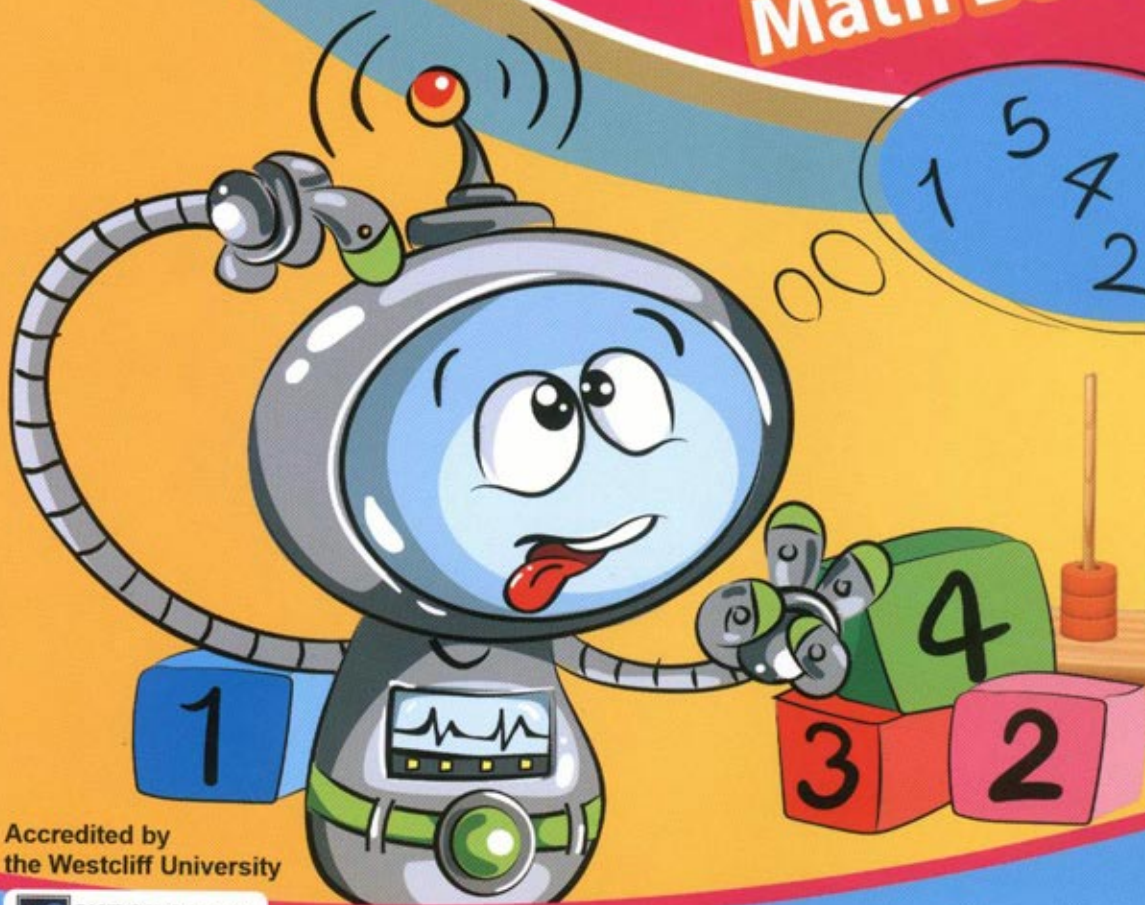


Khate Sefid English Books

for Kids

Tip Top

Math Book



Accredited by
the Westcliff University



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

In the Name of God



Tip Top Math Book 4

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



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سرشناسه : توانایی، مجید، ۱۳۹۳
Tavanaie, Majid
عنوان و نام پدیدآور : Tip Top Math Book 4 / Author Majid Tavanaie / Editor Ivan H. Williams
مشخصات نشر : تهران : موسسه خط سفید دانش، ۱۳۹۷
مشخصات ظاهری : ۲۴ ص. : مصور (رنگی)
شابک : ۹۷۸-۶۰۰-۸۰۲۷-۴۱-۶
وضعیت فهرست نویسی : فیا
شناسه افزوده : Williams, Ivan H.
رده بندی دیویی : ۴۲۸ / ۲
شماره کتابشناسی ملی : ۵۱۷۰۰۵۶

Tip Top Math Book 4

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Designer: Malihe Dashti

Publisher: Khate Sefid Danesh Inst.

First Published: 2018

Printed at: Dana Printing House

Circulation: 3000

Price: 190000 R

ISBN: 978-600-8027-41-6

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Central Office: No. 134, Between 12 Farvardin & Ordibehesht, Shohadaye Jandameri St., Enghelab Sq., Tehran, Iran. 021-66417694

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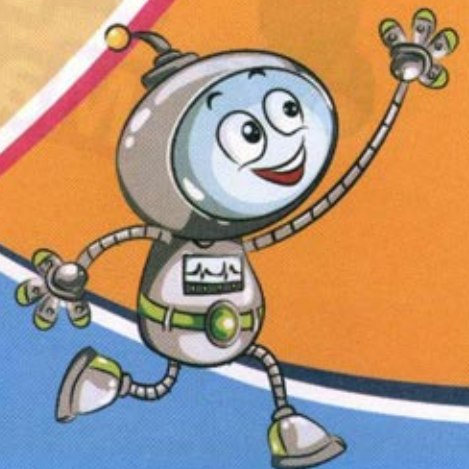
Sales Department: 09102015200

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Unit 1 Let's Count

Count 16	4
Count 17	5
Let's Review	6

Unit 2 Let's Classify

Same and Different	7
Different Type	8
Let's Review	9

Unit 3 Shapes

Identify Hearts and Stars	10
Let's Review	11

Unit 4 Let's Count

Count 18	12
Count 19	13
Let's Review	14

Unit 5 Size

Thick and Thin	15
Let's Review	16

Unit 6 Let's Compare

Fast and Slow	17
Let's Review	18

Unit 7 Let's Count

Count 20	19
Let's Review	20

Unit 8 Position

Before and After	21
In front of and Behind	22
Let's Review	23
Glossary	24



Look and say.

16 Sixteen leaves

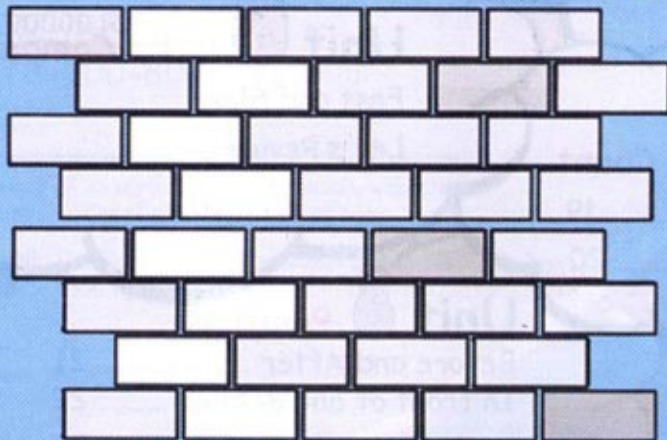


16



Color 16 bricks.

2



Count 17

Let's Count

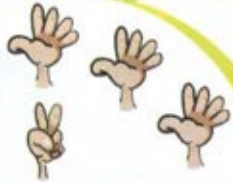
Unit

1



17 Seventeen glasses

A Look and say.



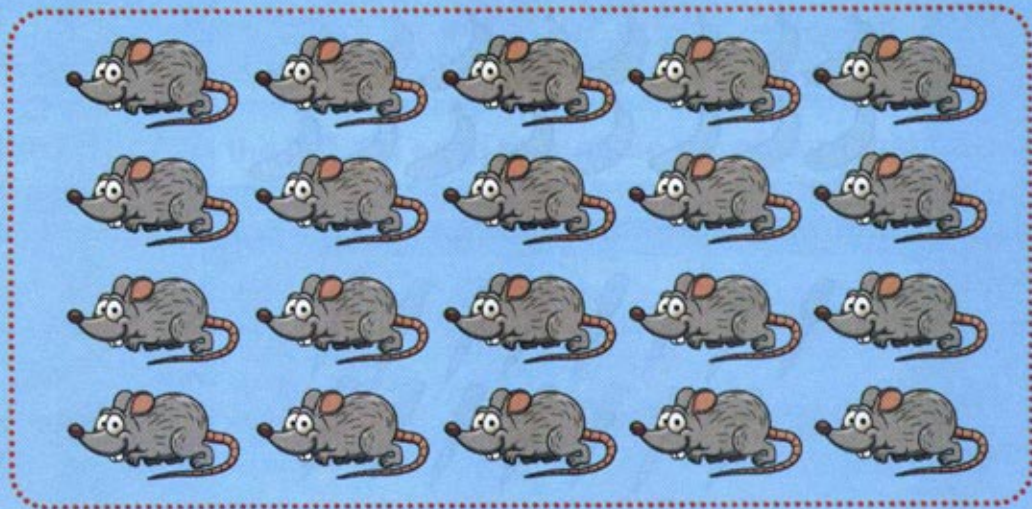
17



3



B Make a group of 17 rats.



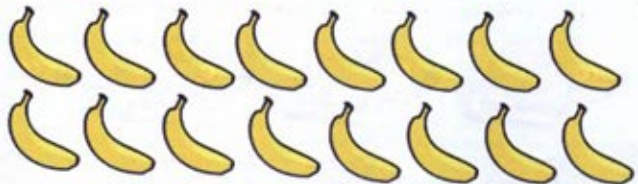
TS: For teaching numbers, use classroom stuff. The learners have a better connection with the objects that they are familiar with.



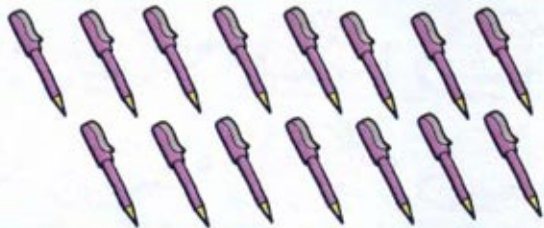
A Match the numbers with the pictures.



16



15



17

Same and Different

Let's Classify

Unit 2



A

Cross out (x) the different objects.



B

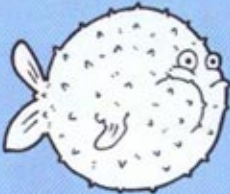
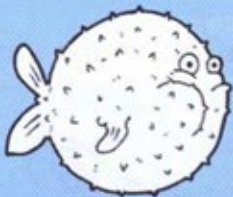
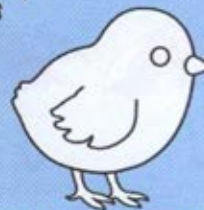
Look at the picture on the left. On each row, circle the picture that is the same.



TS: Bring some objects to the class. Show learners how they differ from one another.



Which one belongs to a different type? Color it.



TS: In this practice, all the objects are from the same category, but one of them differs from the others. Help the learners distinguish among them.



Let's Review

Let's Classify

Unit **2**

Cross out (x) the different object.



Circle the two things which are exactly the same.



TS: Bring some objects to the class for teaching "different" and "same". Then, continue with these practices.

Unit 3

Shapes

Identify Hearts and Stars



A Look at these pictures.




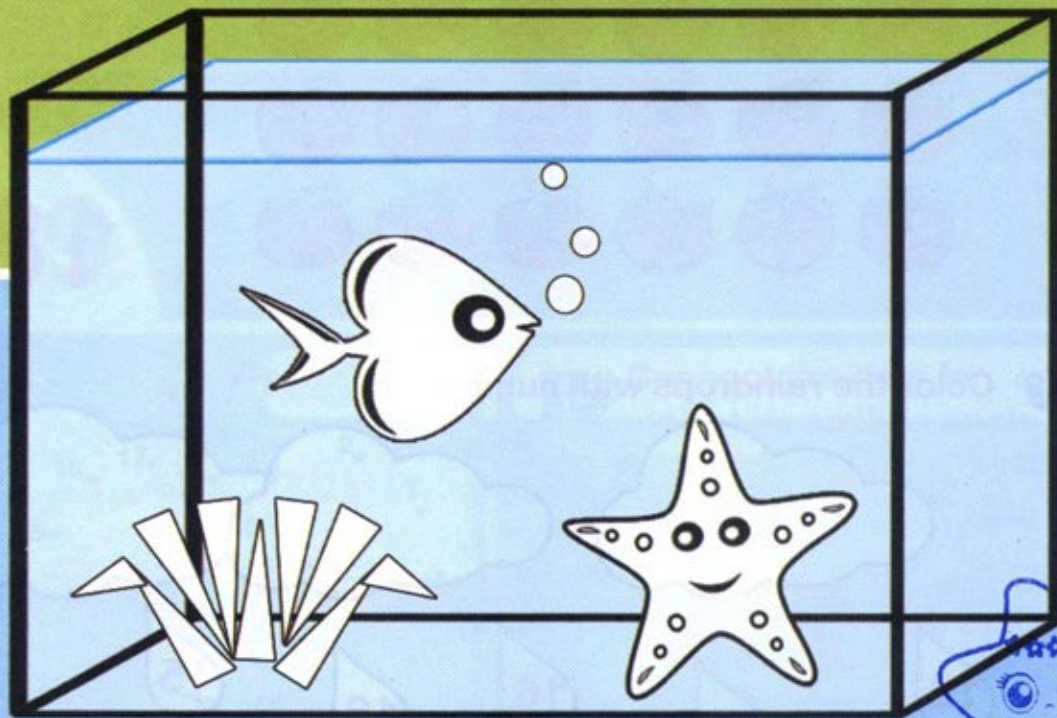
B Join the similar shapes.



TS: Introduce the heart and star shapes to learners.



Color  yellow,  red,  blue.



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



Look and say.

18 Eighteen tomatoes



18



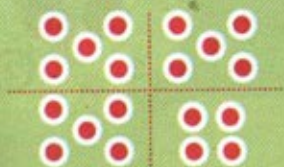
Color the raindrops with number 18.



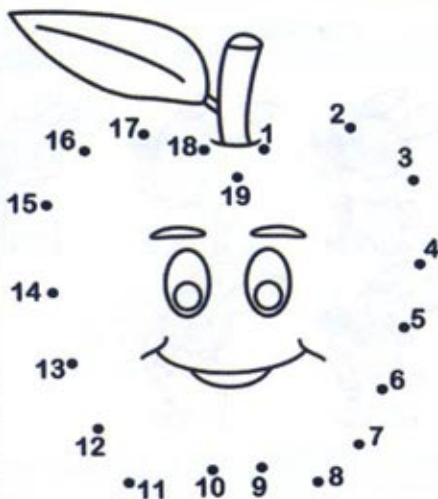


19 Nineteen potatoes

A Look and say.



19



B Connect the dots to make this smiling apple.



TS: Take advantage of classroom stuff for teaching. In this practice, the numerical order is important. The learners should connect the dots from the beginning to the end numerically.



A Count the pictures and circle the correct number.



3

2



18

15



10

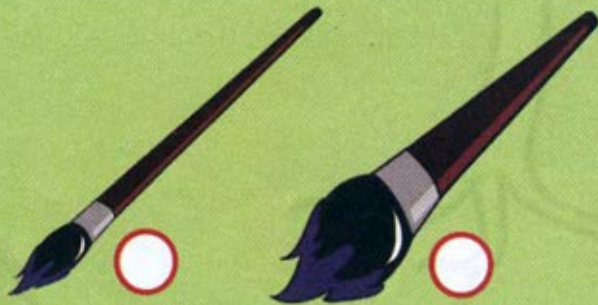
12



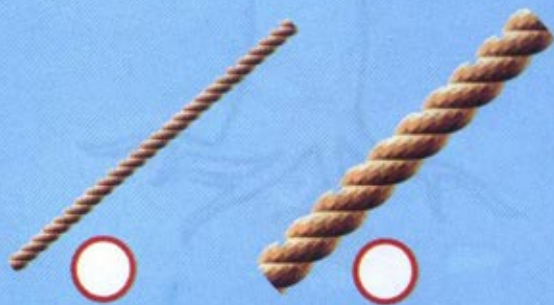
Look. Some objects are thick and some are thin.



Tick (✓) the thicker.



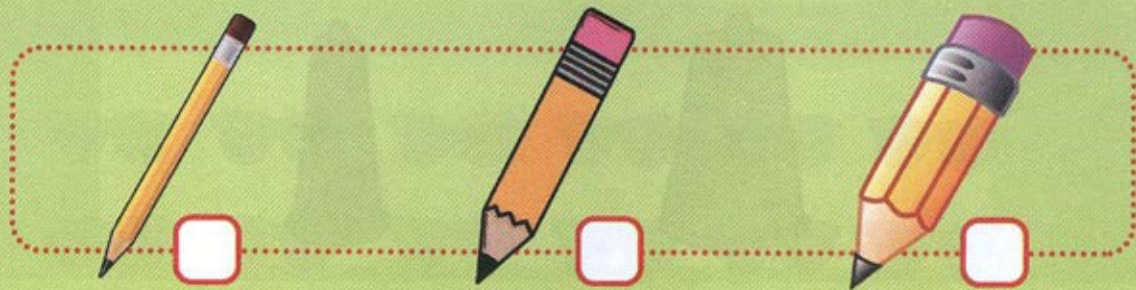
Tick (✓) the thinner.



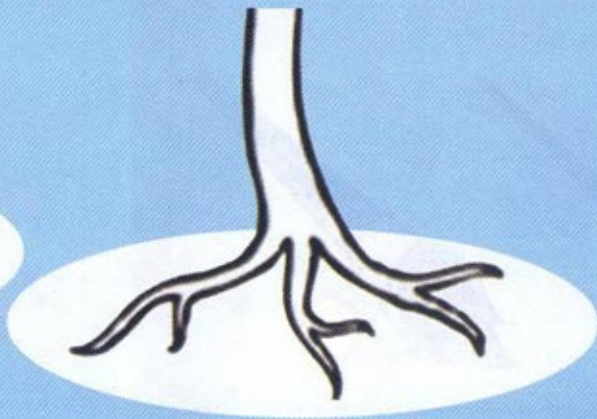
TS: You can teach these two concepts by showing the same pictures or real objects like two dolls. And help them distinguish the difference between those two objects. When you are sure they have learned the concept, you can do the activity.



A Put a tick (✓) for the thickest pencil and put a cross (×) for the thinnest one.



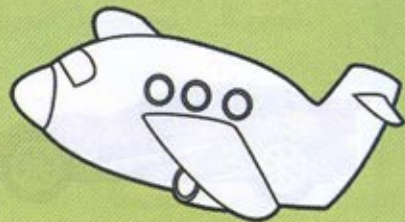
B Color the thicker.



Fast and Slow

Let's Compare

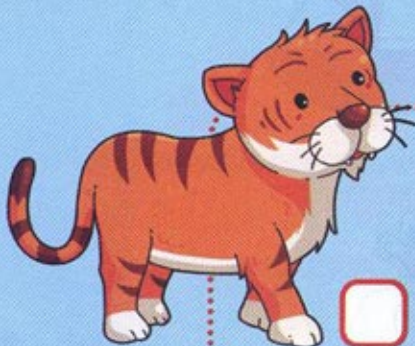
Unit 6



Color the fastest.



Tick (✓) the slowest animal.



TS: First of all, you should make the meaning of fast and slow clear for the learners by using some examples, such as showing some films about races among bikes, cars or animals and asking them to guess about the winner. Then she/he can do these activities.

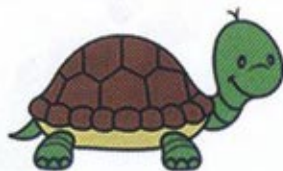
Unit 6

Fast and Slow

Let's Review



A Tick (✓) the faster and cross out (✗) the slower.





Count 20

Let's Count

Unit

7

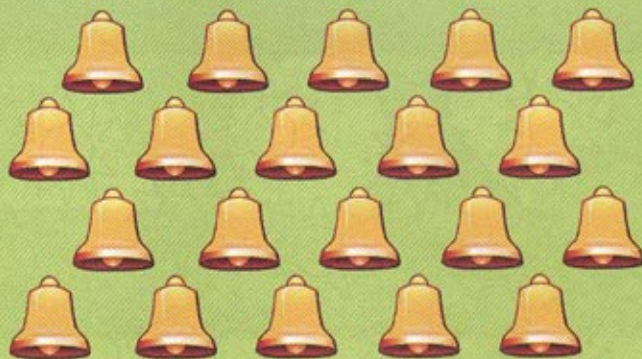
20 Twenty bells



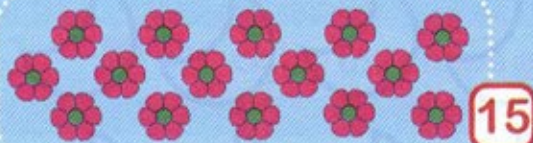
Look and say.



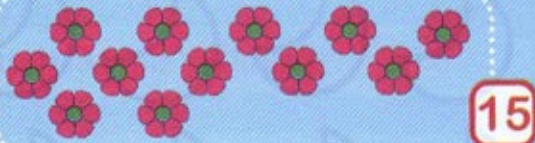
20



Make the collections equal.



15



15



20

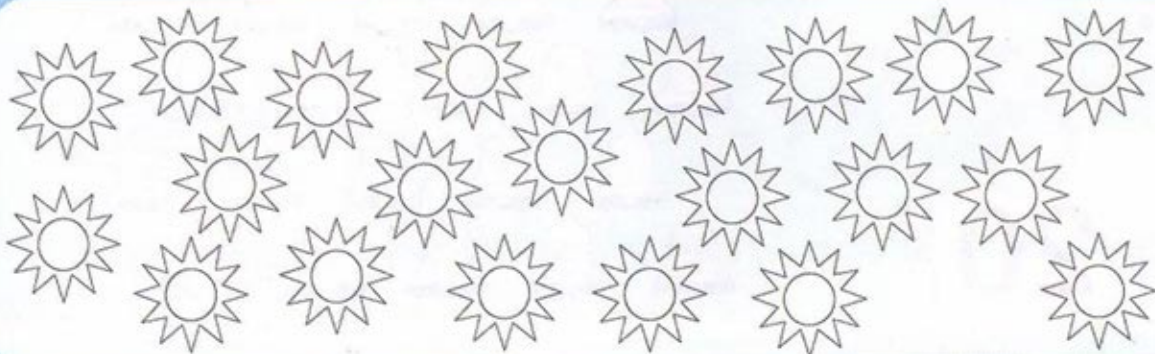


20

TS: Before starting this activity, have a brief review of the previous numbers. You can bring some candies and give them to learners by counting. Or bring some small lovely toys or objects for counting.



A Color enough things so they match the number in each box.



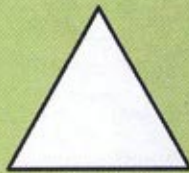
14



10



Look at the shapes.



Color the shape after the star pink.



Color the shape before the triangle blue.



Color the shape after the triangle yellow.



Color the shape before the star green.



Color the shape after the circle red.

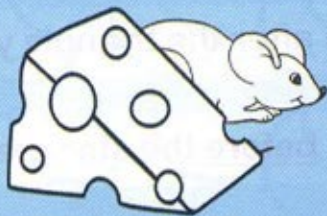
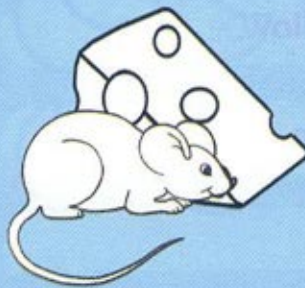
TS: In this section, the teacher and the children can stand in line. The teacher can teach them the concepts of before and after in a funny way.



Look at the pictures.



Color the mouse behind the cheese.
Circle the monkey in front of the box.



TS: Before starting this activity, do some preparatory activities by hiding behind a chair and standing in front of it to teach learners the meaning of 'in front of' and 'behind'.



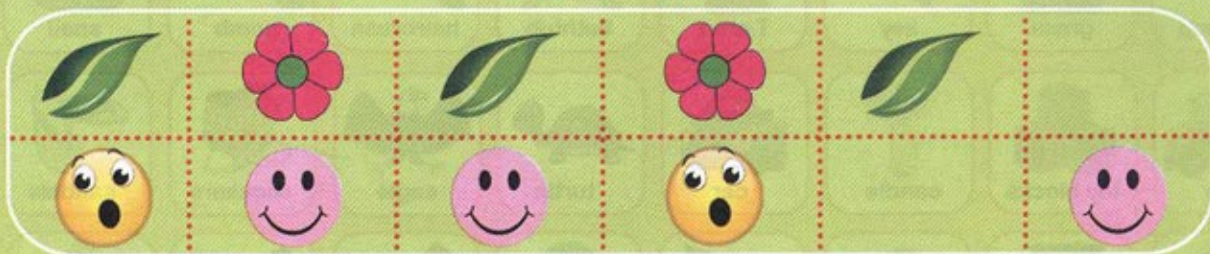
Let's Review

Positions

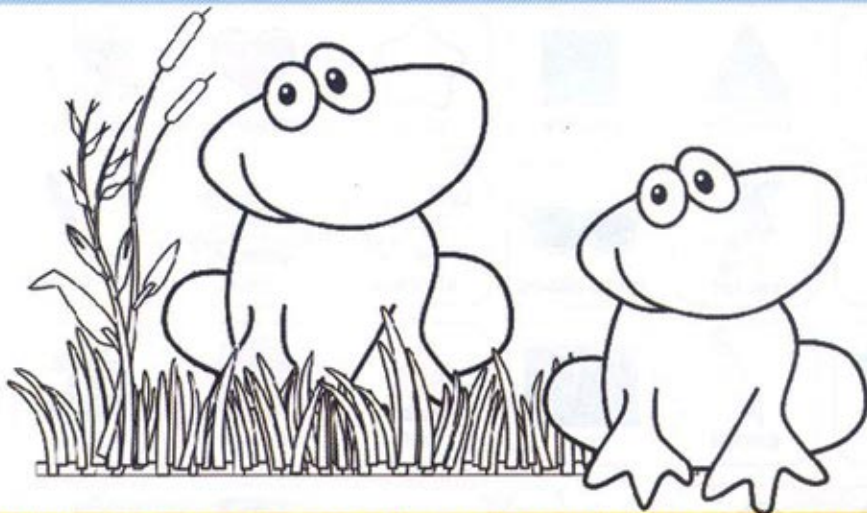
Unit



A Continue the pattern.



B Color the frog that is behind the grass.



TS: The above activities are helpful for checking the learners' level of understanding of these two concepts.

Glossary



leaf



glass



brick



balloon



pen



carrot



banana



umbrella



tiger



Lollipop



grass



key



T-shirt



bath tub



hairbrush



comb



snail



bike



bus



toy blocks



candle



car



turtle



eagle



sneakers



sandals



cloud



hat



spool



fish



kite



balloon



fork



spoon



starfish



toothbrush



kettle



circle



triangle



square



star



heart



tomato



raindrop



boat



potato



apple



rabbit



sunglasses



airplane



rope



painting brush



match



lock



sun



tree



pencil



root



bell



flower



house



dog



jacket



worm



cheese



mouse



moon



box



monkey



frog

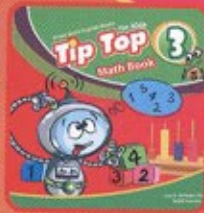
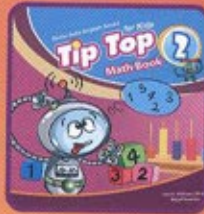


duck



Tip Top 4

Math Book



Tip Top Math Books are a great resource in which we did our best to help learners, aged 3 to 6, to develop stronger understanding of essential math issues for formal schooling. This series is packed progressively with activities which are created to engage the learners in the complex process of critical thinking and developing cognitive skills. As the main tool of learning, the learners are supposed to "listen to their teacher". This is based on child's first language acquisition through listening to meaningful language. So, what really matters here is the teacher's language as the learners' input. This input should be friendly, real, simple, meaningful and based on young learners' needs. The teacher's communicative skill is also important here. Examples are the other important factor in teaching math. The well-developed practices, attractive illustrations and simple instructions are other facets that made this series really suitable for using both at home and in kindergarten.

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