

1 2 3 4 5 6 7 8 9

**We(inc) practise
math**

$$1 + 1 = 2$$

Matigsalug

We(inc) practise math

Let's practice mathematics

Written by Mrs. Margaret Hunt, Mrs. Lorena Linggan and
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Pictures done by Margaret Hunt



Matigsalug Literacy Education Incorporated
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OFFICE OF THE SECRETARY
PAUNANG SALITA

Ang mga isla, kagubatan at mga kabundukan ng ating bansa ay tahanan ng iba't-ibang pamayanang kultural na ang bawat isa ay may sariling wika at kaugalian. Ang ating kultura ay mahalagang piraso ng magandang mosaik at iyan ang bansang Pilipinas.

Ang ating bansa ay mayroong utang na loob sa pamayanang kultural. Maraming panahon na ang nagdaan na ang kaugalian, wika at magandang layunin ay nakatulong sa ikauunlad ng ating makabansang pagkamamamayan. Maipagmamalaki natin ang ating pamanang Filipino habang nagkakaroon tayo ng malawak na pang-unawa sa mga kulturang ito.

Sa mga kadahilanang ito, kinakailangang mapangalagaan ang mga wika at kinaugaliang pamayanang kultural ng Pilipino. Ang aklat na ito, na nasa wika ng pamayanang kultural ay may layuning tumulong sa pangangalaga nito. Ito ay ginawa para mapaghusay ang kakayahan sa pagbasa at pag-unawa, at para palawakin pa ang kaalaman sa pamamagitan ng pagbasa sa sariling wika. Ang paraang ito ng pag-aaral sa pamamagitan ng paggamit ng unang wika ay makapagpapaangat sa sariling wika at ang pagbabasa nito ay isang kapaki-pakinabang na karanasan.

Dahil dito, labis ang pasasalamat ng sambayanang Pilipino sa Summer Institute of Linguistics (SIL) dahil sa kanilang pagsusumigasig na mapanatili at mapalaganap ang kulturang Pilipino sa pamamagitan ng babasahing ito.

Ikinararangal, kung gayon, ng Kagawaran ng Edukasyon, Kultura at Sports na ipakilala ang aklat na ito, ang pinakabagong edisyon, para mapaunlad ang karunungan bumasa't sumulat sa pamayanang kultural. Sa pagtulong sa mga kumunidad na ito, ang kabutihan ng buong bansa ay natutulungan.

Andrew Gonzalez
ANDREW GONZALEZ, FSC
Secretary

Preface

This mathematics primer, *Egbebasbas ki te mat*, has been prepared to help teach mathematics skills to speakers of the Matigsalug language in the provinces of Bukidnon, Davao, and Cotabato. It is an integral part of the *Basic Literacy Course* which consists of seventy 2½-hour lessons. The mathematics component is thirty minutes of the lesson.

This primer is designed to equip the student to do the following:

- Count and recognize numbers up to 1000 (including 0)
- Handle basic addition and subtraction
- Handle money and compute change
- Measure with a ruler
- Read analog clocks
- Handle dates
- Read analog weighing scales.

This book is designed to be used by the teacher in conjunction with a blackboard and chalk — it is not for use by the students. The other teaching equipment required is a collection of small objects such as stones or bottlecaps for counting, a tape measure, and a cardboard clock face and scale face. Students need only paper and a pencil.

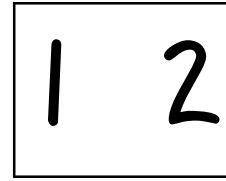
It is important that the lessons are followed consecutively as the lessons build upon each other. It is vital, especially in the early lessons, that actual objects (such as stones or bottlecaps) are used to teach the concepts of counting, adding, and subtracting rather than just abstract equations written on the blackboard. A good basic foundation will make the latter lessons much more useful.

The authors gratefully acknowledge the many ideas taken from the Tboli mathematics primer, *Hemnagi Lemilu*, published by the Summer Institute of Linguistics in 1979.

Lesson 1

Purpose

That purpose here so that the students able-to-recognise and able-to-understand the number 1(one) and number 2 (two) and the names of these numbers.



Your(sg) preparation there at house

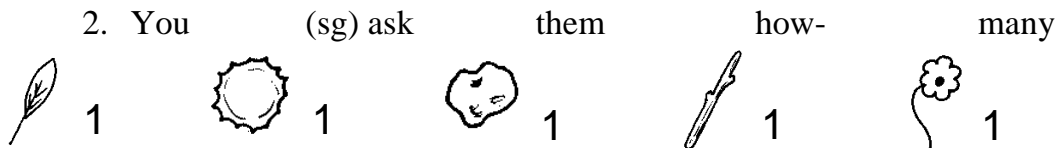
You take differnt examples like leaves, stones, twigs and still others (etc.). And you also bring the bottle tops, because will-use-them there at the classroom.

How-to teach the lesson

The first thing you do, fetch(take) ten bottle tops. And then, you take one bottle top and you say to the students, “This is one bottle top.” Then you add one top to what you are-holding and you say, “These are two bottle tops.” And you continue like that until the ten bottle tops are used-up. And you give-out to the students bottle tops and you cause- them -to-group the tops. First, just one top. Then, two, three, four and five.

The meaning of the number 1 and how-to write this “one”

1. You take the another (thing) that you prepared like a leaf, and you hold it and you show-it to them and you say, “This is one leaf.” And that which you have showed them, it-is-necessary that you draw-it there on the blackboard like this:



pieces in each of your(sg) drawings there on the blackboard. (Their answer “one.”)

You(sg) teach them there on the blackboard how-to write the number 1 and the word one. You all practise writing this there in the air. Then you(sg) cause-them to write the number 1 and the word one there on their paper.

The meaning of the number 2 and how-to write this “two”

1. You(sg) take the other-things that you(sg) prepared like tops, and you(sg) hold them and you(sg) show them saying, “This is one top.” Then you(sg) add one top to what- you(sg) -are-holding and say, “ These are two tops.” Then you(sg) draw them there on the blackboard like this:
And then, you all read them.



2. You erase whats on the blackboard, and you draw pictures like this:
You(sg) touch one group that you(sg) drew and you(sg) question them,



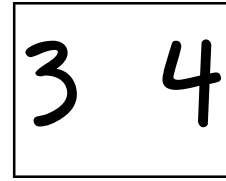
“How-many are these?” And you(sg) write the answer there by the group.
And just likewise here at the other groups.

3. You(sg) teach them, “Two, it-is greater than one by one.”
4. You(sg) point to the numbers that you(sg) wrote there on the blackboard and you(sg) question them of how-many is that number.
5. You(sg) teach them there on the blackboard, how-to write the number 2, and the word two. You all practise writing this there in the air. Then you(sg) cause-them to practise writing the number 2 and the word two there on their paper.

Lesson 2

Purpose

That purpose here so that the students recognise and understand the number 3(three) and number 4(four) and the names of these numerals.



Your(sg) preparation there at house

You(sg) take again the examples.

Review the last lesson

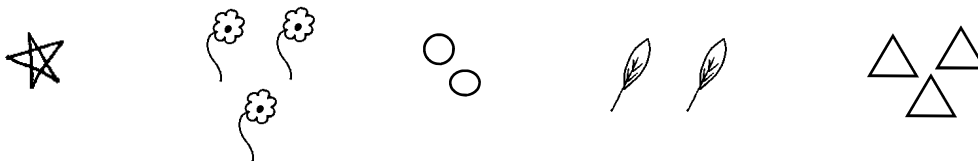
First, you(sg) review the first part from lesson 1 like this: You(sg) use the examples and you all count the examples as-far-as 10. Then you(sg) cause- the students -to-make-piles, first 1, then 2, 3, 4, 5.

How-to teach the lesson

The meaning of three and how-to write this "three"

1. You(sg) teach this just like that number 2, but number 3 now.
2. You(sg) teach the students, "Three, it-is greater by one than two." And you(sg) draw there at the blackboard like this:

You(sg) point to one group that you(sg) drew and you(sg) question them,



"How many is this?" and you(sg) write their answer there by the group.

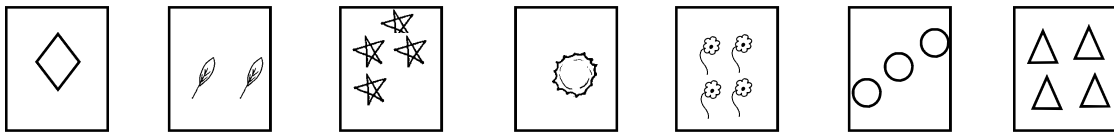
3. You(sg) teach them how-to write the number 3 and the word *three*. First, you (sg) write this there on the blackboard. then you all practise writing the number 3 there in the air. Then you(sg) cause- them -to-write the number 3 and the word *three* there on their paper.

The meaning of 4 and how-to write this "four".

1. You(sg) teach just like the number 2, but number 4 now.
2. You(sg) teach the students, "Four, it-is greater by one than three.
3. And you cause- the students -to-make-piles of the examples like this: 4 leaves, 4 stones, 4 bottle tops, 4 flowers.
4. You(sg) teach them how-to write the numeral 4 and word *four*. You(sg) just teach this like the numeral 3. And you(sg) cause- them -to-write the numer 4 and word *four* there on their paper.

Their assignment

You(sg) draw this there on blackboard. And you(sg) cause- the students -to-answer there on their paper of how-many are-placed in each box.

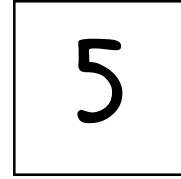


You(sg) look-at their answers and you(sg) cause- them -to-tick their correct answers.

Lesson 3

Purpose

That purpose here so that the students review 1, 2, 3, and 4. The second purpose here so that the students able-to-recognise the number 5 and the word “five”.



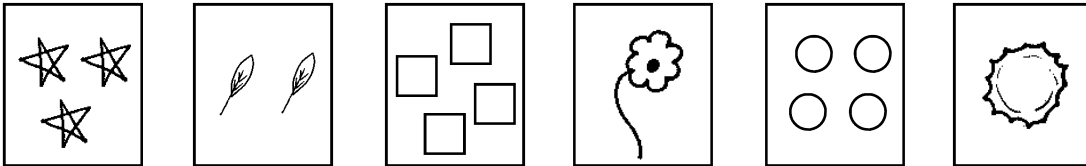
Your preparation there at house

You take again the examples.

Review the last lesson

Review the numbers 1, 2, 3, and 4 like this:

1. You draw this there at the blackboard:



2. You point-to one box that you drew and you question them, “how many is this?” Then you write their answer there at the bottom of the box.
3. You point again to the numerals that they answered of what is the name of those numerals.
4. And you write there on the blackboard the words of the numerals 1, 2, 3, and 4 like this:

one two three four

And you cause- them -to-read what you wrote.

5. And you cause- the students -to practise writing there on their paper the numerals 1, 2, 3, and 4.

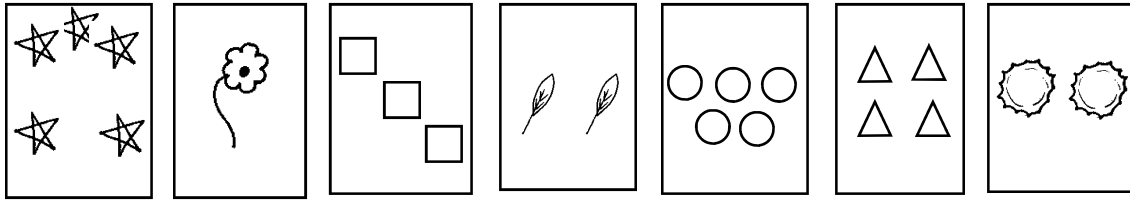
How-to teach the lesson

The meaning of 5 and how-to write this “five”

1. You teach just like numeral 2, 3, and 4, but numeral 5 now.
2. You teach the students that, “Five, it-is one greater than four.
3. Cause- them -to-draw a group of five there on their paper.
4. You teach them how-to write the numeral 5 and word *five*. Just like you taught them to write the numerals 1, 2, 3 and 4 but numeral five now.

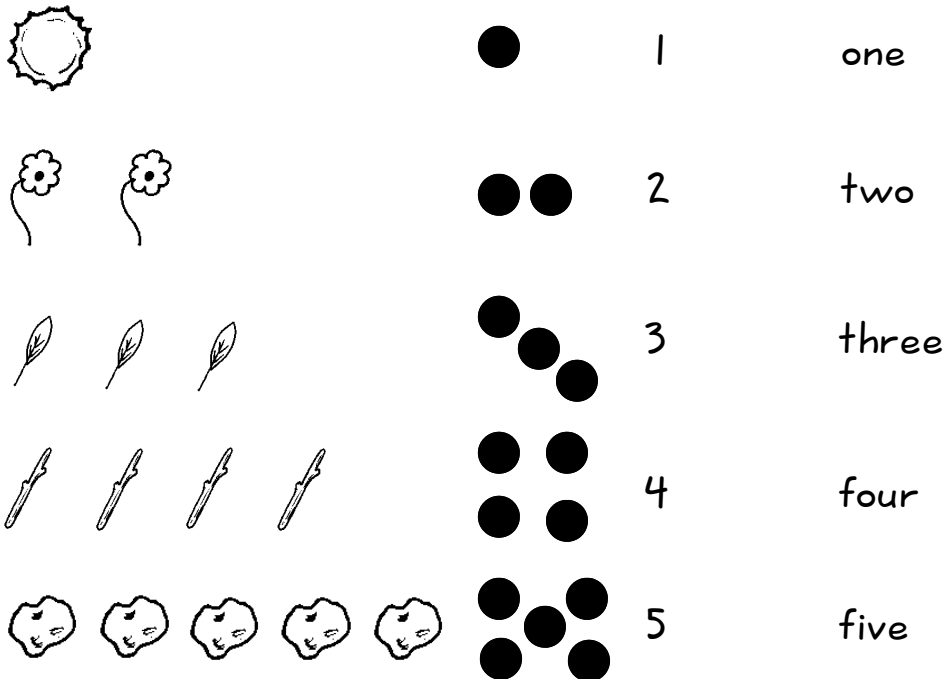
Their assignments

1. You draw this there on the blackboard:



And you cause- them -to-answer there on their paper how-many is-in each box.

2. You also draw this there on the blackboard:



Lesson 4

Purpose

The purpose here is to revise the numerals 1, 2, 3, 4, and 5.

Your preparation there at the house

You take again the examples. And it-is-necessary that you take pictures that you will-show them and cause-to-count how-many of the-same-(things) there in the picture. Then, you take paper and cut-it-up and you write the numerals 1 as-far-as 5 but just one numeral you write on each paper that you cut-up.

How-to teach the lesson

1. You command the students to:
 - a) Take two stones and you cause- them -to-write there on their paper the numeral 2 because the stones were-two also that they took.
 - b) You cause- them -to-count how-many feet on a pig, chair, desk, people, and still more.
 - c) You cause- them -to-draw three circles there on their paper.
 - d) You cause- them -to-count how-many there at their bodies. For-example how-many eyes, fingers and still more.
 - e) You take three bottle tops and you cause- them -to-write there on their papers the numeral 3.
 - f) You cause- them -to-count different-(things) that they see in the picture that you brought.
2. You give three bottle tops there to one student. And you cause- him/her -to-count the tops and you cause-to-be-given there at his/her companion two of the tops. And then, you cause- him/her -to-count how-many tops are-left there in his/her hand.

3. And you make-piles of tops of 1, 2, 3, 4, 5. And you take the numerals you wrote there on paper and you cause- them -to-show where-is the numeral that is-the-same and you put-together the same numbers.

And you-all repeat like here but you(pl) use different examples:



1



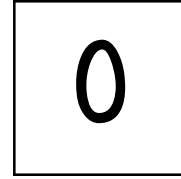
2

4. You name different numerals and you cause- them -to-write there on their paper the numeral that you named.
5. And you write there on the blackboard the numerals 1 to 5, and the words *one*, *two*, as-far-as *five*. And then, you cause- them -to-read what you(sg) wrote. And when they have-finished reading, you cause- them -to-write there on their paper what you wrote there on the blackboard.

Lesson 5

Purpose

That purpose here is so that they will-recognise the numeral 0 and the word “zero”. And the second purpose here is so-that they will-recognise the numeral that follows zero.



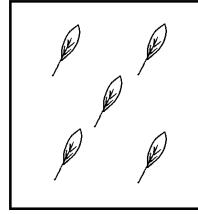
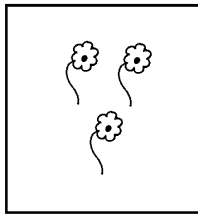
Your preparation there at the house

You take one container like a basket. And you also take different examples like sweet-potato, bananas and still more.

How-to teach the lesson

The meaning of “zero” and how-to write this “zero”

1. You show the students the container that you brought and you ask them how-many (things) are-in it. If they say “none”, you write there on the blackboard 0 and you say to them “There-is nothing that I put in this numeral because there-is nothing also. The name here is-zero.”
2. And you draw this there on the blackboard:









You question them of how-many is-placed in each box. And you write their answers there at the bottom of the box, and then you-all read what you(sg) wrote.

3. You teach them also how-to write 0 and the word zero. And then, you cause-them -to-write this there on their paper.

Numerals that follow-each-other

1. You draw there on the blackboard like this:

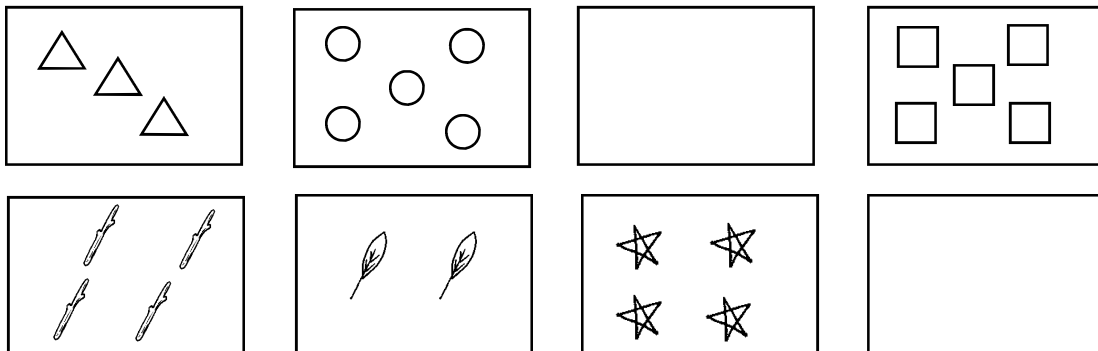
$$\begin{array}{r} 0 \\ \star \\ | \end{array} + \begin{array}{r} \text{flower} \\ | \\ \star \\ | \end{array} = \underline{\quad} \\ \begin{array}{r} | \end{array} + \begin{array}{r} | \end{array} = \underline{\quad}$$

 2 	+	 1 	=	_____
3 	+	1 	=	_____
4	+	1	=	_____

2. You(pl) look-at the blackboard. The first to-look-at is the flower. And you question them of how-many flowers there at the left. And they will-answer, “None”. And you will-say, “there-is zero here”. And you question them also of how-many flowers there on the right, and they will-answer also “one”. And that answer is-right because there-is one flower there at the right. And you say, “Yes, and there-is “one” written here below.” And it-is-possible also to-say, “None flowers added to one flower, makes one.” And you question the of how-much is the numeral that written there at left and they will-answer, “Zero”. And you add-together the zero and the one, but just makes one. Therefore, the meaning of “+” is add. And the meaning of “=” is makes. And then, you-all read there at the blackboard this $0 + 1 = 1$ (zero add-together one makes one).
3. And you(pl) look again at the stars. And you question the students, “How-many stars are-here at the left? And how-many stars also here at the right? If there-is one star there at the left and one star there at the right, how-many all are they?” (And their answer 2) And you write 2 there on the line. And you(pl) read again the numerals written there below the stars $1 + 1 = 2$ (one add-together one makes two).
4. You continue like this until all the pictures are-used-up.
5. You(pl) read all the numerals written on the lines.

Their assignment

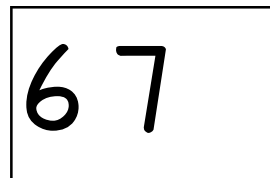
2. You draw there at the blackboard like this and you cause- the students -to write there at their paper how-many is-placed in each box:
3. Cause- the students to-tick their answers that correct.



Lesson 6

Purpose

That purpose here so that the students recognise and understand the numerals 6, 7, and 8 accompanied by their words. And that second purpose here so that the students are-able-to-know the numbers that are the same.



Your preparation there at the house

You take two plates.

You review the last lesson

1. Review the numerals 1 going-to 5. You copy this:
You write there at he blackboard the word *one* going-to *five*, and the numerals 1 as-far-as also 5. And then, you point-to what you wrote and you cause- the students -to-read-it.
2. And you cause- students -to-point to where the word is the same as the numeral and you say to-them the numeral

How-to teach the lesson

The meaning of the numerals 6 going-to 8, and how-to write this

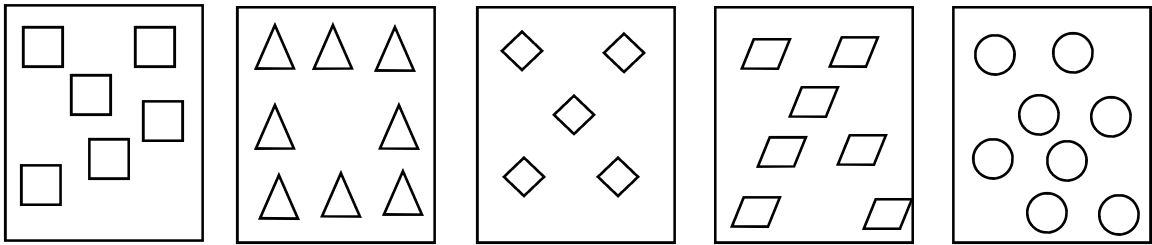
1. You just teach like 1 going-to 5 this 6 going-to 8 accompanied by their words.
2. And you also teach them how-to write the numerals 6 going-to 8 and their words. And then, you cause- them -to-practise-it there at their paper.
3. And you teach them”
“Six, it-is greater by one than five.”
“Seven, it-is greater by one than six.”
“Eight, it-is greater by one than seven”
4. And you teach them also:
“If there-is five add-together one, makes six”
“If there-is six add-together one makes seven.”
“If there-is seven add-together one makes eight.”
5. Ask them the questions written here below but don't cause them to answer the questions because you cause- them -to write the answers there at their paper. :
“How-many are your(pl) children?”
“How-many are your(pl) pigs?”
“How-many are your(pl) male children?”
“How-many are your(pl) female children?”
“How-many are your(pl) mats?”
“How-many are your blankets?” and you make accompanying questions.

Comparing numerals

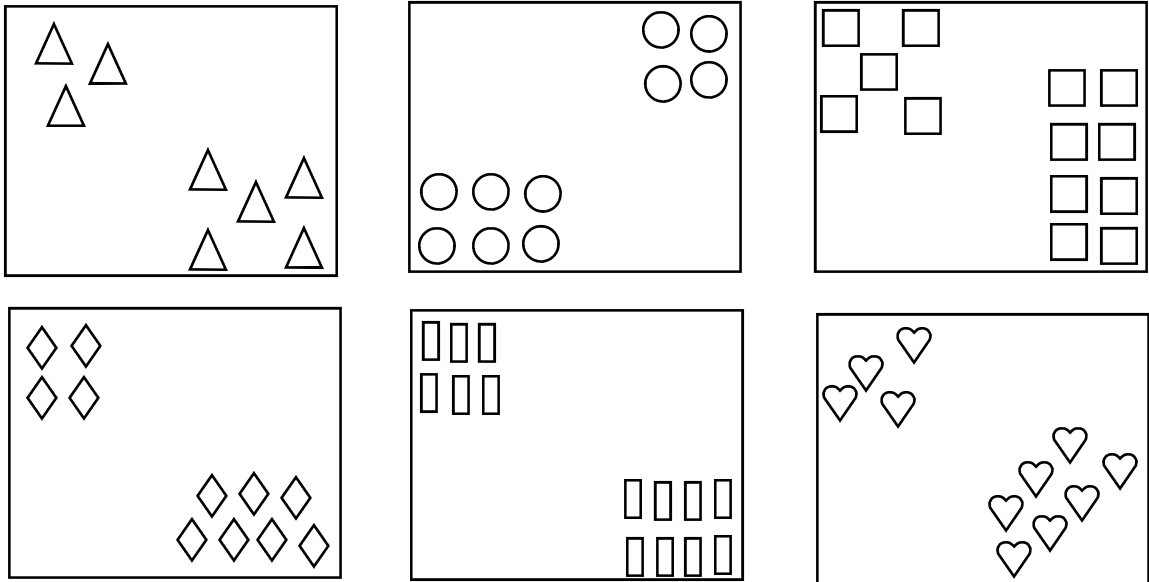
1. You take the plate that you brought and you place-on-it tops, but it-is-necessary that you place many(more) there at one plate. And you question them like this:
“At -which plate is-there more tops?”
2. You place three tops at one plate, but the other plate, you place just five tops. And then, you(pl) count again what’s placed on the plates. And you question them again of where is the big(greater), the three or the five?
3. And you continue like this but you use accompanying numerals like 4, 5, 6, 7 and 8.

Their assignment

1. You draw this there at the blackboard and you cause- the students -to-answer how-many is-placed in each box:



2. And you also draw this there at the blackboard:
And you cause the students -to-write which is the most placed there in each one



box.

3. Cause- the students -to-tick their correct answers.

Lesson 7

Purpose

That purpose here so that the students will-recognise the numerals 9 and 10. And the second purpose here so that they will-know the consecutive numerals like 0, 1, 2, 3, 4, ...



Your preparation there at home

You take paper and you cut-it and you write numerals from 0 going-to 10 like this:



Review the last lesson

1. You write this there at the blackboard:

one	1	seven	7	zero	0
four	4	three	3		
eight	8	six	6		
two	2	five	5		

And you cause- the students -to-read this. And if there-is numerals that they do- not really -know, it-is-necessary that you review until they already know.

2. You cause- them -to-get their paper and you cause- them -to-write numerals that you say from 1 as-far-as 8:
3. And then, you write again other numerals there at the blackboard just two numerals like this:

4 7

And you cause- them -to-write which is the big numeral of those numerals that you wrote on the blackboard. You use other numerals and copy this but do- not -arrive at the numeral 9.

How-to teach the lesson

The meaning of numeral 9 and 10 and their words

1. You just teach this like the numerals 1 as-far-as 8
2. And you just teach them again how-to write the numerals 9 and 10, and how-to also their words. And you cause- them -to-practise their at their paper.
3. And you teach them again also:
“Nine, it-is bigger by one than eight.”
“Ten, it-is bigger by one than nine.”
4. And you teach them also that:
“It there-is eight add-together one, makes nine”
“If there-is nine add-together one, makes ten.”

Consecutive numerals

1. You write these numerals there at the blackboard:

7 3 10 8 9 0 2 1 6 4 5

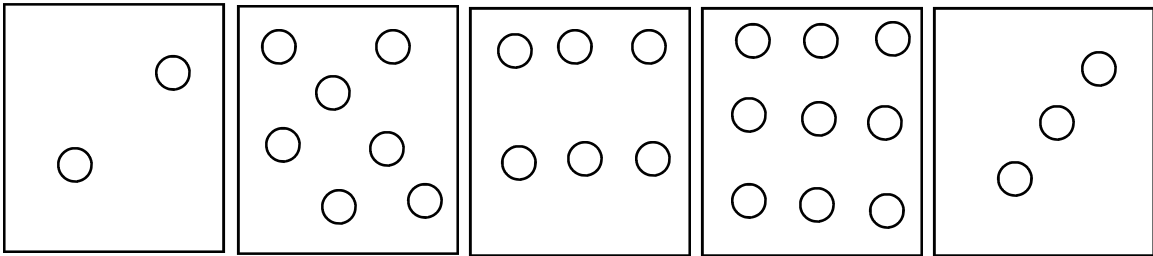
And cause- the students -to-help you to-write the numerals beginning at the smallest going-to the biggest numeral. When you(pl) have-finished, you(pl) do again beginning at the biggest going-to the smallest.

2. You take what- you -wrote- numerals -on and you distribute to the students one-to-each. Then you cause the students to-line-up beginning at smallest and going-to largest numeral.
3. When they know the consecutive numerals, you question them again what numeral follows three and follows four, and what four follows and still more again numerals.

Their assignment

1. You draw this there at the blackboard:

You cause- them -to-answer how-many circles in each box.



2. And you write this also there at the blackboard:

5 0 6 10 9 3 1 8 7 4 2

You cause- the students -to answer these consecutive numerals beginning with the smallest and going-to the biggest.

3. And you write this also there at the blackboard:

2 7 0 9 8 1 3 10 5 6 4 2

And you cause them to-answer this there at their paper just the consecutive numerals also beginning with the biggest going-to the smallest.

4. And you cause- the students -to-write also the numerals there at their paper beginning at 0 going-to 10.
5. Cause- the students -to-tick their correct answers.

Lesson 8

Purpose

That purpose here is to review all the numbers from “0” going-to “10”.

Your preparation there at the house

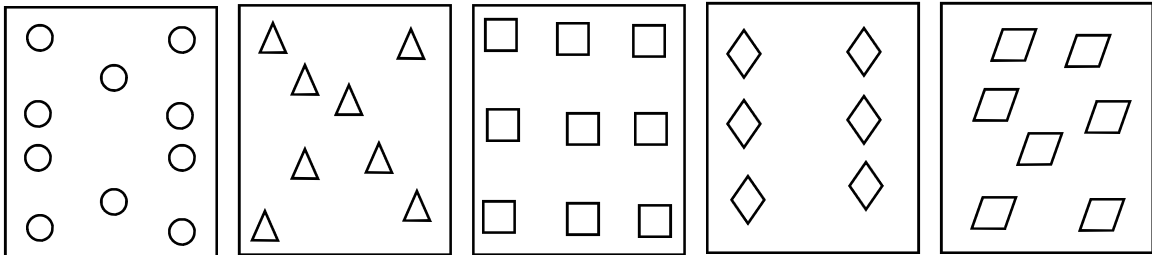
You take what- you -wrote- numerals -on from lesson 7.

How-to teach the lesson

1. You show to the students the paper on which you wrote the numerals and you question them of what is the numeral that is written. .
2. You cause- the students to take paper and you cause- them -to-write numerals that you name from “0” going-to “10”.
3. You cause- the students to-write the numerals starting at “0” going-to “10”. And beginning also at numeral “10” going-to “0”.
4. When they have-finished, you cause- them -to-read what they wrote from “0” going-to “10”.
5. You cause- the students to-take their paper and you cause- them -to-write the numeral that you name and it-is-necessary that every numeral that you name, they will-draw circle that are same answer that you named.

Their assignment

1. You draw this there at the blackboard:



And you cause- them -to-answer how-many placed in each box.

2. You write these numerals there on the blackboard and you cause- the student -to-answer the numerals that you missed-out:

0	1	2	—	—	5	—	7	—	—	10
0	—	2	—	4	—	6	—	—	9	—

3. You write these numerals there on the blackboard and you cause- them -to-draw circles there on their paper like this:

For example: 8 = O O O O O O O O

These are the ones for them to answer:

2
6
4
7

4. And you cause- also them -to-write the numerals 0 going-to 10.

5. You cause- the students to tick their answer that are correct.

Lesson 9

Purpose

That purpose here so that the students will-know the consecutive numerals.

Your preparation there at the house

You take different examples. And you take paper and you cut-it and you draw circles like this:



Reviewing the last lesson

1. You cause- again the students -to-take paper and you cause- them -to-write the numerals that you name from “0” going-to “10”, but you mix-up the numerals that you name.
2. And you take the examples that you prepared and you show them each group of examples. But it-is-necessary that one group is-all-the-same. Like one group, it-is-necessary that leaves, and another, stones. And you cause- them -to-answer how-many pieces that you showed them.
3. And you also show them the paper that you prepared earlier and you cause- them -to-answer there at their paper of how-many circles they can-see.

How-to teach the lesson

The consecutive numerals

1. You draw this there at the blackboard:

0	+	○		=	
●		○			
1	+			=	
● ●		○			
2	+			=	
● ● ●		○			
3	+			=	
● ● ● ●		○			
4	+			=	

And you continue like this until the numeral 10.

2. Say to the students, “We will-count the circles that I wrote here on the blackboard. And you(pl) look here below of how-many black circles. And if no circles, add one, how-many altogether are they? (And their answer, “one”) And you(pl) read the numeral written there below the circles: 0 + 1 = 1.

3. And you continue with the rest.

How-many black circles? (1). And how-many white circles? (1). And how-many altogether are they? (2) ,And this numeral 2 you write on the line because this is the answer. And then, you(pl) read what is-written there below the circles. $1 + 1 = 2$. (One, add-together one, makes two.)

4. You carry-on like this until all the circles are-used-up. And then, you all read the numerals beginning there at the top going-to the bottom: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Their assignment

1. You draw this there at the blackboard:

You cause- the students to answer this there at their paper.

$$\begin{array}{r} \text{○} \\ 0 \quad + \quad | \quad = \quad \underline{\quad} \\ \bullet \quad \text{○} \\ 1 \quad + \quad | \quad = \quad \underline{\quad} \\ \bullet \bullet \quad \text{○} \\ 2 \quad + \quad | \quad = \quad \underline{\quad} \\ \bullet \bullet \bullet \quad \text{○} \\ 3 \quad + \quad | \quad = \quad \underline{\quad} \\ \bullet \bullet \bullet \bullet \quad \text{○} \\ 4 \quad + \quad | \quad = \quad \underline{\quad} \end{array}$$

2. And you write this there at the blackboard:

You cause- the students to answer this there at their paper.

$$\begin{array}{r} 7 \quad + \quad | \quad = \quad \underline{\quad} \\ 9 \quad + \quad | \quad = \quad \underline{\quad} \\ 3 \quad + \quad | \quad = \quad \underline{\quad} \\ 5 \quad + \quad | \quad = \quad \underline{\quad} \\ 6 \quad + \quad | \quad = \quad \underline{\quad} \\ 4 \quad + \quad | \quad = \quad \underline{\quad} \\ 8 \quad + \quad | \quad = \quad \underline{\quad} \end{array}$$

3. You cause- the -students -to-tick their answers that are-correct.

Lesson 10

Purpose

That purpose here so that the students know-how-to add numerals.

Preparation there at house

You take different examples like sweet-potato, bananas, and sticks.

Review the last lesson

1. You cause them to write the numerals 0 going-to 10. And you cause- (them) -to- begin again at numeral 10 going-to 0.

You draw this there at the blackboard and cause- them -to-answer-them.

How-to teach the lesson

$$0 + 1 = \underline{\quad}$$

$$6 + 1 = \underline{\quad}$$

$$5 + 1 = \underline{\quad}$$

$$7 + 1 = \underline{\quad}$$

1. There at one of your hands hold two bananas. And there at your other hand also, hold three bananas. And you question them of how-many bananas are in each of your hands. And then, you add- the bananas -together and you question them of how-many all the bananas that you added-together. And when you(pl) have-finished, you just copy here the other examples that you prepared.

If there-is 1 add-together 1, how-many all?

If there-is 2 add-together 2, how-many all?

If there-is 4 add-together 1, how-many all?

If there-is 5 add-together 0, how-many all?

If there-is 2 add-together 1, how-many all?

If there-is 1 add-together 2, how-many all?

If there-is 1 add-together 3, how-many all?

If there-is 2 add-together 3, how-many all?

If there-is 3 add-together 1, how-many all?

If there-is 1 add-together 4, how-many all?

2. You teach them the meaning of “ + ” (it-is) adding.







3. You copy examples there ????? earlier, but it-is-possible also that you use examples like this:

$$2 (\text{bananas}) + 3 (\text{bananas}) = 5 (\text{bananas}) \quad (2 + 3 = 5)$$

$$3 (\text{tops}) + 1 (\text{tops}) = 4 (\text{tops}) \quad (3 + 1 = 4)$$

And you just continue with other numerals like this.

4. You draw this there at the blackboard and you help the students to-answer this:













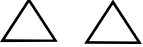

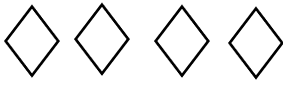
 1	+	 2	=	 1	+	 3	=	____
 1	+	 1	=					

And you read them this:

“Ardu went to the market to buy fruit. He bought two papayas there at one store, and there at a second store, he bought three papayas. And how-many all the papayas they bought?”

Their assignment

1. You draw this there at the blackboard and you cause- them to-answer there at their paper:

  $2 + 3 = \underline{\quad}$	  $3 + 1 = \underline{\quad}$	  $1 + 3 = \underline{\quad}$
 $5 + 0 = \underline{\quad}$	  $2 + 3 = \underline{\quad}$	  $1 + 3 = \underline{\quad}$
  $2 + 2 = \underline{\quad}$	 $3 + 0 = \underline{\quad}$	 $0 + 4 = \underline{\quad}$

2. You cause the students to-tick their answers that are correct.

Lesson 11

Purpose

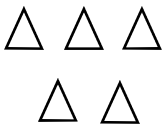


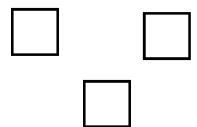
That purpose here so that the students will-know and will-understand that even if the numbers are swopped-around or exchanged the answer is-the-same. And the second purpose here so that they will-know and understand it is possible to the answer is written first, then the added-together numerals.

Your preparation there at house

You just take again the examples like sweet-potato, sticks and if there-is others, and you just take again the two plates.

Review the last lesson

You draw this there at the blackboard and you cause- the students -to-answer-it:

 $3 + 2 = \underline{\quad}$	 $0 + 4 = \underline{\quad}$	 $4 + 1 = \underline{\quad}$	 $2 + 1 = \underline{\quad}$
--	--	---	--

How-to teach the lesson

The numerals are exchanged

1. Firstly, you place two bananas there on the plate. And you question them of how-many is that? And you also place one banana there at other plate and you question them again of how-many is that? Then add-together the bananas there at the two plates and you question them of how-many that is all? Then remove (them) again, you place three bananas there in the first plate and two bananas there in the second. And you question them again like you questioned them earlier, and then, you again add-together the bananas.

2. And you explain that again and you also write this there at blackboard:

$$2 + 3 = 5 \qquad 3 + 2 = 5$$

3. You also teach them that the 2 and the 3, it-is-possible that you exchange-them, it-is-possible that the 3 is-first, and it-is- also -possible that the 2 is-first, but the answer 5 is-the-same.

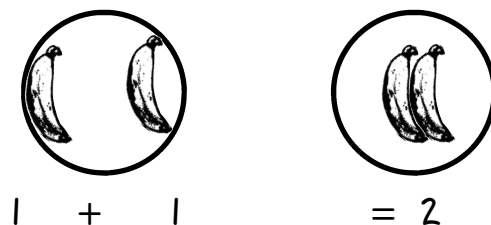
4. And you(pl) answer these the same as above.

$$\begin{array}{ll}
 1 + 4 = \underline{\quad} & 4 + 1 = \underline{\quad} \\
 0 + 5 = \underline{\quad} & 5 + 0 = \underline{\quad} \\
 2 + 1 = \underline{\quad} & 1 + 2 = \underline{\quad}
 \end{array}$$

And you still add again more numerals like that.

The answers are-rotated

1. You take one plate and you place two bananas but far-apart. And you also take again one plate and you place two bananas but you place them close-together. And you teach them that these two plates, their answers are just the same. Like this:

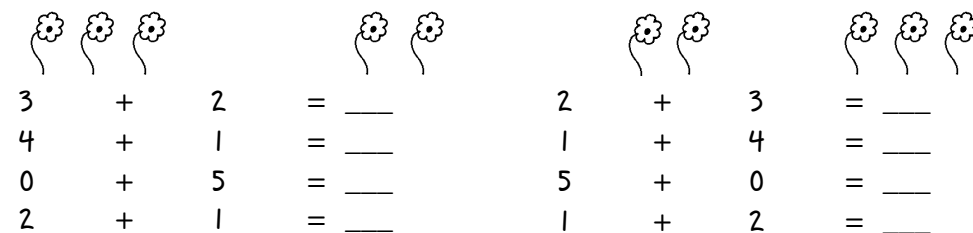


2. And you write there at the blackboard $1 + 1 = 2$.
3. You redo that but exchange the bananas so that it-is-like this:
 $2 = 1 + 1$ And you write this there at the blackboard.
4. You redo like this but you use different numerals.
 You do it just like this:

2	+	1	=	3		3	=	1	+	2
2	+	3	=	5		5	=	3	+	2
3	+	1	=	4		4	=	3	+	1

Their assignment

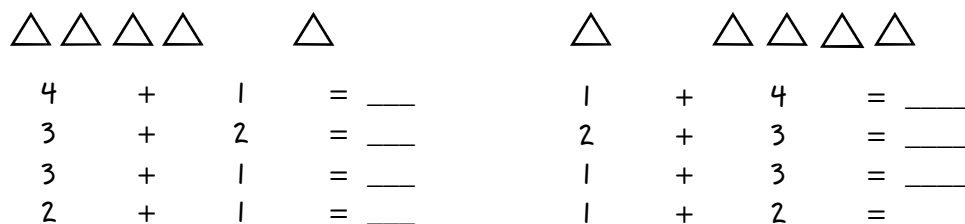
1. You draw this there at the blackboard and cause them to-answer-it:



2. You write this there at the blackboard and cause- them -to-answer-it:

1	+	1	=	_____		4	+	1	=	_____
0	+	2	=	_____		5	+	0	=	_____
2	+	2	=	_____		2	+	1	=	_____

3. And you draw this again there on the blackboard and you cause- them -to-answer:
4. You cause them to-tick their answers that are correct.



Lesson 12

Purpose

That purpose here is-to-add-to their knowledge concerning adding numerals.

Your preparation there at house

You take again different examples.

Review the last lesson

You write this there at the blackboard and you cause- them -to-answer-it:

How-to teach the lesson

$$\begin{array}{rclclcl} 2 & + & 1 & = & \underline{\quad} & 1 & + & 2 & = & \underline{\quad} \\ 4 & + & 0 & = & \underline{\quad} & 0 & + & 4 & = & \underline{\quad} \\ 3 & + & 2 & = & \underline{\quad} & 2 & + & 3 & = & \underline{\quad} \\ \underline{\quad} & = & 5 & + & 0 & \underline{\quad} & = & 2 & + & 2 \\ \underline{\quad} & = & 4 & + & 1 & \underline{\quad} & = & 2 & + & 3 \\ \underline{\quad} & = & 3 & + & 1 & \underline{\quad} & = & 0 & + & 3 \end{array}$$

a. First you read them this story:

- Wanitu has- two bananas and his younger-sibling Jun also has three bananas. How-many all are their bananas? And you write this there at the blackboard:
- Nisan has four marbles but his older-sibling Urdu has no marbles. And how-many all are their marbles. You write this there at the blackboard:

$$\begin{array}{c} \bullet \bullet \quad \bullet \bullet \bullet \\ 2 \quad + \quad 3 \quad = \quad \underline{\quad} \end{array}$$

2. And you take also three bottle-tops, and you tell them, "You(pl) want it to-become five tops. And how-many still tops will- I -add here to the tops that I hold?" (2)

$$\begin{array}{c} \bullet \bullet \bullet \bullet \\ 4 \quad + \quad 0 \quad = \quad \underline{\quad} \end{array}$$

And you draw this there at the blackboard:

$$\begin{array}{c} \text{☀} \text{☀} \text{☀} \quad \quad \quad \text{☀} \text{☀} \text{☀} \text{☀} \text{☀} \\ 3 \quad + \quad \underline{\quad} \quad = \quad 5 \end{array}$$

3. You redo like that, but these additions:

4 + ___ = 5	2 + ___ = 4
2 + ___ = 5	0 + ___ = 5
4 + ___ = 4	2 + ___ = 3
1 + ___ = 5	5 + ___ = 5

4. And you take the tops again and you story to-them like this: “There-were two males named Rumi and Arilyu. And there-were five all their tops, but Rumi took four tops. How-many tops were-there at Arilyu?” And you draw this there at the blackboard:

5. And you add like done here and it-is-necessary to-begin with stories. And then, you draw the forms there at blackboard and the numerals also.

Their assignment

a. You read them these stories and cause- them -to-answer-them there at their paper:

- a) Inday has two mangoes and Mirlita, three mnagoes are hers. And how-many all their mangoes? (2 + 3 = ___)
- b) There-were four all coconuts of Lolit and Ninings’ grouped-together. But there-were two coconuts there at Lolit. How-many coconuts there at Nining? (4 = 2 + ___)
- c) Tani has one banana but he wanted four all. And how-many bananas will- he -add? (1 + ___ = 4)

2. You write this there at the blackboard and you cause- them -to-answer-them:

3. Cause- them -to-tick their correct answers.

0 + 5 = ___	5 + 0 = ___
1 + 4 = ___	4 + 1 = ___
2 + 3 = ___	3 + 2 = ___
1 + ___ = 3	0 + ___ = 4
2 + ___ = 4	1 + ___ = 2
0 + ___ = 3	3 + ___ = 3
___ = 2 + 4	___ = 3 + 4
___ = 4 + 4	___ = 2 + 3
___ = 0 + 1	___ = 3 + 4

Advice for teacher of the lesson

If there-is one student and not able-to-answer his assignment, don’t you directly give him the answer because you just help him how-to answer-it. You cause- him -to-use the examples until he is already able-to-understand. If it-is just the students that look-for the answer we(inc) know that they will- not quickly -forget how they answered-it.

Lesson 13

Purpose

That purpose here so that their knowledge will-be-added-to concerning adding numerals. And you will-cause- them -to-memorise the numerals added-together from just 1 until 5 is-the-answer

Your preparation there at house

You take again different examples. And you take paper and cut-it and write addition numerals from 1 going-to 5 the answer. You do-it like this:

Review the last lesson

0	0	0	0	0	1	1	1	1	1
+1	+2	+3	+4	+5	+0	+1	+2	+3	+4
4	5	2	2	2	2	3	3	3	4
+1	+0	+0	+1	+2	+3	+0	+1	+2	+0

You write this on the blackboard and cause- them -to-answer-it

1	+	___	=	3		0	+	___	=	4
2	+	___	=	4		2	+	___	=	3
0	+	___	=	3		___	=	1	+	5
___	=	0	+	4		___	=	5	+	5
___	=	1	+	4		___	=	3	+	4
						___	=	2	+	3

How-to teach the lesson

2. And you again story to them a story like this:
Litu bought one packet of maggi, and Amil his friend, bought three packets of maggi. And how-many all their two the maggi?(1 + 3 = 4)You teach them also that it-is-possible to write-it like this:
3. You redo-it like here but you use

$$\begin{array}{r} 1 \\ +3 \\ \hline 4 \end{array}$$

othere examples and you write this there on the blackboard:

2	3	4	5
+2	+1	+1	+0

4. You write this again there on the blackboard and you help them to-answer(it):

$$\begin{array}{cccccc}
 1 & 2 & 0 & 0 & 1 & 2 \\
 \hline
 + & + & + & + & + & + \\
 3 & 4 & 3 & 4 & 2 & 3 \\
 \\
 = & = & = & = & = & = \\
 \hline
 +3 & +1 & +3 & +3 & +2 & +4 \\
 4 & 1 & 4 & 3 & 2 & 4
 \end{array}$$

5. And you take again the paper you prepared in-advance. And you show them those papers several times so that they memorise them. (You encourage them to practise there at their houses the adding of numerals so they are fast to-answer.)

Their assignment

4. You write this there on the blackboard and cause- them -to answer-them:

$$\begin{array}{cccccc}
 2 & 4 & 2 & 1 & 3 & 0 \\
 \hline
 +2 & +0 & +3 & +4 & +2 & +5 \\
 \\
 0 & 2 & 2 & 4 & 4 & 5 \\
 \hline
 + & + & + & + & + & + \\
 5 & 4 & 5 & 4 & 5 & 5 \\
 \\
 = & = & = & = & = & = \\
 \hline
 +1 & +0 & +1 & +5 & +3 & +2 \\
 5 & 4 & 4 & 5 & 4 & 3
 \end{array}$$

5. Don't you forget to cause- them -to-tick their answers that are-correct.

Lesson 14

Purpose

That purpose here so that the students will-know (how-to) add numerals from 1 as-far-as 7.

Review the last lesson

1. You will-use the paper that you cut and you used in lesson 13. And you show those and you cause- them -to-answer out-loud. (That's good if they answer quickly that) And you repeat that.
2. You write this there at the blackboard and you cause- them -to-answer-them there at the blackboard:

$$\begin{array}{r} 2 \\ +3 \\ \hline \end{array} = \begin{array}{r} 2 \\ +0 \\ \hline 4 \end{array} \quad \begin{array}{r} 2 \\ += \\ \hline 4 \end{array} \quad \begin{array}{r} 0 \\ +5 \\ \hline \end{array} = \begin{array}{r} 4 \\ +3 \\ \hline 4 \end{array} \quad \begin{array}{r} 4 \\ += \\ \hline 5 \end{array} \quad \begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$

How-to teach the lesson

- a. You read them these stories and you help them to-answer these:
 - a) Dadung had three pairs of trousers and his father also had three pairs-of-trousers. And how-many all their two trousers?
You draw this there at the blackboard: $(3 + 3 = \underline{\quad})$
 - b) Aning had two skirts, but her older-sibling, four skirts. And how-many all the skirts of the two? $(2 + 4 = \underline{\quad})$
 - c) Rose's shirt had 5 buttons, but her younger-sibling's, just one on her/his shirt. And how-many all the buttons of the two? $(5 + 1 = \underline{\quad})$
 - d) Huwan had six hats, but his in-law had none. And how-many all their hats? $(6 + 0 = \underline{\quad})$
 - e) Liyun saw two caterpillars there in his patchay-patch and five there on his tomato-patch. How-many all the caterpillars? $(2 + 5 = \underline{\quad})$
 - f) David caught four frogs, and his younger-sibling, caught three frogs. How-many all did they catch? $(4 + 3 = \underline{\quad})$
 - g) Anduy-and-family had no cats, but their neighbours, had seven cats. And how-many all their cats? $(0 + 7 = \underline{\quad})$

2. You write these there on the blackboard and you help them to-answer them:

$$\begin{array}{r} 6 \\ +0 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ +\equiv \\ \hline 6 \end{array} \quad \begin{array}{r} 5 \\ +\equiv \\ \hline 6 \end{array} \quad \begin{array}{r} 2 \\ +\equiv \\ \hline 6 \end{array} \quad \begin{array}{r} 0 \\ +\equiv \\ \hline 7 \end{array} \quad = \quad \begin{array}{r} 2 \\ +\equiv \\ \hline 7 \end{array} \quad \begin{array}{r} 6 \\ +\equiv \\ \hline 7 \end{array}$$

Their assignment

1. You draw these there at the blackboard and you cause- them -to-answer there at their paper:



$$\begin{array}{r} 6 \\ + \\ 1 \\ \hline \end{array} = \underline{\quad} \quad \begin{array}{r} 1 \\ + \\ 6 \\ \hline \end{array} = \underline{\quad}$$



$$\begin{array}{r} 4 \\ + \\ 3 \\ \hline \end{array} = \underline{\quad} \quad \begin{array}{r} 3 \\ + \\ 4 \\ \hline \end{array} = \underline{\quad}$$



$$\begin{array}{r} 2 \\ + \\ 5 \\ \hline \end{array} = \underline{\quad} \quad \begin{array}{r} 5 \\ + \\ 2 \\ \hline \end{array} = \underline{\quad}$$



$$\begin{array}{r} 7 \\ + \\ 0 \\ \hline \end{array} = \underline{\quad} \quad \begin{array}{r} 0 \\ + \\ 7 \\ \hline \end{array} = \underline{\quad}$$

2. You write these there on the blackboard and you cause- them -to-answer them there on their paper.

$$\begin{array}{r} 0 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +0 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +0 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ +\equiv \\ \hline 7 \end{array} \quad \begin{array}{r} 4 \\ +\equiv \\ \hline 7 \end{array} \quad \begin{array}{r} 2 \\ +\equiv \\ \hline 7 \end{array} \quad \begin{array}{r} 0 \\ +\equiv \\ \hline 7 \end{array} \quad \begin{array}{r} 1 \\ +\equiv \\ \hline 4 \end{array} \quad \begin{array}{r} 3 \\ +\equiv \\ \hline 6 \end{array} \quad \begin{array}{r} 7 \\ +\equiv \\ \hline 7 \end{array} \quad \begin{array}{r} 5 \\ +\equiv \\ \hline 7 \end{array} \quad \begin{array}{r} 3 \\ +\equiv \\ \hline 7 \end{array} \quad \begin{array}{r} 1 \\ +\equiv \\ \hline 7 \end{array}$$

$$= \quad = \quad = \quad = \quad = \quad = \quad = \quad = \quad = \quad =$$

$$\begin{array}{r} +6 \\ \hline 6 \end{array} \quad \begin{array}{r} +1 \\ \hline 6 \end{array} \quad \begin{array}{r} +5 \\ \hline 6 \end{array} \quad \begin{array}{r} +2 \\ \hline 3 \end{array} \quad \begin{array}{r} +2 \\ \hline 4 \end{array} \quad \begin{array}{r} +3 \\ \hline 3 \end{array} \quad \begin{array}{r} +4 \\ \hline 6 \end{array} \quad \begin{array}{r} +5 \\ \hline 6 \end{array} \quad \begin{array}{r} +3 \\ \hline 6 \end{array} \quad \begin{array}{r} +0 \\ \hline 6 \end{array}$$

3. Don't you forget to cause- them -to-tick their correct answers.

Lesson 15

Purpose

That purpose here so that they know-how-to add numerals from 1 going-to 8.

Review the last lesson

You write these there on the blackboard and you cause- them -to-answer them:



4	0	7	3	1	5	4	6
+2	+6	+=	+3	+6	+0	+=	+=
		7				7	7

How-to teach the lesson

a. Firstly you read them the stories like there at lesson 14. And you help them to-answer them:



a) Runi had four roosters and four hens. How-many all are his chickens?

b) Anu had five puppies, and his older-sibling, also had three puppies. How-many



 4 + 4 = ____

all their puppies?

c) There-were seven ducks there at one rice-paddy and there at a second rice-



 5 + 3 = ____

paddy, just one duck. How-many all the ducks?

d) Jun saw eight flies there on his wall, but he didn't see any there on his table.



 7 + 1 = ____

How-many all the flies there at his house?

2. You teach them that the answer is just the same even-if you reverse the way you



write this:

















5	+	3	=	____	3	+	5	=	____
6	+	2	=	____	6	+	2	=	____
7	+	1	=	____	7	+	1	=	____
8	+	0	=	____	0	+	8	=	____

3. You write this there on the blackboard and you cause- them -to-answer them there at the blackboard:

$$\begin{array}{r} 7 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +0 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ += \\ \hline 8 \end{array} \quad \begin{array}{r} 5 \\ += \\ \hline 8 \end{array} \quad \begin{array}{r} 1 \\ += \\ \hline 8 \end{array} \quad \begin{array}{r} 6 \\ += \\ \hline 8 \end{array}$$

Their assignment

1. You draw this there at the blackboard and you cause- them -to-answer them there at their paper:

 4	+	 4	=	_____		 5	+	 3	=	_____
 6	+	 2	=	_____		 8	+	 1	=	_____
 2	+	 6	=	_____		 1	+	 8	=	_____
 7	+	 1	=	_____		 1	+	 7	=	_____

2. You write this there at the blackboard and you cause- them to-answer them there at their paper:

8	7	6	5	4	3	2	7
<u>+0</u>	<u>+1</u>	<u>+2</u>	<u>+3</u>	<u>+4</u>	<u>+5</u>	<u>+6</u>	<u>+1</u>
8	2	6	4	=	=	=	=
<u>+=</u>	<u>+=</u>	<u>+=</u>	<u>+=</u>	<u>+1</u>	<u>+3</u>	<u>+5</u>	<u>+7</u>
8	8	8	8	8	8	8	8
5	4	6	7	3	2	1	0
<u>+3</u>	<u>+4</u>	<u>+2</u>	<u>+1</u>	<u>+5</u>	<u>+5</u>	<u>+6</u>	<u>+8</u>
9	1	2	3	4	0	4	6
<u>+0</u>	<u>+7</u>	<u>+6</u>	<u>+4</u>	<u>+4</u>	<u>+7</u>	<u>+3</u>	<u>+2</u>

3. You cause- them -to-tick their correct answers.

Lesson 16

Purpose

That purpose here so that the students will-know-how to-add numbers from 1 going-to 9.

Review the last lesson

You write this there at the blackboard and you cause- them -to-answer this:

2	6	5	4	3	7	4	2	3
<u>+6</u>	<u>+1</u>	<u>+3</u>	<u>+1</u>	<u>+0</u>	<u>+1</u>	<u>+4</u>	<u>+6</u>	<u>+3</u>
							6	8

How-to teach the lesson

a. This is just the same to-teach as those numerals added-together.

First you use these stories:

a) Datu Undung had four carabaos and his friend Ising has five carabaos. And how-many all are the carabaos of the two them.

b) Hining saw 6 rats/mice there at his corn/field. And there at his rice-field, there-

$$\begin{array}{ccccccc} \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc \\ 4 & & + & & 5 & & = & & ____ \end{array}$$

is also three rats/mice that he saw. And how-many in all are the rats/mice that he saw?

c) Urdu caught 7 mud-fish when he went fishing there at the Salug on the day of Monday. At dawn on Tuesday, he also caught two mud-fish. And how-many all

$$\begin{array}{ccccccc} \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc \\ 6 & & + & & 3 & & = & & ____ \end{array}$$

did- he -catch in the two days?

d) Datu Ungka has many cars. There at his living-place in Sita, there-are his eight cars, but only one car there at his second living-place at Bungking. How-many

$$\begin{array}{ccccccc} \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc \\ 7 & & + & & 2 & & = & & ____ \end{array}$$

in all are the cars of Ungka?

e) There-are nine children of Susan and company and they are all male, but no

$$\begin{array}{ccccccc} \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc \\ 8 & & + & & 1 & & = & & ____ \end{array}$$

female children. And how-many in all the children of Susan and company?

$$\begin{array}{ccccccc} \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc \\ 9 & & + & & 0 & & = & & ____ \end{array}$$

2. You teach them that even if the numerals are exchanged, but still just the same their answers, like this:

$$\begin{array}{rclclcl}
 4 & + & 5 & = & \underline{\quad} & & 5 & + & 4 & = & \underline{\quad} \\
 6 & + & 3 & = & \underline{\quad} & & 3 & + & 6 & = & \underline{\quad} \\
 7 & + & 2 & = & \underline{\quad} & & 2 & + & 7 & = & \underline{\quad} \\
 8 & + & 1 & = & \underline{\quad} & & 1 & + & 8 & = & \underline{\quad} \\
 9 & + & 0 & = & \underline{\quad} & & 0 & + & 9 & = & \underline{\quad}
 \end{array}$$

3. You write this there on the blackboard and you help them to-answer this:

$$\begin{array}{r}
 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 4 \quad 5 \quad 3 \quad 1 \\
 \underline{+4} \quad \underline{+3} \quad \underline{+2} \quad \underline{+1} \quad \underline{+0} \quad \underline{+5} \quad \underline{+=} \quad \underline{+=} \quad \underline{+=} \\
 \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad 9 \quad 9 \quad 9
 \end{array}$$

Their assignment

1. You draw this there on the blackboard and you cause- them -to-answer there on their paper

$$\begin{array}{r}
 \triangle \quad \triangle \triangle \triangle \triangle \triangle \triangle \triangle \triangle \quad \circ \circ \circ \quad \circ \circ \circ \circ \circ \circ \\
 1 \quad + \quad 8 \quad = \quad \underline{\quad} \quad \quad 3 \quad + \quad 6 \quad = \quad \underline{\quad} \\
 8 \quad + \quad 1 \quad = \quad \underline{\quad} \quad \quad 6 \quad + \quad 3 \quad = \quad \underline{\quad}
 \end{array}$$

2. You draw this there on the blackboard and you cause- them -to-answer there on their paper :

$$\begin{array}{r}
 8 \quad 7 \quad 8 \quad 6 \quad 6 \quad 5 \quad 7 \quad 2 \quad 5 \quad 0 \\
 \underline{+1} \quad \underline{+2} \quad \underline{+0} \quad \underline{+2} \quad \underline{+3} \quad \underline{+4} \quad \underline{+1} \quad \underline{+6} \quad \underline{+3} \quad \underline{+9} \\
 \\
 6 \quad 2 \quad 9 \quad 4 \quad 8 \quad = \quad = \quad = \quad = \quad = \\
 \underline{+=} \quad \underline{+=} \quad \underline{+=} \quad \underline{+=} \quad \underline{+=} \quad \underline{+0} \quad \underline{+7} \quad \underline{+1} \quad \underline{+3} \quad \underline{+5} \\
 9 \quad 9 \quad 9 \quad 9 \quad 9 \quad 9 \quad 9 \quad 9 \quad 9 \quad 9 \\
 \\
 1 \quad 2 \quad 3 \quad 4 \quad 4 \quad 9 \quad 8 \quad 7 \quad 6 \quad 5 \\
 \underline{+8} \quad \underline{+7} \quad \underline{+6} \quad \underline{+5} \quad \underline{+4} \quad \underline{+0} \quad \underline{+1} \quad \underline{+2} \quad \underline{+3} \quad \underline{+4}
 \end{array}$$

3. Don't you forget to cause- them -to-tick their answers that correct.

Lesson 17

Purpose

That purpose here so that the students know-how-to add-together numerals from 1 going-to 10.

Review the last lesson

1. Read them this story and cause- them -to-answer-it.

Wini bought four pieces of bananas there at the store on the day of Monday. At dawn on Tuesday he bought again five pieces of bananas. And how-many in all bananas that he bought on the two days? (4 + 5 = ___)

2. You write this there on the blackboard and you cause- them -to-answer them but they just answer there at you their answers.

$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +0 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ += \\ \hline 6 \end{array}$	$\begin{array}{r} 3 \\ += \\ \hline 7 \end{array}$	$\begin{array}{r} 2 \\ += \\ \hline 5 \end{array}$	$\begin{array}{r} 6 \\ += \\ \hline 9 \end{array}$	$\begin{array}{r} 0 \\ += \\ \hline 9 \end{array}$	$\begin{array}{r} = \\ +2 \\ \hline 6 \end{array}$	$\begin{array}{r} = \\ +4 \\ \hline 7 \end{array}$	$\begin{array}{r} = \\ +5 \\ \hline 9 \end{array}$	$\begin{array}{r} = \\ +2 \\ \hline 8 \end{array}$

How-to teach the lesson:

You teach this just like lesson 16.

- a. These are the stories that you read there at them and you need to help them answer them:
 - a) There-are six balls here in the bario of Simud but there at the bariyu of Panganan, just four are their balls. And how-many all the balls in the two barios?
(6 + 4 = ___)
 - b) There-are seven motorbikes there-at Tawas, but just two here-at Simud. And how-many all are the motorbikes at the two places? (7 + 2 = ___)
 - c) Aman saw that there-were eight monkeys there-at Pahuyuren. And there-at Sita, there-are also two monkeys that he saw. And how-many all the monkeys that he saw?(8 + 2 = ___)
 - d) There-are nine radios there-at the people of Kalahangan. But just one radio there-at Dihungan. And how-many all the radios? (9 + 1 = ___)
2. And you teach them also that even if the numerals are exchanged the answer is the same. Like this:

10	+	0	=	___	0	+	10	=	___
6	+	4	=	___	4	+	6	=	___
7	+	3	=	___	3	+	7	=	___
8	+	2	=	___	2	+	8	=	___
9	+	1	=	___	1	+	9	=	___

3. You also write this there at the blackboard and you(pl) all answer-them:

$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}
 \quad
 \begin{array}{r} 3 \\ +7 \\ \hline \end{array}
 \quad
 \begin{array}{r} 4 \\ +6 \\ \hline \end{array}
 \quad
 \begin{array}{r} 9 \\ +1 \\ \hline \end{array}
 \quad
 \begin{array}{r} 0 \\ +10 \\ \hline \end{array}
 \quad
 \begin{array}{r} 5 \\ += \\ \hline 10 \end{array}
 \quad
 \begin{array}{r} 4 \\ += \\ \hline 10 \end{array}
 \quad
 \begin{array}{r} 8 \\ += \\ \hline 10 \end{array}
 \quad
 =
 \quad
 =$$

Their assignment

1. You write this there-on the blackboard and cause- them -to-answer there on their paper:

☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	□	□	□	□	□	□	□	□	□	□
10	+	0	=	___	8	+	2	=	___										
0	+	10	=	___	2	+	8	=	___										
1	+	9	=	___	7	+	3	=	___										
9	+	1	=	___	3	+	7	=	___										
4	+	6	=	___	5	+	5	=	___										
6	+	4	=	___															

2. You write this there on the blackboard and you cause- them -to-answer them there on their paper:

3. You cause them to-tick their answers that are-correct.

5	2	1	9	8	3	5	8	4	5
<u>+3</u>	<u>+8</u>	<u>+7</u>	<u>+1</u>	<u>+0</u>	<u>+7</u>	<u>+4</u>	<u>+2</u>	<u>+3</u>	<u>+5</u>
10	9	1	2	7	5	4	8	6	3
<u>+=</u>	<u>+=</u>	<u>+=</u>	<u>+=</u>	<u>+=</u>	<u>+=</u>	<u>+=</u>	<u>+=</u>	<u>+=</u>	<u>+=</u>
10	10	8	10	8	10	6	10	9	10
=	=	=	=	=	=	=	=	=	=
<u>+2</u>	<u>+3</u>	<u>+1</u>	<u>+1</u>	<u>+4</u>	<u>+8</u>	<u>+6</u>	<u>+3</u>	<u>+5</u>	<u>+4</u>
10	6	10	5	10	8	10	9	10	6

Lesson 18

Purpose

That purpose here in order to-teach again the numerals 0 going-to 10. And the second purpose here so that they will-know-how-to count the Visayan numerals starting at 0 going-to 10 also.

Your preparation there at the house

1. You take the paper that you wrote numerals on that you prepared for lesson 13.
2. And you make again also cut-up paper and write on numerals like this:

6 +0	6 +1	6 +2	6 +3	6 +4	7 +0	7 +1	7 +2	7 +3	8 +0	8 +1	8 +2
9 +0	9 +1	10 +0	0 +10	0 +9	0 +8	0 +7	0 +6	1 +9	1 +8	1 +7	1 +6
1 +5	2 +8	2 +7	2 +6	2 +5	2 +4	3 +7	3 +6	3 +5	3 +4	3 +3	4 +6
4 +5	4 +3	4 +2	5 +5	5 +4	5 +3	5 +2	5 +1				

Enggaranan seini te
flashcards

How-to teach the lesson

Practise counting Visayan

1. You write there on the blackboard the numerals beginning at 0 going-to 10. Firstly you(pl) count these numerals in Matigsalug counting like: one, two going-to ten. And then, you(pl) read again in Visayan. And you need to point to the numerals that you(pl) read. Like this: one, two, three, four, five, six, seven, eight nine, ten.
2. And you(pl) count again like that.

Teaching again adding the numerals from "0"going to "10".

- a. And you read to them again the stories and you cause- them -to-answer them. And if there-is (those) that not able-to-answer, you need to-help them to answer.
 - a) There-is my older sibling that is-pregnant that really feels-like-eating pomelos. She ate four pieces of pomelos in the morning, and two pieces of pomelo is what she ate in the afternoon. And how-many in all are the pomelos that she ate?

- 2) My uncle and my older-sibling accompanied fishing at the lake. After not long-time, my uncle caught 5 tilapia (fish), my older-sibling also caught 4 tilapia. And how-many all did the two catch?
 - 3) My father went to the hills to gather-poles to build- us -a-house again. In the morning he gathered 6, and he also gathered 3 in the afternoon. And how-many all the poles did he gather inside one day?
 - 4) I accompanied my mother to our rice-field to scare-rice-birds. In the morning we saw just 3 rice-birds. But in the afternoon, 5 rice-birds is what we saw. And how-many in all the rice-birds did we see inside one day?
- b. Now use the paper that wrote the numerals on and you mix- them -all-up.
- b) You get the students to stand-up one-at-time and answer that paper that you wrote on, you just cause- them -to-say-out-loud their answers.
 - c) Now divide the students into 3 groups. These 3 groups, you swop-one-to-another if who the fastest to answer that you showed them to answer. And you give a score to the winning group that answered. (You can write this there on the blackboard)

There assignment

1. You write this there on the blackboard and you cause- them -to-answer them there on their paper.

$$\begin{array}{r} 3 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ +10 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ += \\ \hline 8 \end{array} \quad \begin{array}{r} 2 \\ += \\ \hline 6 \end{array} \quad \begin{array}{r} 3 \\ += \\ \hline 8 \end{array} \quad \begin{array}{r} 5 \\ += \\ \hline 10 \end{array} \quad \begin{array}{r} 6 \\ += \\ \hline 10 \end{array} \quad \begin{array}{r} 3 \\ += \\ \hline 7 \end{array} \quad \begin{array}{r} 2 \\ += \\ \hline 7 \end{array} \quad \begin{array}{r} 4 \\ += \\ \hline 8 \end{array}$$

$$\begin{array}{r} = \\ +4 \\ \hline 10 \end{array} \quad \begin{array}{r} = \\ +3 \\ \hline 17 \end{array} \quad \begin{array}{r} = \\ +5 \\ \hline 8 \end{array} \quad \begin{array}{r} = \\ +3 \\ \hline 5 \end{array} \quad \begin{array}{r} = \\ +2 \\ \hline 6 \end{array} \quad \begin{array}{r} = \\ +4 \\ \hline 5 \end{array} \quad \begin{array}{r} = \\ +7 \\ \hline 7 \end{array} \quad \begin{array}{r} = \\ +3 \\ \hline 10 \end{array}$$

$$\underline{\quad} = 7 + 0 \qquad 3 + \underline{\quad} = 8 \qquad \underline{\quad} = 4 + 4$$

$$\underline{\quad} = 0 + 8 \qquad 6 + \underline{\quad} = 9 \qquad \underline{\quad} = 5 + 3$$

$$\underline{\quad} = 9 + 0 \qquad 4 + \underline{\quad} = 10 \qquad \underline{\quad} = 4 + 3$$

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +8 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +4 \\ \hline \end{array}$$

2. Don't you forget to cause the students to-tick their answers that are- correct.

Lesson 19

Purpose

That purpose here is so that the students know-how-to add-together three numerals that are different.

Your preparation there at the house

You take examples and a winnowing basket, together with the cut-up paper that numerals are written-on (flashcards).

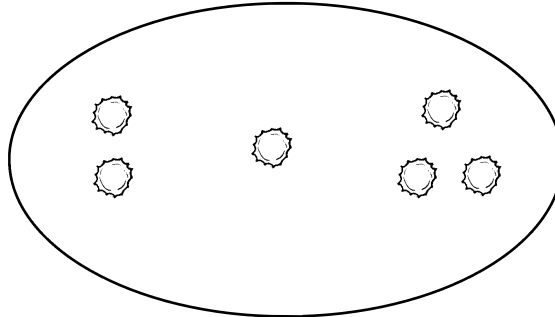
Review the last lesson

You use again the cut-up paper with numerals written-on (flashcards) as in lesson 18.

1. You show them the paper that there-are numerals (flashcards) and cause- them -to-answer them.
2. You just swop the students that answer of which one is first to answer.
3. And you write again there on the blackboard the numerals beginning at 0 going to 10 and you(pl) read again in Visayian.

How-to teach the lesson

1. And you take the winnowing-basket and you put there the examples but you put-them -far-apart like this:



2. You teach them to-add-together the first group: $2 + 1 = 3$. And you take the answer of that first, you add-together also that one group like this: $3 + 3 = 6$.
3. You draw this there at blackboard:

$$\begin{array}{c} \circ \\ \circ \\ 2 \end{array} + \begin{array}{c} \circ \\ 1 \end{array} = 3 \quad + \quad \begin{array}{c} \circ \\ \circ \circ \\ 3 \end{array} = 6 \quad \text{or} \quad \begin{array}{r} 2 \\ +1 \quad \boxed{3} \\ \hline +3 \\ \hline 6 \end{array}$$

d. Read this story to the students and you help them to answer.

d) Aning has one hen that lays-eggs there in her nesting-box. Inside one week, her chicken layed 3 (eggs), but the second week, just 2 eggs were-added, also the third week, the chicken layed 4 pieces. And how-many all the eggs of the chicken inside three weeks?

$$3 + 2 = 5 + 4 = 9 \text{ or}$$

$$\begin{array}{r} 3 \\ +2 \boxed{5} \\ \hline +4 \end{array}$$

e) There-are children that are-throwing stones there in river. The first child, there-are 5 stones that he threw. And the second child, 2 stones are what he threw. And the third child, just 1 stone is what he threw. And how-many all the stones they threw there in water?

5. You write this there on blackboard and you help them to answer this: (It-

$$\begin{array}{r} 5 \\ +2 \boxed{} \\ \hline +1 \end{array}$$

is-necessary that they write the first answer and after-that the second answer)

$$\begin{array}{r} 6 \\ +1 \boxed{} \\ \hline +1 \end{array}$$

$$\begin{array}{r} 3 \\ +4 \boxed{} \\ \hline +2 \end{array}$$

$$\begin{array}{r} 4 \\ +4 \boxed{} \\ \hline +2 \end{array}$$

$$\begin{array}{r} 3 \\ +3 \boxed{} \\ \hline +3 \end{array}$$

$$\begin{array}{r} 2 \\ +5 \boxed{} \\ \hline +3 \end{array}$$

Their assignment

1. You write this there on the blackboard and you cause- them -to-answer there on their paper:

2. Don't you forget to cause- them -to-tick their answers that are-correct.

$$\begin{array}{r} 3 \\ +2 \boxed{} \\ \hline +2 \end{array}$$

$$\begin{array}{r} 4 \\ +2 \boxed{} \\ \hline +1 \end{array}$$

$$\begin{array}{r} 7 \\ +2 \boxed{} \\ \hline +1 \end{array}$$

$$\begin{array}{r} 6 \\ +2 \boxed{} \\ \hline +2 \end{array}$$

$$\begin{array}{r} 6 \\ +1 \boxed{} \\ \hline +1 \end{array}$$

$$\begin{array}{r} 5 \\ +2 \boxed{} \\ \hline +3 \end{array}$$

$$\begin{array}{r} 4 \\ +4 \\ \hline +2 \end{array}$$

$$\begin{array}{r} 3 \\ +4 \\ \hline +2 \end{array}$$

$$\begin{array}{r} 2 \\ +2 \\ \hline +2 \end{array}$$

$$\begin{array}{r} 4 \\ +2 \\ \hline +0 \end{array}$$

$$\begin{array}{r} 4 \\ +2 \\ \hline +3 \end{array}$$

$$\begin{array}{r} 8 \\ +1 \\ \hline +1 \end{array}$$

$$\begin{array}{r} 9 \\ +1 \\ \hline +0 \end{array}$$

$$\begin{array}{r} 5 \\ +3 \\ \hline +2 \end{array}$$

$$\begin{array}{r} 4 \\ +1 \\ \hline +2 \end{array}$$

$$\begin{array}{r} 6 \\ +1 \\ \hline +3 \end{array}$$

$$\begin{array}{r} 8 \\ +1 \\ \hline +0 \end{array}$$

$$\begin{array}{r} 4 \\ +1 \\ \hline +2 \end{array}$$

$$\begin{array}{r} 3 \\ +2 \\ \hline +4 \end{array}$$

$$\begin{array}{r} 4 \\ +3 \\ \hline +1 \end{array}$$

Lesson 20

Purpose

That purpose here so that the students know-how-to subtract numbers

Your preparations at the house

You just take again the examples and winnowing-basket.

Reviewing the last lesson

You just get- the students -to-say these that you cause- them -to-answer:

7	8	7	6	3	2	2	5	4	3
3	1	1	3	1	2	1	2	1	2
<u>+0</u>	<u>+1</u>	<u>+2</u>	<u>+0</u>	<u>+4</u>	<u>+2</u>	<u>+2</u>	<u>+3</u>	<u>+1</u>	<u>+4</u>

How-to teach the lesson

- 1 First, you put three bananas there in the winnowing-basket. (It is-possible for you to-use whatever example.) And you take one student and you cause- him/her to-take-away one banana there in the winnowing-basket. And you question them of how-many banana remain in the winnowing-basket. And you review this teaching them until they understand, but you use whatever number to teach them.
- 2 You teach them “ - ”that this is the sign for take-away.
3. You write there on the blackboard the numerals that you use for examples like this:
You repeat again with more numerals like this.

$$3 - 1 = 2$$

$$4 - 2 = 2$$

4. You write this there on the blackboard and you help them to answer them:

$$3 - 2 = \underline{\quad}$$

$$4 - 3 = \underline{\quad}$$

$$2 - 2 = \underline{\quad}$$

$$4 - 1 = \underline{\quad}$$

$$4 - 2 = \underline{\quad}$$

$$4 - 4 = \underline{\quad}$$

5. You teach them that whatever the path/way the answer is just the same like this:


$$3 - 2 = \underline{\quad}$$

$$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$$


Their assignment

5. You draw this there on the blackboard and you cause- them -to-answer there on their paper:


6. You cause them to tick their right answers.



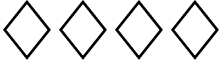
4 — 4 =




1 — 1 =




3 — 0 =




4 — 0 =




4 — 3 =



3 — 2 =



4 — 2 =



2 — 2 =

$$\begin{array}{r} 4 \quad 3 \quad 2 \quad 0 \quad 4 \quad 3 \quad 2 \quad 1 \\ -0 \quad -1 \quad -2 \quad -0 \quad -4 \quad -2 \quad -1 \quad -0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 3 \quad 4 \quad 2 \quad 4 \quad 1 \quad 3 \quad 3 \\ -3 \quad -3 \quad -2 \quad -0 \quad -1 \quad -1 \quad -0 \quad -2 \\ \hline \end{array}$$

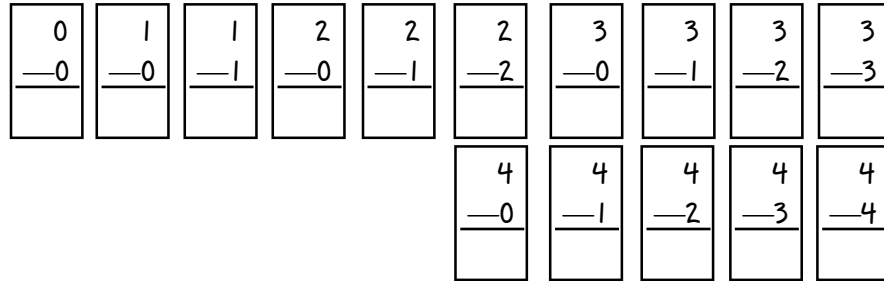
Lesson 21

Purpose

That purpose here so that the students will-know-how-to add-together and take-away.

Your preparations there at the house

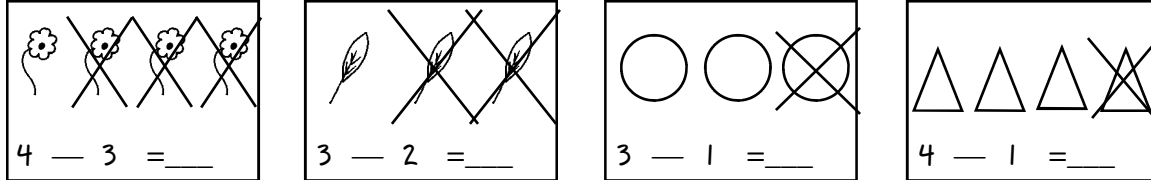
1. You make again other cut-up paper and you write there the subtraction numeral. But it-is-necessary as-far-as the numeral 4 like this:



2. And you take again the winnowing-basket and different examples.

Review the last lesson

1. You cause them to-say the answer to this, it-is-necessary that you write this there on the blackboard:



2. Now you take the cut-up paper that you wrote-on the numerals and you show them and you cause- them -to-answer just saying. It-is-necessary also that you divide the students and you cause- them -to-compete to-aswer.

How-to teach the lesson

Read to them again stories and you cause- them -to-answer them. And if there-is (someone) that doesn't know-how-to-answer, it-is-necessary to help them.

- a) There-are 4 chickens there at our house, but one chicken got-lost. And how-many left? ($4 - 1 = \underline{\quad}$)
- b) My younger-sibling gave me 2 pesos to-cause me -to-buy him paper, but just 1 peso for his paper. And how-much left there at his younger-sibling? ($2 - 1 = \underline{\quad}$)

The relation between adding-together and taking-away

1. You take again the examples and the winnowing-basket.

First, you put 2 caps in the winnowing-basket, and then, you add again 3 caps, ($2 + 3 = 5$). And you exchange again what you put-in, 3 you put first in there in the winnowing-basket, and next 2 again($3 + 2 = 5$).

2. And then, you take-away the 2 tops there in the winnowing-basket
 ($5 - 2 = 3$). And then you put again the 2 tops.
 And then, you take-away again three tops ($5 - 3 = 2$).

And you write this there on the blackboard:

$$\begin{array}{r} 2 + 3 = 5 \\ 5 - 3 = 2 \end{array} \qquad \begin{array}{r} 3 + 2 = 5 \\ 5 - 2 = 3 \end{array}$$

3. You repeat to-teach like this until the students know-it. For example like this:

$$\begin{array}{r} 4 + 1 = 5 \\ 5 - 1 = 4 \end{array} \qquad \begin{array}{r} 1 + 4 = 5 \\ 5 - 4 = 1 \end{array} \qquad \begin{array}{r} 2 + 1 = 3 \\ 3 - 1 = 2 \end{array} \qquad \begin{array}{r} 1 + 2 = 3 \\ 3 - 2 = 1 \end{array}$$

4. You draw this there on the blackboard and you cause- them -to-answer-it but it-is-necessary that you help them of how-to answer-it:



$$\begin{array}{r} 3 + 2 = ___ \\ 5 - 2 = ___ \end{array} \qquad \begin{array}{r} 2 + 3 = ___ \\ 5 - 3 = ___ \end{array} \qquad \begin{array}{r} 4 + 1 = ___ \\ 5 - 1 = ___ \end{array} \qquad \begin{array}{r} 1 + 4 = ___ \\ 5 - 4 = ___ \end{array}$$



$$\begin{array}{r} 5 + 0 = ___ \\ 5 - 0 = ___ \end{array} \qquad \begin{array}{r} 0 + 5 = ___ \\ 5 - 5 = ___ \end{array}$$

Their assignment

1. You draw this there on the blackboard and you cause- them -to-answer there on their paper:



$$\begin{array}{r} 2 + 1 = ___ \\ 3 - 1 = ___ \end{array} \qquad \begin{array}{r} 1 + 2 = ___ \\ 3 - 2 = ___ \end{array} \qquad \begin{array}{r} 3 + 1 = ___ \\ 4 - 1 = ___ \end{array} \qquad \begin{array}{r} 1 + 3 = ___ \\ 4 - 3 = ___ \end{array}$$

2. You also write this there on the blackboard and just also cause-them -to-answer there on their paper:

$$\begin{array}{r} 3 + 2 = ___ \\ 5 - 2 = ___ \end{array} \qquad \begin{array}{r} 2 + 3 = ___ \\ 5 - 3 = ___ \end{array} \qquad \begin{array}{r} 4 + 1 = ___ \\ 5 - 1 = ___ \end{array} \qquad \begin{array}{r} 1 + 4 = ___ \\ 5 - 4 = ___ \end{array}$$

3. Don't you forget to cause- the students -to-tick their correct answers.

Lesson 22

Purpose

That purpose here so that the students know-how-to take-away numerals from 0 going-to 5.

Your preparation there at the house

You take the paper on which you wrote the numerals (flashcards).

Review the last lesson

1. You show the **flashcard** to the students and you cause- them -to-answer out-loud.
2. And write this also there on the blackboard and cause- them -to-answer-it out-loud:

$$\begin{array}{cccc} 5 + 0 = ___ & 0 + 5 = ___ & 2 + 1 = ___ & 1 + 2 = ___ \\ 5 - 0 = ___ & 5 - 5 = ___ & 3 - 1 = ___ & 3 - 2 = ___ \\ \\ 3 + 1 = ___ & 1 + 3 = ___ & 3 + 2 = ___ & 2 + 2 = ___ \\ 4 - 1 = ___ & 4 - 2 = ___ & 5 - 2 = ___ & 5 - 3 = ___ \end{array}$$

3. You write there on the blackboard the numerals 1 going-to 10 and you(pl) count them in Visayan

How-to teach the lesson

- a. Read to them again stories and you cause- them -to-answer them:
 - a) There-are 5 chickens at my grandparent's. But when they were grown-up, we slaughtered 2 of the chickens. And how-many chickens are-left? ($5 - 2 = ___$)
 - b) There-are 5 pages of the book that I will-read. But I have already read 4 pages. and how pages have I not yet read? ($5 - 4 = ___$)
2. You write this there on the blackboard and you cause- them -to-recall that the answers are just the same:

$$\begin{array}{r} 5 \\ 5 - 3 = ___ \\ \underline{\quad} \\ \underline{\quad} \end{array} \quad \begin{array}{r} 4 \\ 4 - 2 = ___ \\ \underline{\quad} \\ \underline{\quad} \end{array}$$

3. You question them what the meaning of this (-) is.

$$\begin{array}{r} 5 \\ \underline{\quad} \\ \underline{\quad} \end{array} \quad \begin{array}{r} 5 \\ \underline{\quad} \\ \underline{\quad} \\ 2 \end{array}$$

4. You write this there on the blackboard:
And you cause- them -to-answer the first subtraction example.

- And you teach them how-to answer the second there above. You say to-them, “If there-are 5, and two are remaining, how-many perhaps have been removed there at the 5?” ($5 - 3 = 2$) ($5 - \underline{\quad} = 2$).
- You repeat to-teach like this until they understand. But it-is-necessary that you help-them also answer this:

$$\begin{array}{r} 4 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ - \\ \hline 0 \end{array} \quad \begin{array}{r} 5 \\ - \\ \hline 4 \end{array} \quad \begin{array}{r} 4 \\ - \\ \hline 1 \end{array} \quad \begin{array}{r} 4 \\ - \\ \hline 2 \end{array} \quad \begin{array}{r} 5 \\ - \\ \hline 1 \end{array} \quad \begin{array}{r} 5 \\ - \\ \hline 3 \end{array}$$

Their assignment

- You write this there at the blackboard and cause- them -to-answer there at their paper:

$$\begin{array}{r} 5 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ -0 \\ \hline \end{array}$$

- You write this there on the blackboard and you cause- them -to-answer there on their paper. But cause- them -to-watch-out for the signs because the adding-together and the taking-away are mixed-together.
- You also write this there on the blackboard and cause- them -to-answer-it there on

$$\begin{array}{r} 3 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +0 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -4 \\ \hline \end{array}$$

their paper:

- Cause the students to tick their right answers.

$$\begin{array}{r} 5 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ - \\ \hline 2 \end{array} \quad \begin{array}{r} 4 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ - \\ \hline 0 \end{array} \quad \begin{array}{r} 5 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ - \\ \hline 4 \end{array} \quad \begin{array}{r} 4 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ - \\ \hline 5 \end{array} \quad \begin{array}{r} 5 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ - \\ \hline 1 \end{array} \quad \begin{array}{r} 4 \\ -4 \\ \hline \end{array}$$

Lesson 23

Purpose

That purpose here so that the students will-know-how-to take-away numerals from 1 to 6

Review the last lesson

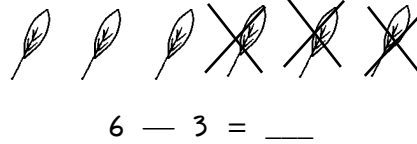
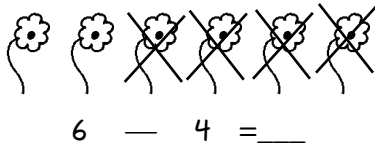
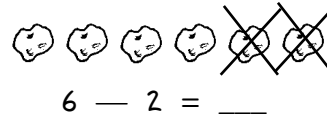
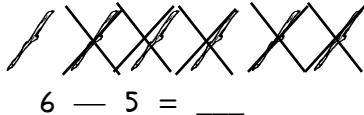
You write this there on the blackboard and you cause- them -to-answer, just words:

$$\begin{array}{cccccccccccc} 2 & 5 & 2 & 5 & 2 & 5 & 2 & 5 & 2 & 5 & 2 & 5 \\ +3 & -3 & +3 & -3 & +3 & -3 & +3 & -3 & +3 & -3 & +3 & -3 \end{array}$$

How to teach the lesson

- a. You read them the stories here and you cause- them -to-answer them, and if they don't know how, it-is-necessary that you help them to-answer.
 - a) My father bought 6 pieces of banana but he ate 3. How-many bananas are-left? ($6 - 3 = \underline{\quad}$)
 - b) Our dog gave-birth to 6 pieces(puppies), but 2 puppies died. How-many puppies were-left? ($6 - 2 = \underline{\quad}$)
2. You draw this there at the blackboard and you help them to answer these. If you take-away, it-is-necessary that you cover-them so that they quickly understand their answer:

You repeat like this if they don't really understand



3. And you write this there at the blackboard and you cause- them -to-answer them: And if they don't really understand, it-is -necessary to help them to-answer.

$$\begin{array}{cccccc} 6 & 6 & 6 & 6 & 6 & 6 \\ -3 & -2 & -4 & -1 & -5 & -0 \\ \hline & & & & & \end{array} \quad \begin{array}{ccccc} 6 & 6 & 6 & 6 & 6 \\ - & - & - & - & - \\ \hline 3 & 5 & 4 & 1 & 2 \end{array}$$

Their assignment

1. You write this there at the blackboard and cause them to-answer-it there at their paper:

$$\begin{array}{cccccccccc}
 6 & 6 & 6 & 6 & 5 & 6 & 6 & 6 & 5 & 5 \\
 \underline{-3} & \underline{-4} & \underline{-2} & \underline{-1} & \underline{-2} & \underline{-6} & \underline{-5} & \underline{-0} & \underline{-1} & \underline{-0} \\
 \\
 5 & 5 & 4 & 5 & 6 & 6 & 6 & 5 & 6 & 6 \\
 \underline{-3} & \underline{-5} & \underline{-3} & \underline{-4} & \underline{-2} & \underline{-5} & \underline{-3} & \underline{-4} & \underline{-4} & \underline{-1}
 \end{array}$$

$$\begin{array}{cccccccc}
 6 & 6 & 6 & 6 & 6 & 6 & 6 & 6 \\
 \underline{-6} & \underline{-2} & \underline{-1} & \underline{-0} & \underline{-=} & \underline{-=} & \underline{-=} & \underline{-=} \\
 & & & & 6 & 2 & 1 & 0 \\
 \\
 6 & 6 & 6 & 6 & 6 & 6 & 6 & 6 \\
 \underline{-3} & \underline{-5} & \underline{-4} & \underline{-1} & \underline{-=} & \underline{-=} & \underline{-=} & \underline{-=} \\
 & & & & 3 & 5 & 4 & 1
 \end{array}$$

2. You write this there on the blackboard and cause-them -to-answer-it
3. You cause- them -to-tick their right answers.

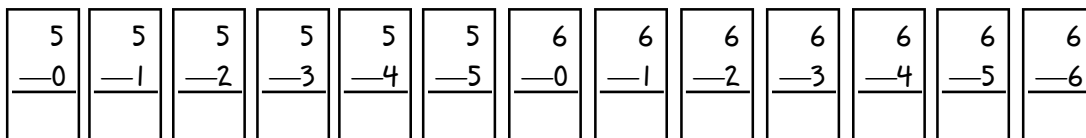
Lesson 24

Purpose

That purpose here so that the students will-know-how-to take-away the numerals 1 going-to 7.

Your preparation there at the house

You make again the cut-up paper and numerals written-on like this: (Named **flashcards**.)







Review the last lesson

1. You take the first numerals written on paper (flashcards) and the new-ones you prepared. But those **flashcards** take-away.
2. You show them these and cause- them -to-answer them. And you repeat doing this so that they know the answers.
3. And it-is-possible to divide them so that you contest them to-answer those **flashcards** that you show them.

How-to teach the lesson

- a. You read-to them again stories and cause- them -to-answer them, but you just cause- them -to-say the answer.
 - a) Runi bought 7 packets of crackers, but he didn't know that three packets of the crackers dropped. And how-many packets of crackers did Runi have left? ($7 - 3 = \underline{\quad}$)
 - b) There-are 7 rungs on the ladder there at our house. Not long-time, 5 rungs of the ladder broke. And how-many rungs of the ladder are left that didn't break? ($7 - 5 = \underline{\quad}$)
2. You draw this again there at the blackboard and you cause- them -to-answer them, but you just cause- them -to-say the answers:

			
$7 + 0 = \underline{\quad}$	$7 - 0 = \underline{\quad}$	$6 + 1 = \underline{\quad}$	$7 - 1 = \underline{\quad}$
$0 + 7 = \underline{\quad}$	$7 - 7 = \underline{\quad}$	$1 + 6 = \underline{\quad}$	$7 - 6 = \underline{\quad}$
			
$5 + 2 = \underline{\quad}$	$7 - 2 = \underline{\quad}$	$4 + 3 = \underline{\quad}$	$7 - 4 = \underline{\quad}$
$2 + 5 = \underline{\quad}$	$7 - 5 = \underline{\quad}$	$3 + 4 = \underline{\quad}$	$7 - 3 = \underline{\quad}$

3. And you also write this there on the blackboard and you cause- them -to-answer-it but you cause- them -to-answer also out-loud:

$$\begin{array}{r} 7 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ - \\ \hline 2 \end{array} \quad \begin{array}{r} 7 \\ - \\ \hline 1 \end{array} \quad \begin{array}{r} 7 \\ - \\ \hline 3 \end{array} \quad \begin{array}{r} 7 \\ - \\ \hline 4 \end{array} \quad \begin{array}{r} 7 \\ - \\ \hline 6 \end{array}$$

Their assignment

3. You write this there on the blackboard and you cause them to answer there on their paper. And you say to-them to-watch-out for the sign because the adding-together numerals and the taking-away numerals are-mixed-together.

$$\begin{array}{l} 7 + 0 = \underline{\quad} \quad 7 - 0 = \underline{\quad} \quad 6 + 1 = \underline{\quad} \quad 7 - 1 = \underline{\quad} \\ 0 + 7 = \underline{\quad} \quad 7 - 7 = \underline{\quad} \quad 1 + 6 = \underline{\quad} \quad 7 - 6 = \underline{\quad} \\ 4 + 3 = \underline{\quad} \quad 7 - 4 = \underline{\quad} \\ 3 + 4 = \underline{\quad} \quad 7 - 3 = \underline{\quad} \end{array}$$

2. You write this there on the blackboard and cause- them -to-answer there on their paper:

$$\begin{array}{r} 3 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +0 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -3 \\ \hline \end{array}$$

3. Write this there on the blackboard and cause them to-answer there on their paper.

$$\begin{array}{r} 7 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - \\ \hline 3 \end{array} \quad \begin{array}{r} 7 \\ - \\ \hline 5 \end{array} \quad \begin{array}{r} 7 \\ - \\ \hline 2 \end{array} \quad \begin{array}{r} 7 \\ - \\ \hline 1 \end{array} \quad \begin{array}{r} 7 \\ - \\ \hline 0 \end{array} \quad \begin{array}{r} 7 \\ - \\ \hline 4 \end{array} \quad \begin{array}{r} 7 \\ - \\ \hline 7 \end{array} \quad \begin{array}{r} 7 \\ - \\ \hline 6 \end{array}$$

4. You cause the students to tick their correct answers.

Lesson 25

Purpose

That purpose here so that the students know-how-to subtract numerals from 1 as-far-as the numeral 8.

Review the last lesson

1. You write the numerals 1 going to 10 there on the blackboard and you cause- them -to-count that in Visayan counting.
2. And you write this also there on the blackboard and you cause- them -to-answer-it but you just cause- them -to-talk to-answer.

$$\begin{array}{cccccccccc}
 7 & 7 & 7 & 7 & 7 & 7 & 7 & 7 & 7 & 7 \\
 \underline{-4} & \underline{-5} & \underline{-2} & \underline{-1} & \underline{-3} & \underline{-=} & \underline{-=} & \underline{-=} & \underline{-=} & \underline{-=} \\
 & & & & & 1 & 5 & 4 & 0 & 2
 \end{array}$$

How-to teach the lesson

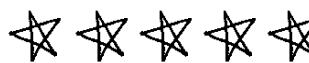
- a. You read to-them stories here and you cause- them -to-answer but you just cause-them -to-talk to answer:
 - a) There-were caught in Wanitu's trap 8 pieces of rats, but when he was-untying them, 4 rats got-away. And how-many of the rats that Wanitu caught didn't get-away? ($8 - 4 = \underline{\quad}$)
 - b) There-were 8 that ran-after a truck in-order to-ride(on it), but 2 children, stopped. How-many left were the children able-to ride on the truck? ($8 - 2 = \underline{\quad}$)
 - c) Diyuni planted 8 papaya, but when they sprouted, 5 of the papaya died-in-the-sun. How-many were-left that didn't die-in-the-sun? ($8 - 5 = \underline{\quad}$)
2. You draw this there on the blackboard and cause them -to-answer-it:
If there-are those that don't know, it-is-necessary that you help them to-answer these.



$4 + 4 = \underline{\quad}$



$8 - 4 = \underline{\quad}$



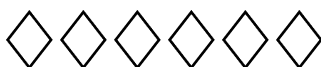
$5 + 3 = \underline{\quad}$

$8 - 3 = \underline{\quad}$



$3 + 5 = \underline{\quad}$

$8 - 5 = \underline{\quad}$



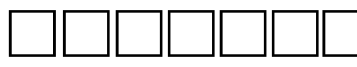
$6 + 2 = \underline{\quad}$

$8 - 2 = \underline{\quad}$



$2 + 6 = \underline{\quad}$

$8 - 6 = \underline{\quad}$



$7 + 1 = \underline{\quad}$

$8 - 1 = \underline{\quad}$



$1 + 7 = \underline{\quad}$

$8 - 7 = \underline{\quad}$



$8 + 0 = \underline{\quad}$

$8 - 0 = \underline{\quad}$

$0 + 8 = \underline{\quad}$

$8 - 8 = \underline{\quad}$

Their assignment

1. You draw this there on the blackboard and you cause- them -to-answer-it there on their paper:

○	○	○	○	○	○	○	○
$8 - 7 = \underline{\quad}$		$8 - 5 = \underline{\quad}$					
$8 - 4 = \underline{\quad}$		$8 - 6 = \underline{\quad}$					
$8 - 0 = \underline{\quad}$		$8 - 8 = \underline{\quad}$					
$8 - 3 = \underline{\quad}$		$8 - 1 = \underline{\quad}$					

2. You just also write this there on the blackboard and cause them to-answer there on their paper:

8	8	8	8	8	8	8	8
$\underline{\quad}$	$\underline{\quad}$	$\underline{\quad}$	$\underline{\quad}$	$\underline{\quad}$	$\underline{\quad}$	$\underline{\quad}$	$\underline{\quad}$
3	1	5	6	4	7	8	2

3. You cause- them -to-be-careful here because the adding-together numerals and the taking-away numerals are-mixed-together:
4. You cause- them -to-tick their correct answers.

8	4	7	8	1	8	5	8	3	8
$\underline{-4}$	$\underline{+4}$	$\underline{+1}$	$\underline{-7}$	$\underline{+7}$	$\underline{-1}$	$\underline{+3}$	$\underline{-5}$	$\underline{+5}$	$\underline{-3}$
6	8	2	8	8	8	0	8	4	7
$\underline{+2}$	$\underline{-6}$	$\underline{+6}$	$\underline{-2}$	$\underline{-0}$	$\underline{-8}$	$\underline{+8}$	$\underline{-0}$	$\underline{+3}$	$\underline{-3}$

Lesson 26

Purpose

That purpose here so that the students know-how-to take-away numerals from 1 as-far-as 9.

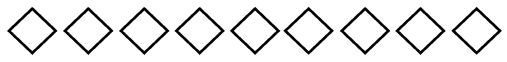





Review the last lesson

You write this there at the blackboard and you cause- them -to-answer but you cause- them -to- just -talk the answer:

$$\begin{array}{cccccccccccc} 8 & 8 & 7 & 7 & 8 & 8 & 8 & 7 & 8 & 8 & 7 & 8 \\ \hline -8 & -6 & -2 & -5 & -5 & -1 & -3 & -6 & -4 & -2 & -3 & -7 \end{array}$$










How to teach the lesson

- a. This is just like the previous lesson. Read the stories to them and you cause- them -to-answer but you cause- them -to- just -talk the answers.
 - a) Jimmy bought 9 eggs. But when he arrived at their house, 3 eggs had broken. How many eggs were-left that weren't broken?
($9 - 3 = _ _$)
 - b) 9 children were-involved in a test at school, but 7 children passed the test. How-many children did- not -pass the test? ($9 - 7 = _ _$)
 - c) Our chicken had- 9 chicks, but an eagle caught 5. How-many chicks did- the eagle not -catch? ($9 - 5 = _ _$)
2. You draw this there on the blackboard and you cause- them -to-answer but you just cause- them -to-talk to-answer (outloud):
Redo like this if the students do not yet understand.

	
$9 - 0 = _ _$	$9 - 1 = _ _$
$9 - 9 = _ _$	$9 - 8 = _ _$
	
$9 - 2 = _ _$	$9 - 3 = _ _$
$9 - 7 = _ _$	$9 - 6 = _ _$
	
$9 - 4 = _ _$	$9 - 5 = _ _$

Their assignment

1. You draw this there on the blackboard and you cause- them -to-answer there on their paper:

			
$5 + 4 = \underline{\quad}$	$9 - 4 = \underline{\quad}$	$5 + 4 = \underline{\quad}$	$9 - 4 = \underline{\quad}$
$4 + 5 = \underline{\quad}$	$9 - 5 = \underline{\quad}$	$4 + 5 = \underline{\quad}$	$9 - 5 = \underline{\quad}$
			
$7 + 2 = \underline{\quad}$	$9 - 2 = \underline{\quad}$	$7 + 2 = \underline{\quad}$	$9 - 2 = \underline{\quad}$
$2 + 57 = \underline{\quad}$	$9 - 7 = \underline{\quad}$	$2 + 57 = \underline{\quad}$	$9 - 7 = \underline{\quad}$
			
$9 + 0 = \underline{\quad}$		$9 - 9 = \underline{\quad}$	
$0 + 9 = \underline{\quad}$		$9 - 0 = \underline{\quad}$	

2. You write this there on the blackboard and you cause- them -to-answer-them there on their paper:

3. You cause- them -to-be-careful of the sign because mixed-together again:

9	9	9	9	9	9	9	9	9	9
<u>-0</u>	<u>-1</u>	<u>-2</u>	<u>-3</u>	<u>-4</u>	<u>-5</u>	<u>-6</u>	<u>-7</u>	<u>-8</u>	<u>-9</u>
9	9	9	9	9	9	9	9	9	9
<u>-=</u>	<u>-=</u>	<u>-=</u>	<u>-=</u>	<u>-=</u>	<u>-=</u>	<u>-=</u>	<u>-=</u>	<u>-=</u>	<u>-=</u>
1	5	3	2	9	0	4	8	6	7

4. It-is-necessary that you cause- the students -to-tick their correct answers.

1	9	2	3	9	9	4	9	5	9
<u>+8</u>	<u>-3</u>	<u>+7</u>	<u>+6</u>	<u>-4</u>	<u>-5</u>	<u>+5</u>	<u>-6</u>	<u>+4</u>	<u>-7</u>
6	9	7	9	8	9	9	9	0	9
<u>+3</u>	<u>+8</u>	<u>+2</u>	<u>-9</u>	<u>+1</u>	<u>-2</u>	<u>+0</u>	<u>-1</u>	<u>+9</u>	<u>-0</u>

Lesson 27

Purpose

That purpose here so that the students know-how-to take-away numerals from 1 as far-as 10.

Your preparation there at the house

You make again like these and add to the first paper that you cut-up. (**flashcards**):

Review the last lesson

7 -0	7 -1	7 -2	7 -3	7 -4	7 -5	7 -6	7 -7	8 -0	8 -1	8 -2	8 -3	8 -4	8 -5
8 -6	8 -7	8 -8	9 -0	9 -1	9 -2	9 -3	9 -4	9 -5	9 -6	9 -7	9 -8	9 -9	10 -0
10 -1	10 -2	10 -3	10 -4	10 -5	10 -6	10 -7	10 -8	10 -9	10 -10				

1. You write numerals there on the blackboard and you cause- them -to-count-them out-loud in Visayian counting.
2. Now you take all of the **flashcards** that you made, but don't you mix-together the **flashcards** that are all the numeral 10.
3. And you show them all of the **flashcards** and you cause- them -to-answer-them just saying. And you repeat like this until they are quick to-answer those you show.

How to-teach the lesson

- a. Read to them again the stories here and you cause- them -to-answer-them, but you just cause- them -to-talk to-answer:
 - a) My father and younger-sibling went-fishing yesterday. Now there-were 10 pieces of small-fish that they caught, but 3 pieces got-away. How-many small-fish didn't get-away? ($10 - 3 = \underline{\quad}$)
 - b) I gave my younger-sibling 10 pesos to-buy me candy, but he just bought 2 pesos of candy. How-many pesos were-left there at my younger-sibling? ($10 - 2 = \underline{\quad}$)
 - c) There-were 10 mahogany that I planted there in our yard. But pigs rooted-out 5 mahogony. How-many mahogany didn't the pigs root-out? ($10 - 5 = \underline{\quad}$).

2. You write this there on the blackboard and you cause them to-answer, but they just talk:

$$\begin{array}{cccc}
 10 - 5 = \underline{\quad} & 10 - 10 = \underline{\quad} & 10 - 6 = \underline{\quad} & 10 - 4 = \underline{\quad} \\
 10 - 7 = \underline{\quad} & 10 - 3 = \underline{\quad} & 10 - 8 = \underline{\quad} & 10 - 2 = \underline{\quad} \\
 & 10 - 9 = \underline{\quad} & 10 - 1 = \underline{\quad} &
 \end{array}$$

3. And then you take the **flashcards** that all numeral 10 that you prepared ahead. And you show them those again and you cause- them -to-answer again (you) just cause- them -to-talk to-answer. You just repeat until they know.

Their assignment

1. You write this there at the blackboard and you cause-them to-answer there on their paper.

$$\begin{array}{cccc}
 5 + 5 = \underline{\quad} & 10 + 0 = \underline{\quad} & 9 + 1 = \underline{\quad} & 1 + 9 = \underline{\quad} \\
 10 - 5 = \underline{\quad} & 10 - 10 = \underline{\quad} & 10 - 1 = \underline{\quad} & 10 - 9 = \underline{\quad} \\
 8 + 2 = \underline{\quad} & 2 + 8 = \underline{\quad} & 7 + 3 = \underline{\quad} & 3 + 7 = \underline{\quad} \\
 10 - 2 = \underline{\quad} & 10 - 8 = \underline{\quad} & 10 - 3 = \underline{\quad} & 10 - 7 = \underline{\quad} \\
 & 6 + 4 = \underline{\quad} & 4 + 6 = \underline{\quad} & \\
 & 10 - 4 = \underline{\quad} & 10 - 6 = \underline{\quad} &
 \end{array}$$

2. And you also just write this there on the blackboard and you just cause- them -to-answer also there on their paper:

3. You cause- them -to-know this:

$$\begin{array}{cccccccccc}
 10 & 10 & 10 & 10 & 10 & 10 & 10 & 10 & 10 & 10 \\
 \underline{-10} & \underline{-9} & \underline{-8} & \underline{-7} & \underline{-6} & \underline{-5} & \underline{-4} & \underline{-3} & \underline{-2} & \underline{-1} \\
 \\
 10 & 10 & 10 & 10 & 10 & 10 & 10 & 10 & 10 & 10 \\
 \underline{-=} & \underline{-=} & \underline{-=} & \underline{-=} & \underline{-=} & \underline{-=} & \underline{-=} & \underline{-=} & \underline{-=} & \underline{-=} \\
 \hline
 8 & 9 & 4 & 5 & 1 & 2 & 10 & 7 & 3 & 6 \\
 \\
 5 & 5 & 4 & 4 & 3 & 3 & 2 & 2 & 1 & 1 \\
 \underline{+5} & \underline{+4} & \underline{+6} & \underline{+5} & \underline{+7} & \underline{+6} & \underline{+8} & \underline{+7} & \underline{+9} & \underline{+8}
 \end{array}$$

You tell them that lesson 28 is a test. The test will-start at numeral 1 going-to 10. That adding-together and taking-away will-be- their -test. And stories will also be-included in the test even the Visayan numerals.

Lesson 28

Purpose

That purpose here so that you give the students a small test so that you will-know if there-is already their knowledge about adding-together(+) and taking-away(-) of numerals beginning at 1 going-to 10.

Your preparation there at the house

You take all the **flashcards** and take-them there to the classroom.

Review the last lesson

1. You take the **flashcards** and you show them. And you cause- them -to-answer those but just talk.
2. You devide also the students because you contest again of who is fast to-answer that which you show them.

How-to teach the lesson

You write what you will test them there on the blackboard and you cause- them -to-answer there on their paper. And you do- not -help them because it-is-necessary that they are- just the ones -to-answer.

You cause- them -to-write their name there at the top of their paper. And when they have finished answering all, it-is-necessary that you collect their papers. And when the **supervisor** goes to your-place, it-is-necessary that you give him those their tests.

- a. You read-to-them these numerals here and you cause- them -to-write the numerals there at their paper:
 - a) kuwatu, unu, dyis, dus, utsu, singku, sayis, siti, tris, nuwibi.
 - b) pitu, siyew, sabeka, tatelu, walu, lalimma, hep-at, hen-em, sapulu, daruwa.
- b. And you also read-them these stories here and just cause- them also -to-answer there on their paper:
 - b) Datu Kuma has a huge truck because his truck has 10 wheels. When they went to Davao, 3 of the wheels of his truck blew-out. And just how-many wheels of Datu Kuma's truck didn't blow-out?
 - c) My three siblings and I went-together and went to the store so we could-buy bananas. When we arrived at the store, my older-sibling bought 2 pieces of banana. And I, I also bought 3 pieces of bananas. And our younger-sibling he bought 4 bananas. And how-many all the bananas that us siblings bought?
 - d) The siblings Urdu and Andung accompanied-each-other to-go-fishing there in the Salug. Not just too-long-time, Urdu caught 3 small-fish. And Andung, also caught 4 small-fish. And how-many all that the siblings caught?
 - d) We used to have 8 Bibi-ducks, but we slaughtered 3 so we ate-them. And just how-many of our ducks remain?

3. You write this again there on the blackboard and you cause- them -to-answer there on their paper:

$$\begin{array}{r} 3 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +2 \\ \hline \end{array}$$

4. You just also write this and you cause- them -to-answer-them:

$$\begin{array}{r} 8 \\ -= \\ \hline 5 \end{array} \quad \begin{array}{r} 10 \\ -= \\ \hline 0 \end{array} \quad \begin{array}{r} 9 \\ += \\ \hline 10 \end{array} \quad \begin{array}{r} 3 \\ += \\ \hline 9 \end{array} \quad \begin{array}{r} 6 \\ -= \\ \hline 3 \end{array} \quad \begin{array}{r} 1 \\ += \\ \hline 8 \end{array} \quad \begin{array}{r} 9 \\ -= \\ \hline 6 \end{array} \quad \begin{array}{r} 5 \\ += \\ \hline 9 \end{array} \quad \begin{array}{r} 10 \\ -= \\ \hline 5 \end{array}$$

5. And you collect all their papers and it-is-necessary that there-is their name that written there on the top of their paper.

Lesson 29

Purpose

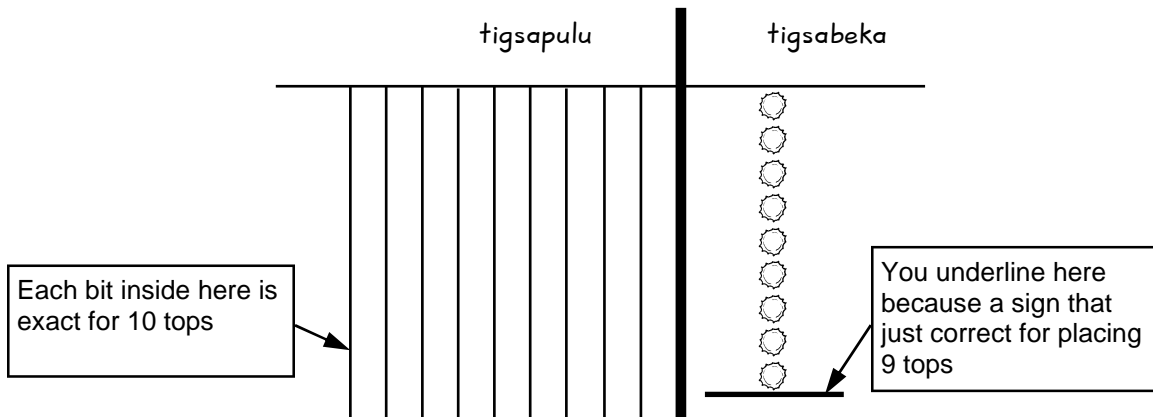
That purpose here so that the students will-know also the numerals beginning at 11 going-to 20.

Your preparation there at the house

1. You first read this lesson because it is somewhat difficult. If you already read this, it will- not -be-difficult for you to-teach the students because you have-understood in-advance.
2. You take the bottle tops and if there-is small board. But if none, it-is- also -possible that you use the table.

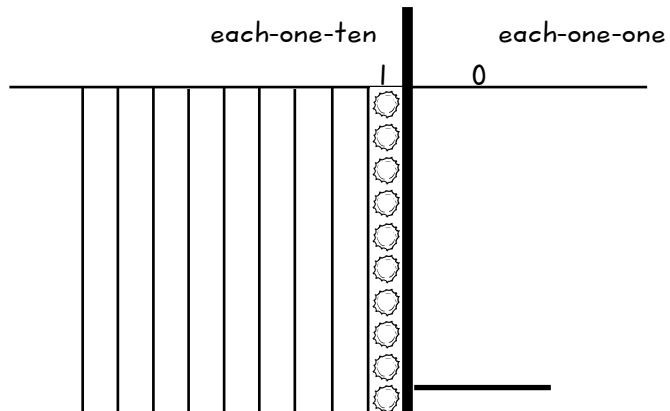
How-to teach the lesson

2. You draw this there on the desk or there on the wide board like this:

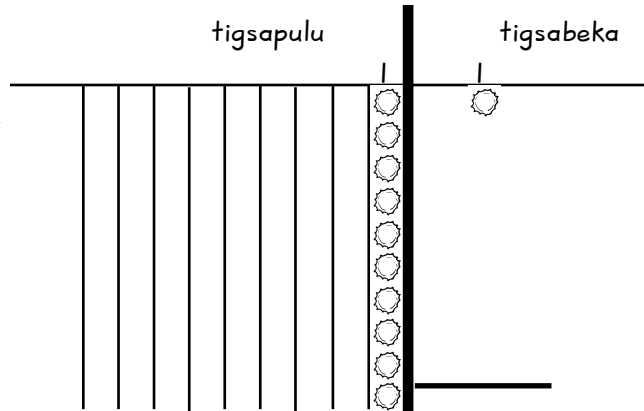


You place one line of tops there at your right, on the other side of the vertical line. It-is-necessary that you line-up just 9 tops. And you say to-them that in this system, we(inc) place only 9 tops there on the right.

3. And you add also 1 top there at your lined-up-ones so that becomes 10. But you say to them, "Because it is not enough for 10 tops here on the right, it-is-necessary that we(inc) place these in the left vertical line because correct for 10 to-be-placed. And you take the tops that you lined-up and you transfer-them there at left that correct for putting 10. And you say to them again, "This is one group because 10 again, and there at the right, no-more again."

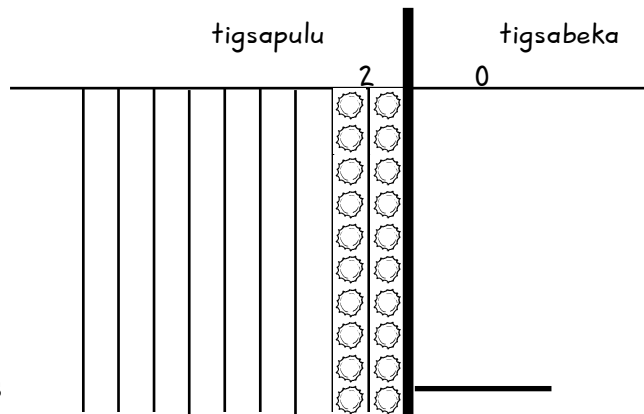


- And you place again 1 there at the right (tigsabeka) that you placed first. And you say again to them, "There-is one group of 10 there at left, but there-is also one there at the right-place." You teach them that 11 all, and you write this there on the blackboard:



- You teach them that one group of 10 there at (tens), you add-together again 1 there at right (ones), they make 12 all. And you continue to-keep-adding there at the right-place arrive again already at 9, and if add-together make already 19 all.

- If 9 again already there at right-place, you place again 1 so that already makes 10. and if 10 already, you transfer again there at one line at your left and by one group that you transferred initially. And again becomes none there at right-place because you transferred again and arrived at 10 all because 9 just enough to-place there at right.

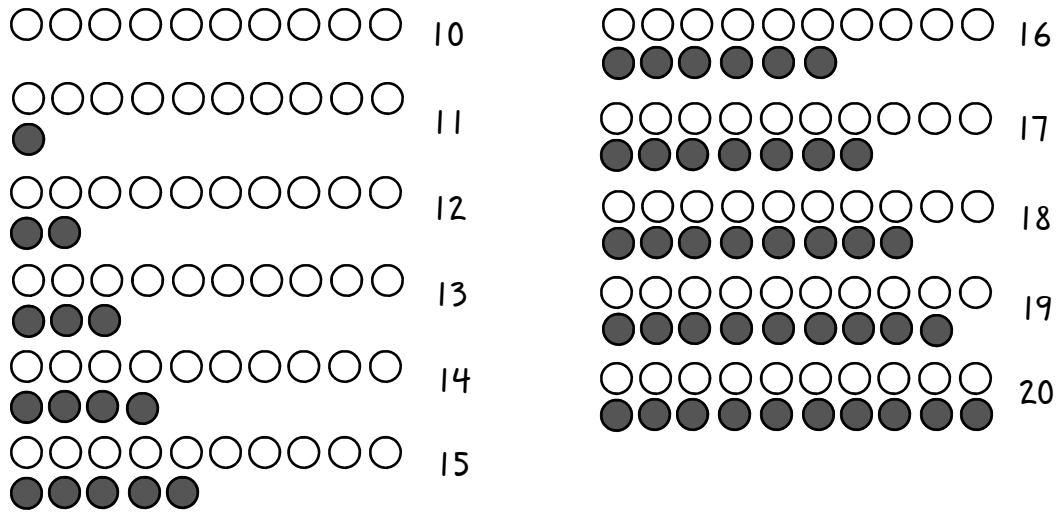


- You carry-on like this as-far-as 30. And you also cause the students to read the numerals..

- You keep-repeating like this until they all understand.

There-is still more there on-other-side 🖐️🖐️🖐️

8. You draw this there on the blackboard:



9. You teach them like this but you use what you drew on the blackboard. You ask them how-many circles there on the first line there above.(10) That is one group of 10 and none left-over. And that is the meaning of 10, one group because none left-over.

And there at the second line, how-many groups of 10? (1). And how-many also black circles? (1). And if there-is one group of 10, and add 1 circle, how-many all? (11). And you point-to the numeral 11 and you say to-them, the meaning of 11, there-is one group of 10 and there-is 1 left-over.

You just repeat questioning them, how-many again groups of 10 there on the third line. And there-is one group of 10, and add 2, how-many all? (12). And you point-to the numeral 12 and you say to-them, the meaning of 12, there-is one group of 10 and there-is 2 left-over.

And when you arrived already at numeral 20, you question them again of how-many groups of 10 here? (2). And how-many left-over? (none). And if there-are two groups of 10, how-many all? (20). And you point-to the numeral 20 and you say to-them, the meaning of 20- because there-is two groups of 10 and none left-over. And you(P1) count all the numerals beginning at 11 going-to 20.

Their assignment

No assignment today.

Nothing written here 🙅

Lesson 30

Purpose

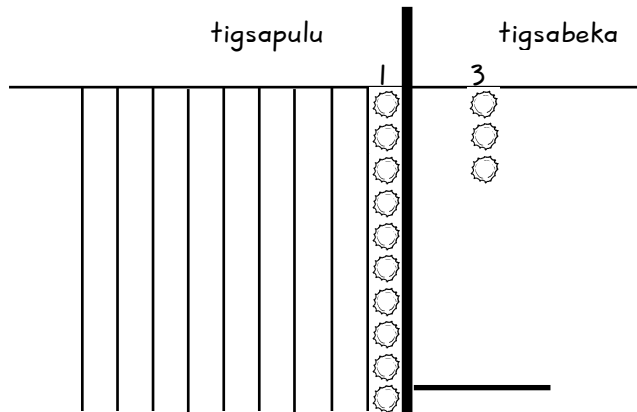
That purpose here so that their knowledge about numerals from 11 going-to 20 will-be-added-to.

Your preparation there at the house

1. You just take again the tops and wide wood or desk that you just used to teach lesson 29.
2. And it-is-necessary that you read this lesson in advance before class begins.

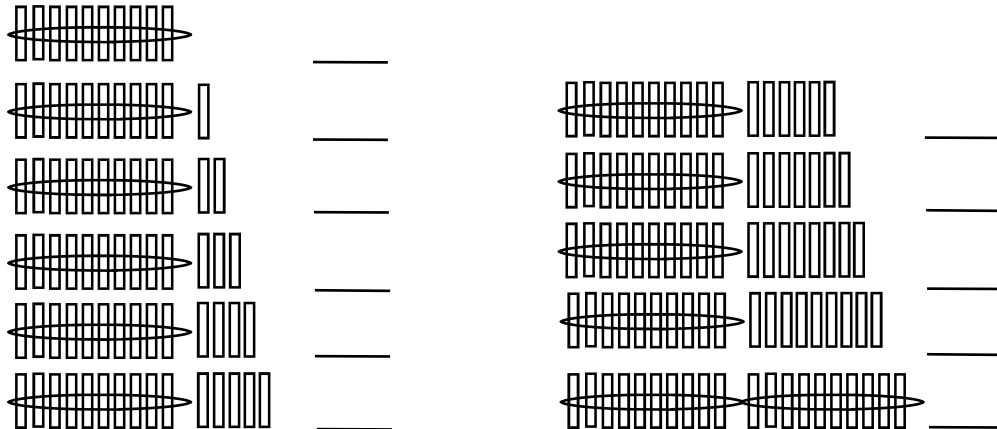
Review the last lesson

1. You write numerals there on the blackboard and you cause-them -to-count them.
2. And you repeat like what you did in lesson 29 from the numeral 11 going-to 20. Like this drawing. It-is-important that they understand how-to-do this.



How-to-teach the lesson

1. You draw this there on the blackboard:



And you say-to them that what you drew on the blackboard is bundles of sticks. And first, you(pl) look at the bundles of sticks that you drew on the blackboard. And you question them of how-many bundles of sticks there at your drawing? (1). And if they answer 1, you write this there at the blackboard. And you question them again of how-many sticks that are not in bundles? (none). And you write 0 just-after the 1 so that becomes 10. And you question them of how-many bundles of 10 that, and none left-over (1). You do-like this from 11 going-to 20.

2. And you cause- them -to-go-outside to get examples like stones, sticks, leaves or others things also

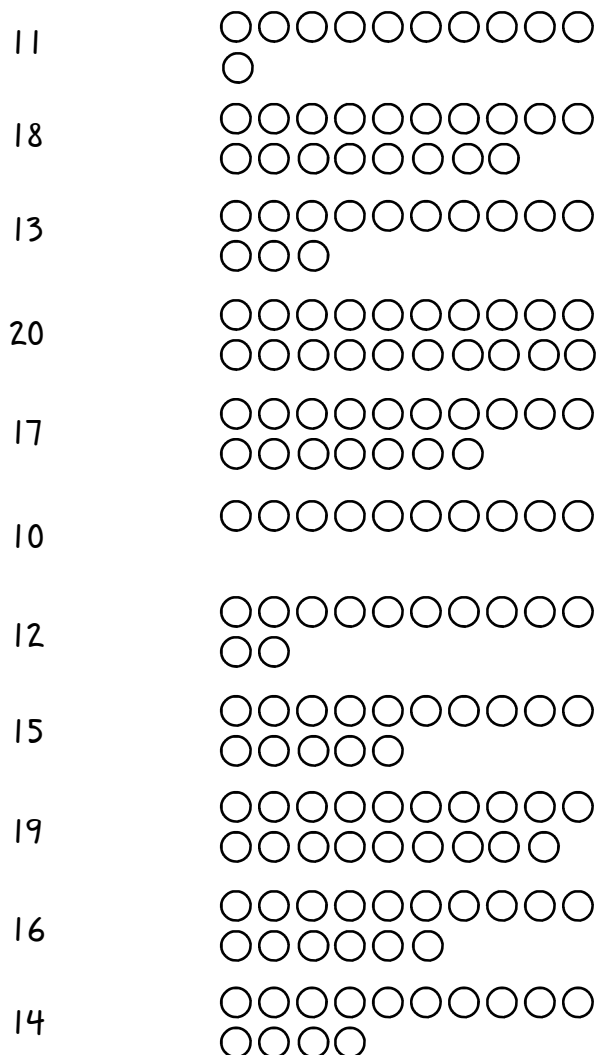
And you say to-them different numerals from 11 going-to 20. And if you say the numeral 14, it-is-necessary that they put one group but you cause- them -to-separate the extra 4. Like this example:



You do many like this but different numerals.

Their assignment

You write the numerals like this below, and you cause- them -to-draw circles and you cause- the circles to-be-exactly as the numeral you wrote. If 11 is the numeral you wrote it-is-necessary that they also draw 11 circles. But it-is-necessary that the 10 is one group and another the 1 but they are 11 all if counted.



Lesson 31

Purpose

That purpose here so that the students know-how-to count and write the numerals from 1 going-to 49.

Your preparation there at the house

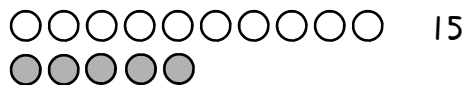
You just take again the tops and the wide wood, or desk that you just used in the last lesson.

Repeat the last lesson

You draw this there on the blackboard:



And you question them of what is the meaning of 13. (One group of 10 and there-is 3 left-over.)



You just question them again of what is the meaning of 15. (One group of 10 and there-is 5 left-over.)

And you repeat like this until they already understand this.

How-to teach the lesson

1. You all count numerals beginning at 1 going-to numeral 50.
2. You take the tops and the wood or your desk. And you teach them again the numerals beginning at 21 going-to 50, but that which you use to teach them are the tops. Like this:

You write there at the blackboard the numerals beginning at 0 going-to 9. You say to them if they already know-how-to write the numerals beginning at 0 going-to 9, they can-write whatever numerals. But they just don't know what numerals go-to-gether.

3. You write this there on the blackboard:

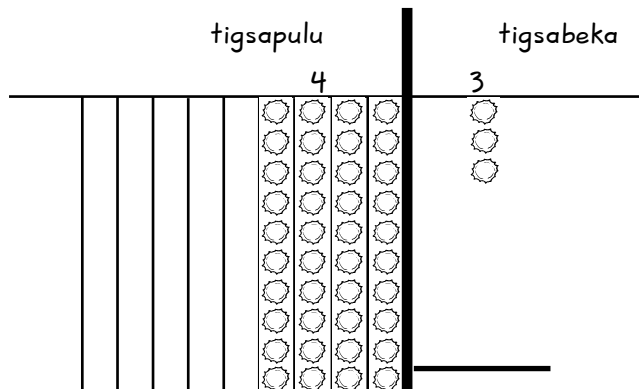
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

You(pl) count the numerals beginning at 0 going-to 9. And then you write 1 to the left of every numeral on the second line so that to-make 10 going-to 19. You teach them the meaning of “1”, one group of 10.

And then, you write again the numeral 2 to the left of the numerals on the third line so that to-make 20 going-to 29.. And you teach them again the meaning of “2”, two groups of 10.

And you write again the numeral 3 to the left of every numeral on the 4th line so that to-make 30 going-to 39. And you teach them again the meaning of “3”, three groups of 10. And the numeral 4 that you write, you will-write it also on the fifth line so that to-make 40 going-to 49.

4. You take the tops and the wood. You teach them again the numerals 21-49, but you use the tops like this:



You keep-repeating like this until they understand all.

Their assignment

1. You cause- them -to-write all the numerals beginning at 0 going-to numeral 49.
2. You cause- them -to-take paper and you cause- them -to-write different numerals that you say.
3. You write different numerals there at the blackboard and you question them of what are the numerals that you have written. You just cause- them -to-talk their answers.
4. Don't you forget to-look-at their answers.

Lesson 32

Purpose

That purpose here so that the students know-how-to count the numerals as-far-as 99. And the second purpose here so that they will recognise numerals beginning at 50 going-to 99.

Your preparation there at the house

You take again the tops and the wide wood or desk that you just used in the first lesson

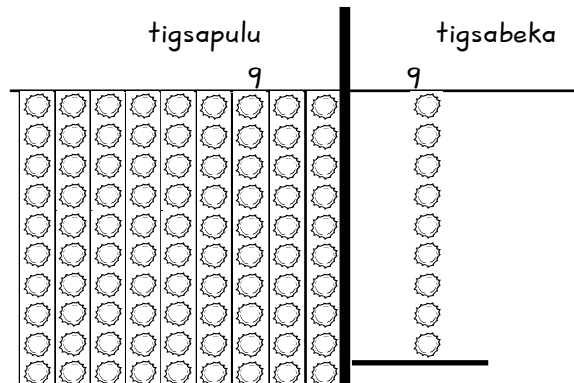
Review the last lesson

1. You write there on the blackboard different numerals beginning at 21 going-to 49. And you cause- them -to-say what numerals you wrote.
2. You cause- them -to-take their paper and you cause- them -to-write the different numerals beginning at 21 going-to 49 that you say. Then, you look-at (check) what they wrote.
3. And when you already finished that, you write also there on the blackboard the numerals you said. And then, you question them of how-many groups of 10 in each numeral that you said and how-many left-over. For-example like this:

35 Therefore, 3 groups 10 and there-is 5 left-over.

How-to teach the lesson

- a. You teach them again the numerals beginning at 50 going-to 99, like your teaching of the numerals 21 going-to 49 there in lesson 31. Like this:
 - a) You(pl) count out-loud the numerals beginning at 50 going-to 99.
 - b) You just use again the wide wood or desk and the tops that you just used before. And you teach them the meaning of the numerals used here:



- c) And you just teach them also the meaning of 50. The meaning of 50, is 5 groups of 10 and none left-over, but the meaning of 51, 5 groups of 10 but there-is 1 left-over. And you continue to-teach them like this until they understand.

Their assignment

1. You draw there on the blackboard and you cause- them -to-answer there on their paper of how-many bound-together each-ten and how-many left-over and not bound-together:

Row 1: 1 ten rod, 0 units cubes. _____
 Row 2: 2 ten rods, 0 units cubes. _____
 Row 3: 1 ten rod, 8 units cubes. _____
 Row 4: 4 ten rods, 5 units cubes. _____
 Row 5: 3 ten rods, 3 units cubes. _____
 Row 6: 2 ten rods, 2 units cubes. _____
 Row 7: 6 ten rods, 7 units cubes. _____
 Row 8: 1 ten rod, 1 unit cube. _____
 Row 9: 9 ten rods, 9 units cubes. _____
 Row 10: 6 ten rods, 6 units cubes. _____

2. You cause- them -to-write there on their paper the numerals beginning at 1 going-to numeral 99.
3. You cause- them -to-take their paper again and you cause- them -to-write the numerals that you say beginning at 50 going-to 99 but you mix-together the numerals that you say.
- d. You use to-question the questions here below and you just cause- them -to-say their answers:
 - d) How-many groups of 10 in numeral 76?
 - e) What numeral follows numeral 35?
 - f) What numeral is followed by numeral 63?
 - g) What numeral is followed by 79?
 - h) What numeral follows numeral 90?
 - i) You(pl) add one group of 10 to the numeral 39.
 - j) What numeral has 3 groups of 10 and 8 left-over?
5. It-is-necessary that you look-at their assignment.
6. And you also say to-them that the next lesson, there-is a short test about all the numerals beginning at 1 going-to 99.

Lesson 33

Purpose

That purpose here in order to-give them a short test so that you will- also -know if there-is their knowledge of the numerals beginning at 1 going-to 99. The second purpose here so that they will-know-how-to add-to and take-away the numerals as-far-as 11.

Review the last lesson

1. You just write again there on the blackboard the different numerals beginning at 51 going-to 99 and you just cause- them -to-say what those numerals that you wrote.
2. And you also question them of how-many groups of 10 in each numeral that you wrote there on the blackboard and how-many left-over. For-example like this:
56 Therefore 5 groups of 10 and there-is 6 left-over.

How-to teach the lesson

1. You cause- the student -to-write their name there at the top of their paper.
- b. And you read the questions here below and you cause- them -to-answer them there on their paper:
 - b) What numeral has 3 groups of 10 and there-is 2 will-be-left-over?
 - c) How-many groups of ten the numeral 46?
 - d) What numeral follows 37?
 - e) What numeral is-followed-by numeral 75?
 - f) What numeral follows 49?
 - g) What numeral is followed by numeral 60?
 - h) You add one group of 10 to numeral 53, what is the new numeral?
 - i) What numeral it-is ten more than numeral 35?
 - j) What numeral that there-is 2 groups of 10 and there-is 7 left-over?
 - k) What is the numeral that it-is 10 less-than numeral 56?
 - l) You cause- them -to-write these numerals:
sixty-nine
forty-eight
fifty
twenty-five
twelve.
3. You pile-up all those paper of theirs and you give them there to the supervisor when goes to your-place.

4. You also write these numerals there on the blackboard and you(pl) just answer but you(pl) just say your(pl) answers:

7	8	10	4	9	3	6	4	10
-2	+2	-1	+5	-6	+4	-3	+6	-3

5. You draw this there on the blackboard and you cause- them -to-answer but you just cause- them -to-talk:

☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆	☆ ☆	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○
9 + 2 = ___	2 + 9 = ___	8 + 3 = ___	3 + 8 = ___
□ □ □ □ □ □ □ □	□ □ □ □	△ △ △ △ △ △	△ △ △ △ △
7 + 4 = ___	4 + 7 = ___	6 + 5 = ___	5 + 6 = ___

6. You teach them that the adding-together, it-is just opposite to take-away. You write this there on the blackboard:

$$6 + 5 = __ \quad 11 - 5 = __$$

$$5 + 6 = __ \quad 11 - 6 = __$$

All of these to-be-answered, the numerals are- just -the-same but that just not the same the placing of the numerals.

6. You just write again this there on the blackboard and you just cause- them -to-talk to-answer this:

6 + 5 = ___	11 - 5 = ___		
5 + 6 = ___	11 - 6 = ___		
7 + 4 = ___	11 - 4 = ___	8 + 3 = ___	11 - 3 = ___
4 + 7 = ___	11 - 7 = ___	3 + 8 = ___	11 - 8 = ___
9 + 2 = ___	11 - 2 = ___	10 + 1 = ___	11 - 1 = ___
2 + 9 = ___	11 - 9 = ___	1 + 10 = ___	11 - 10 = ___

And you keep-repeating like this until the students understand.

Their assignment

11	6	11	5	11	7	11	4	11	11
-1	+5	-10	+6	-2	+4	-9	+7	-8	-3
8	11	3	11	11	9	11	10	2	11
+3	-7	+8	-4	-5	+2	-6	+1	+9	-0

You write this there on the blackboard and you cause- them -to-answer there on their paper: Don't forget to-look-at(check) their assignment.

Lesson 34

Purpose

That purpose here so that the students know-how-to take-away and add-together the numerals from 1 as-far-as 12. And the second purpose here so that they know-how-to count numerals from 1 as-far-as 50, but you(pl) now count in Visayan.

Your preparation there at house

1. You write big the numerals there on your paper. You (do it) like this:

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50									

2. You make again the **flashcards** like this

6	7	8	9	10	5	4	3	2	1	11
<u>+5</u>	<u>+4</u>	<u>+3</u>	<u>+2</u>	<u>+1</u>	<u>+6</u>	<u>+7</u>	<u>+8</u>	<u>+9</u>	<u>+10</u>	<u>-5</u>
11	11	11	11	11	11	11				
<u>-6</u>	<u>-3</u>	<u>-8</u>	<u>-2</u>	<u>-9</u>	<u>-1</u>	<u>-10</u>				

Review the last lesson

1. You take the **flashcards** that you made and you show them also. You cause- them -to-answer them but you just cause- them -to-talk.
2. And you write again the numerals beginning at 1 going-to numeral 10 and you cause- them -to-count in Visayan.

How-to teach the lesson

The Visayan numerals from 11 as-far-as 50

1. You take the paper that you wrote-on the numerals beginning at 11 going-to 50. There beginning at numeral 11 to-count in Visayan. And then, you cause- them -to-count numerals, and you only stop teaching them if they have learnt that.
2. And you cause- them -to-take their paper again and you cause- them -to-write the numerals that you say. And don't you forget to take their paper and look-at (check).

Adding-together and taking-away numerals from 1 as-far-as 12

1. You draw this there on the blackboard and you cause- them to-answer but you just cause- them -to-talk:

$\begin{array}{r} \star \star \star \star \star \star \star \\ 6 + 6 = \underline{\quad} \\ \triangle \triangle \triangle \triangle \triangle \triangle \triangle \triangle \end{array}$	$\begin{array}{r} \star \star \star \star \star \star \star \\ 12 - 6 = \underline{\quad} \\ \triangle \triangle \triangle \triangle \end{array}$	$\begin{array}{r} \circ \circ \circ \circ \circ \circ \circ \circ \quad \circ \circ \circ \circ \circ \\ 7 + 5 = \underline{\quad} \quad 15 + 7 = \underline{\quad} \\ \square \square \square \square \square \square \square \square \quad \square \square \square \end{array}$
$8 + 4 = \underline{\quad}$	$4 - 8 = \underline{\quad}$	$9 + 3 = \underline{\quad} \quad 3 + 9 = \underline{\quad}$

- b. You read-to-them these stories here and you cause- them -to-answer but you just cause- them -to-talk to-answer.
- b) There-is 8 bags of bread that Anung bought, but his younger-sibling also bought 4 bags of bread. And how-many all bags of bread did they buy?
- c) Maning got-round-timber 9 pieces of round-timber for his main-frame-of -house, but he would need 12 in all for his building-house. And how-many all round-posts will Maning add?
3. You draw this also there on the the blackboard but you mix-together the add-together and the take-away. And you cause -them -to-answer but you just cause- them -to-talk to-answer:

□□□□□□	□□□□□□
$6 + 6 = \underline{\quad}$	$12 + 0 = \underline{\quad}$
$12 - 6 = \underline{\quad}$	$12 - 0 = \underline{\quad}$
□□□□□□□□	□□□□
$8 + 4 = \underline{\quad}$	$14 + 8 = \underline{\quad}$
$12 - 4 = \underline{\quad}$	$12 - 8 = \underline{\quad}$

○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○
$7 + 5 = \underline{\quad}$	$15 + 7 = \underline{\quad}$
$12 - 5 = \underline{\quad}$	$12 - 7 = \underline{\quad}$
△ △ △ △ △ △ △ △ △	△ △ △ △
$9 + 3 = \underline{\quad}$	$13 + 9 = \underline{\quad}$
$12 - 3 = \underline{\quad}$	$12 - 9 = \underline{\quad}$

You repeat like this so that they quickly know-how.

Their assignment

3. You write this there on the blackboard and you cause them -to-answer on their paper:

6	7	9	8	5	1	4	3
$+\square$	$+\square$	$+\square$	$+\square$	$+\square$	$+\square$	$+\square$	$+\square$
$\frac{\quad}{12}$	$\frac{\quad}{12}$	$\frac{\quad}{12}$	$\frac{\quad}{12}$	$\frac{\quad}{12}$	$\frac{\quad}{12}$	$\frac{\quad}{12}$	$\frac{\quad}{12}$
2	3	4	9	6	2	7	8
$+\square$	$+\square$	$+\square$	$+\square$	$+\square$	$+\square$	$+\square$	$+\square$
$\frac{\quad}{12}$	$\frac{\quad}{11}$	$\frac{\quad}{11}$	$\frac{\quad}{11}$	$\frac{\quad}{11}$	$\frac{\quad}{11}$	$\frac{\quad}{11}$	$\frac{\quad}{11}$

4. You write this there on the blackboard and you cause them to answer on their paper:

$4 + 7 = \underline{\quad}$	$5 + \underline{\quad} = 11$	$6 + 6 = \underline{\quad}$	$6 + \underline{\quad} = 12$
$8 + 3 = \underline{\quad}$	$7 + \underline{\quad} = 11$	$7 + 5 = \underline{\quad}$	$7 + \underline{\quad} = 12$
$2 + 9 = \underline{\quad}$	$8 + \underline{\quad} = 11$	$8 + 4 = \underline{\quad}$	$8 + \underline{\quad} = 12$
$5 + 6 = \underline{\quad}$	$9 + \underline{\quad} = 11$	$9 + 3 = \underline{\quad}$	$9 + \underline{\quad} = 12$

5. You write this on blackboard and cause them to-answer on their paper

$\frac{12}{-3}$	$\frac{11}{-4}$	$\frac{12}{-5}$	$\frac{11}{-6}$	$\frac{12}{-7}$	$\frac{11}{-8}$	$\frac{12}{-9}$	$\frac{11}{-10}$	$\frac{12}{-11}$	$\frac{11}{-11}$
$\frac{12}{-2}$	$\frac{11}{-3}$	$\frac{12}{-1}$	$\frac{11}{-2}$	$\frac{12}{-4}$	$\frac{12}{-12}$	$\frac{12}{-6}$	$\frac{11}{-5}$	$\frac{12}{-8}$	$\frac{12}{-10}$

4. Don't you forget to-look-at (check) their answers.

Lesson 35

Purpose

That purpose here so that the students will-know-how-to add-together and take-away numerals from 1 going-to 13 And the second purpose here so that they can-practise again to-count the Visayan numerals.

Your preparation there at house

1. You make again the **flashcards** like this:

6 +6	7 +5	5 +7	8 +4	4 +8	9 +3	3 +9	10 +2	2 +10	12 +0	0 +12
12 -0	12 -12	12 -2	12 -10	12 -3	12 -9	12 -4	12 -8	12 -5	12 -7	12 -6

2. And you take again your paper that you wrote the numerals from 1 going-to 50.

Review the last lesson

1. You cause- the students -to-read in Visayan the numerals you point-to.
2. And you cause- them -to-take again their paper and you cause- them -to-write the different numerals that you say, but Visayan numerals.
3. And you take the **flashcards** that you made for lesson 34 and the new **flashcards** that you made and you mix-together.
4. And you show the students the **flashcards** and you cause- them -to-answer but you just cause- them -to-talk to-answer. You keep-repeating like that test so that they are fast to-answer. And it-is-possible also that you devide the students so-that you contest them also.





How-to teach the lesson

The numerals 31 going-to 50 in Visayan

1. And you take again the paper that you wrote-on big numerals and you cause- them -to-say what the numeral is you are-point-to. But you cause- them -to-use-Visayan.
2. You cause- them again -to-take their paper and you cause- them -to-write there on their paper the different numerals that you say.

Adding-together and taking-away numerals as-far-as 13

1. You draw this there on the blackboard and you cause- them -to-answer but you just cause- them -to-talk to-answer. You repeat like this so-that they understand.

			
$6 + 7 = \underline{\quad}$	$7 + 6 = \underline{\quad}$	$8 + 5 = \underline{\quad}$	$5 + 8 = \underline{\quad}$
	$9 + 4 = \underline{\quad}$	$4 + 9 = \underline{\quad}$	

2. You write this there on the blackboard and you cause- them -to-answer but you just cause- them -to-talk to-answer:

$$\begin{array}{r} 6 \\ +\square \\ \hline 13 \end{array} \quad \begin{array}{r} 6 \\ +\square \\ \hline 13 \end{array} \quad \begin{array}{r} 6 \\ +\square \\ \hline 13 \end{array} \quad \begin{array}{r} 6 \\ +\square \\ \hline 13 \end{array} \quad \begin{array}{r} 6 \\ +\square \\ \hline 13 \end{array} \quad \begin{array}{r} 6 \\ +\square \\ \hline 13 \end{array}$$

3. You also draw this there on the blackboard and you cause- them -to-answer but you just cause- them -to-talk to-answer. And you keep-repeating like this so that they quickly understand.

- d. And you also write this there on the blackboard and you cause- them -to-answer but

☆ ☆ ☆ ☆ ☆ ☆	☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆	△ △ △ △ △ △ △ △	△ △ △ △ △ △
$6 + 7 = \underline{\quad}$	$7 + 6 = \underline{\quad}$	$8 + 5 = \underline{\quad}$	$5 + 8 = \underline{\quad}$
$13 - 7 = \underline{\quad}$	$13 - 6 = \underline{\quad}$	$13 - 5 = \underline{\quad}$	$13 - 8 = \underline{\quad}$
◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇		◇ ◇ ◇ ◇ ◇	
$9 + 4 = \underline{\quad}$		$4 + 9 = \underline{\quad}$	
$13 - 4 = \underline{\quad}$		$13 - 9 = \underline{\quad}$	

you just cause- them to-talk to-answer:

$$\begin{array}{r} 13 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -5 \\ \hline \end{array}$$

- e. You read to them the stories here and you cause- them -to-answer but you just cause- them -to-talk to-answer.
- d) We have 6 ducks and there-is also 7 ducks at our neighbours. How-many all the ducks?
- e) There-are 13 eggs that my mother carried because she sells there at the market. But 5 eggs falls because she was frightened by dogs fighting there by her. And how-many eggs were-left?

Their assignment

4. You write this there on blackboard and you cause- them -to-answer there on their

6	4	8	9	7	1	4	5	2	3	6	8
$+\square$	$+\square$	$+\square$	$+\square$	$+\square$	$+\square$	$+\square$	$+\square$	$+\square$	$+\square$	$+\square$	$+\square$
$\hline 13$	$\hline 13$	$\hline 13$	$\hline 13$	$\hline 13$	$\hline 13$	$\hline 13$	$\hline 13$	$\hline 13$	$\hline 13$	$\hline 13$	$\hline 13$
13	5	12	9	12	6	12	4	13	4	12	2
$\hline -8$	$\hline +8$	$\hline -7$	$\hline +3$	$\hline -5$	$\hline +7$	$\hline -6$	$\hline +8$	$\hline -7$	$\hline +9$	$\hline -3$	$\hline +9$
11	9	11	5	11	4	12	8				
$\hline -8$	$\hline +3$	$\hline -3$	$\hline +6$	$\hline -6$	$\hline +7$	$\hline -5$	$\hline +4$				

Lesson 36

Purpose

That purpose here so that the students will-recognise and understand the clock and they will-be-able-to-practise that. And the second purpose here so that they will-know the names of the months.

Your preparation there at house

1. You make again the **flashcards** like these:

$\begin{array}{r} 6 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +10 \\ \hline \end{array}$
$\begin{array}{r} 13 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -10 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -7 \\ \hline \end{array}$

2. You take the paper clock/watch
3. And you take again the paper that you wrote-on the numerals from 1 going-to 50.

Review the last lesson

1. You take all the **flashcards** that you made in lessons 34 and 35 and you mix-together. And you divide the students and you swop them around of who is the fast to answer.
2. And you take also the paper that you wrote-on the numerals beginning at 31 going-to 50 and you cause- them -to-say what the different numerals are that you point-to.

How-to teach the lesson

1. You question them of how-many months in one year (12) And you teach them all the names of the months like January, February, March, April, May, June, July, August, September, October, November, December.
2. You teach them about time:
 - There-are 12 months in one year
 - There-are 52 weeks each year
 - There-are 365 or 366 days each year.It-is-necessary that you cause- them -to-memorise these.

3. And you take the clock and you question them of how-many hours in one day? (24). You teach them that there-are 12 hours from the middle of the night until midday. And 12 hours also from midday until the middle of the night. And therefore, 24 hours all in one day. And you also teach them that one hour, there-are 60 minutes. And 5 minutes between the small gaps on the clock.

You also teach them that the long hand there on clock. That long-one, that points-to the minutes. and each hour, that turns-round the entire clock. And the short hand also there at clock, that points-to hour, and it also moves every hour. That just points-to that short-one the consecutive numerals like 1, 2 going-to 12.

You teach them that if the long-one points-to the numeral 12, ??????:1,2,3 as far-as 12, therefore exactly one hour. And you make different hours there on the clock like this:

2 o'clock 5 o'clock 9 o'clock 1 o'clock and still more.

4. And you teach them how-to write the time. You teach like this:

Alas 2 = 2:00 Alas 5 = 5:00 Alas 9 = 9:00 Ala 1 = 1:00

And other times just like this. It-is-necessary that you keep-repeating like this until they already understand.

Lesson 37

Purpose

That purpose here so that the students will-add-to their knowledge about clocks.

Your preparation there at house

You take again the paper that you wrote-on the numerals beginning at 0 going-to 50 and the paper clock/watch.

Repeat the last lesson

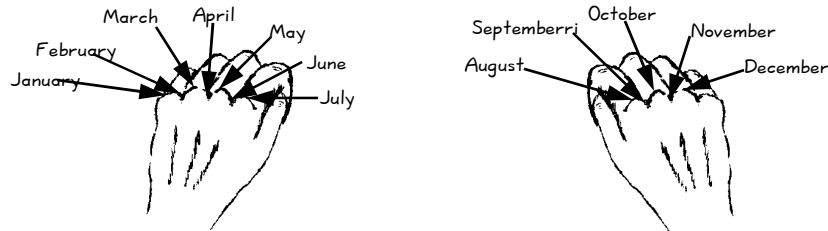
1. You review teaching the Visayan numerals beginning at 11 going-to 50 like that in previous day.
2. You cause- them -to-say there in-front of you the names of the months.
3. You take again the clock and you make different times on is like this: one o'clock, three o'clock, four o'clock and still other hours. You do like this and the students answer-them. First, you just cause- them -to-talk their answers, but not too long, you cause- them -to-write their answers there on their paper like this to-write:
1:00 2:00 5:00
4. You choose students and cause- them -to-cause- the long and short hands -to-point at what time you name. For-example you say, "seven o'clock", it-is-necessary that he/she moves the pointers of the clock and they point there at the numerals seven o'clock.
5. And then, you question them again about time. For-example, how-many days in one year? How-many weeks in one year? And still more questions about time.

How-to teach the lesson

The months

5. You write the names of all the months there on the blackboard and you(all) read-them. Your writing is like this: January, February, March, April, May, June, July, August, September, October, November, December. You(all) read many-times like this so that they already know-how-to read.

2. And you teach them that each month, (has) different number of days. And you also teach them that it-is-possible to-use their hands so that to cause- them -to-remember of how-many days each month. Like this:



If there is a knuckle of finger, that month has all 31 days. But the valleys of the fingers, each have 30 days, not including February because that is 28 days and each fourth year, one day is added to February.

3. There is this story:
 30 days for the months of September, April, June and November,
 The other months have 31 days,
 But 28 days for the month of February,
 And every fourth year, then 29 days.

Half hour

1. You take again the clock. You teach them that if the long one points to there on the clock the numeral 6, that said half an hour
2. And you show the students different times that half like:
 half-past one = 1:30 half-past two = 2:30 and others that have half-past.
3. You repeat doing like this and then you question them of what time you cause the clock to-point-to.
4. You take the students and you cause- them -to-go-close there at that clock and cause- them -to-make what hour and half that you say to-them.
5. You teach them there at the blackboard how-to write the hour and half. You copy this:

half-past one	1:30
half-past two	2:30
half-past three	3:30

You do-many more hours like this.

Their assignment

1. You cause- them -to-take their paper and you cause- them -to-write all that you say about months of how-many days each month.
2. You make half hours there at the clock and the o'clocks also and you cause- them -to-answer-them there at your paper.
3. It-is-important that you don't forget to-look-at their assignment.

Lesson 38

Purpose

That purpose here so that the students will-know-how-to take-away and add-together the numerals from one as-far-as 14.

Your preparation there at house

You take again the **flashcards** and the clock.

Review the last lesson

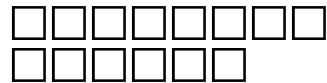
1. You make again different times there on the clock and half hours. And you cause- the students -to-answer them but you just cause- them -to-say their answers.
2. And you write again there on the blackboard all the months and you cause- the students -to-read-them.
3. You question them again of how-many days each month. And you cause- them -to-answer but you just cause- them -to-talk to-answer.
4. You write there at the blackboard like this:
 2:00 3:30
 and you cause- them -to-answer but you just cause- them -to-talk to-answer.

How-to teach the lesson

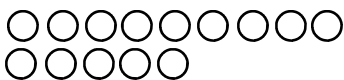
4. You take again the **flashcards** and you cause- the students -to-answer what you show them.
2. You draw this there at the blackboard and you cause- them -to-answer but you just cause- them -to-say their answers:



$7 + 7 = \underline{\quad}$ $14 - 7 = \underline{\quad}$



$8 + 6 = \underline{\quad}$ $6 + 8 = \underline{\quad}$
 $14 - 6 = \underline{\quad}$ $14 - 8 = \underline{\quad}$



$9 + 5 = \underline{\quad}$ $5 + 9 = \underline{\quad}$
 $14 - 5 = \underline{\quad}$ $14 - 9 = \underline{\quad}$



$10 + 4 = \underline{\quad}$ $4 + 10 = \underline{\quad}$
 $14 - 4 = \underline{\quad}$ $14 - 10 = \underline{\quad}$

3. You write also this there on the blackboard and you cause- them -to-answer but you just cause- them -to-talk to-answer:

$$\begin{array}{cccccccccc} 9 & 6 & 10 & 14 & 5 & 14 & 14 & 7 & 14 & 12 \\ \hline +5 & +8 & +4 & -7 & +9 & -9 & -5 & +7 & -1 & +2 \end{array}$$

Their assignment

1. You write this there on the blackboard and you cause them to-answer there on their paper:

$$\begin{array}{cccccccccc} 6 & 6 & 6 & 7 & 7 & 7 & 9 & 9 & 9 & 8 \\ \hline +8 & +7 & +6 & +7 & +6 & +5 & +3 & +4 & +5 & +4 \end{array}$$

$$\begin{array}{cccccccccc} 8 & 8 & 8 & 5 & 7 & 5 & 5 & 9 & 6 & 5 \\ \hline +3 & +5 & +6 & +6 & +4 & +7 & +8 & +2 & +5 & +9 \end{array}$$

$$\begin{array}{cccccccccc} 14 & 14 & 14 & 14 & 14 & 13 & 13 & 14 & 14 \\ \hline -7 & -9 & -8 & -5 & -2 & -5 & -6 & -1 & -7 \end{array}$$

$$\begin{array}{cccccccccc} 14 & 13 & 14 & 13 & 12 & 14 & 14 & 12 & 14 \\ \hline -14 & -13 & -6 & -8 & -7 & -0 & -10 & -6 & -8 \end{array}$$

2. Don't you forget to-look-at (check) their assignments.

Lesson 39

Purpose

That purpose here so that the students will-know-how-to take-away and add-together the numerals from one as-far-as 15. And the second purpose here so that they can-practise to-count in Visayan the numerals beginning at 51 going-to 100.

Your preparation there at house

- You write again big numerals there on paper. You copy this:

	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99
100									

- You make again the **flashcards** like this:

7	8	6	9	10	14	5	14	14	14	14	14	14	
+7	+6	+8	+5	+4	+0	+9	-7	-8	-6	-9	-5	-10	-14

- And you take the other **flashcards** from numerals 11, 12 and 13.

Review the last lesson

- Mix-together all the **flashcards** and you cause- them to- just -say to-answer what you show them. (All the **flashcards** from 11 as-far-as 14).
- You(pl) count in Visayan the numerals beginning at 11 as-far-as 50.
- You write again there on the blackboard the numerals from 11 going-to 50 but you mix-together writing and you question them of what numeral that is.

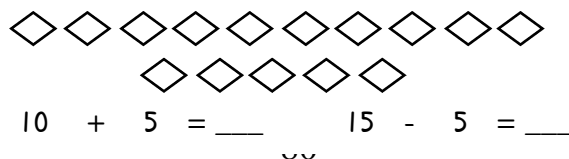
How-to teach the lesson

The Visayan numerals 51 as-far-as 100

- You take the paper that you wrote-on the numerals beginning at 51 as-far-as 100. Each numeral you(pl) read in Visayan, it-is-necessary that you point-to-it.
- You write there on the blackboard mixing-together the numerals beginning at 51 as-far-as 70. And you question them of what is that numeral. It-is-necessary that you (pl) keep-repeating like this so that they will-be-quick to-answer.

Adding-together and taking-away the numerals as-far-as 15

- You draw this there on the blackboard and you cause- them -to-answer but you just cause- them to-talk to-answer. And it-is-necessary that you keep-repeating like this so that they will-be-quick to-answer.





$$8 + 7 = \underline{\quad} \quad 7 + 8 = \underline{\quad} \quad 9 + 6 = \underline{\quad} \quad 6 + 9 = \underline{\quad}$$

$$15 - 7 = \underline{\quad} \quad 15 - 8 = \underline{\quad} \quad 15 - 6 = \underline{\quad} \quad 15 - 9 = \underline{\quad}$$

- b. You read to them again these stories and you cause- them -to-answer but you just cause- them -to-talk to-answer:
- b) Aning and Ana went-together to-buy mangoes there at the market. When they arrived Aning bought 7 mangoes, and Ana, 8 mangoes is what she bought. And how-many all the mangoes that they bought? ($7 + 8 = 15$)
 - c) There-is 15 students in **Grade One**. But 6 students are always absent. How-many students are not keep-being-absent? ($15 - 6 = 9$)
 - d) From the bridge going-to Gupaku there-are 10 km. And also from Gupaku going-to Sita , there-is 5 km. And how-many all the kilometres from the bridge going-to Sita? ($10 + 5 = 15$)
3. You write this there on the blackboard and you cause- them -to-answer but you just cause- them -to-talk to-answer:

$$\begin{array}{r} 15 \quad 6 \quad 15 \quad 1 \quad 15 \quad 10 \quad 15 \quad 8 \quad 15 \quad 9 \\ \hline -9 \quad +9 \quad -10 \quad +14 \quad -0 \quad +5 \quad -7 \quad +7 \quad -15 \quad +6 \end{array}$$

Their assignment

1. You write this there on the blackboard and you cause- them -to-answer there on their paper:

$$\begin{array}{r} 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 7 \quad 9 \quad 8 \\ \hline +9 \quad +8 \quad +7 \quad +6 \quad +5 \quad +7 \quad +5 \quad +6 \end{array}$$

$$\begin{array}{r} 15 \quad 5 \quad 7 \quad 14 \quad 8 \quad 7 \quad 6 \quad 5 \\ \hline +0 \quad +9 \quad +6 \quad +0 \quad +7 \quad +7 \quad +9 \quad +9 \end{array}$$

$$\begin{array}{r} 15 \quad 15 \quad 15 \quad 15 \quad 14 \quad 14 \quad 15 \quad 14 \\ \hline -10 \quad -8 \quad -9 \quad -6 \quad -9 \quad -8 \quad -7 \quad -7 \end{array}$$

$$\begin{array}{r} 15 \quad 14 \quad 14 \quad 14 \quad 13 \quad 13 \quad 13 \quad 13 \\ \hline -5 \quad -6 \quad -10 \quad -5 \quad -7 \quad -5 \quad -6 \quad -9 \end{array}$$

$$\begin{array}{r} 9 \quad 8 \quad 7 \quad 6 \quad 5 \quad 4 \quad 3 \quad 2 \quad 1 \quad 0 \\ \hline +\square \quad +\square \quad +\square \quad +\square \quad +\square \quad +\square \quad +\square \quad +\square \quad +\square \quad +\square \\ \hline 13 \quad 14 \quad 15 \quad 13 \quad 14 \quad 14 \quad 12 \quad 10 \quad 11 \quad 15 \end{array}$$

$$\begin{array}{r} 15 \quad 14 \quad 15 \quad 13 \quad 14 \quad 15 \quad 13 \quad 14 \quad 13 \quad 15 \\ \hline -\square \quad -\square \quad +\square \quad +\square \quad +\square \quad +\square \quad +\square \quad +\square \quad +\square \quad +\square \\ \hline 8 \quad 6 \quad 9 \quad 9 \quad 7 \quad 7 \quad 7 \quad 5 \quad 8 \quad 6 \end{array}$$

Lesson 40

Purpose

That purpose here so that they can-practise again to-read the clock, times. And the second purpose here so that they will-recognise and understand the names of the days.

Your preparation there at house

1. You make again the **flashcards** like this:

$\begin{array}{r} 8 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +10 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ +0 \\ \hline \end{array}$
$\begin{array}{r} 15 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -10 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -0 \\ \hline \end{array}$

You take again the **flashcards** from 11 as-far-as 14.

2. You take again the clock.
3. You take again the paper that you wrote-on the numerals beginning at 51 as-far-as 100.

Review the last lesson

1. You mix-together all the **flashcards** from 11 as-far-as 15 and you make a contest of who is-fast to-answer.
2. And you take again the paper that you wrote-on the numerals beginning at 51 as-far-as 100. And each numeral that you cause- them -to-read, it-is-necessary that you point-to-it. And you write there on the blackboard the numerals beginning at 51 as-far-as 75 but you mix-together the numerals. And you cause- them -to-read what that numeral is.

How-to teach the lesson

The clock

1. You take again the clock and you keep-repeating to-teach about the o'clock and the half hour. You copy this: 9 o'clock, half-past 10, and still others. You show them the time that you make and you cause- them -to-answer of what is the time.
2. You cause- them -to-remember of how-to write the time. Like this:
2:00 4:30 9:00 10:30.

Time — 15

1. You cause- them -to-remember again about the gaps there on the clock that each is 5 minutes.
2. You teach them to-count from numeral 12. You teach like this: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60 until arrive again at numeral 12.

3. You hold the short pointer of the clock and you keep-moving there at different numerals. But the long-one, don't you move there at numeral 3 because that short-one you just keep-moving.
4. You teach them how-to read this. For-example:
 quarter after two quarter after six and still others
 And you also teach them there at blackboard how-to write:
 2:15 6:15 and still others.
5. You make different times but the long-one just there at fifteen minutes. And then, you cause- them -to-read them like this:
 2:15 4:15 10:15
 1:15 6:15 12:15
 5:15 3:15 9:15
 8:15 7:15 11:15 and still more like these.
6. You make again different o'clocks and halves also. Like "o'clock", half-past", and "quarter after". You cause- them -to-practise that.

The name of the day

1. You(pl) name all the days like:
 Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.
2. And you write all those there on the blackboard and you(pl) repeat to-read:
 Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.
 You(pl) keep-repeating like this.
3. You question them these questions:
 What day follows Thursday?
 What day is followed by Tuesday?
 You repeat making questions like these.

Their assignment

1. You cause- the short-one there at clock -to-point to different times there at the clock and minutes also. Like this:
 o'clock half-past quarter after
 You cause- them -to-write like these there on their paper.
2. You cause- them -to-write there on their paper all the names of the days.
3. Don't you forget to cause- the students -to-tick their right answers there on their paper.

Lesson 41

Purpose

That purpose here so that the students able-to-practise to-read the clock. The hour and 45 minutes. And the second purpose here so that they able-to-practise again to-count the Visayan numerals beginning at 50 as-far-as 100.

Your preparation there at house

1. You take the clock.
2. You take the paper that you wrote-on the numerals beginning at 51 as-far-as 100.

Review the last lesson

1. You review to-teach the clock like in lesson 40:
o'clock half-past quarter-after
2. You write again the different names of the days there on blackboard. And you cause-each student to-read-it.

How-to teach the lesson

The Visayan numerals beginning at 51 as-far-as 100.

1. You take the paper that you wrote the numerals on and you cause- them -to-read them.
2. And you cause- them -to-take their paper and you cause- them -to-write the numerals from 75 going-to 100 that you say there at them. And it-is-necessary that you look-at what they wrote if correct or not.

The clock

1. You teach them again that they need to-count each-five numerals if reading the long pointer of the clock.
2. You show them the clock and you all count every-fifth numeral from 12 going-to 9, and if the long pointer of the clock points to the numeral 9 and came-from the numeral 12, there-fore that arrived at 45 minutes.
3. You use again the clock and you cause them to-read all the different “times”, but just put the long-pointer at 45 minutes, because you are- just -changing the hour. You copy this:
One forty-five = 1:45 and still more also.
4. You teach them also there at blackboard how-to write that. You copy this:
1:45 2:45 5:45 and still more like this.
5. You take the students and you cause- them -to-go-close to that clock and you cause- them -to-make what hours and minutes that you say.

Their assignment

1. You cause- the students -to-take their paper and you cause- them -to-write the different Visayan numerals that you say there at them beginning at 61 going-to 100.
2. There-are questions here that it-is-necessary that you question them and you cause- them -to-write-them there on their paper the Visayan numerals beginning at 51 going-to 100. You copy these questions but it-is-necessary that you add questions:

a) What numeral follows 76?

b) What numeral is followed by 69?

You repeat making questions like these.

3. You make different “times” there at the clock and you cause- them -to-answer-them there on their paper. And you say to them to tick their correct answers there on their paper.

Lesson 42

Purpose

That purpose here so that the students know-how-to take-away numerals and add-together numerals as-far-as 16.

Your preparation there at house

1. You take the **flashcards** (11-15).
2. You take also the clock
3. You take the paper that you wrote on the numerals 51-100.

Review the last lesson

1. You make different times (“o’clock”, “half-past”, “quarter-after”, and “forty-five past”) there at the clock. But you just cause- them -to-talk to-answer.
2. You write there on the blackboard different Visayan numerals from 51 going-to 100, and you cause- them -to-name those.
3. You also question them different Visayan numeral questions from 51 as-far-as 100. You copy this:

What numeral follows 55?

What numeral is followed by 45? and still others.

How-to teach the lesson

- a. You draw this there at the blackboard and you cause- them -to-answer but just to-talk:

You keep-repeating so-that they understand the right answer.



$$8 + 8 = \underline{\quad}$$

$$16 - 8 = \underline{\quad}$$

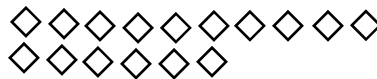


$$9 + \underline{\quad} = 16$$

$$7 + \underline{\quad} = 16$$

$$16 - \underline{\quad} = 9$$

$$16 - \underline{\quad} = 7$$



$$10 + \underline{\quad} = 16$$

$$6 + \underline{\quad} = 16$$

$$16 - \underline{\quad} = 10$$

$$16 - \underline{\quad} = 10$$

- b. You read these stories and you cause- them -to-answer just talking:
 - a) There-were 16 pencils there in the bag. But 7 snapped. How-many left that didn't shap? ($16 - 7 = \underline{\quad}$)
 - b) Datu Unang has 10 piglets. But he would-like that 16 all his piglets. How-many more piglets is-it-necessary that he add?
($10 + \underline{\quad} = 16$)
 - c) My father has 16 chickens. But 8 got-lost. How-many chickens does he have left? ($16 - 8 = \underline{\quad}$)

d) Aning bought 8 eggs on Monday. On Tuesday she also bought 7 eggs. How many all the eggs that she bought?

$$(8 + 7 = \underline{\quad})$$

3. You write this there on the blackboard and you cause- them -to-answer just talking:

$$\begin{array}{r} 16 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +8 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ +0 \\ \hline \end{array}$$

Their assignment

1. You write this there on the blackboard and you cause- them -to-answer there on their paper:

2. And it-is-important that they tick their correct answers there on their paper.

$$\begin{array}{r} 8 \\ +8 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -10 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +8 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +4 \\ \hline \end{array}$$

$$8 + \underline{\quad} = 16$$

$$16 - \underline{\quad} = 8$$

$$9 + \underline{\quad} = 16$$

$$7 + \underline{\quad} = 16$$

$$16 - \underline{\quad} = 9$$

$$16 - \underline{\quad} = 7$$

$$10 + \underline{\quad} = 16$$

$$6 + \underline{\quad} = 16$$

$$16 - \underline{\quad} = 10$$

$$16 - \underline{\quad} = 6$$

Lesson 43

Purpose

That purpose here so that the students know-how-to take-away and add-together the numerals as-far-as 18.

Your preparation there at house

1. You make again the **flashcards** like these:

8	9	7	10	6	16	16	16	16	16
+8	+7	+9	+6	+10	-8	-9	-7	-6	-10

2. You take the other **flashcards** (11-15).

Review the last lesson

1. You mix-together the **flashcards** (11-16) and you show the students the **flashcards** and you cause- them -to-answer-them just talking
2. You(pl) compete the **flashcards**. You divide the students and you cause- them all -to-stand-up. If the answer of one student is not correct, you cause- him/her -to-sit-down. And whichever group has many still standing, that the winner.
3. You show the **flashcards** fairly quickly so that they practise to-answer quickly.

How-to teach the lesson

1. You draw these there on the blackboard and you cause- them -to-answer-them just talking:

Keep-repeating these until they understand.



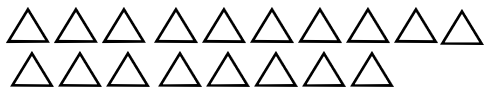
$$9 + 9 = \underline{\quad}$$

$$18 - 9 = \underline{\quad}$$



$$9 + 8 = \underline{\quad} \quad 8 + 9 = \underline{\quad}$$

$$17 - 8 = \underline{\quad} \quad 17 - 9 = \underline{\quad}$$



$$10 + 8 = \underline{\quad} \quad 8 + 10 = \underline{\quad} \quad 10 + 7 = \underline{\quad} \quad 7 + 10 = \underline{\quad}$$

$$18 - 8 = \underline{\quad} \quad 18 - 10 = \underline{\quad} \quad 17 - 7 = \underline{\quad} \quad 17 - 10 = \underline{\quad}$$

2. You read them the stories here and you cause- them -to-answer-them just talking:

a) Urdu and Rumi, they went-fishing there at the river. Urdu caught 9 fish. And the two of them caught 17 fish all. How-many fish did Rumi catch? ($9 + \underline{\quad} = 17$)

b) Nilda went-to-the-market. She had P18 money. She able-to-buy Maggi-noodles, price P10. How-much was- her -left-over money? ($18 - 10 = \underline{\quad}$)

3. You write this there on the blackboard and you cause- them -to-answer-them just talking:

$$\begin{array}{r} 9 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ -10 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +8 \\ \hline \end{array} \quad \begin{array}{r} 18 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 18 \\ -10 \\ \hline \end{array}$$

Their assignment

You write this there on the blackboard and you cause- them -to-answer these there on their paper:

Don't you forget to-cause the students to-tick their correct answers there on their papers.

$$\begin{array}{r} 17 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -10 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -10 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -6 \\ \hline \end{array}$$

Lesson 44

Purpose

That purpose here to-keep-reviewing all the adding-together and also all the taking-away numerals so-that they know-how-to answer.

And the second purpose here so that they know which is the adding numerals and which is the taking-away numerals.

Your preparation there at house

1. You make again the **flashcards** like these:

9 +8	8 +9	10 +7	7 +10	9 +9	8 +10	10 +8	17 -10	17 -7	17 -8	17 -9	18 -9	18 -8	18 -10
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2. You take again the clock.
3. You take all the **flashcards**.

Review the last lesson

1. You take the **flashcards** (11-18) and you review the last lesson.
2. You make different times (“o’clock”, “half-past”, “quarter-after” and “45 after”) there on the clock. And you cause- the students -to-answere-them just talking.

How-to teach the lesson

You put the correct sign

1. You write this there on blackboard

$$8 \text{ ___ } 8 = 16$$

You question them of what is the right sign to put here___? If you add-together 8 and 8, does-it make 16? Or taking-away 8 and 8 does-it-make 16? Which is the correct sign? (+)

2. You write this there on the blackboard and you teach them that if the answer is big, that-is the adding-together numerals. If the answer is-small that the taking-away numerals.

$$8 \text{ ___ } 8 = 0$$

$$9 \text{ ___ } 5 = 4$$

$$9 \text{ ___ } 5 = 14$$

$$6 \text{ ___ } 5 = 11$$

$$6 \text{ ___ } 6 = 12$$

$$12 \text{ ___ } 6 = 6$$

$$18 \text{ ___ } 9 = 9$$

$$5 \text{ ___ } 8 = 13$$

$$6 \text{ ___ } 7 = 13$$

$$4 \text{ ___ } 7 = 11$$

$$4 \text{ ___ } 1 = 3$$

$$6 \text{ ___ } 5 = 1$$

$$7 \text{ ___ } 7 = 14$$

$$10 \text{ ___ } 5 = 5$$

Reviewing adding-together and taking-away numerals

1. You take all the **flashcards** (1 - 18).
2. You mix-together the **flashcards** and you show-them so-that they really know-how-to answer.
3. You have-a-contest them (with) the **flashcards** like the students are two groups like previous lessons.

Their assignment

You write this there on the blackboard and you cause- them -to-write also there on their paper, and in each one the right sign, if + or -:

$10 _ _ 1 = 11$

$14 _ _ 8 = 6$

$5 _ _ 8 = 13$

$16 _ _ 8 = 8$

$7 _ _ 6 = 13$

$9 _ _ 4 = 13$

$5 _ _ 6 = 11$

$15 _ _ 7 = 8$

$7 _ _ 4 = 11$

$12 _ _ 6 = 6$

$12 _ _ 2 = 10$

$15 _ _ 10 = 5$

$7 _ _ 7 = 14$

$9 _ _ 8 = 17$

$13 _ _ 5 = 1$

$13 _ _ 7 = 6$

$9 _ _ 2 = 11$

$7 _ _ 9 = 4$

$8 _ _ 3 = 11$

$15 _ _ 8 = 7$

$9 _ _ 3 = 12$

$15 _ _ 9 = 6$

$7 _ _ 5 = 12$

$15 _ _ 6 = 9$

$8 _ _ 4 = 12$

$14 _ _ 9 = 5$

$8 _ _ 5 = 13$

You look at the paper of the students and you cause- them -to-tick their right answers.

You cause- them -to-know

The next class, there-is math test (exam) about adding-together and taking-away numerals. You tell them to study there at their houses.

Lesson 45

Purpose

That purpose here so that the students take a math test about adding-together numerals and taking-away numerals.

Your preparation there at house

You take the **flashcards** (1–18).

Review the last lesson

You review the **flashcards** and you cause- the students -to-answer just talking.

How-to teach the lesson

1. You cause- the students -to-write there at the top of their paper.
2. You read these stories and you cause- the students -to-answer-them there on their paper and you don't help them:
 - a) Urdu had P18 of money. He went to the store and he bought one piece of Maggi-noodles, price P8. How-much was his money that left-over?
 - b) Aning had P8 of money, but it-is-necessary that her money is P16 so that she able-to-attend a seminar. How-much money is-it- still -necessary for her (to get)?
 - c) On Sunday, 7 young-men went-to-church and 9 young-women. How-many all went-to-church?
 - d) Wini really likes-to-eat bananas because 7 pieces is what he ate in the morning. In the afternoon, he finished 6. How-many all the bananas that he finished inside of one day?

3. You write this there on the blackboard and you cause- them -to-answer there on their paper:

$$\begin{array}{r} 6 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ +0 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ +0 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +0 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +\square \\ \hline 15 \end{array} \quad \begin{array}{r} 6 \\ +\square \\ \hline 13 \end{array} \quad \begin{array}{r} 7 \\ +\square \\ \hline 15 \end{array} \quad \begin{array}{r} 3 \\ +\square \\ \hline 10 \end{array} \quad \begin{array}{r} 4 \\ +\square \\ \hline 13 \end{array} \quad \begin{array}{r} 5 \\ +\square \\ \hline 13 \end{array} \quad \begin{array}{r} 6 \\ +\square \\ \hline 12 \end{array} \quad \begin{array}{r} 12 \\ +\square \\ \hline 12 \end{array} \quad \begin{array}{r} 4 \\ +\square \\ \hline 9 \end{array}$$

$$\begin{array}{r} 3 \\ +\square \\ \hline 12 \end{array} \quad \begin{array}{r} 6 \\ +\square \\ \hline 15 \end{array} \quad \begin{array}{r} 7 \\ +\square \\ \hline 9 \end{array} \quad \begin{array}{r} 5 \\ +\square \\ \hline 9 \end{array} \quad \begin{array}{r} 2 \\ +\square \\ \hline 7 \end{array} \quad \begin{array}{r} 9 \\ +\square \\ \hline 18 \end{array} \quad \begin{array}{r} 7 \\ +\square \\ \hline 17 \end{array} \quad \begin{array}{r} 8 \\ +\square \\ \hline 15 \end{array} \quad \begin{array}{r} 3 \\ +\square \\ \hline 11 \end{array}$$

$$\begin{array}{r} 15 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 18 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ -10 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 18 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ +13 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +7 \\ \hline \end{array}$$

4. You take all their papers. And you tick their right answers there on their papers. The next class, you return their papers there to them so that they will-know the right answers. You take again their papers, and you give-them there at your(pl) **supervisor** so that he will-know the students already know.

Lesson 46

Purpose

That purpose here so that the students able-to-practise the clock (hour-45).
And the second purpose here in order to-review the names of the days and months.

Your preparation there at house

You take the clock.

Review the last lesson

1. You review again the different times there at the clock. You cause- them -to-answer just talking.
2. You cause- them -to-say the names of the months and days.
3. You write there on the blackboard the names of the months and days. You cause them to-read-them.
4. You question them these:

What month follows March?
What month is followed by September?
What day follows Tuesday?

and still others.

How-to teach the lesson

1. You take the clock and you cause- them -to-remember the gap-between numerals is 5 minutes if you read the long pointer. You all count numerals beginning there at 12 by-fives:

5, 10, 15, 25, 30, 35, 40, 45, 50, 55, 60 minutes.

2. You teach them:

One forty-five
two forty-five

and still others.

3. You teach them how-to write the time like this:

1:45 3:45 5:45

and still others.

4. You make different times there at the clock:

“o’clock”, “half-past”, “quarter-after”, “45 after”

and you cause- them -to-answer just talking

5. You cause- some students to-come-close and you cause- them -to-make different times there at your(pl) clock.

Their assignment

1. You make different times there at your clock and you cause- them -to-answer-them there on their paper.
2. You write again there on the blackboard the names of the days. You cause- the students -to-write there on their paper each names of the days they repeat-them four-times:

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

3. Don’t you forget to-cause them -to-tick their right answers.

Lesson 47

Purpose

That purpose here so that the students add-to their knowledge there-at the clock.
And the second purpose here so that they able-to-practise again about the months

Your preparation there at house

You take the clock.

Review the last lesson

1. You review their knowledge about time.
2. You cause- them -to-count the clock by-fives:

5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60.

How-to teach the lesson

The clock

1. You take again the clock and teach them

5 past 2
10 past 2
20 past 2
25 past 2 and still others

2. You teach them how-to write times like these:

2:05	7:10	4:20	8:25
6:05	1:10	3:20	9:25

and still others.

3. You make times known to them and you cause- the students -to-answer just talking.
4. You cause- some students to-come-close and you cause- them -to-make their known times there on your clock.

The months

1. You write the names of the months there at blackboard and you cause- the students - to-read-them.
2. You cause- them -to-read-them again skipping-over-some names of the months.
3. You keep-repeating to-read names of months.

Their assignment

1. You make different times there on your clock and you cause- them -to-answer-them there on their paper.
2. You write the names of months there on the blackboard and you cause- them -to-write each month four-times:

January, February, March, April, May, June
July, August, September, October, November, December.

3. You tell them to tick their correct answers.

Lesson 48

Purpose

That purpose here so that the students know-how-to add-together big numerals.

Review the last lesson

You take the clock and you make different times there on your clock and you cause- them -to-answer, just talking. (You make their known times.)

How-to teach the lesson

1. You write this there on the blackboard and you help them to-answer:
You teach them that it-is-important that the numerals lined-up beginning there at

$$\begin{array}{r} 25 \quad 89 \quad 47 \quad 36 \quad 44 \quad 63 \quad 48 \quad 22 \\ +1 \quad +0 \quad +1 \quad +3 \quad +2 \quad +32 \quad +41 \quad +37 \end{array}$$

right going-to left numerals.

2. You teach them like this:
You say to them, “We begin here at right numeral and add-together the 5 and 1 and will-become 6. We write the answer there below the numerals. We continue there at

$$\begin{array}{r} 25 \\ +1 \\ \hline 26 \end{array}$$

left adding-together the numerals and we write the answer there at the bottom again.”

3. You teach them that it-is-important to-write “ones” there at place of “ones”. And “tens”, it-is-important also to-write in place of the “tens”.
4. You read the stories here and you cause- them -to-answer-them just their words.
You write the numerals there at theblackboard and you help them to-answer-them:
 - a) There-were 2 children being-weighed at the German Doctors. The one 25kg and his/her companion 42kg. How-many all their weight? ($25 + 42 = \underline{\quad}$)
 - b) Lita began walking going-to Davao. There-is 15km from Simud going-to Salumay. And from Salumay going-to Kalinan still 53km. How-many km from Simud going-to Kalinan? ($15 + 53 = \underline{\quad}$)

Their assignment

1. You read the story here and you cause- them -to-answer there at their paper.

There-are 23 ducks here at our house, and there-are 34 ducks there at our neighbours. How-many all are the ducks there at our place?

2. You write this there on the blackboard and you cause- them -to-answer there on their paper:

$$\begin{array}{r} 12 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 89 \\ +0 \\ \hline \end{array} \quad \begin{array}{r} 34 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 65 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 70 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 25 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 36 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 47 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 91 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 80 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 74 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 63 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 53 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 44 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 31 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 28 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ +40 \\ \hline \end{array} \quad \begin{array}{r} 20 \\ +70 \\ \hline \end{array} \quad \begin{array}{r} 50 \\ +30 \\ \hline \end{array} \quad \begin{array}{r} 60 \\ +20 \\ \hline \end{array} \quad \begin{array}{r} 40 \\ +30 \\ \hline \end{array} \quad \begin{array}{r} 53 \\ +14 \\ \hline \end{array} \quad \begin{array}{r} 79 \\ +20 \\ \hline \end{array} \quad \begin{array}{r} 25 \\ +64 \\ \hline \end{array} \quad \begin{array}{r} 22 \\ +12 \\ \hline \end{array} \quad \begin{array}{r} 52 \\ +27 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ +24 \\ \hline \end{array} \quad \begin{array}{r} 83 \\ +15 \\ \hline \end{array} \quad \begin{array}{r} 26 \\ +31 \\ \hline \end{array} \quad \begin{array}{r} 26 \\ +62 \\ \hline \end{array} \quad \begin{array}{r} 35 \\ +52 \\ \hline \end{array} \quad \begin{array}{r} 25 \\ +60 \\ \hline \end{array} \quad \begin{array}{r} 73 \\ +14 \\ \hline \end{array} \quad \begin{array}{r} 45 \\ +31 \\ \hline \end{array} \quad \begin{array}{r} 41 \\ +44 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ +10 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ +45 \\ \hline \end{array} \quad \begin{array}{r} 56 \\ +23 \\ \hline \end{array} \quad \begin{array}{r} 47 \\ +31 \\ \hline \end{array} \quad \begin{array}{r} 81 \\ +11 \\ \hline \end{array} \quad \begin{array}{r} 90 \\ +30 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ +59 \\ \hline \end{array} \quad \begin{array}{r} 24 \\ +65 \\ \hline \end{array} \quad \begin{array}{r} 38 \\ +50 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ +34 \\ \hline \end{array} \quad \begin{array}{r} 78 \\ +11 \\ \hline \end{array} \quad \begin{array}{r} 34 \\ +34 \\ \hline \end{array} \quad \begin{array}{r} 56 \\ +11 \\ \hline \end{array} \quad \begin{array}{r} 65 \\ +10 \\ \hline \end{array} \quad \begin{array}{r} 43 \\ +12 \\ \hline \end{array} \quad \begin{array}{r} 39 \\ +40 \\ \hline \end{array} \quad \begin{array}{r} 78 \\ +20 \\ \hline \end{array}$$

3. You tell the students to-tick their right answers. You look-at the paper of each student if the numerals are-lined-up.

Lesson 49

Purpose

That purpose here so that the students will-know-how-to add-together three lines of big numerals

Review the last lesson

1. You write this there on the blackboard and you cause- the students -to-answer just there at the blackboard:

$$\begin{array}{r} 62 \quad 45 \quad 73 \quad 87 \quad 25 \quad 65 \quad 43 \quad 82 \\ +14 \quad +13 \quad +24 \quad +11 \quad +34 \quad +24 \quad +46 \quad +25 \end{array}$$

2. You cause- some students -to-answer adding-together the numerals there at

$$\begin{array}{r} 31 \quad 21 \quad 45 \quad 87 \quad 42 \quad 71 \quad 54 \quad 40 \\ +48 \quad +23 \quad +51 \quad +11 \quad +12 \quad +32 \quad +21 \quad +13 \end{array}$$

blackboard.

How-to teach the lesson

1. You write this there on the blackboard and you help them to-answer. And you cause-them -to-remember that it-is-important that the numerals line-up.

$$\begin{array}{r} 26 \quad 15 \quad 32 \quad 16 \quad 41 \quad 27 \quad 43 \quad 44 \quad 42 \quad 23 \quad 72 \quad 65 \\ 42 \quad 22 \quad 14 \quad 51 \quad 22 \quad 31 \quad 25 \quad 31 \quad 34 \quad 33 \quad 01 \quad 20 \\ \hline 11 \quad 22 \quad 43 \quad 32 \quad 13 \quad 41 \quad 11 \quad 32 \quad 13 \quad 23 \quad 12 \quad 11 \end{array}$$

2. You read the story here and you cause- them -to-answer there on the blackboard:

Unung's corn is-matured. On Tuesday he harvested 72 pieces. On Wednesday he harvested 24 pieces, on Thursday he harvested also 33 pieces. How-many all the corn that Unung harvested? ($72 + 24 + 33 = \underline{\quad}$)

Their assignment

1. You write this there on the blackboard and you cause- them -to-answer there on their paper:

<u>60</u>	<u>40</u>	<u>54</u>	<u>34</u>	<u>13</u>	<u>87</u>	<u>42</u>	<u>72</u>	<u>21</u>	<u>20</u>	<u>31</u>	<u>54</u>
<u>32</u>	<u>13</u>	<u>21</u>	<u>23</u>	<u>45</u>	<u>11</u>	<u>12</u>	<u>31</u>	<u>11</u>	<u>49</u>	<u>13</u>	<u>33</u>
<u>11</u>	<u>36</u>	<u>31</u>	<u>41</u>	<u>51</u>	<u>10</u>	<u>22</u>	<u>15</u>	<u>23</u>	<u>30</u>	<u>44</u>	<u>12</u>

<u>10</u>	<u>28</u>	<u>39</u>	<u>47</u>	<u>56</u>	<u>65</u>	<u>47</u>	<u>38</u>	<u>92</u>	<u>40</u>	<u>56</u>	<u>42</u>
<u>29</u>	<u>80</u>	<u>60</u>	<u>72</u>	<u>62</u>	<u>32</u>	<u>50</u>	<u>70</u>	<u>43</u>	<u>47</u>	<u>42</u>	<u>52</u>
<u>30</u>	<u>1</u>	<u>10</u>	<u>10</u>	<u>11</u>	<u>41</u>	<u>52</u>	<u>61</u>	<u>44</u>	<u>81</u>	<u>91</u>	<u>82</u>

2. You read the story here and you cause- them -to-answer there on their paper:

There-are 31 students there in Grade1 at the school, and in Grade2 there-are 42 students, and in Grade 3 there-are 36 students. How-many all the students?

3. You cause- the students -to-tick their correct answers.

Lesson 50

Purpose

That purpose here so that the students know-how-to add-together big numerals, and the answer there-at the “ones” is more than 10.

Review the last lesson

You write this there on the blackboard and you cause- the students -to-answer there at the blackboard:

$$\begin{array}{r} 32 \\ 42 \\ \hline +12 \end{array} \quad \begin{array}{r} 25 \\ 23 \\ \hline +41 \end{array} \quad \begin{array}{r} 34 \\ 12 \\ \hline +53 \end{array} \quad \begin{array}{r} 32 \\ 12 \\ \hline +43 \end{array} \quad \begin{array}{r} 24 \\ 42 \\ \hline +23 \end{array} \quad \begin{array}{r} 15 \\ 31 \\ \hline +40 \end{array} \quad \begin{array}{r} 20 \\ 42 \\ \hline +35 \end{array} \quad \begin{array}{r} 44 \\ 33 \\ \hline +22 \end{array}$$

You help them if they are- not -able-to-answer.

How-to teach the lesson

1. You write this there on the blackboard:

And you say to them “ $8 + 7 = 15$, therefore one “tens” and 5 “ones”. You write 5

$$\begin{array}{r} +1 \\ 38 \\ \hline +7 \\ 45 \end{array}$$

there on the line of “ones”. The 1 you write there at line of “tens”. Therefore the tens, add-together like these: $1 + 3 = 4$. There-are 4 “tens” You write 4 “tens” there below.

2. You teach them, “If arrive already at 10 you(pl) write the ones there at line of ones. And the tens, you write there at line of tens like this:
You write this there on the blackboard and you help them to-answer there at blackboard:

$$\begin{array}{r} +1 \\ 14 \\ \hline +6 \\ 20 \end{array} \quad \begin{array}{r} +1 \\ 38 \\ \hline +7 \\ 45 \end{array} \quad \begin{array}{r} +1 \\ 18 \\ \hline +28 \\ 46 \end{array}$$

$$\begin{array}{r} 63 \\ \hline +9 \end{array} \quad \begin{array}{r} 46 \\ \hline +4 \end{array} \quad \begin{array}{r} 59 \\ \hline +32 \end{array} \quad \begin{array}{r} 56 \\ \hline +15 \end{array} \quad \begin{array}{r} 36 \\ \hline +55 \end{array} \quad \begin{array}{r} 45 \\ \hline +48 \end{array} \quad \begin{array}{r} 39 \\ \hline +67 \end{array} \quad \begin{array}{r} 87 \\ \hline +18 \end{array}$$

4. You read the story here and you cause- them -to-answer there on the blackboard. You just help them if they don't know-how-to answer.
- There-was a man that bought wood for his new house. He bought 28 boards of wood from his neighbour. And he bought 24 boards of wood also from another person. How-many all the boards of wood did he buy? ($28 + 24 = \underline{\quad}$)
 - Maria had-planted green-peppers there at her field. On Monday she harvested 55 green-peppers. On Tuesday she also harvested 69 green-peppers. How-many all the green-peppers did- she -harvest? ($69 + 55 = \underline{\quad}$)

Their assignment

- You read the story here and you cause- them -to-answer-them there on their paper. Waning harvested his cabbages so he could-sell-them there in Davao. He harvested 75 pieces the first day. The next day he harvested 68 pieces. How-many all the cabbages that he harvested?
- You write this there on the blackboard and you cause- them -to-answer there on their paper:

<u>78</u>	<u>13</u>	<u>45</u>	<u>38</u>	<u>17</u>	<u>14</u>	<u>36</u>	<u>59</u>	<u>81</u>	<u>34</u>
<u>+3</u>	<u>+7</u>	<u>+4</u>	<u>+4</u>	<u>+7</u>	<u>+3</u>	<u>+4</u>	<u>+3</u>	<u>+9</u>	<u>+2</u>
<u>25</u>	<u>47</u>	<u>65</u>	<u>39</u>	<u>19</u>	<u>36</u>	<u>79</u>	<u>74</u>	<u>34</u>	<u>89</u>
<u>+56</u>	<u>+21</u>	<u>+16</u>	<u>+65</u>	<u>+43</u>	<u>+65</u>	<u>+23</u>	<u>+12</u>	<u>+26</u>	<u>+11</u>
<u>15</u>	<u>35</u>	<u>73</u>	<u>47</u>	<u>9</u>	<u>40</u>	<u>40</u>	<u>50</u>	<u>10</u>	<u>20</u>
<u>+5</u>	<u>+14</u>	<u>+6</u>	<u>+13</u>	<u>+32</u>	<u>+30</u>	<u>+20</u>	<u>+30</u>	<u>+60</u>	<u>+70</u>
<u>s27</u>		<u>42</u>	<u>64</u>	<u>76</u>	<u>79</u>	<u>36</u>	<u>57</u>	<u>46</u>	<u>21</u>
<u>+3</u>	<u>5ss8</u>	<u>+34</u>	<u>+4</u>	<u>+22</u>	<u>+21</u>	<u>+24</u>	<u>+36</u>	<u>+5</u>	<u>+57</u>

- You tell them to-tick the correct answers. You look-at their paper. It-is-important that the place of their answers are correct lines.

Lesson 51

Purpose

That purpose here so that the students know-how-to add-together many numerals.

Review the last lesson

You write this there on the blackboard and you cause- them -to-answer-them there on the blackboard.

$$\begin{array}{r} 69 \\ +56 \\ \hline \end{array} \quad \begin{array}{r} 49 \\ +22 \\ \hline \end{array} \quad \begin{array}{r} 64 \\ +36 \\ \hline \end{array} \quad \begin{array}{r} 72 \\ +39 \\ \hline \end{array} \quad \begin{array}{r} 25 \\ +57 \\ \hline \end{array} \quad \begin{array}{r} 59 \\ +46 \\ \hline \end{array} \quad \begin{array}{r} 27 \\ +37 \\ \hline \end{array} \quad \begin{array}{r} 36 \\ +54 \\ \hline \end{array}$$

It-is-important that the numerals are-lined-up.

How-to- teach the lesson

1. You write this there on the blackboard:

And you teach them that “We start here on the right adding-together the numerals”

$$\begin{array}{r} 47 \\ 29 \\ +31 \\ \hline \end{array}$$

($7 + 9 + 1 = \underline{\quad}$). The left-over is-written there on line of “tens”. Then add-together the tens.

2. You write this there again on the blackboard:

$$\begin{array}{r} 33 \\ 12 \\ 26 \\ +24 \\ \hline \end{array}$$

And you remind them to-add-together first those there at the ones line. And if there-are more tens, it-is-necessary that it-is-written there above the tens. And then, you (pl) add-together also the tens so that you(pl) know how-many all the answer.

$$\begin{array}{r} +1 \\ 33 \\ 12 \\ 26 \\ +24 \\ \hline 95 \end{array}$$

3. You write this there on the blackboard and you cause- them to-answer-them there at the blackboard:

34	61	14	24	46	28
26	25	45	42	24	51
41	54	32	26	31	43
<u>+33</u>	<u>+23</u>	<u>+56</u>	<u>+34</u>	<u>+27</u>	<u>+24</u>

4. You read the story here and you help them to-answer:

Aunty went-to-the-market there in Tawas and she bought vegetables. She bought tomatoes price P9, and eggplant price P15, and cabbage price P10, and green-beans price P12. How-much all the price of what- she -bought?

Their assignment

1. You read the story here and you cause- them -to-answer there on their paper:

There-was much that Manuel bought there in Tawas because he is-building-a-house. And he bought nails, price P45, and one sheet-tin, price P85, and board-wood price P57, and wood for posts priceP21. How-much all what- he -bought?

2. You write this there on the blackboard and you cause- them -to-anwer there on their paper:

39	47	28	65	94	46	22	3	21	53
72	29	32	80	4	47	38	40	56	81
<u>+10</u>	<u>+30</u>	<u>+41</u>	<u>+1</u>	<u>+31</u>	50	70	47	42	23
					<u>+52</u>	<u>+61</u>	<u>+81</u>	<u>+91</u>	<u>+75</u>
10	21	72	62	94					
92	42	11	56	2					
43	52	3	62	60					
<u>+44</u>	<u>+82</u>	<u>+24</u>	<u>+11</u>	<u>+10</u>					

3. You cause- them -to-tick their correct answers.

Lesson 52

Purpose

That purpose here so that the students able-to-practise the clock.

Your preparation there at house

You take again the clock.

Review the last lesson

You write this there on the blackboard and you cause- the students -to-answer there on the blackboard:

24	6	35	39	21	14
23	24	11	31	35	34
12	43	28	22	23	23
<u>+13</u>	<u>+25</u>	<u>+12</u>	<u>+15</u>	<u>+27</u>	<u>+35</u>

How-to teach the lesson

1. You question them of how-many minutes in one hour (60). Then you all count numerals there on the clock by-fives 12. (5, 10, 15, ...60)
2. You take the clock and you make times that they know. You cause- them -to-answer just talking.
3. You take the clock and you cause- the students -to-come-close and you cause- them -to-make different times that you tell them.
4. You teach them other times that they still do not know like these:
 alas 2:35
 3:40
 4:50
 5:55
 and still others.
5. You teach them how-to write the new times like this:
 3:35
 6:40
 7:50
 8:55
 and still more.

Their assignment

1. You make times known by them there on the clock and you cause- the students -to- answer there on their paper.
2. You tell them to-tick their correct answers.

You cause- them -to-know

The next class, there-will-be a short test on clocks.

Lesson 53

Purpose

That purpose here so that the students can-take a short test about clocks.

And the second purpose here so that they will-know-how-to take-away the big numerals.

Review the last lesson

You take the clock and you review what you taught them about clocks and you cause- them -to-answer just talking.

How-to-teach the lesson

Test about the clock

1. You cause- the students -to-write their names there at the top of their papers.
2. You make there on the clock these times and you cause- them -to-answer-them there on their paper:
2:15 12:00 2:10 7:50 11:00 5:45
9:35 3:45 5:55 10:20 3:30 6:00
6:30 4:25 1:05 8:40 9:15 2:05
3. When they have finished writing, you take their papers and you tick their correct answers so-that they know what are their mistakes are. Next, you take again their paper and you give to the **supervisor** when he comes to your siteo.

Taking-away the big numerals

1. You write this there on the blackboard:
You help to answer this:

$$\begin{array}{r} 36 \\ -5 \\ \hline \end{array}$$

6 “ones” take-away 5 “ones,” one “one” left-over
3 “tens” take-away 0 “tens,”just makes 3 “tens.”

$$\begin{array}{r} 69 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 46 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 82 \\ -11 \\ \hline \end{array} \quad \begin{array}{r} 40 \\ -30 \\ \hline \end{array} \quad \begin{array}{r} 70 \\ -10 \\ \hline \end{array} \quad \begin{array}{r} 85 \\ -24 \\ \hline \end{array} \quad \begin{array}{r} 54 \\ -32 \\ \hline \end{array} \quad \begin{array}{r} 86 \\ -52 \\ \hline \end{array} \quad \begin{array}{r} 95 \\ -24 \\ \hline \end{array}$$

2. You continue with other examples like this:
3. You read the story here and you cause- them -to-answer there at the blackboard:
My Aunty has 55 chickens. 24 died because (they) were-sick, how-many of her chickens were-left-over ?

Their assignment

You write this there on the blackboard and you cause- the students to-answer there on their paper:

$$\begin{array}{r} 5 \\ \hline -5 \end{array} \quad \begin{array}{r} 27 \\ \hline -3 \end{array} \quad \begin{array}{r} 46 \\ \hline -5 \end{array} \quad \begin{array}{r} 82 \\ \hline -0 \end{array} \quad \begin{array}{r} 31 \\ \hline -1 \end{array} \quad \begin{array}{r} 93 \\ \hline -2 \end{array} \quad \begin{array}{r} 58 \\ \hline -4 \end{array} \quad \begin{array}{r} 64 \\ \hline -4 \end{array}$$

$$\begin{array}{r} 79 \\ \hline -6 \end{array} \quad \begin{array}{r} 90 \\ \hline -30 \end{array} \quad \begin{array}{r} 88 \\ \hline -7 \end{array} \quad \begin{array}{r} 89 \\ \hline -9 \end{array} \quad \begin{array}{r} 22 \\ \hline -2 \end{array} \quad \begin{array}{r} 47 \\ \hline -5 \end{array} \quad \begin{array}{r} 88 \\ \hline -6 \end{array} \quad \begin{array}{r} 59 \\ \hline -7 \end{array}$$

$$\begin{array}{r} 97 \\ \hline -36 \end{array} \quad \begin{array}{r} 85 \\ \hline -45 \end{array} \quad \begin{array}{r} 73 \\ \hline -52 \end{array} \quad \begin{array}{r} 51 \\ \hline -50 \end{array} \quad \begin{array}{r} 69 \\ \hline -55 \end{array} \quad \begin{array}{r} 48 \\ \hline -37 \end{array} \quad \begin{array}{r} 36 \\ \hline -24 \end{array} \quad \begin{array}{r} 24 \\ \hline -12 \end{array}$$

$$\begin{array}{r} 12 \\ \hline -10 \end{array} \quad \begin{array}{r} 98 \\ \hline -46 \end{array} \quad \begin{array}{r} 86 \\ \hline -53 \end{array} \quad \begin{array}{r} 74 \\ \hline -41 \end{array} \quad \begin{array}{r} 62 \\ \hline -20 \end{array} \quad \begin{array}{r} 50 \\ \hline -30 \end{array} \quad \begin{array}{r} 47 \\ \hline -13 \end{array} \quad \begin{array}{r} 35 \\ \hline -14 \end{array}$$

$$\begin{array}{r} 39 \\ \hline -15 \end{array} \quad \begin{array}{r} 48 \\ \hline -34 \end{array} \quad \begin{array}{r} 57 \\ \hline -23 \end{array} \quad \begin{array}{r} 66 \\ \hline -42 \end{array} \quad \begin{array}{r} 75 \\ \hline -55 \end{array} \quad \begin{array}{r} 84 \\ \hline -60 \end{array} \quad \begin{array}{r} 93 \\ \hline -71 \end{array} \quad \begin{array}{r} 65 \\ \hline -24 \end{array}$$

$$\begin{array}{r} 26 \\ \hline -5 \end{array} \quad \begin{array}{r} 15 \\ \hline -3 \end{array} \quad \begin{array}{r} 94 \\ \hline -74 \end{array} \quad \begin{array}{r} 83 \\ \hline -62 \end{array} \quad \begin{array}{r} 59 \\ \hline -10 \end{array} \quad \begin{array}{r} 74 \\ \hline -2 \end{array} \quad \begin{array}{r} 38 \\ \hline -4 \end{array} \quad \begin{array}{r} 62 \\ \hline -31 \end{array}$$

You cause- the students -to-tick their correct answers.

Lesson 54

Purpose

That purpose here so that the students know-how-to borrow numerals from the “tens.”

Your preparation there at house

You take the bottle tops and the wood that you used in previous lessons.

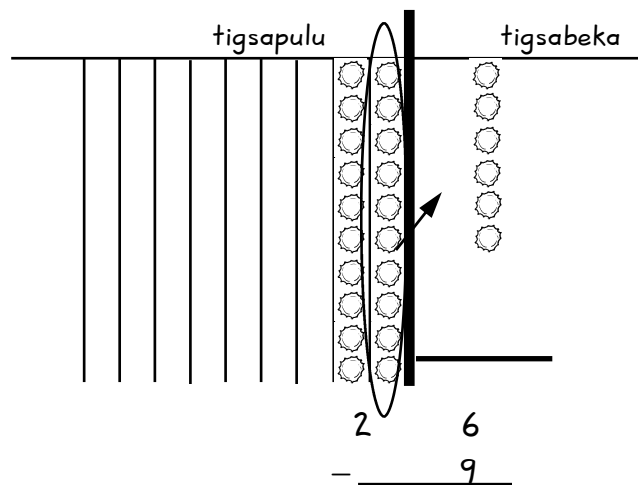
Review the last lesson

You write this there on the blackboard and you cause- them -to-answer there on the blackboard:

$$\begin{array}{r}
 64 \\
 -13 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 89 \\
 -36 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 75 \\
 -14 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 86 \\
 -24 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 96 \\
 -54 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 54 \\
 -32 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 62 \\
 -41 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 49 \\
 -26 \\
 \hline
 \end{array}$$

How-to teach the lesson

1. You take the bottle tops and the wood. And you use these to-teach them of how-to these numerals here:
2. You teach them that “If the numeral there below is larger (than) the numeral there



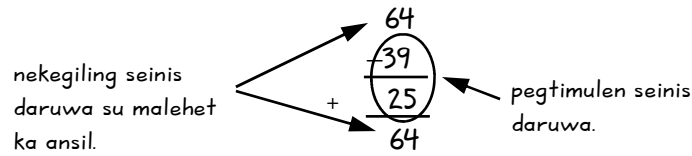
above, it-is-necessary to-borrow numerals from the line of “tens” so that the numeral there below can-be-taken-away like this: If there-are 6, it- is not -possible to-take-away 9, because 9 is-greater (than) 6. Therefore it-is-necessary to-borrow there at line of “tens”. There-is 1 left-over in line of “tens”. Transferred there to line of “ones” and the “ones” makes 12. ($16 - 9 = 7$)

$$\begin{array}{r}
 1 \ 16 \\
 \cancel{1} \ \cancel{6} \\
 - \ 9 \\
 \hline
 1 \ 7
 \end{array}$$

3. You write these other examples there on the blackboard and you help them to-borrow numerals from line of “tens” like this:

$$\begin{array}{r}
 4 \ 14 \\
 \cancel{4} \ \cancel{4} \\
 -3 \ 6 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 3 \ 16 \\
 \cancel{3} \ \cancel{6} \\
 -2 \ 7 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 6 \ 14 \\
 \cancel{6} \ \cancel{4} \\
 -5 \ 7 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 5 \ 14 \\
 \cancel{5} \ \cancel{4} \\
 -3 \ 9 \\
 \hline
 \end{array}$$

4. You teach them how-to check their correct answers like this:



5. You read this story here and you help them to-answer there on the blackboard:

$$\begin{array}{r} 7\ 15 \\ 8\ 5 \\ -7\ 8 \\ \hline 0\ 7 \end{array}$$

Aning went to Gaisanos he could-buy a shirt. His money is P85, and the price of the T-shirt si P78. How-much is his change?

Their assignment

1. You write this there on the blackboard and you cause them to-answer there on their paper:

$$\begin{array}{r} 21 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 41 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 22 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 68 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 80 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 31 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 53 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 52 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 41 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 94 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ -45 \\ \hline \end{array} \quad \begin{array}{r} 49 \\ -23 \\ \hline \end{array} \quad \begin{array}{r} 62 \\ -27 \\ \hline \end{array} \quad \begin{array}{r} 90 \\ -17 \\ \hline \end{array} \quad \begin{array}{r} 53 \\ -34 \\ \hline \end{array} \quad \begin{array}{r} 74 \\ -24 \\ \hline \end{array} \quad \begin{array}{r} 50 \\ -26 \\ \hline \end{array} \quad \begin{array}{r} 67 \\ -44 \\ \hline \end{array} \quad \begin{array}{r} 83 \\ -62 \\ \hline \end{array} \quad \begin{array}{r} 20 \\ -14 \\ \hline \end{array}$$

2. You write this there on the blackboard and you cause- the students to-answer there on their paper. But it-is-necessary that they tick their correct answers there below like you taught them:

$$\begin{array}{r} 89 \\ + 62 \\ \hline 151 \end{array}$$

iling kayi

$$\begin{array}{r} 59 \\ -15 \\ \hline \end{array} \quad \begin{array}{r} 99 \\ -88 \\ \hline \end{array} \quad \begin{array}{r} 77 \\ -55 \\ \hline \end{array} \quad \begin{array}{r} 70 \\ -30 \\ \hline \end{array} \quad \begin{array}{r} 35 \\ -12 \\ \hline \end{array} \quad \begin{array}{r} 60 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 41 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 67 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 85 \\ -8 \\ \hline \end{array}$$

3. You cause-them to-tick their correct answers.

Lesson 55

Purpose

That purpose here so that the students know-how-to count the numerals from one as-far-as 200.

Your preparation there at house

You take the bottle tops and the wood.

Review the last lesson

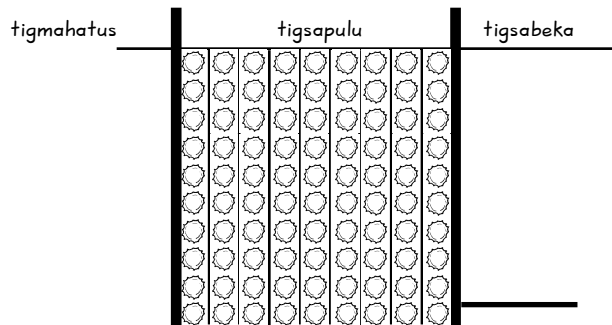
You write this there on the blackboard and you cause the students to-answer:

$$\begin{array}{r}
 5 \ 14 \\
 \cancel{8} \ 4 \\
 \underline{-17} \\
 4 \ 7 \\
 \underline{-64} \\
 6 \ 4
 \end{array}
 \quad
 \begin{array}{r}
 89 \\
 \underline{-36}
 \end{array}
 \quad
 \begin{array}{r}
 65 \\
 \underline{-58}
 \end{array}
 \quad
 \begin{array}{r}
 42 \\
 \underline{-25}
 \end{array}
 \quad
 \begin{array}{r}
 45 \\
 \underline{-36}
 \end{array}
 \quad
 \begin{array}{r}
 84 \\
 \underline{-37}
 \end{array}$$

When they have already finished answering, it-is-necessary that you cause them -to-tick what their correct answers are.

How-to teach the lesson

1. You take the wood and you write there at the lines the divided numerals like this:



You teach them that if the “tens” are-full, it-is-necessary to-transfer-them there at the “hundreds”

2. You review their knowledge about the divided numerals like this: You fill up 3 lines with tops there at “tens”. And you put five tops there at place of “ones” so that 35 all the tops. You repeat again like-that example with other numerals.

3. As you talk to them it is necessary that you write there on the blackboard the example like this:

tigsapulu	tigsabeka
3	5

4. You continue to teach the numeral examples until the line of “tens” is full and you write there on the blackboard the “hundreds” like this:
 100 = 1 “hundreds” and 0 “tens” and 0 “ones”
 100 = 10 “tens”

tigmahatus	tigsapulu	tigsabeka
1	0	0

5. You continue to use the numerals and it is necessary to also use the tens, you copy these numerals: 102, 115, 136, 182, 153, 124, and still others.
 6. You cause the students to count from 100 as far as 200.

Their assignment

1. You cause the students to write all the numerals from 100 as far as 200 there on their paper.
2. You write these numerals there on the blackboard and you cause them to write the five following numerals:
 - 101
 - 37
 - 151
 - 160
 - 84
 - 171
3. You choose numerals from 1 as far as 200 and you cause them to write there on their paper.
4. You cause them to tick their correct answers there on their papers.

Lesson 56

Purpose

That purpose here so that the students know-how-to count the numerals from one as-far-as 1000.

Review the last lesson

- a. You write these numerals there on the blackboard and you question the students these questions here:

45 126 97 142 196 121 159

- a) How-many “tens” in this numeral?
 - b) How-many “hundreds” in this numeral?
 - c) How-many “ones” in this numeral?
 - d) What numeral follows this numeral?
 - e) What numeral is followed by this numeral? ...and still others.
2. You write these numerals there on blackboard, you copy these and you cause- the students -to-count the five following numerals:
- 65 79 45 123 146 150 181
3. You choose numerals from 10 as-far-as 200 and you cause them to-write-them there on their paper. You cause- them -to-tick their right answers.

How-to-teach the lesson

2. You repeat teach the students that if there-are 10 lines of “tens” it-makes 100. And if there-are 20 lines of “tens” it-makes 200. If there-are 30 lines of “tens” it-makes 300.. and still more numerals as-far-as 100-
1000 = 10 groups of “hundreds” making 1000.
3. You write this there on the blackboard:
You cause- them -to-answer how-many “thousands”, “hundreds”, “tens”, and “ones” in each line.

tiglihu	tigmahatus	tigsapulu	tigsabeka		
	1	0	0	=	1 tigmahatus, 0 tigsappulu, 0 tigsabeka
	2	2	5	=	
	6	3	3	=	
1	0	0	0	=	
1	1	1	2	=	

3. You write this there on the blackboard like this:

100
200
300
400
500
600
700
800
900
1000

You teach them that if “hundreds” there-are 3 numerals.

100 = one “hundred”, 0 “tens” and 0 “ones”

4. You all count 100, 200, 300 as-far-as 1000.

1000 = 1 “thousands”, 0 “hundreds”, 0 “tens” and 0 “ones”.

Their assignment

1. You cause the students to-write there on their paper the numerals from 100 as-far-as 1000 by-hundreds numerals.
2. You write these numerals there on the blackboard and you cause- them -to-write the hundreds numeral that follows and still other numerals
100 400 700 1000
3. You choose “hundreds” numerals and you cause- them -to-write-them.
4. You cause- them -to-tick their answers.

You cause- them -to-know

There-is a short test about numerals, from 1 as-far-as 1000 in the next class.

Lesson 57

Purpose

That purpose here so that the students are-able-to-take a small test about big numerals

Review the last lesson

- a. You ask them the students here and you cause them to answer just talking:
 - a) How-many “tens” in these numerals: 65, 142, 159
 - 2) How-many “hundred” in these numerals: 253, 649, 342
2. You write this there on the blackboard and you cause them to-answer like this:
sixty-two
two hundred and fifty-four.
3. You just cause them to-answer talking:
 $200 + 60 + 2 = (262)$
 $400 + 50 + 9 =$

How-to teach the lesson

3. You cause- them -to-write their name there at the top of their paper.
4. There-are questions here but you don’t help them to-answer:
How-many “tens” in these numerals:
You write these there on the blackboard:
120, 160, 180, 208, 47, 56, 23, 90
5. How-many “hundreds” in these numerals:
You write these there on the blackboard:
340, 1000, 176, 540, 860, 648, 260, 420
6. You write these words there on the blackboard and you cause- them -to-write the numerals:
thirty-eight
one hundred and one
ninety-nine
two hundred and thirteen
one thousand
sixty-six.
5. You cause- them -to-write the answers here:
 $100 + 20 + 4 = \underline{\quad}$ $900 + 10 + 0 = \underline{\quad}$
 $700 + 30 + 8 = \underline{\quad}$ $800 + 20 = \underline{\quad}$
 $500 + 3 = \underline{\quad}$ $600 + 10 + 1 = \underline{\quad}$
6. You cause- them -to-write the numerals that are-followed-by these:
 $\underline{\quad} 242$ $\underline{\quad} 250$ $\underline{\quad} 244$ $\underline{\quad} 700$
 $\underline{\quad} 200$ $\underline{\quad} 343$ $\underline{\quad} 651$ $\underline{\quad} 900$

7. You cause- them -to-write the numerals that follow these numerals:

200 201 800 ___ 350 ___ 680 ___

8. You cause- them -to-write the numeral that's not written there in the middle:

248 249 250 240 ___ 242
486 ___ 488 319 ___ 321
201 ___ 203 399 ___ 401

9. You cause- them to-write the “hundreds” numeral that is-followed-by the numerals here:

600 700 ___ 200 ___ 343 ___ 651

10. You cause- them -to-write the “hundreds” numeral that follows the numerals here:

200 300 800 ___ 350 ___ 680 ___

11. You cause- them -to-write the “tens” numeral that is-followed-by the numerals here:

750 760 ___ 870 ___ 925 ___ 476

12. You cause- them -to-write the “tens” numeral that follows the numerals here:

230 240 540 ___ 625 ___ 386 ___

13. You take their paper and you tick their correct answers. The next class you return their papers so that they know their correct answers. You take their papers again and you give-them there-to the **supervisor**.

Lesson 58

Purpose

That purpose here so that the students know-how-to add-together and take-away the big numerals.

How-to teach the lesson

1. You write this there on the blackboard:

$$\begin{array}{r} 632 \\ 345 \\ \hline +422 \end{array} \qquad \begin{array}{r} 514 \\ 453 \\ \hline +632 \end{array}$$

You cause- them -to-remember to-begin at the right to-add-together the numerals and the answer is-written there below the correct line. You also cause- them -to-remember that it-is- very -important that the numeral written is lined-up. You cause- them -to-read the numerals you wrote there on the blackboard that they haven't yet answered

2. You write this there on the blackboard and you cause- them -to-answer there on the blackboard:

You teach them that taking-away big numerals is-the-same as small numerals.

$$\begin{array}{r} 936 \\ \hline -624 \end{array} \qquad \begin{array}{r} 564 \\ \hline -453 \end{array}$$

3. You read this story here and you cause- them -to-answer-it there on the blackboard:

There-are 453 students there in the Simud school, and there-in the Tawas school there-are 353 students, and there at the Buda school there-are 642 students. How-many all the students there at Simud, Buda and Tawas?

$$\begin{array}{r} 453 \\ 353 \\ \hline +642 \end{array}$$

Their assignment

You write these examples there on the blackboard and you cause- them -to-answer there on their paper:

1.

$$\begin{array}{r} 321 \\ 453 \\ \hline +824 \end{array} \quad \begin{array}{r} 947 \\ 22 \\ \hline +620 \end{array} \quad \begin{array}{r} 423 \\ 23 \\ \hline +923 \end{array} \quad \begin{array}{r} 572 \\ 511 \\ \hline + 3 \end{array} \quad \begin{array}{r} 815 \\ 233 \\ \hline +750 \end{array} \quad \begin{array}{r} 734 \\ 842 \\ \hline + 13 \end{array} \quad \begin{array}{r} 846 \\ 322 \\ \hline +421 \end{array} \quad \begin{array}{r} 942 \\ 42 \\ \hline +313 \end{array} \quad \begin{array}{r} 100 \\ 53 \\ \hline + 24 \end{array}$$

2.

$$\begin{array}{r} 574 \\ -463 \\ \hline \end{array} \quad \begin{array}{r} 320 \\ -100 \\ \hline \end{array} \quad \begin{array}{r} 581 \\ -541 \\ \hline \end{array} \quad \begin{array}{r} 404 \\ -203 \\ \hline \end{array} \quad \begin{array}{r} 378 \\ - 65 \\ \hline \end{array} \quad \begin{array}{r} 429 \\ - 28 \\ \hline \end{array} \quad \begin{array}{r} 105 \\ - 84 \\ \hline \end{array} \quad \begin{array}{r} 546 \\ - 43 \\ \hline \end{array}$$

$$\begin{array}{r} 347 \\ - 47 \\ \hline \end{array} \quad \begin{array}{r} 250 \\ - 40 \\ \hline \end{array} \quad \begin{array}{r} 474 \\ - 63 \\ \hline \end{array} \quad \begin{array}{r} 517 \\ -206 \\ \hline \end{array} \quad \begin{array}{r} 517 \\ -204 \\ \hline \end{array} \quad \begin{array}{r} 243 \\ -121 \\ \hline \end{array} \quad \begin{array}{r} 329 \\ -218 \\ \hline \end{array} \quad \begin{array}{r} 260 \\ -260 \\ \hline \end{array}$$

3. Don't you forget to-cause the students to-tick their correct answers.

Lesson 59

Purpose

That purpose here so that the students can-practise again adding-together and taking-away the big numerals.

Review the last lesson

You write these examples there on the blackboard and you cause- them -to-answer there on the blackboard:

$$\begin{array}{r} 214 \\ 652 \\ \hline +433 \end{array} \quad \begin{array}{r} 355 \\ 421 \\ \hline +423 \end{array} \quad \begin{array}{r} 153 \\ 732 \\ \hline +214 \end{array} \quad \begin{array}{r} 349 \\ \hline -136 \end{array} \quad \begin{array}{r} 597 \\ \hline -426 \end{array} \quad \begin{array}{r} 248 \\ \hline -124 \end{array}$$

How-to teach the lesson

1. You write these there on the blackboard and you all answer-them there on the blackboard:

$$\begin{array}{r} 436 \\ \hline +124 \end{array} \quad \begin{array}{r} 694 \\ \hline +223 \end{array}$$

You teach them that if adding-together the numerals there at the line of the “ones”, the too-much answer is-added there at the line of “tens”. And likewise also, if adding-together numerals there at the line of “tens”, the too-much answer it-is-added there at the line of “hundreds”, like here:

$$\begin{array}{r} +1+1 \\ 217 \\ \hline +783 \\ \hline 1000 \end{array}$$

2. You write this there on the blackboard:

$$\begin{array}{r} 513 \\ 5 \cancel{1} \\ \hline -457 \end{array}$$

You cause- them -to-remember that if it-is-necessary to-borrow numerals, it-is-necessary that there at the left line to-borrow.

3. You also write this there on the blackboard and you cause- them -to-answer there on the blackboard:

$$\begin{array}{r} 894 \\ \hline -726 \end{array} \quad \begin{array}{r} 458 \\ \hline -267 \end{array}$$

4. You read the story here and you cause them to-answer there on the blackboard:
- a) The government caused-to-have-a-census there in all the sites. There in the Siteo of Kalamkalam there-are 154 people. There-in the Siteo of Gupaku there-are 163 people. And there in the Siteo of Pahuyuren there-are 195 people. How-many all the people there in the three Siteos?

$$\begin{array}{r} 154 \\ 163 \\ +195 \\ \hline \end{array}$$

- b) Datu Using is-planting mahogonies there in the mountains. There-are 376 of his seeds but 157 what he planted. How-many seed that he hasn't yet planted?

$$\begin{array}{r} 376 \\ -157 \\ \hline \end{array}$$

Their assignment

You write this there on the blackboard and you cause- them -to-answer there on their paper:

1.

$$\begin{array}{r} 378 \\ +65 \\ \hline \end{array} \quad \begin{array}{r} 429 \\ +28 \\ \hline \end{array} \quad \begin{array}{r} 574 \\ +463 \\ \hline \end{array} \quad \begin{array}{r} 546 \\ +260 \\ \hline \end{array} \quad \begin{array}{r} 581 \\ +541 \\ \hline \end{array} \quad \begin{array}{r} 739 \\ +43 \\ \hline \end{array} \quad \begin{array}{r} 404 \\ +56 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 621 \\ -84 \\ \hline \end{array} \quad \begin{array}{r} 838 \\ -429 \\ \hline \end{array} \quad \begin{array}{r} 668 \\ -279 \\ \hline \end{array} \quad \begin{array}{r} 583 \\ -497 \\ \hline \end{array} \quad \begin{array}{r} 697 \\ -508 \\ \hline \end{array} \quad \begin{array}{r} 424 \\ -418 \\ \hline \end{array} \quad \begin{array}{r} 852 \\ -717 \\ \hline \end{array}$$

3. You cause- them -watch-out for the signs here, because the signs mixed-together like + and —

$$\begin{array}{r} 603 \\ -578 \\ \hline \end{array} \quad \begin{array}{r} 35 \\ +705 \\ \hline \end{array} \quad \begin{array}{r} 511 \\ -148 \\ \hline \end{array} \quad \begin{array}{r} 386 \\ +403 \\ \hline \end{array} \quad \begin{array}{r} 658 \\ -109 \\ \hline \end{array} \quad \begin{array}{r} 175 \\ +659 \\ \hline \end{array}$$

$$\begin{array}{r} 273 \\ -254 \\ \hline \end{array} \quad \begin{array}{r} 805 \\ +104 \\ \hline \end{array} \quad \begin{array}{r} 159 \\ -72 \\ \hline \end{array} \quad \begin{array}{r} 39 \\ 72 \\ 65 \\ +50 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ 37 \\ 52 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 42 \\ 5 \\ 8 \\ +43 \\ \hline \end{array}$$

4. You cause- them -to-tick their correct answers.

Lesson 60

Purpose

That purpose here so that the students know-how-to add-together money.

Your preparation there at house

If there-is your money there at house, you take 5 centavos and 10 centavos and 25 centavos.

Review the last lesson

You write this there on the blackboard and you cause- them -to-answer there on the blackboard:

$$\begin{array}{r} 649 \\ +325 \\ \hline \end{array} \quad \begin{array}{r} 467 \\ +592 \\ \hline \end{array} \quad \begin{array}{r} 285 \\ +346 \\ \hline \end{array} \quad \begin{array}{r} 752 \\ -643 \\ \hline \end{array} \quad \begin{array}{r} 856 \\ -547 \\ \hline \end{array} \quad \begin{array}{r} 536 \\ -458 \\ \hline \end{array}$$

How-to teach the lesson

1. You show the students a 5 centavos. The five centavos, that is the smallest money.
2. You teach them that you write like this 5c centavos if it-is written there on the blackboard. It-is- also -possible to-write-it like this: P0.05.
3. You cause- the students to-write 5c and P0.05 there on their paper, it-is-necessary that four-times repeat writing the 5c.
4. You show the students the 10 centavos. And you teach them also how-to write the 10c and P0.10.
5. You teach them the two ways to make 10c:
2, 5 centavos
1, 10 centavos
6. You write this there on the blackboard and you cause them to-answer-it there on the blackboard:
 $5c + 5c = \underline{\quad}$ $5c + 5c + 5c = \underline{\quad}$
 $10c + 5c = \underline{\quad}$ $5c + 10c = \underline{\quad}$
7. You show them also the 25 centavos and you teach this like the 5c and 10c.
8. You teach them the other ways to-make 25c:
1, 25c
2, 10c and 1, 5c
1, 10c and 3, 5c
5, 5c



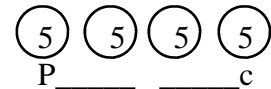
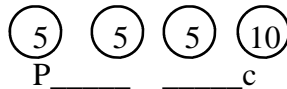
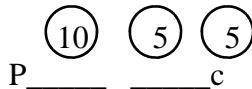
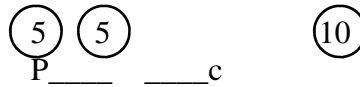
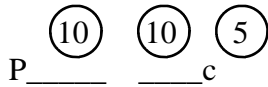
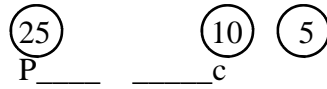
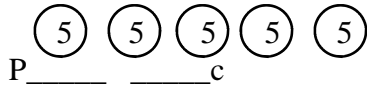
9. You draw this there on the blackboard and you cause- them -to-answer-it just talking of how-many is each group:



10. Read the story here and you cause- them -to-answer-it there on the blackboard:
 Idi went-to the store to-buy candy. He just bought 3 pieces of candy and each one was 5c. How-much the price of what he bought? ($5c + 5c + 5c = \underline{\quad}$)

Their assignment

2. You draw this there on the blackboard and you cause the students -to-answer it there on their paper of how-many pesos in each group. The two ways to-write like this: P0.25 and 25c.



3. You cause- them -to-tick their correct answers.

Lesson 61

Purpose

That purpose here so that the students will-know-how-to add-together money.

Your preparation there at house

1. You take paper and you tear-it and you write 5, 10, 25 there on your paper, because (embarrassment particle) said-to-be money.
2. You take examples like sweet-potato, corn salt and still others. You you stick the prices there on the examples like this: 5c, 10c, 20c, 15c, 25c.
3. You take the P1.

Review the last lesson

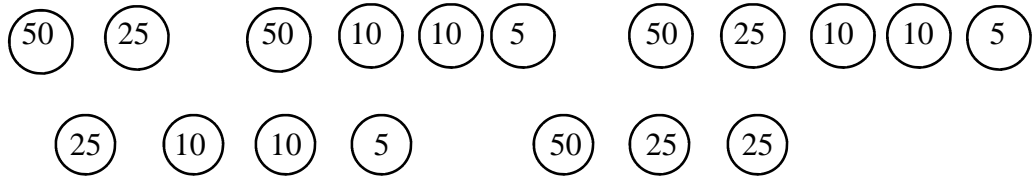
1. You place the examples there in front of the students and the money that you made.
2. You cause- the students -to-come-close there in-front of you so that they “will-buy” the example that you brought.

How-to teach the lesson

1. You show-them the P1 and you teach them how-to write there on the blackboard: P1.00.
2. You teach them the ways to-make P1.00:
 - 4, 25c
 - 3, 25c and 2, 10c and 1, 5c
 - 3, 25c and 1, 10c and 3, 5c
 - 2, 25c and 5, 10c
 - 2, 25c and 4, 10c and 2, 5c
 - 1, 25c and 7, 10c and 1, 5c
 - 10, 10c
 - 5, 10c and 10, 5c
 - 20, 5c
 - ...and still others.
3. You place the “money” there in-front of you and you command the students to take money as-far-as P1.00 there in-front of you.
4. You teach them that P1.00 and 100c are the same.
P1.00 = 100c

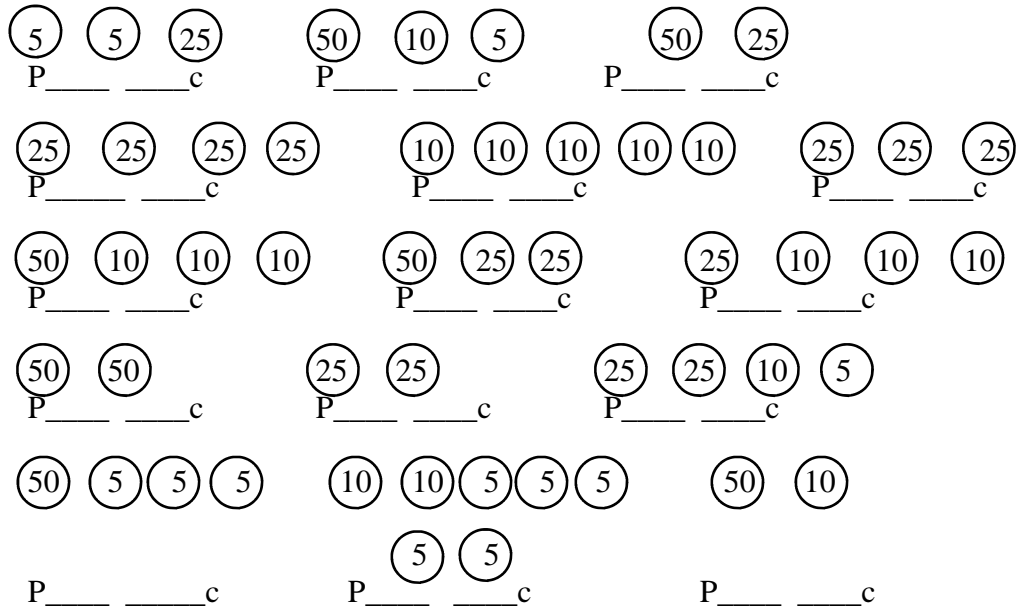
You teach them that there-is a period because the period points-to the middle of pesos and centavos.

1. You draw these groups of “money” there on the blackboard and you cause- the students -to-answer just talking of how-many pesos in each group:



Their assignment

You draw these groups of money there on the blackboard and you cause- the students -to-answer there on their paper. You cause- them -to-write the two ways of writing:



You cause- the -students -to-tick their correct answers.

Lesson 62

Purpose

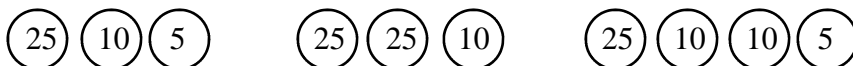
That purpose here so that the students recognise P5, and P10. The second purpose here so that they know-how-to count money

Your preparation there at house

1. You take the paper that you made “money”. And you make again the P5 and P10 “money”.
2. If there-is your real money of P5 and P10, you take this there to your class. If none your money, no problem.
3. You take again your examples like sweet-potato, corn, cassava and you cause- the students -to-make-shop and it-is-necessary that what you sell is-placed prices. Like 50c, P1, P2, P5 and P10 the prices.

Review the last lesson

- a. You draw this money there on the blackboard and you cause- the students -to-answer of how-much the money in each group:



- b. You cause- the students -to-come-close there close to the things- “money” -is-placed-on and you command them to-take money:
 - a) You take change as-far-as 90c.
 - b) You take change as-far-as 85c ...and still others.

How-to teach the lesson

1. You show the students your money change and you teach them how-to write like this:

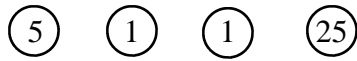
five pesos P5.00
ten pesos P10.00

2. You teach them the ways to-make:

P5 5, P1
 4, P1 and 4, 25c
 3, P1 and 8, 25c
 3, P1 and 4, 25c and 10, 10c
 ..and still others.

P10 2, P5
 1, P5 and 5, P1
 10, P1
 9, P1 and 4, 25c
 ...and still others.

3. You teach them to-count the money like this. You draw the “money” there on the blackboard:

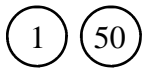


You say to them “You(pl) take the big money like the P5 here, and you(pl) follow the P1, P1 and 25c. And you(pl) count P5, P6,P7, P7.25.”

4. You take the “money” and you count so that the students know-how-to.
 5. You cause- the students -to-come-close there close-to the “money” and you pile-up the money and you cause- them -to-count-it.
 6. You cause- them -to-”play-shops” like in the last lesson

Their assignment

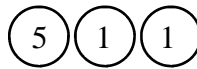
1. You draw these there on the blackboard and you cause- them -to-answer-them their paper:



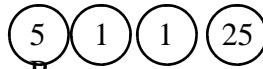
P_____



P_____



P_____



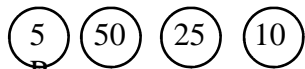
P_____



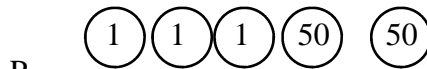
P_____



P_____



P_____



P_____

2. You write this there on the blackboard and you cause- them -to-answer-them there on their paper:

$$P5 + P1 + P1 = \underline{\quad}$$

$$P1 + P1 + 25c = \underline{\quad}$$

$$P1 + P1 + 10c = \underline{\quad}$$

$$P1 + P1 + P1 = \underline{\quad}$$

$$P1 + P1 + 25c + 25c = \underline{\quad}$$

$$P5 + P5 = \underline{\quad}$$

$$P5 + P1 + P1 = \underline{\quad}$$

$$P1 + P1 + 25c + 10c + 5c = \underline{\quad}$$

3. You cause- them -to-tick their correct answers.

Lesson 63

Purpose

That purpose here so that the students will quickly know-how-to balance money and they will-know- the look of money P20, P50, P100.

Your preparation there at house

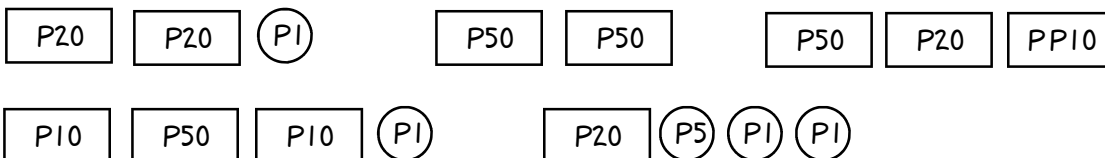
1. You take your made paper “money”.
2. You make “money” P20, P50, wey P100.

Review the last lesson

- a. You cause- the students -to-come-close there in-front of the “money” and you command them:
 - a) You take different change making P5.
 - b) You take different change making P3.50.
 - c) You take different change making P4.75.
2. You cause- the students -to-count the piled-up money.

How-to teach the lesson

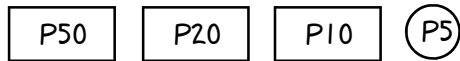
1. You teach them how-to write P20, P50, and P100:
twenty pesos P20
fifty pesos P50
one hundred pesos P100
2. You teach them the classes and ways of the money:
P20 2, P10
 4, P5
 1, P10 and 2, P5
 3, P5 and 5, P1
 2, P5 and 10, P1 ...and still others.
P50 5, P10
 2, P20 and 1, P10
 4, P10 and 2, P5
 3, P10 and 4, P5 ...and still others.
P100 5, P20
 2, P50
 10, P10
 1, P50 and 2, P20 and 1, P10
 4, P20 and 2, P10 ...and still others.
3. You draw this there on the blackboard and you cause- them -to-count-them:



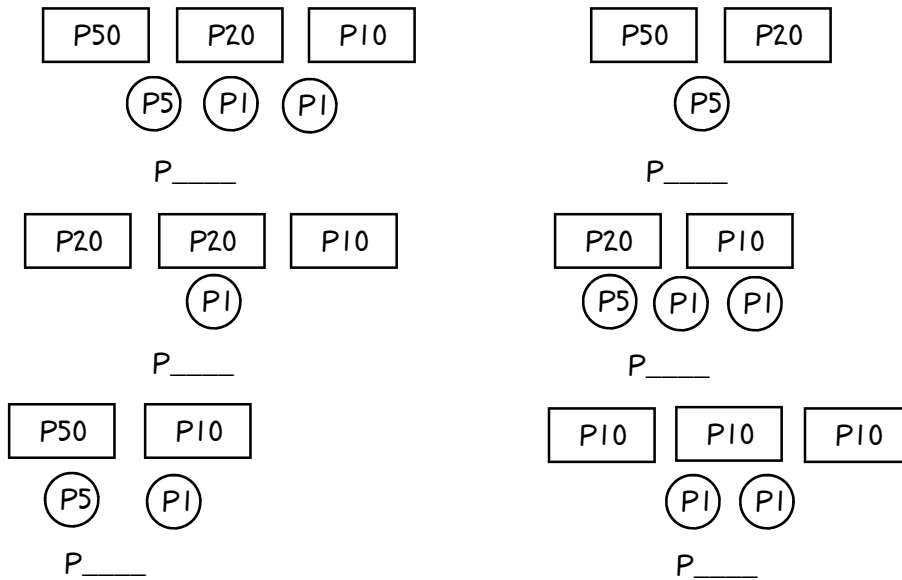
- You cause- them -to-remember how-to count money, beginning at the biggest money and going-to the smallest money.

Their assignment

- You take again the paper made “money” and you cause- the students -to-come-close and you cause- them -to-count-it. It-is-important that they count beginning at the big “money” and going-to the small “money”.



- You draw this there on the blackboard and you cause- them -to-answer there on their paper:



- You cause- them -to-tick their correct answers.

Lesson 64

Purpose

That purpose here so that the students know-how-to add-together and take-away money.

Your preparation there at house

You take your made “money”.

Review the last lesson

1. You take again your made “money” like the previous lesson. And you command them again to take money.
2. You cause- the students -to-count the “money” that you caused- them -to-take.

How-to teach the lesson

- a. You write this there on the blackboard:

You teach them about adding-together and taking-away money. Just also like the

$$\begin{array}{r} P5.50 \\ +P2.25 \\ \hline \end{array} \quad \begin{array}{r} | \quad | \quad | \quad | \quad | \\ 2 \quad 2 \quad 0 \quad 0 \\ \hline - \quad 6 \quad 5 \quad 0 \end{array}$$

money, adding-together and taking-away numerals. But it-is-important that you(pl) see the period and you(pl) place-it there in middle.

- b. You write other examples there on the blackboard and you help them to-answer:

$$\begin{array}{r} P2.45 \\ +P1.50 \\ \hline \end{array} \quad \begin{array}{r} P10.50 \\ +P4.25 \\ \hline \end{array} \quad \begin{array}{r} P65.00 \\ +P4.75 \\ \hline \end{array} \quad \begin{array}{r} P75.25 \\ +P25.00 \\ \hline \end{array} \quad \begin{array}{r} P45.00 \\ P2.15 \\ +P15.10 \\ \hline \end{array}$$

- c. You read the stories here and you cause- the students -to-answer just talking:

- a) Ading went-to-the-market there in Tawas. He bought one kilo of rice price P20, one packet of Maggi-noodles price P5.50, one plastic-bag of salt price P2, and one bottle of oil price P16. How-many all the price of what he bought?

$$\begin{array}{r} P20.00 \\ P5.50 \\ P2.00 \\ +P16.00 \\ \hline \end{array}$$

- b) There-is-many vegetables there at my mother's field. My mother sold kentucky-beans price P15, tomatoes price P8, green-onions price P5 and sayote tips price P7.50. How-much money did she receive?

$$\begin{array}{r}
 P15.00 \\
 P8.00 \\
 P5.00 \\
 \underline{+P7.50}
 \end{array}$$

Their assignment

2. You write this there on the blackboard and you cause- them -to-answer there on their paper. You cause- them -to-take -care if mixed-together the adding-together and the take-away money:

P3.25	P5.00	P65.25	P8.00	P7.50	P55.00
<u>+P4.20</u>	<u>-P2.50</u>	<u>+P4.20</u>	<u>+P4.50</u>	<u>-P9.00</u>	<u>-P25.00</u>
P62.00	P75.00	P9.50	P7.20	P15.00	P6.20
<u>+P8.00</u>	<u>-P5.50</u>	P2.50	P10.50	P9.50	P6.20
		<u>+P6.00</u>	<u>+P9.00</u>	P7.25	P9.50
				<u>+P14.00</u>	<u>+P7.00</u>

3. You read the story here and you cause- them -to-answer there on their paper:

Wining went to the store and he bought one can of sardines price P8.50, 1/2 kg sugar price P8.00, one piece soap price P5.00, and 1kg of nails price P35.00. How-much all the price of what he bought?

4. You cause- them -to-tick their correct answers.

Lesson 65

Purpose

That purpose here so that the students “play shops”.

Your preparation there at house

1. You take the “money” that you made.
2. You take again examples like food, fruit, baskets, mats, clothes, shoes....and other possessions because sellable and that what the students will-buy.

Review the last lesson

1. You choose one student to-become the shop-keeper.
2. You put there on the desk all the possessions that you brought so that that’s what they will-buy. And the money that you made, you distribute there at all the students so that that’s what they use to-buy.

How-to teach the lesson

- a. You write this there on the blackboard:

The Things-to-buy			
P5	soap	P18	rice/kg
P3	salt	P14	corn/kg
P1.50	matches	P5	potato/kg

- b. You read the stories here and you cause- the students -to-answer-them there on the blackboard:
 - a) My mother bought 1 bag of salt, and 1 piece of soap and 1 kilo of rice. How-much the price of what- she -bought? ($P3 + P5 + P18 = \underline{\quad}$)
 - b) My older-sibling bought 1 packet of matches, 1 kilo of rice, 1 kilo of sweet-potato. How-much all the price of what- he -bought? ($P1.50 + P18 + P5 = \underline{\quad}$)
 - c) I bought two plastic-bags of salt, 1 packet of matches, and 2 kilos of rice. How-much the price of what- I -bought? ($P3 + P3 + P1.50 + P18 + P18 = \underline{\quad}$)
 - d) My grandparent bought 2 pieces of soap and 1 plastic-bag of salt. How-much the price of what- he/she -bought? ($P5 + P5 + P3 = \underline{\quad}$)
 - e) Alin bought 1 kilo of rice, 1 kilo of corn-grits and 1 piece of soap. How-much the price of what- she -bought? ($P18 + P14 + P5 = \underline{\quad}$)

Their assignment

- a. You write this there on the blackboard:

<u>The food here</u>			
P5	rice	P20	babuy
P9	veges	P23	chicken
P15	fish	P1.50	banana
P8	coke		

- b. You read the stories here and you cause- the students -to-answer there on their paper.
- There-was a man that bought 1 plate of rice, and 1 bowl of vegetables and 1 banana. How-much his cost?
 - There-was another man that bought one plate of rice, 1 slice of fish and 1 coke. How-much his cost?
 - There-was a parent-and-child and they bought 2 plates of rice, 1 slice of pork and 2 cokes. How-much their cost?
 - There-was one young-man that bought 1 plate of rice, 1 bowl of vegetables, 1 slice of chicken and 1 coke. How-much his cost?
3. You cause- the students -to-tick their correct answers.

Lesson 66

Purpose

That purpose here so that the students able-to-practise the scales.

Your preparation there at house

1. If there-is scales there at your(pl) house you use-it, but if none, you take the scales made of paper.
2. You take the “money” that you made before.

Review the last lesson

1. You write this “money” there on the blackboard and you cause the student -to-come-close to the “money”. And then, you cause- them -to-take the money like you wrote there on the blackboard:

P45.40 P56.25 P80.55 P75.15 P35.10 P25.85

You cause- the students -to-count the money from the big going-to the small.

How-to teach the lesson

1. You(pl) discuss about the gantang system of (measuring) rice and weighing rice.
2. You question them:
 - of how-many cans of rice in one gantang (large can)?
 - and how-many gantangs in one larger-can?
 - and how-many larger-cans in one sack?.
3. If there-is a student that doesn't know this you cause- him -to-memorise like this:
 - If rice 6 salmun = 1 gantang
 - 6 gantang = 1 lata
 - 3 lata = 1 sack.
4. You take the paper scales and you show-them to the students. And you point with the pointer to 1 kilo, and you also teach them that that is one kilo. You teach them also
 - 1kg = 2½ cans of rice.
5. You question them of how-much is the weight like weight of 1kg? (like a small chicken, 4 sweet-potatoes, 2 1/2 cans of corn-grits
6. You transfer the pointer there to 2kg and you that is 2kg. You transfer the pointer again there to 3kg. You continue to transfer the pointer as-far-as 10kg.
7. You teach them that you write kilo like this: “kg”. You write this there on the blackboard.
8. You transfer the pointer there to ½kg and you teach them half a kg. You transfer the pointer again there to 1½kg and you teach them one and a half kilos. You continue transferring as-far-as 9½kg.

9. You write $\frac{1}{2}$ kg there on the blackboard and you teach them that $\frac{1}{2}$ = half. Therefore if writing one kilo and half it-is-written like this, “ $1\frac{1}{2}$ kg” ... and still others.
10. You keep-transferring the pointer from 1kg as-far-as 10kg, and $1\frac{1}{2}$ kg as-far-as $9\frac{1}{2}$ kg, and you cause- the students -to-answer just talking.
11. You write this there on the blackboard and you cause- the students -to-say how-many kilos:

6kg $4\frac{1}{2}\text{kg}$ 9kg $8\frac{1}{2}\text{kg}$ $6\frac{1}{2}\text{kg}$ 3kg $\frac{1}{2}\text{kg}$
 $2\frac{1}{2}\text{kg}$ 5kg $7\frac{1}{2}\text{kg}$ 10kg $1\frac{1}{2}\text{kg}$ 7kg 4kg

12. You read the story here and you cause- them -to-answer there on blackboard:

Lindu and-companion came from their house and he went-to the mill. They weighed unhusked-rice. Lindu had 35kg and his companion had 38kg of rice. How-many all the kilos of their rice? ($35 + 38 = \underline{\quad}$)

Their assignment

1. You read the stories here and you cause- them -to-answer there on their paper:

Mirni went to the store to-buy rice. There-was her friend Hini, he was- also -buying rice. Mirni bought 15kg of rice and her friend bought 12kg also. How-many kilos did- they -buy?
2. You keep-transferring the pointer of the scales there on kilos known by them and you cause- them -to-write there on their paper of how-many kilos they see.
3. You cause- them -to-tick their correct answers.

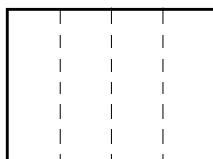
Lesson 67

Purpose

That purpose here so the students can-practise again scales.

Your preparation there at house

1. You take the scales.
2. You take paper and draw-lines-on like this:



Review the last lesson

You keep-transferring the pointer there on the scales to kilos known by them and you cause- them -to-answer just talking

How-to teach the lesson

1. You take again the paper that you drew-lines-on. You fold it there in middle and you say to-them that the paper is halved. You cut the paper. You fold again one piece of the paper and you say again to-them that halved again the half of one piece of paper, therefore half of a half now.
2. You teach them that half of a half is-name $\frac{1}{4}$ (**one fourth** if English). You write $\frac{1}{4}$ there on the blackboard and you teach them how-to write $\frac{1}{4}$.
3. You show them $\frac{1}{4}$ kg there on the scales, and $1\frac{1}{4}$ kg, $2\frac{1}{4}$ kg, as-far-as $9\frac{1}{4}$ kg.
4. You take again the paper that you cut and you show them $\frac{1}{2}$ the paper and add-together the $\frac{1}{4}$ named $\frac{3}{4}$ (**three fourths**).
5. You show them how to-write $\frac{3}{4}$ there on the blackboard.
6. You teach them $\frac{3}{4}$ kg, $1\frac{3}{4}$ kg, as-far-as $9\frac{3}{4}$ kg there-on the scales.
7. You keep-transferring the pointer there on the scales and you question them of how-many kilos like this:

$\frac{3}{4}$ kg 2kg $4\frac{1}{2}$ kg 6kg $7\frac{1}{4}$ kg $8\frac{3}{4}$ kg $5\frac{1}{2}$ kg and still others.

8. You read the story here and you cause- them -to-answer there on the blackboard:

Jun sold 27kg of corn and 36kg of rice. How-many all the kilos of what- he - sold?

Their assignment

1. You read the story here and you cause- them -to-answer there on their paper:

The time of fiesta, Datu Unang sold 15kg of pork on Monday. And on Tuesday he sold also 19kg of pork. How-many kilos did- he -sell?

2. You keep-transferring the pointer of the scales and you cause- the students -to-answer there on their paper of how-many kilos pointed-to:

4kg $6\frac{1}{4}$ kg $8\frac{1}{2}$ kg $3\frac{1}{4}$ kg $5\frac{3}{4}$ kg 7kg $9\frac{1}{2}$ kg $6\frac{1}{2}$ kg

$2\frac{1}{2}$ kg $\frac{3}{4}$ kg $1\frac{3}{4}$ kg $5\frac{1}{2}$ kg $9\frac{1}{4}$ kg $8\frac{3}{4}$ kg 2kg $3\frac{1}{2}$ kg.

3. You cause- them -to-tick their correct answers.

Lesson 68

Purpose

That purpose here so that they know-how-to measure length.

Your preparation there at house

1. You take the scales.
2. You take the plastic ruler. You take a branch of a tree and you cut the wood so correct for one arm's-length
3. You take one nail, plate and glass

Review the last lesson

You take the scales and you keep-transferring the pointer there at kilos known by them in that previous lesson and you cause- them -to-answer just talking.

How-to teach the lesson

- a. You say to them of how-many maybe hand-to-hand-lengths is the length of the classroom? (You cause- the students -to-guess). You cause- them -to-measure how-many hand-to-hand-lengths the classroom is.
- b. You cause- them -to-measure-in-handspans how-many hand-spans their seat is. You write their answers there on the blackboard.
- c. You teach them that the lengths of the seats are- not -the-same because depends on the length of the handspan of person. If a woman her handspan is-smaller than a man's.
- d. You teach them that it-is- not -necessary that a shopkeeper uses hand-to-hand lengths, handspans and fingers to-measure because the lengths of people's hands are-different.
- e. You take your ruler and you show them the length of one metre. You say to-them that 1m is about like half a hand-to-hand length. You teach them how-to write 1m there on the blackboard.

- f. You give the branch to the students and you cause- them -to-measure the:
- a) length of the classroom
 - b) length of a seat
 - c) length of blackboard
 - d) width of blackboard
 - e) length from the blackboard going-to the door-way
- ...and still others.
7. You teach them that “it-is-good to-measure-in-metres all lengths. But if small, it-is-not -necessary to-measure-in-metres. If measuring like nails, don’t use metres because that used is-centimetres. The length of one centimetre, about like the width of one finger.
8. You teach them how-to write centimetres (*cm*) there on the blackboard.
You teach them also that $100\text{cm} = 1 \text{ metre}$.
You show them where the centimetres are on your ruler.
9. You take a nail, plate, glass, pencil, book and still others. You cause- the students -to-come-close there to there-are the examples and you cause- them -to-measure how-many centimetres the length..
10. You cause- the students -to-come-close to the ruler and you question them of where-is the 50cm, 60cm, 30cm, 90cm, and still others.
11. You cause- them -to-measure still others so that they can-practise measuring.

Lesson 69

Purpose

That purpose here so that the students can-practise again to-measure (length and distance).

Your preparation there at house

1. You take the ruler, and branch that you used in the last lesson.
2. You take examples that you cause- the students -to-measure.

Review the last lesson

1. You question the students of how-much is the length of one metre (1m) and one centimetre (1cm). (Half a hand-to-hand length is the length of one metre and the length of 1 centimetre is like the width of a finger.
2. You question them of how-many centimetres (cm) the1m. (100)
3. You take the examples and you cause- the students -to-measure them. You also cause- other students -to-measure the width of the classroom, and still others. And you cause- them -to-get branches.

How-to teach the lesson

- a. You say to them that the milimetre is-used to-measure that which is just little being-measured. The milimetre(mm) is very -small. the length of 1mm is like the smallness of the lead of a pencil. There-are 10mm in 1cm. People use milimetres so that the length is-accurate. The building people, and sewing people of clothes they use milimetres also.
- b. You teach them how-to write milimetres (mm) there on the blackboard. You show them where the mm there on your ruler.
- c. You cause- the students to-measure small examples, like buttons, stones, leaves, flowers, and like the lead of a pencil.....and still others.

d. You cause- them -to-remember that:

$$10 \text{ milimitir (mm)} = 1 \text{ sintimitir (cm)}$$

$$100 \text{ sintimitir (cm)} = 1 \text{ mitir (m)}$$

e. You cause- the students -to-guess the width and length of examples. You cause- them -to-guess the length of what written here below and you cause- them -to-measure-them so that they will-know the correct answer.

- a) length of pencil
- b) length of thong
- c) length of classroom
- d) length of doorway
- e) width of button
- f) width of notebook
- g) length of arm
- h) length of seat
- i) width of fingernail
- j) length of one handspan
- k) width of window of classroom
- l) length of comb

...and still others.

Lesson 70

Purpose

That purpose here so that the students can-practise again to-measure (distance)

Your preparation there at house

Take your ruler.

Review the last lesson

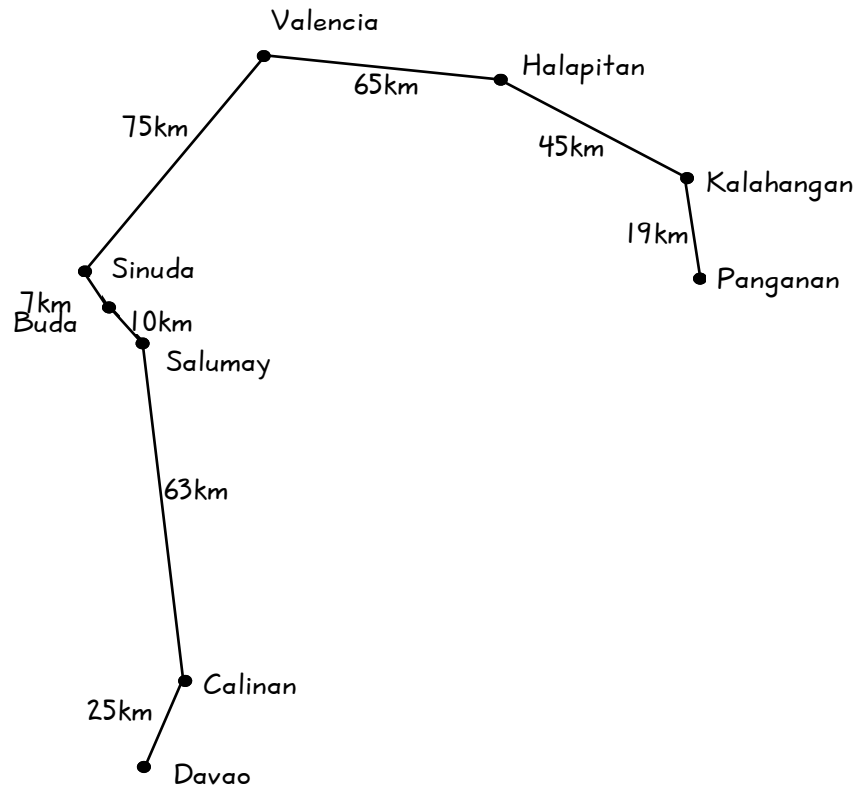
1. You question the students for how-many milimetres (mm) = 1 centimetres (cm) (10)
of how-many centimetres (cm) = 1 metre (m) (100)
2. You cause- the students -to-measure many examples there in the classroom

How-to teach the lesson

- a. You teach them that if want to-measure distance don't use metres because metres are-short. It-is-necessary that the kilometres (km) are-used. One kilometre (km) = 1000 metres(m). If a person is-walking able-to-cover 6 kilometres in one hour.
- b. You teach them how-to write kilometres (km) there on the blackboard.
- c. You read the story here and you cause- them -to-answer there on the blackboard:
 - a) Early-in-the-morning Nini went-walking from Patag. The distance from Patag going-to Salumay is about 9 km. And from Salumay he rode a bus going-to Kalinan and 63km the distance. Then he rode also a motorbike going-to their place Sirib, and 25km from Kalinan. Noontime Nini arrived there at their place of Sarib. How-many km from Patag going-to Nini's place? ($9 + 63 + 25 = \underline{\quad}$)
- d. You question them of which they use (mm, cm, m, km) to-measure:
 - d) length of basketball court (m)
 - e) length of a new pencil (cm)
 - f) height of a tree (m)
 - g) length of house(m)
 - h) height of person(cm)
 - i) width of book
 - j) distance from Simud going-to Panganan (km)
 - k) width of button.

Their assignment

1. You draw a map like this there on the blackboard and you cause- them -to-answer:



- b. How-many km from
- b) Davao going-to Salumay
 - c) Salumay going-to Buda
 - d) Buda going-to Simud
 - e) Simud going-to Valencia
 - f) Valencia going-to Halapitan
 - g) Halapitan going-to kalahangan
 - h) Kalahangan going-to Panganan
- c. How-many km from
- c) Davao going-to Simud
 - d) Panganan going-to Halapitan
 - e) Valencia going-to Buda
 - f) Valencia going-to Panganan
 - g) Halapitan going-to Simud
4. You cause- them -to-tick their correct answers.

35 - 6 - 20

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