

PRIMARY MATHEMATICS

From the original creators of the
Math program that propelled a nation
to world-class ranking



Overview

The **PRIMARY MATHEMATICS** program—the premier instructional package that launched the **Singapore Math®** approach.

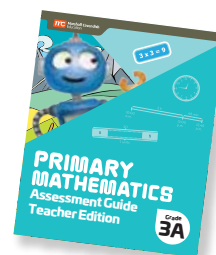
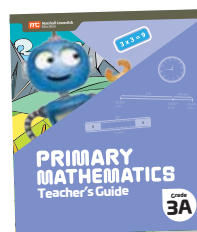
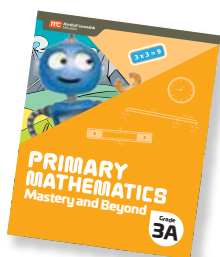
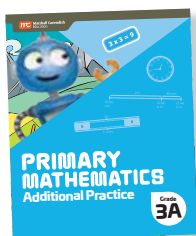
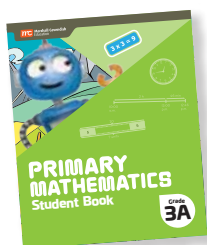
Introducing the new and updated **PRIMARY MATHEMATICS** programme! Completely aligned to the U.S. State Standards, the program incorporates the latest thinking in the teaching and learning of mathematics. A full Grades K to 5 program, the new Primary Mathematics program provides a seamless transition from Kindergarten to elementary school.

Over the years, the **PRIMARY MATHEMATICS** program has been regularly adapted and updated to fully align with U.S. State Standards while still remaining true to the **Singapore Math®** approach.

With an aim to equip students with strong conceptual understanding, critical thinking, and problem-solving skills, the mathematical concepts are developed in a clear and sequential way to facilitate understanding and confidence.

Developed by an expert panel, **PRIMARY MATHEMATICS** brings the best practices of seasoned educators, developers of teachers and champions of **Singapore Math®** into your classroom!

What's in PRIMARY MATHEMATICS?



STUDENT RESOURCES

Print

- Student Book A and B
- Additional Practice A and B
- Mastery Beyond A and B

Digital

- Student eBook A and B
- Digital Manipulatives
- Key Concept Interactives

TEACHER RESOURCES

Print

- Teacher's Guide A and B
- Assessment Guide Teacher Edition

Digital

- Student eBook A and B
- Teacher's Guide A and B (pdf)
- Digital Manipulatives
- Key Concept Interactives
- Solution Key (pdf)
- Reteach, Extension (pdf)
- Assessment Guide Teacher Edition (pdf)

Why choose PRIMARY MATHEMATICS?

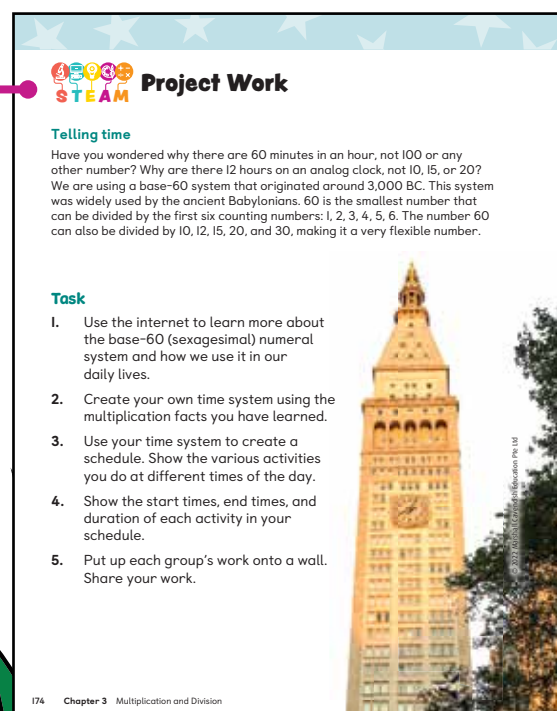
- 1 **Infusion of the latest thinking in teaching & learning of Math and 21st century competencies**
- 2 **Progressive learning through Readiness-Engagement-Mastery instructional design**
- 3 **Building confidence in students through ample assessment opportunities**
- 4 **Comprehensive and integrated teacher resources**

Infusion of the latest thinking in teaching & learning of Math and 21st century competencies

Activities are carefully constructed to give students opportunities to develop mathematical thinking, metacognition, and 21st century competencies such as curiosity, collaboration and communication skills. Through updated features such as the **STEAM Project Work**, students are able to collaborate and develop creative thinking skills with real-world contexts.

STEAM Project Work

Shows the relevance and importance of mathematics, and promotes critical and creative thinking.



STEAM Project Work

Telling time

Have you wondered why there are 60 minutes in an hour, not 100 or any other number? Why are there 12 hours on an analog clock, not 10, 15, or 20? We are using a base-60 system that originated around 3,000 BC. This system was widely used by the ancient Babylonians. 60 is the smallest number that can be divided by the first six counting numbers: 1, 2, 3, 4, 5, 6. The number 60 can also be divided by 10, 12, 15, 20, and 30, making it a very flexible number.

Task

1. Use the internet to learn more about the base-60 (sexagesimal) numeral system and how we use it in our daily lives.
2. Create your own time system using the multiplication facts you have learned.
3. Use your time system to create a schedule. Show the various activities you do at different times of the day.
4. Show the start times, end times, and duration of each activity in your schedule.
5. Put up each group's work onto a wall. Share your work.

174 Chapter 3 Multiplication and Division

Activity!

MODEL Use  to show 2×5 . Your classmate shows 5×2 . Draw to show 2×5 and 5×2 . Discuss what you notice.



Learn Together

1. Write the missing numbers.



$$2 \times 4 = \underline{\quad}$$

$$4 \times 2 = \underline{\quad}$$

What can you say about 2×4 and 4×2 ?

2. Write the missing numbers.



$$3 \times \underline{\quad} = \underline{\quad}$$

$$7 \times \underline{\quad} = \underline{\quad}$$

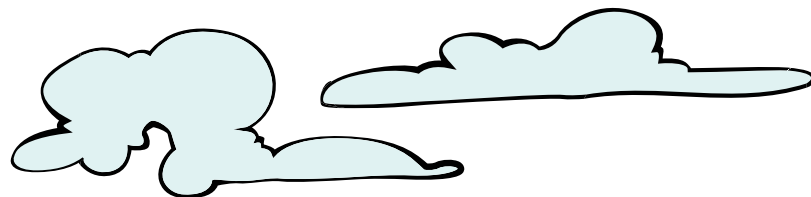
Is 3×7 equal to 7×3 ?



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Activity!

Requires students to solve problems independently or collaboratively to demonstrate understanding by articulating their thinking.



Think!

Leads students to reflect on mathematical concepts and challenges them to use different strategies to solve a problem.

Think!

5. **LOOK FOR PATTERNS** This is a multiplication chart.

- (a) Write the missing numbers.




$\times$	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	
2	2	4	6	8	10	12	14	16	18	
3	3	6	9	12	15	18	21	24	27	
4	4	8	12	16	20	24	28	32	36	
5	5	10	15	20	25	30	35	40	45	
6	6	12	18	24	30	36	42	48	54	
7	7	14	21	28	35	42	49	56	63	
8	8	16	24	32	40	48	56	64	72	
9	9	18	27	36	45	54	63	72	81	
10										

- (b) Look at the multiplication facts of 5 and 10 in the chart. What patterns do you see?

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Progressive learning through Readiness-Engagement- Mastery instructional design

Based on the **Readiness-Engagement-Mastery** instructional design advocated in the Singapore mathematics curriculum, teachers are able to ascertain the students' level of readiness and meaningfully engage them, ultimately helping them to gain fluency, confidence and mastery so that they are able to tackle problems in unique and effective ways.

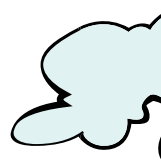


READINESS

Chapter Opener

stimulates curiosity and interest by relating mathematical concepts to their daily life, tapping on their prior knowledge and encouraging discussion.





Name: _____ Date: _____

Recall

1. Fill in the blanks.



Tens	Ones

_____ tens _____ ones
= _____

2. Write the missing numbers.

(a)  70 and 2 make _____.
 70 + 2 = _____

(b) 64 is _____ and 4.

(c) _____ + 6 = 46

3. Write the numbers.

(a) twenty-eight _____

(b) thirty-five _____

(c) one hundred four _____

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2 Chapter 1 Numbers to 1,000

Recall

assesses students' readiness for the chapter so that teachers can allocate appropriate resources during lessons.

ENGAGEMENT

Tasks

are relatable questions beyond students' current level of formal learning. They provide opportunities for productive struggle.

Learn

introduces the most fundamental aspect of a concept for that learning objective. Students learn through concrete experiences and visual models.

Name: _____ Date: _____

3M Divide by 4

Aimee wants to put 4 flowers in each vase. How many vases does she need?

I have 12 flowers.



Learn

 $12 \div 4 = \underline{\quad}$
She needs _____ vases.

Activity!

USE TOOLS AND MODEL Put 16  equally into 4 bags. Then write a division equation. Draw to show your work.



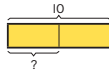
_____ $\div$ _____ = _____

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3M Divide by 4 159

Learn Together

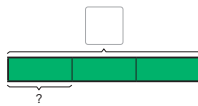
1. There are 10 chairs in a room. The chairs are arranged into 2 equal rows. How many chairs are there in each row?



$$10 \div 2 = \underline{\quad}$$

There are chairs in each row.

2. Kiri has 24 toy cars. He packs the toy cars equally into 3 boxes. How many toy cars are there in each box?



$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

There are toy cars in each box.

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Learn Together

consists of a series of problems that are carefully varied and progress from the simplest concept in **Learn** to more complex ones, developing and deepening students' understanding.

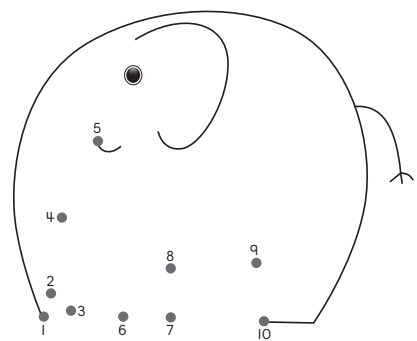
MASTERY

Practice On Your Own

is an independent practice for students at the end of a lesson. It allows teachers to assess students' learning and provide support with differentiated resources.

Practice On Your Own

1. Connect the dots in order from 1 to 10.



2. Write the missing numbers.



1A Count 5

Chapter 2 MASTERY AND BEYOND ADDITION AND SUBTRACTION WITHIN 10,000

Practice 1

1. Add.

(a)

1000	1000	100	100	10	10	1	1
1000	1000	100	100	10	10	1	1
1000	1000	100	100	10	10	1	1
1000	1000	100	100	10	10	1	1

Step 4: Add the thousands. Step 3: Add the hundreds. Step 2: Add the tens. Step 1: Add the ones.

$$\begin{array}{r} 3264 \\ + 2435 \\ \hline \end{array}$$

(b)

Thousands	Hundreds	Tens	Ones
6	1	3	4
2	7	4	3

$$\begin{array}{r} 6134 \\ + 2743 \\ \hline \end{array}$$

$$6,134 + 2,743 = \underline{\quad}$$

Mastery and Beyond Grade 3A

Practice 1 23

Mastery and Beyond

consolidates concepts and skills at a section level of a chapter to deepen and strengthen students' understanding.

Reteach

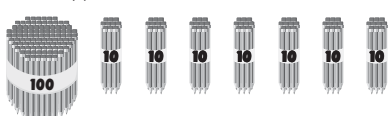
consists of worked examples and scaffolded, levelled questions for students who need more support in reaching mastery.

Chapter 1 **RETEACH**
NUMBERS TO 1,000

Exercise 1A Count to 1,000 (I)

Example 1

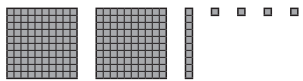
(a) How many pencils are there?



100, 110, 120, 130,
140, 150, 160, 170

There are 170 pencils.

(b) Count.



100, 200, 210, 211,
212, 213, 214

Reteach Grade 2 IA Count to 1,000 (I)

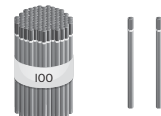
Extension

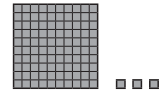
consists of novel and higher-order thinking problems to motivate students with challenging practice.

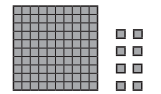
Chapter 1 **ADDITIONAL PRACTICE**
NUMBERS TO 1,000

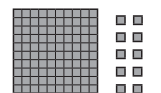
Exercise 1A Count to 1,000 (I)

I. Count.
Write the numbers.

(a)  _____

(b)  _____

(c)  _____

(d)  _____

Additional Practice Grade 2A IA Count to 1,000 (I)

Additional Practice

provides on-level practice at the end of each lesson. This component enables students to hone their skills and sharpen their grasp of concepts.

Chapter 1 **EXTENSION**
NUMBERS TO 1,000

Exercise 1A Count to 1,000 (I)

I. **REASON** Kate counts by ones.
Sam counts by tens.
Lisa counts by hundreds.
When Kate counts to 5, Sam starts to count by tens.
When Sam counts to 20, Lisa starts to count by hundreds.
When Kate has counted to 10, what numbers have Sam and Lisa counted to?

Sam has counted to _____.

Lisa has counted to _____.

Extension Grade 2 IA Count to 1,000 (I)

Building confidence in students through ample assessment opportunities

Assessment is an integral part of the teaching and learning process. The assessment opportunities in **PRIMARY MATHEMATICS** offer a complete picture of students' progress. While the assessments in the Student Book are formative in nature, assessments that are available digitally and in the corresponding Assessment Guide Teacher Edition are summative. These assessments serve as a reporting tool for teachers to assess students' learning as well as gather feedback on their teaching.

Recall

at the start of each chapter serves as a diagnostic assessment to measure students' proficiency in the pre-requisite knowledge and inform teachers on their starting points for the chapter.

Name: _____ Date: _____

Performance Task

A company ships boxes of goods in containers. Each blue container can hold up to 1,000 boxes. Each red container can hold up to 100 boxes. Each green container can hold up to 10 boxes. The container has to be fully filled before it can be shipped out.



1. The company ships 7 blue containers, 4 red containers, and 3 green containers on Monday. How many boxes does the company ship in all?

The company ships _____ boxes in all.

2. The company ships 3 blue containers, 6 red containers, and 5 green containers on Tuesday. 1 red container is lost during the shipping. How many boxes arrive at the destination?

_____ boxes arrive at the destination.

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Performance Task 27

Name: _____ Date: _____

Recall

1. How many pairs can you make?



(A) 1 (B) 2
(C) 4 (D) 8

2. Write the missing numbers.



6 groups of _____
 $5 + 5 + 5 + 5 + 5 + 5 =$ _____
 6 fives = _____

3. How many stickers are there in all?



3 rows of _____
 _____ + _____ + _____ = _____
 There are _____ stickers in all.

I can...

☐ pair objects.

☐ find the total number in equal groups using repeated addition.

☐ find the total number using rectangular arrays.

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Performance Task

is a formative assessment task set in a real-world context that provides opportunities for students to demonstrate their understanding and proficiency.

Chapter Practice

at the end of each chapter is used to consolidate students' learning. Students apply the concepts and skills learnt to solve exam-type questions in their preparation for summative assessments.

Chapter Practice

- Name: _____ Date: _____
- Which number is 800 when rounded to the nearest hundred?
(A) 850 (B) 748
(C) 794 (D) 865
 - Write the numbers in standard form.
(a) four thousand, five hundred thirteen _____
(b) eight thousand, twenty _____
 - Write the numbers in word form.
(a) 5,326 _____
(b) 9,042 _____
 - Fill in the blanks.
(a) In 3,946, the digit _____ is in the ones place.
(b) In 7,258, the value of 5 is _____.
(c) In 1,029, the digit in the hundreds place is _____.
(d) In 2,681, the digit _____ is in the thousands place.
 - Write the numbers in expanded form.
(a) 5,621 = _____ + _____ + _____ + _____
(b) 2,073 = _____ + _____ + _____ + _____

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Chapter Practice 31

Assessment Guide Teacher Edition

offers exam-type questions in Chapter Tests, Cumulative Assessments, as well as Mid-Year and End-of-Year assessments to prepare them for high-stakes examinations.

Name: _____ Date: _____

Chapter Test

1

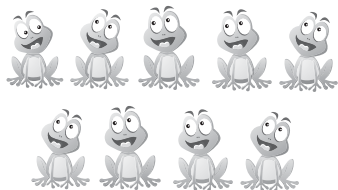
ASSESSMENT GUIDE NUMBERS TO 10

15

Section A Multiple-Choice Questions

(Questions 1 to 3: 2 points each)

1. How many frogs are there?



- (A) 4 (B) 5 (C) 9 (D) 10

2. What are the missing numbers?



- (A) 4, 3 (B) 4, 1 (C) 5, 0 (D) 4, 0

3. Lydia is thinking of a number.
The number is greater than 4, but less than 9.
Which **cannot** be the number?

- (A) 7 (B) 5 (C) 9 (D) 6

Assessment Guide Grade 1A

Chapter 1 Numbers to 10 1

Comprehensive and integrated teacher resources

The quality resources, strategies and ideas in **PRIMARY MATHEMATICS** help teachers to cut down the time needed in lesson preparation, aiding in effective and seamless lesson planning and delivery in the classroom.

Chapter Overview

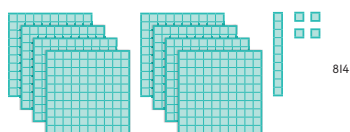
provides embedded professional development by providing insights into the **Key Ideas** of the chapter. **Concrete-Pictorial-Abstract Progression** provides an overview of the concrete materials used, pictorial abstract representations students will encounter in the chapter.

Chapter Overview

In this chapter, students' knowledge from Grade 1 of numbers to 120 is extended to understanding numbers to 1,000. Students will also relate numbers and money in this chapter.

Key Ideas

- Count to 1,000 by 1s, 10s, and 100s.

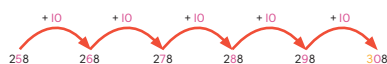


- Determine the value of a digit by its place in the number.

Hundreds	Tens	Ones
2	9	7

In 297, the digit 2 is in the hundreds place. Its value is 200.

- Identify and fill in missing numbers in patterns by counting on and counting back by 1s, 2s, 5s, 10s, or 100s.



- Compare numbers using place value and the symbols $<$, $=$, and $>$.

Hundreds	Tens	Ones
2	6	5
3	4	2

342 is greater than 265.
342 > 265

- Count, exchange, and compare sets of bills.

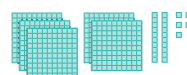
Set A	Set B
\$106	\$106

Concrete-Pictorial-Abstract Progression

Throughout the chapter, students will have multiple experiences working with concrete materials such as base-ten set, place-value strips, and paper money to represent numbers to 1,000. The use of concrete materials provides hands-on opportunities for students to build and extend their understanding of numbers within 1,000.



Pictorial representations are also used to help students understand the concepts of numbers to 1,000. These represent up to 3-digit numbers and help students visualize the numbers in different ways.



These base-ten materials show the number 525.

Hundreds	Tens	Ones
3	1	7
3	2	7

This place-value chart shows how the digits in a number change when counting 10 more.

After students have grasped the concept of numbers to 1,000, they will move on to the abstract representation to compare numbers using the symbols $<$, $=$, and $>$.

265 is less than 342.
 $265 < 342$

Chapter at a Glance

shows what is covered in each lesson, lesson objectives, suggested pacing, helping teachers to focus their planning.

Chapter at a Glance

Total Number of Lessons: 17*	Lesson 1 Chapter Opener / Recall Pages 1–4		Lesson 2 1A Count to 1,000 Pages 5–10		Lesson 3 Hundreds, Tens, and Ones Pages 11–16	
	Learning Outcome(s)		Read and write numbers up to 1,000.		Relate the value of each digit in a 3-digit number to its place.	
	Focus Question		What are some ways to count?		How does the place of a digit in a number determine its value?	
	I CAN Statement(s)		- I can read and write numbers up to 1,000. - I can find the number of objects in a set within 1,000 by counting on by 100s, 10s, and 1s. - I can write a 3-digit number in standard form, expanded form, and word form.		I can state the place value of a digit in a 3-digit number.	
	Vocabulary		- thousand - standard form - expanded form - word form		place value	
Material(s)		1 base-ten set per pair or small group 1 set of place-value strips per pair or small group 1 copy of Place-Value Chart 1 (TR01) per student	1 base-ten set per pair or small group		1 base-ten set per pair or small group 1 set of place-value strips per pair or small group 1 copy of Place-Value Chart 2 (TR02) per pair or small group	
Instructional Resource(s)		Student Book, pp. 1–4	- Student Book, pp. 5–10 - Additional Practice 2A, Exercise 1A (1) - Reteach 2, Exercise 1A (1) - Extension 2, Exercise 1A (1)		- Student Book, pp. 11–16 - Additional Practice 2A, Exercise 1A (2) - Reteach 2, Exercise 1A (2) - Extension 2, Exercise 1A (2) - Mastery and Beyond 2A, Chapter 1, Practices 1 and 2	
Mathematical Practice(s)		4 Model 5 Use Tools	4 Model 5 Use Tools		4 Model 5 Use Tools 6 Use Math Language	

*Each lesson spans a day and is planned around 50 to 60 minutes.

IEChapter 1Numbers to 1,000

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Chapter Opener

supports teachers with suggestions on how to engage students in mathematical conversations.

Readiness Engagement Mastery

Lesson 1

Chapter Opener (page 1)

20 minutes

The picture provides a familiar context for students to review numbers to 100 and an opportunity to discuss how math is a part of everyday experiences.

- You may use the Interactive Class Presentation to facilitate discussions and promote interactions.
- Display the picture. Invite students to share what they see.
a mother and daughter shopping; a phone store; different phone models; phones that cost different amounts
- Encourage students to talk about their experiences of comparing the prices of items they wanted to buy.
- Group students in pairs or small groups.
- You may facilitate discussions with these questions. Observe student discussions and pay attention to the language they use.

Which phone is the least expensive? How do you know?

PH2 is the cheapest. There are only 2 digits in its price while the other phones have 3 digits in their prices. It is the only phone that costs less than \$100. The adult in the picture says that PH3 is the most expensive. Do you agree? Why or why not? Yes. Out of the prices above \$100, the digit 9 in the hundreds place has the greatest value compared to the digits 3 and 6. Why compare prices? It helps me to save money; It helps me to buy the same item at a lower price.

- Extend the task by having students arrange the prices of the phones in order from least to greatest or greatest to least.



Student Book Page 1

Extension

Challenge students to find a rule to follow when comparing numbers. Tell them that they will check their rule when they compare numbers in this chapter.

English Language Support

Encourage students to use these sentence frames to describe numbers in different ways. Some examples are shown below:

_____ = _____ hundreds _____ tens _____ ones
 _____ = _____ + _____ + _____
 _____ is 1/10/100 more than _____
 _____ is 1/10/100 less than _____
 _____ > (is greater than) _____
 _____ < (is less than) _____

Promoting Growth

Counting, reading, and writing numbers are foundational skills. Understanding the place-value concept is critical in our base-ten number system. Do not rush through this chapter. Encourage students to use concrete materials to connect what they already know about numbers to 120 to numbers to 1,000. Students may also sketch place-value charts, place-value strips, or base-ten representations to explain their thinking. Comparing whole numbers will help them to understand related concepts such as comparing measurements. Allow students time to share their thinking and explore how they might describe numbers in different ways.

Promoting Growth

highlights common learning difficulties that students may encounter for that chapter.

English Language Support

provides sentences frames to guide students in discussing the chapter opener.

Lesson Opener

provides teaching ideas for teachers to orchestrate concrete experiences in **Task**.

Lesson Development

provides ideas for concrete experiences and support for students of differing abilities.

Readiness Engagement Mastery

Lesson 5

ID Rounding Numbers

Focus Question

How does a number line help you round numbers?

I CAN

- I can tell the location of a number within 10,000 on a number line.
- I can use place value to round numbers to the nearest ten or hundred.

Mathematical Practice(s)

- 2 Reason
- 6 Use Math Language

Vocabulary

- round

Material(s)

- 1 set of paper money per pair or small group
- 1 copy of Number Line Template I (TR05) per pair or small group

ROUNDING NUMBERS (pages 21 to 26)

Lesson Opener

Task (page 21)

10 minutes

- You may use the appropriate digital manipulatives to support teaching and learning throughout the lesson(s) in Section ID.
- Group students in pairs or small groups.
- Have students work on the task and provide them with a set of paper money. Have students use paper money to pay for each book.
- After students have attempted the task, use the following prompts to facilitate a class discussion. Pay attention to the language students use.
 - What do you notice about the prices the children say they paid and the costs of the books? They are different. Why do you say so? The children are giving a rough amount of the cost. How do you think the children came up with the numbers? They chose a ten closest to the actual cost.**

Caution

Some students may decide that Lucia bought Book B or Book C as they round \$25 down to \$20. This will be addressed in the following Learn section.

21

Chapter I Numbers to 10,000

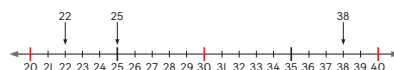
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ID Rounding Numbers



Learn

The children **rounded** the cost of the books to the nearest ten dollars.



Student Book Page 21

Lesson Development

Learn (pages 21 and 22)

10 minutes

- Provide students with a copy of Number Line Template I (TR05). Have students mark the costs mentioned by the children as the endpoints on Number Line A in one color. Have them mark the prices of the books in another color.
- What do you notice about the position of 22? It is close to 20. What about 38? It is close to 40. What about 25? It lies exactly in the middle of 20 and 30. Which ten is it closer to? It has the same number of steps from 20 and 30.**
- Explain that when students decide on the ten closest to a number on the number line, they are rounding the number to its nearest ten.

Caution

highlights common errors and provide suggestions to rectify the errors.

Differentiated Instruction

provides suggested activities to scaffold learning for students who require additional support, and extends learning for the higher ability students.

Differentiated Instruction

Additional Support

Material(s): Number Line Template I (TRO5), yarn, notecards

- Use the number line template to reinforce the concept of rounding numbers to the nearest ten or hundred.
- Encourage students to build a number line out of yarn hung between two points. Label the notecards "0" and "1,000" and hang them on the ends. Write "324" on the third notecard.
- Where would you place this card? Is it nearer to 0 or to 1,000?
- Repeat with 10, 985, and 500. Highlight that though 500 lies in the middle of the number line, it is rounded up.
- Assign **Reteach 3** and/or **Additional Practice 3A**, **Exercise 1D** as appropriate to each student.

On-Level Practice

- Encourage students to summarize their learning and make connections to what they have previously learned. Ask them to give examples to show their thinking. Help them begin by asking the following questions.
- What are the new things you learned today? How are the new things related to what you already know? How are they similar? How are they different? What questions do you have? When might you round numbers? When would you want to round to the nearest hundred or thousand? How would that change your estimate?
- If time permits, encourage students to discuss their work and share their ideas.
- Assign **Additional Practice 3A** and/or **Extension 3**, **Exercise 1D** as appropriate to each student.

Extension

- Assign **Additional Practice 3A** and/or **Extension 3**, **Exercise 1D** as appropriate to each student.
- Encourage students to summarize their learning, make connections to what they have previously learned, and challenge them to ask questions regarding what they want to learn more about.
- If time permits, encourage students to discuss their work and share their ideas.

Exercise 1D Rounding Numbers

Example 1
Round the numbers to the nearest ten.

(a) 52

52 is between 50 and 60.
It is nearer to 50 than to 60.
52 is 50 when rounded to the nearest ten.

(b) 136

136 is between 130 and 140.
It is nearer to 140 than to 130.
136 is 140 when rounded to the nearest ten.

Exercise 1D Rounding Numbers

1. Fill in the blanks.

(a) 108 is between 100 and 110.
108 is nearer to 110 than to 100.
108 is 110 when rounded to the nearest ten.

(b) 115 is halfway between 110 and 120.
115 is 120 when rounded to the nearest ten.

2. Fill in the blanks.

5,630 is between 5,600 and 5,700.
5,630 is nearer to 5,600 than to 5,700.
5,630 is 5,600 when rounded to the nearest hundred.

Exercise 1D Rounding Numbers

1. ~~Norman is 10 years old. When Max's and Paula's ages are rounded to the nearest ten, they are as old as Norman. Max is older than Paula. What is the greatest age difference between Max and Paula?~~

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Marshall Cavendish Education Pte. Ltd.

Times Centre, 1 New Industrial Road, Singapore 536196



MCEducation.com



marketing@mceducation.com

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