# max maths primary

A SINGAPORE APPROACH







**ALICE HANSEN** 

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## Helping your child at home

Welcome to Max Maths Journal 3! This journal is designed to help you support your child with their mathematical learning, including the language of mathematics. It can be used either as part of the Max Maths scheme or as a standalone resource.

This journal provides opportunities for consolidation of school learning and reflection, so it is important to make sure your child has covered a topic at school before your child begins work on it in the journal. Typically, your child will be set exercises from the journal as homework by their teacher.

We recommend that when your child sits down to work on the journal, you are on hand to provide support, engage in discussion and explore the maths together. Some tasks in the journal require the direct involvement of a grown-up for discussion and you are expected to reflect with your child on their understanding at the end of each topic.

#### Topic structure

Each topic begins with a scenario and related task that reflects key learning from the topic.

#### Checkyour maths!

These tasks check your child's understanding of one or more of the key concepts in the topic.

## Practising my maths language

These activities are focused on practising new mathematical language connected to the topic. They often require discussion with an adult at home.

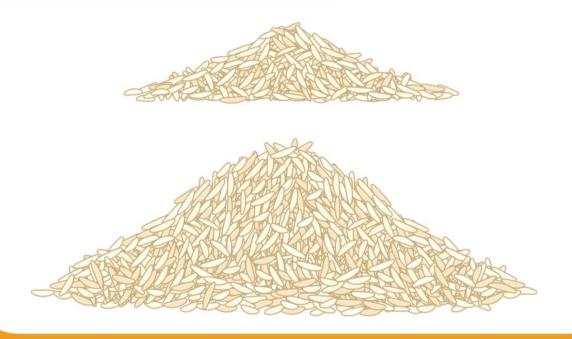
#### Frem school to home

Opportunities for discussion, sharing and reflection on your child's learning. At the end of the topic, there is space for your child's teacher to comment on your child's learning experience.



### Counting to 1000

We have been counting up to 200 and beyond.



Ask to use a bag of rice from your kitchen.

Make a pile of exactly 200 grains of rice by counting the grains.

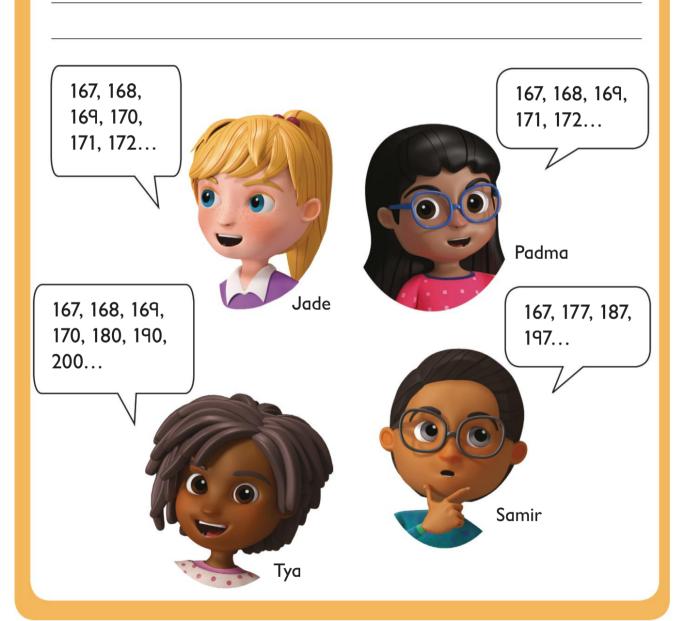
Make another pile of rice that has approximately 1000 grains in it. Do not count them all. Use what you know about 200 and 1000 to estimate what the pile would look like.

#### Check your maths!

The children are counting in ones from 167, but only one of them has counted correctly.

a Which child is correct?

**b** What errors have the other children made?



#### **Practising my**

## maths language

Look at these numbers.

- **a** Choose a number from the group below and count on 20 more.
- **b** Which will give you the biggest number when you have counted on 20 more? Show an adult and tell them why.
- **c** Which number will give you the smallest? Show an adult and tell them why.
- **d** Does the adult agree with your answers to **b** and **c**?

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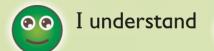
#### From school to home

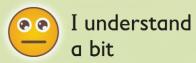
#### Find someone at home to talk to.

- O Show them your school work. Talk about some of your answers to the questions on numbers up to 1000.
- Explain what you have learnt about counting to 1000.
- Ask someone at home to help you complete the following:

D	What do you	like about	counting	to	1 000?

**b** What was hard about counting to 1000?









 I can count to 200 and beyond.







• I can read numbers to 1000.







• I can write numbers to 1000.







Ask an adult at home to read and sign this.

I have checked learning on this topic.

We have shared some understanding at home.

Signed \_\_\_\_\_

Date

Teacher comment

Date