

PENSA



PROJECTE SINGAPUR
PROJECTE MATEMÀTIC DE PRIMÀRIA



Recordeu haver gaudit amb les matemàtiques a l'escola?



PENSA
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Què fem malament
a l'aprenentatge de
les matemàtiques?

Què fem malament a l'aprenentatge de les matemàtiques?

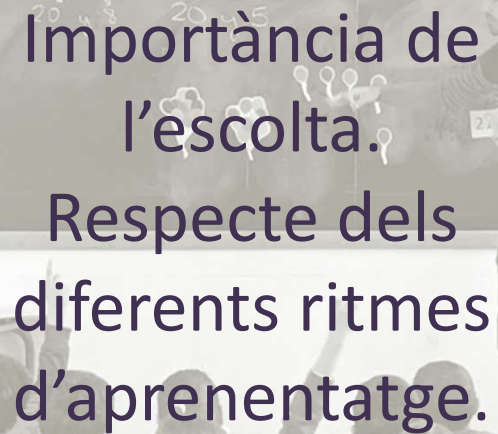
Aprenentatge memorístic

Aprenentatge rutinari de coneixements sense entendre'ls

Excés de càlculs tediosos



En què es basa la metodologia Singapur?



Importància de l'escolta.
Respecte dels diferents ritmes d'aprenentatge.

The image shows a teacher standing in a classroom, holding a card and pointing towards a chalkboard. The chalkboard has some mathematical equations written on it, including $28 - 3 = 25$ and $20 + 5 = 25$. The teacher is wearing a dark sweater with horizontal stripes on the sleeves. The students in the foreground are partially visible, some with their hands raised.



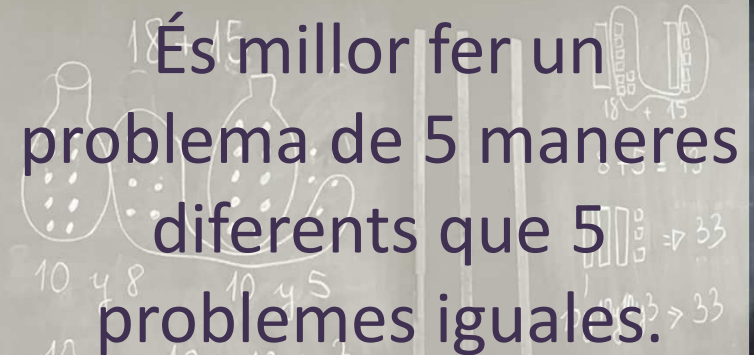
Transició del concret a l'abstracte

The image shows a close-up of hands working with small, dark, round manipulatives on a desk. There are several notebooks and papers open on the desk. The hands are moving the manipulatives around, likely demonstrating a mathematical concept.



Aprenentatge entre iguals

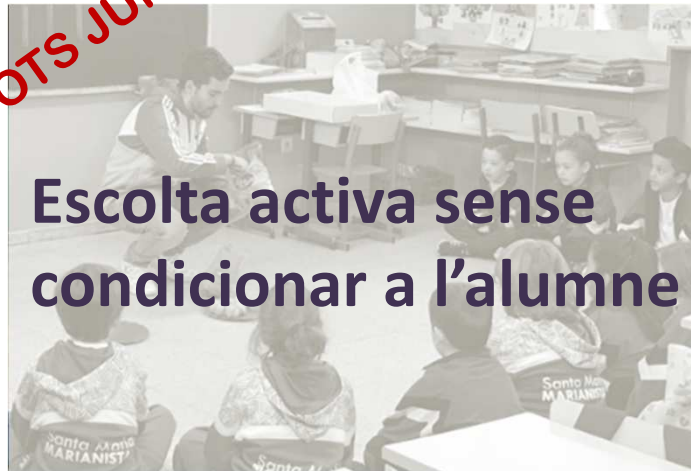
The image shows two young children sitting at a desk in a classroom. They are looking at something on the desk, possibly a book or a piece of paper. The child on the right is leaning over the desk, and the child on the left is looking up at them. There are other desks and chairs visible in the background.



És millor fer un problema de 5 maneres diferents que 5 problemes iguals.

The image shows a chalkboard with several mathematical problems written on it. The problems involve numbers and operations, such as $10 + 4 = 14$, $10 + 5 = 15$, and $10 + 10 = 20$. There are also some diagrams of a bottle and a glass. The text on the board is written in a clear, legible font.

TOTS JUNTS



**Escolta activa sense
condicionar a l'alumne**

**TREBALL EN
EQUIP**

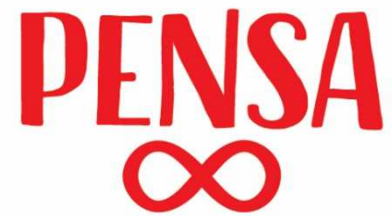


Cooperar i expressar.

INDIVIDUAL



El nen consolida i reflexiona.



“Cal saber motivar sense senyalar.
Fer sorgir sense indicar el camí.”

Madeleine Goutard