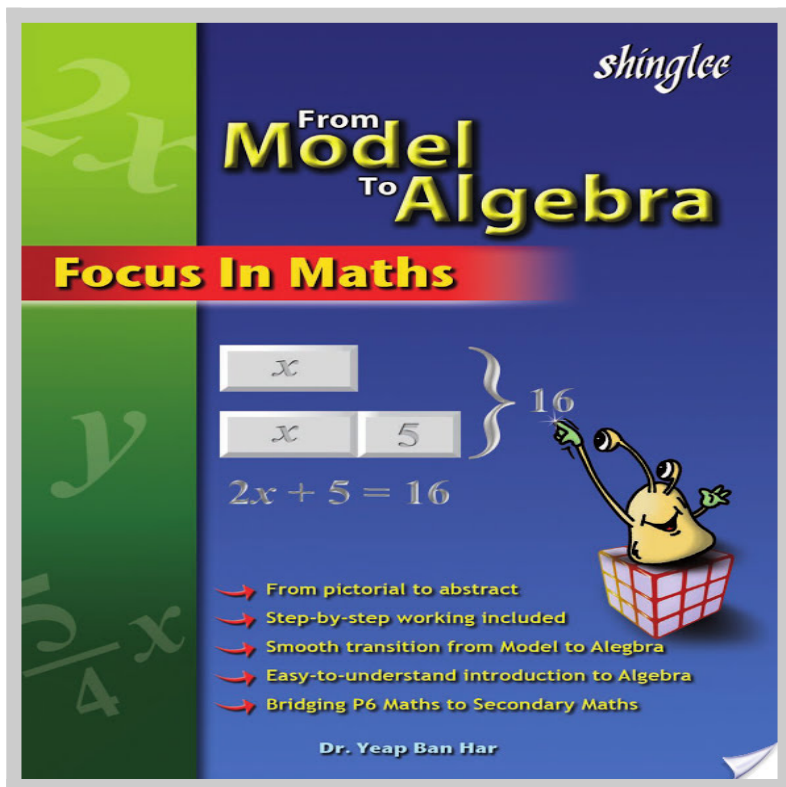


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From Model To Algebra Book Preview

Algebra is fundamental in the learning of mathematics. In Singapore, students begin the learning of formal algebra in primary six (Singapore Ministry of Education, 2006a). In secondary school, algebra features prominently in the curriculum (Singapore Ministry of Education, 2006b). Prior to learning formal algebra, primary school students use the model method as one of the methods to solve word problems. The model method is one of the most recognised features of the Singapore mathematics curriculum (Singapore Ministry of Education, 2009). It has been found that the model method has allowed primary school students without access to formal algebra a means to represent and solve algebraic word problems (Ng & Lee, 2009). Research has indicated that students encounter a variety of difficulties in formal algebra. These include understanding the meaning of

letters used in formal algebra (Kuchemann, 1981) and translating information in text into algebraic equations (e.g. Stacey & MacGregor, 2000). The use of concrete and pictorial representations has been found to help students in solving word problems (e.g. Lewis, 1989; Willis & Fuson, 1988). While the model method has helped students solve word problems using pictorial representations, such representations are seldom harnessed for beginning students in formal algebra to acquire skills in algebraic manipulation. This book aims to do the latter. There has been much evidence that the model method can be integrated with the algebraic method (Kho, 1987, 2005, 2007; Beckmann, 2004). Secondary school teachers have been trained to show the relationship between the model method and the algebraic method (Kho, 2007). This book fleshes out this approach using topics in lower secondary algebra. This book focuses on helping students develop a strong foundation in algebraic manipulation. Basic algebraic manipulations including writing, evaluating, expanding, simplifying, and factorising algebraic expressions and solving algebraic equations are introduced pictorially. While it is not the intention that students to always rely on pictorial representations when doing algebra, the model method serves as a good starting point for students to learn algebraic manipulation meaningfully. It is hoped that this book will provide teachers with a resource to help students make the transition from the model method to formal algebra. As for students who find formal algebra daunting, this book serves as a bridge.