

max maths primary

A SINGAPORE APPROACH

Workbook
3



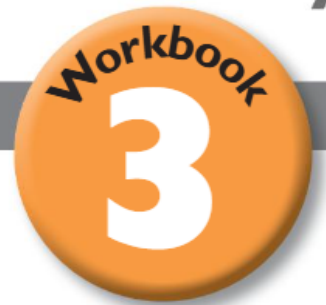
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INTERNATIONAL CURRICULUM

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Macmillan Education
4 Crinan Street
London, N1 9XW
A division of Macmillan Publishers Limited

Companies and representatives throughout the world

www.macmillanic.com

ISBN 978-1-380-01782-6

Text © Macmillan Publishers Limited and Star Publishing Pte Ltd 2018

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First published 2018

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Page layout, illustrations and picture research by Star Publishing Pte Ltd

Cover design by Macmillan Education

Cover illustration by Daniel Limon/Beehive Illustration Ltd

Printed and bound in Spain

2022 2021 2020 2019 2018

10 9 8 7 6 5 4 3 2 1

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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.

Count on the number line.

3. Match the correct pairs.

(a) 102, 112, 122, 132, 142 • get bigger by 50
(b) 845, 850, 855, 860, 865 • get smaller by 1
(c) 475, 474, 473, 472, 471 • get bigger by 5
(d) 310, 360, 410, 460, 510 • get bigger by 10

4. Write the missing numbers.

(a) 263 264 265 267
(b) 347 351 353 355
(c) 154 134 94 54
(d) 40 127 437

4 Fractions

Practice 1: Reviewing and naming fractions

1. Colour the numerator of the fraction blue. Colour the denominator green.

$\frac{2}{4}$

2. Write the numerator of each fraction.

(a) $\frac{3}{4}$ (b) $\frac{6}{7}$ (c) $\frac{4}{10}$
(d) $\frac{3}{5}$ (e) $\frac{1}{2}$ (f) $\frac{2}{8}$

3. Write the denominator of each fraction.

(a) $\frac{1}{2}$ (b) $\frac{8}{10}$ (c) $\frac{2}{4}$
(d) $\frac{7}{10}$ (e) $\frac{3}{4}$ (f) $\frac{3}{7}$

4. What fraction of each shape is coloured? Match each shape to the correct fraction.

(a) one-third
(b) one-quarter
(c) three-quarters
(d) one-half
(e) six-tenths

Engaging photographs and illustrations

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

Convert the lengths to metres.

(a) 4 km 300 m
 $4 \text{ km } 300 \text{ m} = \square \text{ m} + \square \text{ m}$
 $= \square \text{ m}$

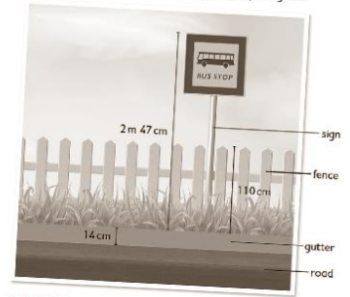
(b) 7 km 200 m
 $7 \text{ km } 200 \text{ m} = \square \text{ m} + \square \text{ m}$
 $= \square \text{ m}$

(c) 2 km 850 m
 $2 \text{ km } 850 \text{ m} = \square \text{ m} + \square \text{ m}$
 $= \square \text{ m}$

(d) 8 km 187 m
 $8 \text{ km } 187 \text{ m} = \square \text{ m} + \square \text{ m}$
 $= \square \text{ m}$

Practice 3: Adding and subtracting lengths

Complete the following.
 The sign and the fence are partially covered by the grass.

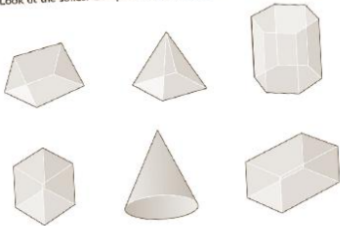


(a) Find the height of the fence from the road.

$\square \text{ m } \square \text{ cm} + \square \text{ m } \square \text{ cm} = \square \text{ m } \square \text{ cm}$

So, the height of the fence from the road is $\square \text{ m } \square \text{ cm}$.

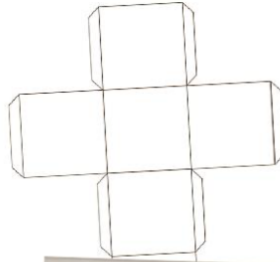
Look at the solids. Complete the descriptions for the correct solids.



- (a) I am a .
 I have 1 flat face, 1 curved face, 1 curved edge and vertex.
- (b) I am a pyramid.
 I have flat faces, edges and vertices.
- (c) I am a triangular prism.
 I have flat faces, edges and vertices.
- (d) I am a .
 I have 8 flat faces, edges and 12 vertices.

Practice 3: Making cubes from nets

Create your own cube.



Concrete, pictorial to abstract

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

Divide 28 peanuts equally among 4 monkeys.



Use counting blocks to represent the number of peanuts and to show the division.

Tens	Ones	Symbols
		$28 \div 4 = \square$
		$\square \div \square = \square$

Complete the following division questions.
 Not all the answers have remainders.

- (a) $42 \div 5 = \square$ (b) $\square \div 5 = 2 \text{ r } 3$
 (c) $\square \div 9 = 7 \text{ r } 5$ (d) $45 \div \square = 5$
 (e) $30 \div \square = 4 \text{ r } 2$ (f) $\square \div 3 = 9 \text{ r } 1$
 (g) $15 \div 3 = \square$ (h) $52 \div 8 = \square$

Write an explanation of how to divide when leaving a remainder.
 Make sure you clearly explain the strategies you use.

Problem Solving

(a) A bakery has 15 cakes. If each cake is cut into 8 slices, how many slices of cake are there altogether?



So, there are slices of cake altogether.

(b) Write your own number story to go with a multiplication calculation. Use money, if possible.

Self-guided problem solving

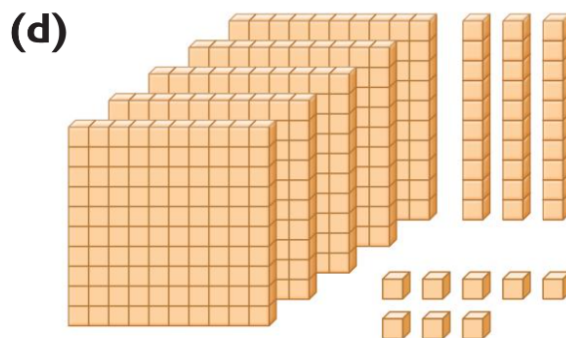
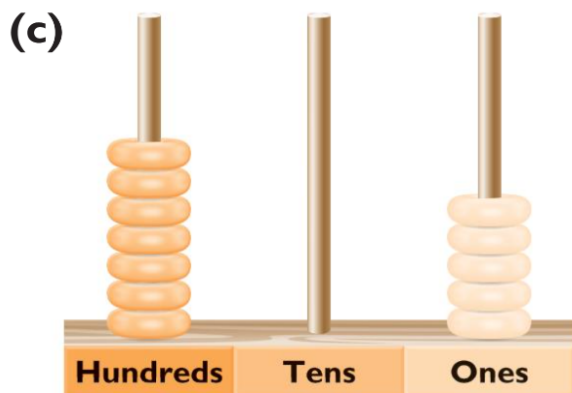
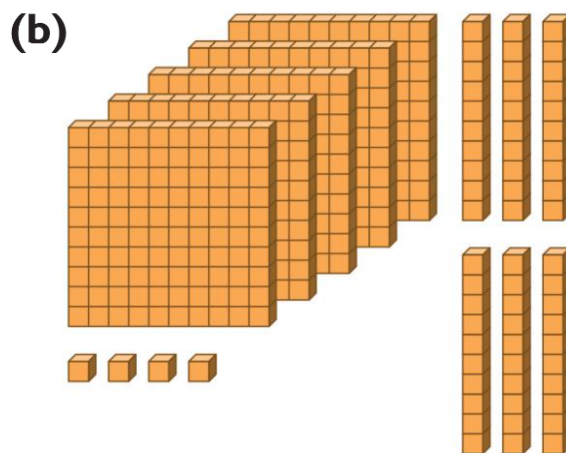
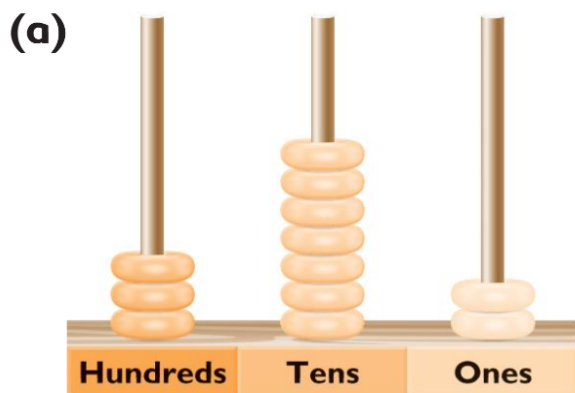
Problem-solving activities are embedded within practices for learners to combine knowledge of mathematics content and problem-solving skills.



Numbers up to 1 000

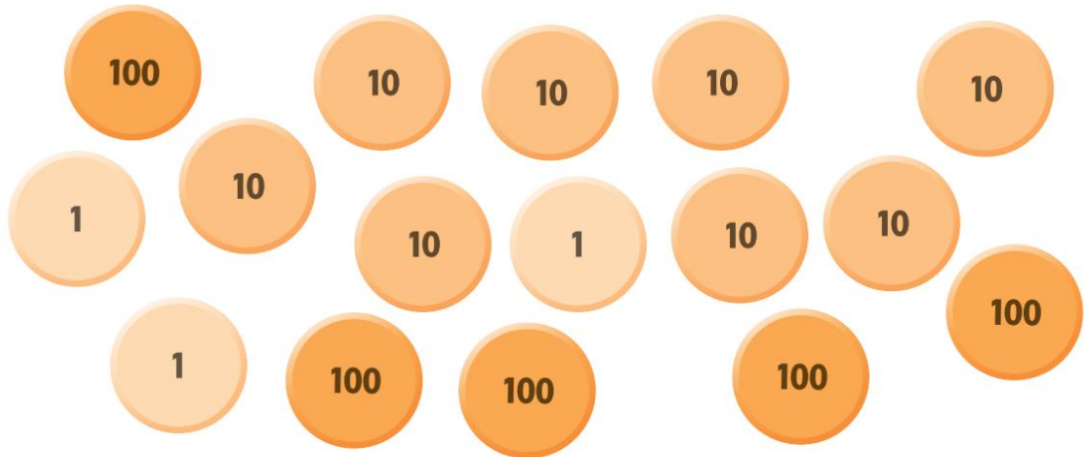
Practice 1: Counting up to 1 000

1 Look at the beads or counting blocks. Write the number.



2 Find the total value of the counters and fill in the blanks.

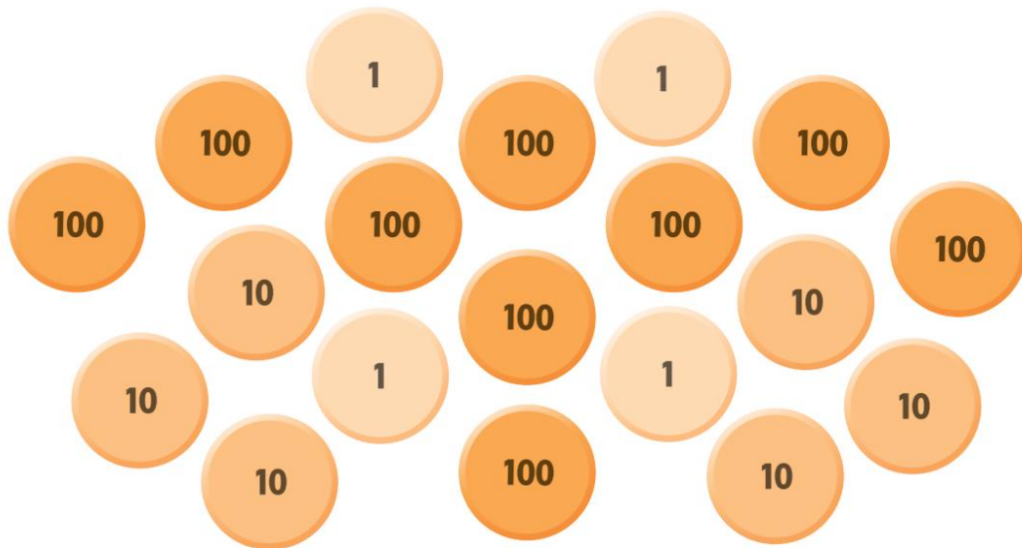
(a)



There are hundreds, tens and ones.

The total value of the counters is .

(b)

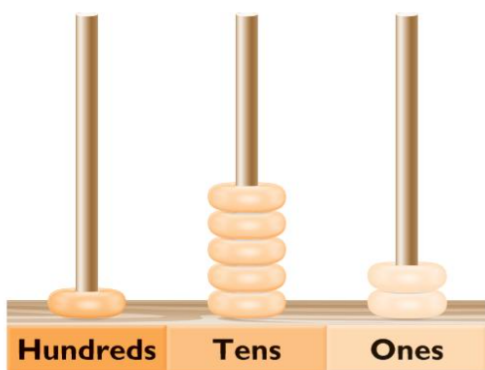


There are hundreds, tens and ones.

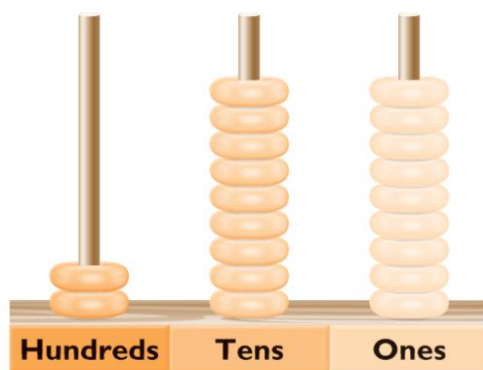
The total value of the counters is .

3 Write the number in words.

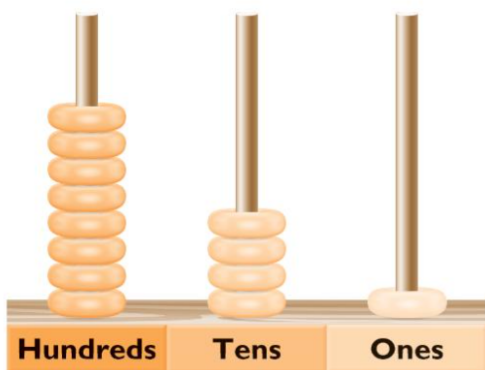
(a)



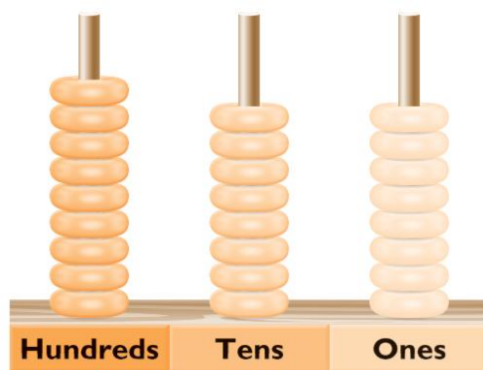
(b)



(c)

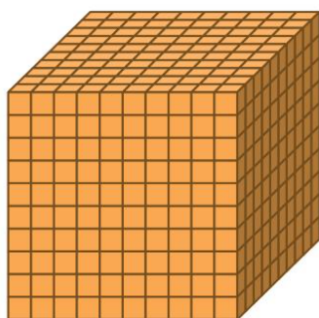


(d)

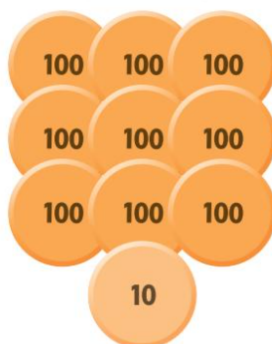


4 Circle the set(s) that show(s) 1 000.

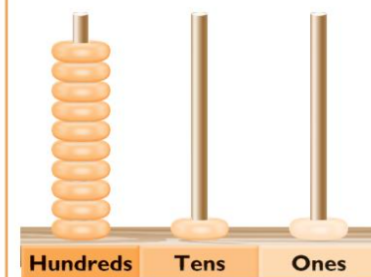
Set A



Set B

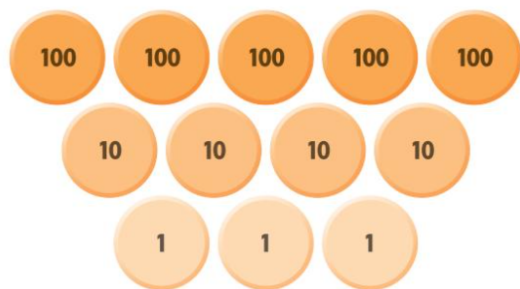


Set C



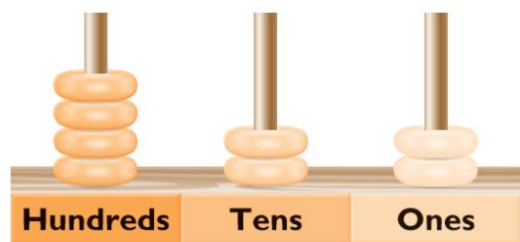
5 Match the numbers.

(a)



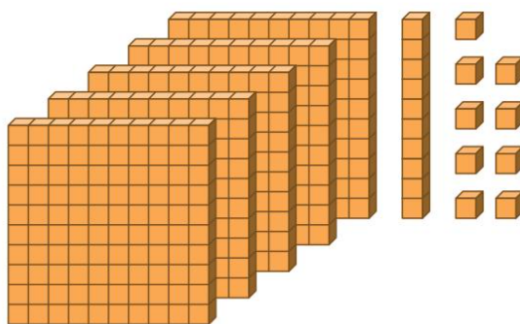
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(b)



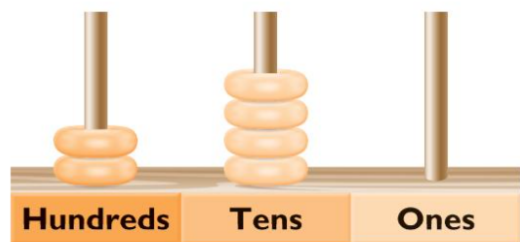
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(c)



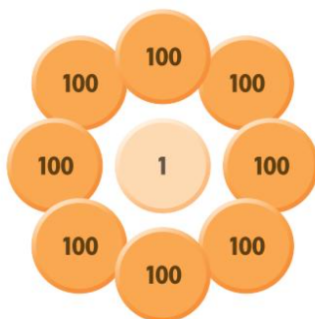
• 543

(d)



• 801

(e)

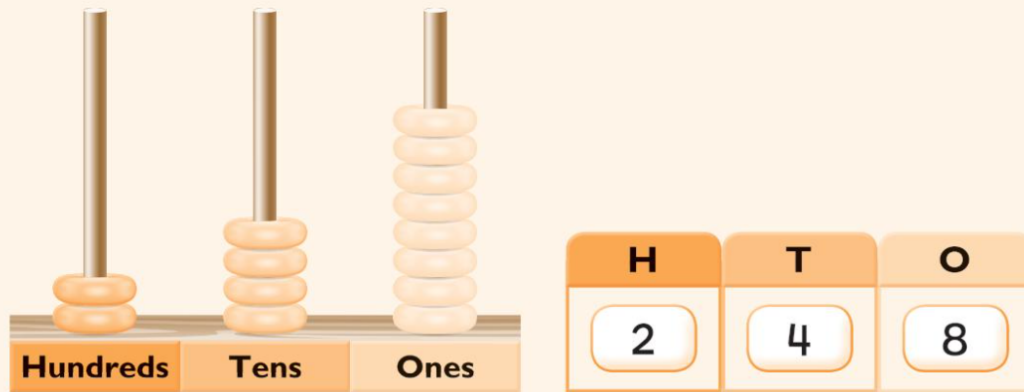


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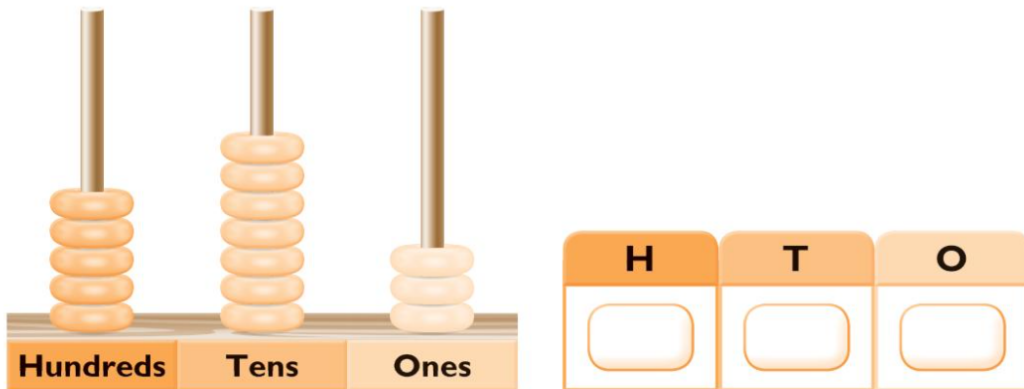
Practice 2: Place value

1 Write the number in the place-value chart.

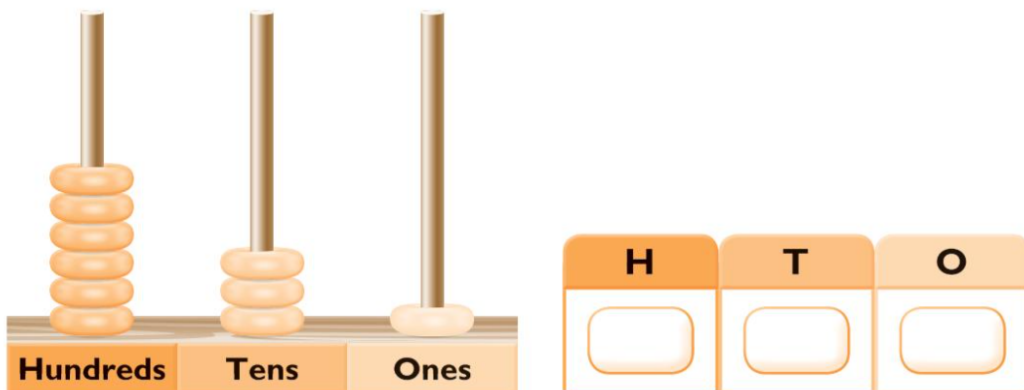
Example



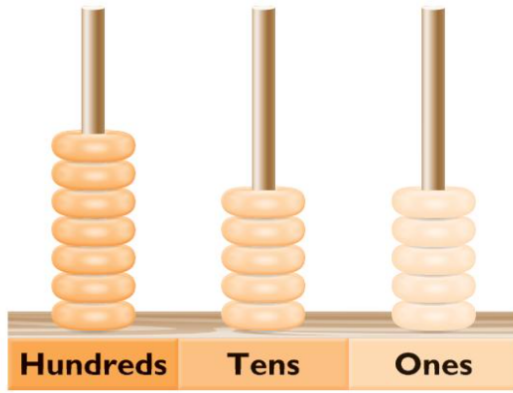
(a)



(b)

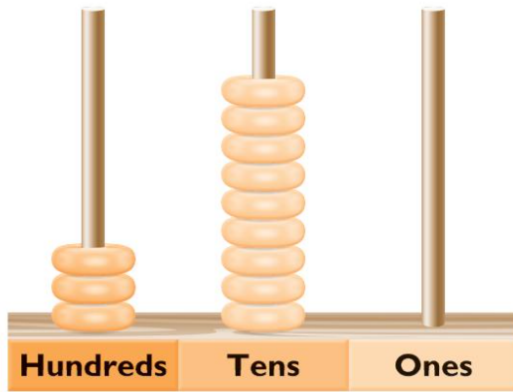


(c)



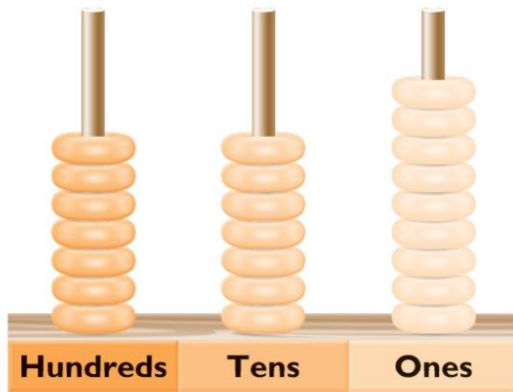
H	T	O
<input type="text"/>	<input type="text"/>	<input type="text"/>

(d)



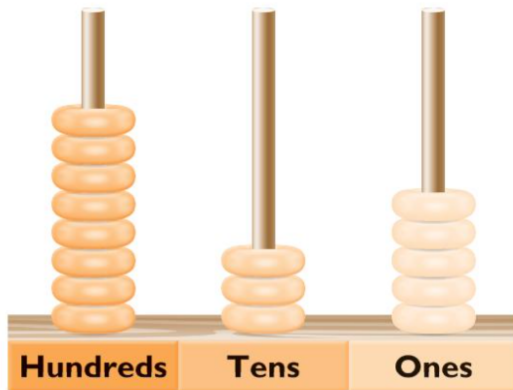
H	T	O
<input type="text"/>	<input type="text"/>	<input type="text"/>

(e)



H	T	O
<input type="text"/>	<input type="text"/>	<input type="text"/>

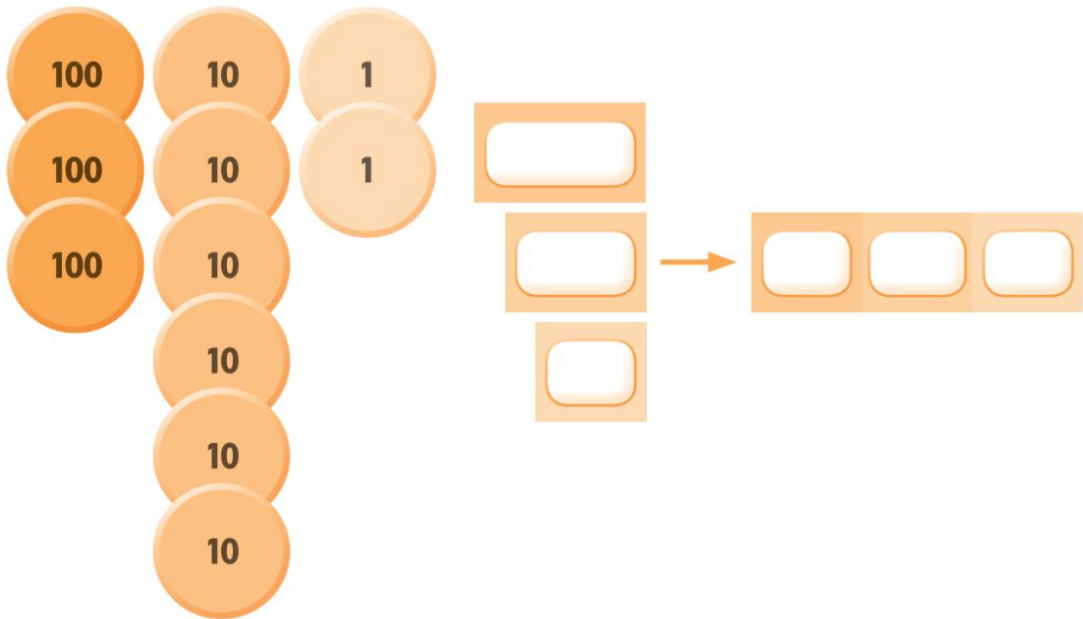
(f)



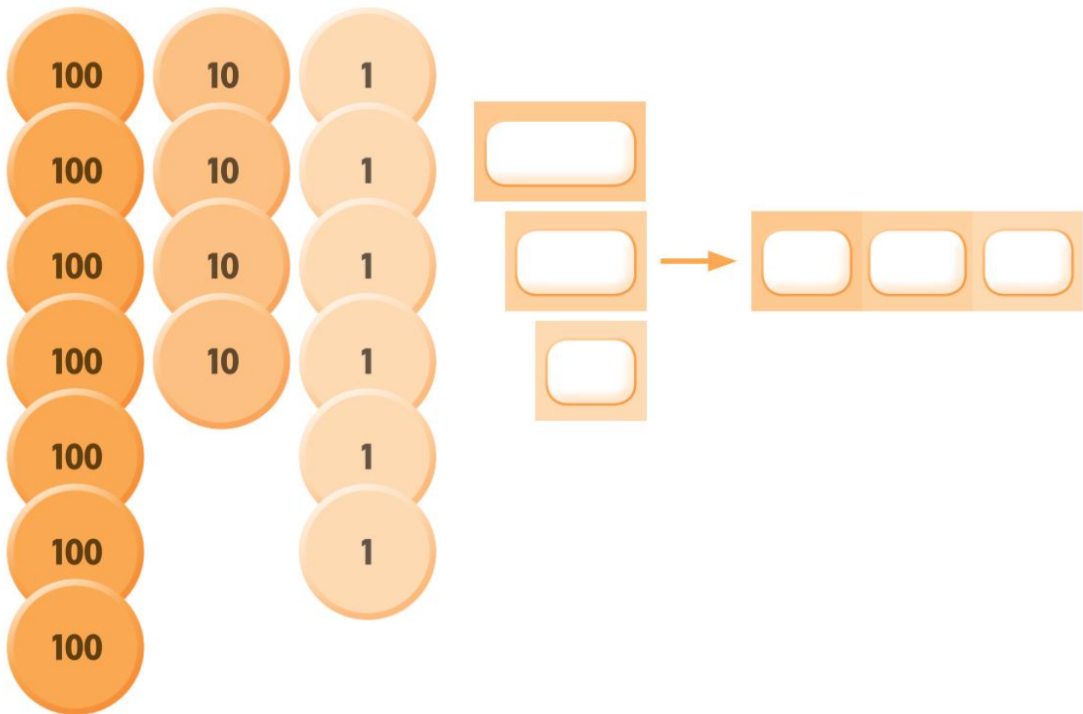
H	T	O
<input type="text"/>	<input type="text"/>	<input type="text"/>

2 Fill in the blanks.

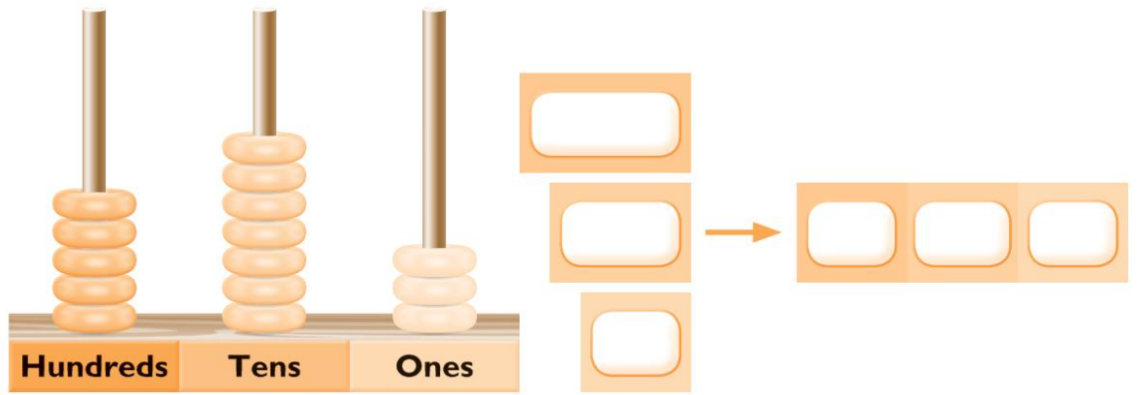
(a)



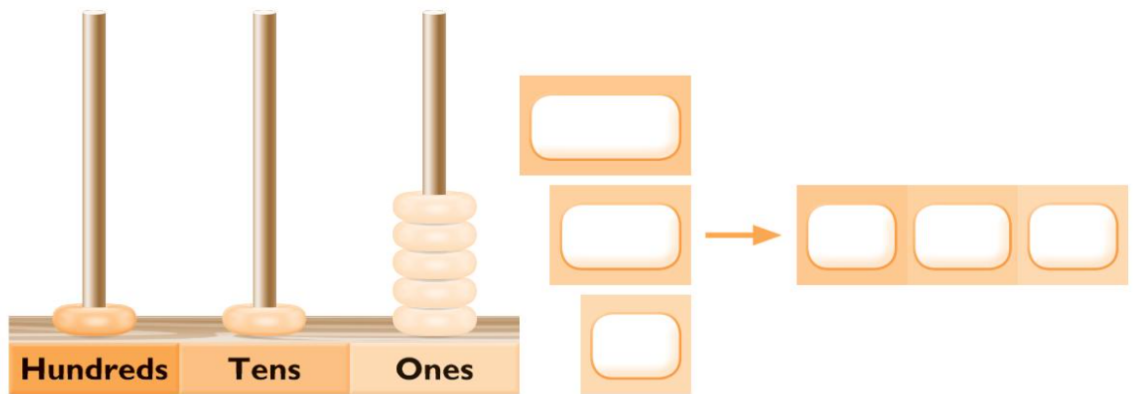
(b)



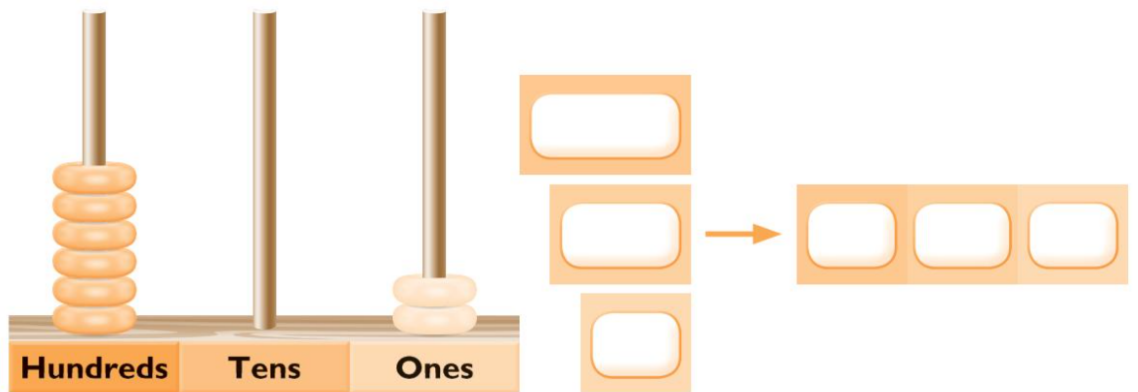
(c)



(d)

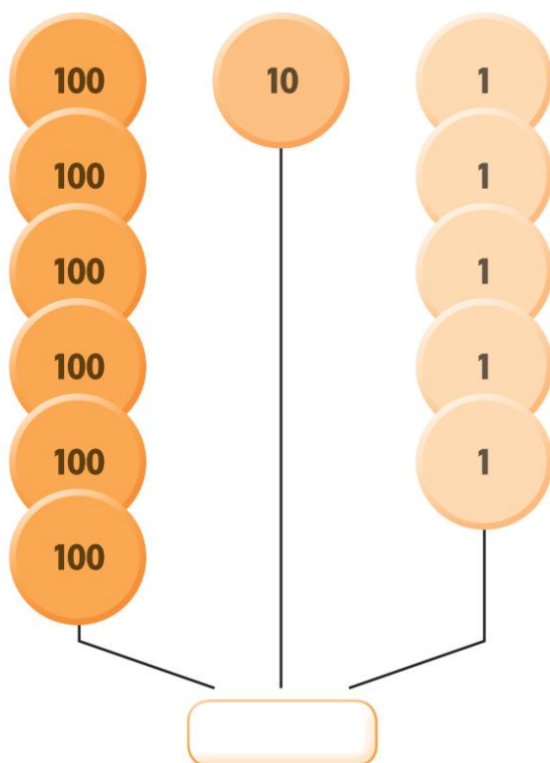


(e)

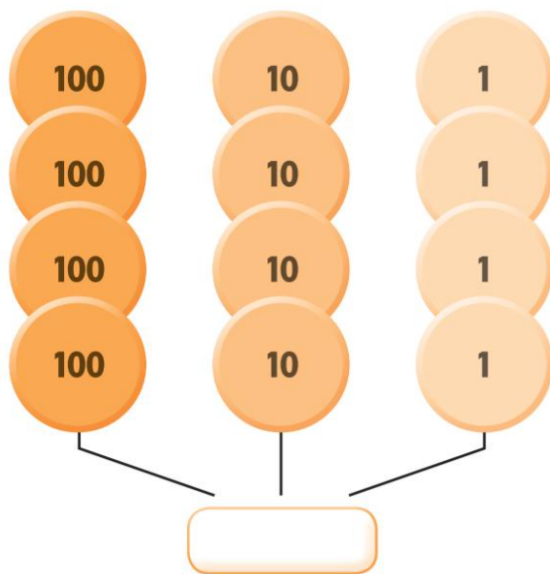


3 Write the total in numbers and words.

(a)



(b)



4 Complete the following.

(a) 416

The digit in the Tens place has a value of .

(b) 672

The digit in the Hundreds place has a value of .

(c) 381

The digit in the Ones place has a value of .

(d) 905

The digit in the Tens place has a value of .

(e) 167

The digit in the Hundreds place has a value of .

(f) 450

The digit in the Hundreds place has a value of .

(g) 234

The digit in the Tens place has a value of .

5 Complete the following.

Example

There is a four in the Tens place.

There is a nine in the Ones place.

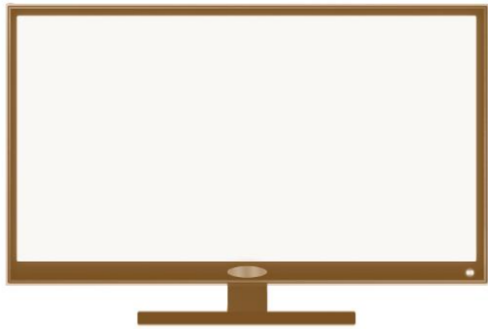
There is a seven in the Hundreds place.

The number is .

- (a) There is a six in the Tens place.
There is a six in the Hundreds place.
There is a zero in the Ones place.
The number is .
- (b) There is a three in the Ones place.
There is an eight in the Tens place.
There is a nine in the Hundreds place.
The number is .
- (c) There is a seven in the Tens place.
There is a one in the Ones place.
There is a five in the Hundreds place.
The number is .
- (d) There is a four in the Hundreds place.
There is a two in the Tens place.
There is a three in the Ones place.
The number is .

Practice 3: Comparing and ordering numbers up to 1 000

- 1 Look at the television and the bicycle.



The television is \$529 at the department store. The bicycle is \$399 at the bike shop. Which item is more expensive?

Write the prices in the place-value chart to compare them.

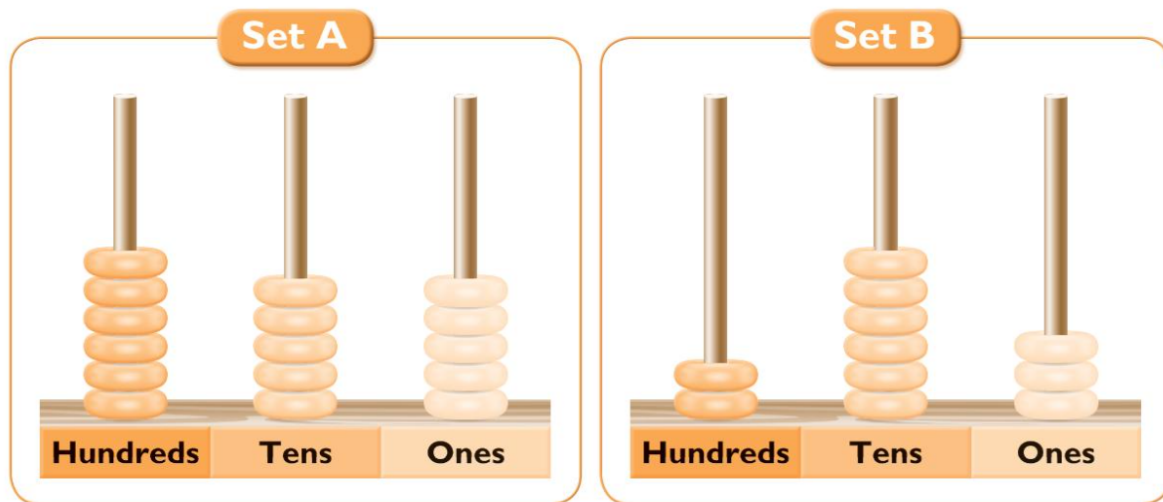
(a)

Hundreds	Tens	Ones
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

- (b) From the chart above, which number has the most hundreds?

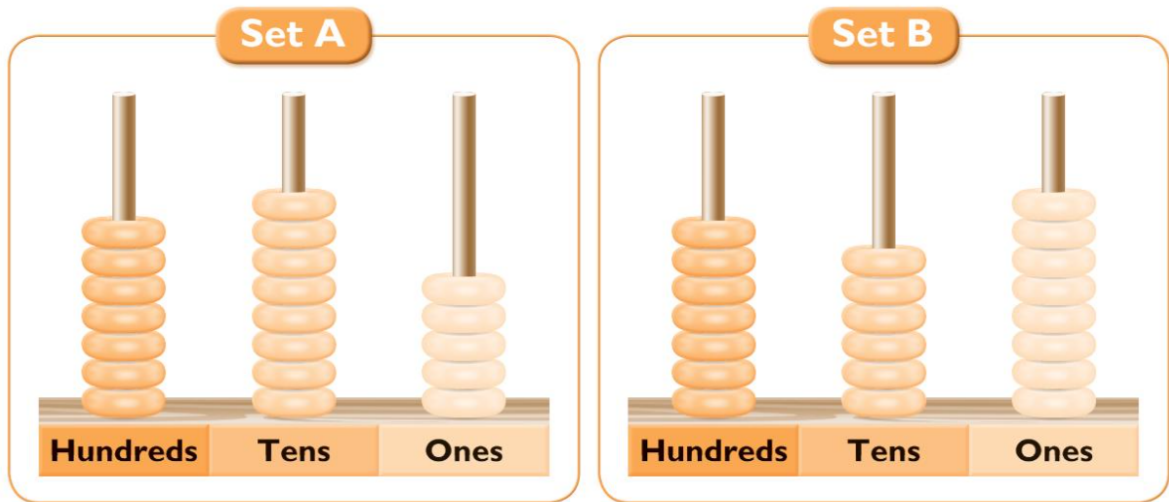
- (c) Which item is more expensive?

- 2 Look at the 2 sets. Tick the boxes with the correct sentences.



- (a) Set A has more hundreds.
 Set B has more hundreds.
 Set A and Set B have the same hundreds.
- (b) Set A has more tens.
 Set B has more tens.
 Set A and Set B have the same tens.
- (c) Set A has more ones.
 Set B has more ones.
 Set A and Set B have the same ones.
- (d) Set A is the greater number.
 Set B is the greater number.

3 Look at the 2 sets. Tick the boxes with the correct sentences.



- (a) Set A has more hundreds.
 Set B has more hundreds.
 Set A and Set B have the same hundreds.
- (b) Set A has more tens.
 Set B has more tens.
 Set A and Set B have the same tens.
- (c) Set A has more ones.
 Set B has more ones.
 Set A and Set B have the same ones.
- (d) Set A is the greater number.
 Set B is the greater number.