MATHS ALIVE! Workshop for Parents Fri, 11 April 2025 (P1)



The materials shared in today's workshop are under the property of Junyuan Primary School, Mathematics Department.

Please <u>do not</u> take any photos or videos throughout the sharing.

Thank you for your understanding.

Objectives Partnership with parents to help their children to discover the joy of learning Mathematics. **\$**3



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தாத்தா - பேரன் வயது வித்தியாசம்; ஆனாலும் மலர்ந்தது நெருங்கிய பந்தம் ^{tamimurasu.com.g} மேலும் அறிய >

Your kids aren't lazy; they just don't know how to revise independently



It is important for parents to find out why their kids procrastinate or are reluctant to hit the books. PHOTO ISTOCKPHOTO



UPDATED MAR 15, 2024, 05:33 PM -



Dr Lee, a former teacher attested : "There is no inherently 'lazy' kids."

Dr Lee, a senior lecturer in Psychology and **Child and Human Development at NIE** commented that some kids may lack the drive 27 to study and become disengaged. By labelling unmotivated kids as lazy, incorrectly implying a flaw in their character.



Provide a distraction - free learning environment :

Do not use your phone when you are at their study space as that will be distracting to them. Do your own work or reading.

Take a supportive role, offering encouragement and being there if they have questions. Main goal : To help your child to develop the skills and confidence to study independently as they advance in his /her education.

In this foundational stage in your child's formal schooling, it will be good if your child can work at being organised in getting ready for school.

27



Joy of learning Math -How ?

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In Class: **Factual Fluency** SSM Activities (C-P-A Approach) JYPS Mathematical strategies Maths Around Us **Thinking Aloud** Maths Handbook / STAR Hpack Math PB / Exercise Bk / Blue file **Homelink Pack Maths Corner**

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2

23

In Class: Factual Fluency SSM Activities (C-P-A Approach) JYPS Mathematical strategies Maths Around Us **Thinking Aloud** Maths Handbook / STAR Hpack Math PB / Exercise Bk / Blue file **Homelink Pack Maths Corner**

Factual Fluency Maths facts fluency refers to the to recall basic ability mathematical facts in all four operations accurately, quickly and effortlessly.

Factual Fluency

Why is it useful to master factual fluency?

When students achieve automaticity with these **facts**, they have attained a level of mastery that enables them to retrieve mathematical facts without conscious effort/attention. Automaticity is the ability to do things with an automatic response pattern or habit. It is usually the result of learning, repetition and practice.

*Factual Fluency is conducted on a frequent basis using students' mini whiteboard.









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In Class:

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Sustained Support for Maths Activities

Students learn Maths concepts through a series of activities using the CPA (Concrete – Pictorial – Abstract) approach to develop conceptual understanding. The activities are based on the principles of early success, strong foundations and steady progress. The focus is to provide students with learning experiences that move from concrete, to pictorial and then to abstract representations. This involves the use of manipulatives, songs, storybooks and connections to their daily experiences.

JYPS Mathematical **Strategies** We use VTR (Visible Thinking Routine) uncover students' thinking about thinking It helps support lifelong learning It develops students' awareness of their own thinking (J. B. Biggs, 1987) gives teachers an students' insight of lt address misconceptions so teachers can misconceptions accordingly

Visible Thinking Routine (VTR) Making thinking visible through... See Think Wonder Chalk Talk I used to think..., Now I think What makes you say that?

Visible Thinking Routine **SEE THINK WONDER** Helps students make careful observation Helps students develop their own ideas and interpretation based on what they see Encourages students to wonder and question, stimulating curiosity Helps students reach for new connections

Visible Thinking Routine WHAT MAKES YOU SAY THAT? Students describe what they see or know Helps students build their explanations Promotes evidential reasoning as it invites students to share their interpretation 2 Encourages students to understand alternatives and multiple perspective

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In Class:

Factual Fluency \checkmark SSM Activities (C-P-A Approach) JYPS Mathematical strategies Maths Around Us Thinking Aloud Maths Handbook / STAR Hpack Math PB / Exercise Bk / Blue file **Homelink Pack Maths Corner**

Thinking Aloud

Provides opportunity for students to reason, think creatively and critically. Provides students the opportunity to take on a more active role of making sense of what they have learnt and to verbalise their learning with peers.

Around Us

Provides opportunity for students to articulate their understanding on how the concept is used in real world context This allows students to clarify their own thinking, deepen their reasoning, listen to others' reasoning and consolidate their understanding.

How to make Maths come alive?

MATH

REAL LIFE

Math is Everywhere!





43

Syllabus – Selected Topics

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Addition & Subtraction within 10 Shapes Addition & Subtraction within 100 Length **Division** Time 5 Money

Addition and Students are able to: Subtraction - understand concepts of addition, subtraction and their within 10 relationship use of +, - and = add and subtract within 10 mental calculation involving adding and subtracting

Number Bonds

- Why is it useful to master number bonds?
- Helps students to master the <u>basic</u> <u>addition</u> and <u>subtraction facts</u> easily * Commit the number bond facts to * memory.

Number Bonds Different combinations of two numbers that make up a given number. Example:





Number Bonds Each number bond represents a partwhole relationship between three numbers. part par pa

Number Bonds Related to a family of four basic addition and subtraction facts. **Example of Fact Family** 2 + 7 = 9

7 + 2 = 9

9 - 7 = 2

9 - 2 = 7

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3	Number	Bonds of 10
	0 and 10 make 10	6 and 4 make 10
	1 and 9 make 10	7 and 3 make 10
	2 and 8 make 10	8 and 2 make 10
	3 and 7 make 10	9 and 1 make 10
	4 and 6 make 10	10 and 0 make 10
	5 and 5 make 10	



Maths Around Us - Subtraction Within 10





There are 7 people in the van. 2 people get off from the van. There are 5 people left in the van.






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 Subtraction as 'taking away' from a set using 'count back' strategy





Leila has 1 fewer mango than Jiahao.

Jiahao has 1 more mango than

Ken.

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What do you know about the number of mangoes each child has?

Using VTR "What makes you say that?" **Guiding questions**

If Leila has 8 mangoes, how many mangoes do Jiahao and Ken have?

What makes you say that? nswer

- nswer Fry to replace the number of iahao has 9 mangoes because Leila has mangoes Leila has with other fewer mango than him. Ken has 8
 - goes/the same number of mangoes at can you learn from this activity? eila because Jiahao has 1 more than
- 3.

The difference will still be the same even if we use different numbers.

Shapes

Students are able to: Identify and name 4 basic shapes



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Maths Around Us



This is the newly built structure in our school. We can see shapes such as circles, squares and rectangles on this structure.

Addition **\$**3 Students are able to: and add more than two 1-digit 🖓 numbers **Subtraction** add and subtract within 100 within 100 use algorithm to add and subtract within 100 68 63 mental calculate addition and -17 -17 subtraction within 20







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Using of base 10 set to add tens without renaming



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Maths Around Us

Look at what happens when a bus is at a bus stop.



- 1. What happens to the number of passengers when there are only passengers getting on?
- 2. What happens to the number of passengers when there are only passengers getting off
- 3. When a bus is at the bus stop, can we know immediately if there are fewer or more number of passengers than before?
- 4. Write an addition/ & subtraction story when there are 50 passengers in the bus before it stopped at the bus stop.

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Siti wants to pack 6 lollipops into bags for the lucky draw winners at her birthday party.

classpoint.app

Slide Drawing



In how many different ways can

Siti put the 6 lollipops into 3

different bags?

Answer 1



Slide Drawing





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In how many different ways can Siti put the 6 lollipops into 3 different bags?



Siti wants to pack 6 lollipops into bags for the lucky draw winners at her birthday party.

She has 3 bags to pack the lollipops equally into each bag.







Length

Students are able to: Compare and order lengths in cm







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How would you describe the length of these objects? Which is the longest?

How do you know if these objects are of the same height?



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Maths Around Us



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9 cm 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 91 FI 61 71 11 12 13 14 15



Which measuring tool will you use to measure a soccer ball to find out if it can fit a locker? Which measuring tool will you use to measure the whiteboard / your waist? What makes you say that?

Maths Around Us





Which measuring tool will you use to measure your **waist**?

🛛 🗧 Multiple Choice

What makes you say that?



classpoint.app



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What makes you say that the pink tape is the shortest?



How can we measure the length around a round object?



Division

Students are able to: understand concepts 🛨 of division divide within 20





Maths Around Us Party packs You have 6 friends attending your birthday party. If you have 30 sweets, how many sweets should you give to each friend equally?







Students are able to: Time tell time to 5 min use 'am' and 'pm' use abbreviations h and min tell duration of one hour / half hour







Half an hour after 1

Half an hour after 2



Half an hour after 3



Half an hour after 4



Half an hour after 6

SSM

Maths Around Us





Having a meal What time do we have breakfast? Which part of the day is breakfast?

An old lady knits with great speed. 30 minutes is all she needs. She decorates her work with buttons for half an hour. At 10:30, she is done. What time did she start her knitting?

Thinking Aloud

What do you see in the picture?



What do you think is happening? What questions do you wonder about the scenario?




Adam paid this amount of money for a notebook. How much did the notebook cost? Show using play money. Mary paid this amount of money for a doll. WATEL SINCARD 10, 15, 16, 17 dollars The doll cost \$[

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SSM

Maths Around Us





Saving money

How much money do you have in your savings? How much more money do you need to buy a toy?

Thinking Aloud

Who has more money?

How do you

know?

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I have 5 coins. I have more money than you. I have 4 coins. I have more money than you.

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Why do you think the boy says he has more money than the girl?

Who has more money? Give me examples why you say that. Joy of learning Math -How ?

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In Class:

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- Factual Fluency
- SSM Activities (C-P-A Approach)
- JYPS Mathematical strategies
- Maths Around Us
- ✓ Thinking Aloud
- Maths Handbook / STAR Hpack
 Math PB / Exercise Bk / Blue file
 Homelink Pack
 - Maths Corner

Maths Handbook Maths Handbook(HB) is created to help summarise important concepts students need to attain in each topic for each term. Provides students a form of revision. Some teachers keep the Maths HB in school for students to revise when they have completed their work. File handbook into the orange file Orange file is kept in class lockers to be used in class as fillers or kept at home for revision



Junyu Mathe	an Primo matics I Primor	ary Scl Handb v 1	hool book	
	(Term	1)		
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STAR Hpack STAR Heuristics Package (STAR Hpack) is created to teach students the methods to solve word problems. Develops students' logical thinking and ability to solve difficult problems. To be filed into blue file at the end of the year

Problem-Solving Approach: STAR

JUNYUAN PRIMARY SCHOOL MATHEMATICS



SEE ~ THINK ~ ACT ~ RELOOK



NAME: ______ CLASS: P1 ______

Starts in term 3

Problem-Solving Approach: STAR



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Problem-Solving Approach: STAR Key Questions to ask when solving word problem

See (What is given?)

- 1. Can I retell the problem in my own words?
- 2. What am I asked to find?
- 3. What are the key words?

Act (What do I need to do?)

- 1. Can I carry out my plan?
- 2. Can I show the steps correctly?
- 3. Can I show the steps clearly?

Think (What is my plan?)

- 1. Have I solved the same type of problem before?
- 2. What method(s) can I use?
- 3. Can I solve a part of the problem first?

Relook (Reflect and Check)

- 1. Does my method make sense?
- 2. How do I know?
- 3. Is my working/diagram/model accurate?
- 4. Have I checked my solution thoroughly using the COURT strategy?

Problem-Solving Approach: STAR What is COURT?

- C COPY; Copy data correctly
 O OPERATION; use the correct operation
- Unit; write the correct unit in the answer
- R REASONABLENESS; answer is reasonable *
- TRANSFER; answer correctly onto the ²³

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answer space

Problem-Solving Approach: STAR

What is COURT?

- C COPY: Copy data correctly
- O OPERATION: Use the correct operation
- U UNIT: Write the correct unit in the answer
- R REASONABLENESS of answer
- T TRANSFER answer correctly onto the answer space

How to check your Mathematics solution.

Use COURT to check your working steps.

<u>SAMPIF</u>:

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Claudia bought a water bottle and a school bag. The water bottle cost \$14 and the school bag cost \$60 more than the water bottle. How much did she pay for the school bag?



Problem-Solving Approach: STAR

No.	Heuristics	
1	Act it out	
2	Look for pattern	
3	Model Drawing	
	- part - whole	



Problem-Solving Approach: STAR Part-Whole Model Let's try this. There are 20 red fishes and 15 green fishes in the tank. How many fishes are in the tank altogether ? 20 15 С 0 20 + 15 = 35 \checkmark U R There are <u>35</u> fishes in the tank altogether.

Joy of learning Math -How?

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In Class:

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- **Factual Fluency** SSM Activities (C-P-A Approach)
- JYPS Mathematical strategies
- Maths Around Us
- Thinking Aloud
 - Maths Handbook / STAR Hpack Math PB / Exercise Bk / Blue file
 - **Homelink Pack Maths Corner**

Practice Book

Students demonstrate understanding of concept learnt. Incomplete correction is indicated either at the front or back of the い い practice book. Parent's signature after every chapter



or EBB

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Maths Exercise Book

Students practise Maths concepts taught.

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Blue File

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File SSM activity sheets or other Maths worksheets into the blue file Termly parent's signature



Nan	JUNYUAN PRIMAR MATHEMATICS Semester 1 2	Y SCHOOL 3 FILE 1022	
s/n			
	Worksheet	Filed	Teacher's Remarks
1	Activity 1 . Cr.	10	
2	Activity 2 Co	~	
-	Comparing Numbers (2)	V	
3	Addition & Subtractio	n within 10	The second second
1	Addition : Activity Sheet 1	V	
-	Subtraction : Activity Sheet 1		
1	Shapes		H. C. Contractor
5	Activity Sheet 1	au queste	19-10-12-12-12-12-12-12-12-12-12-12-12-12-12-
6	Activity Sheet 2	V	
7	Activity Sheet 3		
8	Activity Sheet 5		-
9	Activity Sheet 6		
10	Activity Sheet 8		
11	Activity Sheet 10		
1.	Ordinal Num	Ders	
2	Activity Sheet 1 : Order of Objects (1)		
3	Activity Sheet 2 : Order of Objects (2)		
	Activity Sheet 3 : Sequence of Activities		

Parent's Signature (Term 1) :

Date: 16-03-2022



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- Homelink Pack
- ➡ Maths Corner

Homelink Pack

HOMELINK is a package designed to allow students to make use of class manipulatives at home to reinforce the concepts they have learnt in school. Parents are encouraged to play the games or do the activities at home with their children. The manipulatives are kept in their yellow zipped file before they bring it home. Students also learn to be responsible by keeping the manipulatives properly after use and returning them on time.



HOMELINK 1 – NUMBERS TO 10

Activity	Objective	Materials	Instructions	Pictures
1	 relate number of dots to corresponding numerals without counting 	 1 set of dot cards 1 set of number cards 	 Number of players: 2 Place all the dot cards and number cards face down. Player takes turn to flip over 1 dot card and 1 number card. If the two cards match, the player keeps the cards. If not the player turn the card face down again. Play continues until all the cards have been paired up. The player with the most cards wins the game. 	Dot Cards Number Cards

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Maths Corners *

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Maths Corners *





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Partnership in Action

Let your child strengthen their Math concepts and Math skills using Math TB, PB and JYPS HB Do HOMELINK activities with your child Ensure written homework is done **Ensure SLS and Koobits assignments** are completed Sign practice book and blue file when brought home and try to go through their corrections



Empower Students to be Self Directed Learners via SLS

Student Learning Space (SLS) Image: Contract of the second seco

You have viewed all your pinned Class Groups. To pin or unpin Class Groups, go to

To Do

Class Groups

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your Class Groups page.

Search in MOE Library



Student Learning Space (SLS) The P1 students have SLS lessons for Maths Around Us – For example, P1: Ordinal numbers, Multiplication Parents are encouraged to help their children to work on these SLS lessons.



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Latest CP Submitted School Latest CP Submission Time Name Basco, ***** 10:07, 2023-Mar-29 UST Angelicum College 3 10:07, 2023-Mar-29 Papa, L***** Re' Cembo Elementary School 1 Ahmed U***** Madrasah Wak Tanjong Al-Islamiah 10:07, 2023-Mar-29 2 Berbano***** West Rembo Elementary School 10:07, 2023-Mar-29 $\langle \rangle$ 0 0 °lo 0 ZIF



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Primary Change 2 Level	📩 0 / 54		Numbers to 1000		Proficiency High S	Score
		High Score	Skill Name	Difficulty Tutoria)	
Numbers to 1000	3		Use base ten blocks to read and write numbers to 1000	jun 💽	Practice	
Numbers to 1000 (High Ability)						
Addition & Subtraction within 1000	2		Count on by 1s to 1000	100	Practice	
Addition & Subtraction within 1000 (High Ability)	3		Count on by 10s to 1000	100	Practice	
Length			Count on hu 100a to 1000	1000	(Desire)	
Multiplication and Division				1007	Procince	
Multiplication Tables of 2, 5 and 10	5		Compare numbers to 1000	1000 D	Practice	
Mass			Identify the greatest as the smallest sumber from a given number list		Consistion 1	
Time	0		rdenny me grediest of me sindnest normber norm a given normber itst	<i>pm</i>	Procince	
Measurement (High Ability)	7		Identify odd and even numbers	1000	Proctice	
Models				*****		
Models (High Ability)	8		Write numbers to 1000 in numerals	11 00 🔼	Practice	
Multiplication Tables of 3 and 4						
Multiplication & Division (High Ability)	9		Write numbers to 1000 in words	most	Practice	
Money	10	and the second	Use place value charts to show numbers to 1000		Bractice	





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KooBits Love Learning	
Enter your Login ID	
Enter your password Show	
Need Help?	
Login	
If you don't have account, you can Sign up	
KooBits Learning Pte Ltd	ort



https://forms.moe.edu.sg/forms/J69a9r





