


Weekly Schedule

WB: Workbook TB: Textbook

	Part	Lesson	Text pages	Exercises	Materials	Other
Unit 1 Numbers to 1000						
1	1 Looking Back	(1) Tens and Ones	6-8	WB Ex. 1	Place-value chart Linking cubes or toothpicks Base-10 blocks	Mental Math 1 Mental Math 2 Mental Math 3
		(2) Counting On and Counting Back	9	WB Ex. 2	Hundred chart	
	2 Comparing Numbers	(1) Comparing Numbers within 100	10-11	WB Ex. 3	Hundred chart Index cards Base-10 blocks	
		Practice	12	TB Practice 1A	Hundred chart Counters Dice	
2	3 Hundreds, Tens and Ones	(1) Hundreds, Tens and Ones	13-16	WB Ex. 4	Place-value chart Base-10 blocks toothpicks	Rainbow Rock CD: Hundreds, Tens and Ones Learn and Explore Activity
		(2) 3-Digit Numbers	17-19	WB Ex. 5	Number discs Place-value chart	
		(3) Writing and Comparing 3-digit Numbers	21	WB Ex. 6	Dice	
		(4) Counting On and Counting Back	20-21	WB Ex. 7	Number discs Place-value chart	
Unit 2 Addition and Subtraction						
3	1 Meanings of Addition and Subtraction	(1) Part-Whole	22-24	WB Ex. 8	Counters Playing cards	Mental Math 4 Mental Math 5 Mental Math 6 Mental Math 7 Mental Math 8 Mental Math 9 Mental Math 10
		(2) Comparison by Subtraction	24	WB Ex. 9	Counters Base-10 blocks Playing cards	
		(3) Word Problems	25-27	WB Ex. 10		
3	2 Addition without Renaming	(1) Vertical Addition of 2-Digit Numbers	28-29	WB Ex. 11	Number discs Place-value chart Base-10 blocks	
		(2) Addition within 1000	29-30	WB Ex. 12		
	3 Subtraction without Renaming	(1) Vertical Subtraction of 2-Digit Numbers	31-32	WB Ex. 13		
		(2) Subtraction within 1000	32-33	WB Ex. 14		

(2) Renaming Ones in 3-Digit Addition (pp. 37-38)

-  ➤ Add numbers within 1000 where the ones are renamed using the formal algorithm for addition.


 Learning Tasks 3-6, pp. 37-38

Illustrate these problems as needed with **number discs** or base-10 blocks correlating each action using the number discs with the written representation. Have your student rewrite the problems in tasks 4 and 6 vertically, making sure she aligns the digits properly.

3. **361**
4. (a) **323** (b) **231** (c) **572** (d) **656** (e) **770** (f) **390**
5. **390**
6. (a) **492** (b) **671** (c) **763** (d) **881** (e) **610** (f) **990**

- Your student may be able to do 4(a) and 4(b) mentally. $315 + 8$, for example, can be done by writing down the 3 for the hundreds, and then mentally adding $15 + 8$ using techniques learned in *Primary Mathematics 1*. There is additional practice in Mental Math 12 that you may have your student do now or later.

(3) Renaming Tens (pp. 38-39)

-  ➤ Add numbers within 1000 where the ones are renamed using the formal algorithm for addition.

 Learning Tasks 7-10, pp. 38-39


Illustrate these problems as needed with number discs or base-10 blocks correlating each action using the number discs with the written representation. Have your student rewrite the problems in tasks 8 and 10 vertically, making sure he aligns the digits properly.

7. **619**
8. (a) **352** (b) **644** (c) **448** (d) **724** (e) **500** (f) **309**
9. **527**
10. (a) **617** (b) **826** (c) **608** (d) **808** (e) **618** (f) **929**

 Workbook Exercises 16-17


Part 3 - Dividing by 2

(1) Division by 2 (US> pp. 100-101, 3d> pp. 92-93)

-  > Relate division facts to multiplication facts for 2.
> Divide by 2.



In this section, your student will relate multiplication facts for 2 to division by 2 and use the relationship to solve division problems. For example, if given the division problem $18 \div 2 = ?$, he can think of $? \times 2 = 18$ and recall the appropriate multiplication fact. He should eventually memorize the division facts through adequate practices provided by you in the form of games, drill sheets, computer software, etc.

-  Put blocks or other objects in 2 groups.

Ask:

How many blocks are in each group? (4)

How many groups are there? (2)

How many blocks are there altogether? (8)

Write:

$$4 \xrightarrow{\times 2} 8 \quad 4 \times 2 = 8$$



Ask:

If we start with 8 blocks and put them in 2 groups, how many would be in each group? (4)

Write:

$$4 \xleftarrow{\div 2} 8 \quad 8 \div 2 = 4$$

$$4 \times 2 = 8$$

Explain that to find 8 divided by 2, think of a number multiplied by 2 to give 8.

Write the problems shown at the right, one at a time, first the multiplication problem, followed by the corresponding division problem, and have your student supply the missing number.

$$\underline{\quad} \times 2 = 2 \quad 2 \div 2 = \underline{\quad}$$

$$\underline{\quad} \times 2 = 4 \quad 4 \div 2 = \underline{\quad}$$

$$\underline{\quad} \times 2 = 6 \quad 6 \div 2 = \underline{\quad}$$

$$\underline{\quad} \times 2 = 8 \quad 8 \div 2 = \underline{\quad}$$

$$\underline{\quad} \times 2 = 10 \quad 10 \div 2 = \underline{\quad}$$

$$\underline{\quad} \times 2 = 12 \quad 12 \div 2 = \underline{\quad}$$

$$\underline{\quad} \times 2 = 14 \quad 14 \div 2 = \underline{\quad}$$

$$\underline{\quad} \times 2 = 16 \quad 16 \div 2 = \underline{\quad}$$

$$\underline{\quad} \times 2 = 18 \quad 18 \div 2 = \underline{\quad}$$

$$\underline{\quad} \times 2 = 20 \quad 20 \div 2 = \underline{\quad}$$