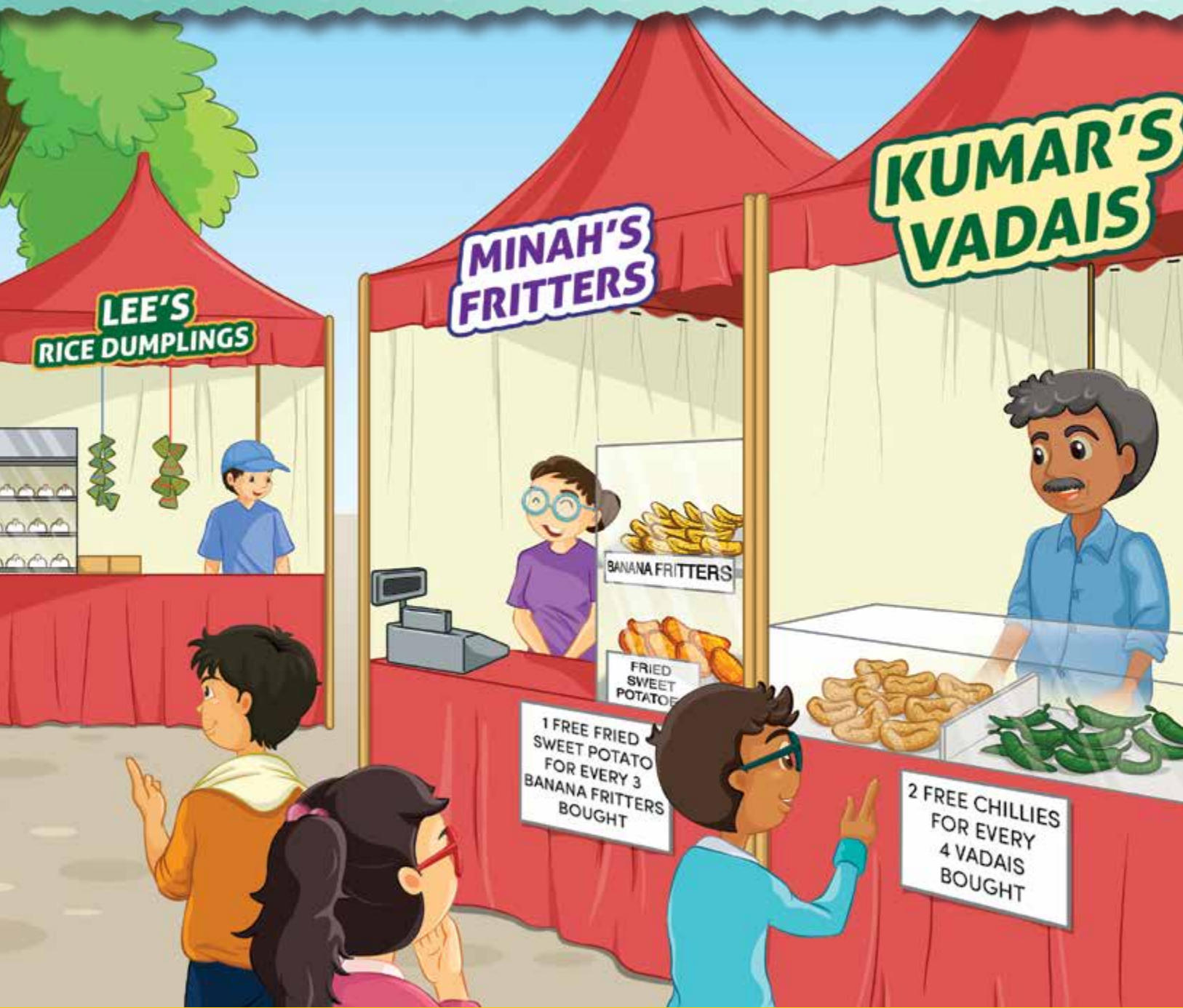


# Targeting Mathematics





# Introduction

The **Targeting Mathematics** series engages pupils' learning of mathematics through a variety of approaches. Based on the latest syllabus implemented by the Ministry of Education (MOE), Singapore, the series is centered on the use of the Concrete-Pictorial-Abstract (CPA) approach to develop and enhance the understanding of concepts in pupils.

The lesson flow is designed based on the Readiness-Engagement-Mastery (REM) model, which introduces concepts through visual stimuli, hands-on activities, pair work and practices to cater to students of different cognitive levels.

The series focuses on developing pupils' mathematical reasoning and communication skills as well as their confidence in problem solving.



**Targeting Mathematics Textbook 5A** ISBN 978-981-4658-30-0  
**Targeting Mathematics Workbook 5A** ISBN 978-981-4658-31-7  
**Targeting Mathematics Textbook 5B** ISBN 978-981-4658-33-1  
**Targeting Mathematics Workbook 5B** ISBN 978-981-4658-34-8



**Targeting Mathematics Textbook 1A**  
 ISBN 978-981-4250-86-3  
**Targeting Mathematics Workbook 1A Part 1**  
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**Targeting Mathematics Workbook 1A Part 2**  
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**Targeting Mathematics Workbook 3B**  
 ISBN 978-981-4448-53-6



# Core Components



**Targeting Mathematics Textbook 2A**

ISBN 978-981-4431-87-3

**Targeting Mathematics Workbook 2A Part 1**

ISBN 978-981-4431-89-7

**Targeting Mathematics Workbook 2A Part 2**

ISBN 978-981-4431-90-3

**Targeting Mathematics Textbook 2B**

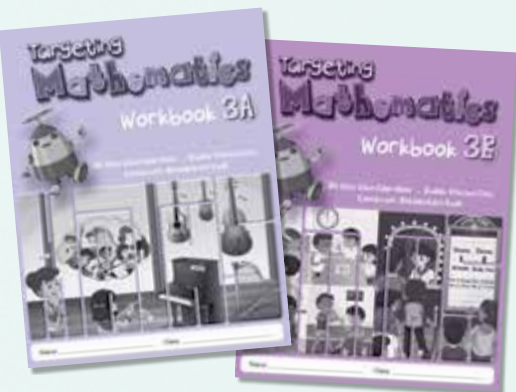
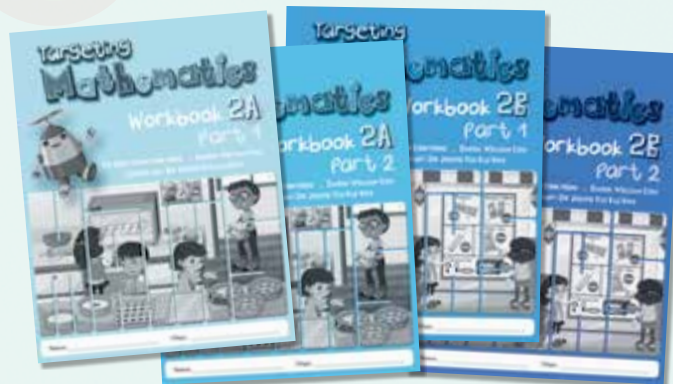
ISBN 978-981-4431-88-0

**Targeting Mathematics Workbook 2B Part 1**

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**Targeting Mathematics Workbook 2B Part 2**

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**Targeting Mathematics Textbook 4A**

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**Targeting Mathematics Workbook 4A**

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**Targeting Mathematics Textbook 4B**

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**Targeting Mathematics Workbook 4B**

ISBN 978-981-4448-99-4





# CPA Approach

The **Targeting Mathematics** series uses the CPA approach to mathematics teaching and learning.



**Concrete materials** introduce young learners to mathematical concepts through real-world experiences. This introduction to each topic enhances pupils' understanding and helps to build confidence in mathematics.





The use of a multi-representational approach involving concrete, pictorial and abstract representations enables pupils to make connections towards acquiring mathematical concepts.

### Pictorial examples

use illustrations and photographs to help pupils visualise core concepts and assist in solving word problems.

- 3 There are 480 pupils in Primary 5.  
 $\frac{3}{5}$  of the pupils are girls.  
 $\frac{1}{4}$  of the boys wear glasses.

- (a) How many boys wear glasses?  
 (b) How many boys do **not** wear glasses?

(a)  $1 - \frac{3}{5} = \frac{2}{5}$

$\frac{2}{5}$  of the pupils are boys.

Method 1  
 $\frac{1}{4}$  of  $\frac{2}{5} = \frac{1}{4} \times \frac{2}{5}$   
 $= \frac{1}{10}$

$\frac{1}{10}$  of the pupils who wear glasses are boys.  
 $\frac{1}{10} \times 480 = 48$

48 boys wear glasses.

(b)

Method 1  
 $1 - \frac{1}{4} = \frac{3}{4}$   
 $\frac{3}{4}$  of the boys do not wear glasses.

$\frac{3}{4} \times \frac{2}{5} = \frac{3}{10}$   
 $\frac{3}{10}$  of the pupils who do not wear glasses are boys.  
 $\frac{3}{10} \times 480 = 144$

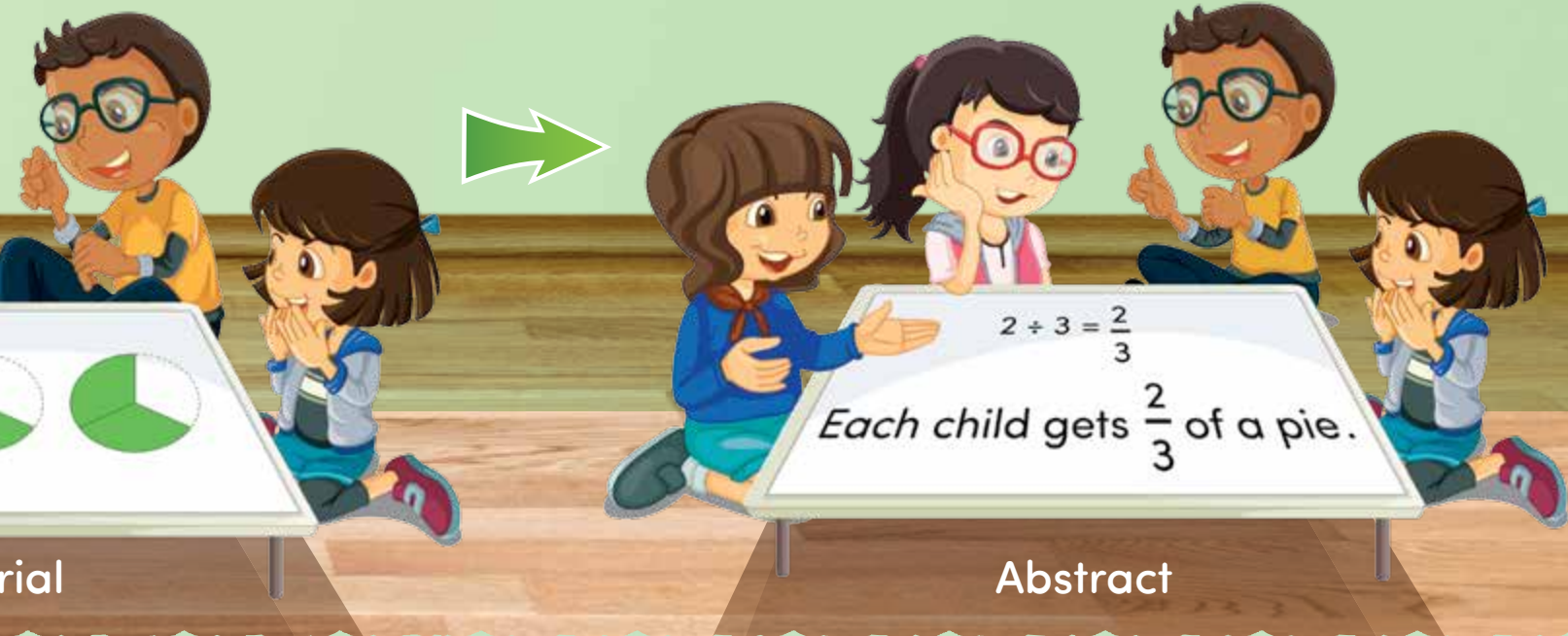
144 boys do not wear glasses.

Will drawing a model help you solve this problem?



### Abstract examples

provide pupils with the opportunity to familiarise themselves with the use of mathematical symbols and relate the use of these symbols with the concrete and pictorial examples previously learnt.





# Learning Experiences

Guided as well as exploratory learning experiences throughout the **Targeting Mathematics** series equip pupils with essential skills and techniques that can be applied to a range of mathematical concepts.

The **Targeting Mathematics** series is designed to encourage active learning. Through these learning experiences, pupils can understand mathematical concepts effectively, acquire the skills for everyday use and foster a greater interest in mathematics.

Learning experiences in the **Targeting Mathematics** series include:

- ✓ Use of manipulatives in activities
- ✓ Hands-on Activities
- ✓ Show and Say
- ✓ Pair and Share
- ✓ Play and Learn



My lantern is made up of 4-sided figures too.

Ravi, I have made some figures of animals using 4-sided figures.

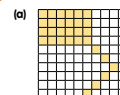


Work in groups.  
Look for examples where percentages are used.  
Cut out the illustrations. Make a collage.  
Share with the class how the percentages are used.

Example



1. What percentage of each whole is coloured?



3. Express each fraction as a percentage.

(a)  $\frac{2}{100}$  (b)  $\frac{42}{100}$

4. Express each decimal as a percentage.

(a) 0.43 (b) 0.04

5. Jane had \$100 at first. She spent \$15.

(a) What percentage of her money did she spend?

(b) What percentage of her money did she have left?



used in real life.  
are used.



red?

(b)



(c)  $\frac{100}{100}$

(c) 0.89

she spend?  
d she left?

Go to WB 50 67-68

55

## Fun

### Play and Learn

Play in pairs.  
Each pupil will have a Bingo card. Every pair of pupils will have a stack of Calling cards. Divide the Calling cards between each pair and place them face down.

Each pupil turns over a Calling card at the same time.  
Then cross out the measurement on the Bingo Card if the measurement is equivalent to the one on the Calling card. The pupil who has the most number of crosses wins the game.

#### Example

625 m	10.02 kg	1 l 625 ml
1.10 l	1002 cm	6.02 m
10 000 m	625 g	1.02 km

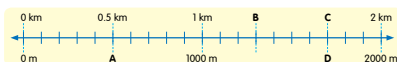
Bingo Card

0.625 kg	10.02 m
10 020 g	

Calling Cards

### Pair and Share

- (a) Discuss with your partner.  
What measurement does each letter represent?

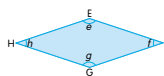


- (b) Work with your partner to design a similar activity as in (a) using other units of measurements (such as l and ml, kg and g, m and cm).  
Let other pairs of pupils work on your activity.

24

## Rhombus

The 4-sided figure below is called a **rhombus**.



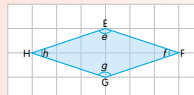
What are the properties of a rhombus?



### Hands-On Activity

Work in pairs.  
Cut out the rhombuses given by your teacher.  
Investigate the properties of a rhombus.

- 1 Paste the first rhombus EFGH on a piece of square grid paper.

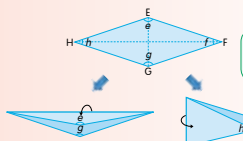


What do you notice about the lengths of the sides of a rhombus?



Is HE parallel to GF? Is EF parallel to HG?

- 2 Fold the second rhombus EFGH into 2 halves in two ways as shown below.



What do you notice about the angles of a rhombus?



Is  $\angle e = \angle g$ ? Is  $\angle f = \angle h$ ?

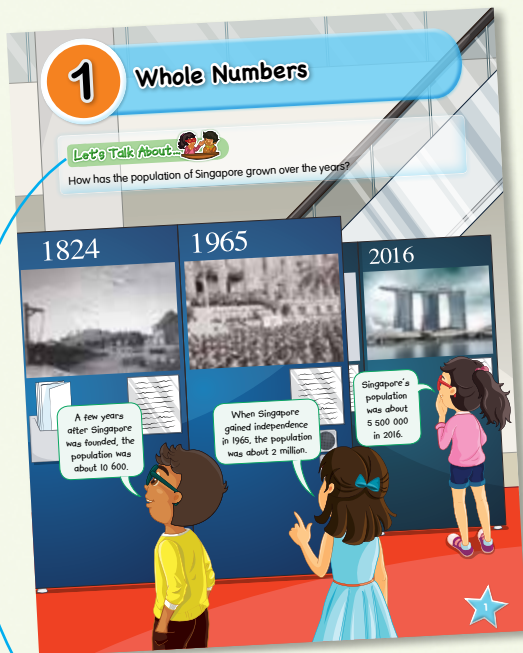
140

What are some properties of these 4-sided figures?



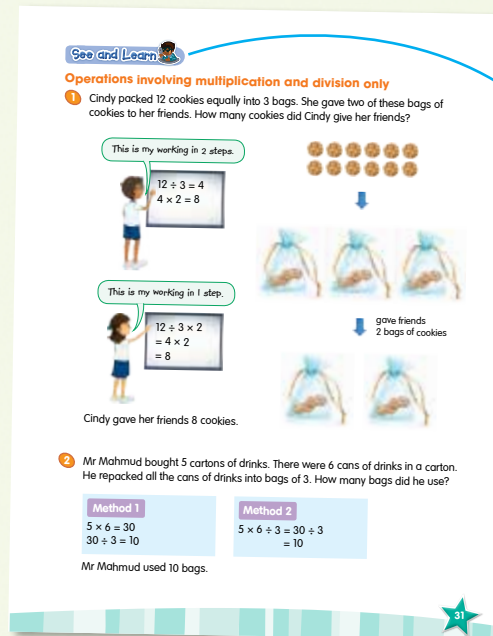


# Textbook Features



## Let's Talk About...

Prepares pupils for the mathematical concepts that will be taught. Teachers facilitate the discussion and encourage pupils to talk about the picture.



## See and Learn

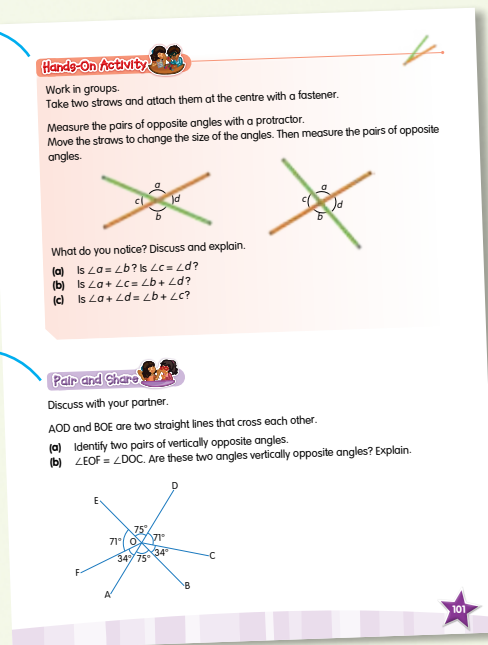
Introduces concepts in a visual manner which pupils can relate to and progress further to understand the concepts on an abstract level.

## Do and Learn

Enables pupils to check their understanding of mathematical concepts by doing exercises.

## Hands-On Activity

Engages pupils and reinforces their grasp of mathematical concepts through the use of manipulatives in activities.

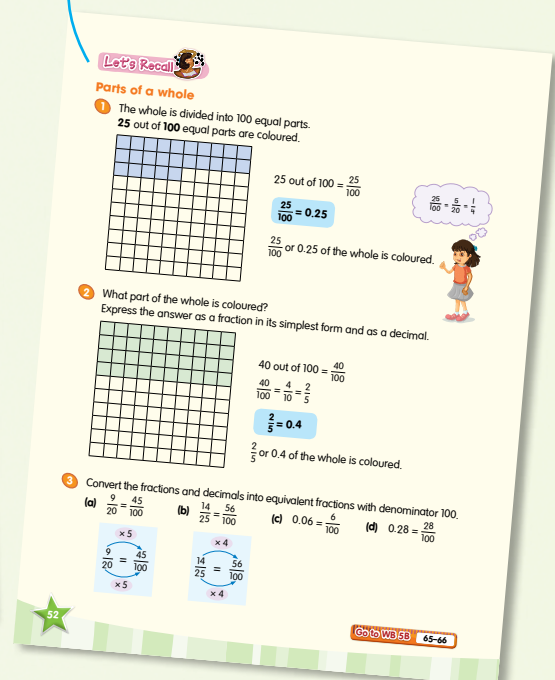


## Pair and Share

Provides opportunities for pupils to work in pairs to assess their learning.

## Let's Recall

Allows pupils to revise what they have learnt before.





**Play and Learn**

Play in threes.  
Player A will work out the answers to any set of questions.  
Player B will use a calculator to check the answers at the same time.  
Who is faster at getting the answers?  
Let Player C check their speed.  
Switch roles after working out each set of multiplications.

Set 1	$\frac{2}{5} \times \frac{10}{3} =$	$\frac{12}{5} \times \frac{5}{4} =$	$\frac{18}{7} \times \frac{21}{4} =$
Set 2	$\frac{9}{8} \times \frac{2}{3} =$	$\frac{15}{4} \times \frac{7}{5} =$	$\frac{17}{6} \times \frac{2}{5} =$
Set 3	$\frac{14}{9} \times \frac{5}{6} =$	$\frac{28}{7} \times \frac{15}{4} =$	$\frac{16}{5} \times \frac{3}{8} =$

Which of the product can be obtained easily without using a calculator?

**Do and Learn**

Multiply.

(a)  $\frac{8}{5} \times \frac{5}{4}$  (b)  $\frac{9}{5} \times \frac{10}{3}$   
(c)  $\frac{13}{6} \times \frac{8}{3}$  (d)  $\frac{9}{8} \times \frac{12}{7}$

Go to WB SA 83-84

## MATHS Real Life

Shows the relevance of mathematics in real-life situations.

## Play and Learn

Engages pupils and reinforces their grasp of mathematical concepts through games and activities.

## IT Activity

Enables pupils to show what they have learnt or done using another platform.

**MATHS Real Life**

These are examples of angles that you may have seen in daily life. What properties of angles are shown? What other examples of angles have you seen?

**Pair and Share**

Work with your partner to look for examples of different types of angles in the environment.

**IT Activity**

Use **Angle Properties** programme to find out if  
(a) vertically opposite angles are equal,  
(b) sum of angles at a point is  $360^\circ$ .

## Workbook Link

Provides links to workbooks at appropriate junctures in the textbooks.

## Show and Say

Allows pupils to communicate and share what they have learnt with their classmates.

## Let's Think Along...

Encourages pupils to think and reason along as they attempt the activities or exercises.

**and Learn**

the word problems.  
The mass of 3 baskets of fruit, A, B and C, are in the ratio 6 : 5 : 4. The total mass of the 3 baskets of fruit is 75 kg. Find the mass of the heaviest basket of fruit.  
The number of adults to the number of boys to the number of girls in a cinema is 3 : 4 : 6. There are 54 adults present. How many more girls than boys are there?  
A rope is cut into 3 pieces in the ratio 5 : 2 : 9. The longest piece is 63 cm longer than the shortest piece. What is the original length of the rope?  
The lengths of 3 sides of a triangle are in the ratio 5 : 4 : 7. The longest side measures 77 cm. Find the length of the shortest side of the triangle.  
Janice, Siti and Huiing have a certain number of stickers in the ratio 4 : 6 : 3. Huiing has 15 stickers. How many stickers do they have altogether?  
Peter has \$80. Ravi has \$50 more than Peter. Amiya has \$100 more than Ravi. Find the ratio of the amount of money Peter has to the amount of money Ravi has to the amount of money Amiya has.  
The diagram shows a square divided into 3 parts. The ratio of Area X to Area Y is 4 : 1.  
(a) Explain how the number of units may be found for Z.  
(b) Part Y has an area of  $10 \text{ cm}^2$ . Explain how the area of the square may be found.

**Self-Check**

I know how to solve word problems involving ratios of 3 quantities.

Go to WB SA 191-198

**and Learn**

Work in groups.  
Look for examples where percentages are used in real life. Cut out the illustrations. Make a collage. Share with the class how the percentages are used.

**Example**

**Do and Learn**

1. What percentage of each whole is coloured?

(a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p) (q) (r) (s) (t) (u) (v) (w) (x) (y) (z) (aa) (ab) (ac) (ad) (ae) (af) (ag) (ah) (ai) (aj) (ak) (al) (am) (an) (ao) (ap) (aq) (ar) (as) (at) (au) (av) (aw) (ax) (ay) (az) (ba) (bb) (bc) (bd) (be) (bf) (bg) (bh) (bi) (bj) (bk) (bl) (bm) (bn) (bo) (bp) (bq) (br) (bs) (bt) (bu) (bv) (bw) (bx) (by) (bz) (ca) (cb) (cc) (cd) (ce) (cf) (cg) (ch) (ci) (cj) (ck) (cl) (cm) (cn) (co) (cp) (cq) (cr) (cs) (ct) (cu) (cv) (cw) (cx) (cy) (cz) (da) (db) (dc) (dd) (de) (df) (dg) (dh) (di) (dj) (dk) (dl) (dm) (dn) (do) (dp) (dq) (dr) (ds) (dt) (du) (dv) (dw) (dx) (dy) (dz) (ea) (eb) (ec) (ed) (ee) (ef) (eg) (eh) (ei) (ej) (ek) (el) (em) (en) (eo) (ep) (eq) (er) (es) (et) (eu) (ev) (ew) (ex) (ey) (ez) (fa) (fb) (fc) (fd) (fe) (ff) (fg) (fh) (fi) (fj) (fk) (fl) (fm) (fn) (fo) (fp) (fq) (fr) (fs) (ft) (fu) (fv) (fw) (fx) (fy) (fz) (ga) (gb) (gc) (gd) (ge) (gf) (gg) (gh) (gi) (gj) (gk) (gl) (gm) (gn) (go) (gp) (gq) (gr) (gs) (gt) (gu) (gv) (gw) (gx) (gy) (gz) (ha) (hb) (hc) (hd) (he) (hf) (hg) (hh) (hi) (hj) (hk) (hl) (hm) (hn) (ho) (hp) (hq) (hr) (hs) (ht) (hu) (hv) (hw) (hx) (hy) (hz) (ia) (ib) (ic) (id) (ie) (if) (ig) (ih) (ii) (ij) (ik) (il) (im) (in) (io) (ip) (iq) (ir) (is) (it) (iu) (iv) (iw) (ix) (iy) (iz) (ja) (jb) (jc) (jd) (je) (jf) (jg) (jh) (ji) (jj) (jk) (jl) (jm) (jn) (jo) (jp) (jq) (jr) (js) (jt) (ju) (jv) (jw) (jx) (jy) (jz) (ka) (kb) (kc) (kd) (ke) (kf) (kg) (kh) (ki) (kj) (kk) (kl) (km) (kn) (ko) (kp) (kq) (kr) (ks) (kt) (ku) (kv) (kw) (kx) (ky) (kz) (la) (lb) (lc) (ld) (le) (lf) (lg) (lh) (li) (lj) (lk) (ll) (lm) (ln) (lo) (lp) (lq) (lr) (ls) (lt) (lu) (lv) (lw) (lx) (ly) (lz) (ma) (mb) (mc) (md) (me) (mf) (mg) (mh) (mi) (mj) (mk) (ml) (mm) (mn) (mo) (mp) (mq) (mr) (ms) (mt) (mu) (mv) (mw) (mx) (my) (mz) (na) (nb) (nc) (nd) (ne) (nf) (ng) (nh) (ni) (nj) (nk) (nl) (nm) (nn) (no) (np) (nq) (nr) (ns) (nt) (nu) (nv) (nw) (nx) (ny) (nz) (oa) (ob) (oc) (od) (oe) (of) (og) (oh) (oi) (oj) (ok) (ol) (om) (on) (oo) (op) (oq) (or) (os) (ot) (ou) (ov) (ow) (ox) (oy) (oz) (pa) (pb) (pc) (pd) (pe) (pf) (pg) (ph) (pi) (pj) (pk) (pl) (pm) (pn) (po) (pp) (pq

# Workbook Features

## L1 Worksheet

Assesses pupils' understanding of basic concepts and helps them acquire the necessary process skills.



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

### 6 Ratio

**Idea of Ratio**

**Worksheet 1**



1 Fill in the blanks with the correct ratios.

(a) The ratio of the number of soccer balls to the number of basketballs is \_\_\_\_\_ : \_\_\_\_\_

(b) The ratio of the number of basketballs to the number of soccer balls is \_\_\_\_\_ : \_\_\_\_\_

2 Fill in the blanks with the correct ratios.

(a) The ratio of the number of forks to the number of spoons is \_\_\_\_\_ : \_\_\_\_\_

(b) The ratio of the number of spoons to the total number of forks and spoons is \_\_\_\_\_ : \_\_\_\_\_

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Recall


Allows pupils to revise what they have learnt before.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

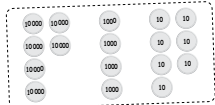
### 1 Whole Numbers

**Recall (Numbers to 100 000)**

1 Write the number represented by the number discs.

(a) 

The number is \_\_\_\_\_

(b) 

The number is \_\_\_\_\_

2 Write in figures.

(a) Twenty-four thousand, one hundred and sixteen \_\_\_\_\_

(b) Sixty-nine thousand and five \_\_\_\_\_

(c) One hundred thousand \_\_\_\_\_

## L2 Worksheet

Assesses pupils' understanding of moderately difficult concepts and helps them acquire higher-order thinking skills.

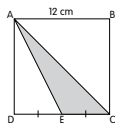
Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

### Areas Involving Squares, Rectangles and Triangles

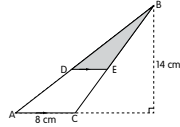
**Worksheet 3**

1 Find the area of the shaded triangle in each figure.

(a) ABCD is a square of side 12 cm and DE = EC.



(b) The area of triangle ABC is twice the area of triangle DBE.



123



Math Journal

Allows pupils to reflect on their learning.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

### L3 Worksheet 16

1 Lydia spent  $\frac{4}{5}$  of her money on a mobile phone and  $\frac{2}{5}$  of the remaining amount on a bag. She had \$60 left. How much more money did she spend on the mobile phone than the bag?

2  $\frac{5}{12}$  of the pupils in a school are left-handed while the rest are right-handed. The number of pupils who are right-handed are 276 more than the number of pupils who are left-handed. What is the total number of pupils in the school?

95

## L3 Worksheet

Assesses pupils' understanding of concepts that require thinking at a deeper level to encourage creative and critical thinking to solve non-routine and challenging problems.



## Problem Solving

Encourages pupils to adopt a 4-stage structured process to solve problems creatively.

**Problem Solving**

Lynn had some red and blue beads. The ratio of the number of red beads to the number of blue beads she had was 5 : 11. She bought another 54 red beads and then she had the same number of red beads as blue beads. How many beads did she have altogether in the end?

Do you understand the problem?  
What is your plan?  
Show how you solve the problem.  
Remember to check your solution.

Plan:

Solve:

200

## Performance Task

Serves as a form of alternative assessment for pupils to demonstrate their understanding of mathematical concepts and skill through hands-on approaches.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

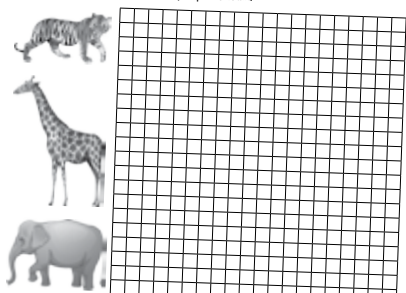
**Performance Task**

**Activity:** Express part of a whole as a percentage.

Work in pairs.

Use the 400-square grid to make a floor plan of a zoo. Use different colours on the squares to represent the different animal enclosures. Label the animal enclosures.

**Note:** There should be space for people to walk.



(a) Find the percentage of space occupied by each animal enclosure.  
(b) Find the percentage of walking space.

Share your zoo plan with the class.

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**Math Journal**

Peter, Janice and Siti are having a discussion on triangles.

Can I draw a triangle that has an obtuse angle and two acute angles?  
Can I draw a triangle that has an obtuse angle and a right angle?  
Can I draw a triangle that has 2 right angles?

Which child will be able to draw his or her triangle?  
Draw figures to help you explain the reasons.

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Review 2**

**Section A**  
Work out the questions carefully.  
Show your working in the space provided.

1 What is the value of  $56 \div (8 - 4) \times 15 + 18$ ?

2 Find the value of  $\frac{7}{8} \times \frac{4}{21}$ . Express your answer in the simplest form.

3 Fill in the missing number in the box.  
\_\_\_\_\_ : 13 = 24 : 52

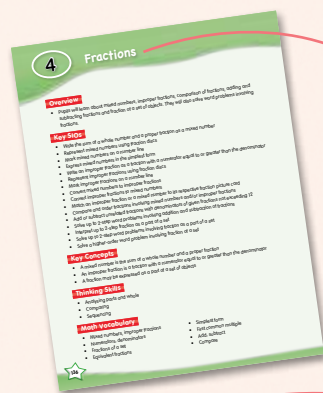
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## Review

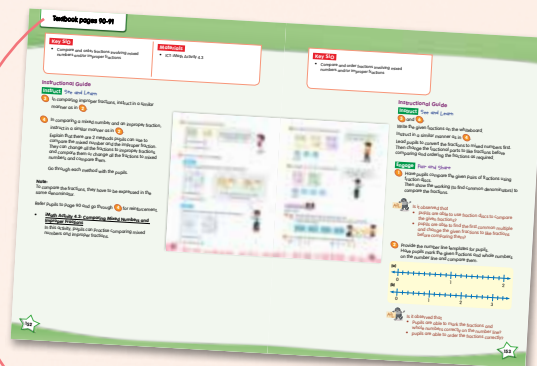
Allows pupils to revise and consolidate mathematical concepts learnt.

# Support Resources

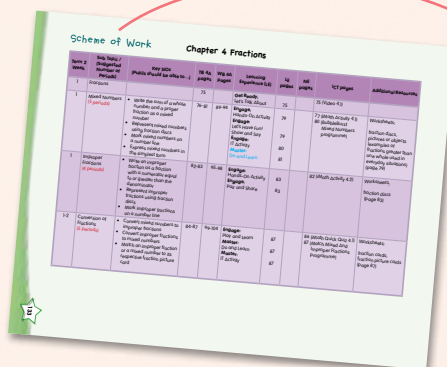
## Teacher's Resources



A comprehensive lesson plan that consists of learning objectives, key concepts, thinking skills and model answers.

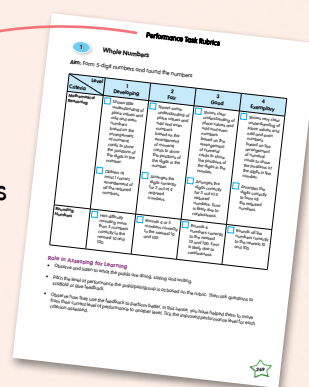


Wrap-around Teacher's guide provides model answers and teaching notes.



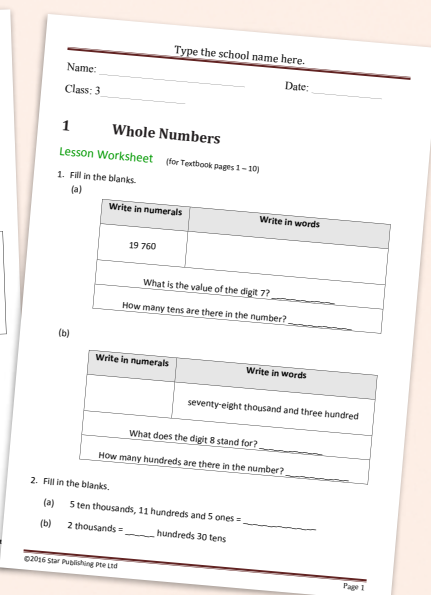
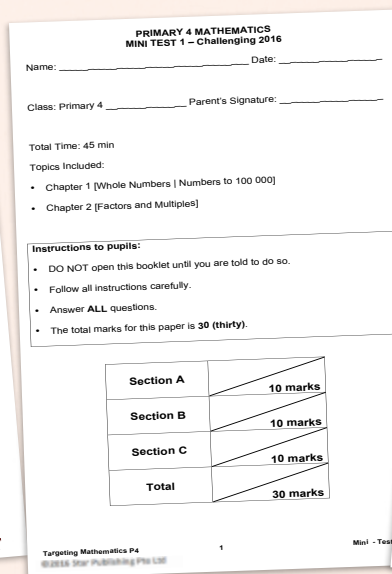
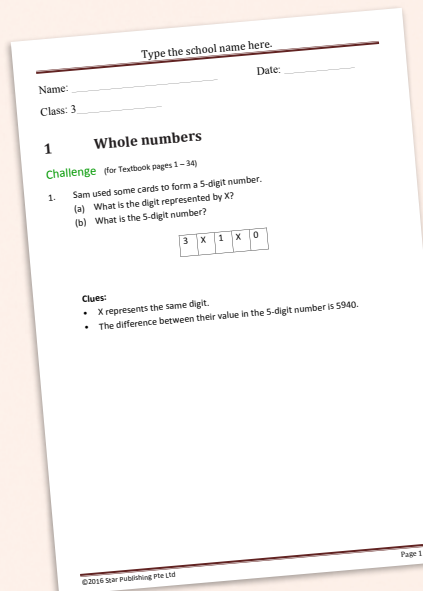
Scheme of Work assists with lesson planning by cross-referencing lesson objectives with relevant objectives and resources.

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## Our Authors

### Dr Eric Chan Chun Ming PhD, MEd, BSc

Dr Eric Chan is a mathematics educator and author of mathematics books. He lectures on primary mathematics in both pre-service and in-service programmes at the National Institute of Education (NIE), Singapore. Prior to this, he has had more than 10 years' experience in teaching primary school mathematics and served as a Head of Department (Mathematics). He enjoys writing books on mathematics for the primary school level. His published books include *Overcoming Learning Difficulties in Primary Mathematics*, *Assessment for Learning: Strategies to Enhance Primary Mathematics Learning*, *101 Math Triggers*, *101 More Math Triggers*, *Encounters with Problem Solving*, *Teacher's Notes – Techniques in Solving Higher-order Thinking Word Problems*, *5 Maths Stories* and *5 More Maths Stories*.

### Daniel William Cole MICD, BSc, PGDE

Daniel Cole is an author of several successful series of primary textbooks in Southeast Asia. He has extensive experience in primary education. His books have been approved by the respective authorities in different countries and are currently being used throughout Southeast Asia. Besides writing textbooks, he has also designed and programmed educational media and software.

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