Vision Empower & XRCVC

Teacher Instruction KIT

Playing with numbers

Syllabus: Karnataka State Board
Subject: Mathematics
Grade: 6
Textbook Name: Math Text cum workbook
Chapter Number & Name: 3, Playing with numbers

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objective

Students will be able to:

- understand the concept of factors and multiple.
- understand the concept of prime and composite numbers.
- understand the tests for divisibility of numbers.
- understand common factors and common multiples.
- understand the concept of prime factorization of numbers.
- understand the concept of lowest common multiple.
- understand the concept of the highest common factor.

Prerequisite Concept

- Factors, multiples, prime and composite numbers.

TIK_MATH_G5_CH4_Factors and Multiples.

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*Kindly Note: Activities marked with * are mandatory*

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name : Whole numbers

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user: admin@example.com

2. LEARN

2.2 KEY POINTS

- Factors: A factor is a number that divides into another number exactly and without leaving a remainder. Most numbers have an even number of factors; however, a square number has an odd number of factors. A prime number has only two factors - the number itself and 1.

- Multiples: A multiple of a number is that number multiplied by an integer. A multiple is a number that can be divided by another number a certain number of times without a remainder.
- Prime numbers: prime numbers are whole numbers greater than 1, that have only two factors – 1 and the number itself. Prime numbers are divisible only by the number 1 or itself. For example, 2, 3, 5, 7 and 11 are the first few prime numbers.
- Composite numbers: A composite number is a positive integer that can be formed by multiplying two smaller positive integers. Equivalently, it is a positive integer that has at least one divisor other than 1 and itself.
- Highest common factor: The highest common factor of two numbers is the largest whole number which is a factor of both.
- Lowest common multiple: The lowest common multiple or least common multiple is the lowest multiple two numbers have in common.

2.2 LEARN MORE

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

Activity 1: Factors.
Materials Required: Ice cream sticks
Prerequisites: None

Activity Flow

- *Give them 8 Ice cream sticks.*
- *Ask them if a group of 8 sticks have to be formed out of 8 sticks then how many such groups can be formed?*
  Answer: 1 group.
- *Ask them, how many groups can be formed for 8 sticks such that each group should have an equal number of 2 sticks?*
  Answer: 4 groups.
- *Ask them, how many groups can be formed for 8 sticks such that each group should have an equal number of 3 sticks?*
  Answer: 2 groups of 3 sticks and 2 sticks will be left. So making a group of 3 will not divide the total number of sticks into groups of an equal number of sticks.
- *Ask them, how many groups can be formed for 8 sticks such that each group should have an equal number of 4 sticks?*
  Answer: 2 groups.

- *Ask them, how many groups can be formed for 8 sticks such that each group should have an equal number of 5 sticks?*
  Answer: 1 group of 5 sticks and 3 sticks will be left. So, even making a group of 5 will not divide the number 8 into groups of equal numbers of sticks.
- *Similarly, even making groups of 6 and 7 will not divide the number 8 into groups of equal numbers of sticks.*
- *So, ask the students to list the numbers, which will divide the number 8 into equal parts into the groups.*
  Answer: 1, 2, 4 and 8. And these numbers are the factors of 8. Where, number 3, 5, 6 and 7 are not the factors of 8.
- *Ask the students, do the same activity to find factors of 14.*

3.2 CONCEPT INTRODUCTION ACTIVITIES

CONCEPT OF FACTORS

Activity 2: Concept of factors

Materials Required: None

Prerequisites: Division

Activity Flow

- *Ask 6 students to form a single line. And ask the students how many students are there in a line.*
  Answer: 6.
- *Ask them to form two lines such that both the lines should have equal numbers of students. Then ask how many students can stand in each line.*
  Answer: There should be 3 students in each line.
- *Ask them to form three lines such that the number of students in each line should be the same.*
  Answer: There should be 2 students in each line.
- *Also, ask them the total number of students in each step.*
  Then explain to the students that the numbers of students in a single line are $6 = 1 \text{ times } 6$.
  The total number of students standing in two lines are $6 = 2 \text{ times } 3$.
  The total number of students standing in three lines are $6 = 3 \text{ times } 2$.
- *So, the numbers 1, 2, 3 are the factors 6.*

The above activities are to get the concept of factors. Suppose, if we want to find factors of a large number then it would not be possible to do it by collecting marbles and dividing, as it would be time-consuming. So, through dividing the number by the number less than the given

number and observing if the remainder is zero then the dividend will be the factor of that number.

Explain the concept of factors by giving the following example.

Factors for the number 10.

1. *Since number 1 can divide any number. So, 1 is a factor of 10.*
2. *Number 2 can divide 10 with quotient 5 and remainder 0. So, 2 is a factor of 10.*
3. *Number 3 can divide 10 because it has quotient 3 and remainder 1. So, 3 is not a factor of 10.*
4. *Number 4 can divide 10 with quotient 2 and remainder 2. So, 4 is not a factor of 10.*
5. *Number 5 can divide 10 with quotient 2 and remainder 0. So, 5 is a factor of 10.*
6. *Number 6 can divide 10 with quotient 1 and remainder 4. So, 6 is not a factor of 10.*
7. *Number 7 can divide 10 with quotient 1 and remainder 3. So, 7 is not a factor of 10.*
8. *Number 8 can divide 10 with quotient 1 and remainder 2. So, 8 is not a factor of 10.*
9. *Number 9 can divide 10 with quotient 1 and remainder 1. So, 9 is not a factor of 10.*
10. *Number 10 can divide 10 with quotient 1 and remainder 0. So, 10 is a factor of 10.*

We can observe that 10 can be written as: $10 = 1 \text{ times } 10$, $10 = 2 \text{ times } 5$, $10 = 5 \text{ times } 2$, $10 = 10 \text{ times } 1$ *and knows that 1, 2, 5, 10 are exact divisors of 10. This is nothing but the factors of 10.*

Also, observe that each of the factors of any number, in general, will be less than or equal to that number.

Activity 3: Spotting factors

Materials Required: Braille cards from 1 to 50,

Prerequisites: Concept of factors

Activity Flow

- *Make two groups A and B.*
- *Let the teacher hold all 50 Braille cards in his/her hand.*
- *Let one from group A pick up a card having any number(for example, consider 28) and keep it with him. Then one of them from group B should take all those cards having numbers which are factors of number 28, and keep it with him/her in group B.*
- *Similarly, now any one of them from group B picks up a card from and keeps it with them. From the cards that are left, one of them from group A picks up all those cards whose numbers are factors of the numbers on group B's card. Group A put them on the previous card that they have collected.*
- *The game continues like this until all the cards are used up.*

- *Group A will add up the numbers on the cards that they have collected. Group B too will do the same with their cards. The group with a greater sum will be the winner. The game can be made more interesting by increasing the number of cards.*
- *When we write a number 28 as* $28 = 7$ times 4, *we say that 7 and 4 are factors of 28. We also say that 28 is a multiple of 7 and 4.*
- *We can say that a number is a multiple of each of its factors.*

CONCEPT OF MULTIPLES

Activity 4: Introducing the concept of multiples.

Materials Required: Lego blocks

Prerequisites: Multiplication

Activity Flow

- *Let us say, each Lego block has a length of 3 units.*
- *Arranged 5 Lego blocks horizontally next to each other on the floor. Then only 4 blocks upon 5 blocks again 3 on top of 4 blocks, 2 on top of 3 blocks and 1 on top of 2 blocks.*
- *Ask the students to observe the pattern of arranged blocks. This looks like a ladder or staircase. And ask them to find the length of each Lego block from top to the next Lego block stepwise.*
- *Then the length of the block at the top is 3=1 times 3 units. The length of the Lego block is* $3+3=6$ *units, also,* $6 = 2$ times 3. *The length of the next block is* $3+3+3=9$ *units, also* $9 = 3$ times 3.
- *Continuing this way we can express the other length as* $12 = 3+3+3+3 = 3$ times 4, $15 = 3$ times 5 .
- *We say that the numbers 3, 6, 9, 12, 15 are multiples of 3.*

PRIME AND COMPOSITE NUMBERS

Activity 5: Prime and composite numbers.

Materials Required: Braille cards from 1 to 50 and Taylor frame.

Prerequisites: None

Activity Flow

- *Ask the students to list the factors for the numbers from 1 to 10.*
- *Let them observe the factors of all numbers, ask them to list the numbers having two factors 1 and the number itself. Such numbers are 2, 3, 5, 7, 11, etc. These numbers are prime numbers. The numbers other than 1 whose only factors are 1 and the number itself are called prime numbers. The numbers which are not prime numbers or numbers having more than two factors are called composite numbers.*

Example: 4, 6, 8 etc.

Note: 1 is neither prime nor composite number.

- *Make two groups A and B.*
- *Let the teacher hold all 1 to 50 Braille cards.*
- *Call out any number for which group A should come and take the nearest prime number card of that number and group B should take the nearest composite number. Also, ask them to give reason to choose that particular number is prime or composite.*
- *Continue the game till the cards are over, and then ask both the groups to count the number of cards they have collected. We observe that group A will have fewer cards compared to group B.*
- *Now, let both group A and B add all the numbers they have collected. And observe that group B will have more sum than group A. Hence, we observe that there are fewer prime numbers than composite numbers.*
- *Example: If the given number is 5, then group A has to take both 3 and 7because these two numbers are at equidistant from 5. Similarly, group B can take the nearest composite number 4 and 6.*
- *Do the following activity to find prime numbers without actually checking the factors of a number:*

For this activity, follow the instructions given in the book. Ask the students to write numbers from 1 to 50 on the Taylor frame or ask them to write numbers from 1 to 50 on the sheet. Then according to instruction, when it comes to striking out the numbers, let the student remove types if they are doing it in Taylor frame or erase numbers on the sheet if they are doing it on sheet. So that students can observe it practically or later even if they will be able to play.

The instructions are:

1. *Cross out 1 because it is not a prime number.*
2. *Encircle 2, cross out all the multiples of 2, other than 2 itself, i.e. 4, 6, 8 and so on.*
3. *You will find that the next uncrossed number is 3. Encircle 3 and cross out all the multiples of 3, other than 3 itself.*
4. *The next uncrossed number is 5. Encircle 5 and cross out all the multiples of 5 other than 5 itself.*
5. *Continue this process till all the numbers in the list are either encircled or crossed out. All the encircled numbers are prime numbers. All the crossed-out numbers, other than 1 are composite numbers. This method is called the Sieve of Eratosthenes*

TEST FOR DIVISIBILITY OF NUMBERS

Activity 6: Introducing the tests for divisibility of numbers.

Materials Required: Taylor frame
Prerequisites: Multiplication and division.

Activity Flow

- *Ask the students to find factors of 1234.*

- *To find factors or to find the divisors for the given number, we need to check all the numbers, which is tedious too. Hence, if we know the following tests for divisibility for numbers from 2 to 11, then it would be much easier and faster to decide the factors.*
- *Divisibility by 2: A number is divisible by 2 if it has any of the digits 0, 2, 4, 6 or 8 in its one's place.*
  Example: 20, 222, 324, 1096, 5988.
- *Divisibility by 3: If the sum of the digits is a multiple of 3, then the number is divisible by 3.*
  Example: Number 723. Add the digits, $7+2+3=12$*. So, 12 is a multiple of 3. Hence number 723 is divisible by 3.*
- *Divisibility by 4: A number with 3 or more digits is divisible by 4 if the number formed by its last two digits (i.e. ones and tens) is divisible by 4.*
  Example: 879 is not divisible by 4 because the last two digits 79 is not divisible by 4.
  2984 is divisible by 4 because the last two digits 84 are divisible by 4.

The divisibility for numbers with 1 and 2 digits by 4 has to be checked by actual division.

- *Divisibility by 5: A number which has either 0 or 5 in its one's place is divisible by 5.*
  Example: 700, 345, 1295 etc.
- *Divisibility by 6: If a number is divisible by 2 and 3 both then it is divisible by 6 also.*
  Example: 312 is divisible by both 2 and 3, so it is also divisible by 6.
- *Divisibility by 8: A number with 4 or more digits is divisible by 8 if the number formed by the last three digits is divisible by 8.*
  Example: 78936. Last 3 digits 936 is divisible by 8. So, the number 78936 is divisible by 8.
- *The divisibility for numbers with 1, 2 or 3 digits by 8 has to be checked by actual division.*
- *Divisibility by 9: If the sum of the digits of a number is divisible by 9, then the number itself is divisible by 9.*
  Example: Number 9723; add the digits, $9+7+2+3=21$*. Sum 21 is divisible by 9, so number 9723 is also divisible. 10,345 is not divisible by 9.*
- *Divisibility by 10: If a number has 0 in the one's place then it is divisible by 10.*
  Example: 90, 280, 60500 etc.

- *Divisibility by 11: Find the difference between the sum of the digits at odd places (from the right) and the sum of the digits at even places (from the right) of the number. If the difference is either 0 or divisible by 11, then the number is divisible by 11.*
  Example: 56821, the sum of the digits at even place is $2+6=8$*; the sum of the digits at the odd place is* $1+8+5=14$*. The difference between the sum of digits at odd places and the sum of digits at even places is 6, which is neither 0 nor divisible by 11. Hence the number 56821 is not divisible by 11.*
- *Give them the sequence of numbers and ask them to find the divisors or factors. And also ask them to give examples for the divisibility tests of all numbers by writing it on Taylor frame.*

COMMON FACTORS AND MULTIPLES

Activity 7: Introducing common factors and common multiples.

Materials Required: Taylor frame

Prerequisites: Factors and multiples. Refer to TIK_MATH_G5_Factors and multiples.

Activity Flow

- *Ask the students to find factors of 12 and 34.*
  Factors of 12 are 1, 2, 3, 4, 6, and 12.
  Factors of 34 are 1, 2, 17, and 34.
- *Similarly, ask them to find the factors for the following numbers:*
  44, 56, 89 and 432.
- *Factors which are common to both the numbers are called common factors. So, the common factors of 12 and 34 are 1 and 2.*

Similarly, the factors of 19 are 1 and 19.

And the factors of 21 are 1, 3, 7 and 21.

So, the common factor of 19 and 21 is 1.

- *But here we call the number 19 and 21 as co-prime numbers since they have only 1 as a common factor.*
- *Ask the students to give more examples for co-primes and list five examples of numbers having more common factors than two.*
- *Ask the students to write the multiples of 3 and 2.*
  Multiples of 3 are 3, 6, 9, 12, 15, 18, 21, 24, 27 and 30.
  Multiples of 2 are 2, 4, 6, 8, 10, 12, 14, 16, 18 and 20.
  So, the common multiples of 2 and 3 are 6, 12 and 18.
  Similarly, ask the students to give examples of numbers having common multiples more than two.

PRIME FACTORIZATION

Activity 8: Introducing the concept of prime factorization of a number.
Materials Required: Taylor frame
Prerequisites: Factors

Activity Flow

- *Ask the students to find the factors of number 18.*
  Answer: The factors are 1, 2, 3, 6, 9 and 18.
- *Now, we have the factors of 18. I.e.* $1\times18=18$, $2\times9=18$ and $6\times3=18$.
- *Ask the students to express each factor to its simplest form.*
  - $2\times9=2\times3\times3$
  - $3\times6=3\times3\times2$
- *Ask the students to observe the factors which have been factored to its simplest form.*
- *In this factorization, the only factors 2 and 3 are prime numbers. Such a factorization of a number is called a prime factorization.*
- *The prime factorization of 18 is* $2\times3\times3$

Factor tree:

- *Ask the students to write the factors in Taylor frame in the form of a tree.*

- *The numbers at branch nodes are the prime factors of 48. I.e. the numbers which can't be factored further and it is in its simplest form,* $48=2\times2\times2\times2\times3$.

OR

- *They can use Ice cream sticks to represent arrows and Braille number cards for numbers to build factor trees.*
- *Similarly, ask the students to find the prime factors of the following numbers.*
  240, 565 and 986.

HIGHEST AND LOWEST COMMON FACTOR

Activity 9: Introducing the concept of the highest common factor.
Materials Required: Taylor frame
Prerequisites: Factors

Activity Flow

- *Ask the students to find the prime factorization of the following numbers.*
  20, 24 and 8.
  Answer: 20 = $2\times2\times5$, $24=2\times2\times2\times3$, $8=2\times2\times2$.

The Highest Common Factor (HCF) of two or more given numbers is the highest (or greatest) of their common factors. It is also known as the Greatest Common Divisor (GCD).
So, the HCF of 20, 24 and 8 is 4, because 2×2 *is the highest common factor in all three Numbers.*

- *Make two groups A and B.*
- *Ask one of group A to give two numbers to another group and ask for HCF of those two numbers.*

Activity 10: Introducing the concept of lowest common multiple.
Materials Required: Taylor frame, *dice and Braille number cards from 1 to 50.*
Prerequisites: Factors

Activity Flow

- *Ask the students to list at least 3 multiples of each number. Also, ask them to find the prime factors of the following numbers.*
  The multiples of 4 are 4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48, 52, 56, 60, 64, 68, 72, 76..., The multiples of 6 are 6, 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108 ...,The multiples of 8 are 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 94, 102, 120 ,...,
  So, the common multiple of 4, 6 and 8 are 24, 48 and 72.

Prime factors of 4, 6 and 8 are given below;
Answer: $4 = 2 \times 2$, $6 = 2 \times 3$ and $8 = 2 \times 2 \times 2$.

The Lowest Common Multiple (LCM) of two or more given numbers is the lowest (or smallest or least) of their common multiples.

Method 1:

To find the least common multiple of 4, 6 and 8 is 24 among the three multiples which is least or smallest is by listing the multiples of the given number and get the smallest common multiple among them.

Method 2:

In method 1, we should first list all the multiples of numbers then should see the least common multiple. And there is one more method to find the least common multiple through writing the prime factorization of each number.

Hence, we know the prime factorization of each number, in which we should select the occurrence of the maximum number of times the prime factors 2 or 3 or 5 etc.

Hence the least common multiple of 4, 6 and 8 is $2\times2\times2\times3=24$.
Here, 2 occurs three times and 3 once.

Method 3:

Write the given numbers horizontally and start dividing the numbers by the least prime number until all the numbers are divided completely. Then multiply divisors and that product will be the LCM of the numbers.

Ask the following questions to the students.

1. *Renu purchases two bags of fertilizer of weights 75 kg and 69 kg. Find the maximum value of weight which can measure the weight of the fertilizer exact number of times.*

   Answer: The maximum value of weight which can measure the weight of the fertilizer exact number of times is 3 kg. I.e. GCF of $75=15\times5=3\times5\times5$ *and* $69=3\times23$ *is 3.*

2. *Three boys step off together from the same spot. Their steps measure 63 cm, 70 cm and 77 cm respectively. What is the minimum distance each should cover so that all can cover the distance in complete steps?*

   Answer: The minimum distance each should cover so that all can cover the distance in complete steps is 7030 cm. I.e. LCM of 63, 70 and 77 is 7030.

- *Let each student get the turn to select a number from 1 to 50 and roll the dice.*
- *Since there are 6 numbers on dice and there will be 6 questions correspondingly.*
- *Now, the student has to take a random number Braille card and roll a dice. Depending on the number they get on dice and the corresponding question will be asked.*

The following 6 questions are:

1. *Write the factors for the number you got.*
2. *Write at least 10 multiples for the number.*
3. *Find the HCF for the number you got and its nearest prime number.*
4. *Find the LCM for the number you got and its nearest composite number.*
5. *Write the next two prime numbers for the number you got and add those prime numbers. Then find the factors for the sum.*

6. *Write the nearest prime and composite number for the number you got.*

Note: Teachers can frame their own questions like above and ask students for this game.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE*

Factors & multiples are also commonly used in our everyday lives. We use factors when we want to arrange things in different ways. For example, arranging books in rows & columns, making groups of children in different ways etc.

Some of the common applications in real life:

1. Dividing something equally:

   A key time you use factoring is when you must divide something into equal pieces. For example, if 6 people worked together to make brownies, and the pan of brownies yields 24 brownies, it would only be fair if everyone received the same number of brownies. Because 6 is a factor of 24, the brownies divide into equal shares without cutting them into smaller pieces. Dividing 24 by 6 gives a result of 4, so each person gets 4 brownies.

2. Understanding time:

   Time is another opportunity to use factoring in the real world. Every day contains 24 hours; if you must take a pill 3 times per day, you take 1 pill every 8 hours $(3 \times 8 = 24)$

4 EXERCISES & REINFORCEMENT

4.1 PRACTICE EXERCISES

Activity 11: Practice and Recall
Materials Required: None
Prerequisites: Factors and Multiples

Activity Flow

1. Write all the factors of the following numbers:
   a. 24
   b. 15
   c. 21
   d. 27
   e. 12
   f. 20

g. 18
h. 23
i. 36

2. Write the first five multiples of :
   a. 5
   b. 8
   c. 9
3. Find all the multiples of 9 up to 100.
4. What is the sum of any two (a) Odd numbers? (b) Even numbers?
5. State whether the following statements are True or False:
   (a) The sum of three odd numbers is even.
   (b) The sum of two odd numbers and one even number is even.
   (c) The product of three odd numbers is odd.
   (d) If an even number is divided by 2, the quotient is always odd.
   (e) All prime numbers are odd.
   (f) Prime numbers do not have any factors.
   (g) Sum of two prime numbers is always even.
   (h) 2 is the only even prime number.
   (i) All even numbers are composite numbers.
   (j) The product of two even numbers is always even
6. The numbers 13 and 31 are prime numbers. Both these numbers have the same digits 1 and 3. Find such pairs of prime numbers up to 50.
7. Write down separately the prime and composite numbers less than 20.
8. What is the greatest prime number between 1 and 10?
9. Express the following as the sum of two odd primes.
   (a) 44
   (b) 36
   (c) 24
   (d) 18
10. Give three pairs of prime numbers whose difference is 2.
11. Which of the following numbers are prime?
    (a) 23
    (b) 51
    (c) 37
    (d) 26
12. Fill in the blanks :
    a. A number which has only two factors is called a _____.
    b. A number which has more than two factors is called a _____.
    c. 1 is neither _____ nor _____.
    d. The smallest prime number is _____.

e. The smallest composite number is _____.
f. The smallest even number is _____

13. Using divisibility tests, determine which of the following numbers are divisible by 4; by 8:
    a. 572
    b. 5500
    c. 6000
    d. 1700
14. Using divisibility tests, determine which of the following numbers are divisible by 6.
    a. 1258
    b. 4335
    c. 61233
15. Find the common factors of :
    a. 20 and 28
    b. 15 and 25
16. Find the first three common multiples of:
    a. 6 and 8
    b. 12 and 18
17. Which of the following numbers are co-prime?
    a. 18 and 35
    b. 15 and 37
    c. 17 and 68

4.1 IMPORTANT GUIDELINES*

Exercise Reading

It is very important that the children practice their learnings as well as their Reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

Perform Textbook Activity

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible

Provide Homework

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in

Class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently

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