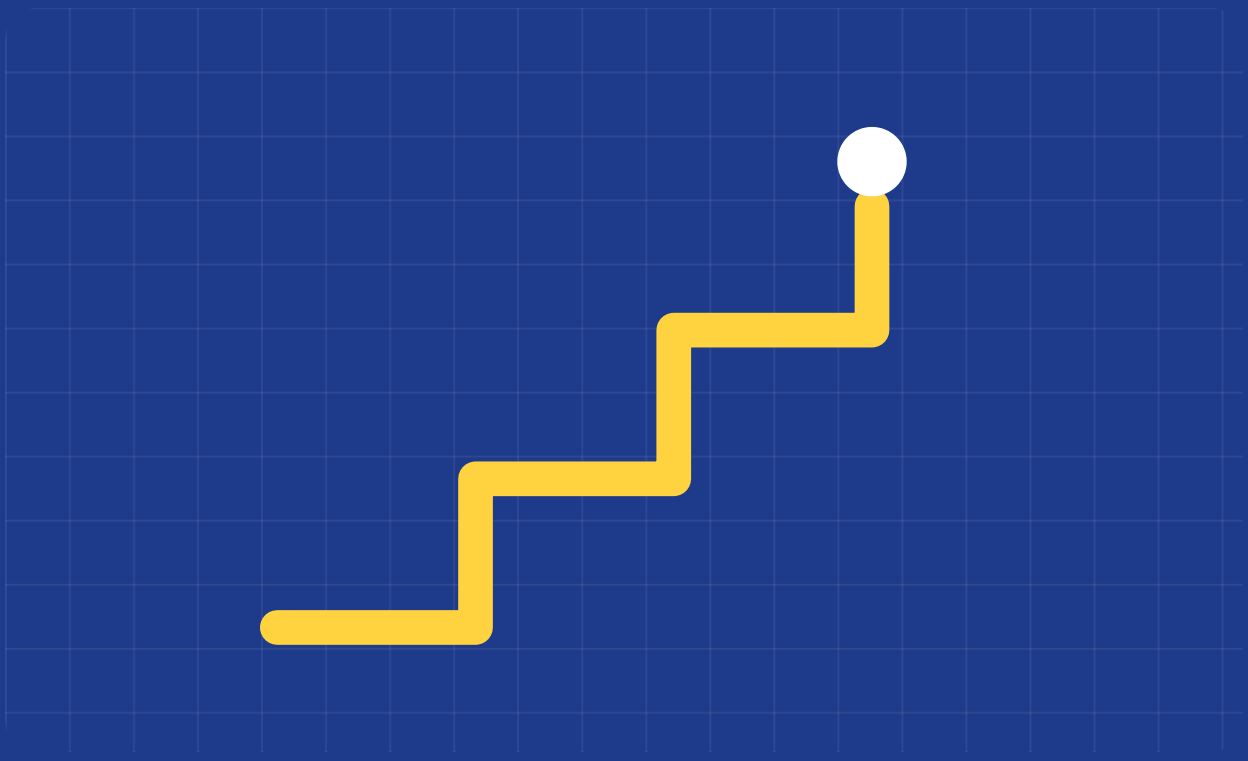
UpOnly Learning



PRIMARY 2

FREE SAMPLE WORKBOOK

Math (Singapore MOE syllabus) Primary 2

One step at a time. · Ages 7–8 · Free sample: 1 of 8 topics

UO-SGMATH-P2

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 2

CONTENTS · UO-SGMATH-P2

Math (Singapore MOE syllabus): Primary 2

Free Sample Workbook · Ages 7–8 · 1 of 8 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 1,000

Place value; compare and order P2 N1

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

Numbers to 1,000

By the end, the student will be able to read, write and show numbers up to 1000 using hundreds, tens and ones, and compare and order them.

① Quick Check

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

1. Count by hundreds: 100, 200, 300, ... What comes next?

   A 310 **B** 500 **C** 301 **D** 400

2. Write nine hundred and sixty as a number.

   A 960 **B** 906 **C** 96 **D** 9060

3. What is 600 + 40 + 7?

   A 6407 **B** 674 **C** 647 **D** 476

4. Write seven hundred and eight as a number.

   A 780 **B** 7008 **C** 78 **D** 708

5. Fill in the missing number: 640, 650, ___, 670

   A 651 **B** 665 **C** 660 **D** 700

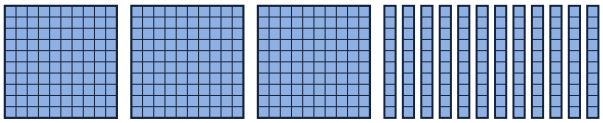
6. Order from smallest to greatest: 538, 385, 853, 358.

   A 358, 385, 538, 853 **B** 385, 358, 538, 853 **C** 358, 385, 853, 538 **D** 853, 538, 385, 358

7. What number is 100 less than 607?

   A 597 **B** 617 **C** 606 **D** 507

8. The blocks show 3 hundreds and 12 tens. What number is it?



   A 3120 **B** 420 **C** 320 **D** 312

9. What is 10 more than 990?

   A 1090 **B** 991 **C** 1000 **D** 900

10. I am between 300 and 400. My tens digit is 9 and my ones digit is 1. What am I?

    A 491 **B** 319 **C** 391 **D** 931

② Learn It

Key words

- **hundreds**: groups of 100; 10 tens make 1 hundred
- **place value**: how much a digit is worth because of where it is in the number
- **digit**: one of the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8, 9
- **greater than / smaller than**: more than / less than
- **thousand**: 10 hundreds; written 1000

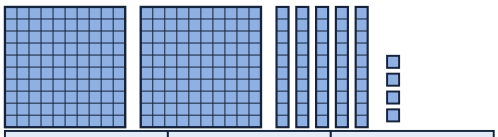
Warm-up

1. Count in tens from 70 to 150 together, slowing down as you pass 100.
2. Count in hundreds from 100 to 1000.
3. Ask: How many tens make 100? (10)

> *Let's count big today. Tens first, then hundreds, all the way to one thousand.*

Teach

1. Concrete: line up 10 ones squares against a tens strip, then 10 tens strips against a hundreds square. Say: 10 ones make 1 ten, and 10 tens make 1 hundred.
2. Build 254: 2 hundreds squares, 5 tens strips, 4 ones squares. Read it as two hundred and fifty-four.
3. Pictorial: draw a place value chart with three columns: Hundreds, Tens, Ones. Write 2, 5, 4. Underneath, write 254 = 200 + 50 + 4.



Hundreds	Tens	Ones
2	5	4

4. Build 306. Point out there are no tens, so the 0 holds the tens place. Read it as three hundred and six.
5. Comparing: build 452 and 425. Compare hundreds first (both 4). Then compare tens: 5 tens is more than 2 tens, so 452 is greater than 425.
6. Ordering: write 318, 381, 138. Compare hundreds to order them from smallest: 138, 318, 381.
7. Show 10 more and 100 more: 254 + 10 = 264 (tens digit goes up by 1); 254 + 100 = 354 (hundreds digit goes up by 1).

> *Each place is worth ten times the place to its right. To compare numbers, start with the biggest place, the hundreds, and work your way right.*

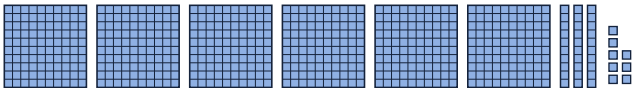
Guided practice

1. Call out a number such as 617. The student builds it with paper pieces, writes it in the chart and writes it as 600 + 10 + 7.
2. Show a number in pieces (for example 7 hundreds, 0 tens, 9 ones) and ask the student to write the number (709) and the words (seven hundred and nine).
3. Draw three digit cards, such as 4, 9 and 1. Ask for the greatest number (941) and the smallest number (149).
4. Ask: What is the value of the 8 in 584? (80) In 845? (800)

> *Your turn to be the builder. Tell me how many hundreds, tens and ones, then write the number two different ways.*

Worked examples

Write the number that has 6 hundreds, 3 tens and 8 ones. Then write it in words.



638, six hundred and thirty-eight. The 6 goes in the hundreds place, 3 in the tens and 8 in the ones.

Which is greater, 579 or 597?

579

Hundreds	Tens	Ones
5	7	9

597

Hundreds	Tens	Ones
5	9	7

597. Both have 5 hundreds. Compare tens: 9 tens is more than 7 tens, so 597 is greater.

Watch for these mistakes

Mistake: Writing 'four hundred and six' as 4006 or 46.
Fix: Use the three-column chart. Four hundred means 4 in the hundreds place. There are no tens, so write 0 in the tens place. Six goes in the ones: 406.

Mistake: Thinking 299 is greater than 301 because 9s are big.
Fix: Compare the hundreds place first: 3 hundreds is more than 2 hundreds, so 301 is greater.

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. Look at the chart for 846. What is the value of the digit 4?

Hundreds	Tens	Ones
8	4	6

A 6 **B** 4 **C** 40 **D** 400

Answer: C 40
Why: The 4 is in the tens place, so it is worth 4 tens, which is 40.

2. Look at the chart for 513. What is the value of the digit 3?

Hundreds	Tens	Ones
5	1	3

A 3 **B** 300 **C** 13 **D** 30

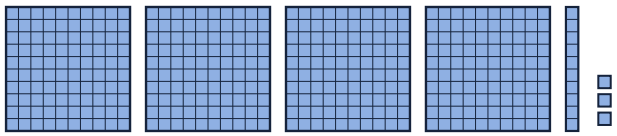
Answer: A 3
Why: The 3 is in the ones place, so it is worth 3.

3. How many hundreds make 1000?

A 10 **B** 1000 **C** 1 **D** 100

Answer: A 10
Why: 10 hundreds make one thousand.

4. The blocks show 4 hundreds, 1 ten and 3 ones. What number is it?



A 413 **B** 431 **C** 314 **D** 8

Answer: A 413
Why: 4 hundreds is 400, 1 ten is 10, 3 ones is 3. 400 + 10 + 3 = 413.

5. A shop has 2 boxes of 100 pencils, 8 packs of 10 pencils and 4 loose pencils. How many pencils?

A 2814 **B** 248 **C** 284 **D** 14

> **Answer: C** 284
> **Why:** 200 + 80 + 4 = 284.

6. What number is 100 more than 482?

A 483 **B** 582 **C** 382 **D** 492

> **Answer: B** 582
> **Why:** 100 more adds 1 hundred: 4 hundreds become 5 hundreds. 582.

7. Which shows 735?

A 7 hundreds, 3 tens, 5 ones **B** 7 hundreds, 5 tens, 3 ones **C** 3 hundreds, 7 tens, 5 ones

D 73 hundreds, 5 ones

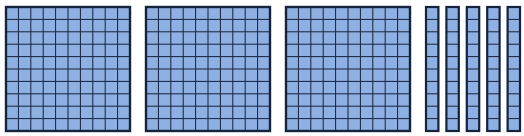
> **Answer: A** 7 hundreds, 3 tens, 5 ones
> **Why:** In 735 the 7 is hundreds, 3 is tens and 5 is ones.

8. Write four hundred and six as a number.

A 46 **B** 406 **C** 460 **D** 4006

> **Answer: B** 406
> **Why:** 4 hundreds, 0 tens, 6 ones. The 0 shows there are no tens: 406.

9. The blocks show 350. How many tens are in 350 altogether?



A 3 **B** 5 **C** 350 **D** 35

> **Answer: D** 35
> **Why:** 350 is 3 hundreds and 5 tens. 3 hundreds is 30 tens, so 30 + 5 = 35 tens.

10. I am a three-digit number. My hundreds digit is 7, my tens digit is 3 less than my hundreds digit, and my ones digit is 2. What am I?

A 472 **B** 732 **C** 712 **D** 742

> **Answer: D** 742
> **Why:** Tens digit: 7 - 3 = 4. The number is 742.

④ You Try: 10 questions

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

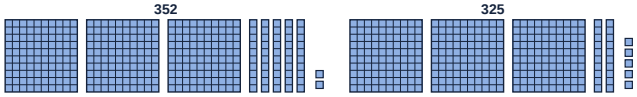
1. Count by tens: 470, 480, 490, ... What comes next?

A 500 **B** 4100 **C** 410 **D** 491

2. How many tens make 100?

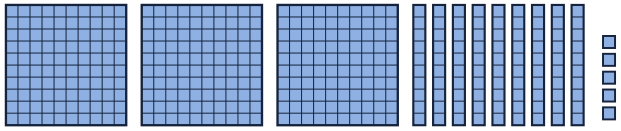
A 1 **B** 10 **C** 20 **D** 100

3. Look at the blocks for 352 and 325. Which is greater?



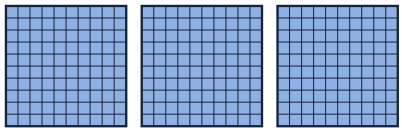
A Cannot tell **B** 325 **C** 352 **D** They are equal

4. The blocks show 395. What number is 10 more than 395?



A 405 **B** 305 **C** 495 **D** 396

5. The blocks show 300. What number is 10 less than 300?



A 299 **B** 200 **C** 310 **D** 290

6. What is 1000 written as hundreds?

A 1000 hundreds **B** 10 hundreds **C** 1 hundred **D** 100 hundreds

7. Fill in the missing number: 498, 499, ___, 501

A 500 **B** 502 **C** 4100 **D** 490

8. Start at 268. Count on 3 hundreds and 2 tens. Where do you land?

A 290 **B** 298 **C** 568 **D** 588

9. A number is 100 more than 856 and 10 less than another number. What is the other number?

A 956 **B** 946 **C** 966 **D** 866

10. Using the digits 5, 0 and 8 once each, what is the smallest three-digit number?

A 508 **B** 058 **C** 805 **D** 580

Numbers to 1,000: Answers and explanations

① Quick Check

1. Count by hundreds: 100, 200, 300, ... What comes next?
   D 400
   Each step adds 1 hundred: 300 then 400.

2. Write nine hundred and sixty as a number.
   A 960
   9 hundreds, 6 tens and 0 ones make 960.

3. What is 600 + 40 + 7?
   C 647
   6 hundreds, 4 tens and 7 ones make 647.

4. Write seven hundred and eight as a number.
   D 708
   7 hundreds, 0 tens and 8 ones make 708. The 0 holds the tens place.

5. Fill in the missing number: 640, 650, ___, 670
   C 660
   The numbers go up by 10 each time.

6. Order from smallest to greatest: 538, 385, 853, 358.
   A 358, 385, 538, 853
   Compare hundreds first: 3, 3, 5, 8. 358 and 385 both have 3 hundreds; 5 tens is fewer than 8 tens.

7. What number is 100 less than 607?
   D 507
   100 less takes away 1 hundred: 6 hundreds become 5. 507.

8. The blocks show 3 hundreds and 12 tens. What number is it?
   B 420
   12 tens is 1 hundred and 2 tens. 3 hundreds and 1 more hundred is 4 hundreds, so 420.

9. What is 10 more than 990?
   C 1000
   990 has 9 hundreds and 9 tens. 1 more ten makes 10 tens, which is 1 more hundred. 9 hundreds and 1 hundred make 10 hundreds, which is 1000.

10. I am between 300 and 400. My tens digit is 9 and my ones digit is 1. What am I?
    C 391
    Between 300 and 400 means 3 hundreds. Then 9 tens and 1 one: 391.

④ You Try

1. Count by tens: 470, 480, 490, ... What comes next?

   A 500

   490 and 1 more ten is 500.

2. How many tens make 100?

   B 10

   10 tens is 100.

3. Look at the blocks for 352 and 325. Which is greater?

   C 352

   Both have 3 hundreds. 5 tens is more than 2 tens, so 352 is greater.

4. The blocks show 395. What number is 10 more than 395?

   A 405

   9 tens and 1 more ten make 10 tens, which is a new hundred. 395 + 10 = 405.

5. The blocks show 300. What number is 10 less than 300?

   D 290

   Break a hundred into 10 tens and take away 1 ten: 290.

6. What is 1000 written as hundreds?

   B 10 hundreds

   10 groups of one hundred make 1000.

7. Fill in the missing number: 498, 499, ___, 501

   A 500

   Counting on by 1: 499 then 500.

8. Start at 268. Count on 3 hundreds and 2 tens. Where do you land?

   D 588

   268 + 300 = 568. 568 + 20 = 588.

9. A number is 100 more than 856 and 10 less than another number. What is the other number?

   C 966

   856 + 100 = 956. The other number is 10 more: 966.

10. Using the digits 5, 0 and 8 once each, what is the smallest three-digit number?

    A 508

    0 cannot go first in a three-digit number. Use 5 first, then 0, then 8: 508.

THE FULL WORKBOOK

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1. Numbers to 1,000 P2 N1
2. Addition and subtraction within 1,000 P2 N2
3. Multiplication tables of 2, 3, 4, 5, 10 P2 N3
4. Fractions P2 N4
5. Money P2 M1
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7. Time P2 M3
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One step at a time.

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