P5 and P6 Parents' Workshop 2022

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"Helping your child to Understand and Solve Word Problems"

Zoom Meeting Etiquette:

- Turn your camera on and have your camera at eye level
- Stay muted unless you would like to speak to reduce background noise
- Make sure you sit in a well-lit and quiet place
- Be mindful of your background to minimise distractions for others
- You may use the chat function to key in your questions (if any)

Outline of Sharing

1. STAR Framework

2. Heuristic skills –
   - *Guess and Check (Hands-on session 1)*
   - *Make Suppositions*
   - *Restate a Problem (Hands-on session 2)*
   - *Draw a diagram/Work backwards*

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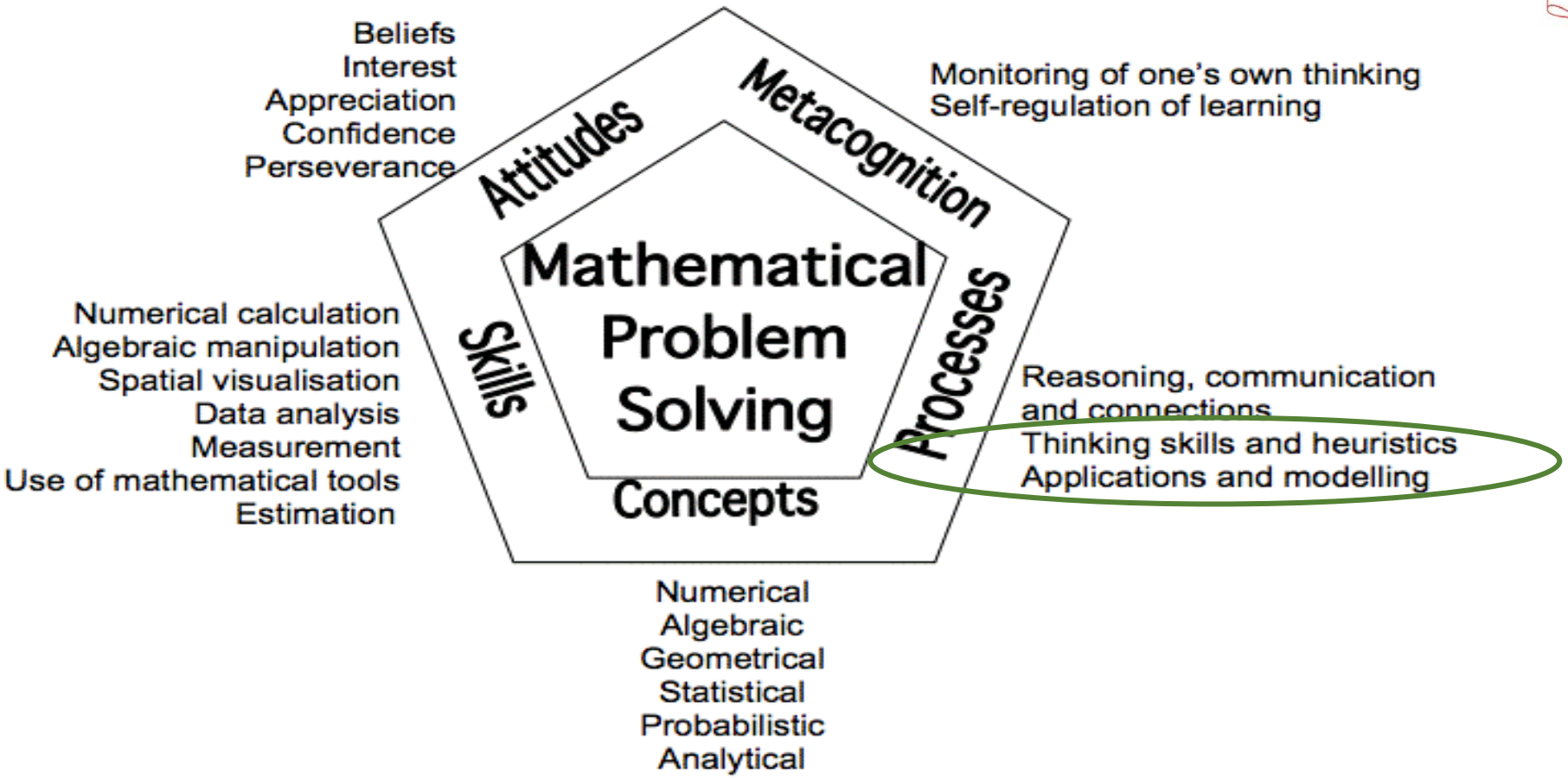
MOE Math Framework



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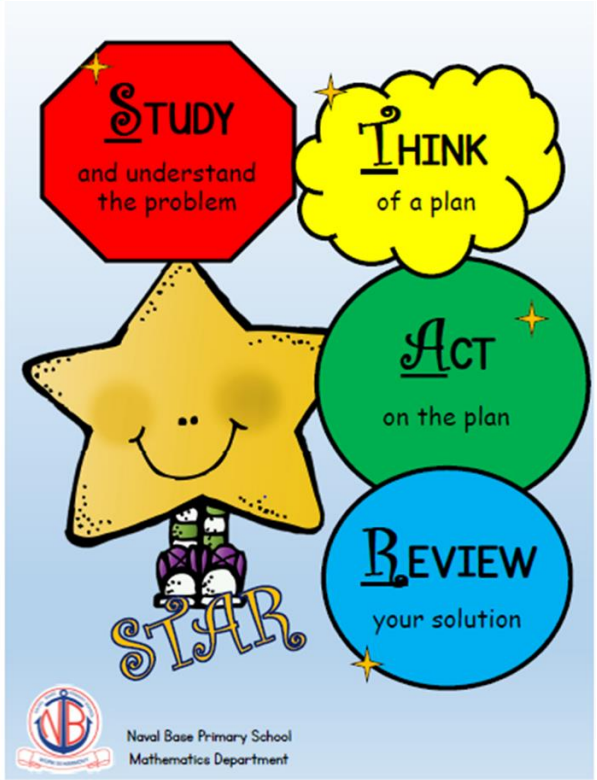
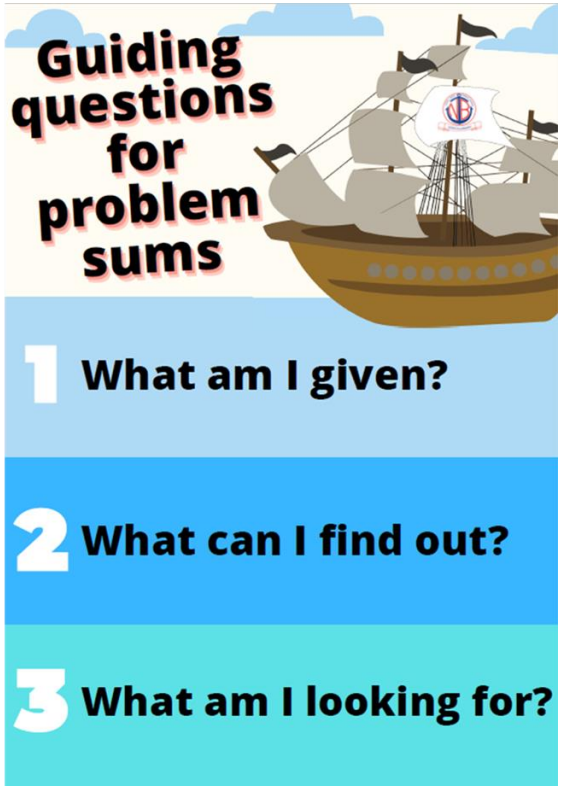
STAR Framework





- **Systematic approach** to scaffold students in problem solving
- Students use it as a **checklist** when they are solving word problems
- Implemented across levels P1 – P6

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The Use of Heuristics could enhance students' problem solving performance

Categories	Heuristics
To give a representation	Draw a diagram, make a systematic list
To make a calculated guess	Guess and check, look for patterns, make suppositions
To go through the process	Act it out, work backwards, before-after concept
To change the problem	Restate the problem, simplify the problem, solve part of the problem

Hueristics	Level
Look for patterns	P1 to P6
Draw a diagram	P1 to P6
Act-it-out	P2 to P6
Guess and Check	P2 to P6
Make a systematic list	P2 to P6
Work backwards	P3 to P6
Make suppositions	P3 to P6
Simplify a problem	P3 to P6
Restate the problem	P5 to P6

- **Progressive approach** to teach the heuristic skills starting from P1 to solve non-routine/challenging questions.

Heuristics

1) Guess and Check

2) Make suppositions

3) Restate the problem
(look at the problem in a different angle/way)

4) Draw a diagram/Work backwards

Guess and Check

- Guess and Check questions usually have the following characteristics:

  - Usually **2 criteria** to be used as a “Check” for “Guesses” of correct/incorrect answers
  - When **all criteria are fulfilled**, answers obtained can be considered correct
  - **2 variables or more** given in the word problem

Step 1: Stop and read the problem carefully	Step 2: Think about your plan and strategy you will use	Step 3: Act: Follow your plan and solve your problem.	Step 4: Review your answer

Guess and Check

In a test, each pupil had to answer 10 three-mark questions and 10 five-mark questions.

Ting Ting had 15 correct answers and scored 57 marks.

How many questions of each kind did she answer correctly?

Guess:
- How many correct three-mark questions?
- How many correct five-mark questions?

Check:
- 15 correct answers
- 57 marks

Step 1:

- What am I given? (facts/ information/ data)
- What am I asked to find?
- How can I make sense of the information given to me?
- What can I infer from the given data?

Step 1: Stop and read the problem carefully	Step 2:Think about your plan and strategy you will use	Step 3: Act: Follow your plan and solve your problem.	Step 4: Review your answer

Guess and Check

In a test, each pupil had to answer 10 three-mark questions and 10 five-mark questions.

Ting Ting had 15 correct answers and scored 57 marks.

How many questions of each kind did she answer correctly?

Step 2:

- What strategy should I use?
- Have I solved similar problems before?

Guess:

- How many correct three-mark questions?
- How many correct five-mark questions?

Check:

- 15 correct answers
- 57 marks

We can use Guess and Check to ***find possible combinations of correct three-mark and five-mark questions in a table***

Step 1: Stop and read the problem carefully	Step 2: Think about your plan and strategy you will use	Step 3: Act: Follow your plan and solve your problem.	Step 4: Review your answer

Guess and Check

In a test, each pupil had to answer 10 three-mark questions and 10 five-mark questions.

Ting Ting had 15 correct answers and scored 57 marks.

How many questions of each kind did she answer correctly?

Step 3:

I will write out the steps of my solutions

No. of correct three-mark questions	Marks from three-mark questions	No. of correct five-mark questions	Marks from five-mark questions	Marks scored	No. of correct answers	CHECK
7	7 x 3 = 21	8	8 x 5 = 40	21 + 40 = **61**	**15**	X
8	8 x 3 = 24	7	7 x 5 = 35	24 + 35 = **59**	**15**	X
9	9 x 3 = 27	6	6 x 5 = 30	27 + 30 = **57**	**15**	✓

Step 1: Stop and read the problem carefully	Step 2:Think about your plan and strategy you will use	Step 3: Act: Follow your plan and solve your problem.	Step 4: Review your answer

Guess and Check

In a test, each pupil had to answer 10 three-mark questions and 10 five-mark questions.

Ting Ting had 15 correct answers and scored 57 marks.

How many questions of each kind did she answer correctly?

Step 4:

Have I answered the question?

- Is my answer reasonable / make sense?
- Have I checked my answers?
- Is there a better alternative?

No. of correct three-mark questions	Marks from three-mark questions	No. of correct five-mark questions	Marks from five-mark questions	Marks scored	No. of correct answers	CHECK
7	7 x 3 = 21	8	8 x 5 = 40	21 + 40 = **61**	**15**	X
8	8 x 3 = 24	7	7 x 5 = 35	24 + 35 = **59**	**15**	X
9	9 x 3 = 27	6	6 x 5 = 30	27 + 30 = **57**	**15**	✓

Hands-on session 1 (5-10 min)

Step 1: Stop and read the problem carefully	Step 2: Think about your plan and strategy you will use	Step 3: Act: Follow your plan and solve your problem.	Step 4: Review your answer

Guess and Check

In a test, each pupil had to answer 10 two-mark questions, 10 three-mark questions and 10 five-mark questions.

Ting Ting had 18 correct answers and scored 57 marks.

How many questions of each kind did she answer correctly?

Step 1:

- What am I given? (facts/ information/ data)
- What am I asked to find?
- How can I make sense of the information given to me?
- What can I infer from the given data?

STAR Approach to Problem-Solving

Step 1: Stop and read the problem carefully	Step 2: Think about your plan and strategy you will use	Step 3: Act: Follow your plan and solve your problem.	Step 4: Review your answer

In a test, each pupil had to answer 10 two-mark questions, 10 three-mark questions and 10 five-mark questions.

Ting Ting had 18 correct answers and scored 57 marks.

How many questions of each kind did she answer correctly?

Step 4:

Have I answered the question?

- Is my answer reasonable / make sense?
- Have I checked my answers?
- Is there a better alternative?

No. of correct two-mark questions	Marks from two-mark questions	No. of correct three-mark questions	Marks from three-mark questions	No. of correct five-mark questions	Marks from five-mark questions	Marks scored	No. of correct answers	CHECK
6	6 x 2 = 12	6	6 x 3 = 18	6	6 x 5 = 30	12 + 18 + 30 = **60**	**18**	X
7	7 x 2 =14	6	6 x 3 = 18	5	5 x 5 = 25	14 + 18 + 25 = **57**	**18**	✓
5	5 x 2 = 10	9	9 x 3 = 27	4	4 x 5 = 20	10 + 27 + 20 = **57**	**18**	✓

STAR Approach to Problem-Solving

Step 1: Stop and read the problem carefully	Step 2: Think about your plan and strategy you will use	Step 3: Act: Follow your plan and solve your problem.	Step 4: Review your answer

In a test, each pupil had to answer 10 two-mark questions, 10 three-mark questions and 10 five-mark questions.

Ting Ting had 18 correct answers and scored 57 marks.

How many questions of each kind did she answer correctly?

Step 4:

Have I answered the question?

- Is my answer reasonable / make sense?
- Have I checked my answers?
- Is there a better alternative?

She correctly answered _5_ two-mark questions, _9_ three-mark questions and _4_ five-mark questions.

Or

She correctly answered _7_ two-mark questions, _6_ three-mark questions and _5_ five-mark questions.

Make a supposition

- Supposition questions usually have the following characteristics:
  - ➢Usually **<u>2 criteria</u> (2 variables found in a question)** to fulfil
  - ➢When **<u>all criteria are fulfilled</u>**, answers obtained can be considered correct

- Method: Assume 1 part of the final answer to fulfil 1 of the criteria

Step 1: Stop and read the problem carefully	Step 2:Think about your plan and strategy you will use	Step 3: Act: Follow your plan and solve your problem.	Step 4: Review your answer

Make a Supposition

In a test, each pupil had to answer 10 three-mark questions and

10 five-mark questions.

Ting Ting had 15 correct answers and scored 57 marks.

How many questions of each kind did she answer correctly?

Number of three-mark questions:	10
Number of five-mark questions:	10
Number of correct answers:	15
Score:	57

What do we need to find?

- Number of CORRECT three-mark questions
- Number of CORRECT five-mark questions

Step 1:

- What am I given? (facts/ information/ data)
- What am I asked to find?
- How can I make sense of the information given to me?
- What can I infer from the given data?

Step 1: Stop and read the problem carefully	Step 2:Think about your plan and strategy you will use	Step 3: Act: Follow your plan and solve your problem.	Step 4: Review your answer

Make a Supposition

In a test, each pupil had to answer 10 three-mark questions and

10 five-mark questions.

Ting Ting had 15 correct answers and scored 57 marks.

How many questions of each kind did she answer correctly?

Step 2:

- What strategy should I use?
- Have I solved similar problems before?

Fulfil 2 final answers to achieve the full marks for the question:

- Number of correct three-mark questions
- Number of correct five-mark questions

Fulfil 2 criteria when answering the question:

- 15 correct answers
- 57 marks

Choose either:

- Make a Supposition

OR

- Guess & Check

Step 1: Stop and read the problem carefully	Step 2:Think about your plan and strategy you will use	Step 3: Act: Follow your plan and solve your problem.	Step 4: Review your answer

Make a Supposition

In a test, each pupil had to answer 10 three-mark questions and

10 five-mark questions.

Ting Ting had 15 correct answers and scored 57 marks.

How many questions of each kind did she answer correctly?

Step 3:

I will write out the steps of my solutions

Assume that Ting Ting answered 15 five-marks questions correctly

(1) 15 x 5 = 75 (Number of marks Ting Ting would have scored if she scored 15 five-mark questions correctly)

(2) 5 – 3 = 2 (Difference in marks between a five-mark and three mark question)

(3) 75 – 57 = 18 (Difference in marks between assumed marks and real marks)

(4) 18 ÷ 2 = 9 (number of three-mark questions Ting Ting answered correctly)

(5) 15 – 9 = 6 (number of five-mark questions Ting Ting answered correctly)

Make a Supposition

In a test, each pupil had to answer 10 three-mark questions and

10 five-mark questions.

Ting Ting had 15 correct answers and scored 57 marks.

How many questions of each kind did she answer correctly?

Assume that Ting Ting answered 15 three-marks questions correctly

(1) 15 x 3 = 45 (number of marks Ting Ting would have scored if she scored 15 three-mark questions correctly)

(2) 5 – 3 = 2 (Difference in marks between a five-mark and three mark question)

(3) 57 – 45 = 12 (Difference in marks between assumed marks and real marks)

(4) 12 ÷ 2 = 6 (number of five-mark questions Ting Ting answered correctly)

(5) 15 – 6 = 9 (number of three-mark questions Ting Ting answered correctly)

Step 4:

Have I answered the question?

- Is my answer reasonable / make sense?
- Have I checked my answers?
- Is there a better alternative?

Alternative method:
Assume Ting Ting answered 15 three-marks questions correctly.

STAR Approach to Problem-Solving

Step 1: Stop and read the problem carefully	Step 2: Think about your plan and strategy you will use	Step 3: Act: Follow your plan and solve your problem.	Step 4: Review your answer

Can we use Make suppositions to solve this word problem?

In a test, each pupil had to answer 10 two-mark questions, 10 three-mark questions and 10 five-mark questions.

Ting Ting had 18 correct answers and scored 57 marks.

How many questions of each kind did she answer correctly?

Which heuristic can we use then?

Step 1:

- What am I given? (facts/ information/ data)
- What am I asked to find?
- How can I make sense of the information given to me?
- What can I infer from the given data?

Restate the problem

STAR Approach to Problem-Solving			
Step 1: Stop and read the problem carefully	**Step 2:Think about your plan and strategy you will use**	**Step 3: Act: Follow your plan and solve your problem.**	**Step 4: Review your answer**

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Restate the problem Q1

Four teams representing four different schools took part in a netball match and every team played against each other team once.

There were no draws in this match.

Team A won 'a' games

Team B won 'b' games

Team C won 'c' games

Team D won 'd' games

Find the total value of a + b + c + d.

Restate the problem

Four teams representing four different schools took part in a netball match and every team played against each other team once.

There were no draws in this match.

Team A won 'a' games

Team B won 'b' games

Team C won 'c' games

Team D won 'd' games

Step 1:

- What am I given? (facts/ information/ data)

Restate the problem

- What am I asked to find?

Find the total value of a + b + c + d.

Restate the problem

The problem of finding the total value of a + b + c + d can be restated as finding the total number of games played in the match.

- How can I make sense of the information given to me?
- What can I infer from the given data?

Process of changing the problem:

AB, AC, AD	Number of games won by A = 3 --- (a)
BC, BD	Number of games won by B = 2 --- (b)
CD	Number of games won by C = 1 --- (c)
	Number of games won by D = 0 --- (d)

Restate the problem

Process of changing the problem:

AB, AC, AD	Number of games won by A = 3 --- (a)
BC, BD	Number of games won by B = 2 --- (b)
CD	Number of games won by C = 1 --- (c)
	Number of games won by D = 0 --- (d)

The total number of games played = 3 + 2 + 1 = 6

6 games played = 6 games won by the teams (no draws).

Hence, the value of **a + b + c + d = 6**

Restate the problem Q2

Parents to think through for about 1 minute

Find the sum of the first 20 numbers.

1 + 2 + 3 + 4 + 5 + 6 +…+ 19 + 20 = ?

Restate the problem Q2

Find the sum of the first 20 numbers.

1 + 2 + 3 + 4 + 5 + 6 +...+ 19 + 20 = ?

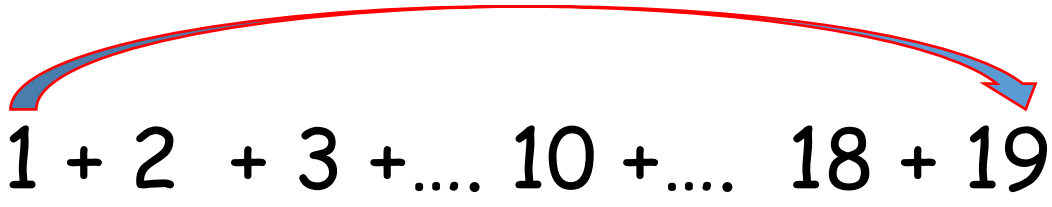
Step 1:

- What am I given? (facts/ information/ data)

- What am I asked to find?

Restate the problem by pairing the numbers and then find the sum of every pair of numbers

Find the sum of the first 20 numbers.



1 + 2 + 3 +…. 10 +…. 18 + 19 + 20 = ?

Last Number ÷ 2
No partner

- How can I make sense of the information given to me?
- What can I infer from the given data?

0 + 20 = 20
1 + 19 = 20
2 + 18 = 20
3 + 17 = 20
4 + 16 = 20
5 + 15 = 20
6 + 14 = 20
7 + 13 = 20
8 + 12 = 20
9 + 11 = 20
10 + 0 = 10

20 divided by 2 = 10 pairs/groups
10 groups x 20 = 200

- How can I make sense of the information given to me?
- What can I infer from the given data?

There are 10 sets of 20 (20 x 10 = 200)
Add (last number)
= 200 + 10 = 210
Hence, the answer is 210

Parents to think through for about 1 minute

Will the method work for the following question?

(a) Find the sum of the first 40 numbers.

(b) Find the sum of the first 100 numbers

(a) 40 ÷ 2 = 20 (20 groups/pairs of 40)
40 x 20 = 800
800 + 20 = 820 (20 is the number without a partner)

(b) 100 ÷ 2 = 50
100 x 50 = 5000
5000 + 50 = 5050

Draw a Diagram/Model Q3

STAR Approach to Problem-Solving

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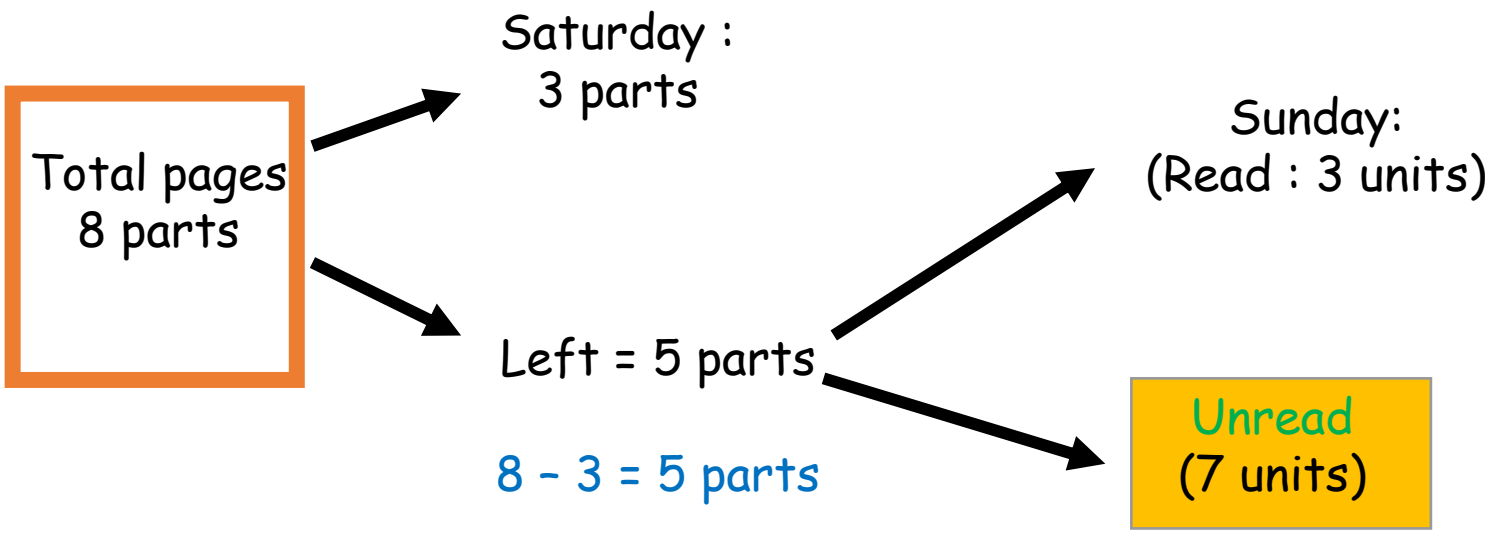
STAR Approach to Problem-Solving

Step 1: Stop and read the problem carefully	Step 2: Think about your plan and strategy you will use	Step 3: Act: Follow your plan and solve your problem.	Step 4: Review your answer

On **Saturday,** Jane read $\frac{3}{8}$ of her story book.

On **Sunday**, she read $\frac{3}{10}$ of the **remaining book**.

What fraction of the book remained **unread**?



Step 1:

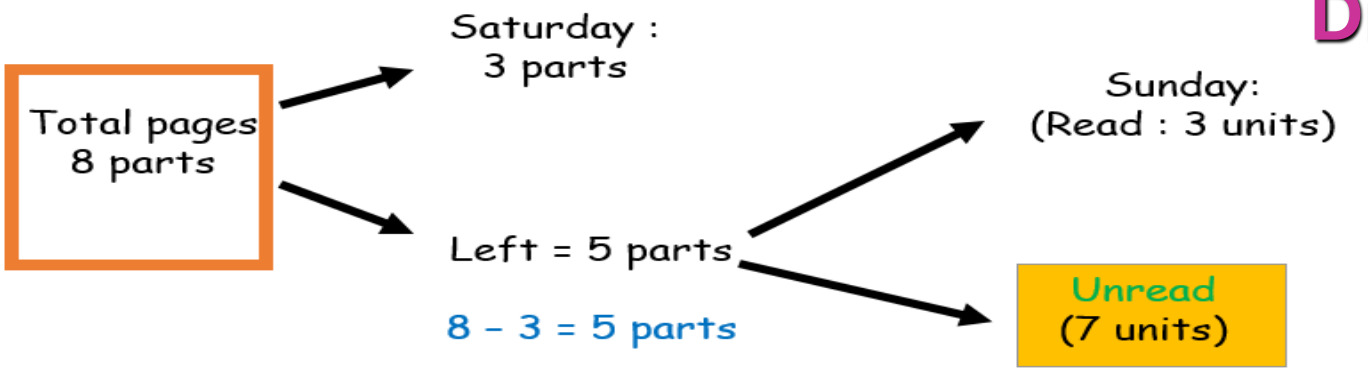
- What am I given? (facts/ information/ data)
- What am I asked to find?

- How can I make sense of the information given to me?
- What can I infer from the given data?

STAR Approach to Problem-Solving

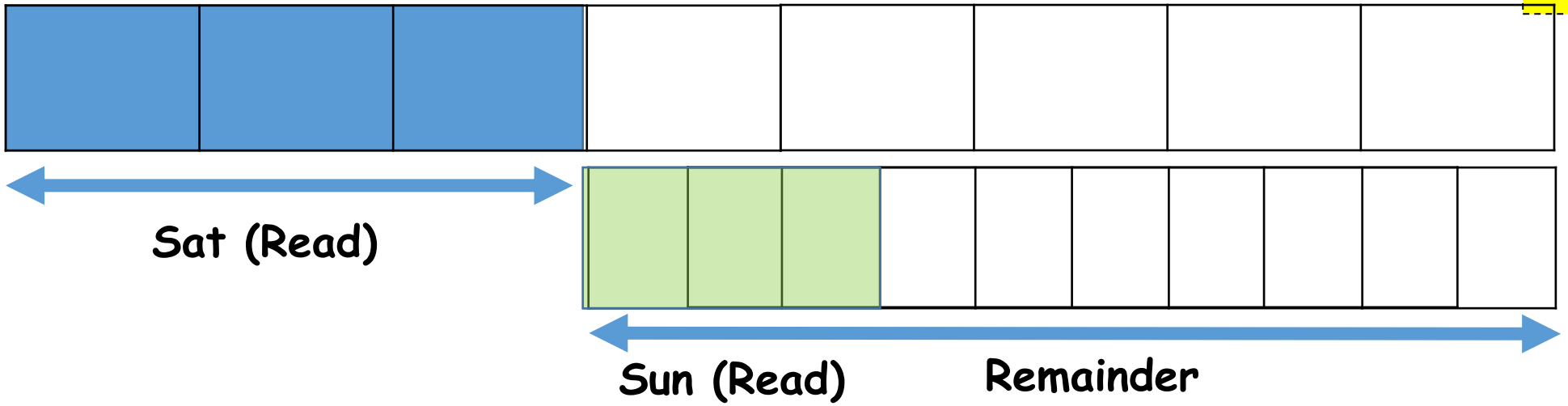
Step 1: <u>Stop</u> and read the problem carefully	Step 2:<u>Think</u> about your plan and strategy you will use	Step 3: <u>Act</u>: Follow your plan and solve your problem.	Step 4: <u>Review</u> your answer

Draw a diagram/model drawing



Step 2:

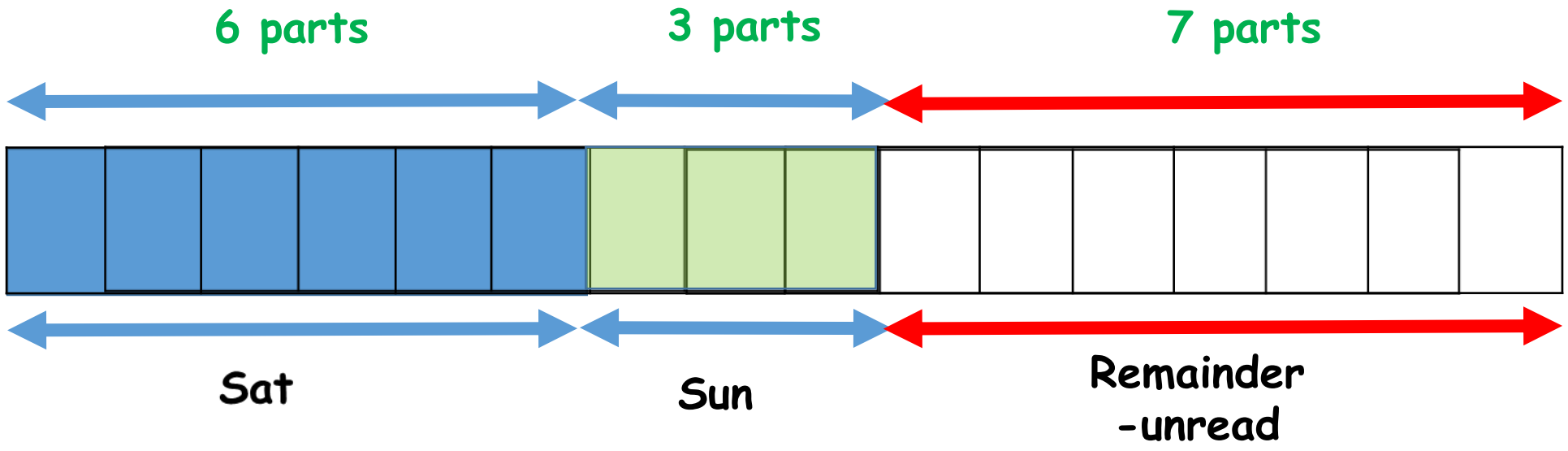
- What strategy should I use?
- Have I solved similar problems before?



5 parts = 10 units
Sun (Read = 3 parts)
Unread = 7 parts

Step 1: Stop and read the problem carefully	Step 2:Think about your plan and strategy you will use	Step 3: Act: Follow your plan and solve your problem.	Step 4: Review your answer

Draw a diagram/model drawing



STAR Approach to Problem-Solving

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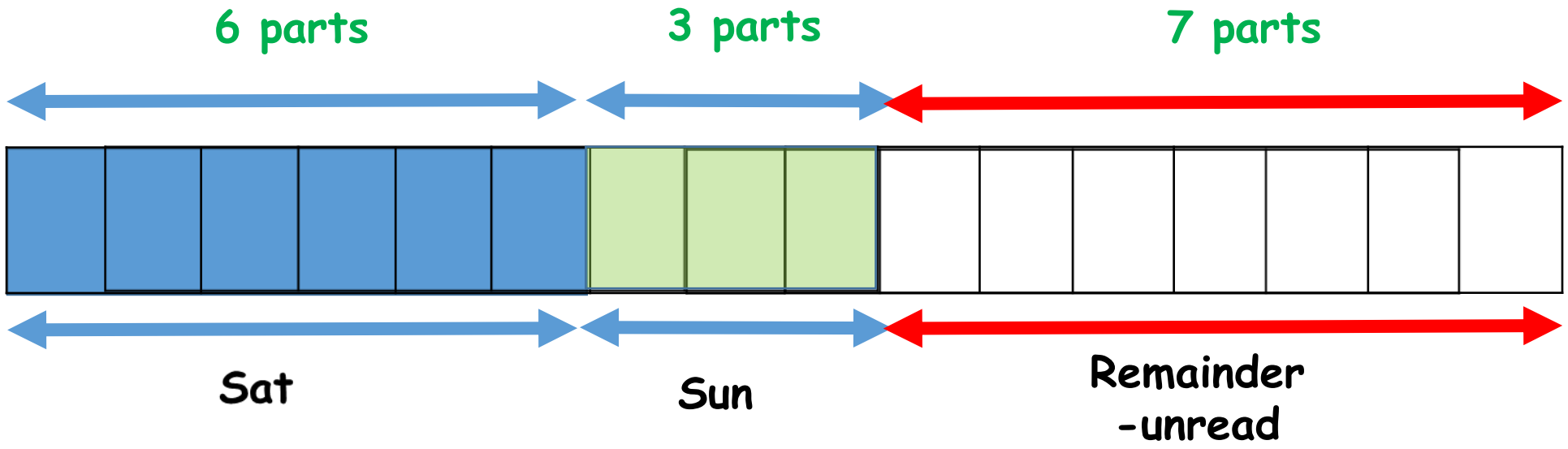
Draw a diagram/model drawing



What fraction of the book remained **unread**? $\frac{7}{16}$

STAR Approach to Problem-Solving

Step 1: Stop and read the problem carefully	Step 2: Think about your plan and strategy you will use	Step 3: Act: Follow your plan and solve your problem.	Step 4: Review your answer

On **Saturday,** Jane read $\frac{3}{8}$ of her story book.

On **Sunday**, she read $\frac{3}{10}$ of the **remaining book**.

What fraction of the book remained **unread**?

Total = 16 parts
Sat Read : 6 parts

Balance = 10 parts
Sun read : 3 parts
Remained unread : 7 parts

Everything Changed Concept

- Every part changes, the difference changes, the total changes….Nothing remains the same...no constant variables basically
- Form equations/use unit-and-part concepts
- Form equal parts (or units) in order to solve the word problems.

Step 1: Stop and read the problem carefully	Step 2: Think about your plan and strategy you will use	Step 3: Act: Follow your plan and solve your problem.	Step 4: Review your answer

Everything Changed Concept (PSLE Question)

Carl had 75% as much money as Vijay. After Carl received $200 from his uncle and Vijay spent $50. Carl had twice as much money as Vijay.
How much money had Carl at first?

Before ratio-- Carl : Vijay
75 : 100
3 : 4 (ratio in its simplest form)

Carl has $200 more & Vijay has $50 less in the end

After ratio -- Carl : Vijay
2 : 1 (ratio in its simplest form)

Everything changes. No constant variable.

Step 1:

- What am I given? (facts/ information/ data)
- What am I asked to find?
- How can I make sense of the information given to me?
- What can I infer from the given data?

Step 1: Stop and read the problem carefully	Step 2: Think about your plan and strategy you will use	Step 3: Act: Follow your plan and solve your problem.	Step 4: Review your answer

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Carl had 75% as much money as Vijay. After Carl received $200 from his uncle and Vijay spent $50, Carl had twice as much money as Vijay.
How much money had Carl at first?

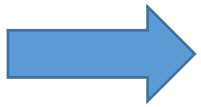
Step 2:

- What strategy should I use?
- Have I solved similar problems before?

Form equations / use unit-and-part concepts to solve the word problem.

Before ratio-- Carl : Vijay
3 : 4

After ratio -- Carl : Vijay
2 : 1



	Before	Change	After
Carl	3u	+200	2p
Vijay	4u	- 50	1p

Note: u stands for units and p stands for parts

Step 1: Stop and read the problem carefully	Step 2: Think about your plan and strategy you will use	Step 3: Act: Follow your plan and solve your problem.	Step 4: Review your answer

Everything Changed Concept (PSLE Question)

Carl had 75% as much money as Vijay. After Carl received $200 from his uncle and Vijay spent $50, Carl had twice as much money as Vijay.
How much money had Carl at first?

Step 3:

I will write out the steps of my solutions

Form equations using units and parts.

	Before	Change	After
Carl	3u	+200	2p
Vijay	4u	- 50	1p

Vijay (in the end)
1p = 4u – 50

Carl (in the end)
2p = 3u + 200

Step 1: Stop and read the problem carefully	Step 2: Think about your plan and strategy you will use	Step 3: Act: Follow your plan and solve your problem.	Step 4: Review your answer

Everything Changed Concept (PSLE Question)

Carl had 75% as much money as Vijay. After Carl received $200 from his uncle and Vijay spent $50, Carl had twice as much money as Vijay.
How much money had Carl at first?

Step 3:

I will write out the steps of my solutions

Make the parts of Vijay's money equal to Carl's money in the end .

1p = 4u – 50
2p = 8u – 100 (twice of 4u-50)

Vijay (in the end)
1p = 4u – 50

Carl (in the end)
2p = 3u + 200

Therefore,

8u – 100 = 3u + 200
5u = 300
1u = 60

Amt. Carl had at first = 3 x 60
= 180

Ans: $180

Step 1: Stop and read the problem carefully	Step 2: Think about your plan and strategy you will use	Step 3: Act: Follow your plan and solve your problem.	Step 4: Review your answer

Everything Changed Concept (PSLE Question)

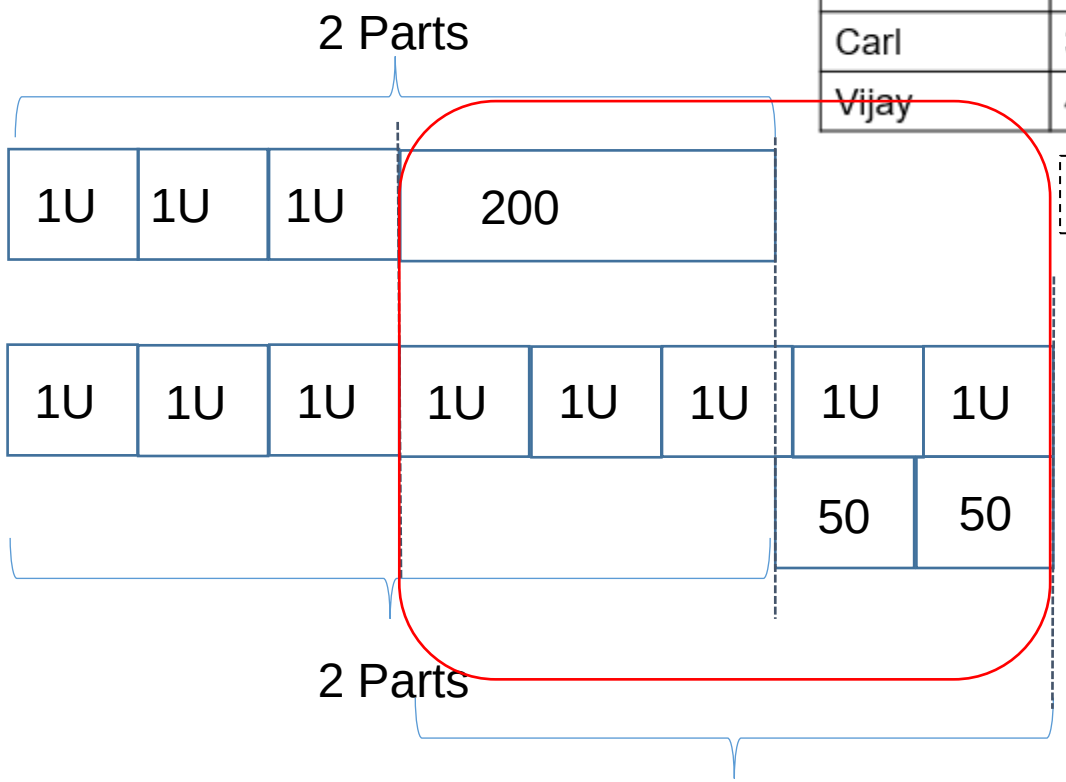
Carl had 75% as much money as Vijay. After Carl received $200 from his uncle and Vijay spent $50, Carl had twice as much money as Vijay.
How much money had Carl at first?

Step 3:

I will write out the steps of my solutions

	Before	Change	After
Carl	3u	+200	2p
Vijay	4u	- 50	1p

8u – 100 = 3u + 200



From the model.

5U → 300
1U → 60

Find how much Carl had at first?

3u = $60 x 3 = $180

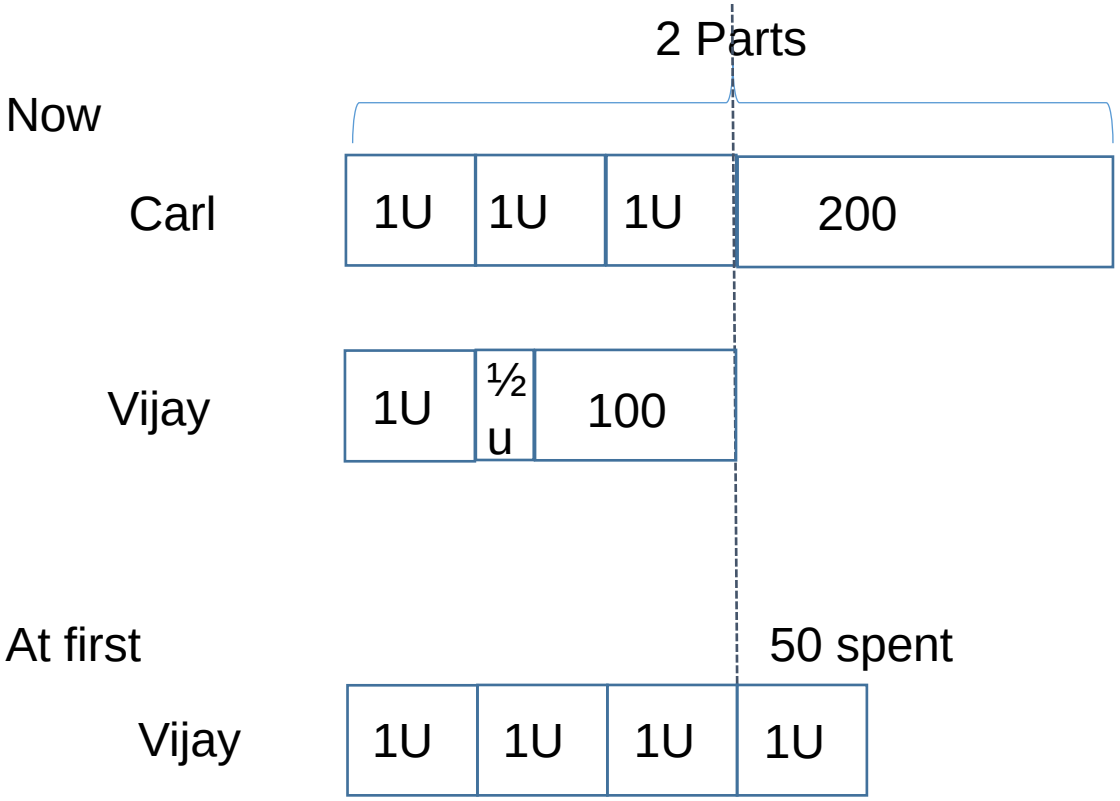
Step 1: Stop and read the problem carefully	Step 2:Think about your plan and strategy you will use	Step 3: Act: Follow your plan and solve your problem.	Step 4: Review your answer

Everything Changed Concept (PSLE Question)

Carl had 75% as much money as Vijay. After Carl received $200 from his uncle and Vijay spent $50, Carl had twice as much money as Vijay.
How much money had Carl at first?

Step 3:

I will write out the steps of my solutions



From Vijay's models (now and at first),

$1u + \frac{1}{2}u + 100 + 50 = 4u$

$4u - 1\frac{1}{2}u = 150$

$2\frac{1}{2}u = 150$

$5u = 150 \times 2$ (2 sets of $2\frac{1}{2}u = 5u$)
$= 300$
$1u = 300 \div 5 = 60$
$3u = 60 \times 3 = 180$#

Step 1: Stop and read the problem carefully	Step 2:Think about your plan and strategy you will use	Step 3: Act: Follow your plan and solve your problem.	Step 4: Review your answer

Everything Changed Concept (PSLE Question)

Carl had 75% as much money as Vijay. After Carl received $200 from his uncle and Vijay spent $50, Carl had twice as much money as Vijay.
How much money had Carl at first?

Step 4:

Have I answered the question?

- Is my answer reasonable / make sense?
- Have I checked my answers?
- Is there a better alternative?

Check the steps and use the actual amount of money calculated to express the quantities in the form of ratio as 2 : 1 (in the end).

Carl at first : $180

Carl in the end: $180 + $200 = $380

Vijay at first: $60 x 4 = $240

Vijay in the end: $240 - $50 = $190

C : V = 380 : 190

= 2 : 1

Common Mistakes

- ✓ **Carelessness in calculation**
- ✓ **Transfer information wrongly from question to working.**
- ✓ **Transfer final answer wrongly from working to final answer blank.**
- ✓ **Missing units**

  Forgetting to include units given in 2-marks or more questions.

- ✓ **Decimal notations for money**

  Dollars and cents must be expressed in 2 decimal places. Example, $14.50, not $14.5

- ✓ **Reading the question wrongly- missing out the key words.**

Tips for PSLE

- ✓ Ensure your child is familiar with the essential functions of his/her calculator and only use it for Paper 2 questions.
- ✓ Practise the use of the tools like protractor and set-squares for measuring and constructing figures (Mathematical Instrument set).
- ✓ Discourage your child to rely on correction tape or liquid paper(though it is allowed).
- ✓ Encourage your child to use a blue ballpoint pen for written answers.

Tips for PSLE

- ✓ Discourage your child to attempt solving a question for more than 10 minutes (Paper 2). Move on to the questions that they may be able to solve.
- ✓ Temporary to skip questions that the students have difficulty to do and to revisit them at the end.
- ✓ Revisit the rules and formulae.

Have sufficient rest especially the day before the paper!

Q & A

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Feedback

https://go.gov.sg/parentsworkshop

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Thank you!

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