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Pre-Primary course



sample pages catalogue

Play with Maths

Play with Maths is a two-year course specially designed for very young learners. The purpose of this course is to activate mathematical thinking in a fun but also structural way. The Play with Maths series is based on bar modelling, a visual problem solving strategy that helps students understand the relationship between numbers and quantities. The course is enriched with extra activities, games and resources that support the learning experience and help to build a deeper understanding of every concept taught.

Bar modelling

Bar modelling is based on the Concrete Pictorial Abstract (CPA) approach. The CPA approach is a step-by-step method that leads students from the real object (concrete) to its representation (pictorial) and then its numerical version (abstract) in order to provide a smooth transition to abstract concepts.

CONCRETE	PICTORIAL	ABSTRACT
Ö Ö Ö		3

Course Components

Student's Book

Play with Maths Student's Book contains five units, each of them with a central subject area. Each unit includes examples and activities where students can practise the concept taught. At the end of the book there is also a Colour in page for every unit that contains an activity designed for the purpose of the unit.

Teacher's Book

Play with Maths Teacher's Book includes the Student's Book in a reduced form. At the beginning of each unit, the main learning objectives and the vocabulary that is used throughout the unit are represented. A brief glossary that includes the definitions of the words that may be used during the lessons which are not represented as flashcards, can also be found at the end of the book. There are also extra activities that can be used to enforce students' learning, as well as the keys to the activities in the Student's Book. Teaching instructions on how to conduct the lessons are also provided at the beginning of the Teacher's Book.

Teacher's Digital Resources

Play with Maths Teacher's Digital Resources contain all the flashcards, extra activities for every unit, certificates, as well as the Colour in and Cut out pages that can also be found at the back of the Teacher's Book. All the material are available on our site www.vectormsint.com. These files are downloadable and printable, so they are practical and easy to access.



Play with Maths A • Student's Book • Contents



Play with Maths B • Student's Book • Contents



illustrated cover pages that trigger the interest of young learners







Play with Maths A • Teacher's Book • Sample Page

'Common Difficulty' section presented with every example page in the Teacher's Book, as extra information for the teacher

3. Subtraction to 10 -



Flashcards (example 2)

left

Common Difficulty

7 Ss may think that removing or taking away objects from a set does not mean subtracting them, as they are not destroyed nor used up.



 $3 \;$ Explain to Ss that we subtract every time we have a set of objects and we remove some objects from the set.



Flashcards (activity 2a)

left

Hands in action

Divide Ss into groups. Ask each group to draw up to 10 flowers and a basket. Ask Ss in each group to cut them out and place the flowers in the basket. Ask two Ss in each group to take turns to take some flowers out of the basket and have the other Ss in the group count how many flowers are left in their basket.



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Play with Maths A • Teacher's Book • Sample Page





cover pages convey the mathematical concept that will be presented in the unit





Play with Maths B • Teacher's Book • Sample Page

2. Addition to 20



Unit Objectives

- Add sets of up to 10 objects together.
- Define 'as many as' as 'the same number of'.
- Use the plus and equals signs in addition.

Vocabulary Usage

• count	• plus
 equals 	• set
 is equal to 	
 number sentence 	
	 count equals is equal to number sentence

Extra Activities

SB: Colour in 2, p. 59 **TR CD-ROM**: Unit 2, act. 1 & 2

Flashcards (example 1)

altogether

Common Difficulty

7 Ss cannot easily remember the number words for numbers 11 and 12 as they don't follow the '-teen' rule. They also confuse the number words for 13 and 15.

11 - oneteen	13 - threeteen
12 - twoteen	15 - fiveteen

3 Before moving forwards in learning the numbers up to 20, have Ss say the number sequence up to 12 and then up to 15 in order to become familiar with the number words after 10.



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the main learning

objectives and the vocabulary

that will be used throughout

the unit are

presented at

the beginning of each unit

Play with Maths B • Teacher's Book • Sample Page



Play with Maths B • Teacher's Digital Resources • Sample Pages





