



27 August 2010

INTRODUCTION

I am Sana Zafar, the new Mathematics teacher for J1 –J4 and I joined the school from 2nd semester 2010. I tried to apply my knowledge and experience to provide the learning environment for the children that helps to enhance their mathematical knowledge and skills. The children have demonstrated profound interest in play-based lessons planned to cover the school syllabus, as well as progressed in their overall development.

This newsletter provides a glimpse of these learning activities and interaction among the children and the teacher. I hope you will find it useful to appraise the learning activities and development of your children.

With best regards,

Sana Zafar (Ms)

Block-play on “More & Less”



The children were engaged in collecting red blocks

This play-based lesson helped the children to get better understanding on the concepts of “More and Less”. Two groups of the children were given a task to collect red and yellow blocks each. The time given was limited meanwhile the rest of the children counted from 1 to 20.



The children were engaged in collecting yellow blocks

When the time finished, the yellow group collected 15 blocks and red group collected 11 blocks. When teacher asked the children

which group had more or less blocks, the children answered that there were more yellow blocks than red blocks.

Teacher’s Reflection

With the use of manipulative games and materials, the children’s learning will be more effective and full of fun. It will promote children’s understanding on the particular concepts, as in this case “More & Less”.



The children were counting red and yellow blocks to find “More” and “Less”

Block-play on “Big & Small”



Nigel was building a snake with blocks



Kelda and Renee were building a robot

During this learning experience, the children were engaged to build models by using different blocks. It was planned to improve and reinforce better understanding of Big and Small. To narrate a few examples, Nigel made a snake by using 25 blocks while Kelda and Renee used 18 blocks to construct a robot.

Teacher’s Reflection

Use of different materials and freedom of applying imagination promote the learning among the children through their creativity. In this play-based lesson, the children used the blocks to construct models and understand the concept of Big and Small before they practice on the numbers.

Using the Magnetic Numbers to learn “Big & Small” numbers



Alif was placing a magnetic number under “Small”



Nicholas was placing a number under “Big”

The children used magnetic alphabets and numbers to learn the concept of big and small numbers from 0 to 22. Alif placed 8 under “Small” when he was given a set of two numbers 8 & 12. Nicholas picked 18 from the set of 15 & 18 and placed it under “Big”



The children placed the magnetic numbers under “Big” and “Small” groups

Teacher’s Reflection

This lesson used the material and participation of the children to generate interest in the learning. The children actively participated in this lesson and learnt the concepts of “Big & Small” numbers through the group activity.

Using the Magnetic Discs to learn Addition



Yu Heng was writing the answer on board after counting



Nigel was writing the answer on board after counting

The children used magnetic discs to count and sum. To give few examples, Yu Heng was given two sets having 3 and 4 magnets. He counted the sets individually and then together to give the sum i.e. 7. Nigel did the same activity with 2 and 3 to calculate the resultant sum of 5.

Teacher’s Reflection

This learning experience provides an opportunity for the children to learn the concept of addition by using real objects. The children added a one-digit number to another one-digit number and they also learned the use of addition sign (+), equal to sign (=) and were able to understand the addition sentence.

Learning Addition by making Rings



The children were engaged in constructing a ring with strips



The children were writing the count of strips in yellow triangle

The children learnt the concept of addition by using new material and applying their creativity. The children were given with two different colour strips and they combine those strips to make a ring. After completing the ring, the children counted individual colour stripes and write the numbers in the boxes on the yellow triangle.

Teacher's Reflection

This hands-on activity made the lesson interesting for the children. It reinforced the concept of addition and also allowed the children to practice the way of writing addition sentences.

Book reading on Addition



The children were engaged in book reading session on the topic of "Addition"

Reading session on the Addition was planned for the children to visualize the concept of addition by using stick-man counting method before applying to the book lesson. The children were able to count pictures of various objects in the book verbally.

Teacher's Reflection

Reading books with colourful pictures always provide a rich source for children to learn new concepts. In groups, it also helps children to develop language and social skills by sharing their ideas with other children and teachers.

Syllabus Covered for Term-3

Unit 1: Number Words

Unit 2: More and Less (1- 20)

Unit 3: Bigger and Smaller Numbers (1-20)

Unit 4: Ascending and Descending Orders

Unit 5: Equal Sign

Unit 6: Knowing the Basic Addition (1)

Unit 7: Knowing the Basic Addition (2)

Unit 8: Revision

A Message For Parents

Dear Parents,

I hope that you are pleased to see the learning activities and progress of your children. This newsletter also includes the teacher's reflections to show our school environment that is orientated on children's interests and play based lessons.

I would like to thank Ms. Dawn for her continuous guidance and also to J2 children for their cooperation.

Please feel free if you have any feedback to improve the effectiveness of lessons and learning activities.

With best regards,

Sana Zafar (Ms)