



MATHS ALIVE!
Workshop for Parents
Fri, 10 April 2026
(P2)




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

Please **do not** 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.




THE STRAITS TIMES SINGAPORE

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தாத்தா - போன் வயது வித்தியாசம்; ஆனாலும் மலர்ந்தது நெருங்கிய பந்தம்
tamilmunisai.com.sg
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

Elisa Chia

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 to study and become disengaged. By labelling unmotivated kids as lazy, incorrectly implying a flaw in their character.

To support your child's learning at home, you can...

1) 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.

2) 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.

**Joy of
learning
Math
How?**

In Class:

- ★ Factual Fluency
- ★ SSM Activities (CPA Approach)
- ★ JYPS Mathematical strategies
- ★ Maths Around Us
- ★ Thinking Aloud
- ★ Maths Handbook / STAR Hpack
- ★ Blue file / Practice Book
- ★ Maths Exercise Book
- ★ Homelink Pack / Maths Corner



★ Factual Fluency

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





★ Factual Fluency

Why is it useful to master factual fluency

- To attain a level of mastery (to retrieve mathematical facts without conscious effort/attention)
- To attain automaticity - 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.*


$$5 \times 2$$


$$20 \div 5$$

Sustained Support for Maths Activities

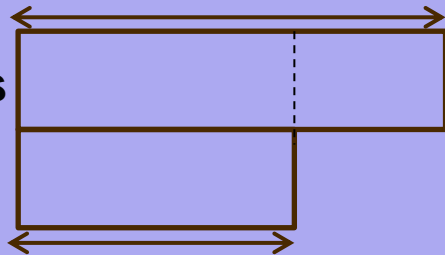
Concrete



Pictorial

marbles

cubes



Abstract

$$200 \text{ g} - 100 \text{ g} = 100 \text{ g}$$

Sustained Support for Maths Activities

What is it?

Activities that provides early success, strong basics and steady progress.

The focus is to provide students the learning experiences from concrete, to pictorial and then to abstract. This involves the use of manipulatives, songs, storybooks and touching on their daily experiences.

Hands-on Activity Sheet

Measuring Length in Metres

1. You need a string which is 1 m long.

Put a ✓ in the correct box.

	Less than 1 m	More than 1 m
My height		
My reach		
Length of my desk		
Breadth of my desk		
Height of my desk		
Height of my chair		

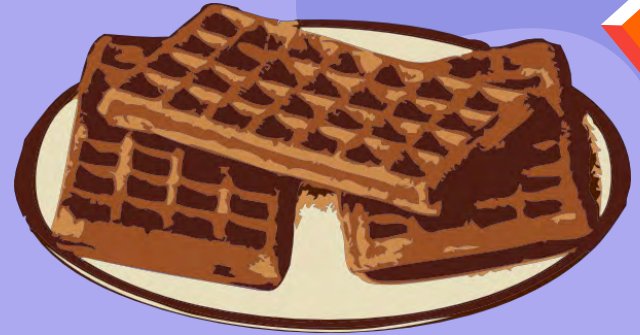
2. You need a string which is 1 m long.

Estimate and then measure the following lengths.

	My estimate	My measure
Length of the whiteboard	about ____ m	about ____ m
Length of the noticeboard	about ____ m	about ____ m
Length of the teacher's table	about ____ m	about ____ m
Length of the window	about ____ m	about ____ m
Width of the door	about ____ m	about ____ m
Distance from the teacher's table to the door	about ____ m	about ____ m



Fractions



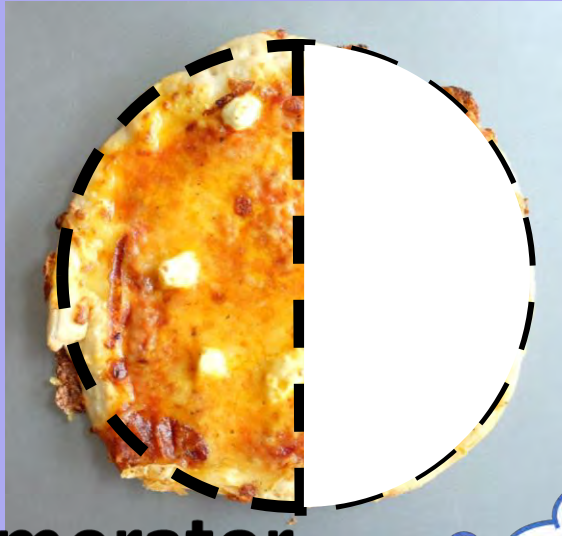
<http://clipart-library.com/>

- The concept of fractions is introduced at Primary 2.
- Use everyday examples to make sense of the language and notation of fractions.
- Students should be able to use and understand the meaning of numerator and denominator when writing fractions.

Introduction to Fractions

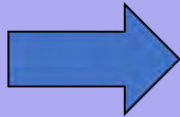


one-half



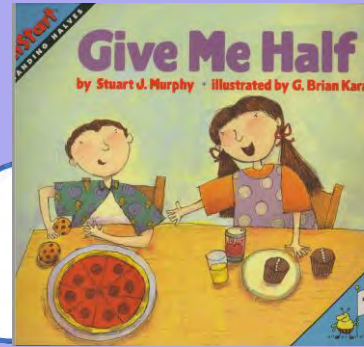
The whole is cut into 2 equal parts.

1

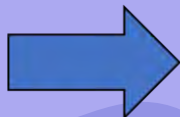


Numerator
(part of the whole)

1 part



2



Denominator
(total number of equal parts)

2 equal parts

Volume

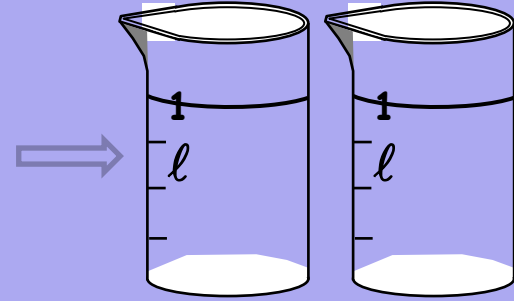
Students are able to:

- ★ Measure volume of water in litres
- ★ Compare and order volumes

Using everyday examples to teach volume.



Do not compare the volume of liquid based on level of the water in the containers.



Use of measuring cylinders to measure volume of liquid in litres.



Mass

Students are able to:





- ★ Measure in kilograms / grams
- ★ Compare and order masses

Using weighing scales for the topic of Mass






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
-  Encourages students to understand alternatives and multiple perspective

What makes you say that?

Look at the following.

Do you measure the mass of each of them in kilograms or grams? Why?

Write the missing unit, g or kg for each of them.



300



4



2

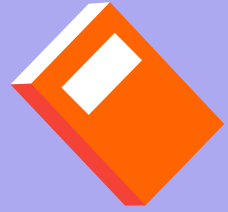


180



25





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.



Thinking Aloud

Popeyes SG App Deals
1 Mar - 15 May 2022

App Code: SICHC

\$11.90
4pc Bundle

- 4pc Chicken
- 2 Tenders
- 1 Lrg Mashed Potatoes

UP5231D

App Code: APP119

Exclusive on Popeyes SG App

APP at all outlets except Popeyes @ Cross Street and The Gallary for dine-in or takeaway only. No choosing of chicken kind of 2/3 in a single bill from 1 Mar to 15 May 2022. Only 1 quantity in a single transaction. Not valid with any other.

Buy 3 Get 1
FREE



I wonder how many sets should I buy for a party of 30?



Thinking Aloud

← from Junyuan Primary School, 2 Tampines Street 91 to Tampines West

7 min (600 m)
via Tampines Street 91 and Tampines Ave 4
Mostly flat

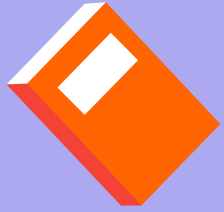
⚠ Use caution—walking directions may not always reflect real-world conditions

Junyuan Primary School
2 Tampines Street 91, Singapore 528906

- ↑ Head southeast on Tampines Street 91
350 m
- ↶ Turn left onto Tampines Ave 4
160 m
- ↷ Slight left onto Tampines Ave 1
48 m

Map labels: Restaurants, Coffee, Groceries, More, Tampines West Community Club, SPC Tampines, Sri Lakshmi Narayana Restaurant, Kraft Kitchen, Zi Zai Vegetarian (Tampines), Junyuan Primary School, Music Dreamz School, Tampines West, Block 92 HDB Tampines, Block 933 HDB Tampines, Tampines GreenGem, Tampines Ave 1, Tampines Ave 4, Tampines Ave 1, Tampines Ave 1, Tampines Ave 1.

<https://www.google.com.sg/maps/dir/Junyuan+Primary+School,+2+Tampines+Street+91,+Singapore+528906/Tampines+West+MRT+Station/@1.3464705,103.9371541,17z/am=t/data=!4m14!4m13!1m5!1m1!1s0x31da3d14ee960ac3:0x212d15b72926a1c9!2m2!1d103.939981!2d1.3479731!1m5!1m1!1s0x31da3d1545bc6f07:0xdba5666c12a8354a!2m2!1d103.9382061!2d1.3455617!3e2>



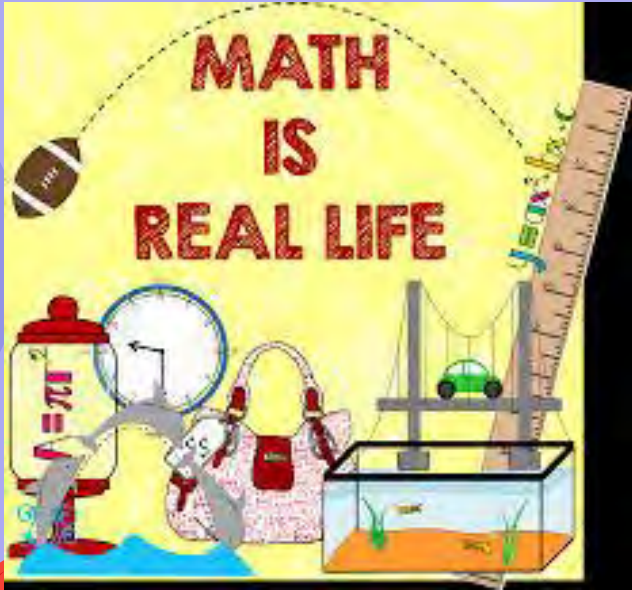
Maths Around Us



★ Provides opportunity for students to articulate their understanding on how the concept is used in real world context



How to make Maths come alive?



**Math is
Everywhere!**



Mass

Maths Around Us

Tom took photos of different weighing scales. What do you think they are used for?



Time

Maths Around Us



source : sgtrains.com



Kung Fu Panda 4 +^

PG *Some Frightening Scenes*

94 minutes



source: <https://www.gv.com.sg/GVMovies>

How many hours and minutes are there in 94 minutes?

Money

Maths Around Us



\$2.90

Freshdrop Green Seedless Grapes
500g



\$1.55

Pasar Sweet Corn
2 per pack

Source:

<https://www.liveyoungandwell.com/reviews/cheap-grocery-singapore/>

<https://www.fairprice.com.sg/>

Money

Where else can we get the children to learn the topic on Money in our daily lives?

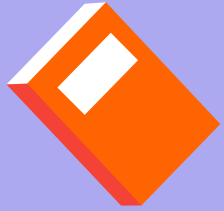
What math skills will we be teaching them?

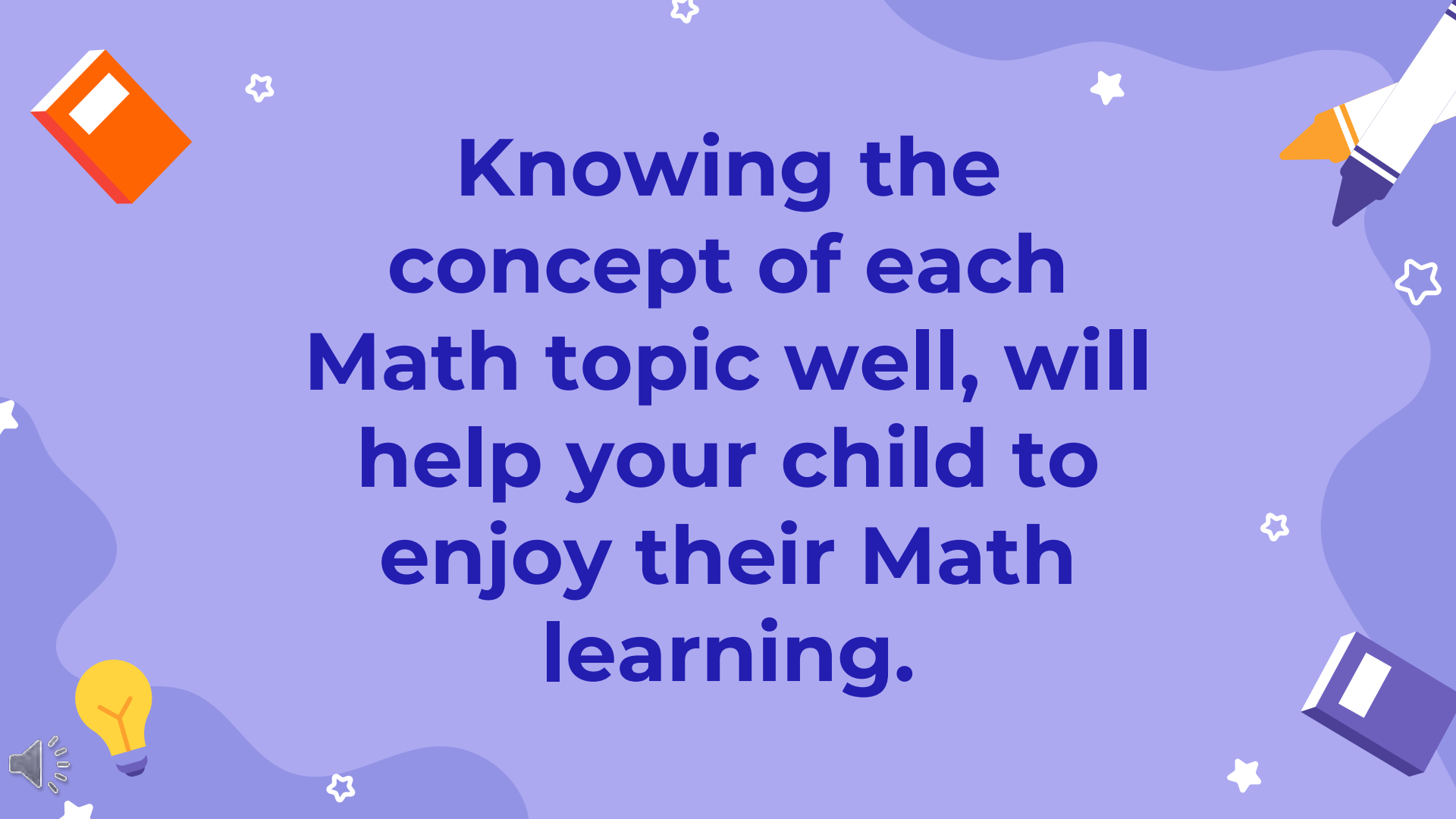
classpoint.app



Short Answer

**Let's take
a short
break!**






**Knowing the
concept of each
Math topic well, will
help your child to
enjoy their Math
learning.**

Addition and Subtraction within 1000

Students able to
add and subtract:

- ★ up to 3-digit numbers
- ★ using algorithm

Addition Poem




Addition

Adds up to 9,
Everything is
fine!


$$\begin{array}{r|l} 532 \\ + 264 \\ \hline 796 \end{array}$$

Renaming

10 or more,
take the
extra and go
next door!

$$\begin{array}{r|l} 43\overset{1+}{6} \\ + 105 \\ \hline 541 \end{array}$$


Subtraction Poem



Subtraction Strategies


More on the
top? No
need to stop!

$$\begin{array}{r} 378 \\ - 45 \\ \hline 333 \end{array}$$

More on the
floor? Go next
door and get 10
more!

$$\begin{array}{r} 356 \\ - 27 \\ \hline 329 \end{array}$$

Is the number the
same? Well zero is
your game!

$$\begin{array}{r} 359 \\ - 59 \\ \hline 300 \end{array}$$


★ Addition & Subtraction

Inappropriate methods that confuse students

(a)

	7	4	3
-	2	8	6

3 10

(b)

	7	4	3
-	2	8	6

- 1



★ Addition & Subtraction

Correct method for subtraction

	7	4	3
-	2	8	6
	4	5	7

Annotations above the table:

- 6 (above the first column)
- 13 (above the second column)
- 3 (above the second column, crossed out)
- 13 (above the third column)



Multiplication Tables of 2, 5 and 10

Students able to build
multiplication table of:




★ 2, 3, 4, 5 and 10

★ Interactive Foldables



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

Working with Feedback (WWF) Symbols

Symbol	What it means to the students
	I understand the feedback given and I know how to act on it.
	I understand the feedback given but I am not sure how to use it to improve on my work. I can get help from my peers or teacher.
	I do not understand the feedback at all.



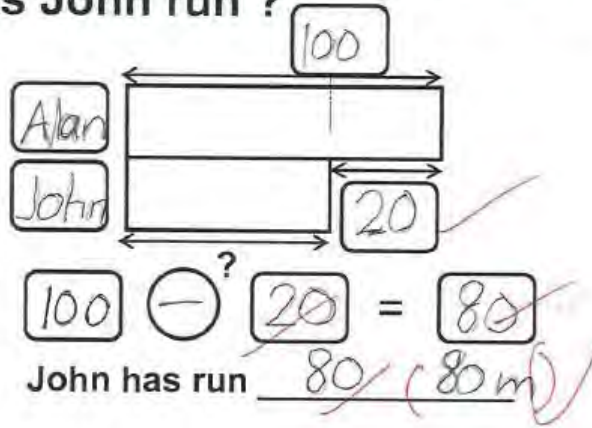


WWF Feedback and COURT Strategies Evidence of Learning

Chapter 3: Length (Word Problems)

John and Alan compete in a 100-m race.
Alan reaches the finishing line and John is 20 m behind
him. How far has John run?

C ✓
O ✓
x4 ✓
r ✓
+ ✓



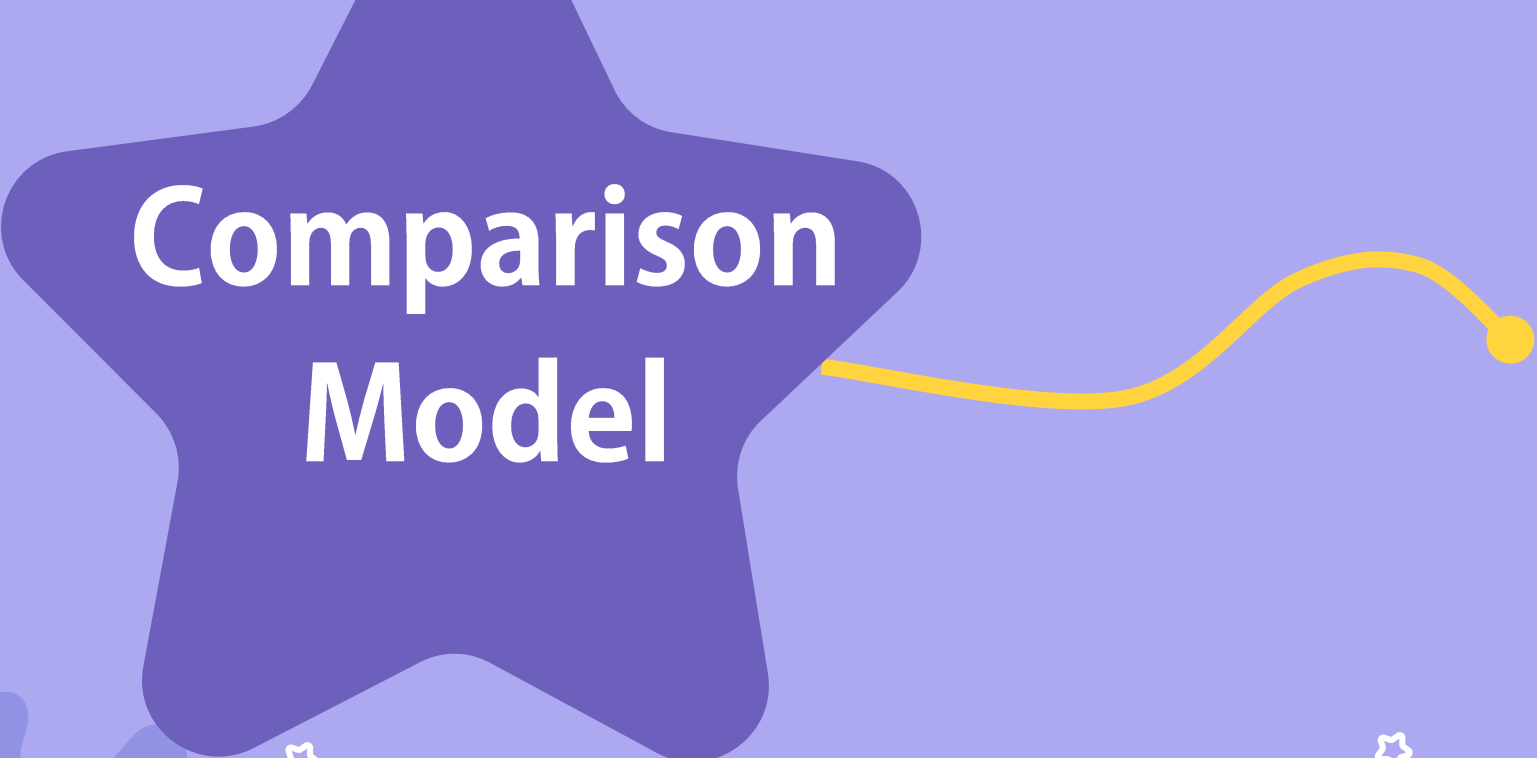
$$\begin{array}{r} 100 \\ - 20 \\ \hline 80 \end{array}$$



★ Problem-Solving Approach: STAR

Model Drawing

Comparison
Model



Problem-Solving Approach: STAR

Comparison Model

Jane has 50 stickers.

Tom has 20 stickers fewer than her.

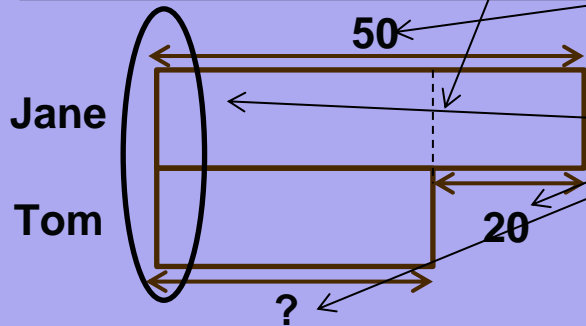
How many stickers does Tom have ?

Dotted line to indicate the difference.

Use the given numbers to label the models and use the question mark to represent the number that you need to find.

Comparison Models to have a common starting line.

Unit with greater value is longer.
Unit with smaller value is shorter.



$$50 - 20 = 30$$

Tom has 30 stickers.

C	✓
O	✓
U	✓
R	✓
T	✓

★ 2-Step Word Problems

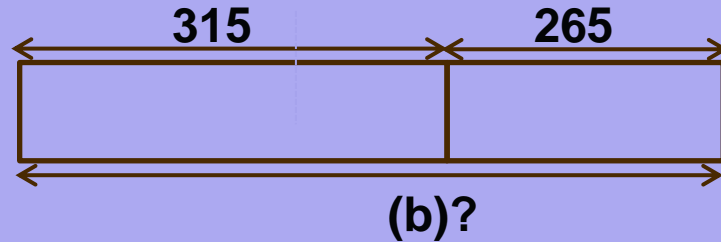
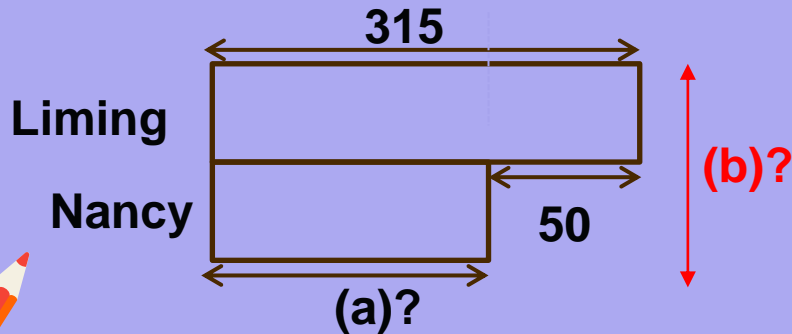
Model Drawing

Break down models for introduction at P2

Liming had 315 shells.

Nancy had 50 shells fewer than Liming.

How many shells did they have altogether ?



$$315 - 50 = 265$$

Nancy had 265 shells.

$$315 + 265 = 580$$

They had 580 shells altogether.

★ 2-Step Word Problems

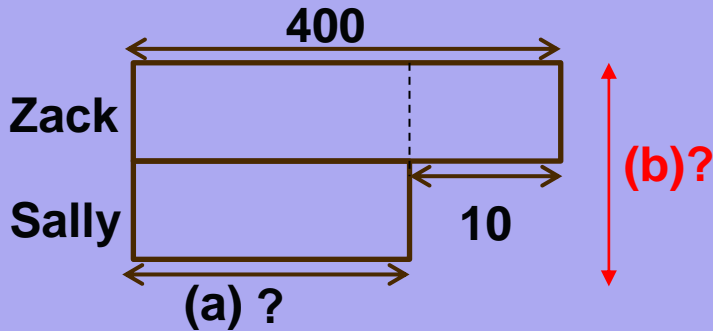
Model Drawing

Break down models for introduction at P2

Zack sold 400 eggs.

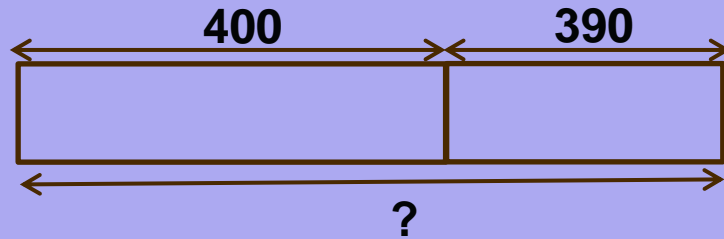
He sold 10 more eggs than Sally.

How many eggs did they sell altogether ?



$$400 - 10 = 390$$

Sally sold 390 eggs.



$$400 + 390 = 790$$

They sold 790 eggs altogether.

★ Multiplication Word Problems

Multiplication



Multiplication Word Problems

GET

Applicable when students are faced with a word problem involving multiplication / division

G – **Number of Groups** which is represented by the number of boxes.

E – **Number of items in Each group** which is represented by the value of each box.

T – **Total value** of all boxes.



★ Multiplication Word Problems

Sherin bought **6** bottles of milk.

Each bottle cost **\$5**.

How much did she **pay altogether?**

6 → **\$5** ?
GET



$$6 \times \$5 = \$30$$

She paid \$30 altogether.

C	✓
O	✓
U	✓
R	✓
T	✓

★ Division Word Problems

Division



★ Division Word Problems

Jane had **32** stickers.

She pasted **8** stickers on each page of her album.

How many pages did she paste her stickers on?

? 8 32

G E T

÷ ÷ X

$$32 \div 8 = 4$$

She pasted her stickers on 4 pages.

C	✓
O	✓
U	✓
R	✓
T	✓

★ Division Word Problems

Let's try this.

There are 30 flowers to be planted into 6 pots.
How many flowers are there in each pot?

6 ? 30

G E T

÷ ÷ X

C	✓
O	✓
U	✓
R	✓
T	✓

$$30 \div 6 = 5$$

There are 5 flowers in each pot.

★ Let's practise together!

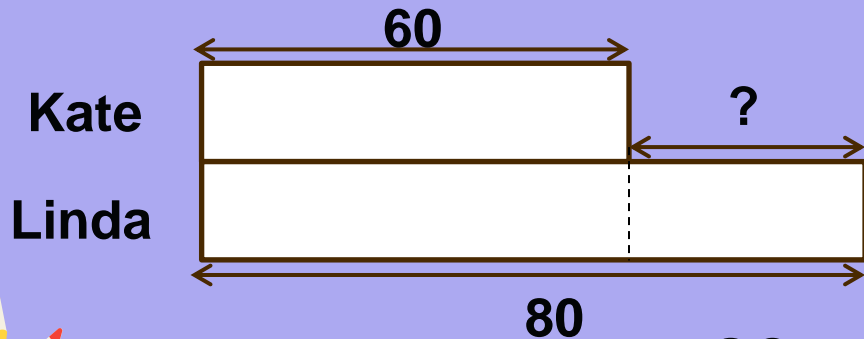
Model Drawing

Comparison Model

Example 1

Kate baked 60 cakes. Linda baked 80 cakes.

How many more cakes did Linda bake than Kate?



$$80 - 60 = 20$$

Linda baked 20 more cakes than Kate.

C	✓
O	✓
U	✓
R	✓
T	✓

★ Let's practise together!

Example 4

Yanlin has 24 chocolate bars.

She puts 4 chocolate bars into the goodie bags equally.

How many goodie bags will she need ?

? 4 24
G E T

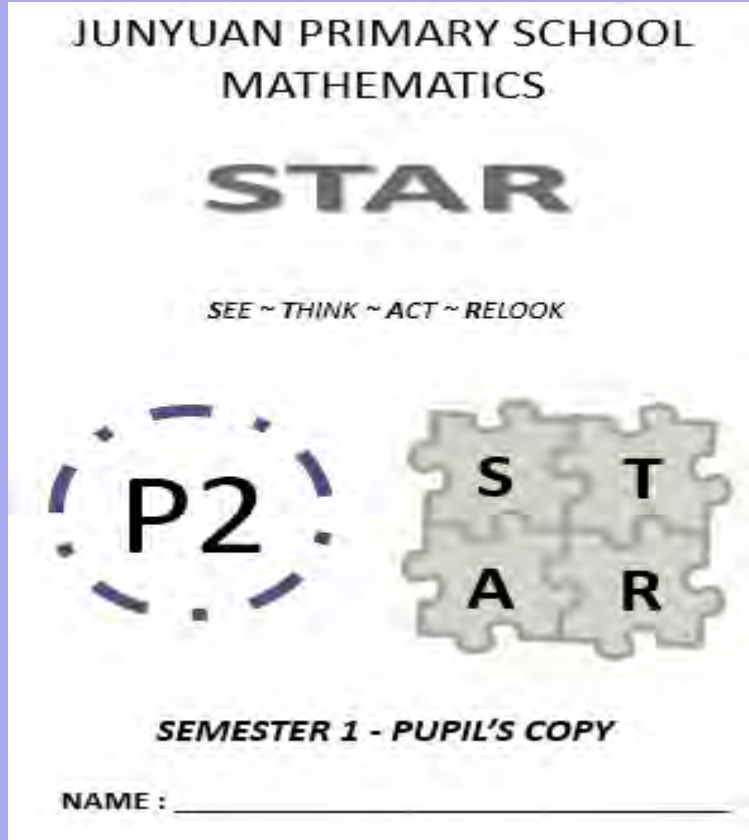
÷ ÷ X

$$24 \div 4 = 6$$

★ She will need 6 goodie bags.

C	✓
O	✓
U	✓
R	✓
T	✓

★ Problem-Solving Approach: STAR



Starts in term 2



Problem-Solving Approach: STAR

Key Questions to ask when solving word problems

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?

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?

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?

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

U – **UNIT**; write the correct unit in the answer

R – **REASONABLENESS**; answer is reasonable 

T – **TRANSFER**; answer correctly onto the
answer space 





Problem-Solving Approach: STAR

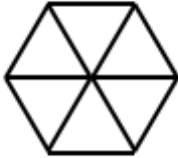


No.	Heuristics
1	Whole Numbers – Act it out
2	Whole Numbers – Working backward
3	Whole Numbers – Look for pattern



Problem-Solving Approach: STAR

The figure below is made up of 12 sticks.
Move 4 sticks to get only 3 triangles.



See (What is given?)

Think (What is my plan?)

	Can I act it out?
	Can I look for a pattern?
	Can I draw a part-whole model?
	Can I draw a comparison model?

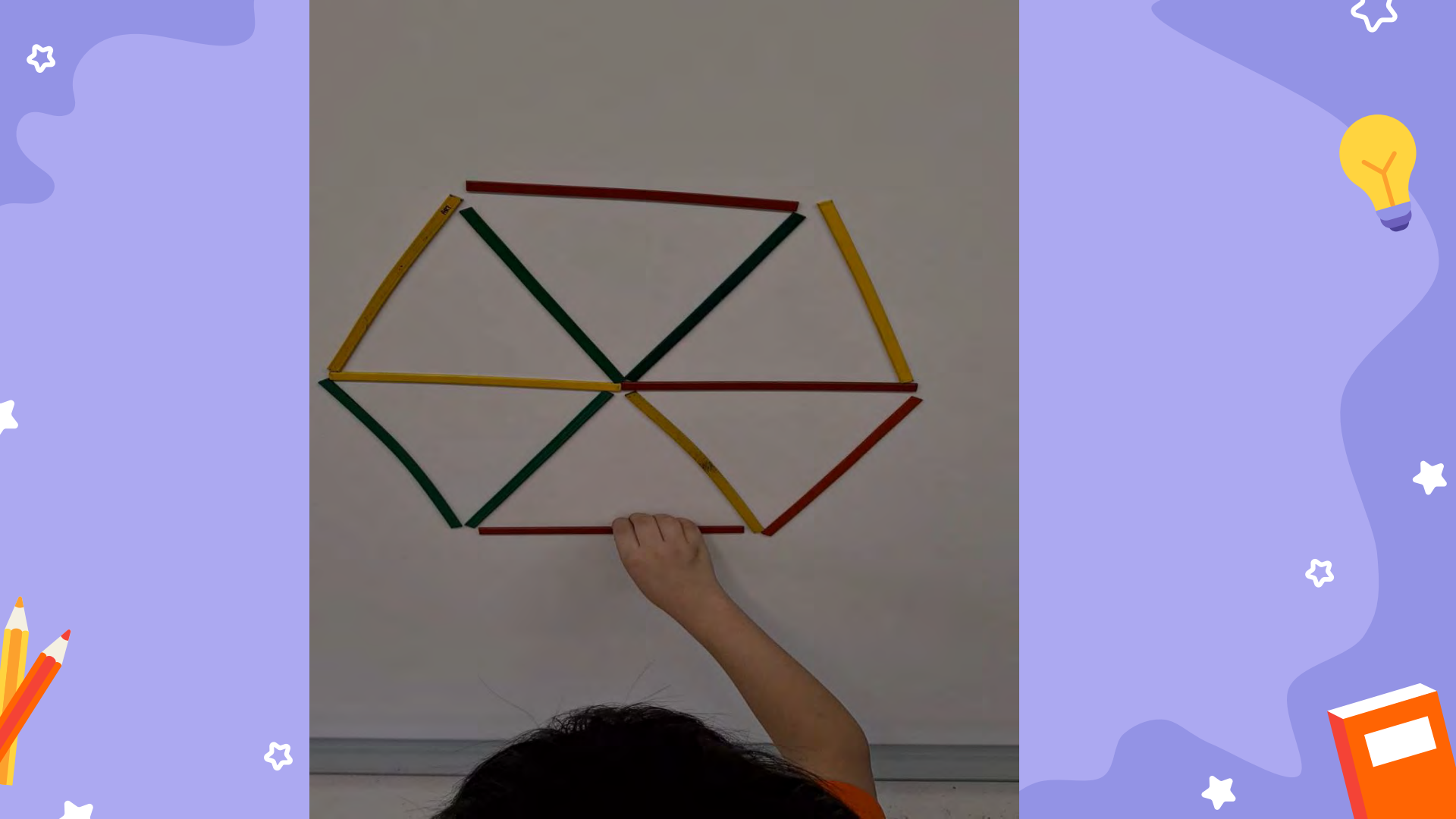
Act (What do I need to do?)

Relook (Reflect and Check)

	C
	O
	U
	R
	T

Act it out

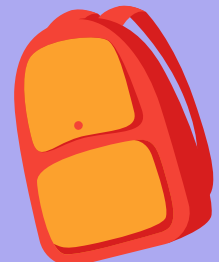






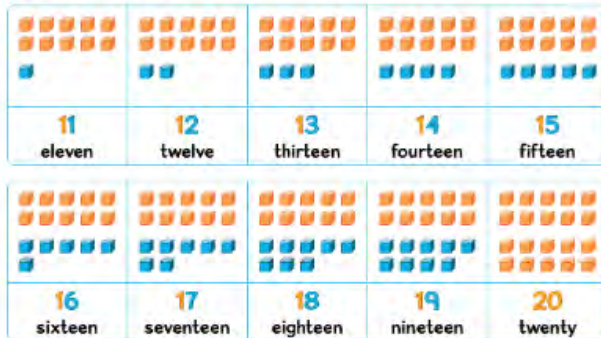
Partnership in action

- ★ Let your child strengthen their Math concepts and Math skills using Math Textbook and JYPS Handbook
- ★ 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



What Have I Learnt?

1 Count to 20.



2 Count by **making a group of 10** first.

10 cakes

10 11 12

$10 + 2 = 12$

10 and 2 make 12.

There are 12 cakes.

3 Compare and order numbers.



There are 8 **fewer** yellow cubes **than** purple cubes.
There are 8 **more** purple cubes **than** yellow cubes.



The **greatest** number is 19.

The **smallest** number is 7.

I arrange the numbers beginning with the greatest:
19, 15, 10, 7.



I arrange the numbers beginning with the smallest:
7, 10, 15, 19.



 **Junyuan Primary School**
Mathematics Handbook

Primary 2
(Term 1)





Name: _____


Class: Pr 2 _____



Maths HB





Maths Handbook (HB) is created to help summarise important concepts students need to attain in each topic for each term.



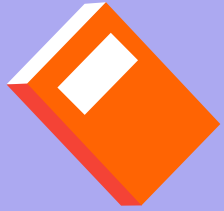
Provides students a form of revision. Some teachers keep the Maths HB in school for students to revise when they have completed their work.



File handbook into the orange file





Orange file is to be kept at home for revision/ in locker as fillers to do in class.



Blue File



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



JUNYUAN PRIMARY SCHOOL
MATHEMATICS FILE
Semester 1 2022

CENTRE MF-835
6921468720324

Class: _____
Name: _____

School: _____
Subject: _____

Worksheet	Filed	Teacher's Remarks
Numbers to 10		
Activity 1 : Comparing Numbers (1)		
Activity 2 : Comparing Numbers (2)	✓	
Addition & Subtraction within 10		
Addition : Activity Sheet 1		
Subtraction : Activity Sheet 1	✓	
Shapes		
Activity Sheet 1		
Activity Sheet 2	✓	
Activity Sheet 3		
Activity Sheet 5		
Ordinal Numbers		
Activity Sheet 1 : Order of Objects (1)		
Activity Sheet 2 : Order of Objects (2)		
Activity Sheet 3 : Sequence of Activities		



Signature (Term 1): _____

Date: 16-03-2022

JUNYUAN PRIMARY SCHOOL

JUNYUAN PRIMARY SCHOOL
MATHEMATICS FILE
Semester 1 2022

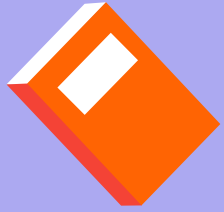
Name: _____

s/n	Worksheet	Filed	Teacher's Remarks
Numbers to 10			
1	Activity 1 : Comparing Numbers (1)		
2	Activity 2 : Comparing Numbers (2)	✓	
Addition & Subtraction within 10			
3	Addition : Activity Sheet 1		
4	Subtraction : Activity Sheet 1	✓	
Shapes			
5	Activity Sheet 1		
6	Activity Sheet 2	✓	
7	Activity Sheet 3		
8	Activity Sheet 5		
9	Activity Sheet 6		
10	Activity Sheet 8		
11	Activity Sheet 10		
Ordinal Numbers			
12	Activity Sheet 1 : Order of Objects (1)		
13	Activity Sheet 2 : Order of Objects (2)		
14	Activity Sheet 3 : Sequence of Activities		

Parent's Signature (Term 1): _____

Date: 16-03-2022

SUBJECT FILE



Practice Book



Students demonstrate understanding of concept learnt.

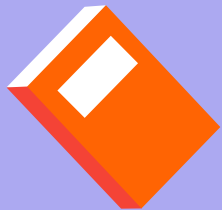


Incomplete correction is indicated either at the front or back of the practice book.



Parent's signature after every chapter





Correction tracking



Math Practise Book 2A Corrections

Chapter 1 - Numbers to 1000
I have noted my child's work. Parent's signature

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16				

Chapter 2 - Addition and Subtraction Within 1000
I have noted my child's work. Parent's signature

17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46
47	48	49	50	51	52	53	54		

Review 1
I have noted my child's work. Parent's signature

55	56	57	58	59	60				
----	----	----	----	----	----	--	--	--	--

Chapter 3 - Length
I have noted my child's work. Parent's signature

61	62	63	64	65	66	67	68	69	70
----	----	----	----	----	----	----	----	----	----

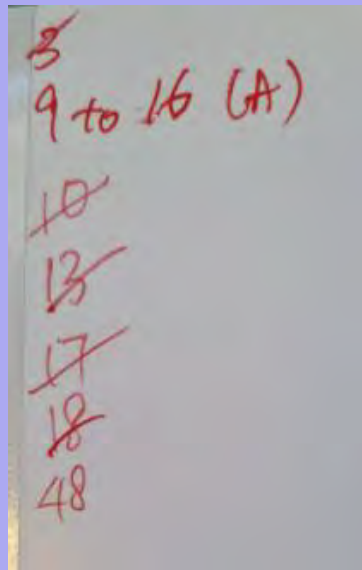
Chapter 4 - Multiplication and Division
I have noted my child's work. Parent's signature

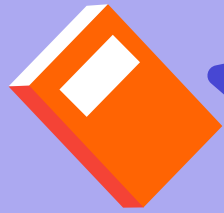
71	72	73	74	75	76	77	78	79	80
81	82	83	84						

Chapter 5 - Multiplication Tables of 2, 5 and 10
I have noted my child's work. Parent's signature

85	86	87	88	89	90	91	92	93	94
95	96	97	98	99	100	101	102	103	104

Review 2



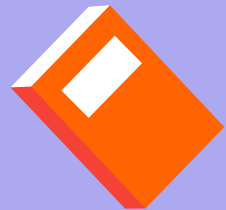


Maths Exercise Book



Students practise Maths concepts taught.

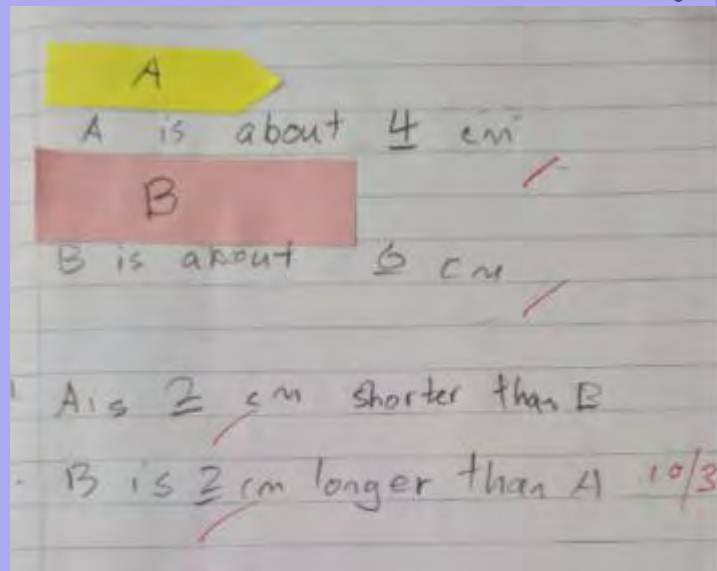
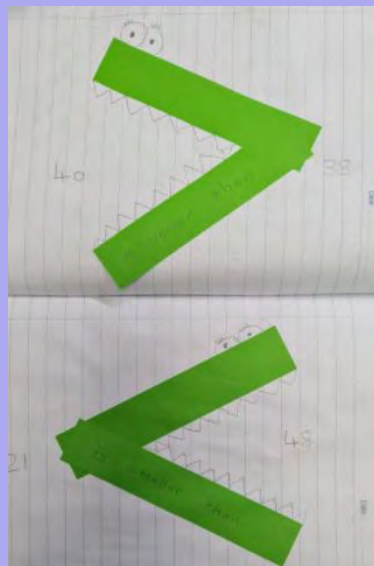




Maths Exercise Book



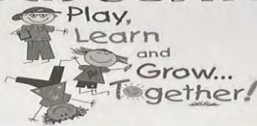
91 nearly one	92	93	94	95	96	97	98	99	100 one hundred
81 eighty one	82	83	84	85	86	87	88	89	90 ninety
71 seventy one	72	73	74	75	76	77	78	79	80 eighty
61 sixty one	62	63	64	65	66	67	68	69	70 seventy
51 fifty one	52	53	54	55	56	57	58	59	60 sixty
41 forty one	42	43	44	45	46	47	48	49	50 fifty
31 thirty one	32	33	34	35	36	37	38	39	40 forty
21 twenty one	22	23	24	25	26	27	28	29	30 thirty
11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen	16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty
1 one	2 two	3 three	4 four	5 five	6 six	7 seven	8 eight	9 nine	10 ten



Mathematics Corner



Math Corner



twenty

thirty

forty

fifty

sixty

seventy

eighty

ninety

one hundred

smaller

smallest

greater

greatest

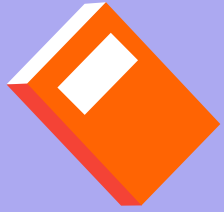
value

stands for



Math Corner







Homelink Pack

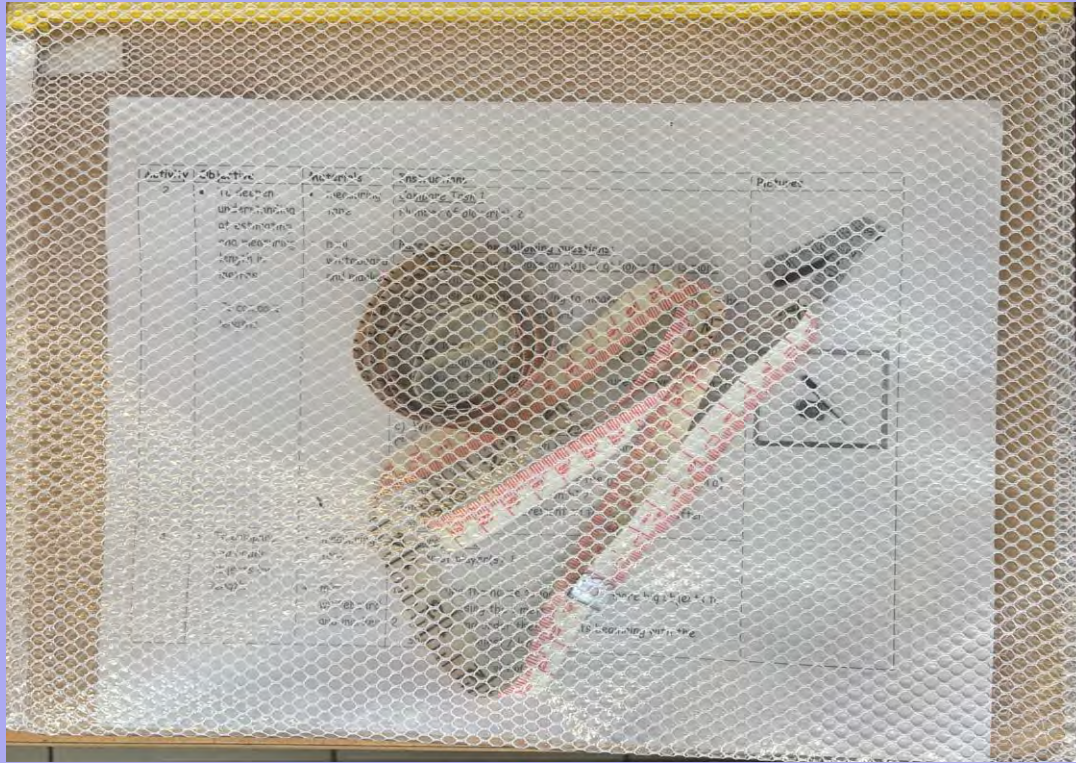
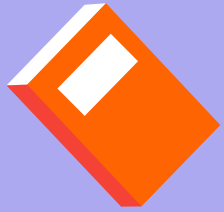


HOMELINK is a package designed to allow students to make use of class manipulatives at home to reinforce the concepts they have learnt in school. Parents are encouraged to play the games or do the activities at home with their children. The manipulatives are kept in their yellow zipped file before they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



Topic : Multiplication Tables of 2,5 & 10 (Individual student pack)

Activity	Objective	Materials	Instructions	Pictures
1	<ul style="list-style-type: none">To remember the Multiplication and Division Tables well	Multiplication and Division cards	<p>Number of players: 2</p> <ol style="list-style-type: none">Player 1 shows the Multiplication Tables card to Player 2.Player 2 to give his/her answer for the Multiplication or Division equation shown.If the answer is correct, put the card faced down.For wrong answer, faced <u>up</u>At the end of the session, count the numbers of cards faced down (the coloured side of the card). Record the total number of the cards.Take note of the equations faced up and learn the Multiplication tables again.Repeat the process for Player 2.	 





Empower Students to be Self Directed Learners via SLS

★ Student Learning Space (SLS)

MOE Library My Drive User Guide

Class Groups To Do

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

Search in MOE Library

Search for resources

GUIDED SEARCH

Subject 7 Select Subject Level Select Level FILTER 3 X

MOE Library Lessons & Courses Subject 7 Primary 2 APPLY

★ Student Learning Space (SLS)

The P2 students have SLS lessons for **Maths Around Us** – For example, P2: Multiplication, Volume.

Parents are encouraged to help their children to work on these SLS lessons.

Things that come in twos, fives and tens

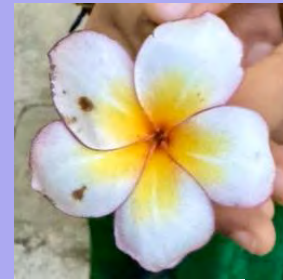
[View All](#)

What other things around you come in twos, fives or tens? Take **at least 3 pictures** of things that come in twos, fives or tens.

Hint:

You may go to the kitchen, your bedroom, living room, garden, around the neighbourhood and look for things that come in twos, fives or tens.

Look at the instructions below to upload your pictures.

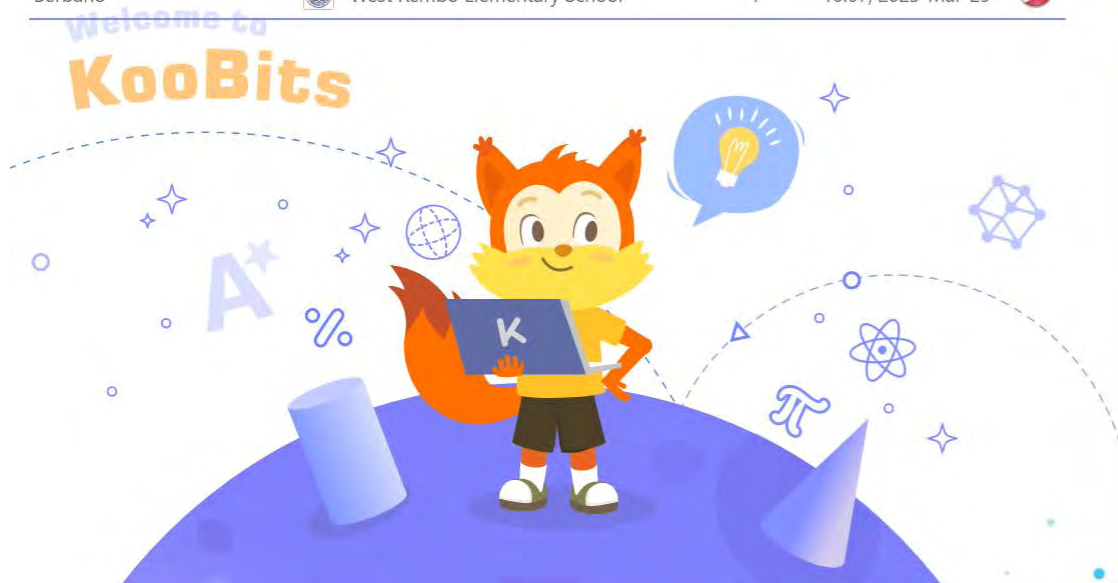


KooBits

member.koobits.com

Latest CP Submitted

Name	School	Latest CP	Submission Time
Basco, *****	 UST Angelicum College	3	10:07, 2023-Mar-29 
Papa, L*****	 Cembo Elementary School	1	10:07, 2023-Mar-29 
Ahmed U*****	 Madrasah Wak Tanjong Al-Islamiah	2	10:07, 2023-Mar-29 
Berbano*****	 West Rembo Elementary School	1	10:07, 2023-Mar-29 



Parent App | Teacher App



 | Love Learning 

Log in details can be found in [student's diary pg 173](#)

[Need Help?](#)

Login

If you don't have account, you can

[Sign up](#)

KooBits Learning Pte Ltd

 Support



Joewen Teo

Junyuan Primary School

0 XP



Brain Games



Events



Story



Daily Challenge
10 personalized questions per day

Start

Mission

Multiplayer

Assignment



0
Total CPs



1000
KoKo Credits



Daily Bonus



Switch to Teacher



Daily Challenge



Daily Challenge - Math

10 personalized questions per day


Opening Hours:

6am to 10pm, Monday to Saturday

Total Qns

10

Rewards

 17 CPs (Full Score)

Start Challenge



Super Vision Challenge

Opening Hours:

6am to 10pm, Monday to Saturday

Score of the Week

 0

Start Challenge



Super Speed Challenge

Opening Hours:

6am to 10pm, Monday to Saturday

Score of the Week

 0

Start Challenge



Joewen Teo

Junyuan Primary School

0 XP



Brain Games



Events



Story

Daily Challenge

10 personalized questions per day



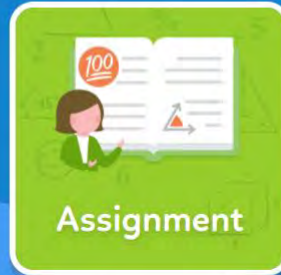
Start



Mission



Multiplayer



Assignment



0

Total CPs



1000

KoKo Credits



Daily Bonus

Dr. Miko is asking you...



Switch to Teacher



KooBits Brain Games





Joewen Teo

Junyuan Primary School

0 XP



Daily Challenge

10 personalized questions per day



Start



Brain Games



Events



Story

Mission

Multiplayer

Assignment



0

Total CPs



1000

KoKo Credits



Daily Bonus

Dr. Miko is asking you...



Switch to Teacher



[Back](#)


Click Practice Button to Start! (Total 216 skills)

Proficiency %

High Score ★★★

★ 0 / 54

Numbers to 1000

Numbers to 1000

Numbers to 1000 (High Ability)

Addition & Subtraction within 1000

Addition & Subtraction within 1000 (High Ability)

Length

Multiplication and Division

Multiplication Tables of 2, 5 and 10

Mass

Time

Measurement (High Ability)

Models

Models (High Ability)

Multiplication Tables of 3 and 4

Multiplication & Division (High Ability)

Money

	High Score	Skill Name	Difficulty	Tutorial
1	☆☆☆	Use base ten blocks to read and write numbers to 1000	🔥🔥🔥	Practice
2	☆☆☆	Count on by 1s to 1000	🔥🔥🔥	Practice
3	☆☆☆	Count on by 10s to 1000	🔥🔥🔥	Practice
4	☆☆☆	Count on by 100s to 1000	🔥🔥🔥	Practice
5	☆☆☆	Compare numbers to 1000	🔥🔥🔥	Practice
6	☆☆☆	Identify the greatest or the smallest number from a given number list	🔥🔥🔥	Practice
7	☆☆☆	Identify odd and even numbers	🔥🔥🔥	Practice
8	☆☆☆	Write numbers to 1000 in numerals	🔥🔥🔥	Practice
9	☆☆☆	Write numbers to 1000 in words	🔥🔥🔥	Practice
10	☆☆☆	Use place value charts to show numbers to 1000	🔥🔥🔥	Practice



Joewen Teo

Junyuan Primary School

0 XP



Daily Challenge

10 personalized questions per day



Start



Brain Games



Events



Story



0

Total CPs



1000

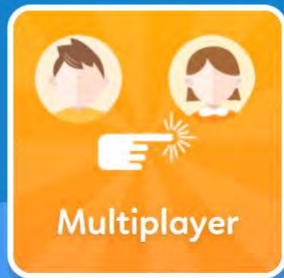
KoKo Credits



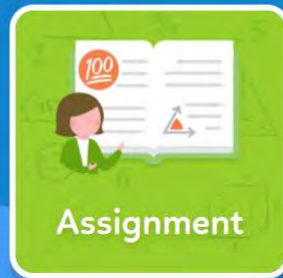
Daily Bonus



Mission



Multiplayer



Assignment



Switch to Teacher

Dr. Miko is asking you...



1) Q & A

2) Feedback

<https://go.gov.sg/mathalive2026>



Thank you!

