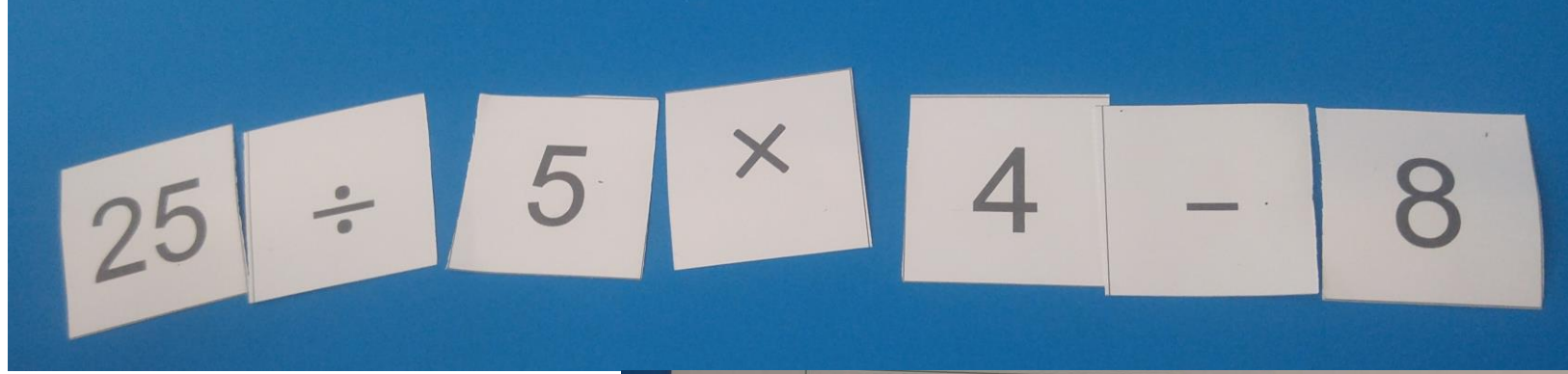


Activities First

27th September, 2019

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P4 Class using
number cards in
learning arithmetic
operations

($8 \times 4 - 25 \div 5$
 $= 32 - 5$ (2)
 $= 27$

$25 \times 25 - 8 \div 4$
 $= 125 - 2$ (2)
 $= 123$

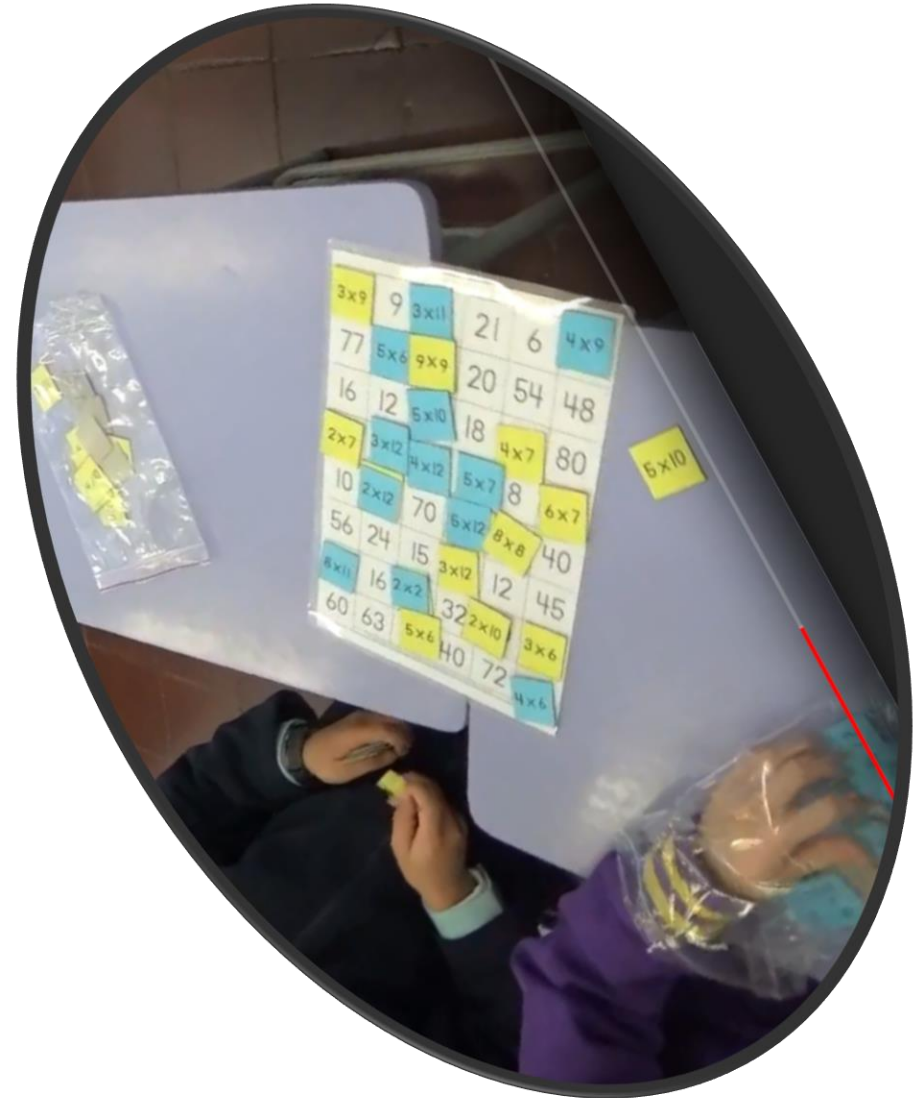
~~$25 \times 25 - 8 \div 4$~~

3 $25 - 5 \times 8 \div 4$
 $25 - 5 \times 2$ (2)
 $= 15$

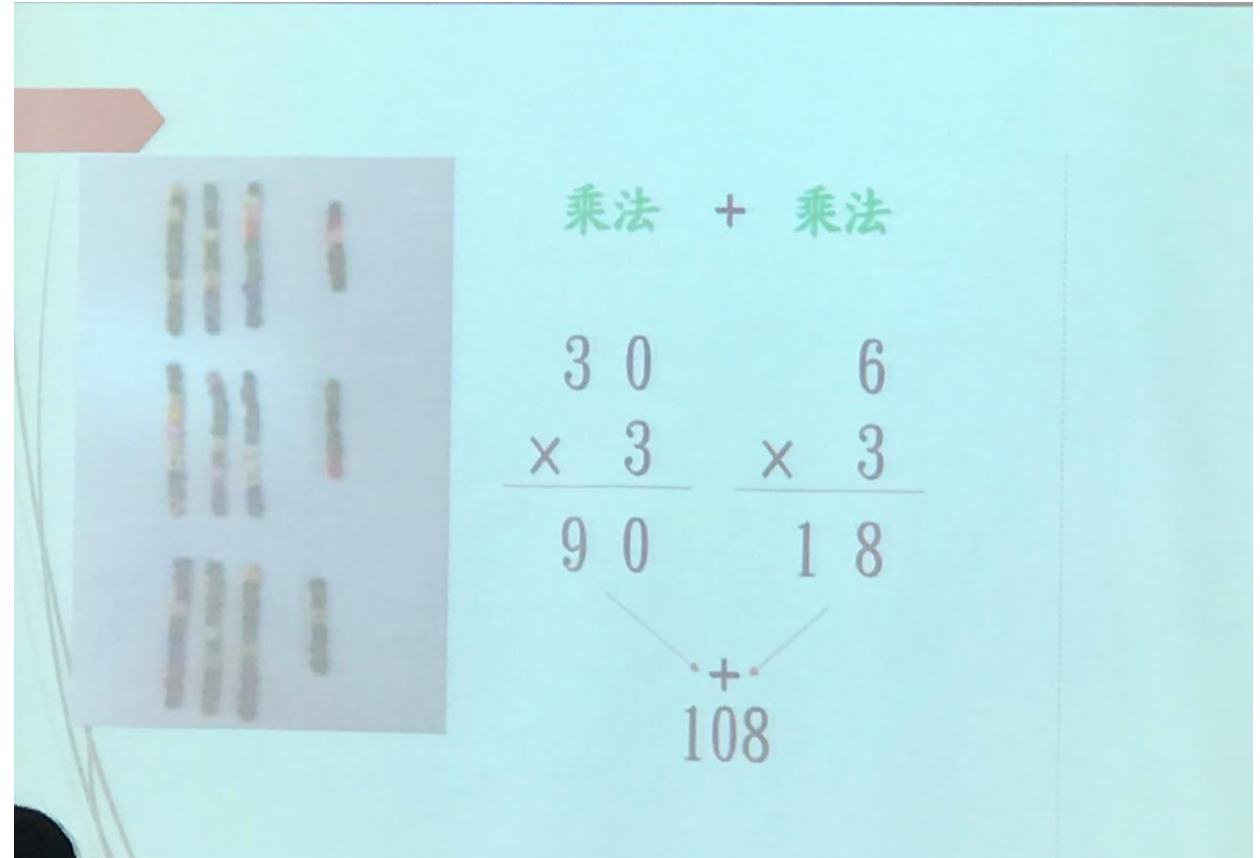
$21 \overline{)40}$
 $\underline{21}$
 29

$4 \overline{)25}$
 $\underline{20}$
 5

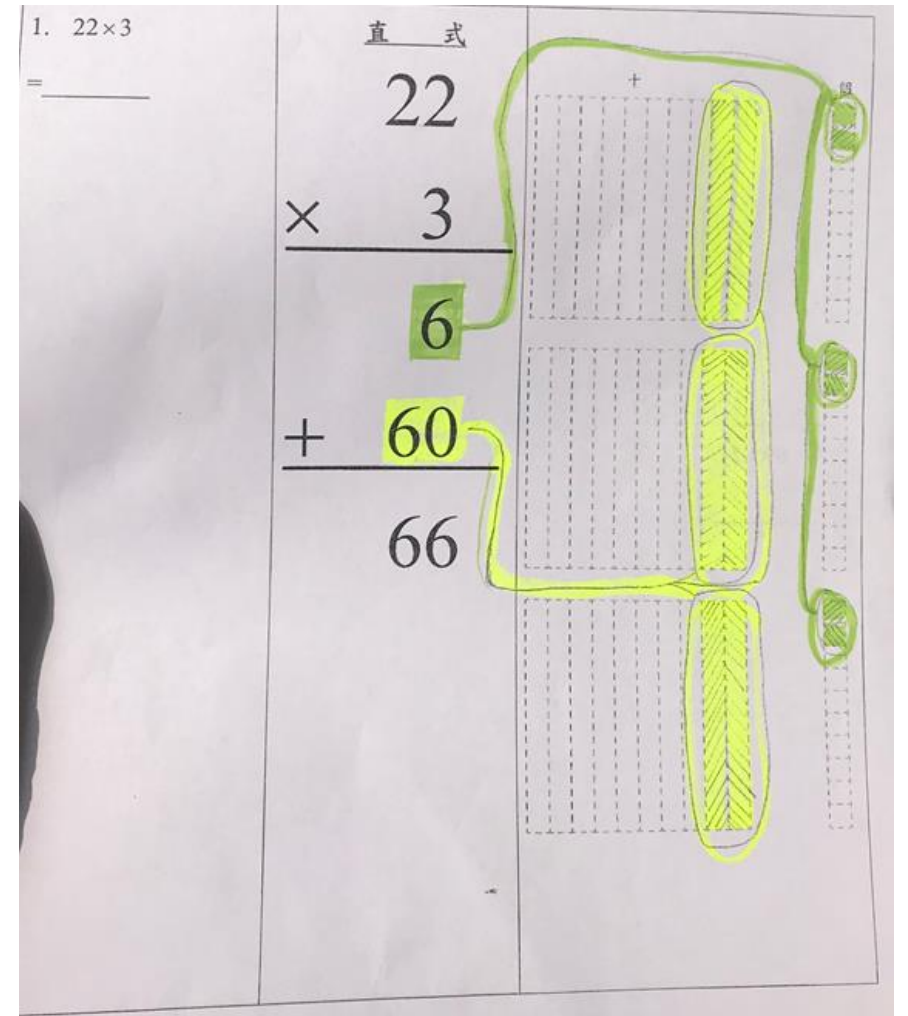
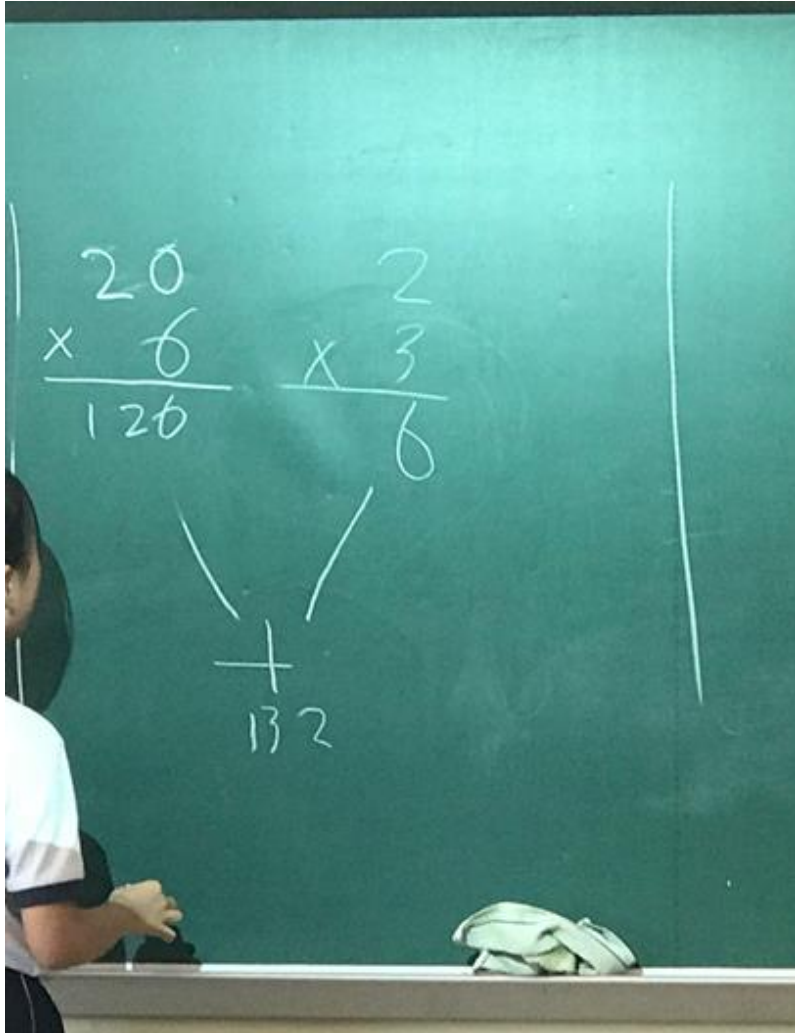
P2 class playing Bingo Multiplication Game



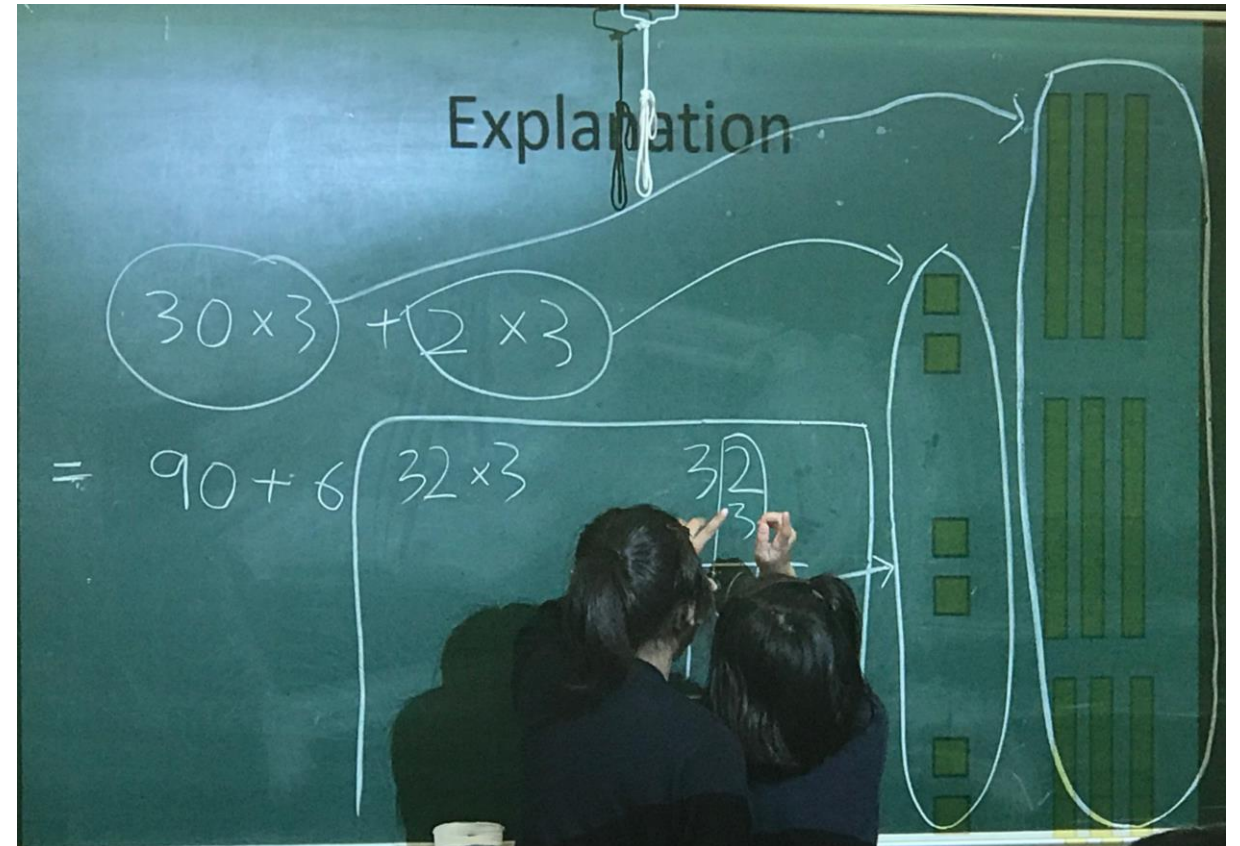
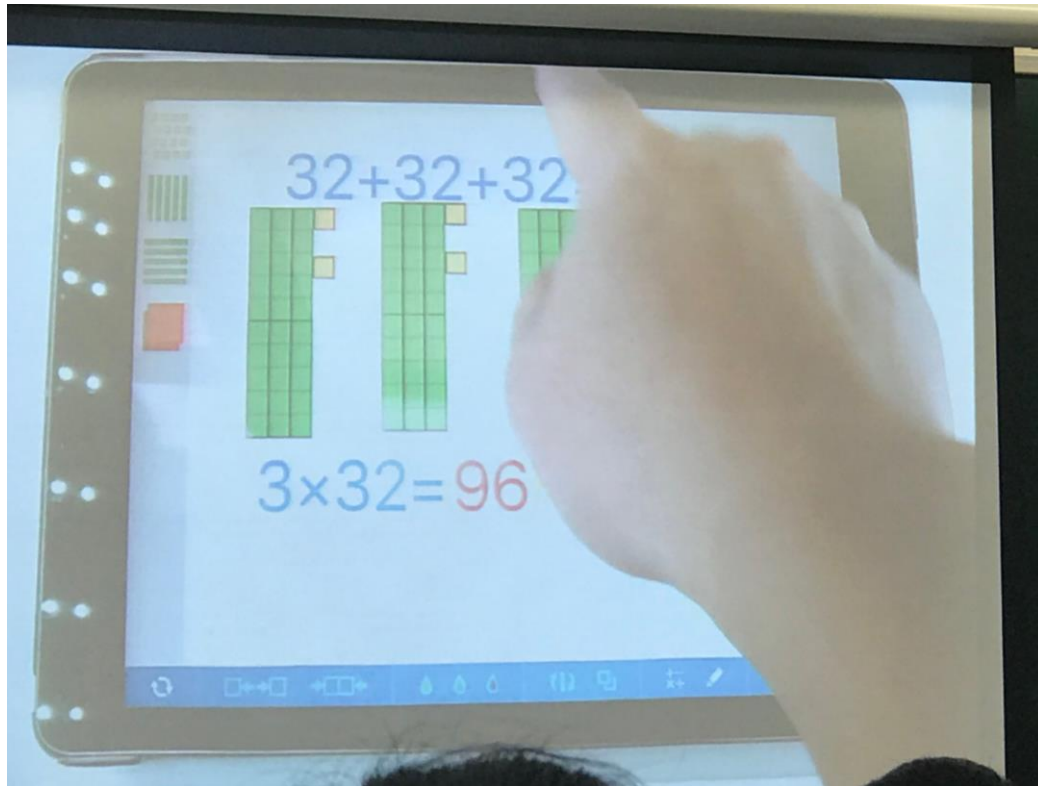
P2 students - Using number blocks in learning multiplication



P2 students - Using number blocks in learning multiplication



P2 students - Using Number pieces in learning multiplication



P3 students - Using Fraction slides to learn comparing fraction



P5 students – Using fraction bars to learn division of fractions

Class: _____

Fraction

1	$2 \div \frac{1}{3}$ $= 6$	
2	$1 \div \frac{1}{5}$ $= 5$	
3	$\frac{1}{2} \div \frac{1}{6}$ $= 3$	
4	$\frac{1}{8} \div \frac{1}{8}$ $= 1$	

Fraction

1	$2 \div \frac{1}{3}$ $= 6$	
2	$1 \div \frac{1}{5}$ $= 5$	
3	$\frac{1}{2} \div \frac{1}{6}$ $= 3$	
4	$\frac{1}{8} \div \frac{1}{8}$ $= 1$	

P5 Remedial class students - using butterfly fraction for addition of fractions

Use the Butterfly fraction method to find the answer.

	Butterfly fractions method	Answer
$\frac{1}{6} + \frac{1}{4}$		$\frac{5}{12}$
$\frac{2}{3} + \frac{1}{4}$		$\frac{11}{12}$
$\frac{2}{7} + \frac{2}{5}$		$\frac{24}{35}$
$\frac{3}{8} + \frac{2}{3}$		$\frac{25}{24}$
$\frac{5}{8} + \frac{5}{6}$		$\frac{70}{48}$

Use the Butterfly fraction method to find the answer.

	Butterfly fractions method	Answer
$\frac{1}{6} + \frac{1}{4}$		$\frac{10}{24}$
$\frac{2}{3} + \frac{1}{4}$		$\frac{11}{12}$
$\frac{2}{7} + \frac{2}{5}$		$\frac{24}{35}$
$\frac{3}{8} + \frac{2}{3}$		$\frac{25}{24}$
$\frac{5}{8} + \frac{5}{6}$		$\frac{70}{48}$

Tools, Talk, Tasks

- Tools – number cards, number blocks, dice, bingo cards, app, fraction slides
- Talk – students has chance to talk between students, in front of the whole class
- Tasks – open tasks, tasks with variation, tasks with different representation, tasks allows students to record their thoughts

General consideration

- Prepare worksheet with clear instruction
- Allow students to talk
- Allow students to work in pairs or in group
- Allow students to record their works
- Allow students to make mistakes
- Encourage students to give multiple solutions or multiple representations

Math Day

