

## Chapter 1 : Magic Numbers | Maths Tricks | Maths can be fun

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Bengaluru-based edtech startup offers activity-based learning for children; helps parents engage them in fun and interesting ways. At a Glance Founders: Viswanathan R and Karthik Lakshman Year it was founded: January Where it is based: Edtech The problem it solves: Provides activity-based learning for kids Funding raised: Instead of falling back on television or gadgets as busy parents tend to do in the urban scenario, the duo decided to think out of the box and explore the edtech space. The idea, however, came with its own set of challenges. They want something new and different every time. Viswanathan and his childhood friend Karthik conceptualised Magic Crate with the idea of making learning fun. The company was set up in Bengaluru in Before starting up, he was part of the senior management team at Tutorvista, an online tutoring platform, and led the business development efforts for its school division. After returning to India, he started a food ordering startup in , but had to shut it down. They launched the Magic Crate website in January While Viswanathan looks after product design, supply chain, operations, finance, and investor management at the company, Karthik handles digital marketing, technology, and ecommerce sales. The company has a multi-disciplinary team of early childhood experts, product designers, and toy and game designers. They started with a team of five, and now has employees on their rolls. Toys for fun and development Magic Crate ships crates to customers with three to four interesting activities, based on science, arts, role play, and games, every month. The crates also contain storybooks. The reward for each activity is a toy or an artefact. The startup has also tied up with schools to supply its products to children up to the age of Our product designs and an iterative development process have allowed us to build a large portfolio of products in a very short time. These products are loved by children and parents alike. Another challenge has been to build our brand in a cost-efficient way. The average cost of a crate is around Rs a month. The company works on a subscription model, and shipped around 27, crates in June this year. Magic Crate team So far, the company has raised three rounds of funding. It raised a seed round from Mohandas Pai in , and the proceeds were used to build more products for different age groups. Subsequently, Magic Crate raised two more rounds of funding; the latest round was led by Fireside ventures. The funds have been used to expand and improve its product line, and to build awareness about the product. In the short term, the company is focused on scaling its ecommerce business. In the medium-to-long term, it sees itself as a multi-channel, multi-product company with an international presence.

**Chapter 2 : The Magic of Numbers - Benedict H. Gross, Joe Harris - Google Books**

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Therefore, it is not surprising to find students enjoying similar activities based on mathematics. There are a wide variety of math-based games and math game software. Good examples of math games include Krypto and Like games, contests have an appeal to many kids who enjoy the process of doing things to win something. Therefore, math contests can be an activity that kids enjoy and that can encourage kids to work on math problems. In the process of taking part in contests, some kids begin to love math. Math magic tricks include tricks about guessing numbers and some card tricks based on math. Yet another entertaining activity is doing math puzzles. This book will examine a variety of math techniques in the context of math puzzles. In particular, we will be studying creative problem solving in the context of a puzzle called KenKen. We enjoy working on puzzles because we have a natural tendency to be motivated by surprise, contradiction and a gap in knowledge. While a math puzzle can intrigue and engage students and get them going, a challenging, questioning and reflecting atmosphere can make the experience of mathematical problem solving even more enjoyable. With the right attitude and practice, students can enjoy the process of mathematical thinking. This process involves thinking about mathematical problems, observing beautiful mathematical patterns, coming up with elegant insights, facing difficult problems that one may or may not be able to solve, experiencing the thrill of progressing on such problems and solving them, reflecting on mathematical thinking, and learning from successes and failures. Once students begin to love creative math problem solving, they have an activity they can enjoy wherever they are. Then, the joy of creative thinking is all they need to motivate themselves to get going on any challenging math problem. The Problem Solving Approach[ edit ] Heuristic Problem Solving Approach[ edit ] For some problems, students know the strategy to use as soon as they read the problem. However, for particularly difficult problems, they do not know right away how they can solve them. As a result, the progress on a problem takes the form of multiple explorations or searching different ideas. Work on the problem solving may go through different phases such as trying to understand the problem, working on a specific approach, being stuck and trying to get unstuck, critically examining solutions, or communicating. The work may involve going back and forth between these different phases of work. In this book, we would now be providing a variety of different rules of thumb for solving problems. These heuristics can be described in the form of a condition and an associated action, where conditions describe problem situations and actions describe what should be done in such situations. Are you about to start working on a problem? Are you trying to understand a problem? Try to understand the problem by asking the following: What is given and what is to be found? Is it possible to draw a picture or a diagram of the context described in the problem? Can you reword the problem? Can you come up with specific examples corresponding to the problem? Have you thought out an approach to attack the problem? If the general approach to solving the problem is obvious to you, create a plan to solve the problem based on this approach and carry out this plan. If you know a related or similar problem, you can use the knowledge of the solution from the related problem to come up with a plan. Are you feeling stuck? Many different approaches can be tried to get unstuck. One approach is to try working a simpler version of the problem, and use the solution to the problem to get insights that are useful in solving the original problem. Alternatively, you may just try to understand the problem better and use relevant suggestions. Are you busy working out details? Monitor how you are progressing and backtrack if needed. Do not forget to look for patterns, the unusual and surprises Aha! Look for any surprise; understand it and its implication for the problem. Are you done solving a problem or a sub-problem or inferring a key conclusion? Critically examine your hypotheses and solutions. Done solving the problem? If it works, check each step. Can you see clearly that the step is correct? Can you prove that it is correct? If the plan does not produce a solution in a short time, then check from time to time: If your plan fails, examine why it did not work. Writing with a rubric or a template can help in recalling and studying what you have done so far. What else did you

learn? Do you see any patterns? Are you about to communicate your conclusions to a teacher or to partners? The final part of your work on a problem is to communicate your conclusions. What is communicated may differ depending on the situation. Sometimes, you are expected to report only the answer to the problem. Sometimes, you are expected to show your work. Sometimes, you may be doing collaborative problem solving. In such situations, it is important to be a good communicator. Helping others with problems that you have solved can help you develop skills needed to become a good math communicator. After you create an explanation for your solution, examine carefully if you have justified each step in the work.

**Specific Problem Solving Strategies**

1. **Change the representation** Using a wrong representation may make a problem impossible to solve. Strategies of changing representation include drawing a picture and looking at the problem from a completely different perspective. By drawing a picture, and visualizing the information about the problem using it, you will have clearer understanding of the problem and it will help you to come up with an approach to solve the problem that you might not be able to see otherwise. Make an organized list or a table Making an organized list allows you to examine data clearly. It can help you in ensuring that you are looking at all of the relevant information. It will also allow you to see patterns in the data easily and to come to correct conclusions. Similarly, making a table allows you to examine data clearly. It also will allow you to see patterns in the data easily and to come to correct conclusions. Create a simpler problem Sometimes we are not able to solve the problem as it is stated, but we are able to solve a simpler problem that is similar in some way. For example, the similar problem may use simpler numbers. Once we solve one or more simpler problems, we may understand the approach that can be used to solve the problems of similar type and may be able to solve the problem that has been given to us. Use logical reasoning Logical reasoning is useful in mathematics problem in various ways. It can be used to eliminate possible choices. It can also sometimes be used to conclude the answer directly. If the number of possible answers is small, one can use this strategy to come up with the answer very quickly. In some other cases where the number of possible answers is not small, one may still be able to make intelligent guesses and come up with the answer. Work backward Sometimes, it is easier to start with information at the end of the problem and work backward to the beginning of the problem than the other way around. Right Attitude toward Working on Difficult Problems Often, when one is not able to solve a problem, one feels frustrated. At an early stage of the problem solving process, one may be stuck while solving a problem. As you are stuck, you may not know of any action you can take to make progress on the problem. However, you may believe that the teacher is expecting you to do some work. Therefore, you feel unhappy about the situation. Furthermore, when you are stuck and not able to think of ways to progress, you anticipate that you are likely to fail in solving the problem. This adds to the frustration of the situation. This explains why it is common to see students with a negative attitude toward difficult problems. Attitudes that help students enjoy work and persist in effort include some of the following elements: Acceptance of the process: The thrill of taking on challenges: When one works on an easy task, not solving it is viewed as something of concern whereas solving it is not a big accomplishment. In contrast, when one works on a challenging problem, not solving it is not a concern, as the problem is inherently difficult for anyone. When one does solve a challenging problem, there is tremendous satisfaction and a sense of accomplishment. Despite this, it is natural to feel frustrated when you are stuck. When this happens, you can start by trying to identify what is difficult about the problem and writing down information about the stuck state. Learn a few approaches e. Thus, one would set many short-term objectives in the process of solving a difficult problem and one would succeed in many of these even if one does not succeed in the overall goal. In particular, when you use the strategies of working on a simpler version of the problem or working on specialized cases of the problem, realize that you are actually solving some problems in the process and making progress. Making progress involves gathering information, noticing patterns and gaining insights about the problem.

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*Lalbhai D. Patel is the author of The Magic of Numbers with Joy and Fun ( avg rating, 0 ratings, 0 reviews, published ) and Magic Honeycomb Hexago.*

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*The Magic of Numbers has 18 ratings and 2 reviews. Peter said: The first half of this book covers the life, The mathematics, The philosophy of Pythagoras.*