MATHS ALIVE! Workshop for Parents Fri, 11 April 2025 (P2)



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



THE STRAITSTIMES

SINGAPORE

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தாத்தா - பேரன் வயது வித்தியாசம்; ஆனாலும் மலர்ந்தது நெருங்கிய பந்தம் tamlimunasu.com.sg மேலும் அற

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 ISTOCKPHO



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...

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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. 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.



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 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.





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 hinge on the principles of 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 \checkmark in the correct box.

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	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		

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



SSM

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Fractions





- 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.



Volume Students are able to: Measure volume of water in litres Compare and order volumes

Using everyday examples to teach volume.



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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.



Using weighing scales for the topic of Mass



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





SSN

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





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

Thinking Aloud

W Restaurants

from Junyuan Primary School, 2 Tampines Stree... to Tampines West

7 min (600 m)

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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



E Groceries

Q More

₽ Coffee

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

Around Us

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

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How to make Maths come alive?

MATH

REAL LIFE

Math is Everywhere!



Mass

Maths Around Us

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



Maths Around Us

HarbourFront	Arriving in
HarbourFront	3 mins
Destination Platform B	5 mins
Dhoby Ghaut	Arriving in
Marina Bay	Arrived
18:58:02	3 mins

source : sgtrains.com

Time



Kung Fu Panda 4 +^



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

How many hours and minutes are there in 94 minutes?



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!

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

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Addition and **Subtraction within 1000**

Students able to add and subtract: up to 3-digit numbers using algorithm


Addition & Subtraction Inappropriate methods that confuse



Multiplication Tables of 2, 5 **and 10** Students able to build multiplication table of: +2, 3, 4, 5 and 10



Theractive Foldables



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Problem-Solving Approach: STAR Model Drawing

Comparison Model



Problem-Solving Approach: STAR Comparison Model



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

С

0

U

R

 \checkmark

 \checkmark

 \checkmark

Dotted line to indicate the difference.

50←

Jane

Tom

Tom has <u>30</u> stickers.

Comparison Models to have a common starting line.

Unit with greater value is longer. Unit with smaller value is shorter. **2-Step Word Problems**

 Model Drawing

 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 ?



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 ?



Multiplication Word Problems

Multiplication

Multiplication Word Problems

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 lens in Each group which is

represented by the value of each box.

Multiplication Word Problems

Sherin bought 6 bottles of milk. Each bottle cost \$5 [▶]**6**→\$5 ? GE' How much did she pay altogether? С \checkmark \mathbf{O} 6 x \$5 = \$30 \checkmark U She paid <u>\$30</u> altogether. R \checkmark

Division Word Problems

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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? ? 832 GET С 0 5 U \checkmark ÷÷X $32 \div 8 = 4$ R \checkmark She pasted her stickers on <u>4</u> pages. Т \checkmark

Content Division Word Problems

Let's try this. There are <u>30 flowers</u> to be planted into <u>6 pots</u>. <u>How many flowers are there in each pot</u>?

6 ? 30

GET

С

 \mathbf{O}

U

R

 \checkmark

$30 \div 6 = 5 \qquad \div \cancel{\times} \cancel{\times}$ There are <u>5</u> flowers in each pot.



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 **GET** С \checkmark 0 \checkmark ÷÷Χ $24 \div 4 = 6$ U \checkmark R \checkmark She will need 6 goodie bags. Т

Problem-Solving Approach: STAR

JUNYUAN PRIMARY SCHOOL MATHEMATICS



SEE ~ THINK ~ ACT ~ RELOOK



SEMESTER 1 - PUPIL'S COPY

NAME :

Starts in term 2

23

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

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)

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- 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 OPERATION; use the correct operation U – UNIT; write the correct unit in the answer R – REASONABLENESS; answer is reasonable *

– TRANSFER; answer correctly onto the ²³

27

answer space

Problem-Solving Approach: STAR

No. Heuristics

2

1 Whole Numbers – Act it out

2 Whole Numbers – Working backward

43

3 Whole Numbers – Look for pattern

Problem-Solving Approach: STAR

The figure below is made up of 12 sticks. Move <u>4</u> 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?

Relook (Reflect and Check)



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Act (What do I need to do?)





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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

How to understand the Math concepts better

What Have | Learnt?

Count to 20.

11	12	13	14	15
eleven	twelve	thirteen	fourteen	fifteen
16	17	18	19	20
sixteen	seventeen	eighteen	nineteen	twenty

Count by making a group of 10 first.



Compare and order numbers.

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





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

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



Nar	ne: K Semester 1	S FILE	
s/n			
	Worksheet	Filed	Teacher's Remarks
1	Activity 1 . C	0 10	
2	Activity 2 Comparing Numbers (1)	~	
-	Comparing Numbers (2)	V	
3	Addition & Subtracti	on within 10	A State of the sta
4	Addition : Activity Sheet 1	V	
-	Subtraction : Activity Sheet 1	~	
5	Shapes	Constant and	L. Contra
0	Activity Sheet 1	K	
6	Activity Sheet 2		
7	Activity Sheet 3		
8	Activity Sheet 5		
9	Activity Sheet 6		
10	Activity Sheet 8		-
11	Activity Sheet 10		
1	Ordinal Nurr	ibers	THE PAST
2	Activity Sheet 1 : Order of Objects (1)		
3	Activity Sheet 2 : Order of Objects (2)		
1	Activity Sheet 3 : Sequence of Activities		

Parent's Signature (Term 1) :

Date: 16-03-2022



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



Correction tracking

			Mat	h Proctu	or Book 2	LA Carro	Tiggi		
Chapter 1 Nove no	1 - Nikardi Tabil Roy Ch	Here to 11	***	ALETE!	Bar (2	ah.	2	
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11	-tit	15	14	15	10				1

Chapter 2 - Addition and Subtraction Within 1000

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			Contraction of the local sectors of the local secto			

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37	38	- 3.9	40	(31)	10	45	44	45	106
10	40	49	50	51	-52	53	(54)	120	100

Review I

\$

[[1004.00]	Ind my d	NAS WITH.	Pa	NULLES	noture	
35	50	1/10	(88)	19	40	

Chapter 3 - Length

Theye no!	test my ch	ala's mork.	Fo	nut sag	anturie				
10	62	-63	-64	-65	66	67	-58	69	

Chapter 4 - Multiplication and Division

I have noted my shilds work Furant's signature

71	72	73	74	78	.76	77	78	.79	BO
81	38	83	84			10000			

Chapter 5 - Multiplication Tables of 2, 5 and 10

Enous noted my child's work. Forent's superior

85	Bó	67	88	89	90	91	92	93	- 24
95	96	97	90	99	100	303	102	103	104

Barren 7

9 to 16 (A)

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Maths Exercise Book

Students practise Maths concepts taught.

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Maths Exercise Book

91	92	93	94	95	96	97	98	99	100
03		-	-	-	-	-	-		hadrad
-101 -101-	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61 	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16 surteen	17	18	19	20 Invitiv
1	2	3 three	4 four	5	6	7	8 sight	9 nine	10 +er



A is about 4 cm is about & cru 2 sm Shorter than B Ais 13 is 2 cm longer than A 10/3

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Math Corner



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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 button 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	• To remember the Multiplication and Division Tables well	Multiplication and Division cards	 Number of players: 2 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 up 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. 	18 ÷ 2 5




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

 $\langle \mathcal{I} \rangle$

your Class Groups page.

Search in MOE Library



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 <mark>at least 3 pictures</mark> of things that come in twos, fives or tens.

Hint:

23

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.



2



member.koobits.com

Latest CP Submitted

















Primary Change 2 Level	📩 0 / 54	Numbers to 1000			Proficiency High Score % ★★★
		High Score	Skill Name	Difficulty	Tutoria)
Numbers to 1000	1		Use base ten blocks to read and write numbers to 1000	1000	Practice
lumbers to 1000 (High Ability)					
ddition & Subtraction within 000	2		Count on by 1s to 1000	1000	Practice
Addition & Subtraction within 1000 (High Ability)	3		Count on by 10s to 1000	1 1117.	Practice
ength			C	10000	(array)
Iultiplication and Division	4			100	Proctice
Iultiplication Tables of 2, 5 and 0	5		Compare numbers to 1000	Inn	Practice
lass	-		I doot fir the accepted as the smallest our has from a given our has list		Consisting (
ime	0		identity me greatest or me smallest nomber from a given nomber itst	1000	Procince
easurement (High Ability)	7		Identify odd and even numbers		Proctice
odels				•nara	
odels (High Ability)	8		Write numbers to 1000 in numerals	1111	Practice
ultiplication Tables of 3 and 4					
ultiplication & Division (High bility)	9		Write numbers to 1000 in words	ji m	Practice
loney	10		Use place value charts to show numbers to 1000	- Ann	Dractice



1) Q & A

2) Feedback

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





