# 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	
	3 Hundreds, Tens and Ones	s(1) Hundreds, Tens and Ones	13-16	WB Ex. 4	Place-value chart Base-10 blocks toothpicks	Rainbow Rock CD: Hundreds, Tens and Ones
2		(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	
TO KEE		(4) Counting On and Counting Back	20-21	WB Ex. 7	Number discs Place-value chart	
E.	Unit 2 Addition and Subtraction					
	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
	eg pysii sameri Sindyss a mass	(2) Comparison by Subtraction	24	WB Ex. 9	Counters Base-10 blocks Playing cards	Mental Math 8 Mental Math 9 Mental Math 10
3		(3) Word Problems	25-27	WB Ex. 10		Rainbow Rock CD: Word Problems Learn and Explore 1 Learn and Explore 2
	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

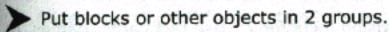
### (1) Division by 2 (US> pp. 100-101, 3d> pp. 92-93)



- 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. Fore 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 practics provided by you in the form of games, drill sheets, computer software, etc.





On

Ask:

How many blocks are in each group? (4) How many groups are there? (2)

How many blocks are there altogether? (8)

Write:

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

Ask:

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

Write:

$$4 \stackrel{\times 2}{\rightleftharpoons} 8 \qquad 4 \times 2 = 8$$

$$\div 2 \qquad 8 \div 2 = 4$$

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.