

CONFERENCE FOR MATHEMATICS TEACHERS



6th June 2013 | Singapore | NUS High School
AME - SMS Conference 2013
Theme: Learning Experiences in Mathematics

Numbers! Numbers! Numbers!

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Mathematical
Society

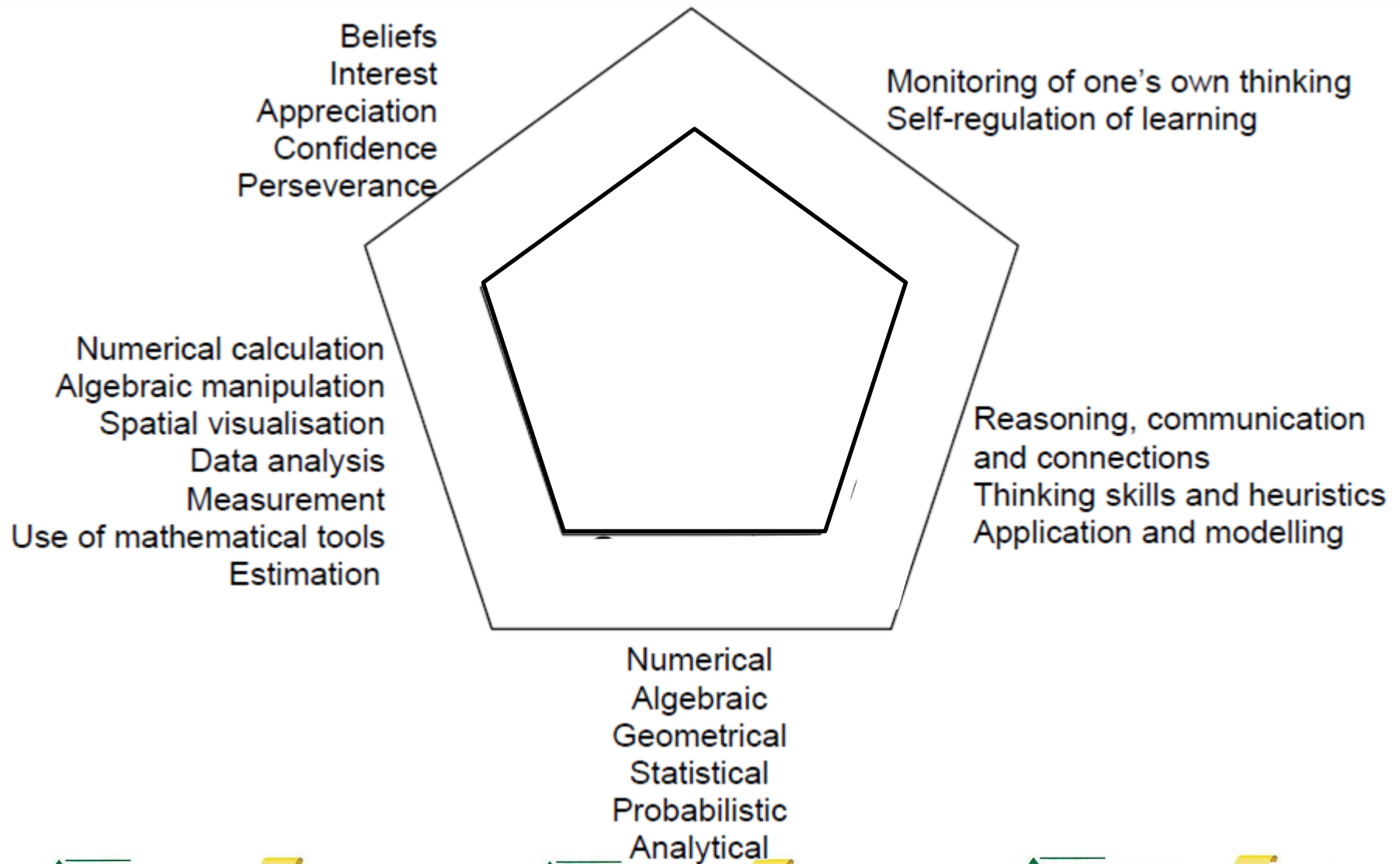


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FRAMEWORK OF THE MATHEMATICS CURRICULUM



What is number sense?
Do animals have number sense?



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Beginnings of Number Concepts

- Daily life comparisons
- Who has more
- Is there enough for everyone.
- Development of counting skills
- Relational understanding : is this set of 7 more than that set of 7?
- Corresponding aspect of sizes
- Meaning attached to counting – cardinal principality – how many?
- More than / less than



Worksheet One.

Name : _____ Date: _____

Fill in the blanks.

1. 4568 = ____ thousands ____ hundreds ____ tens ____ ones

2. 3479 = ____ thousands ____ hundreds ____ tens ____ ones

3. 2568 = ____ thousands ____ hundreds ____ tens ____ ones

4. 4657 = ____ thousands ____ hundreds ____ tens ____ ones

5. 4499 = ____ thousands ____ hundreds ____ tens ____ ones

6. 3068 = ____ thousands ____ hundreds ____ tens ____ ones

7. 1564 = ____ thousands ____ hundreds ____ tens ____ ones

8. 7842 = ____ thousands ____ hundreds ____ tens ____ ones



Worksheet Two

Name : _____ Date: _____

What number is in the hundreds place in each number?

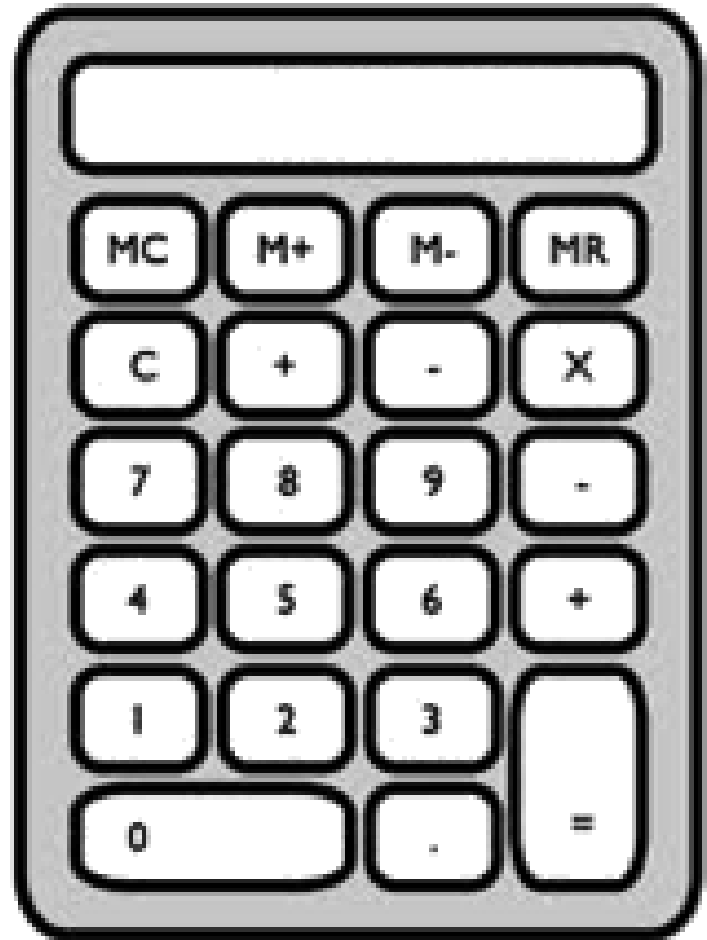
5724	
6738	
9037	
8571	
1743	
2837	
3847	
7649	

1275	
2965	
1745	
5826	
3927	
5894	
4763	
2917	



Using the calculator.

Use this calculator to add
52322 and 43228.



Let's discuss

14

32

50

13

55

112

22

45

111

54

52

150



Let's discuss

$$\begin{array}{r} 13 \\ 22 \\ \hline 101 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ 33 \\ \hline 120 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ 30 \\ \hline 112 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ 32 \\ \hline 130 \\ \hline \end{array}$$



1	3	5	7	9	11	13	15
17	19	21	23	25	27	29	31
33	35	37	39	41	43	45	47
49	51	53	55	57	59	61	63

8	9	10	11	12	13	14	15
24	25	26	27	28	29	30	31
40	41	42	43	44	45	46	47
56	57	58	59	60	61	62	63

2	3	6	7	10	11	14	15
18	19	22	23	26	27	30	31
34	35	38	39	42	43	46	47
50	51	54	55	58	59	62	63

16	17	18	19	20	21	22	23
24	25	26	27	28	29	30	31
48	49	50	51	52	53	54	55
56	57	58	59	60	61	62	63

4	5	6	7	12	13	14	15
20	21	22	23	28	29	30	31
36	37	38	39	44	45	46	47
52	53	54	55	60	61	62	63

32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47
48	49	50	51	52	53	54	55
56	57	58	59	60	61	62	63



Is it chance or a calculated move?

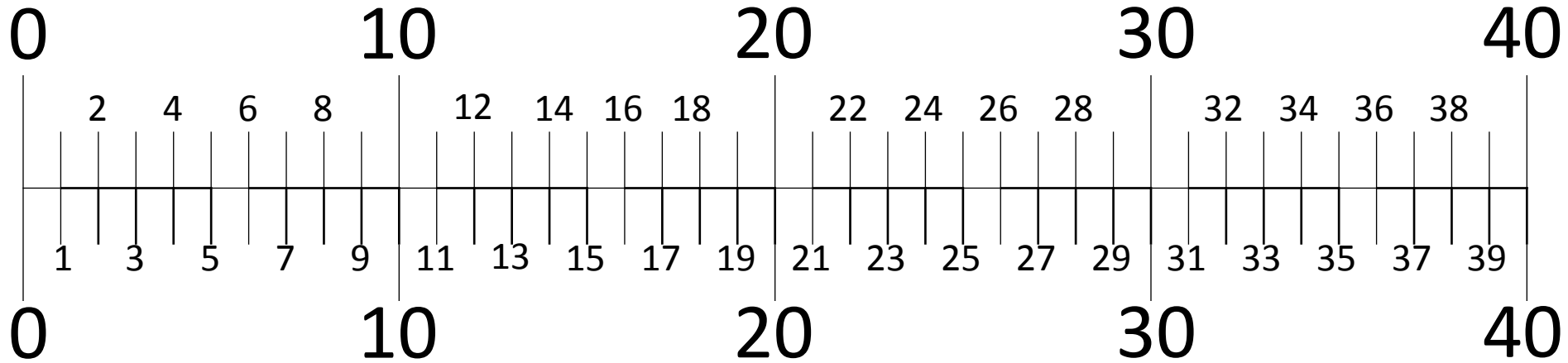
- How can knowing mathematics help me in this game of _____?
- How do I get students to have fun in _____ numbers? Why do they need to learn spelling?
- Can learning multiplication at elementary level be more intriguing and interesting? How?
- What activities can I use to excite students into finding out more?



1	2	3
4	5	6
7	8	9

2	4	6
8	0	2
4	6	8





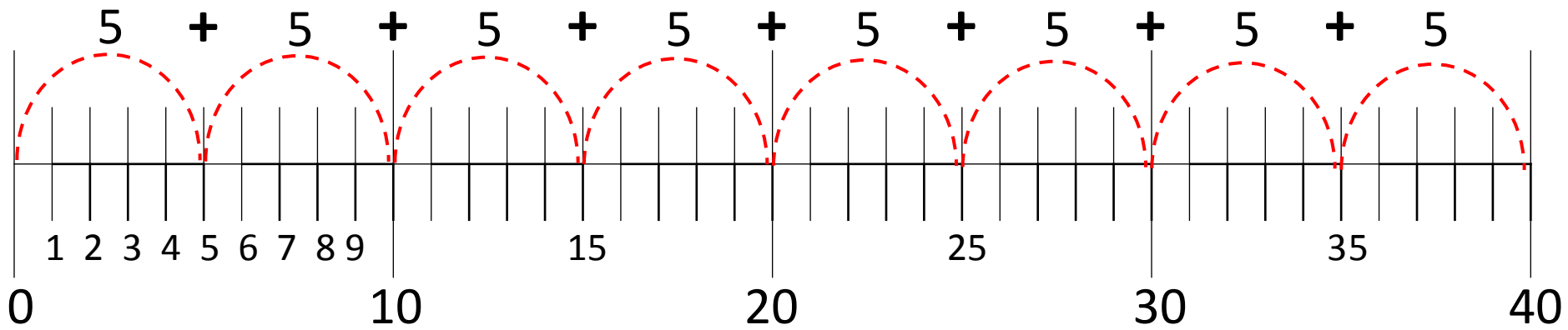
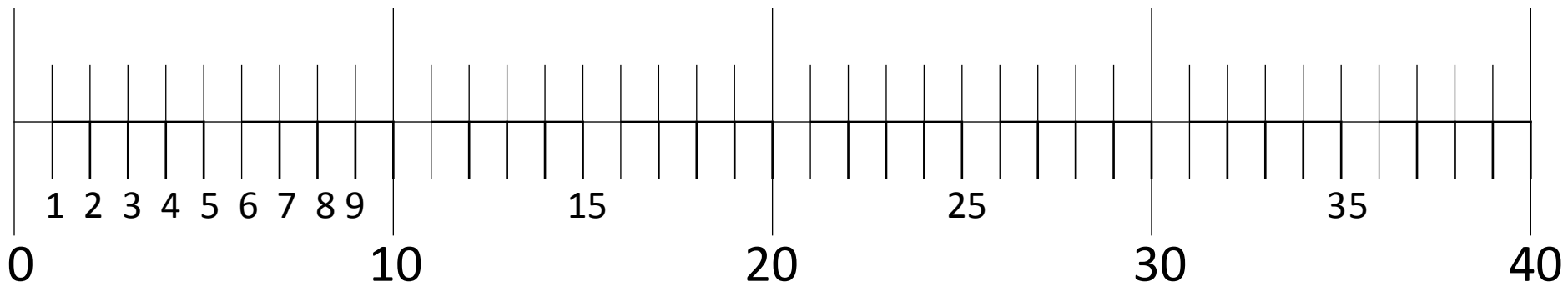
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Experiential learning through activities

Hands-on and minds-on

- Numbers for others
- Cards for the mind
- Reasoning place value implications
- Multiplication ease

