



# **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

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YEAR 2

PART  
2

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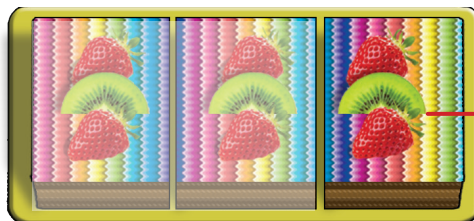
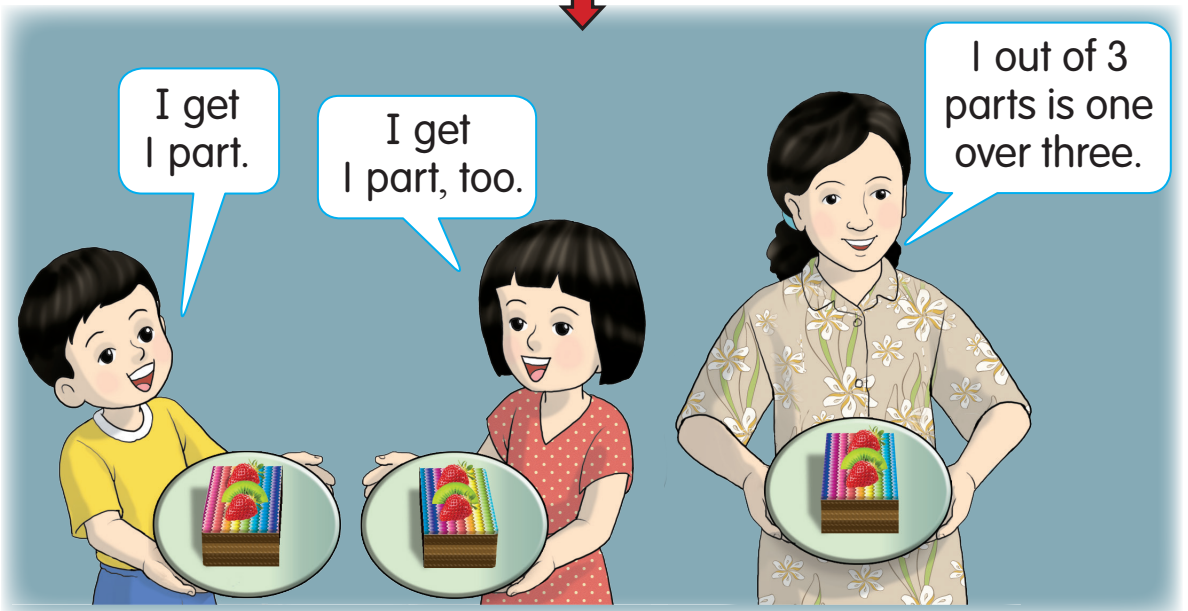
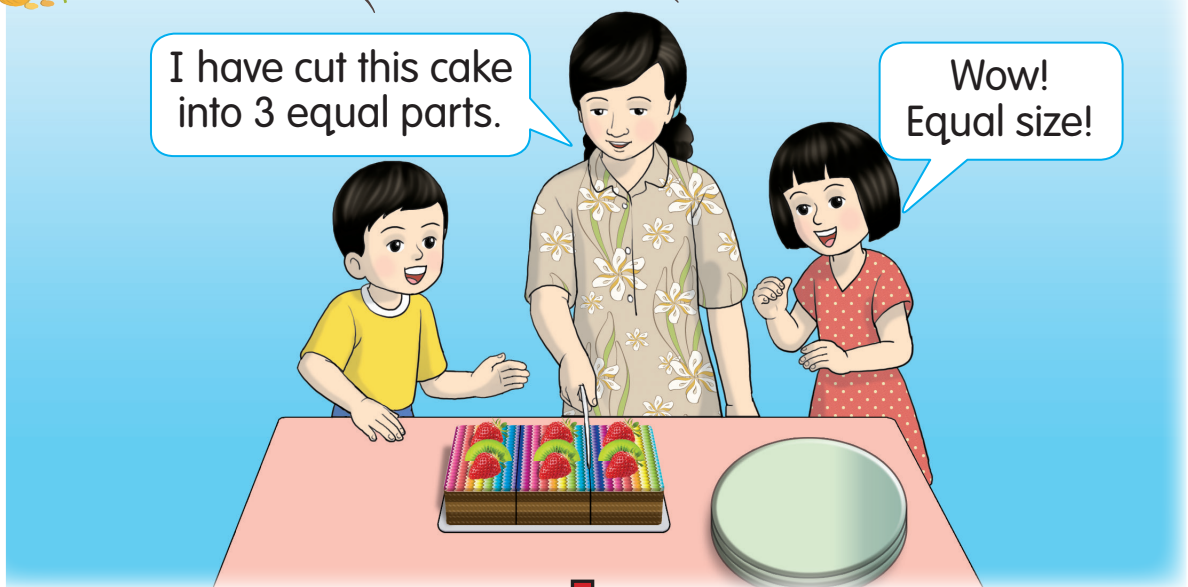


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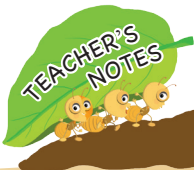




# FRACTIONS AND DECIMALS



one over three



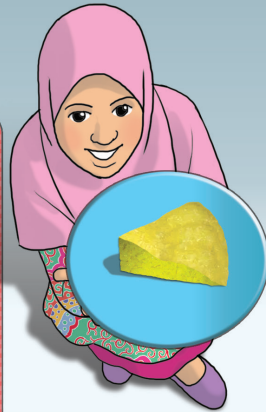
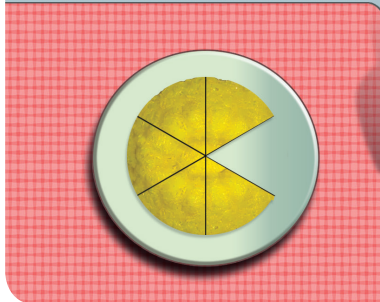
- Carry out simulations to explain the concept of fractions using suitable material such as cakes and plasticine.
- Review fractions of one over two and one over four learnt in Year 1.
- Emphasise that fractions are equal parts of a whole.



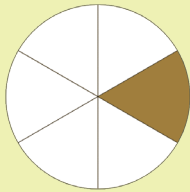


# RECOGNISE FRACTIONS

1



The part taken out is **one over six**.



$\frac{1}{6}$

numerator

over

denominator

one over six

2

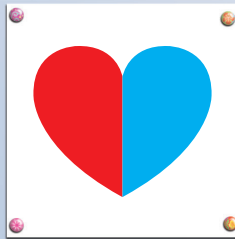
Monday

The fraction of the red coloured part.

16/4/2018

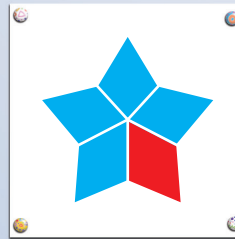
One over two.

$\frac{1}{2}$



One over five.

$\frac{1}{5}$

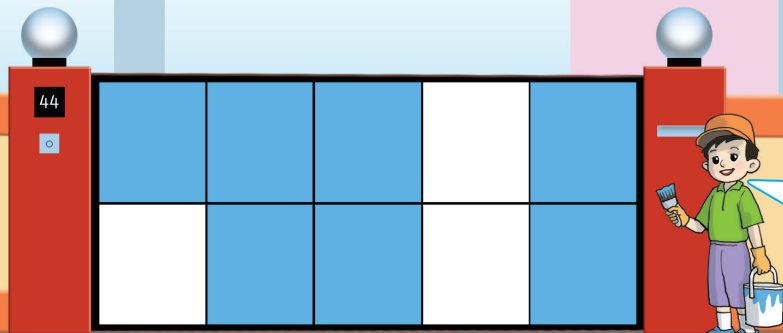


TEACHER'S NOTES

- Guide pupils to recognise proper fractions using fraction kits, paper folding, and others.
- Carry out activities to write proper fractions by naming orally and using fraction picture cards and word cards.
- Surf [www.mathsisfun.com/proper-fractions.html](http://www.mathsisfun.com/proper-fractions.html)

3.1.1  
3.1.2

3

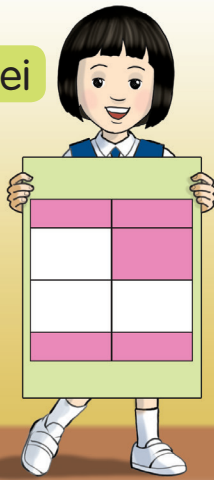


I have not painted  
3 out of 10 parts.  
 $\frac{3}{10}$  is still white.

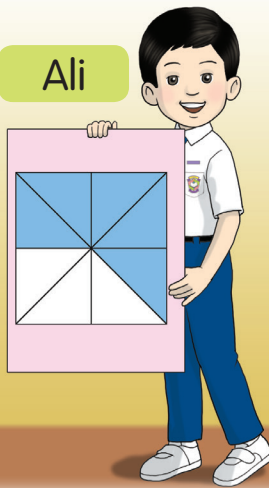
Three over ten  $\frac{3}{10}$

4

Mei Mei



Ali

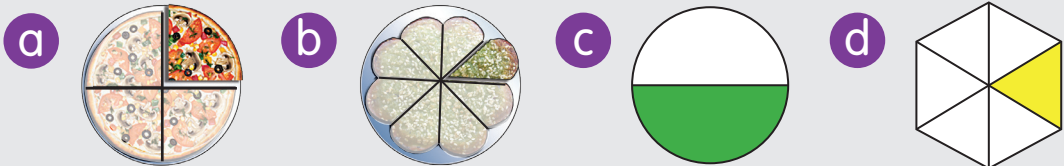


Who holds  
the  $\frac{5}{8}$  card?  
Why?

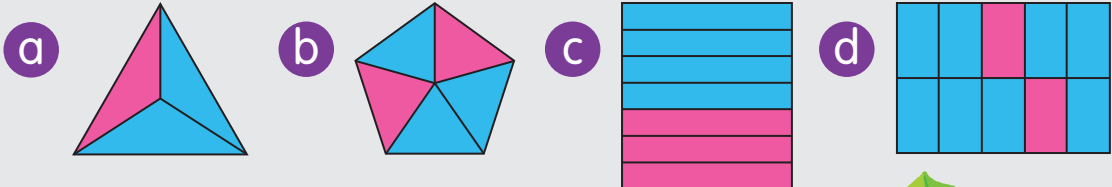


LET'S ANSWER

1 Say the fraction of one part.



2 What are the fractions of the blue coloured parts?



- Guide pupils to identify proper fractions using diagrams of different shapes and sizes.
- Emphasise that a fraction which has the same value for numerator and denominator is not a proper fraction.
- Emphasise that the value of a proper fraction is less than 1.

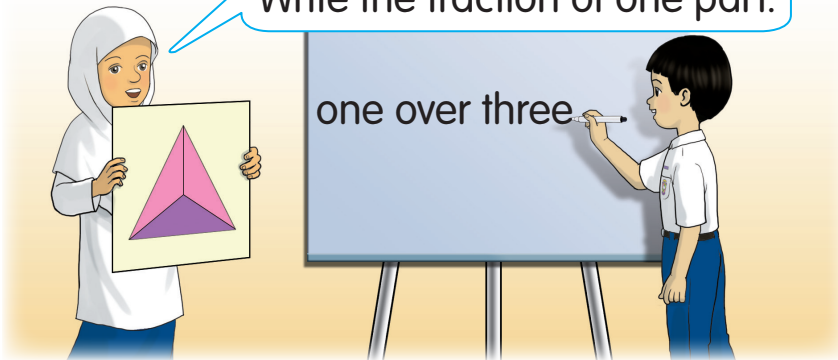




# WRITE FRACTIONS

1

Write the fraction of one part.

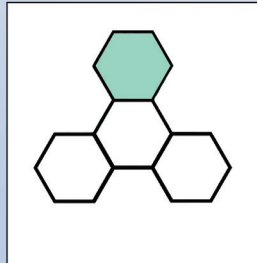


2

Tuesday

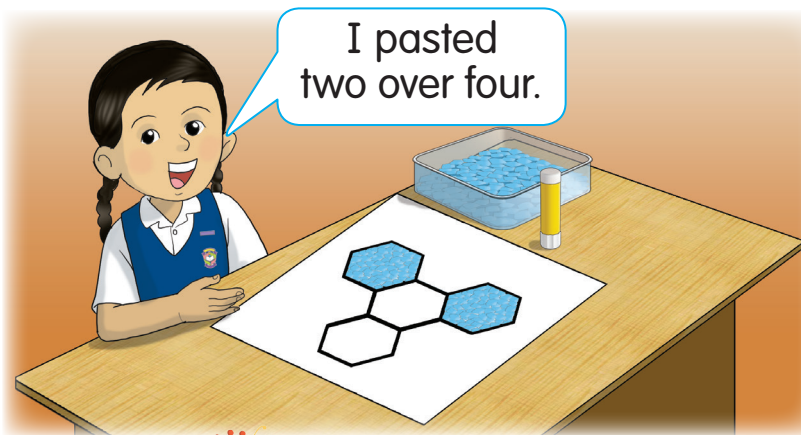
17/4/2018

I wrote one over four.



$$\frac{1}{4}$$

I pasted two over four.



two over four

$$\frac{2}{4}$$



If 1 more part is pasted, what is the fraction?

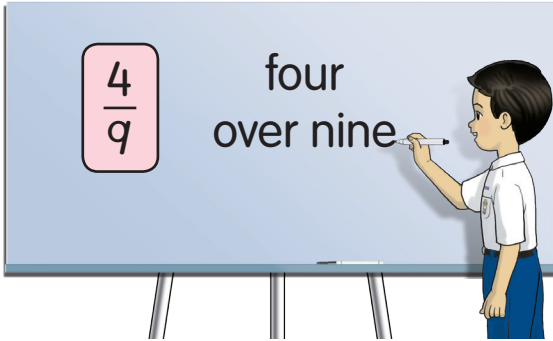
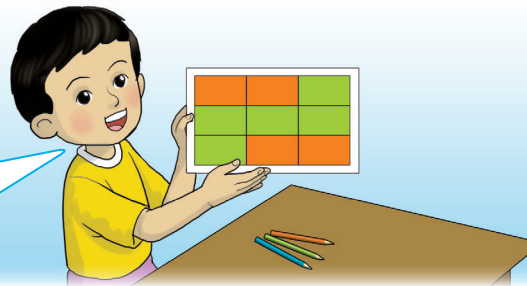
TEACHER'S NOTES

- Guide pupils to name proper fractions based on picture cards, paper foldings, and fraction kits. Relate to daily activities such as painting and pasting.
- Emphasise that when the value of the numerator and denominator is equal, the fraction is equal to 1.

3.1.1, 3.1.2  
3.1.3, 3.1.4

3

I coloured 4 parts in orange. 5 other parts are in green.



I wrote the fraction for the orange parts.



Write the fraction for the green parts.

4

I shaded three over seven.



I shaded two over seven using another pattern.



5

Wednesday

18/4/2018

I coloured two over three.



$$\frac{2}{3}$$

I shaded three over five.

$$\frac{3}{5}$$



TEACHER'S NOTES

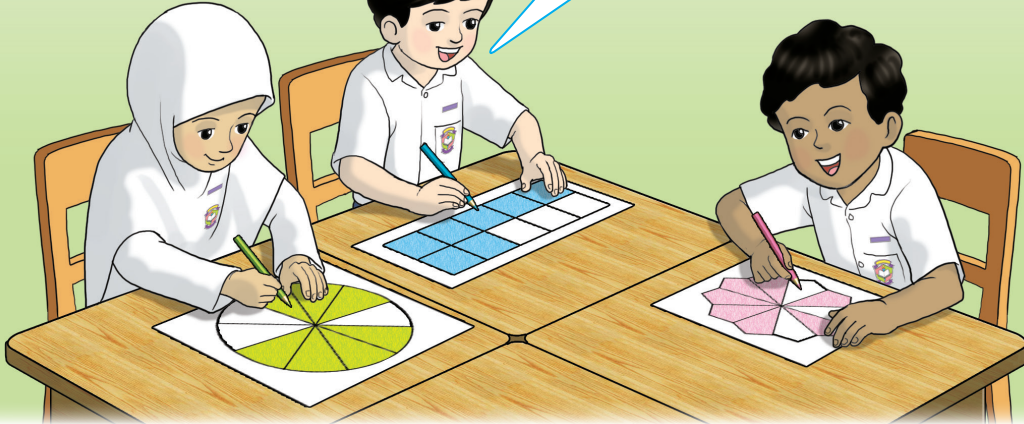
AB 91

- Use various shapes of diagrams ranging from two to ten equal parts for shading, colouring, and pasting activities according to the given fractions.
- In groups, ask pupils to compile their work in a folio.

3.1.2  
3.1.3  
3.1.4

5

We shaded seven over ten.



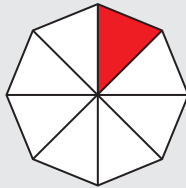
## LET'S ANSWER

1 Write the fractions of the red coloured parts.

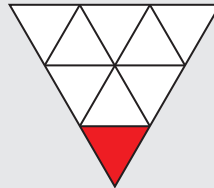
a



b

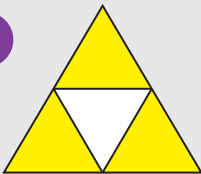


c

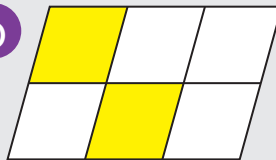


2 Write the fractions of the yellow coloured parts.

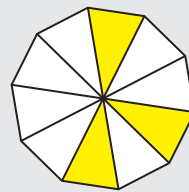
a



b



c



3 Write the fractions in words.

a

$$\frac{1}{5}$$

b

$$\frac{1}{7}$$

c

$$\frac{6}{9}$$

d

$$\frac{9}{10}$$

4 Write the fractions in numerals.

a

one over five

b

one over ten

c

two over eight

d

five over nine

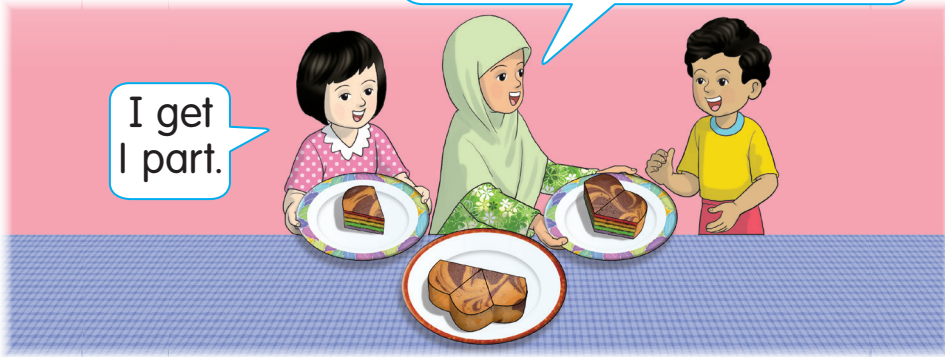


# COMPARE FRACTIONS

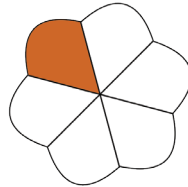


These 2 parts are for Rishi.

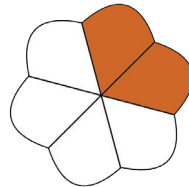
I get 1 part.



Who got more parts of the cake?



$\frac{1}{6}$



$\frac{2}{6}$

2 parts are more.



$\frac{2}{6}$

is larger than

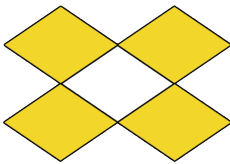
$\frac{1}{6}$

Rishi got more parts of the cake.

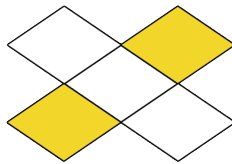


Which fractions are smaller?

a

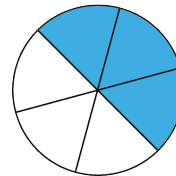


$\frac{4}{5}$

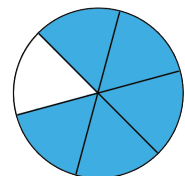


$\frac{2}{5}$

b



$\frac{3}{6}$



$\frac{5}{6}$

$\frac{2}{5}$

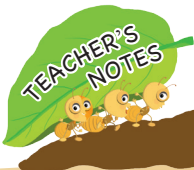
is smaller than

$\frac{4}{5}$

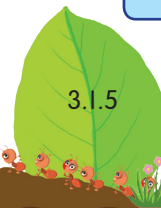
$\frac{3}{6}$

is smaller than

$\frac{5}{6}$

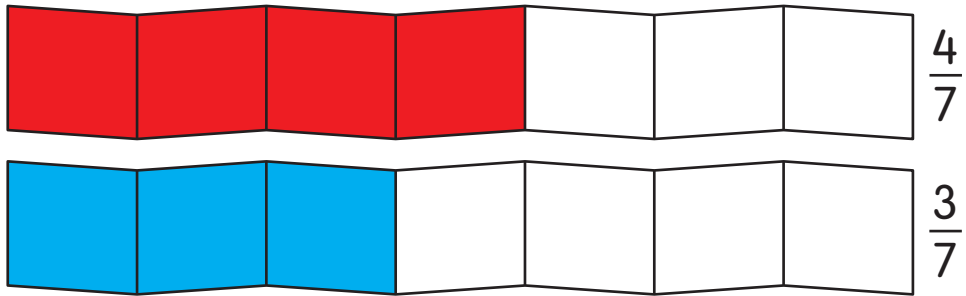


- Guide pupils to compare proper fractions by drawing diagrams using MS Word or Paint based on the given fractions.
- Emphasise that if the denominators are the same, the fraction with the larger numerator has a bigger value.



3

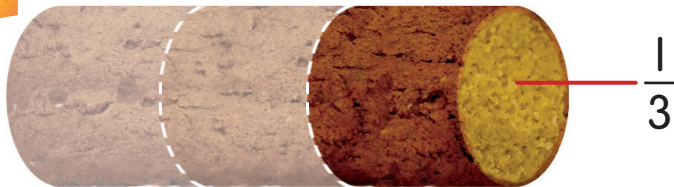
Between  $\frac{4}{7}$  and  $\frac{3}{7}$ , which is more?



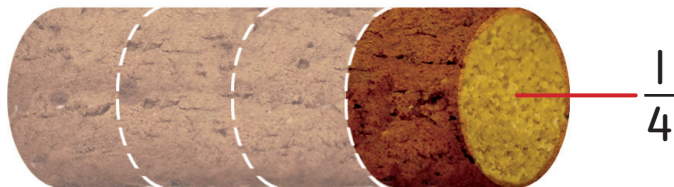
The red parts are more than the blue parts.

$\frac{4}{7}$  is more than  $\frac{3}{7}$

4



Which is less,  
 $\frac{1}{3}$  or  $\frac{1}{4}$ ?



1 out of 4 parts is smaller.



$\frac{1}{4}$  is less than  $\frac{1}{3}$

- Explain that the more parts there are in an object, the smaller is the fraction value for each part.
- Provide more activities on comparing fraction values using shapes of equal sizes.
- Surf <https://www.ixl.com/math/grade-4/compare-fractions>

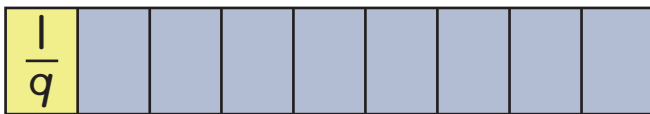
5 Compare  $\frac{1}{2}$  and  $\frac{1}{10}$ .



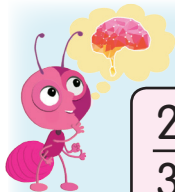
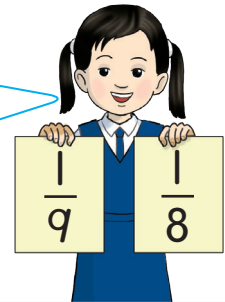
$\frac{1}{2}$  is larger than  $\frac{1}{10}$



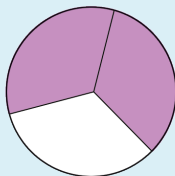
$\frac{1}{10}$    $\frac{1}{2}$



Which is smaller?  
Discuss.

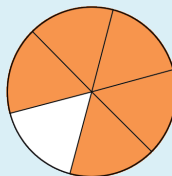


$\frac{2}{3}$



Mei Lin

$\frac{5}{6}$



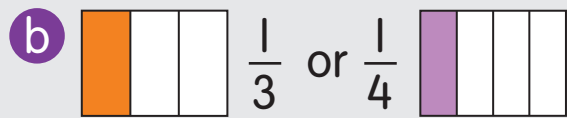
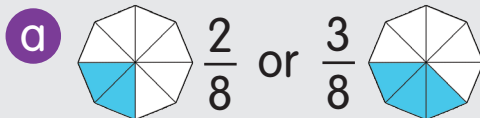
Zali

Mei Lin and Zali coloured the fraction diagrams. Whose coloured parts is larger?

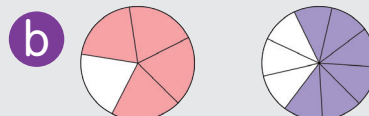
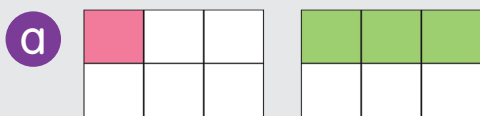


## LET'S ANSWER

1 Which is larger?



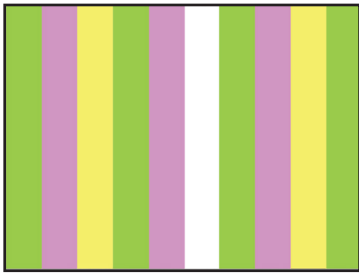
2 Compare.



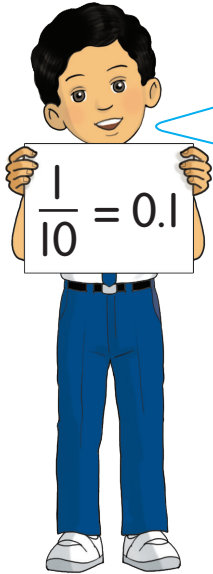
- Carry out activities of comparing fractions using fraction kits, transparencies, and paper strips of equal sizes and shapes.
- Guide pupils to compare the values of fractions using number lines.



# CONVERT FRACTIONS TO DECIMALS

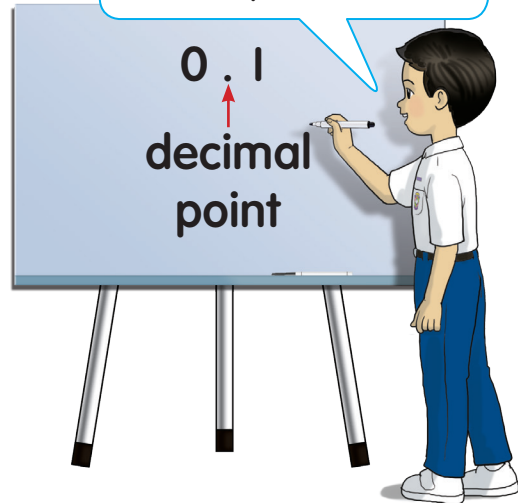


The fraction of the white coloured part is  $\frac{1}{10}$ . The fraction of tenths can be converted to decimals.



$\frac{1}{10}$  in decimal is zero point one.

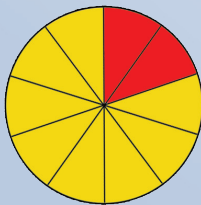
I say and write it as zero point one.



2

Monday

23/4/2018



Look at the red coloured parts. Write 2 out of 10 parts in decimal.

I wrote in words.



zero  
point two

I wrote in numerals.

0.2



- Guide pupils to understand conversion of tenths fractions to decimals by using diagrams and paper foldings.
- Emphasise naming and writing decimals correctly by positioning the decimal point between the ones value and the tenths value.

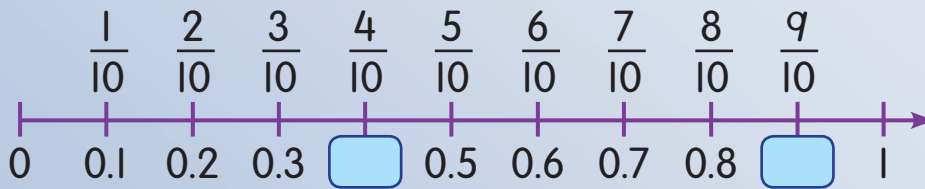
3.2.1  
3.2.2  
3.2.5

10

TEACHER'S NOTES

3

Tenths fractions and decimals on number line.



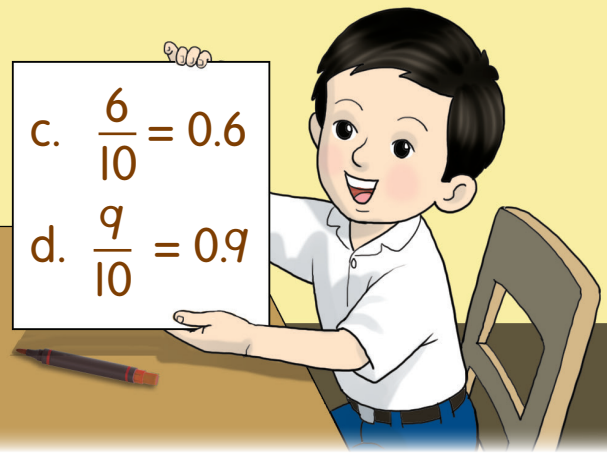
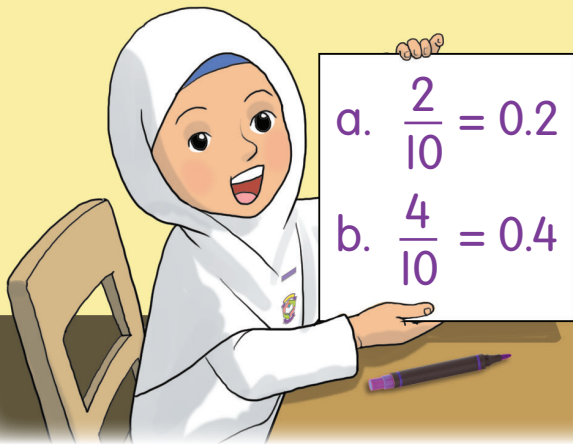
Convert to decimals.

a  $\frac{2}{10}$

b  $\frac{4}{10}$

c  $\frac{6}{10}$

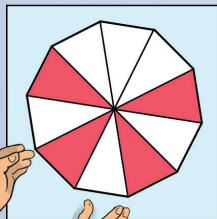
d  $\frac{9}{10}$



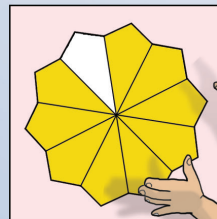
4

I coloured zero point four.

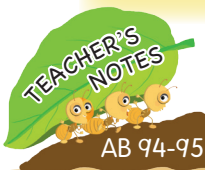
0.4



0.9



I coloured 9 out of 10 parts.

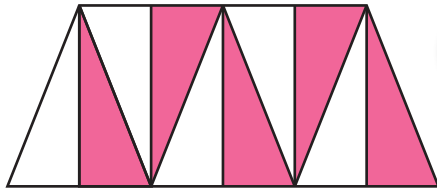
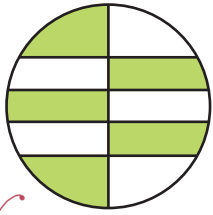


- Guide pupils to say and write zero point one until zero point nine based on various diagrams, paper foldings, and number lines.
- Emphasise that decimal values of proper fraction for tenths fractions are less than 1.
- Guide pupils to cut the answers on page 95 AB.

3.2.1, 3.2.2  
3.2.3, 3.2.4  
3.2.5

11



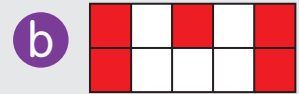
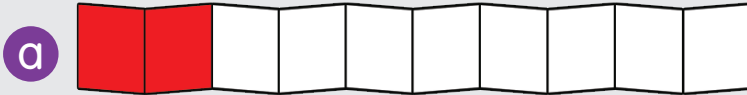


Which is 0.5?  
Why?

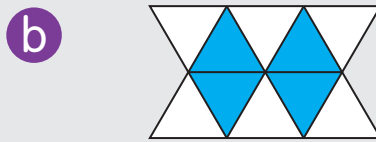
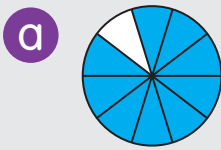


## LET'S ANSWER

1 What fractions are the red coloured parts?



2 What decimals are the blue coloured parts?



3 Convert fractions to decimals.

a  $\frac{1}{10}$

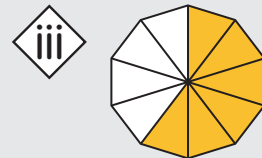
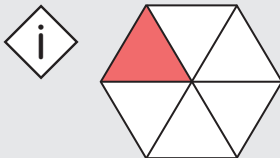
b  $\frac{5}{10}$

c  $\frac{6}{10}$

d  $\frac{8}{10}$

4 Which diagrams are correct for the decimals given?

a 0.6



b 0.8





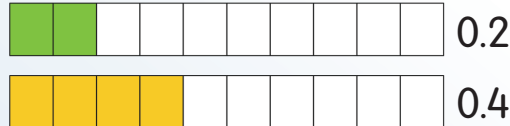
# COMPARE DECIMALS



Wednesday

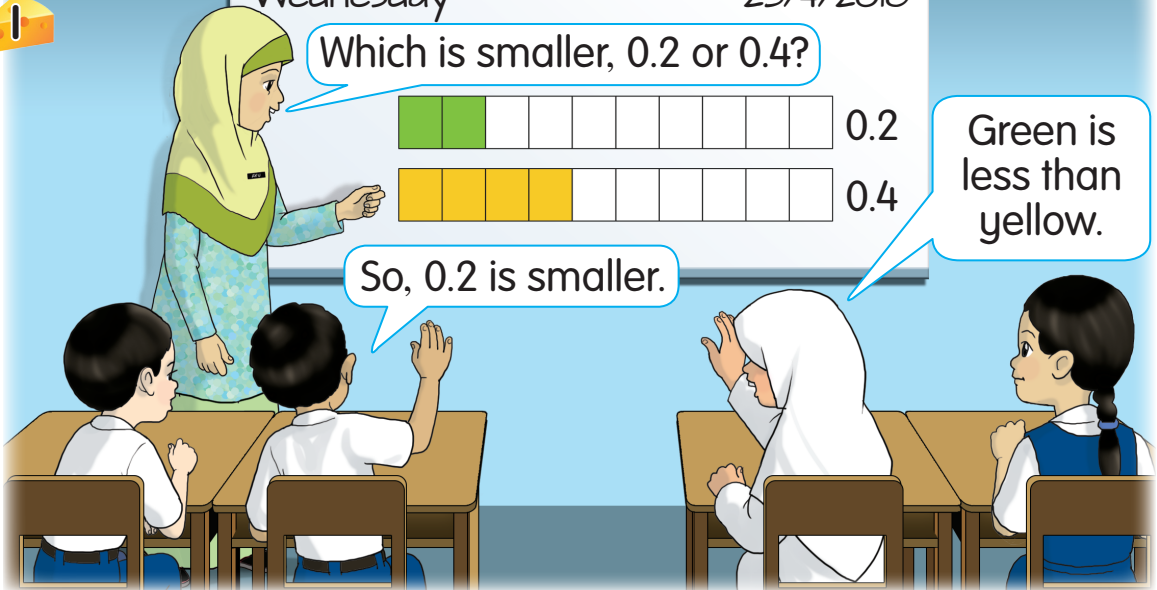
25/4/2018

Which is smaller, 0.2 or 0.4?



Green is less than yellow.

So, 0.2 is smaller.



2 Which is larger, 0.5 or 0.8?



0.8 is larger than 0.5.

The value gets larger as the decimals move to the right.

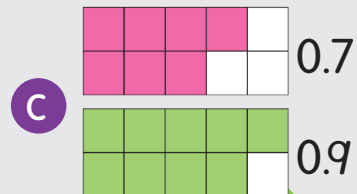
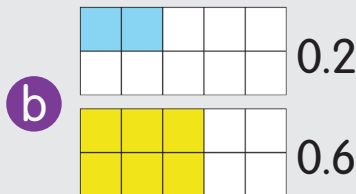
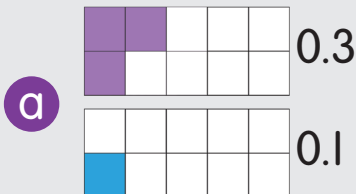


What decimals are larger than 0.5 but smaller than 0.9?



## LET'S ANSWER

Determine "smaller than" or "larger than".



TEACHER'S NOTES

AB 97

• Guide pupils to compare decimals using diagrams, fraction boards, and paper foldings.

3.2.6

13



# COMPARE FRACTIONS AND DECIMALS



Thursday 26/4/2018

Which is larger?

I shaded 3 parts.

$\frac{3}{10}$

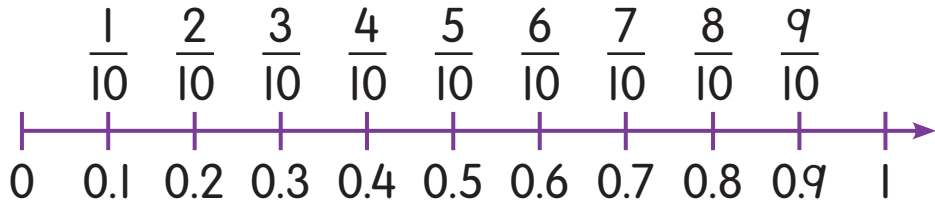
I shaded more, 7 parts.

0.7

0.7 is more than  $\frac{3}{10}$ .



Let's compare using a number line.



a  $\frac{1}{10}$  is equal to 0.1      b 0.8 is more than  $\frac{3}{10}$

c 0.2   $\frac{5}{10}$       d  $\frac{4}{10}$   0.6



## LET'S ANSWER

Compare.

a  $\frac{4}{10}$   
 0.9

b 0.2  
 $\frac{1}{10}$

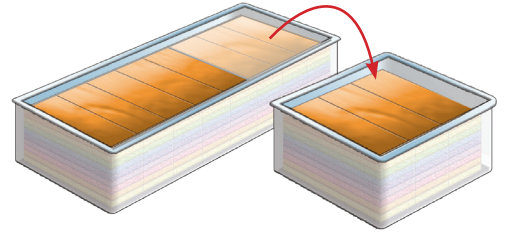
- Use "larger than", "smaller than", "more than", "less than", and "equal to" when comparing values.
- Guide pupils to compare tenths fractions and decimals by converting tenths fractions to decimals and vice versa. Use fraction boards and paper foldings too.



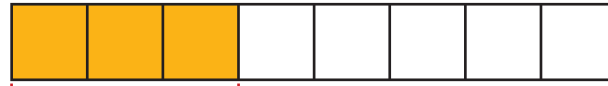
## SOLVE IT



Muhi gave 3 out of 8 parts of a cake to Mogan. What fraction of the cake did Mogan get?



### Method



3 parts

3 out of 8 parts is three over eight.



Mogan got  $\frac{3}{8}$  of the cake.



Chong ate  $\frac{1}{6}$  of a pizza.  
His brother ate  $\frac{1}{4}$  of the pizza.  
Who ate a larger pizza?

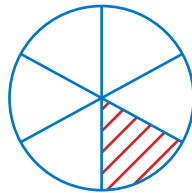


Chong's brother

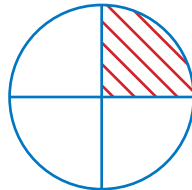
Chong

### Method

Draw a diagram.  
Shade 1 part.



$\frac{1}{6}$



$\frac{1}{4}$

$\frac{1}{4}$  is larger than  $\frac{1}{6}$ .



Chong's brother ate a larger pizza,  $\frac{1}{4}$ .

- Train pupils to underline important information in the problems given.
- Guide pupils to solve problems through simulations.

- 3** Alia colours yellow and purple on a pattern as shown in the picture. State the purple coloured parts in decimal.



### Method

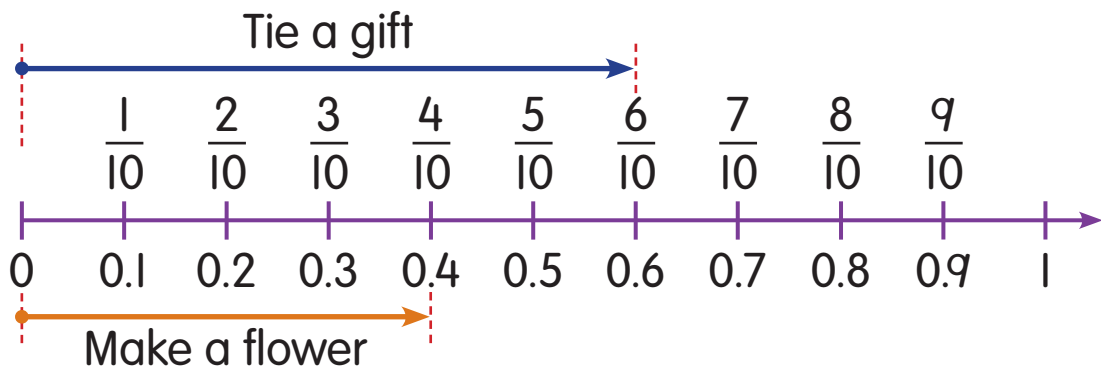
Purple parts are 7 out of 10 parts.  $\frac{7}{10} = 0.7$

The purple part is **0.7**.

- 4** A piece of ribbon is used as shown in the table. Which ribbon is longer?

	Use	Tie gift	Make flower
Length of ribbon		$\frac{6}{10}$	0.4

### Method



The ribbon to **tie a gift** is longer.



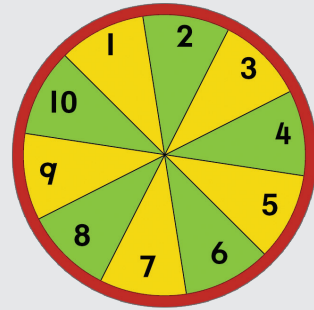
## LET'S ANSWER

Solve the problems.

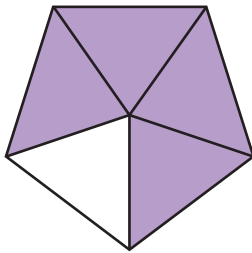
- 1 Muna ate 5 out of 8 parts of a chocolate. What fraction of the chocolate did she eat?



- 2 Kevin coloured a 10-part number wheel. He coloured it with yellow and green alternately. State the yellow parts in decimal.



- 3 Name: Santi Class: 2 Arif



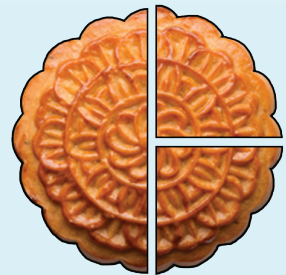
Santi coloured 4 parts. Zamri coloured 1 part less than Santi. What fraction of the shape did Zamri colour?



Gary and Chan shared a mooncake.

Gary ate  $\frac{1}{2}$ . Chan ate  $\frac{1}{4}$ .

Was the whole mooncake eaten?

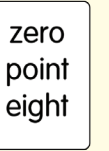
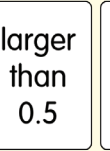
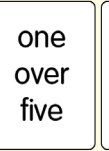
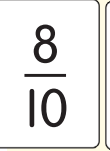
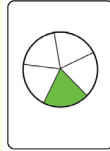


# Lucky Cards

## Materials/Resources

20 fraction and decimal cards

Front



Back

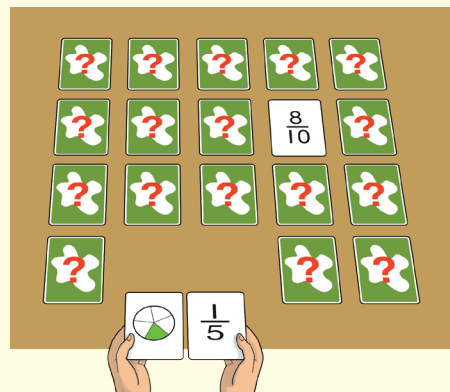
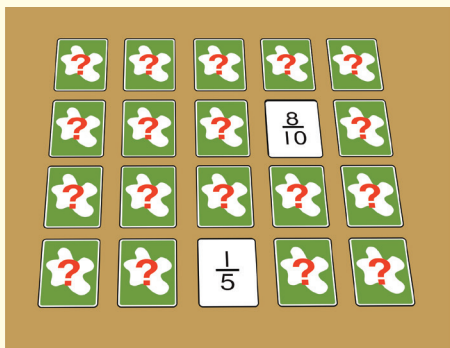
## Participants

3 pupils per group

## Method

**1** Place cards face down on the table. The first player opens two cards.

**2** The second player opens one card. If any card matches, keep the matching cards.




**3** Take turns. Repeat step 2. Play until all the cards are matched.

**4** The player who collects the most cards wins.

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

3.1.1, 3.1.2  
3.1.5, 3.2.1  
3.2.6, 3.3.1



Mother, please keep this RM100 in the bank.

Sure. This money is safer to be kept in a bank account.

- Encourage pupils to talk about the picture. Relate money to their daily life.
- Ask pupils to talk about the source of the money kept and the benefits of saving money.





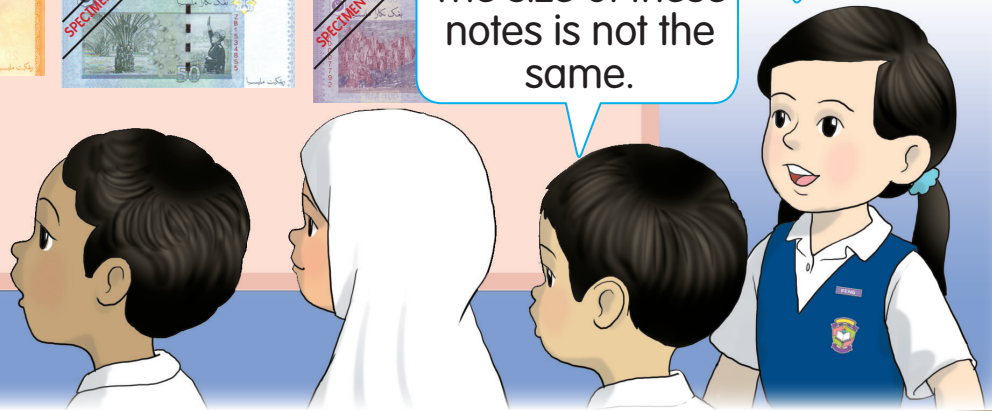
# RECOGNISE MONEY



The RM100 note is purple.

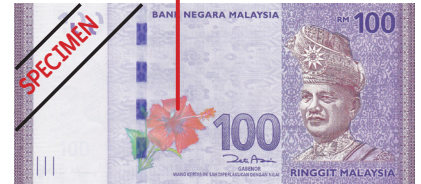
The size of these notes is not the same.

All notes have pictures.



## Value of money

## Hibiscus



Turtle

Talk about other things you see on our notes.



## LET'S ANSWER

Look at RM20, RM50, and RM100 notes. What are their similarities?

- Guide pupils to state the characteristics of RM20, RM50, and RM100 notes.
- Surf <http://www.bnm.gov.my/microsites/2011/banknotes/index.htm>
- Surf <https://www.slideshare.net/SYIZWANI/lembaran-kerja-numerasi-mata-wang>





# VALUE OF MONEY



I pay with a RM50 note.

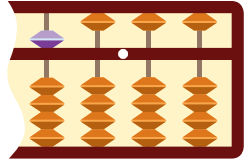
This bag costs RM50.

a



Fifty ringgit

RM50

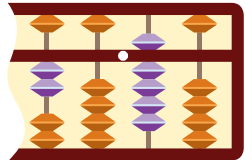


b



Twenty ringgit and ninety sen

RM20.90

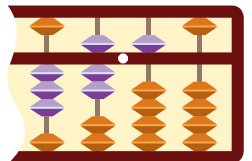


c



Thirty seven ringgit and fifty sen

RM37.50



Say the value of this money.  
Show it on the abacus.



TEACHER'S NOTES

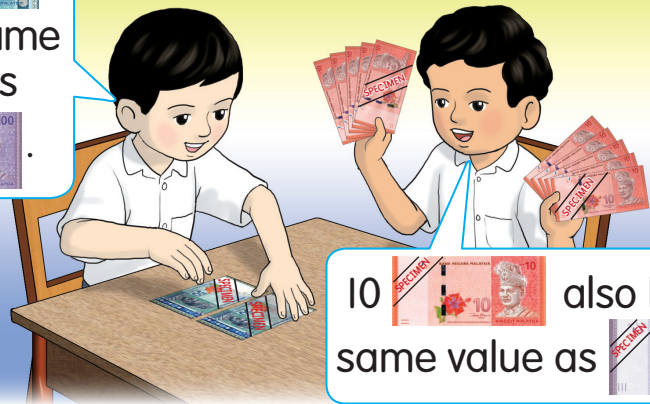
- Emphasise the decimal point that separates ringgit and sen.
- Carry out simulations on the value of money up to RM100 using play money involving single notes or coins and combinations of notes and coins.
- Guide pupils to write the value of money correctly. Emphasise that 5 sen is written as RM0.05.

4.1.2

21

2 a

2  has the same value as .



10  also has the same value as .

b



RM72.65

Discuss other combinations for this value of money.



LET'S ANSWER

1 Say the value of money.










a



b



2 Say the combination of money.

Value of money	Number of notes/coins (pieces)								
									
RM15.00	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
RM75.50	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
RM91.35	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

- Carry out a simulation showing the value of goods such as groceries and stationery using play money based on price tags within the range of RM100.
- In pairs, carry out money changing activities of the same value using play money.



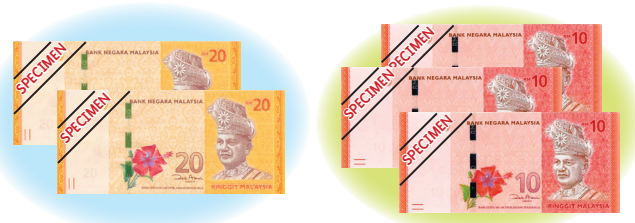
# ADDITION OF MONEY

1 What is the total price of the dictionary and the pen?



$$RM40 + RM30 = \square$$

$$\begin{array}{r} RM\ 40 \\ + RM\ 30 \\ \hline RM\ 70 \end{array}$$



$$RM40 + RM30 = \mathbf{RM70}$$

The total price of the dictionary and the pen is **RM70**.

2 Calculate the total price of the cake and the card.

$$RM68.10 + 80\ \text{sen} = \square$$

80 sen can be written as RM0.80.



$$\begin{array}{r} RM\ 68.10 \\ + RM\ 0.80 \\ \hline RM\ 68.90 \end{array}$$

ringgit    sen

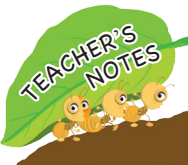


Add the value in sen first. Then, add the value in ringgit.

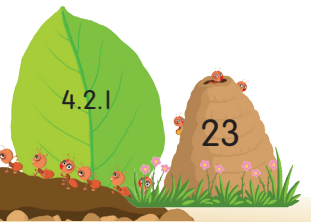


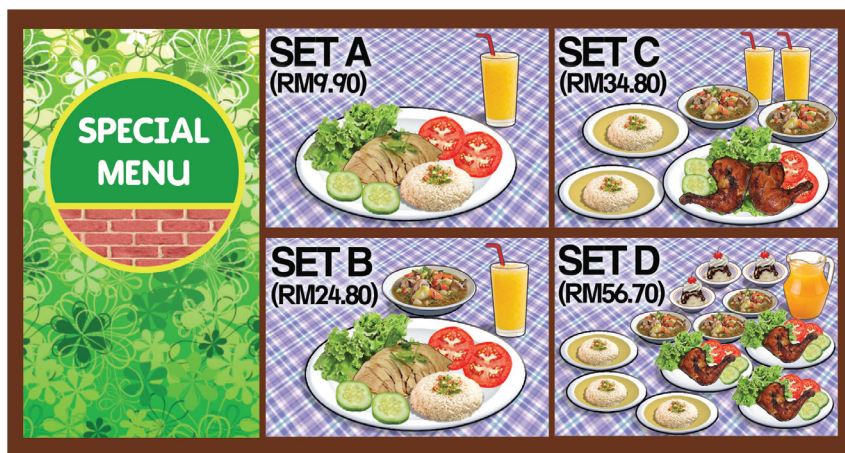
$$RM68.10 + 80\ \text{sen} = \mathbf{RM68.90}$$

The total price of the cake and the card is **RM68.90**.



- Carry out buying and selling activities in the classroom. Guide pupils to add the value of money in notes and coins.
- Train pupils to add using the 'counting on' method and abacus.
- Emphasise that the decimal point between the ringgit and sen must be kept in line.





- a) What is the total price for sets B and D?

$$\text{RM}24.80 + \text{RM}56.70 = \boxed{\phantom{000}}$$

RM	sen
24	80
+ 56	70
81	50

150 sen

150 sen is  
RM1.50.



$$\text{RM}24.80 + \text{RM}56.70 = \boxed{\text{RM}81.50}$$

The total price for sets B and D is **RM81.50**.

- b) Find the total price of sets A, B and C.

$$\text{RM}9.90 + \text{RM}24.80 + \text{RM}34.80 = \boxed{\phantom{000}}$$

$\begin{array}{r} \text{RM } 9.90 \\ + \text{RM } 24.80 \\ \hline \text{RM } 34.70 \end{array}$		$\begin{array}{r} \text{RM } 34.70 \\ + \text{RM } 34.80 \\ \hline \text{RM } 69.50 \end{array}$
---	--	--

$$\text{RM}9.90 + \text{RM}24.80 + \text{RM}34.80 = \boxed{\text{RM}69.50}$$

The total price for sets A, B and C is **RM69.50**.

- Show the direct addition to add three values of money.
- Carry out addition activities by combining different sets of food to reinforce pupils' understanding.

4  $RM30 + RM41.90 + RM18.55 =$



RM30 can be written as RM30.00.

$$\begin{array}{r}
 RM\ 30.\ 00 \\
 RM\ 41.\ 90 \\
 +\ RM\ 18.\ 55 \\
 \hline
 RM\ 90.\ 45
 \end{array}$$

$RM30 + RM41.90 + RM18.55 =$



## LET'S ANSWER

1 Total up.

a  $RM20$   
 $+ RM70$

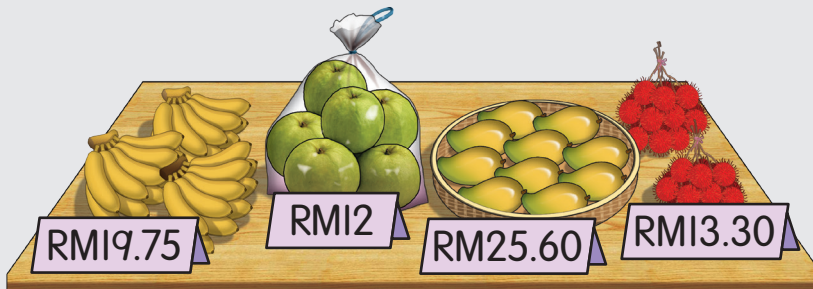
b  $RM51.30$   
 $+ RM18.25$

c  $RM\ 6.10$   
 $RM18.25$   
 $+ RM35.95$

d  $RM47.05 + 65\ \text{sen} =$

e  $RM60.40 + RM19 + RM4.70 =$

2 Look at the picture. Answer the questions below.



a Add the price of guavas and mangoes.

b Calculate the total price of bananas, mangoes, and rambutans.



# SUBTRACTION OF MONEY



1 What is the difference in price between the purse and the trolley bag?

$$\text{RM}90 - \text{RM}20 = \square$$

$$\begin{array}{r} \text{RM } 90 \\ - \text{RM } 20 \\ \hline \text{RM } 70 \end{array}$$



$$\text{RM}90 - \text{RM}20 = \text{RM}70$$

The price difference is **RM70**.

2 Subtract RM20.50 from RM74.80.

$$\text{RM}74.80 - \text{RM}20.50 = \square$$

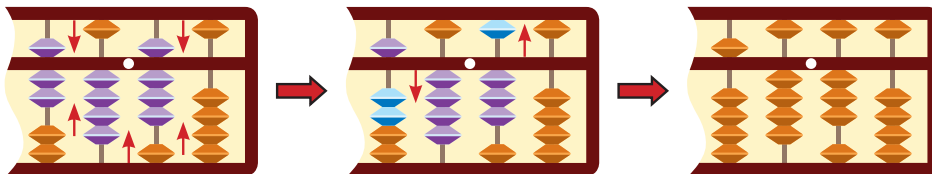
Method 1



Method 2

$$\begin{array}{r} \text{RM } 74.80 \\ - \text{RM } 20.50 \\ \hline \text{RM } 54.30 \end{array}$$

Method 3

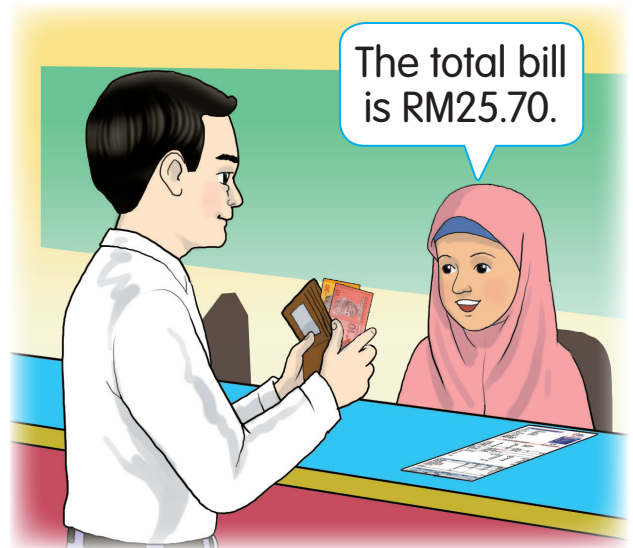


$$\text{RM}74.80 - \text{RM}20.50 = \text{RM}54.30$$

- Carry out a simulation to subtract money using a variety of methods.
- Emphasise that in subtraction, the smaller value must be subtracted from the larger value.

3  $RM30 - RM25.70 =$

RM	sen
<del>29</del>	<del>100</del>
<del>30</del>	<del>00</del>
- 25	70
4	30



$RM30 - RM25.70 =$  **RM4.30**

4 Siti bought these toys.



RM19.90



RM57.50

Siti paid RM100. What is her balance?

$RM100 - RM19.90 - RM57.50 =$

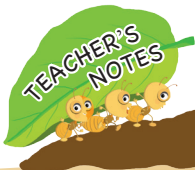
$  \begin{array}{r}  \overset{99}{\cancel{RM\ 100.00}} \\  - RM\ 19.90 \\  \hline  RM\ 80.10  \end{array}  $	$  \begin{array}{r}  \overset{79}{\cancel{RM\ 80.10}} \\  - RM\ 57.50 \\  \hline  RM\ 22.60  \end{array}  $
--	---

$RM100 - RM19.90 - RM57.50 =$  **RM22.60**

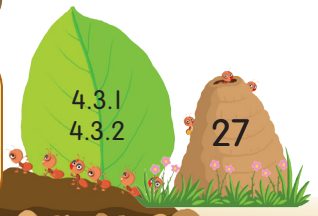
Siti's balance is **RM22.60**.



Let's solve this.  
 $RM100 - RM57.50 - RM19.90$   
 What did you find?



- Emphasise regrouping from ringgit to sen which involves RMI equals 100 sen.
- Use a variety of terms related to subtraction in daily life such as difference, give, and balance.



4.3.1  
4.3.2

27



5  $RM90 - RM53 - RM12.55 = \square$

$$\begin{array}{r} \overset{8\ 10}{RM\ 90.00} \\ - RM\ 53.00 \\ \hline RM\ 37.00 \end{array} \quad \begin{array}{r} \overset{9\ 10}{RM\ 37.00} \\ - RM\ 12.55 \\ \hline RM\ 24.45 \end{array}$$

$RM90 - RM53 - RM12.55 = \boxed{RM24.45}$



## LET'S ANSWER

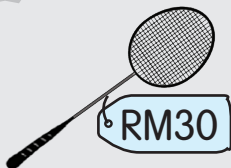
1 Subtract.

<b>a</b> $RM78$	<b>b</b> $RM14.60$	<b>c</b> $RM93.00$	<b>d</b> $RM64.80$
$- RM27$	$- RM\ 3.10$	$- RM52.70$	$- RM\ 8.95$
$\square$	$\square$	$\square$	$\square$

**e**  $RM49 - RM28 - RM6 = \square$

**f**  $RM100 - RM16.15 - RM9 = \square$

2 Look at the prices. Answer the questions.



**a** What is the difference in price between  and  ?

**b** Lim buys  and . He pays RM100.

Calculate Lim's balance.



# MULTIPLICATION OF MONEY

1 What is the price for 3 packets of jackfruit?

$$3 \times \text{RM}8 = \square$$



Method 1

$$\begin{array}{r} \text{RM } 8 \\ \times \quad 3 \\ \hline \text{RM}24 \end{array}$$

Method 2

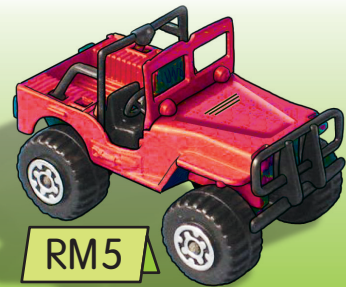
$$\text{RM}8 + \text{RM}8 + \text{RM}8 = \text{RM}24$$

$$3 \times \text{RM}8 = \text{RM}24$$

The price for 3 packets of jackfruit is **RM24**.

2 Calculate the price of 4 .

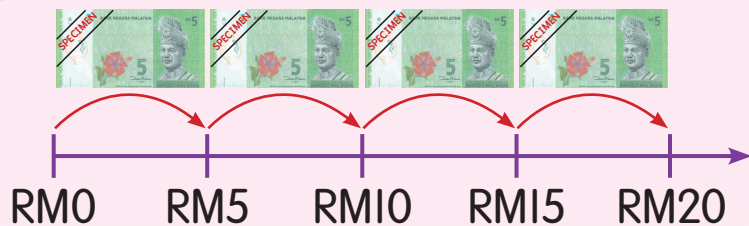
$$4 \times \text{RM}5 = \square$$



Method 1

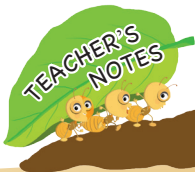
$$\begin{array}{r} \text{RM } 5 \\ \times \quad 4 \\ \hline \text{RM}20 \end{array}$$

Method 2



$$4 \times \text{RM}5 = \text{RM}20$$

The price of 4  is **RM20**.

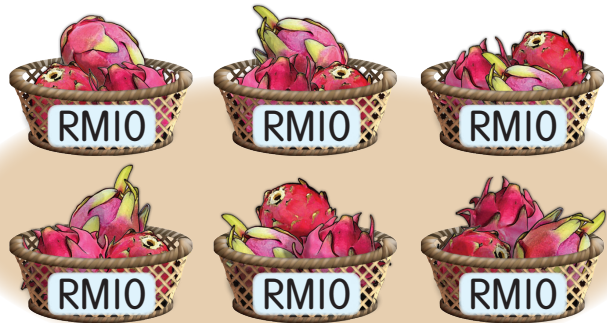


- Carry out multiplication of money using price tags in supermarket catalogues.
- Carry out simulations using play money for repeated addition. Relate to times tables.

3 Calculate the total price of the dragon fruits.

$$6 \times \text{RM}10 = \boxed{\phantom{00}}$$

$$\begin{array}{r} \text{RM}10 \\ \times \quad 6 \\ \hline \text{RM}60 \end{array}$$



$$6 \times \text{RM}10 = \boxed{\text{RM}60}$$

The total price of dragon fruits is **RM60**.

4  $10 \times \text{RM}9 = \boxed{\phantom{00}}$

Method 1

$$\begin{array}{r} \text{RM} \ 9 \\ \times \quad 10 \\ \hline \text{RM}90 \end{array}$$

Method 2

$$10 \times \text{RM}9 = \text{RM}90$$

$$10 \times \text{RM}9 = \boxed{\text{RM}90}$$

Calculate  $5 \times \text{RM}10$   
and  $10 \times \text{RM}5$ .  
Discuss.



## LET'S ANSWER

1 Multiply.

a  $\begin{array}{r} \text{RM} \ 3 \\ \times \quad 4 \\ \hline \boxed{\phantom{00}} \end{array}$

b  $\begin{array}{r} \text{RM} \ 4 \\ \times \quad 6 \\ \hline \boxed{\phantom{00}} \end{array}$

c  $\begin{array}{r} \text{RM} \ 5 \\ \times \quad 8 \\ \hline \boxed{\phantom{00}} \end{array}$

2



Calculate the price.

a 4 

b 2 

c 10 



# DIVISION OF MONEY

1 RM15 is given equally to 3 persons. How much money does each person get?

$$\text{RM}15 \div 3 = \boxed{\phantom{00}}$$

## Method 1



Ali

Nina

Adi

$$\text{RM}15 \div 3 = \boxed{\text{RM}5}$$

Each person gets **RM5**.



## Method 2

$$\begin{array}{r} \text{RM } 5 \\ 3 \overline{) \text{RM}15} \\ - \quad 15 \\ \hline 0 \end{array}$$

2  $\text{RM}30 \div 6 = \boxed{\phantom{00}}$

$$\begin{array}{r} \text{RM } 5 \\ 6 \overline{) \text{RM}30} \\ - \quad 30 \\ \hline 0 \end{array}$$

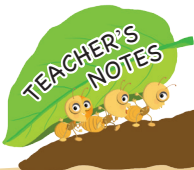
$$\text{RM}30 \div 6 = \boxed{\text{RM}5}$$

3  $\text{RM}72 \div 9 = \boxed{\phantom{00}}$

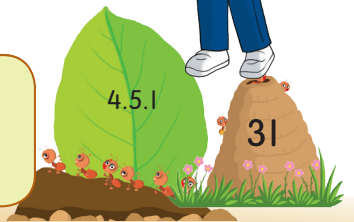
$$\begin{array}{r} \text{RM } 8 \\ 9 \overline{) \text{RM}72} \\ - \quad 72 \\ \hline 0 \end{array}$$

$$\text{RM}72 \div 9 = \boxed{\text{RM}8}$$

Remember,  
 $9 \times \boxed{\phantom{00}} = 72.$



- Train pupils to divide the value of money using receipts from food and item purchases.
- Guide pupils to divide the value of money in vertical form. Relate it to the topic of division of numbers.



- 4 The price of 7 kilograms of durians is RM63.  
What is the price for 1 kilogram of durians?

$$\text{RM}63 \div 7 = \boxed{\phantom{00}}$$

$$\begin{array}{r} \text{RM } 9 \\ 7 \overline{) \text{RM}63} \\ - \quad 63 \\ \hline 0 \end{array}$$



$$\text{RM}63 \div 7 = \boxed{\text{RM}9}$$

The price for 1 kilogram of durians is **RM9**.

5  $\text{RM}60 \div 10 = \boxed{\phantom{00}}$

**Method 1**

$$\begin{array}{r} \text{RM } 6 \\ 10 \overline{) \text{RM}60} \\ - \quad 60 \\ \hline 0 \end{array}$$

**Method 2**

$$10 \times \text{RM } \boxed{6} = \text{RM}60$$

$10 \times \boxed{6} = 60$



$$\text{RM}60 \div 10 = \boxed{\text{RM}6}$$



## LET'S ANSWER

Divide.

a  $4 \overline{) \text{RM}24}$     b  $5 \overline{) \text{RM}20}$     c  $6 \overline{) \text{RM}48}$     d  $8 \overline{) \text{RM}72}$

e  $\text{RM}45 \div 5 = \boxed{\phantom{00}}$

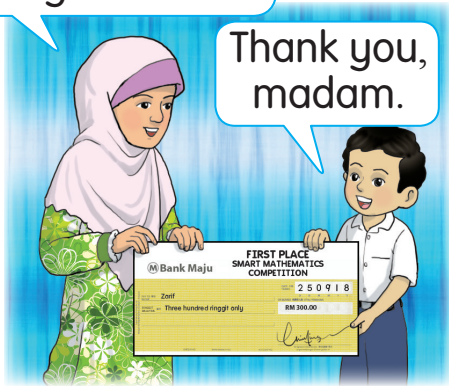
f  $\text{RM}80 \div 10 = \boxed{\phantom{00}}$



# MONEY LITERACY

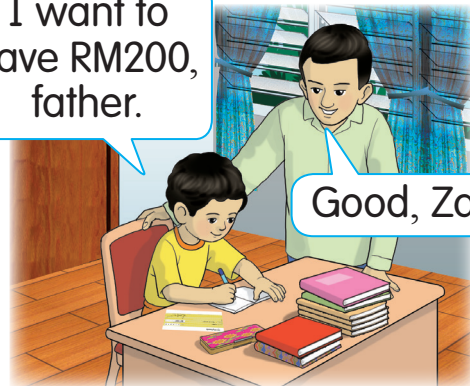
Zarif won a prize of RM300.

Congratulations!



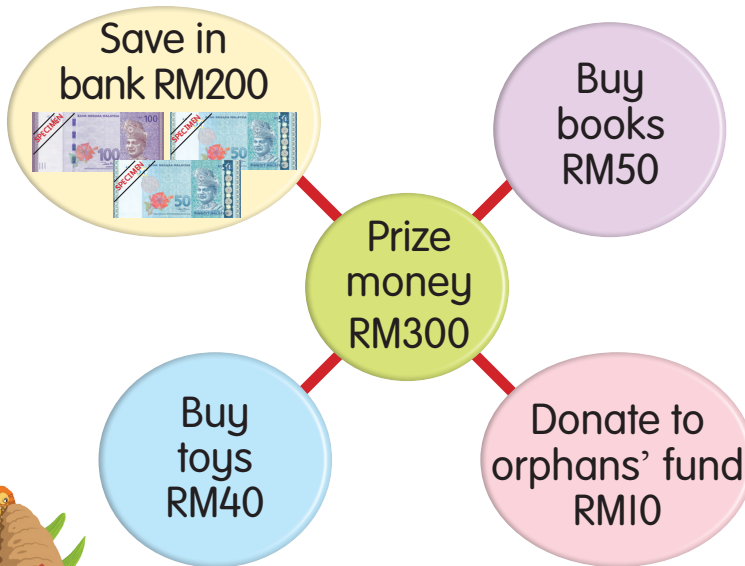
Thank you, madam.

I want to save RM200, father.



Good, Zarif.

Zarif plans for the money to be kept and to be spent.

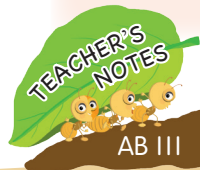


Is Zarif smart in managing his money? Why?



## LET'S EXPLORE

You get RM200 during *Hari Raya*. Record the money to be kept and to be spent. Talk about it with your classmates.



TEACHER'S NOTES

AB III

- Emphasise the importance of planning and managing finances effectively to avoid spending beyond one's means.
- Talk about the importance of education funds, education insurance, unit trusts, and others for their future.



4.6.1



33



# SOLVE IT



James records his savings.  
What is the total?

Month	June	July
Saving	RM27.50	RM51.80

$$\text{RM}27.50 + \text{RM}51.80 = \boxed{\phantom{000}}$$

## Method 1

$$\begin{array}{r}
 \phantom{+} \text{RM } 27.50 \\
 + \text{RM } 51.80 \\
 \hline
 \text{RM } 79.30
 \end{array}$$

## Method 2



Amount of money in notes: RM78.00  
 Amount of money in coins: + RM 1.30  
 Total: RM79.30

$$\text{RM}27.50 + \text{RM}51.80 = \boxed{\text{RM}79.30}$$

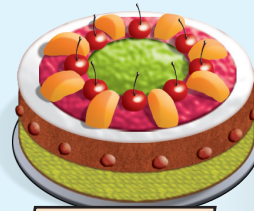
James' total savings is **RM79.30**.



In August, James saves RM16. Find his total savings for the 3 months.

- Guide pupils to solve problems by drawing diagrams.
- Instil the value of increasing income through entrepreneurship and saving.
- Encourage pupils to check their answers using simple methods.

**2** Ana's sister has RM90. She buys a cake and a gift as shown in the picture. Find her balance.



RM54.60



RM27

Has: RM90

Buys cake: RM54.60

Buys gift: RM27

$$\text{RM}90 - \text{RM}54.60 - \text{RM}27 = \square$$

**Method**

Subtract successively to find the balance of money.

$$\begin{array}{r} \overset{8}{\cancel{9}} \overset{9}{\cancel{0}} \overset{10}{\cancel{0}} \\ \text{RM } \cancel{90} . \cancel{00} \\ - \text{RM } 54 . 60 \\ \hline \text{RM } 35 . 40 \end{array} \quad \begin{array}{r} \overset{2}{\cancel{3}} \overset{15}{\cancel{5}} . 40 \\ - \text{RM } 27 . 00 \\ \hline \text{RM } 8 . 40 \end{array}$$



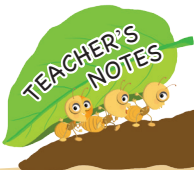
$$\text{RM}90 - \text{RM}54.60 - \text{RM}27 = \text{RM}8.40$$

Her balance is **RM8.40**.

I check using addition.



$$\begin{array}{r} \overset{2}{\cancel{5}} \overset{1}{\cancel{4}} . 60 \\ \text{RM } \cancel{54} . \cancel{60} \\ + \text{RM } 27 . 00 \\ + \text{RM } 8 . 40 \\ \hline \text{RM } 90 . 00 \end{array}$$



- Carry out simulation using play money to solve problems involving money.
- Train pupils to underline important information and to write number sentences for the problems given.





3



The payment for washing a car is RM9. How much is the payment for washing 5 cars?

Wash 1  → RM9

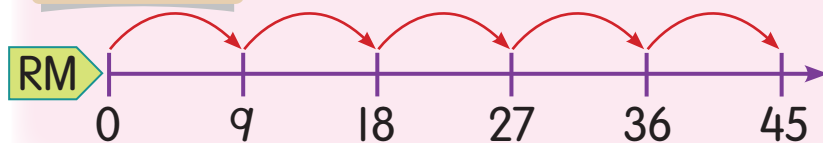
Wash 5  →  $5 \times \text{RM}9$

$$5 \times \text{RM}9 = \boxed{\phantom{000}}$$

**Method 1**

$$\begin{array}{r} \text{RM } 9 \\ \times \quad 5 \\ \hline \text{RM}45 \end{array}$$

**Method 2**



$$5 \times \text{RM}9 = \boxed{\text{RM}45}$$

The total payment is **RM45**.

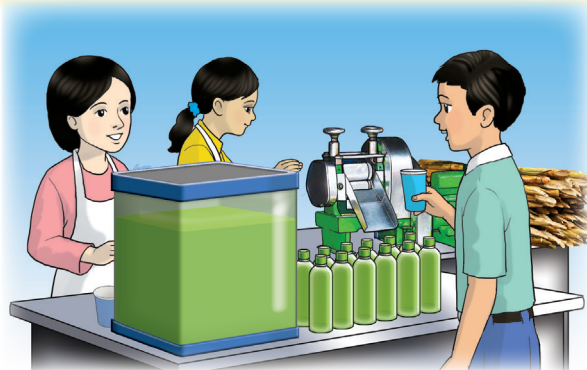
4

The profit for selling drinks is RM18. Nancy and Kavita share it equally. How much does each person get?

$$\text{RM}18 \div 2 = \boxed{\phantom{00}}$$

**Method**

$$\begin{array}{r} \text{RM } 9 \\ 2 \overline{) \text{RM}18} \\ - \quad 18 \\ \hline 0 \end{array}$$



$$\text{RM}18 \div 2 = \boxed{\text{RM}9}$$

Each person gets **RM9**.

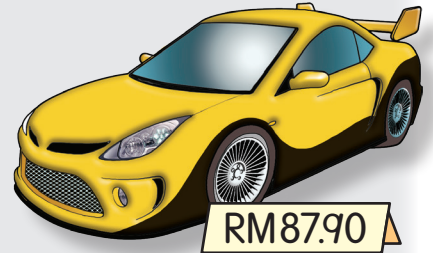


## LET'S ANSWER

Solve the problems.

1 Rozana has RM35.70. Her father gives her RM45 more. Find the total amount of money Rozana has.

2 Zain wants to buy a toy car as in the picture. He has RM100. What is his balance?



3 The picture shows the price of a pair of slippers and trousers.

a Mother buys 3 pairs of trousers. Find the total amount she pays.

b Calculate the cost of 2 pairs of slippers.



4 RM48 is divided equally among 6 people. How much money does each person get?

5 Look at the picture. What is the combination of money that Zami's mother may use to pay the amount?



The total cost is RM53, madam.



Falisa has 7 pieces of RM5 notes and 6 pieces of RM10 notes. Is her money more than RM100? Explain.

TEACHER'S NOTES

- Provide more exercises in worksheets and question cards.

4.7.1

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# Money Smart

## Materials/ Resources

task cards,  
table of tasks,  
scissors, glue,  
goods brochure



## Participants

4 pupils per  
group

## Method



Goods brochure

- 1 Pick one task card and read it.
- 2 Complete the task in the table of task.
- 3 Present your group work.

## Examples of task cards

Find  
2 items with  
a total price  
of less  
than RM10.

Find 2 items  
with the price  
difference  
of more than  
RM12.

The price for  
1 item is RM5.  
Find the total  
price for  
5 items.

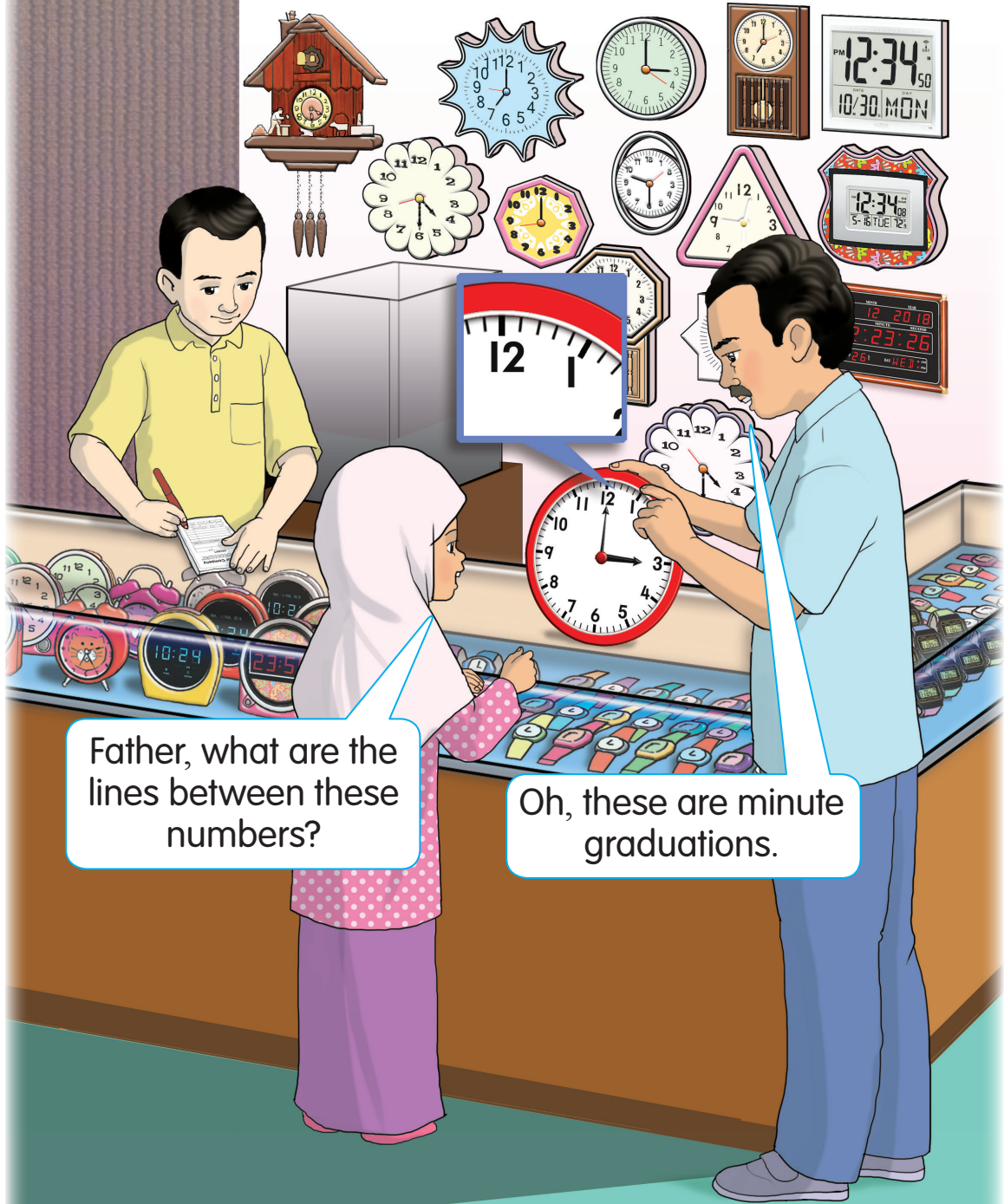
## Example of table of task

No.	Task	Answer	Calculate
1	Find 2 items with a total price of less than RM10.	 	$  \begin{array}{r}  \text{RM}3.99 \\  + \text{RM}5.90 \\  \hline  \text{RM}9.89  \end{array}  $

- Prepare a task table and four task cards which involve addition, subtraction, multiplication, and division of money for each group.
- Provide appropriate goods brochures for this activity.

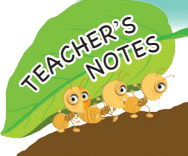


# 5 TIME



Father, what are the lines between these numbers?

Oh, these are minute graduations.



- Ask pupils to talk about their background knowledge related to the topic of time learnt in Year 1.
- Discuss the characteristics of an analogue and a digital clock.





# RECOGNISE MINUTES

1

1 graduation is 1 minute.



1 minute  
5 minutes



There are 5 graduations between 12 and 1. That is 5 minutes.

2

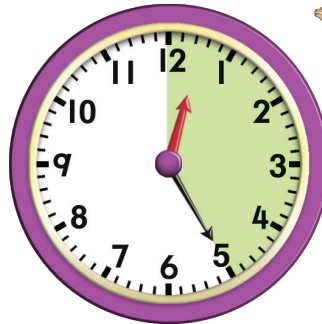
a



10 minutes

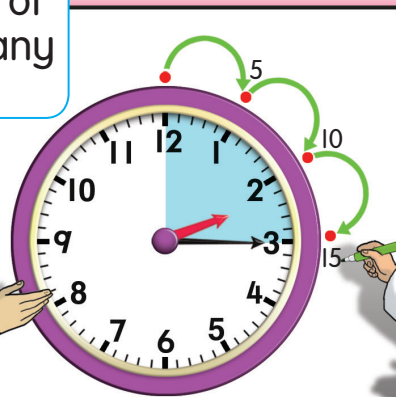
b

How many minutes is it?



3

This is a quarter of an hour. How many minutes is it?



5, 10, 15.  
15 minutes.

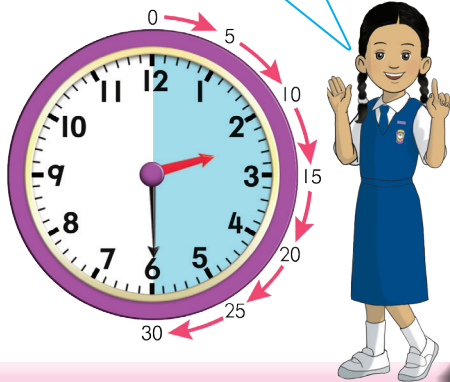
quarter hour = 15 minutes

- Guide pupils to count graduations for minutes using clock models such as wall clocks and watches.
- Discuss activities that can be carried out in 1 minute, 5 minutes, 15 minutes, and others.

4

a

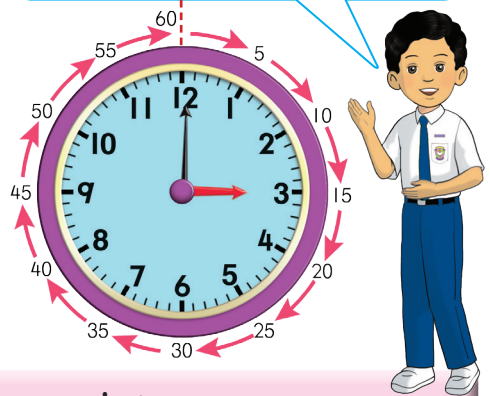
From 12 to 6 is half an hour.



Half an hour = 30 minutes

b

The minute hand moves in one complete circle.



1 complete circle = 60 minutes



Is this 40 minutes? Discuss.



### LET'S ANSWER

1 Say how many minutes.



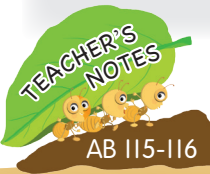
2 Complete these.

a 40 graduations is  minutes.

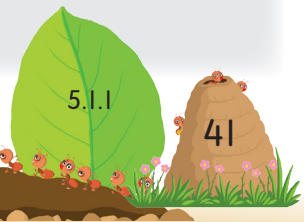
b When the minute hand moves from 12 to 7 it means  minutes.

c  minutes is when the minute hand moves from 12 to 11.

- Ask pupils to count in fives and relate it to the 5 times table.
- Surf <https://www.youtube.com/watch?v=qJIgqMcrFoE>



AB 115-116





# SAY AND WRITE THE TIME



What is the time now?

A quarter past five.



Five fifteen.



Five minutes past eight.



Ten o'clock.

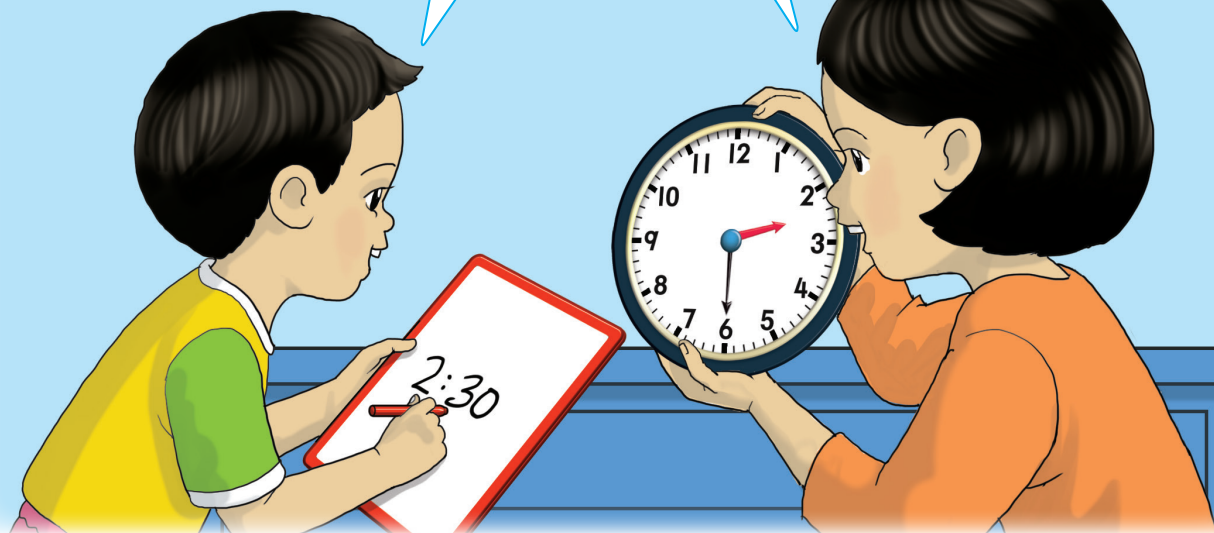


- Carry out a simulation to say the time using a model of an analogue and a digital clock.
- Emphasise the correct reading of time and the positions of the hour and minute hands for the time that is shown.
- Explain the position of the hour, minute, and colon on digital clocks.

3

Two thirty.

We usually say it as half past two.



4

Thursday

10/5/2018

Convert time from words to numerals.

five minutes  
past twelve

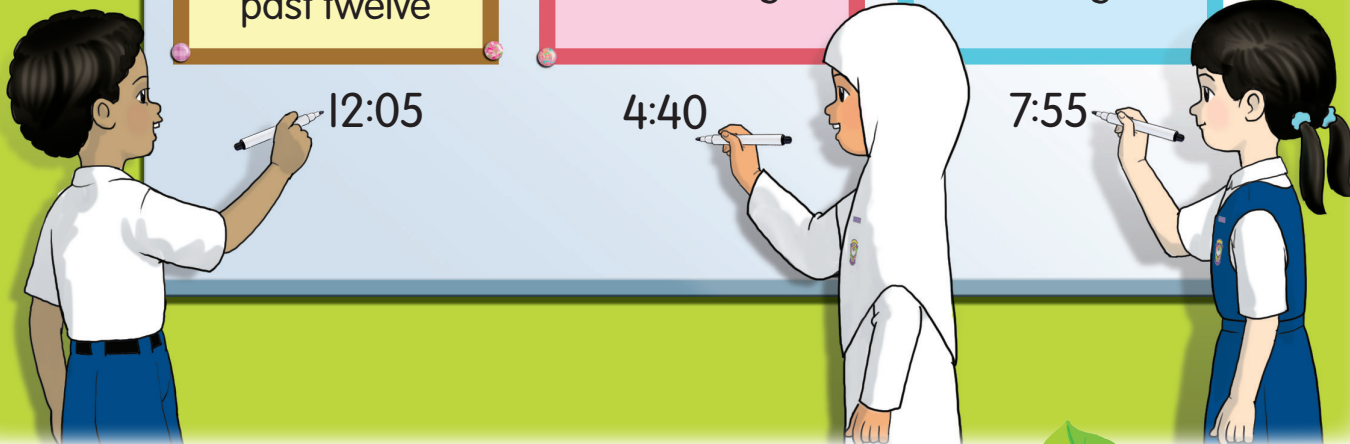
four forty

seven fifty five

12:05

4:40

7:55



TEACHER'S  
NOTES

- Emphasise how to state time in multiples of five minutes.
- Carry out activities to convert time from words to numerals using flash cards, analogue, and digital clock models.

5.1.2  
5.1.3

43



5

Write in words.

4:05

Lim, that is incorrect.

Five minutes past four

Four zero five



Are these two times the same? Discuss.



### LET'S ANSWER

1 Say the time.

a



b



c



2 Convert the time into numerals.

a

Eleven twenty

b

A quarter past two

3 Convert the time into words.

a



b



c



- Emphasise the correct writing of time in multiples of 5 minutes.
- Carry out activities to convert time from numerals to words using flash cards, analogue, and digital clock models.
- Inculcate the attitude of spending time with beneficial activities.

5.1.2  
5.1.3



# RECORD THE TIME

Let's record the time and the activities.



Morning



Exercise



Blow balloons



MY SCHOOL  
TELEMATCH

Afternoon

Evening



Treasure hunt



Lunch



Play *congkak*

Time	Activity
7:45 in the morning	Exercise
<input type="text"/>	Blow balloons
12:00 in the afternoon	<input type="text"/>
3:25 in the afternoon	<input type="text"/>
<input type="text"/>	Treasure hunt

Record the times and the activities for Sunday.



TEACHER'S  
NOTES

- Ask pupils to talk about and record their daily activities in school and after school.
- Discuss pupils' sequence of events during weekends or school holidays.

5.1.4

45



# LET'S ANSWER

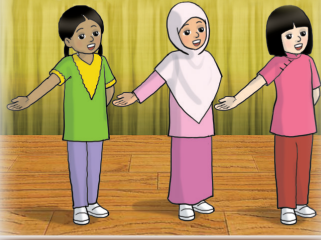
## CHILDREN'S DAY

Look at the Children's Day activities in the pictures. Complete the table.

Time	Activity



Singing of Patriotic Songs



### Example

#### Family Day

Time	Activity
8:45 in the morning	Exercise
9:00 in the morning	Blow and burst balloons
9:30 in the morning	Three-legged race

# LET'S EXPLORE

- Plan an activity.
- Record the time and activity.
- Talk about your activity.

- Prepare tables in MS Word and guide pupils to record time in the table such as their class time table, Teacher's Day celebration, school sports day, television programmes, and family day.
- Carry out Let's Explore activity in pairs.



# RELATIONSHIP IN TIME

## Hour and Minute

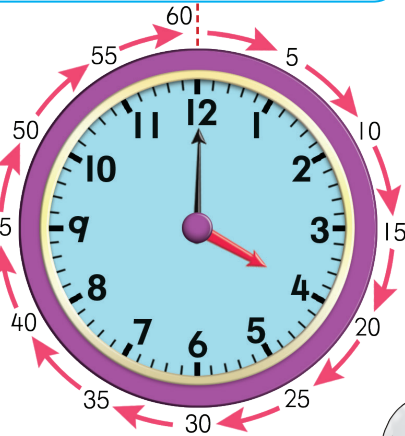
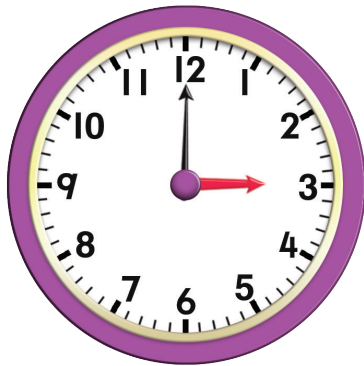
### BRIGHTEN THE LITTLE ONE'S DAY

#### ART AND MUSIC CLASS

EVERY SATURDAY: 3:00 - 4:00 in the afternoon  
(1 HOUR)

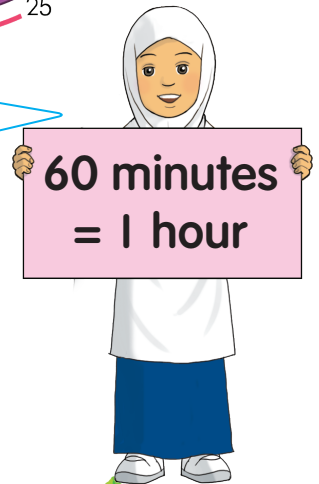


The minute hand moves 1 complete circle of 60 minutes.



When the hour hand moves from 3 to 4, it is 1 hour.

So, 60 minutes is the same as 1 hour.



What time is 1 hour after 12 o'clock?



TEACHER'S NOTES

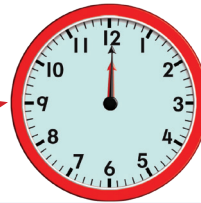
- Emphasise that when the minute hand moves, the hour hand also moves.
- Discuss activities that can be carried out within an hour.
- Review quarter hour, half an hour, three quarters of an hour, and relate them to 1 hour.

5.2.1

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## 2 Day and Hour

I complete circle of the hour hand is 12 hours.



12:00 noon

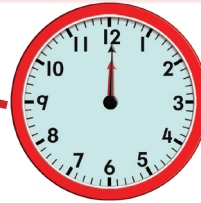


12 hours

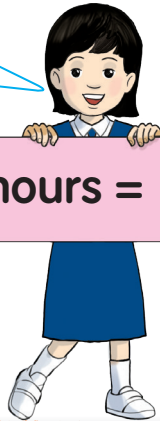
12 hours



12:00 midnight



The hour hand moves 2 complete circles a day. So, there are 24 hours in a day.



24 hours = 1 day

12 hours + 12 hours = 24 hours



### LET'S ANSWER

Complete these.

- a 1 hour =  minutes      b 1 day =  hours
- c Quarter of an hour =  minutes
- d  hour = 30 minutes

- Use a timeline to explain the 24 hours in a day.
- Discuss the time in a day such as dusk, daylight, and half a day as well as activities associated with those times.
- Discuss the countries that experience longer daytime than night-time.



# SOLVE IT



The time he left

When Alex arrived at school, the minute hand showed 4. What time did he arrive?



## Method

I use a clock model.



The time he arrived

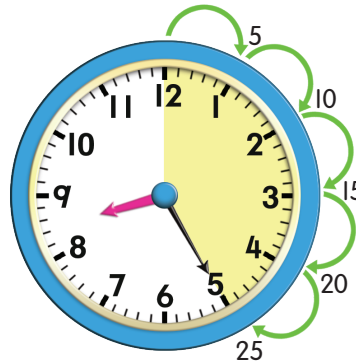
Alex arrived at his school at **7:20** in the morning.



Naveena and her family arrived at a banquet hall at 8:00 in the evening. Dinner started 25 minutes later. State the time the dinner started.

## Method

Count on in fives from 12. Stop at 5.



Dinner started at **8:25** in the evening.

TEACHER'S NOTES

- Guide pupils to solve problems through simulation using clock models and timelines.

5.3.1

49

- 3** The clock shows the start of a storytelling activity. The activity was carried out for an hour.



Start



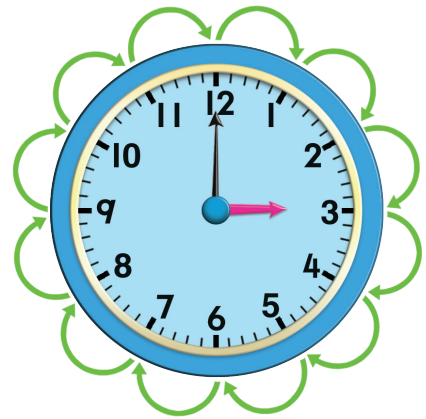
- a** State in words the time the activity started.

The activity started at **two o'clock**.

- b** At what time did the activity end?

### Method

1 hour is 1 complete circle of the minute hand.



End

The activity ended at **3 o'clock**.



## LET'S ANSWER

Solve the problems.

- 1 The *gotong-royong* started at 9:30 in the morning. State the time in words.



2



A chess game started at 4:00 in the afternoon. When it ended, the minute hand was pointing at number 8. What is the time?

3



Nani participated in a colouring competition which took 1 hour. How many minutes is that?

- 4 A group of Year 2 pupils visited Mega Aquaria. They entered at a quarter past three in the afternoon. Write the time in numerals.





## Wheel of Time

### Materials/Resources

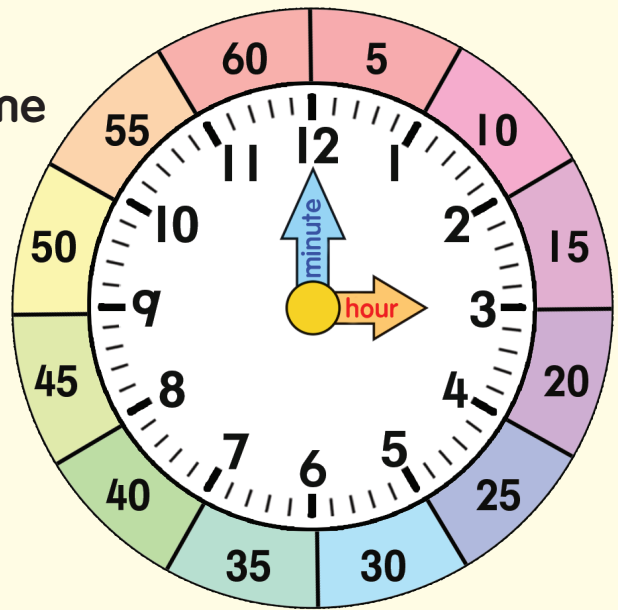
clock face cards, A4 paper, coloured pencils

### Participants

2 to 3 pupils per group

### Method

Use the clock face cards for the activities as in the examples shown.



Clock face card

### Activity 1

Pupil A moves the minute hand.  
Pupil B states how many minutes.

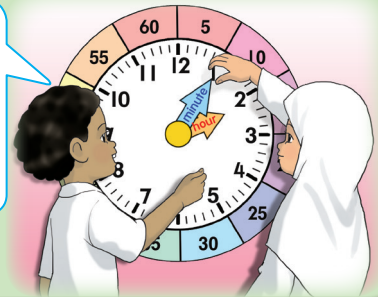
10 minutes.



### Activity 2

Pupil B shows the time.  
Pupil A states the time.

Five minutes past two.



### Activity 3

Pupil A states the time.  
Pupil B moves the hour hand.  
Pupil C moves the minute hand.

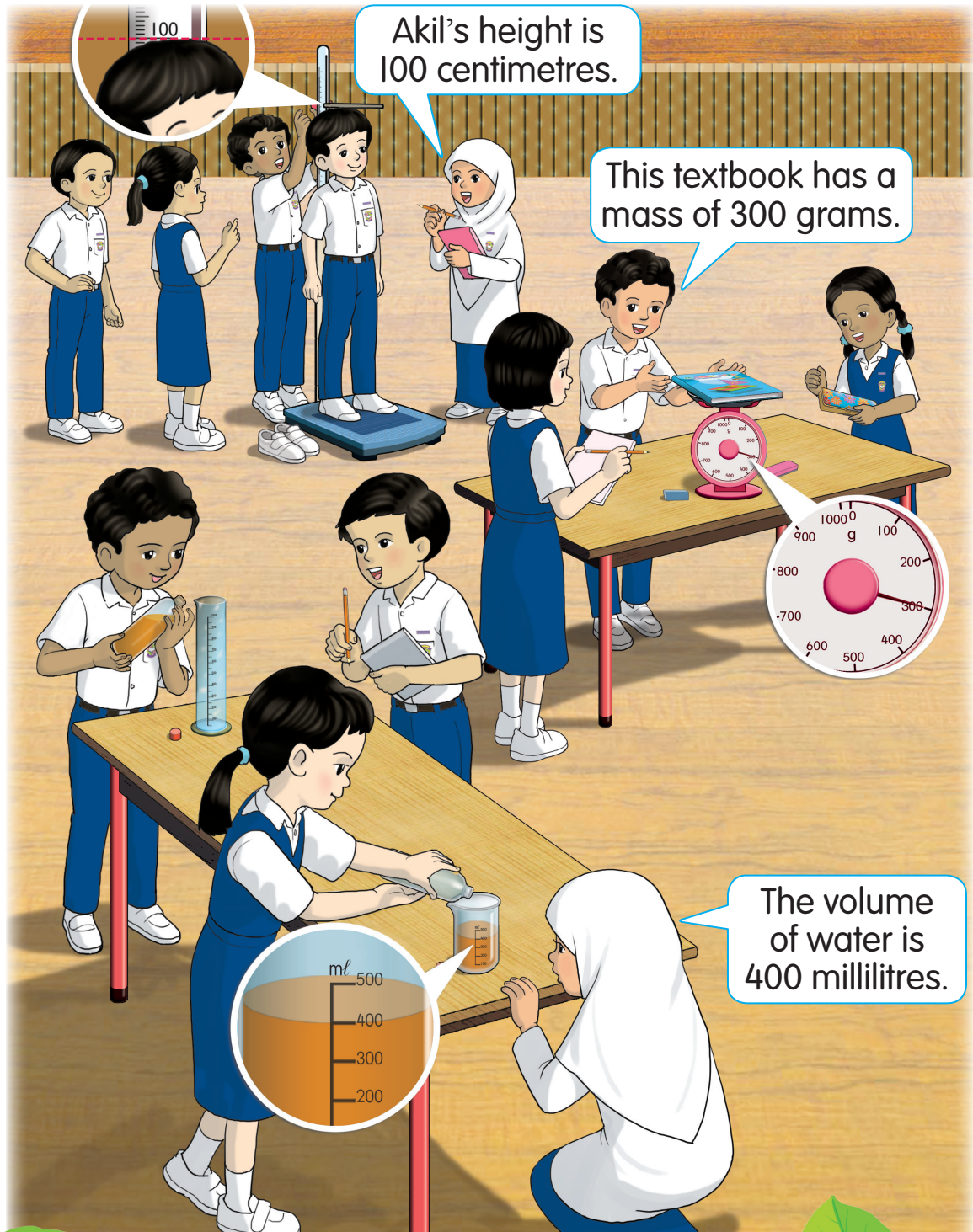
### Activity 4

Pupil A shows the time.  
Pupil B writes the time in numerals.  
Pupil C writes the time in words.

- Prepare complete and sufficient clock face cards for each group.
- Encourage pupils to switch roles in asking and answering the questions.
- Instil moral values of cooperation and tolerance.



# LENGTH, MASS, AND VOLUME OF LIQUID

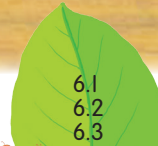
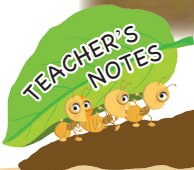


Akil's height is 100 centimetres.

This textbook has a mass of 300 grams.

The volume of water is 400 millilitres.

- Discuss with pupils the use of length, mass, and volume of liquid in daily life such as the length of cloth to make clothes, mass of body, and volume of water consumed in a day.

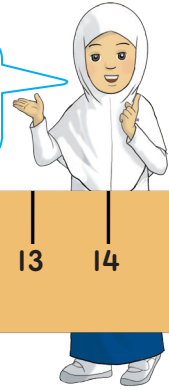




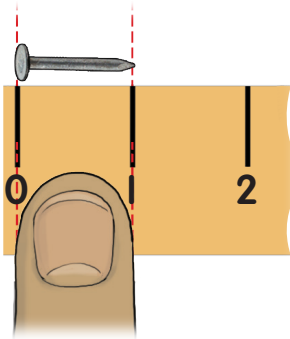
# RECOGNISE UNITS OF CENTIMETRE AND METRE



This is a 15-centimetre ruler.  
Each graduation is 1 centimetre.

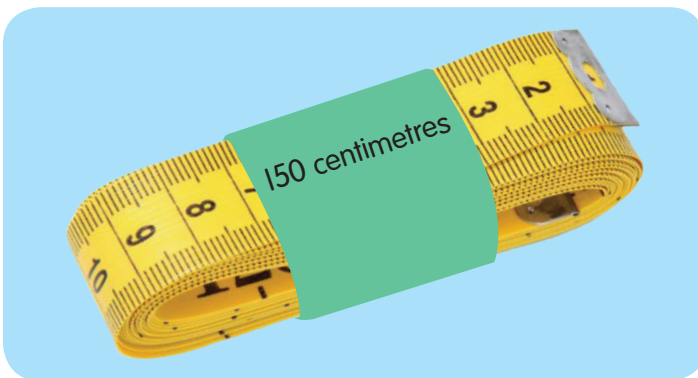
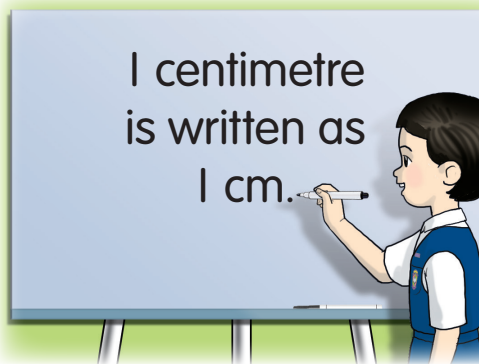


1 centimetre



The length of the nail and the width of the finger is 1 centimetre.

The symbol for centimetre is cm.



The length of the tape is .

- Ask pupils to look at the ruler graduations. Guide them to identify the length as well as the use of the cm symbol in daily life.
- Emphasise that the cm unit is used to measure short objects accurately. Introduce related terms to length such as high, short, and wide.

4 a

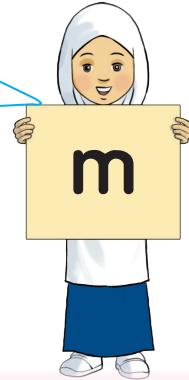
This is a metre ruler. Its length is equal to 100 centimetres.



1 centimetre



The symbol for metre is m.



b

1 metre is written as 1 m.



c



The length of the tape is .



## LET'S ANSWER

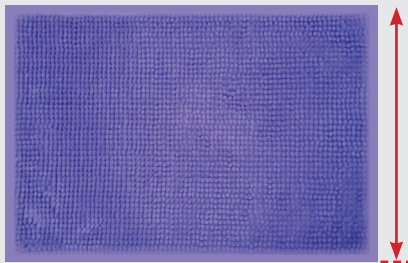
1 State the most suitable unit of length, cm or m.

a



8

b



25

c



5

2 Write the symbol for each unit of length.

a

2 centimetres

b

57 centimetres

c

3 metres

d

40 metres

TEACHER'S NOTES

AB 125

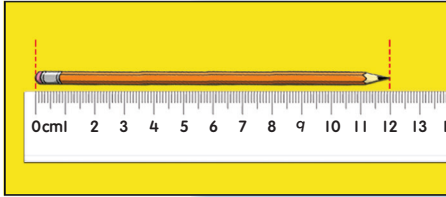
- Discuss the use of the unit metre in daily life which involves height, width, distance, and others.
- Emphasise that the unit metre is used to measure length of longer objects. Carry out simulations to observe graduations of a measuring tape.

6.1.1

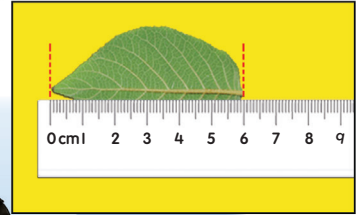
55



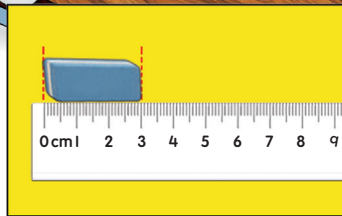
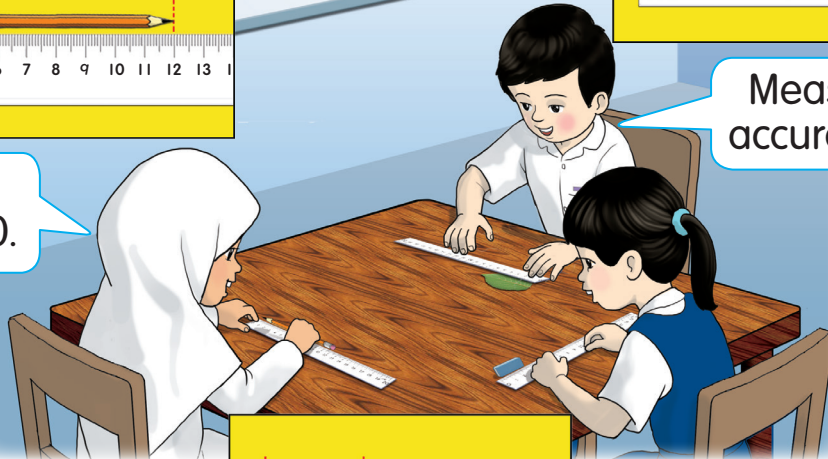
# MEASURE LENGTH OF OBJECTS AND DRAW STRAIGHT LINES



Start from 0.



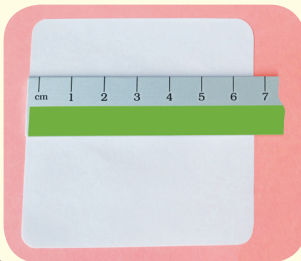
Measure accurately.



Object	Pencil	Rubber	Leaf
Length	12 cm	<input type="text"/> cm	<input type="text"/> cm



2 a



b



c



Which is the correct method to measure the paper above? Discuss.

- Guide pupils to measure the length of objects around them using rulers or measuring tapes. Emphasise measuring lengths in cm or m without involving decimals.
- Ask pupils to record the length of objects, such as the height of a plant one week after germination of its seed.
- Surf <http://www.mathworksheets4kids.com/length/object-ruler-cm1.pdf>

3

a



The width of the classroom door is 128 cm.

b



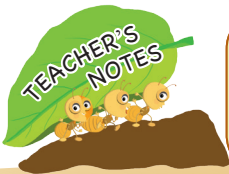
The length of the mural is 2 m.

c

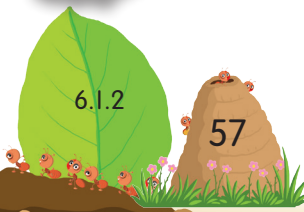


The length of the frame is  m.

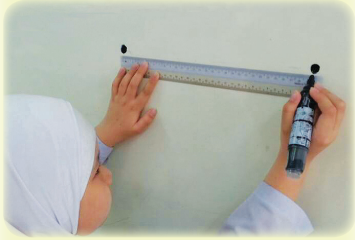
Try to measure other objects.



- Guide pupils to measure lengths and mark distances of objects around the school in cm and m.
- Carry out activities in groups and ask group leaders to record their findings.



4 a

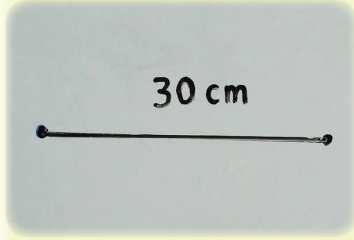


Mark dots at 0 and 30.



Join the two dots with a ruler.

I draw a 30 cm straight line.

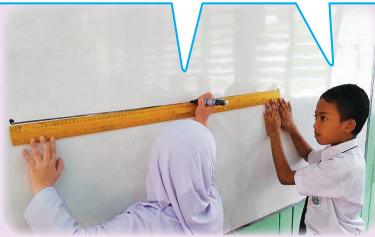


Write 30 cm.

b

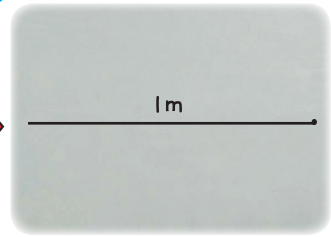


Mark dots at 0 and 100.



Join the two dots with a ruler.

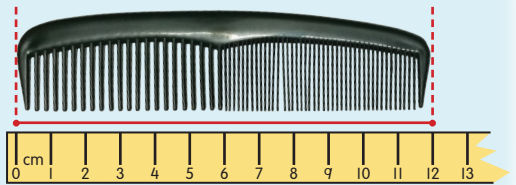
We draw a 1 m straight line.



Write 1 m.

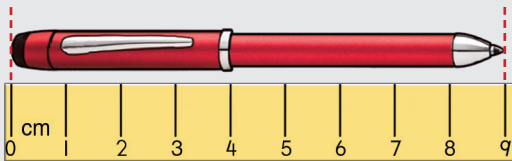


Draw the length of a comb as a straight line on a paper. Measure the length of the straight line.



### LET'S ANSWER

1 State the length of the pen.



2 Draw a straight line:

- a 9 cm.
- b 2 m.

- Emphasise that the position of the ruler cannot be shifted when drawing the line.
- Guide pupils to draw straight lines of more than 1 m.
- Surf <http://www.mathworksheets4kids.com/length/tape-cm1.pdf>



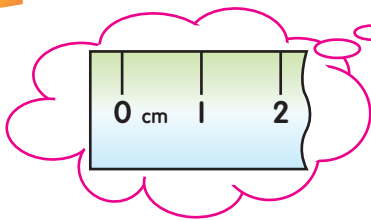
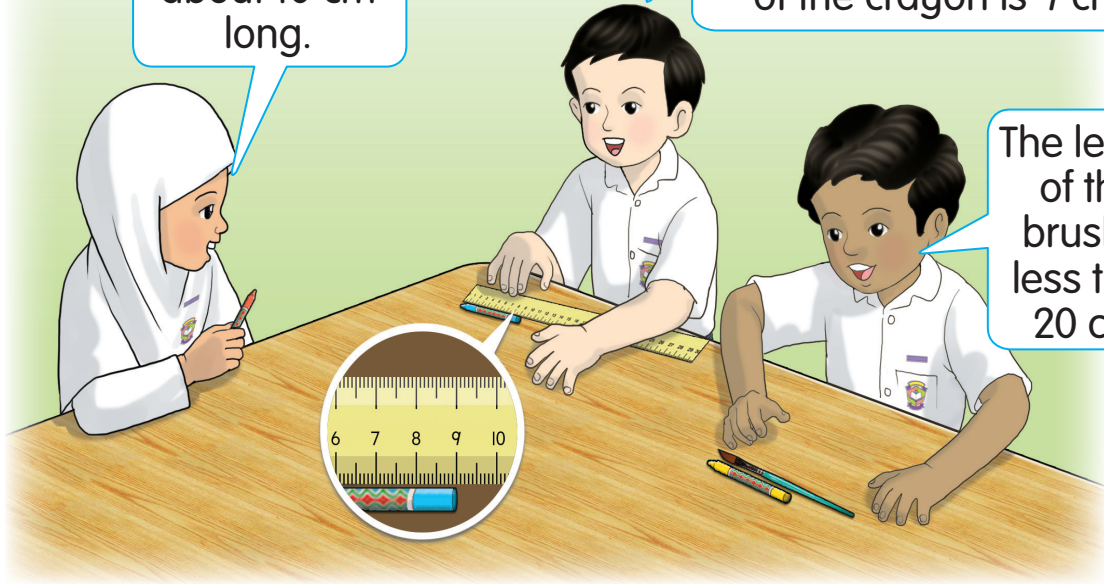
## ESTIMATE LENGTH OF OBJECTS



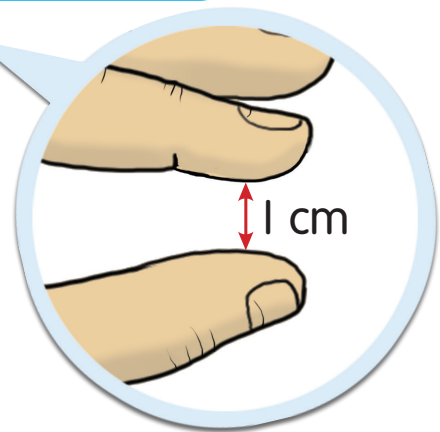
This crayon is about 10 cm long.

Aini's estimation is almost accurate. The actual length of the crayon is 9 cm.

The length of this brush is less than 20 cm.



Try to show 1 cm like this.



Name other objects that measure less than 15 cm.



- Carry out group activities to estimate lengths of other objects.
- Guide pupils to estimate and measure actual lengths of objects. Discuss the difference in measurement.





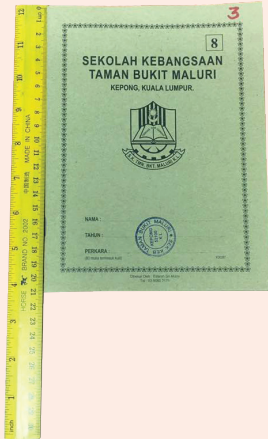
# LET'S EXPLORE

## Method

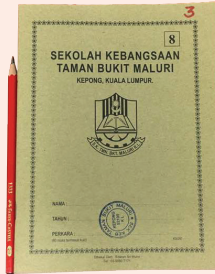
**1** Measure the length of a pencil.



**3** Measure the actual length of the exercise book.



**2** Use the pencil to estimate the length of an exercise book.



**4** Use the pencil to estimate the length of other objects.

**5** Measure the objects. Record the actual length.

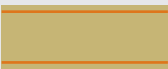
**6** Compare both lengths.

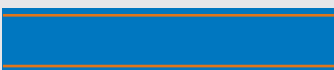
Object	Estimated length/height	Actual length/height
Length of exercise book	<input type="text"/> cm	<input type="text"/> cm
Height of bottle	<input type="text"/> cm	<input type="text"/> cm
Length of watch	<input type="text"/> cm	<input type="text"/> cm




# LET'S ANSWER

Estimate the length of each object.

**a**  5 cm

  cm

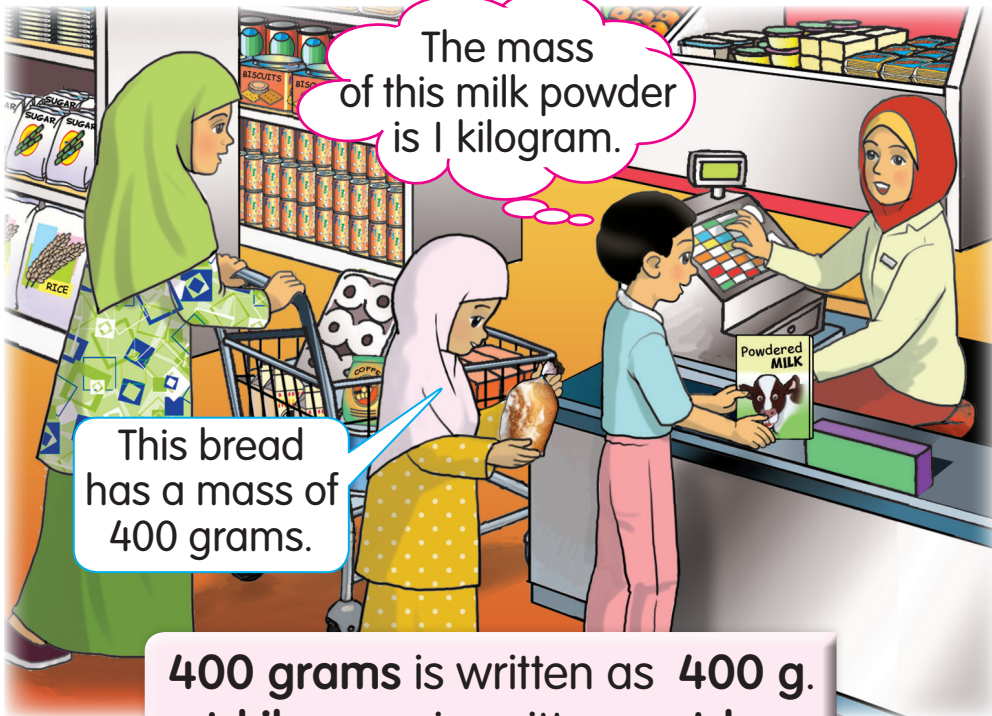
**b**  3 cm

  cm

- Guide pupils to carry out Let's Explore in groups. Ask a representative from each group to present their group's work.
- Carry out activities to estimate lengths of objects in metres based on the length of a 1-metre ruler.



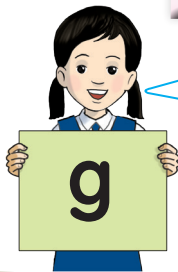
# RECOGNISE UNITS OF GRAM AND KILOGRAM



This bread has a mass of 400 grams.

The mass of this milk powder is 1 kilogram.

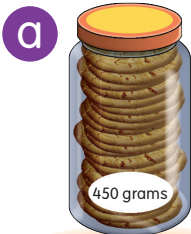
400 grams is written as 400 g.  
1 kilogram is written as 1 kg.



The symbol for gram is g.



The symbol for kilogram is kg.



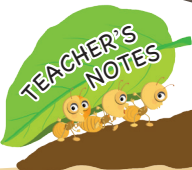
450 grams is written as 450 g.



120 grams is written as .



3 kilograms is written as .

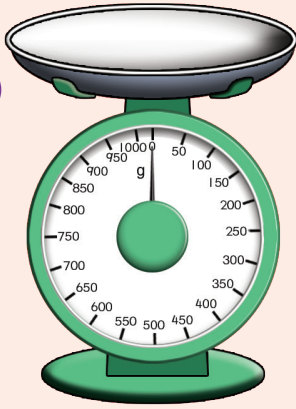


- Discuss units of kg and g found in pamphlets or goods brochures.
- Ask pupils to state examples of mass, in kg and g, in daily life. Emphasise the symbols g and kg.



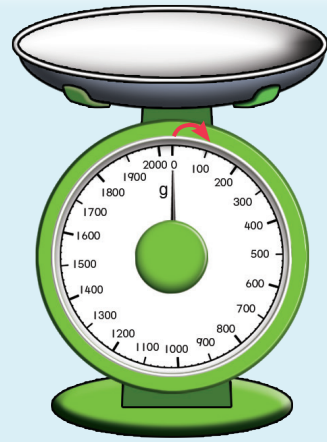
3

a



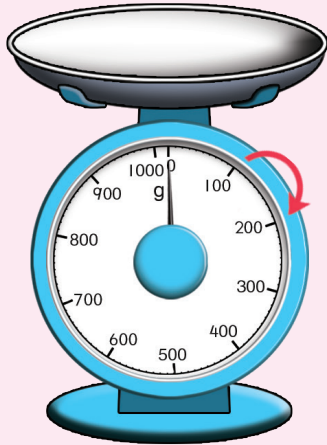
Each graduation is 50 g.

b



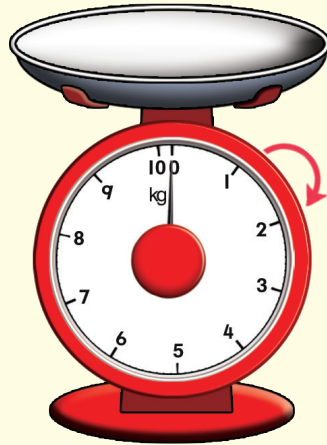
Each graduation is 100 g.

c



Each graduation is .

d



Each graduation is .



### LET'S ANSWER

1 State a suitable mass unit, g or kg.

a



2

b



300

c



60

2 Write the symbol for the mass unit below.

a

100 grams

b

700 grams

c

3 kilograms

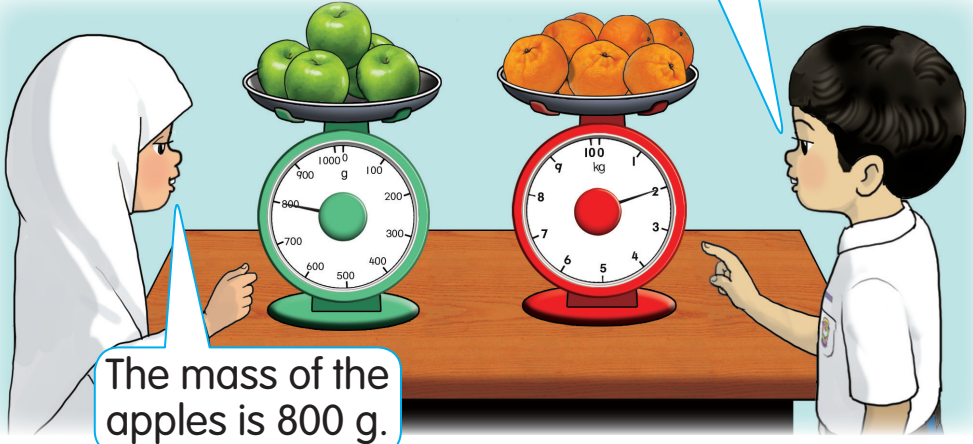


# WEIGH THE MASS OF OBJECTS



Before an object is weighed, make sure the needle points to 0.

The mass of the oranges is 2 kg.



The mass of the apples is 800 g.



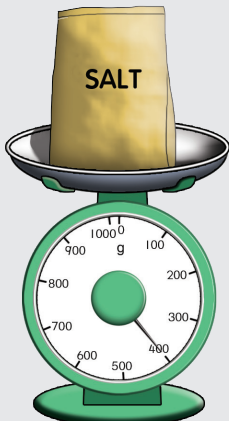
Which has more mass, biscuits or cotton?



## LET'S ANSWER

Say the mass of each object.

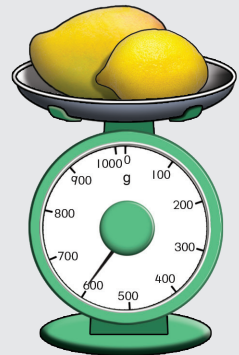
a



b



c



TEACHER'S NOTES

AB 130

- Emphasise that the mass of an object does not depend on its size. For example, when comparing the mass of a sponge and a stone.

6.2.2

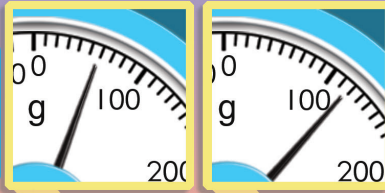
63



# ESTIMATE THE MASS OF OBJECTS

1

The mass of this *ciku* is 60 g.



I estimate the mass of 2 *ciku* is about 110 g.

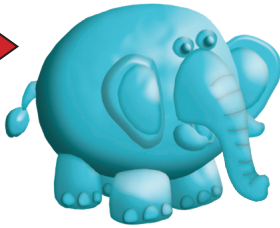


Your estimation is almost accurate. The actual mass is 120 g.

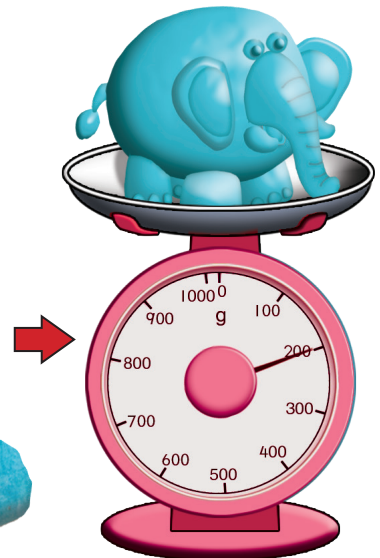
2



The mass of plasticine to make an elephant model is 300 g.



Estimate the mass of this elephant model.



The mass of the elephant model is 200 g.



# LET'S EXPLORE

## Method

- 1 Weigh a big marble.
- 2 Estimate the mass of a small marble.
- 3 Weigh the small marble to find its actual mass.



- 4 Use the big marble's mass to estimate the mass of other objects.
- 5 Weigh the objects. Record the actual mass.
- 6 Compare both mass.

Object	Estimated mass	Actual mass
Small marble	<input type="text"/> g	<input type="text"/> g
Aluminium can	<input type="text"/> g	<input type="text"/> g
Magazine	<input type="text"/> g	<input type="text"/> g



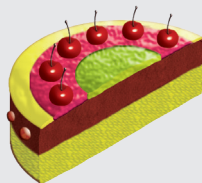
# LET'S ANSWER

Estimate the mass of each object.

a



240 g



g

b



10 kg



kg

TEACHER'S NOTES

- Guide pupils to estimate and weigh mass of objects in groups.
- Emphasise using suitable weighing tools in estimating mass and finding actual mass in g and kg.
- Discuss with pupils the importance of estimating the mass of objects in their daily lives.

6.2.2  
6.2.3



# RECOGNISE UNITS OF MILLILITRE AND LITRE



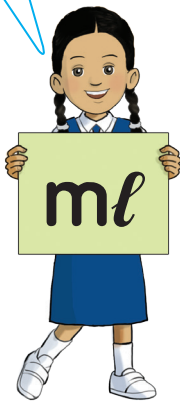
The volume of milk is 1 litre.



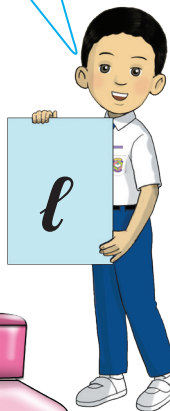
The volume of this orange juice is 350 millilitres.

350 millilitres is written as 350 ml.  
1 litre is written as 1 l.

The symbol for millilitre is ml.



The symbol for litre is l.



Write fifteen litres.



Say the volume of liquid in ml or l.

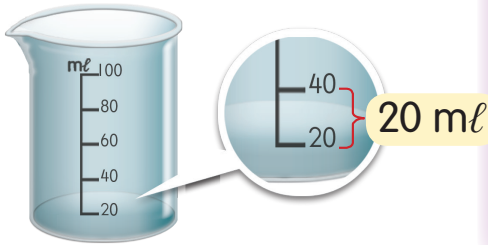


- Discuss the volume of liquid, in millilitre and litre, found in daily life. Ask pupils to look at the size of containers and their volumes.
- Emphasise the correct way of writing the symbols l and ml.

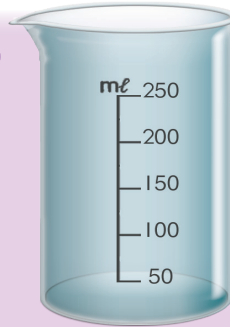
2 a



This is a 100 ml beaker. Each graduation is 20 ml.



b



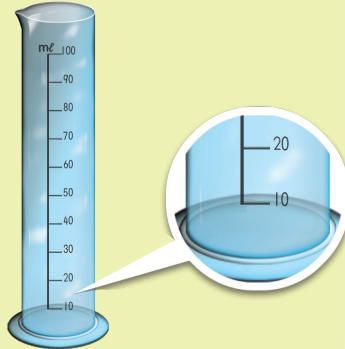
This is a 250 ml beaker.



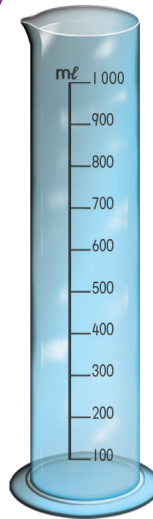
Each graduation is  ml.

c

This is a 100 ml measuring cylinder. Each graduation is 10 ml.



d



This is a 1 l measuring cylinder. Each graduation is  ml.



## LET'S ANSWER

1 State a suitable volume unit, ml or l.



150



10

2 Write the symbol for the volume units below.

a 200 millilitres

b 600 millilitres

c 4 litres

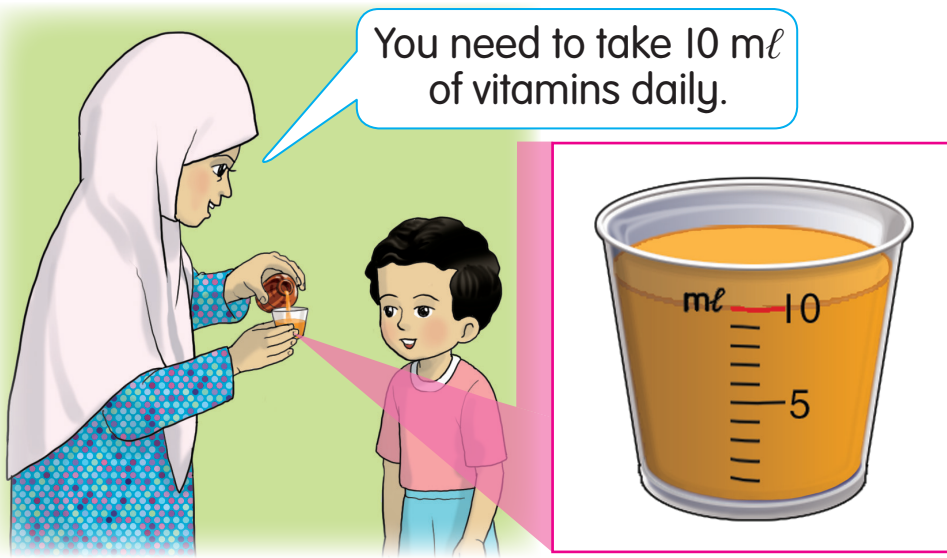
d 9 litres



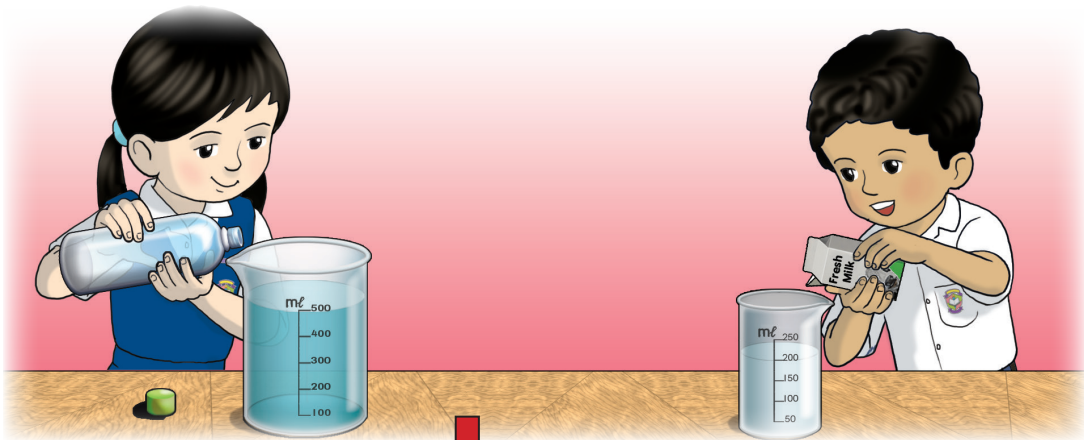


# MEASURE VOLUME OF LIQUID

1

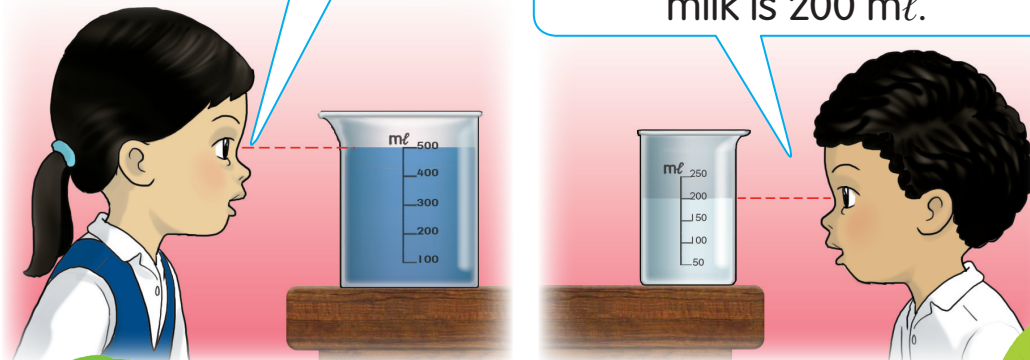


2



The volume of water is 500 ml.

Look at the volume of liquid at eye level. The volume of milk is 200 ml.



TEACHER'S NOTES

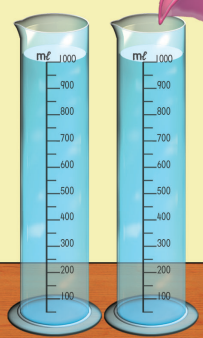
- Guide pupils to measure the volume of liquid using suitable measuring tools. Instil moral values such as cautiousness in taking liquid medicine to avoid overdose.
- Emphasise that the reading of the volume of liquid must be seen at eye level.

6.3.2

3



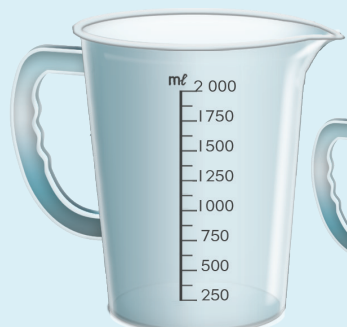
I measure 1 l of liquid.



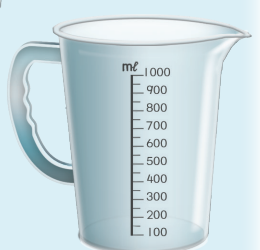
I measure 2 l of liquid.



2 litres of milk is to be filled into 2 containers as shown in the picture. What is the volume of milk in each container?



2 l



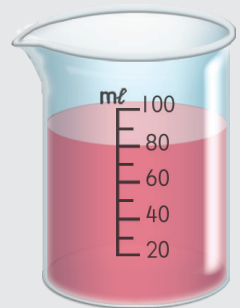
1 l



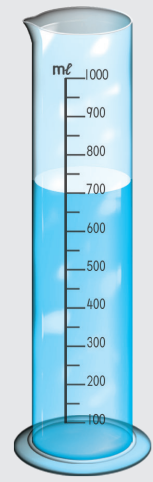
### LET'S ANSWER

What is the volume of liquid in each container?

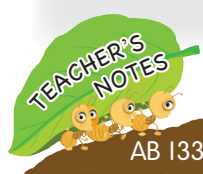
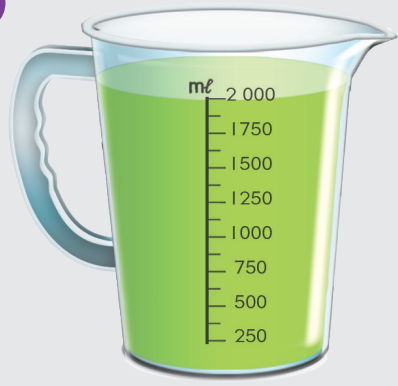
a



b



c



AB 133

- Guide pupils to measure volume of liquid using a variety of measuring tools.
- Emphasise the use of appropriate measuring tools to measure the volume needed. For example, 100 ml beaker to measure the volume of water within the range of 20 ml to 100 ml.



63.2



69



## ESTIMATE VOLUME OF LIQUID

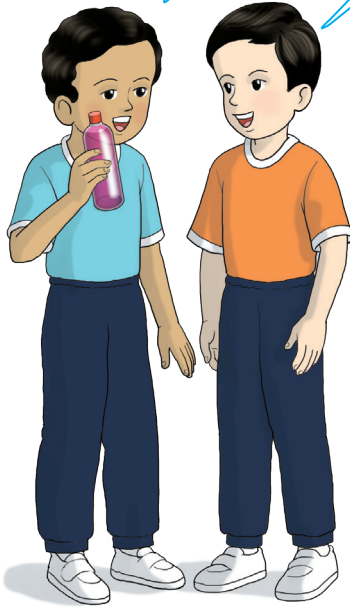
1

The volume of this water may be 500 ml.

I estimate it is less than 700 ml.

Our estimation is almost exact.

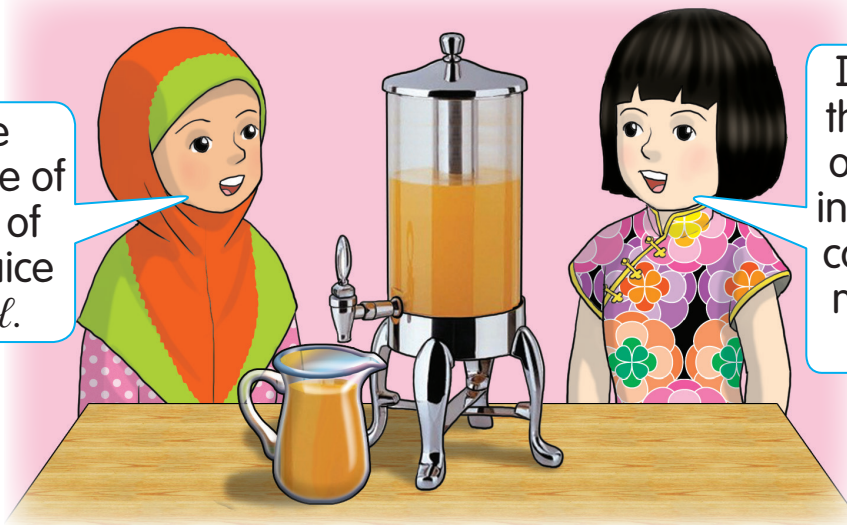
Correct, Ikram. Its volume is 600 ml.



2

The volume of 1 jug of this juice is 1 l.

I estimate the volume of the juice in this water container is more than 1 l.



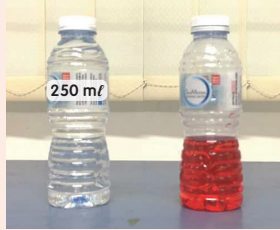
- Guide pupils to estimate the volume of liquid in ml and l in different containers.
- Ask pupils to make conclusions using more or less.
- Surf <http://www.mathworksheets4kids.com/capacity/jug-1liter-1.pdf>
- Surf <http://www.mathworksheets4kids.com/capacity/more-less-metricl.pdf>



## LET'S EXPLORE

### Method

- 1 Prepare the liquid as shown in the picture.
- 2 Estimate the volume of the red liquid. Record it.
- 3 Measure the actual volume of the red liquid. Record it.



- 4 Repeat steps 2 and 3 for the green liquid.
- 5 Compare the two volumes.

Liquid	Estimated volume	Actual volume
Red liquid	<input type="text"/> ml	<input type="text"/> ml
Green liquid	<input type="text"/> ml	<input type="text"/> ml



## LET'S ANSWER

Estimate the volume of the liquid.

a

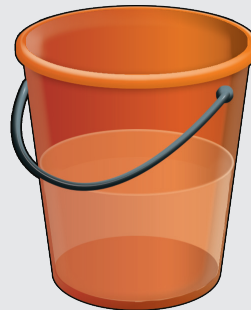


400 ml

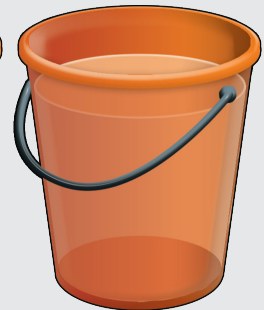


ml

b



l



5 l

TEACHER'S NOTES

- In groups, guide pupils to estimate and measure the actual volume of the liquid. Ask pupils to compare the estimated volume and the actual volume.

6.3.2  
6.3.3

71

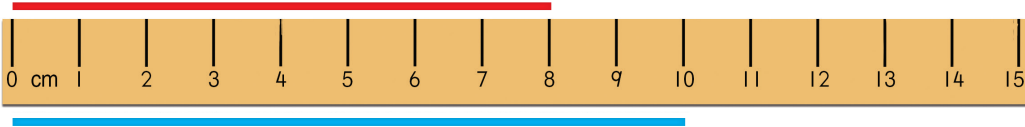


## SOLVE IT



Sarina uses 8 cm of red thread. She also uses 10 cm of blue thread. State which thread is longer.

### Method



10 cm is longer than 8 cm.

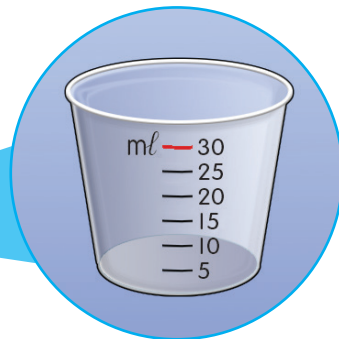
The blue thread is longer.

2



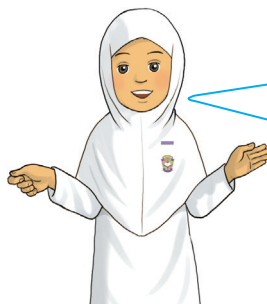
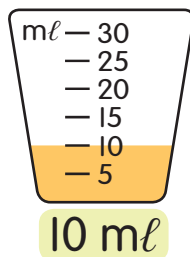
Take 10 millilitres once a day.

All right, sir.



Mark the volume of the medicine to be taken. State its volume.

### Method



I mark the volume of the medicine.

The volume of the medicine is 10 ml.

3

## Cable Car Ticket Price

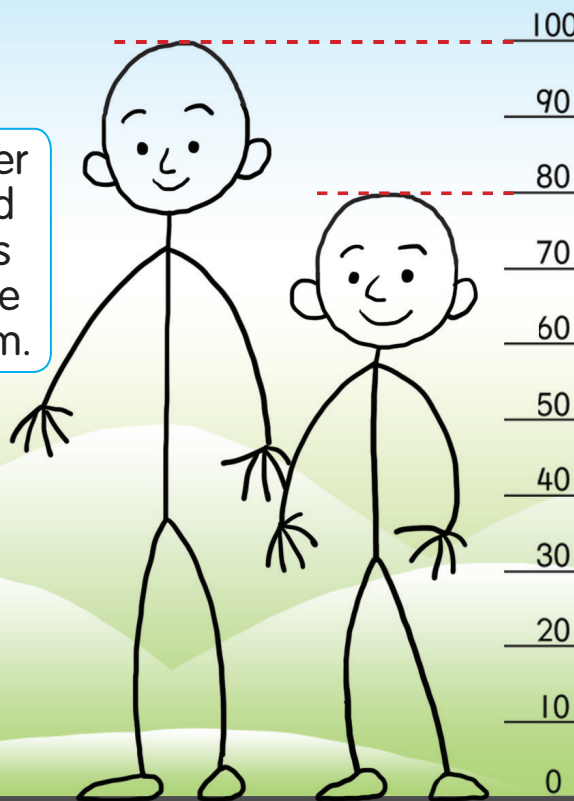
Adult	RM20
Child	RM15
Child (less than 90 cm tall)	Free

Kamal's height is 1 m. His younger brother does not need to pay. Estimate his brother's height.



### Method

Kamal's brother does not need to pay. So, his height must be less than 90 cm.



Mark the estimated height of Kamal's brother.



His brother's height is about **80 cm**.

TEACHER'S NOTES

- Guide pupils to find information such as what is given and what is asked for.
- Emphasise that 100 cm is equal to 1 m.

6.4.1

73





# LET'S ANSWER

Scan me



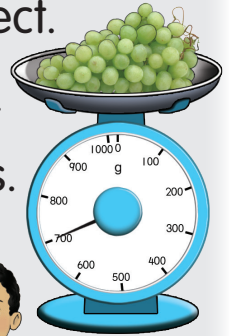
Solve the problems.

- 1 Mother measures the objects shown in the table.

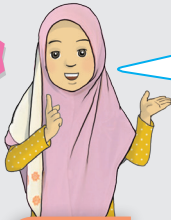
Object	Wire	Coloured tape	Ribbon
Length	5 cm	18 cm	30 cm

Draw a straight line for the length of each object.

- 2 The picture shows the mass of grapes bought by Erma's father. State the mass of the grapes.



- 3 I want to drink 350 ml of apple juice.



Nori

- I want to make 2 l of apple juice.



Gobi

State which container they should use.

a



b



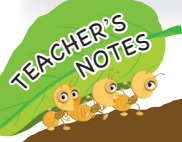
c



d



- 4 The height of a lorry is 3 m. Can the lorry pass through the tunnel shown in the picture? Give a reason.



- Solve the problems given using suitable methods.
- Provide more questions in worksheets or question cards.

6.4.1

75





## Match Me

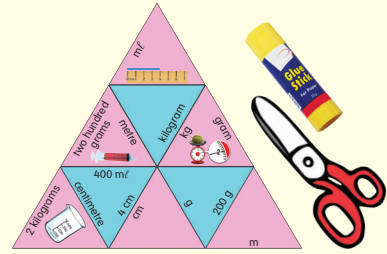
**Materials/  
Resources**

glue, scissors, triangle diagram, A4 paper

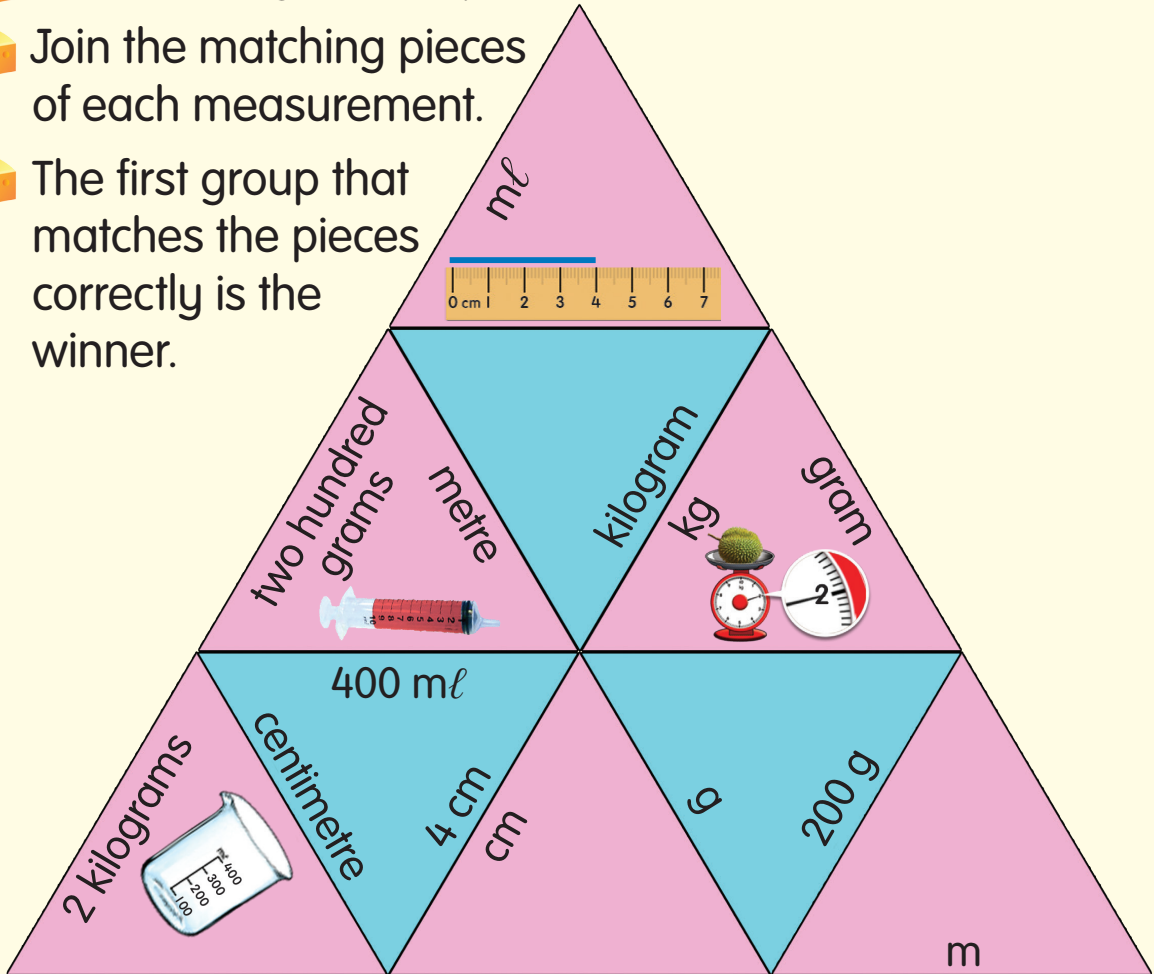
**Participants**

2 pupils per group

**Method**



- 1 Make copies of the triangle diagram below.
- 2 Cut the triangle into 9 pieces.
- 3 Join the matching pieces of each measurement.
- 4 The first group that matches the pieces correctly is the winner.



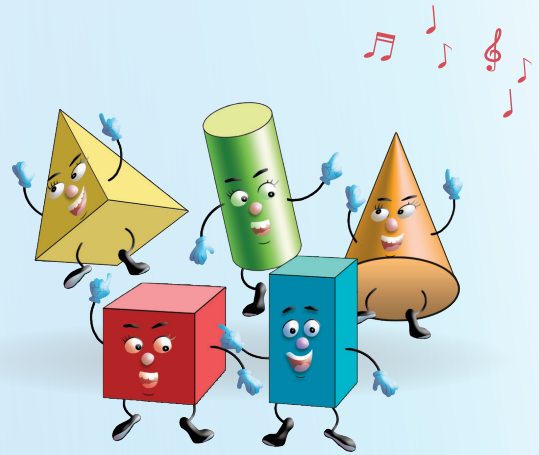
- Provide sufficient materials for this group activity.
- Make copies of the triangle diagram.



# SHAPES

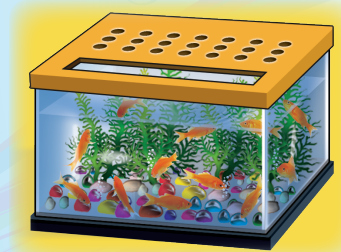
## Shapes Song

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 me

TEACHER'S NOTES

- Sing the song to the tune of *The Mulberry Bush*. While singing, pupils show 3-D shapes using real objects.
- Teacher is encouraged to add lyrics for other 3-D shapes.

7.1.1

77



# IDENTIFY 3-D SHAPES

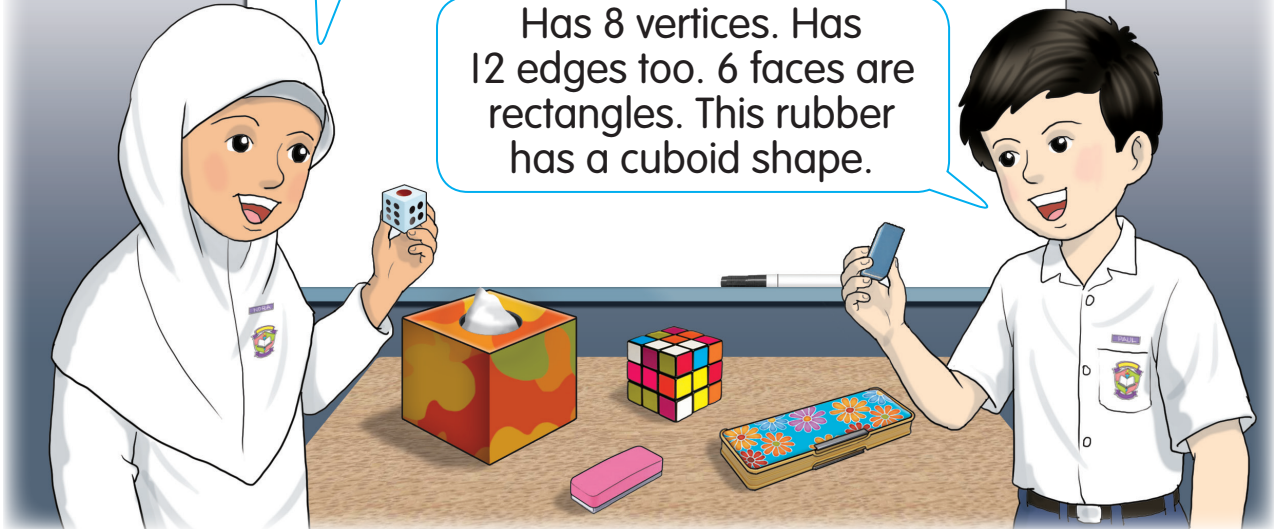


Has 6 flat surfaces.  
All faces are the same size.  
Has 8 vertices. Has 12 edges.  
The dice has a cube shape.

Monday

10/9/2018

Has 8 vertices. Has 12 edges too. 6 faces are rectangles. This rubber has a cuboid shape.



Look at a cube and a cuboid.  
Talk about the differences.

Characteristics	Object	Shape
<ul style="list-style-type: none"> <li>6 flat square faces</li> <li>8 vertices</li> <li>12 straight edges</li> </ul>		 Cube
<ul style="list-style-type: none"> <li>6 flat rectangular faces</li> <li>8 vertices</li> <li>12 straight edges</li> </ul>		 Cuboid

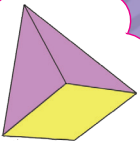
- Carry out exploration activities in the classroom to identify 3-D shapes by describing their characteristics.
- Carry out question and answer activity with pupils on other objects.

2

- 4 flat triangular faces
- 1 flat square face
- 5 vertices
- 8 straight edges

What is this shape?

Pyramid.



Cone  
Pyramid  
Cylinder

- 1 flat face
- 1 curved face
- 1 vertex

Has  
1 curved face.  
2 flat faces.  
This is a  
cylinder.

Cone

Pyramid

Cylinder

## LET'S ANSWER

Name the 3-D shapes as described.

a

1 vertex

1 flat face

1 curved face

b

2 flat square  
faces

8 vertices

4 flat rectangular  
faces

TEACHER'S  
NOTES

AB 139

- Encourage pupils to build mind maps of the characteristics of 3-D shapes for cubes, cuboids, cones, pyramids, and cylinders.
- Carry out simulations to explain flat faces, curved faces, vertices, and straight edges.

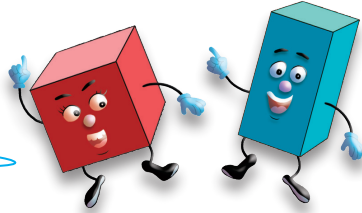
7.1.1

79

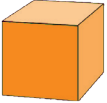

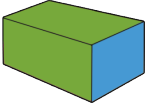


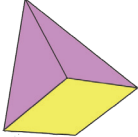


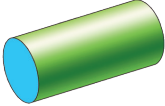







# IDENTIFY BASIC SHAPES

I have 6 square faces.



I have 2 square faces and 4 rectangular faces.

3-D shape	Name	Basic shape	Number
	Cube		6
	Cuboid		4
			2
	Pyramid		4
			1
	Cylinder		1
			2
	Cone		1
			1



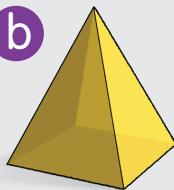
## LET'S ANSWER

State the basic shapes for each 3-D shape.

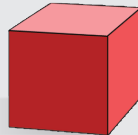
a



b



c



d



e



- Carry out simulations by asking pupils to name basic shapes in 3-D shapes. State that a cone's basic shapes are a circle and a sector.
- Carry out group activities to make various patterns using basic shapes and ask pupils to talk about them.



# RECOGNISE NETS OF 3-D SHAPES

1

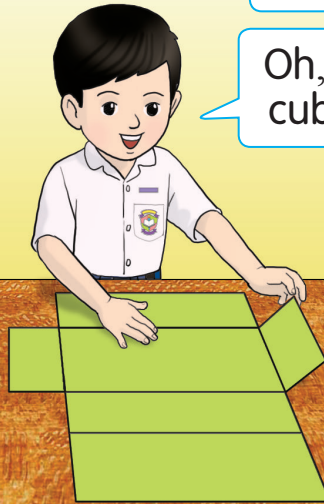
Open the box.  
What did you  
get?

I got  
6 squares.

I got 6  
rectangles.

This is  
a cube net.

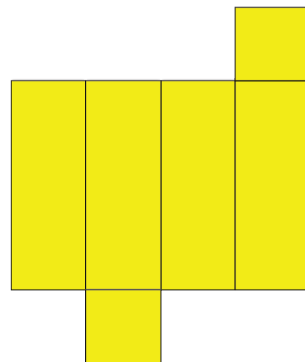
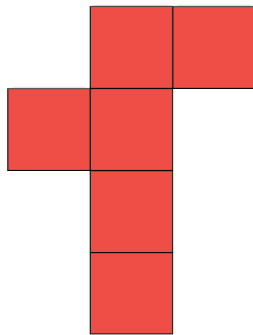
Oh, this is a  
cuboid net.



2

This is  
a cube net,  
too.

This cuboid net has  
4 rectangles. Another  
2 are squares.



Try to make other nets of a cube  
and a cuboid. Talk about it.

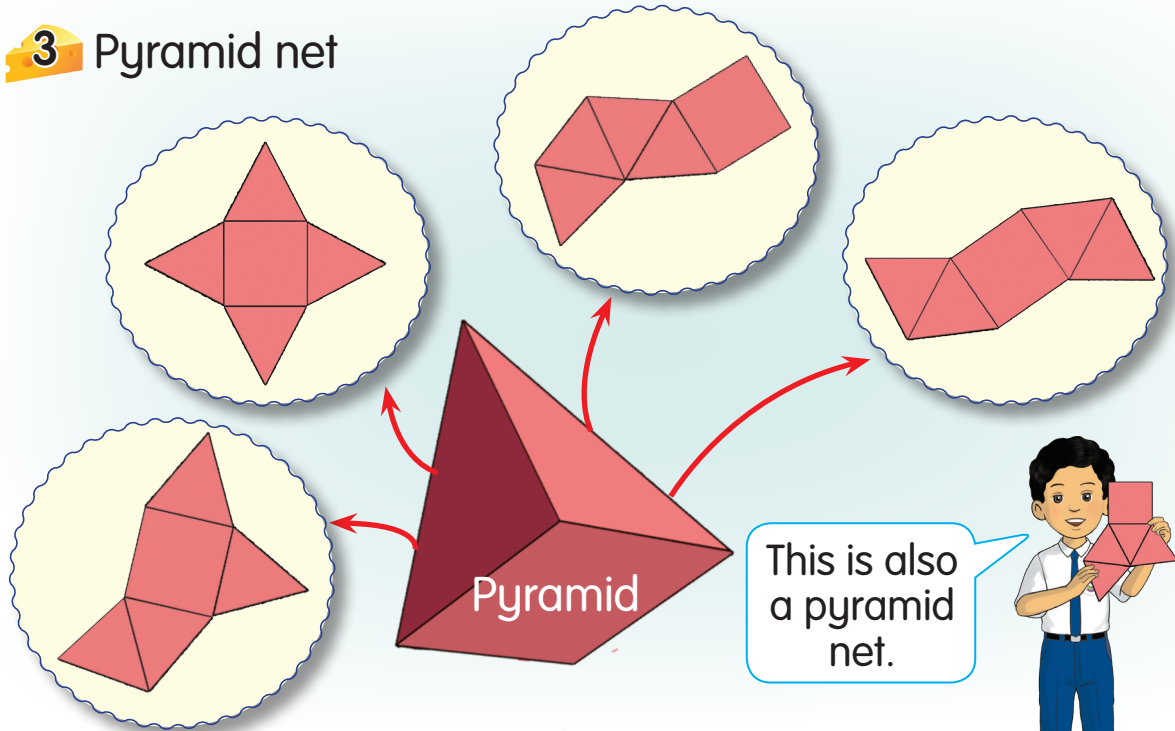
TEACHER'S  
NOTES

- Explain that net is a flat shape obtained by unfolding a 3-D shape. Carry out simulations to relate it to basic shapes to enhance pupil's understanding.
- Prepare a variety of cube and cuboid nets. Ask pupils to talk about the nets.

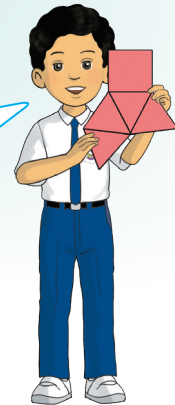
7.1.3

81

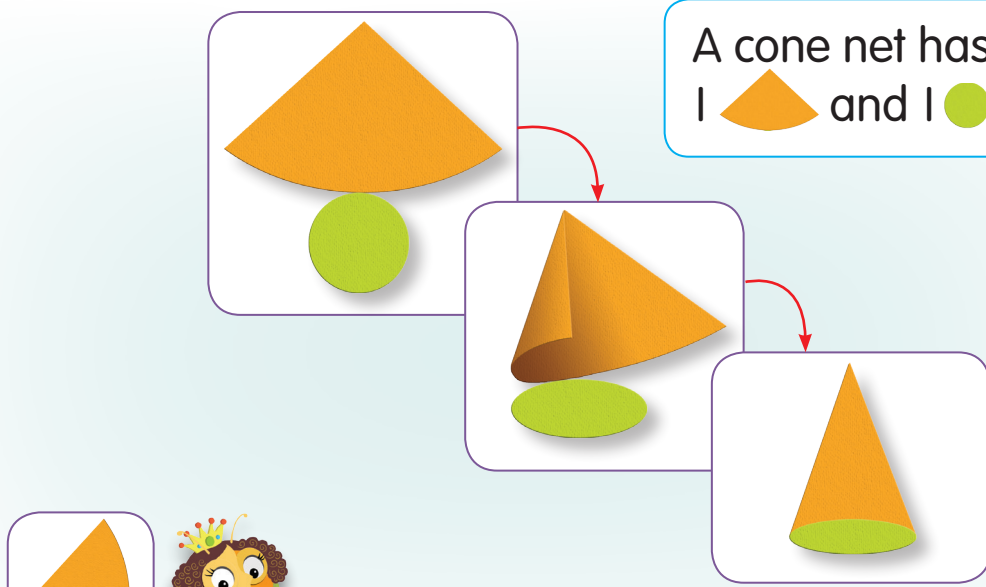
### 3 Pyramid net



A pyramid net has 4  and 1 .



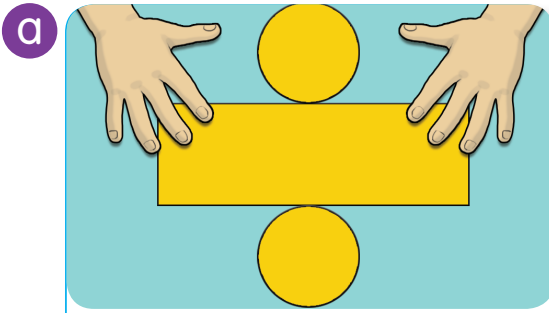
### 4 Cone net



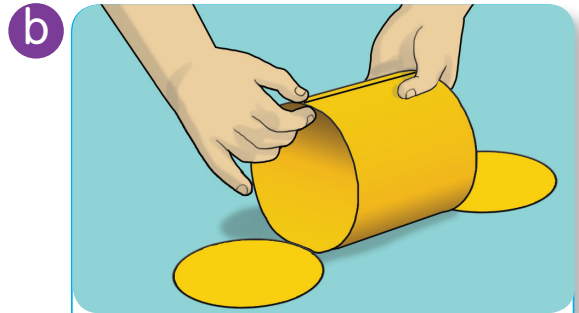
Is this a cone net? Why?



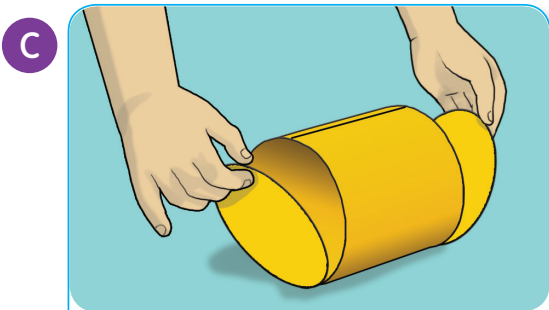
## 5 Cylinder net



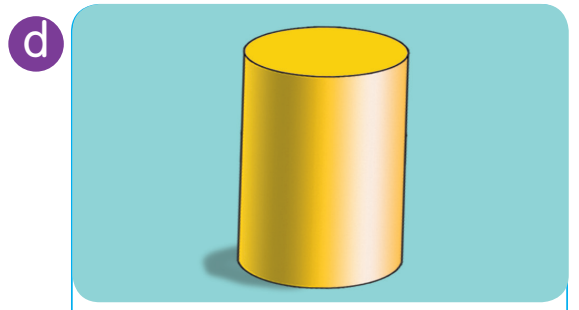
A rectangle and  
2 circles.



Join the rectangle  
together.



Join the 2 circles.

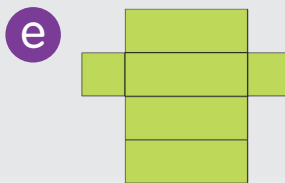
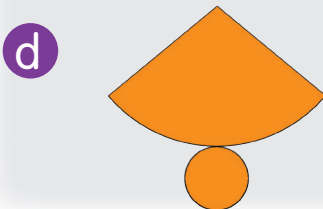
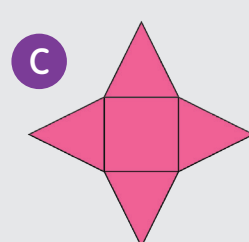
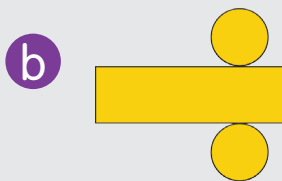
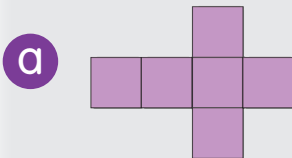


This is a cylinder.



### LET'S ANSWER

Name the 3-D shape for each net below.







## IDENTIFY 2-D SHAPES












The picture frame surface has 4 corners. All the sides are of the same length.

That is a square.

The surface of this book is not a square.

- Ask pupils to talk about surfaces of other objects or 2-D patterns in the picture above based on descriptions of characteristics.
- Emphasise that 2-D shapes are found on the surfaces of 3-D objects in daily life.

2

Characteristics			Shape	Name of shapes
Number of straight sides	Number of curved sides	Number of corners		
4	0	4		
	0	4		Rectangle
3		3		
0	1			Circle

Complete the table above.



## LET'S ANSWER

What is the 2-D shape for the given characteristics?

a

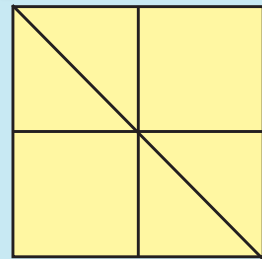
3 corners

b

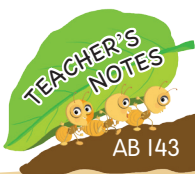
No corners

3 straight sides

No straight sides



How many squares, rectangles, and triangles are there in the diagram above?



AB 143

- Summarise characteristics of 2-D shapes based on the surfaces of real-life 3-D objects.
- Use a variety of 2-D patterns for pupils to identify 2-D shapes. For example, mural patterns, gift wrappers, and carpets.
- Emphasise to pupils that a corner is also known as vertex. Vertex can be used in 2-D and 3-D shapes.

7.2.1

85

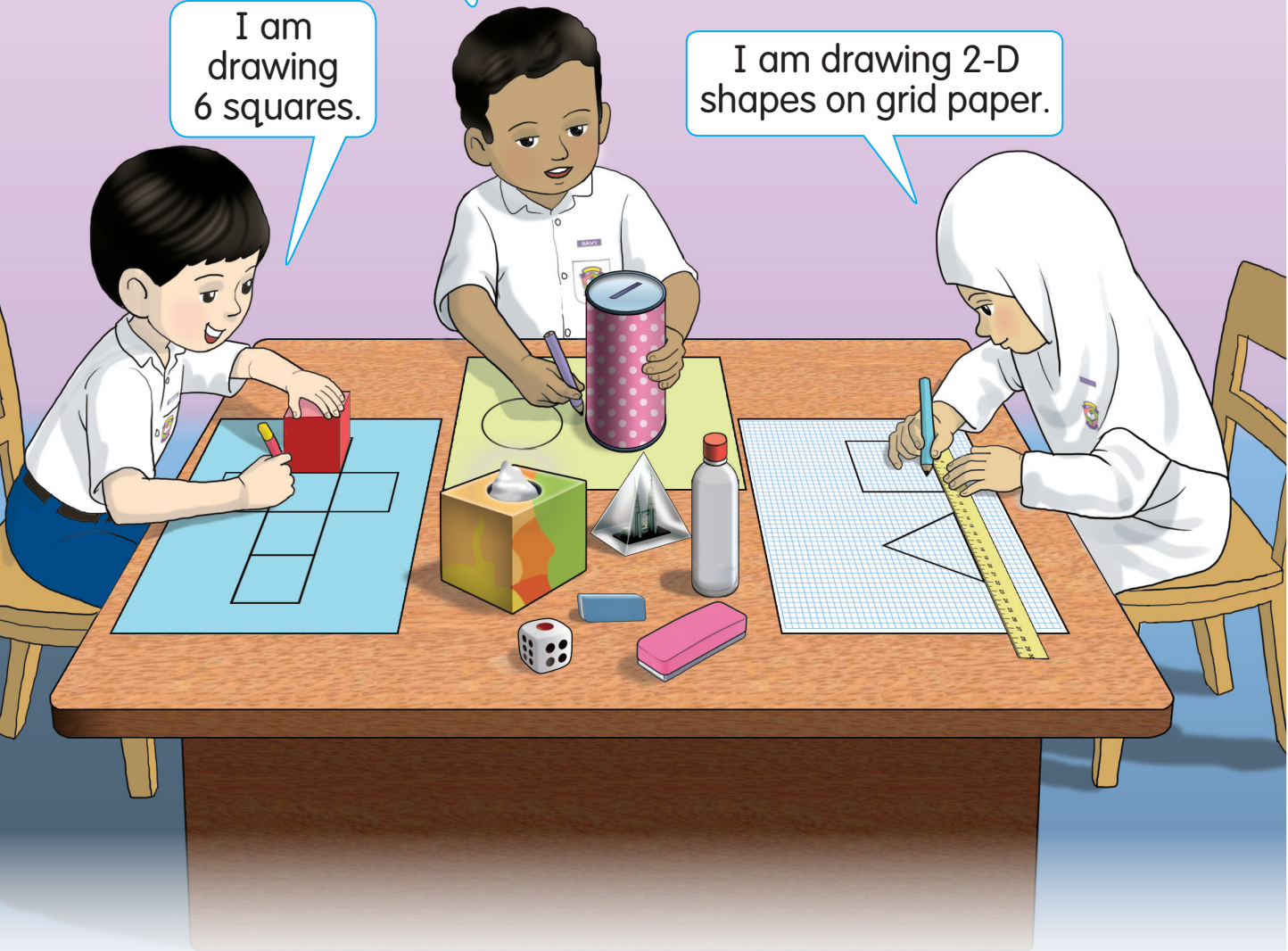


## DRAW 2-D SHAPES

I am tracing a circle.

I am drawing 6 squares.

I am drawing 2-D shapes on grid paper.



What 3-D shapes can we trace to get triangles? Talk about it.

- Guide pupils to trace 3-D surfaces correctly on paper. Ask pupils to state the 2-D shapes obtained.



## LET'S EXPLORE

### Materials/Resources

Microsoft Word

### Participants

2 pupils per group

### Method

- 1 Open Microsoft Word.
- 2 Click **Insert** and **Shapes**.  
Choose a rectangle from **Basic Shapes** and click.
- 3 Draw a rectangle.
- 4 Click on the rectangle. Click **Format** and **Shape Fill**.  
Choose colour and click.
- 5 Type name of shape.
- 6 Repeat steps 2 to 5 for other 2-D shapes.

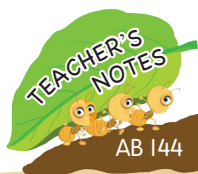
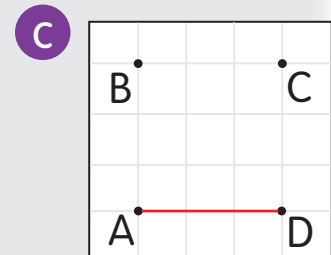
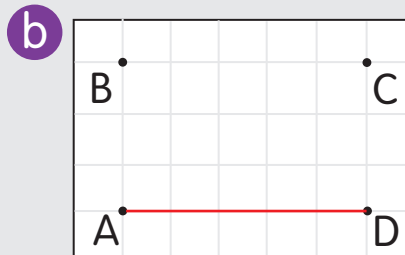
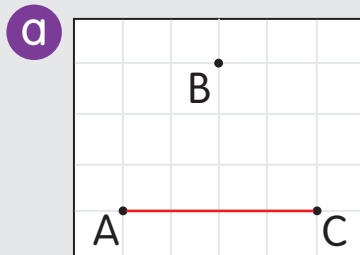


Scan me



## LET'S ANSWER

Join the dots according to the sequence of the letters.  
Use a ruler. Name the shape.



- Carry out activities to draw and name 2-D shapes from paper foldings and dot paper.
- Carry out a contest to build as many 2-D shapes as possible using geoboards.

7.2.2

87

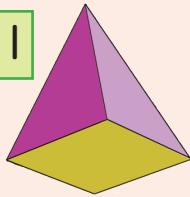


## SOLVE IT

- 1 Sarjit uses recycled materials to make a money box. He pastes coloured paper on six flat faces of the same size. What is the shape of the money box?

**Method** Guess and check.

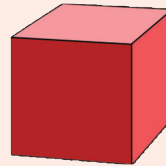
Check 1



Pyramid has 5 flat faces.

Wrong

Check 2



Cube has 6 flat faces of the same size.

Correct

The money box is a **cube**.

- 2 Liza draws a pattern. She draws a 2-D shape with one curved side. What shape has she drawn?

**Method**

A triangle has no curved side.



A rectangle has no curved side.



A circle has a curved side.

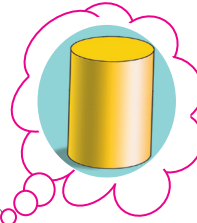
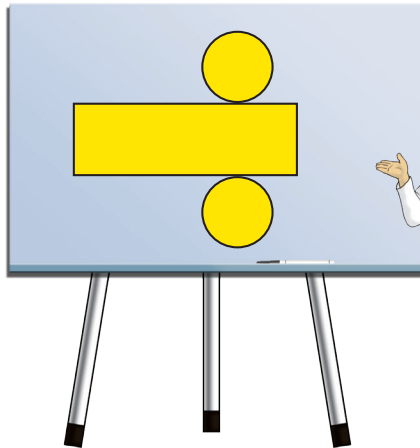


The shape drawn is a **circle**.

- Use various strategies such as drawing a diagram and simulation to solve the problems given.
- Emphasise to pupils to read the problems carefully and to underline important information.

3 Rini unfolds a 3-D shape. She gets 2 circles and 1 rectangle. What is the 3-D shape?

**Method** Draw a diagram.



2 circles and 1 rectangle are the basic shapes of a cylinder.

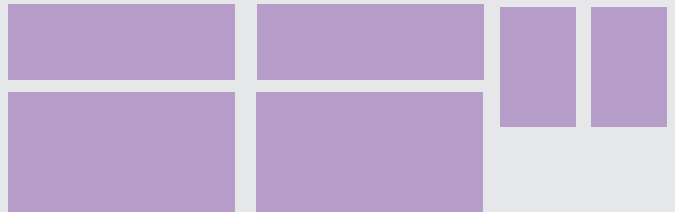
The 3-D shape is a **cylinder**.



## LET'S ANSWER

Solve the problem.

1 The picture shows 6 faces traced from a 3-D shape. What is the 3-D shape?



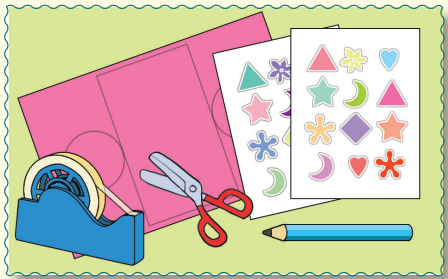
2 Mother sells jelly in a container. The container has 2 flat faces. It also has 1 curved face. Name the 3-D shape of the container.

# My Money Box

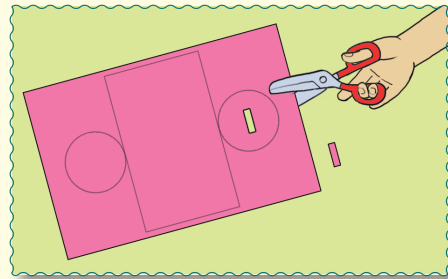
**Materials/Resources** net card, stickers of shapes, scissors, glue, sticky tape

## Method

**1** Prepare the materials.



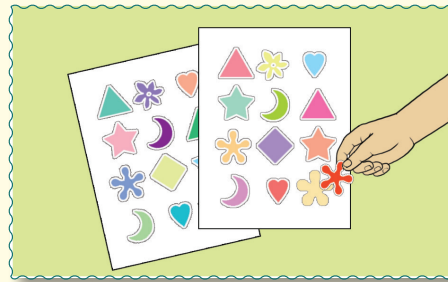
**2** Cut the net.



**3** Fold and join the net using sticky tape.



**4** Remove the stickers.



**5** Paste the stickers to decorate the money box.



**6** Display it at the mathematics corner.



- Prepare a cylinder net or other 3-D shapes net using hard paper such as box paper and cardboard, sufficient pattern stickers, and other materials.
- Guide pupils to work in pairs and instil values such as accuracy, cooperations, and tidiness.

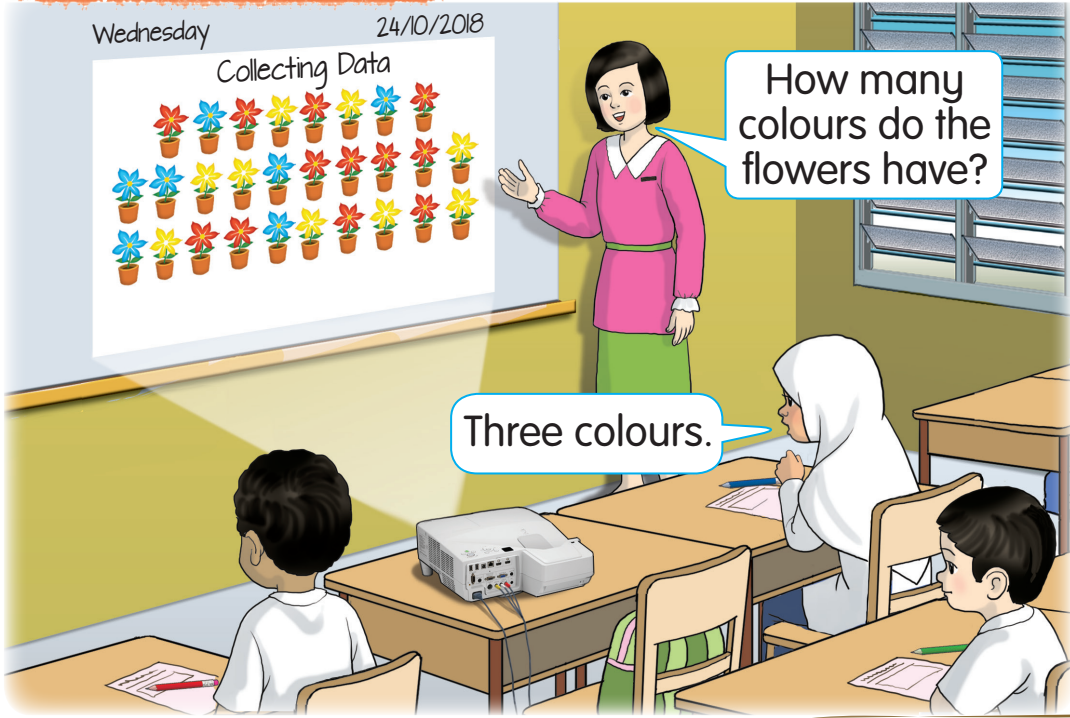


- Carry out question and answer activity with pupils and perform simulations to collect data such as month of birth and favourite colour.

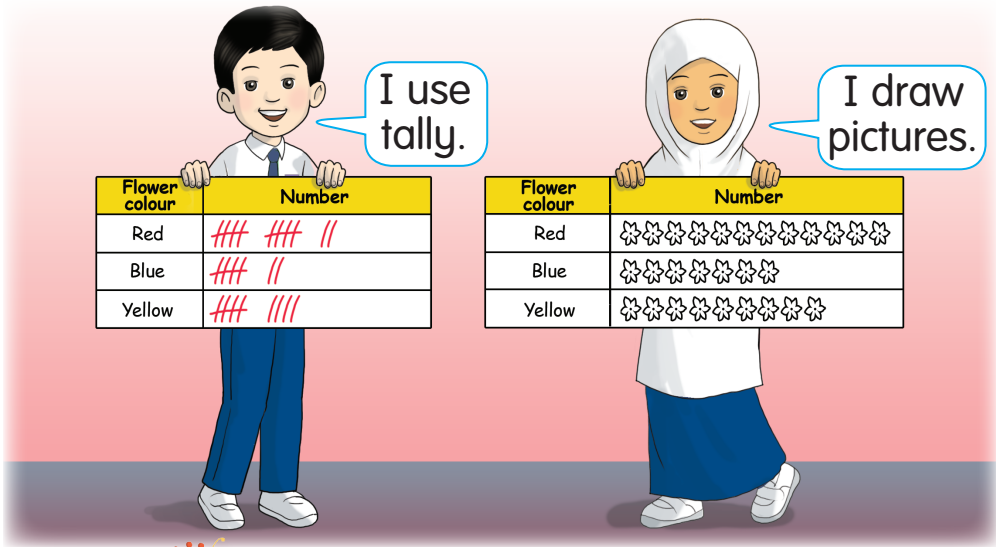




# COLLECT DATA



Group the flowers according to their colours.



Which method do you prefer? Why?

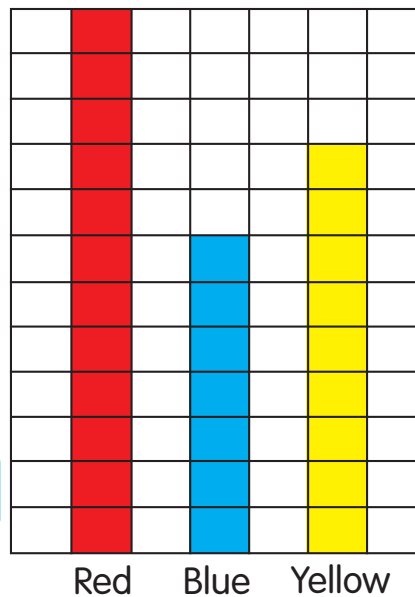
- Carry out simulations on how to collect and arrange data.
- In groups, ask pupils to collect data such as favourite food and games.

3

Method 1

Flower colour	Tally	Number
Red		12
Blue		7
Yellow		9

Method 2



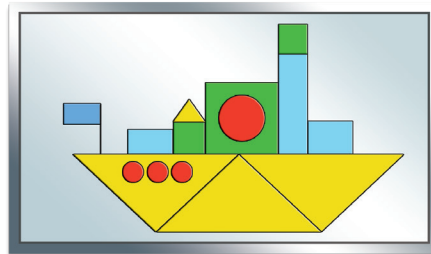
Count the squares. Yellow has 9.



This is how we collect data on colours of flowers.



Collect data on types of 2-D shapes in this pattern.



Scan me!



LET'S ANSWER

Collect data on the sports houses of your classmates. Complete the table.

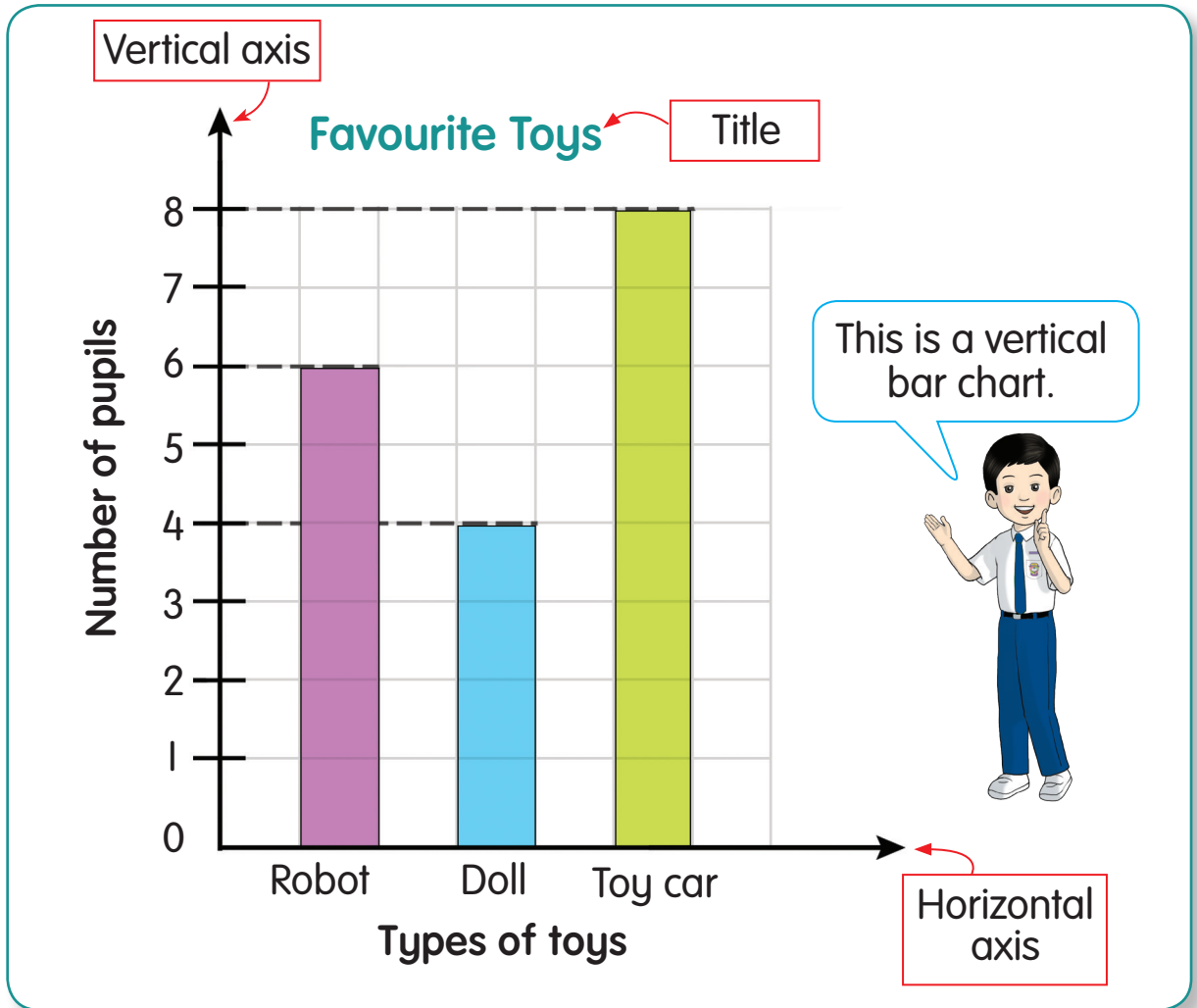
Sports house	Tally	Number
Red		
Blue		
Green		
Yellow		

- Compare methods of collecting data and ask pupils to determine the easiest method.
- Carry out suitable data collection activities outside the classroom such as on colours and types of cars.



# RECOGNISE BAR CHARTS

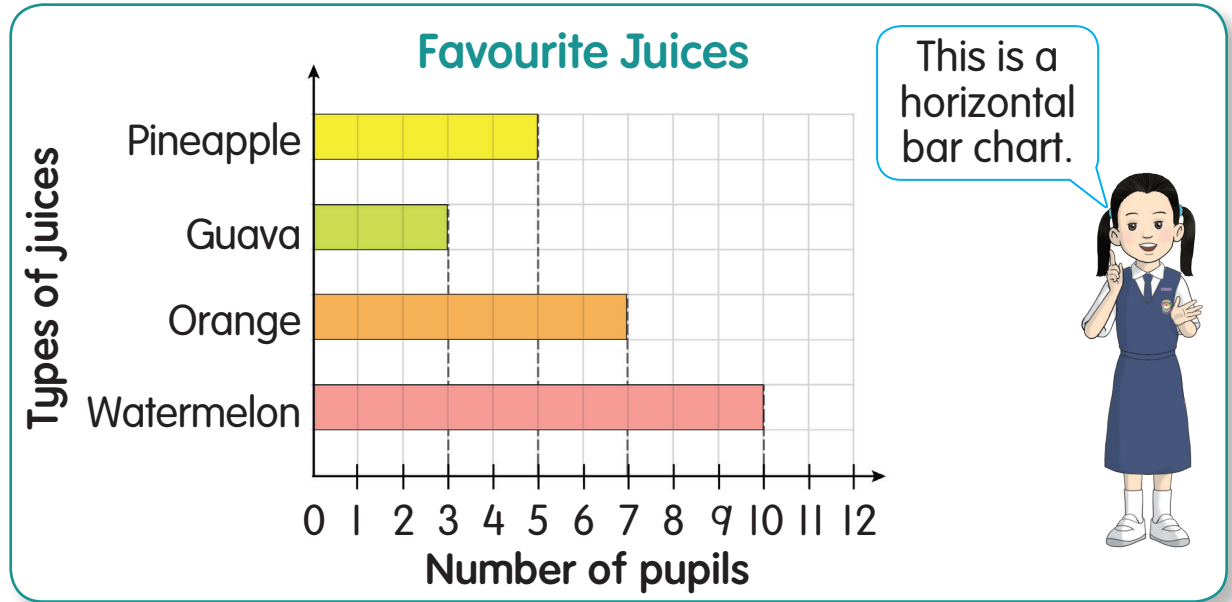
**I** This is a bar chart on the favourite toys of a group of pupils.



- a 6 pupils like robots.
- b 4 pupils like dolls.
- c  pupils like toy cars.
- d The most favoured toy is .

- Carry out question and answer activity on what pupils can see in the bar chart.
- Ask pupils to talk about bar charts they have seen before.
- Emphasise that a bar chart uses bars to represent data.

## 2 Bar chart of favourite juices.



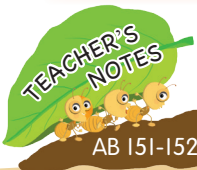
- a The four types of juices are **pineapple juice**, **guava juice**, **orange juice**, and .
- b The number of pupils who like to drink:
- i. pineapple juice  **5**    ii. guava juice  **3**
- iii. orange juice     iv. watermelon juice
- c The **most favoured** juice is .



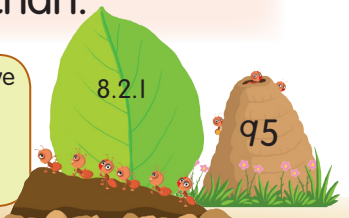
### LET'S EXPLORE

#### Method

- 1 Launch Google Chrome.
- 2 Type **bar chart**. Press **Enter**.
- 3 Click **Images**. Select **bar chart**.
- 4 Write down information related to the bar chart.



- Carry out question and answer activity in groups so the pupils can give as much information as possible.
- Surf <https://www.mathsisfun.com/data/bar-graphs.html>

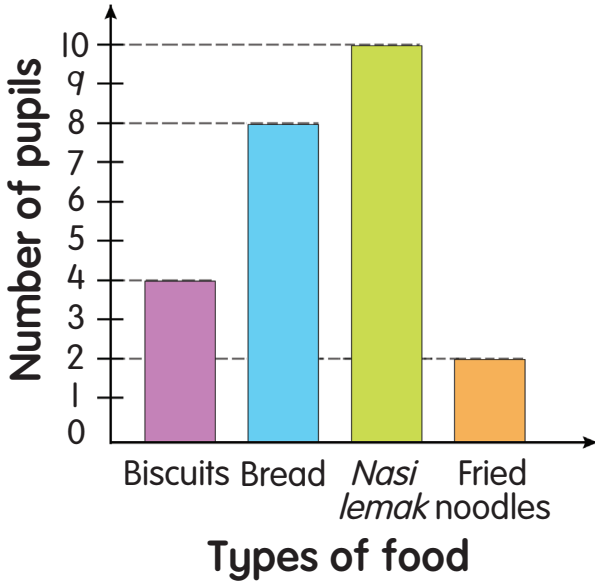




## LET'S ANSWER

Look at the bar chart. Answer the questions below.

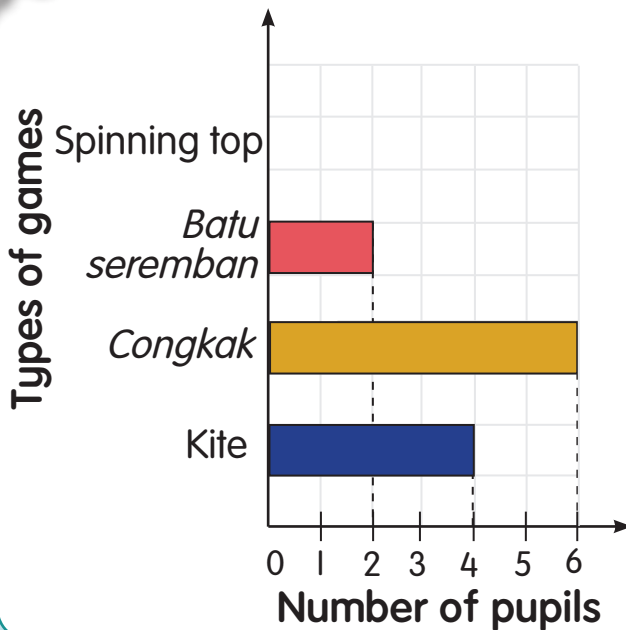
### Favourite Breakfast Meals



- Write the number of pupils who eat:
  - biscuits.
  - bread.
  - nasi lemak*.
  - fried noodles.
- Name the most favoured food.
- What is the least favoured food?



### Favourite Games



This bar chart is incomplete. Spinning top is the second favoured game. How many pupils like to play spinning top?

Scan me!



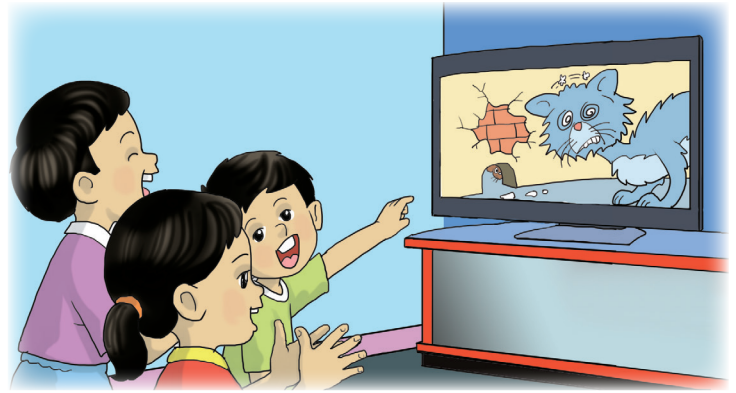
- Use a variety of bar charts to train pupils to obtain information.
- Use a variety of questions related to bar charts to reinforce pupils' understanding.
- Instil the importance of a healthy and balanced meal.



## SOLVE IT



The table shows the favourite television programmes of a group of pupils.



Programme	Cartoon	Entertainment	Horror	Sports
Tally	 	 		

- How many pupils like to watch sports?
- What is the most favoured programme?

### Method

Look at the table.

- 7 pupils like to watch sports.

b



First, add up the tally.

Cartoons

18

Entertainment

12

Horror

3

Sports

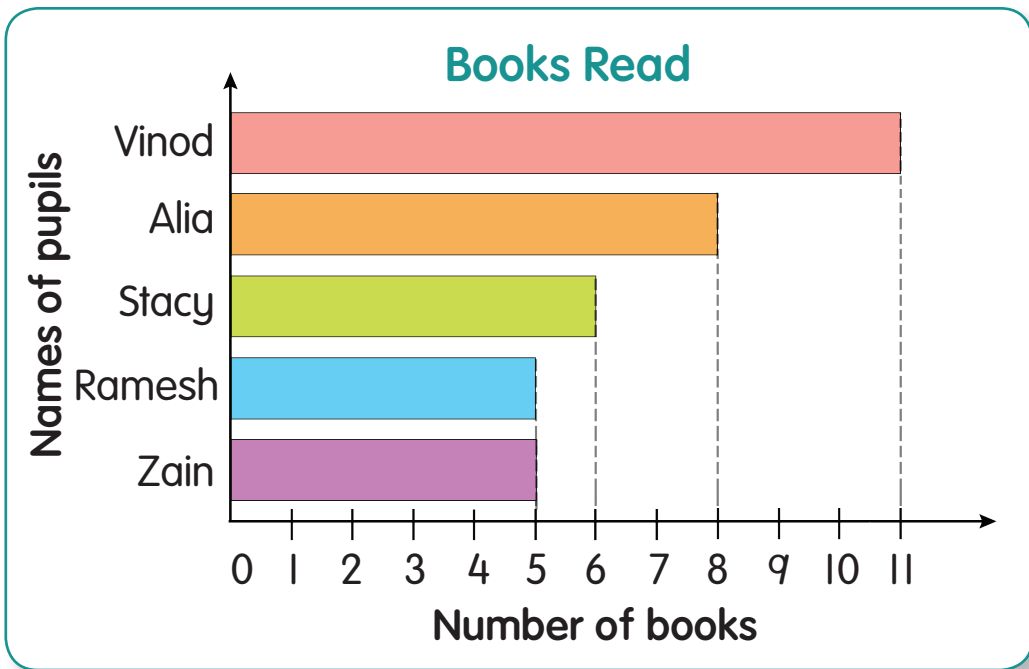
7

Most of the pupils like to watch cartoons.



The most favoured programme is **cartoons**.

**2** Bar chart on books read by 5 pupils.

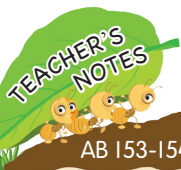


- a How many books did Stacy read?
- b Who read the same number of books? How many?
- c Who read the most books?

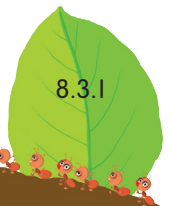
**Method**

Look at the chart.

- a Stacy read **6** books.
- b **Ramesh** and **Zain** read the same number of books. **5** books.
- c **Vinod** read the most books.



• Ask a variety of questions to enhance pupils' understanding.





## LET'S ANSWER

Solve the problems.

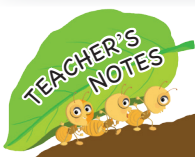
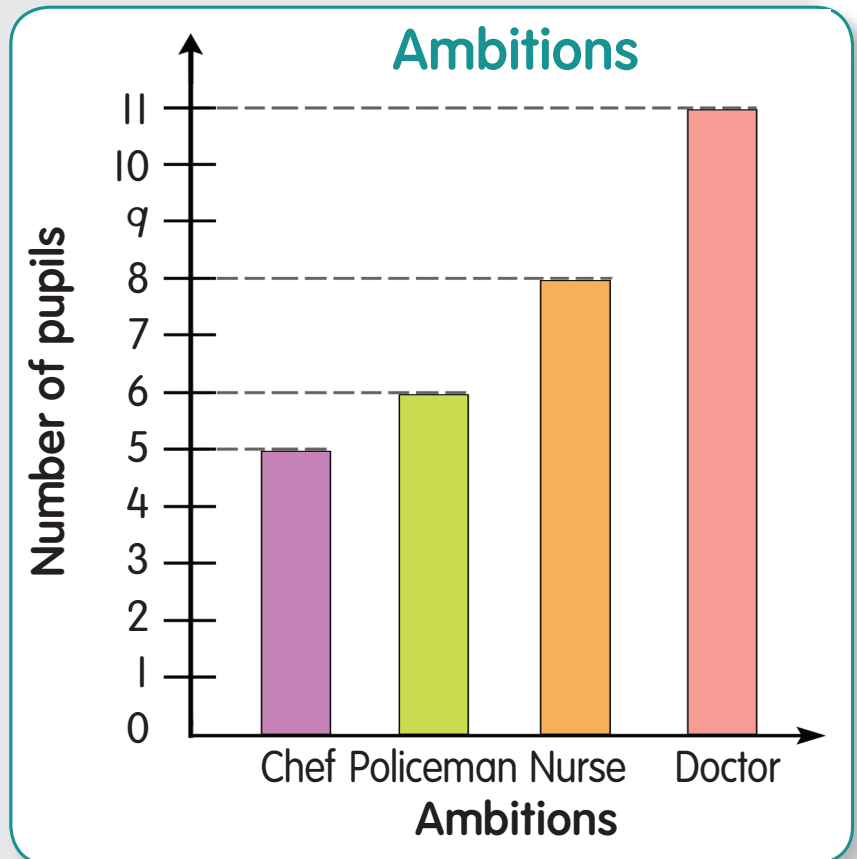
- 1 Look at the table on shoe sizes of Year 2 Zuhal pupils. Answer the questions below.

Shoe size	28	29	30	31	32	33
Tally						

- a State the number of pupils for each shoe size.  
b Which shoe size is worn the most?

- 2 Look at the bar chart on the ambitions of a group of pupils. Solve it.

- a How many pupils want to be policemen?  
b Which ambition is the favoured?



• Provide more exercises in worksheets or question cards according to pupils' ability.

8.3.1

99





# How Do We Go to School?

**Materials/Resources** Go to School chart, name cards, glue

## Method

- 1 Collect data on how your classmates go to school.
- 2 Paste the name cards in the boxes of the Go to School chart.

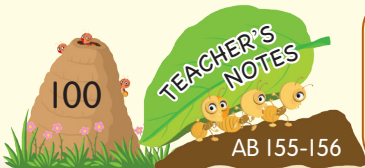
**Go to School Chart**

Rita			
Devi	Amir		
Siew	Radin		
Zura	Lim		
Dayang	Juli	Rao	

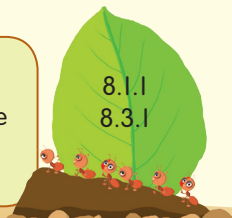
- 3 Collect data in a table.

Ways to school	Number of pupils
School bus	5
Car	4
Bicycle	1
Walk	

- 4 Display the chart at the mathematics corner.



- Divide pupils into groups. Guide them to make name cards.
- Prepare the Go to School chart. Guide pupils to paste their names.
- Ask pupils to carry out question and answer activity on the data above such as the most and the least popular means of getting to school.
- Carry out various methods of data collection.



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**