Dawood Public School  
Course Outlines 2016-2017  
Class II  
Math

Books:

Lu jitan, New Syllabus Primary Mathematics practice books 2aand 2b, Singapore; Oxford  
University Press

Monthly Syllabus for the year 2016-2017

<table>
<thead>
<tr>
<th>MONTHS</th>
<th>TOPICS</th>
<th>DURATION</th>
</tr>
</thead>
</table>
| AUGUST | • Numbers to 1000  
• Table of 2 and 3  
• 4 operations 4 digits ( +, -)  
• Activity calendar/ mental math | 1.5 week |
|         |        | 2 week |
| SEPTEMBER | • Writing in words and figures  
1000-5000 (randomly)  
• Table of 4 and 5  
• Fractions( proper and improper)  
• Comparing and ordering fraction  
• Activity calendar/ mental math | 1 week |
|         |        | 2 weeks |
|         |        | 1 week |
| OCTOBER | • 2D shapes  
• Geometry using ruler to draw a line  
• Angles. Ray (definition)  
• 4 operations 4 digits (x, ÷)  
• Word problems (+, -, x, ÷)  
• Table of 6 and 7  
• Activity calendar/ mental math | 0.5 week |
|         |        | 1 week |
|         |        | 1 week |
|         |        | 1.5 week |
| NOVEMBER | • Lines and curves  
• Divisibility rules  
• Activity calendar/ mental math  
• Revision for Mid term exams | 1 week |
|         |        | 3 weeks |
| DECEMBER | • Mid term examination | |
| JANUARY | • 2 step Addition and subtraction  
• Word Problems ( x and ÷)  
• Table of 8  
• Write in words and figures  
5000-8000  
• Activity calendar / mental math | 2 weeks |
|         |        | 1 week |
| FEBRUARY | • Time  
• Table of 9  
• Write in words and figures  
8000 till 9999  
• Activity calendar/ mental | 4 weeks |
**Syllabus Content:**

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
<th>Specific Instructional Objectives</th>
<th>Work book</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
</table>
| MARCH | • Mixed word problems(+,−,x, ÷)  
• Length  
• Money  
• Tables 2 till 9  
• Activity calendar/ mental math | Students should be able to:  
• Recognize the difference  
Activity: Numbers to 1000 between hundred, tens and ones | A4 paper making  
related to place |  | http://www.primareresources.co.uk/maths/mathsB5.htm |
| APRIL | • 3D shapes  
• Activity calendar/ mental math | More than, less than  
Greater and lesser  
Ordering numbers | Paper glass  
activity |  | https://nrich.maths.org/10712 |
| AUGUST | • Four operations 4 digits (+,−)  
• solve sums of addition and subtraction  
• add and subtract with base ten blocks  
• subtract with numbers that have zeros | | | http://www.eduplace.com/math/mathsteps/2/c/ | |
| | | | | 23-38, 45 | |
| | • Comparing and Ordering Fraction  
• understand fractions  
• Parts of a whole  
• Add and subtract like fraction  
• Comparing and ordering | | | http://edhelper.com/2nd_Grade_Fractions.htm | |
ATTAINABLE TARGETS:

- Numbers to 1000 (understanding the place values properly)
- Concept of greater, lesser/more than and less than
- Expanded and standard form and the difference between the two
- Writing in words and figures (1000 to 3000)
- Tables of 2 and 3

SAMPLE QUESTIONS:
Q) Count the blocks of hundreds, tens and ones
Q) Write in expanded form for e.g 342 can be broken as 300 + 40 + 2
Q) Write in standard form
Q) Write the values reading the diagrammatic picture for e.g

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

![Diagram](image)
FOUR OPERATIONS (ADD AND SUBTRACT):

ATTAINABLE TARGETS:

- Aligning the values properly in vertical form for adding or subtracting
- Terms for adding and subtracting
- Forming the values after counting the cubes for hundreds, tens and ones

SAMPLE QUESTIONS:

- Adding and subtracting 3 and 4 digits (carrying and borrowing is also included)
- Completing a wheel or a table

Q) Solve the following

<table>
<thead>
<tr>
<th>342 + 162</th>
<th>1000 – 562</th>
</tr>
</thead>
<tbody>
<tr>
<td>2750 + 76</td>
<td>3761 – 765</td>
</tr>
</tbody>
</table>

Q) Solve this wheel
   Colour only the operation making 5
FOR THE MONTH OF SEPTEMBER

Four operations (continued)

- No. to 10,000
- Table of 4 and 5
- Fractions
- Comparing and Ordering Fraction

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
<th>Specific Instructional Objectives</th>
<th>Work book</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four</td>
<td>operation s (continued)</td>
<td>Students should be able to:</td>
<td></td>
<td>PT shirts activity</td>
<td><a href="http://www.eduplace.com/math/mathsteps/2/c/">http://www.eduplace.com/math/mathsteps/2/c/</a></td>
</tr>
<tr>
<td>Numbers</td>
<td>to 1000</td>
<td>• know how to multiply and divide</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• multiply by 2 and 3 by using dot paper, short cuts, division and finding number of items in group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Choose appropriate mental strategies to carry out calculations</td>
<td></td>
<td></td>
<td><a href="http://www.primaryresources.co.uk/mathematics/mathSB5.htm">http://www.primaryresources.co.uk/mathematics/mathSB5.htm</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand simple word problems (easy 2-step)</td>
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<tr>
<td></td>
<td></td>
<td>• Decide what operations (addition or subtraction), simple (multiply and divide) are needed to solve them</td>
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<tr>
<td>Comparin</td>
<td>g</td>
<td></td>
<td></td>
<td></td>
<td><a href="http://edhelper.com/2nd4GradeFracitons.htm">http://edhelper.com/2nd4GradeFracitons.htm</a></td>
</tr>
<tr>
<td>and</td>
<td>Ordering</td>
<td>• Same as before</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fraction</td>
<td></td>
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</tbody>
</table>

ATTAINABLE TARGETS:

WRITING IN WORDS AND FIGURES 1000 – 5000

| Ex | Read and understand the place value |
| Ex | Learning place value of each digit i.e. thousands, hundreds, tens and ones |
| Ex | Adding and subtracting the values of ones, tens and hundreds of the two amounts given |

SAMPLE QUESTIONS:

- Guess the value
- Write in words and figures
Q) Write in words in the blanks given.

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Q) Write the number if:

1) If 5 is thousands, 8 is hundreds, 5 is tens and 7 is ones

2) If 4 is thousands and 6 is ones

FRACTIONS

ATTAINABLE TARGETS:
- Recognizing fractions, numerator, denominator
- Identify number of shaded parts and the number of equal parts in a shape
- Classify the fraction as proper and improper
- Recognize the difference between an improper fraction equal to one and an improper fraction greater than one.
- Comparing and ordering fractions
- Addition and subtraction of fractions
- Finding the unknown fraction

SAMPLE QUESTIONS:

Q) \[ \frac{2}{3} + \_ \_ = \_ \_ \_ \_ = \text{1 WHOLE} \]

Q) Fill in the boxes. Colour to show the correct fraction.

And make \( \frac{3}{8} \) 1 whole

Q) Colour these fractions

1/4, 2/5, 1/3, 2/4, 3/4, 3/5, 1/2
Q) Arrange the following fractions in ascending order.

a) \[
\frac{2}{7}, \frac{5}{7}, \frac{4}{7}
\]

b) \[
\frac{6}{12}, \frac{3}{12}, \frac{8}{12}
\]

Q) Arrange the following fractions in descending order.

a) \[
\frac{8}{12}, \frac{3}{12}, \frac{7}{12}
\]

b) \[
\frac{5}{11}, \frac{9}{11}, \frac{3}{11}
\]

Q) Add fractions:

\[
\frac{5}{12} + \frac{4}{12}
\]

\[
\frac{7}{10} + \frac{2}{10}
\]

Q) Subtract these fractions

\[
\frac{8}{12} - \frac{7}{12}
\]

\[
\frac{10}{12} - \frac{8}{12}
\]
### OCTOBER

**Definition of 2 dimensional shapes**
- Geometry Using ruler to draw a line
- Four operations 4 digits (x, ÷)
- Word Problems (+, -)
- Table of 6 and 7

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
<th>Specific Instructional &amp; Objectives</th>
<th>Work book</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Students should be able to:</td>
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<tr>
<td><strong>2 D shapes</strong></td>
<td>• Sort, name, describe, visualize and draw 2D shapes (e.g. squares, rectangles, circles)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Four operations</strong></td>
<td>• Choose appropriate mental strategies to carry out calculations</td>
<td></td>
<td><a href="http://www.eduplace.com/math/mathsteps/2/c/">http://www.eduplace.com/math/mathsteps/2/c/</a></td>
<td></td>
</tr>
<tr>
<td><strong>2 D shapes</strong></td>
<td>• know how to multiply and divide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Four operations</strong></td>
<td>• Understand simple word problems (2-step)</td>
<td>NSPM 2A 89-90, 102-106, 110-113</td>
<td><a href="http://www.eduplace.com/math/mathsteps/2/c/">http://www.eduplace.com/math/mathsteps/2/c/</a></td>
<td></td>
</tr>
<tr>
<td><strong>2 D shapes</strong></td>
<td>• Decide what operations (addition or subtraction) are needed to solve them</td>
<td></td>
<td><a href="https://ca.ixl.com/math/grade2/subtraction-word-problems-up-to-18">https://ca.ixl.com/math/grade2/subtraction-word-problems-up-to-18</a></td>
<td></td>
</tr>
</tbody>
</table>

### ATTAINABLE TARGETS

**2D SHAPES**

### ATTAINABLE TARGETS:
- Learn mathematical names for the common 2D shapes
- Identifying 2D shapes and their properties
- Sorting out only 2D shapes if mixed with 3D shape
- Terms such as edge, vertices and face will be explained and labeled in copies
SAMPLE QUESTIONS:

Learn the name of the following shapes with their characteristics

SOURCE: Worksheets will be given
GEOMETRY USING RULER TO DRAW A LINE, ANGLE AND RAY:

ATTAINABLE TARGETS:

- Definition of line, angle and ray will be given and explained
- Using cm as a unit of length for drawing line

SAMPLE QUESTIONS:

- Draw a straight line using cm

FOUR OPERATIONS (X and ÷)

ATTAINABLE TARGETS:

- Solving 3 and 4 digit multiplication sums with carrying
- Solving 1 and 2 digit division sums
- Family Fact (related to X and ÷)
- Creating multiplication and division sentence

SAMPLE QUESTIONS:

- Vertical sums related to multiplication (with carry) division sums (with remainders)
- Solve the family fact for the given diagram

SOURCE:

Class work questions and worksheets will be prepared by the teacher.

Word problems (+, -)

ATTAINABLE TARGETS:

- Identifying key words to solve word problems related to add and sub
- Aligning the place value to solve the operation vertically.

SAMPLE QUESTIONS:

- Tom picked 134 apples and Mike picked 121 apples from the apple tree. How many apples were picked in total?
- Sara had 811 nickels in her bank. She spent 277 of her nickels. How many nickels does she have now?
- Fred found 752 seashells on the beach. He gave Sam 156 of the seashells. How many seashells does he now have?

SOURCE: Worksheets and class work questions will be prepared by the teacher.
**NOVEMBER**

- Lines and curves

Revision for Mid Term Exams

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
<th>Specific Instructional and Objectives</th>
<th>Work book</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
</table>

**ATTAINABLE TARGETS:**

**LINES AND CURVES**

**ATTAINABLE TARGETS:**

- Difference of line and curve
- Pictures of line and curve
- Guess the letters having straight lines, curve lines, and both in the objects or in letters

**SAMPLE QUESTIONS:**

- Draw a diagram with the help of lines and curves
- Letters which have curves and straight lines---- D, J, L, F, Q, B
- Colour the shapes having lines with curves

**SOURCE:**
Page number 161, 162, 163, 164 and 168 in work book 2A

**DIVISIBILITY RULES:**

**ATTAINABLE TARGETS**

- Learn quick math division
- Application of divisibility rule with the number ending on 2, 5 and 0

![Diagram of shapes]
SAMPLE QUESTIONS:

Answer yes or no in the table whether the following are divisible by 2, 5 and 10

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>Divisible by 2</th>
<th>Divisible by 3</th>
<th>Divisible by 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>671</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>890</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>125</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>444</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>98</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: Worksheets will be prepared by the teacher.

MID TERM EXAMS

For the month of January

Solve the sums vertically

- Word problems (x, ÷)
- Mental math of Number and counting
- Table of 8

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
<th>Specific Instruction and Objectives</th>
<th>Work Book</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>JANUARY</td>
<td>Solve the sums vertically</td>
<td>Students should be able to: • Understand what each digit represents in three-digit numbers and group into hundreds, tens and units and then solve it vertically. • Choose appropriate mental strategies to carry out calculations. • Understand and solve word problems, single (all four operations) and two-step (addition and subtraction), and begin to represent them, e.g. with drawings or on a number line. • Check the results of adding two numbers using subtraction, and several numbers by adding in a different order. • Choose appropriate mental strategies to carry out calculations</td>
<td>2A 107-109</td>
<td>conduct a quiz on different mental math and word problem question</td>
<td><a href="http://www.k5learning.com/free-math-worksheets/second-grade-2/addition">http://www.k5learning.com/free-math-worksheets/second-grade-2/addition</a></td>
</tr>
<tr>
<td>JANUARY</td>
<td>Word problems (x, ÷)</td>
<td></td>
<td></td>
<td></td>
<td><a href="http://math.about.com/od/wordproblem1/ss/gr2wp.htm">http://math.about.com/od/wordproblem1/ss/gr2wp.htm</a></td>
</tr>
</tbody>
</table>
| Mental math of Number and counting | and explain how they worked out the answer.  
• Understand simple word problems (single and easy two-step), decide what operations (addition or subtraction, simple multiplication or division) are needed to solve them | http://www.gov.pe.ca/photos/original/eecdgr2math.pdf |
2 STEP ADDITIONS AND SUBTRACTION:

ATTAINABLE TARGETS

- Solving vertically the questions related to addition and subtraction in 2 steps.

SAMPLE QUESTIONS:

Q) 300 +20+6

\[\begin{array}{c}
300 \\
+ 20 \\
+ 6 \\
\hline
326
\end{array}\]

The same above method will be applied for subtraction from the greatest value.

Q) Add and then subtract (131 +22) – 42

\[\begin{array}{c}
\text{Th H T O} \\
131 \\
+ 22 \\
\hline
153
\end{array}\]

From the above total 42 will be subtracted vertically.

WORD PROBLEMS (x and ÷)

ATTAINABLE TARGETS:

- Identifying key words to solve word problems related to add and subtract
- Aligning the place value to solve the operation vertically.

SAMPLE QUESTIONS:

- Timothy has 26 boxes of oranges. Each box holds 8 oranges. How many oranges does Timothy have?
- Each child has 99 apples. If there are 7 children, how many apples are there in total?
- The school is planning a field trip. There are 60 students and 6 seats on each school bus. How many buses are needed to take the trip?

SOURCE:

Workbook 2A page number 71,72,73,75,76,77,81,89,90,99,100,101,102,103,104,105,106 and 112 Workbook 2B page number 10,11,12,13,14,15,16,20,21,22,23,24 and 27

WRITING IN WORDS AND FIGURES 5000 – 8000

ATTAINABLE TARGETS:

- Read and understand the place value
- Learning place value of each digit i.e. thousands, hundreds, tens and ones
- Adding and subtracting the values of ones, tens and hundreds of the two amounts given
SAMPLE QUESTIONS:

☑️ Guess the value
☑️ Write in words and figures

Q) Write in words in the blanks given.

<table>
<thead>
<tr>
<th>Thousands</th>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>0</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

SOURCE: Worksheets will be prepared by the teacher. Class work questions will also be done.

FEBRUARY

☑️ Time

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
<th>Specific Instructional Objectives</th>
<th>Work Book</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
</table>
| February | Time | Students should be able to:
read and write times, write time in a.m or p.m, know the difference between both and take time in hours and minutes and duration of time • Begin to calculate simple time intervals in hours and minutes. | NSPM 2B | Student will bring their paper made clock then they will be asked to show different timings in their clock | https://www.ixl.com/math/grade-2/match-analog-clocks-and-times |
ATTAINABLE TARGETS:

TIME

ATTAINABLE TARGETS:

- Read and write time
- Read digital time
- Difference between am and pm
- Know the time when it is half past, quarter to, quarter past
- Know digital time with respect to hours and minutes
SAMPLE QUESTIONS:

Q) Draw the hands on the clock for the digital times given

![Clocks with drawn hands](image1.png)

Q) Fill in these blanks
1. When it is 12 o’clock both the hands are on ______________
2. When it is 4 o’clock the smaller hand is on ______________
3. When you brush your teeth in the morning it is ____________(am or pm)
4. Write 4:45 in analog form _________________

SOURCE:
Workbook 2B page number 58, 59, 60, 61, 66, 67, 70 and 73. Worksheets will also be prepared by the teacher.

ATTAINABLE TARGETS:

- Read and understand the place value
- Learning place value of each digit i.e. thousands, hundreds, tens and ones
- Adding and subtracting the values of ones, tens and hundreds of the two amounts given

SAMPLE QUESTIONS:

- Guess the value
- Write in words and figures

Q) Write in words in the blanks given.

<table>
<thead>
<tr>
<th>Thousands</th>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>0</td>
<td>3</td>
<td>6</td>
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<tr>
<td>8</td>
<td>5</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

SOURCE: Worksheets will be prepared by the teacher. Class work questions will also be done.
### MARCH

**Length**

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
<th>Specific Instructional Objectives</th>
<th>Work Book</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>Students should be able to:</em></td>
<td>NSPM 2B</td>
<td></td>
<td><a href="https://www.engageny.org/resource/grade-2-mathematics-module-7">https://www.engageny.org/resource/grade-2-mathematics-module-7</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Measure activities using</td>
<td>Use</td>
<td></td>
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<tr>
<td></td>
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<td>seconds and minutes.</td>
<td>calendar</td>
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<tr>
<td></td>
<td>Word</td>
<td>• Estimate, measure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>and</td>
<td></td>
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<td>compare lengths,</td>
<td>Activity to</td>
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<td>Worksheet</td>
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<td>*estimate the cost of</td>
<td>measure</td>
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<td>length</td>
<td>the</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Money</td>
<td>different items</td>
<td></td>
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</tr>
</tbody>
</table>

### ATTAINABLE TARGETS

**Mixed word problems (+, -, x, ÷)**

### ATTAINABLE TARGETS:

- Students will learn applying four operations effectively when they are given mix word problems

### SAMPLE QUESTIONS:

- If 228 honey bees of 668 fly out of the hive, how many honey bees are left now?
- A city has 3 zoos. One zoo has 213 animals, the second zoo has 68 animals and the third zoo has 177 animals. How many animals do all the zoos have in total?
- If one forest has 178 trees. How many trees do 4 forests have?
- 48 worksheet pages are to be distributed amongst students, such that each student receives 6 pages of worksheets. How many students are the worksheets distributed amongst?

### SOURCE:

Worksheets will be prepared by the teacher. Class work questions will be done in copy.

### LENGTH

### ATTAINABLE TARGETS:

- Estimate
- Measure
- Comparing length
- Using a string
SAMPLE QUESTIONS:

Q) Draw line of the following measurements in centimeters.

1) 4 cm
2) 6 cm

Q) Measure these objects and write your observation in centimeters.

SOURCE: Work book 2B page number 93, 94, 95, 97, 102, 103, 104 and 105.

MONEY

ATTAINABLE TARGETS:

- Introduction to rupees and currencies of few countries
- Finding the cost of the items purchased
- Concept of the remaining balance when the bill is deducted from the amount of rupees paid.
SAMPLE QUESTIONS:
Given below is the menu and price list of a restaurant. Calculate your bill (show your working vertically).

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandwich</td>
<td>Rs 220</td>
</tr>
<tr>
<td>Drum sticks</td>
<td>Rs 155</td>
</tr>
<tr>
<td>Salad plate</td>
<td>Rs 335</td>
</tr>
<tr>
<td>Pastas</td>
<td>Rs 180</td>
</tr>
<tr>
<td>Pizza</td>
<td>Rs 1090</td>
</tr>
</tbody>
</table>

1. You buy a salad plate, Drum stick and pizza
2. If you buy four sandwiches.
3. What change will you get if you pay 1000 rupees for getting 4 sandwiches

SOURCE:
Worksheets will be prepared by the teacher

APRIL

3 dimensional
Shapes Revision of
Final Exams
### Topic | Specific Instructional Objectives | Work Book | Activity Resources
---|---|---|---

**Students should be able to:** Sort, name, describe and

**3D dimensional shapes**
- make 3D shapes (e.g. cubes, cuboids, cones, cylinders, spheres and pyramids) referring to their properties;
- recognise 2D drawings of 3D shapes.

**Attainable Targets:**
- Describe, name and make 3D shapes
- Sort 3D shapes
- Recognize objects having 3D characteristics

**SAMPLE QUESTIONS:**

Q) Write the name of 3D shapes and learn them

![3D Shapes Image]

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Revision of final exams

MAY

FINAL EXAMS

Assessment and Homework:
Students will be assessed by taking test of each and every chapter. Home Work shall be given on a daily basis.

Mathematical Symbols:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>Addition</td>
</tr>
<tr>
<td>-</td>
<td>Subtraction</td>
</tr>
<tr>
<td>×</td>
<td>Multiplication</td>
</tr>
<tr>
<td>÷</td>
<td>Division</td>
</tr>
<tr>
<td>&lt;</td>
<td>Less than</td>
</tr>
<tr>
<td>&gt;</td>
<td>Greater than</td>
</tr>
<tr>
<td>°</td>
<td>Degree</td>
</tr>
<tr>
<td>⌒</td>
<td>Fraction</td>
</tr>
<tr>
<td>.</td>
<td>Decimal</td>
</tr>
<tr>
<td>=</td>
<td>Equal to</td>
</tr>
</tbody>
</table>

Keywords:
- **NUMERALS**: A symbol or name that stands for a number.
- **MULTIPLICATION SENTENCE**: The numbers being multiplied are the factors; the answer is the product.
- **SUM**: When two amounts or numbers are added, it gives a sum.
- **ALTOGETHER**: When the sum of any 2 or more than 2 numbers want to find.
- **DIFFERENCE**: The result of subtracting one number from another.
- **PRODUCT**: When a number gets multiplied by another it results in the form of product
- **DIVISOR**: The number you divide by.
- **DIVIDEND**: The amount you want to divide up.
- **QUOTIENT**: The answer you get after you divide one number by another. E.g in 12 ÷ 3 = 4, 4 is the quotient.
- **ANGLE**: The amount of turn between two straight lines that have a common end point (the vertex).
- **RAY**: A portion of a line which starts at a point and goes off in a particular direction to infinity.
- **FACE**: Any of the individual surfaces of a solid object.
- **EDGE**: The line where two surfaces meet
- **VERTICES**: In geometry, a vertex (plural vertices) is a special kind of point that describes the corners or intersections of geometric shapes.
- **2D SHAPE**: A shape that only has two dimensions (such as width and height) and no thickness.
- **3D SHAPE**: An object that has height, width and length
- **ANALOG**: A clock or watch is called "analog" when it has moving hands and hours marked from 1 to 12 to show you the time.
**DIGITAL TIME:** A clock or watch that shows the time using numbers, not hands.

**FRACTION:** The line that separates the numerator and denominator

**LIKE FRACTION:** The different fractions with the same denominator are like fractions.

**UNLIKE FRACTION:** The different fractions with the different denominator are unlike fractions.

**ASCENDING:** Arrangement from smallest to largest (increasing)

**DESCENDING:** Arrangement from greatest to smallest (decreasing)

**cm:** A centimeter is a measure of length. There are 100 centimeters in a meter.

**TWICE:** Two times

**THRICE:** Three times

**Resource List:**
* Dr Fong Ho Kheong, Chelvi Ramakrishnan, Gan Kee Soon (2nd edition), My Pals are her Book 1a and 1b, Singapore; Marshall Cavendish Education
* Lawler, Dr Graham (4th Edition), Understanding Maths Book 1,2
* Winnie Tan and S. T. Rajah, Progressive Mathematics Book 1,2, Oxford University press;
* P.N. Singh, A. K. Roy, and S. Dudeja (Second edition), New Count Down Mathematics Book 1,2, Oxford University Press;
* SPMG Mathematics Book 1,2