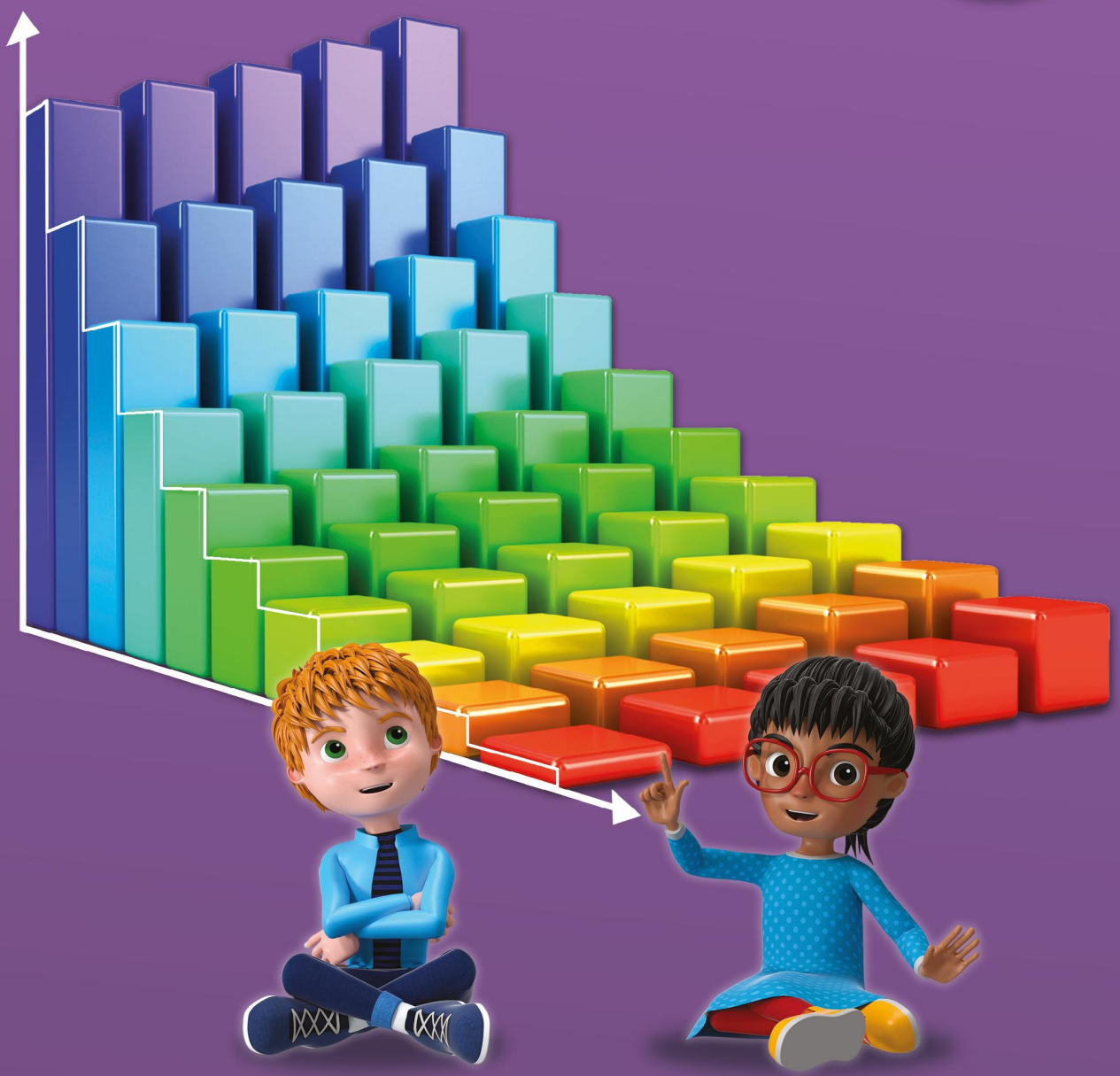
max maths primary

A SINGAPORE APPROACH

Journal 5



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Contents

Helping your child at home

Welcome to Max Maths Journal 5! 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.

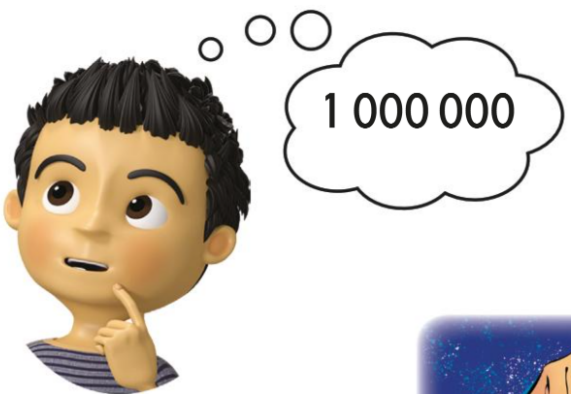
From school to home

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.

1 Numbers up to 1 000 000

Reading and writing numbers up to 6 digits

We have been learning about numbers up to one million. Now that we know what each digit represents, we can partition any number and we can order and compare numbers. Let's think about the number one million.



1 000 000 grains of rice.

1 000 000 litres of water.

1 000 000 kilometres is 25 times around the Earth.

1 000 000 ants would stretch over six kilometres.

Check your maths!

1 Look at the number in the place-value table below. Explain to an adult what each digit represents. For example, there are 4 hundreds.

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
3	5	7	2	4	0	9

There are:

_____ millions

_____ hundred thousands

_____ ten thousands

_____ thousands

4 hundreds

_____ tens

_____ ones

2 Compare the numbers below. Write **<** or **>** to show whether the first number is **less than** or **more than** the second number.

a 7 382 < 83 002

b 4 872 702 ☐ 973 603

c 9 276 914 ☐ 8 293 756

d 188 499 ☐ 96 300

e 2 700 231 ☐ 7 378 208

f 78 387 ☐ 266 386

Practising my maths language

a Read the following numbers out loud to someone at home.

4 562 033

69 018

183 921

7 305 276

6 018 465

5 684

b Choose numbers from **a** for each of these sentences, and then say them to someone at home.

_____ is greater than

_____.

_____ is less than

_____.

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 numbers to 1 000 000.**
2. **Explain what you have learnt about numbers to 1 000 000.**
3. **Ask someone at home to help you complete the following:**

a What do you like about numbers to 1 000 000?

b What was hard about numbers to 1 000 000?

 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 can read numbers to 1 000 000. 
- I can partition numbers to 1 000 000. 
- I can compare numbers to 1 000 000. 

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 _____

Negative and positive numbers

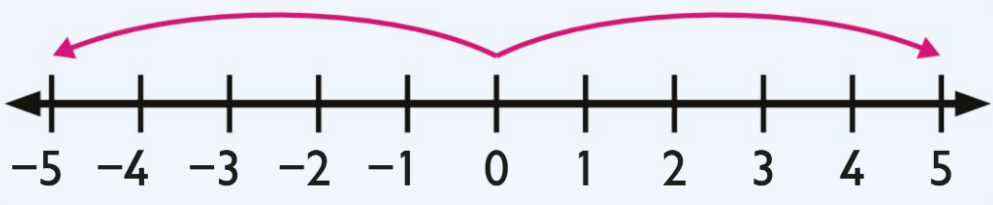
We have been learning that any number above zero is a positive number. We have also been learning that any number below zero is a negative number.

Look at the number line. The further we move to the right, the greater the positive numbers become. So, 5 is greater than 2.

The further we move to the left, the lower the negative numbers become. So −4 is less than −1.

Negative numbers are written with − in front of them. They are counted from zero to the left.

Positive numbers are written with no symbol or a + in front of them. They are counted from zero to the right.



Use the number line above to say some sentences to an adult using positive and negative numbers, including the words 'greater than' or 'less than'. Write a couple of your sentences here.