

# max maths primary

A SINGAPORE APPROACH

Workbook

4



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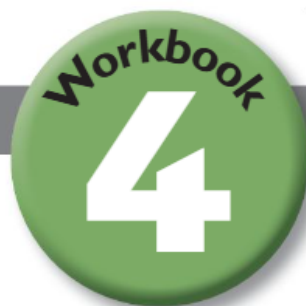
INTERNATIONAL CURRICULUM

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

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A SINGAPORE APPROACH



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# Preface

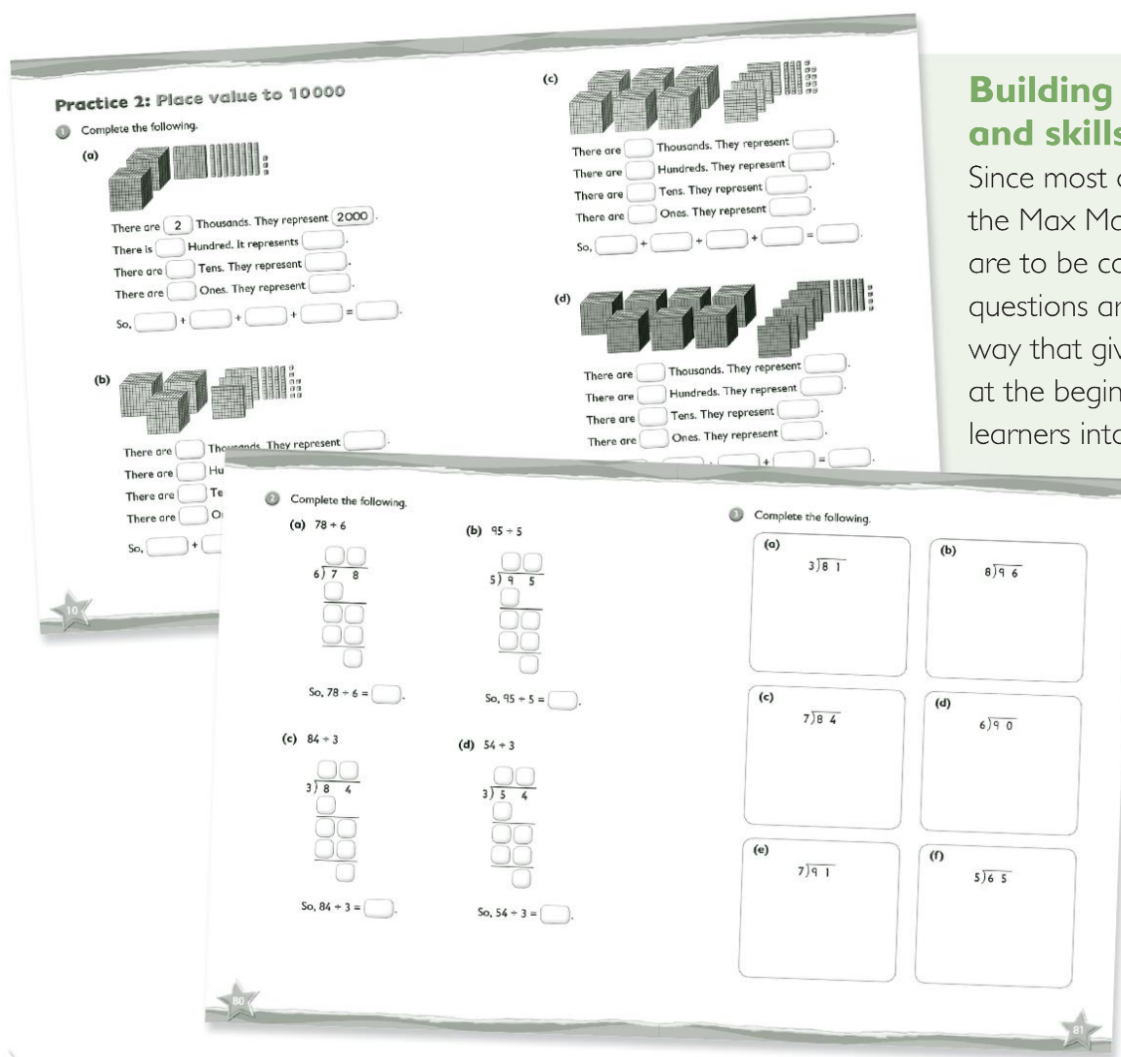
**max maths** Primary – A Singapore Approach is a mathematics course specially designed to meet the needs of learners following the **Cambridge Primary** curriculum framework in Stages 1 to 6.

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

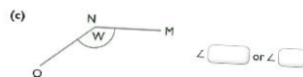
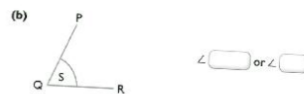
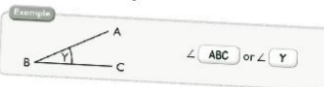
Since most of the activities in the Max Maths workbooks are to be completed at home, questions are scaffolded in a way that gives extra support at the beginning to ease learners into the task.



## Engaging photographs and illustrations

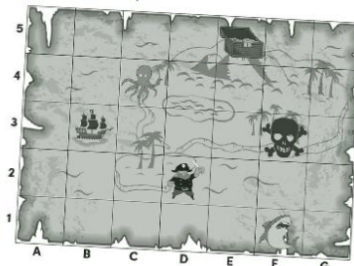
Rich illustrations and photographs help to engage learners and encourage an enthusiastic approach to learning mathematics.

Write the names of the angles.



## Practice 2: Using a grid

Look at this treasure map.



Write down the grid references for the following.

- (a) The octopus.  (b) The skull and crossbones.   
 (c) The pirate.  (d) The treasure chest.   
 (e) The shark.

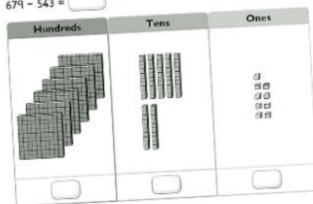
Mark the following squares with crosses.

- (a) F4 (b) B5 (c) G5 (d) G1

## Concrete, pictorial to abstract

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

(c)  $674 - 543 =$



Complete the subtraction using the column method.

(a)  $564 - 51 =$



(b)  $738 - 106 =$



(c)  $967 - 322 =$



(d)  $895 - 314 =$

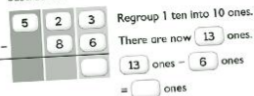


Fill in the missing numbers to complete the steps of the subtraction.

(a) Find  $523 - 86$  using the column method.

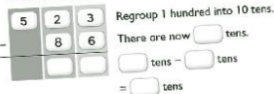
Step 1

Subtract the ones.



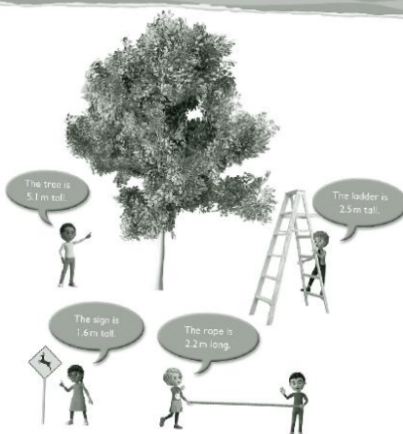
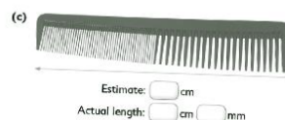
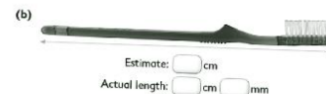
Step 2

Subtract the tens.



## Practice 3: Measuring length

Estimate the length of these bathroom items. Then use a ruler to measure the actual length.

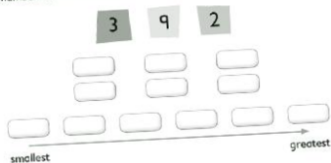


Convert the lengths from metres to centimetres.

- (a) The tree is  cm tall. (b) The rope is  cm long.  
 (c) The ladder is  cm tall. (d) The sign is  cm tall.

## Problem Solving

Use the digits given to form six 3-digit numbers. Arrange your numbers from the smallest to the greatest.



Use the digits given to form six 3-digit numbers. Arrange your numbers from the greatest to the smallest.



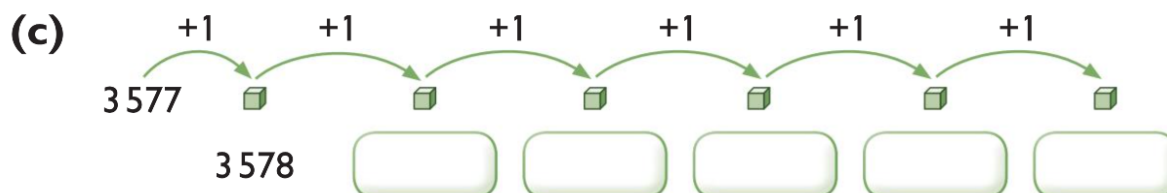
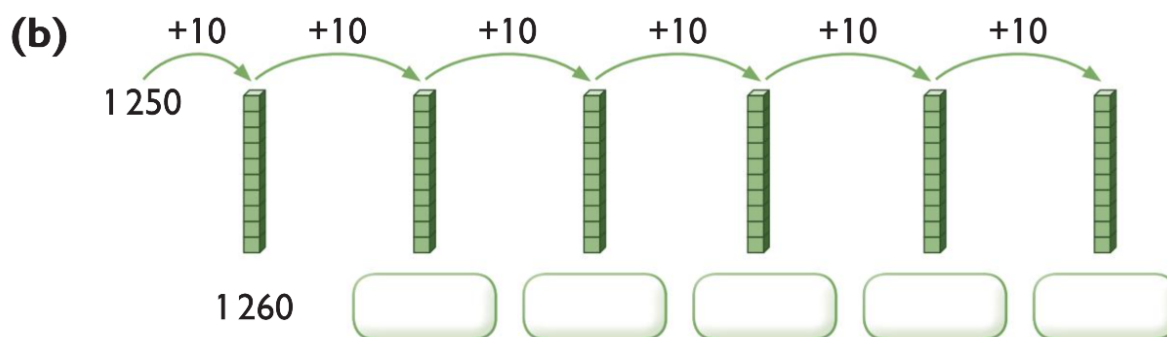
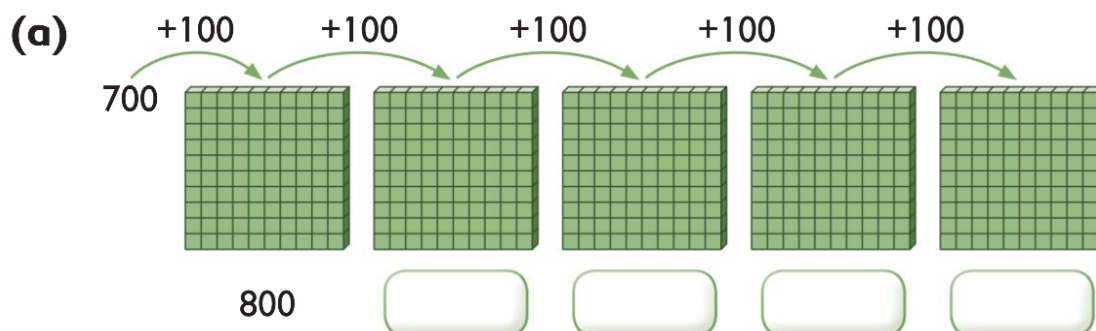
## Self-guided problem solving

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



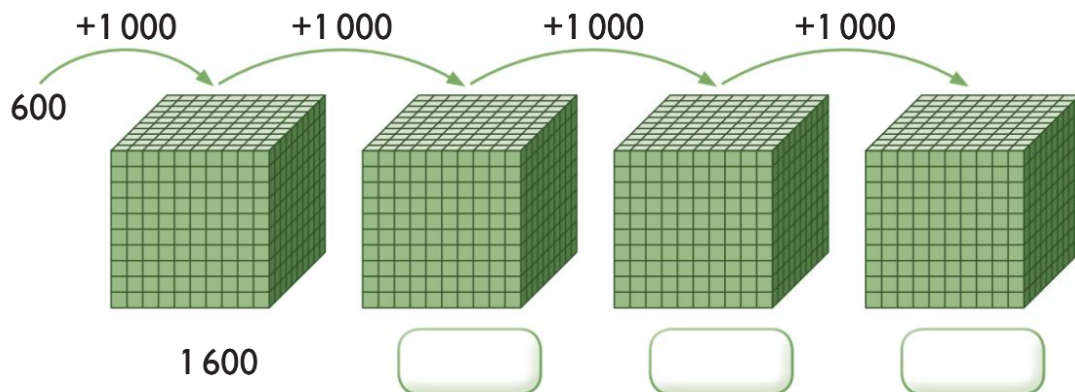
## Practice 1: Counting to 10 000

1 Count using the blocks.

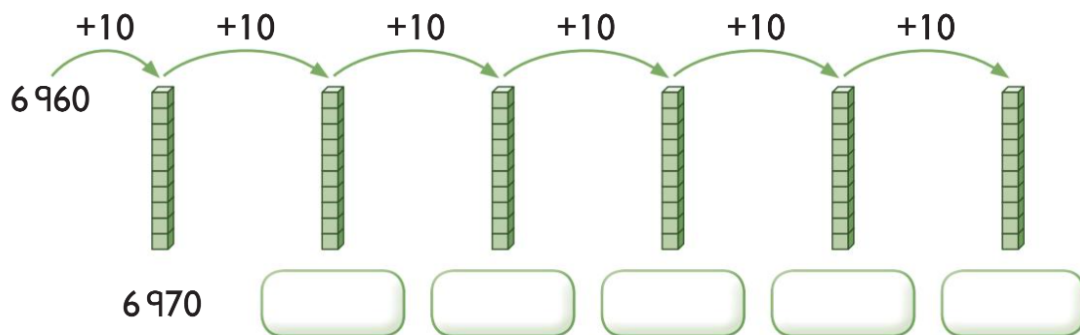




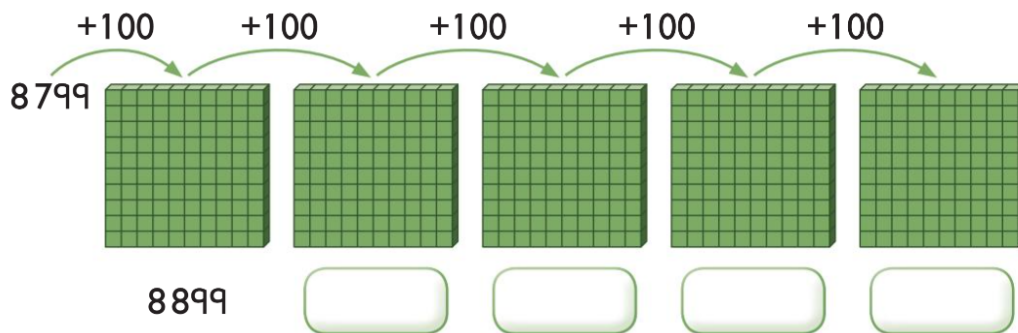
(d)



(e)



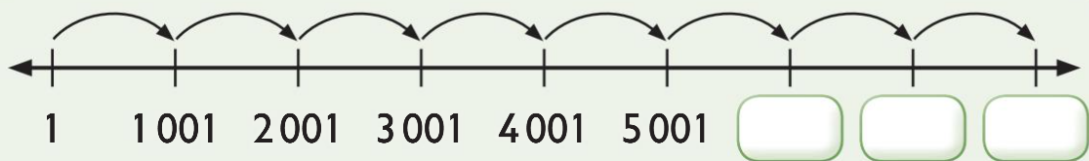
(f)



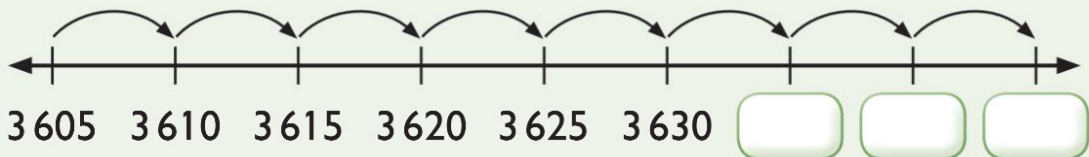
2

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

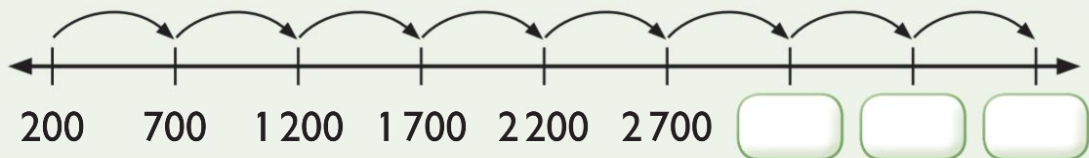
(a)



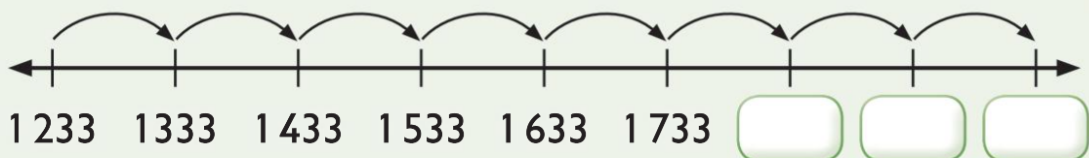
(b)



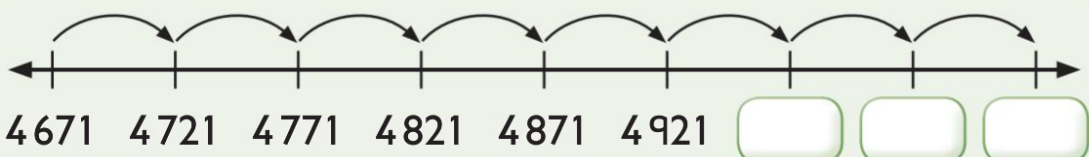
(c)



(d)

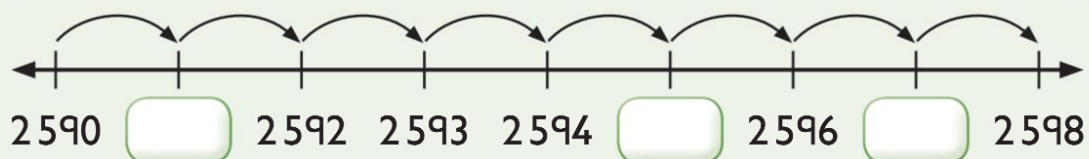


(e)

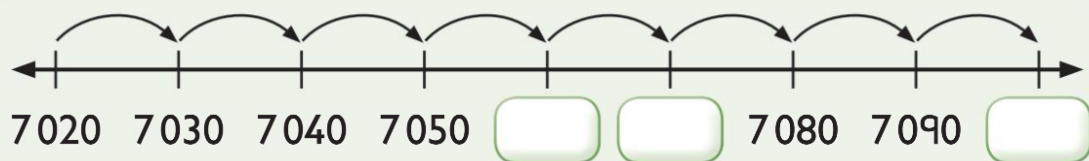


3 Fill in the missing numbers.

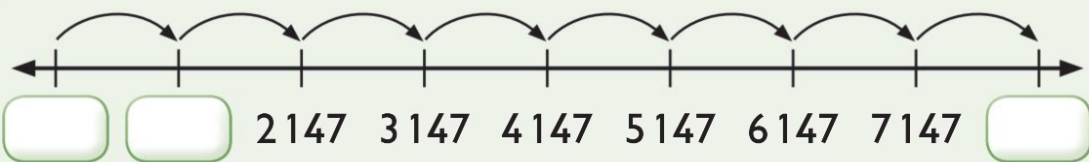
(a)



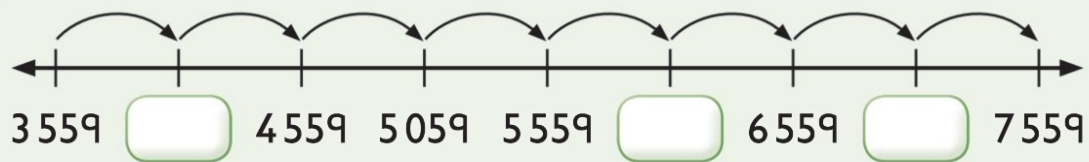
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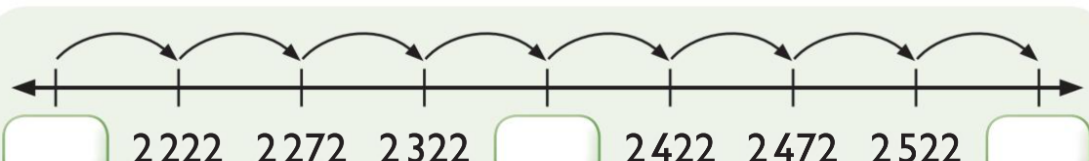
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(d)



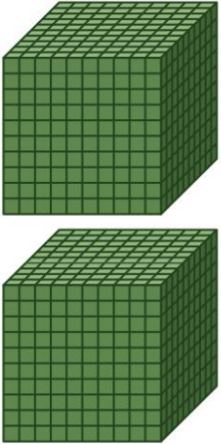
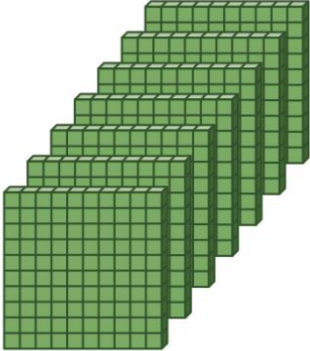
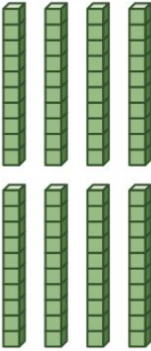

(e)



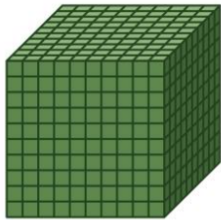
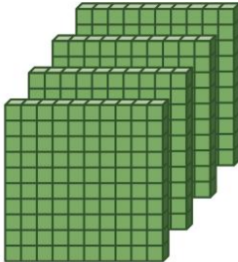
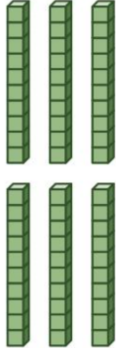
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Write the number represented by the blocks or beads in numerals and in words.

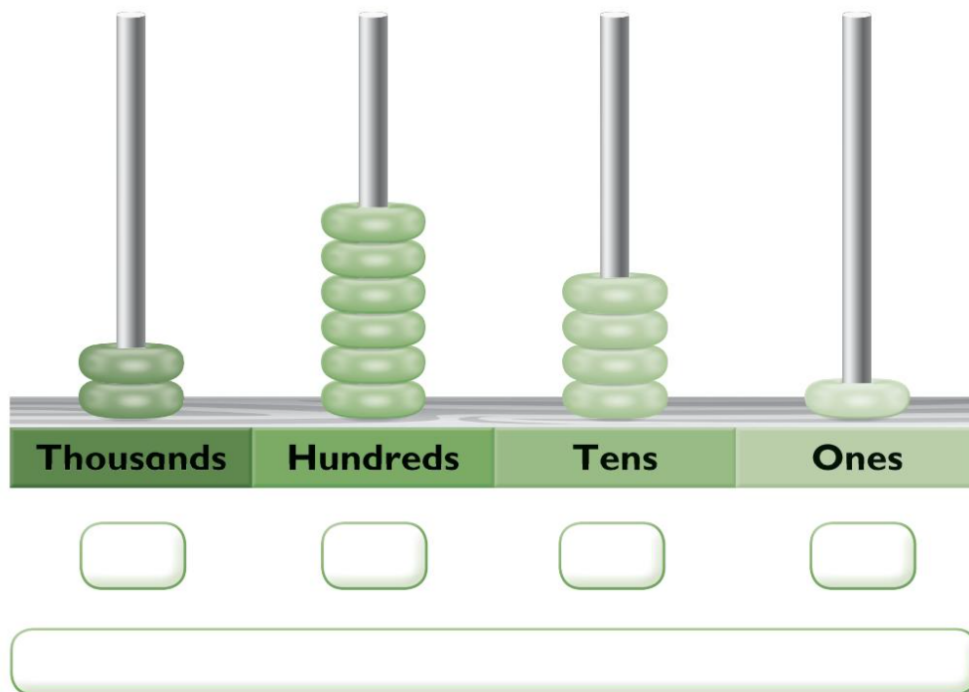
(a)

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

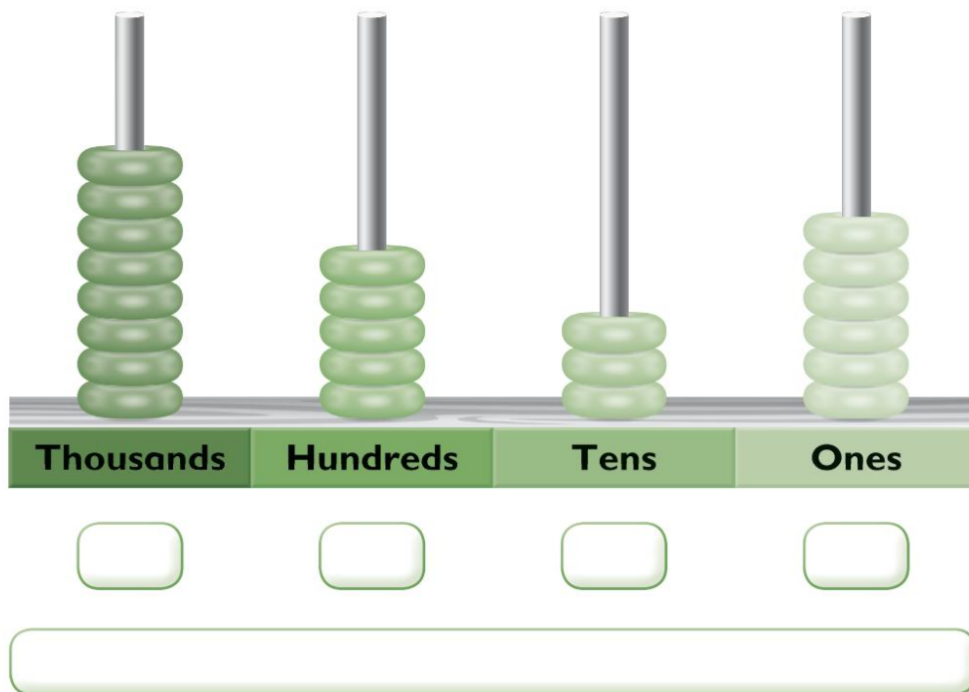
(b)

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

(c)



(d)





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

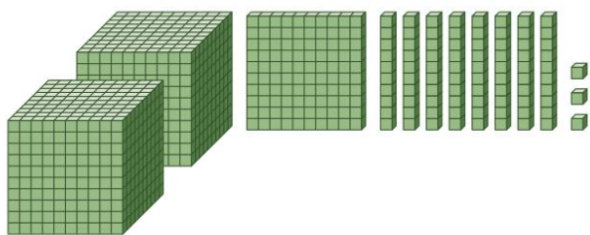
**(c)** 6153

**(d)** 8245

## Practice 2: Place value to 10 000

1 Complete the following.

(a)



There are  Thousands. They represent .

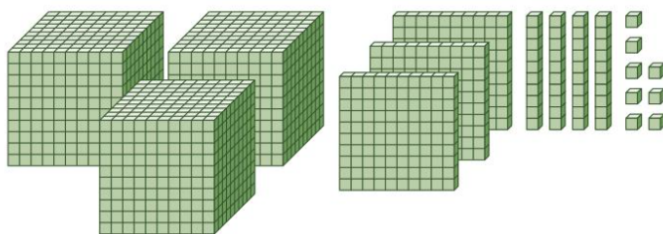
There is  Hundred. It represents .

There are  Tens. They represent .

There are  Ones. They represent .

So,  +  +  +  = .

(b)



There are  Thousands. They represent .

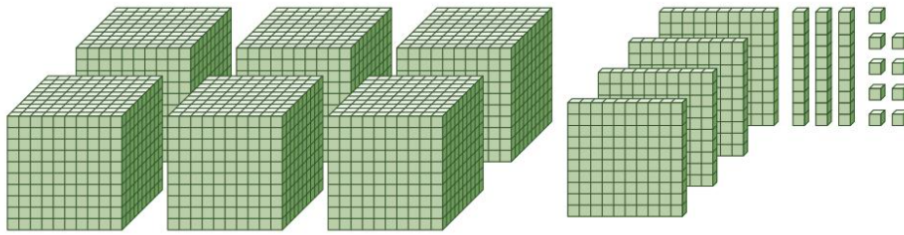
There are  Hundreds. They represent .

There are  Tens. They represent .

There are  Ones. They represent .

So,  +  +  +  = .

(c)



There are  Thousands. They represent .

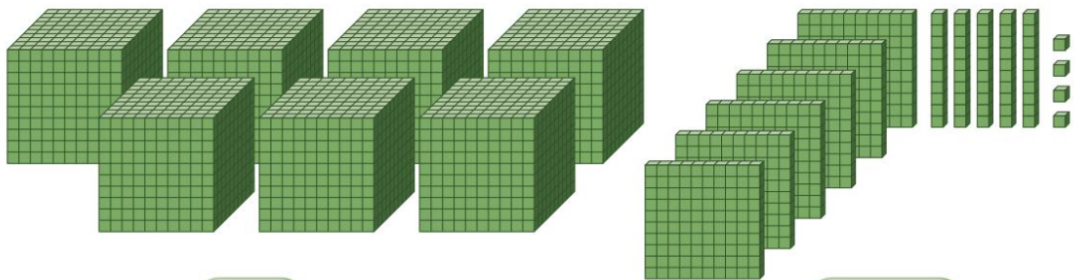
There are  Hundreds. They represent .

There are  Tens. They represent .

There are  Ones. They represent .

So,  +  +  +  = .

(d)



There are  Thousands. They represent .

There are  Hundreds. They represent .

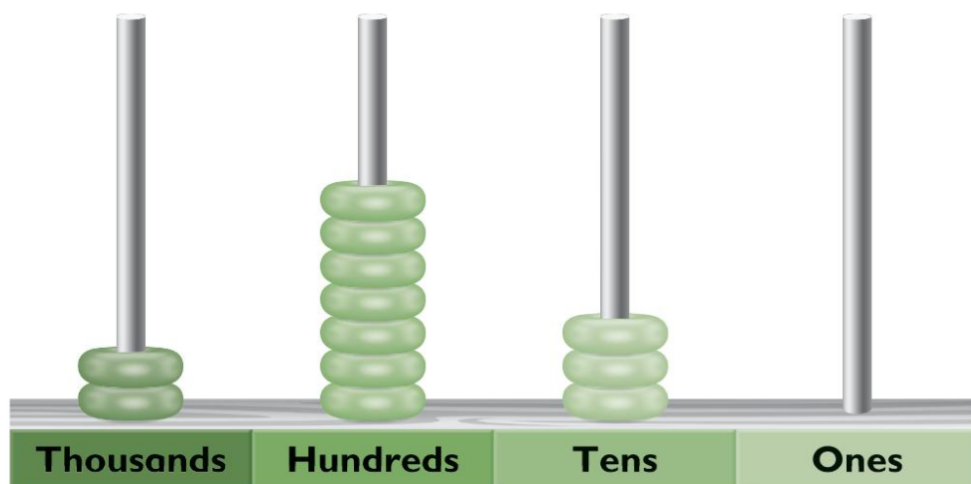
There are  Tens. They represent .

There are  Ones. They represent .

So,  +  +  +  = .

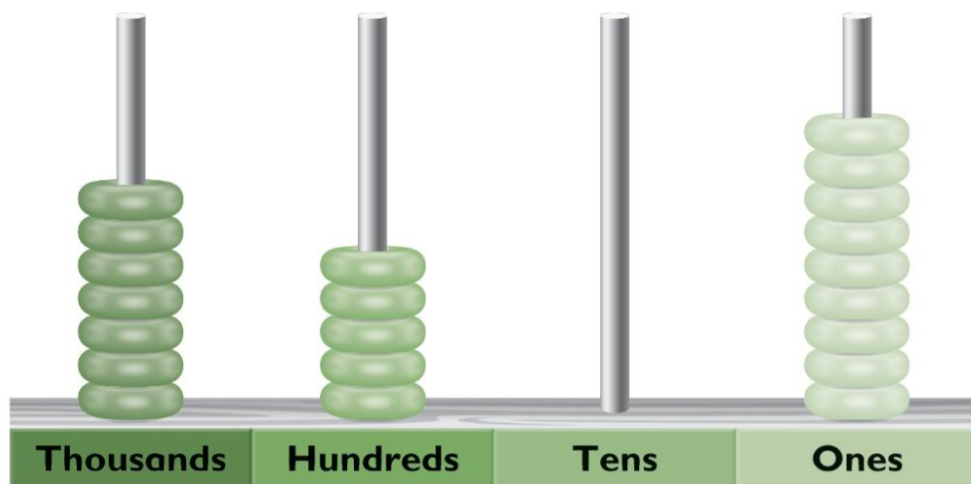
2 Complete the following.

(a)



+  +  +  =

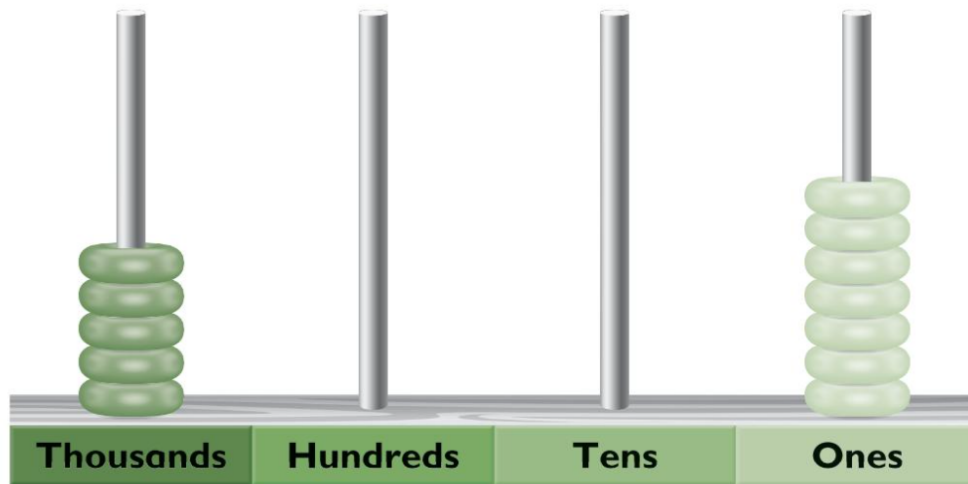
(b)



+  +  +  =

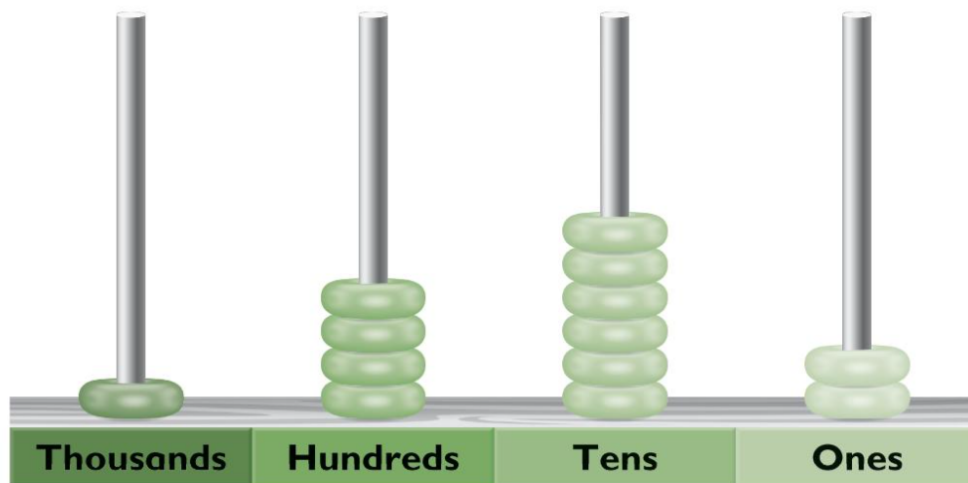


(c)



<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>					
<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

(d)



<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>					
<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>