max maths primary

A SINGAPORE APPROACH

Workbook 4

TONY COTTON
ALICE HANSEN
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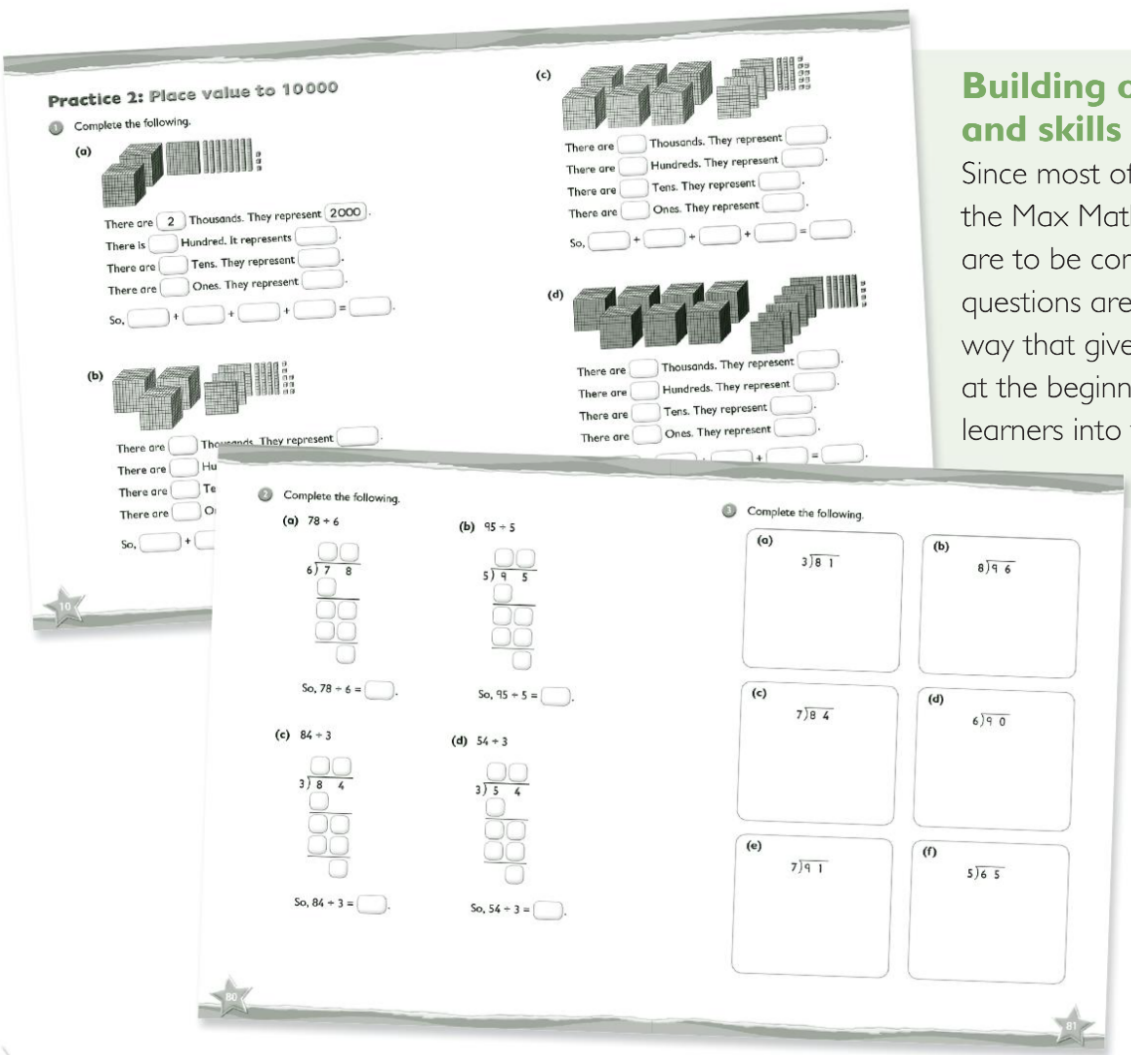
Preface

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

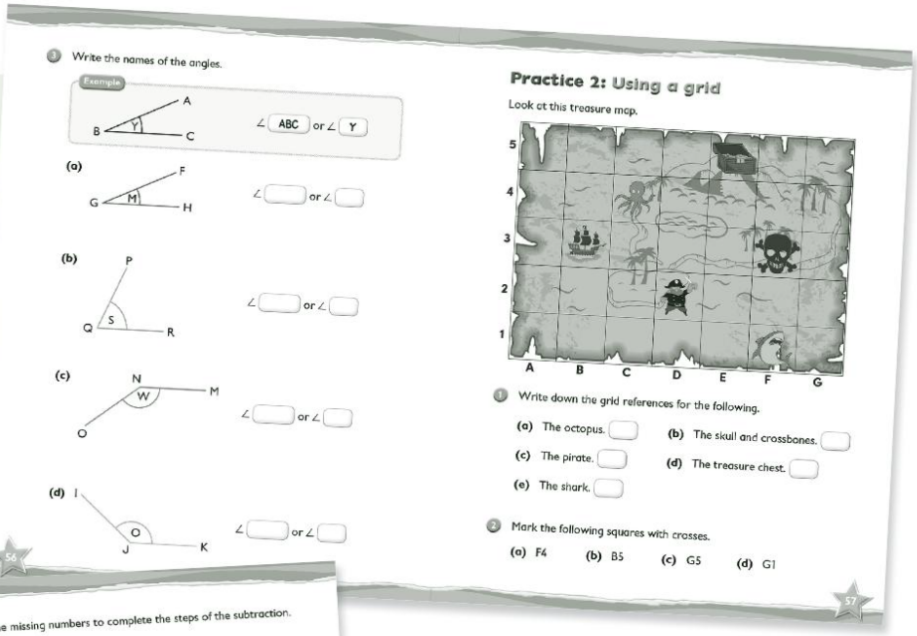


Building on concepts and skills

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

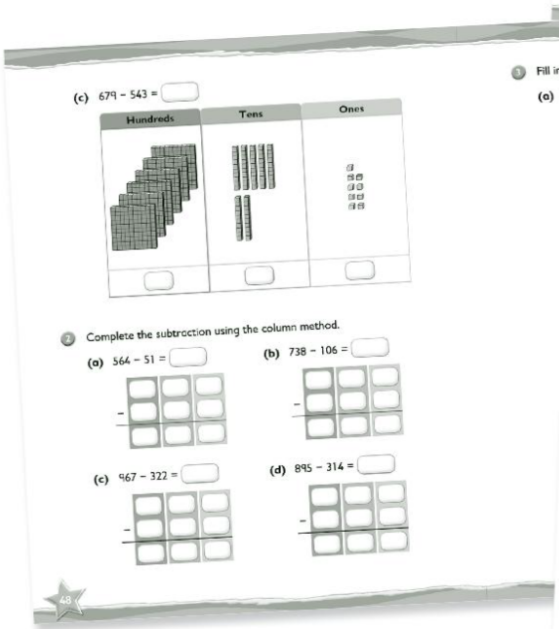
Engaging photographs and illustrations

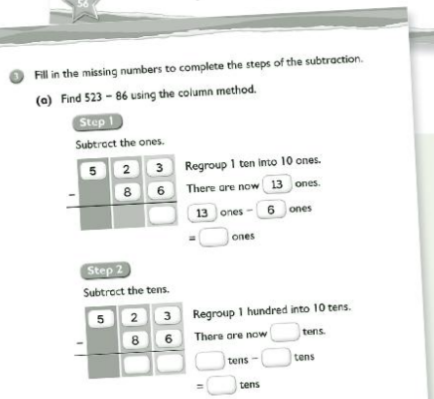
Rich illustrations and photographs help to engage learners and encourage an enthusiastic approach to learning mathematics.

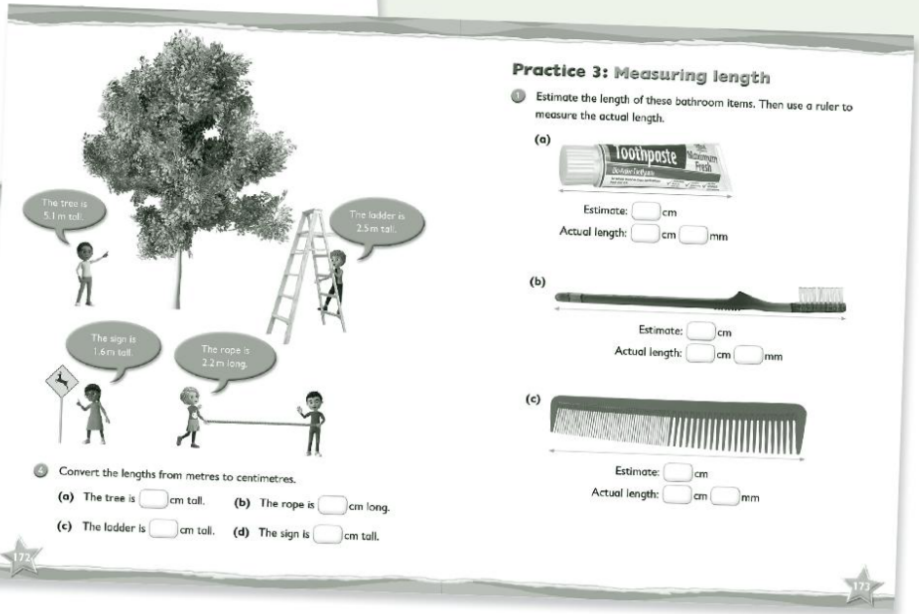


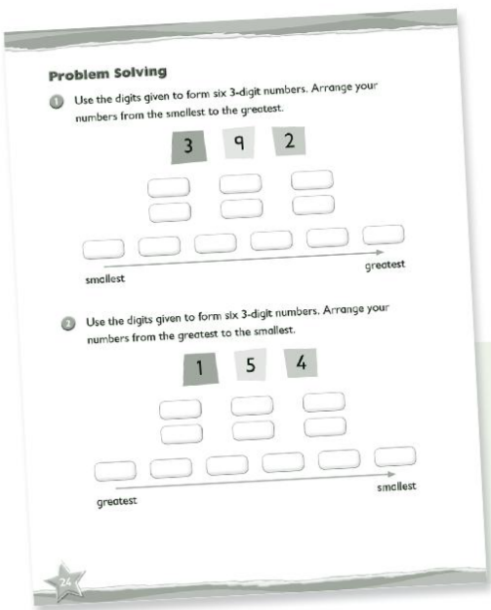
Concrete, pictorial to abstract

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









Self-guided problem solving

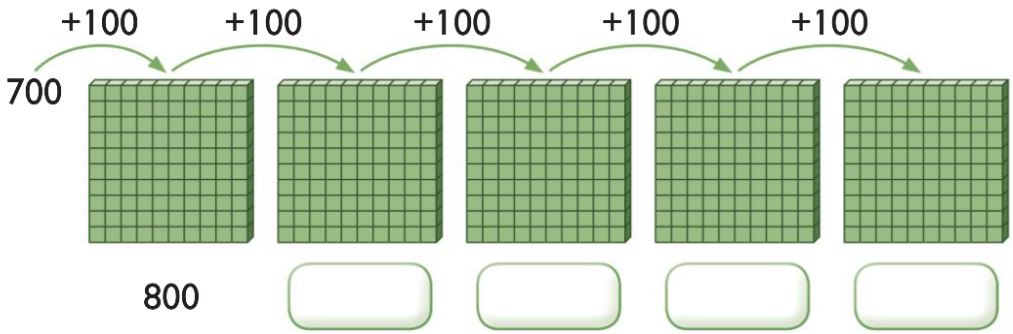
Problem-solving activities are embedded within practices for learners to combine knowledge of mathematics content and problem-solving skills.

1 Numbers up to 10000

Practice 1: Counting to 10000

1 Count using the blocks.

(a)



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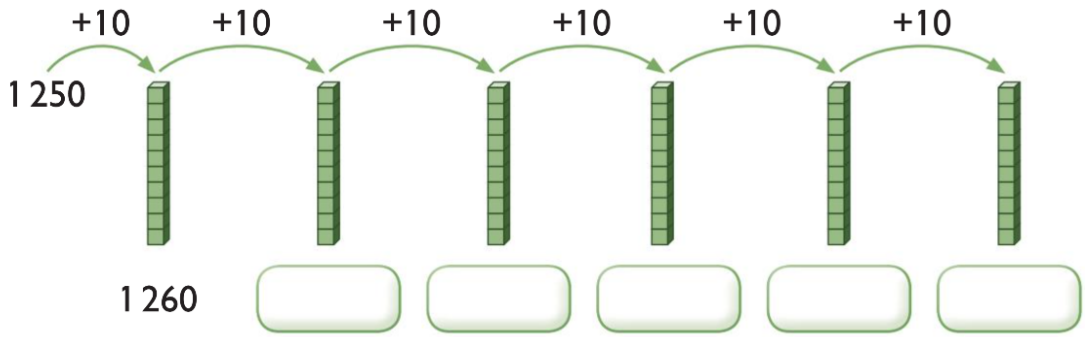

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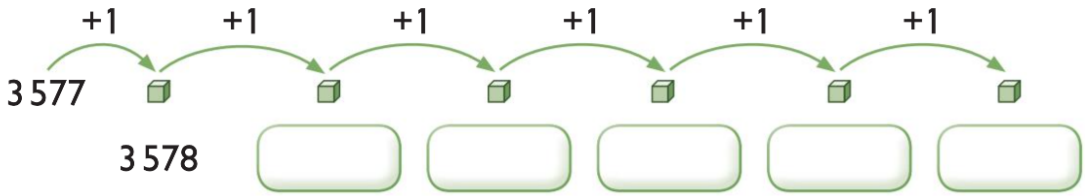

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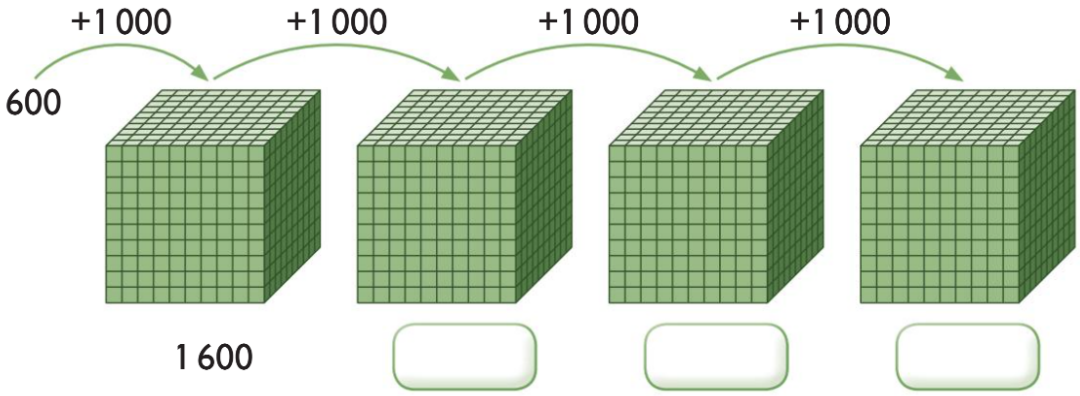
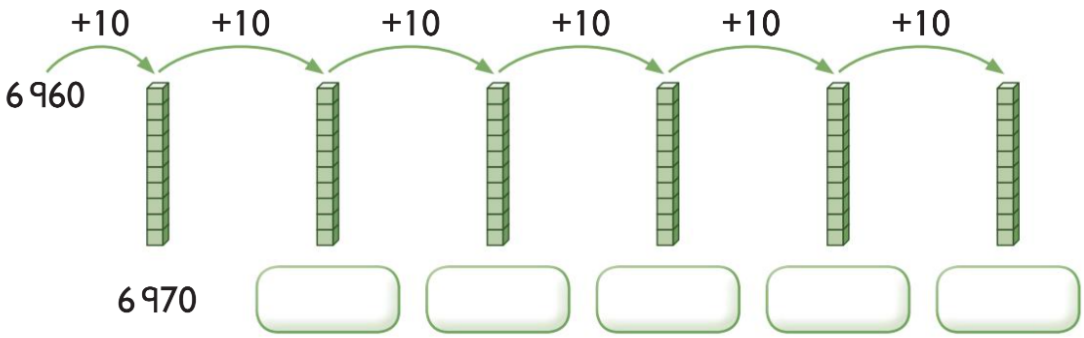
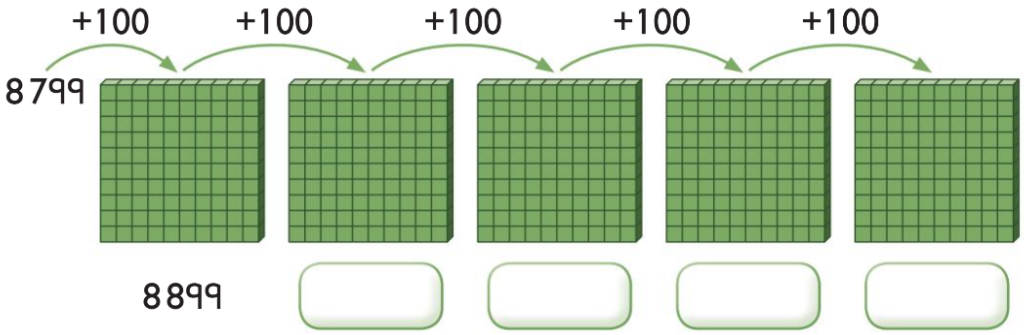

+1 000
+1 000
+1 000
+1 000
600
1 600

(e)

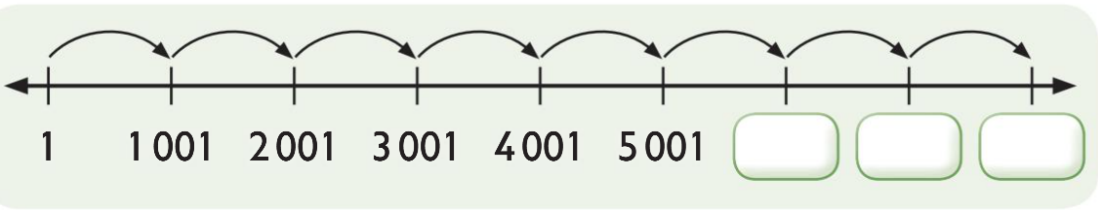

+10
+10
+10
+10
+10
+10
6 960
6 970

(f)


+100
+100
+100
+100
+100
8 799
8 899

2 Continue counting for 3 more steps. Fill in the missing numbers.

(a)



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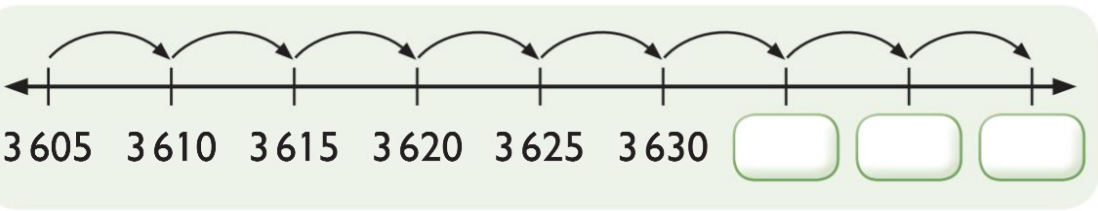

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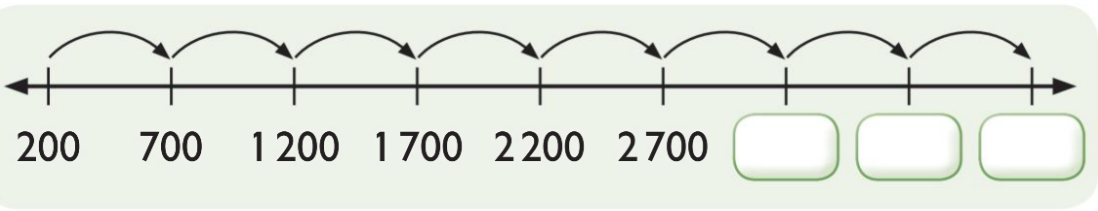

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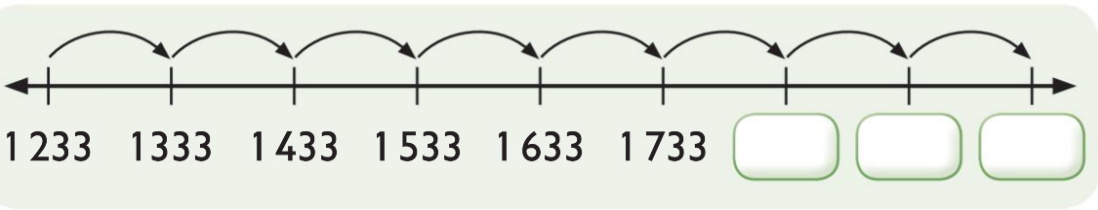

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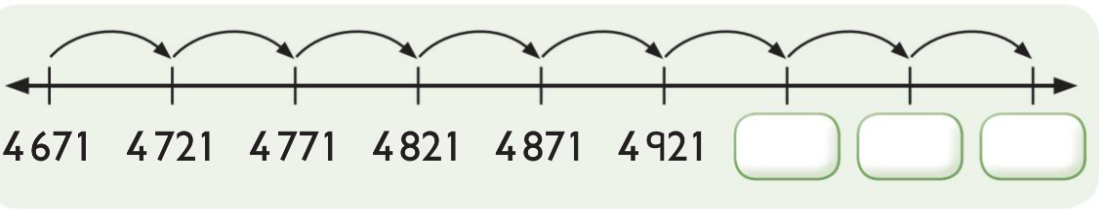
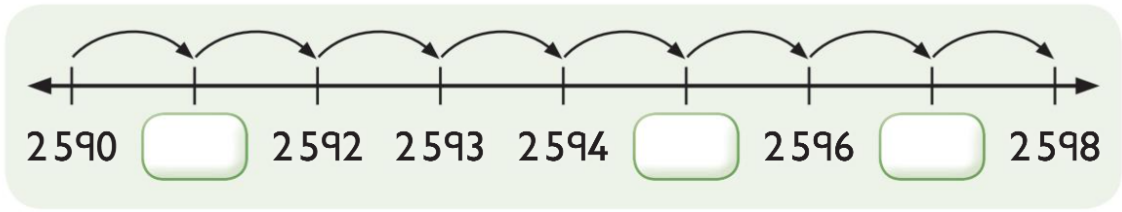


3 Fill in the missing numbers.

(a)



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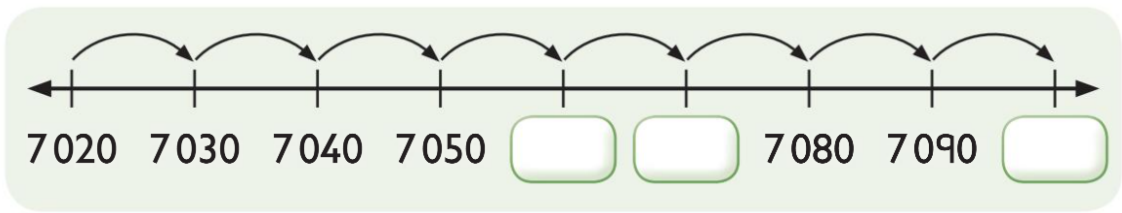

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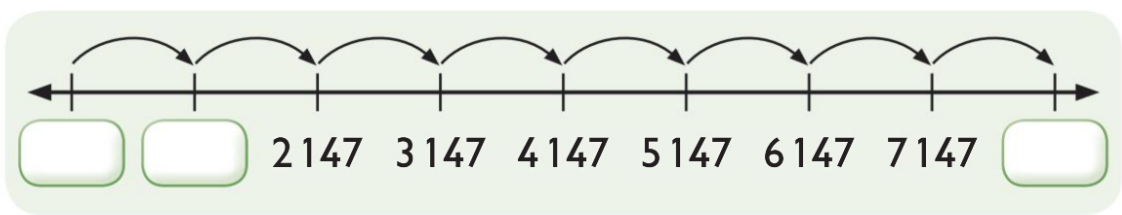

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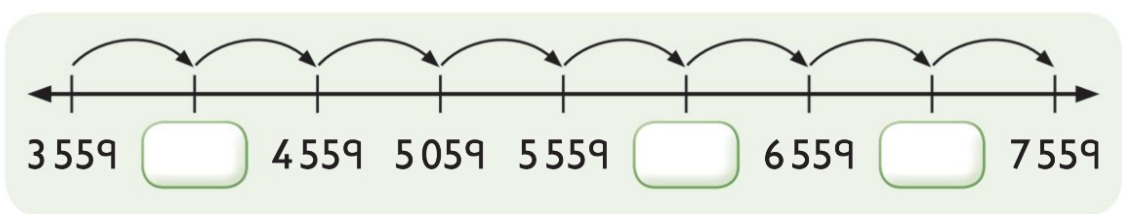

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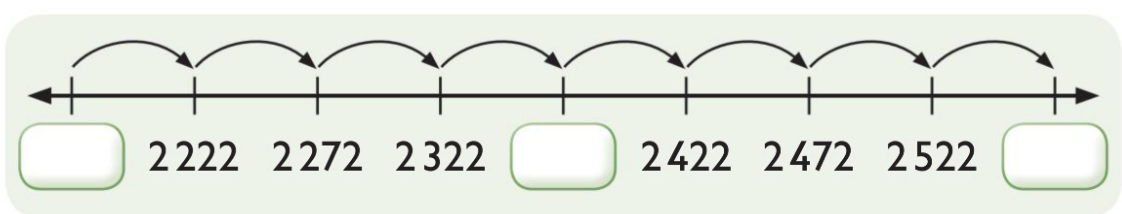
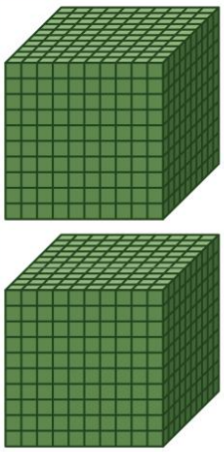
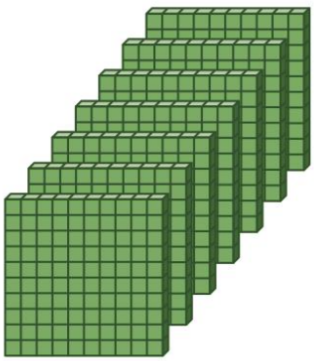
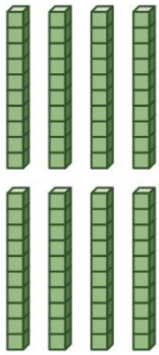
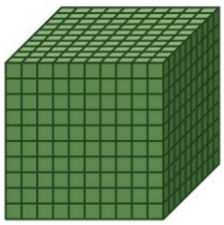
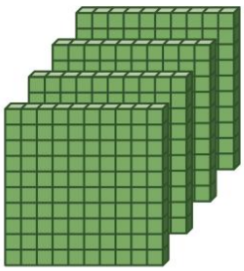
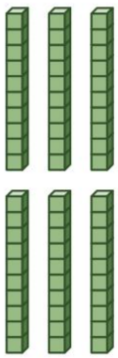


4 Write the number represented by the blocks or beads in numerals and in words.

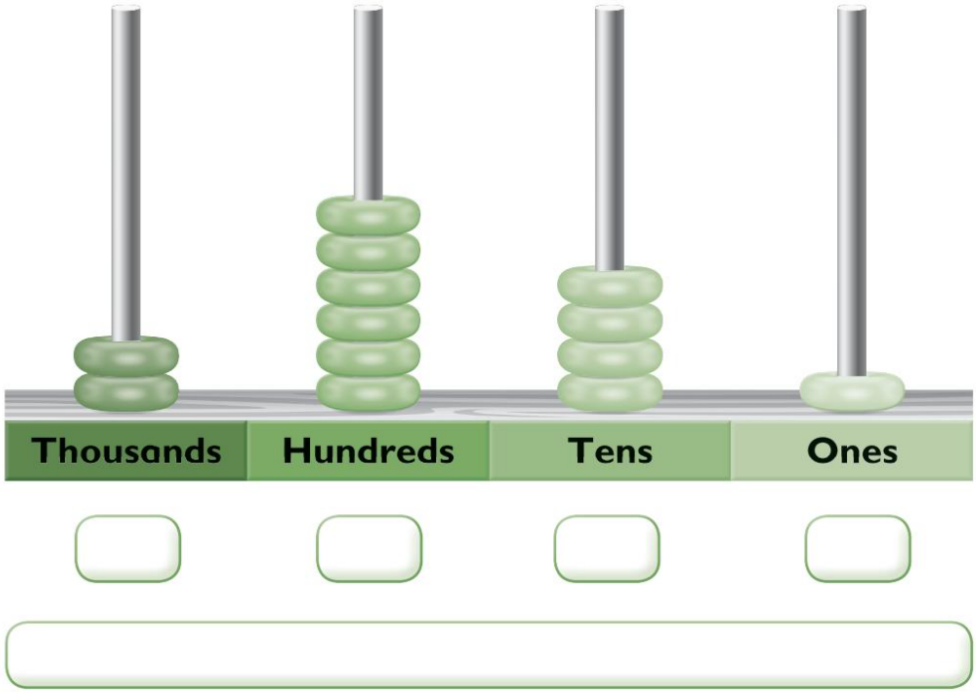
(a)

Thousands	Hundreds	Tens	Ones
			

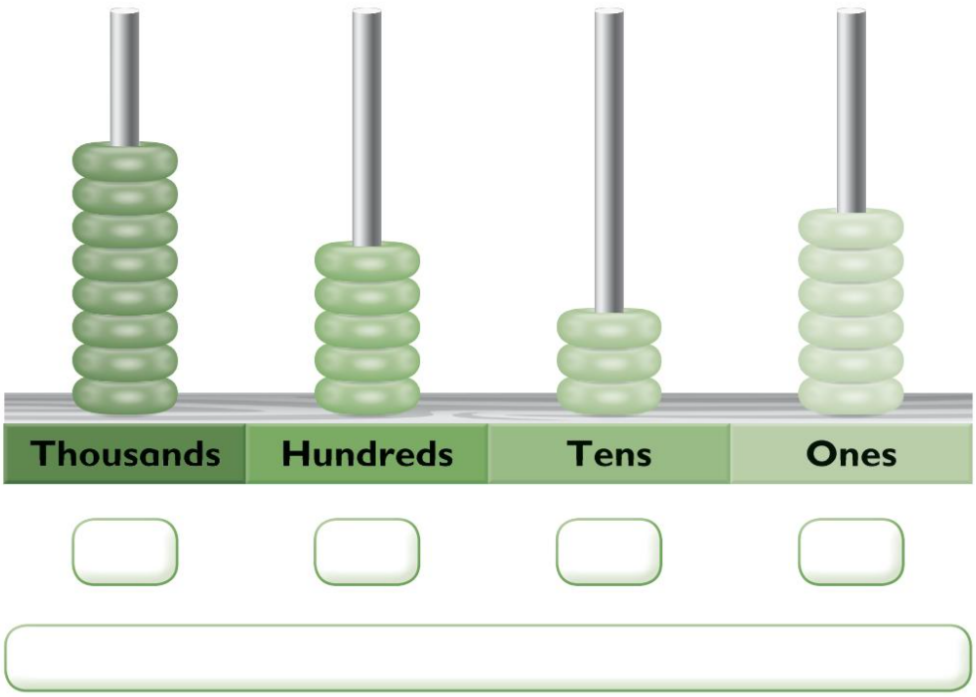
(b)

Thousands	Hundreds	Tens	Ones
			

(c)


Thousands
Hundreds
Tens
Ones

(d)


Thousands
Hundreds
Tens
Ones

5 Count on to find the next 3 numbers.

(a) 3 732, 3 734, 3 736, 3 738, 3 740, ☐, ☐, ☐

(b) 990, 995, 1 000, 1 005, 1 010, ☐, ☐, ☐

(c) 6 410, 6 910, 7 410, 7 910, 8 410, ☐, ☐, ☐

(d) 6 187, 6 188, 6 189, 6 190, 6 191, ☐, ☐, ☐

(e) 4 574, 4 584, 4 594, 4 604, ☐, ☐, ☐

(f) 1 512, 2 512, 3 512, 4 512, 5 512, ☐, ☐, ☐

(g) 4 251, 4 256, 4 261, 4 266, 4 271, ☐, ☐, ☐

(h) 2 054, 2 104, 2 154, 2 204, 2 254, ☐, ☐, ☐

6 Fill in the blanks.

(a) 3 105, 3 110, 3 115, 3 120, ☐, ☐, 3 135, 3 140

(b) 2 477, ☐, 4 477, 5 477, 6 477, 7 477, ☐, 9 477

(c) ☐, 5 836, 5 841, 5 846, 5 851, 5 856, 5 861, ☐

(d) 2 600, ☐, 4 600, 5 600, 6 600, 7 600, ☐, 9 600

(e) 5 708, 5 808, 5 908, 6 008, 6 108, ☐, ☐, 6 408

(f) 1 828, ☐, 1 928, 1 978, 2 028, 2 078, 2 128, ☐

7 Read and count on.

Example

Count on from two thousand, three hundred and twelve by ones.

2312 , 2313 , 2314 , 2315 , 2316

(a) Count on from three thousand, five hundred and forty-two by hundreds.

_____ , _____ , _____ , _____ , _____

(b) Count on from nine hundred and seventeen by five hundreds.

_____ , _____ , _____ , _____ , _____

(c) Count on from eight hundred and seventy-nine by thousands.

_____ , _____ , _____ , _____ , _____

8 Write the numbers in words.

(a) 9205 _____

(b) 7084 _____

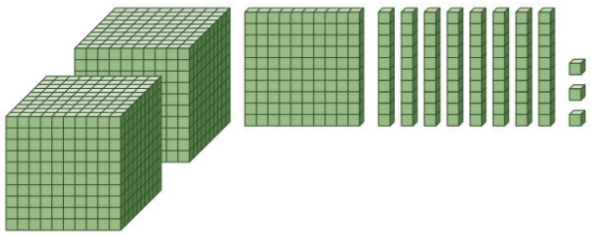
(c) 6153 _____

(d) 8245 _____

Practice 2: Place value to 10 000

1 Complete the following.

(a)



There are [2] Thousands. They represent [2000].

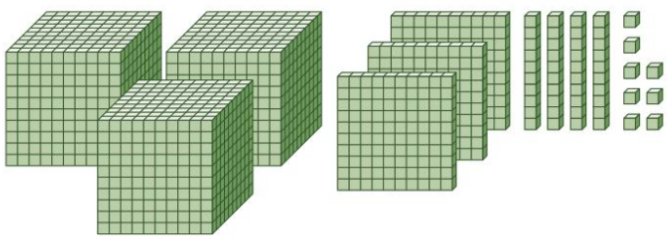
There is [ ] Hundred. It represents [ ].

There are [ ] Tens. They represent [ ].

There are [ ] Ones. They represent [ ].

So, [ ] + [ ] + [ ] + [ ] = [ ].

(b)



There are [ ] Thousands. They represent [ ].

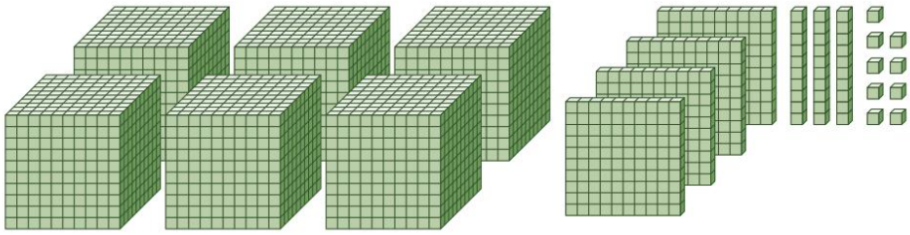
There are [ ] Hundreds. They represent [ ].

There are [ ] Tens. They represent [ ].

There are [ ] Ones. They represent [ ].

So, [ ] + [ ] + [ ] + [ ] = [ ].

(c)



There are ____ Thousands. They represent ____.

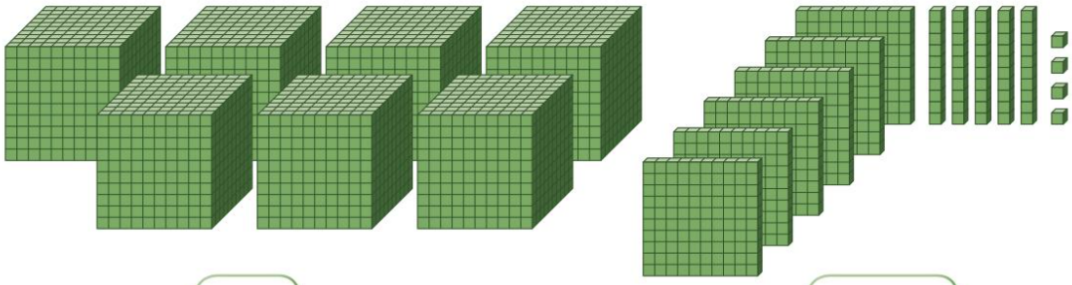
There are ____ Hundreds. They represent ____.

There are ____ Tens. They represent ____.

There are ____ Ones. They represent ____.

So, ____ + ____ + ____ + ____ = ____.

(d)



There are ____ Thousands. They represent ____.

There are ____ Hundreds. They represent ____.

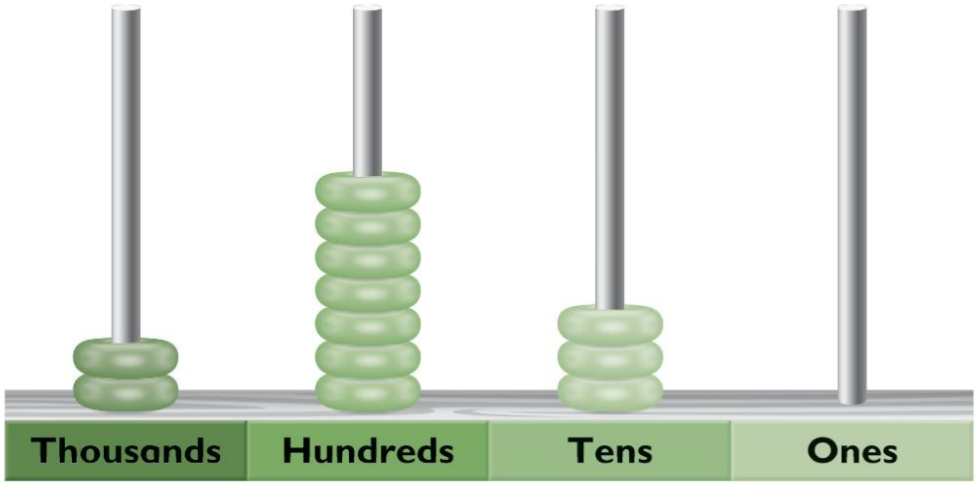
There are ____ Tens. They represent ____.

There are ____ Ones. They represent ____.

So, ____ + ____ + ____ + ____ = ____.

2 Complete the following.

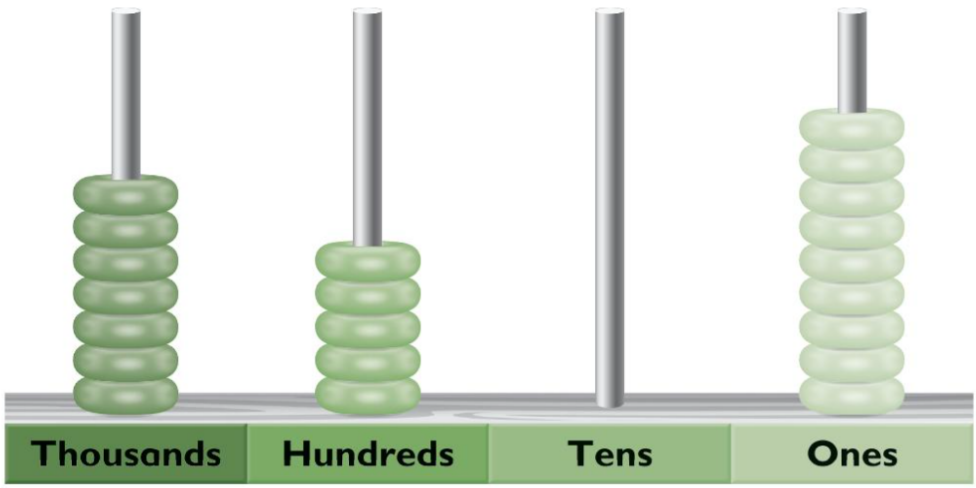
(a)



Thousands	Hundreds	Tens	Ones
2	7	3	0

[ ] + [ ] + [ ] + [ ] = [ ]

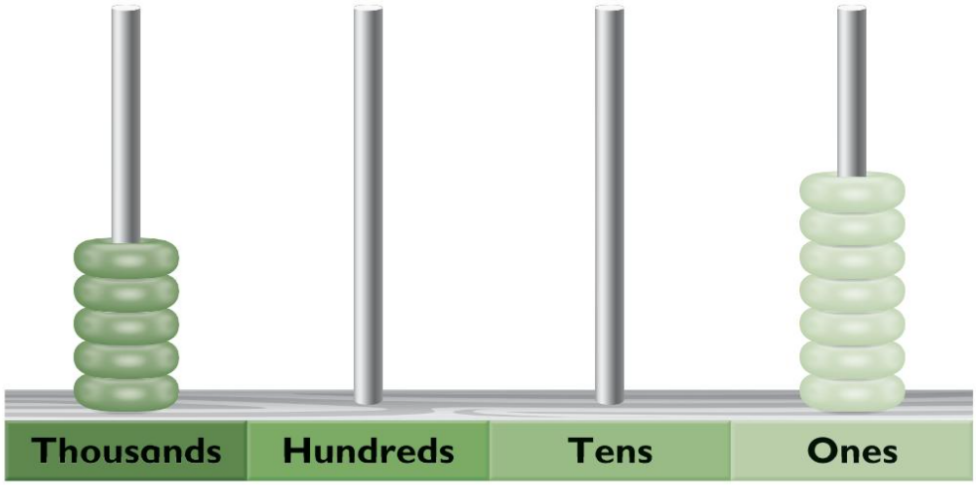
(b)



Thousands	Hundreds	Tens	Ones

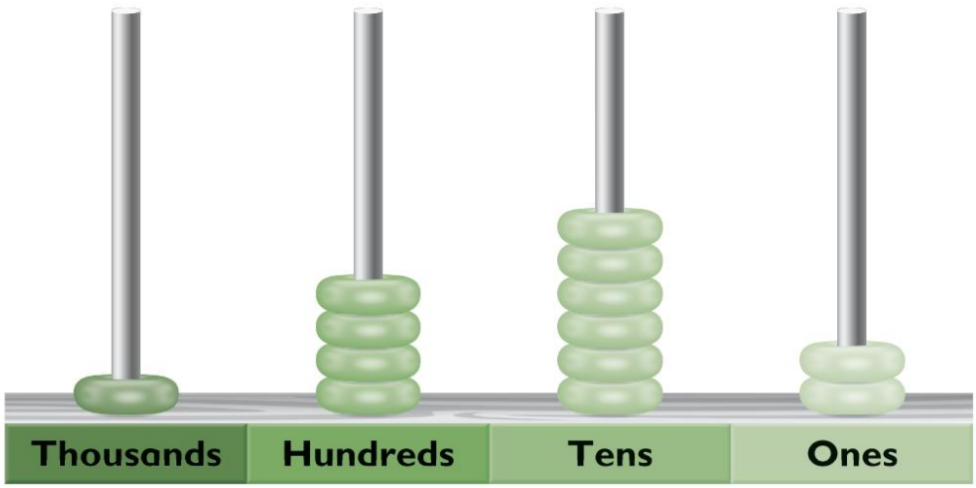
[ ] + [ ] + [ ] + [ ] = [ ]

(c)


Thousands
Hundreds
Tens
Ones

□ + □ + □ + □ = □

(d)


Thousands
Hundreds
Tens
Ones

□ + □ + □ + □ = □