Term 3, Week 10 2025

Literacy and Numeracy Corner

ADA CHAN - ASSISTANT PRINCIPAL CURRICULUM AND INSTRUCTION

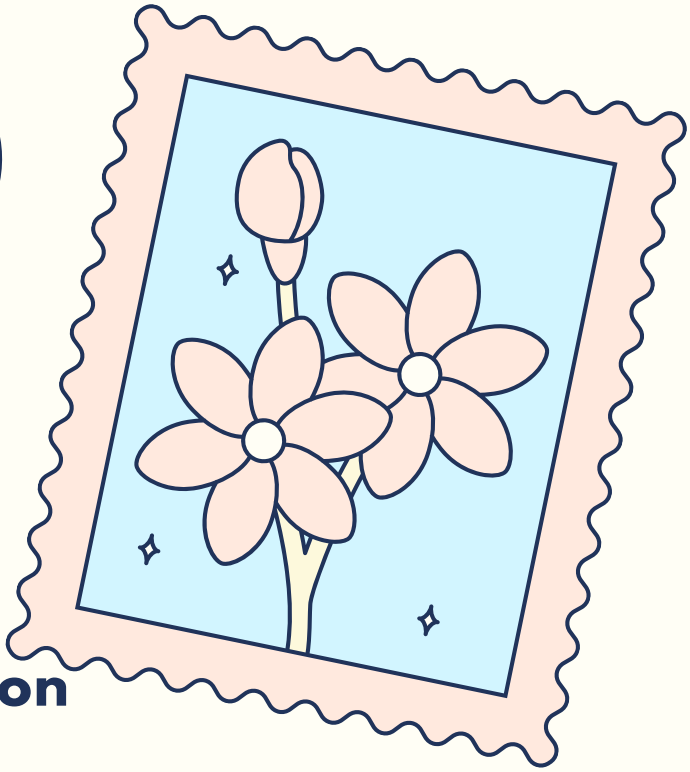
MATHEMATICS JOKE

Why do plants hate maths?

Because it gives them square roots!

Mathematics

In this edition, we will be exploring strategies for multiplication and division. At EHPS, we expose students to a variety of methods and provide them with ample opportunities to practice. This helps build their confidence and competence. Our ultimate goal is for students to select the strategies that work best for them and to apply the appropriate methods when solving problems.



Multiplication and Division

Strategies we use in the classroom

Part 4

These strategies are designed to build strong foundational skills and encourage flexible thinking. Here are some of the key methods your child will be working on:

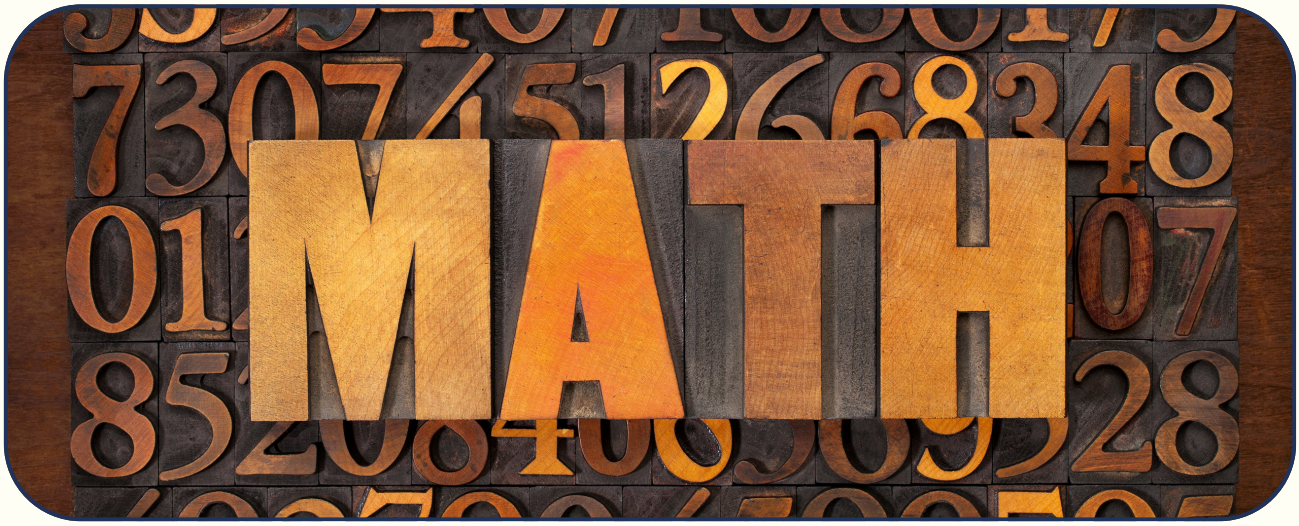
- **Modelling Equal Groups:** Students create groups with the same number of objects to help them see what multiplication and division look like in real life. For example, making 4 groups of 3 counters each to understand 4 x 3.

- **Counting and Sharing:** This involves counting objects by sight and sharing them equally among groups. It helps students understand how division works by dividing items fairly.

- **Rhythmic and Skip Counting:** Students practice counting forwards by certain numbers, like 2s, 5s, or 10s, which helps them quickly find totals and understand multiplication patterns.

- **Forming Arrays:** Arrays are neat rows and columns of objects that help students visualise multiplication. For example, arranging 12 counters in 3 rows of 4 helps show that 3 x 4 = 12.

- **Multiple Counting:** This is a mental strategy where students count groups of numbers without needing to use physical objects. It supports faster calculation skills.



- **Repeated Addition for Multiplication:** Students add the same number several times to find a total. For example, 3 + 3 + 3 + 3 is the same as 4 groups of 3, which is 4 x 3.

- **Repeated Subtraction for Division:** Students subtract the same number repeatedly to figure out how many groups can be made. For example, subtracting 3 repeatedly from 12 to see how many groups of 3 fit into 12.

Model equal groups	Perceptual counting and sharing	Rhythmic counting	Skip counting
'two groups of three'	Uses visual markers to represent items and groups	1, 2, 3, 4, 5, 6, 7, 8, 9...	3, 6, 9, 12... May need visible items
Forms arrays of equal rows	**Figurative- multiple count**	**Uses repeated addition for multiplication**	**Uses repeated subtraction for division**
	Uses visual markers to represent groups 5 5 5 1 2 3 3 x 5 = 15	5 groups of 4 is the same as 4+4+4+4+4 Or For 3 x 4 3 + 3 is 6, 6 + 3 is 9, 9 + 3 is 12	25 ÷ 5 = 25- 5= 20 (one) - 5 = 15 (two) - 5 = 10 (three) -5 = 5 (four) -5 = 0 (five)

In the next edition, we will explore more strategies designed for our older students to further support their learning in multiplication and division.

By learning these strategies, students gain confidence and flexibility in their mathematic skills. They can choose the methods that make the most sense to them and apply these strategies to solve a variety of problems.

I'd also like to wish all our families a relaxing and enjoyable two-week break, and we look forward to welcoming students back safely to school for term 4.