

The background of the slide is a light gray gradient. It is decorated with numerous water droplets of various sizes, some of which are in sharp focus while others are blurred, creating a sense of depth. The droplets are scattered across the slide, with a higher concentration in the top-left and bottom-right corners.

PARENT WORKSHOP

SUE FINE

BEAUMARIS PRIMARY SCHOOL

2019

WHAT IS THE VICTORIAN CURRICULUM DESIGNED TO DO?

- THE BASIS FOR CURRICULUM PLANNING IN VICTORIAN SCHOOLS FOR THE P-10 YEARS.
- THE MEANS FOR SCHOOLS TO PLACE THEIR WORK WITHIN A STATE WIDE CONTEXT.
- A COMMON BASIS FOR REPORTING STUDENT ACHIEVEMENT WITHIN BROADLY DEFINED OUTCOMES.

SEQUENCE FOR TEACHING SUBTRACTION FROM PREPS TO GRADE 6

Develop subtraction

– verbal stories, modeling, language of subtraction

Develop concept of subtraction as

take away, eg I have 6 apples and I ate 2, how many have I got left?

missing addend, eg I have 6 stamps and I sold some, I have 3 left, how many have I sold?

comparison, eg I have 3 animals Robyn has 2 animals, how many more animals do I have?

SEQUENCE FOR TEACHING SUBTRACTION FROM PREPS TO GRADE 6

- **USE VERTICAL RECORDING AND SYMBOL**

2 DIGITS	3 DIGITS	NO RENAMING	453
- <u>2 DIGITS</u>	- <u>2 DIGITS</u>		<u>-142</u>

RENAMING 1 TEN AS 10 ONES

$$\begin{array}{r} 346 \\ - 128 \\ \hline \end{array}$$

SEQUENCE FOR TEACHING SUBTRACTION FROM PREPS TO GRADE 6

THOUS	HUND	TENS	ONES
4	0	0	5
- 1	0	1	7



SEQUENCE FOR TEACHING SUBTRACTION FROM PREPS TO GRADE 6

- SUBTRACTION WITH LARGER NUMBERS
 - SUBTRACTION WITH DECIMALS
 - SUBTRACTION WITH COMMON FRACTIONS, LIKE
DENOMINATORS / UNLIKE DENOMINATORS
- 

SEQUENCE FOR TEACHING MULTIPLICATION FROM PREPS TO GRADE 6

BEFORE LEARNING TABLES STUDENTS MUST BE ABLE TO:

- SKIP COUNT BY 2 ,4 & 5
- COUNT ON
- CAN OPERATE WITH NUMBERS
- DOUBLE
- GROUP IN TENS
- MODEL AND SOLVE SIMPLE MULTIPLICATION AND DIVISION PROBLEMS

SEQUENCE FOR TEACHING MULTIPLICATION FROM PREPS TO GRADE 6

- BASIC FACTS: DEVELOP UNDERSTANDING AND THEN SPEED.
- X2, DOUBLE,
- X10, 10 TIMES BIGGER,
- X5, IS HALF 10 TIMES TABLE

GRADE 3

- X3, DOUBLE PLUS 1 MORE, E.G. 3×8 , DOUBLE 8, 16 PLUS 8, IS 24
- X4, DOUBLE, DOUBLE, E.G. 4×9 , 9, 18 36
- X9 X10 – 1 GROUP

GRADE 4

- X6 DOUBLE 3 TIMES TABLE,
- X7,
- X8

3. ABSTRACTING MULTIPLICATION AND DIVISION

*SOLVES MULTIPLICATION AND DIVISION PROBLEMS
WHERE OBJECTS ARE NOT ALL MODELED OR PERCEIVED.*

- FIND THE PAIRS**

EACH PLAYER HAS A SET OF CARDS 1-10

PLAYER A ARRANGES THE CARDS INTO 5 PAIRS AND ONLY GIVES THE ANSWERS.

PLAYER A SAYS; 8, 20, 18, 63, 20

PLAYER B, HAS TO GUESS THE EQUATIONS
REVERSE ROLES

4. BASIC, DERIVED AND INTUITIVE STRATEGIES FOR MULTIPLICATION

CAN SOLVE A RANGE OF MULTIPLICATION PROBLEMS USING STRATEGIES SUCH AS COMMUTATIVITY, SKIP COUNTING AND BUILDING UP FROM KNOWN FACTS.

- MULTIPLICATION WAR

YOU NEED 4 SETS OF CARDS 1-5, OR 1-9 FOR ADVANCED PLAYERS. PLAYERS DIVIDE THE CARDS EVENLY BETWEEN THEMSELVES. THEY TURN OVER TWO CARDS EACH AND MULTIPLY THEM. THE PLAYER WITH THE HIGHEST PRODUCT WINS ALL FOUR CARDS.

5. BASIC, DERIVED AND INTUITIVE STRATEGIES FOR DIVISION

*CAN SOLVE A RANGE OF DIVISION PROBLEMS
USING STRATEGIES SUCH AS FACT FAMILIES AND
BUILDING UP FROM KNOWN FACTS*

- GROUPING FOR DIVISION

MATERIAL: DIE, CARDS, COUNTERS

EACH PLAYER TAKES TWO CARDS AND MAKES A TWO DIGIT NUMBER EG 3 AND 4 YOU CAN MAKE 34 OR 43. THE PLAYER THEN BUILDS HIS NUMBER WITH COUNTERS OR UNIFIX CUBES. PLAYER 1 ROLLS THE DIE. PLAYERS GROUP COUNTERS ACCORDING TO THE NUMBER ON THE DIE. THE REMAINDERS ARE PUT ASIDE. THESE ARE TALLIED AT THE END OF FIVE ROUNDS AND THE PLAYER WITH THE MOST REMAINDERS IS THE WINNER. PLAYERS WRITE THE DIVISION THAT THEY HAVE JUST CREATED.

Divide whole numbers and decimals by ones (to 2 decimal places):

$$8 \overline{)458}$$

Can I share 4 hundreds among 8? No.

Trade hundreds for tens

Can I share 45 tens among 8? Yes ...

How many left to share? 5 tens

Trade tens for ones

Can I share 58 ones among 8? Yes ...

How many left to share? 2 ones

Rename as tenths

Can I share 20 tenths among 8? Yes ...

How many left to share? 4 tenths

Rename as hundredths

Can I share 40 hundredths? Yes ...

How many left to share? None

$$\begin{array}{r} 5 \\ 8 \overline{)458} \end{array}$$

$$\begin{array}{r} 57.25 \\ 8 \overline{)458.00} \end{array}$$

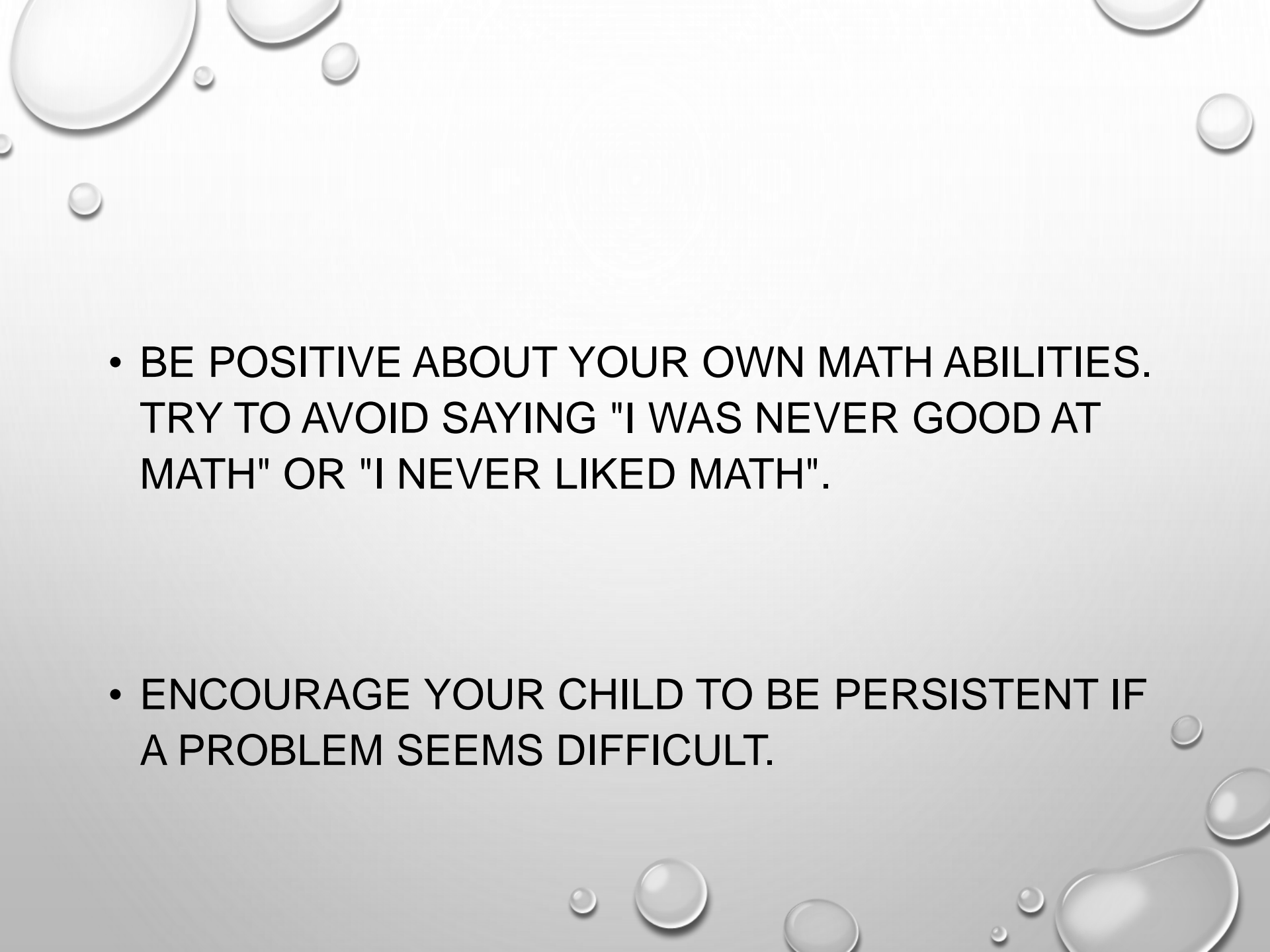
The background of the slide is a light gray gradient. It is decorated with several realistic water droplets of various sizes, located in the top-left, top-right, and bottom-right corners. The droplets have highlights and shadows, giving them a three-dimensional appearance.

AS FAMILIES, WHENEVER WE COME TOGETHER
TO SHARE TIME, WE CAN SHARE MATHEMATICAL
EXPERIENCES.

WHAT TIPS CAN I USE TO HELP MY CHILD?

BE POSITIVE ABOUT MATH!

- LET YOUR CHILD KNOW THAT **EVERYONE** CAN LEARN MATH.
- LET YOUR CHILD KNOW THAT **YOU** THINK MATH IS IMPORTANT AND FUN.
- POINT OUT THE WAYS IN WHICH DIFFERENT FAMILY MEMBERS USE MATH IN THEIR JOBS.

- 
- BE POSITIVE ABOUT YOUR OWN MATH ABILITIES. TRY TO AVOID SAYING "I WAS NEVER GOOD AT MATH" OR "I NEVER LIKED MATH".
 - ENCOURAGE YOUR CHILD TO BE PERSISTENT IF A PROBLEM SEEMS DIFFICULT.

- INVOLVE YOUR CHILD IN PLANNING A HOLIDAY OR DAY OUT.
- SET A BUDGET AND GET HER TO HELP CALCULATE THE COST OF TICKETS AND FOOD.
- YOUR CHILD COULD EVEN GET INVOLVED WITH INSURANCE QUOTATIONS AND, IF THE TRIP IS TO BE ABROAD, WITH THE CONVERSION OF CURRENCIES.
- ASK HER TO DRAW UP A 'READY RECKONER' ON A POSTCARD SO THAT CURRENCY CALCULATIONS ARE EASIER WHEN YOU ARE AWAY.

HELPING YOUR CHILD AT HOME WITH MATHS.

- BUILDING ON SUCCESS IS IMPORTANT
- ENCOURAGE CHILDREN TO WORK THINGS OUT FOR THEMSELVES. PEOPLE LEARN BY LINKING NEW IDEAS TO IDEAS THAT THEY ALREADY HAVE
- ENCOURAGE CHILDREN TO DISCUSS THEIR WORK
- CHILDREN NEED *TIME TO THINK* AND *TIME TO ANSWER* QUESTIONS
- *WORK WITH YOUR CHILD'S TEACHER!!!*

The image features a light gray background with a subtle gradient. In the top-left and bottom-right corners, there are several realistic-looking water droplets of various sizes, rendered with soft shadows and highlights to give them a three-dimensional appearance. The text is centered in the middle of the frame.

SUE FINE
PH. NUMBER 0438503048
SUE_FINE@HOTMAIL.COM