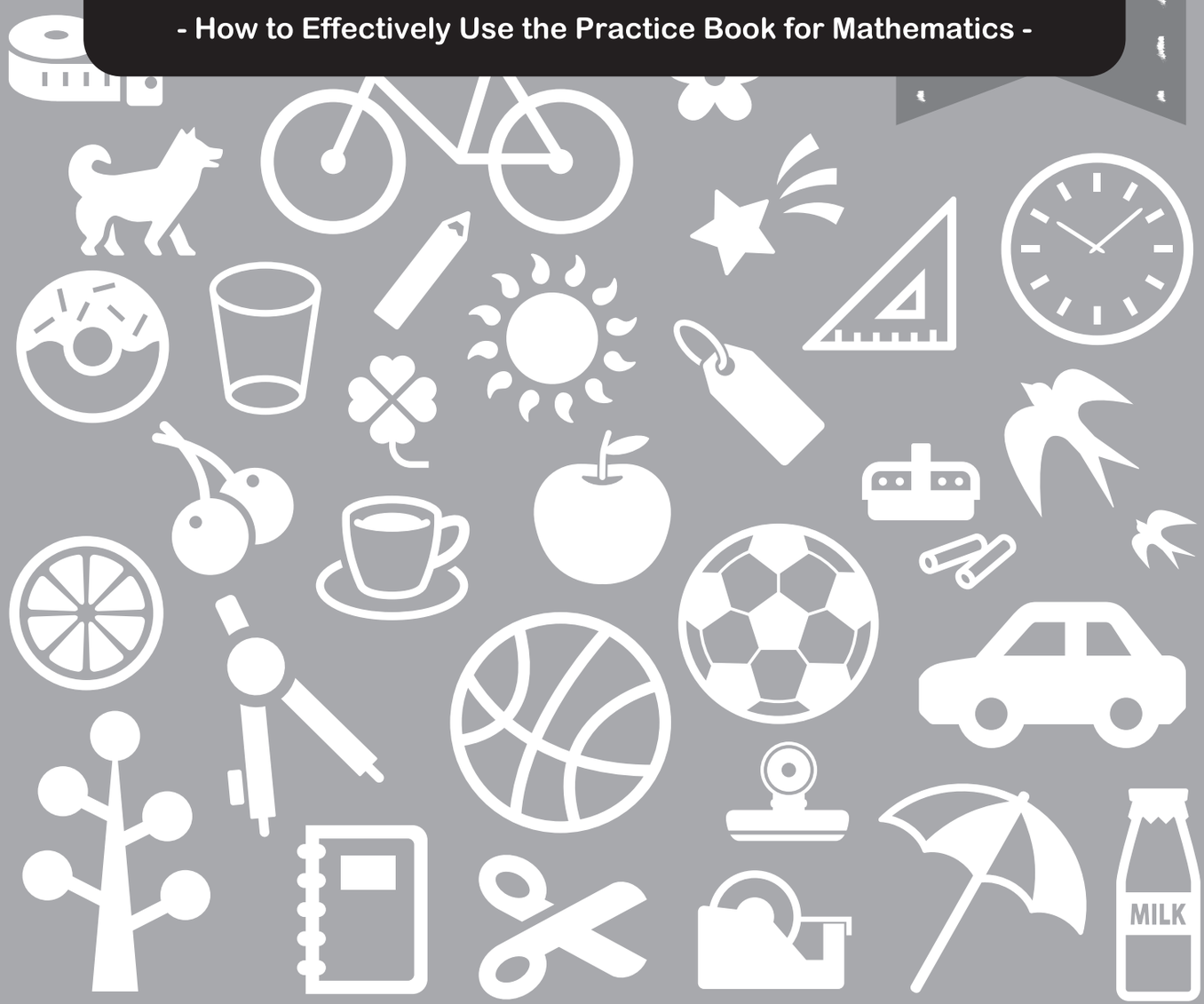
# Practice Book for Mathematics

# Instruction Manual

- How to Effectively Use the Practice Book for Mathematics -




JICA

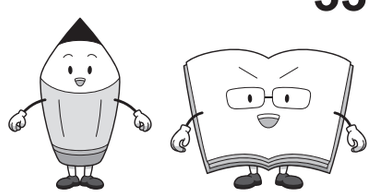
Japan International
Cooperation Agency

# INSTRUCTION MANUAL

## How to Use the Practice Book for Mathematics Effectively

## Table of Contents





# Purpose

This Practice Book for Mathematics was developed by the Japan International Cooperation Agency (JICA) in 2021 for the following purposes:

(1) To utilize this Practice Book's mathematics problems when revising current textbooks or developing new mathematics textbooks with JICA's support.

(2) To utilize this Practice Book for distance education, supplementary lessons in addition to regular education lessons, and to aid individual learning by learners.

(3) To utilize for independent learning during school closures due to COVID-19.

# Contents

## Coverage

This Practice Book for Mathematics covers all of the contents that are taught at the elementary level in Japan. It was developed based on the Japanese Elementary Education Curriculum for Mathematics that is also known as "Couse of Study" in Japan (issued in 2017 by the Japanese Ministry of Education, Culture, Sports, Science and Technology <MEXT>). It consists of 6 books in total, one for each grade (grades 1 to 6).

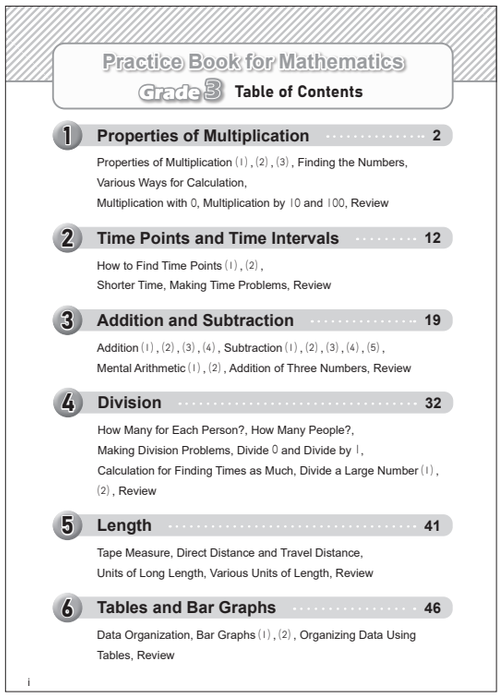
## Main Content for Each Grade

The contents of this book consist of the following five areas:

1) Number & Operation (NUM)
2) Measurement (MEA)
3) Geometry (GEO)
4) Change & Relation (CHA)
5) Data Utilization (DAT)

In order to make it easier to understand which area each unit covers, each area is assigned a colour. The table of contents uses these different colours to differentiate each area from each other.

| | |
|---|---|
| NUM | blue |
| MEA | greens |
| GEO | purple |
| CHA | pink |
| DAT | orange |



Practice Book for Mathematics
Grade 3 Table of Contents



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The main content covered by each grade are as follows:

| | Number & Operation (NUM) | Measurement (MEA) | Geometry (GEO) | Change & Relation (CHA) | Data Utilization (DAT) |
|---|---|---|---|---|---|
| **Grade** 1 | ・Numbers and their structure<br>・Addition and subtraction | ・Direct and indirect comparisons among objects<br>・Reading the time | ・Characteristics of objects | | ・Expressing amount of objects with pictures |
| **Grade** 2 | ・Number scale notation<br>・Simple fractions<br>・Addition and subtraction using 2- and 3-digit numbers<br>・Multiplication | ・Length and various units<br>・Weight and various units | ・Various triangles<br>・Rectangles | | ・Simple tables and graphs |
| **Grade** 3 | ・Large numbers<br>・Times 10, 100, and 1000<br>・Times one tenth<br>・Addition and subtraction using 3- and 4-digit numbers<br>・Multiplication and division<br>・Decimal numbers<br>・Fractions<br>・Math sentence using □ | ・Various units of length and weight (the metric system)<br>・Time point and interval | ・Triangles (equilateral triangle and isosceles triangle)<br>・Angle<br>・Circle<br>・Sphere | | ・Data collection and arrangement<br>・Bar graphs |

| | | | | | |
|---|---|---|---|---|---|
| **Grade** 4 | ・Large numbers<br>・Rounding numbers<br>・Division<br>・Decimal numbers and operation<br>・Fractions and operation (addition and subtraction)<br>・Properties of operation | | ・Plane figures (parallelogram, rhombus, and trapezoid)<br>・Solid figures (cuboid and cube)<br>・Expressing the position of objects<br>・Area of plane figures and units<br>・Size of angles | ・Changing amounts<br>・Line graph<br>・Simple ratio | ・Data arrangement from two points of view<br>・Expressing data using a line graph |
| **Grade** 5 | ・Even and odd numbers<br>・Multiples and factors<br>・Addition and subtraction of decimal numbers<br>・Addition and subtraction of fractions<br>・Relation between fractions and decimal numbers | | ・Congruence<br>・Polygons and their characteristics<br>・Solid figures (prism and cylinder)<br>・Area of triangles, parallelograms, rhombuses and trapezoids<br>・Volume of objects | ・Proportional relationship<br>・Size per unit<br>・Ratio and percentage | ・Pie chart and band chart<br>・Average of data |
| **Grade** 6 | ・Multiplication and division of fractions<br>・Math sentence using letters | | ・Reduced and enlarged views<br>・Symmetric shapes<br>・Area of a circle<br>・Volume of prisms and cylinders | ・Proportional and inverse proportional relationships<br>・Ratio | ・Data analysis<br>・Expressing data using tables and graphs<br>・Probability |

Note: The above Elementary Education Curriculum for Mathematics of Japan (the Corse of Study for mathematics) emphasizes the systematic nature of learning contents so that learners can actively tackle new problems while using what they have already learned. In addition, the 2017 curriculum also emphasizes the well-balanced development of competencies and capabilities such as acquisition of knowledge and skills, thinking ability, judgement and expressive skills, etc. that are necessary for future learning.

*The details are shown in the APPENDIX (Detailed Contents) at the end of this booklet.

# Structure

## (1) One section consists of one to three learning contents.

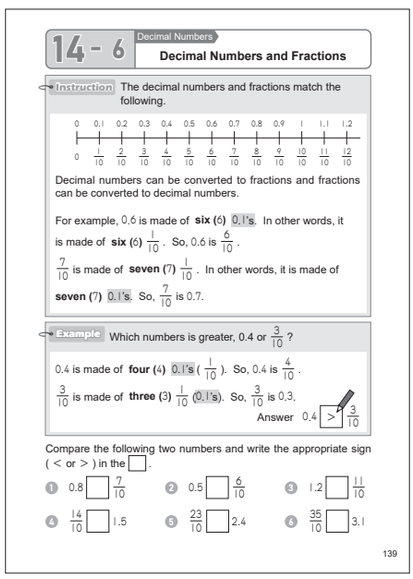
In each section of this Practice Book for Mathematics, there are “Example” and “Exercises”. In addition, “Instruction” is provided before each “Example” to explain key points when it is necessary.

### Instruction

“Instruction” is included only when the learning content is complex and difficult for learners. In this “Instruction”, the main points of the content are described in a concise and easy-to-understand manner. Reading and understanding this part will help learners solve the exercises covered in these sections.

### Example

Typical exercises dealt with in the section are used as examples and detailed explanations are given on how to solve these problems. All the exercises covered in the section can be solved using the solutions presented in the examples.


14 - 6 Decimal Numbers
Decimal Numbers and Fractions

Instruction The decimal numbers and fractions match the following.

0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 1 1.1 1.2
0 1/10 2/10 3/10 4/10 5/10 6/10 7/10 8/10 9/10 10/10 11/10 12/10

Decimal numbers can be converted to fractions and fractions can be converted to decimal numbers.

For example, 0.6 is made of **six** (6) 0.1's. In other words, it is made of **six** (6) 1/10. So, 0.6 is 6/10.

7/10 is made of **seven** (7) 1/10. In other words, it is made of **seven** (7) 0.1's. So, 7/10 is 0.7.

Example Which numbers is greater, 0.4 or 3/10 ?

0.4 is made of **four** (4) 0.1's (1/10). So, 0.4 is 4/10.

3/10 is made of **three** (3) 1/10 (0.1's). So, 3/10 is 0.3.

Answer 0.4 > 3/10

Compare the following two numbers and write the appropriate sign ( < or > ) in the □.

❶ 0.8 □ 7/10 ❷ 0.5 □ 6/10 ❸ 1.2 □ 11/10
❹ 14/10 □ 1.5 ❺ 23/10 □ 2.4 ❻ 35/10 □ 3.1

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### Exercises

There are various numbers of exercises depending on the section. The first problem is the same as the content dealt with in the “Example”, but the numerical values are slightly different. Therefore, learners can solve this first problem by using the same mathematical operations as in the “example”. However, as the exercises progress, the content becomes more complicated and requires more thinking ability.

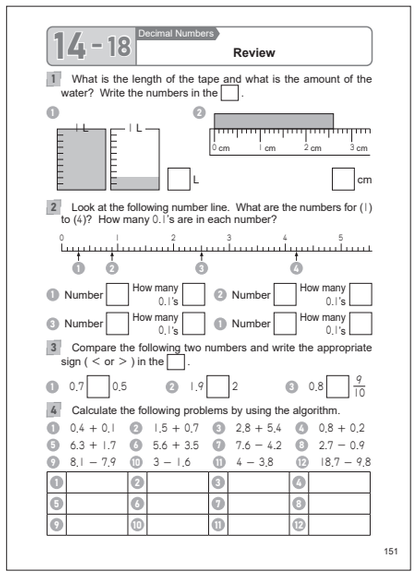
In addition, even if lerners have some problems understanding what they have already learned, they can still learn new content by following the "Example" and doing the "Exercises".

## (2) In each chapter, the “Review” is prepared.

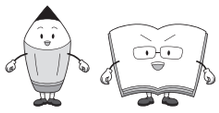
In every chapter, there are several “Review” sections. In small chapters, there is usually one “Review” section. In larger chapters, there are two or three “Review” sections.

### Review

This “Review” section is to confirm how well learners understand what they have learned so far. It covers all of the main contents of that chapter. Depending on the results of this “Review”, it is possible to determine whether learners can proceed or whether they should review the content once gain.




Two characters, a Textbook Teacher and a Pencil Assistant Teacher, proride hints and possible ways to solve a problem when necessary. Learnes can reter these hints and solutions while studying.

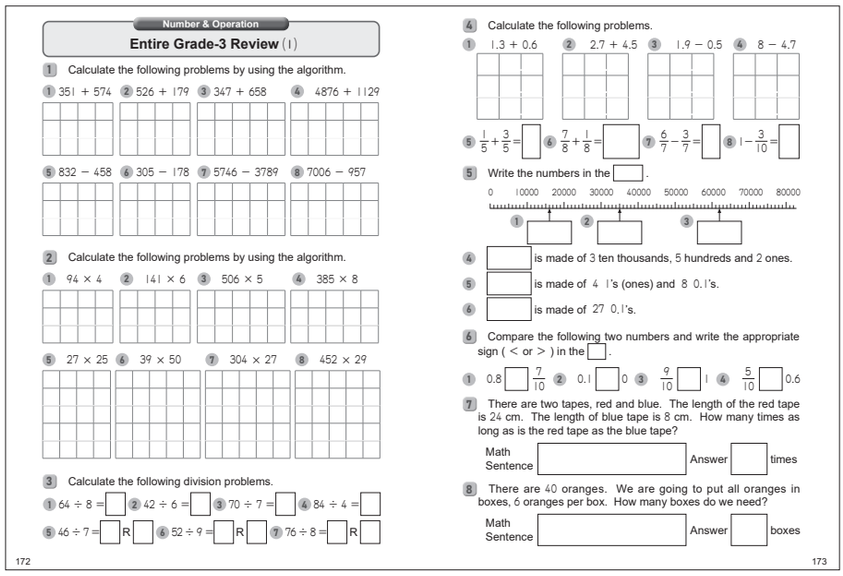


## (3) The “Entire Grade Review” sections are at the end of each book.

In every Practice Book for Mathematics, there is an “Entire Grade Review” section for helping learners review what they have learned during one year.

### Entire Grade Review

This is a section at the end of each Practice Book for Mathematics. Its purpose is to confirm the degree of understanding of all the contents learned in that grade. This “Entire Grade Review” consists of a two-page spread for each area, such as “number & operation”, “measurement”, “geometry”, “change & relation” and “data utilization”.

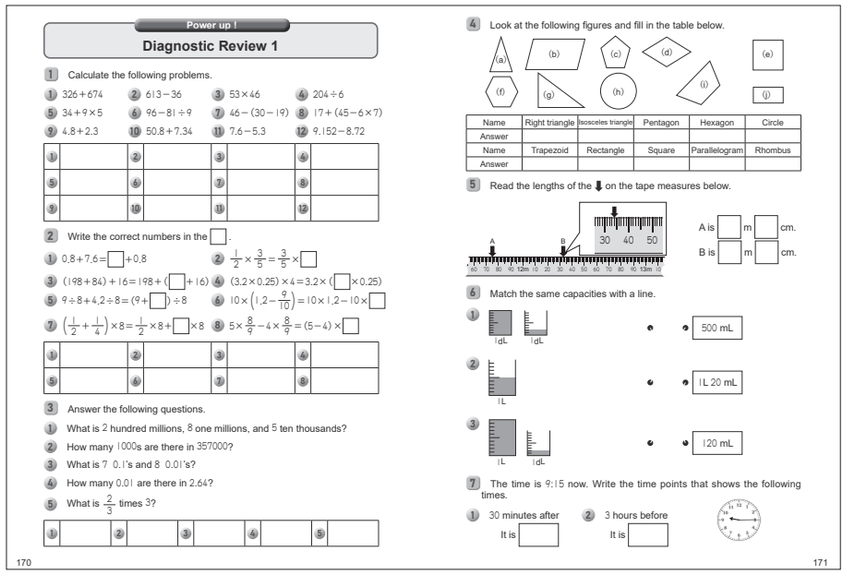


## (4) There is a “Diagnostic Review” section in the Practice Book for Mathematics for Grade 6.

Practice Book for Mathematics for Grade 6 has the “Diagnostic Review” sections for supporting learners to understand their comprehension levels about entire learning contents for 6 years elementary education.

## Diagnostic Review

The “Diagnostic Review” is at the end of grade 6. It is used to confirm how much learners have learned during the 6 years of elementary mathematics education. There are a total of five diagnostic tests. Each test covers the five areas of “number & operation”, “measurement”, “geometry”, “change & relation” and “data utilization”. Each test is a two-pages spread. Learners who have completed all the chapters in this Practice Book for Mathematics will use these to determine their overall comprehension of elementary school level mathematics.


Power up !

Diagnostic Review 1

1 Calculate the following problems.

1) 326+674 2) 613−36 3) 53×46 4) 204÷6
5) 34+9×5 6) 96−81÷9 7) 46−(30−19) 8) 17+(45−6×7)
9) 4.8+2.3 10) 50.8+7.34 11) 7.6−5.3 12) 9.152−8.72

2 Write the correct numbers in the □.

1) 0.8+7.6=□+0.8 2) $\frac{1}{2}\times\frac{3}{5}=\frac{3}{5}\times$□
3) (198+84)+16=198+(□+16) 4) (3.2×0.25)×4=3.2×(□×0.25)
5) 9÷8+4.2÷8=(9+□)÷8 6) $10\times\left(1.2-\frac{9}{10}\right)=10\times1.2-10\times$□
7) $\left(\frac{1}{2}+\frac{1}{4}\right)\times8=\frac{1}{2}\times8+$□$\times8$ 8) $5\times\frac{8}{9}-4\times\frac{8}{9}=(5-4)\times$□

3 Answer the following questions.

1) What is 2 hundred millions, 8 one millions, and 5 ten thousands?
2) How many 1000s are there in 357000?
3) What is 7 0.1's and 8 0.01's?
4) How many 0.01 are there in 2.64?
5) What is $\frac{2}{3}$ times 3?

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4 Look at the following figures and fill in the table below.

(a) (b) (c) (d) (e) (f) (g) (h) (i) (j)

| Name | Right triangle | Isosceles triangle | Pentagon | Hexagon | Circle |
|---|---|---|---|---|---|
| Answer | | | | | |
| Name | Trapezoid | Rectangle | Square | Parallelogram | Rhombus |
| Answer | | | | | |

5 Read the lengths of the ⬇ on the tape measures below.

A is □ m □ cm.
B is □ m □ cm.

6 Match the same capacities with a line.

1) 1dL 1dL
2) 1L
3) 1L 1dL

500 mL
1L 20 mL
120 mL

7 The time is 9:15 now. Write the time points that shows the following times.

1) 30 minutes after It is □
2) 3 hours before It is □

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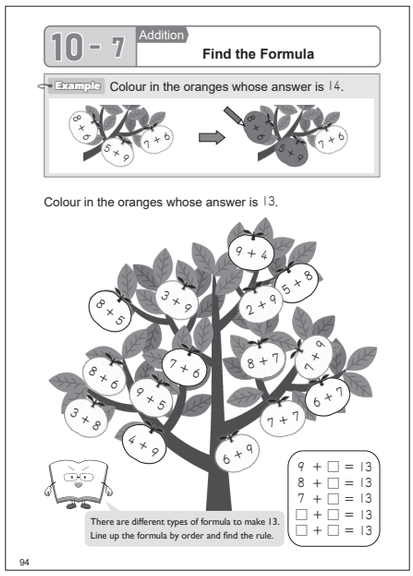
## Type of Problems

The content of each chapter is divided into small steps so that the learners can study by themselves. For example, the explanation of the multiplication algorithm in the third grade is divided into 12 steps. In each chapter, the learners can understand the multiplication algorithm and therefore solve any types of multiplication problems by themselves.

In addition, interesting and unique problems are included so learners can proceed with their learning while having fun. To give a few examples, the learners colour in the oranges whose answer is 13 that is shown on the right. (p.94, grade 1), they arrange three number cards; “2”, “3” and “7” and makes the


10 - 7 Addition

Find the Formula

Example Colour in the oranges whose answer is 14.

Colour in the oranges whose answer is 13.

9 + □ = 13
8 + □ = 13
7 + □ = 13
□ + □ = 13
□ + □ = 13

There are different types of formula to make 13.
Line up the formula by order and find the rule.

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Example of Unique Problem (grade1)

largest and second largest numbers possible (p.57, grade 2). The subtraction problems of “321-123”, “543-345” and “756-567” whose answers are always “198” (p.24, grade 3). They write math symbols (+, -, ×, ÷) in the ○ to make the math sentence correct, such as “4○3○2○1=2”, “4○3○2○1=3” and “4○3○2○1=4” (p.95, grade 4). They choose five number cards among the seven cards; “0”, “1”, “3”, “4”, “6”, “7” and “9”, and make various decimal numbers of “□□.□□□” (p.7, grade 5). They choose some math multiplication problems which can be calculated easily by using the properties of operations (p.35, grade 6).

Furthermore, there is content that focuses on understanding (Knowing Level), content that focuses on utilization of knowledge (Applying Level) and content that focuses on reasoning (Reasoning Level) in each section. These contents are composed of problems corresponding to any of the three cognitive areas. Learners can learn while solving problems increasing the difficulty level. This classification of the cognitive domains of “Knowing Level”, “Applying Level” and “Reasoning Level” is used widely in TIMSS (Trends in International Mathematics and Science Study) held by the IEA (International Association for the Evaluation of Educational Achievement).

## Points to Keep in Mind When Using the Practical Book for Mathematics

### (1) Notation in bold letters

In this book, there are some parts written in bold. The parts in bold refer to important mathematical terms when they are first introduced. Therefore, it is important for leaners to understand these terms. There are also some parts that are written in bold in order to emphasize them and make it easier to understand the concept being explained.

### (2) Number notation

In this book, all numbers are written using the notation method used in Japanese mathematics textbooks. It is called “textbook font”. Chapter 1 “How Many?” of grade 1 of this book introduces the notation method and the stroke order.

However, the notation of numbers differs slightly depending on the country. When using this book, it is important to match the notation method used by that country. In particular, “1”, “4” and “7” are points to be noted.

Number Notation Used in This Book

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

### (3) Distinguishing between math sentence and algorithm

In this book, the algorithm (a calculation method using the vertical form) is distinguished from the

ordinal math sentences and is introduced as a convenient and effective method for calculation. This is the same for all operations including addition (grade 2), subtraction (grade 2), multiplication (grade 3), and division (grade 4).

Example of Math Sentence and Algorithm (Vertical Form)

| | |
|---|---|
| 31 + 19 = 50 | 31<br>+ 19<br>50 |
| Ordinal Math Sentence | Algorithm (Vertical Form) |

## (4) Multiplication

In this book, multiplication is described as the "Number of objects in each group" × "Number of groups". As a general rule, 2 × 3 should be read as “2 multiplied by 3”. In some countries, it may be read as 2 times 3. In this case, the word “times” indicates only “multiplication”. Therefore, the multiplication table is written as 2 x 1, 2 x 2, 2 x 3 ..., and is read as "two (2) multiplied by three (3) is six (6)". This is then abbreviated as "two three is six". Multiplication phrases such as, “two (2) per group, three (3) groups make a total of six (6)” are used. This is only used for explaining how to solve multiplication problems.

In addition, the symbol for and method of multiplication differ slightly from country to country. Therefore, when using this book, it is necessary to modify the multiplication symbol and algorithm according to that used in mathematics education in that country.

## (5) Division symbols and division algorithm

The symbol for division ( ÷ and ： ) and method of division differ slightly from country to country. In this book, the division symbol of “÷” is used and the “$\overline{)\quad}$” is used as the division algorithm method. These are widely used in Japanese mathematics education.

Therefore, when using this book, it is necessary to modify the division symbol and division algorithm according to that used in mathematics education in that country.

Examples of Different Division Algorithm Methods

| | | | | |
|---|---|---|---|---|
| 5<br>3)17<br>15<br>2 | 3)17(5<br>15<br>2 | 17)3<br>−15 5<br>2 | 15<br>3)17<br>5<br>2 | 3/17\5<br>15<br>2 |
| Japan | India | Brazil | Portugal | Netherland |

## (6) Notation of large numbers

In this book, when writing large numbers, they are written without any marks. This is the method used in Japanese mathematics education. However, in some countries commas ( , ), periods ( . ) or spaces are used every three digits to make large numbers easier to read (1,234,567", "1.234.567" or "1 234 567").

When using this book, it is necessary to adjust the notation of numbers according to the large number notation used in mathematics education in that country.

Examples of Notation of Large Numbers

| Notation Methods | Characteristics | Main Countries and Areas |
|---|---|---|
| 123,456,789 | Comma every 3 digits | China, Japan, UK, USA, etc. |
| 123.456.789 | Period every 3 digits | France, Germany, Italy, Spain, Russia, etc. |
| 123 456 789 | Space | International System of Units (SI) |
| 12,34,56,789 | Comma in the third digit, then every 2 digits | India, Myanmar, etc. |

## (7) Decimal points

In this book, a period ( . ) is used as the decimal point. This is the method used in Japanese mathematics education. However, the notation of the decimal points differs from country to country, with various notations being used such as a comma ( , ), period ( . ), middle dot (・) and Momayez ( ٫ ).

When using this book, it is necessary to adjust the decimal notation according to that used in mathematics education in that country.

Examples of Notation of Decimal Points

| Notation Methods | Main Countries and Areas |
|---|---|
| Period ( . ) | India, China, Japan, UK, USA, etc. (This is called as the British Practice) |
| Comma ( , ) | France, Germany, Italy, Spain, Russia, etc. (This is called as the French Practice |
| Middle dot ( ・ ) | UK (until 1970s), Japan (in the special case) |
| Momayez ( ٫ ) | Arabic countries, etc. |

## (8) Area (length × width)

"Vertical length × Horizontal length" is widely used in Japanese mathematics education as a formula for calculating the area of a square or rectangle. However, in English-speaking countries, the longer length is called the "length" and the shorter length is called the "width". This is the method used in this book.

When using this book, it is necessary to adjust the general formula according to that used in mathematics education in that country.

## (9) Measurement units

In this book, the lengths are “mm”, “cm”, “m” and “km” based on the metric system used in Japanese mathematics education. Area is “$km^2$”, “$m^2$”, “$cm^2$”, “ha” and “a”. Volume is “$m^3$”, “$cm^3$”, “L”, “dL” and “mL”. Weight is “kg”, “g” and “mg”.

The metric system is currently used as the standard in most countries. However, in some countries, such as Japan, use some of those units, while others, such as French-speaking countries, use all metric units. In addition, customary units which have been used for a long time in the country are often also used in mathematics education.

When using this book, it is necessary to adjust the units used in the measurement unit according to that used in mathematics education in that country.

Examples of the Metric System

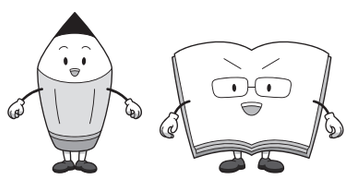
| | k(kilo) | h(hecto) | da(deca) | Base unit | d(deci) | c(centi) | m(milli) |
|---|---|---|---|---|---|---|---|
| | × 1000 | × 100 | × 10 | 1 | × 1/10 | × 1/100 | × 1/1000 |
| Units of Length | km | (hm) | (dam) | m | (dm) | cm | mm |
| Units of Weight | kg | (hg) | (dag) | g | (dg) | (cg) | mg |
| Units of Volume | (kL) | (hL) | (daL) | L | dL | (cL) | mL |

Note: Units without the parentheses is used in this book.

## (10) Unit of currency

Different monetary units are used in different countries. This book contains mathematic problems dealing with the price of items. In this book, a currency unit of “zed (s)” is used as a virtual currency unit. This virtual currency unit has also been used in mathematic problems in international mathematics tests such as TIMSS (The Trends in International Mathematics and Science Study) and PISA (The Programme for International Students Assessment).

When using this book, it is fine to use the “zed (s)”, but using the actual currency unit used in each country is highly recommended to make the problems easier to understand. Therefore, when using this book, it is important to convert the monetary unit to that used in that country.



# Appendix (Detailed Contents)

## Explanation of abbreviations

“Level” in the table is shown by three stages, “K”, “A” and “R”, which have been indicated in TIMSS.

K: knowledge Level

A: Application Level

R: Reasoning Level

Note: In order to learn and understand thoroughly the basic contents, this book provides many K-level problems. On the other hand, it selects R-level problems carefully.

## Grade 1

| Area | Level | Chapter | Section | Page |
|---|---|---|---|---|
| Number & Operation | K | 1. How Many? | 1-1. Numbers to Five (1) | 2-3 |
| | K | | 1-2. Numbers to Five (2) | 4 |
| | K | | 1-3. Numbers to Five (3) | 5 |
| | K | | 1-4. Numbers from Six to Ten (1) | 6-7 |
| | K | | 1-5. Numbers from Six to Ten (2) | 8 |
| | K | | 1-6. Numbers from Six to Ten (3) | 9 |
| | K | | 1-7. Numbers to Ten (1) | 10 |
| | K | | 1-8. Numbers to Ten (2) | 11 |
| | K | | 1-9. Numbers to Ten (3) | 12 |
| | K | | 1-10. Counting (1) | 13 |
| | K | | 1-11. Counting (2) | 14 |
| | K | | 1-12. Zero | 15 |
| | K | | 1-13. Review | 16-17 |
| Number & Operation | K | 2. How Many & How Many? | 2-1. Five | 18 |
| | K | | 2-2. Six | 19 |
| | K | | 2-3. Seven | 20 |
| | K | | 2-4. Eight | 21 |
| | K | | 2-5. Nine | 22 |
| | K | | 2-6. Ten (1) | 23 |
| | K | | 2-7. Ten (2) | 24 |
| | K | | 2-8. Make Ten (1) | 25 |
| | K | | 2-9. Make Ten (2) | 26 |
| | K | | 2-10. Review | 27 |
| Number & Operation | K | 3. Adding Together and Adding More | 3-1. Adding Together (1) | 28-29 |
| | K | | 3-2. Adding Together (2) | 30 |
| | K | | 3-3. Adding More (1) | 31 |
| | K | | 3-4. Adding More (2) | 32 |
| | K | | 3-5. Addition (1) | 33 |
| | K | | 3-6. Addition (2) | 34 |
| | K | | 3-7. Review (1) | 35 |
| | K | | 3-8. Review (2) | 36 |
| | K | | 3-9. Review (3) | 37 |
| Number & Operation | K | 4. What is Left? | 4-1. What is Left? (1) | 38-39 |
| | K | | 4-2. What is Left? (2) | 40 |
| | K | | 4-3. What is Left? (3) | 41 |
| | K | | 4-4. Subtraction (1) | 42 |
| | K | | 4-5. Subtraction (2) | 43 |
| | K | | 4-6. 0 (Nothing Left) | 44 |

| | | | | |
|---|---|---|---|---|
| | K | | 4-7. Math Sentence | 45 |
| | K | | 4-8. Review | 46-47 |
| Number & Operation | K | 5. What is the Difference? | 5-1. What is the Difference? (1) | 48-49 |
| | K | | 5-2. What is the Difference? (2) | 50 |
| | K | | 5-3. What is the Difference? (3) | 51 |
| | K | | 5-4. Review (1) | 52 |
| | K | | 5-5. Review (2) | 53 |
| Number & Operation | K | 6. Numbers Greater than 10 | 6-1. 10 to 20 (1) | 54 |
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