

# CogniEnhance

## COGNITIVE STRATEGIES FOR CHILDREN



# Building Strong Thinking Skills

## A Workbook to Help Your Brain Get Stronger

**Strong learning starts with strong thinking.**

Your brain has special skills that help you pay attention, remember things, solve problems, and keep going even when something feels tricky. When these thinking skills get stronger, schoolwork feels easier, clearer, and less overwhelming.

This workbook is designed to help **train your brain**, little by little, through short, daily activities.

This is **not about being fast**.

This is **not about being perfect**.

This is about **practising and getting stronger over time**.

This workbook is a **practice space**, not a test.

### What This Workbook Helps You Practice

Each activity helps build important thinking skills that are used for:

- reading and writing
- maths and problem-solving
- following instructions
- finishing tasks independently
- staying calm and focused

Instead of only looking at right or wrong answers, this workbook focuses on **how your brain works while you are learning**.

### Thinking Skills We Train

You will practise these important brain skills:

### **Attention Skills**

- **Selective Attention** – noticing what matters and ignoring distractions
- **Sustained Attention** – staying focused until a task is finished
- **Divided Attention** – thinking about more than one thing at a time

### **Memory Skills**

- **Working Memory** – holding information in your head while you use it
- **Short-Term Memory** – remembering information for a short time

### **Organising and Planning Skills**

- **Planning** – thinking ahead and knowing what to do next
- **Organising** – putting things in the right order or place

### **Reasoning Skills**

- **Problem Solving** – figuring things out and choosing good solutions

### **Thinking, Decision-Making and Independence**

- **Judgement** – choosing the best answer or action
- **Independence** – working things out on your own and trusting your thinking

### **Managing Tricky Thinking Situations**

- **Too Much Information** – learning how to sort important details from extra details
- **Time Pressure** – staying calm and thinking clearly when time feels short

### **Reading and Maths Activities**

Each thinking skill is practised using **both reading and maths activities**.

- **Maths activities** help with numbers, patterns, order, and logical thinking
- **Reading activities** help with understanding words, following instructions, and making sense of information

The goal is to help your brain use the same thinking skill in **different ways**.

### **How the Workbook Is Organised**

#### **Programme Length**

- **3 months**
- **12 weeks**
- **5 days each week**
- **25 short activities each day**

Each day focuses on:

- **one thinking skill**
- **one subject** (reading or maths)

This helps your brain practise deeply **without feeling overloaded**.

### **Weekly Plan Example**

#### **Week 1 – Focusing Your Attention**

- **Day 1:** Maths + Attention
- **Day 2:** Reading + Attention
- **Day 3:** Maths + Attention
- **Day 4:** Reading + Attention
- **Day 5:** Maths + Attention

This pattern helps because:

- the same brain skill is practised all week
- the activities change, but the thinking skill stays the same
- your brain learns to use the skill in different situations

### **What a Day Looks Like**

Each day includes **25 short activities**.

The activities:

- start easier
- slowly become more challenging
- help your brain build strength and confidence

You might practise:

- spotting details
- following instructions

- choosing the correct information
- thinking carefully before answering

Short activities help you stay focused and avoid getting tired.

### **How to Use This Workbook**

Each week begins with a short case study of a child like you, showing how the activities can help build focus, memory, and problem-solving skills. Reading the case study first helps you understand strategies and ways to tackle challenges.

- Do the activities in order
- Work slowly and carefully
- Try your best — mistakes help your brain learn
- Accuracy matters more than speed
- Take short breaks if you need them
- Think for a moment about what felt easy or tricky at the end

**Getting better happens through practice, not rushing.**

Your brain gets stronger **every time you try.**

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## **WEEK 1: CASE STUDY**



James is an 8-year-old who is very curious and loves learning about the world. He enjoys exploring new ideas, playing games, and trying challenges, which shows he likes to learn. Sometimes, James finds it hard to focus on the important information. His mind can get distracted by extra facts, colourful pictures, or numbers that aren't needed, which makes reading and math tasks harder for him. Even so, James's curiosity and excitement to try new things help him learn ways to focus better and pay attention to what really matters.

### **Observed Difficulties**

#### **1. Reading Comprehension (Literacy)**

- James frequently rereads sentences but remembers irrelevant details.
- He struggles to identify the main idea or keywords in a passage.
- He answers based on the first word he sees rather than processing the sentence carefully.

#### **2. Numeracy**

- James often focuses on numbers that are not needed to solve the problem.
- He loses track of multi-step calculations and skips instructions.
- He guesses answers when overwhelmed by multiple choices.

### 3. Behavioural Observations

- Easily distracted by classroom noise or nearby activities.
- Works quickly but inaccurately when under time pressure.
- Experiences frustration when tasks feel too long or complex.

#### Summary

James's struggles with selective attention are **common at his age**, but through structured, repeated literacy and numeracy activities, combined with metacognitive reflection, he can learn to focus on relevant information, ignore distractions, and complete tasks accurately and confidently.

#### Tip for Activities

Think about James as you complete each task:

- Take a moment to read the instructions carefully before starting.
- Focus on the important details and ignore extra information.
- Break reading passages or math problems into smaller, manageable steps.
- Check your answers carefully before moving on, even if you feel rushed.

**Think about James as you do each activity. Try to use the strategies he would use to stay focused.**

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#### WEEK 1 – DAY 1

#### SELECTIVE ATTENTION – ENGLISH (LITERACY)

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#### Instructions

- Read each information block **once only**.
  - Try not to read it again.
  - Use what you remember to answer the question.
  - Do **not** explain your answer.
- 

#### Activity 1

**Instruction (Read Once):**

Choose the word that is a **thing**.

Word List:

run happy dog quick

✓ Correct: **dog**

---

**Activity 2**

**Instruction (Read Once):**

Choose the sentence that is a **question**.

- A. The cat is sleeping.
- B. Where is the cat?
- C. The cat sleeps.
- D. The cat was tired.

✓ Correct: **B**

---

**Activity 3**

**Instruction (Read Once):**

Select the word that means the **opposite** of big.

- A. tall
- B. wide
- C. small
- D. heavy

✓ Correct: **C**

---

**Activity 4**

**Instruction (Read Once):**

Circle the word that is a **feeling**.

Word List:

table sad pencil shoe

✓ Correct: **sad**

---

### Activity 5

#### Instruction (Read Once):

Choose the sentence that ends with a **full stop**.

- A. What is your name?
- B. Stop running!
- C. I like apples.
- D. Watch out!

✓ Correct: **C**

---

### Activity 6

#### Instruction (Read Once):

Select the word that is a **verb** (action word).

- A. jump
- B. blue
- C. chair
- D. soft

✓ Correct: **A**

---

### Activity 7

#### Instruction (Read Once):

Choose the sentence that makes the **most sense**.

- A. The dog barked loudly.
- B. The dog loudly bark.
- C. The dog loud barking.
- D. Dog bark loud.

✓ Correct: **A**

---

### Activity 8

#### Instruction (Read Once):

Select the word that is spelled **correctly**.

- A. freind
- B. frend
- C. friend
- D. freindd

✓ Correct: **C**

---

### Activity 9

**Instruction (Read Once):**

Choose the word that **does not belong**.

- A. apple
- B. banana
- C. carrot
- D. orange

✓ Correct: **C**

---

### Activity 10

**Instruction (Read Once):**

Select the sentence that tells about the **past**.

- A. I eat lunch.
- B. I will eat lunch.
- C. I am eating lunch.
- D. I ate lunch.

✓ Correct: **D**

---

### Activity 11

**Instruction (Read Once):**

Circle the **describing word**.

Sentence:

The **fast** car raced down the road.

✓ Correct: **fast**

---

### Activity 12

#### Instruction (Read Once):

Choose the sentence that uses **capital letters correctly**.

- A. my name is sam.
- B. My name is Sam.
- C. my Name is sam.
- D. My name Is sam.

✓ Correct: **B**

---

### Activity 13

#### Instruction (Read Once):

Select the word that means **the same as happy**.

- A. angry
- B. tired
- C. glad
- D. scared

✓ Correct: **C**

---

### Activity 14

#### Instruction (Read Once):

Choose the sentence that is a **command**.

- A. The door is open.
- B. Is the door open?
- C. Open the door.
- D. The door was open.

✓ Correct: **C**

---

### Activity 15

#### Instruction (Read Once):

Select the word that is a **name** (proper noun).

- A. city
- B. girl
- C. park
- D. Lucy

✓ Correct: **D**

---

### Activity 16

#### Instruction (Read Once):

Choose the sentence that is **true**.

- A. Fish live in trees.
- B. Birds live underwater.
- C. Dogs can fly.
- D. The sun is hot.

✓ Correct: **D**

---

### Activity 17

#### Instruction (Read Once):

Select the word that completes the sentence correctly.

Sentence:

The boy \_\_\_ running fast.

- A. is
- B. are
- C. am
- D. be

✓ Correct: **A**

---

### Activity 18

#### Instruction (Read Once):

Choose the sentence with **correct spacing**.

- A. Ilike dogs.
- B. I like dogs.

- C. I likedogs.
- D. Il ik e dogs.

✓ Correct: **B**

---

### Activity 19

#### Instruction (Read Once):

Select the word that is **plural**.

- A. cat
- B. dog
- C. birds
- D. fish

✓ Correct: **C**

---

### Activity 20

#### Instruction (Read Once):

Choose the sentence that shows **cause and effect**.

- A. It is raining.
- B. I like rain.
- C. It rained, so the ground is wet.
- D. The ground is brown.

✓ Correct: **C**

---

### Activity 21

#### Instruction (Read Once):

Select the word that means **before**.

- A. after
- B. next
- C. later
- D. first

✓ Correct: **D**

---

### Activity 22

#### Instruction (Read Once):

Choose the sentence that uses **quotation marks correctly**.

- A. She said, hello.
- B. She said "hello."
- C. She said hello".
- D. She said "hello.

✓ Correct: **B**

---

### Activity 23

#### Instruction (Read Once):

Select the word that tells **how** something is done.

- A. slow
- B. slowly
- C. slowness
- D. slowest

✓ Correct: **B**

---

### Activity 24

#### Instruction (Read Once):

Choose the sentence that is **complete**.

- A. Running in the park.
- B. After school.
- C. The children played outside.
- D. Because it was fun.

✓ Correct: **C**

---

### Activity 25

#### Instruction (Read Once):

Select the sentence that stays **on topic**.

Topic: **Dogs**

- A. Dogs like to play.
- B. Cats sleep a lot.
- C. Cars are fast.
- D. The sky is blue.

✓ Correct: **A**

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## WEEK 1 – DAY 2

### SELECTIVE ATTENTION – NUMERACY

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#### Instructions

- Read each information block once only.
  - Try not to read it again.
  - Use what you remember to answer the question.
  - Do not explain your answer.
- 

#### Activity 1

##### Instruction (Read Once):

Choose the **largest number**.

- A. 14
- B. 41
- C. 19
- D. 17

✓ Correct: **B**

---

#### Activity 2

##### Instruction (Read Once):

Select the number that is **even**.

- A. 9
- B. 13
- C. 16
- D. 21

✓ Correct: C

---

### Activity 3

**Instruction (Read Once):**

Choose the correct answer.

$$7 + 5 = \underline{\quad}$$

- A. 10
- B. 11
- C. 12
- D. 13

✓ Correct: C

---

### Activity 4

**Instruction (Read Once):**

Select the number that comes **before** 30.

- A. 28
- B. 29
- C. 31
- D. 32

✓ Correct: B

---

### Activity 5

**Instruction (Read Once):**

Choose the **smallest number**.

- A. 45
- B. 54
- C. 49
- D. 40

✓ Correct: D

---

### Activity 6

**Instruction (Read Once):**

Select the correct symbol to make the number sentence true.

$8 \underline{\quad} 5$

- A. >
- B. <
- C. =
- D. +

✓ Correct: **A**

---

**Activity 7**

**Instruction (Read Once):**

Choose the answer.

$10 - 6 = \underline{\quad}$

- A. 2
- B. 3
- C. 4
- D. 5

✓ Correct: **C**

---

**Activity 8**

**Instruction (Read Once):**

Select the number that is a **multiple of 5**.

- A. 12
- B. 18
- C. 20
- D. 22

✓ Correct: **C**

---

**Activity 9**

**Instruction (Read Once):**

Choose the number that does **not belong**.

A. 2

B. 4

C. 6

D. 9

✓ Correct: **D**

---

### Activity 10

**Instruction (Read Once):**

Select the correct answer.

$$3 \times 4 = \underline{\quad}$$

A. 7

B. 10

C. 12

D. 14

✓ Correct: **C**

---

### Activity 11

**Instruction (Read Once):**

Choose the fraction that means **half**.

A.  $\frac{1}{4}$

B.  $\frac{2}{4}$

C.  $\frac{3}{4}$

D.  $\frac{1}{3}$

✓ Correct: **B**

---

### Activity 12

**Instruction (Read Once):**

Select the number that is **odd**.

A. 18

B. 22

C. 25

D. 30

✓ Correct: **C**

---

### Activity 13

**Instruction (Read Once):**

Choose the correct answer.

$15 \div 3 = \underline{\quad}$

A. 3

B. 4

C. 5

D. 6

✓ Correct: **C**

---

### Activity 14

**Instruction (Read Once):**

Select the number closest to **50**.

A. 43

B. 47

C. 58

D. 61

✓ Correct: **B**

---

### Activity 15

**Instruction (Read Once):**

Choose the shape with **four equal sides**.

A. triangle

B. rectangle

C. square

D. circle

✓ Correct: **C**

---

### Activity 16

#### Instruction (Read Once):

Select the correct answer.

$9 + 8 = \underline{\quad}$

- A. 15
- B. 16
- C. 17
- D. 18

✓ Correct: **C**

---

### Activity 17

#### Instruction (Read Once):

Choose the number that comes **next**.

$5, 10, 15, \underline{\quad}$

- A. 18
- B. 20
- C. 22
- D. 25

✓ Correct: **B**

---

### Activity 18

#### Instruction (Read Once):

Select the correct unit to measure **length**.

- A. litres
- B. kilograms
- C. centimetres
- D. minutes

✓ Correct: **C**

---

### Activity 19

**Instruction (Read Once):**

Choose the number that is **greater than 100**.

- A. 89
- B. 97
- C. 100
- D. 104

✓ Correct: **D**

---

**Activity 20**

**Instruction (Read Once):**

Select the correct answer.

$20 - 9 = \underline{\quad}$

- A. 9
- B. 10
- C. 11
- D. 12

✓ Correct: **C**

---

**Activity 21**

**Instruction (Read Once):**

Choose the number that is **between 30 and 40**.

- A. 29
- B. 31
- C. 40
- D. 41

✓ Correct: **B**

---

**Activity 22**

**Instruction (Read Once):**

Select the correct time.

Half past 3 is:

- A. 3:00
- B. 3:15
- C. 3:30
- D. 4:30

✓ Correct: C

---

### Activity 23

**Instruction (Read Once):**

Choose the correct answer.

$4 \times 5 = \underline{\quad}$

- A. 15
- B. 18
- C. 20
- D. 25

✓ Correct: C

---

### Activity 24

**Instruction (Read Once):**

Select the number with **three tens**.

- A. 13
- B. 23
- C. 30
- D. 300

✓ Correct: C

---

### Activity 25

**Instruction (Read Once):**

Choose the correct answer.

If you have 10 sweets and give away 3, how many are left?

- A. 6
- B. 7

C. 8

D. 9

✓ Correct: **B**

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## WEEK 1 – DAY 3

### SELECTIVE ATTENTION – ENGLISH (LITERACY)

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#### Instructions

- Read each information block once only.
  - Try not to read it again.
  - Use what you remember to answer the question.
  - Do not explain your answer.
- 

#### Activity 1

##### Instruction (Read Once):

Select the word that functions as a **verb** in this list.

Word List:

decision decide careful choice

✓ Correct: **decide**

---

#### Activity 2

##### Instruction (Read Once):

Choose the sentence that is written in the **present tense**.

- A. She played outside after school.
- B. She will play outside tomorrow.
- C. She plays outside after school.
- D. She was playing outside.

✓ Correct: **C**

---

### Activity 3

#### Instruction (Read Once):

Select the word that best completes the sentence.

Sentence:

The boy ran \_\_\_ the road.

- A. slow
- B. slowly
- C. slowness
- D. slower

✓ Correct: **B**

---

### Activity 4

#### Instruction (Read Once):

Circle the word that is **abstract**, not something you can touch.

Word List:

hope ball table shoe

✓ Correct: **hope**

---

### Activity 5

#### Instruction (Read Once):

Choose the sentence that uses a **comma correctly**.

- A. Before dinner we washed our hands.
- B. Before, dinner we washed our hands.
- C. Before dinner, we washed our hands.
- D. Before dinner we, washed our hands.

✓ Correct: **C**

---

### Activity 6

#### Instruction (Read Once):

Select the word that means the **same as quickly**.

- A. slowly
- B. suddenly
- C. fast
- D. quietly

✓ Correct: C

---

### Activity 7

#### Instruction (Read Once):

Choose the sentence that sounds **neutral**, not excited or upset.

- A. That movie was amazing!
- B. I hated that movie so much.
- C. The movie lasted two hours.
- D. Wow, that movie was terrible!

✓ Correct: C

---

### Activity 8

#### Instruction (Read Once):

Select the sentence written in the **past tense**.

- A. The dog barks loudly.
- B. The dog will bark loudly.
- C. The dog barked loudly.
- D. The dog is barking loudly.

✓ Correct: C

---

### Activity 9

#### Instruction (Read Once):

Choose the word that does **not belong**.

- A. run
- B. jump
- C. swim
- D. chair

✓ Correct: **D**

---

### Activity 10

#### Instruction (Read Once):

Select the sentence that shows **cause and effect**.

- A. The ground is wet.
- B. It rained all night.
- C. It rained, so the ground is wet.
- D. The ground looks muddy.

✓ Correct: **C**

---

### Activity 11

#### Instruction (Read Once):

Circle the word that is a **pronoun**.

Sentence:

Sarah said **she** would help.

✓ Correct: **she**

---

### Activity 12

#### Instruction (Read Once):

Choose the sentence with correct **subject–verb agreement**.

- A. The dogs runs fast.
- B. The dogs run fast.
- C. The dogs running fast.
- D. The dogs is fast.

✓ Correct: **B**

---

### Activity 13

#### Instruction (Read Once):

Select the word that changes the sentence to show **time**.

Sentence:

We will visit the library \_\_\_\_ Monday.

- A. very
- B. on
- C. again
- D. soon

✓ Correct: **B**

---

#### Activity 14

**Instruction (Read Once):**

Choose the sentence that avoids **repeating information**.

- A. The end result was final.
- B. The final end was reached.
- C. The result was reached.
- D. The end result result was final.

✓ Correct: **C**

---

#### Activity 15

**Instruction (Read Once):**

Select the word that signals **contrast**.

- A. and
- B. because
- C. but
- D. so

✓ Correct: **C**

---

#### Activity 16

**Instruction (Read Once):**

Choose the sentence that is a **statement**, not a question.

- A. Where are you going?
- B. Are you ready?

- C. You are ready.
- D. What time is it?

✓ Correct: **C**

---

### Activity 17

#### Instruction (Read Once):

Select the sentence with correct **capital letters**.

- A. we went to london.
- B. We went to london.
- C. We went to London.
- D. we Went To London.

✓ Correct: **C**

---

### Activity 18

#### Instruction (Read Once):

Choose the word that best completes the sentence.

Sentence:

She spoke \_\_\_ during the test.

- A. loud
- B. loudly
- C. loudness
- D. louder

✓ Correct: **B**

---

### Activity 19

#### Instruction (Read Once):

Select the sentence that shows **sequence**.

- A. The cake was tasty.
- B. The oven was hot.
- C. First, we mixed the ingredients.
- D. The kitchen was clean.

✓ Correct: C

---

### Activity 20

#### Instruction (Read Once):

Choose the sentence that contains a **joining word**.

- A. The cat slept.
- B. The cat slept because it was tired.
- C. The tired cat.
- D. Sleeping cat.

✓ Correct: B

---

### Activity 21

#### Instruction (Read Once):

Select the word that makes the sentence **more specific**.

Sentence:

The class starts \_\_\_ 9 o'clock.

- A. soon
- B. early
- C. at
- D. usually

✓ Correct: C

---

### Activity 22

#### Instruction (Read Once):

Choose the sentence that stays **on topic**.

Topic: **Rain**

- A. Rain falls from clouds.
- B. Umbrellas are colourful.
- C. I like sunny days.
- D. Puddles are fun to jump in.

✓ Correct: A

---

### Activity 23

#### Instruction (Read Once):

Select the word that **weakens** a statement.

- A. always
- B. never
- C. maybe
- D. definitely

✓ Correct: **C**

---

### Activity 24

#### Instruction (Read Once):

Choose the sentence that gives a **definition**.

- A. A triangle is interesting.
- B. A triangle has three sides.
- C. Triangles are everywhere.
- D. I like triangles.

✓ Correct: **B**

---

### Activity 25

#### Instruction (Read Once):

Select the sentence that uses the same structure throughout.

- A. We like running, jumping, and to swim.
- B. We like run, jumping, and swimming.
- C. We like running, jumping, and swimming.
- D. We like run, jump, and swimming.

✓ Correct: **C**

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**WEEK 1 – DAY 4**

**SELECTIVE ATTENTION – NUMERACY**

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## Instructions

- Read each information block once only.
  - Try not to read it again.
  - Use what you remember to answer the question.
  - Do not explain your answer.
- 

### Activity 1

#### Instruction (Read Once):

Choose the number with the **greatest value**.

- A. 306
- B. 360
- C. 603
- D. 330

✓ Correct: **C**

---

### Activity 2

#### Instruction (Read Once):

Select the number that is **odd and greater than 40**.

- A. 38
- B. 41
- C. 42
- D. 44

✓ Correct: **B**

---

### Activity 3

#### Instruction (Read Once):

Choose the correct answer.

$$9 + 7 = \underline{\quad}$$

- A. 15
- B. 16
- C. 17
- D. 18

✓ Correct: B

---

#### Activity 4

**Instruction (Read Once):**

Select the number that comes **immediately after** 199.

- A. 198
- B. 200
- C. 201
- D. 210

✓ Correct: B

---

#### Activity 5

**Instruction (Read Once):**

Choose the number with the **smallest tens digit**.

- A. 74
- B. 58
- C. 61
- D. 49

✓ Correct: D

---

#### Activity 6

**Instruction (Read Once):**

Select the correct symbol to make the statement true.

12 \_\_\_ 15

- A. >
- B. <
- C. =
- D. +

✓ Correct: B

---

#### Activity 7

**Instruction (Read Once):**

Choose the correct answer.

$$14 - 9 = \underline{\quad}$$

- A. 4
- B. 5
- C. 6
- D. 7

✓ Correct: **B**

---

**Activity 8**

**Instruction (Read Once):**

Select the number that is a **multiple of 10**.

- A. 35
- B. 45
- C. 50
- D. 55

✓ Correct: **C**

---

**Activity 9**

**Instruction (Read Once):**

Choose the number that does **not belong**.

- A. 3
- B. 6
- C. 9
- D. 11

✓ Correct: **D**

---

**Activity 10**

**Instruction (Read Once):**

Select the correct answer.

$$4 \times 6 = \underline{\quad}$$

- A. 20
- B. 22
- C. 24
- D. 26

✓ Correct: C

---

### Activity 11

**Instruction (Read Once):**

Choose the fraction that is **greater than  $\frac{1}{2}$** .

- A.  $\frac{1}{4}$
- B.  $\frac{2}{4}$
- C.  $\frac{3}{4}$
- D.  $\frac{1}{3}$

✓ Correct: C

---

### Activity 12

**Instruction (Read Once):**

Select the number that is **divisible by 5**.

- A. 27
- B. 32
- C. 40
- D. 44

✓ Correct: C

---

### Activity 13

**Instruction (Read Once):**

Choose the correct answer.

$$18 \div 3 = \underline{\quad}$$

- A. 5
- B. 6

C. 7

D. 8

✓ Correct: **B**

---

#### Activity 14

**Instruction (Read Once):**

Select the number that is **closest to 100**.

A. 87

B. 92

C. 104

D. 118

✓ Correct: **C**

---

#### Activity 15

**Instruction (Read Once):**

Choose the shape that has **one pair of parallel sides**.

A. square

B. rectangle

C. trapezium

D. triangle

✓ Correct: **C**

---

#### Activity 16

**Instruction (Read Once):**

Select the correct answer.

$$17 + 8 = \underline{\quad}$$

A. 23

B. 24

C. 25

D. 26

✓ Correct: **C**

---

### Activity 17

#### Instruction (Read Once):

Choose the number that comes **next**.

2, 4, 8, 16, \_\_\_\_

- A. 18
- B. 24
- C. 32
- D. 64

✓ Correct: **C**

---

### Activity 18

#### Instruction (Read Once):

Select the correct unit to measure **weight**.

- A. centimetres
- B. litres
- C. kilograms
- D. minutes

✓ Correct: **C**

---

### Activity 19

#### Instruction (Read Once):

Choose the number that is **less than 1,000 but more than 900**.

- A. 899
- B. 905
- C. 1,005
- D. 1,090

✓ Correct: **B**

---

### Activity 20

**Instruction (Read Once):**

Select the correct answer.

$30 - 14 = \underline{\quad}$

- A. 14
- B. 15
- C. 16
- D. 17

✓ Correct: C

---

**Activity 21**

**Instruction (Read Once):**

Choose the number that is **between** 2.5 and 3.5.

- A. 2
- B. 2.4
- C. 3
- D. 4

✓ Correct: C

---

**Activity 22**

**Instruction (Read Once):**

Select the time shown.

Quarter past 6 is:

- A. 6:00
- B. 6:10
- C. 6:15
- D. 6:30

✓ Correct: C

---

**Activity 23**

**Instruction (Read Once):**

Choose the correct answer.

$6 \times 4 = \underline{\quad}$

- A. 20
- B. 22
- C. 24
- D. 26

✓ Correct: **C**

---

### Activity 24

**Instruction (Read Once):**

Select the number with **five hundreds**.

- A. 50
- B. 500
- C. 550
- D. 5,000

✓ Correct: **B**

---

### Activity 25

**Instruction (Read Once):**

Choose the correct answer.

If a box holds 8 balls and you have 4 boxes, how many balls are there?

- A. 24
- B. 28
- C. 30
- D. 32

✓ Correct: **D**

---

**WEEK 1 – DAY 5**

**SELECTIVE ATTENTION – ENGLISH (LITERACY)**

---

**Instructions**

- Read each information block once only.
  - Try not to read it again.
  - Use what you remember to answer the question.
  - Do not explain your answer.
- 

### Activity 1

#### Instruction (Read Once):

Select the word that is a **verb** and written in the **past tense**.

Word List:

play played player playing

✓ Correct: **played**

---

### Activity 2

#### Instruction (Read Once):

Choose the sentence that is written in the **future tense**.

- A. She walks to school.
- B. She walked to school.
- C. She is walking to school.
- D. She will walk to school.

✓ Correct: **D**

---

### Activity 3

#### Instruction (Read Once):

Select the word that best completes the sentence.

Sentence:

The children spoke \_\_\_ in the library.

- A. loud
- B. loudly
- C. loudest
- D. louder

✓ Correct: **B**

---

#### Activity 4

##### Instruction (Read Once):

Circle the word that is **abstract**, not something you can see or touch.

Word List:

honesty book chair apple

✓ Correct: **honesty**

---

#### Activity 5

##### Instruction (Read Once):

Choose the sentence that uses **capital letters correctly**.

- A. my birthday is in june.
- B. My birthday is in june.
- C. My birthday is in June.
- D. my Birthday is in June.

✓ Correct: **C**

---

#### Activity 6

##### Instruction (Read Once):

Select the word that means the **opposite** of noisy.

- A. loud
- B. quiet
- C. fast
- D. busy

✓ Correct: **B**

---

#### Activity 7

##### Instruction (Read Once):

Choose the sentence that sounds **neutral**.

- A. That test was amazing!
- B. That test was awful.

- C. The test had ten questions.
- D. I hated that test so much.

✓ Correct: **C**

---

### Activity 8

#### Instruction (Read Once):

Select the sentence that shows **cause and effect**.

- A. The boy was tired.
- B. The boy went to bed early.
- C. The boy was tired, so he went to bed early.
- D. The bed was comfortable.

✓ Correct: **C**

---

### Activity 9

#### Instruction (Read Once):

Choose the word that does **not belong**.

- A. quickly
- B. slowly
- C. happily
- D. happiness

✓ Correct: **D**

---

### Activity 10

#### Instruction (Read Once):

Select the sentence that is a **command**.

- A. The door is closed.
- B. Is the door closed?
- C. Close the door.
- D. The door was closed.

✓ Correct: **C**

---

### Activity 11

#### Instruction (Read Once):

Circle the **pronoun** in the sentence.

Sentence:

James said **he** would finish his work.

✓ Correct: **he**

---

### Activity 12

#### Instruction (Read Once):

Choose the sentence with correct **subject–verb agreement**.

- A. The list of names are long.
- B. The list of names is long.
- C. The list of names were long.
- D. The list of names be long.

✓ Correct: **B**

---

### Activity 13

#### Instruction (Read Once):

Select the word that makes the sentence **more specific**.

Sentence:

We will meet \_\_\_ the morning.

- A. sometime
- B. early
- C. in
- D. often

✓ Correct: **C**

---

### Activity 14

#### Instruction (Read Once):

Choose the sentence that avoids **repeating the same idea**.

- A. The final end was reached.
- B. The end result was final.
- C. The result was reached.
- D. The final result end was reached.

✓ Correct: **C**

---

### Activity 15

#### Instruction (Read Once):

Select the word that signals **contrast**.

- A. and
- B. because
- C. but
- D. so

✓ Correct: **C**

---

### Activity 16

#### Instruction (Read Once):

Choose the sentence that is a **statement**, not a question or command.

- A. Please sit down.
- B. Are you ready?
- C. Sit down now!
- D. The class is ready.

✓ Correct: **D**

---

### Activity 17

#### Instruction (Read Once):

Select the sentence with correct **punctuation**.

- A. I like apples oranges and pears.
- B. I like apples, oranges and pears.
- C. I like apples oranges, and pears
- D. I like apples, oranges, and pears

✓ Correct: D

---

### Activity 18

#### Instruction (Read Once):

Choose the word that best completes the sentence.

Sentence:

He finished his work \_\_\_ anyone else.

- A. quick
- B. quicker
- C. quickly
- D. quickest

✓ Correct: C

---

### Activity 19

#### Instruction (Read Once):

Select the sentence that clearly shows **sequence**.

- A. The food was tasty.
- B. The kitchen was busy.
- C. First, we washed our hands.
- D. We like cooking.

✓ Correct: C

---

### Activity 20

#### Instruction (Read Once):

Choose the sentence that stays **on topic**.

Topic: **Libraries**

- A. Libraries have many books.
- B. Books are fun to read at home.
- C. Reading is important.
- D. Schools are busy places.

✓ Correct: A

---

### Activity 21

#### Instruction (Read Once):

Select the word that **weakens** a statement.

- A. always
- B. never
- C. possibly
- D. definitely

✓ Correct: **C**

---

### Activity 22

#### Instruction (Read Once):

Choose the sentence that gives a **definition**.

- A. A desert is very hot.
- B. A desert has little rain.
- C. A desert is a place with very little rain.
- D. Deserts can be sandy.

✓ Correct: **C**

---

### Activity 23

#### Instruction (Read Once):

Select the sentence with correct **article use**.

- A. She saw an elephant.
- B. She saw a elephant.
- C. She saw the elephant animal.
- D. She saw elephant.

✓ Correct: **A**

---

### Activity 24

#### Instruction (Read Once):

Choose the sentence that is **complete**, not a fragment.

- A. After the bell rang.
- B. Running down the hall.
- C. The bell rang loudly.
- D. Because it was late.

✓ Correct: C

---

### Activity 25

#### Instruction (Read Once):

Select the sentence that uses the same structure throughout.

- A. We enjoy reading, writing, and to draw.
- B. We enjoy read, writing, and drawing.
- C. We enjoy reading, writing, and drawing.
- D. We enjoy reading, write, and drawing.

✓ Correct: C

---

### WEEK 1 – THINKING ABOUT YOUR THINKING

#### Focus Skill: Selective Attention

*(Choosing what matters and ignoring what does not)*

#### Student Prompt 1

**How did you decide what information was important in the task?**

- I looked for words or numbers that matched the question
- I ignored extra details that were not needed
- I focused on only one part at a time
- I tried to remember everything

---

#### Student Prompt 2

**When there was a lot of information, what helped you stay focused?**

- I reminded myself what the question was asking
- I blocked out pictures or words that were not needed

- I looked only at the sentence or numbers I needed
- I kept switching between everything on the page

### **Student Prompt 3**

**In reading tasks, how did you find the correct answer without getting distracted?**

- I looked for key words that matched the question
- I focused on one sentence at a time
- I ignored interesting details that did not help
- I read the whole text again and again

### **Student Prompt 4**

**In number tasks, how did you choose the right numbers to use?**

- I checked which numbers were part of the question
- I ignored numbers that were not needed
- I followed the instruction step by step
- I used all the numbers even if they were extra

### **Student Prompt 5**

**What did you do when something tried to distract you?**

*(Extra words, big numbers, or tricky details)*

- I paused and looked back at the question
- I told myself, "This part is not important"
- I focused only on what I needed to answer
- I got confused and guessed

### **Student Prompt 6**

**Which skill did you use most this week?**

- Ignoring extra information
- Staying focused on the question
- Choosing the right words or numbers
- Working quickly instead of carefully

<b>Student Reflection</b>
<b>One thing I did well when focusing this week was:</b>
<b>One thing I want to improve next week:</b>

### **Signs of Progress – Week 1 Selective Attention**

- ✓ James is noticing the important words and numbers first before getting distracted by extra details.
- ✓ He is able to remember key information from a sentence or question without rereading everything.
- ✓ James is starting to identify the main idea in reading passages more easily.
- ✓ He can ignore irrelevant pictures, numbers, or words that don't help answer the question.
- ✓ He is checking his answers carefully instead of guessing too quickly.
- ✓ James shows greater patience and focus during multi-step numeracy tasks.
- ✓ He is starting to use strategies, like underlining key words or repeating instructions in his mind, to stay on track.
- ✓ He feels more confident and less frustrated because he can complete tasks accurately.

---

## **WEEK 2: CASE STUDY**



Amira is a 9-year-old who is bright and curious. She loves asking questions, reading stories, solving puzzles, and playing memory games, which shows she enjoys learning. Sometimes, Amira finds it hard to keep her attention on tasks for a long time. Her mind can wander when activities are longer or have many steps, which makes reading, math, and multi-step problems harder for her. Even so, Amira's curiosity and enthusiasm help her practise ways to stay focused and finish tasks carefully.

### **Observed Difficulties**

#### **1. Reading Comprehension (Literacy)**

- Amira can start reading a story but forgets what she just read.
- She struggles to remember details over several sentences or paragraphs.
- She sometimes answers questions without checking all the information.

#### **2. Numeracy**

- Amira may lose track of steps in multi-step calculations.
- She focuses on numbers that aren't needed, which leads to mistakes.

- She can rush through problems when she feels the task is long, leading to errors.

### 3. Behavioural Observations

- Amira is easily distracted by noises or movement around her.
- She sometimes becomes frustrated when tasks take longer than expected.
- She works carefully when reminded to slow down and check each step.

### Summary

Amira's struggles with sustained attention are **common at her age**, but through short, structured literacy and numeracy exercises, combined with reflection on what helps her focus, she can learn to maintain attention over longer tasks, follow steps carefully, and complete activities accurately and confidently.

### Tip for Activities

Think about Amira as you complete each task:

- Take a deep breath before starting and focus on one part of the task at a time.
- Break longer activities into smaller steps and complete each step carefully.
- Pay attention to important details and ignore extra or distracting information.
- Check your answers after each step to make sure nothing is missed.
- Remind yourself to slow down if your mind starts to wander.
- Use notes, highlights, or simple sketches to help remember key points.

**Think about Amira as you do each activity. Try to use the strategies she would use to stay focused.**

---

## WEEK 2 – DAY 1

### SUSTAINED ATTENTION – NUMERACY

---

#### Instructions

- Read each information block once only.
  - Try not to read it again.
  - Use what you remember to answer the question.
  - Do not explain your answer.
-

### Activity 1

Circle all the **even numbers**.

4 7 10 13 16

✓ Correct: **4, 10, 16**

---

### Activity 2

Write the number that comes **after** 39.

✓ Correct: **40**

---

### Activity 3

Count **by 5s**.

5 10 15 \_\_\_ \_\_\_

✓ Correct: **20, 25**

---

### Activity 4

Add the numbers.

$6 + 8 =$

✓ Correct: **14**

---

### Activity 5

Underline the **largest number**.

23 19 31 27

✓ Correct: **31**

---

### Activity 6

Count **backwards** from 20.

20 19 18 \_\_\_ \_\_\_

✓ Correct: **17, 16**

---

### Activity 7

There are 12 apples.

5 are eaten.

How many are left?

✓ Correct: **7**

---

### Activity 8

Circle only the numbers **greater than 50**.

45 52 49 61 38

✓ Correct: **52, 61**

---

### Activity 9

Fill in the missing number.

2 4 6     10

✓ Correct: **8**

---

### Activity 10

Add carefully.

$14 + 6 =$

✓ Correct: **20**

---

### Activity 11

Underline the number that is **closest to 30**.

28 41 19 33

✓ Correct: **28**

---

### Activity 12

There are 3 boxes.

Each box has 4 balls.

How many balls in total?

✓ Correct: **12**

---

### Activity 13

Circle the number that is **odd**.

18 22 27 40

✓ Correct: **27**

---

### Activity 14

Subtract.

$25 - 9 =$

✓ Correct: **16**

---

### Activity 15

Count by **2s** starting at 11.

11 13 15 \_\_\_ \_\_\_

✓ Correct: **17, 19**

---

### Activity 16

Underline the **smallest number**.

64 59 72 61

✓ Correct: **59**

---

### Activity 17

There are 20 sweets.

They are shared equally between 4 children.

How many sweets does each child get?

✓ Correct: **5**

---

### Activity 18

Fill in the missing number.

100 90 80 \_\_\_ 60

✓ Correct: **70**

---

### Activity 19

Add carefully.

$27 + 13 =$

✓ Correct: **40**

---

### Activity 20

Circle the numbers that are **multiples of 10**.

15 20 33 40 58

✓ Correct: **20, 40**

---

### Activity 21

Subtract.

$60 - 24 =$

✓ Correct: **36**

---

### Activity 22

Which number comes **between** 47 and 49?

✓ Correct: **48**

---

### Activity 23

There are 5 rows of chairs.

Each row has 6 chairs.

How many chairs are there?

✓ Correct: **30**

---

### Activity 24

Fill in the missing number.

3 6 9 \_\_\_ 15

✓ Correct: **12**

---

### Activity 25

Underline the correct answer.

Half of 40 is:

15 20 25

✓ Correct: **20**

---

## WEEK 2 – DAY 2

### SUSTAINED ATTENTION – ENGLISH (LITERACY)

---

#### Instructions

- Read each information block once only.
  - Try not to read it again.
  - Use what you remember to answer the question.
  - Do not explain your answer.
- 

#### Activity 1

##### Instruction (Read Once):

Select the **main idea** of the paragraph.

Paragraph:

Dogs are friendly animals that many people keep as pets. They need food, water, and exercise every day. They can also help humans by guarding houses or assisting people with special needs.

- A. Dogs are pets that need care
- B. Dogs like to run fast
- C. Dogs only help humans
- D. Dogs are always loud

✓ Correct: **A**

---

## Activity 2

### Instruction (Read Once):

Choose the sentence that contains a **detail supporting the main idea**.

Paragraph:

School libraries have many books. Students can borrow books to read at home or use the library to study. Some libraries also have computers to help students learn.

- A. Students borrow books at home
- B. Libraries are big
- C. Some libraries have computers
- D. Both A and C

✓ Correct: **D**

---

## Activity 3

### Instruction (Read Once):

Select the word that is a **noun**.

Sentence:

The teacher asked the students to complete the project.

- A. asked
- B. students
- C. complete
- D. project

✓ Correct: **B**

---

## Activity 4

### Instruction (Read Once):

Choose the sentence that is **true according to the text**.

Paragraph:

Rain forests are wet, dense forests found in tropical areas. They have many types of plants and animals. Rain forests are important because they produce oxygen and help control the climate.

- A. Rain forests are dry
- B. Rain forests are only in deserts
- C. Rain forests help the climate
- D. Rain forests have no animals

✓ Correct: **C**

---

### Activity 5

#### Instruction (Read Once):

Select the word that signals a **sequence**.

Sentence:

First, wash your hands. Then, set the table.

- A. wash
- B. set
- C. First
- D. table

✓ Correct: **C**

---

### Activity 6

#### Instruction (Read Once):

Circle the **verb** in the sentence.

Sentence:

Mila carefully painted a picture of a tree.

✓ Correct: **painted**

---

### Activity 7

#### Instruction (Read Once):

Choose the sentence with **correct punctuation**.

- A. I like reading books, writing stories and drawing pictures.
- B. I like reading books writing stories, and drawing pictures.
- C. I like reading books, writing stories, and drawing pictures.
- D. I like reading books, writing stories and, drawing pictures.

✓ Correct: C

---

### Activity 8

#### Instruction (Read Once):

Select the sentence that contains a **detail not needed** to answer a question about pets.

Paragraph:

Cats are popular pets. They can be playful or calm. Some cats have long fur, and others have short fur. Many people like to take their cats to the vet regularly.

- A. Cats can be playful
- B. Some cats have long fur
- C. People like to take cats to the vet
- D. Cats sleep a lot

✓ Correct: D

---

### Activity 9

#### Instruction (Read Once):

Choose the word that is an **adjective**.

Sentence:

The tall boy ran quickly across the field.

- A. tall
- B. boy
- C. ran
- D. quickly

✓ Correct: A

---

### Activity 10

#### Instruction (Read Once):

Select the sentence that is **neutral in tone**.

- A. The homework was exciting!
- B. The homework had five questions.
- C. The homework was boring.
- D. I hated the homework.

✓ Correct: **B**

---

### Activity 11

#### Instruction (Read Once):

Circle the word that signals **contrast**.

Sentence:

I wanted to go outside, but it started raining.

✓ Correct: **but**

---

### Activity 12

#### Instruction (Read Once):

Choose the sentence that **supports the main idea**.

Paragraph:

Fruits are healthy snacks. They contain vitamins and minerals that help the body stay strong.

- A. Fruits are delicious
- B. Fruits contain vitamins
- C. Fruits are colorful
- D. Fruits grow on trees

✓ Correct: **B**

---

### Activity 13

#### Instruction (Read Once):

Select the **correct sequence** of events.

Sentence:

Mila woke up, brushed her teeth, and then ate breakfast.

- A. Eat breakfast → brush teeth → wake up
- B. Brush teeth → wake up → eat breakfast
- C. Wake up → brush teeth → eat breakfast
- D. Brush teeth → eat breakfast → wake up

✓ Correct: **C**

---

### Activity 14

#### Instruction (Read Once):

Choose the word that is **abstract**.

- A. love
- B. dog
- C. table
- D. pencil

✓ Correct: **A**

---

### Activity 15

#### Instruction (Read Once):

Circle the **pronoun** in the sentence.

Sentence:

He told Sarah to finish her homework before dinner.

✓ Correct: **He**

---

### Activity 16

#### Instruction (Read Once):

Select the sentence with **correct article use**.

- A. I saw a elephant at the zoo.
- B. I saw an elephant at the zoo.
- C. I saw elephant at the zoo.
- D. I saw the elephant animal.

✓ Correct: **B**

---

### Activity 17

#### Instruction (Read Once):

Choose the sentence that is a **fact**, not an opinion.

- A. Dogs are the best pets.
- B. Dogs need food and water daily.

C. Cats are cuter than dogs.

D. Reading is boring.

✓ Correct: **B**

---

### Activity 18

#### Instruction (Read Once):

Select the sentence that is **complete**, not a fragment.

A. Because it was raining.

B. The dog ran outside.

C. After school.

D. When the sun set.

✓ Correct: **B**

---

### Activity 19

#### Instruction (Read Once):

Choose the **best detail** that answers the question.

Question: What do plants need to grow?

A. Water and sunlight

B. Chairs and tables

C. Pencils and paper

D. Toys

✓ Correct: **A**

---

### Activity 20

#### Instruction (Read Once):

Circle the word that is a **synonym for small**.

A. tiny

B. large

C. wide

D. high

✓ Correct: **A**

---

### Activity 21

#### Instruction (Read Once):

Select the sentence that **uses a relative clause**.

- A. The boy ran fast.
- B. The boy who wears glasses runs fast.
- C. The boy runs every day.
- D. The boy is fast.

✓ Correct: **B**

---

### Activity 22

#### Instruction (Read Once):

Choose the word that **signals cause**.

Sentence:

She stayed home because it was raining.

✓ Correct: **because**

---

### Activity 23

#### Instruction (Read Once):

Select the sentence written in **passive voice**.

- A. The teacher praised the student.
- B. The student was praised by the teacher.
- C. The teacher is praising the student.
- D. The student praised the teacher.

✓ Correct: **B**

---

### Activity 24

#### Instruction (Read Once):

Choose the sentence that **avoids redundancy**.

- A. The final end result was reached.
- B. The result was reached.

- C. The conclusion was finally final.
- D. The conclusion end result was finally final.

✓ Correct: **B**

---

### Activity 25

#### Instruction (Read Once):

Select the sentence that **states certainty**.

- A. The results might improve.
- B. The results will improve.
- C. The results may improve.
- D. The results could improve.

✓ Correct: **B**

---

## WEEK 2 – DAY 3

### SUSTAINED ATTENTION – NUMERACY

---

#### Instructions

- Read each information block once only.
  - Try not to read it again.
  - Use what you remember to answer the question.
  - Do not explain your answer.
- 

#### Activity 1

Circle all the **odd numbers**.

12 15 18 21 30

✓ Correct: **15, 21**

---

#### Activity 2

Write the number that comes **before** 72.

✓ Correct: **71**

---

### Activity 3

Count **by 3s**.

3 6 9 \_\_\_ \_\_\_ \_\_\_

✓ Correct: **12, 15, 18**

---

### Activity 4

Add carefully.

$$27 + 18 =$$

✓ Correct: **45**

---

### Activity 5

Underline the **smallest number**.

88 76 94 81

✓ Correct: **76**

---

### Activity 6

Subtract.

$$63 - 27 =$$

✓ Correct: **36**

---

### Activity 7

There are 4 trays of cupcakes.

Each tray has 8 cupcakes.

How many cupcakes in total?

✓ Correct: **32**

---

### Activity 8

Circle only the numbers **less than 50**.

52 47 33 50 29

✓ Correct: **47, 33, 29**

---

### Activity 9

Fill in the missing number.

5 10 15 \_\_\_ 25 30

✓ Correct: **20**

---

### Activity 10

Add carefully.

$36 + 17 =$

✓ Correct: **53**

---

### Activity 11

Underline the number that is **closest to 100**.

87 92 105 98

✓ Correct: **98**

---

### Activity 12

There are 3 baskets with 9 apples each.

How many apples are there in total?

✓ Correct: **27**

---

### Activity 13

Circle the numbers that are **multiples of 5**.

12 15 20 23 28 35

✓ Correct: **15, 20, 35**

---

### Activity 14

Subtract.

$$84 - 39 =$$

✓ Correct: **45**

---

### Activity 15

Count **backwards by 4s** starting at 32.

$$32 \quad \_ \quad \_ \quad \_ \quad 16$$

✓ Correct: **28, 24, 20**

---

### Activity 16

Underline the **largest number**.

67 74 63 71

✓ Correct: **74**

---

### Activity 17

There are 24 pencils.

They are shared equally among 6 students.

How many pencils does each student get?

✓ Correct: **4**

---

### Activity 18

Fill in the missing number.

$$120 \quad 110 \quad 100 \quad \_ \quad 80$$

✓ Correct: **90**

---

### Activity 19

Add carefully.

$$45 + 28 =$$

✓ Correct: **73**

---

### Activity 20

Circle the numbers that are **even and greater than 20**.

18 22 25 28 31 40

✓ Correct: **22, 28, 40**

---

### Activity 21

Subtract.

$99 - 47 =$

✓ Correct: **52**

---

### Activity 22

Which number comes **between** 156 and 158?

✓ Correct: **157**

---

### Activity 23

There are 7 rows of chairs.

Each row has 5 chairs.

How many chairs in total?

✓ Correct: **35**

---

### Activity 24

Fill in the missing number.

7 14 21 \_\_\_ 35 42

✓ Correct: **28**

---

### Activity 25

Underline the correct answer.

One-third of 90 is:

25 30 35

✓ Correct: 30

---

## WEEK 2 – DAY 4

### SUSTAINED ATTENTION – ENGLISH (LITERACY)

---

#### Instructions

- Read each information block once only.
  - Try not to read it again.
  - Use what you remember to answer the question.
  - Do not explain your answer.
- 

#### Activity 1

##### Instruction (Read Once):

Select the **main idea** of the paragraph.

Paragraph:

Birds migrate to find food and safe places to live. Some birds travel thousands of kilometres each year. Migration is essential for their survival during winter months.

- A. Birds stay in one place all year
- B. Birds migrate to find food and safety
- C. Birds do not need to migrate
- D. Birds only migrate in summer

✓ Correct: **B**

---

#### Activity 2

##### Instruction (Read Once):

Choose the sentence that **supports the main idea**.

Paragraph:

Bees collect nectar from flowers to make honey. They also help plants grow by spreading pollen from one flower to another.

- A. Bees make honey
- B. Bees sleep at night

- C. Bees fly in circles
- D. Bees eat leaves

✓ Correct: **A**

---

### Activity 3

#### Instruction (Read Once):

Select the **noun** in the sentence.

Sentence:

The children played outside in the garden.

- A. played
- B. children
- C. outside
- D. in

✓ Correct: **B**

---

### Activity 4

#### Instruction (Read Once):

Choose the sentence that is **true according to the text**.

Paragraph:

The sun provides light and heat for the Earth. Plants need sunlight to grow, and humans depend on it for warmth and energy.

- A. The sun is cold
- B. Plants need sunlight to grow
- C. Humans do not need sunlight
- D. The sun only appears at night

✓ Correct: **B**

---

### Activity 5

#### Instruction (Read Once):

Circle the word that signals **sequence**.

Sentence:

First, water the plants. Next, trim the leaves.

✓ Correct: **First**

---

### Activity 6

**Instruction (Read Once):**

Select the **verb** in the sentence.

Sentence:

Mila read a story about a brave knight.

✓ Correct: **read**

---

### Activity 7

**Instruction (Read Once):**

Choose the sentence with **correct punctuation**.

- A. I like to swim, bike and run.
- B. I like to swim, bike, and run.
- C. I like to swim bike, and run.
- D. I like to swim, bike and, run.

✓ Correct: **B**

---

### Activity 8

**Instruction (Read Once):**

Select the sentence that contains a **detail not needed** to answer a question about plants.

Paragraph:

Plants need water, sunlight, and soil to grow. Some plants have colourful flowers, while others have thorns.

- A. Plants need water
- B. Plants need sunlight
- C. Some plants have colourful flowers
- D. Some plants have thorns

✓ Correct: **C or D** (either extra detail works, focusing on filtering distractions)

---

### Activity 9

#### Instruction (Read Once):

Choose the word that is an **adjective**.

Sentence:

The tall giraffe ate leaves from the tree.

- A. tall
- B. giraffe
- C. ate
- D. tree

✓ Correct: **A**

---

### Activity 10

#### Instruction (Read Once):

Select the sentence that is **neutral in tone**.

- A. The lesson was amazing!
- B. The lesson lasted 30 minutes.
- C. The lesson was boring.
- D. I hated the lesson.

✓ Correct: **B**

---

### Activity 11

#### Instruction (Read Once):

Circle the word that signals **contrast**.

Sentence:

I wanted to play outside, but it started raining.

✓ Correct: **but**

---

### Activity 12

#### Instruction (Read Once):

Choose the sentence that **supports the main idea**.

Paragraph:

Fish live in water and use gills to breathe. They are an important part of the ecosystem.

- A. Fish breathe air
- B. Fish use gills to breathe
- C. Fish live on land
- D. Fish cannot swim

✓ Correct: **B**

---

### Activity 13

**Instruction (Read Once):**

Select the **correct sequence** of events.

Sentence:

Tom finished his homework, then played with his dog, and finally read a book.

- A. Played → finished homework → read
- B. Finished homework → played → read
- C. Read → finished homework → played
- D. Finished homework → read → played

✓ Correct: **B**

---

### Activity 14

**Instruction (Read Once):**

Choose the word that is **abstract**.

- A. happiness
- B. chair
- C. pencil
- D. dog

✓ Correct: **A**

---

### Activity 15

**Instruction (Read Once):**

Circle the **pronoun** in the sentence.

Sentence:

She told her brother to clean his room.

✓ Correct: **She**

---

### Activity 16

#### Instruction (Read Once):

Select the sentence with **correct article use**.

- A. I saw an elephant at the zoo.
- B. I saw a elephant at the zoo.
- C. I saw elephant at the zoo.
- D. I saw the elephant animal.

✓ Correct: **A**

---

### Activity 17

#### Instruction (Read Once):

Choose the sentence that is a **fact**, not an opinion.

- A. Ice cream is the best dessert.
- B. Water freezes at 0°C.
- C. Chocolate is yummiier than vanilla.
- D. Dogs are cuter than cats.

✓ Correct: **B**

---

### Activity 18

#### Instruction (Read Once):

Select the sentence that is **complete**, not a fragment.

- A. Because it was raining
- B. The cat slept on the sofa
- C. While walking home
- D. After school

✓ Correct: **B**

---

### Activity 19

#### Instruction (Read Once):

Choose the **best detail** that answers the question.

Question: What do plants need to grow?

- A. Water and sunlight
- B. Chairs and tables
- C. Pencils and paper
- D. Toys

✓ Correct: **A**

---

### Activity 20

#### Instruction (Read Once):

Circle the word that is a **synonym for small**.

- A. tiny
- B. large
- C. wide
- D. high

✓ Correct: **A**

---

### Activity 21

#### Instruction (Read Once):

Select the sentence that **uses a relative clause**.

- A. The boy ran fast
- B. The boy who wears glasses runs fast
- C. The boy runs every day
- D. The boy is fast

✓ Correct: **B**

---

### Activity 22

#### Instruction (Read Once):

Choose the word that **signals cause**.

Sentence:

She stayed home because she was sick.

✓ Correct: **because**

---

### Activity 23

**Instruction (Read Once):**

Select the sentence written in **passive voice**.

- A. The teacher praised the student
- B. The student was praised by the teacher
- C. The teacher is praising the student
- D. The student praised the teacher

✓ Correct: **B**

---

### Activity 24

**Instruction (Read Once):**

Choose the sentence that **avoids redundancy**.

- A. The final end result was reached
- B. The result was reached
- C. The conclusion was finally final
- D. The conclusion end result was finally final

✓ Correct: **B**

---

### Activity 25

**Instruction (Read Once):**

Select the sentence that **states certainty**.

- A. The results might improve
- B. The results will improve
- C. The results may improve
- D. The results could improve

✓ Correct: **B**

---

## WEEK 2 – DAY 5

### SUSTAINED ATTENTION – NUMERACY

---

#### Instructions:

- Read each question carefully.
  - Try to solve it without looking back unnecessarily.
  - Do not explain your answer.
  - Focus on accuracy before speed.
- 

#### Activity 1

Instruction (Read Once):

Add the numbers.

Question:  $34 + 28 = ?$

A. 62

B. 64

C. 61

D. 63

✓ Correct: B

---

#### Activity 2

Instruction (Read Once):

Subtract the numbers.

Question:  $75 - 29 = ?$

A. 46

B. 47

C. 45

D. 44

✓ Correct: A

---

#### Activity 3

Instruction (Read Once):

Multiply the numbers.

Question:  $7 \times 6 = ?$

A. 42

B. 36

C. 40

D. 48

✓ Correct: A

---

#### Activity 4

Instruction (Read Once):

Divide the number.

Question:  $56 \div 7 = ?$

A. 6

B. 8

C. 7

D. 9

✓ Correct: B

---

#### Activity 5

Instruction (Read Once):

Choose the even number.

Question: 13, 26, 17, 33

✓ Correct: 26

---

#### Activity 6

Instruction (Read Once):

Circle the largest number.

Question: 45, 78, 52, 66

✓ Correct: 78

---

#### Activity 7

Instruction (Read Once):

Add three numbers.

Question:  $12 + 25 + 18 = ?$

A. 55

B. 56

C. 54

D. 53

✓ Correct: B

---

### Activity 8

Instruction (Read Once):

Subtract two-digit numbers.

Question:  $84 - 37 = ?$

A. 47

B. 48

C. 46

D. 49

✓ Correct: A

---

### Activity 9

Instruction (Read Once):

Multiply the numbers.

Question:  $9 \times 8 = ?$

A. 72

B. 70

C. 81

D. 64

✓ Correct: A

---

### Activity 10

Instruction (Read Once):

Divide the numbers.

Question:  $63 \div 9 = ?$

A. 7

B. 8

C. 6

D. 9

✓ Correct: A

---

### Activity 11

Instruction (Read Once):

Select the smallest number.

Question: 34, 12, 28, 45

✓ Correct: 12

---

### Activity 12

Instruction (Read Once):

Add the numbers quickly.

Question:  $27 + 36 = ?$

A. 63

B. 62

C. 61

D. 64

✓ Correct: A

---

### Activity 13

Instruction (Read Once):

Subtract the numbers.

Question:  $90 - 58 = ?$

A. 32

B. 34

C. 33

D. 31

✓ Correct: A

---

### Activity 14

Instruction (Read Once):

Multiply the numbers.

Question:  $8 \times 7 = ?$

A. 56

B. 54

C. 64

D. 49

✓ Correct: A

---

**Activity 15**

Instruction (Read Once):

Divide the number.

Question:  $72 \div 8 = ?$

A. 8

B. 9

C. 7

D. 6

✓ Correct: B

---

**Activity 16**

Instruction (Read Once):

Circle the odd number.

Question: 14, 22, 31, 40

✓ Correct: 31

---

**Activity 17**

Instruction (Read Once):

Add four numbers.

Question:  $5 + 12 + 7 + 16 = ?$

A. 40

B. 41

C. 39

D. 38

✓ Correct: B

---

**Activity 18**

Instruction (Read Once):

Subtract two numbers.

Question:  $66 - 29 = ?$

A. 37

B. 36

C. 38

D. 35

✓ Correct: A

---

### Activity 19

Instruction (Read Once):

Multiply numbers.

Question:  $6 \times 9 = ?$

A. 54

B. 56

C. 48

D. 63

✓ Correct: A

---

### Activity 20

Instruction (Read Once):

Divide numbers.

Question:  $81 \div 9 = ?$

A. 9

B. 8

C. 7

D. 6

✓ Correct: A

---

### Activity 21

Instruction (Read Once):

Add and subtract in order.

Question:  $45 + 18 - 22 = ?$

A. 41

B. 43

C. 40

D. 42

✓ Correct: D

---

### Activity 22

Instruction (Read Once):

Choose the number that is a multiple of 5.

Question: 11, 25, 33, 42

✓ Correct: 25

---

### Activity 23

Instruction (Read Once):

Multiply and add quickly.

Question:  $(3 \times 5) + 7 = ?$

A. 22

B. 20

C. 19

D. 18

✓ Correct: A

---

### Activity 24

Instruction (Read Once):

Divide and subtract.

Question:  $(48 \div 6) - 3 = ?$

A. 5

B. 6

C. 4

D. 3

✓ Correct: A

---

### Activity 25

Instruction (Read Once):

Select the correct total.

Question:  $12 + 15 + 18 = ?$

A. 44

B. 45

C. 46

D. 47

✓ Correct: B

## WEEK 2 METACOGNITION – SUSTAINED ATTENTION

### Student Prompt 1

**How did you keep your attention on the task without losing focus?**

- I read carefully and tried to remember key numbers or words
- I focused on sentences or numbers that helped answer the question
- I checked my work while I went along
- I tried to remember everything at once

### Student Prompt 2

**Which parts of the page did you focus on most, and which did you skim or ignore?**

I focused on:

- Sentences or numbers that were important to answer the question
- Details that matched the main idea or solution
- Instructions or keywords in the problem

I skimmed or ignored:

- Extra facts or numbers that were not needed
- Decorations, pictures, or side notes
- Words or numbers I had already understood

### Student Prompt 3

**What strategies helped you maintain focus throughout the activities?**

- I read each question carefully before answering
- I visualized numbers or words in my head
- I repeated the question to myself silently
- I answered quickly without checking (less effective)

### Student Prompt 4

**How did you check that you remembered the important information correctly?**

- I repeated key words or numbers in my mind
- I looked back at the question before writing an answer

- I compared details with what I remembered from the instructions
- I guessed without checking

### Student Prompt 5

#### Which activities required the most sustained focus, and why?

- Reading longer passages or complex sentences
- Multi-step numeracy problems or calculations
- Activities where extra information was included to distract me
- Activities that had only one number or word to remember

### Student Prompt 6

#### What could you do next time to improve your focus?

- Take a deep breath and prepare before starting
- Highlight or underline important words or numbers
- Break longer tasks into smaller steps
- Try to remember everything at once (less effective)

### Student Reflection

One thing I did well when focusing this week was:

One thing I want to improve next week:

## Signs of Progress – Week 2 Sustained Attention

- ✓ Amira is able to **stay focused on reading passages for longer periods** without forgetting what she just read.
- ✓ She is **remembering details across multiple sentences or steps** in a story or problem.
- ✓ Amira is **checking her work more carefully** before answering questions.
- ✓ She is **following multi-step numeracy problems in order** without skipping or losing track.
- ✓ Amira is better at **ignoring distractions** like noises, movement, or extra details.
- ✓ She is **taking her time on longer tasks** and feels less rushed.
- ✓ Amira is **using strategies**, like repeating instructions in her head or underlining key details,

to stay on track.

✓ She is **feeling more confident and less frustrated**, because she can complete tasks carefully and accurately.

---

### **WEEK 3: CASE STUDY**



Leo is a 10-year-old who is energetic and loves doing many things at once. He enjoys building models, playing strategy games, and listening to stories while drawing, which shows he is curious and creative. Sometimes, Leo finds it hard to pay attention to more than one thing at the same time. When he tries to read a story and answer questions at the same time, or do a math problem while listening to instructions, he can get confused or make mistakes. Even so, Leo's enthusiasm for learning and trying new activities helps him practise ways to manage multiple pieces of information at once.

#### **Observed Difficulties**

### **1. Reading Comprehension (Literacy)**

- Leo struggles to follow instructions while reading.
- He may forget part of a story if asked a question at the same time.
- He sometimes answers questions using only part of the information.

### **2. Numeracy**

- Leo finds multi-step problems difficult when he must keep track of several numbers at once.
- He may start one step of a calculation and forget the previous step.
- He can rush through problems, leading to careless mistakes when under multiple demands.

### **3. Behavioural Observations**

- Leo is easily distracted by background noises or other activities in the room.
- He becomes impatient when tasks require handling multiple pieces of information at the same time.
- He enjoys games that involve strategy or multi-tasking, which can be used to build divided attention skills.

### **Summary**

Leo's challenges with divided attention are common for his age. Through short, structured literacy and numeracy exercises that gradually increase in complexity, and by reflecting on which strategies help him manage multiple demands, Leo can learn to split his attention effectively, follow instructions carefully, and complete tasks accurately while handling more than one piece of information at a time.

### **Tip for Activities**

Think about Leo as you complete each task:

- Focus on one piece of information at a time before moving to the next.
- Break multi-step problems into smaller, manageable parts.
- Read instructions carefully and repeat them in your head to keep track.
- Check your work after each step to make sure nothing is missed.
- Minimise distractions around you when possible.
- Practice short activities that require switching between tasks gradually.
- Use visual aids, notes, or highlights to keep multiple pieces of information clear.

Think about Leo as you do each activity. Try to use the strategies he would use to stay focused.

---

### WEEK 3 – DAY 1

### DIVIDED ATTENTION – ENGLISH (LITERACY)

---

#### Instructions

- Read each information block once only.
  - Try not to read it again.
  - Use what you remember to answer the question.
  - Do not explain your answer.
- 

#### Activity 1

Instruction (Read Once):

Select the two words that are nouns.

Word List:

run dog happy book

✓ Correct: dog, book

---

#### Activity 2

Instruction (Read Once):

Choose the sentence that has a verb and an adjective.

- A. The cat sleeps.
- B. The happy dog runs fast.
- C. The sun is bright.
- D. I like pizza.

✓ Correct: B

---

#### Activity 3

Instruction (Read Once):

Circle the two sentences that are questions.

- A. Where is the school?
- B. I went to the park.
- C. Who ate the apple?

D. The dog is running.

✓ Correct: A, C

---

#### Activity 4

Instruction (Read Once):

Select the word that is a feeling and the word that is a color.

Word List: red sad table run

✓ Correct: sad, red

---

#### Activity 5

Instruction (Read Once):

Choose the sentence that uses capital letters correctly and the sentence that ends with a question mark.

A. My name is Sara.

B. what is your name?

C. I like apples.

D. Where do you live?

✓ Correct: Capital letters – A; Question mark – D

---

#### Activity 6

Instruction (Read Once):

Select the two words that are verbs.

Word List: jump chair run happy

✓ Correct: jump, run

---

#### Activity 7

Instruction (Read Once):

Choose the two sentences that describe a sequence of events.

A. First, I brushed my teeth. Then I ate breakfast.

B. I like pizza.

C. I went to school. I played outside.

D. The dog is brown.

✓ Correct: A, C

---

### Activity 8

Instruction (Read Once):

Select the word that is a proper noun and the word that is a common noun.

Word List: Lucy cat run blue

✓ Correct: Lucy (proper), cat (common)

---

### Activity 9

Instruction (Read Once):

Circle the sentence that has a conjunction and the sentence that has a preposition.

- A. I like apples and oranges.
- B. The cat is under the table.
- C. I run fast.
- D. She is tall.

✓ Correct: Conjunction – A; Preposition – B

---

### Activity 10

Instruction (Read Once):

Select the two sentences that are in past tense.

- A. I walked to school.
- B. I am walking to school.
- C. I played football.
- D. I will play football.

✓ Correct: A, C

---

### Activity 11

Instruction (Read Once):

Choose the word that is an adverb and the word that is an adjective.

Word List: quickly happy dog run

✓ Correct: quickly (adverb), happy (adjective)

---

### Activity 12

Instruction (Read Once):

Circle the two sentences that use correct punctuation.

- A. I like dogs.
- B. what is your name?

- C. She went home.
- D. I went to the park

✓ Correct: A, C

---

### Activity 13

Instruction (Read Once):

Select the word that signals a cause and the word that signals a result.

Word List: because so happy run

✓ Correct: because (cause), so (result)

---

### Activity 14

Instruction (Read Once):

Choose the two sentences that are complete.

- A. After school.
- B. I played outside.
- C. The dog ran fast.
- D. Running in the park.

✓ Correct: B, C

---

### Activity 15

Instruction (Read Once):

Select the word that is a plural and the word that is singular.

Word List: cats dog run happy

✓ Correct: cats (plural), dog (singular)

---

### Activity 16

Instruction (Read Once):

Choose the two sentences that give instructions.

- A. Open the door.
- B. I like ice cream.
- C. Sit down quietly.
- D. The cat is sleeping.

✓ Correct: A, C

---

**Activity 17**

Instruction (Read Once):

Circle the word that signals time and the word that signals place.

Word List: yesterday park dog happy

✓ Correct: yesterday (time), park (place)

---

**Activity 18**

Instruction (Read Once):

Select the sentence that is a command and the sentence that is a question.

A. Close the window.

B. I like chocolate.

C. Where is the book?

D. The sun is shining.

✓ Correct: Command – A; Question – C

---

**Activity 19**

Instruction (Read Once):

Choose the two words that are opposites.

Word List: hot cold dog run

✓ Correct: hot, cold

---

**Activity 20**

Instruction (Read Once):

Select the sentence with an adjective and the sentence with an adverb.

A. The fast car drove quickly.

B. The car is fast.

C. She runs fast.

D. The dog is big.

✓ Correct: Adjective – B; Adverb – A

---

**Activity 21**

Instruction (Read Once):

Choose the two sentences that give information about a topic.

A. Dogs like to play.

B. Cats sleep a lot.

- C. Cars are fast.
  - D. Dogs need food and water.
- ✓ Correct: A, D
- 

### Activity 22

Instruction (Read Once):

Select the word that is a verb and the word that is a noun.

Word List: run book happy red

✓ Correct: run (verb), book (noun)

---

### Activity 23

Instruction (Read Once):

Choose the two sentences that tell a story in order.

- A. First, I got dressed. Then I ate breakfast.
- B. I like pizza.
- C. I went to school. I played outside.
- D. The dog is brown.

✓ Correct: A, C

---

### Activity 24

Instruction (Read Once):

Select the sentence that uses “and” correctly and the sentence that uses “but” correctly.

- A. I like apples and oranges.
- B. I like pizza but not cake.
- C. I like ice cream.
- D. I went outside.

✓ Correct: “and” – A; “but” – B

---

### Activity 25

Instruction (Read Once):

Choose the two sentences that stay on topic about dogs.

- A. Dogs like to run.
- B. Cats sleep a lot.
- C. Dogs need water.

D. Cars are fast.

✓ Correct: A, C

---

## WEEK 3 – DAY 2

### DIVIDED ATTENTION – NUMERACY

---

#### Instructions

- Read each information block once only.
  - Try not to read it again.
  - Use what you remember to answer the question.
  - Do not explain your answer.
- 

#### Activity 1

Instruction (Read Once):

Select the two numbers that are even.

A. 7

B. 12

C. 15

D. 20

✓ Correct: 12, 20

---

#### Activity 2

Instruction (Read Once):

Choose the number that is greater than 25 and the number that is less than 10.

A. 8

B. 30

C. 12

D. 5

✓ Correct: Greater than 25 – 30; Less than 10 – 8 or 5 (either works)

---

#### Activity 3

Instruction (Read Once):

Select the two answers to this addition problem:

$7 + 5 = \underline{\quad}$  (choose the correct sum and the number one less)

A. 11

B. 12

C. 13

D. 14

✓ Correct: Sum – 12; One less – 11

---

#### Activity 4

Instruction (Read Once):

Choose the two shapes that have four sides.

A. Triangle

B. Rectangle

C. Circle

D. Square

✓ Correct: Rectangle, Square

---

#### Activity 5

Instruction (Read Once):

Select the number that is a multiple of 3 and the number that is a multiple of 5.

A. 6

B. 10

C. 12

D. 14

✓ Correct: Multiple of 3 – 6 or 12; Multiple of 5 – 10

---

#### Activity 6

Instruction (Read Once):

Choose the two numbers that come next in this sequence: 5, 10, 15, \_\_\_\_, \_\_\_\_

A. 18

B. 20

C. 22

D. 25

✓ Correct: 20, 25

---

#### Activity 7

Instruction (Read Once):

Select the two correct answers to this subtraction problem:  $14 - 6 = \underline{\quad}$  (correct answer and the number two less than the answer)

- A. 7
- B. 8
- C. 9
- D. 10

✓ Correct: Correct answer – 8; Two less – 6

---

### Activity 8

Instruction (Read Once):

Choose the two numbers that are odd.

- A. 4
- B. 7
- C. 10
- D. 9

✓ Correct: 7, 9

---

### Activity 9

Instruction (Read Once):

Select the two numbers that are between 20 and 50.

- A. 18
- B. 25
- C. 42
- D. 51

✓ Correct: 25, 42

---

### Activity 10

Instruction (Read Once):

Choose the two correct answers to this multiplication problem:  $3 \times 4 = \underline{\quad}$  (answer and double the answer)

- A. 10
- B. 12
- C. 24
- D. 14

✓ Correct: Answer – 12; Double – 24

---

**Activity 11**

Instruction (Read Once):

Select the two numbers that are fractions:

- A.  $\frac{1}{2}$
- B. 3
- C.  $\frac{3}{4}$
- D. 7

✓ Correct:  $\frac{1}{2}$ ,  $\frac{3}{4}$

---

**Activity 12**

Instruction (Read Once):

Choose the number that is less than 30 and the number that is greater than 60.

- A. 25
- B. 32
- C. 61
- D. 50

✓ Correct: Less than 30 – 25; Greater than 60 – 61

---

**Activity 13**

Instruction (Read Once):

Select the two numbers that are multiples of 4.

- A. 8
- B. 9
- C. 12
- D. 13

✓ Correct: 8, 12

---

**Activity 14**

Instruction (Read Once):

Choose the two numbers that make this number sentence true:  $15 - \underline{\quad} = 7$

- A. 8
- B. 7
- C. 6

D. 9

✓ Correct: 8 (correct answer), 7 (number one less than the answer)

---

### Activity 15

Instruction (Read Once):

Select the two correct units for measuring length.

A. cm

B. kg

C. m

D. litres

✓ Correct: cm, m

---

### Activity 16

Instruction (Read Once):

Choose the two numbers that are closest to 50.

A. 47

B. 52

C. 40

D. 58

✓ Correct: 47, 52

---

### Activity 17

Instruction (Read Once):

Select the number that is a multiple of 6 and the number that is a multiple of 8.

A. 12

B. 14

C. 16

D. 18

✓ Correct: Multiple of 6 – 12, 18; Multiple of 8 – 16

---

### Activity 18

Instruction (Read Once):

Choose the two numbers that are in ascending order: 22, \_\_\_\_, \_\_\_\_, 28

A. 23

B. 24

C. 25

D. 21

✓ Correct: 23, 24

---

### Activity 19

Instruction (Read Once):

Select the two answers that correctly complete:  $5 + 7 = \underline{\quad}$  and double of  $\underline{\quad}$

A. 12

B. 10

C. 24

D. 14

✓ Correct: Sum – 12; Double – 24

---

### Activity 20

Instruction (Read Once):

Choose the two numbers that come next in the pattern: 2, 4, 6, 8,  $\underline{\quad}$ ,  $\underline{\quad}$

A. 9

B. 10

C. 11

D. 12

✓ Correct: 10, 12

---

### Activity 21

Instruction (Read Once):

Select the number that is less than 15 and the number that is greater than 20.

A. 10

B. 18

C. 25

D. 12

✓ Correct: Less than 15 – 10 or 12; Greater than 20 – 25

---

### Activity 22

Instruction (Read Once):

Choose the two numbers that make this sentence true:  $9 \times \underline{\quad} = 27$

A. 3

B. 9

C. 6

D. 27

✓ Correct: 3, 9 (if you include  $9 \times 3$  or  $3 \times 9$  logic)

---

### Activity 23

Instruction (Read Once):

Select the two numbers that are multiples of 7.

A. 14

B. 13

C. 21

D. 20

✓ Correct: 14, 21

---

### Activity 24

Instruction (Read Once):

Choose the number that is odd and the number that is even.

A. 6

B. 7

C. 12

D. 9

✓ Correct: Odd – 7 or 9; Even – 6 or 12

---

### Activity 25

Instruction (Read Once):

Select the two numbers that complete: If you have 15 sweets and give away 7, how many are left? Also, how many would you have if you doubled that number?

A. 7

B. 8

C. 14

D. 16

✓ Correct: Left – 8; Double – 16

---

**WEEK 3 – DAY 3**

**DIVIDED ATTENTION – ENGLISH (LITERACY)**

---

### Instructions

- Read each information block once only.
  - Try not to read it again.
  - Use what you remember to answer the question.
  - Do not explain your answer.
- 

### Activity 1

Instruction (Read Once):

Choose the two words that are **nouns**.

Word List:

run dog happy table

✓ Correct: dog, table

---

### Activity 2

Instruction (Read Once):

Select the two sentences that **ask a question**.

- A. What is your name?
- B. I like pizza.
- C. Where is the library?
- D. The sky is blue.

✓ Correct: A, C

---

### Activity 3

Instruction (Read Once):

Choose the two words that **mean the opposite of big**.

- A. small
- B. tiny
- C. tall
- D. huge

✓ Correct: small, tiny

---

### Activity 4

Instruction (Read Once):

Select the two words that are **feelings**.

Word List:

sad table happy chair

✓ Correct: sad, happy

---

### Activity 5

Instruction (Read Once):

Choose the two sentences that **end with a full stop**.

- A. I like apples.
- B. Stop running!
- C. The dog is brown.
- D. Where are you?

✓ Correct: A, C

---

### Activity 6

Instruction (Read Once):

Select the two words that are **verbs (action words)**.

- A. jump
- B. run
- C. soft
- D. blue

✓ Correct: jump, run

---

### Activity 7

Instruction (Read Once):

Choose the two sentences that **make sense**.

- A. The cat ran fast.
- B. Cat the fast ran.
- C. The dog barked loudly.
- D. Dog loud barked.

✓ Correct: A, C

---

### Activity 8

Instruction (Read Once):

Select the two words that are **spelled correctly**.

- A. freind

- B. friend
  - C. frend
  - D. friends
  - ✓ Correct: friend, friends
- 

### Activity 9

Instruction (Read Once):

Choose the two words that **do not belong in a group of fruits**.

- A. apple
  - B. carrot
  - C. banana
  - D. orange
  - ✓ Correct: carrot
- 

### Activity 10

Instruction (Read Once):

Select the two sentences that **talk about the past**.

- A. I eat lunch.
  - B. I ate lunch.
  - C. I am eating lunch.
  - D. I will eat lunch.
  - ✓ Correct: B
- 

### Activity 11

Instruction (Read Once):

Choose the two words that **describe something**.

Sentence: The fast, tall car raced down the road.

- ✓ Correct: fast, tall
- 

### Activity 12

Instruction (Read Once):

Select the two sentences that **use capital letters correctly**.

- A. My name is Sam.
- B. my name is Sam.
- C. My Name is Sam.

D. My name is sam.

✓ Correct: A

---

### Activity 13

Instruction (Read Once):

Choose the two words that **mean the same as happy**.

A. glad

B. sad

C. tired

D. joyful

✓ Correct: glad, joyful

---

### Activity 14

Instruction (Read Once):

Select the two sentences that are **commands**.

A. Open the door.

B. Close the window.

C. The door is open.

D. The window is closed.

✓ Correct: A, B

---

### Activity 15

Instruction (Read Once):

Choose the two **proper nouns**.

A. Lucy

B. park

C. city

D. James

✓ Correct: Lucy, James

---

### Activity 16

Instruction (Read Once):

Select the two sentences that are **true statements**.

A. Dogs can fly.

B. The sun is hot.

C. Fish live in trees.

D. Birds can swim.

✓ Correct: B, D

---

### Activity 17

Instruction (Read Once):

Choose the two words that **complete the sentence correctly**:

The boy \_\_\_ running fast.

A. is

B. are

C. am

D. be

✓ Correct: is

---

### Activity 18

Instruction (Read Once):

Select the two sentences with **correct spacing**.

A. I like dogs.

B. Ilike dogs.

C. I likedogs.

D. Il ik e dogs.

✓ Correct: A

---

### Activity 19

Instruction (Read Once):

Choose the two words that are **plural**.

A. bird

B. birds

C. cat

D. dogs

✓ Correct: birds, dogs

---

### Activity 20

Instruction (Read Once):

Select the two sentences that show **cause and effect**.

A. It rained, so the ground is wet.

B. I like rain.

C. The sun is hot.

D. The ground is brown.

✓ Correct: A

---

### Activity 21

Instruction (Read Once):

Choose the two words that mean **before**.

A. first

B. early

C. later

D. after

✓ Correct: first, early

---

### Activity 22

Instruction (Read Once):

Select the two sentences that **use quotation marks correctly**.

A. She said, "hello."

B. She said hello.

C. She said, hello.

D. She said "hello."

✓ Correct: A, D

---

### Activity 23

Instruction (Read Once):

Choose the two words that **tell how something is done**.

A. slowly

B. fast

C. slowness

D. quickly

✓ Correct: slowly, quickly

---

### Activity 24

Instruction (Read Once):

Select the two sentences that are **complete**.

- A. The children played outside.
- B. Running in the park.
- C. After school.
- D. The dog barked.

✓ Correct: A, D

---

### Activity 25

Instruction (Read Once):

Choose the two sentences that **stay on topic**.

Topic: Dogs

- A. Dogs like to play.
- B. Cats sleep a lot.
- C. Dogs need food and water.
- D. The sky is blue.

✓ Correct: A, C

---

## WEEK 3 – DAY 4

### DIVIDED ATTENTION – NUMERACY

---

#### Instructions

- Read each information block once only.
  - Try not to read it again.
  - Use what you remember to answer the question.
  - Do not explain your answer.
- 

#### Activity 1

Instruction (Read Once):

Choose the two **largest numbers**.

- A. 47
- B. 52
- C. 39
- D. 50

✓ Correct: B, D

---

### Activity 2

Instruction (Read Once):

Select the two **even numbers**.

A. 27

B. 34

C. 46

D. 55

✓ Correct: B, C

---

### Activity 3

Instruction (Read Once):

Choose the two numbers that **add up to 20**.

A. 12 + 8

B. 15 + 6

C. 10 + 10

D. 9 + 12

✓ Correct: A, C

---

### Activity 4

Instruction (Read Once):

Select the two numbers **smaller than 30**.

A. 18

B. 32

C. 25

D. 30

✓ Correct: A, C

---

### Activity 5

Instruction (Read Once):

Choose the two **numbers that are multiples of 3**.

A. 9

B. 14

C. 21

D. 25

✓ Correct: A, C

---

### Activity 6

Instruction (Read Once):

Select the two **answers to subtraction problems**.

$7 - 3 = \underline{\quad}$  and  $12 - 8 = \underline{\quad}$

A. 3 and 4

B. 4 and 5

C. 3 and 5

D. 5 and 4

✓ Correct: A, C

---

### Activity 7

Instruction (Read Once):

Choose the two **fractions equal to  $1/2$** .

A.  $2/4$

B.  $1/2$

C.  $3/4$

D.  $4/8$

✓ Correct: A, B

---

### Activity 8

Instruction (Read Once):

Select the two numbers **greater than 60**.

A. 55

B. 63

C. 70

D. 59

✓ Correct: B, C

---

### Activity 9

Instruction (Read Once):

Choose the two numbers that **come after 45**.

A. 46

B. 44

C. 47

D. 43

✓ Correct: A, C

---

### Activity 10

Instruction (Read Once):

Select the two **correct multiplication answers**.

$3 \times 4 = \underline{\quad}$  and  $5 \times 2 = \underline{\quad}$

A. 12 and 10

B. 12 and 12

C. 11 and 10

D. 10 and 12

✓ Correct: A

---

### Activity 11

Instruction (Read Once):

Choose the two numbers **between 20 and 50**.

A. 19

B. 25

C. 30

D. 52

✓ Correct: B, C

---

### Activity 12

Instruction (Read Once):

Select the two numbers that are **odd**.

A. 12

B. 15

C. 27

D. 34

✓ Correct: B, C

---

### Activity 13

Instruction (Read Once):

Choose the two **answers to division problems**.

$12 \div 3 = \underline{\quad}$  and  $20 \div 5 = \underline{\quad}$

- A. 3 and 4
  - B. 4 and 4
  - C. 3 and 5
  - D. 2 and 4
- ✓ Correct: A, B
- 

#### Activity 14

Instruction (Read Once):

Select the two **numbers closest to 100**.

- A. 97
  - B. 103
  - C. 89
  - D. 110
- ✓ Correct: A, B
- 

#### Activity 15

Instruction (Read Once):

Choose the two shapes with **four equal sides**.

- A. square
  - B. rectangle
  - C. diamond
  - D. triangle
- ✓ Correct: A, C
- 

#### Activity 16

Instruction (Read Once):

Select the two correct answers:

$8 + 7 = \underline{\quad}$  and  $14 - 6 = \underline{\quad}$

- A. 15 and 8
  - B. 14 and 8
  - C. 15 and 7
  - D. 16 and 8
- ✓ Correct: A
-

### Activity 17

Instruction (Read Once):

Choose the two numbers that **come next in the pattern**: 5, 10, 15, \_\_\_\_, \_\_\_\_

- A. 18, 20
- B. 20, 25
- C. 20, 30
- D. 25, 30

✓ Correct: B

---

### Activity 18

Instruction (Read Once):

Select the two correct units for measuring **length and weight**.

- A. centimetres
- B. litres
- C. kilograms
- D. minutes

✓ Correct: A, C

---

### Activity 19

Instruction (Read Once):

Choose the two numbers **greater than 150**.

- A. 149
- B. 152
- C. 175
- D. 148

✓ Correct: B, C

---

### Activity 20

Instruction (Read Once):

Select the two correct answers:

$21 - 7 = \underline{\quad}$  and  $16 - 9 = \underline{\quad}$

- A. 14 and 7
- B. 14 and 6
- C. 13 and 7
- D. 14 and 5

✓ Correct: C

---

### Activity 21

Instruction (Read Once):

Choose the two numbers **between 75 and 100**.

- A. 72
- B. 80
- C. 90
- D. 102

✓ Correct: B, C

---

### Activity 22

Instruction (Read Once):

Select the two times: Half past 2 and Quarter past 3.

- A. 2:30
- B. 3:15
- C. 2:15
- D. 3:30

✓ Correct: A, B

---

### Activity 23

Instruction (Read Once):

Choose the two numbers **that are multiples of 4**.

- A. 12
- B. 16
- C. 18
- D. 20

✓ Correct: B, D

---

### Activity 24

Instruction (Read Once):

Select the two numbers **with tens digit 3**.

- A. 23
- B. 30
- C. 32

D. 40

✓ Correct: B, C

---

### Activity 25

Instruction (Read Once):

Choose the two correct answers:

If you have 15 sweets and give 6 away, and then get 4 more, how many do you have?

A. 13

B. 14

C. 15

D. 16

✓ Correct: A, B

---

## WEEK 3 – DAY 5

### DIVIDED ATTENTION – ENGLISH (LITERACY)

---

#### Instructions

- Read each information block once only.
  - Try not to read it again.
  - Use what you remember to answer the question.
  - Do not explain your answer.
- 

#### Activity 1

Instruction (Read Once):

Select the two words that are **adjectives** and also **start with the same letter**.

Word List:

happy huge run slow sad small

✓ Correct: huge, happy

---

#### Activity 2

Instruction (Read Once):

Choose the two sentences that **both contain a conjunction** and a **proper noun**.

A. Lucy and Tom went to the park.

B. The cat slept all day.

C. Maria or James will present first.

D. The sun is bright.

✓ Correct: A, C

---

### Activity 3

Instruction (Read Once):

Select the two words that are **verbs ending in -ed** and **show completed actions**.

A. jumped

B. running

C. painted

D. sings

✓ Correct: jumped, painted

---

### Activity 4

Instruction (Read Once):

Choose the two sentences that **both use the past tense** and **mention a place**.

A. She visited the museum yesterday.

B. He is running in the garden.

C. They explored the library last week.

D. The cat sleeps on the mat.

✓ Correct: A, C

---

### Activity 5

Instruction (Read Once):

Select the two words that are **synonyms** and **can describe size**.

A. tiny

B. enormous

C. large

D. happy

✓ Correct: enormous, large

---

### Activity 6

Instruction (Read Once):

Choose the two sentences that **both use commas correctly** and **contain more than one action**.

- A. She ran, jumped, and played outside.
- B. He eats and drinks.
- C. They sang and danced and laughed.
- D. The dog barked and slept.

✓ Correct: A, C

---

### Activity 7

Instruction (Read Once):

Select the two words that are **abstract nouns** and **related to feelings**.

- A. freedom
- B. chair
- C. anger
- D. desk

✓ Correct: freedom, anger

---

### Activity 8

Instruction (Read Once):

Choose the two sentences that **both contain a relative clause**.

- A. The boy who is tall plays football.
- B. I like ice cream.
- C. The book that she borrowed is missing.
- D. The dog barked loudly.

✓ Correct: A, C

---

### Activity 9

Instruction (Read Once):

Select the two words that are **adverbs** and **describe manner**.

- A. quickly
- B. loud
- C. softly
- D. big

✓ Correct: quickly, softly

---

### Activity 10

Instruction (Read Once):

Choose the two sentences that **both state opinions** and **use modal verbs**.

- A. You should try the new game; it's fun.
- B. The sky is blue.
- C. He might like the movie; I think it's good.
- D. Water boils at 100°C.

✓ Correct: A, C

---

### Activity 11

Instruction (Read Once):

Select the two words that **signal contrast** and **can start a sentence**.

- A. however
- B. although
- C. because
- D. since

✓ Correct: however, although

---

### Activity 12

Instruction (Read Once):

Choose the two sentences that **both show cause and effect** and **contain time words**.

- A. Because it rained yesterday, the game was cancelled.
- B. I like apples and bananas.
- C. Since she studied all week, she passed the test.
- D. The cat is sleeping on the mat.

✓ Correct: A, C

---

### Activity 13

Instruction (Read Once):

Select the two words that are **plural nouns** and **refer to living things**.

- A. cats
- B. books
- C. birds
- D. chairs

✓ Correct: cats, birds

---

### Activity 14

Instruction (Read Once):

Choose the two sentences that **contain both a noun and an adjective**.

- A. The tall building is new.
- B. I like to run fast.
- C. She wore a red hat.
- D. He eats quickly.

✓ Correct: A, C

---

### Activity 15

Instruction (Read Once):

Select the two words that are **opposites** and **can describe temperature**.

- A. hot
- B. cold
- C. warm
- D. fast

✓ Correct: hot, cold

---

### Activity 16

Instruction (Read Once):

Choose the two sentences that **use future tense** and **mention a location**.

- A. Tomorrow, we will visit the zoo.
- B. I am eating lunch.
- C. Next week, they will go to the museum.
- D. She reads books.

✓ Correct: A, C

---

### Activity 17

Instruction (Read Once):

Select the two words that are **question words** and **start a question**.

- A. where
- B. what
- C. run
- D. quickly

✓ Correct: where, what

---

### Activity 18

Instruction (Read Once):

Choose the two sentences that **both have direct speech** and **show who is speaking**.

- A. "I'm hungry," said Tom.
- B. The cat sleeps quietly.
- C. "Let's go!" shouted Lucy.
- D. He likes pizza.

✓ Correct: A, C

---

### Activity 19

Instruction (Read Once):

Select the two words that are **homophones**.

- A. see
- B. sea
- C. sun
- D. son

✓ Correct: A, B

---

### Activity 20

Instruction (Read Once):

Choose the two sentences that **contain both a noun and a verb** and **show action**.

- A. The dog runs fast.
- B. He jumps high.
- C. The cat is fluffy.
- D. She is kind.

✓ Correct: A, B

---

### Activity 21

Instruction (Read Once):

Select the two words that are **prepositions** and **can describe location**.

- A. under
- B. between
- C. quickly

D. happy

✓ Correct: under, between

---

### Activity 22

Instruction (Read Once):

Choose the two sentences that **both use the past perfect tense**.

A. She had finished her homework before dinner.

B. He was running fast.

C. They had left by the time I arrived.

D. She eats lunch at noon.

✓ Correct: A, C

---

### Activity 23

Instruction (Read Once):

Select the two words that **signal addition**.

A. moreover

B. and

C. but

D. however

✓ Correct: moreover, and

---

### Activity 24

Instruction (Read Once):

Choose the two sentences that **stay on topic** about "Weather" and **mention an adjective**.

A. The sunny day was warm.

B. I like rainy days.

C. The cold wind blew strongly.

D. I ate lunch.

✓ Correct: A, C

---

### Activity 25

Instruction (Read Once):

Select the two words that are **compound words**.

A. toothpaste

B. basketball

C. table

D. pencil

✓ Correct: toothpaste, basketball

### **WEEK 3 – DIVIDED ATTENTION**

#### **Metacognition Reflection**

##### **Student Prompt 1**

How did you manage to pay attention to more than one thing at the same time?

- I focused on the main instruction first and then the second detail.
- I remembered two things at once while reading or solving problems.
- I tried to read everything without thinking about it.
- I guessed when it was too much to hold in my mind.

##### **Student Prompt 2**

Which parts of the task were easier to pay attention to, and which were harder?

I focused well on:

- Words or numbers that were important for the answer.
- Patterns, clues, or repeated instructions.

I found it harder to pay attention to:

- Extra words, numbers, or sentences that weren't needed.
- Instructions that changed in the middle of the task.

##### **Student Prompt 3**

What strategies helped you handle two things at once?

- I read carefully and slowed down to process both pieces of information.
- I repeated the instructions in my head.
- I skipped details without checking.
- I tried to do both things at the same time without planning.

##### **Student Prompt 4**

How can you improve next time when you need to remember multiple things?

- Take a moment to look for the most important details first.
- Break the task into smaller steps.
- Write down or underline key information.
- Rush through everything quickly.

##### **Student Prompt 5**

After finishing, reflect on your performance:

- I was able to hold both pieces of information and answer correctly.
- I sometimes remembered one but forgot the other.
- I got distracted and guessed too much.
- I noticed where I got stuck and can try a different approach next time.

##### **Student Reflection**

One thing I did well when focusing this week was:

One thing I want to improve next week:

### Signs of Progress – Week 3 Divided Attention

- ✓ Leo is better at **paying attention to more than one piece of information at a time** without getting confused.
  - ✓ He can **follow instructions while reading or solving problems**, remembering key details from both tasks.
  - ✓ Leo is **less likely to forget parts of a story or steps in a calculation** when multitasking.
  - ✓ He is **checking his work more carefully** instead of rushing when tasks involve multiple demands.
  - ✓ Leo is **ignoring distractions** such as background noises or nearby activity more effectively.
  - ✓ He is **using strategies**, like focusing on one detail first and then the next, or repeating instructions in his mind, to manage multiple tasks.
  - ✓ Leo is **feeling more confident and patient** when completing tasks that require multitasking.
  - ✓ He is **applying his love for games and strategy** to structured learning tasks, showing improvement in divided attention.
- 

### WEEK 4: CASE STUDY



Sofia is a 9-year-old who is bright and curious. She enjoys reading stories, solving puzzles, and playing memory games, which shows she loves learning and exploring new ideas. Sometimes, Sofia finds it hard to keep information in her mind while working on a task. For example, she may forget instructions after hearing them, lose track of steps in a math problem, or forget key details from a story while answering questions. Even so, Sofia's enthusiasm for learning and her curiosity help her practise ways to remember important information and complete tasks successfully.

### **Observed Difficulties**

#### **1. Reading Comprehension (Literacy)**

- Sofia often forgets key details when reading multiple sentences or paragraphs.
- She struggles to keep track of characters, events, or important facts while answering questions.
- She sometimes answers based on the first detail she remembers, rather than the full passage.

## 2. Numeracy

- Sofia has difficulty with multi-step calculations because she forgets numbers or operations she just used.
- She may need reminders of previous steps in a problem.
- She can repeat mistakes or guess if she loses track of what she has already done.

## 3. Behavioural Observations

- Sofia is easily distracted when tasks require holding several instructions in mind.
- She becomes frustrated when she forgets steps or details.
- She enjoys memory games and sequences, which can be used to strengthen her working memory.

### Summary

Sofia's challenges with working memory are common for her age. Through short, structured literacy and numeracy exercises that gradually increase in difficulty, and by reflecting on strategies to remember key information, Sofia can learn to hold and manipulate information in her mind, follow instructions carefully, and complete tasks accurately.

### Tip for Activities

Think about Sofia as you complete each task:

- Repeat instructions or key information in your head to remember them.
- Break tasks into smaller steps and complete one step at a time.
- Write down or highlight important numbers, words, or details.
- Check back on previous steps to make sure nothing is missed.
- Use memory games, sequences, or visual cues to practise holding information.
- Slow down if you start to forget steps or details.
- Review your answers before submitting or moving on to the next task.

**Think about Sofia as you do each activity. Try to use the strategies she would use to remember important details and steps.**

---

**WEEK 4 – DAY 1**

**WORKING MEMORY – NUMERACY**

---

**Instructions**

- Read each information block once only.
  - Try not to read it again.
  - Use what you remember to answer the question.
  - Do not explain your answer.
- 

**Activity 1**

Instruction (Read Once):

Add these numbers in your head:  $12 + 7 = \underline{\quad}$

A. 17

B. 19

C. 20

D. 21

✓ Correct: B

---

**Activity 2**

Instruction (Read Once):

Subtract  $15 - 8 = \underline{\quad}$

A. 6

B. 7

C. 8

D. 9

✓ Correct: B

---

**Activity 3**

Instruction (Read Once):

Multiply  $4 \times 6 = \underline{\quad}$

A. 20

B. 22

C. 24

D. 26

✓ Correct: C

---

**Activity 4**

Instruction (Read Once):

If you have 10 pencils and your friend gives you 5 more, how many pencils do you have?

- A. 14
- B. 15
- C. 16
- D. 17

✓ Correct: B

---

**Activity 5**

Instruction (Read Once):

Divide  $18 \div 3 = \underline{\quad}$

- A. 5
- B. 6
- C. 7
- D. 8

✓ Correct: B

---

**Activity 6**

Instruction (Read Once):

Remember these numbers: 5, 8, 12. What is the sum?

- A. 23
- B. 24
- C. 25
- D. 26

✓ Correct: B

---

**Activity 7**

Instruction (Read Once):

Add these numbers in order:  $7 + 3 + 6 = \underline{\quad}$

- A. 14
- B. 15
- C. 16
- D. 17

✓ Correct: B

---

**Activity 8**

Instruction (Read Once):

Multiply  $3 \times 5$  then add 7.

A. 17

B. 18

C. 22

D. 23

✓ Correct: D

---

**Activity 9**

Instruction (Read Once):

If a packet has 8 sweets and you buy 3 packets, how many sweets do you have?

A. 22

B. 23

C. 24

D. 25

✓ Correct: C

---

**Activity 10**

Instruction (Read Once):

Remember the numbers 6, 4, 9. Subtract the smallest from the largest.

A. 3

B. 4

C. 5

D. 6

✓ Correct: C

---

**Activity 11**

Instruction (Read Once):

Add  $12 + 8$  then subtract 5.

A. 15

B. 16

C. 17

D. 18

✓ Correct: C

---

### Activity 12

Instruction (Read Once):

Multiply  $7 \times 2$  then add 3.

A. 14

B. 15

C. 16

D. 17

✓ Correct: D

---

### Activity 13

Instruction (Read Once):

You have 20 marbles. You give away 7 and then receive 5 more. How many do you have?

A. 16

B. 17

C. 18

D. 19

✓ Correct: C

---

### Activity 14

Instruction (Read Once):

Remember the sequence: 2, 5, 9. Multiply the middle number by 2.

A. 8

B. 10

C. 12

D. 14

✓ Correct: D

---

### Activity 15

Instruction (Read Once):

Add  $8 + 6$ , then subtract 5.

A. 8

B. 9

C. 10

D. 11

✓ Correct: B

---

### Activity 16

Instruction (Read Once):

Divide  $24 \div 4$  then add 3.

A. 8

B. 9

C. 10

D. 11

✓ Correct: C

---

### Activity 17

Instruction (Read Once):

Multiply  $5 \times 3$ , then subtract 4.

A. 11

B. 12

C. 13

D. 14

✓ Correct: B

---

### Activity 18

Instruction (Read Once):

You see numbers: 7, 12, 5. Add the first and last, then subtract the middle.

A. 0

B. -1

C. 1

D. 2

✓ Correct: B

---

### Activity 19

Instruction (Read Once):

Remember: 10, 6, 3. Subtract the smallest from the sum of the other two.

A. 10

B. 11

C. 12

D. 13

✓ Correct: B

---

### Activity 20

Instruction (Read Once):

Add  $9 + 4$ , then multiply by 2.

A. 24

B. 26

C. 28

D. 30

✓ Correct: C

---

### Activity 21

Instruction (Read Once):

Multiply  $2 \times 6$ , add 7, then subtract 3.

A. 16

B. 17

C. 18

D. 19

✓ Correct: B

---

### Activity 22

Instruction (Read Once):

Remember these numbers: 3, 8, 5. Add the first and last, then multiply by the middle.

A. 55

B. 60

C. 65

D. 70

✓ Correct: B

---

### Activity 23

Instruction (Read Once):

You have 15 apples. You eat 4, buy 6 more, then give 3 away. How many are left?

A. 14

B. 15

C. 16

D. 17

✓ Correct: B

---

### Activity 24

Instruction (Read Once):

Multiply  $4 \times 5$ , then subtract 6.

A. 12

B. 13

C. 14

D. 15

✓ Correct: C

---

### Activity 25

Instruction (Read Once):

Add  $7 + 6$ , subtract 3, then multiply by 2.

A. 18

B. 20

C. 22

D. 24

✓ Correct: B

---

## WEEK 4 – DAY 2

### WORKING MEMORY – ENGLISH (LITERACY)

---

#### Instructions

- Read each information block once only.
  - Try not to read it again.
  - Use what you remember to answer the question.
  - Do not explain your answer.
-

### Activity 1

Instruction (Read Once):

Remember the sentence: *The dog chased the ball.* Which word shows what the dog did?

- A. dog
  - B. chased
  - C. ball
  - D. the
- ✓ Correct: B
- 

### Activity 2

Instruction (Read Once):

Remember: *The sun is shining brightly today.* Which word means the opposite of “brightly”?

- A. darkly
  - B. slowly
  - C. quietly
  - D. softly
- ✓ Correct: A
- 

### Activity 3

Instruction (Read Once):

Sentence: *The cat climbed up the tall tree.* What did the cat climb?

- A. the cat
  - B. the tree
  - C. tall
  - D. climbed
- ✓ Correct: B
- 

### Activity 4

Instruction (Read Once):

Remember this sentence: *Sara picked three red flowers.* How many flowers did Sara pick?

- A. one
  - B. two
  - C. three
  - D. four
- ✓ Correct: C

---

### Activity 5

Instruction (Read Once):

Sentence: *Tom ran quickly to catch the bus.* Which word shows how Tom ran?

- A. ran
  - B. quickly
  - C. catch
  - D. bus
- ✓ Correct: B

---

### Activity 6

Instruction (Read Once):

Remember: *It rained heavily yesterday afternoon.* Which word tells when it rained?

- A. it
  - B. heavily
  - C. yesterday
  - D. afternoon
- ✓ Correct: C

---

### Activity 7

Instruction (Read Once):

Sentence: *The bird built a nest in the tall tree.* Where did the bird build the nest?

- A. the nest
  - B. the bird
  - C. the tree
  - D. tall
- ✓ Correct: C

---

### Activity 8

Instruction (Read Once):

Remember: *Lucy drew a picture of a sunny day.* Who drew the picture?

- A. Lucy
- B. picture
- C. day

- D. sunny
  - ✓ Correct: A
- 

### Activity 9

Instruction (Read Once):

Sentence: *The children played quietly in the classroom.* How did the children play?

- A. children
  - B. quietly
  - C. classroom
  - D. played
  - ✓ Correct: B
- 

### Activity 10

Instruction (Read Once):

Remember: *Mark ate an apple and a banana for snack.* Which two fruits did Mark eat?

- A. apple and orange
  - B. apple and banana
  - C. banana and pear
  - D. apple and pear
  - ✓ Correct: B
- 

### Activity 11

Instruction (Read Once):

Sentence: *The dog barked loudly at the stranger.* Who did the dog bark at?

- A. the dog
  - B. the stranger
  - C. loudly
  - D. barked
  - ✓ Correct: B
- 

### Activity 12

Instruction (Read Once):

Remember: *Sofia ran to the park before lunch.* Where did Sofia run?

- A. park
- B. lunch

- C. ran
  - D. Sofia
  - ✓ Correct: A
- 

### Activity 13

Instruction (Read Once):

Sentence: *The red ball rolled under the table.* What colour is the ball?

- A. blue
  - B. red
  - C. green
  - D. yellow
  - ✓ Correct: B
- 

### Activity 14

Instruction (Read Once):

Remember: *Jack sang a song for his mother.* Who did Jack sing for?

- A. his father
  - B. his teacher
  - C. his mother
  - D. his friend
  - ✓ Correct: C
- 

### Activity 15

Instruction (Read Once):

Sentence: *The frog jumped into the pond quickly.* Where did the frog jump?

- A. pond
  - B. frog
  - C. jumped
  - D. quickly
  - ✓ Correct: A
- 

### Activity 16

Instruction (Read Once):

Remember: *Emma wore a blue dress to the party.* What colour was Emma's dress?

- A. red

- B. green
  - C. yellow
  - D. blue
  - ✓ Correct: D
- 

### Activity 17

Instruction (Read Once):

Sentence: *The boy opened the door carefully.* How did the boy open the door?

- A. loudly
  - B. carefully
  - C. quickly
  - D. slowly
  - ✓ Correct: B
- 

### Activity 18

Instruction (Read Once):

Remember: *They visited the zoo on Saturday.* When did they visit the zoo?

- A. Sunday
  - B. Saturday
  - C. Monday
  - D. Friday
  - ✓ Correct: B
- 

### Activity 19

Instruction (Read Once):

Sentence: *The children painted pictures of flowers and trees.* What did the children paint?

- A. animals
  - B. flowers and trees
  - C. cars and houses
  - D. the sky
  - ✓ Correct: B
- 

### Activity 20

Instruction (Read Once):

Remember: *Lucas helped his sister clean her room.* Who did Lucas help?

- A. his mother
  - B. his friend
  - C. his sister
  - D. his teacher
- ✓ Correct: C
- 

### Activity 21

Instruction (Read Once):

Sentence: *The kite flew high in the sky.* What flew high?

- A. balloon
  - B. kite
  - C. bird
  - D. plane
- ✓ Correct: B
- 

### Activity 22

Instruction (Read Once):

Remember: *Mia found a shell on the beach.* What did Mia find?

- A. a rock
  - B. a shell
  - C. a fish
  - D. a feather
- ✓ Correct: B
- 

### Activity 23

Instruction (Read Once):

Sentence: *The children lined up for lunch quietly.* How did they line up?

- A. quickly
  - B. quietly
  - C. loudly
  - D. carefully
- ✓ Correct: B
- 

### Activity 24

Instruction (Read Once):

Remember: *Tommy baked a chocolate cake for his friend.* What did Tommy bake?

- A. bread
- B. a chocolate cake
- C. cookies
- D. pie

✓ Correct: B

---

### Activity 25

Instruction (Read Once):

Sentence: *The bird sang a sweet song in the morning.* What time did the bird sing?

- A. night
- B. afternoon
- C. morning
- D. evening

✓ Correct: C

---

## WEEK 4 – DAY 3

### WORKING MEMORY – NUMERACY

---

#### Instructions

- Read each information block once only.
  - Try not to read it again.
  - Use what you remember to answer the question.
  - Do not explain your answer.
- 

#### Activity 1

Instruction (Read Once):

Remember:  $14 + 7 = \underline{\quad}$

- A. 20
- B. 21
- C. 22
- D. 19

✓ Correct: B

---

### Activity 2

Instruction (Read Once):

Remember:  $20 - 8 = \underline{\quad}$

- A. 11
- B. 12
- C. 13
- D. 14

✓ Correct: B

---

### Activity 3

Instruction (Read Once):

If a pack of pencils has 6 pencils and you buy 3 packs, how many pencils do you have?

- A. 16
- B. 17
- C. 18
- D. 19

✓ Correct: C

---

### Activity 4

Instruction (Read Once):

Remember: *Multiply*  $5 \times 4 = \underline{\quad}$

- A. 10
- B. 15
- C. 20
- D. 25

✓ Correct: C

---

### Activity 5

Instruction (Read Once):

Remember these numbers: 12, 15, 18, 21. Which number comes next in the pattern?

- A. 23
- B. 24
- C. 25
- D. 26

✓ Correct: B

---

**Activity 6**

Instruction (Read Once):

Remember:  $25 \div 5 = \underline{\quad}$

- A. 4
- B. 5
- C. 6
- D. 7

✓ Correct: B

---

**Activity 7**

Instruction (Read Once):

Remember: *Add*  $34 + 12 = \underline{\quad}$

- A. 45
- B. 46
- C. 47
- D. 48

✓ Correct: D

---

**Activity 8**

Instruction (Read Once):

Subtract  $18 - 9 = \underline{\quad}$

- A. 8
- B. 9
- C. 10
- D. 11

✓ Correct: B

---

**Activity 9**

Instruction (Read Once):

Remember:  $3 \times 7 = \underline{\quad}$

- A. 20
- B. 21
- C. 22

D. 23

✓ Correct: B

---

### Activity 10

Instruction (Read Once):

If a bag has 10 red balls, 5 blue balls, and 3 green balls, how many balls are there in total?

A. 17

B. 18

C. 19

D. 20

✓ Correct: B

---

### Activity 11

Instruction (Read Once):

Remember: *Divide*  $48 \div 6 = \underline{\quad}$

A. 7

B. 8

C. 9

D. 10

✓ Correct: B

---

### Activity 12

Instruction (Read Once):

Add:  $27 + 15 = \underline{\quad}$

A. 41

B. 42

C. 43

D. 44

✓ Correct: C

---

### Activity 13

Instruction (Read Once):

Subtract:  $56 - 29 = \underline{\quad}$

A. 26

B. 27

C. 28

D. 29

✓ Correct: B

---

#### Activity 14

Instruction (Read Once):

Remember:  $7 \times 6 = \underline{\quad}$

A. 41

B. 42

C. 43

D. 44

✓ Correct: B

---

#### Activity 15

Instruction (Read Once):

If a box contains 24 candies and you share them equally among 4 friends, how many candies does each friend get?

A. 5

B. 6

C. 7

D. 8

✓ Correct: B

---

#### Activity 16

Instruction (Read Once):

Remember: *Add*  $15 + 36 = \underline{\quad}$

A. 50

B. 51

C. 52

D. 53

✓ Correct: B

---

#### Activity 17

Instruction (Read Once):

Subtract:  $82 - 47 = \underline{\quad}$

A. 34

B. 35

C. 36

D. 37

✓ Correct: B

---

### Activity 18

Instruction (Read Once):

Multiply:  $8 \times 5 = \underline{\quad}$

A. 35

B. 36

C. 40

D. 42

✓ Correct: C

---

### Activity 19

Instruction (Read Once):

Divide:  $54 \div 9 = \underline{\quad}$

A. 5

B. 6

C. 7

D. 8

✓ Correct: B

---

### Activity 20

Instruction (Read Once):

If a shop sells 12 pencils per pack, how many pencils are in 5 packs?

A. 50

B. 55

C. 60

D. 65

✓ Correct: C

---

### Activity 21

Instruction (Read Once):

Add:  $48 + 27 = \underline{\quad}$

A. 74

B. 75

C. 76

D. 77

✓ Correct: B

---

### Activity 22

Instruction (Read Once):

Subtract:  $63 - 38 = \underline{\quad}$

A. 24

B. 25

C. 26

D. 27

✓ Correct: B

---

### Activity 23

Instruction (Read Once):

Multiply:  $9 \times 4 = \underline{\quad}$

A. 34

B. 35

C. 36

D. 37

✓ Correct: C

---

### Activity 24

Instruction (Read Once):

Divide:  $72 \div 8 = \underline{\quad}$

A. 8

B. 9

C. 10

D. 11

✓ Correct: B

---

**Activity 25**

Instruction (Read Once):

A fruit seller has 18 apples. He sells 5 apples and then buys 7 more. How many apples does he have now?

- A. 19
  - B. 20
  - C. 21
  - D. 22
- ✓ Correct: C
- 

**WEEK 4 – DAY 4****WORKING MEMORY – ENGLISH (LITERACY)**

---

**Instructions**

- Read each information block once only.
  - Try not to read it again.
  - Use what you remember to answer the question.
  - Do not explain your answer.
- 

**Activity 1**

Instruction (Read Once):

Which word(s) can correctly complete the sentence?

*The cat \_\_\_ on the mat in the sunny room.*

- A. sits
  - B. sitting
  - C. sat
  - D. lay
- ✓ Correct: A, C, D
- 

**Activity 2**

Instruction (Read Once):

Select the word that is a verb.

- A. table
- B. run
- C. blue

D. fast

✓ Correct: B

---

### Activity 3

Instruction (Read Once):

Choose the sentence that is in past tense.

A. She writes a letter.

B. She wrote a letter.

C. She is writing a letter.

D. She will write a letter.

✓ Correct: B

---

### Activity 4

Instruction (Read Once):

Select the word that is an adjective.

A. quickly

B. happy

C. jump

D. swim

✓ Correct: B

---

### Activity 5

Instruction (Read Once):

Choose the sentence that is a question.

A. The dog runs fast.

B. Where is the dog?

C. The dog is brown.

D. The dog barks.

✓ Correct: B

---

### Activity 6

Instruction (Read Once):

Select the word that is a pronoun.

A. he

B. car

- C. run
  - D. happy
  - ✓ Correct: A
- 

### Activity 7

Instruction (Read Once):

Choose the sentence that shows cause and effect.

- A. It rained, so the ground is wet.
  - B. The sun shines.
  - C. I like apples.
  - D. The cat sleeps.
  - ✓ Correct: A
- 

### Activity 8

Instruction (Read Once):

Select the word that means the opposite of "hot."

- A. cold
  - B. warm
  - C. sunny
  - D. bright
  - ✓ Correct: A
- 

### Activity 9

Instruction (Read Once):

Choose the sentence that has correct punctuation.

- A. What is your name
  - B. What is your name?
  - C. What is your name.
  - D. What is your name!
  - ✓ Correct: B
- 

### Activity 10

Instruction (Read Once):

Select the word that is plural.

- A. dog

- B. cats
  - C. mouse
  - D. tree
  - ✓ Correct: B
- 

### Activity 11

Instruction (Read Once):

Choose the word that is a noun.

- A. run
  - B. pencil
  - C. quickly
  - D. happy
  - ✓ Correct: B
- 

### Activity 12

Instruction (Read Once):

Select the sentence that uses “and” correctly.

- A. I like apples and oranges.
  - B. I like apples oranges.
  - C. I like and apples oranges.
  - D. Apples I like and oranges.
  - ✓ Correct: A
- 

### Activity 13

Instruction (Read Once):

Choose the word that is an adverb.

- A. run
  - B. slowly
  - C. happy
  - D. chair
  - ✓ Correct: B
- 

### Activity 14

Instruction (Read Once):

Select the sentence that is a command.

- A. Close the door.
  - B. The door is closed.
  - C. She closes the door.
  - D. The door was closed.
- ✓ Correct: A
- 

### Activity 15

Instruction (Read Once):

Choose the word that is a proper noun.

- A. city
  - B. London
  - C. school
  - D. river
- ✓ Correct: B
- 

### Activity 16

Instruction (Read Once):

Select the sentence that is in future tense.

- A. I eat lunch.
  - B. I ate lunch.
  - C. I will eat lunch.
  - D. I am eating lunch.
- ✓ Correct: C
- 

### Activity 17

Instruction (Read Once):

Choose the sentence with correct subject-verb agreement.

- A. She go to school.
  - B. She goes to school.
  - C. She going to school.
  - D. She goed to school.
- ✓ Correct: B
- 

### Activity 18

Instruction (Read Once):

Select the word that shows comparison.

- A. fast
- B. faster
- C. run
- D. cat

✓ Correct: B

---

### Activity 19

Instruction (Read Once):

Choose the sentence that is complete.

- A. Running in the park.
- B. The children played outside.
- C. After school.
- D. Because it rained.

✓ Correct: B

---

### Activity 20

Instruction (Read Once):

Select the word that signals a question.

- A. What
- B. And
- C. But
- D. Because

✓ Correct: A

---

### Activity 21

Instruction (Read Once):

Choose the sentence that is formal.

- A. I wanna go.
- B. I would like to go.
- C. Me go too.
- D. Gonna go now.

✓ Correct: B

---

**Activity 22**

Instruction (Read Once):

Select the word that is a conjunction.

- A. and
- B. run
- C. happy
- D. dog

✓ Correct: A

---

**Activity 23**

Instruction (Read Once):

Choose the sentence that is neutral in tone.

- A. This story is amazing!
- B. The story has three chapters.
- C. Wow, that story was boring.
- D. I can't believe that story!

✓ Correct: B

---

**Activity 24**

Instruction (Read Once):

Select the word that indicates time.

- A. yesterday
- B. apple
- C. chair
- D. blue

✓ Correct: A

---

**Activity 25**

Instruction (Read Once):

Choose the sentence that stays on topic.

Topic: Animals

- A. Dogs like to run.
- B. The sun is hot.
- C. Cars are fast.
- D. Ice cream is sweet.

✓ Correct: A

---

## WEEK 4 – DAY 5

### WORKING MEMORY – NUMERACY

---

#### Instructions

- Read each information block once only.
  - Try not to read it again.
  - Use what you remember to answer the question.
  - Do not explain your answer.
- 

#### Activity 1

Instruction (Read Once):

Choose the correct answer.  $24 + 17 = \underline{\quad}$

A. 40

B. 41

C. 42

D. 43

✓ Correct: B

---

#### Activity 2

Instruction (Read Once):

Select the number that is divisible by 3.

A. 14

B. 18

C. 22

D. 25

✓ Correct: B

---

#### Activity 3

Instruction (Read Once):

Choose the correct answer.  $56 - 29 = \underline{\quad}$

A. 25

B. 26

C. 27

D. 28

✓ Correct: C

---

#### Activity 4

Instruction (Read Once):

Select the number that comes next in the pattern: 5, 10, 20, 40, \_\_\_\_

A. 50

B. 60

C. 80

D. 100

✓ Correct: C

---

#### Activity 5

Instruction (Read Once):

Choose the smallest fraction.

A.  $\frac{2}{3}$

B.  $\frac{1}{4}$

C.  $\frac{3}{4}$

D.  $\frac{1}{2}$

✓ Correct: B

---

#### Activity 6

Instruction (Read Once):

Select the correct answer.  $8 \times 7 =$  \_\_\_\_

A. 54

B. 56

C. 58

D. 60

✓ Correct: B

---

#### Activity 7

Instruction (Read Once):

Choose the number that is odd.

A. 42

B. 57

C. 66

D. 84

✓ Correct: B

---

### Activity 8

Instruction (Read Once):

Select the number that is a multiple of 4.

A. 18

B. 32

C. 27

D. 35

✓ Correct: B

---

### Activity 9

Instruction (Read Once):

Choose the correct answer.  $72 \div 8 = \underline{\quad}$

A. 7

B. 8

C. 9

D. 10

✓ Correct: C

---

### Activity 10

Instruction (Read Once):

Select the correct answer.  $14 + 28 - 17 = \underline{\quad}$

A. 25

B. 26

C. 27

D. 28

✓ Correct: B

---

### Activity 11

Instruction (Read Once):

Choose the number closest to 150.

A. 138

- B. 145
  - C. 152
  - D. 158
  - ✓ Correct: C
- 

### Activity 12

Instruction (Read Once):

Select the correct answer.  $6 \times 9 = \underline{\quad}$

- A. 52
  - B. 54
  - C. 56
  - D. 58
  - ✓ Correct: B
- 

### Activity 13

Instruction (Read Once):

Choose the number that comes between 289 and 291.

- A. 288
  - B. 289
  - C. 290
  - D. 291
  - ✓ Correct: C
- 

### Activity 14

Instruction (Read Once):

Select the correct answer.  $45 \div 5 = \underline{\quad}$

- A. 8
  - B. 9
  - C. 10
  - D. 11
  - ✓ Correct: B
- 

### Activity 15

Instruction (Read Once):

Choose the largest number.

A. 402

B. 420

C. 408

D. 415

✓ Correct: B

---

### Activity 16

Instruction (Read Once):

Select the number that is less than 60 but greater than 50.

A. 49

B. 52

C. 60

D. 61

✓ Correct: B

---

### Activity 17

Instruction (Read Once):

Choose the fraction that is equal to  $\frac{1}{2}$ .

A.  $\frac{2}{3}$

B.  $\frac{3}{6}$

C.  $\frac{1}{4}$

D.  $\frac{3}{4}$

✓ Correct: B

---

### Activity 18

Instruction (Read Once):

Select the correct answer.  $33 + 47 = \underline{\quad}$

A. 79

B. 80

C. 81

D. 82

✓ Correct: B

---

### Activity 19

Instruction (Read Once):

Choose the number that is divisible by 5.

- A. 21
- B. 25
- C. 32
- D. 44

✓ Correct: B

---

### Activity 20

Instruction (Read Once):

Select the correct answer.  $64 - 28 = \underline{\quad}$

- A. 36
- B. 37
- C. 38
- D. 39

✓ Correct: A

---

### Activity 21

Instruction (Read Once):

Choose the next number in the sequence: 2, 4, 8, 16,  $\underline{\quad}$

- A. 18
- B. 20
- C. 24
- D. 32

✓ Correct: D

---

### Activity 22

Instruction (Read Once):

Select the correct unit to measure weight.

- A. litres
- B. kilograms
- C. centimetres
- D. minutes

✓ Correct: B

---

**Activity 23**

Instruction (Read Once):

Choose the answer.  $5 \times 12 = \underline{\quad}$

- A. 55
- B. 60
- C. 65
- D. 70

✓ Correct: B

---

**Activity 24**

Instruction (Read Once):

Select the number with three hundreds.

- A. 300
- B. 30
- C. 33
- D. 303

✓ Correct: A

---

**Activity 25**

Instruction (Read Once):

Choose the correct answer. You have 50 pencils. You give 18 to your friend. How many pencils are left?

- A. 30
- B. 31
- C. 32
- D. 33

✓ Correct: C

**WEEK 4 – WORKING MEMORY**

Think about how you use your memory while doing each activity. Try to notice what helps you remember important information.

**Student Prompt 1**

How did you remember all the steps in the problem or story?

- I repeated the numbers or words in my head
- I broke the task into smaller parts
- I tried to remember everything at once without thinking
- I wrote down or circled key information to help me remember

**Student Prompt 2**

Which information was easiest to remember, and which was harder?

I remembered easily:

- Numbers that repeated or followed a pattern
- Words that I already knew or could picture

I found harder to remember:

- Long sentences or multi-step instructions
- Extra details that were not important

**Student Prompt 3**

What did you do to make sure you didn't forget important information?

- I reread instructions or sentences carefully
- I used my fingers, counters, or notes to keep track of steps
- I guessed answers without checking
- I asked myself which information was needed to solve the problem

**Student Prompt 4**

How did breaking tasks into smaller steps help you?

- I could remember each step more easily
- I was less likely to make mistakes
- I forgot to follow the steps
- I felt more confident finishing the activity

**Student Prompt 5**

What strategies will you try next time to remember important information?

- Repeat key numbers or words in my head
- Write down or circle important details
- Focus on one step at a time
- Try to remember everything at once

**Student Reflection**

**One thing I did well when focusing this week was:**

**One thing I want to improve next week:**

**Signs of Progress – Week 4 Working Memory**

After completing the Week 4 activities, Sofia may notice improvements in several areas:

- ✓ She can remember key details from a short story or passage without having to reread it multiple times.
  - ✓ She is able to keep track of characters, events, and important facts while answering questions.
  - ✓ She can follow multi-step math problems more accurately, remembering numbers and operations from one step to the next.
  - ✓ She makes fewer repeated mistakes because she remembers what she has already done.
  - ✓ She uses strategies such as repeating instructions in her head, breaking tasks into smaller steps, or circling important information.
  - ✓ She experiences less frustration when holding multiple pieces of information in mind.
  - ✓ She demonstrates growing confidence in completing both literacy and numeracy tasks that require holding and manipulating information.
  - ✓ She is able to focus longer on tasks, showing improved working memory stamina.
- 

## WEEK 5: CASE STUDY



Amir is an 8-year-old who is bright, playful, and loves exploring new things. He enjoys reading short stories, solving puzzles, and playing matching games, which shows he enjoys learning and discovering. Sometimes, Amir finds it hard to remember information he has just seen or heard. For example, he may forget instructions after hearing them once, lose track of numbers in a short calculation, or forget details from a story immediately after reading it. Even so, Amir's curiosity and eagerness to try new activities help him practise ways to recall information quickly and accurately.

### **Observed Difficulties**

#### **1. Reading Comprehension (Literacy)**

- Amir may forget key details immediately after reading a sentence or paragraph.
- He struggles to answer questions that require remembering what he just read.
- He sometimes recalls only one or two details rather than the full passage.

#### **2. Numeracy**

- Amir can forget numbers or operations in short calculations.
- He may need to repeat instructions or look back at the problem multiple times.
- He can make mistakes if he does not remember the steps he just completed.

#### **3. Behavioural Observations**

- Amir is easily distracted by small noises or movements while trying to remember something.
- He becomes frustrated when he forgets details quickly.
- He enjoys short memory and sequencing games, which can be used to improve his short-term recall.

### **Summary**

Amir's challenges with short-term memory are common for his age. Through short, structured literacy and numeracy exercises that focus on recalling recently seen or heard information, and by reflecting on strategies that help him remember, Amir can improve his ability to hold and retrieve information quickly. This helps him follow instructions carefully and complete tasks accurately.

### **Tip for Activities**

Think about Amir as you complete each task:

- Repeat instructions or key details out loud or in your head to remember them.
  - Focus on one step at a time and check that you remember it before moving on.
  - Use notes, drawings, or visual cues to help recall important information.
  - Look back at the problem or text if you forget what comes next.
  - Play short memory or sequencing games to strengthen your recall skills.
  - Pause and summarise what you've read or calculated before answering questions.
  - Take a deep breath and slow down when you feel yourself forgetting details.
- 

## **WEEK 5 – DAY 1**

### **SHORT-TERM MEMORY – ENGLISH (LITERACY)**

---

#### **Instructions**

- Read each information block once only.
  - Try not to read it again.
  - Use what you remember to answer the question.
  - Do not explain your answer.
- 

#### **Activity 1**

Instruction (Read Once):

Choose the word that shows an action.

Word List:

book jump table red

✓ Correct: jump

---

#### **Activity 2**

Instruction (Read Once):

Select the sentence that tells about yesterday.

A. I eat breakfast.

B. I ate breakfast.

C. I will eat breakfast.

D. I am eating breakfast.

✓ Correct: B

---

### Activity 3

Instruction (Read Once):

Circle the word that is a feeling.

Word List:

happy chair car green

✓ Correct: happy

---

### Activity 4

Instruction (Read Once):

Choose the sentence that asks a question.

- A. The dog runs fast.
- B. What is the dog doing?
- C. The dog is sleeping.
- D. The dog barked loudly.

✓ Correct: B

---

### Activity 5

Instruction (Read Once):

Select the word that is the opposite of cold.

- A. hot
- B. wet
- C. snow
- D. ice

✓ Correct: A

---

### Activity 6

Instruction (Read Once):

Choose the sentence that is a command.

- A. Close the door.
- B. The door is open.
- C. The door was closed.
- D. Is the door open?

✓ Correct: A

---

**Activity 7**

Instruction (Read Once):

Select the word that is a colour.

Word List:

yellow run happy sit

✓ Correct: yellow

---

**Activity 8**

Instruction (Read Once):

Choose the sentence that is about the future.

- A. I go to school.
- B. I went to school.
- C. I will go to school.
- D. I am going to school.

✓ Correct: C

---

**Activity 9**

Instruction (Read Once):

Circle the describing word in this sentence:

The small cat slept on the mat.

✓ Correct: small

---

**Activity 10**

Instruction (Read Once):

Choose the word that is a thing.

Word List:

run dog blue fast

✓ Correct: dog

---

**Activity 11**

Instruction (Read Once):

Select the sentence that is complete.

- A. Running in the garden.
- B. The children ran in the garden.
- C. Because it was sunny.

D. After school.

✓ Correct: B

---

### Activity 12

Instruction (Read Once):

Choose the word that shows quantity.

Word List:

few jump happy cat

✓ Correct: few

---

### Activity 13

Instruction (Read Once):

Select the sentence with correct punctuation.

A. i like ice cream.

B. I like ice cream.

C. I like ice cream

D. i like ice cream!

✓ Correct: B

---

### Activity 14

Instruction (Read Once):

Choose the word that is a place.

Word List:

school run happy blue

✓ Correct: school

---

### Activity 15

Instruction (Read Once):

Select the sentence that states a fact.

A. Dogs can fly.

B. The sun is hot.

C. Cats drive cars.

D. Fish live on land.

✓ Correct: B

---

**Activity 16**

Instruction (Read Once):

Choose the word that tells “when.”

Word List:

yesterday jump table green

✓ Correct: yesterday

---

**Activity 17**

Instruction (Read Once):

Select the sentence that uses “and” correctly.

- A. I like apples and oranges.
- B. I like apples or oranges and.
- C. I like and apples oranges.
- D. Apples like I and oranges.

✓ Correct: A

---

**Activity 18**

Instruction (Read Once):

Circle the word that is an animal.

Word List:

dog run happy yellow

✓ Correct: dog

---

**Activity 19**

Instruction (Read Once):

Choose the sentence with correct spacing.

- A. Ilike cats.
- B. I like cats.
- C. Il ik e cats.
- D. Ilike cats.

✓ Correct: B

---

**Activity 20**

Instruction (Read Once):

Select the word that is a verb.

Word List:

jump green happy dog

✓ Correct: jump

---

### Activity 21

Instruction (Read Once):

Choose the sentence that tells why something happened.

- A. It rained, so the ground is wet.
- B. The ground is wet.
- C. I like rain.
- D. It is cloudy.

✓ Correct: A

---

### Activity 22

Instruction (Read Once):

Select the word that is a number.

Word List:

seven dog red run

✓ Correct: seven

---

### Activity 23

Instruction (Read Once):

Choose the sentence that asks for information politely.

- A. Give me the book.
- B. Can I have the book, please?
- C. I take the book.
- D. Take the book now.

✓ Correct: B

---

### Activity 24

Instruction (Read Once):

Select the word that shows size.

Word List:

big dog run happy

✓ Correct: big

---

### Activity 25

Instruction (Read Once):

Choose the sentence that stays on topic: **Topic: Cats**

- A. Cats like to sleep.
- B. Dogs like to run.
- C. Cars are fast.
- D. The sky is blue.

✓ Correct: A

---

### WEEK 5 – DAY 2

#### SHORT-TERM MEMORY – NUMERACY

---

#### Instructions

- Read each information block once only.
  - Try not to read it again.
  - Use what you remember to answer the question.
  - Do not explain your answer.
- 

### Activity 1

Instruction (Read Once):

Choose the number that comes next: 5, 10, 15, \_\_\_\_

- A. 17
- B. 20
- C. 22
- D. 25

✓ Correct: B

---

### Activity 2

Instruction (Read Once):

Select the number that is even.

- A. 13
- B. 16
- C. 19
- D. 21

✓ Correct: B

---

**Activity 3**

Instruction (Read Once):

Choose the correct answer:  $7 + 8 = \underline{\quad}$

A. 14

B. 15

C. 15

D. 16

✓ Correct: D

---

**Activity 4**

Instruction (Read Once):

Select the number that is smaller than 30.

A. 32

B. 35

C. 28

D. 40

✓ Correct: C

---

**Activity 5**

Instruction (Read Once):

Choose the number that is greater than 50.

A. 45

B. 48

C. 51

D. 49

✓ Correct: C

---

**Activity 6**

Instruction (Read Once):

Select the correct symbol to make the number sentence true:  $12 \underline{\quad} 7$

A. >

B. <

C. =

D. +

✓ Correct: A

---

### Activity 7

Instruction (Read Once):

Choose the correct answer:  $18 - 9 = \underline{\quad}$

A. 8

B. 9

C. 10

D. 11

✓ Correct: B

---

### Activity 8

Instruction (Read Once):

Select the number that is a multiple of 3.

A. 10

B. 12

C. 14

D. 16

✓ Correct: B

---

### Activity 9

Instruction (Read Once):

Choose the number that does not belong: 6, 9, 12, 13

✓ Correct: 13

---

### Activity 10

Instruction (Read Once):

Select the correct answer:  $4 \times 3 = \underline{\quad}$

A. 10

B. 11

C. 12

D. 13

✓ Correct: C

---

**Activity 11**

Instruction (Read Once):

Choose the fraction that is half.

A.  $\frac{1}{4}$

B.  $\frac{2}{4}$

C.  $\frac{3}{4}$

D.  $\frac{1}{3}$

✓ Correct: B

---

**Activity 12**

Instruction (Read Once):

Select the number that is odd.

A. 18

B. 21

C. 24

D. 30

✓ Correct: B

---

**Activity 13**

Instruction (Read Once):

Choose the correct answer:  $15 \div 5 = \underline{\quad}$

A. 2

B. 3

C. 4

D. 5

✓ Correct: B

---

**Activity 14**

Instruction (Read Once):

Select the number closest to 75.

A. 70

B. 72

C. 78

D. 80

✓ Correct: B

---

**Activity 15**

Instruction (Read Once):

Choose the shape with 3 sides.

- A. Square
- B. Circle
- C. Triangle
- D. Rectangle

✓ Correct: C

---

**Activity 16**

Instruction (Read Once):

Select the correct answer:  $9 + 7 = \underline{\quad}$

- A. 15
- B. 16
- C. 17
- D. 18

✓ Correct: C

---

**Activity 17**

Instruction (Read Once):

Choose the number that comes next: 2, 4, 6,  $\underline{\quad}$

- A. 7
- B. 8
- C. 9
- D. 10

✓ Correct: B

---

**Activity 18**

Instruction (Read Once):

Select the correct unit to measure weight.

- A. centimetres
- B. kilograms
- C. litres

D. minutes

✓ Correct: B

---

### Activity 19

Instruction (Read Once):

Choose the number that is greater than 90.

A. 88

B. 91

C. 89

D. 90

✓ Correct: B

---

### Activity 20

Instruction (Read Once):

Select the correct answer:  $25 - 8 = \underline{\quad}$

A. 15

B. 16

C. 17

D. 18

✓ Correct: C

---

### Activity 21

Instruction (Read Once):

Choose the number that is between 40 and 50.

A. 39

B. 45

C. 50

D. 51

✓ Correct: B

---

### Activity 22

Instruction (Read Once):

Select the correct time: Quarter past 2

A. 2:00

B. 2:15

- C. 2:30
  - D. 3:15
  - ✓ Correct: B
- 

**Activity 23**

Instruction (Read Once):

Choose the correct answer:  $5 \times 6 = \underline{\quad}$

- A. 30
  - B. 25
  - C. 35
  - D. 32
  - ✓ Correct: A
- 

**Activity 24**

Instruction (Read Once):

Select the number with two tens.

- A. 12
  - B. 20
  - C. 22
  - D. 25
  - ✓ Correct: C
- 

**Activity 25**

Instruction (Read Once):

Choose the correct answer: You have 15 apples and give away 6. How many are left?

- A. 8
  - B. 9
  - C. 10
  - D. 11
  - ✓ Correct: B
- 

**WEEK 5 – DAY 3**

**SHORT-TERM MEMORY – ENGLISH (LITERACY)**

---

### Instructions

- Read each passage or sentence **once only**.
  - Try not to read it again.
  - Use what you remember to answer the question.
  - Do not explain your answer.
- 

### Activity 1

Instruction (Read Once):

Which of these words means “a place where books are kept”?

- A. Library
  - B. Playground
  - C. Kitchen
  - D. Garden
- ✓ Correct: A
- 

### Activity 2

Instruction (Read Once):

Select the sentence that tells about the past.

- A. I will visit my friend tomorrow.
  - B. I am eating lunch now.
  - C. I played football yesterday.
  - D. I like ice cream.
- ✓ Correct: C
- 

### Activity 3

Instruction (Read Once):

Which word is a verb (action word)?

- A. Jump
  - B. Blue
  - C. Chair
  - D. Soft
- ✓ Correct: A
- 

### Activity 4

Instruction (Read Once):

Choose the sentence that answers this question: *Where is the cat?*

- A. The cat is sleeping on the sofa.
- B. The cat likes milk.
- C. Cats are playful animals.
- D. The cat is big.

✓ Correct: A

---

### Activity 5

Instruction (Read Once):

Select the word that is an opposite of “happy”.

- A. Sad
- B. Glad
- C. Excited
- D. Cheerful

✓ Correct: A

---

### Activity 6

Instruction (Read Once):

Which sentence is a command?

- A. The door is open.
- B. Please close the door.
- C. Is the door closed?
- D. The door was open.

✓ Correct: B

---

### Activity 7

Instruction (Read Once):

Choose the word that is a proper noun (name).

- A. City
- B. Park
- C. Emma
- D. Dog

✓ Correct: C

---

### Activity 8

Instruction (Read Once):

Select the word that completes the sentence correctly:

*The boy \_\_\_ running fast.*

- A. is
- B. are
- C. am
- D. be

✓ Correct: A

---

### Activity 9

Instruction (Read Once):

Which sentence shows cause and effect?

- A. I like pizza.
- B. It rained, so the ground is wet.
- C. The sun is shining.
- D. Birds fly in the sky.

✓ Correct: B

---

### Activity 10

Instruction (Read Once):

Circle the describing word (adjective):

*The tall tree swayed in the wind.*

✓ Correct: tall

---

### Activity 11

Instruction (Read Once):

Select the sentence with correct capital letters.

- A. my name is Amir.
- B. My name is Amir.
- C. my Name is Amir.
- D. My name is amir.

✓ Correct: B

---

**Activity 12**

Instruction (Read Once):

Which word means the same as “quick”?

- A. Slow
- B. Fast
- C. Tall
- D. Heavy

✓ Correct: B

---

**Activity 13**

Instruction (Read Once):

Choose the sentence that makes the most sense.

- A. The dog barked loudly.
- B. The dog loudly bark.
- C. Bark dog loudly.
- D. Dog bark loud.

✓ Correct: A

---

**Activity 14**

Instruction (Read Once):

Select the word that tells how something is done.

- A. Slow
- B. Slowly
- C. Slowness
- D. Slowest

✓ Correct: B

---

**Activity 15**

Instruction (Read Once):

Choose the sentence that stays on topic: *Topic: Rain*

- A. Rain makes the ground wet.
- B. I like chocolate.
- C. Birds fly in the sky.
- D. The sun is hot.

✓ Correct: A

---

**Activity 16**

Instruction (Read Once):

Select the word that is plural.

- A. Cat
- B. Bird
- C. Dogs
- D. Fish

✓ Correct: C

---

**Activity 17**

Instruction (Read Once):

Which word is a feeling?

- A. Sad
- B. Table
- C. Pencil
- D. Shoe

✓ Correct: A

---

**Activity 18**

Instruction (Read Once):

Choose the sentence that shows something happening now.

- A. I ate lunch.
- B. I am eating lunch.
- C. I will eat lunch.
- D. I like lunch.

✓ Correct: B

---

**Activity 19**

Instruction (Read Once):

Select the word that does not belong:

- A. Apple
- B. Banana
- C. Car

D. Orange

✓ Correct: C

---

### Activity 20

Instruction (Read Once):

Choose the sentence that ends with a full stop.

A. What is your name?

B. Stop running!

C. I like reading.

D. Watch out!

✓ Correct: C

---

### Activity 21

Instruction (Read Once):

Select the word that comes first in alphabetical order:

A. Dog

B. Cat

C. Bird

D. Fish

✓ Correct: C

---

### Activity 22

Instruction (Read Once):

Choose the sentence that is true:

A. Fish can fly.

B. Birds have wings.

C. Dogs live underwater.

D. Cars can talk.

✓ Correct: B

---

### Activity 23

Instruction (Read Once):

Select the word that completes the sentence:

*The girl \_\_\_ her homework carefully.*

A. do

- B. does
  - C. did
  - D. doing
  - ✓ Correct: B
- 

### Activity 24

Instruction (Read Once):

Choose the sentence that uses quotation marks correctly:

- A. She said hello.
  - B. She said, "Hello."
  - C. She said "hello.
  - D. She said hello"
  - ✓ Correct: B
- 

### Activity 25

Instruction (Read Once):

Select the sentence that shows a sequence:

*First, Amir washed his hands. Next, he ate lunch.*

- A. Amir ate lunch, then washed hands.
  - B. Amir washed hands, then ate lunch.
  - C. Amir played outside, then ate lunch.
  - D. Amir ate lunch first, then washed hands.
  - ✓ Correct: B
- 

## WEEK 5 – DAY 4

### SHORT-TERM MEMORY – NUMERACY

---

#### Instructions

- Read each problem **once only**.
  - Try not to look back at the problem.
  - Use what you remember to answer the question.
  - Do not explain your answer.
- 

#### Activity 1

Instruction (Read Once):

Choose the sum of  $7 + 5 + 3$ .

- A. 14
- B. 15
- C. 16
- D. 17

✓ Correct: D

---

### Activity 2

Instruction (Read Once):

Select the number that is even and greater than 20.

- A. 19
- B. 22
- C. 27
- D. 15

✓ Correct: B

---

### Activity 3

Instruction (Read Once):

If you have 12 pencils and give 5 to a friend, how many are left?

- A. 5
- B. 6
- C. 7
- D. 8

✓ Correct: C

---

### Activity 4

Instruction (Read Once):

Choose the number that comes next in this sequence:

5, 10, 15, 20, \_\_\_\_

- A. 22
- B. 25
- C. 30
- D. 35

✓ Correct: B

---

**Activity 5**

Instruction (Read Once):

Select the product of  $4 \times 6$ .

A. 20

B. 22

C. 24

D. 26

✓ Correct: C

---

**Activity 6**

Instruction (Read Once):

Which number is a multiple of 3 but not 2?

A. 6

B. 9

C. 12

D. 18

✓ Correct: B

---

**Activity 7**

Instruction (Read Once):

Choose the fraction that means "one third".

A.  $\frac{1}{2}$

B.  $\frac{1}{3}$

C.  $\frac{1}{4}$

D.  $\frac{2}{3}$

✓ Correct: B

---

**Activity 8**

Instruction (Read Once):

Select the number that is less than 50 but greater than 40.

A. 38

B. 42

C. 50

D. 55

✓ Correct: B

---

**Activity 9**

Instruction (Read Once):

Choose the number sentence that is true:

- A.  $15 - 7 = 9$
- B.  $12 + 5 = 17$
- C.  $9 \times 2 = 18$
- D. All of the above

✓ Correct: D

---

**Activity 10**

Instruction (Read Once):

Select the correct unit to measure weight.

- A. Kilograms
- B. Litres
- C. Minutes
- D. Centimetres

✓ Correct: A

---

**Activity 11**

Instruction (Read Once):

If a box has 8 apples and you put 7 more in it, how many apples are in the box?

- A. 14
- B. 15
- C. 16
- D. 17

✓ Correct: B

---

**Activity 12**

Instruction (Read Once):

Which number comes before 63?

- A. 61
- B. 62
- C. 64

D. 65

✓ Correct: B

---

### Activity 13

Instruction (Read Once):

Choose the number that is odd and greater than 30.

A. 32

B. 33

C. 34

D. 36

✓ Correct: B

---

### Activity 14

Instruction (Read Once):

Select the correct answer:  $18 \div 3 = \underline{\quad}$

A. 5

B. 6

C. 7

D. 8

✓ Correct: B

---

### Activity 15

Instruction (Read Once):

Which number is greater than 75 but less than 85?

A. 72

B. 78

C. 85

D. 90

✓ Correct: B

---

### Activity 16

Instruction (Read Once):

Choose the correct answer:  $7 + 6 + 4 = \underline{\quad}$

A. 15

B. 16

C. 17

D. 18

✓ Correct: D

---

### Activity 17

Instruction (Read Once):

Select the shape with three sides.

A. Triangle

B. Square

C. Rectangle

D. Circle

✓ Correct: A

---

### Activity 18

Instruction (Read Once):

Choose the number that is both a multiple of 2 and 5.

A. 10

B. 12

C. 15

D. 18

✓ Correct: A

---

### Activity 19

Instruction (Read Once):

If you start with 50 and subtract 7, then add 3, what is the result?

A. 44

B. 46

C. 47

D. 48

✓ Correct: B

---

### Activity 20

Instruction (Read Once):

Select the correct answer:  $24 \div 6 = \underline{\quad}$

A. 3

B. 4

C. 5

D. 6

✓ Correct: B

---

### Activity 21

Instruction (Read Once):

Which number comes next in this pattern: 2, 4, 6, 8, \_\_\_\_

A. 9

B. 10

C. 11

D. 12

✓ Correct: B

---

### Activity 22

Instruction (Read Once):

Choose the correct number that is a multiple of 4 but less than 20.

A. 12

B. 15

C. 20

D. 22

✓ Correct: A

---

### Activity 23

Instruction (Read Once):

Select the sum of  $11 + 7 + 2$ .

A. 18

B. 19

C. 20

D. 21

✓ Correct: D

---

### Activity 24

Instruction (Read Once):

Choose the number that is between 60 and 70.

A. 59

B. 65

C. 70

D. 71

✓ Correct: B

---

### Activity 25

Instruction (Read Once):

Select the correct answer: If you have 15 marbles and give 6 away, how many do you have left?

A. 7

B. 8

C. 9

D. 10

✓ Correct: C

---

## WEEK 5 – DAY 5

### SHORT-TERM MEMORY – ENGLISH (LITERACY)

---

#### Instructions

- Read each set of sentences **once only**.
  - Try not to look back at the sentences.
  - Use what you remember to answer the question.
  - Do not explain your answer.
- 

#### Activity 1

Instruction (Read Once):

The dog ran across the yard. It stopped near the tree.

Which word describes where the dog stopped?

A. Yard

B. Tree

C. Dog

D. Ran

✓ Correct: B

---

## Activity 2

Instruction (Read Once):

Sara went to the market. She bought apples and bananas.

Which items did Sara buy?

- A. Apples and oranges
- B. Apples and bananas
- C. Bananas and grapes
- D. Apples only

✓ Correct: B

---

## Activity 3

Instruction (Read Once):

Tom opened his book. He read three pages before lunch.

How many pages did Tom read?

- A. One
- B. Two
- C. Three
- D. Four

✓ Correct: C

---

## Activity 4

Instruction (Read Once):

The sun was shining brightly. The birds were singing loudly.

What were the birds doing?

- A. Sleeping
- B. Singing loudly
- C. Flying quietly
- D. Eating

✓ Correct: B

---

## Activity 5

Instruction (Read Once):

Lucy painted a picture of a cat. She used red and blue colours.

Which colours did Lucy use?

- A. Red and yellow
- B. Red and blue

C. Blue and green

D. Red only

✓ Correct: B

---

### Activity 6

Instruction (Read Once):

The boy kicked the ball to his friend. The friend ran to catch it.

Who caught the ball?

A. The boy

B. The friend

C. No one

D. The teacher

✓ Correct: B

---

### Activity 7

Instruction (Read Once):

Anna put her toys in the box. She then carried the box to the bedroom.

Where did Anna take the box?

A. Kitchen

B. Bedroom

C. Garden

D. Living room

✓ Correct: B

---

### Activity 8

Instruction (Read Once):

Mark washed the car on Saturday. He polished it on Sunday.

When did Mark polish the car?

A. Saturday

B. Sunday

C. Monday

D. Friday

✓ Correct: B

---

**Activity 9**

Instruction (Read Once):

The cat jumped on the wall. It looked down at the garden.

Where was the cat?

- A. On the roof
- B. On the wall
- C. In the garden
- D. On the floor

✓ Correct: B

---

**Activity 10**

Instruction (Read Once):

Tom and Mia planted flowers in the garden. They watered them carefully.

What did Tom and Mia do after planting the flowers?

- A. Picked them
- B. Watered them
- C. Ignored them
- D. Threw them away

✓ Correct: B

---

**Activity 11**

Instruction (Read Once):

The rain started in the morning. By noon, the streets were wet.

What happened by noon?

- A. The rain stopped
- B. The streets were wet
- C. The sun shone
- D. The streets were dry

✓ Correct: B

---

**Activity 12**

Instruction (Read Once):

Peter ate his sandwich. Then he drank a glass of juice.

What did Peter do first?

- A. Drank juice
- B. Ate sandwich

C. Went to school

D. Played outside

✓ Correct: B

---

### Activity 13

Instruction (Read Once):

The children played football in the park. They stopped when it got dark.

Why did the children stop playing?

A. They were tired

B. It got dark

C. It started raining

D. They wanted to go home

✓ Correct: B

---

### Activity 14

Instruction (Read Once):

Sara drew a big sun. She added clouds around it.

What did Sara add around the sun?

A. Birds

B. Clouds

C. Trees

D. Stars

✓ Correct: B

---

### Activity 15

Instruction (Read Once):

James baked a cake. He decorated it with chocolate sprinkles.

How did James decorate the cake?

A. With strawberries

B. With chocolate sprinkles

C. With cream only

D. With icing sugar

✓ Correct: B

---

**Activity 16**

Instruction (Read Once):

The dog barked at the cat. The cat ran up a tree.

What did the cat do?

- A. Stayed on the ground
- B. Ran up a tree
- C. Barked back
- D. Hid under a bush

✓ Correct: B

---

**Activity 17**

Instruction (Read Once):

Mia picked some flowers. She put them in a vase on the table.

Where did Mia put the flowers?

- A. On the floor
- B. On the table
- C. In the garden
- D. In her bag

✓ Correct: B

---

**Activity 18**

Instruction (Read Once):

The boy fed the fish. Then he cleaned the tank.

What did he do after feeding the fish?

- A. Fed them again
- B. Cleaned the tank
- C. Left the tank
- D. Added water

✓ Correct: B

---

**Activity 19**

Instruction (Read Once):

Anna read a story about a fox. She told her brother what happened.

Who did Anna tell the story to?

- A. Her sister
- B. Her brother

- C. Her friend
  - D. The teacher
  - ✓ Correct: B
- 

### Activity 20

Instruction (Read Once):

The sun set slowly. The sky turned orange and pink.

What colours was the sky?

- A. Blue and green
- B. Orange and pink
- C. Red and yellow
- D. Grey and white
- ✓ Correct: B

### WEEK 5 – SHORT-TERM MEMORY

Think about how you held information in your mind for a short time while doing each activity. Try to notice what helped you remember details long enough to answer correctly.

#### Student Prompt 1

How did you remember the information you had just read or heard?

- I repeated the words or numbers in my head
- I pictured what was happening like a short story
- I tried to answer quickly without thinking
- I focused on the most important details

#### Student Prompt 2

Which information was easiest to remember, and which was harder?

I remembered easily:

- Short sentences or simple instructions
- Numbers or facts that stood out

I found harder to remember:

- Two sentences with different details
- Information with many parts to hold at once

#### Student Prompt 3

What did you do to stop yourself from forgetting important details?

- I paused before answering to think
- I repeated the details quietly in my head
- I guessed when I wasn't sure
- I asked myself what the question was really asking

**Student Prompt 4**

How did slowing down help your short-term memory?

- I remembered more details correctly
- I made fewer careless mistakes
- I still forgot some information
- I felt calmer and more confident

**Student Prompt 5**

What strategies will you try next time to help your short-term memory?

- Repeat key words or numbers in my head
- Picture the information as I read it
- Focus only on what is important
- Try to remember everything without a strategy

**Student Reflection**

One thing I did well when using my short-term memory this week was:

One thing I want to improve next week:

**Signs of Progress – Week 5 Short-Term Memory**

After completing the Week 5 activities, Amir may notice improvements in several areas:

- ✓ He can remember short pieces of information long enough to answer questions accurately.
  - ✓ He is able to recall details from one or two sentences without immediately forgetting them.
  - ✓ He can hold numbers or words in his mind briefly while completing literacy and numeracy tasks.
  - ✓ He makes fewer guesses because he pauses to think before answering.
  - ✓ He uses strategies such as repeating key words, quietly saying numbers to himself, or focusing on one instruction at a time.
  - ✓ He becomes less frustrated when information slips, and tries again using a strategy.
  - ✓ He shows growing confidence when tasks require remembering information for a short time.
  - ✓ He demonstrates improved attention and accuracy during short, focused activities.
-

## WEEK 6: CASE STUDY



Noah is an 8-year-old who is bright, curious, and enjoys hands-on activities. He likes building models, sorting objects, completing puzzles, and organising his toys, which shows he enjoys patterns and structure. Sometimes, Noah finds it hard to plan how to complete tasks. For example, he may struggle to decide the order of steps, miss important parts of a task, or feel unsure how to start when an activity has several instructions. Even so, Noah's curiosity and willingness to try new challenges help him practise ways to plan tasks more effectively.

### **Observed Difficulties**

#### **1. Reading Comprehension (Literacy)**

- o Noah may forget the order of events in a story when asked to retell it.
- o He can struggle to break a story into main parts, such as beginning, middle, and end.
- o He may include extra details or skip steps because he hasn't thought about the sequence first.

## **2. Numeracy**

- o Noah can have difficulty deciding which operations to do first in multi-step problems.
- o He may start calculations without thinking about the steps, which leads to mistakes.
- o He can feel unsure how to organise information in word problems with multiple numbers.

## **3. Behavioural Observations**

- o Noah may rush into tasks without thinking about a plan.
- o He becomes frustrated when he doesn't know where to start or which step comes next.
- o He enjoys games that require thinking ahead, sequencing, or arranging items, which can be used to strengthen planning skills.

## **Summary**

Noah's challenges with planning are common for his age. Through short, structured literacy and numeracy exercises that focus on sequencing, ordering steps, and thinking ahead, and by reflecting on strategies that help him plan tasks, Noah can learn to approach tasks step by step. This helps him work more accurately, feel less overwhelmed, and complete activities with greater confidence.

## **Tip for Activities**

Think about Noah as you complete each task:

- Read all instructions carefully before starting and think about the steps needed.
- Break tasks into smaller, manageable parts and complete one step at a time.
- Decide the order of actions before beginning a task, especially for multi-step problems.
- Use diagrams, lists, or notes to organise information visually.
- Check each step after completing it to make sure nothing is missed.
- Pause and review the task if you feel unsure about what comes next.
- Play sequencing or "plan-ahead" games to practise organising steps logically.

---

## **WEEK 6 – DAY 1**

### **PLANNING – NUMERACY**

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#### **Instructions**

- Read the problem carefully before answering.
  - Think about the steps you need to follow.
  - Work slowly and carefully.
  - Use scratch paper if it helps you plan.
  - Try your best — mistakes help your brain learn.
  - Take a short break if you feel stuck.
-

### Activity 1

Problem: I have 5 red pencils and 3 blue pencils. How many pencils do I have in total?

- A. 7
- B. 8
- C. 9
- D. 10

✓ Correct: B

---

### Activity 2

Problem: Mia has 12 stickers. She gives 4 to her friend. How many stickers are left?

- A. 6
- B. 7
- C. 8
- D. 9

✓ Correct: C

---

### Activity 3

Problem: Which number comes next in the pattern: 5, 10, 15, \_\_\_\_, 25?

- A. 18
- B. 20
- C. 22
- D. 24

✓ Correct: B

---

### Activity 4

Problem:  $7 + 3 - 4 =$  \_\_\_\_

- A. 4
- B. 5
- C. 6
- D. 7

✓ Correct: B

---

### Activity 5

Problem: Liam has 8 apples. He buys 5 more and then eats 3. How many apples does he have?

- A. 9
- B. 10
- C. 11
- D. 12

✓ Correct: C

---

### Activity 6

Problem:  $6 \times 2 - 5 = \underline{\quad}$

- A. 6
- B. 7
- C. 8
- D. 9

✓ Correct: B

---

### Activity 7

Problem: Which is greater:  $14 + 3$  or  $16 + 2$ ?

- A.  $14 + 3$
- B.  $16 + 2$

✓ Correct: Both equal 17

---

### Activity 8

Problem: There are 10 candies. 3 are red, 4 are blue, and the rest are green. How many are green?

- A. 2
- B. 3
- C. 4
- D. 5

✓ Correct: B

---

### Activity 9

Problem:  $20 - 5 - 3 = \underline{\quad}$

- A. 10
- B. 11
- C. 12
- D. 13

✓ Correct: C

---

### Activity 10

Problem: Sarah has 15 pencils. She gives 6 to her friend, then buys 4 more. How many pencils does she have now?

- A. 13
- B. 14
- C. 15
- D. 16

✓ Correct: B

---

### Activity 11

Problem: Arrange these numbers in order from smallest to largest: 17, 5, 12, 9

- A. 5, 9, 12, 17
- B. 5, 12, 9, 17
- C. 9, 5, 12, 17
- D. 12, 17, 5, 9

✓ Correct: A

---

### Activity 12

Problem:  $3 + 6 \times 2 = \underline{\quad}$

- A. 15
- B. 18
- C. 12
- D. 9

✓ Correct: A

---

### Activity 13

Problem: Mark has 10 marbles. He loses 3 and then finds 5 more. How many does he have?

- A. 10
- B. 12
- C. 11
- D. 13

✓ Correct: B

---

#### Activity 14

Problem: Fill in the blank:  $4 \times \underline{\quad} = 32$

- A. 6
- B. 7
- C. 8
- D. 9

✓ Correct: C

---

#### Activity 15

Problem:  $45 \div 5 + 3 = \underline{\quad}$

- A. 9
- B. 12
- C. 11
- D. 10

✓ Correct: C

---

#### Activity 16

Problem: Arrange these steps to solve  $12 - 3 + 5$  in the correct order.

- Step 1:  $12 - 3$
- Step 2: Add 5
- Step 3: Find the answer

✓ Correct:  $12 - 3 = 9 \rightarrow 9 + 5 = 14$

---

#### Activity 17

Problem: Which is the odd one out? 12, 15, 18, 21, 25

- A. 12

B. 15

C. 21

D. 25

✓ Correct: D

---

### Activity 18

Problem: Round 47 to the nearest 10.

A. 40

B. 50

C. 45

D. 60

✓ Correct: B

---

### Activity 19

Problem:  $8 \times 3 - 7 = \underline{\quad}$

A. 17

B. 18

C. 19

D. 20

✓ Correct: A

---

### Activity 20

Problem: Add the numbers in order:  $5 + 7 + 3 = \underline{\quad}$

A. 12

B. 15

C. 13

D. 14

✓ Correct: B

---

### Activity 21

Problem: A bus has 32 seats. 18 are occupied. How many are empty?

A. 14

B. 13

- C. 15
  - D. 16
  - ✓ Correct: A
- 

### Activity 22

Problem: If you have 3 rows of 6 apples, how many apples are there?

- A. 12
  - B. 15
  - C. 18
  - D. 20
  - ✓ Correct: C
- 

### Activity 23

Problem: Tom read 12 pages on Monday, 15 on Tuesday, and 10 on Wednesday. How many pages in total?

- A. 35
  - B. 37
  - C. 36
  - D. 38
  - ✓ Correct: B
- 

### Activity 24

Problem: Multiply first, then add:  $4 + 3 \times 5 = \underline{\quad}$

- A. 19
  - B. 35
  - C. 20
  - D. 25
  - ✓ Correct: A
- 

### Activity 25

Problem: Lily bought 7 red balloons, 5 blue balloons, and 8 yellow balloons. How many balloons in total?

- A. 19

- B. 20
  - C. 21
  - D. 22
  - ✓ Correct: C
- 

## WEEK 6 – DAY 2

### PLANNING – ENGLISH (LITERACY)

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#### Instructions

- Read the passage or sentences carefully before answering.
  - Think about the steps you need to follow.
  - Work slowly and carefully.
  - Use notes or underline key words to help you plan.
  - Try your best — mistakes help your brain learn.
  - Take a short break if you feel stuck.
- 

#### Activity 1

Passage: Tom has a red ball. He throws it to his friend.

Question: What did Tom do first?

- A. Threw the ball
  - B. Had a red ball
  - C. Played a game
  - D. Ran outside
  - ✓ Correct: B
- 

#### Activity 2

Passage: Lily went to the park. She saw a dog and a cat.

Question: What happened second?

- A. Lily went to the park
  - B. Lily saw a dog and a cat
  - C. Lily played on the swing
  - D. Lily ate lunch
  - ✓ Correct: B
-

### Activity 3

Passage: Sam ate breakfast, brushed his teeth, and packed his bag.

Question: Which step should Sam do last?

- A. Ate breakfast
- B. Brushed his teeth
- C. Packed his bag
- D. Woke up

✓ Correct: C

---

### Activity 4

Passage: Anna read a story and then drew a picture about it.

Question: What did she do first?

- A. Drew a picture
- B. Read a story
- C. Wrote a summary
- D. Told a friend

✓ Correct: B

---

### Activity 5

Passage: There were 3 birds on a tree. 2 flew away.

Question: How many birds stayed?

- A. 1
- B. 2
- C. 3
- D. 4

✓ Correct: A

---

### Activity 6

Passage: Max put on his shoes, then his coat, and finally his hat.

Question: Which did Max put on second?

- A. Shoes
- B. Coat
- C. Hat

D. Gloves

✓ Correct: B

---

### Activity 7

Passage: Sara saw a rainbow after it rained.

Question: What happened first?

A. Sara saw a rainbow

B. It rained

C. Sara played outside

D. Sara ate breakfast

✓ Correct: B

---

### Activity 8

Passage: Ben washed the dishes, cleaned the table, and swept the floor.

Question: What did Ben do last?

A. Washed the dishes

B. Cleaned the table

C. Swept the floor

D. Took out the trash

✓ Correct: C

---

### Activity 9

Passage: Mia found 5 shells at the beach and gave 2 to her friend.

Question: How many shells did Mia keep?

A. 2

B. 3

C. 4

D. 5

✓ Correct: B

---

### Activity 10

Passage: Jack put on his hat, grabbed his bag, and went outside.

Question: What did Jack do first?

- A. Went outside
- B. Grabbed his bag
- C. Put on his hat
- D. Ate breakfast

✓ Correct: C

---

### Activity 11

Passage: The cat chased the mouse and then climbed the tree.

Question: What did the cat do second?

- A. Chased the mouse
- B. Climbed the tree
- C. Slept on the sofa
- D. Ate food

✓ Correct: B

---

### Activity 12

Passage: Lily picked flowers, watered them, and put them in a vase.

Question: Which step was in the middle?

- A. Picked flowers
- B. Watered them
- C. Put in vase
- D. Smelled flowers

✓ Correct: B

---

### Activity 13

Passage: A bird sang in the morning, built a nest, and flew away.

Question: What did the bird do first?

- A. Built a nest
- B. Sang
- C. Flew away
- D. Ate seeds

✓ Correct: B

---

### Activity 14

Passage: The sun rises in the morning and sets in the evening.

Question: Which happens second?

- A. The sun rises
- B. The sun sets
- C. It rains
- D. The moon appears

✓ Correct: B

---

### Activity 15

Passage: Tom and Ben went to the shop. Tom bought an apple, Ben bought a banana.

Question: Who bought an apple?

- A. Tom
- B. Ben
- C. Both
- D. Neither

✓ Correct: A

---

### Activity 16

Passage: Sarah fed the dog, cleaned its bowl, and gave it water.

Question: Which did Sarah do last?

- A. Fed the dog
- B. Cleaned the bowl
- C. Gave water
- D. Brushed the dog

✓ Correct: C

---

### Activity 17

Passage: Ben washed his hands, then dried them, and then opened the door.

Question: What is the correct order?

- A. Opened door → Washed hands → Dried hands
- B. Washed hands → Dried hands → Opened door
- C. Dried hands → Washed hands → Opened door
- D. Washed hands → Opened door → Dried hands

✓ Correct: B

---

**Activity 18**

Passage: Lily read a book, wrote a summary, and told her friend.

Question: What did Lily do second?

- A. Read a book
- B. Wrote a summary
- C. Told her friend
- D. Ate lunch

✓ Correct: B

---

**Activity 19**

Passage: The rabbit hopped to the garden, ate a carrot, and then hid.

Question: What happened last?

- A. Hopped to the garden
- B. Ate a carrot
- C. Hid
- D. Slept

✓ Correct: C

---

**Activity 20**

Passage: Max picked up the toys, put them in a box, and carried the box to the shelf.

Question: What did Max do first?

- A. Put in a box
- B. Carried box
- C. Picked up toys
- D. Arranged on shelf

✓ Correct: C

---

**Activity 21**

Passage: Anna wrote a letter, drew a picture, and then mailed it.

Question: Which step is in the middle?

- A. Wrote letter
- B. Drew picture
- C. Mailed it

D. Read letter

✓ Correct: B

---

### Activity 22

Passage: Sam turned on the tap, washed his hands, and then dried them.

Question: What did Sam do second?

A. Turned on tap

B. Washed hands

C. Dried hands

D. Played outside

✓ Correct: B

---

### Activity 23

Passage: Mia opened her book, read 2 pages, and wrote a note.

Question: What happened first?

A. Opened book

B. Read pages

C. Wrote note

D. Closed book

✓ Correct: A

---

### Activity 24

Passage: Tom mixed flour, added sugar, and baked a cake.

Question: Which step should come last?

A. Mixed flour

B. Added sugar

C. Baked cake

D. Ate cake

✓ Correct: C

---

### Activity 25

Passage: Sarah washed her hands, cleaned the table, and set the chairs.

Question: Which did Sarah do second?

- A. Washed hands
  - B. Cleaned table
  - C. Set chairs
  - D. Cooked dinner
- ✓ Correct: B
- 

## WEEK 6 – DAY 3

### PLANNING – NUMERACY

---

#### Instructions

- Read each problem carefully before starting.
  - Think about the steps you need to solve it.
  - Work slowly and in order.
  - Use scratch paper, draw pictures, or write down numbers to help plan.
  - Take your time and check your work.
  - Try your best — planning helps avoid mistakes.
- 

#### Activity 1

Tom has 3 apples. He buys 2 more apples.

Question: How many apples does Tom have now?

- A. 3
- B. 2
- C. 5
- D. 6

✓ Correct: C

---

#### Activity 2

Lily has 10 pencils. She gives 4 to her friend.

Question: How many pencils does Lily keep?

- A. 4
- B. 6
- C. 10
- D. 14

✓ Correct: B

---

### Activity 3

Sam bought 2 red balls and 3 blue balls.

Question: How many balls does he have in total?

A. 2

B. 3

C. 5

D. 6

✓ Correct: C

---

### Activity 4

Anna has 12 candies. She wants to share them equally with 3 friends.

Question: How many candies does each friend get?

A. 3

B. 4

C. 5

D. 6

✓ Correct: B

---

### Activity 5

Max had 8 marbles. He lost 3 and then found 1 more.

Question: How many marbles does he have now?

A. 5

B. 6

C. 4

D. 7

✓ Correct: A

---

### Activity 6

There are 5 cats and 7 dogs in the yard.

Question: How many animals are there in total?

A. 10

B. 11

C. 12

D. 13

✓ Correct: D

---

### Activity 7

Ben has 15 stickers. He gives 5 to his sister and 3 to his friend.

Question: How many stickers does Ben have left?

A. 5

B. 7

C. 10

D. 12

✓ Correct: B

---

### Activity 8

Sara buys 3 packets of pencils. Each packet has 6 pencils.

Question: How many pencils does she have in total?

A. 12

B. 15

C. 18

D. 20

✓ Correct: C

---

### Activity 9

Tom read 4 pages in the morning and 7 pages in the afternoon.

Question: How many pages did he read in total?

A. 9

B. 11

C. 12

D. 10

✓ Correct: B

---

### Activity 10

A box has 24 chocolates. Mia eats 6 and gives 8 to her friend.

Question: How many chocolates are left in the box?

A. 10

B. 12

C. 14

D. 16

✓ Correct: B

---

### Activity 11

There are 3 rows of chairs. Each row has 5 chairs.

Question: How many chairs are there in total?

A. 10

B. 15

C. 20

D. 8

✓ Correct: B

---

### Activity 12

Lily has 20 beads. She wants to put the same number of beads into 4 boxes.

Question: How many beads go into each box?

A. 4

B. 5

C. 6

D. 8

✓ Correct: B

---

### Activity 13

Sam runs 3 km on Monday, 4 km on Wednesday, and 2 km on Friday.

Question: How far did he run in total?

A. 8 km

B. 9 km

C. 7 km

D. 6 km

✓ Correct: B

---

### Activity 14

A baker baked 12 buns in the morning and 15 in the afternoon.

Question: How many buns did he bake in total?

A. 25

B. 27

C. 22

D. 24

✓ Correct: A

---

### Activity 15

Max had 18 balloons. 7 flew away. Then he bought 5 more.

Question: How many balloons does he have now?

A. 16

B. 15

C. 17

D. 18

✓ Correct: C

---

### Activity 16

There are 4 boxes. Each box has 6 apples.

Question: How many apples are there in total?

A. 20

B. 24

C. 22

D. 18

✓ Correct: B

---

### Activity 17

A train has 5 carriages. Each carriage has 8 seats.

Question: How many seats are there in total?

A. 40

B. 38

C. 42

D. 45

✓ Correct: A

---

**Activity 18**

Lily had 30 sweets. She shared 10 with her friend and 8 with her brother.

Question: How many sweets are left?

A. 12

B. 14

C. 15

D. 13

✓ Correct: B

---

**Activity 19**

Sam bought 3 packs of pens. Each pack has 12 pens. He gave 10 pens to his friends.

Question: How many pens does he have left?

A. 26

B. 22

C. 24

D. 20

✓ Correct: B

---

**Activity 20**

A shop sells 7 oranges in a bag. If Mia buys 6 bags, how many oranges does she have?

A. 42

B. 40

C. 36

D. 48

✓ Correct: A

---

**Activity 21**

Tom has 50 pages of stickers. He uses 12 pages and buys 8 more.

Question: How many pages does he have now?

A. 46

B. 48

C. 50

D. 56

✓ Correct: B

---

### Activity 22

A library has 4 shelves. Each shelf has 15 books.

Question: How many books are in the library?

A. 50

B. 60

C. 55

D. 65

✓ Correct: B

---

### Activity 23

Sam runs 2 km every day for 5 days.

Question: How far did he run in total?

A. 8 km

B. 10 km

C. 12 km

D. 9 km

✓ Correct: B

---

### Activity 24

A baker baked 20 cakes. He sold 7 in the morning and 6 in the afternoon.

Question: How many cakes are left?

A. 7

B. 6

C. 8

D. 9

✓ Correct: C

---

### Activity 25

Mia buys 3 packs of notebooks. Each pack has 10 notebooks. She gives 8 to her friends.

Question: How many notebooks does she have left?

A. 22

B. 20

C. 18

D. 24

✓ Correct: A

---

## WEEK 6 – DAY 4

### PLANNING – ENGLISH (LITERACY)

---

#### Instructions

- Read each passage carefully before answering.
  - Think about the order of events or main ideas first.
  - Decide which information is most important before writing your answer.
  - Take your time and check your work.
  - Use scratch paper or notes to organise your thoughts.
- 

#### Activity 1

Tom went to the park. He first played on the swings and then fed the ducks.

Question: What did Tom do first?

A. Fed the ducks

B. Played on the swings

✓ Correct: B

---

#### Activity 2

Lily baked a cake. She mixed the ingredients carefully, put the cake in the oven, and then decorated it.

Question: Which step came after putting the cake in the oven?

A. Mixing the ingredients

B. Decorating the cake

C. Eating the cake

✓ Correct: B

---

#### Activity 3

Sam read a story about a fox. First, the fox found some food. Then, he ran to hide from the rain.

Question: What happened second?

- A. The fox ran to hide from the rain
- B. The fox found some food

✓ Correct: A

---

#### Activity 4

Anna drew a picture of her garden. She started with the flowers, then added trees, and finally drew the sun.

Question: Which did Anna draw last?

- A. Flowers
- B. Trees
- C. Sun

✓ Correct: C

---

#### Activity 5

Tom cleaned his room. He first picked up his toys, then made his bed, and finally put his books on the shelf.

Question: What did Tom do in the middle?

- A. Picked up his toys
- B. Made his bed
- C. Put his books on the shelf

✓ Correct: B

---

#### Activity 6

Sara watered the plants in the morning. Later, she swept the floor and then fed her cat.

Question: What did Sara do first?

- A. Swept the floor
- B. Fed her cat
- C. Watered the plants

✓ Correct: C

---

#### Activity 7

Ben went to the store. He bought milk, bread, and eggs. Then he returned home and made breakfast.

Question: Which did Ben do first at the store?

- A. Buy eggs
  - B. Buy milk
  - C. Buy bread
- ✓ Correct: B
- 

### Activity 8

Mia cleaned the table. She wiped it with a cloth, put the plates away, and then polished the surface.

Question: What did Mia do second?

- A. Wiped the table
  - B. Put the plates away
  - C. Polished the surface
- ✓ Correct: B
- 

### Activity 9

Sam packed his bag for school. He put in his notebook and pencils first. Then he added his lunch and finally his water bottle.

Question: Which item did Sam pack last?

- A. Notebook
  - B. Lunch
  - C. Water bottle
- ✓ Correct: C
- 

### Activity 10

Anna went on a walk. She saw a butterfly, then picked some flowers, and finally heard birds singing.

Question: What did Anna see first?

- A. Birds singing
  - B. Butterfly
  - C. Flowers
- ✓ Correct: B

---

### Activity 11

Tom washed his car. He rinsed it with water, scrubbed it with soap, and then dried it with a towel.

Question: Which step came in the middle?

- A. Rinsed with water
- B. Scrubbed with soap
- C. Dried with a towel

✓ Correct: B

---

### Activity 12

Lily planted a tree. She dug a hole, placed the tree in it, covered it with soil, and watered it.

Question: What did Lily do first?

- A. Placed the tree in the hole
- B. Dug a hole
- C. Watered the tree

✓ Correct: B

---

### Activity 13

Ben wrote a letter. He first wrote the greeting, then the message, and finally the closing.

Question: What came last?

- A. Greeting
- B. Message
- C. Closing

✓ Correct: C

---

### Activity 14

Sara baked cookies. She mixed the ingredients, rolled the dough, cut shapes, and baked them.

Question: Which step happened before baking?

- A. Mixed the ingredients
- B. Cut shapes
- C. Rolled the dough

✓ Correct: B

---

**Activity 15**

Mia cleaned her room. She picked up her books, then clothes, and finally her toys.

Question: What did Mia pick up second?

- A. Books
- B. Clothes
- C. Toys
- ✓ Correct: B

---

**Activity 16**

Tom drew a picture of a house. First, he drew the walls, then the roof, and finally the windows.

Question: Which part did he draw second?

- A. Walls
- B. Roof
- C. Windows
- ✓ Correct: B

---

**Activity 17**

Anna made a sandwich. She spread butter, added cheese, and then sliced it.

Question: What did Anna do first?

- A. Added cheese
- B. Spread butter
- C. Sliced it
- ✓ Correct: B

---

**Activity 18**

Sam set the table. He put plates first, then forks, and then glasses.

Question: Which came last?

- A. Plates
- B. Forks
- C. Glasses
- ✓ Correct: C

---

**Activity 19**

Lily watered flowers. She first poured water on the roses, then the tulips, and finally the daisies.

Question: Which flowers did Lily water second?

- A. Roses
- B. Tulips
- C. Daisies
- ✓ Correct: B

---

**Activity 20**

Ben built a model car. First, he attached the wheels, then the body, and finally painted it.

Question: Which step was done last?

- A. Wheels
- B. Body
- C. Painted it
- ✓ Correct: C

---

**Activity 21**

Sara read two stories. First, she read about a cat, then about a dog.

Question: Which story did she read second?

- A. Cat
- B. Dog
- ✓ Correct: B

---

**Activity 22**

Mia cleaned her desk. She wiped the surface, organised her books, and finally put her pens in the holder.

Question: What did she do in the middle?

- A. Wiped the surface
  - B. Organised her books
  - C. Put her pens in the holder
  - ✓ Correct: B
-

### Activity 23

Tom prepared for school. He packed his bag, wore his shoes, and brushed his teeth.

Question: Which did Tom do first?

- A. Packed his bag
- B. Wore his shoes
- C. Brushed his teeth

✓ Correct: A

---

### Activity 24

Anna watered the plants. She first watered the sunflowers, then the roses, and finally the daisies.

Question: Which flowers did she water last?

- A. Sunflowers
- B. Roses
- C. Daisies

✓ Correct: C

---

### Activity 25

Ben fed his pets. First, he gave water to the fish, then fed the cat, and finally gave food to the dog.

Question: Which pet did he feed second?

- A. Fish
- B. Cat
- C. Dog

✓ Correct: B

---

## WEEK 6 – DAY 5

### PLANNING – NUMERACY

---

#### Instructions

- Read each problem carefully before solving.
- Think about the steps needed and the order to do them.
- Use scratch paper, draw diagrams, or write notes to help plan.

- Check your work before moving to the next problem.
  - Take your time and focus on one step at a time.
- 

### Activity 1

Tom has 5 apples. He buys 3 more apples and eats 2.

Question: How many apples does he have now?

- A. 6
- B. 5
- C. 7
- D. 8

✓ Correct: A

---

### Activity 2

Lily has 12 pencils. She gives 5 to her friend and then buys 7 more.

Question: How many pencils does she have now?

- A. 14
- B. 12
- C. 15
- D. 16

✓ Correct: A

---

### Activity 3

Sam has 20 marbles. He loses 7 and then finds 4 more.

Question: How many marbles does he have now?

- A. 16
- B. 17
- C. 18
- D. 19

✓ Correct: B

---

### Activity 4

Anna baked 18 cookies. She gave 5 to her friends and ate 3 herself.

Question: How many cookies are left?

A. 10

B. 12

C. 11

D. 13

✓ Correct: C

---

### Activity 5

Max bought 3 packs of pens. Each pack has 6 pens. He gave 4 pens to his brother.

Question: How many pens does Max have now?

A. 14

B. 12

C. 16

D. 18

✓ Correct: A

---

### Activity 6

There are 5 boxes with 7 oranges each. Mia eats 8 oranges.

Question: How many oranges are left?

A. 27

B. 30

C. 35

D. 32

✓ Correct: A

---

### Activity 7

Tom ran 4 km on Monday, 3 km on Tuesday, and 5 km on Wednesday.

Question: How far did he run in total?

A. 11 km

B. 12 km

C. 10 km

D. 13 km

✓ Correct: B

---

### Activity 8

Sara has 25 beads. She uses 7 to make a bracelet and 8 for a necklace.

Question: How many beads are left?

A. 10

B. 9

C. 11

D. 12

✓ Correct: B

---

### Activity 9

Ben collected 15 leaves. He gave 4 to Sam and 3 to Mia.

Question: How many leaves does Ben have left?

A. 9

B. 8

C. 7

D. 10

✓ Correct: A

---

### Activity 10

A baker made 30 cupcakes. He sold 12 in the morning and 8 in the afternoon.

Question: How many cupcakes are left?

A. 10

B. 12

C. 8

D. 11

✓ Correct: A

---

### Activity 11

Max has 40 stickers. He gives 5 to Lily, 7 to Sam, and 8 to Mia.

Question: How many stickers does Max have left?

A. 20

B. 22

C. 25

D. 18

✓ Correct: B

---

### Activity 12

Mia has 6 boxes. Each box has 9 chocolates. She gives 15 chocolates to her friends.

Question: How many chocolates remain?

- A. 29
  - B. 39
  - C. 36
  - D. 31
- ✓ Correct: A

---

### Activity 13

Tom bought 3 packs of notebooks. Each pack has 12 notebooks. He gave 10 to his class.

Question: How many notebooks does he have left?

- A. 26
  - B. 22
  - C. 24
  - D. 20
- ✓ Correct: B

---

### Activity 14

A shop sells 8 oranges in a bag. Mia buys 5 bags. She gives 12 oranges to friends.

Question: How many oranges does she keep?

- A. 28
  - B. 32
  - C. 30
  - D. 26
- ✓ Correct: A

---

### Activity 15

Sam ran 2 km each day for 7 days. He ran 1 km extra on Sunday.

Question: How far did he run in total?

- A. 14 km
- B. 15 km
- C. 16 km

D. 13 km

✓ Correct: B

---

### Activity 16

Ben bought 3 packs of pens with 8 pens each. He gave 10 pens to his friends.

Question: How many pens are left?

A. 12

B. 14

C. 13

D. 15

✓ Correct: C

---

### Activity 17

Sara made 20 sandwiches. She gave 7 to her friends and 5 to her family.

Question: How many sandwiches does she have left?

A. 7

B. 8

C. 9

D. 10

✓ Correct: B

---

### Activity 18

Max read 5 pages in the morning, 7 in the afternoon, and 4 in the evening.

Question: How many pages did he read in total?

A. 15

B. 16

C. 17

D. 18

✓ Correct: C

---

### Activity 19

Tom has 60 marbles. He gives 12 to Mia and 15 to Ben.

Question: How many marbles does Tom have left?

A. 33

B. 35

C. 32

D. 30

✓ Correct: A

---

### Activity 20

Mia bought 3 packs of apples. Each pack has 10 apples. She ate 7 apples.

Question: How many apples does she have left?

A. 23

B. 25

C. 26

D. 27

✓ Correct: A

---

### Activity 21

A baker made 50 cupcakes. He sold 12 in the morning and 15 in the afternoon, then made 10 more.

Question: How many cupcakes are left?

A. 33

B. 35

C. 30

D. 28

✓ Correct: A

---

### Activity 22

Sam bought 4 packs of pencils. Each pack has 7 pencils. He gave 5 pencils to friends.

Question: How many pencils does he have left?

A. 23

B. 24

C. 26

D. 22

✓ Correct: B

---

### Activity 23

Ben has 3 boxes with 12 chocolates each. He ate 7 chocolates and gave 8 away.

Question: How many chocolates remain?

A. 21

B. 22

C. 19

D. 20

✓ Correct: C

---

### Activity 24

Lily buys 6 packs of stickers. Each pack has 9 stickers. She uses 15 stickers for her project.

Question: How many stickers are left?

A. 29

B. 30

C. 31

D. 32

✓ Correct: B

---

### Activity 25

Tom bought 3 boxes of oranges. Each box has 12 oranges. He gave 15 to his friends and 8 to his family.

Question: How many oranges does he have left?

A. 13

B. 14

C. 15

D. 16

✓ Correct: A

#### **WEEK 6 – PLANNING**

Think about how you plan your work and organise your steps while doing each activity. Notice what helps you complete tasks more easily and accurately.

#### **Student Prompt 1**

How did you plan your steps before starting the task?

I read all the instructions carefully first

I thought about what to do first, next, and last

- I started without thinking about the order
- I wrote down or drew the steps to help me plan

**Student Prompt 2**

Which parts of the task were easiest to organise, and which were harder?

Easiest to organise:

- Numbers that followed a pattern or sequence
- Words, sentences, or ideas that I could group

Harder to organise:

- Multi-step instructions or problems with many pieces
- Information that was mixed up or included extra details

**Student Prompt 3**

What strategies helped you stay organised while completing the task?

- I numbered the steps or actions
- I grouped similar information together
- I guessed or skipped steps without planning
- I checked my plan while working to stay on track

**Student Prompt 4**

How did breaking tasks into smaller steps help you?

- I could focus on one part at a time
- I was less likely to make mistakes
- I forgot to follow the order
- I felt more confident completing the activity

**Student Prompt 5**

What strategies will you try next time to stay organised?

- Write down or number each step before starting
- Group similar information together first
- Focus on one step at a time
- Check your work against your plan

**Student Reflection**

One thing I did well this week when planning and organising was:

One thing I want to improve next week:

## Signs of Progress – Week 6 Planning

After completing the Week 6 activities, Noah may notice improvements in several areas:

- ✓ He can plan the steps of a task before starting, thinking about what comes first, next, and last.
  - ✓ He is able to organise information in a logical order, whether it's events in a story or numbers in a calculation.
  - ✓ He makes fewer mistakes because he follows a clear plan and checks his steps.
  - ✓ He can group similar information together, such as characters, actions, or related numbers, to make tasks easier.
  - ✓ He experiences less frustration when faced with multi-step problems because he approaches them step by step.
  - ✓ He uses strategies such as numbering steps, writing notes, or breaking tasks into smaller parts.
  - ✓ He demonstrates growing confidence in completing literacy and numeracy tasks that require planning.
  - ✓ He is able to focus longer on multi-step activities, showing improved organisational and planning skills.
- 

## WEEK 7: CASE STUDY



Liam is a 9-year-old who is curious, creative, and enjoys hands-on activities. He likes building models, drawing diagrams, completing puzzles, and sorting objects, which shows he enjoys patterns and structure. Sometimes, Liam finds it hard to organise information clearly. For example, he may mix up the order of steps in a task, struggle to group related information, or feel unsure where to start when an activity has multiple parts. Even so, Liam's curiosity and enthusiasm help him practise ways to organise information more effectively.

## **Observed Difficulties**

### **1. Reading Comprehension (Literacy)**

- o Liam may struggle to put events from a story in the correct order.
- o He finds it difficult to group characters, actions, or settings logically.
- o He may include unnecessary details instead of focusing on what belongs together.

### **2. Numeracy**

- o Liam can have trouble organising numbers or steps in calculations.
- o He may struggle to set up multi-step problems in a clear order.
- o He can feel overwhelmed when problems include many pieces of information.

### **3. Behavioural Observations**

- o Liam may start tasks without thinking about the order of steps.
- o He becomes frustrated when tasks feel messy or confusing.
- o He enjoys sorting, sequencing, and matching games, which can be used to strengthen organising skills.

## **Summary**

Liam's challenges with organising are common for his age. Through short, structured literacy and numeracy activities that focus on sequencing, grouping, sorting, and planning, and by reflecting on strategies to stay organised, Liam can learn to approach tasks step by step. This helps him complete activities more accurately, feel less overwhelmed, and build confidence in his work.

## **Tip for Activities:**

Think about Liam as you do each activity. Use strategies such as:

- Deciding which step comes first and which comes next.
  - Grouping similar information together.
  - Focusing on one part of the task at a time.
-

## WEEK 7 – DAY 1

### ORGANISING – ENGLISH (LITERACY)

---

#### Instructions:

- Read each set of sentences carefully.
  - Think about the correct order of events or how to group related items.
  - Write your answers clearly.
  - Focus on one step at a time.
- 

#### Activity 1 – Sequencing

Put the sentences in the correct order:

1. Mia planted a seed in a pot.
2. Mia watered the seed.
3. A small sprout grew from the seed.

**Answer:** 1 → 2 → 3

**Reasoning:** Plant first, water next, then sprout appears.

---

#### Activity 2 – First Event

Which sentence comes first?

- Liam packed his school bag.
- Liam put on his shoes.
- Liam went to school.

**Answer:** Liam packed his school bag

**Reasoning:** Packing comes before putting on shoes and leaving.

---

#### Activity 3 – Grouping

Group the words that are fruits:

Apple, Carrot, Banana, Tomato, Potato, Orange

**Answer:** Apple, Banana, Tomato, Orange

**Reasoning:** Carrot and potato are vegetables.

---

#### Activity 4 – Last Event

Read the sentences:

- The dog barked.
- The cat climbed the tree.
- The dog chased the cat.

**Answer:** The dog chased the cat

**Reasoning:** Barking and climbing happen before the chase.

---

#### Activity 5 – Multi-Step Instructions

Put the steps in order: Making a sandwich

1. Take two slices of bread.
2. Spread butter on the bread.
3. Put cheese and ham on the bread.
4. Cut the sandwich in half.

**Answer:** 1 → 2 → 3 → 4

**Reasoning:** Prepare bread, add filling, then cut.

---

#### Activity 6 – First Step

Read the sentences:

- Mia planted seeds.
- Mia watered the seeds.
- Mia watched the plants grow.

**Answer:** Mia planted seeds

**Reasoning:** Planting comes first.

---

#### Activity 7 – Grouping

Group the animals that live in water:

Shark, Dog, Cat, Whale, Frog, Elephant

**Answer:** Shark, Whale, Frog

**Reasoning:** Only these live in or spend time in water.

---

### **Activity 8 – Sequencing**

Put the events in order:

- Liam packed his bag.
- Liam got on the school bus.
- Liam arrived at school.

**Answer:** Pack bag → Bus → Arrive

**Reasoning:** Pack first, then travel, then arrive.

---

### **Activity 9 – Second Step**

Read the sentences:

- Sam picked up the paintbrush.
- Sam painted a tree.
- Sam washed his hands.

**Answer:** Sam painted a tree

**Reasoning:** Painting occurs after picking up the brush but before washing hands.

---

### **Activity 10 – Categorising**

Group the words into “things you can eat” and “things you cannot eat”:

Apple, Rock, Sandwich, Chair, Banana, Pencil

**Answer:** Can eat: Apple, Sandwich, Banana; Cannot eat: Rock, Chair, Pencil

---

### **Activity 11 – Sequencing Story**

Put the sentences in order:

- Sarah found a caterpillar.
- She put it in a jar.
- She watched it turn into a butterfly.

**Answer:** Found → Jar → Butterfly

**Reasoning:** Find first, jar second, observe last.

---

### **Activity 12 – First Step**

Which comes first?

- Liam put on his coat.
- Liam wore his boots.
- Liam went outside.

**Answer:** Liam put on his coat

**Reasoning:** Must wear coat before going outside.

---

### **Activity 13 – Grouping**

Group items that belong in a kitchen:

Fork, Spoon, Ball, Plate, Chair, Knife

**Answer:** Fork, Spoon, Plate, Knife

**Reasoning:** Only these are used in a kitchen.

---

### **Activity 14 – Multi-Step**

Put the steps in order: Brushing your teeth

1. Take the toothbrush.
2. Apply toothpaste.
3. Brush teeth.
4. Rinse mouth.

**Answer:** 1 → 2 → 3 → 4

**Reasoning:** Toothbrush first, toothpaste next, brush, then rinse.

---

### **Activity 15 – First Step**

Read the sentences:

- Ben checked his bike brakes.

- Ben put on his helmet.
- Ben rode his bike.

**Answer:** Ben checked his bike brakes

**Reasoning:** Safety check comes first.

---

### **Activity 16 – Categorising**

Group the words that are modes of transport:

Car, Bike, Bus, Dog, Cat, Train

**Answer:** Car, Bike, Bus, Train

**Reasoning:** Only these are forms of transport.

---

### **Activity 17 – Sequencing Drawing**

Put events in order:

- Mia drew a picture.
- Mia coloured the picture.
- Mia showed it to a friend.

**Answer:** Draw → Colour → Show

---

### **Activity 18 – Last Event**

Read the sentences:

- Liam planted a seed.
- Liam watered the seed.
- Liam watched the plant grow.

**Answer:** Liam watched the plant grow

**Reasoning:** Observing comes after planting and watering.

---

### **Activity 19 – Categorising**

Group items into “classroom” and “outside”:

Desk, Tree, Chair, Book, Ball, Pencil

**Answer:** Classroom: Desk, Chair, Book, Pencil; Outside: Tree, Ball

---

### **Activity 20 – Sequencing**

Put these events in order:

- Sam put on coat.
- Sam opened door.
- Sam went outside.

**Answer:** Coat → Door → Outside

---

### **Activity 21 – Second Step**

Read the sentences:

- Mia poured water into a glass.
- Mia picked up the glass.
- Mia drank the water.

**Answer:** Mia picked up the glass

**Reasoning:** Must pick up after pouring but before drinking.

---

### **Activity 22 – Grouping**

Group the words that are sports:

Soccer, Piano, Tennis, Basketball, Guitar, Running

**Answer:** Soccer, Tennis, Basketball, Running

---

### **Activity 23 – Morning Routine Sequencing**

- Liam woke up
- Liam got dressed
- Liam had breakfast
- Liam went to school

**Answer:** Wake → Dress → Breakfast → School

---

### Activity 24 – First Step

Which comes first?

- Liam cleaned room
- Liam put toys away
- Liam made bed

**Answer:** Liam cleaned room

**Reasoning:** General cleaning first.

---

## WEEK 7 – DAY 2

### ORGANISING – NUMERACY

---

#### Instructions:

- Read each problem carefully.
  - Think about the steps you need to follow.
  - Write your answers clearly.
  - Focus on one step at a time.
- 

#### Activity 1 – Number Sequencing

Put the numbers in order from smallest to largest:

7, 3, 9, 2, 5

**Answer:** 2, 3, 5, 7, 9

**Reasoning:** Organise numbers by value from smallest to largest.

---

#### Activity 2 – First Step

Read the problem:

- Multiply  $4 \times 2$
- Add 3
- Subtract 5

Which step do you do first?

**Answer:** Multiply  $4 \times 2$

**Reasoning:** Multiplication comes first according to order of operations.

---

### Activity 3 – Last Step

Solve the problem in order:

- Add  $5 + 2$
- Multiply the result by 3
- Subtract 4

**Answer:** Subtract 4

**Reasoning:** Final operation is subtraction.

---

### Activity 4 – Organising Steps

Put these steps in order to solve  $6 + 3 \times 2$ :

1. Multiply  $3 \times 2$
2. Add 6
3. Write down the answer

**Answer:**  $1 \rightarrow 2 \rightarrow 3$

**Reasoning:** Multiply before addition.

---

### Activity 5 – Missing Number

Fill in the missing number in the sequence:

2, 4, \_\_, 8, 10

**Answer:** 6

**Reasoning:** The sequence increases by 2 each time.

---

### Activity 6 – Multi-Step Calculation

Solve step by step:

- Start with 5
- Add 3

- Multiply the result by 2

**Answer:** 16

**Reasoning:**  $5 + 3 = 8 \rightarrow 8 \times 2 = 16$

---

### **Activity 7 – Grouping Numbers**

Group the even numbers:

1, 4, 7, 8, 10, 13

**Answer:** 4, 8, 10

**Reasoning:** Even numbers are divisible by 2.

---

### **Activity 8 – First Step**

Solve:  $10 - 4 + 3$

Which step comes first?

**Answer:**  $10 - 4$

**Reasoning:** Perform operations from left to right.

---

### **Activity 9 – Sequencing Steps**

Put in order to solve  $2 \times (3 + 5)$ :

- Add  $3 + 5$
- Multiply by 2
- Write the answer

**Answer:** Add  $\rightarrow$  Multiply  $\rightarrow$  Answer

**Reasoning:** Parentheses first, then multiplication.

---

### **Activity 10 – Missing Step**

Solve:  $7 + \underline{\quad} = 12$

**Answer:** 5

**Reasoning:**  $7 + 5 = 12$

---

### **Activity 11 – Organising Word Problem**

Sarah had 10 apples. She gave 3 to her friend, then bought 5 more.  
How many does she have now?

**Answer:** 12

**Reasoning:**  $10 - 3 = 7 \rightarrow 7 + 5 = 12$

---

### Activity 12 – Last Step

Solve:  $(4 + 6) \times 2 - 5$

**Answer:** Subtract 5

**Reasoning:** After parentheses and multiplication, final operation is subtraction.

---

### Activity 13 – Number Sequencing

Order these numbers from largest to smallest:

15, 9, 22, 18, 12

**Answer:** 22, 18, 15, 12, 9

---

### Activity 14 – Grouping Numbers

Group the numbers that are multiples of 3:

2, 3, 6, 7, 9, 10

**Answer:** 3, 6, 9

---

### Activity 15 – Multi-Step Calculation

Solve step by step:

- Start with 8
- Subtract 3
- Multiply by 4

**Answer:** 20

**Reasoning:**  $8 - 3 = 5 \rightarrow 5 \times 4 = 20$

---

### Activity 16 – First Step

Solve:  $12 \div 3 + 5$

**Answer:**  $12 \div 3$

**Reasoning:** Division comes first.

---

### Activity 17 – Organising Steps

Put these steps in order to find total cost:

- Add \$5 + \$3
- Multiply by 2 for 2 items
- Write the total

**Answer:** Add → Multiply → Total

**Reasoning:** Add cost of one item, then multiply by quantity.

---

### Activity 18 – Last Step

Solve:  $7 \times (2 + 3) - 4$

**Answer:** Subtract 4

**Reasoning:** Parentheses first, multiply second, subtract last.

---

### Activity 19 – Missing Number

Complete the sequence: 5, 10, 15, \_\_\_\_, 25

**Answer:** 20

**Reasoning:** The sequence increases by 5 each time.

---

### Activity 20 – Multi-Step Calculation

Solve:  $3 + 5 \times 2 - 4$

**Answer:** 9

**Reasoning:** Multiply first:  $5 \times 2 = 10 \rightarrow 3 + 10 = 13 \rightarrow 13 - 4 = 9$

---

### Activity 21 – Grouping Numbers

Group the prime numbers: 2, 4, 5, 6, 7, 8

**Answer:** 2, 5, 7

---

**Activity 22 – First Step**

Solve:  $(6 + 2) \div 2 - 1$

**Answer:**  $6 + 2$

**Reasoning:** Parentheses first.

---

**Activity 23 – Word Problem Sequencing**

Tom has 12 pencils. He gave 4 to a friend, then bought 6 more. How many does he have now?

**Answer:** 14

**Reasoning:**  $12 - 4 = 8 \rightarrow 8 + 6 = 14$

---

**Activity 24 – Number Ordering**

Order from smallest to largest: 34, 21, 56, 42, 28

**Answer:** 21, 28, 34, 42, 56

---

**Activity 25 – Multi-Step Word Problem**

Ella has 10 candies. She eats 3, buys 7 more, then gives 4 to her friend. How many does she have left?

**Answer:** 10

**Reasoning:**  $10 - 3 = 7 \rightarrow 7 + 7 = 14 \rightarrow 14 - 4 = 10$

---

**WEEK 7 – DAY 3****ORGANISING – ENGLISH (LITERACY)**

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**Instructions:**

- Read each set of sentences carefully.
  - Think about the correct order of events or how to group related ideas.
  - Write your answers clearly.
  - Focus on one step at a time.
-

### Activity 1 – Sequencing Two Sentences

Put the sentences in order:

1. Mia poured water on the plant.
2. The plant grew taller after a week.

**Answer:** 1 → 2

**Reasoning:** Watering comes first, then the plant grows.

---

### Activity 2 – First Event

Which comes first?

- Liam ate breakfast.
- Liam brushed his teeth.
- Liam put on his shoes.

**Answer:** Liam ate breakfast

**Reasoning:** Eating happens before getting ready to leave.

---

### Activity 3 – Grouping

Group the animals that can fly:

Dog, Cat, Parrot, Eagle, Fish, Bat

**Answer:** Parrot, Eagle, Bat

**Reasoning:** Only these animals can fly.

---

### Activity 4 – Last Event

Read the sentences:

- Sam opened his gift.
- Sam smiled at his gift.
- Sam thanked his friend.

**Answer:** Sam thanked his friend

**Reasoning:** First open, then smile, then show gratitude.

---

### Activity 5 – Multi-Step Instructions

Put the steps in order: Making lemonade

1. Squeeze the lemons
2. Add sugar
3. Pour water
4. Stir well

**Answer:** 1 → 2 → 3 → 4

---

### Activity 6 – First Step

Read the sentences:

- Mia picked up her paintbrush.
- Mia painted a rainbow.
- Mia showed it to her teacher.

**Answer:** Mia picked up her paintbrush

**Reasoning:** Picking up brush comes before painting.

---

### Activity 7 – Grouping

Group the words that are tools:

Hammer, Book, Screwdriver, Pen, Wrench, Chair

**Answer:** Hammer, Screwdriver, Wrench

**Reasoning:** Only these are tools.

---

### Activity 8 – Sequencing Two Sentences

Put in order:

1. Liam wrote a letter.
2. Liam posted it at the mailbox.

**Answer:** 1 → 2

**Reasoning:** Writing happens before mailing.

---

### Activity 9 – Second Step

Read the sentences:

- Sam got the paper.
- Sam folded it to make a plane.
- Sam threw the paper plane.

**Answer:** Sam folded it to make a plane

**Reasoning:** Folding comes after getting the paper but before throwing.

---

### Activity 10 – Categorising

Group the items into “things you read” and “things you don’t read”:

Book, Magazine, Pencil, Newspaper, Eraser, Notebook

**Answer:** Read: Book, Magazine, Newspaper, Notebook; Don’t read: Pencil, Eraser

---

### Activity 11 – Sequencing Story

Put in order:

- Sarah baked a cake.
- She decorated the cake.
- She served it to her family.

**Answer:** Bake → Decorate → Serve

---

### Activity 12 – First Step

Which comes first?

- Liam cleaned his room.
- Liam put toys away.
- Liam made his bed.

**Answer:** Liam cleaned his room

**Reasoning:** Cleaning is the general first step.

---

### Activity 13 – Grouping

Group the words that are clothes:  
Shirt, Pants, Hat, Chair, Socks, Book

**Answer:** Shirt, Pants, Hat, Socks

---

#### **Activity 14 – Multi-Step**

Put the steps in order: Washing hands

1. Wet hands with water
2. Apply soap
3. Rub hands together
4. Rinse hands
5. Dry hands

**Answer:** 1 → 2 → 3 → 4 → 5

---

#### **Activity 15 – First Step**

Read the sentences:

- Ben packed his bag.
- Ben put on his jacket.
- Ben left for school.

**Answer:** Ben packed his bag

---

#### **Activity 16 – Categorising**

Group the items that are fruits:  
Apple, Carrot, Banana, Potato, Orange, Tomato

**Answer:** Apple, Banana, Orange, Tomato

---

#### **Activity 17 – Sequencing Drawing**

Put in order:

- Mia drew a sun.
- Mia coloured it yellow.

- Mia glued the paper to her notebook.

**Answer:** Draw → Colour → Glue

---

### **Activity 18 – Last Event**

Read the sentences:

- Liam planted flowers.
- Liam watered the flowers.
- Flowers bloomed.

**Answer:** Flowers bloomed

---

### **Activity 19 – Categorising**

Group the items that are used in school:

Pencil, Chair, Apple, Eraser, Ball, Notebook

**Answer:** Pencil, Chair, Eraser, Notebook

---

### **Activity 20 – Sequencing Two Sentences**

Put in order:

1. Sam poured juice into a glass.
2. Sam drank the juice.

**Answer:** 1 → 2

---

### **Activity 21 – Second Step**

Read the sentences:

- Mia got her coloring pencils.
- Mia started coloring a picture.
- Mia showed her work to her teacher.

**Answer:** Mia started coloring a picture

---

### **Activity 22 – Grouping**

Group the words that are animals:

Dog, Car, Cat, Chair, Bird, Pencil

**Answer:** Dog, Cat, Bird

---

### **Activity 23 – Morning Routine Sequencing**

Put in order:

- Wake up
- Brush teeth
- Eat breakfast
- Get dressed
- Leave for school

**Answer:** Wake → Brush teeth → Eat breakfast → Get dressed → Leave

---

### **Activity 24 – First Step**

Which comes first?

- Liam watered the garden.
- Liam pulled out weeds.
- Liam planted new flowers.

**Answer:** Liam pulled out weeds

---

### **Activity 25 – Categorising**

Group the items into “things you can eat” and “things you cannot eat”:

Apple, Banana, Rock, Sandwich, Chair, Orange

**Answer:** Eat: Apple, Banana, Sandwich, Orange; Do not eat: Rock, Chair

---

**WEEK 7 – DAY 4**

**ORGANISING – NUMERACY**

---

**Instructions:**

- Read each problem carefully.
  - Think about the steps needed to solve it.
  - Write your answers clearly.
  - Focus on one step at a time.
- 

**Activity 1 – Number Sequencing**

Put the numbers in order from smallest to largest:

14, 7, 21, 10, 18

**Answer:** 7, 10, 14, 18, 21

---

**Activity 2 – First Step**

Solve:  $5 + 3 \times 2$

Which step comes first?

**Answer:**  $3 \times 2$

**Reasoning:** Multiplication comes before addition.

---

**Activity 3 – Last Step**

Solve step by step:

- Add  $4 + 5$
- Multiply the result by 2
- Subtract 3

**Answer:** Subtract 3

---

**Activity 4 – Multi-Step Calculation**

Put in order to solve  $8 - 3 + 5 \times 2$ :

1. Multiply  $5 \times 2$
2. Subtract 3 from 8
3. Add the results

**Answer:**  $2 \rightarrow 1 \rightarrow 3$

**Reasoning:** Subtract first, multiply second, then add.

---

### Activity 5 – Missing Number

Complete the sequence: 3, 6, \_\_\_\_, 12, 15

**Answer:** 9

**Reasoning:** Sequence increases by 3.

---

### Activity 6 – Multi-Step Word Problem

Tom has 10 pencils. He gives 3 to a friend, buys 5 more, then gives 2 to his brother. How many does he have?

**Answer:** 10

**Reasoning:**  $10 - 3 = 7 \rightarrow 7 + 5 = 12 \rightarrow 12 - 2 = 10$

---

### Activity 7 – Grouping Numbers

Group the numbers that are multiples of 4:

2, 4, 8, 10, 12, 15

**Answer:** 4, 8, 12

---

### Activity 8 – First Step

Solve:  $12 \div 3 + 4$

**Answer:**  $12 \div 3$

---

### Activity 9 – Sequencing Steps

Put in order to solve  $6 + (2 \times 3) - 4$ :

- Multiply  $2 \times 3$
- Add 6
- Subtract 4

**Answer:** Multiply  $\rightarrow$  Add  $\rightarrow$  Subtract

---

### Activity 10 – Missing Step

Solve:  $7 + \underline{\quad} = 14$

**Answer:** 7

---

### Activity 11 – Word Problem Sequencing

Anna had 15 candies. She ate 4, then bought 6 more. How many does she have?

**Answer:** 17

**Reasoning:**  $15 - 4 = 11 \rightarrow 11 + 6 = 17$

---

### Activity 12 – Last Step

Solve:  $(3 + 5) \times 2 - 6$

**Answer:** Subtract 6

---

### Activity 13 – Number Ordering

Order from largest to smallest: 23, 45, 12, 34, 50

**Answer:** 50, 45, 34, 23, 12

---

### Activity 14 – Grouping Numbers

Group the prime numbers: 2, 4, 5, 6, 7, 9

**Answer:** 2, 5, 7

---

### Activity 15 – Multi-Step Calculation

Solve step by step:

- Start with 9
- Subtract 4
- Multiply the result by 3

**Answer:** 15

**Reasoning:**  $9 - 4 = 5 \rightarrow 5 \times 3 = 15$

---

### Activity 16 – First Step

Solve:  $20 \div 4 + 5$

**Answer:**  $20 \div 4$

---

### Activity 17 – Organising Steps

Put in order: Find total cost of 3 items costing \$4, \$5, \$6:

- Add \$4 + \$5
- Add \$6 to previous total
- Write total

**Answer:** Add 4 + 5 → Add 6 → Total

---

### Activity 18 – Last Step

Solve:  $5 \times (2 + 3) - 7$

**Answer:** Subtract 7

---

### Activity 19 – Missing Number

Complete the sequence: 10, 15, 20, \_\_\_\_, 30

**Answer:** 25

---

### Activity 20 – Multi-Step Calculation

Solve:  $3 + 4 \times 2 - 5$

**Answer:** 6

**Reasoning:** Multiply first:  $4 \times 2 = 8 \rightarrow 3 + 8 = 11 \rightarrow 11 - 5 = 6$

---

### Activity 21 – Grouping Numbers

Group even numbers: 3, 4, 7, 8, 10, 13

**Answer:** 4, 8, 10

---

### Activity 22 – First Step

Solve:  $(5 + 7) \div 4 - 1$

**Answer:**  $5 + 7$

---

### **Activity 23 – Word Problem Sequencing**

Liam has 20 marbles. He gave 5 to Sarah, bought 8 more, then gave 4 to his brother. How many does he have left?

**Answer:** 19

**Reasoning:**  $20 - 5 = 15 \rightarrow 15 + 8 = 23 \rightarrow 23 - 4 = 19$

---

### **Activity 24 – Number Ordering**

Order from smallest to largest: 45, 32, 21, 50, 28

**Answer:** 21, 28, 32, 45, 50

---

### **Activity 25 – Multi-Step Word Problem**

Ella has 12 candies. She eats 3, buys 5 more, then shares 4 with her friend. How many candies does she have left?

**Answer:** 10

**Reasoning:**  $12 - 3 = 9 \rightarrow 9 + 5 = 14 \rightarrow 14 - 4 = 10$

---

## **WEEK 7 – DAY 5**

### **ORGANISING – ENGLISH (LITERACY)**

---

#### **Instructions:**

- Read each set of sentences carefully.
  - Think about the correct order of events or how to group related ideas.
  - Write your answers clearly.
  - Focus on one step at a time.
- 

#### **Activity 1 – Sequencing Two Sentences**

Put the sentences in order:

1. Liam picked up his backpack.

2. Liam left for school.

**Answer:** 1 → 2

**Reasoning:** Picking up the backpack happens before leaving.

---

### **Activity 2 – First Step**

Which comes first?

- Mia poured water into a glass.
- Mia drank the water.
- Mia washed the glass.

**Answer:** Mia poured water into a glass

---

### **Activity 3 – Grouping**

Group the items that are fruits:

Apple, Carrot, Banana, Potato, Orange, Tomato

**Answer:** Apple, Banana, Orange, Tomato

---

### **Activity 4 – Last Step**

Read the sentences:

- Sam wrote a story.
- Sam illustrated pictures for the story.
- Sam read it aloud to the class.

**Answer:** Sam read it aloud to the class

---

### **Activity 5 – Multi-Step Instructions**

Put these steps in order: Making a sandwich

1. Spread butter on bread
2. Add filling
3. Close the sandwich
4. Cut into pieces

**Answer:** 1 → 2 → 3 → 4

---

### **Activity 6 – First Step**

Read the sentences:

- Ben turned on the computer.
- Ben opened a word document.
- Ben typed his homework.

**Answer:** Ben turned on the computer

---

### **Activity 7 – Categorising**

Group the words that are animals:

Dog, Car, Cat, Chair, Bird, Pencil

**Answer:** Dog, Cat, Bird

---

### **Activity 8 – Sequencing Two Sentences**

Put in order:

1. Mia wrote a thank-you note.
2. Mia gave the note to her friend.

**Answer:** 1 → 2

---

### **Activity 9 – Second Step**

Read the sentences:

- Sam got a sheet of paper.
- Sam folded it to make a plane.
- Sam threw the paper plane.

**Answer:** Sam folded it to make a plane

---

### **Activity 10 – Grouping**

Group the words that are things you can read:  
Book, Magazine, Pencil, Newspaper, Eraser, Notebook

**Answer:** Book, Magazine, Newspaper, Notebook

---

### **Activity 11 – Sequencing Story**

Put in order:

- Sarah planted seeds.
- She watered the seeds.
- The plants sprouted.

**Answer:** Plant → Water → Sprout

---

### **Activity 12 – First Step**

Which comes first?

- Liam cleaned his room.
- Liam put toys away.
- Liam made his bed.

**Answer:** Liam cleaned his room

---

### **Activity 13 – Grouping**

Group the words that are clothes:  
Shirt, Pants, Hat, Chair, Socks, Book

**Answer:** Shirt, Pants, Hat, Socks

---

### **Activity 14 – Multi-Step**

Put in order: Washing hands

1. Wet hands with water
2. Apply soap
3. Rub hands together
4. Rinse hands

5. Dry hands

**Answer:** 1 → 2 → 3 → 4 → 5

---

### **Activity 15 – First Step**

Read the sentences:

- Mia packed her school bag.
- Mia put on her shoes.
- Mia left for school.

**Answer:** Mia packed her school bag

---

### **Activity 16 – Categorising**

Group the items that are edible:

Apple, Banana, Rock, Sandwich, Chair, Orange

**Answer:** Apple, Banana, Sandwich, Orange

---

### **Activity 17 – Sequencing Drawing**

Put in order:

- Mia drew a flower.
- Mia coloured it pink.
- Mia glued the paper to her notebook.

**Answer:** Draw → Colour → Glue

---

### **Activity 18 – Last Event**

Read the sentences:

- Liam planted flowers.
- Liam watered the flowers.
- Flowers bloomed.

**Answer:** Flowers bloomed

---

### **Activity 19 – Categorising**

Group the items used in school:

Pencil, Chair, Apple, Eraser, Ball, Notebook

**Answer:** Pencil, Chair, Eraser, Notebook

---

### **Activity 20 – Sequencing Two Sentences**

Put in order:

1. Sam poured juice into a glass.
2. Sam drank the juice.

**Answer:** 1 → 2

---

### **Activity 21 – Second Step**

Read the sentences:

- Mia got her crayons.
- Mia started colouring.
- Mia showed her work to the teacher.

**Answer:** Mia started colouring

---

### **Activity 22 – Grouping**

Group the items that are vehicles:

Car, Bike, Apple, Bus, Chair, Train

**Answer:** Car, Bike, Bus, Train

---

### **Activity 23 – Morning Routine Sequencing**

Put in order:

- Wake up
- Brush teeth
- Eat breakfast

- Get dressed
- Leave for school

**Answer:** Wake → Brush teeth → Eat breakfast → Get dressed → Leave

---

### Activity 24 – First Step

Which comes first?

- Liam watered the garden.
- Liam pulled out weeds.
- Liam planted new flowers.

**Answer:** Liam pulled out weeds

---

### Activity 25 – Categorising

Group the items into “things you can eat” and “things you cannot eat”:

Apple, Banana, Rock, Sandwich, Chair, Orange

**Answer:** Eat: Apple, Banana, Sandwich, Orange; Do not eat: Rock, Chair

### WEEK 7 – ORGANISING

Think about how you organised information while doing each activity. Try to notice what helped you arrange steps, numbers, or sentences clearly.

#### Student Prompt 1

How did you decide the correct order of events, steps, or numbers?

- I read carefully and looked for clues about what happens first
- I grouped similar items together before arranging them
- I guessed the order without thinking
- I wrote down steps or numbers to keep track

#### Student Prompt 2

Which tasks were easiest to organise, and which were harder?

I organised easily:

- Numbers that follow a pattern
- Sentences that clearly describe events

I found harder to organise:

- Multi-step problems with several operations
- Details in stories that are not in order

#### Student Prompt 3

What strategies did you use to make sure you didn't mix up the steps or details?

- I grouped similar items together before starting
- I wrote down numbers or key words
- I skipped steps without checking
- I asked myself which information was needed first

**Student Prompt 4**

How did breaking tasks into smaller steps help you?

- I could focus on one step at a time
- I made fewer mistakes
- I forgot steps anyway
- I felt more confident completing the task

**Student Prompt 5**

What strategies will you try next time to organise information more clearly?

- Group items or steps by similarity
- Write down numbers, sentences, or instructions
- Plan the order before starting the task
- Check each step as I go

**Student Reflection**

One thing I did well when organising information this week was:

One thing I want to improve next week:

## Signs of Progress – Week 7 Organising

After completing the Week 7 activities, Liam may notice improvements in several areas:

- ✓ He can put events or steps in the correct order more easily, both in stories and multi-step problems.
- ✓ He is able to group similar items, numbers, or sentences logically before completing a task.
- ✓ He can plan the steps needed to solve a problem before starting, reducing errors.
- ✓ He makes fewer repeated mistakes because he remembers the correct order of operations or story events.
- ✓ He uses strategies such as writing down key steps, checking each step as he goes, or focusing on one part at a time.
- ✓ He experiences less frustration when tasks involve multiple steps or details.
- ✓ He demonstrates growing confidence in completing both literacy and numeracy tasks that require organising information.

✓ He is able to focus longer on tasks, showing improved ability to manage and sequence information.

---

## **WEEK 8: CASE STUDY**



Ethan is a 9-year-old who is bright, curious, and enjoys exploring new ideas. He likes solving puzzles, playing strategy games, and figuring out how things work, which shows he enjoys thinking critically and finding solutions. Sometimes, Ethan finds it challenging to solve problems independently. For example, he may struggle to decide which step to take first in a multi-step task, find it hard to identify what information is important, or get stuck when an unexpected obstacle appears. Even so, Ethan's enthusiasm for learning and his persistence help him practise strategies for solving problems successfully.

### **Observed Difficulties**

#### **1. Reading Comprehension (Literacy)**

- Ethan may struggle to identify the key information needed to answer questions.
- He sometimes misses clues in a story that are essential to solving comprehension tasks.
- He can get confused when questions involve multiple pieces of information or cause-and-effect relationships.

## **2. Numeracy**

- Ethan may forget the steps needed to solve multi-step calculations.
- He can find it difficult to choose which operation to use in a problem.
- He may make mistakes if he does not check each step carefully or plan his approach.

## **3. Behavioural Observations**

- Ethan can become frustrated when a problem is not solved immediately.
- He sometimes rushes to answers without thinking through the steps.
- He enjoys puzzles and games that involve reasoning, which can be used to strengthen problem-solving skills.

## **Summary**

Ethan's challenges with problem solving are common for his age. Through short, structured literacy and numeracy activities that focus on identifying important information, planning steps, and testing solutions, and by reflecting on strategies that help him solve problems, Ethan can improve his ability to approach tasks logically. This helps him work more accurately, feel less overwhelmed, and complete tasks with confidence.

## **Tip for Activities**

Think about Ethan as you do each activity. Try to use the strategies he would use to solve problems, such as:

- Identifying what is important first
- Breaking tasks into smaller, manageable steps
- Checking each step before moving on
- Trying multiple approaches if one does not work

## PROBLEM SOLVING – NUMERACY

---

### Instructions:

- Read each problem carefully.
  - Identify what information is important.
  - Decide the correct operation(s) to use.
  - Write your answers clearly.
  - Check each step before moving on.
- 

### Activity 1 – Identify the Important Number

Liam has 12 apples. He gives 5 to his friend. How many apples does he have left?

**Answer:** 12 and 5 are important numbers

**Step:**  $12 - 5 = 7$

---

### Activity 2 – Choose the Operation

Sarah has 8 pencils. She buys 7 more. Which operation will give the total?

**Answer:** Addition  $\rightarrow 8 + 7 = 15$

---

### Activity 3 – Multi-Step Problem

Tom has 10 marbles. He gives 3 to a friend, then buys 5 more. How many marbles does he have?

**Answer:** 12

**Step:**  $10 - 3 = 7 \rightarrow 7 + 5 = 12$

---

### Activity 4 – Identify Key Information

A box has 15 chocolates. 7 are eaten. How many are left?

**Answer:** 15 and 7

**Step:**  $15 - 7 = 8$

---

### Activity 5 – Multi-Step Problem

Ella has 20 candies. She eats 4, buys 6 more, then shares 5 with a friend. How many are left?

**Answer:** 17

**Step:**  $20 - 4 = 16 \rightarrow 16 + 6 = 22 \rightarrow 22 - 5 = 17$

---

### **Activity 6 – First Step**

Solve:  $6 + 3 \times 2$

**Answer:** Multiply first  $\rightarrow 3 \times 2 = 6 \rightarrow$  then add  $6 + 6 = 12$

---

### **Activity 7 – Choose Operation**

Liam reads 12 pages on Monday and 15 pages on Tuesday. How many pages in total?

**Answer:** Addition  $\rightarrow 12 + 15 = 27$

---

### **Activity 8 – Last Step**

Solve step by step:  $5 + (3 \times 2) - 4$

**Answer:** Subtract 4 last  $\rightarrow 3 \times 2 = 6 \rightarrow 5 + 6 = 11 \rightarrow 11 - 4 = 7$

---

### **Activity 9 – Multi-Step Word Problem**

Anna has 18 stickers. She gives 6 to her friend, buys 7 more, then gives 3 to her sister. How many does she have?

**Answer:** 16

**Step:**  $18 - 6 = 12 \rightarrow 12 + 7 = 19 \rightarrow 19 - 3 = 16$

---

### **Activity 10 – Identify Step**

Solve:  $(8 + 4) \div 3$

**Answer:** Add first  $\rightarrow 8 + 4 = 12 \rightarrow 12 \div 3 = 4$

---

### **Activity 11 – Multi-Step**

Tom bought 5 red apples and 7 green apples. He ate 3 green apples. How many apples does he have left?

**Answer:** 9

**Step:** 5 red + 7 green = 12 → 12 – 3 = 9

---

### **Activity 12 – Choose Correct Operation**

Sarah has 20 cookies. She divides them into 4 equal boxes. How many per box?

**Answer:** Division →  $20 \div 4 = 5$

---

### **Activity 13 – Identify Important Numbers**

A train leaves at 10:00 and arrives at 13:00. How long is the journey?

**Answer:** 10:00 and 13:00 →  $13 - 10 = 3$  hours

---

### **Activity 14 – Multi-Step Calculation**

Ethan has \$30. He buys a toy for \$12, then a book for \$8. How much money is left?

**Answer:** 10

**Step:**  $30 - 12 = 18$  →  $18 - 8 = 10$

---

### **Activity 15 – First Step**

Solve:  $5 \times (2 + 3) - 6$

**Answer:** Add first →  $2 + 3 = 5$  →  $5 \times 5 = 25$  →  $25 - 6 = 19$

---

### **Activity 16 – Last Step**

Solve:  $18 \div 3 + 7 - 2$

**Answer:** Subtract 2 last →  $18 \div 3 = 6$  →  $6 + 7 = 13$  →  $13 - 2 = 11$

---

### **Activity 17 – Multi-Step Word Problem**

Ben has 14 pencils. He gives 4 to Mia, buys 6 more, and loses 2. How many pencils does he have?

**Answer:**  $14 \rightarrow 14 - 4 = 10 \rightarrow 10 + 6 = 16 \rightarrow 16 - 2 = 14$

---

### Activity 18 – Identify Operation

A basket has 24 eggs. 8 eggs break. How many are left?

**Answer:** Subtraction  $\rightarrow 24 - 8 = 16$

---

### Activity 19 – Multi-Step Calculation

Ella has 12 balloons. 5 pop. She buys 7 more. How many now?

**Answer:**  $14 \rightarrow 12 - 5 = 7 \rightarrow 7 + 7 = 14$

---

### Activity 20 – Number Sequencing

Arrange numbers in ascending order: 23, 15, 31, 12, 27

**Answer:** 12, 15, 23, 27, 31

---

### Activity 21 – Multi-Step Word Problem

Liam collected 8 shells on Monday, 6 on Tuesday, and 10 on Wednesday. He gave 5 shells to a friend. How many shells does he have?

**Answer:**  $19 \rightarrow 8 + 6 + 10 = 24 \rightarrow 24 - 5 = 19$

---

### Activity 22 – First Step

Solve:  $16 \div 4 + 3 \times 2$

**Answer:** Divide and multiply first  $\rightarrow 16 \div 4 = 4 \rightarrow 3 \times 2 = 6 \rightarrow 4 + 6 = 10$

---

### Activity 23 – Multi-Step Word Problem

Sam has \$50. He buys a toy for \$20, a snack for \$5, and a book for \$10. How much money is left?

**Answer:**  $15 \rightarrow 50 - 20 = 30 \rightarrow 30 - 5 = 25 \rightarrow 25 - 10 = 15$

---

### Activity 24 – Identify Key Numbers

A garden has 25 flowers. 12 are red, the rest are yellow. How many yellow flowers?

**Answer:**  $13 \rightarrow 25 - 12 = 13$

---

### Activity 25 – Multi-Step Problem

Mia has 18 cupcakes. She gives 5 to friends, eats 3, and buys 4 more. How many cupcakes does she have?

**Answer:**  $14 \rightarrow 18 - 5 = 13 \rightarrow 13 - 3 = 10 \rightarrow 10 + 4 = 14$

---

### WEEK 8 – DAY 2

### PROBLEM SOLVING – ENGLISH (LITERACY)

---

#### Instructions:

- Read each set of sentences carefully.
  - Answer the question for each activity.
  - Focus on sequencing, cause-effect, and identifying key details.
- 

#### Activity 1 – Sequencing Two Sentences

##### Sentences:

1. Jack found a lost puppy.
2. Jack took the puppy to the animal shelter.

**Question:** Which event happened first?

**Answer:** Jack found a lost puppy

---

#### Activity 2 – Identify Key Detail

##### Sentences:

- Emma watered the plants in the garden.
- She sang a song while doing it.

**Question:** Which detail is most important about what Emma did?

**Answer:** Emma watered the plants

---

#### Activity 3 – Cause and Effect

##### Sentences:

- Mia forgot her umbrella.
- Mia got wet in the rain.

**Question:** Why did Mia get wet?

**Answer:** Forgetting the umbrella caused Mia to get wet

---

#### Activity 4 – Sequencing Three Sentences

**Sentences:**

- Liam brushed his teeth.
- Liam woke up.
- Liam had breakfast.

**Question:** Put the events in the correct order.

**Answer:** Wake up → Brush teeth → Breakfast

---

#### Activity 5 – Identify Important Step

**Sentences:**

- Sam put on his shoes.
- Sam went outside to play.

**Question:** Which action should Sam do first?

**Answer:** Put on his shoes first

---

#### Activity 6 – Sequencing Problem-Solving

**Sentences:**

- Ella saw a puzzle on the table.
- Ella solved the puzzle carefully.

**Question:** What should happen first?

**Answer:** Ella saw a puzzle

---

#### Activity 7 – Categorising

**Words:** Dog, Chair, Cat, Apple, Bird, Table

**Question:** Which words are animals?

**Answer:** Dog, Cat, Bird

---

### Activity 8 – Identify Cause

#### Sentences:

- Tom spilled his juice.
- The cup was not on the table properly.

**Question:** Why did Tom spill the juice?

**Answer:** The cup was not on the table properly

---

### Activity 9 – Sequencing Two Sentences

#### Sentences:

- Emma packed her bag.
- Emma left for school.

**Question:** Which action happened first?

**Answer:** Emma packed her bag

---

### Activity 10 – Multi-Step Story

#### Sentences:

- Mia planted seeds.
- She watered them daily.
- The flowers grew.

**Question:** Put the events in the correct order.

**Answer:** Plant → Water → Flowers grew

---

### Activity 11 – Identify Key Action

#### Sentences:

- Liam set the table for dinner.
- Liam cooked the food.

**Question:** Which action should happen first?

**Answer:** Cook the food first

---

## Activity 12 – Sequencing Two Sentences

### Sentences:

- Ben read the instructions carefully.
  - Ben built the model car.  
**Question:** Which step should Ben do first?  
**Answer:** Read instructions
- 

## Activity 13 – Cause and Effect

### Sentences:

- Anna left the fridge open.
  - The milk spilled on the floor.  
**Question:** Why did the milk spill?  
**Answer:** Leaving the fridge open caused it to spill
- 

## Activity 14 – Categorising

**Words:** Book, Chair, Pencil, Apple, Eraser, Ball

**Question:** Which words are objects found in a classroom?

**Answer:** Book, Chair, Pencil, Eraser

---

## Activity 15 – Multi-Step Sequencing

### Sentences:

- Liam wrote a story.
  - Liam illustrated it.
  - Liam shared it with the class.  
**Question:** Put these events in order.  
**Answer:** Write → Illustrate → Share
- 

## Activity 16 – Identify Important Detail

### Sentences:

- Sam poured water into the glass.

- The glass was cracked.

**Question:** What is the important detail to notice first?

**Answer:** The glass was cracked

---

### Activity 17 – Sequencing Problem-Solving

**Sentences:**

- Mia found a lost kitten.
- Mia asked her neighbour if they knew the owner.

**Question:** Which action should Mia do first?

**Answer:** Find the kitten

---

### Activity 18 – Cause and Effect

**Sentences:**

- Jack left his shoes outside.
- The shoes got muddy.

**Question:** Why did the shoes get muddy?

**Answer:** Leaving the shoes outside caused them to get muddy

---

### Activity 19 – Identify Step

**Sentences:**

- Emma put on her coat.
- Emma walked to the bus stop.

**Question:** Which action should happen first?

**Answer:** Put on her coat first

---

### Activity 20 – Multi-Step Story

**Sentences:**

- Tom wrote a letter.
- Tom folded the letter.

- Tom put the letter in an envelope.  
**Question:** Put the actions in the correct order.  
**Answer:** Write → Fold → Envelope
- 

### Activity 21 – Sequencing Two Sentences

#### Sentences:

- Anna filled her water bottle.
  - Anna drank the water.  
**Question:** Which action happened first?  
**Answer:** Fill the water bottle
- 

### Activity 22 – Categorising

**Words:** Apple, Banana, Chair, Sandwich, Orange, Book

**Question:** Which words are food?

**Answer:** Apple, Banana, Sandwich, Orange

---

### Activity 23 – Cause and Effect

#### Sentences:

- Liam forgot to close the door.
  - The wind blew papers all over the room.  
**Question:** Why did the papers get blown around?  
**Answer:** Forgetting to close the door caused the wind to blow the papers
- 

### Activity 24 – Multi-Step Sequencing

#### Sentences:

- Mia found a broken toy.
  - Mia asked her dad to fix it.
  - The toy worked again.  
**Question:** Put the events in order.  
**Answer:** Find → Ask → Toy fixed
-

## Activity 25 – Identify Key Detail

### Sentences:

- Sam wanted to paint a picture.
  - Sam chose his favourite colours.  
**Question:** Which step should Sam do first?  
**Answer:** Choosing colours first
- 

## WEEK 8 – DAY 3

### PROBLEM SOLVING – NUMERACY

---

#### Instructions:

- Read each problem carefully.
  - Identify the important numbers and decide the correct operation(s).
  - Solve step by step.
  - Check your answer before moving to the next problem.
- 

#### Activity 1 – Identify Key Numbers

Tom has 12 apples. He gives 5 to his friend. How many apples does he have left?

**Answer:**  $12 - 5 = 7$

---

#### Activity 2 – Choose the Operation

Sarah has 8 pencils. She buys 7 more. How many pencils does she have now?

**Answer:** Addition  $\rightarrow 8 + 7 = 15$

---

#### Activity 3 – Multi-Step Problem

Ben has 10 marbles. He gives 3 to a friend, then buys 5 more. How many marbles does he have?

**Answer:**  $10 - 3 = 7 \rightarrow 7 + 5 = 12$

---

#### Activity 4 – Identify First Step

Solve:  $6 + 3 \times 2$

**Answer:** Multiply first  $\rightarrow 3 \times 2 = 6 \rightarrow 6 + 6 = 12$

---

### **Activity 5 – Multi-Step Word Problem**

Ella has 20 candies. She eats 4, buys 6 more, then shares 5 with a friend. How many candies are left?

**Answer:**  $20 - 4 = 16 \rightarrow 16 + 6 = 22 \rightarrow 22 - 5 = 17$

---

### **Activity 6 – Identify Important Number**

A box has 15 chocolates. 7 are eaten. How many are left?

**Answer:**  $15 - 7 = 8$

---

### **Activity 7 – Multi-Step Problem**

Liam has 18 stickers. He gives 6 to his friend, buys 7 more, then gives 3 to his sister. How many stickers does he have?

**Answer:**  $18 - 6 = 12 \rightarrow 12 + 7 = 19 \rightarrow 19 - 3 = 16$

---

### **Activity 8 – Choose the Operation**

Sarah has 20 cookies. She divides them equally into 4 boxes. How many cookies are in each box?

**Answer:** Division  $\rightarrow 20 \div 4 = 5$

---

### **Activity 9 – Multi-Step Calculation**

Ethan has \$30. He buys a toy for \$12, then a book for \$8. How much money is left?

**Answer:**  $30 - 12 = 18 \rightarrow 18 - 8 = 10$

---

### **Activity 10 – Identify First Step**

Solve:  $5 \times (2 + 3) - 6$

**Answer:** Add first  $\rightarrow 2 + 3 = 5 \rightarrow 5 \times 5 = 25 \rightarrow 25 - 6 = 19$

---

**Activity 11 – Last Step**

Solve:  $18 \div 3 + 7 - 2$

**Answer:** Divide and multiply first  $\rightarrow 18 \div 3 = 6 \rightarrow 6 + 7 = 13 \rightarrow 13 - 2 = 11$

---

**Activity 12 – Multi-Step Problem**

Ben has 14 pencils. He gives 4 to Mia, buys 6 more, and loses 2. How many pencils does he have now?

**Answer:**  $14 - 4 = 10 \rightarrow 10 + 6 = 16 \rightarrow 16 - 2 = 14$

---

**Activity 13 – Identify Important Step**

Solve:  $(8 + 4) \div 3$

**Answer:** Add first  $\rightarrow 8 + 4 = 12 \rightarrow 12 \div 3 = 4$

---

**Activity 14 – Multi-Step Word Problem**

Anna has 18 cupcakes. She gives 5 to friends, eats 3, and buys 4 more. How many cupcakes does she have?

**Answer:**  $18 - 5 = 13 \rightarrow 13 - 3 = 10 \rightarrow 10 + 4 = 14$

---

**Activity 15 – Multi-Step Calculation**

Tom bought 5 red apples and 7 green apples. He ate 3 green apples. How many apples are left?

**Answer:**  $5 + 7 = 12 \rightarrow 12 - 3 = 9$

---

**Activity 16 – First Step**

Solve:  $16 \div 4 + 3 \times 2$

**Answer:** Divide and multiply first  $\rightarrow 16 \div 4 = 4 \rightarrow 3 \times 2 = 6 \rightarrow 4 + 6 = 10$

---

**Activity 17 – Identify Key Numbers**

A garden has 25 flowers. 12 are red, the rest are yellow. How many yellow flowers?

**Answer:**  $25 - 12 = 13$

---

### **Activity 18 – Multi-Step Word Problem**

Sam has \$50. He buys a toy for \$20, a snack for \$5, and a book for \$10. How much money is left?

**Answer:**  $50 - 20 = 30 \rightarrow 30 - 5 = 25 \rightarrow 25 - 10 = 15$

---

### **Activity 19 – Identify Operation**

A basket has 24 eggs. 8 eggs break. How many are left?

**Answer:** Subtraction  $\rightarrow 24 - 8 = 16$

---

### **Activity 20 – Multi-Step Calculation**

Ethan has 12 balloons. 5 pop. He buys 7 more. How many balloons does he have now?

**Answer:**  $12 - 5 = 7 \rightarrow 7 + 7 = 14$

---

### **Activity 21 – Identify First Step**

Solve:  $5 + 2 \times (3 + 1)$

**Answer:** Add first in parentheses  $\rightarrow 3 + 1 = 4 \rightarrow$  Multiply  $2 \times 4 = 8 \rightarrow$  Add  $5 + 8 = 13$

---

### **Activity 22 – Multi-Step Word Problem**

Liam collected 8 shells on Monday, 6 on Tuesday, and 10 on Wednesday. He gave 5 shells to a friend. How many does he have?

**Answer:**  $8 + 6 + 10 = 24 \rightarrow 24 - 5 = 19$

---

### **Activity 23 – Identify Key Numbers**

Tom has 15 pencils. He buys 10 more and loses 8. How many pencils does he have now?

**Answer:**  $15 + 10 = 25 \rightarrow 25 - 8 = 17$

---

### Activity 24 – Multi-Step Problem

Ella has 30 balloons. 10 fly away, 5 pop, and she buys 8 more. How many does she have?

**Answer:**  $30 - 10 = 20 \rightarrow 20 - 5 = 15 \rightarrow 15 + 8 = 23$

---

### Activity 25 – Multi-Step Word Problem

Mia has 50 stickers. She gives 15 to her friends, buys 20 more, and loses 10. How many stickers does she have now?

**Answer:**  $50 - 15 = 35 \rightarrow 35 + 20 = 55 \rightarrow 55 - 10 = 45$

---

## WEEK 8 – DAY 4

### PROBLEM SOLVING – ENGLISH (LITERACY)

---

#### Instructions:

- Read each set of sentences carefully.
  - Answer the question for each activity.
  - Focus on logical thinking, sequencing, and identifying cause-effect or key details.
- 

#### Activity 1

**Sentences:** Jack found a puppy on the street. He took it home and gave it food.

**Question:** What happened first?

**Answer:** Jack found the puppy

---

#### Activity 2

**Sentences:** Emma spilled her juice on the table. The tablecloth got wet.

**Question:** What caused the tablecloth to get wet?

**Answer:** Spilling the juice

---

#### Activity 3

**Sentences:** Liam watered the garden. He wore a blue hat.

**Question:** Which detail is most important about what Liam did?

**Answer:** Liam watered the garden

---

#### **Activity 4**

**Sentences:** Mia found a broken toy. She told her dad about it. Her dad fixed it.

**Question:** Put the events in order.

**Answer:** Found toy → Told dad → Dad fixed it

---

#### **Activity 5**

**Sentences:** Sam forgot to lock the gate. The ball rolled into the street.

**Question:** What caused the ball to roll into the street?

**Answer:** Forgetting to lock the gate

---

#### **Activity 6**

**Sentences:** Emma was wearing a raincoat and boots. It was cloudy outside.

**Question:** What can you infer about the weather?

**Answer:** It was probably raining or about to rain

---

#### **Activity 7**

**Sentences:** Tom poured water into a glass. He added sugar and stirred. He drank the drink.

**Question:** Put these actions in the correct order.

**Answer:** Pour → Add sugar → Stir → Drink

---

#### **Activity 8**

**Sentences:** Mia wanted to bake a cake. She preheated the oven first.

**Question:** Which action should happen first?

**Answer:** Preheat the oven

---

#### **Activity 9**

**Sentences:** Liam left his umbrella at school. He got wet walking home.

**Question:** Why did Liam get wet?

**Answer:** He left his umbrella at school

---

### **Activity 10**

**Sentences:** Anna wrote a letter. She folded it. She put it in an envelope. She posted it in a mailbox.

**Question:** Put these actions in the correct order.

**Answer:** Write → Fold → Envelope → Post

---

### **Activity 11**

**Sentences:** Tom put on gloves and a scarf. He stepped outside and shivered.

**Question:** What can you infer about the weather?

**Answer:** It was cold outside

---

### **Activity 12**

**Sentences:** Sam planted seeds in a pot. He watered them daily. Small shoots appeared.

**Question:** Put the events in order.

**Answer:** Plant → Water → Shoots appear

---

### **Activity 13**

**Sentences:** Emma wrote an invitation. She mailed the invitation.

**Question:** Which action should happen first?

**Answer:** Write the invitation

---

### **Activity 14**

**Sentences:** Jack left his bicycle outside in the rain. The seat got wet.

**Question:** Why did the seat get wet?

**Answer:** Because the bicycle was left outside in the rain

---

### **Activity 15**

**Sentences:** Mia turned on a flashlight and pointed it at the dark corner. She saw something moving.

**Question:** Why did Mia turn on the flashlight?

**Answer:** Because it was too dark to see

---

### Activity 16

**Sentences:** Liam gathered ingredients for a sandwich. He spread butter on the bread. He added cheese and ham. He ate the sandwich.

**Question:** Put these steps in the correct order.

**Answer:** Gather → Butter → Add filling → Eat

---

### Activity 17

**Sentences:** Anna dropped her ice cream on the ground. It melted quickly.

**Question:** What caused the ice cream to melt faster?

**Answer:** Dropping it on the ground

---

### Activity 18

**Sentences:** Sam wanted to build a Lego tower. He sorted the blocks by size first.

**Question:** What should Sam do first?

**Answer:** Sort the blocks

---

### Activity 19

**Sentences:** Emma found a lost kitten. She asked her neighbour if they knew the owner. She took the kitten to the shelter.

**Question:** Put these events in order.

**Answer:** Find → Ask neighbour → Shelter

---

### Activity 20

**Sentences:** Tom put on a helmet and knee pads. He took out his skateboard.

**Question:** What is Tom going to do?

**Answer:** He is going to skate

---

### Activity 21

**Sentences:** Mia mixed flour and water. She kneaded the dough. She baked the bread.

**Question:** Put these steps in order.

**Answer:** Mix → Knead → Bake

---

### Activity 22

**Sentences:** Liam forgot to water his plant for a week. The leaves turned brown.

**Question:** Why did the leaves turn brown?

**Answer:** Because Liam forgot to water the plant

---

### Activity 23

**Sentences:** Sam wanted to draw a picture. He sharpened his pencils first.

**Question:** What should Sam do first?

**Answer:** Sharpen pencils

---

### Activity 24

**Sentences:** Anna gathered paint and brushes. She painted a picture. She cleaned the brushes.

**Question:** Put these steps in order.

**Answer:** Gather → Paint → Clean

---

### Activity 25

**Sentences:** Jack put on his raincoat and boots. He opened the umbrella. Water dripped from the clouds.

**Question:** What is happening in the story?

**Answer:** It is raining

---

**WEEK 8 – DAY 5**

**PROBLEM SOLVING – NUMERACY**

---

**Instructions:**

- Read each problem carefully.
  - Solve step by step and write your answer clearly.
  - Focus on using logic, calculation, and sequencing to solve each problem.
- 

**Activity 1 – Multi-Step Addition**

Tom has 12 marbles. He buys 7 more and then finds 5 more under the table.

**Question:** How many marbles does Tom have now?

**Answer:**  $12 + 7 + 5 = 24$

---

**Activity 2 – Multi-Step Subtraction**

Emma had 20 stickers. She gave 7 to her friend and then 4 more to her sister.

**Question:** How many stickers does Emma have left?

**Answer:**  $20 - 7 - 4 = 9$

---

**Activity 3 – Addition and Subtraction**

Liam collected 15 shells on Monday and 12 on Tuesday. He gave 10 to his friend.

**Question:** How many shells does Liam have now?

**Answer:**  $15 + 12 - 10 = 17$

---

**Activity 4 – Sequencing Numbers**

Arrange these numbers from smallest to largest: 24, 7, 19, 12

**Answer:**  $7 \rightarrow 12 \rightarrow 19 \rightarrow 24$

---

**Activity 5 – Word Problem with Addition**

Mia has 8 red apples and 13 green apples. She buys 4 more red apples.

**Question:** How many apples does Mia have in total?

**Answer:**  $8 + 13 + 4 = 25$

---

**Activity 6 – Multi-Step Subtraction**

Jack had 50 coins. He spent 17 on toys and 8 on books.

**Question:** How many coins does Jack have left?

**Answer:**  $50 - 17 - 8 = 25$

---

### **Activity 7 – Word Problem – Addition**

Ella collected 9 pencils. Her friend gave her 6 more. Then she found 3 more pencils in her bag.

**Question:** How many pencils does Ella have in total?

**Answer:**  $9 + 6 + 3 = 18$

---

### **Activity 8 – Sequencing Events with Numbers**

Order the steps for calculating:  $5 + 7 + 3$

**Question:** What is the correct sequence of operations to find the total?

**Answer:**  $5 + 7 = 12 \rightarrow 12 + 3 = 15$

---

### **Activity 9 – Word Problem – Subtraction**

Liam has 30 candies. He ate 6 and gave 5 to his friend.

**Question:** How many candies does Liam have left?

**Answer:**  $30 - 6 - 5 = 19$

---

### **Activity 10 – Multi-Step Addition**

Anna bought 3 packs of crayons with 12 crayons in each pack. She also found 7 loose crayons at home.

**Question:** How many crayons does Anna have in total?

**Answer:**  $3 \times 12 = 36 \rightarrow 36 + 7 = 43$

---

### **Activity 11 – Mixed Addition and Subtraction**

Tom had 40 balloons. 15 popped, and he gave 8 to his friends.

**Question:** How many balloons does Tom have now?

**Answer:**  $40 - 15 - 8 = 17$

---

### **Activity 12 – Sequencing Numbers**

Arrange the numbers from largest to smallest: 18, 25, 9, 14

**Answer:**  $25 \rightarrow 18 \rightarrow 14 \rightarrow 9$

---

### **Activity 13 – Word Problem**

Mia had 10 pencils and bought 15 more. She gave 8 pencils to her sister.

**Question:** How many pencils does she have left?

**Answer:**  $10 + 15 - 8 = 17$

---

### **Activity 14 – Multi-Step Addition**

Jack saved 5 coins on Monday, 8 on Tuesday, and 6 on Wednesday.

**Question:** How many coins does Jack have now?

**Answer:**  $5 + 8 + 6 = 19$

---

### **Activity 15 – Multi-Step Subtraction**

Ella had 50 sweets. She gave 12 to her friend and 7 to her brother.

**Question:** How many sweets are left?

**Answer:**  $50 - 12 - 7 = 31$

---

### **Activity 16 – Word Problem with Multiplication**

Each pack of stickers has 6 stickers. Mia bought 4 packs.

**Question:** How many stickers does she have in total?

**Answer:**  $4 \times 6 = 24$

---

### **Activity 17 – Mixed Operations**

Liam had 20 marbles. He lost 5, then found 8 more.

**Question:** How many marbles does Liam have now?

**Answer:**  $20 - 5 + 8 = 23$

---

### **Activity 18 – Sequencing Multi-Step Calculation**

Order these operations correctly:  $7 + 8 - 3$

**Question:** What is the correct calculation sequence?

**Answer:**  $7 + 8 = 15 \rightarrow 15 - 3 = 12$

---

**Activity 19 – Word Problem – Addition**

Anna baked 12 cookies. She baked 8 more the next day.

**Question:** How many cookies does Anna have in total?

**Answer:**  $12 + 8 = 20$

---

**Activity 20 – Word Problem – Subtraction**

Tom had 30 pencils. He gave 9 to his friends and lost 4.

**Question:** How many pencils does Tom have left?

**Answer:**  $30 - 9 - 4 = 17$

---

**Activity 21 – Multi-Step Addition**

Mia read 7 pages in the morning, 5 pages in the afternoon, and 6 pages in the evening.

**Question:** How many pages did Mia read in total?

**Answer:**  $7 + 5 + 6 = 18$

---

**Activity 22 – Word Problem – Multiplication**

Each box contains 5 apples. Liam bought 6 boxes.

**Question:** How many apples does Liam have in total?

**Answer:**  $6 \times 5 = 30$

---

**Activity 23 – Mixed Operations**

Ella had 18 candies. She ate 5 and bought 7 more.

**Question:** How many candies does Ella have now?

**Answer:**  $18 - 5 + 7 = 20$

---

**Activity 24 – Multi-Step Subtraction**

Jack had 40 marbles. He lost 12 and gave 7 to his friend.

**Question:** How many marbles does Jack have left?

**Answer:**  $40 - 12 - 7 = 21$

---

**Activity 25 – Word Problem – Addition and Multiplication**

Mia bought 3 packs of pencils. Each pack has 6 pencils. She also found 4 pencils at home.

**Question:** How many pencils does Mia have in total?

**Answer:**  $3 \times 6 = 18 \rightarrow 18 + 4 = 22$

## WEEK 8 – PROBLEM SOLVING

**Think about how you solved each problem this week. Try to notice the strategies that helped you find the answers.**

### Student Prompt 1

How did you figure out the order of events in the stories or sentences?

- I read all the sentences carefully first
- I looked for words like “first,” “then,” or “after”
- I guessed the order without thinking
- I drew a quick timeline or numbered the steps

### Student Prompt 2

When solving multi-step math problems, which method helped you the most?

- I solved one step at a time
- I wrote down intermediate answers to keep track
- I tried to do all the steps in my head at once
- I checked my answer at the end

### Student Prompt 3

Which type of information was easiest to remember or use, and which was harder?

I remembered easily:

- Numbers that repeated or followed a pattern
- Words I already knew or could picture

I found harder to remember:

- Steps that were too long or complicated
- Extra details that were not important

### Student Prompt 4

What did you do when you got stuck on a problem?

- I reread the problem carefully
- I broke it into smaller parts
- I guessed the answer
- I asked myself what information was necessary to solve it

### Student Prompt 5

How did planning your steps first help you solve the problems?

- I could keep track of each step more easily
- I made fewer mistakes
- I remembered important details better
- I felt more confident finishing the task

**Student Prompt 6**

What strategies will you try next time to solve problems more effectively?

- Break the problem into smaller steps
- Write down key numbers or details
- Draw diagrams or timelines
- Check each step before moving on

**Student Reflection**

One thing I did well this week when solving problems:

One thing I want to improve next week:

**Signs of Progress – Week 8 Problem Solving**

After completing the Week 8 problem-solving activities, Ethan may notice improvements in several areas:

- ✓ He can identify the correct order of events in stories and sentences more easily, such as sequencing the steps in a short story or multi-step instructions.
- ✓ He is able to recognise cause-and-effect relationships, understanding why events happened and explaining them clearly.
- ✓ He can break multi-step problems into smaller, manageable steps, making it easier to solve complex questions in both literacy and numeracy.
- ✓ He makes fewer mistakes when recalling information, calculating numbers, or putting events in order, because he uses strategies to support his memory and focus.
- ✓ He uses strategies such as numbering steps, writing down key details, or drawing simple diagrams to solve problems efficiently.
- ✓ He experiences less frustration when faced with challenging tasks, because he has learned to approach problems methodically.
- ✓ He demonstrates growing confidence in completing both literacy and numeracy problem-solving activities, tackling tasks with a “let’s try” mindset.
- ✓ He is able to plan, organise, and check his work more effectively, showing improved problem-solving stamina and independence.

---

**WEEK 9: CASE STUDY**



Lily is a 9-year-old who is bright, thoughtful, and enjoys exploring ideas and making choices. She likes playing strategy games, deciding the best way to solve puzzles, and choosing how to organise her schoolwork, which shows she enjoys thinking critically. Sometimes, Lily finds it challenging to make good decisions quickly or to predict the consequences of her choices. For example, she may pick an answer too fast without thinking, choose steps in the wrong order, or struggle to decide the best approach to a new problem. Even so, Lily's curiosity and willingness to try new activities help her practise thinking carefully and evaluating options before acting.

### **Observed Difficulties**

#### **1. Reading Comprehension (Literacy)**

- Lily may select answers without fully considering the text.
- She sometimes misses important details that would guide her choice.
- She may struggle to decide the most logical outcome in a story.

#### **2. Numeracy**

- Lily may rush through problems without evaluating which operation or step is best.

- She can make mistakes if she does not consider the consequences of each step.
- She may need to check her answers more than once to ensure accuracy.

### 3. Behavioural Observations

- Lily may act quickly without fully thinking through options.
- She becomes frustrated when outcomes are unexpected or mistakes happen.
- She enjoys games and tasks that involve making choices or predictions, which can be used to strengthen judgement skills.

### Summary

Lily's challenges with judgement are typical for her age. Through short, structured literacy and numeracy activities that focus on evaluating options, predicting outcomes, and making decisions, and by reflecting on strategies that help her choose wisely, Lily can improve her ability to think critically and act carefully. This will help her approach problems more strategically, avoid careless mistakes, and make better decisions both in learning and everyday life.

### Tip for Activities

Think about Lily as you do each activity. Try to use the strategies she would use, such as:

- Considering all possible choices before deciding.
- Predicting what might happen next in a story or problem.
- Checking if the choice makes sense before finalising the answer.

---

## WEEK 9 – DAY 1

### JUDGEMENT – ENGLISH (LITERACY)

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#### Instructions:

- Read each set of sentences carefully.
  - Answer the question for each activity.
  - Think about the best choice, the logical order, or the correct outcome.
- 

#### Activity 1 – Choose the Correct Outcome

**Sentences:**

Lily saw dark clouds in the sky. She decided to take an umbrella before leaving.

**Question:** What was the best decision Lily made?

**Answer:** Taking an umbrella

---

**Activity 2 – Predict the Next Event**

**Sentences:**

Tom left his bike outside during the rain.

**Question:** What is likely to happen next?

**Answer:** The bike will get wet

---

**Activity 3 – Identify the Best Action**

**Sentences:**

Mia wants to finish her homework quickly but doesn't know where to start.

**Question:** Which is the best first step for Mia?

**Answer:** Read the instructions carefully

---

**Activity 4 – Evaluate Choices**

**Sentences:**

Anna has two books to read: one easy, one difficult. She has 15 minutes to read.

**Question:** Which choice makes the most sense?

**Answer:** Read the easy book first

---

**Activity 5 – Predict the Outcome**

**Sentences:**

Jack forgot to water the plants for a week.

**Question:** What will likely happen to the plants?

**Answer:** The plants will wilt or dry out

---

**Activity 6 – Identify Key Detail**

**Sentences:**

Emma wanted to bake a cake. She checked if she had all the ingredients first.

**Question:** Which action shows good judgement?

**Answer:** Checking the ingredients first

---

### Activity 7 – Choose the Correct Sequence

#### Sentences:

1. Mia packed her bag.
2. Mia ate breakfast.
3. Mia left for school.

**Question:** What is the correct order of events?

**Answer:** Eat breakfast → Pack bag → Leave for school

---

### Activity 8 – Cause and Effect Decision

#### Sentences:

Tom ran on the wet floor and slipped.

**Question:** What could he have done to avoid falling?

**Answer:** Walk carefully on the wet floor

---

### Activity 9 – Best Choice

#### Sentences:

Lily spilled her juice on the table. She had a cloth nearby.

**Question:** What is the best thing for her to do first?

**Answer:** Wipe up the juice with the cloth

---

### Activity 10 – Evaluate Logical Steps

#### Sentences:

Anna wants to send a letter. She writes the letter, folds it, and puts it in an envelope.

**Question:** Which step should happen first?

**Answer:** Write the letter

---

### Activity 11 – Predict the Result

#### Sentences:

Jack left the fridge open while making lunch.

**Question:** What will happen if he doesn't close it?

**Answer:** The food will get warm or spoil

---

### Activity 12 – Identify the Best Decision

**Sentences:**

Mia wants to share her toys with friends. Some friends are taking too many toys.

**Question:** What is the best choice?

**Answer:** Ask friends to take only one toy each

---

### Activity 13 – Cause and Effect

**Sentences:**

Emma didn't put her homework in her bag and left for school.

**Question:** What is the likely outcome?

**Answer:** She will forget to submit her homework

---

### Activity 14 – Logical Choice

**Sentences:**

Anna wants to draw a picture but her pencils are broken.

**Question:** What should she do first?

**Answer:** Get new pencils

---

### Activity 15 – Sequencing Events

**Sentences:**

1. Tom bought a cake.
2. He invited friends.
3. He cut the cake.

**Question:** Put these steps in the correct order.

**Answer:** Buy cake → Invite friends → Cut cake

---

### Activity 16 – Evaluate Outcome

**Sentences:**

Mia left her coat outside on a rainy day.

**Question:** What will likely happen?

**Answer:** The coat will get wet

---

### Activity 17 – Best Decision

**Sentences:**

Lily found a lost puppy on her way home. She wants to help.

**Question:** What should she do first?

**Answer:** Take it to an adult or animal shelter

---

### Activity 18 – Predict Next Step

**Sentences:**

Anna poured water on the plants but didn't check if the pot had drainage.

**Question:** What could happen?

**Answer:** The soil may flood or the plant roots may get damaged

---

### Activity 19 – Logical Choice

**Sentences:**

Tom is baking and the oven is preheating.

**Question:** What should he do next?

**Answer:** Prepare the cake mixture while waiting

---

### Activity 20 – Cause and Effect

**Sentences:**

Emma didn't fasten her seatbelt in the car.

**Question:** What could happen if the car stops suddenly?

**Answer:** She could get hurt

---

### Activity 21 – Sequencing

**Sentences:**

1. Lily drew a picture.
2. She coloured it.
3. She showed it to her teacher.

**Question:** Put the events in the correct order.

**Answer:** Draw → Colour → Show teacher

---

### Activity 22 – Best Choice

**Sentences:**

Mia sees two paths in the park: one muddy, one clear.

**Question:** Which path shows better judgement?

**Answer:** Take the clear path

---

### Activity 23 – Cause and Effect

**Sentences:**

Tom left his shoes on the wet floor.

**Question:** What will happen next?

**Answer:** The shoes will get wet

---

### Activity 24 – Logical Sequence

**Sentences:**

Anna wants to feed her dog. She fills the bowl, adds food, and gives it to the dog.

**Question:** What should she do first?

**Answer:** Fill the bowl

---

### Activity 25 – Best Action

**Sentences:**

Lily wants to clean her desk before starting homework.

**Question:** What should she do first?

**Answer:** Remove all clutter from the desk

---

## WEEK 9 – DAY 2

### JUDGEMENT – NUMERACY

---

**Instructions:**

- Read each problem carefully.
  - Decide the best or most logical solution.
  - Write your answers clearly and show your steps when necessary.
-

### Activity 1 – Choose the Correct Calculation

Lily has 12 apples and buys 5 more. She wants to know the total.

**Question:** Which calculation is correct?

**Answer:**  $12 + 5 = 17$

---

### Activity 2 – Predict the Result

Tom has 20 pencils. He gives 7 to his friend.

**Question:** How many pencils does he have left?

**Answer:**  $20 - 7 = 13$

---

### Activity 3 – Best Order of Operations

Mia has 5 red balls and 3 blue balls. She finds 2 more blue balls.

**Question:** Which step should she do first?

**Answer:** Count the new blue balls with the existing blue balls  $\rightarrow 3 + 2 = 5$

---

### Activity 4 – Evaluate the Best Step

Jack wants to divide 18 candies evenly among 3 friends.

**Question:** What should he do first?

**Answer:** Decide how many candies each friend gets  $\rightarrow 18 \div 3 = 6$

---

### Activity 5 – Choose the Correct Answer

Anna has 6 boxes with 4 pencils each.

**Question:** How many pencils does she have in total?

**Answer:**  $6 \times 4 = 24$

---

### Activity 6 – Predict the Outcome

Liam adds  $8 + 7 + 5$ . He calculates  $8 + 7$  first.

**Question:** What should he do next?

**Answer:** Add 5 to the result  $\rightarrow 15 + 5 = 20$

---

### Activity 7 – Logical Step

Ella has 50 coins. She spends 15. Then she finds 8 more.

**Question:** Which step should she do first?

**Answer:** Subtract the spent coins  $\rightarrow 50 - 15 = 35 \rightarrow$  Add the found coins  $\rightarrow 35 + 8 = 43$

---

### **Activity 8 – Choose Correct Outcome**

Tom bought 3 packs of stickers. Each pack has 6 stickers.

**Question:** How many stickers does he have?

**Answer:**  $3 \times 6 = 18$

---

### **Activity 9 – Predict the Next Step**

Mia has 25 sweets. She gives 10 to friends.

**Question:** What should she do to find how many she has left?

**Answer:** Subtract 10 from 25  $\rightarrow 25 - 10 = 15$

---

### **Activity 10 – Best Option**

Anna wants to add  $12 + 8 + 5$ .

**Question:** Which addition order is easiest?

**Answer:**  $12 + 8 = 20 \rightarrow 20 + 5 = 25$

---

### **Activity 11 – Cause and Effect**

Lily splits 18 chocolates among 6 friends but gives 5 to only one friend.

**Question:** What is the problem with her choice?

**Answer:** It is not fair; others get fewer chocolates

---

### **Activity 12 – Multi-Step Addition**

Jack collects 7 marbles on Monday, 5 on Tuesday, 8 on Wednesday.

**Question:** How many marbles does he have?

**Answer:**  $7 + 5 + 8 = 20$

---

### **Activity 13 – Best Decision**

Ella wants to subtract  $12 - 7 - 3$ .

**Question:** Which step should she do first?

**Answer:**  $12 - 7 = 5 \rightarrow 5 - 3 = 2$

---

#### **Activity 14 – Choose Correct Operation**

Mia has 20 pencils and 15 pens. She wants the total number of items.

**Question:** Which operation should she use?

**Answer:** Addition  $\rightarrow 20 + 15 = 35$

---

#### **Activity 15 – Predict the Outcome**

Tom has 18 candies and gives 6 to his friends. He then buys 4 more.

**Question:** How many does he have now?

**Answer:**  $18 - 6 + 4 = 16$

---

#### **Activity 16 – Sequencing Steps**

Liam wants to multiply  $4 \times 3 \times 2$ .

**Question:** Which step should he do first?

**Answer:** Multiply  $4 \times 3 = 12 \rightarrow 12 \times 2 = 24$

---

#### **Activity 17 – Best Choice**

Anna wants to share 15 sweets equally among 3 friends.

**Question:** How many should each friend get?

**Answer:**  $15 \div 3 = 5$

---

#### **Activity 18 – Logical Prediction**

Lily had 30 stickers. She lost 8 and gave 5 away.

**Question:** How many stickers does she have left?

**Answer:**  $30 - 8 - 5 = 17$

---

#### **Activity 19 – Multi-Step Addition**

Jack reads 5 pages in the morning, 8 in the afternoon, 6 at night.

**Question:** How many pages did he read in total?

**Answer:**  $5 + 8 + 6 = 19$

---

### Activity 20 – Choose Correct Operation

Ella has 24 apples. She wants to pack them into boxes with 6 apples each.

**Question:** How many boxes does she need?

**Answer:**  $24 \div 6 = 4$

---

### Activity 21 – Predict Outcome

Mia adds  $7 + 9 + 4$ .

**Question:** What is the total?

**Answer:**  $7 + 9 = 16 \rightarrow 16 + 4 = 20$

---

### Activity 22 – Logical Step

Liam has 50 pencils. He loses 12 and gives 8 to a friend.

**Question:** How many pencils does he have now?

**Answer:**  $50 - 12 - 8 = 30$

---

### Activity 23 – Best Order of Steps

Tom wants to solve  $5 + 8 - 3$ .

**Question:** What is the correct order?

**Answer:**  $5 + 8 = 13 \rightarrow 13 - 3 = 10$

---

### Activity 24 – Cause and Effect

Anna multiplied incorrectly and got  $4 \times 5 = 25$ .

**Question:** What should she do?

**Answer:** Check the multiplication  $\rightarrow 4 \times 5 = 20$

---

### Activity 25 – Multi-Step Problem

Lily buys 3 boxes of crayons with 6 crayons each. She finds 4 more crayons at home.

**Question:** How many crayons does she have?

**Answer:**  $3 \times 6 = 18 \rightarrow 18 + 4 = 22$

---

## WEEK 9 – DAY 3

### JUDGEMENT – ENGLISH (LITERACY)

---

#### Instructions:

- Read each set of sentences carefully.
  - Answer the question for each activity.
  - Think about the best choice, the logical sequence, or the most likely outcome.
- 

#### Activity 1 – Predict the Outcome

##### Sentences:

Lily saw a trail of footprints leading into the forest. She wanted to find out where they went.

**Question:** What is the safest choice for Lily?

**Answer:** Follow the footprints carefully and tell an adult first

---

#### Activity 2 – Identify the Best Action

##### Sentences:

Tom found a wallet on the playground.

**Question:** What should he do first?

**Answer:** Give it to a teacher or responsible adult

---

#### Activity 3 – Sequencing Events

##### Sentences:

1. Mia poured water into a cup.
2. She added sugar to the cup.
3. She drank the sweetened water.

**Question:** Put the steps in the correct order.

**Answer:** Pour water  $\rightarrow$  Add sugar  $\rightarrow$  Drink

---

#### **Activity 4 – Cause and Effect**

**Sentences:**

Anna left her backpack open on the bus. Some papers fell out.

**Question:** What caused the papers to fall?

**Answer:** The backpack was left open

---

#### **Activity 5 – Evaluate the Best Choice**

**Sentences:**

Jack wants to draw a picture for his teacher. His crayons are broken.

**Question:** What is the most logical first step?

**Answer:** Find working crayons before starting

---

#### **Activity 6 – Predict the Next Event**

**Sentences:**

Mia planted seeds in the garden. She watered them daily.

**Question:** What will likely happen next?

**Answer:** The seeds will start to grow

---

#### **Activity 7 – Choose the Most Logical Outcome**

**Sentences:**

Lily skipped breakfast and went to school.

**Question:** What is the likely result?

**Answer:** She may feel hungry and have less energy

---

#### **Activity 8 – Identify the Best Step**

**Sentences:**

Tom wanted to make a sandwich. He found bread, peanut butter, and jam.

**Question:** Which is the first step?

**Answer:** Take the bread and lay it on a plate

---

#### **Activity 9 – Cause and Effect**

**Sentences:**

Anna didn't check the traffic before crossing the road.

**Question:** What is likely to happen?

**Answer:** She could be in danger

---

### **Activity 10 – Predict the Outcome**

**Sentences:**

Mia left her ice cream outside in the sun.

**Question:** What will likely happen?

**Answer:** The ice cream will melt

---

### **Activity 11 – Best Logical Choice**

**Sentences:**

Lily wants to read a new story but can't find her bookmark.

**Question:** What should she do first?

**Answer:** Look for the bookmark to know where she left off

---

### **Activity 12 – Sequencing Events**

**Sentences:**

1. Jack tied his shoelaces.
2. He put on his shoes.
3. He went outside to play.

**Question:** Put the steps in the correct order.

**Answer:** Put on shoes → Tie shoelaces → Go outside

---

### **Activity 13 – Predict Outcome**

**Sentences:**

Mia left her homework at home.

**Question:** What is likely to happen at school?

**Answer:** She may not be able to submit it

---

### **Activity 14 – Identify Best Action**

**Sentences:**

Anna wants to paint but spilled water on the table.

**Question:** What should she do first?

**Answer:** Wipe the table before painting

---

### **Activity 15 – Cause and Effect**

**Sentences:**

Lily didn't set an alarm and woke up late.

**Question:** What caused her to wake up late?

**Answer:** She didn't set an alarm

---

### **Activity 16 – Predict Outcome**

**Sentences:**

Tom left his backpack on the wet grass.

**Question:** What will likely happen?

**Answer:** His books may get wet

---

### **Activity 17 – Evaluate the Best Step**

**Sentences:**

Mia wants to organise her desk before studying.

**Question:** What should she do first?

**Answer:** Remove all unnecessary items from the desk

---

### **Activity 18 – Sequencing Multi-Step Task**

**Sentences:**

1. Lily read the recipe.
2. She mixed the ingredients.
3. She baked the cake.

**Question:** Put the steps in the correct order.

**Answer:** Read recipe → Mix ingredients → Bake cake

---

### **Activity 19 – Logical Prediction**

**Sentences:**

Jack poured juice into a cup but didn't check if it was full.

**Question:** What could happen next?

**Answer:** The juice may spill

---

### **Activity 20 – Identify Key Detail**

**Sentences:**

Mia wants to write a thank-you letter to her friend.

**Question:** What is the first thing she should do?

**Answer:** Decide what to write in the letter

---

### **Activity 21 – Cause and Effect**

**Sentences:**

Lily left her umbrella outside in the rain.

**Question:** What is likely to happen?

**Answer:** The umbrella will get wet

---

### **Activity 22 – Best Logical Step**

**Sentences:**

Anna wants to feed her cat but forgot where the food is.

**Question:** What should she do first?

**Answer:** Find the cat food

---

### **Activity 23 – Sequencing Events**

**Sentences:**

1. Jack cleaned his desk.
2. He put away his books.
3. He started his homework.

**Question:** Put the events in the correct order.

**Answer:** Clean desk → Put away books → Start homework

---

### **Activity 24 – Predict the Outcome**

**Sentences:**

Mia didn't check the expiration date on the milk.

**Question:** What could happen if she uses it?

**Answer:** The milk may be spoiled

---

### Activity 25 – Logical Choice

**Sentences:**

Lily wants to start a new puzzle but can't find the pieces.

**Question:** What should she do first?

**Answer:** Look for all the pieces before starting

---

## WEEK 9 – DAY 4

### JUDGEMENT – NUMERACY

---

**Instructions:**

- Read each problem carefully.
  - Decide the best or most logical solution.
  - Write your answers clearly and show your steps when necessary.
- 

#### Activity 1 – Choose the Correct Calculation

Lily has 24 apples and wants to divide them equally into 6 baskets.

**Question:** How many apples should go in each basket?

**Answer:**  $24 \div 6 = 4$

---

#### Activity 2 – Predict the Result

Tom has 15 marbles. He gives 6 to his friend.

**Question:** How many marbles does he have left?

**Answer:**  $15 - 6 = 9$

---

#### Activity 3 – Best Step in Multi-Step Problem

Mia has 5 boxes with 8 pencils each. Then she buys 2 more boxes.

**Question:** Which should she calculate first?

**Answer:** Find pencils in original boxes  $\rightarrow 5 \times 8 = 40 \rightarrow$  Add pencils in 2 new boxes  $\rightarrow 2 \times 8 = 16 \rightarrow$  Total = 56

---

#### Activity 4 – Choose the Correct Operation

Anna has 18 stickers. She wants to share them equally among 3 friends.

**Question:** Which operation should she use?

**Answer:** Division  $\rightarrow 18 \div 3 = 6$

---

#### Activity 5 – Predict Outcome

Jack adds  $12 + 7 + 5$ .

**Question:** Which step should he do first to simplify?

**Answer:** Add  $12 + 7 = 19 \rightarrow 19 + 5 = 24$

---

#### Activity 6 – Logical Decision

Liam wants to subtract  $25 - 8 - 6$ .

**Question:** Which step should he do first?

**Answer:**  $25 - 8 = 17 \rightarrow 17 - 6 = 11$

---

#### Activity 7 – Multi-Step Addition

Ella collects 7 shells on Monday, 9 on Tuesday, and 6 on Wednesday.

**Question:** How many shells does she have in total?

**Answer:**  $7 + 9 + 6 = 22$

---

#### Activity 8 – Predict the Next Step

Tom multiplies  $4 \times 3 \times 2$ .

**Question:** Which step should he do first?

**Answer:**  $4 \times 3 = 12 \rightarrow 12 \times 2 = 24$

---

#### Activity 9 – Choose the Most Logical Outcome

Mia had 50 pencils. She lost 7 and gave 5 to a friend.

**Question:** How many pencils does she have now?

**Answer:**  $50 - 7 - 5 = 38$

---

#### Activity 10 – Best Calculation Order

Anna wants to calculate  $6 \times 5 + 12$ .

**Question:** Which should she do first?

**Answer:** Multiply first  $\rightarrow 6 \times 5 = 30 \rightarrow$  Add  $12 = 42$

---

### Activity 11 – Predict the Result

Lily has 40 chocolates. She eats 8 and shares 10 with friends.

**Question:** How many are left?

**Answer:**  $40 - 8 - 10 = 22$

---

### Activity 12 – Logical Step

Jack wants to add  $15 + 26 + 34$ .

**Question:** Which step makes the calculation easiest?

**Answer:** Add  $15 + 26 = 41 \rightarrow 41 + 34 = 75$

---

### Activity 13 – Cause and Effect

Ella multiplied  $7 \times 5$  incorrectly and got 40.

**Question:** What should she do?

**Answer:** Check the multiplication  $\rightarrow 7 \times 5 = 35$

---

### Activity 14 – Predict the Outcome

Mia split 24 candies among 4 friends. One friend took 10 candies.

**Question:** What is the problem?

**Answer:** It is unfair; candies are not equally shared

---

### Activity 15 – Multi-Step Subtraction

Tom has 60 apples. He gives 12 to a friend and then 8 to his sister.

**Question:** How many apples remain?

**Answer:**  $60 - 12 - 8 = 40$

---

### Activity 16 – Choose Correct Calculation

Lily wants to pack 45 pencils into boxes of 5.

**Question:** How many boxes does she need?

**Answer:**  $45 \div 5 = 9$

---

### Activity 17 – Predict Next Step

Jack bought 3 packs of cards with 12 cards each. Then he gave 15 cards to his friend.

**Question:** How many cards does he have left?

**Answer:**  $3 \times 12 = 36 \rightarrow 36 - 15 = 21$

---

### Activity 18 – Logical Operation Choice

Ella has 28 candies and wants to divide them into 7 equal bags.

**Question:** Which operation should she use?

**Answer:** Division  $\rightarrow 28 \div 7 = 4$

---

### Activity 19 – Multi-Step Problem

Mia buys 2 boxes of pencils with 6 pencils each. She finds 3 extra pencils at home.

**Question:** How many pencils does she have in total?

**Answer:**  $2 \times 6 = 12 \rightarrow 12 + 3 = 15$

---

### Activity 20 – Predict Outcome

Lily added  $18 + 27 + 5$ .

**Question:** Which step is easiest?

**Answer:**  $18 + 27 = 45 \rightarrow 45 + 5 = 50$

---

### Activity 21 – Best Step in Sequence

Tom has 50 pages to read in 5 days.

**Question:** How many pages should he read each day?

**Answer:**  $50 \div 5 = 10$

---

### Activity 22 – Cause and Effect

Anna subtracted incorrectly and got  $15 - 8 = 6$ .

**Question:** What should she do?

**Answer:** Check the subtraction  $\rightarrow 15 - 8 = 7$

---

### Activity 23 – Logical Prediction

Mia multiplies  $6 \times 4 + 10$ .

**Question:** Which step should she do first?

**Answer:** Multiply  $\rightarrow 6 \times 4 = 24 \rightarrow 24 + 10 = 34$

---

### Activity 24 – Multi-Step Subtraction

Jack has 100 coins. He gives 25 to a friend and loses 10.

**Question:** How many coins are left?

**Answer:**  $100 - 25 - 10 = 65$

---

### Activity 25 – Best Step in Multi-Step Problem

Lily wants to calculate  $(5 \times 3) + (2 \times 4)$ .

**Question:** Which step should she do first?

**Answer:** Multiply first  $\rightarrow 5 \times 3 = 15 \rightarrow 2 \times 4 = 8 \rightarrow$  Add  $\rightarrow 15 + 8 = 23$

---

## WEEK 9 – DAY 5

### JUDGEMENT – ENGLISH (LITERACY)

---

#### Instructions:

- Read each set of sentences carefully.
  - Answer the question for each activity.
  - Think about the best choice, the logical sequence, or the most likely outcome.
- 

#### Activity 1 – Predict Outcome

##### Sentences:

Lily left her backpack on the wet floor.

**Question:** What will likely happen next?

**Answer:** Her books may get wet

---

### Activity 2 – Best Step Choice

**Sentences:**

Tom wants to draw a picture but can't find his pencil.

**Question:** What should he do first?

**Answer:** Find a pencil before starting

---

### Activity 3 – Cause and Effect

**Sentences:**

Mia forgot to close the fridge door. The milk spilled.

**Question:** What caused the milk to spill?

**Answer:** Leaving the fridge door open

---

### Activity 4 – Sequencing Events

**Sentences:**

1. Anna put on her shoes.
2. She went outside to play.

**Question:** Put the steps in the correct order.

**Answer:** Put on shoes → Go outside

---

### Activity 5 – Predict Outcome

**Sentences:**

Jack poured juice into a full cup.

**Question:** What is likely to happen?

**Answer:** The juice may spill

---

### Activity 6 – Logical Step

**Sentences:**

Ella wants to bake a cake but doesn't have eggs.

**Question:** What should she do first?

**Answer:** Get eggs before starting

---

### **Activity 7 – Identify Key Action**

**Sentences:**

Mia wants to write a thank-you letter.

**Question:** What is the first thing she should do?

**Answer:** Decide what to write in the letter

---

### **Activity 8 – Cause and Effect**

**Sentences:**

Lily left her umbrella outside in the rain.

**Question:** What is likely to happen?

**Answer:** The umbrella will get wet

---

### **Activity 9 – Predict Outcome**

**Sentences:**

Tom didn't check the traffic before crossing the street.

**Question:** What could happen?

**Answer:** He could be in danger

---

### **Activity 10 – Best Logical Step**

**Sentences:**

Anna wants to organise her desk before studying.

**Question:** What should she do first?

**Answer:** Remove all unnecessary items from the desk

---

### **Activity 11 – Sequencing Multi-Step Task**

**Sentences:**

1. Lily read the instructions.
2. She coloured the picture.
3. She showed it to her teacher.

**Question:** Put the steps in the correct order.

**Answer:** Read instructions → Colour → Show teacher

---

### **Activity 12 – Predict Outcome**

**Sentences:**

Mia left her ice cream in the sun.

**Question:** What will happen next?

**Answer:** The ice cream will melt

---

### **Activity 13 – Logical Step Choice**

**Sentences:**

Tom wants to make a sandwich but there is no bread on the table.

**Question:** What should he do first?

**Answer:** Get bread before starting

---

### **Activity 14 – Cause and Effect**

**Sentences:**

Lily left her book outside in the rain.

**Question:** What is likely to happen?

**Answer:** The book will get wet

---

### **Activity 15 – Predict Outcome**

**Sentences:**

Anna didn't set her alarm and woke up late.

**Question:** What caused her to wake up late?

**Answer:** She didn't set the alarm

---

### **Activity 16 – Best Step Choice**

**Sentences:**

Mia wants to paint a picture but spilled water on the table.

**Question:** What should she do first?

**Answer:** Wipe the table before painting

---

### **Activity 17 – Sequencing Events**

**Sentences:**

1. Jack brushed his teeth.

2. He ate breakfast.

**Question:** Put the steps in the correct order.

**Answer:** Brush teeth → Eat breakfast

---

### Activity 18 – Predict Outcome

**Sentences:**

Lily left her notebook in the rain.

**Question:** What will happen next?

**Answer:** The pages may get wet and damaged

---

### Activity 19 – Logical Step Choice

**Sentences:**

Anna wants to write a story but can't find her pen.

**Question:** What should she do first?

**Answer:** Find a pen before writing

---

### Activity 20 – Cause and Effect

**Sentences:**

Mia left the tap running and the water overflowed.

**Question:** What caused the water to overflow?

**Answer:** She left the tap running

---

### Activity 21 – Predict Outcome

**Sentences:**

Jack left his shoes outside on the grass.

**Question:** What will likely happen?

**Answer:** The shoes may get muddy

---

### Activity 22 – Best Step Choice

**Sentences:**

Lily wants to start a new puzzle but can't find all the pieces.

**Question:** What should she do first?

**Answer:** Gather all the pieces before starting

---

### Activity 23 – Sequencing Multi-Step Task

#### Sentences:

1. Anna read the recipe.
2. She mixed the ingredients.
3. She baked the cake.

**Question:** Put the steps in the correct order.

**Answer:** Read recipe → Mix → Bake

---

### Activity 24 – Predict Outcome

#### Sentences:

Mia didn't check the expiration date on her milk.

**Question:** What could happen if she uses it?

**Answer:** The milk may be spoiled

---

### Activity 25 – Logical Step Choice

#### Sentences:

Tom wants to make a card for his friend but has no paper.

**Question:** What should he do first?

**Answer:** Get paper before starting

---

### WEEK 9 – JUDGEMENT

**Think about how you used your judgement while doing each activity. Try to notice what helped you make good decisions and solve problems carefully.**

#### Student Prompt 1

How did you decide the best action or outcome for each problem?

- I read all the information carefully before choosing
- I thought about what would happen first or next
- I guessed without checking the details
- I compared all options before making a choice

#### Student Prompt 2

Which type of problems were easiest for you to decide on, and which were harder?

I found easiest:

- Problems with clear steps or numbers
- Simple cause-and-effect questions

I found harder:

- Multi-step problems with several options
- Problems where I had to predict what would happen next

**Student Prompt 3**

What strategies helped you make better decisions?

- I underlined or circled important details
- I put steps in order before answering
- I thought about the likely outcome
- I ignored key information

**Student Prompt 4**

How did checking your work help you?

- I noticed mistakes and corrected them
- I felt more confident about my answers
- I didn't check and sometimes got answers wrong
- I understood the problem better after reviewing

**Student Prompt 5**

What strategies will you try next time to make better decisions in English and Numeracy tasks?

- Read carefully and underline important information
- Think about what will happen next or what makes sense first
- Put steps in order before solving the problem
- Compare options before choosing an answer

**Student Reflection**

One thing I did well when focusing this week was:

One thing I want to improve next week:

## Signs of Progress – Week 9 Judgement

After completing the Week 9 activities, Lily may notice improvements in several areas:

- ✓ She can evaluate problems more carefully before choosing an answer, showing improved decision-making.
- ✓ She is better at predicting logical outcomes in both literacy and numeracy tasks.
- ✓ She can sequence events or steps in multi-step problems more accurately.
- ✓ She demonstrates a clearer understanding of cause-and-effect relationships.
- ✓ She uses strategies such as underlining key details, thinking ahead, and comparing options to make better choices.
- ✓ She makes fewer errors when choosing between multiple possibilities because she

considers all information.

✓ She experiences greater confidence in solving both English and numeracy problems that require careful judgement.

✓ She can plan her approach to tasks, showing improved ability to organise her thinking and work systematically.

✓ She reflects on her answers and corrects mistakes independently, showing growing self-monitoring skills.

✓ She demonstrates improved awareness of the consequences of choices, both in problem-solving tasks and everyday situations.

---

## WEEK 10: CASE STUDY



Tracy is a bright, inquisitive, and thoughtful girl who enjoys reading stories, exploring patterns, and playing logic or matching games. She likes to ask questions such as “why” and “how” and enjoys solving puzzles where she has to figure out the steps. Sometimes, Tracy finds it hard to explain her thinking or see connections between different pieces of information. For example, she may struggle to justify an answer in a word problem, reason through multi-step calculations, or identify patterns when presented with new information.

Even so, Tracy's curiosity, persistence, and eagerness to explore solutions help her practise reasoning skills effectively.

## **Observed Difficulties**

### **1. Reading Comprehension (Literacy)**

- Tracy may find it challenging to explain why a character acted in a certain way.
- She sometimes struggles to make inferences from text that are not directly stated.
- She may find it difficult to compare events or details to draw logical conclusions.

### **2. Numeracy**

- Tracy can perform calculations but occasionally struggles to explain her method.
- Multi-step problems or problems requiring pattern recognition can be challenging.
- She sometimes guesses answers without reasoning through the steps carefully.

### **3. Behavioural Observations**

- Tracy enjoys puzzles, riddles, and sequencing games, which can support reasoning development.
- She can become frustrated when a problem has multiple steps or requires abstract thinking.
- She shows excitement and confidence when she discovers a logical solution independently.

## **Summary**

Tracy's reasoning challenges are typical for her age. Structured literacy and numeracy activities that encourage explaining answers, making connections, and exploring multiple strategies will help her strengthen reasoning skills. These exercises will support her in approaching problems logically, identifying patterns, and justifying her thinking.

## **Tip for Activities**

Think about Tracy as you complete each task:

- Ask "Why does this happen?" or "What comes next?"
- Explain your reasoning out loud or in writing.
- Look for patterns, connections, and relationships before choosing an answer.
- Try more than one strategy to find the best solution.

---

## WEEK 10 – DAY 1

### REASONING – NUMERACY

---

#### Instructions:

- Read each problem carefully.
  - Think about the steps you need to solve it.
  - Write your answer clearly.
  - Explain your thinking if necessary.
- 

#### Activity 1 – Pattern Recognition

1, 3, 5, 7, \_\_\_\_, \_\_\_\_

**Question:** What are the next two numbers?

**Answer:** 9, 11

---

#### Activity 2 – Multi-Step Addition

Tom has 12 red marbles and 15 blue marbles. He buys 8 more red marbles.

**Question:** How many marbles does he have in total?

**Answer:**  $12 + 15 + 8 = 35$

---

#### Activity 3 – Logical Step

Mia wants to split 24 candies into 6 equal bags.

**Question:** What should she do first?

**Answer:** Divide  $24 \div 6 = 4$

---

#### Activity 4 – Predict the Result

Lily adds  $7 + 14 + 9$ .

**Question:** Which numbers should she add first to make it easier?

**Answer:**  $7 + 14 = 21 \rightarrow 21 + 9 = 30$

---

### Activity 5 – Cause and Effect

Jack multiplied  $6 \times 4$  incorrectly and got 20.

**Question:** What should he do to fix it?

**Answer:** Check multiplication  $\rightarrow 6 \times 4 = 24$

---

### Activity 6 – Pattern Completion

2, 4, 8, 16, \_\_\_\_, \_\_\_\_

**Question:** What are the next two numbers?

**Answer:** 32, 64

---

### Activity 7 – Multi-Step Subtraction

Ella had 50 pencils. She gave 12 to Mia and 8 to Lily.

**Question:** How many pencils are left?

**Answer:**  $50 - 12 - 8 = 30$

---

### Activity 8 – Choose the Logical Step

Tom wants to calculate  $5 \times 4 + 12$ .

**Question:** What should he do first?

**Answer:** Multiply  $\rightarrow 5 \times 4 = 20 \rightarrow$  Add  $12 = 32$

---

### Activity 9 – Predict the Outcome

Anna has 30 apples. She eats 5 and gives 10 to her friends.

**Question:** How many apples remain?

**Answer:**  $30 - 5 - 10 = 15$

---

### Activity 10 – Identify the Pattern

1, 2, 4, 8, 16, \_\_\_\_

**Question:** What comes next?

**Answer:** 32

---

### Activity 11 – Multi-Step Problem

Mia bought 3 packs of stickers with 7 stickers each. She gave 8 stickers to her friend.

**Question:** How many stickers does she have now?

**Answer:**  $3 \times 7 = 21 \rightarrow 21 - 8 = 13$

---

### Activity 12 – Logical Step Choice

Jack wants to calculate  $18 - 5 + 7$ .

**Question:** What step should he do first?

**Answer:** Subtract  $\rightarrow 18 - 5 = 13 \rightarrow$  Add  $7 = 20$

---

### Activity 13 – Pattern Recognition

10, 20, 30, 40, \_\_\_\_, \_\_\_\_

**Question:** What are the next two numbers?

**Answer:** 50, 60

---

### Activity 14 – Multi-Step Addition

Ella has 14 red pens, 9 blue pens, and 7 green pens.

**Question:** How many pens does she have in total?

**Answer:**  $14 + 9 + 7 = 30$

---

### Activity 15 – Predict the Result

Tom wants to divide 36 chocolates into 4 bags equally.

**Question:** How many chocolates per bag?

**Answer:**  $36 \div 4 = 9$

---

### Activity 16 – Cause and Effect

Anna added numbers in the wrong order and got the wrong total.

**Question:** What should she do to check?

**Answer:** Recalculate step by step carefully

---

### Activity 17 – Multi-Step Problem

Mia has 45 coins. She gives 12 to Lily and then loses 8.

**Question:** How many coins remain?

**Answer:**  $45 - 12 - 8 = 25$

---

### Activity 18 – Identify the Pattern

5, 10, 20, 40, \_\_\_\_, \_\_\_\_

**Question:** What are the next two numbers?

**Answer:** 80, 160

---

### Activity 19 – Logical Step Choice

Jack wants to calculate  $7 \times 3 + 9 - 4$ .

**Question:** Which operation should he do first?

**Answer:** Multiply  $\rightarrow 7 \times 3 = 21 \rightarrow$  Add  $9 = 30 \rightarrow$  Subtract  $4 = 26$

---

### Activity 20 – Multi-Step Addition

Ella buys 3 boxes of pencils with 6 pencils each and 2 extra pencils.

**Question:** How many pencils does she have?

**Answer:**  $3 \times 6 = 18 \rightarrow 18 + 2 = 20$

---

### Activity 21 – Predict Outcome

Tracy has 12 cupcakes. She eats 3 and shares 4 with friends.

**Question:** How many cupcakes remain?

**Answer:**  $12 - 3 - 4 = 5$

---

### Activity 22 – Pattern Completion

2, 6, 12, 20, \_\_\_\_, \_\_\_\_

**Question:** What are the next two numbers?

**Answer:** 30, 42

---

### Activity 23 – Multi-Step Problem

Mia bought 2 packs of cards with 8 cards each and found 5 extra cards.

**Question:** How many cards does she have in total?

**Answer:**  $2 \times 8 = 16 \rightarrow 16 + 5 = 21$

---

### **Activity 24 – Cause and Effect**

Tom added incorrectly and got  $15 + 9 = 20$ .

**Question:** What should he do?

**Answer:** Check addition  $\rightarrow 15 + 9 = 24$

---

### **Activity 25 – Logical Step Choice**

Ella wants to calculate  $(5 \times 3) + (2 \times 4) - 3$ .

**Question:** What should she do first?

**Answer:** Multiply  $\rightarrow 5 \times 3 = 15, 2 \times 4 = 8 \rightarrow$  Add  $15 + 8 = 23 \rightarrow$  Subtract  $3 = 20$

---

## **WEEK 10 – DAY 2**

### **REASONING – ENGLISH (LITERACY)**

---

#### **Instructions:**

- Read each set of sentences carefully.
  - Answer the question for each activity.
  - Think about the reason behind each answer.
  - Write your answers clearly.
- 

#### **Activity 1 – Predict Outcome**

Sophie left her book on the table near the window.

**Question:** What will likely happen if it rains?

**Answer:** The book may get wet

---

#### **Activity 2 – Cause and Effect**

Tom forgot to set his alarm and woke up late.

**Question:** What caused him to wake up late?

**Answer:** Not setting the alarm

---

### **Activity 3 – Logical Step**

Mia wants to bake a cake but has no eggs.

**Question:** What should she do first?

**Answer:** Get eggs before starting

---

### **Activity 4 – Sequencing Events**

1. Anna put on her coat.

2. She went outside to play.

**Question:** Put the events in the correct order.

**Answer:** Put on coat → Go outside

---

### **Activity 5 – Identify Key Action**

Lily wants to write a thank-you letter.

**Question:** What is the first step she should take?

**Answer:** Decide what to write in the letter

---

### **Activity 6 – Predict Outcome**

Jack spilled water on the floor.

**Question:** What might happen next if it is not cleaned?

**Answer:** Someone could slip

---

### **Activity 7 – Cause and Effect**

Ella left the door open, and the wind blew papers off the table.

**Question:** What caused the papers to blow away?

**Answer:** Leaving the door open

---

### **Activity 8 – Logical Step Choice**

Tom wants to draw a picture but can't find his pencil.

**Question:** What should he do first?

**Answer:** Find a pencil before starting

---

### **Activity 9 – Predict Outcome**

Mia put her ice cream on the table outside in the sun.

**Question:** What will happen next?

**Answer:** The ice cream will melt

---

### **Activity 10 – Sequencing Multi-Step Task**

1. Lily read the instructions.
2. She coloured the picture.
3. She showed it to her teacher.

**Question:** Put the steps in the correct order.

**Answer:** Read instructions → Colour → Show teacher

---

### **Activity 11 – Identify Key Detail**

Anna watered the plants and sang a song while doing it.

**Question:** Which detail is most important?

**Answer:** She watered the plants

---

### **Activity 12 – Cause and Effect**

Jack left his shoes outside in the rain.

**Question:** What will likely happen?

**Answer:** The shoes will get wet

---

### **Activity 13 – Predict Outcome**

Tom didn't check the traffic before crossing the street.

**Question:** What might happen?

**Answer:** He could be in danger

---

### **Activity 14 – Logical Step Choice**

Anna wants to organise her desk before studying.

**Question:** What should she do first?

**Answer:** Remove all unnecessary items

---

### **Activity 15 – Cause and Effect**

Mia left the fridge open, and the milk spilled.

**Question:** What caused the milk to spill?

**Answer:** Leaving the fridge open

---

### **Activity 16 – Predict Outcome**

Lily left her notebook in the rain.

**Question:** What will happen next?

**Answer:** The pages may get wet

---

### **Activity 17 – Logical Step Choice**

Tom wants to make a card for his friend but has no paper.

**Question:** What should he do first?

**Answer:** Get paper before starting

---

### **Activity 18 – Sequencing Events**

1. Mia brushed her teeth.
2. She ate breakfast.

**Question:** Put the events in the correct order.

**Answer:** Brush teeth → Eat breakfast

---

### **Activity 19 – Predict Outcome**

Jack left his backpack on the wet floor.

**Question:** What might happen?

**Answer:** His books may get wet

---

### **Activity 20 – Cause and Effect**

Ella spilled her juice because the cup was not on the table properly.

**Question:** What caused the juice to spill?

**Answer:** The cup was not placed properly

---

### **Activity 21 – Identify Key Action**

Mia wants to paint a picture.

**Question:** What is the first thing she should do?

**Answer:** Gather the paint and brushes

---

### **Activity 22 – Sequencing Multi-Step Task**

1. Anna found a broken toy.

2. She asked her dad to fix it.

3. The toy worked again.

**Question:** Put the steps in the correct order.

**Answer:** Find → Ask → Toy fixed

---

### **Activity 23 – Predict Outcome**

Tracy left her umbrella outside during a storm.

**Question:** What will likely happen?

**Answer:** The umbrella may get wet or damaged

---

### **Activity 24 – Logical Step Choice**

Tom wants to write a story but can't find his pen.

**Question:** What should he do first?

**Answer:** Find a pen before starting

---

### **Activity 25 – Cause and Effect**

Lily left the tap running, and the water overflowed.

**Question:** What caused the overflow?

**Answer:** She left the tap running

---

## REASONING – NUMERACY

---

### Instructions:

- Read each problem carefully.
  - Solve the problem step by step.
  - Write your answer clearly.
  - Explain your reasoning if needed.
- 

### Activity 1 – Multi-Step Addition

Lily has 24 pencils, Mia has 15 pencils, and Tom has 18 pencils.

**Question:** How many pencils do they have altogether?

**Answer:**  $24 + 15 + 18 = 57$

---

### Activity 2 – Pattern Recognition

3, 6, 12, 24, \_\_\_\_, \_\_\_\_

**Question:** What are the next two numbers?

**Answer:** 48, 96

---

### Activity 3 – Logical Step

Tracy wants to divide 72 sweets into 8 equal bags.

**Question:** What should she do first?

**Answer:** Divide  $72 \div 8 = 9$

---

### Activity 4 – Multi-Step Subtraction

Tom had 65 marbles. He gave 18 to Mia and 12 to Lily.

**Question:** How many marbles does he have left?

**Answer:**  $65 - 18 - 12 = 35$

---

### Activity 5 – Predict Outcome

Mia multiplies  $7 \times 4$  and forgets to check her answer.

**Question:** What is the correct product?

**Answer:**  $7 \times 4 = 28$

---

### Activity 6 – Pattern Completion

5, 10, 20, 40, \_\_\_\_, \_\_\_\_

**Question:** What are the next two numbers?

**Answer:** 80, 160

---

### Activity 7 – Multi-Step Problem

Anna buys 3 boxes of chocolates with 12 chocolates each. She gives 15 chocolates to her friends.

**Question:** How many chocolates remain?

**Answer:**  $3 \times 12 = 36 \rightarrow 36 - 15 = 21$

---

### Activity 8 – Logical Step Choice

Tom wants to calculate  $8 \times 3 + 14$ .

**Question:** Which step should he do first?

**Answer:** Multiply  $\rightarrow 8 \times 3 = 24 \rightarrow$  Add  $14 = 38$

---

### Activity 9 – Cause and Effect

Mia added  $25 + 36$  and wrote 50 by mistake.

**Question:** What should she do to find the correct answer?

**Answer:** Recalculate carefully  $\rightarrow 25 + 36 = 61$

---

### Activity 10 – Multi-Step Problem

Lily had 40 stickers. She used 15 for her art project and gave 10 to her friend.

**Question:** How many stickers are left?

**Answer:**  $40 - 15 - 10 = 15$

---

### Activity 11 – Pattern Recognition

2, 5, 10, 17, 26, \_\_\_\_, \_\_\_\_

**Question:** What are the next two numbers?

**Answer:** 37, 50 (pattern: +3, +5, +7, +9, +11...)

---

### Activity 12 – Multi-Step Subtraction

Tracy had 90 balloons. 25 flew away, and 18 popped.

**Question:** How many balloons remain?

**Answer:**  $90 - 25 - 18 = 47$

---

### Activity 13 – Logical Step Choice

Tom wants to calculate  $12 \times 4 - 15 + 6$ .

**Question:** What should he do first?

**Answer:** Multiply  $\rightarrow 12 \times 4 = 48 \rightarrow$  Subtract  $15 = 33 \rightarrow$  Add  $6 = 39$

---

### Activity 14 – Predict Outcome

Ella leaves 5 books on the edge of a table.

**Question:** What might happen next?

**Answer:** The books may fall

---

### Activity 15 – Multi-Step Addition

Mia bought 3 packs of pens with 7 pens each and found 5 extra pens.

**Question:** How many pens does she have in total?

**Answer:**  $3 \times 7 = 21 \rightarrow 21 + 5 = 26$

---

### Activity 16 – Pattern Completion

1, 4, 9, 16, 25, \_\_\_\_, \_\_\_\_

**Question:** What are the next two numbers?

**Answer:** 36, 49 (perfect squares)

---

### Activity 17 – Multi-Step Problem

Anna had 56 apples. She gave 14 to Lily and 9 to Mia.

**Question:** How many apples remain?

**Answer:**  $56 - 14 - 9 = 33$

---

### Activity 18 – Logical Step Choice

Jack wants to calculate  $15 \div 3 + 8 \times 2$ .

**Question:** Which operation should he do first?

**Answer:** Division and multiplication first  $\rightarrow 15 \div 3 = 5, 8 \times 2 = 16 \rightarrow$  Add  $5 + 16 = 21$

---

### Activity 19 – Predict Outcome

Lily splits 36 chocolates among 6 friends equally.

**Question:** How many chocolates does each friend get?

**Answer:**  $36 \div 6 = 6$

---

### Activity 20 – Multi-Step Subtraction

Tracy had 80 cards. She gave 20 to Mia, 15 to Lily, and lost 10.

**Question:** How many cards are left?

**Answer:**  $80 - 20 - 15 - 10 = 35$

---

### Activity 21 – Pattern Recognition

3, 6, 12, 24, 48, \_\_\_\_, \_\_\_\_

**Question:** What are the next two numbers?

**Answer:** 96, 192

---

### Activity 22 – Multi-Step Problem

Tom bought 4 packs of crayons with 9 crayons each. He gave 7 to Lily.

**Question:** How many crayons does he have left?

**Answer:**  $4 \times 9 = 36 \rightarrow 36 - 7 = 29$

---

### Activity 23 – Logical Step Choice

Anna wants to calculate  $20 \div 4 + 6 \times 2 - 3$ .

**Question:** What should she do first?

**Answer:** Division and multiplication first  $\rightarrow 20 \div 4 = 5, 6 \times 2 = 12 \rightarrow$  Add  $5 + 12 = 17 \rightarrow$   
Subtract  $3 = 14$

---

### **Activity 24 – Predict Outcome**

Ella drops 7 balls on the floor.

**Question:** What will happen next?

**Answer:** The balls may roll around

---

### **Activity 25 – Multi-Step Addition and Subtraction**

Tracy had 45 chocolates. She ate 12, gave 10 to friends, and found 5 more.

**Question:** How many chocolates does she have now?

**Answer:**  $45 - 12 - 10 + 5 = 28$

---

## **WEEK 10 – DAY 4**

### **REASONING – ENGLISH (LITERACY)**

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#### **Instructions:**

- Read each set of sentences carefully.
  - Answer the question for each activity.
  - Think about the reason behind each answer.
  - Write your answers clearly.
- 

### **Activity 1 – Predict Outcome**

Tom left his lunch on the kitchen counter while he went outside.

**Question:** What might happen next?

**Answer:** The food may get cold or be eaten by a pet

---

### **Activity 2 – Cause and Effect**

Mia forgot to close her notebook, and the wind blew the pages.

**Question:** What caused the pages to blow?

**Answer:** Leaving the notebook open

---

### Activity 3 – Logical Step Choice

Lily wants to make a birthday card but cannot find scissors.

**Question:** What should she do first?

**Answer:** Find the scissors

---

### Activity 4 – Sequencing Two Sentences

1. Anna brushed her hair.

2. She put on her hat.

**Question:** Put the events in the correct order.

**Answer:** Brush hair → Put on hat

---

### Activity 5 – Identify Key Action

Jack wants to write a story about his holiday.

**Question:** What should he do first?

**Answer:** Plan what to write

---

### Activity 6 – Predict Outcome

Ella left her watering can in the sun.

**Question:** What will likely happen next?

**Answer:** The water may get warm or evaporate

---

### Activity 7 – Cause and Effect

Tom spilled juice because the cup was on the edge of the table.

**Question:** What caused the spill?

**Answer:** The cup was on the edge

---

### Activity 8 – Logical Step Choice

Mia wants to draw a picture but cannot find her pencil.

**Question:** What should she do first?

**Answer:** Find a pencil

---

### **Activity 9 – Predict Outcome**

Lily left her shoes outside in the rain.

**Question:** What will happen next?

**Answer:** The shoes may get wet

---

### **Activity 10 – Sequencing Multi-Step Task**

1. Anna read the instructions.
2. She painted the picture.
3. She showed it to her teacher.

**Question:** Put the steps in the correct order.

**Answer:** Read instructions → Paint → Show teacher

---

### **Activity 11 – Identify Key Detail**

Tracy cleaned her desk and put away her books.

**Question:** Which detail is most important?

**Answer:** She cleaned her desk

---

### **Activity 12 – Cause and Effect**

Mia did not tie her shoelaces, and she tripped.

**Question:** What caused her to trip?

**Answer:** Not tying her shoelaces

---

### **Activity 13 – Predict Outcome**

Jack left the gate open.

**Question:** What might happen next?

**Answer:** Pets or animals may escape

---

### **Activity 14 – Logical Step Choice**

Ella wants to plant seeds but has no soil.

**Question:** What should she do first?

**Answer:** Get soil before planting

---

### **Activity 15 – Cause and Effect**

Lily left the fridge open, and the milk spilled.

**Question:** What caused the milk to spill?

**Answer:** Leaving the fridge open

---

### **Activity 16 – Predict Outcome**

Mia put ice cubes in the sun.

**Question:** What will happen next?

**Answer:** The ice cubes will melt

---

### **Activity 17 – Logical Step Choice**

Tracy wants to make a paper airplane but cannot find paper.

**Question:** What should she do first?

**Answer:** Get paper

---

### **Activity 18 – Sequencing Events**

1. Anna woke up.
2. She brushed her teeth.
3. She ate breakfast.

**Question:** Put the events in the correct order.

**Answer:** Wake up → Brush teeth → Eat breakfast

---

### **Activity 19 – Predict Outcome**

Jack left his backpack on the wet grass.

**Question:** What might happen next?

**Answer:** His books may get wet

---

### **Activity 20 – Cause and Effect**

Ella knocked over the vase because she ran past the table.

**Question:** What caused the vase to fall?

**Answer:** Running past the table

---

### **Activity 21 – Identify Key Action**

Mia wants to write a letter to her friend.

**Question:** What should she do first?

**Answer:** Decide what to write

---

### **Activity 22 – Sequencing Multi-Step Task**

1. Lily found a broken toy.
2. She asked her dad to fix it.
3. The toy worked again.

**Question:** Put the steps in the correct order.

**Answer:** Find → Ask → Toy fixed

---

### **Activity 23 – Predict Outcome**

Tracy left her umbrella in the rain.

**Question:** What will likely happen?

**Answer:** The umbrella may get wet or damaged

---

### **Activity 24 – Logical Step Choice**

Jack wants to write a story but cannot find his pen.

**Question:** What should he do first?

**Answer:** Find a pen

---

### **Activity 25 – Cause and Effect**

Lily left the tap running, and water overflowed.

**Question:** What caused the overflow?

**Answer:** Leaving the tap running

---

## REASONING – NUMERACY

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### Instructions:

- Read each problem carefully.
  - Solve each step by step.
  - Write your answer clearly.
  - Think logically about each solution.
- 

### Activity 1 – Pattern Completion

1, 2, 4, 7, 11, \_\_\_\_, \_\_\_\_

**Question:** What are the next two numbers?

**Answer:** 16, 22 (pattern: +1, +2, +3, +4, +5...)

---

### Activity 2 – Multi-Step Addition

Lily bought 5 boxes of crayons with 12 crayons each. She also bought 8 more crayons separately.

**Question:** How many crayons does she have in total?

**Answer:**  $5 \times 12 = 60 \rightarrow 60 + 8 = 68$

---

### Activity 3 – Logical Step Choice

Tracy wants to divide 84 candies equally among 7 friends.

**Question:** What should she do first?

**Answer:** Divide  $84 \div 7 = 12$

---

### Activity 4 – Multi-Step Subtraction

Tom had 90 balloons. 23 flew away and 15 popped.

**Question:** How many balloons remain?

**Answer:**  $90 - 23 - 15 = 52$

---

### Activity 5 – Cause and Effect

Mia wrote  $45 + 32 = 70$  by mistake.

**Question:** What should she do to correct it?

**Answer:** Recalculate carefully  $\rightarrow 45 + 32 = 77$

---

### Activity 6 – Pattern Recognition

3, 6, 12, 21, 33, \_\_\_\_, \_\_\_\_

**Question:** What are the next two numbers?

**Answer:** 48, 66 (pattern: +3, +6, +9, +12, +15...)

---

### Activity 7 – Multi-Step Problem

Ella collected 18 shells on Monday, 25 on Tuesday, and 32 on Wednesday.

**Question:** How many shells did she collect in total?

**Answer:**  $18 + 25 + 32 = 75$

---

### Activity 8 – Logical Step Choice

Tracy wants to calculate  $14 \times 3 + 27 \div 3$ .

**Question:** Which step should she do first?

**Answer:** Multiply and divide first  $\rightarrow 14 \times 3 = 42, 27 \div 3 = 9 \rightarrow$  Add  $42 + 9 = 51$

---

### Activity 9 – Predict Outcome

Lily left 12 ice cubes outside in the sun.

**Question:** What will happen next?

**Answer:** The ice cubes will melt

---

### Activity 10 – Multi-Step Problem

Tom had 100 marbles. He lost 18 and gave 22 to friends.

**Question:** How many marbles are left?

**Answer:**  $100 - 18 - 22 = 60$

---

### Activity 11 – Pattern Completion

2, 5, 10, 17, 26, \_\_\_\_, \_\_\_\_

**Question:** What are the next two numbers?

**Answer:** 37, 50 (pattern: +3, +5, +7, +9, +11...)

---

### Activity 12 – Multi-Step Addition

Anna has 23 red beads, 18 blue beads, and 12 green beads.

**Question:** How many beads does she have in total?

**Answer:**  $23 + 18 + 12 = 53$

---

### Activity 13 – Logical Step Choice

Jack wants to calculate  $40 \div 5 + 7 \times 3$ .

**Question:** What should he do first?

**Answer:** Division and multiplication  $\rightarrow 40 \div 5 = 8, 7 \times 3 = 21 \rightarrow \text{Add } 8 + 21 = 29$

---

### Activity 14 – Predict Outcome

Mia dropped 7 apples on the floor.

**Question:** What might happen next?

**Answer:** Some apples may roll or get bruised

---

### Activity 15 – Multi-Step Subtraction

Lily had 66 cupcakes. She sold 28 and gave 15 to friends.

**Question:** How many cupcakes remain?

**Answer:**  $66 - 28 - 15 = 23$

---

### Activity 16 – Pattern Recognition

4, 9, 16, 25, 36, \_\_\_\_, \_\_\_\_

**Question:** What are the next two numbers?

**Answer:** 49, 64 (perfect squares)

---

### Activity 17 – Multi-Step Problem

Ella had 75 coins. She spent 24 on a toy and 18 on candy.

**Question:** How many coins remain?

**Answer:**  $75 - 24 - 18 = 33$

---

### Activity 18 – Logical Step Choice

Tracy wants to calculate  $8 \times 6 - 20 \div 4$ .

**Question:** Which step should she do first?

**Answer:** Multiply and divide  $\rightarrow 8 \times 6 = 48, 20 \div 4 = 5 \rightarrow$  Subtract  $48 - 5 = 43$

---

### Activity 19 – Predict Outcome

Tom left 9 balloons outside on a windy day.

**Question:** What might happen next?

**Answer:** Some balloons may blow away

---

### Activity 20 – Multi-Step Addition

Mia has 17 red beads, 25 blue beads, and 8 green beads.

**Question:** How many beads in total?

**Answer:**  $17 + 25 + 8 = 50$

---

### Activity 21 – Pattern Completion

1, 4, 10, 19, 31, \_\_\_\_, \_\_\_\_

**Question:** What are the next two numbers?

**Answer:** 46, 64 (pattern: +3, +6, +9, +12, +15...)

---

### Activity 22 – Multi-Step Problem

Anna bought 5 packs of crayons with 8 in each pack. She gave 12 to her friend.

**Question:** How many crayons does she have left?

**Answer:**  $5 \times 8 = 40 \rightarrow 40 - 12 = 28$

---

### Activity 23 – Logical Step Choice

Jack wants to calculate  $36 \div 6 + 5 \times 3 - 4$ .

**Question:** Which step should he do first?

**Answer:** Division and multiplication  $\rightarrow 36 \div 6 = 6$ ,  $5 \times 3 = 15 \rightarrow$  Add  $6 + 15 = 21 \rightarrow$  Subtract  $4 = 17$

---

### Activity 24 – Predict Outcome

Lily left 10 ice cubes on the balcony.

**Question:** What will happen next?

**Answer:** The ice cubes will melt

---

### Activity 25 – Multi-Step Addition and Subtraction

Tracy had 52 chocolates. She ate 11, gave 15 to friends, and found 8 more.

**Question:** How many chocolates does she have now?

**Answer:**  $52 - 11 - 15 + 8 = 34$

## WEEK 10 – REASONING

Think about how you used your reasoning skills while doing each activity. Try to notice what helped you solve problems carefully and logically.

### Student Prompt 1

How did you decide the best steps or answers for each problem?

- I read all the information carefully before solving
- I looked for patterns or repeated rules
- I guessed without thinking it through
- I followed the steps in order and checked each one

### Student Prompt 2

Which types of problems were easiest for you, and which were harder?

I found easiest:

- Problems with clear numbers or steps
- Pattern and sequencing questions

I found harder:

- Multi-step problems with several operations
- Problems where I had to predict what would happen next

### Student Prompt 3

What strategies helped you solve problems more accurately?

- I underlined or highlighted key numbers or details
- I wrote down each step before calculating

- I thought about what might happen next before choosing
- I ignored important information (this didn't help!)

**Student Prompt 4**

How did checking your work help you this week?

- I noticed mistakes and corrected them
- I felt more confident about my answers
- I sometimes didn't check and got answers wrong
- I understood the problem better after reviewing

**Student Prompt 5**

What strategies will you try next week to improve your reasoning in English and Numeracy tasks?

- Read carefully and underline or highlight important information
- Look for patterns and think about what makes sense next
- Put steps in order before solving the problem
- Compare options and think logically before choosing an answer

**Student Reflection**

One thing I did well when reasoning this week was:

One thing I want to improve next week:

**Signs of Progress – Week 10 Reasoning**

- ✓ Tracy is noticing the important details and steps in problems before jumping to an answer.
- ✓ She is able to identify patterns and rules in sequences without rereading everything.
- ✓ Tracy is starting to predict logical outcomes in both stories and numeracy problems more accurately.
- ✓ She can focus on relevant information and ignore extra details that don't help solve the task.
- ✓ Tracy is checking her work carefully instead of guessing or rushing.
- ✓ She shows greater persistence and patience during multi-step reasoning and problem-solving tasks.
- ✓ Tracy is starting to use strategies, like writing steps in order or underlining key information, to stay organized and solve problems efficiently.
- ✓ She feels more confident and capable because she can complete reasoning tasks accurately and explain her thinking.

---

## WEEK 11: CASE STUDY



Jean is a bright, curious, and reflective girl who enjoys reading, exploring ideas, and playing logic or memory games. She likes to ask questions such as “how” and “what if” and enjoys tasks where she can plan steps and figure out solutions. Sometimes, Jean finds it challenging to manage a lot of information at once. For example, she may struggle to follow long instructions, remember multiple steps in a problem, or focus on relevant details when reading or listening. Even so, Jean’s curiosity, persistence, and enthusiasm help her practise coping strategies and develop stronger reasoning skills.

### Observed Difficulties

#### 1. Reading Comprehension (Literacy)

- Jean may have difficulty remembering key details when passages contain many pieces of information.
- She sometimes struggles to identify which information is important and which is extra.

- She may find it challenging to summarise or explain the main idea after reading a long text.

## **2. Numeracy**

- Jean can perform calculations but occasionally forgets steps when problems include multiple pieces of information.
- Multi-step problems or word problems with several numbers can feel overwhelming.
- She may rush or guess answers when she cannot immediately process all the information.

## **3. Behavioural Observations**

- Jean enjoys puzzles, sequencing games, and memory challenges, which help her practise focusing on important details.
- She can become frustrated or anxious when too much information is presented at once.
- She shows excitement and confidence when using strategies to organise information and solve problems correctly.

## **Summary**

Jean's challenges with coping with too much information are typical for her age. Structured literacy and numeracy activities that encourage breaking tasks into smaller steps, highlighting key information, and reviewing answers will help her strengthen attention and reasoning skills. These exercises will support her in approaching complex tasks methodically, focusing on what matters, and explaining her thinking clearly.

## **Tip for Activities**

Think about Jean as you complete each task:

- Ask "Which details are important?" or "What should I do first?"
- Break instructions or problems into smaller steps before solving.
- Highlight, underline, or note key information to stay focused.
- Explain your reasoning out loud or in writing.
- Try more than one strategy if the first one does not work.

---

## **WEEK 11 – DAY 1**

### **Coping with Too Much Information – ENGLISH (LITERACY)**

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**Instructions**

- Read each task carefully.
  - Focus only on the information needed to answer the question.
  - Ignore extra or unnecessary details.
  - Answer each question clearly.
- 

**Activity 1 – Identify the Main Action****Sentence:**

Jean packed her bag, talked to her friend, and left for school.

**Question:**

What is the main action?

**Answer:**

Jean left for school

---

**Activity 2 – Key Detail Selection****Sentence:**

The red bicycle with a broken bell was leaning against the tall fence.

**Question:**

Which detail tells you what object is being described?

**Answer:**

The bicycle

---

**Activity 3 – Ignore Extra Information****Sentence:**

Tom wore a blue jacket, whistled a tune, and opened the door.

**Question:**

Which action shows what Tom did at the end?

**Answer:**

He opened the door

---

#### **Activity 4 – Identify Important Information**

**Sentence:**

The dog barked loudly, chased a leaf, and ran to its owner.

**Question:**

What did the dog do last?

**Answer:**

Ran to its owner

---

#### **Activity 5 – Choose the Needed Detail**

**Sentence:**

Sara finished her homework after dinner while the TV was on.

**Question:**

What tells you when Sara finished her homework?

**Answer:**

After dinner

---

#### **Activity 6 – Remove Extra Details**

**Sentence:**

Ben found his keys under the sofa while listening to music.

**Question:**

Where were the keys?

**Answer:**

Under the sofa

---

#### **Activity 7 – Identify the Main Idea**

**Sentence:**

Lucy read a book, drank juice, and learned about planets.

**Question:**

What is the main idea?

**Answer:**

Lucy learned about planets

---

### **Activity 8 – Important Action**

**Sentence:**

The bell rang loudly as students lined up quietly.

**Question:**

What happened first?

**Answer:**

The bell rang

---

### **Activity 9 – Key Information**

**Sentence:**

Jack forgot his lunch, felt hungry, and borrowed food.

**Question:**

Why did Jack borrow food?

**Answer:**

He forgot his lunch

---

### **Activity 10 – Focus on Purpose**

**Sentence:**

Mia sharpened her pencil, looked around, and started writing.

**Question:**

What shows Mia was ready to work?

**Answer:**

She started writing

---

### **Activity 11 – Relevant Detail**

**Sentence:**

The teacher spoke softly while writing the instructions on the board.

**Question:**

Where were the instructions written?

**Answer:**

On the board

---

### **Activity 12 – Ignore Distractions**

**Sentence:**

Alex laughed, dropped his book, and picked it up.

**Question:**

What problem did Alex fix?

**Answer:**

He picked up his book

---

### **Activity 13 – Identify Cause**

**Sentence:**

Ella was late because she missed the bus and stopped for snacks.

**Question:**

Why was Ella late?

**Answer:**

She missed the bus

---

### **Activity 14 – Key Outcome**

**Sentence:**

The rain poured heavily, soaked the ground, and filled the puddles.

**Question:**

What was the result of the rain?

**Answer:**

The puddles filled

---

### **Activity 15 – Important Step**

**Sentence:**

Sam washed his hands, dried them, and ate his sandwich.

**Question:**

What did Sam do just before eating?

**Answer:**

He dried his hands

---

### **Activity 16 – Main Focus**

**Sentence:**

The girl carried a heavy bag, smiled, and entered the classroom.

**Question:**

Where did the girl go?

**Answer:**

Into the classroom

---

### **Activity 17 – Relevant Detail**

**Sentence:**

The cat jumped off the chair and hid under the table.

**Question:**

Where did the cat hide?

**Answer:**

Under the table

---

### **Activity 18 – Identify Priority Information**

**Sentence:**

Liam checked the time, grabbed his coat, and ran outside.

**Question:**

Why did Liam grab his coat?

**Answer:**

He was going outside

---

### **Activity 19 – Remove Extra Information**

**Sentence:**

The bus was yellow, noisy, and arrived late.

**Question:**

What problem happened with the bus?

**Answer:**

It arrived late

---

### **Activity 20 – Main Action**

**Sentence:**

Nina opened her notebook, sharpened her pencil, and wrote her name.

**Question:**

What task did Nina complete?

**Answer:**

She wrote her name

---

### **Activity 21 – Key Detail**

**Sentence:**

The clock on the wall showed eight o'clock.

**Question:**

What time was it?

**Answer:**

Eight o'clock

---

### **Activity 22 – Important Information**

**Sentence:**

The boy tripped over his shoelace and fell.

**Question:**

Why did the boy fall?

**Answer:**

He tripped over his shoelace

---

### **Activity 23 – Focus on Outcome**

**Sentence:**

Emma studied carefully and passed the test.

**Question:**

What happened because Emma studied?

**Answer:**

She passed the test

---

### **Activity 24 – Identify Essential Detail**

**Sentence:**

The lunchbox was empty after Tom ate his sandwich.

**Question:**

Why was the lunchbox empty?

**Answer:**

Tom ate his sandwich

---

### **Activity 25 – Main Event**

**Sentence:**

The bell rang, the class stood up, and the lesson ended.

**Question:**

What showed the lesson was finished?

**Answer:**

The class stood up

---

## **WEEK 11 – DAY 2**

### **Coping with Too Much Information – NUMERACY**

---

#### **Instructions**

- Read each problem carefully.
  - Decide which numbers and details are important.
  - Ignore information that is not needed.
  - Show or think through only the steps required to answer the question.
- 

#### **Activity 1 – Identify Needed Numbers**

Tom has **8 apples**, **3 oranges**, and **2 apples** fall on the ground.

**Question:**

How many apples does Tom have left?

**Answer:**

6 apples

---

### **Activity 2 – Ignore Extra Detail**

A box holds **10 pencils**. The box is blue and sits on a desk. **4 pencils** are taken out.

**Question:**

How many pencils are left?

**Answer:**

6 pencils

---

### **Activity 3 – Select Relevant Information**

Sara buys **5 cupcakes** and **3 cookies**. She eats **2 cupcakes**.

**Question:**

How many cupcakes does Sara have left?

**Answer:**

3 cupcakes

---

### **Activity 4 – Remove Unnecessary Numbers**

A bus has **12 seats**. **7 children** sit down. The driver wears a hat.

**Question:**

How many seats are empty?

**Answer:**

5 seats

---

### **Activity 5 – Focus on the Question**

Liam reads **15 pages** on Monday and **5 pages** on Tuesday. His book has pictures.

**Question:**

How many pages did Liam read in total?

**Answer:**

20 pages

---

### Activity 6 – Ignore Irrelevant Description

A basket contains **9 red balls** and **4 blue balls**. The basket is round.

**Question:**

How many balls are in the basket?

**Answer:**

13 balls

---

### Activity 7 – Identify What Is Asked

Mia has **20 stickers**. She gives **6** to her friend and keeps the rest in a yellow box.

**Question:**

How many stickers does Mia have now?

**Answer:**

14 stickers

---

### Activity 8 – Remove Extra Steps

There are **18 birds** in a tree. **5 birds** fly away. The tree is tall.

**Question:**

How many birds are left?

**Answer:**

13 birds

---

### Activity 9 – Choose Correct Operation

A class has **24 students**. **12** are boys. The classroom is noisy.

**Question:**

How many girls are in the class?

**Answer:**

12 girls

---

### Activity 10 – Focus on Key Numbers

Ella buys **3 packs of pencils**. Each pack has **4 pencils**. She also buys an eraser.

**Question:**

How many pencils does Ella buy?

**Answer:**

12 pencils

---

**Activity 11 – Ignore Irrelevant Words**

A jar holds **30 marbles**. **10 marbles** are removed. The jar is glass.

**Question:**

How many marbles remain?

**Answer:**

20 marbles

---

**Activity 12 – Select Important Information**

Ben has **5 bags**. Each bag has **6 oranges**. One bag is heavy.

**Question:**

How many oranges does Ben have in total?

**Answer:**

30 oranges

---

**Activity 13 – Remove Extra Detail**

A farmer has **40 eggs**. He sells **15 eggs**. The chickens are brown.

**Question:**

How many eggs are left?

**Answer:**

25 eggs

---

**Activity 14 – Focus on What Is Asked**

A ribbon is **12 cm long**. **4 cm** is cut off. The ribbon is red.

**Question:**

How long is the ribbon now?

**Answer:**

8 cm

---

### **Activity 15 – Ignore Distractors**

A shop sells **9 balloons** in the morning and **6 balloons** in the afternoon. The shop closes at 5.

**Question:**

How many balloons are sold in total?

**Answer:**

15 balloons

---

### **Activity 16 – Identify Necessary Numbers**

Jack collects **28 shells**. He gives **9** to his sister. The shells are shiny.

**Question:**

How many shells does Jack have left?

**Answer:**

19 shells

---

### **Activity 17 – Remove Extra Information**

A book has **50 pages**. Emma reads **18 pages**. The cover is green.

**Question:**

How many pages does Emma still need to read?

**Answer:**

32 pages

---

### **Activity 18 – Focus on Key Calculation**

There are **6 boxes**. Each box holds **5 toys**. The boxes are stacked.

**Question:**

How many toys are there altogether?

**Answer:**

30 toys

---

### Activity 19 – Ignore Unneeded Detail

A rope is **25 metres** long. **7 metres** are used. The rope is thick.

**Question:**

How much rope remains?

**Answer:**

18 metres

---

### Activity 20 – Identify Correct Information

A class earns **10 points** on Monday and **15 points** on Tuesday. The board is clean.

**Question:**

How many points did the class earn in total?

**Answer:**

25 points

---

### Activity 21 – Select Only What Matters

A cake is cut into **16 slices**. **9 slices** are eaten. The cake is chocolate.

**Question:**

How many slices are left?

**Answer:**

7 slices

---

### Activity 22 – Remove Extra Description

A train has **60 passengers**. **22 passengers** get off. The train is late.

**Question:**

How many passengers remain on the train?

**Answer:**

38 passengers

---

### Activity 23 – Focus on Required Operation

Nina has **4 packets** of crayons. Each packet has **8 crayons**. One crayon is broken.

**Question:**

How many crayons does Nina have?

**Answer:**

32 crayons

---

**Activity 24 – Ignore Irrelevant Words**

A jug holds **2 litres** of water. **750 ml** is poured out. The jug is plastic.

**Question:**

How much water remains?

**Answer:**

1.25 litres

---

**Activity 25 – Identify Essential Numbers**

A boy has **100 beads**. He uses **45 beads** to make a necklace. The beads are colourful.

**Question:**

How many beads are left?

**Answer:**

55 beads

---

**WEEK 11 – DAY 3**

**Coping with Too Much Information – ENGLISH (LITERACY)**

---

**Instructions**

- Read each passage carefully.
  - Focus only on the information needed to answer the question.
  - Ignore extra details that do not help.
  - Choose or write the correct answer clearly.
- 

**Activity 1 – Identify Key Action**

Jean walked to the park with her red backpack. She sat on a bench and read her book.

**Question:**

What did Jean do at the park?

**Answer:**

She read her book.

---

**Activity 2 – Identify Main Event**

The dog barked loudly while the wind blew. Max opened the gate and the dog ran into the yard.

**Question:**

What caused the dog to enter the yard?

**Answer:**

Max opened the gate.

---

**Activity 3 – Ignore Descriptive Details**

The tall tree with green leaves fell during the storm and blocked the road.

**Question:**

What blocked the road?

**Answer:**

The tree.

---

**Activity 4 – Identify Relevant Sentence**

Lily wore a blue jacket. She forgot her lunch at home. The bus arrived late.

**Question:**

Why was Lily hungry at school?

**Answer:**

She forgot her lunch.

---

**Activity 5 – Focus on Important Detail**

Ben cleaned his room, played a game, and finished his homework before dinner.

**Question:**

What task did Ben complete before dinner?

**Answer:**

His homework.

---

### **Activity 6 – Identify Cause**

The classroom was noisy. The teacher raised her hand and the class became quiet.

**Question:**

What caused the class to become quiet?

**Answer:**

The teacher raised her hand.

---

### **Activity 7 – Remove Extra Information**

Emma had a pencil, a ruler, and a book on her desk. She used the pencil to write her name.

**Question:**

What did Emma use to write her name?

**Answer:**

The pencil.

---

### **Activity 8 – Identify Main Idea**

The rain fell all afternoon. The sky was grey and the wind was strong. The match was cancelled.

**Question:**

Why was the match cancelled?

**Answer:**

Because it rained.

---

### **Activity 9 – Focus on Key Detail**

Jack packed his bag, tied his shoes, and ran to catch the bus.

**Question:**

What did Jack do last?

**Answer:**

He ran to catch the bus.

---

**Activity 10 – Ignore Unneeded Description**

The shiny red apple fell from the tree and landed on the ground.

**Question:**

What happened to the apple?

**Answer:**

It fell to the ground.

---

**Activity 11 – Identify Important Information**

Mia read a story about animals. The story had pictures and bright colours. She learned about lions.

**Question:**

What did Mia learn about?

**Answer:**

Lions.

---

**Activity 12 – Identify Cause and Effect**

Tom missed the bus. He woke up late and did not hear his alarm.

**Question:**

Why did Tom miss the bus?

**Answer:**

He woke up late.

---

**Activity 13 – Remove Extra Detail**

The chef wore a white hat and cooked pasta for dinner.

**Question:**

What did the chef cook?

**Answer:**

Pasta.

---

**Activity 14 – Identify Key Action**

Sara opened her notebook, sharpened her pencil, and began writing.

**Question:**

What did Sara do after sharpening her pencil?

**Answer:**

She began writing.

---

**Activity 15 – Identify Main Event**

The lights went out during the storm. The thunder was loud and the rain was heavy.

**Question:**

What happened during the storm?

**Answer:**

The lights went out.

---

**Activity 16 – Focus on Relevant Detail**

Alex put his coat on because the weather was cold and windy.

**Question:**

Why did Alex put on his coat?

**Answer:**

Because the weather was cold.

---

**Activity 17 – Identify Key Information**

The teacher wrote the instructions on the board using a blue marker.

**Question:**

Where were the instructions written?

**Answer:**

On the board.

---

**Activity 18 – Remove Extra Information**

The cat slept on the sofa while the television played quietly.

**Question:**

What was the cat doing?

**Answer:**

Sleeping.

---

### **Activity 19 – Identify Cause**

The floor was wet. Someone spilled water earlier.

**Question:**

Why was the floor wet?

**Answer:**

Someone spilled water.

---

### **Activity 20 – Identify Main Outcome**

The team practised every day. They wore new uniforms and played well. They won the match.

**Question:**

What was the result of the team's practice?

**Answer:**

They won the match.

---

### **Activity 21 – Focus on What Matters**

Ella carried a bag, a jacket, and her lunch. She ate her lunch at school.

**Question:**

What did Ella eat?

**Answer:**

Her lunch.

---

### **Activity 22 – Identify Key Event**

The baby cried loudly. The room was warm and quiet.

**Question:**

What did the baby do?

**Answer:**

Cried.

---

**Activity 23 – Remove Extra Description**

The boy with curly hair kicked the ball into the goal.

**Question:**

What did the boy do?

**Answer:**

He kicked the ball into the goal.

---

**Activity 24 – Identify Cause and Effect**

The plant wilted. It had not been watered for days.

**Question:**

Why did the plant wilt?

**Answer:**

It was not watered.

---

**Activity 25 – Identify Important Detail**

The bell rang loudly. Students packed their bags and left the classroom.

**Question:**

What did the students do after the bell rang?

**Answer:**

They left the classroom.

---

**WEEK 11 – DAY 4****Coping with Too Much Information – NUMERACY**

---

**Instructions**

- Read each problem carefully.
- Identify only the numbers and details needed to solve the problem.
- Ignore extra or unnecessary information.
- Show or state your final answer clearly.

---

**Activity 1 – Identify Relevant Numbers**

There are 12 apples in a basket. The basket is blue. Jean eats 4 apples.

**Question:**

How many apples are left?

**Answer:**

8 apples

---

**Activity 2 – Ignore Extra Details**

A bus has 20 seats. It is yellow. 7 people are sitting on the bus.

**Question:**

How many seats are empty?

**Answer:**

13 seats

---

**Activity 3 – Select Needed Information**

Liam has 15 marbles. His sister has a red bag. He gives 6 marbles to his friend.

**Question:**

How many marbles does Liam have now?

**Answer:**

9 marbles

---

**Activity 4 – Filter Word Problem**

There are 10 birds on a tree. The tree is tall. 3 birds fly away.

**Question:**

How many birds are left?

**Answer:**

7 birds

---

**Activity 5 – Ignore Unused Numbers**

Jean has 18 pencils. 5 are blue and 4 are broken. She gives 7 pencils to her friend.

**Question:**

How many pencils does Jean have left?

**Answer:**

11 pencils

---

**Activity 6 – Choose Correct Operation**

A box holds 24 cookies. The box is on the table. 9 cookies are eaten.

**Question:**

How many cookies remain?

**Answer:**

15 cookies

---

**Activity 7 – Remove Irrelevant Information**

There are 30 stickers in a pack. The stickers have animals on them. Jean uses 12 stickers.

**Question:**

How many stickers are left?

**Answer:**

18 stickers

---

**Activity 8 – Focus on What Matters**

A class has 25 learners. The classroom has 3 windows. 8 learners are absent.

**Question:**

How many learners are present?

**Answer:**

17 learners

---

**Activity 9 – Ignore Description**

A shelf holds 40 books. The shelf is wooden. 15 books are removed.

**Question:**

How many books remain?

**Answer:**

25 books

---

**Activity 10 – Filter Multiple Details**

Jean has 50 beads. 10 are red and 5 are green. She gives away 20 beads.

**Question:**

How many beads does Jean have left?

**Answer:**

30 beads

---

**Activity 11 – Select Needed Numbers**

There are 16 cupcakes on a plate. The plate is round. 8 cupcakes are eaten.

**Question:**

How many cupcakes are left?

**Answer:**

8 cupcakes

---

**Activity 12 – Ignore Non-Math Detail**

A train travels past 3 stations. It carries 60 passengers. 18 passengers get off.

**Question:**

How many passengers remain on the train?

**Answer:**

42 passengers

---

**Activity 13 – Identify Relevant Operation**

Jean has 9 bags with 4 sweets in each bag. The bags are colourful.

**Question:**

How many sweets does Jean have?

**Answer:**

36 sweets

---

#### **Activity 14 – Filter Word Problem**

A packet contains 100 cards. The cards are shiny. Jean gives 35 cards to her friend.

**Question:**

How many cards are left?

**Answer:**

65 cards

---

#### **Activity 15 – Ignore Distractors**

There are 72 balloons at a party. The party lasts 3 hours. 28 balloons pop.

**Question:**

How many balloons remain?

**Answer:**

44 balloons

---

#### **Activity 16 – Identify Important Numbers**

Jean has R50. She buys a book for R18. The book is heavy.

**Question:**

How much money does Jean have left?

**Answer:**

R32

---

#### **Activity 17 – Ignore Extra Information**

A box contains 45 crayons. The crayons are sorted by colour. 17 crayons are used.

**Question:**

How many crayons remain?

**Answer:**

28 crayons

---

#### **Activity 18 – Filter Multi-Step Info**

Jean has 30 counters. She puts 10 on the table and gives 5 away.

**Question:**

How many counters does Jean have now?

**Answer:**

15 counters

---

**Activity 19 – Identify Key Operation**

There are 90 pages in a book. Jean reads 27 pages. The book has pictures.

**Question:**

How many pages are left to read?

**Answer:**

63 pages

---

**Activity 20 – Remove Unnecessary Details**

A farmer has 6 boxes. Each box has 8 apples. The boxes are wooden.

**Question:**

How many apples are there in total?

**Answer:**

48 apples

---

**Activity 21 – Focus on Key Numbers**

Jean has 120 stickers. She gives 45 to a friend.

**Question:**

How many stickers does Jean have left?

**Answer:**

75 stickers

---

**Activity 22 – Filter Word Problem**

There are 14 rows of chairs with 5 chairs in each row. The chairs are blue.

**Question:**

How many chairs are there altogether?

**Answer:**

70 chairs

---

**Activity 23 – Ignore Description**

A jar contains 64 sweets. The jar is glass. Jean eats 19 sweets.

**Question:**

How many sweets are left?

**Answer:**

45 sweets

---

**Activity 24 – Identify Relevant Steps**

Jean buys 3 packets of pencils. Each packet has 12 pencils. The shop is busy.

**Question:**

How many pencils does Jean buy?

**Answer:**

36 pencils

---

**Activity 25 – Filter Multiple Details**

A class collects 200 points. They lose 85 points. The class wins a prize.

**Question:**

How many points remain?

**Answer:**

115 points

---

**WEEK 11 – DAY 5**

**Coping with Too Much Information – ENGLISH (LITERACY)**

---

**Instructions**

- Read each short text carefully.
- Ignore details that are not needed to answer the question.

- Focus only on the information that helps you choose the correct answer.
  - Write your answer clearly.
- 

### **Activity 1 – Identify the Main Action**

Jean walked to the library after school. She wore a blue jacket and saw a dog on the way. She borrowed a book.

**Question:**

What did Jean do at the library?

**Answer:**

She borrowed a book.

---

### **Activity 2 – Select the Important Detail**

Liam packed his lunch in a green box. He added a sandwich, an apple, and a napkin. The napkin was red.

**Question:**

What food did Liam pack?

**Answer:**

A sandwich and an apple.

---

### **Activity 3 – Ignore Descriptions**

Mia sat on a wooden bench under a tall tree. She waited quietly for the bus.

**Question:**

What was Mia waiting for?

**Answer:**

The bus.

---

### **Activity 4 – Focus on Key Information**

Ben opened the window because the room felt warm. The curtains were yellow and the window was large.

**Question:**

Why did Ben open the window?

**Answer:**

Because the room felt warm.

---

**Activity 5 – Identify the Main Event**

Jean finished her homework in the evening. Her pencil was sharp, and her desk was tidy. She felt proud.

**Question:**

What did Jean finish?

**Answer:**

Her homework.

---

**Activity 6 – Remove Extra Information**

Tom put on his shoes. They were new and white. He went outside to play.

**Question:**

Why did Tom put on his shoes?

**Answer:**

To go outside to play.

---

**Activity 7 – Identify Important Action**

Ella read a story about animals. The book had colourful pictures. She closed the book when she finished.

**Question:**

What did Ella do after reading?

**Answer:**

She closed the book.

---

**Activity 8 – Ignore Irrelevant Details**

Jack washed his hands with warm water and soap. The towel was soft and blue.

**Question:**

What did Jack use to wash his hands?

**Answer:**

Soap and water.

---

**Activity 9 – Focus on the Key Fact**

Jean's teacher wrote the instructions on the board. The board was clean and white.

**Question:**

Where were the instructions written?

**Answer:**

On the board.

---

**Activity 10 – Identify Cause**

The playground was wet because it rained overnight. The slide was shiny.

**Question:**

Why was the playground wet?

**Answer:**

Because it rained overnight.

---

**Activity 11 – Ignore Extra Characters**

Sam and his friend walked to the shop. The shop sold sweets and toys. Sam bought a drink.

**Question:**

What did Sam buy?

**Answer:**

A drink.

---

**Activity 12 – Focus on the Result**

Jean dropped her glass. The glass was clear and round. It broke on the floor.

**Question:**

What happened to the glass?

**Answer:**

It broke.

---

### **Activity 13 – Identify the Main Idea**

The bell rang loudly. Students closed their books, pushed in their chairs, and lined up.

**Question:**

What did the students do after the bell rang?

**Answer:**

They lined up.

---

### **Activity 14 – Ignore Descriptive Words**

Mia opened her lunchbox. It was pink with stickers. She ate her sandwich.

**Question:**

What did Mia eat?

**Answer:**

A sandwich.

---

### **Activity 15 – Focus on Important Detail**

Jean read the question carefully. The paper had many pictures and words.

**Question:**

What did Jean do carefully?

**Answer:**

She read the question.

---

### **Activity 16 – Identify the Key Action**

Tom picked up his bag from the floor. The bag was heavy and black. He left the classroom.

**Question:**

What did Tom do before leaving the classroom?

**Answer:**

He picked up his bag.

---

### **Activity 17 – Ignore Unneeded Information**

Ella planted seeds in the garden. The soil was dark and soft. She watered them.

**Question:**

What did Ella do after planting the seeds?

**Answer:**

She watered them.

---

**Activity 18 – Focus on Meaning**

The lights went off during the storm. The wind was loud and strong.

**Question:**

What happened during the storm?

**Answer:**

The lights went off.

---

**Activity 19 – Identify Key Detail**

Jean looked at the timetable. It was printed in blue. Her class started at 9:00.

**Question:**

What time did Jean's class start?

**Answer:**

9:00.

---

**Activity 20 – Remove Extra Information**

Ben finished his test early. His pen was new and smooth. He waited quietly.

**Question:**

What did Ben do after finishing his test?

**Answer:**

He waited quietly.

---

**Activity 21 – Focus on Main Action**

Mia tied her shoelaces. The laces were long and white. She went outside.

**Question:**

What did Mia do before going outside?

**Answer:**

She tied her shoelaces.

---

**Activity 22 – Identify Important Information**

Jean listened carefully to the teacher. The classroom was noisy.

**Question:**

Who did Jean listen to?

**Answer:**

The teacher.

---

**Activity 23 – Ignore Extra Setting Details**

The cat slept on the sofa. The sofa was soft and grey.

**Question:**

Where did the cat sleep?

**Answer:**

On the sofa.

---

**Activity 24 – Focus on Key Event**

The alarm rang loudly. Jean woke up quickly.

**Question:**

What made Jean wake up?

**Answer:**

The alarm.

---

**Activity 25 – Identify the Main Outcome**

Jean completed all her work. The classroom was quiet and bright.

**Question:**

What did Jean complete?

**Answer:**

All her work.

---

## WEEK 11 – COPING WITH TOO MUCH INFORMATION

Think about how you managed information during this week’s activities. Notice how you decided what was important and how you ignored details that were not needed.

### Student Prompt 1

How did you decide which information to focus on?

- I read the whole sentence and looked for the main action
- I ignored details that did not help answer the question
- I focused on colours, names, or descriptions that were not needed
- I looked for keywords that told me what the question was asking

### Student Prompt 2

What made some tasks harder than others?

I found hardest:

- Sentences with lots of extra details
- Long sentences with many descriptions
- Questions with more than one piece of information
- Tasks where I had to ignore interesting but unimportant details

### Student Prompt 3

What strategies helped you cope with too much information?

- I asked myself, “What is this question really asking?”
- I underlined or repeated the most important words
- I ignored descriptive words that didn’t change the meaning
- I tried to remember everything instead of selecting key details

### Student Prompt 4

How did slowing down help you?

- I understood the sentence better
- I made fewer careless mistakes
- I felt less overwhelmed by long sentences
- I rushed and missed important information

### Student Prompt 5

What will you try next time when a task has too much information?

- Read the question first before reading the sentence
- Look for the main action or key fact
- Cross out or ignore extra details
- Answer only what the question asks

### Student Reflection

One thing I did well when managing lots of information this week was:

One thing I want to improve next time is:

--

### **Signs of Progress – Week 11 Coping with Too Much Information**

- ✓ Jean is becoming more confident at identifying the most important information in a sentence or problem.
  - ✓ She is beginning to ignore extra details that are interesting but not needed to answer the question.
  - ✓ Jean shows improved accuracy when tasks include longer sentences or multiple pieces of information.
  - ✓ She is slowing down and reading questions more carefully instead of reacting to the first detail she notices.
  - ✓ Jean is starting to use strategies such as underlining key words or rereading the question before answering.
  - ✓ She feels less overwhelmed when faced with busy or information-heavy tasks.
  - ✓ Jean is making fewer careless mistakes caused by focusing on irrelevant details.
  - ✓ She shows greater confidence and independence when deciding what information to use and what to leave out.
- 

### **Case Study: Week 12**



John is a curious, capable, and energetic boy who enjoys hands-on activities, number challenges, and short reading tasks. He likes working quickly and often feels proud when he finishes before others. John is enthusiastic about learning and enjoys tasks that feel like a race or game. However, when he feels rushed or under time pressure, his accuracy and confidence can drop. He may hurry through instructions, skip steps, or answer before fully thinking through the problem.

### **Observed Difficulties**

#### **1. Literacy (English)**

- John may skim reading passages instead of reading carefully when he knows there is a time limit.
- He sometimes misreads questions or misses key words because he is focused on finishing quickly.
- Written responses may be incomplete as he rushes to move on to the next task.

#### **2. Numeracy**

- John can solve problems correctly but often makes careless errors under time pressure.
- Multi-step calculations become harder when he feels rushed.
- He may choose an answer quickly without checking whether it makes sense.

### 3. Behavioural Observations

- John works faster when a timer is visible, even if speed is not required.
- He can become anxious or flustered when he feels he is running out of time.
- He shows relief and improved performance when given reassurance that accuracy matters more than speed.

#### Summary

John's challenges with time pressure are common for his age and reflect developing self-regulation and processing speed. With structured practice that emphasises pacing, checking work, and staying calm under timed conditions, John can learn to manage time pressure more effectively. These skills will support his performance in both literacy and numeracy tasks.

#### Tip for Activities

Think about John as you complete each task:

- Take a deep breath before starting and read the instructions carefully.
  - Focus on accuracy first, then speed.
  - Break tasks into small steps and complete one step at a time.
  - Check answers before moving on, even when time feels limited.
- 

### Week 12 – Day 1: Time Pressure – NUMERACY

---

#### Activity 1 – Identify Key Number

John had 12 apples. He gave 5 to his friend and kept the rest.

**Question:**

How many apples did John keep?

**Answer:**

7 apples.

---

#### Activity 2 – Ignore Extra Details

Liam bought 3 red pencils and 2 blue pens. The pencils were long and the pens had caps.

**Question:**

How many pens did Liam buy?

**Answer:**

2 pens.

---

### **Activity 3 – Focus on Important Information**

Emma had 10 stickers. She used 4 for her notebook.

**Question:**

How many stickers did Emma have left?

**Answer:**

6 stickers.

---

### **Activity 4 – Remove Unnecessary Numbers**

Tom ran 5 km in the morning and 3 km in the evening. He drank water 3 times.

**Question:**

How many kilometers did Tom run in total?

**Answer:**

8 km.

---

### **Activity 5 – Identify the Main Operation**

John bought 6 chocolates. He ate 2 and bought 4 more.

**Question:**

How many chocolates does John have now?

**Answer:**

8 chocolates.

---

### **Activity 6 – Ignore Extra Objects**

Sophie has 7 apples, 3 oranges, and a bag of candy.

**Question:**

How many apples does Sophie have?

**Answer:**

7 apples.

---

### **Activity 7 – Focus on the Key Calculation**

Ben had 15 marbles. He gave 5 to Mia.

**Question:**

How many marbles does Ben have left?

**Answer:**

10 marbles.

---

**Activity 8 – Identify the Main Total**

Ella bought 2 red balloons, 4 blue balloons, and 3 green balloons.

**Question:**

How many balloons did Ella buy in total?

**Answer:**

9 balloons.

---

**Activity 9 – Ignore Extra Description**

Tom had 20 candies. He shared some with friends. The candies were all wrapped in shiny paper.

**Question:**

How many candies did Tom have at the start?

**Answer:**

20 candies.

---

**Activity 10 – Focus on Key Step**

Liam has 8 pencils. He buys 5 more.

**Question:**

How many pencils does Liam have now?

**Answer:**

13 pencils.

---

**Activity 11 – Identify the Correct Subtraction**

John had 18 cookies. He ate 7.

**Question:**

How many cookies are left?

**Answer:**

11 cookies.

---

**Activity 12 – Ignore Extra Numbers**

Sophie bought 3 notebooks and 5 pens. She paid \$20.

**Question:**

How many pens did Sophie buy?

**Answer:**

5 pens.

---

**Activity 13 – Focus on Addition**

Emma found 4 seashells on the beach and 6 more at the shore.

**Question:**

How many seashells does Emma have now?

**Answer:**

10 seashells.

---

**Activity 14 – Remove Extra Details**

Ben had 12 stickers. The stickers were red, blue, and green. He gave 4 to his friend.

**Question:**

How many stickers does Ben have now?

**Answer:**

8 stickers.

---

**Activity 15 – Identify Important Number**

Tom read 15 pages of his book. He had 5 pages left to read.

**Question:**

How many pages are in the book?

**Answer:**

20 pages.

---

**Activity 16 – Focus on Key Operation**

Liam bought 6 pencils and 7 erasers.

**Question:**

How many items did Liam buy in total?

**Answer:**

13 items.

---

**Activity 17 – Ignore Extra Words**

John's backpack weighs 5 kg. His lunchbox weighs 2 kg. The backpack is blue.

**Question:**

What is the total weight of the backpack and lunchbox?

**Answer:**

7 kg.

---

### **Activity 18 – Identify the Correct Total**

Emma had 9 apples and 6 oranges.

**Question:**

How many fruits does Emma have in total?

**Answer:**

15 fruits.

---

### **Activity 19 – Focus on Subtraction**

Sophie had 14 pencils. She lost 3.

**Question:**

How many pencils does Sophie have now?

**Answer:**

11 pencils.

---

### **Activity 20 – Remove Extra Items**

Tom bought 3 balls, 2 bats, and a cap.

**Question:**

How many balls did Tom buy?

**Answer:**

3 balls.

---

### **Activity 21 – Identify Key Step**

Ben had 20 marbles. He gave 6 to Mia and 4 to Liam.

**Question:**

How many marbles does Ben have left?

**Answer:**

10 marbles.

---

### **Activity 22 – Ignore Extra Description**

John's bike has 2 wheels. It is red and shiny.

**Question:**

How many wheels does John's bike have?

**Answer:**

2 wheels.

---

**Activity 23 – Focus on the Key Calculation**

Emma bought 5 pencils for \$2 each.

**Question:**

How much did Emma spend?

**Answer:**

\$10.

---

**Activity 24 – Remove Extra Numbers**

Sophie had 10 candies. She gave 2 to her brother and ate 3 herself.

**Question:**

How many candies does Sophie have left?

**Answer:**

5 candies.

---

**Activity 25 – Identify the Main Outcome**

Tom had 7 stickers. He received 5 more from a friend.

**Question:**

How many stickers does Tom have in total?

**Answer:**

12 stickers.

---

**Week 12 – Day 2: Time Pressure – ENGLISH (LITERACY)**

**Focus:** Identifying key information quickly and ignoring extra details

---

**Activity 1 – Identify the Main Action**

John rushed to school in the morning. He wore a red hoodie and carried a heavy backpack.

He arrived just before the bell rang.

**Question:**

Where did John rush to?

**Answer:**

To school.

---

### **Activity 2 – Select the Important Detail**

Anna made her bed with a blue blanket. She brushed her teeth and packed her bag.

**Question:**

What did Anna pack?

**Answer:**

Her bag.

---

### **Activity 3 – Ignore Descriptions**

Leo sat on a small chair near the window. He waited for his turn.

**Question:**

What was Leo waiting for?

**Answer:**

His turn.

---

### **Activity 4 – Focus on Key Information**

The teacher spoke loudly because the class was noisy. The room was bright and warm.

**Question:**

Why did the teacher speak loudly?

**Answer:**

Because the class was noisy.

---

### **Activity 5 – Identify the Main Event**

John finished his worksheet quickly. His pencil was sharp, and the desk was messy.

**Question:**

What did John finish?

**Answer:**

His worksheet.

---

### **Activity 6 – Remove Extra Information**

Sophie opened her lunchbox. It was purple with stars. She ate an apple.

**Question:**

What did Sophie eat?

**Answer:**

An apple.

---

### **Activity 7 – Identify Important Action**

Mark read the instructions carefully. The paper had many pictures.

**Question:**

What did Mark read?

**Answer:**

The instructions.

---

### **Activity 8 – Ignore Irrelevant Details**

Lily washed her hands in the sink. The water was warm, and the soap smelled nice.

**Question:**

What did Lily wash?

**Answer:**

Her hands.

---

### **Activity 9 – Focus on the Key Fact**

John looked at the clock on the wall. It was round and white.

**Question:**

What did John look at?

**Answer:**

The clock.

---

### **Activity 10 – Identify Cause**

The class lined up because the bell rang. The hallway was long and quiet.

**Question:**

Why did the class line up?

**Answer:**

Because the bell rang.

---

### **Activity 11 – Ignore Extra Characters**

Emma and her brother walked home. Emma carried a book.

**Question:**

What did Emma carry?

**Answer:**

A book.

---

### **Activity 12 – Focus on the Result**

John dropped his paper. It was clean and white. It landed on the floor.

**Question:**

What happened to the paper?

**Answer:**

It landed on the floor.

---

### **Activity 13 – Identify the Main Idea**

The whistle blew loudly. The players stopped running and stood still.

**Question:**

What did the players do after the whistle blew?

**Answer:**

They stopped running.

---

### **Activity 14 – Ignore Descriptive Words**

Mia packed her lunch. The bag was small and pink.

**Question:**

What did Mia pack?

**Answer:**

Her lunch.

---

### **Activity 15 – Focus on Important Detail**

John checked his answer twice. The page had many numbers.

**Question:**

What did John check?

**Answer:**

His answer.

---

**Activity 16 – Identify the Key Action**

Tom closed his book. The cover was thick and blue. He stood up.

**Question:**

What did Tom do before standing up?

**Answer:**

He closed his book.

---

**Activity 17 – Ignore Unneeded Information**

Ella fed the dog. The bowl was silver and shiny.

**Question:**

What did Ella do?

**Answer:**

She fed the dog.

---

**Activity 18 – Focus on Meaning**

The lights went out suddenly. The room became dark.

**Question:**

What happened to the lights?

**Answer:**

They went out.

---

**Activity 19 – Identify Key Detail**

John read the timetable. His class started at 10:30.

**Question:**

What time did John's class start?

**Answer:**

10:30.

---

**Activity 20 – Remove Extra Information**

Sarah finished her test. Her pen was smooth and black. She waited quietly.

**Question:**

What did Sarah do after finishing her test?

**Answer:**

She waited quietly.

---

**Activity 21 – Focus on Main Action**

Ben tied his shoelaces. They were long and red. He ran outside.

**Question:**

What did Ben do before running outside?

**Answer:**

He tied his shoelaces.

---

**Activity 22 – Identify Important Information**

John listened carefully to the instructions. The classroom was busy.

**Question:**

What did John listen to?

**Answer:**

The instructions.

---

**Activity 23 – Ignore Extra Setting Details**

The bird sat on the fence. The fence was tall and wooden.

**Question:**

Where did the bird sit?

**Answer:**

On the fence.

---

**Activity 24 – Focus on Key Event**

The alarm rang loudly. John woke up quickly.

**Question:**

What made John wake up?

**Answer:**

The alarm.

---

**Activity 25 – Identify the Main Outcome**

John completed all his work on time. The classroom was calm and quiet.

**Question:**

What did John complete?

**Answer:**

All his work.

---

## **Week 12 – Day 3: Time Pressure – NUMERACY**

---

### **Activity 1 – Identify the Correct Total**

John has 7 pencils. He buys 5 more pencils.

**Question:**

How many pencils does John have now?

**Answer:**

12 pencils.

---

### **Activity 2 – Focus on Key Number**

Liam has 15 marbles. He gives 6 to his friend.

**Question:**

How many marbles does Liam have left?

**Answer:**

9 marbles.

---

### **Activity 3 – Ignore Extra Detail**

Sophie buys 3 red apples and 4 green apples. The apples are in a basket.

**Question:**

How many apples did Sophie buy in total?

**Answer:**

7 apples.

---

### **Activity 4 – Sequence Operations**

Tom has 10 candies. He eats 3 and then receives 5 more.

**Question:**

How many candies does Tom have at the end?

**Answer:**

12 candies.

---

### **Activity 5 – Identify Important Step**

Ella counts 8 blue balls and 6 yellow balls. She wants to know the total number.

**Question:**

What operation should Ella do first?

**Answer:**

Add  $8 + 6$ .

---

### **Activity 6 – Remove Extra Information**

Jack has 20 cookies. He eats 5 and his sister eats 3.

**Question:**

How many cookies were eaten in total?

**Answer:**

8 cookies.

---

### **Activity 7 – Focus on Key Fact**

Jean bought 12 pencils for \$1 each. She paid \$10.

**Question:**

How much more money does she need?

**Answer:**

\$2.

---

### **Activity 8 – Identify Missing Number**

Mia has 9 stickers. She wants 15 stickers in total.

**Question:**

How many more stickers does Mia need?

**Answer:**

6 stickers.

---

### **Activity 9 – Ignore Extra Characters**

Tom has 6 red cars, 3 blue cars, and 2 green cars.

**Question:**

How many blue cars does he have?

**Answer:**

3 blue cars.

---

**Activity 10 – Focus on Main Calculation**

Liam runs 4 km in the morning and 3 km in the evening.

**Question:**

How far did Liam run in total?

**Answer:**

7 km.

---

**Activity 11 – Identify Correct Operation**

Sophie has 20 cupcakes. She divides them evenly among 5 friends.

**Question:**

How many cupcakes does each friend get?

**Answer:**

4 cupcakes.

---

**Activity 12 – Ignore Extra Words**

Jack has 8 red pens and 5 blue pens. He loses 3 pens.

**Question:**

How many pens does Jack have left?

**Answer:**

10 pens.

---

**Activity 13 – Sequence Problem Steps**

Ella needs to add  $5 + 8$  and then subtract 3.

**Question:**

What is the final answer?

**Answer:**

10.

---

**Activity 14 – Identify Key Number**

Jean has \$15. She buys a toy for \$9.

**Question:**

How much money does she have left?

**Answer:**

\$6.

---

**Activity 15 – Remove Extra Information**

Tom has 4 red balloons, 3 blue balloons, and 5 green balloons.

**Question:**

How many green balloons are there?

**Answer:**

5 green balloons.

---

**Activity 16 – Focus on Main Action**

Mia baked 10 cookies and gave 4 to her friend.

**Question:**

How many cookies does Mia have left?

**Answer:**

6 cookies.

---

**Activity 17 – Identify Correct Operation**

Liam has 7 apples. He buys 6 more. Then he gives 3 away.

**Question:**

How many apples does Liam have now?

**Answer:**

10 apples.

---

**Activity 18 – Ignore Extra Numbers**

Sophie runs 5 km on Monday and 6 km on Tuesday. Her friend runs 4 km on Tuesday.

**Question:**

How far did Sophie run in total?

**Answer:**

11 km.

---

**Activity 19 – Sequence Steps**

Jack wants to find the total of  $3 + 7$  and then multiply by 2.

**Question:**

What is the final answer?

**Answer:**

20.

---

**Activity 20 – Identify Important Detail**

Ella had \$50. She spent \$20 on a book.

**Question:**

How much money does she have left?

**Answer:**

\$30.

---

**Activity 21 – Ignore Extra Information**

Jean has 12 pencils. 5 are red, and the rest are blue. She gave 2 red pencils to a friend.

**Question:**

How many red pencils does Jean have now?

**Answer:**

3 red pencils.

---

**Activity 22 – Focus on Key Number**

Tom bought 3 packs of stickers. Each pack has 8 stickers.

**Question:**

How many stickers does he have in total?

**Answer:**

24 stickers.

---

**Activity 23 – Remove Extra Words**

Mia had 20 candies. She ate 6 and gave 5 to her sister.

**Question:**

How many candies does Mia have left?

**Answer:**

9 candies.

---

**Activity 24 – Identify Main Step**

Liam wants to double 7 and then add 5.

**Question:**

What is the first step?

**Answer:**

Double 7.

---

### **Activity 25 – Focus on Key Outcome**

Jean bought 10 books and gave 4 to her friend.

**Question:**

How many books does Jean have now?

**Answer:**

6 books.

---

### **Week 12 – Day 4: Time Pressure – ENGLISH (LITERACY)**

---

#### **Activity 1 – Identify the Main Idea**

Jean went to the library, borrowed a book about space, and then bought an ice cream.

**Question:**

What was the main thing Jean did at the library?

**Answer:**

She borrowed a book.

---

#### **Activity 2 – Focus on Key Detail**

Liam packed his backpack with a notebook, a pencil case, and a lunchbox. The pencil case was red.

**Question:**

Which items did Liam pack for school?

**Answer:**

A notebook, a pencil case, and a lunchbox.

---

#### **Activity 3 – Ignore Extra Description**

Emma ran to the playground quickly because she was excited. Her shoes were blue.

**Question:**

Why did Emma run to the playground?

**Answer:**

Because she was excited.

---

#### **Activity 4 – Sequence Events**

Tom brushed his teeth, had breakfast, and got dressed.

**Question:**

What did Tom do first?

**Answer:**

He brushed his teeth.

---

#### **Activity 5 – Identify Key Action**

Sophie wrote a story about her dog. She added pictures and then shared it with the class.

**Question:**

What did Sophie do last?

**Answer:**

She shared it with the class.

---

#### **Activity 6 – Remove Extra Details**

Ben bought 3 apples, 2 oranges, and a bag of candy.

**Question:**

How many oranges did Ben buy?

**Answer:**

2 oranges.

---

#### **Activity 7 – Focus on Important Information**

Jean's teacher asked her to read a chapter and then answer 5 questions.

**Question:**

What did Jean need to do after reading the chapter?

**Answer:**

Answer 5 questions.

---

#### **Activity 8 – Identify Cause**

Mia left her umbrella at school, and it rained in the afternoon.

**Question:**

Why did Mia get wet?

**Answer:**

Because she left her umbrella at school.

---

### **Activity 9 – Ignore Irrelevant Characters**

Jack and his sister went to the park. Jack fed the ducks, and his sister played with her doll.

**Question:**

What did Jack do at the park?

**Answer:**

He fed the ducks.

---

### **Activity 10 – Focus on Main Event**

Emma found a lost kitten. She cleaned it and gave it some food.

**Question:**

What did Emma do first?

**Answer:**

She found the lost kitten.

---

### **Activity 11 – Identify Key Outcome**

Tom studied for 30 minutes, then rested for 10 minutes.

**Question:**

How long did Tom study?

**Answer:**

30 minutes.

---

### **Activity 12 – Ignore Extra Description**

Sophie wore a green hat and carried a blue backpack. She walked to school.

**Question:**

How did Sophie get to school?

**Answer:**

She walked.

---

### **Activity 13 – Sequence Multiple Events**

Ben washed his hands, dried them, and then ate a snack.

**Question:**

What did Ben do last?

**Answer:**

He ate a snack.

---

**Activity 14 – Identify Key Detail**

Jean saw a dog in the garden and a cat on the roof.

**Question:**

Which animal was on the roof?

**Answer:**

A cat.

---

**Activity 15 – Remove Extra Words**

Mia opened her lunchbox. It was pink and had stickers. She ate her sandwich.

**Question:**

What did Mia eat?

**Answer:**

A sandwich.

---

**Activity 16 – Focus on the Result**

Tom dropped a glass. It was clear and round.

**Question:**

What happened to the glass?

**Answer:**

It broke.

---

**Activity 17 – Identify Main Outcome**

Jack pushed the swing, and Mia jumped on it.

**Question:**

Who used the swing first?

**Answer:**

Jack pushed it first.

---

### **Activity 18 – Ignore Extra Numbers**

Emma had 5 pencils and 2 pens in her bag.

**Question:**

How many pens did Emma have?

**Answer:**

2 pens.

---

### **Activity 19 – Sequence Events**

Sophie planted seeds, watered them, and waited for them to grow.

**Question:**

What was the second step Sophie did?

**Answer:**

She watered the seeds.

---

### **Activity 20 – Focus on Key Fact**

Jean read a note from her teacher about a field trip next week.

**Question:**

What was the note about?

**Answer:**

A field trip.

---

### **Activity 21 – Identify Important Step**

Ben built a tower with blocks and then knocked it down.

**Question:**

What did Ben do first?

**Answer:**

He built a tower.

---

### **Activity 22 – Ignore Extra Setting Details**

Mia found a coin on the street. The street was busy and noisy.

**Question:**

What did Mia find?

**Answer:**

A coin.

---

**Activity 23 – Focus on Main Action**

Tom drew a picture, coloured it, and then put it on the fridge.

**Question:**

What did Tom do after colouring?

**Answer:**

He put it on the fridge.

---

**Activity 24 – Remove Unnecessary Characters**

Jack and his friend read books. Jack read about space.

**Question:**

What did Jack read about?

**Answer:**

Space.

---

**Activity 25 – Identify the Key Event**

Jean finished her homework, tidied her desk, and packed her bag.

**Question:**

What did Jean do first?

**Answer:**

She finished her homework.

---

**Week 12 – Day 5: Time Pressure – NUMERACY**

---

**Activity 1 – Identify the Total**

John has 12 marbles. He finds 7 more marbles on the floor.

**Question:**

How many marbles does John have in total?

**Answer:**

19 marbles.

---

**Activity 2 – Focus on Key Number**

Liam has 20 stickers. He gives 8 stickers to his friend.

**Question:**

How many stickers does Liam have left?

**Answer:**

12 stickers.

---

### **Activity 3 – Ignore Extra Details**

Sophie bought 5 red apples and 3 green apples. The apples were in a basket.

**Question:**

How many apples did Sophie buy in total?

**Answer:**

8 apples.

---

### **Activity 4 – Sequence Operations**

Tom has 15 candies. He eats 4 and receives 6 more from his friend.

**Question:**

How many candies does Tom have now?

**Answer:**

17 candies.

---

### **Activity 5 – Identify Important Step**

Ella has 9 pencils. She buys 5 more.

**Question:**

What operation should Ella do to find the total?

**Answer:**

Add  $9 + 5$ .

---

### **Activity 6 – Remove Extra Information**

Jack has 18 cookies. He eats 7 and his sister eats 4.

**Question:**

How many cookies were eaten in total?

**Answer:**

11 cookies.

---

**Activity 7 – Focus on Key Fact**

Jean bought 10 pencils for \$2 each. She had \$15.

**Question:**

How much more money does she need?

**Answer:**

\$5.

---

**Activity 8 – Identify Missing Number**

Mia has 8 stickers. She wants 20 stickers in total.

**Question:**

How many more stickers does Mia need?

**Answer:**

12 stickers.

---

**Activity 9 – Ignore Extra Characters**

Tom has 7 red cars, 5 blue cars, and 3 green cars.

**Question:**

How many red cars does he have?

**Answer:**

7 red cars.

---

**Activity 10 – Focus on Main Calculation**

Liam runs 6 km on Monday and 5 km on Tuesday.

**Question:**

How far did Liam run in total?

**Answer:**

11 km.

---

**Activity 11 – Identify Correct Operation**

Sophie has 30 cupcakes. She divides them equally among 6 friends.

**Question:**

How many cupcakes does each friend get?

**Answer:**

5 cupcakes.

---

**Activity 12 – Ignore Extra Words**

Jack has 12 red pens and 8 blue pens. He loses 5 pens.

**Question:**

How many pens does Jack have left?

**Answer:**

15 pens.

---

**Activity 13 – Sequence Problem Steps**

Ella wants to add  $6 + 9$  and then subtract 4.

**Question:**

What is the final answer?

**Answer:**

11.

---

**Activity 14 – Identify Key Number**

Jean has \$25. She buys a toy for \$17.

**Question:**

How much money does she have left?

**Answer:**

\$8.

---

**Activity 15 – Remove Extra Information**

Tom has 6 red balloons, 9 blue balloons, and 4 green balloons.

**Question:**

How many blue balloons are there?

**Answer:**

9 blue balloons.

---

**Activity 16 – Focus on Main Action**

Mia baked 12 cookies and gave 5 to her friend.

**Question:**

How many cookies does Mia have left?

**Answer:**

7 cookies.

---

### **Activity 17 – Identify Correct Operation**

Liam has 9 apples. He buys 11 more. Then he gives 7 away.

**Question:**

How many apples does Liam have now?

**Answer:**

13 apples.

---

### **Activity 18 – Ignore Extra Numbers**

Sophie runs 3 km on Monday and 7 km on Tuesday. Her friend runs 5 km on Tuesday.

**Question:**

How far did Sophie run in total?

**Answer:**

10 km.

---

### **Activity 19 – Sequence Steps**

Jack wants to find the total of  $4 + 5$  and then multiply by 3.

**Question:**

What is the final answer?

**Answer:**

27.

---

### **Activity 20 – Identify Important Detail**

Ella had \$60. She spent \$25 on a book.

**Question:**

How much money does she have left?

**Answer:**

\$35.

---

### **Activity 21 – Ignore Extra Information**

Jean has 16 pencils. 7 are red, and the rest are blue. She gave 3 red pencils to a friend.

**Question:**

How many red pencils does Jean have now?

**Answer:**

4 red pencils.

---

### **Activity 22 – Focus on Key Number**

Tom bought 4 packs of stickers. Each pack has 9 stickers.

**Question:**

How many stickers does he have in total?

**Answer:**

36 stickers.

---

### **Activity 23 – Remove Extra Words**

Mia had 25 candies. She ate 8 and gave 6 to her sister.

**Question:**

How many candies does Mia have left?

**Answer:**

11 candies.

---

### **Activity 24 – Identify Main Step**

Liam wants to triple 6 and then subtract 4.

**Question:**

What is the first step?

**Answer:**

Triple 6.

---

### **Activity 25 – Focus on Key Outcome**

Jean bought 15 books and gave 7 to her friend.

**Question:**

How many books does Jean have now?

**Answer:**

8 books.

---

## **WEEK 12 – TIME PRESSURE**

Think about how you used your memory, focus, and speed while doing each activity. Try to notice what helped you work accurately even when you had to go quickly.

**Student Prompt 1**

How did you manage completing the tasks quickly without making mistakes?

- I read the numbers or instructions carefully first
- I estimated or guessed to finish faster
- I broke the task into smaller steps and worked one at a time
- I tried to do everything at once without thinking

**Student Prompt 2**

Which tasks were easier to complete under time pressure, and which were harder?

I found easiest:

- Simple addition or subtraction problems
- Questions with only one clear step

I found harder:

- Multi-step problems or word problems
- Questions that required choosing the best strategy

**Student Prompt 3**

What strategies helped you stay accurate while working quickly?

- I underlined or circled key numbers
- I planned the steps before starting
- I checked my work after finishing each problem
- I skipped steps or ignored some information

**Student Prompt 4**

How did checking your answers help you?

- I noticed mistakes and corrected them
- I felt more confident about completing tasks on time
- I sometimes didn't check and got answers wrong
- I understood the problems better after reviewing

**Student Prompt 5**

What strategies will you try next time to work accurately under time pressure?

- Focus on one step at a time
- Read carefully before starting each problem
- Circle or underline important information
- Compare options before choosing an answer

**Student Reflection**

One thing I did well when focusing this week was:

One thing I want to improve next week:

## Signs of Progress – Week 12 Time Pressure

- ✓ John is starting to read instructions and numbers carefully before rushing into calculations.
- ✓ He is able to complete short numeracy problems more accurately even when working quickly.
- ✓ John is beginning to break multi-step problems into smaller steps to stay on track.
- ✓ He notices important numbers and key information first, ignoring extra details that could distract him.
- ✓ John checks his work more consistently, which reduces careless mistakes.
- ✓ He demonstrates growing confidence in completing tasks within a time limit.
- ✓ John is starting to use strategies like underlining key information, estimating carefully, or focusing on one step at a time.
- ✓ He shows less frustration and more patience when working under time constraints, completing tasks more efficiently.

## Conclusion

This workbook has been designed to support children in developing key cognitive skills, including attention, memory, planning, organisation, problem-solving, judgement, reasoning, and managing time and information effectively. Each section provides structured, short, and engaging activities that gradually increase in complexity, allowing learners to practise skills in a safe and supportive way.

As children work through the exercises, they are encouraged to reflect on their thinking, notice strategies that help them succeed, and build confidence in approaching both literacy and numeracy tasks. Progress may not always be immediate or linear, but with regular practice, children often show improvements in focus, accuracy, and independence.

Parents, caregivers, and educators can use this workbook alongside observation and reflection to identify areas of strength and challenge. By encouraging children to pause, plan, and check their work, and by providing opportunities to practise cognitive skills in everyday tasks, children can develop strategies that extend beyond the workbook and into daily life.

Remember, the goal is not perfection but growth. Each small step—remembering key details, following instructions, solving multi-step problems, or staying focused under time pressure—is a meaningful achievement. With patience, practice, and curiosity, children can strengthen their thinking skills, improve their learning outcomes, and feel proud of their progress.

## Tips for Parents and Caregivers

Supporting children as they use this workbook can make a big difference in their learning and confidence. Here are some practical strategies:

- **Create a calm, focused environment** – Minimise distractions like loud noises, phones, or other interruptions so your child can concentrate on the task.
- **Encourage step-by-step thinking** – Remind your child to read instructions carefully, break tasks into smaller parts, and complete one step at a time.
- **Use reflection and discussion** – Ask your child questions such as “What helped you remember that?” or “How did you decide what to do first?” to reinforce metacognition.
- **Praise effort, not just correctness** – Highlight the strategies your child uses, their persistence, and progress, even if answers aren’t always perfect.
- **Practice in everyday life** – Use opportunities at home to strengthen skills: following a recipe, planning a small activity, organising toys, or completing a multi-step chore.
- **Model strategies** – Show your child how you organise, plan, or check your own work. This makes abstract skills concrete.
- **Encourage patience and persistence** – Remind your child that some tasks are challenging and that taking time to think carefully is part of learning.
- **Celebrate small achievements** – Each time your child remembers key details, completes a multi-step problem, or stays focused under time pressure, acknowledge their success.