



JKPS

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Report on the Workshop: Elementary Maths Learning Strategies

A workshop on **Elementary Maths Learning Strategies** was conducted, focusing on the innovative **E-L-P-S sequence** introduced by Ms. Aashalata Badami. This sequence, which stands for **Experience, Language, Pictorial, and Symbolic**, was highlighted as a powerful and effective approach to teach mathematical concepts.

The workshop featured a variety of engaging activities designed to make mathematics learning interactive and enjoyable. For teaching **multiplication**, participants used **kidney beans** to create groups and arrays, offering a hands-on approach to understanding the concept. To explain **equivalent fractions**, a **paper-folding activity** was demonstrated, where the paper was folded and divided into equal parts to visually illustrate the idea. A **grid activity** was introduced to teach the concept of **LCM**, enabling students to logically understand common multiples through a structured approach. Additionally, concepts like **addition, subtraction, multiplication and division** were creatively taught by incorporating **sketching**, which helped learners visualize operations through drawings. A lively **Fraction Bingo** activity added an element of fun and competition while reinforcing the concept of fractions.

Various other interactive strategies were also shared, including **movement-based learning** in the mathematics classroom, such as teaching **symmetry through dance** and illustrating concepts like **points, lines, rays, and angles** through **movements**. An innovative **circle activity** for teaching **LCM** was also demonstrated, offering another engaging way to help students grasp the concept.

The **E-L-P-S sequence** was seamlessly integrated into these activities, starting with experiential and interactive tasks, followed by discussions (language), visual representations (pictorial), and culminating with the use of mathematical symbols (symbolic). This structured approach was emphasized as a tool for building foundational concepts rather than addressing the entirety of a concept.

The workshop was highly engaging and provided participants with practical, creative strategies to make mathematics teaching more interactive and effective. Teachers expressed their enthusiasm for implementing these techniques in their classrooms, aiming to enhance students' understanding and foster a love for mathematics.

