

# max maths primary

A SINGAPORE APPROACH

Journal

4



INTERNATIONAL CURRICULUM

ALICE HANSEN

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# Helping your child at home

Welcome to Max Maths Journal 4! 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.

## Check your 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.

## From 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.

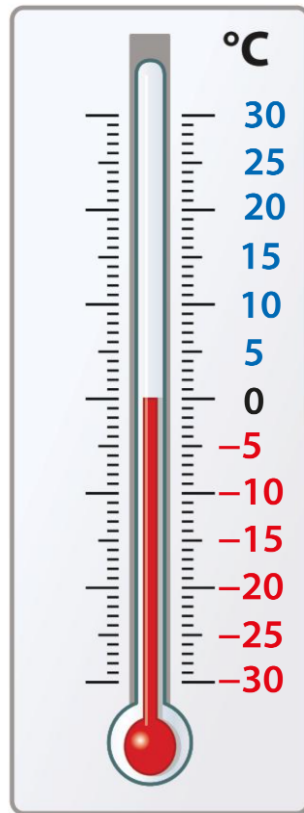




# Numbers up to 10 000

## Using negative numbers

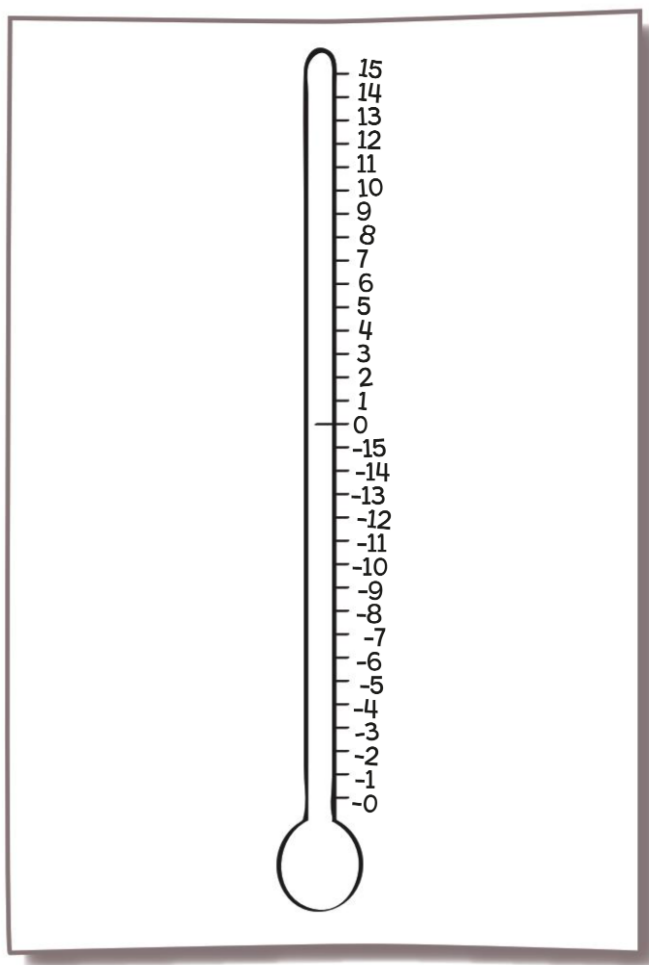
We have been extending our knowledge of our number system by looking at negative numbers in a temperature context.



Can you count backwards from  $20^{\circ}\text{C}$  to  $-20^{\circ}\text{C}$ ?  
Use the thermometer to help you. What do you notice happens when you reach  $0^{\circ}\text{C}$ ?

## Check your maths!

Padma has drawn her own thermometer. Would you draw a thermometer like Padma's? What would you do differently? Why?



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# Practising my maths language

1 Say each of these words out loud to an adult.

**thermometer** **temperature** **degrees** **minus**

Choose the best word from above to complete these sentences.

**a** Brrrr! It is so cold. It must be \_\_\_\_\_ 15  
\_\_\_\_\_ outside!

**b** What \_\_\_\_\_ is it today? Let's look at the  
\_\_\_\_\_.

2 Choose the temperature that sounds right for the Sahara Desert and the South Pole and draw a circle around it.

**a** The summer  
temperatures in the  
Sahara Desert are  
around  $45^{\circ}\text{C}$  /  $14^{\circ}\text{C}$ .



**b** The warmer months at the  
South Pole (Antarctica)  
reach temperatures around  
 $-15^{\circ}\text{C}$  /  $-80^{\circ}\text{C}$  and the  
colder months there are  
around  $-15^{\circ}\text{C}$  /  $-80^{\circ}\text{C}$ .



## From school to home

### Find someone at home to talk to.

- 1** Show them your school work. Talk about some of your answers to the questions on negative numbers.
- 2** Explain what you have learnt about using negative numbers.
- 3** Ask someone at home to help you complete the following:

**a** What do you like about using negative numbers?

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**b** What was hard about using negative numbers?

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I understand



I understand  
a bit



I need more time  
to understand this

**4** How well do you understand this topic now?  
Circle one face for each statement.

- I know that a negative temperature is a temperature below zero.



- I can read negative numbers.



- I can use negative numbers in everyday situations.



**5** 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 \_\_\_\_\_