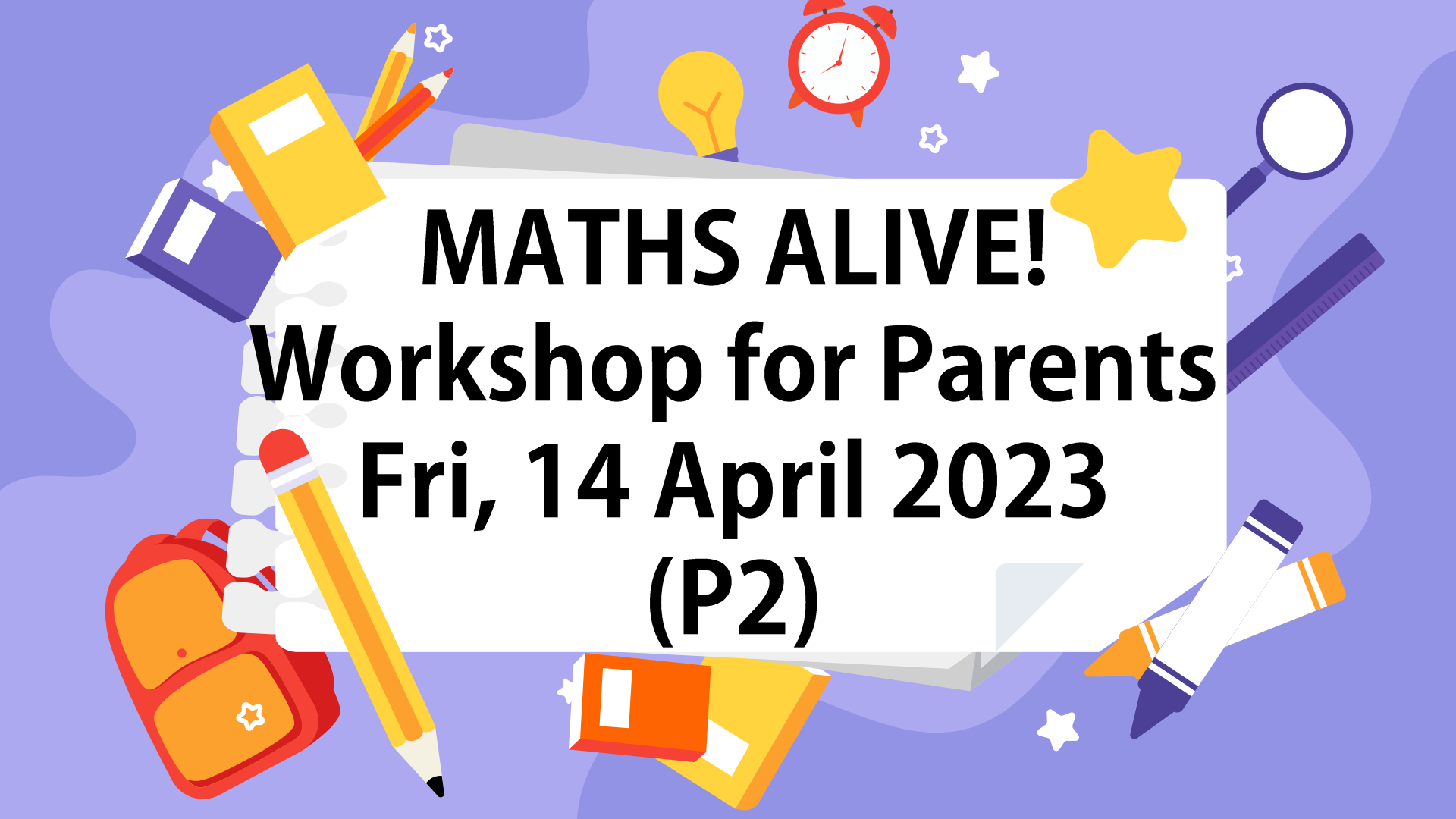

MATHS ALIVE!
Workshop for Parents
Fri, 14 April 2023
(P2)

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

- Maths Routines In Class
- Syllabus – Selected Topics

Maths Routines In Class

- Factual Fluency
- LI and SC
- Chapter Opener
- SSM Activities (CPA Approach)
- JYPS Mathematical strategies
- Maths Around Us
- Thinking Aloud
- Maths HB / STAR Hpack
- Practice Book
- Maths Exercise Book

Factual Fluency

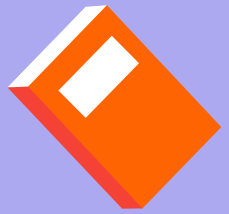
Maths **facts fluency** refers to the ability to recall basic mathematical **facts** in all four operations accurately, quickly and effortlessly.

Factual Fluency

Why is it useful to master factual fluency?

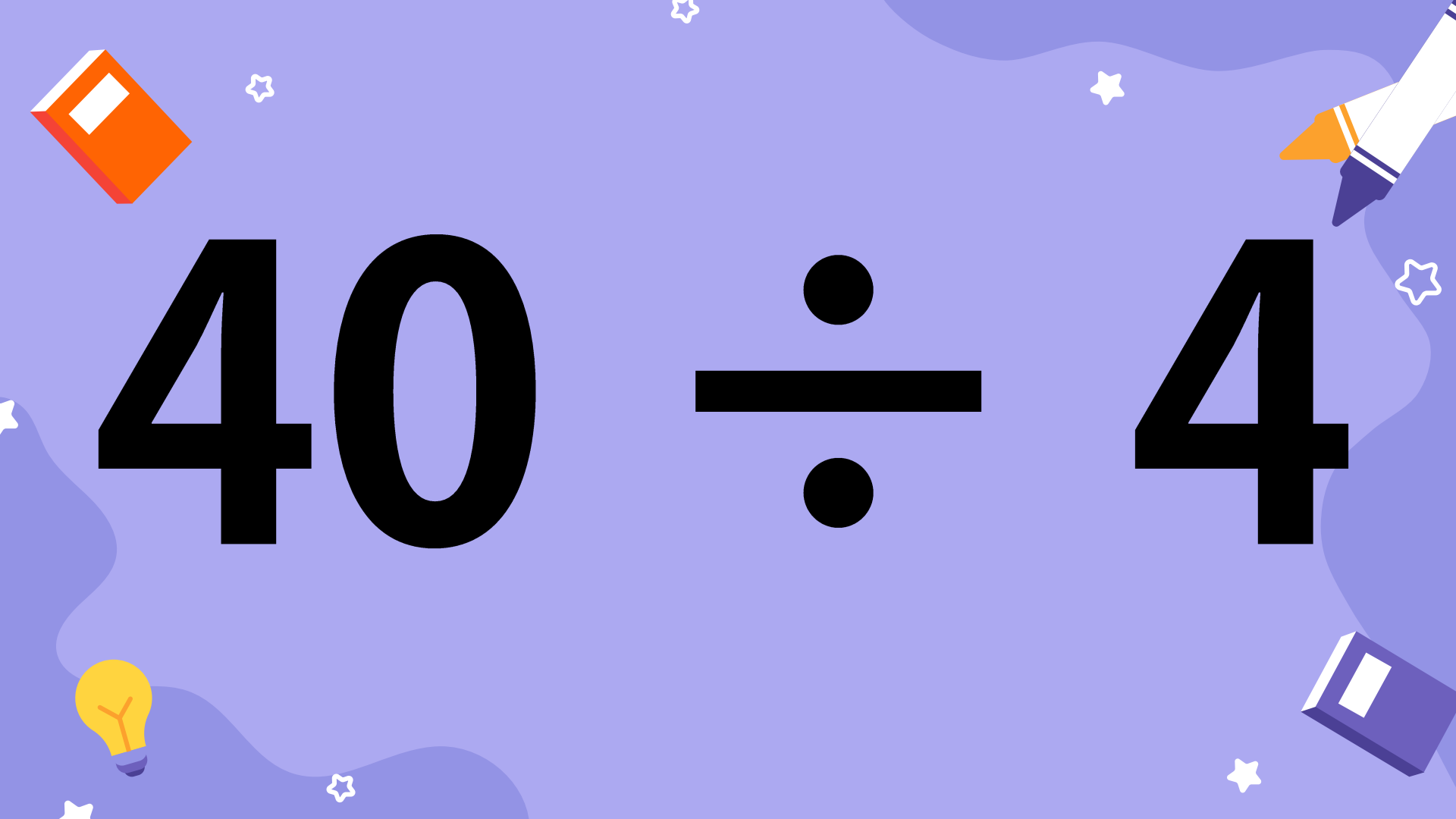
When students achieve automaticity with these **facts**, they have attained a level of mastery that enables them to retrieve mathematical facts without conscious effort/attention. Automaticity is the ability to do things with an automatic response pattern or habit. It is usually the result of learning,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

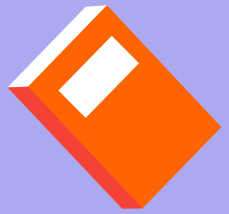
**Factual Fluency is conducted on a frequent basis using students' mini whiteboard.*




5 x 2

3 x 4


40 ÷ 4




20 ÷ 5

LI and SC

Learning intentions (LI) are statements that describe what students should know, understand and be able to do by the end of a task. Success criteria (SC) are linked to learning intentions and describe what success looks like.

They assist educators to articulate the purpose of a learning task and make judgements about the quality of student learning. They help students to focus on the task taking place and self-reflect.

LI and SC

Learning intentions (LI) are also known as We Are Learning To (WALT). SCs are also known as What I'm Looking For (WILF) or start with I can...

WALT

- Measure length of various objects that are more than 1 m.

I can

- Tell that an object is more/less than 1 m.
- Estimate the length/height of objects that are more than 1 m.
- Use a 1-m string to measure objects more than 1 m
- Record the lengths of objects I measure in a record sheet.

Chapter Opener

This activity checks students' prior knowledge of the chapter they are going to learn.

This activity also arouses interest by using stories and images. Students share stories through teacher's facilitation and questioning. These stories can sustain students' interest and are powerful sources of motivation for students.

1. How many people are there in each cabin?

2. How many cabins are there?

3. How many cabins have to be filled before the last girl has her turn?

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.

JYPS Mathematical Strategies

- We use VTR (Visible Thinking Routine) to uncover students' thinking about thinking
- 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

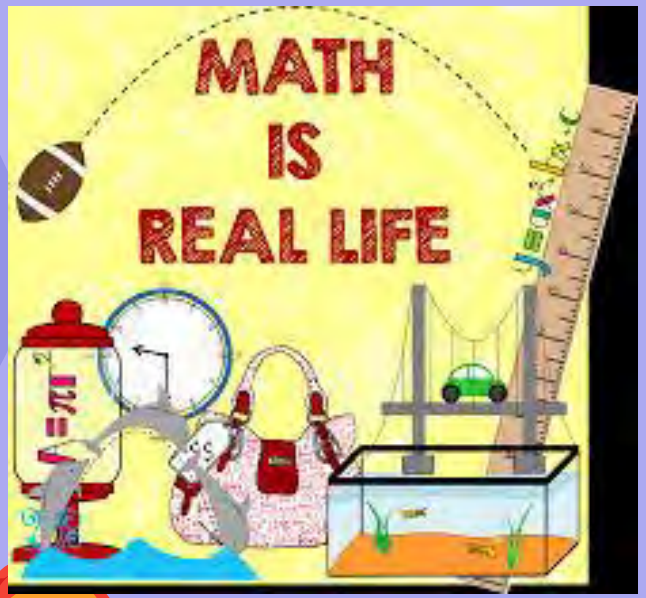
WHAT MAKES YOU SAY THAT?

- 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

Maths 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?



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.

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

Junyuan Primary School

Mathematics Handbook

Primary 2

(Term 1)

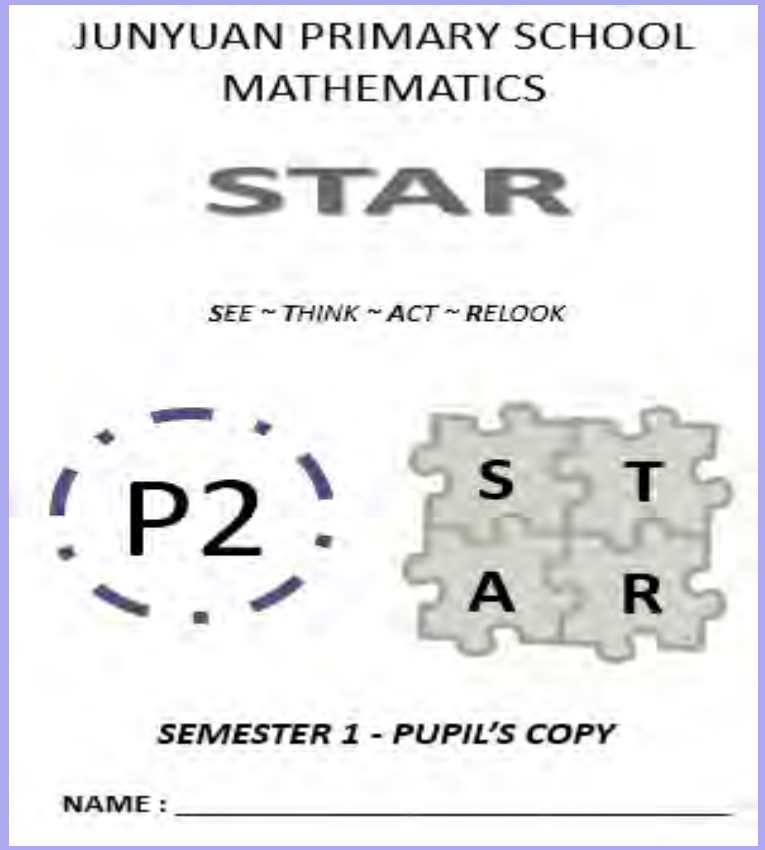
Name: _____

Class: Pr 2 _____

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



Starts in term 2

Problem-Solving Approach: STAR

See what is given

↓

Think of a plan

↓

Act on the plan

↓

Relook and Check

Problem-Solving Approach: STAR

Key Questions to ask when solving word problem

See (What is given?)	Think (What is my plan?)
1. Can I retell the problem in my own words? 2. What am I asked to find? 3. What are the key words?	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?)	**Relook (Reflect and Check)**
1. Can I carry out my plan? 2. Can I show the steps correctly? 3. Can I show the steps clearly?	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

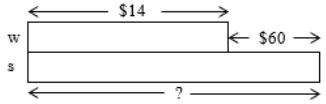
What is ***COURT*** ?

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.

SAMPLE :
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?



14 + 60

= **74**

C - COPY data correctly

O -OPERATION- Use the correct operation

R - Answer is REASONABLE as the printer should cost more than the laptop

T - TRANSFER answer correctly to the answer space

U-UNIT-Write correct unit

C	✓
O	✓
U	✓
R	✓
T	✓

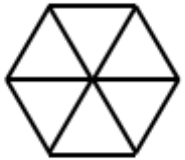
Ans : $74

Problem-Solving Approach: STAR

No.	Heuristics
1	Act it out
2	Look for pattern
3	Model Drawing - part-whole
4	Model Drawing - Comparison
5	Model Drawing - Multiplication and Division
5	Model Drawing - 2-steps word problem
6	Working backward

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?)

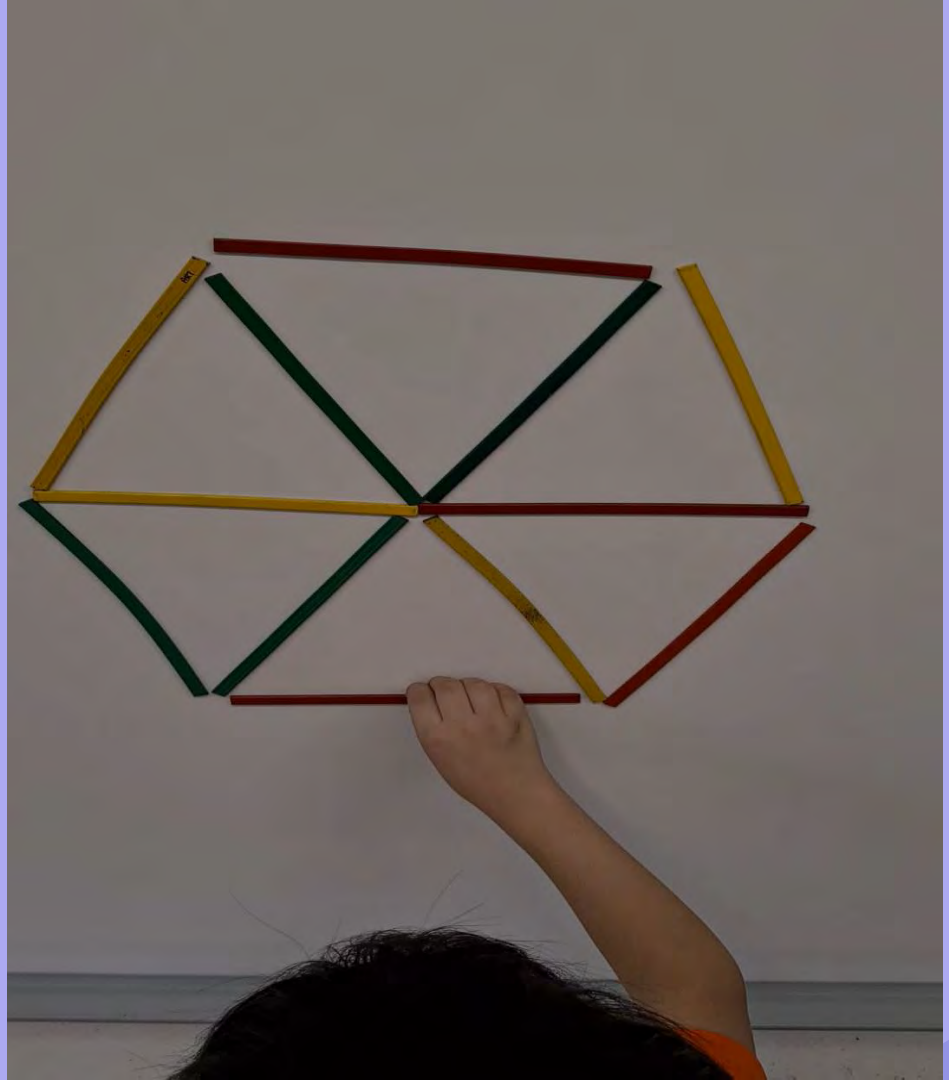
Think (What is my plan?)

	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?)

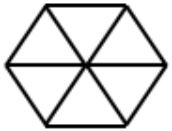
Relook (Reflect and Check)

	C
	O
	U
	R
	T



Problem-Solving Approach: STAR

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



Solution

See (What is given?)

12 sticks
Move 4 sticks
Get only 3 triangles.

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?)

Use 12 sticks to act out the situation.
Move the sticks according to the arrows

Relook (Reflect and Check)

3 triangles
Total: 12 sticks (O.K.)
OR
Move the sticks to form the original figure

Act it out

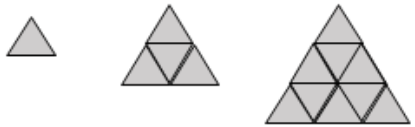
Check by working backwards.

Checking the original requirement of the question.

Problem-Solving Approach: STAR

Look for a Pattern

Look at the figures below. What is the missing figure?



?

Solution

See (What is given?)

Pattern
1st, 2nd, 3rd
4th - ? triangles

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?

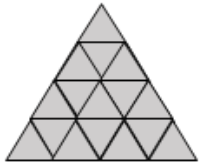
Act (What do I need to do?)

1st figure – 1 triangle
↘ +2
2nd figure – 1 + 3 = 4 triangles
↓ +2
3rd figure – 4 + 5 = 9 triangles
↓ +2
4th figure – 9 + 7 = 16 triangles

Relook (Reflect and Check)

Figure	Pattern	Total number of triangles
4	-0	16
3	-7	9
2	-5	4
1	-3	1
Check that pattern column is -2		

Ans:



Check by working backwards .

(Start from Fig. 4 and apply the subtraction for the pattern.)

Problem-Solving Approach: STAR

Working Backwards

There were 17 passengers on a bus at first.
Some passengers got off the bus at the first bus stop.
8 passengers got off at the second bus stop.
There are 6 passengers left on the bus.
How many passengers got off at the first bus stop?

Solution

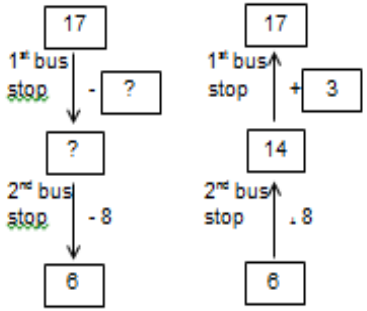
See (What is given?)

17 at first
Some got off, 1st bus stop
8 got off, 2nd bus stop
6 left
? got off, 1st bus stop

Think (What is my plan?)

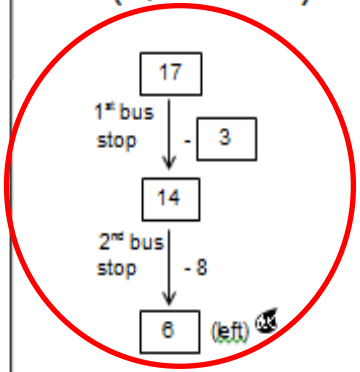
	Can I act it out?
	Can I look for a pattern?
	Can I draw a part-whole model?
	Can I draw a comparison model?
✓	Can I work backwards?

Act (What do I need to do?)



working backwards

Relook (Reflect and Check)



3 passengers got off at the first bus stop.

Check by working forward. Start from the answer and apply it to the scenario.

Problem-Solving Approach: STAR

Model Drawing

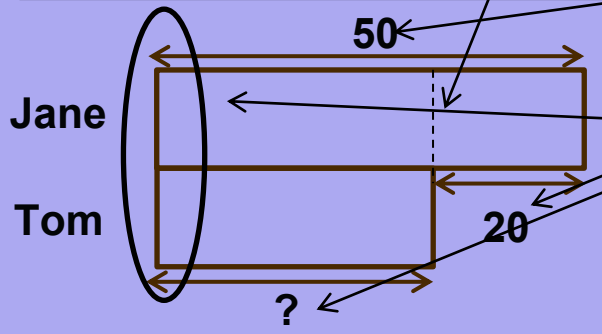
Comparison Model

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.

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	✓

Problem-Solving Approach: STAR

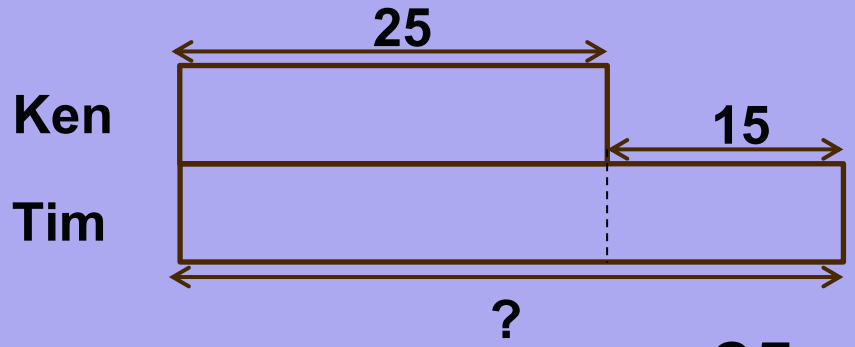
Comparison Model

Let's try this.

Ken picked 25 leaves.

Ken picked 15 fewer leaves than Tim.

How many leaves did Tim pick ?



25 + 15 = 40

Tim picked 40 leaves.

C	✓
O	✓
U	✓
R	✓
T	✓

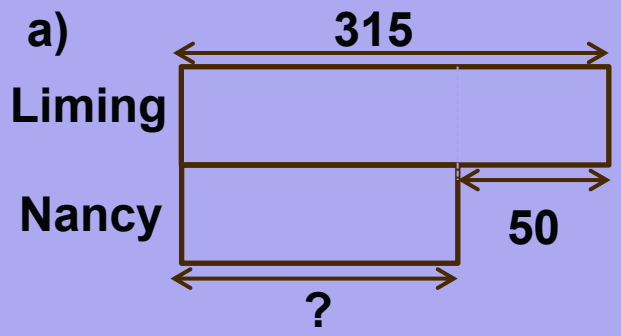
2-Step Word Problems

Model Drawing

Break down models for introduction at P2

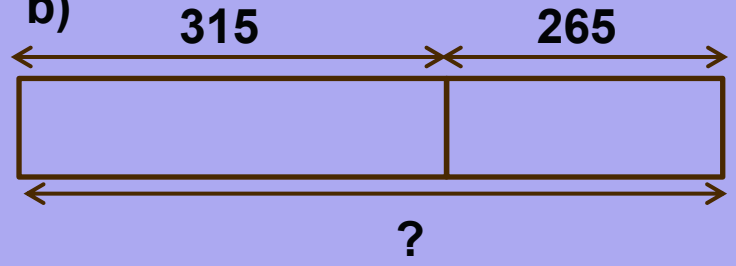
Liming had 315 shells.
Nancy had 50 shells fewer than Liming.
How many shells did they have altogether ?

a)

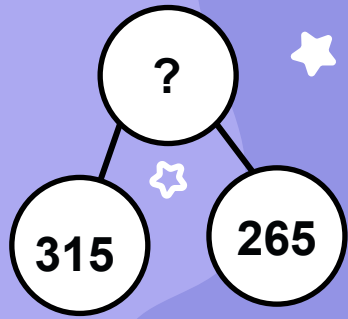


315 - 50 = 265
Nancy had 265 shells.

b)



315 + 265 = 580
They had 580 shells altogether.

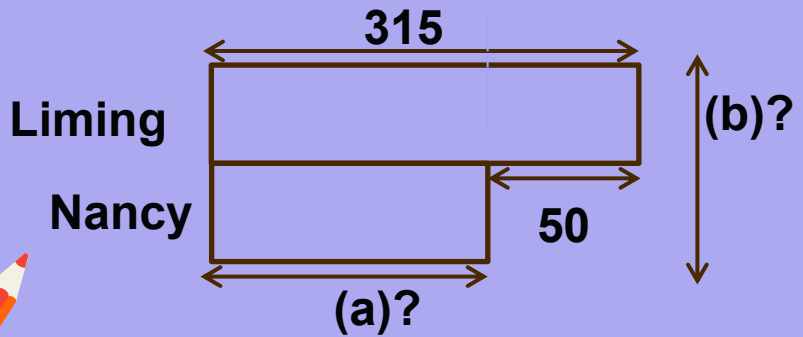


2-Step Word Problems

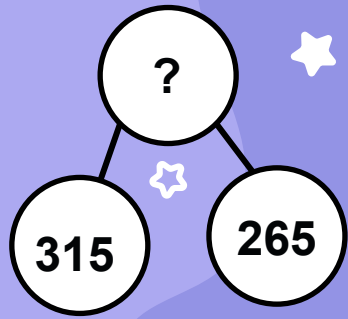
Model Drawing

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

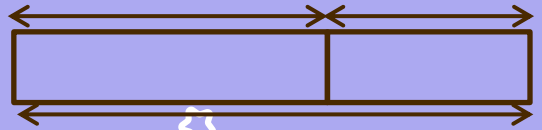
Model Drawing

Break down models for introduction at P2

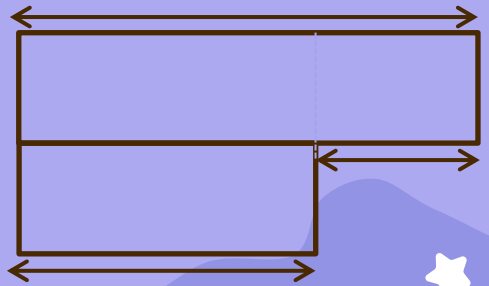
Let's try this…

Zack sold 400 eggs.
He sold 10 more eggs than Sally.
How many eggs did they sell altogether ?

Part – Whole Model



Comparison Model



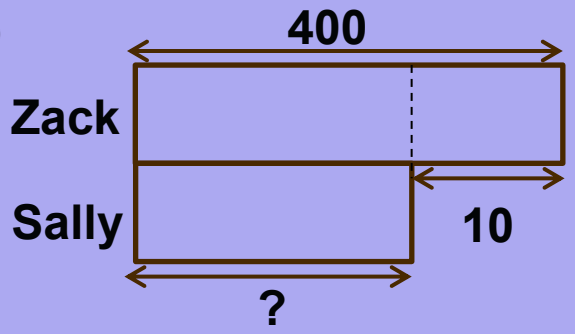
2-Step Word Problems

Model Drawing

Break down models for introduction at P2

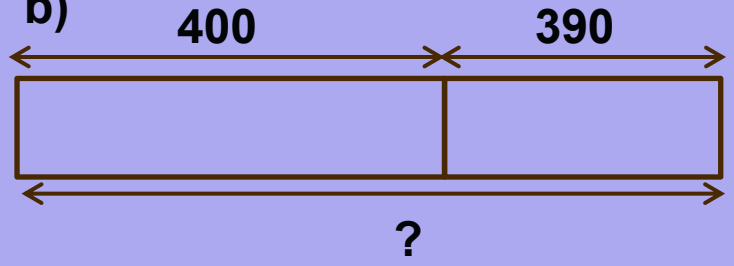
Zack sold 400 eggs.
He sold 10 more eggs than Sally.
How many eggs did they sell altogether ?

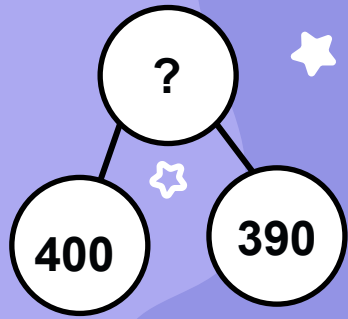
a)



400 - 10 = 390
Sally sold 390 eggs.

b)





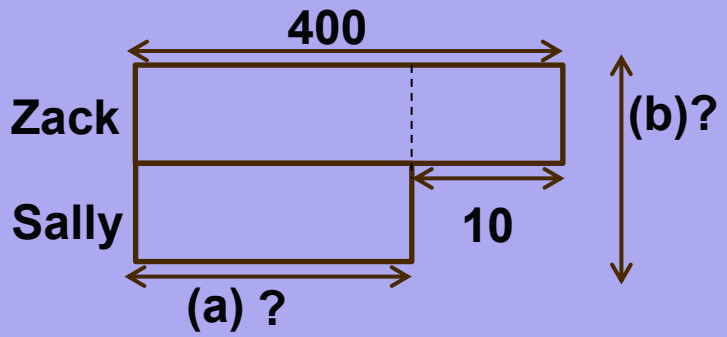
400 + 390 = 790
They sold 790 eggs altogether.

2-Step Word Problems

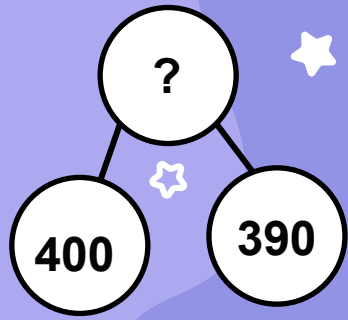
Model Drawing

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

Model Drawing

Multiplication Model

Multiplication Word Problems

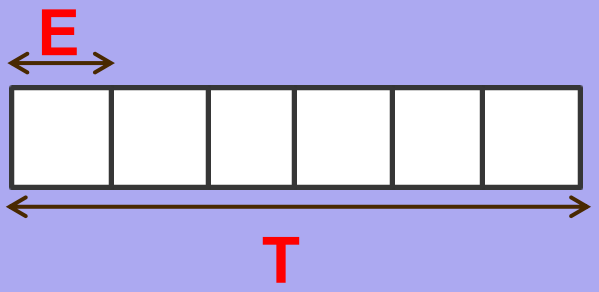
Model Drawing GET

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.



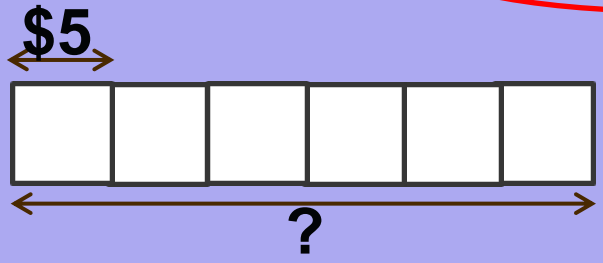
G = number of Groups (boxes)

Multiplication Word Problems

Model Drawing

Sherin bought 6 bottles of milk.
Each bottle cost $5.
How much did she pay altogether?

6 $5 ?
G E T



6 x $5 = $30

She paid $30 altogether.

C	✓
O	✓
U	✓
R	✓
T	✓

Division Word Problems

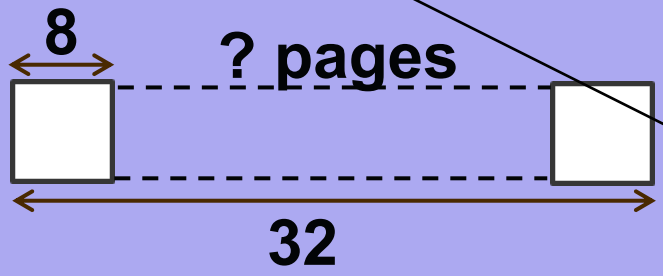
Model Drawing

Division Model

Division Word Problems

Model Drawing

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

C	✓
O	✓
U	✓
R	✓
T	✓

32 ÷ 8 = 4

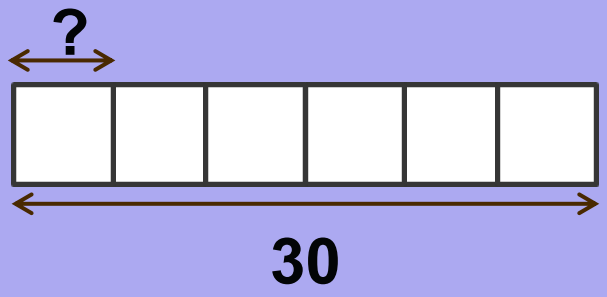
She pasted her stickers on 4 pages.

Division Word Problems

Model Drawing

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.

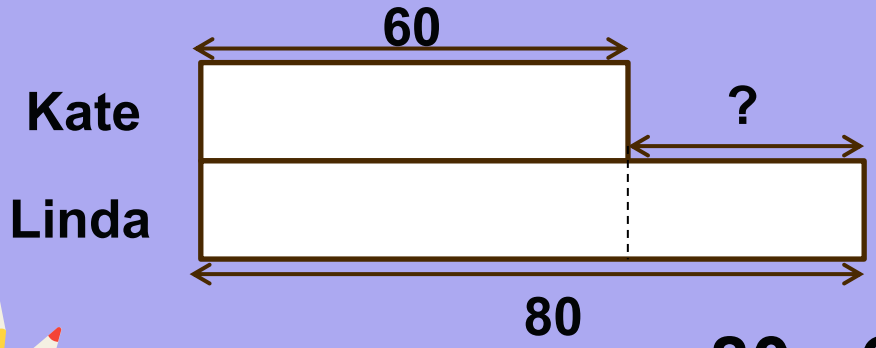
Let's practise together!

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	✓

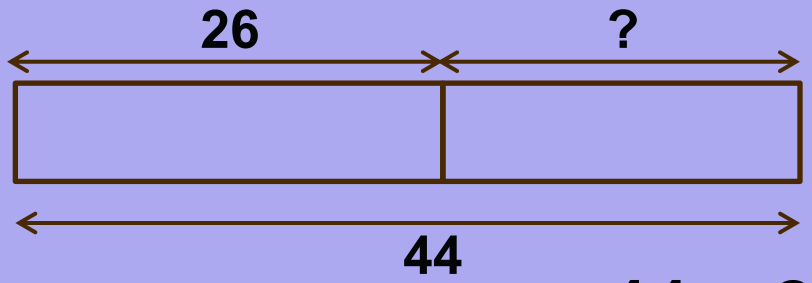
Let's practise together!

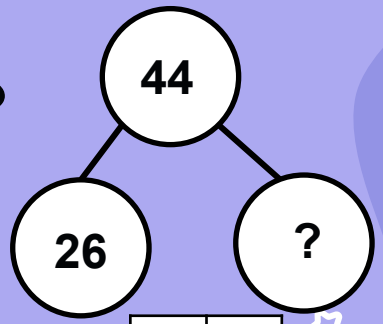
Model Drawing

Part-Whole Model

Example 2

A total of 44 eggs were laid on Monday and Tuesday.
26 eggs were laid on Monday.
How many eggs were laid on Tuesday?





C	✓
O	✓
U	✓
R	✓
T	✓

44 – 26 = 18

18 eggs were laid on Tuesday.

Let's practise together!

Model Drawing

Multiplication Model

Example 3

There are 10 chairs in each row.

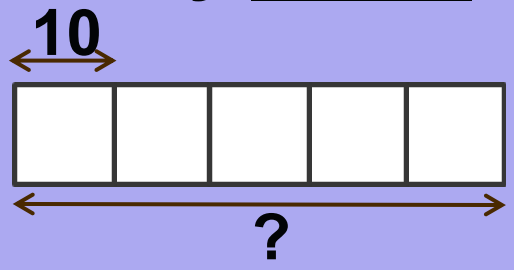
There are 5 rows in all.

How many chairs are there in total?

5 10 ?

G E T

÷ ÷ X



10 x 5 = 50

There are 50 chairs in total.

C	✓
O	✓
U	✓
R	✓
T	✓

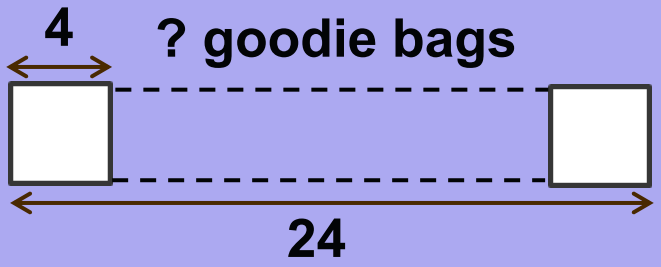
Let's practise together!

Model Drawing

Division Model

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

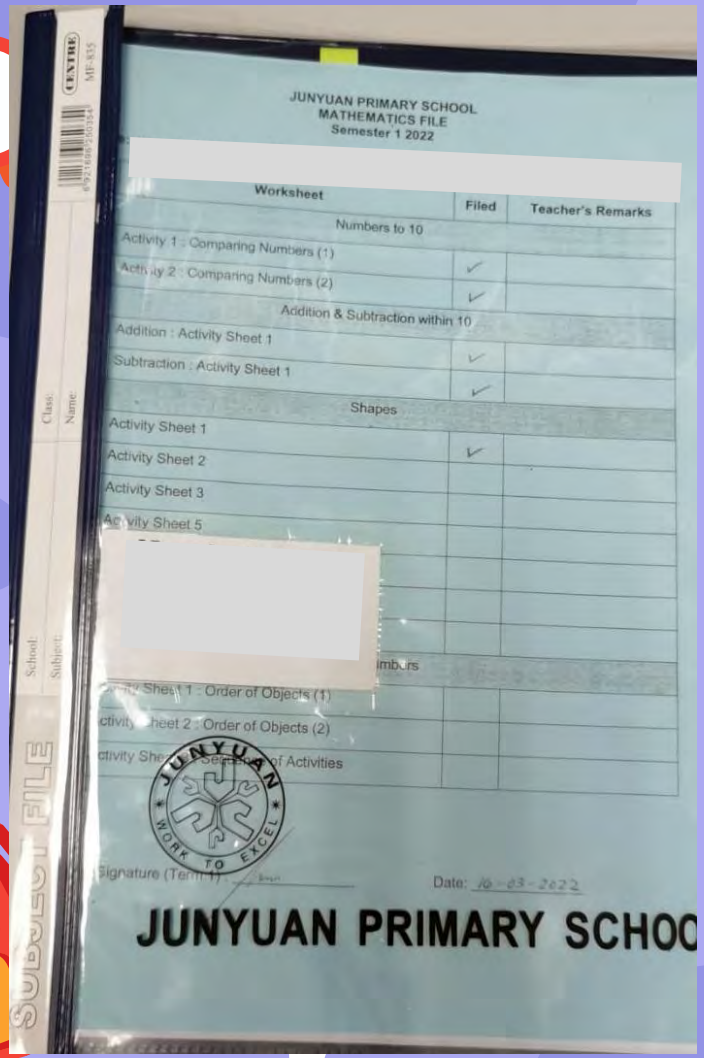
24 ÷ 4 = 6

She will need 6 goodie bags.

C	✓
O	✓
U	✓
R	✓
T	✓

Blue File

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



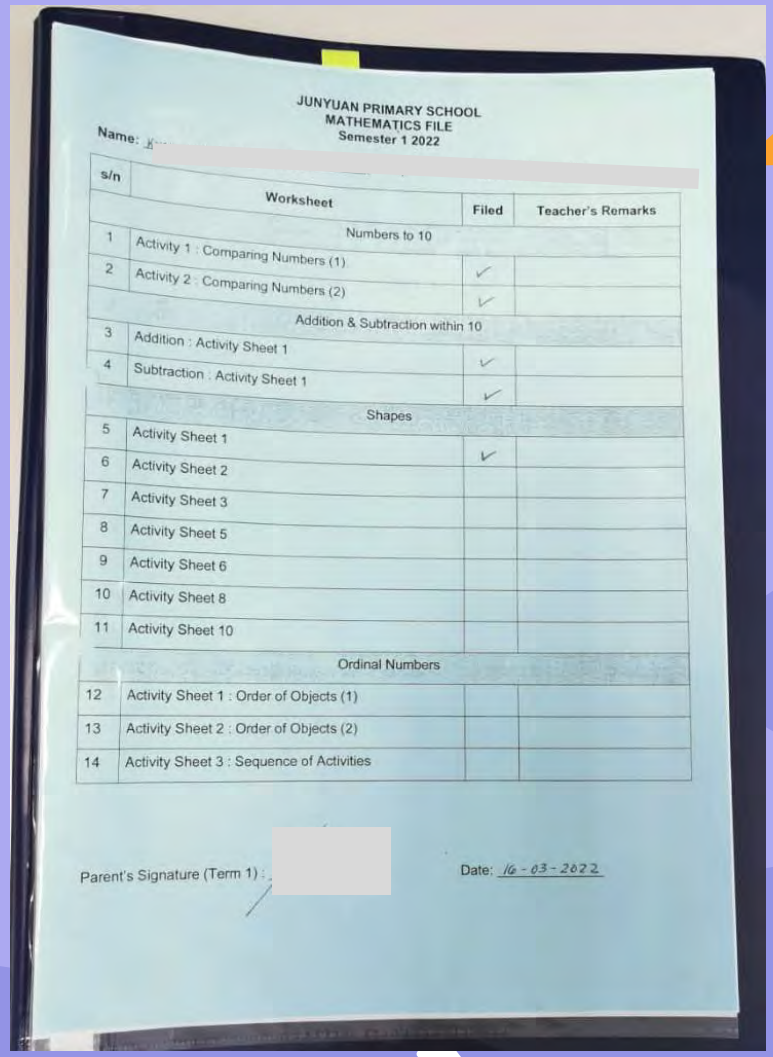
JUNYUAN PRIMARY SCHOOL
MATHEMATICS FILE
Semester 1 2022

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

Signature (Term 1) : [illegible]

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) : [illegible]

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

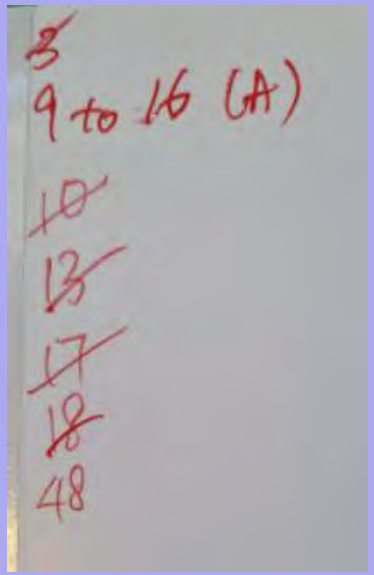
71	72	73	74	75	76	77	78	79	80
81	82	83	84						

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~~

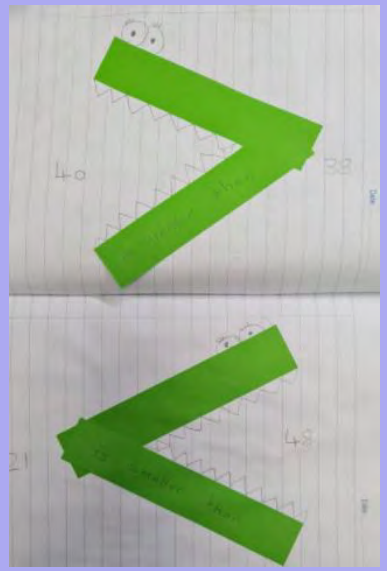
48

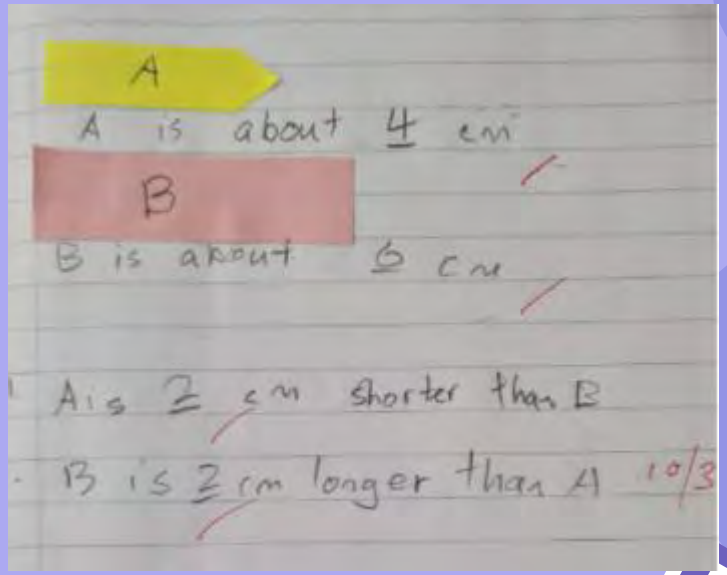
Maths Exercise Book

- 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





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.

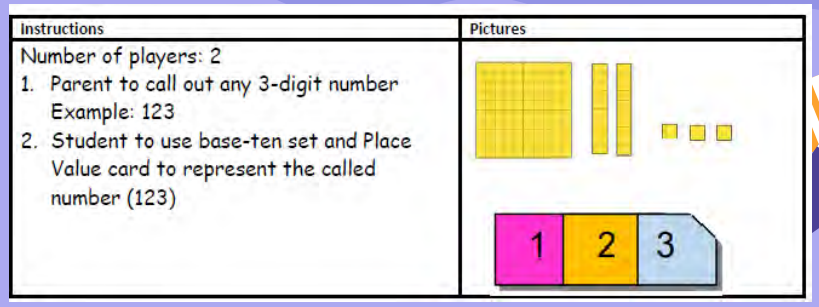
[Topic: Numbers to 1000]

<u>Individual student pack of:</u>

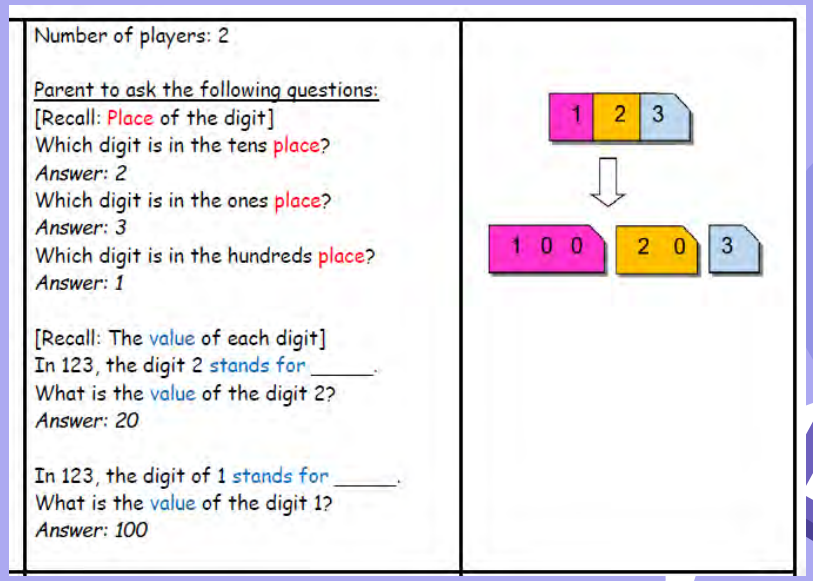
(a)Base ten sets

(b)Place Value sets

Suggestion(s) on home-based activities are included (printed instruction/Class Dojo)



Instructions	Pictures
Number of players: 2 1. Parent to call out any 3-digit number Example: 123 2. Student to use base-ten set and Place Value card to represent the called number (123)	



Number of players: 2

<u>Parent to ask the following questions:</u>

[Recall: Place of the digit]

Which digit is in the tens place?

Answer: 2

Which digit is in the ones place?

Answer: 3

Which digit is in the hundreds place?

Answer: 1

[Recall: The value of each digit]

In 123, the digit 2 stands for _____.

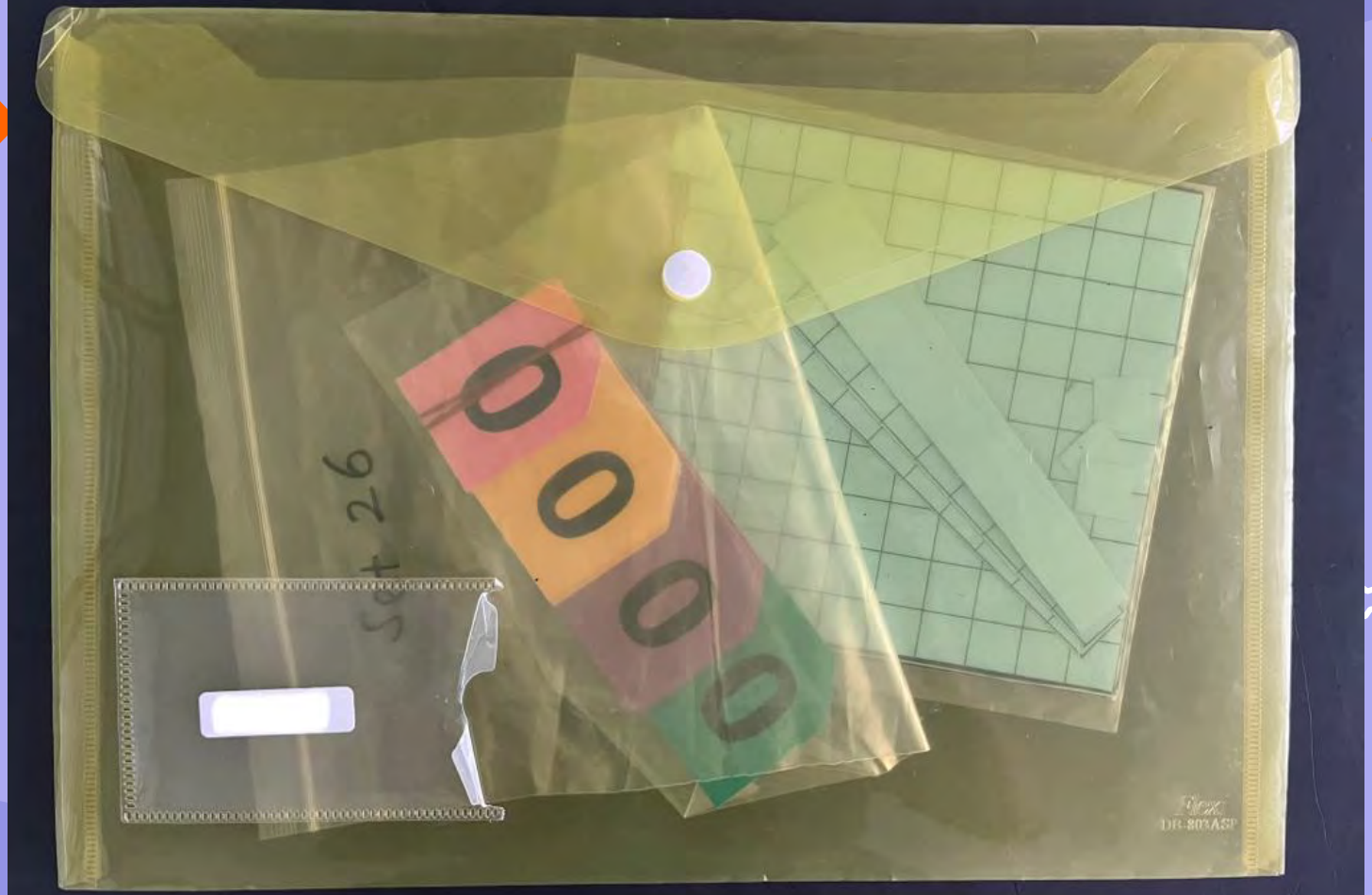
What is the value of the digit 2?

Answer: 20

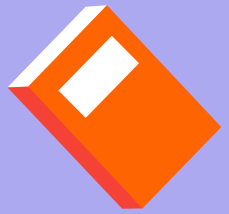
In 123, the digit of 1 stands for _____.

What is the value of the digit 1?

Answer: 100


Set 26

Let’s take a short break!



Syllabus – Selected Topics

- Addition & Subtraction within 1000
- Length
- Multiplication Tables of 2, 5 & 10
- Fractions
- Volume
- Mass
- Time

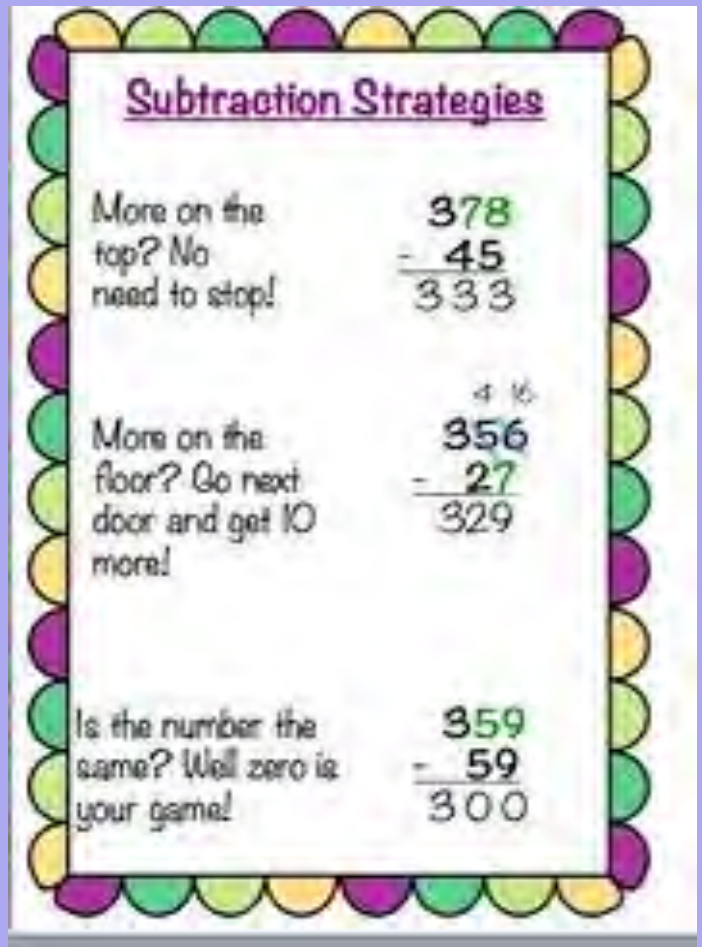
Addition and Subtraction within 1000

Students to be able to add and subtract:

- up to 3-digit numbers
- using algorithm

Addition Poem

Subtraction Poem



Addition & Subtraction

Inappropriate methods that confuse students

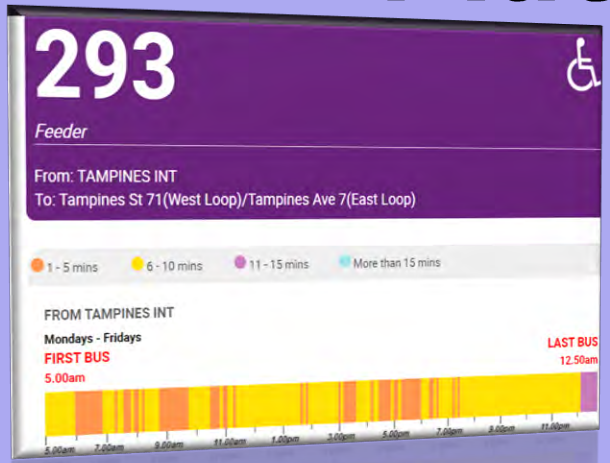
(a)

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

(b)

			- 1
	7	4	3
-	2	8	6

Maths Around Us



Source:
https://www.sbstransit.com.sg/Service/BusService?ServiceType=Basic&ServiceNo=293

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

Thinking Aloud

What do you see?

What questions do you wonder?

I wonder how many rulers I can buy with $50?

Length

Students to be able to:

- estimate and measure length in metres (m)

Hands-on Activity Sheet

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

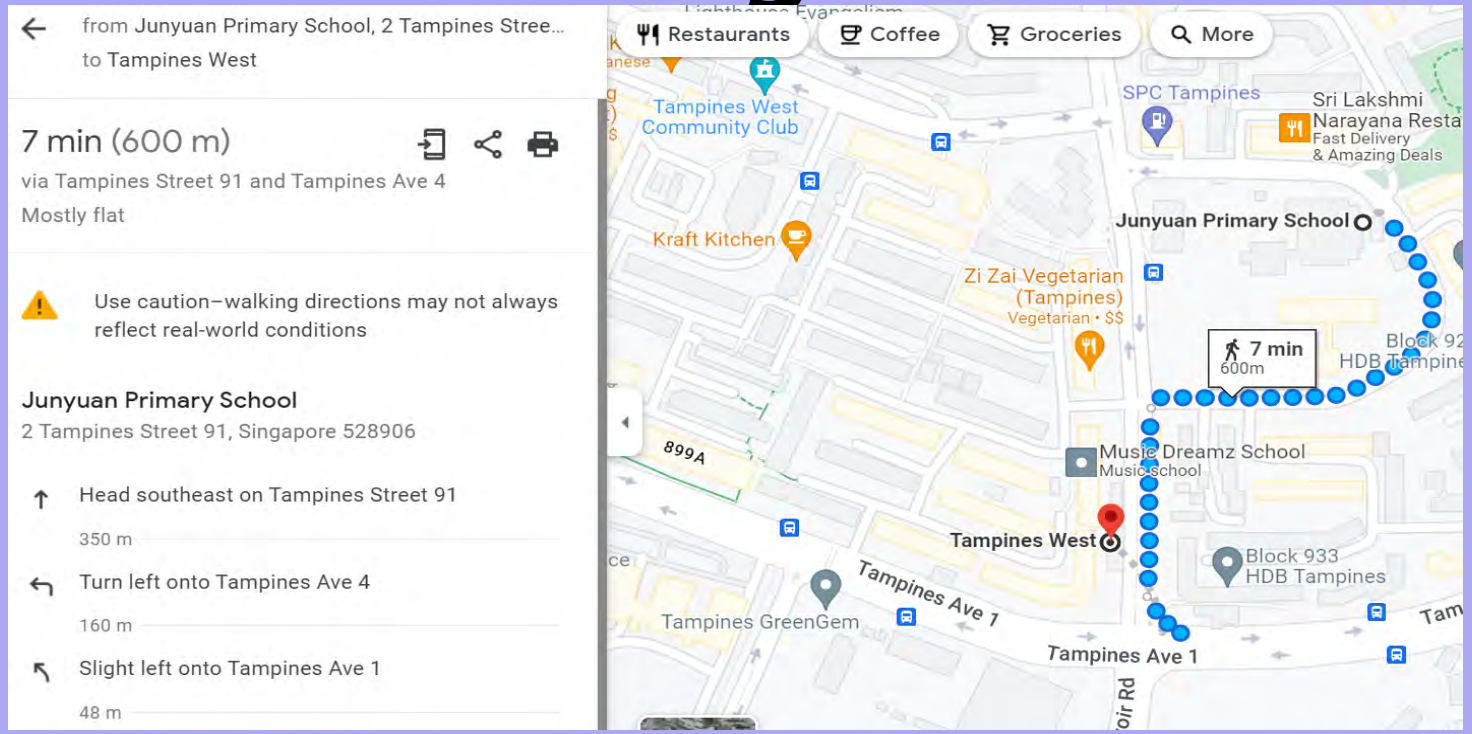
Maths Around Us

Swimming pool

What is the length of the swimming pool?

How far can you swim?

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

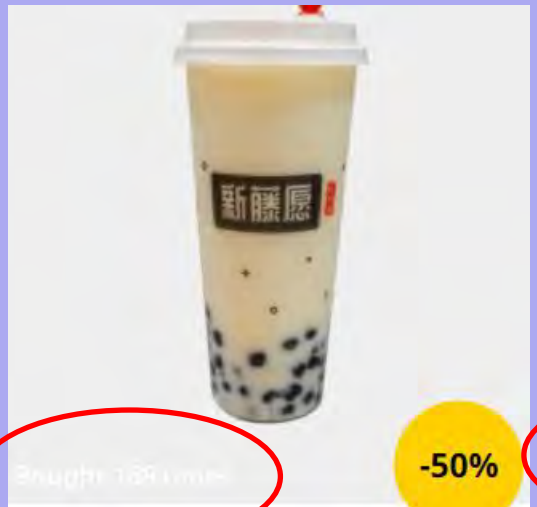
Multiplication Tables of 2, 5 and 10

Students to be able to build multiplication table of:

- 2, 3, 4, 5 and 10

Interactive Foldables

Maths Around Us



-50%

1-for-1 Pearl Milk Tea by Singwishes

-50%

1-for-1 Huge Fries by Shake Shake In A Tub (IMM)

Bought 1335 times

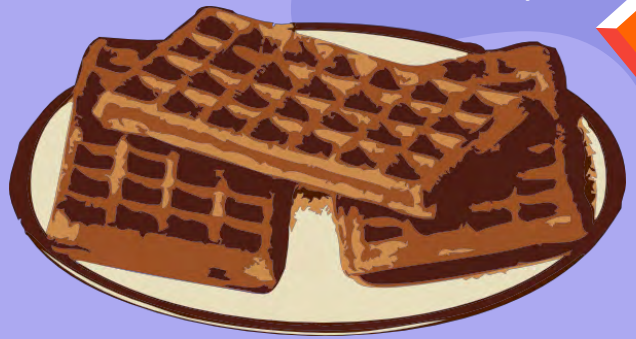
-50%

1-for-1 Large Gelato Cone by Gelatissimo (Shaw House)

Thinking Aloud

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

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

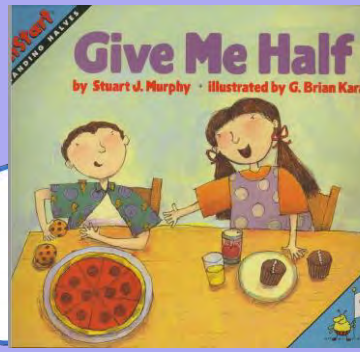
The whole is cut into 2 equal parts.

$\frac{1}{2}$

1 → **Numerator**
(part of the whole)

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

1 part



2 equal parts

Maths Around Us

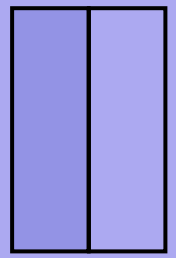
Cutting of cake

If you are cutting a cake equally for everyone in the family, what is the fraction of each piece of cake?

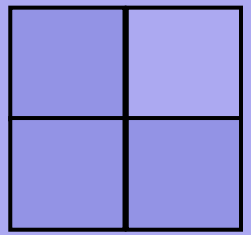
If your sister eats $\frac{1}{4}$ of the cake, what fraction of the cake is left?

Thinking Aloud

A



B



A is a greater fraction than B. Do you agree? Why?

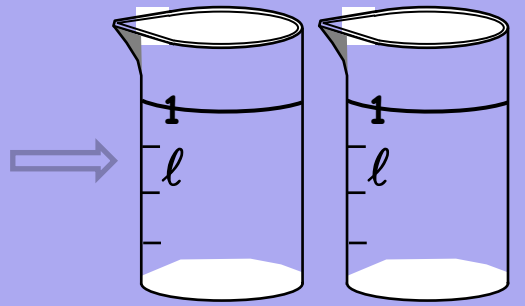
Volume

Students to be 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.

Maths Around Us

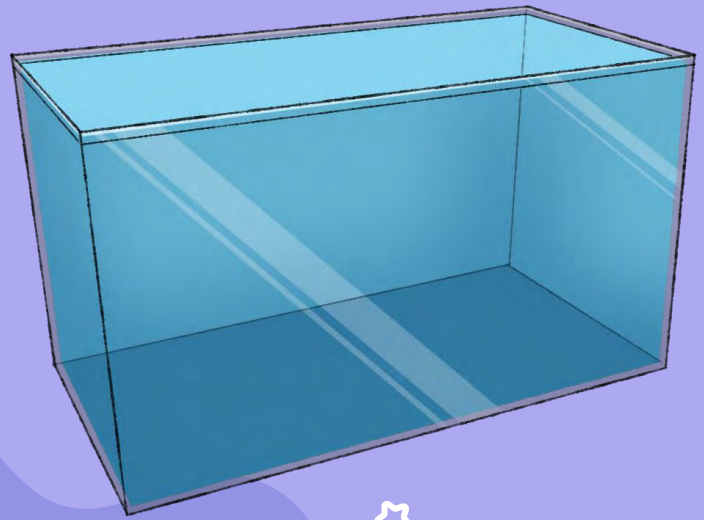
Bottled drinks

How much water can each bottle hold?

What is the total volume of water in the bottles?

Thinking Aloud

John wants to have 4 litres of water in his fish tank.
He only has a 3 ℓ pail and a 5 ℓ pail.
How do I measure about 4 ℓ of water using these 2 pails?



Mass

Students to be able to:

- Measure in kilograms / grams
- Compare and order masses

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 ____

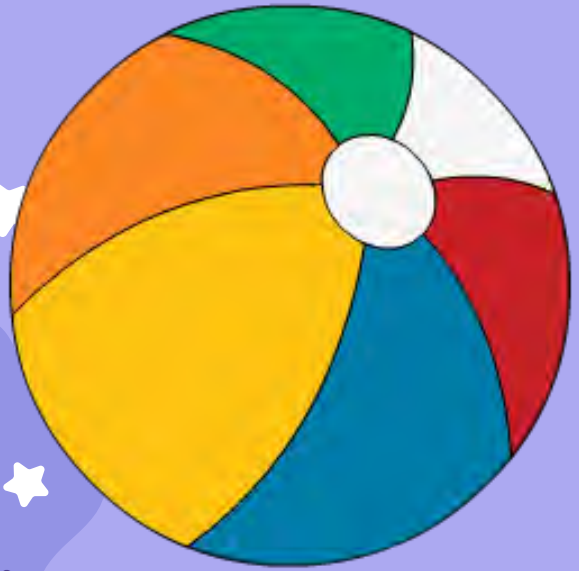
180 ____

25 ____

Maths Around Us

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

Thinking Aloud



Mary said that the beach ball is bigger in size than the basketball so the beach is heavier than the basketball. Do you agree with her? Why?

Time

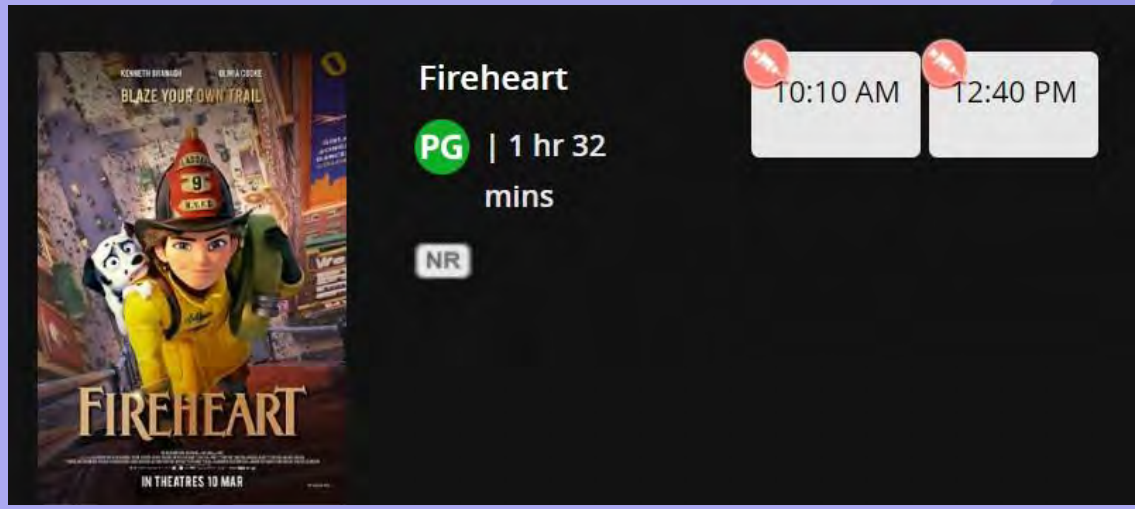
Students to be able to:

- Tell time to the minutes
- Measure time in hours and minutes
- Converting time in hours and minutes to hours and vice versa

Tell time to the minutes using mini clock

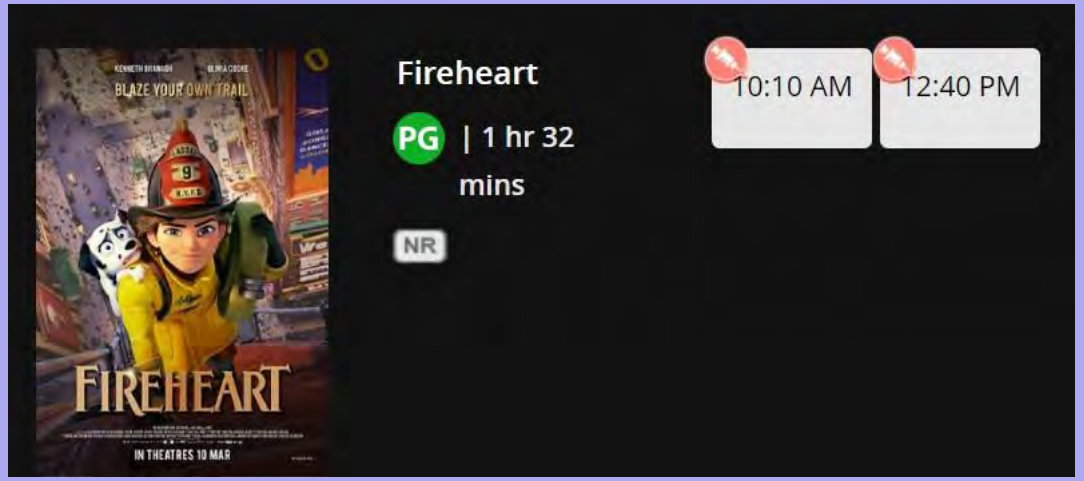
Maths Around Us

source : sgtrains.com



source: https://shaw.sg/showtimes

Thinking Aloud



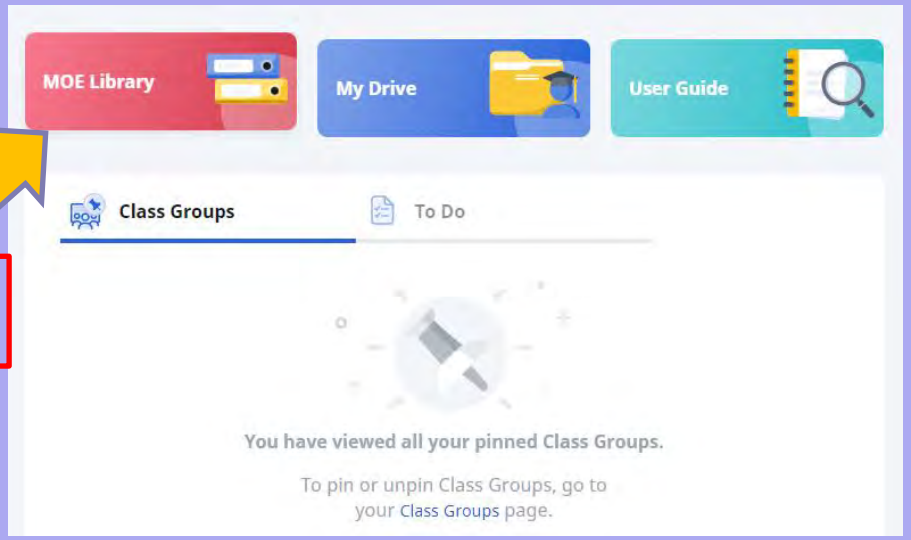
source: https://shaw.sg/showtimes

The show ‘Fireheart’ is 1 hour and 32 min long. How long is the show in minutes?

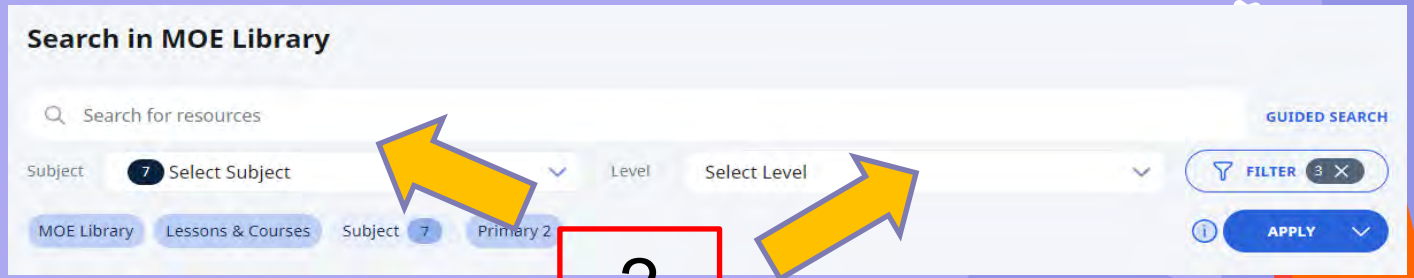
h / min ✓

hr / mins ✗

Student Learning Space (SLS)



1



2

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 31**

Need Help?

Login

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

Support

KooBits Learning Pte Ltd


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

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
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

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

Enter your Login ID

Enter your password

Show

Need Help?

Login

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

Support

KooBits Learning Pte Ltd

Ways Parents Can Help their Children

- Do HOMELINK activities with your child
- Ensure written homework is done
- Ensure SLS assignments are completed
- Sign practice book and blue file when brought home and try to go through their corrections

Ways Parents Can Help their Children

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.