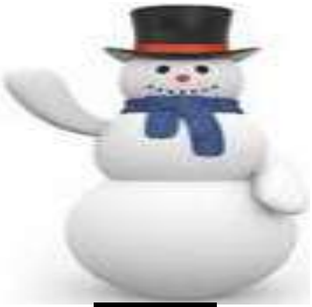
☐



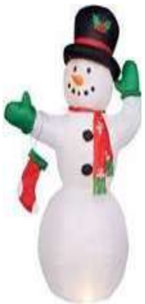
☐



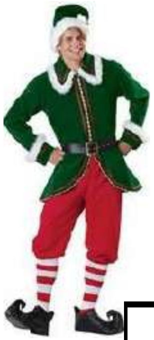
☐



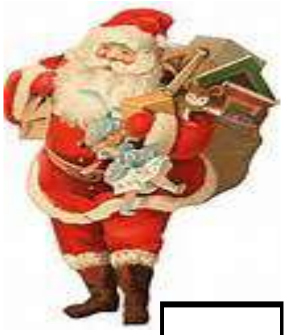
☐



☐

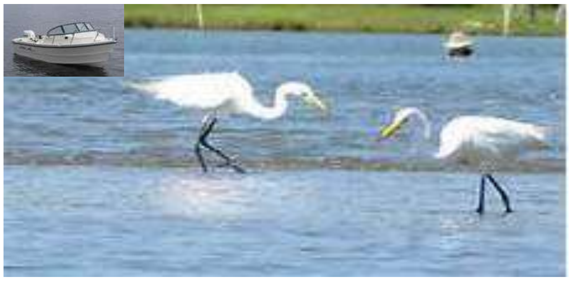
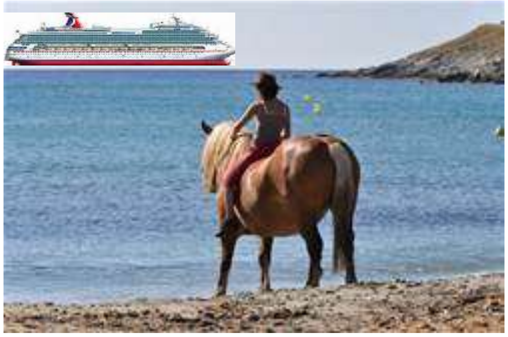


☐

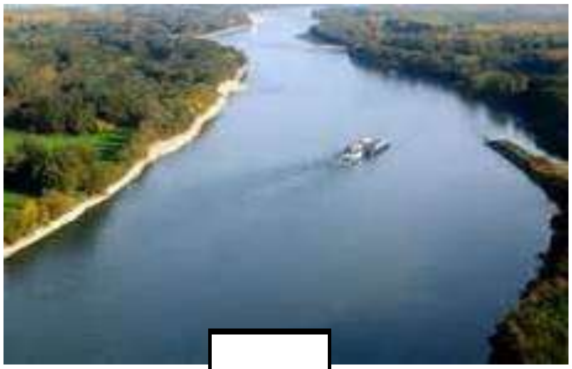
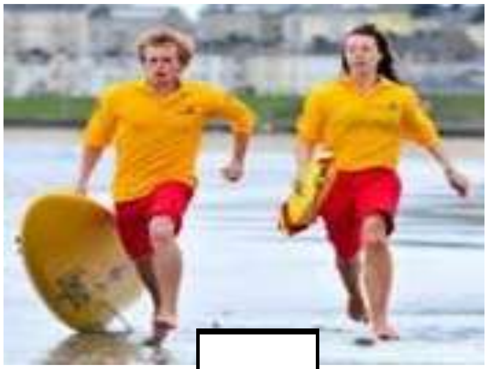
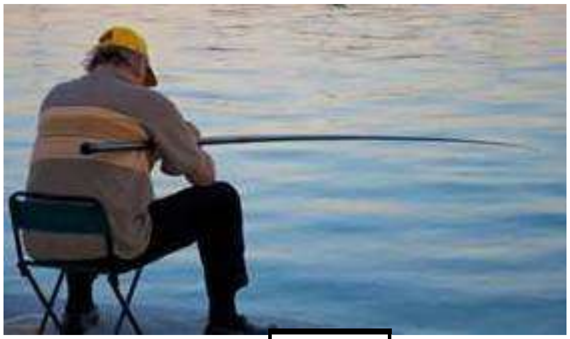
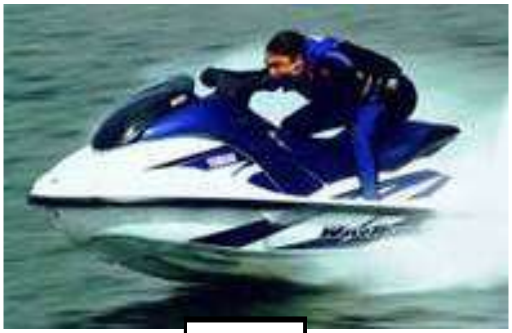


☐

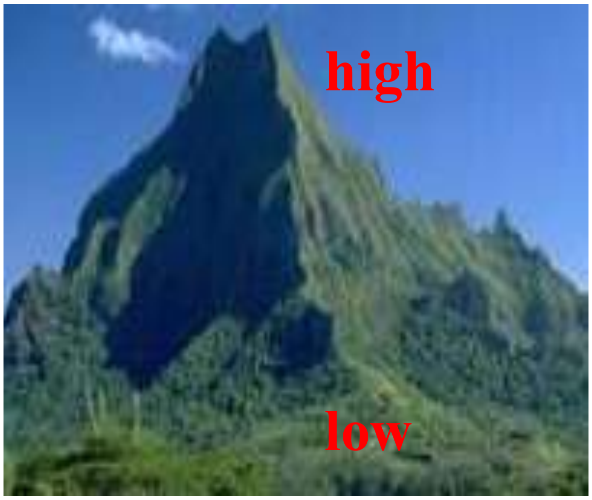
Deep and shallow

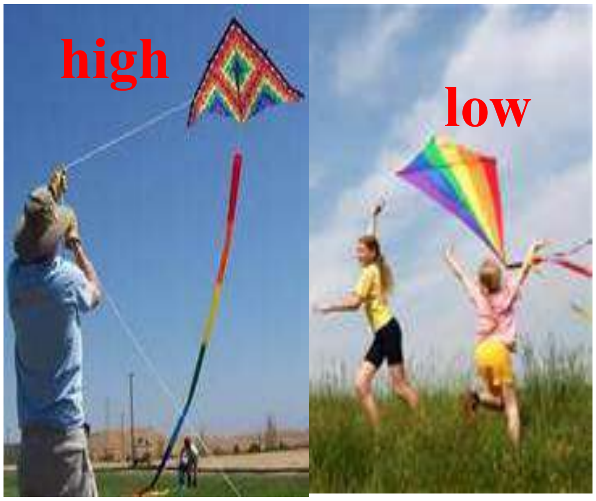
The boat is in the deep water.  The birds are in the shallow water.	The ship is in the deep water.  The horse is standing in the shallow water.

Write **d** for deep and **s** for shallow.

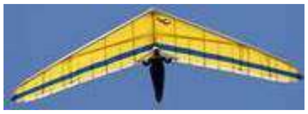
 ☐	 ☐
 ☐	 ☐

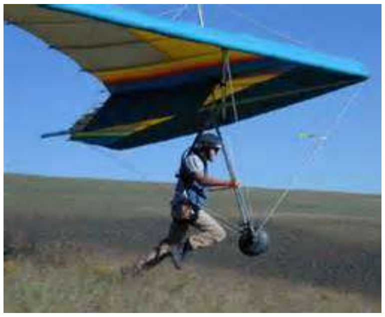
High and low

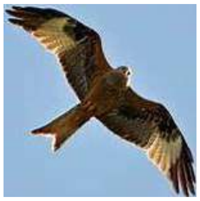


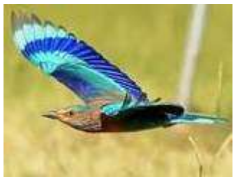


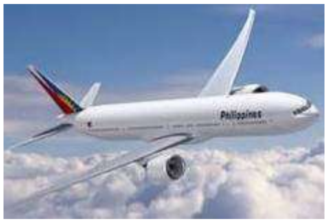
Write **high** or **low** in the boxes.

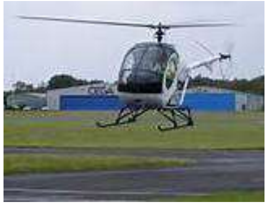


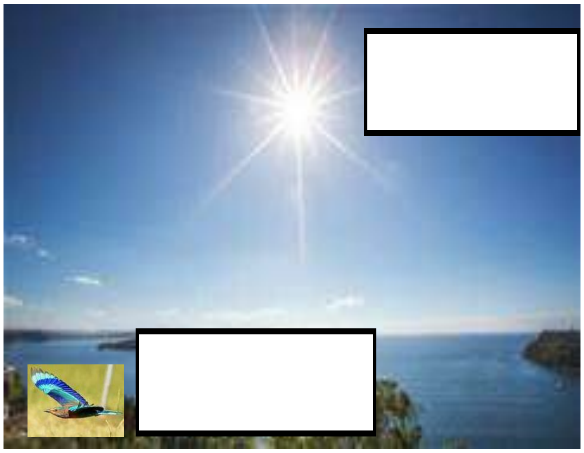




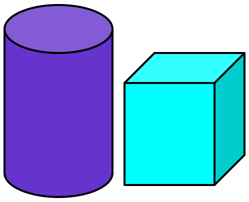








Near and far



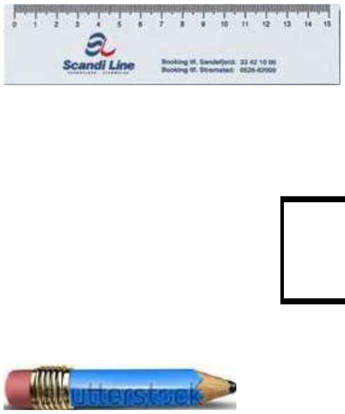
These solids are

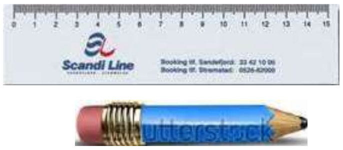
near

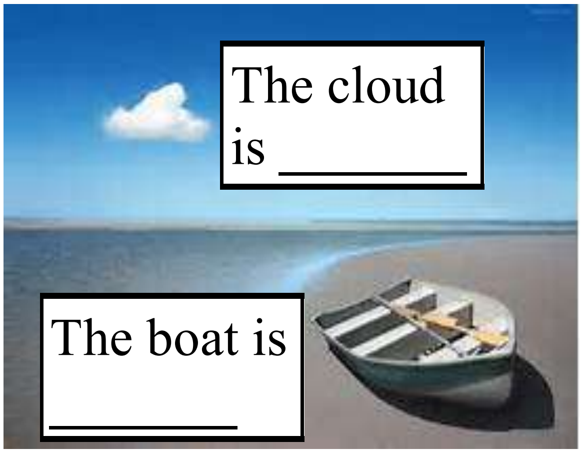
These solids are

far

Write **near** or **far.**

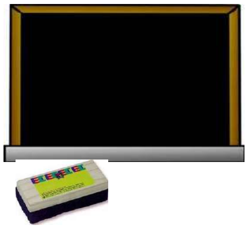


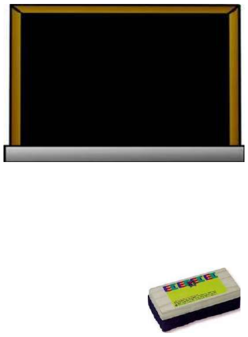




The cloud is ________

The boat is ________





Mass

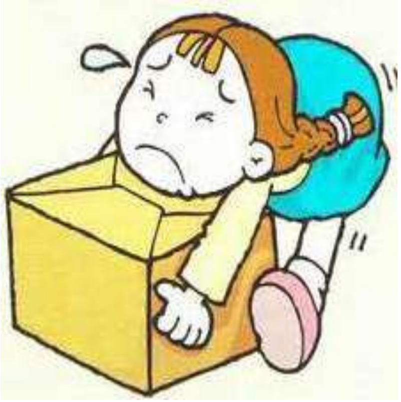
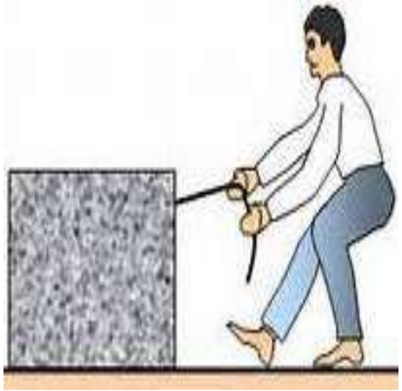
Light and Heavy

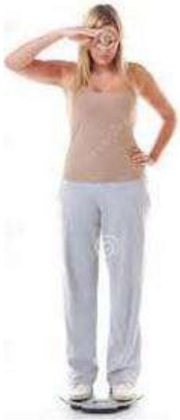
ACTIVITY: The teacher can use a scale to find the mass of individual students at the front of the class. The teacher can show the students that the mass of objects in the class can also be found.

Light

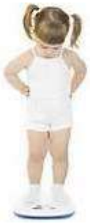
 She is **lifting** the balloons.	 She is **pushing** the balloons.	 She is **pulling** the balloons.

Heavy

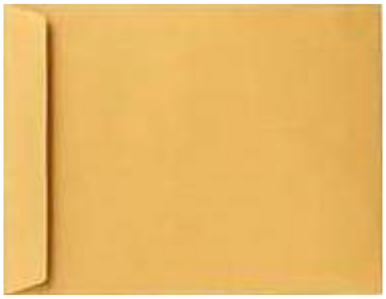
 She is trying to **lift** the box.	 He is trying to **push** the box.	 He is trying to **pull** the box.



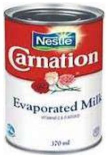
heavy



light

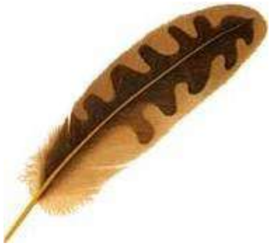


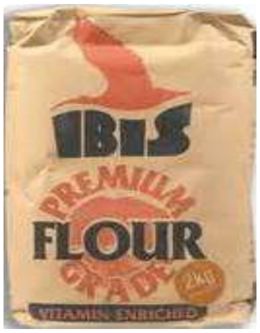
light

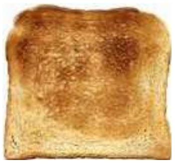

Nestle
Carnation
Evaporated Milk

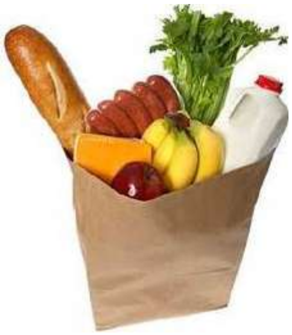
heavy

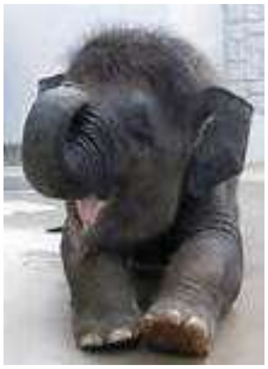
Write **light** or **heavy.**

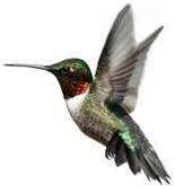


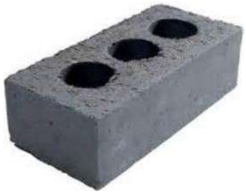

IBIS
PREMIUM
FLOUR
GRADE
2KG
VITAMIN ENRICHED

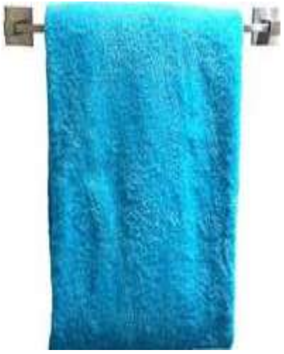




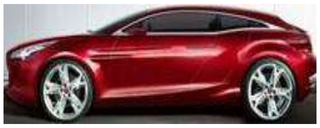
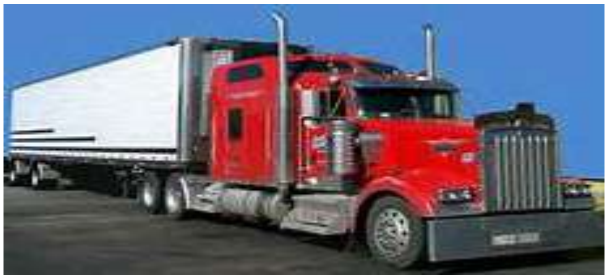
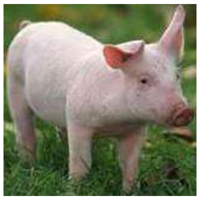
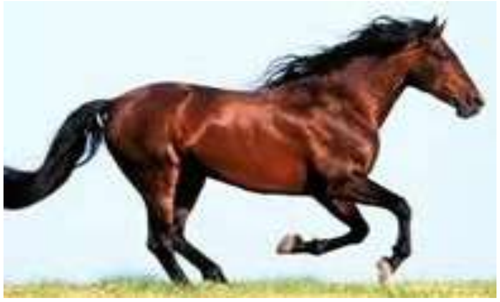




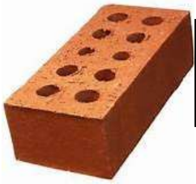
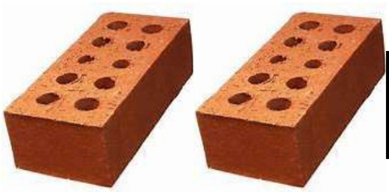
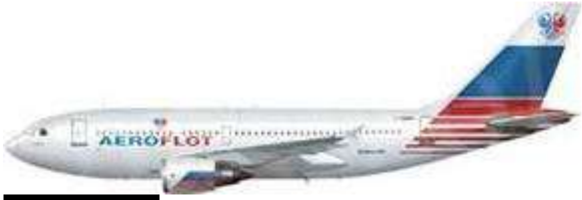
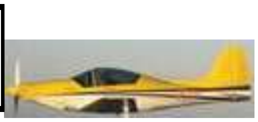
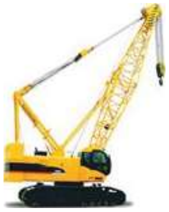
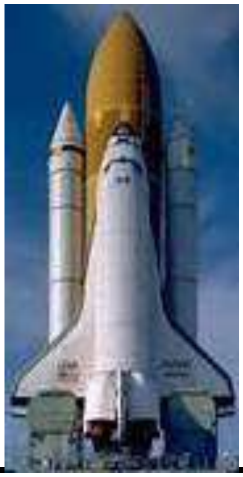
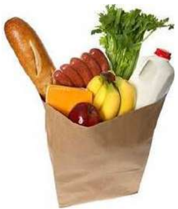
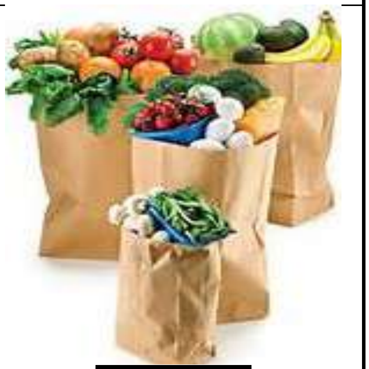




Heavy and heavier

 heavy heavier 	 heavy heavier 

Write **h** for heavy and **r** for heavier.

 ☐  ☐	 ☐ ☐ 
 ☐  ☐	 ☐  ☐

Light and lighter

PAPERMATE
Pink Pearl

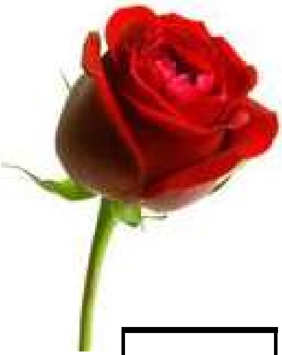
light

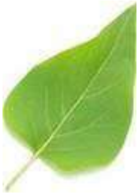
lighter

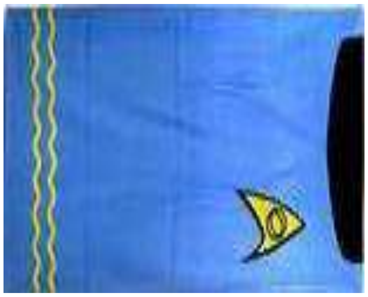
light

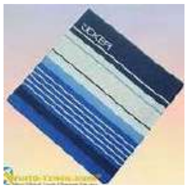
lighter

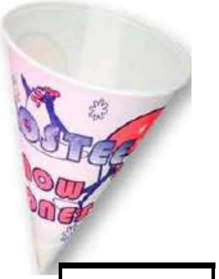
Write **l** for light and **r** for lighter.

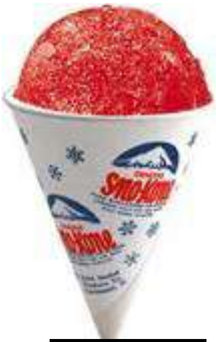


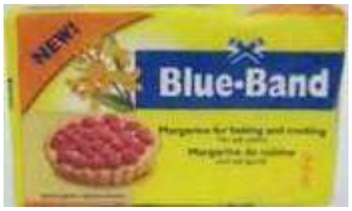


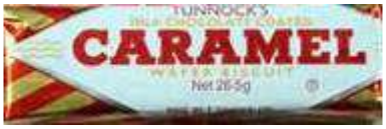









NEW!
Blue-Band


TUNNOCK'S
CARAMEL
Net 26.5g

Easy to push and hard to push

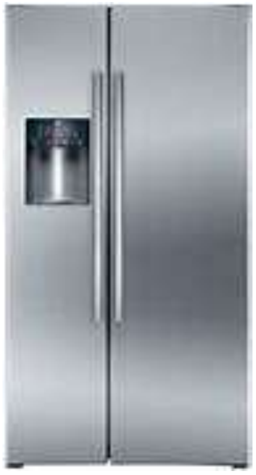
easy to push

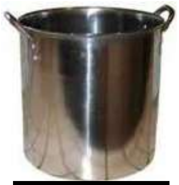
hard to push

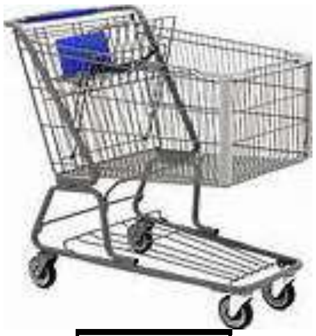
easy to push

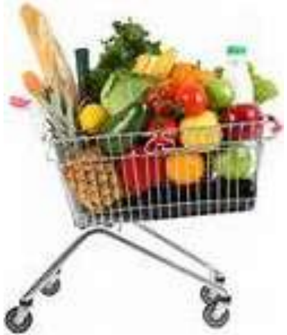
hard to push

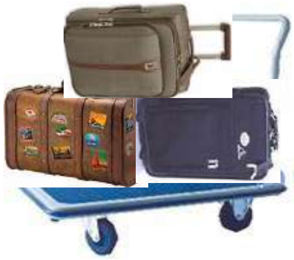
Write **e** for easy to push and **h** for hard to push.

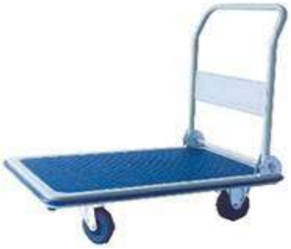


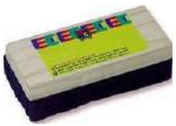


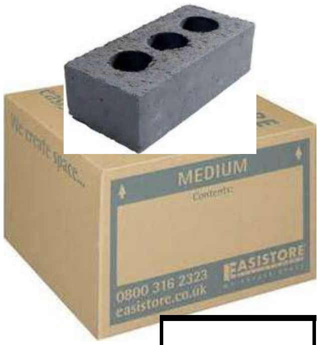








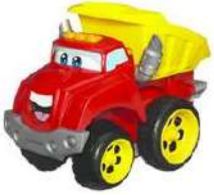




Easy to pull and hard to pull

easy to pull

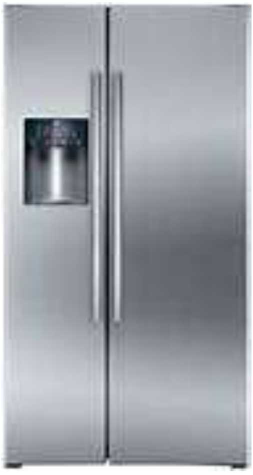
hard to pull

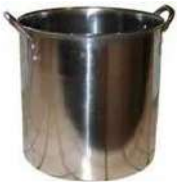


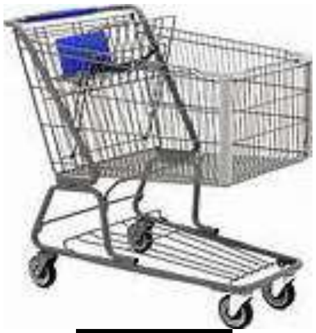
easy to pull

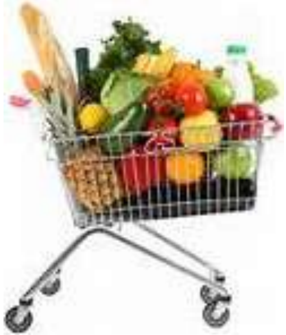
hard to pull

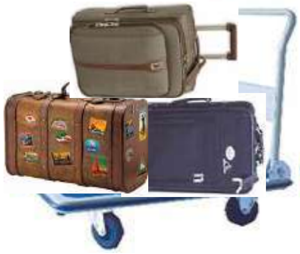
Write **e** for easy to pull and **h** for hard to pull.

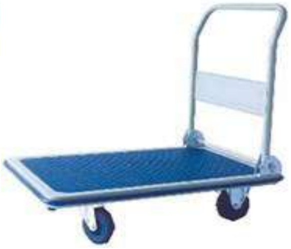


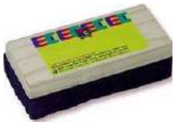


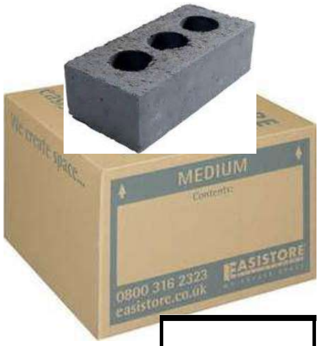




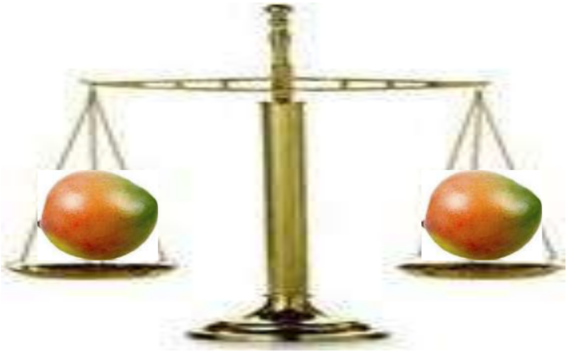




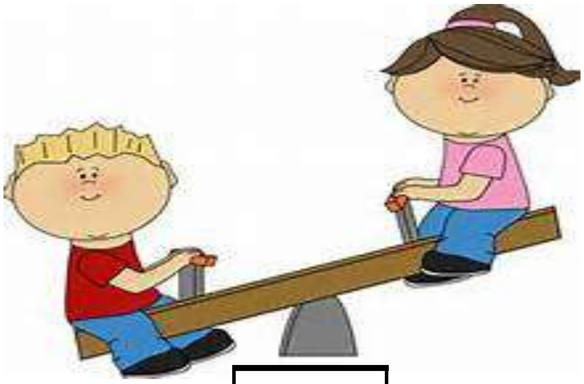
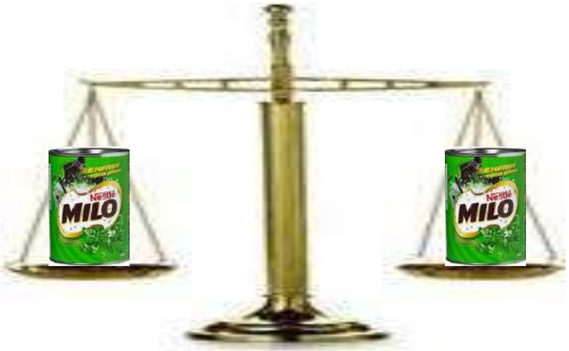
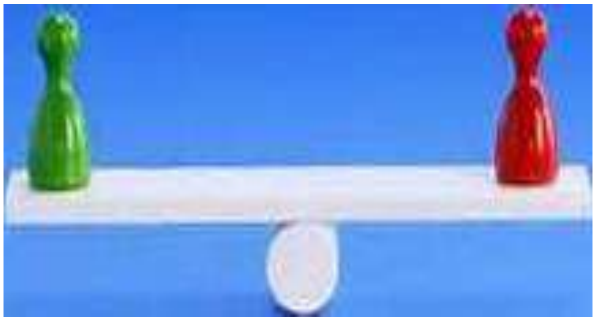
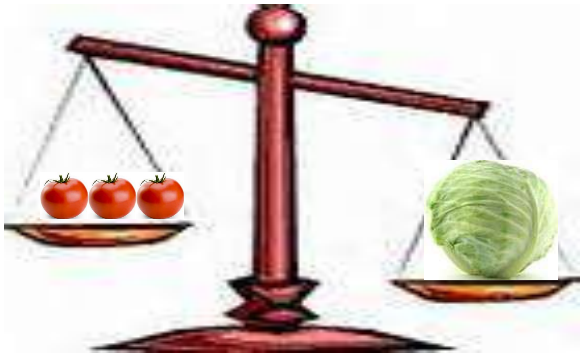



We create space...
MEDIUM
Contents:
EASISTORE
0800 316 2323
easistore.co.uk

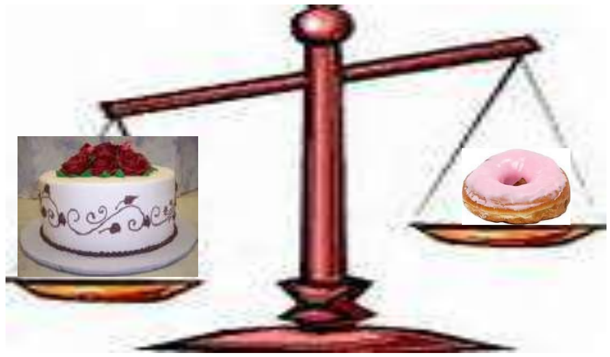
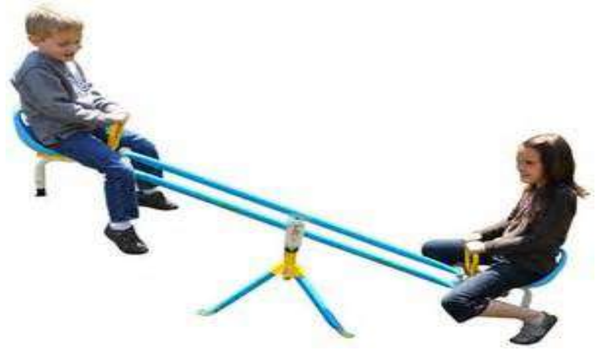
Weight

 Both mangoes have the **same weight**.	 Both girls have the **same weight**.

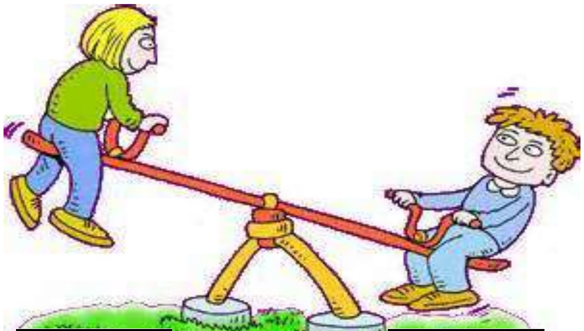
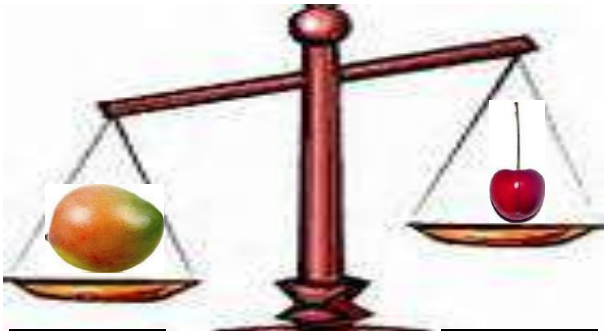
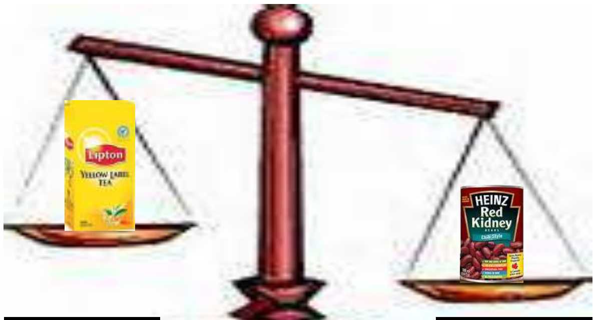
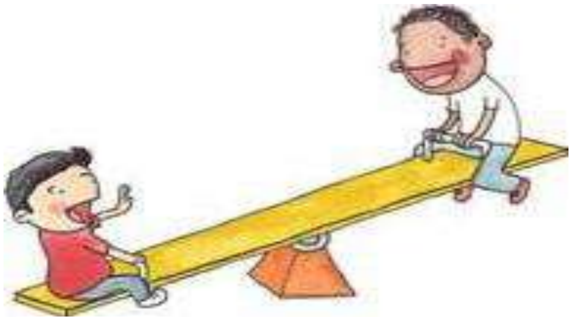
Write **s** for same weight and **d** for different weight.

	 Nestlé MILO Nestlé MILO
	

Light and heavy
Lighter and heavier

	
heavy or heavier light or lighter	light or lighter heavy or heavier

Write **l** for light/lighter and **h** for heavy/heavier.

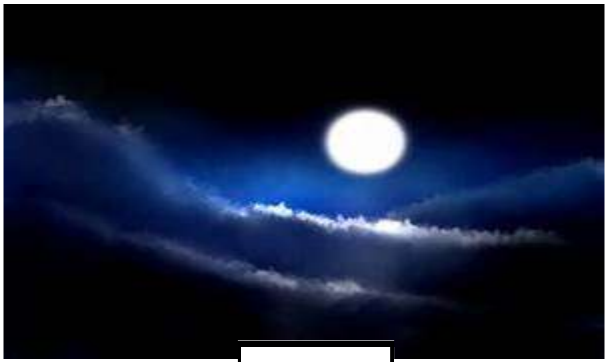
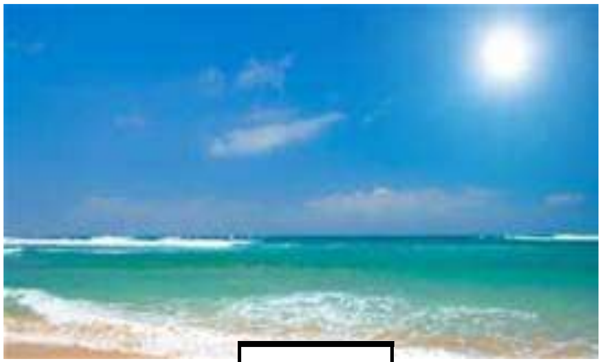
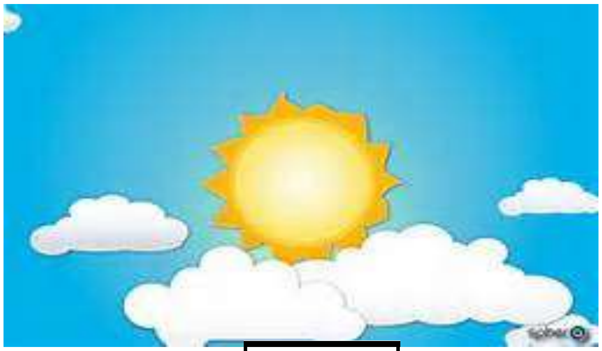
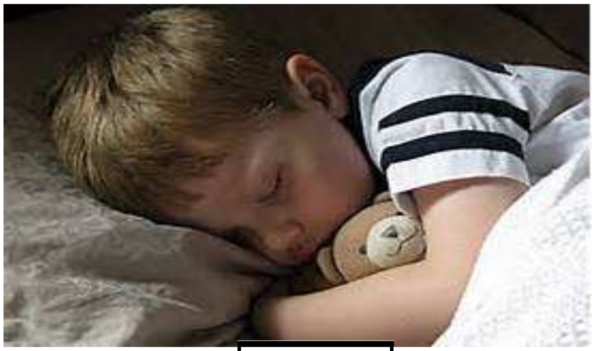
 ☐ ☐	 ☐ ☐
 Lipton Yellow Label Tea HEINZ Red Kidney ☐ ☐	 ☐ ☐

TIME

Day and night

Day. It is sunny today.	Night. The moon is out.

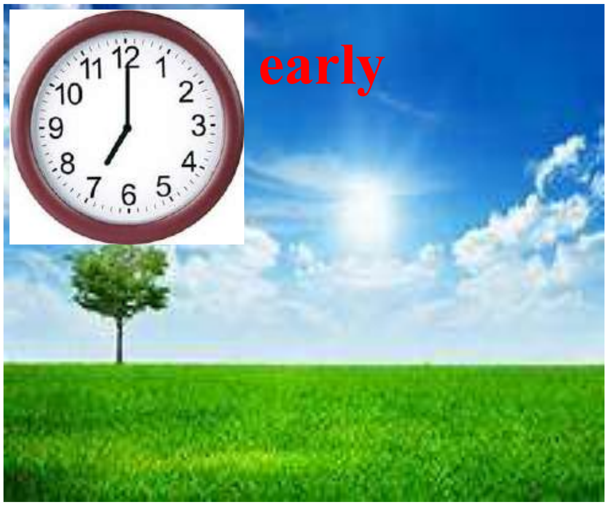
Write **d** for day and **n** for night.

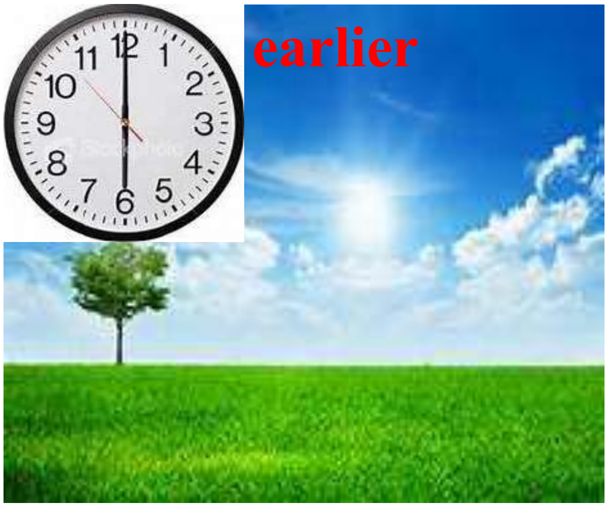
	
	

Time of day: sequence of activities

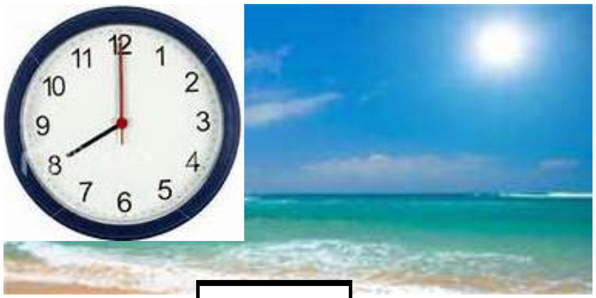
 Good morning. She is eating breakfast.	 It is lunch time. She is eating lunch in School.
 Good afternoon. The students play a game.	 Good evening. Joel and his cousin look at TV.
 Good night. Joel is sleeping.	Morning comes first. __________ 1. Which is second? __________ 2.Which is third? __________ 3. Which is last? __________

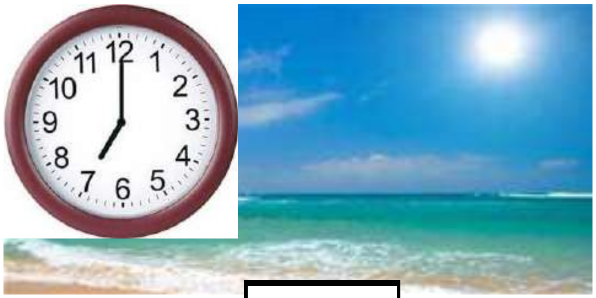
Early and earlier



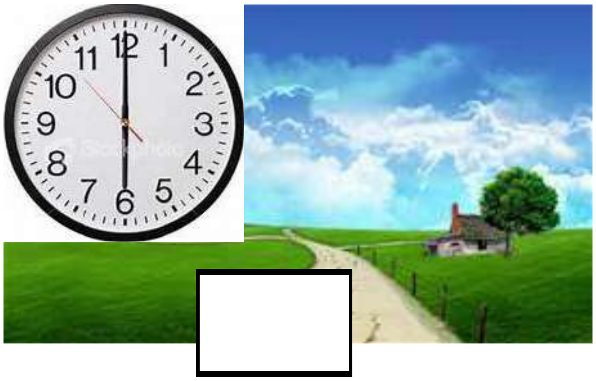


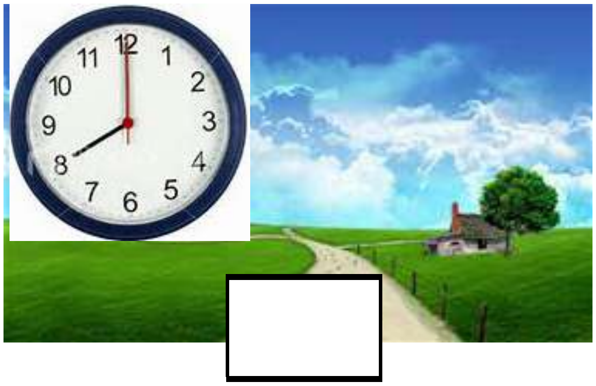
Write **e** for early and **r** for earlier.



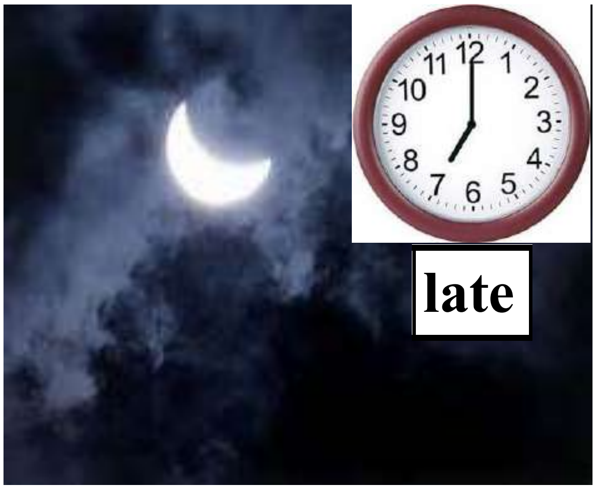


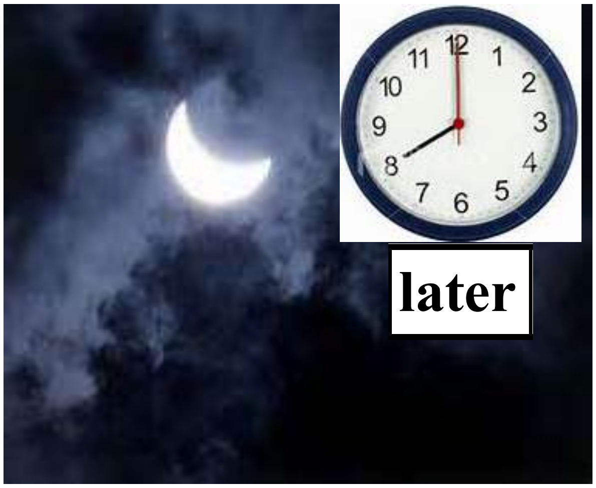
Write **e** for early and **r** for earlier.



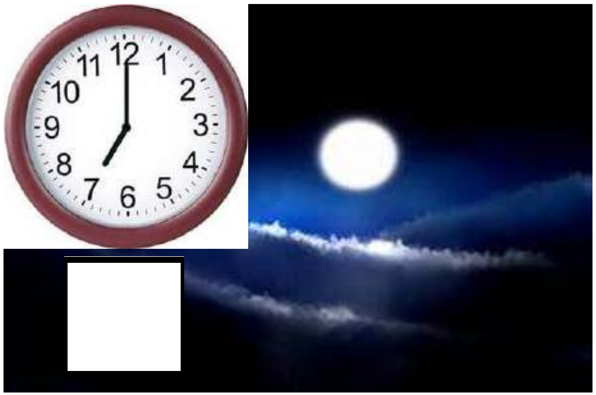


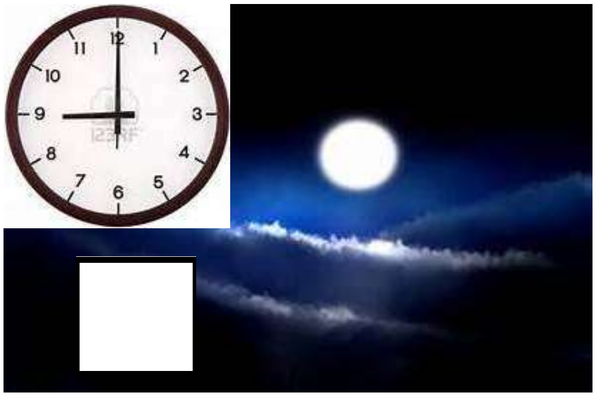
Late and later



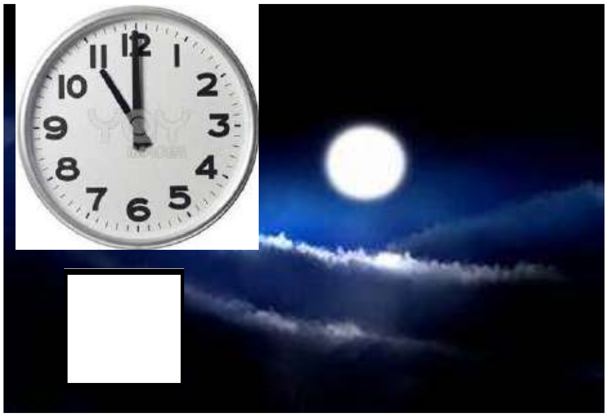


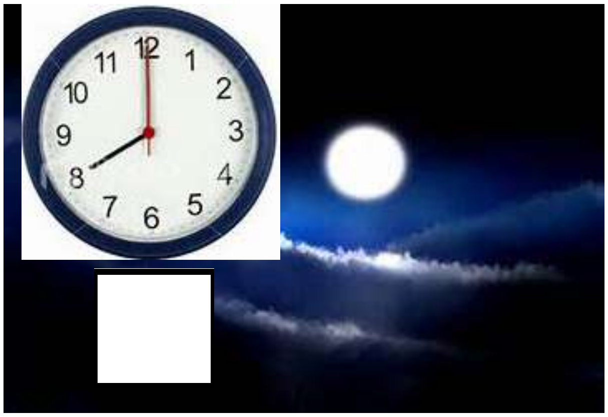
Write **l** for late and **r** for later.





Write **l** for late and **r** for later.



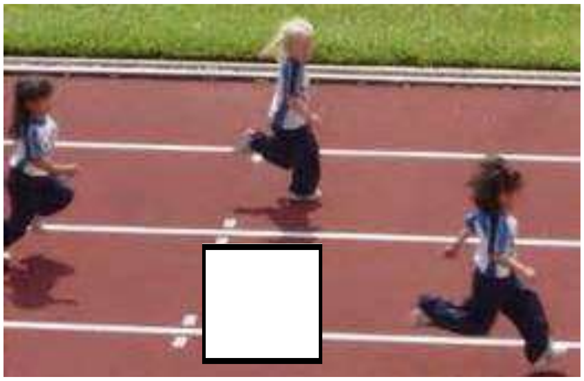


Short time and long time

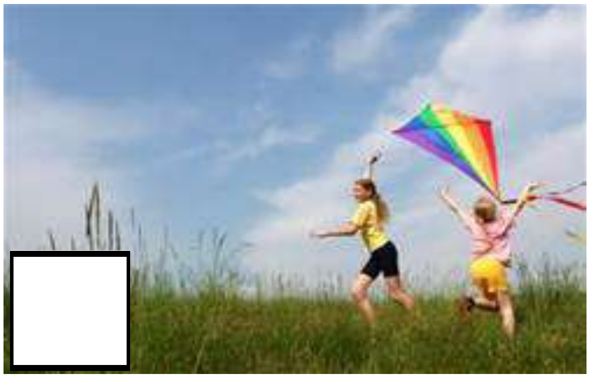
He takes a short time to drink his milk.

She takes a long time to eat her breakfast.

Write **s** for short time and **l** for long time.

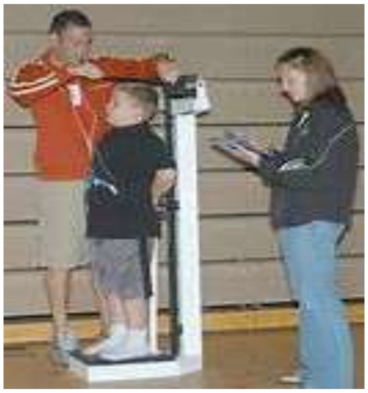


☐

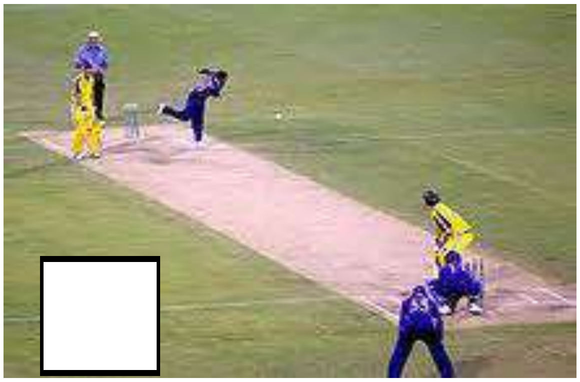


☐

Write **s** for short time and **l** for long time.

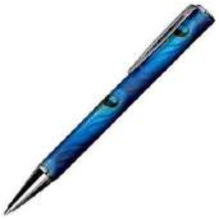
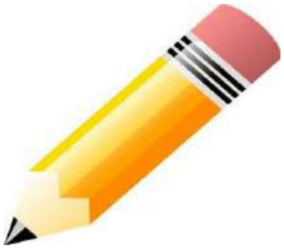


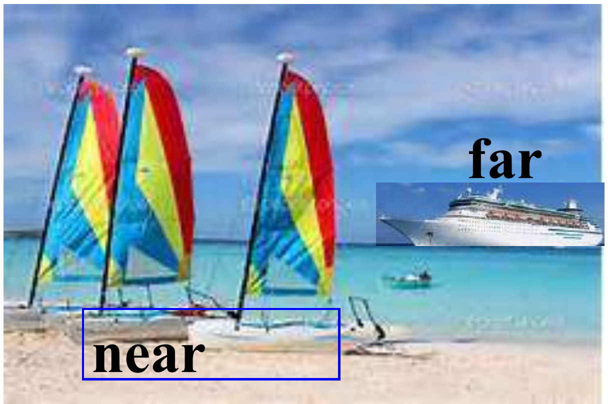
☐

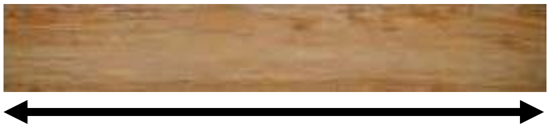


☐

VOCABULARY FOR MEASUREMENT

 short shorter	 long rope longer rope
 tall taller	 same length or as long as
wide river narrow river 	 thin  fat
 deep water shallow water	 high low





length

Colgate
FRESH

length

mass

The mass of apples.

mass

The mass of the boy.

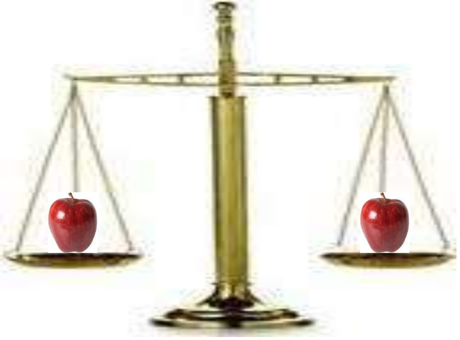
mass

The mass of the baby elephant.

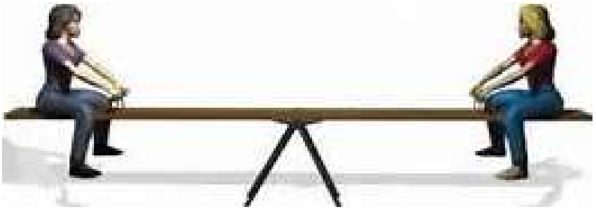
heavy

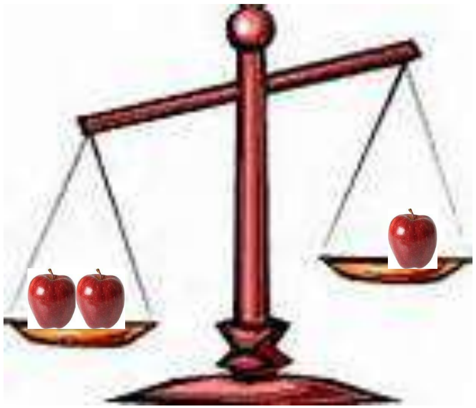
heavier

same weight



same weight



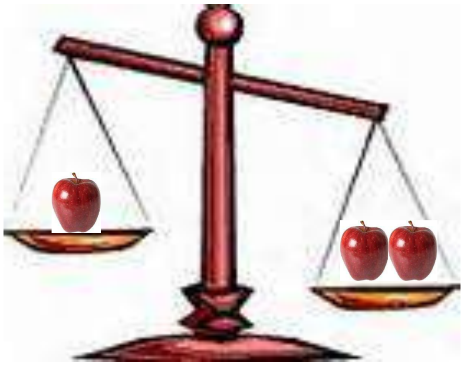


heavy weight

light weight

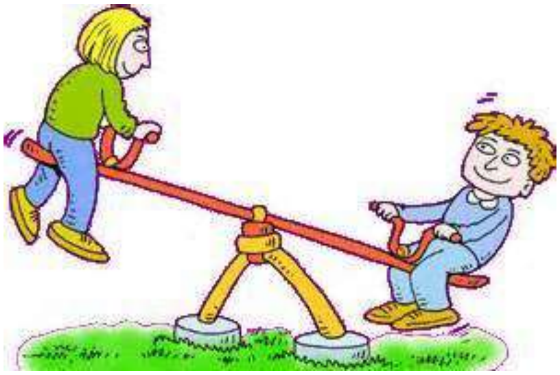
heavy weight

light weight



light weight

heavy weight



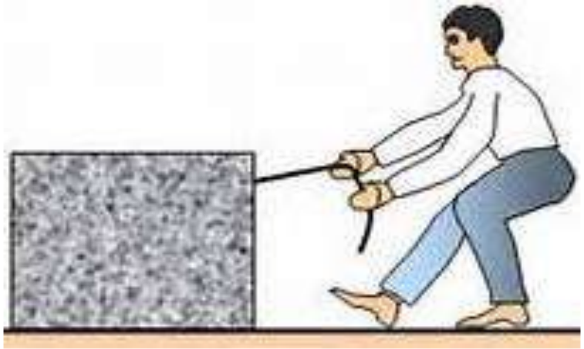
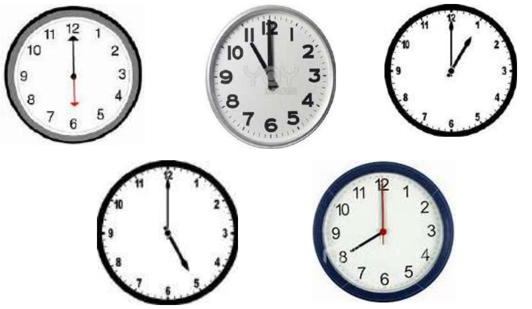
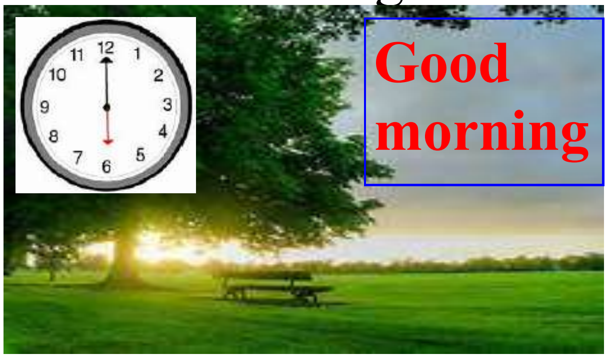
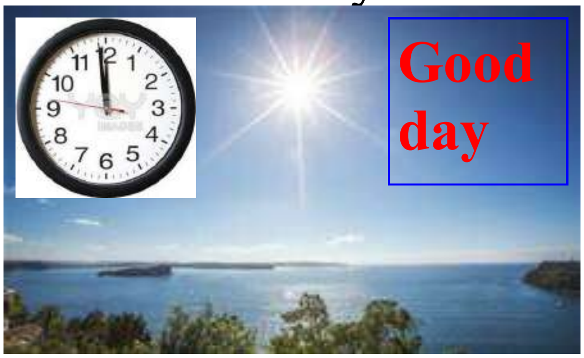
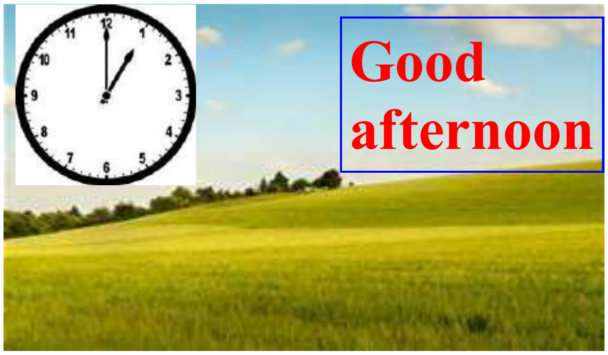
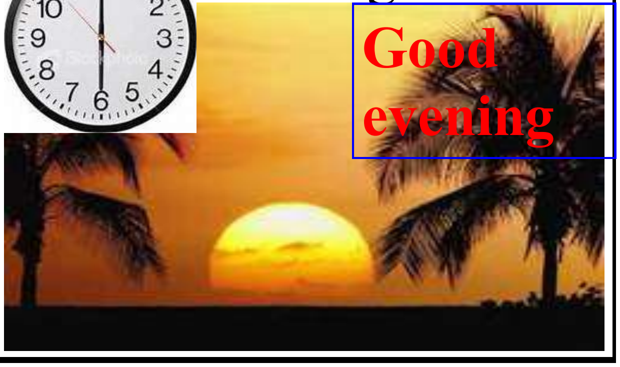
light weight

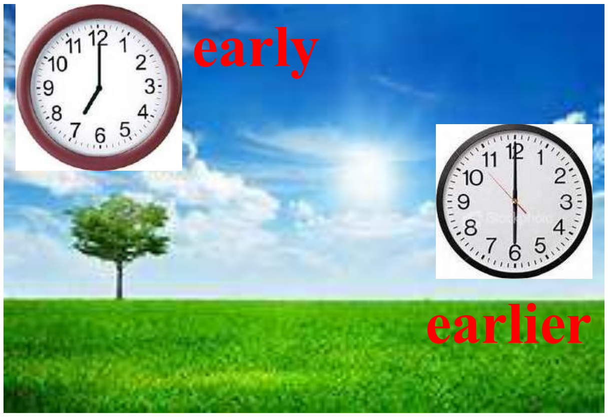
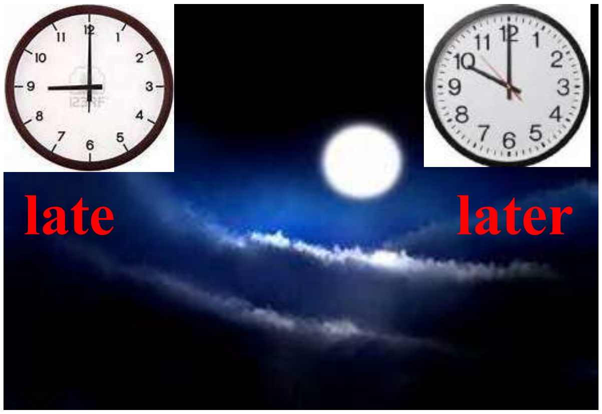
heavy weight

light

lighter

easy to push

hard to push 	easy to pull
hard to pull 	time 
morning  Good morning	midday 
afternoon  Good afternoon	evening  Good evening

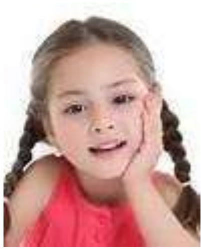
day It is a sunny day	night It is a cold night
 early earlier	
short time 	long time
heavy 	light

STATISTICS

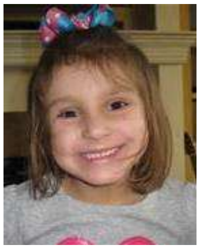
Sorting and Grouping

ACTIVITY: The teacher will call ten students to the front of the class and sort them into groups, e.g. a group of boys, a group of girls, a group with black pencils, a group with short hair, a group with long hair, etc.

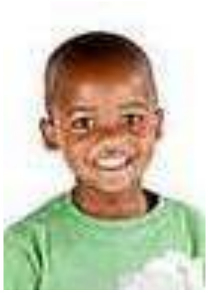
Count



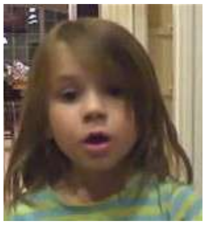
1



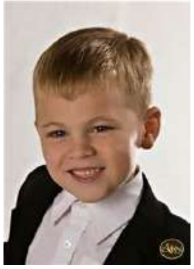
2



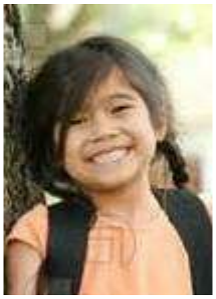
3



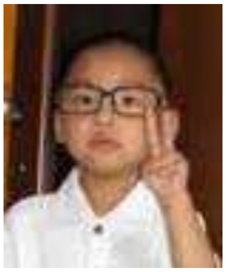
4



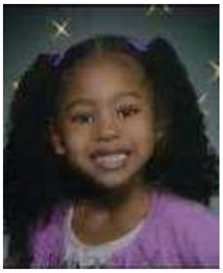
5



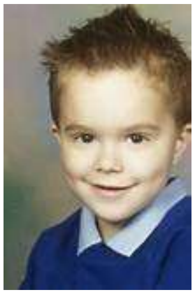
6



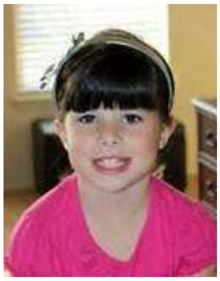
7



8



9



10

Sort and group

1

2

3

4

4 boys

1

2

3

4

5

6

6 girls

1. How many boys? __________

2. How many girls?___________

3. How many altogether?______

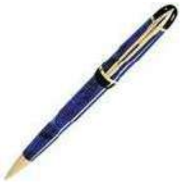
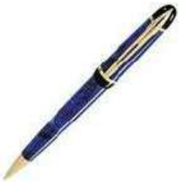
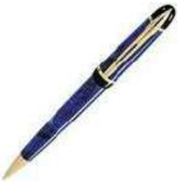
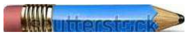
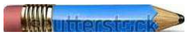
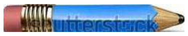
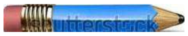
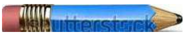
4. More girls than boys. Yes/No

5. Less boys than girls. Yes/No

Put them in a table.

boys	girls
1	1
2	2
3	3
4	4
	5
	6
4 boys	6 girls

Object chart (horizontal with grids)

pens					
pencils					
erasers					
sharpeners					

Objects in class.

1. There are ________ pencils.

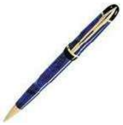
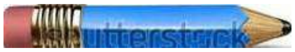
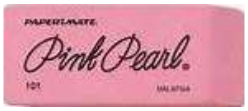
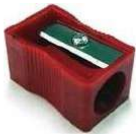
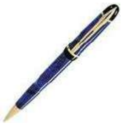
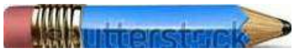
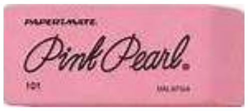
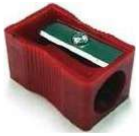
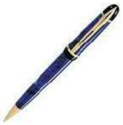
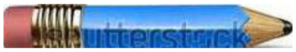
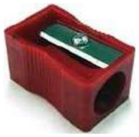
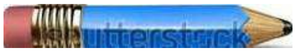
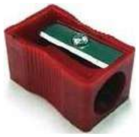
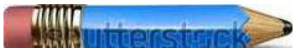
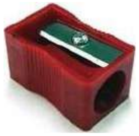
2. There are ________ sharpeners

3. How many pens? __________

4. How many erasers? _________

5. There are _______ pencils and _________ sharpeners.

Object Chart (vertical with grids)

pens	pencils	erasers	sharpeners
			
			
			
			
			

Objects in class.

1. There are ________ pencils.

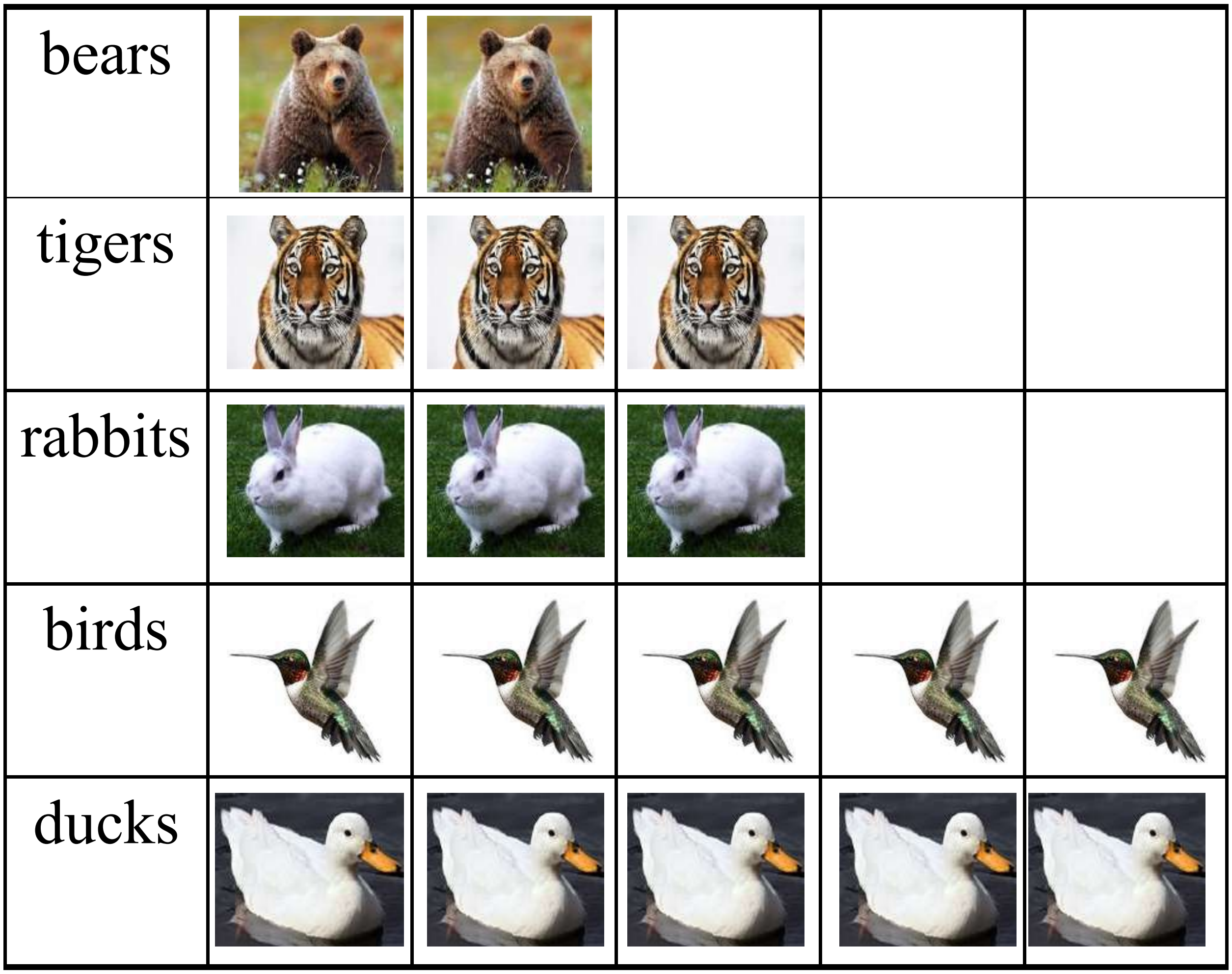
2. There are ________ sharpeners

3. How many pens? __________

4. How many erasers? _________

5. There are _______ pencils and _________ sharpeners.

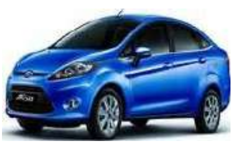
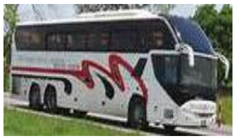
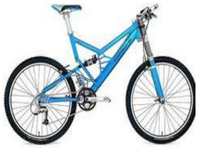
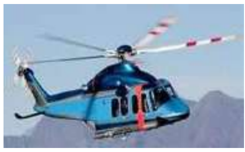
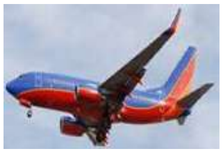
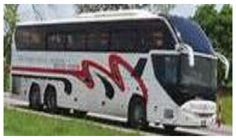
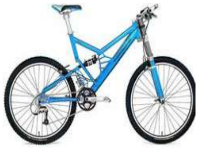
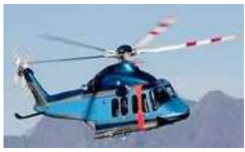
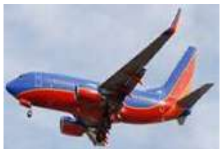
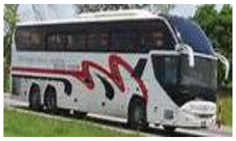
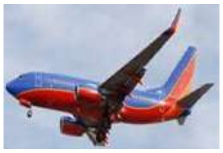
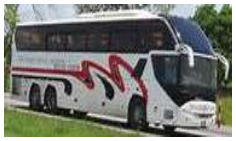
Picture Chart (horizontal with grids)



Animals at the zoo.

1. How many birds? __________
2. How many ducks? __________
3. How many bears? __________
4. There are __________ tigers and ___________ rabbits.
5. There are __________ birds and ___________ ducks.
6. How many bears and rabbits altogether? ____________
7. How many tigers and rabbits in all? ___________

Picture chart (vertical with grids)

cars	buses	bicycles	helicopters	aeroplanes
				
				
				
				

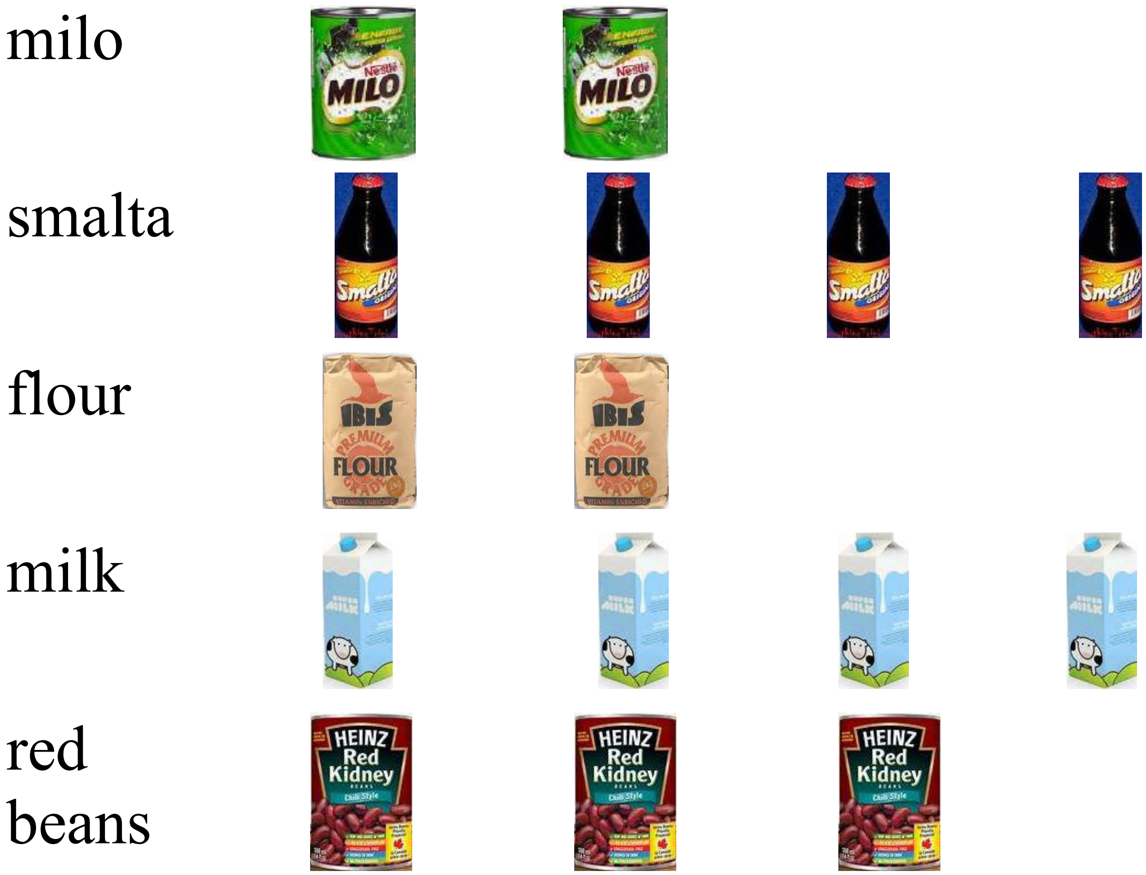
Transport

1. How many helicopters? __________
2. How many buses? ___________
3. There are _________ cars and _________aeroplanes.
4. How many helicopters and aeroplanes altogether?

____

5. There are two bicycles. Yes/No

Object Chart (horizontal without grids)



At the grocery.

1. How many tins of milo?_____________

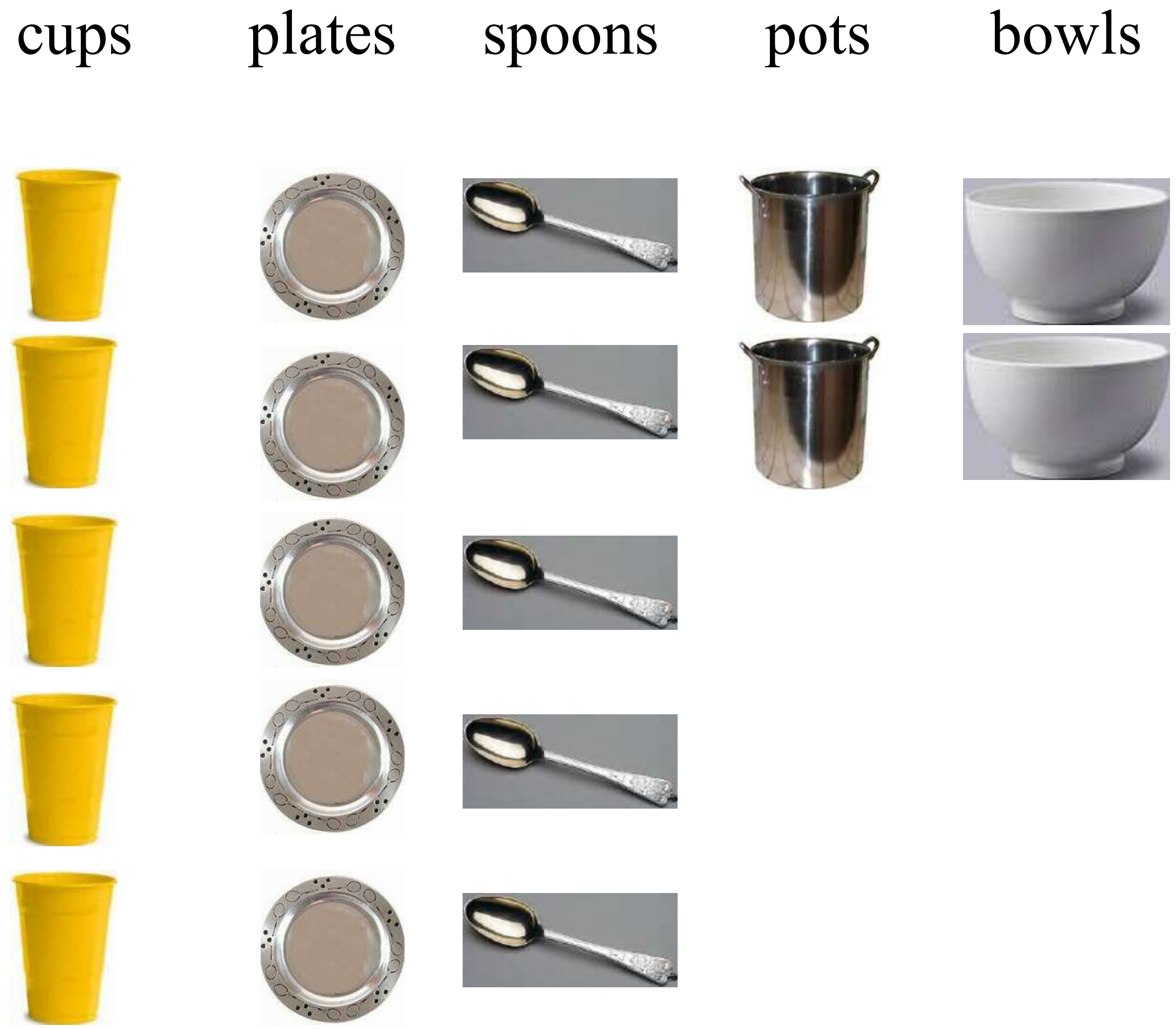
2. How many bags of flour? _____________

3. Four bottles of _____________.

4. __________ tins of red beans.

5. How many bottles of smaltas and packs of milk altogether? __________

Object chart (vertical without grids)



In the kitchen.

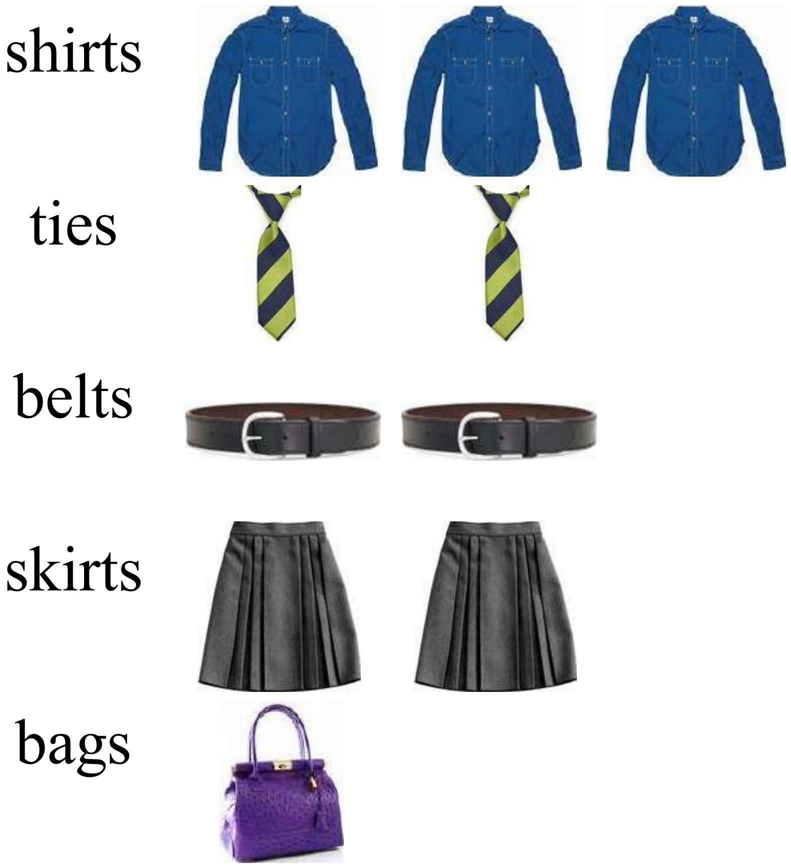
1. How many plates? __________

2. How many cups and plates in all?___________

3. _________ pots and __________ bowls.

4. Add the number of pots and bowls. ____________

Picture Chart (horizontal without grids)



At the clothes store.

1. How many bags did mummy buy?___________

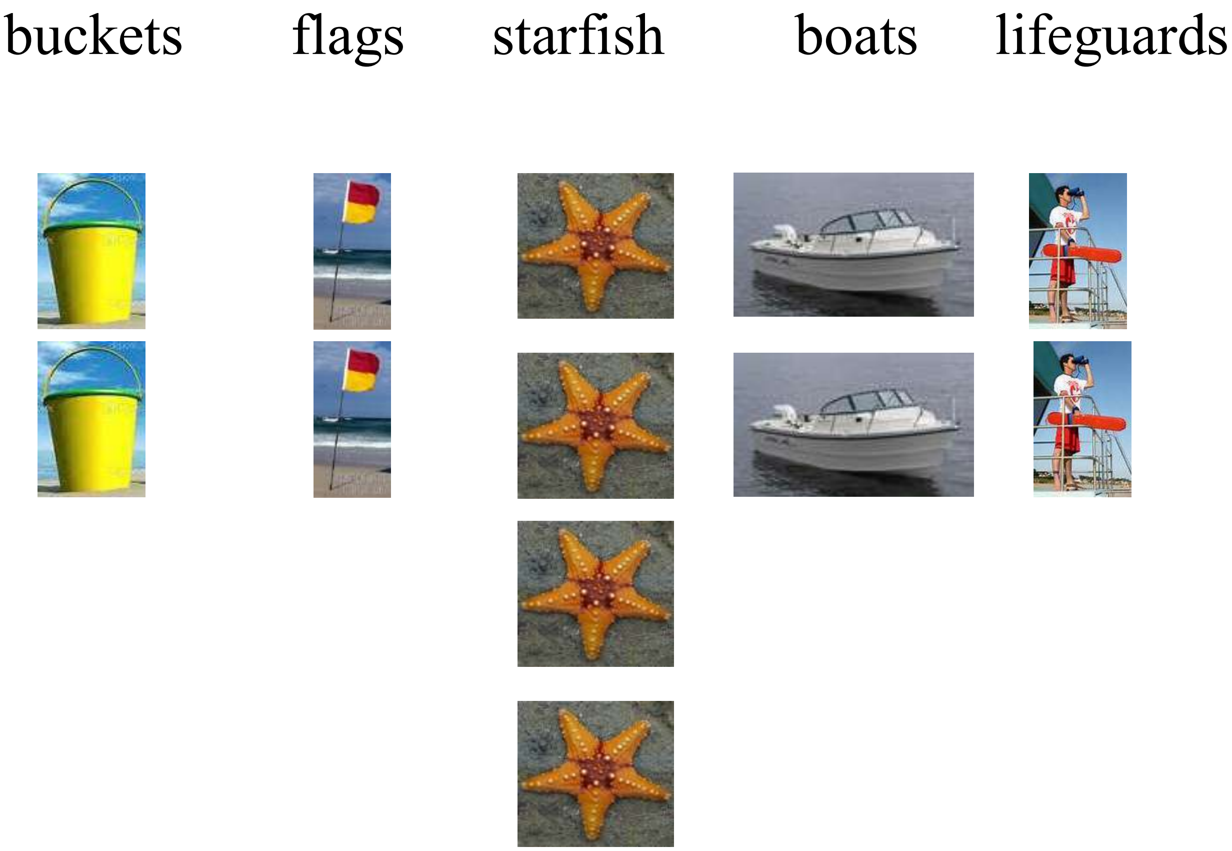
2. How many skirts did mummy buy? ___________

3. Daddy bought _________ties and __________ shirts.

4. How many belts did Joel buy?___________

5. How many things altogether did they buy? __________

Picture Chart (vertical without grids)



At the beach.

1. How many starfish did Joel get? ___________

2. How many flags did Faith see? ____________

3. There are __________ flags and ___________ boats.

4. Joel saw ____________ lifeguards.

5. Joel took __________ buckets to collect starfish.

ACTIVITY: The teacher will call 10 students with their bags to the front of the class. He/ she will sort them into groups of bag colours.
Draw the bags in the object chart. Then colour the bags.

Object Chart for bag colours

black				
blue				
red				
yellow				

1. How many black bags?__________

2. How many blue bags? __________

3. ________ red bags and _________ yellow bags.

4. How many bags in all? ___________

ACTIVITY: The teacher will call 10 students with their pencils to the front of the class. He/she will sort them into pencil colours. Then help them complete the chart.

Object Chart for pencil colours.

black				
blue				
yellow				
red				

1. How many black pencils?___________

2. How many blue pencils? ___________

3. __________ yellow and _________ red pencils.

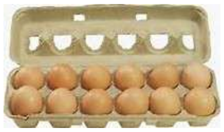
4. Which colour has more?____________

5. Which colour has less? ____________

VOCABULARY FOR STATISTICS

Sort the groceries

groups



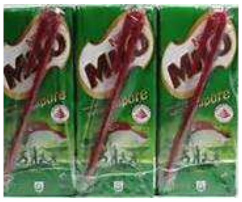
object chart

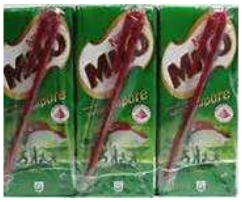
pencils	sharpeners

picture chart

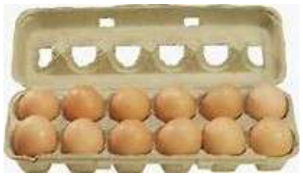
boys	girls

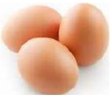
same



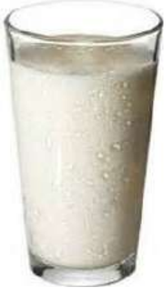


more

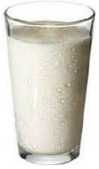




more eggs

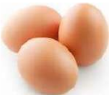


more than

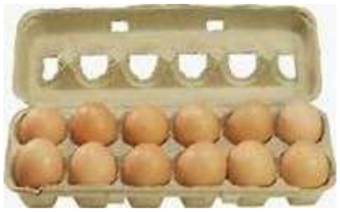


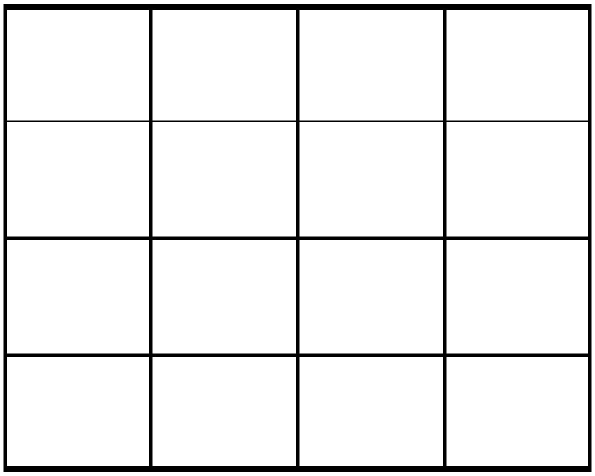
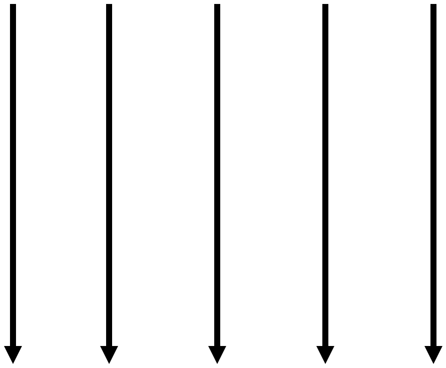
less than

less



less eggs



fewer fewer cupcakes	many two bulbs There are many bulbs on the tree.
altogether 1 2 3 4 5 5 children altogether	grid 
across These lines go **across**	down These lines go **down** 

This is an authorized free edition from
www.obooko.com

Although you do not have to pay for this e-book, the author’s intellectual property rights remain fully protected by international Copyright law. You are licensed to use this digital copy strictly for your personal enjoyment only: it must not be redistributed commercially or offered for sale in any form. If you paid for this free edition, or to gain access to it, we suggest you demand an immediate refund and report the transaction to the author and obooko.