

Teacher's Resource Book

Maths

Insight

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Introduction

Welcome to Maths Insight 1: Teacher's Resource Book!

This Teacher's Resource Book serves as a guide to making maths education an engaging and impactful experience for young learners. It is designed to complement the Maths Insight 1: Coursebook, offering essential tools for effective teaching.

This **Maths Insight 1: Teacher's Resource Book** contains all the essentials for delivering engaging maths lessons. It includes lesson overviews that summarise each chapter, offering a clear structure for planning and reviewing lessons with ease. Detailed plans are included to achieve learning objectives and ensure that maths concepts are well understood by students. Answer keys for coursebook exercises are also provided to save preparation time and maintain consistency in evaluations. These resources work together to support the delivery of meaningful and enjoyable maths lessons.

We hope this Teacher's Resource Book becomes an essential companion throughout the teaching journey, offering the necessary support to create meaningful and enjoyable maths lessons. Suggestions and constructive feedback are always welcome to help us improve and make this series even better for educators and students.

— **The Publishers**

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Background Knowledge/Review

So far students have learnt:

- a. using numbers in a variety of situations.
- b. counting objects one by one.
- c. some rhymes involving numbers (counting small numbers).
- d. using fingers and other body parts to count small numbers.

Objectives

After teaching this chapter, students will be able to:

- a. learn numbers and number names up to 9.
- b. count objects up to 9.
- c. match numbers and number names up to 9.
- d. match group of objects and the corresponding number.
- e. write numbers in sequence.
- f. write numbers before/after/between given numbers.
- g. identify zero.

Overview of the Chapter

- a. Recalling the earlier knowledge.
- b. Learning numbers up to 9.
- c. Understanding zero and numeral 0.
- d. Comparing numbers up to 9.
- e. Arranging numbers up to 9 in ascending (increasing) or descending (decreasing) order.

New Vocabulary

Ascending (Increasing) Order :When the numbers are written from the smallest to the greatest, (e.g. 1, 2, 3, 4), they are said to be in ascending (increasing) order.

Descending (Decreasing) Order :When the numbers are written from the greatest to the smallest (e.g., 7, 6, 5, 4), they are said to be in descending (decreasing) order.

Teaching/Learning Materials

Toys, beads, balloons, coloured pencils, etc.

Teaching/Learning Strategies/Activities

In their daily life, students observe numbers being used in a variety of situations. They themselves use numbers in different situations. For example: I have two marbles. I come first in the race etc.

So, teaching numbers to them is not a difficult task. Any object from the surroundings can be used for counting. Ask the students to look around the classroom carefully. Then ask them questions like: how many windows you can see? How many doors you can see? How many charts you can see in the classroom? How many tables (teacher's table) you can see, etc. Ask a students to come to the blackboard and write any number from 1 to 9. Then call another students to draw objects (e.g. circle, lines, stars etc.) to represent this number. Finally ask the whole class whether the representation is correct or not. In this way every child will actively take part in teaching-learning process, which is an essential part of teaching. Here pay some more attention to the number names. Ask the students to learn the spellings of the number names.

To make the concept of 'before-between-after' clear, narrate some real life situations e.g. what do you do before going to bed? What do you do after getting up in the morning, etc. On **page 6**, the pictures of an apple at different stages are given. You can also give such pictorial examples.

Next discuss how we compare numbers. Just like we have bigger/smaller things in the same manner we have bigger/smaller numbers. Use groups of toys/marbles/tops to compare numbers. Here ascending and descending order should be dealt with comprehensively.

Finally come to the concept of zero. Initially, students will feel it unnecessary to denote 0 as absence of something. They will have some confusion in their minds that if nothing is there, how can we count it. But gradually, they will accept the presence of 0.

Evaluation and Assessment

After teaching a concept/lesson, evaluation is done to check whether the learning objectives for this concept/chapters are fulfilled or not. If all the facts are understood by the students and they answer orally the questions asked randomly, your purpose is fulfilled. You can make use of Practice Makes Perfect, Pick the Right Answer, Thinking About Values, Fun Time, and Brainy Maths Assignments for the assessment purpose.

Hints to Some Selected Problems

Brainy Maths:

1. You have zero tails.
3. The numbers after 5 and before 8 are 6 and 7.
4. All the numbers before 6 and after 3 are 4 and 5.

Skill Builders:

1. b. The number of black parts on football is 6.
2. b. The number of girls in the group is 4.
3. c. The number shown in the keyboard are 9.
4. b. Plate b. has more apples.