



A PERFECT FUSION OF THAI SYLLABUS AND SINGAPORE MATHS APPROACH

Go Get Maths



Prathomsuksa
1-6

Developing deep understanding in mathematical concepts and problem-solving skills by adopting the **CPA approach**



THESE ARE GIVEN TOO...

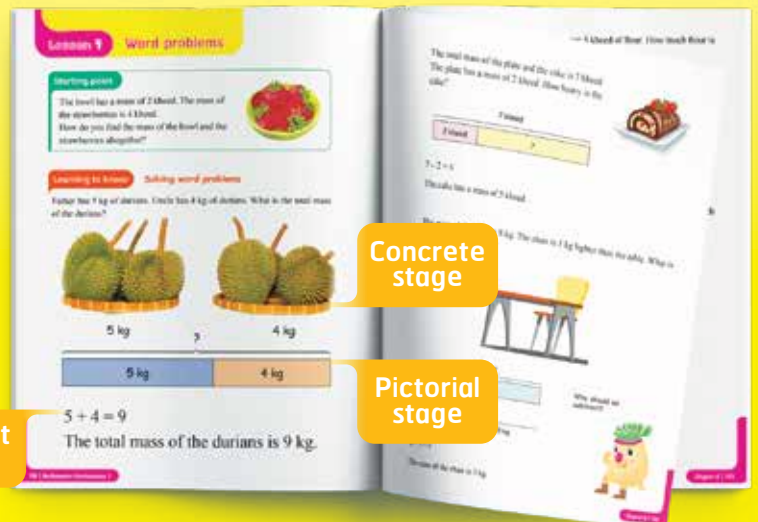


- Complete teachers' guide
- Detailed workings and answers for the workbooks
- Interactive digital resources
- Question bank with answers
(Please log in to www.e-PelangiThai.com to access them.)

● Concrete-Pictorial-Abstract (CPA)



- A world-class Maths teaching approach by Singapore schools
- Introduces concepts in a systematic progression, from concrete stage to pictorial stage and then to abstract stage.



SPECIAL FEATURES

The big idea

Illustrates a scenario through which students can connect to the chapter.

Starting point

Provides questions to initiate thinking and jump-start learning.

Learning to know

Introduces new concepts using the CPA approach with engaging illustrations.

Chapter 1
Numbers 0 to 10

How many children are there?
How many balls are there?

Lessons 1 Counting to 10
Lessons 2 Comparing and ordering numbers
Lessons 3 Ordinal numbers
Lessons 4 Number bonds

Lesson 1 Counting to 10

Starting point
Look in your pencil case.
How many pencils do you have?

Learning to know Counting to 10

	0	○	zero
	1	①	one
	2	②	two
	3	③	three
	4	④	four

Try this

Provides various exercises to immediately evaluate students' understanding.

Learning to know Estimating mass in kg

The ducks have a mass of 3 kg 400 g.
The bag weighs 3 kg 700 g.
The stone of the chicken is 1 kg 900 g.
The prawns have a mass of 4 kg 100 g.

Fun with Maths!

- Get in groups of four.
- Each group is given a weighing scale, a bag of 1-kg sand, some books, a bag, a watermelon and a bottle of water.
- Hold the bag of 1-kg sand in your hand. Feel how heavy it is.
- Then, estimate the masses of the other items in kg.
- Record your estimations in the table below. Then, weigh and record their actual measurements.

Item	Estimation	Actual measurement
Books		
Bag		
Watermelon		
Bottle of water		

Are your estimations near to the actual measurements?

Computational Thinking

Computational thinking is not about programming a computer or thinking like a computer. It is rather a set of systematic approaches to solving problems. Then, we can present the solutions in a way a computer or a human or both can understand.

There are four skills or elements in computational thinking.

- Decomposition** Breaking a complex problem into manageable, smaller problems.
- Patterns recognition** Finding big similarities and differences, and drawing useful generalisations.
- Algorithms** Developing a set of step-by-step activities.
- Abstraction** Focusing on relevant information, and removing irrelevant information.

With this new approach, we will be able to tackle unfamiliar and complex problems with confidence. It trains us to analyse information and deal with problems across disciplines. It will help us see a relationship between the school and the outside world.

The shapes above have lines of symmetry. They are symmetrical.

The shapes above do not have lines of symmetry. They are non-symmetrical.

Thinking corner!
Look at the photo of a lake. Where is the line of symmetry?

TRY THIS!

- Draw the lines of symmetry on these objects.
- Circle the symmetrical shapes.

Fun with Maths!
Allows students to explore mathematical concepts actively either as an individual or in groups.

Computational thinking
Introduces a new approach for solving complex problems with confidence.

Examples are given to guide students on how to answer the questions.

Answers with complete workings are given in the Answer Key section.

b $17\text{ m } 62\text{ cm} + 28\text{ m } 78\text{ cm}$
= 46 m 40 cm

$\begin{array}{r} 17\text{ m } 62\text{ cm} \\ + 28\text{ m } 78\text{ cm} \\ \hline 46\text{ m } 40\text{ cm} \end{array}$

Challenging questions are posed to encourage students to think out of the box.

Think

I have 4 similar packs of sugar that weigh 1 kg 400 g altogether.

I have a pack of salt that is 125 g heavier than one of the packs of sugar.

Find the mass of the pack of salt. Explain your answer.

Practice 3 Addition and subtraction involving length

1. Add. Show your workings.

E.g. $3\text{ cm } 5\text{ mm} + 12\text{ cm } 9\text{ mm}$
= 16 cm 4 mm

$\begin{array}{r} 3\text{ cm } 5\text{ mm} \\ + 12\text{ cm } 9\text{ mm} \\ \hline 16\text{ cm } 4\text{ mm} \end{array}$

a $24\text{ cm } 8\text{ mm} + 37\text{ cm } 6\text{ mm}$
= cm mm

b $17\text{ m } 62\text{ cm} + 28\text{ m } 78\text{ cm}$
= m cm

c $57\text{ km } 756\text{ m} + 27\text{ km } 587\text{ m}$
= km m

d $59\text{ m } 5\text{ cm} + 27\text{ m } 38\text{ cm}$
= m cm

e $12\text{ km } 62\text{ m} + 74\text{ km } 985\text{ m}$
= km m



Title	Book code	Price (Baht)	QTY	Amount
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Go Get Maths Textbook P.2	BDRC302031	255.00		
Go Get Maths Textbook P.3	BDRC303031	285.00		
Go Get Maths Textbook P.4	BDRC304031	315.00		
Go Get Maths Textbook P.5	BDRC305031	320.00		
Go Get Maths Textbook P.6	BDRC306031	355.00		
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 บริษัท เพอลังอิ พับลิชซิง (ประเทศไทย) จำกัด | www.e-pelangithai.com
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