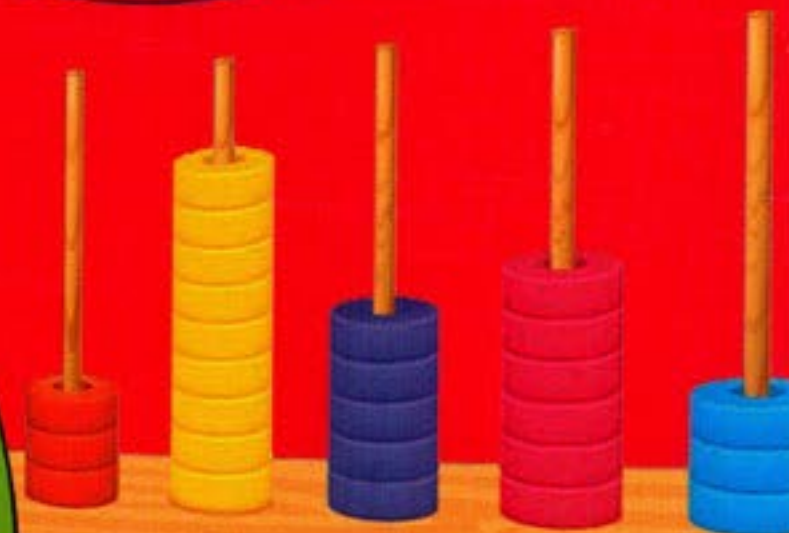
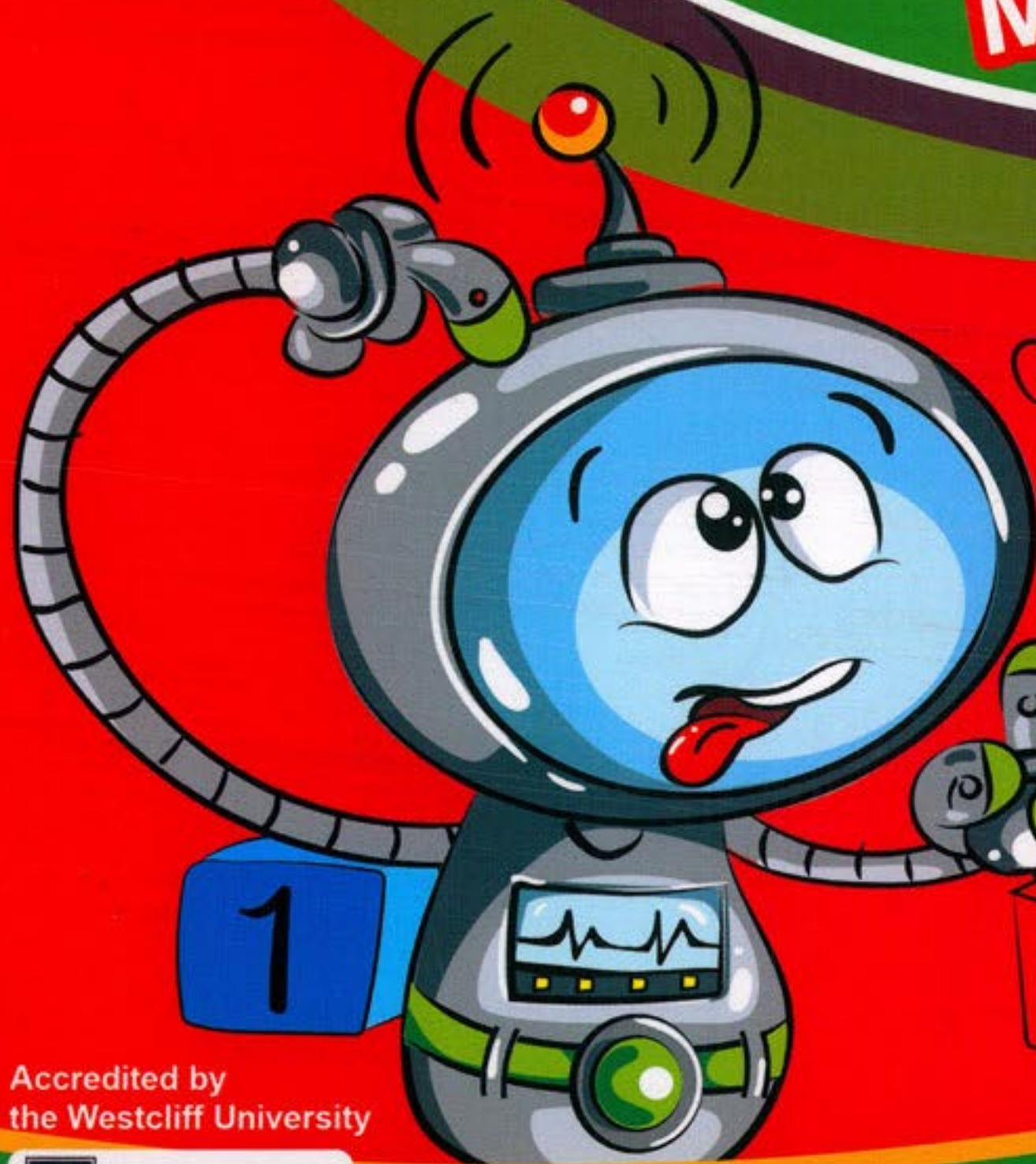
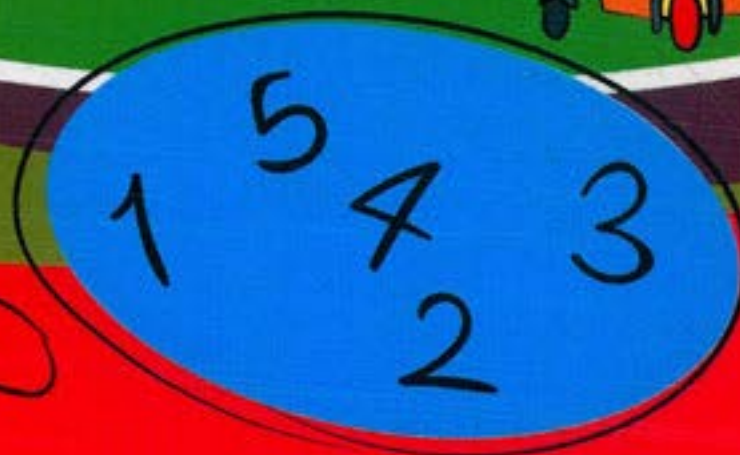


Khate Sefid English Books for Kids

# TIP TOP

## Math Book



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Ivan H. Williams (Ph.D.)  
Majid Tavanaie

In the Name of God



# Tip Top Math Book 3



Ivan H. Williams (Ph.D.)  
Majid Tavanaie



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## Tip Top Math Book 3

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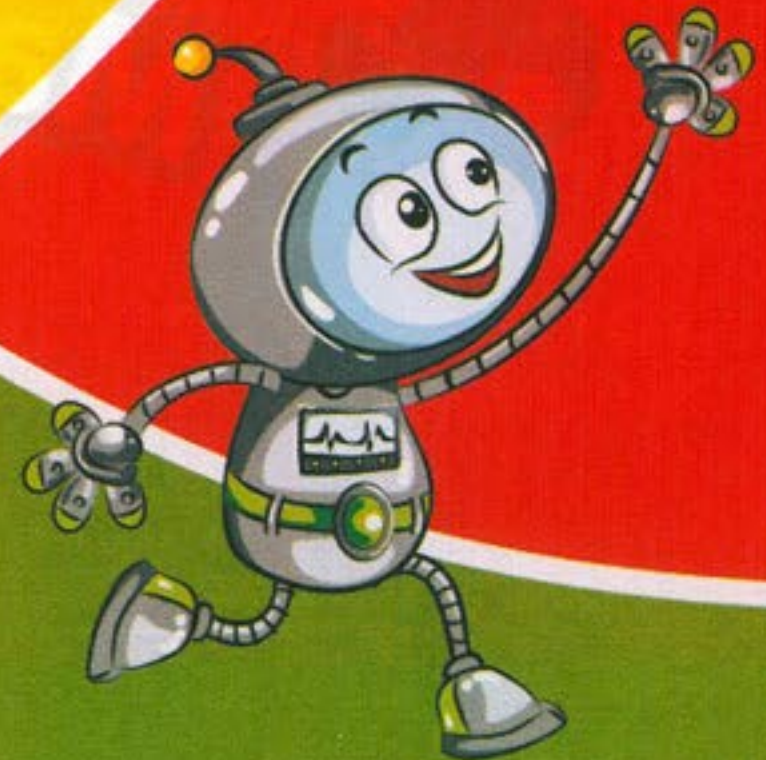
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**A** Look and say.



Eleven cats



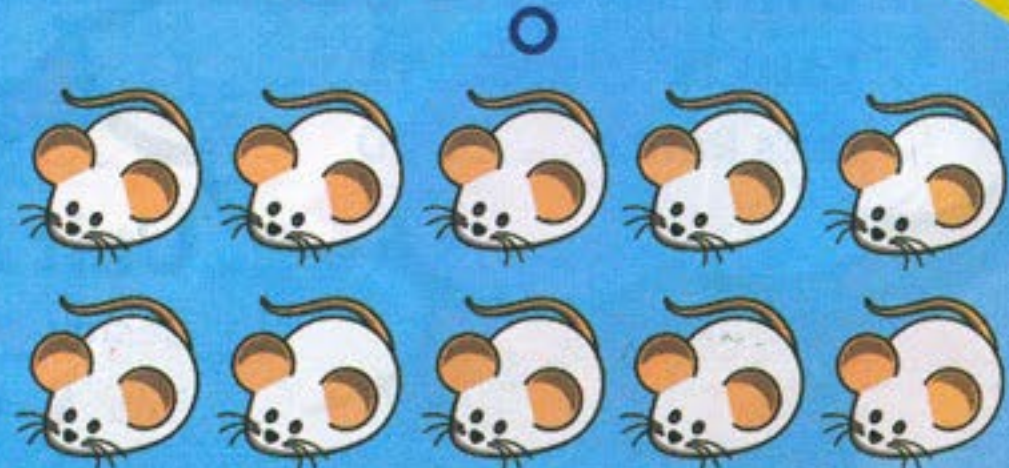
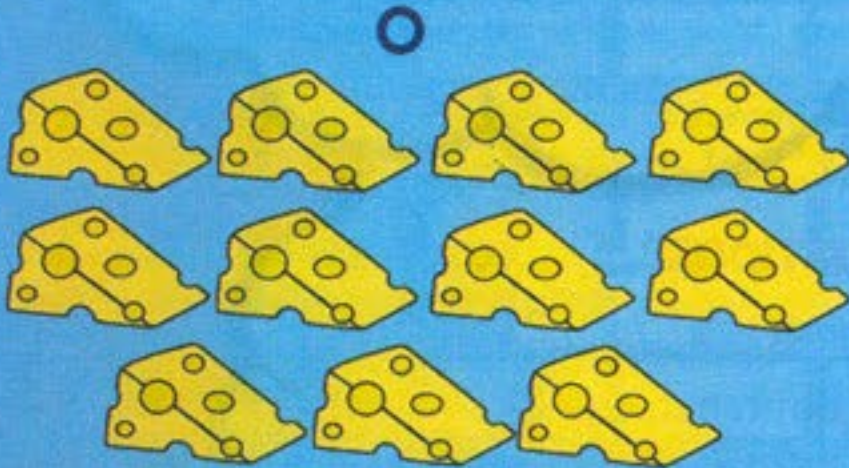
11



**B** Count the pictures. Then, match each group to the correct number.

○ 10

○ 11



Count 12

Let's Count

Unit 1



Look and say.



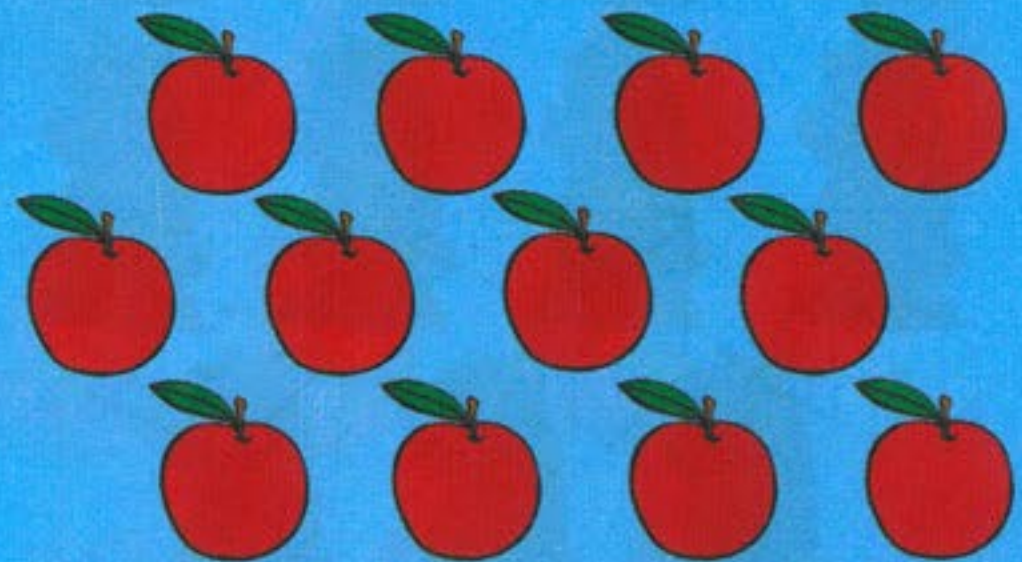
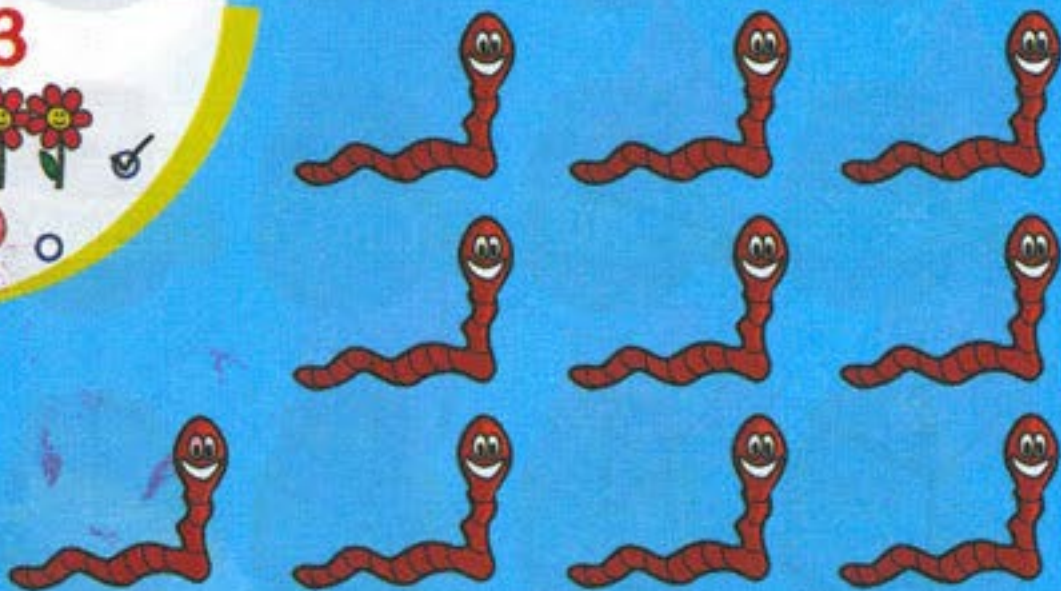
12

Twelve flowers



Put a tick (✓) for the group that has 12 pictures.

3



TS: Take advantage of classroom stuff for teaching. Have plenty of practices for each concept.

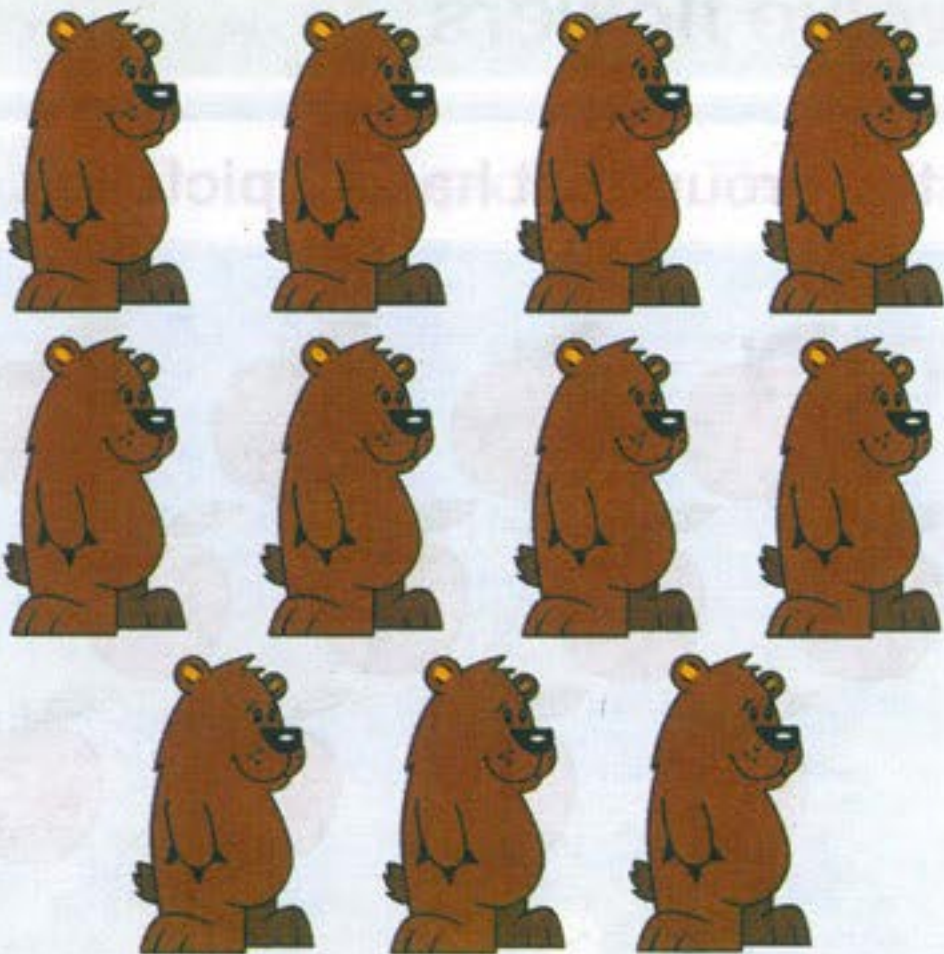


**A** Match each group to the correct number.

12

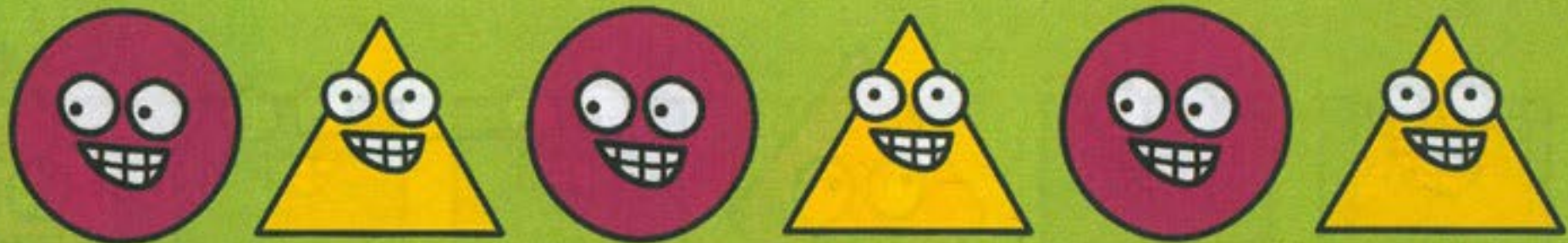
11

3





**A** Look at the pictures. Find out the pattern.



**B** Based on the above pattern, tick (✓) the similar one.

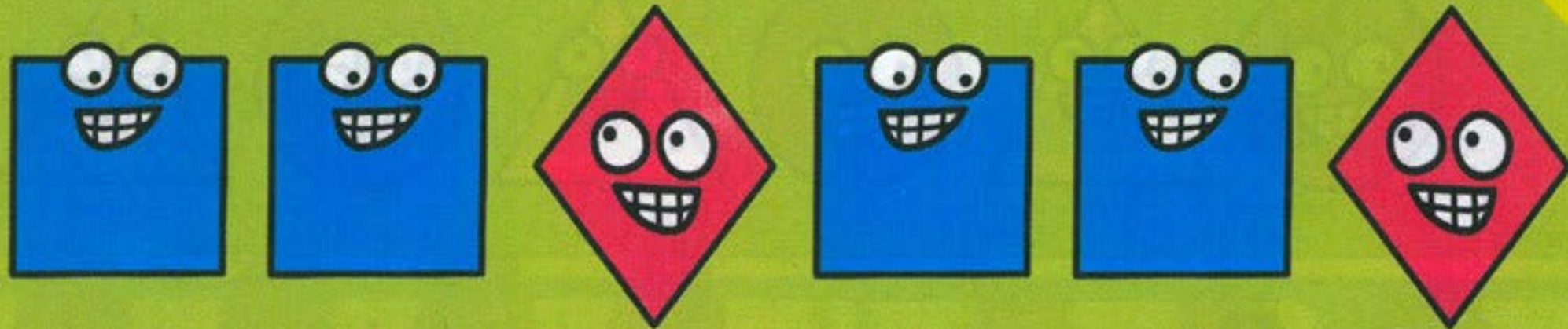


TS: In this practice, help the learners get the pattern of the above pictures. Then, ask them to find the similar pattern from the below pictures.



A

Look at this pattern.



B

Now choose the different one.



Let's Review

Let's Classify

Unit 2

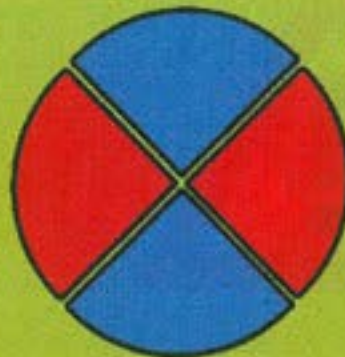


**A**

Look at this.



Then, choose the similar one based on its pattern.



**B**

Look at this.



Which one is different?



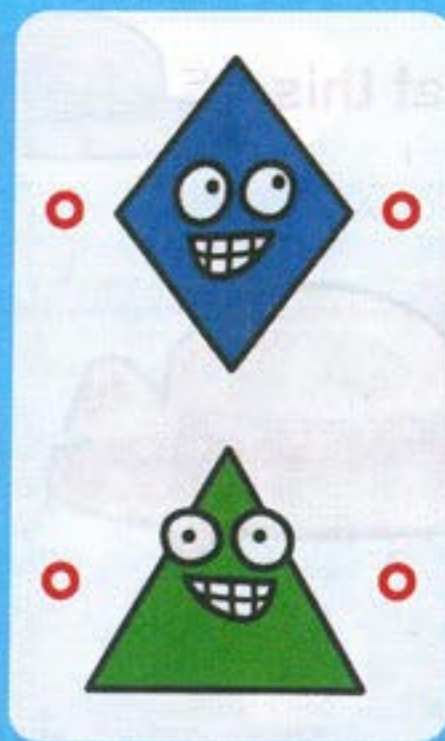
TS: Tell the learners that for two things to be similar, they must not be exactly the same. There are some other features that must be similar between these two to call them similar.



**A** Look at these pictures.



**B** Match each picture to the correct shape.



Let's Review

Shapes

Unit

3



**A**

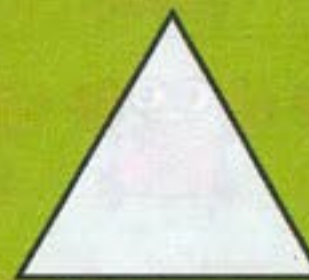
Color the



in blue and

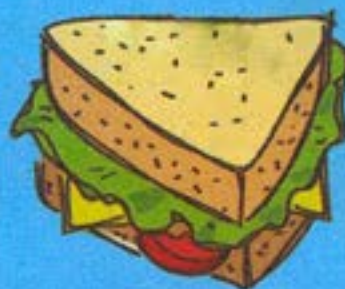


in purple.



**B**

Group the pictures based on their shapes.



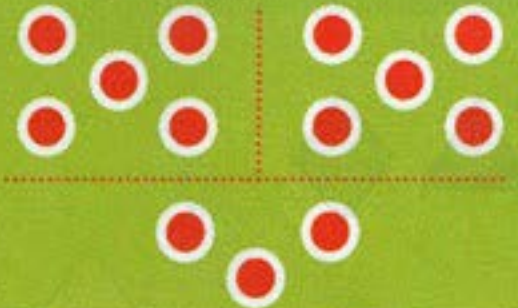
TS: Beside doing these activities, you can also use some objects around you to make your teaching pleasant and straight.



Look and say.



Thirteen crabs



13

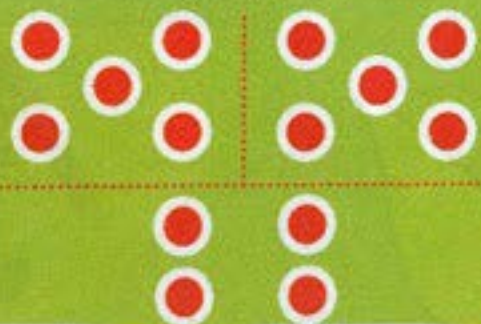


Tick (✓) the basket that have 13 eggs in it.



4





Look and say.



14

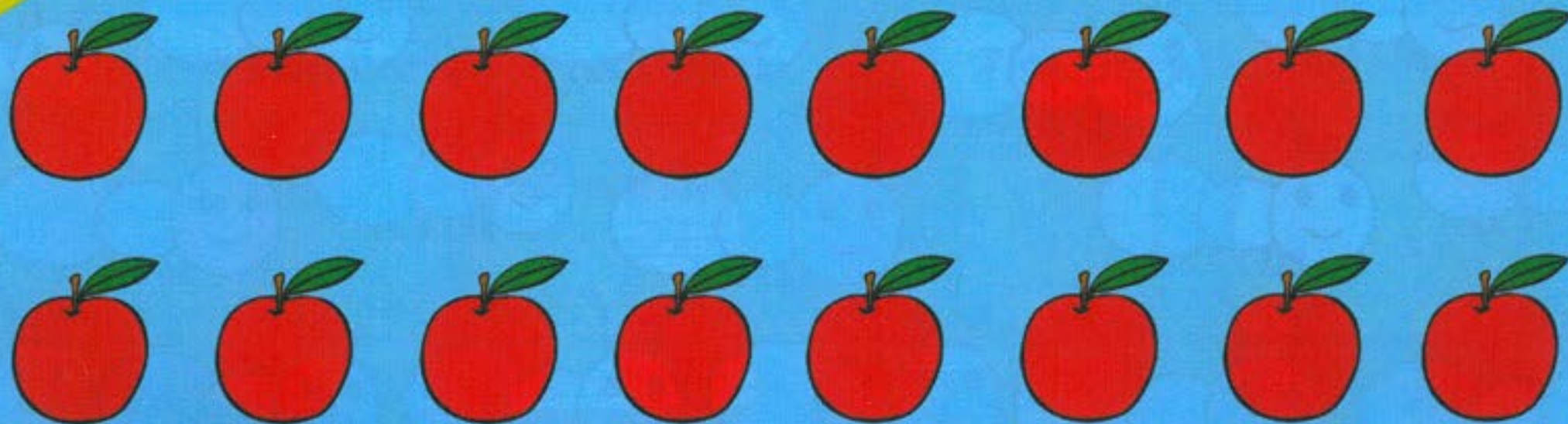


Fourteen stars

3



Draw a closed line around 14 apples.



TS: Help the learners to count with the help of hands but not the fingers. Tell them that in each hand there are five fingers.

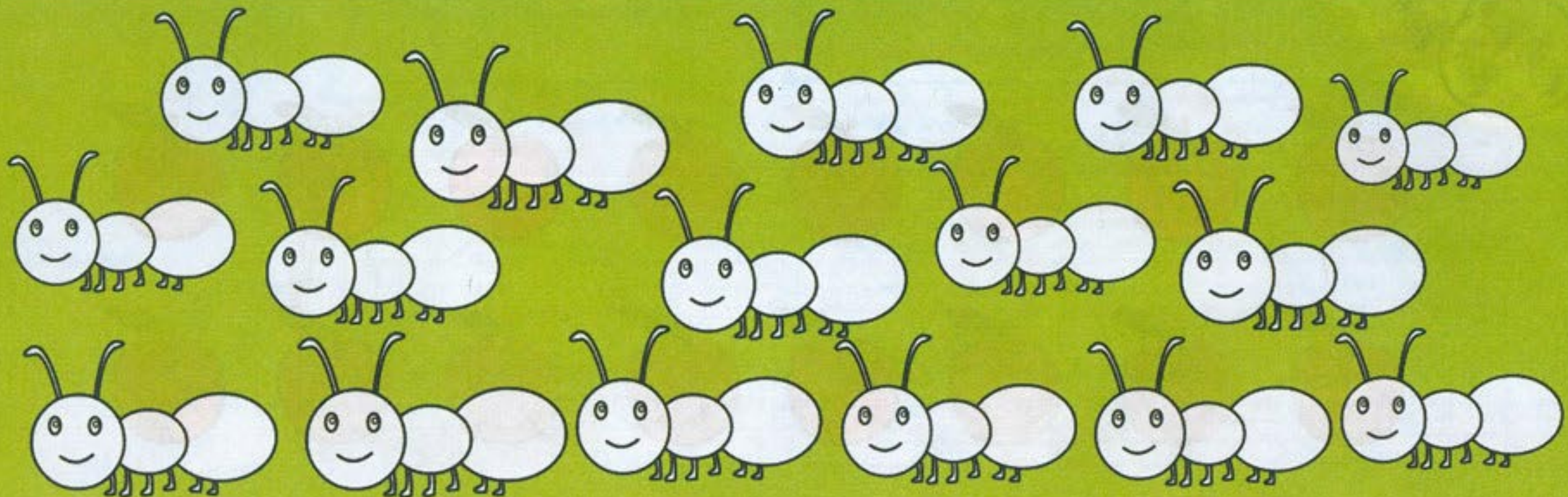
Unit **4**

Let's Count

Let's Review



**A** Color 14  in blue and color 13  in brown.





**A** Look. Some objects are wide and some others are narrow.

Narrow



Wide



**B** Follow the directions.

Circle the narrower notebook.



Tick the wider monitor.



TS: First, ask the learners about the difference between wide and narrow. Then, start with these practices.

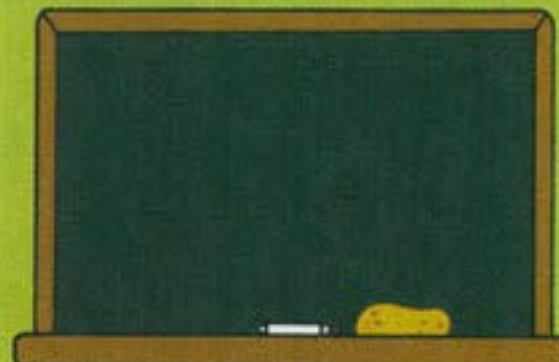
# Unit 5

## Size

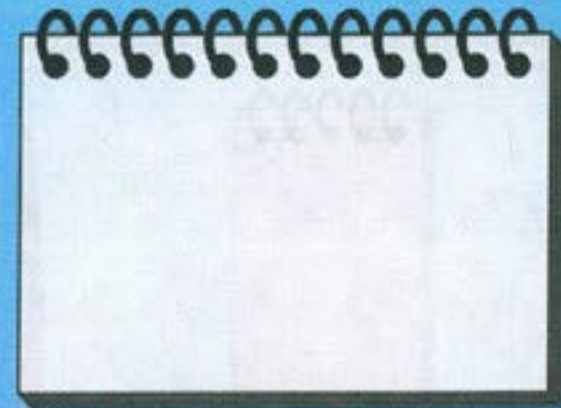
## Let's Review



**A** Tick the widest. Circle the narrowest.



**B** Color the narrower pictures.



TS: In this section, the learners learn about superlative adjectives. First, elaborate on each of these adjectives separately. Then, check the learners' understanding by the help of these practices.



2 3



A

Look at these pictures. Then, choose the correct answer.



B

Are there fewer



or



?



C

What color is



?



D

Add 2 to the number of



. Circle the total number.?

9

7

TS: Here the concepts of "color" and "shape" are mixed to provide harder practices for the learners. Try to involve them in this activity.

# Unit 6

## Let's Compare

## Let's Review



**A** Look at these pictures. Then, follow the directions.

4 5



**B** Count the red pictures.

3 4

**C** Count the . Then, circle the correct number. 5 3

**D** Are there fewer  or  ?

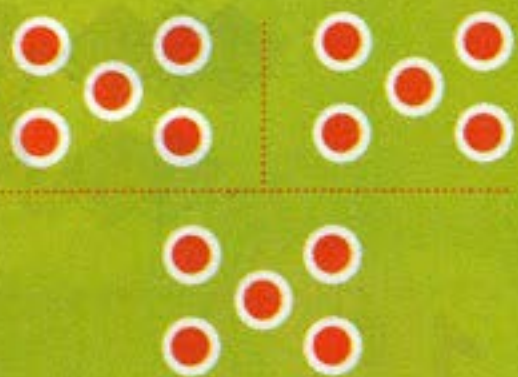




Count 15

Let's Count

Unit **7**



**A** Look and say.

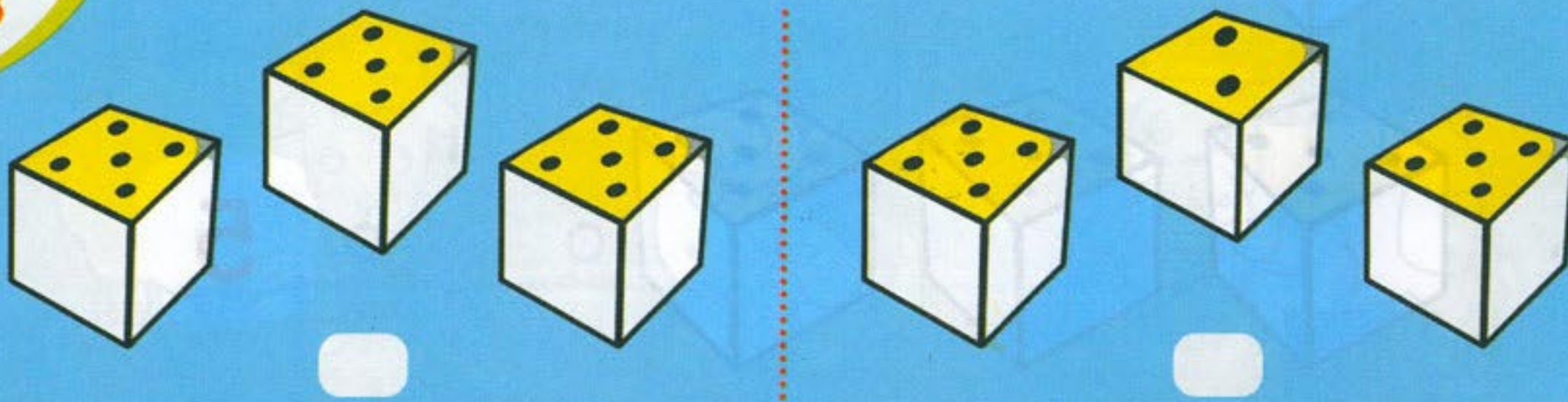


**15**

Fifteen fish



**B** Guess which group shows number 15 without counting the dots.



TS: The learners should know that each of these five dots are a single group that each of them makes 5, two of them make 10 and three of them make 15. Use it as a clue for making a pattern for the learners.



Match each picture to the correct number.



15



10



5

## Beside and Between

## Positions

## Unit



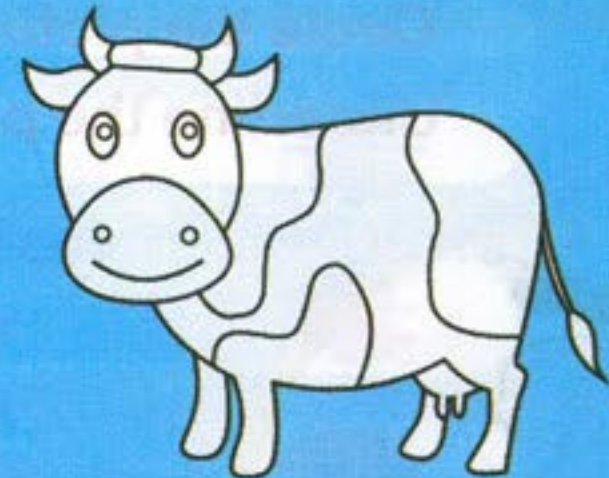
**A** Look.

The apple is beside the doll.  
The book is beside the doll.  
The doll is between the  
apple and the book.



**B** Follow the direction.

Color the animal between the sheep and the cow.



**TS:** Here you can show objects to the learners and talk about their positions. Ask them about the position of objects on a table.

Unit



Positions

Top, Middle and Bottom



**A** Look at these pictures.



Middle



Top

Bottom

**B** Follow the directions.

- Color the picture at the top.
- Circle the picture at the middle.
- Underline the picture at the bottom.





Let's Review

Positions

Unit



**A** Look at the pictures. Then, color based on the directions.



**B**

Color the doll at the top .



**C**

Color the car in the middle.



**D**

Color the ball at the bottom.



TS: Check the overall learners' understanding of positions by doing this activity. Here, you can find out about the difficulties the learners are facing with.

# Glossary

