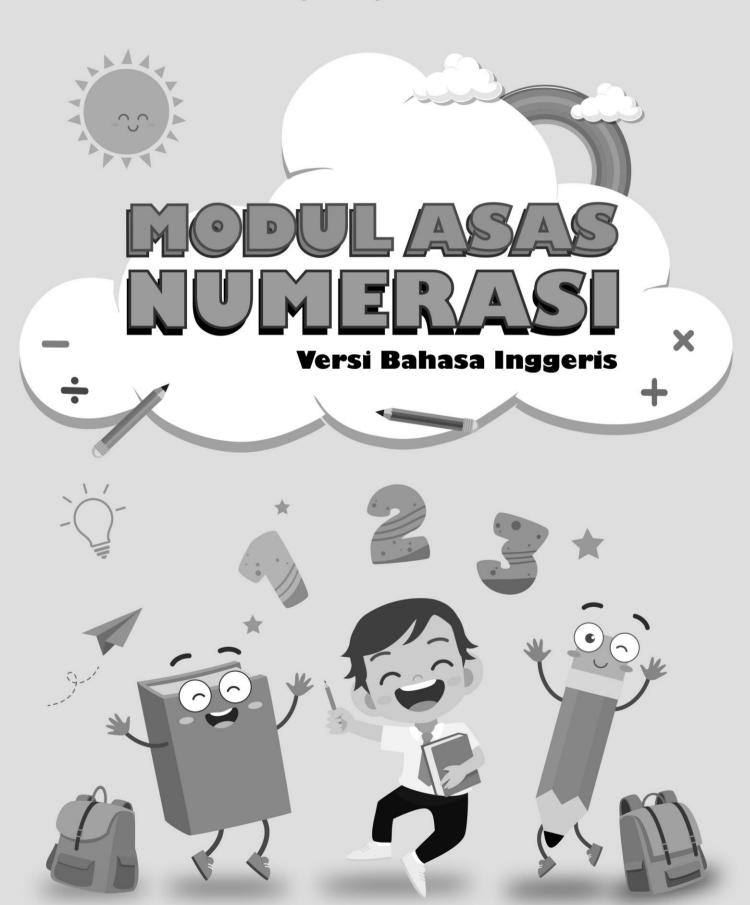


Bahagian Pembangunan Kurikulum





KEMENTERIAN PENDIDIKAN MALAYSIA Bahagian Pembangunan Kurikulum



Terbitan Julai 2021

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Kompleks Kerajaan Parcel E,
Pusat Pentadbiran Kerajaan Persekutuan
62604 Putrajaya.

Prakata

Kemahiran literasi dan numerasi penting dalam membantu murid meningkatkan pencapaian pembelajaran pada peringkat seterusnya. Kemahiran literasi dan numerasi merupakan satu keperluan untuk dikuasai supaya pembelajaran di sekolah rendah menjadi lebih mudah. Malah, kesedaran tentang kepentingan penguasaan kemahiran literasi dan numerasi murid akan membolehkan kita mewujudkan negara yang celik ilmu dan seterusnya mampu bersaing dalam era globalisasi.

Landskap pendidikan negara berubah akibat Perintah Kawalan

Pergerakan (PKP) apabila sesi pengajaran dan pembelajaran (PdP) secara bersemuka terpaksa dihentikan. Bagi menyokong usaha membantu murid Tahap I yang masih belum menguasai literasi dan numerasi serta terkesan akibat PKP, Kementerian Pendidikan Malaysia (KPM) memperkenalkan Program Pemugaran Literasi dan Numerasi. Program ini merupakan satu strategi untuk memperkukuhkan kemahiran asas literasi dan numerasi dalam kalangan murid. Melalui Kit Pemugaran Literasi dan Numerasi, guru dapat membantu murid memaksimumkan tahap penguasaan literasi dan numerasi secara berterusan serta membolehkan guru melakukan tindakan susulan bagi mempertingkatkan keupayaan murid. Penghasilan Kit Pemugaran Literasi dan Numerasi ini diharapkan dapat memberi impak yang positif terhadap penguasaan murid.

Saya ingin merakamkan setinggi-tinggi penghargaan dan ucapan terima kasih kepada semua pihak yang terlibat dalam penyediaan Kit Pemugaran Literasi dan Numerasi ini. Semoga hasrat murni KPM tercapai dengan jayanya ke arah peningkatan kualiti sistem pendidikan kebangsaan.

Haji Azman bin Haji Adnan Pengarah Bahagian Pembangunan Kurikulum Kementerian Pendidikan Malaysia

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PANDUAN PELAKSANAAN MODUL ASAS NUMERASI

1. PENGENALAN

Modul Asas Numerasi merupakan bahan sokongan yang bertujuan untuk memperkukuh kemahiran asas numerasi dalam kalangan murid Tahap I.

2. OBJEKTIF

Murid dapat:

- i) melakukan operasi asas matematik serta memahami idea matematik yang mudah;
- ii) mengaplikasi pengetahuan serta kemahiran matematik dalam kehidupan seharian; dan
- iii) mengukuhkan kemahiran numerasi dalam pembelajaran seterusnya.

3. KUMPULAN SASARAN

Murid Tahap I yang belum menguasai kemahiran asas numerasi.

4. MODUL ASAS NUMERASI

- 4.1 Disediakan sebagai bahan sokongan untuk pembelajaran murid Tahap I semasa PdP atau Pengajaran dan Pembelajaran di Rumah (PdPR).
- 4.2 Digunakan mengikut kesediaan dan perkembangan murid. Seseorang murid boleh menyelesaikan aktiviti bergantung kepada prestasi dan kemajuan mereka.
- 4.3 Modul Asas Numerasi mengandungi:
 - i) Arahan kepada murid untuk menyelesaikan tugasan.
 - ii) Panduan atau nota kepada ibu bapa untuk membimbing anak membuat tugasan.
 - iii) Fitur seperti kod QR dan pautan (video, audio).

5. PERANAN DAN TANGGUNGJAWAB

5.1 Pentadbir sekolah

- i) Memaklumkan kepada guru dan ibu bapa atau penjaga murid yang terlibat.
- ii) Merancang dan menyelaraskan pelaksanaan.
- iii) Merancang dan melaksanakan pemantauan serta memberi sokongan dan bimbingan berterusan kepada guru.
- iv) Memastikan guru melaksanakan PdP atau PdPR serta pentaksiran bagi mengenal pasti murid yang telah bersedia untuk mengikuti PdP atau PdPR mata pelajaran seperti biasa.
- v) Menyalurkan maklumat pelaksanaan dan kemajuan murid secara berkala kepada semua pihak yang berkepentingan.
- vi) Menjalinkan kerjasama dengan Persatuan Ibu Bapa dan Guru (PIBG)/Ahli Lembaga Pengelola/Pelibatan Ibu Bapa Komuniti dan Swasta (PIBKS) atau agensi berkaitan bagi menyokong pelaksanaan pemugaran.

5.2 Guru

- i) Merancang dan melaksanakan PdP atau PdPR dengan merujuk Modul Asas Numerasi.
- ii) Mewujudkan kerjasama dengan ibu bapa dalam pembelajaran murid.
- iii) Melaksanakan pentaksiran dari semasa ke semasa untuk mengetahui maklumat perkembangan murid.
- iv) Memastikan bahan murid mencukupi.
- v) Memantau perkembangan murid dari semasa ke semasa.
- vi) Mengenal pasti murid yang telah bersedia untuk mengikuti PdP atau PdPR mata pelajaran di aliran perdana.
- vii) Melaporkan perkembangan murid kepada pihak berkepentingan.

5.3 Ibu Bapa atau Penjaga

- i) Mewujudkan kerjasama dengan pihak sekolah dan guru bagi membantu pembelajaran anak dalam PdP atau PdPR.
- ii) Menyokong pembelajaran anak semasa PdP atau PdPR seperti mengambil tahu tentang tugasan atau bahan pembelajaran, jadual waktu pembelajaran, bahan bantu belajar dan sebagainya.
- iii) Mengadakan interaksi dua hala dengan pihak sekolah dan guru tentang perkembangan pembelajaran anak mereka dari semasa ke semasa.

- iv) Memerhati dan memberi maklumat tentang perkembangan pembelajaran anak kepada guru dari semasa ke semasa bagi membantu guru melaksanakan pentaksiran.
- v) Memberi bimbingan berterusan kepada anak untuk mendorong dan mengekalkan semangat belajar.

6. PENUTUP

Modul Asas Numerasi diharapkan dapat membantu guru dan ibu bapa untuk membimbing murid atau anak menguasai asas numerasi.

UNIT 1: NUMBERS CONCEPT

GUIDELINES FOR TEACHERS AND PARENTS

1

LEARNING OBJECTIVE

By the end of this unit, pupils will be able to:

State and compare quantity and represent comparisons using *the most* or *the least, many* or *a few, equal* or *not equal,* and *more* or *less*.

2

TIPS FOR PARENTS

- 1. Gather surrounding objects such as:
 - i. Pencils
 - ii. Pebbles/stones
 - iii. Leaves
 - iv. Popsicle/craft sticks
- 2. Ask pupils to use the objects to form:
 - i. Groups with many objects and few objects.
 - ii. Groups with equal number of objects.
 - iii. Groups with more objects and less objects.
- 3. Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion.

3

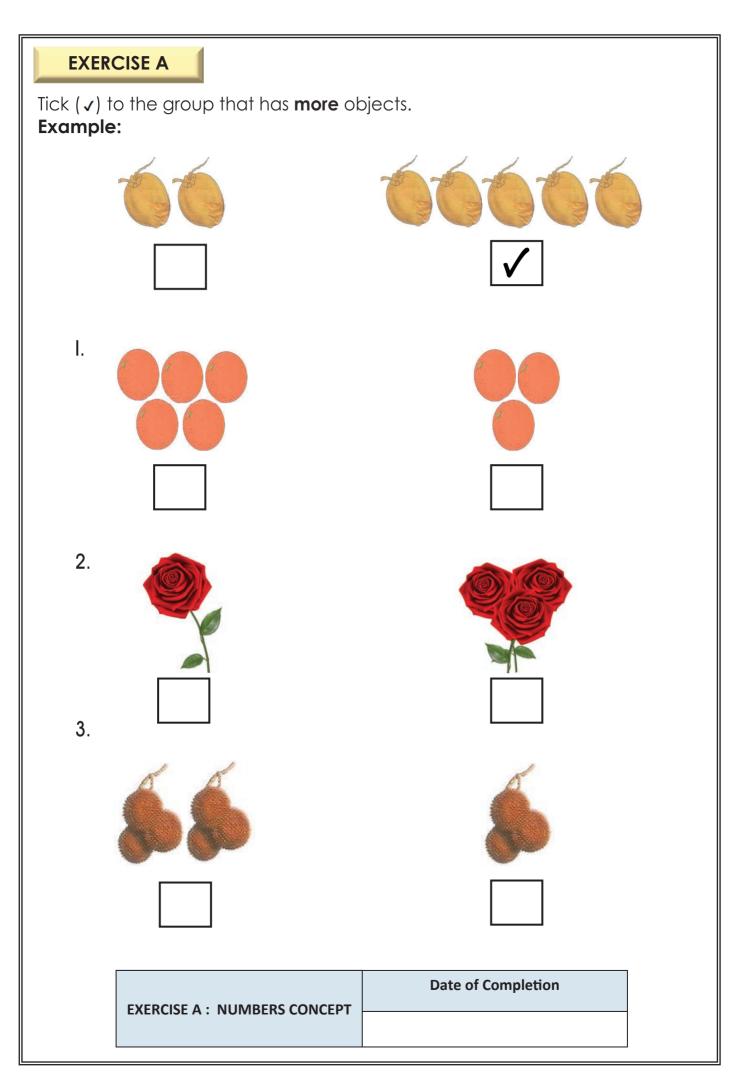
QUESTION PROMPTS

- i. What do you see?
- ii. Which group that has more objects?
- iii. Which group has less objects?
- iv. How do you know that this group has less objects?

4

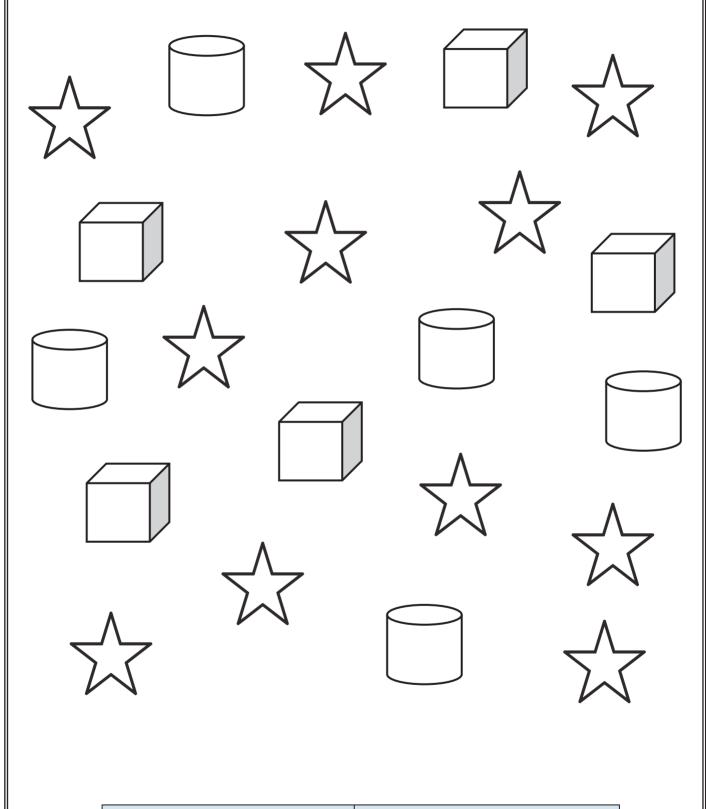
VOCABULARY

- Many
- Few
- Equal
- Less
- More

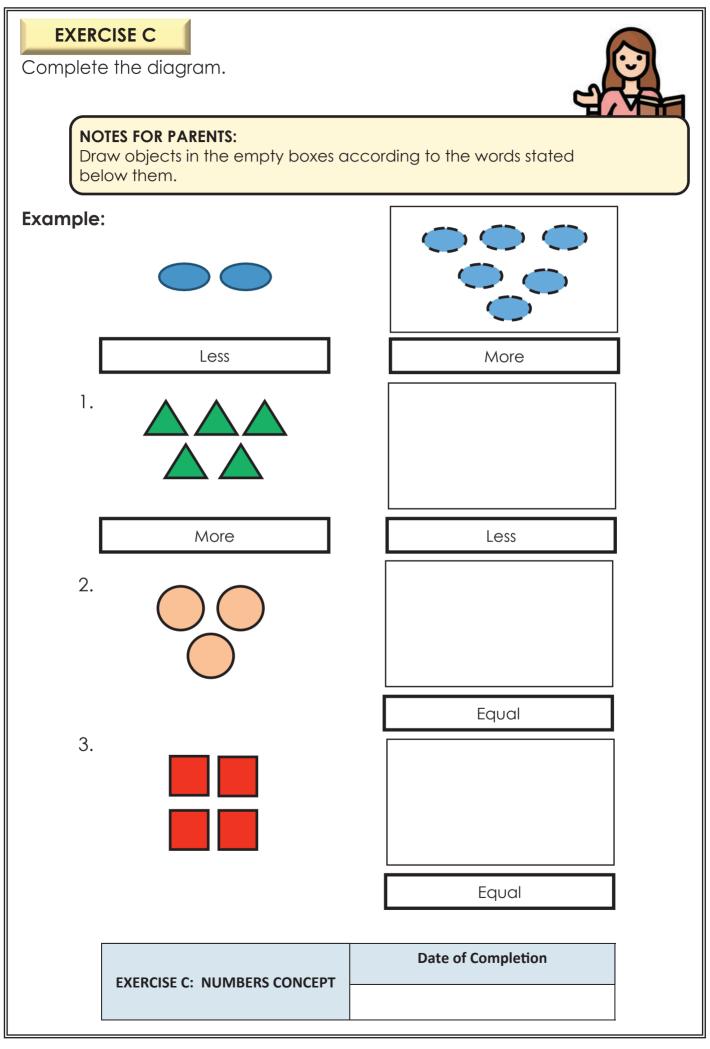


EXERCISE B

Colour **the most** number of objects **<u>RED</u>** and **equal** number of objects **<u>BLUE</u>**.



| EXERCISE B: NUMBERS CONCEPT | Date of completion | |
|------------------------------|--------------------|--|
| EXERCISE B. NOWIDERS CONCEPT | | |



UNIT 2: WHOLE NUMBERS UP TO 10



GUIDELINES FOR TEACHERS AND PARENTS

1

LEARNING OBJECTIVES

By the end of this unit, pupils will be able to:

- i. Say numbers up to 9.
- ii. Recognise numerals up to 9.
- iii. Count objects up to 9.
- iv. Write numerals up to 9.
- v. Read number words up to 'nine'.
- vi. Write number words up to 'nine'.
- vii. Arrange numbers 1 to 9 in ascending and descending order.
- viii. Recognise, say, read and write number words 'zero' and 'ten'.

3

QUESTION PROMPTS

- i. What number is this?
- ii. Point to number 8.
- iii. Count up to 10.
- iv. How do you write 0?
- v. Give me 3 pencils.
- vi. Arrange 4, 3, 7, 1 in ascending order.
- vii. Write the number 5 in words.



TIPS FOR PARENTS

- Gather some surrounding objects that have numbers up to 10 and 0 and objects for counters such as:
 - a. Watch/clock
 - b. Handphone
 - c. Newspaper/magazine/book
 - d. Pencils
 - e. Pebbles/stones/flowers/leaves
- ii. Ask pupils to:
 - a. Say the words that they see.
 - b. Point to the correct numbers mentioned by parents.
 - c. Count objects mentioned by parents.
 - d. Write numbers mentioned by parents in numeral and word form.
- iii. Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion.



VOCABULARY

- Numbers
- Count
- One
- Two
- Three
- FourFive
- Six
- Seven
- Eight
- Nine
- Zero
- Ten

EXERCISE A

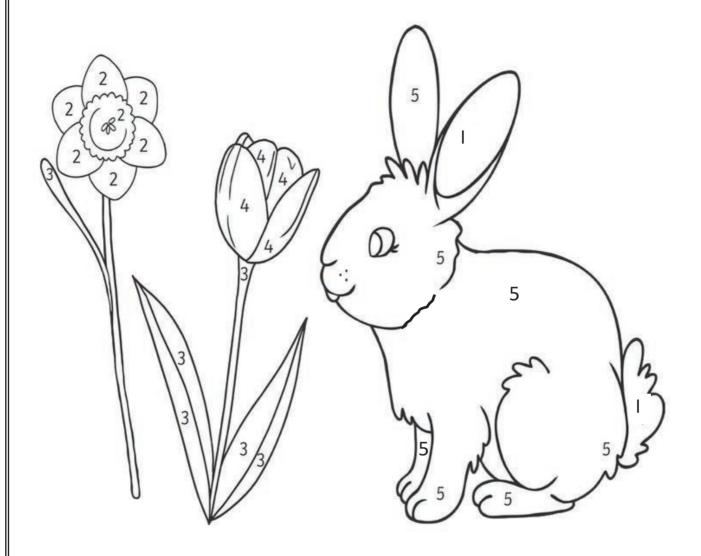
Pupils need to do this activity with teachers or parents.

Say aloud.

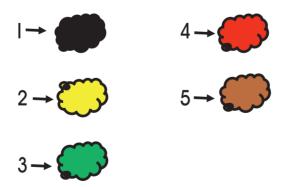
| EXERCISE A: | Date of Completion |
|------------------------|--------------------|
| WHOLE NUMBERS UP TO 10 | |

EXERCISE B

Colour this pictures according to the colour codes given.

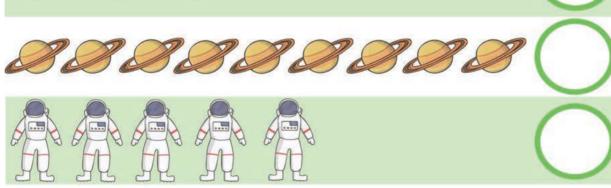


Colour codes:



| EXERCISE B: | Date of Completion |
|------------------------|--------------------|
| WHOLE NUMBERS UP TO 10 | |

EXERCISE C Count and write the number of objects. **Example:** No No No No No No No



| EXERCISE C: | Date of Completion |
|------------------------|--------------------|
| WHOLE NUMBERS UP TO 10 | |

EXERCISE D

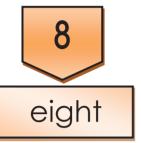
Colour the correct pairs.

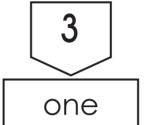


NOTES FOR PARENTS:

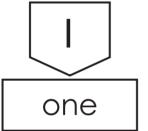
Colour the correct pairs of numerals and number words.

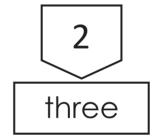
Example:

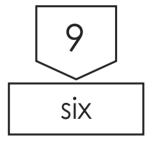


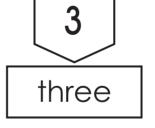




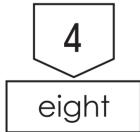














| 6 | |
|------|--|
| nine | |

| EXERCISE D: | Date of Completion |
|------------------------|--------------------|
| WHOLE NUMBERS UP TO 10 | |

EXERCISE E



Write the numbers in **ASCENDING** order.

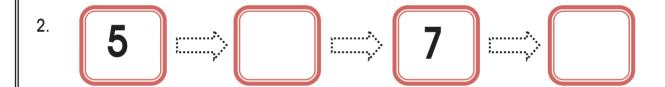
NOTES FOR PARENTS:

Ascending order is an arrangement from smallest to largest value

Example:



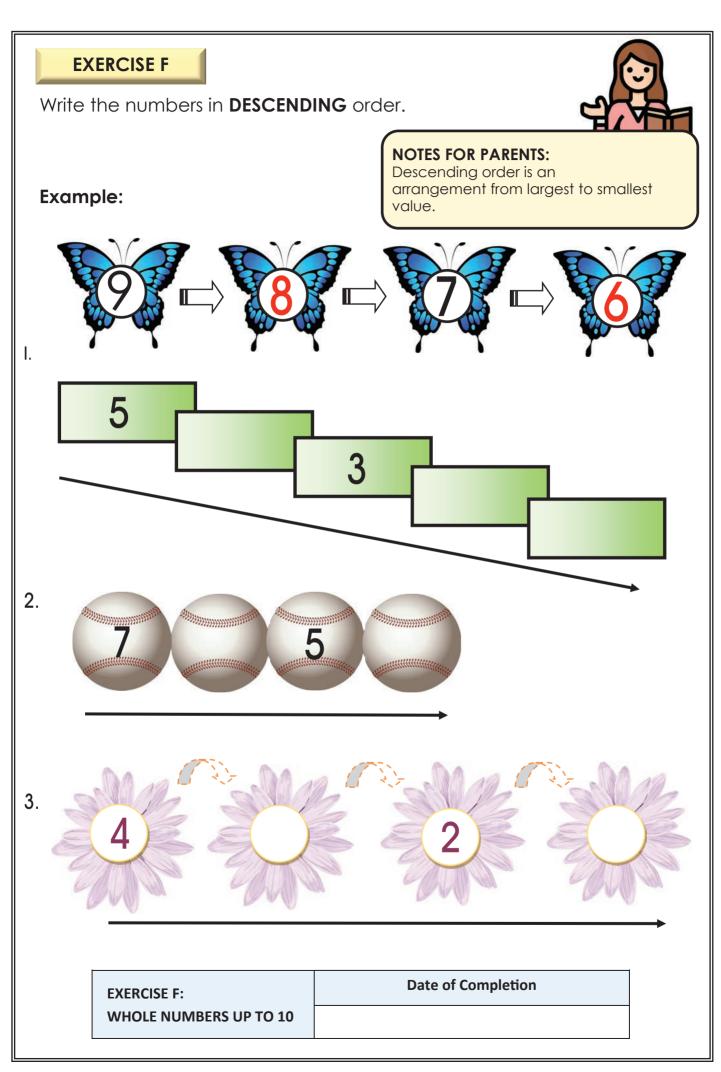
1. **3 4 5**







| EXERCISE E: | Date of Completion |
|------------------------|--------------------|
| WHOLE NUMBERS UP TO 10 | |



EXERCISE G





NOTES FOR PARENTS: Colour number 0 only.

Colour number 0 RED

5 3 0 2 0 0

| EXERCISE G: | Date of Completion |
|------------------------|--------------------|
| WHOLE NUMBERS UP TO 10 | |

UNIT 3: WHOLE NUMBERS UP TO 20



GUIDELINES FOR TEACHERS AND PARENTS



LEARNING OBJECTIVES

By the end of this unit, pupils will be able to:

- Say numbers up 20.
- Recognise numerals up to 20. ii.
- iii. Count groups of objects up to 20. Write numerals up to 20.
- iv. Read number words, 'eleven' to 'twenty'.
- v. Write number words, 'eleven' to 'twenty'.
- vi. Arrange numbers from 11 to 20 in ascending and descending order.

TIPS FOR PARENTS

- Gather objects that contain numbers up 20 which can be used as counters like:
 - Clock
 - b. Handphone
 - c. Newspaper/magazine/book d. Pictures

 - e. Pencils f. Pebbles/stones g. Flowers/leaves
- ii. Ask pupils to:
 - a. Say numbers that they see.
 - b. Point to the correct numbers mentioned by parents.
 - c. Count objects mentioned by parents.
 - d. Write numbers mentioned by parents in numeral and word form.
- Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion.

QUESTION PROMPTS

- What is this number?
- ii. Point to number 13.
- iii. Count up to 18.
- iv. How do you write the number 16?
- v. Give me 11 pebbles.
- vi. Arrange 12, 13, 19, 15 in ascending order.



VOCABULARY

- Eleven
- Twelve
- Thirteen

- Fourteen
- Fifteen
- Sixteen

- Seventeen
- Eighteen
- Nineteen

Twenty

EXERCISE A

Pupils need to do this activity with teachers or parents.

Listen and circle the correct number.



NOTES FOR PARENTS:

Say aloud any of the numbers up to 20 and ask the pupils to circle the numbers. Repeat the activity up to question 7 by saying out different numbers each time.

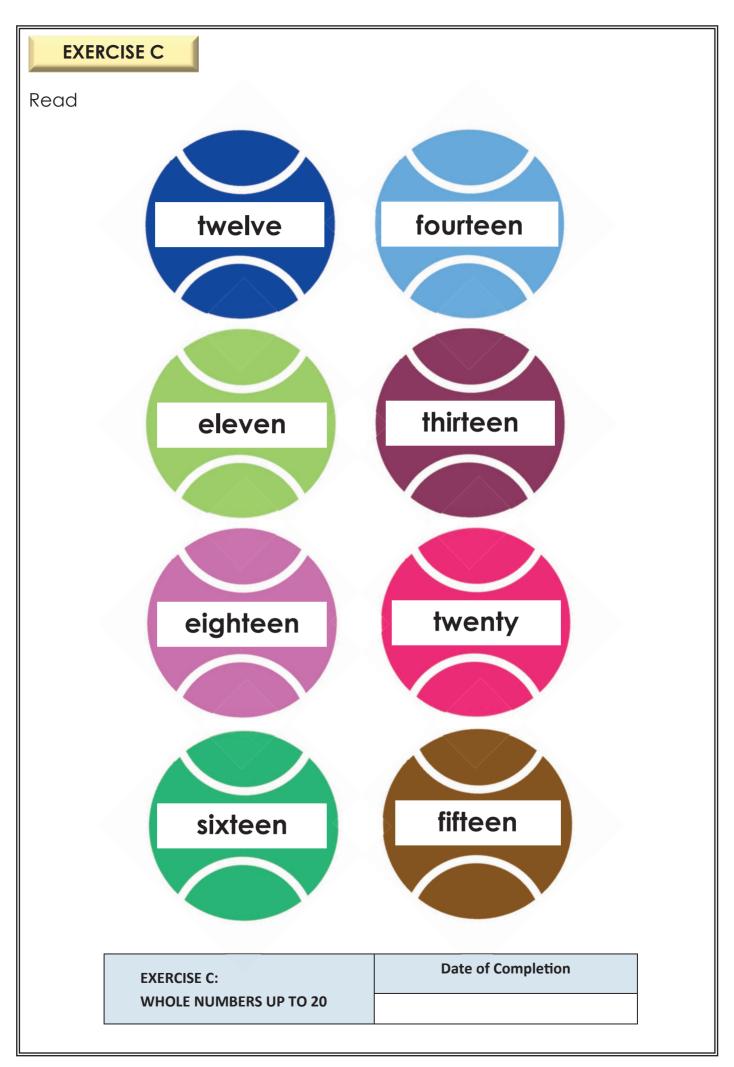
- II
 I2
 I3
 I4
 I5
 I6
 I7
 I8
 I9
 20
- 2. II I2 I3 I4 I5 I6 I7 I8 I9 20
- 3. II I2 I3 I4 I5 I6 I7 I8 I9 20
- 4. II I2 I3 I4 I5 I6 I7 I8 I9 20
- 5. II I2 I3 I4 I5 I6 I7 I8 I9 20
- 6. II I2 I3 I4 I5 I6 I7 I8 I9 20
- 7. II I2 I3 I4 I5 I6 I7 I8 I9 20

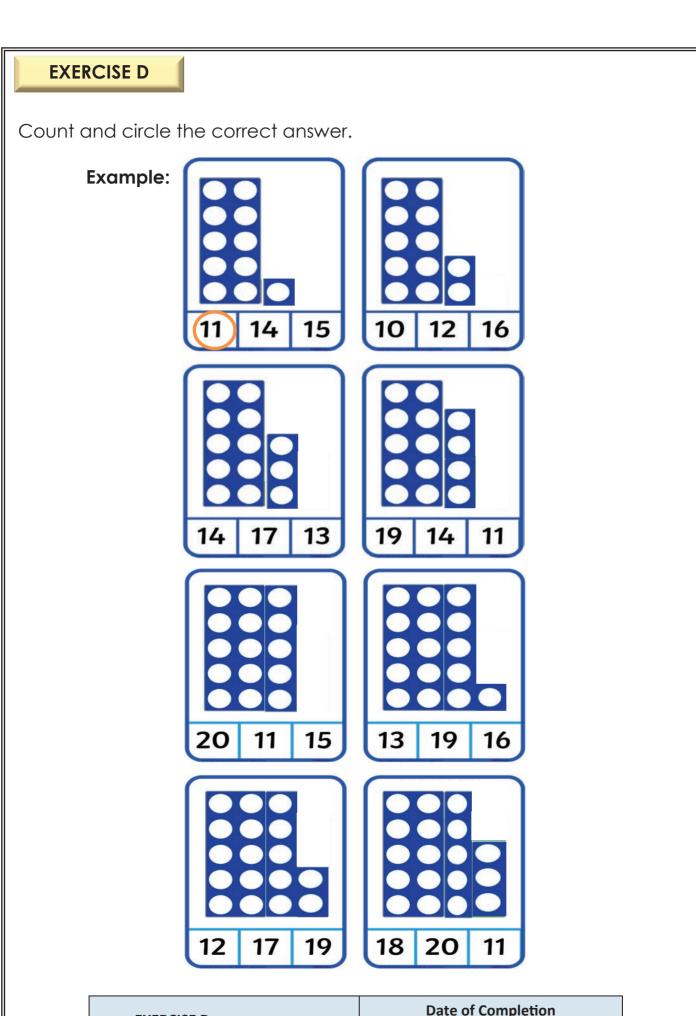
EXERCISE A:

WHOLE NUMBERS UP TO 20

Date of Completion

EXERCISE B Colour the objects according to the numbers. ١. 19 2. 15 3. 4. 14 5. 12 6. 20 **Date of Completion EXERCISE B:** WHOLE NUMBERS UP TO 20

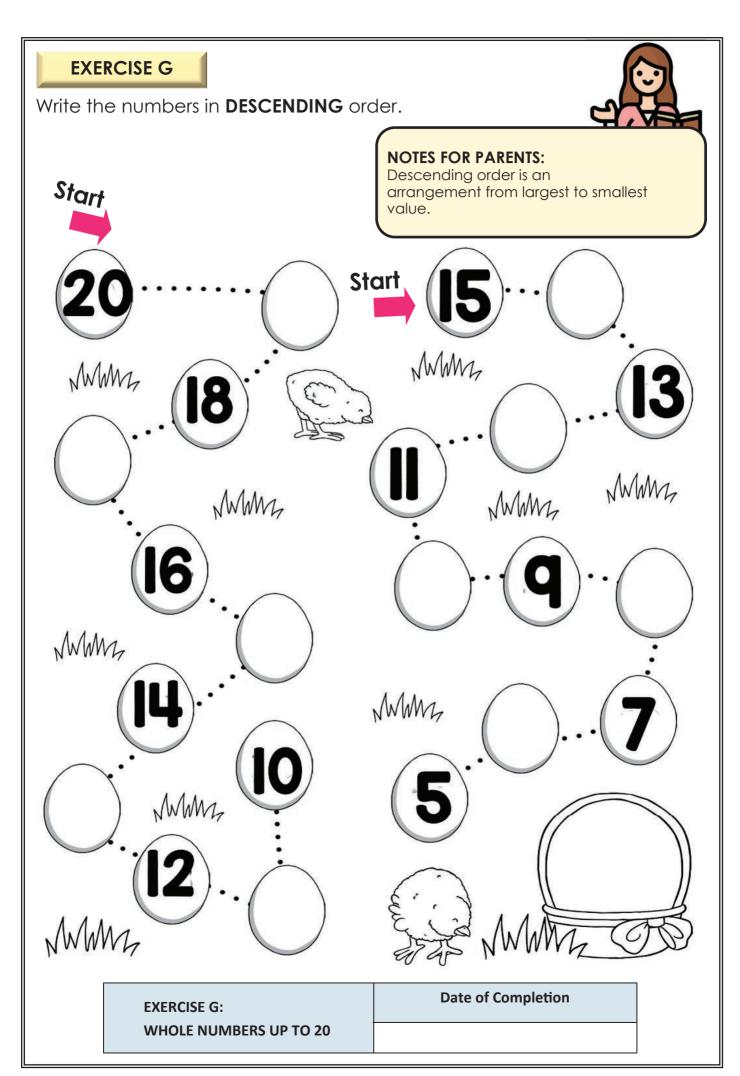




| EXERCISE D: | Date of Completion |
|------------------------|--------------------|
| WHOLE NUMBERS UP TO 20 | |

EXERCISE E Fill in the blanks. Example: 3 tens 13 13 ones tens ones 1. 2. tens ones 3. tens ones tens 4. ones 5. tens ones tens 6. ones tens 7. ones tens 8. ones 9. ones tens **Date of Completion EXERCISE E:** WHOLE NUMBERS UP TO 20

EXERCISE F Write the numbers in **ASCENDING** order. **NOTES FOR PARENTS:** Ascending order is an arrangement from smallest to largest value Start Start 10 MM MM 9 MM MM MMZ 14 MM MM 16 20 15 MM 18 MML **Date of Completion EXERCISE F: WHOLE NUMBERS UP TO 20**



UNIT 4: WHOLE NUMBERS UP TO 100



GUIDELINES FOR TEACHERS AND PARENTS



LEARNING OBJECTIVES

By the end of this unit, pupils will be able to:

- i. Say numbers up to 100.
- ii. Recognise numerals up to 100.
- iii. Count objects up to 100 in groups of tens, fives, twos and ones.
- iv. Write numerals up to 100.
- v. Read number words up to 'hundred'.
- vi. Write number words up to 'hundred'.
- vii. Find the place value of digits for numbers up to 'hundred' .
- viii. Arrange numbers up to 100 in ascending and descending order.



QUESTION PROMPTS

- i. What number is this?
- ii. How do you write 45?
- iii. Give me 40 sticks.
- iv. Arrange 45, 32, 70, 68 in ascending order.
- v. Write the number 30 in words.



TIPS FOR PARENTS

- i. Gather surrounding objects such as:
 - a. Sticks
 - b. Drinking straws
 - c. Popsicle/craft sticks
- ii. Tie the objects into bundles of tens and ask pupils to count them.
- iii. Write numbers up to 100 on a piece of paper and ask pupils to:
 - a. Say the numbers they see.
 - b. Write those numbers in words.
- iv. Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion.



VOCABULARY

- Numbers
- Numerals
- Ten
- Twenty
- Thirty
- Forty
- Fifty
- Sixty
- Seventy
- Eighty
- Ninety
- Hundred

EXERCISE A

Pupils need to do this activity with teachers or parents.

Say aloud.

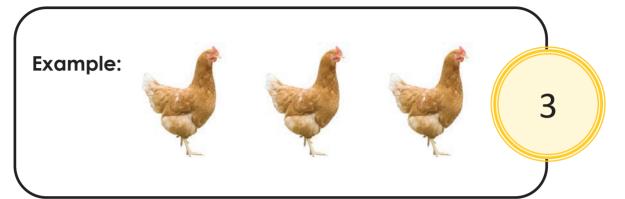
21 34 67 89 26

93 78 30 43 52 75 43 92 68 IOO

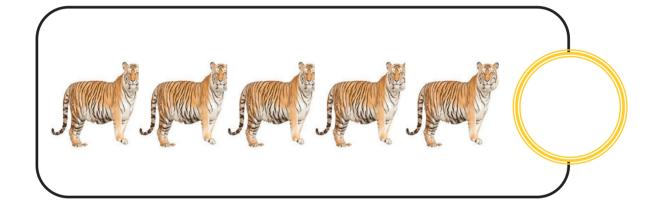
5426 92

Date of Completion EXERCISE A: WHOLE NUMBERS UP TO 100

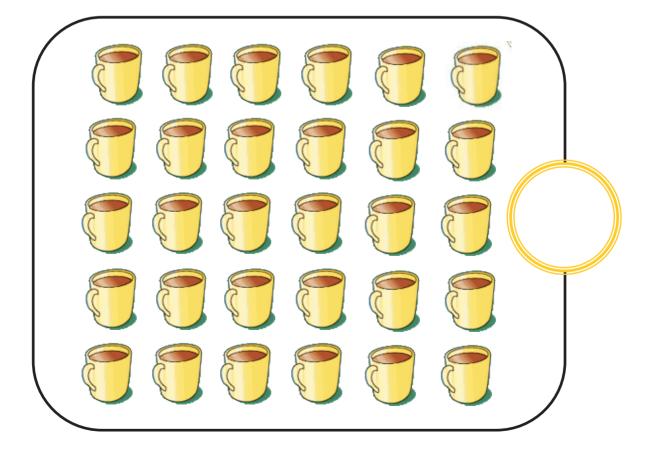
Count the objects and write the numbers.



١.



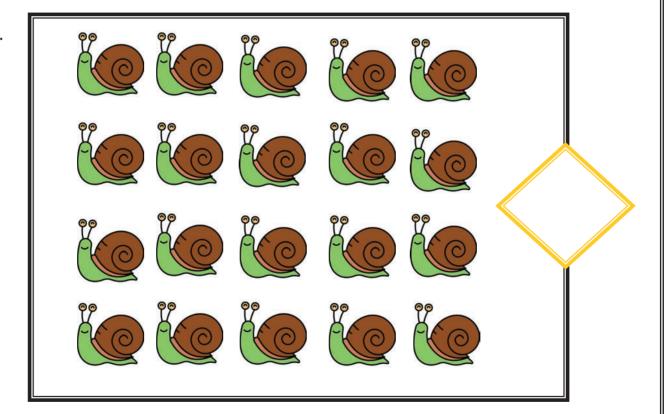
2.



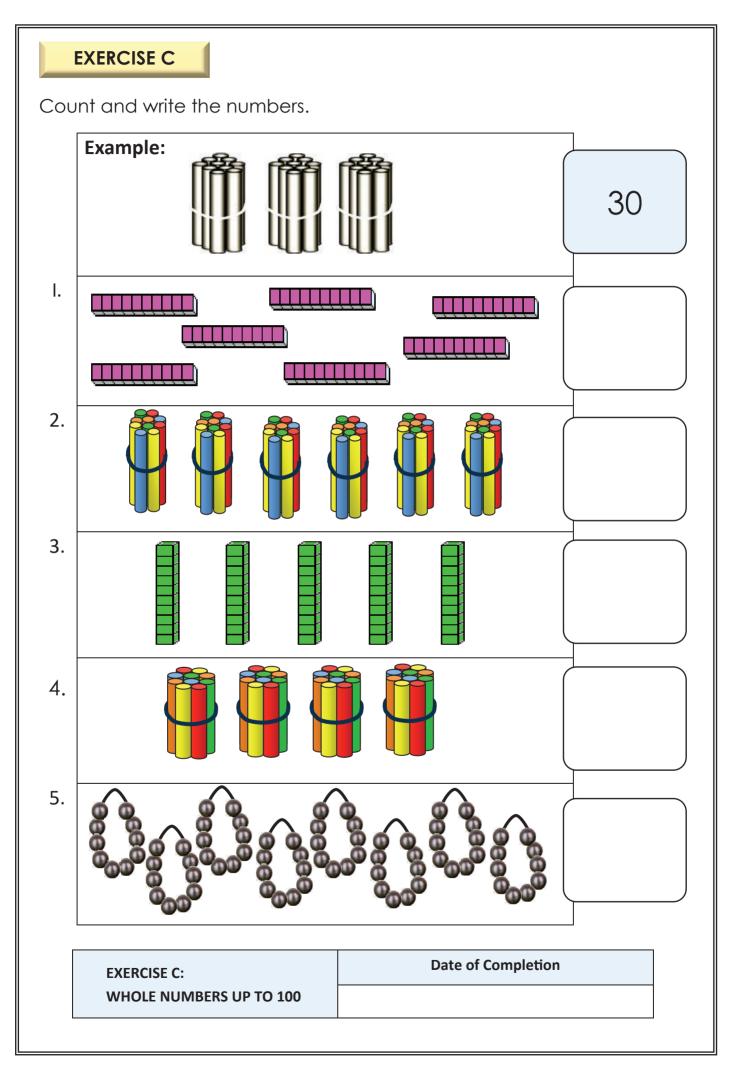
3.

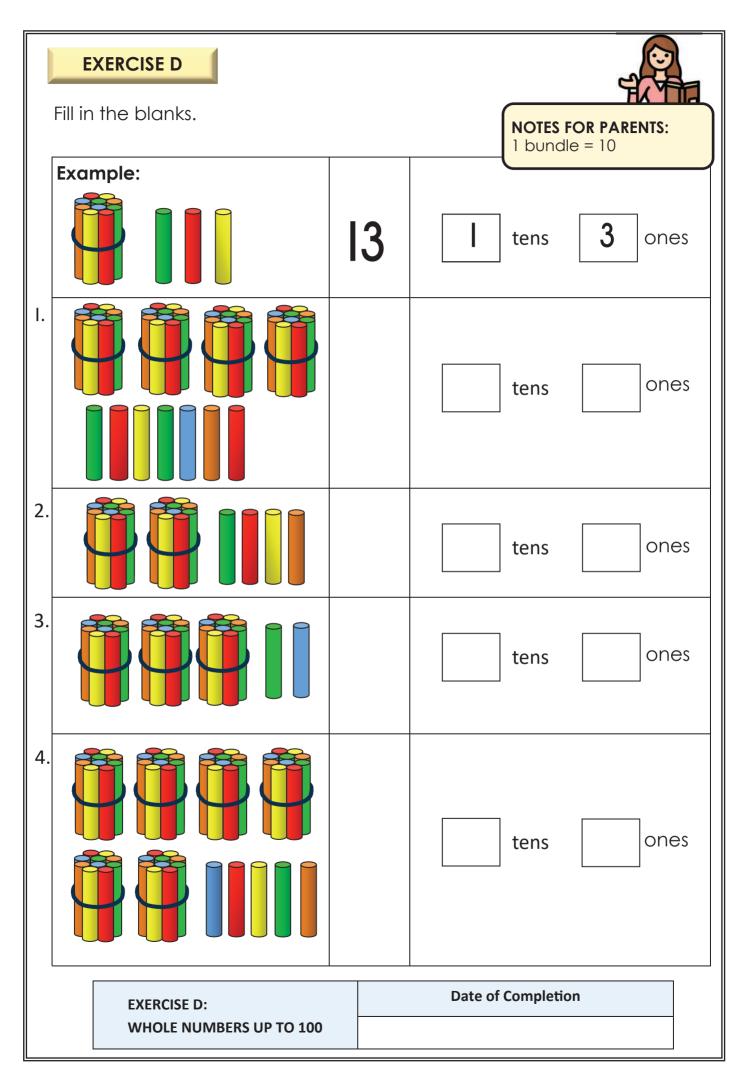


4.



EXERCISE B: Date of Completion
WHOLE NUMBERS UP TO 100





EXERCISE E



Count by fives in **ASCENDING** order and write the numbers.

NOTES FOR PARENTS:

Ascending order is an arrangement of numbers from smallest to largest value.

Example:



2.



3.



4.



EXERCISE E:

WHOLE NUMBERS UP TO 100

Date of Completion

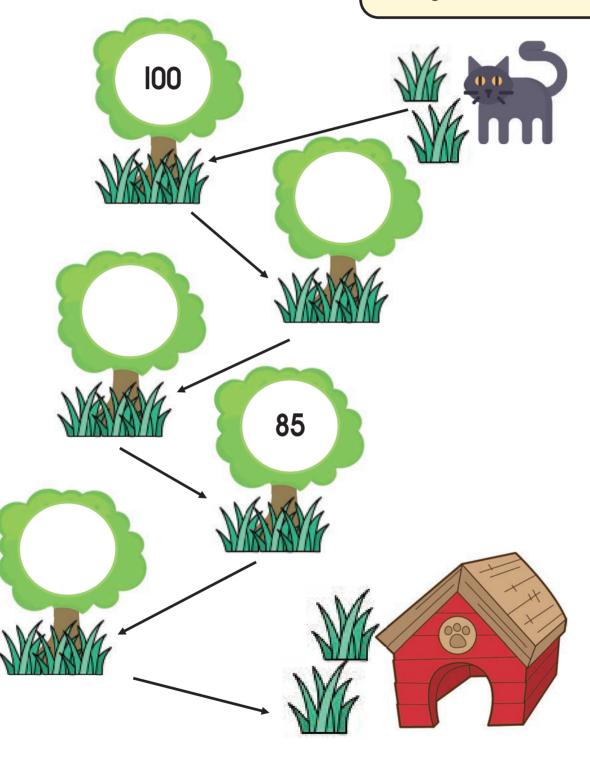
EXERCISE F

Count by fives in **DESCENDING** order and write the numbers.



NOTES FOR PARENTS:

Descending order is an arrangement of numbers from largest to smallest value.



| EXERCISE F: | Date of Completion |
|-------------------------|--------------------|
| WHOLE NUMBERS UP TO 100 | |

UNIT 5: ADDITION UP TO 10



GUIDELINES FOR TEACHERS AND PARENTS



LEARNING OBJECTIVES

By the end of this unit, pupils will be able to:

- i. Find the value of adding 1 to a number.
- ii. State the sum of two numbers.
- iii. Write addition sentences.
- iv. Match pairs of numbers with the same values.
- v. State spontaneously the total of two numbers.
- vi. Solve simple routine problems



QUESTION PROMPTS

- i. How many objects are there in this container?
- ii. Find the total sum.
- iii. Add 6 to 3.
- iv. Write addition sentence for 3 plus 2.
- v. 4 + 3 equals to?

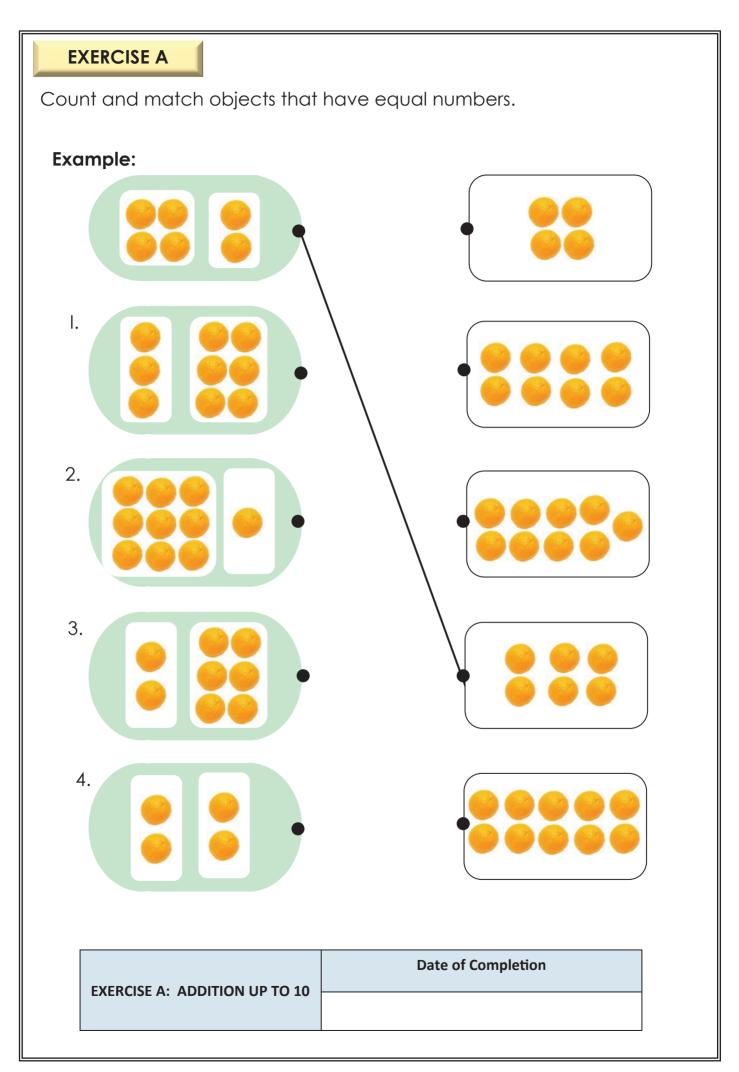


TIPS FOR PARENTS

- i. Gather some objects or counters (sweets, drinking straws, popsicle sticks, toys, etc).
- ii. Prepare 2 plates/containers/cups/baskets.
- iii. Put the objects into the containers (the total number of objects must be less than 10).
- iv. Ask pupils to count the objects altogether.
- Parents need to guide pupils to accomplish
 ALL the tasks given and state the date of completion.



- Add
- Total
- Altogether
- Place value
- Digit value
- Standard form



Count and write the answers.

Example:

6

+

3 =

9

١.

4

+ 2

=

2.

+

=

3.

3

+

=

4.

2

+ 2

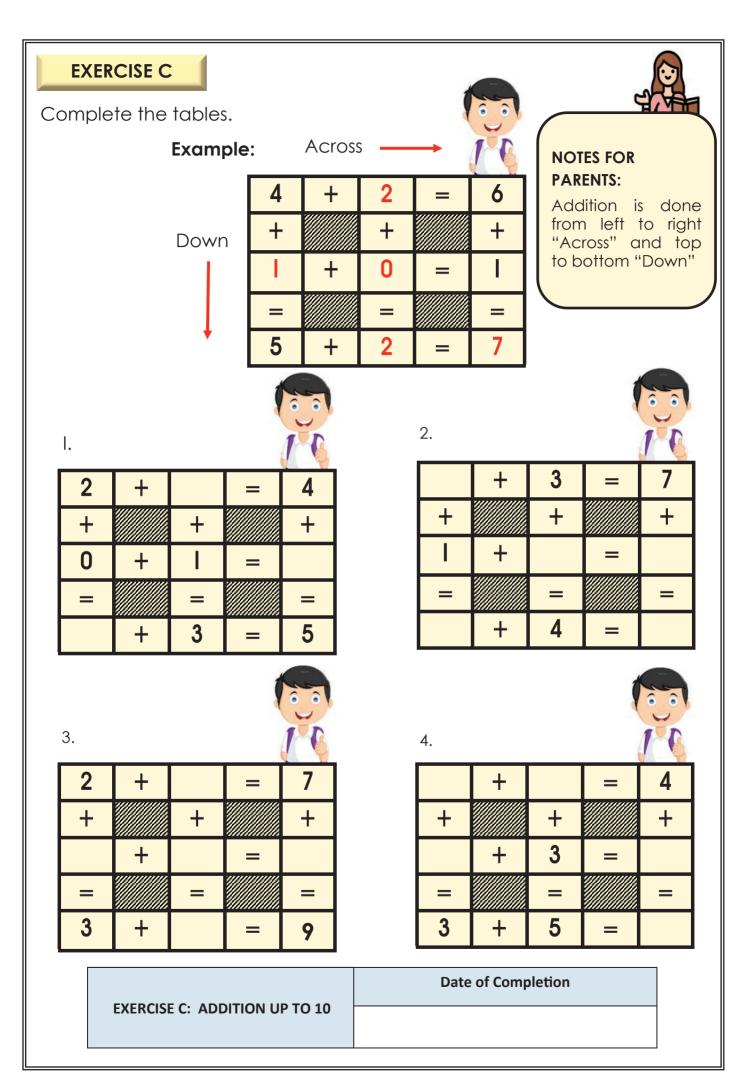
5.

6

+ 4

EXERCISE B: ADDITION UP TO 10

Date of Completion



UNIT 6: ADDITION UP TO 18



GUIDELINES FOR TEACHERS AND PARENTS



LEARNING OBJECTIVES

By the end of this unit, pupils will be able to:

- i. Find the value of adding 1 to a number.
- ii. Add two numbers.
- iii. Write addition sentences.
- iv. Match group of objects with its number.
- v. State spontaneously the total of two numbers.
- vi. Solve simple routine problems.



QUESTION PROMPTS

- i. How many objects are in this container?
- ii. Count the total.
- iii. Add 5 to 11.
- iv. Write addition sentence for 7 plus 6.
- v. 10 + 4 equals to?

2

TIPS FOR PARENTS

- i. Prepare some counters (sweets, drinking straws, popsicles/craft sticks, toys, etc.).
- ii. Prepare 2 plates/containers/cups/baskets.
- iii. Put the objects into the containers (the total number of objects must be less than 10).
- iv. Ask pupils to count the objects altogether.
- v. Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion.

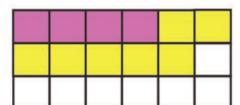
4

- Add
- Total
- Altogether
- Place value

EXERCISE A Count the objects and write the total. Example: 12 ١. 2. 3. **Date of Completion EXERCISE A: ADDITION UP TO 18**

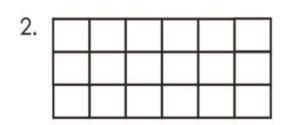
Colour the boxes according to the addition sentences below. Then, write the total.

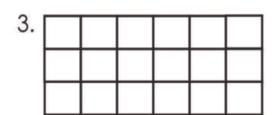
Example:

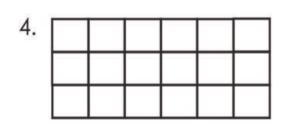


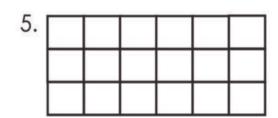






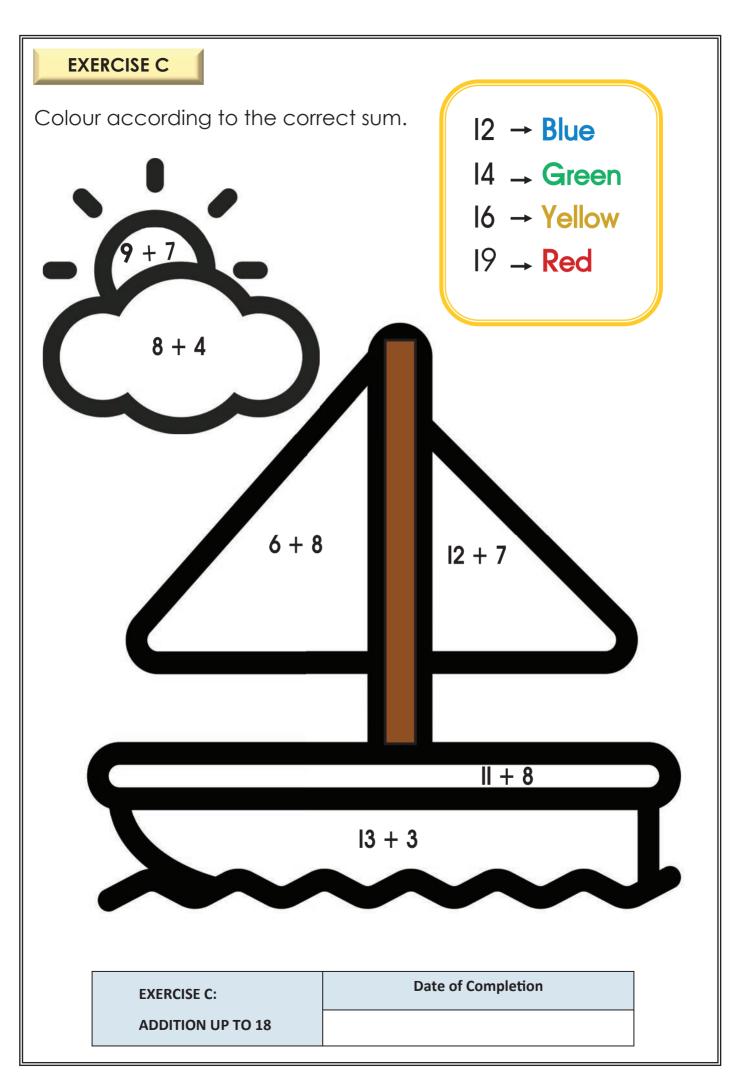








| EXERCISE B: | Date of Completion |
|-------------------|--------------------|
| ADDITION UP TO 18 | |



UNIT 7: ADDITION UP TO 100



GUIDELINES FOR TEACHERS AND PARENTS

1

LEARNING OBJECTIVES

By the end of this unit, pupils will be able to:

- i. Add two numbers without regrouping:
 - a. Single digit numbers together.
 - b. Double digit numbers with single digit numbers.
 - c. Double digit numbers together.
- ii. Add two numbers by regrouping:
 - a. Single digit numbers together.
 - b. Double digit numbers with single digit numbers.
 - d. Double digit numbers together
- iii. Complete number sentence of two numbers.

3

QUESTION PROMPTS

- i. How many objects are there in this group?
- ii. Count the total.
- iii. Add 26 to 75.
- iv. Carry out this addition in standard form.

2

TIPS FOR PARENTS

- i. Write a number sentence on a piece of paper.
- ii. Ask pupils to write the number sentence in standard form.
- iii. Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion.

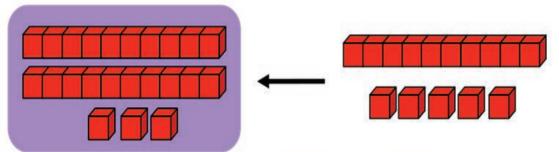
4

- Add
- Total
- Altogether
- Place value
- Digit value
- Standard form

EXERCISE A

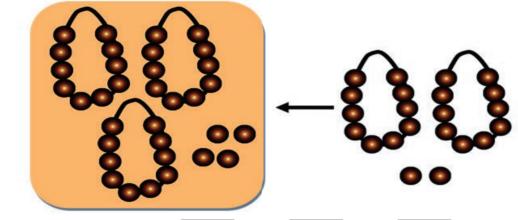
Write complete number sentences.

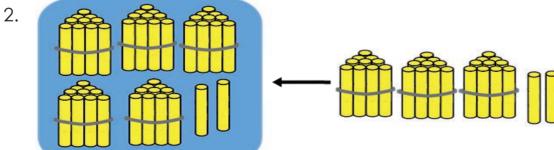
Example:



23 15

١.





EXERCISE A:

ADDITION UP TO 100

Date of Completion



Complete the following.

Example: 25 + 43 = 68

| | Tens | Ones |
|-----|------|------|
| | 2 | 5 |
| + _ | 4 | 3 |
| | 6 | 8 |

NOTES FOR PARENTS:

Arrange the numbers according to place value.

| | Tens | Ones |
|---|------|------|
| | | |
| _ | | |

| | Tens | Ones |
|---|------|------|
| + | | |
| | | |

| | Tens | Ones |
|----|------|------|
| | 7 | |
| 10 | | |
| | | |

| EXERCISE B: | Date of Completion |
|--------------------|--------------------|
| ADDITION UP TO 100 | |

EXERCISE C

Solve these number sentences.

Example:

| Tens | Ones |
|----------------|------|
| ¹ 4 | 5 |
| 3 | 8 |
| 8 | 3 |

3.
$$15 + 48 =$$
4. $35 + 28 =$

| EXERCISE C: | Date of Completion |
|--------------------|--------------------|
| ADDITION UP TO 100 | |

UNIT 8: SUBTRACTION WITHIN 10



GUIDELINES FOR TEACHERS AND PARENTS



LEARNING OBJECTIVES

By the end of this unit, pupils will be able to:

- i. Find the value of subtracting 1 from a number.
- ii. Write subtraction sentences.
- iii. Solve simple routine problems.



QUESTION PROMPTS

- i. How many objects are there in this container?
- ii. How many is left?
- iii. One less than eight equals seven.
- iv. 8 3 equals to?



TIPS FOR PARENTS

- i. Prepare some counters (sweets, drinking straws, popsicles/craft sticks, toys, etc.).
- ii. Prepare 2 plates/containers/cups/baskets.
- iii. Put the objects into the containers (the total number of objects must be less than 10).
- iv. Ask pupils to take out a few objects from the containers.
- v. Ask pupils to count the remainders in the containers.
- vi. Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion.

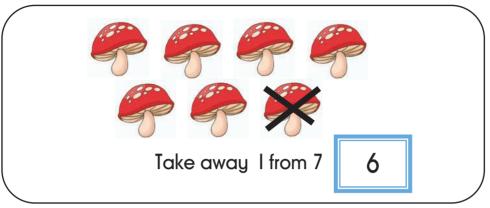


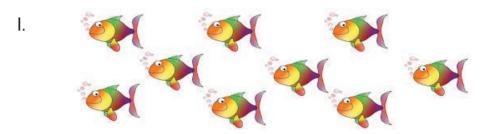
- Subtract
- Cross out
- Separate
- Take away
- Reduce
- Difference
- Comparison



Cross out one object and write the correct answer.

Example:





Take away I from 9



2.



Take away I from 6



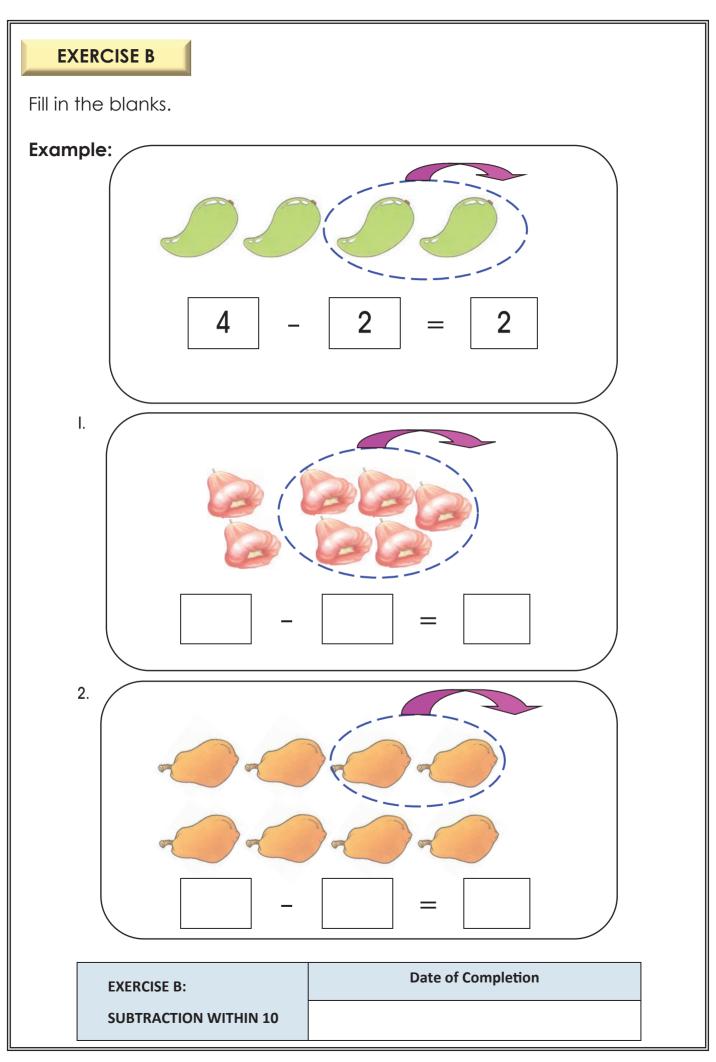
3.



Take away I from 5



| EXERCISE A: | Date of Completion |
|-----------------------|--------------------|
| SUBTRACTION WITHIN 10 | |



EXERCISE C

Solve these number sentences.

Example: 8 - 4 = 2

7-3=

 $2. \qquad 6-5= \boxed{}$

3. 8 - 2 =

EXERCISE C: Date of Completion

SUBTRACTION WITHIN 10

UNIT 9: SUBTRACTION WITHIN 18



GUIDELINES FOR TEACHERS AND PARENTS



LEARNING OBJECTIVES

By the end of the unit, pupils will be able to:

- i. Find the value of subtracting 1 from a number
- ii. Find the difference between two numbers.
- iii. Write subtraction sentences.
- iv. State spontaneously basic facts of subtraction.
- v. State number pairs that give the same remainders after subtraction.
- vi. State spontaneously the difference between two numbers.
- vii. Solve simple routine problems.



QUESTION PROMPTS

- i. How many objects are in this container?
- i. How much is left?
- ii. 1 less than twelve is eleven.
- iii. 14 8 = 6, what are the other two numbers that give the remainder of 6 after subtraction?
- iv. 16 4 equals to?



TIPS FOR PARENTS

- i. Prepare some counters (sweets, drinking straws, popsicles/craft sticks, toys, etc.).
- ii. Prepare 2 plates/containers/cups/baskets.
- iii. Put the objects in the containers (the number of objects must be less than 18).
- iv. Ask pupils to count the objects altogether.
- v. Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion.



- Cross out
- Set aside
- Take away
- Reduce
- Difference
- Comparison

EXERCISE A

Fill in the blanks.

Example:

Take away 7 from 12 makes <u>5</u>.



I. 16 minus 9 equals to _____.



2. Take away eight from seventeen makes _____.



3. II decreased by 4 equals to _____.

4. Nine set aside from eighteen makes _____.

| EXERCISE A: | Date of Completion |
|-----------------------|--------------------|
| SUBTRACTION WITHIN 18 | |

Complete the following.

Example:

| Tens | Ones |
|------|------|
| 2 | 8 |
| | 6 |
| 2 | 2 |
| | |

Tens Ones

5 9

7

2.

| Tens | Ones |
|------|------|
| 7 | 6 |
| - 2 | I |
| | |

3.

| Ones |
|------|
| 7 |
| 6 |
| |
| |

4.

| Tens | Ones |
|------|------|
| 6 | 6 |
| _ 1 | 5 |
| | |

5.

| Tens | Ones |
|------|------|
| 8 | 6 |
| - 4 | 3 |
| | |

| EXERCISE B: | Date of Completion |
|-----------------------|--------------------|
| SUBTRACTION WITHIN 18 | |

EXERCISE C

Solve the problems.

Example:

6 is taken away from 12. How much is left?

I. There are 15 mangosteens in a basket. 9 mangosteens are taken away from the basket. How many mangosteens are left in the basket?

2. There are 12 pupils in a classroom. 8 of them are boys. How many girls are in the classroom?

3. Ali collects 14 eggs. Then, he sells 5 of them. How many eggs left?

| EXERCISE C: | Date of Completion |
|-----------------------|--------------------|
| SUBTRACTION WITHIN 18 | |

UNIT 10: SUBTRACTION WITHIN 100

GUIDELINES FOR TEACHERS AND PARENTS

1

LEARNING OBJECTIVES

By the end of this unit, pupils will be able to:

- i. Subtract any two numbers without regrouping:
 - a. Single digit numbers only.
 - b. Single digit numbers from double digit numbers.

Double digit numbers only.

- ii. Subtract any two numbers by regrouping:
 - a. Double digit numbers only.
- iii. Subtract any 3 single digit numbers.
- iv. Complete subtract sentences.
- v. Solve simple routine problems.

3

QUESTION PROMPTS

- i. Eight minus four equals to?
- ii. Three minus zero equals to?
- iii. Which do we subtract first, tens or ones?
- iv. Can three minus eight?
- v. Carry out the following subtraction in the standard form: 46 minus 32
- vi. 46 minus 23 equals to?



VOCABULARY



TIPS FOR PARENTS

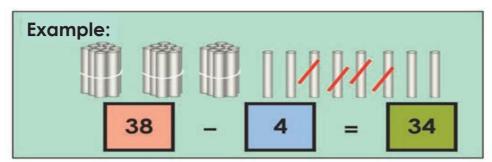
- Write a number sentence on a piece of paper.
- ii. Ask pupils to write the number sentence in standard from.
- iii. Parents need to guide pupils to accomplish ALL the tasks given and state the date of completion.

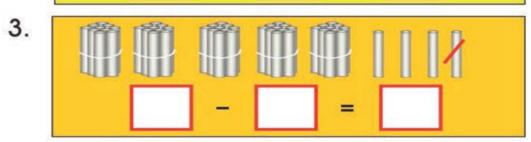
4

- Cross out
- Set aside
- Take away
- Reduce
- Difference
- Comparison

EXERCISE A

Write complete number sentence.





4.

EXERCISE A: Date of Completion

SUBTRACTION WITHIN 100

Complete the following.

Example: 23 - 12 = 11

| | Tens | Ones |
|---|------|------|
| | 2 | 3 |
| _ | 1 | 2 |
| | I | I |

$$1. 45 - 23 =$$

| Tens | Ones |
|------|------|
| | |
| | |
| | |

$$2. 37 - 15 =$$

| Tens | Ones |
|------|------|
| | |
| | |
| | |

$$3. 55 - 33 =$$

| | Tens | Ones |
|---|------|------|
| | | |
| • | | |
| | | |

4.
$$86 - 61 =$$

| | Tens | Ones |
|---|------|------|
| | | |
| • | | |
| | | |

| EXERCISE B: | Date of Completion |
|------------------------|--------------------|
| SUBTRACTION WITHIN 100 | |

EXERCISE C

Complete the following.

Example: 45 - 28 = 17

| | Tens | Ones | | |
|---|------|------|--|--|
| | 3 A | 1 5 | | |
| _ | 2 | 8 | | |
| | I | 7 | | |

1.
$$82 - 73 =$$

| Tens | Ones | |
|------|------|--|
| | | |
| | | |
| | | |

$$2. 56 - 28 =$$

| Tens | Ones |
|------|------|
| | |
| | |
| | |

3.
$$43 - 18 =$$

| Tens | Ones |
|------|------|
| | |
| | |
| | |

4.
$$6l - 34 =$$

| Tens | Ones |
|------|------|
| | |
| | |
| | |

| EXERCISE C: | Date of Completion |
|------------------------|--------------------|
| SUBTRACTION WITHIN 100 | |

| | | ISE | |
|----|----|------------|-----|
| -x | FK | \ F | -1) |
| | | | |

Solve the problem.

Example:

There are **38** rambutans in a basket. **13** of them are rotten. How many rambutans are still fresh?

38

- <u>13</u>

Number sentence:

$$38 - 13 = 25$$

I. Cikgu Azmi has **25** rulers. **17** of them are broken. How many unbroken rulers are still with Cikgu Azmi?

Number sentence:

2. There are 40 goats in a pen. 22 of them are males. How many female goats are there?

Number sentence:

EXERCISE D: Date of Completion
SUBTRACTION WITHIN 100

UNIT 11: MULTIPLICATION



GUIDELINES FOR TEACHERS AND PARENTS



LEARNING OBJECTIVES

By the end of this unit, pupils will be able to:

- i. Create groups of equal numbers.
- ii. Write mathematical sentences for repeated addition.
- iii. Recognise, write and use the multiplication symbol.
- iv. Write multiplication sentences.
- v. Construct a 2 times table, a 5 times table, a 10 times table and a 4 times table.
- vi. Determine the value of multiples of 1 and multiples of 0.
- vii. Complete multiplication sentences.
- viii.Create stories from the multiplication sentences.



QUESTION PROMPTS

- i. Does each group have equal number of objects?
- ii. How many groups of objects are there?
- iii. How many pencils are in each cup?
- iv. How do you write a multiplication symbol?
- v. What is 5 times 2?



TIPS FOR PARENTS

- i. Prepare these materials:
 - a. Counters (sweets, drinking straw, popsicle sticks, toys, etc.).
 - b. Blank paper/plate/cup
 - c. Marker pen/pencil/coloured pencil
- ii. Put equal number of objects in a few containers (e.g. 2 pencils in each of 3 cups).
- iii. Elicit from pupils the number of groups, the number of objects in each group and the total number of objects altogether.
- iv. Parents need to guide pupils to accomplish ALL the tasks given and state the date of completion.

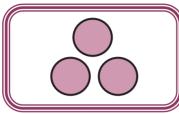


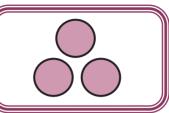
- Multiply
- Times
- Multiplication
- Total
- Groups
- Objects
- Multiples of 1 to 10
- Repeated Addition

EXERCISE A

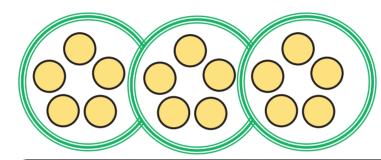
Complete the following.

Example:



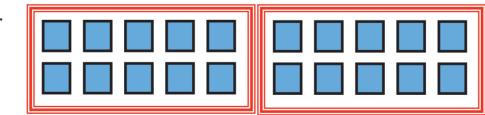


١.



$$\boxed{3} \times \boxed{5} = \boxed{}$$

2.

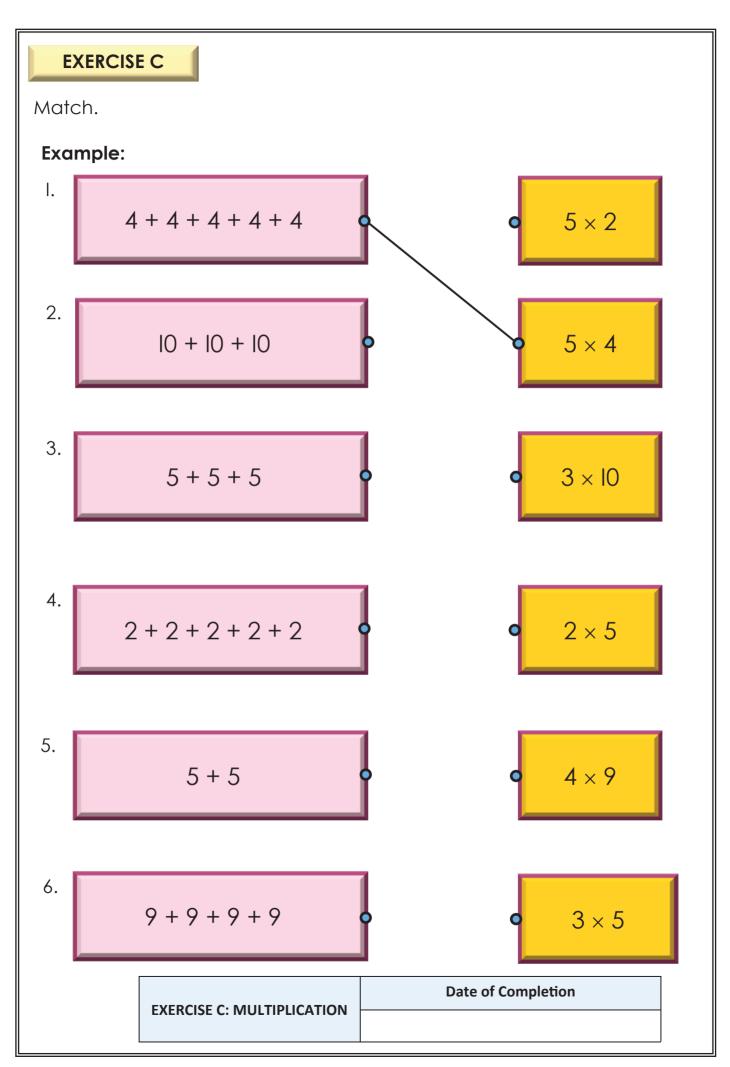


4. 20 4 + 4 5 X 4 5. 2 2 5 2 X 6. 5 5 5 + 3 5 × **Date of Completion EXERCISE A: MULTIPLICATION**

EXERCISE B Fill in the blanks correctly with the symbols (\times) and (=). Example: 6 8 3. 1. 16 4.

5 35

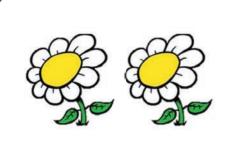
Date of Completion EXERCISE B: MULTIPLICATION

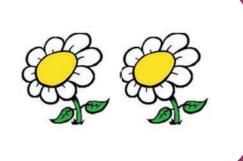




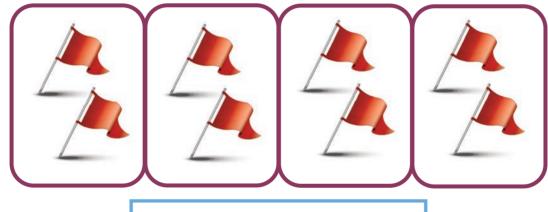
Write complete number sentence.

Example:

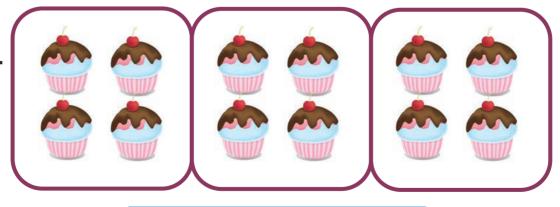




Ī.



2.



EXERCISE D: MULTIPLICATION

Date of Completion

EXERCISE E

Complete the following multiplication tables.

| Multiplication of 2 | Multiplication of 5 | Multiplication of 10 | Multiplication of 4 |
|---------------------|---------------------|----------------------|---------------------|
| I × 2 = | I × 5 = | I × IO = | I × 4 = |
| 2 × 2 = | 2 × 5 = | 2 × I0 = | 2 × 4 = |
| 3 × 2 = | 3 × 5 = | 3 × IO = | 3 × 4 = |
| 4 × 2 = | 4 × 5 = | 4 × 10 = | 4 × 4 = |
| 5 × 2 = | 5 × 5 = | 5 × I0 = | 5 × 4 = |
| 6 × 2 = | 6 × 5 = | 6 × 10 = | 6 × 4 = |
| 7 × 2 = | 7 × 5 = | 7 × I0 = | 7 × 4 = |
| 8 × 2 = | 8 × 5 = | 8 × IO = | 8 × 4 = |
| 9 × 2 = | 9 × 5 = | 9 × I0 = | 9 × 4 = |

| EXERCISE E: MULTIPLICATION | Date of Completion | |
|----------------------------|--------------------|--|
| EXERCISE E. MOLTIPLICATION | | |

UNIT 12: DIVISION

GUIDELINES FOR TEACHERS AND PARENTS



GUIDELILEARNING OBJECTIVES AND PAR-

By the end of this unit, pupils will be able to:

- i. Classify into groups of twos, fives, tens and fours, stating groups by using:
 - a. objects
 - b. pictures
 - c. number lines
- ii. Introduce the symbol for division.
- iii. Write mathematical sentences for division.

3

QUESTION PROMPTS

- i. How many counters do you have?
- ii. How many groups of fives do you see?
- iii. How do you write the symbol for division?
- iv. $5 \div 0$ equals to?

2

TIPS FOR PARENTS

- i. Prepare these materials:
 - a. Counters (sweets, drinking straws, popsicle sticks, toys, etc).
 - b. Plain paper/plate/cup
 - c. Marker pen/pencil/colour pencil
- ii. Take 10 counters and ask pupils to divide them equally into 5 containers.
- iii. Repeat the activity by changing the number of counters and different containers.
- iv. Ask pupils to state the number of groups, number of objects in each group and total number.
- v. Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion.



VOCABULARY

- Division
- Equals to
- Classify
- Group
- Share
- Distribute
- Objects
- Repeated Subtraction

EXERCISE A Each group has 2 objects. Circle the groups and fill in the blanks. **Example:** groups of rabbits 4 l. groups of snails 2. groups of chicks 3. groups of ladybirds

| EXERCISE A: DIVISION | Date of Completion |
|----------------------|--------------------|
| EXERCISE A. DIVISION | |
| | |

EXERCISE B Each group has 5 objects. Circle the groups and fill in the blanks. Example: groups of strawberries I. groups of watermelons 2. groups of carrots **Date of Completion EXERCISE B: DIVISION**

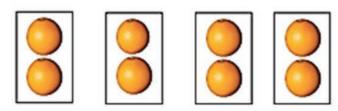
EXERCISE C Each group has 10 objects. Circle the groups and fill in the blanks. **Example:** groups of cups Ι. groups of glue bottles 2. A groups of chairs

| EXERCISE C: DIVISION | Date of Completion | | |
|----------------------|--------------------|--|--|
| EXERCISE C. DIVISION | | | |

EXERCISE D

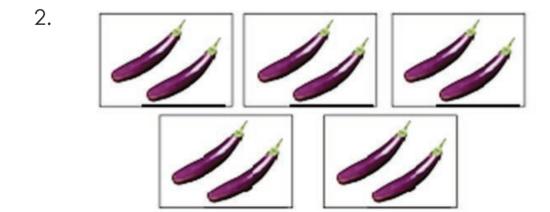
Fill in the blanks correctly with the symbols (\div) and (=).

Example:



8 | ÷ | 2 | = | 4

12 4 2



10 2 5

EXERCISE E Write the complete number sentence. Example: $10 \div 2 = 5$ ١. 2. 3. 4. **Date of Completion EXERCISE E: DIVISION**

UNIT 13: MONEY



GUIDELINES FOR TEACHERS AND PARENTS

1

LEARNING OBJECTIVES

By the end of this unit, pupils will be able to:

- Identify coins and notes of Malaysian currency.
- ii. State the value of money in 'RM' and 'sen'.
- iii. Write the value of money in words.
- iv. Add the value of money.
- v. Subtract the value of money.



QUESTION PROMPTS

- i. Show me a 50 sen coin.
- ii. What is the colour of a RM5 note?
- iii. If I give you RM2 and dad gives you RM1, how much money do you have now?
- iv. What is the picture on a 10 sen coin?
- v. You have RM7. Then, you spend RM3 for a book. How much money do you still have?

2

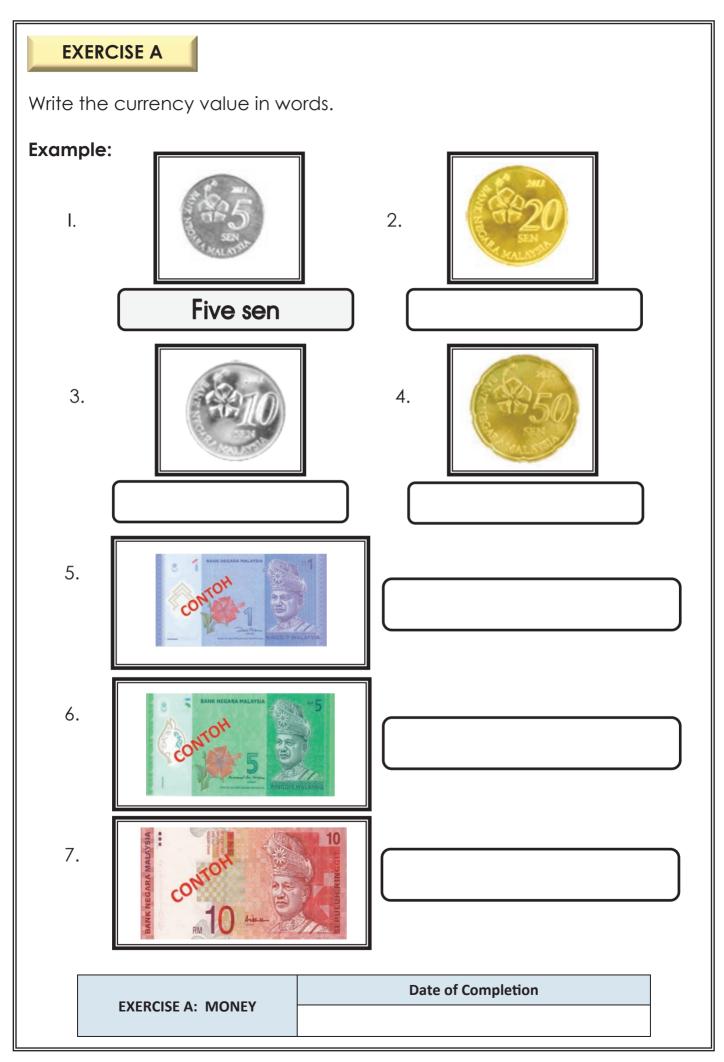
TIPS FOR PARENTS

- Prepare some real currency notes and coins (RM10, RM5, RM1, 50 sen, 20 sen, 10 sen and 5 sen).
- ii. Ask pupils to identify each note and coin of Malaysian currency in terms of:
 - a. Colour
 - b. Size
 - c. Picture/motives
- iii. Ask pupils to act out a situation of buying and selling.
- Parents need to guide pupils to accomplis
 ALL the tasks given and state the date of completion.

4

VOCABULARY

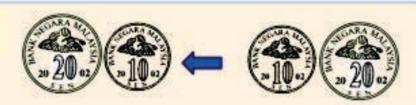
- Sen
- Coins
- Currency notes
- Ringgit
- Size
- Picture



EXERCISE B

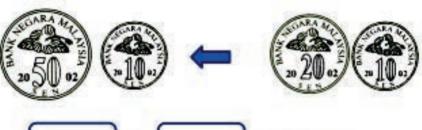
Fill in the blanks.

Example:



30 sen + 30 sen = 60 sen

1.



2.



3.



| EVERGICE D. MONEY | Date of Completion | |
|-------------------|--------------------|--|
| EXERCISE B: MONEY | | |

EXERCISE C

Fill in the blanks.

Example:



60 sen - 10 sen = <u>50 sen</u>

1.



40 sen - 10 sen = _____

2.



60 sen - 20 sen = _____

3.



90 sen – 20 sen = _____

| EVEROICE C. MONEY | Date of Completion |
|-------------------|--------------------|
| EXERCISE C: MONEY | |

EXERCISE D

Fill in the blanks.



I. BANK HEGISA HALAYSIA



2. SANK NEGARA MALAYSIA

SOS SANK NEGARA MALAYSIA

$$RM5 + RMI =$$

3. CONTO



$$RMIO + RM2 =$$

EXERCISE D: MONEY

Date of Completion

EXERCISE E Fill in the blanks.









RM3 - RMI = RM2

١.







$$RM7 - RMI =$$

2.









$$RM4 - RM3 =$$

3.









$$RMI3-RM3\,=\,$$

EXERCISE E: MONEY

Date of Completion

UNIT 14: TIME



GUIDELINES FOR TEACHERS AND PARENTS

LEARNING OBJECTIVES

By the end of this unit, pupils will be able to:

- i. State time in a day.
- ii. State the sequence of events in a day.
- iii. Name the days of a week in order.
- iv. Name the months of a year in order.



QUESTION PROMPTS

- i. What time do you sleep?
- ii. How many days are there in a week?
- iii. What day is before Tuesday?
- iv. What day is after Friday?
- v. How many months are there in a year?
- vi. What is the month before July?
- vii. In which month is
 Independence Day celebrated
 in Malaysia?

2

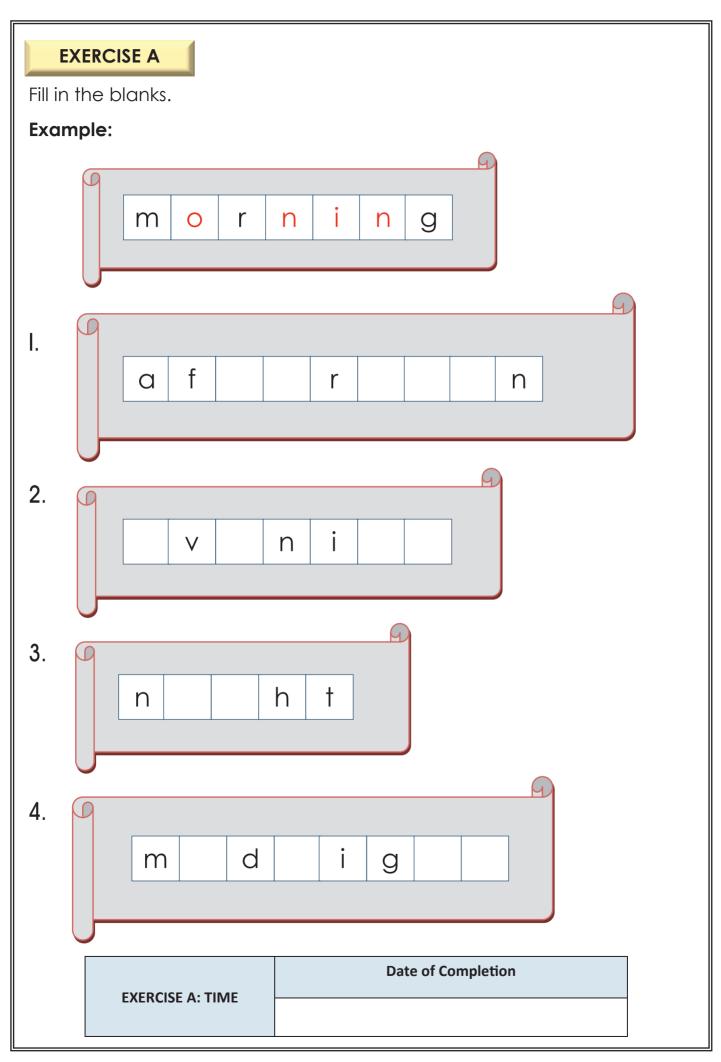
SUGGESTED ACTIVITIES

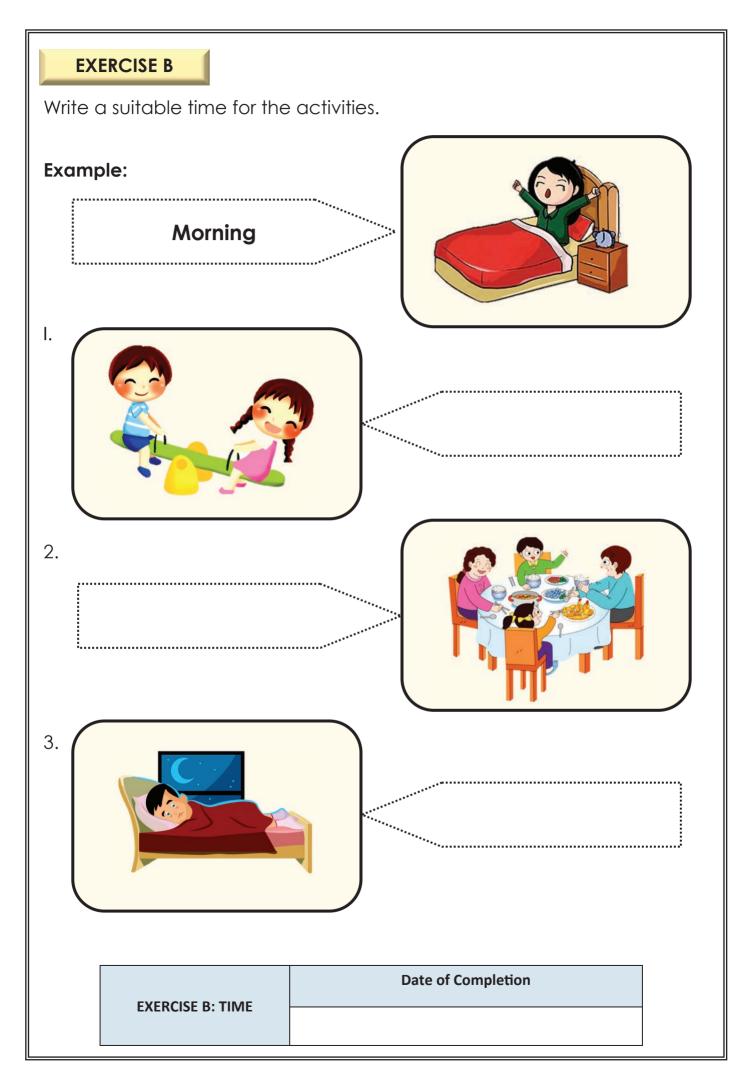
- i. Prepare these teaching aids:
 - a. Activity pictures
 - b. Calendar
 - c. Analog watch/clock
 - d. Days of the week cards.
- ii. Ask pupils to sort the activity pictures according to the days of a week.
- iii. Ask pupils to arrange the days of a week cards.
- vi. Parents need to guide pupils to accomplish **ALL** the tasks given and state the date of completion.



VOCABULARY

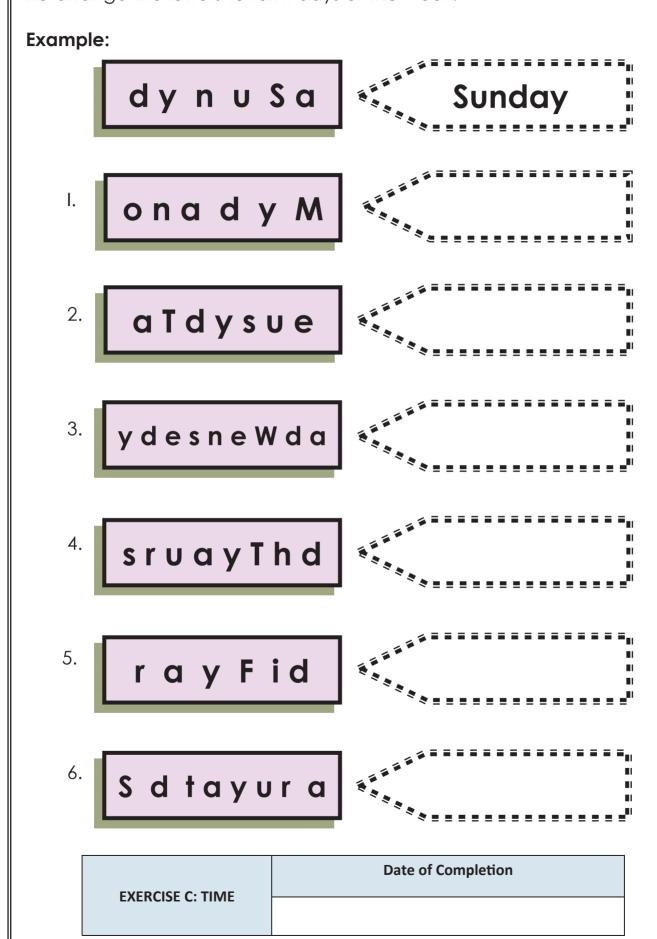
- Morning
- Afternoon
- Evening
- Night
- Midnight
- Activity
- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday







Re-arrange the letters to form days of the week.



EXERCISE D

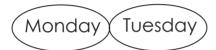
Colour the correct answer.

Example:

Today is Wednesday. Yesterday was _____.



I. Today is Sunday. Tomorrow will be _____.



2. The day before Friday is ______.



3. Two days after Monday will be _____.



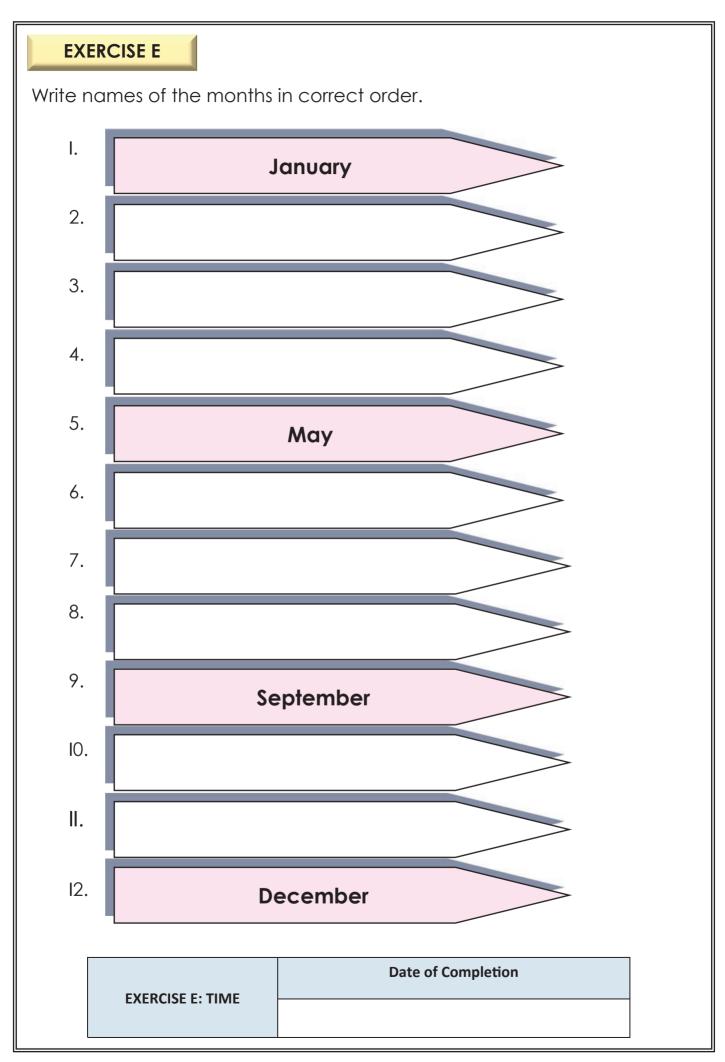
4. Three days after Wednesday will be ______.



5. Two days before Sunday is ______.



| EXERCISE D: TIME | Date of Completion |
|------------------|--------------------|
| EXERCISE D. HIVE | |



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MODULE WRITERS

Rabiatul Nazuha binti Mohd
 Bahagian Pembangunan Kurikulum
 Mohd Syazwan bin Jonit
 Bahagian Pembangunan Kurikulum

EDITORIAL ADVISORS

Nooraini binti Kamaruddin Timbalan Pengarah, BPK 1. 2. Faridah binti Mohemad Zain Timbalan Pengarah, BPK 3. Dr. Kashry bin Ab. Rani Timbalan Pengarah, BPK Mohamed Salim bin Taufix Rashidi Timbalan Pengarah, BPK 4. 5. Hajah Norashikin bin Hashim Timbalan Pengarah, BPK Fazlinah binti Said Timbalan Pengarah, BPK

CONTRIBUTORS

| 1. | Mazlan bin Awi | Bahagian Pembangunan Kurikulum |
|-----|--|---------------------------------|
| 2. | Eileen Jessie Ah Guan | Bahagian Pembangunan Kurikulum |
| 3. | Mohd Shazlan bin Shahudin | Bahagian Pembangunan Kurikulum |
| 4. | Bakhtiar bin Mohd Salleh | Bahagian Pembangunan Kurikulum |
| 5. | Nur Faeeza binti Abd Ghafar | Bahagian Pembangunan Kurikulum |
| 6. | Siti Zulikha binti Zelkepli | Bahagian Pembangunan Kurikulum |
| 7. | Hasdhatul Nor Faezah binti Md Said | SK Balik Pulau, Pulau Pinang |
| 8. | Mazurina binti Mansor | SK Jalan Gurney 2, Kuala Lumpur |
| 9. | Kamaruzaman bin Kamarudin | SK Segambut, Kuala Lumpur |
| 10. | Siti Zubaidah binti Musa | SK Bandar Maharani, Muar. |
| 11. | Nur Shafiqah Nadhira binti Ahmad Puad | SK Tampulan, Sabah |
| 12. | Muhammad Faiz bin Muhamad | SK Putrajaya Presint 17(1) |



BAHAGIAN PEMBANGUNAN KURIKULUM KEMENTERIAN PENDIDIKAN MALAYSIA Aras 4,6-8 Blok E9, Kompleks Parcel E 62604 Putrajaya Tel: 03 8884 2000 Faks: 03 8888 9917 http://bpk.moe.gov.my