

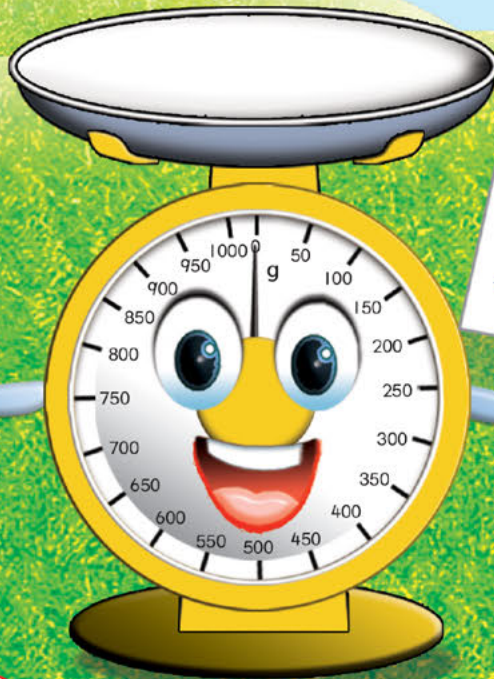
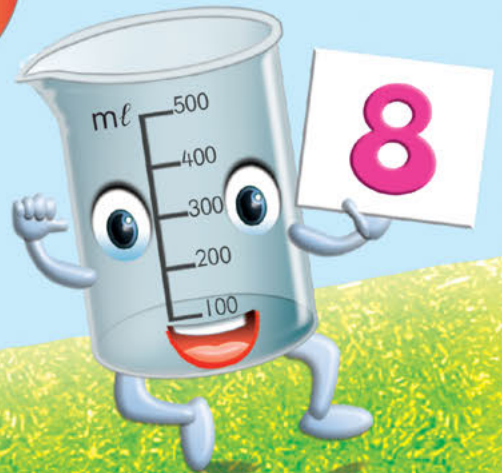


KEMENTERIAN
PENDIDIKAN
MALAYSIA

MATHEMATICS

YEAR 2

PART
I



239





RUKUN NEGARA

Bahawasanya Negara Kita Malaysia

mendukung cita-cita hendak:

Mencapai perpaduan yang lebih erat dalam kalangan seluruh masyarakatnya;

Memelihara satu cara hidup demokrasi;

Mencipta satu masyarakat yang adil di mana kemakmuran negara akan dapat dinikmati bersama secara adil dan saksama;

Menjamin satu cara yang liberal terhadap tradisi-tradisi kebudayaannya yang kaya dan pelbagai corak;

Membina satu masyarakat progresif yang akan menggunakan sains dan teknologi moden.

MAKA KAMI, rakyat Malaysia, berikrar akan menumpukan seluruh tenaga dan usaha kami untuk mencapai cita-cita tersebut berdasarkan prinsip-prinsip yang berikut:

**KEPERCAYAAN KEPADA TUHAN
KESETIAAN KEPADA RAJA DAN NEGARA
KELUHURAN PERLEMBAGAAN
KEDAULATAN UNDANG-UNDANG
KESOPANAN DAN KESUSILAAN**

(Sumber: Jabatan Penerangan, Kementerian Komunikasi dan Multimedia Malaysia)

DUAL LANGUAGE PROGRAMME

MATHEMATICS

YEAR 2

PART
I

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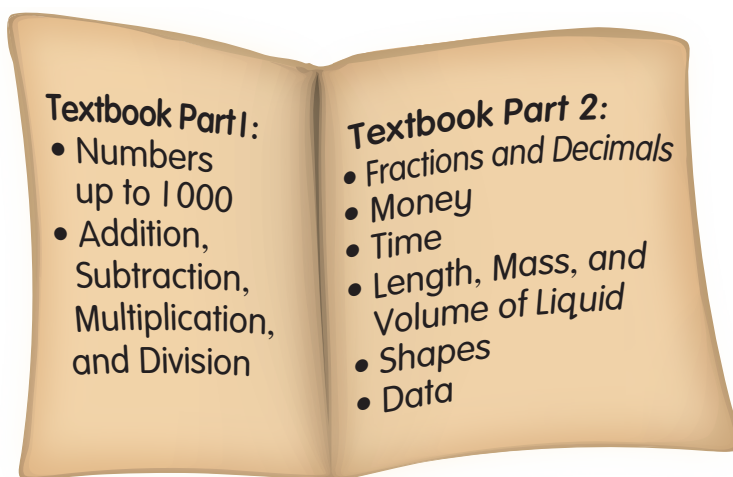
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PREFACE

The *Mathematics Year 2* textbook package is written based on the Standard-Based Primary School Curriculum Year 2 in line with the implementation of the revised curriculum starting from 2017. The writing of this textbook is tailored to meet the needs of the pupils to understand basic mathematical skills from the easiest level to the most abstract level. This textbook package is published to produce pupils who are able to apply mathematical knowledge and skills, effectively and responsibly in their daily lives.

This textbook package consists of three components, namely Textbooks Part 1 and Part 2 and Activity Book. The topics contained in the textbooks are as follows:



All of these topics are also contained in the Activity Book.

The textbooks focus on the goals of mathematics learning consisting of basic mathematical concepts and skills. The presentation of these books is tailored to incorporate related reasoning questions so that pupils can communicate as well as think critically and creatively. Each lesson is enhanced with formative exercises to be carried out either orally or in writing as well as additional activities proposed in the teacher's notes. Furthermore, the recreational element in the lesson is infused via Let's Explore and Let's Have Fun to create an active and fun learning environment. Besides, moral values are instilled indirectly through the learning activities and pictures.

The Activity Book provides reinforcement, remedial, and enrichment activities to strengthen and enhance pupils' understanding on what they have learnt in the textbooks. Teachers are encouraged to prepare extra activities and exercises according to the pupils' needs and abilities.

The textbook package is hoped to provide meaningful and fun lessons as well as to increase pupils' interest in mathematics. To use this textbook package, teachers can refer to the following explanation.



7 SHAPES

Shapes Song

Let us learn the 3-D shapes
3-D shapes, 3-D shapes
Cuboid, cube, and pyramid
Cone and cylinder too

Twelve sides lengths are all the same
Six faces sizes all the same
We can see these in dice
A cube, we call its name

A cuboid has a different shape
Six faces sizes not the same
Has squares and also rectangles
Has twelve sides too

Scan QR

Using the sample file here of the Mathematics class activity page, show 3-D shapes using real objects.
Teacher is encouraged to ask pupils for their own 3-D shapes.

Learning activities via QR code

1 arranged these mooncakes in 2 rows. Each row has 4 mooncakes.

1 arranged the mooncakes in 4 rows. Each row has 2 mooncakes.

2 times 4 makes 8.
 $2 \times 4 = 8$

4 times 2 makes 8.
 $4 \times 2 = 8$

2 multiplied by 4 is equal to 8.
 $2 \times 4 = 8$

4 multiplied by 2 is equal to 8.
 $4 \times 2 = 8$

2×4 is the same as 4×2
 $2 \times 4 = 4 \times 2$

Form a number sentence.
 $\square \times \square = 8$

Using pupils to do simulation that involves columns and rows
to understand the $a \times b = c$
• Emphasize that the product will be the same when through
multiplication or division.
• Staff responsible for class management should assign groups

Mascot stimulates critical and creative thinking to generate ideas

Links to the pages in the activity book.

Reinforcement activities to enhance skills learnt

Remedial activities to assess understanding of basic skills

Enrichment activities to test critical and creative thinking

Learning topics
Stimulus page encourages pupils to communicate

Pupil-centred activities

Questions of Higher Order Thinking skills (HOTS)

Hands-on activities such as projects and games

Content Standard and Learning Standard

Formative exercises to assess understanding of learned skills

Recreational activities to foster pupils' interest in mathematics

LET'S EXPLORE

Materials/Resources number cards 1 to 9

Method

- Arrange the number cards according to the assigned colours.
- Change the arrangement of numbers within the R, B and G groups. What do you find?
- Write five number sentences for the same total.

Find the total.

a. $40 + 116 + 231$

b. $230 + 54 + 105$

c. $624 + 108 + 195$

d. $73 + 420 + 105$

e. $214 + 485 + 300$

f. $148 + 217 + 364$

g. $453 + 299 + 147$

Guide pupils to explore number addition through activities such as Let's Explore to strengthen their understanding.

Teacher's guide to teaching and learning activities

5a. $47 \div 7 = \square$

Method

$$\begin{array}{r} 6 \\ 7 \overline{) 47} \\ \underline{- 42} \\ 5 \end{array}$$

Remember the 7 times table.
 $6 \times 7 = 42$

$47 \div 7 = 6$ remainder 5

6a. $30 \div 8 = \square$

Method 1

$$\begin{array}{r} 3 \\ 8 \overline{) 30} \\ \underline{- 24} \\ 6 \end{array}$$

Method 2 $3 \times 8 = 24$
 $30 - 24 = 6$. The remainder is 6.
 $30 \div 8 = 3$ remainder 6

There are 20 matchsticks. A matchstick house needs 8 matchsticks. How many houses can be made? Calculate the remainder of matchsticks.

Guide pupils to divide using concrete materials.
• Staff responsible for class management should assign groups to work on the activity.
• Staff responsible for class management should assign groups to work on the activity.

LET'S PLAY FUN!

Lucky Cards

Materials/Resources 20 fraction and decimal cards

Participants 3 pupils per group

Method

- Place cards face down on the table. The first player opens two cards.
- The second player opens one card. If any card matches, keep the matching cards.
- Take turns. Repeat step 2. Play until all the cards are matched.
- The player who collects the most cards wins.

Prepare sufficient cards for the activity.
• Avoid moral values such as honesty, integrity, patience, and tolerance.

SELF-ASSESSMENT

Answer the questions. Circle the answer vertically in the number grid below.

Activity 2

1 Write the digit value of the underlined digit.

2 Complete these.

My place value is \square . My digit value is \square .

My place value is \square . My digit value is \square .

My place value is \square . My digit value is \square .

My place value is \square . My digit value is \square .

3 What are the numbers?

a. One hundred and twenty-four.

b. Three hundred and five.

c. Two hundred.

4 Why after?

5 825

6 Round next

7 Round

8

9

10

11

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NUMBERS UP TO 1000



PETRONAS TWIN TOWERS

- Has **88** floors.
- About **452** metres high.
- The length of the bridge is **58** metres.
- Has a hall with **865** seats.

Each tower has **eighty-eight** floors.

The height is about **four hundred and fifty-two** metres.

TEACHER'S NOTES

- Ask pupils to tell stories about the picture.
- Carry out an activity to get pupils to say the numbers involved in the given facts individually or in groups.

1.1.1 (i)
1.1.1 (ii)

1



RECOGNISE NUMBERS

Monday

15/1/2018

Read or say your number.

Three hundred and sixteen.

Eight hundred and seven.

316

one hundred and two

807

two hundred and forty

590

935

seven hundred and fifty-one

Show the number nine hundred and thirty-five.

- In pairs, provide more reading activities of any number in words. Get pupils to say the number using flash cards to strengthen pupils' understanding.

2

My number is four hundred and fifty-one.

Mine is two hundred and ten.

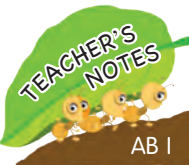
Mine is three hundred and twenty-eight.



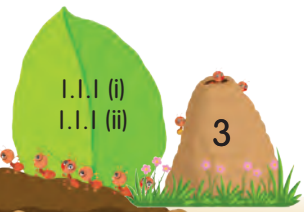
Mine is ten and one.



Which number is said wrongly? Say it correctly.



- Get pupils to carry out activities of saying numbers in numerals or words in a quiz or question and answer session using calculators, computers, and others.



3 Let's match the number with its word.



- Carry out number matching activity using words or vice versa in the form of a game. Do it inside or outside the classroom.
- Carry out the activity of matching number cards with word cards.



603 630

Say these two numbers.
What is the difference?



LET'S ANSWER

1 Read and say the following numbers.

a one hundred and twenty-three

b three hundred and eighty

c two hundred and seven

d five hundred and nine

e 819

f 477

g 670

h 908

2 Match.

320

two hundred and thirty

561

seven hundred and four

516

five hundred and sixty-one

230

three hundred and twenty

417

eight hundred and ninety-six

896

five hundred and sixteen

704

four hundred and seventeen

TEACHER'S NOTES

- Train pupils to say the numbers on a number line.
- Provide more questions in question cards or worksheets.

I.1.1 (i)
I.1.1 (ii)
I.1.1 (iii)



WRITE NUMBERS

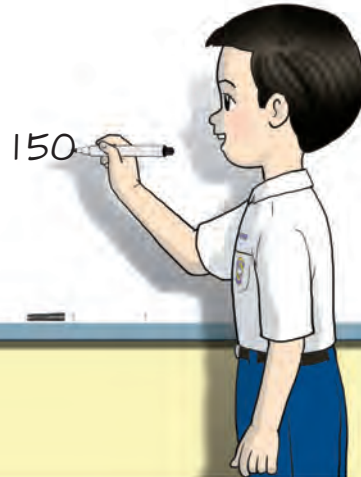
1

Wednesday

17/1/2018

Write numbers in numerals.

- (a) one hundred and fifteen (b) one hundred and fifty



2

Let's write the numbers in words.



463

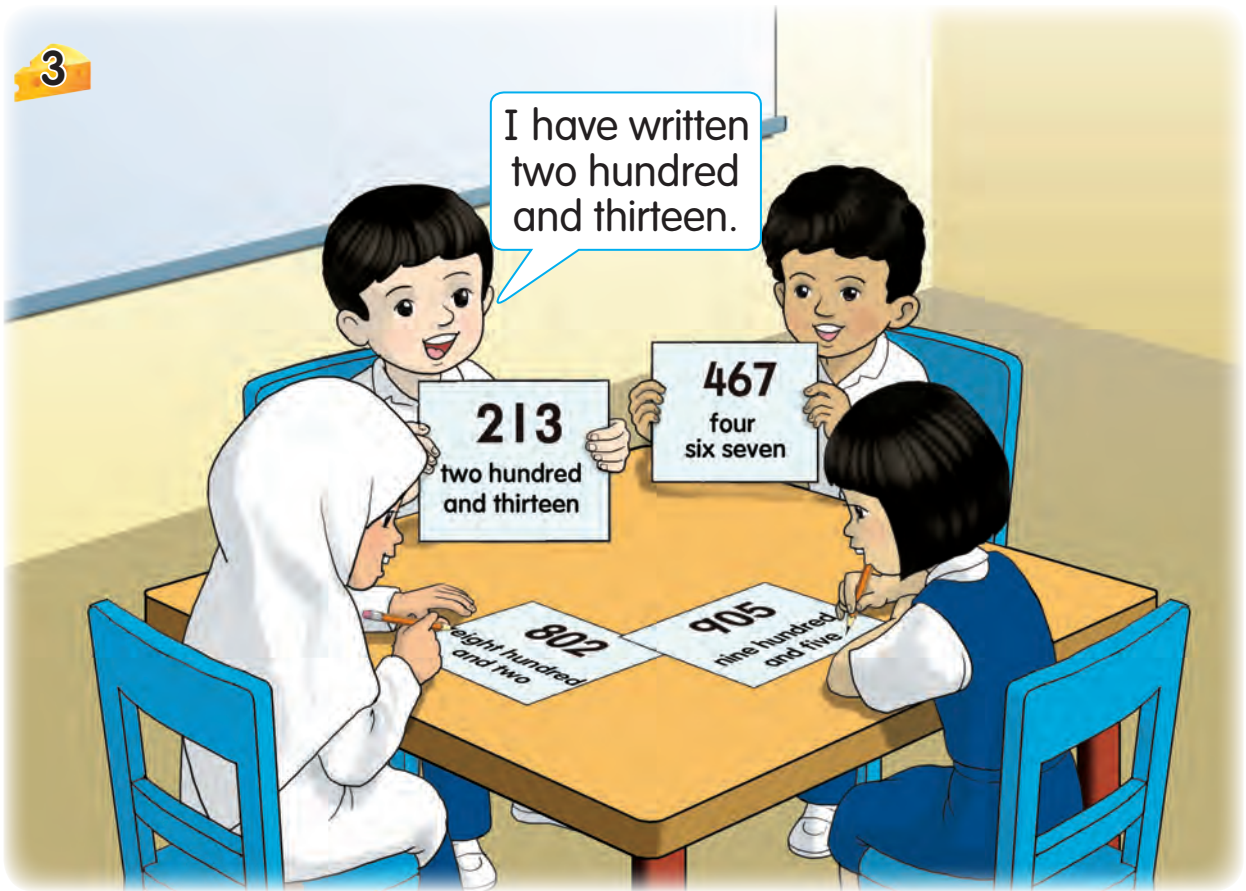
four hundred and sixty-three

510

five hundred and ten

709

seven hundred and nine



Which one is incorrect? Correct it.



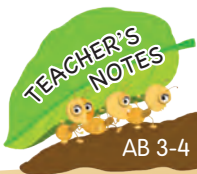
LET'S ANSWER

1 Write the numbers in numerals.

- a two hundred b three hundred and fifty
 c four hundred and sixteen d six hundred and eight

2 Write the numbers in words.

- a 543 b 780 c 817 d 902

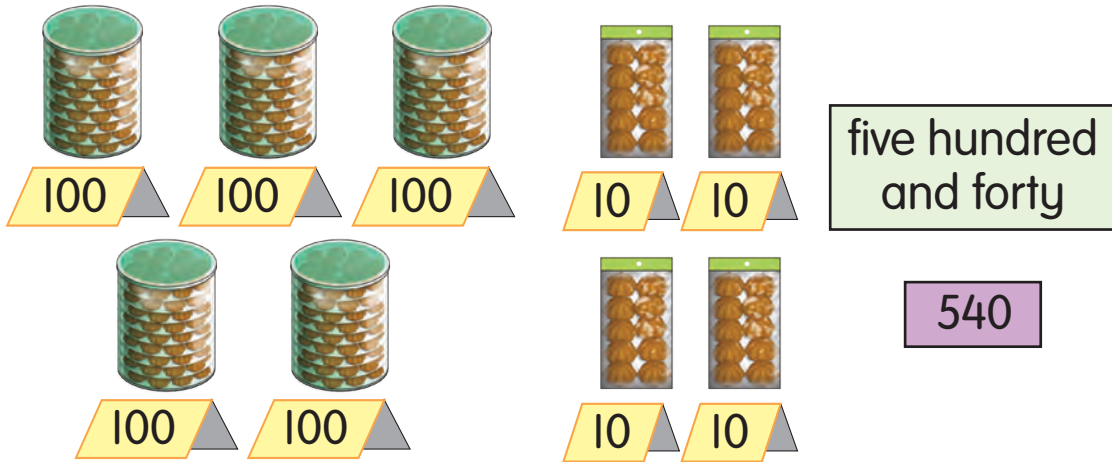
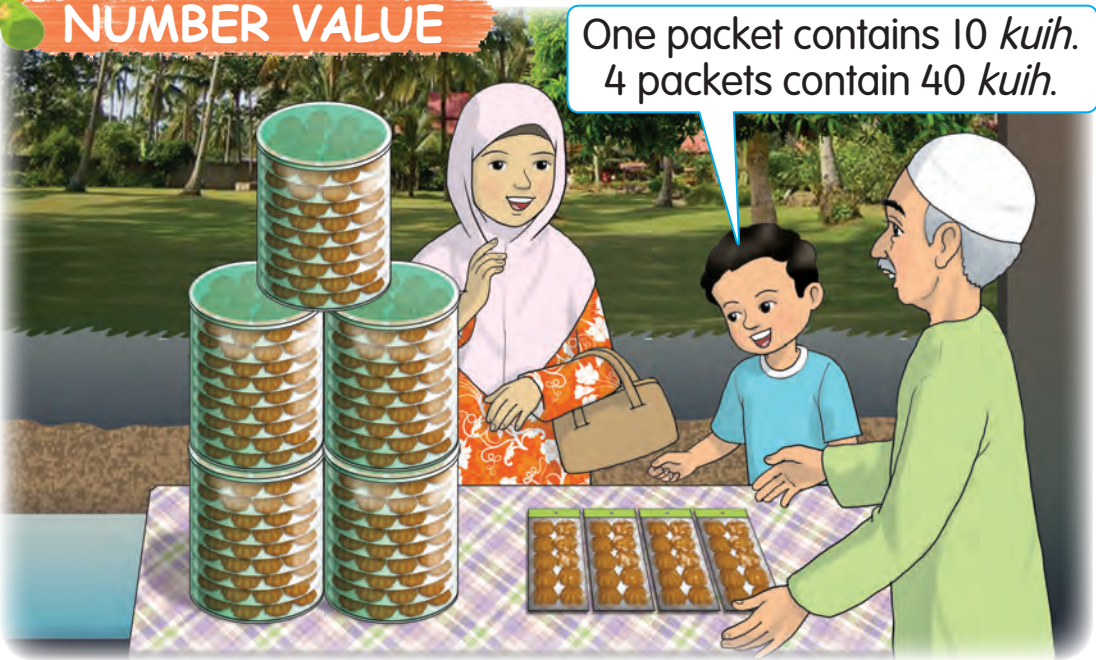


- Emphasise to pupils to write numbers according to its value and not the individual digits.
- Carry out an activity of writing numbers in numerals and words on a drawing paper using crayons and coloured pencils.

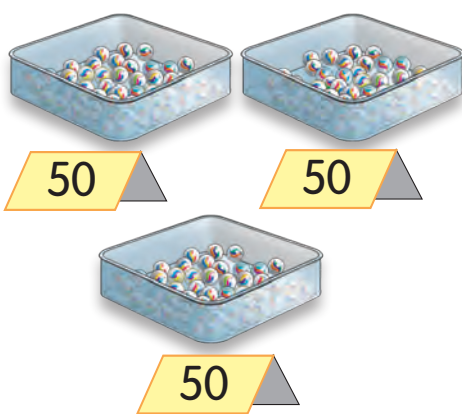


NUMBER VALUE

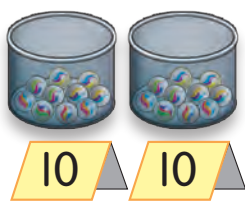
1



2



What is the total number of marbles?



- Use real objects such as ice cream sticks and plastic straws for pupils to understand the number value of any given number.

3

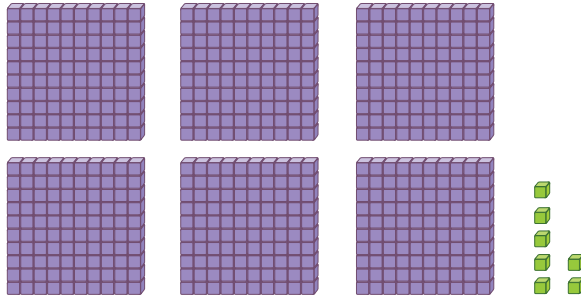
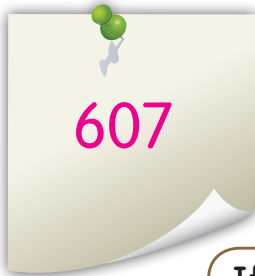
This shows a value of 526.

This shows a value of 435.



4

a



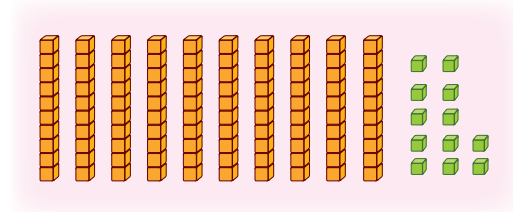
If 2 blocks of hundreds are taken out, what is the number now?



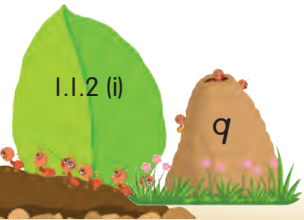
b



What is the number?

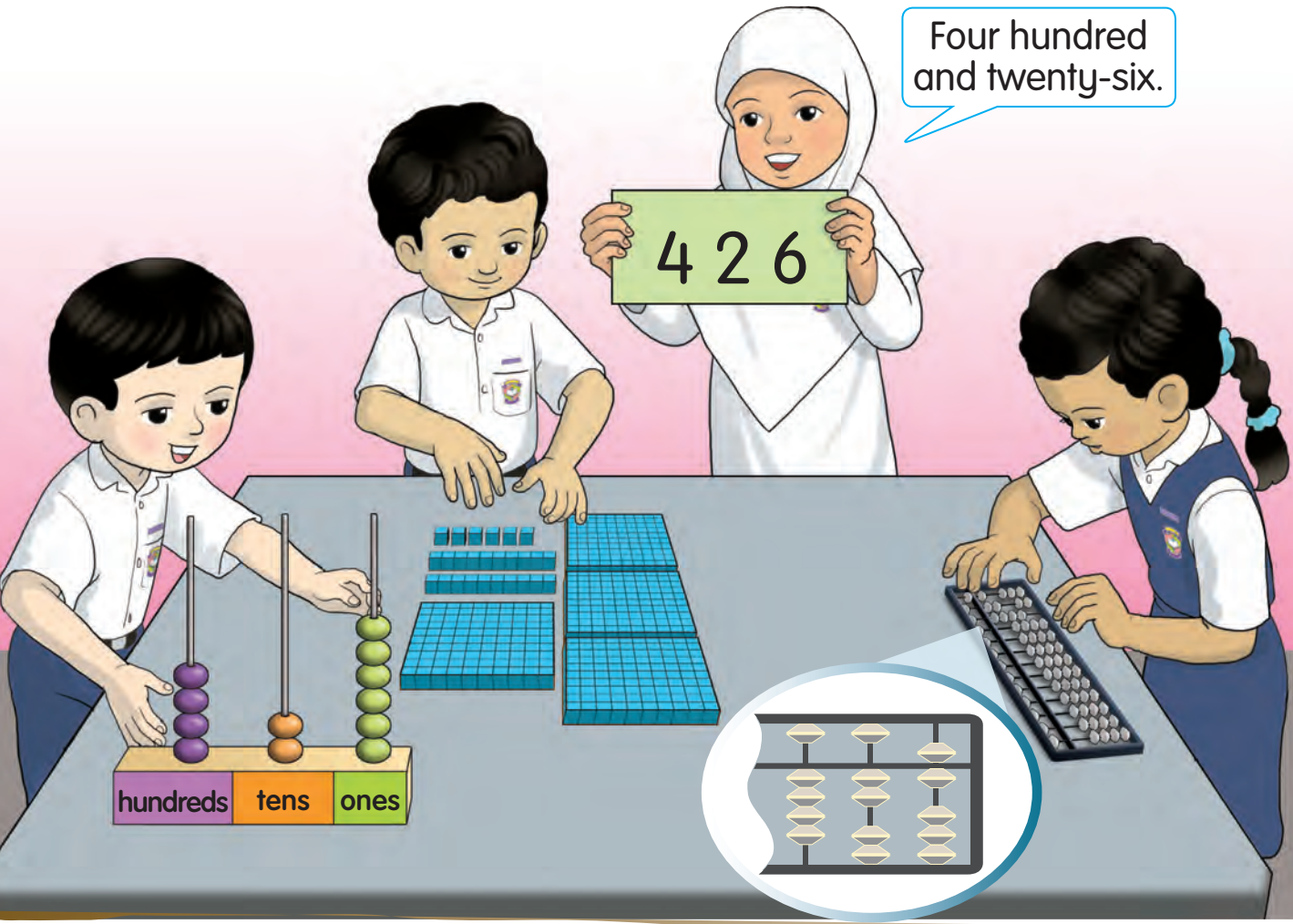


- Emphasise the value represented by each base block through simulation.
- Guide pupils to determine the object quantity for any given number value using counters, counting frames, abacus, paper squares, and others.

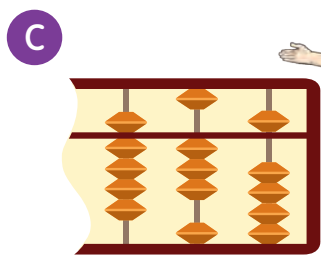
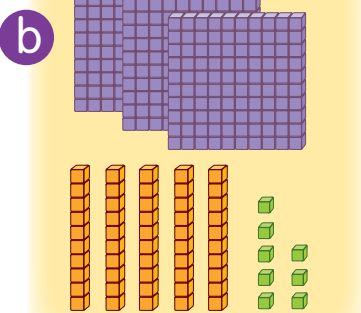
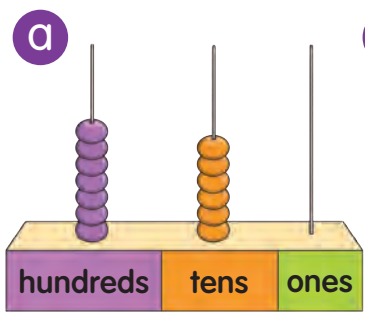


MATHEMATICS CORNER

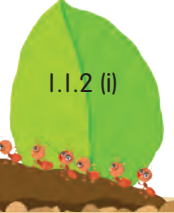
Four hundred and twenty-six.



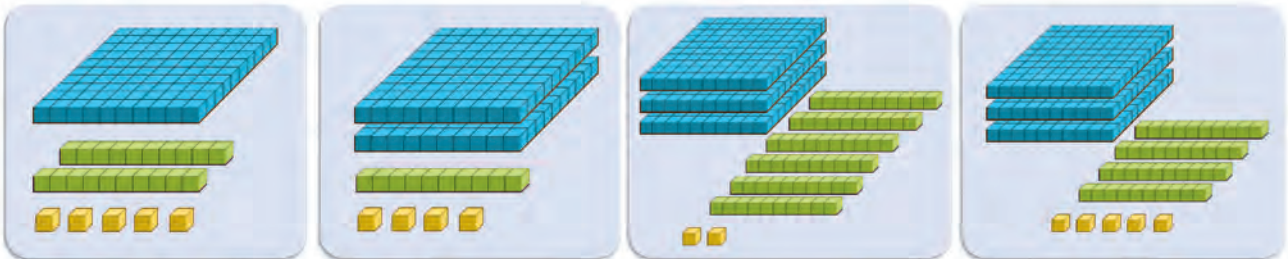
What is the number?



- Provide various numbers and ask pupils to show the numbers using counters, abacus, and counting frames. Carry out activities in groups or individually.



Match each group of objects with its number.



125

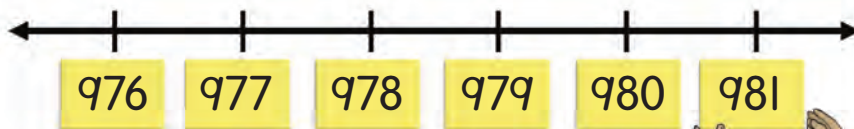
214

362

345



Arrange the number cards on the number line.



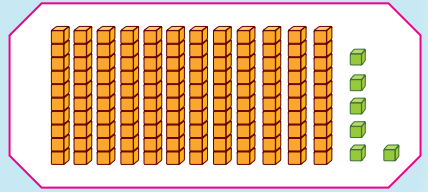
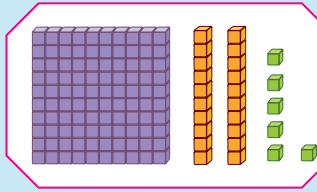
The numbers are getting larger.



- Carry out activities of matching groups of objects such as counters, counting frames, and abacus with the number value as a competition using flash cards.



Do the base blocks show the same numbers? Why?



LET'S ANSWER

1 Show the following numbers using base blocks and abacus.

a 160

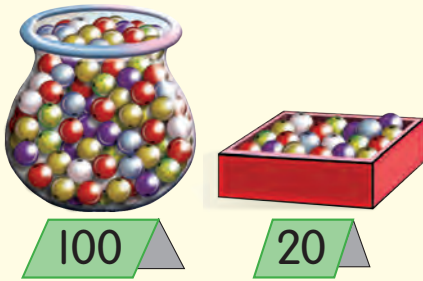
b 517

c 739

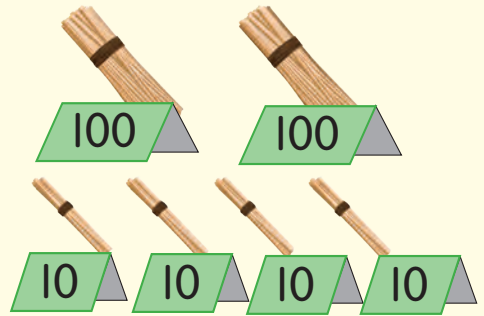
d 908

2 What is the number?

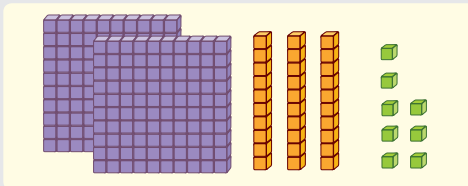
a



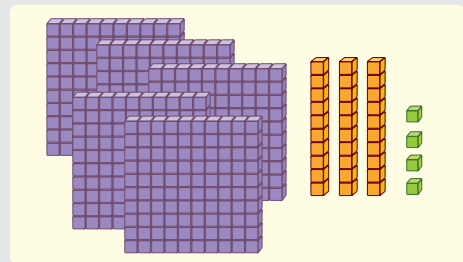
b



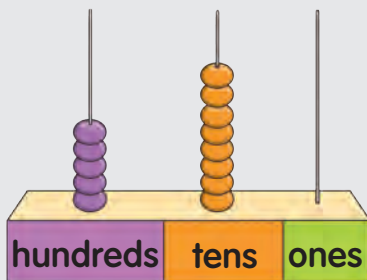
c



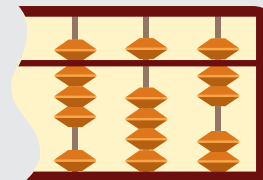
d



e



f



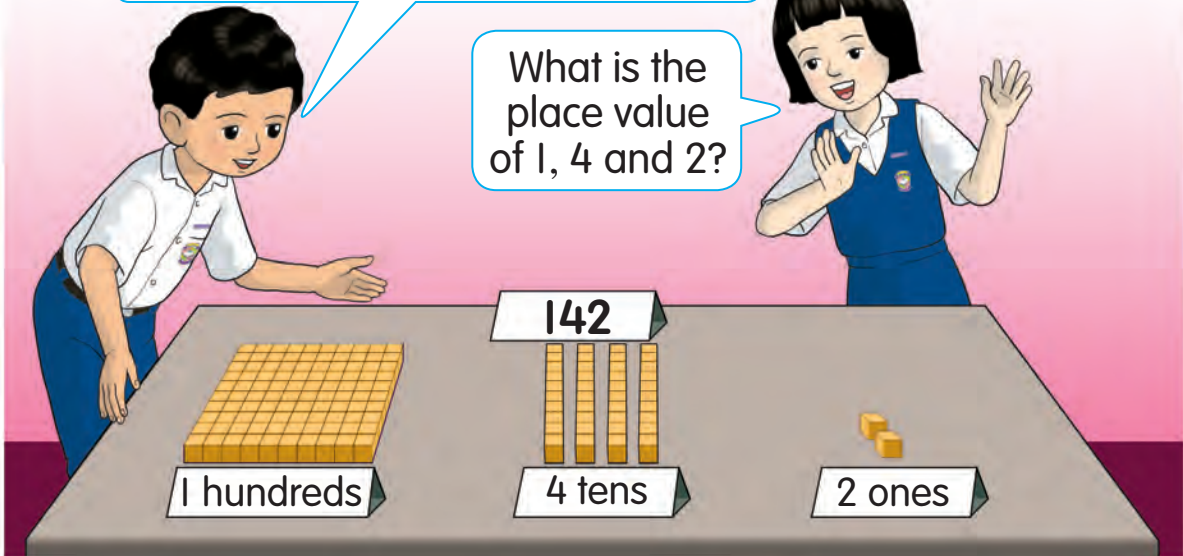


PLACE VALUE AND DIGIT VALUE



1, 4 and 2 are the numbers found in one hundred and forty-two.

What is the place value of 1, 4 and 2?



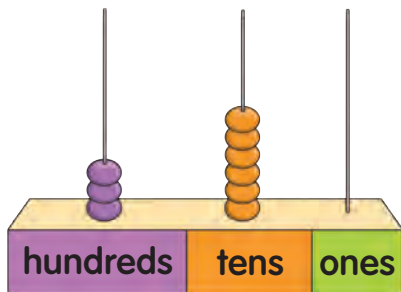
The place value of 1 is **hundreds**.

The place value of 4 is **tens**.

The place value of 2 is **ones**.

hundreds	tens	ones
1	4	2

2 State the place value of 3, 6 and 0 in **360**.



The place value of 3 is **hundreds**, 6 is **tens**, and 0 is **ones**.

hundreds	tens	ones
3	6	0

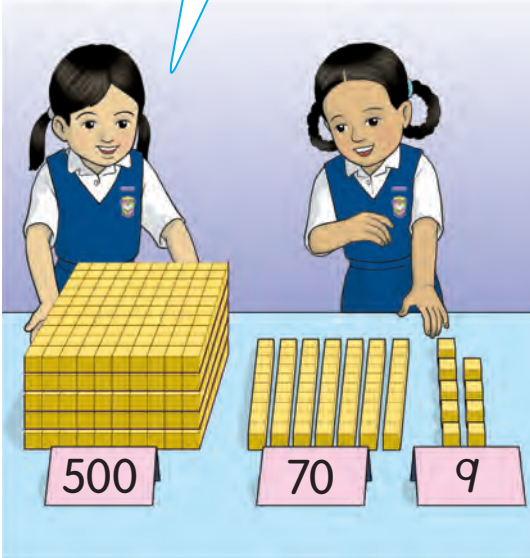


- Guide pupils to understand the place value using counters, base blocks, counting frames, and place value charts.
- Emphasise that place value is the position of digits in a number.



3

There are digits 5, 7 and 9 in 579.



The digit value of 5 is 500.

The digit value of 7 is 70.



The digit value of 9 is 9.

4

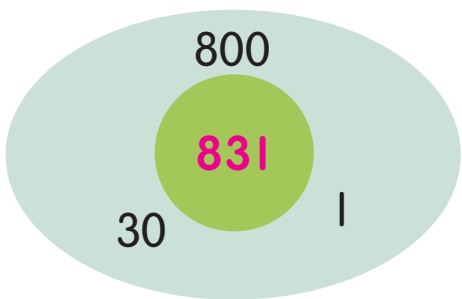
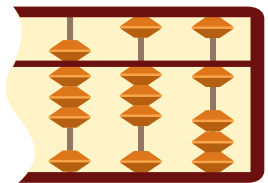
What is the digit value of 8, 3 and 1 in 831?

8 3 1

The digit value of 1 is 1.

The digit value of 3 is 30.

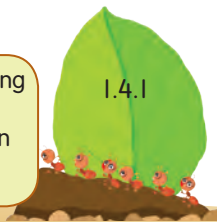
The digit value of 8 is 800.



831 is 800 + 30 + 1.



- Carry out a question and answer activity about digit value by providing various numbers to test pupils' understanding.
- Explain that digit value is a value of a number according to its position in that particular number.



5

907

Say the place value and digit value of 9, 0 and 7.



Digit	9	0	7
Place value	hundreds	tens	ones
Digit value	900	0	7

Digit **9** is in **hundreds** place and the value is **900**.

Digit **0** is in **tens** place and the value is **0**.

Digit **7** is in place and the value is .



7

0

8

Form a three digit number:

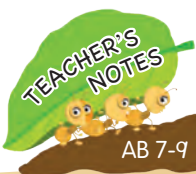
a the largest **b** the smallest
from the number cards. State
the place value and digit value
of each number.



LET'S ANSWER

Write the place value and digit value for the underlined digits.

Number	Place value	Digit value
4 <u>5</u> 0	<input type="text"/>	<input type="text"/>
6 <u>1</u> 2	<input type="text"/>	<input type="text"/>
7 <u>9</u> 3	<input type="text"/>	<input type="text"/>
<u>8</u> 02	<input type="text"/>	<input type="text"/>

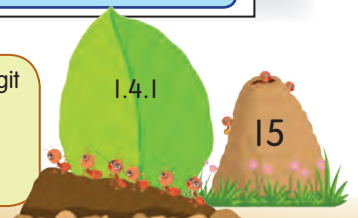


AB 7-9

- Emphasise that the value for a number is determined based on its digit value and place value.
- Provide more questions in question cards or worksheets.

1.4.1

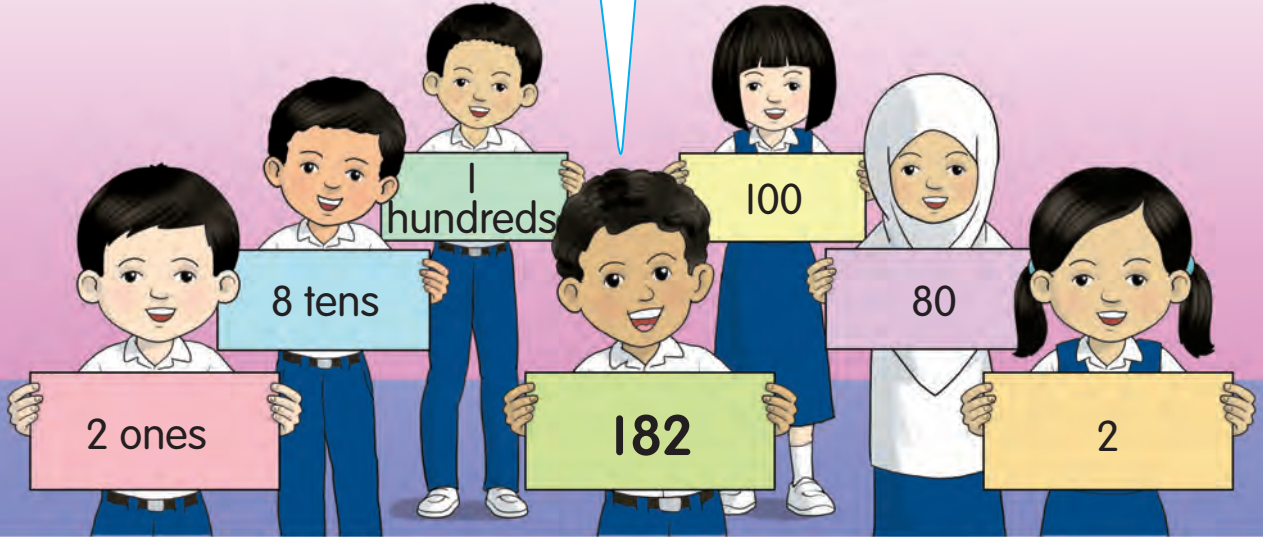
15





PARTITION NUMBERS

Partition 182.



Partition based on place value

182

1 hundreds + 8 tens + 2 ones

Partition based on digit value

182

100 + 80 + 2

2

697 6 hundreds + 9 tens + 

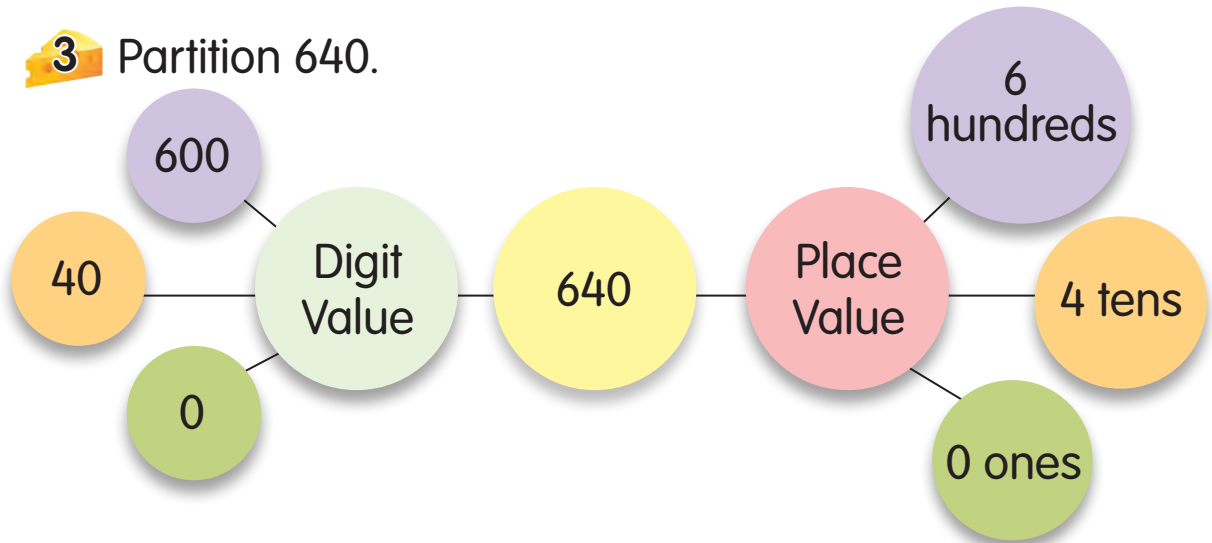
697  +  + 7



Try to complete this.

- Guide pupils to partition the numbers according to its place value or digit value.
- Carry out a game using number cards and partition cards for pupils' understanding.

3 Partition 640.



$$640 \rightarrow 600 + 40 + 0 \quad 640 \rightarrow 6 \text{ hundreds} + 4 \text{ tens} + 0 \text{ ones}$$

$$703 \rightarrow 3 \text{ ones} + 7 \text{ hundreds} + 0 \text{ tens}$$

$$703 \rightarrow 3 + 700$$

Can you partition 703 as shown?
Discuss.



LET'S ANSWER

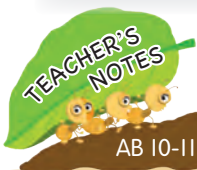
Partition these numbers.

a $297 \rightarrow 2 \text{ hundreds} + 9 \square + 7 \square$

b $605 \rightarrow \square + 0 \text{ tens} + \square$

c $814 \rightarrow 800 + \square + \square$

d $930 \rightarrow \square + 30 + \square$



AB 10-11

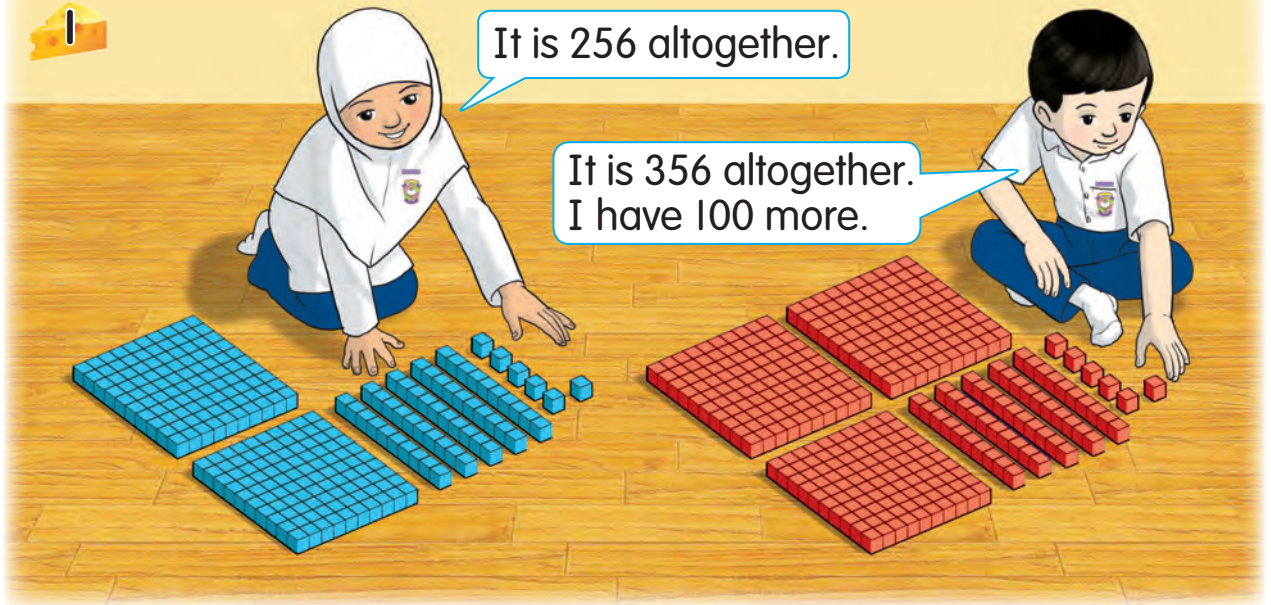
- Emphasise the method of writing the place value and digit value correctly.
- The digit value 0 is not necessarily written when partitioning the number to digit value.

1.4.2

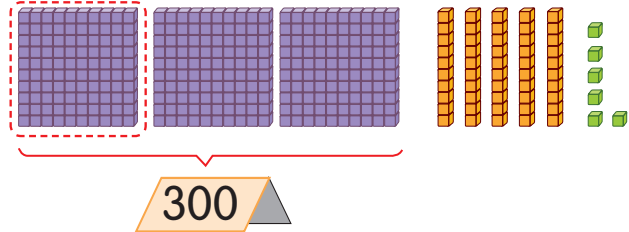
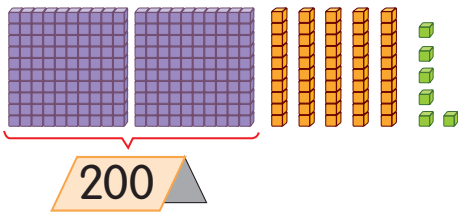
17



COMPARE NUMBERS



Determine which number is larger, 256 or 356.



Firstly, look at the hundreds value.

300 is 100 more than 200.



300 is larger than **200**.

356 is larger than **256**.

- Carry out an activity of comparing two numbers using counters or other suitable objects.
- Emphasise to pupils to compare the numbers starting from the largest place value.

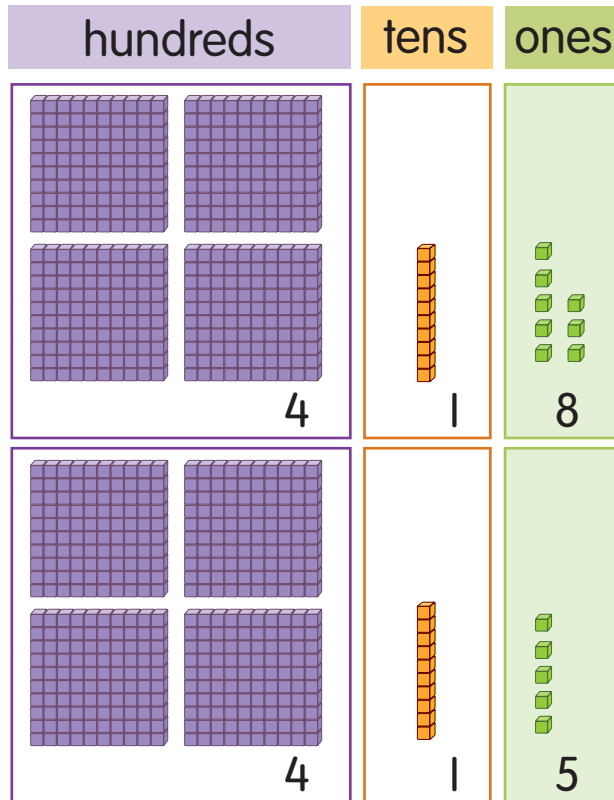
2

418

415

Which number is smaller?

Hundreds value is the same. Tens value is also the same.

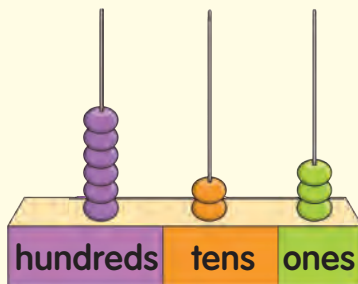


The ones value is not the same.

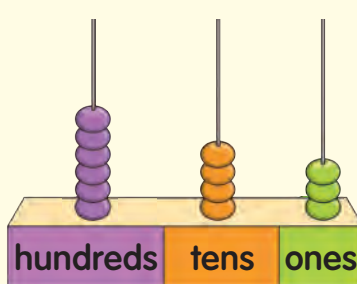


5 is smaller than 8.

415 is smaller than 418.



623



643

Which number is smaller? Explain.



- Emphasise that the larger number represents a larger value.
- Provide various numbers in an activity of comparing numbers to strengthen pupils' understanding.

3 Which number is more, 856 or 846?

856

846

hundreds	tens	ones
8	5	6
8	4	6

The hundreds is the same.
Compare the tens.



5 tens is more than 4 tens.

856 is more than 846.

4 Compare 457 with 97.

hundreds	tens	ones
4	5	7
9	7	



97 is larger than 457.

Is it correct?
Discuss.



1 3 5

Form two numbers of three digits.
The largest digit is placed in tens.
Compare.

5

917

920

Which number is less, 917 or 920?



917 is placed **before** 920.

917 is **less than** 920.

The more to the right, the greater the number.



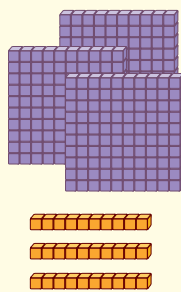
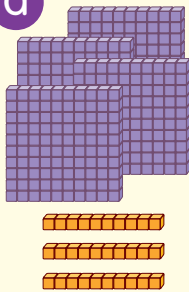
Where are 703 and 718 located in the following number line? Compare.



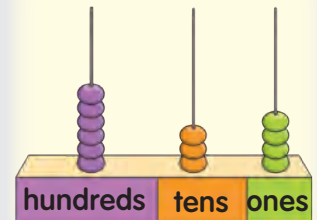
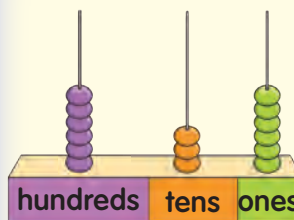
LET'S ANSWER

1 What is the number? Which number is larger?

a



b



2 Determine the smaller number.

a

550

505

b

978

996

TEACHER'S
NOTES

AB 13

- Provide more questions in question cards or worksheets to strengthen pupils' understanding.

1.1.2 (iii)

21



ARRANGE NUMBERS



RECYCLING PROGRAMME

2 Jauhari

2 Bestari

2 Potensi

2 Cerdik



Which class collected the most cans?

Arrange the numbers from the smallest to the largest.

160 , 170 , 206 , 215

The number is getting larger.
This is an **ascending order**.

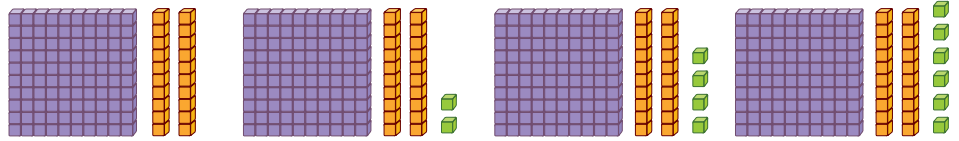
We can also arrange the numbers in a descending order. The highest value is 215.

215 , 206 , 170 , 160

The number is getting smaller.
This is a **descending order**.

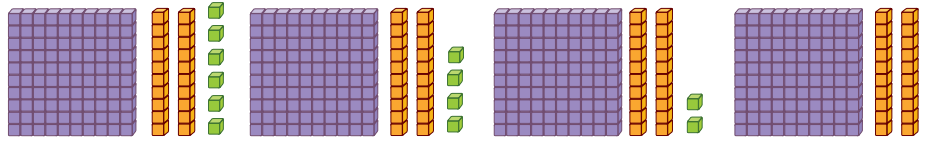
Year 2 Cerdik collected the most cans.

2



Ascending order

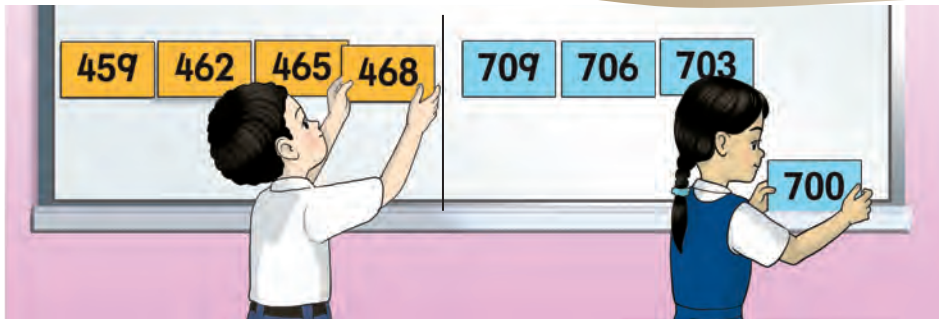
120 , 122 , 124 , 126



Descending order

126 , 124 , 122 , 120

3



Discuss the number arrangements above.



LET'S ANSWER

1 Arrange the numbers in ascending order.

809

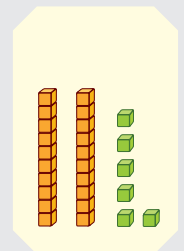
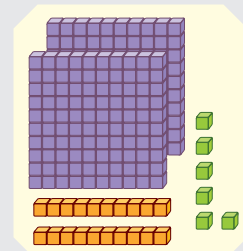
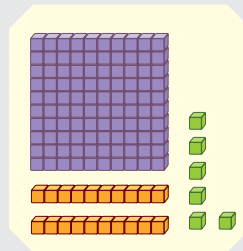
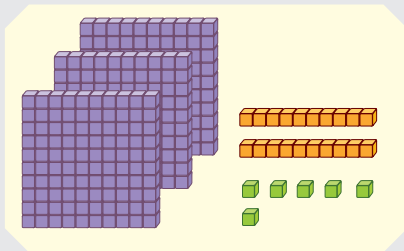
920

909

816

960

2 What are the numbers? Arrange the numbers in descending order.



TEACHER'S NOTES

AB 14-15

- Carry out an activity of arranging number cards in ascending and descending order outside the classroom.
- Emphasise that the ascending and descending orders follow a pattern.

I.1.2 (iv)

23



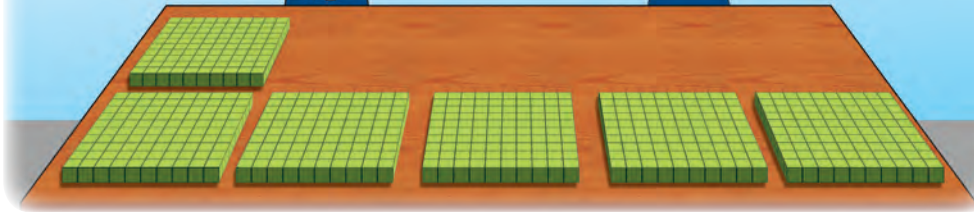
COUNT NUMBERS

1 a

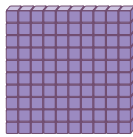
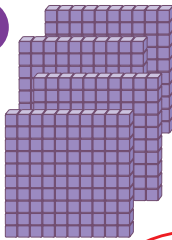
200, 300,
400, 500,
600.



We count on in hundreds from 200. It is 600 altogether.



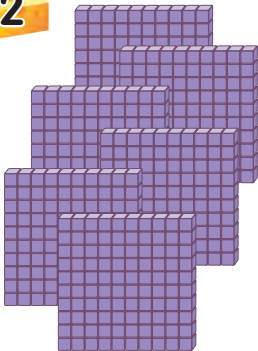
b



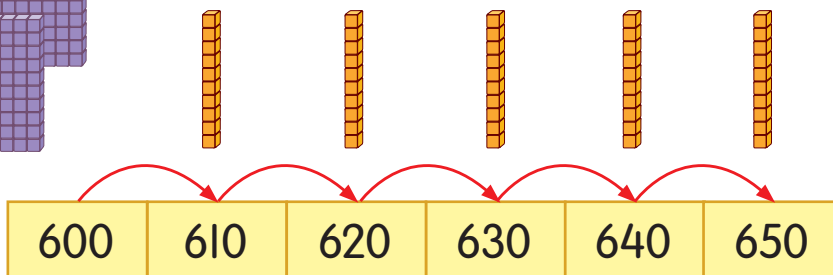
Count. What is the total?



2

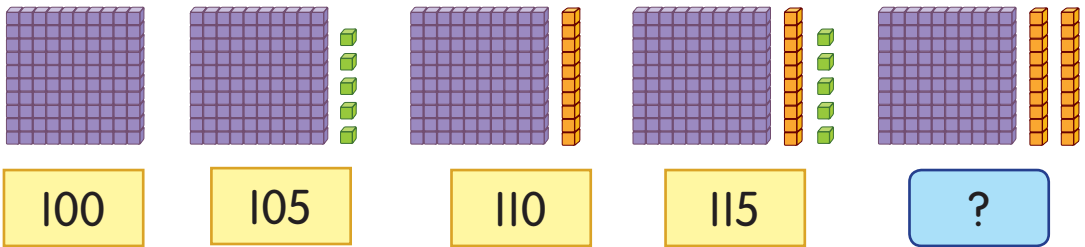


I count on in tens.
600, 610, 620, 630, 640, 650.



3

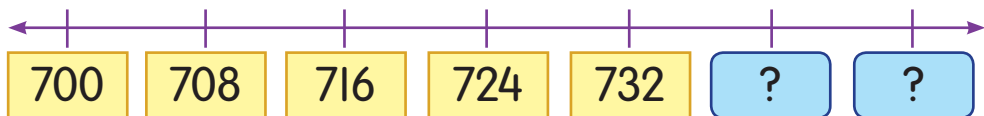
a Count on in fives.



b Count on in sixes.

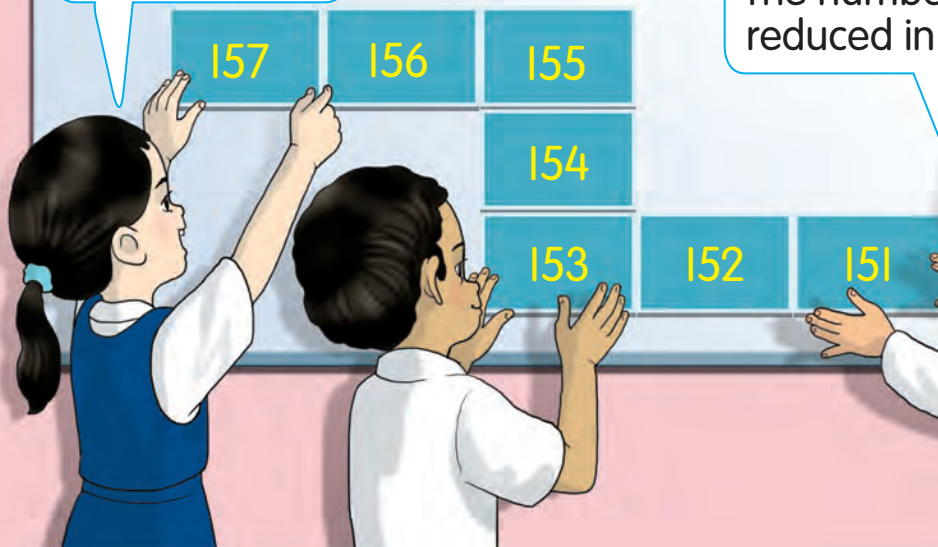


c Count on in eights.



4

We count back in ones.



The numbers are reduced in ones.

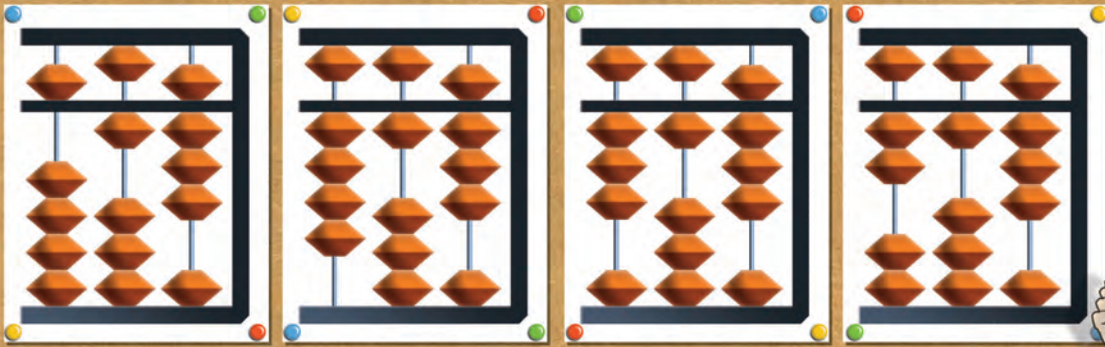
TEACHER'S NOTES

- Carry out an activity of counting and completing a number series using picture cards, number cards, and number lines. Provide various number sequences such as ascending or descending in ones, twos, threes, fours, sevens, and nines.

1.3.1
1.3.2

25

5



518

418

318

218

Count back in hundreds.

6

a Count back in twos.

168

166

164

?

160

158

b Count back in sixes.

290

?

302

308

314

320

326

c Count back in sevens.

?

686

693

700

707

714

721



404 408 416 420



Say the missing numbers.

- Carry out an activity of counting and completing the numbers in the picture. Conduct a question and answer session with pupils about number arrangements, in ascending or descending order.



LET'S ANSWER

1 Count the numbers. Say whether the following number sets are in ascending or descending order.

a

222	224	226	228	230	232
-----	-----	-----	-----	-----	-----

b

438	428	418	408	398	388
-----	-----	-----	-----	-----	-----

c

635	640	645	650	655	660
-----	-----	-----	-----	-----	-----

d

970	870	770	670	570	470
-----	-----	-----	-----	-----	-----

2 Complete these.

The climbing wall features two climbers: one on the left in a green shirt and orange pants, and one on the right in a yellow shirt and red pants. The wall is covered in grey rocks and has several yellow boxes for numbers. The numbers are arranged in a grid-like pattern:

	927	928	929		
		920			
909	911	913		917	
906		906			
900					
897	892	902	912		
			812		
			712		



ESTIMATE NUMBERS

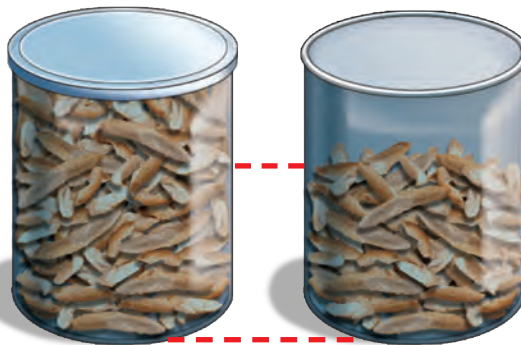


Estimate the *keropok lekor* in the container.

I estimate it is less than 200.



I estimate it is more than 100.



200

?

TEACHER'S NOTES

- Guide pupils to do estimation according to the given reference set. Train pupils to use “about”, “less than”, and “more than” when comparing.
- “Approximately” can also be used instead of “about”.

1.5.1

29

2 Estimate the numbers in the pictures.

a



50

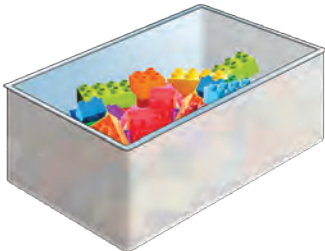


about 100

b



100

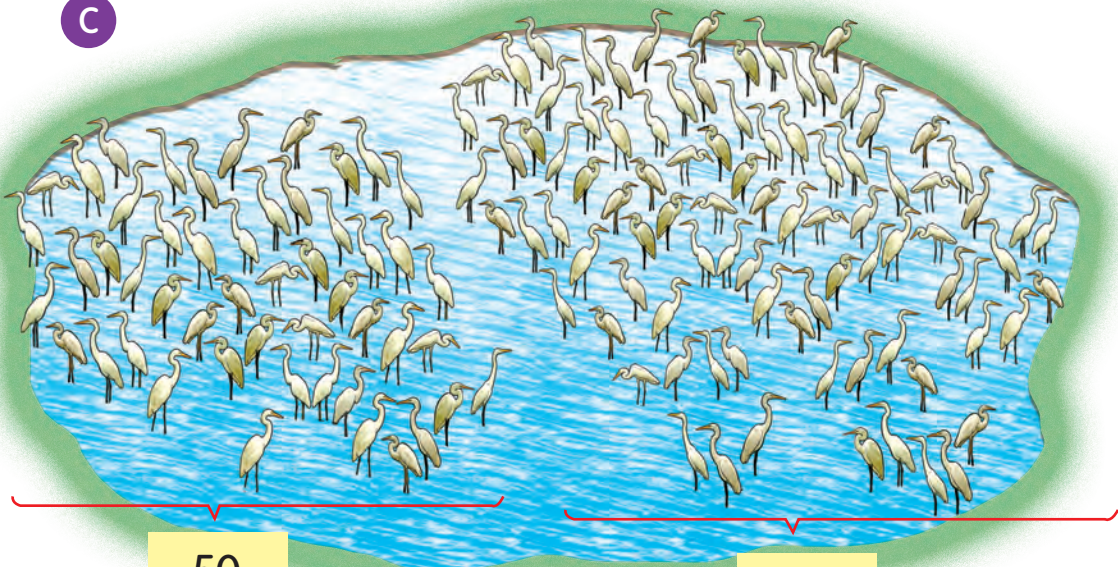


?



The number is less than 100.

c

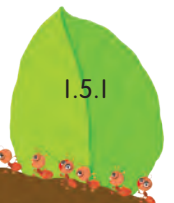


50

?



- Guide pupils to make a reasonable estimation on the number of objects.
- Emphasise that estimation is a process of determining the nearest value, not random guesses.



3

The green money box has about 400 coins of 50 sen.

The yellow money box has about 200 coins of 50 sen.



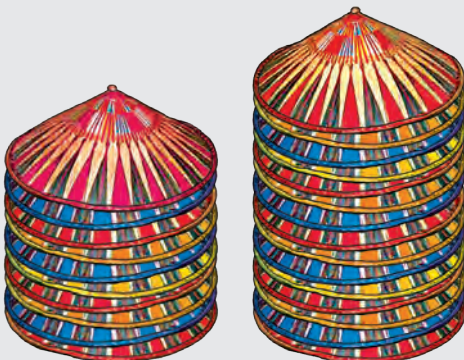
Discuss the estimated number of 50 sen coins in the red money box.



LET'S ANSWER

Estimate the number. Use the terms “about”, “less than” or “more than”.

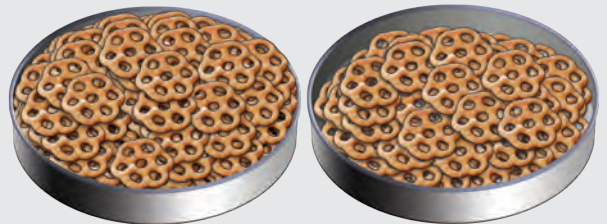
a



10

?

b



100

?

TEACHER'S NOTES

AB 19-20

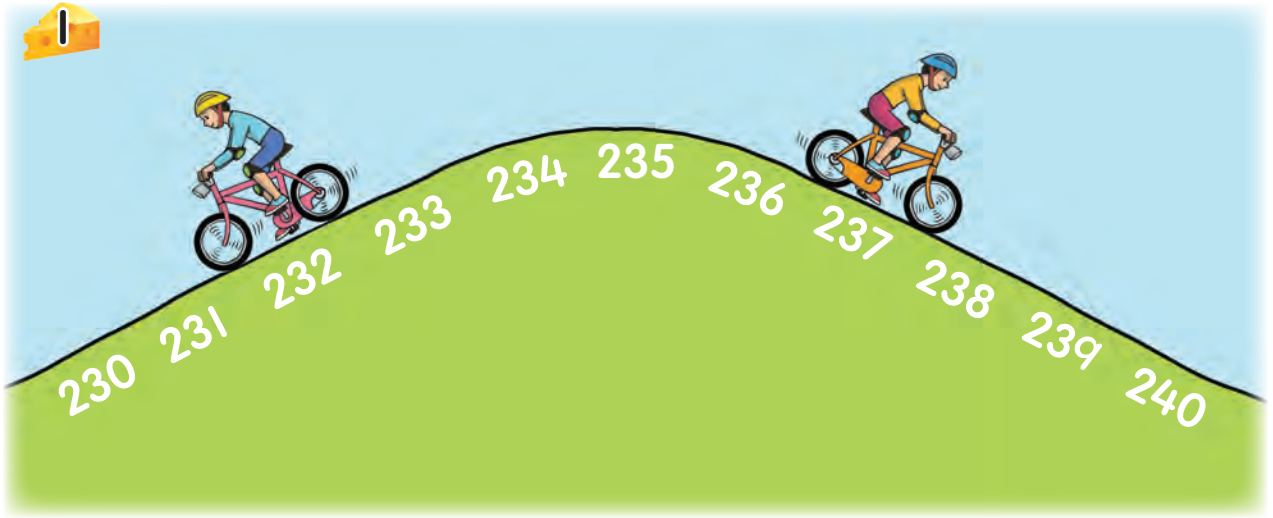
- Provide more activities on estimation using objects or picture cards to strengthen pupils' understanding.
- Surf <https://www.ixl.com/math/grade-2/estimate-to-the-nearest-ten>

1.5.1

31



ROUND OFF NUMBERS



a Round off 232 to the nearest ten.



232 is nearer to 230.

232 when rounded off to the nearest ten becomes 230.

b Round off 237 to the nearest ten.



237 is nearer to 240.

237 when rounded off to the nearest ten becomes

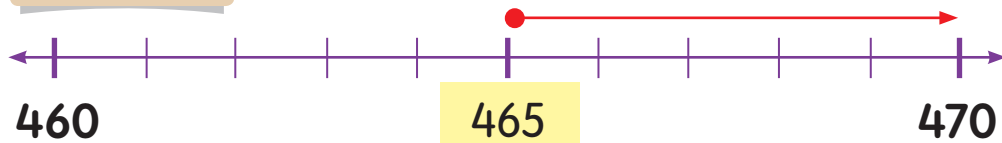


What will happen if the bicycle is at 235?

- Emphasise that pupils need to look at the tens and ones digits to round off three digit numbers to the nearest ten.
- Carry out simulation of rounding off numbers to the nearest ten using base blocks.

2 Round off 465 to the nearest ten.

Method 1



465 is in the middle of 460 and 470.

Method 2

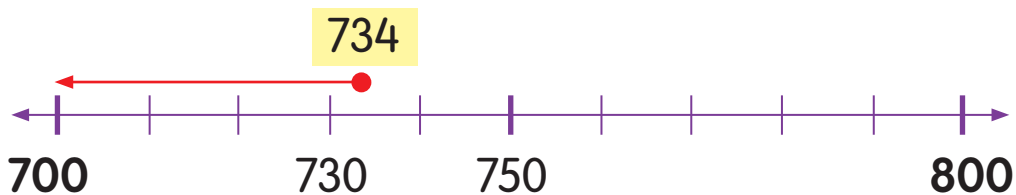
4 6 5 → 4 7 0

If the ones digits are 5, 6, 7, 8 or 9, round it off to the nearest larger ten.



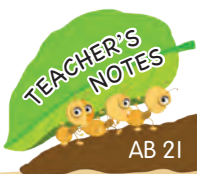
465 when rounded off to the nearest ten becomes 470.

3 Round off 734 to the nearest hundred.



734 is nearer to 700.

734 when rounded off to the nearest hundred becomes 700.

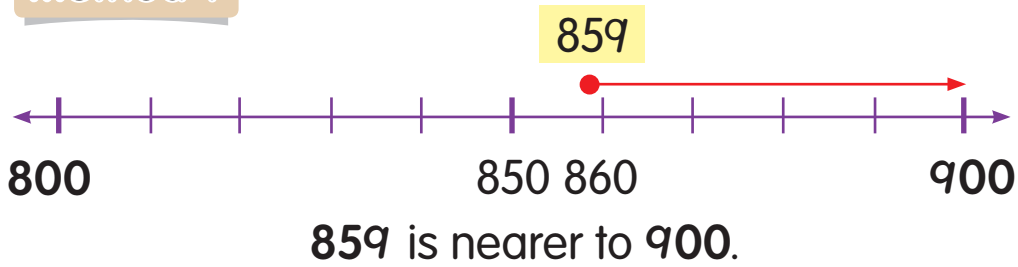


- Emphasise that if the number is in the middle of two tens successively, round off the number to the nearest larger ten.
- Surf <http://www.k5learning.com/worksheets/math/grade-2-round-3-digit-numbers-nearest-10-a.pdf> and <http://www.k5learning.com/worksheets/math/grade-2-round-3-digit-numbers-nearest-100-a.pdf>



4 Round off 859 to the nearest hundred.

Method 1



Method 2

8 5 9 → 9 0 0

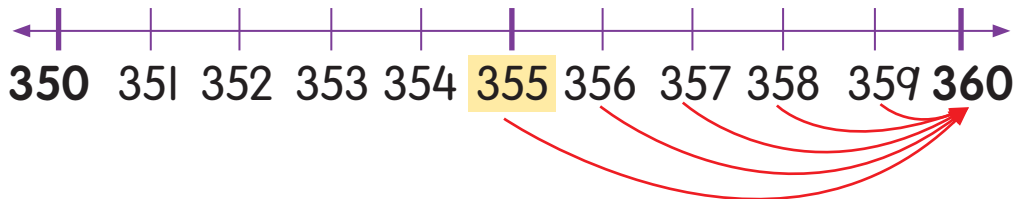
If the tens digit is 5, 6, 7, 8 or 9, round it off to the nearest larger hundred.



859 when rounded off to the nearest hundred becomes 900.

5

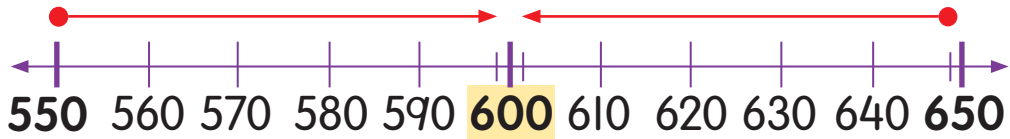
Look at the number line. Which numbers become 360 when rounded off to the nearest ten?



Numbers that become 360 when rounded off to the nearest ten are 355, 356, 357, 358 and 359.

- Emphasise that pupils need to observe the hundreds and tens digits to round off three digit numbers to the nearest hundred.
- Provide exercises using various numbers to strengthen pupils' understanding.

6



550 to 599 and 601 to 649 when rounded off to the nearest hundred become 600.



257 can become 260 or 300 when it is rounded off. Explain.



LET'S ANSWER

Round off the numbers to the nearest hundred.

- a 421 b 586
c 655 d 907



LET'S EXPLORE

Materials/ Resources

coins, a container filled with numbers, paper, pen

Participants

2 players and a referee

Method

- 1 Pick a number.
- 2 Toss a coin. If it is heads, round off the number to the nearest ten. If it is tails, round off the number to the nearest hundred.
- 3 The referee will record 2 points for every correct answer.
- 4 The player with the highest points wins.



Heads



Tails

TEACHER'S NOTES

AB 22-23

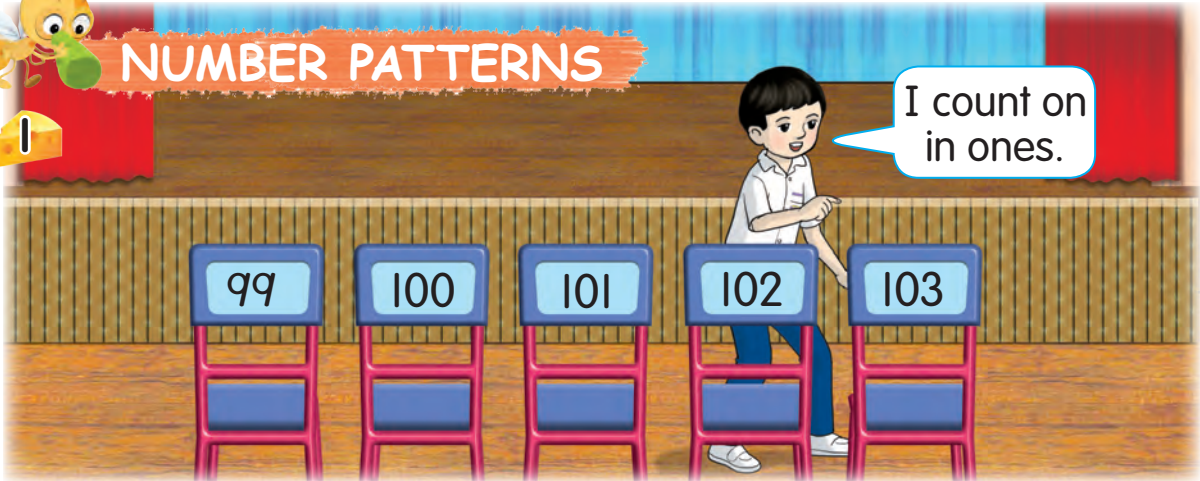
- Emphasise that when rounding off numbers to the nearest ten, the rounded off value is in multiples of ten. When rounding off numbers to the nearest hundred, the rounded off value is in multiples of hundred.
- Relate the importance of rounding off in daily life such as rounding off the price of goods and services.

1.6.1

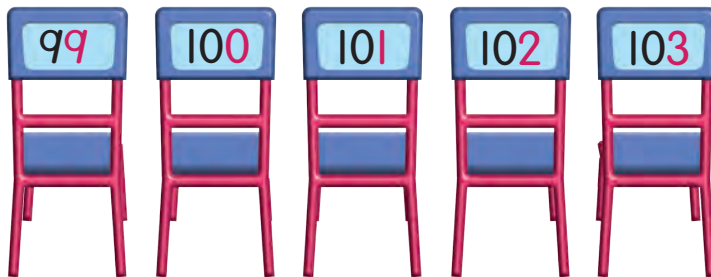
35



NUMBER PATTERNS



What is the number pattern above?



The numbers are arranged increasingly in ones.



The number pattern is increasing in ones.

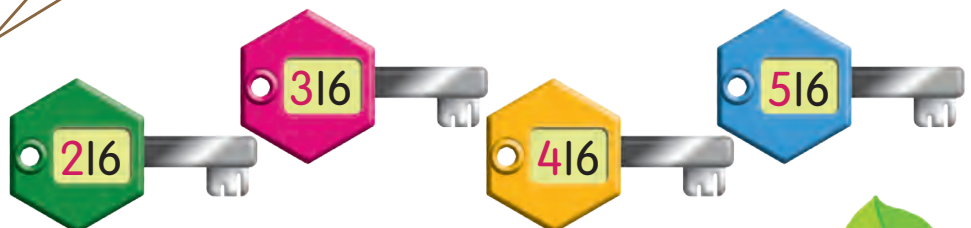
2



The number pattern is increasing in twos.

3

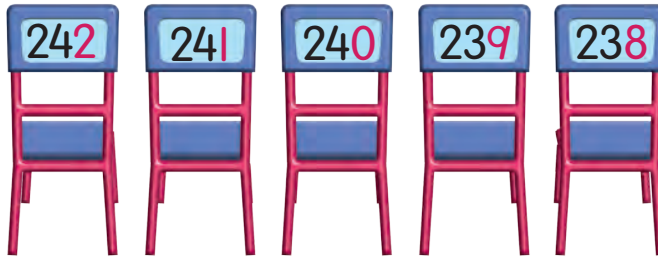
What is this number pattern?



- Carry out a number pattern simulation by counting objects in the class in ones to tens and hundreds.
- Guide pupils to state the number patterns.

1.7.1

4



The numbers are arranged decreasingly in ones.



The number pattern is decreasing in ones.

5



The number pattern is decreasing in .

6



The number pattern is .

7

Talk about the number patterns.



a 520 516 512 508 504

b 800 795 790 785 780

c 928 938 948 958 968

TEACHER'S NOTES

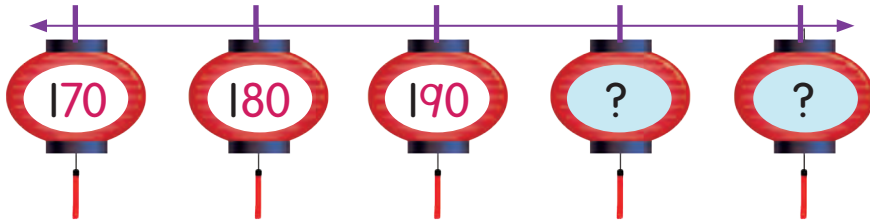
- Guide pupils to recognise decreasing number patterns based on several number series. Relate them to counting back in ones to tens and hundreds.

1.7.1

37

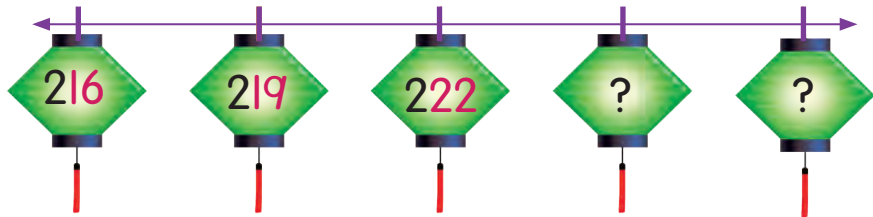
8 a

The number pattern is increasing in tens.



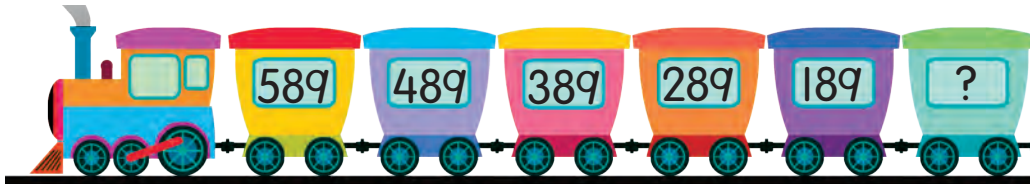
b

This number pattern is increasing in threes.



c

This is a descending order. So, its number pattern is decreasing in hundreds.



What is the next number in the number pattern above?



Arrange these numbers to form a pattern.

655, 650, 675, 660, 670, 665, 645

- Emphasise that number patterns are related to number arrangements in ascending and descending orders in ones to tens and hundreds.
- Carry out an activity of completing number patterns based on the given number lines and number strips.



LET'S ANSWER

1 Complete the following number patterns.

a 100 103 106 109 115

b 465 365 265 165 65

c 783 789 795 807

2 Look at the number grid. The number pattern in the blue boxes is increasing in threes. State five numbers for the patterns below.

201	202	203	204	205	206	207	208	209	210
211	212	213	214	215	216	217	218	219	220
221	222	223	224	225	226	227	228	229	230
231	232	233	234	235	236	237	238	239	240
241	242	243	244	245	246	247	248	249	250
251	252	253	254	255	256	257	258	259	260
261	262	263	264	265	266	267	268	269	270
271	272	273	274	275	276	277	278	279	280
281	282	283	284	285	286	287	288	289	290
291	292	293	294	295	296	297	298	299	300

a Increasing number patterns:
i in twos. ii in fives. iii in eights.

b Decreasing number patterns:
i in fours. ii in sixes. iii in sevens.



- Provide more questions in worksheets and question cards.
- Surf www.fuelthebrain.com/games/line-dry/

1.7.1
1.7.2



SOLVE IT



4

7

0

Izah has three number cards as above. She puts 7 in hundreds, 4 in ones, and another card in tens. What is the number? Write the answer in words.



Method

Arrange the numbers according to the place value.



hundreds	tens	ones
7	0	4

The number is **seven hundred and four**.

Round off 704 to the nearest hundred. Discuss.



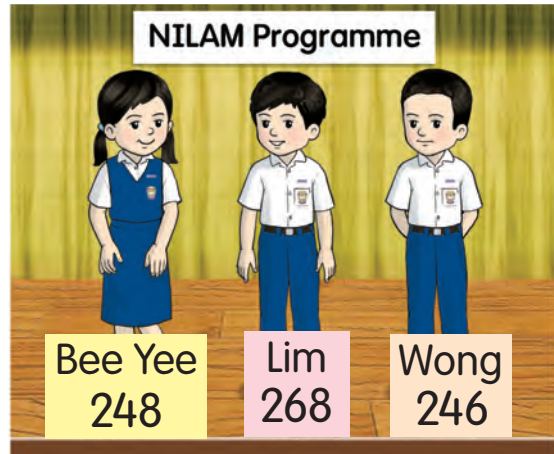
40

TEACHER'S NOTES

- Guide pupils to understand the question by jotting down important information.
- Provide more questions in worksheets and question cards to strengthen pupils' understanding.

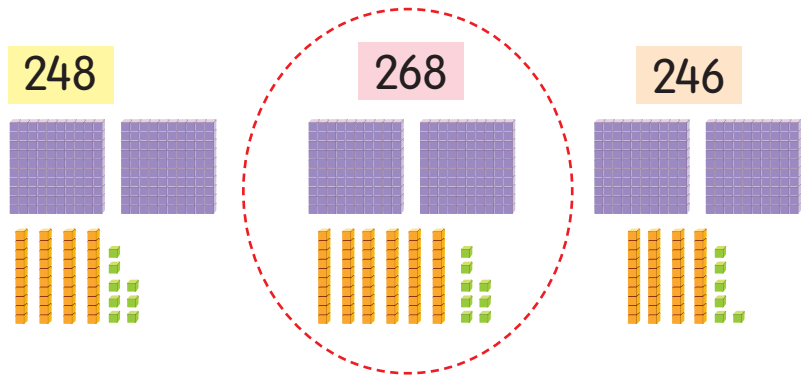
1.8.1

2 The picture shows the number of books read by the three pupils. Who is the winner?



Method 1 Determine the largest number.

I use blocks.



The largest number is 268

Method 2 Arrange the numbers in ascending order.

246 , 248 , 268

→
The largest number is 268

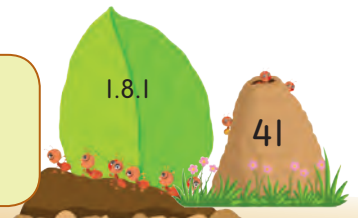
The winner is Lim.



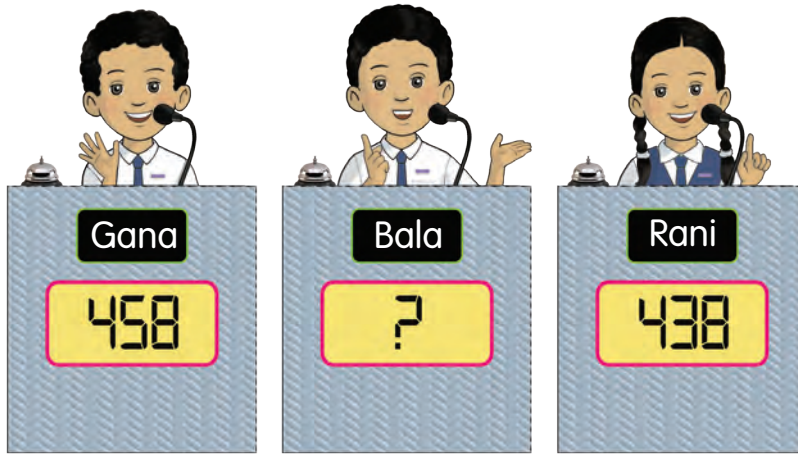
268 is the number of books read by Lim.



- Guide pupils to underline the important information in the question to solve them.
- Guide pupils to check their answers through simulation.



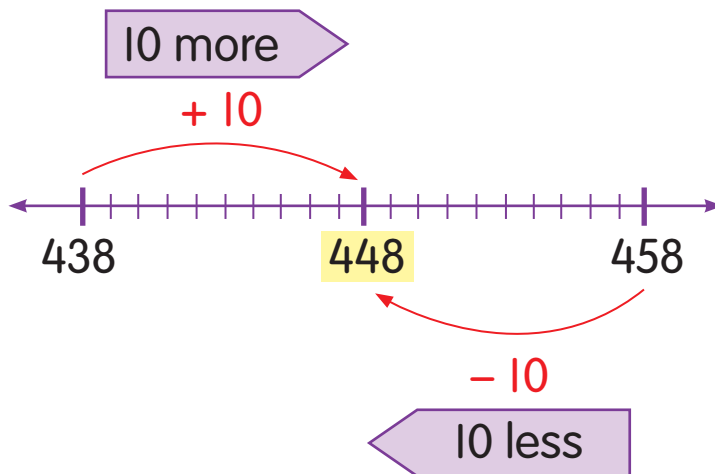
3 The picture shows the marks obtained by 2 pupils in a quiz. Bala's mark is not shown.



Bala scored 10 marks less than Gana and 10 marks more than Rani. What is Bala's mark?

Method

Draw a number line.



Bala's mark is **448**.



LET'S ANSWER

Solve the problems.

- 1 Davin uses a calculator. He presses the numbers 6, 0 and 9. State the number in words.

- 2 Siti arranged all the cards shown. She formed the largest number. What is the number?



- 3 Look at the table of Mathematics quiz marks.
- ### Mathematics Quiz

Name	Marks
Zaki	780
Zana	810
Reeya	800
Daren	790

- a Arrange the marks in ascending order.
- b Who is the winner?
- c What is the number pattern?

- 4 The following are the guesses of 5 participants.

The Chocolate Guessing Contest

Yi Han	Faris	Radin	Punita	Silva
552	524	538	525	510

Chocolate Guessing Contest



Who is the winner if the total number of chocolates is 530?



- Encourage pupils to do exercises involving number skills by surfing <https://www.ixl.com/search?q=number+up+to+1000>
- Emphasise that zero cannot be placed in front of a number because it has no value. For example, 019.

1.8.1

43



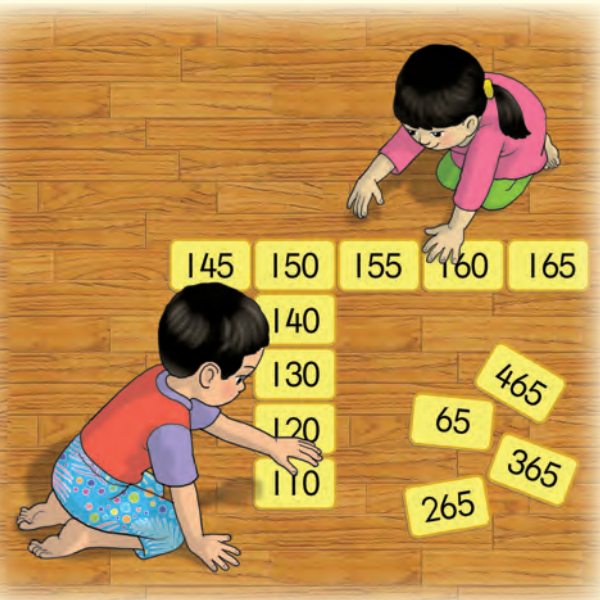
Number Song

Let's sing a song.



Let's learn my dear friends
The story of numbers
There are hundreds, tens, and ones
Hundreds number has three digits

Arrange numbers in two ways
Ascending order makes numbers larger
Descending order makes numbers smaller
Easy learning, we are all happy!



Now it is the time to round off
If it is the tens which is asked
Look at the value of the ones
If it is less than 5
So zero it will be

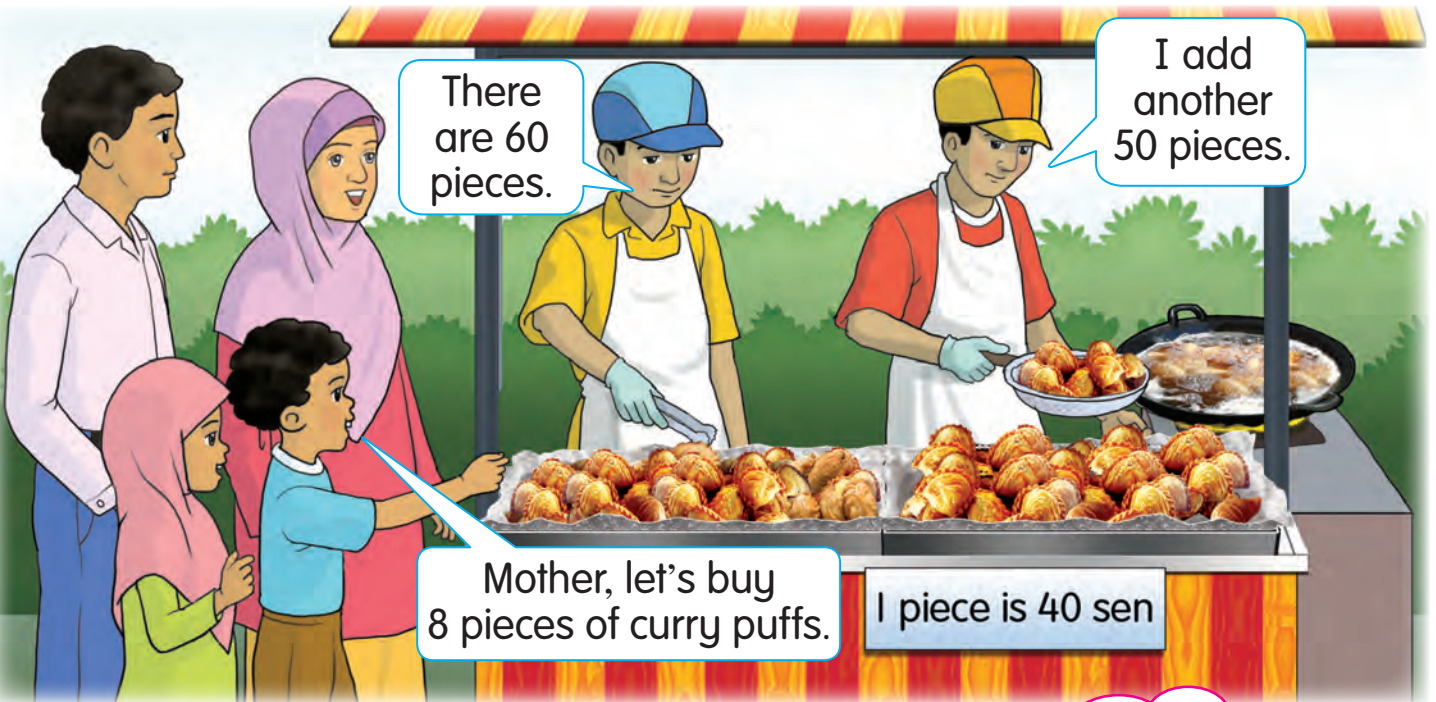
Now we are rounding off to hundreds
It is the hundreds which is asked
Look at the value of the tens
If it is 5 or more
Add 1 to the hundreds value



- Sing the song to the melody of *Rasa Sayang*. Prepare number cards and place value cards to be used by pupils while singing.
- Discuss other skills, such as place value, digit value, and counting numbers indirectly.



ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION



- Ask pupils to tell stories based on the pictures. Relate them to addition, subtraction, multiplication, and division operations. For example, add 50 pieces and 60 pieces of curry puffs.
- Surf <http://www.k5learning.com/free-math-worksheets/second-grade-2/addition/adding-3-digit-and-1-digit-numbers>

2.1
2.2
2.3
2.4



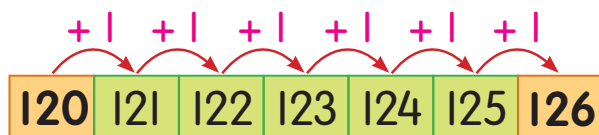
ADD TWO NUMBERS

DOUGHNUTS ORDER



1 Total the number of apple and chocolate doughnuts.

$$120 + 6 = \square$$





Count on 6 steps.

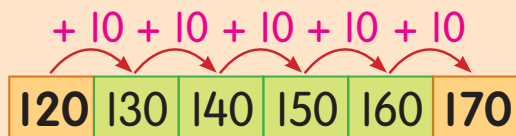


$$120 + 6 = \mathbf{126}$$

The total number of apple and chocolate doughnuts is **126** pieces.

2 How many  and  doughnuts are there altogether?

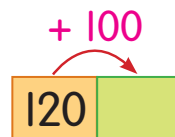
$$120 + 50 = \square$$



$$120 + 50 = \mathbf{170}$$

3 Add 120 and 100.

$$120 + 100 = \square$$



What is the answer?



4

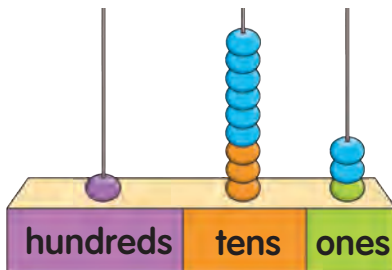
Storybook Donation

Class	2 Amanah	2 Bakti	2 Jaya
Quantity	131	62	107

- a Total the storybooks donated by 2 Amanah and 2 Bakti.

$$131 + 62 = \boxed{}$$

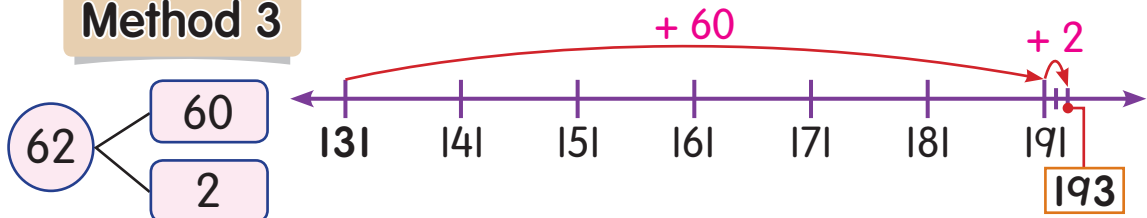
Method 1



Method 2

	hundreds	tens	ones
	1	3	1
+	0	6	2
	1	9	3

Method 3



$$131 + 62 = \boxed{193}$$

The total donation is 193.

b

	hundreds	tens	ones
	6	2	
+	1	0	7
	7	2	7

Ani calculates the donation by 2 Bakti and 2 Jaya. Is it correct? Discuss.



TEACHER'S NOTES

- Emphasise the importance of placing digits at the correct place value.
- Guide pupils to add, starting from ones, followed by tens, then hundreds.
- Surf <http://www.k5learning.com/free-math-worksheets/second-grade-2/addition/add-3-digit-numbers-in-columns-no-regrouping>

2.1.1

47

5 Add 134 and 225.

$$134 + 225 = \boxed{}$$

$$\begin{array}{r} 134 \\ + 225 \\ \hline 359 \end{array}$$

$$134 + 225 = \boxed{359}$$

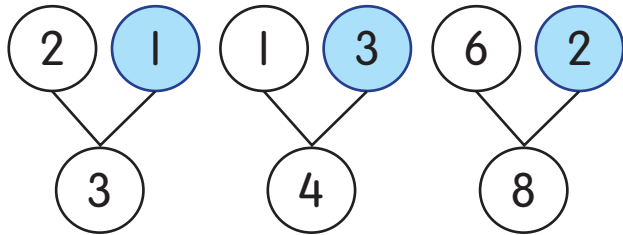


Use the vertical form.

6 $216 + \boxed{} = 348$

What is the number in the $\boxed{}$?

$$\begin{array}{r} 216 \\ + \boxed{132} \\ \hline 348 \end{array}$$



$$216 + \boxed{132} = 348$$

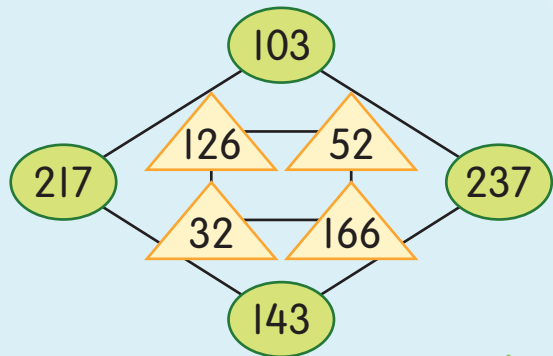
The number in the $\boxed{}$ is **132**.



$$\bigcirc + \triangle = 269$$

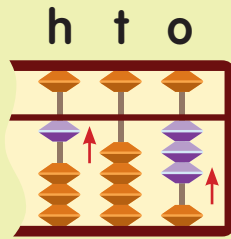
Choose one number in \bigcirc . Choose another number in \triangle .

The total number is 269.

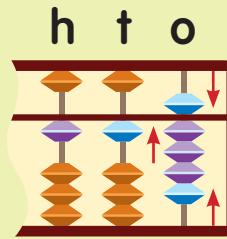


7 a $103 + 16 = \square$

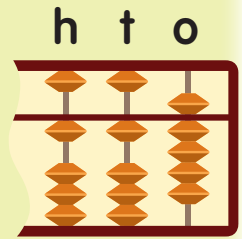
$$\begin{array}{r} 103 \\ + 16 \\ \hline 119 \end{array}$$



Up 103.



Add 16,
up 1 tens and
up 6 ones.

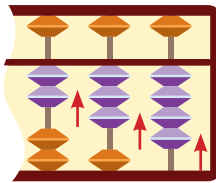


The
answer is
119.

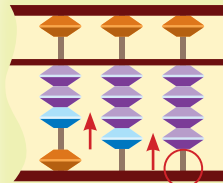
$103 + 16 = 119$

b $234 + 112 = \square$

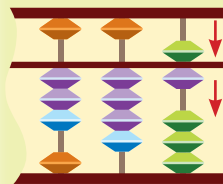
$$\begin{array}{r} 234 \\ + 112 \\ \hline 346 \end{array}$$



Up 234.

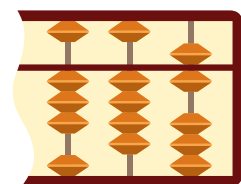


Add 112.
Up 1 hundreds,
up 1 tens.
Lower beads
are not
enough to up
2 ones.



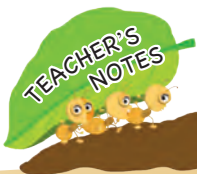
Little friend
of 2 is 3.

5
2 3
So,
up 5
down 3.



The answer
is 346.

$234 + 112 = 346$

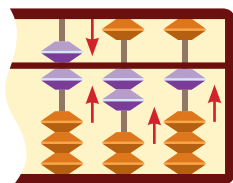


- Train pupils to add using abacus by finding “little friend”, which is the combination of 5.
- Refer to the abacus module to guide pupils to use the abacus correctly.

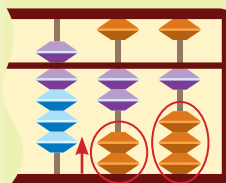


c $621 + 334 = \square$

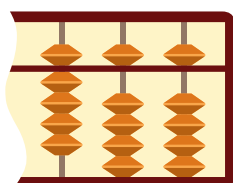
$$\begin{array}{r} 621 \\ + 334 \\ \hline 955 \end{array}$$



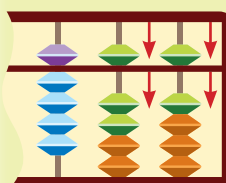
Up 621.



Add 334. Up 3 hundreds. Lower beads are not enough to up 3 tens and 4 ones.



The answer is 955.



5 Tens: Up 5, down 2.
3 2
5 Ones: Up 5, down 1.
4 1

$621 + 334 = 955$



LET'S ANSWER

1 Add.

a $\begin{array}{r} 580 \\ + 9 \\ \hline \square \end{array}$

b $\begin{array}{r} 720 \\ + 36 \\ \hline \square \end{array}$

c $\begin{array}{r} 647 \\ + 301 \\ \hline \square \end{array}$

d $300 + 400 = \square$

e $210 + 150 = \square$

2 Complete these.

a $\begin{array}{r} 304 \\ + \square\square \\ \hline 326 \end{array}$

b $\begin{array}{r} 65 \\ + \square\square\square \\ \hline 479 \end{array}$

c $\begin{array}{r} \square\square \\ + 931 \\ \hline 985 \end{array}$

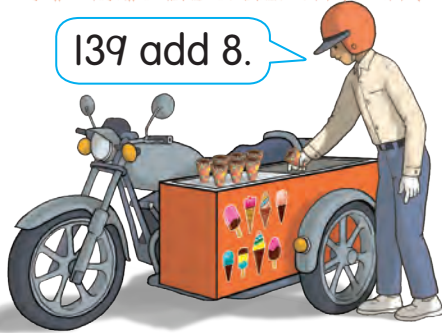
• Explain to pupils that addition can be solved using subtraction to find the unknowns.



MORE ADDITION

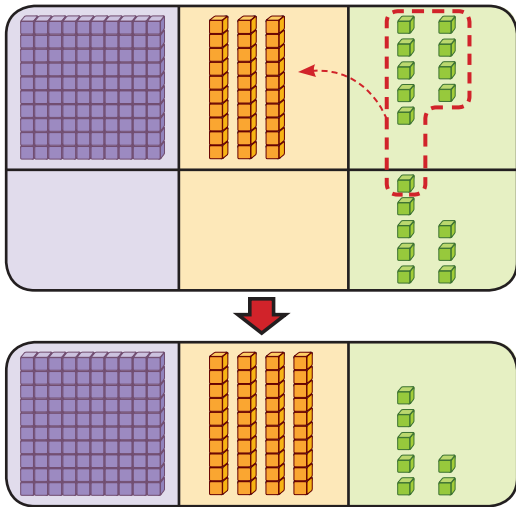


139 add 8.



Calculate the total number of ice cream.

$$139 + 8 = \square$$



hundreds	tens	ones
1	3	9
+		8
<hr/>		
		17

1	3	9
+	0	8
<hr/>		
1	4	7

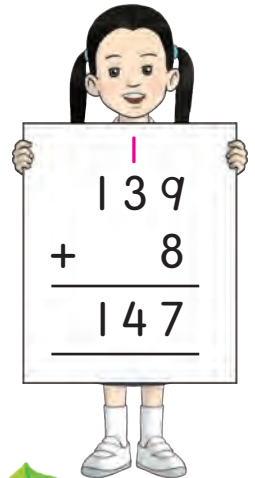
9 ones + 8 ones = 17 ones
17 ones = 1 tens + 7 ones

1 tens + 3 tens
+ 0 tens = 4 tens

1 hundreds + 0 hundreds
= 1 hundreds

$$139 + 8 = 147$$

The total number of ice cream is 147.



- Guide pupils to regroup numbers starting from ones to tens. Emphasise that when the total digit of ones becomes 10 or more, carry out regrouping.

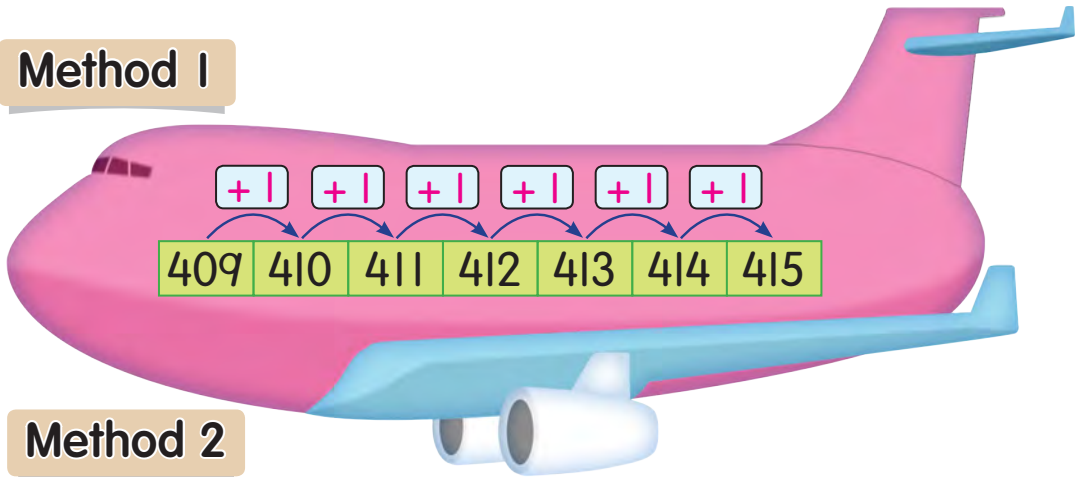
2.1.1

51

2 Total 409 and 6.

$$409 + 6 = \boxed{}$$

Method 1



Method 2

$409 + 6 = \boxed{}$

$409 + 1 = 410$
 $410 + 5 = 415$

$409 + 6 = \boxed{}$

$409 - 4 = 405$
 $6 + 4 = 10$
 $405 + 10 = 415$

Method 3

$$\begin{array}{r} 409 \\ + 6 \\ \hline 415 \end{array}$$

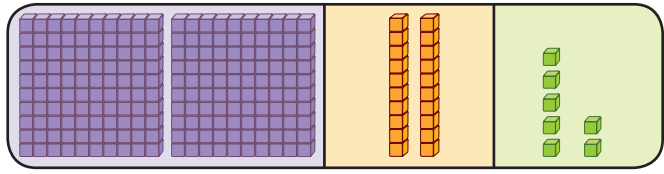
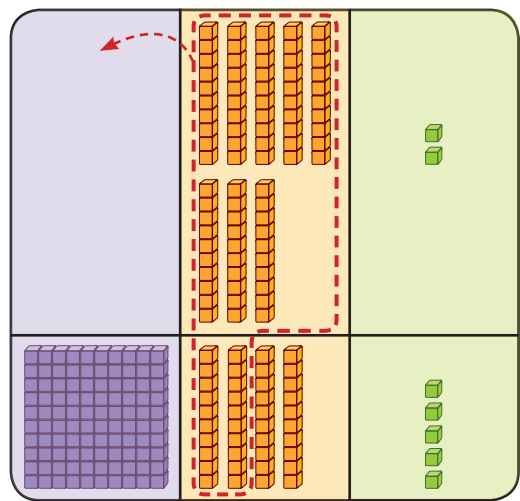
$$409 + 6 = \boxed{415}$$

Try to solve this.
Choose any of
the methods.



3 Add 82 and 145.

$82 + 145 = \square$



1 hundreds + 0 hundreds
+ 1 hundreds = 2 hundreds

hundreds	tens	ones
	8	2
+	4	5
	2	7

2 ones + 5 ones = 7 ones

8 tens + 4 tens
= 12 tens
= 1 hundreds + 2 tens

	1		
	0	8	2
+	1	4	5
	2	2	7

$$\begin{array}{r} 1 \\ 82 \\ + 145 \\ \hline 227 \end{array}$$

$82 + 145 = 227$



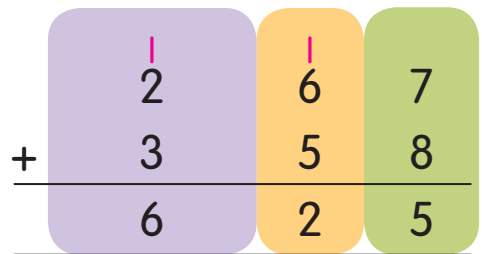
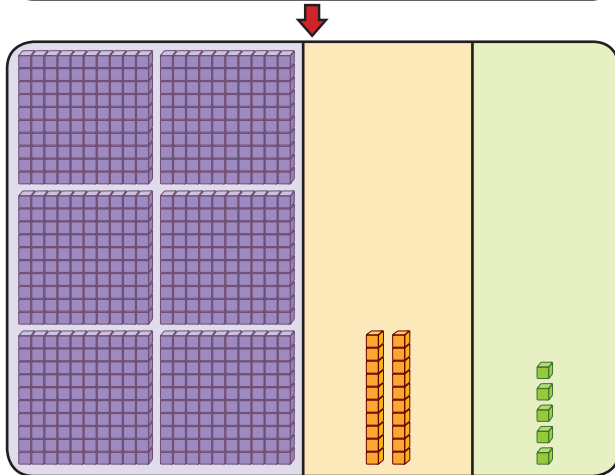
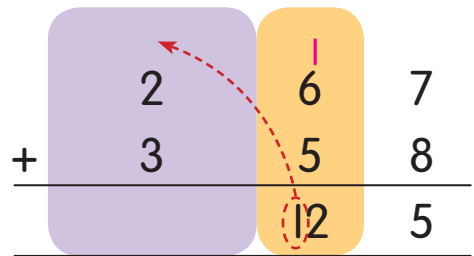
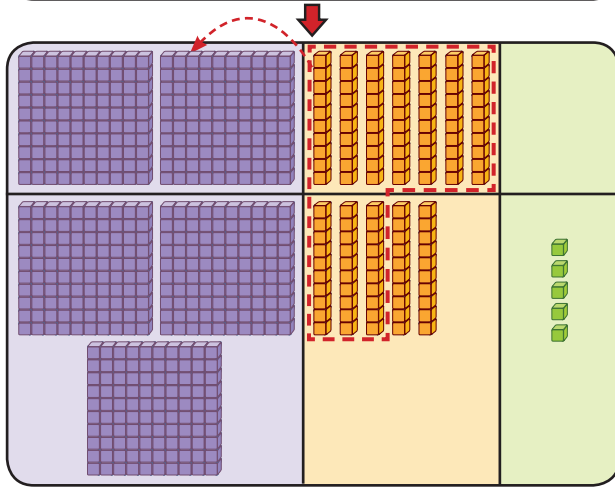
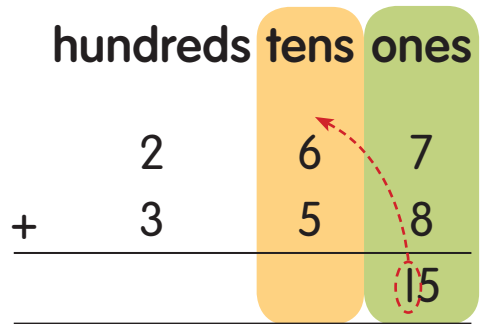
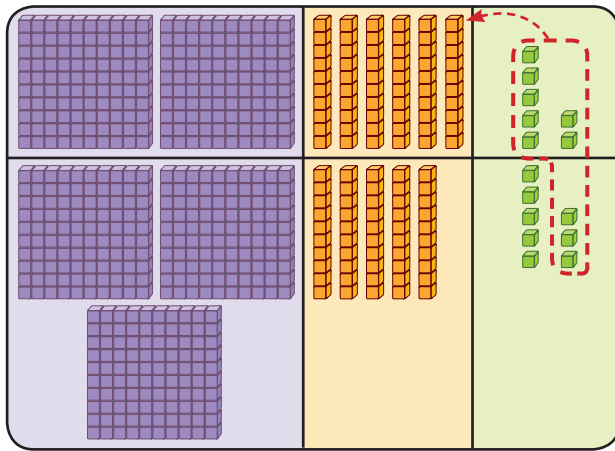
Is this the correct answer? Explain.



- Guide pupils to add using regrouping from tens to hundreds.
- Surf <http://www.mathinenglish.com/worksheetview.php?id=49&stid=40025>



4 $267 + 358 =$



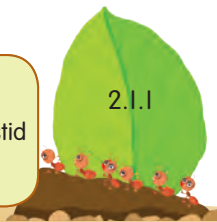
	2	6	7
+	3	5	8
			5
	6	2	5

$267 + 358 =$



TEACHER'S NOTES

- Provide question cards or worksheets on adding two numbers involving regrouping.
- Surf <http://www.mathinenglish.com/worksheetview.php?id=55&stid=40025>



2.1.1

5 $384 + 199 =$

Method 1

$$\begin{array}{r} 384 \\ + 199 \\ \hline 583 \end{array}$$

Use the vertical form.



Method 2

$$\begin{array}{l} 384 = 300 + 80 + 4 \\ 199 = 100 + 90 + 9 \\ \hline 400 + 170 + 13 \\ \hline 400 + 100 + 70 + 10 + 3 = 583 \end{array}$$

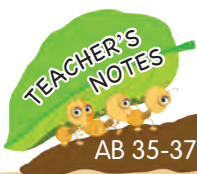
Method 3

$$\begin{array}{r} 384 + 199 = \text{ } \\ \downarrow -1 \quad \downarrow +1 \\ 383 + 200 = 583 \end{array}$$

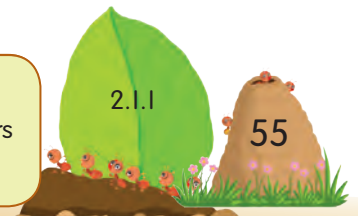
199 add 1 equals 200. 384 minus 1 equals 383.



$384 + 199 =$

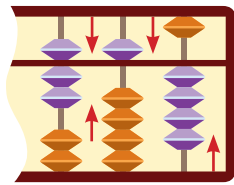


- Guide pupils to add using various methods such as partial method and partition, or other suitable ones.
- Surf <https://www.ixl.com/math/grade-2/addition-with-three-digit-numbers>

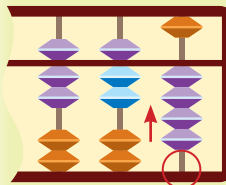


6 a $754 + 28 = \square$

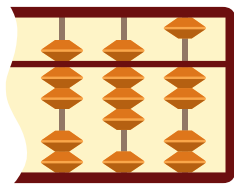
$$\begin{array}{r} 754 \\ + 28 \\ \hline 782 \end{array}$$



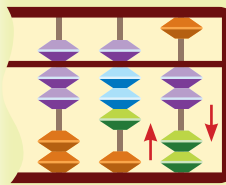
Up 754.



Add 28.
Up 2 tens.
Lower beads are not enough to up 8 ones.



The answer is 782.



Big friend of 8 is 2.
So, down 2 ones and carry 1 tens.

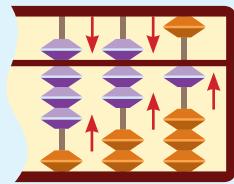
$$\begin{array}{r} 10 \\ \swarrow \searrow \\ 8 \quad 2 \end{array}$$



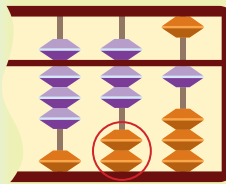
$754 + 28 = 782$

b $871 + 92 = \square$

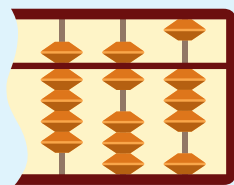
$$\begin{array}{r} 871 \\ + 92 \\ \hline 963 \end{array}$$



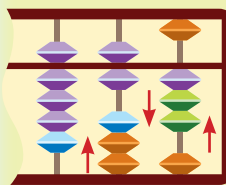
Up 871.



Add 92.
Lower beads are not enough to up 9 tens.



The answer is 963.



Big friend of 9 is 1.
So, down 1 tens and carry 1 hundreds.
Up 2 ones.

$$\begin{array}{r} 10 \\ \swarrow \searrow \\ 9 \quad 1 \end{array}$$



$871 + 92 = 963$

- Train pupils to add using abacus by finding "big friend", which is a combination of 10. Ask them to list the combination of 10.



The total of which two numbers is nearest to 1 000?

485

437

509

490



LET'S ANSWER

1 Add.

a
$$\begin{array}{r} 304 \\ + 6 \\ \hline \square \end{array}$$

b
$$\begin{array}{r} 620 \\ + 99 \\ \hline \square \end{array}$$

c
$$\begin{array}{r} 517 \\ + 84 \\ \hline \square \end{array}$$

d
$$\begin{array}{r} 368 \\ + 275 \\ \hline \square \end{array}$$

2 Complete these.

a
$$\begin{array}{r} 5 \square 3 \\ + \square 2 \square \\ \hline 901 \end{array}$$

b
$$\begin{array}{r} \square 2 \square \\ + 4 \square 7 \\ \hline 1000 \end{array}$$

c $151 + 199 = \square$

d $\square = 67 + 618$

3 Find the total of two numbers on the same colour cards.

75

249

108

472

53

265

Scan me



TEACHER'S NOTES

- Provide more group work using question cards or worksheets to vary the questions based on the levels of difficulty.
- Surf <https://www.ixl.com/math/grade-2/complete-the-addition-sentence-up-to-three-digits>

2.1.1

57



ADD THREE NUMBERS



What is Adi's total score?

$$56 + 103 + 220 = \square$$

Method 1

$$\begin{array}{r} 56 \\ + 103 \\ \hline 159 \end{array} \quad \begin{array}{r} 159 \\ + 220 \\ \hline 379 \end{array}$$



Add two numbers first. Then, add the answer with the other number.

Method 2

$$\begin{array}{r} 56 \\ 103 \\ + 220 \\ \hline 379 \end{array}$$



Add all numbers together.

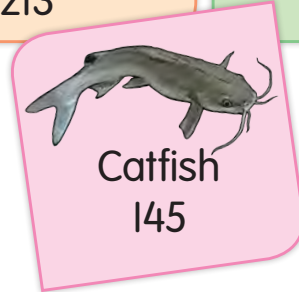
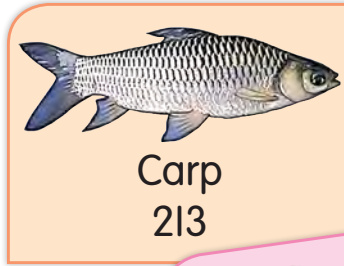
$$56 + 103 + 220 = \mathbf{379}$$

Adi's total score is **379**.

Su Lin's total score is the same as Adi's.
What is the score for the blue skittle?



2

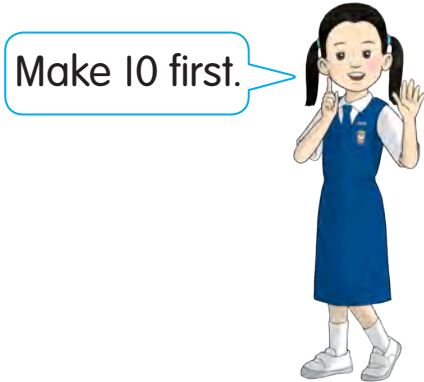


How many fish are there altogether?

$$213 + 145 + 37 = \square$$

$$\begin{array}{r}
 213 \\
 145 \\
 + 37 \\
 \hline
 395
 \end{array}$$

The tens column (1, 4, 3) is circled in red, with a bracket pointing to the number 10.



$$213 + 145 + 37 = \mathbf{395}$$

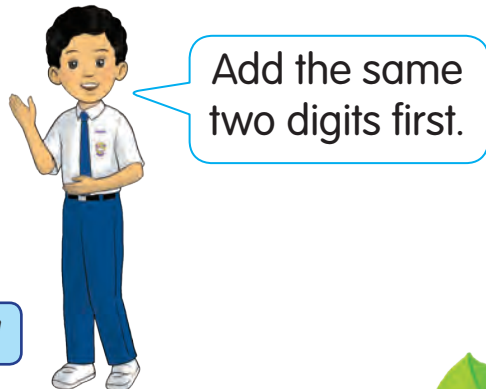
There are **395** fish altogether.

3 Total up 473, 98 and 318.

$$473 + 98 + 318 = \square$$

$$\begin{array}{r}
 473 \\
 98 \\
 + 318 \\
 \hline
 889
 \end{array}$$

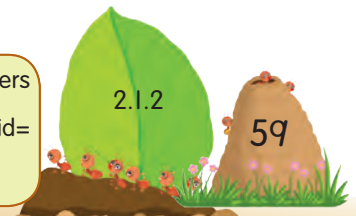
The tens column (7, 9, 1) is circled in red, with a bracket pointing to the number 16.



$$473 + 98 + 318 = \mathbf{889}$$



- Guide pupils to add complement of 10 or add the same two numbers first.
- Surf <http://www.mathinenglish.com/worksheetview.php?id=51&stid=40020>



Floria Florist



 = 312 + 237 + 88

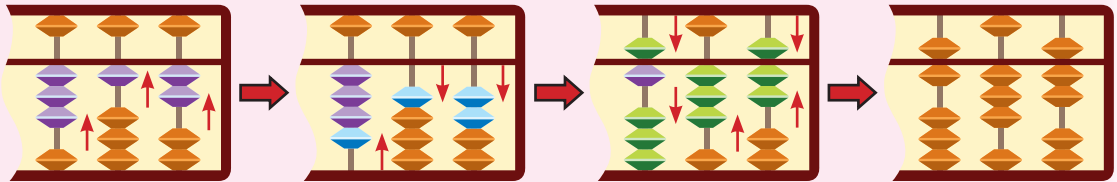
Method 1

$$\begin{array}{r}
 32 \\
 + 88 \\
 \hline
 40
 \end{array}
 \quad
 \begin{array}{r}
 40 \\
 + 237 \\
 \hline
 637
 \end{array}$$

First, add 312 and 88. Then, add 237.



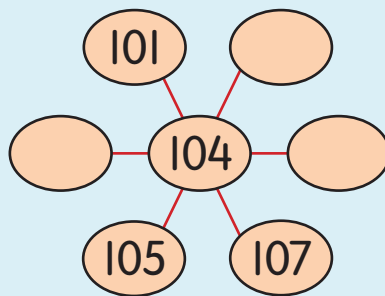
Method 2



637 = 312 + 237 + 88



Find the numbers between 101 to 107. The total number of each straight line is 312.



Example:

$$\begin{array}{r}
 101 \\
 104 \\
 + 107 \\
 \hline
 312
 \end{array}$$

- Guide pupils to find the unknown value using mental calculation.



LET'S EXPLORE

Materials/Resources number cards 1 to 9



Method

1 Arrange the number cards according to the assigned colours.

	R	B	G
	1	4	7
	2	5	8
+	3	6	9
	7	7	4

2 Change the arrangement of numbers within the **R**, **B** and **G** groups. What do you find?

3 Write five number sentences for the same total.



LET'S ANSWER

Find the total.

a

$$\begin{array}{r} 40 \\ 116 \\ + 231 \\ \hline \end{array}$$

b

$$\begin{array}{r} 230 \\ 54 \\ + 105 \\ \hline \end{array}$$

c

$$\begin{array}{r} 624 \\ 108 \\ + 195 \\ \hline \end{array}$$

d $73 + 420 + 105 =$

e $= 214 + 485 + 300$

f $148 + 217 + 364 =$

g $= 453 + 299 + 147$



- Guide pupils to explore number addition through activities such as Let's Explore to strengthen their understanding.





SUBTRACTION

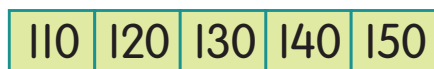


There were 150 balloons.
40 balloons were given away to
the children.



How many balloons are left?

$$150 - 40 = \square$$



- 10 - 10 - 10 - 10

$$150 - 40 = \mathbf{110}$$

There are 110 balloons left.

Count back
in tens.



2

Ice creams

Corn



300

Vanilla



200



What is the difference between the
corn ice cream and the vanilla ice cream?

$$300 - 200 = \square$$



$$300 - 200 = \mathbf{100}$$

The difference is 100.



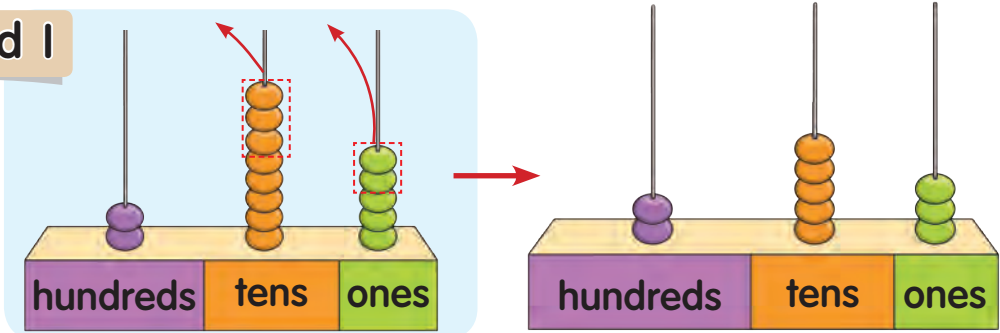
3

I sold 32 from 285 tickets.

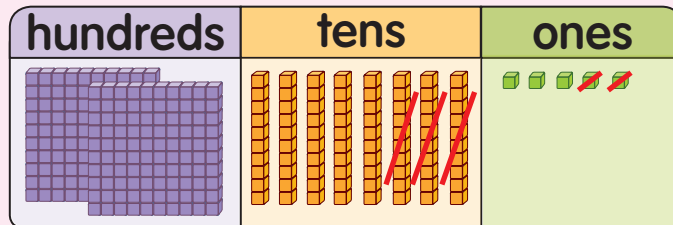
How many tickets have not been sold?

$$285 - 32 = \boxed{}$$

Method 1



Method 2



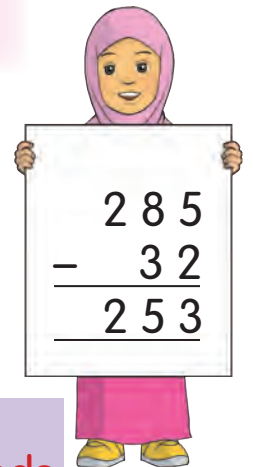
Method 3

	hundreds	tens	ones
	2	8	5
-	0	3	2
	2	5	3

Subtract ones.
5 ones - 2 ones
= 3 ones

Subtract tens.
8 tens - 3 tens
= 5 tens

Subtract hundreds.
2 hundreds - 0 hundreds
= 2 hundreds



$$285 - 32 = \boxed{253}$$

The number of unsold tickets is **253** pieces.



- Guide pupils to subtract using various methods such as using counters and drawing diagrams.
- Surf <http://www.k5learning.com/free-math-worksheets/second-grade-2/subtraction/subtract-whole-tens-from-3-digit-numbers>

2.2.1

63

4



What is the difference between these two numbers?

$$349 - 216 = \boxed{}$$

$$\begin{array}{r} 349 \\ - 216 \\ \hline 133 \end{array}$$

$$349 - 216 = \boxed{133}$$

5 Subtract 317 from 438.

$$438 - 317 = \boxed{}$$

$$\begin{array}{r} 438 \\ - 317 \\ \hline \boxed{} \boxed{} \boxed{} \end{array}$$

$$438 - 317 = \boxed{}$$



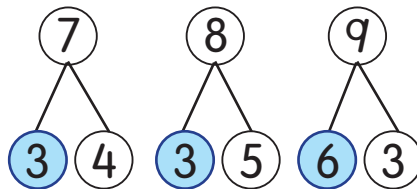
What is the answer?

6 $789 - \boxed{} = 453$

Find the value in $\boxed{}$.

Method 1

$$\begin{array}{r} 789 \\ - 336 \\ \hline 453 \end{array}$$



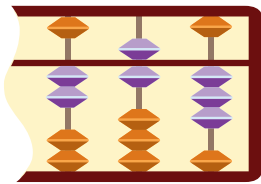
$$789 - \boxed{336} = 453$$

Method 2

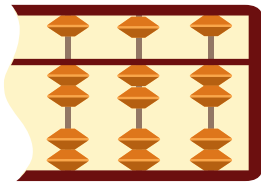
$$\begin{array}{r} 789 \\ - 453 \\ \hline 336 \end{array}$$

7 $263 - 41 = \square$

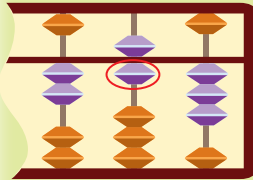
$$\begin{array}{r} 263 \\ - 41 \\ \hline 222 \end{array}$$



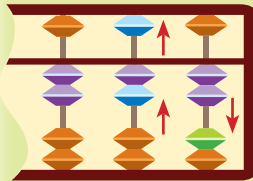
Up 263.



The answer is 222.



Subtract 41.
Down 4 tens. Lower beads are not enough.
Little friend of 4 is 1.



$\begin{array}{c} 5 \\ / \quad \backslash \\ 4 \quad 1 \end{array}$ So, up 1 and down 5.
Down 1 ones.

$263 - 41 = \mathbf{222}$



LET'S ANSWER

1 Subtract.

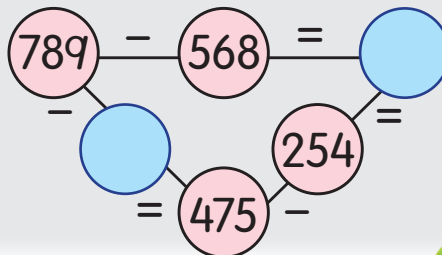
a $\begin{array}{r} 342 \\ - 11 \\ \hline \square \end{array}$

b $\begin{array}{r} 590 \\ - 70 \\ \hline \square \end{array}$

c $\begin{array}{r} 658 \\ - 400 \\ \hline \square \end{array}$

d $\begin{array}{r} 987 \\ - 325 \\ \hline \square \end{array}$

2 What are the numbers in the blue circles?

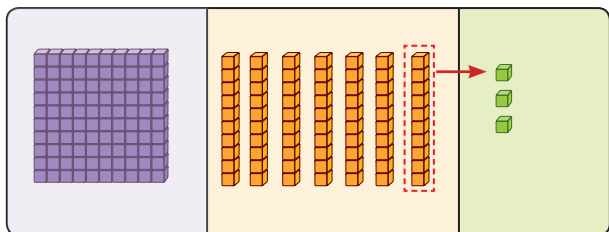




MORE SUBTRACTION

Calculate the balance of 173 minus 39.

$$173 - 39 = \boxed{}$$

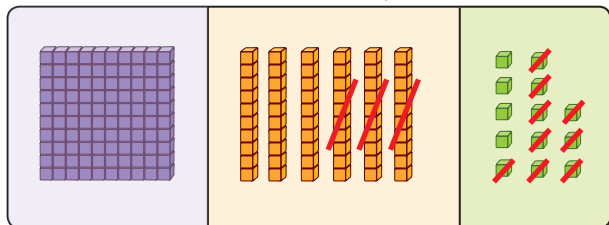


hundreds	tens	ones
1	6 7	13 3
-	3	9
<hr/>		

3 ones cannot subtract 9 ones.

Change 1 tens to 10 ones.

3 ones + 10 ones = 13 ones



1	6 7	13 3
-	0	3
1	3	4

Subtract ones.

$$13 \text{ ones} - 9 \text{ ones} = 4 \text{ ones}$$

Subtract tens.

$$6 \text{ tens} - 3 \text{ tens} = 3 \text{ tens}$$

Subtract hundreds.

$$1 \text{ hundreds} - 0 \text{ hundreds} = 1 \text{ hundreds}$$

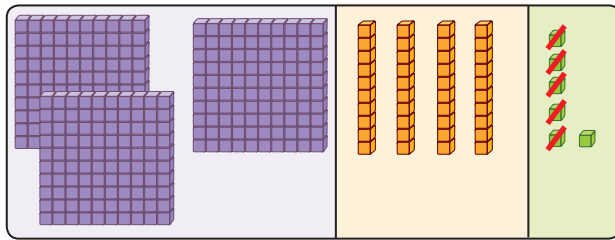
$$\begin{array}{r}
 6 \ 13 \\
 1 \ 7 \ 3 \\
 - \quad 3 \ 9 \\
 \hline
 1 \ 3 \ 4
 \end{array}$$

$$173 - 39 = \boxed{134}$$

- Guide pupils to subtract by regrouping tens to ones. Emphasise that if the digit in ones is not enough, regroup tens to ones.
- Surf <http://www.k5learning.com/free-math-worksheets/second-grade-2/subtraction/subtract-3-digit-numbers-with-regrouping>

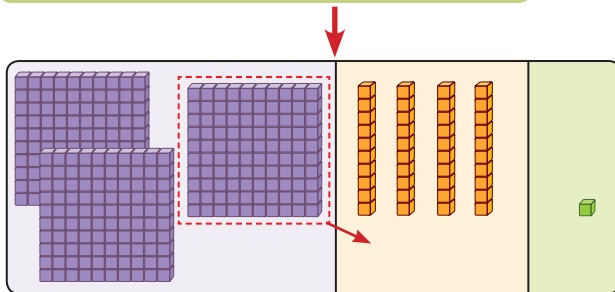
2 Subtract 185 from 346.

$$346 - 185 = \boxed{}$$



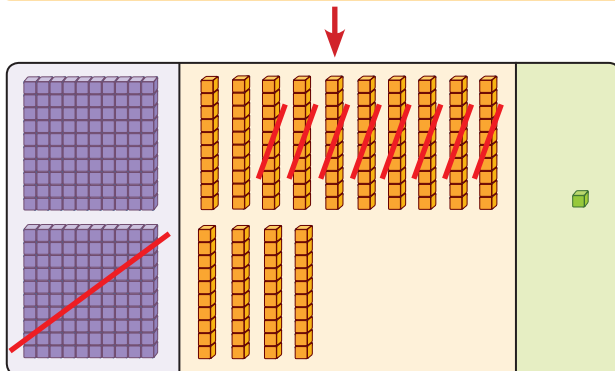
	hundreds	tens	ones
	3	4	6
-	1	8	5
<hr/>			
			1

Subtract ones.
6 ones - 5 ones = 1 ones



	3 ²	4 ¹⁴	6
-	1	8	5
<hr/>			
			1

Change 1 hundreds to 10 tens.
4 tens + 10 tens = 14 tens



	3 ²	4 ¹⁴	6
-	1	8	5
<hr/>			
	1	6	1

Subtract tens.

Subtract hundreds.

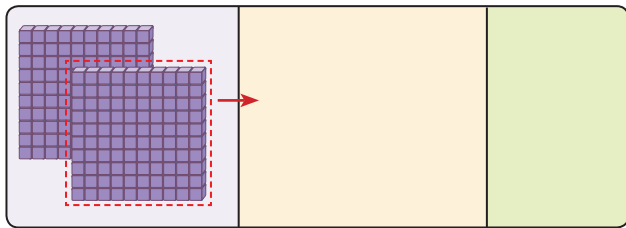
$$\begin{array}{r} 2 \ 14 \\ \cancel{3} \ \cancel{4} \ 6 \\ - 1 \ 8 \ 5 \\ \hline 1 \ 6 \ 1 \end{array}$$

$$346 - 185 = \boxed{161}$$

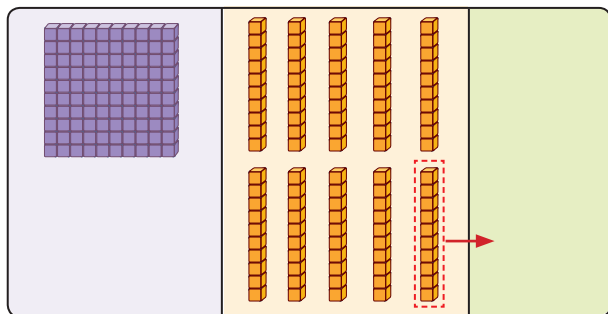


- Guide pupils to subtract by regrouping tens to ones and hundreds to tens using counters or other suitable objects.
- Surf <http://www.mathworksheets4kids.com/Subtraction/3digit-1.pdf>

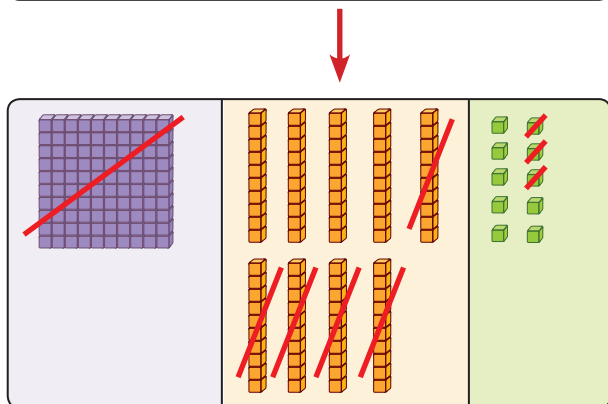
3 $200 - 153 = \square$



hundreds	tens	ones
2	0	0
1	5	3
<hr/>		



2	0	0
1	5	3
<hr/>		



2	0	0
1	5	3
<hr/>		
0	4	7



Why is 0 in hundreds not written?

2	0	0
1	5	3
<hr/>		
	4	7

$200 - 153 = 47$

- Guide pupils to subtract by regrouping hundreds to tens and tens to ones.
- Encourage pupils to check their answers with addition.
- Surf <https://www.youtube.com/watch?v=Y6M89-6I06I>

4 $934 - 218 =$

Method 1

$$\begin{array}{r} 2 \ 14 \\ 9 \ 3 \ 4 \\ - 2 \ 1 \ 8 \\ \hline 7 \ 1 \ 6 \end{array}$$

Method 2

$934 \rightarrow$	900	20 30	14 4	
$218 \rightarrow -$	200	10	8	
	700	10	6	$\rightarrow 716$



I partition the numbers. Then, subtract. Finally, I total the answers.

Method 3

Add 2 to 218 to make it 220. Also, add 2 to 934.



$934 - 218 =$

$$\begin{array}{r} + 2 \quad + 2 \\ \downarrow \quad \downarrow \\ 936 - 220 = \end{array}$$

716

$$\begin{array}{r} 9 \ 3 \ 6 \\ - 2 \ 2 \ 0 \\ \hline 7 \ 1 \ 6 \end{array}$$

$934 - 218 =$



- Train pupils to subtract using various methods to strengthen their understanding. Provide a variety of questions such as the example shown above.
- Surf <https://www.ixl.com/math/grade-2/subtract-three-digit-numbers>

2.2.1

69

5 $932 - \square = 578$
Find the number in the \square .

Method 1

$$\begin{array}{r} 8 \quad 12 \quad 12 \\ \cancel{9} \quad \cancel{3} \quad \cancel{2} \\ - \boxed{3} \quad \boxed{5} \quad \boxed{4} \\ \hline 5 \quad 7 \quad 8 \end{array}$$

$932 - \boxed{354} = 578$

Method 2

$$\begin{array}{r} 12 \\ 8 \quad \cancel{3} \quad \cancel{2} \\ - 5 \quad 7 \quad 8 \\ \hline \boxed{3} \quad \boxed{5} \quad \boxed{4} \end{array}$$

6 $\square - 406 = 531$

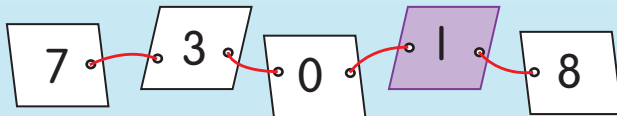
Method 1

$$\begin{array}{r} \boxed{9} \quad \boxed{3} \quad \boxed{7} \\ - 4 \quad 0 \quad 6 \\ \hline 5 \quad 3 \quad 1 \end{array}$$

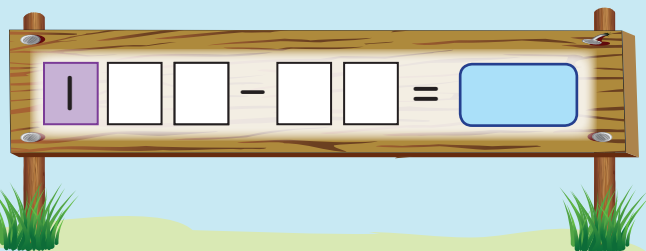
$\boxed{937} - 406 = 531$

Method 2

$$\begin{array}{r} 5 \quad 3 \quad 1 \\ + 4 \quad 0 \quad 6 \\ \hline \boxed{9} \quad \boxed{3} \quad \boxed{7} \end{array}$$

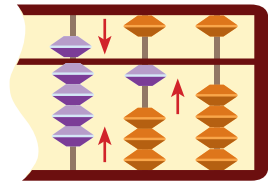


Fill in the white boxes with the digits shown above to get the answer with the smallest value.

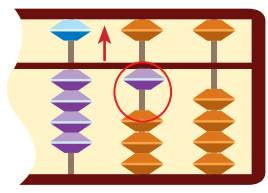


7 $910 - 584 = \square$

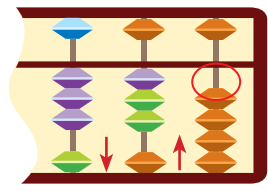
$$\begin{array}{r} 10 \\ 8 \cancel{0} 10 \\ \cancel{9} \cancel{1} \cancel{0} \\ - 584 \\ \hline 326 \end{array}$$



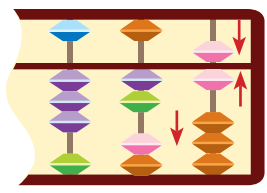
Up 910.



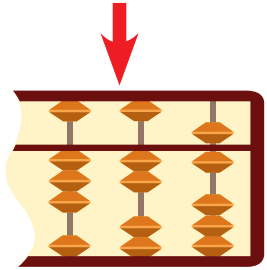
Subtract 584.
Down 5 hundreds.
Down 8 tens, lower beads are not enough.



Big friend of 8 is 2.
So, remove 1 hundreds.
Up 2 tens.
Down 4 ones, there is no lower bead.



Big friend of 4 is 6.
So, remove 1 tens.
Up 6 ones.



The answer is 326.

$910 - 584 = 326$

$867 - 172 = \square$
Try to calculate using the abacus.





Find the values of \square and \bigcirc .

$$\begin{array}{r} 6 \quad \square \quad 0 \\ - 2 \quad \bigcirc \quad 7 \\ \hline 3 \quad 8 \quad 3 \end{array}$$



LET'S ANSWER

1 Subtract.

a
$$\begin{array}{r} 342 \\ - 16 \\ \hline \square \\ \hline \end{array}$$

b
$$\begin{array}{r} 657 \\ - 480 \\ \hline \square \\ \hline \end{array}$$

c
$$\begin{array}{r} 803 \\ - 29 \\ \hline \square \\ \hline \end{array}$$

d $705 - 38 = \square$

e $613 - 97 = \square$

f $\square = 900 - 315$

g $509 - \square = 72$

2 Correct the answers.

a
$$\begin{array}{r} 300 \\ - 18 \\ \hline 292 \\ \hline \end{array}$$

b
$$\begin{array}{r} 651 \\ - 279 \\ \hline 428 \\ \hline \end{array}$$

c
$$\begin{array}{r} 704 \\ - 83 \\ \hline 681 \\ \hline \end{array}$$

3 a Subtract 98 from 800.

b What is the difference between 115 and 204?



SUBTRACT SUCCESSIVELY



How many durians are left?

$$289 - 60 - 105 = \square$$

Method 1



First, subtract 60 from 289.

$$\begin{array}{r}
 289 \\
 - \quad 60 \\
 \hline
 229
 \end{array}$$

Then, subtract 105.



$$\begin{array}{r}
 229 \\
 - 105 \\
 \hline
 124
 \end{array}$$

Method 2

$$\begin{array}{r}
 289 \\
 - 105 \\
 \hline
 \square \square \square \\
 - \quad 60 \\
 \hline
 \square \square \square
 \end{array}$$

Try to subtract this. Is the answer the same?



$$289 - 60 - 105 = \boxed{124}$$

There are **124** durians left.

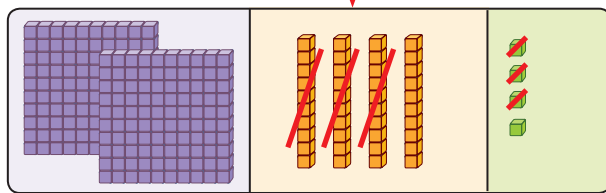
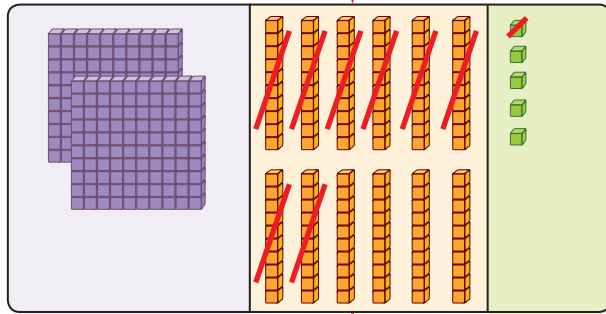
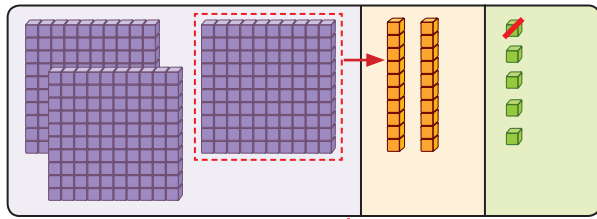


- Guide pupils to carry out repeated subtraction simulation activities using base blocks.
- Surf <http://www.math-salamanders.com/image-files/math-worksheets-printable-column-subtraction-3-digits-3.gif>

2.2.2

73

2 $325 - 81 - 33 = \square$



$325 - 81 - 33 = 211$

$$\begin{array}{r} 2 \quad 12 \quad 5 \\ \cancel{3} \quad \cancel{2} \quad 1 \\ - \quad 8 \quad 1 \\ \hline \quad \quad 4 \end{array}$$

$$\begin{array}{r} 2 \quad 12 \quad 5 \\ \cancel{3} \quad \cancel{2} \quad 1 \\ - \quad 8 \quad 1 \\ \hline 2 \quad 4 \quad 4 \end{array}$$

$$\begin{array}{r} 2 \quad 4 \quad 4 \\ - \quad 3 \quad 3 \\ \hline 2 \quad 1 \quad 1 \end{array}$$

3 $600 - 95 - 400 = \square$



Subtract 400 from 600 first.

$$\begin{array}{r} 6 \quad 0 \quad 0 \\ - 4 \quad 0 \quad 0 \\ \hline 2 \quad 0 \quad 0 \end{array}$$

Then, subtract 95.

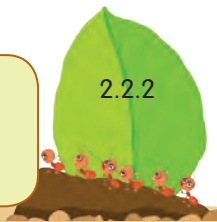
$$\begin{array}{r} 9 \quad 10 \\ \cancel{1} \quad \cancel{0} \quad \cancel{0} \\ - \quad 9 \quad 5 \\ \hline 1 \quad 0 \quad 5 \end{array}$$



$600 - 95 - 400 = 105$

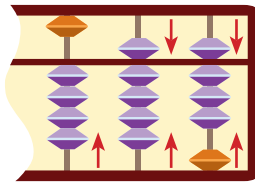


- Guide pupils to subtract by regrouping using counters, abacus, and others.
- Surf <http://www.math-salamanders.com/image-files/math-worksheets-for-2nd-grade-column-subtraction-3-digits-2.gif>

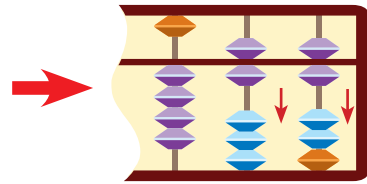


4 $498 - 32 - 21 = \square$

$$\begin{array}{r} 498 \\ - 32 \\ \hline 466 \\ - 21 \\ \hline 445 \end{array}$$



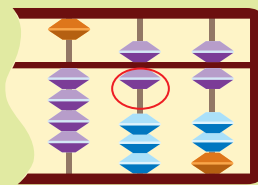
Up 498.



Subtract 32.
Down 3 tens.
Down 2 ones.



Scan me



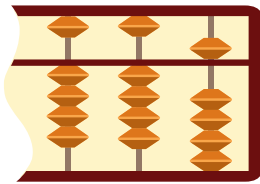
Subtract 21.
Down 2 tens, lower beads are not enough.

Little friend of 2 is 3.

$$\begin{array}{r} 5 \\ \swarrow \quad \searrow \\ 2 \quad 3 \end{array}$$

So, up 3 and down 5.

Down 1 ones.



The answer is 445.

$498 - 32 - 21 = \boxed{445}$



LET'S ANSWER

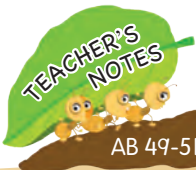
Calculate.

a $\begin{array}{r} 365 \\ - 24 \\ \hline \square\square\square \end{array}$

b $\begin{array}{r} 987 \\ - 539 \\ \hline \square\square\square \end{array}$

c $820 - 123 - 167 = \square$

d $537 - 86 - 371 = \square$



TEACHER'S NOTES

AB 49-51

- Guide pupils to subtract repeatedly using various methods. Encourage them to use an abacus when subtracting.
- Emphasise that the answer transferred for repeated subtraction must be correct.

2.2.2

75



CREATE STORIES

1

Proton
Iriz



Perodua
Bezza

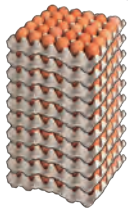


$$203 + 84 = 287$$

Indah Company sells **203** Proton Iriz cars and **84** Perodua Bezza cars. The total sales is **287**.

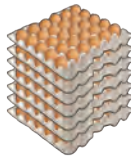
2

Grade A



300

Grade C



210

$$300 - 210 = 90$$

There are **300** grade A eggs and **210** grade C eggs. The difference between the number of grade A eggs and grade C eggs is .

3

$$342 + 269 = 611$$

Hadi's brother sells **342** grilled chickens. He also sells **269** fried chickens. The total sales of the chicken is .

4

$$295 - 188 = 107$$

There are books on the shelf. are storybooks. The remaining **107** are novels.

5

$$518 - 246 - 137 = 135$$

There are 518 recycle bags. bags are sent to supermarket A. bags are sent to supermarket B. The number of bags left is .



Look at the pictures. Create a story of addition and a story of subtraction.



185



126



107



94



LET'S ANSWER

1 Complete the story.



Juara Company sold sport shirts and school shirts. The total number of shirts sold is .

$$341 + 189 = 530$$

2 Create stories for the number sentences.

a $416 - 123 = 293$

b $104 + 120 + 135 = 359$

TEACHER'S
NOTES

AB 52-53

- Guide pupils to create stories using their own words. Carry out activities in pairs. Accept any suitable stories.

2.5.1

77



SOLVE IT

1 This table shows the amount of biscuits donated by Neeta. Calculate the total amount of biscuits.

Biscuits	Number of tins
Cheese	126
Chocolate	279



Number sentence

$$126 + 279 = \boxed{}$$

$$\begin{array}{r} 126 \\ + 279 \\ \hline 405 \end{array}$$

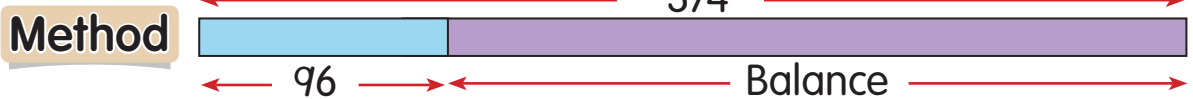
$$126 + 279 = \boxed{405}$$

Draw a diagram.



The total amount of biscuits is **405** tins.

2 Husin plucks 374 corn cobs. He sells 96 of them. What is the balance?



Number sentence

$$374 - 96 = \boxed{}$$

$$\begin{array}{r} 16 \\ 2 \cancel{7} \cancel{4} \\ - 96 \\ \hline 278 \end{array}$$

$$374 - 96 = \boxed{278}$$

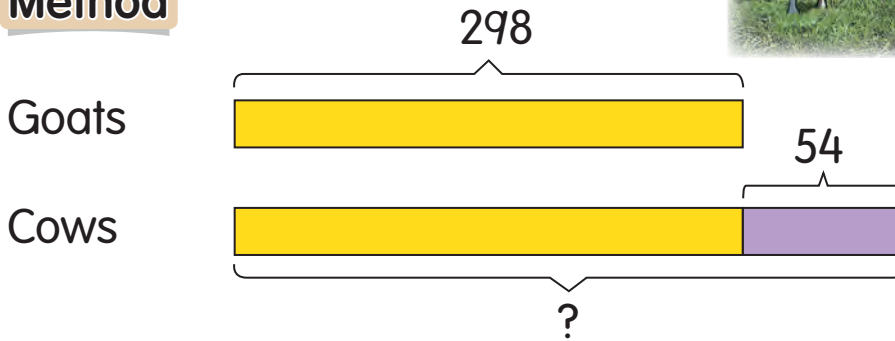
The balance of the corn cobs is **278**.

- Ask pupils to understand questions by jotting down the important points given.
- Train pupils to underline important points and write number sentences based on the problems given.

- 3** Kim's father rears goats and cows. He has 298 goats. The number of cows is 54 more than the goats. Calculate the number of cows.



Method



$$298 + 54 = \boxed{}$$

$$\begin{array}{r} 298 \\ + 54 \\ \hline 352 \end{array}$$

$$298 + 54 = \boxed{352}$$

The number of cows is **352**.

Juli's father rears 136 goats less than Kim's father. Calculate the number of goats Juli's father has.

Look at the diagram. Solve it.

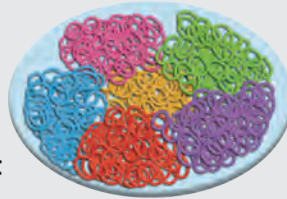




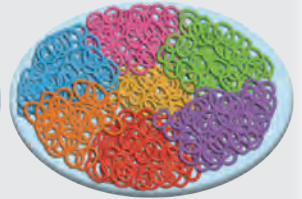
LET'S ANSWER

Solve the problems.

- 1 Amni has 122 rubber bands. Divani has 176 rubber bands. Calculate the total number of rubber bands they have.



122



176

- 2 Farid has 199 keychains. He gave 18 keychains to Rizal. Calculate the balance of Farid's keychains.
- 3 The table shows the number of participants in a *gotong-royong*.


Participants	Number
Adults	306
Children	129



- a Calculate the total number of participants.
- b What is the difference between the number of adults and children?

- 4  My height is 128 centimetres.

Lisa

-  I am 3 centimetres taller than Lisa.

Dina

Calculate Dina's height.



MULTIPLICATION



There are 3 children.
Each child has 2 balloons.



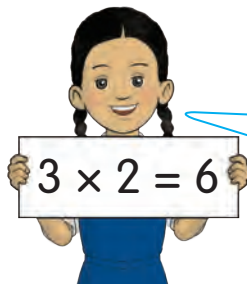
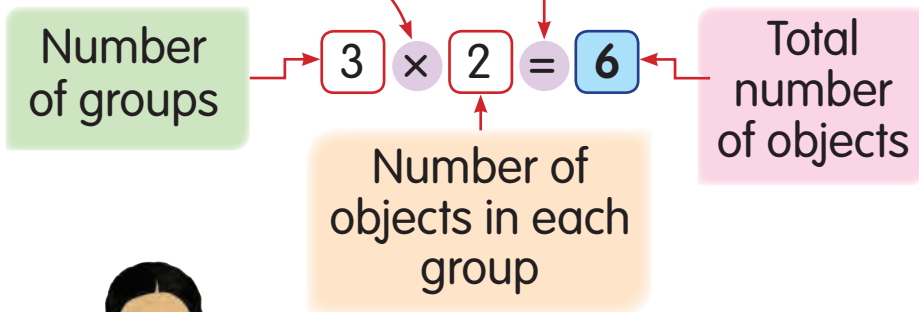
3 groups of two

$$\boxed{2} + \boxed{2} + \boxed{2} = \boxed{6}$$

3 times 2 makes 6.

3 times 2 is equal to 6.

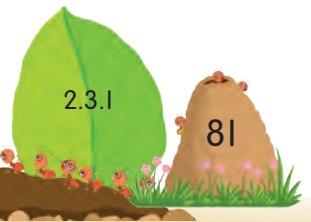
3 times 2 is
3 multiplied
by 2.

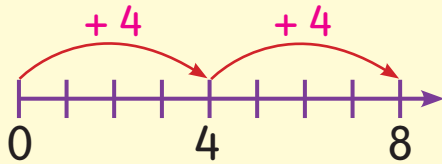
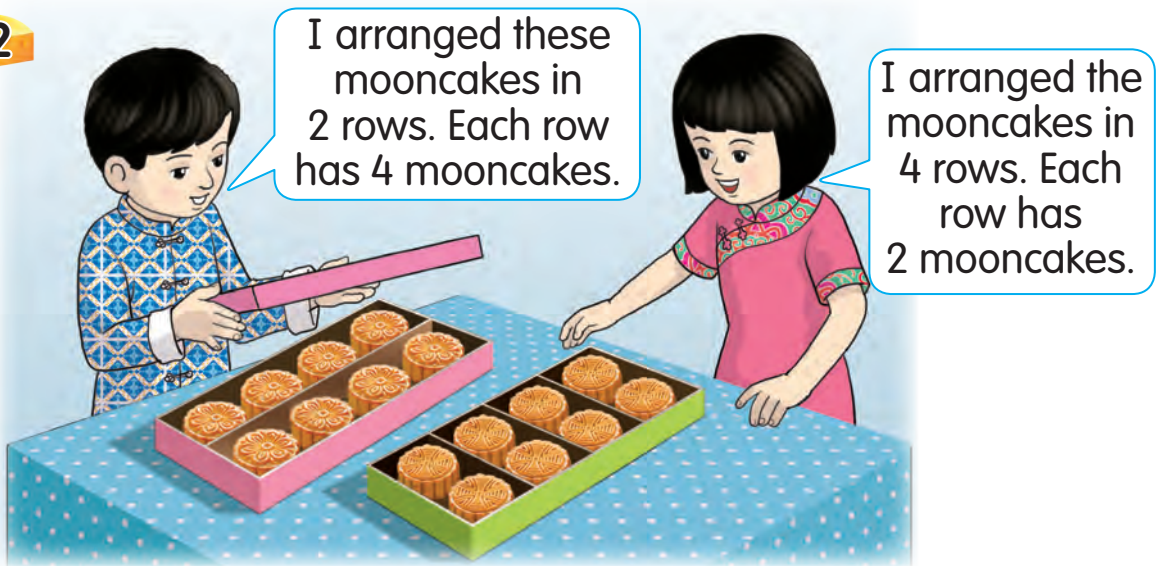


This is the number sentence.



- Carry out simulation of grouping objects in the same amount to construct a number sentence. Introduce the terms and symbols related to multiplication. Emphasise that multiplication is repeated addition.
- Surf <https://www.ixl.com/math/grade-2/relate-addition-and-multiplication-for-equal-groups>

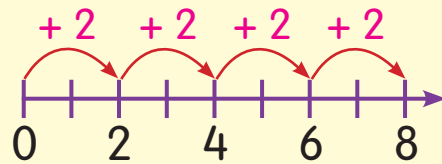




2 times 4 makes 8.

2 multiplied by 4
is equal to 8.

$$2 \times 4 = 8$$



4 times 2 makes 8.

4 multiplied by 2
is equal to 8.

$$4 \times 2 = 8$$

2×4 is the same as 4×2

$$2 \times 4 = 4 \times 2$$



Form a
number
sentence.



$$\square \times \square = 8$$

- Guide pupils to do simulation that involves columns and rows to show the commutative law $a \times b = b \times a$.
- Emphasise that the product will be the same even though the position of the multiplied numbers change.
- Surf <https://www.ixl.com/math/grade-2/count-equal-groups>

3 Calculate the number of buttons in each group.



4 groups of five

$$5 + 5 + 5 + 5 = \square$$

$$4 \times 5 = \square$$



5 groups of four

$$4 + 4 + 4 + 4 + 4 = \square$$

$$5 \times 4 = \square$$

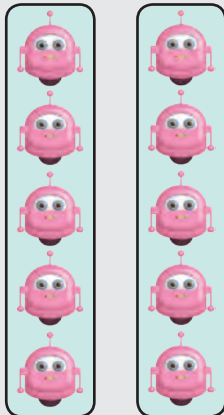
$$4 \times \square = 5 \times \square$$



LET'S ANSWER

Complete the number sentences.

a

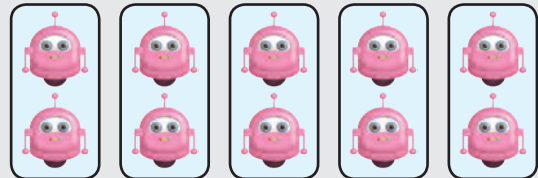


groups of

$$\square + \square = \square$$

$$\square \times \square = \square$$

b



groups of

$$\square + \square + \square + \square + \square = \square$$

$$\square \times \square = \square$$

$$\square \times \square = \square \times \square$$



BUILD UP TIMES TABLES

1 2 times table

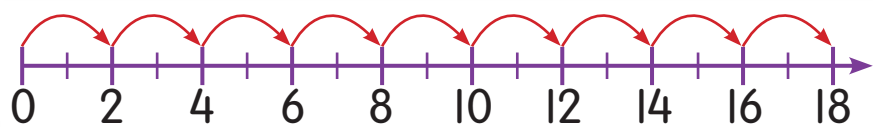
I write $6 \times 2 = 12$ like this.

6
$\times 2$
—
12

Oh, I have 2 antennae!












	$1 \times 2 = 2$
	$2 \times 2 = 4$
	$3 \times 2 = 6$
	$4 \times 2 = 8$
	$5 \times 2 = 10$
	$6 \times 2 = 12$
	$7 \times 2 = \square$
	$8 \times 2 = \square$
	$9 \times 2 = \square$



2 3 times table

My brother's bicycle has 3 wheels.



	$1 \times 3 = 3$
	$2 \times 3 = 6$
	$3 \times 3 = 9$
	$4 \times 3 = 12$
	$5 \times 3 = 15$
	$6 \times 3 = 18$
	$7 \times 3 = \square$
	$8 \times \square = 24$
	$\square \times 3 = 27$

What is the number for the fifth step?



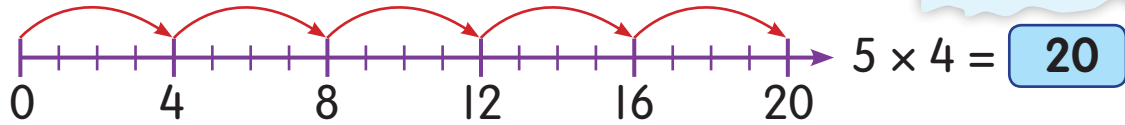
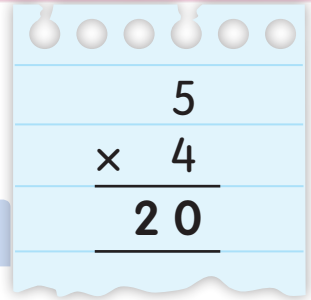
- Guide pupils to construct a 2 times table by counting in twos and 3 times table by counting in threes.



2.3.1

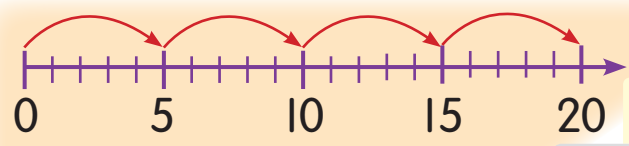
3 4 times table

$1 \times 4 = 4$	
$2 \times 4 = 8$	
$3 \times 4 = 12$	
$4 \times 4 = 16$	
$5 \times 4 = 20$	
$6 \times 4 = \square$	
$7 \times \square = 28$	
$8 \times \square = 32$	
$\square \times 4 = 36$	



4 5 times table

	$1 \times 5 = 5$
	$2 \times 5 = 10$
	$3 \times 5 = 15$
	$4 \times 5 = 20$
	$5 \times 5 = 25$
	$6 \times 5 = 30$
	$7 \times 5 = \square$
	$8 \times \square = 40$
	$\square \times 5 = 45$

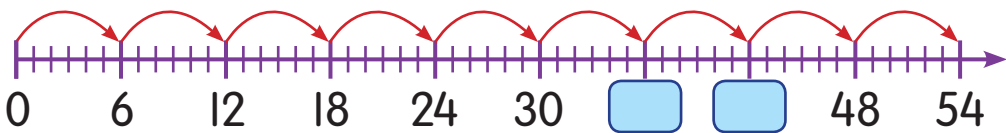
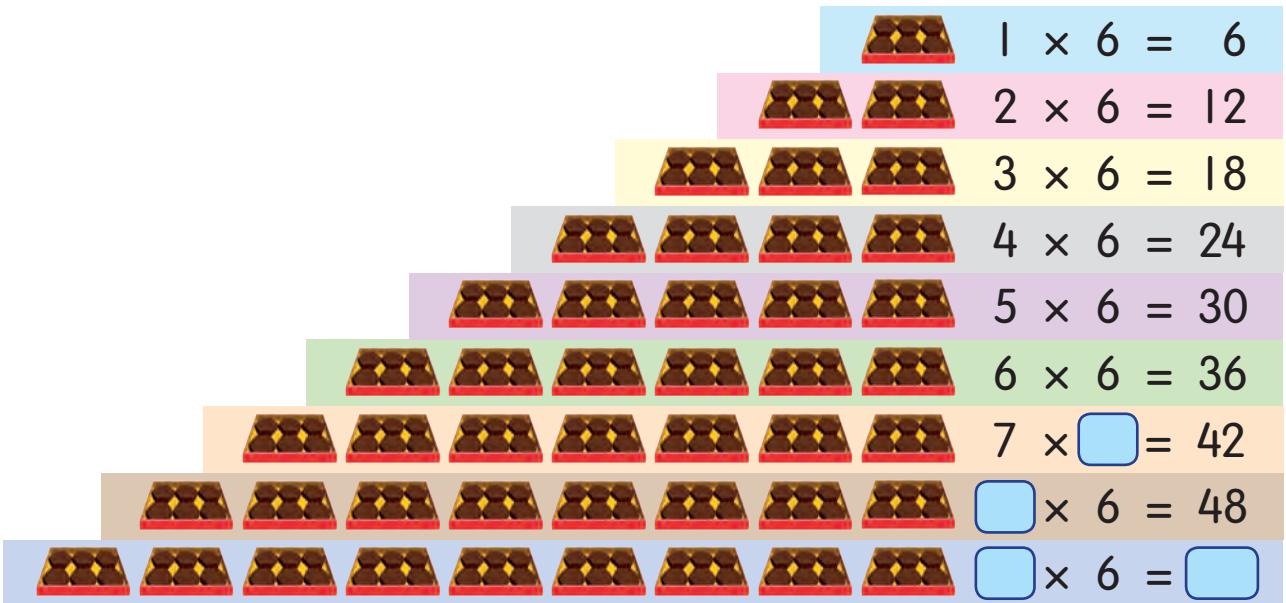


The hibiscus has 5 petals.

5 6 times table



Number of trays	1	2	3	4	5	6	7	8	9
Number of chocolates	6	12	18	24	30	36	<input type="text"/>	<input type="text"/>	<input type="text"/>

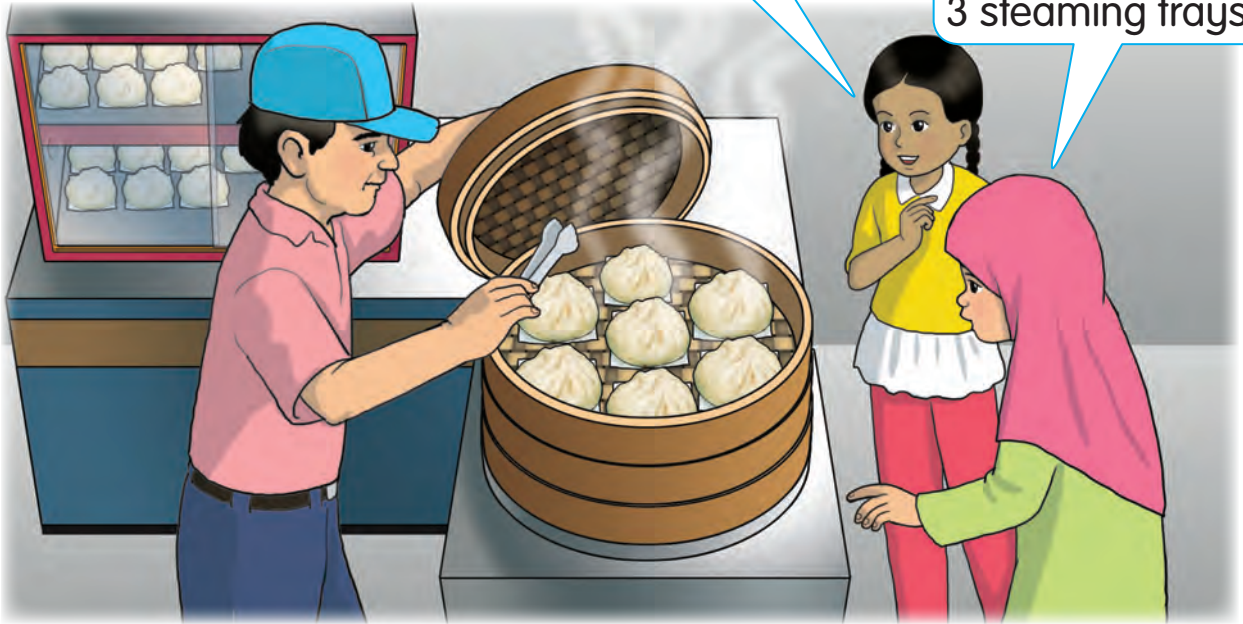


- Guide pupils to construct a 6 times table by counting in sixes.
- Guide pupils to relate the 6 times table with the 3 times table.
- Surf <http://www.education.com/worksheet/article/times-table-6/>

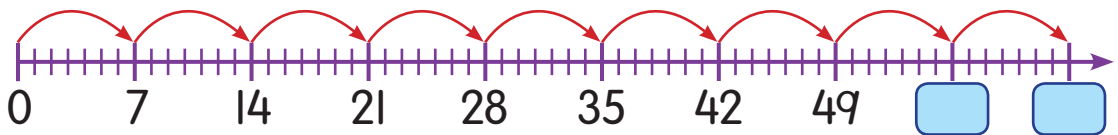
6 7 times table

One steaming tray has 7 steamed buns.

How many steamed buns are there in the 3 steaming trays?












	$1 \times 7 = 7$
	$2 \times 7 = 14$
	$3 \times 7 = 21$
	$4 \times 7 = 28$
	$5 \times 7 = 35$
	$6 \times 7 = \square$
	$7 \times \square = 49$
	$\square \times 7 = 56$
	$\square \times 7 = \square$

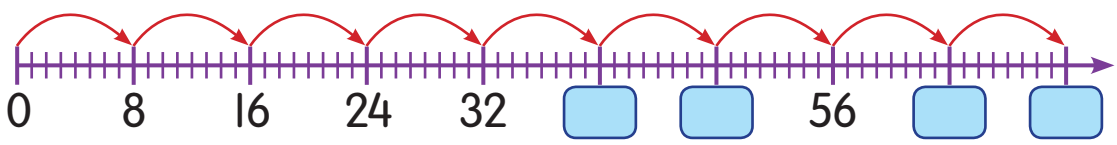


- Guide pupils to construct a 7 times table by counting in sevens using concrete materials.
- Ask pupils to creatively make a times table card on their own.
- Surf <http://www.education.com/worksheet/article/times-table-7/>

7 8 times table



	$1 \times 8 = 8$
	$2 \times 8 = 16$
	$3 \times 8 = 24$
	$4 \times 8 = \square$
	$5 \times 8 = \square$
	$6 \times \square = 48$
	$7 \times \square = 56$
	$\square \times 8 = 64$
	$\square \times 8 = 72$



LET'S EXPLORE

I built the 6 times table from the 2 times table and the 4 times table.



2 times table	2	4	6	8	10
	+	+	+	+	+
4 times table	4	8	12	16	20
	↓	↓	↓	↓	↓
6 times table	6	12	18	24	30

Build a 5 times table. Use the 2 times table and the 3 times table.



- Guide pupils to construct an 8 times table by counting in eights and relate it with a 4 times table.
- Guide pupils to carry out the Let's Explore activity.
- Surf <http://www.education.com/worksheets/article/times-tables-8/>

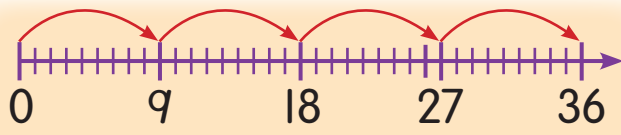
8 9 times table



Every card has 9 beads.

	$1 \times 9 = 9$
	$2 \times 9 = 18$
	$3 \times 9 = 27$
	$4 \times 9 = 36$
	$5 \times 9 = 45$
	$6 \times 9 = 54$
	$7 \times \square = 63$
	$\square \times 9 = 72$
	$\square \times 9 = \square$

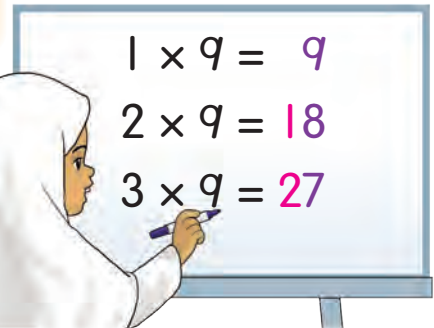
Look at the coloured digits. Explain this multiplication pattern.



$4 \times 9 = 36$

$1 + 8 = 9$
 $2 + 7 = 9$

The total of the digits in the answer is 9.



9 times table

<p>$1 \times 9 = 9$</p>	<p>$2 \times 9 = 18$</p>	<p>$3 \times 9 = 27$</p>
------------------------------------	-------------------------------------	-------------------------------------

- Guide pupils to construct a 9 times table by counting in nines.
- Discuss the arrangement of ones and tens digits in the 9 times table for pupils to remember easily.
- Surf <https://www.superteacherworksheets.com/multiplication/nines-trick.pdf?up=1466611200>



LET'S ANSWER

1 Multiply. Complete the answers.

a

1	$\times 7$	<input type="text"/>
6	$\times 4$	<input type="text"/>
3	$\times 3$	<input type="text"/>
2	$\times 5$	<input type="text"/>

b

	<input type="text"/>	
	=	<input type="text"/>
20	=	8
=	4	3 =
	$\times 5$	
=	6	7 =
<input type="text"/>	=	9
	=	<input type="text"/>
	<input type="text"/>	

2 Find the paths with the same total. Which animals will meet each other?

Animals and their totals:

- Deer: 36
- Toucan: 12
- Antelope: 24
- Monkey: 24
- Squirrel: 24
- Turtle: 24

Math problems on stones:

- 6×4
- $8 + 8 + 8$
- $6 + 6$
- 4×6
- 4×9
- $4 + 4 + 4$
- 4×3
- $9 + 9 + 9 + 9$
- 3×8
- 6×6
- $3 + 3 + 3 + 3$
- 2×6
- 9×4

- Guide pupils to construct the 2 times table until the 9 times table.
- Encourage pupils to do the times table mentally.
- Surf <http://www.multiplication.com/games/play/car-wash>
- Surf http://www.math-play.com/math-racing-multiplication-game/math-racing-multiplication_html5.html



BUILD UP 1, 0 AND 10 TIMES TABLES

1 1 times table

Each plate has 1 *baulu*.



	$1 \times 1 = 1$
	$2 \times 1 = 2$
	$3 \times 1 = 3$
	$4 \times 1 = 4$
	$5 \times 1 = 5$
	$6 \times 1 = 6$
	$7 \times 1 = \square$
	$8 \times \square = 8$
	$\square \times 1 = 9$

Any number times 1 equals the number itself.

2 0 times table

There is none in every container.



Any number times 0 equals 0.

$0 + 0 + 0 = 0$

$3 \times 0 = 0$

$0 + 0 + 0 + 0 + 0 = 0$

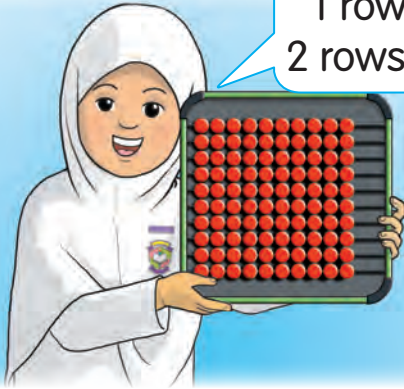
$\square \times \square = \square$

$1 \times 0 = 0$
$2 \times 0 = 0$
$3 \times 0 = 0$
$4 \times 0 = 0$
$5 \times 0 = 0$
$6 \times 0 = 0$
$7 \times \square = 0$
$\square \times 0 = 0$
$\square \times 0 = \square$



- Guide pupils to understand 1 times table and 0 times table by carrying out a simulation using concrete materials.

3 10 times table



I row has 10 beads.
2 rows have 20 beads.

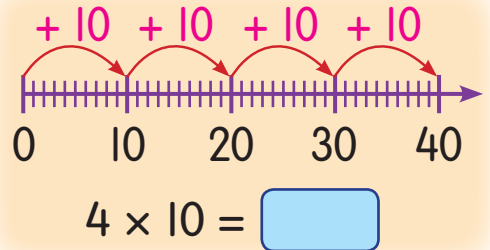
10 times table

1	×	10	=	10
2	×	10	=	20
3	×	10	=	30
4	×	10	=	40
5	×	10	=	<input type="text"/>
6	×	10	=	<input type="text"/>
7	×	<input type="text"/>	=	70
<input type="text"/>	×	10	=	80
9	×	<input type="text"/>	=	<input type="text"/>

Explain the relation between 1 times table and 10 times table.



1 times table	10 times table
$1 \times 1 = 1$	$1 \times 10 = 10$
$2 \times 1 = 2$	$2 \times 10 = 20$



LET'S ANSWER

Complete these.

a $4 \times 10 = \text{[]}$

b $\text{[]} = 8 \times 0$

c $5 \times \text{[]} = 0$

d $7 \times \text{[]} = 70$

e

50

5	3
9	7
2	4

$\times 10$

f

4

4	6
8	0
1	7

$\times 1$



Scan me



Complete the table.



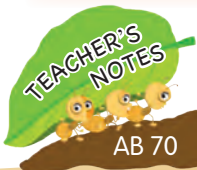
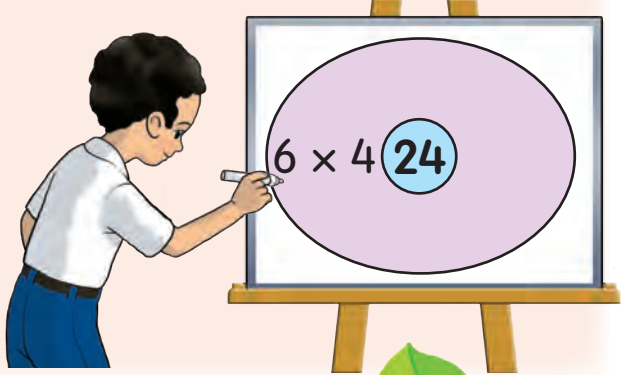
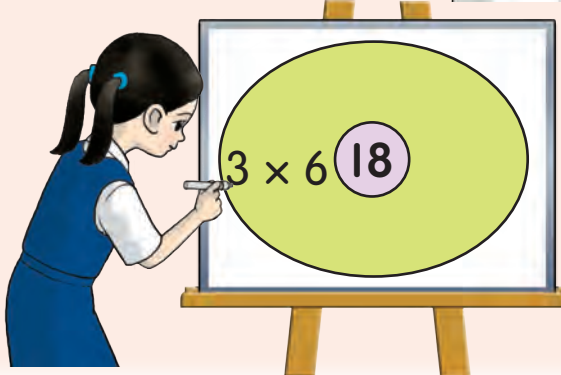
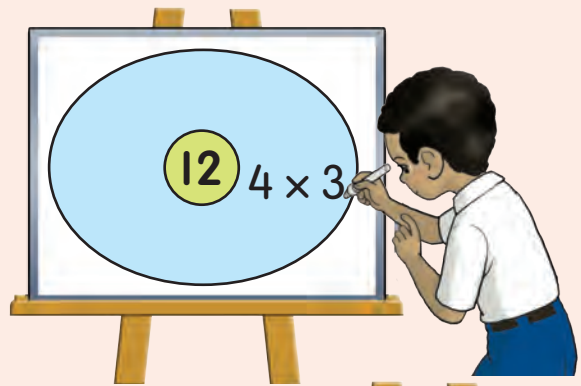
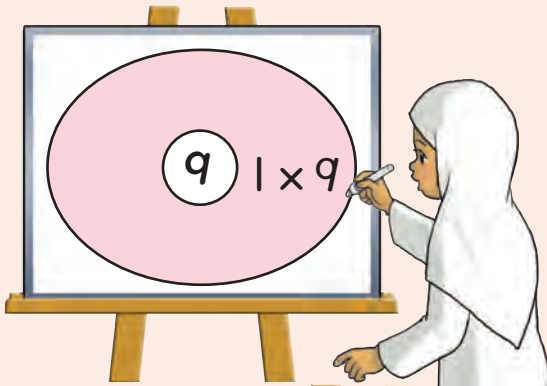
Score	Number of hits	Number sentence
1	6	$6 \times 1 = 6$
5	3	<input type="text"/>
10	0	<input type="text"/>



LET'S EXPLORE

Method

Find another two numbers that when multiplied will give the same answer.



- In the HOTS activity, explain that the scores represent the members and the number of hits represents the groups.
- Ask pupils to remember the times tables in order to get answers in the Let's Explore activity.
- In groups, carry out a scrapbook project of times tables of 0 to 10.

2.3.1
2.3.2

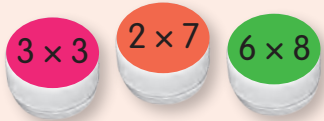


LET'S EXPLORE

Get It, Win It!

Materials/Resources

bottle caps (with question and answer), pouch



Questions



Answers

Participants

2 pupils

Method

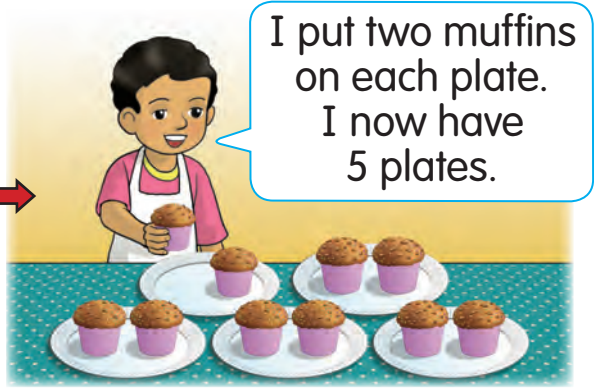
- 1 Take one question and ask your friend to answer it. Check the answer.
- 2 Your friend keeps the bottle cap if the answer is correct. Take turns.
- 3 The player who collects the most bottle caps wins.



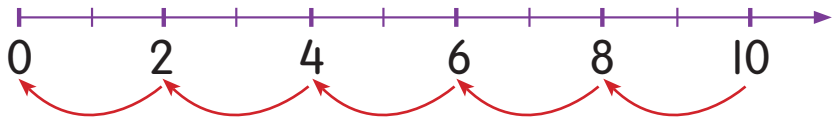
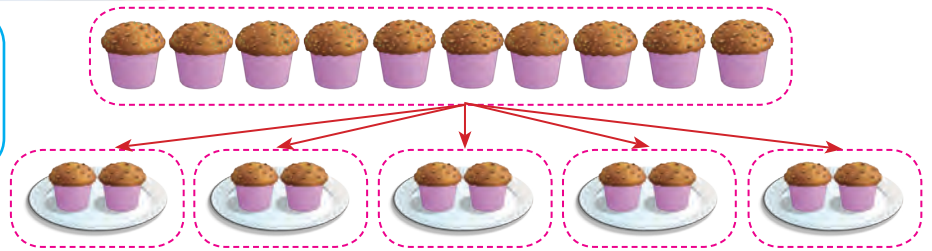
- Prepare the bottle caps. Write questions and matching answers on stickers. Attach the questions to the outside and matching answers to the inside. Place them all in the pouch.
- Ask pupils to determine their turns before they start playing.
- Emphasise the values of cooperation and honesty in the game.



DIVISION



10 when divided into groups of two gives 5.



10 divided by 2 is 5.

10 divided by 2 is equal to 5.

This is the number sentence.

$$10 \div 2 = 5$$

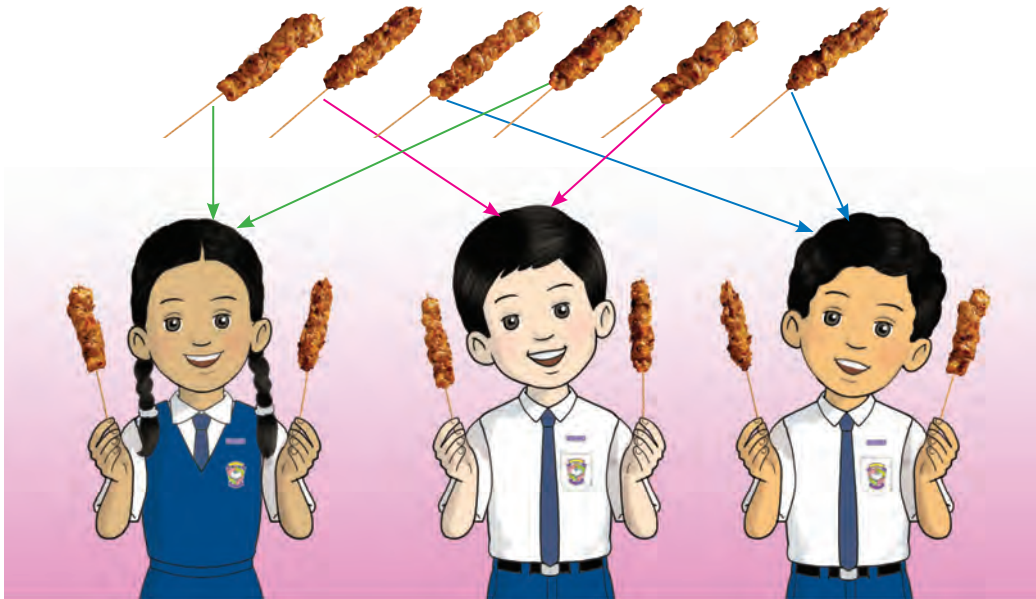
Total number of objects

Number of objects in each group

Number of groups

- Guide pupils to understand the concept of division as a collection of objects to represent groups and members using concrete materials.
- Introduce terms and symbols related to division.

2 6 satay are shared equally among 3 pupils.
How many satay does each pupil get?



6 shared among three
and each gets 2.

6 divided by 3 is 2.

6 divided by 3 is equal to 2.

$$6 \div 3 = 2$$

Total number
of objects

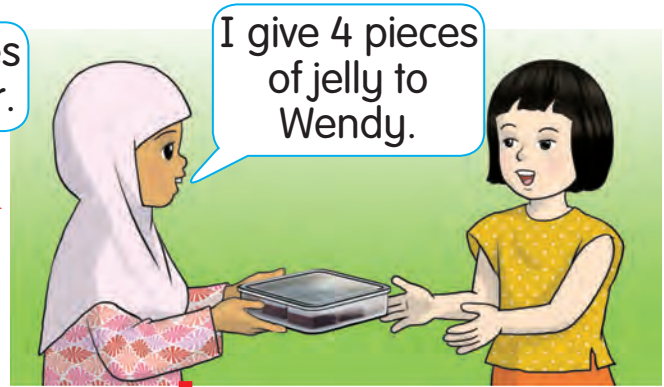
Number of
groups

Number of
objects in
each group

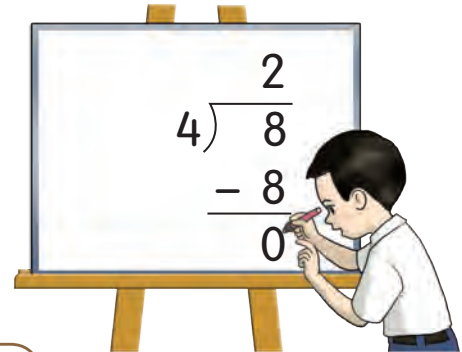
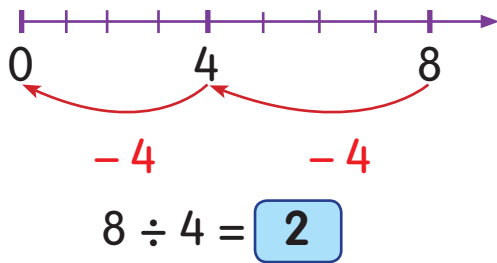
Can 2 pupils share
6 satay equally? Discuss.



3



$$\begin{array}{r} 8 \\ - 4 \leftarrow \text{1 time} \\ \hline 4 \\ - 4 \leftarrow \text{1 time} \\ \hline 0 \end{array}$$



12 pieces of jelly are arranged in groups of six. How many groups do we get?



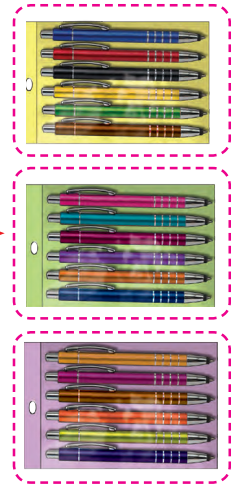
$$\begin{array}{r} 12 \\ - \square \leftarrow \text{1 time} \\ \hline \square \\ - \square \leftarrow \text{1 time} \\ \hline 0 \end{array}$$

4

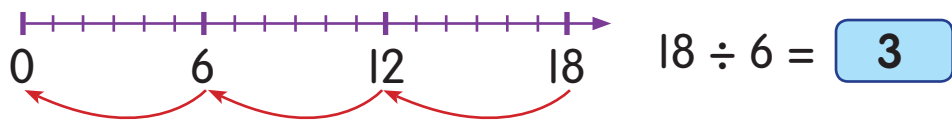
There are 18 pens. Each packet contains 6 pens.



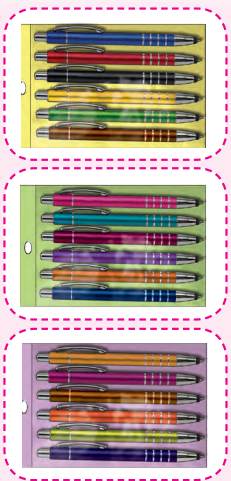
18 pens



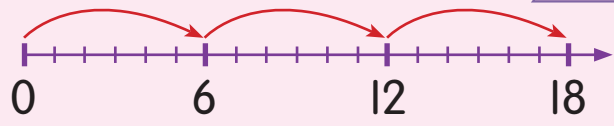
How many do we get when 18 is divided by 6?



What multiplied by 6 will give 18?



18 pens



$3 \times 6 = 18$

Scan me



$18 \div 3 = 6$ $\square \times 3 = 18$

Complete this.



2.4.1

- Guide pupils to relate division with multiplication through simulation activities using objects.
- Emphasise that division is an inverse of multiplication.
- Surf <http://www.mathinenglish.com/worksheetview.php?id=3532&stid=70038>

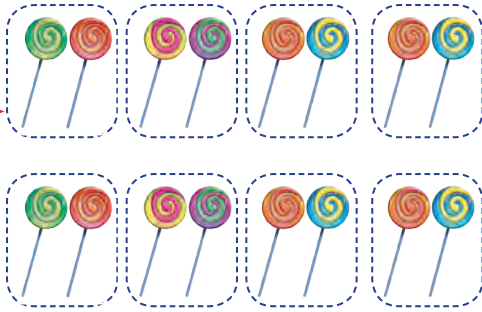


BUILD UP DIVISION TABLES

1

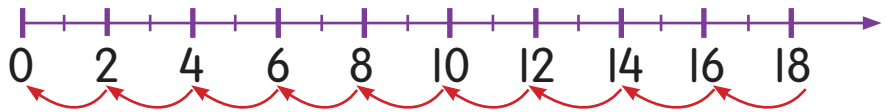


16 lollipops



$$16 \div 2 = 8$$

$$\square \times 2 = 16$$



$$4 \div 2 = 2$$

$$10 \div 2 = 5$$

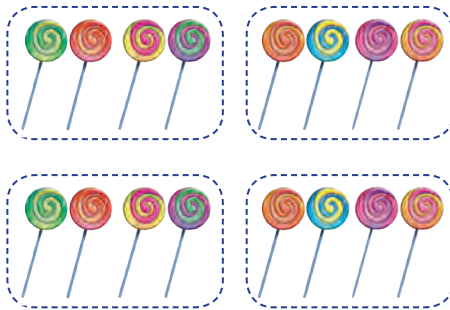
$$14 \div 2 = \square$$

$$18 \div \square = 9$$

2

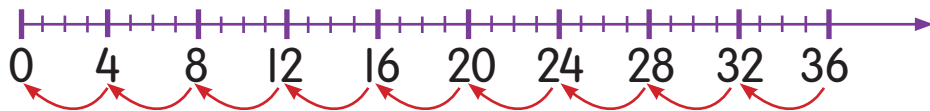


16 lollipops



$$16 \div 4 = 4$$

$$\square \times 4 = 16$$



$$8 \div 4 = 2$$

$$20 \div 4 = 5$$

$$28 \div 4 = \square$$

$$32 \div \square = 8$$

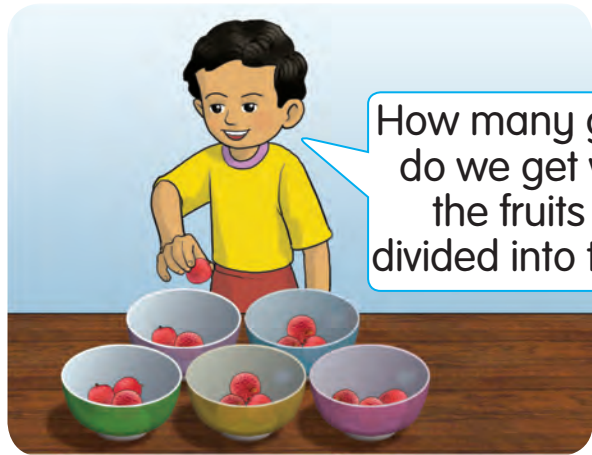
TEACHER'S NOTES

- Guide pupils to construct 2 and 4 division tables using picture cards and number lines.
- Discuss the relation between 2 and 4 division tables by counting back in twos and fours.

2.4.1

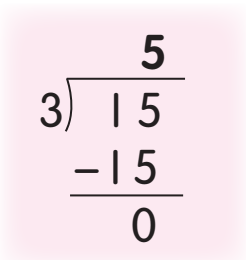
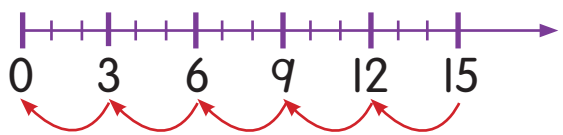
99

3

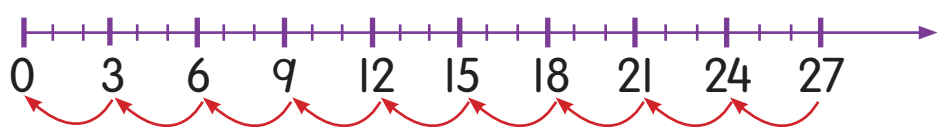


How many groups do we get when the fruits are divided into threes?

15 ÷ 3 =



15 ÷ 3 =



6 ÷ 3 = 2

9 ÷ 3 = 3

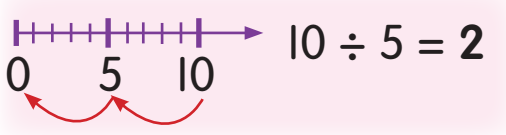
12 ÷ 3 = 4

18 ÷ 3 = 6

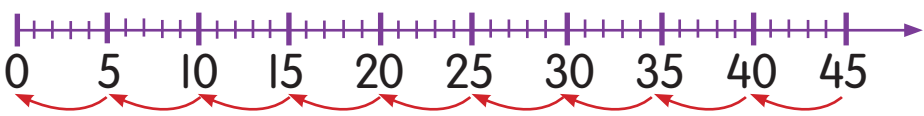
21 ÷ 3 =

27 ÷ = 9

4



10 ÷ 5 = 2



15 ÷ 5 = 3

20 ÷ 5 = 4

30 ÷ 5 =

- Guide pupils to build 3 and 5 division tables using base blocks and picture cards.
- Guide pupils to understand the relation between number lines and number sentences.

5

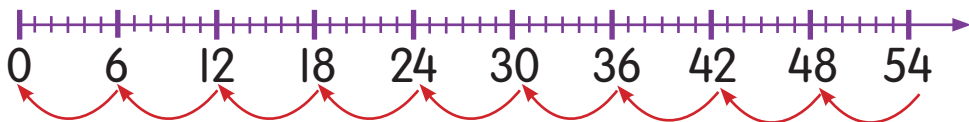


54

54 is divided by 6

$54 \div 6 = 9$

$9 \times 6 = 54$



$6 \div 6 = 1$

$12 \div 6 = 2$

$18 \div 6 = 3$

$24 \div 6 = \square$

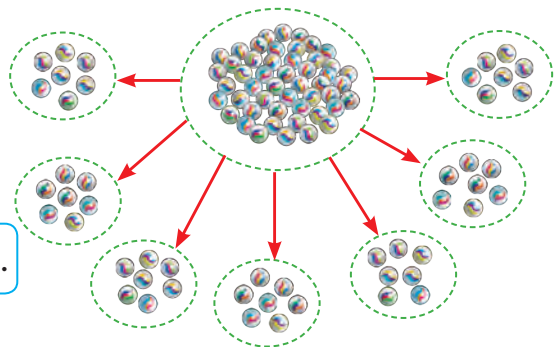
$30 \div \square = 5$

$36 \div \square = 6$

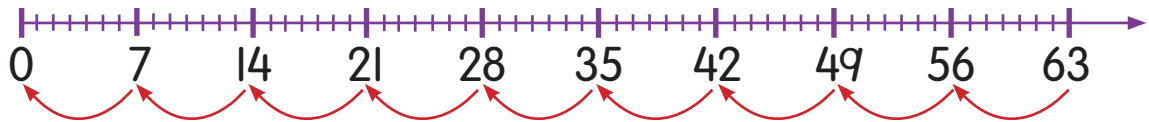
6

Put 49 marbles in sevens into the holes.

We get 7 holes.



$49 \div 7 = 7$



$7 \div 7 = 1$

$14 \div 7 = 2$

$21 \div 7 = \square$

$42 \div \square = 6$

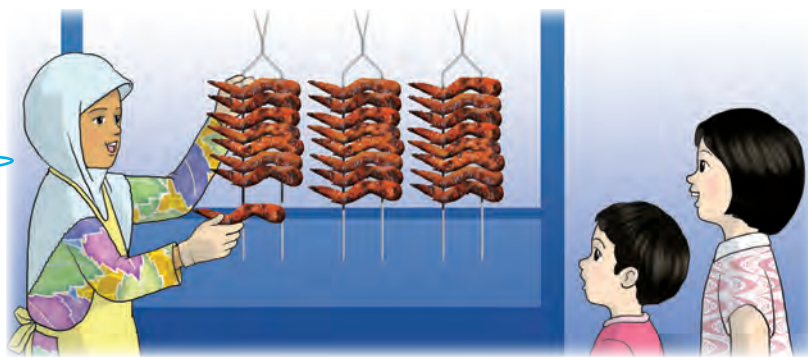


• Guide pupils to divide using objects such as *batu seremban* and checkers in groups of 6 and 7.
• Surf <http://www.mathinenglish.com/worksheetview.php?id=860&stdid=70005>



7

There are 24 chicken wings altogether. Each skewer holds 8 chicken wings.



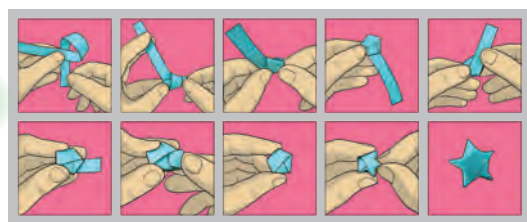
$24 \div 8 = 3$



$8 \div 8 = 1$ $16 \div 8 = 2$ $48 \div 8 = \square$ $72 \div \square = 9$

8

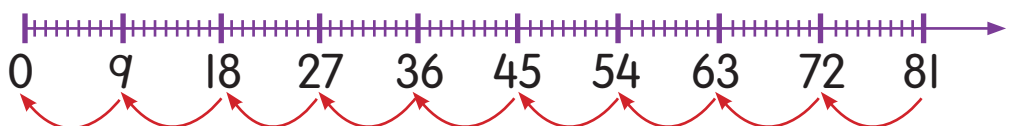
27 stars are grouped in nines. How many groups will there be?



There are 3 groups.



$27 \div 9 = 3$



$18 \div 9 = 2$ $45 \div 9 = 5$ $54 \div 9 = \square$ $63 \div \square = 7$



LET'S ANSWER

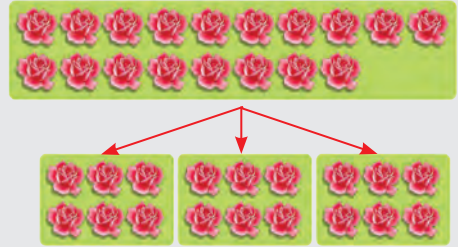
Complete these.

a



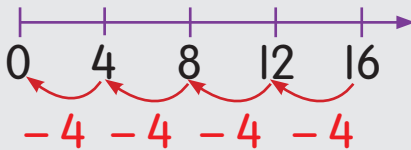
$10 \div 5 = \square$

b



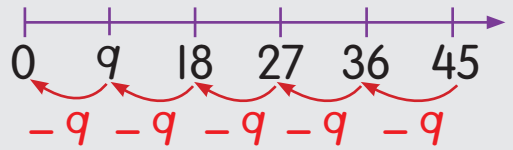
$18 \div 6 = \square$

c



$16 \div \square = \square$

d



$45 \div \square = \square$

e

$40 \div 5 = \square$

$\square \times 5 = 40$

f

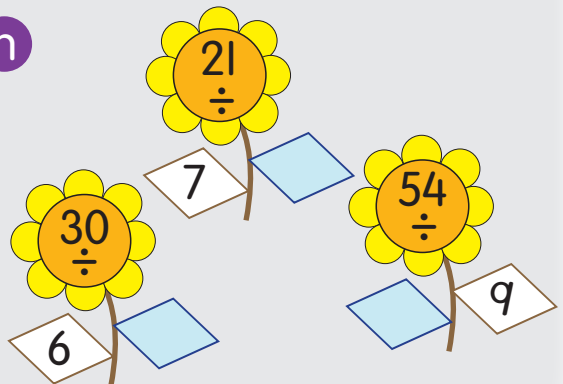
$72 \div \square = 9$

$9 \times \square = 72$

g

24	÷	6	=	<input type="text"/>
÷	<input type="text"/>	÷	<input type="text"/>	÷
<input type="text"/>	÷	2	=	<input type="text"/>
=	<input type="text"/>	=	<input type="text"/>	=
<input type="text"/>	÷	<input type="text"/>	=	2

h



- Provide more practices in worksheets or question cards.
- Provide a variety of activities such as cross number puzzles to strengthen pupils' understanding.

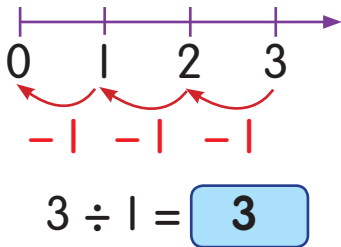
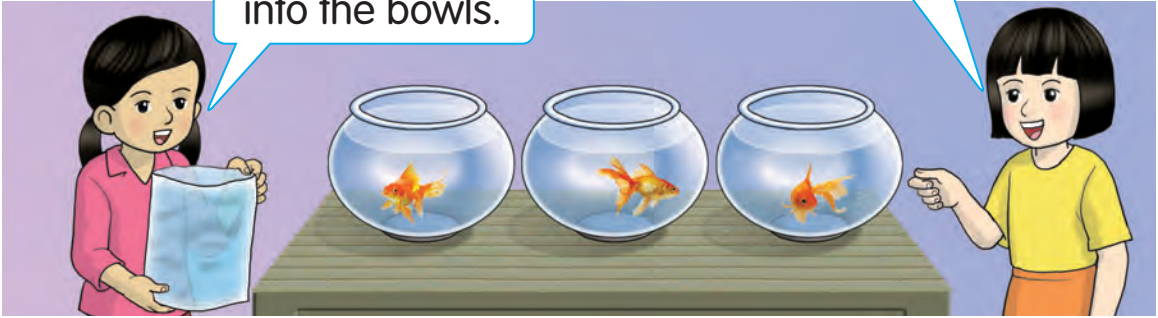


DIVISION INVOLVING 1, 10 AND 0

1

I put fish in ones into the bowls.

There are 3 bowls.



$3 \div 1 = 3$
 Check
 $3 \times 1 = 3$

Any number divided by 1 equals the number itself.

2



30 eggs



Each tray is filled with 10 eggs. There are 3 trays.

$30 \div 10 =$

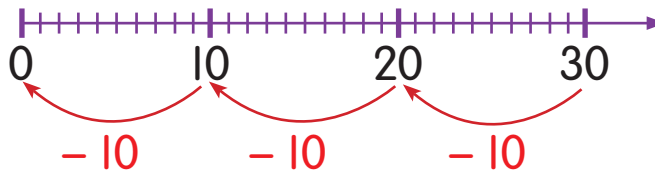
Method 1

tens	ones

Group in tens. We get 3 groups.



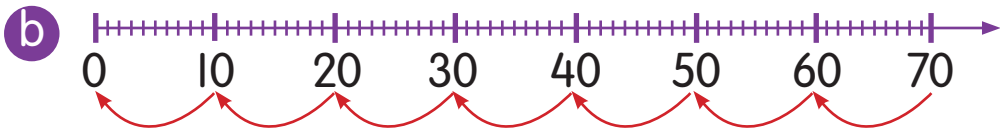
Method 2



$30 \div 10 = 3$

- Guide pupils to divide the numbers by 1 through simulation.
- Emphasise that when a number is divided by 1, the answer is the number itself.

3



$$10 \div 10 = 1$$

$$20 \div 10 = 2$$

$$50 \div 10 = \boxed{}$$

$$60 \div \boxed{} = 6$$

$$70 \div \boxed{} = \boxed{}$$

4



$$0 \div 2 = \boxed{0}$$

b $0 \div 4 = \boxed{0}$

Check

$$\boxed{0} \times 4 = 0$$

c $0 \div 9 = \boxed{?}$

Check

$$\boxed{?} \times 9 = \boxed{?}$$

0 divided
by any number
equals 0.

TEACHER'S
NOTES

AB 80

- Guide pupils to divide any number by 10 through simulation using objects and picture cards.
- Emphasise that when 0 is divided by a number, the answer is 0. Any number cannot be divided by 0.

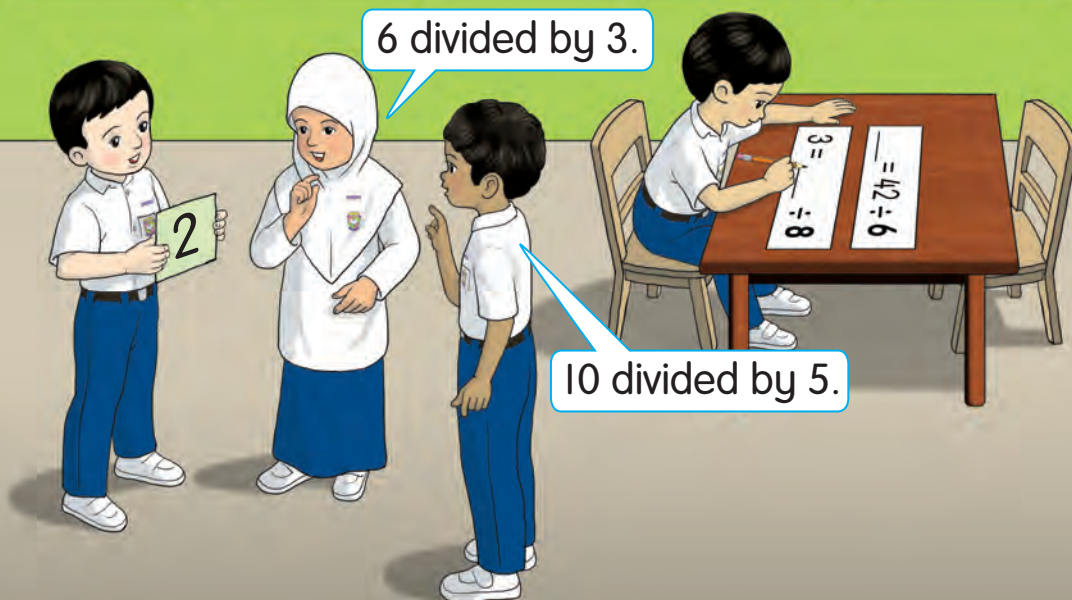
2.4.1
2.4.2

105

5 Division tables



1	2	3	4	5
$1 \div 1 = 1$	$2 \div 2 = 1$	$3 \div 3 = 1$	$4 \div 4 = 1$	$5 \div 5 = 1$
$2 \div 1 = 2$	$4 \div 2 = 2$	$6 \div 3 = 2$	$8 \div 4 = 2$	$10 \div 5 = 2$
$3 \div 1 = 3$	$6 \div 2 = 3$	$9 \div 3 = 3$	$12 \div 4 = 3$	$15 \div 5 = 3$
$4 \div 1 = 4$	$8 \div 2 = 4$	$12 \div 3 = 4$	$16 \div 4 = 4$	$20 \div 5 = 4$
$5 \div 1 = 5$	$10 \div 2 = 5$	$15 \div 3 = 5$	$20 \div 4 = 5$	$25 \div 5 = 5$
$6 \div 1 = 6$	$12 \div 2 = 6$	$18 \div 3 = 6$	$24 \div 4 = 6$	$30 \div 5 = 6$
$7 \div 1 = 7$	$14 \div 2 = 7$	$21 \div 3 = 7$	$28 \div 4 = 7$	$35 \div 5 = 7$
$8 \div 1 = 8$	$16 \div 2 = 8$	$24 \div 3 = 8$	$32 \div 4 = 8$	$40 \div 5 = 8$
$9 \div 1 = 9$	$18 \div 2 = 9$	$27 \div 3 = 9$	$36 \div 4 = 9$	$45 \div 5 = 9$



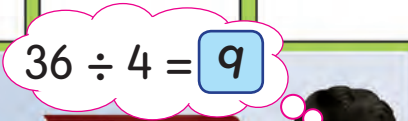
6 divided by 3.

10 divided by 5.

- Guide pupils to build division tables of 1 to 10.
- The animal pictures can be related to the learning of Science in topics such as tame and wild animals.
- Surf <http://www.teachingideas.co.uk/sites/default/files/divisontablesjd.pdf>



6	7	8	9	10
$6 \div 6 = 1$	$7 \div 7 = 1$	$8 \div 8 = 1$	$9 \div 9 = 1$	$10 \div 10 = 1$
$12 \div 6 = 2$	$14 \div 7 = 2$	$16 \div 8 = 2$	$18 \div 9 = 2$	$20 \div 10 = 2$
$18 \div 6 = 3$	$21 \div 7 = 3$	$24 \div 8 = 3$	$27 \div 9 = 3$	$30 \div 10 = 3$
$24 \div 6 = 4$	$28 \div 7 = 4$	$32 \div 8 = 4$	$36 \div 9 = 4$	$40 \div 10 = 4$
$30 \div 6 = 5$	$35 \div 7 = 5$	$40 \div 8 = 5$	$45 \div 9 = 5$	$50 \div 10 = 5$
$36 \div 6 = 6$	$42 \div 7 = 6$	$48 \div 8 = 6$	$54 \div 9 = 6$	$60 \div 10 = 6$
$42 \div 6 = 7$	$49 \div 7 = 7$	$56 \div 8 = 7$	$63 \div 9 = 7$	$70 \div 10 = 7$
$48 \div 6 = 8$	$56 \div 7 = 8$	$64 \div 8 = 8$	$72 \div 9 = 8$	$80 \div 10 = 8$
$54 \div 6 = 9$	$63 \div 7 = 9$	$72 \div 8 = 9$	$81 \div 9 = 9$	$90 \div 10 = 9$



Write three number sentences for the answers in .

a

$6 \div 1 = 6$
 $30 \div 5 = 6$

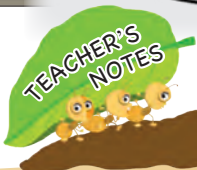
6

b

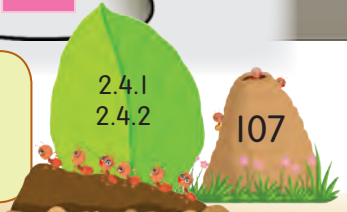
8

c

9



- Conduct a quiz answering division tables spontaneously.
- Provide more practices in worksheets or question cards.
- Surf <http://www.fun4thebrain.com/Division/snowyfriend.html>





Riddle me.

Could you do me a favour?
Help me to calculate
If you are clever
Divide eight by eight.

Mathematics is fun
Don't we all agree?
We have only begun
Divide nine by three.

Play a counting game
Everyone can join too
Answer correctly is the aim
Divide ten by two.

The answer is provided
But hidden from our eyes
What number when divided
by seven equals five?



Scan me

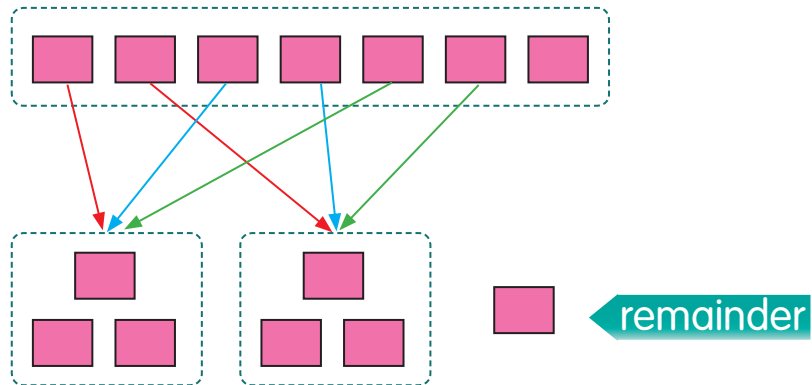


MORE DIVISION

1 There are 7 cards. The cards are divided equally between 2 pupils. How many cards does each pupil get? What is the remainder?

$$7 \div 2 = \boxed{}$$

Method 1

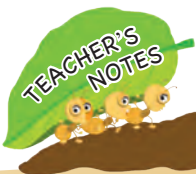


Method 2

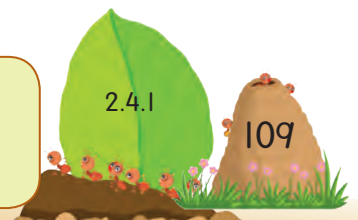
$$\begin{array}{r} 3 \\ 2 \overline{) 7} \\ - 6 \\ \hline 1 \end{array} \leftarrow \text{remainder}$$

$$7 \div 2 = \boxed{3 \text{ remainder } 1}$$

Each pupil gets **3** cards.
The **remainder** is **1** card.

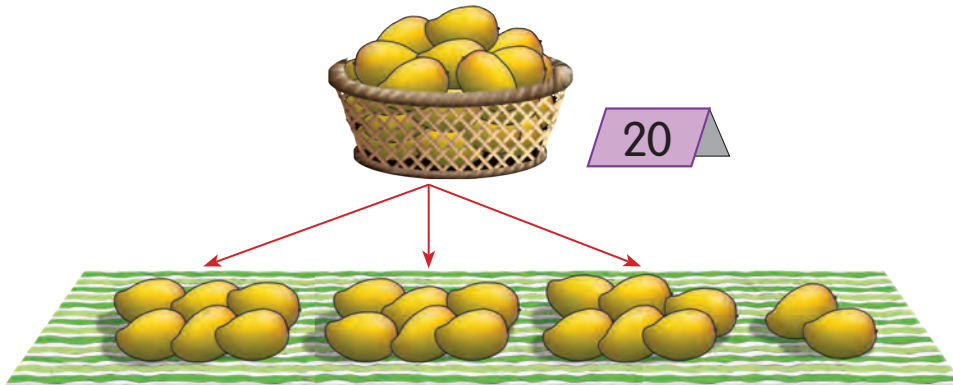


- Carry out more activities to strengthen pupils' understanding and mastery involving division operations with remainders.
- Explain that 2 is a divisor and the remainder has to be less than the divisor.
- Surf <http://www.fun4thebrain.com/Division/snowyfriend.html>



2 There are 20 mangoes. Pile the mangoes in sixes. How many piles do we have? How many mangoes are left?


$$20 \div 6 = \boxed{}$$



Method 1

$$\begin{array}{r} 3 \\ 6 \overline{) 20} \\ - 18 \\ \hline 2 \end{array} \leftarrow \text{remainder}$$

Method 2

Number of piles	1	2	3	4
Number of 	6	12	18	24

Remember the 6 times table.

$$\boxed{3} \times 6 = 18.$$

$20 - 18 = 2.$
The remainder is 2.



$$20 \div 6 = \boxed{3 \text{ remainder } 2}$$

There are **3 piles** of mangoes.
There are **2 mangoes** left.

- Guide pupils to divide numbers involving remainders using concrete materials.
- Carry out a quiz that involves division questions using MS PowerPoint.

3 Divide 15 by 4.

$$15 \div 4 = \square$$

Method 1

$$\begin{array}{r} 3 \\ 4 \overline{) 15} \\ \underline{- 12} \\ 3 \end{array} \leftarrow \text{remainder}$$

$$15 \div 4 = \boxed{3 \text{ remainder } 3}$$

Method 2

$$\begin{array}{r} 15 \\ - 4 \quad \leftarrow \text{1 time} \\ \hline 11 \\ - 4 \quad \leftarrow \text{1 time} \\ \hline 7 \\ - 4 \quad \leftarrow \text{1 time} \\ \hline 3 \quad \leftarrow \text{remainder} \end{array}$$

4 Calculate the answer when 43 is divided by 5.

$$43 \div 5 = \square$$

$$\begin{array}{r} 8 \\ 5 \overline{) 43} \\ \underline{- 40} \\ 3 \end{array} \text{ remainder}$$

$$43 \div 5 = \boxed{8 \text{ remainder } 3}$$

$$43 \div 5 = \square$$

$$\begin{array}{r} 7 \\ 5 \overline{) 43} \\ \underline{- 35} \\ 8 \end{array} \text{ remainder}$$

$$43 \div 5 = \boxed{7 \text{ remainder } 8}$$

Which answer is correct?
Why?



TEACHER'S
NOTES

- Carry out an activity of dividing two digit numbers by one digit numbers through simulations or quizzes.
- Surf http://www.homeschoolmath.net/worksheets/grade4/PDFs/Division_Remainders_2to5.pdf

2.4.1

|||

5 $47 \div 7 = \square$

Method

$$\begin{array}{r} 6 \\ 7 \overline{) 47} \\ \underline{- 42} \\ 5 \end{array}$$

5 remainder

$47 \div 7 = 6 \text{ remainder } 5$

Remember the 7 times table.



$6 \times 7 = 42$

6 $30 \div 8 = \square$

Method 1

$$\begin{array}{r} 3 \\ 8 \overline{) 30} \\ \underline{- 24} \\ 6 \end{array}$$

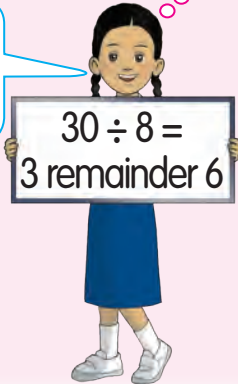
6 remainder

$30 \div 8 = 3 \text{ remainder } 6$

Method 2

$3 \times 8 = 24$

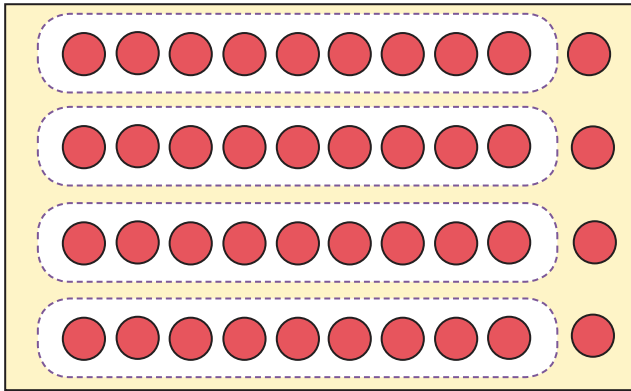
$30 - 24 = 6$.
The remainder is 6.



There are 20 matchsticks. A matchstick house needs 8 matchsticks. How many houses can be made? Calculate the remainder of matchsticks.

7 $40 \div 9 = \square$

Method 1



$40 \div 9 = 4 \text{ remainder } 4$

Method 2

$4 \times 9 = 36$

$$\begin{array}{r} 4 \\ 9 \overline{) 40} \\ - 36 \\ \hline 4 \end{array} \text{ remainder}$$



8

Discuss the remainder in each answer.

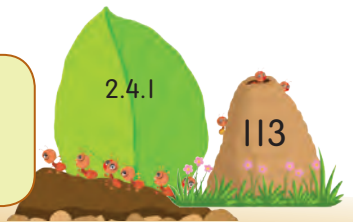
- $12 \div 4 = 3$
- $13 \div 4 = 3 \text{ remainder } 1$
- $14 \div 4 = 3 \text{ remainder } \square$
- $15 \div 4 = 3 \text{ remainder } \square$
- $16 \div 4 = 4$



- $9 \div 9 = 1$
- $10 \div 9 = 1 \text{ remainder } 1$
- $11 \div 9 = 1 \text{ remainder } \square$
- $12 \div 9 = 1 \text{ remainder } \square$
- $13 \div 9 = 1 \text{ remainder } 4$
- $14 \div 9 = 1 \text{ remainder } \square$
- $15 \div 9 = 1 \text{ remainder } \square$
- $16 \div 9 = 1 \text{ remainder } 7$
- $17 \div 9 = 1 \text{ remainder } \square$
- $18 \div 9 = 2$



- Guide pupils to use times tables to solve the division.
- Emphasise that the remainder must be less than the divisor.
- Surf http://www.homeschoolmath.net/worksheets/grade4/PDFs/Two_Digit_Division_Remainders.pdf



9 a $56 \div 10 = \boxed{}$

$$\begin{array}{r} 5 \\ 10 \overline{) 56} \\ \underline{- 50} \\ 6 \end{array}$$

remainder

$56 \div 10 = \boxed{5 \text{ remainder } 6}$

b $84 \div 10 = \boxed{}$

$$\begin{array}{r} 8 \\ 10 \overline{) 84} \\ \underline{- 80} \\ 4 \end{array}$$

remainder

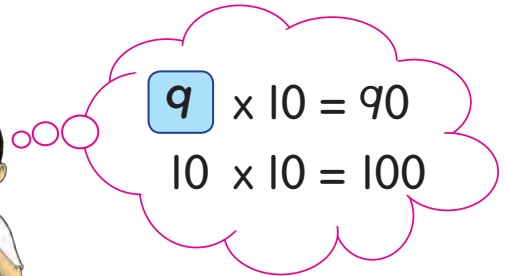
$84 \div 10 = \boxed{8 \text{ remainder } 4}$

c $99 \div 10 = \boxed{}$

$$\begin{array}{r} 9 \\ 10 \overline{) 99} \\ \underline{- 90} \\ 9 \end{array}$$

remainder

$99 \div 10 = \boxed{9 \text{ remainder } 9}$



$31 \div 10 = 3 \text{ remainder } 1$

$62 \div 10 = 6 \text{ remainder } 2$

$75 \div 10 = 7 \text{ remainder } 5$

$\boxed{} \div 10 = 9 \text{ remainder } 8$



LET'S ANSWER

1 Fill in the blanks.



$7 \div 3 = \square$ remainder \square

b
$$\begin{array}{r} 14 \\ - 6 \\ \hline 8 \\ - 6 \\ \hline \square \end{array}$$
 \leftarrow \square time
 \leftarrow \square time

$14 \div 6 = \square$ remainder \square

2 Divide these.

a
$$\begin{array}{r} \square \\ 2 \overline{) 15} \\ - \square \\ \hline \square \end{array}$$
 \leftarrow remainder

b
$$\begin{array}{r} \square \\ 7 \overline{) 32} \\ - \square \\ \hline \square \end{array}$$
 \leftarrow remainder

c
$$\begin{array}{r} \square \\ 8 \overline{) 42} \\ - \square \\ \hline \square \end{array}$$
 \leftarrow remainder

d $11 \div 4 = \square$

e $39 \div 5 = \square$

f $80 \div 9 = \square$

3 Complete these.

Number of wheels	11	10	34
Types of vehicles			
Number of vehicles	\square	\square	\square
Wheels remaining	\square	\square	\square



- Train pupils to complete the number sentences with remainders involving divisions of 2 to 10.
- Provide more exercises for division and multiplication basic facts so that pupils can calculate quickly.
- Surf <http://www.mathinenglish.com/worksheetview.php?id=1048&stid=70030>





CREATE STORIES

1



$$3 \times 5 = 15$$

There are **3** vases.
Each vase has **5** flowers.
The total number of
flowers is **15**.

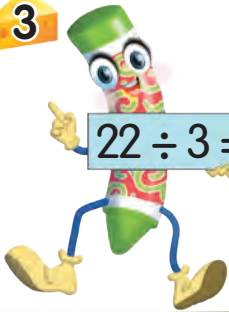
2



$$18 \div 9 = 2$$

There are **18** apples. Nina's
mother puts **9** apples in
each basket. So, there are
2 baskets of apples.

3



$$22 \div 3 = 7 \text{ remainder } 1$$

22 crayons are distributed to
3 pupils. Each pupil gets
7 crayons. The remainder of
the crayons is **1**.

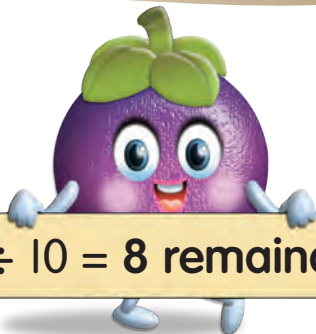
4



$$9 \times 8 = 72$$

There are **9** tables. Each
table has **8** guests. There
are guests altogether.

5



$$83 \div 10 = 8 \text{ remainder } 3$$

Liew's father has **83**
mangosteens. He ties the
mangosteens in bunches of **tens**.
He gets bunches. There are
 mangosteens remaining.



LET'S ANSWER

1 Create stories on multiplication.

a



$$4 \times 2 = 8$$

There are bicycles.
Each bicycle has wheels. The total number of wheels is .

b

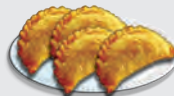


$$4 \times 3 = 12$$

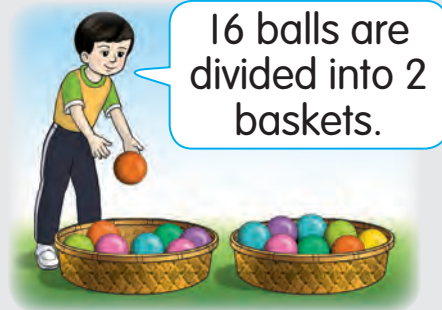
There are aeroplanes.
Each aeroplane has children. There are children altogether.

2 Create stories on division.

a

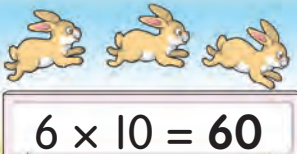


b



3 Create stories from the number sentences.

a



$$6 \times 10 = 60$$

b



$$28 \div 7 = 4$$

c

$$94 \div 10 = 9 \text{ remainder } 4$$



SOLVE IT



Arif bought 4 packets of biscuits. Each packet has 8 biscuits. Calculate the total number of biscuits.



Method

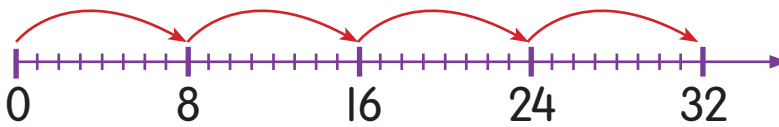
1 packet has 8 biscuits.
How many biscuits are there in 4 packets?

Number sentence

$$4 \times 8 = \square$$

$$\begin{array}{r} 4 \\ \times 8 \\ \hline 32 \end{array}$$

Multiply.



$$4 \times 8 = 32$$

The total number of biscuits is **32**.

All the biscuits are shared equally among 6 friends. How many biscuits does each get?

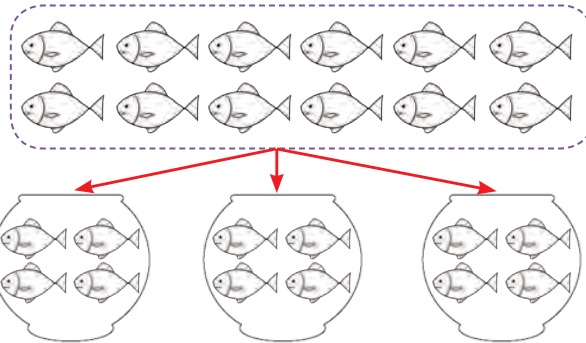


2 Umar has 12 fish. He puts 4 fish into each bowl. How many bowls are there altogether?



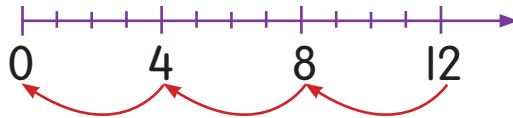
Method

Draw a picture.



$$12 \div 4 = \boxed{}$$

$$\begin{array}{r} 3 \\ 4 \overline{) 12} \\ - 12 \\ \hline 0 \end{array}$$



$$12 \div 4 = \boxed{3}$$

There are **3** bowls.

Check with a number line.



All the fish are put equally into 2 bowls. Calculate the number of fish in each bowl.



- Pose a variety of questions to strengthen pupils' understanding.
- Encourage pupils to use various strategies such as simulation and trial and error.


3 50 pupils visit the National Museum by van. Each van can carry 10 pupils. How many vans are needed?



Method

$$50 \div 10 = \boxed{}$$

5 $\times 10 = 50$

Number of 	1	2	3	4	5
Number of pupils	10	20	30	40	50



Create a table.

$$\begin{array}{r} 5 \\ 10 \overline{) 50} \\ \underline{- 50} \\ 0 \end{array}$$

$$50 \div 10 = \boxed{5}$$

5 vans are needed.

The 50 pupils ride in a van that can carry 9 pupils. How many vans are needed? Discuss.





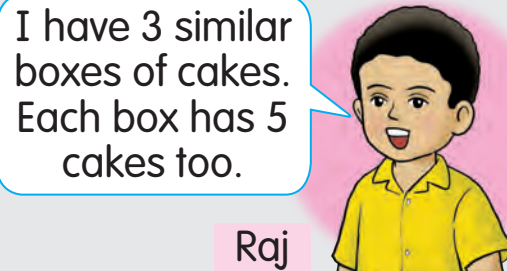
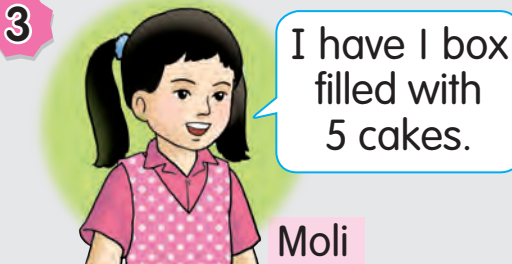
LET'S ANSWER

Solve the problems.

- 1 Jasni bought 2 sheets of stickers. Each sheet has 9 stickers. How many stickers are there altogether?



Sara arranges 48 photos equally into 6 albums. How many photos are there in each album?



Read the conversation above. Calculate the number of cakes Raj has.

- 4 Madam Ho has 96 storybooks. She puts the books equally into 10 bags to be given to the orphans. How many books are not in the bags?



- Provide more questions according to pupils' capability to strengthen their understanding.
- Surf <http://www.mathworksheet4kids.com/word-problems/division/lbyl.pdf>



Materials/Resources

paper, pencil, dice, markers

Participants

3 pupils and 1 referee

Forward and Backward

START	3×7	$8 \times 5 = \square \times 8$	$200 - 90$	$\begin{array}{r} 700 \\ + 300 \\ \hline \end{array}$
$9 \text{ hundreds} - 5 \text{ tens}$	There are 150 buns. Donate 120 buns. There are \square buns left.	A car fits 5 people. 9 cars fit \square people.	$50 \div 10$	Miss a turn.
Divide 56 biscuits among 8 pupils. Each will get \square .	Method	END	$\begin{array}{r} 308 \\ + 142 \\ \hline \end{array}$	$\begin{array}{r} 308 \\ + 142 \\ \hline \end{array}$
Congratulations! Move forward 2 boxes.	1. Throw the dice. Move the marker based on the number on the dice.			
$\square \times 6 = 18$	2. Answer the questions. If the answer is incorrect, miss a turn.			
$7 \times 1 \text{ tens}$	3. If the marker stops at the same spot as before, throw the dice again.			Congratulations! Move forward 2 boxes.
$100 + 54$	4. The first player who reaches END is the winner.			
Sorry! Go back to START .	$\begin{array}{r} 637 \\ - 52 \\ \hline \end{array}$	Find the remainder of 9 divided by 2.		
$12 \div 4$	1 hundreds + 4 tens	6 multiplied by 8		

- Ask pupils to determine their turns before they start playing. Encourage pupils to check their calculation among themselves to make sure the answer is correct and precise.
- Inculcate the value of cooperation and honesty while playing.

Dengan ini, **SAYA BERJANJI** akan menjaga buku ini dengan baik dan bertanggungjawab atas kehilangannya, serta mengembalikannya kepada pihak sekolah pada tarikh yang ditetapkan.

Skim Pinjaman Buku Teks

Sekolah _____

Tahun	Darjah	Nama Penerima	Tarikh Terima

Nombor Perolehan: _____

Tarikh Penerimaan: _____

BUKU INI TIDAK BOLEH DIJUAL



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