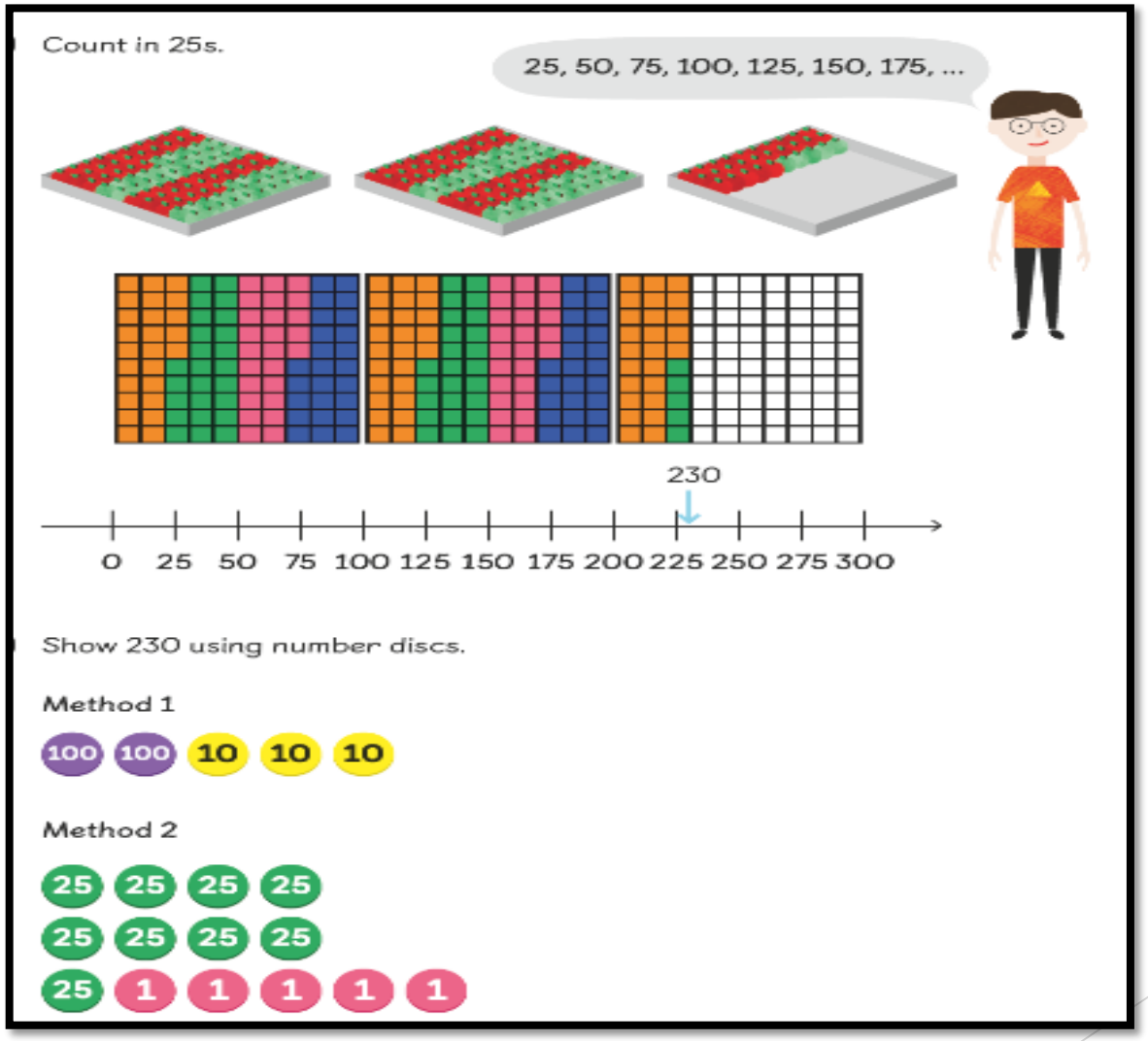
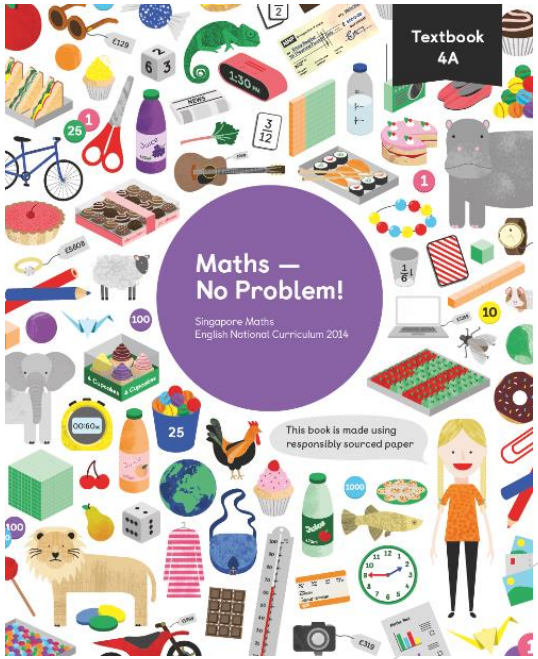
The CPA approach



So how did this approach help in Singapore with Maths?

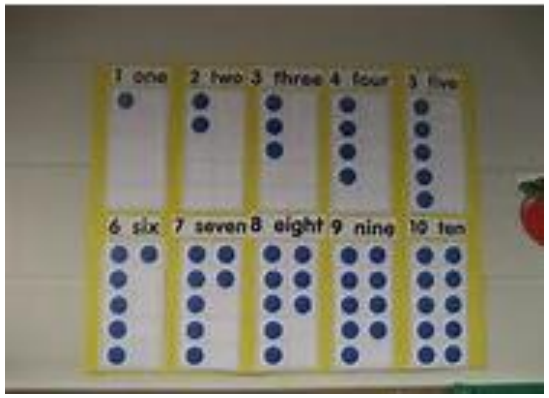
Since they adopted this approach the Trends in International Mathematics and Science Study has consistently ranked Singapore among the best mathematics results in the world.

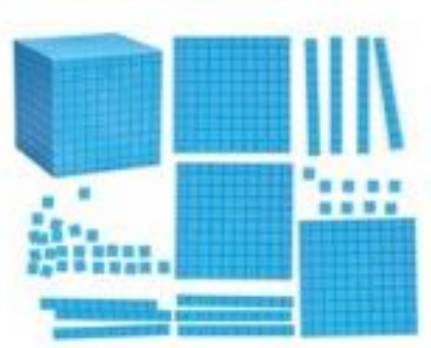
Maths no problem was created by Dr. Yeap Ban Har to support schools across the world achieve these great results.



What happens during lessons?

Support is provided through use of equipment and visual references.





What about challenge?

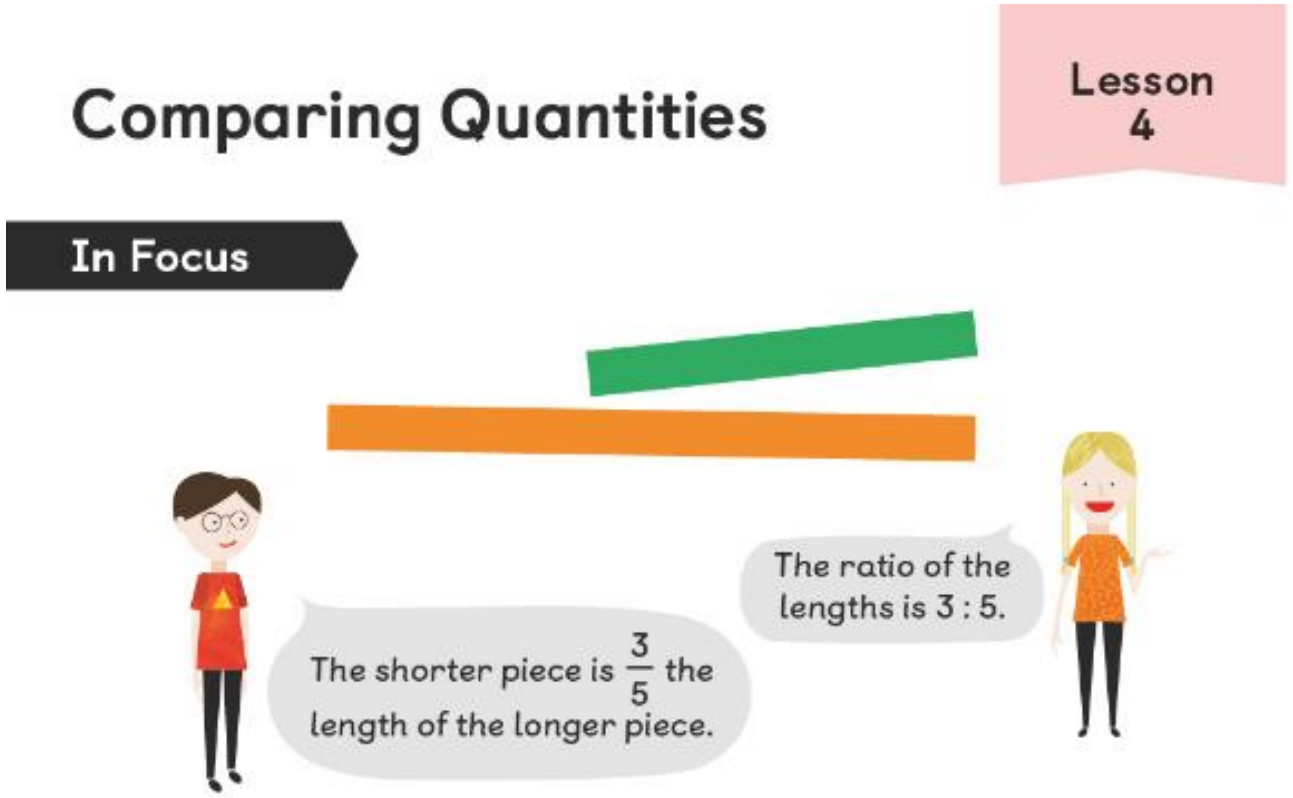
Challenge is provided through mastery techniques – presenting information in a different way and questioning.

In Focus

Can these numbers be used to make a number pattern?

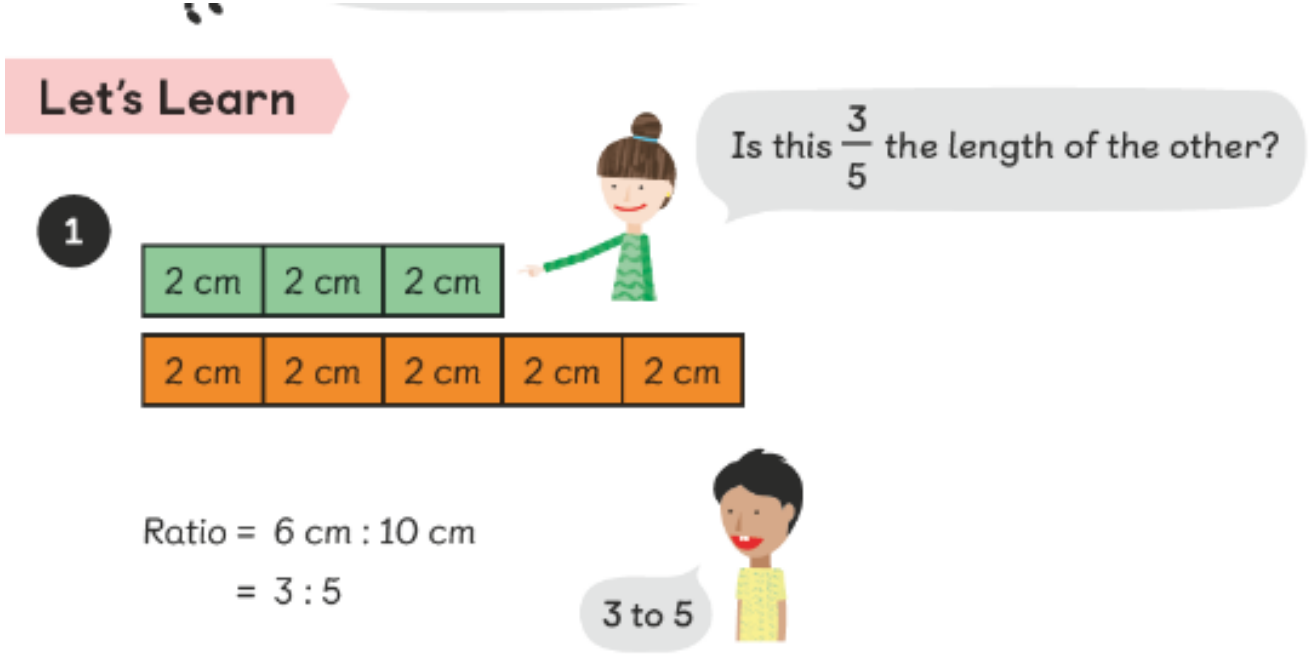
Describe the rule used to make the number pattern.

Structure of a Singapore Maths Lesson



This approach focuses on the use of equipment and discussion.

Structure of a Singapore Maths Lesson

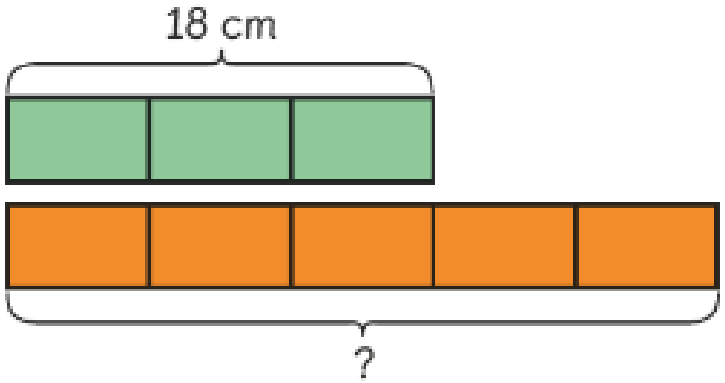


Discussion of the methods which provide a bank of strategies for your child to use throughout their school career.

Structure of a Singapore Maths Lesson

The ratio of the length of a shorter strip of paper to the length of a longer strip of paper is 3 : 5.

(a) If the shorter strip is 18 cm, how long is the longer strip?



18 ÷ 3 = 6 cm

5 × 6 = 30 cm

The longer strip is 30 cm.

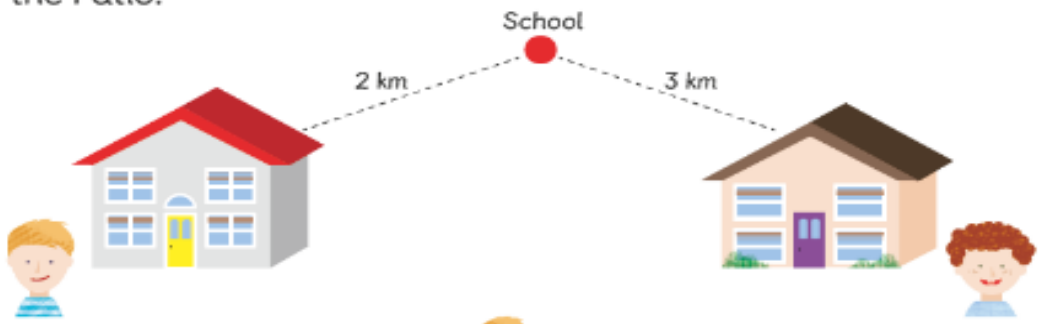
Bar method :
http://teacher.mathsnoproblem.co.uk/academy/video-library/basics-explained/parent-7-bar-models-1of2/

Structure of a Singapore Maths Lesson

Guided Practice

1 Find the ratio.

(a)



The ratio of the distance of  's home from school to the distance of  's home from school is ____ : ____.

(b)


160 cm


120 cm

The ratio of  's height to  's height is ____ : ____.

This area allows children to work as a team to solve the problems

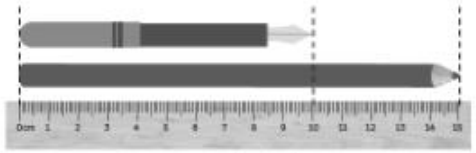
Structure of a Singapore Maths Lesson

Worksheet 4

Comparing Quantities

1 Fill in the blanks.

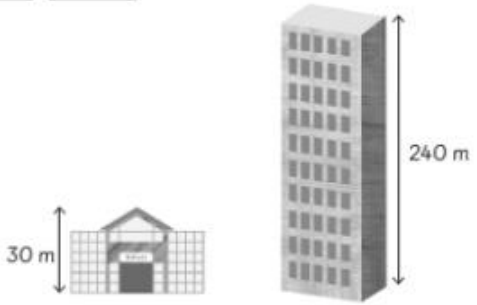
(a)



The length of the pen is ☐/☐ the length of the pencil.

The ratio of the length of the pen to the length of the pencil is ☐ : ☐.

(b)



The height of the building is ☐ times the height of the school.

The ratio of the height of the building to the height of the school is ☐ : ☐.

2 A rope is cut into two parts so that the ratio of the length of the shorter piece to that of the longer piece is 3 : 4.

(a) If the original length of the rope is 14 cm, what is the length of the shorter piece?

☐

(b) If the length of the longer piece is 36 cm, what is the length of the shorter piece?

☐

(c) If the length of the shorter piece is 24 cm, what is the original length of the rope?

☐

Independent work allows your child to consolidate their learning.