

# How to develop children's self-confidence and independence?



Mommy, I solved this problem all by myself, without any help from the teacher.



**MPM**® is a self-learning system personalized for each student. Through the **PSL** (Personalized System of Learning) approach, **MPM**® students optimize their learning independently, with deliberate minimal guidance by the Instructor.



Every student is absorbed in learning ;



Every student is the key person ;

*a touch of the future*

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# What is MPM<sup>®</sup>?

**MPM<sup>®</sup> → Multi-Process-Model**

**Multi-Process → Depth of Thinking**

Danny has 3 dollars and Mark has 5 dollars. If Danny gives 1 dollar to Mark, then what is the difference between the money they have now ?

process 1  $3 - 1 = 2$

process 2  $5 + 1 = 6$

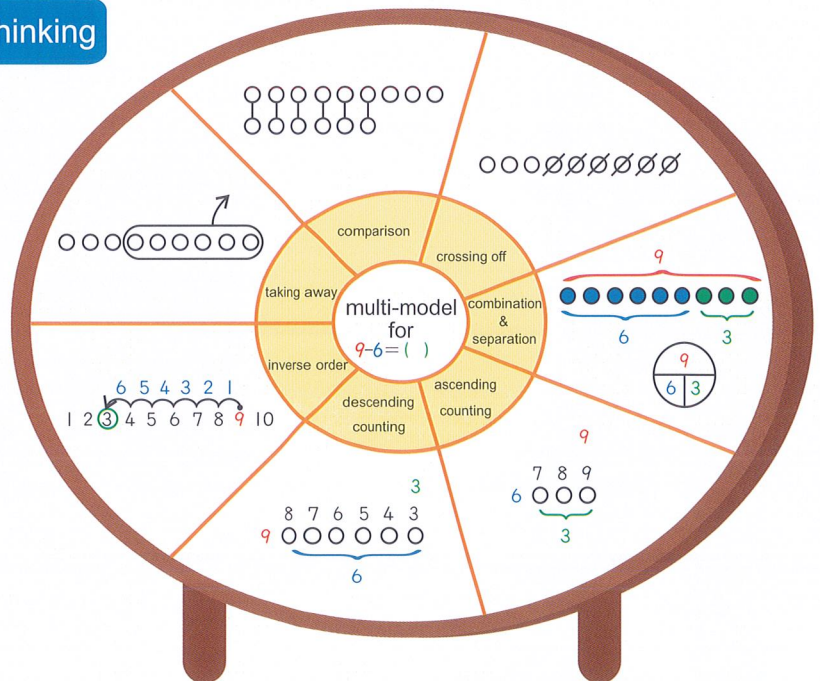
process 3  $6 - 2 = 4$

multi-process thinking mechanism

$$\begin{array}{r} 5 \\ \downarrow + 1 \\ \boxed{6} \end{array} - \begin{array}{r} 3 \\ \downarrow - 1 \\ \boxed{2} \end{array} = ( \quad )$$

## Multi-Model → Width of Thinking

How many different models of thinking are there for :



**a touch of the future**

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# How to develop children's ability to think? ( Is calculation skill equal to math capability? )

## Which method will you use?

①  $1234 \times 37 + 1234 \times 63 = ?$

1<sup>st</sup> method :  $1234 \times 37 + 1234 \times 63 = 45658 + 77742 = 123400$

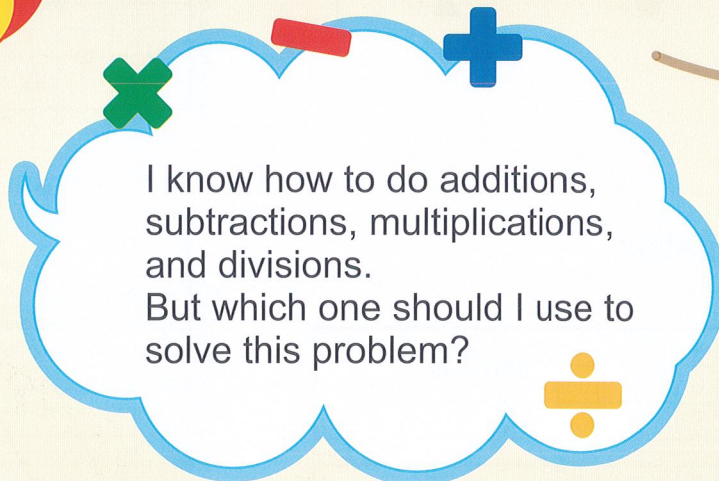
2<sup>nd</sup> method :  $1234 \times ( 37 + 63 ) = 123400$

②  $1 + 2 + 3 + 4 + 5 + \dots + 98 + 99 + 100 = ?$

1<sup>st</sup> method :  $1 + 2 + 3 + 4 + 5 + \dots + 98 + 99 + 100 = ?$



2<sup>nd</sup> method :  $1 + 2 + 3 + 4 + 5 + \dots + 98 + 99 + 100 = 101 \times 50 = 5050$



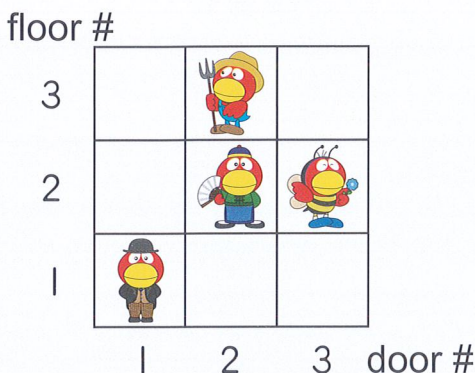
The key point in the learning of math is not so much the training of the ability to calculate numbers as the development of the power to think and to solve problems.



### From (door #, floor #) to Analytic Geometry :

**Q1** (door #, floor #)

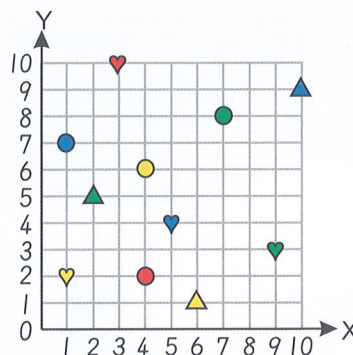
|           |       |       |       |
|-----------|-------|-------|-------|
|           |       |       |       |
| ( 3 , 2 ) | ( , ) | ( , ) | ( , ) |



**Q2** formal Cartesian coordinates (X , Y)

( 2 , 5 )     ( 5 , 4 )     ( 4 , 6 )

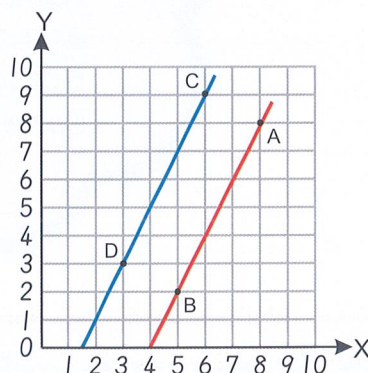
( , )     ( , )     ( , )



**Q3** linear equation

|  |    |   |   |   |   |  |
|--|----|---|---|---|---|--|
|  | X  | 4 | 5 | 6 | 7 | line $\overleftrightarrow{AB}$<br>$2X - Y = ( \quad )$ |
|  | Y  | 0 |   |   |   |  |
|  | 2X | 8 |   |   |   |  |

|  |    |   |   |   |   |  |
|--|----|---|---|---|---|--|
|  | X  | 2 | 3 | 4 | 5 | line $\overleftrightarrow{CD}$<br>$2X - Y = ( \quad )$ |
|  | Y  | 1 |   |   |   |  |
|  | 2X |   |   |   |   |  |



and are mutually (perpendicular / parallel)

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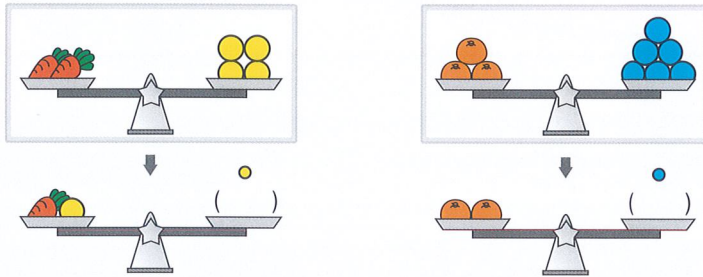
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## Top math in Singapore



### Q1 Pre-school



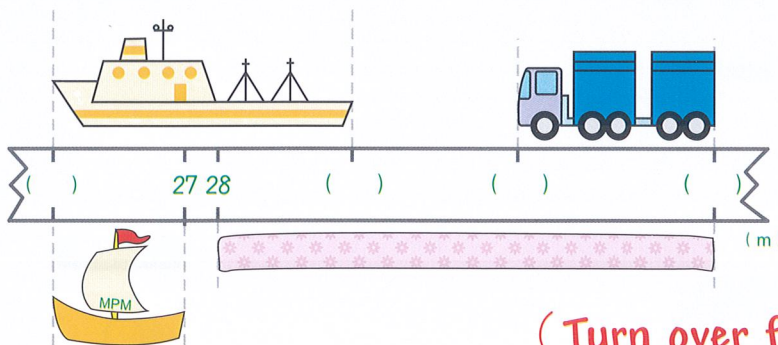
### Q2 Lower Primary

4 years later, the total age of Father and Mother will be 80. Mother is 2 years younger than Father. How old were Father and Mother 2 years ago?

**Answer** Father was \_\_\_\_\_ years old and Mother was \_\_\_\_\_ years old 2 years ago.

### Q3 Lower Primary

is 9 m long. is 6 m long. is 4 m long.  
 is 15 m long. Fill in the blanks with the correct numbers.



( Turn over for answers )

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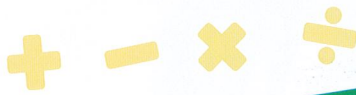


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Top math in Singapore

MPM's unique training approach:

Singapore Math

+

Advanced Geometry

+

Advanced Critical Thinking



Ideal for  
K2 to P6



MPM<sup>®</sup> math is the math enrichment program of choice in Singapore to extend students' learning of Singapore math in schools, with additional training in advanced geometry in preparation for secondary schools. The unique presentation of questions and creative multi-model solutions effectively elevate students' level of critical thinking. It

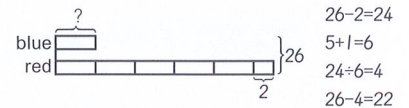
Sample questions for lower primary :

### Singapore Math

There are 26 red flags and blue flags altogether. If we take away 2 red flags, the blue flags will be  $\frac{1}{5}$  as many as the red flags.

There are \_\_\_\_ red flags. There are \_\_\_\_ blue flags.

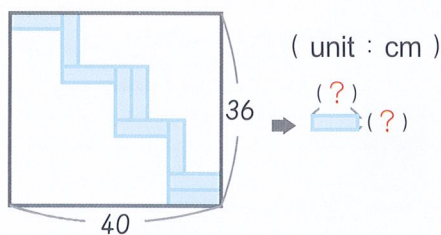
### Answer



There are 22 red flags. There are 4 blue flags.

$$\begin{aligned} 26 - 2 &= 24 \\ 5 + 1 &= 6 \\ 24 \div 6 &= 4 \\ 26 - 4 &= 22 \end{aligned}$$

### Advanced Geometry

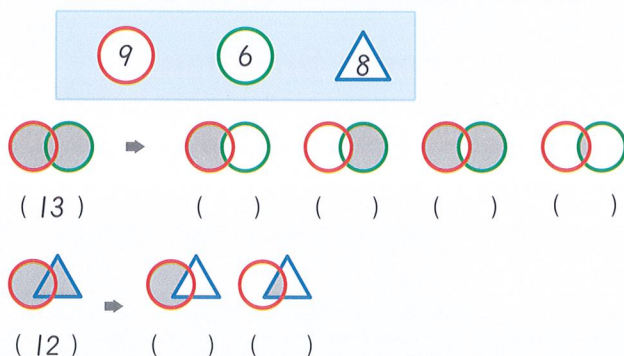


### Answer

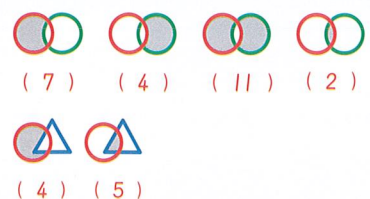


$$\begin{aligned} 40 \div 4 &= 10 \\ 3 \times 10 &= 30 \\ 36 - 30 &= 6 \\ 6 \div 2 &= 3 \end{aligned}$$

### Advanced Critical Thinking



### Answer



Answers for previous page

Q1 (3) (4) (7) (35) (33) (23) (32) (37) (43)

Q3

Q2

Q1