JUNYUAN PRIMARY SCHOOL

Welcome to
P4 Math Alive Workshop for Parents
Fri, 14 April 2023
2.30 pm – 4pm

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 session.

The Presentation Slides will be removed after one month.

Thank you for your understanding and cooperation.

Singapore Mathematics Framework

Mathematics Curriculum Framework

Belief, appreciation, confidence, motivation, interest and perseverance

Awareness, monitoring and regulation of thought processes

Attitudes

Metacognition

Mathematical Problem Solving

Skills

Processes

Concepts
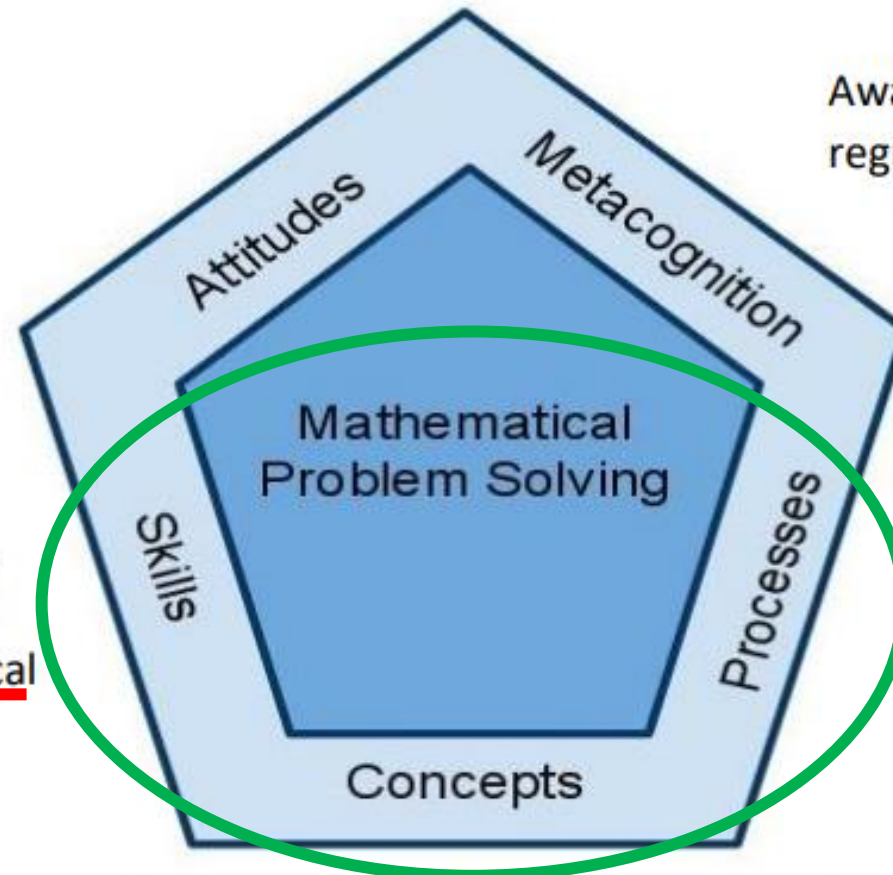
Proficiency in carrying out operations and algorithms, visualising space, handling data and using mathematical tools

Competencies in abstracting and reasoning, representing and communicating, applying and modelling
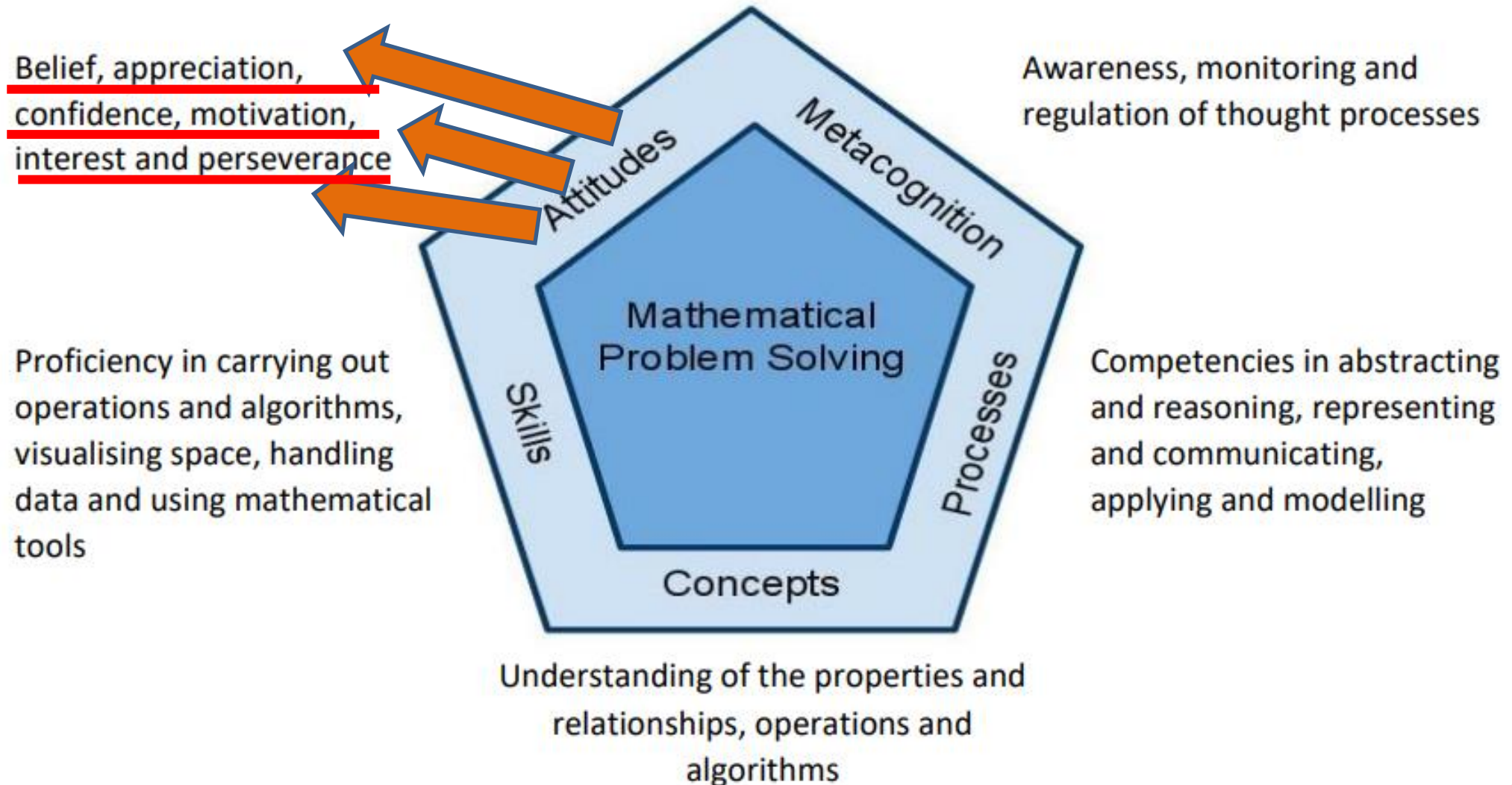
Understanding of the properties and relationships, operations and algorithms

Conversion of units
Perimeter
Geometry
Money
Fractions
Percentage

Bar Graph
Area
Volume
Mass
Decimals
Algebra

Singapore Mathematics Framework

Mathematics Curriculum Framework

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Awareness, monitoring and regulation of thought processes

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Metacognition

Mathematical Problem Solving

Skills

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Concepts

Proficiency in carrying out operations and algorithms, visualising space, handling data and using mathematical tools

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Understanding of the properties and relationships, operations and algorithms

Math Alive! In REAL LIFE DAILY APPLICATIONS

1 km = 1000 m

Math Alive!

○ Junyuan Primary School, 2 Tampines Stre

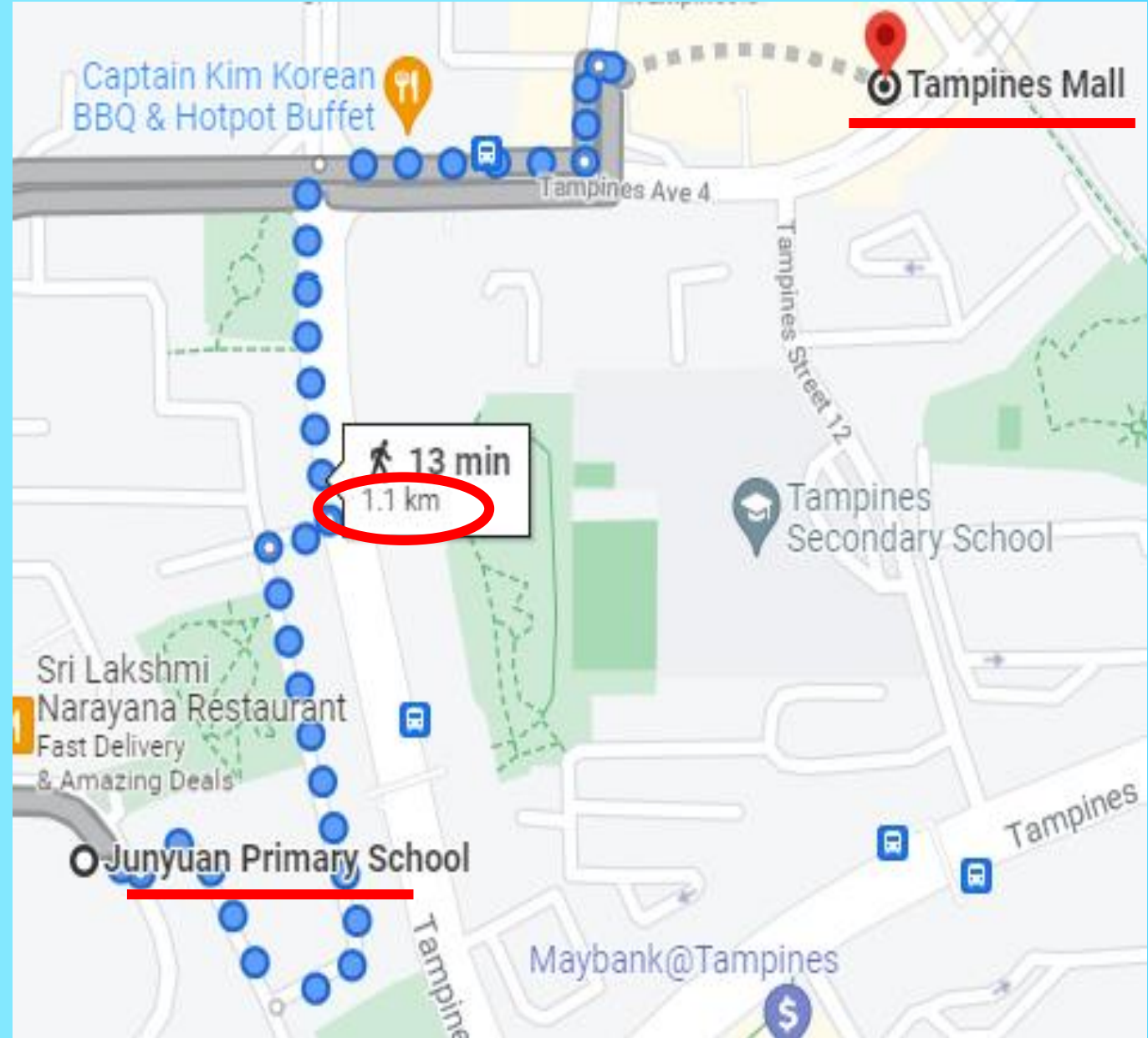◎ Tampines Mall, 4 Tampines Central 5, Sin

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🚶 via Tampines Ave 5 — 13 min

Mostly flat — 1.1 km

The distance from JYPS to Tampines Mall is about 1 km.
Time taken is 13 min.

Math Alive!

INGREDIENT	6-INCH
All-Purpose Flour	350 grams
Baking Powder	10 grams
Salt	3 grams
Butter, unsalted	254 grams
Granulated White Sugar	298 grams
Vanilla extract	5 grams
Eggs, large	4 pieces
Milk (Whole/ Full Fat)	273 grams
BAKING TIME ESTIMATE	**40 minutes**

1 cup butter or margarine
1 ½ cups sugar
4 eggs
1 teaspoon vanilla extract
½ teaspoon salt
4 cups sifted cake flour
4 teaspoons baking powder
1 ⅓ cups milk

Math Alive!

Living

Bedroom
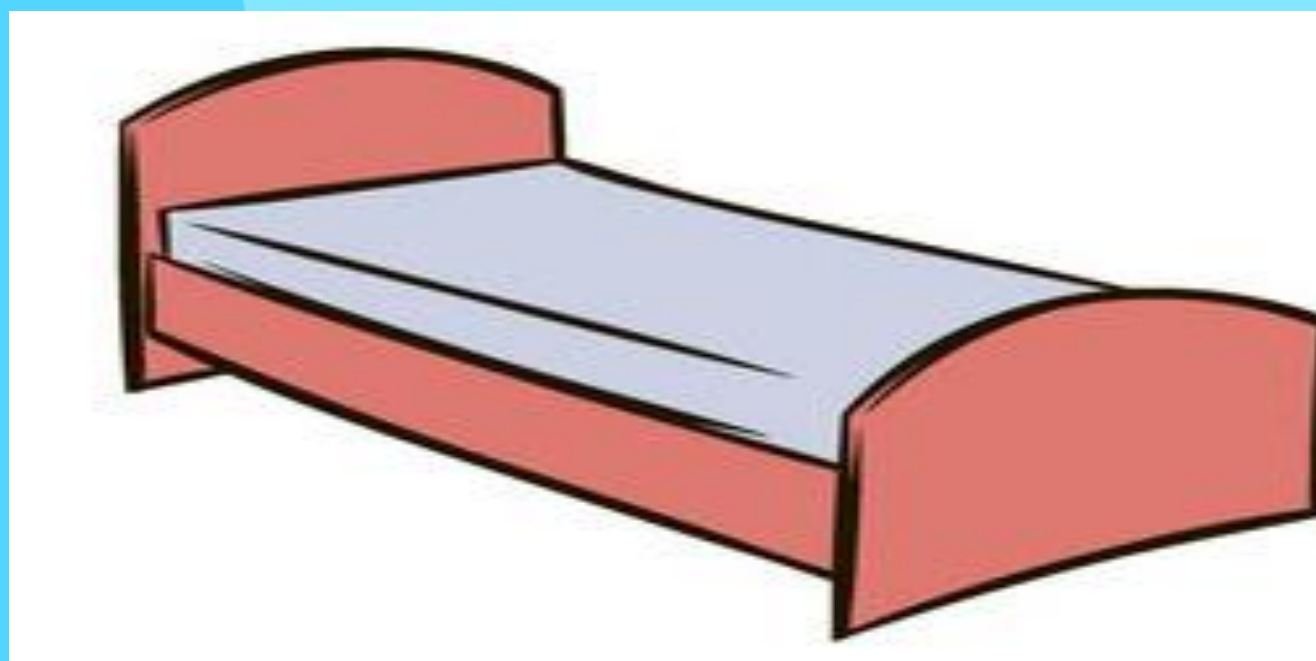
Workshop Content

1)Introduction to Metacognition in Problem Solving using STAR approach
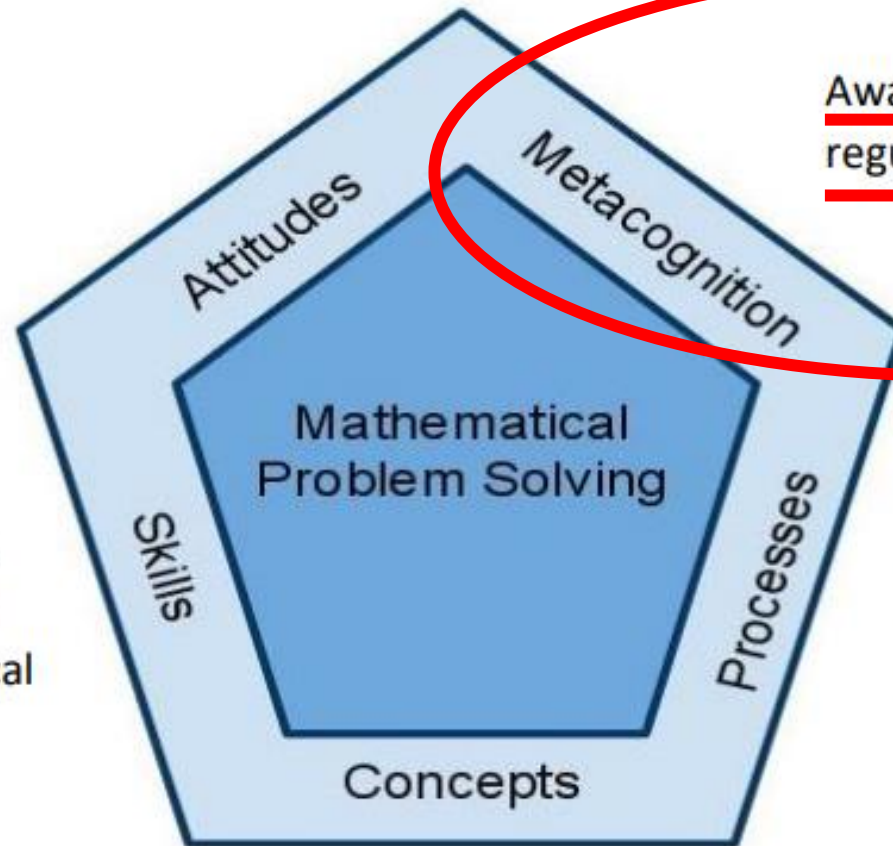
2)Heuristics of Problem Solving

3)KooBits

4)Q & A
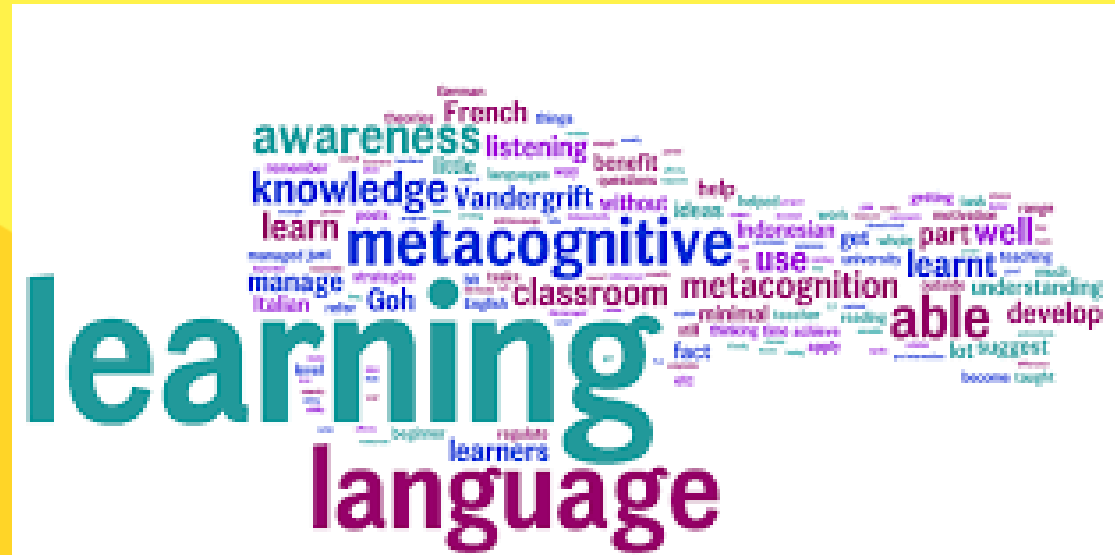
Singapore Mathematics Framework

Mathematics Curriculum Framework

Belief, appreciation, confidence, motivation, interest and perseverance

Awareness, monitoring and regulation of thought processes

Proficiency in carrying out operations and algorithms, visualising space, handling data and using mathematical tools

Competencies in abstracting and reasoning, representing and communicating, applying and modelling

Understanding of the properties and relationships, operations and algorithms

Attitudes · Metacognition · Skills · Processes · Mathematical Problem Solving · Concepts

Metacognition

<u>Definition</u>

Think about one's **==own==** thinking

– To be critically **==aware==** of one's thinking and learning.

<u>Process</u>

- **==Monitor==** one's own thinking and one's existing state of knowledge

- **==Self-regulate==** one's learning through goal setting, self-monitoring and self instruction

How to develop metacognitive awareness

- Exposure to general problem solving skills
- Thinking aloud using the strategies and methods taught
- Attempting problems that require planning and evaluation
- Seeking alternative ways to solve a problem
- Checking reasonableness of answers

Metacognition @ JYPS

JUNYUAN PRIMARY SCHOOL

MATHEMATICS

STAR

*S*EE ~ *T*HINK ~ *A*CT ~ *R*ELOOK

P4

S T
A R
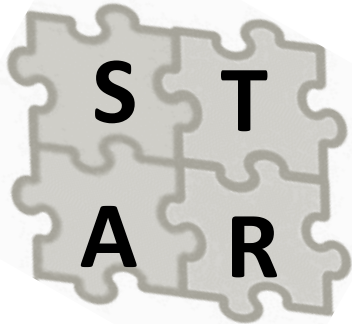
NAME : _____

CLASS : P4 - _____

S - See (What is given?)

T -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: _____
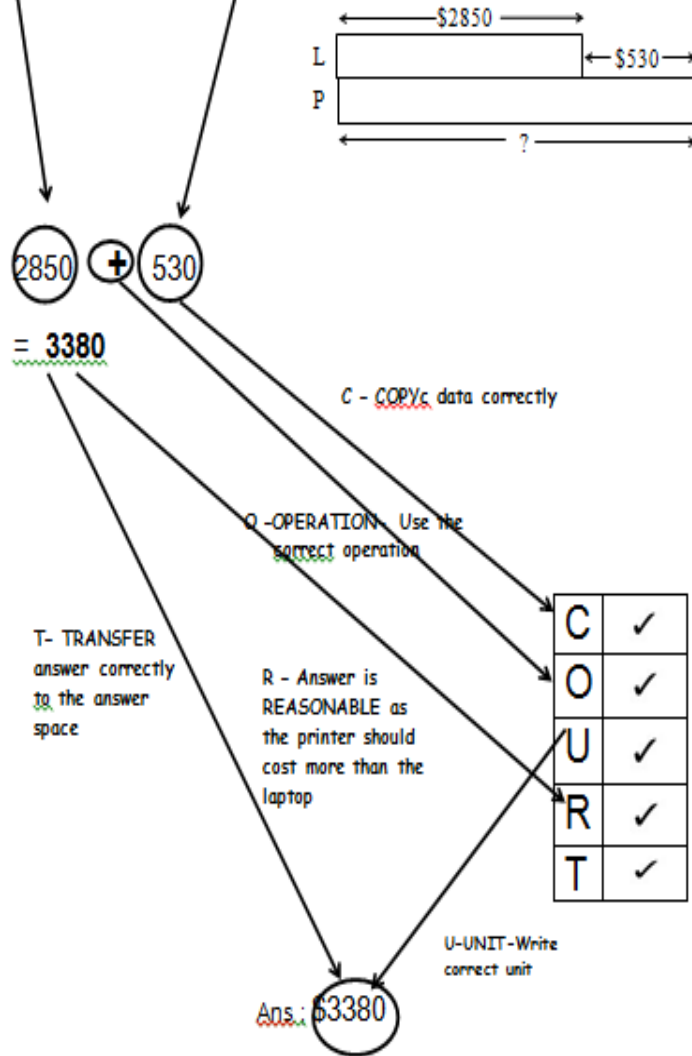
**A** - Act(What do I need to do?)

R - Relook(Reflect and Check)

CHECKING Strategy Using

C -O -U -R -T

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 - COPYc data correctly

O -OPERATION- Use the correct operation

T- TRANSFER answer correctly to the answer space

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

U-UNIT-Write correct unit

Ans.: $3380

C	✓
O	✓
U	✓
R	✓
T	✓

C – *Copy data correctly*

O – *Operation sign*

U – *Unit of measurement*

R – *Reasonableness of answer*

T – *Transfer answer correctly*

C	✓
O	✓
U	✓
R	✓
T	✓

Heuristics Of Problem Solving
Model Drawing

1. *Part-Whole Model*
2. *Comparison Model (2 Variables)*
3. Comparison Model (3 Variables)
4. Unitary Method
5. Stacking Model
6. Fraction of a Set
7. Before and After

Q1: 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:

_____

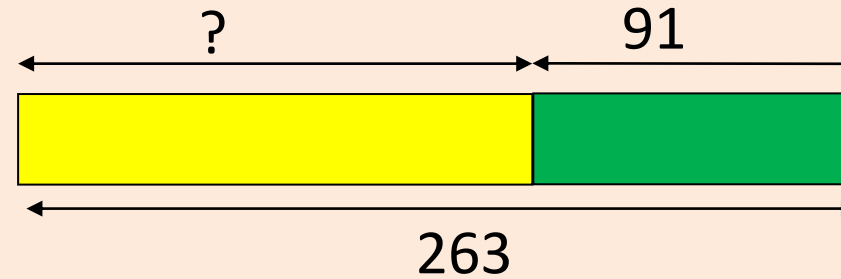# Q1: Model Drawing
(Part-Whole) – Find Total

Act (What do I need to do?)

452   373

?

See (What is given?)
Aaron → 452
Benedict → 373
Altogether?
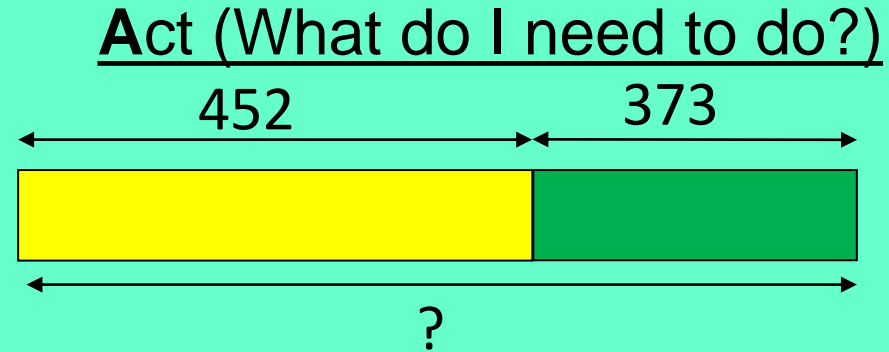
Method
452 + 373 = 825

They have **825 cards** altogether.

Q1: 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

C	✔
O	✔
U	✔
R	✔
T	✔

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

Rachel and Sally have 263 hair clips altogether.

Sally has 91 hair clips.

How many hair clips does Rachel have?

See (What is given?)
Rachel & Sally → 263
Sally → 91
Rachel ?

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 Part

<u>**A**ct (What do I need to do?)</u>

?   91

263

<u>**S**ee (What is given?)</u>
Rachel & Sally → 263
Sally → 91
Rachel ?

<u>Method</u>
263 − 91 = 172

<u>Rachel has **172 paper clips.**</u>

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

Rachel and Sally have 263 hair clips altogether.
Sally has 91 hair clips.
How many hair clips does Rachel have?

Act
Method
263 – 91 = 172

Relook (Reflect and Check)
172 + 91= 263 ✓ok

C	✔
O	✔
U	✔
R	✔
T	✔

Q3: Model Drawing
(Comparison with 2 variables) – Finding Difference

Hotel Pan Pacific Singapore charges $330 per night. Hotel Amara Singapore charges $198 per night. How much will Mr Ong 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?
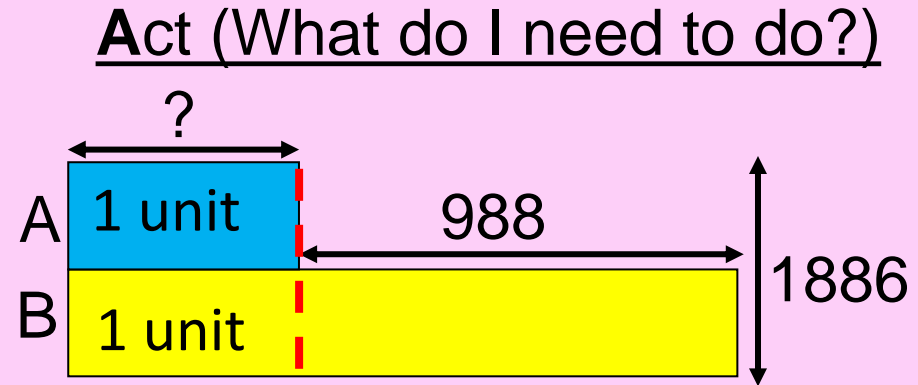- Can I use Guess and Check?
- Other heuristic(s) I can use:

_____

Q3: Model Drawing
(Comparison with 2 variables) – Finding Difference

Act (What do I need to do?)

$330

P [yellow bar]

A [green bar]

?

$198

See (What is given?)
Pan Pacific → $330
Amara → $198
Save?
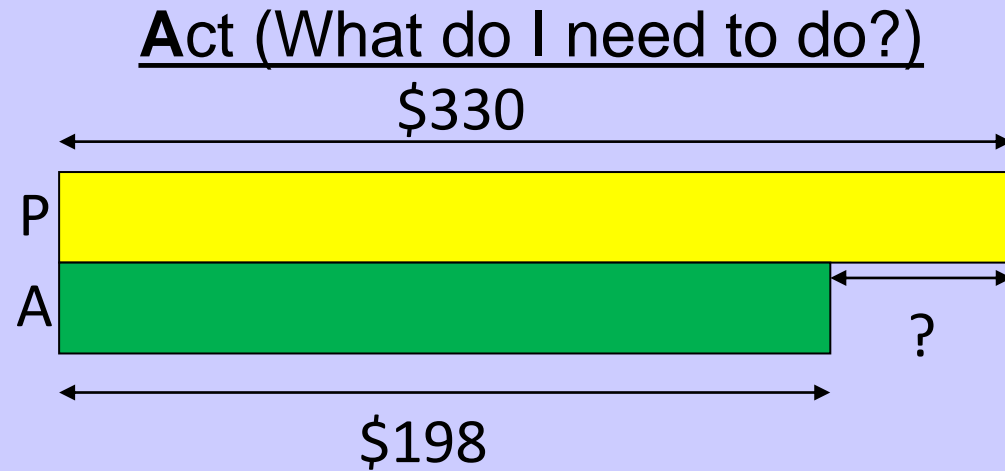
Method 1
$330 - $198 = $132
$132 x 3 = **$396**

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

Mr Ong will save **$396**.

Q3: Model Drawing
(Comparison with 2 variables) – Finding Difference

Hotel Pan Pacific Singapore charges $330 per night. Hotel Amara Singapore charges $198 per night. How much will Mr Ong 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

Mr Ong will save **$396.**

C	✓
O	✓
U	✓
R	✓
T	✓

Q4: 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:

_____
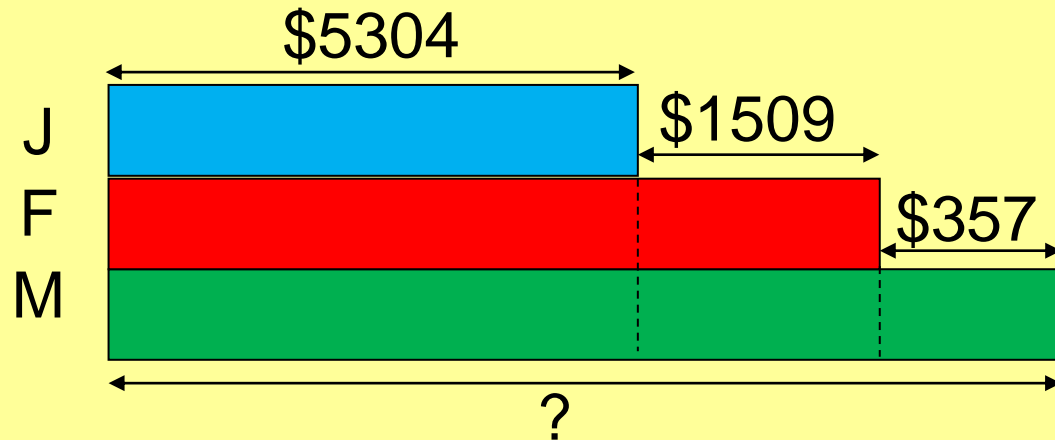
Q4: Model Drawing
(Comparison with 2 variables – Unequal Distribution)

Act (What do I need to do?)

See (What is given?)

A + B → 1886

B → 988 more than A

Qn: A?

A | ?
A | 1 unit | 988
B | 1 unit | 1886

1886 - 988 = 898

2 units = 898

1 unit   = 898 ÷ 2

= **449**

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

Q4: 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.

Q5: Model Drawing
(Comparison with 3 variables)

Mr Li saved $5304 in January. He saved $1509 more in February than in January. He also saved $357 more in March than in February. How much did he save in March?

| See (What is given?) |
| --- |
| **S**ee (What is given?) |
| J → $5304 |
| F→ $1509 more than J |
| M → $357 more than F |
| *Qn: M saved ?* |

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 3 variables)

See (What is given?)

J → $5304

F→ $1509 more than J

M → $357 more than F

Qn: M saved ?

Act (What do I need to do?)

$5304 + $1509 = $6813

$6813 + $357 = **$7170**

He saved **$7170** in March.

Q5: Model Drawing
(Comparison with 3 variables)

Mr Li saved $5304 in January. He saved $1509 more in February than in January. He also saved $357 more in March than in February. How much did he save in March?

Act
$5304 + $1509 = $6813
$6813 + $357 = **$7170**

Relook (Reflect and Check)
$7170 - $357 = $6813
$6813 - $1509 = $5304 ✓ok

He saved **$7170** in March.

C	✓
O	✓
U	✓
R	✓
T	✓

Q6: Model Drawing
(Comparison with 3 variables – *Hidden Part*)

Jimmy paid $3480 for a laptop, camera and printer. The laptop cost $450 more than the camera. The camera cost $300 more than the printer. How much did he pay for the laptop?

See (What is given?)

L + C + P → $3480

L → $450 + C

C → $300 + P

Qn: Laptop ?

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 with 3 variables – *Hidden Part*)

<u>**A**ct (What do I need to do?)</u>

?

L	1unit	*$300*	$450
C	1unit	$300	
P	1unit		
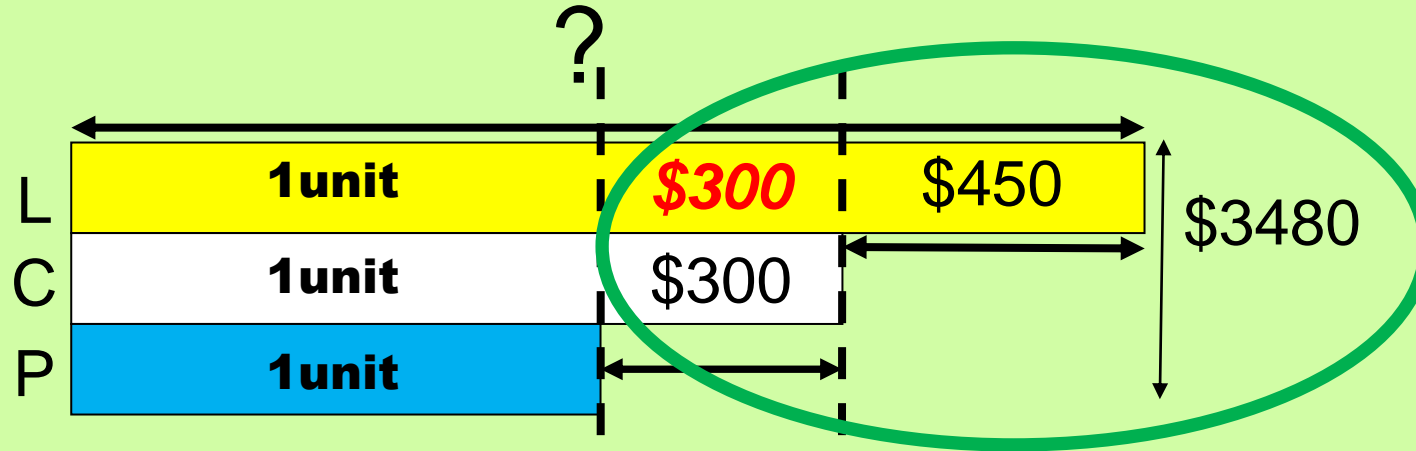
$3480

$3480 - $450 - $300 - $300 = **$2430**

3u = **$2430**

1u = $2430 ÷ 3 = $810

Laptop → $810 + $300 + $450 = **$1560**

He paid **$1560** for the laptop.

Q6: Model Drawing
(Comparison with 3 variables – *Hidden Part*)

Relook (Reflect and Check)

$1560 - $450 = $1110 (A camera)

$1110 - $300 = $810 (A printer)

$1560 + $1110 + $810 = $3480 (altogether)

✓ok

C	✔
O	✔
U	✔
R	✔
T	✔

Q7: Unitary Method (Find Total)

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 ran?

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: Unitary Method (Find Total)

See (What is given?)

Alex → 234 m

Roy → 3x the distance ran

by Alex

Qn: Total distance ran?

Act (What do I need to do?)

234 m

A | 1 u

R | 1 u | 1 u | 1 u

?
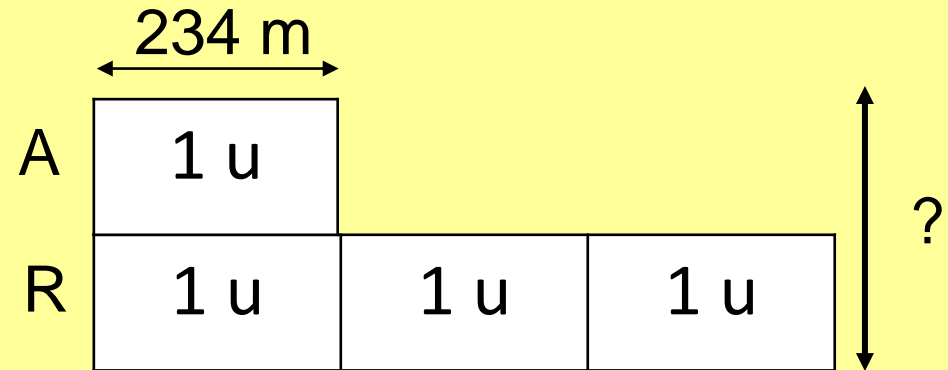
Method 1
1 u = 234 m
3 u = 3 x 234 m
        = 702 m
234 m + 702 m = 936 m

Method 2
1 u = 234 m
4 u = 4 x 234 m
        = 936 m

They ran **936 m** altogether.

Q7: Unitary Method (Find Total)

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

Act
Method 1
234 m x 3 = 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	✓

Q8: 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:

_____

Q8: 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?)

?

Pencils

Pens

212
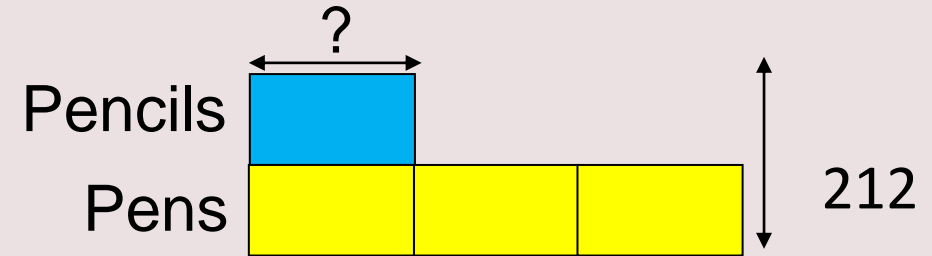
Method

4 u = 212

1 u = 212 ÷ 4

    = **53**

53 pencils were sold.

Q8: 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	✔
T	✔

53 pencils were sold.

Q9: Model Drawing (Stacking Model)

A pair of shoes and 3 bags cost $60.The pair of shoes cost twice as much as the bag. Find the cost of the pair of shoes.

See (What is given?)

1S + 3B → $60

1S → 1B x 2

Qn: 1S ?

Think (What is my plan?)

Can I use Part-Whole Model Drawing?

Can I use Comparison Model Drawing?

Can I use Stacking method? ✓

Can I act it out?

Can I use Guess and Check?

Can I use Working Backwards?

Other heuristic(s) I can use:

_____

Q9: Model Drawing (Stacking Model)

? (2u)

1S | **1 u** | **1 u**

1B | **1 u**

1B | **1 u**

1B | **1 u**

$60 (5u)

Act (What do **I** need to do?)

MATCH

5u = $60

1u = $60 ÷ 5 = $12

2u = $12 x 2 = $24

The pair of shoes cost **$24**.
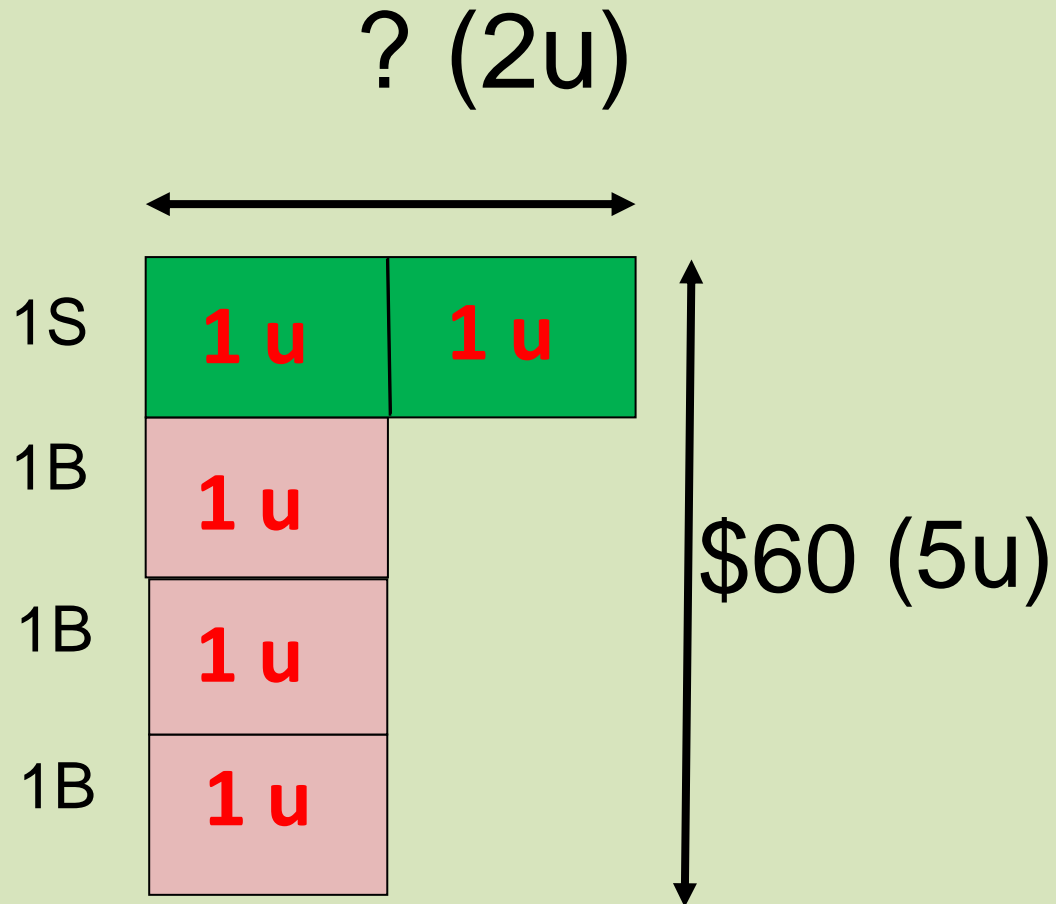
Q9: Model Drawing (Stacking Model)

Relook (Reflect and Check)

$24 + $12 + $12 + $12 = $60

✓ok

C	✔
O	✔
U	✔
R	✔
T	✔

Q10: Model Drawing
(Stacking Model)

Mr Koh paid $1145 for a dining table and 4 chairs.

The table cost $270 more than each chair.

What was the cost of each chair?

See (What is given?)

1T + 4C → $1145

1T → 1C + $270

Qn: 1C ?

Think (What is my plan?)

Can I use Part-Whole Model Drawing?

Can I use Comparison Model Drawing?

Can I use Stacking method? ✓

Can I act it out?

Can I use Guess and Check?

Can I use Working Backwards?

Other heuristic(s) I can use:

_____

Q10: Model Drawing (Stacking Model)

1T 1 u

1C 1 u   <--> $270 $1145

1C 1 u

1C 1 u

1C 1 u

?(1u)
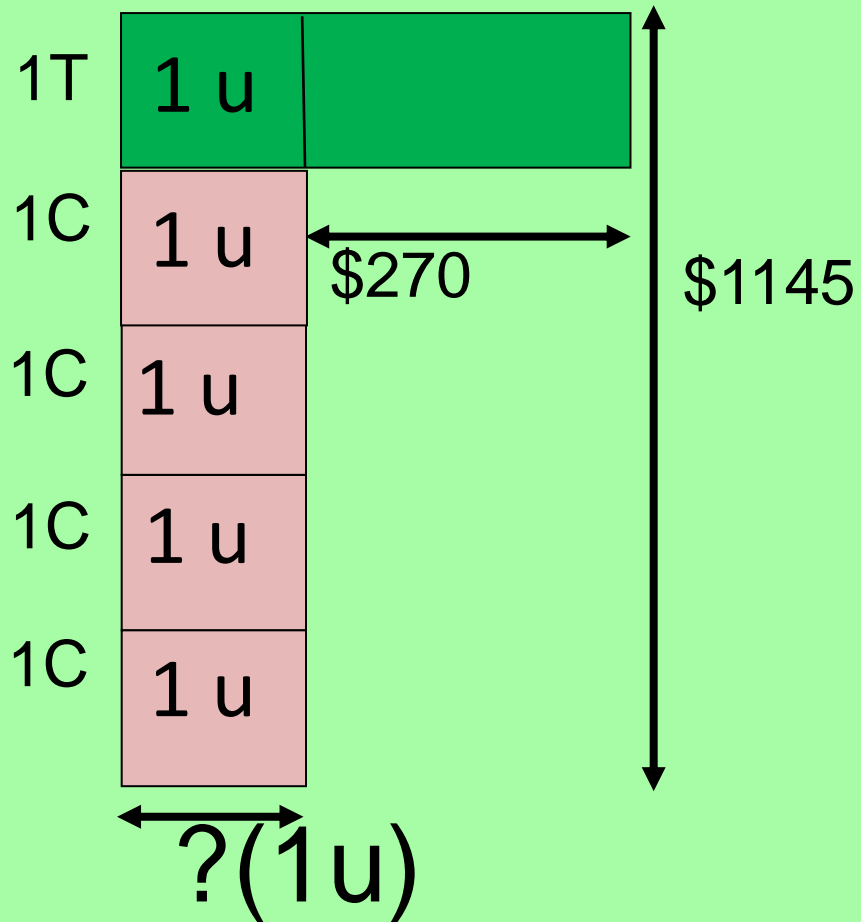
<u>A</u>ct (What do I need to do?

$1145 – $270 = $875

<u>MATCH</u>

5u = $875

1u = $875 ÷ 5 = $175

A chair cost **$175**.

44

Q10: Model Drawing (Stacking Model)

Relook (Reflect and Check)

Table → $175 + $270

      = $445

4 chairs → 4 x $175

      = $700

Total cost → $445 + $700

      = $1145 ✓ok

C	✔
O	✔
U	✔
R	✔
T	✔

Q11: Model Drawing
(Fraction of a Set)

Annie baked 252 cookies. $\frac{4}{7}$ of the cookies were chocolate cookies and the rest were butter cookies. How many butter cookies did she bake?

See (What is given?)

Total → 252 cookies

Chocolate → $\frac{4}{7}$ of the cookies

Rest → Butter cookies

Qn: Number of butter cookies?

Think (What is my plan?)

Model drawing ✓

Working backwards

Restate the problem

Stacking Method

Q11: Model Drawing (Fraction of a Set)

252 (7u)

| C | C | C | C | B | B | B |

? (3u)

MATCH

7 u = 252

1 u = 252 ÷ 7 = 36

3 u = 36 x 3 = **108**

She baked **108** butter cookies.

Q11: Model Drawing (Fraction of a Set)

Relook (Reflect and Check)

$$108 \div 3 = 36$$

$$36 \times 7 = 252$$

✓ok

C	✔
O	✔
U	✔
R	✔
T	✔

Q12: Model Drawing
(Fraction of a Set)

Mrs Liz had a birthday party. $\frac{3}{5}$ of the children were girls. There were 36 boys at the party. How many children were there altogether?

See (What is given?)

Girls → $\frac{3}{5}$ of the children

Boys → 36

Qn: total number of children ?

Think (What is my plan?)

Model drawing ✓

Working backwards

Restate the problem

Stacking Method

Q12: Model Drawing (Fraction of a Set)

Act (What do I need to do?)

36 (2u)

G	G	G	B	B

? (5u)
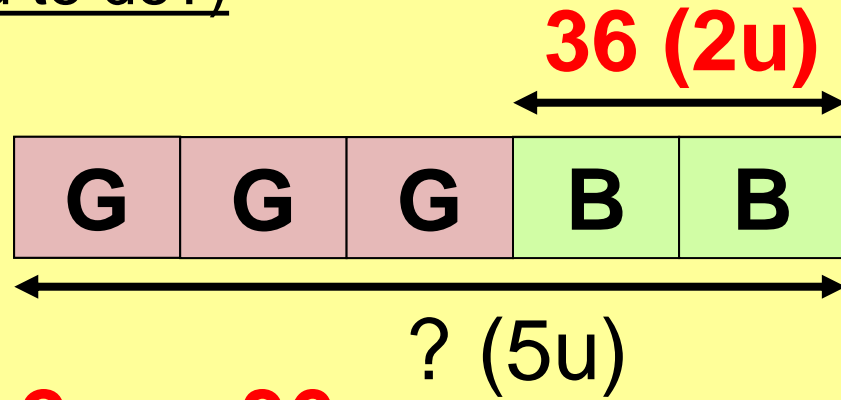
2 u = 36

1 u = 36 ÷ 2 = 18

5 u = 18 x 5 = **90**

There were **90** children altogether.

Q12: Model Drawing (Fraction of a Set)

Relook (Reflect and Check)

$90 \div 5 = 18$

$18 \times 2 = 36$

✓ok

C	✔
O	✔
U	✔
R	✔
T	✔

Q13: Model Drawing
(Fraction of a Set)

There are men and women in a room, $\frac{7}{8}$ of the people were men.
There were 72 more men than women. How many people were there in the room altogether?

See (What is given?)

M → $\frac{7}{8}$ of the people

M – W = 72

Qn: total number of children ?

Think (What is my plan?)
Model drawing ✓
Working backwards
Restate the problem
Stacking Method

Q13: Model Drawing (Fraction of a Set)

? (8u)

| M | M | M | M | M | M | M | W |

72 (6u)
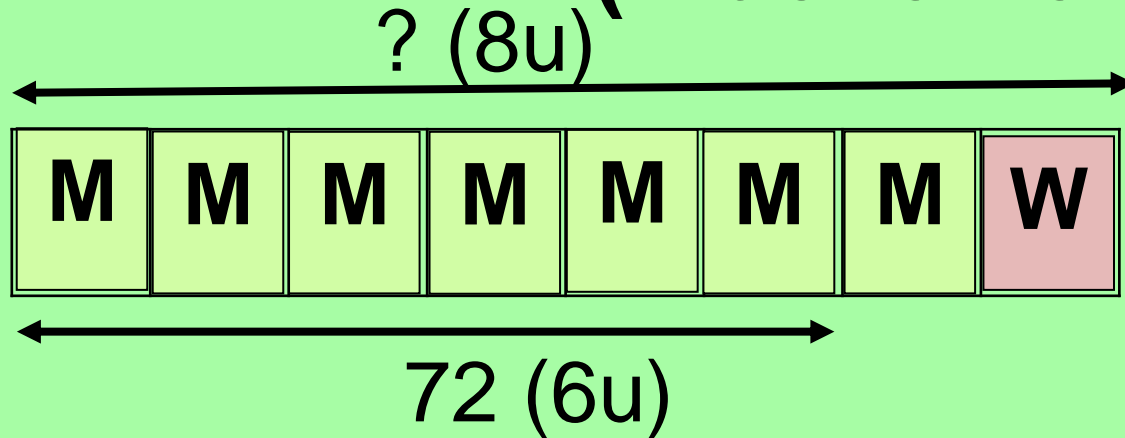
Act (What do I need to do?)

6 u = 72

1 u = 72 ÷ 6 = 12

8 u = 12 x 8 = **96**

There were **96** people altogether.

Q13: Model Drawing
(Fraction of a Set)

$$96 \div 8 = 12$$

$$12 \times 6 = 72$$

✓ok

C
O
U
R

C	✔
O	✔
U	✔
R	✔
T	✔

Q14: Model Drawing
(Before and After) – Make Equal

 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:

_____

Q14: Model Drawing
(Before and After) – Make Equal

See (What is given?)

S → 250

D → 64

S give ? to D so that

S = D

Act (What do I need to do?)

250

S

D

64

?
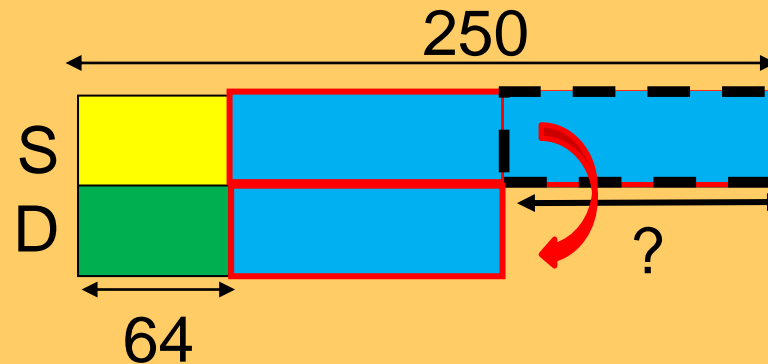
250 - 64 = 186

186 ÷ 2 = **93**

Samy must give Darryl **93** erasers.

Q14: Model Drawing
(Before and After) – Make Equal

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

Samy must give Darryl **93** erasers.

C	✔
O	✔
U	✔
R	✔
T	✔

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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	

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Joewen Teo
Junyuan Primary School
0 XP Lvl 1

Daily Challenge
10 personalized questions per day
Start

Brain Games

Events

Story

Mission

Multiplayer

Assignment

0
Total CPs

1000
KoKo Credits

Daily Bonus

Dr. Miko is asking you...

Switch to Teacher

X

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
◆ S 0

Start Challenge

Super Speed Challenge

Opening Hours:
6am to 10pm, Monday to Saturday

Score of the Week
◆ S 0

Start Challenge

Back

Click Practice Button to Start! (Total 216 skills)

Primary 2	Change Level

⭐ 0 / 54

Numbers to 1000

Proficiency %	High Score ⭐⭐⭐

Numbers to 1000

Numbers to 1000 (High Ability)

Addition & Subtraction within 1000

Addition & Subtraction within 1000 (High Ability)

Length

Multiplication and Division

Multiplication Tables of 2, 5 and 10

Mass

Time

Measurement (High Ability)

Models

Models (High Ability)

Multiplication Tables of 3 and 4

Multiplication & Division (High Ability)

Money

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

Joewen Teo
Junyuan Primary School

0 XP
Lvl 1

Brain Games

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