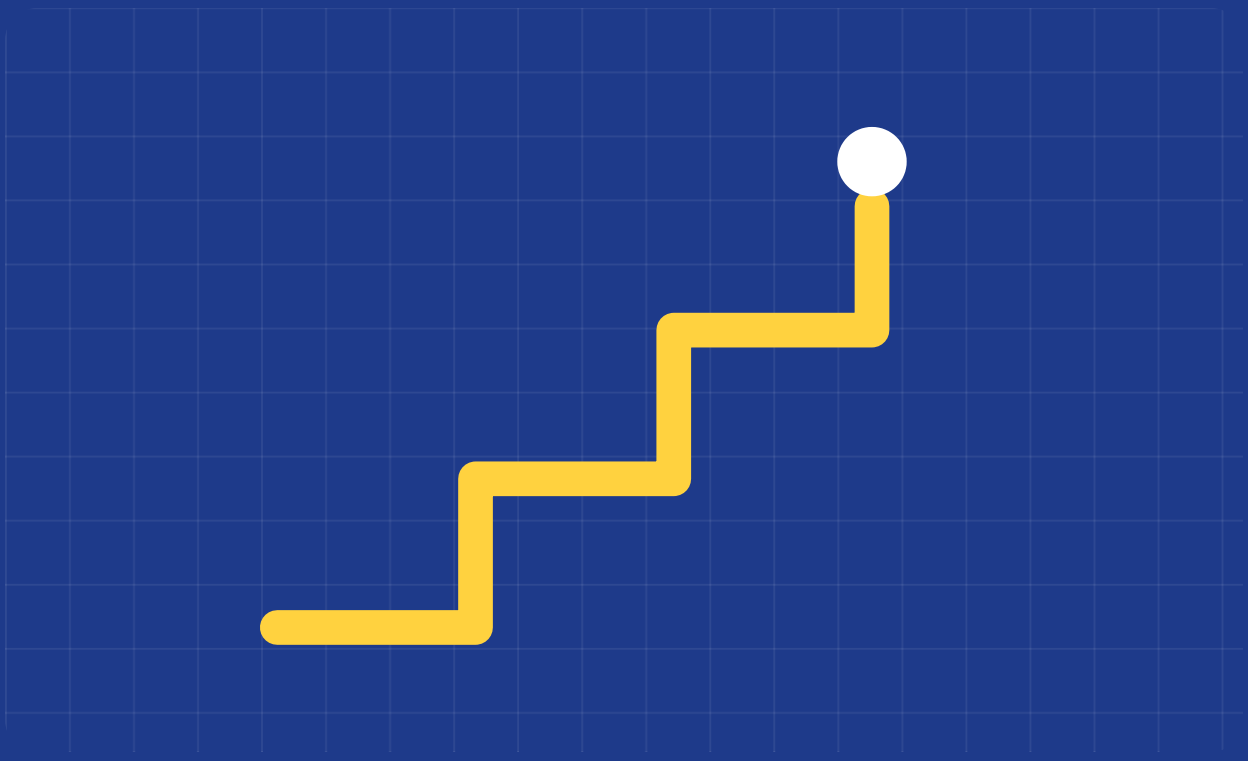
UpOnly Learning



PRIMARY 3

FREE SAMPLE WORKBOOK

Math (Singapore MOE syllabus) Primary 3

One step at a time. · Ages 8–9 · Free sample: 1 of 9 topics

UO-SGMATH-P3

OUR STORY

One step at a time

I'm Dr. Evan J. Hasson. I've run a specific chiropractic practice for over twelve years, and I'm a dad of three. My work is about alignment: get the structure right, and everything else works better.

At home, nothing was aligned. I was spending thousands a month on tutors, extracurriculars and programs, and when I asked about enrolling a second or third child the answer was always the same: that'll be double, that'll be triple. The charter school had a waiting list. The good public school had a waiting list. The private schools had the kind of list where it helps to know someone, or to give generously first.

And underneath all of it, the same quiet threat: if you don't pay for this, your child will fall behind. Not sold with evidence. Sold with fear.

So I did my own research, and here is what I found: none of it is secret. The standards are published. The order a child should learn in is written down and freely available. It is just scattered. Nobody had done the work of pulling it together, putting it in order and handing it over. So I did.

When every step has its place, confusion has nowhere to hide.

I built this for my own kids. I'm giving it to yours.

Dr. Evan J. Hasson, DC
Founder and dad of three

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No guaranteed results, and mistakes happen. Every student learns differently. We write and review every question and answer key carefully, and we still get things wrong — an answer key can be wrong, and a question can be worded badly or have two defensible answers. Check the answer key before you hand it over, and trust your own judgment over ours. Found a problem? **Photograph the page and email it to support@uponlylearning.com** — the picture tells us more than a description, and we fix it for every family.

Safety. Some activities use household items such as scissors, coins or food. An adult should supervise and skip anything unsafe for the student.

Not professional advice. This workbook does not replace an evaluation by a qualified educator or specialist. The founder is a Doctor of Chiropractic; UpOnly Learning does not provide medical or health advice.

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INTRODUCTION

How to use this workbook

Each topic follows the same steps, so your student always knows what comes next.

① **Quick Check.** 10 questions before you teach. Read them aloud for younger students. A high score means you can move faster.

② **Learn It.** Key words, step-by-step teaching with lines you can read aloud, worked examples and the mistakes to watch for.

③ **We Do It Together.** 10 questions you do side by side. The answer and the "why" are printed right after each question, so you can talk it through.

④ **You Try.** 10 questions your student does alone.

Answers with short explanations for every question are in the **Answer Key** at the end of each topic, so students can work without peeking. Go over each wrong answer together using the explanation.

This workbook is printed in full color. To save ink, choose "Black and white" or "Grayscale" in your printer settings; every page still works in black and white.

Want online checks that score themselves and track each student's progress? Visit uponlylearning.com.

PRIMARY 3

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Math (Singapore MOE syllabus): Primary 3

Free Sample Workbook · Ages 8–9 · 1 of 9 topics, with a Quick Check, a lesson, We Do It Together, You Try and an answer key

Our story

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How to use this workbook

Topic 1 · Numbers to 10,000

Place value; odd and even P3 N1

Quick Check · Learn It · We Do It Together · You Try · Answer Key

TOPIC 1 · P3 N1 ↑ CONTENTS

Numbers to 10,000

The student will read, write and build numbers up to 10,000, name the value of each digit, and tell whether a number is odd or even.

① Quick Check

Do this before the lesson. It shows what your student already knows. Score: ____ / 10

1. What is the value of the digit 4 in 2451?

A 4000 **B** 40 **C** 4 **D** 400

2. Write eight thousand, four hundred and six in numerals.

A 8406 **B** 846 **C** 806 **D** 84006

3. What number is 1000 more than 1070?

A 70 **B** 1080 **C** 1071 **D** 2070

4. Write one thousand, six hundred in numerals.

A 16 **B** 16000 **C** 1600 **D** 100

5. What number does this place-value chart show?

Thousands	Hundreds	Tens	Ones
3	10	0	9

A 5009 **B** 3009 **C** 4009 **D** 31009

6. What is the number just after 9260, and is it odd or even?

A 9259, odd **B** 9270, odd **C** 9261, even **D** 9261, odd

7. Put these in order from smallest to greatest: 8605, 8064, 8680, 8206.

A 8064, 8206, 8605, 8680 **B** 8206, 8064, 8605, 8680 **C** 8605, 8064, 8680, 8206

D 8680, 8605, 8206, 8064

8. Ken writes four thousand and six as 406. What mistake did he make?

A He swapped digits; it should be 4060 **B** Nothing, 406 is correct

C He used too many zeros; it should be 46 **D** He left out a zero; it should be 4006

9. Look at the number line. How many even numbers are there between 9136 and 9142? (Do not count 9136 or 9142.)



A 5 **B** 1 **C** 2 **D** 3

10. I am a 4-digit number. My thousands digit is 3. My hundreds digit is double my thousands digit. My tens digit is 1 more than my thousands digit. My ones digit is the smallest even digit. What number am I?

A 3642 **B** 3540 **C** 3640 **D** 6340

② Learn It

Key words

- **place value**: how much a digit is worth because of where it sits in the number
- **thousands**: groups of 1000; the fourth place from the right
- **digit**: one of the symbols 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 used to write numbers
- **even number**: a number that can be shared into 2 equal groups with nothing left over; it ends in 0, 2, 4, 6 or 8
- **odd number**: a number that leaves 1 left over when shared into 2 equal groups; it ends in 1, 3, 5, 7 or 9

Warm-up

1. Write 345 and ask the student to read it aloud and say how many hundreds, tens and ones it has.
2. Count on by hundreds together from 700: 800, 900, 1000. Stop at 1000 and ask what comes next if we keep going (1100).
3. Ask: what is 10 hundreds? Show that 10 hundreds make 1 thousand.

> *You already know numbers up to 1000. Today we are going to climb even higher, all the way to 10,000.*

Teach

1. Concrete: lay out the four place-value labels left to right: Thousands, Hundreds, Tens, Ones. Put counters on the chart to show 2 thousands, 4 hundreds, 0 tens and 7 ones. Explain that each counter in the Thousands column is worth 1000.
2. Pictorial: draw the place-value chart on paper and write the digits 2, 4, 0, 7 under the columns. Read it together: two thousand, four hundred and seven.

Thousands	Hundreds	Tens	Ones
2	4	0	7

3. Abstract: write 2407 = 2000 + 400 + 0 + 7. Point out that the 0 is a placeholder; without it the number would become 247.
4. Show how to write numbers in words, for example 5038 is five thousand and thirty-eight. Practice going both ways: words to numerals and numerals to words.
5. Compare numbers: line up 4362 and 4326 one above the other. Compare from the left: thousands equal, hundreds equal, tens 6 is greater than 2, so 4362 is greater.
6. Odd and even: give the student 7 counters and ask them to make pairs. One is left over, so 7 is odd. Try 8: no counter is left, so 8 is even.
7. Explain the shortcut: only the ones digit decides odd or even. 3456 ends in 6 so it is even; 3457 ends in 7 so it is odd. The thousands, hundreds and tens are always groups that pair up perfectly.

> *Every place is 10 times bigger than the place on its right. Ten ones make a ten, ten tens make a hundred, and ten hundreds make a thousand. To know if a number is odd or even, just peek at the last digit.*

Guided practice

1. Draw 4 number cards at random, for example 3, 8, 1, 6. Ask the student to make the greatest 4-digit number (8631) and the smallest (1368).
2. For each number made, ask: what is the value of the 3? Is the number odd or even?
3. Say a number aloud such as six thousand and fifty; the student writes it (6050). Check the zeros together.
4. Ask the student to show 3215 with counters on the place-value chart, then add 1 more counter to the Hundreds and say the new number (3315).

Thousands	Hundreds	Tens	Ones
3	2	1	5

> *Let us be number builders. You make it, I will check it, then we will swap.*

Worked examples

What is the value of the digit 6 in 6295? Write 6295 in expanded form.

Thousands	Hundreds	Tens	Ones
6	2	9	5

The 6 is in the thousands place, so its value is 6000. Expanded form: 6295 = 6000 + 200 + 90 + 5.

Is 4873 odd or even? Explain.

Thousands	Hundreds	Tens	Ones
4	8	7	3

Odd. The ones digit is 3, and 3 counters cannot all be put into pairs; 1 is left over. Only the ones digit decides.

Watch for these mistakes

Mistake: Writing four thousand and six as 46 or 406, leaving out the zeros.
Fix: Draw the place-value chart and fill every column. Thousands 4, Hundreds 0, Tens 0, Ones 6 gives 4006. Remind the student a 4-digit number needs four digits.

Mistake: Thinking 2468 is odd or even depending on the first digit, or that a number with more odd digits must be odd.
Fix: Show with counters that thousands, hundreds and tens always pair up evenly. Only the ones digit matters: 2468 ends in 8, so it is even.

③ We Do It Together: 10 questions

> *Do these side by side. Read each question together, let your student answer, then read the answer and the "why" right below it and talk it through.*

1. Which digits tell you a number is even?

A A ones digit of 1, 3, 5, 7 or 9 **B** A thousands digit of 0, 2, 4, 6 or 8 **C** A ones digit of 0, 2, 4, 6 or 8 **D** More even digits than odd digits

> **Answer: C** A ones digit of 0, 2, 4, 6 or 8
> **Why:** Only the ones digit matters. Even numbers end in 0, 2, 4, 6 or 8.

2. What is the value of the digit 6 in 4369?

A 6000 **B** 60 **C** 6 **D** 600

> **Answer: B** 60
> **Why:** The 6 is in the tens place, so it is worth 6 tens = 60.

3. Which of these numbers is odd?

A 5622 **B** 3157 **C** 3620 **D** 2314

> **Answer: B** 3157
> **Why:** Only the ones digit tells us. 3157 ends in 7, which is odd.

4. Which shows 8103 in words?

A eight hundred and thirteen **B** eight thousand, one hundred and thirty **C** eight thousand and thirteen **D** eight thousand, one hundred and three

> **Answer: D** eight thousand, one hundred and three
> **Why:** 8103 has 8 thousands, 1 hundred, 0 tens and 3 ones: eight thousand, one hundred and three.

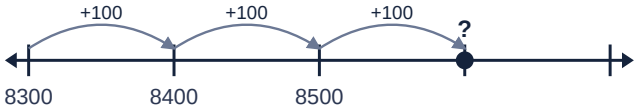
5. The chart shows 8010. What number is 100 less than 8010?

Thousands	Hundreds	Tens	Ones
8	0	1	0

A 7910 **B** 8910 **C** 7010 **D** 8000

> **Answer: A** 7910
> **Why:** There are 0 hundreds, so take 1 thousand and change it to 10 hundreds. 10 - 1 = 9 hundreds: 7910.

6. Count on by hundreds: 8300, 8400, 8500, ___. What comes next?



A 8700 **B** 8600 **C** 8510 **D** 9500

> **Answer: B** 8600
> **Why:** The numbers go up by 100 each time. 8500 + 100 = 8600.

7. The chart shows 1061. The thousands digit is made 1 bigger. What is the new number?

Thousands	Hundreds	Tens	Ones
1	0	6	1

A 1062 **B** 61 **C** 1161 **D** 2061

> **Answer: D** 2061
> **Why:** Changing the thousands digit by 1 changes the number by 1000: 2061.

8. Fill in the blank: 1795 = 1000 + 700 + ___ + 5

A 90 **B** 9 **C** 900 **D** 9000

> **Answer: A** 90
> **Why:** The 9 in 1795 is in the tens place, so it stands for 90.

9. What number does this place-value chart show?

Hundreds	Tens	Ones
13	19	0

A 1590 **B** 13190 **C** 1490 **D** 1390

> **Answer: C** 1490
> **Why:** 13 hundreds = 1300 and 19 tens = 190. 1300 + 190 + 0 = 1490.

10. Start at 6980. Add 1000, then add 100. What number do you get?

A 7080 **B** 8980 **C** 7990 **D** 8080

> **Answer: D** 8080
> **Why:** 6980 + 1000 = 7980. Then 7980 + 100: 9 hundreds + 1 hundred = 10 hundreds = 1 thousand, so 7980 + 100 = 8080.

④ You Try: 10 questions

Now your student works alone. Check answers in the Answer Key at the end of this topic. Score: ____ / 10

1. What number is 100 less than 6886?

A 6786 **B** 5886 **C** 6986 **D** 6885

2. Which digit is in the tens place in 9865?

A 8 **B** 5 **C** 9 **D** 6

3. What number is 1000 less than 8231?

A 8230 **B** 9231 **C** 7231 **D** 8131

4. What is the number just after 8910, and is it odd or even?

A 8920, odd **B** 8911, odd **C** 8909, odd **D** 8911, even

5. Fill in the blank: 3761 = 3000 + ___ + 60 + 1

A 7000 **B** 7 **C** 700 **D** 70

6. Put these in order from smallest to greatest: 9403, 9043, 9410, 9104.

A 9410, 9403, 9104, 9043 **B** 9043, 9104, 9403, 9410 **C** 9403, 9043, 9410, 9104

D 9104, 9043, 9403, 9410

7. Fill in the blank: 5973 = 5000 + ___ + 70 + 3

A 900 **B** 90 **C** 9000 **D** 9

8. A 4-digit number has 7 in the thousands place. Its hundreds digit is 2 less than its thousands digit. Its tens digit is 0. It is the greatest odd number that fits these clues. What is the number?

A 5709 **B** 7905 **C** 7508 **D** 7509

9. Use the digits 6, 7, 9, 8 once each. Make the greatest even 4-digit number.

A 9876 **B** 6798 **C** 9786 **D** 9867

10. Look at the number line. How many odd numbers are there between 3713 and 3719? (Do not count 3713 or 3719.)



A 3 **B** 2 **C** 1 **D** 5

Numbers to 10,000: Answers and explanations

① Quick Check

1. What is the value of the digit 4 in 2451?
   D 400
   The 4 is in the hundreds place, so it is worth 4 hundreds = 400.

2. Write eight thousand, four hundred and six in numerals.
   A 8406
   8 thousands, 4 hundreds, 0 tens and 6 ones gives 8406. A zero holds any empty place.

3. What number is 1000 more than 1070?
   D 2070
   Adding 1000 makes the thousands digit go up by 1: 2070.

4. Write one thousand, six hundred in numerals.
   C 1600
   1 thousand, 6 hundreds, 0 tens and 0 ones gives 1600. A zero holds any empty place.

5. What number does this place-value chart show?
   C 4009
   10 hundreds = 1 thousand and 0 hundreds. So there are 4 thousands: 3000 + 1000 + 0 + 9 = 4009.

6. What is the number just after 9260, and is it odd or even?
   D 9261, odd
   One more than 9260 is 9261. It ends in 1, so it is odd.

7. Put these in order from smallest to greatest: 8605, 8064, 8680, 8206.
   A 8064, 8206, 8605, 8680
   Compare place by place from the left. The order is 8064, 8206, 8605, 8680.

8. Ken writes four thousand and six as 406. What mistake did he make?
   D He left out a zero; it should be 4006
   Four thousand and six has 4 thousands, 0 hundreds, 0 tens and 6 ones: 4006.

9. Look at the number line. How many even numbers are there between 9136 and 9142? (Do not count 9136 or 9142.)
   C 2
   The numbers between 9136 and 9142 are 9137, 9138, 9139, 9140 and 9141. The even ones are 9138 and 9140: there are 2.

10. I am a 4-digit number. My thousands digit is 3. My hundreds digit is double my thousands digit. My tens digit is 1 more than my thousands digit. My ones digit is the smallest even digit. What number am I?
    C 3640
    Thousands 3, hundreds 6, tens 4, ones 0: 3640.

④ You Try

1. What number is 100 less than 6886?

   A 6786

   Taking away 100 makes the hundreds digit go down by 1: 6786.

2. Which digit is in the tens place in 9865?

   D 6

   Read the places from the left: thousands 9, hundreds 8, tens 6, ones 5. The tens digit is 6.

3. What number is 1000 less than 8231?

   C 7231

   Taking away 1000 makes the thousands digit go down by 1: 7231.

4. What is the number just after 8910, and is it odd or even?

   B 8911, odd

   One more than 8910 is 8911. It ends in 1, so it is odd.

5. Fill in the blank: 3761 = 3000 + ___ + 60 + 1

   C 700

   The 7 in 3761 is in the hundreds place, so it stands for 700.

6. Put these in order from smallest to greatest: 9403, 9043, 9410, 9104.

   B 9043, 9104, 9403, 9410

   Compare place by place from the left. The order is 9043, 9104, 9403, 9410.

7. Fill in the blank: 5973 = 5000 + ___ + 70 + 3

   A 900

   The 9 in 5973 is in the hundreds place, so it stands for 900.

8. A 4-digit number has 7 in the thousands place. Its hundreds digit is 2 less than its thousands digit. Its tens digit is 0. It is the greatest odd number that fits these clues. What is the number?

   D 7509

   Thousands 7, hundreds 7 - 2 = 5, tens 0, ones 9 (the greatest odd digit): 7509.

9. Use the digits 6, 7, 9, 8 once each. Make the greatest even 4-digit number.

   A 9876

   An even number must end in an even digit. Put the largest possible digits in front: 9876.

10. Look at the number line. How many odd numbers are there between 3713 and 3719? (Do not count 3713 or 3719.)

    B 2

    The numbers between 3713 and 3719 are 3714, 3715, 3716, 3717 and 3718. The odd ones are 3715 and 3717: there are 2.

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3. Multiplication and division algorithms P3 N3
4. Equivalent fractions P3 N4
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