





Review Using what you already knew!							
TOPIC 1: INTRODUCTION	L1: Introductive discussion to develop mathematical thinking						
TOPIC 2: NUMBERS	L2: How to introduce number		L3: What is number				
TOPIC 3: ADDITION AND SUBSTRACTION	L4: How to Introduce addition		L5: What is addition				
	L6: How to introduce subtraction		L7: What is subtraction				
TOPIC 4: EXTEND NUMBER TO 100 WITH ADDITION AND SUBTRACTION USING COLUMN FORM	L8: How to extend number to more than 10	L9: How to extend a	ddition L10: How to extend subtraction				
	L11: How to extend number to more than 100	L12: How to introduce column addition		L13: How to introduce column subtraction			
TODIC 5. MULTIPLICATION	L14: How to introduce multiplication		L15: How to develop multiplication table				
TOPICS: MIDELIPLICATION	L16: What is the multiplication table		L17: How to introduce column multiplication				
TOPIC 6: DIVISION	L18: How to introduce division		L19: How to extend division with remainder				
TOPIC 7: REFLECTIVE DISCUSSION	L20: Panel-Reflective-discussion for summary						





 Mathematical Value 	es, Attitudes and Habits for Hum	an Character	
Mathematical Values: Generality and Expandability Reasonableness and Harmony Usefulness and Efficient Simpler and Easier Beautifulness	Mathematical Attitude attempting H to: R See and think mathematically a Pose question and develop A explanation such as why and when A Generalize and extend Ji Appreciate others' idea and change E representation to conceptualize E	abits of mind for Cilizen to live: asonabiy and critically with respecting and appreciating others utonomously (cratively and innovatively in armony utolicously using tools such as ICT mpowerly in imagining the future through leftong learning	
	Mathematical Thinking and Pro-	Cesses	
Mathematical Ideas for: Set, Unit, Compare, Operate, Algorithm, Fundamental principle, and Varied representation such as table, diagram, expressions, graph and translations.	Mathematical Thinking: Generalization and Specialization Extension and Integration Inductive, Analogical and Deductive reasonin Abstracting, Concretizing and Embodiment Objectifying by representing and symbolizing Relational and Functional thinking Thinking forward and backward	Mathematical Activities for: Problem Solving Exploration and Inquiry as Mathematical Modeling Conceptung, Justifying and Proving Conceptung, Justifying and Proving and Proceduralization Representation and Sharing tent	is T.
Numbers & Operations Quantity & Measurement Shapes, Figures and Solids Pattern & Data Representations	 Extension of Number and Operations Measurement & Relations Plane Figures & Space Solids Data Handling & Graphs 	Number & Algebra Space & Geometry Relationship & Functions Statistics & Probability	











Let's explain task sequence by using learned terminology								
	Traction () - () - ()	Image: Section 1 Image: Section 1<						
	Enne 2 ages 3			 Now every task is explained by terminology. Which task 				
Left-Situation Left- Concrete Object Situation guestion Semi-Concrete Object Explanation numbers bentences How to sentences represent? For Learning the way of	 Left Situation Semi-concrete object De-Composite of numbers Translate them into mathematical sentence for subtraction Concepturalzat ion 	 Subtraction is a binominal operation. De- Composite of numbers 	 The World of subtraction. Translation from subtraction expression to the story problem for left situation 	can you skip? CANNOT II Because each task has some role on the process of modeling. It is third time. Terminology is necessary to consider				





