Welcome to
P3 Math Alive
Workshop for Parents
Fri, 14 April 2023

The material shared in today's workshop is 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

- New Math Syllabus approaches
- New Assessment Format
- JYPS Mathematical Strategies & Approaches
- Examples of heuristics used in problem solving
- KooBits

New Math Syllabus Approaches

- Chapter Opener
- SSM Activities (CPA Approach)
- SLS Lessons
- Learning Tasks & Let’s Try
- Maths Around Us
- Thinking Aloud
- Practice Book

Chapter Opener

- Allows students to share their experiences to make connection to the real-world
- Share their prior knowledge for the topic

Sustained Support for Maths Activities

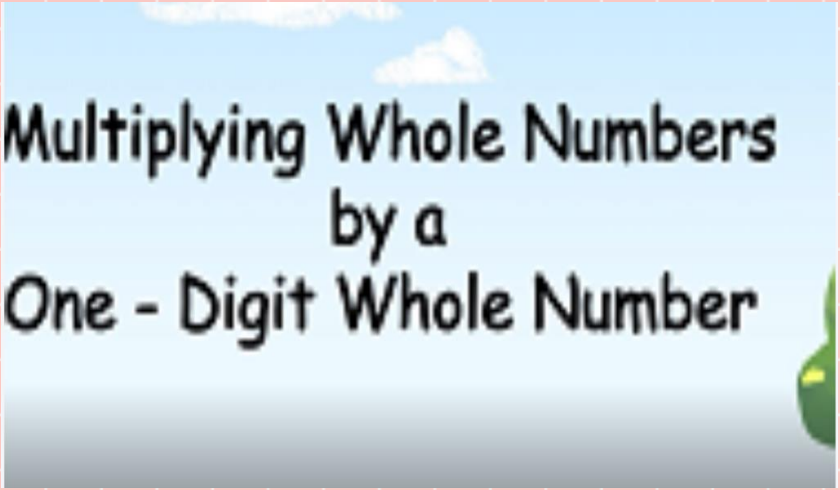
- To learn new concepts for the topic

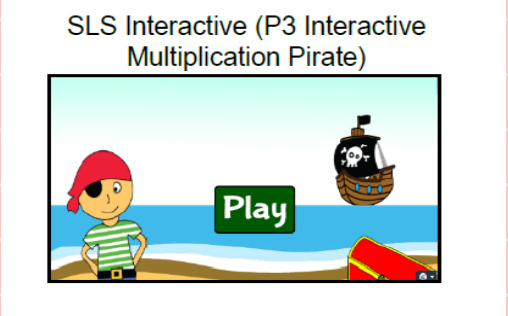
Example:
This activity helps students recall multiplication tables, place value and learn to multiply a number by zero
Use paper plates and cubes to represent 4 plates of 8 apples.
Ask,
“How many plates are there?” (4)
“How many apples are there on each plate?” (8)
“How many apples are there altogether?” (32)
Then, get students to write the equation, 4 x 8 = 32.

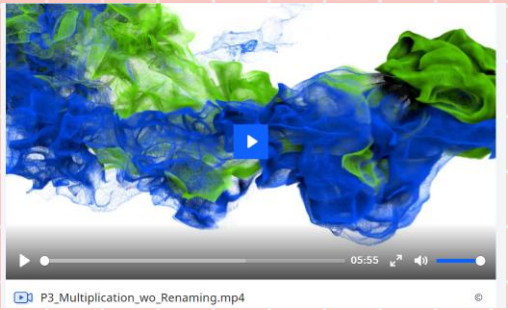
Remove one cube from each plate. Repeat the questions and get students to write ‘4 x 7 = 28’
Remove another cube from each plate. Repeat until the plates have no more cubes..
Show the equations, 4 x 6 = 24, 4 x 5 = 20,…. 4 x 1 = 4.
Finally, say,
“If all the apples are distributed to the students, there are no apples left. How do we write the equation?” (There are 0 apples on each plate. 0 x 4 = 0)

SLS Lesson

SLS lesson is an integral part in the learning of Math concepts. An example of this is the following lesson on Multiplication.



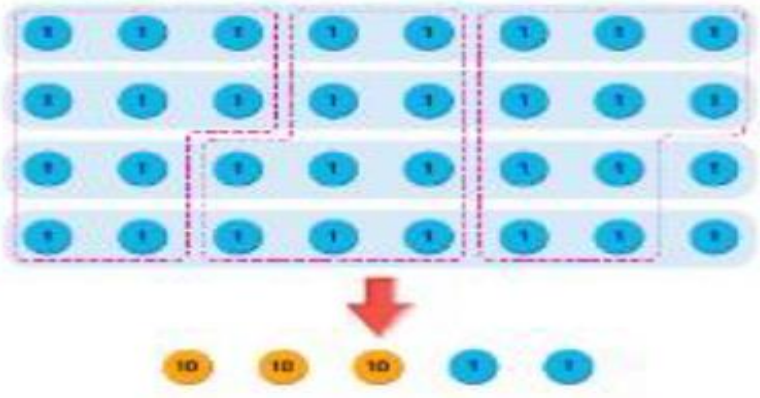




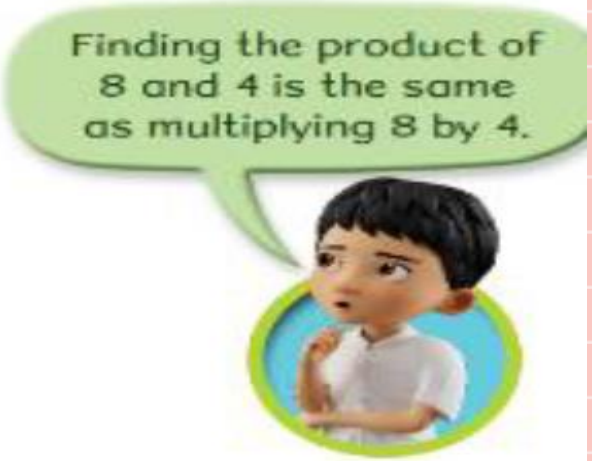
Learning Task & Let's Try

- Reinforce new concepts learnt using learning tasks

We use number discs to represent the 4 plates of 8 apples.
Multiply 8 by 4.



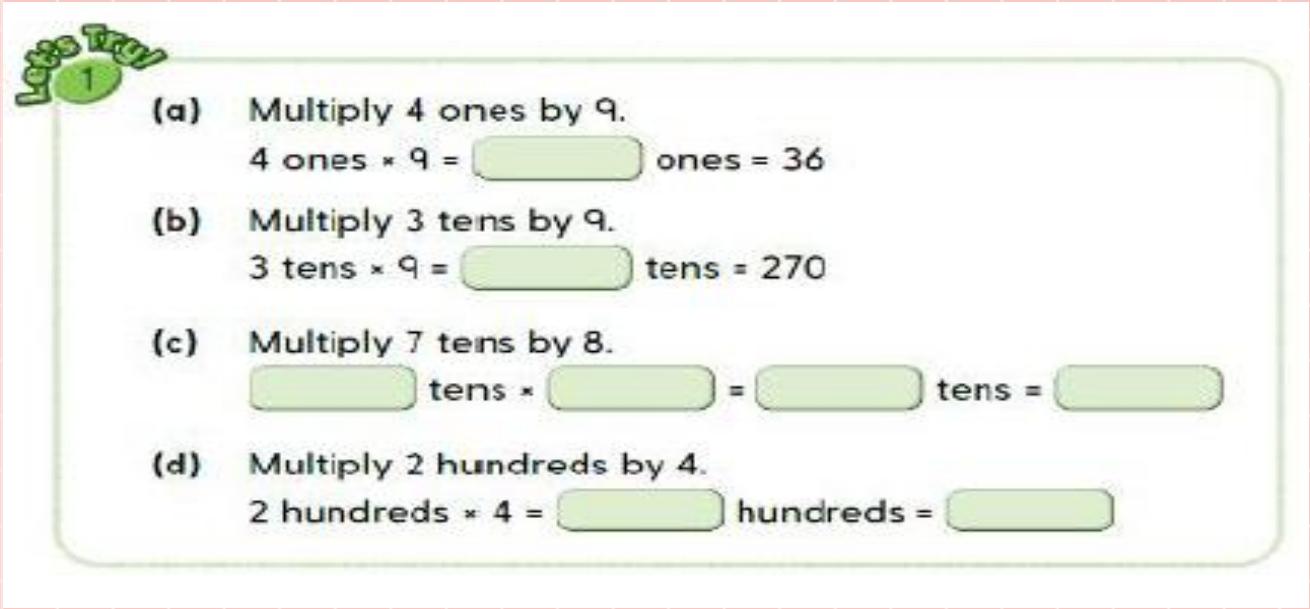
$8 \times 4 = 32$



The product of 8 and 4 is _____.

Learning Task & Let's Try

- Reinforce new concepts learnt using Let's Try
- Worked example and a practice question for each concept

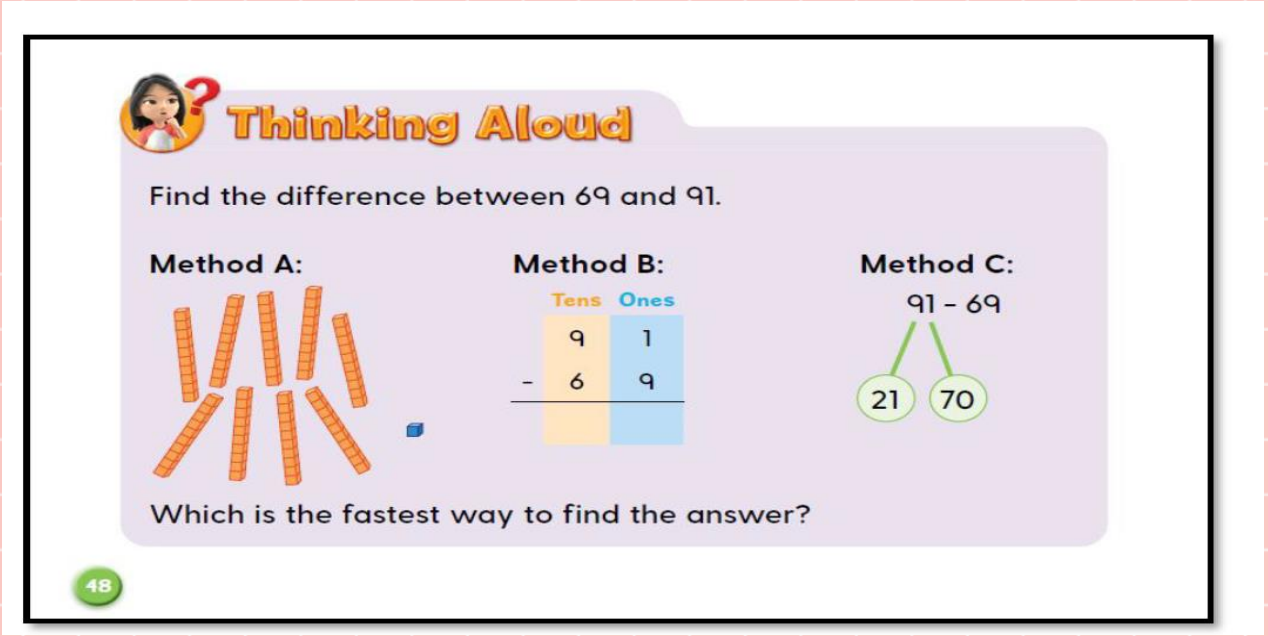


Mathematics Around us

Students reinforce their learning by making connections between what was learnt in the classroom to real-world situations.

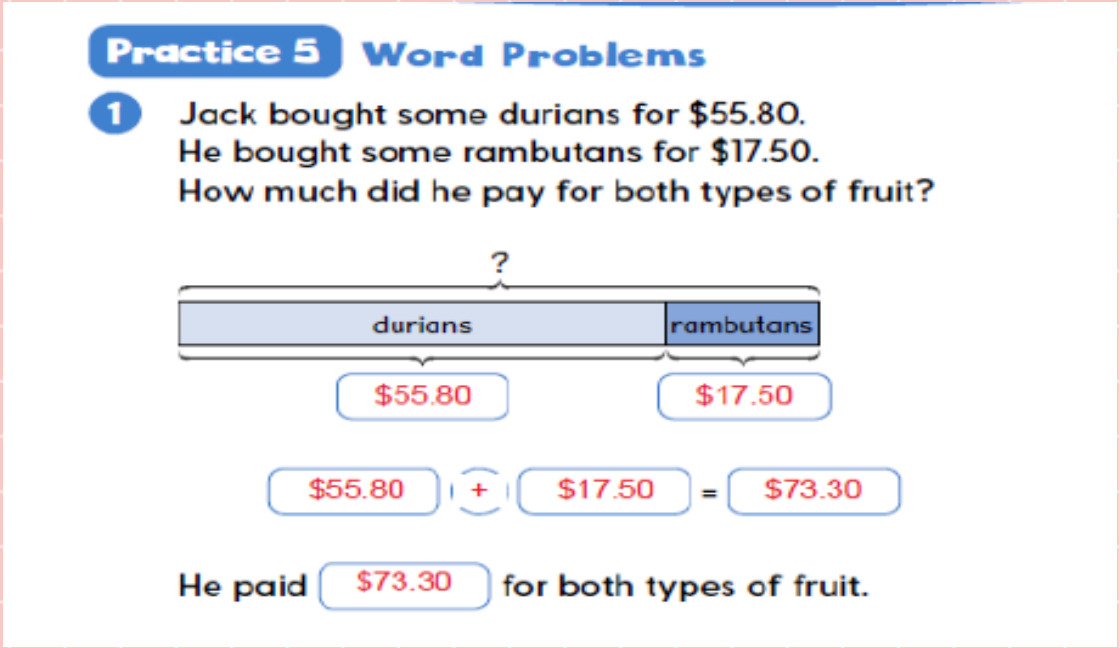
Thinking Aloud

The ‘Thinking Aloud’ activity provides opportunities for students to reason, think creatively and critically



Practice Book

The exercises in the Practice Book helps to reinforce what students have learnt in class.



Practice 5 **Word Problems**

1. Jack bought some durians for $55.80.
He bought some rambutans for $17.50.
How much did he pay for both types of fruit?

$55.80 + $17.50 = $73.30

He paid $73.30 for both types of fruit.

Assessments

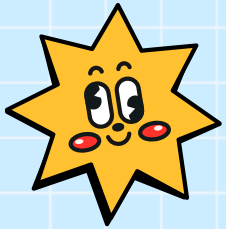
Term	Assessment	No. of Questions	Total Marks	Duration
2	WA1	19	30	50 min
3	WA2	19	30	50 min
4	EYE	35	80	1 h 30 min

JYPS Mathematical Strategies & Approaches

- Factual Fluency
- LI and SC
- Visible Thinking Routines
- Maths Handbook
- STAR Hpack

Factual Fluency

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



Factual Fluency

8 x 7 =

3 x 9 =

6 x 6 =

63 divided by 9 =

LI and SC

Learning intention (LI) is a statement, created by the teacher, that describes clearly what the teacher wants the students to know and understand. Success Criteria (SC) describe what the students can do as a result of the learning and teaching activities. LI can start with We are learning to (WALT) and SC can start with I can...

Example:

WALT

- Add an amount of money in different ways using play money.

I can

- Find the total amount by adding the dollars first.
- Find the total amount by adding the cents first.
- Solve addition problems on money by adding either the dollars first or the cents first.

Visible Thinking Routines

Use of VTR (Visible Thinking Routines) to uncover student's thinking about thinking (Metacognition)

Examples of VTR:

- See-Think-Wonder
- What makes you say that
- Think-Puzzle-Explore

VTR: Think-Puzzle-Explore

Think: "What do you think you know about the question?"

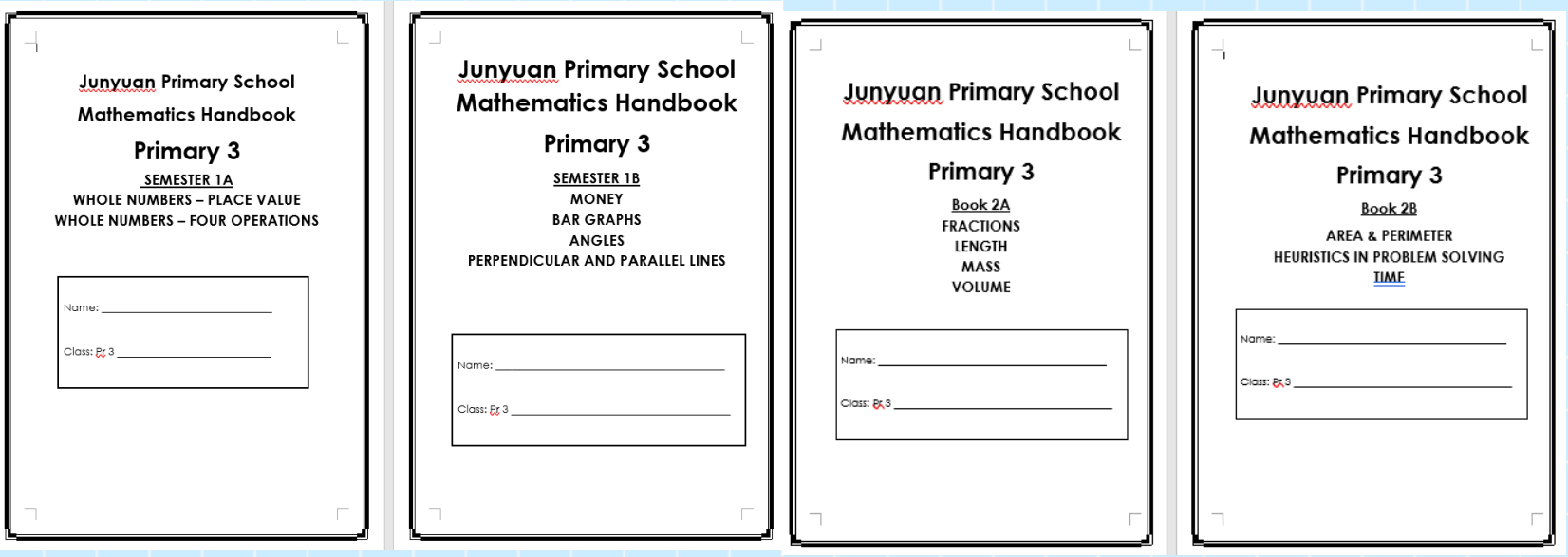
Puzzle: "What puzzles you?"

Explore: "What can you do to find out?"

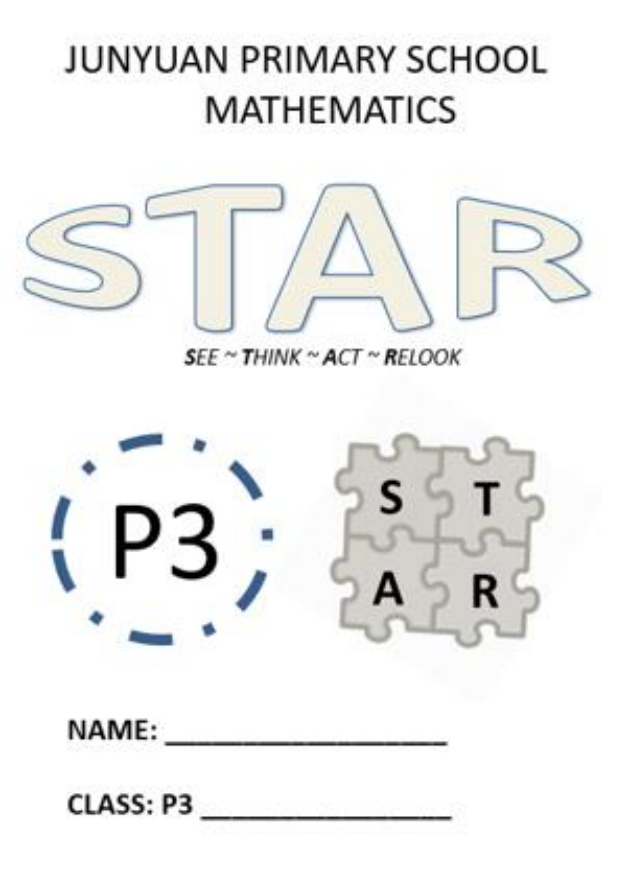
"What are the different ways?"

Maths Handbook

- Summarise important concepts students need to attain in each topic.
- A form of revision



Problem Solving Approach



See (What is given?)

Think (What is my plan?)

Can I use Model Drawing?
Can I look for a pattern?
Can I work backwards?
Can I use Guess and Check?
Other heuristic(s) I can use: _____

Act(What do I need to do?)

Relook(Reflect and Check)

Checking the working steps

What is *COURT* ?

C – ***COPY:*** Copy data correctly

O – ***OPERATION***: Use the correct operation

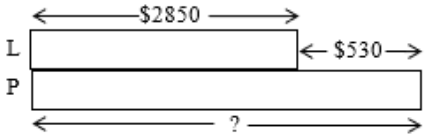
U – ***UNIT:*** Write the correct unit in the answer

R – ***REASONABLENESS*** of answer

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

SAMPLE :

Claudia bought a laptop and a printer.
The laptop cost $2850 and the printer cost $530 more than the laptop.
How much did she pay for the printer?



2850 + 530
= 3380

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

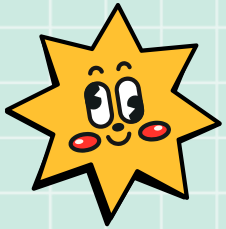
U-UNIT-Write correct unit

C	✓
O	✓
U	✓
R	✓
T	✓

Ans $3380

STAR Hpack

No.	Heuristics
1	Model Drawing - Unitary
2	Model Drawing - Sharing
3	Working Backwards
4	Guess and Check



Examples of Heuristics used in problem solving

1. Model Drawing - Equal Grouping
2. Model Drawing - Part-Whole
3. Model Drawing - Comparison
4. Model Drawing - Unitary Method
5. Model Drawing - Before and After
6. Working Backwards
7. Guess and Check

Q1: Model Drawing (Equal Grouping) – Find Group

There are 40 pupils in Class 3C.

Mr Chan divides the class into groups of 8 pupils.

How many groups of pupils are there?

See (What is given?)

Group → ? groups

Each → 8 pupils

Total → 40 pupils

Think (What is my plan?)

✓ Can I use Model Drawing?

Can I look for a pattern?

Can I work backwards?

Can I use Guess and Check?

Other heuristic(s) I can use:

_____

Q1: Model Drawing (Equal Grouping) – Find Group

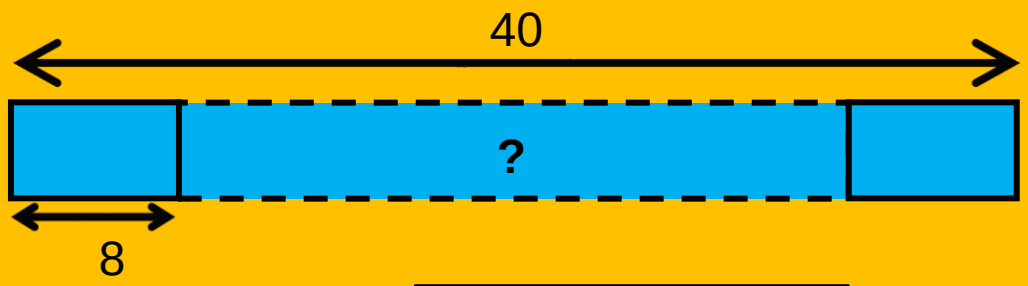
See (What is given?)

Group → ? groups

Each → 8 pupils

Total → 40 pupils

Act (What do I need to do?)



Method

40 ÷8 = **5**

There are **5 groups** of pupils.

Q1: Model Drawing (Equal Grouping) – Find Group

There are 40 pupils in Class 3C.

Mr Chan divides the class into groups of 8 pupils.

How many groups of pupils are there?

Act

Method

40 ÷8 = **5**

Relook (Reflect and Check)

5 x 8 = 40 ✓ok

There are **5 groups** of pupils.

C	
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Q2: Model Drawing (Part-Whole) – Find Total

Aaron has 452 cards. Benedict has 373 cards.
How many cards do they have altogether?

See (What is given?)
Aaron → 452
Benedict → 373
Altogether?

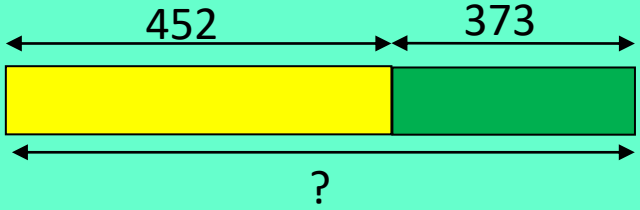
Think (What is my plan?)
✓ Can I use Model Drawing?
Can I look for a pattern?
Can I work backwards?
Can I use Guess and Check?
Other heuristic(s) I can use:

_____

Q2: Model Drawing (Part-Whole) – Find Total

See (What is given?)
Aaron → 452
Benedict → 373
Altogether?

Act (What do I need to do?)



Method
452 + 373 = 825

They have **825 cards** altogether.

Q2: Model Drawing (Part-Whole) – Find Total

Aaron has 452 cards. Benedict has 373 cards.
How many cards do they have altogether?

Act
Method
452 + 373 = 825

Relook (Reflect and Check)
825 - 373 = 452 ✓ok

They have **825 cards** altogether.

C	
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Q3: Model Drawing (Comparison) – Find Difference

Hotel Pan Pacific Singapore charges $330 per night. Hotel Amara Singapore charges $198 per night. How much will Fed save if he decides to stay in Amara Singapore instead of Pan Pacific Singapore for three nights?

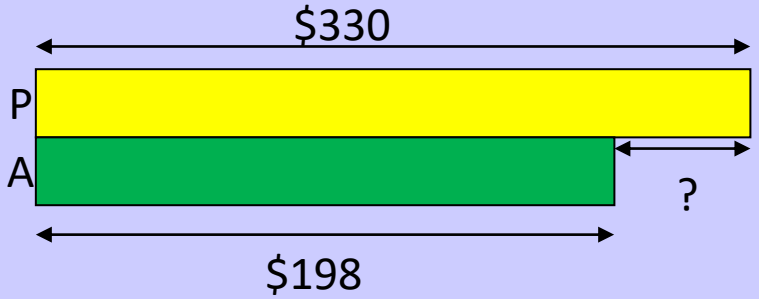
See (What is given?)
Pan Pacific → $330
Amara → $198
Save?

Think (What is my plan?)
✓ Can I use Model Drawing?
Can I look for a pattern?
Can I work backwards?
Can I use Guess and Check?
Other heuristic(s) I can use:
_____

Q3: Model Drawing (Comparison) – Find Difference

See (What is given?)
Pan Pacific → $330
Amara → $198
Save?

Act (What do I need to do?)



Method 1
$330 - $198 = $132
$132 x 3 = **$396**

Method 2
$330 x 3 = $990
$198 x 3 = $594
$990 - $594 = **$396**

Fed will save **$396**.

Q3: Model Drawing (Comparison) – Find Difference

Hotel Pan Pacific Singapore charges $330 per night. Hotel Amara Singapore charges $198 per night. How much will Fes save if he decides to stay in Amara Singapore instead of Pan Pacific Singapore for three nights?

Act

Method 2

$330 x 3 = $990

$198 x 3 = $594

$990 - $594 = **$396**

Relook (Reflect and Check)

$396 + $594 = $990

$594 ÷ 3 = $198

$990 ÷ 3 = $330 ✓ok

Fes will save **$396**.

C	
O	
U	
R	
T	

Q4: Model Drawing (Comparison) – Unitary Method

Alex ran 234 m. Roy jogged thrice the distance ran by Alex. What was the total distance run by both Alex and Roy?

See (What is given?)

Alex → 234 m

Roy → 3x the distance ran by Alex

Qn: Total distance run?

Think (What is my plan?)

✓ Can I use Model Drawing?

Can I look for a pattern?

Can I work backwards?

Can I use Guess and Check?

Other heuristic(s) I can use:

_____

Q4: Model Drawing (Comparison) – Unitary Method

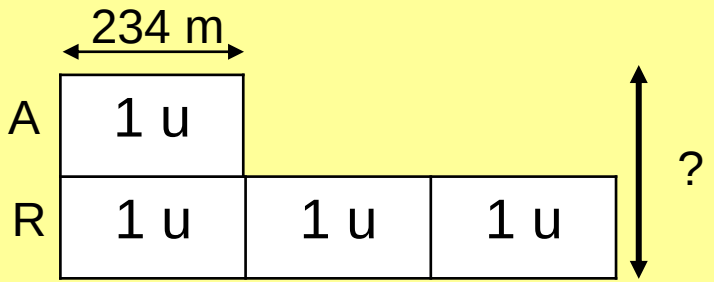
See (What is given?)

Alex → 234 m

Roy → 3x the distance ran by Alex

Qn: Total distance run?

Act (What do I need to do?)



Method 1

1 u = 234 m

3 u = 3 x 234 m

= 702 m

234 m + 702 m = 936 m

Method 2

1 u = 234 m

4 u = 4 x 234 m

= 936 m

They ran **936 m** altogether.

Q4: Model Drawing (Comparison) – Unitary Method

Alex ran 234 m. Roy jogged thrice the distance ran by Alex. What was the total distance run by both Alex and Roy?

Act

Method 1

1 u = 234 m

3 u = 3 x 234 m

= 702 m

234 m + 702 m = 936 m

Relook (Reflect and Check)

Total → **936 m**

Roy → 936 - 234 = 702m

Alex → 702m ÷ 3

= 234m ✓ok

They ran **936 m** altogether.

C	
O	
U	
R	
T	

Q5: Model Drawing
(Comparison with 2 variables – Unequal Distribution)

At a factory, Worker A and Worker B sorted 1886 plastic bottles altogether. Worker B sorted 988 more bottles than Worker A. How many bottles did Worker A sort?

See (What is given?)
A + B → 1886
B → 988 more than A
Qn: A?

Think (What is my plan?)
✓ Can I use Model Drawing?
Can I look for a pattern?
Can I work backwards?
Can I use Guess and Check?
Other heuristic(s) I can use:

_____

Q5: Model Drawing
(Comparison with 2 variables – Unequal Distribution)

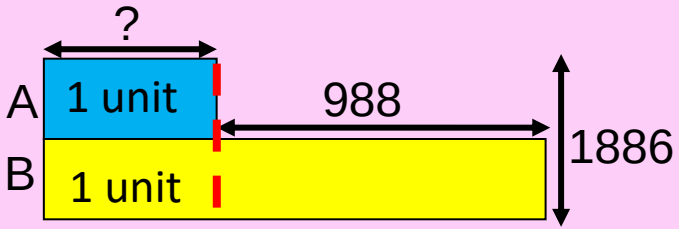
See (What is given?)

A + B → 1886

B → 988 more than A

Qn: A?

Act (What do I need to do?)



1886 - 988 = 898

2 units = 898

1 unit = 898 ÷ 2

= **449**

Worker A sorted **449** bottles in the morning.

Q5: Model Drawing
(Comparison with 2 variables – Unequal Distribution)

At a factory, Worker A and Worker B sorted 1886 plastic bottles altogether. Worker B sorted 988 more bottles than Worker A. How many bottles did Worker A sort?

Act

1886 - 988 = 898

2 units = 898

1 unit = 898 ÷ 2

= **449**

Relook (Reflect and Check)

1 unit = **449**

2 units = 449 x 2

= 898

898 + 988 = 1886 ✓ok

C	
O	
U	
R	
T	

Worker A sorted **449** bottles in the morning.

Q6: Model Drawing (Comparison) – Unitary Method

A bookshop sold 212 pencils and pens in a day. The number of pens sold was thrice the number of pencils sold. How many pencils were sold ?

See (What is given?)

Pencils and Pens → 212

Pens → 3x as many as Pencils

Qn: ? Pencils were sold

Think (What is my plan?)

✓ Can I use Model Drawing?

Can I look for a pattern?

Can I work backwards?

Can I use Guess and Check?

Other heuristic(s) I can use:

_____

Q6: Model Drawing (Comparison) – Unitary Method

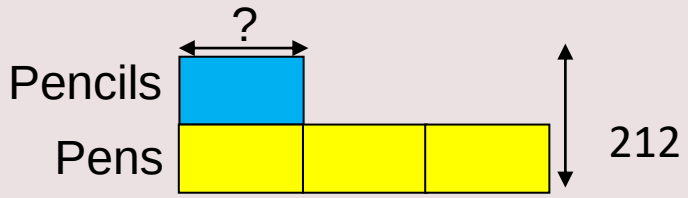
See (What is given?)

Pencils and Pens → 212

Pens → 3x as many as pencils

Qn: ? Pencils were sold

Act (What do I need to do?)



Method

4 u = 212

1 u = 212 ÷ 4

= **53**

53 pencils were sold.

Q6: Model Drawing (Comparison) – Unitary Method

A bookshop sold 212 pencils and pens in a day. The number of pens sold was thrice the number of pencils sold. How many pencils were sold ?

Act

Method

4 u = 212

1 u = 212 ÷ 4

= **53**

Relook (Reflect and Check)

1 u = **53**

4 u = 4 x 53

= 212 ✓ok

C	
O	
U	
R	
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53 pencils were sold.

Q7: Model Drawing (Comparison) – Before & After

Samy has 250 erasers and Darryl has 64 erasers. How many erasers must Samy give to Darryl so that both have the same number of erasers?

See (What is given?)

S → 250

D → 64

S give ? to D so that S = D

Think (What is my plan?**)**

✓ Can I use Model Drawing?

Can I look for a pattern?

Can I work backwards?

Can I use Guess and Check?

Other heuristic(s) I can use:

_____

Q7: Model Drawing (Comparison) – Before & After

See (What is given?)

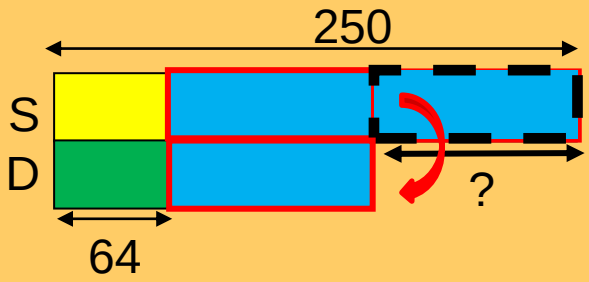
S → 250

D → 64

S give ? to D so that

S = D

Act (What do I need to do?)



250 - 64 = 186

186 ÷ 2 = **93**

Samy must give Darryl **93** erasers.

Q7: Model Drawing (Comparison) – Before & After

Samy has 250 erasers and Darryl has 64 erasers. How many erasers must Samy give to Darryl so that both have the same number of erasers?

Act

250 - 64 = 186

186 ÷ 2 = 93

Relook (Reflect and Check)

250 + 64 = 314

314 ÷ 2 = 157

250 – **93** = 157

64 + **93** = 157 ✓ok

C	
O	
U	
R	
T	

Samy must give Darryl **93** erasers.

Q8: Working Backwards

Mr Lim thought of a number.
He multiplied the number by 5.
Then he subtracted 12 from the answer and arrived at the number 38.
What was the original number?

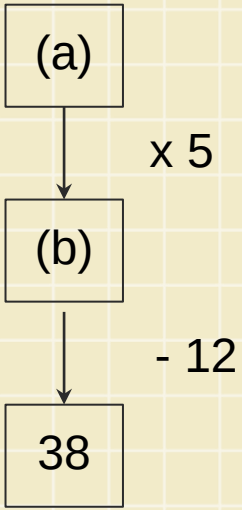
See (What is given?)
(a) is the original number
(b) is the next number after multiplying by 5
(a) x 5 = (b)
(b) - 12 = 38

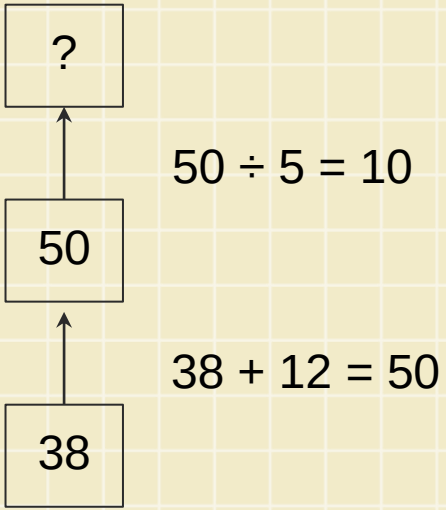
Think (What is my plan?)
Can I use Model Drawing?
Can I look for a pattern?
✓ Can I working backwards?
Can I use Guess and Check?
Other heuristic(s) I can use:
_____

Q8: Working Backwards

Mr Lim thought of a number.
He multiplied the number by 5.
Then he subtracted 12 from the answer and arrived at the number 38.
What was the original number?

Act (What do I need to do?)



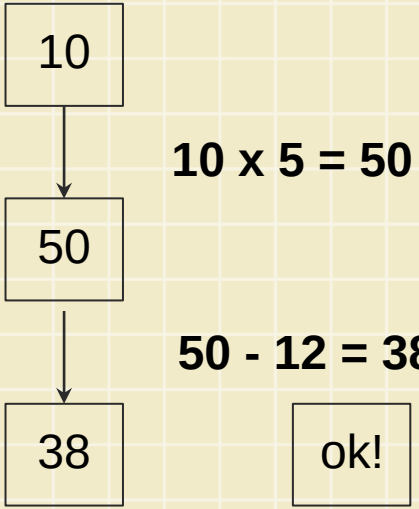


The original number was **10**

Q8: Working Backwards

Mr Lim thought of a number.
He multiplied the number by 5.
Then he subtracted 12 from the answer and arrived at the number 38.
What was the original number?

Relook (Guess & Check)



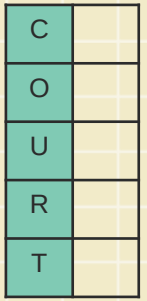
10 x 5 = 50

50 - 12 = 38

ok!

50 ÷ 5 = 10

38 + 12 = 50



The original number was **10**

Q9 : Guess and Check

Mr Chew had a total of 11 ducks and cows on his farm.
There were 28 legs in all. How many ducks and how many cows did he have?

See (What is given?)

Total number of animals -> 11

Total number of feet -> 28

Ducks -> ?

Cows -> ?

Think (What is my plan?**)**

Can I use Model Drawing?

Can I look for a pattern?

Can I work backwards?

✓ Can I use Guess and Check?

Other heuristic(s) I can use:

_____

Q9: Guess and Check

Mr Chew had a total of 11 ducks and cows on his farm.
There were 28 legs in all. How many ducks and how many cows did he have?

Act (What do I need to do?)

Total number of ducks	Total number of feet (2 feet each)	Total number of cows	Total number of feet (4 feet each)	Total number of feet	Check
5	5 x 2 = 10	6	6 x 4 = 24	10 + 24 = 34	x
6	6 x 2 = 12	5	5 x 4 = 20	12 + 20 = 32	x
7	7 x 2 = 14	4	4 x 4 = 16	14 + 16 = 30	x
8	8 x 2 = 16	3	3 x 4 = 12	16 + 12 = 28	✓

There are **8 ducks** and **3 cows** in the farm

Q9: Guess and Check

Mr Chew had a total of 11 ducks and cows on his farm.
There were 28 legs in all. How many ducks and how many cows did he have?

Total number of ducks	Total number of feet (2 feet each)	Total number of cows	Total number of feet (4 feet each)	Total number of feet	Check
5	5 x 2 = 10	6	6 x 4 = 24	10 + 24 = 34	x
6	6 x 2 = 12	5	5 x 4 = 20	12 + 20 = 32	x
7	7 x 2 = 14	4	4 x 4 = 16	14 + 16 = 30	x
8	8 x 2 = 16	3	3 x 4 = 12	16 + 12 = 28	✓

Relook (Guess & Check)

Check:

Total → 11 (✓ok)

Check:

Total feet → 28 (✓ok)

C	
O	
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R	
T	

There are **8 ducks** and **3 cows** in the farm

KooBits

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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

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Log in details can be found in **student's diary pg 31**

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10 personalized questions per day
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Mission
Multiplayer
Assignment
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Total CPs
1000
KoKo Credits
Bonus
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


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Assignment
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Total CPs
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Multiplayer
Assignment
0
Total CPs
1000
KoKo Credits
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Daily Bonus
Dr. Miko is asking you...
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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


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Support

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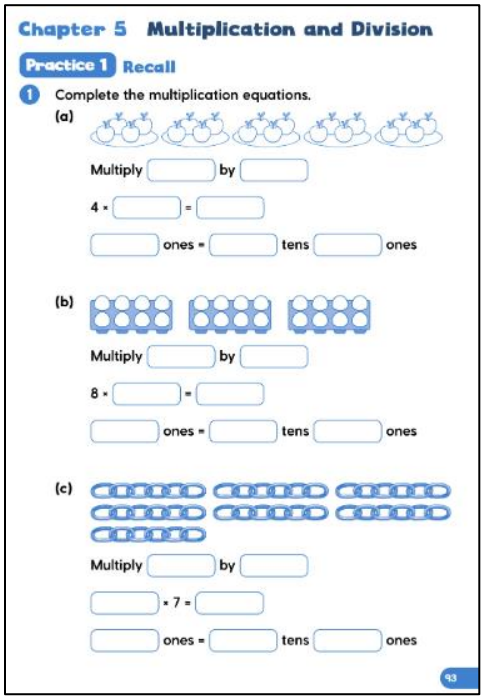
Support from parents

1) Help to ensure your child completes his/her homework, corrections, SLS assignments and Koobits assignments.



Chapter 5 Multiplication and Division

Practice 1 Recall

1 Complete the multiplication equations.

(a)

Multiply ☐ by ☐

4 × ☐ = ☐

☐ ones = ☐ tens ☐ ones

(b)

Multiply ☐ by ☐

8 × ☐ = ☐

☐ ones = ☐ tens ☐ ones

(c)

Multiply ☐ by ☐

☐ × 7 = ☐

☐ ones = ☐ tens ☐ ones

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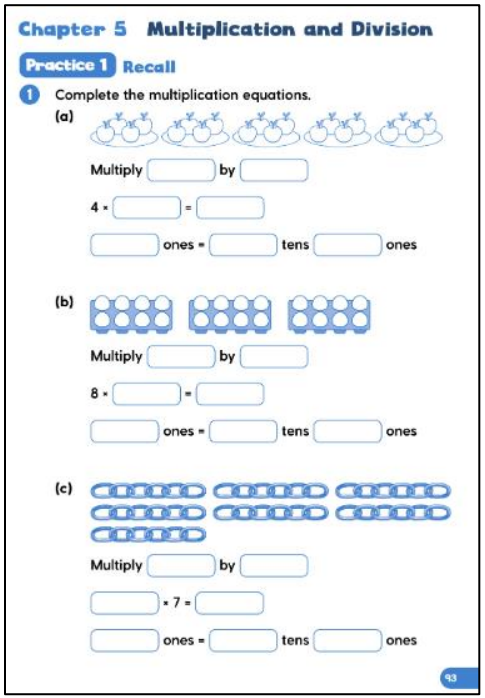
SINGAPORE
Student Learning Space

Assignments

Support from parents

2) Sign his/her blue file and practice book.

3) Ensure he/she memorises the multiplication tables



Chapter 5 Multiplication and Division

Practice 1 Recall

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☐ ones = ☐ tens ☐ ones

(b)

Multiply ☐ by ☐

8 × ☐ = ☐

☐ ones = ☐ tens ☐ ones

(c)

Multiply ☐ by ☐

☐ × 7 = ☐

☐ ones = ☐ tens ☐ ones

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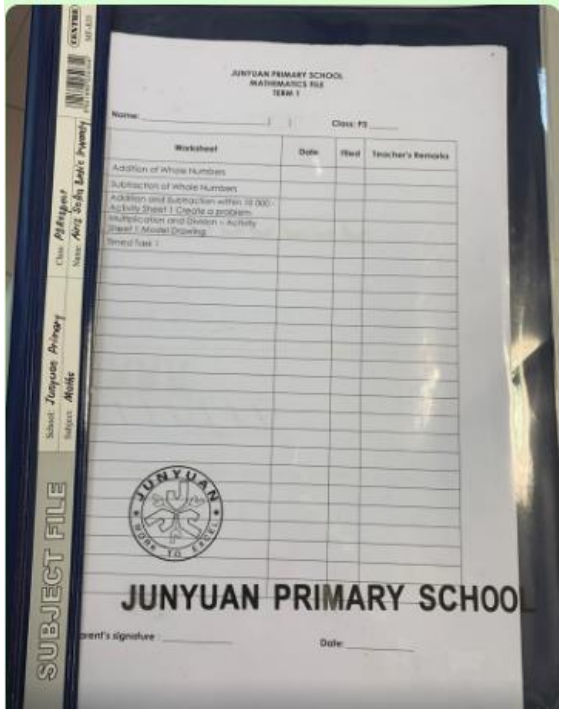


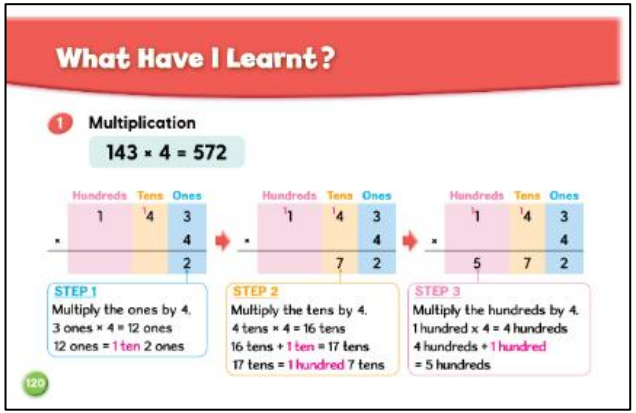
1 – 10 Times Tables Chart

1 X	2 X	3 X	4 X	5 X
1 x 1 = 1	2 x 1 = 2	3 x 1 = 3	4 x 1 = 4	5 x 1 = 5
1 x 2 = 2	2 x 2 = 4	3 x 2 = 6	4 x 2 = 8	5 x 2 = 10
1 x 3 = 3	2 x 3 = 6	3 x 3 = 9	4 x 3 = 12	5 x 3 = 15
1 x 4 = 4	2 x 4 = 8	3 x 4 = 12	4 x 4 = 16	5 x 4 = 20
1 x 5 = 5	2 x 5 = 10	3 x 5 = 15	4 x 5 = 20	5 x 5 = 25
1 x 6 = 6	2 x 6 = 12	3 x 6 = 18	4 x 6 = 24	5 x 6 = 30
1 x 7 = 7	2 x 7 = 14	3 x 7 = 21	4 x 7 = 28	5 x 7 = 35
1 x 8 = 8	2 x 8 = 16	3 x 8 = 24	4 x 8 = 32	5 x 8 = 40
1 x 9 = 9	2 x 9 = 18	3 x 9 = 27	4 x 9 = 36	5 x 9 = 45
1 x 10 = 10	2 x 10 = 20	3 x 10 = 30	4 x 10 = 40	5 x 10 = 50
1 x 11 = 11	2 x 11 = 22	3 x 11 = 33	4 x 11 = 44	5 x 11 = 55
1 x 12 = 12	2 x 12 = 24	3 x 12 = 36	4 x 12 = 48	5 x 12 = 60

6 X	7 X	8 X	9 X	10 X
6 x 1 = 6	7 x 1 = 7	8 x 1 = 8	9 x 1 = 9	10 x 1 = 10
6 x 2 = 12	7 x 2 = 14	8 x 2 = 16	9 x 2 = 18	10 x 2 = 20
6 x 3 = 18	7 x 3 = 21	8 x 3 = 24	9 x 3 = 27	10 x 3 = 30
6 x 4 = 24	7 x 4 = 28	8 x 4 = 32	9 x 4 = 36	10 x 4 = 40
6 x 5 = 30	7 x 5 = 35	8 x 5 = 40	9 x 5 = 45	10 x 5 = 50
6 x 6 = 36	7 x 6 = 42	8 x 6 = 48	9 x 6 = 54	10 x 6 = 60
6 x 7 = 42	7 x 7 = 49	8 x 7 = 56	9 x 7 = 63	10 x 7 = 70
6 x 8 = 48	7 x 8 = 56	8 x 8 = 64	9 x 8 = 72	10 x 8 = 80
6 x 9 = 54	7 x 9 = 63	8 x 9 = 72	9 x 9 = 81	10 x 9 = 90
6 x 10 = 60	7 x 10 = 70	8 x 10 = 80	9 x 10 = 90	10 x 10 = 100
6 x 11 = 66	7 x 11 = 77	8 x 11 = 88	9 x 11 = 99	10 x 11 = 110
6 x 12 = 72	7 x 12 = 84	8 x 12 = 96	9 x 12 = 108	10 x 12 = 120

Support from parents

4) Revise regularly with your child using TB especially the ‘What Have I Learnt?’ section and the Maths Handbook.



What Have I Learnt?

1 Multiplication

143 × 4 = 572

	Hundreds	Tens	Ones
	1	4	3
×			4
			2

STEP 1
Multiply the ones by 4.
3 ones × 4 = 12 ones
12 ones = 1 ten 2 ones

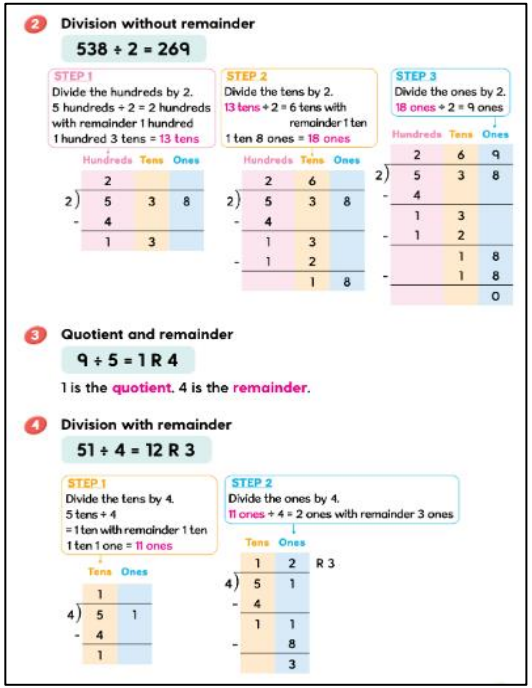
	Hundreds	Tens	Ones
	1	4	3
×			4
		7	2

STEP 2
Multiply the tens by 4.
4 tens × 4 = 16 tens
16 tens + 1 ten = 17 tens
17 tens = 1 hundred 7 tens

	Hundreds	Tens	Ones
	1	4	3
×			4
	5	7	2

STEP 3
Multiply the hundreds by 4.
1 hundred x 4 = 4 hundreds
4 hundreds + 1 hundred
= 5 hundreds

120



2 Division without remainder

538 ÷ 2 = 269

STEP 1
Divide the hundreds by 2.
5 hundreds ÷ 2 = 2 hundreds with remainder 1 hundred
1 hundred 3 tens = 13 tens

	Hundreds	Tens	Ones
	2		
2)	5	3	8
-	4		
	1	3	

STEP 2
Divide the tens by 2.
13 tens ÷ 2 = 6 tens with remainder 1 ten
1 ten 8 ones = 18 ones

	Hundreds	Tens	Ones
	2	6	
2)	5	3	8
-	4		
	1	3	
-	1	2	
		1	8

STEP 3
Divide the ones by 2.
18 ones ÷ 2 = 9 ones

	Hundreds	Tens	Ones
	2	6	9
2)	5	3	8
-	4		
	1	3	
-	1	2	
		1	8
-		1	8
			0

3 Quotient and remainder

9 ÷ 5 = 1 R 4

1 is the **quotient**. 4 is the **remainder**.

4 Division with remainder

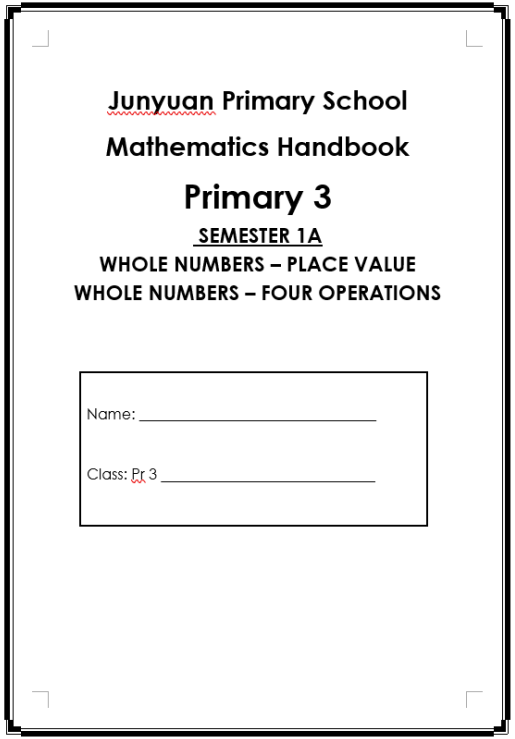
51 ÷ 4 = 12 R 3

STEP 1
Divide the tens by 4.
5 tens ÷ 4
= 1 ten with remainder 1 ten
1 ten 1 one = 11 ones

	Tens	Ones
	1	
4)	5	1
-	4	
	1	

STEP 2
Divide the ones by 4.
11 ones ÷ 4 = 2 ones with remainder 3 ones

	Tens	Ones	
	1	2	R 3
4)	5	1	
-	4		
	1	1	
-		8	
		3	



Junyuan Primary School

Mathematics Handbook

Primary 3

SEMESTER 1A

WHOLE NUMBERS – PLACE VALUE

WHOLE NUMBERS – FOUR OPERATIONS

Name: _____

Class: Pr 3 _____


THANK
YOU