

# UN Sustainable Goal 4 QUALITY EDUCATION

Num • Now • How?

Numeracy Math



**Numeracy before Math** – with a Hand and a BBBoard

6/2 = 3  
 OSL, opposite side & sign: 6 = 3x2  
 3 = (6/2)x2

ReCount Formula:  $T = (T/B) \times B$   
 $S = (S/kg) \times kg = \text{price} \times kg$   
 $m = (m/h) \times h = \text{speed} \times \text{sec}$   
 $km = (km/20m) \times (60/2) \times 5 = 125$   
 up = (up/out) \* out =  $\tan A$  out  
 $m = \tan(180/n) \times n$ ,  $n$  big  
 $a = (1 + 100/n) \times n$ ,  $n$  big

STEM → STEIN: economy, Numeracy

4	B	6	
+	1	B	9
5	B	15	
6	B	5	
6	5		

Integral Calculus adds 1BBB 2s and 1BB 3s next-to as 3B2 5s.  
 $6x7 = 6 \times 7 = 6 \times 182 = 3B12 = 4B2 = 42$

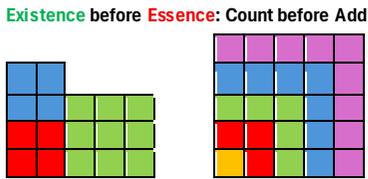
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Split into: Unlike: ALGEBRA SQUARE Like

Per-numbers:  $T = f dx$ ,  $m/100m = \%$

## BundleBunde Math

Existence before Essence: Count before Add



4 2s, 1BBB 2s	3 3s, 1BB 3s	1BB 4s = 1BB-2B 1 5s
2 2s, 1BB 2s	1 3s, 1B 3s	1BB 4s = 1BB 2B 1 3s
1 2s, 1B 2s		1BB 3s = 1BB 2B 1 2s

4 2s plus 3 3s add next-to as 3B2 5s or as 3 2/5 5s or as 4B-3 5s (Integral Calculus)

5 = IIIII = 1B3 2s	5 = IIIII x = 3B -1 2s
5 = IIIII = 2B1 2s	5 = IIIII = 1BB 0B 1 2s

9 presentations at



More about **BBM-Numeracy Count** and **Add** with units in **Time** and **Space**, the **CATS** method, on  
 • MrAlTarp YouTube videos, and on  
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**Existence** before **essence** makes wonders.  
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**MATHeCADEMY.net**

# Numeracy as Text-free Math

Springing from my Hand & a BBBoard

01. Count fingers in space to meet **Bundles** and **BundleBundles**: II III (T = 2B1 = 3B-1 = 1BB0B1 2s) **Bunde**-counting in tens, hundred and thousand become **BundleBunde** & **BundleBundeBunde**. *Place values are superseded.*

02. Count fingers in time to meet half-**Bundles**, **H**, count existence instead of essence: 0B1, 0B2, 0B3, 0B4, 0B5 = 1H0, 1H1, 1H2, 1H3, 1H4, 1H5 = 1B0.

03. Pull-away and back fingers to meet 'subtract before adding',  $6 = (6-2)+2$ ,  $T = (T-B)+B$ , the 'split & reunite formula', solving equations by moving to opposite side with opposite sign.  $u+2 = 8$ ,  $u = 8-2$ . *Functions and balance methods are superseded*

04. Push-away and back fingers to meet 'divide before multiplication',  $6 = (6/2) \times 2$ ,  $T = (T/B) \times B$ , the 'change unit & recount formula', solving equations by moving to opposite side with opposite sign.  $u \times 2 = 8$ ,  $u = 8/2$ .  $2 \times u + 1 = 7$ ,  $(2 \times u) + 1 = 7$ ,  $u = (7-1)/2 = 3$ .

05. Use the middle fingers 3x3 board to subtract and add (and multiply) 2digit numbers with units while accepting overloads and underloads.  $46+19 = 4B6+1B9 = 5B15 = 6B5$ ;  $46-19 = 4B6-1B9 = 3B-3 = 2B7$ ;  $46 \times 19 = 4B6 \times 1B9 = 4BB(4 \times 9 + 6 \times 1)5B54 = 4BB47B4 = 874$

06. Put the fingers together two by two to see the times-2 table till 10. Look inside the fingers to see the times-3 table till 15. Look twice at the four long fingers to see the times-4 table till 20. Look twice at all five fingers to see the times-5 table.

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 $6 \times 7 = 6 \times 1H2 = 6HB12 = 3B12 = 4B2 = 42$   
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 $6 \times 7 = (1B-4) \times (1B-3) = 1BB(-3-4)B12 = (10-7+1)B2 = 4B2$   
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*Understanding tables replaces rote learning.*

08. The thumb changes units with per-numbers. With  $2m/3\$, 8 m = ? \$$ . Left, write 8 over the per-number, 2 left and 3 right. Answer:  $8/2 \times 3 = 12 \$$ . *Per-numbers supersede proportional reasoning.*

09. Treat fractions as per-numbers with like units. Only add with units. 1 of 2 fingers is bent as 2 of 3. So  $1/2 + 2/3 = 3/6 + 4/6 = 7/6$ , or  $(1+2)/(2+3) = 3$  of 5? *As operators, they need numbers to be numbers.*

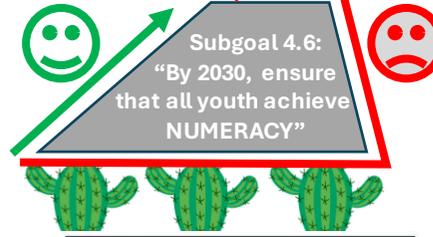
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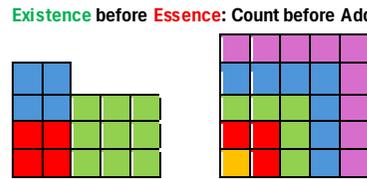
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4 2s plus 3 3s add next-to as 3B2 5s or as 3 2/5 5s or as 4B-3 5s (Integral Calculus)

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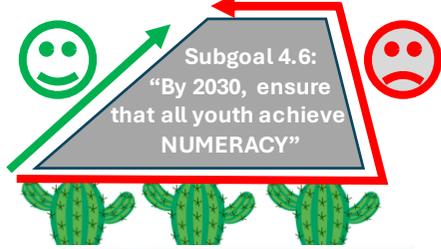
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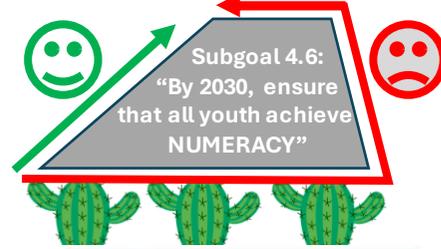
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**BundleBundle Math on a BundleBundle Board**

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