

# max maths primary

A SINGAPORE APPROACH

Workbook

2

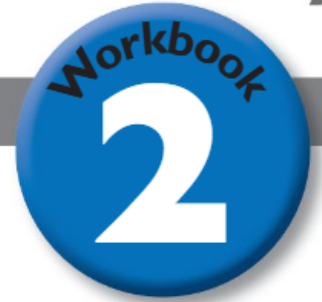


**TONY COTTON**  
**ALICE HANSEN**

**DANIEL COLE**  
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# Preface

**max maths** Primary – A Singapore Approach is a mathematics course specially designed to meet the needs of learners following the **Cambridge Primary** curriculum framework in Stages 1 to 6.

The **Max Maths Primary** workbooks guide learners through key mathematical concepts, addressing the learning objectives in the **Cambridge Primary** curriculum framework. With plenty of scaffolded practice, the workbooks support the learning process at home and will help to further develop learners' enthusiasm towards learning.

## Workbook features

### Building on concepts and skills

With most of the activities in the Max Maths workbooks to be completed at home, questions are scaffolded in a way that extra support is given at the beginning to ease learners into the task.

**Practice 5: Addition review**

1 Complete the following.

(a) How many chocolates are there altogether?

$\square + \square = \square$

There are  $\square$  chocolates altogether.

(b) How many crayons are there altogether?

$\square + \square = \square$

There are  $\square$  crayons altogether.

2 How many counting blocks are there altogether?

(a)  $\square + \square = \square$

(b)  $\square + \square = \square$

(c)  $\square + \square = \square$

(d)  $\square + \square = \square$

(e)  $\square + \square = \square$

(f)  $\square + \square = \square$

**Practice 6: Multiplication review**

1 Complete the following.

(a) How many strawberries are there?

$\square + \square + \square + \square = \square$

We can also write:

$\square \times \square = \square$

There are  $\square$  strawberries.

(b) How many paper clips are there?

$\square + \square + \square + \square + \square = \square$

We can also write:

$\square \times \square = \square$

There are  $\square$  paper clips.

(c) Each car has 4 wheels. How many wheels are there altogether?

We find the answer using an addition sentence.

$\square + \square + \square + \square = \square$

We can also find the answer with a multiplication sentence.

$\square \times \square = \square$

There are  $\square$  wheels altogether.

(d) A tricycle has 3 wheels. How many wheels are there on 3 tricycles?

We find the answer using an addition sentence.

$\square + \square + \square = \square$

We can also find the answer with a multiplication sentence.

$\square \times \square = \square$

There are  $\square$  wheels altogether.

## Engaging photographs and illustrations

Rich illustrations and photographs help to engage learners and encourage an enthusiastic approach to learning mathematics.

### Problem Solving

- 1 There are three five-dollar notes in Toby's wallet. He has no coins or other notes. How much money does Toby have altogether?

$$\square \times \square = \square$$

So, Toby has \$ altogether.



- 2 A rabbit has four legs. There are three rabbits in the garden. How many rabbit legs are there altogether?

$$\square \times \square = \square$$

So, there are  rabbit legs altogether.



- 3 A cat has a mass of 4 kg. How much mass do two cats have altogether?

$$\square \times \square = \square$$

So, two cats have a total mass of  kg.



### Practice 5: Multiplying by 5 and 10

- 1 Fill in the blanks.

(a)

There are  chocolates altogether.

(b)

There are  nuts altogether.

## 5 Multiplication

### Practice 1: Multiplication as repeated addition

- 1 Find the number of objects by counting on.

- (a) How many sweets are there altogether?

There are  sweets altogether.

- (b) How many eggs are there altogether?

There are  eggs altogether.

- (c) How many blocks are there altogether?

There are  blocks altogether.

- (d) How many coins are there altogether?

There are  coins altogether.

- (e) How many counting blocks are there?

We find the answer using an addition sentence.

We can also find the answer with a multiplication sentence.

There are  counting blocks altogether.

- (f) How many counting blocks are there?

We find the answer using an addition sentence.

We can also find the answer with a multiplication sentence.

There are  counting blocks altogether.

- 3 Write the addition sentence as a multiplication sentence.

(a)  $4 + 4 = 8$       (b)  $2 + 2 + 2 + 2 + 2 = 12$   
  $\times$   =         $\times$   =

(c)  $3 + 3 + 3 = 9$       (d)  $5 + 5 + 5 = 15$   
  $\times$   =         $\times$   =

(e)  $6 + 6 + 6 + 6 = 24$       (f)  $2 + 2 + 2 + 2 + 2 = 10$   
  $\times$   =         $\times$   =

- 4 Write each multiplication sentence as an addition sentence.

(a)  $5 \times 3 = 15$

(b)  $2 \times 7 = 14$

(c)  $6 \times 2 = 12$

(d)  $7 \times 4 = 28$

### Problem Solving

- 1 There are three five-dollar notes in Toby's wallet. He has no coins or other notes. How much money does Toby have altogether?

$$\square \times \square = \square$$

So, Toby has \$ altogether.



- 2 A rabbit has four legs. There are three rabbits in the garden. How many rabbit legs are there altogether?

$$\square \times \square = \square$$

So, there are  rabbit legs altogether.



- 3 A cat has a mass of 4 kg. How much mass do two cats have altogether?

$$\square \times \square = \square$$

So, two cats have a total mass of  kg.



## Concrete, pictorial to abstract

Questions are graduated in a way that guides learners through the sequence from concrete, pictorial to abstract understanding of concepts.

## Self-guided problem solving

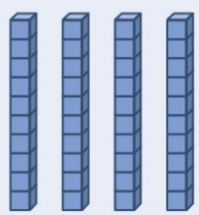
Problem-solving activities are embedded within practices for learners to combine knowledge of mathematics content and problem-solving skills.

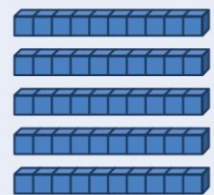


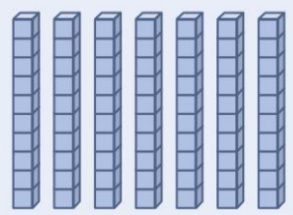
# Numbers to 100

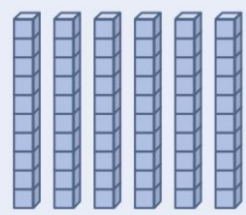
## Practice 1: Place value and counting to 100

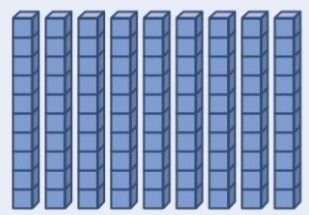
1 Count the tens.

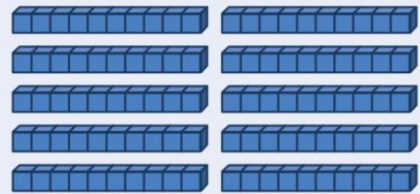
(a) 

(b) 

(c) 

(d) 

(e) 

(f) 



2 Write each number in words.

(a) 51

(b) 42

(c) 68

(d) 75

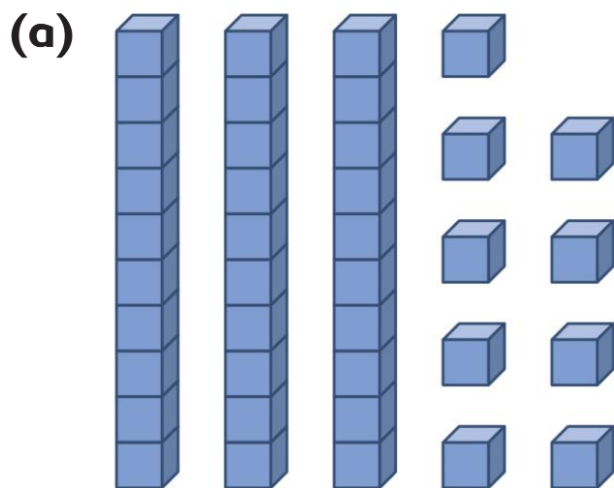
(e) 34

(f) 96

(g) 87

(h) 100

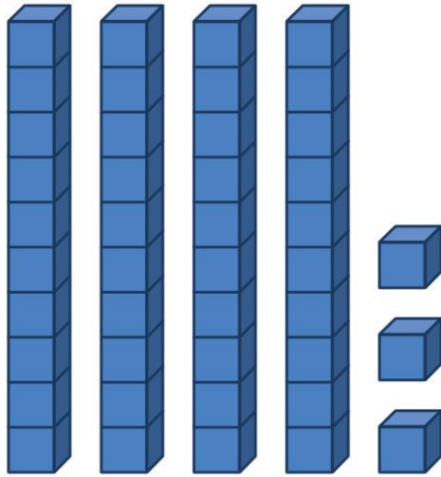
3 Count the . Fill in the blanks.



Tens	Ones
3	9

+  =

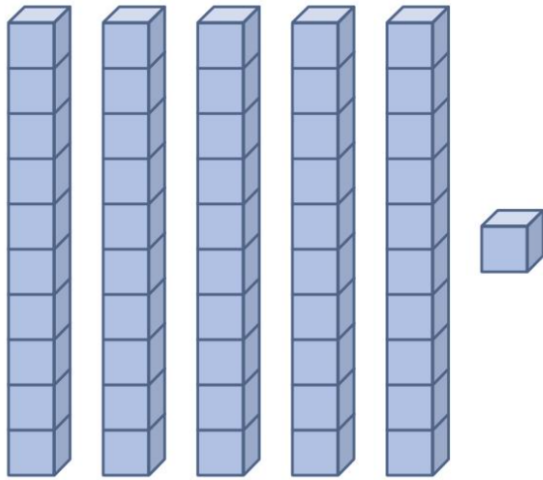
(b)



Tens	Ones

$$\text{ } + \text{ } = \text{ }$$

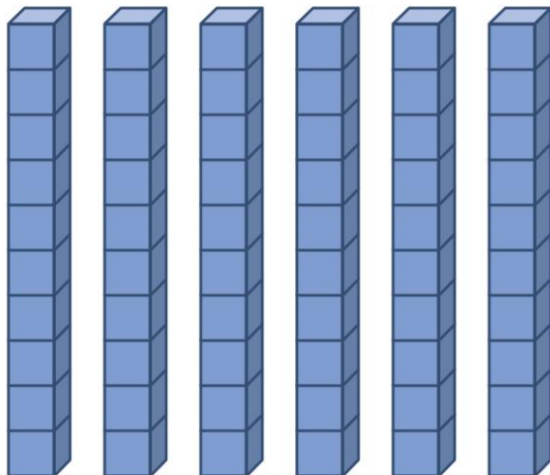
(c)



Tens	Ones

$$\text{ } + \text{ } = \text{ }$$

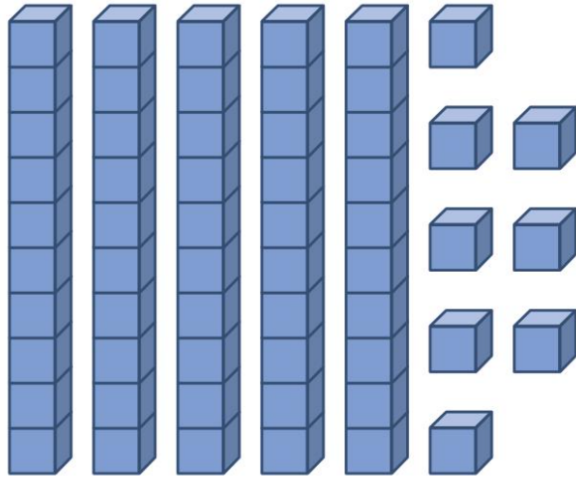
(d)



Tens	Ones

$$\text{ } + \text{ } = \text{ }$$

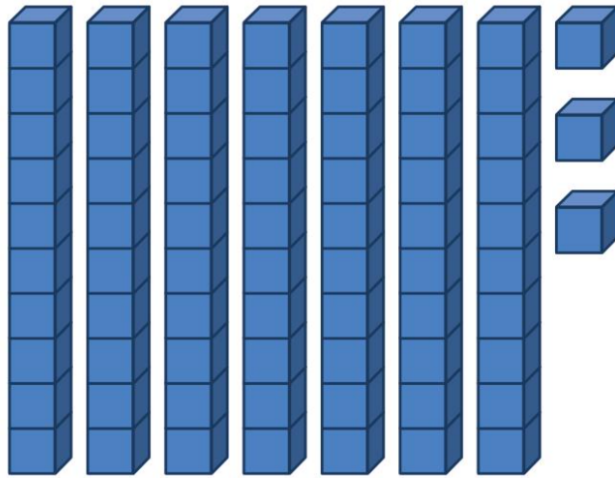
(e)



Tens	Ones

$$\text{ } + \text{ } = \text{ }$$

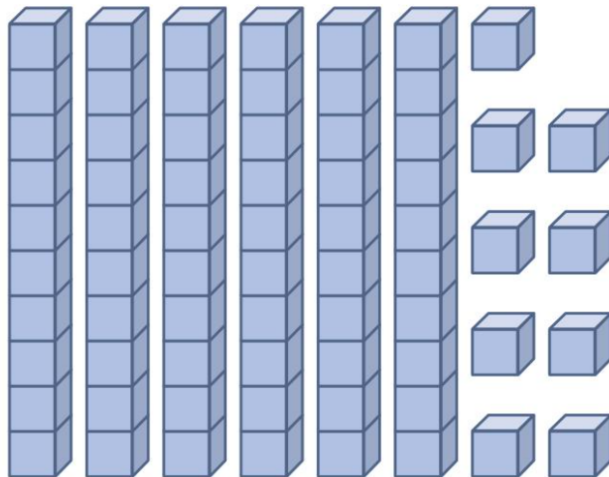
(f)



Tens	Ones

$$\text{ } + \text{ } = \text{ }$$

(g)

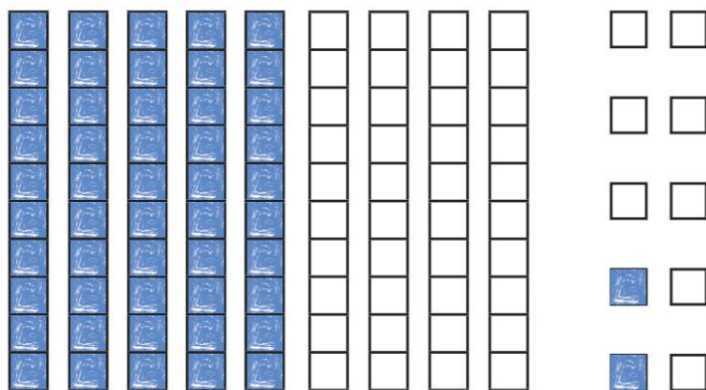


Tens	Ones

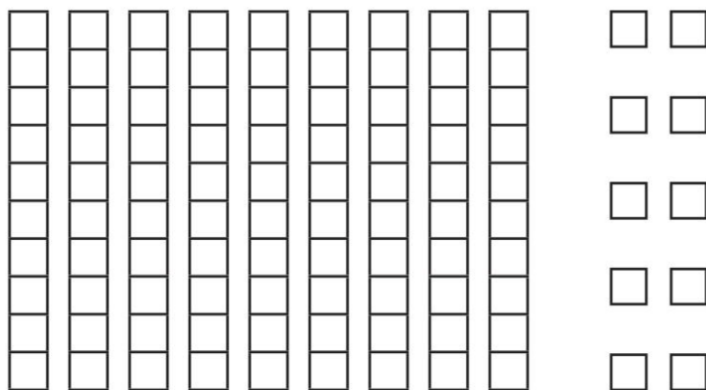
$$\text{ } + \text{ } = \text{ }$$

4 Fill in the blanks. Colour the squares to match the sentence.

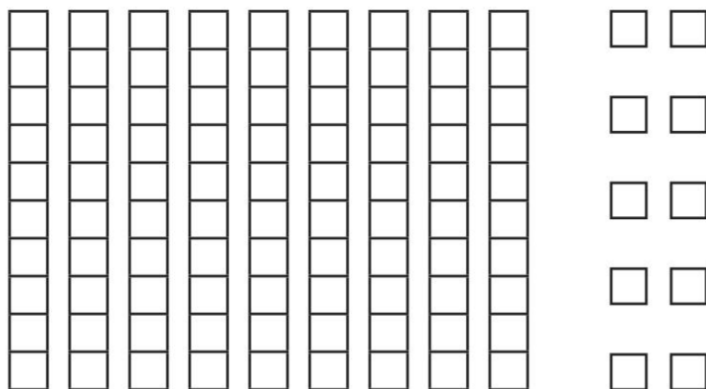
(a) 5 tens and 2 ones make .



(b) 4 tens and 5 ones make .



(c) 6 tens and 0 ones make .



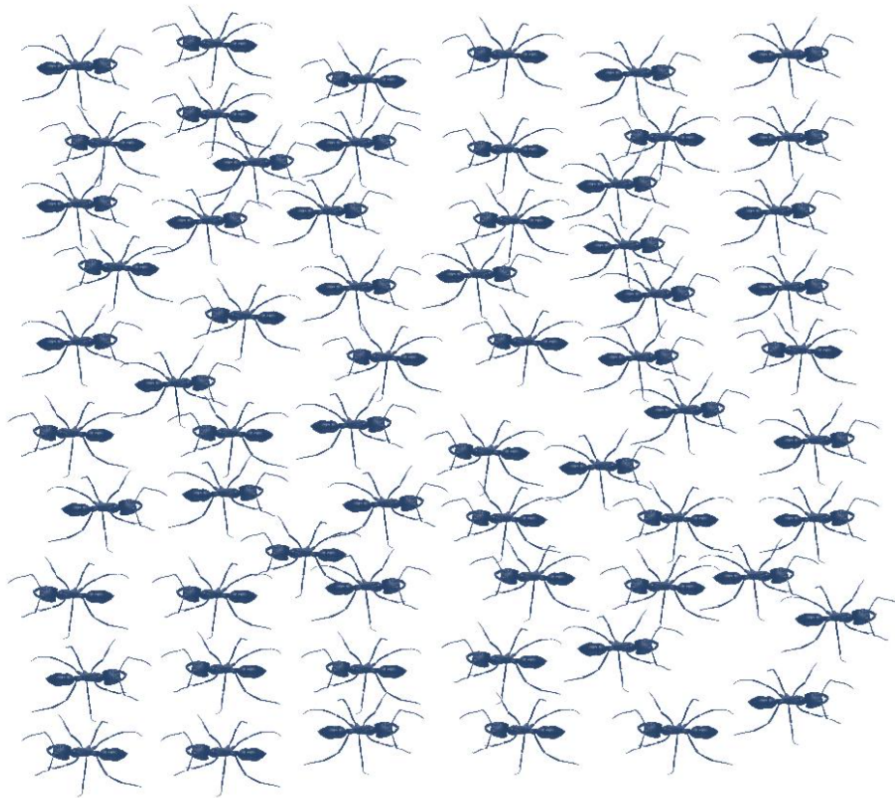


## Practice 2: Estimating numbers to 100

1 Complete the following.

(a) Estimate the number of ants below.

Estimate:



(b) Count the ants one by one. Write down the actual number of ants.

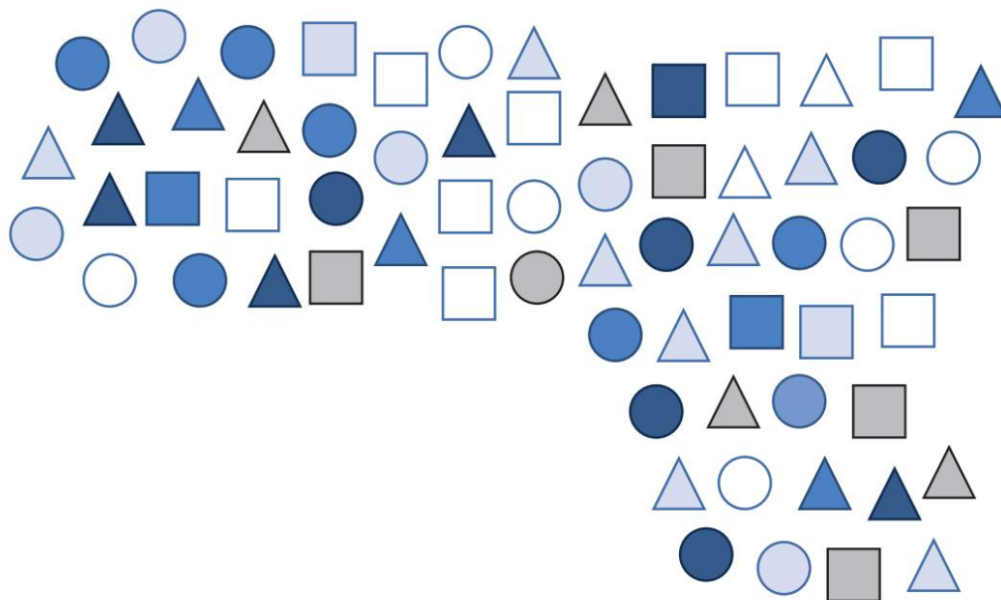
Actual number:

(c) Was your estimate close to the actual number of ants?

2 Complete the following questions.

(a) Estimate the number of shapes below.

Estimate:



(b) Count the shapes one by one. Write down the actual number of shapes.

Actual number:

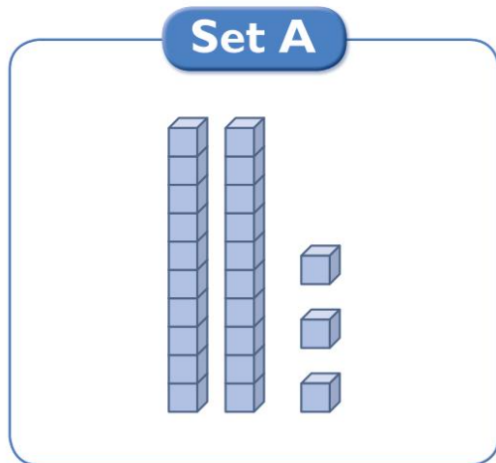
(c) Was your estimate close to the actual number of shapes?

(d) Describe how you did your estimate.

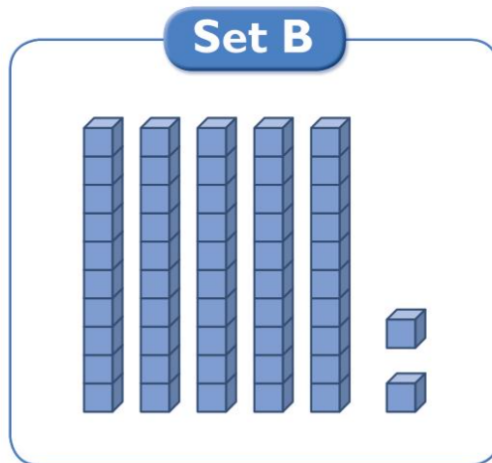
# Practice 3: Comparing and ordering numbers to 100

1 Count the number in each set. Fill in the blanks.

(a)



23



52

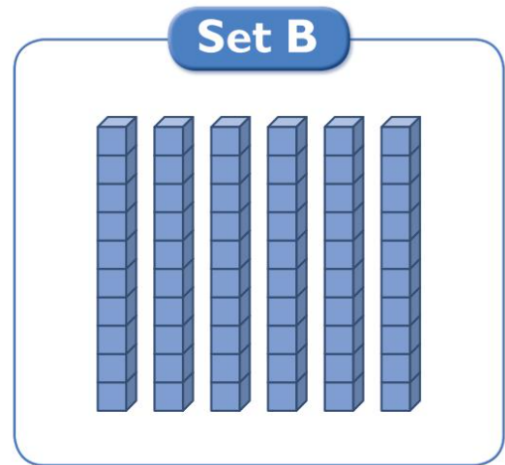
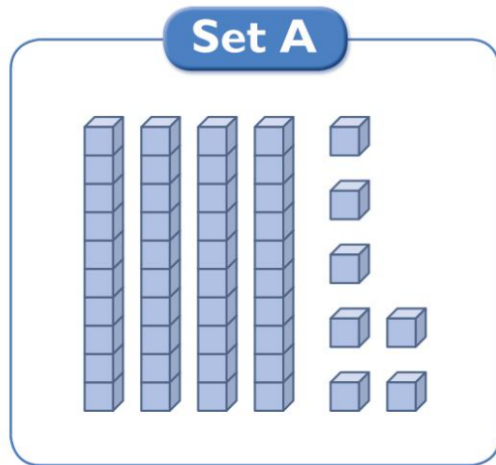
52 is bigger than .

is smaller than .

Remember to check the tens first.

If the tens are the same, then check the ones.

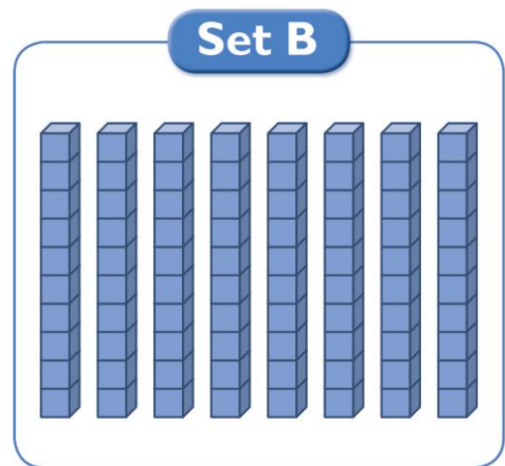
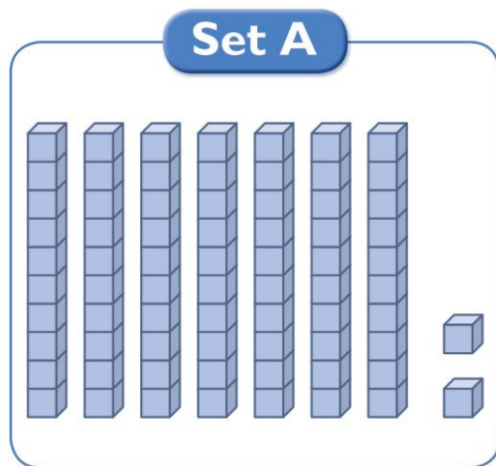
(b)



is bigger than .

is smaller than .

(c)

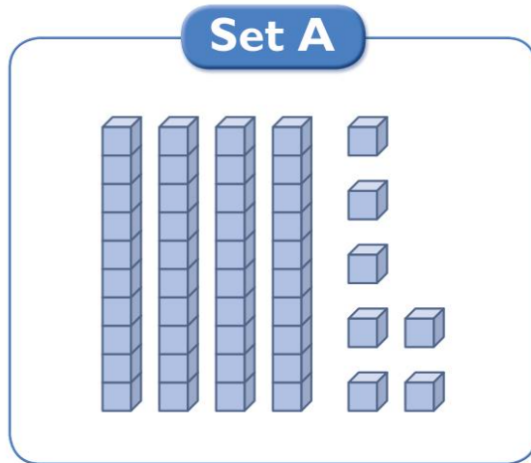


is bigger than .

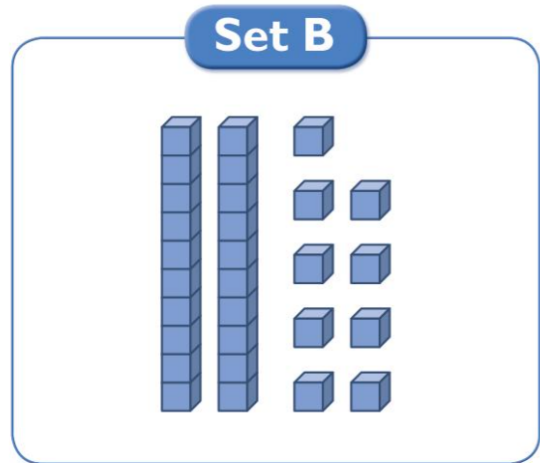
is smaller than .

2 Count the tens in each set. Fill in the blanks.

(a)



4 tens



2 tens

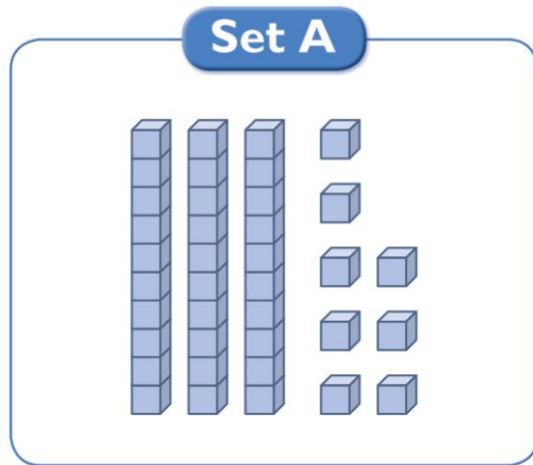
tens is bigger than  tens.

So, **Set A** is bigger.

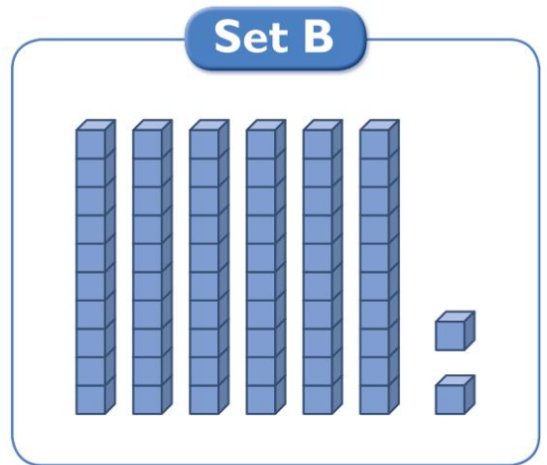
Set B has more ones than Set A. Is it bigger?

Check the tens first, Padma!

(b)



tens

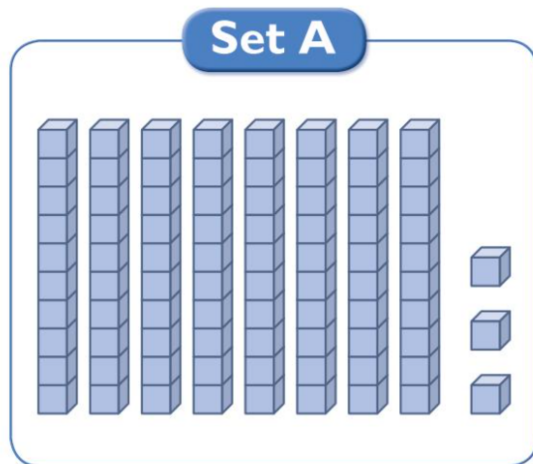


tens

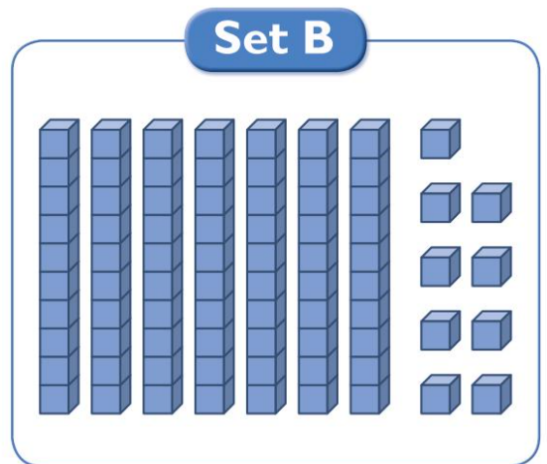
tens is bigger than  tens.

So,  is bigger.

(c)



tens



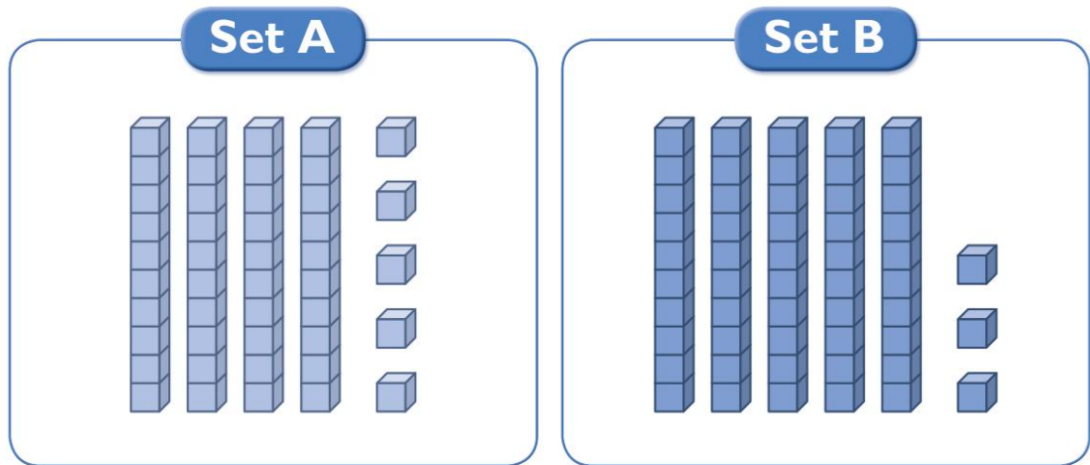
tens

tens is bigger than  tens.

So,  is bigger.

3 Count the number in each set. Tick the correct boxes.

(a)



Set A has more tens.

Set B has more tens.

Set A and Set B have the same number of tens.

Set A has more ones.

Set B has more ones.

Set A is bigger than Set B.

Set B is bigger than Set A.