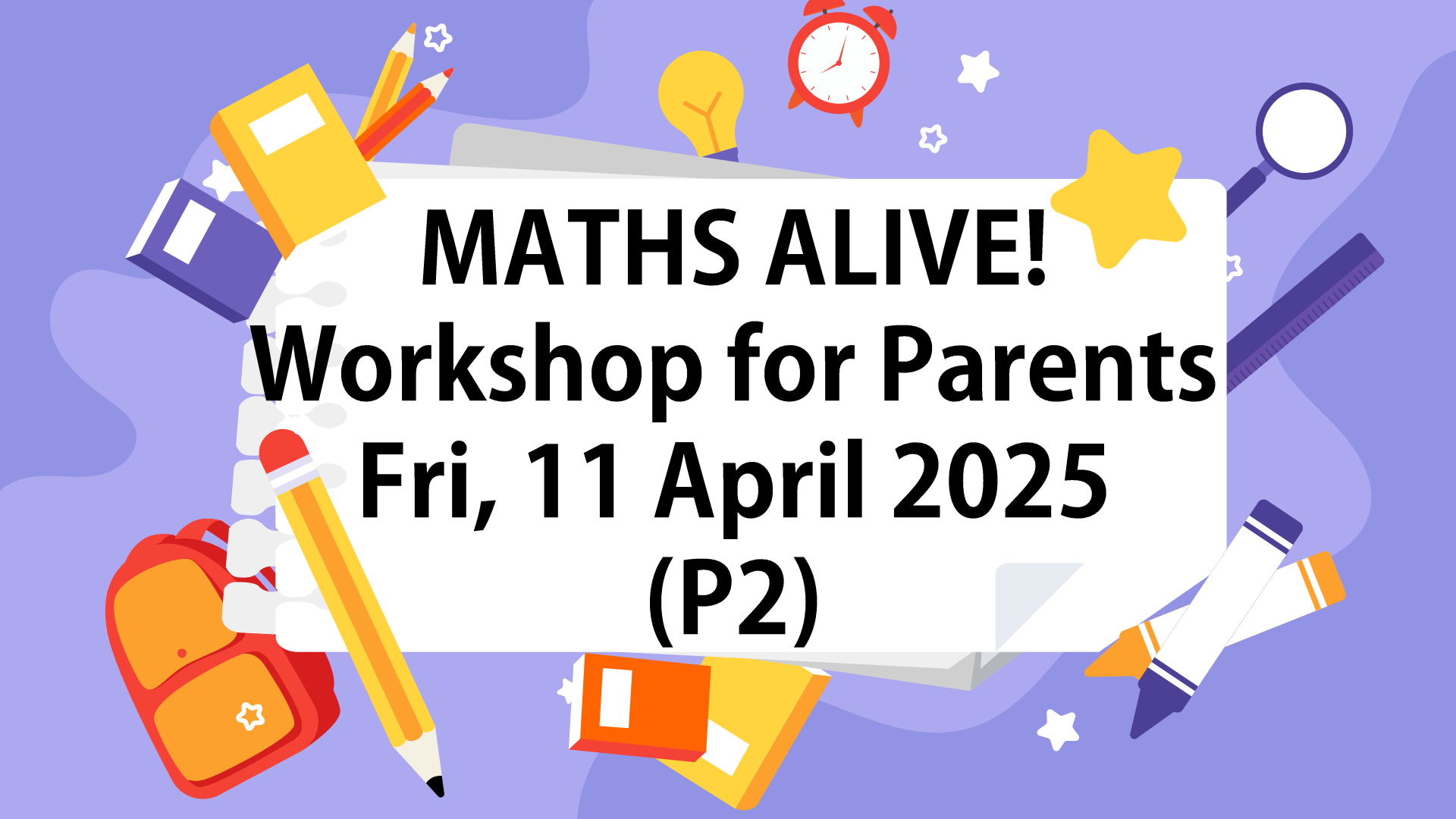

MATHS ALIVE!
Workshop for Parents
Fri, 11 April 2025
(P2)

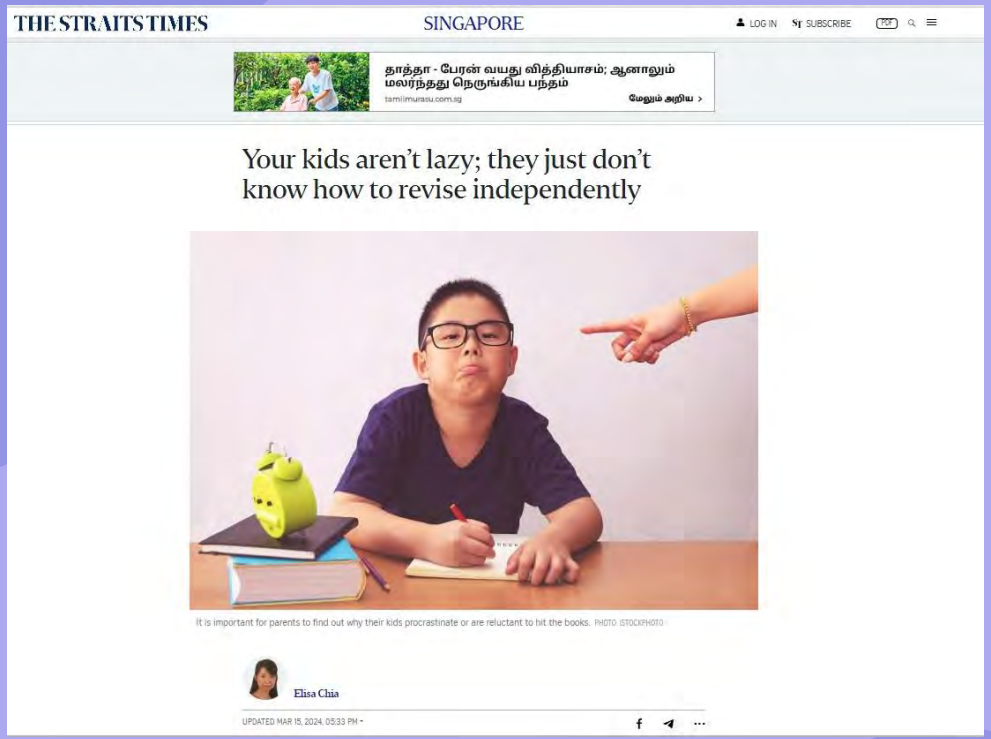
The materials shared in today's workshop are under the property of Junyuan Primary School, Mathematics Department.

Please **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.



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.

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

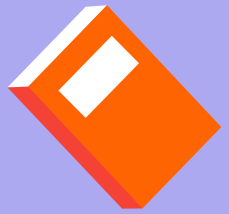
Factual Fluency

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.*

5 x 2




$$20 \div 5$$

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

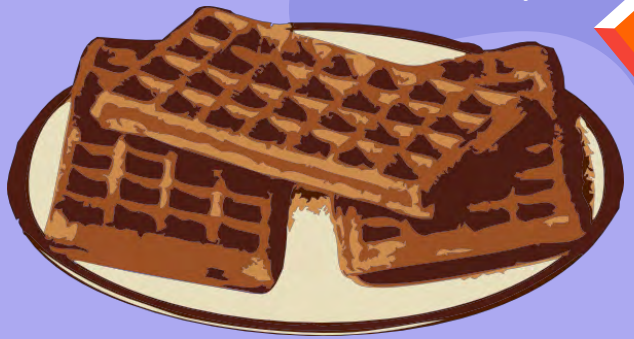
1. You need a string which is 1 m long.
   Put a ✓ in the correct box.

	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

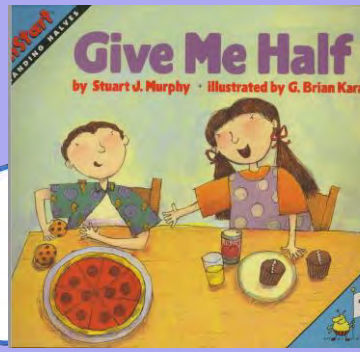
The whole is cut into 2 equal parts.

$\frac{1}{2}$

1 → **Numerator**
(part of the whole)

2 → **Denominator**
(total number of equal parts)

1 part



2 equal parts

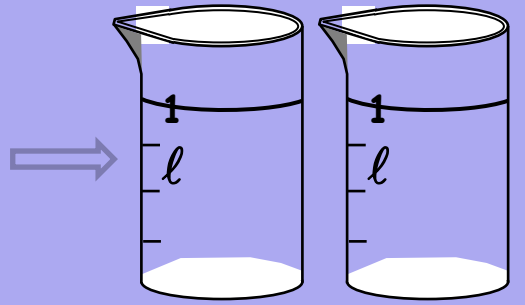
Volume

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.



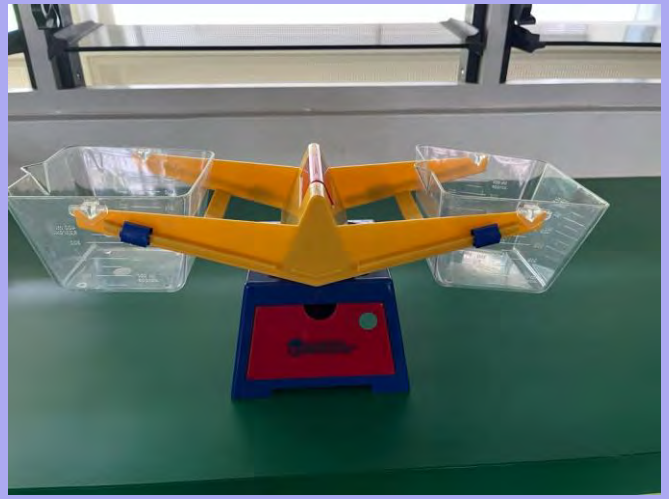
Use of measuring cylinders to measure volume of liquid in litres.

Mass

Students are able to:

- Measure in kilograms / grams
- Compare and order masses

Using weighing scales for the topic of Mass



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
- 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 ____

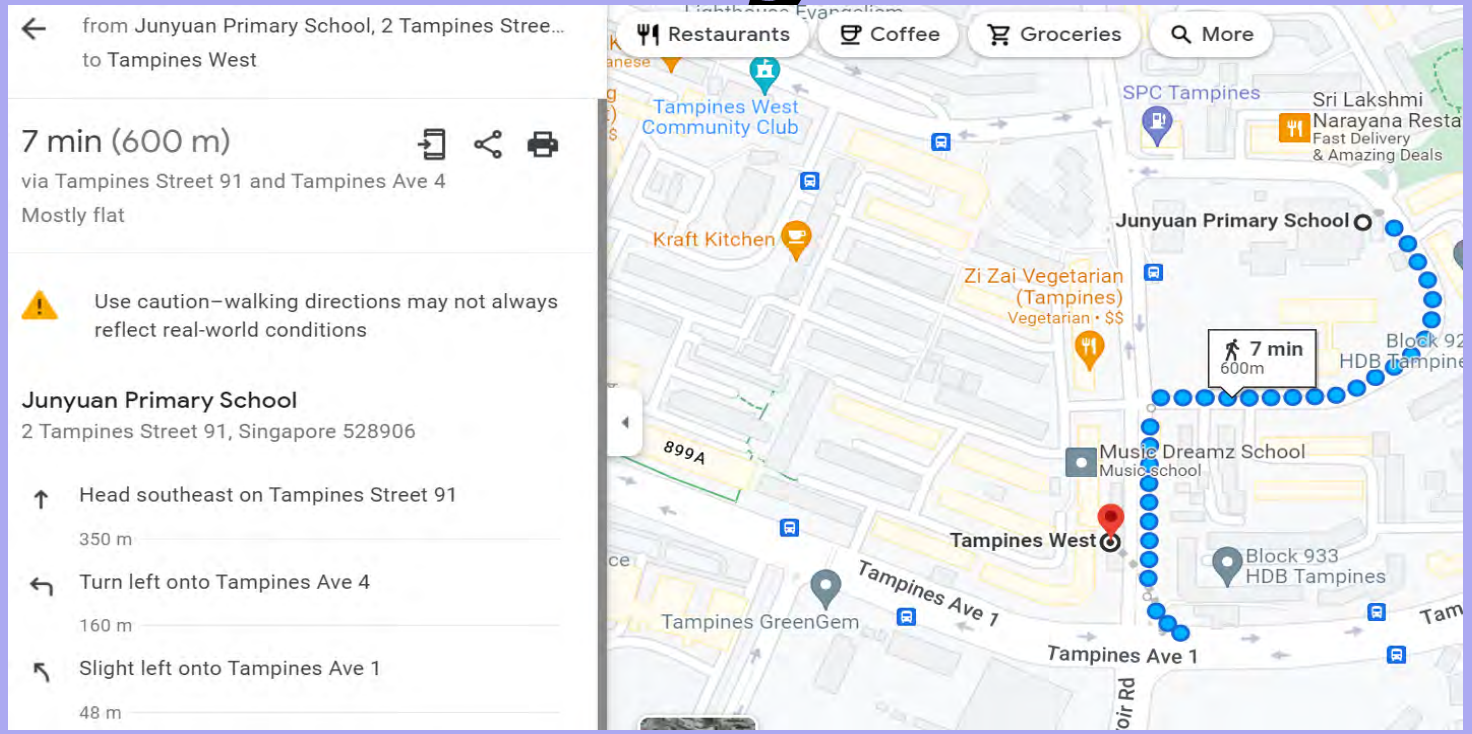
Thinking Aloud

- 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

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

Thinking Aloud

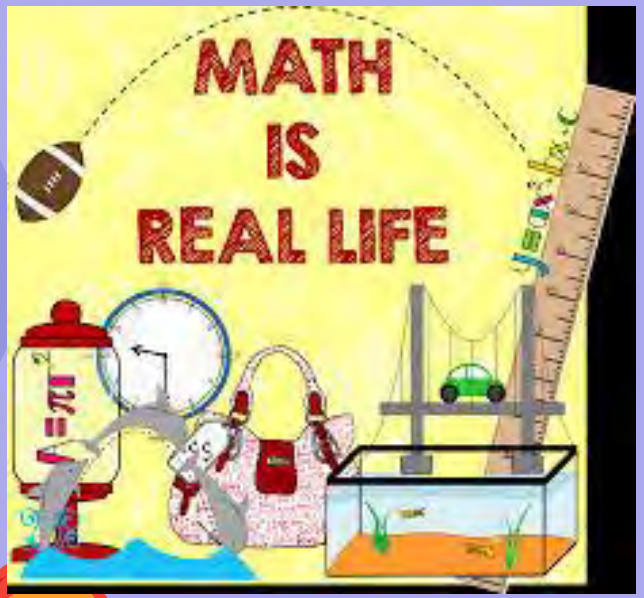


https://www.google.com.sg/maps/dir/Junyuan+Primary+School,+2+Tampines+Street+91,+Singapore+528906/Tampines+West+MRT+Station/@1.3464705,103.9371541,17z/am=t/data=!4m14!4m13!1m5!1m1!1s0x31da3d14ee960ac3:0x212d15b72926a1c9!2m2!1d103.939981!2d1.3479731!1m5!1m1!1s0x31da3d1545bc6f07:0xdba5666c12a8354a!2m2!1d103.9382061!2d1.3455617!3e2

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?



Mass

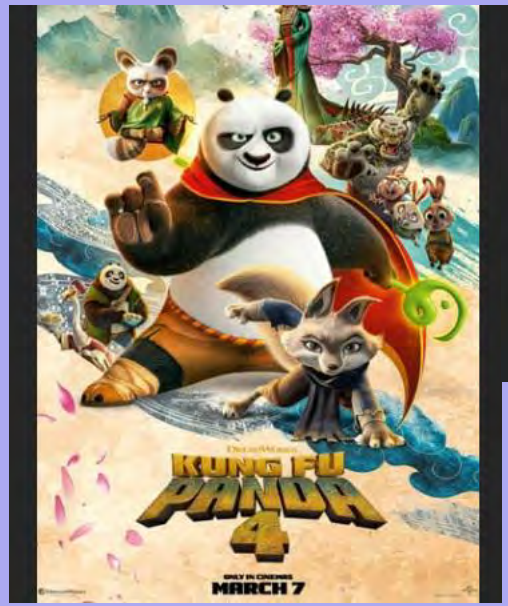
Maths Around Us

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

Time

Maths Around Us

source : sgtrains.com



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

How many hours and minutes are there in 94 minutes?

Money

Maths Around Us

$2.90

Freshtrop 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.

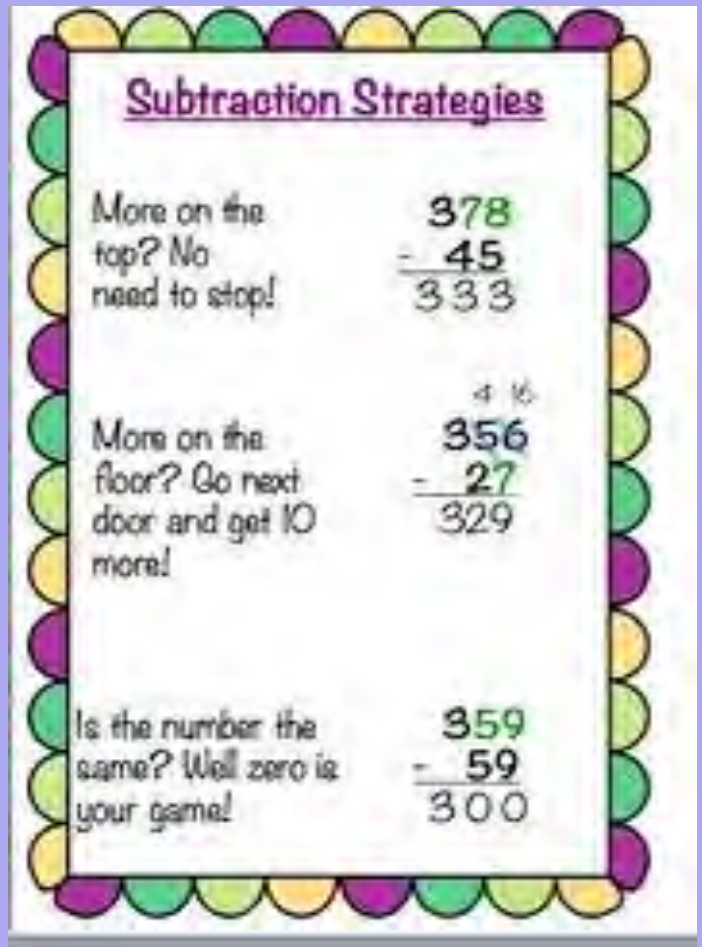
Addition and Subtraction within 1000

Students able to add and subtract:

- up to 3-digit numbers
- using algorithm

Addition Poem

Subtraction Poem



Addition & Subtraction

Inappropriate methods that confuse students

(a)

		3	10
	7	~~4~~	3
-	2	8	6

(b)

			- 1
	7	4	3
-	2	8	6

Multiplication Tables of 2, 5 and 10

Students able to build multiplication table of:

- 2, 3, 4, 5 and 10

Interactive Foldables

Problem-Solving Approach: STAR

Model Drawing

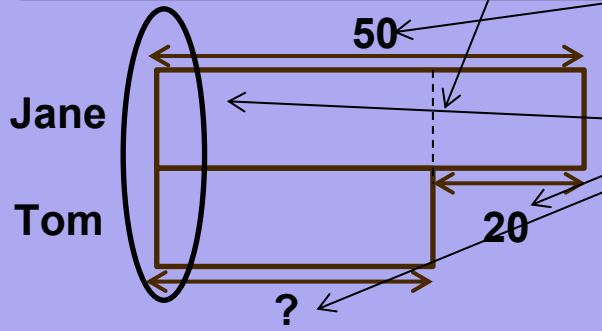
Comparison Model

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

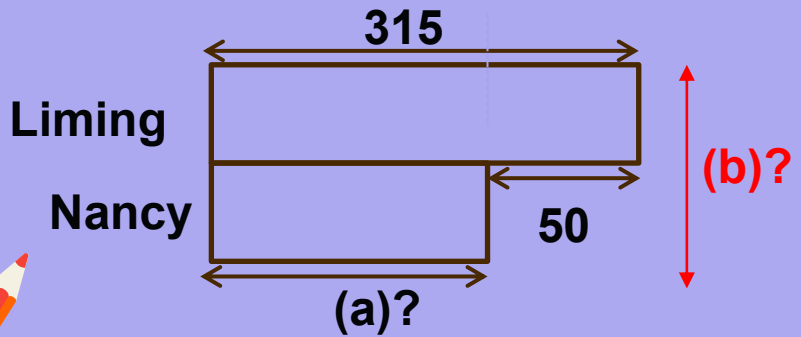
Model Drawing

Break down models for introduction at P2

Liming had 315 shells.

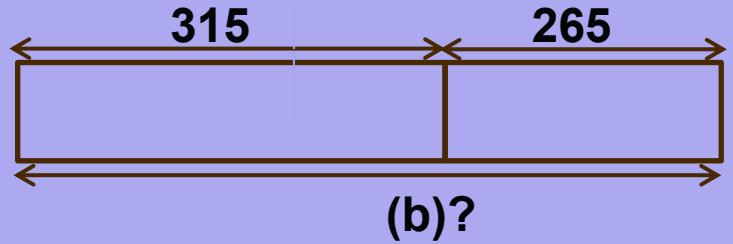
Nancy had 50 shells fewer than Liming.

How many shells did they have altogether ?



315 - 50 = 265

Nancy had 265 shells.



315 + 265 = 580

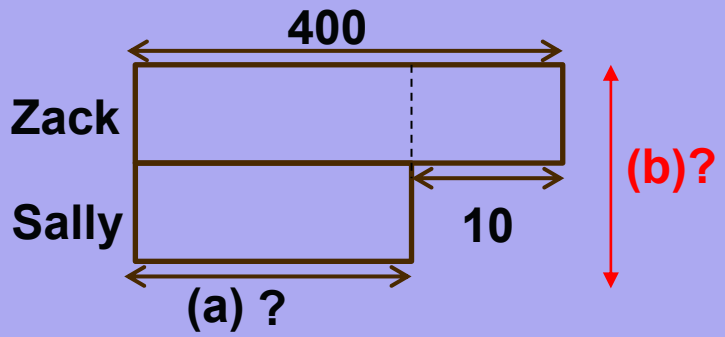
They had 580 shells altogether.

2-Step Word Problems

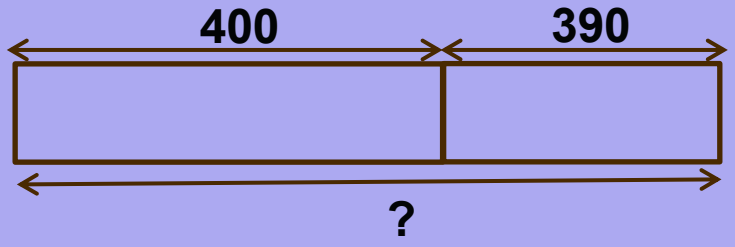
Model Drawing

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 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 ?

G E T

÷ ÷ x

6 x $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 ÷ 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 ÷ 6 = 5

There are 5 flowers in each pot.

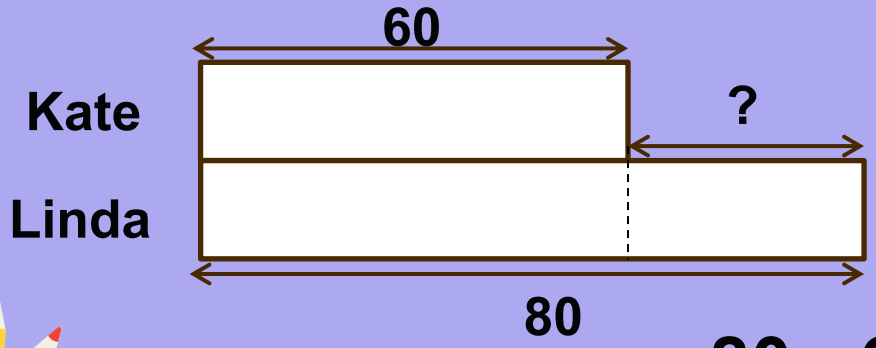
Let's practise together!

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 ?

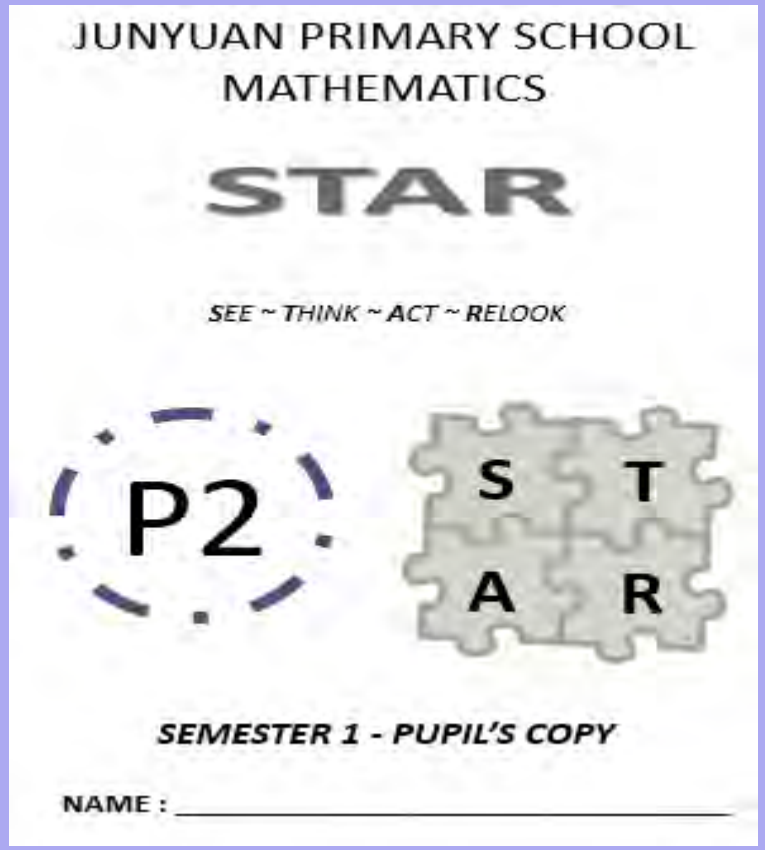
? 4 24
G E T
÷ ÷ X

C	✓
O	✓
U	✓
R	✓
T	✓

24 ÷ 4 = 6

She will need 6 goodie bags.

Problem-Solving Approach: STAR



Starts in term 2

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?	**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

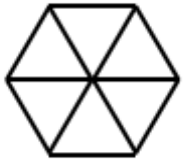
T – TRANSFER; answer correctly onto the answer space

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.



Act it out

See (What is given?)

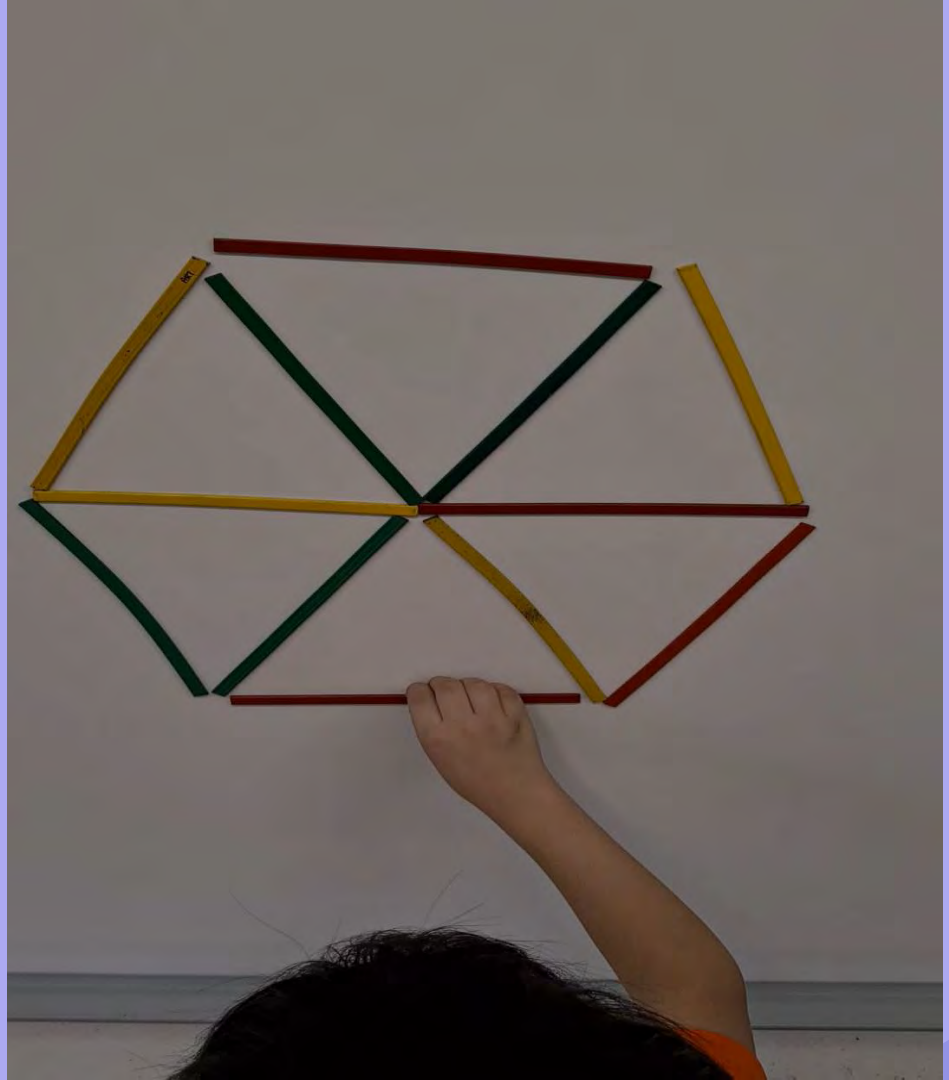
Think (What is my plan?)

	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



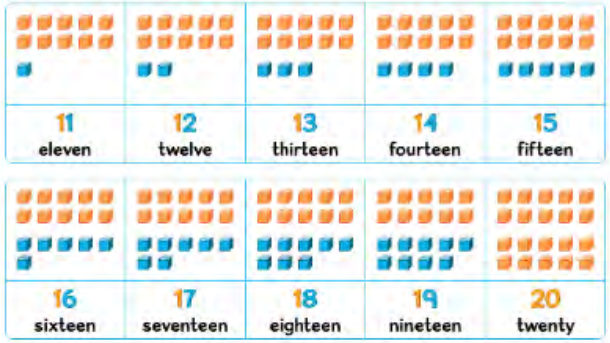
Partnership in action

- 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 I Learnt?

1 Count to 20.



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

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

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.

Junyuan Primary School

Mathematics Handbook

Primary 2

(Term 1)

Name: _____

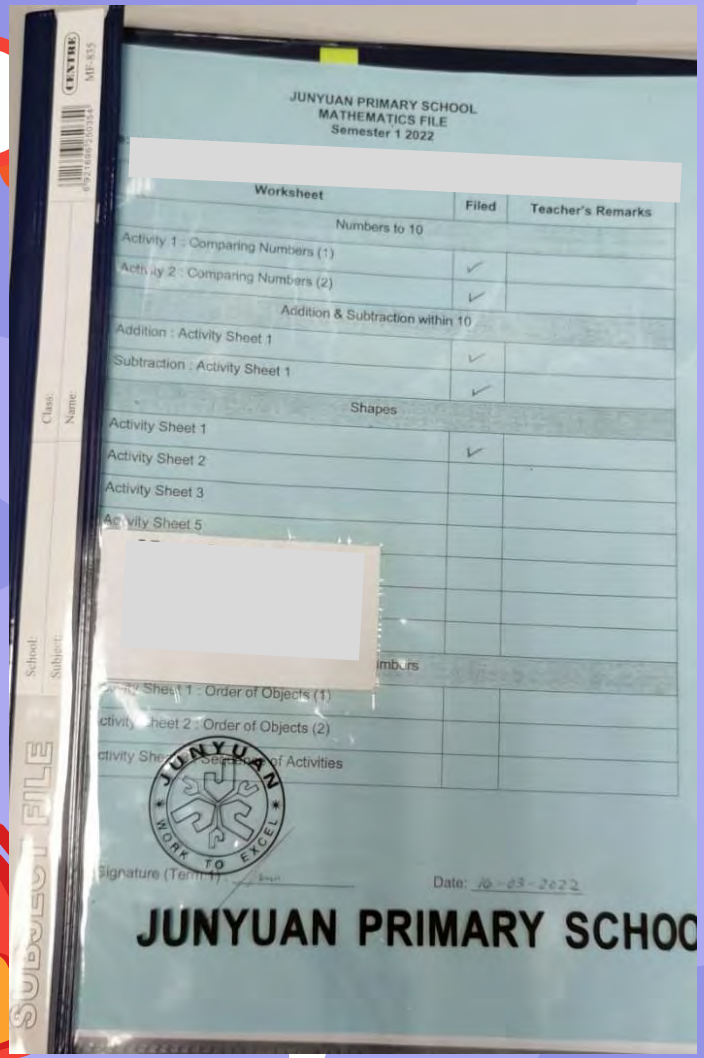
Class: Pr 2 _____

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

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		
[illegible]		
[illegible]		
[illegible]		
[illegible]		
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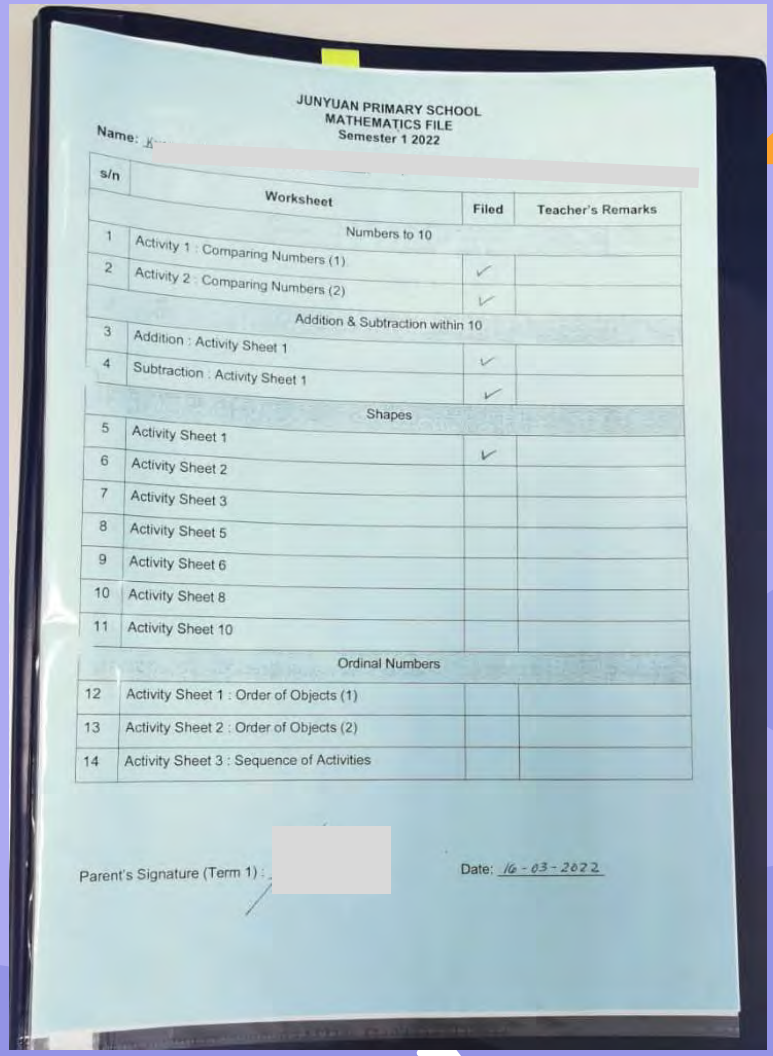
[illegible]		

Signature (Term 1) : _____ Date: 16-03-2022

JUNYUAN PRIMARY SCHOO



JUNYUAN PRIMARY SCHOOL
MATHEMATICS FILE
Semester 1 2022

Name: K[illegible]

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

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 Practice Book 2A Corrections

INCOMPLETE

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

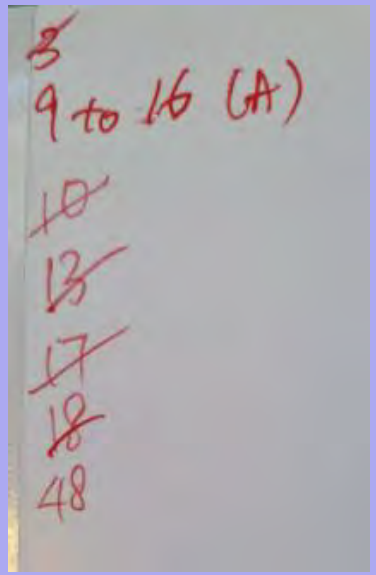
71	72	73	74	75	76	77	78	79	80
81	82	83	84						

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



3

9 to 16 (A)

10

13

17

18

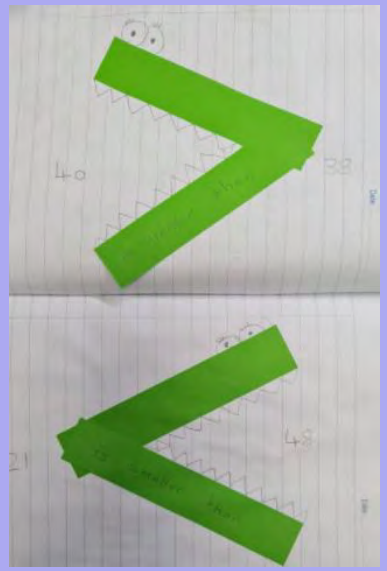
48

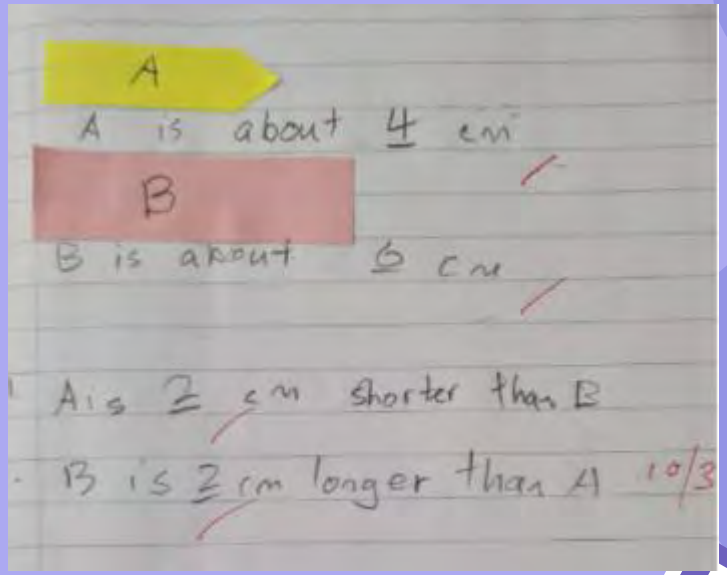
Maths Exercise Book

- Students practise Maths concepts taught.

Maths Exercise Book

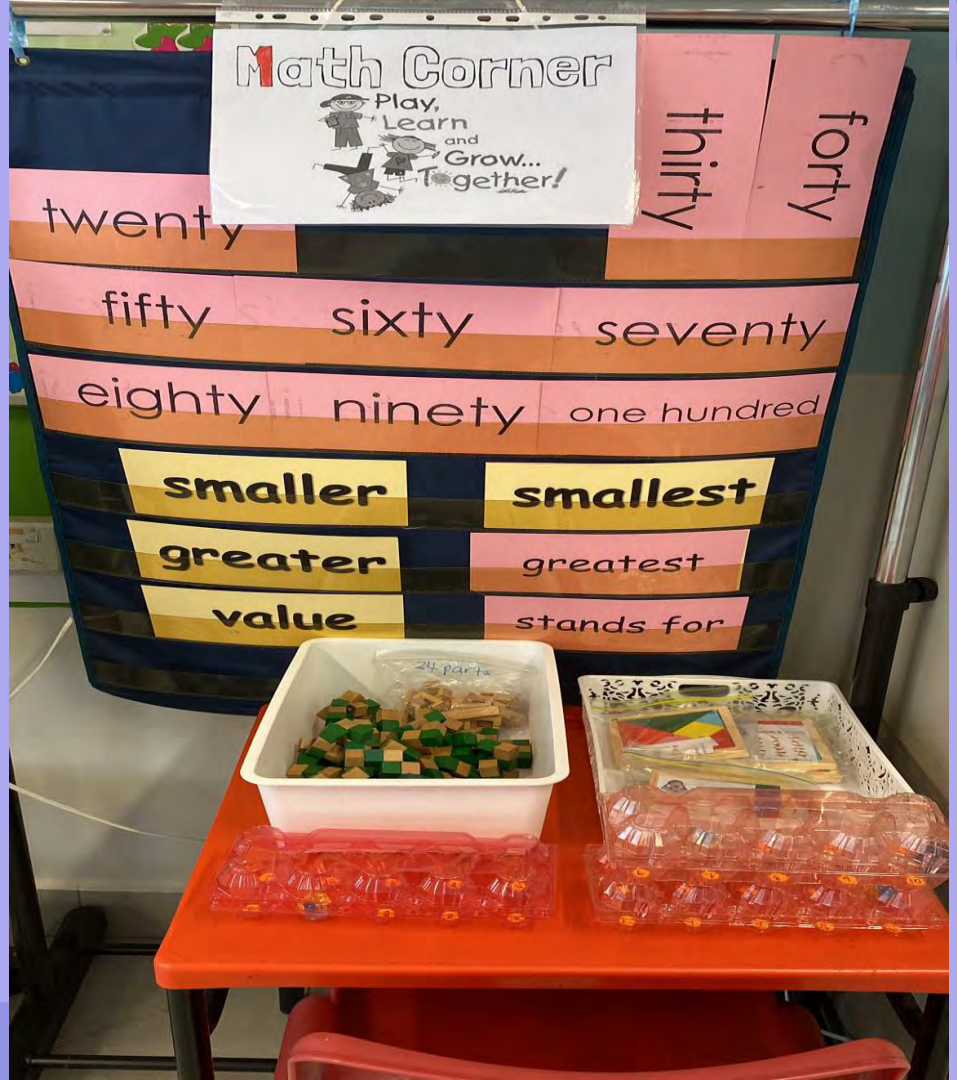
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10





Mathematics Corner

Math Corner

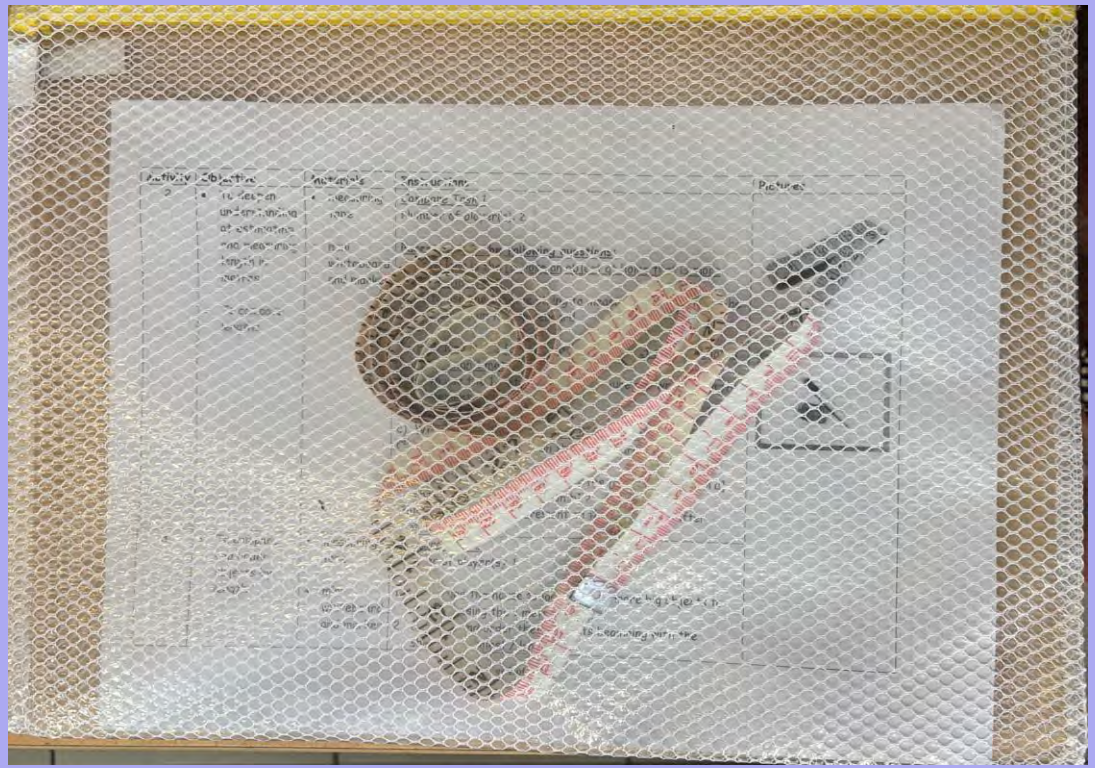

Math Corner
Play, Learn and Grow... Together!
twenty
thirty
forty
fifty
sixty
seventy
eighty
ninety
one hundred
smaller
smallest
greater
greatest
value
stands for
24 parts

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.

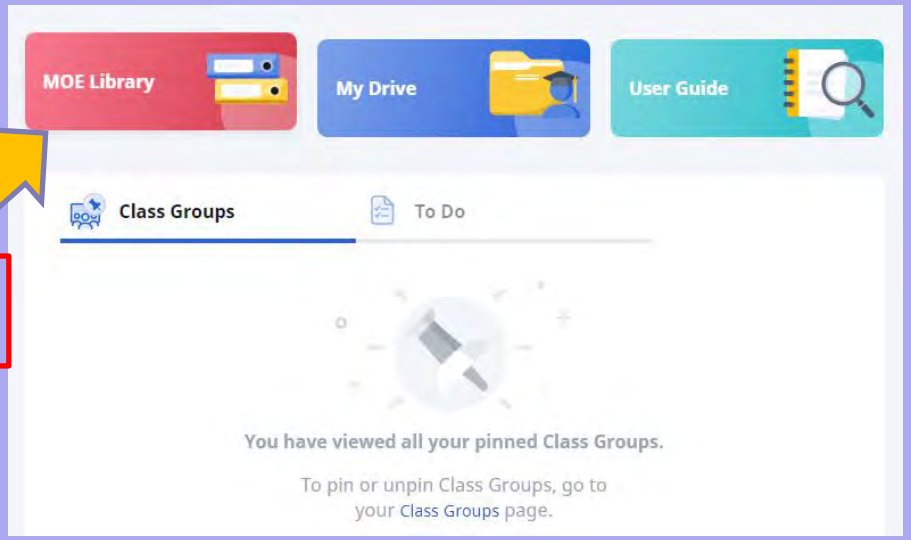
Topic : Multiplication Tables of 2,5 & 10 (Individual student pack)

Activity	Objective	Materials	Instructions	Pictures
1	• To remember the Multiplication and Division Tables well	Multiplication and Division cards	Number of players: 2 1. Player 1 shows the Multiplication Tables card to Player 2. 2. Player 2 to give his/her answer for the Multiplication or Division equation shown. 3. If the answer is correct, put the card faced down. 4. For wrong answer, faced up 5. 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. 6. Take note of the equations faced up and learn the Multiplication tables again. 7. Repeat the process for Player 2.	 

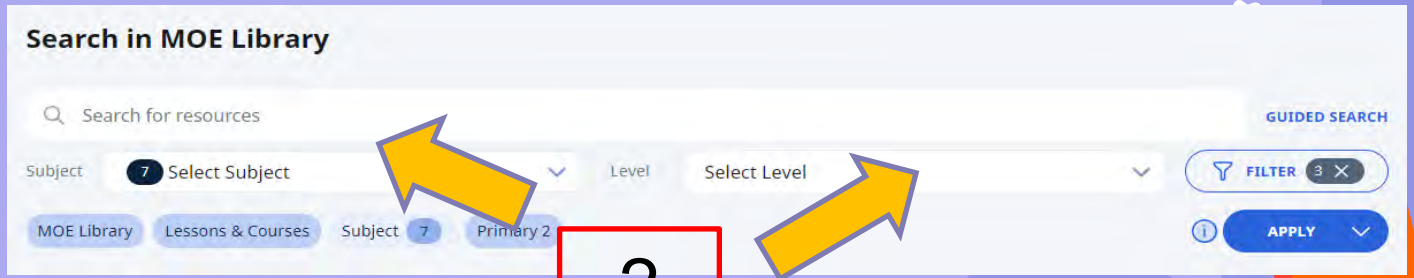


Empower Students to be Self Directed Learners via SLS

Student Learning Space (SLS)



1



2

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.

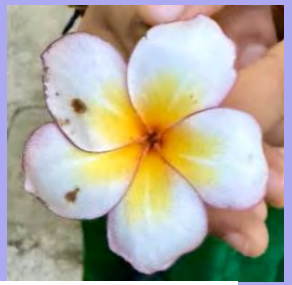
Things that come in twos, fives and tens

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

KooBits | Love Learning

Log in details can be found in **student's diary pg 38**

Need Help?

Login

If you don't have account, you can Sign up

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KooBits Learning Pte Ltd


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Home
Report
Leaderboard
Friends
Help
Joewen Teo
Junyuan Primary School
0 XP
Lvl 1
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

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


KooBits
School
Math
Home
Report
Leaderboard
Friends
Help
Joewen Teo
Junyuan Primary School
0 XP
Lvl 1
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
Memory
Flexibility
Speed
Adventure


KooBits
School
Math
Home
Report
Leaderboard
Friends
Help
Joewen Teo
Junyuan Primary School
0 XP
Lvl 1
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

Back

Click Practice Button to Start! (Total 216 skills)

Primary 2 Change Level

0 / 54

Numbers to 1000

Proficiency % | High Score

	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


KooBits
School
Math
Home
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Junyuan Primary School
0 XP
Lvl 1
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Mission
Multiplayer
Assignment
0
Total CPs
1000
KoKo Credits
Daily Bonus
Dr. Miko is asking you...
Switch to Teacher

1) Q & A

2) Feedback

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

Thank you!